



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL: Rudolph Hennig Junior High School

PRINCIPAL: Greg Cruikshank (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 433 students in the 2022-2023 school year.
- RHJ students were supported by 23 Certificated staff and 12 Classified staff.
- The total school budget for 2023-24 is \$2,932,042 with 96.6% 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 12 students and a grade 8 class with 16 students.
- RHJ has strong Fine Arts classes that include Band, 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 Shrek Jr., and our year end Drama production was *Check Please* which was directed by our students!
- 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.
- RHJ has a strong tradition of giving back. This is evidenced by our Terry Fox Run fundraiser 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, Rubix Cube club, our Ravens in Flight kindness group, and All Directions which is our GSA. We also have staff from the Boys and Girls Club come in weekly.
- 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 45 self-identified First Nations, Metis, or Inuit students.

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SCHOOL GOAL 1:

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

EIPS PRIORITIES AND GOALS:

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

STRATEGIES:

- Clear expectations set with posting Rudolph Hennig student created posters about “What Students Deserve Everyday at RHJ” and “What Staff Deserve Everyday at RHJ”.
- Promote positive behaviour with “We caught you doing something AMAZING today!” through our Ravens in Flight.
- 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:

- The percentage of teachers, families and students who are satisfied students model active citizenship.
- The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.
- The percentage of EIPS stakeholders who agree their school is safe.
- The percentage of students who agree they are safe at school.
- The percentage of families who agree teachers care about their child.
- The percentage of EIPS stakeholders who agree staff care about students at their school.
- The percentage of students who agree their teachers care about them.

SCHOOL GOAL 2:

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

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All students; Success for Every Student.

STRATEGIES:

- Intentional activities at the start of classes to engage student's pre-frontal cortex to promote regulation in the classroom.
- Increase diversity in learning opportunities for students that include interactive learning opportunities such as: vertical surfaces, cross curricular activities, white board tables, increase in hands on projects, and intentional connection to real life context of learner outcomes.
- Connect student passions and interests to learner outcomes through diverse learning opportunities.
- Utilize more parent and local community to bring in guest speakers in CTF to highlight real life connections to learning opportunities.
- Continue First Nations, Metis and Inuit professional development by bringing in Knowledge Keepers to support curricular connections with indigenous history and culture.
- Increase use of interactive technology within the classroom, such as using iPad's for versatile teaching.
- Increase opportunities for students to get involved in their school to promote pride.
- Increase opportunities for students to connect with feeder schools for leadership opportunities, and to see future learning opportunities and how they connect to the world of work.
- Continue to provide opportunities for staff to collaborate, as well as to share student and teaching successes with colleagues.
- Utilize option courses of Math Strategies and Learning Strategies to further support literacy and numeracy growth, as well as highlight learning styles for students.

MEASURES:

- The percentage of teachers, families and students satisfied with the opportunity for learners to receive broad programs of study, including fine arts, careers, technology, and physical education and well-being.
- The percentage of students in grades 9 and 12 who agree they're engaged in their learning, and the schoolwork's interesting.
- The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.
- Increase in guest speakers in CTF courses.
- Use staff meetings as opportunity to share classroom and instructional best practices.

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SCHOOL GOAL 3:

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

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

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:

- Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in my school.
- The percentage of EIPS stakeholders who agree staff care about students at their school.
- The number of students accessing our new QR code for support.