



## SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

**SCHOOL:** Rudolph Hennig Junior High School

**PRINCIPAL:** Gregory Cruickshank

### **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 413 students in the 2023-24 school year.

RHJ students were supported by 23 Certificated staff and 10 Classified staff.

RHJ has the LINKS (Learning – Individual Needs, Knowledge and Skills) program with 18 students split into 2 classes.

RHJ has an Honours Program for students in grades 8 and 9.

RHJ has strong Fine Arts classes that include Band, Drama, and Performing Arts. Students are part of various performances, including Winter and Spring Band concerts, an in-house Remembrance Day production, a spring musical, and a year-end Drama production.

RHJ provides many opportunities for students to be active in addition to the Physical Education curriculum, including our Hockey Plus class, Recreational Fitness classes, and school athletics.

RHJ's extracurricular school athletics include volleyball, cross-country running, basketball, badminton, track and field, golf, and archery.



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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 had 38 self-identified First Nations, Metis, or Inuit students.



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### ***EIPS PRIORITIES AND GOALS:***

P1G2 Promote Growth and Success for All Students; Success for Every Student.

P2G2 Enhance High-Quality Learning and Working Environments; Positive 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 Everyday at RHJ” and “What Staff Deserve Every Day at RHJ”
- Promote positive behaviours of students through formal or informal recognition by staff
- Promote a sense of school community and pride in our school with spirit days, and school wide activities and celebrations
- Increase lunchtime 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 our school building to create a warm and welcoming environment
- Increase Student Voice to get students' 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 restorative justice discipline practices when addressing peer-to-peer issues
- Include teacher input to develop strategies to promote student modeling characteristics of active citizenship



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### **MEASURES:**

The percentage of teachers, families and students who agree students at their school model of 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 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.

### **OTHER MEASURES:**

Number of community partnerships with students volunteering at various businesses or organizations.



## SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

### **EIPS PRIORITIES AND GOALS:**

P2G1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

P1G2 Promote Growth and Success for All Students; Success for Every Student.

### **SCHOOL GOAL 2:**

Support and facilitate an increase in engagement in student learning and learning opportunities to promote student success through high-quality and engaging learning environments.

### **STRATEGIES:**

- Increase diversity in learning opportunities for students that include interactive learning opportunities such as: vertical surfaces, cross-curricular activities, whiteboard 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, Métis, and Inuit professional development by utilizing Supports for Students Cultural Consultants to collaborate and develop teacher competency
- 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 support literacy and numeracy growth
- Enhance opportunities for high-achieving students to be challenged and engaged through enrichment and challenge

### **MEASURES:**

The percentage of teachers, families and students satisfied with the opportunity for learners to receive a broad program of studies, including fine arts, careers, technology, health and physical education.



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The percentage of EIPS stakeholders who agree students individual learning needs are met.

The percentage of families who agree learners find schoolwork interesting.

The percentage of parents and caregivers who agree their child's learning what they need to know.

The percentage of teachers, families and students who agree learners are engaged in their learning.

The percentage of students, grades 9 and 12, who agree they're engaged in their learning, and the schoolwork's interesting.

The percentage of teachers who agree learners find schoolwork interesting.

**OTHER MEASURES:** No "other" measures noted.



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### ***EIPS PRIORITIES AND GOALS:***

P2G2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

### ***SCHOOL GOAL 3:***

Support the mental health of the Rudolph Hennig Junior High school community to facilitate a positive, safe, and caring learning environment through specific strategic planning and means.

### ***STRATEGIES:***

- Focus on student and staff relationships by modeling positive interactions and supporting students with empathy and the opportunity to have a fresh start each day
- Promotion of mindfulness and regulation strategies from our Mental Health Capacity Building project
- Promotion of a regulation space for students to reset and build mental health literacy
- Staffing of a 1.0FTE qualified counsellor, preferably a registered professional
- Help students to recognize stressors, both positive and negative, to support specific coping strategies
- Utilize a Positive Behaviour Supports model to understand the antecedent, behaviour, and consequence behind student behaviour
- Promote community support for students, such as The Bridge

### ***MEASURES:***

The 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 parents and caregivers who agree teachers care about their child.

The percentage of students who agree their teachers care about them.

The percentage of EIPS staff who agree someone at work cares about me as a person.

The percentage of EIPS stakeholders who agree staff care about students at their school.

The percentage of EIPS stakeholders who agree their/their child's school handles discipline fairly and reasonably.

The percentage of parents and caregivers satisfied with the special support their child receives at school.



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The percentage of teachers, families and students satisfied with the accessibility, effectiveness and efficiency of programs and services offered for students in their community.

***OTHER MEASURES:***

Number of students accessing the Reset Room