

John Rennie High School

Together, Reaching for Excellence



Educational Project



June 2012

TABLE OF CONTENTS

SCHOOL PROFILE.....	2
CHARACTERISTICS	2
GUIDING PRINCIPLES.....	4
SCHOOL VISION	5
MISSION STATEMENT	7
STUDENT EXIT PROFILE	8

SCHOOL PROFILE

John Rennie High School serves a student community that is socially, economically and culturally diverse. We are situated at 501 Boulevard St. Jean in Pointe Claire, Quebec. Our high school opened in 1955 and was named in memory of the Honourable John Rennie, member of the Legislative Assembly. Mr. Rennie was instrumental in persuading the government of Premier Duplessis to provide the funds to build a badly needed school in Pointe Claire. Families of the era had been forced to send their youngsters as far away as Montreal West in order to pursue secondary studies.

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

CHARACTERISTICS

John Rennie High School serves the full spectrum of the community's youth, targeting the needs of our students through a wide variety of academic programs. It does this through programs aimed at specific strengths, interests and needs: Academic Plus (Langue Maternelle and French Immersion), regular English Stream and French Immersion programs, Sport-Études, and "Rennissance".

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 geographic area, core classes and lockers; as well as its own office and staff, a separate lunch hour, and a team-teaching, student-centered approach to education.

The second cycle is comprised of Secondary III, IV and V. It is organized by subject areas and features a higher degree of teacher/subject specialization. Each level has an administrative liaison.

Our enrichment program, Academic Plus, is offered to students at the Cycle I level as both Langue Maternelle and French Immersion programs. This program is for those students who have met the requirements and demonstrated a high level of achievement, a positive attitude towards learning and willingness to become actively involved in our school community. In Cycle II, students who meet the academic criteria may be offered enrichment in various subject areas such as Languages, Arts, Math and Sciences.

The “Rennissance” program focuses on students in Secondary IV and V who are more successful in a small classroom environment. The driving principle behind the program is to help students focus their abilities and obtain enough credits to graduate from high school and attend either a vocational program or CEGEP.

Sport-Études is a provincially recognized partnership between the *Ministère de l'Éducation* and the *Secrétariat de Loisir et Sport* for developing student athletes. This program offers a full curriculum in a condensed schedule at an accelerated pace, therefore, candidates are screened for academic ability. Formal pedagogical support periods are 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 with various sport concentrations. These sports are not recognized by the federation, but are recognized by our JRHS Sport-Études program.

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 curriculum, we 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 students to help them reframe their thinking and develop learning and behaviour contracts in the classroom.

John Rennie offers one of the most diverse curricula available at the secondary level. We have two computer labs connected via the school board's fiber optic network. We also have a Robotics lab where students learn to program robots for competition. We offer a wide range of options such as: Drama, Actors' Studio, Journalism, Spanish, Debating, Photography, Contemporary World, Music (Concert and Jazz Band), Law, Psychology, Computer Applications, enriched Science electives, Architectural Technology, advanced Physical Education, Leadership and Cooking. Our timetable is constructed to provide students with opportunities to enjoy a variety of options, while still pursuing specific interests.

GUIDING PRINCIPLES

Work on the Educational Project of John Rennie High School began during the 1996-97 school year. At that time, the Orientation Committee began establishing a firm base upon which the Educational Project could be built. Since then, a process has evolved for gathering information to ensure that it reflects the desires and needs of our community.

The first major accomplishment in this endeavour was the creation of John Rennie's Mission Statement in 1998. As work continued on the Educational Project, it was decided to flesh out the five components of the statement by looking at how we were acting on our commitment, what we were doing well, and what needed to be improved. In the process, the Mission Statement itself was revised in March 2003. The second bullet, *"striving for excellence in academics, athletics and leadership"*, was amended to include *"the arts"*.

Each year, a subcommittee was struck to oversee the planning phase of the Educational Project. Various methods were utilized to help guide us on our journey, among which have included workshops, surveys and questionnaires for parents, students and staff. In early years, the Parent Participation Organization took an active role in its development, with staff members joining in to make it a true collaboration. After many years of hard work, it was finalized in June 2003.

Today, the Educational Project continues to work in conjunction with the School Success Plan. As our community evolves, our Educational Project will be evaluated and updated to reflect our changing needs. This document serves as an indispensable tool for guiding the Governing Board, administrators and staff (whose priority it is to ensure student success), in their day-to-day actions and decisions.

SCHOOL VISION

John Rennie High School will continue to serve the full spectrum of the community's youth. It will expand its offering of programs, activities, projects and services and further develop those in place in order to meet new and changing needs.

The following are important components of the vision:

1. Upgrading the physical plant of the school through capital projects, local initiatives and partnerships. The Haden Garden continues to be maintained as a project that began several years ago. Partnerships with groups such as the Lakeshore Players, Lakeshore Light Opera and WILBA allow for our facilities to be more widely available to students and the community at large.
2. General literacy improvement and study skills programs will continue to be developed and implemented.
3. Our well-respected music program, complete with both Junior and Senior Concert and Jazz Bands continue to reach new levels of excellence.
4. Our newly developed DCP (Digital Citizen Program) will introduce our students to different forms of communication and help them to become responsible digital citizens. The Digital Citizen Program will teach students, parents and teachers how to use technology in an appropriate manner at home, at school, and elsewhere; and will help students recognize inappropriate technological behavior.

5. The school maintains a strong focus on responsible global citizenship through its Social Justice Team, community involvement and international exchanges.
6. JRHS is the first EVB (Établissement vert Brundtland) high school in the Lester B. Pearson School Board. We maintain this status by promoting and maintaining initiatives in the 4 pillars of EVB; *united, democratic, peaceful* and *ecological*. We also have a growing student Green Team for environmental awareness in the school and community.
7. The initiative behind the Planning Room is to provide support to students who experience both temporary and on-going challenges. The Planning Room also acts as a venue to create personalized plans to achieve success with the support of caring and devoted behavioral technicians.
8. The Respect Team will continue to develop peace and harmony in our school through Challenge Day activities and Peaceful Schools initiatives.
9. The use of the LBPSB “Blackboard Connect” to provide information to the families of our students as well as attendance control practices currently in place will be maintained. The website will continue to be updated regularly to provide the most current information to keep the communication fluid between home, school and community. Blackboard Connect enables our school to reach parents and staff with quick, relevant information.
10. Through their commitment to our students and the community, our Governing Board, Parents’ Participation Organization, Home & School, parent community and numerous other volunteers, will continue to play an active role in the school by providing on-going support in diverse ways, in order to assist the school in achieving success with its cross-curricular activities.

MISSION STATEMENT

John Rennie High School reflects the Canadian nation, a “cultural mosaic.” Our community is dedicated to:

- ★ providing a secure, clean, and well-equipped **environment**;
- ★ students striving for **excellence** in academics, athletics, leadership, and the arts;
- ★ fostering **respect** for the rights of others as individuals, and for their communities;
- ★ recognizing the **achievements** of individuals, teams, and groups; and
- ★ offering **support** to those in need, whether academic or personal in nature.

The goal of this learning institution is to encourage our children to be the best students and the best citizens that they can be.

STUDENT EXIT PROFILE

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

At the very least they will exit with the competencies to:

- Use information
- Solve problems
- Exercise critical judgment
- Use creativity
- Adopt effective work methods
- Use information and communications technologies
- To know themselves
- To work collaboratively
- To communicate appropriately and effectively

At the very least they will exit with value for:

- The environment
- Excellence
- Individual and cultural diversity
- Achievement
- Supporting those in need
- Respect of self and others