


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

Janet Johnstone 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.

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Goal One: Student achievement in Literacy and Numeracy will improve.

Outcome One: Through the intentional design of the learning environment, students will improve in Literacy, Numeracy and Well-Being.

Celebrations

- Students' achievement in writing improved when comparing January to June 2025 report cards for grade 1, 3 and 4 students in the Regular program and grade 1 and 2 in the French Immersion program.
- Students' achievement in number and patterns in mathematics improved when comparing January and June report cards for Kindergarten and grade 1 students in the Regular program and Kindergarten, grade 1, 2 and 3 students in the French Immersion program.
- Improved feelings of safety, belonging and positive friendships of grade 4 students on the OurSCHOOL Survey: safety from 68% to 71%, belonging from 83% to 86% and positive friendships from 75% to 93%.
- Increased feelings of engagement in Language Arts for grade 4 students on the Alberta Education Assurance Measure survey from 70% to 78%.

Areas for Growth

- Increasing student involvement in assessing and improving their writing.
- Increasing student involvement in assessing and improving their communication of mathematical understanding in numbers and patterns.
- Building students' awareness of how they can approach learning and relationships with a growth mindset.

Next Steps

- Use success criteria, exemplars and mentor texts to design engaging writing tasks where students can take ownership.
- Use success criteria, exemplars and mentor texts to design engaging math tasks that allow for multiple entry points and various means of representation.
- Explicitly teach Social-Emotional competencies and goal-setting using mentor texts.

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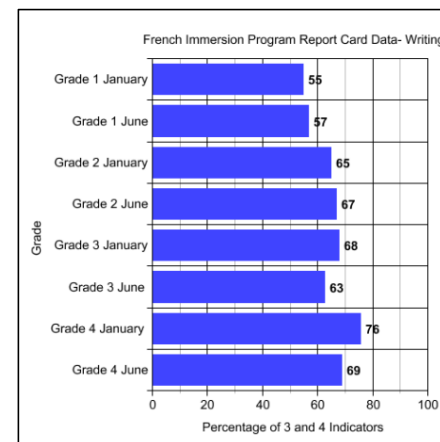
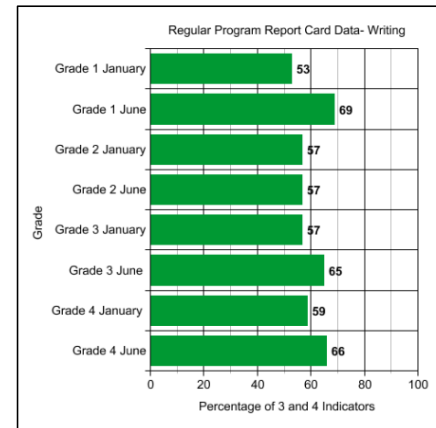
Our Data Story:

Janet Johnstone's 2024-2025 School Development Plan focused on using high-impact teaching strategies to improve student achievement in Literacy (specifically Writing) and Mathematics while increasing student engagement and well-being. High-impact strategies used included explicitly teaching Tier 2 vocabulary words across subject areas, presenting students with meaningful writing tasks and using oral language routines in math and literacy. Teachers incorporated the explicit teaching of social-emotional competencies into daily classroom routines and whole-school initiatives in order to positively impact academic achievement and feelings of well-being.

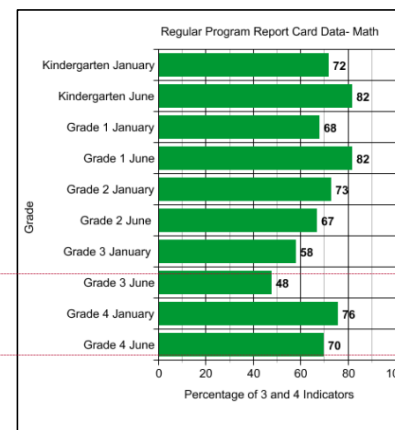
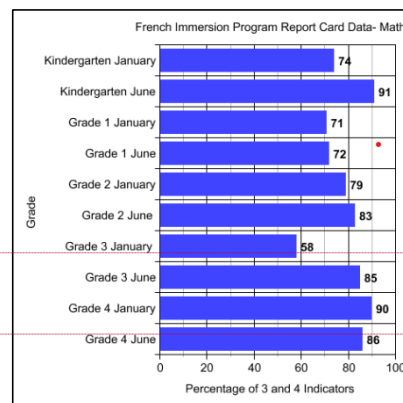
Throughout the school year, teachers collaborated in Professional Learning Communities to develop common vocabulary, writing and math assessments and tasks to improve students' abilities based on clear learning intentions and success criteria. In Writing, teachers emphasized students' use of descriptive and specific Tier 2 vocabulary and used engaging pre-writing strategies such as loose parts to help students generate ideas. In Mathematics, teachers used calibration protocols to design series of tasks to build on students' understanding of essential outcomes in number and patterns which included explicit teaching and developing math vocabulary in oral language routines. French Immersion teachers used the Neurolinguistic Approach to design interactive language experiences in literacy and mathematics.

Growth was noted in students' results on summative assessments and report cards in writing and math in the majority of student cohorts:

- Writing: On the report card stem "Writes to express information and ideas", the percentage of students achieving at a level 3 or 4 increased from January to June for the following cohorts:
 - Regular program:
 - Grade 1 - from 53% to 69%
 - Grade 3 – from 57% to 65%
 - Grade 4 –from 67% to 71%
 - French Immersion program:
 - Grade 1 – from 55% to 57%
 - Grade 2 – from 65% to 67%



- Mathematics: On the report card stem “Understands and applies concepts related to number and patterns”, the percentage of students achieving at a level 3 or 4 increased from January to June for the following cohorts:
 - Regular program:
 - Kindergarten: from 72% to 82%
 - Grade 1: from 68% to 83%
 - French Immersion program:
 - Kindergarten: from 74% to 91%
 - Grade 1: from 71% to 72%
 - Grade 2: from 79% to 83%
 - Grade 3: from 58% to 85%



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Perception data showed that teachers’ focus on Emotional Learning and designing engaging tasks impacted students’ attitudes about learning and their experiences at school.

- On the Alberta Education Assurance Survey, grade 4 students’ feelings of engagement in Language Arts increased from 70% to 78%.
- On the OurSCHOOL survey, grade 4 students’ positive feelings about belonging, safety and relationships at school were found to have increased:
 - The percentage of students who felt safe at school increased from 68% to 71%.
 - The percentage of students who felt like they belonged at school increased from 83% to 86%.
 - The percentage of students who felt like they had positive friendships at school increased from 75% to 93%.

Alberta Education Assurance

	Spring 2024	Spring 2025
Language Arts Engagement	70%	78%

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OurSCHOOL Survey

	October 2024	May 2025
Safe at school	68%	71%
Belong at school	83%	86%
Positive friendships	75%	93%

Insights and Next Steps:

While continued progress is evident in academic growth for most grade cohorts in both the Regular and French Immersion programs, some grade cohorts did not have an increase in students with 3 or 4 indicators on their report cards for “Writes to express information and ideas” and “Understands and applies concepts related to number and patterns”. It was also observed that fewer students who self-identify as Indigenous had indicators of 3 or 4 on their report cards in writing and math in June 2025 when compared to non-Indigenous students.

Survey data showed that students’ feelings of safety, belonging and positive relationships increased over the 2024 – 2025 school year, indicating that the explicit instruction of Social-Emotional Learning impacted student well-being. Other trends in student perception data were noted; on the Alberta Education Assurance Measure Results survey, grade 4 students’ agreement with the statement “It is easy to get help with school work at your school if you need it” decreased from 88% to 81% and there was a decrease in agreement with the question “Do you like learning math?” from 76% to 72%. On the OurSCHOOL survey, most grade 4 students expressed high levels of goal orientation but it was noted that male students with English as an Additional Language had much lower levels than other cohorts.

These results suggest that while using high-impact strategies to increase student engagement and social-emotional competency influenced students’ learning and well-being, continued focus on involving students in improving their learning and their confidence in their abilities is needed. Moving forward, at Janet Johnstone we will continue to use research-based strategies to increase vocabulary and engage students as we increase student involvement by using success criteria to support students with self-assessments in writing and mathematics in order to grow in their abilities incrementally. Continued focus on explicitly teaching the Social-Emotional competencies, will support developing resilience in learning and relationships.

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	Janet Johnstone 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	Student Learning Engagement	86.3	87.4	88.2	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	84.9	85.4	88.0	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.8	91.3	92.9	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.2	89.2	91.5	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	86.3	81.7	84.7	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	88.2	89.4	81.6	80.0	79.5	79.1	Very High	Maintained	Excellent