

Celebration/Célébration



Lester B. Pearson School Board
Commission scolaire Lester-B.-Pearson

Fiers de notre passé. Passionate about our Future



Educational Project: Secondary

JOHN RENNIE HIGH SCHOOL



2019-2022

Lester B. Pearson School Board

MISSION

John Rennie High School reflects the cultural mosaic of the Canadian nation. Our community is dedicated to:

1. Championing students striving for excellence in academics, athletics, leadership and the arts.
2. Fostering safety and respect for individual and collective rights.
3. Supporting the diverse needs of all of our students.
4. Promoting environmental awareness and responsibility.

VISION

To develop the 21st century knowledge, skills, aptitudes and interests of all John Rennie students, in a stimulating, nurturing and enriching school environment.



SCHOOL PROFILE

Community profile

John Rennie High School serves a vibrant school community that is socially, economically, and culturally diverse. We are situated at 501 Boulevard St. Jean in Pointe- Claire, Quebec. The school opened in 1955 and bears the name of the Honourable John Rennie, member of the Legislative Assembly. Mr. Rennie was the force behind the Duplessis government's decision to provide a badly need English secondary school on the West Island.

Our student population is well served by John Rennie's central location, easy access to transportation routes and proximity to civic facilities. It is located steps from the public library, the aquatic centre, the arena, police and fire stations. The school is served directly by the STM bus lines and commuter rail, providing access to students throughout the region.

JRHS serves the full spectrum of youth, targeting student need through a wide variety of academic programs aimed at specific strengths and interests. These programs include "Academic Plus", French immersion, English stream, and the provincially recognized "Sport Etudes".

Our enrichment program "Academic Plus" is offered to students at the Cycle 1 level, with a Langue Maternelle or French Immersion stream. This program is designed for those students who meet the stringent academic requirements and also demonstrate a high level of achievement, a positive attitude towards learning and a willingness to become actively involved in our school community. Emphasis is placed on developing autonomy through the use of technology. In Cycle II, students who meet the academic criteria for enrichment can continue in selected subjects (Languages, Arts, Mathematics and Sciences.)

"Sport-Études" is a provincially recognized partnership between MEES and the Secretariat de Loisir et Sport, created to support developing student athletes. This program offers a full curriculum in a condensed schedule at an accelerated pace. For this reason, candidates are screened for academic ability. Formal pedagogical support periods are made available to the student athlete to compensate for training hours and extended absences due to participation in competitions. Our student athletes perform at regional, provincial, national and international levels in various sports. Our "Sport Études" program also recognizes partnerships in various sports concentrations. These sports are not recognized by the Federation, but are recognized by our JRHS "Sport Études" program.

John Rennie is divided administratively into two cycles. The first cycle, consisting of Secondary I and II, operates as a "school within a school" and features its own separate area, core classes and lockers, as well as a dedicated administrator, office staff, separate lunch hour, and a team-teaching, student centred approach to education.

In Cycle Two, (Secondary III, IV and IV) students can personalize their educational path through exposure to a wide range of electives in addition to ministry-mandated core courses, fully preparing them for post-secondary endeavours.

Support for our students with special needs is provided through our Resource Department. Support services may be given both in class and in small group settings. In addition to academic support and modified curricula, we help develop life skills and social skills. Our peer tutoring program complements this service.

Our Planning Room is designed to help students who are experiencing problems in classroom behaviour and other non-academic challenges. A behavioural technician works with the students to help them reframe their thinking and develop learning and behaviour contracts in the classroom.

John Rennie offers one of the most diverse curriculum available at the secondary level. We offer a wide array of electives including, Drama, Journalism, Spanish, Music, Law, Photography, Media, Set Design, Yoga, Art, Athletic Leadership, Adaptive Phys. Ed., Science Fiction, Cooking, Economics, Leadership and Psychology. Our timetable is constructed to provide students with opportunities to enjoy a variety of options. Our core and options courses are supported by a technology commons room, 100 iPad as well as five Chromebook mobile labs. All classrooms are equipped with computers and Smartboard technology. Our multimedia digital age library commons room combines the latest trends in educational technology, makerspace learning and electronic resources. It provides a state of the art learning environment where information literacy and student collaboration are fostered. John Rennie's impressive physical plant includes an art gallery, a multimedia theatre, three gymnasiums, applied science labs, 3D printer, a garden courtyard/apiary, music rooms, charging tables, yoga, weight room and a dedicated apartment for the life skills program.

With over 1300 students, 85 teachers and 40 non-professionals and support staff John Rennie obviously serves an important need in the West Island community.



Student Exit Profile

Students will exit John Rennie prepared, to the best of their potential, for future educational and career training opportunities and for participation as positive citizens in the communities and societies in which they will live.

All students will be provided with the opportunity to develop the competencies to:

- use information
- solve problems
- exercise critical judgement
- foster creativity
- adopt effective work methods
- effectively utilize information and communications technologies
- develop self-awareness
- work collaboratively
- communicate appropriately and effectively
- cultivate resilience.

JRHS students will graduate high school understanding:

- the need to advocate for environmental protection
- the requirement to strive for academic excellence
- the importance of protecting individual and cultural diversity
- the responsibility to care for those less fortunate
- the value of respecting self and others.

Challenges:

Everyone Achieving Full Potential Achievement	Inclusive Ed. Settings Wellness & Student Engagement	Mobilization of Partners & Stakeholders
Maintaining success rates, and improving where possible.	Ensuring special needs students are well served and resources maximized	Utilizing school and community resources to augment opportunities for enrichment both inside and outside of the classroom
Ensuring students possess requisite tools for academic success	Empowering students and staff to manage change and deal with stress in a positive manner	

**Broad Area of Intervention 1
Everyone achieving their full potential**

Orientation: Improving Achievement

LBPSB COMMITMENT TO SUCCESS	SCHOOL OBJECTIVES	INDICATORS	TARGET
<p>Improving Achievement: Reduce the gap in success rates between various groups of students.</p>	<p>To monitor and maintain graduation rate</p> <p>To reinforce development of study skill and time management strategies</p> <p>To increase cross-cycle collaboration in order to improve consistency in academic expectations from one cycle to the next.</p> <p>To reduce the gap in success rates between boys and girls in academic areas by targeting student engagement</p>	<p>Global student data</p> <p>Number of students participating in homework assistance and francization programs</p> <p>Number of peer tutors</p> <p>Number of students attending remediation/tutorial/ PED support sessions</p> <p>Number of students using Math Help Services</p> <p>Creation of PDIG grants to facilitate cross-cycle cooperation in subject areas</p> <p>Teacher-led innovation sessions in lieu of staff meetings</p> <p>Participation in professional development offered externally</p> <p>Creation of new option courses designed to encourage student engagement, in particular, that of boys</p>	<p>Offer Cycle I study skills workshops as part of homework assistance program</p> <p>Increase number of peer tutors by 10%</p> <p>2 of in-school innovation sessions held per year</p> <p>Increase staff participation in external professional development by 10%</p> <p>Maintenance of current and creation of at least one new options and/or core course designed to meet the specific learning needs of boys</p>

Broad Area of Intervention 2
An inclusive environment for development,
learning and success

Orientation: Healthy, safe and caring environments.

LBPSB COMMITMENT TO SUCCESS	SCHOOL OBJECTIVES	INDICATORS	TARGET
<p>Wellness To provide means for students and staff to reduce anxiety and stress levels</p> <p>To provide opportunities to increase awareness of proper use of technology and social media</p> <p>To promote a school environment conducive to the development of a healthy lifestyle</p>	<p>Development of wellness initiatives across the curriculum and in the workplace</p> <p>Ongoing discussions about cyber bullying and appropriate use of technology through FLASH committee activities, and presentations from community officers</p>	<p># of wellness initiatives created</p> <p># of presentations during Flash week and during the school year regarding cyber bullying, appropriate use of social media as well as other societal issues such as transportation safety, drunk driving etc. and Tell them From Me results regarding anxiety and participation in sports programs</p>	<p>2022 - Creation of a yoga/mindfulness options course for students</p> <p>2022 – off-site staff retreat to encourage relationship building and better communication</p> <p>2020-2022 Flash week activities</p>

<p align="center">Broad Area of Intervention 3 Mobilization of partners and stakeholders and support of educational success</p>			
<p align="center">Orientation:</p>			
LBPSB COMMITMENT TO SUCCESS	SCHOOL OBJECTIVES	INDICATORS	TARGET
<p>Strengthening Engagement</p>	<p>Continued support for intramural and extracurricular sports programs</p> <p>Creation of new activities to reach a wider audience (dance, martial arts, tai chi, etc.)</p> <p>Provide opportunities for enrichment that develop students' vision of self as citizens of the world, through volunteerism and eco-tourism</p> <p>Provide opportunities for enrichment that bring the classroom to the world through Deep Learning</p>	<p>Number of intramural and extracurricular sports programs</p> <p>Number of new activities</p> <p>Number of students who participate in Leadership activities,</p> <p>Social Justice club,</p> <p>Model UN,</p> <p>International trips</p> <p>Spiritual Animator initiatives, such as the KAIROS blanket exercises and our Art Hive program</p>	<p>Maintain current levels of participation in intramural and extracurricular sports</p> <p>At least one new sports / fitness activity per year</p> <p>Participation in our Model UN</p> <p>International ecotourism/volunteerism field trip planned every two years</p> <p>Disney Educational Forum field trip planned every two years</p>