



# Edmonton Catholic School Division ECSD Systems Excellence Survey Results 2025/2026 School Year

Division Monitoring: June 17, 2026



**EDMONTON CATHOLIC SCHOOLS  
ECSD SYSTEMS EXCELLENCE SURVEY RESULTS  
2025/2026 SCHOOL YEAR**

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## EDMONTON CATHOLIC SCHOOLS ECSD SYSTEMS EXCELLENCE SURVEY RESULTS 2025/2026 SCHOOL YEAR

### I. INTRODUCTION

The Edmonton Catholic School Division (ECSD) conducted the ECSD Systems Excellence Survey from March 2 to March 20, 2026, to engage Division staff with respect to their work and work environment. The survey items were developed during the 2023/2024 school year to reflect the *Division Plan for Continuous Growth 2023-2026*. Division staff from all schools and all departments were invited to participate in the survey.

The ECSD Systems Excellence Survey was conducted using paper surveys. As paper surveys were administered, survey responses were voluntary and anonymous. The survey consisted of a series of statements with which respondents were asked to indicate their level of agreement. The analysis was based on a four-point scale (“Strongly Disagree”, “Disagree”, “Agree”, and “Strongly Agree”).

This report provides the Division results for the 2025/2026 survey administration. In addition to the Division results, individual school reports will be available to each school Principal and individual department reports will be available to each department Superintendent. The school reports and department reports are used by leadership for planning purposes. Staff members will be able to view the results for their school/department in the SharePoint Systems Excellence dashboard. Consistent with past methodology, results with fewer than six respondents are not reported to protect the identity of small groups.

The results provided in this report should be interpreted with caution, as several factors may have influenced participation and responses. The breakdown of contract negotiations between the Alberta Teachers’ Association (ATA) and the Government of Alberta led to a province-wide labour disruption that began on October 6, 2025. Classes were cancelled for over 700000 students across more than 2000 schools. On October 28, 2025, the Government of Alberta passed Bill 2 (the *Back to School Act*), invoking the notwithstanding clause to send teachers back to work and to impose a collective agreement that teachers had previously rejected. The labour disruption and the government’s intervention had significant effects on the education system, impacting students, families, and all Division staff.

The other Division employee groups also experienced changes to their collective agreements or compensation structures over the past year. In June of 2025, Edmonton Catholic Schools and Unifor Local 52-A ratified a new collective agreement, which was later followed by the ratification of a new collective agreement with AUPE Local 071, Chapter 013, in February of 2026. Additionally, over the past year, Edmonton Catholic Schools partnered with consulting firm Mercer Canada to conduct a comprehensive, multi-phase review of the Out-of-Scope (OOS) compensation structure. This resulted in a redesigned OOS salary structure that took effect on January 1, 2026. These changes to collective agreements and compensation structures across the Division may have had an impact on survey participation as well as overall survey results.

Due to these factors, caution should be used when comparing results across time. Additionally, as the survey items were newly developed during the 2023/2024 school year, the results are not comparable to previous surveys conducted in prior years.

## II. TARGET POPULATION AND RESPONSE RATES

Surveys were distributed to Division staff from all schools and all departments. There were 4872 surveys distributed and 4211 surveys completed. Overall, the response rate for the 2025/2026 school year was **86.4%** for Division staff.

## III. PRESENTATION OF RESULTS

The results for Division staff are provided in the appendices for both response percentages and dichotomous percentages. In this report, dichotomous results are presented in respect to **measures by themes** and through **data visualization charts**.

In **Appendix A**, the **response percentages** are provided.

- This table provides the percentages responding to the **actual scales** used in the survey.
- Overall, Appendix A provides **detailed** information in assessing the responses.

In **Appendix B**, the **dichotomous percentages** are provided.

- For the purposes of this table, the upper scale values (“Strongly Agree” and “Agree”) as well as the lower scale values (“Strongly Disagree” and “Disagree”) were **aggregated**.
- As a result, the table reflects a **two-point scale** (“Agreement” and “Disagreement”).
- Overall, Appendix B reflects **global** information. The aggregation also serves to make the Division’s results more comparable to Alberta Education and Childcare’s results.

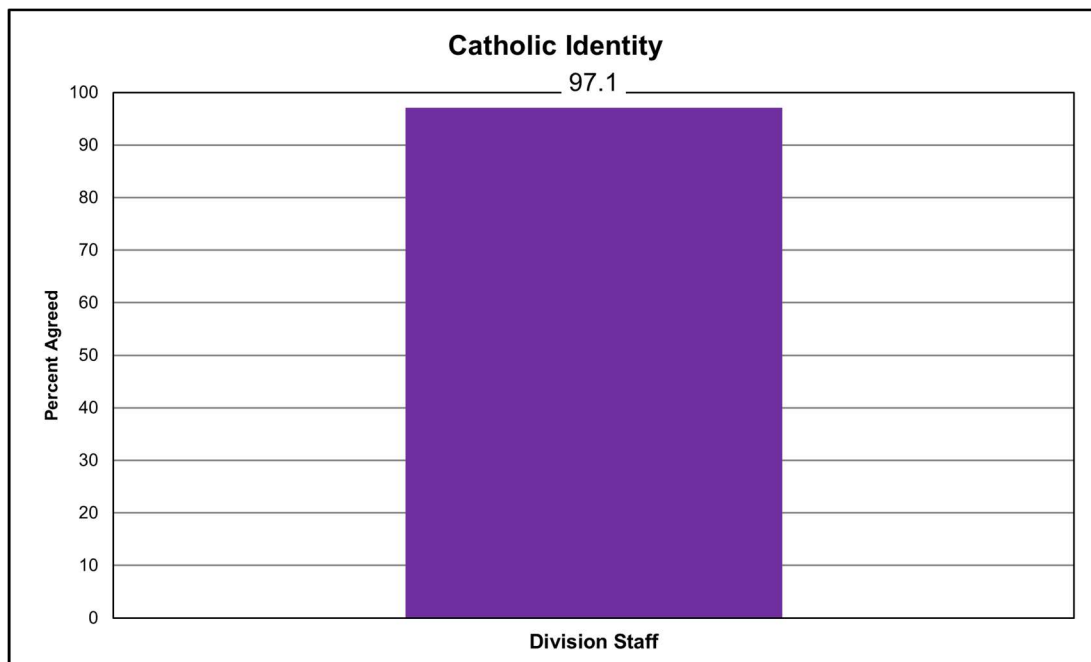
#### IV. MEASURES BY THEMES

In this section, the survey items are organized by themes using the dichotomous percentages. Dichotomous results reflect overall agreement and disagreement. At the end of each theme, a chart is provided for Division staff results. The percentages recorded in the charts are weighted averages. The themes also reflect the Division priorities as identified in the *Division Plan for Continuous Growth 2023-2026*.

##### 1. CATHOLIC IDENTITY – REFLECTS THE DIVISION PRIORITY “LIVING OUR FAITH”

In considering the **Division staff**, results indicated that:

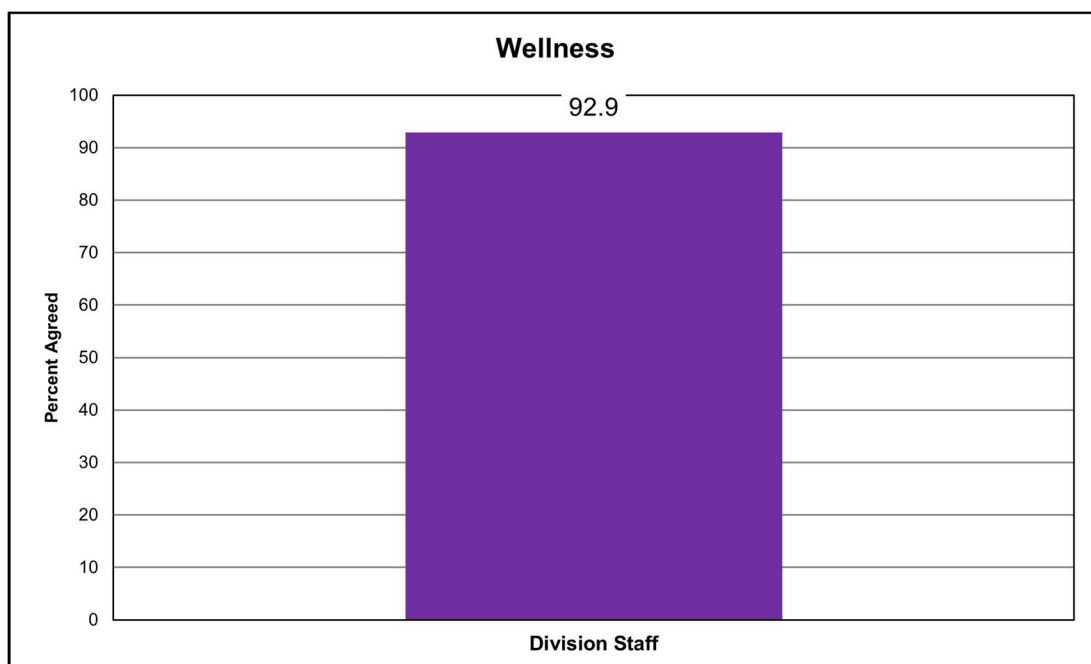
- **97.9%** indicated that they have opportunities to participate in religious celebrations at their school/department/site;
- **97.8%** agreed that they have opportunities to pray regularly at their school/site;
- **97.2%** indicated that their school/department/site creates and promotes a working environment that is grounded in the Catholic faith; and
- **95.4%** indicated that their school/department/site provides them with opportunities to participate in social justice activities (e.g., donations, collections, service opportunities).



## 2. WELLNESS – REFLECTS THE DIVISION PRIORITY “LIVING OUR FAITH”

In considering the **Division staff**, results indicated that:

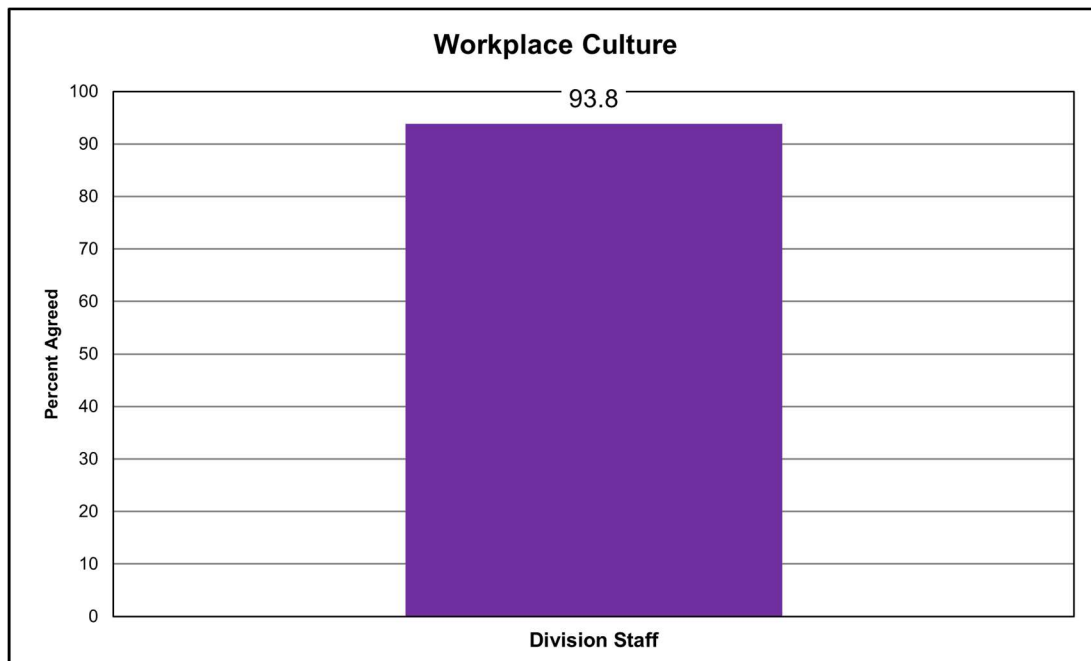
- **95.4%** indicated that they know where to find the tools and resources provided by the Division to help them manage their wellness (e.g., Staff Wellness SharePoint site, Wellness Newsletter, Employee & Family Assistance Program);
- **95.3%** agreed that they have someone at their school/department that they can talk to if they feel like they need support;
- **91.4%** agreed that their school/site promotes a psychologically safe working environment; and
- **89.3%** indicated that the tools and resources provided by the Division to help them manage their wellness are valuable to them (e.g., Staff Wellness SharePoint site, Wellness Newsletter, Employee & Family Assistance Program).



### 3. WORKPLACE CULTURE – REFLECTS THE DIVISION PRIORITY “EMBRACING DIVERSITY”

In considering the **Division staff**, results indicated that:

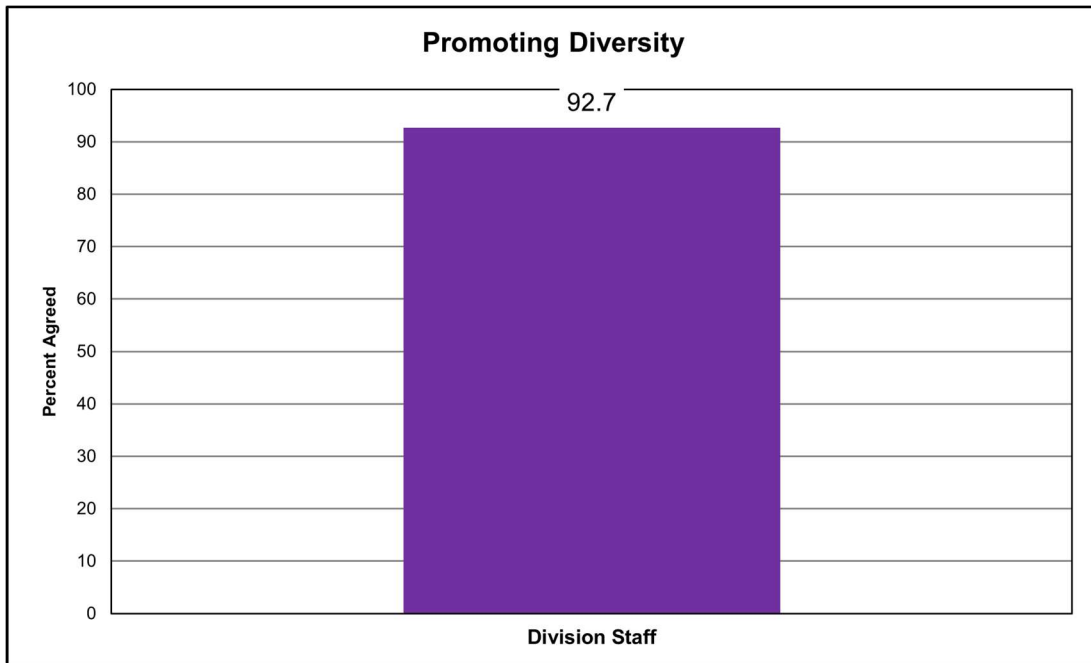
- **97.6%** agreed that their school/department expects staff to show respect for people of all faiths, cultures, backgrounds, and experiences;
- **95.0%** indicated that their school/department promotes an environment that is reflective of the Respect in the Workplace Administrative Procedure;
- **92.4%** agreed that conflict management in their school/department is handled using a respectful approach;
- **92.3%** agreed that they can go to their principal/supervisor if they feel like they need support; and
- **91.5%** indicated that their contributions to their school/department are acknowledged and appreciated by their principal/supervisor.



**4. PROMOTING DIVERSITY – REFLECTS THE DIVISION PRIORITY “EMBRACING DIVERSITY”**

In considering the **Division staff**, results indicated that:

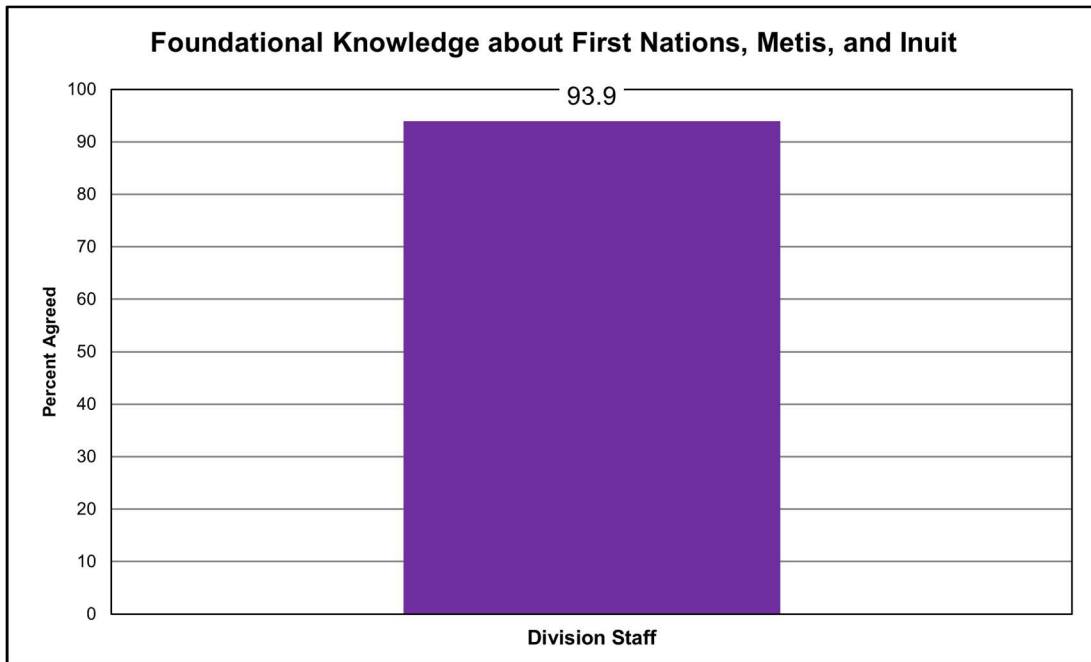
- **95.5%** agreed that their school/department is implementing the strategies and actions as outlined in the Equity, Diversity, Inclusion & Anti-Racism Strategic Plan; and
- **89.9%** agreed that their unique gifts and talents are recognized and celebrated at their school/site.



**5. FOUNDATIONAL KNOWLEDGE ABOUT FIRST NATIONS, METIS, AND INUIT – REFLECTS THE DIVISION PRIORITY  
“ORGANIZATIONAL EXCELLENCE”**

In considering the **Division staff**, results indicated that:

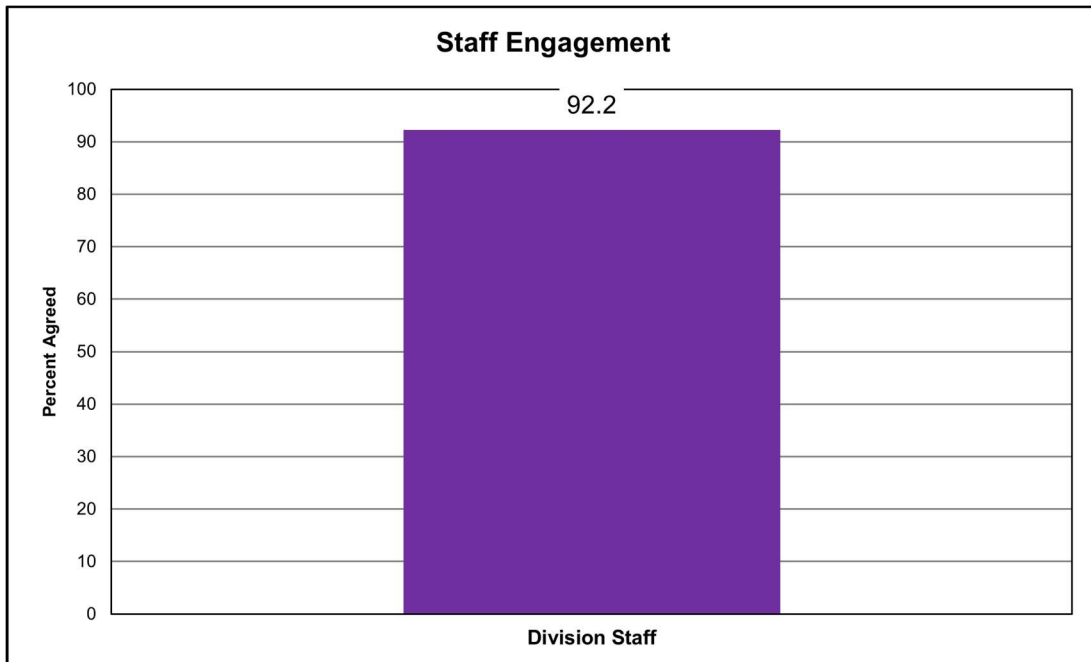
- **95.0%** indicated that the Division is working to advance the Truth and Reconciliation Calls to Action in schools and departments; and
- **92.9%** agreed that their school/department/site provides them with opportunities to build their foundational knowledge about First Nations, Metis, and Inuit culture, history, perspectives, and experiences.



**6. STAFF ENGAGEMENT – REFLECTS THE DIVISION PRIORITY “ORGANIZATIONAL EXCELLENCE”**

In considering the **Division staff**, results indicated that:

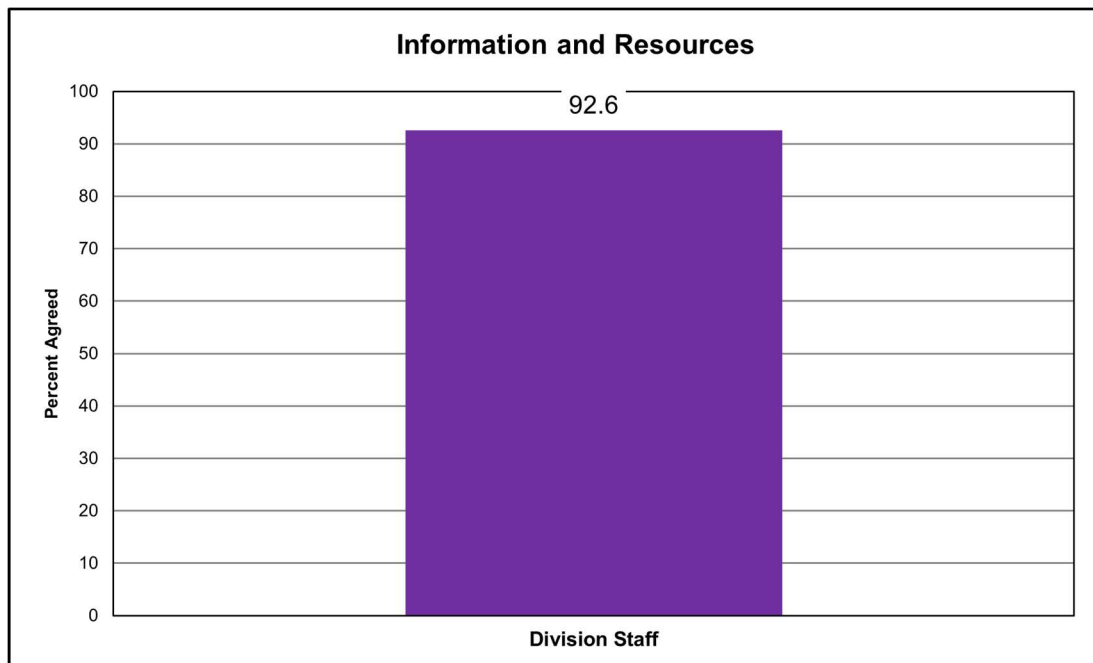
- **97.9%** agreed that they contribute as a team member in their school/department;
- **93.5%** indicated that their staff works as a team in their school/department;
- **91.4%** agreed that they have opportunities to voice their opinions and concerns at their school/department; and
- **86.1%** agreed that they have opportunities for a voice into decisions that affect their job at their school/department.



**7. INFORMATION AND RESOURCES – REFLECTS THE DIVISION PRIORITY “ORGANIZATIONAL EXCELLENCE”**

In considering the **Division staff**, results indicated that:

- **96.1%** agreed that they are aware of the Division’s Occupational Health and Safety Procedures;
- **94.4%** indicated that their school/department provides them with the information they need in order to do their job;
- **92.6%** indicated that they read the communications from the Division (e.g., emails, WAGs);
- **91.3%** agreed that they are aware of the Division Plan for Continuous Growth for this school year; and
- **88.8%** indicated that they are provided with what they need to do their job given the limits on Division resources.



**8. PROFESSIONAL LEARNING AND IMPROVEMENT – REFLECTS THE DIVISION PRIORITY “LEARNING EXCELLENCE”**

In considering the **Division staff**, results indicated that:

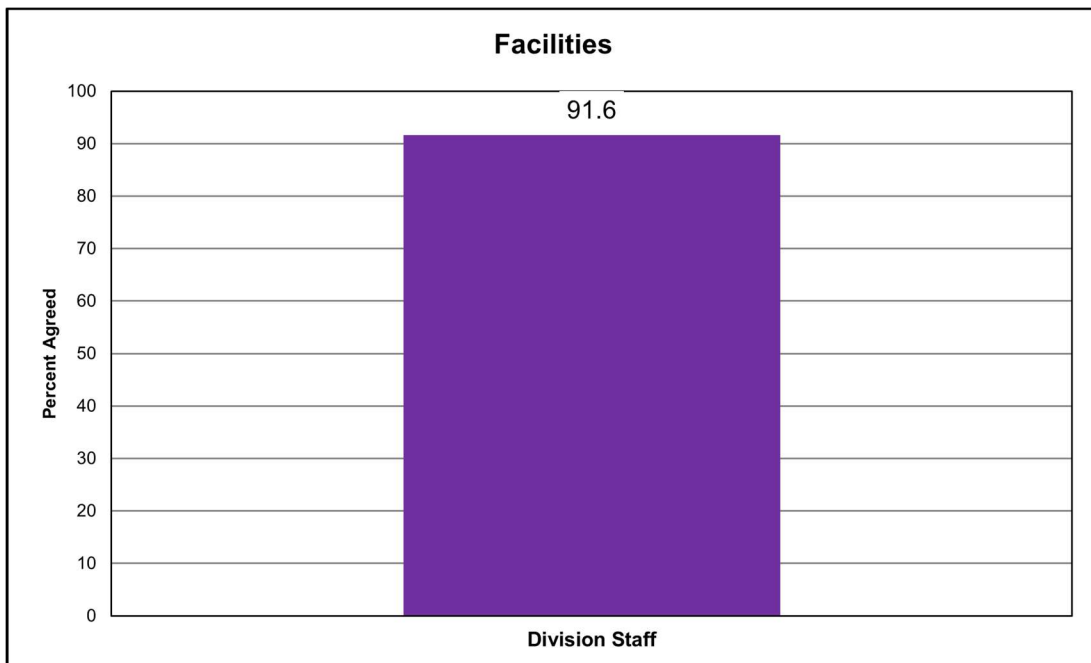
- **95.8%** agreed that their school/department expects them to participate in professional learning or training opportunities;
- **92.5%** agreed that their school/department focuses on continuous improvement through evidence-based decision-making;
- **90.6%** indicated that their principal/supervisor provides them with feedback to help them improve their work;
- **87.5%** agreed that school/department-provided professional learning or training opportunities are useful to them; and
- **81.7%** agreed that Division-provided professional learning or training opportunities are useful to them.



**9. FACILITIES – REFLECTS THE DIVISION PRIORITY “ORGANIZATIONAL EXCELLENCE”**

In considering the **Division staff**, results indicated that:

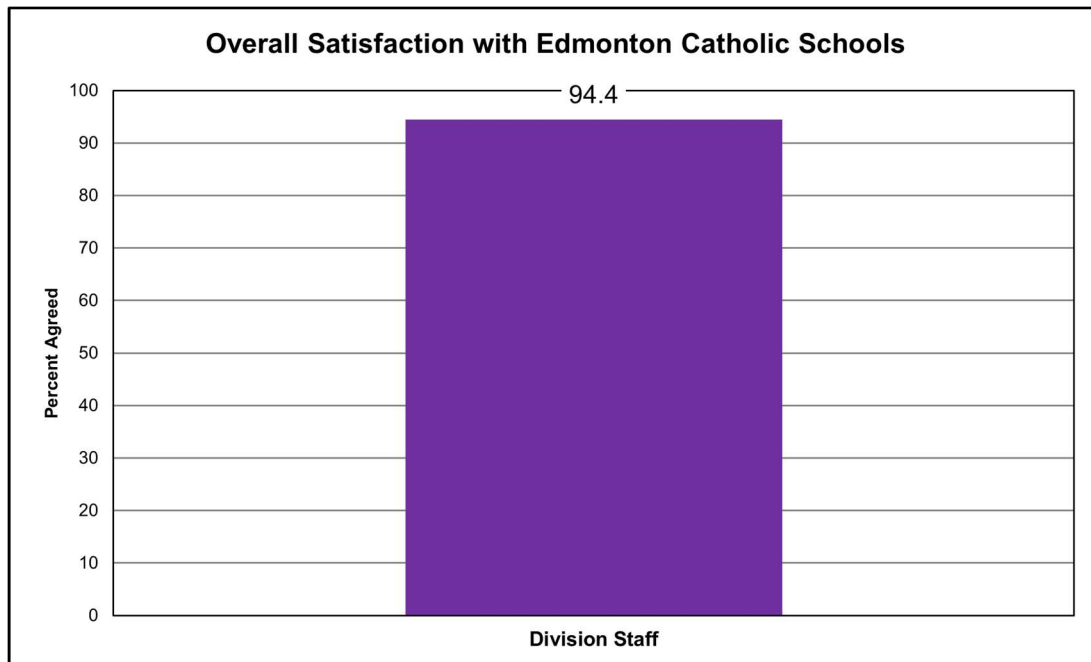
- **91.6%** agreed that their school/site building is a safe and well-maintained facility.



**10. OVERALL SATISFACTION WITH EDMONTON CATHOLIC SCHOOLS – REFLECTS THE DIVISION PRIORITY  
“ORGANIZATIONAL EXCELLENCE”**

In considering the **Division staff**, results indicated that:

- **Overall, 95.0%** indicated that their school/department is a good place to work; and
- **Overall, 93.7%** indicated that the Division is a good place to work.

**V. COMMENTS**

In general, high rates of agreement were reported by Division staff. These results provide outcome measures necessary for Division assurance, information for setting priorities, identifying areas for growth, and recognizing areas of strength. A similar survey is planned for the 2026/2027 school year.

## **APPENDIX A**

# **ECSD SYSTEMS EXCELLENCE SURVEY RESULTS 2025/2026 SCHOOL YEAR**

- **TABLE 1(A): DIVISION STAFF - RESPONSE PERCENTAGES**

**EDMONTON CATHOLIC SCHOOLS**

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Table 1(A): Division Staff - Response Percentages

Statement	N	Mean	Std. Dev.	Percentages			
				Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1. I have opportunities to participate in religious celebrations at my school/department/site.	4189	3.71	0.55	1.3	0.8	23.4	74.5
2. I have opportunities to pray regularly at my school/site.	4179	3.69	0.55	1.2	1.1	25.3	72.5
3. My school/department/site creates and promotes a working environment that is grounded in the Catholic faith.	4188	3.64	0.58	1.2	1.6	28.9	68.3
4. My school/department promotes an environment that is reflective of the Respect in the Workplace Administrative Procedure.	4156	3.55	0.65	1.9	3.1	32.7	62.3
5. My school/department expects staff to show respect for people of all faiths, cultures, backgrounds, and experiences.	4194	3.69	0.56	1.3	1.0	25.4	72.2
6. I contribute as a team member in my school/department.	4182	3.69	0.55	1.1	1.0	25.8	72.0
7. Our staff works as a team in my school/department.	4187	3.52	0.68	2.0	4.5	32.6	61.0
8. I have opportunities to voice my opinions and concerns at my school/department.	4180	3.43	0.72	2.6	6.0	36.8	54.6
9. My unique gifts and talents are recognized and celebrated at my school/site.	4164	3.39	0.73	2.3	7.8	39.0	50.9
10. Conflict management in my school/department is handled using a respectful approach.	4164	3.43	0.70	2.4	5.2	39.0	53.5
11. I can go to my principal/supervisor if I feel like I need support.	4191	3.56	0.71	2.7	5.0	26.0	66.4
12. I have someone at my school/department that I can talk to if I feel like I need support.	4174	3.60	0.63	1.6	3.1	29.3	66.0
13. My school/department is implementing the strategies and actions as outlined in the Equity, Diversity, Inclusion & Anti-Racism Strategic Plan.	4157	3.52	0.63	1.3	3.2	37.4	58.1
14. My school/site promotes a psychologically safe working environment.	4174	3.42	0.72	2.5	6.1	38.7	52.7
15. I am aware of the Division's Occupational Health and Safety Procedures.	4174	3.52	0.61	1.0	2.9	39.3	56.8
16. My school/site building is a safe and well-maintained facility.	4166	3.42	0.70	2.0	6.4	38.8	52.8
17. I know where to find the tools and resources provided by the Division to help me manage my wellness (e.g., Staff Wellness SharePoint site, Wellness Newsletter, Employee & Family Assistance Program).	4185	3.48	0.62	1.1	3.5	42.0	53.4
18. The tools and resources provided by the Division to help me manage my wellness are valuable to me (e.g., Staff Wellness SharePoint site, Wellness Newsletter, Employee & Family Assistance Program).	4173	3.31	0.72	2.3	8.3	45.2	44.1
19. My school/department/site provides me with opportunities to participate in social justice activities (e.g., donations, collections, service opportunities).	4152	3.53	0.62	1.0	3.5	37.2	58.2

Table 1(A): Division Staff - Response Percentages...continued

Scale: 1 to 4

Statement	N	Mean	Std. Dev.	Percentages			
				Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
20. I have opportunities for a voice into decisions that affect my job at my school/department.	4144	3.29	0.78	3.3	10.5	40.0	46.1
21. My principal/supervisor provides me with feedback to help me improve my work.	4162	3.41	0.73	2.7	6.7	37.9	52.7
22. My contributions to my school/department are acknowledged and appreciated by my principal/supervisor.	4175	3.45	0.72	2.6	6.0	35.6	55.9
23. My school/department focuses on continuous improvement through evidence-based decision-making.	4145	3.41	0.69	1.9	5.6	41.7	50.8
24. I am provided with what I need to do my job given the limits on Division resources.	4169	3.30	0.73	2.6	8.6	44.8	44.0
25. My school/department expects me to participate in professional learning or training opportunities.	4178	3.53	0.62	1.2	3.0	37.7	58.1
26. School/department-provided professional learning or training opportunities are useful to me.	4173	3.30	0.76	2.9	9.6	41.9	45.6
27. Division-provided professional learning or training opportunities are useful to me.	4170	3.17	0.84	4.9	13.4	41.4	40.3
28. I am aware of the Division Plan for Continuous Growth for this school year.	4160	3.38	0.69	1.7	7.0	42.7	48.6
29. I read the communications from the Division (e.g., emails, WAGs).	4187	3.42	0.68	1.8	5.6	41.7	50.9
30. My school/department provides me with the information I need in order to do my job.	4179	3.46	0.64	1.3	4.3	41.9	52.5
31. My school/department/site provides me with opportunities to build my foundational knowledge about First Nations, Metis, and Inuit culture, history, perspectives, and experiences.	4160	3.43	0.68	1.7	5.4	41.1	51.8
32. The Division is working to advance the Truth and Reconciliation Calls to Action in our schools and departments.	4149	3.46	0.63	1.3	3.7	43.0	52.1
33. Overall, my school/department is a good place to work.	4198	3.56	0.65	1.9	3.1	31.8	63.1
34. Overall, the Division is a good place to work.	4192	3.46	0.67	1.9	4.4	39.6	54.0

## **APPENDIX B**

# **ECSD SYSTEMS EXCELLENCE SURVEY RESULTS 2025/2026 SCHOOL YEAR**

- **TABLE 1(B): DIVISION STAFF - DICHOTOMOUS PERCENTAGES**

**EDMONTON CATHOLIC SCHOOLS**

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**Table 1(B): Division Staff - Dichotomous Percentages**

Scale: 1 to 2				Percentages	
Statement	N	Mean	Std. Dev.	Disagreement (1)	Agreement (2)
1. I have opportunities to participate in religious celebrations at my school/department/site.	4189	1.98	0.14	2.1	97.9
2. I have opportunities to pray regularly at my school/site.	4179	1.98	0.15	2.2	97.8
3. My school/department/site creates and promotes a working environment that is grounded in the Catholic faith.	4188	1.97	0.17	2.8	97.2
4. My school/department promotes an environment that is reflective of the Respect in the Workplace Administrative Procedure.	4156	1.95	0.22	5.0	95.0
5. My school/department expects staff to show respect for people of all faiths, cultures, backgrounds, and experiences.	4194	1.98	0.15	2.4	97.6
6. I contribute as a team member in my school/department.	4182	1.98	0.14	2.1	97.9
7. Our staff works as a team in my school/department.	4187	1.94	0.25	6.5	93.5
8. I have opportunities to voice my opinions and concerns at my school/department.	4180	1.91	0.28	8.6	91.4
9. My unique gifts and talents are recognized and celebrated at my school/site.	4164	1.90	0.30	10.1	89.9
10. Conflict management in my school/department is handled using a respectful approach.	4164	1.92	0.26	7.6	92.4
11. I can go to my principal/supervisor if I feel like I need support.	4191	1.92	0.27	7.7	92.3
12. I have someone at my school/department that I can talk to if I feel like I need support.	4174	1.95	0.21	4.7	95.3
13. My school/department is implementing the strategies and actions as outlined in the Equity, Diversity, Inclusion & Anti-Racism Strategic Plan.	4157	1.95	0.21	4.5	95.5
14. My school/site promotes a psychologically safe working environment.	4174	1.91	0.28	8.6	91.4
15. I am aware of the Division's Occupational Health and Safety Procedures.	4174	1.96	0.19	3.9	96.1
16. My school/site building is a safe and well-maintained facility.	4166	1.92	0.28	8.4	91.6
17. I know where to find the tools and resources provided by the Division to help me manage my wellness (e.g., Staff Wellness SharePoint site, Wellness Newsletter, Employee & Family Assistance Program).	4185	1.95	0.21	4.6	95.4
18. The tools and resources provided by the Division to help me manage my wellness are valuable to me (e.g., Staff Wellness SharePoint site, Wellness Newsletter, Employee & Family Assistance Program).	4173	1.89	0.31	10.7	89.3
19. My school/department/site provides me with opportunities to participate in social justice activities (e.g., donations, collections, service opportunities).	4152	1.95	0.21	4.6	95.4

**Table 1(B): Division Staff - Dichotomous Percentages...continued**

Scale: 1 to 2				Percentages	
Statement	N	Mean	Std. Dev.	Disagreement (1)	Agreement (2)
20. I have opportunities for a voice into decisions that affect my job at my school/department.	4144	1.86	0.35	13.9	86.1
21. My principal/supervisor provides me with feedback to help me improve my work.	4162	1.91	0.29	9.4	90.6
22. My contributions to my school/department are acknowledged and appreciated by my principal/supervisor.	4175	1.91	0.28	8.5	91.5
23. My school/department focuses on continuous improvement through evidence-based decision-making.	4145	1.92	0.26	7.5	92.5
24. I am provided with what I need to do my job given the limits on Division resources.	4169	1.89	0.32	11.2	88.8
25. My school/department expects me to participate in professional learning or training opportunities.	4178	1.96	0.20	4.2	95.8
26. School/department-provided professional learning or training opportunities are useful to me.	4173	1.87	0.33	12.5	87.5
27. Division-provided professional learning or training opportunities are useful to me.	4170	1.82	0.39	18.3	81.7
28. I am aware of the Division Plan for Continuous Growth for this school year.	4160	1.91	0.28	8.7	91.3
29. I read the communications from the Division (e.g., emails, WAGs).	4187	1.93	0.26	7.4	92.6
30. My school/department provides me with the information I need in order to do my job.	4179	1.94	0.23	5.6	94.4
31. My school/department/site provides me with opportunities to build my foundational knowledge about First Nations, Metis, and Inuit culture, history, perspectives, and experiences.	4160	1.93	0.26	7.1	92.9
32. The Division is working to advance the Truth and Reconciliation Calls to Action in our schools and departments.	4149	1.95	0.22	5.0	95.0
33. Overall, my school/department is a good place to work.	4198	1.95	0.22	5.0	95.0
34. Overall, the Division is a good place to work.	4192	1.94	0.24	6.3	93.7