

John Rennie High School  
**Annual Report**  
**2016-2017**

Annual Report on the School's Success Plan, Management and Educational Success Agreement, and Contribution to the School Board's Strategic Plan.



**Together We Learn:**  
Partnering for Student Success



## ***Introduction***

In January 2010, the school signed a management and educational success agreement with the school board. The overall objective of the agreement is to improve student success. The management and educational success agreement incorporates five major goals:

- Increased Graduation and Qualification Rate
- Improved Mastery of English and French Language Skills
- Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties
- Promoting Wellness in a Safe and Caring Community
- Increased Enrollment of Students Under 20 Years of Age in Vocational Training

The management and educational success agreement was valid until June 30<sup>th</sup>, 2015 and was subsequently extended by an additional year for reporting purposes. Student success is the force that drives our actions, we believe that the identified pillars of our success plan represent the key areas that will increase student success and ensure the achievement of our management and educational success agreement goals. It is our responsibility to ensure that every student has the opportunity to excel, our success plan combined with our management and educational success agreement provides our road maps to meet that responsibility.

We are pleased to share news of this past year's (2015-16) successes. This annual report includes information on our success plan results, management and educational success agreement results. The report shares information about the important work that our school does to foster student success while ensuring a safe and healthy educational environment, and highlights the work and achievements of students and staff. This report is only a tiny snapshot of what happens every single day in our school with our collective mission to provide excellence in education.

## ***Mission Statement***

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 respect for individual and collective rights
3. Supporting the diverse needs of all our students

## ***School Portrait***

| <b>School Name</b>   | <b>2016-2017</b>   |
|--|--|
| <b>School Capacity</b>   | 1650   |
| <b>Total Number of Students Registered</b>   | 1366   |
| <b>Programs</b>  | Regular, Immersion, Academic +, Sport Etudes & Concentration |
| <b>Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.</b> | 143 (281 students on IEP's)                                  |

## ***School Mission/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 needs and changing realities. 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 WILBA, City of Pointe Claire, local elementary schools and the Morgan Arboretum allows for our facilities to be more widely available to students and the community at large.
2. The Quebec Education Program continues to thrive at our school.
3. We continue to develop ways in which to help students improve literacy in both French and English
4. Our DCP team (Digital Citizen Program) continues to introduce our students to different forms of communication and help them to become responsible digital citizens.
5. The use of ERMS Advantage provides information to the families of our students.
6. Our school website, Facebook Page, Twitter and Instagram accounts are used regularly to provide the most current information to keep the communication flowing between home and school.
7. Distribution of report cards via Fusion has made it possible for students and parents to view their progress with greater ease.

8. Our Music and Drama Programs, our Brundtland Status, and our Peaceful Schools Status, continues to help us maintain our high level of the education of the "whole student".

9. The initiative to maintain a Planning Room is to provide support to students who experience both temporary and ongoing challenges. The Planning Room also acts as a venue to create personalized plans to achieve success with the support of a caring and devoted behavioral technician.

10. The Personal Orientation Program and our Career Cruising Computer Program are part of the Quebec Education Program and continue to provide students in Secondary III with a career-based exploration option.

11. We strive to maintain Brundtland, and Peaceful Schools status, through our Green Team and Respect Team initiatives. The Respect Team continues to develop peace and harmony in our school by instituting challenge activities and peaceful school initiatives. The Green Team takes pride in our endeavour to make the world a better place. They encourage the use of the 6 R's (Reducing, Reusing, Recycling, Rethinking, Restructuring, and Redistributing) as well as further developing the garden. Our bees continue to thrive, our honey continues to be on demand.

12. The Social Justice Committee allows our students to expand their role as community members through volunteerism and philanthropy, in order to assist the needs of others both locally and globally; with the help of dedicated staff.

## **Goal 1: Increased Graduation and Qualification Rate**

### **School Board Context**

Student success in terms of certification and qualification remains a critical indicator of our progress. The Lester B. Pearson School Board has been consistently among the top five school boards in the province in this respect. The MEES has given us the challenge of increasing our graduation and qualification rate to 88% by 2020. We have set our 2015 graduation and qualification rate target at 85.5% with 2% of this increase coming from the youth sector and 1% coming from the adult education and vocational training sector. We continue to address the difference in the graduation and qualification rate between boys and girls. All secondary schools continue to work towards improving success rates on MEES uniform exams in Secondary 4 Mathematics, Science and Technology, and History and Citizenship Education as well as in the Secondary V first and second-language programs.

### **Local Results**

| <b>Goal 1: Increased Graduation and Qualification Rate</b> |   |  |   |                                     |                                      |
|--|---|--|---|-------------------------------------|--------------------------------------|
| <b>#</b>   | <b>Objective</b>  | <b>2009<br/>Baseline</b>                             | <b>2015<br/>Target</b>                              | <b>2016<br/>Result</b>              | <b>2017<br/>Result</b>               |
| <b>1</b>   | A 5% increase in the success rate for MELS Secondary 4 Math   | CST<br>62.9%<br><br>T &S<br>84.8%<br><br>SN<br>85.9% | CST<br>67.9%<br><br>T&S<br>89.8%<br><br>SN<br>90.9% | CST<br>83.4%<br><br>SN<br>100%      | CST<br>85%<br><br>SN<br>96%          |
| <b>2</b>   | A 3% increase in the success rate for MELS Secondary 4 results in General and Applied Science and Technology by 2015. | Phys sci<br>86.7%                                    | Gen<br>89.7%<br>App<br>76.4%                        | Gen.<br>93.4%<br>App<br>75.7%       | Gen<br>95.1%<br>App<br>92.3%         |
| <b>3</b>   | A 3% increase in the success rate for MELS Secondary 4 results in History & Citizenship Education by 2015.            | His 82%<br><br>Hist<br>97.6%                         | His 85%<br><br>Hist<br>100%                         | History<br>85.6%<br>Histoire<br>91% | History<br>88.6%<br>Hisoire<br>91.8% |
| <b>4</b>   | A 20% reduction in the overall number of students who dropout by 2015.  | 8.9%   | 6.6%  | 0.07                                | 0.005%                               |

|   |  |                       |  |       |                             |
|---|--|-----------------------|--|-------|-----------------------------|
| 5 | A 25% reduction in the number of boys who drop out by 2015 | 13.6%<br>(*2009-2010) |  | 10.2% | 28%<br>Girls<br>72%<br>Boys |
|---|--|-----------------------|--|-------|-----------------------------|

**Level of Accomplishment:**

We continue to implement smaller math CST groups, provide support through study blocks, the learning center and math remedial periods. This year our CST Math results increased from 83.4% to 85%.

Our secondary 4 Applied Science results increased from 75.7% to 92.3%. Our General Science results have increased from 90.1% to 98.6%.

Since 2009 we have continued to make improvements in our history and histoire final results. Last year's Histoire results increased from 91.% to 91.8% and our English History results increased from 85.6% to 88.6%.

**Situation Analysis:**

We continue to look at developing remedial support through History/Histoire blocks and implement math help centers for cycle I & II. We work at keeping students in school by placing them in the appropriate programs, which meet their individual needs: Actor's Studio, Music, Leadership, and Sport Etudes programs are some examples.

## ***Goal 2: Improved Mastery of French and English Language Skills***

Programs throughout the system, while responding to the parameters of the Quebec curriculum, provide choices for parents and offer flexibility with the students' academic, socio-emotional and physical needs being a focus. The Board's goal is not only to graduate students who are bilingual, but who are also biliterate; able to read, speak and write in French. Although our focus for this strategic plan is early intervention to further improve literacy, secondary schools have targeted an increase in the success rate for MEES Uniform Exam results in Secondary 5 French reading and writing.

### ***Local Results***

| <b>Goal 2: Improved Mastery of French and English Language Skills</b> |  |                          |                        |                        |                        |
|---|--|--------------------------|------------------------|------------------------|------------------------|
| <b>#</b>  | <b>Objective</b>   | <b>2009<br/>Baseline</b> | <b>2015<br/>Target</b> | <b>2016<br/>Result</b> | <b>2017<br/>Result</b> |
| <b>1</b>  | A 5% increase in the success rate for MELS Secondary 5 results in French reading by 2015 | 72.5%                    | 77.5%                  | 87.1%                  | 96%                    |
| <b>2</b>  | A 3% increase in the success rate for MELS Secondary 5 results in French writing by 2015 | 89.9%                    | 92.9%                  | 95.1%                  | 91.6%                  |
| <b>3</b>  | English reading success rate   |                          | N/A                    | 99.2                   | 99.6                   |



### **Level of Accomplishment:**

The results from the June 2016 MEES French exams indicate that not only have we met our 2015 goals , but we have also exceeded them. This year's results have shown another increase from 87.1% to 96% in regards to reading and comprehension.

We would like to point out that we have a Francais Enrichi program that we offer to students in grades 7 through 11, but since they do not write a MEES exam, their results are not factored in. Please note that we have 100% success rate in grade 11.

We managed to accomplish and maintain these results through the following initiatives: Cycle I & II literacy program, francisation, portfolio d'écriture, field trips, culture in the schools, enrichment, everyday literacy, increased French books in the library and the use of iPADS and Chromebooks in the classroom (all Academic Plus groups as well as several pilot classrooms at the senior level).

As for our English results our students continue to maintain over 95% average in reading, writing and comprehension.

### **Situation Analysis:**

We will continue to develop our technology initiatives (iPADS and Chromebooks in the classroom) as well as create book clubs, foster reading contests and participate in a Secondary V Writing competition.

### ***Goal 3: Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties: School Board Context***

#### ***School Board Context***

Lester B. Pearson is proud to be an inclusive school board where students with special needs are integrated into community schools. In each school they are members of the community receiving support services as outlined by their Individualized Education Plan. Our focus over the course of this plan was to increase the qualification rate for our students with handicaps, social maladjustments or learning difficulties. At the Secondary level, we have witnessed a remarkable growth of Work Oriented Training Pathway which lead to qualification for students who successfully complete their program of studies in this domain.

#### ***School Results***

| <b>Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties</b> |                                |                 |                    |                    |                    |
|--|--------------------------------|-----------------|--------------------|--------------------|--------------------|
| <b>#</b>   | <b>Objective</b>               | <b>Baseline</b> | <b>2015 Target</b> | <b>2016 Result</b> | <b>2017 Result</b> |
| <b>1</b>   | In school alternative measures | 3               | 8                  | 7                  | 6                  |

**Level of Accomplishment:**

Within our building, our Student Service Team has managed to create smaller groupings and study blocks for our students who struggle, refer students to more appropriate programs, increase the number of IEPs, accommodate for tests/exams, involve Guidance and make use of the planning room to help support our students.

**Situation Analysis:**

Our goal is to maintain small groups that maximize student engagement and learning. We will continue to incorporate technology (IPADS and chromebooks) in the classroom as well as tools for exam support, based upon MEES requirements. In addition, we will continue to make use of our annual Tech grant allocation.

We hope to continue to offer adapted programs for younger at risk students, in order to facilitate their successful integration and acquisition of graduation requirements.

## **Goal 4: Healthy and Safe School Environment: School Board Context**

Student success is greatly determined by the school and community environment. Schools and communities must work hand-in-hand to ensure that our students learn in an environment that is safe, caring, and promotes wellness. All secondary schools are working towards implementing the Healthy Schools Approach, developing a culture of pride and respect for our environment, and completing a portrait of the school climate in order to prioritize interventions to provide a safe, secure, healthy, and welcoming environment. All schools survey students twice annually through The Learning Bar's *Our School Survey* and are provided an annual snapshot of school climate through the *Bullying and School Safety Thematic Report*.

### **School Results**

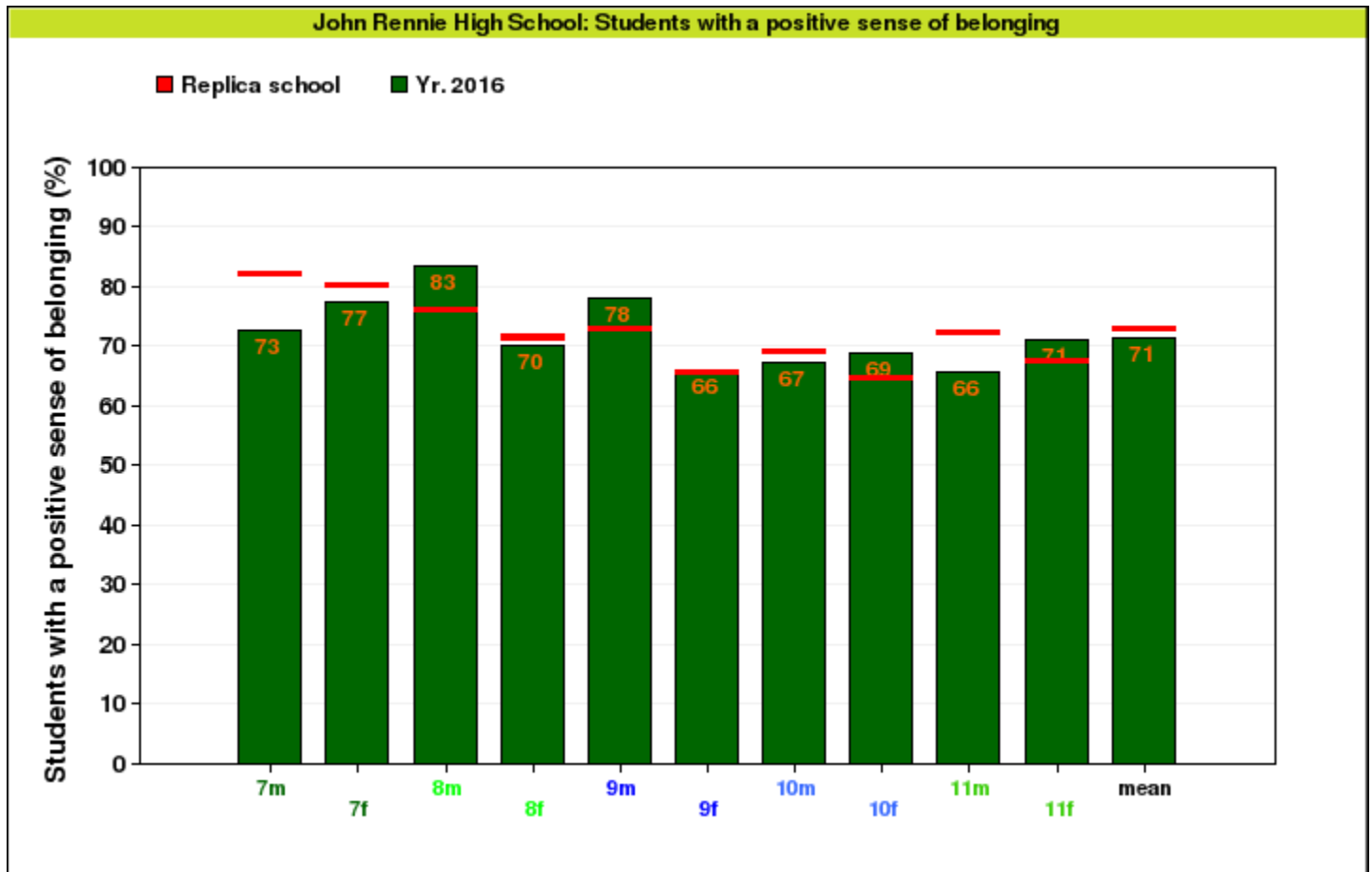
| <b>Goal 4: Promoting Wellness in a Safe and Caring Community</b> |  |                                      |                    |                    |                    |
|--|--|--------------------------------------|--------------------|--------------------|--------------------|
| <b>#</b>   | <b>Objective</b>   | <b>Baseline</b>                      | <b>2015 Target</b> | <b>2016 Result</b> | <b>2017 Result</b> |
| <b>1</b>   | The number of initiatives that promote pride in and respect for our environment. | 4                                    | 9                  | 9                  | 8                  |
| <b>2</b>   | Implementation of Healthy Schools Approach.                                      | [ * ] In Progress<br>[ ] Implemented |                    |                    |                    |
| <b>3</b>   | Complaints: Bullying/Violence  | N/A                                  | N/A                | 1                  | 2                  |

#### **Level of Accomplishment:**

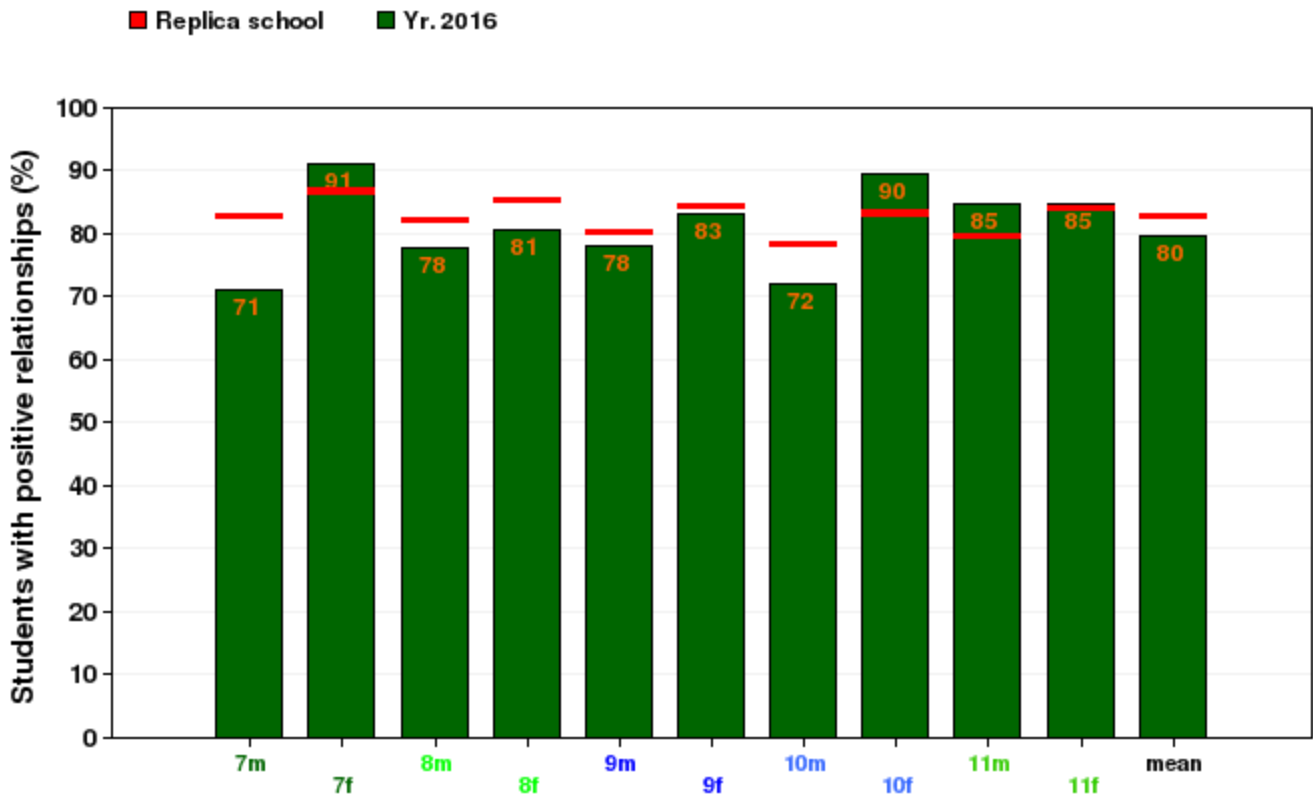
We continue to take pride in initiatives that were first implemented in 2011-2012. Through class presentations, IDP projects, social justice initiatives, Leadership activities (leadership classes), Gay Straight Alliance, Girls Night and intramural activities, we have promoted involvement and pride. On Fridays in particular, this can be seen by all the JRHS attire students wear on this day- also known as "Rennie pride day". The Staff fully supports and participates in this school-spirit activity.

In addition, through the "Tell Them From Me" survey, we are able to hear directly from the students. Their voice helps mold future activities and projects. John Rennie High School also adheres to the school board's "Safe and Caring School" policy as reflected in our school Code of Conduct.

Results from John Rennie’s Tell Them From Me Bullying and School Safety Report indicate that the percentage of students identifying as victims of bullying sits at 10.2 which is well below the Canadian Average of 16%. Of these students, the majority say they experienced Verbal or Social Conflict at school, while Physical Conflict and Cyber Bullying were identified less frequently. All incidents of violence, aggression or bullying were satisfactorily resolved at the school level.



## John Rennie High School: Students with positive relationships



### Situation Analysis:

We will continue to implement initiatives that are gender specific; such as “Girl’s Night” and “Guys Night” to address empowerment, self-worth and pride in oneself. As well, EVB and “Dare to Care” teams address issues that our teens of today face both at school and at home. In addition, we continue to uphold the requirements as laid out in Bill 56. Finally, we would like to continue to encourage healthy living through increased athletic activities in the form of lunchtime intramurals, open gym during scheduled lunch hours, Games room and Weight Room.

## **Goal 5: Increased Enrollment in Vocational Education: School Board Context**

The Vocational Education pathway is a growing choice towards qualification for students under 20 years of age as well as being a priority for the Ministry of Education Leisure and Sport. Our Vocational Education Centres provide numerous training programs that lead directly to employability and/or to an exciting career. Our priorities for this strategic plan include further expanding the choices of vocational education programs available to our students and promoting these programs as viable options.

### **School Results**

| <b>Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training</b> |   |                 |                    |                    |                    |
|--|---|-----------------|--------------------|--------------------|--------------------|
| <b>#</b>   | <b>Objective</b>  | <b>Baseline</b> | <b>2015 Target</b> | <b>2015 Result</b> | <b>2016 Result</b> |
| <b>1</b>   | The number of initiatives that promote vocational education | 3               | 7                  | 8                  | 7                  |
|  |   |                 |                    |                    |                    |

#### **Level of Accomplishment:**

Career cruising (POP), the Vocational Roadshow, Guidance, and Parent meetings continue to be successful avenues in preparing our students for vocational education. In addition, specialized student schedules, Resource Teacher in-service and appropriate WOTP placements also play an important role in ensuring our student's success as they venture towards vocational education. All of these efforts have helped improve the service that we provide our students at John Rennie High School.

#### **Situation Analysis:**

In order to ensure appropriate entry criteria into a vocational program, we have continued to provide specialized schedules that allow for the concentration of required courses. More specifically, we continue to facilitate the acquisition of grade 9 and 10 courses that are vocational pre-requisites.

Submitted at Governing Board  
on November 14th, 2017

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Flora-Lee Bendit  
GB Chair

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Cristina Prata  
JRHS Principal