

John Maland High School



John Maland High School Assurance Plan - 2025-2026

School Profile:

- John Maland High School (JMHS) is a Single Track school is located 20 minutes southwest of Edmonton in the Town of Devon, AB, and is a part of the Black Gold School Division. The school's enrollment for the 2025-2026 school year is 367 students from grades 10-12. The school currently has 21 teaching staff, 5 support staff, 2 custodians and a 0.5 Family School Liaison Worker.
- JMHS offers a wide range of courses at the high school level. We offer the following options during the 2025/2026 school year: Art; Communication Technology; Cosmetology; Esthetics; Foods; Industrial Arts; General Music; Instrumental Jazz; Instrumental Music; Outdoor Education; Sports Medicine; Registered Apprenticeship Program; Welding; and Work Experience. We are supported via our in-reach opportunity where we are able to offer: 47 core classes; 30 options; and 114 CTS credits. JMHS also operates a Dual Credit program through Black Gold School Division (BGSD) which has partnerships with Olds College; Northern Lakes College; Lakeland College; Portage College; and SAIT.
- JMHS is the home to the Northern Alberta Extreme (NAX) academy offering courses to athletes participating in U15 Male, U17 Male, U18 female and male hockey academies and U18 female and male golf academies.
- **School Mission Statement:** To provide opportunities and develop abilities in individuals for them to be successful
- **Core Values:**
 - Relationships
 - Student centered success
 - Safe and caring environment
 - Accountability and Responsibility
 - Supportive and Collaborative Atmosphere



Celebrations:

Programs and Youth Leadership

- Active Breakfast Club, Student Union held successful monthly events
- Claw Crew raised and donated money to multiple charitable organizations, Claw Crew continued the successful Hygiene for Hope campaign that donated a full truck load of supplies to the Bissell Centre.
- Our Gender Sexuality Alliance continued to create and maintain a safe space for some of our most vulnerable students
- JMHS sent students to the Regenerate Forest & Wildlife Youth Summit for the first time.
- Our Band program brought home Silver from both of their festivals that they attended while continuing to grow slightly every year.
- Our Off-Campus programming (Work Ex, RAP, Green Certificate) have seen an increase in participation, helping to develop the skills that students will need when they enter the job

Athletics

- Sr. Girls volleyball placed second at zones
- Sr. Boys Basketball won zone tournament and went to provincials
- We had players from Badminton win zones and attend provincials
- We had multiple Track participants place at zones and attend provincials
- Rugby had successful seasons with both a boys and girls team
- We had more participation in extra curricular teams than previous couple of years, had both JV boys basketball and JV Girls Volleyball.



Building Management

- Started having the learning commons as an exam room with a full-time librarian, anecdotally students had more availability to catch up on missed assignments, quizzes and tests.

AE Assurance Plan

- Continued to beat our three year average in all but two of the Assurance Report major categories
- Continuing the trend of capturing and retaining students from outside of Black Gold School Division, with increased enrollment from previous years we have been able to have more staff and more optional courses for students to take.

General

- Successfully navigated the CUPE 3484 strike, minimizing to the best of our abilities the impact on student success and learning

Alberta Education Assurance Measures - John Maland High School

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 3235 John Maland High School

| Assurance Domain | Measure | John Maland High School | | | Alberta | | |
|--------------------------------|---|-------------------------|------------------|---------------------|----------------|------------------|---------------------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average |
| Student Growth and Achievement | Student Learning Engagement | 78.5 | 79.7 | 75.9 | 83.9 | 83.7 | 84.4 |
| | Citizenship | 75.0 | 74.3 | 72.9 | 79.8 | 79.4 | 80.4 |
| | 3-year High School Completion | 82.3 | 87.2 | 84.2 | 81.4 | 80.4 | 81.4 |
| | 5-year High School Completion | 87.6 | 91.8 | 91.6 | 87.1 | 88.1 | 87.9 |
| | PAT9: Acceptable | n/a | n/a | n/a | 62.5 | 62.5 | 62.6 |
| | PAT9: Excellence | n/a | n/a | n/a | 15.6 | 15.4 | 15.5 |
| | Diploma: Acceptable | 85.1 | 85.6 | 81.9 | 82.0 | 81.5 | 80.9 |
| | Diploma: Excellence | 17.2 | 17.8 | 14.0 | 23.0 | 22.6 | 21.9 |
| Teaching & Leading | Education Quality | 82.7 | 86.1 | 83.9 | 87.7 | 87.6 | 88.2 |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 84.4 | 84.7 | 80.8 | 84.4 | 84.0 | 84.9 |
| | Access to Supports and Services | 75.6 | 79.7 | 79.1 | 80.1 | 79.9 | 80.7 |
| Governance | Parental Involvement | 63.2 | 71.4 | 68.3 | 80.0 | 79.5 | 79.1 |

Comments on Alberta Education Assurance Measures Results for John Maland High School:

- Areas of strength for JMHS are the high school completion rates, diploma acceptable standards and safe learning environments. Areas for improvement are parental involvement, student learning engagement, diploma excellence.
- A major issue as we see from last year is our drop in relation to our own relative scores the year prior.
- There seemed to be a disconnect between school administration/staff and the parental community. This is a major concern and needs to be addressed.
- For diploma results that data seems to show that JMHS did a good job of preventing failure, but with a low score in excellence we may lack the enrichment or rigor needed to push high-achieving students into the top tier.
- In regards to student learning and engagement, students are often attending and passing their classes, but they are reporting lower engagement than the provincial norm. This often correlates with the “excellence” gap for diploma results as if students are not engaged, they rarely push for top marks.



| Priority Focus 2024-2027 | | | | | | |
|--|--|--|--|--|---|--|
| School Goal 1: Moving more students from acceptable to excellence | ** Indicate Alignment with Division Priorities (Success) | A significant area of concern, need or desire for improvement | What we need to do to address this | What our students will be able to do if we are successful | How we will know we are making progress | Actions we are taking in 2024-2027 |
| | It's really important that... | An area of improvement that we need to focus on is... | If we... | Then... | We will know we have made progress because... | Next steps for this year are... |
| Grades 10-12 | All students in grade 10-12 develop critical thinking skills alongside with reading comprehension and writing skills | While close to 85% of our students meet the "acceptable" standard on diploma exams, only 17% achieve "excellence". Students struggle to deconstruct complex texts or articulate nuance arguments, which correlates with a drop in engagement | If we implement consistent disciplinary numeracy and literacy strategies (structured analysis, academic vocabulary, graph interpretation) across all subject areas | Students will be able to independently tackle complex text, writing and numeracy tasks with confidence, leading to deeper engagement in course materials | Diploma "excellence" rates trend higher towards the provincial average Student survey data on "engagement" improves from current levels teachers report higher quality responses on written assessments | PD time given to create cross-curricular assessments Establishment of common writing rubrics for all departments with standard setting PD |

| Priority Focus 2024-2027 | | | | | | |
|---|--|---|---|---|--|--|
| School Goal 2: Cultivate academic resilience and intellectual perseverance | ** Indicate Alignment with Division Priorities (Wellness/ Engagement and Partnerships) | A significant area of concern, need or desire for improvement | What we need to do to address this | What our students will be able to do if we are successful | How we will know we are making progress | Actions we are taking in 2024-2027 |
| | It's really important that... | An area of improvement that we need to focus on is... | If we... | Then... | We will know we have made progress because... | Next steps for this year are... |
| Grade 10-12 | Students leave high school with the skills that will make them successful and productive members of society. | while our passing rates are high our excellence rates are below provincial average which suggests students often settle for "good enough" or disengage when tasks become cognitively demanding or require sustained effort. | normalize "productive struggle" in the classroom and explicitly teach scaffolding strategies for when students get stuck. | Students will be able to persist through frustration on complex, multi-step tasks and view initial failure as a necessary part of the learning process rather than a reason to disengage. | the gap between school and provincial "excellence" rates will narrow. Teachers will anecdotally observe increased "time-on-task" Teachers will anecdotally observe a lesser reliance in academic dishonesty and students using artificial intelligence to help with complex problems | review grading policies within departments to ensure that they reward growth and further attempts at showing students have mastered materials PD for teachers on strategies to decrease students learned helplessness |

