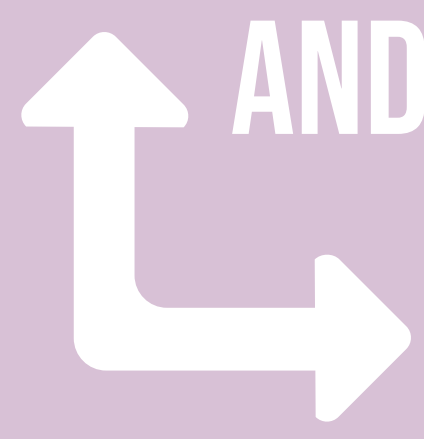




## AMALGAMATION OF RIDEAU HIGH SCHOOL



AND

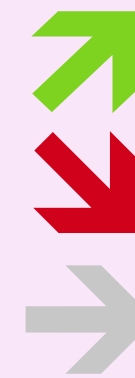
## GLOUCESTER HIGH SCHOOL



In **March 2017**, after a comprehensive accommodation review, the Board approved the closure of Rideau High School and redirected the students to Gloucester High School. Subsequently, a cross-departmental approach (i.e. Research, Evaluation & Analytics Division, Planning, and Business & Learning Technologies) was taken to monitor the achievement and well-being of students and to bring forward an annual update on student transitions resulting from this decision for three years. This infographic presents the key outcomes resulting from the amalgamation.

### KEY OUTCOMES OF THE TRANSITION:

THE ANALYSIS INVOLVED MULTIPLE INDICATORS ACROSS KEY ASPECTS OF THE TRANSITION, THE MAJORITY OF WHICH HAVE DEMONSTRATED POSITIVE TRENDS OVER TIME. A **GREEN** ARROW INDICATES AN IMPROVEMENT, **RED** - A NEGATIVE TREND, AND **GREY** - A STATIC/MIXED TREND, AS FOLLOWS:



### ENROLMENT



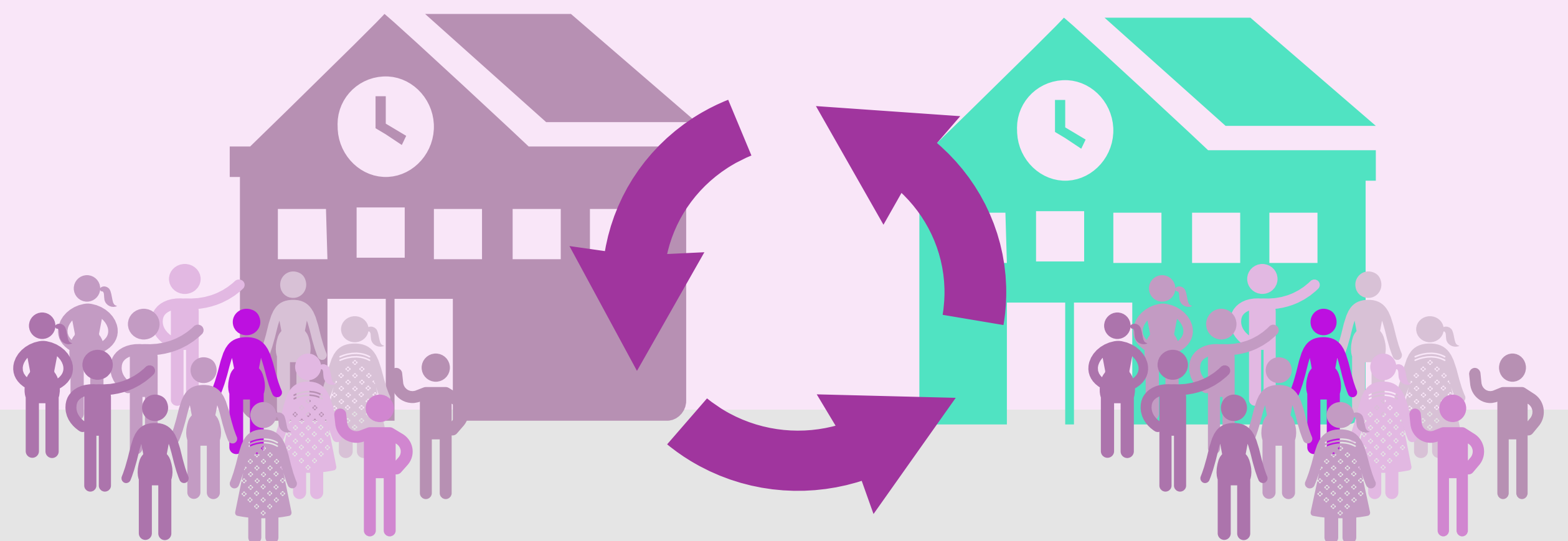
**OVERALL ENROLMENT:** While both schools were experiencing a 3-year enrolment decline prior and immediately after the amalgamation, by 2019 total enrolment has stabilized. Enrolment of **NEW** students also increased. The average proportion of new students for the three years prior to the amalgamation was **30%**, which increased to about **32%** since then. The overall increase in the number of students due to amalgamation unlocked access to additional funding and programs.



**ENROLMENT FROM THE FORMER RIDEAU HS BOUNDARY:** Enrolment from the former Rideau HS boundary has generally been static since the amalgamation (about **44%**, the biggest proportion of new students). Enrolment of **NEW** students from other boundaries has gradually decreased (**25%** to **20%**).

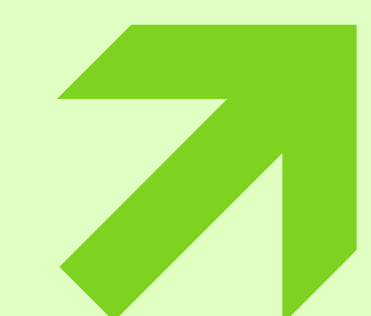


**TRANSFERS AND WITHDRAWALS:** The number of transfers and withdrawals from Gloucester HS has been on a downward trend since the amalgamation (**8%** to **5%**), which can be interpreted as a positive phenomenon. Favourable conditions usually cause a decrease in transfers and withdrawals.

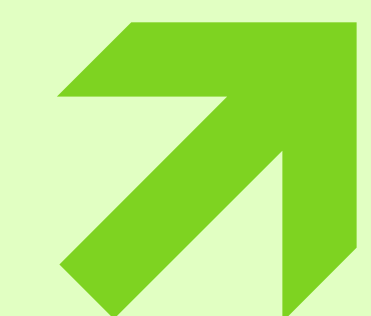


### COHORT TRACKING

Upon amalgamation, **399** former Rideau HS students were redirected to Gloucester HS. Over time, some of them graduated and some withdrew or transferred to another school. Specifically:



Percent of the former Rideau HS students **graduating** increased over time (**19%, 33%, 32%**, recorded as of October 31st in 2017, 2018 and 2019)



Proportion wise, more students **remained** at Gloucester over time, excluding those who graduated (**81%, 86%, 86%**, Oct. 2017, 2018 and 2019).



Similarly, fewer students **withdrew/transferred** over time (**19%, 14%, 14%**, Oct. 2017, 2018 and 2019).

#### RIDEAU HS

JUNE  
2017

399  
STUDENTS

GRADUATED   
REMAINED AT G.H.S.   
TRANSFERRED

#### GLOUCESTER HS

77

86

49

262

152

89

60

24

14

OCT. 2017

OCT. 2018

OCT. 2019



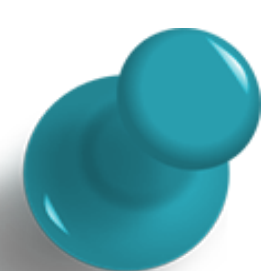
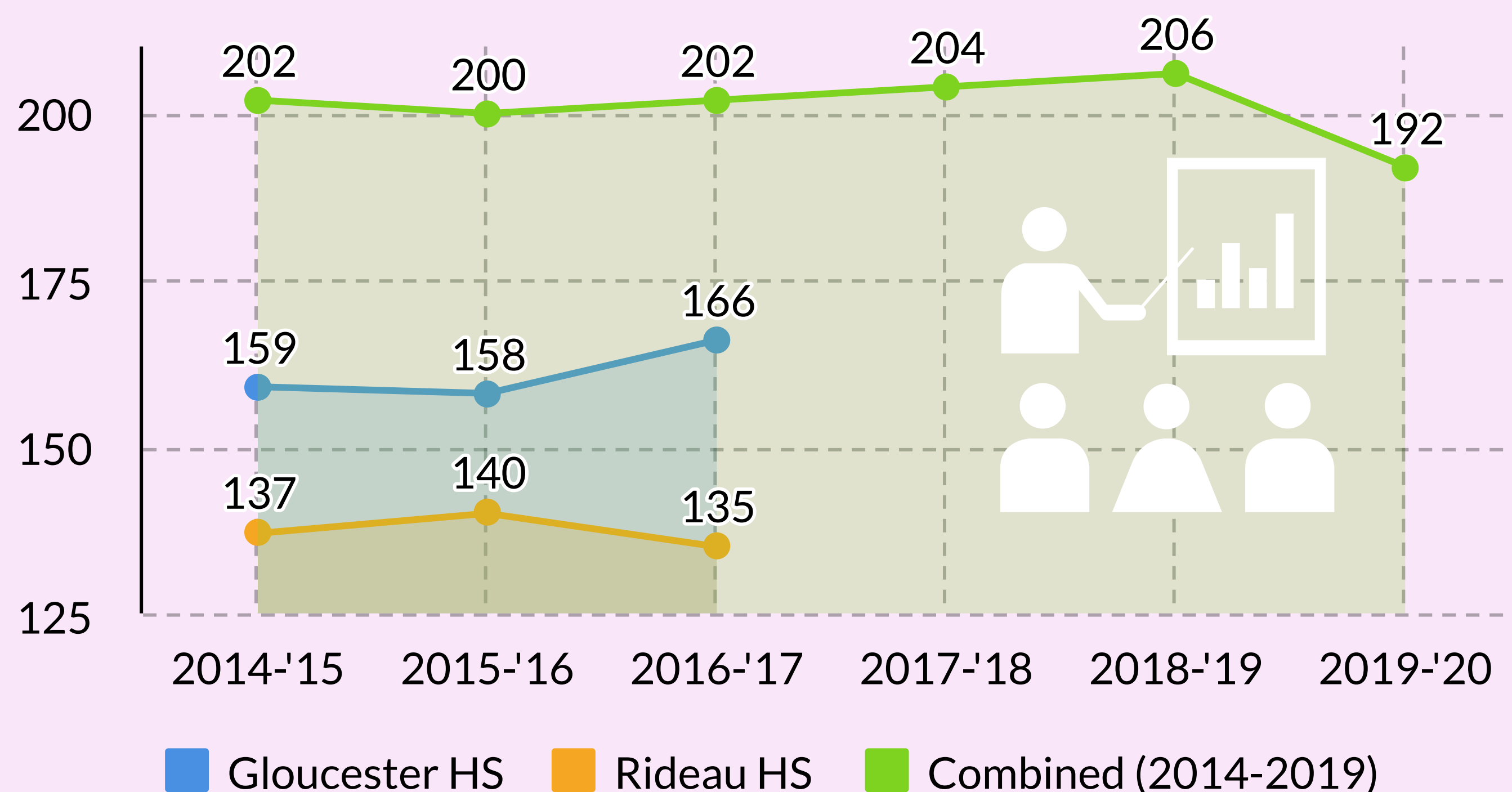


## UNIQUE COURSES OFFERED



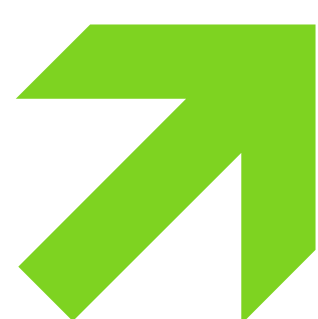
The number of unique courses offered at Gloucester HS had increased following the amalgamation. The combined number of courses had fluctuated around 200 over time. Despite fluctuations, both the Gloucester HS and former Rideau HS students have access to a greater number of courses as a result of the amalgamation.

The numbers are a combination of Locally Developed Essentials, Applied, Academic Open, College/University, Workplace, College, University, ESL/ELD and Classical Studies/International Languages .



## PHYSICAL, COGNITIVE AND SOCIO-EMOTIONAL WELLBEING

### PARENTS



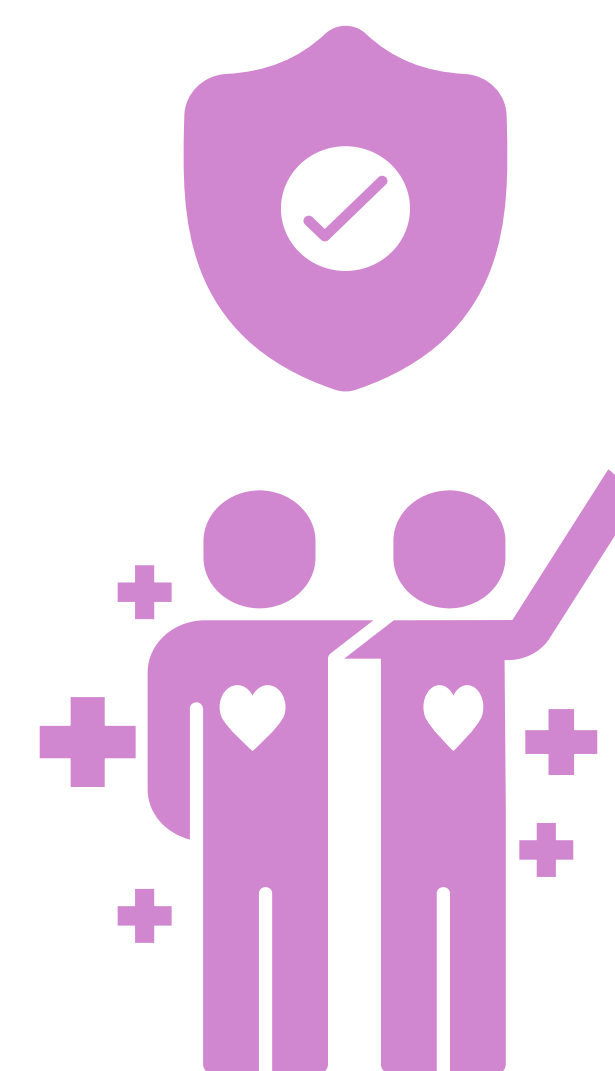
For parents, there is an improvement in ratings across all areas at Gloucester HS between the last two bi-annual School Climate Surveys (2017 and 2019). The specific ratings included parents' rating of how **welcome** they feel, how well the school supports **positive behaviour**, how well the school supports **learning**, and **social inclusivity** and school **safety**.



### STUDENTS

For students, however, several key indicators demonstrated a downward or static trend post amalgamation. Specifically:

- The proportion of students reporting **positive relationships** remained relatively stable between the last two surveys (67% in 2017 to 66% in 2019)
- The proportion of students reporting **bullying, harassment or exclusion** at the school remained static at 20% between the surveys.
- ↓ The proportion of students **feeling safe** at the school decreased between the surveys (61% in 2017 to 49% in 2019)
- ↓ The average hours per day spent engaged in moderate and intense **physical activity** decreased over the time period.
- The proportion of students reporting **positive sense of belonging** remained relatively stable between the last two surveys (66% to 67%).

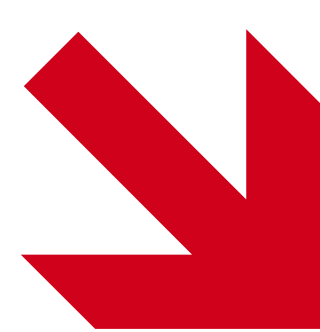


## ACCESS TO RESOURCES

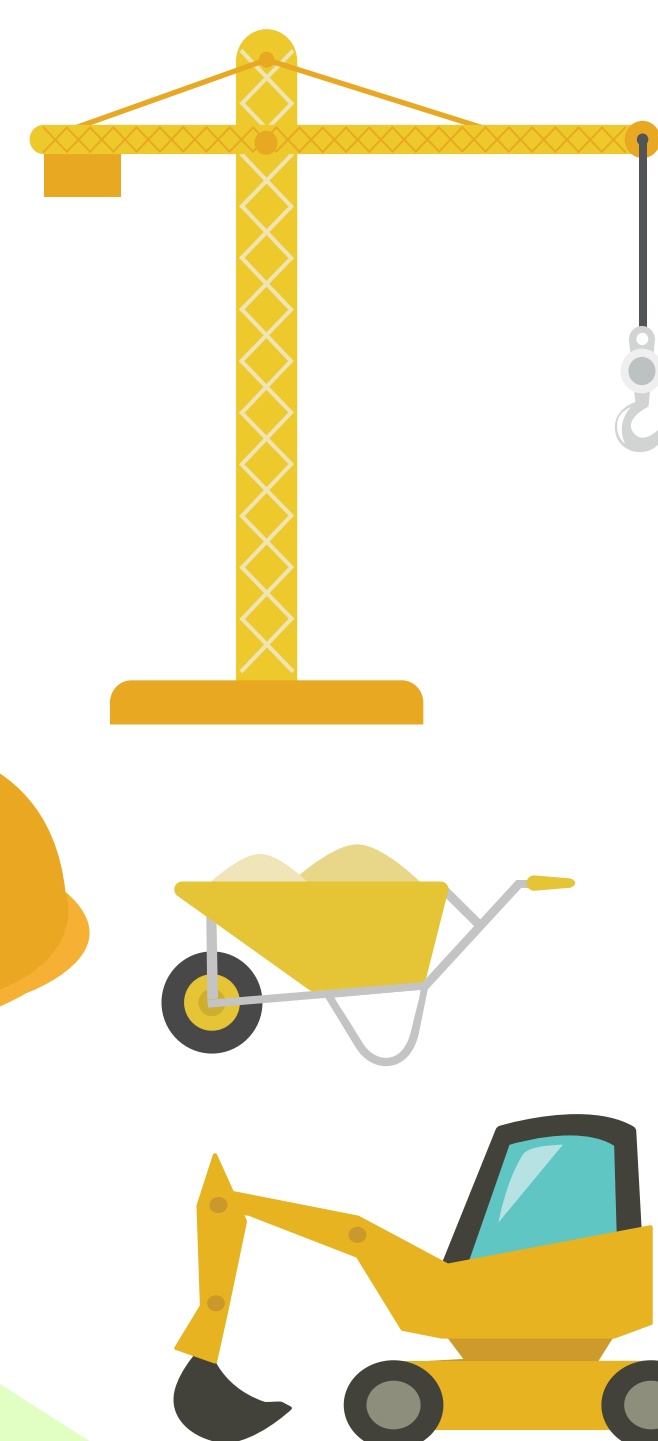


**Access to school infrastructure, material, recreation and social engagement:** Overall, access to infrastructure for learning and recreation (labs, libraries, garden, sport facilities, etc.) improved, as voiced by students and other key stakeholders. Similarly, a greater number and variety of sports teams, clubs, extra-curricular activities, field trips and guest speakers had been observed as a result of the amalgamation.

**Access to programs and support services:** The amalgamation led to greater variety of programs and opportunities for students (e.g., the International Certificate, Advanced Placement program, Cooperative education placements, Indigenous courses, Specialist High Skills Major programs and DELF). Students also have a greater access to student support services.



**Unfulfilled infrastructure commitments and delays in construction** continue to disrupt the learning process.



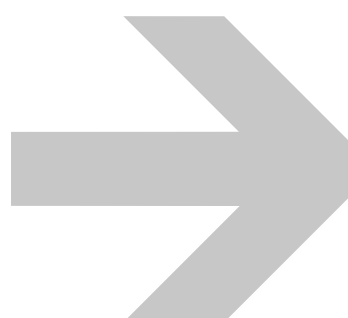
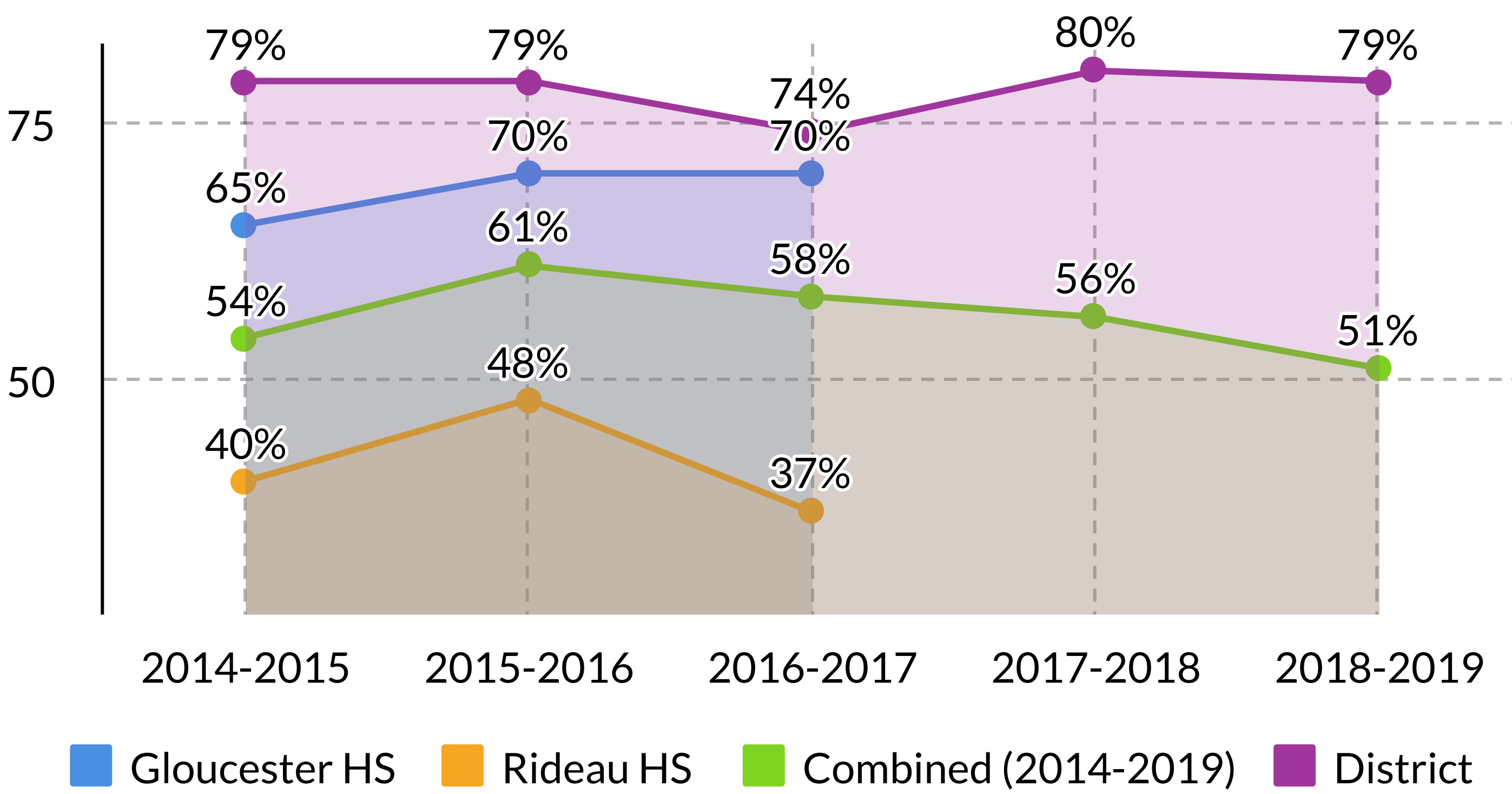




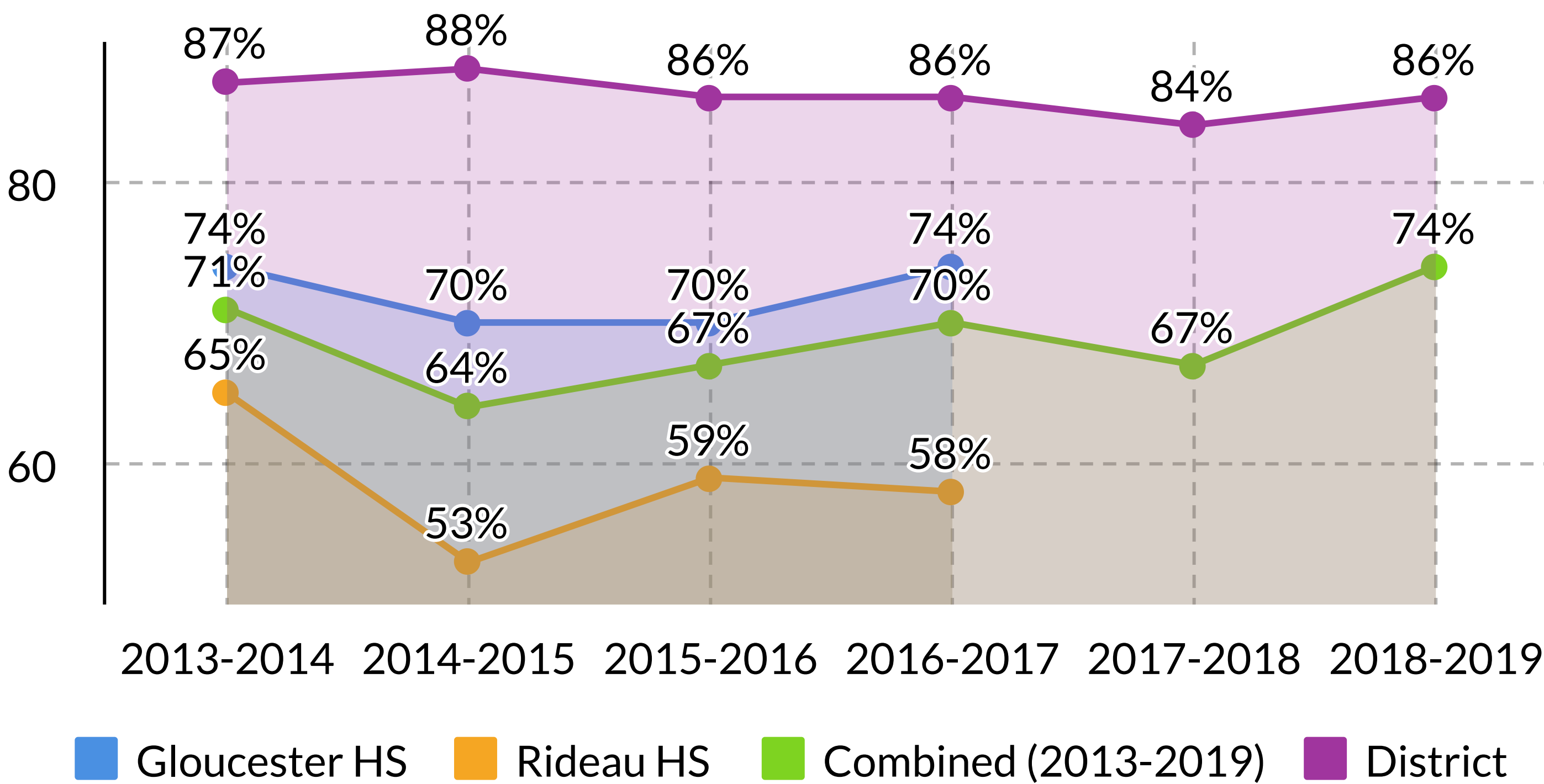
# STUDENT ACHIEVEMENT



**Grade 10 Credit Accumulation (16+):** Research shows that the successful completion of 16 credits by the end of Grade 10 keeps students on track to graduate with their peers. The combined Grade 10 credit accumulation (16+) rate decreased by two percent in 2018 following amalgamation (58% to 56%) and further decreased to 51% in 2019.



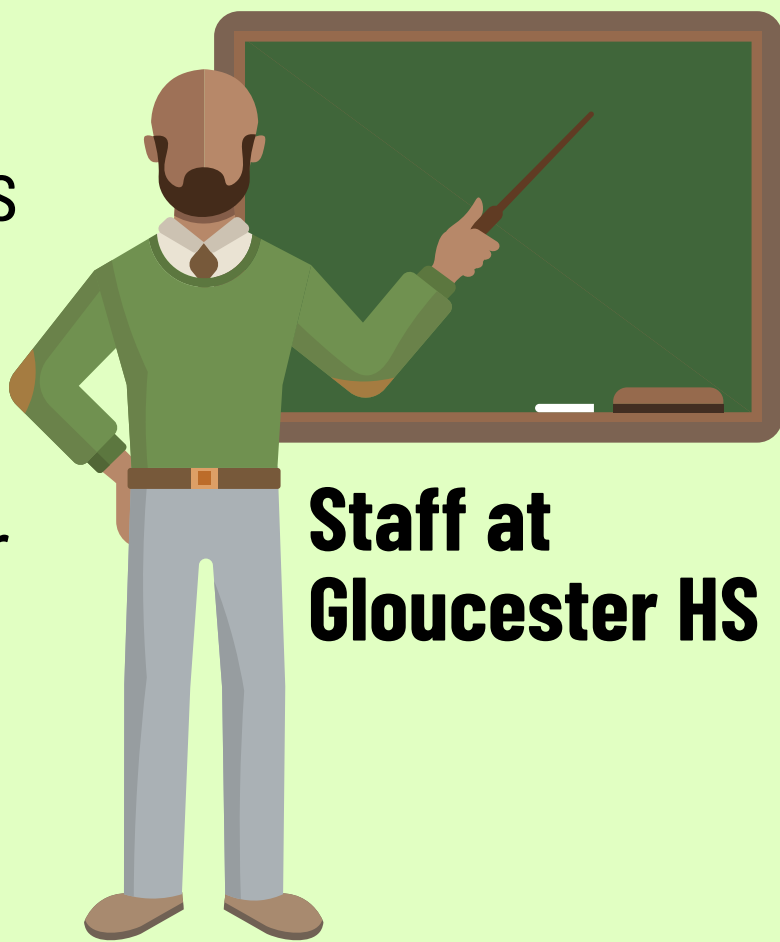
**GRADE 10 OSSLT:** Although Gloucester HS's success rate in OSSLT decreased from 74% in 2017 to 67% in 2018, in 2019 it increased to its 2017 level (74%). The trends are in line with the overall Board performance trends in the OSSLT (although the decline in Board's rate was not as substantial). However, it must be noted that the combined success rate in the OSSLT for the two sites was on a two-year upwards trend before it decreased the year following the amalgamation. It is also true that by 2019 there were fewer former Rideau HS students at Gloucester HS.



## COMMUNITY VOICE



The feedback was mostly positive across all aspects of the transition, as voiced by students, parents, school staff and other stakeholders.



Staff at Gloucester HS

"I feel like we have been able to raise student learning expectations and provide additional supports and scaffolding to support. I feel like my students are more engaged and more successful since amalgamation."

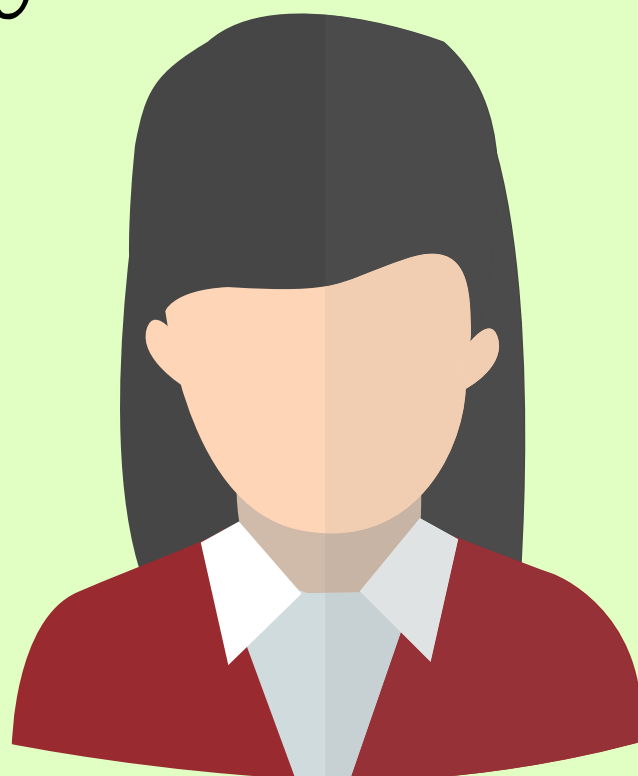
"I think the bond we have created with the new students from Rideau is great"

**Gloucester HS Student**



"This merger has provided my child to create new peer relationships that are more positive to her well-being."

**Parent of a Rideau HS student**



"Gloucester is the first School I have attended where I have felt that I could be me - I feel accepted and supported here. I love this School!"

**Rideau HS Student**



## CONCLUSION



Despite a few key indicators with mixed results, the overall patterns pre- and post-amalgamation combined with community voice demonstrate that the transition of Rideau HS students into Gloucester HS has progressed smoothly and resulted in predominantly positive outcomes. The findings and the lessons-learned from transition may be useful to consider for future Board decisions resulting in school closures.