




REPORT
to the community
2025-2026

(Grades 9–12)

John Taylor Collegiate

VISION At John Taylor Collegiate, we aim to develop community members who are well-rounded, involved, knowledgeable, supportive, respectful, and responsible.

MISSION Pipers are committed to demonstrating pride within themselves, their environment, and school community. We value a safe, healthy, and diverse school environment where all students have the ability to succeed.

About Senior Years

The Senior Years in the St. James-Assiniboia School Division provide a varied curriculum to meet the needs, interests, and abilities of students.

The programs provide a sound basis for further education or immediate employment setting. Hands-on, active participation is encouraged in all subject areas and especially in courses such as: Performing and Fine Arts, Physical Education, Career Exploration and Independent Studies.

Profile

35 Teachers

27 Support Staff

560 Students

SUPPORTING & CELEBRATING STUDENTS

At John Taylor Collegiate, we believe student success extends beyond academics. We foster an inclusive, supportive environment where every student's unique strengths, perspectives, and individual achievements are recognized and celebrated. Through academics, athletics, the arts, clubs, leadership, and community involvement, we provide opportunities for students to discover their talents, build confidence, develop character, and reach their full potential. Throughout the year, we celebrate student success through Piper Prestige where we celebrate personal growth and perseverance, and by highlighting student work and accomplishments within our school and broader community. Excellence in arts and athletics are showcased through events, performances, games and tournaments where we invite the community to participate with us in our Piper Pride. We are committed to helping every student become a kind, confident, responsible, and engaged individual who is prepared to succeed both in school and in life.

COMMUNITY CONNECTIONS

We foster strong connections between our school, families, and community partners to create meaningful opportunities for student learning, growth, and success. Through family engagement, local partnerships, service projects, cultural and community events, and real-world learning experiences, students are encouraged to contribute to and learn from the community around them. We invite families and community members to share their knowledge and enrich our learning experiences by providing a variety of perspectives and lived experiences. Strong community partnerships create a shared responsibility for education through work experience at Oakview Place and Sobeys, additional resources for our school community through the Assiniboine West Recreation Centre and Foodfare, and opportunities to pursue passions through the St. James Assiniboia Hockey Academy and the Winnipeg Jets Hockey Academy.







LAST YEAR'S AREAS OF FOCUS

What did the evidence of student learning tell us?

When programming is intentionally designed to meet students where they are at, recognizing their individual strengths, needs, interests, and pathways, we create the conditions for greater student success. Through flexible, responsive, and purposeful programming, and assessment strategies that prioritize an equitable approach, staff work collectively to remove barriers to learning and provide students with meaningful opportunities to experience success. When students feel connected to their learning, see relevance in their programming, and have appropriate supports in place, we see stronger attendance, increased engagement, greater confidence and belonging, which results in improved credit attainment. This collective approach ensures that programming is not only responsive to individual students, but also contributes to stronger pathways toward graduation and future success.

What are the anticipated next steps?

We are committed to continuing our work in equitable assessment through collaborative discussions examining data, to design assignments and assessments that reflect high expectations for all students.

We are excited to launch the Language Revitalization Project that brings Indigenous students together, strengthens student voice, and provides opportunities for learning about culture and language with a goal to make our learning visible at JTC. A key part of this work is to build meaningful connections with lanugage speakers from our community to work alongside students in developing opportunities for everyone to engage with Indigenous Languages.

2026-2027 PLANNING

IDENTIFIED AREAS OF FOCUS

EQUITABLE ASSESSMENT

Our intention is to create a learning environment where every student is supported, valued, and given fair opportunities to demonstrate their knowledge and skills. Through equitable assessment practices, we strive to recognize diverse strengths and needs, ensuring that all learners can succeed. We envision a school community that is continually growing and improving, where educators reflect on and enhance their own learning and teaching practices to best support the learners in our classrooms.

ENGAGING WITH OUR COMMUNITY

We aim to create inclusive, accessible opportunities for parents and caregivers to participate in JT life by enhancing communication about school and community events, and highlighting the positive impact of their involvement in their child's success.

PRIORITIZING STUDENT SPECIFIC PLANNING

Our team is committed to ensuring that our students' success starts right at the beginning of their school experience with us. Our team schedules intake meetings for all of our new students, reviews student specific plans to ensure they are appropriate and continues to review and revise as students grow and develop over the year. Our team continues to work collaboratively with outside agencies, connecting with parents and our community to support student wellbeing and learning.







INDIGENOUS-INCLUSIVE EDUCATION

An Indigenous-inclusive education system is grounded in Indigenous histories, cultures, languages, traditional values, and knowledges. An equitable school community fosters a sense of belonging in all learners so that they feel they can succeed, take responsibility, and find their purpose in life.

John Taylor Collegiate is committed to:

- Continuing to infuse Indigenous perspectives into classroom learning
- Ensuring assessments are equitable, reduce bias and build student confidence.
- Incorporating land-based learning opportunities
- Language revitalization that is visible throughout JTC
- To advance meaningful reconciliation into our school through a collective book study, shared reflection and intentional changes to teaching practices.