



EDMONTON PUBLIC SCHOOLS

2024–25

Division Feedback

Survey

Summary

November 2025

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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

Build on outstanding learning opportunities for all students.

Goal 1

Recognize and support the diverse learning needs of all students.

Goal 2

Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes.

Goal 3

Promote competencies to empower students to meet the needs of a changing society, workforce and climate.

Priority 2

Advance action towards anti-racism and reconciliation.

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 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.

Priority 3

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

Goal 1

Support students and staff in building skills, strategies and relationships that contribute to positive mental health.

Goal 2

Support students and staff so they experience a greater sense of belonging and social, emotional and physical well-being.



EDMONTON PUBLIC SCHOOLS

Methods

Table 1. DFS complete survey counts by respondent group, 2022–23, 2023–24 and 2024–25

Stakeholder Group	2022–23	2023–24	2024–25
Grades 4 to 12 Students	49,222	51,795	51,846
Staff	5,606	5,847	5,747
Families	6,550	7,483	5,967
Overall	61,378	65,125	62,599

The 2024–25 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 April 22 to May 23, 2025. Table 1 features the respondent counts for the past three years of DFS administration.

The 2024–25 DFS had 2,526 less responses than the 2023–24 DFS. However it should be noted that the 2024–25 DFS was open for five weeks, while past survey windows were open for nine weeks. Compared to 2023–24 DFS, there was a 0.1 per cent *increase* in the number of student responses, a 1.7 per cent *decrease* in staff responses and a 20.3 per cent *decrease* in family responses; this is backdropped with a 4.4 per cent growth in student enrolment that the Division experienced from the previous year (by comparing September 30 enrolment numbers). As of September 30, 2024, the total number of full-time equivalent (FTE) staff was 9,590.

Student, staff and families’ quantitative responses were aggregated and formatted to produce the charts and tables included in this report. 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 2024–25 survey administration marks the third year of the DFS directly supporting the [2022–26 Division Strategic Plan](#), offering the second opportunity to compare data across multiple years. These trend comparisons are helpful for assessing progress and promoting continuous improvement.

For some questions an alternative scale has been used to support the nature of the question stem. Each individual response scale has been assigned a unique colour pattern.

School Year Context

To help better understand the feedback from the 2024–25 DFS survey, it is important to recognize the context of the 2024–25 school year. Across 214 schools, the Division served over 120,000 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 timing of the 2024-25 DFS implementation shifted due to the disruption of support staff job action. The survey was conducted later in the school year from April 22 to May 23, 2025.

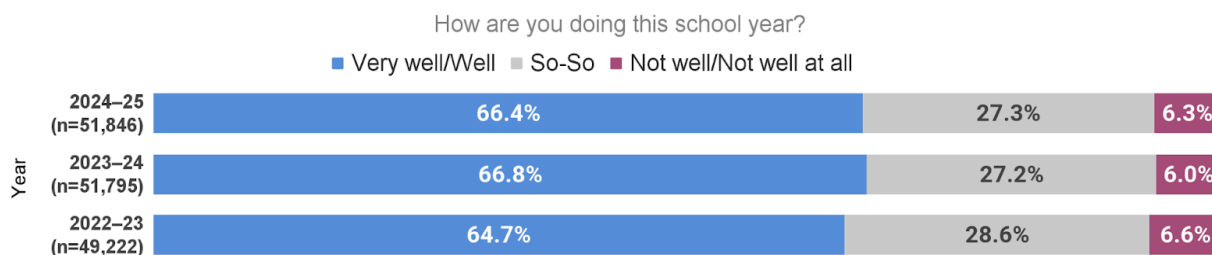
Survey Results

The tables and figures below 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. Unless stated otherwise, the results represent the entire group of respondents.

Student Responses

General Check-in

Figure D1. 66.4 per cent of students indicated that they were very well or well during the 2024–25 school year.



Priority 1: Build on outstanding learning opportunities for all students

Figure D2. 89.1 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 2024–25 school year.

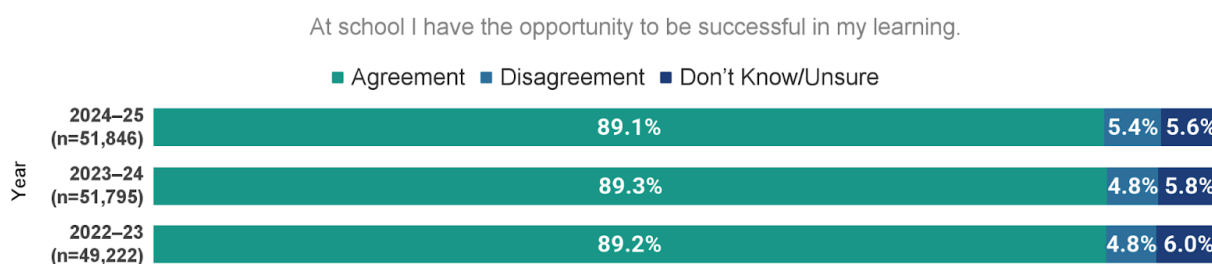


Figure D3. 81.3 per cent of students indicated that they agreed or strongly agreed that staff have high expectations for them to be successful in their learning during the 2024–25 school year.

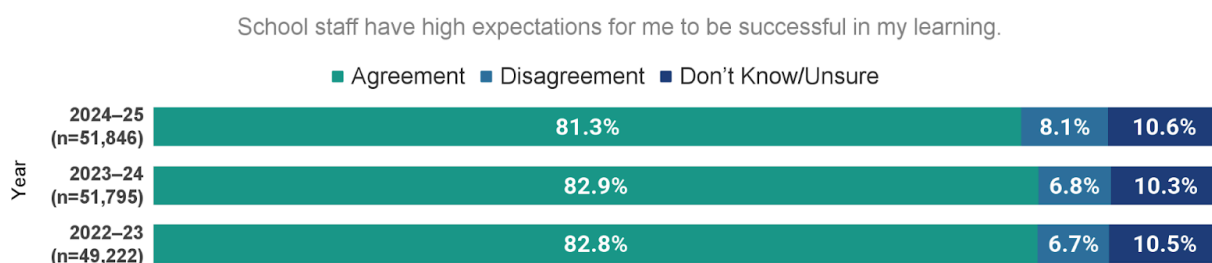


Figure D4. 75.3 per cent of students indicated that they agreed or strongly agreed that the feedback that they receive about their learning is helpful during the 2024–25 school year.

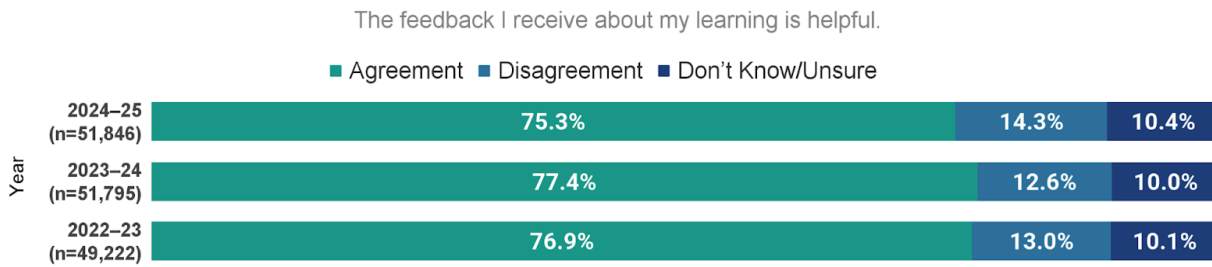


Figure D5. 74.9 per cent of students indicated that they agreed or strongly agreed that they feel supported to try their best even when learning is hard at school during the 2024–25 school year.

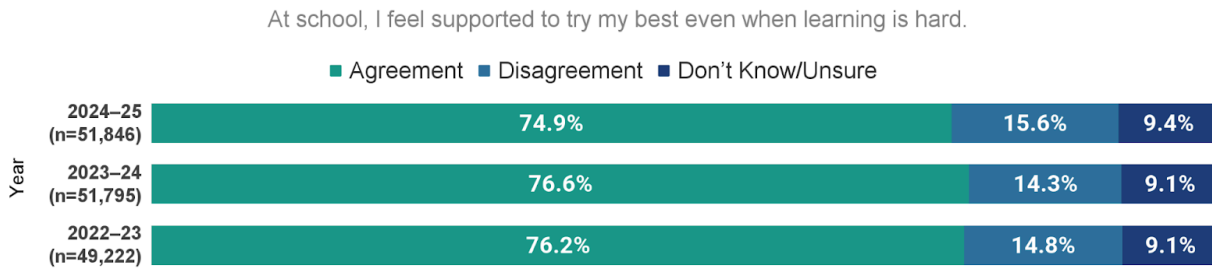


Figure D6. 83.9 per cent of students indicated that they agreed or strongly agreed that they know how to get help with their learning in school during the 2024–25 school year.

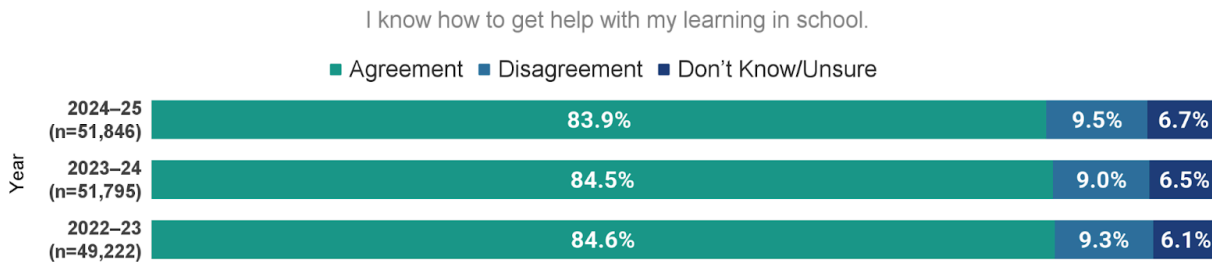


Figure D7. 50.4 per cent of students indicated that they agreed or strongly agreed that staff at my school know how they learn best during the 2024–25 school year.

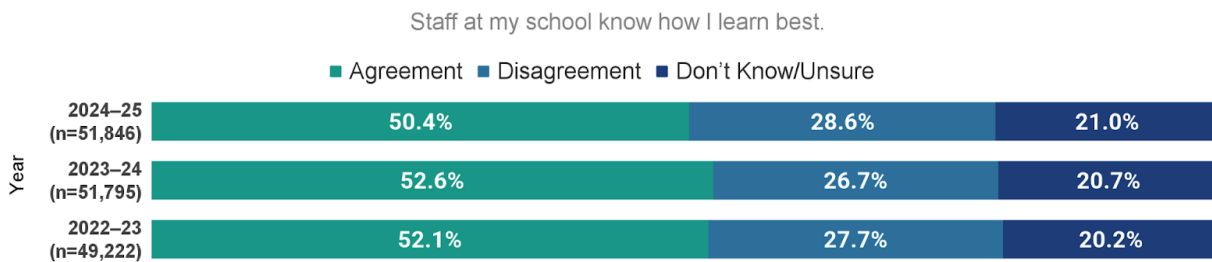


Figure D8. 67.8 per cent of students indicated that they agreed or strongly agreed that staff at their school know them as a person during the 2024–25 school year.

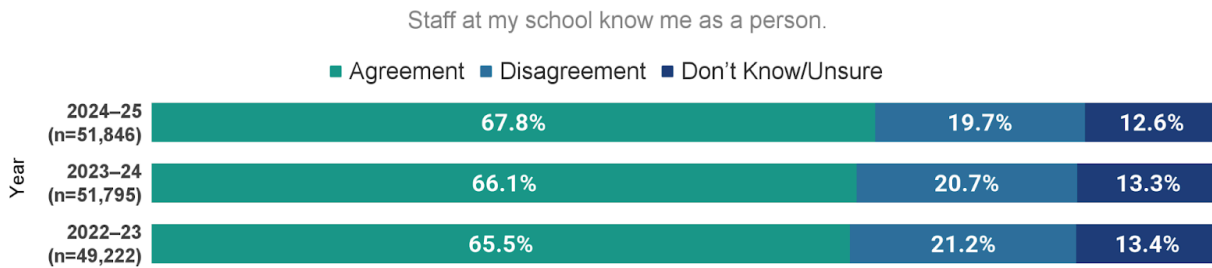


Figure D9. 72.8 per cent of students indicated that they agreed or strongly agreed that they think they are getting better at math during the 2024–25 school year.

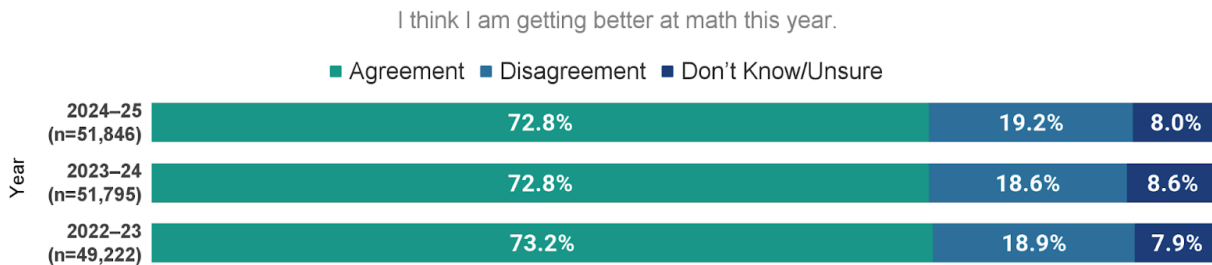


Figure D10. 78.9 per cent of students indicated that they agreed or strongly agreed that they think they are getting better at reading during the 2024–25 school year.

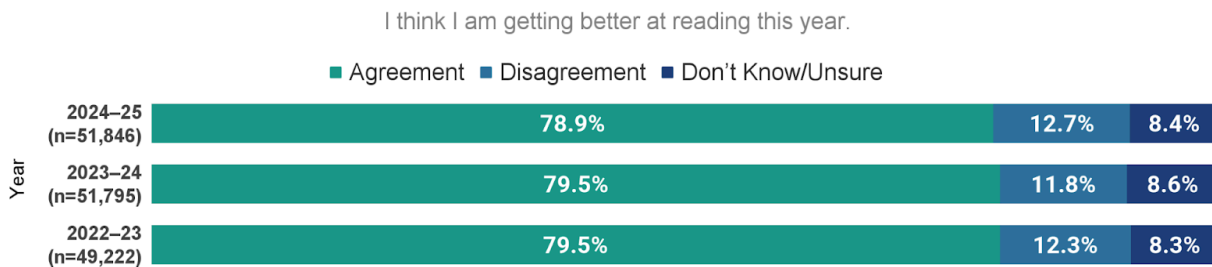


Figure D11. 77.6 per cent of students indicated that they agreed or strongly agreed that they think they are getting better at writing during the 2024–25 school year.

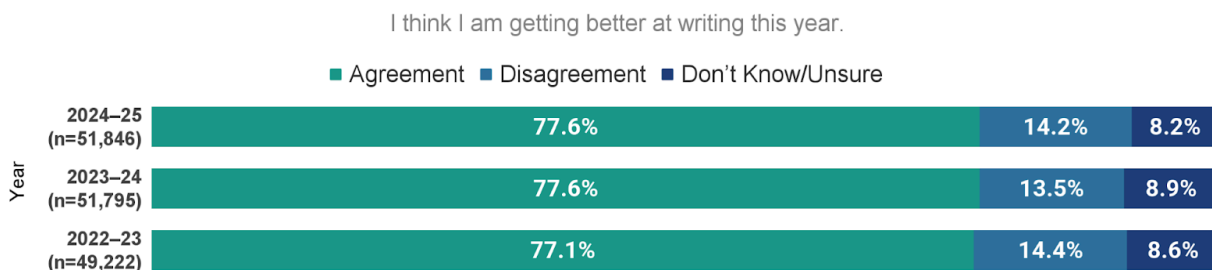


Figure D12. 70.4 per cent of students indicated that they agreed or strongly agreed that what they learn in school will help them in their future during the 2024–25 school year.

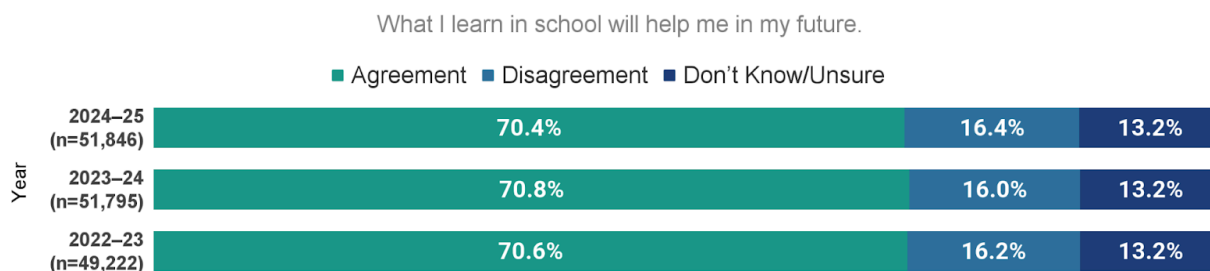
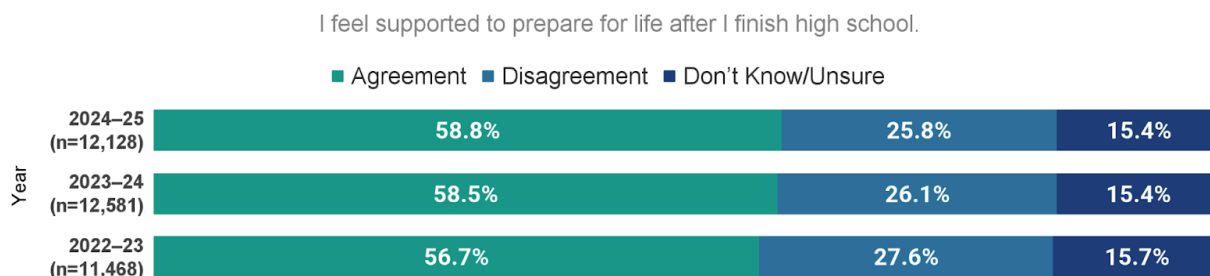


Figure D13. 58.8 per cent of students indicated that they agreed or strongly agreed that they feel supported to prepare for life after they finish high school during the 2024–25 school year [Grades 10 to 12 only].



Priority 2: Advance action towards anti-racism and reconciliation

Figure D14. 61.5 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 2024–25 school year.

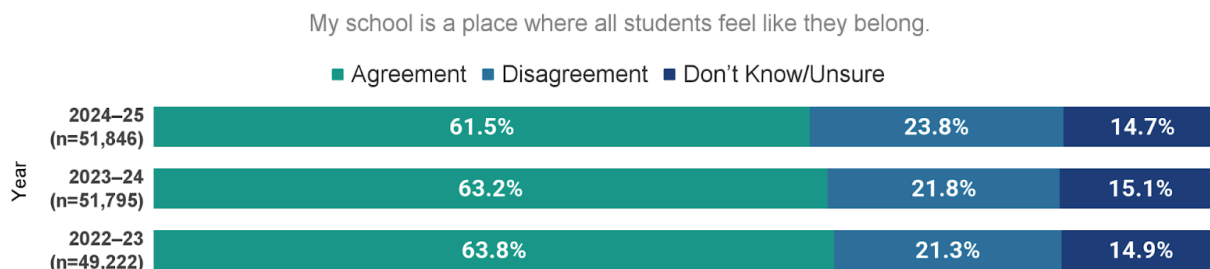


Figure D15. 66.9 per cent of students indicated that they agreed or strongly agreed that they feel like they can be themselves at their schools during the 2024–25 school year.

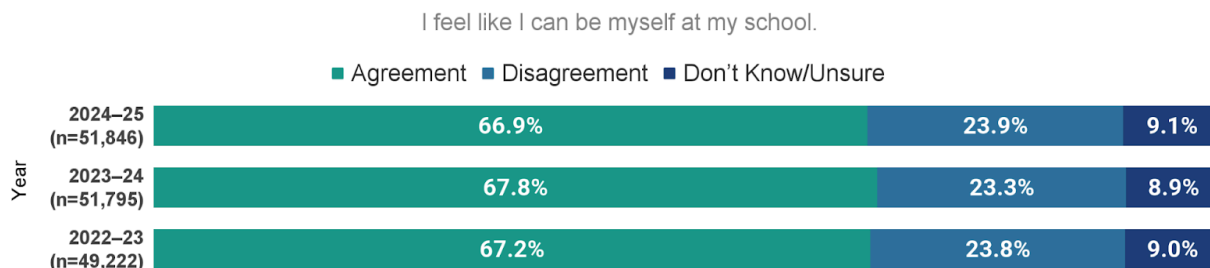


Figure D16. 77.8 per cent of students indicated that they agreed or strongly agreed that many diverse cultures (i.e., languages, traditions, worldviews, histories, current realities) are represented in the books and materials at their school during the 2024–25 school year.

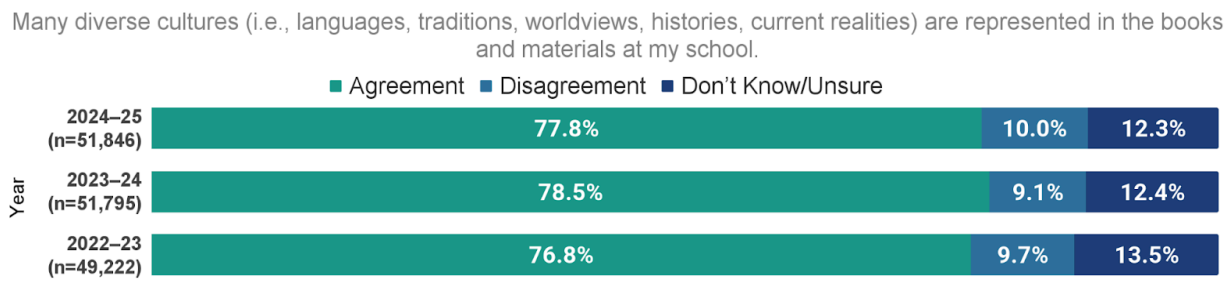


Figure D17. 52.8 per cent of students indicated that they agreed or strongly agreed that they see their identity/culture reflected in the materials used in class during the 2024–25 school year.

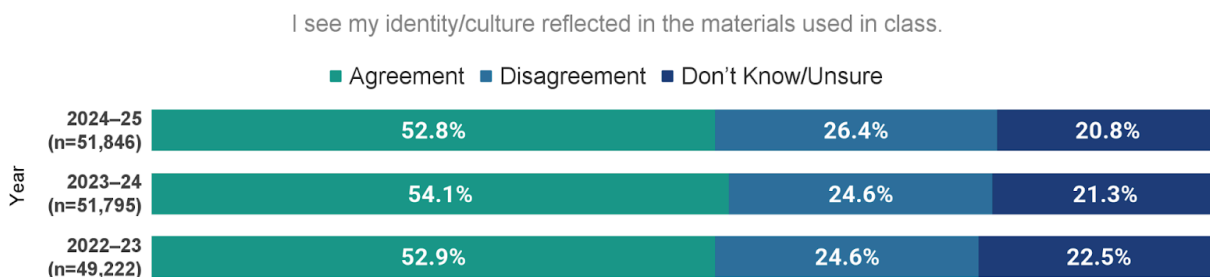


Figure D18. 81.6 per cent of students indicated that they agreed or strongly agreed that their school takes actions that support truth and reconciliation during the 2024–25 school year.

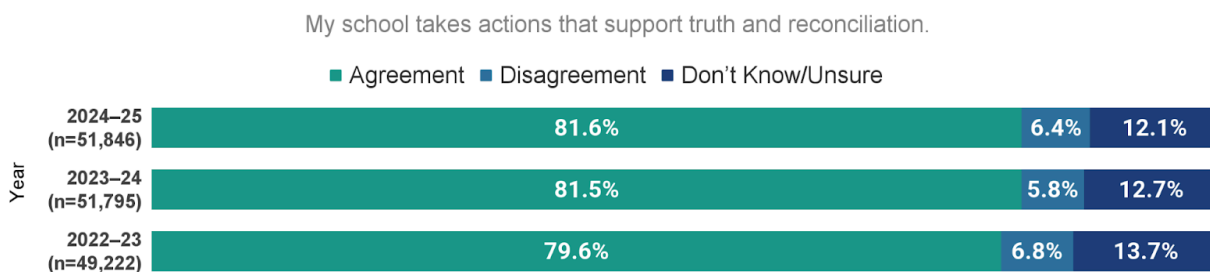


Figure D19. 79.7 per cent of students indicated that they are aware of the work their school is doing to support anti-racism and belonging in schools during the 2024–25 school year.

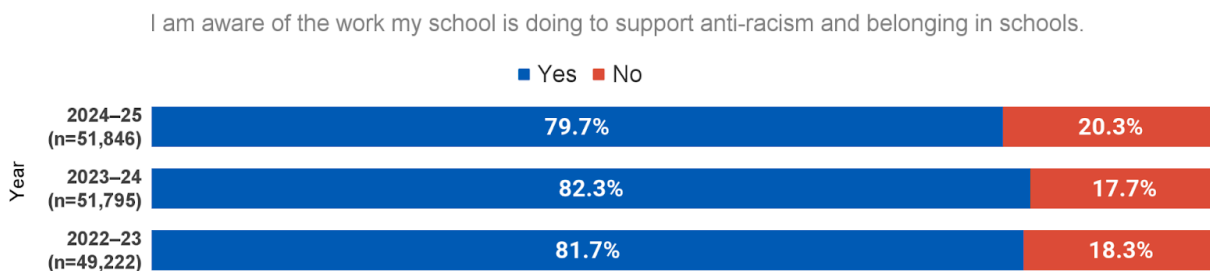


Figure D20. 79.1 per cent of students indicated that they agreed or strongly agreed that they have opportunities to be involved in activities that support their sense of belonging at their school during the 2024–25 school year.

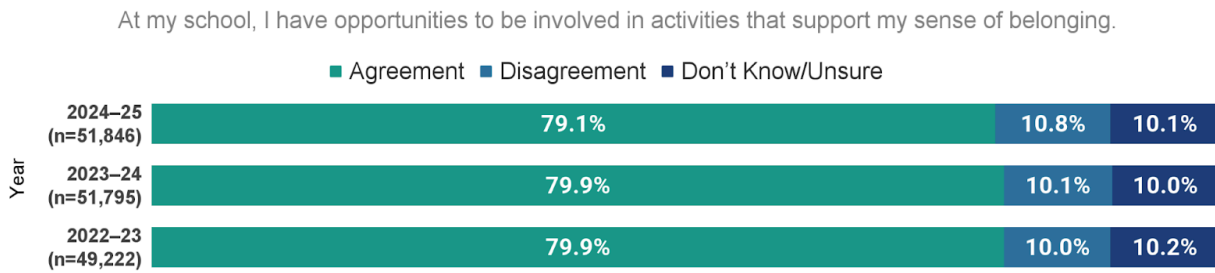


Figure D21. 71.3 per cent of students indicated that they agreed or strongly agreed that they would feel safe going to an adult at their school for help if they felt something racist or discriminatory happened during the 2024–25 school year.

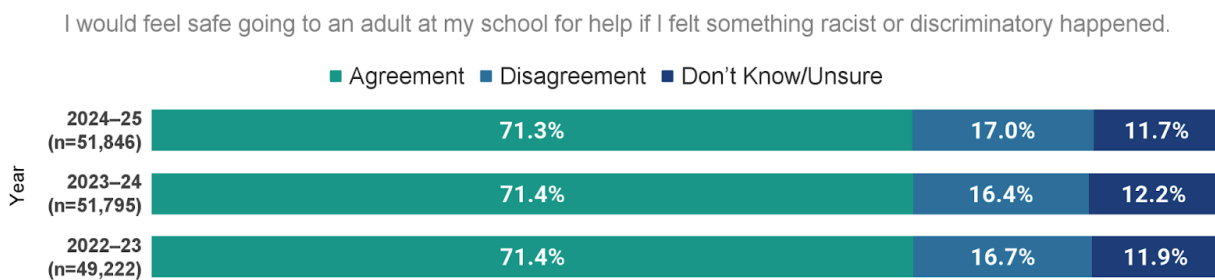


Figure D22. 93.0 per cent of students indicated that they have the opportunity to learn about the contributions of Indigenous peoples during the 2024–25 school year.

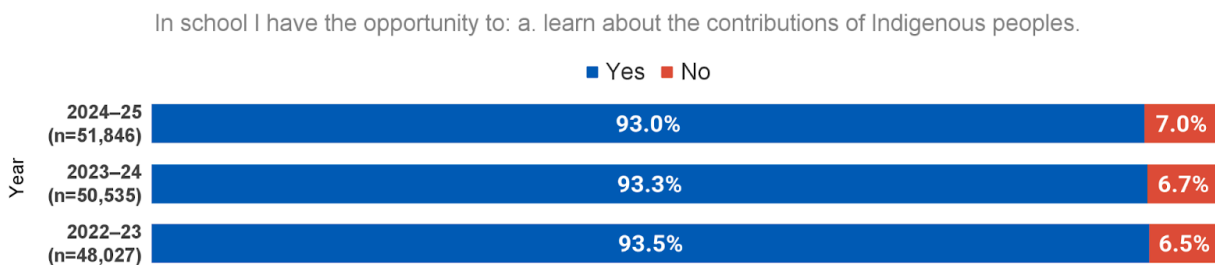


Figure D23. 91.1 per cent of students indicated that they have the opportunity to learn about Indigenous perspectives during the 2024–25 school year.

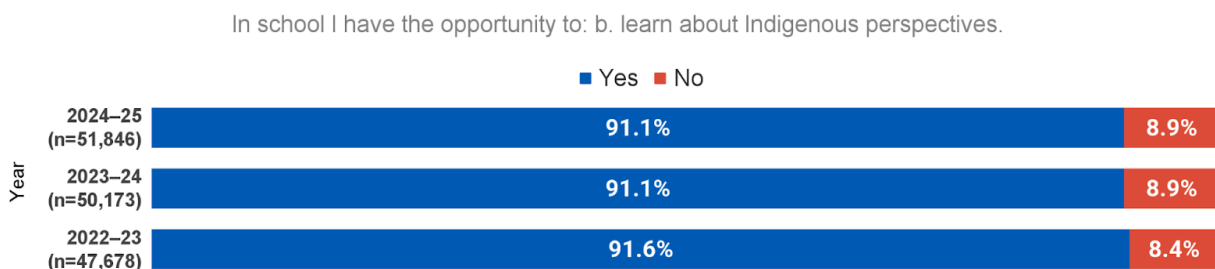


Figure D24. 92.5 per cent of students indicated that they have the opportunity to learn about treaties and agreements with First Nations in school during the 2024–25 school year.

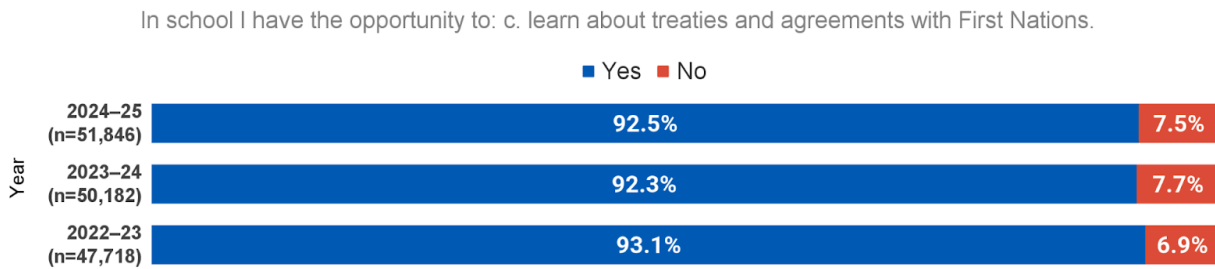
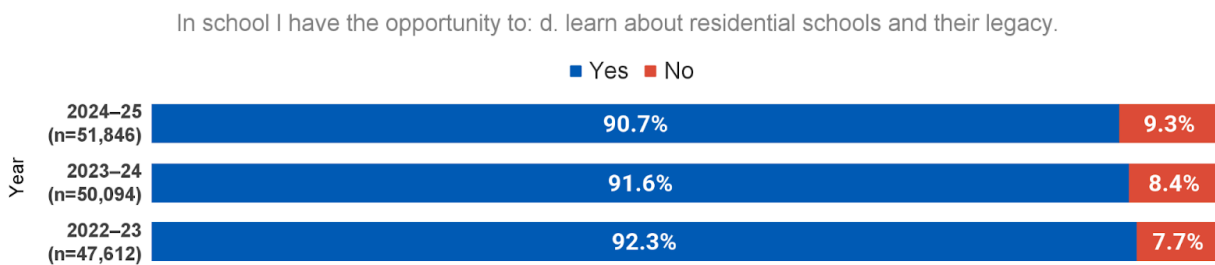


Figure D25. 90.7 per cent of students indicated that they have the opportunity to learn about residential schools and their legacy in school during the 2024–25 school year.



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

Figure D26. 71.6 per cent of students indicated that they agreed or strongly agreed that their school helps them develop skills that support their wellness during the 2024–25 school year.

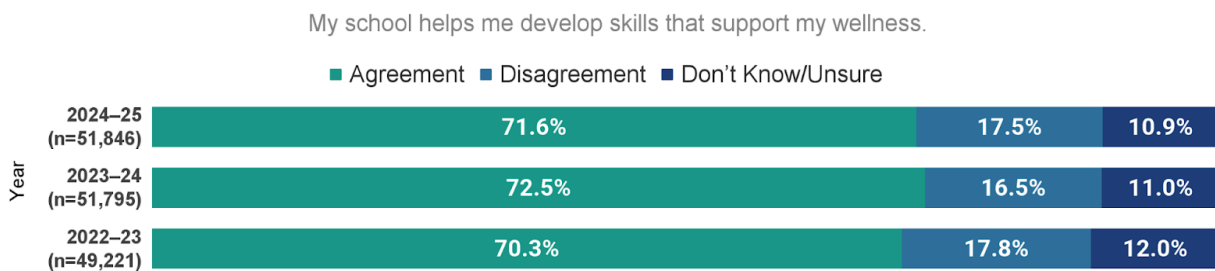


Figure D27. 72.8 per cent of students indicated that they agreed or strongly agreed that they feel safe at their school during the 2024–25 school year.

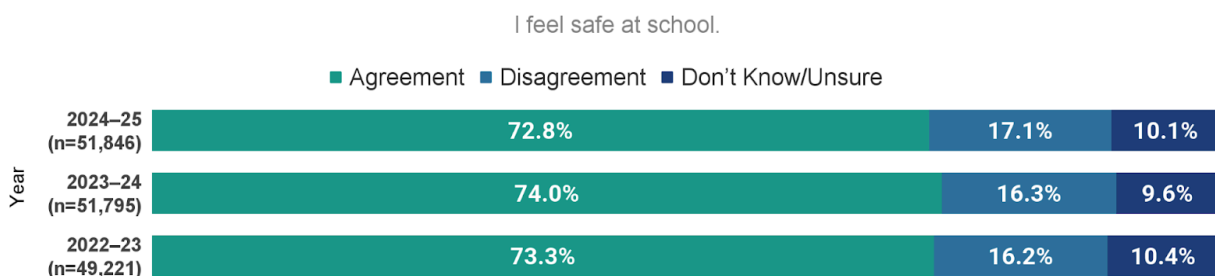


Figure D28. 69.9 per cent of students indicated that they agreed or strongly agreed that they feel like they belong at their school during the 2024–25 school year.

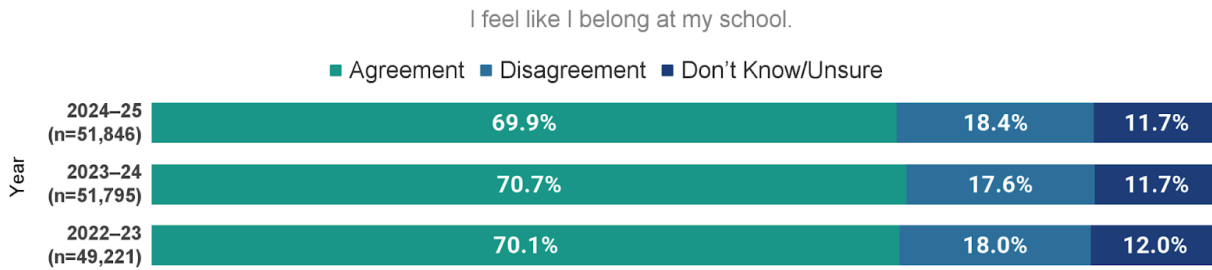


Figure D29. 67.5 per cent of students indicated that they agreed or strongly agreed that their school helps them keep trying when things are hard during the 2024–25 school year.

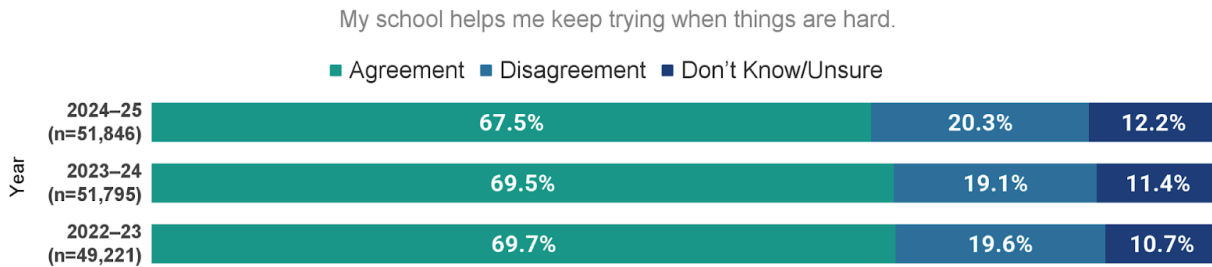


Figure D30. 80.8 per cent of students indicated that they agreed or strongly agreed that they have at least one adult in their school who they would go to for help if they need it during the 2024–25 school year.

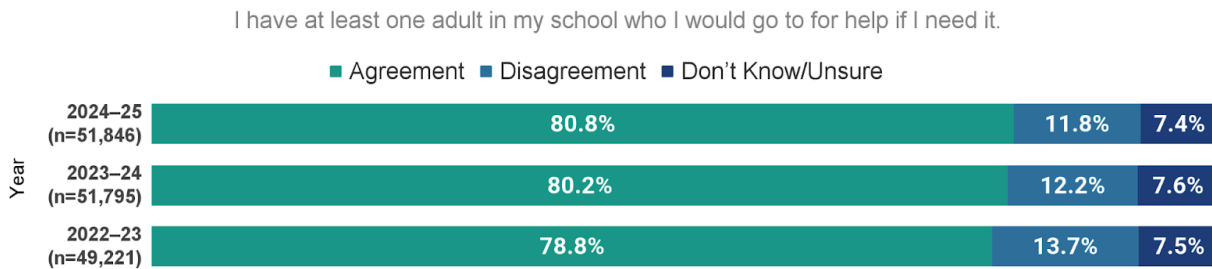
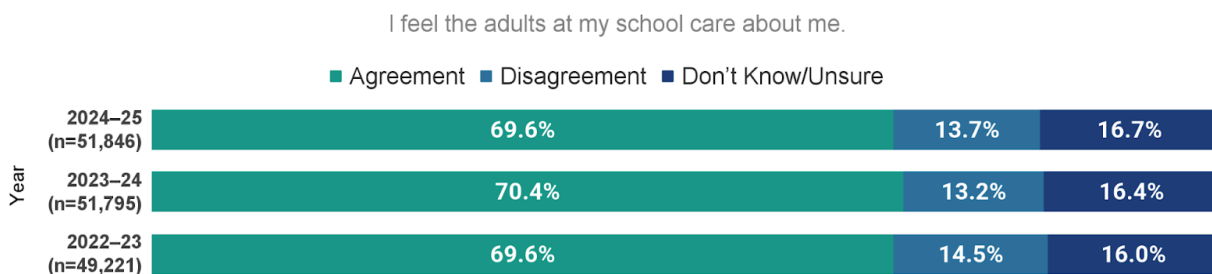


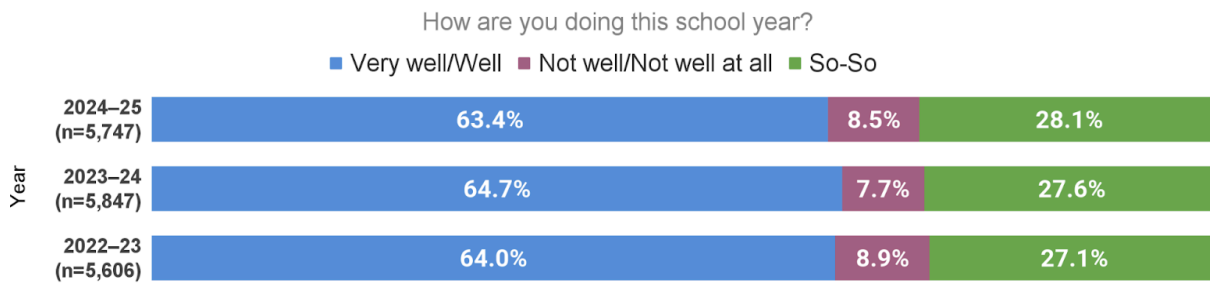
Figure D31. 69.6 per cent of students indicated that they agreed or strongly agreed that they feel the adults at their school care about them during the 2024–25 school year.



Staff Responses

General Check-in

Figure D32. 63.4 per cent of staff indicated that they were very well or well during the 2024–25 school year.



Priority 1: Build on outstanding learning opportunities for all students

Figure D33. 87.2 per cent of staff [Principals, Teachers 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 2024–25 school year.

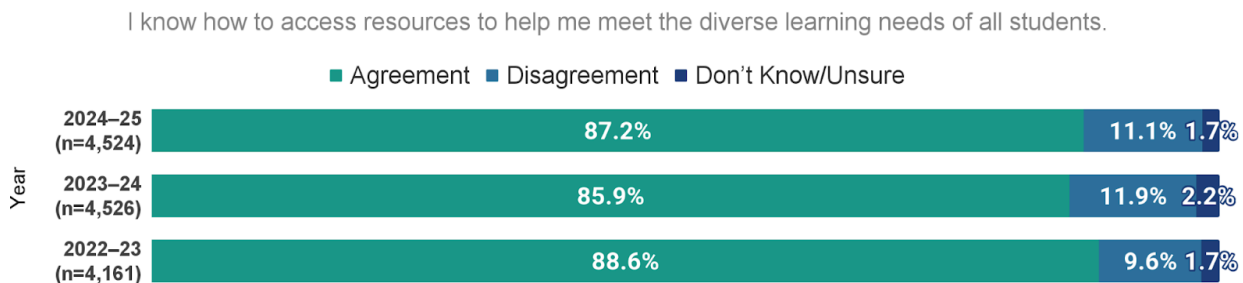


Figure D34. 73.2 per cent of staff [Principals, Assistant Principals, Teachers] indicated that they agreed or strongly agreed that they have the knowledge and skills to program for/support students who are English Language Learners (ELL) during the 2024–25 school year.

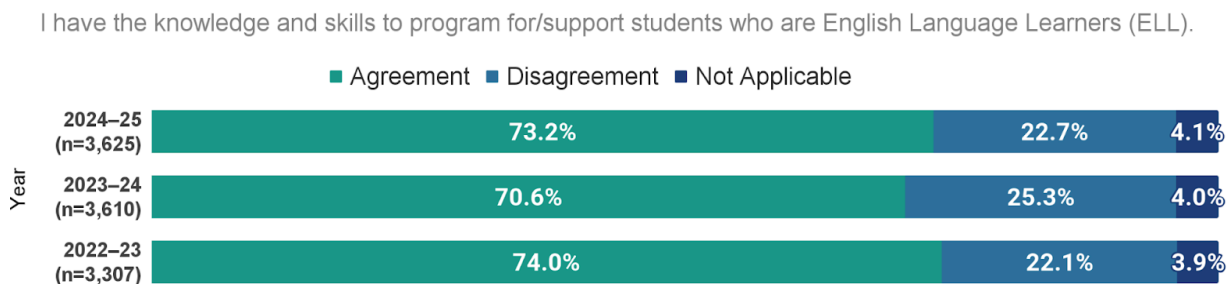


Figure D35. 85.3 per cent of staff [Support and/or Exempt that Work in the Classroom] indicated that they agreed or strongly agreed that they have the knowledge and skills to support students who are ELL during the 2024–25 school year.

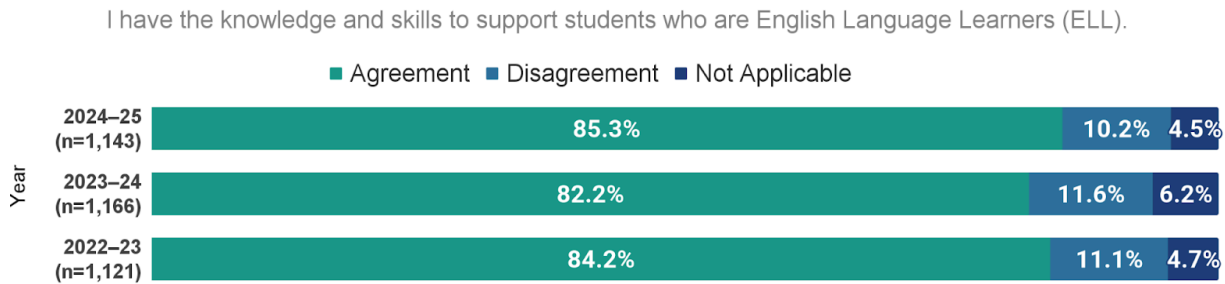


Figure D36. 75.8 per cent of staff [Principals, Assistant Principals, Teachers] indicated that they agreed or strongly agreed that they have the knowledge and skills to program for/support students in need of specialized supports during the 2024–25 school year.

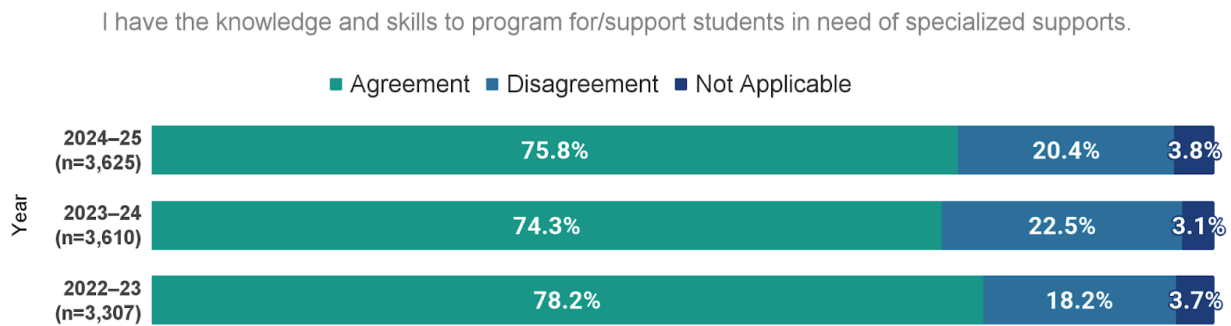


Figure D37. 89.1 per cent of staff [Support and/or Exempt that Work in the Classroom] indicated that they agreed or strongly agreed that they have the knowledge and skills to support students in need of specialized supports during the 2024–25 school year.

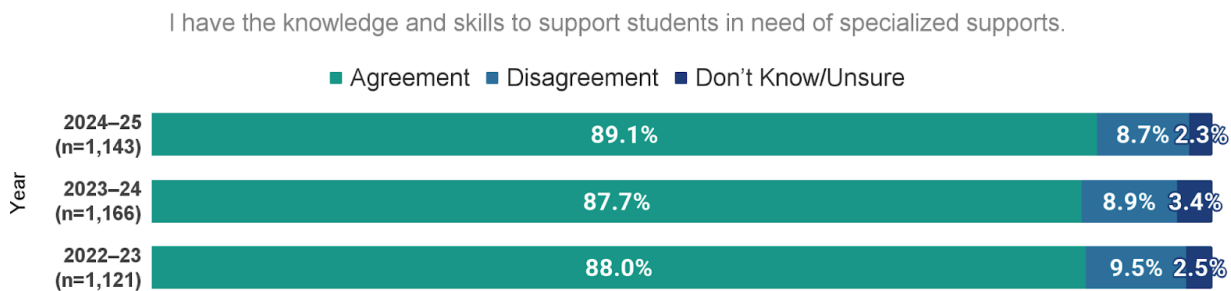


Figure D38. 82.4 per cent of staff [Principals, Assistant Principals, Teachers] indicated that they agreed or strongly agreed that they have the knowledge and skills to program for/support students who are First Nations, Métis, and Inuit during the 2024–25 school year.

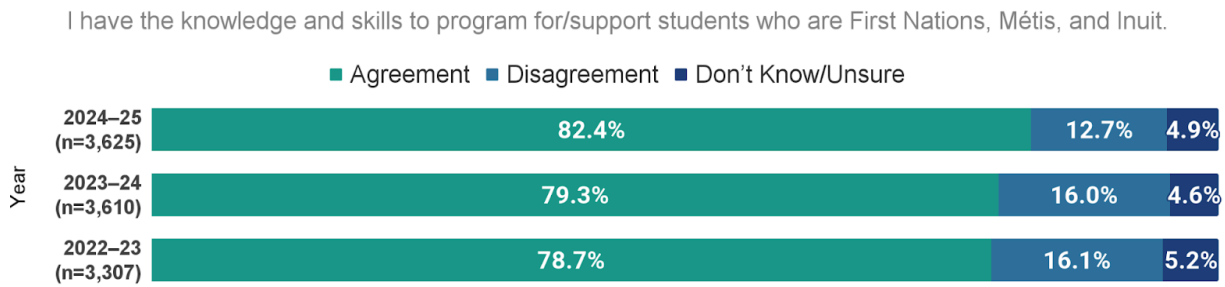


Figure D39. 78.0 per cent of staff [Support and/or Exempt that Work in the Classroom] indicated that they agreed or strongly agreed that they have the knowledge and skills to support students who are First Nations, Métis, and Inuit during the 2024–25 school year.

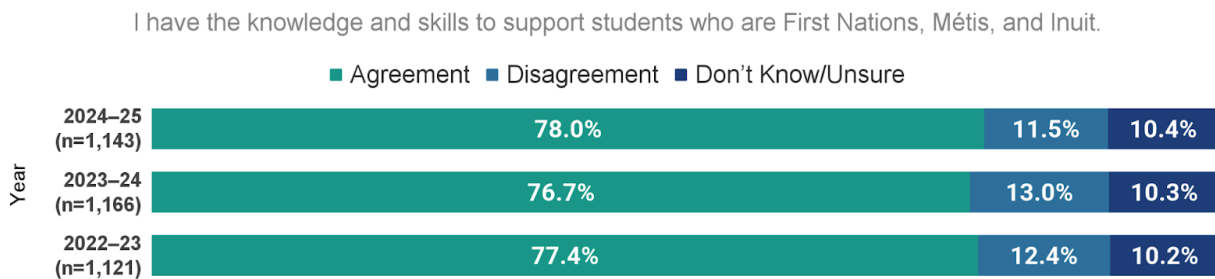


Figure D40. 92.9 per cent of staff [K–9 Teachers, Assistant Principals, Principals] indicated that they agreed or strongly agreed that they have the knowledge and skills to support students in their literacy learning during the 2024–25 school year.

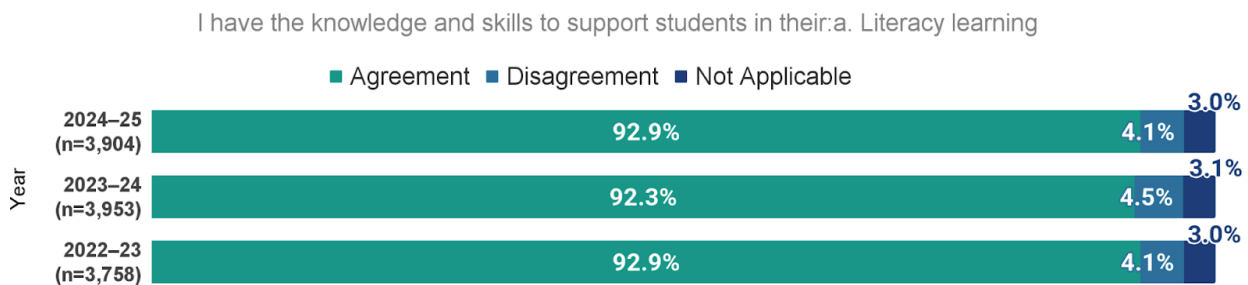


Figure D41. 89.6 per cent of staff indicated that they agreed or strongly agreed that they have the knowledge and skills to support students in their numeracy learning during the 2024–25 school year [K–9 Teachers/APs only; all principals].

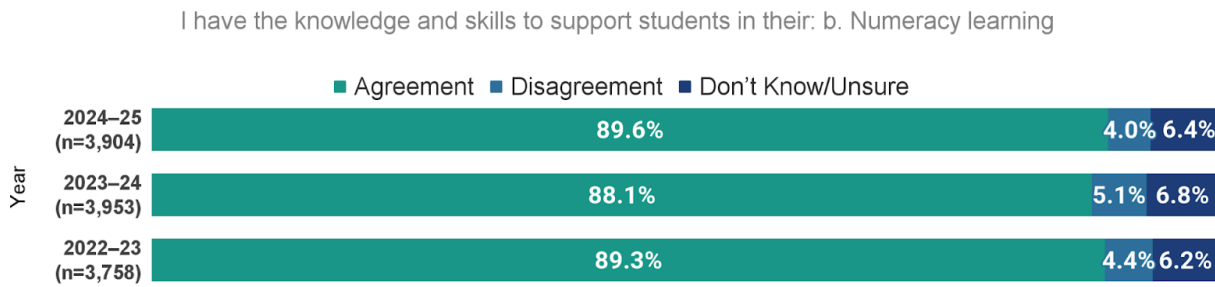


Figure D42. 69.7 per cent of staff indicated that they have used the Division’s resources to support teaching of the new curriculum during the 2024–25 school year [K–6 Teachers/APs only, all principals].

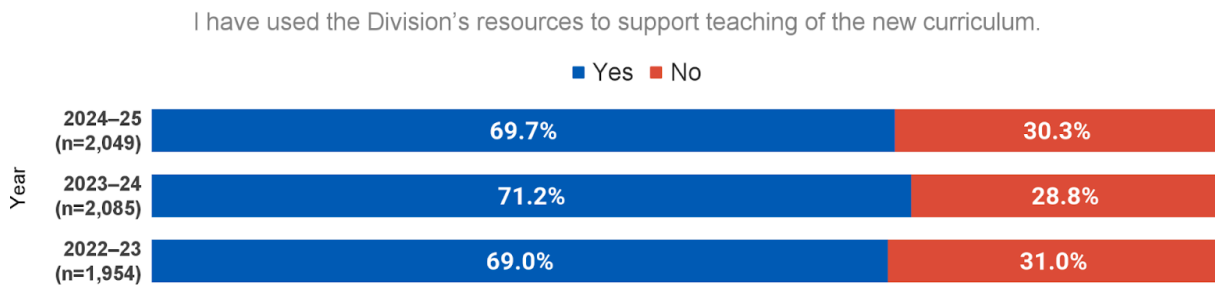


Figure D43. 84.0 per cent of staff indicated that they agreed or strongly agreed that the Division resources for teaching the new curriculum have been helpful during the 2024–25 school year [K–6 Teachers/APs only, all principals; only if indicated that they’re using Division resources].

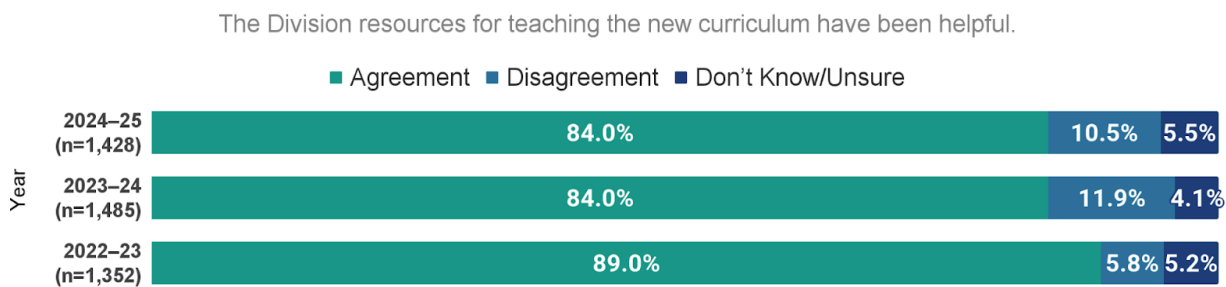


Figure D44. 90.6 per cent of staff indicated that they agreed or strongly agreed that they feel confident connecting curricular outcomes to the development of competencies students will need for their futures during the 2024–25 school year.

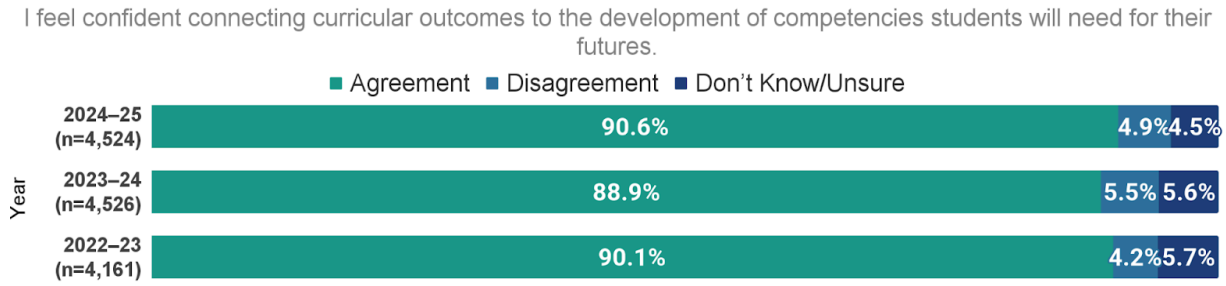


Figure D45. 85.4 per cent of staff indicated that they agreed or strongly agreed that they feel confident that the work they are doing is preparing students to transition to life after high school during the 2024–25 school year.

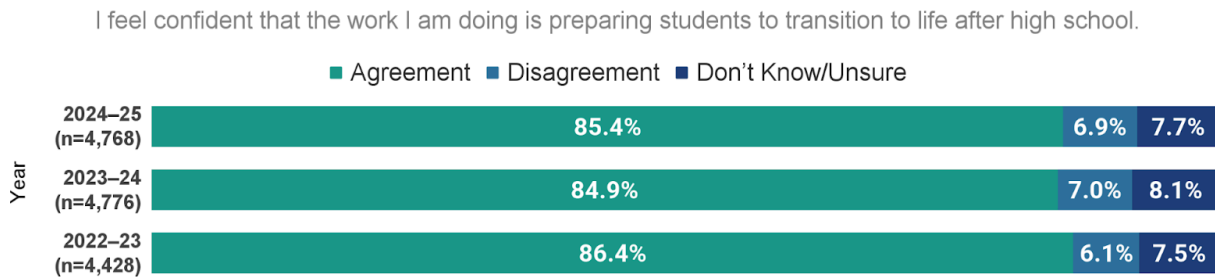
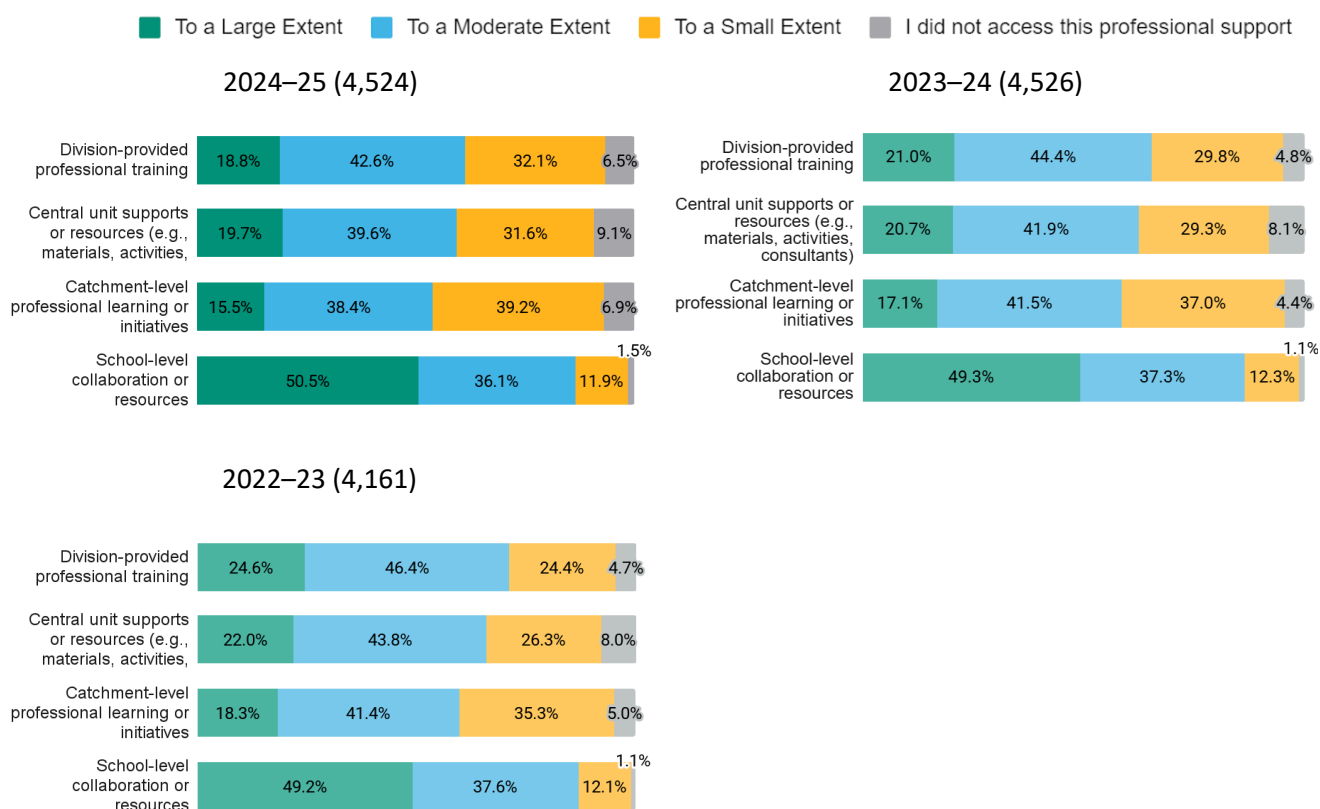


Figure D46. *The extent to which professional supports enhanced staff confidence in supporting all students to achieve learning outcomes during the 2024–25 school year.*

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 D47. *91.2 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 2024–25 school year.*

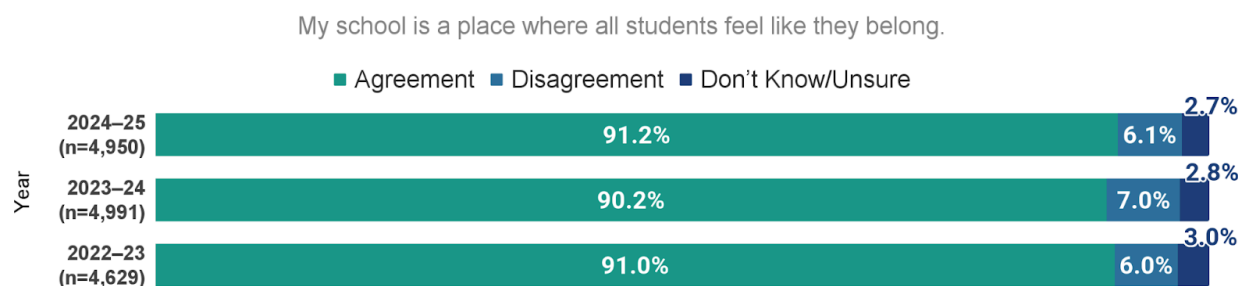


Figure D48. 90.6 per cent of staff indicated that they agreed or strongly agreed that many diverse cultures (i.e., languages, traditions, worldviews, histories, current realities) are represented in the books and materials at their school during the 2024–25 school year.

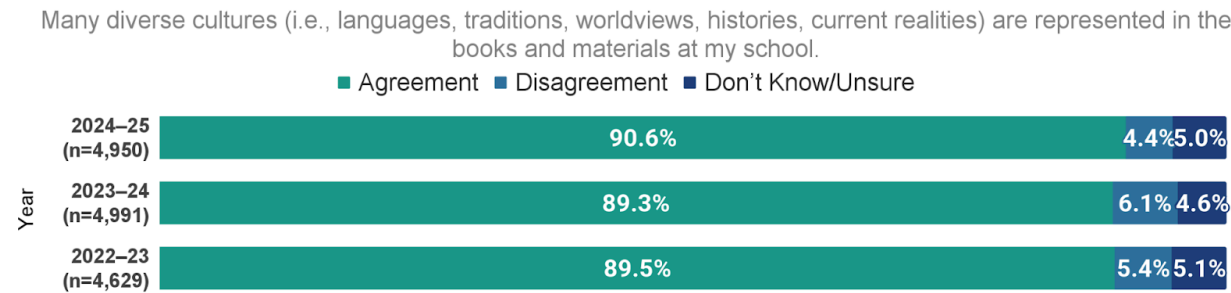


Figure D49. 90.7 per cent of staff indicated that they agreed or strongly agreed that the Division is taking actions that support truth and reconciliation during the 2024–25 school year.

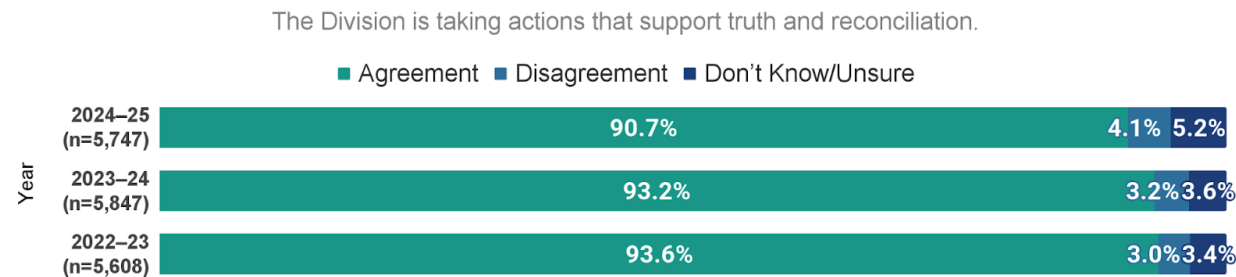


Figure D50. *The extent to which professional supports enhanced staff confidence in supporting the success of First Nations, Métis and Inuit students during the 2024–25 school year.*

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

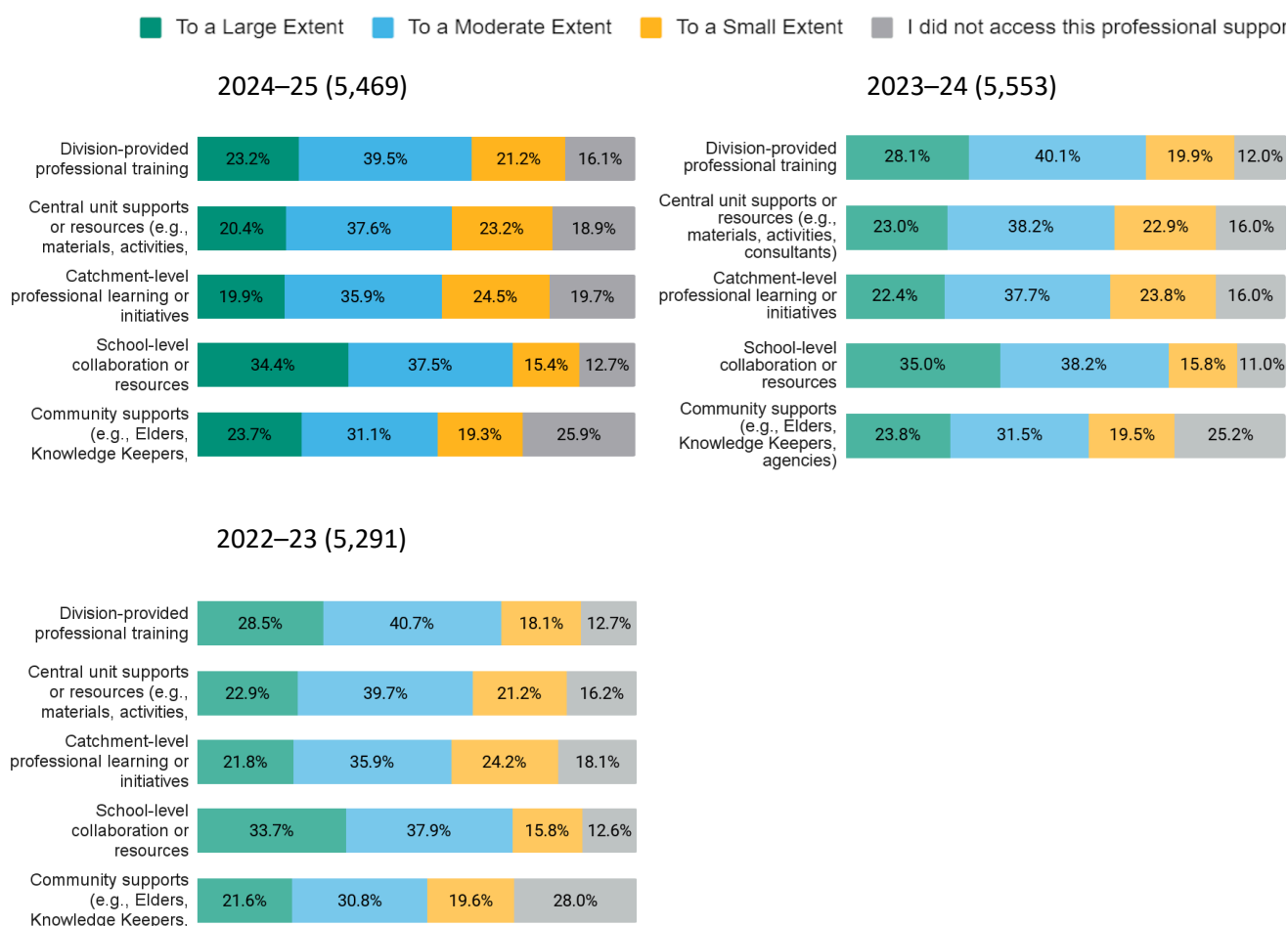


Figure D51. *92.3 per cent of staff indicated that they are aware of the work Edmonton Public Schools is doing to support anti-racism and equity in schools during the 2024–25 school year.*

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

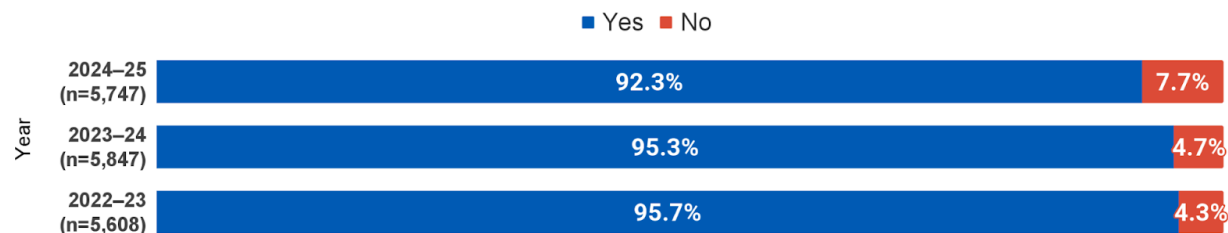


Figure D52. 95.0 per cent of staff indicated that they agreed or strongly agreed that their school takes steps to support a sense of belonging and inclusion for everyone during the 2024–25 school year.

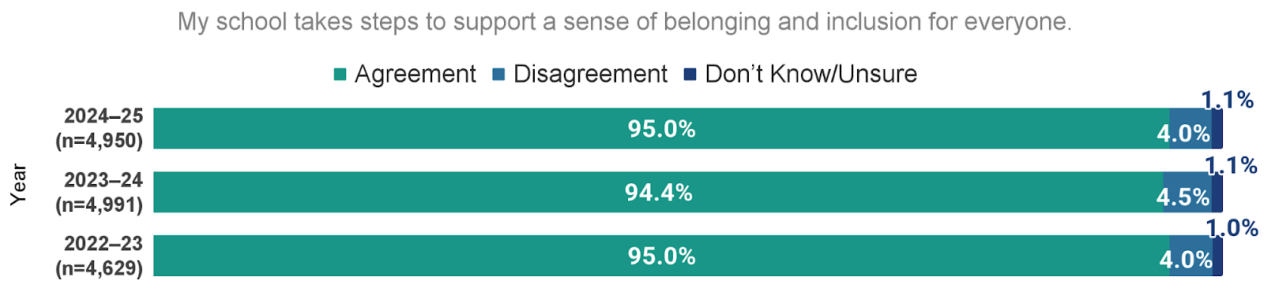


Figure D53. 84.2 per cent of [supply and central] staff indicated that they agreed or strongly agreed that their workplace takes steps to support a sense of belonging and inclusion for everyone during the 2024–25 school year.

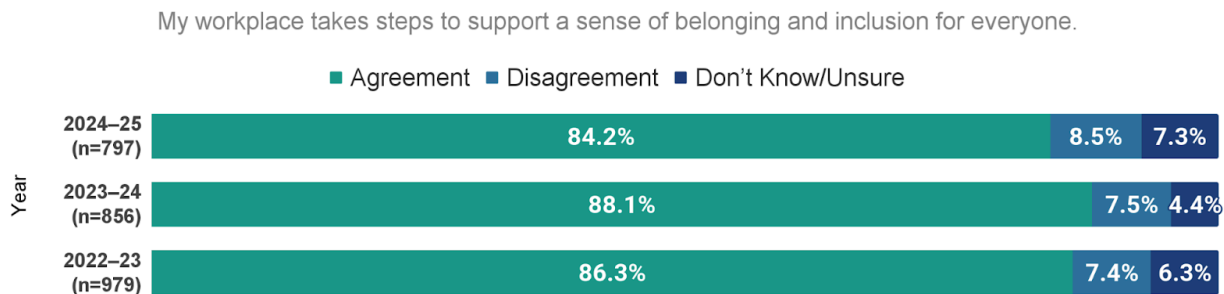


Figure D54. 78.8 per cent of staff indicated that they agreed or strongly agreed that they see diverse representation across all staffing groups in the Division during the 2024–25 school year.

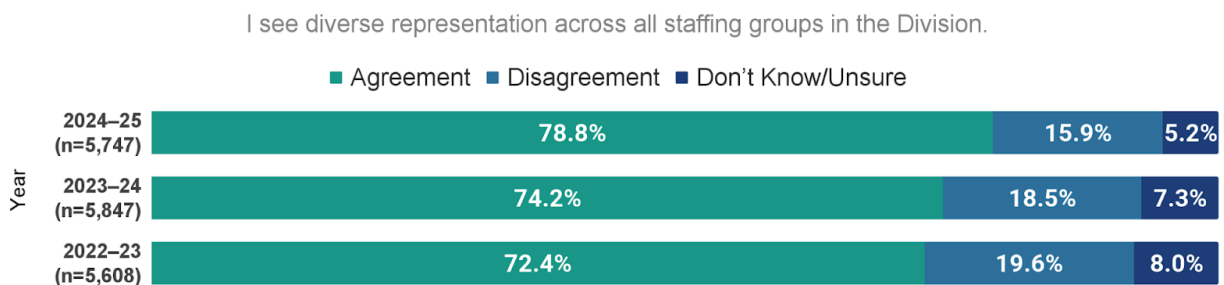


Figure D55. 75.4 per cent of staff indicated that they agreed or strongly agreed that the staff in their school reflect the diversity of the students that they teach during the 2024–25 school year.

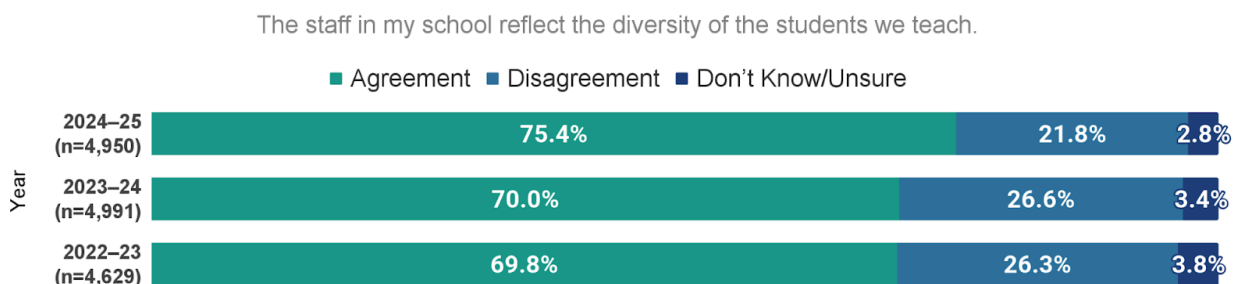


Figure D56. 77.0 per cent of staff indicated that they agreed or strongly agreed that if they were to experience racism or discrimination at their workplace, they would feel safe getting help from the Division during the 2024–25 school year.

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

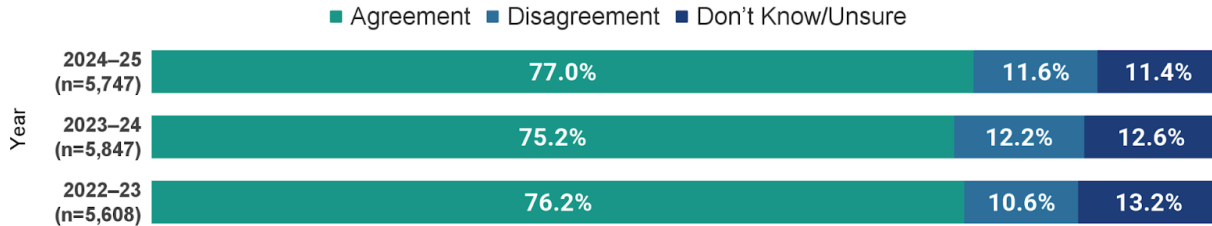
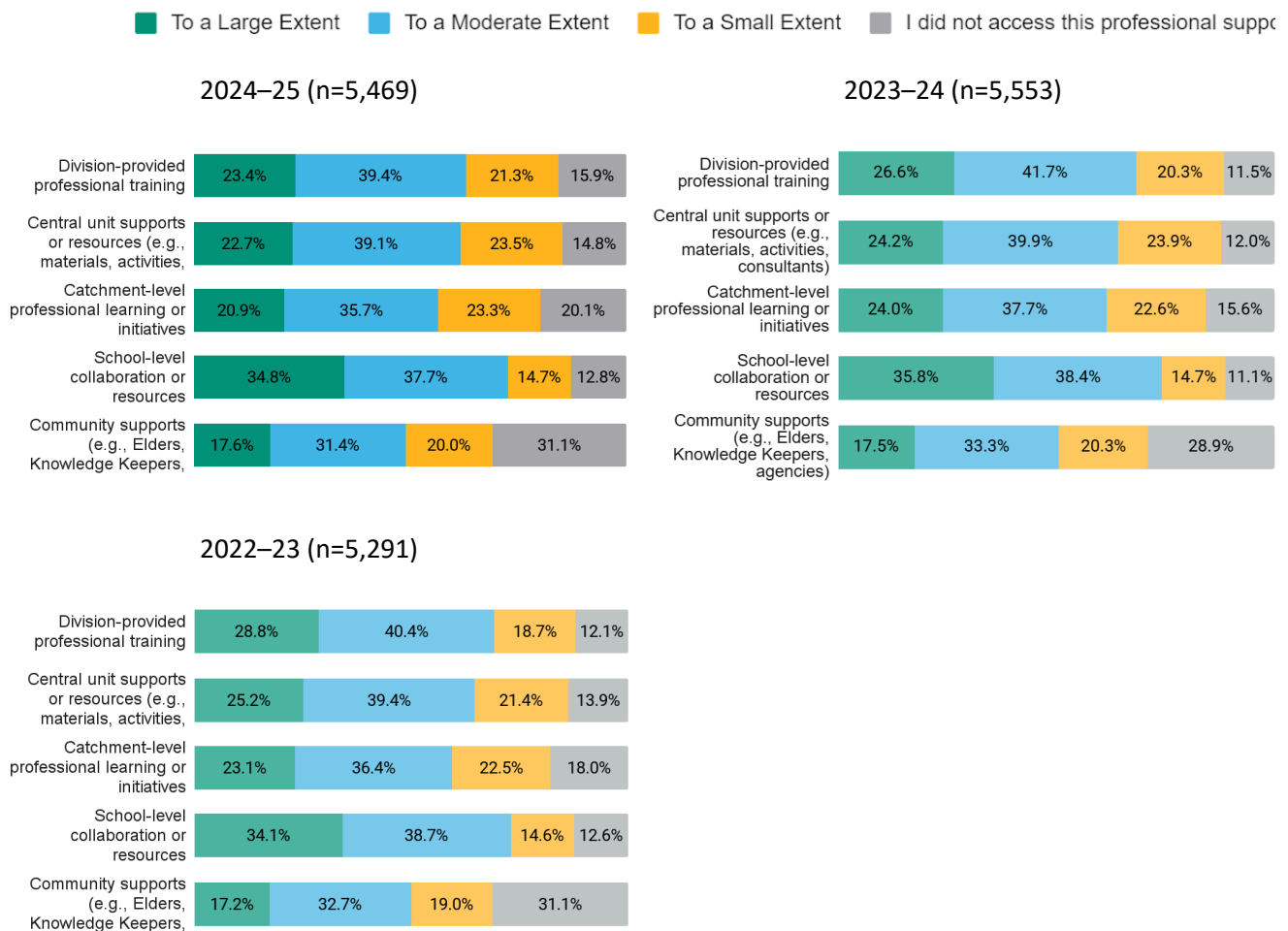


Figure D57. The extent to which professional supports enhanced staff confidence in supporting the Division's action toward anti-racism and equity during the 2024–25 school year.

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 D58. 83.2 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 2024–25 school year.

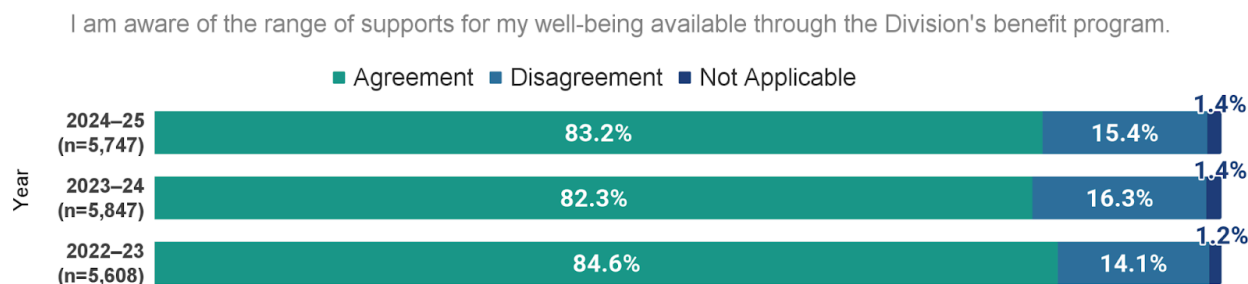


Figure D59. 91.6 per cent of staff indicated that they agreed or strongly agreed that they feel safe at their workplace during the 2024–25 school year.

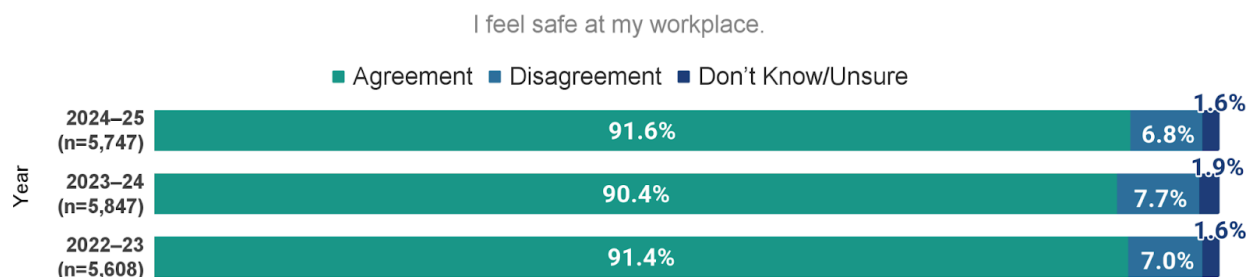


Figure D60. 89.3 per cent of staff indicated that they agreed or strongly agreed that they feel a sense of belonging at their workplace during the 2024–25 school year.

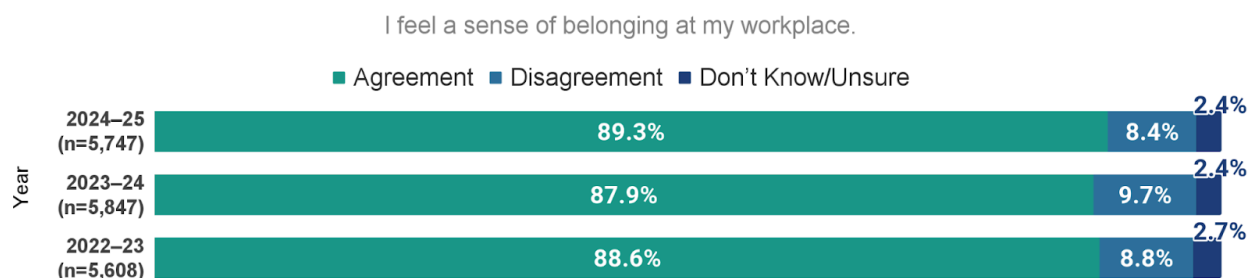


Figure D61. 90.4 per cent of staff indicated that they agreed or strongly agreed that they feel their workplace is respectful during the 2024–25 school year.

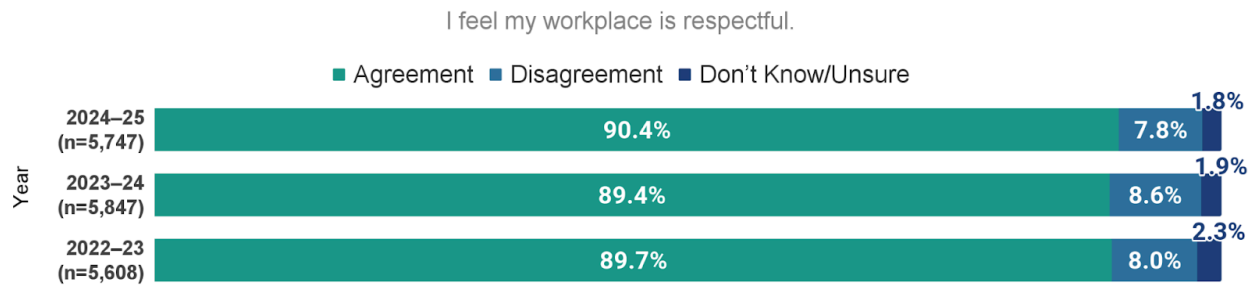


Figure D62. 94.5 per cent of staff indicated that they agreed or strongly agreed that they feel confident helping students build skills that support their wellness during the 2024–25 school year.

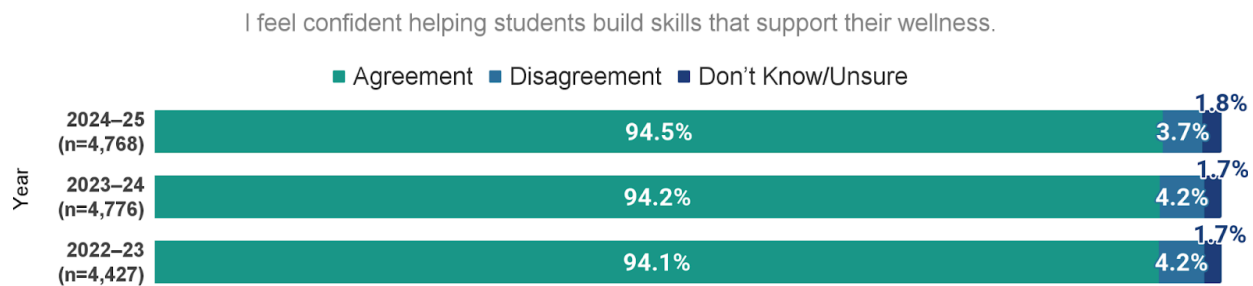


Figure D63. 72.6 per cent of staff indicated that they agreed or strongly agreed that there are community services available to support the mental health needs of their students during the 2024–25 school year.

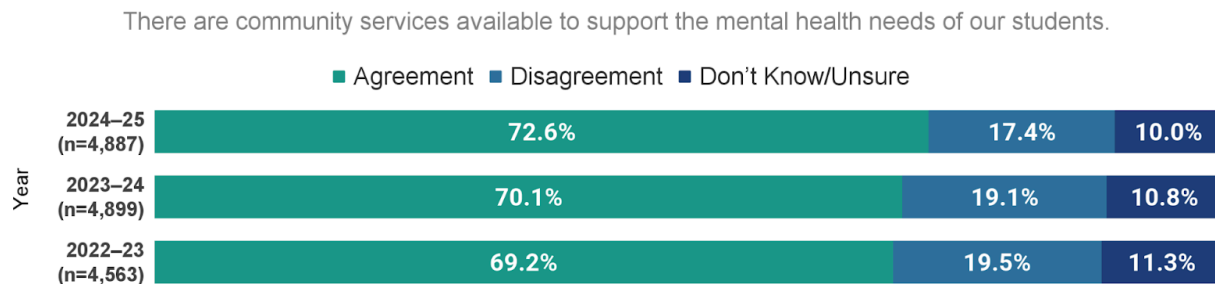
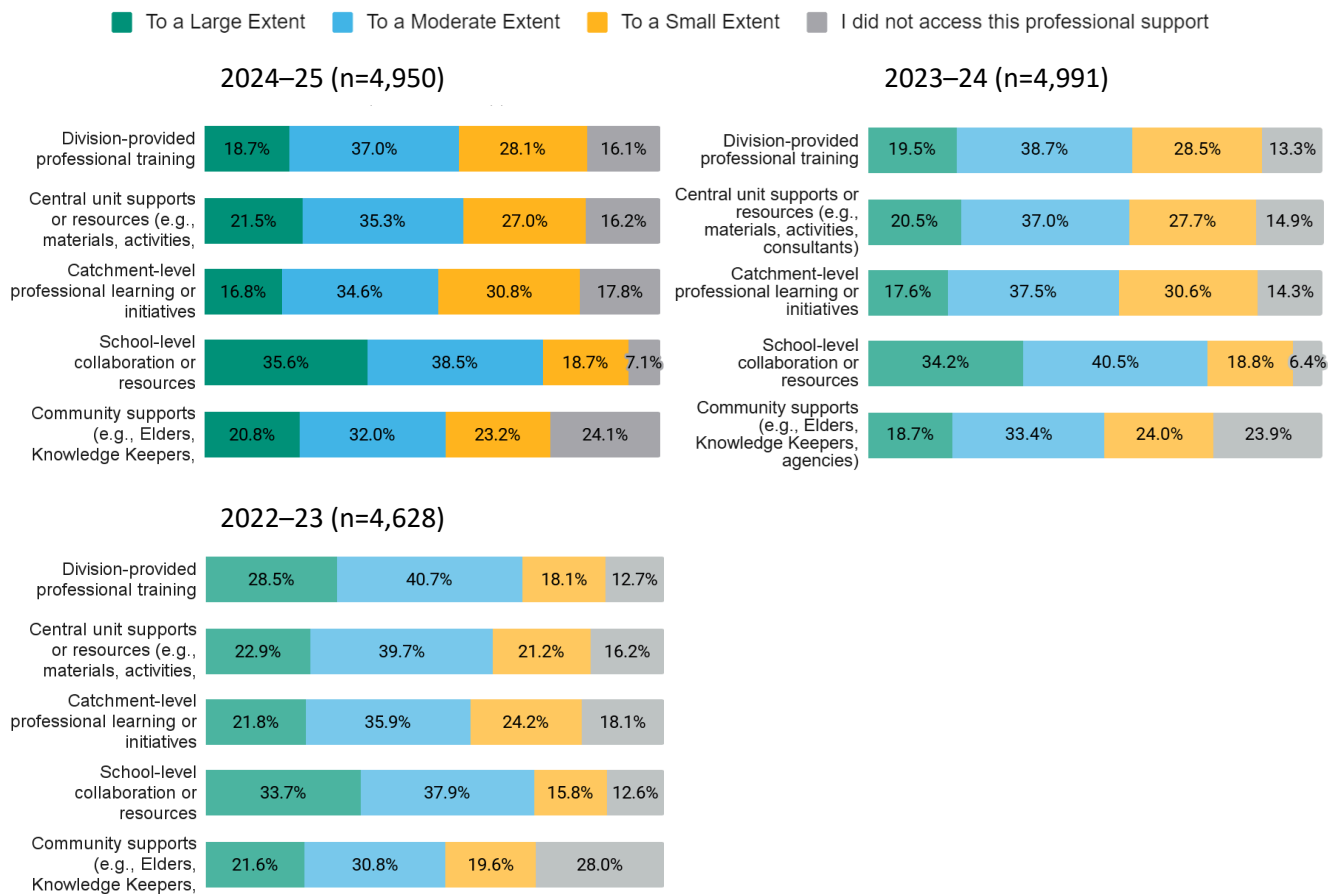


Figure D64. *The extent in which professional supports enhance staff confidence in supporting students' mental health and well-being during the 2024–25 school year.*

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



Family Responses

Priority 1: Build on outstanding learning opportunities for all students

Figure D65. 86.0 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 2024–25 school year.

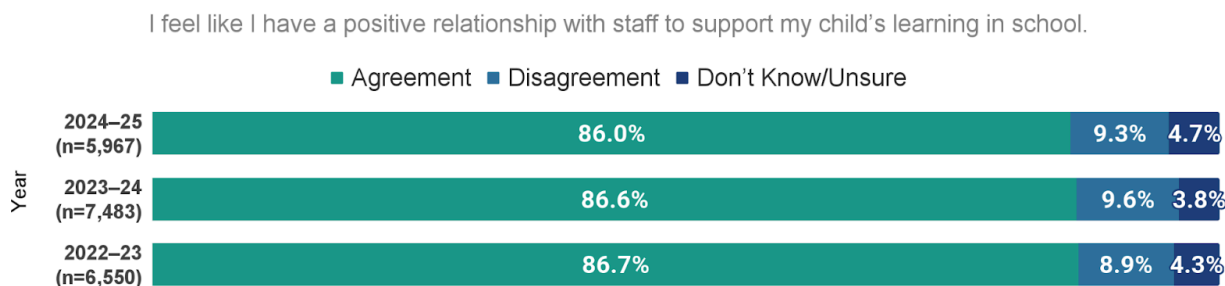


Figure D66. 81.8 per cent of families indicated that they agreed or strongly agreed that the information that they receive about their child's learning helps them to support their child in their child's learning during the 2024–25 school year.

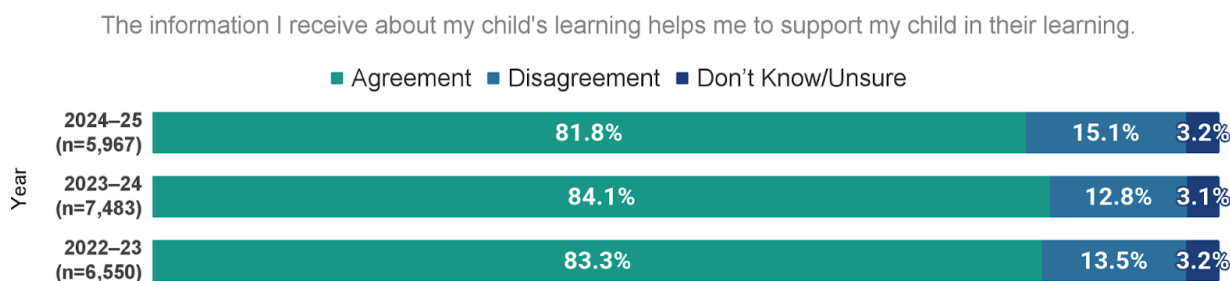


Figure D67. 79.3 per cent of families indicated that they agreed or strongly agreed that they feel their child's learning needs are supported at their child's school during the 2024–25 school year.

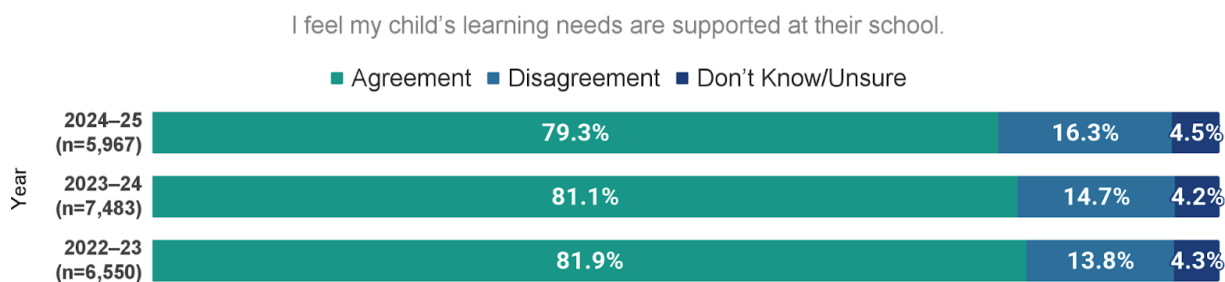


Figure D68. 81.2 per cent of [Individual Program Plan (IPP)] families indicated that they agreed or strongly agreed that their child's IPP goals are appropriate for their child's development during the 2024–25 school year.

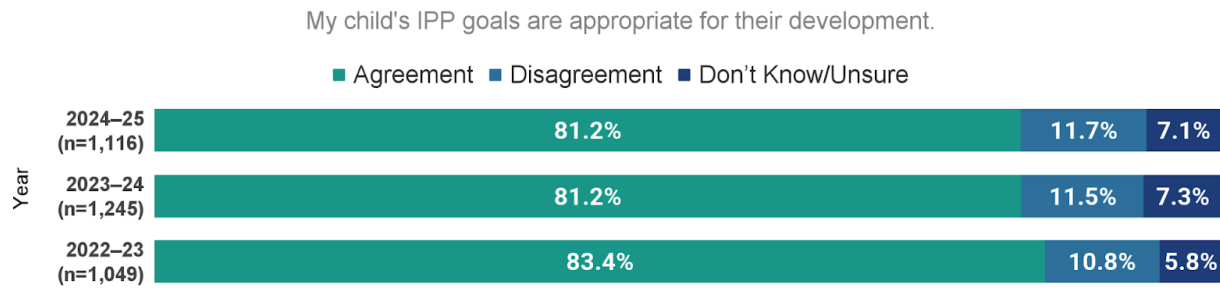


Figure D69. 81.3 per cent of families indicated that they agreed or strongly agreed that the information that they receive from their child's school tells them about their child's progress during the 2024–25 school year [parents of students in Grades 7 to 12].

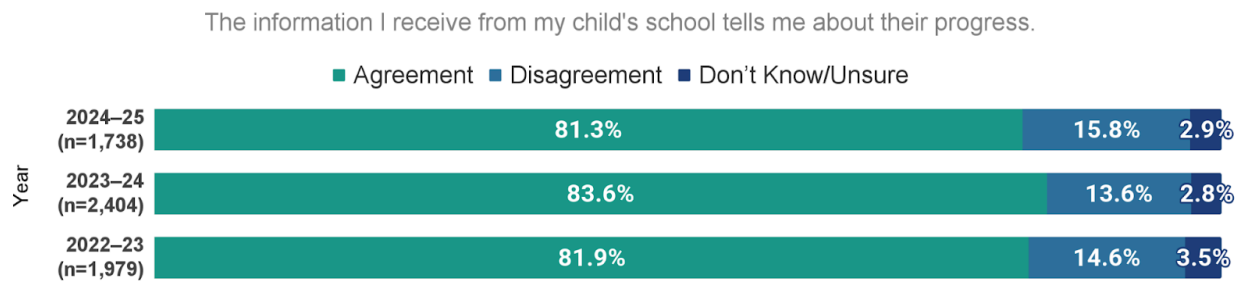


Figure D70. 81.5 per cent of families indicated that they agreed or strongly agreed that the information that they receive from their child's school tells them about their child's growth in reading during the 2024–25 school year [parents of students in K–6].

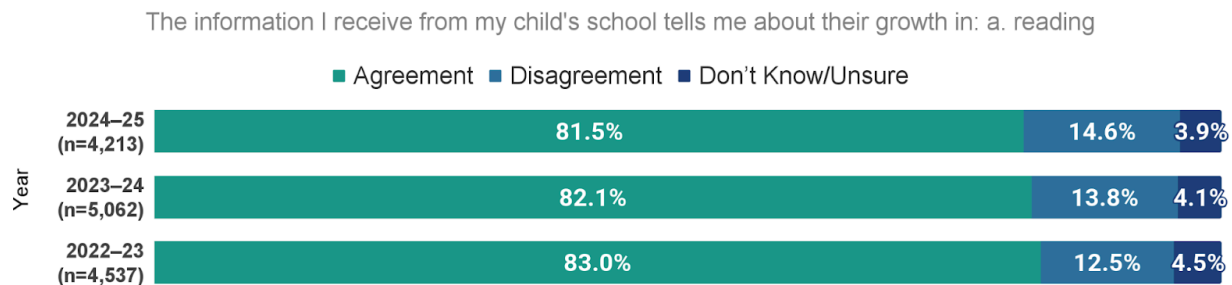


Figure D71. 80.0 per cent of families indicated that they agreed or strongly agreed that the information that they receive from their child's school tells them about their child's growth in writing during the 2024–25 school year [parents of students in K–6].

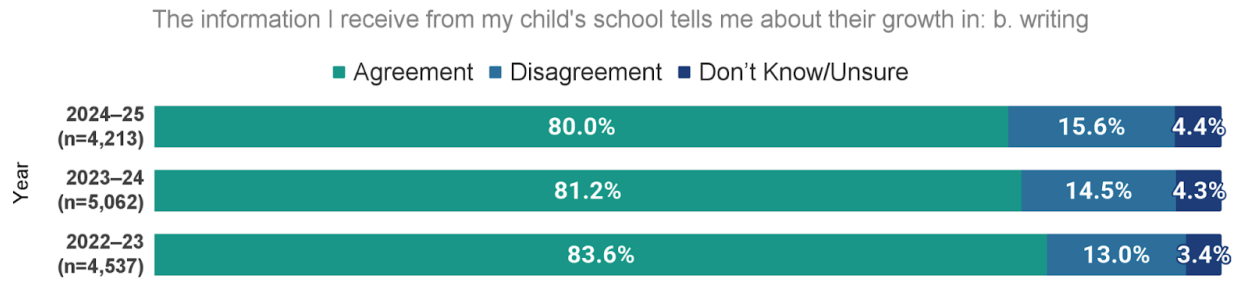


Figure D72. 80.6 per cent of families indicated that they agreed or strongly agreed that the information that they receive from their child's school tells them about their child's growth in math during the 2024–25 school year [parents of students in K–6].

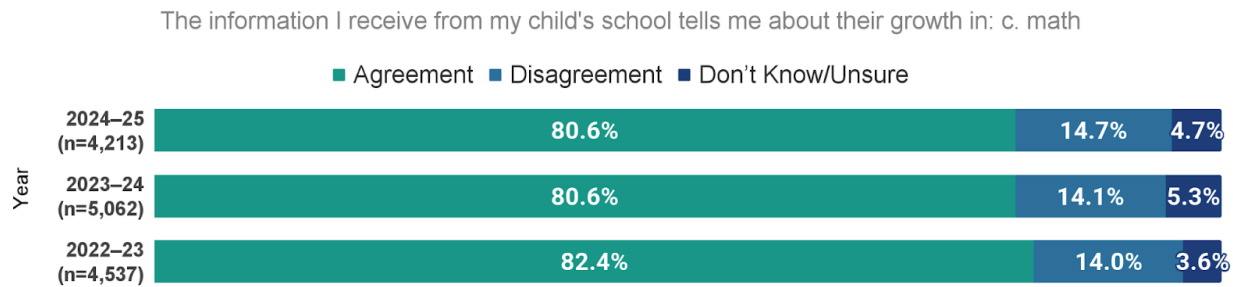


Figure D73. 82.1 per cent of families indicated that they agreed or strongly agreed that what their child learns in school will help them prepare for their future during the 2024–25 school year.

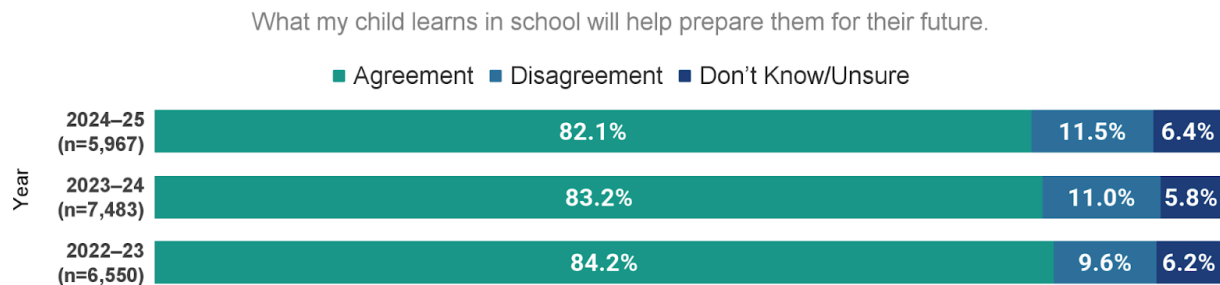
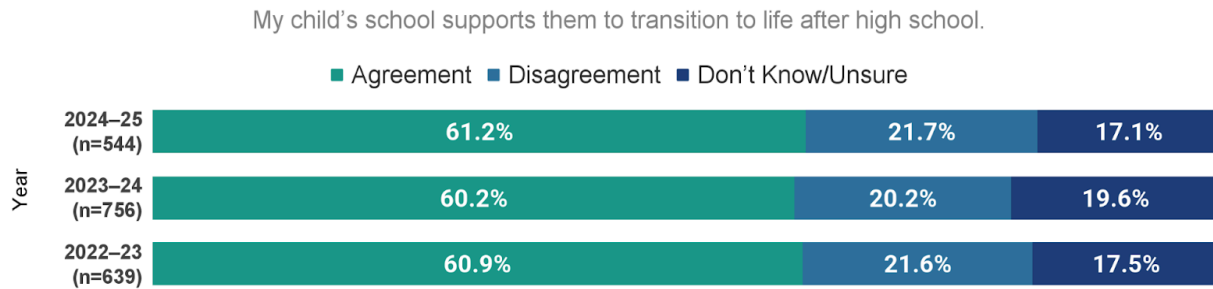


Figure D74. 61.2 per cent of families indicated that they agreed or strongly agreed that this child's school supports their child to transition to life after high school during the 2024–25 school year [parents of students in Grades 10 to 12].



Priority 2: Advance action towards anti-racism and reconciliation

Figure D75. 85.1 per cent of families indicated that they agreed or strongly agreed that their child feels like they belong at school during the 2024–25 school year.

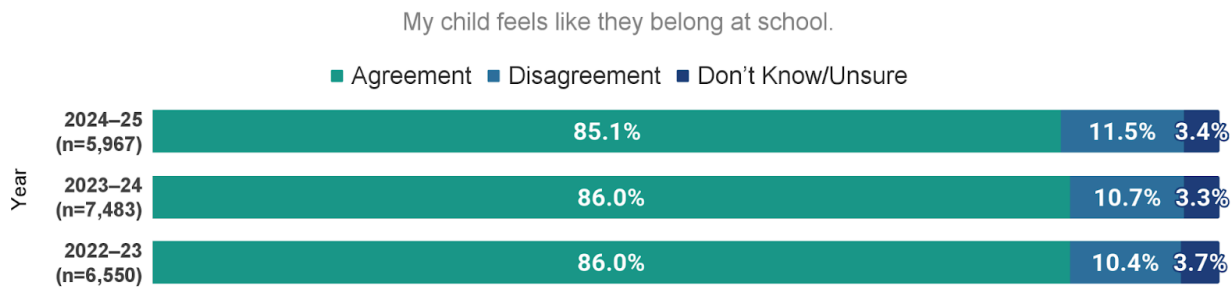


Figure D76. 86.9 per cent of families indicated that they agreed or strongly agreed that they feel welcomed in their child's school community during the 2024–25 school year.

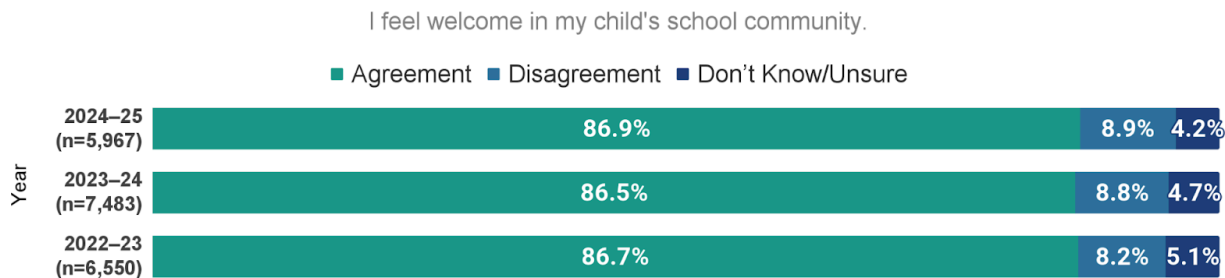


Figure D77. 87.6 per cent of families indicated that they agreed or strongly agreed that many diverse cultures (i.e. languages, traditions, worldviews, histories, current realities) are represented in the events, activities and environment of their child's school during the 2024–25 school year.

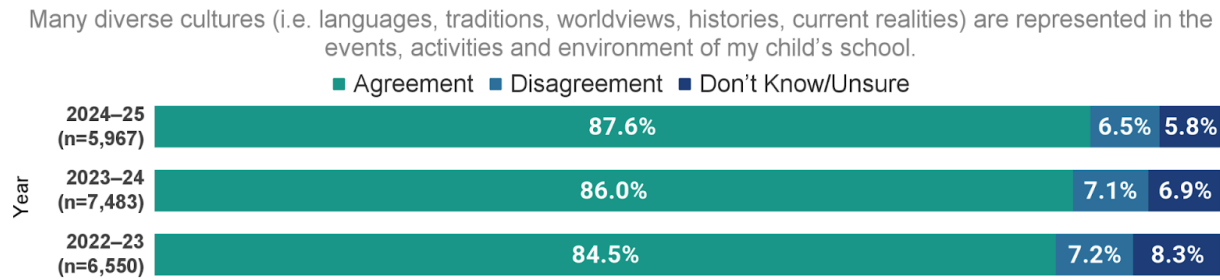


Figure D78. 64.6 per cent of families indicated that they agreed or strongly agreed that their child's school keeps them informed of steps the school is taking to support anti-racism and belonging during the 2024–25 school year.

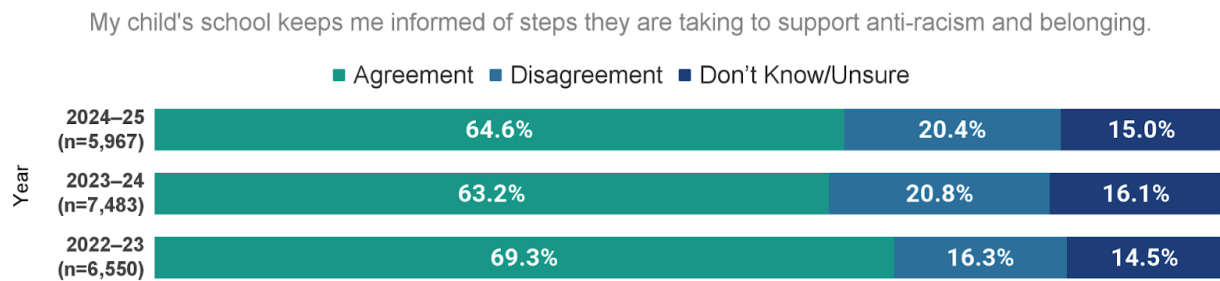
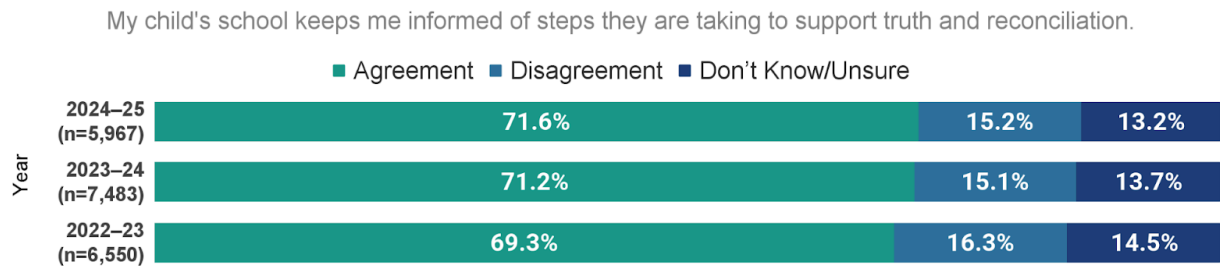


Figure D79. 71.6 per cent of families indicated that they agreed or strongly agreed that their child's school keeps them informed of steps the school is taking to support truth and reconciliation during the 2024–25 school year.



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

Figure D80. 80.9 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 2024–25 school year.

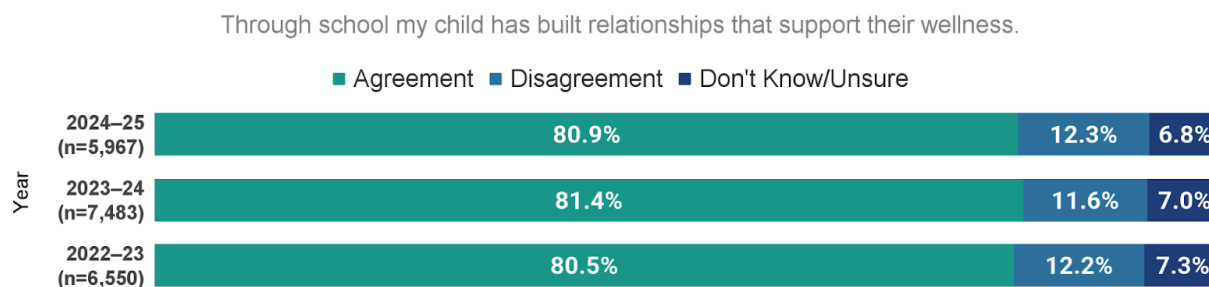


Figure D81. 78.0 per cent of families indicated that they agreed or strongly agreed that school has helped their child develop skills that support their child's wellness during the 2024–25 school year.

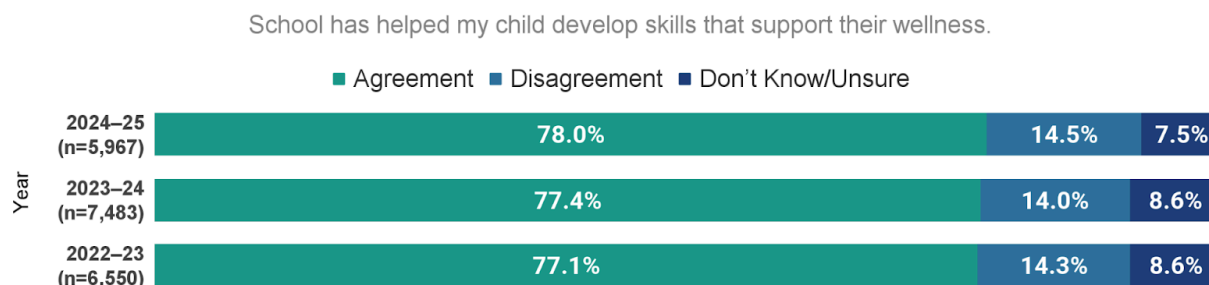


Figure D82. 86.5 per cent of families indicated that they agreed or strongly agreed that they feel their child is safe at school during the 2024–25 school year.

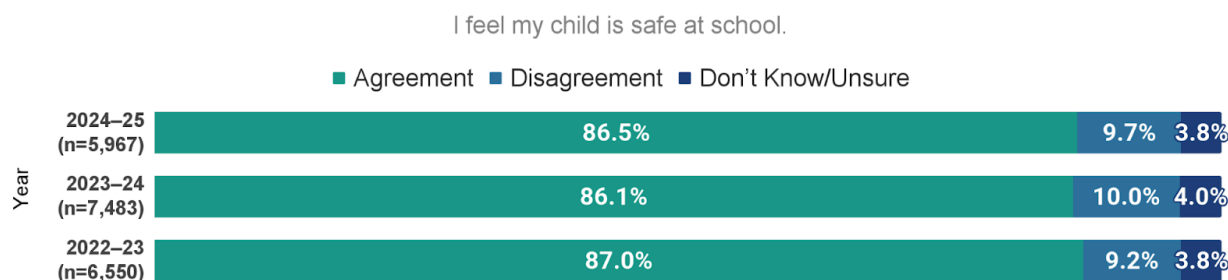


Figure D83. 76.6 per cent of families indicated that they agreed or strongly agreed that they feel connected to their child's school during the 2024–25 school year.

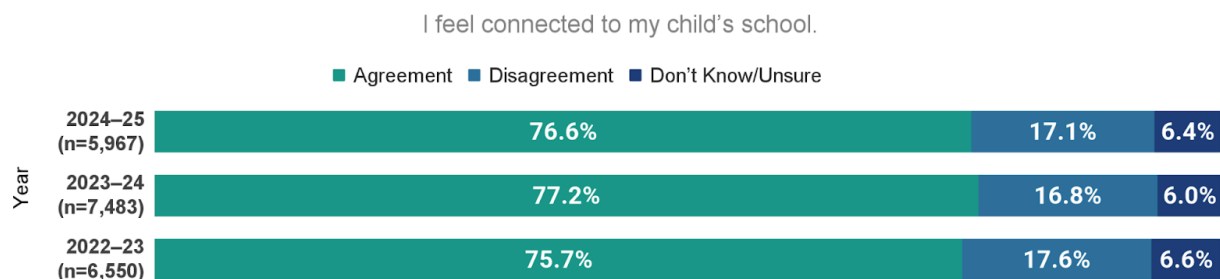


Figure D84. 87.0 per cent of families indicated that they agreed or strongly agreed that they feel that their child has a positive relationship with one or more adults in their child's school during the 2024–25 school year.

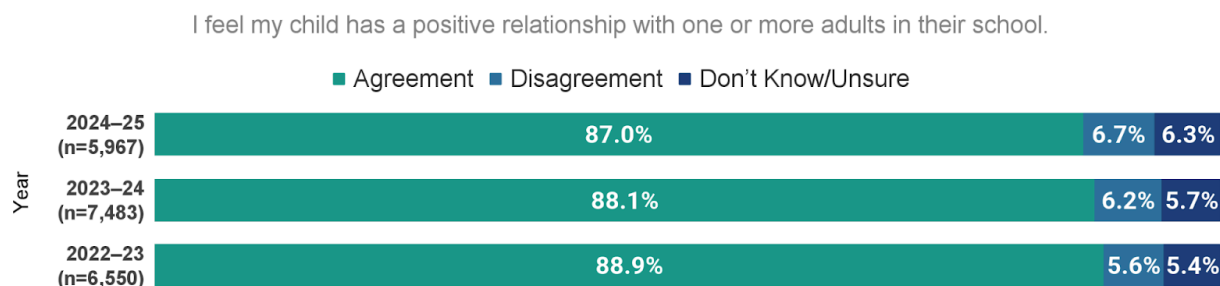
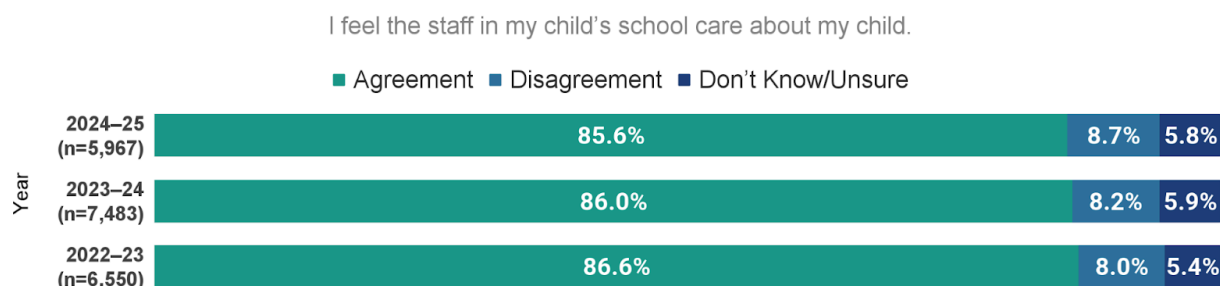


Figure D85. 85.6 per cent of families indicated that they agreed or strongly agreed that they feel the staff in their child's school cares about their child during the 2024–25 school year.





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