


**Alberta Education Outcomes**

- *Alberta's students are successful.*
- *First Nations, Metis, and Inuit students in Alberta are successful.*
- *Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.*
- *Alberta's K-12 education system and workforce are well-managed.*

**CBE Results Policies**

- *Results 1: Mission*
- *Results 2: Academic Success*
- *Results 3: Citizenship*
- *Results 4: Personal Development*
- *Results 5: Character*

*See the CBE Board of Trustees' Results Policies for the full and detailed Results statements*

**Mayland Heights School**

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## School Improvement Results Reporting | For the 2024-25 School Year

Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in an annual report that demonstrates improvement results and next steps. These results support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

## School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- **Learning Excellence**
  - Strong student achievement for lifelong learning and success
- **Well-Being**
  - Students and employees thrive in a culture of well-being
- **Truth & Reconciliation, Diversity and Inclusion**
  - Students and employees experience a sense of belonging and connection.

**Goal One:** Student learning will improve through fair, accurate and calibrated assessment practices.

**Outcome One:** Students' oral language skills (ELA and FLA) will more accurately reflect where students are in relation to the learning outcomes through clearly communicated/visible learning targets from the programs of study, transparent success criteria for all students and timely, specific feedback.

**Outcome Two:** Student achievement in writing (ELA and FLA) will more accurately reflect where students are in relation to the learning outcomes through clearly communicated/visible learning targets from the programs of study, transparent success criteria for all students and timely, specific feedback.

### Celebrations

- More students achieved an indicator of “4” in French Language Arts “speaks to communicate information and ideas” stem in June 2025 compared to June 2024 report card data
- Spring 2025 CBE Student Survey showed 89% of grade 5 and 6 students agreed with the statement “I can contribute to conversations about books, poems, non-fiction or other texts” an increase of 19 percentage points compared to 2024 results.
- Students perceived increased opportunities to receive feedback from others to improve their writing at school as demonstrated through an 11-percentage point increase in student agreement to the CBE Student Survey question “I have the opportunity to receive feedback from others to improve my writing.”
- Student achievement on ELA Part A writing PAT was strong with 77% of grade 6 students achieving the acceptable standard. This was over 20 percentage points higher than the number of students who achieved the acceptable standard in 2022.

### Areas for Growth

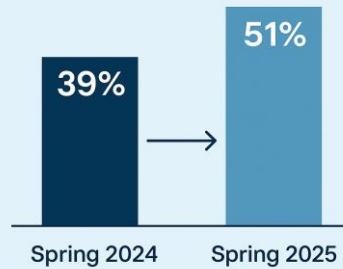
- 43% of Grade 6 students did not meet the acceptable standard ELA Part B (reading comprehension) and overall student achievement in reading declined from S1 to Y1 reporting periods with more students achieving an indicator of “1” and less students achieving an indicator of “4”, 90% of Grade 6 English students did not meet the acceptable standard on the Mathematics PAT
- Many teachers new to our school would benefit from support in building robust assessment practices.

### Next Steps

- PAT and report card data point to a need to pivot our assessment focus to assessment of reading and/or mathematics for the 2025-26 school year.
- Build teacher capacity to leverage AI to support building fair and accurate assessment practices directly connected to curriculum outcomes and CBE Literacy, Mathematics, Well-Being and IEHLLF frameworks.

### CBE Student Survey

Agreement to “I have the opportunity to receive feedback from others to improve my writing.”



11 percentage point increase in student agreement

**Our Data Story:** This year, our school focused on strengthening student learning through fair, accurate, and calibrated assessment practices. Teachers co-created rubrics with clear success criteria, made learning targets and “I can” statements visible, and used high-impact strategies to build vocabulary, oral language, and writing skills. Students engaged in structured writing lessons, authentic writing tasks, and rich classroom discussions using a neuro-linguistic approach. Teachers calibrated writing assessments in PLCs to ensure common expectations, and restorative practices integrated reflective writing to help students build both skill and voice.

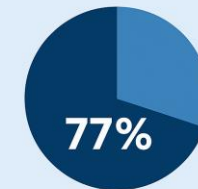
These practices contributed to meaningful student growth. Student agreement with receiving useful writing feedback increased from 39% to 51%, an 11-percentage-point rise from Spring 2024 to Spring 2025. Achievement strengthened as well: 77% of Grade 6 students achieved the acceptable standard on ELA Part A and 6% achieved excellence. Compared with 2021–22, this represents a significant gain, with excellence levels maintained and over 20% more students meeting the acceptable standard. Together, these improvements reflect clearer expectations, deeper student understanding of success criteria,

and more consistent assessment practices school-wide.

Even with these gains, areas for growth remain. Reading comprehension continues to lag behind writing outcomes, and PAT results suggest that reading should become an assessment focus for the 2025–26 school year. Several teachers—particularly those new to the profession or school—would benefit from further support in designing calibrated, curriculum-aligned assessments. Moving forward, the school will continue to refine assessment practices, build teacher capacity, and leverage AI tools to ensure assessments remain fair, accurate, and directly connected to curriculum outcomes across subjects.

### GRADE 6 PAT RESULTS

ELA Part A Writing



77% achieved the acceptable standard

6% achieved the standard of excellence



significant improvement compared to the last PAT in June 2022

note | French Language Arts PAT was not administered in June 2025 due to new curriculum implementation

**Goal Two:** Student well-being will improve by cultivating calm, regulated learning environments.

**Outcome One:** Students' ability to cope with unexpected challenges and hard emotions at school will improve.

#### Celebrations

- Implemented calm corners within classrooms, facilitated school-wide Wellness days and increased the use of classroom-based regulation tools and resources such as task bins and pom-pom sorting activities.
- Staff understanding of crisis intervention improved with several staff receiving certification in crisis intervention management.
- Welcoming, Caring, Respectful and Safe Learning Environments measure on AEAM results report showed an increase of 9 percentage points for student perceptions of their learning environments and an increase of 2 percentage points for teachers

#### Areas for Growth

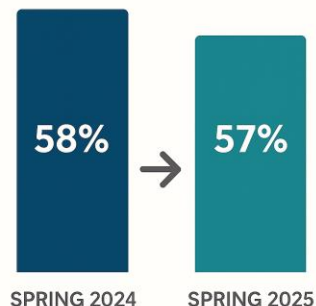
- Increase the percentage of students who perceive themselves as having strategies to help themselves when stressed at school, while decreasing office referrals and visits for co-regulation or coaching to regulate students.
- Build teacher capacity to incorporate student cultural identities into task design and assessment as student agreement to the statement "I can see my culture reflected in my school" declined over the course of the school year.

#### Next Steps

- Leverage student and staff voices to determine how to best empower students to feel they have self-regulation strategies available to them at school when stressed.
- Continue to build student repertoire of regulation strategies and support authentic integration of students' culture into learning tasks
- Continue to build welcoming, calm, caring, safe and respectful learning environments where students feel included and see themselves in their learning.

## CBE STUDENT SURVEY

I have strategies to help myself  
that I use if I feel stressed at school



**Our Data Story:** This year, our school community—students, staff, and families—identified a shared priority: helping learners feel more capable of managing stress and big emotions during the school day. This shaped Goal Two: improving student well-being by cultivating calm, regulated learning environments, and Outcome One: improving students’ ability to cope with unexpected challenges and hard emotions at school.

Our baseline CBE Student Survey data showed that 58% of students in Spring 2024 felt they had strategies to help themselves when stressed at school. In Spring 2025, this remained similar at 57%, reminding us that self-regulation develops gradually through consistent practice, modeling, and predictable routines.

Throughout the year, classrooms strengthened their supports for student regulation. Calm corners were implemented school-wide, teachers expanded the use of regulation tools such as task bins and pom-pom sorting, and we facilitated Wellness Days to promote emotional awareness. Staff capacity also grew, with several teachers completing crisis intervention training, building a more unified and confident response to student dysregulation.

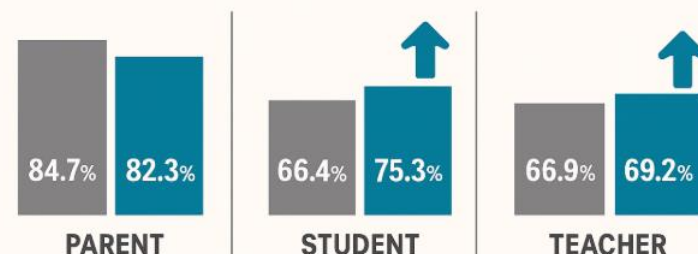
These actions contributed to noticeable shifts in our learning environments. Classrooms became calmer and more predictable, and students demonstrated greater independence in using regulation tools. Our 2025 AEAM results further validated these changes: student perceptions of their environments being welcoming, caring, respectful, and safe increased by 9 percentage points, and teacher perceptions increased by 2 percentage points from 2024 to 2025.

At the same time, our data highlighted key areas for growth. Students’ confidence in using their own stress-management strategies has not yet increased, and office referrals for co-regulation indicate ongoing reliance on adult support. In addition, student agreement with the statement *“I can see my culture reflected in my school”* declined, emphasizing the need to more authentically integrate students’ cultural identities into learning tasks and assessment.

Moving forward, we will amplify student and staff voices to understand which self-regulation supports feel most helpful and accessible. We will continue to teach and model regulation strategies, recognizing that measurable change in survey data may take more than one year. We will also strengthen teacher capacity to design learning that reflects and validates students’ cultural identities. Together, we will continue building welcoming, calm, caring, safe, and respectful learning environments where all students feel included, supported, and increasingly confident in navigating challenges.

## WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

MAYLAND HEIGHTS



## Required Alberta Education Assurance Measures (AEAM) Overall Summary

### Fall 2025



The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
  - Citizenship
  - Student Learning Engagement
  - Education Quality
  - Welcoming, Caring, Respectful and Safe Learning Environment
  - Access to Supports and Services
  - Parent Involvement

| Assurance Domain               | Measure                                                                               | Mayland Heights School |                  |                     | Alberta        |                  |                     | Measure Evaluation |             |            |
|--------------------------------|---------------------------------------------------------------------------------------|------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|------------|
|                                |                                                                                       | Current Result         | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement        | Improvement | Overall    |
| Student Growth and Achievement | <a href="#">Student Learning Engagement</a>                                           | 86.6                   | 81.8             | 80.7                | 83.9           | 83.7             | 84.4                | High               | Improved    | Good       |
|                                | <a href="#">Citizenship</a>                                                           | 65.9                   | 67.8             | 67.4                | 79.8           | 79.4             | 80.4                | Very Low           | Maintained  | Concern    |
|                                | <a href="#">3-year High School Completion</a>                                         | n/a                    | n/a              | n/a                 | 81.4           | 80.4             | 81.4                | n/a                | n/a         | n/a        |
|                                | <a href="#">5-year High School Completion</a>                                         | n/a                    | n/a              | n/a                 | 87.1           | 88.1             | 87.9                | n/a                | n/a         | n/a        |
|                                | <a href="#">PAT9: Acceptable</a>                                                      | n/a                    | n/a              | n/a                 | 62.5           | 62.5             | 62.6                | n/a                | n/a         | n/a        |
|                                | <a href="#">PAT9: Excellence</a>                                                      | n/a                    | n/a              | n/a                 | 15.6           | 15.4             | 15.5                | n/a                | n/a         | n/a        |
|                                | <a href="#">Diploma: Acceptable</a>                                                   | n/a                    | n/a              | n/a                 | 82.0           | 81.5             | 80.9                | n/a                | n/a         | n/a        |
|                                | <a href="#">Diploma: Excellence</a>                                                   | n/a                    | n/a              | n/a                 | 23.0           | 22.6             | 21.9                | n/a                | n/a         | n/a        |
| Teaching & Leading             | <a href="#">Education Quality</a>                                                     | 89.5                   | 80.7             | 82.2                | 87.7           | 87.6             | 88.2                | High               | Improved    | Good       |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | 75.6                   | 72.7             | 74.4                | 84.4           | 84.0             | 84.9                | Very Low           | Maintained  | Concern    |
|                                | <a href="#">Access to Supports and Services</a>                                       | 68.9                   | 65.7             | 65.6                | 80.1           | 79.9             | 80.7                | Very Low           | Maintained  | Concern    |
| Governance                     | <a href="#">Parental Involvement</a>                                                  | 77.0                   | 68.9             | 70.8                | 80.0           | 79.5             | 79.1                | Intermediate       | Maintained  | Acceptable |