

DATE: October 8, 2024

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: 2023–24 Division Feedback Survey Report

ORIGINATOR: Nancy Petersen, Managing Director, Strategic Division Supports

RESOURCE STAFF: Corbett Artym, Erin Faught, Owen Livermore, Christine Simmons, Jon Yin

ISSUE

From February 1 to March 22, 2024, the 2023–24 Division Feedback Survey (DFS) was administered to students, staff and families. The results from the surveys have been compiled into a Division summary report (Attachment I) that provides the results for all respondent groups (students Grades 4 to 12, staff and families).

BACKGROUND

The DFS was administered to gather feedback from students, staff and families relative to the Division's progress towards the priorities and goals of the [2022–26 Division Strategic Plan](#). The results from the survey are intended to serve as one of many sources of data that may be used by Division leaders to guide decisions, directions and actions. It also provides information about areas of success and areas for growth to support the development of improvement plans for schools, central departments and the Division as a whole. The goal is to also maintain a consistent set of survey questions year to year to support data that will demonstrate trends over time.

CURRENT SITUATION

The 2022–23 DFS marked the first year for the DFS to support alignment with the priorities and goals of the [2022–26 Division Strategic Plan](#). The DFS was developed to support engagement with three different stakeholder groups—students in Grades 4 to 12, staff and families—and is comprised of close-ended (quantitative) questions and a minimal number of open-ended (qualitative) questions.

In total, 65,125 respondents provided feedback through the 2023–24 DFS including:

- Students from Grades 4 to 12 (51,795 respondents)
- Division staff (5,847 respondents)
- Families (7,483 respondents)

The 2023–24 DFS received approximately 4,000 more responses than its 2022–23 counterpart, which gathered data from 61,378 participants. In contrast to the 2022–23 DFS, there was a 5.2 per cent increase in student responses, a 14.2 per cent increase in family responses and a 4.3 per cent increase in staff responses. This occurred against the backdrop of 4.9 per cent increase in student enrolment the Division experienced from the previous year as indicated by the September enrolment figures.

The survey administration was promoted through various means targeted to each audience. Survey completion was promoted through the use of SchoolZone, Connect and social media. Results of the DFS

were made available to school leaders in June 2024. Central leaders received access to their unit and/or department results in mid-August 2024.

KEY POINTS

- The DFS is administered annually to gather feedback from stakeholders relative to the Division's progress in implementing the [2022–26 Division Strategic Plan](#).
- The DFS is administered to students in Grades 4 to 12, families and all staff.
- School and central leaders receive an annual report based on the responses for their school or decision unit.
- The data gathered through the survey is intended to serve as one of multiple data sources to support the Division in monitoring its progress relative to the [2022–26 Division Strategic Plan](#), and provide data contributing to planning and reporting initiatives (e.g., Four-Year Education Plan/Annual Education Results Review (AERR), catchment planning, school and central results review and budget planning).
- This year's report provides multi-year or trend data, as the 2023–24 survey questions remained consistent with the previous year's survey.

ATTACHMENTS and APPENDICES

ATTACHMENT I 2023–24 Division Feedback Survey Summary Report

NP:ca



EDMONTON PUBLIC SCHOOLS

2023–24

Division Feedback Survey

Summary Report


October 2024

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Introduction

Edmonton Public Schools (EPSB) develops and annually administers the Division Feedback Survey (DFS) to help assess, monitor and report progress on Division priorities, goals and outcomes. The intention of the DFS is to promote a culture of openness and transparency and support evidence-based decisions and accountability. By actively seeking feedback from Division students, staff and families, EPSB demonstrates a commitment to continuous improvement for the future and values the voices of those directly involved in the educational process. It is anticipated that through engaging in the survey, students, staff and families feel more connected to the school community and see how their feedback contributes towards enhanced success.



2022–26
Division Strategic Plan

Priority 1	Priority 2	Priority 3
Build on outstanding learning opportunities for all students.	Advance action towards anti-racism and reconciliation.	Promote a comprehensive approach to student and staff well-being and mental health.
Goal 1 Recognize and support the diverse learning needs of all students.	Goal 1 Work with students, staff, families and communities to update and advance the Division's Anti-racism and Equity Action Plan each year, so it serves as the catalyst for meaningful, long-term systemic change.	Goal 1 Support students and staff in building skills, strategies and relationships that contribute to positive mental health.
Goal 2 Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes.	Goal 2 Support and enhance the educational experiences and achievements of First Nations, Métis, and Inuit students in relationship with First Nations, Métis, and Inuit families and communities.	Goal 2 Support students and staff so they experience a greater sense of belonging and social, emotional and physical well-being.
Goal 3 Promote competencies to empower students to meet the needs of a changing society, workforce and climate.		

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Methods

The 2023–24 DFS has three respondent-specific and anonymous survey instruments, each consisting of closed-ended (quantitative) questions and one open-ended (qualitative) question for Grades 4 to 12 students, staff and families. The survey was open for participation from February 1 to March 22, 2024. Table 1 features the respondent counts for the past two years of DFS administration.

The 2023–24 DFS had 3,747 more responses than the 2022–23 DFS. Compared to 2022–23 DFS, there was a 5.2 per cent increase in the number of student responses, a 4.3 per cent increase in staff responses and a 14.2 per cent increase in family responses; this increase in respondents is backdropped with a 4.9 per cent growth in student enrolment that the Division experienced from the previous year (by comparing September 30 enrolment numbers). As of September 30, 2023, the total number of full-time equivalent (FTE) staff was 10,555.

Student, staff and families’ quantitative responses were aggregated and formatted to produce the charts and tables included in this report. This analysis reflects the data from all surveys where the respondent chose to submit their feedback. Data from respondents who chose to not submit their responses has not been included in the analysis. The optional qualitative responses are shared with school principals/Decision Unit (DU) administrators, as they provide specific context that is most relevant and meaningful to the leaders who are best positioned to understand and address the feedback.

The DFS uses a five-point Likert scale for most of its questions, where respondents rate their agreement from “Strongly Disagree” (1) to “Strongly Agree” (5). To facilitate clear year-to-year comparisons, responses indicating “Strongly Agree” and “Agree” are combined into an overall “Agreement” category, while “Strongly Disagree” and “Disagree” are combined into an overall “Disagreement” category. This combination enhances the clarity in tracking shifts in opinions and attitudes amongst survey respondents. The 2023–24 survey administration marks the second year of the DFS directly supporting the [2022–26 Division Strategic Plan](#), offering the first opportunity to compare data across multiple years. These trend comparisons are helpful for assessing progress and promoting continuous improvement.

Table 1. DFS complete survey counts by respondent group, 2022–23 and 2023–24

Stakeholder Group	2022–23	2023–24
Grades 4 to 12 Students	49,222	51,795
Staff	5,606	5,847
Families	6,550	7,483
Overall	61,378	65,125

School Year Context

To help better understand the feedback from the 2023–24 DFS survey, it is important to recognize the context of the 2023–24 school year. Across 213 schools, the Division served over 115,000 students and their families in the provision of Kindergarten to Grade 12 public education. This work was informed by the direction set out in the 2022–26 Division Strategic Plan and supported by the actions identified in the Four-Year Education Plan. The Division has focused on enhancing literacy and numeracy across all grade levels, recognizing the lifelong importance of these foundational skills. The Career Pathways Model, introduced in 2014, continues to help students towards their life path beyond high school by creating awareness and readiness for diverse career paths. Initiatives like the Equity Achievement (EAP) and Literacy and Numeracy Achievement Projects (LNAP)

support schools in being responsive to the learning needs of all students, with an evidence-based focus on social complexity. This approach reflects the cornerstone value of equity and helps all students to achieve success and prepare them well for a life of dignity and fulfillment.

The Division continues on its path in support of anti-racism, reconciliation and equity. This work is grounded in acknowledging and honouring the land and peoples of Treaty 6 territory and the traditional Métis Nation within Alberta. This focus aligns with and supports the curriculum enhancements under Priority 1 of the Strategic Plan, ensuring that school environments reflect inclusive, equitable practices that acknowledge and celebrate diverse histories and contributions.

The work to strengthen resources and supports described above unfolded during the continued Kindergarten to Grade 6 curriculum rollout introduced by Alberta Education. Grades 4 to 6 saw the implementation of updated curricula in English language arts and literature and mathematics. For Kindergarten to Grade 3, new curricula in science, French immersion language arts and literature and French first language and literature were also rolled out. As this curriculum is being implemented, teachers are collaborating, creating and refining lessons and assessments.

Initiatives such as the Youth Resilience Survey, intentional steps to support engagement within school communities and creating partnerships with local health agencies, including CASA and Stollery Children's Hospital, exemplify the Division's approach to providing strategic mental health and well-being support. These efforts are designed to address immediate needs but also to support long-term well-being, ensuring that students and staff are equipped with the necessary skills and support systems to thrive in an increasingly complex world.

Survey Results

The survey results are organized based on Division priorities and goals, showing the relationship between strategic initiatives and the day-to-day experiences of students, staff and families. The DFS results are organized to show year-over-year trends starting with responses to the general check-in question, which provides an initial overview of students' and staffs' responses. Subsequent Priority sections of the report highlight specific aspects of the survey results. Where meaningful changes between 2022–23 and 2023–24 emerged, they are highlighted for consideration in their relevant section.

Complete quantitative results from the 2023–24 DFS are systematically visualized in Appendices A–C of the report, each accompanied by brief descriptions in the figure titles for clarity.

[Appendix A: Student Responses](#)

[Appendix B: Staff Responses](#)

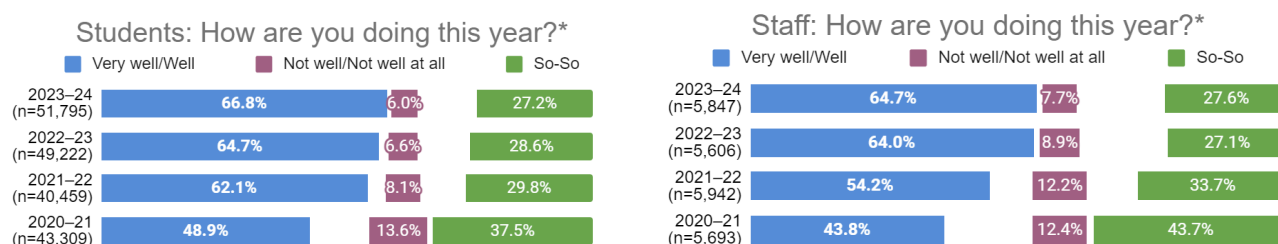
[Appendix C: Family Responses](#)

These appendices include comprehensive tables and figures that display comparative data from the current and previous years, showing trends and shifts within the EPSB community's feedback over time. Unless stated otherwise, the results represent the entire group of respondents.

General Check-in

The introductory question of the survey, *How are you doing this year?*, has served as a general check-in for both students and staff since 2021–22. The concept of this question was introduced to the DFS during 2020 to check-in on people during the pandemic, worded as *How are you doing during the pandemic?* The responses to this question provide insights into the overall well-being within the school community. Figure 1 illustrates a steady improvement in well-being among students and staff over the past three years while responding to a common question. Specifically, the percentage of students feeling very well or well increased from 62.1 per cent to 66.8 per cent, and for staff it increased from 54.2 per cent to 64.7 per cent.

Figure 1. 66.8 per cent of students and 64.7¹ per cent of Division staff reported feeling very well or well during the 2023–24 school year.



* 2020–21 DFS student and staff question: How are you doing during the pandemic?

Priority 1 Highlights

The Division's first priority centres on *building on outstanding learning opportunities for all students*. This priority encompasses recognizing and supporting the diverse learning needs of all students, focusing on literacy and numeracy and promoting competencies to empower students to meet the needs of a changing society, workforce and climate. DFS results show that overall, stakeholders have maintained positive perception of EPSB's actions to enhance learning opportunities and support systems.

Evidence-Based Insights

- Students:** Students consistently agree they have the opportunity to be successful in their learning (89.3 per cent agreement), that they know how to get help with their learning in school (84.5 per cent agreement), and that school staff have high expectations for them to be successful (82.9 per cent agreement). There were no significant changes in students' perceptions about learning opportunities since the 2022–23 DFS.
- Staff:** Staff members consistently report a strong level of confidence in their ability to support literacy (92.3 per cent agreement) and numeracy (88.1 per cent agreement) learning, as well as connecting curricular outcomes to the development of competencies students will need for their futures (88.9 per cent agreement).
- Families:** Parents and guardians feel positive about the support their children receive, with high agreement levels (86.6 per cent agreement) regarding positive relationships with school staff and the helpfulness of information provided about their child's learning (84.1 per cent agreement).

¹ Aggregate agreement and disagreement percentages were calculated from the original response counts resulting in slight differences due to rounding at the 10th decimal place when compared to summing up the disaggregate percentages in the chart.

Overall, results across all respondent groups with respect to learning environments remain stable and consistently positive. For staff, there are some areas where there are shifts over time for consideration. Though a significant majority of staff do still agree that they have the knowledge and skills to support/program for students who are English language learners (82.2 per cent agreement), in need of specialized supports (74.3 per cent agreement) and who are First Nations, Métis and/or Inuit (76.7 per cent agreement), there was a slight decline (between 2 and 4 per cent) in agreement since the previous year. A similar trend is observed for staff reporting that Division resources for teaching the new curriculum have been helpful (shift from 88.9 per cent agreement to 84.0 per cent agreement).

Priority 2 Highlights

The Division's second priority focuses on *advancing action towards anti-racism and reconciliation*. This priority involves collaborating with students, staff, families and communities to update and advance the Division's Anti-racism, Reconciliation and Equity Action Plan each year, acting as a catalyst for meaningful, long-term systemic change. It also emphasizes supporting and enhancing the educational experiences and achievements of First Nations, Métis and Inuit students in partnership with their families and communities.

Evidence-Based Insights

- **Students:** A significant proportion (92.3 per cent agreement) of students feel they have the opportunity to learn about the contributions of Indigenous peoples as well as treaties and agreements with First Nations.
- **Staff:** A high level of staff awareness (95.3 per cent agreement) about the Division's anti-racism and equity efforts indicates effective communication and implementation of these initiatives.
- **Families:** A substantial proportion (86.5 per cent agreement) of parents and guardians feel welcome in their child's school community.

Over time, results for questions pertaining to Priority 2 have consistently high levels of agreement without notable changes. Only one notable shift was observed in families' perceptions of their child's school keeping them informed about steps they are taking to support anti-racism and belonging, a change from 69.4 per cent agreement in 2022–23 to 63.2 per cent agreement in 2023–24.

Priority 3 Highlights

The Division's third priority is to *promote a comprehensive approach to student and staff well-being and mental health*. This priority includes supporting students and staff in building skills, strategies and relationships that contribute to positive mental health, as well as ensuring they experience a greater sense of belonging and social, emotional and physical well-being.

Evidence-Based Insights

- **Students:** A significant proportion (80.2 per cent) of students feel they have at least one adult in their school they can go to for help if needed. 70.7 per cent of students overall reported feeling like they belong at school.
- **Staff:** There was a high level of staff confidence (94.2 per cent) in helping students build wellness skills, indicating effective professional development and resource allocation. Additionally, a substantial proportion (87.9 per cent) of staff report feeling a sense of belonging in their workplace.

- **Families:** A high percentage (88.1 per cent) of parents and guardians feel their child has a positive relationship with one or more adults at school. Positive feedback regarding school support for child development of wellness skills underscores the importance of school-family collaboration.

The positive findings across respondent groups are consistent across the 2022–23 and 2023–24 school years.

Conclusion

Overall, perceptions of the work of the Division remain consistently positive between 2022–23 and 2023–24. Feedback from the DFS supports Division leaders in their efforts towards continuous improvement and serves as a key data set in the Division’s reporting and accountability processes. Thank you to all participants—students, staff and families—for taking the time to respond to the survey. Your feedback helps to improve or enhance opportunities for all students. The information gathered will be used to measure progress, reflect on what worked well in the Division and help inform decision-making at the school and Division level during the 2024–25 school year and beyond.

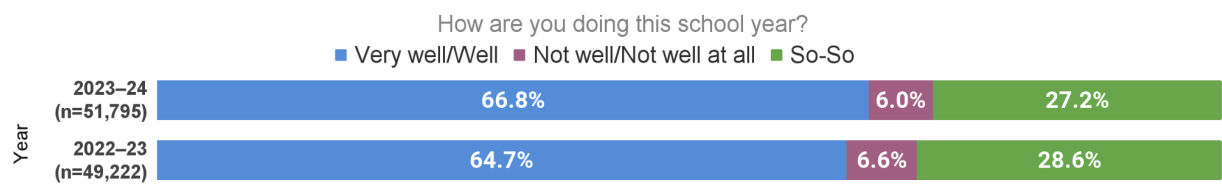
Contacts

For more information about this report, please contact the Strategic Division Supports Team (divisionsurvey@epsb.ca)

Appendix A: Student Responses

General Check-in

Figure A1. 66.8 per cent of students indicated that they were very well or well during the 2023–24 school year.



Priority 1: Build on outstanding learning opportunities for all students

Figure A2. 89.3 per cent of students indicated that they agreed or strongly agreed that they have the opportunity to be successful in their learning at school during the 2023–24 school year.

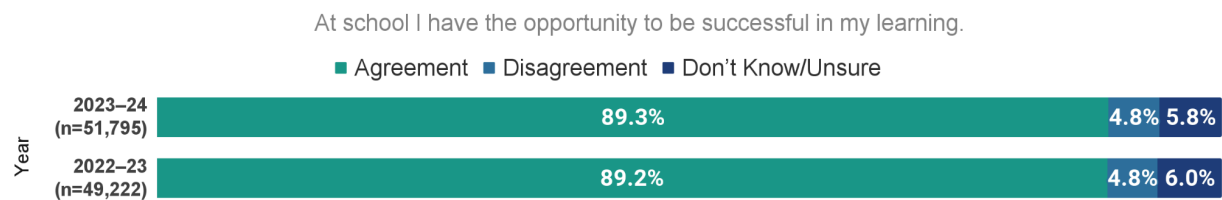


Figure A3. 82.9 per cent of students indicated that they agreed or strongly agreed that staff have high expectations for them to be successful in their learning during the 2023–24 school year.

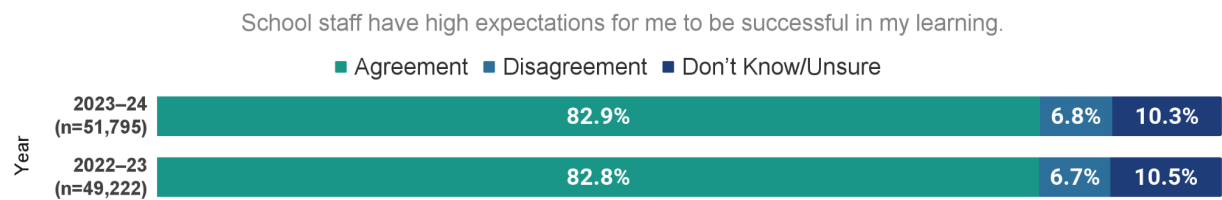


Figure A4. 77.4 per cent of students indicated that they agreed or strongly agreed that the feedback that they receive about their learning is helpful during the 2023–24 school year.

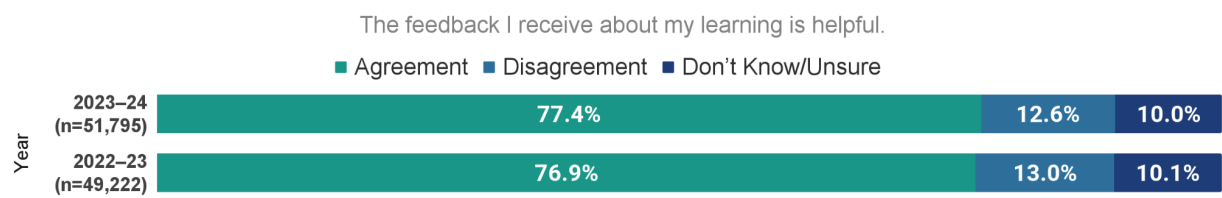


Figure A5. 76.6 per cent of students indicated that they agreed or strongly agreed that they feel supported to try their best even when learning is hard at school during the 2023–24 school year.

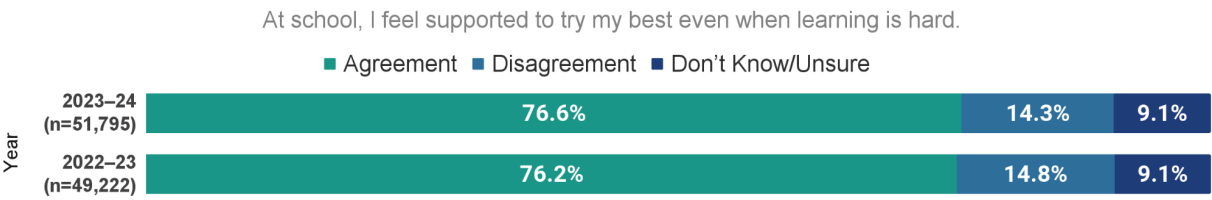


Figure A6. 84.5 per cent of students indicated that they agreed or strongly agreed that they know how to get help with their learning in school during the 2023–24 school year.

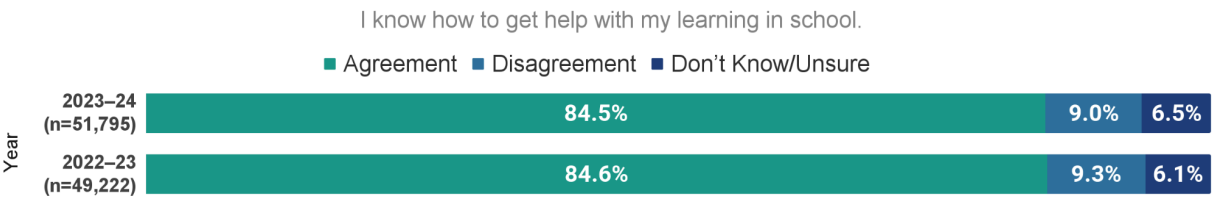


Figure A7. 52.6 per cent of students indicated that they agreed or strongly agreed that staff at my school know how they learn best during the 2023–24 school year.

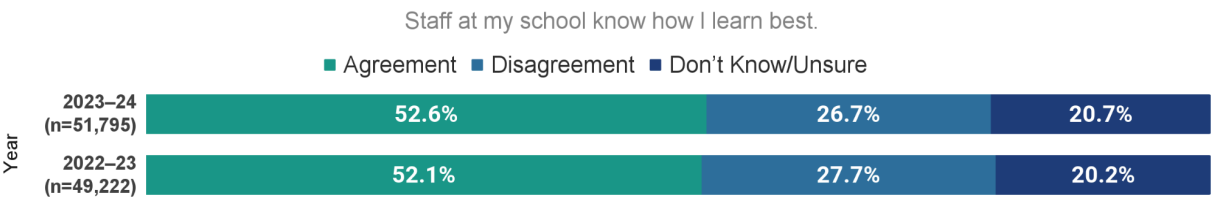


Figure A8. 66.1 per cent of students indicated that they agreed or strongly agreed that staff at their school know them as a person during the 2023–24 school year.

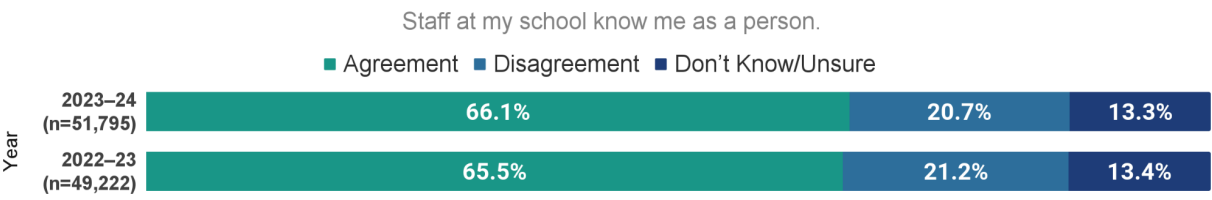


Figure A9. 72.8 per cent of students indicated that they agreed or strongly agreed that they think they are getting better at math during the 2023–24 school year.

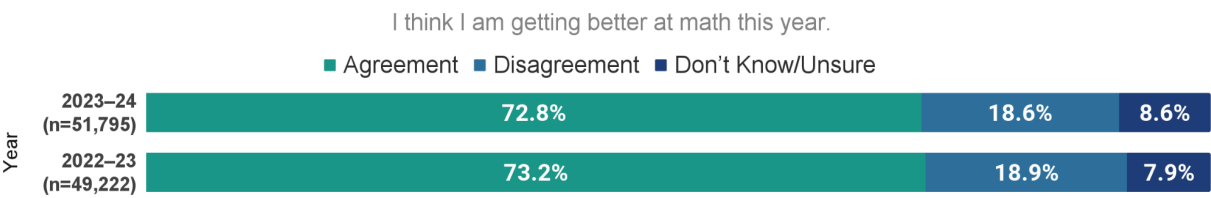


Figure A10. 79.5 per cent of students indicated that they agreed or strongly agreed that they think they are getting better at reading during the 2023–24 school year.

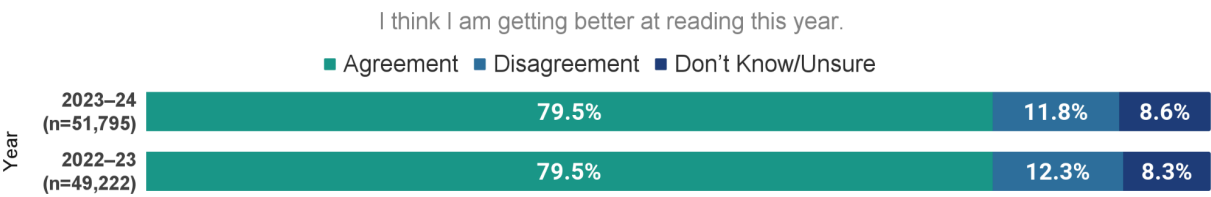


Figure A11. 77.6 per cent of students indicated that they agreed or strongly agreed that they think they are getting better at writing during the 2023–24 school year.

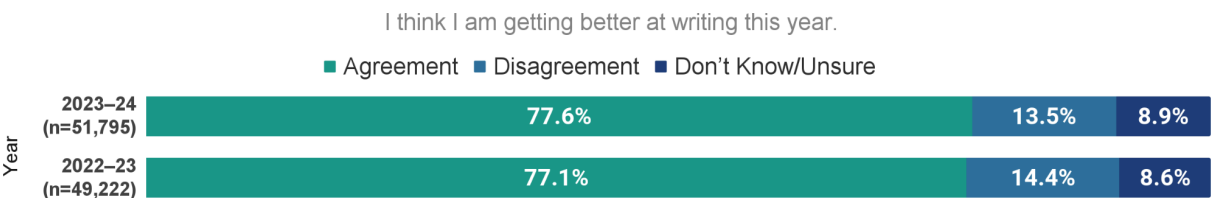


Figure A12. 70.8 per cent of students indicated that they agreed or strongly agreed that what they learn in school will help them in their future during the 2023–24 school year.

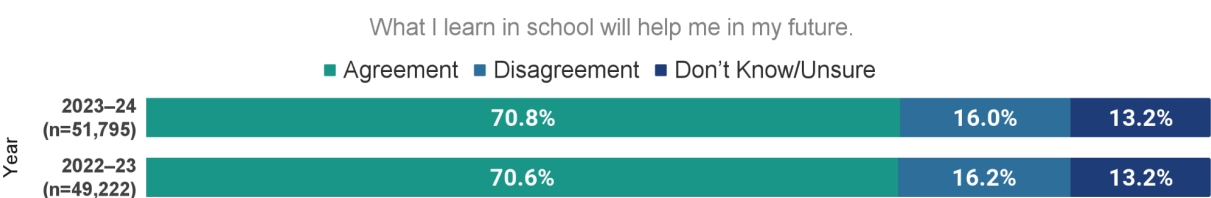
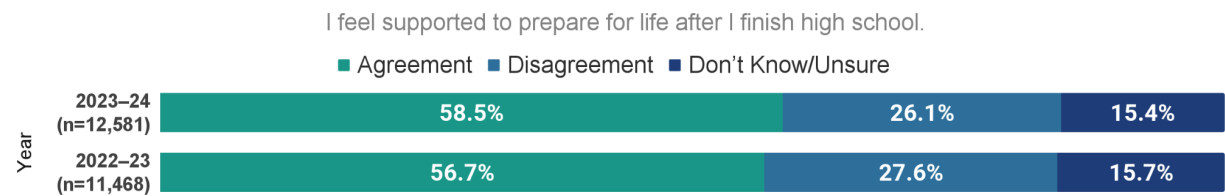


Figure A13. 58.5 per cent of students indicated that they agreed or strongly agreed that they feel supported to prepare for life after they finish high school during the 2023–24 school year [Grades 10 to 12 only].



Priority 2: Advance action towards anti-racism and reconciliation

Figure A14. 63.2 per cent of students indicated that they agreed or strongly agreed that their school is a place where all students feel like they belong during the 2023–24 school year.

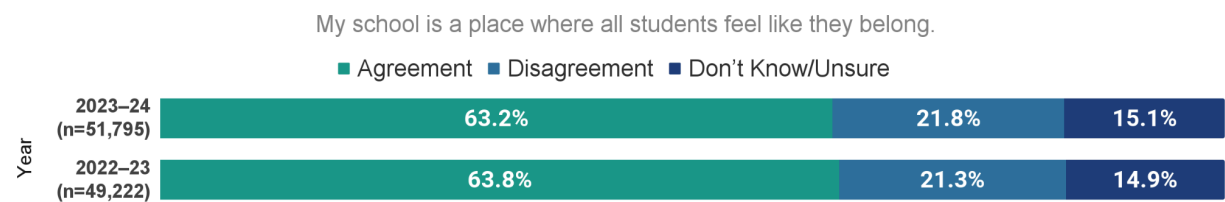


Figure A15. 67.8 per cent of students indicated that they agreed or strongly agreed that they feel like they can be themselves at their schools during the 2023–24 school year.

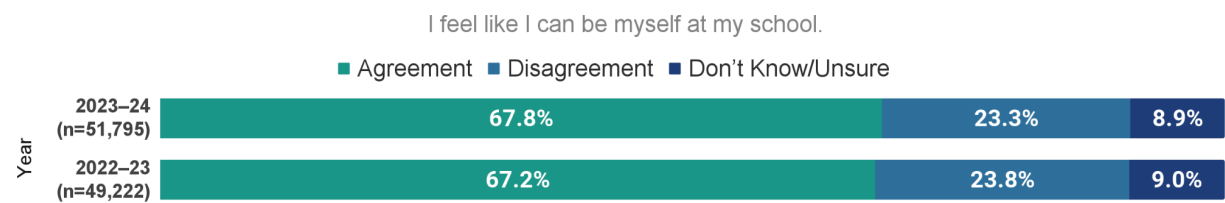


Figure A16. 78.5 per cent of students indicated that they agreed or strongly agreed that many diverse cultures (i.e., languages, traditions, worldviews, histories, current realities) are represented in the books and materials at their school during the 2023–24 school year.

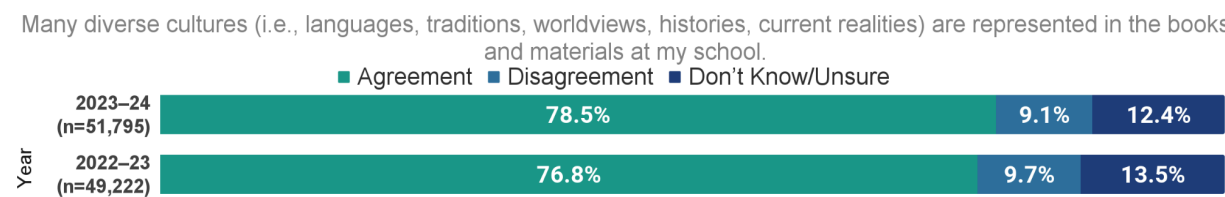


Figure A17. 54.1 per cent of students indicated that they agreed or strongly agreed that they see their identity/culture reflected in the materials used in class during the 2023–24 school year.

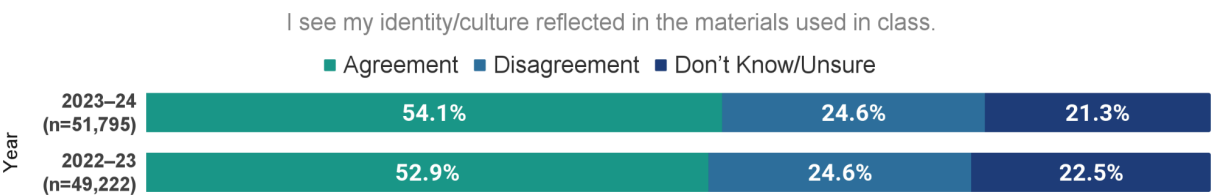


Figure A18. 81.5 per cent of students indicated that they agreed or strongly agreed that their school takes actions that support truth and reconciliation during the 2023–24 school year.

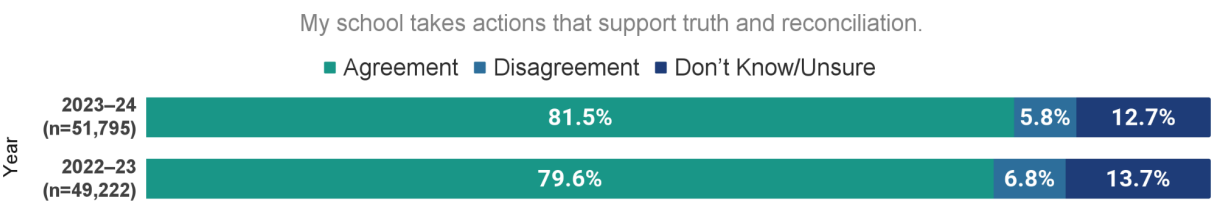


Figure A19. 82.3 per cent of students indicated that they are aware of the work their school is doing to support anti-racism and belonging in schools during the 2023–24 school year.

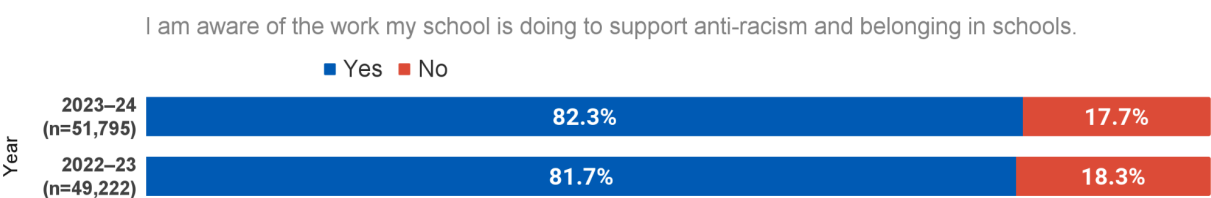


Figure A20. 79.9 per cent of students indicated that they agreed or strongly agreed that they have opportunities to be involved in activities that support their sense of belonging at their school during the 2023–24 school year.

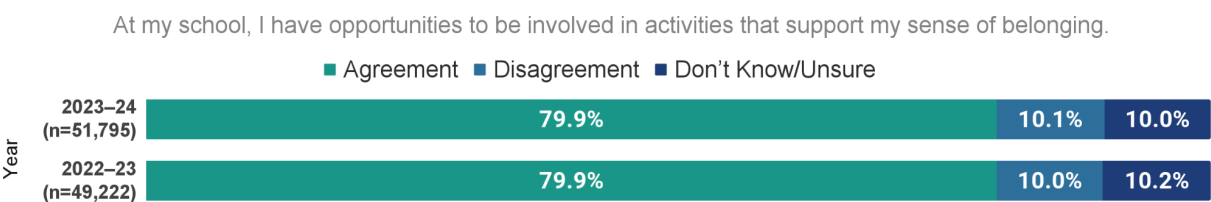


Figure A21. 71.4 per cent of students indicated that they agreed or strongly agreed that they would feel safe going to an adult at their school for help if they felt something racist or discriminatory happened during the 2023–24 school year.

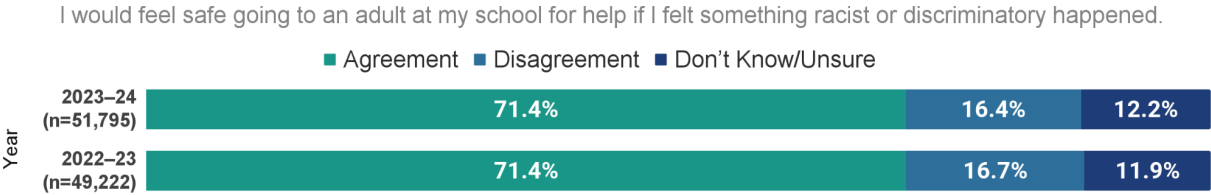


Figure A22. 93.3 per cent of students indicated that they have the opportunity to learn about the contributions of Indigenous peoples during the 2023–24 school year.

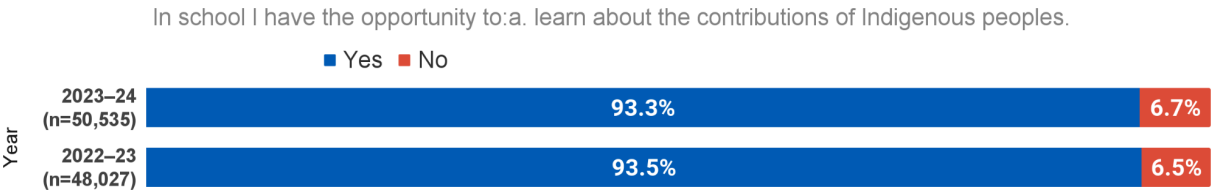


Figure A23. 91.1 per cent of students indicated that they have the opportunity to learn about Indigenous perspectives during the 2023–24 school year.

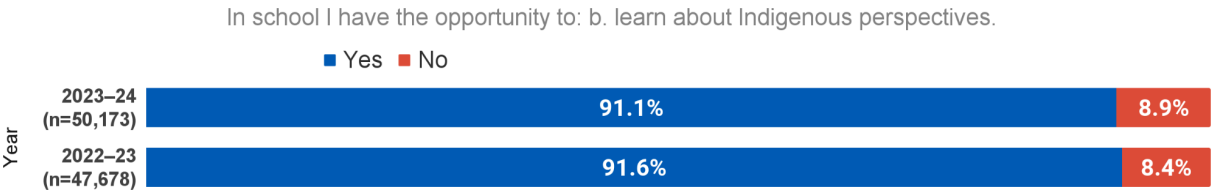


Figure A24. 92.3 per cent of students indicated that they have the opportunity to learn about treaties and agreements with First Nations in school during the 2023–24 school year.

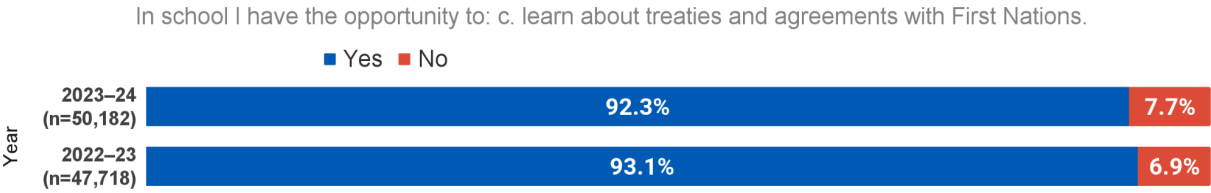
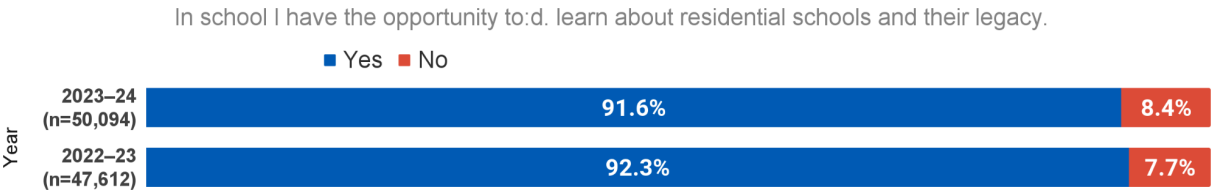


Figure A25. 91.6 per cent of students indicated that they have the opportunity to learn about residential schools and their legacy in school during the 2023–24 school year.



Priority 3: Promote a comprehensive approach to student and staff well-being and mental health

Figure A26. 72.5 per cent of students indicated that they agreed or strongly agreed that their school helps them develop skills that support their wellness during the 2023–24 school year.

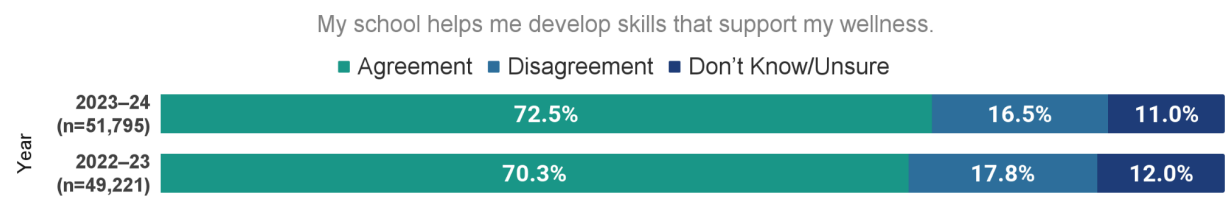


Figure A27. 74.0 per cent of students indicated that they agreed or strongly agreed that they feel safe at their school during the 2023–24 school year.

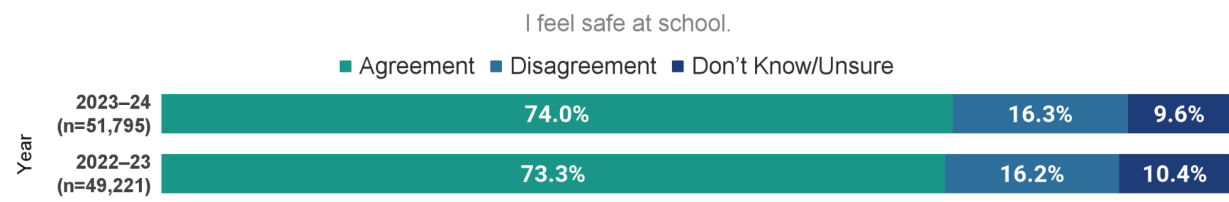


Figure A28. 70.7 per cent of students indicated that they agreed or strongly agreed that they feel like they belong at their school during the 2023–24 school year.

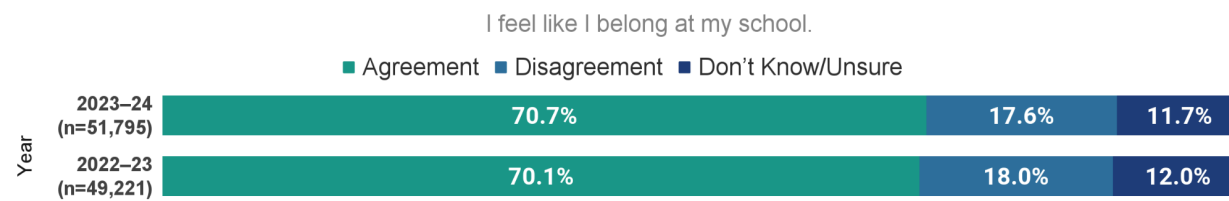


Figure A29. 69.5 per cent of students indicated that they agreed or strongly agreed that their school helps them keep trying when things are hard during the 2023–24 school year.

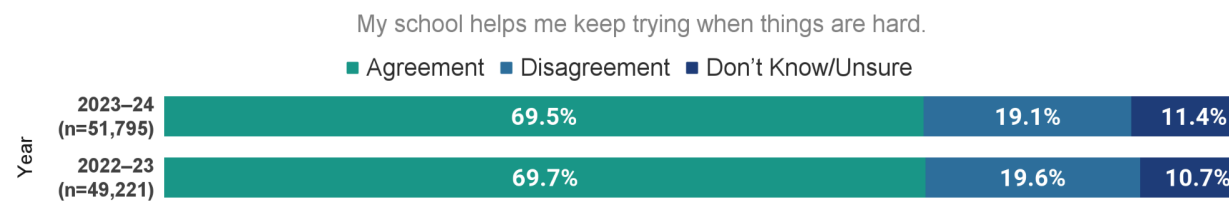


Figure A30. 80.2 per cent of students indicated that they agreed or strongly agreed that they have at least one adult in their school who they would go to for help if they need it during the 2023–24 school year.

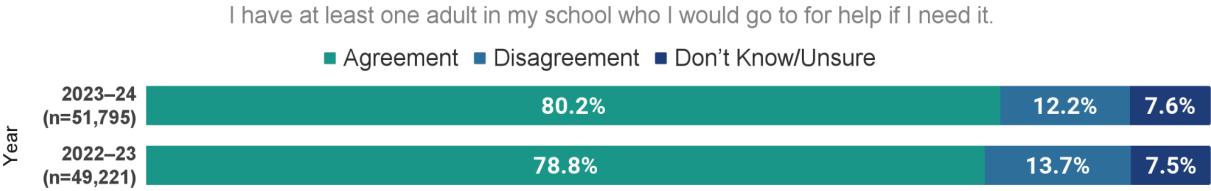
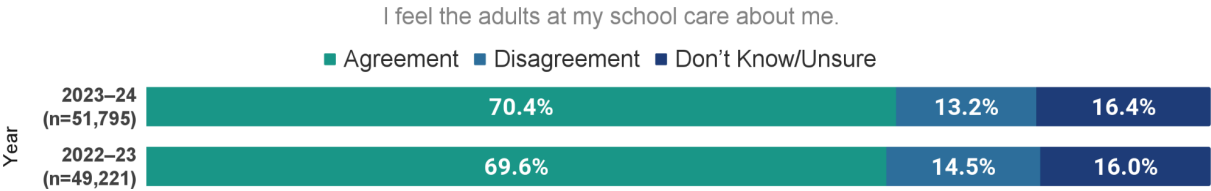


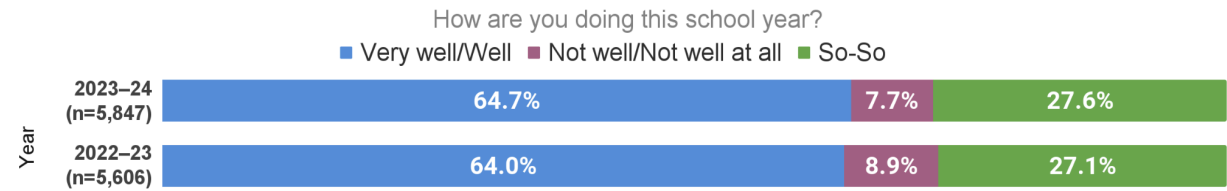
Figure A31. 70.4 per cent of students indicated that they agreed or strongly agreed that they feel the adults at their school care about them during the 2023–24 school year.



Appendix B: Staff Responses

General Check-in

Figure B1. 64.7 per cent of staff indicated that they were very well or well during the 2023–24 school year.



Priority 1: Build on outstanding learning opportunities for all students

Figure B2. 85.9 per cent of staff [Principal, Teacher and Support Staff who work in the Classroom] indicated that they agreed or strongly agreed that they know how to access resources to help them meet the diverse learning needs of all students during the 2023–24 school year.

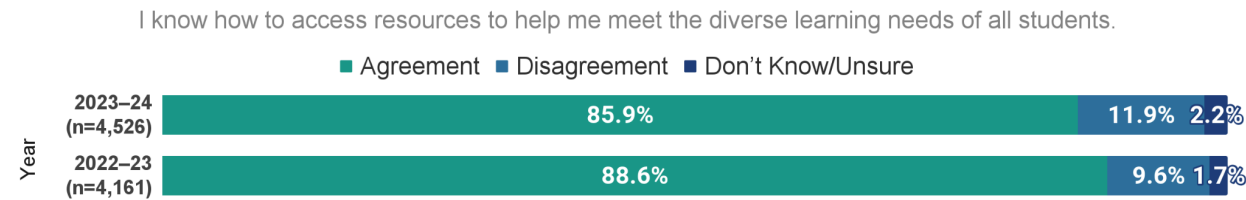


Figure B3. 70.6 per cent of staff [Principal, Assistant Principal, Teacher] indicated that they agreed or strongly agreed that they have the knowledge and skills to program for/support students who are English Language Learners (ELL) during the 2023–24 school year.

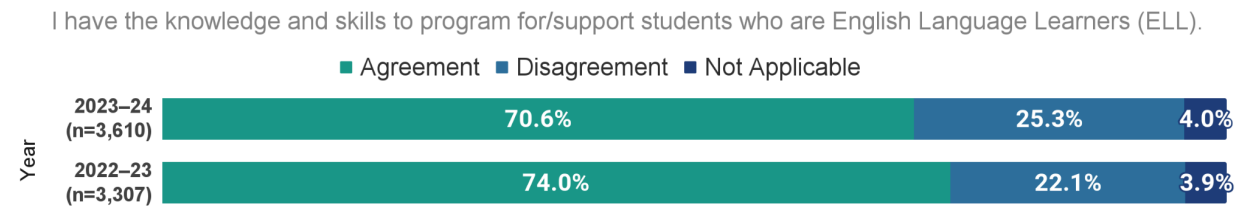


Figure B4. 82.2 per cent of staff [Support and/or Exempt that Work in the Classroom] indicated that they agreed or strongly agreed that they have the knowledge and skills to support students who are ELL during the 2023–24 school year.

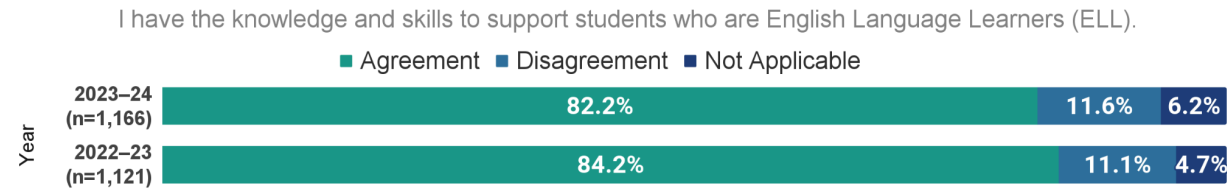


Figure B5. 74.3 per cent of staff [Principal, Assistant Principal, Teacher] indicated that they agreed or strongly agreed that they have the knowledge and skills to program for/support students in need of specialized supports during the 2023–24 school year.

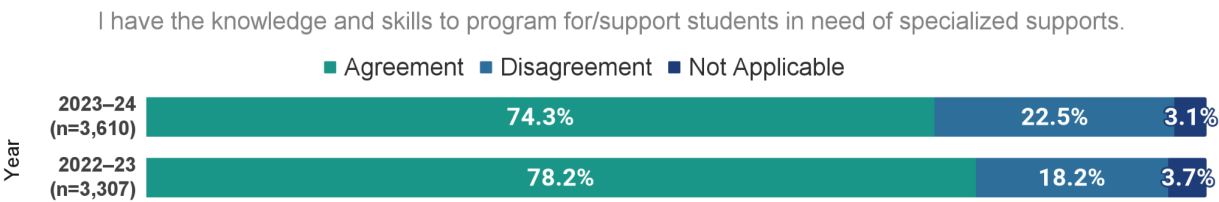


Figure B6. 87.7 per cent of staff [Support and/or Exempt that Work in the Classroom] indicated that they agreed or strongly agreed that they have the knowledge and skills to support students in need of specialized supports during the 2023–24 school year.

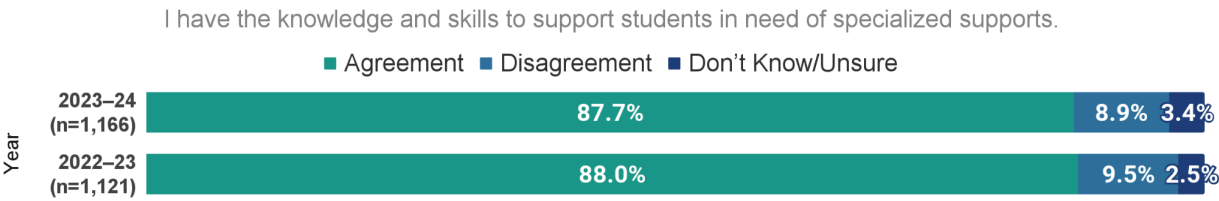


Figure B7. 79.3 per cent of staff [Principal, Assistant Principal, Teacher] indicated that they agreed or strongly agreed that they have the knowledge and skills to program for/support students who are First Nations, Métis, and Inuit during the 2023–24 school year.

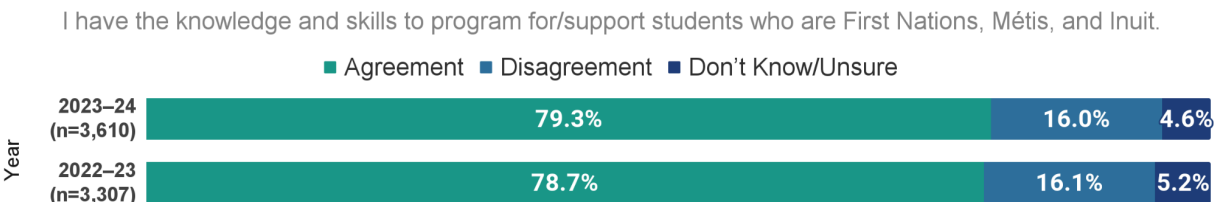


Figure B8. 76.7 per cent of staff [Support and/or Exempt that Work in the Classroom] indicated that they agreed or strongly agreed that they have the knowledge and skills to support students who are First Nations, Métis, and Inuit during the 2023–24 school year.

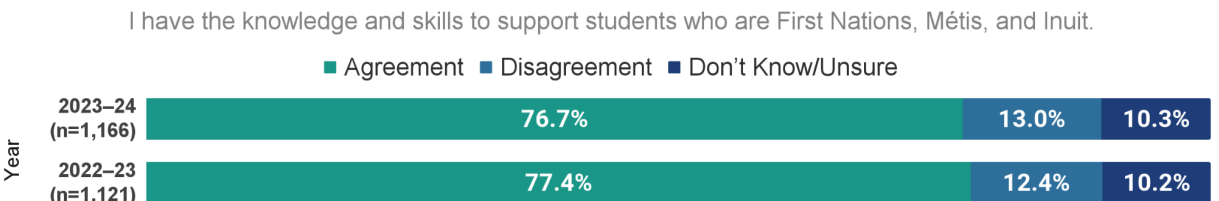


Figure B9. 92.3 per cent of staff indicated that they agreed or strongly agreed that they have the knowledge and skills to support students in their literacy learning during the 2023–24 school year [K–9 Teachers/APs only; all principals].

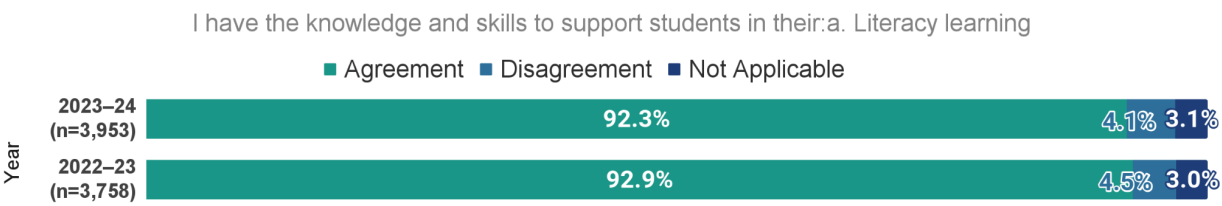


Figure B10. 88.1 per cent of staff indicated that they agreed or strongly agreed that they have the knowledge and skills to support students in their numeracy learning during the 2023–24 school year [K–9 Teachers/APs only; all principals].

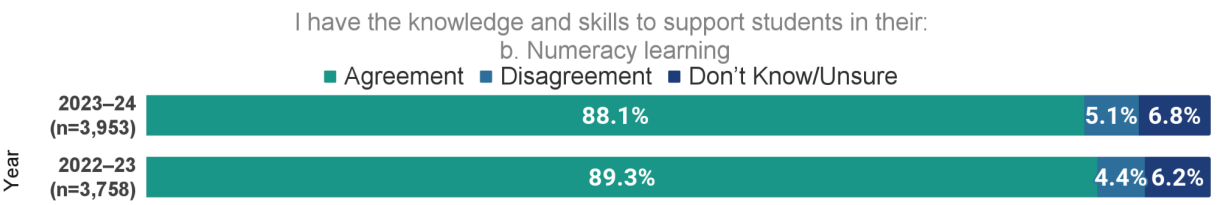


Figure B11. 71.2 per cent of staff indicated that they have used the Division’s resources to support teaching of the new curriculum during the 2023–24 school year [K–6 Teachers/APs only, all principals].

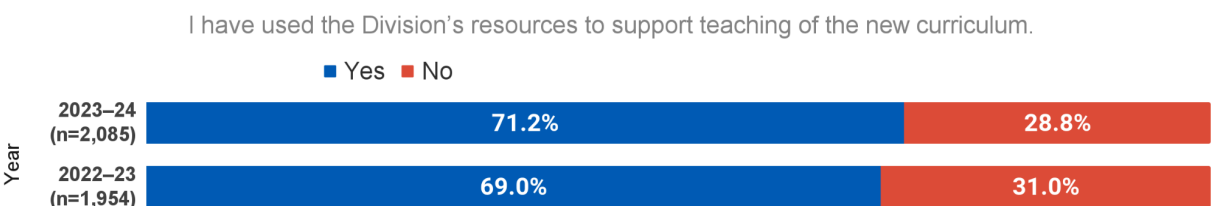


Figure B12. 84.0 per cent of staff indicated that they agreed or strongly agreed that the Division resources for teaching the new curriculum have been helpful during the 2023–24 school year [K–6 Teachers/APs only, all principals; only if indicated that they’re using Division resources].

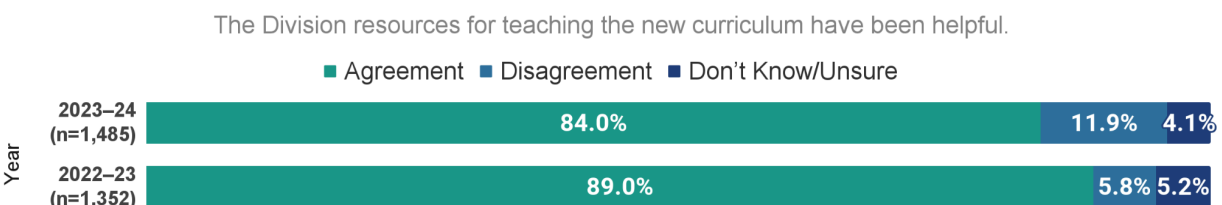


Figure B13. 88.9 per cent of staff indicated that they agreed or strongly agreed that they feel confident connecting curricular outcomes to the development of competencies students will need for their futures during the 2023–24 school year.

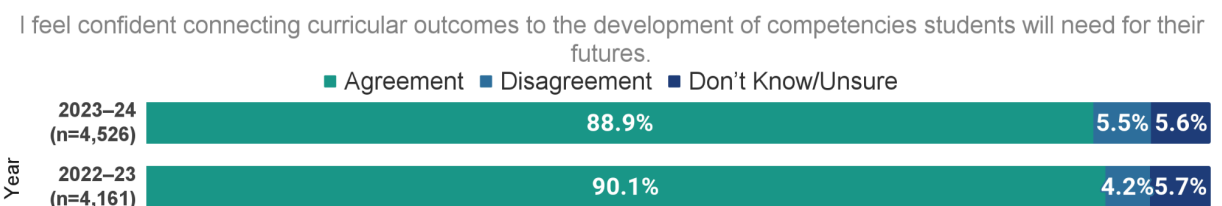


Figure B14. 84.9 per cent of staff indicated that they agreed or strongly agreed that they feel confident that the work they are doing is preparing students to transition to life after high school during the 2023–24 school year.

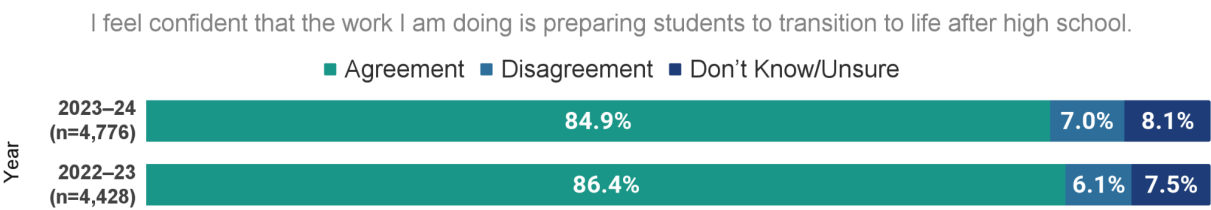
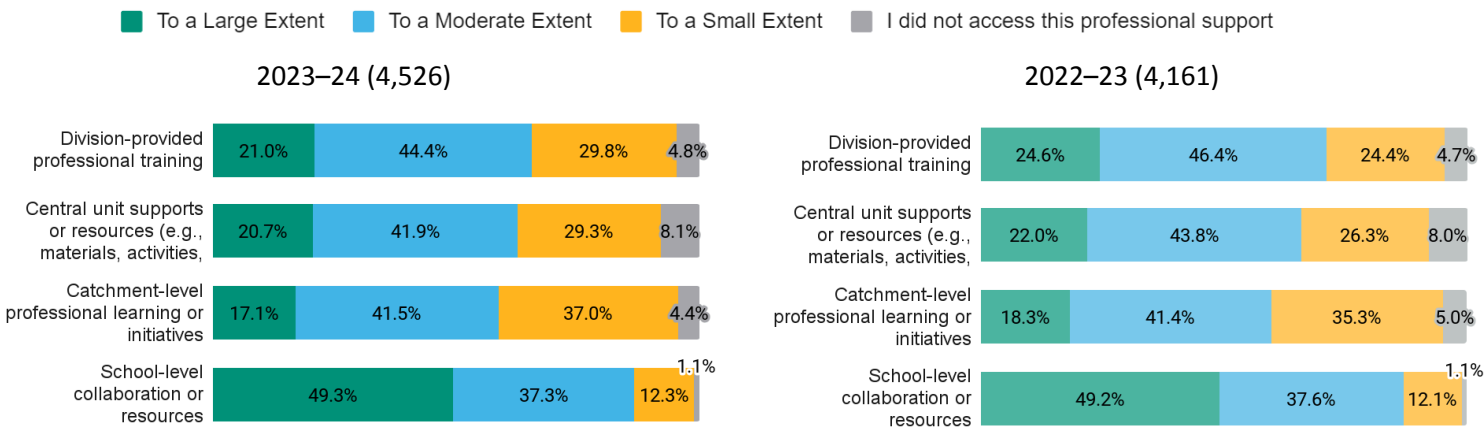


Figure B15. The extent in which professional supports enhanced staff confidence in supporting all students to achieve learning outcomes during the 2023–24 school year.

To what extent have the following professional supports enhanced your confidence in supporting all students to achieve learning outcomes?



Priority 2: Advance action towards anti-racism and reconciliation

Figure B16. 90.2 per cent of staff indicated that they agreed or strongly agreed that their school is a place where all students feel like they belong during the 2023–24 school year.

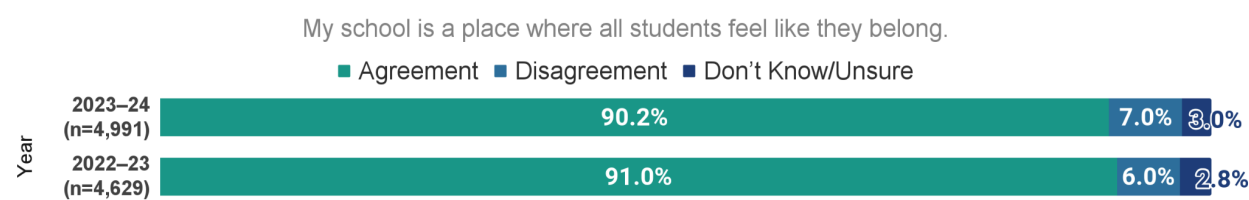


Figure B17. 89.3 per cent of staff indicated that they agreed or strongly agreed that many diverse cultures (i.e., languages, traditions, worldviews, histories, current realities) are represented in the books and materials at their school during the 2023–24 school year.

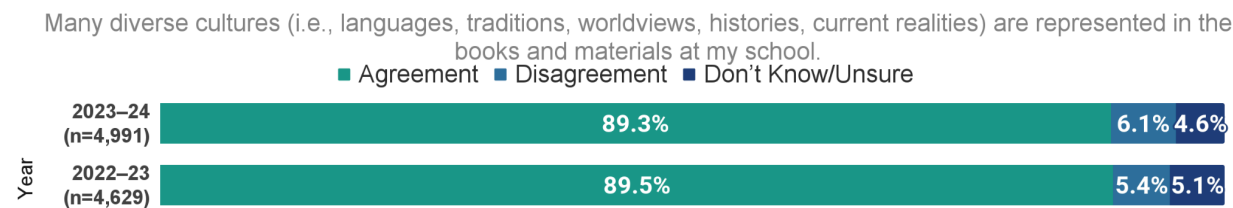


Figure B18. 93.2 per cent of staff indicated that they agreed or strongly agreed that the Division is taking actions that support truth and reconciliation during the 2023–24 school year.

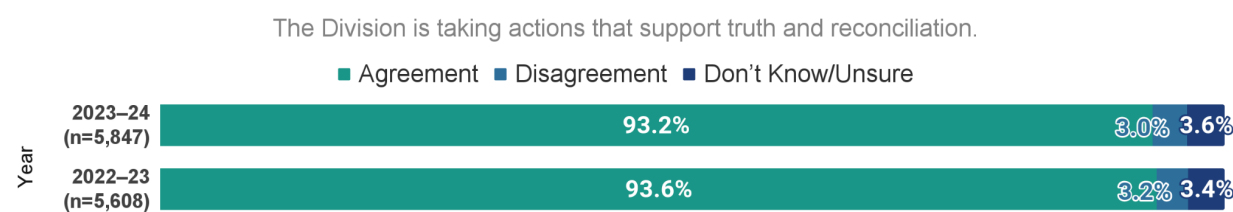


Figure B19. The extent in which professional supports enhanced staff confidence in supporting the success of First Nations, Métis and Inuit students during the 2023–24 school year.

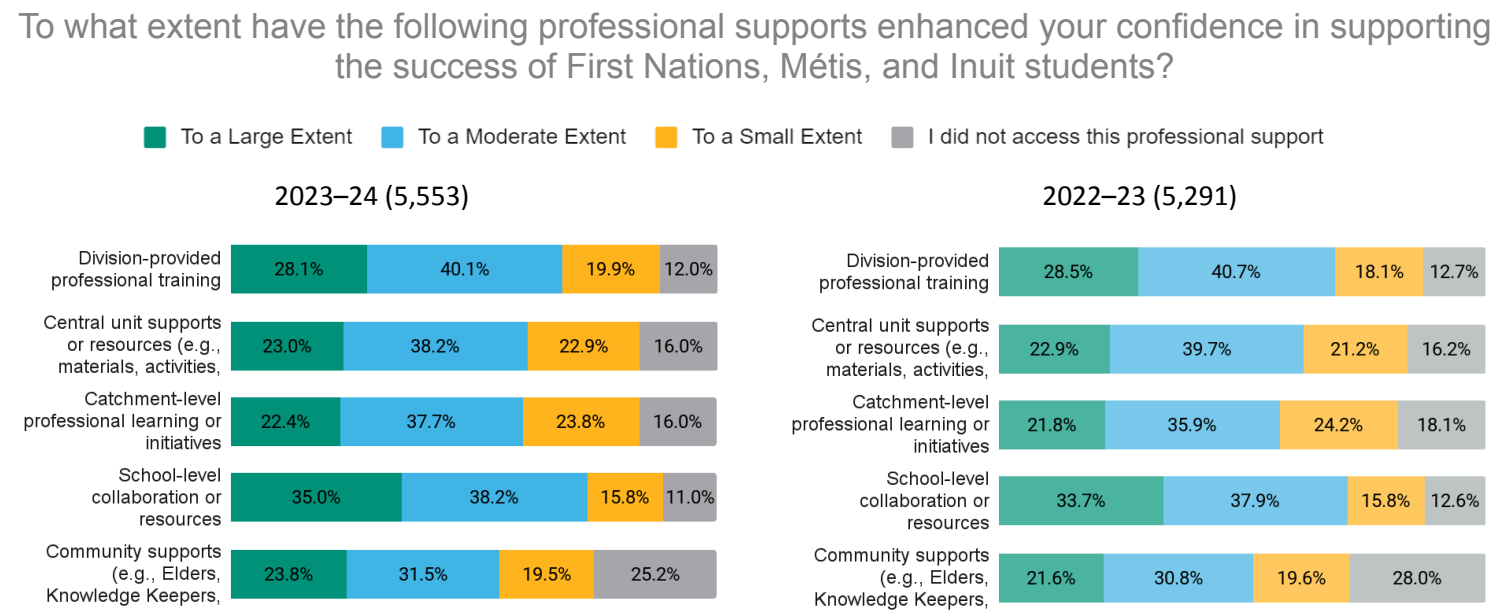


Figure B20. 95.3 per cent of staff indicated that they are aware of the work Edmonton Public Schools is doing to support anti-racism and equity in schools during the 2023–24 school year.

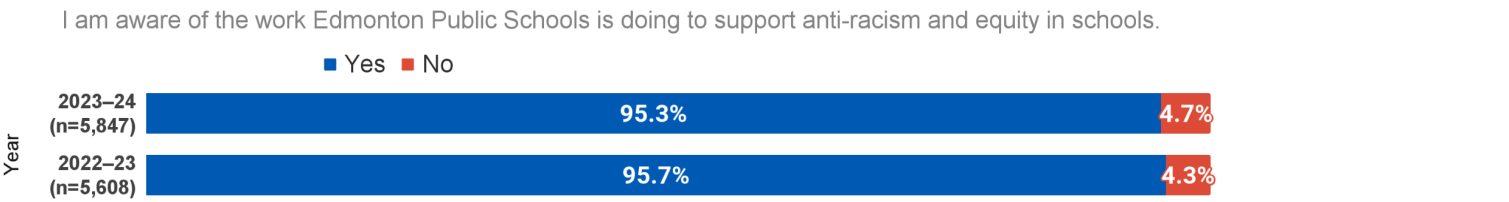


Figure B21. 94.4 per cent of staff indicated that they agreed or strongly agreed that their school takes steps to support a sense of belonging and inclusion for everyone during the 2023–24 school year.

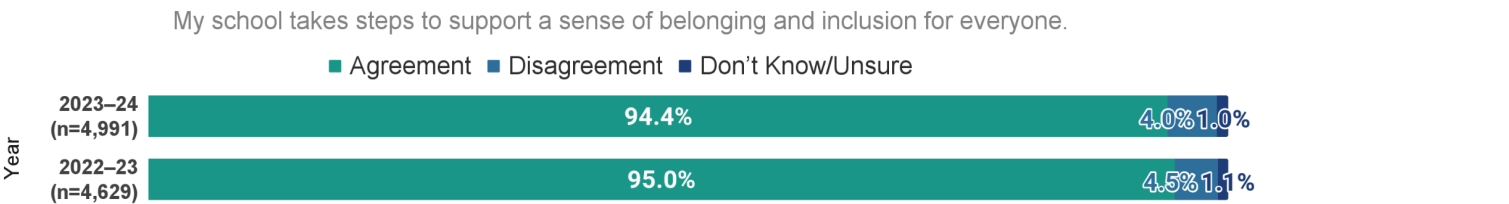


Figure B22. 88.1 per cent of [supply and central] staff indicated that they agreed or strongly agreed that their workplace takes steps to support a sense of belonging and inclusion for everyone during the 2023–24 school year.

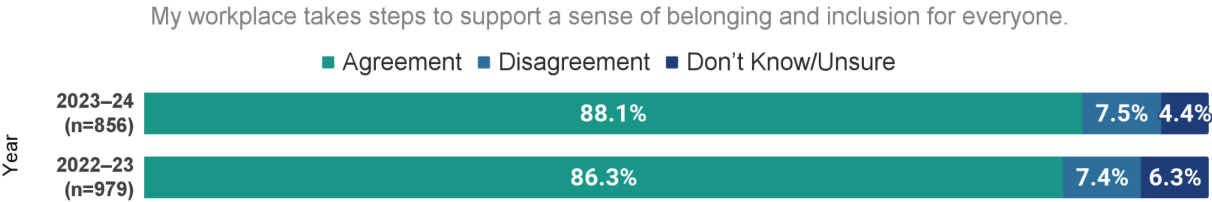


Figure B23. 74.2 per cent of staff indicated that they agreed or strongly agreed that they see diverse representation across all staffing groups in the Division during the 2023–24 school year.

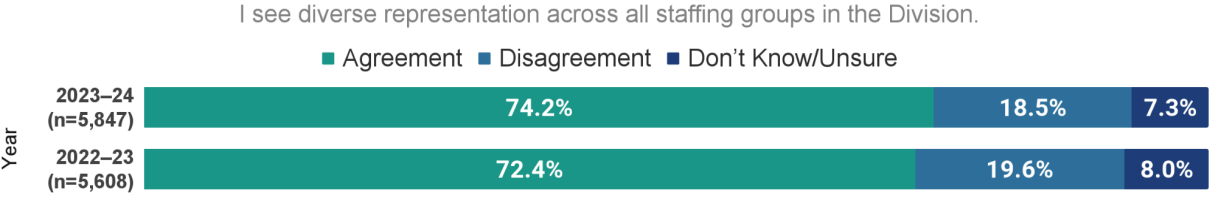


Figure B24. 70.0 per cent of staff indicated that they agreed or strongly agreed that the staff in their school reflect the diversity of the students that they teach during the 2023–24 school year.

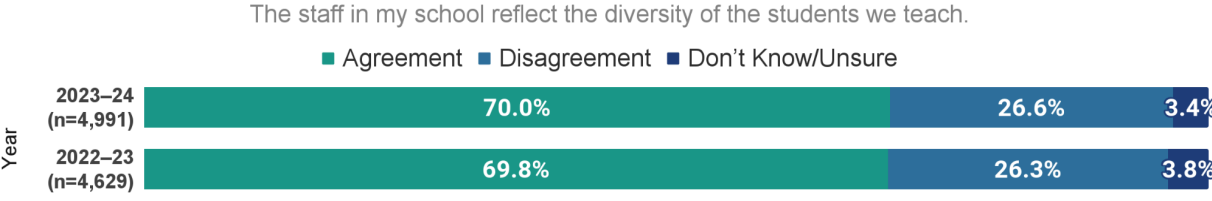


Figure B25. 75.2 per cent of staff indicated that they agreed or strongly agreed that if they were to experience racism or discrimination at their workplace, they would feel safe getting help from the Division during the 2023–24 school year.

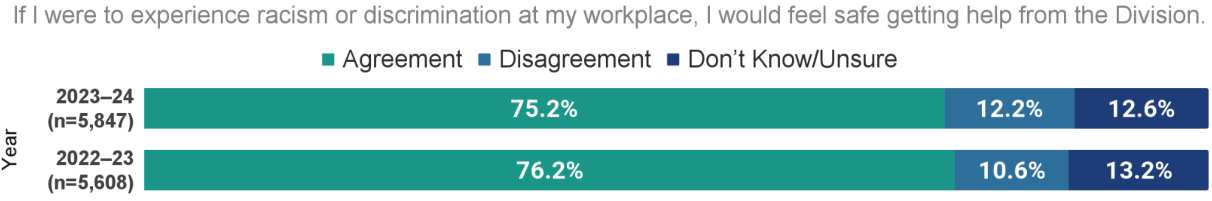
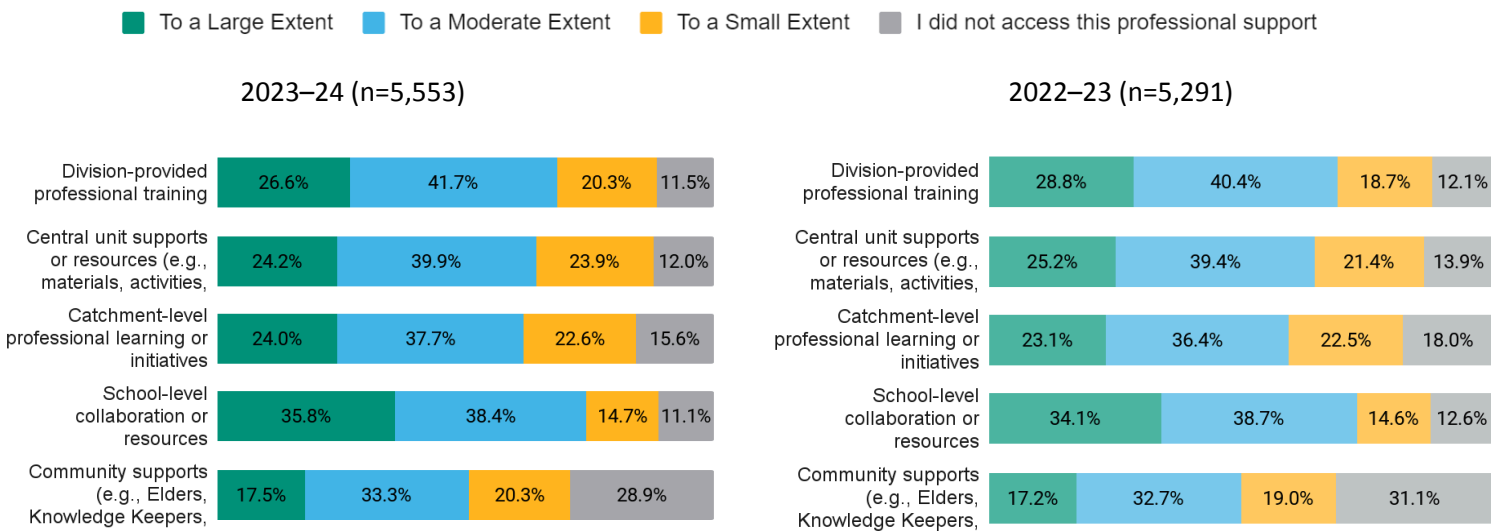


Figure B26. The extent in which professional supports enhanced staff confidence in supporting the Division’s action toward anti-racism and equity during the 2023–24 school year.

To what extent have the following professional supports enhanced your confidence in supporting the Division’s action toward anti-racism and equity?



Priority 3: Promote a comprehensive approach to student and staff well-being and mental health

Figure B27. 82.3 per cent of staff indicated that they agreed or strongly agreed that they are aware of the range of supports for their well-being available through the Division’s benefit program during the 2023–24 school year.

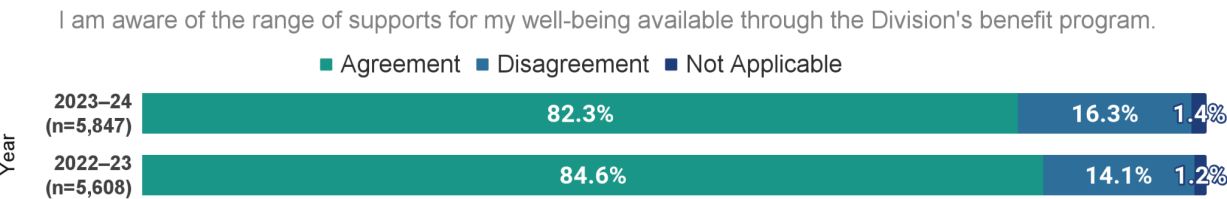


Figure B28. 90.4 per cent of staff indicated that they agreed or strongly agreed that they feel safe at their workplace during the 2023–24 school year.

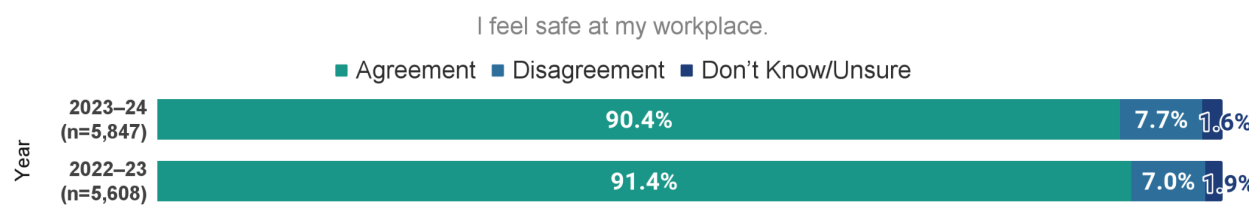


Figure B29. 87.9 per cent of staff indicated that they agreed or strongly agreed that they feel a sense of belonging at their workplace during the 2023–24 school year.

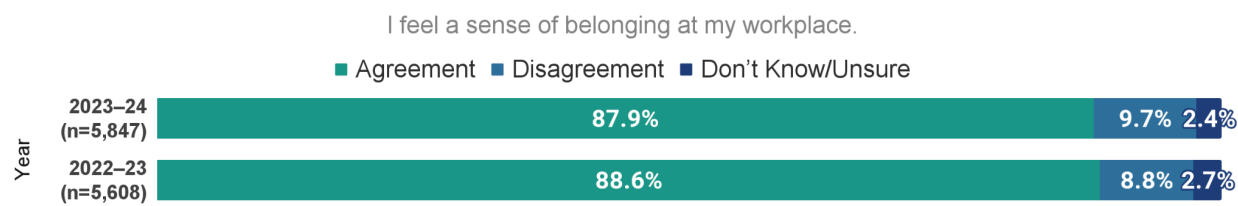


Figure B30. 89.4 per cent of staff indicated that they agreed or strongly agreed that they feel their workplace is respectful during the 2023–24 school year.

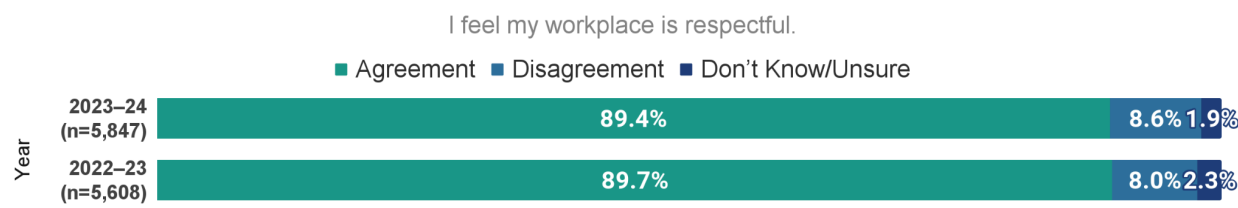


Figure B31. 94.2 per cent of staff indicated that they agreed or strongly agreed that they feel confident helping students build skills that support their wellness during the 2023–24 school year.

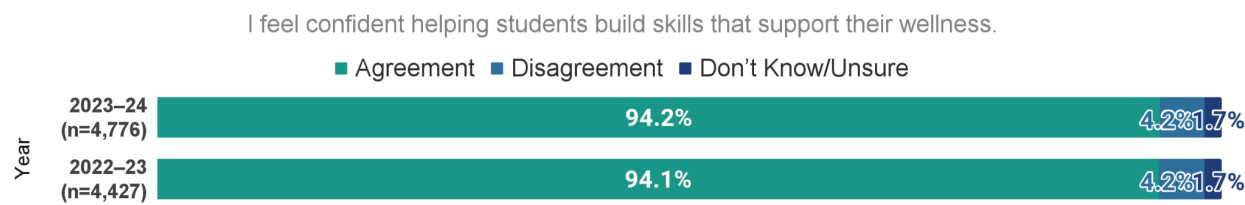


Figure B32. 70.1 per cent of staff indicated that they agreed or strongly agreed that there are community services available to support the mental health needs of their students during the 2023–24 school year.

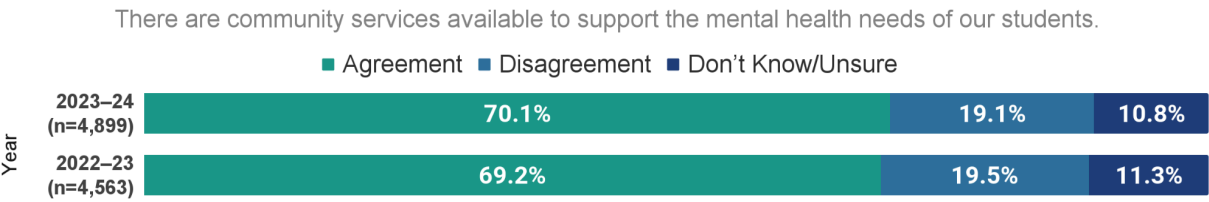
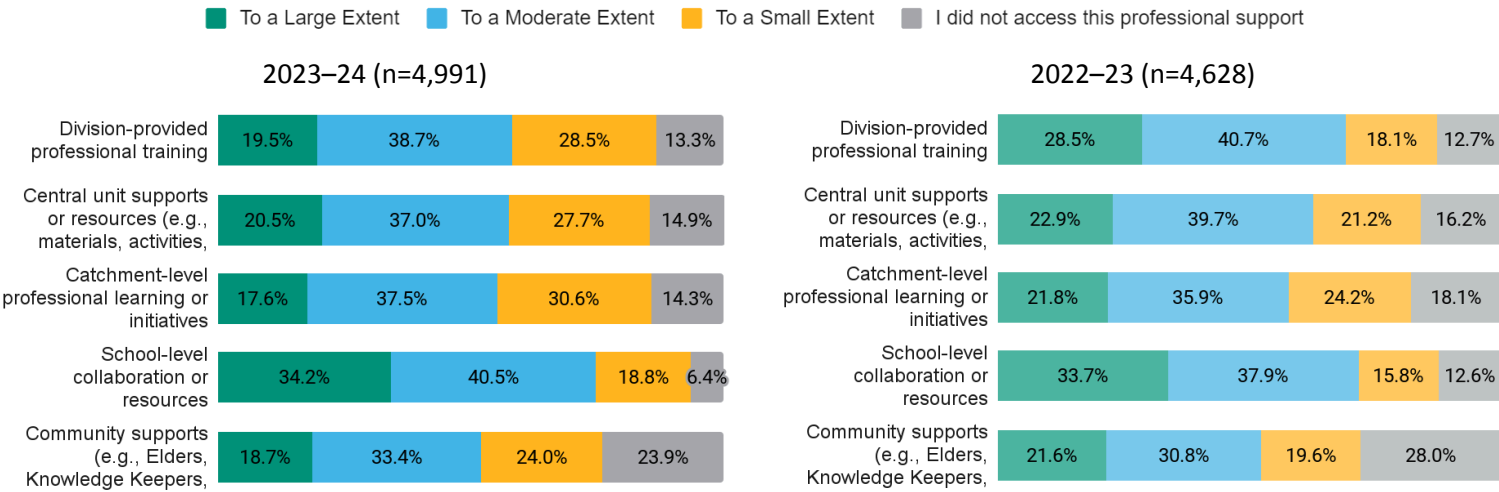


Figure B33. The extent in which professional supports enhance staff confidence in supporting students’ mental health and well-being during the 2023–24 school year.

To what extent have the following supports enhanced your confidence in supporting students’ mental health and well-being?



Appendix C: Family Responses

Priority 1: Build on outstanding learning opportunities for all students

Figure C1. 86.6 per cent of families indicated that they agreed or strongly agreed that they feel like they have a positive relationship with staff to support their child’s learning in school during the 2023–24 school year.

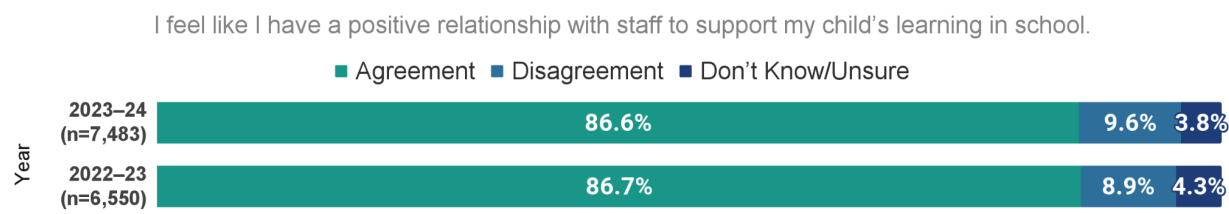


Figure C2. 84.1 per cent of families indicated that they agreed or strongly agreed that the information that they receive about their child’s learning helps them to support their child in their child’s learning during the 2023–24 school year.

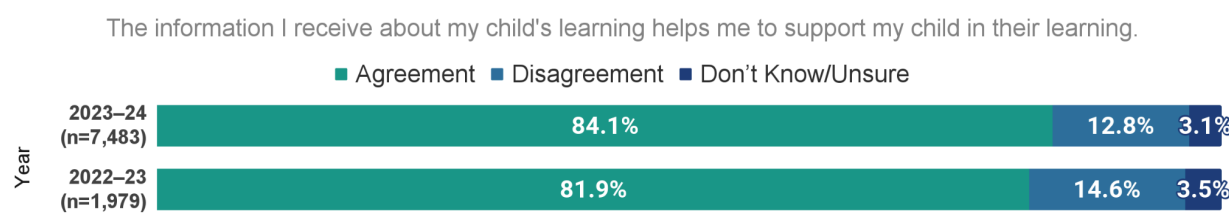


Figure C3. 81.1 per cent of families indicated that they agreed or strongly agreed that they feel their child’s learning needs are supported at their child’s school during the 2023–24 school year.

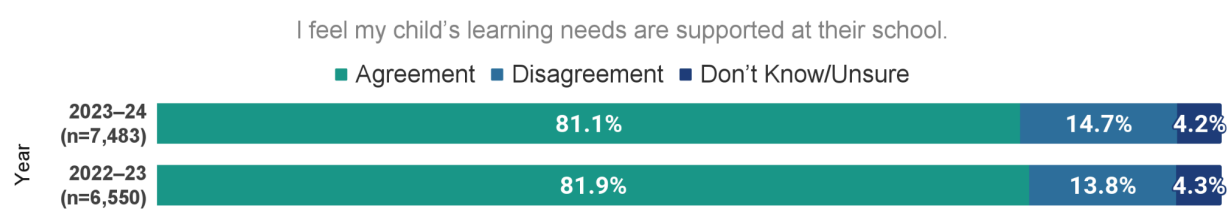


Figure C4. 81.2 per cent of [Individual Program Plan (IPP)] families indicated that they agreed or strongly agreed that their child’s IPP goals are appropriate for their child’s development during the 2023–24 school year.

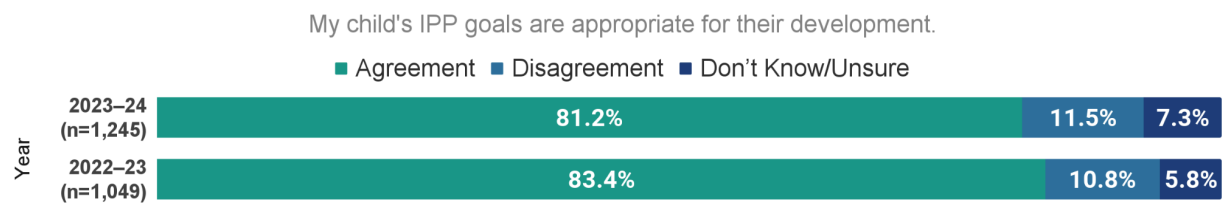


Figure C5. 83.6 per cent of families indicated that they agreed or strongly agreed that the information that they receive from their child’s school tells them about their child’s progress during the 2023–24 school year [parents of students in Grades 7 to 12].

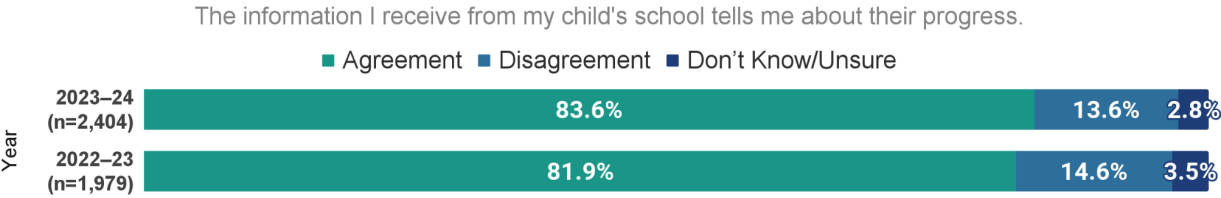


Figure C6. 82.1 per cent of families indicated that they agreed or strongly agreed that the information that they receive from their child’s school tells them about their child’s growth in reading during the 2023–24 school year [parents of students in K–6].

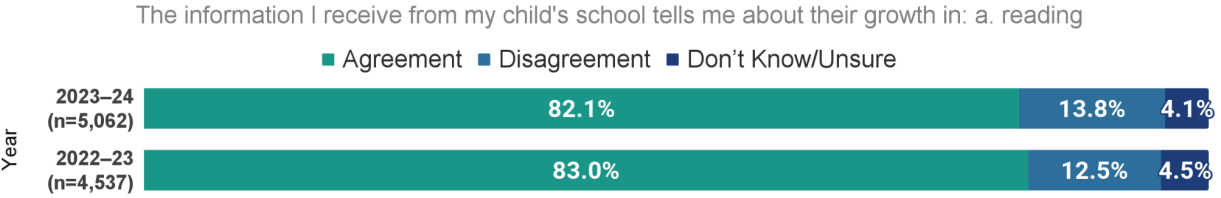


Figure C7. 81.2 per cent of families indicated that they agreed or strongly agreed that the information that they receive from their child’s school tells them about their child’s growth in writing during the 2023–24 school year [parents of students in K–6].

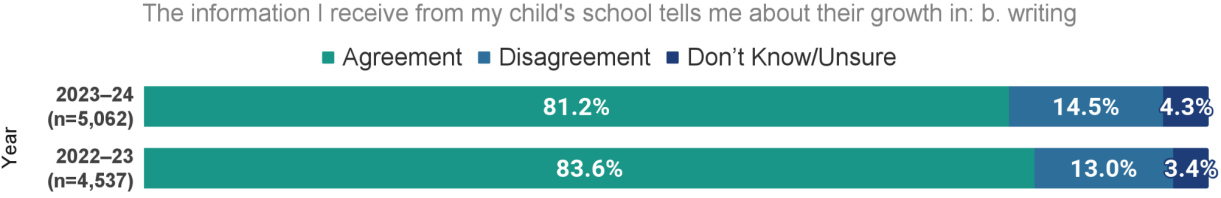


Figure C8. 80.6 per cent of families indicated that they agreed or strongly agreed that the information that they receive from their child’s school tells them about their child’s growth in math during the 2023–24 school year [parents of students in K–6].

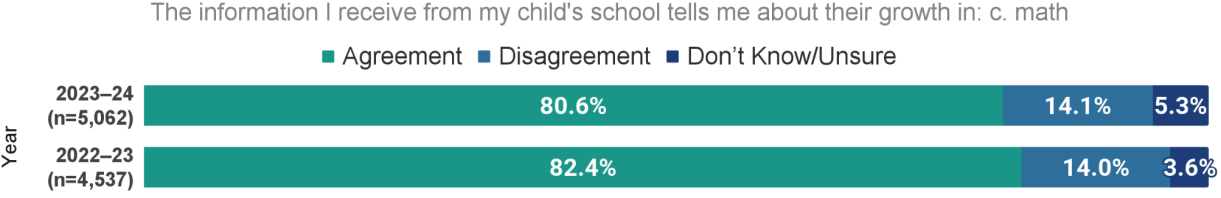


Figure C9. 83.2 per cent of families indicated that they agreed or strongly agreed that what their child learns in school will help them prepare for their future during the 2023–24 school year.

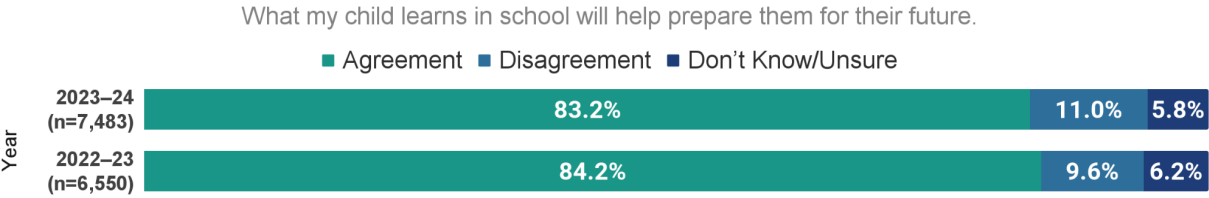
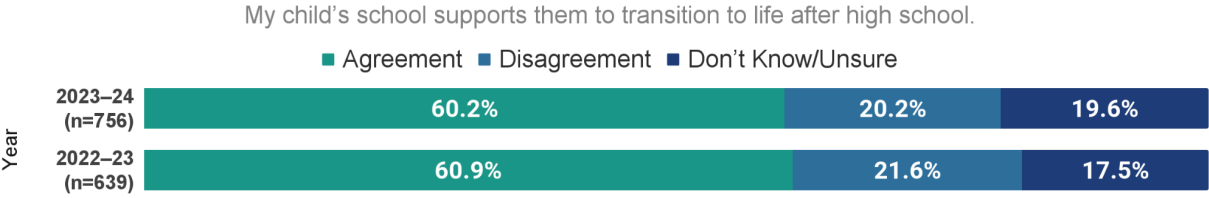


Figure C10. 60.2 per cent of families indicated that they agreed or strongly agreed that this child’s school supports their child to transition to life after high school during the 2023–24 school year [parents of students in Grades 10 to 12].



Priority 2: Advance action towards anti-racism and reconciliation

Figure C11. 86.0 per cent of families indicated that they agreed or strongly agreed that their child feels like they belong at school during the 2023–24 school year.

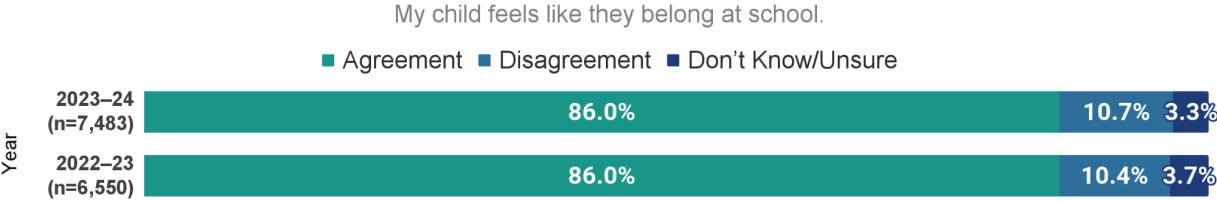


Figure C12. 86.5 per cent of families indicated that they agreed or strongly agreed that they feel welcomed in their child’s school community during the 2023–24 school year.

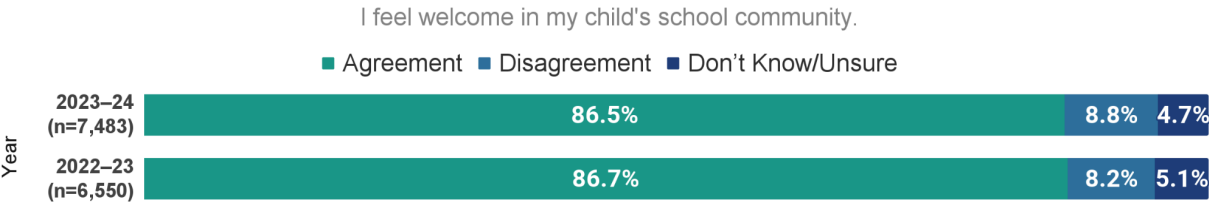


Figure C13. 86.0 per cent of families indicated that they agreed or strongly agreed that many diverse cultures (i.e. languages, traditions, worldviews, histories, current realities) are represented in the events, activities and environment of their child’s school during the 2023–24 school year.

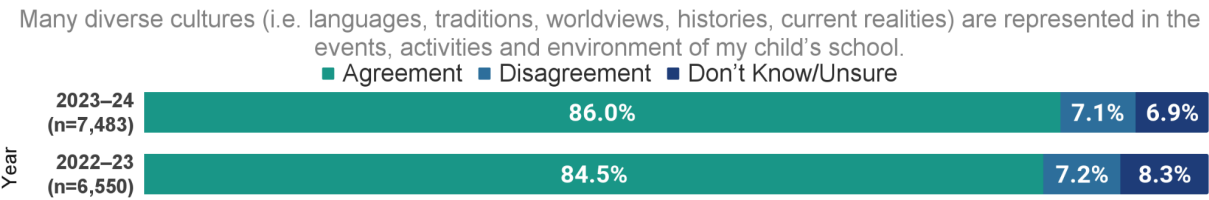


Figure C14. 63.2 per cent of families indicated that they agreed or strongly agreed that their child’s school keeps them informed of steps the school is taking to support anti-racism and belonging during the 2023–24 school year.

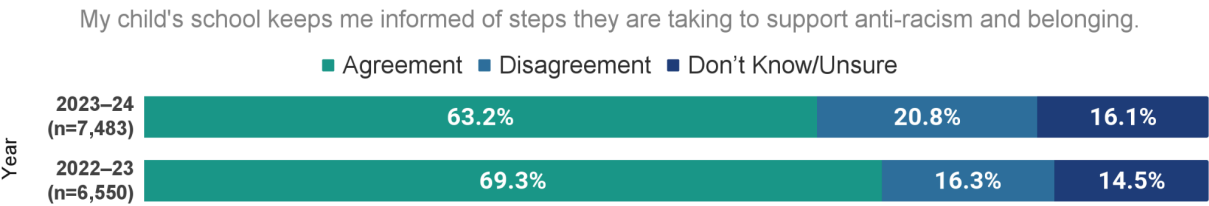
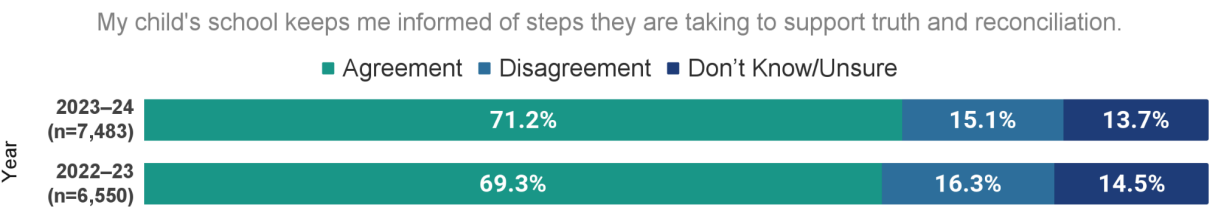


Figure C15. 71.2 per cent of families indicated that they agreed or strongly agreed that their child’s school keeps them informed of steps the school is taking to support truth and reconciliation during the 2023–24 school year.



Priority 3: Promote a comprehensive approach to student and staff well-being and mental health

Figure C16. 81.4 per cent of families indicated that they agreed or strongly agreed that through school their child has built relationships that support their child’s wellness during the 2023–24 school year.

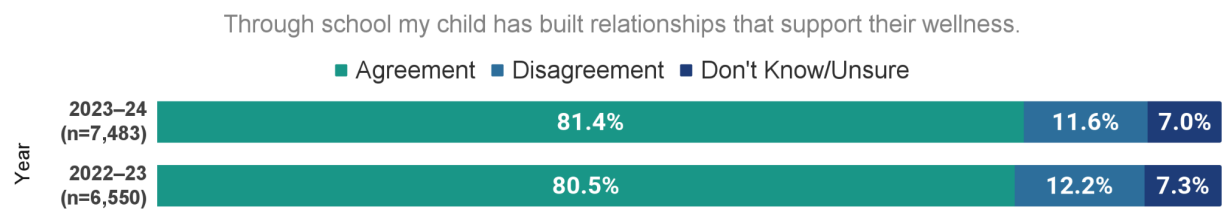


Figure C17. 77.4 per cent of families indicated that they agreed or strongly agreed that school has helped their child develop skills that support their child’s wellness during the 2023–24 school year.

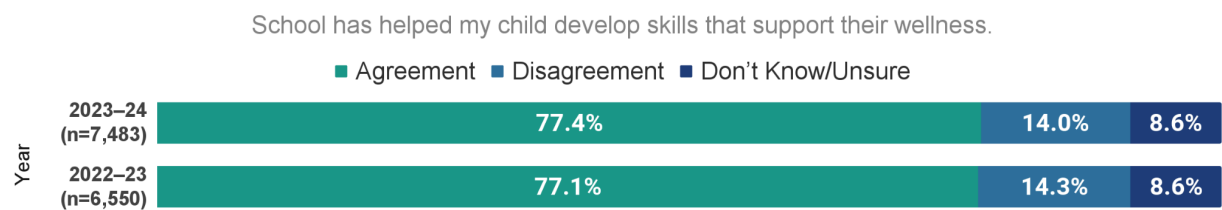


Figure C18. 86.1 per cent of families indicated that they agreed or strongly agreed that they feel their child is safe at school during the 2023–24 school year.

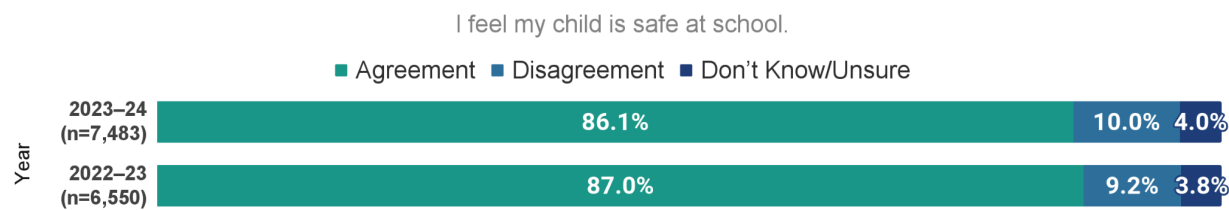


Figure C19. 77.2 per cent of families indicated that they agreed or strongly agreed that they feel connected to their child’s school during the 2023–24 school year.

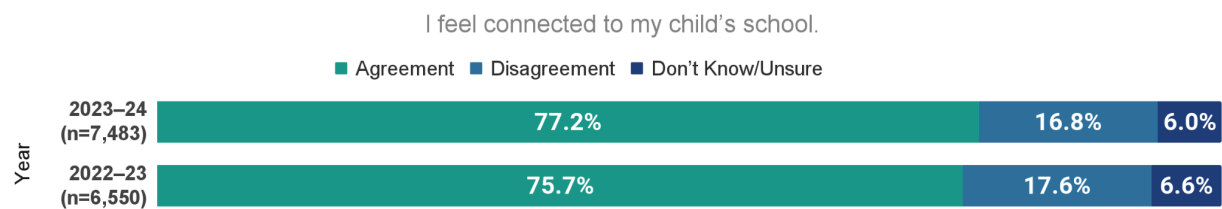


Figure C20. 88.1 per cent of families indicated that they agreed or strongly agreed that they feel that their child has a positive relationship with one or more adults in their child’s school during the 2023–24 school year.

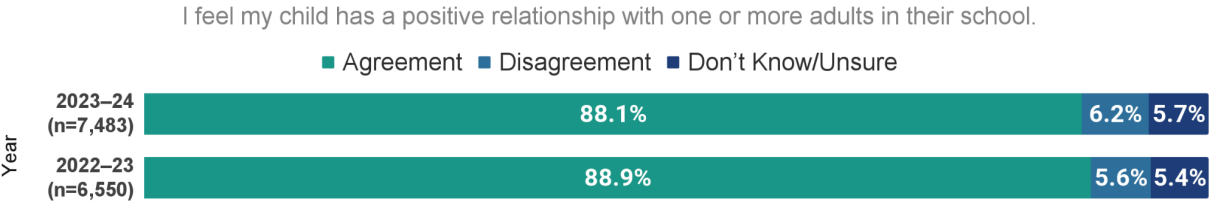
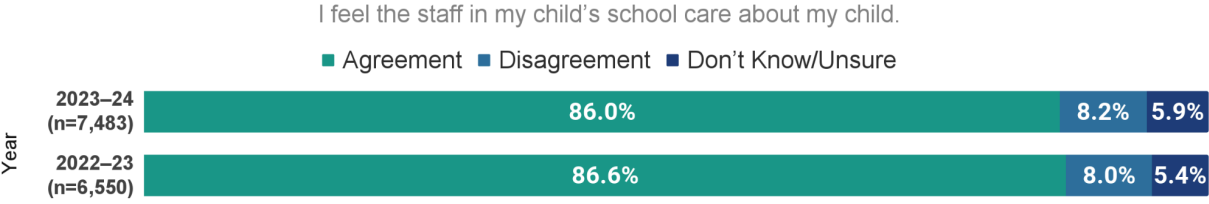


Figure C21. 86.0 per cent of families indicated that they agreed or strongly agreed that they feel the staff in their child’s school cares about their child during the 2023–24 school year.





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