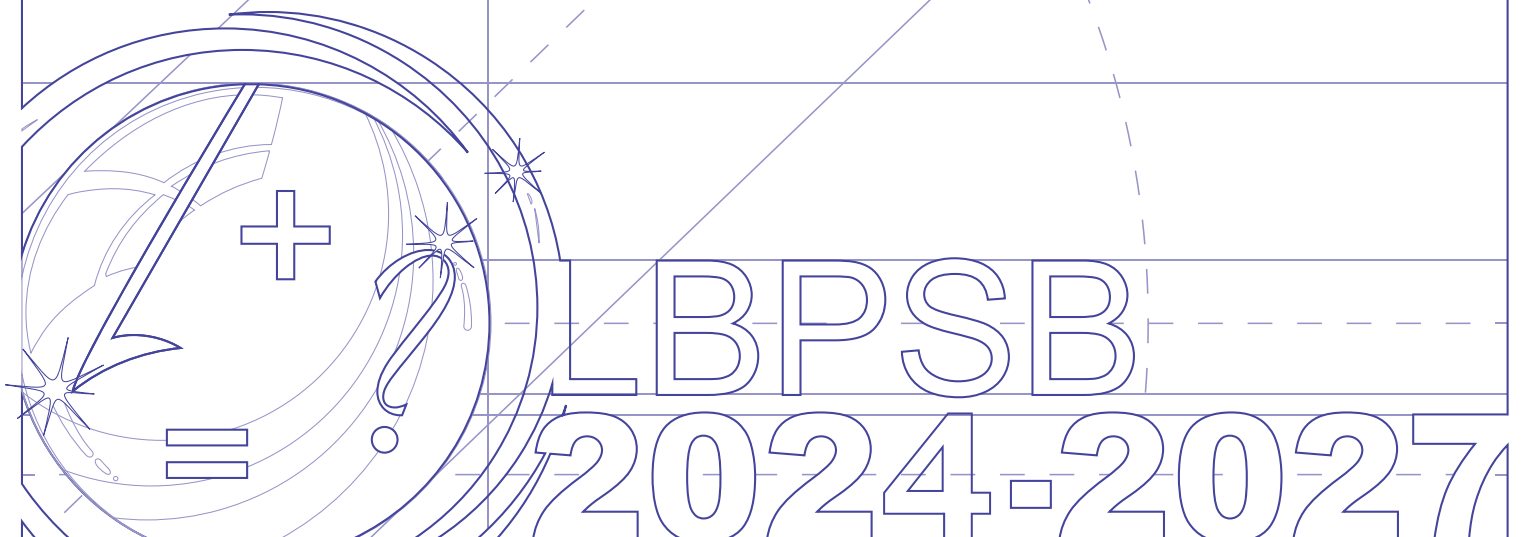




# **Educational Project 2024-2027**

**School Name:** John Rennie High School

**Approved on:** November 4, 2024





# VISION

Achieving **excellence** by maximizing the potential of each individual.  
Atteindre l'**excellence** en maximisant le potentiel de chacun.



## VALUES / VALEURS

### **Community • Communauté**

We promote local and global citizenship through strong engagement.  
*Promouvoir la citoyenneté locale et mondiale grâce à un engagement solide.*

### **Inclusion • Inclusion**

We reflect and celebrate diversity.  
*Refléter et souligner la diversité.*

### **Innovation • Innovation**

We support creativity and a spirit of inquiry.  
*Appuyer la créativité et l'esprit de recherche.*

### **Integrity • Intégrité**

We commit to honesty, equity and accountability.  
*Encourager l'honnêteté, l'équité et la responsabilité.*

### **Respect • Respect**

We foster a respectful, nurturing and safe environment.  
*Favoriser un environnement respectueux, stimulant et sécuritaire.*

# Provincial Alignment

The Ministry of Education developed a strategic plan comprised of 5 orientations and 9 objectives. Please note this table does not indicate orientations 4 and 5, or objectives 3, 6, 7, 8, 9, as they do not pertain to school boards. Language used in the MEQ Strategic Plan is not subject to modification by the LBPSB and is not necessarily reflective of our views on **equity, diversity, dignity, and inclusion**.

<b>Orientation 1: Make the success of our students a top priority for Quebec society</b>
Objective 1: Increase student success rates
<b>Orientation 2: Make Vocational training a truly attractive option</b>
Objective 2: Modernize and enhance vocational training
<b>Orientation 3: Making schools and centres welcoming spaces</b>
Objective 4: Develop new specific "Special School Project"
Objective 5: Maintain a climate of caring, well-being and safety in schools and centres

To attain the targets set by the Ministry of Education, the Lester B. Pearson School Board developed a Commitment-to-Success plan comprised of 3 orientations and 9 objectives that is aligned with the orientations set by the Ministry of Education, ensuring coherence and synergy in our efforts to enhance education in Quebec.

<b>LBPSB Orientation 1: Improve effectiveness at meeting the academic needs of diverse learners.</b>
LBPSB Objective 1: Increased enrollment in different pathways to success
LBPSB Objective 2: Ensure all schools and centres develop and implement a process to ensure they regularly assess students growth and plan to act on areas of challenge
LBPSB Objective 3: Increased systemic capacity to meet the needs of students
<b>LBPSB Orientation 2: Enhance the leadership of in-school/centre teams at the LBPSB.</b>
Objective 4: Established effective onboarding and mentoring program for all employee groups
LBPSB Objective 5: Improved principal/director and teacher collaboration towards implementation of research-based practices for instruction and support
LBPSB Objective 6: Improved work efficiency related to the flow of information, and communication structures at the school board
<b>LBPSB Orientation 3: Make social emotional health a priority at the LBPSB.</b>
Objective 7: Improved sense of well-being in the LBPSB community
Objective 8: Improved sense of belonging in the LBPSB community
Objective 9: Lead with empathy throughout the network

# Educational Project

## School Board alignment

To attain the targets set by the School board, John Rennie developed our educational project consisting of 3 orientations and 6 objectives that is aligned with the orientations set by the school board, ensuring coherence and synergy in our efforts to enhance education in Quebec.

More specifically, we are aligned in our attention to fostering a sense of community culture through an increased number of events that bring our school and community together, focusing on and respecting the diversity of our clientele by enhancing programs that better meet their needs, and supporting creativity and spirit of inquiry through a heightened awareness of the various pathways that exist for students to experience purpose and success.

## Summary of Educational project:

### School Orientation 1: Enhance programming to better meet the needs of our students

School Objective 1: Yearly identify student foundational need to be targeted.  
Implement measures to support identified need.  
Increase academic engagement

School Objective 2: Enhance efficacy of current programming options

### School Orientation 2: Making different pathways to success a more attractive option

School Objective 3: Principal and staff collaborate to select 1 Cross Curricular Competency or Broad Area of Learning, to improve on.  
Yearly implementation of practices to improve on 1 Cross Curricular Competency or Broad Area of Learning.  
Enhance communication and flow of information

School Objective 4: Increase school and community collaboration on pedagogical projects

### School Orientation 3: Increase sense of community at JRHS

School Objective 5: Foster a safe and inclusive environment

School Objective 6: Increase opportunities for collaboration

## School Context

John Rennie High School serves a vibrant school community of 1300 students 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 needed English secondary school on the West Island.

Our dedicated team of educators plays a pivotal role in shaping the educational experience at John Rennie. With a focus on academic excellence and social emotional health, our 85 qualified teachers and 40 non-teaching professionals are passionate about fostering a love for learning and equipping students with the skills they need for success in an ever-evolving world.

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 needs through a wide variety of academic programs aimed at specific strengths and interests. These include: an enriched program (*Academic Plus*); French Immersion Program; English Program, Balanced Day, Life Skills, CFER Ouest and the provincially recognized *Sport-Études*.

*Academic Plus* is offered to students at the Cycle 1 level. The program is for students who meet a certain academic standard 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 (Language Arts, Mathematics and Sciences.)

CFER is an acronym for Centre de Formation en Entreprise et Récupération. A CFER is a self-contained work-study project built upon an environmental theme. There are currently twenty-four CFER programs in operation around the province. CFER Ouest focuses on Electronic Waste Sorting and Dismantling. The CFER program is designed to prepare students for the world of work. The program has a threefold mandate: Develop autonomous students, produce engaged citizens, and train productive workers. This program is a pre-work program within the work oriented training pathway for students 15 and above and can lead to government certification (Pre Work Training Certificate).

John Rennie also offers a variety of local programs for fully modified students who require a particular pathway to be successful. Many of these students go on to be a part of the work-oriented training pathway instead of a conventional highschool leaving diploma.

"Sport-Études" is a provincially recognized partnership between MEQ and the Secrétariat 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 sport and arts concentrations. These sports are not recognized by the provincial Federation, but are recognized by our JRHS "Sport Études" magnet 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 centered 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 endeavors.

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 Planning Room is designed to help students who are experiencing challenges in classroom behaviour and other non-academic difficulties. A special education technician works with the students to help them reframe their

thinking and develop learning and behavioural strategies for the classroom.

John Rennie offers one of the most diverse curriculum available at the secondary level. We offer a wide array of electives including, Visual Arts, Drama, Music, Woodworking, Leadership, Fitness, Jazz Band, Cooking, Extra Sports, Robotics and Coding, Media, Yoga and Health, Digital Photography, Actors Studio, and Law.

Outside the JRHS classrooms our students are offered a wide variety of practical experiences through various educational outings, school trips and extra-curricular activities that take place daily after school. Including but not limited to; sports teams, homework club, pottery, cooking classes, language acquisition courses, boxing, barbering, and weight training.

Our timetable is constructed to provide students with opportunities to enjoy a variety of options. Our core and options courses are supported by access to a variety of technology including a number of Chromebook carts, 3D printers, and a media room. All classrooms are equipped with Interactive Displays. Our multimedia digital age library (learning 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 professional theatre space, three gymnasiums, applied science labs, 3D printers, a garden courtyard/apiary, music rooms, charging tables, yoga studio, weight room and a dedicated apartment for the life skills program.

At John Rennie, we take pride in our collaborative community where students, teachers, support staff, and professionals work together to create an atmosphere of academic rigor, creativity, and personal growth. Through a rich tapestry of experiences, John Rennie aims to inspire lifelong learners and responsible global citizens.

## Programs of Study and Approaches to Learning

- Academic Plus
- Sport Etudes
- Actors Studio
- CFER
- Balanced Day
- Life Skills
- Resource

# Orientation 1: Enhance programming to better meet the needs of our students

We have identified the needs of Diverse Learners in our plan by committing to enhancing the efficacy of current programming options within our curriculum, as well as increasing academic engagement by enhancing our current curricular offerings for all learners. This can be easily measured using a number of indicators which we have specified in our plan.		
<b>School Objective 1:</b> Yearly identify student foundational need to be targeted. Implement measures to support identified need. Increase academic engagement	Indicator Baseline Data	2026-2027 Target
<b>School Indicator 1:</b> Yearly evaluate the efficacy of implemented measure. Report Cards - Graduation Rate	96%	Maintain graduation rate
<b>School Indicator 2:</b> Student attendance	50 000 periods missed	decrease by 2%
<b>School Objective 2:</b> Enhance efficacy of current programming options	Indicator Baseline Data	2026-2027 Target
<b>School Indicator 3:</b> Our school survey	N/A	N/A
<b>School Indicator 4:</b> Enrollment in programming options	425 students	increase by 1%

## Orientation 2: Making different pathways to success a more attractive option

We do not feel that the leadership of in school teams is applicable to our whole school success, and as a result we have stated that our objective here will be making different pathways to success a more attractive option through enhancing communication and flow of information within the school and the wider community. In addition we wish to increase school and community collaboration on pedagogical projects.

<b>School Objective 3:</b> Principal and staff collaborate to select 1 Cross Curricular Competency or Broad Area of Learning, to improve on. Yearly implementation of practices to improve on 1 Cross Curricular Competency or Broad Area of Learning. Enhance communication and flow of information	Indicator Baseline Data	2026-2027 Target
<b>School Indicator 5:</b> Yearly evaluate the efficacy of implemented practices. Emails/Newsletters	As needed	Monthly
<b>School Indicator 6:</b> Social Media Activity	5400 monthly interactions	Increase engagement by 2%
<b>School Objective 4:</b> Increase school and community collaboration on pedagogical projects	Indicator Baseline Data	2026-2027 Target
<b>School Indicator 7:</b> Career Fair	N/A	1 Time Annually
<b>School Indicator 8:</b> Inviting community into school for targeted events	3	6



## Orientation 3: Increase sense of community at JRHS

In order to tackle Social-Emotional Health we believe that students must have a sense of belonging. Therefore to align with this objective, we will be increasing the sense of community at JRHS. To accomplish this we will be fostering a safe and inclusive environment and increasing opportunities for collaboration both employee to employee and employee to student.

School Objective 5: Foster a safe and inclusive environment	Indicator Baseline Data	2026-2027 Target
School Indicator 9: Events reported of discrimination & bullying	N/A	Decrease yearly by 2%
School Indicator 10: Our school survey	N/A	N/A
School Objective 6: Increase opportunities for collaboration	Indicator Baseline Data	2026-2027 Target
School Indicator 11: Enrollment in extracurricular activities and committees	number of students enrolled Parascolaire, Athletics & Clubs (678)	Increase by 2%
School Indicator 12: Opportunities for collaboration	N/A	N/A