

# 2018 - 19 District Feedback Survey

## *District Report*



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## INTRODUCTION

From March 11 - April 15, 2019, Edmonton Public Schools administered the 2018 - 19 District Feedback Survey to students, staff, families, and community. The survey was administered to gather feedback from stakeholders relative to the District's progress in implementing the District's Strategic Plan 2018-2022. The results from the survey are intended to serve as one of many sources of data that may be used by District leaders to guide future decisions, directions and actions. It also provides information about areas of success and areas for growth to support the development of school, central department and District improvement plans.

Five separate surveys were administered to the following respondent groups:

- Students in Grades 3 and 5
- Students in Grades 8 and 11
- All District staff
- Families of all students, and
- Community members (District partners and general public)

This report provides compiled results for all respondent groups from the 2018-2019 District Feedback Survey.

## 2018 - 19 RESULTS

A total of 34,918 responses to the 2018 - 19 District Feedback Survey were recorded. This demonstrates an overall increase of 7.5% in the number of respondents compared to 2017 - 18. The total number of survey responses received has seen a gradual increase over the past three years, as evidenced in the table below. The community survey remains one area requiring focus to increase participation rates.

	2018 - 19	2017 - 18	2016 - 17
Students in Grades 3 and 5	13,506	13,210	12,456
Students in Grades 8 and 11	9,772	9,088	9,340
Family	5,183	4,313	3,873
Community Partners / Members of the General Public	287	194	429
Staff	6,170	5,652	5,444
TOTAL	34,918	32,457	31,542

## METHODOLOGY

Each stakeholder group answered questions relevant to them; however, for certain questions, a pertinent subset of the stakeholder group responded. A note is included below the question table and chart to indicate instances where a subset of respondents replied to a question.

For the purpose of the survey, Family surveys were completed by parents or guardians of students attending an Edmonton Public School at the time of the survey administration. Community respondents included members of the general public, partners whose organization has a working relationship with Edmonton Public Schools and CEOs/Directors of those organizations. The Staff group was comprised of all permanent staff members as well as those working as substitute/supply staff. The major subset of staff was the Teaching and Learning group consisting of teachers at schools, principals, educational assistants (at schools or working at schools through Inclusive Learning) and exempt staff working with Pre-Kindergarten students (i.e. Speech Language Pathologists, Occupational Therapists, Physiotherapists, Music Therapists, School Family Liaisons). Students were limited to those in Grades 3, 5, 8 and 11.

The survey administration was promoted through various means targeted to each audience. Survey completion was promoted through the use of SchoolZone, Connect, social media, pre-registration and other forms of messaging focused on each particular respondent group.

# REPORT STRUCTURE

The report is organized by Priority and Goal as per the District’s Strategic Plan. Questions under each Goal have been organized by themes. Within each theme, common questions asked of more than one survey respondent group are clustered together and distinguished by a category name. Most questions asked for a response based on a five-point scale (“Strongly Agree,” “Agree,” “Disagree,” “Strongly Disagree,” and “Don’t Know/Unsure”). Below is a sample of how these results are displayed in the report. Other questions utilized a response scale of “Yes”/“No” or a multiple-selection list. These responses are included in the report and depicted in a slightly different manner from the following sample.

With three years of data to display, trend lines are now included to exemplify upward and downward movement of agreement over time. As individual graphs are displayed for each question/respondent group, trend lines are shown across every graph to highlight change over the three years. Where common questions occur, a trend chart is included as well. This trend chart displays the trend lines for each of the applicable respondent groups as a comparison between audiences over time. The trend charts are explained in the sample below.

**PRIORITY #, GOAL #1 - Theme:** ← Header for reference

<b>PRIORITY #:</b>	
<b>GOAL #:</b>	<b>OUTCOME:</b>

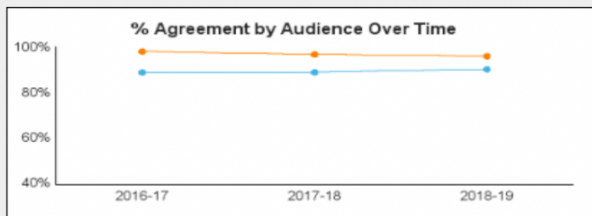
← **Priorities, Goals and Outcomes** from the District Strategic Plan 2018-2022

**THEME:** ←

Responses have been organized by **Theme**

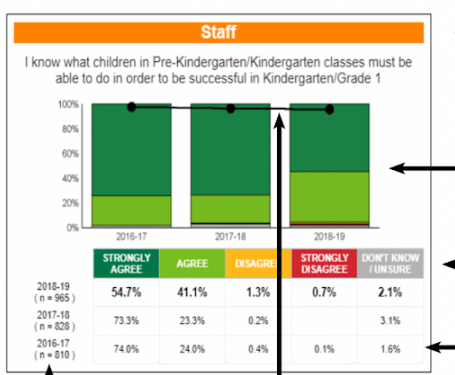
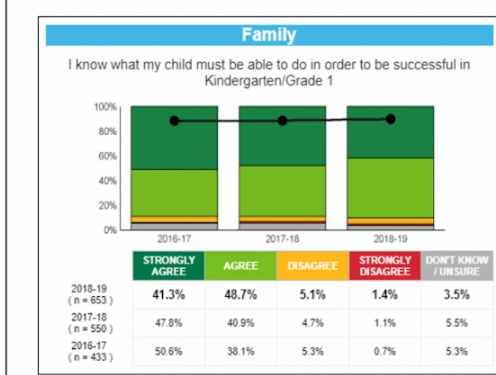
**CATEGORY NAME**

← Comparable questions asked of more than one respondent group are clustered under one **Category Name**



← Compares level of agreement, over a three-year period, colour-coded to respondent group

← Trend chart legend  
 — Family  
 — Staff



← Graphs and tables show results for the District Feedback Survey from the years **2016-17, 2017-18** and **2018-19** where applicable, by respondent group

← Bar graphs depict percentage of responses by response category compared over three years

← Response categories in the table headings are colour-coded to the responses depicted in the bar graphs

← Tables depict the percentage for each response category

**Note:**  
 ↑ Explanatory notes, where required

↑ **n = the total number of respondents**

↑ **Trend line** shows combined level of agreement, over each year

Questions contained within a theme and asked of only one respondent group are reported as individual charts. The trend line is shown on the graph itself, with no accompanying trend chart.

The total number of respondents (n) for each question for each year is provided in the data table (e.g., n=682). As the survey is intended to measure awareness, the instances in which respondents indicated “Don’t Know / Unsure” are recorded. When an individual response category was not selected by any respondents, these occurrences are indicated as a blank space within the data table (see sample on preceding page). The exception to this is the “Don’t Know/Unsure” cell for Grade 3 and 5 Students in 2016 - 17 as this response was not an option at that time. This needs to be taken into consideration when looking at the Grade 3 & 5 trend lines. One set of questions (Priority Two, Goal One, Professional Development and Growth, Professional Learning Opportunities) offered respondents the option to select “Not Applicable”. These responses are factored out of the results and are not included in the overall “n” value. Additionally, respondents selecting “Other” when given that option, were allowed to add optional qualitative responses. These qualitative responses are not included in this report.

## CHANGES FOR 2018 - 19

To support comparability and trending of data from year to year, the following are changes instituted in 2018 - 19 along with noteworthy information:

- The Board of Trustees revised the Strategic Plan for the four years of their 2018 – 2022 mandate. Minor alterations were made to this guiding plan, and any impact is reflected in the reporting of the survey results.
- A survey review occurred during the summer and fall of 2018. Questions relating to each of the five surveys were scrutinized with consideration to the respondent audience, as well as to the context of each question. A number of questions were removed due to duplication and/or redundancy. Other questions were revised to simplify the language and make each question more appropriate to the receiving audience. Attention was paid to keeping the survey as consistent as possible with previous years to allow for comparability and trending.
- Changes in question wording for 2018 - 19 are indicated, where applicable, as a note beneath the question chart and table with the inclusion of the 2017 - 18 version of the question. Notes also explain when a subset of the respondent group only replied to the question.
- With the third year of administration of the survey, three years of results are displayed, along with an accompanying trend chart highlighting the change in response for each respondent group and question over the three year period.

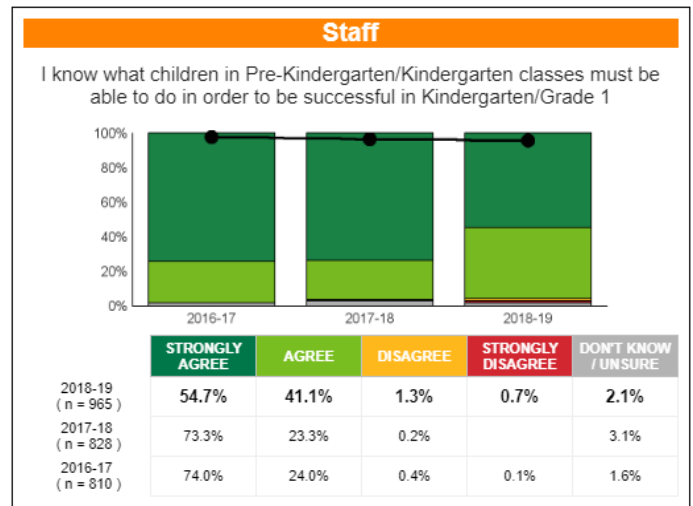
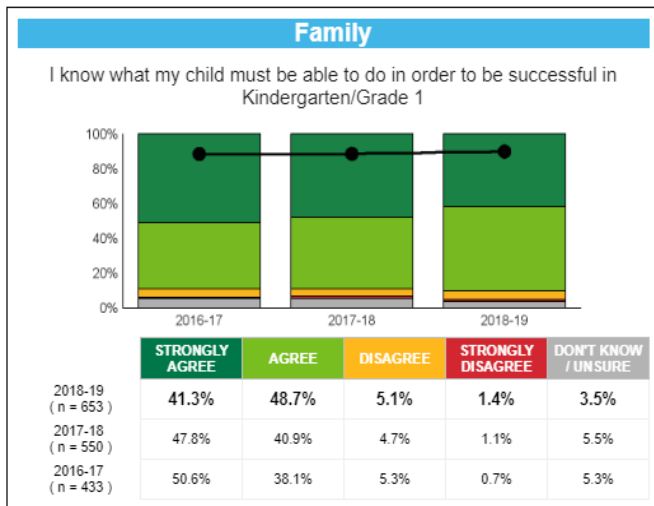
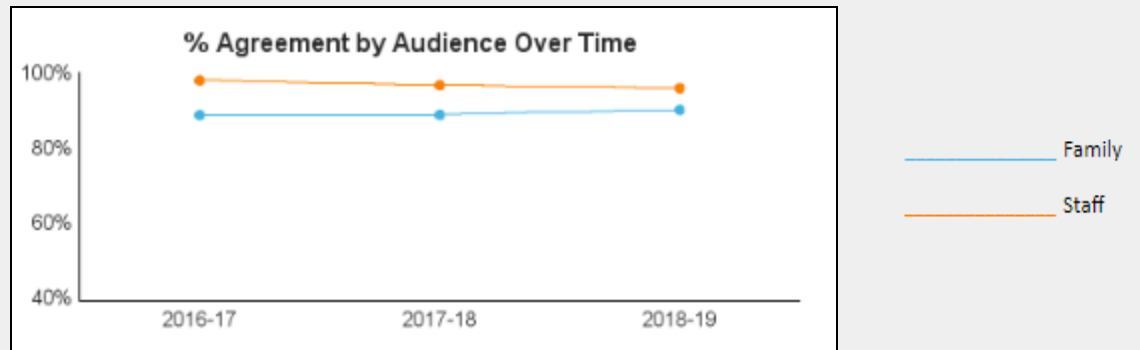
**PRIORITY 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.**

**GOAL ONE:** An Excellent Start to Learning

**OUTCOME:** More children enter Grade One reaching emotional, social, intellectual and physical developmental milestones.

**THEME: READINESS FOR GRADE ONE**

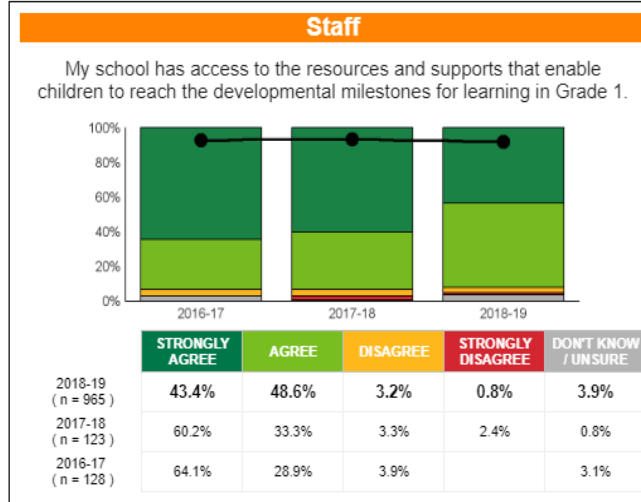
**SUCCESS IN KINDERGARTEN/GRADE 1**



Note: Staff Audience - Pre-K/Kindergarten Teaching and Learning only; 2018 - 19 - combined question previously asked of Pre-K/Kindergarten Teaching and Learning staff and that asked of Pre-K/Kindergarten Principals

Note: Family Audience - Pre-K/Kindergarten only

DEVELOPMENTAL MILESTONES: SUPPORTS



Note: Staff Audience - Pre-K/ Kindergarten Teaching and Learning only; 2018 - 19 - previous principal question modified and combined with Pre-K/Kindergarten Teaching and Learning staff question



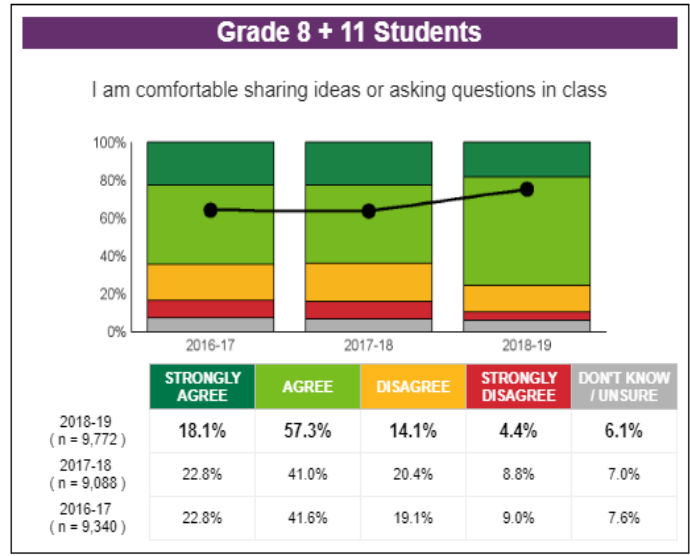
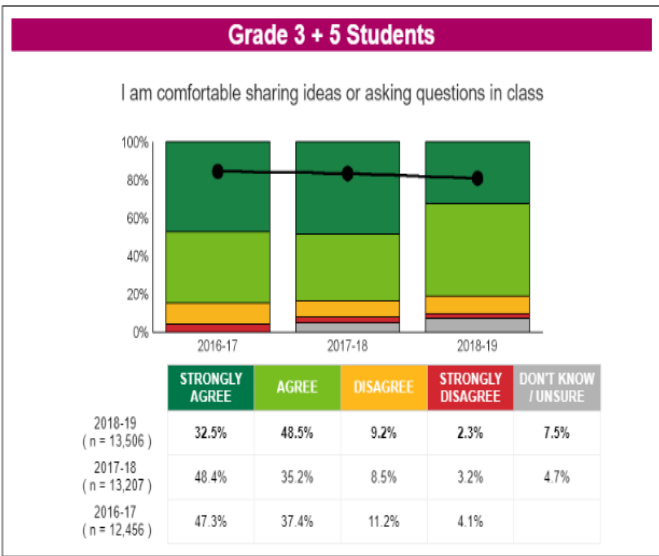
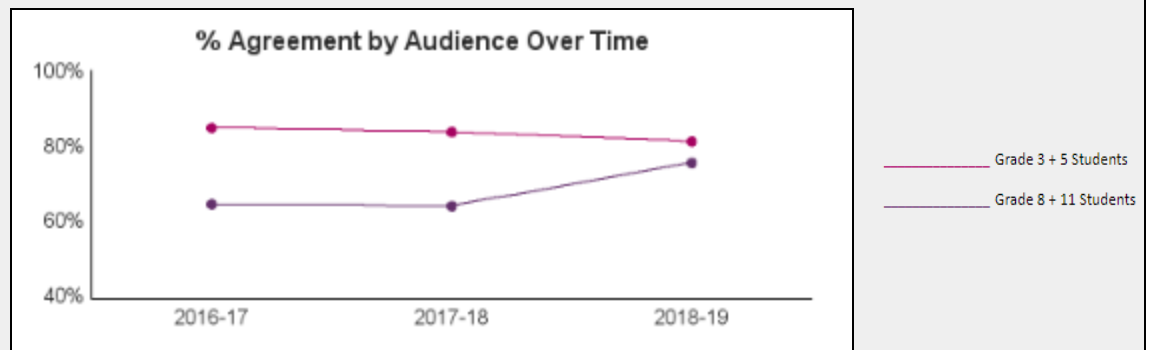
**PRIORITY 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.**

**GOAL TWO:** Success for Every Student

**OUTCOME:** More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.

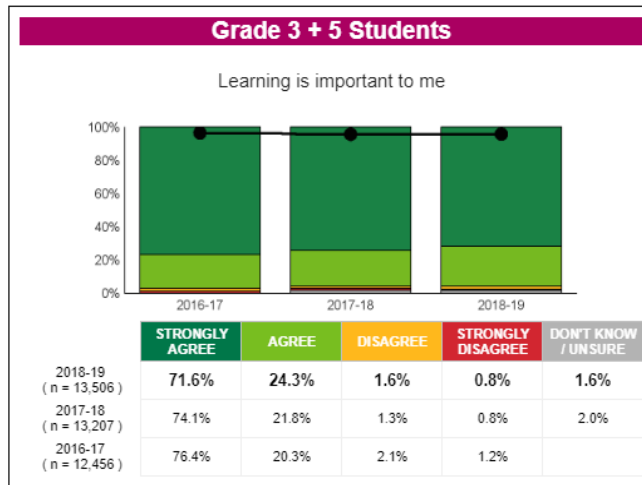
**THEME: COMMITMENT TO LEARNING**

**COMFORT WITH SHARING IN CLASS**



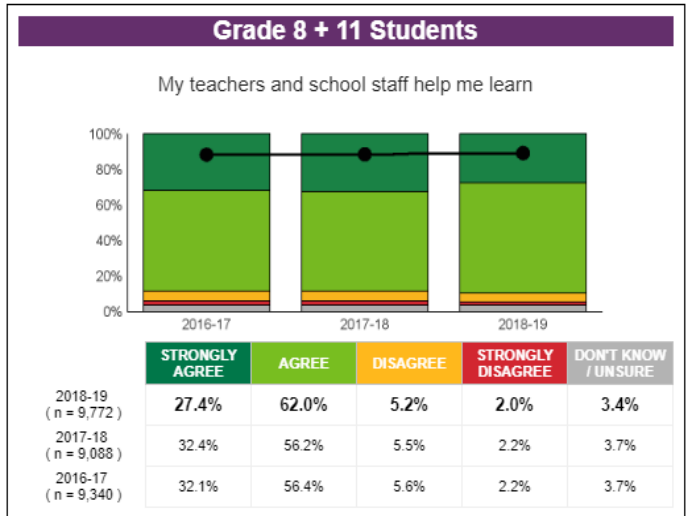
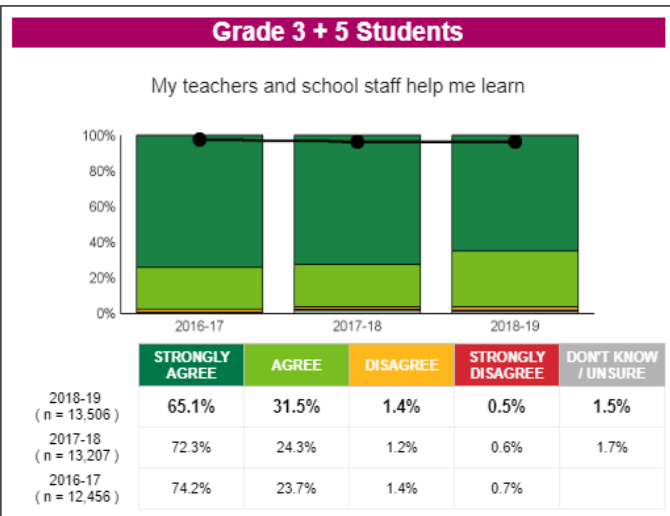
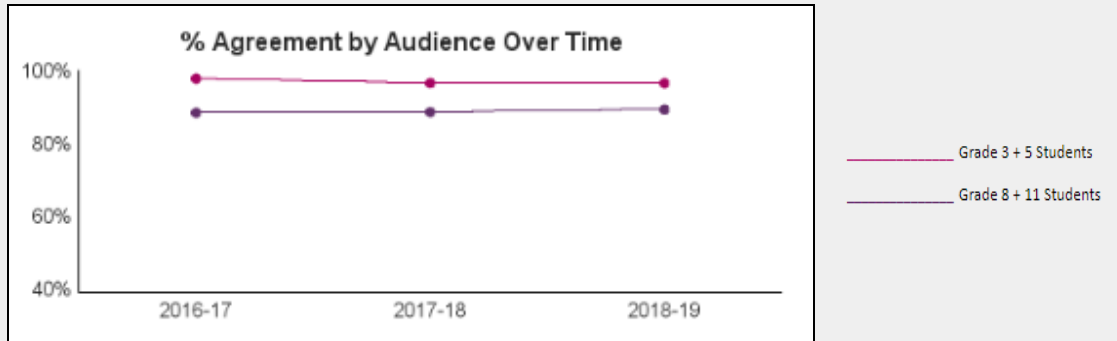
Note: Grade 3 & 5 - Question asked independently of Grade 3 and Grade 5, with results combined for reporting. Grade 3 question asked "I like sharing ideas in class"

## IMPORTANCE OF LEARNING

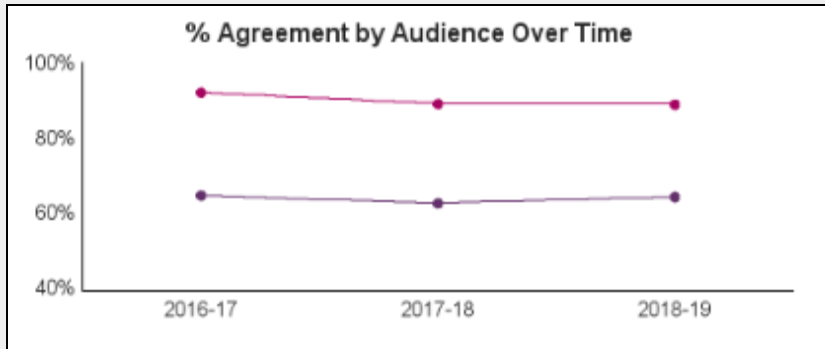


**THEME: INSTRUCTIONAL SUPPORTS**

## HELP WITH LEARNING



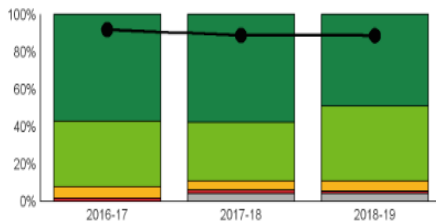
MAKING LEARNING INTERESTING



Grade 3 + 5 Students  
Grade 8 + 11 Students

Grade 3 + 5 Students

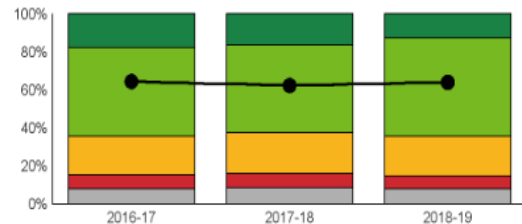
My teachers make the topics we learn about interesting



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	48.9%	39.9%	5.6%	1.5%	4.1%
2017-18 (n = 13,207)	57.4%	31.6%	4.6%	2.1%	4.3%
2016-17 (n = 12,456)	57.2%	34.8%	5.9%	2.1%	

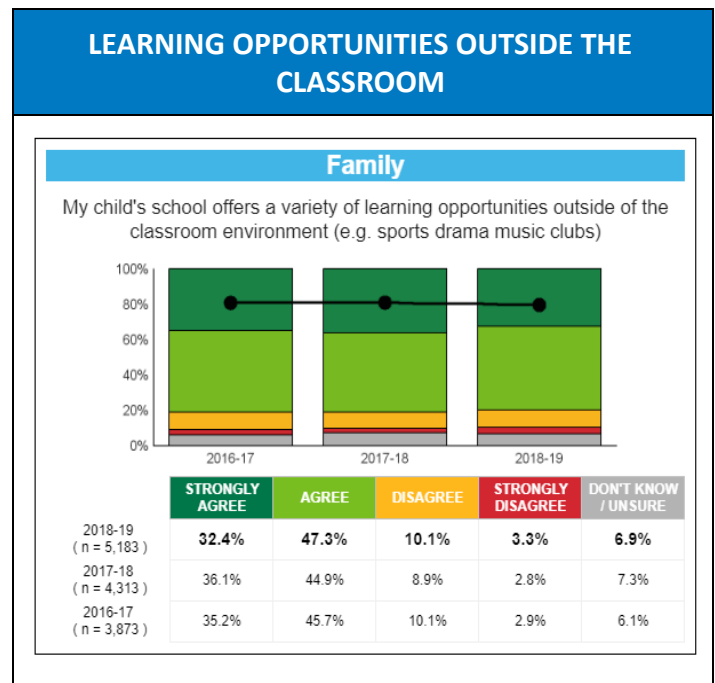
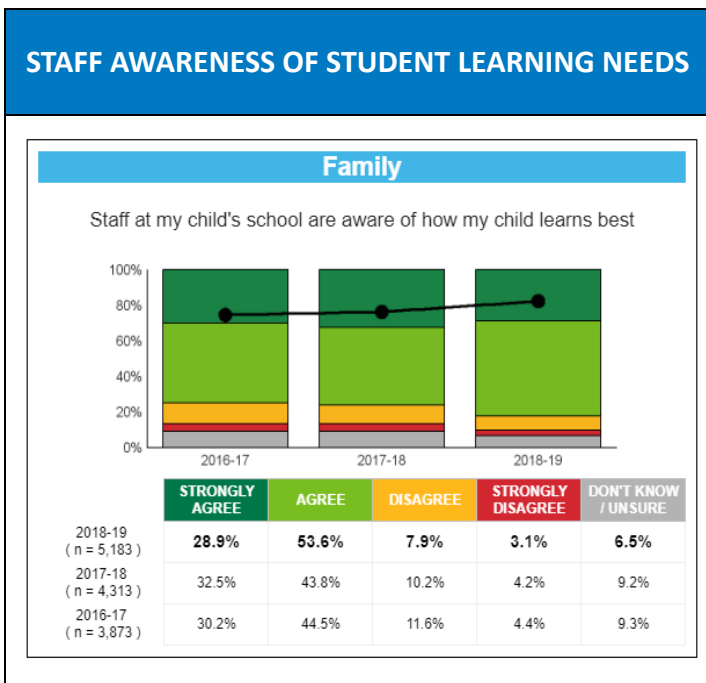
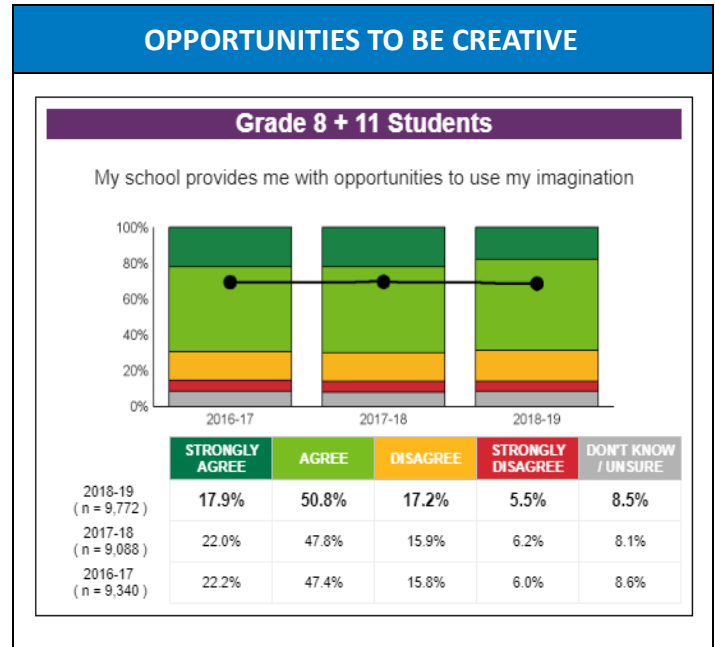
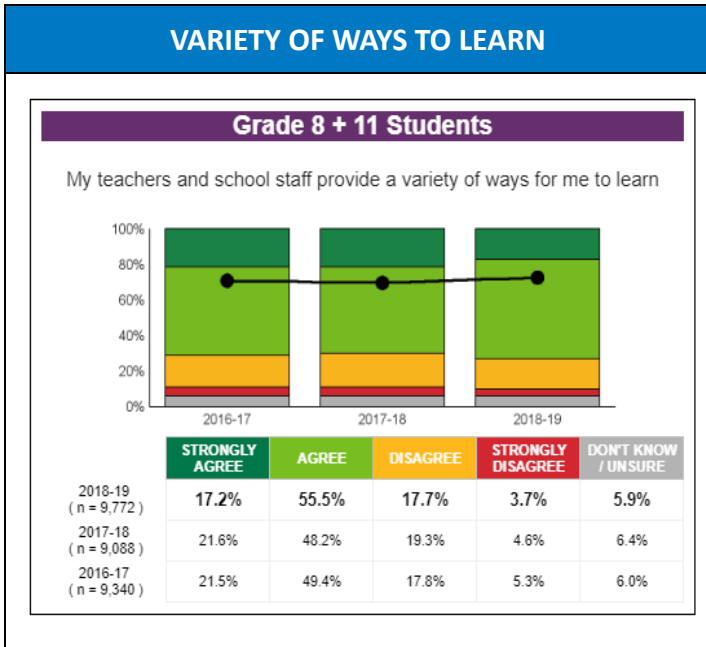
Grade 8 + 11 Students

My teachers make the topics we learn about interesting

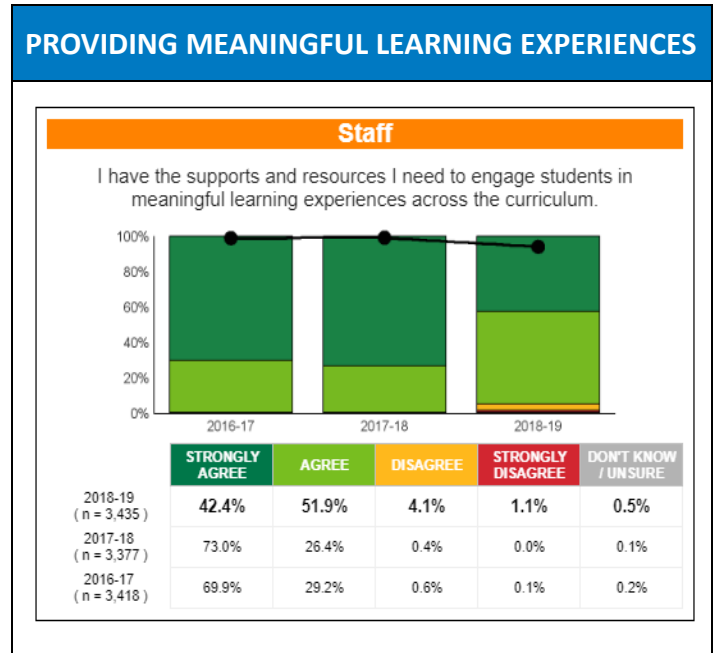
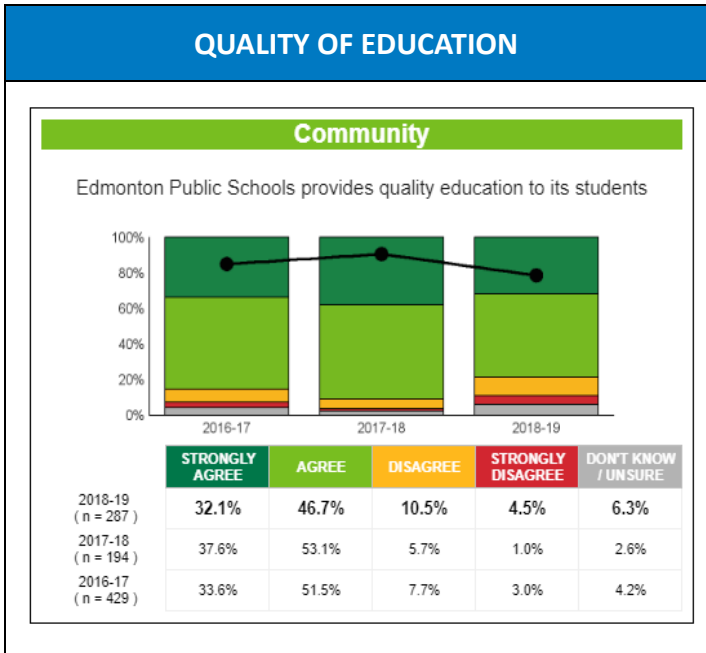


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	12.7%	51.4%	21.2%	6.4%	8.2%
2017-18 (n = 9,088)	16.6%	45.9%	21.5%	7.7%	8.4%
2016-17 (n = 9,340)	17.7%	46.8%	20.1%	7.5%	8.0%

Note: Grade 3 & 5 - Question asked independently of Grade 3 and Grade 5, with results combined for reporting. Grade 3 question asked "My teachers make learning interesting"

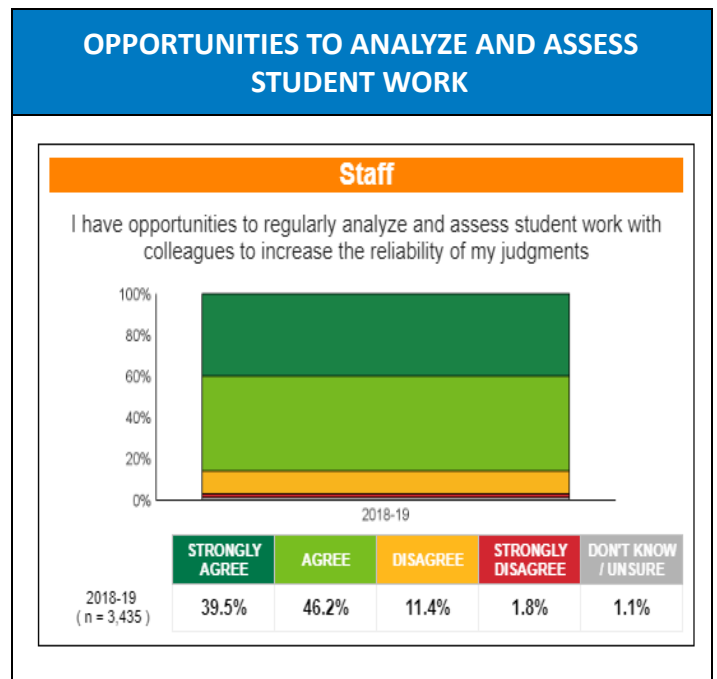
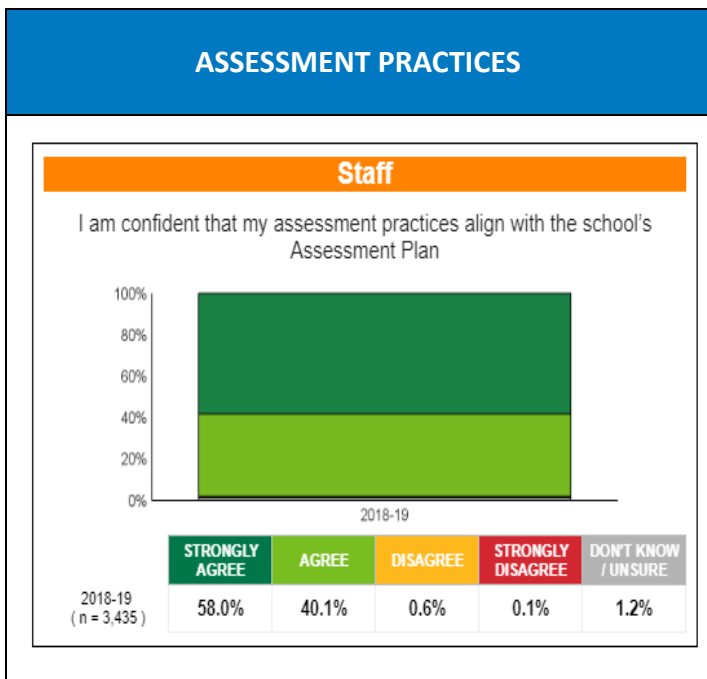
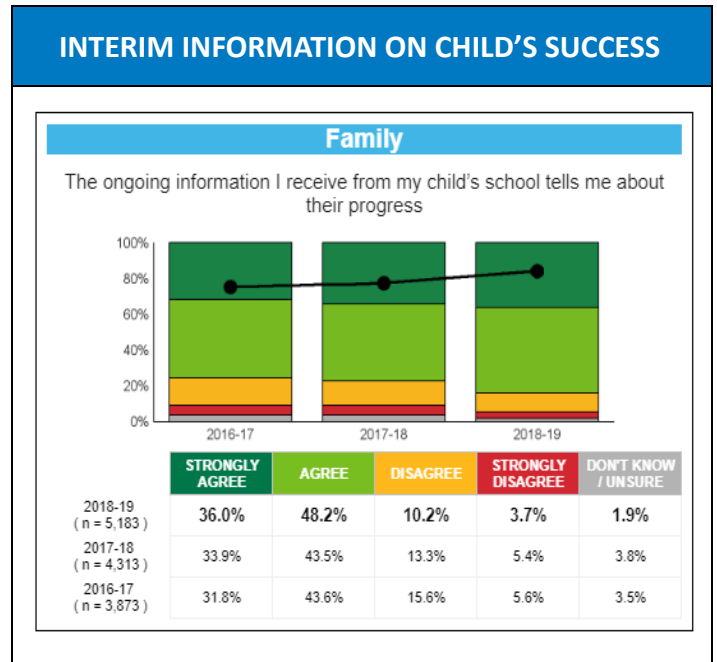
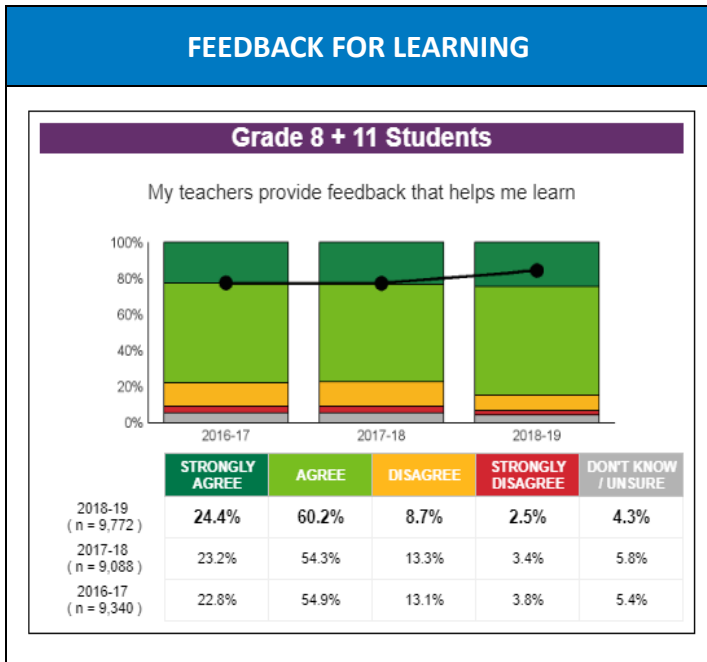


Note: Grade 8 & 11 - Question asked in 2018 "My school provides me with opportunities to use my imagination to be creative"



*Note: Staff Audience - Teaching and Learning, School Teachers only; Question asked in 2018 "I am confident in my ability to engage my students in meaningful learning experiences across the curriculum"*

**THEME: ASSESSMENT OF/FOR LEARNING**

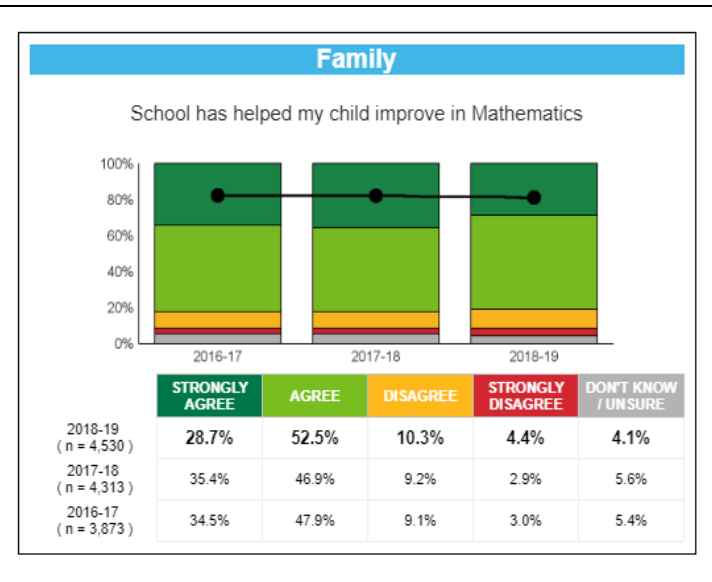
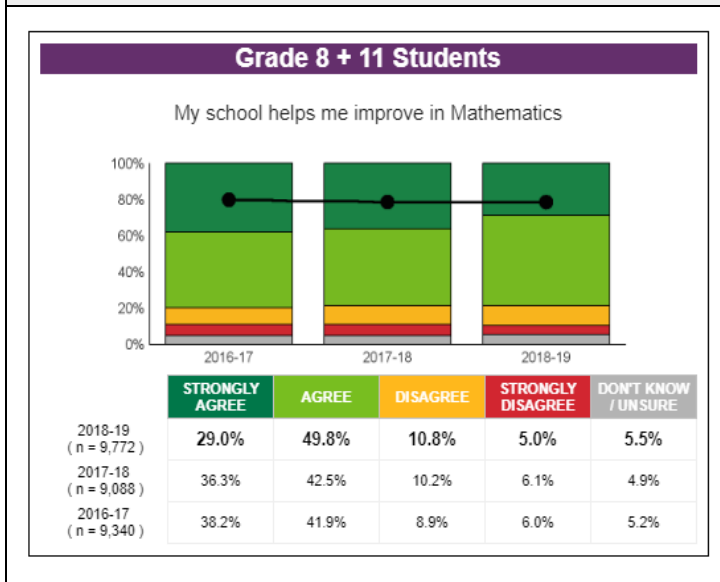
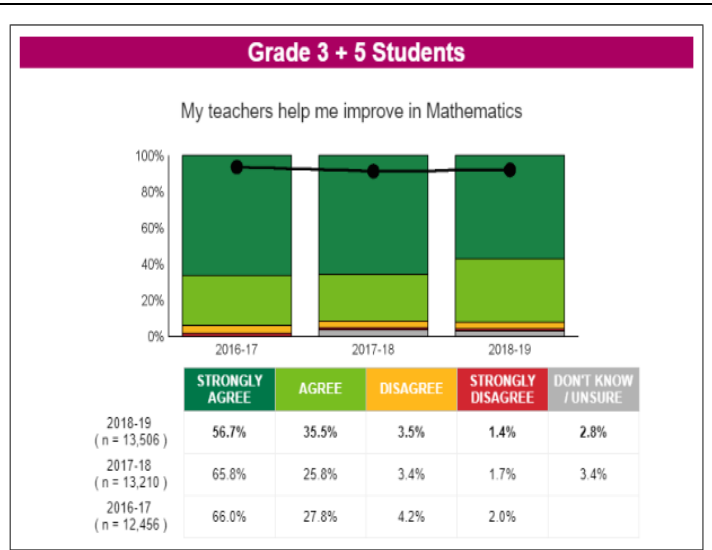
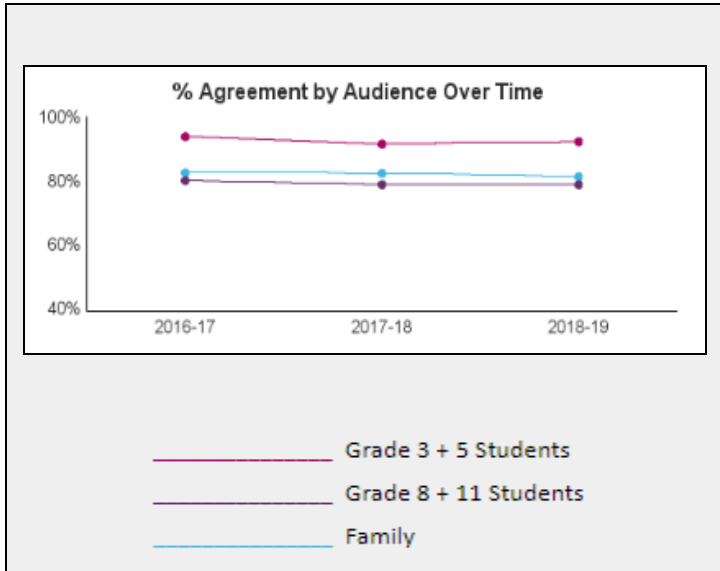


Note: Staff Audience - Teaching and Learning, School Teachers only

Note: Family - Question asked in 2018 "The ongoing information I receive between progress reports tells me if my child is being successful in school"

THEME: LITERACY AND NUMERACY

IMPROVEMENT IN MATHEMATICS

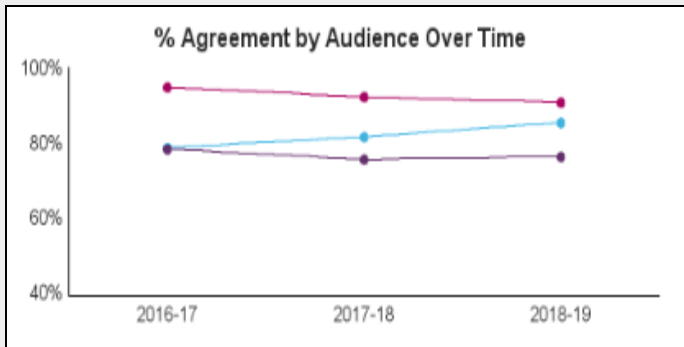


Note: Grade 3 & 5 - Question asked independently of Grade 3 and Grade 5, with results combined for reporting. Grade 3 question asked "My teachers help me in Math"

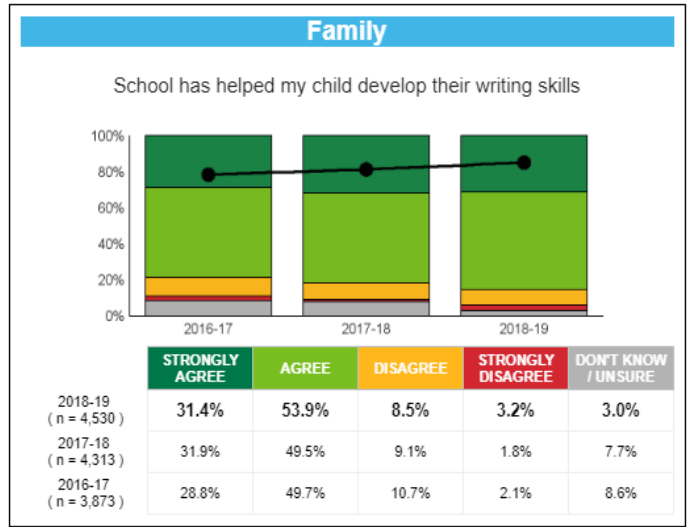
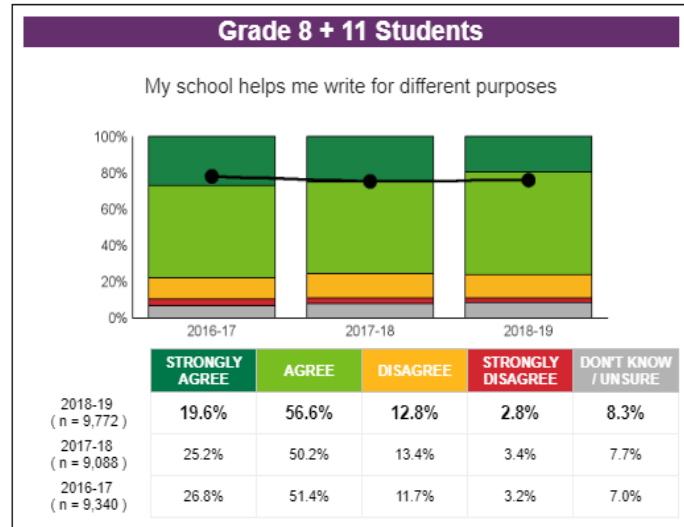
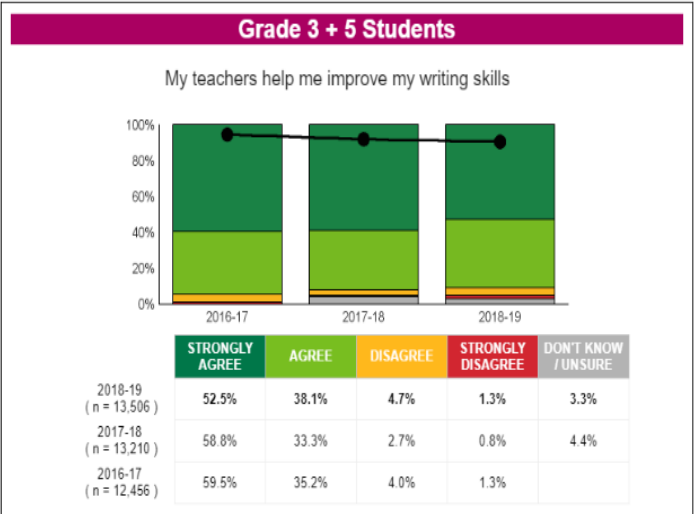
Note: Grade 8 & 11 - Question asked in 2018 "My school experience has helped me improve in Mathematics"

Note: Family Audience - Grades 1 through 12 only; Question asked in 2018 "The experience of school has helped my child improve in Mathematics"

VARIETY IN WRITING



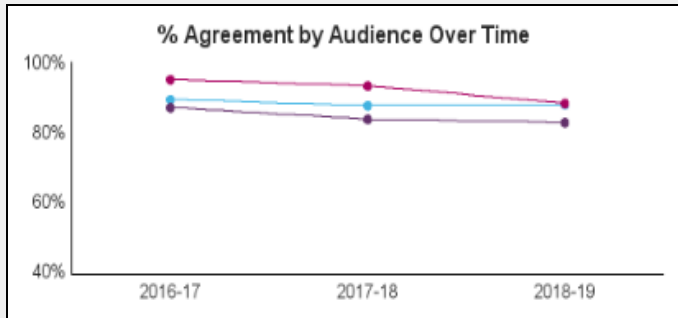
Grade 3 + 5 Students  
Grade 8 + 11 Students  
Family



Note: Grade 3 & 5 - Question asked independently of Grade 3 and Grade 5, with results combined for reporting. Grade 3 question asked "My teachers help me with my writing"  
 Note: Grade 8 & 11 - Question asked in 2018 "My school experience has helped me write for different purposes"  
 Note: Family Audience - Grades 1 through 12 only. Question asked in 2018 "The experience of school has helped my child write in a variety of ways for different purposes"



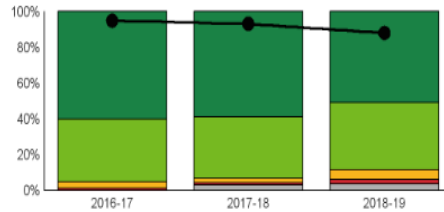
## UNDERSTANDING INFORMATION



Grade 3 + 5 Students  
Grade 8 + 11 Students  
Family

### Grade 3 + 5 Students

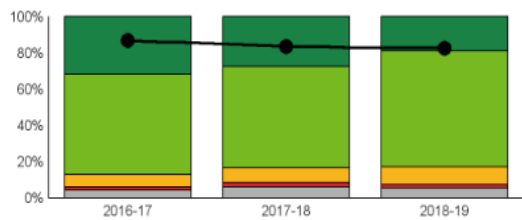
My teachers help me understand the information I read



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	50.9%	37.2%	5.9%	2.1%	3.8%
2017-18 (n = 13,210)	58.9%	34.3%	2.6%	0.8%	3.3%
2016-17 (n = 12,456)	60.3%	34.7%	3.7%	1.3%	

### Grade 8 + 11 Students

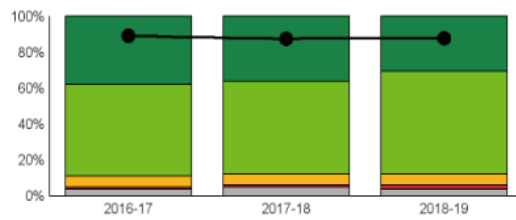
My school helps me understand the information I read



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	18.8%	63.9%	9.9%	2.3%	5.2%
2017-18 (n = 9,088)	27.2%	56.4%	7.9%	2.1%	6.4%
2016-17 (n = 9,340)	31.8%	55.1%	6.7%	2.1%	4.3%

### Family

School has helped my child understand the information they read



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 4,530)	30.8%	57.0%	6.1%	2.3%	3.8%
2017-18 (n = 4,313)	36.2%	51.4%	6.2%	1.2%	5.1%
2016-17 (n = 3,873)	37.7%	51.5%	5.7%	1.1%	3.9%

Note: Grade 3 & 5 - Question asked independently of Grade 3 and Grade 5, with results combined for reporting. Grade 3 question asked "My teachers help me read"

Note: Grade 8 & 11 - Grade 8 & 11 - Question asked in 2018 "My school experience has helped me understand the information I read"

Note: Family Audience - Grades 1 through 12 only. Question asked in 2018 "The experience of school has helped my child understand the information they read"

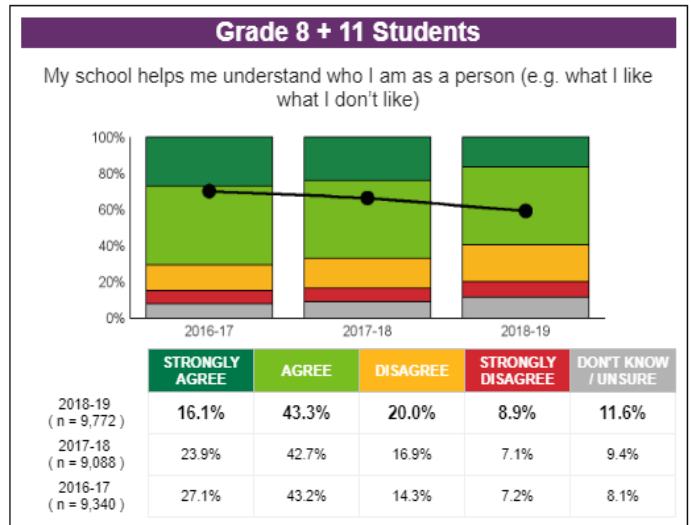
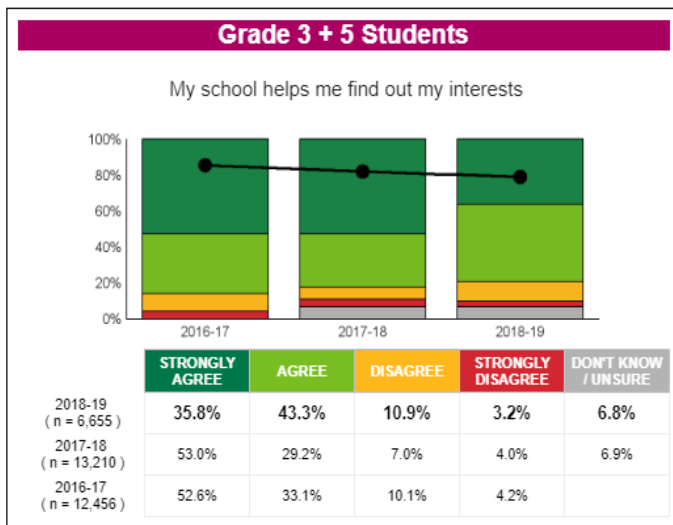
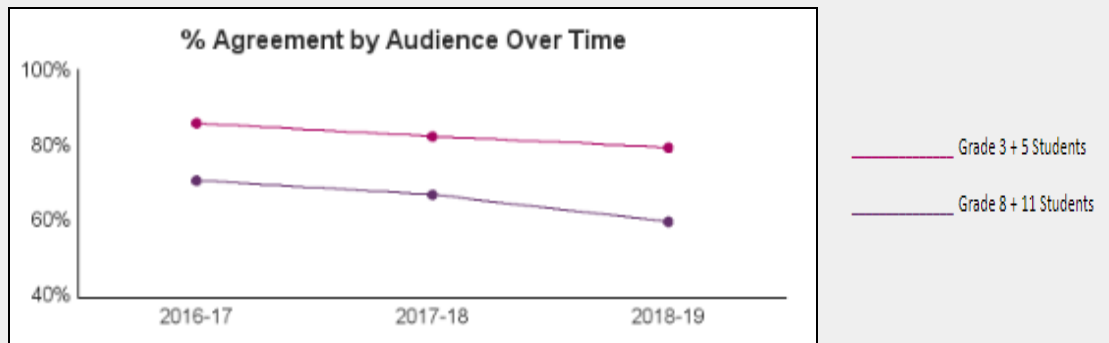
**PRIORITY 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.**

**GOAL THREE:** Success Beyond Schooling

**OUTCOME:** More students complete high school and are connected to career pathways that support their transition to post-secondary studies or the world of work.

**THEME: SKILLS FOR SUCCESS BEYOND SCHOOLING**

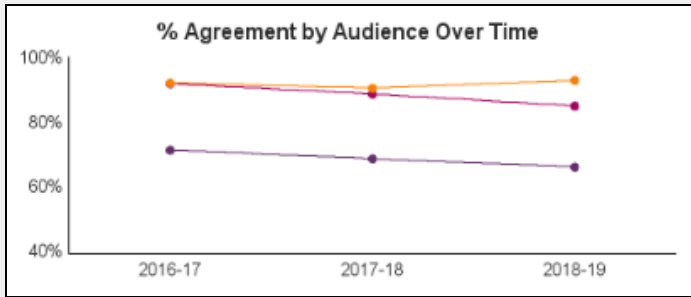
**SELF AWARENESS**



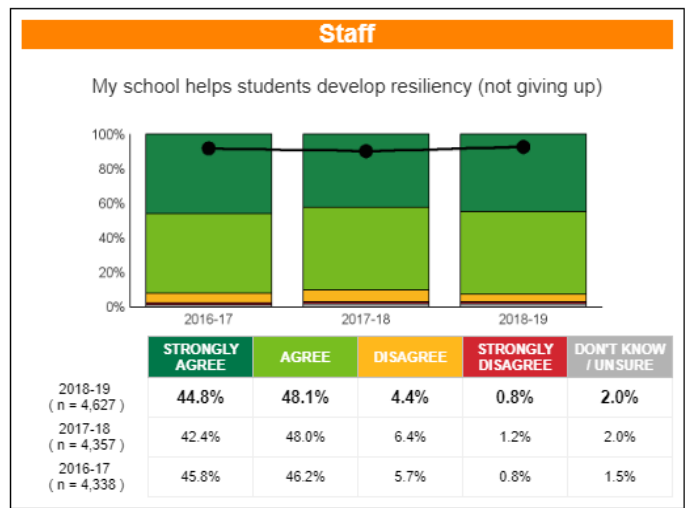
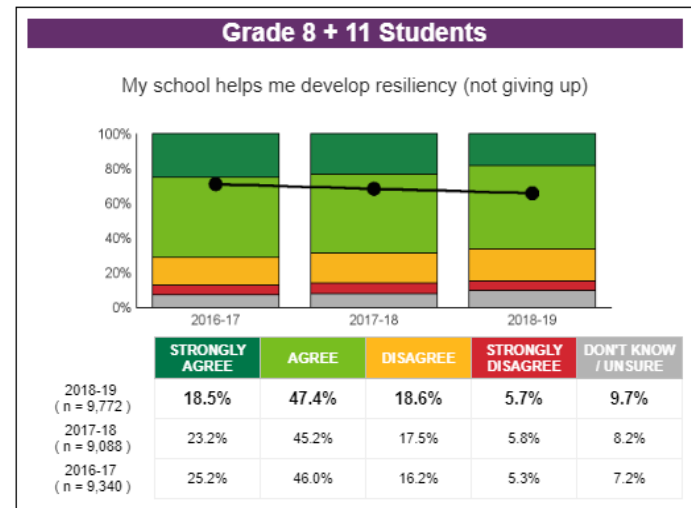
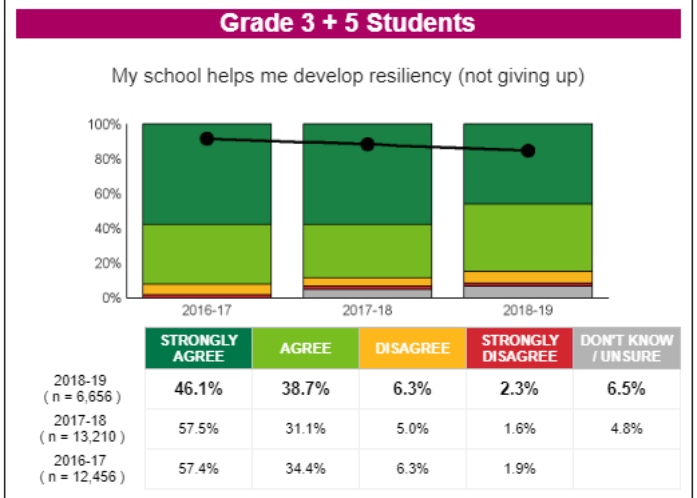
Note: Grade 3 & 5 - Question asked of Grade 5 only in 2019; change from question asked in 2018 "My school has helped me understand who I am as a person (e.g. what I like, what I don't like)"

Note: Grade 8 & 11 - Question asked in 2018 "My school experience has helped me understand who I am as a person (e.g., what I like, what I don't like)"

DEVELOPING RESILIENCY



Grade 3 + 5 Students  
Grade 8 + 11 Students  
Staff

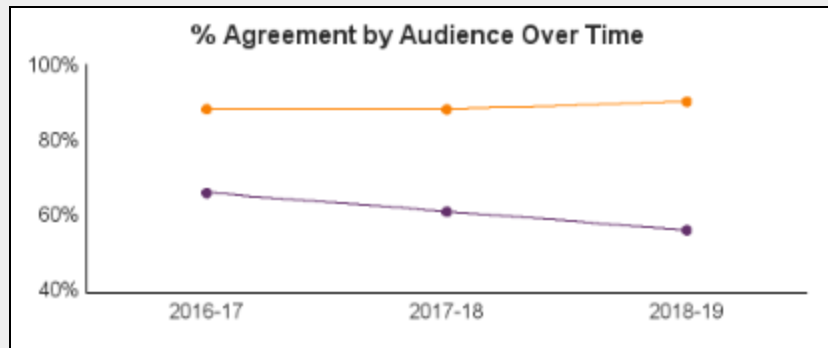


Note: Grade 3 & 5 - Question asked of Grade 5 only in 2019

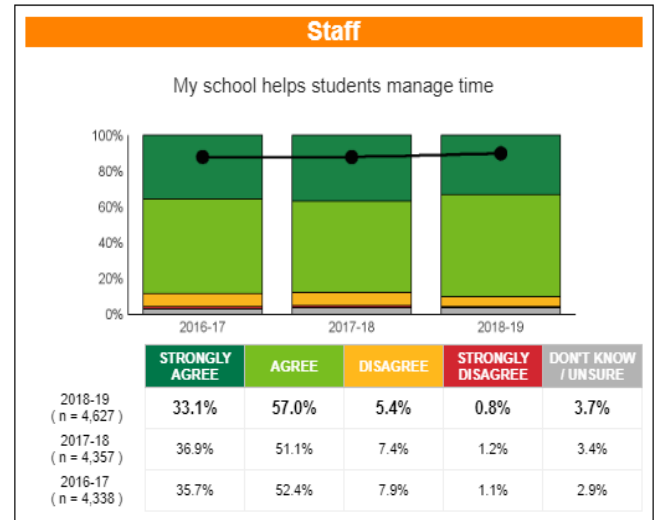
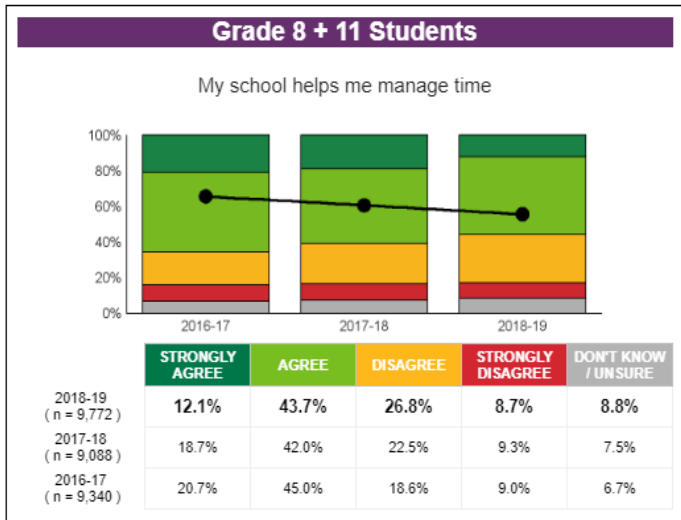
Note: Grade 8 & 11 - Question asked in 2018 "My school experience has helped me develop resiliency (not giving up)"

Note: Staff Audience - Teaching and Learning only

## MANAGING TIME



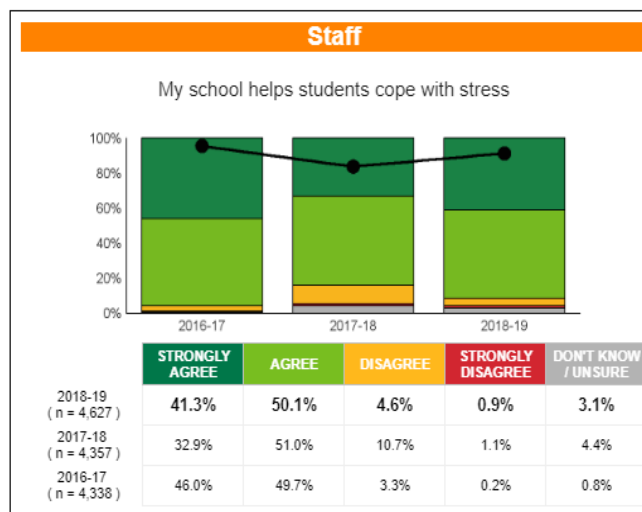
Grade 8 + 11 Students  
Staff



Note: Grade 8 & 11 - Question asked in 2018 "My school experience has helped me manage time"

Note: Staff Audience - Teaching and Learning only. Question asked in 2018 "The experience of school helps students manage time"

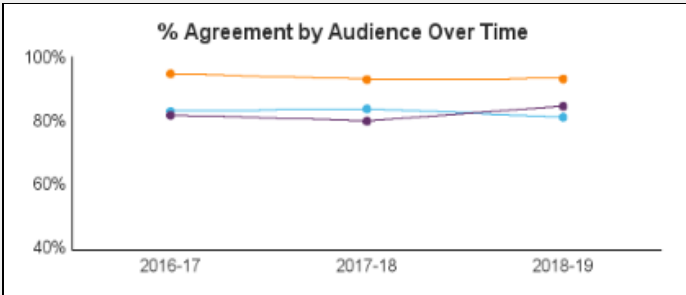
## COPING WITH STRESS



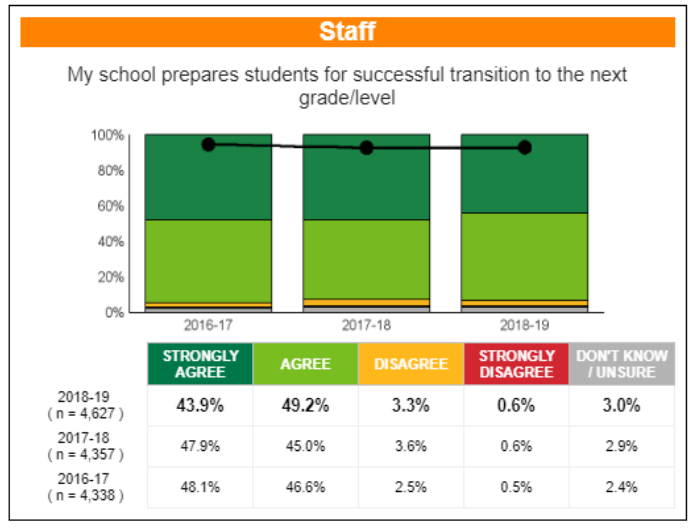
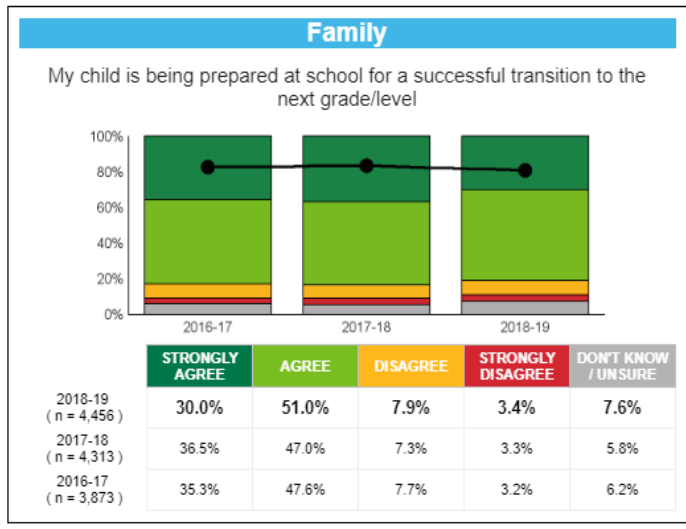
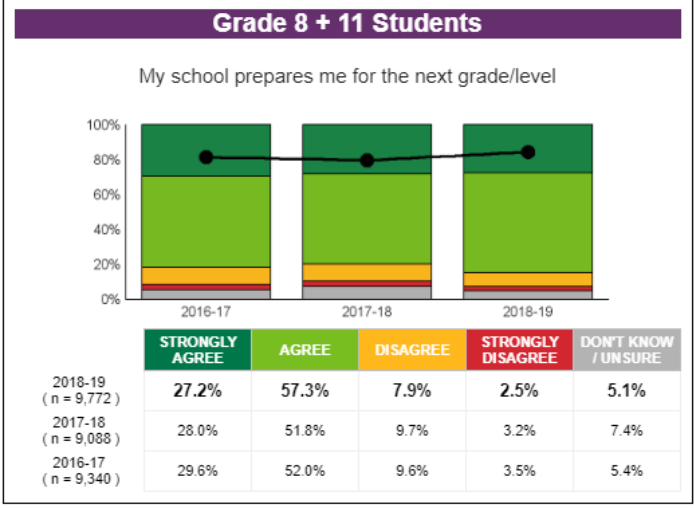
Note: Staff Audience - Teaching and Learning only. Question asked in 2018 "The experience of school helps students cope with stress"

THEME: TRANSITIONS AND CAREER PLANNING

TRANSITION TO NEXT GRADE LEVEL



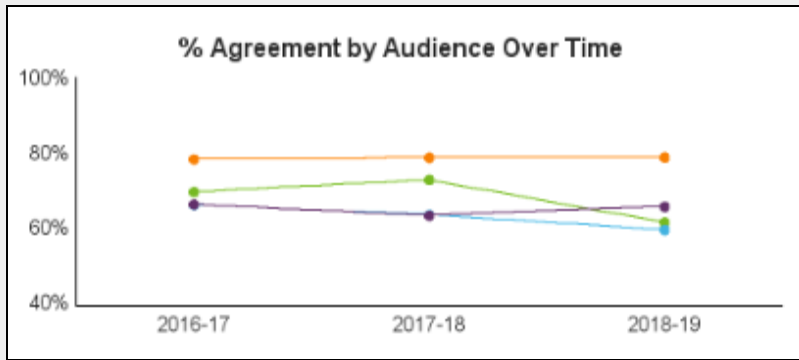
Grade 8 + 11 Students  
Family  
Staff



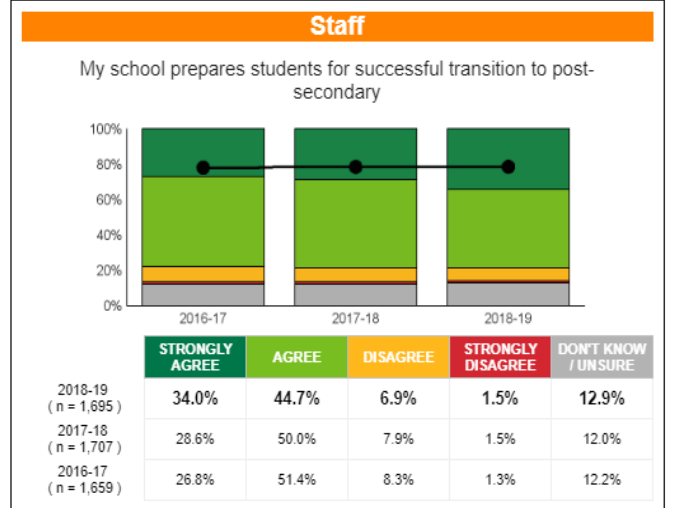
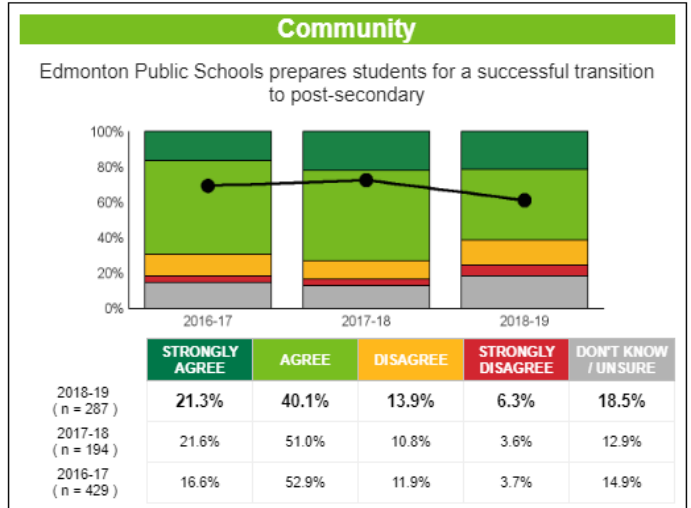
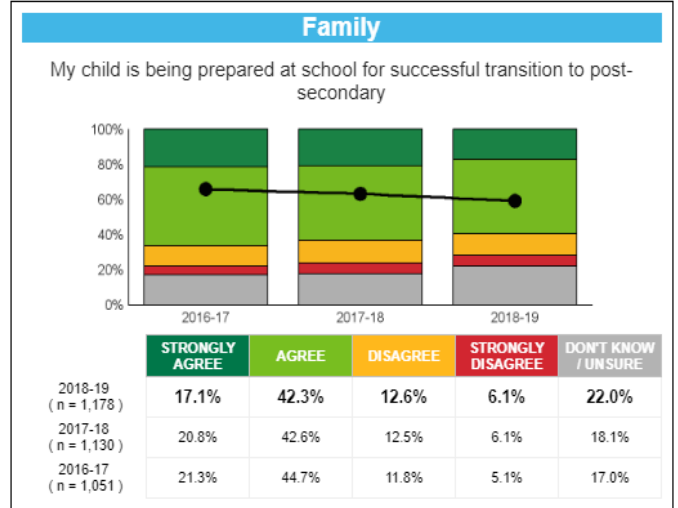
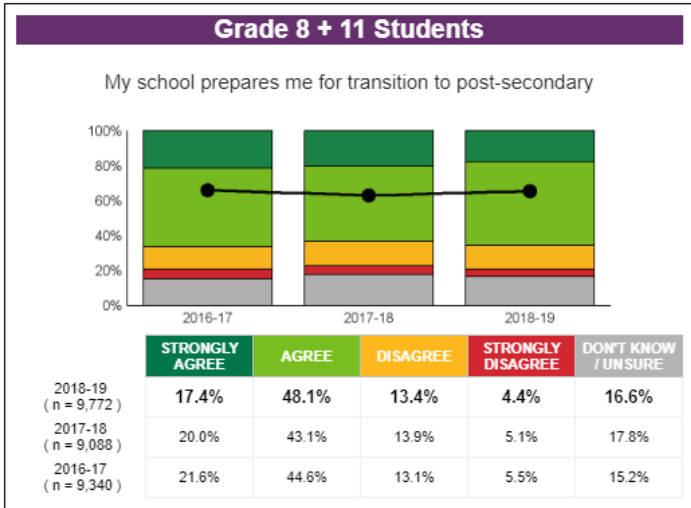
Note: Family Audience - Grades 1 through 11 only

Note: Staff Audience - Teaching and Learning only

TRANSITION TO POST-SECONDARY



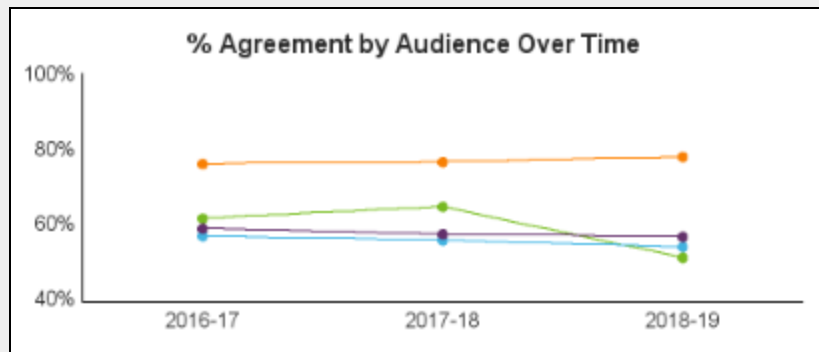
- Grade 8 + 11 Students
- Family
- Community
- Staff



Note: Family Audience - Grades 7 through 12 only

Note: Staff Audience - Teaching and Learning Grades 7 through 12 only

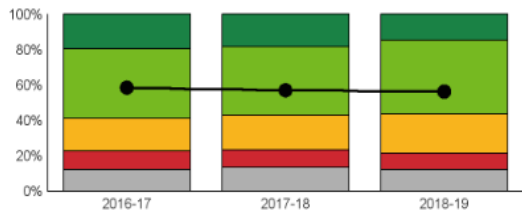
TRANSITION TO THE WORLD OF WORK



- Grade 8 + 11 Students
- Family
- Community
- Staff

Grade 8 + 11 Students

My school prepares me for transition to the world of work

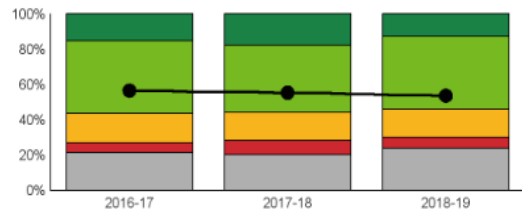


2018-19  
(n = 9,772)  
2017-18  
(n = 9,088)  
2016-17  
(n = 9,340)

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	14.3%	42.1%	22.0%	9.2%	12.4%
2017-18 (n = 9,088)	18.2%	38.9%	19.6%	10.0%	13.3%
2016-17 (n = 9,340)	19.3%	39.3%	18.8%	10.4%	12.1%

Family

My child is being prepared at school for successful transition to the world of work



2018-19  
(n = 1,178)  
2017-18  
(n = 1,130)  
2016-17  
(n = 1,051)

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 1,178)	12.9%	40.8%	16.0%	6.5%	23.7%
2017-18 (n = 1,130)	17.4%	38.1%	16.3%	8.1%	20.1%
2016-17 (n = 1,051)	15.4%	41.2%	16.3%	5.8%	21.3%

Community

Edmonton Public Schools prepares students for a successful transition to the world of work

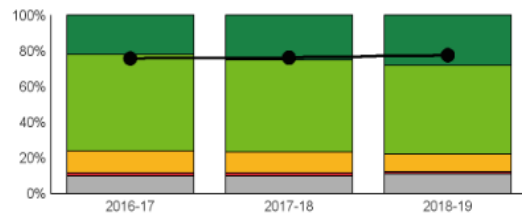


2018-19  
(n = 287)  
2017-18  
(n = 194)  
2016-17  
(n = 429)

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 287)	16.7%	34.1%	16.4%	8.7%	24.0%
2017-18 (n = 194)	17.5%	46.9%	13.4%	4.6%	17.5%
2016-17 (n = 429)	14.0%	47.3%	17.2%	5.1%	16.3%

Staff

My school prepares students for successful transition to the world of work



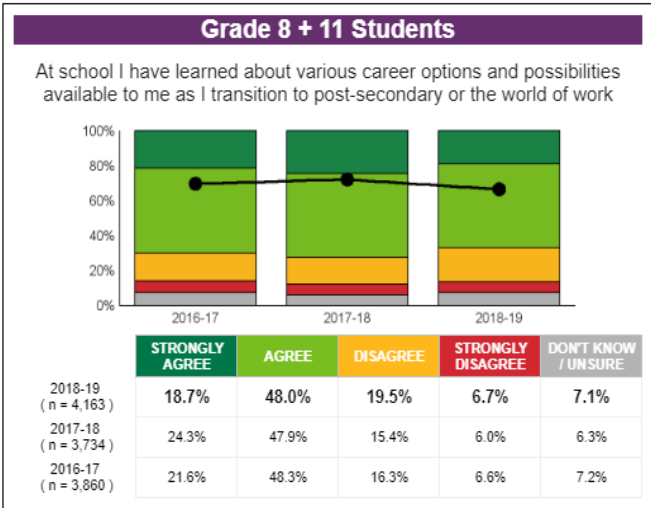
2018-19  
(n = 1,695)  
2017-18  
(n = 1,707)  
2016-17  
(n = 1,659)

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 1,695)	28.3%	49.5%	9.7%	1.8%	10.8%
2017-18 (n = 1,707)	25.0%	51.4%	11.9%	1.9%	9.8%
2016-17 (n = 1,659)	21.9%	54.0%	12.5%	1.7%	9.9%

Note: Family Audience - Grades 7 through 12 only

Note: Staff Audience - Teaching and Learning Grades 7 through 12 only

CAREER PLANNING ASSISTANCE



Note: Student 8 & 11 Audience - Grade 11 only



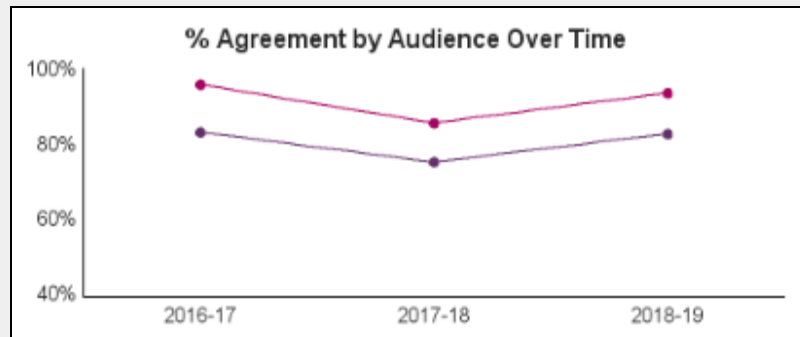
**PRIORITY 2: Provide welcoming, high quality learning and working environments.**

**GOAL ONE:** A Focus on Well-being and Student Citizenship

**OUTCOME:** Our learning and working environments are welcoming, inclusive, safe and healthy.

**THEME: SAFE ENVIRONMENTS**

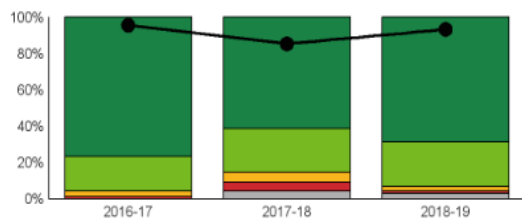
**HELP FROM AN ADULT IN THE SCHOOL**



Grade 3 + 5 Students  
Grade 8 + 11 Students

**Grade 3 + 5 Students**

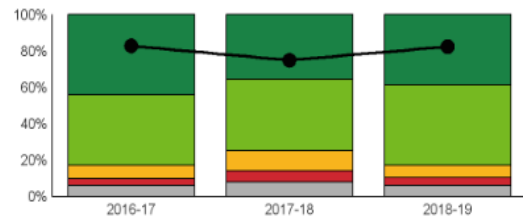
I know at least one adult in my school who I could go to for help



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	68.8%	24.7%	2.3%	1.2%	3.0%
2017-18 (n = 13,202)	61.0%	24.4%	5.4%	4.9%	4.3%
2016-17 (n = 12,456)	76.9%	18.8%	2.8%	1.5%	

**Grade 8 + 11 Students**

I know at least one adult in my school who I could go to for help

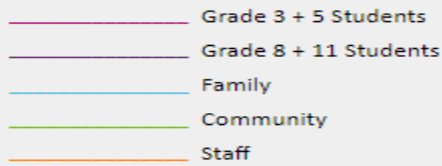
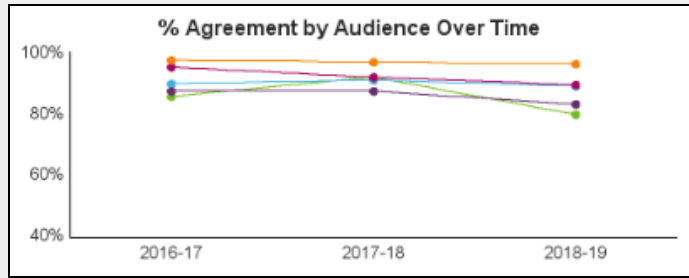


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	38.8%	43.7%	7.3%	4.0%	6.2%
2017-18 (n = 9,088)	35.4%	39.6%	11.1%	5.6%	8.3%
2016-17 (n = 9,340)	44.0%	39.0%	7.1%	3.6%	6.3%

Note: Grade 3 & 5 - Question asked in 2018 "If I feel unsafe at school, I know at least one adult in my school who I could go to for help"

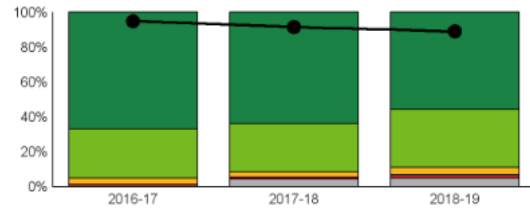
Note: Grade 8 & 11 - Question asked in 2018 "If I feel unsafe at school, I know at least one adult in my school who I could go to for help"

## STUDENT SAFETY



### Grade 3 + 5 Students

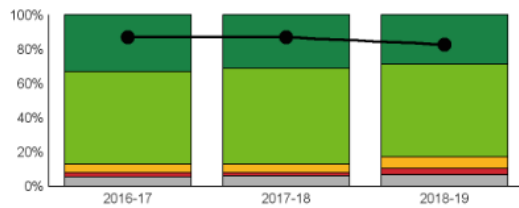
I feel safe at school



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	55.7%	33.4%	4.0%	1.7%	5.2%
2017-18 (n = 13,207)	63.5%	28.2%	2.8%	1.1%	4.5%
2016-17 (n = 12,456)	67.0%	28.0%	3.6%	1.4%	

### Grade 8 + 11 Students

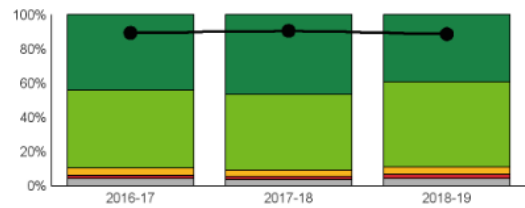
I feel safe at school



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	28.6%	54.2%	6.9%	3.4%	6.8%
2017-18 (n = 9,088)	31.2%	55.9%	4.8%	1.9%	6.1%
2016-17 (n = 9,340)	33.3%	53.8%	4.9%	2.2%	5.8%

### Family

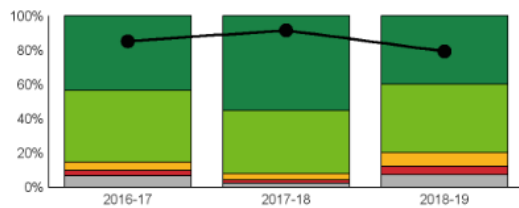
My child's school is focused on student safety



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	39.3%	49.5%	4.4%	2.3%	4.5%
2017-18 (n = 4,313)	46.4%	44.4%	3.7%	2.0%	3.5%
2016-17 (n = 3,873)	44.3%	45.2%	4.6%	1.8%	4.0%

### Community

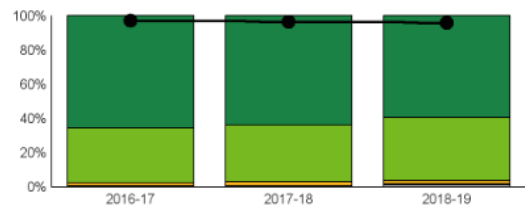
Our schools are focused on student safety



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 287)	40.1%	39.4%	8.0%	4.9%	7.7%
2017-18 (n = 194)	55.2%	36.6%	4.1%	1.5%	2.6%
2016-17 (n = 429)	43.4%	42.0%	5.1%	2.8%	6.8%

### Staff

My school is a safe learning environment for students



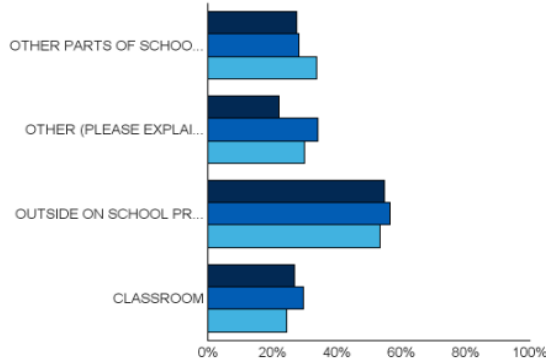
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 4,627)	59.6%	36.4%	2.3%	0.5%	1.2%
2017-18 (n = 4,357)	63.6%	33.0%	2.5%	0.5%	0.4%
2016-17 (n = 4,338)	65.6%	31.7%	1.8%	0.3%	0.5%

Note: Staff Audience - Teaching and Learning only

### WHERE STUDENTS DO NOT FEEL SAFE

#### Grade 3 + 5 Students

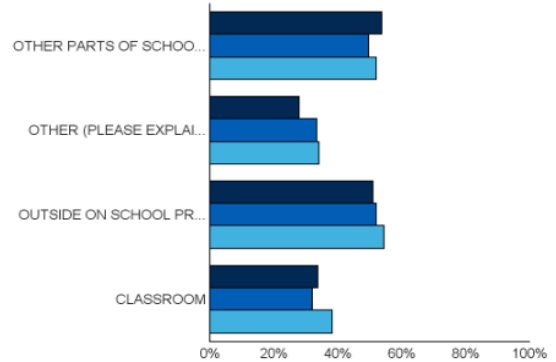
Where do you not feel safe? (Select all that apply)



	2018-19 (n = 769)	2017-18 (n = 514)	2016-17 (n = 660)
CLASSROOM	26.9%	29.6%	24.4%
OUTSIDE ON SCHOOL PR (E.G. SCHOOLYARD PLAYING FIELD SCHOOL PARKING LOT)	54.7%	56.4%	53.5%
OTHER PARTS OF SCHOOL BUILDING (E.G. LIBRARY WASHROOM HALLWAYS LUNCH ROOM)	27.4%	28.0%	33.8%
OTHER (PLEASE EXPLAIN)	22.1%	34.0%	29.8%

#### Grade 8 + 11 Students

Where do you not feel safe? (Select all that apply)



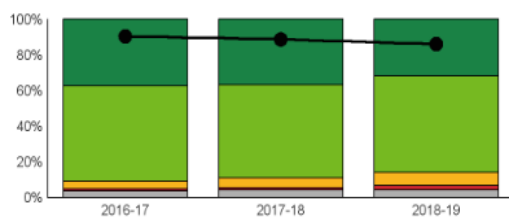
	2018-19 (n = 1,014)	2017-18 (n = 614)	2016-17 (n = 642)
CLASSROOM	33.5%	32.1%	38.2%
OUTSIDE ON SCHOOL PRO (E.G. SCHOOLYARD PLAYING FIELD SCHOOL PARKING LOT)	50.9%	52.1%	54.4%
OTHER PARTS OF SCHOOL BUILDING (E.G. LIBRARY WASHROOM HALLWAYS LUNCH ROOM)	53.6%	49.7%	51.9%
OTHER (PLEASE EXPLAIN)	27.8%	33.2%	34.1%

Note: Students Grades 3 & 5 and 8 & 11 - multiple response question with one or more options selected per response Only those students who indicated that they do not feel safe at school responded to this question

### STUDENT SAFETY WHEN TRAVELLING

#### Grade 8 + 11 Students

I feel safe when travelling to or from school

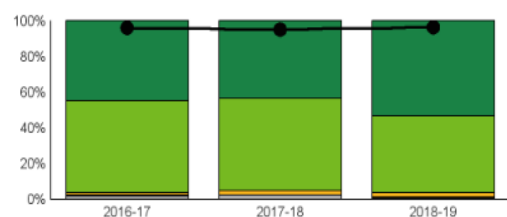


	2016-17	2017-18	2018-19
STRONGLY AGREE	37.0%	36.9%	31.7%
AGREE	53.5%	51.9%	54.5%
DISAGREE	4.8%	5.9%	7.3%
STRONGLY DISAGREE	1.2%	1.1%	2.0%
DON'T KNOW / UNSURE	3.5%	4.1%	4.5%

### SAFE ENVIRONMENTS

#### Staff

My work environment is safe

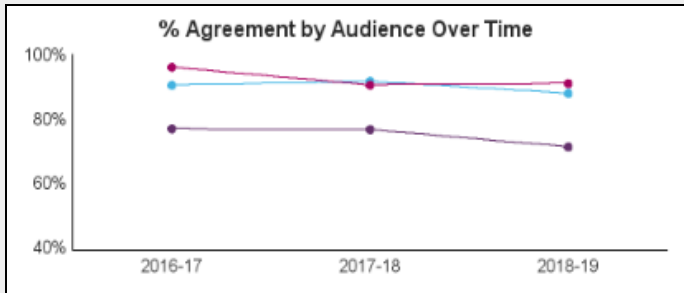


	2016-17	2017-18	2018-19
STRONGLY AGREE	44.9%	43.7%	53.0%
AGREE	51.2%	51.6%	43.5%
DISAGREE	1.6%	2.1%	2.2%
STRONGLY DISAGREE	0.5%	0.5%	0.5%
DON'T KNOW / UNSURE	1.8%	2.2%	0.8%

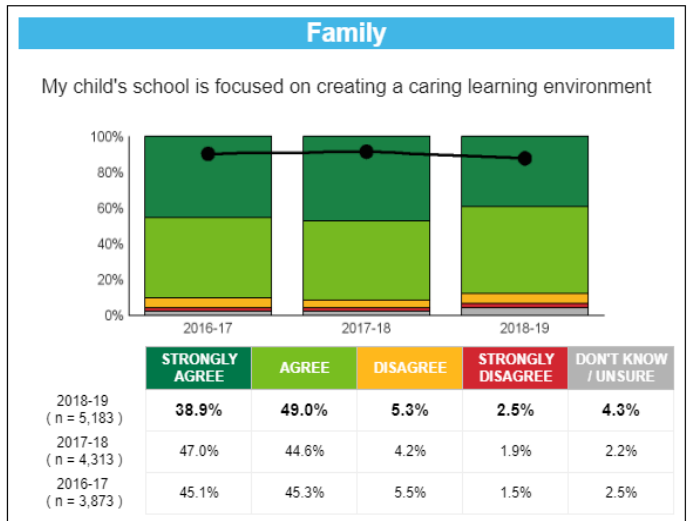
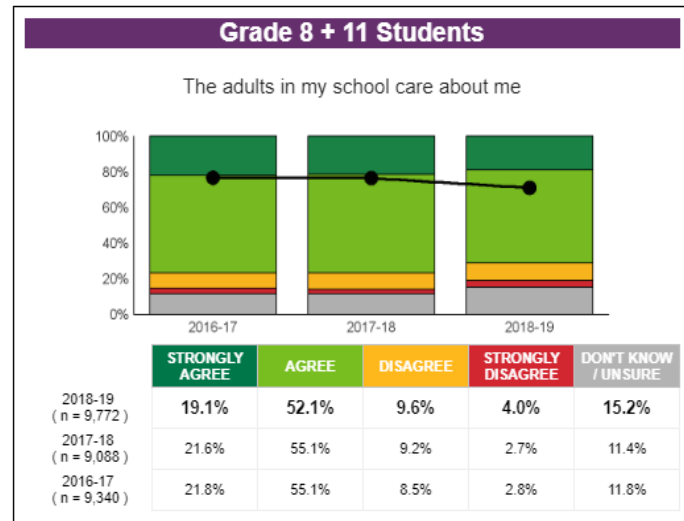
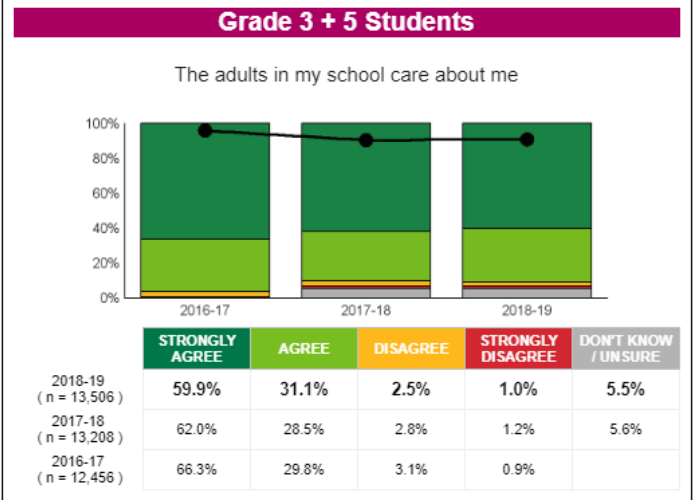
Note: Staff - Question asked in 2018 "District working environments are safe"

THEME: WELCOMING ENVIRONMENTS

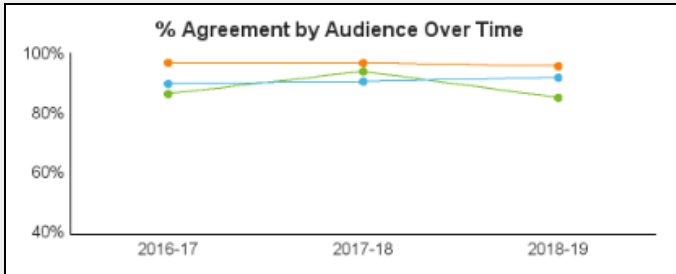
CARING ENVIRONMENTS



— Grade 3 + 5 Students  
— Grade 8 + 11 Students  
— Family



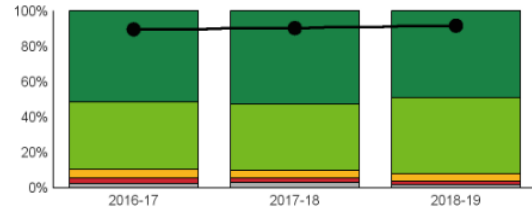
## WELCOMING ENVIRONMENTS



— Family  
— Community  
— Staff

### Family

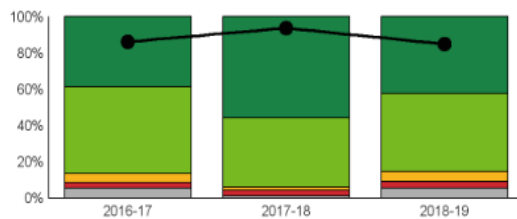
I feel welcome at my child's school



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DONT KNOW / UNSURE
2018-19 (n = 5,183)	49.3%	42.5%	4.5%	2.1%	1.5%
2017-18 (n = 4,313)	52.5%	38.0%	4.1%	2.4%	3.0%
2016-17 (n = 3,873)	51.3%	38.4%	4.9%	2.8%	2.7%

### Community

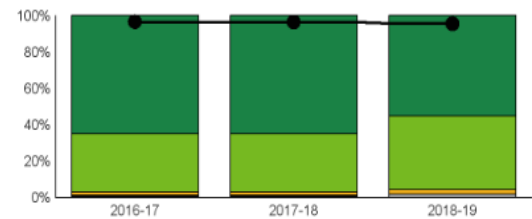
Our schools feel welcoming



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DONT KNOW / UNSURE
2018-19 (n = 287)	42.5%	42.5%	5.6%	4.2%	5.2%
2017-18 (n = 194)	55.7%	38.1%	2.1%	3.1%	1.0%
2016-17 (n = 429)	38.7%	47.6%	5.4%	3.0%	5.4%

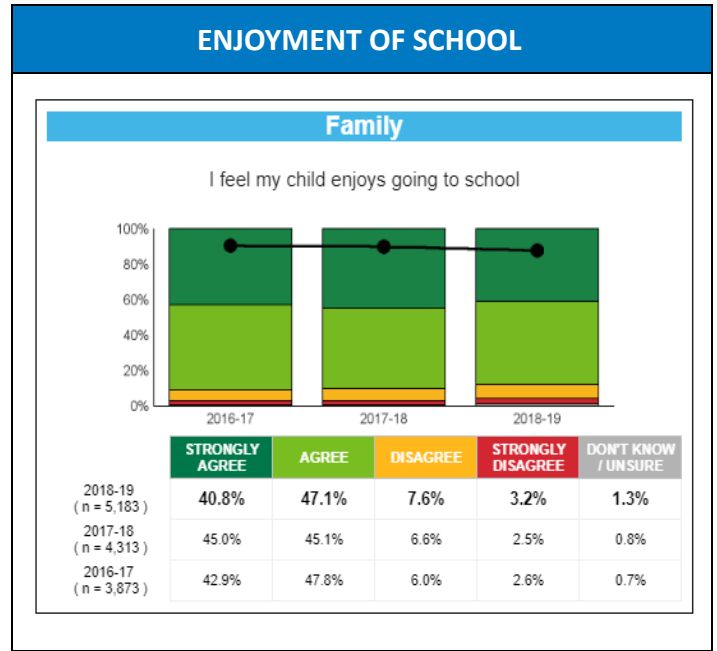
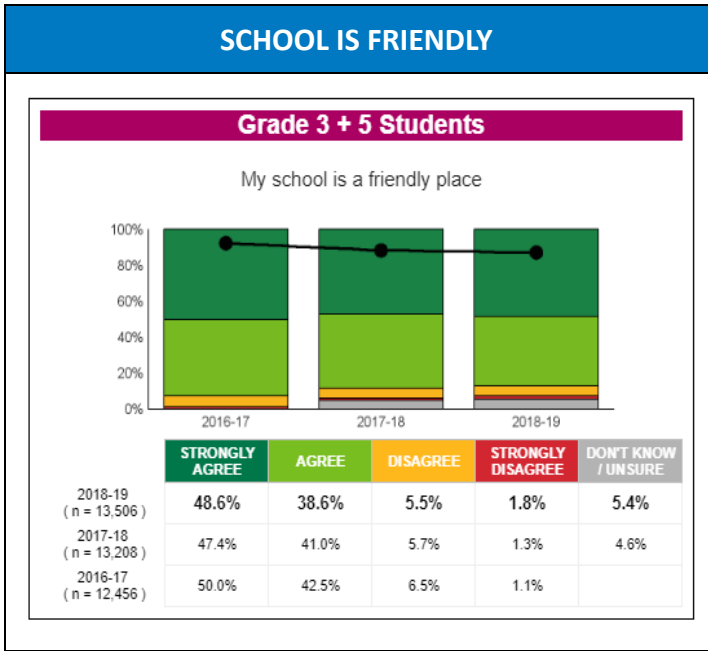
### Staff

My work environment is welcoming



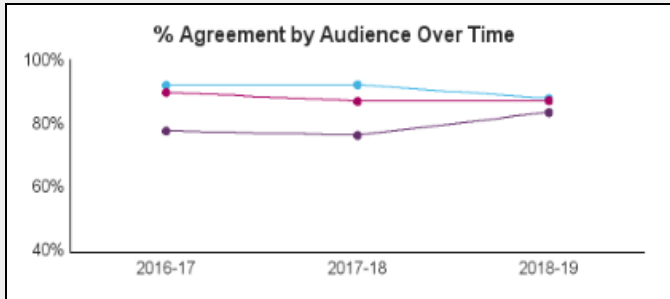
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DONT KNOW / UNSURE
2018-19 (n = 6,170)	55.0%	40.6%	2.4%	0.4%	1.5%
2017-18 (n = 4,357)	64.8%	31.9%	2.4%	0.5%	0.4%
2016-17 (n = 4,338)	65.0%	31.8%	2.2%	0.6%	0.4%

Note: Staff - Question asked in 2018 "District working environments are welcoming"

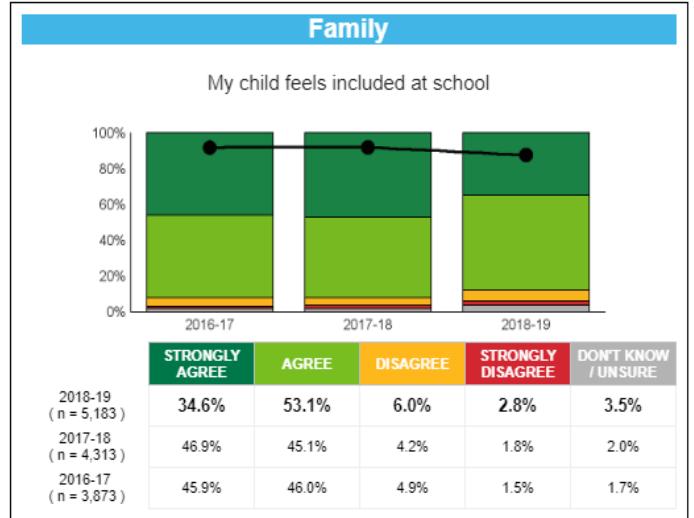
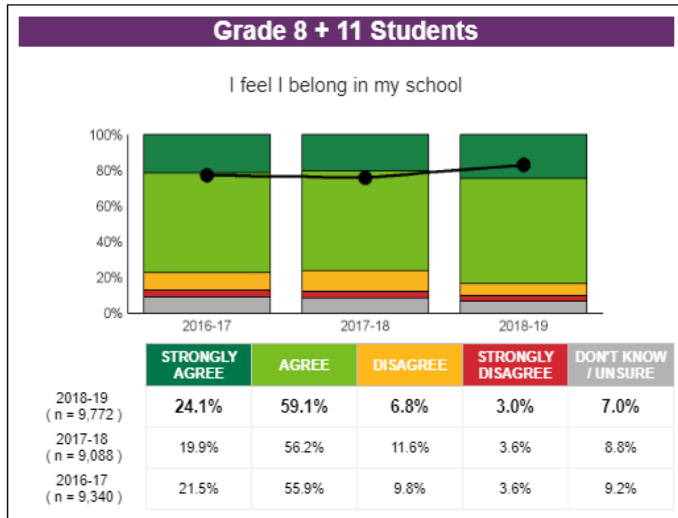
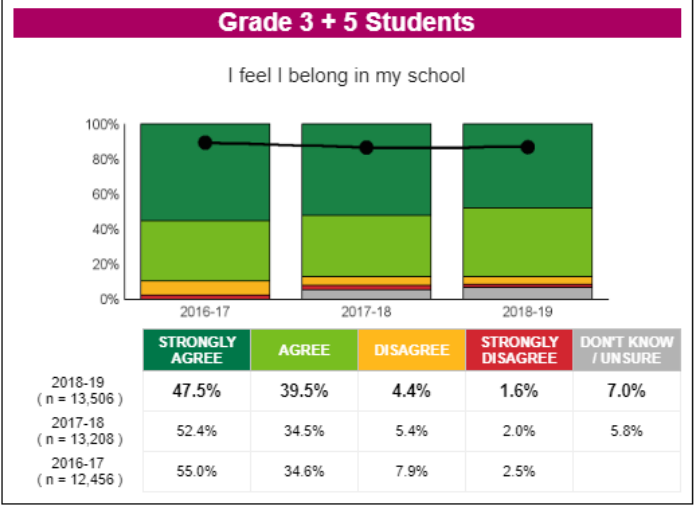


THEME: INCLUSIVE ENVIRONMENTS

**BELONGING IN SCHOOL**

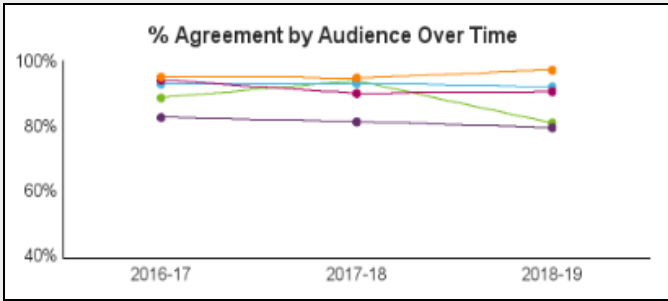


Grade 3 + 5 Students  
Grade 8 + 11 Students  
Family

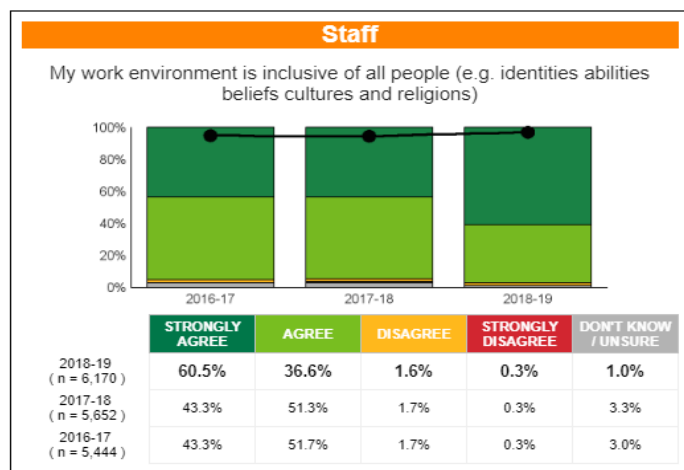
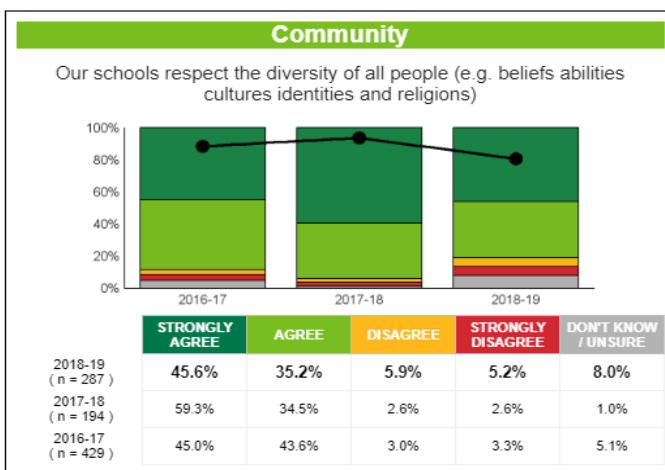
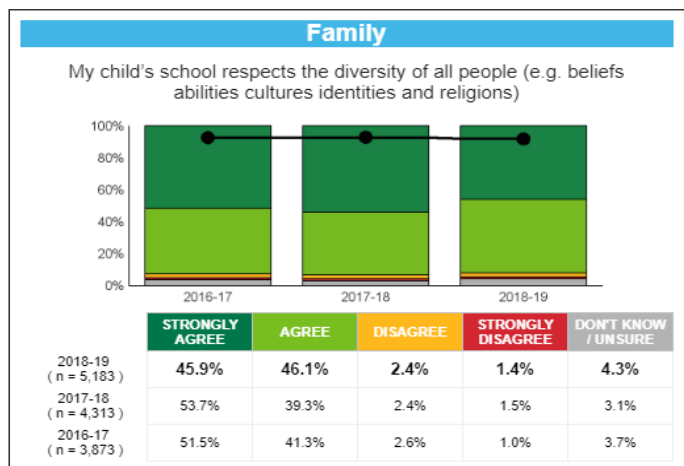
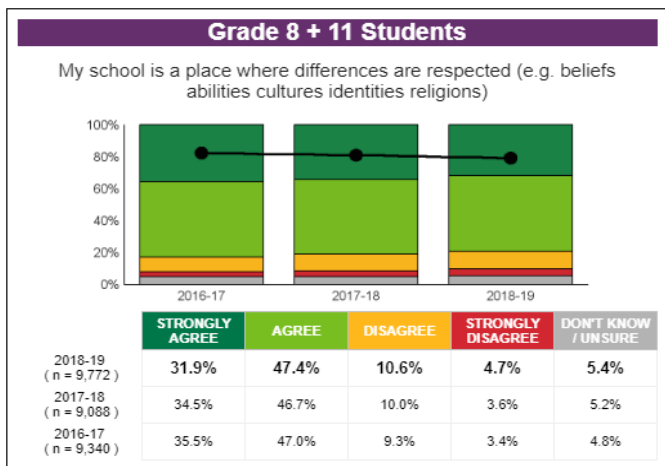
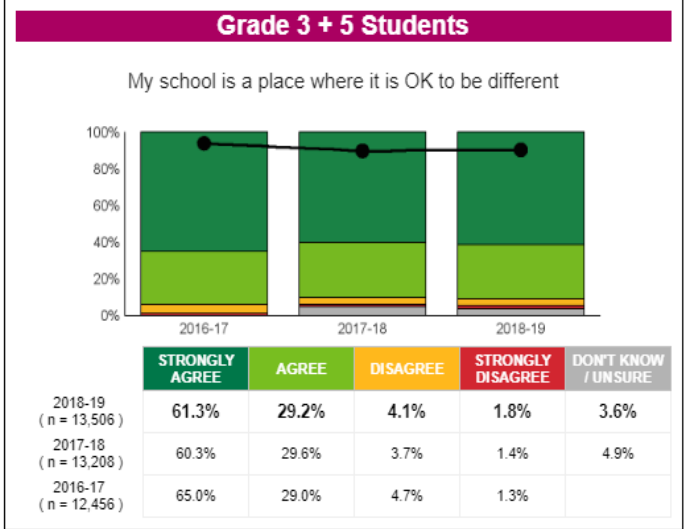


Note: Family - Question asked in 2018 "I feel my child belongs/is included in his/her school"

RESPECT FOR DIFFERENCES



- Grade 3 + 5 Students
- Grade 8 + 11 Students
- Family
- Community
- Staff

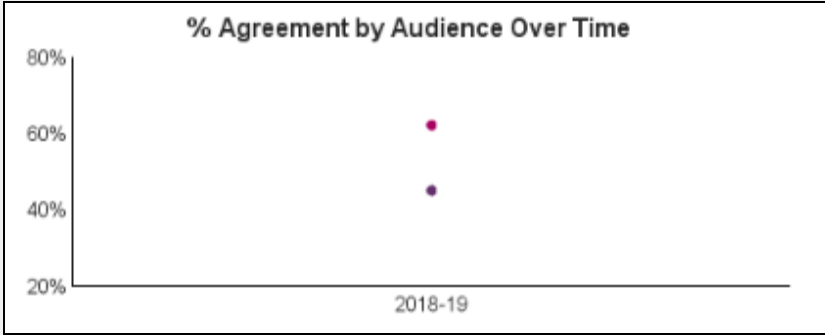


Note: Grade 3 & 5 - Question asked in 2018 "My school is a place where differences are respected (e.g. beliefs, cultures, identities, religions)"

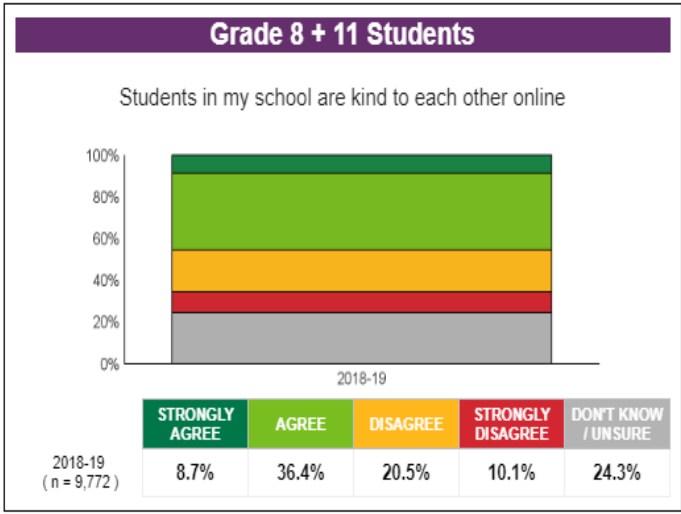
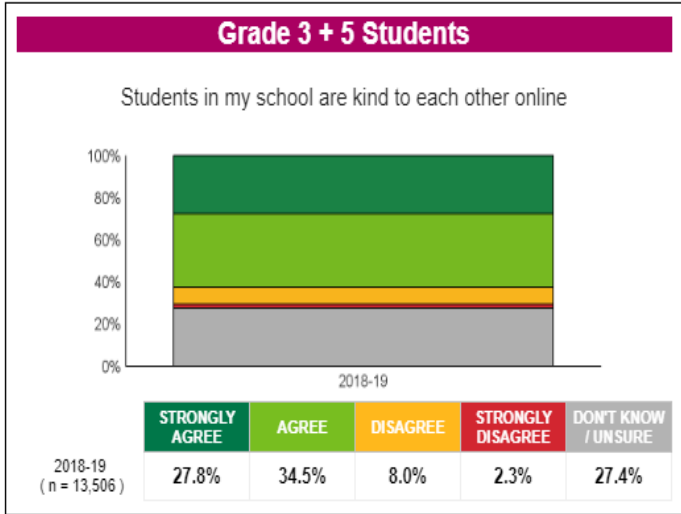
Note: Grade 8 & 11, Family, Community, Staff - In 2019, questions were modified to include "abilities"



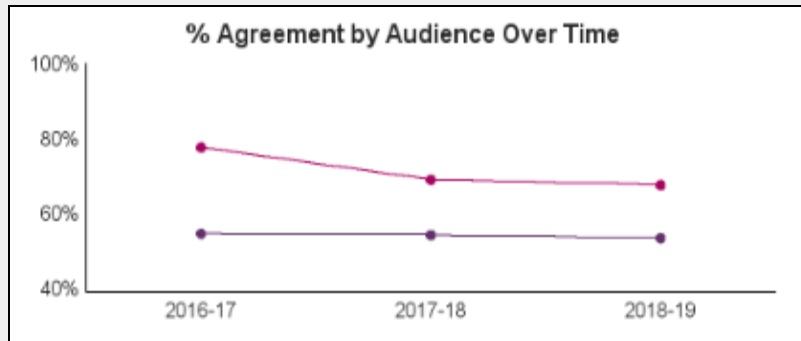
**STUDENT KINDNESS ONLINE**



Grade 3 + 5 Students  
Grade 8 + 11 Students



## STUDENT KINDNESS OUTSIDE THE CLASSROOM



Grade 3 + 5 Students  
Grade 8 + 11 Students

### Grade 3 + 5 Students

Students in my school are kind to each other outside the classroom



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	21.0%	46.6%	16.3%	4.2%	12.0%
2017-18 (n = 13,208)	26.2%	42.8%	16.1%	4.8%	10.1%
2016-17 (n = 12,456)	25.3%	52.4%	18.6%	3.8%	

### Grade 8 + 11 Students

Students in my school are kind to each other outside the classroom

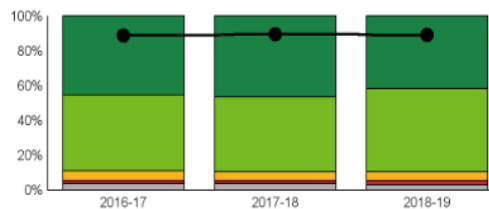


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	9.8%	43.6%	22.3%	10.8%	13.5%
2017-18 (n = 9,088)	8.9%	45.4%	23.3%	8.6%	13.8%
2016-17 (n = 9,340)	8.8%	45.8%	21.8%	7.9%	15.6%

## PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

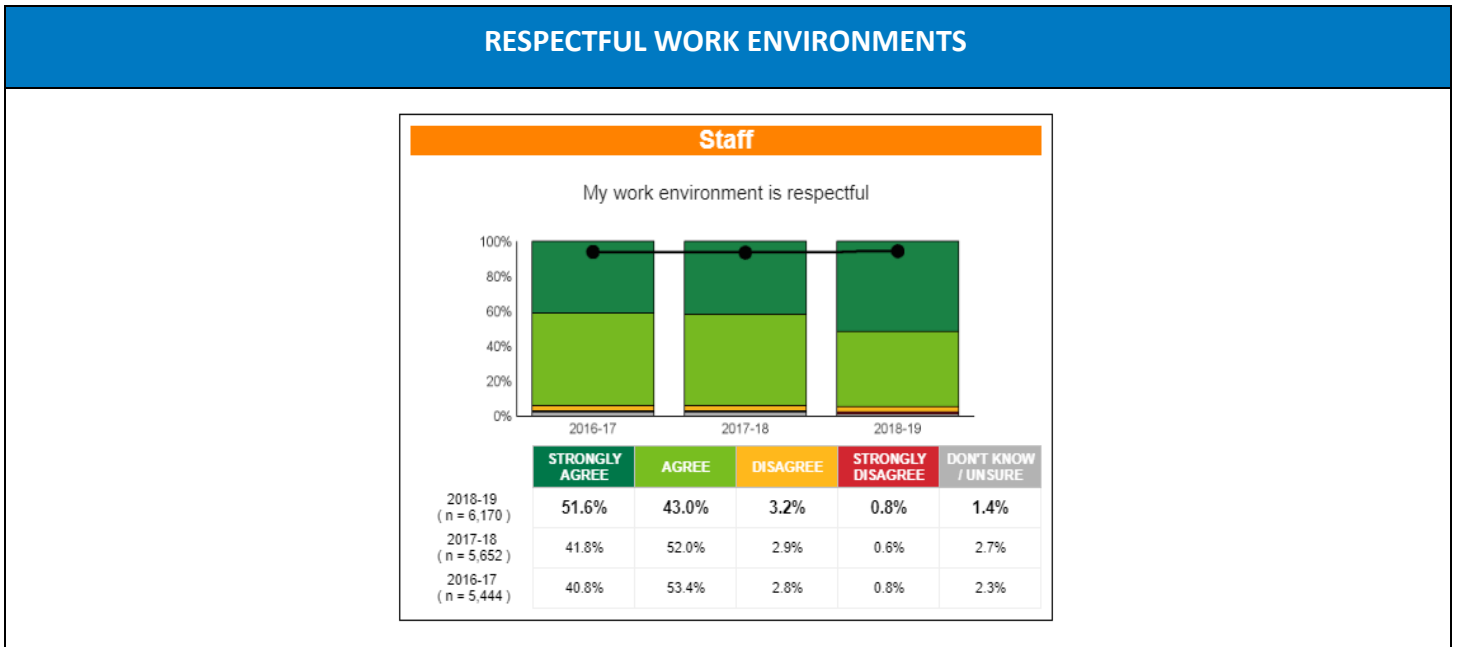
### Grade 8 + 11 Students

All students are welcome to participate in extracurricular school activities (e.g. clubs teams)



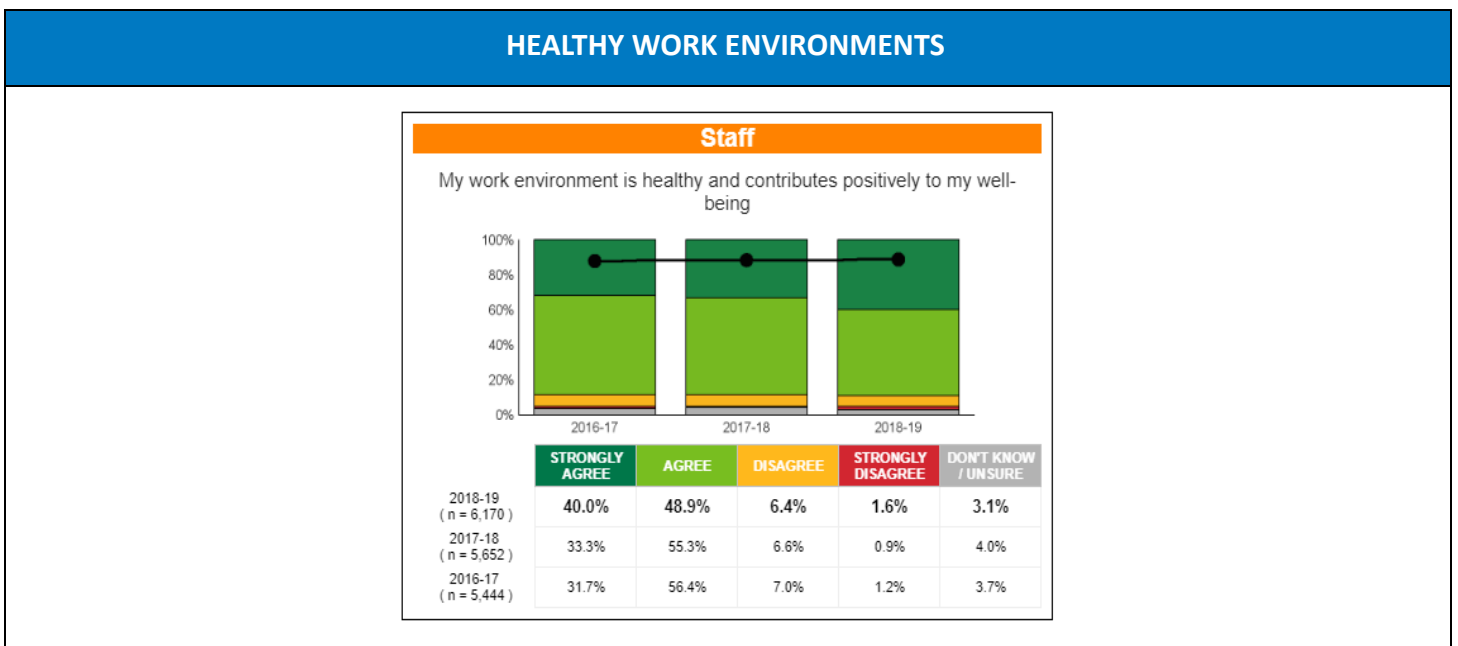
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	41.7%	47.6%	5.5%	1.9%	3.4%
2017-18 (n = 9,088)	46.5%	43.1%	5.0%	1.9%	3.4%
2016-17 (n = 9,340)	45.1%	43.9%	5.3%	2.0%	3.8%

**THEME: RESPECTFUL ENVIRONMENTS**



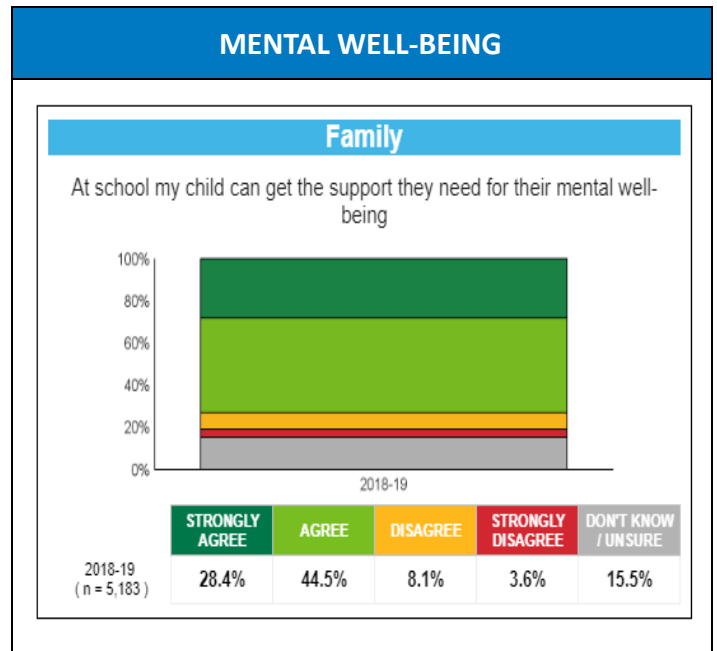
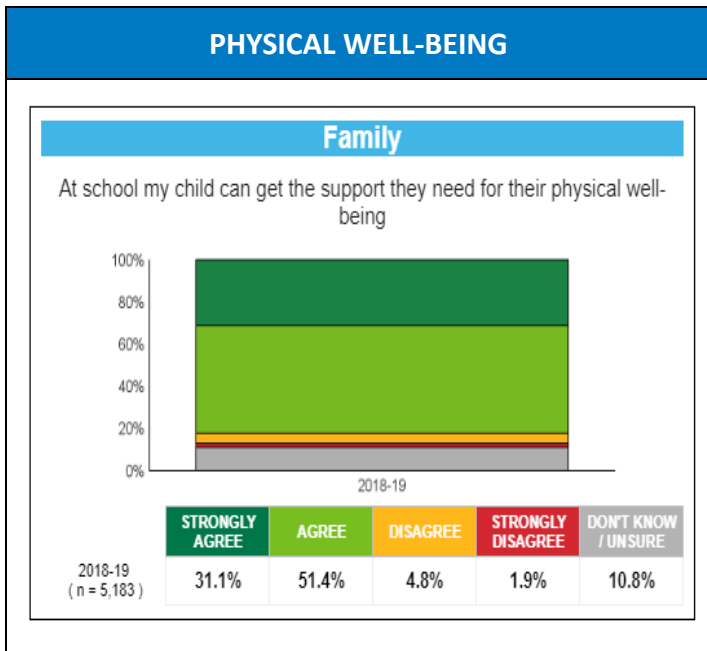
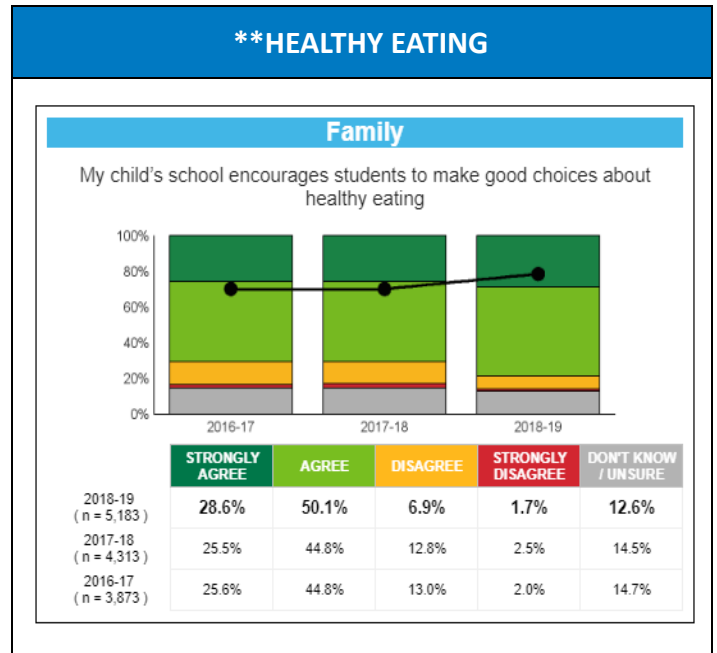
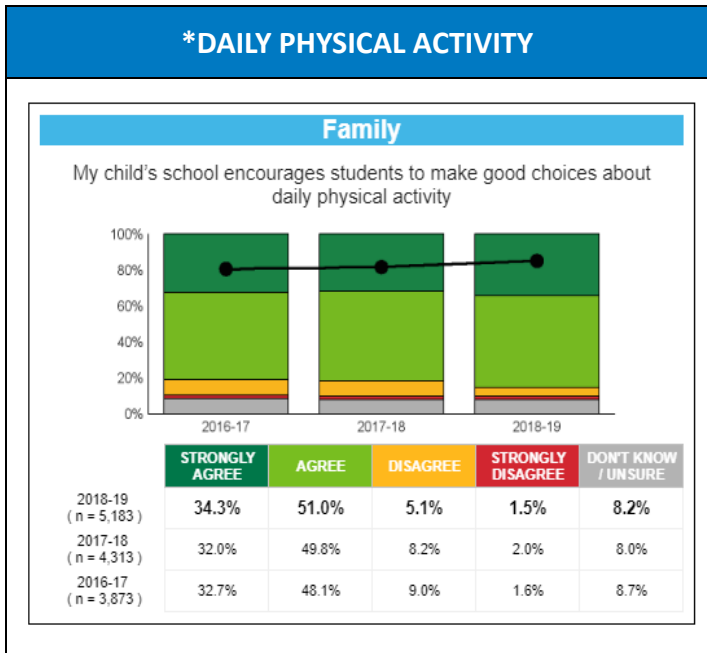
Note: Staff - Question asked in 2018 "District working environments are respectful"

**THEME: HEALTHY ENVIRONMENTS**



Note: Question asked in 2018 "District working environments are healthy"

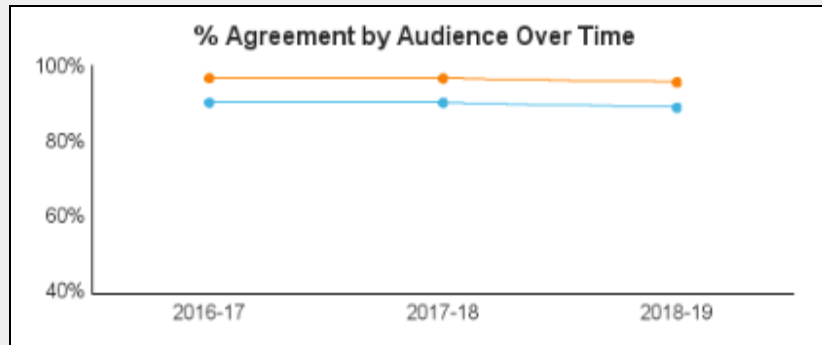
**THEME: HEALTH AND WELL-BEING**



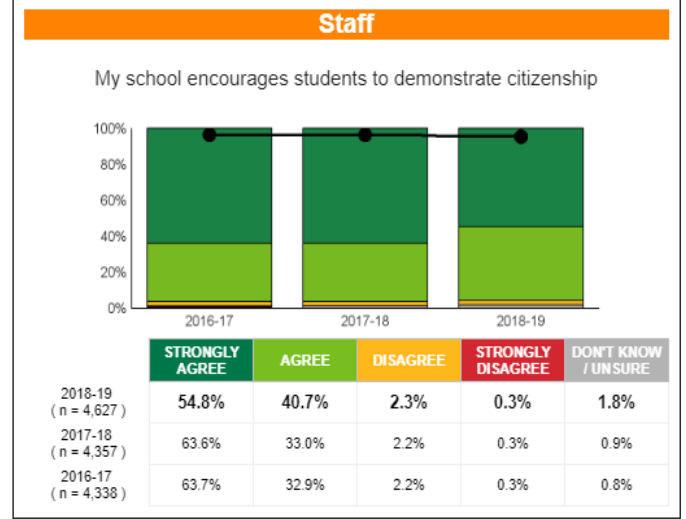
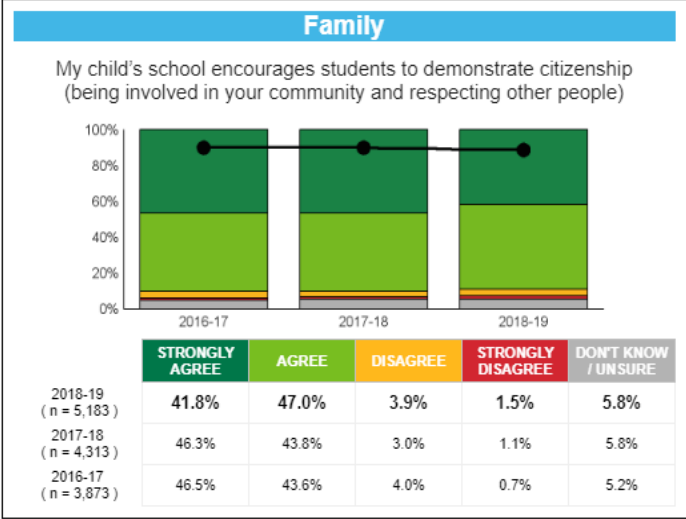
Note: Family - \*Question asked in 2018 "School has helped my child make good choices about daily physical activity"  
 \*\*Question asked in 2018 "School has helped my child make good choices about healthy eating"

**THEME: CITIZENSHIP AND LEADERSHIP**

**STUDENTS ARE ENCOURAGED TO DEMONSTRATE CITIZENSHIP**

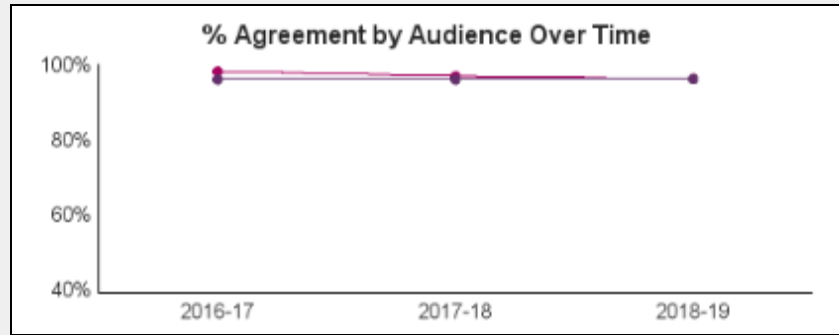


Family  
Staff



Note: Staff Audience - Teaching and Learning only

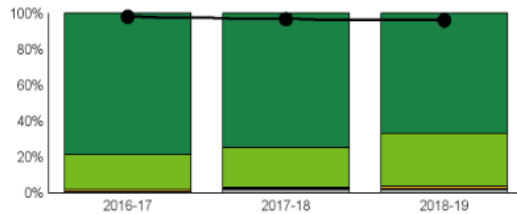
STUDENTS KNOW HOW TO BEHAVE



Grade 3 + 5 Students  
Grade 8 + 11 Students

Grade 3 + 5 Students

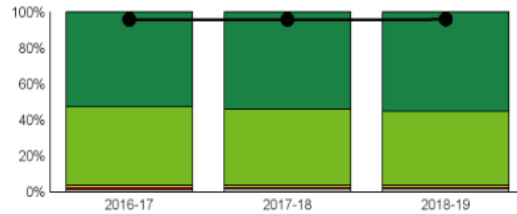
I know how I need to behave in school



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	67.0%	29.2%	1.3%	0.6%	1.9%
2017-18 (n = 13,210)	74.6%	22.3%	0.9%	0.6%	1.6%
2016-17 (n = 12,456)	78.3%	19.8%	1.2%	0.7%	

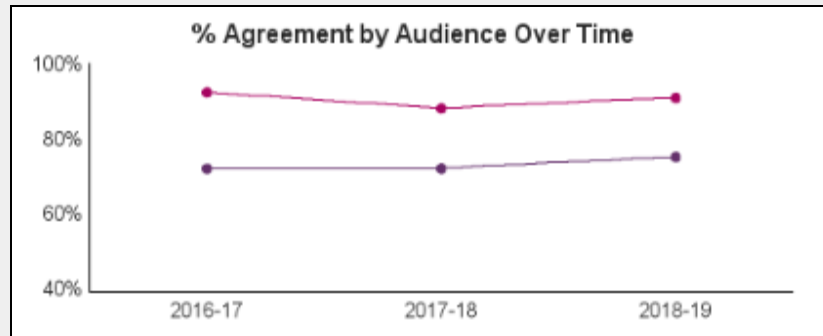
Grade 8 + 11 Students

I know how I need to behave in school



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	55.2%	40.9%	1.4%	0.9%	1.5%
2017-18 (n = 9,088)	53.9%	42.1%	1.5%	0.8%	1.7%
2016-17 (n = 9,340)	52.6%	43.4%	1.5%	1.0%	1.5%

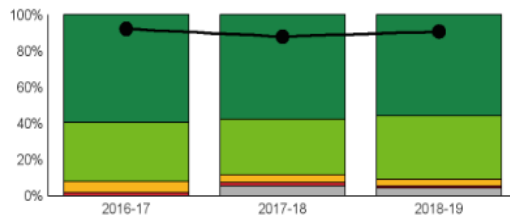
## STUDENTS KNOW HOW TO HELP OTHERS



Grade 3 + 5 Students  
Grade 8 + 11 Students

### Grade 3 + 5 Students

My school helps me learn how to help others



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	56.0%	34.9%	3.7%	1.3%	4.1%
2017-18 (n = 13,210)	57.7%	30.4%	4.7%	1.6%	5.7%
2016-17 (n = 12,456)	59.6%	32.7%	5.8%	1.9%	

### Grade 8 + 11 Students

My school helps me learn how to help others

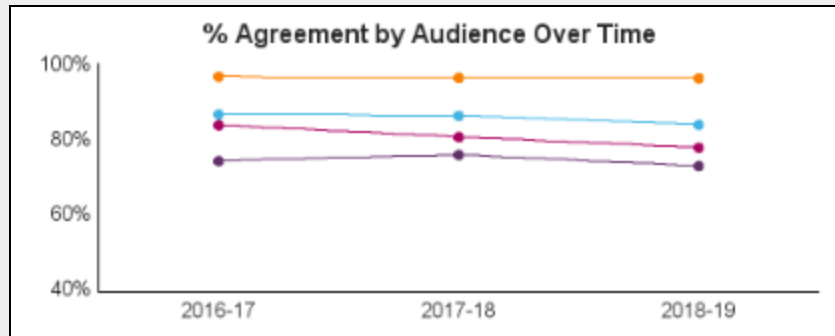


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	20.5%	54.6%	13.5%	3.9%	7.5%
2017-18 (n = 9,088)	24.7%	47.3%	13.4%	4.5%	10.0%
2016-17 (n = 9,340)	24.0%	48.0%	13.1%	4.2%	10.7%

Note: Grade 3 & 5 - Question asked in 2018 "My school has helped me help others"

Note: Grade 8 & 11 - Question asked in 2018 "My school experience has helped me help others"

STUDENTS HAVE CHANCES TO BE A LEADER AT SCHOOL



Grade 3 + 5 Students  
Grade 8 + 11 Students  
Family  
Staff

Grade 3 + 5 Students

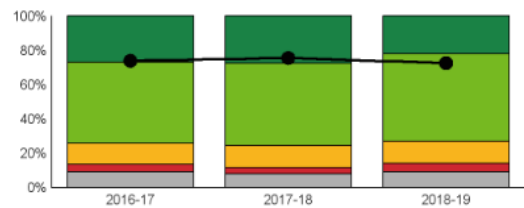
I have chances to be a leader at school (e.g. lead a class activity be a study buddy lead a school club school council)



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	39.2%	38.3%	9.4%	3.4%	9.7%
2017-18 (n = 13,210)	46.6%	33.8%	7.7%	3.7%	8.2%
2016-17 (n = 12,456)	50.2%	33.4%	10.9%	5.5%	

Grade 8 + 11 Students

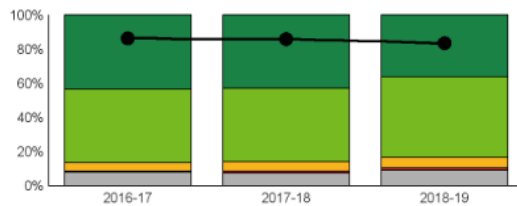
I have chances to be a leader at school (e.g. lead a class activity be a study buddy lead a school club school council)



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	21.9%	50.7%	13.3%	4.6%	9.4%
2017-18 (n = 9,088)	27.7%	47.9%	12.4%	4.0%	7.9%
2016-17 (n = 9,340)	26.9%	47.1%	12.5%	4.5%	9.1%

Family

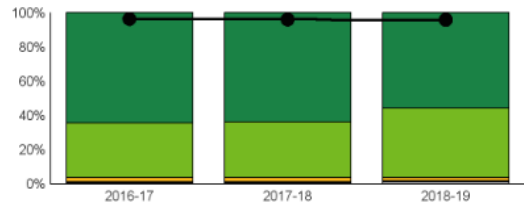
My child's school encourages students to demonstrate leadership



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	36.1%	47.6%	5.8%	1.3%	9.2%
2017-18 (n = 4,313)	42.9%	43.1%	5.2%	1.2%	7.5%
2016-17 (n = 3,873)	43.5%	43.0%	4.9%	0.9%	7.8%

Staff

My school encourages students to demonstrate leadership



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 4,627)	55.9%	40.2%	2.4%	0.3%	1.3%
2017-18 (n = 4,357)	64.0%	32.2%	2.5%	0.4%	0.9%
2016-17 (n = 4,338)	64.1%	32.4%	2.3%	0.4%	0.8%

Note: Grade 3 & 5 - Question asked independently of Grade 3 and Grade 5, with results combined for reporting. Grade 3 question asked "I can be a leader at school"

Note: Staff Audience - Teaching and Learning only



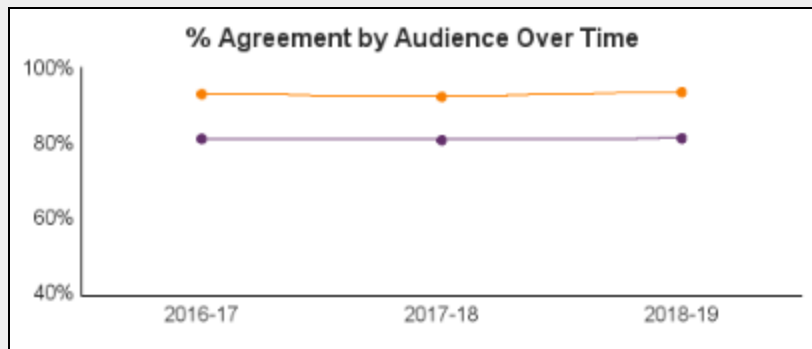
**PRIORITY 2: Provide welcoming, high quality learning and working environments.**

**GOAL TWO:** Quality Infrastructure for All

**OUTCOME:** Students and staff benefit from high quality learning and working environments that facilitate quality program delivery through effective planning, managing and investing in District infrastructure.

**THEME: LEARNING AND WORKING SPACES**

**CLEANLINESS**



Grade 8 + 11 Students  
Staff

**Grade 8 + 11 Students**

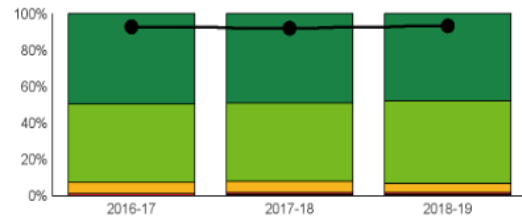
Learning spaces inside the school are kept clean



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	23.8%	57.3%	11.0%	3.4%	4.5%
2017-18 (n = 9,088)	29.1%	51.6%	10.3%	4.0%	5.0%
2016-17 (n = 9,340)	29.8%	51.3%	10.1%	4.5%	4.4%

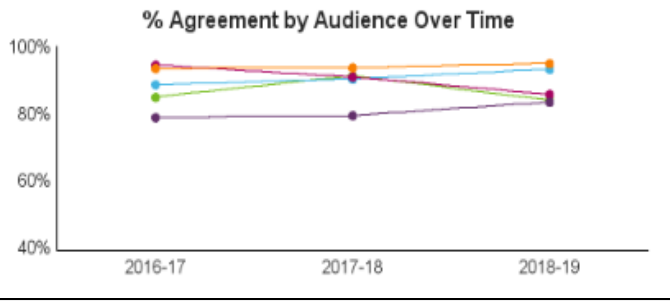
**Staff**

My place of work is kept clean



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	47.9%	45.6%	5.0%	1.2%	0.3%
2017-18 (n = 5,652)	48.7%	43.5%	6.2%	1.1%	0.5%
2016-17 (n = 5,444)	49.4%	43.5%	5.9%	1.0%	0.2%

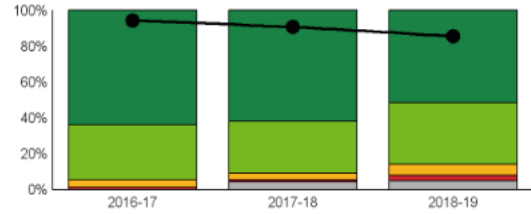
**BUILDING IS WELL MAINTAINED**



- Grade 3 + 5 Students
- Grade 8 + 11 Students
- Family
- Community
- Staff

**Grade 3 + 5 Students**

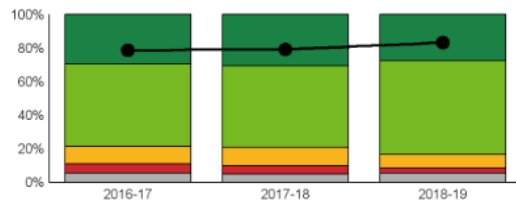
My school building looks nice



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	51.2%	34.5%	6.3%	3.1%	4.9%
2017-18 (n = 13,210)	61.8%	29.1%	3.5%	1.3%	4.3%
2016-17 (n = 12,456)	63.9%	30.5%	4.1%	1.5%	

**Grade 8 + 11 Students**

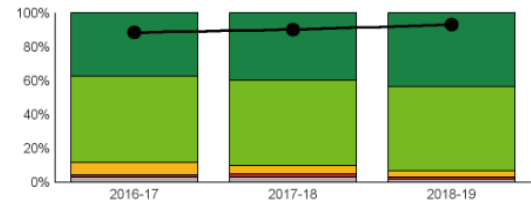
My school building is well maintained



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	27.3%	56.1%	8.1%	3.3%	5.2%
2017-18 (n = 9,088)	30.8%	48.5%	10.9%	4.8%	5.0%
2016-17 (n = 9,340)	29.1%	49.7%	10.1%	5.4%	5.7%

**Family**

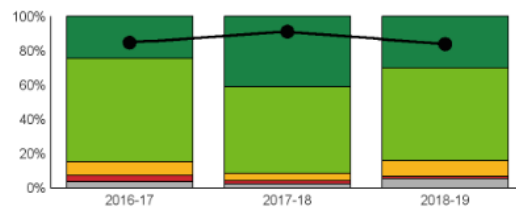
My child's school building is well maintained



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	43.3%	49.9%	4.0%	1.0%	1.9%
2017-18 (n = 4,313)	39.6%	50.6%	4.7%	1.9%	3.2%
2016-17 (n = 3,873)	37.4%	51.2%	7.0%	1.4%	3.0%

**Community**

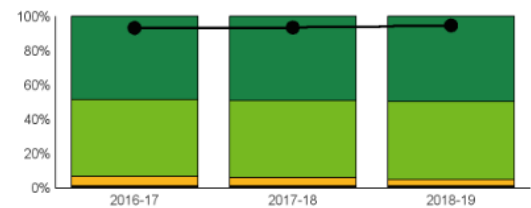
Our schools are well maintained facilities within the community



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 287)	30.0%	54.0%	9.1%	1.7%	5.2%
2017-18 (n = 194)	40.7%	50.5%	4.6%	1.5%	2.6%
2016-17 (n = 429)	24.5%	60.4%	7.9%	3.3%	4.0%

**Staff**

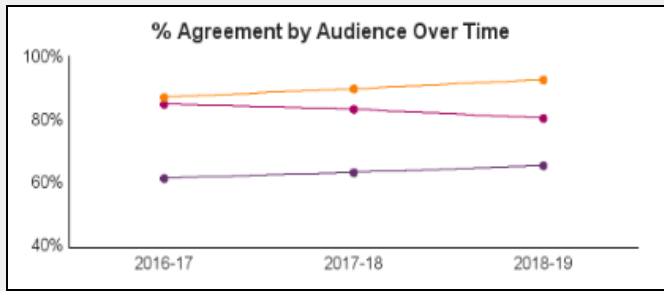
My place of work is well maintained



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	49.6%	45.3%	3.8%	0.8%	0.5%
2017-18 (n = 5,652)	49.1%	44.6%	5.0%	0.6%	0.7%
2016-17 (n = 5,444)	48.5%	44.9%	5.5%	0.8%	0.4%

Note: Grade 3 & 5 - Question asked in 2018 "My school building is well kept"

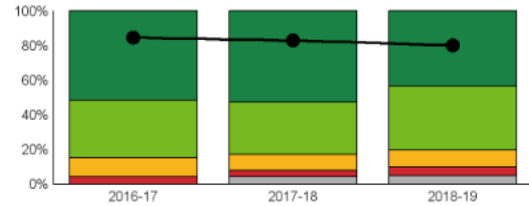
## COMFORTABLE FURNITURE



Grade 3 + 5 Students  
Grade 8 + 11 Students  
Staff

### Grade 3 + 5 Students

My school has comfortable furniture



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	43.4%	36.8%	9.7%	5.2%	4.9%
2017-18 (n = 13,210)	52.7%	30.4%	8.7%	4.0%	4.2%
2016-17 (n = 12,456)	51.7%	33.0%	10.8%	4.5%	

### Grade 8 + 11 Students

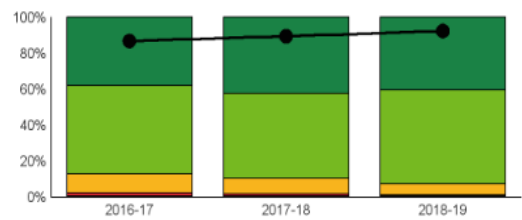
Learning spaces inside the school have comfortable furniture



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	20.1%	45.0%	20.1%	10.2%	4.5%
2017-18 (n = 9,088)	23.6%	39.3%	21.1%	11.0%	4.9%
2016-17 (n = 9,340)	22.6%	38.5%	22.0%	12.5%	4.4%

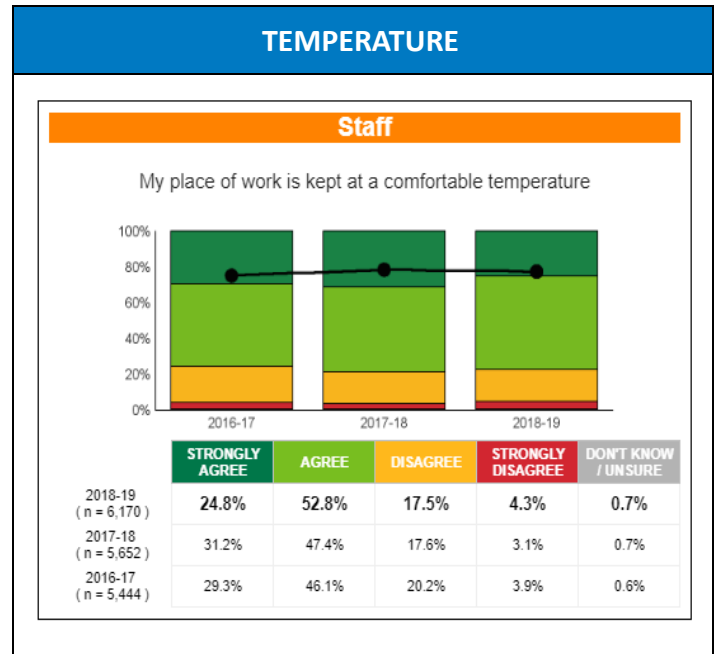
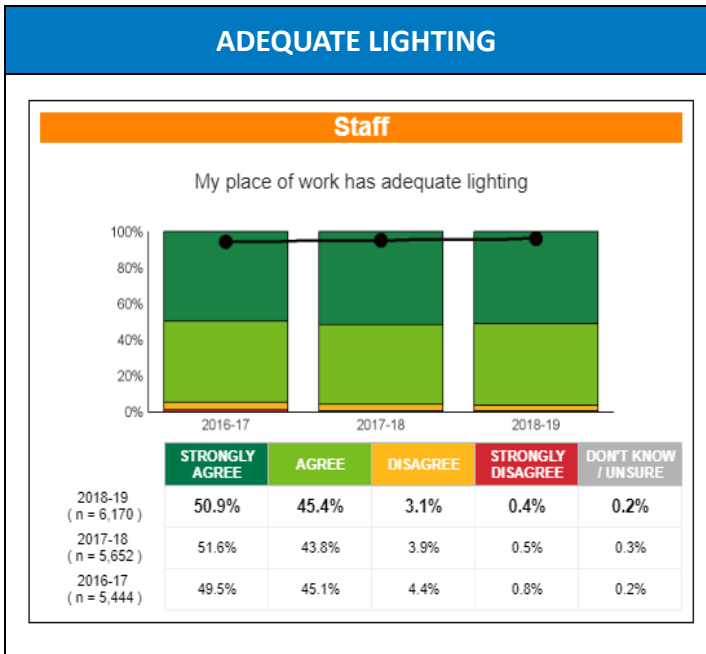
### Staff

My place of work has comfortable furniture

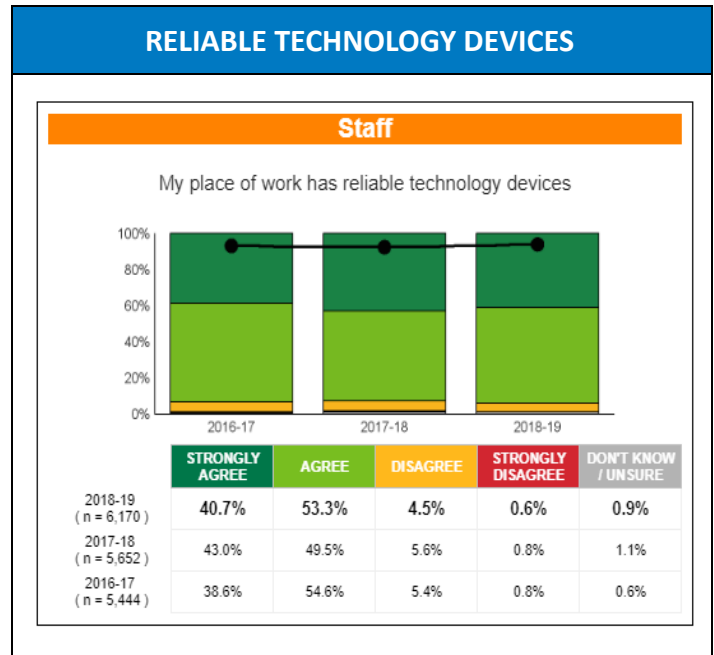
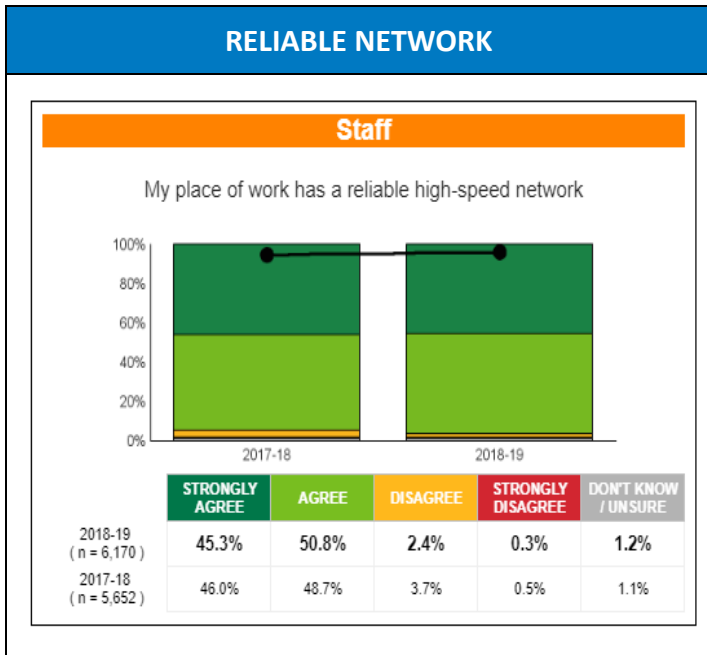


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	40.5%	52.0%	6.1%	0.9%	0.5%
2017-18 (n = 5,652)	42.3%	47.3%	8.8%	0.9%	0.7%
2016-17 (n = 5,444)	37.7%	49.2%	10.8%	1.5%	0.8%

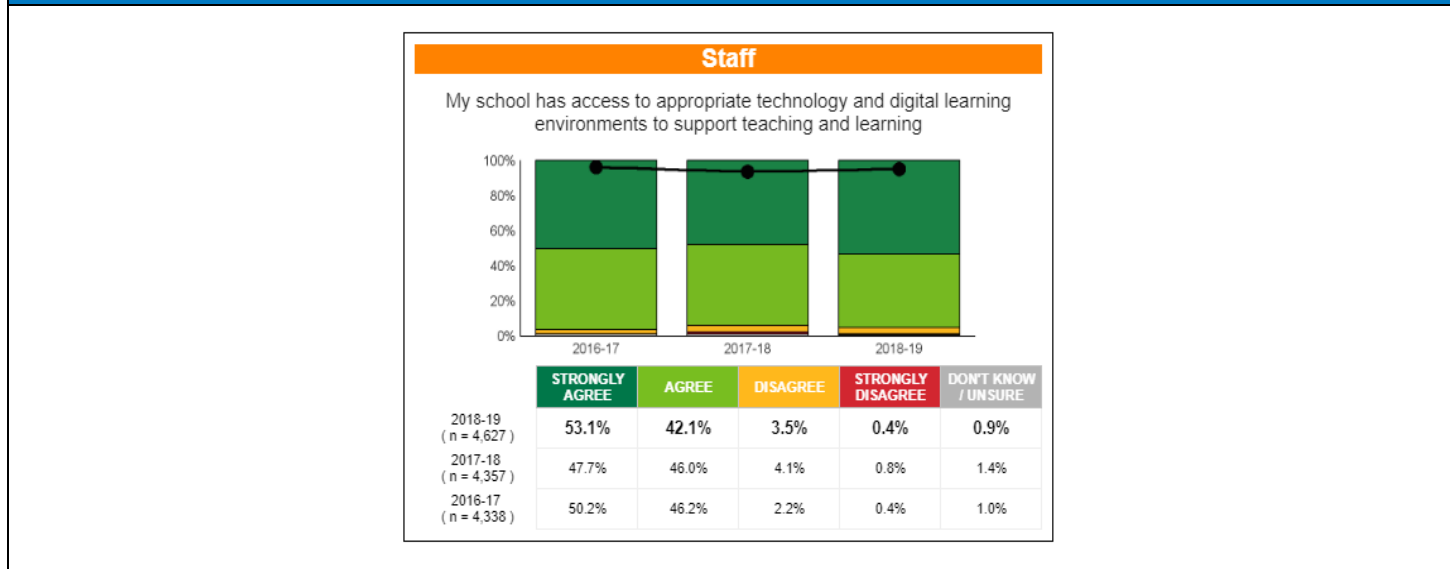
Note: Grade 3 & 5 - Question asked in 2018 "Learning spaces inside the school have comfortable furniture"



THEME: ACCESS TO TECHNOLOGY

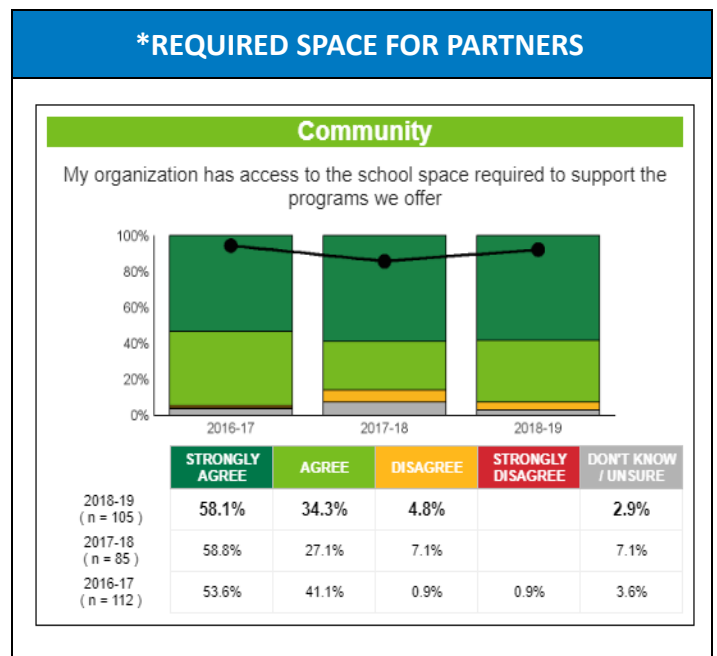
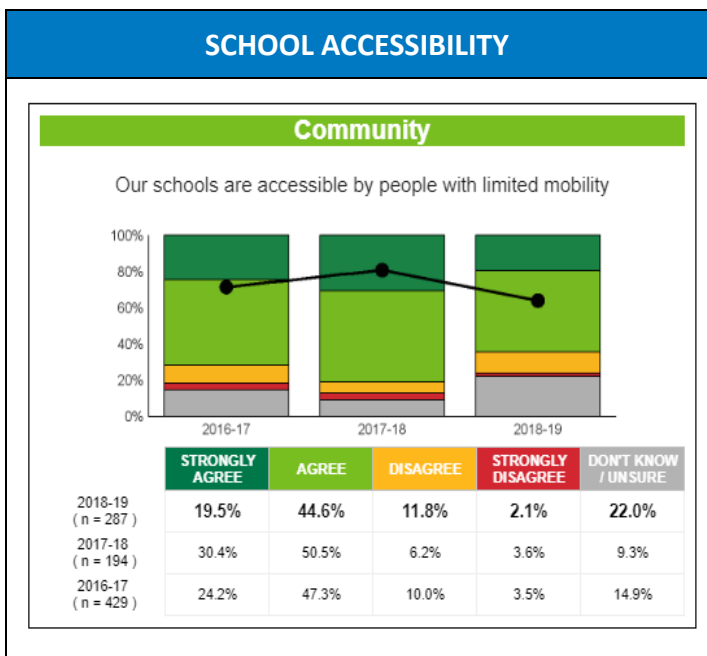
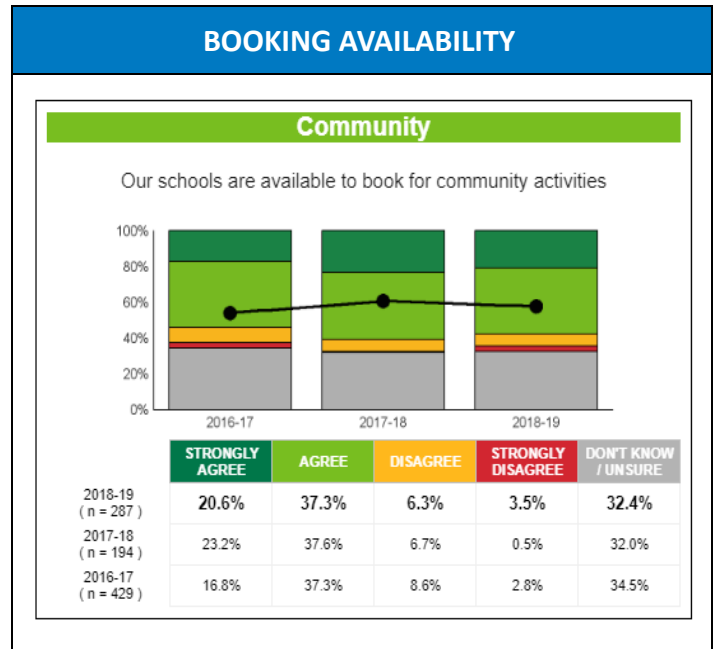
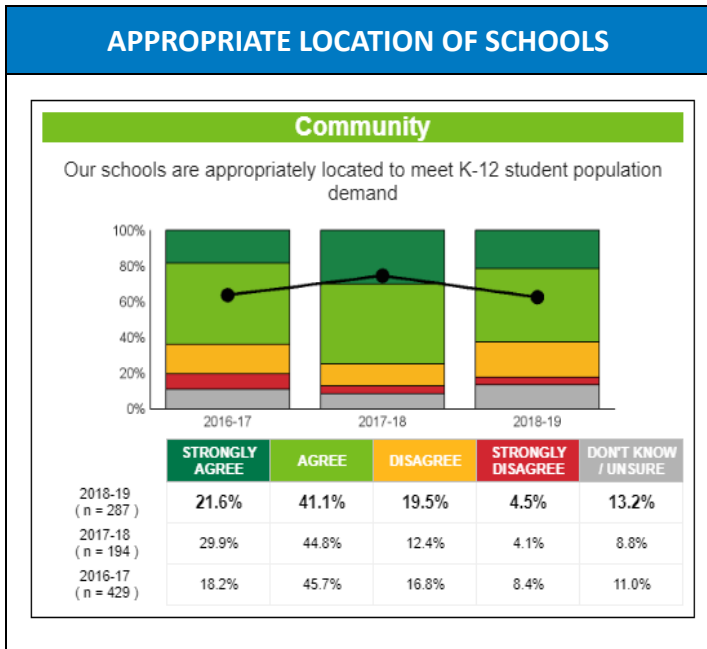


## \*TECHNOLOGY TO SUPPORT STUDENT SUCCESS



Note: \*Staff Audience - Teaching and Learning only

**THEME: COMMUNITY ACCESS**



Note: \*Community Audience - Partner Leaders and Members only

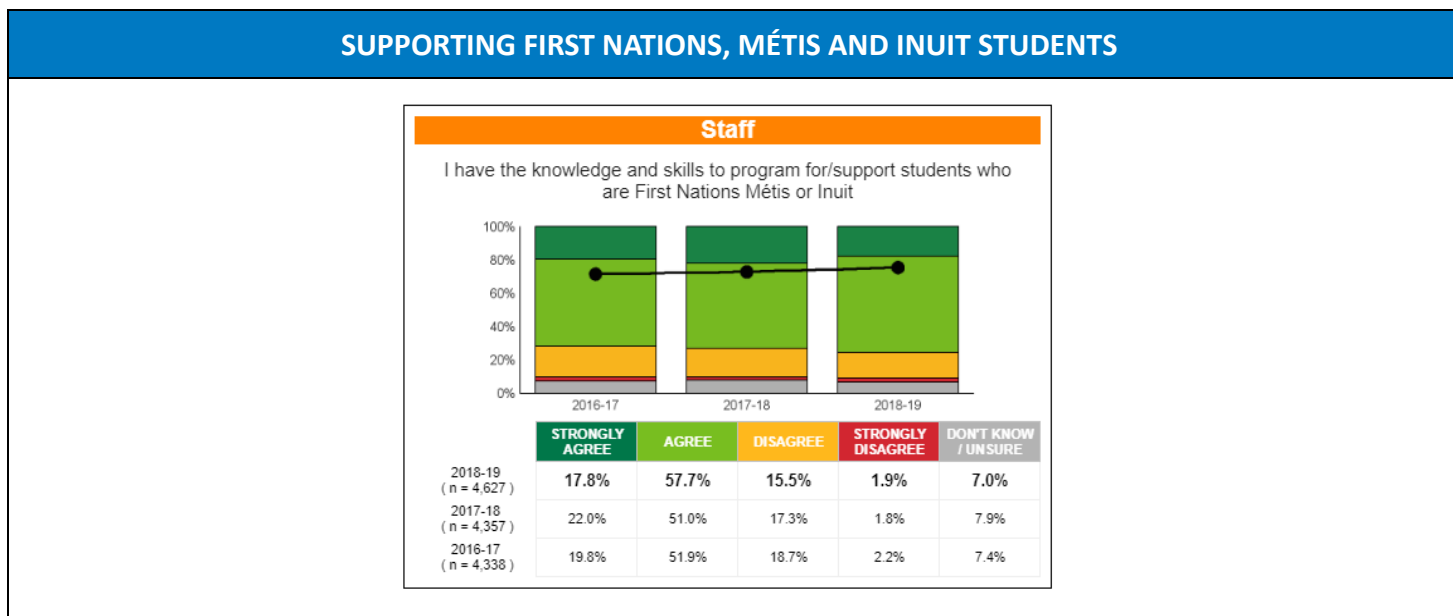
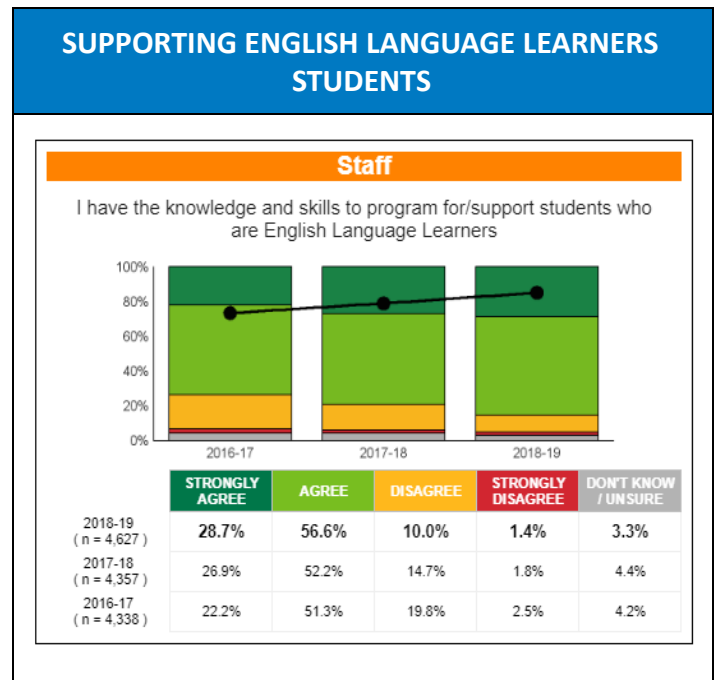
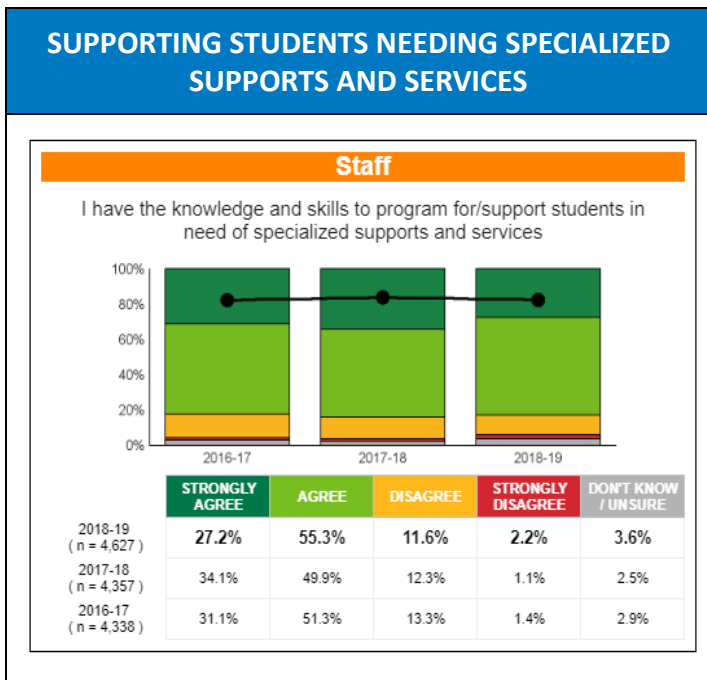
**PRIORITY 2: Provide welcoming, high quality learning and working environments.**

**GOAL THREE:** Building Capacity through a Culture of Diversity, Collaboration and Distributed Leadership

**OUTCOME:** Throughout their careers, all staff are provided opportunities to enhance their professional capacity and leadership with a culture of collaboration.

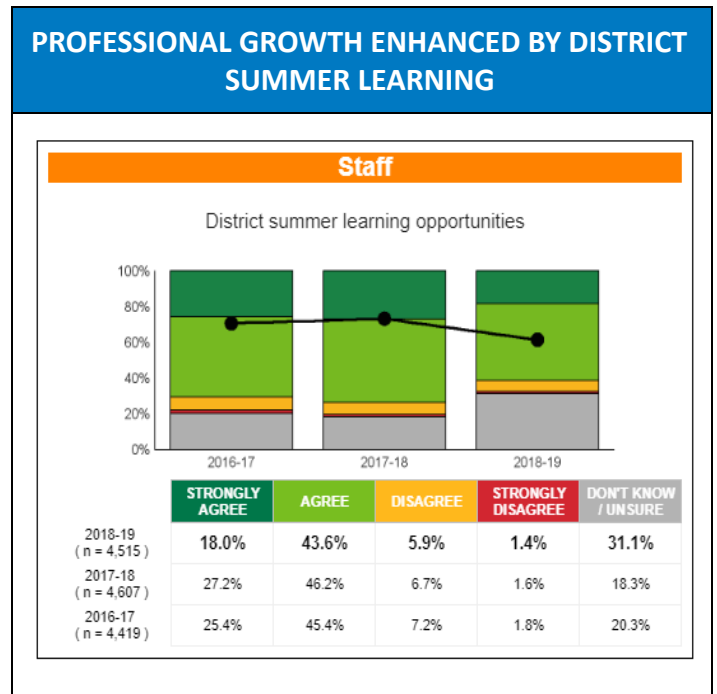
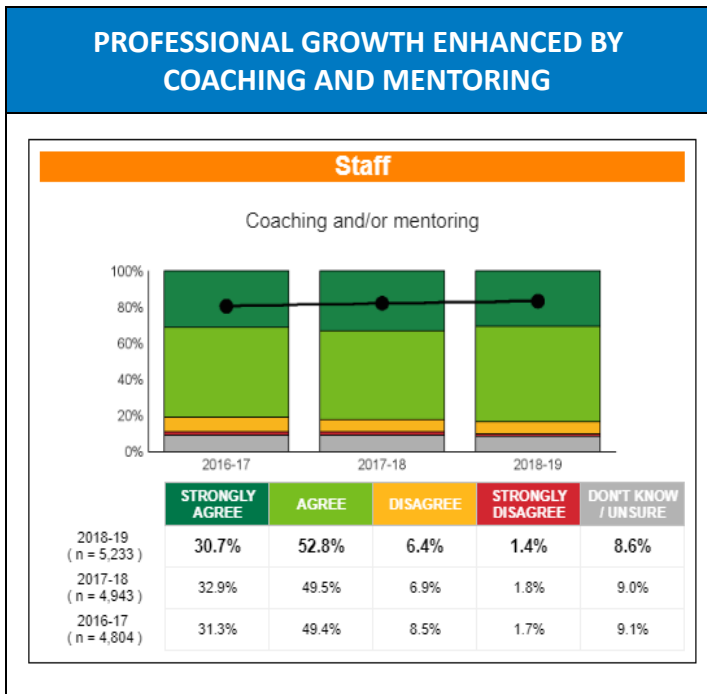
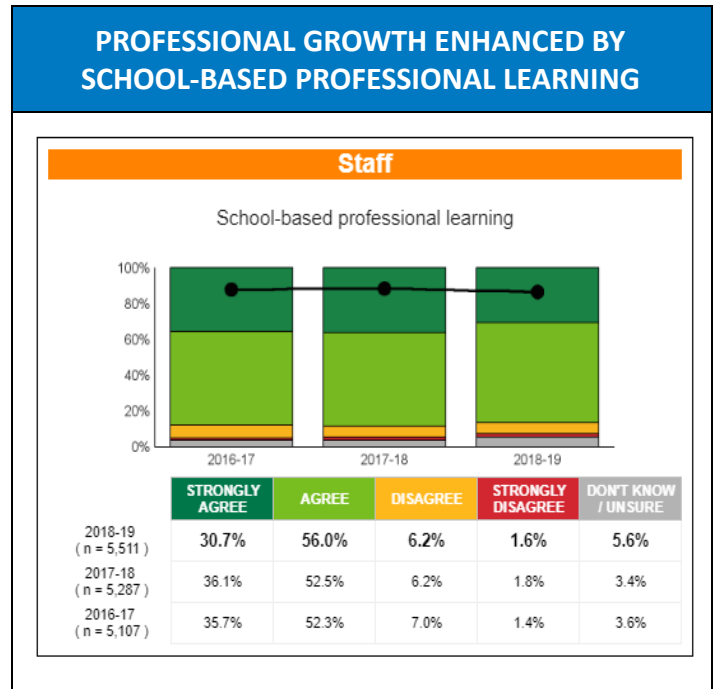
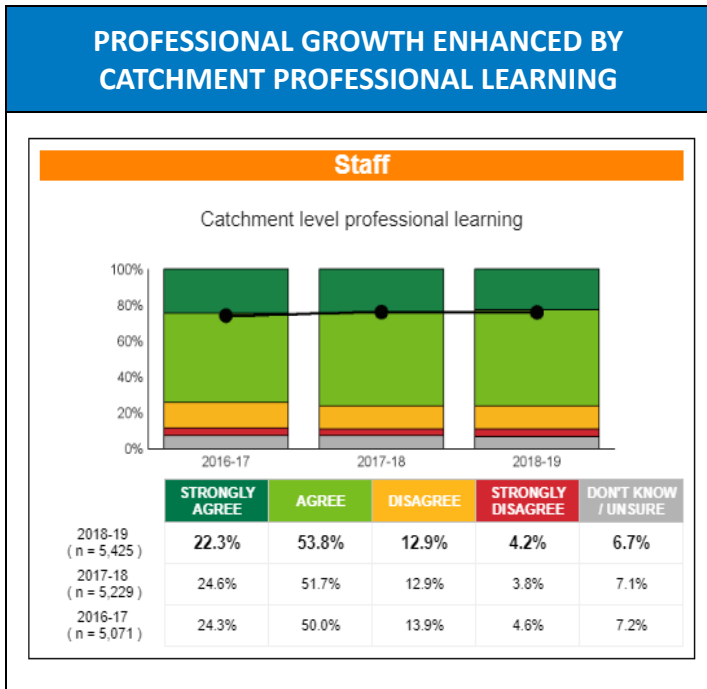
**PRIORITY 2, GOAL 3 - Theme: Building Capacity**

**THEME: BUILDING CAPACITY**



Note: Staff Audience - Teaching and Learning only

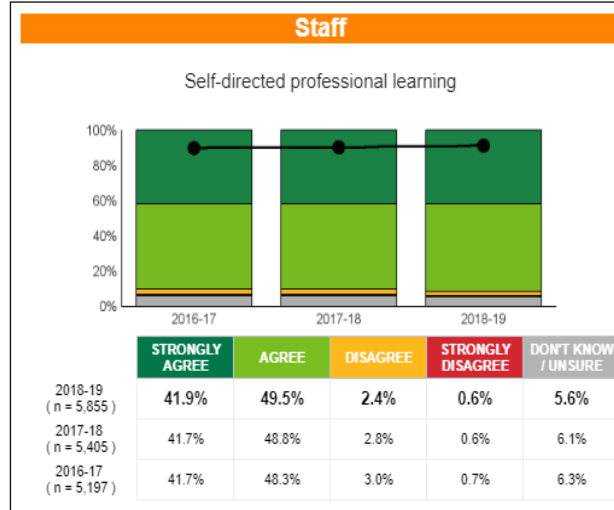
**THEME: PROFESSIONAL DEVELOPMENT AND GROWTH**



Note: Staff - all staff responded to this group of questions, with an option to select Not Applicable (N/A ); Fluctuations in the number of respondents are due to N/A response selections being excluded from the calculations

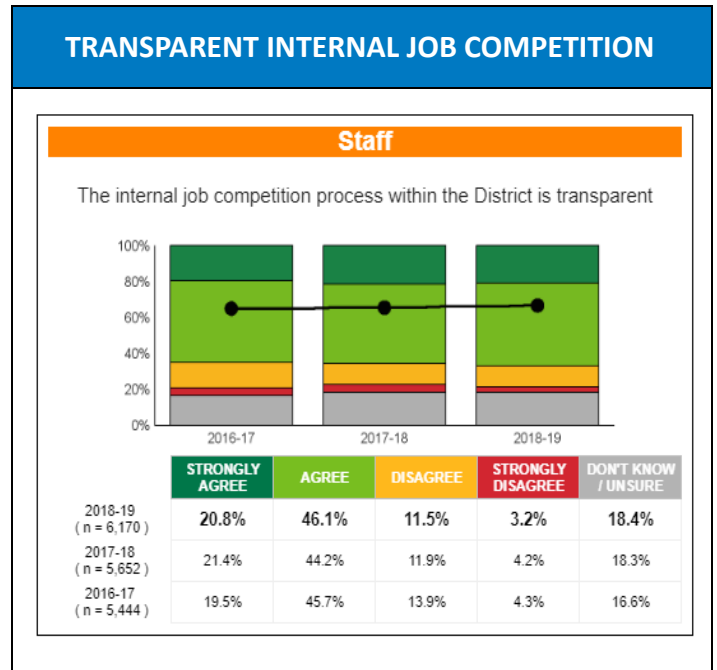
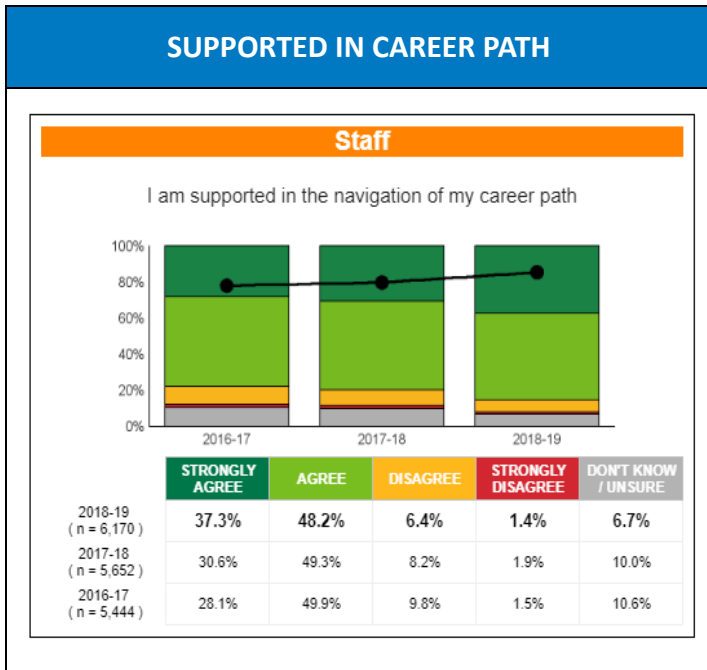


PROFESSIONAL GROWTH ENHANCED BY SELF-DIRECTED PROFESSIONAL LEARNING

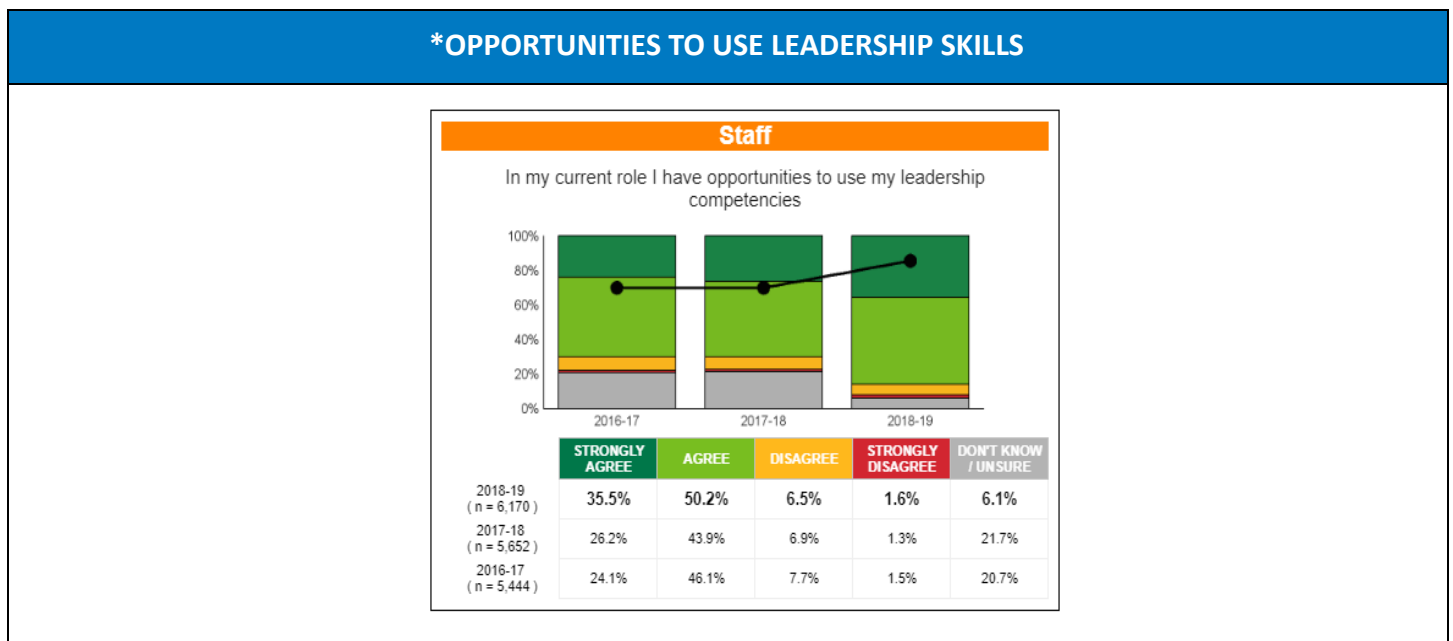


Note: Staff - all staff responded to this group of questions, with an option to select Not Applicable (N/A ); Fluctuations in the number of respondents are due to N/A response selections being excluded from the calculations

**THEME: CAREER DEVELOPMENT**



**THEME: LEADERSHIP DEVELOPMENT**



Note: Staff - \*Question asked in 2018 "I have opportunities to use my leadership skills in the District"

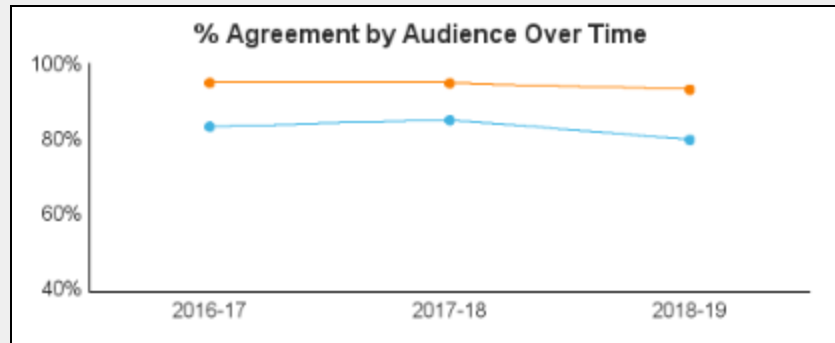
**PRIORITY 2: Provide welcoming, high quality learning and working environments.**

**GOAL FOUR:** A Culture of Excellence and Accountability

**OUTCOME:** The District is grounded in effective, efficient, equitable and evidence-based practices.

**THEME: CORNERSTONE VALUES**

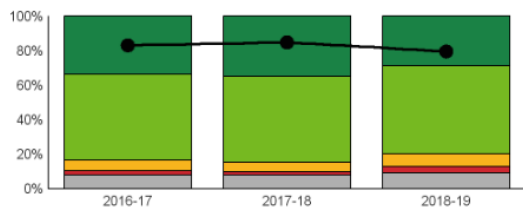
**ACCOUNTABILITY**



Family  
Staff

**Family**

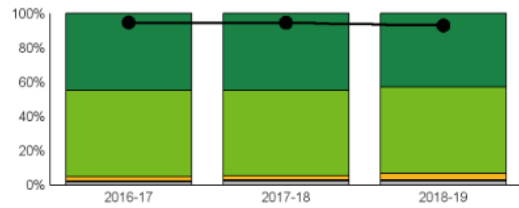
Accountability - We are transparent about and take responsibility for our actions decisions policies and results. Staff at my child's school demonstrate accountability



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	29.0%	50.7%	7.4%	3.9%	9.0%
2017-18 (n = 4,313)	34.7%	50.2%	5.2%	2.2%	7.7%
2016-17 (n = 3,873)	33.4%	49.8%	6.7%	2.1%	8.0%

**Staff**

Accountability - We are transparent about and take responsibility for our actions decisions policies and results. Staff in my school or central department demonstrate accountability

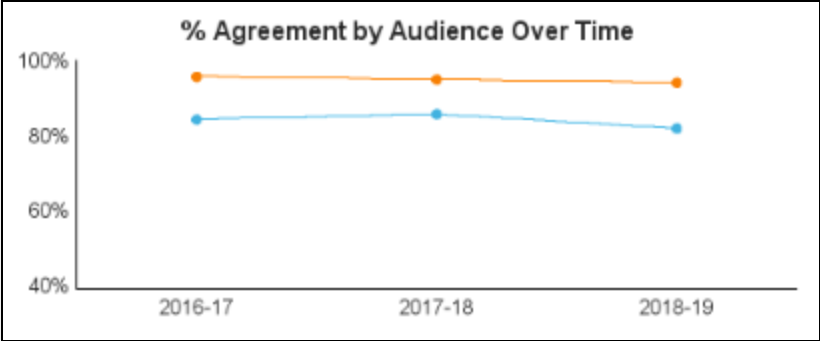


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	42.8%	50.3%	3.6%	0.7%	2.6%
2017-18 (n = 5,652)	44.7%	50.0%	2.4%	0.7%	2.2%
2016-17 (n = 5,444)	44.7%	50.2%	2.8%	0.5%	1.9%

Note: Family - Question asked in 2018 "In general, staff at my child's school demonstrate accountability"

Note: Staff - Question asked in 2018 "In general, staff in my school or central department demonstrate accountability"

**COLLABORATION**



Family  
Staff

**Family**

Collaboration - We work together to achieve goals solve problems and overcome challenges. Staff at my child's school demonstrate collaboration



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	34.2%	47.7%	7.0%	3.3%	7.8%
2017-18 (n = 4,313)	36.7%	49.0%	6.3%	2.1%	5.9%
2016-17 (n = 3,873)	36.2%	48.1%	8.1%	1.9%	5.8%

**Staff**

Collaboration - We work together to achieve goals solve problems and overcome challenges. Staff in my school or central department demonstrate collaboration

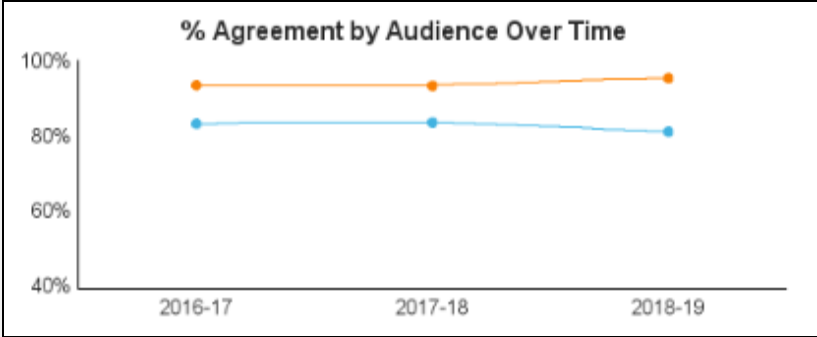


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	50.6%	43.5%	3.4%	0.8%	1.7%
2017-18 (n = 5,652)	51.3%	43.6%	3.3%	0.4%	1.3%
2016-17 (n = 5,444)	51.9%	43.8%	2.9%	0.5%	0.9%

Note: Family - Question asked in 2018 "In general, staff at my child's school demonstrate collaboration"

Note: Staff - Question asked in 2018 "In general, staff in my school or central department demonstrate collaboration"

**EQUITY**



Family  
Staff

**Family**

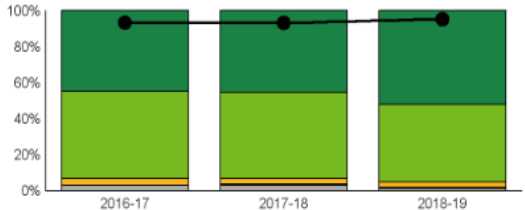
Equity - We strive to meet the needs of all students. Staff at my child's school demonstrate equity



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	31.4%	49.6%	6.8%	3.4%	8.7%
2017-18 (n = 4,313)	35.3%	48.2%	5.1%	1.9%	9.5%
2016-17 (n = 3,873)	35.4%	47.8%	5.2%	2.0%	9.6%

**Staff**

Equity - We strive to meet the needs of all students. Staff in my school or central department demonstrate equity

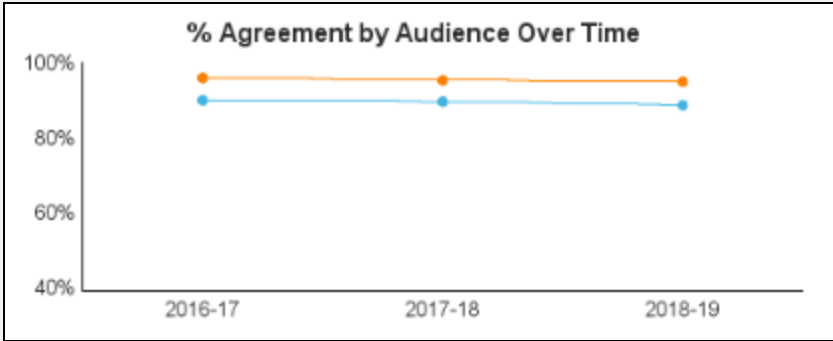


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	52.0%	43.4%	2.5%	0.6%	1.5%
2017-18 (n = 5,652)	45.4%	47.9%	2.9%	0.7%	3.1%
2016-17 (n = 5,444)	44.7%	48.8%	3.2%	0.5%	2.8%

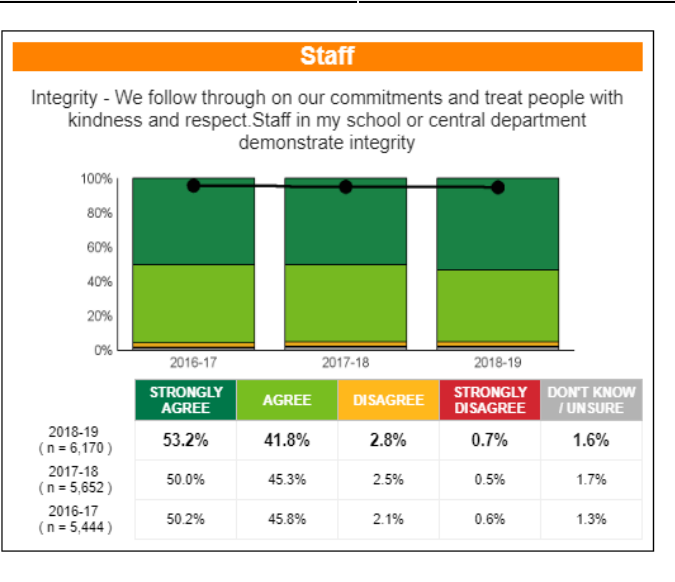
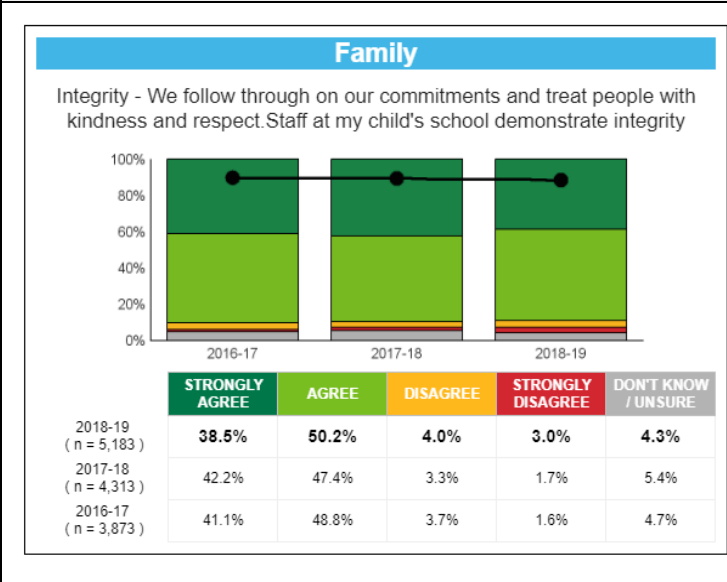
Note: Family - Question asked in 2018 "In general, staff at my child's school demonstrate equity"

Note: Staff - Question asked in 2018 "In general, staff in my school or central department demonstrate equity"

**INTEGRITY**



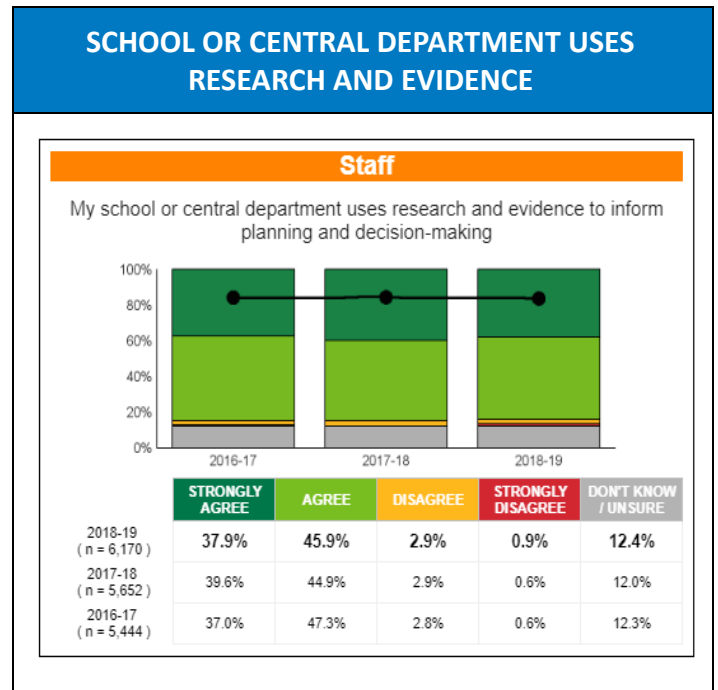
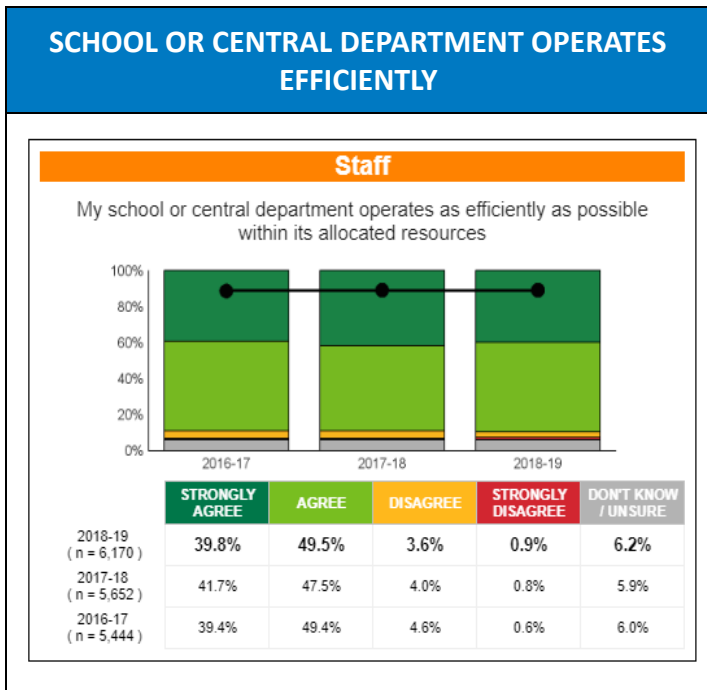
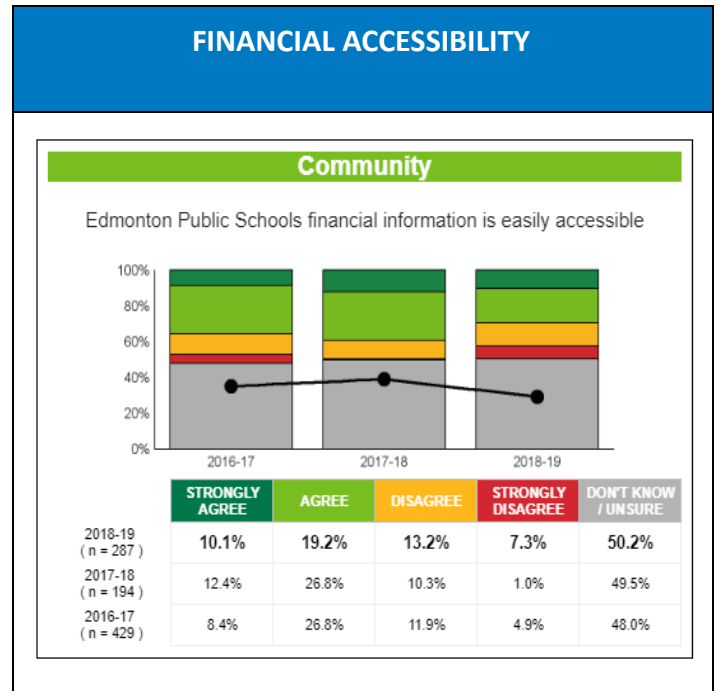
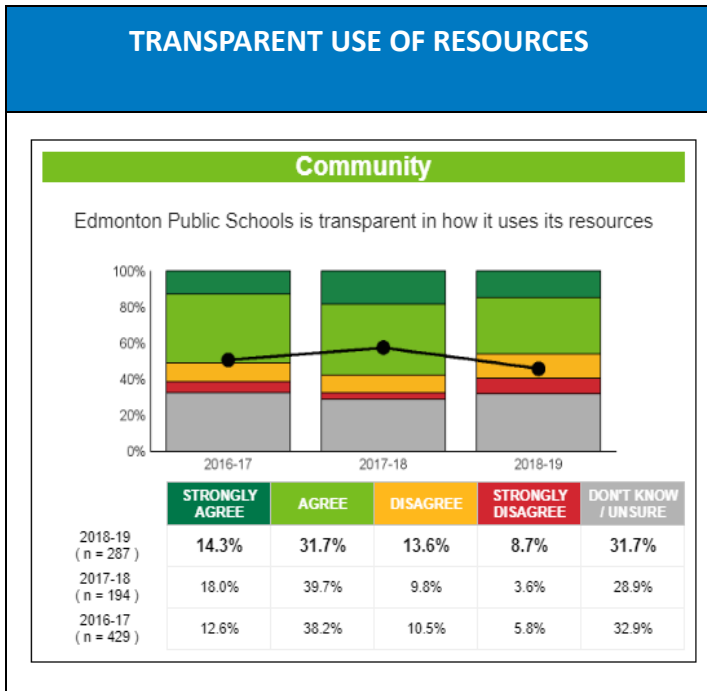
Family  
Staff



Note: Family - Question asked in 2018 "In general, staff at my child's school demonstrate integrity"

Note: Staff - Question asked in 2018 "In general, staff in my school or central department demonstrate integrity"

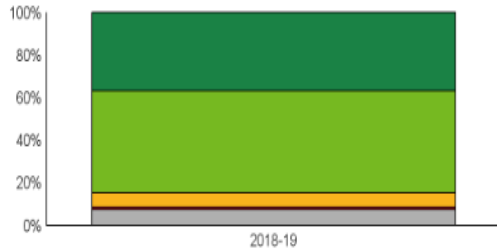
**THEME: ACCOUNTABILITY AND EXCELLENCE**



### TRANSPARENCY IN PLANNING AND DECISION-MAKING

#### Staff

My school or central department demonstrates transparency in its planning and decision-making



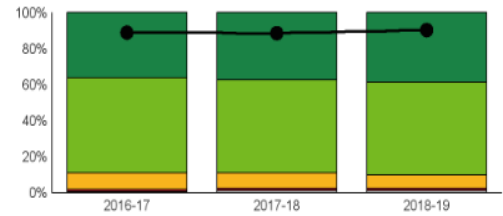
2018-19  
(n = 6,170)

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	36.5%	48.1%	6.7%	1.3%	7.4%

### RESOURCES AND SUPPORTS FOR JOB EFFECTIVENESS

#### Staff

I have the resources and supports I need to do my job effectively



2018-19  
(n = 6,170)

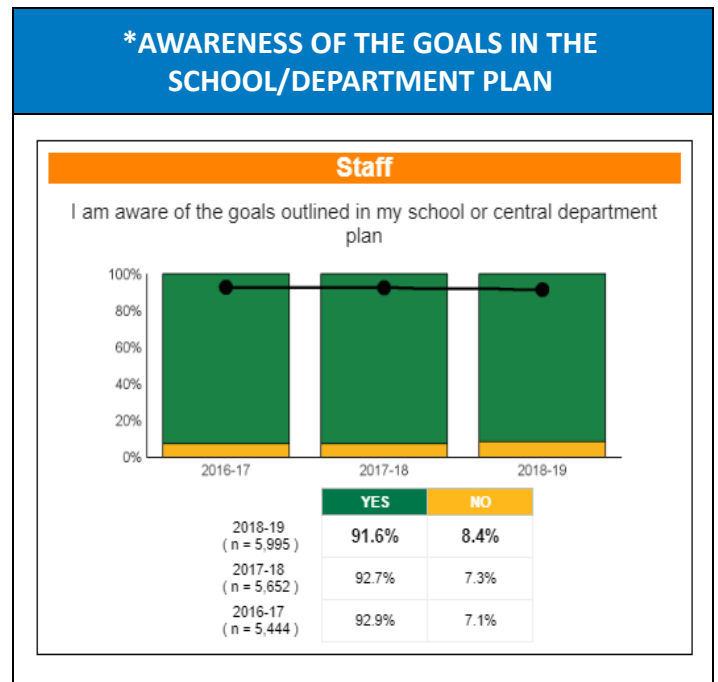
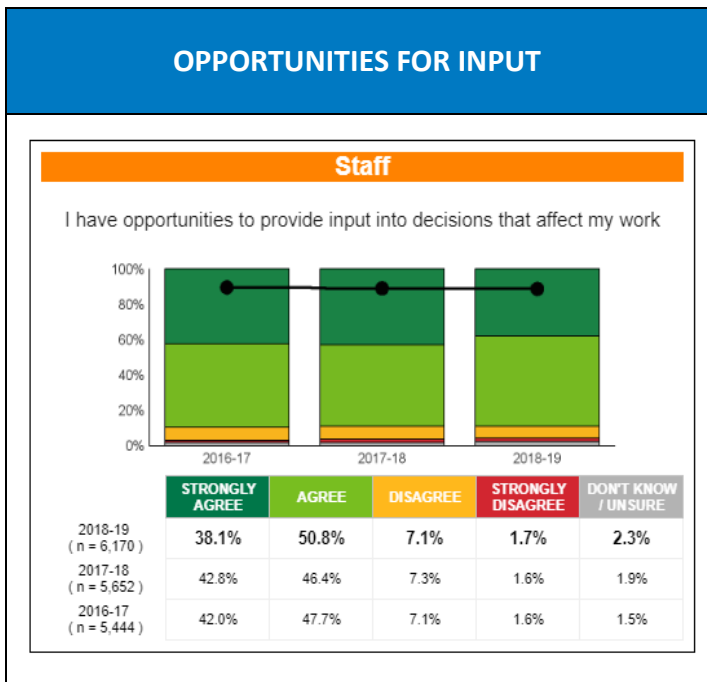
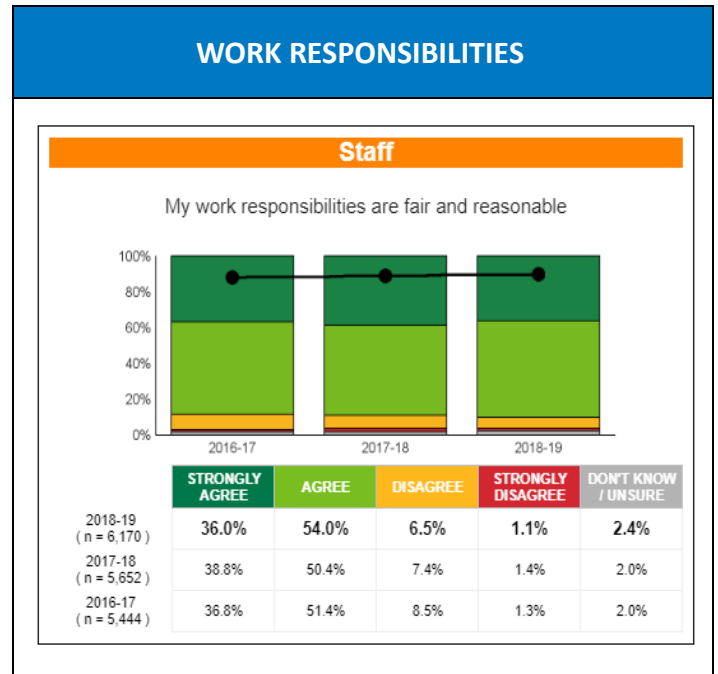
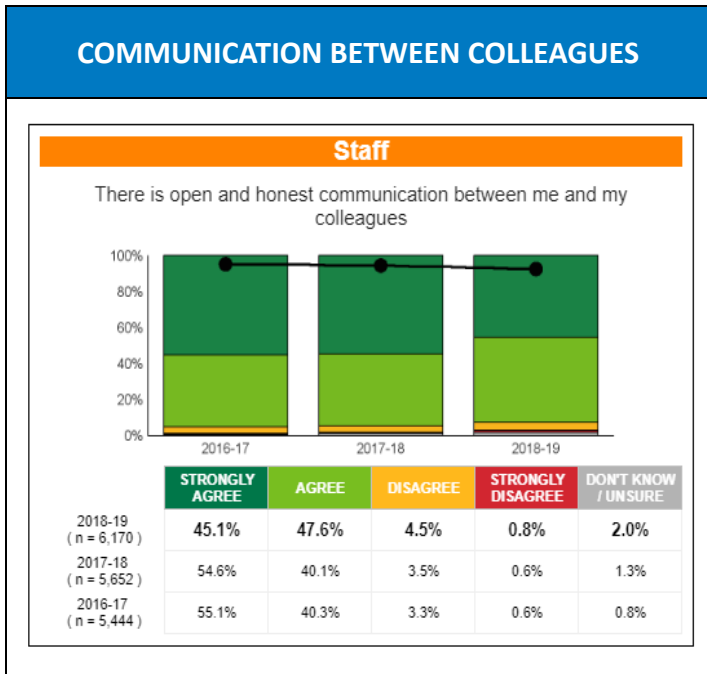
2017-18  
(n = 5,652)

2016-17  
(n = 5,444)

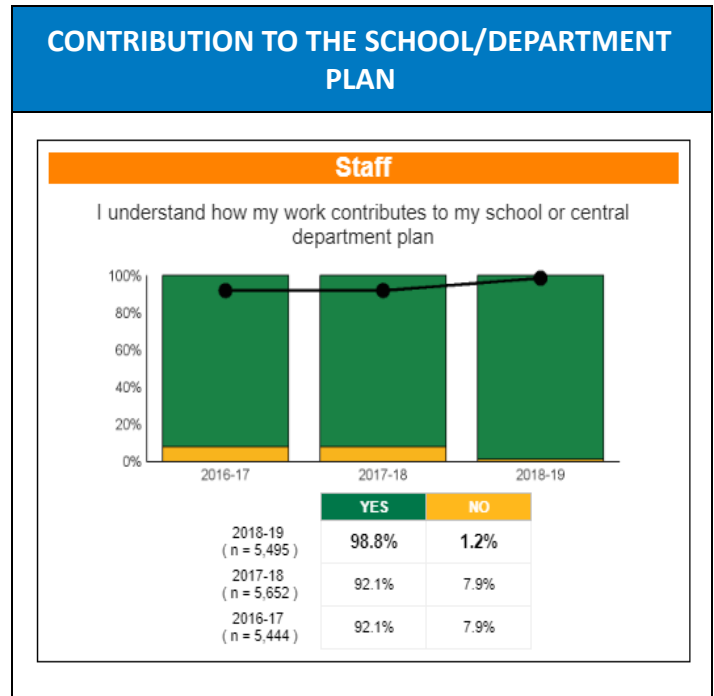
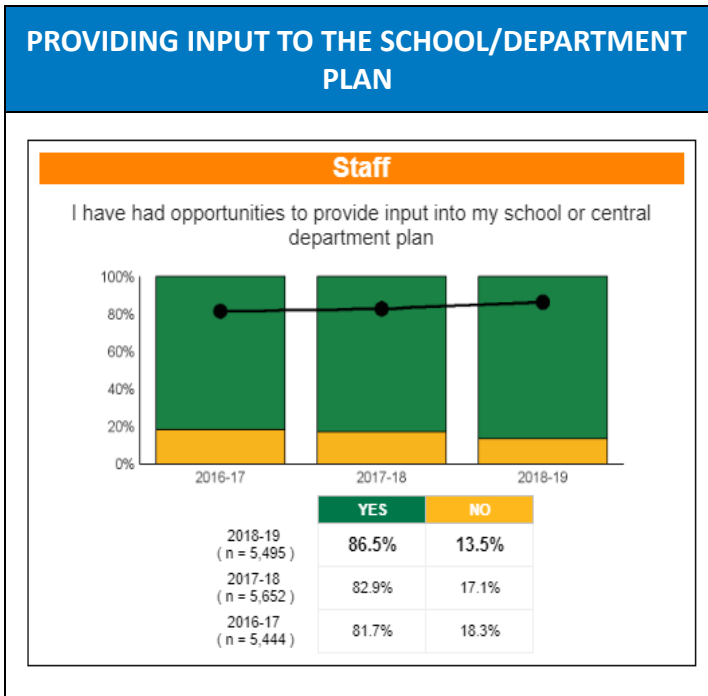
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	38.4%	52.0%	7.1%	1.1%	1.4%
2017-18 (n = 5,652)	37.3%	51.4%	8.9%	1.2%	1.2%
2016-17 (n = 5,444)	36.0%	53.0%	8.9%	1.2%	0.8%



THEME: STAFF ENGAGEMENT

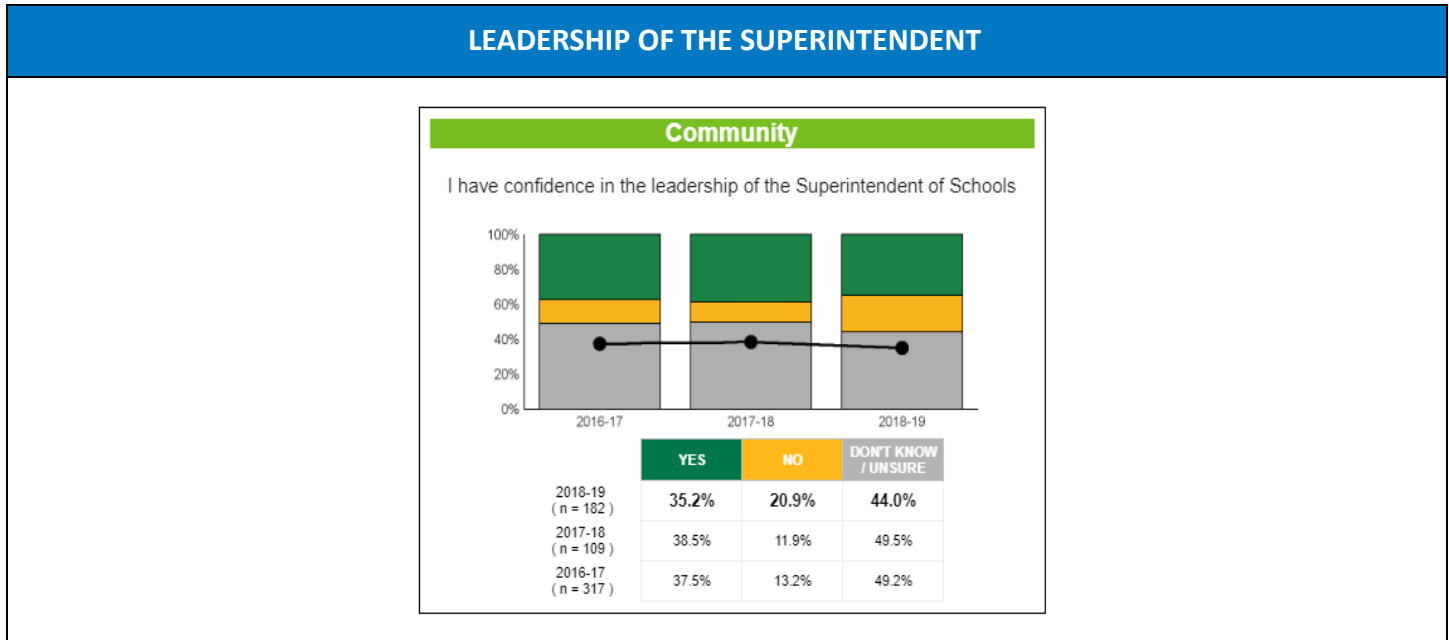


Note: \*Staff Audience - Change in 2019 to exclude Principals



Note: Staff Audience - Change in 2019 to exclude Principals; Respondents include only those responding in agreement to the question: "I am aware of the goals outlined in my school or central department plan"

**THEME: DISTRICT LEADERSHIP**



Note: Community Audience - General Public only

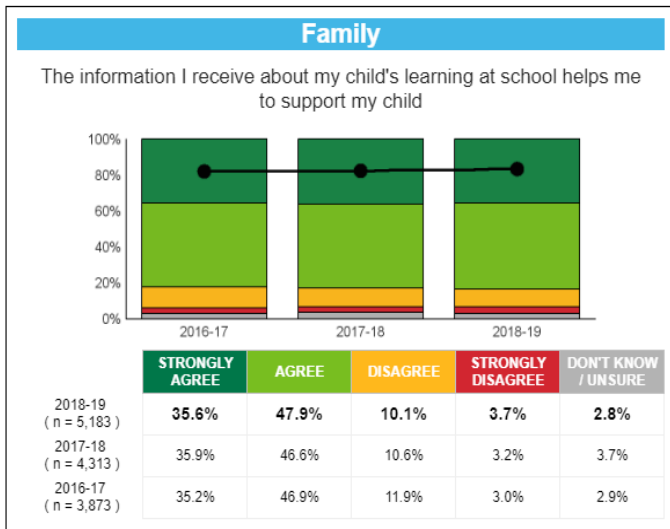
**PRIORITY 3: Enhance public education through communication, engagement and partnerships.**

**GOAL ONE:** Families as Partners

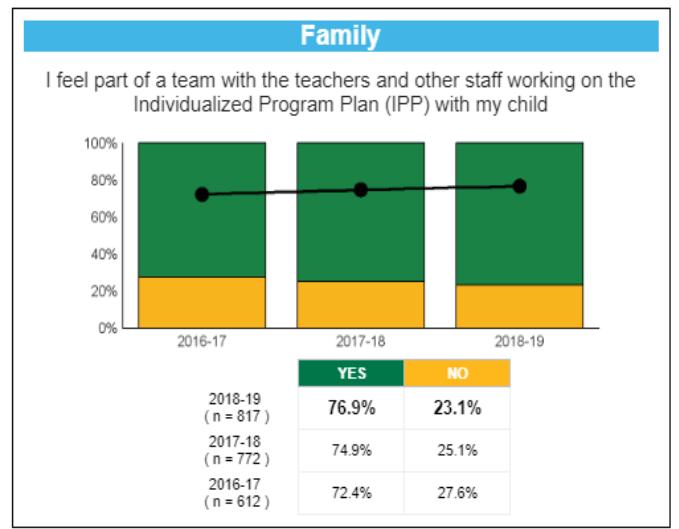
**OUTCOME:** Families are provided opportunities to be involved in their child's education.

**THEME: FAMILY ENGAGEMENT AND INVOLVEMENT**

**INFORMATION ABOUT CHILD'S LEARNING HELPS SUPPORT CHILD**



**\*INDIVIDUALIZED PROGRAM PLAN TEAM**

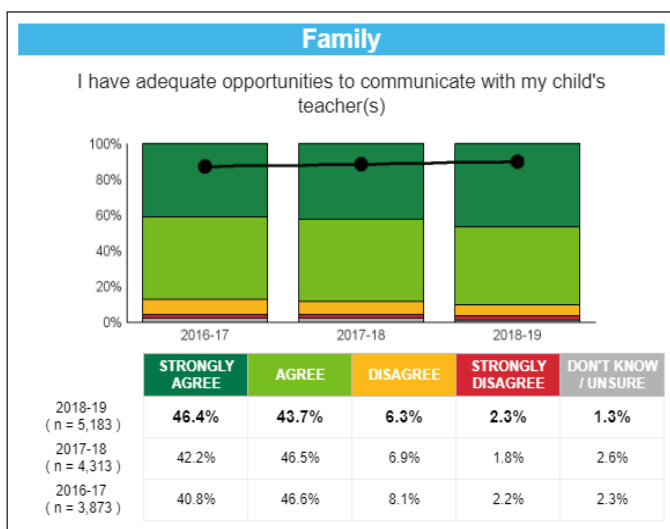


Note: \*Family Audience - Only those responding in agreement with the question: "My child has an Individualized Program Plan (IPP)"

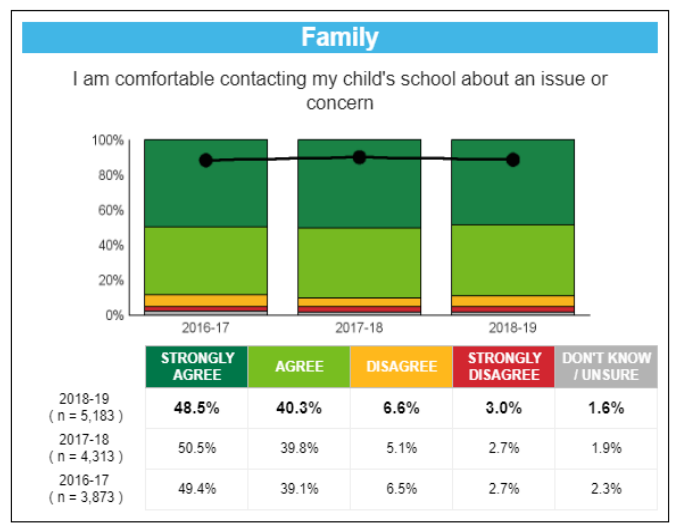
**PRIORITY 3, GOAL 1 - Theme: Home/School Communication**

**THEME: HOME/SCHOOL COMMUNICATION**

**COMMUNICATION OPPORTUNITIES**



**CONTACTING SCHOOL ABOUT CONCERNS**



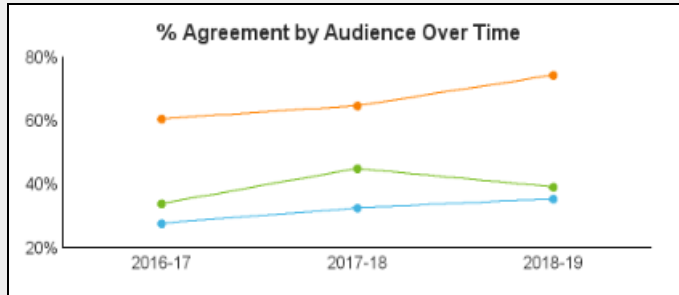
**PRIORITY 3: Enhance public education through communication, engagement and partnerships.**

**GOAL TWO:** Supports for the Whole Child

**OUTCOME:** Community partnerships are established to provide supports and services to foster growth, well-being and success of students and families.

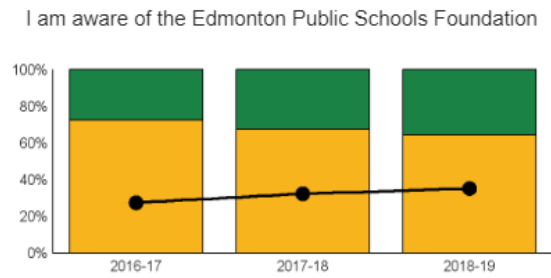
**THEME: PARTNERSHIPS**

**AWARENESS OF EDMONTON PUBLIC SCHOOLS FOUNDATION**



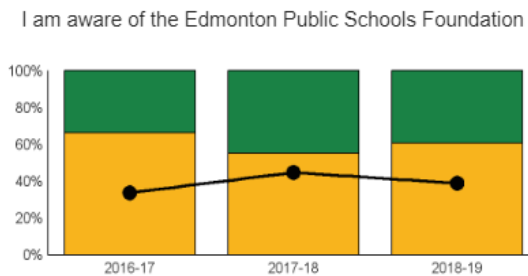
— Family  
— Community  
— Staff

**Family**



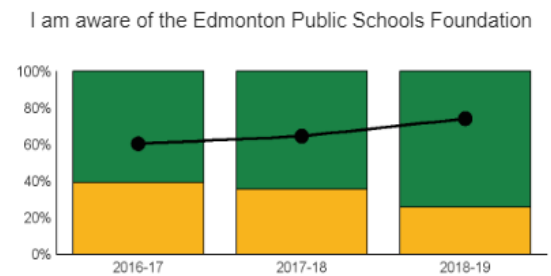
	YES	NO
2018-19 (n = 5,183)	35.3%	64.7%
2017-18 (n = 4,313)	32.4%	67.6%
2016-17 (n = 3,873)	27.5%	72.5%

**Community**

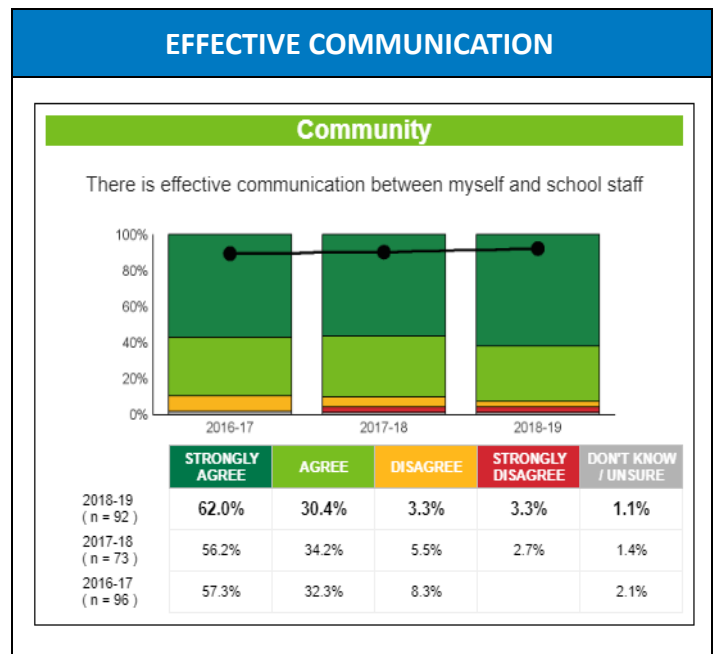
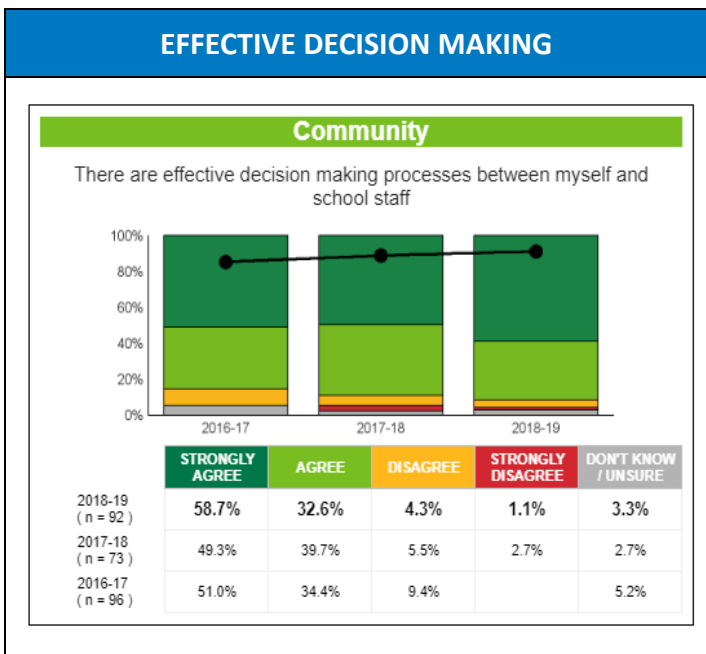
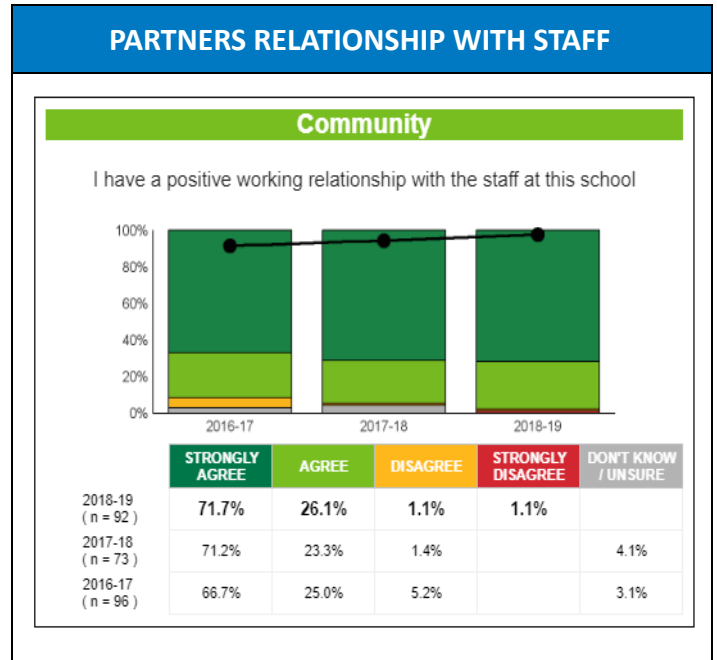
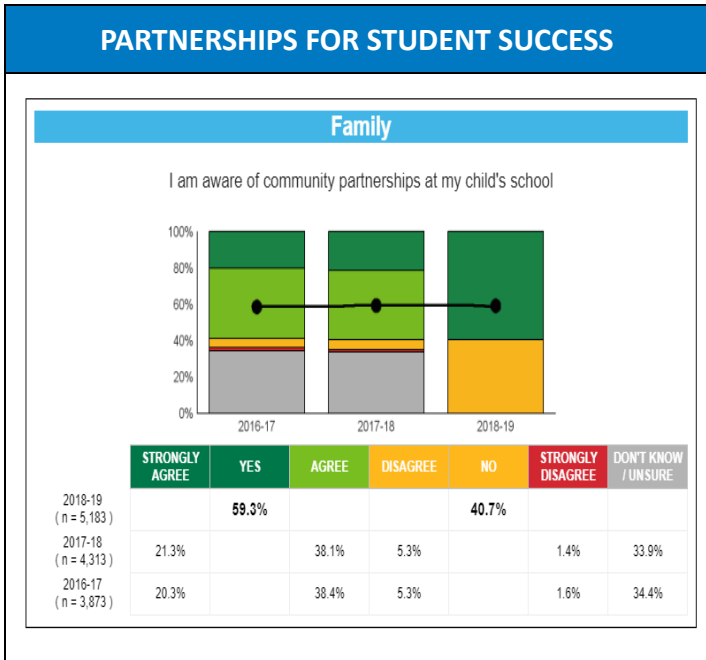


	YES	NO
2018-19 (n = 287)	39.0%	61.0%
2017-18 (n = 194)	44.8%	55.2%
2016-17 (n = 429)	33.8%	66.2%

**Staff**



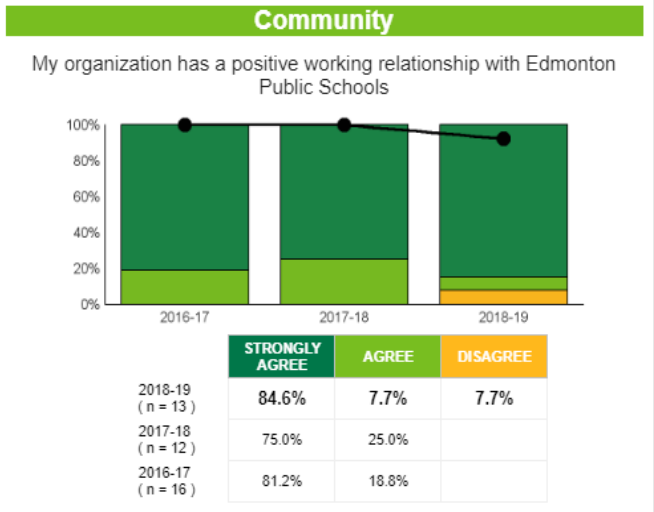
	YES	NO
2018-19 (n = 6,170)	74.3%	25.7%
2017-18 (n = 5,652)	64.6%	35.4%
2016-17 (n = 5,444)	60.5%	39.5%



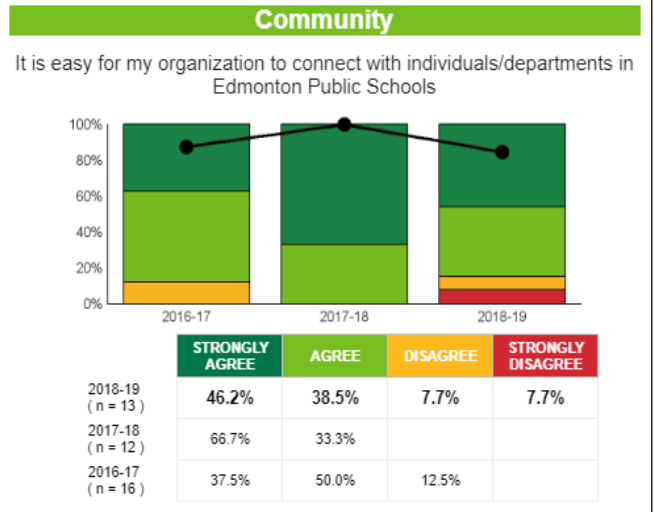
*Note: Family - Change in scale for 2019 to Yes or No from agreement scale in previous years; Question asked in 2018 "My child's school has community partnerships that support student success"*

*Note: Community Audience - Partner Members only*

**POSITIVE WORKING RELATIONSHIP**



**CONNECTING WITH EPSB**



Note: Community Audience - Partner Leaders only

**PRIORITY 3: Enhance public education through communication, engagement and partnerships.**

**GOAL THREE:** Engaged and Effective Governance

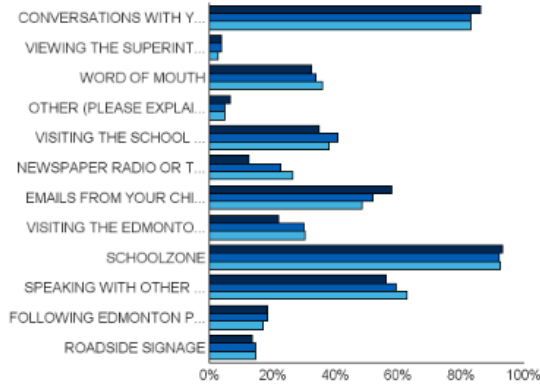
**OUTCOME:** The District is committed to ongoing communication, participation and engagement that enhances public education, and respects the diversity of our community.

**THEME: DISTRICT COMMUNICATION**

**KEEPING INFORMED ABOUT EPSB**

**Family**

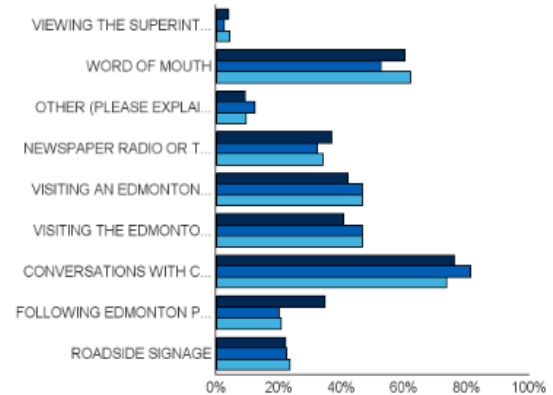
Select the ways you keep informed about Edmonton Public Schools. (Select all that apply)



	2018-19 (n = 5,183)	2017-18 (n = 4,313)	2016-17 (n = 3,873)
CONVERSATIONS WITH YOUR CHILD	86.1%	83.1%	83.0%
SPEAKING WITH OTHER PARENT (S) /GUARDIAN (S)	56.0%	59.4%	62.8%
WORD OF MOUTH	32.5%	34.0%	36.0%
EMAILS FROM YOUR CHILDS TEACHER(S)	58.1%	51.9%	48.6%
SCHOOLZONE	93.2%	92.3%	92.4%
FOLLOWING EDMONTON PUBLIC SCHOOLS ON SOCIAL MEDIA (E.G. FACEBOOK TWITTER ETC. )	18.3%	18.5%	17.1%
NEWSPAPER RADIO OR TV	12.5%	22.7%	26.5%
VISITING THE SCHOOL WEBSITE	34.8%	40.6%	37.9%
VIEWING THE SUPERINTENDENT'S NOTEBOOK	3.9%	3.7%	2.8%
VISITING THE EDMONTON PUBLIC SCHOOLS WEBSITE - WWW.EPSB.CA	21.9%	30.0%	30.4%
ROADSIDE SIGNAGE	13.6%	14.7%	14.7%
OTHER (PLEASE EXPLAIN)	6.4%	4.9%	4.9%

**Community**

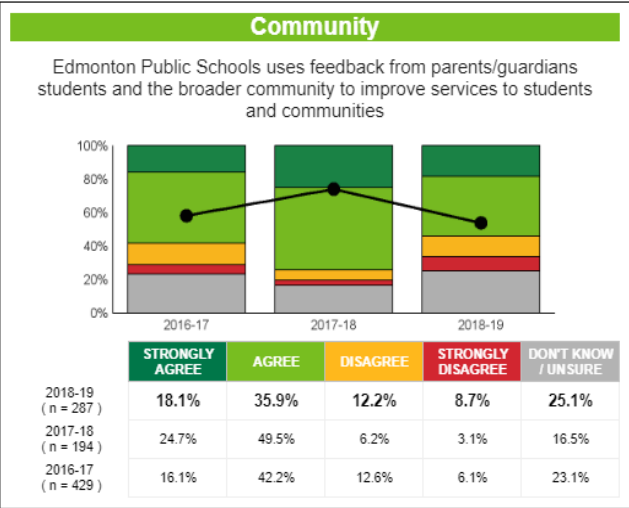
Select the ways you keep informed about Edmonton Public Schools: (Select all that apply)



	2018-19 (n = 287)	2017-18 (n = 194)	2016-17 (n = 429)
CONVERSATIONS WITH CURRENT EDMONTON PUBLIC SCHOOLS STAFF STUDENTS OR THEIR FAMILIES	76.3%	81.4%	73.7%
WORD OF MOUTH	60.3%	52.6%	62.2%
FOLLOWING EDMONTON PUBLIC SCHOOLS ON SOCIAL MEDIA (E.G. FACEBOOK TWITTER ETC. )	34.8%	20.1%	21.0%
NEWSPAPER RADIO OR TV	36.9%	32.5%	34.3%
VISITING AN EDMONTON PUBLIC SCHOOLS SPECIFIC SCHOOL WEBSITE	42.2%	46.9%	46.6%
VIEWING THE SUPERINTENDENT'S NOTEBOOK	4.2%	2.6%	4.2%
VISITING THE EDMONTON PUBLIC SCHOOLS WEBSITE - WWW.EPSB.CA	40.8%	46.9%	46.6%
ROADSIDE SIGNAGE	22.3%	22.7%	23.8%
OTHER (PLEASE EXPLAIN)	9.4%	12.4%	9.8%

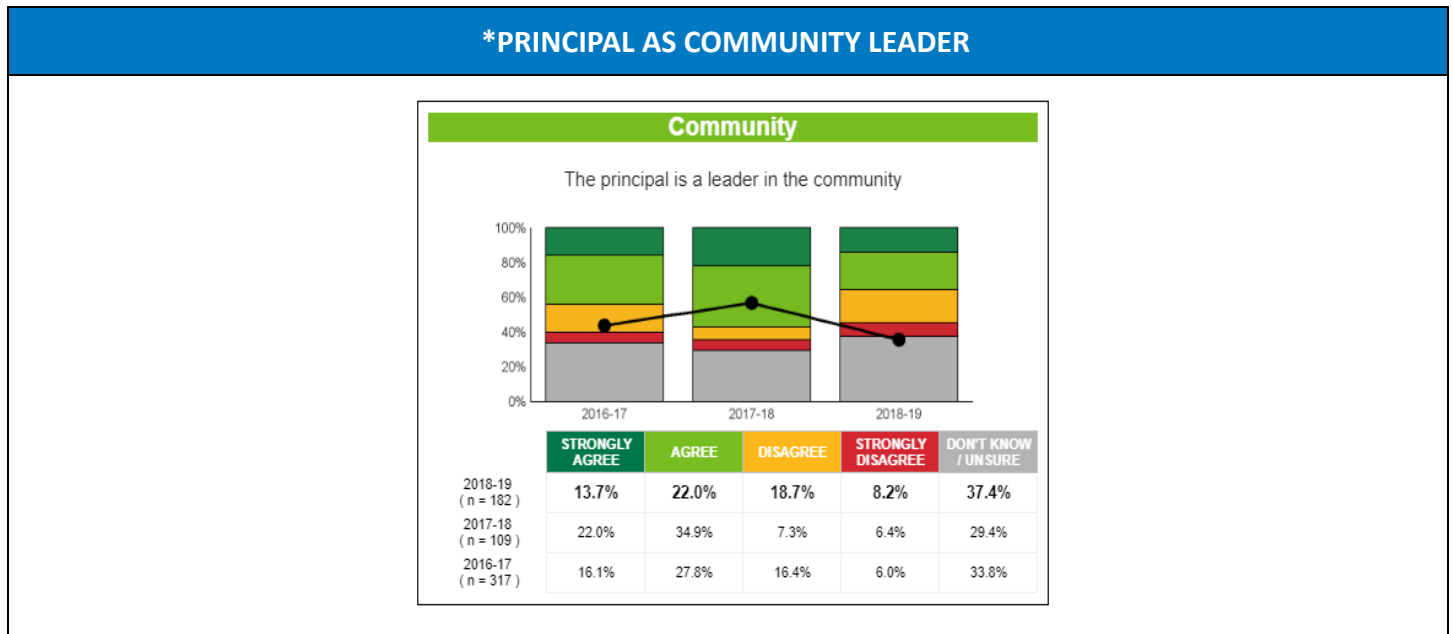
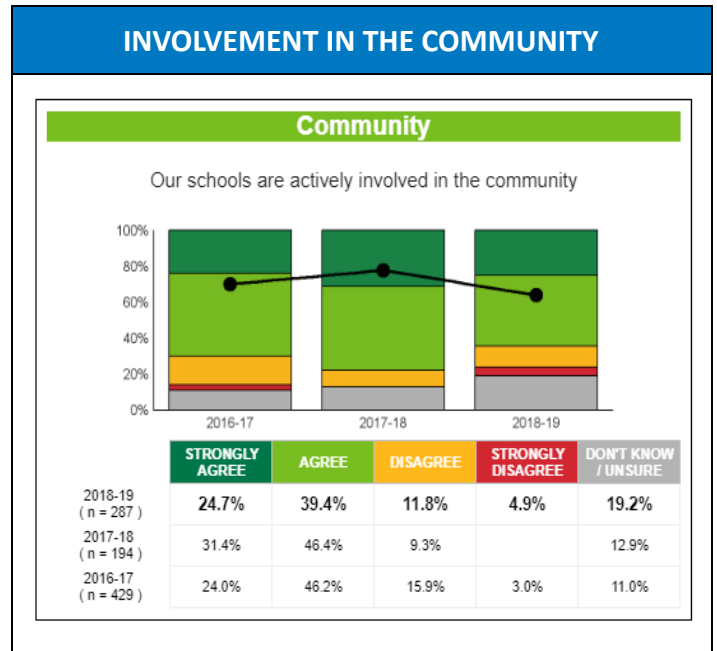
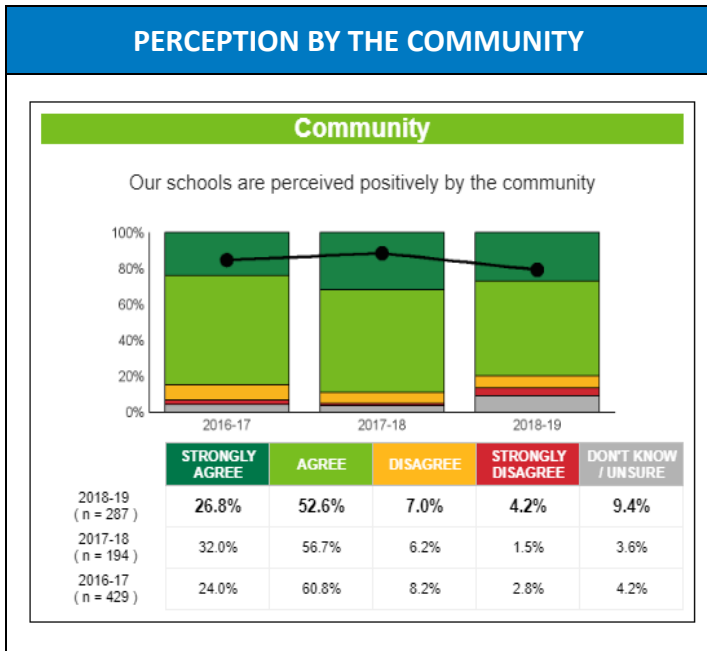
Note: Family and Community - Multiple response questions with one or more options selected per response

**FEEDBACK TO IMPROVE SERVICES**





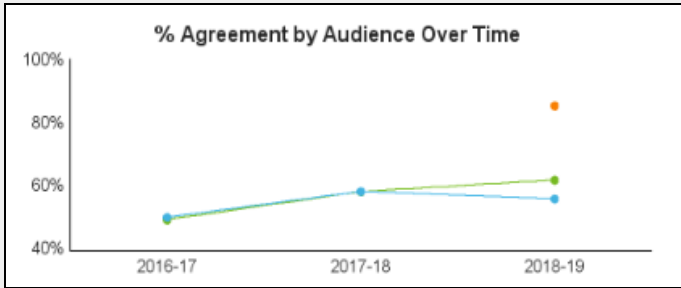
**THEME: COMMUNITY INVOLVEMENT**



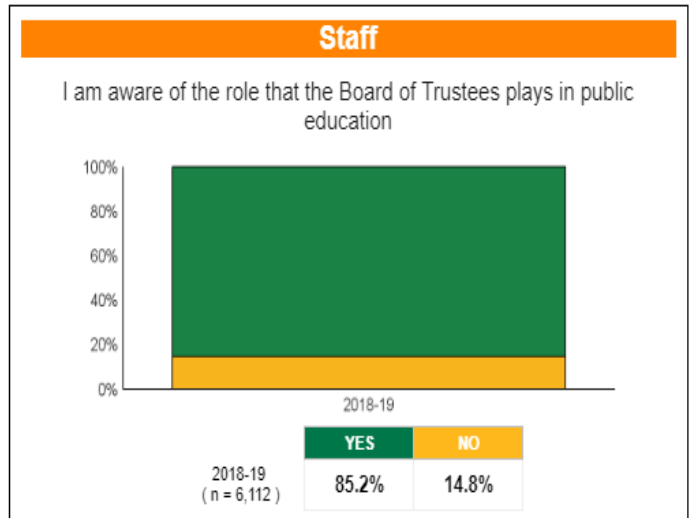
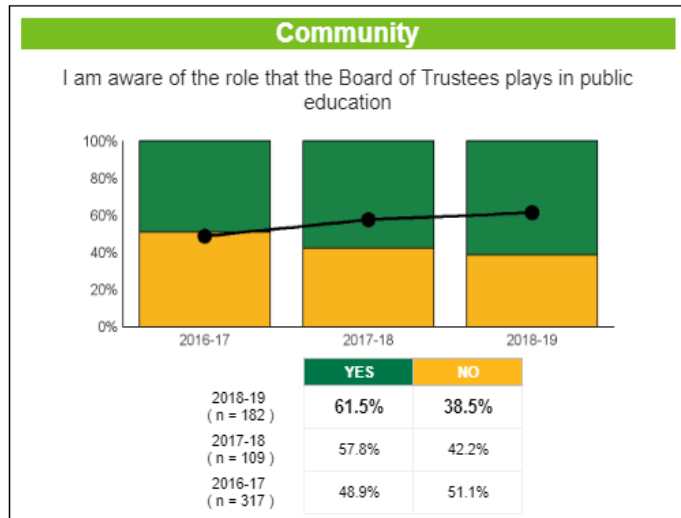
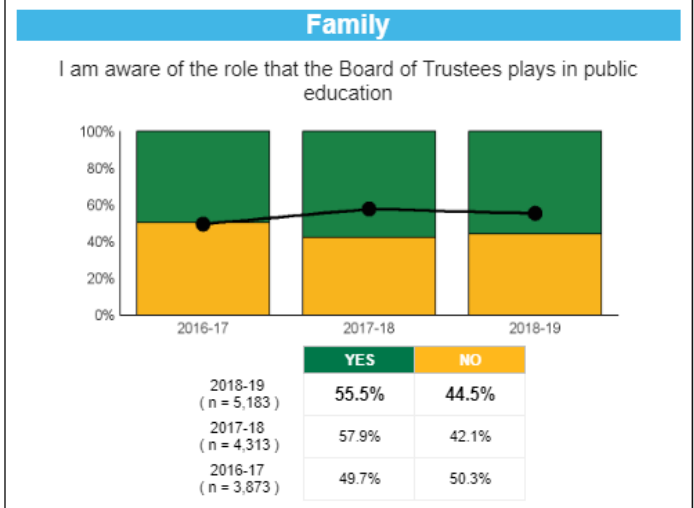
Note: \*Community Audience - General Public only

THEME: GENERATIVE GOVERNANCE

ROLE OF THE BOARD OF TRUSTEES

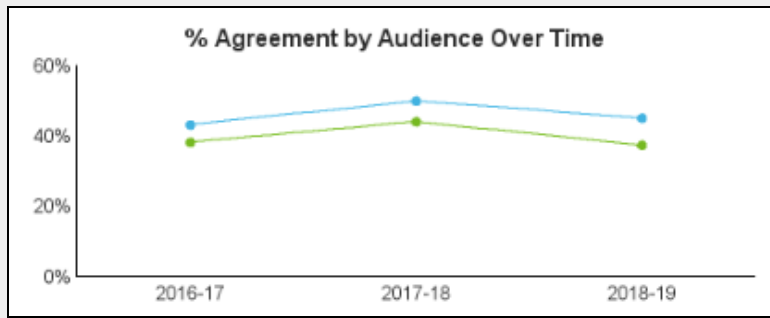


— Family  
— Community  
— Staff

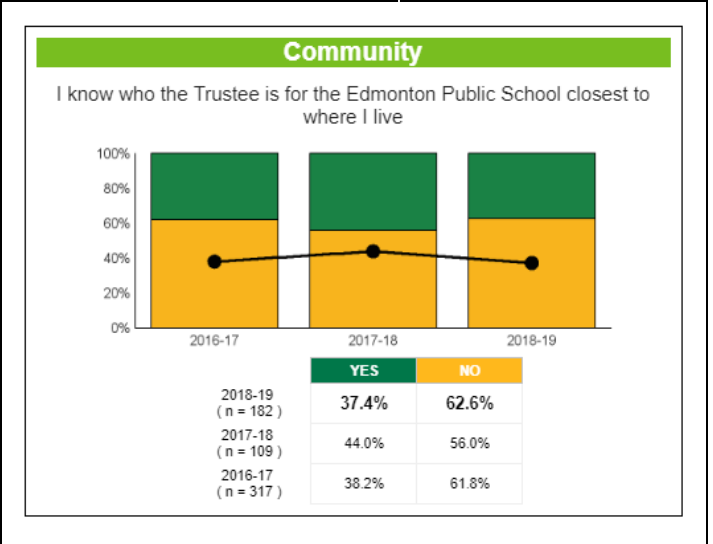
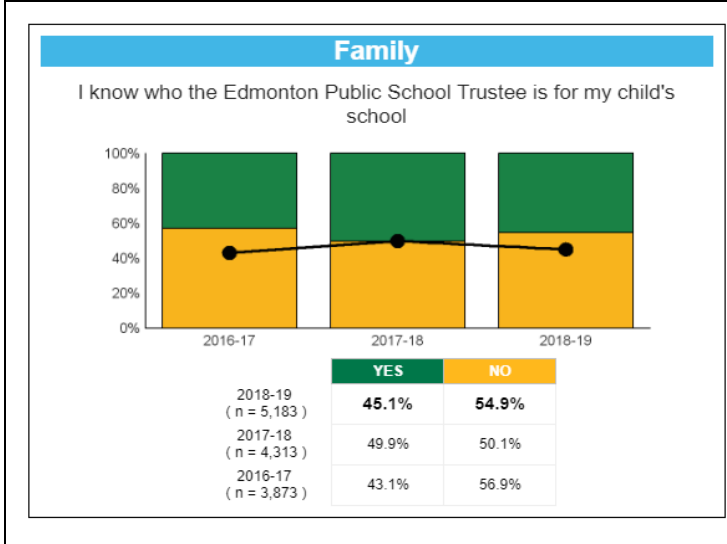


Note: Community Audience - General Public only

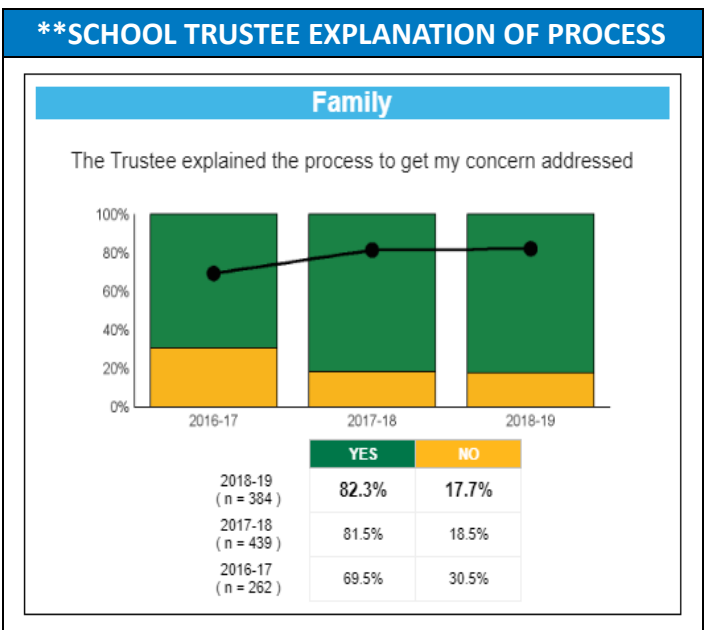
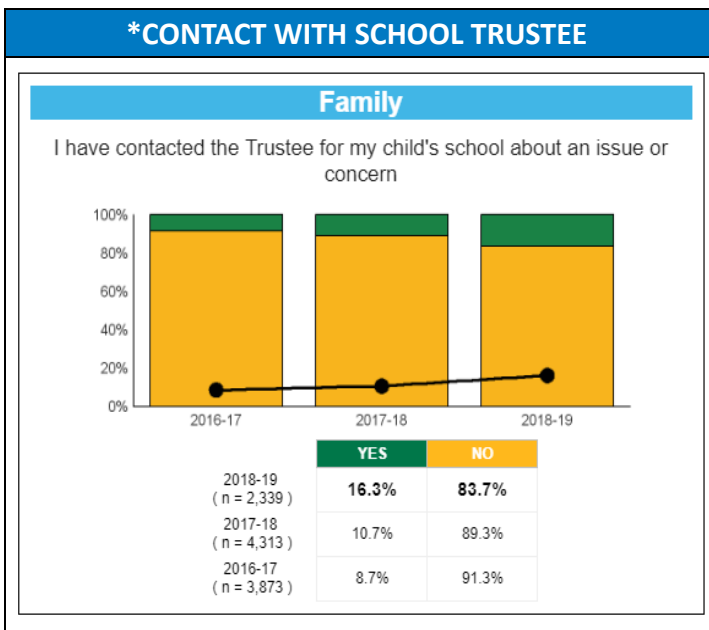
## KNOWLEDGE OF SCHOOL TRUSTEE



Family  
Community



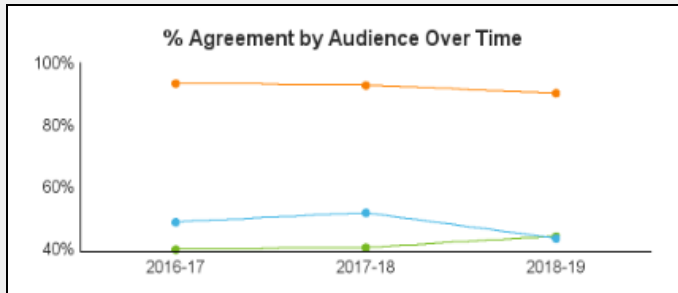
Note: Community Audience - General Public



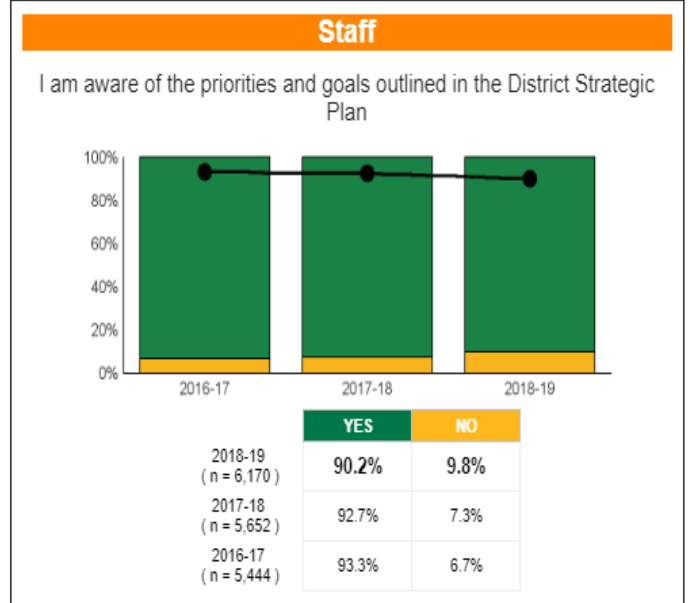
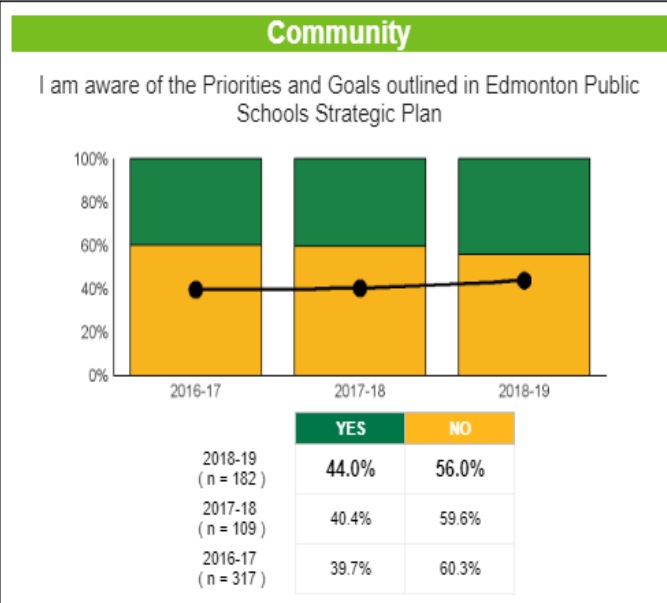
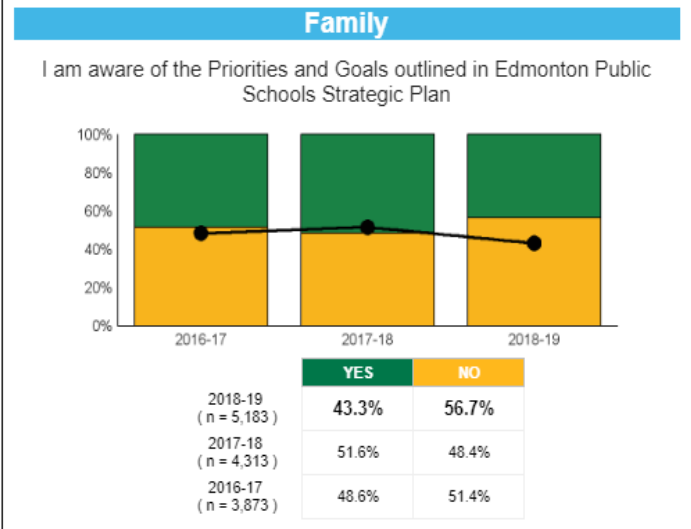
Note: Family Audience - \* Only family members responding in agreement with the question "I know who the Edmonton Public School Trustee is for my child's school"

Family Audience - \*\*Only family members responding in agreement with the question "I have contacted the Trustee for my child's school about an issue or concern"

**AWARENESS OF EPSB STRATEGIC PLAN**

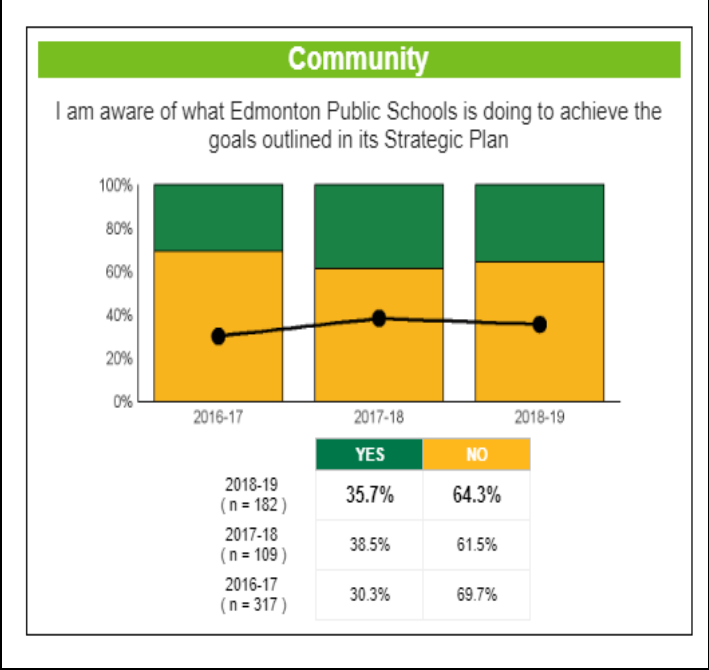


— Family  
— Community  
— Staff



Note: Community Audience - General Public only

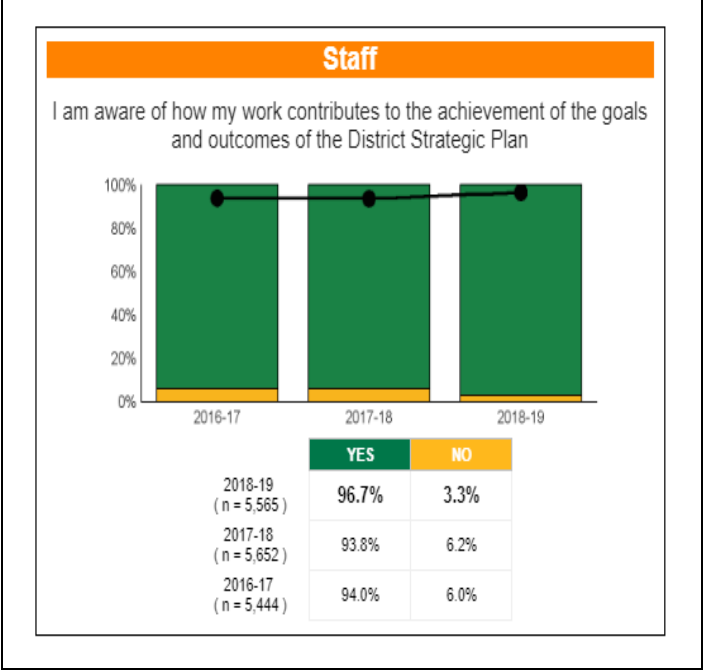
### AWARENESS OF EPSB STRATEGIES IN SUPPORT OF STRATEGIC PLAN



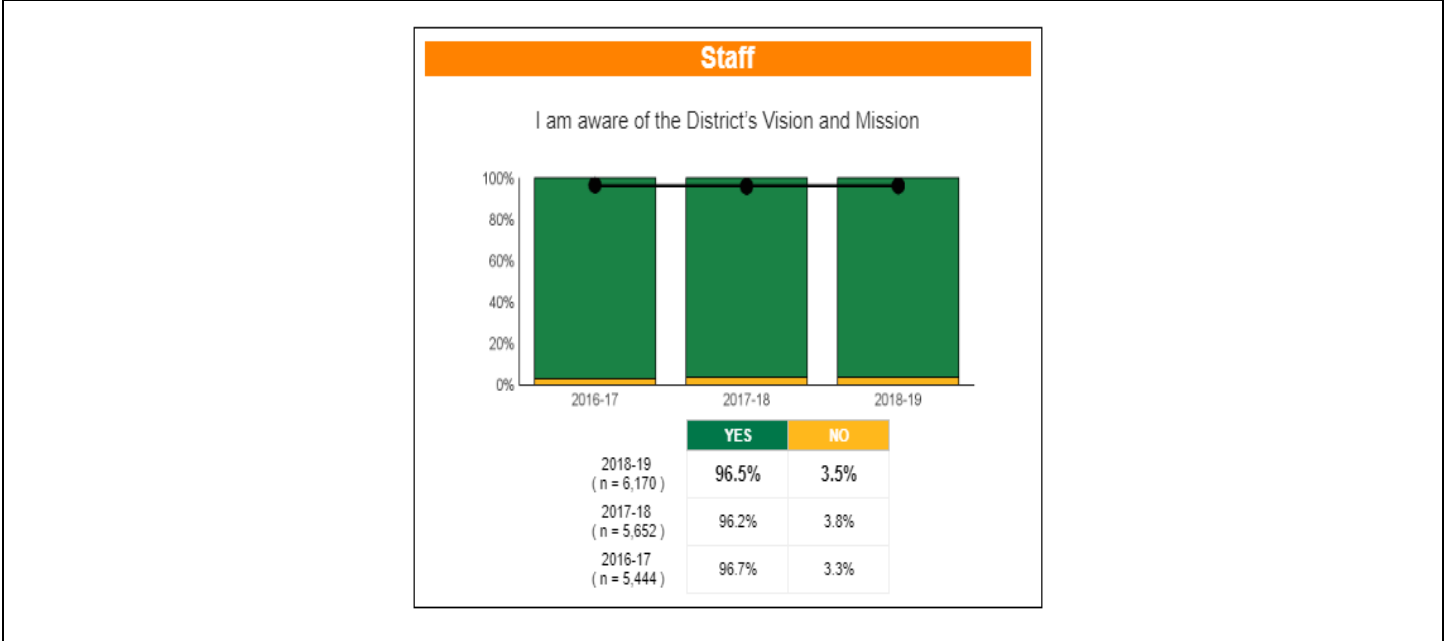
Note: Community Audience - General Public only

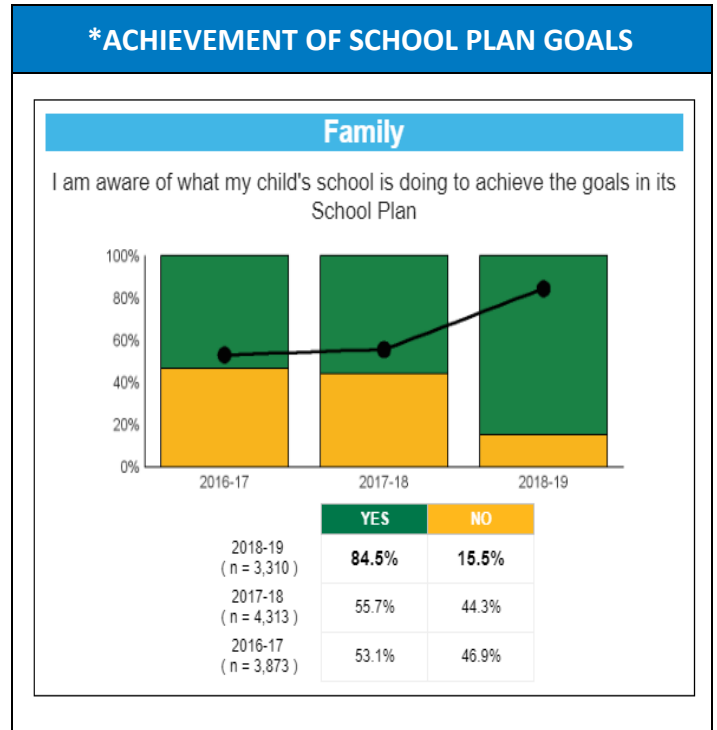
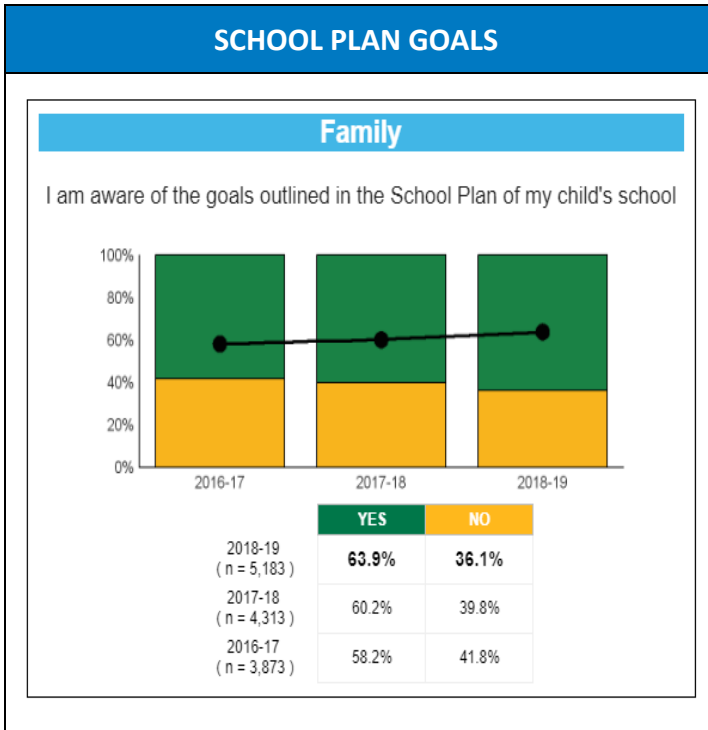
Note: Staff - Change in 2019 to a reveal question for those responding in agreement with the question "I am aware of the priorities and goals outlined in the District Strategic Plan"

### WORK CONTRIBUTING TO DISTRICT GOALS

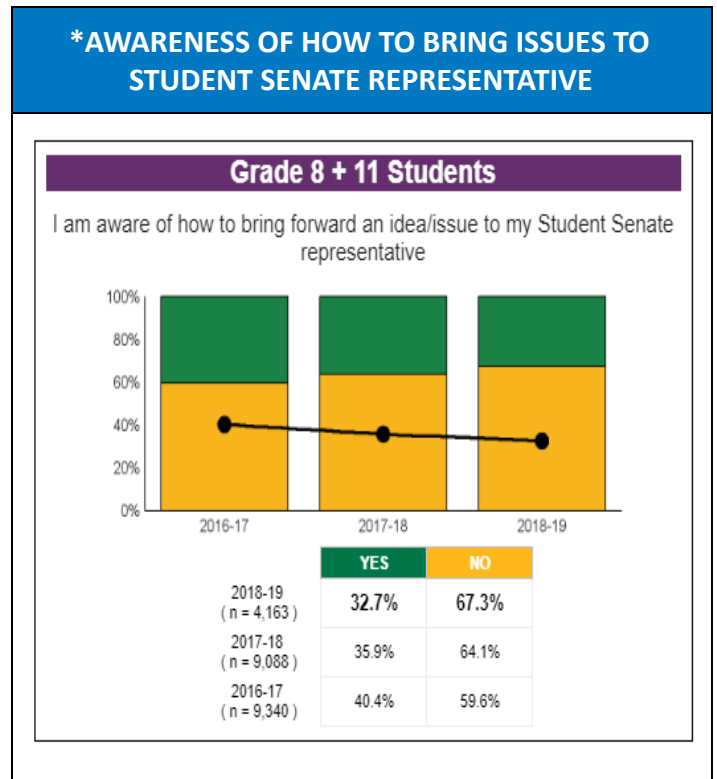
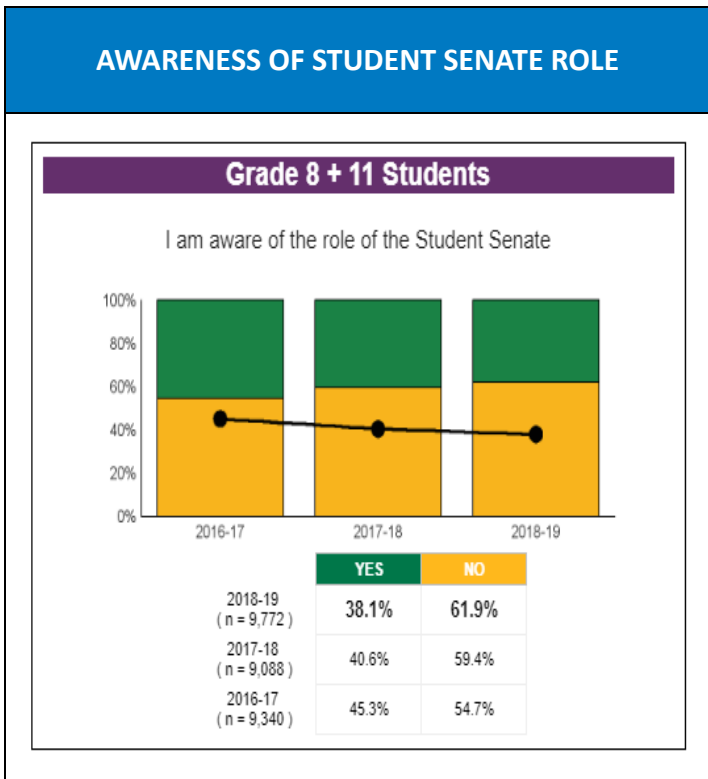


### AWARENESS OF THE VISION AND MISSION





Note: \*Family - Change in 2019 to a reveal question for those responding in agreement with the question "I am aware of the goals outlined in the School Plan of my child's school"



Note: \*Grade 8 & 11 Audience - Grade 11 only

### DIRECT SUPERVISOR'S DECISIONS SUPPORT STUDENTS

#### Staff

Decisions made by my direct supervisor support the success and well-being of students

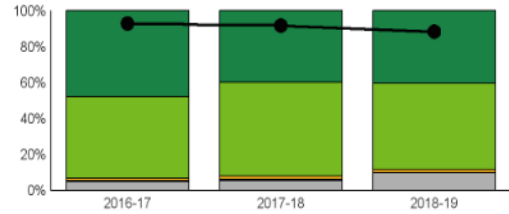


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	52.8%	39.8%	2.7%	0.8%	4.0%
2017-18 (n = 5,652)	53.1%	40.5%	2.5%	1.0%	2.9%
2016-17 (n = 5,444)	59.0%	34.6%	2.7%	1.2%	2.6%

### SUPERINTENDENT'S DECISIONS SUPPORT STUDENTS

#### Staff

Decisions made by the Superintendent of Schools support the success and well-being of students

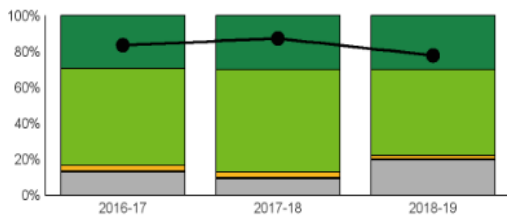


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	40.4%	48.1%	1.6%	0.4%	9.5%
2017-18 (n = 5,652)	39.8%	52.0%	2.1%	0.5%	5.5%
2016-17 (n = 5,444)	47.7%	45.3%	1.6%	0.4%	4.9%

### TRUSTEES' DECISIONS SUPPORT STUDENTS

#### Staff

Decisions made by The Board of Trustees support the success and well-being of students

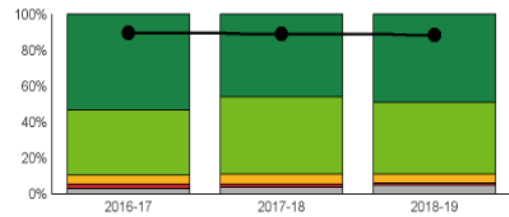


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	30.2%	47.7%	2.1%	0.4%	19.6%
2017-18 (n = 5,652)	30.0%	57.4%	2.6%	0.6%	9.4%
2016-17 (n = 5,444)	29.1%	54.6%	3.0%	0.6%	12.7%

### DIRECT SUPERVISOR'S DECISIONS SUPPORT STAFF

#### Staff

Decisions made by my direct supervisor support the success and well-being of staff

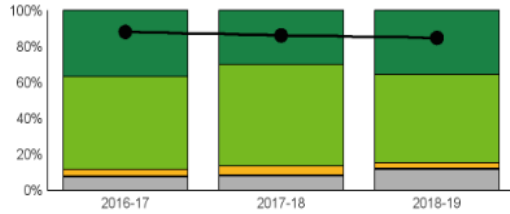


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	49.0%	39.7%	4.9%	1.7%	4.7%
2017-18 (n = 5,652)	45.8%	43.5%	5.2%	1.8%	3.7%
2016-17 (n = 5,444)	53.1%	36.7%	4.9%	2.4%	2.9%

**SUPERINTENDENT'S DECISIONS SUPPORT STAFF**

**Staff**

Decisions made by the Superintendent of Schools support the success and well-being of staff

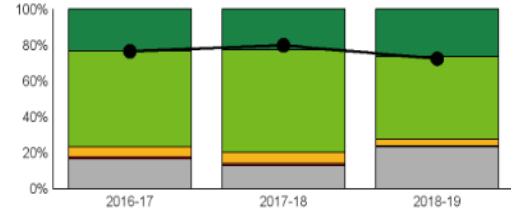


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	35.3%	49.6%	2.9%	0.7%	11.6%
2017-18 (n = 5,652)	30.0%	56.3%	4.9%	1.0%	7.8%
2016-17 (n = 5,444)	36.6%	51.6%	3.7%	0.9%	7.1%

**TRUSTEES' DECISIONS SUPPORT STAFF**

**Staff**

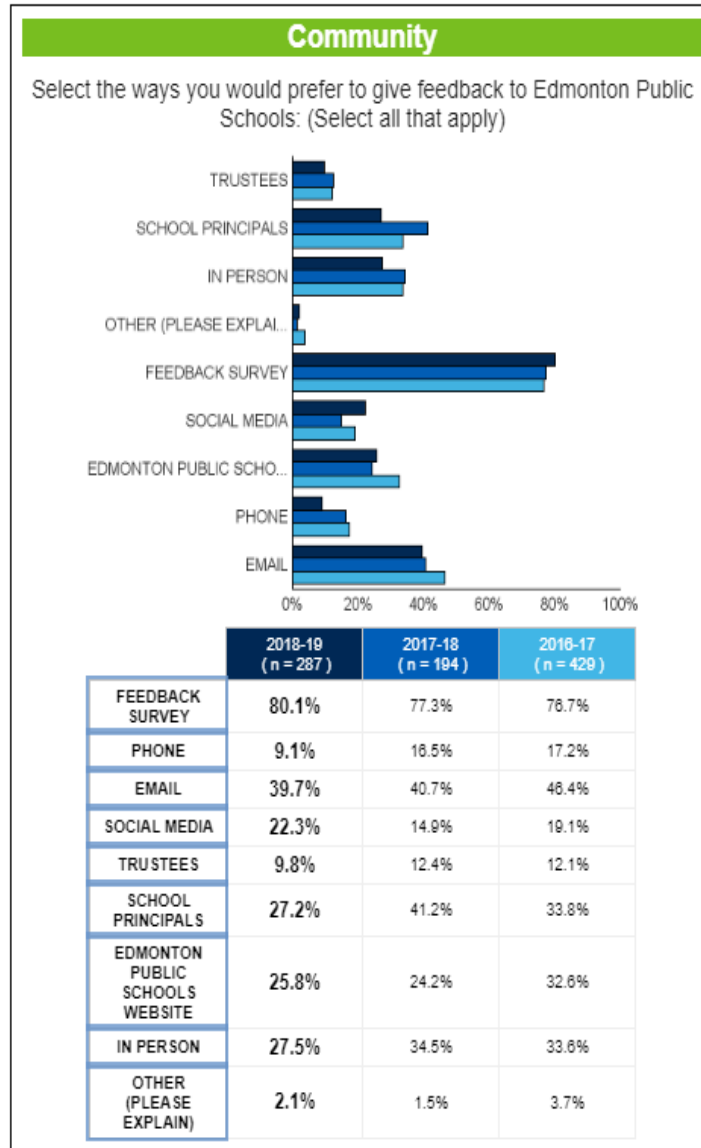
Decisions made by The Board of Trustees support the success and well-being of staff



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	26.5%	46.0%	3.5%	0.8%	23.1%
2017-18 (n = 5,652)	22.5%	57.5%	6.0%	1.1%	12.9%
2016-17 (n = 5,444)	23.1%	53.6%	5.7%	1.1%	16.5%



WAYS TO PROVIDE FEEDBACK



Note: Community - Multiple response question with one or more options selected per response.