



ANNUAL REPORT TO THE COMMUNITY

2007 - 2008

Preamble

John Rennie High School is a school in which the first priority is, and has always been, the evolution of the “whole child”. John Rennie continually achieves this mandate by providing the students with a sound academic education, programs in leadership and student life, innovative programs in the arts, dance, music and drama, and a wide variety of extra-curricular activities. John Rennie offers six programs of study, including Sport Etudes, Academic Plus, French Immersion, English, the “Renaissance” Alternative Program, and the “Venture” Work Study Program. Our school houses two computer labs, technical/vocational workshops, an auto workshop, a dance studio, an applied science lab, an art gallery, and a state-of-the-art theatre. The Haden Garden Project, continues to be overseen by our JRHS teachers and students. All of this is a tribute to the kind of innovation that John Rennie is known for.

In the year 2007-2008, John Rennie High School played host to 1468 students, with 274 students in Secondary One. Last year, over 400 grade six students wrote entrance exams for the Academic Plus and Sport Etudes programs. The students and staff have continued to make dynamic contributions to the local community. Our Open House evening welcomed over 1,200 interested parents and potential students. This year, a “Green Team” has been formed at both the Senior and Junior levels.

Celebration of Successes

John Rennie High School has had many successes over this past year. Our school is the first in our area to bring the “Challenge Day” event into fruition. “Challenge Day”, an event that literally challenges students to “Be the Change” they wish to see with regard to acceptance of each other, catapulted our school into a new vision. The “Challenge Day” event continues to be part of an initiative of our school Respect Team and our Peaceful Schools International status. For the first time this year, JRHS initiated the 30-Hour Famine event, raising funds for World Vision. The Terry Fox Run continues to be a yearly initiative, as does the 5-6-7 Conference, a Leadership event, giving the opportunity to neighboring elementary school students to participate in leadership activities.

Our school has been the recipient of many awards this year. We have achieved 1st place in the Provincial Public Speaking Contest, and our Cycle 1 students have participated in their first Public Speaking Contest as well. Our Home and School Organization has won the Lewis Peace Prize for their excellent in the support of our school. One of our students has won an award as one of the Provincial Volunteers of the year, and went to Quebec City to obtain his award.

Our school continues to be first and foremost a community-based school, helping the Maywood Senior’s Residence by forging relationships between our teens and our community seniors. We continue to upgrade our technology and are working on a plan to have computers in every single classroom.

Report on the Implementation of the School Success Plan

Our School Success Plan had two major goals.

- Goal A:** To provide opportunities for the development of ownership and responsibility essential for the growth of the student as a whole.
- Goal B:** To provide the means to improve MEQ and LBPSB exam results, success rates and graduation rate
- Goal C:** To create opportunities that supporting the academic diversity of the entire student population.

Our Means to Achieve Goal A and Our Accomplishments

1. A Leadership Program, providing student conferences, courses and fundraising

Result: This has been achieved with excellence at our school. The JRHS Leadership and Student Life Program is one of the mainstays of our extra-curricular program. We have also instituted a successful senior credit course in Leadership. We have already instituted a plan for Junior Leadership courses within the school.

2. Community Office and Spiritual Animator

Result: Our Community Officer and Spiritual Animator provide many opportunities for our students to participate in humanitarian efforts and participate in a variety of arts and educational opportunities. Our Spiritual Animator has created a liaison with the Maywood Senior's Residence, which our students have visited many times over the year. Several students brought flowers to the residence during a difficult time for the Maywood residents. Students have also visited the Residence during holiday times in order to create a flow of good wishes and good relationships between our students and Seniors. The 30-hour famine held its first event last April with astounding success and benefit to the World Vision Organization. It will become an annual event at the school.

3. Theatre Program with added apprenticeship in Theatre Technology

Result: Students in our Theatre Department continue to learn about the many aspects of staging a play. Through the addition of a Theatre Technician, a group of students were trained as "Techies", and learned a great deal about the backstage working of the theatre. The Actor's Studio class produced two large-scale productions, with two different groups. These groups alternated with ½ year of Enriched English.

4. Athletics

Result: The Athletics Program at JRHS continues to grow with more and more participation from our student body. Students in both the Sport-Etudes program in our school and the Core program participate and communicate well together in the Athletic setting.

5. Respect Team

Our school launched its first “Challenge Day”, creating a “Be the Change” Team from our Grade 9 and 10 participants. This event has a mission to continue to permeate the atmosphere, instilling and continuing the process of eradicating labels, judgmental behaviour and intolerance within the school. The Respect Team continues to look at ways in which to accomplish that mission and will consider another “Challenge Day” event in the near future. Our Peaceful Schools International Flag continues to fly high over the school. We are constantly embarking on new ways to continue to promote the vision of that organization.



Our Means to Achieve Goal B and Our Accomplishments

1. Monitor and discuss exam rates *(Please see Annex A and B)*

Result: Our students continue to perform at or above average in the majority of courses when compared to provincial results, with many results also being above the school board average. Tutorials, proper class groupings, and Teacher Department coordination meetings have helped John Rennie students to achieve at a high level. We track our results each year and we are happy to report that in most cases, JRHS has improved our exam rate. The Venture Work-Study Program is an initiative that provides small group learning to students who will eventually be streamed directly into the work force. Some students are able to graduate with a new certificate from the ministry for that work-study program. The small groupings also allow students to pass courses that they would normally not have success with, and some students are able to move on to the Adult Sector, where they can continue to achieve academic success while working in the work force. Departmental meetings are more frequent and geared towards a discussion of academic success. With the initiation of the Ministry Reform courses, many discussions about the achievement of academic success ensue during Staff Meetings. Release time has been given to department teachers for creation of learning and evaluation situations, (LES's), prescribed by the Ministry of Education via the Reform.

2. Institute new programs for students in difficulty

Result: We have continued our Planning Room, with the purpose of helping students who are having difficulty in the classroom with behaviour, often resulting in poor academic performance. Our Planning Room Technician is able to work with students having a wide variety of social and emotional difficulties. Our staff has voted to establish a Special Needs Plan, giving students with difficulties in learning a better opportunity to achieve higher results. Some of the initiatives in this plan include smaller class sizes, where possible, for English Stream classes, grouping students in classes where assistance from an Integration Aide is possible, and giving Resource help via a Resource Teacher, by pulling out students. Our Resource Teachers are able to track results of students in difficulty and assess their learning situation via the use of educational assessment tools. Our Student Services Team meets weekly in order to discuss cases of extreme need and provide strategies for their improvement.

3. Communication Between Parents and Teachers

Result: Our school has increased its technological ability to communicate with parents via email. Many teachers establish a web-site for their classes and many communicate on a weekly basis with parents. The Early Warning Letter is still a viable option for teachers to use as a communication tool.

4. Continuing Initiatives

Our teachers continue to offer a schedule of tutorials daily within the subject areas. Our Attendance Officer is still in place, monitoring absences and students who are skipping classes. A new after-school detention hall has been set up for two days per week, allowing students who are skipping to catch up on work that has been missed as well as give back the time that they used while skipping. This is an administrator monitored detention hall. The Teacher Mentorship Program continues to offer new and seasoned teachers the opportunity to share ideas and grow and develop professionally.

Our Means to Achieve Goal C and our Accomplishments

1. Venture Work-Study Program

Result: Our Venture Program continues to thrive and build work-force ready students. In addition, the teacher provides students with academic assistance in English, French and Math at whatever level the student requires.

2. Literacy at Cycle 1

Our Cycle 1 Resource Teachers continue to assess and modify plans for students with literacy needs. Small group work continues and we are looking at more involvement from Literacy Unlimited for next year.

3. Planning Room

Our Planning Room continues to create both academic and behavioural support for students in need by providing a Behaviour Technician to work on improving classroom behaviour while allowing students to catch up on the work that has been missed due to disciplinary consequences.

4. Digital Learning Project

This project continues to enhance technology at our school. Smart Boards have been delivered and installed in several classrooms. Teachers have been given some training in the use of this technology. Many classrooms and

workshops are complete with computer technology. We are moving towards having each classroom equipped with computer technology by Spring 2009.

Report on Initiatives Promoting Student Learning and Development

The following initiatives have been implemented at John Rennie High School that have promoted student learning and development.

a) **“Renniessance”**

This program is our alternative grad-track program that provides students with smaller classes and a shorter day at Grade 11. Our Grade 10 “Renaissance” students have a regular day schedule. Students receive tutorials in addition to their academic classes. This program will continue at JRHS.

b) **Planning Room**

As previously noted, a Planning Room has been created at JRHS and will continue in the future. It has been a successful tool for helping students with behavioural issues.

c) **Teacher Mentoring Program**

This program has successfully helped our newer teachers by giving them support from more experienced teachers. We will retain this program as well.

d) **Leadership Initiatives**

Our Leadership and Student Life Program helps many students to develop life-long leadership skills. This has helped them to become more responsible students in their classrooms, with their teachers, and within the school community.

e) **Respect Committee**

The implementation of the Respect Committee has created awareness in our student population regarding the need for treating fellow students, staff and community in a respectful manner. Within the context of this program, we will continue to work towards the mission that was achieved with our Challenge Day, and initiate events that continue to enhance respect within the school.

f) **Venture Program**

The Venture Program has given non-graduation track students a chance to achieve success as they prepare for the work force. Twelve students were part of the Venture Program this year. The program includes a full-time teacher, a part-time Work-Study Animator and a separate area for learning. Each student has a computer center to work

on, and individualized help at their level of learning. Students who qualify may write Provincial exams if, in collaboration with their teacher, they feel ready to do so. Each student spends two days per week in a work-related stage. Student interest weighs predominantly in the determination of the stage placement.

Respectfully submitted,

**Mrs. Nancy Sweer
Principal
John Rennie High School
2007-2008**

ANNEX A

JRHS 2008 Exam Results in Comparison to Provincial Public School Results

English Language Arts 630516

	Number of Students	Success Rate	Average Mark
John Rennie High School	278	96.4	75.6
Provincial Public Schools	7766	92.6	73.0

French Second Language Sec V 634594

	Number of Students	Success Rate	Average Mark
John Rennie High School	277	92.4	74.6
Provincial Public Schools	6946	88.7	74.1

Math 436 568436

	Number of Students	Success Rate	Average Mark
John Rennie High School	138	84.1	71.6
Provincial Public Schools	2719	80.0	70.1

Math 514 568514

	Number of Students	Success Rate	Average Mark
John Rennie High School	122	72.1	61.6
Provincial Public Schools	3629	68.9	62.6

Science 416 556470

	Number of Students	Success Rate	Average Mark
John Rennie High School	315	93.3	79.0
Provincial Public Schools	8969	77.6	70.6

History of Quebec and Canada

585414

	Number of Students	Success Rate	Average Mark
John Rennie High School	216	83.8	65.1
Provincial Public Schools	7182	64.7	61.9

Histoire du Québec et Canada

085414

	Number of Students	Success Rate	Average Mark
John Rennie High School	106	91.5	74.3
Provincial Public Schools	58894	72.5	65.6

ANNEX B

JRHS Exam Results Comparison – 2007 and 2008

**English Language Arts
630516**

	June 2007	June 2008
Success Rate	94.1	96.4
Average Mark	74.9	75.6

**French Second Language
Sec V
634594**

	June 2007	June 2008
Success Rate	81.1	92.4
Average Mark	70.0	74.6

**Math 436
568436**

	June 2007	June 2008
Success Rate	87.5	84.1
Average Mark	73.8	71.6

**Math 514
568514**

	June 2007	June 2008
Success Rate	71.2	72.1
Average Mark	66.3	61.6

**Science 416
556470**

	June 2007	June 2008
Success Rate	87.1	93.3
Average Mark	74.8	79.0

**History of Quebec
and Canada
585414**

	June 2007	June 2008
Success Rate	87.5	83.8
Average Mark	75.6	65.1

**Histoire du Québec
et Canada
085414**

	June 2007	June 2008
Success Rate	98.0	91.5
Average Mark	80.2	74.3