



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

SCHOOL: Rudolph Hennig Junior High School

PRINCIPAL: Mr. Matt Shudra

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centred education.

ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

1. Promote Growth and Success for All Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

SCHOOL PROFILE AND CONTEXT

- RHJ is a grade 7 to 9 school.
- The RHJ school mascot is a raven.
- RHJ had an enrollment of 471 students in the 2021-2022 school year.
- RHJ students were supported by 26 Certificated staff and 8 Classified staff.
- The total school budget was \$3,163,868 with 94.79% dedicated towards staffing.
- RHJ has the LINKS (Learning – Individual Needs, Knowledge and Skills) program with 9 students.
- RHJ has a school-based grade 7 Success class with 16 students.
- RHJ has a school-based Knowledge and Employability classes. The grade 8 class was comprised of 8 students and the grade 9 was comprised of 16.
- RHJ has strong Fine Arts classes that include Band, Guitar, Drama, and Performing Arts. Students are part of various performances, including Christmas and Spring Band concerts, an in-house produced Remembrance Day production, our spring musical was *High School Musical*, and our year end Drama production was *The Internet is Distract....oh look a Kitten!* By Ian McWethy.
- RHJ provides many opportunities for students to be active in addition to the Physical Education curriculum, including our Hockey Plus class and Recreational Fitness classes (previously Sport Accel).
- RHJ has a strong tradition of giving back. This is evidenced by our Terry Fox Run fundraiser for 2021-2022 with \$3 788.25 raised and our Food Bank donations at Christmas time.
- RHJ's extracurricular activities include volleyball, cross country, basketball, badminton, track and field, and archery.
- RHJ has many lunch time activities to support our students, some of which include academic support, games in our library, *Just Dance*, video games in our computer lab, and All Directions which is our GSA. Some new clubs that started in 2021-2022 are a student led prayer group, a student led games club, the Kindness Project, and a mindfulness group started by our Guidance Counsellor.



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- RHJ worked hard to connect with our Elementary feeder schools through virtual book reading for Read-in-Week and virtual sing-along Christmas Carols from our Band class.
- RHJ and Fort High also started to build connections for our students. This included Worker Bee Wednesdays that brought RHJ grade 9 students to Fort High to see and experience their CTS areas.
- RHJ had 55 self-identified First Nations, Metis, or Inuit students.

EIPS' PRIORITY: Enhance high-quality learning and working environments.

SCHOOL GOAL 1:

Support students to be positive citizens within our school and community to promote a safe and caring learning environment for everyone.

STRATEGIES:

- Clear expectations set with posting Rudolph Hennig student created posters about “What Students Deserve Every Day at RHJ” and “What Staff Deserve Every Day at RHJ”.
- Promote positive behaviour with “We caught you doing something AMAZING today!”
- Promote sense of school community and pride in our school with spirit days, and school wide activities and celebrations.
- Increase lunch time activities available for students to access, including clubs.
- Increase student leadership and volunteer opportunities around the school and the school community.
- Showcase the positive things that students do and get to be a part of at RHJ through social media and by increasing displays of student work to increase school pride.
- Continue to update building to increase pride in school.
- Continue Student Voice to get student perspective on how to support them, to promote positivity, and to mindfully promote RHJ values.
- Identify at risk students and intentionally connect them with adults in the building to increase positive connections.
- Provide intentional opportunities for students to connect with ‘their person’ at school when in need of support.
- Utilize intentional mindfulness activities within the classroom to proactively promote student regulation.
- Utilize restorative justice discipline practices when addressing peer to peer issues.
- Continue to focus on the ‘why’ behind student behaviour and provide supports for change.

MEASURES:

- My school encourages students to be responsible, respectful and engaged citizens increase from 79.72% to 83%+. (EIPS Student Survey)



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- The staff at my school care about me increase from 71.33% to 75%+. (EIPS Student Survey)
- My school is safe increases from 76.05% to 80%. (EIPS Student Survey)
- Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship increase from 65.6 to 70%. (Assurance Survey)

RESULTS: (This section completed in November 2023 for Assurance Review)

EIPS' PRIORITY: Promote growth and success for all students
Enhance high-quality learning and working environments

SCHOOL GOAL 2:

Support and facilitate an increase in engagement in student learning and learning opportunities to promote student success.

MEASURES:

- I find my schoolwork interesting and am engaged in my learning increases from 46.53% to 60%. (EIPS Student Survey)
- The 'subject' I am learning at school is interesting to me increases from an average of 60.75% to 65%. (Assurance Survey)
- School improvement measure increases from 75.1% to 78%. (Assurance Survey)
- Increase in guest speakers in CTF courses.
- Use staff meetings as opportunity to share classroom and instructional best practices.

RESULTS: (This section completed in November 2023 for Assurance Review)

EIPS' PRIORITY: Promote growth and success for all students.
Enhance high-quality learning and working environments

SCHOOL GOAL 3:

Support the mental health of the Rudolph Hennig school community to facilitate a positive, safe and caring learning environment.



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STRATEGIES:

- Intentional activities at the start of classes to engage student's pre-frontal cortex to promote regulation in the classroom.
- Focus on student and staff relationships by modelling positive interactions and supporting students with grace and empathy.
- Continue intentional use of mindfulness and regulation strategies that were shared at the end of 2021-2022 school year from EIPS Mental Health Advisor.
- Invest as a school in our Guidance Counsellor by increasing FTE to 1.0.
- Development of a Student Services area where students can go to self-regulate and to get support.
- Increase ability for students to access support through a QR code to connect them to a staff member they identified as being connected to.
- Help students to recognize stressors, both positive and negative, to support specific coping strategies.
- Continue to focus on the 'why' behind student behaviours or dysregulation with the intention to put supports and coping mechanisms in place.
- Increase exposure to community support for students, such as The Bridge.

MEASURES:

- The staff at my school care about me increases from 71.33% to 75%. (EIPS Student Survey)
- The number of students accessing our new QR code for support.
- Safe and caring measure increases from 79.0% to 83%. (Assurance Survey)

RESULTS: (This section completed in November 2023 for Assurance Review)

