

DATE: February 6, 2024

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: 2022-23 Division Feedback Survey Report

ORIGINATOR: Nancy Petersen, Managing Director, Strategic Division Supports

RESOURCE STAFF: Corbett Artym, Heather Langenhahn, Owen Livermore, Jon Yin

REFERENCE: N/A

ISSUE

From March 6 to April 14, 2023, the 2022-23 Division Feedback Survey (DFS) was administered to students, Division 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, Division staff and families).

BACKGROUND

The DFS was administered to gather feedback from students, Division 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 marks the first 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 - staff, students and families - and is comprised of close-ended (quantitative) questions and a minimal number of open-ended (qualitative) questions.

In total, 61,378 respondents provided feedback through the 2022-23 DFS including:

- Students from Grades 4 to 12 (49,222 respondents)
- Division staff (5,606 respondents)
- Families (6,550 respondents)

The 2022-23 DFS received approximately 10,000 more responses than its 2021-22 counterpart, which gathered data from 50,125 participants. In contrast to the 2021-22 DFS, there was a 21.7 per cent increase in student responses, a 50 per cent increase in family responses and a 10.2 per cent increase in staff responses. This occurred against the backdrop of 3.8 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 2023. Central leaders received access to their unit and/or department results in mid- August 2023.

KEY POINTS

- The DFS is administered annually to gather feedback from stakeholders relative to the District'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).

ATTACHMENTS and APPENDICES

ATTACHMENT I 2022-23 Division Feedback Survey Summary Report

NP:HL



EDMONTON PUBLIC SCHOOLS

2022–23

Division Feedback Survey

Summary Report

February 2024

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Introduction

Edmonton Public School Board (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 annual surveys like the DFS is to promote a culture of openness, transparency and accountability. By actively seeking feedback from Division students, staff and families, EPSB demonstrates a commitment to continuous improvement for the future and a willingness to listen to the voices of those directly involved in the educational process. This inclusive approach encourages stakeholders to feel more engaged and invested in the success of schools, leading to increased trust and collaboration.

Methods

The 2022–23 DFS has three different stakeholder-specific survey instruments consisting of close-ended (quantitative) and open-ended (qualitative) questions. The survey ran from March 6 to April 14, 2023. In total, 61,378 respondents provided feedback through the 2022–23 DFS:

- Students from Grade 4 to 12 (49,222 respondents)
- Division staff (5,606 respondents)
- Families (6,550 respondents)

The 2022–23 DFS had approximately 10,000 more responses than the 2021–22 DFS, which collected information from 50,125 respondents. Compared to 2021–22 DFS, there was a 21.7 per cent increase in the number of student responses, a 50.5 per cent increase in family responses, and a 10.2 per cent increase in staff responses, backdropped with a 3.8 per cent growth in student enrolment that the Division experienced from last year (by comparing September 30 enrolment numbers).

Survey Results

Quantitative results for the 2022–23 DFS are visualized below, accompanied by brief descriptions in the figure titles. While the 2021–22 DFS was developed to reflect the unique circumstances of the COVID-19 pandemic and the Division’s focus on safety, family choice and high quality teaching, questions in the 2022–23 DFS were designed to align with the priorities and goals of the [2022–26 Division Strategic Plan](#):

Priority 1) Build on outstanding learning opportunities for all students.

Priority 2) Advance action towards anti-racism and reconciliation.

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

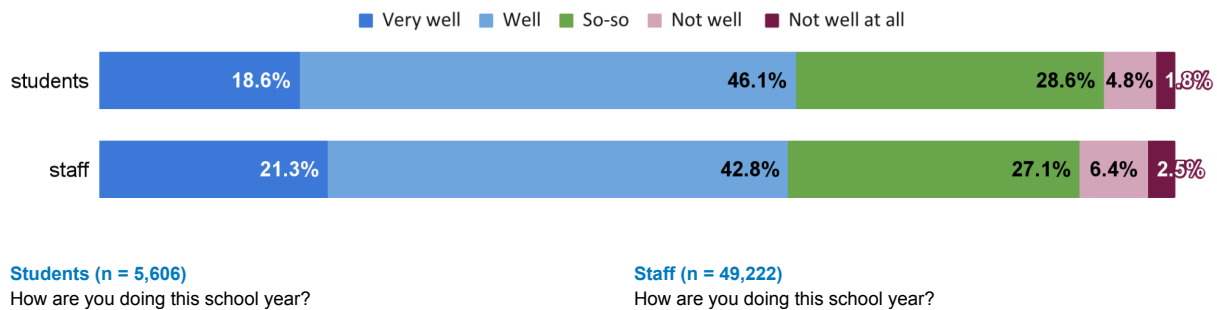
Questions from the 2022–23 DFS are intended to be used over multiple years to allow for year-over-year comparability.

To assist with alignment across the AERR and DFS report, aggregate agreement/disagreement percentages are provided for each question in this report.

Additional information formatted in tables including count data for each survey question can be found in the [Appendix](#).

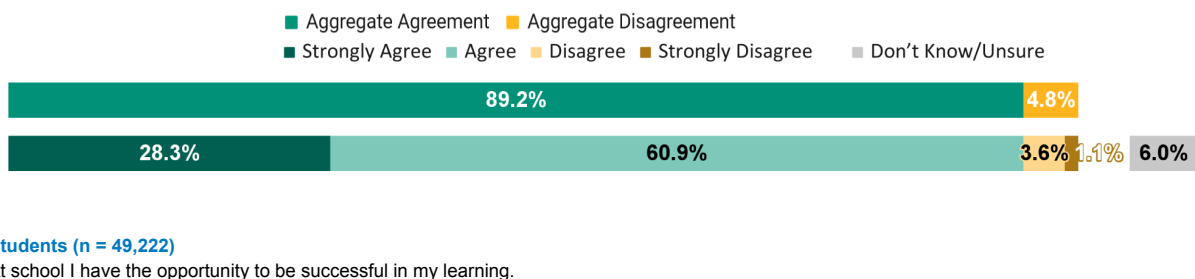
General Check-in

Figure 1. 64.7 per cent of students and 64.0¹ per cent of Division staff reported feeling very well or well during the 2022–23 school year.²



Priority 1: Build on outstanding learning opportunities for all students

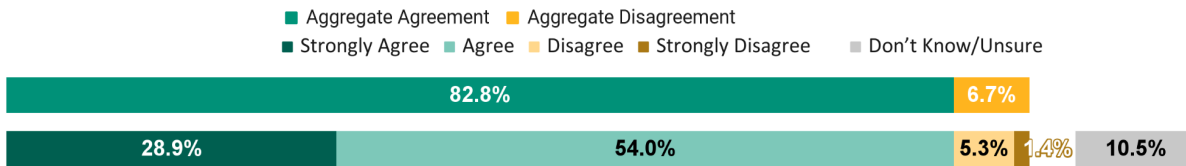
Figure 2. 89.2 per cent of students agree or strongly agree they have the opportunity to be successful in learning.



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.

² Please note that each figure in the body of the report corresponds to a data table in the [Appendix](#) with the same numerical identifier. For example, the data for Figure 1 can be found in Table 1 of the appendix.

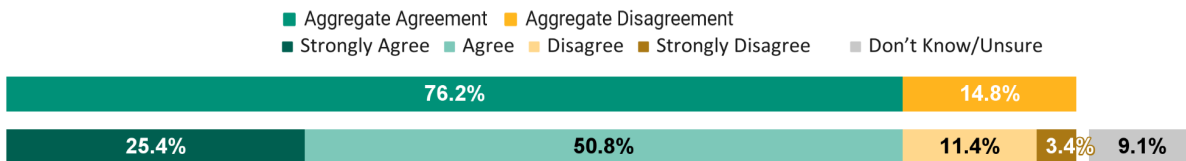
Figure 3. 82.8 per cent of students agree or strongly agree staff have high expectations of them to be successful in their learning.



Students (n = 49,222)

School staff have high expectations for me to be successful in my learning.

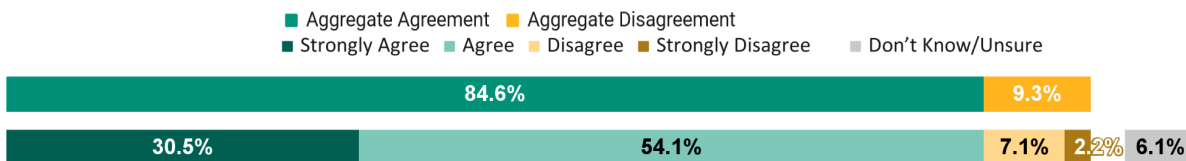
Figure 4. 76.2 per cent of students agree or strongly agree they are supported to try their best even when learning is hard.



Students (n = 49,222)

At school, I feel supported to try my best even when learning is hard.

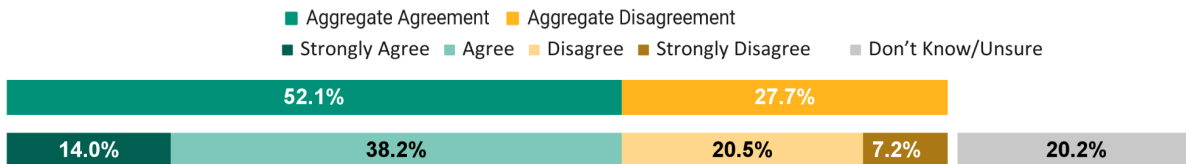
Figure 5. 84.6 per cent of students agree or strongly agree they know how to get help with their learning in school.



Students (n = 49,222)

I know how to get help with my learning in school.

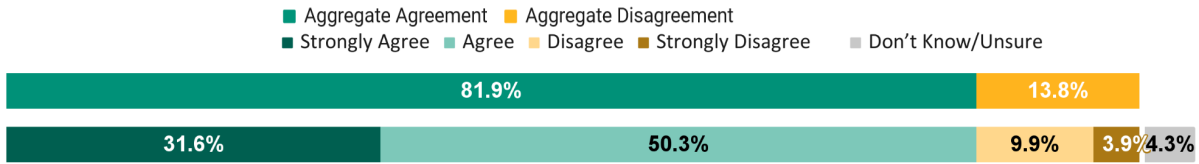
Figure 6. 52.1 per cent of students agree or strongly agree staff at their school know how they learn best.



Students (n = 49,222)

Staff at my school know how I learn best.

Figure 7. 81.9 per cent of families agreed or strongly agreed their child’s learning needs are supported at school.



Families (n = 6,550)

I feel my child’s learning needs are supported at their school.

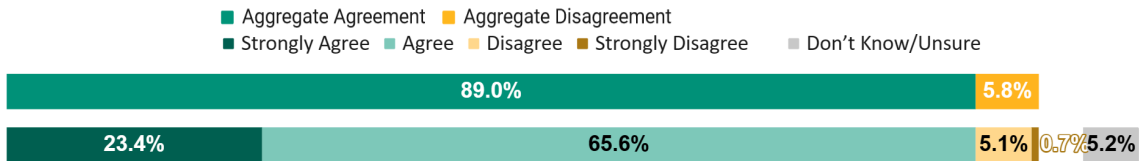
Figure 8. 69.0 per cent of K–6 certified teaching staff have used the Division’s resources to support teaching of the new curriculum.



Staff (n = 1,954)

[Principals, K–6 Teachers] I have used the Division’s resources to support teaching of the new curriculum.

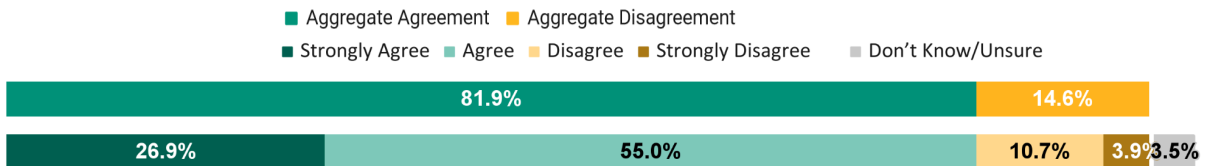
Figure 9. 89.0 per cent of K–6 certified teaching staff who have used the Division’s resources for teaching the new curriculum agree or strongly agree they have been helpful.



Staff (n = 1,349)

[Principals, K–6 Teachers and indicating “Yes” that they have used the Division’s resources to support teaching of the new curriculum] The Division resources for teaching the new curriculum have been helpful.

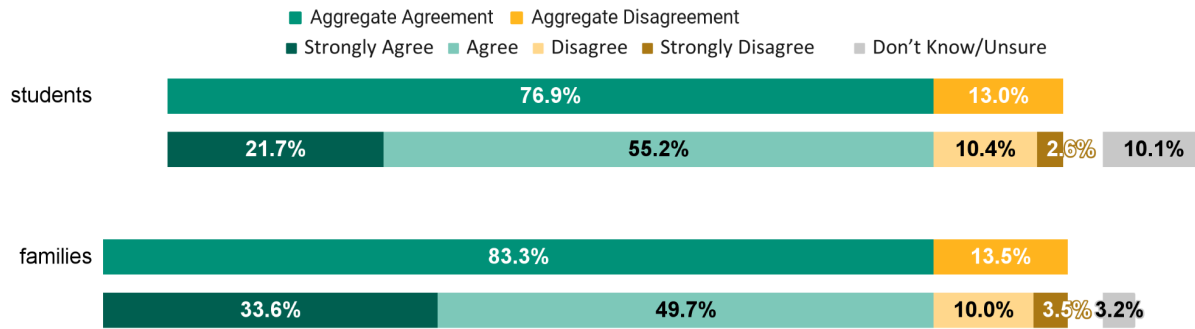
Figure 10. 81.9 per cent of families agree or strongly agree that the information they receive from their child’s school tells them about their child’s progress.



Families (n = 1,979)

[Parents of students in Grades 7–12] The information I receive from my child’s school tells me about their progress.

Figure 11. 76.9 per cent of students and 83.3 per cent of families agree or strongly agree the feedback or information they receive about student learning is helpful.



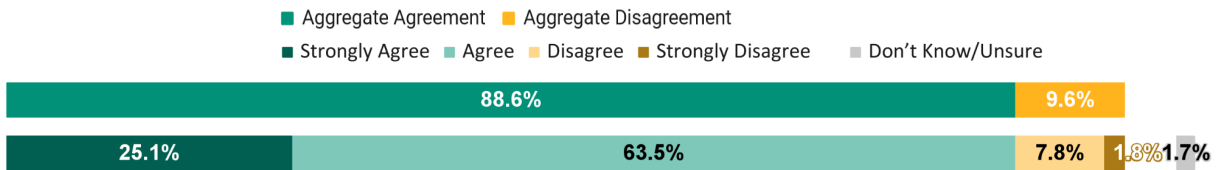
Students (n = 49,222)

The feedback I receive about my learning is helpful.

Families (n = 6,550)

The information I receive about my child's learning helps me to support my child in their learning.

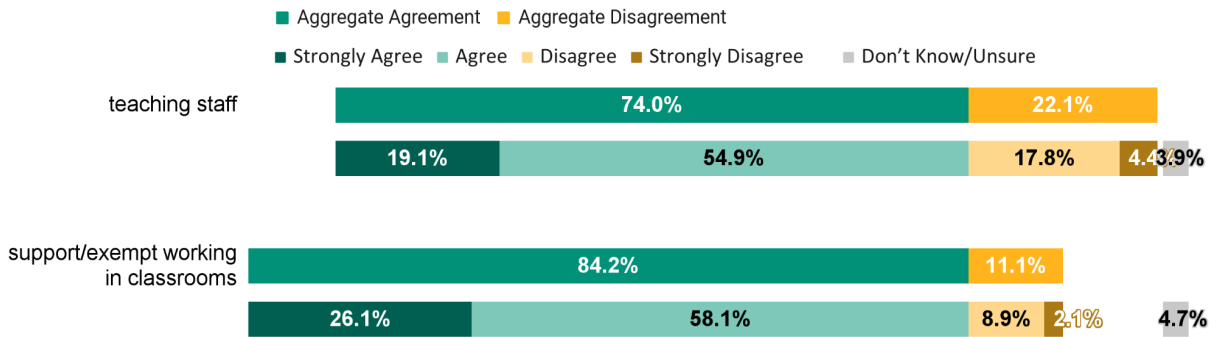
Figure 12. 88.6 per cent of staff who work in a classroom agree or strongly agree they know how to access resources to meet the diverse learning needs of all students.



Staff (n = 4,161)

[Principals, Teachers and Support Staff who work in the Classroom] I know how to access resources to help me meet the diverse learning needs of all students

Figure 13. 74.0 per cent of teaching staff and 84.2 per cent of support/exempt staff working in classrooms agree or strongly agree they have the knowledge and skills to program for/support students who are English Language Learners.³



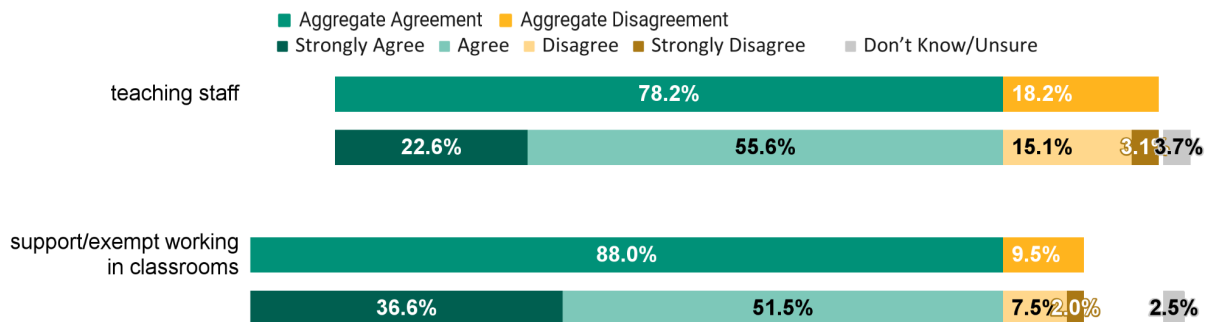
Teaching Staff (n = 3,307)

[Principals, Teachers] I have the knowledge and skills to program for/support students who are English Language Learners (ELL).

Support/exempt working in classrooms (n = 1,121)

[Support Staff that work in the Classroom] I have the knowledge and skills to support students who are English Language Learners (ELL).

Figure 14. 78.2 per cent of teaching staff and 88.0 per cent of support/exempt staff working in classrooms agree or strongly agree they have the knowledge and skills to support students in need of specialized supports.



Teaching Staff (n = 3,307)

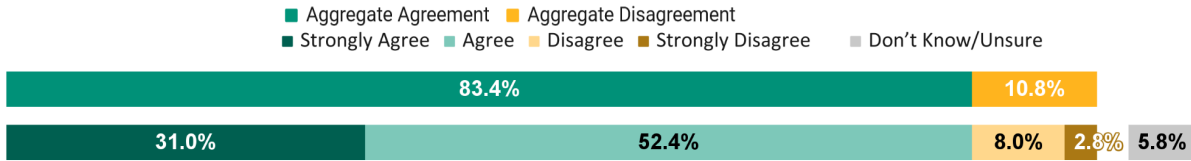
[Principals, Teachers] I have the knowledge and skills to program for/support students in need of specialized supports.

Support Staff working in classrooms (n = 1,121)

[Support/Exempt Staff that work in the Classroom] I have the knowledge and skills to support students in need of specialized supports.

³ At the time of this survey's administration, English Language Learners (ELL) was the standard term used to refer to students learning English as an additional language. English as an Additional Language (EAL) is now the preferred term, however, this report will use ELL to reflect the survey wording.

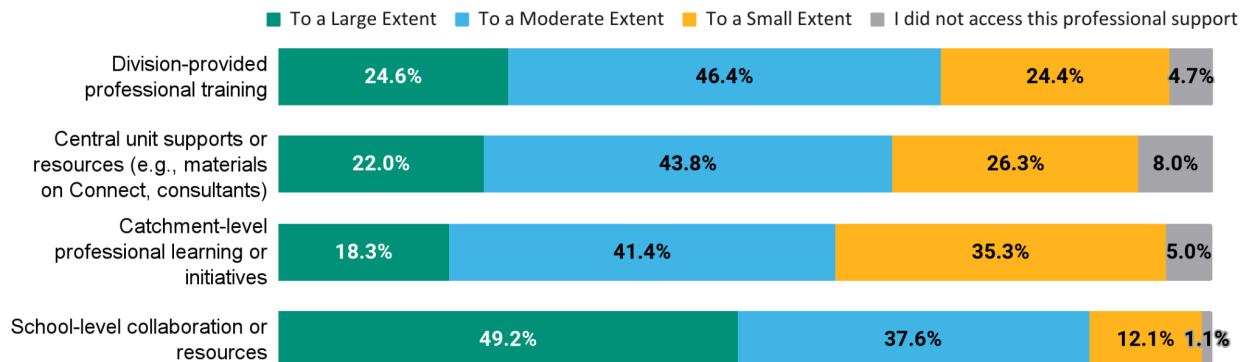
Figure 15. 83.4 per cent of families agree or strongly agree their child’s Individualized Program Plan (IPP) goals are appropriate for their development.



Families (n = 1,049)

[For IPP families only] My child's IPP goals are appropriate for their development.

Figure 16. The extent in which professional supports enhanced staff confidence in supporting all students to achieve learning outcomes.

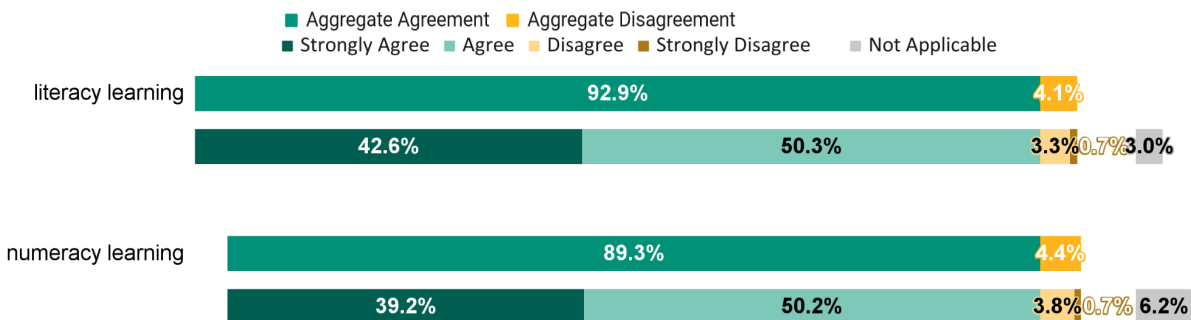


Staff (n = 4,161)

[Principals, Teachers, Support Staff that work in the Classroom] To what extent have the following professional supports enhanced your confidence in supporting all students to achieve learning outcomes?

- Division-provided professional learning
- Central unit supports or resources (e.g., materials on Connect, consultants)
- catchment level professional learning or initiatives
- school-level collaboration or resources

Figure 17. Percentage of K–9 staff working in classrooms who agree or strongly agree they have the knowledge and skills to support students in their literary learning (92.9 per cent) or numeracy learning (89.3 per cent).

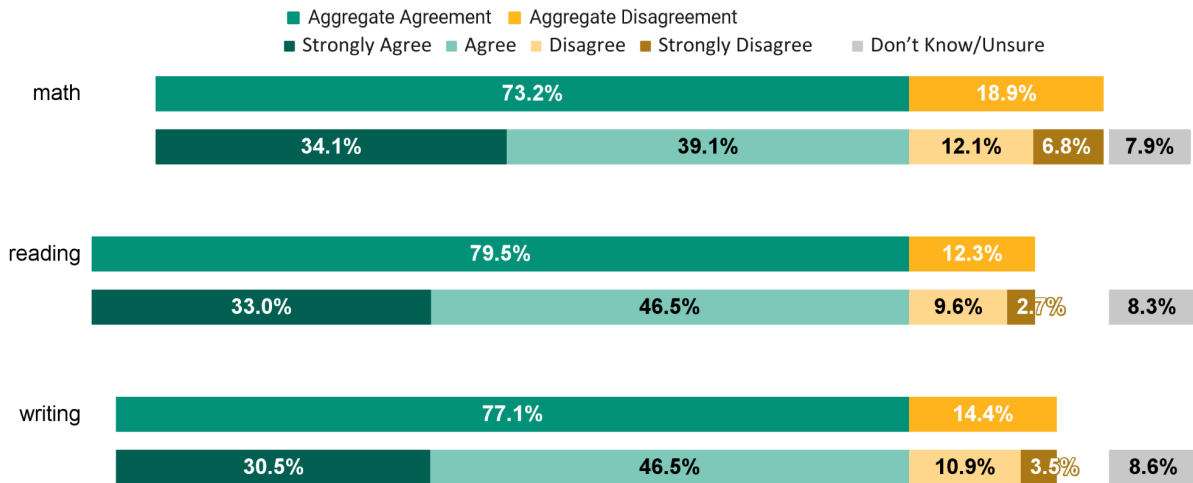


Staff (n = 3,758)

[Principals, K–9 Teachers, Support Staff that work in the Classroom] I have the knowledge and skills to support students in their:

- literacy learning
- numeracy learning.

Figure 18. Percentage of students who agree or strongly agree they are getting better in math (73.2 per cent), reading (79.5 per cent) and writing (77.1 per cent).

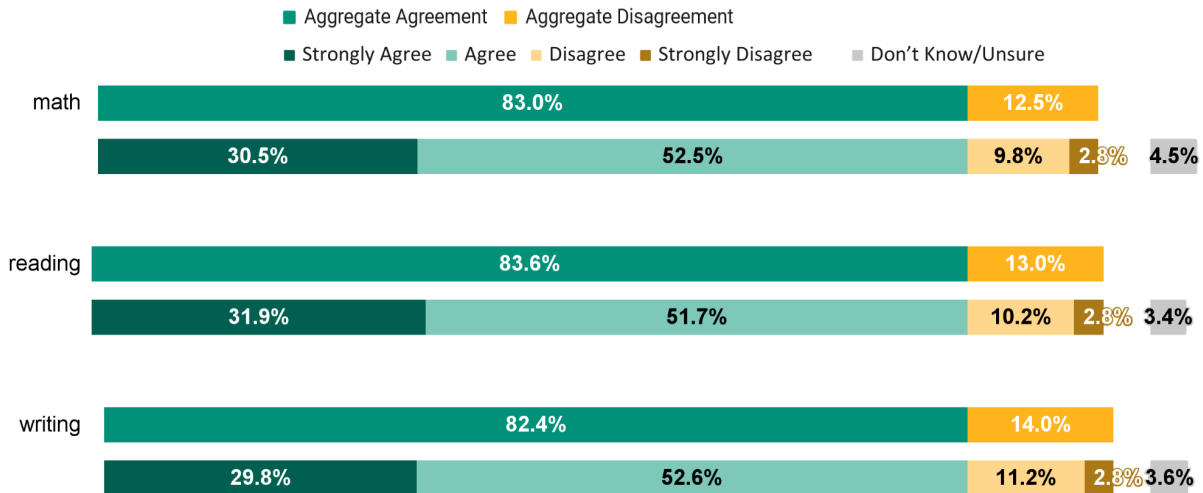


Students (n = 49,222)

I think I am getting better at:

- a. math this year.
- b. reading this year.
- c. writing this year.

Figure 19. Percentage of K–6 families who agree or strongly agree that the information they receive from their child’s school tells them about their child’s growth in math (83.0 per cent), reading (83.6 per cent) and writing (82.4 per cent).



Families (n = 4,537)

[Parents of students in K–6] The information I receive from my child’s school tells me about their growth in:

- a. math
- b. reading
- c. writing

Figure 20. 70.6 per cent of students and 84.2 per cent of families agree or strongly agree that what students are learning in school will help them in the future; while 90.1 per cent of staff working in classrooms agree or strongly agree they are confident their work supports the development of competencies students will need in the future.

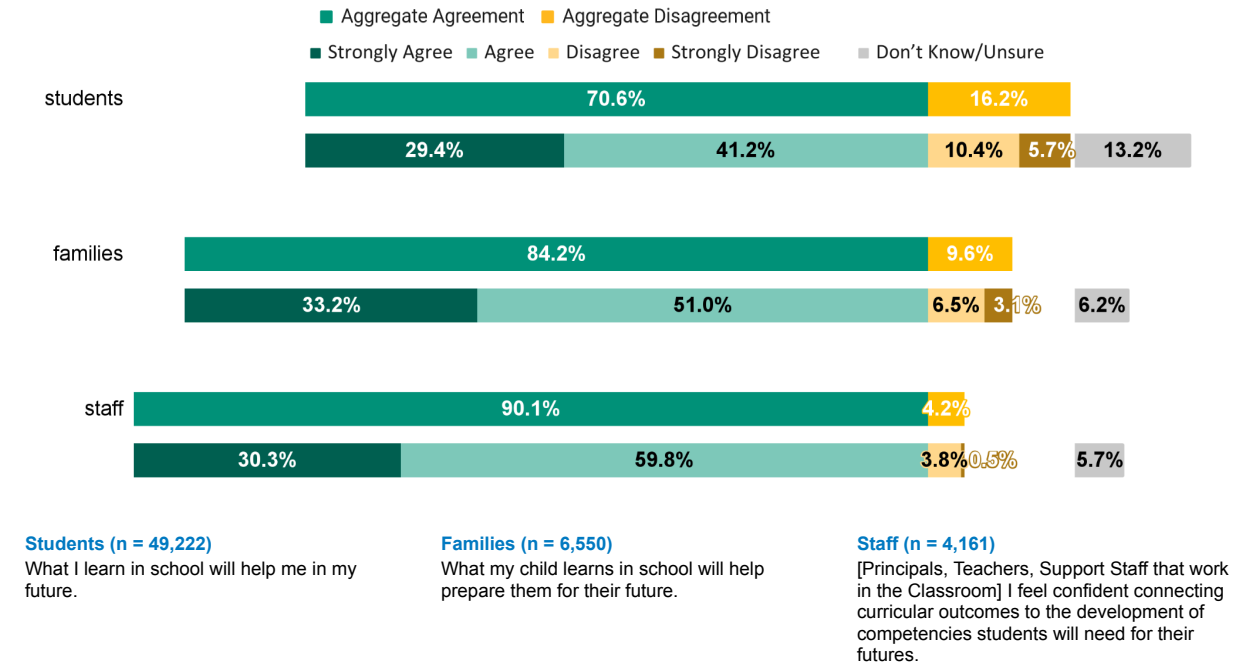
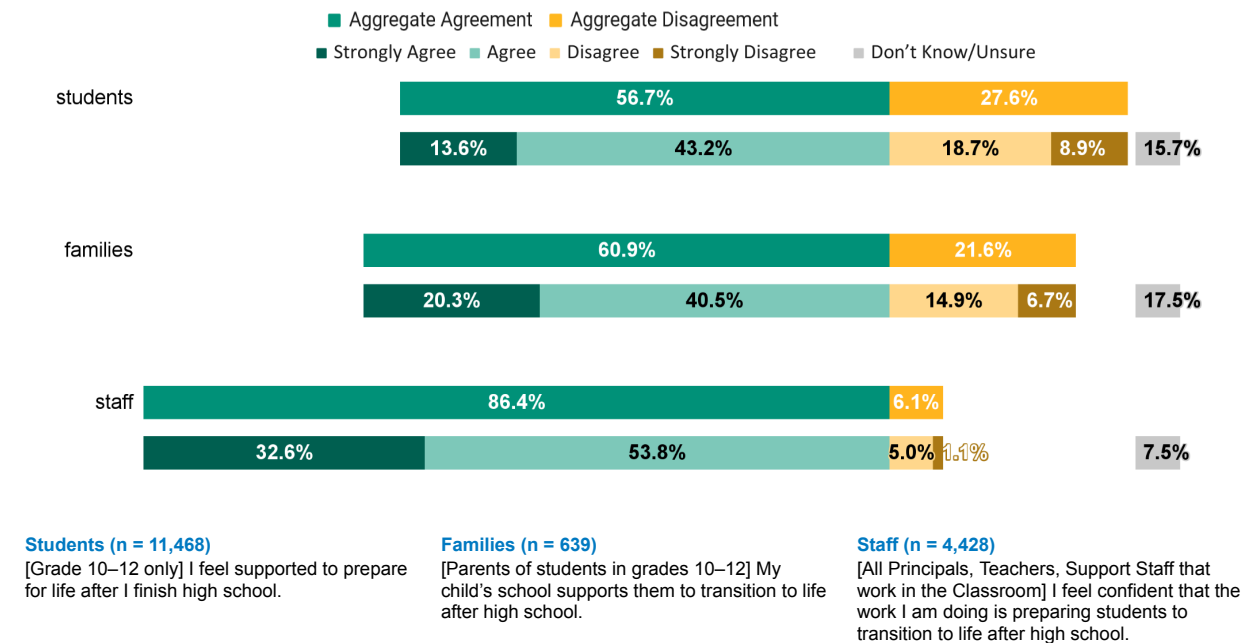
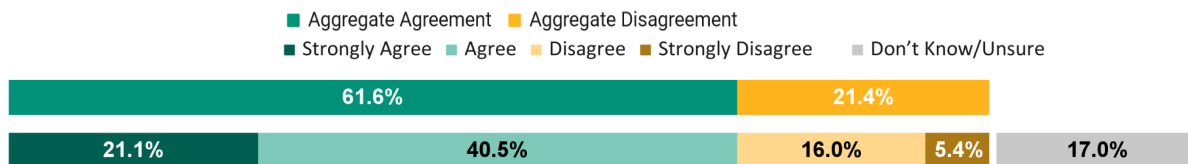


Figure 21. 56.7 per cent of high school students and 60.9 per cent of their families agree or strongly agree school supports students to transition to life after high school, while 86.4 per cent of staff working in classrooms agree or strongly agree they are confident their work is preparing students to transition to life after high school.



Priority 2: Advance action towards anti-racism and reconciliation

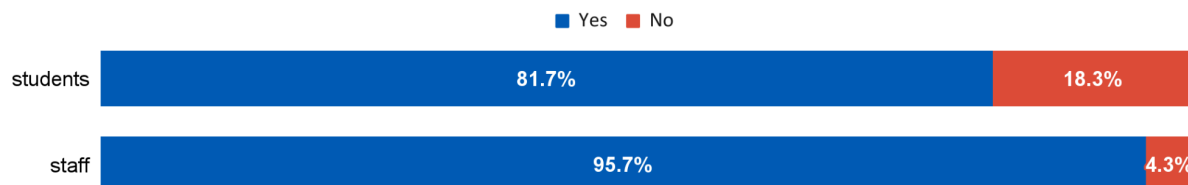
Figure 22. 61.6 per cent of families agree or strongly agree their child's school keeps them informed of steps taken to support anti-racism and belonging.



Families (n = 6,550)

My child's school keeps me informed of steps they are taking to support anti-racism and belonging.

Figure 23. 81.7 per cent of students and 95.7 per cent of staff are aware of the Division's work to support anti-racism and belonging in schools.



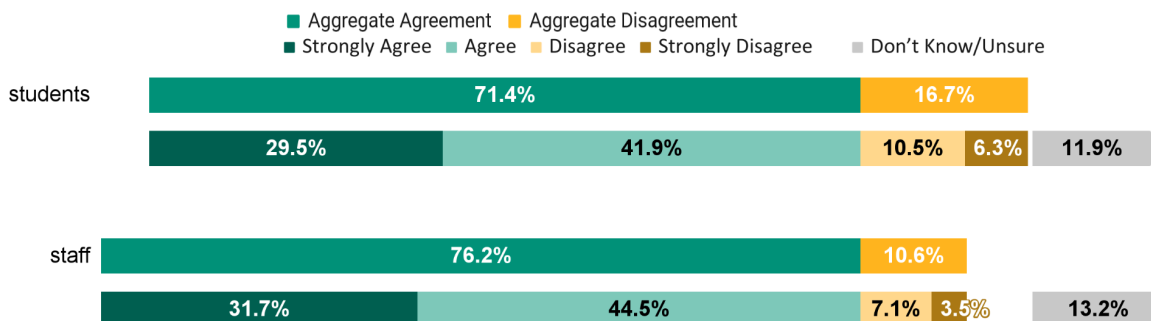
Students (n = 49,222)

I am aware of the work my school is doing to support anti-racism and belonging in schools.

Staff (n = 5,608)

I am aware of the work Edmonton Public Schools is doing to support anti-racism and belonging in schools.

Figure 24. 71.4 per cent of students agree or strongly agree they would feel safe going to an adult at school for help if something racist or discriminatory happened; while 76.2 per cent of staff agree or strongly agree they would feel safe getting help from the Division if they were to experience racism or discrimination at their workplace.



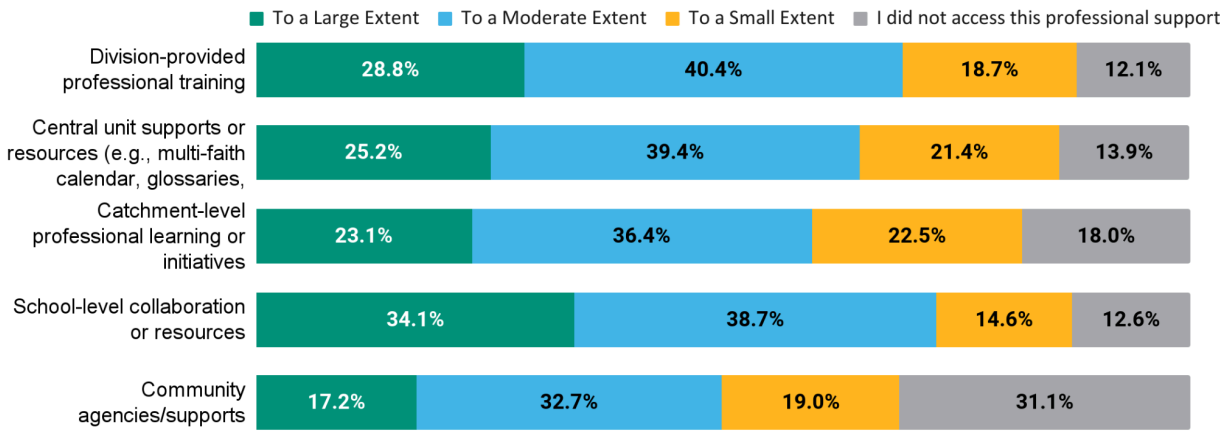
Students (n = 49,222)

I would feel safe going to an adult at my school for help if I felt something racist or discriminatory happened.

Staff (n = 5,608)

If I were to experience racism or discrimination at my workplace, I would feel safe getting help from the Division.

Figure 25. The extent in which professional supports enhanced staff confidence in supporting action toward anti-racism and equity.

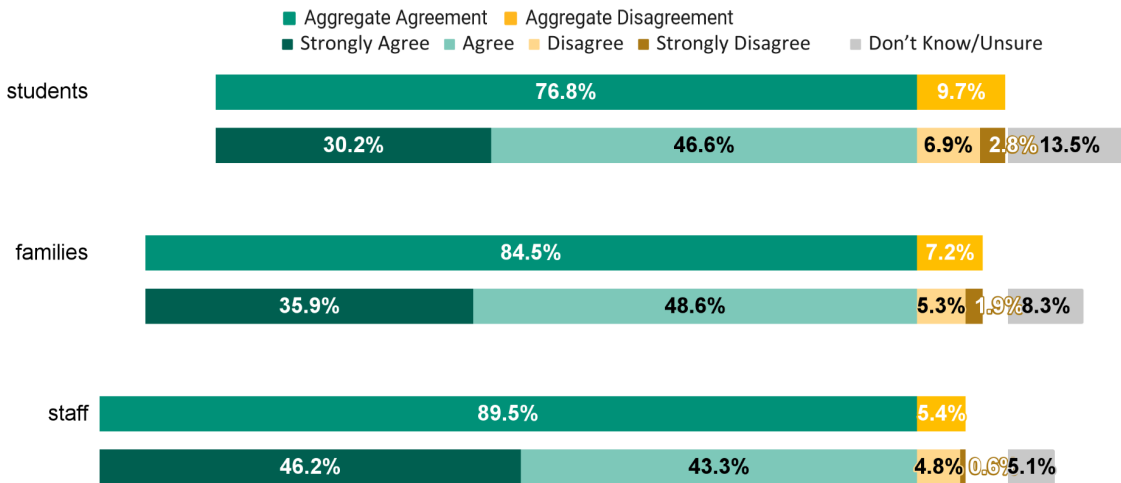


Staff (n = 5,291)

[School and Central Staff] To what extent have the following professional supports enhanced your confidence in supporting the Division's action toward anti-racism and equity?

- a. Division-provided professional learning
- b. Central unit supports or resources (e.g., multi-faith calendar, glossaries, consultants)
- c. catchment-level professional learning and initiatives
- d. school-level collaboration or resources
- e. community agencies/supports

Figure 26. 76.8 per cent of students and 89.5 per cent of staff agree or strongly agree that many diverse cultures are represented in the books and materials at their school, while 84.5 per cent of families agree or strongly agree many diverse cultures are represented in the events, activities and environment at their child's school.



Students (n = 49,222)

Many diverse cultures (i.e., languages, traditions, worldviews, histories, current realities) are represented in the books and materials at my school.

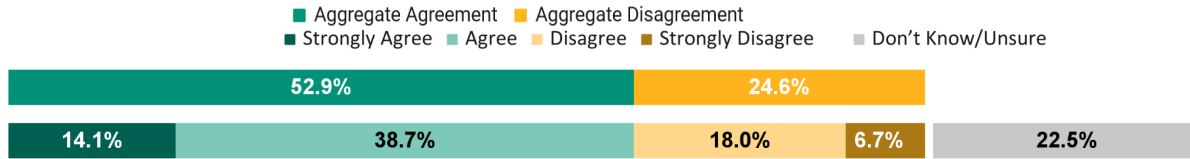
Families (n = 6,550)

Many diverse cultures (i.e. languages, traditions, worldviews, histories, current realities) are represented in the events, activities and environment of my child's school.

Staff (n = 4,629)

[School Staff] Many diverse cultures (i.e., languages, traditions, worldviews, histories, current realities) are represented in the books and materials at my school.

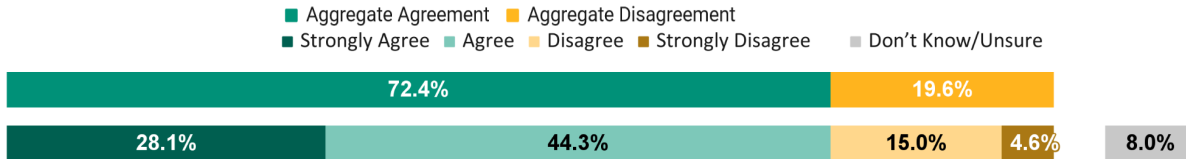
Figure 27. 52.9 per cent of students agree or strongly agree that they see their identity/culture reflected in the materials used in class.



Students (n = 49,222)

I see my identity/culture reflected in the materials used in class.

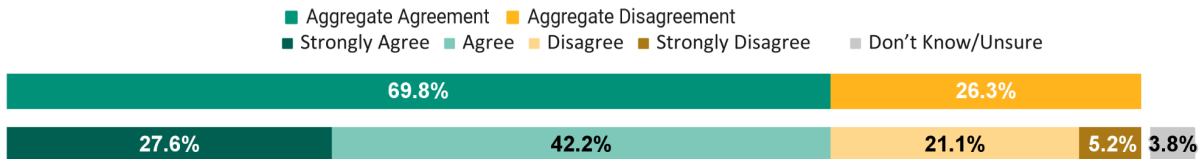
Figure 28. 72.4 per cent of staff agree or strongly agree they see diverse representation across all staffing groups in the Division.



Staff (n = 5,608)

I see diverse representation across all staffing groups in the Division.

Figure 29. 69.8 per cent of staff agree or strongly agree the staff in their school reflect the diversity of the students they teach.



Staff (n = 4,629)

The staff in my school reflect the diversity of the students we teach.

Figure 30. 79.6 per cent of students and 93.6 per cent of staff agree or strongly agree their school/Division takes actions that support truth and reconciliation; while 69.3 per cent of families agree or strongly agree their child's school keeps them informed of steps being taken to support truth and reconciliation.

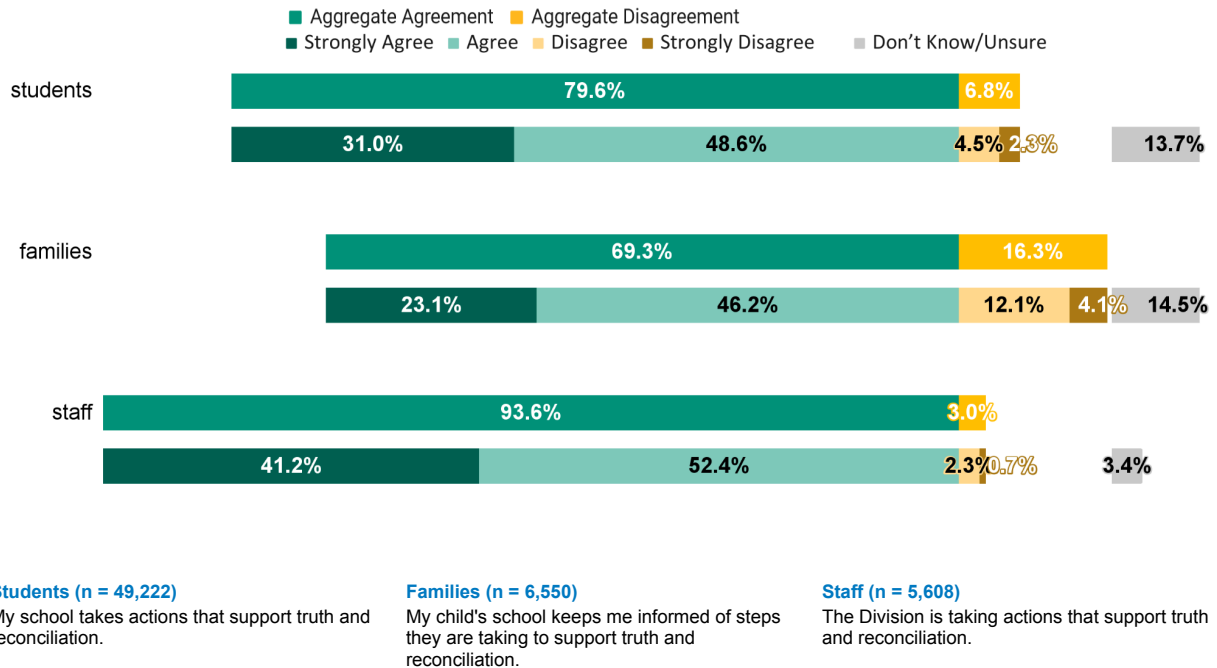
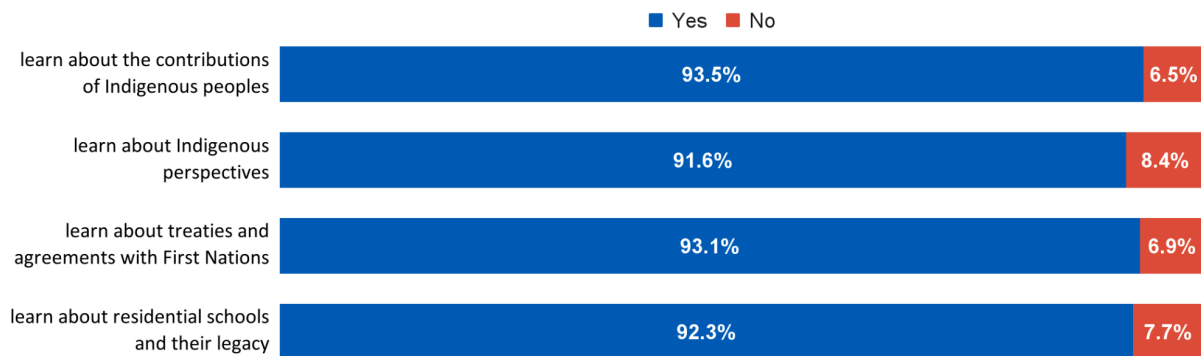


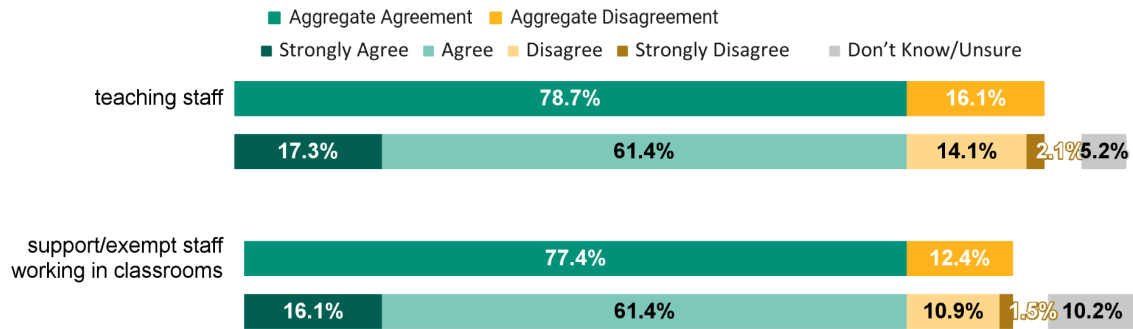
Figure 31. Student awareness of the opportunities in school to learn about First Nations, Métis and Inuit histories and perspectives.



Students
In school I have the opportunity to:

- learn about the contributions of Indigenous peoples (n = 48,027).
- learn about Indigenous perspectives (n = 47,678).
- learn about treaties and agreements with First Nations (n = 47,718).
- learn about residential schools and their legacy (n = 47,612).

Figure 32. 78.7 per cent of teaching staff and 77.4 per cent of support/exempt staff working in classrooms agree or strongly agree they have the knowledge and skills to support First Nations, Métis and Inuit students.



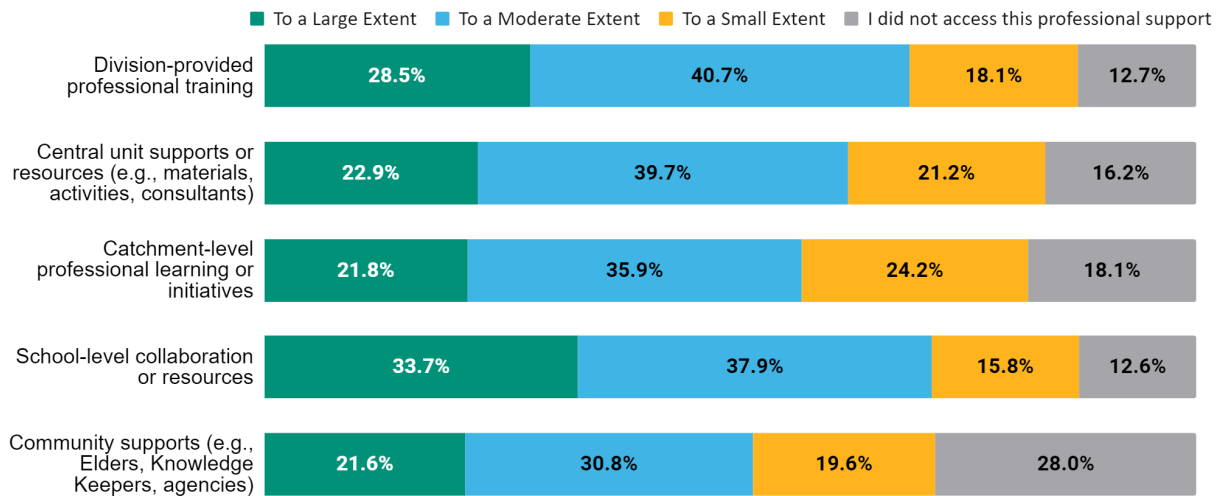
Teachers, Principals (n = 3,307)

I have the knowledge and skills to program for/support students who are First Nations, Métis, and Inuit.

Support Staff that work in the Classroom (n = 1,121)

I have the knowledge and skills to support students who are First Nations, Métis, and Inuit.

Figure 33. The extent in which professional supports enhanced staff confidence in supporting the success of First Nations, Métis and Inuit students.



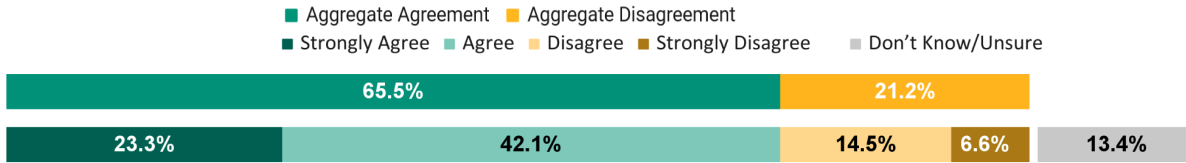
Staff (n = 5,291)

[School and Central Staff] To what extent have the following professional supports enhanced your confidence in supporting the success of First Nations, Métis, and Inuit students?

- a. Division-provided professional learning
- b. Central unit supports or resources (e.g., materials, activities, consultants)
- c. Catchment-level professional learning and initiatives
- d. School-level collaboration or resources
- e. Community support (e.g., Elders, Knowledge Keepers, agencies)

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

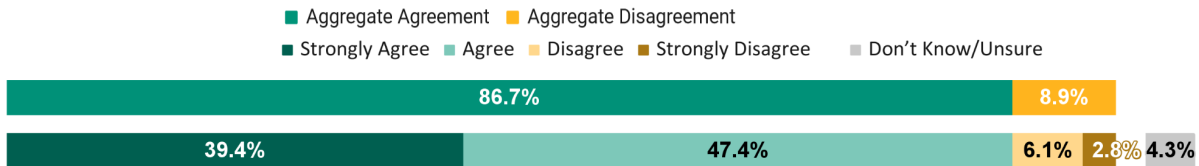
Figure 34. 65.5 per cent of students agree or strongly agree staff at their school know them as a person.



Students (n = 49,222)

Staff at my school know me as a person.

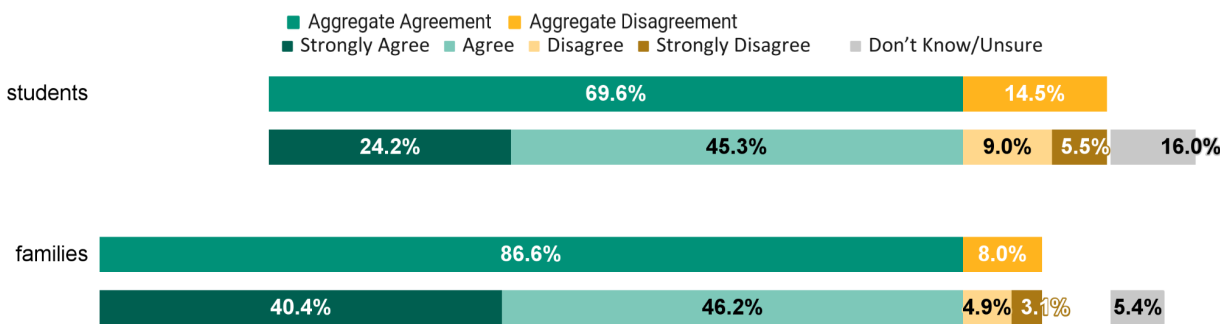
Figure 35. 86.7 per cent of families agree or strongly agree they have a positive relationship with school staff to support their children's learning at school.



Families (n = 6,550)

I feel like I have a positive relationship with staff to support my child's learning in school.

Figure 36. 69.6 per cent of students and 86.6 per cent of families agree or strongly agree that they feel adults at school care about students.



Students (n = 49,221)

I feel the adults at my school care about me.

Families (n = 6,550)

I feel the staff in my child's school care about my child.

Figure 37. Percentage of students, families and staff who agree or strongly agree they feel they belong at their school (70.1 per cent students), feel connected to their child's school (75.7 per cent families), or feel a sense of belonging at their workplace (88.6 per cent staff).

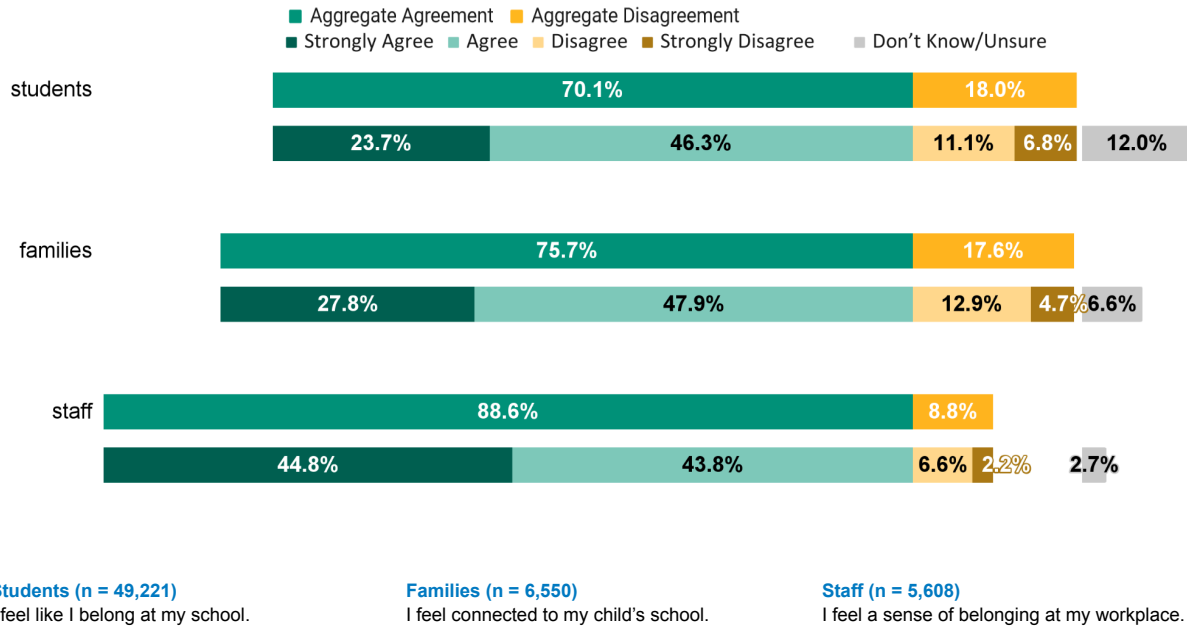


Figure 38. 63.8 per cent of students, 86.0 per cent of families and 91.0 per cent of school staff agree or strongly agree school is a place where all students feel like they belong.

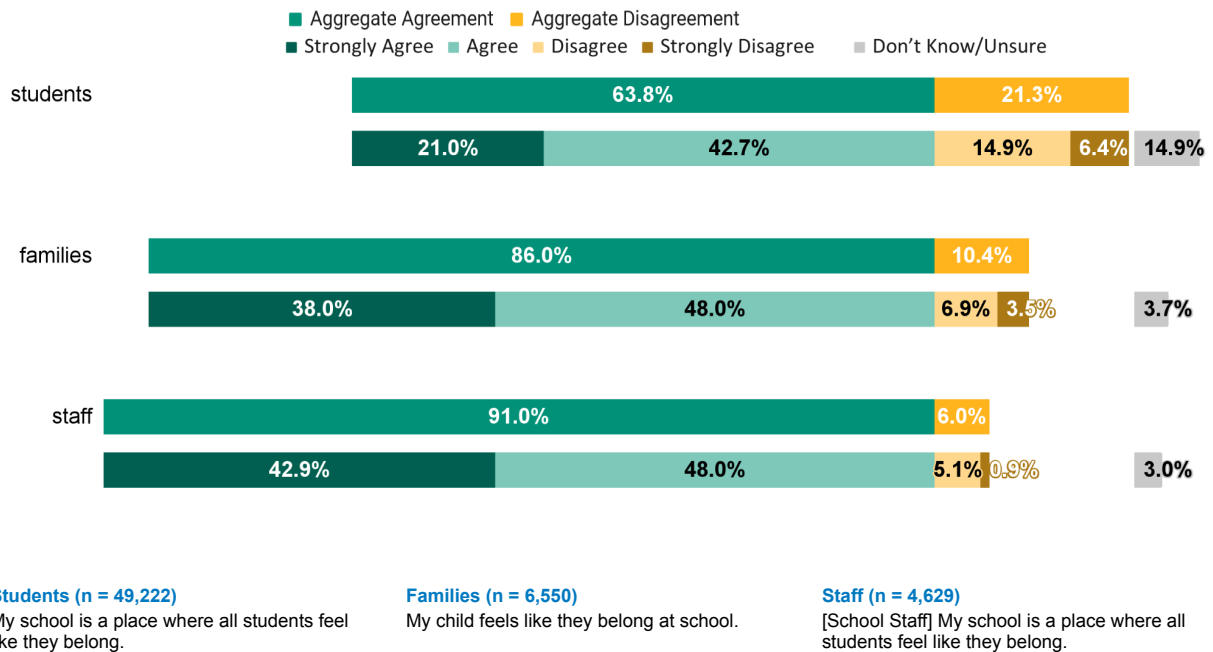
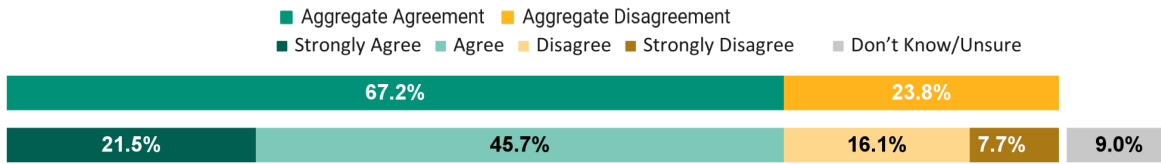


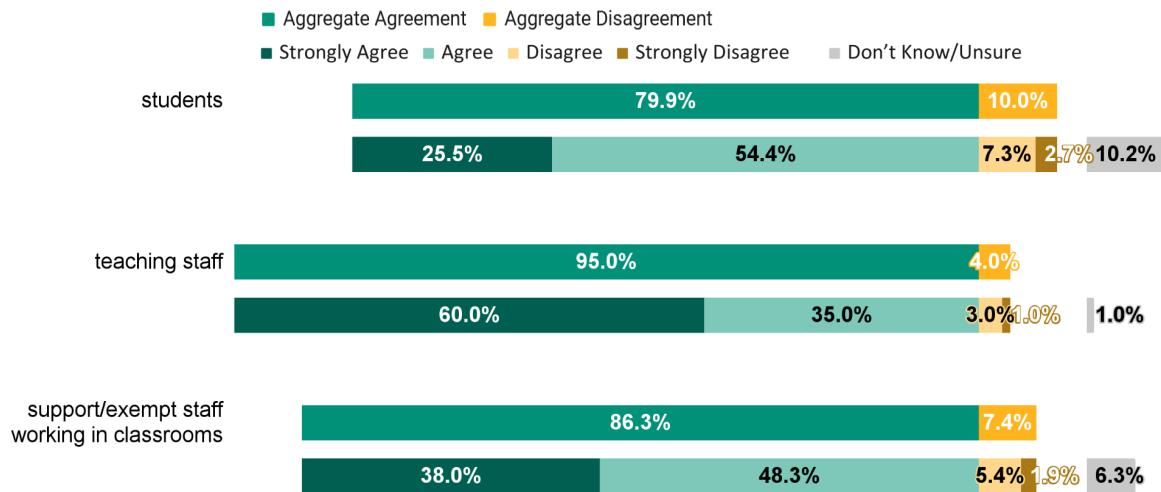
Figure 39. 67.2 per cent of students agree or strongly agree they feel they can be themselves at their school.



Students (n = 49,222)

I feel like I can be myself at my school.

Figure 40. 79.9 per cent of students, 95.0 per cent of teaching staff and 86.3 per cent of support/exempt staff working in classrooms agree or strongly agree schools provide opportunities that support a sense of belonging for everyone.



Students (n = 49,222)

At my school, I have opportunities to be involved in activities that support my sense of belonging.

Teaching Staff (n = 4,629)

My school takes steps to support a sense of belonging and inclusion for everyone.

Support/Exempt Staff working in classrooms (n = 979)

My workplace takes steps to support a sense of belonging and inclusion for everyone.

Figure 41. 73.3 per cent of students and 87.0 per cent of families agree or strongly agree they feel students are safe at school; while 91.4 per cent of staff agree or strongly agree they feel safe at their workplace.

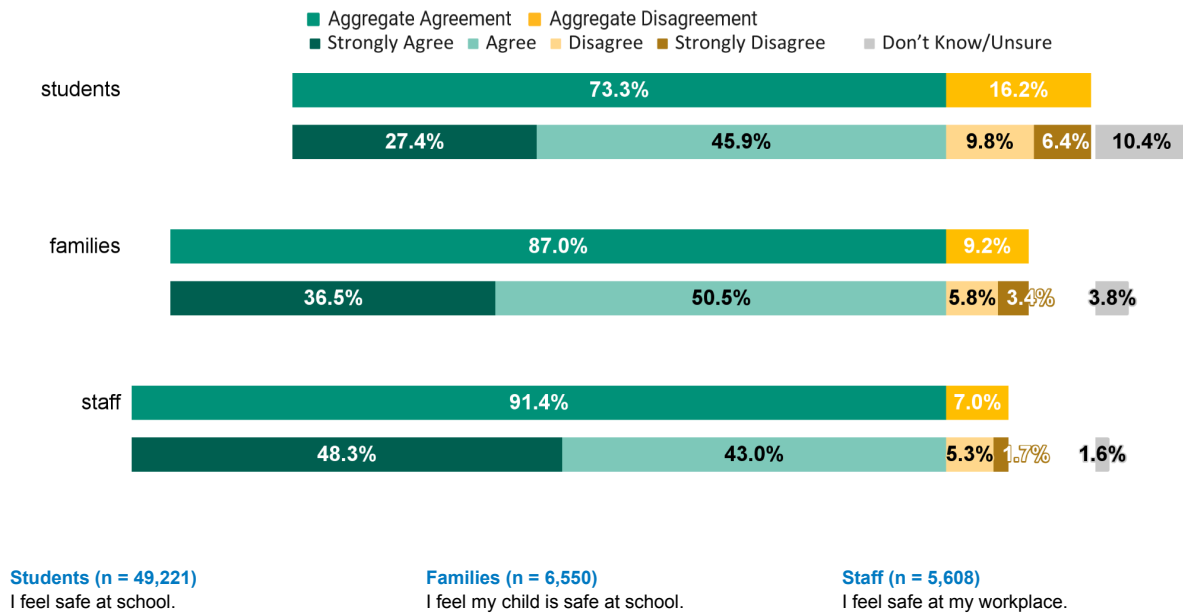


Figure 42. 86.7 per cent of families agree or strongly agree they feel welcome in their child's school community.

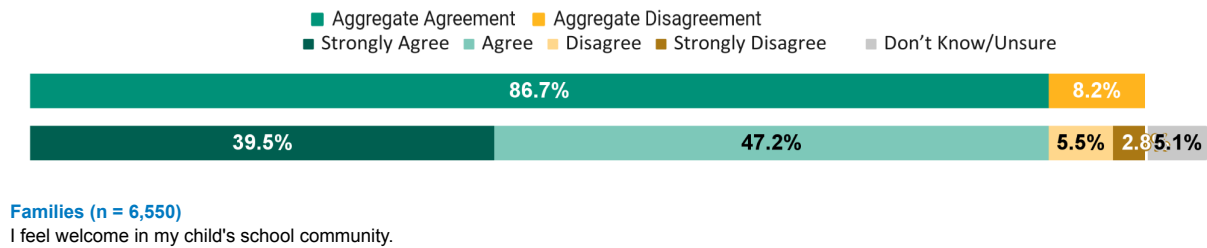


Figure 43. 70.3 per cent of students and 77.1 per cent of families agree or strongly agree school helps students develop skills that support their wellness.

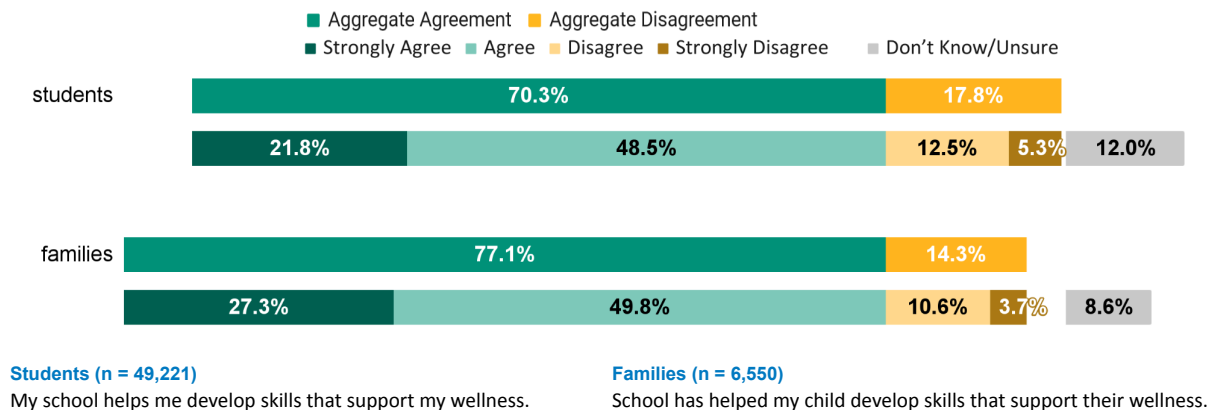
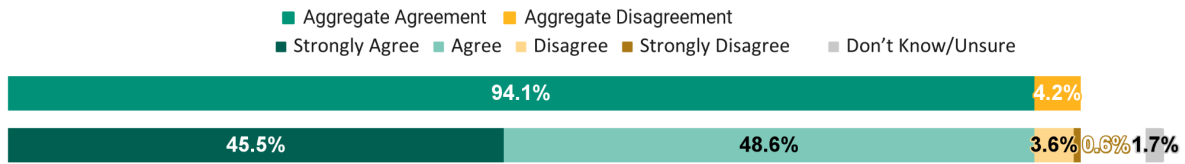


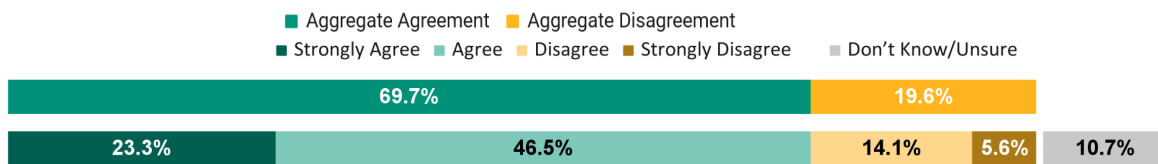
Figure 44. 94.1 per cent of teaching staff agree or strongly agree they feel confident helping students build skills that support their wellness.



Staff (n = 4,427)

[Principals, Teachers] I feel confident helping students build skills that support their wellness.

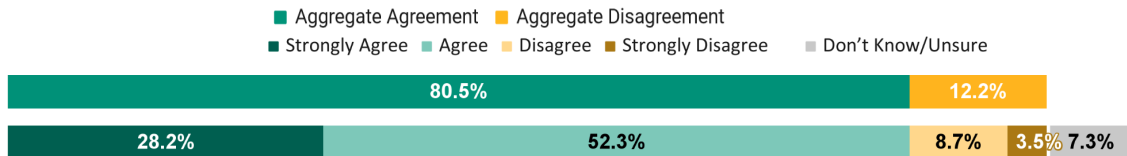
Figure 45. 69.7 per cent of students agree or strongly agree their school helps them when things are hard.



Students (n = 49,221)

My school helps me keep trying when things are hard.

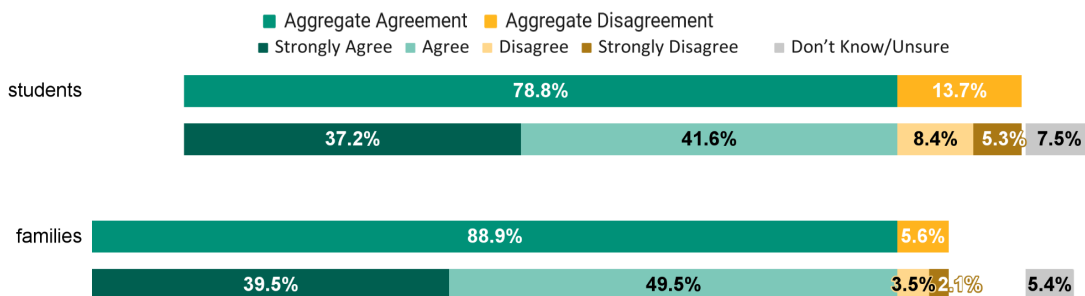
Figure 46. 80.5 per cent of families agree or strongly agree their child has built relationships, through school, that support their wellness.



Families (n = 6,550)

Through school my child has built relationships that support their wellness.

Figure 47. 78.8 per cent of students and 88.9 per cent of families agree or strongly agree students have at least one positive relationship with an adult at their school.



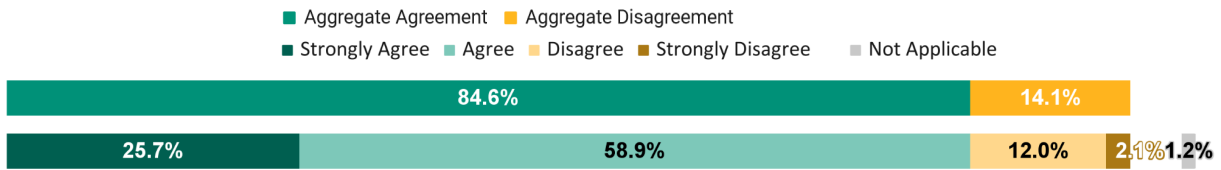
Students (n = 49,221)

I have at least one adult in my school who I would go to for help if I need it.

Families (n = 6,550)

I feel my child has a positive relationship with one or more adults in their school.

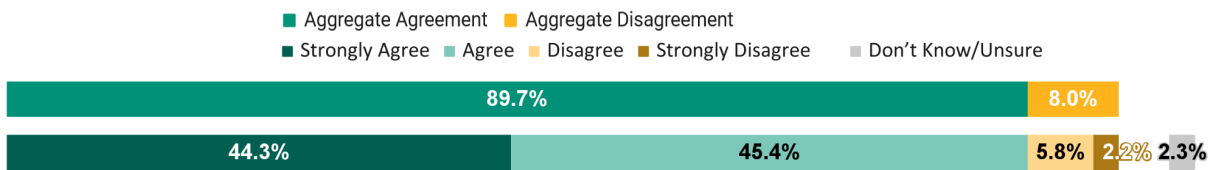
Figure 48. 84.6 per cent of staff agree or strongly agree they are aware of the range of supports available through the Division’s benefit program.



Staff (n = 5,608)

I am aware of the range of supports for my well-being available through the Division's benefit program.

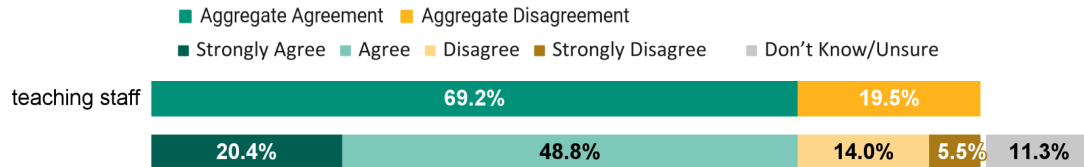
Figure 49. 89.7 per cent of staff agree or strongly agree their workplace feels respectful.



Staff (n = 5,608)

I feel my workplace is respectful.

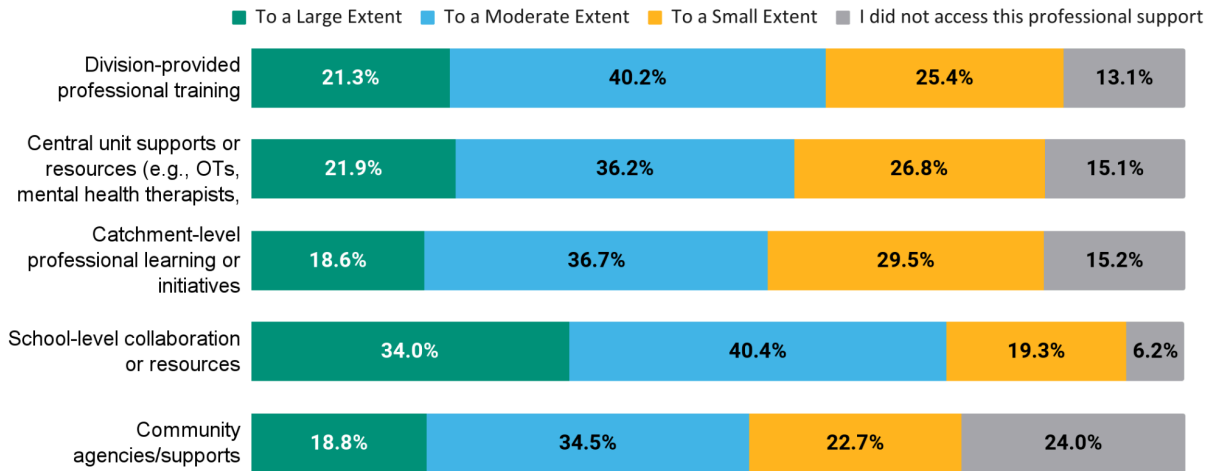
Figure 50. 69.2 per cent of staff agree or strongly agree there are community services available to support the mental health needs of students.



Staff (n = 4,563)

[Principals, Teachers, Central Staff] There are community services available to support the mental health needs of our students.

Figure 51. *The extent in which professionals enhance staff confidence in supporting students’ mental health and well-being.*



Staff (n = 4,628)

[Principals, Teachers, Support Staff] To what extent have the following supports enhanced your confidence in supporting students’ mental health and well-being?

- a. Division-provided professional learning
- b. Central unit supports or resources (OTs, mental health therapists, consultants)
- c. catchment level professional learning or initiatives
- d. school-level collaboration or resources
- e. community agencies/supports

School Year Context

To understand the 2022–23 DFS data and feedback, it is helpful to identify unique elements of the 2022–23 school year. During the 2022–23 school year, Edmonton Public Schools welcomed approximately 109,000 students. Most of these students returned to in-person learning, with Argyll Centre continuing to offer online learning opportunities for students and families who preferred learning at home. Although the pandemic disrupted both academic learning and student well-being, staff continued to be responsive to students' needs. While teachers provided differentiated instruction based on students' readiness, all staff demonstrated a commitment to enhancing students' mental health through ongoing professional development (PD). Standardized assessments resumed, with diploma exam weightings at 20 per cent, set to return to pre-pandemic weighting of 30 per cent in the 2023–24 school year.

Reflective of the 2022–26 Division Strategic Plan, the Division continued to emphasize anti-racism by championing initiatives like the Anti-racism and Equity Action Plan, as well as introducing the Staff Anti-racism, Reconciliation and Equity Advisory Committee and Student Demographic Survey. Additionally, there has been a heightened focus on mental health through initiatives targeting youth resilience such as the ongoing collaboration with Dr. Michael Ungar and the Resilience Research Centre at Dalhousie University. Alongside these initiatives, there was a sustained emphasis on in-person well-being supports such as Mental Health Therapists, High School Completion Coaches, success coaches, school or guidance counselors and cross-disciplinary teams of mental health and wellness professionals, as well as creating connections to community mental health resources. Further, through initiatives like the prototype Creating Schools That Listen, student voice and feedback were actively solicited to support a sense of belonging, inclusion and safety.

Alberta Education also initiated the rollout of its new curriculum.⁴ As this curriculum is being implemented, teachers are actively and continuously crafting, refining and iterating lessons, activities and assessments. These activities, combined with collaborative efforts in designing instructional material, reinforces a strong foundation for both the current and upcoming curriculum changes.

⁴ 2022–23 curriculum updates include: K–3 English Language Arts and Literature, K–3 Mathematics and K–6 Physical Education and Wellness

2023–24 curriculum updates include: K–3 French Language Arts and Literature, French Immersion Language Arts and Literacy and Science. Grades 4–6 English Language Arts Literature and 4–6 Mathematics
([Alberta Education, 2023](#))

Conclusion

The DFS is a valuable tool for a school division, promoting opportunities for both accountability and continuous improvement by providing a platform for students, families and staff to share their perspectives. Thank you to all participants for taking the time to respond to this survey, which helps to improve Division learning 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 2023–24 school year and beyond.

Contacts

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

Appendix: Data Tables

General Check-in

Table 1. 64.7 per cent of students and 64.0 per cent of Division staff reported feeling very well or well during the 2022–23 school year.

	Students	Staff
Very well	18.6% (9,164)	21.3% (1,192)
Well	46.1% (22,695)	42.8% (2,398)
So-so	28.6% (14,092)	27.1% (1,518)
Not well	4.8% (2,375)	6.4% (357)
Not well at all	1.8% (896)	2.5% (141)
Total	100% (49,222)	100% (5,606)

Priority 1: Build on outstanding learning opportunities for all students

Table 2. 89.2 per cent of students agree or strongly agree they have the opportunity to be successful in learning.

	Per cent	Count
Strongly Agree	28.3%	13,921
Agree	60.9%	29,992
Disagree	3.6%	1,795
Strongly Disagree	1.1%	560
Don't Know/Unsure	6.0%	2,954
Total	100%	49,222

Table 3. 82.8 per cent of students agree or strongly agree staff have high expectations of them to be successful in their learning.

	Per cent	Count
Strongly Agree	28.9%	14,218
Agree	54.0%	26,562
Disagree	5.3%	2,612
Strongly Disagree	1.4%	678
Don't Know/Unsure	10.5%	5,152
Total	100%	49,222

Table 4. 76.2 per cent of students agree or strongly agree they are supported to try their best even when learning is hard.

	Per cent	Count
Strongly Agree	25.4%	12,482
Agree	50.8%	25,005
Disagree	11.4%	5,603
Strongly Disagree	3.4%	1,675
Don't Know/Unsure	9.1%	4,457
Total	100%	49,222

Table 5. 84.6 per cent of students agree or strongly agree they know how to get help with their learning in school.

	Per cent	Count
Strongly Agree	30.5%	15,012
Agree	54.1%	26,628
Disagree	7.1%	3,474
Strongly Disagree	2.2%	1,088
Don't Know/Unsure	6.1%	3,020
Total	100%	49,222

Table 6. 52.1 per cent of students agree or strongly agree staff at their school know how they learn best.

	Per cent	Count
Strongly Agree	14.0%	6,868
Agree	38.2%	18,793
Disagree	20.5%	10,089
Strongly Disagree	7.2%	3,523
Don't Know/Unsure	20.2%	9,949
Total	100%	49,222

Table 7. 81.9 per cent of families agreed or strongly agreed their child's learning needs are supported at school.

	Per cent	Count
Strongly Agree	31.6%	2,071
Agree	50.3%	3,294
Disagree	9.9%	647
Strongly Disagree	3.9%	257
Don't Know/Unsure	4.3%	281
Total	100%	6,550

Table 8. 69.0 per cent of K–6 certified teaching staff have used the Division’s resources to support teaching of the new curriculum.

	Per cent	Count
Yes	69.0%	1,349
No	31.0%	605
Total	100.0%	1,954

Table 9. 89.0 per cent of K–6 certified teaching staff who have used the Division’s resources for teaching the new curriculum agree or strongly agree they have been helpful.

	Per cent	Count
Strongly Agree	23.4%	316
Agree	65.6%	885
Disagree	5.1%	69
Strongly Disagree	0.7%	9
Don’t Know/Unsure	5.2%	70
Total	100%	1,349

Table 10. 81.9 per cent of families agree or strongly agree that the information they receive from their child’s school tells them about their child’s progress.

	Per cent	Count
Strongly Agree	26.9%	532
Agree	55.0%	1,089
Disagree	10.7%	212
Strongly Disagree	3.9%	77
Don’t Know/Unsure	3.5%	69
Total	100%	1,979

Table 11. 76.9 per cent of students and 83.3 per cent of families agree or strongly agree the feedback or information they receive about student learning is helpful.

	Students	Families
Strongly Agree	21.7% (10,693)	33.6% (2,200)
Agree	55.2% (27,161)	49.7% (3,258)
Disagree	10.4% (5,115)	10.0% (654)
Strongly Disagree	2.6% (1,271)	3.5% (228)
Don’t Know/Unsure	10.1% (4,982)	3.2% (210)
Total	100% (49,222)	100% (6,550)

Table 12. 88.6 per cent of staff who work in a classroom agree or strongly agree they know how to access resources to meet the diverse learning needs of all students.

	Per cent	Count
Strongly Agree	25.1%	1,044
Agree	63.5%	2,644
Disagree	7.8%	325
Strongly Disagree	1.8%	76
Don't Know/Unsure	1.7%	72
Total	100%	4,161

Table 13. 74.0 per cent of teaching staff and 84.2 per cent of support/exempt staff working in classrooms agree or strongly agree they have the knowledge and skills to program for/support students who are English Language Learners.

	Teachers, Principals	Support/Exempt working in classrooms
Strongly Agree	19.1% (633)	26.1% (293)
Agree	54.9% (1,814)	58.1% (651)
Disagree	17.8% (587)	8.9% (100)
Strongly Disagree	4.4% (145)	2.1% (24)
Don't Know/Unsure	3.9% (128)	4.7% (53)
Total	100% (3,307)	100% (1,121)

Table 14. 78.2 per cent of teaching staff and 88.0 per cent of support/exempt staff working in classrooms agree or strongly agree they have the knowledge and skills to support students in need of specialized supports.

	Teachers, Principals	Support/Exempt working in classrooms
Strongly Agree	22.6% (747)	36.6% (410)
Agree	55.6% (1,838)	51.5% (577)
Disagree	15.1% (498)	7.5% (84)
Strongly Disagree	3.1% (103)	2.0% (22)
Don't Know/Unsure	3.7% (121)	2.5% (28)
Total	100% (3,307)	100% (1,121)

Table 15. 83.4 per cent of families agree or strongly agree their child's Individualized Program Plan (IPP) goals are appropriate for their development.

	Per cent	Count
Strongly Agree	31.0%	325
Agree	52.4%	550
Disagree	8.0%	84
Strongly Disagree	2.8%	29
Don't Know/Unsure	5.8%	61
Total	100%	1,049

Table 16. The extent in which professional supports enhanced staff confidence in supporting all students to achieve learning outcomes.

	Division-provided professional training	Central unit supports or resources (e.g., materials on Connect, consultants)	Catchment-level professional learning or initiatives	School-level collaboration or resources
To a Large Extent	24.6% (1,022)	22.0% (914)	18.3% (760)	49.2% (2,046)
To a Moderate Extent	46.4% (1,929)	43.8% (1,821)	41.4% (1,724)	37.6% (1,564)
To a Small Extent	24.4% (1,014)	26.3% (1,095)	35.3% (1,470)	12.1% (505)
I did not access this professional support	4.7% (196)	8.0% (331)	5.0% (207)	1.1% (46)
Total	100% (4,161)	100% (4,161)	100% (4,161)	100% (4161)

Table 17. Percentage of K–9 staff working classrooms who agree or strongly agree they have the knowledge and skills to support students in their literary learning (92.9 per cent) or numeracy learning (89.3 per cent).

	Literacy learning	Numeracy learning
Strongly Agree	42.6% (1,600)	39.2% (1,472)
Agree	50.3% (1,891)	50.2% (1,885)
Disagree	3.3% (125)	3.8% (142)
Strongly Disagree	0.7% (28)	0.7% (25)
Not Applicable	3.0% (114)	6.2% (234)
Total	100% (3,758)	100% (3,758)

Table 18. Percentage of students who agree or strongly agree they are getting better in math (73.2 per cent), reading (79.5 per cent) and writing (77.1 per cent).

	Math	Reading	Writing
Strongly Agree	34.1% (16,793)	33.0% (16,219)	30.5% (15,023)
Agree	39.1% (19,258)	46.5% (22,894)	46.5% (22,910)
Disagree	12.1% (5,935)	9.6% (4,710)	10.9% (5,362)
Strongly Disagree	6.8% (3,360)	2.7% (1,322)	3.5% (1,703)
Don't Know/Unsure	7.9% (3,876)	8.3% (4,077)	8.6% (4,224)
Total	100% (49,222)	100% (49,222)	100% (49,222)

Table 19. Percentage of K–6 families who agree or strongly agree that the information they receive from their child's school tells them about their child's growth in math (83.0 per cent), reading (83.6 per cent) and writing (82.4 per cent).

	Math	Reading	Writing
Strongly Agree	30.5% (1,385)	31.9% (1,448)	29.8% (1,350)
Agree	52.5% (2,381)	51.7% (2,346)	52.6% (2,388)
Disagree	9.8% (443)	10.2% (464)	11.2% (506)
Strongly Disagree	2.8% (125)	2.8% (126)	2.8% (129)
Don't Know/Unsure	4.5% (203)	3.4% (153)	3.6% (164)
Total	100% (4,537)	100% (4,537)	100% (4,537)

Table 20. 70.6 per cent of students and 84.2 per cent of families agree or strongly agree that what students are learning in school will help them in the future; while 90.1 per cent of staff working in classrooms agree or strongly agree they are confident their work supports the development of competencies students will need in the future.

	Students	Families	Staff
Strongly Agree	29.4% (14,474)	33.2% (2,175)	30.3% (1,259)
Agree	41.2% (20,297)	51.0% (3,343)	59.8% (2,488)
Disagree	10.4% (5,137)	6.5% (425)	3.8% (157)
Strongly Disagree	5.7% (2,824)	3.1% (203)	0.5% (19)
Don't Know/Unsure	13.2% (6,490)	6.2% (404)	5.7% (238)
Total	100% (49,222)	100% (6,550)	100% (4,161)

Table 21. 56.7 per cent of high school students and 60.9 per cent of their families agree or strongly agree school supports students to transition to life after high school; while 86.4 per cent of staff working in classrooms agree or strongly agree they are confident their work is preparing students to transition to life after high school.

	Students	Families	Staff
Strongly Agree	13.6% (1,555)	20.3% (130)	32.6% (1,442)
Agree	43.2% (4,949)	40.5% (259)	53.8% (2,383)
Disagree	18.7% (2,142)	14.9% (95)	5.0% (223)
Strongly Disagree	8.9% (1,021)	6.7% (43)	1.1% (49)
Don't Know/Unsure	15.7% (1,801)	17.5% (112)	7.5% (331)
Total	100% (11,468)	100% (639)	100% (4,428)

Priority 2: Advance action towards anti-racism and reconciliation

Table 22. 61.6 per cent of families agree or strongly agree their child's school keeps them informed of steps taken to support anti-racism and belonging.

	Per cent	Count
Strongly Agree	21.1%	1,383
Agree	40.5%	2,655
Disagree	16.0%	1,047
Strongly Disagree	5.4%	352
Don't Know/Unsure	17.0%	1,113
Total	100%	6,550

Table 23. 81.7 per cent of students and 95.7 per cent of staff are aware of the Division's work to support anti-racism and belonging in schools.

	Students	Staff
Yes	81.7% (40,202)	95.7% (5,369)
No	18.3% (9,020)	4.3% (239)
Total	100% (49,222)	100% (5,608)

Table 24. 71.4 per cent of students agree or strongly agree they would feel safe going to an adult at school for help if they felt something racist or discriminatory happened; while 76.2 per cent of staff agree or strongly agree they would feel safe getting help from the Division if they were to experience racism or discrimination at their workplace.

	Students	Staff
Strongly Agree	29.5% (14,498)	31.7% (1,780)
Agree	41.9% (20,627)	44.5% (2,493)
Disagree	10.5% (5,154)	7.1% (398)
Strongly Disagree	6.3% (3,090)	3.5% (199)
Don't Know/Unsure	11.9% (5,853)	13.2% (738)
Total	100% (49,222)	100% (5,608)

Table 25. The extent in which professional supports enhanced staff confidence in supporting action toward anti-racism and equity.

	Division-provided professional training	Central unit supports or resources (e.g., materials on Connect, consultants)	Catchment-level professional learning or initiatives	School-level collaboration or resources	Community agencies/supports
To a Large Extent	28.8% (1,523)	25.2% (1,334)	23.1% (1,224)	34.1% (1,803)	17.2% (908)
To a Moderate Extent	40.4% (2,135)	39.4% (2,087)	36.4% (1,924)	38.7% (2,050)	32.7% (1,729)
To a Small Extent	18.7% (992)	21.4% (1,133)	22.5% (1,192)	14.6% (772)	19.0% (1,006)
I did not access this professional support	12.1% (641)	13.9% (737)	18.0% (951)	12.6% (666)	31.1% (1,648)
Total	100% (5,291)	100% (5,291)	100% (5,291)	100% (5,291)	100% (5,291)

Table 26. 76.8 per cent of students and 89.5 per cent of staff agree or strongly agree many diverse cultures are represented in the books and materials at their school; while 84.5 per cent of families agree or strongly agree many diverse cultures are represented in the events, activities and environment at their child's school.

	Students	Families	Staff
Strongly Agree	30.2% (14,871)	35.9% (2,352)	46.2% (2,138)
Agree	46.6% (22,926)	48.6% (3,181)	43.3% (2,005)
Disagree	6.9% (3,384)	5.3% (349)	4.8% (220)
Strongly Disagree	2.8% (1,378)	1.9% (123)	0.6% (28)
Don't Know/Unsure	13.5% (6,663)	8.3% (545)	5.1% (238)
Total	100% (49,222)	100% (6,550)	100% (4,629)

Table 27. 52.9 per cent of students agree or strongly agree that they see their identity/culture reflected in the materials used in class.

	Per cent	Count
Strongly Agree	14.1%	6,960
Agree	38.7%	19,055
Disagree	18.0%	8,836
Strongly Disagree	6.7%	3,290
Don't Know/Unsure	22.5%	11,081
Total	100%	49,222

Table 28. 72.4 per cent of staff agree or strongly agree they see diverse representation across all staffing groups in the Division.

	Per cent	Count
Strongly Agree	28.1%	1,574
Agree	44.3%	2,487
Disagree	15.0%	843
Strongly Disagree	4.6%	258
Don't Know/Unsure	8.0%	446
Total	100.0%	5,608

Table 29. 69.8 per cent of staff agree or strongly agree the staff in their school reflect the diversity of the students they teach.

	Per cent	Count
Strongly Agree	27.6%	1,278
Agree	42.2%	1,954
Disagree	21.1%	977
Strongly Disagree	5.2%	242
Don't Know/Unsure	3.8%	178
Total	100%	4,629

Table 30. 79.6 per cent of students and 93.6 per cent of staff agree or strongly agree their school/Division takes actions that support truth and reconciliation; while 69.3 per cent of families agree or strongly agree their child's school keeps them informed of steps being taken to support truth and reconciliation.

	Students	Families	Staff
Strongly Agree	31.0% (15,253)	23.1% (1,513)	41.2% (2,309)
Agree	48.6% (23,913)	46.2% (3,023)	52.4% (2,940)
Disagree	4.5% (2,214)	12.1% (795)	2.3% (127)
Strongly Disagree	2.3% (1,119)	4.1% (270)	0.7% (40)
Don't Know/Unsure	13.7% (6,723)	14.5% (949)	3.4% (192)
Total	100% (49,222)	100% (6,550)	100% (5,608)

Table 31. Student awareness of the opportunities in school to learn about First Nations, Métis and Inuit histories and perspectives.

	Learn about the contributions of Indigenous peoples	Learn about Indigenous perspectives	Learn about treaties and agreements with First Nations	Learn about residential schools and their legacy
Yes	93.5% (44,921)	91.6% (43,695)	93.1% (44,440)	92.3% (43,961)
No	6.5% (3,106)	8.4% (3,983)	6.9% (3,278)	7.7% (3,651)
Total	100% (48,027)	100% (47,678)	100% (47,718)	100% (47,612)

Table 32. 78.7 per cent of teaching staff and 77.4 per cent of support/exempt staff working in classrooms agree or strongly agree they have the knowledge and skills to support First Nations, Métis and Inuit students.

	Teaching staff	Support/exempt staff working in classrooms
Strongly Agree	17.3% (571)	16.1% (180)
Agree	61.4% (2,030)	61.4% (688)
Disagree	14.1% (465)	10.9% (122)
Strongly Disagree	2.1% (68)	1.5% (17)
Don't Know/Unsure	5.2% (173)	10.2% (114)
Total	100% (3,307)	100% (1,121)

Table 33. The extent in which professional supports enhanced staff confidence in supporting the success of First Nations, Métis and Inuit students.

	Division-provided professional training	Central unit supports or resources (e.g., materials on Connect, consultants)	Catchment-level professional learning or initiatives	School-level collaboration or resources	Community supports (e.g., Elders, Knowledge Keepers, agencies)
To a Large Extent	28.5% (1,508)	22.9% (1,209)	21.8% (1,155)	33.7% (1,782)	21.6% (1,144)
To a Moderate Extent	40.7% (2,154)	39.7% (2,100)	35.9% (1,899)	37.9% (2,006)	30.8% (1,629)
To a Small Extent	18.1% (957)	21.2% (1,124)	24.2% (1,280)	15.8% (835)	19.6% (1,036)
I did not access this professional support	12.7% (672)	16.2% (858)	18.1% (957)	12.6% (668)	28.0% (1,482)
Total	100% (5,291)	100% (5,291)	100% (5,291)	100% (5,291)	100% (5,291)

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

Table 34. 65.5 per cent of students agree or strongly agree staff at their school know them as a person.

	Per cent	Count
Strongly Agree	23.3%	11,482
Agree	42.1%	20,739
Disagree	14.5%	7,151
Strongly Disagree	6.6%	3,260
Don't Know/Unsure	13.4%	6,590
Total	100%	49,222

Table 35. 86.7 per cent of families agree or strongly agree they have a positive relationship with school staff to support their children's learning at school.

	Per cent	Count
Strongly Agree	39.4%	2,580
Agree	47.4%	3,102
Disagree	6.1%	399
Strongly Disagree	2.8%	186
Don't Know/Unsure	4.3%	283
Total	100%	6,550

Table 36. 69.6 per cent of students and 86.6 per cent of families agree or strongly agree that they feel adults at school care about students.

	Students	Families
Strongly Agree	24.2% (11,921)	40.4% (2,648)
Agree	45.3% (22,313)	46.2% (3,025)
Disagree	9.0% (4,420)	4.9% (324)
Strongly Disagree	5.5% (2,694)	3.1% (201)
Don't Know/Unsure	16.0% (7,873)	5.4% (352)
Total	100% (49,221)	100% (6,550)

Table 37. Percentage of students, families and staff who agree or strongly agree they feel they belong at their school (70.1 per cent students), feel connected to their child’s school (75.7 per cent families), or feel a sense of belonging at their workplace (88.6 per cent staff).

	Students	Families	Staff
Strongly Agree	23.7% (11,682)	27.8% (1,820)	44.8% (2,513)
Agree	46.3% (22,798)	47.9% (3,139)	43.8% (2,455)
Disagree	11.1% (5,486)	12.9% (845)	6.6% (369)
Strongly Disagree	6.8% (3,362)	4.7% (311)	2.2% (122)
Don’t Know/Unsure	12.0% (5,893)	6.6% (435)	2.7% (149)
Total	100% (49,221)	100% (6,550)	100% (5,608)

Table 38. 63.8 per cent of students, 86.0 per cent of families and 91.0 per cent of school staff agree or strongly agree school is a place where all students feel like they belong.

	Students	Families	Staff
Strongly Agree	21.0% (10,357)	38.0% (2,486)	42.9% (1,987)
Agree	42.7% (21,034)	48.0% (3,145)	48.0% (2,224)
Disagree	14.9% (7,331)	6.9% (452)	5.1% (235)
Strongly Disagree	6.4% (3,145)	3.5% (226)	0.9% (42)
Don’t Know/Unsure	14.9% (7,355)	3.7% (241)	3.0% (141)
Total	100% (49,222)	100% (6,550)	100% (4,629)

Table 39. 67.2 per cent of students agree or strongly agree they feel they can be themselves at their school.

	Per cent	Count
Strongly Agree	21.5%	10,585
Agree	45.7%	22,493
Disagree	16.1%	7,904
Strongly Disagree	7.7%	3,810
Don’t Know/Unsure	9.0%	4,430
Total	100%	49,222

Table 40. 79.9 per cent of students, 95.0 per cent of teaching staff, and 86.3 per cent support/exempt staff working in a classroom agree or strongly agree schools provide opportunities that support a sense of belonging for everyone.

	Students	Teaching staff	Support/exempt staff working in classrooms
Strongly Agree	25.5% (12,536)	60.0% (2,778)	38.0% (372)
Agree	54.4% (26,779)	35.0% (1,619)	48.3% (473)
Disagree	7.3% (3,578)	3.0% (139)	5.4% (53)
Strongly Disagree	2.7% (1,329)	1.0% (47)	1.9% (19)
Don't Know/Unsure	10.2% (5,000)	1.0% (46)	6.3% (62)
Total	100% (49,222)	100% (4,629)	100% (979)

Table 41. 73.3 per cent of students and 87.0 per cent of families agree or strongly agree they feel students are safe at school; while 91.4 per cent of staff agree or strongly agree they feel safe at their workplace.

	Students	Families	Staff
Strongly Agree	27.4% (13,497)	36.5% (2,389)	48.3% (2,711)
Agree	45.9% (22,592)	50.5% (3,308)	43.0% (2,414)
Disagree	9.8% (4,822)	5.8% (381)	5.3% (296)
Strongly Disagree	6.4% (3,171)	3.4% (222)	1.7% (96)
Don't Know/Unsure	10.4% (5,139)	3.8% (250)	1.6% (91)
Total	100% (49,221)	100% (6,550)	100% (5,608)

Table 42. 86.7 per cent of families agree or strongly agree they feel welcome in their child's school community.

	Per cent	Count
Strongly Agree	39.5%	2,590
Agree	47.2%	3,091
Disagree	5.5%	357
Strongly Disagree	2.8%	181
Don't Know/Unsure	5.1%	331
Total	100%	6,550

Table 43. 70.3 per cent of students and 77.1 per cent of families agree or strongly agree school helps students develop skills that support their wellness.

	Students	Families
Strongly Agree	21.8% (10,733)	27.3% (1,789)
Agree	48.5% (23,849)	49.8% (3,264)
Disagree	12.5% (6,135)	10.6% (692)
Strongly Disagree	5.3% (2,614)	3.7% (243)
Don't Know/Unsure	12.0% (5,890)	8.6% (562)
Total	100% (49,221)	100% (6,550)

Table 44. 94.1 per cent of teaching staff agree or strongly agree they feel confident helping students build skills that support their wellness.

	Per cent	Count
Strongly Agree	45.5%	2,014
Agree	48.6%	2,152
Disagree	3.6%	160
Strongly Disagree	0.6%	27
Don't Know/Unsure	1.7%	74
Total	100%	4,427

Table 45. 69.7 per cent of students agree or strongly agree their school helps them when things are hard.

	Per cent	Count
Strongly Agree	23.3%	11,447
Agree	46.5%	22,877
Disagree	14.1%	6,916
Strongly Disagree	5.6%	2,737
Don't Know/Unsure	10.7%	5,244
Total	100%	49,221

Table 46. 80.5 per cent of families agree or strongly agree their child has built relationships, through school, that support their wellness.

	Per cent	Count
Strongly Agree	28.2%	1,845
Agree	52.3%	3,427
Disagree	8.7%	573
Strongly Disagree	3.5%	227
Don't Know/Unsure	7.3%	478
Total	100%	6,550

Table 47. 78.8 per cent of students and 88.9 per cent of families agree or strongly agree students have at least one positive relationship with an adult at their school.

	Students	Families
Strongly Agree	37.2% (18,294)	39.5% (2,585)
Agree	41.6% (20,476)	49.5% (3,240)
Disagree	8.4% (4,140)	3.5% (231)
Strongly Disagree	5.3% (2,608)	2.1% (139)
Don't Know/Unsure	7.5% (3,703)	5.4% (355)
Total	100% (49,221)	100% (6,550)

Table 48. 84.6 per cent of staff agree or strongly agree they are aware of the range of supports available through the Division's benefit program.

	Per cent	Count
Strongly Agree	25.7%	1,442
Agree	58.9%	3,305
Disagree	12.0%	673
Strongly Disagree	2.1%	120
Not Applicable	1.2%	68
Total	100%	5,608

Table 49. 89.7 per cent of staff agree or strongly agree their workplace feels respectful.

	Per cent	count
Strongly Agree	44.3%	2,487
Agree	45.4%	2,545
Disagree	5.8%	324
Strongly Disagree	2.2%	122
Don't Know/Unsure	2.3%	130
Total	100.0%	5,608

Table 50. 69.2 per cent of staff agree or strongly agree there are community services available to support the mental health needs of students.

	Per cent	Count
Strongly Agree	20.4%	932
Agree	48.8%	2,225
Disagree	14.0%	639
Strongly Disagree	5.5%	253
Don't Know/Unsure	11.3%	514
Total	100%	4,563

Table 51. *The extent in which professional supports enhanced staff confidence in supporting students' mental health and well-being.*

	Division-provided professional training	Central unit supports or resources (e.g., materials on Connect, consultants)	Catchment-level professional learning or initiatives	School-level collaboration or resources	Community agencies/supports
To a Large Extent	21.3% (988)	21.9% (1,013)	18.6% (860)	34.0% (1,574)	18.8% (871)
To a Moderate Extent	40.2% (1,859)	36.2% (1,677)	36.7% (1,697)	40.4% (1,872)	34.5% (1,597)
To a Small Extent	25.4% (1,175)	26.8% (1,239)	29.5% (1,367)	19.3% (895)	22.7% (1,051)
I did not access this professional support	13.1% (606)	15.1% (699)	15.2% (704)	6.2% (287)	24.0% (1,109)
Total	100% (4,628)	100% (4,628)	100% (4,628)	100% (4,628)	100% (4,628)



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