



EDMONTON CATHOLIC SCHOOLS

BOARD OF TRUSTEES

Public Board Meeting Agenda 2024-2025

#7

Date: March 19, 2025
Time: 3:00 PM
Location: Public Board Room, Lumen Christi Catholic Education Centre
Phone: 780-441-6004
Web: ecsd.net

1 Call to Order

- | | |
|---|-------------------------|
| 1.1 Opening Prayer | Father Julian |
| 1.2 Land Acknowledgement | L. Turchansky |
| 1.3 Roll Call | |
| 1.4 Approval of the Agenda | |
| 1.4.1 Consent Items | |
| 1.4.1.1 Division Plan for Continuous Growth | |
| 1.5 Minutes | |
| 1.5.1 Minutes of Regular Board Meeting 6-2024-2025, February 19, 2025 | |
| 1.5.2 Matters Arising from the Minutes | |
| 1.6 Retirement of Edmonton Police Chief Dale McFee | L. Anderson |
| 1.7 King Charles III Coronation Medal – Kim Street | S. Palazzo |
| 1.8 Bereavement | L. Anderson, C. Kennerd |
| 1.8.1 Lorelle Wheat | |

2 Business of the Meeting

- | | |
|--|-----------------------------------|
| 2.1 Three-Year Capital Plan, 2026-2029 | L. Anderson, J. Fiacco |
| 2.2 ECSD Annual Survey 2024-2025 | L. Anderson, R. Feehan, S. Makale |
| 2.3 ECSD Systems Excellence Survey 2024-2025 | L. Anderson, R. Feehan, S. Makale |

3 Celebration of #ECSDfaithinspires

- | | |
|---------------------------------|-------------|
| 3.1 Board Chair Report | S. Palazzo |
| 3.2 Chief Superintendent Report | L. Anderson |

4 Adjournment

- | | |
|-----------------------|------------|
| 4.1 Closing Prayer | S. Palazzo |
| 4.2 Motion to Adjourn | |

BOARD OF TRUSTEES

Terry Harris, Ward 71
Sandra Palazzo, Ward 72
Vacant, Ward 73

Lisa Turchansky, Ward 76
Debbie Engel, Ward 74

Alene Mutala, Ward 75
Marie Thibert, Ward 77

CHIEF SUPERINTENDENT
Lynnette Anderson



EDMONTON CATHOLIC SCHOOLS

9405 50 Street NW | Edmonton, AB T6B 2T4 | T: 780-441-6000

BOARD OF TRUSTEES MEMO

March 19, 2025 Public Board Meeting

1.4.1.1

Date: March 19, 2025

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Resource Staff: John Fiacco, Superintendent of Educational Planning
Susan Makale, Executive Director

Re: **Division Plan for Continuous Growth 2023-2026 (Year 3)**

Background:

Alberta Education requires all school jurisdictions to submit a Three-Year Education Plan annually. The Three-Year Education Plan, which we refer to as our Division Plan for Continuous Growth, must be approved by the Board of Trustees and posted on our Division's website by May 31 of each year.

Our Division Plan for Continuous Growth 2023-2026 (Year 3) provides priorities determined by the Board, goals, strategies that address both local goals and system priorities, and performance measures.

Central to the Division Plan for Continuous Growth is our mission to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another. We aim to develop strategies and priorities that will inspire our students and ensure their success by giving them the tools they need to succeed.

This is the third year of our three-year fixed plan that started in 2023. Implementing a fixed plan strategy allows us to carry out sustained work in each of our priorities with the intent to create the conditions to foster consistency of practice in identified areas for lasting impact. In utilizing a fixed plan model, we have the ability to evaluate our progress in our goals on a yearly basis and modify or develop additional strategies to target areas of growth required in order to support our Division's priorities.

Our engagement processes also involve the evaluation and reporting of provincial and local measures to our public. ECSD accomplishes this via the Division Assurance Dashboard which gives the public real time access to metrics that will measure our growth within each one of the priorities. This includes the results from our Edmonton Catholic Schools' Annual Survey which is organized into themes that mirror the priorities of the Division and the Alberta Education Assurance Measures that are reported from their Assurance Survey.

Recommendation:

1. That the Board of Trustees approves the Division Plan for Continuous Growth 2023-2026 (Year 3).
2. That, based on the evidence provided in the Division Plan for Continuous Growth 2023-2026 (Year 3), the Board determines that the following Quality Indicators have been met as per Board Policy 12-Appendix B, relative to the current evaluation period:

QI 1.1 Ensures that all school leaders actively promote education in a Catholic context.

QI 2.2 Identifies trends and issues related to student achievement to inform the Three-year Planning process, including recommendations for innovative means to improve measurable student achievement.

QI 2.6 Meets all timelines with provision for appropriate Board input relative to the Combined AERR / Three Year Education Plan.

QI 8.1 Ensures the three-year planning process involves appropriate stakeholder input and results in high stakeholder satisfaction.

QI 8.3 Develops short- and long-range plans to meet the needs of the Division and provide for continuous improvement.

QI 8.5 Ensures the budget and three-year plan are developed according to a timeline which ensures the Board's ability to provide direction and revise priorities and is approved within Alberta Education deadlines.

QI 9.1 Ensures Division compliance with all Alberta Education and Board mandates (timelines and quality).

Attachment:

- Division Plan for Continuous Growth 2023-2026 (Year 3)



Edmonton Catholic Schools Division Plan for Continuous Growth

Three-Year Education Plan
2023-2026 (Year 3)



Central to the Division Plan for Continuous Growth (Three-Year Education Plan) is our mission to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another. We aim to develop strategies and priorities that will inspire our students and ensure their success by giving them the tools they need to succeed.

This is the third year of a new three-year fixed plan cycle. Implementing a fixed plan allows us to carry out sustained work in each of our priorities with the intent to create the conditions to foster consistency of practice in identified areas for lasting impact. This plan is grounded in four priorities which have been established by the Board in response to multiple engagements in advance of year one. Each priority has associated goals. The priorities and goals will remain fixed for the three-year planning cycle. We have the ability to evaluate our goals on a yearly basis and modify or develop additional strategies to target areas of growth required in order to actualize our Division's priorities.

Accountability Statement for the Education Plan

The Education Plan for the Edmonton Catholic School Division 2023-2026 (Year 3) was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board reviewed and approved the Education Plan for 2023-2026 (Year 3) on March 19, 2025.

PRIORITY: LIVING OUR FAITH

Goal F1: ECSD schools and departments will clearly demonstrate their Catholic identity as presented in the 5 Marks of Catholic School Identity model.

- Implement strategies as outlined in the *5 Marks of Catholic School Identity and Faith Formation Plan 2025-2026*.

Goal F2: Students and staff will grow and develop in mind, body, and spirit.

- Support student and staff spiritual, mental and physical wellness through action that is rooted in the *Wellbeing Framework*

Performance Measures:

- Local Measures:
 - ECSD Annual Survey Theme - Catholic Identity
 - ECSD Annual Survey Theme - Wellness

PRIORITY: LEARNING EXCELLENCE

Goal L1: Students will experience learning opportunities that allow them to fulfill their potential.

- Engage in teaching and learning experiences that focus on building capacity and competency in a holistic manner and are reflective of students' needs.

Goal L2: Students' learning needs are met through a collaborative, responsive model of instruction, assessment and data-informed decision making.

- Ensure that thorough analysis of common formative and summative assessments and standardized assessments is used to identify areas of growth for student achievement, which are responded to using a comprehensive approach.
- Empower students, through feedback, to understand and develop strengths and respond to areas for growth that are identified by timely and informative assessment.
- Continue to use Universal Design for Learning approach for K-12 curricula and pedagogy which personalizes student learning.

Goal L3: Staff will build their capacity to meet student needs and to be collaborative contributors at their sites and beyond.

- Engage in meaningful professional learning that promotes growth with respect to Division expectations and relevant standards to your role.

Performance Measures:

- Alberta Education Measures:
 - Access to Supports Services
 - Student Learning Engagement
 - Three-Year High School Complete Rate
 - Education Quality
 - Five-Year High School Complete Rate

- Diploma Acceptable/Excellence
- PAT Acceptable/Excellence
- Local Measures:
 - ECSD Annual Survey Theme – Access to Help, Support and Resources
 - ECSD Annual Survey Theme – Student Growth
 - ECSD Annual Survey Theme – Teaching and Learning Practices

PRIORITY: ORGANIZATIONAL EXCELLENCE

Goal O1: Students, staff, and educational and community partners will work together for our common good.

- Build the capacity of students and staff to advance the Truth and Reconciliation Commission Calls to Action in school and beyond by building foundational knowledge of First Nations, Métis and Inuit experiences.

Goal O2: Staff will utilize ongoing communication, collaboration, and engagement processes to become more effective, efficient, and responsive to the needs of students, families, and each other.

- Create ongoing opportunities for dialogue between home and school to build awareness of and participation in student learning.
- Utilize engagement processes to ensure that student voice is reflected in their learning experiences.

Performance Measures:

- Alberta Education Measures:
 - Parental Involvement
 - Citizenship
- Local Measures:
 - ECSD Annual Survey Theme – Foundational Knowledge About First Nations, Métis, and Inuit
 - ECSD Annual Survey Theme – Student Engagement
 - ECSD Annual Survey Theme – Parent and Guardian Engagement
 - ECSD Annual Survey Theme – Facilities
 - ECSD Annual Survey Theme – Overall Satisfaction with Edmonton Catholic Schools

PRIORITY: EMBRACING DIVERSITY

Goal E1: Students and staff recognize and celebrate the unique gifts and talents of every member of their learning and working community.

- Implement the EDIAR Strategic Plan 2025-2028.

Performance Measures:

- Alberta Education Measures:
 - Welcoming, Caring, Respectful, and Safe Learning Environment
- Local Measures:
 - ECSD Annual Survey Theme – Inclusive and Caring Learning Environment

ENGAGEMENT:

Development of the Division Plan for Continuous Growth 2023-2026 involved effective engagement with educational partners. The process began with a facilitated strategic planning session with the Board to examine the work of the Division at a departmental level. Principals and Division leaders also provided feedback on this work. The input of the school councils from each of our schools provided during our Community of School Councils Engagement in October of 2022 also provides valuable insights into the pieces of work that resonated with families.

The Board of Trustees then established the Division priorities for this three-year fixed cycle. The Division subsequently developed broad enough goals that provide the Division with the flexibility to be responsive throughout the three-year plan period to modify the strategies under each goal, in order to address emergent needs. Administration then worked with Division leadership and school principals to determine the goals for the duration of the planning cycle and strategies specific to Year 1 of the plan. Our final engagement on the plan was with our Student Voice members, who shared what types of actions they would expect to see in their schools in light of the goals and strategies. For Year 2, key strategies were refined in Goal F2 and Goal O1 to provide more clarity based on results from our [ECSD Annual Survey 2023-2024](#). In Year 3, based on engagement with senior administration who are in constant dialogue with principals, the language of the key strategies was simplified to make it more relatable to the general public and non-teaching staff. Effort was made to remove pedagogical jargon wherever possible.

The Division has also planned responsive supports to address specific areas of concern with respect to Provincial Achievement Tests and Diploma Examinations. These supports are presented in the [Provincial Achievement Testing Response Report](#) and [Diploma Examinations Response Report](#) in November 2024.

IMPLEMENTATION:

Planning for the implementation of Year 3 of the Division Plan for Continuous Growth is underway and will build on the document [Supporting Implementation 2024-2025](#).

ECSD WEB LINKS:

Operating Budget 2024-2025: [ECSD Division Operating Budget Report](#)

Capital Plans webpage: [ECSD Capital Plans](#)

Three-Year Education Plan webpage: [ECSD Three-Year Education Plans](#)

Assurance Dashboard webpage: [ECSD Assurance Dashboard](#)

LUMEN CHRISTI CATHOLIC EDUCATION CENTRE

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Education Plan Report
2023-2026 (Year 3)



EDMONTON CATHOLIC SCHOOLS

BOARD OF TRUSTEES

Public Board Meeting Minutes 2024-2025

March 19, 2025 Public Board Meeting **1.5.1**
#6

Date: February 19, 2025
Time: 3:00 PM
Location: Public Board Room, Lumen Christi Catholic Education Centre
9405 50 Street NW | Edmonton AB | T6B 2T4
Phone: 780-441-6004
Web: ecsd.net

1. Call to Order

- 1.1 Board Chair Palazzo** called the meeting to order at 3:00 PM.
Father Glenn began the meeting with the Opening Prayer.

1.2 LAND ACKNOWLEDGEMENT

Trustee Thibert acknowledged that we are on the traditional land of Treaty 6 and homeland of the Métis. We also acknowledge the Inuit and other diverse Indigenous peoples whose ancestors have marked this territory for centuries, a place that has welcomed many peoples from around the world to make their home here.

We, at Edmonton Catholic Schools, commit to restoring and honouring the Truth and Reconciliation calls to action; we strongly believe that truth must be acknowledged to move forward to reconciliation. Together we call upon all our collective communities to build a stronger understanding of all peoples who dwell on this land we call home.

1.3 ROLL CALL

Sandra Palazzo, Board Chair
Lisa Turchansky, Vice-Chair
Debbie Engel
Terry Harris – joined virtually
Alene Mutala
Laura Thibert

1.4 APPROVAL OF THE AGENDA

Trustee Mutala moved that the agenda of the February 19, 2025 Public Meeting of the Board be approved as circulated.

1.4.1 Consent Items

The consent items and the recommendations therein were approved by the Board with the approval of the agenda.

1.4.1.1

2025-2026 Division School Year and Year-Round School Year Calendar Update

The Board of Trustees acknowledged receipt of the **2025-2026 Division School Year and Year-Round School Year Calendar Update** for information purposes.

CARRIED

1.5 MINUTES

1.5.1 Minutes of the January 29, 2025 Regular Board Meeting

Trustee Engel moved that the minutes of the January 29, 2025 Regular Public Meeting of the Board be approved as circulated.

CARRIED

1.5.2 Matters Arising from the Minutes

There were no matters arising from the minutes.

1.6 Edmonton Catholic School Division Dreambuilders Challenge

The Board of Trustees acknowledged and celebrated the collective efforts of our schools and departments in supporting the **ECSD Dreambuilders Challenge** to raise funds for the Edmonton Catholic Schools Foundation.

1.7 Recognition of Thomas Kelm

The Board of Trustees acknowledged and celebrated the quick thinking and heroic response of Thomas Kelm.

2. Business of the Meeting

2.1 Celebrating the Jubilee Year

Trustee Mutala moved that based on the evidence provided in the **Jubilee 2025 Year Plan**, the Board of Trustees determines that the following Quality Indicators have been met, as per Board Policy 12 - Appendix B, relative to the current evaluation period:

- QI 1.1 Ensures that all school leaders actively promote education in a Catholic context.
- QI 1.2 Provides staff with a program of activities which reinforces and forms personal faith development and professional growth in effectively teaching religious education programs.
- QI 1.3 Ensures religious celebrations and social justice are organized by schools and departments.
- QI 1.4 Facilitates cooperative religious initiatives involving school, home and parish.
- QI 10.1 Facilitates effective home-school relations.
- QI 10.5 Promotes positive public engagement in the Division.

CARRIED

3. Presentation and Review of Accountability Report(s)

3.1 Supporting Diverse Learning Needs

Trustee Engel moved that based on the **Supporting Diverse Learning Needs Report, 2025** the Board of Trustees determines that the following Quality Indicators have been met, as per Board Policy 12 -Appendix B, relative to the current evaluation period:

- QI 2.1 Conducts an analysis of student success and ensures school principals develop action plans to address concerns.
- QI 2.3 Ensures parents and students are satisfied with levels of achievement.
- QI 2.4 Ensures there is measurable improved student achievement over time.

CARRIED

4. Celebration of #ECSDfaithinspires:

4.1 Board Chair Report

The Board of Trustees acknowledged receipt of the Board Chair Report on #ECSDfaithinspires – **January 24, 2025 – February 13, 2025** for information purposes.

4.2 Chief Superintendent Report

The Board of Trustees acknowledged receipt of the Chief Superintendent's Report on #ECSDfaithinspires: **February 2025** for information purposes.

5. Adjournment

- 5.1 Trustee Harris** said the closing prayer.
- 5.2 Trustee Engel** moved the meeting be adjourned at 4:45 PM.

CARRIED



EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

March 19, 2025 Public Board Meeting **1.6**

Date: March 19, 2025

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Re: **Retirement of Chief Dale McFee, Edmonton Police Service**

Background:

Edmonton Catholic Schools has a longstanding and supportive relationship with the Edmonton Police Service. This relationship is one that is characterized by mutual and positive cooperation, respect, and dedication to improving the lives of the citizens of Edmonton by fostering positive relationships between our staff, students, and their families with the EPS.

A pillar of that positive relationship is the School Resource Officer (SRO) program. This collaborative partnership and model of pro-active, solution oriented policing recognizes the importance and strength towards supporting and encouraging initiatives within school communities directed at keeping schools safe and welcoming. Achieving this goal is primarily done through education, mentoring and the implementation of proactive measures with both student and school staff populations.

On behalf of the Board and Administration of Edmonton Catholic Schools, I would like to acknowledge the tremendous commitment that Chief McFee has shown to our children, youth, families, and staff through his support of the School Resource Officer Program. During Chief McFee's tenure, we undertook a research study to look at ways that we could strengthen the SRO program in our Division. His willingness to this approach to program improvement and his advocacy for this important partnership between our Division and the Edmonton Police Service has allowed our highly respected SRO program to continuously improve.

As a token of our gratitude, I am pleased to present Chief McFee with a piece of art from Holy Trinity student Kayden Taylor. Thank you for your support of Edmonton Catholic Schools, and may you be blessed with much joy in your new journey as Deputy Minister of Executive Council and Head of the Public Service.

Recommendation:

That the Board of Trustees recognizes and celebrates the service of Chief Dale McFee as he retires from Edmonton Police Service.



EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

March 19, 2025 Public Board Meeting

1.7

Date: March 19, 2025

To: Board of Trustees

From: Sandra Palazzo, Board Chair

Re: **King Charles III Coronation Medal**

Background:

The King Charles III Coronation Medal commemorates His Majesty King Charles III's coronation, which took place on May 7, 2023. The medal is awarded to deserving individuals who have made significant contributions to Canada or a particular province, territory, region, or community in Canada or attained an outstanding achievement abroad that brings credit to Canada.

I am honoured to share that Consultant Kim Street has been awarded the King Charles III Coronation Medal.

An excerpt from her citation reads as follows: *Starting right out of high school more than 32 years ago, Kim developed and maintains a passion to support people and organizations to achieve their goals, give them backing and in many cases provide a shoulder to cry on. Her passion for helping is unparalleled. Kim works hard with many people, including youth, community organizations, seniors, veterans, and First Nations. Her tireless efforts have resulted in over \$100M in fundraising supports, but just as important, Kim has really focused on working with youth to ensure they can participate in sports and activities, keeping seniors involved and active, and providing veterans the supports they deserve after serving for our rights and freedoms. Kim works tirelessly each and every day of the week and is relentless in pursuing the needs and goals of the people of our communities.*

Recommendation:

That the Board of Trustees recognizes and celebrates consultant Kim Street for being awarded the King Charles III Coronation Medal.



EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

March 19, 2025 Public Board Meeting **1.8.1**

Date: March 19, 2025

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Christine Kennerd, Superintendent of Human Resource Services

Re: **Death of Lorelle Wheat**

We regret to advise the Board of the death of Lorelle Wheat on February 13, 2025. Lorelle was working as a Junior High Teacher at Archbishop Joseph MacNeil Elementary/Junior High School. Lorelle began her career in 2001 as a Junior high teacher at St. Thomas More Junior High School and remained there until 2005, when she moved to St. Clement Elementary/Junior High School. Lorelle then moved to St. Gabriel Centre for Diverse Learning in 2019 and then to Archbishop Joseph MacNeil Elementary/Junior High School in 2021.

Lorelle dedicated her life to education and the development of our students, leaving an indelible mark on countless lives. Over the years she became known for her commitment to excellence in teaching and her compassionate nature.

She was not only a teacher but also a mentor, a colleague, and friend to many. Lorelle was known for her quick wit and sense of humour. She had the ability to capture an audience with her enthusiasm and storytelling. Her remarkable attention to detail led to amazing stories, often drawn from cherished memories of her life. Lorelle's nurturing spirit shined through. Her students, colleagues, and all who knew her admired her unwavering commitment to ensuring others felt supported, valued, and cared for.

Lorelle will be lovingly remembered by her former husband, Nigel, and their children, Moya and Rankin Wheat; her parents, Larry and Brenda Rankin; her sister, Donna Rankin-Anderson (Brad) and nephew, Carter; her brother, Brian Rankin (Helette); and her partner, Patrick. She will be deeply missed by her family, friends, and all whose lives she touched. Her legacy of love, generosity, and teaching will forever live on.

An expression of sympathy has been sent by the Administration to her family on behalf of the Board.



EDMONTON CATHOLIC SCHOOLS

9405 50 Street NW | Edmonton, AB T6B 2T4 | T: 780-441-6000

BOARD OF TRUSTEES MEMO

March 19, 2025 Public Board Meeting

2.1

Date: March 19, 2025

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: John Fiacco, Superintendent of Educational Planning

Resource Staff: Joseph Otitoju, Manager, Planning, Educational Planning
Archibald Sangrador, Senior Division Planner, Educational Planning

Re: **Edmonton Catholic Schools Three-Year Capital Plan 2026-2029**

Background:

In compliance with provincial directives, the Edmonton Catholic School Division (ECSD) evaluates its school capital requirements annually, developing a prioritized list of projects based on factors such as enrolment pressures, health and safety needs, demographics, facility condition, and equity of access to Catholic education. These priorities are presented in a Three-Year Capital Plan, which is subject to approval by the Board of Trustees on an annual basis. Once approved, the plan is forwarded to Alberta Education for funding consideration.

Fiscal Year and Submission

The fiscal year for capital plans spans from April 1 to March 31, and the Three-Year Capital Plan is due by April 1 of the preceding year.

Capital Plan 2026-2029

The Three-Year Capital Plan 2026-2029 outlines ECSD's primary school facility needs for the next three years, categorizing capital projects as new construction, replacement, solution, or modernization. Each project is assigned a priority ranking based on an assessment of key performance indicators through ECSD's capital planning framework. The plan consolidates these priorities into a list of 11 capital projects, with a strong emphasis on ensuring equitable access to Catholic education for all students across the Division.

Funding Request

ECSD is requesting \$554 million in funding for Year 1 priorities. These funds will be used to address growing student capacity demands, enhance learning environments, and prioritize equity in access to educational opportunities. The plan aims to alleviate severe enrolment pressures in planning sectors and schools experiencing critical over-utilization, particularly at the high school level. Additionally, the plan seeks to optimize utilization across the Division, reduce operational and maintenance expenses, and revamp aging infrastructure to deliver modern learning environments.

Enrolment Pressures and Capacity

Despite the success in obtaining capital approvals for six new Catholic K-9 schools, 33 new modular classrooms, the opening of Father Michael McCaffery Catholic High School, and the anticipated openings of St. Josephine Bakhita Catholic Elementary/Junior High School and Blessed Carlo Acutis Catholic High School, ECSD projects continued enrolment pressures. These pressures highlight the need for additional new schools, particularly in high-growth areas.

The current overall utilization rate of 100% signals that ECSD has no available space to accommodate future growth. With minimal capacity left to manage overflow from severely overcrowded schools, the Division will face significant challenges in handling enrolment pressures. Opening new schools is the only sustainable long-term solution to these growing enrolment issues. Given the critical and time-sensitive nature of this issue, it is essential that additional capacity, in the form of new schools, is prioritized.

While ECSD has successfully opened Father Michael McCaffery Catholic High School this year, all other high schools in the Division are currently operating at over 100% capacity. High school enrolment faces the most imminent pressure, with utilization rates projected to exceed capacity, particularly in the West, Southwest, and Southeast high school planning sectors. These sectors are expected to reach up to 149% utilization within the next five years. Despite the opening of Father Michael McCaffery Catholic High School, ECSD anticipates that the additional capacity provided will not be sufficient to meet the growing demand.

Government Support

The Government of Alberta's School Construction Accelerator Program (SCAP), which aims to create over 200,000 new and modernized student spaces, aligns perfectly with ECSD's needs at this crucial time.

Project Priorities

ECSD recommends the submission of the following projects and their priorities to Alberta Education as part of the Three-Year Capital Plan 2026-2029. Upon approval by the Board of Trustees, these priorities will be entered into the provincial database system, along with copies of Site Readiness Checklists and other relevant supporting documentation.



The Three-Year Ranked Capital Plan Priorities

Priority #	Year 1 – 2026-2027 Capital Projects	Cost* (Millions)
1	New School, 10-12 — Lewis Farms/Rosenthal, capacity 1810 opening/2410**	\$112
2	New School, 10-12 — The Meadows/Silver Berry, capacity 1810 opening/2410**	\$112
3	New School, 10-12 — Windermere/Glenridding Heights, capacity 1810 opening/2410**	\$112
4	Northwest Solution — Oxford/Palisades, Chamberry/Elsinore, Rapperswill and Griesbach	\$121
5	118 Ave-West Solution — Replacement School at St. Alphonsus school site, capacity 905	\$48
6	New School, K-9 — Kirkness, capacity 950 opening/1200**	\$49
Year 1 Total	6 Capital Projects	\$554

Priority #	Year 2 and 3 – 2027-2029 Capital Projects	Cost* (Millions)
7	New School, K-9 — Decoteau/Meltwater, capacity 950 opening/1200**	\$49
8	New School, K-9 — Kendal/Windermere #5, capacity 950 opening/1200**	\$49
9	New School, K-9 — Big Lake, capacity 950 opening/1200**	\$49
10	Replacement/Modernization, K-6 — St. Francis of Assisi Catholic Elementary School, capacity 650	\$30
11	New School, K-9 — Decoteau/Mattson, capacity 950 opening/1200**	\$49
Year 2/3 Total	5 Capital Projects	\$226

Notes:

*Costs may vary depending on the scope of the project. All costs are based on the 2025-2026 economy.

**School capacity at full-build out.

Recommendations:

1. That the Board of Trustees approves the **Edmonton Catholic Schools Three-Year Capital Plan, 2026-2029**.
2. That, based on the evidence provided in the **Edmonton Catholic Schools Three- Year Capital Plan, 2026-2029**, the Board determines that the following Quality Indicators have been met, as per Board Policy 12 – Appendix B, relative to the current evaluation period.

QI 8.3 Develops short- and long-range plans to meet the needs of the Division and provides for continuous improvement.

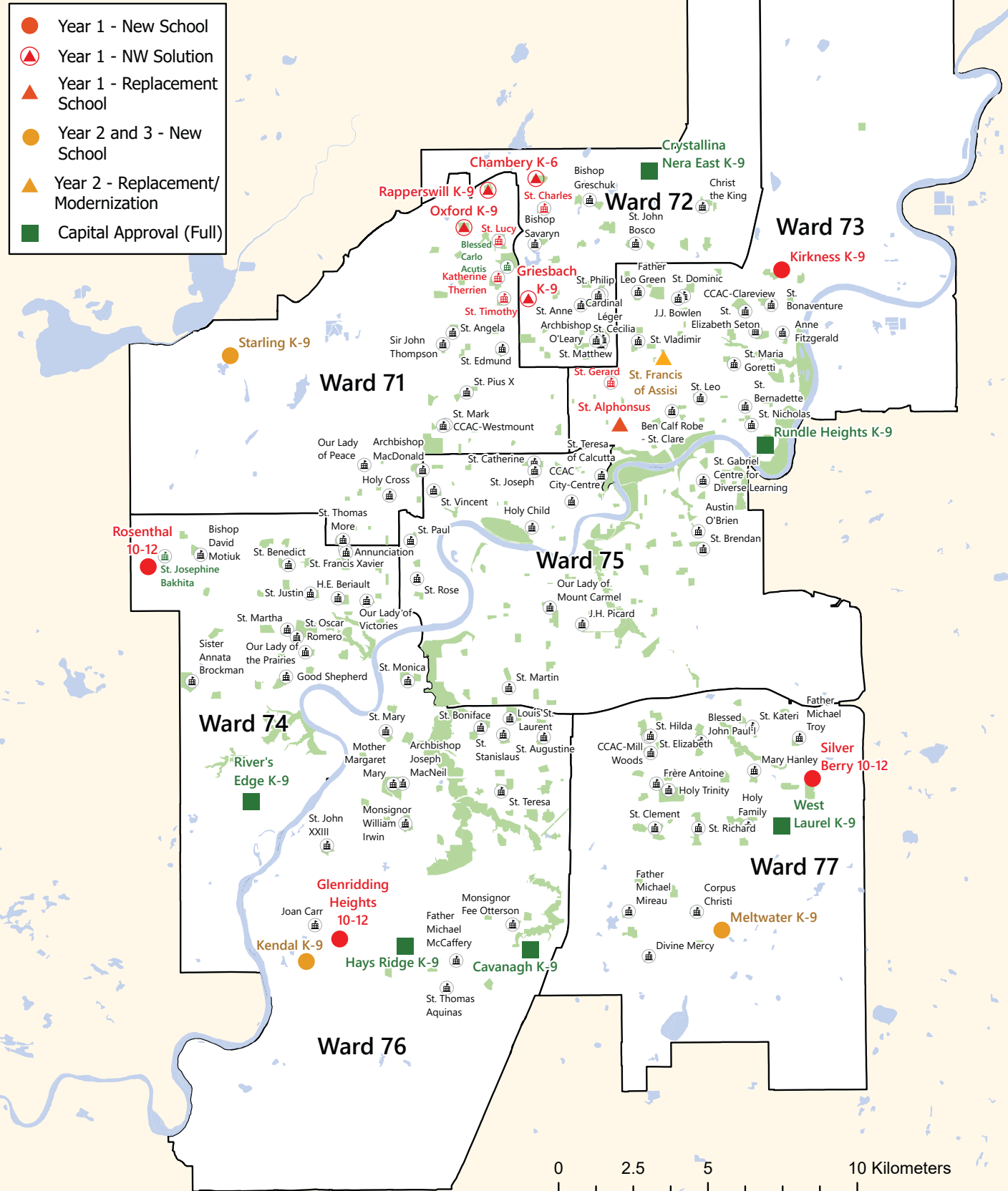
QI 9.1 Ensures Division compliance with all Alberta Education and Board mandates (timelines and quality).



Attachments:

- Edmonton Catholic Schools Three-Year Capital Plan, 2026-2029 Summary
- Edmonton Catholic Schools Three-Year Capital Plan, 2026-2029 Advocacy Handbill
- Edmonton Catholic Schools Three-Year Capital Plan, 2026-2029





2026-THREE-YEAR CAPITAL PLAN-2029

Advocating for Our Students



11

Projects

\$780
Million



Year 1 2026-2027

CAPITAL PROJECT		OPENING CAPACITY	COST (MILLIONS)
1	New School, 10-12 — Lewis Farms/Rosenthal	1810 (2410*)	\$112
2	New School, 10-12 — The Meadows/Silver Berry	1810 (2410*)	\$112
3	New School, 10-12 — Windermere/Glenridding Heights	1810 (2410*)	\$112
4	Northwest Solution - Oxford/Palisades, Chamberry/Elsinore, Rapperswill, and Griesbach		\$121
5	118 Ave-West Solution — Replacement School at St. Alphonsus school site	905	\$48
6	New School, K-9 — Kirkness	950 (1200*)	\$49
YEAR 1 TOTAL: 6 CAPITAL PROJECTS			\$554

Year 2 and 3 2027-2029

CAPITAL PROJECT		OPENING CAPACITY	COST (MILLIONS)
7	New School, K-9 — Decoteau/Meltwater	950 (1200*)	\$49
8	New School, K-9 — Kendal/Windermere #5	950 (1200*)	\$49
9	New School, K-9 — Big Lake	950 (1200*)	\$49
10	Replacement/Modernization, K-6 — St. Francis of Assisi Catholic Elementary School	650	\$30
11	New School, K-9 — Decoteau/Mattson	950 (1200*)	\$49
YEAR 2 AND 3 TOTAL: 5 CAPITAL PROJECTS			\$226

*School capacity at full-build out

Total 2026-2029

CAPITAL PROJECT	COST (MILLIONS)
11 Capital Projects	\$780

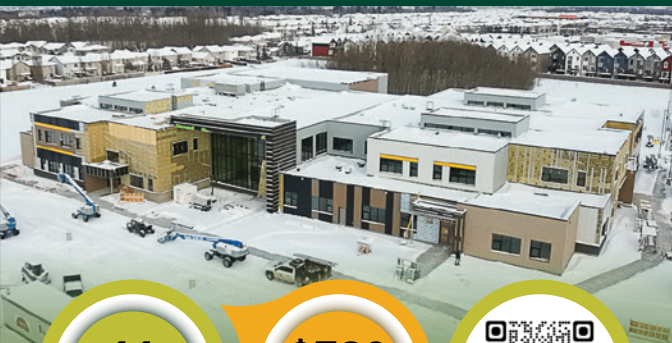
NOTE: Cost may vary depending on the scope of the project. All costs are based on the 2025-2026 economy.





ADVOCATING FOR OUR STUDENTS

Three-Year Capital Plan 2026-2029

**11**

Projects

\$780

Million



“

Our Division is committed to providing equitable access to Catholic education throughout the City of Edmonton.

”

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Edmonton Catholic Schools

The 2026-2029 Capital Plan addresses significant enrolment pressures, especially in our High Schools. Without new schools, overcrowding will continue to be an issue. Some schools will see utilization rates reach 150%. This affects students' access to quality learning environments, which are essential to an excellent Catholic education.

The Capital Plan reflects steps that must be taken to improve teaching and learning conditions for students and staff.

Enrolment at Edmonton Catholic Schools has surpassed 50,000 students, indicating an increasing demand for Catholic education.

Nearly half of ECSD's schools (42 out of 92) are operating beyond their intended capacity despite adding 33 modular classrooms to overcrowded schools throughout the city.

ECSD is at 100% overall utilization and does not have the space to support further growth.

Even with the addition of the 1,330-capacity Father Michael McCaffery Catholic High School, ECSD remains short by more than 1,000 high school spaces. This has led to overcrowding in almost every high school.

ECSD has implemented temporary measures in several school communities to redirect students to less crowded schools. This increases travel times for students and greatly impacts our families.

ECSD is committed to a Northwest Solution that ensures equitable access to Catholic education. The 2026 opening of Blessed Carlo Acutis Catholic High School will help bridge program gaps and expand opportunities but with no Catholic Junior High in the area, more work is needed to ensure students have a clear path from elementary to high school.

There are several areas of the city where aging infrastructure no longer meets the educational needs of our students. Replacement schools or major modernizations are required.

Our Division is committed to ensuring that every child has access to the teaching and learning environments they deserve.

THREE-YEAR CAPITAL PLAN 2026-2029



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Introduction

The Edmonton Catholic School Division (ECSD) Three-Year Capital Plan 2026-2029 identifies the Division's priorities for the upcoming three years. Since 2021, ECSD's student enrolment has surged by over 22%, surpassing pre-COVID-19 levels. This rapid growth, driven by record migration from within Canada and abroad, is expected to continue at an accelerated pace.

With overall utilization now at 100%, ECSD has reached full capacity and accommodating additional students will be extremely challenging. While school divisions across Alberta are experiencing growth, ECSD is among the most highly utilized, leaving limited classroom space for programming. To meet the needs of current and future students, the Division urgently requires new schools to provide quality learning environments and equitable access to Catholic education.

Planning for future growth, optimizing utilization and aging facilities across the school division, this report identifies capital priorities of these capital project types:

New School Construction	Replacement School	Modernization
Addresses the increasing demand for student spaces in Edmonton's rapidly growing communities by providing new schools where they are needed most.	Ensures cost-effective solutions for aging infrastructure by replacing schools that are no longer operationally or financially sustainable due to deterioration.	Enhances the functionality, safety, and efficiency of existing schools through major and minor upgrades to improve learning environments.

The 2026-2029 Capital Plan aims to address significant enrolment pressures, particularly in the High School sector. Without the necessary capital investments, some areas could experience utilization rates exceeding 150%, placing immense strain on existing facilities. A lack of adequate school infrastructure will also pose a major challenge to equitable access to Catholic education across Edmonton. Without new schools and expansions, many families may face barriers in accessing faith-based education within their communities.

The Three-Year Capital Plan 2026-2029 is approved by the Board of Trustees and submitted to Alberta Education for provincial funding approval.



Capital Planning Framework

The Capital Planning Framework establishes the principles, process, and methodology by which school capital requirements are analyzed and prioritized. used to analyze and prioritize school capital requirements, resulting in a ranked list of major projects including new schools, school consolidations, and the replacement or modernization of existing facilities. The aspects of the framework are evaluated in the Ten-Year Strategic Facility Plan, and subsequently in the Three-Year Capital Plan.

Planning Principles, Vision, and Core Values

All ECSD strategic planning aligns with the Division's Student Accommodation Planning Principles, as well as the Division's Mission, Vision, and Core Values.

Student Accommodation Planning Principles:

- Ensure fair and equitable access to facilities for all students.
- Provide equal opportunities for students to access various program choices.
- Maintain a fiscally and environmentally responsible to infrastructure planning.
- Commit to clear, coordinated, and transparent decision-making process.

Consistent application of planning principles is applied throughout the development of the Ten-Year Facilities Strategic Plan, the Three-Year Capital Plan, the Modular Program, and any updates made to the school attendance boundaries.

Mission:

The mission of Edmonton Catholic Schools is to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another. The mission is inspired by love of the Father, Faith in Jesus Christ and hope from the Holy Spirit.

Vision:

Our students will learn together, work together, and pray together in answering the call to a faith-filled life of service.

Core Values:

Dignity & Respect

Honesty

**Personal & Communal
Growth**

Loyalty

Fairness

The planning principles serve as the foundation for infrastructure-related decisions, including:

- Creating safe, caring, healthy, respectful, diverse, inclusive, and equitable learning
- Allocating financial resources effectively to meet capital needs
- Prioritizing capital funding requests based on student and community needs
- Building and maintaining schools to support growing student populations
- Acquiring land to support future school developments
- Making informed infrastructure decisions that align with the Division's long-term planning goals

Through sector-based analysis, ECSD proactively plans for educational delivery across the city and identifies areas in need of capital investment. However, while planning sectors help define general areas of need, capital priorities require a thorough, project-specific analysis. These sectors serve as an initial reference point, with more detailed assessments shaping the Division's top capital priorities.



Prioritization Process

The Ten-Year Strategic Facilities Plan includes an in-depth sector analysis to assess student accommodation and facilities needs across the city. This analysis helps identify the unique characteristics of each sector by evaluating existing conditions (housing, schools, enrolment, programs, operations, and maintenance costs), future projections, student demographics and neighbourhood growth trends. Key Performance Indicators (KPI) are established to guide the prioritization of capital requirements and help determine the most urgent facility needs.

Key Performance Indicators include:

- **Enrolment and Utilization:** Measures the school, sector, or jurisdiction's ability to accommodate students by comparing current and projected enrolment against capacity.
- **Facility Condition:** Assesses school infrastructure using the Facility Condition Index (FCI) which compares the five-year maintenance cost requirements including all deferred maintenance costs against the total replacement cost of a facility.
- **Operational Efficiency:** Evaluates the Division's ability to balance operational, maintenance and renewal costs with the funding received from the government (O&M and IMR/CMR).
- **Program Functionality:** A qualitative measure of a facility's ability to effectively support educational programming.

Capital Prioritization Process Capital needs must also consider additional factors such as previous project approval, project site readiness, potential partnership opportunity, and ECSD's Optimal Learning Strategic Plan (Student/Program Accommodation Plan). These priorities are categorized by the Project Driver that they address, as per the Alberta Education's School Capital Manual, and ranked based on level of urgency and ability to accommodate the most critical needs of the Division. For additional details regarding the prioritization process, refer to the Ten-Year Strategic Facilities Plan.

The Three-Year Capital Plan builds on the analysis outlined in the Ten-Year Strategic Facilities Plan to identify and rank capital priorities that address the most important needs of the Division.

Project Drivers

Building Condition

These are demonstrated and documented deficiencies in the major building components; structural deficiencies; building envelope issues; deficiencies and/or issues with the interior mechanical and/or electrical components; building code and/or standards compliance issues that could not be resolved with available Infrastructure Maintenance and Renewal (IMR) funding.

Community Renewal

School capital projects that contribute to the redevelopment and sustainability of a school community and/or surrounding neighbourhood. These projects will promote efficient use of space within a community or surrounding neighbourhood.

Efficiency Solutions

School capital projects that provide operational efficiencies through the modernization, replacement, or consolidation of existing space to provide a more optimal learning environment where the available space is more aligned with the student enrolment.

Enrolment Pressures

The school jurisdiction's existing facilities are insufficient to accommodate current and future students within a specified geographical area.

Functionality and Programming

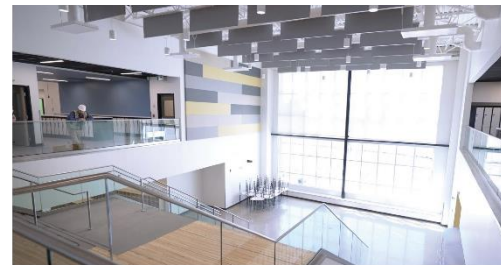
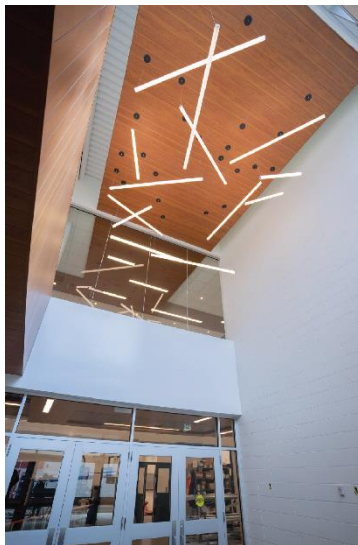
Projects provide new and/or improved program space functionality through reconfiguration, relocation, or technology. Examples of issues may include the lack of functional capacity to deliver the curriculum in the intended manner, ease of supervision, lockdown capability, sound, and light quality, etc.

Health and Safety

Projects that address risks to the health, safety, or security of the students or staff either immediately or in the longer term; projects that address compliance issues with federal or provincial legislation or municipal bylaws.

Legal

Projects are evaluated on legal rights for equity of access and assessed regarding existing legal judgement or potential legal action (e.g., Rights to Francophone education under Section 23 of the Canadian Charter of Rights and Freedoms).



Ben Calf Robe - St. Clare Catholic Replacement K-9 School
(Efficiency Solution and Community Renewal)

Joan Carr Catholic K-9 School
(Enrolment Pressures)

Facilities at a Glance

ECSD currently operates 92 active schools, not including online, outreach and closed schools. School jurisdictions are responsible for ensuring that the health, safety, and essential maintenance needs for each board-owned facility are addressed. And as such, it is the Division's responsibility to maintain these facilities to provide a safe, healthy, and sustainable environment for student learning. The table on the right provides an overview of the current state of the Division's school facilities and its maintenance requirements.

ECSD has been able to manage the condition of its school facilities resulting in an average overall **FCI of 0.20 (FAIR)**. However, it is notable that one of every ten schools are in poor condition. The Division also has a significantly high Deferred Maintenance at **\$454 million** which is forecasted to swell to **\$495 million in ten years**. A large majority of this amount is due to lifecycle maintenance requirements that have been deferred, which is a symptom of the age of the school buildings operated by the Division. Capital solutions are required for schools in poor condition while being prudent and intentional in utilizing IMR/CMR funding.

Note: An analysis of Alberta Infrastructure's VFA data in 2024 indicates that the FCI value may be artificially low due to a significant increase in the replacement values of facilities that offset the increase in maintenance costs.

ECSD Facility Condition Analysis			
Number of Active Schools	92	Number of Modular Classrooms	487
5 Year Maintenance Cost	\$515 Million	Average FCI of Modulares	0.08 (GOOD)
Total Deferred Maintenance	\$454 Million	Average Age of Modulares	23 Years
Total Replacement Cost	\$2.18 Billion	Average Age of Schools	47 Years
Average Overall FCI	0.20	Schools in Poor Condition (FCI greater than 35%)	10 schools (11%)
	FAIR	Modulares in Poor Condition (FCI greater than 35%)	5 Modulares (1%)

Maintenance and Renewal

Alberta Education provides funding for the maintenance and renewal of schools through the Infrastructure Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR) programs. CMR (stimulus) was first introduced by the government in the 2020-21 school year to help stimulate the slowing economy that resulted from the COVID-19 pandemic. These funds were used to upgrade the Division's facilities to minimize transmission of the virus as well as address the most urgent maintenance and renewal requirements. The government advanced funds that were originally allocated for future years under the IMR program. As a result, future IMR/CMR allocations will be lower to recoup the amount advanced for the CMR stimulus.

City Growth and Development

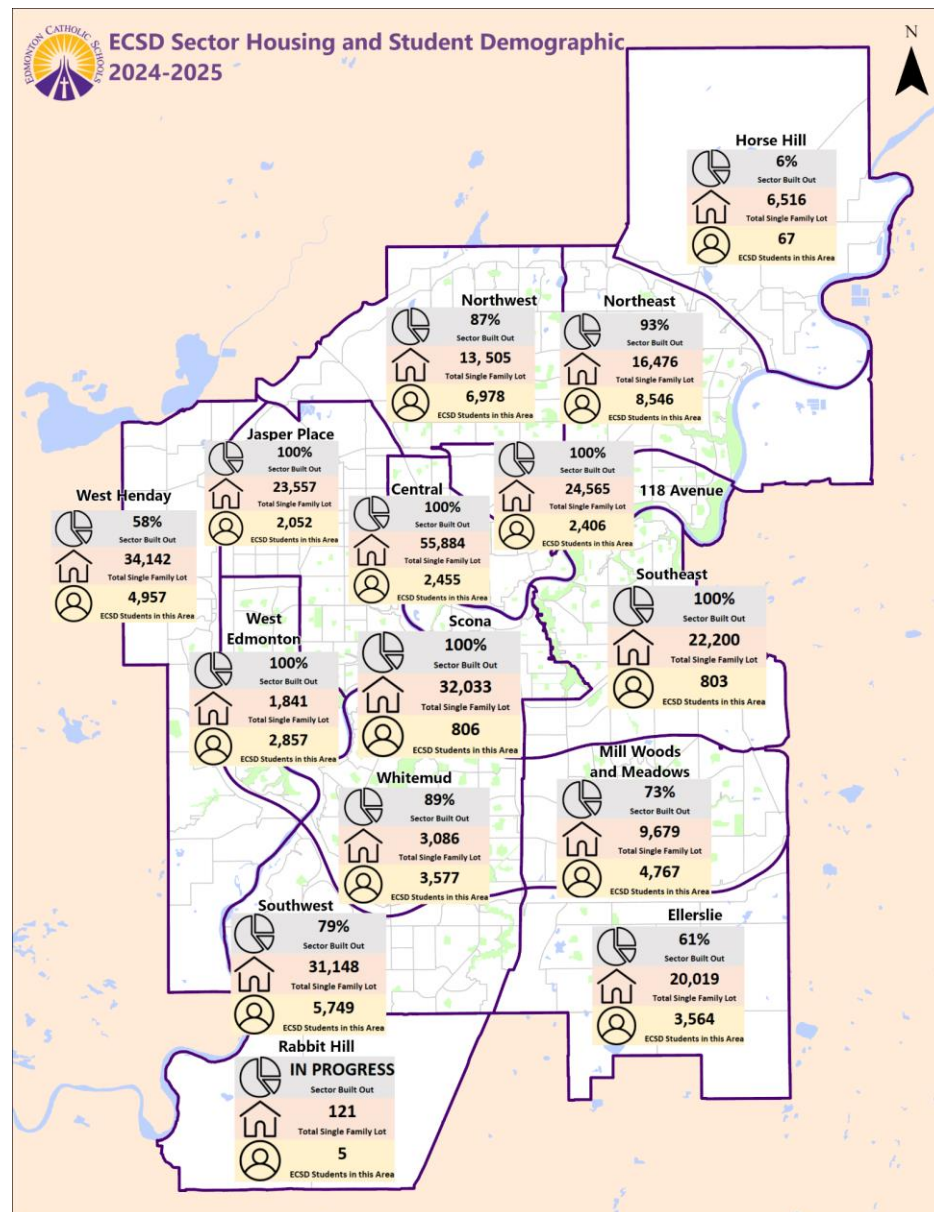
The City of Edmonton has grown at an exuberant pace. The 2021 federal census recorded Edmonton's population over 1 million residents, this equated to an 8.3% increase in a five-year span. This growth was influenced by several factors including international immigration; national migration within provinces; and economic influences.

In October 2024, the federal government announced a new immigration plan which aims to stabilize population growth and the housing market. The new plan will result in a 0.2 per cent population decline over two years; reducing the projected number of new permanent residents from 485,000 this year to 395,000 in 2025.

September 2024 enrolment numbers revealed a 4.9% increase compared to the previous year, with 2,332 additional students. This increase is reflective of the city's 4.5% increase in population in 2024. There are several factors that have influenced the growth including families moving to Edmonton from within Canada, as well as internationally. The city anticipates a 2.3% population change by 2025. This is a 2.2 percent decrease from 2025. As ECSD growth directly correlates with the city's population growth trends, ECSD can predict a decrease and levelling of enrollment. This change is largely influenced by the federal government's new immigration plans.

Planning Sectors

The Planning Sectors that have experienced the most residential growth in the last five years include: West Henday, Southwest, Mill Woods and Meadows, Northwest, Northeast, and Ellerslie. These sectors are located closer to the outskirts of the city, where significant residential development is underway. **70% of ECSD students (around 35,000 students) reside in these six planning sectors**, and as they continue to build-out, enrolment pressures will grow. It is crucial for ECSD to proactively plan for new schools in these sectors specifically, as they will have increasingly high demand.



Housing and Student Sector Map

Based on ECSD student and City of Edmonton Lot Registration data (only includes new home builds).

Enrolment Trends

Over the past ten years, ECSD's adjusted enrolment has grown from approximately 38,000 to over 52,000. This enrolment growth is equivalent to an average growth rate of 3.8% per year. In the same period, the Division's capacity has grown by approximately 7,500 which is only around half of the enrolment growth.

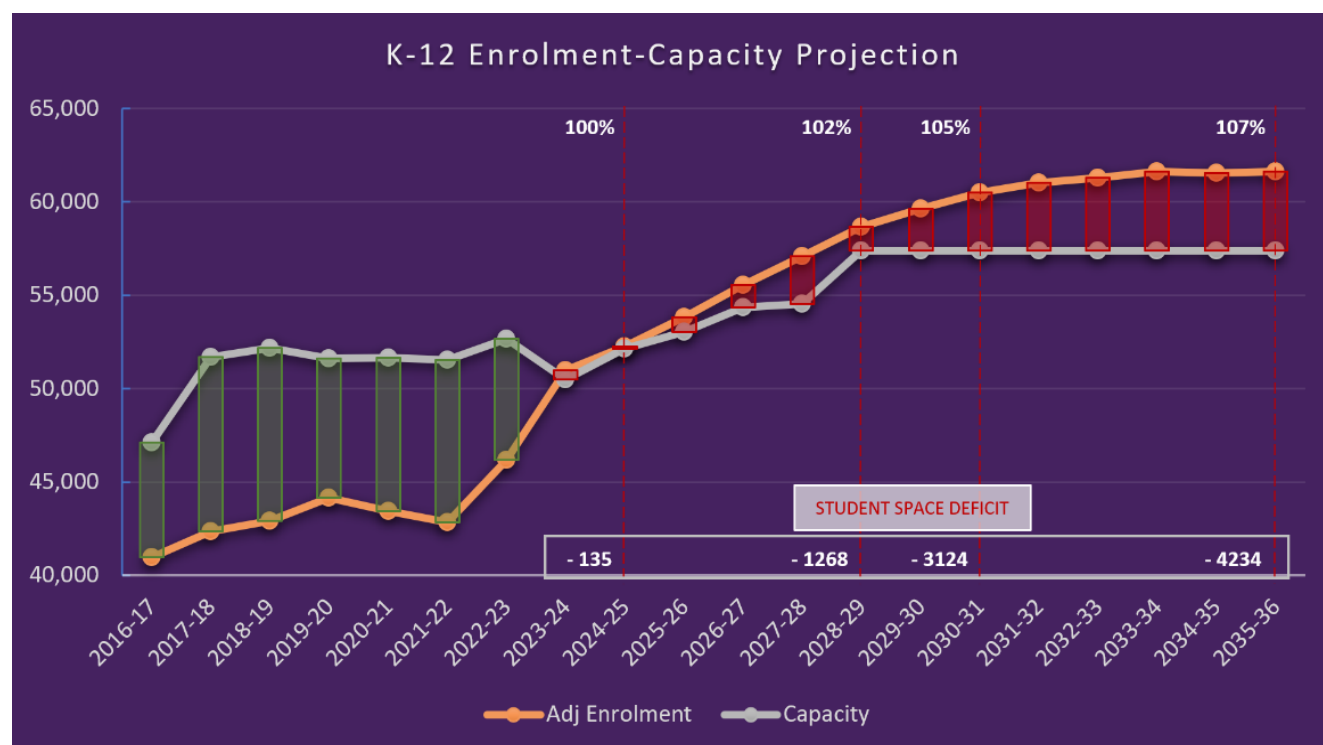
ECSD's adjusted enrolment is projected to grow from 52,000 to 62,000 by 2035.

Additional capacity is expected with the upcoming openings of St. Josephine Bakhita Catholic Elementary/Junior High School in the West Henday Sector in 2025, Blessed Carlo Acutis High School in the North Sector in 2026, and the newly approved K-9 schools in Crystallina, Cavanagh, and Hays Ridge in 2028. Together, these new schools will add around 5,000 student spaces to the Division, helping to improve utilization upon their opening. However, with enrolment continuing to rise, utilization is expected to remain over 100% unless more new schools are introduced.

The current overall utilization rate of **100%** signals that ECSD has no available space to accommodate future growth. With minimal capacity left to manage overflow from severely overcrowded schools, the Division will face significant challenges in handling enrolment pressures.

Opening new schools is the only sustainable long-term solution to these growing enrolment issues. Given the critical and time-sensitive nature of this problem, it is essential that additional capacity, in the form of new schools, is prioritized.

ECSD Enrolment and Utilization Analysis			2024-25	3-yr	5-yr	10-yr
# of Over-Utilized Schools (Utilization >105%)	34 Schools (37%)	Total Capacity	52,136	57,383	57,383	57,383
# of Under-Utilized Schools (Utilization <60%)	6 Schools (7%)	K-9 Utilization	98%	98%	99%	98%
Overall Utilization	100%	Gr 10-12 Utilization	109%	115%	126%	139%
	HIGH	K-12 Utilization	100%	102%	105%	107%



*All enrolment numbers provided in this document are "Adjusted Enrolments" figures unless otherwise indicated. As defined in the *School Capital Manual*, adjusted enrolment uses a student allowance factor to account for the additional space required by some students with special needs for the effective and safe delivery of programs.

K-9 Planning Sector Summary

The map illustrates the existing condition of K-9 Planning Sectors, based on Key Performance Indicators. A summary of the key findings that are detailed in the Capital Priorities include:

Enrolment and Utilization (EU) and Program Functionality (PF)

POOR – Ellerslie, Southwest and West Henday Planning Sectors urgently need new schools to address over-utilization and provide space for programming.

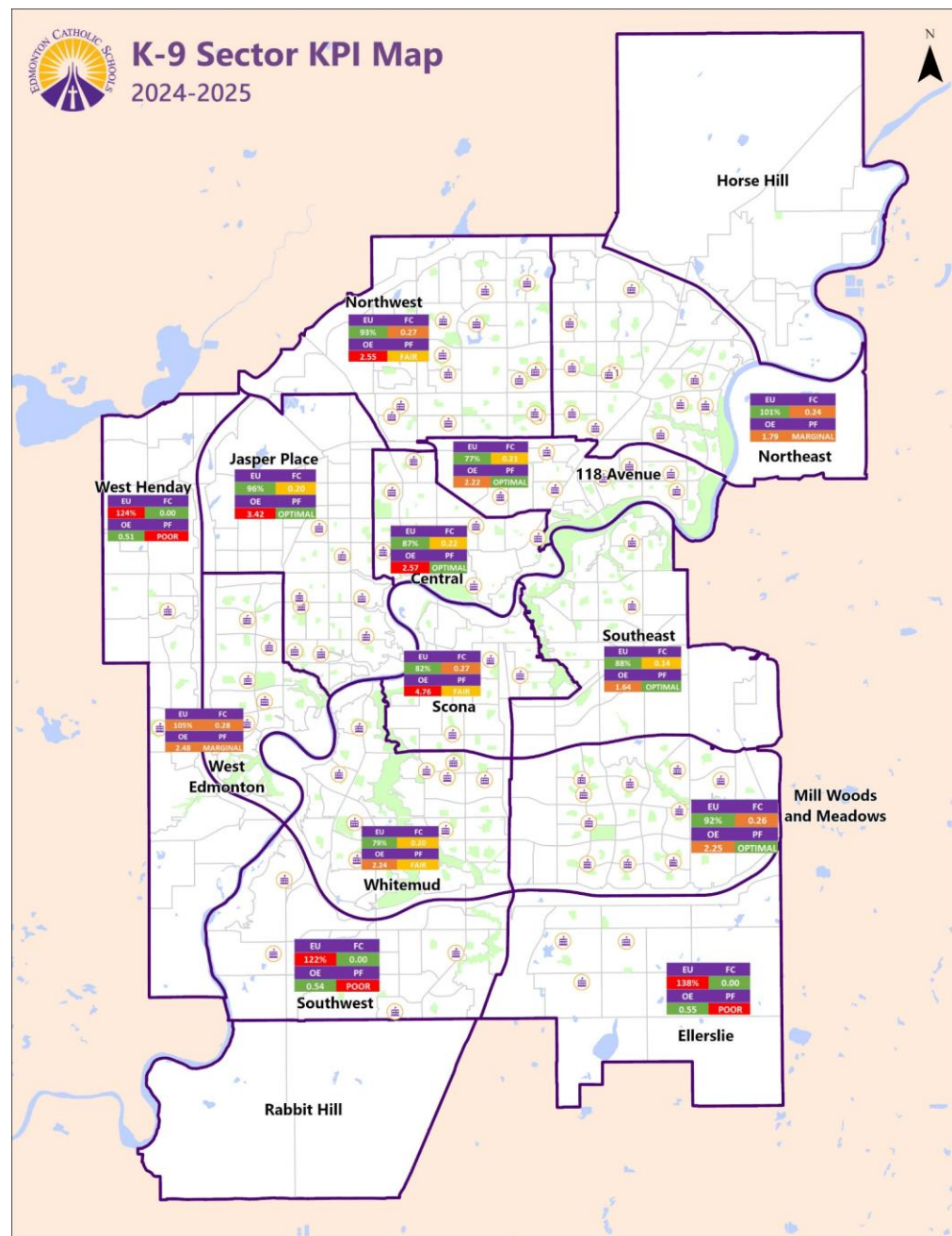
MARGINAL – Northeast, West Edmonton and Jasper Place Planning Sectors need new schools to address over-utilization, allow growth and provide space for programming.

Facility Condition (FC) and Operational Efficiency (OE)

POOR / MARGINAL – All Sectors excluding Ellerslie, Southwest and West Henday need to explore opportunities to address aging infrastructure and increasing maintenance costs.

K-9 Sectors	Enrolment and Utilization (EU)*	Facility Condition (FC)	Operational Efficiency (OE)	Program Functionality (PF)
118 Avenue	77%	0.21	2.22	OPTIMAL
Central	87%	0.22	2.57	OPTIMAL
Ellerslie	138%	0.00	0.55	POOR
Jasper Place	96%	0.20	3.42	OPTIMAL
Mill Woods and Meadows	92%	0.26	2.25	OPTIMAL
Northeast	101%	0.24	1.79	MARGINAL
Northwest	93%	0.27	2.55	FAIR
Scona	82%	0.27	4.76	FAIR
Southeast	88%	0.14	1.64	OPTIMAL
Southwest	122%	0.00	0.54	POOR
West Edmonton	105%	0.28	2.48	MARGINAL
West Henday	124%	0.00	0.51	POOR
Whitemud	79%	0.20	2.24	FAIR

* 5-yr projected EU



High School Planning Sector Summary

The map illustrates the existing condition of the High School Planning Sectors, based on Key Performance Indicators.

A summary of the key findings that are detailed in the Capital Priorities include:

Enrolment and Utilization (EU)

POOR – **MOST HS Planning Sectors** urgently need new schools to address over-utilization and provide space for programming.

MARGINAL – **HS North Planning Sector** will need new schools to address over-utilization, allow growth and provide space for programming.

Facility Condition (FC) and Operational Efficiency (OE)

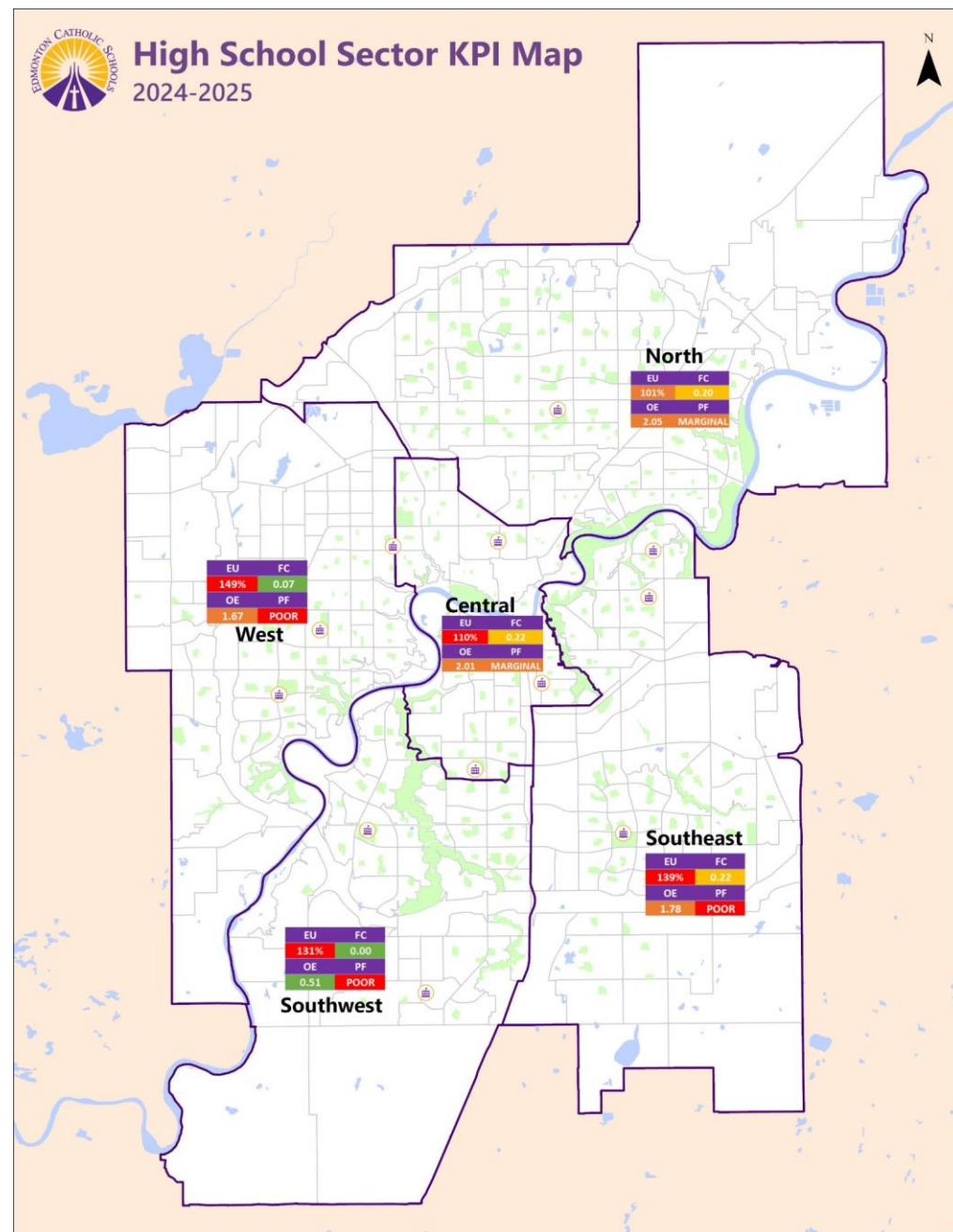
MARGINAL – **All Sectors** excluding HS Southwest need to explore opportunities to address aging infrastructure and increasing maintenance costs.

Program Functionality (PF)

POOR / MARGINAL – Most high school sectors across the Division are at full capacity and do not have space for additional programming.

HS Sectors	Enrolment and Utilization (EU)*	Facility Condition (FC)	Operational Efficiency (OE)	Program Functionality (PF)
HS Central	110%	0.22	2.01	MARGINAL
HS North	101%	0.20	2.05	MARGINAL
HS Southeast	139%	0.22	1.78	POOR
HS Southwest	131%	0.00	0.51	POOR
HS West	149%	0.09	1.67	POOR

* 5-yr projected EU



Capital Plan Priorities 2026-2029

Year 1	
1	New School, 10-12 — Lewis Farms/Rosenthal, capacity 1810 opening/2410 full build-out
2	New School, 10-12 — The Meadows/Silver Berry, capacity 1810 opening/2410 full build-out
3	New School, 10-12 — Windermere/Glenridding Heights, capacity 1810 opening/2410 full build-out
4	Northwest Solution — Oxford/Palisades, Chamberry/Elsinore, Rapperswill and Griesbach
5	118 Ave-West Solution — Replacement School at St. Alphonsus school site, capacity 905
6	New School, K-9 — Kirkness, capacity 950 opening/1200 full build-out
Year 2 and 3	
7	New School, K-9 — Decoteau/Meltwater, capacity 950 opening/1200 full build-out
8	New School, K-9 — Kendal/Windermere #5, capacity 950 opening/1200 full build-out
9	New School, K-9 — Big Lake, capacity 950 opening/1200 full build-out
10	Replacement/Modernization, K-6 — St. Francis of Assisi Catholic Elementary School, capacity 650
11	New School, K-9 — Decoteau/Mattson, capacity 950 opening/1200 full build-out

*Year 1 Priorities focuses on addressing the most critical enrolment pressures with a particular focus on Equity of Access to Catholic Education.
Government approval is urgently needed to address over-crowding in schools.*

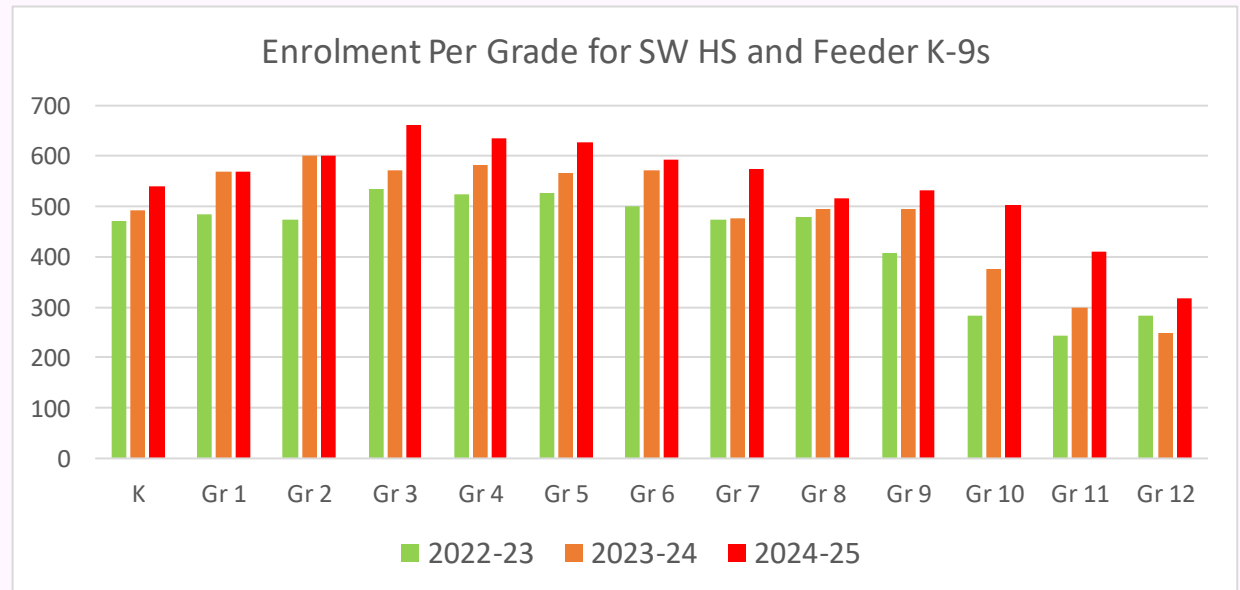
Summary of New School Requests

Sector (New School Requests)	Current Capacity (2024-25)	Sector Utilization (2024-25)	Instructional Space Shortfall (2024-25)	Year 1 Priority: New School Capacity	5-yr Sector Utilization if Year 1 Priorities are not approved	5-yr Sector Utilization if Year 1 Priorities are approved & built
HS West	3,033	112%	-371	+1810	149%	93%
HS Southeast	2,491	102%	-41	+1810	139%	80%
HS Southwest ①	2,103	74%	+537	+1810	131%	70%
Northeast	5,779	104%	-251	+950	101%	88%

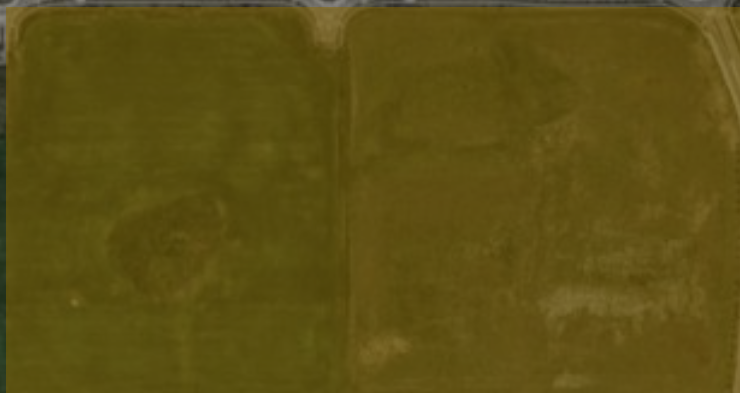
① Enrolment Pressures in the Southwest

The data reveals a significant wave of growth in student enrolment, with the peak occurring in Grade 3. Each cohort is experiencing an average 10% increase in enrolment each year as they move up through the grades. Additionally, same grade growth averages 13% year on year. Notably, Grade 10 enrolment surged by 33% due to the opening of Father Michael McCaffery Catholic High School, further emphasizing the increasing demand at the high school level.

This growth is expected to continue as the current Grade 3 cohort progresses through the system, with projections indicating a sustained rise in student numbers, especially in high school, over the next 6-10 years. The current Grade 3 class will take approximately 6 years to reach high school and 10 years to graduate, meaning the system will experience increasing pressure over an extended period. Long-term planning will be crucial to accommodate this growth, particularly at the high school level, where enrolment is expected to continue expanding, requiring additional infrastructure and resources to manage the influx of students. The "wave" of increasing enrolment is expected to continue, making it clear that this growth trend will be felt for many years to come.



Year 1 Priorities



Rosenthal Park

Year 1 Priority: Lewis Farms High School

A new high school that serves the communities in West Edmonton is needed to accommodate current and projected student population in the West Edmonton and West Henday areas.



School Info		
ECSD Ward	Planning Sector	Community
74	West (HS)	Lewis Farms/Rosenthal
Grade Configuration	Capacity	Site Readiness
10-12	1810 Opening / 2410 Full Build-out	School Ready

Sector Info: West HS		
Current Utilization	5 Year Utilization*	10 Year Utilization*
112%	149%	164%
Sector Growth Trend	Housing Units to be built	Sector Build Out
High	19,798	58%

*Projected utilization is based on the status quo and does not include unfunded capital priorities.

Project Scope:

- Build a new Grade 10 - 12, 1810 Opening/2410 Full Build-out capacity school in Lewis Farms.
 - Area of New Construction = 18,108m²

Rationale:

Enrolment Pressure:

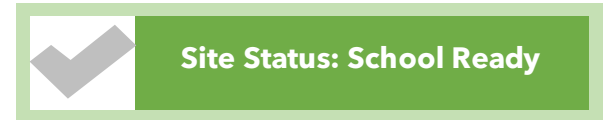
- A new high school is critically needed to serve the current and future student population in the West HS Planning Sector and relieve enrolment pressures on existing Catholic high schools in the sector.
- All high school sectors throughout ECSD, especially in this sector, are over 100% utilized. **The sector is projected to be 149% utilized in five years.**
- The West HS Sector is significantly growing with **5,512 houses built** in the last five years. The sector is only **58% built out** and is expected to see substantial development over the next few years, especially to the South of the West Henday district.

Community Building:

- The Lewis Farms Catholic High School will be an integral community hub for the West HS Planning Sector. The school will be located next to the City of Edmonton's Lewis Farms Recreation Centre that is currently under construction and has the potential to benefit from an enhanced access partnership with the City of Edmonton. Transportation accessibility for students and the community will also be enhanced by the Valley Line West LRT that is currently under construction.

Estimated Project Cost:

\$ 112 Million

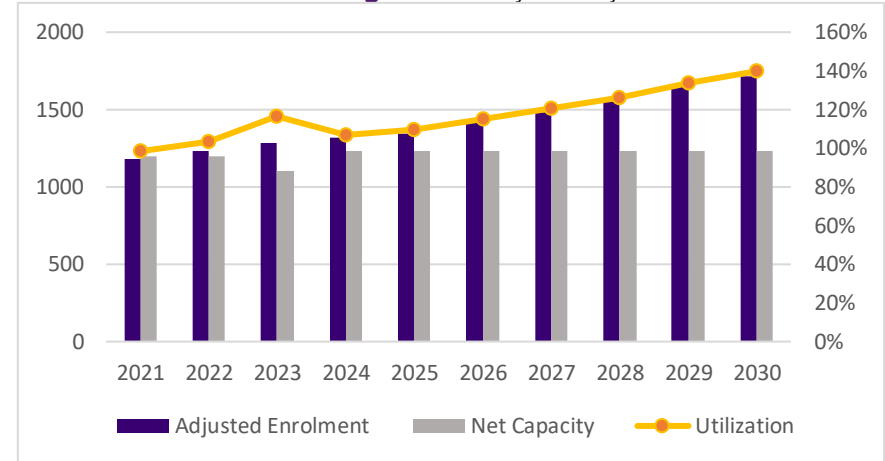


All high schools in the West HS Sector are already at full capacity. The sector will be 149% utilized in five years. A new high school in Lewis Farms is needed to reduce enrolment pressures in West Edmonton and throughout the Division.

Impacts on Existing Schools:

- **Grade 10-12 Students** residing in the West HS Planning Sector attend St. Francis Xavier Catholic High School and St. Oscar Romero Catholic High School. Archbishop Macdonald Catholic High School is also part of the West HS Planning Sector but offers special programming for students across the city. **All high schools in this sector are over 100% utilized.**
- With further residential development in the sector, enrolment in the West HS Planning Sector will continue to increase at an unsustainable rate.
 - **St. Francis Xavier Catholic High School** – current utilization is **107%** and expected to increase to **126%** in three years.
 - **St. Oscar Romero Catholic High School** – current utilization is **117%** and expected to increase to **138%** utilized in three years.
 - **Archbishop MacDonald Catholic High School** – current utilization is **115%** and expected to increase to **130%** utilized in three years.

St Francis Xavier Catholic High School 5-year Projection



Accommodation Strategy:

- **Overall high school utilization throughout the Division is at 109%.** The Lewis Farms Catholic High School will provide the opportunity for **additional programming options for high school students** to attract students in other HS Planning Sectors to help relieve pressure in their respective home sectors.
- The school will be the first high school in the city's West Henday district and will serve all K-9 schools in this high growth area of the city.
- ECSD is considering specialized division programming in this school as a continuum for K-9 schools with foundational division programming. This will attract students from across the city and relieve enrolment pressures in other over-utilized high schools.
- The school will utilize city amenities such as the new ETS system for student transportation and the adjacent recreation centre for sports programming.

Risk of non-approval:

Sector Utilization:

	Medium Term (5 yr)	Long Term (10 yr)
Status Quo	149%	164%
With Project Approval	93%	103%

If a high school in Lewis Farms is not approved, the **West HS Sector will become severely over-utilized (over 149% in five years)**. All high schools in the sector will become increasingly crowded and will continue to face unsustainable enrolment pressures.

Equity of access to Catholic high school education will be a significant challenge in West Edmonton until a new high school is approved and built.

Prioritization Factors:

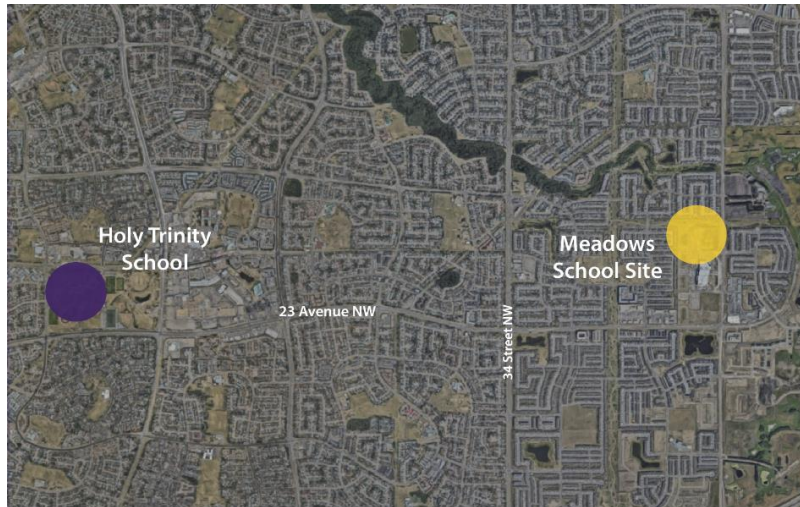
Priority	Project Type	Driver	Key Performance Indicators		Additional Prioritization Factors
URGENT	New School	Enrolment Pressures, Community Building	Enrolment & Utilization	Facility Condition	The site is ready for project approval. The project will be integral to ECSD's Division-wide High School Strategy to improve access to programs at the high school level.
			Program Functionality	Operational Efficiency	



As part of the Edmonton Catholic School Division's Three-Year Capital Plan 2026-2029, the Board of Trustees requests a new 10-12 high school located in Lewis Farms.

Year 1 Priority: Meadows High School

A new high school that serves the communities in Southeast Edmonton is needed to accommodate current and projected student population within the Ellerslie and Meadows area.



School Info		
ECSD Ward	Planning Sector	Community
77	Southeast (HS)	The Meadows
Grade Configuration	Capacity	Site Readiness
10-12	1810 Opening/2410 Full Build-out	School Ready

Sector Info: Southeast HS		
Current Utilization	5 Year Utilization*	10 Year Utilization*
105%	139%	153%
Sector Growth Trend	Housing Units to be built	Sector Build Out
High	22,292	65%

*Projected utilization is based on the status quo and does not include unfunded capital priorities.

Project Scope:

- Build a new Grade 10-12, 1810 Opening/2410 Full Build-out capacity school in The Meadows.
 - Area of New Construction = 18,108m²

Estimated Project Cost:

\$ 112 Million



Rationale:

Enrolment Pressure:

- A new high school is critically needed to serve the current and future student population in the Southeast HS Planning Sector and relieve enrolment pressures on existing Catholic high schools in the sector. **The sector is projected to be 139% utilized in five years.**
- The Southeast HS Sector is significantly growing with more than **4,632 houses built** in the last five years. The sector is only **65% built out** and is expected to see substantial development over the next few years, especially to the South of Anthony Henday Drive.
- While **Holy Trinity Catholic High School was recently modernized and expanded, the school is already fully utilized.** Enrolment is expected to continue to outpace the availability of high school space, as the sector continues to build-out.

Community Building:

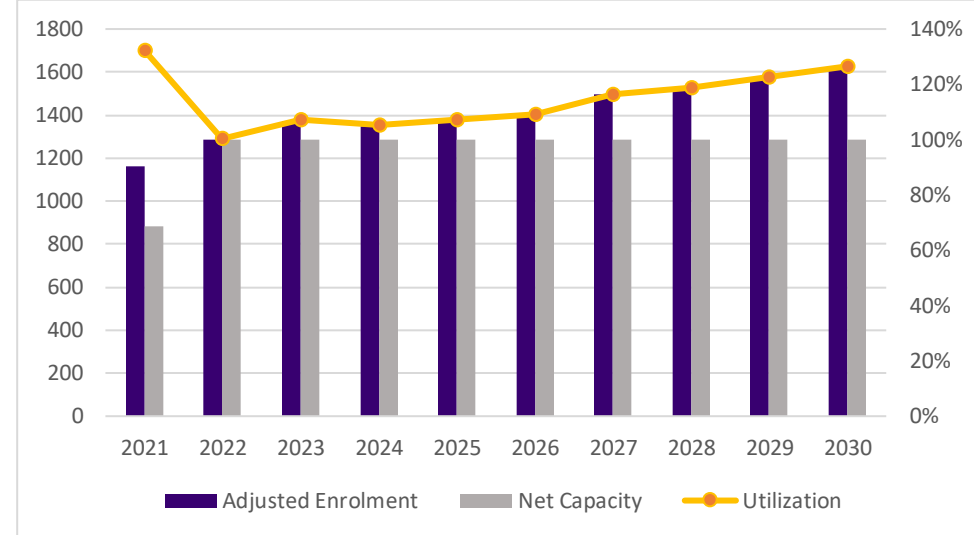
- The Meadows Catholic High School will be an integral community hub for the Southeast HS Planning Sector. The school will be located next to the City of Edmonton's Meadows Recreation Centre and has the potential to benefit from an enhanced access partnership with the City of Edmonton.

Holy Trinity Catholic High School is already at full capacity immediately after the completion of the expansion project. The sector will be 139% utilized in five years. A new high school in The Meadows is needed to reduce enrolment pressures in the Southeast and throughout the Division.

Impacts on Existing Schools:

- **Grade 10-12 Students** residing in the Southeast HS Planning Sector attend Holy Trinity Catholic High School and Austin O'Brien Catholic High School. Holy Trinity Catholic High School recently completed a modernization/expansion, although it is already at full capacity.
- With further residential development in the sector, enrolment at Holy Trinity and Austin O'Brien Catholic High Schools will continue to increase at a steady rate.
 - **Holy Trinity Catholic High School** – current utilization is **106%** and expected to increase to **119%** in three years.
 - **Austin O'Brien Catholic High School** – current utilization is **100%** and expected to increase to **123%** utilized in three years.

Holy Trinity Catholic High School 5-year Projection



Accommodation Strategy:

- **Overall high school utilization throughout the Division is at 109%.** The Meadows Catholic High School will provide the opportunity for **additional programming options for high school students** to attract students in other HS Planning Sectors to help relieve pressure in their respective home sectors.
- The school will serve several K-9 feeder schools including current and future schools in the city's Ellerslie district and would provide an improved continuum from junior high to high school for students living in the Southeast HS Planning Sector.
- ECSD is considering specialized division programming in this school as a continuum for K-9 schools with foundational division programming. This will attract students from across the city and relieve enrolment pressures in other over-utilized high schools.
- The school will utilize city amenities such as the new ETS system for student transportation and the adjacent recreation centre for sports programming.

Risk of non-approval:

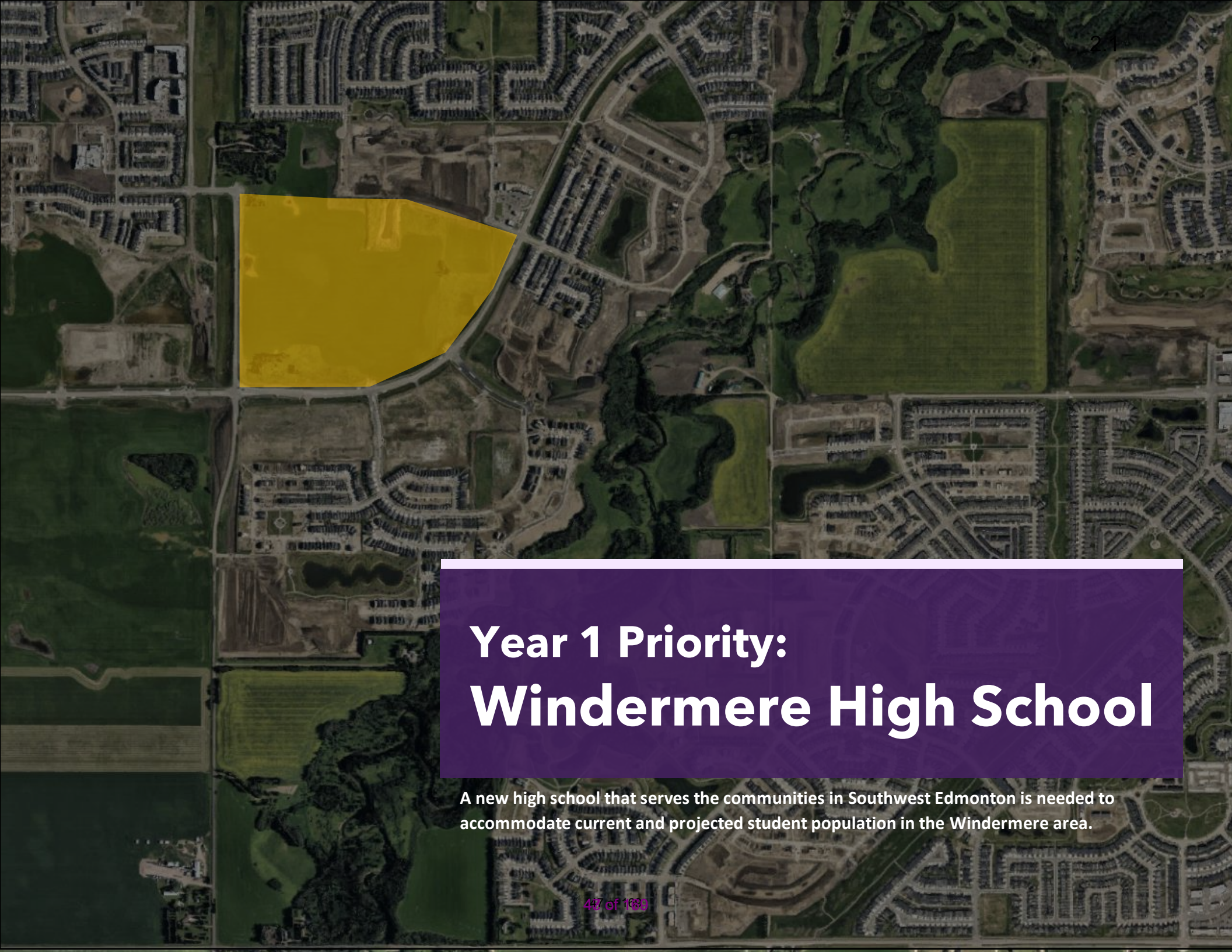
- If a high school in the Meadows is not approved, the **Southeast HS Sector will become significantly over-utilized (over 139% in five years)**. Holy Trinity Catholic High School will become increasingly crowded and face enrolment pressures and programming opportunities will be diminished.

Prioritization Factors:

Priority	Project Type	Driver	Key Performance Indicators		Additional Prioritization Factors
URGENT 	New School	Enrolment Pressures, Community Building	Enrolment & Utilization	Facility Condition	The site is ready for project approval. The project will be integral to ECSD's Division-wide High School Strategy to improve access to programs at the high school level.
			Program Functionality	Operational Efficiency	



As part of the Edmonton Catholic School Division's Three-Year Capital Plan 2026-2029, the Board of Trustees requests a new 10-12 high school located in the Meadows.

An aerial photograph of a suburban area in Southwest Edmonton, Alberta. The image shows a mix of residential neighborhoods with winding streets and houses, green fields, and some commercial or industrial areas. A specific area in the upper-left quadrant is highlighted in a solid yellow color, indicating the location of the proposed Windermere High School. The highlighted area is roughly triangular, bounded by a road to the west and a residential area to the east.

Year 1 Priority: Windermere High School

A new high school that serves the communities in Southwest Edmonton is needed to accommodate current and projected student population in the Windermere area.



School Info		
ECSD Ward	Planning Sector	Community
74	Southwest (HS)	Windermere/Glenridding
Grade Configuration	Capacity	Site Readiness
10-12	1810 Opening / 2410 Full Build-out	School Ready

Sector Info: West HS		
Current Utilization	5 Year Utilization*	10 Year Utilization*
74%	131%	149%
Sector Growth Trend	Housing Units to be built	Sector Build Out
High	9,318	80%

*Projected utilization is based on the status quo and does not include unfunded capital priorities.

Project Scope:

- Build a new Grade 10 - 12, 1810 Opening/2410 Full Build-out capacity school in Windermere/Glenridding Heights.
 - Area of New Construction = 18,108m²

Rationale:

Enrolment Pressure:

A new high school is critically needed to serve the current and future student population in the Southwest HS Planning Sector and relieve enrolment pressures on both Catholic K-9 and high schools in the sector. (Refer to [① Enrolment Pressures in the Southwest](#) in Page 14)

- All other high school sectors throughout ECSD are over 100% utilized. **This sector is projected to be 131% utilized in five years.**
- The Southwest HS Sector is significantly growing with **6,481 houses built** in the last five years. The sector is only **80% built out** and is expected to see substantial development over the next few years.

Community Building:

- The Windermere Catholic High School will be an integral community hub for the Southwest HS Planning Sector. The school will be in the Windermere District Park adjacent to a future city recreation center and EPSB's Gr 7-12 School that is currently under construction. Transportation accessibility for students and the community will also be enhanced by the future transit centre in the District Park.

Estimated Project Cost:

\$ 112 Million

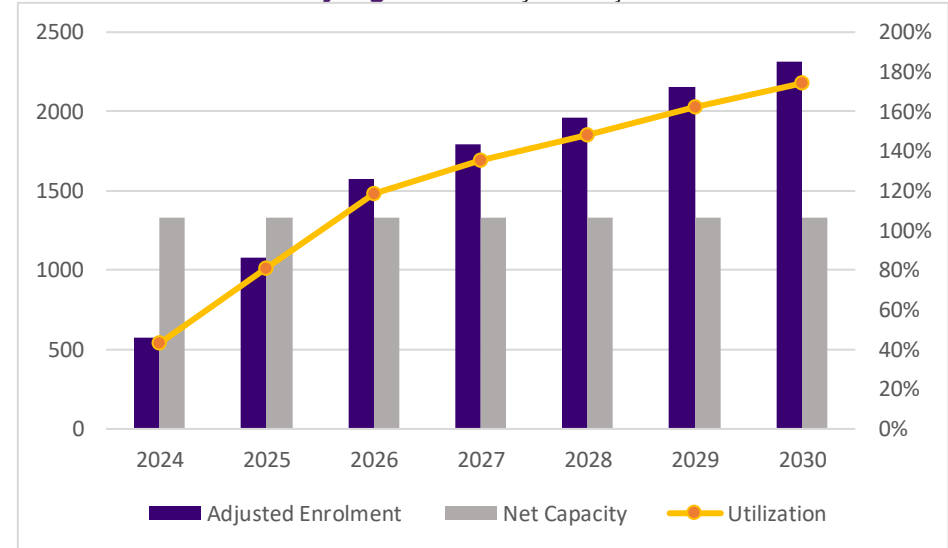


All other high school sectors throughout the city at full capacity. The Southwest HS Sector will be 131% utilized in five years. A new high school in Windermere is needed to reduce enrolment pressures in Southwest Edmonton and throughout the Division.

Impacts on Existing Schools:

- **Grade 10-12 Students** residing in the Southwest HS Planning Sector attend Mother Margaret Mary Catholic High School and Father Michael McCaffery Catholic High School.
- **With new K-9 Schools currently being built in the area, Father Michael McCaffery simply could not accommodate all five feeder schools.**
- With further residential development in the sector, enrolment in the West HS Planning Sector will continue to increase to an unsustainable rate.
 - **Father Michael McCaffery Catholic High School** - current utilization is **43%** and expected to increase to **148%** utilized in just three years.
 - **Mother Margaret Mary Catholic High School** - current utilization is **128%** and expected to remain full for the foreseeable future.

Father Michael McCaffery High School 5-year Projection



Accommodation Strategy:

- **Overall high school utilization throughout the Division is at 109%.** The Windermere Catholic High School will provide the opportunity for **additional programming options for high school students** to attract students in other HS Planning Sectors to help relieve pressure in their respective home sectors.
- The new school will alleviate overcrowding at Father Michael McCaffery Catholic High School and accommodate the anticipated growth in Windermere's emerging Kendal neighbourhood, ensuring a sustainable and supportive educational environment.
- ECSD is considering specialized division programming in this school as a continuum for K-9 schools with foundational division programming. This will attract students from across the city and relieve enrolment pressures in other over-utilized high schools.
- The school will utilize city amenities such as the new ETS system for student transportation and the district park amenities for sports programming.

Risk of non-approval:

Sector Utilization:

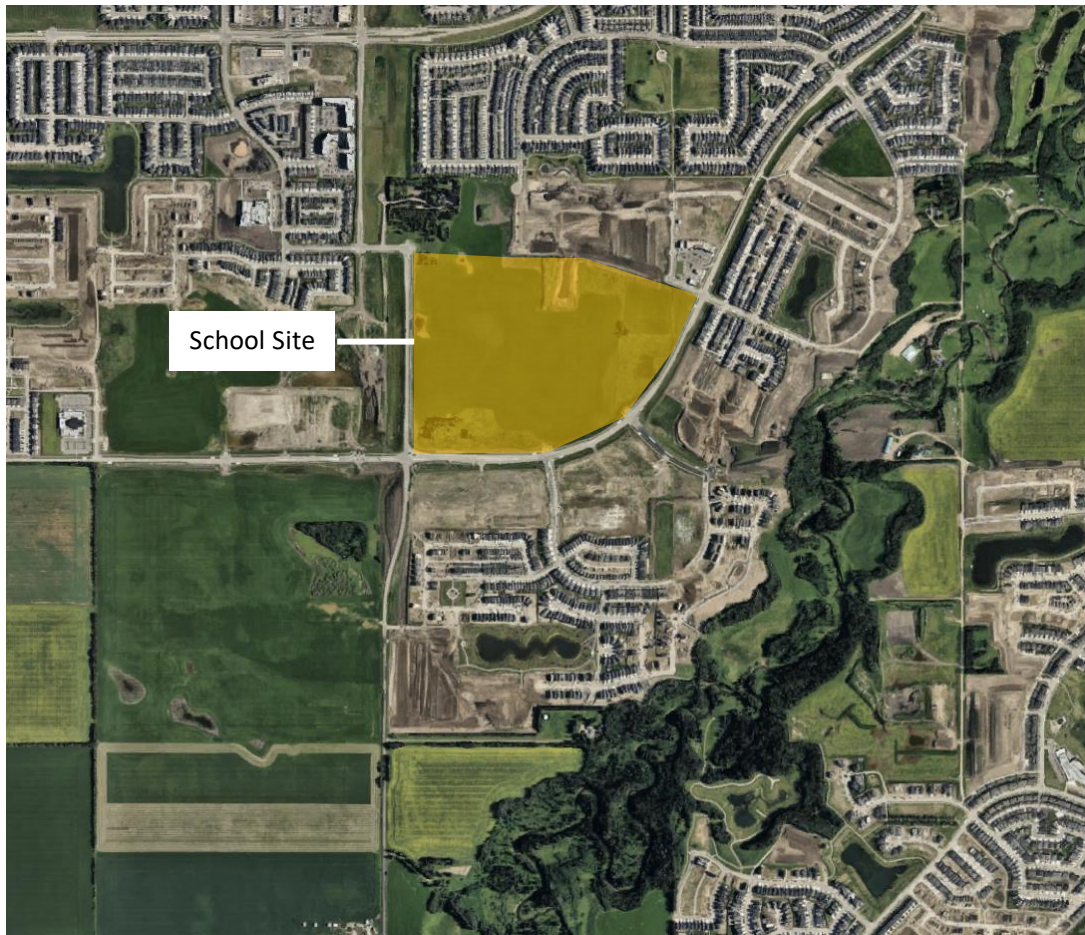
	Medium Term (5 yr)	Long Term (10 yr)
Status Quo	131%	149%
With Project Approval	70%	80%

If the new school is not approved, the **Southwest HS Sector will become severely over-utilized (over 131% in five years). Father Michael McCaffery will be 148% in just three years.** All high schools in the sector will become increasingly crowded and overwhelmed by unsustainable enrolment pressures.

Equity of access to Catholic high school education in Southwest Edmonton will remain a major challenge until a new school is approved and built.

Prioritization Factors:

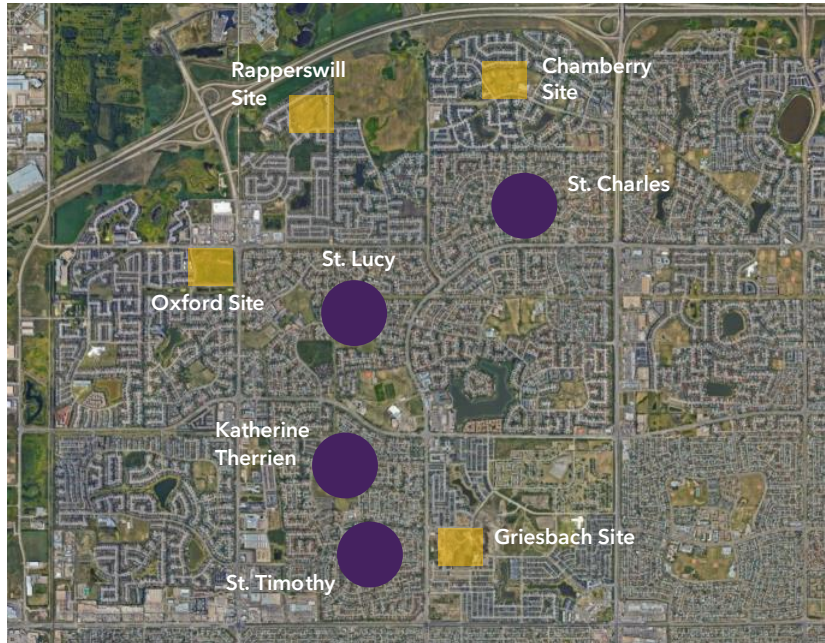
Priority	Project Type	Driver	Key Performance Indicators		Additional Prioritization Factors
URGENT 	New School	Enrolment Pressures, Community Building	Enrolment & Utilization	Facility Condition	The site is ready for project approval. The project will be integral to ECSD's Division-wide High School Strategy to improve access to programs at the high school level.
					
			Program Functionality	Operational Efficiency	
					



As part of the Edmonton Catholic School Division's Three-Year Capital Plan 2026-2029, the Board of Trustees requests a new 10-12 high school located in Windermere.

Year 1 Priority: Northwest Solution

A solution for the Northwest Planning Sector is needed to address equity, continuity and growth of Catholic programming from Kindergarten to Grade 9 while addressing facility conditions and operational efficiency.



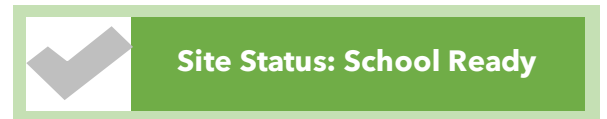
Project Scope:

- ECSD will be reviewing the Northwest Sector to look for a larger regional solution to address equity in the distribution of Catholic programming from Kindergarten to Grade 9.
- A long-term continuum for students will be studied all the way to high school with the anticipated opening of Blessed Carlo Acutis Catholic High School in 2026.
- In partnership with the Government of Alberta, the City of Edmonton and the community, the Division will conduct planning work that would include Facility Condition Assessments, Site Readiness Assessments, Feasibility Studies and Community Engagements.

	St. Lucy	Katherine Therrien	St. Timothy	St. Charles
Grade Level	K-6	K-6	K-6	K-6
Age	1979 (46 years)	1975 (50 years)	1980 (45 years)	1982 (43 years)
FCI	0.22	0.41	0.24	0.37
Capacity	349	207	205	399
Enrolment	415	211	140	379
Utilization Rate	119%	102%	68%	95%
O&M (23-24)	\$209,310	\$178,822	\$175,023	\$214,242
5 Year Maintenance	\$2,366,854	\$4,276,620	\$2,043,837	\$2,983,128
Deferred Maintenance	\$285,910	\$1,521,751	\$539,192	\$796,155
Replacement Cost	\$10,741,100	\$10,549,625	\$8,475,960	\$8,068,451

Estimated Project Cost:

\$121 Million



Sector Info: Northwest		
Current Utilization	5 Year Utilization*	10 Year Utilization*
93%	93%	86%
Sector Growth Trend	Housing Units to be built	Sector Build Out
Low	1,808	87%

*Projected utilization is based on the status quo and does not include unfunded capital priorities.

Rationale:

Enrolment Pressure:

- The Northwest Sector currently has a mix of overutilized and underutilized small schools with growth limited by inefficient locations and small capacities.
- Goodridge Corners, the future community north of Anthony Henday has already started the process for land development. This neighbourhood will see around 4,000 residential units and will add significant pressures on existing schools.

Program Functionality:

- The project will provide **equity of access to Catholic junior high programming** across the sector which is currently lacking in the northern part of the sector.
- The project will provide **operational efficiencies** by bringing the students from older, smaller schools into modern facilities that will feature a **better learning environment, enhanced program options, and improved recreational amenities.**

Building Condition:

- **Katherine Therrien and St. Charles Catholic schools** have some of the Division's **highest Facility Condition Index (FCI)** with a **"Poor" FCI of 0.41.**
- The **five-year maintenance requirements** of these schools **total \$11.67 Million** including a **deferred maintenance cost of over \$3.14 Million.**
- The VFA Report of these schools indicate multiple systems as **"Marginal"** including **building envelope, fire safety, air handling units, interiors, sanitary sewage collection, insulation, accessibility, site grading, etc.**

Operational Efficiency:

- Addressing the deficiencies will result in streamlined operations that will bring cost savings not only in maintenance liabilities but also in the form of lower administration, transportation, maintenance, custodial, utilities and insurance costs.

The Government of Alberta and ECSD will immediately save \$11.67 Million in maintenance costs, and \$3.14 Million deferred maintenance costs, as well as upcoming lifecycle costs associated with these aging schools.

Accommodation Strategy:

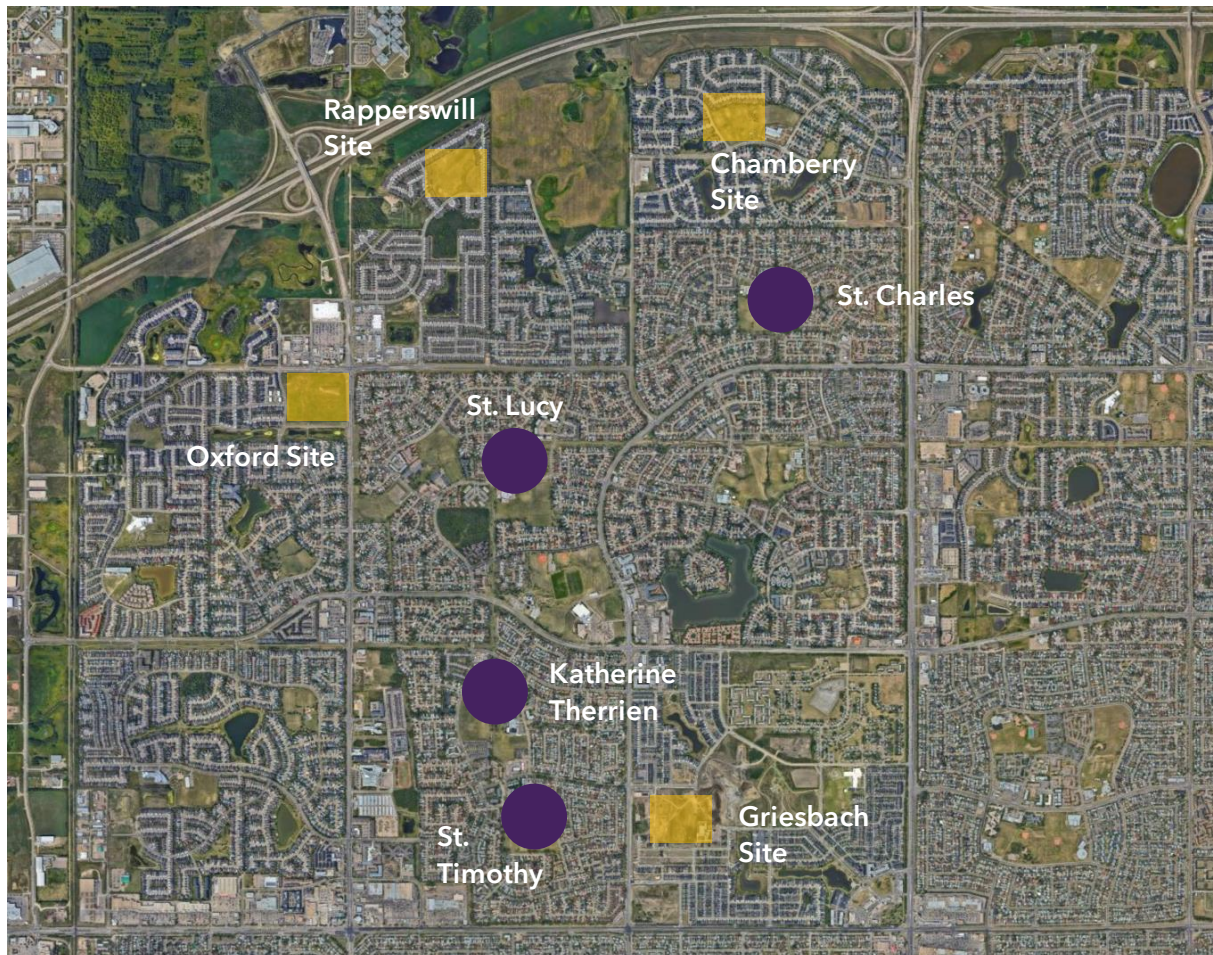
- **School Accommodation Plan:** The existing schools will continue to operate until any replacement school construction is complete.

Risk of non-approval:

- Schools will continue to operate inefficiently resulting in prolonged financial deficit and increasing maintenance costs.
- Aging school infrastructure will continue to deteriorate which could lead to health and safety issues.
- Approval delay will result in continued inequity in accessing Catholic junior high programming in the Northwest sector.

Prioritization Factors:

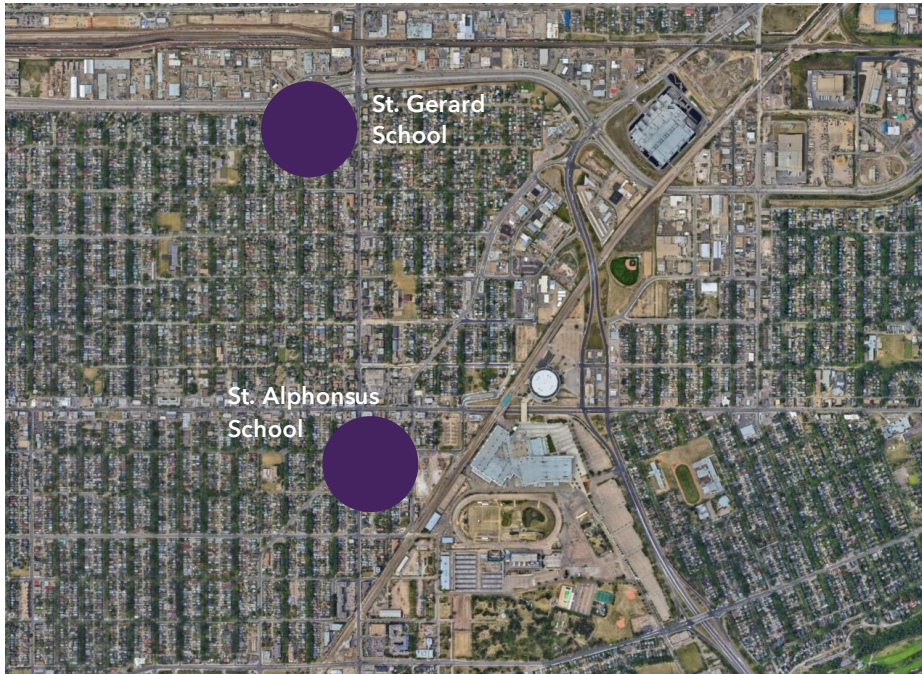
Priority	Project Type	Driver	Key Performance Indicators		Additional Prioritization Factors
URGENT 	Consolidation Project	Building Condition, Efficiency Solution, Program Functionality, Enrolment Pressures (unbalanced utilization)	Enrolment & Utilization	Facility Condition	The sites are ready for full project approval.
					
			Program Functionality	Operational Efficiency	
					



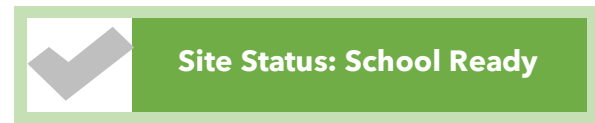
As part of the Edmonton Catholic School Division's Three-Year Capital Plan 2026-2029, the Board of Trustees requests approval for the Northwest Solution.

Year 1 Priority: 118 Ave-West Solution Replacement School at St. Alphonsus School Site

A replacement school at the St. Alphonsus School Site is needed for a fully functional facility with modern standards that provide a high-quality learning environment.



	St. Alphonsus	St. Gerard
Grade Level	K-9	K-6
Age	1949 (76 years)	1953 (72 years)
FCI	0.29	0.28
Capacity	689	182
Enrolment	439	190
Utilization Rate	64%	104%
O&M (23-24)	\$459,124	\$165,100
5 Year Maintenance	\$10,178,571	\$3,314,691
Deferred Maintenance	\$2,815,397	\$750,814
Replacement Cost	\$35,598,388	\$11,722,988



Project Scope:

- ECSD will be reviewing the scope of the replacement school at the St. Alphonsus Catholic School site to address a larger project driver of Health, Safety and Legal issues of operating and maintaining 70+ year old schools in the area.
- In partnership with the Government of Alberta, the City of Edmonton and the community, the Division will conduct planning work that would include Facility Condition Assessments, Site Readiness Assessments, Feasibility Studies and Community Engagements.

Estimated Project Cost:

\$48 Million

Sector Info: 118 Avenue		
Current Utilization	5 Year Utilization*	10 Year Utilization*
84%	77%	66%
Sector Growth Trend	Housing Units to be built	Sector Build Out
Low	0 (infill only)	100%

*Projected utilization is based on the status quo and does not include unfunded capital priorities.

Rationale:

Health, Safety and Legal:

- The replacement project will address the **Health, Safety and Legal** issues of operating and maintaining 70+ year old schools and provide **operational efficiencies** in a new facility that will feature a **better learning environment, enhanced program options, and improved amenities**.

Enrolment Pressure:

- The 118 Avenue Sector currently at an optimal **84% utilization**. However, this is an average of an imbalance of utilization between individual schools such as St. Alphonsus at 64% utilization and St. Gerard at 104%. A replacement school would result in a balanced and more efficient utilization.

Community Renewal:

- The school serves some of the most marginalized and socially vulnerable populations in the city. **A new school with modern amenities would revitalize the community and pave the way for a positive generational impact for the families it serves.**

Building Condition:

- St. Alphonsus Catholic Elementary/Junior High School** is **76 years old** with an FCI of **0.29**. The layout is inefficient with very poor accessibility that does not meet legal obligations under the latest building codes in effect.
- St. Gerard Catholic Elementary School** is **72 years old** with an FCI of **0.28**. Recent building assessments have revealed that several building systems, including key structural components, are reaching the end of their life cycle. This presents an imminent Health & Safety concern and will require substantial investments, in addition to the already rising maintenance costs.
- The **five-year maintenance requirements** of the current schools **total \$13.5 Million** including a **deferred maintenance cost of over \$3.6 Million**.
- The VFA Report of the current school indicate multiple systems as **"Marginal"** including **building envelope, building systems controls, interiors, sanitary sewage collection, insulation, accessibility, site infrastructure, etc.**

Operational Efficiency:

- By replacing these 70+ year old schools into a 905 capacity K-9 school, the **Government of Alberta will be saving approximately 38% in Operations & Maintenance (O&M) Funding** using the O&M funding formula in Alberta Education's Funding Manual for 2024-25.
- While ECSD is expected to receive slightly lower O&M funding, **operational savings from a more optimally utilized new facility will significantly outweigh this funding decline.**

The Government of Alberta and ECSD will immediately save \$13.5 Million in maintenance costs, and \$3.6 Million deferred maintenance costs, as well as upcoming lifecycle costs associated with these three aging schools. These savings in IMR/CMR costs would offset at least 35% of the project cost.

Accommodation Strategy:

- St. Alphonsus Catholic School Accommodation Plan:** A replacement school will be planned for the same site as the current St. Alphonsus Catholic School. For safety and project efficiency, students from St. Alphonsus Catholic School may temporarily relocate to St. Bernadette Catholic Elementary and St. Nicholas Catholic Junior High Schools when the new Rundle Heights school is finished, until the replacement school is completed.
- Value Scoping:** Alberta Education in collaboration with ECSD and Alberta Infrastructure conducted a value scoping session in March 2018 to evaluate options and assist in the Division in determining a solution that offers the best value for capital funding that meets the long-term educational needs of the community.

Risk of non-approval:

- The existing schools will continue to operate inefficiently resulting in prolonged financial deficit and increasing maintenance costs.
- The aging school infrastructure will continue to deteriorate, resulting in an increasing risk to the health and safety of students and staff.
- The school will maintain inadequate accessibility for students and staff with disabilities, potentially leading to legal concerns.

Prioritization Factors:

Priority	Project Type	Driver	Key Performance Indicators		Additional Prioritization Factors
URGENT 	Replacement Project	Health & Safety, Efficiency Solution, Building Condition, Community Renewal	Enrolment & Utilization	Facility Condition	The site is ready for full project approval.
					
			Program Functionality	Operational Efficiency	
					



As part of the Edmonton Catholic School Division's Three-Year Capital Plan 2026-2029, the Board of Trustees requests a replacement school at the St. Alphonsus Catholic School site as part of the 118 Ave-West Solution.

Year 1 Priority: Kirkness K-9 School

A new K-9 school that serves the communities of Kirkness and Horse Hill is critically needed to serve the current and projected student population within the Northeast Planning Sector and to relieve enrolment pressures on nearby Catholic elementary and junior high schools.



School Info		
ECSD Ward	Planning Sector	Community
72	Northeast	Kirkness
Grade Configuration	Capacity	Site Readiness
K-9	950 Opening/1200 Full Build-out	School Ready

Sector Info: Northeast		
Current Utilization	5 Year Utilization*	10 Year Utilization*
104%	101%	102%
Sector Growth Trend	Housing Units to be built	Sector Build Out
High	1,200	93%

*Projected utilization is based on the status quo and does not include unfunded capital priorities.

Project Scope:

- Build a new Kindergarten to Grade 9, 950 Opening/1200 Full Build-out capacity school in Kirkness.
 - Area of New Construction = 9,000 m²

Estimated Project Cost:

\$49 Million



Rationale:

Enrolment Pressure:

- A new K-9 Catholic School that serves the communities in the Kirkness and Horse Hill area is needed to serve the current and future student population in the Northeast Planning Sector and relieve enrolment pressures on existing Catholic elementary and junior high schools in the sector.
- The Northeast Sector is one of the fastest growing areas in the City of Edmonton, with **2,490 houses built in the last five years**. The sector is 93% built out and Horse Hill, which is largely undeveloped, is expected to see substantial development over the next few years.
- Even with the opening of the Crystallina Nera Catholic Elementary/Junior High School in 2028, the Northeast planning sector will still be **over 100% utilized**. With **Kirkness K-9 approved, utilization would improve to an optimal 88% utilization**.

St Elizabeth Seton Catholic School will be nearly 133% utilized in three years. A new school in Kirkness is urgently needed to reduce enrolment pressures in Northeast Edmonton.

Community Building:

- The Horse Hill district is currently underserved with no Catholic school in the area north of Anthony Henday. A new Catholic school, conveniently accessible via Manning Drive, will help address this gap.

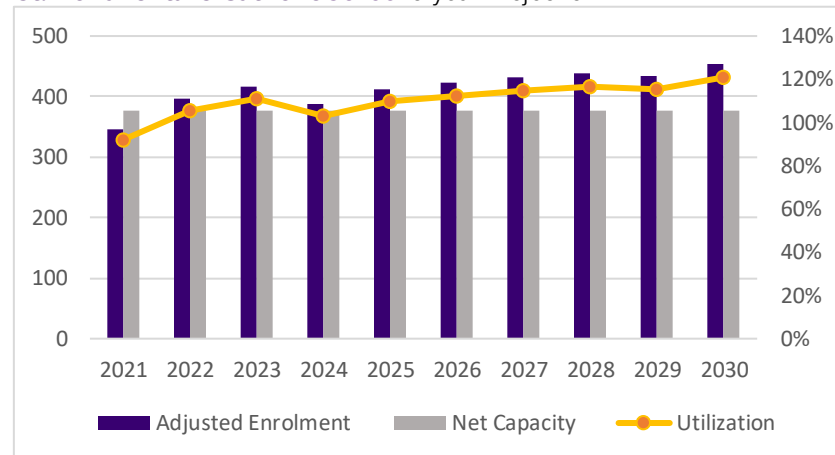
Impacts on Existing Schools:

- K-6 students** residing in the proposed attendance area for this school attend St. Bonaventure Catholic Elementary School, which is operating at full capacity.
 - St. Bonaventure Catholic Elementary School** – current utilization is **103%** and expected to increase to **116%** in three years.
- Gr 7-9 students** residing in the proposed attendance area for this school attend St. Elizabeth Seton Catholic Elementary/Junior High School, which is operating at full capacity despite the addition of new modulars under MCP 2024.
 - St. Elizabeth Seton Catholic Elementary/Junior High School** – current utilization is **115%** and expected to increase to **143%** in three years and **161%** in five years.

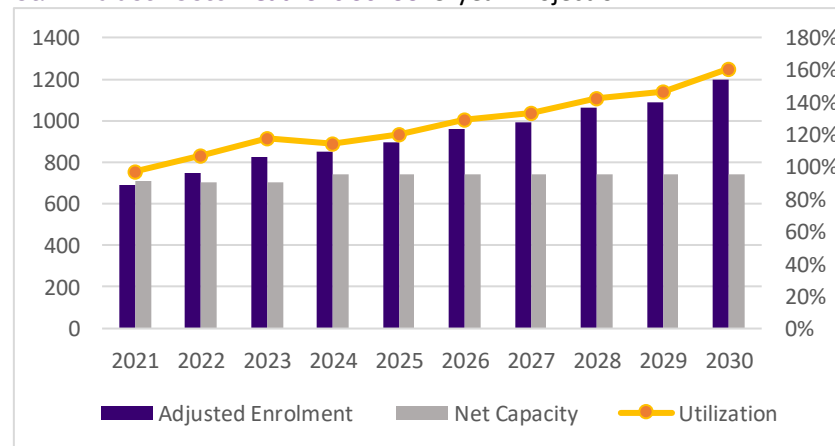
Accommodation Strategy in the Northeast:

- Modular Classrooms:** Both St. Elizabeth Seton Elementary/Junior High and St. Bonaventure Catholic Elementary Schools have reached the maximum capacity for modulars. As the surrounding neighbourhoods including Horse Hill continue to develop, both schools will face mounting enrolment pressures.
- Other K-9 schools within the Northeast Sector cannot accommodate additional student growth.
- Program Changes/Relocation:** In 2019, 100 Voices/Pre-Kindergarten program at Christ the King Catholic Elementary/Junior High School was removed. In 2021, the Out of School Care lease was terminated to make more room for instructional space. These changes had no impact on utilization and enrolment increased by 23% over the last two years.
- Boundary Changes:** In 2020/21 school year, the Division redesignated the communities of Crystallina Nera (East and West) and Schonsee to St. John Bosco Catholic Elementary School for Grades K-6 and J.J. Bowlen Catholic Junior High School for Grades 7-9. The boundary changes did not have a significant impact on Christ the King Catholic Elementary/Junior High School and in 2024, Kindergarten students were redesignated to Anne Fitzgerald Elementary School.

St. Bonaventure Catholic School 5-year Projection



St. Elizabeth Seton Catholic School 5-year Projection



Risk of non-approval:

- If Kirkness is not approved, **St. Bonaventure Elementary School and St. Elizabeth Seton will become severely over-utilized (116% and 143% utilized respectively in three years)** and **face immense enrolment pressures**.
- Without a new school, **ECSD will not be able to effectively provide Catholic education** in the rapidly growing **Northeast and Horse Hill districts**.

Prioritization Factors:

Priority	Project Type	Driver	Key Performance Indicators		Additional Prioritization Factors
HIGH	New School	Enrolment Pressures	Enrolment & Utilization	Facility Condition	The Kirkness site is shovel-ready. The new school will accommodate students from the Horse Hill district which is the next development area in Edmonton.
			Program Functionality	Operational Efficiency	



As part of the Edmonton Catholic School Division’s Three-Year Capital Plan 2026-2029, the Board of Trustees requests a new Catholic K-9 school in Kirkness.

Year 2 and 3 Priorities

Year 2 and 3 Priorities

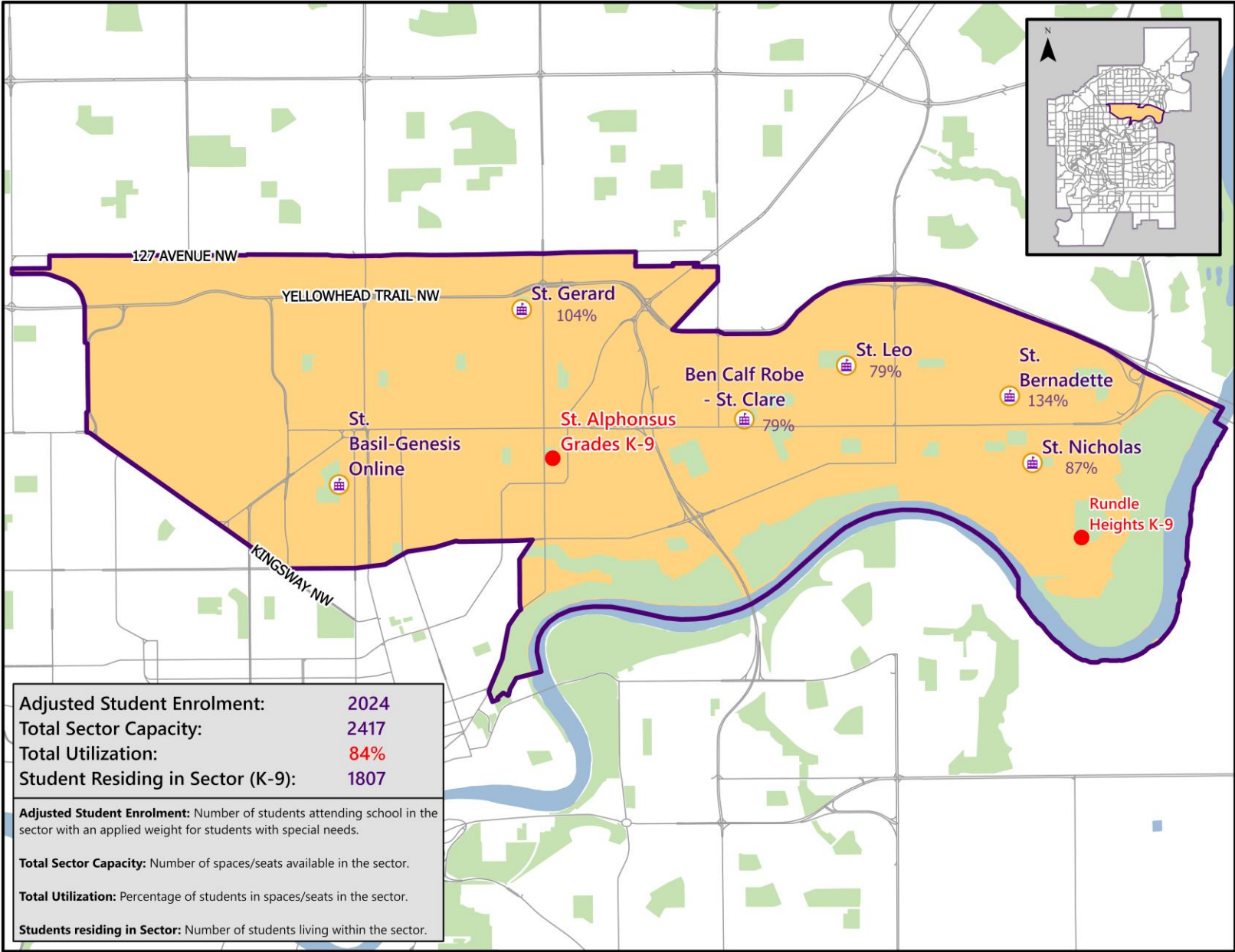
	Planning Sector	Summary
Kendal/Windermere #5 K-9 School	Southwest	A new K-9 school in Windermere in the Southwest Planning Sector to address housing/student growth.
Decoteau/Meltwater K-9 School	Ellerslie	A new K-9 school in Decoteau/Meltwater is needed to address enrolment pressures in the Ellerslie Planning Sector. Ellerslie is one of the fastest growing sectors in the city and has seen significant student population growth in recent years.
Big Lake K-9 School	West Henday	A new K-9 school is needed in the Big Lake area (Starling) in the West Henday Planning Sector. West Henday is one of the fastest growing sectors in the city and has seen significant student population growth in recent years.
St. Francis of Assisi Replacement/Modernization	Northeast	- A replacement/modernization of St. Francis of Assisi Catholic Elementary/Junior High School is needed to achieve a fully functional facility with modern standards that provide a high-quality learning environment. - The current school is 74 years old with a 0.43 FCI, and the current layout is very poor and inaccessible. The school is only 58% utilized. - The replacement will reduce capacity to right size the school to improve utilization within the sector and will reduce operations and maintenance/deferred maintenance costs.
Decoteau/Mattson K-9 School	Ellerslie	A new K-9 school in Decoteau/Mattson is needed to address enrolment pressures in the Ellerslie Planning Sector. Ellerslie is one of the fastest growing sectors in the city and has seen significant student population growth in recent years.

Priority #	Year 1 – 2026-2027 Capital Projects	Cost (Millions)
1	New School, 10-12 — Lewis Farms/Rosenthal, capacity 1810 opening/2410 full build-out	\$112
2	New School, 10-12 — The Meadows/Silver Berry, capacity 1810 opening/2410 full build-out	\$112
3	New School, 10-12 — Windermere/Glenridding Heights, capacity 1810 opening/2410 full build-out	\$112
4	Northwest Solution – Oxford/Palisades, Chamberry/Elsinore, Rapperswill and Griesbach	\$121
5	118 Ave-West Solution — Replacement School at St. Alphonsus school site, capacity 905	\$48
6	New School, K-9 — Kirkness, capacity 950 opening/1200 full build-out	\$49
Year 1 Total	6 Capital Projects	\$554

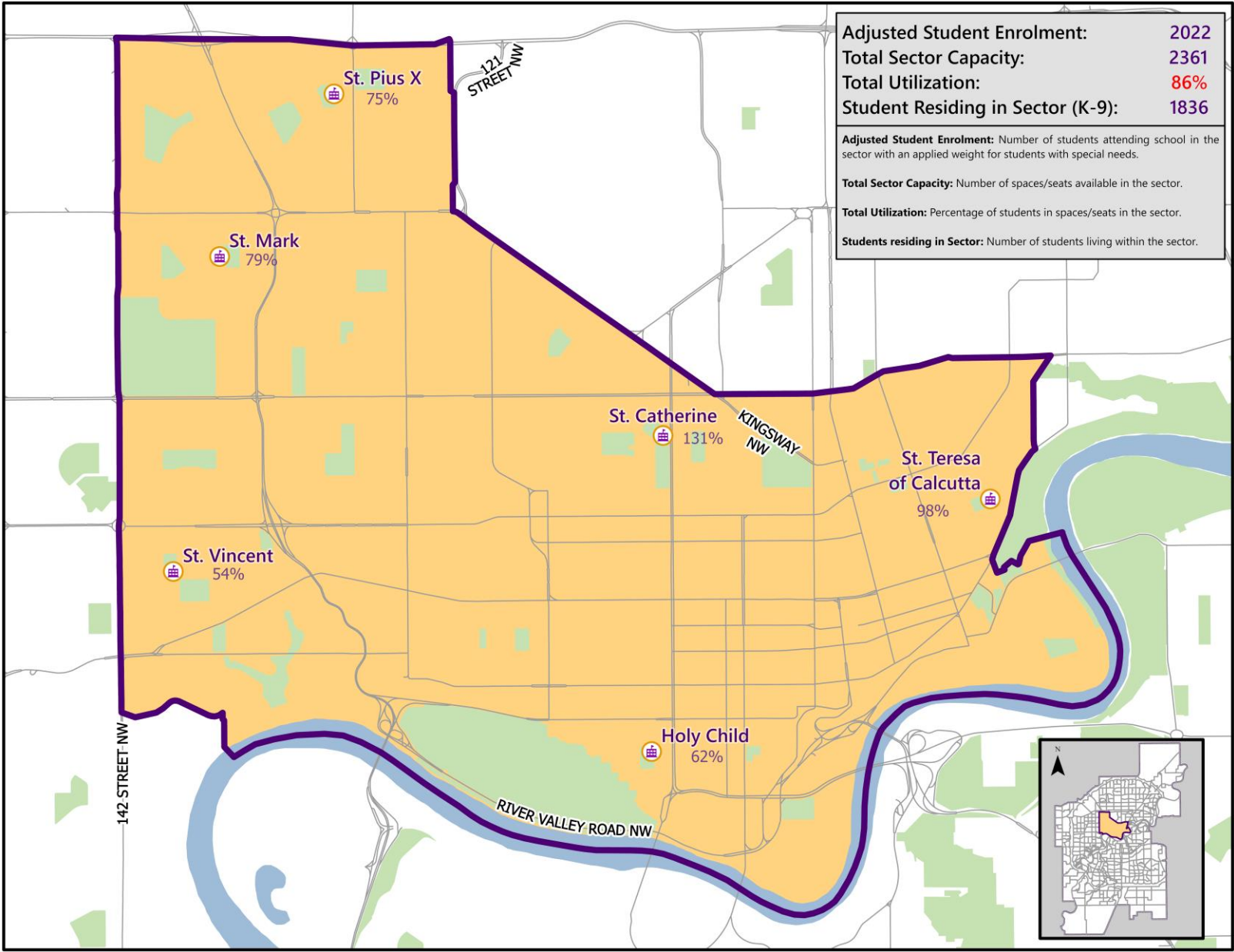
Priority #	Year 2 and 3 – 2027-2029 Capital Projects	Cost (Millions)
7	New School, K-9 — Decoteau/Meltwater, capacity 950 opening/1200 full build-out	\$49
8	New School, K-9 — Kendal/Windermere #5, capacity 950 opening/1200 full build-out	\$49
9	New School, K-9 — Big Lake, capacity 950 opening/1200 full build-out	\$49
10	Replacement/Modernization, K-6 — St. Francis of Assisi Catholic Elementary School, capacity 650	\$30
11	New School, K-9 — Decoteau/Mattson, capacity 950 opening/1200 full build-out	\$49
Year 2/3 Total	5 Capital Projects	\$226



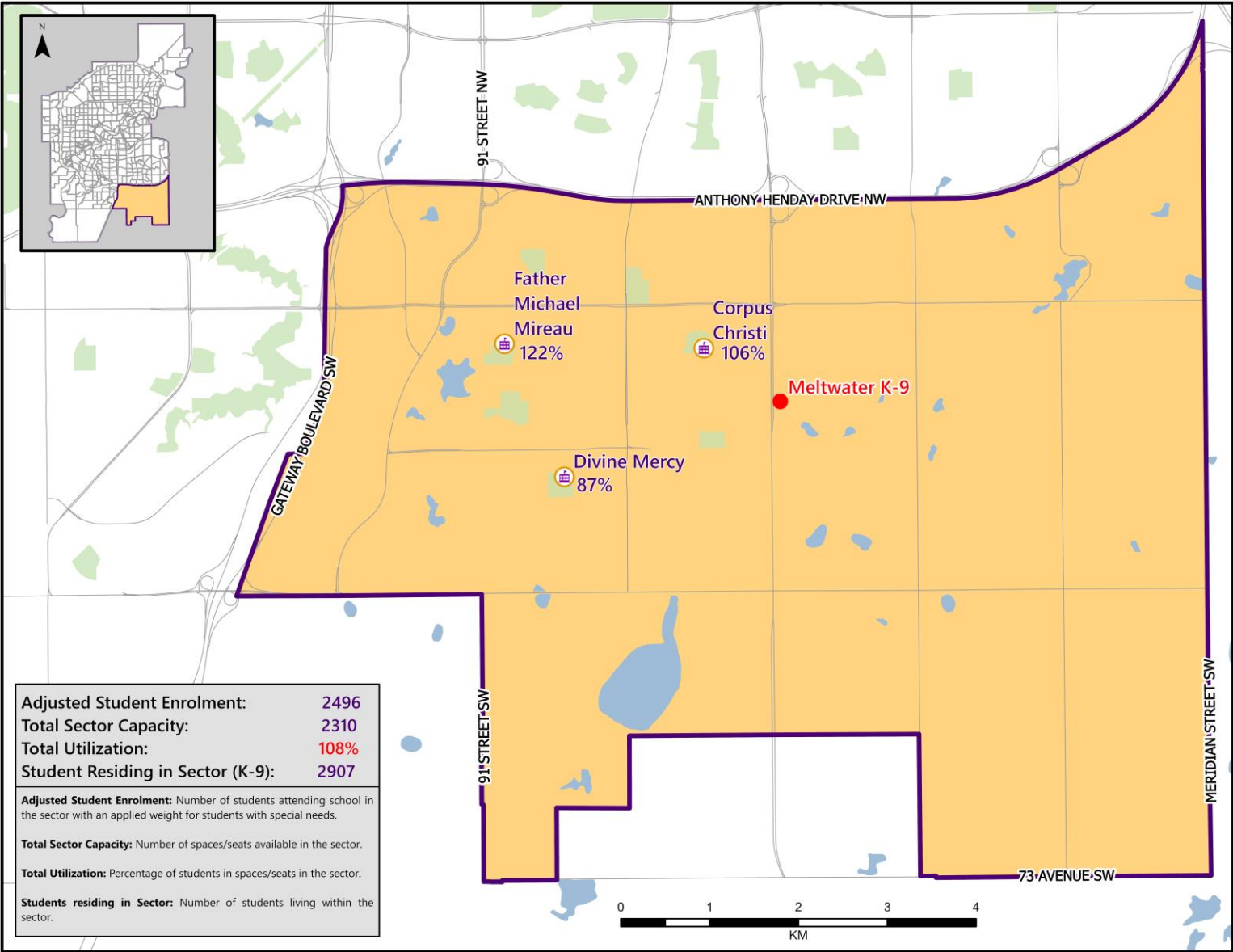
118 Avenue



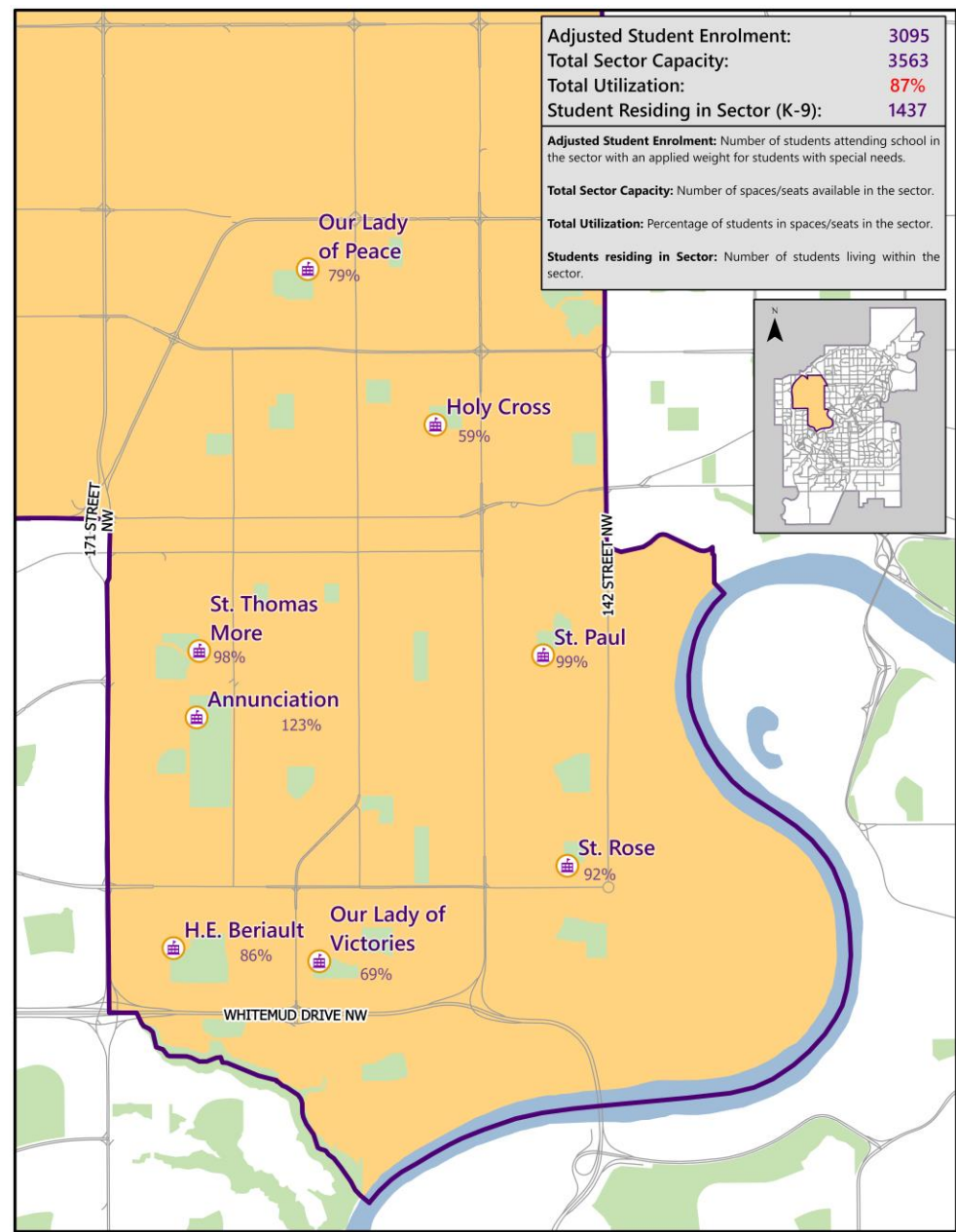
Central



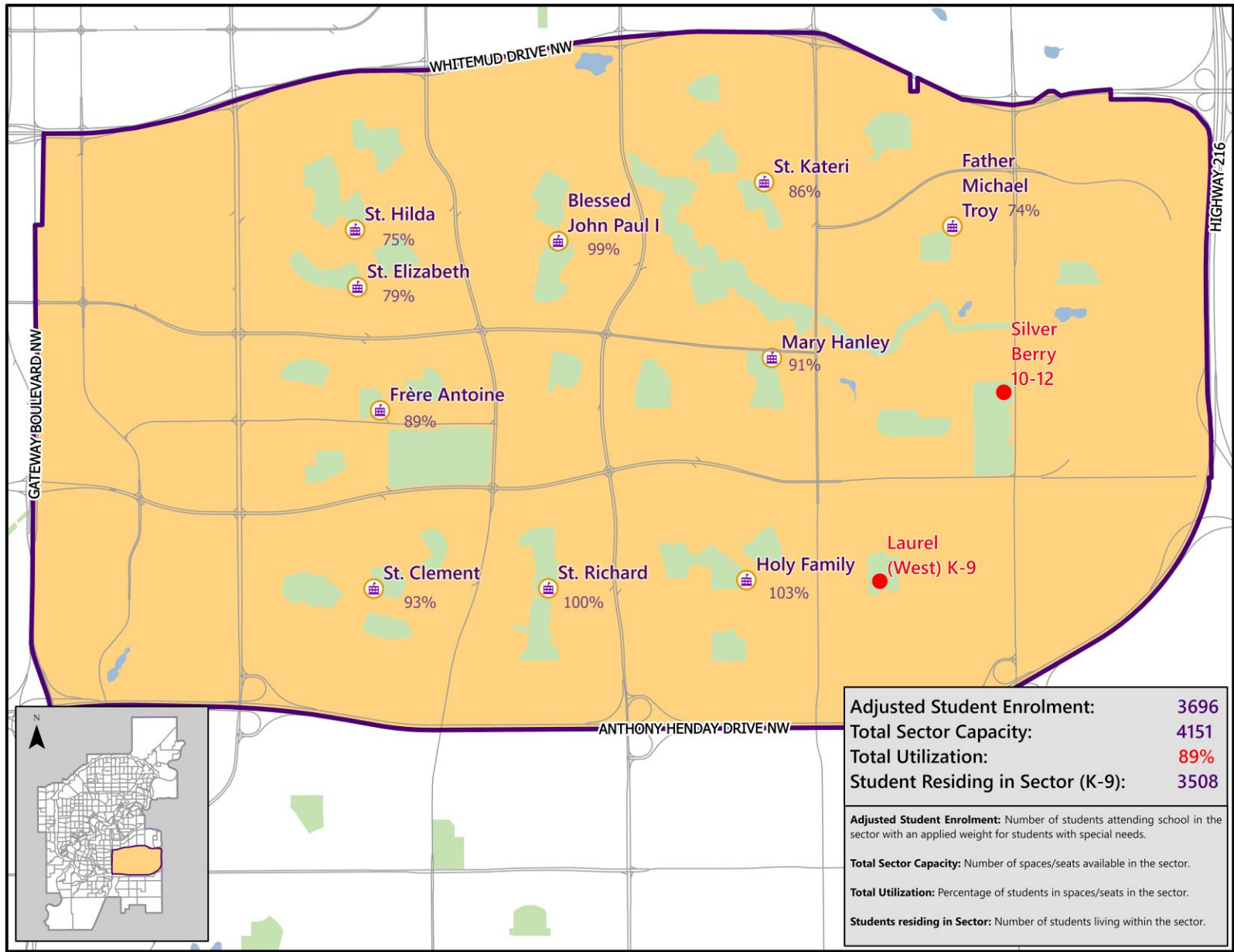
Ellerslie



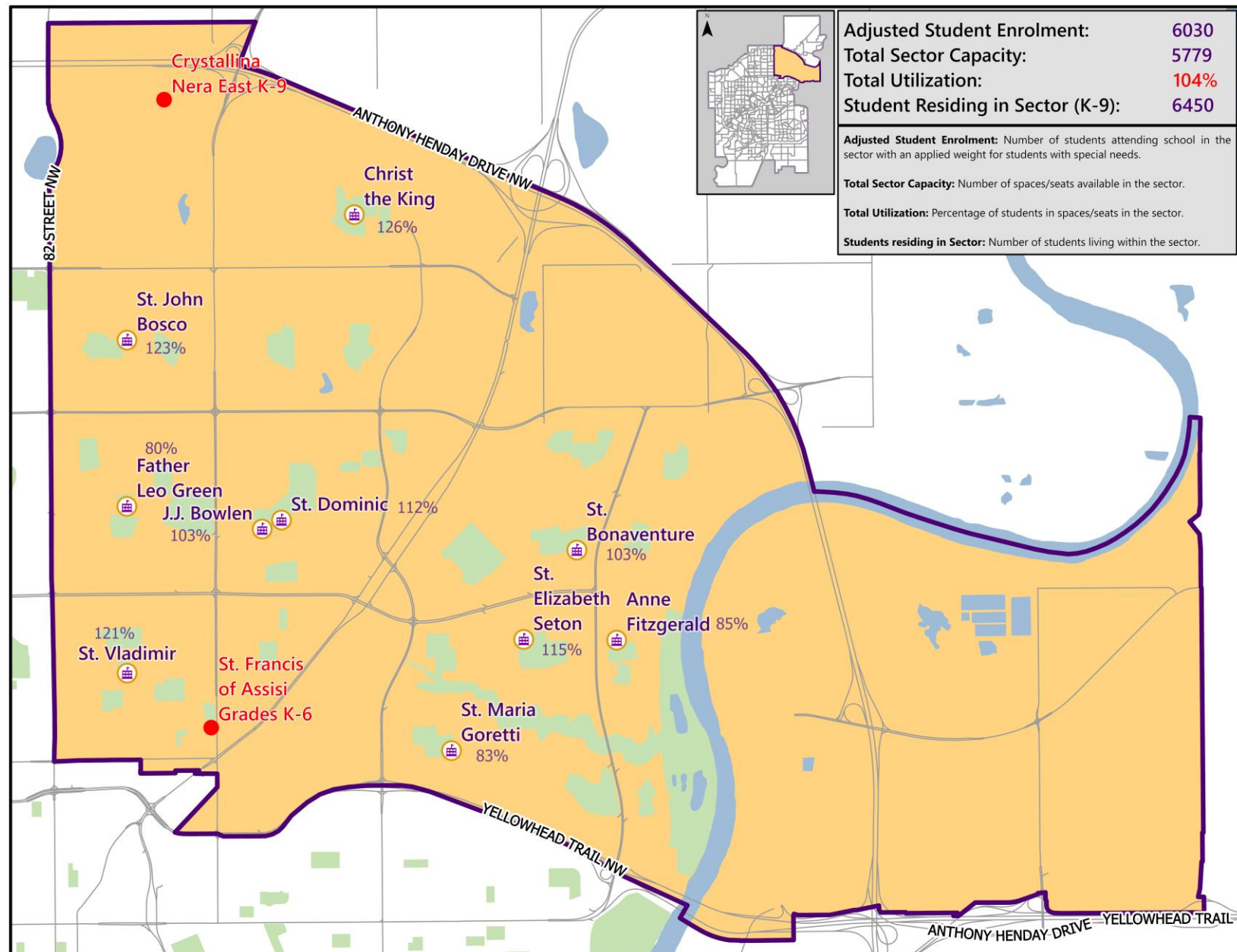
Jasper Place



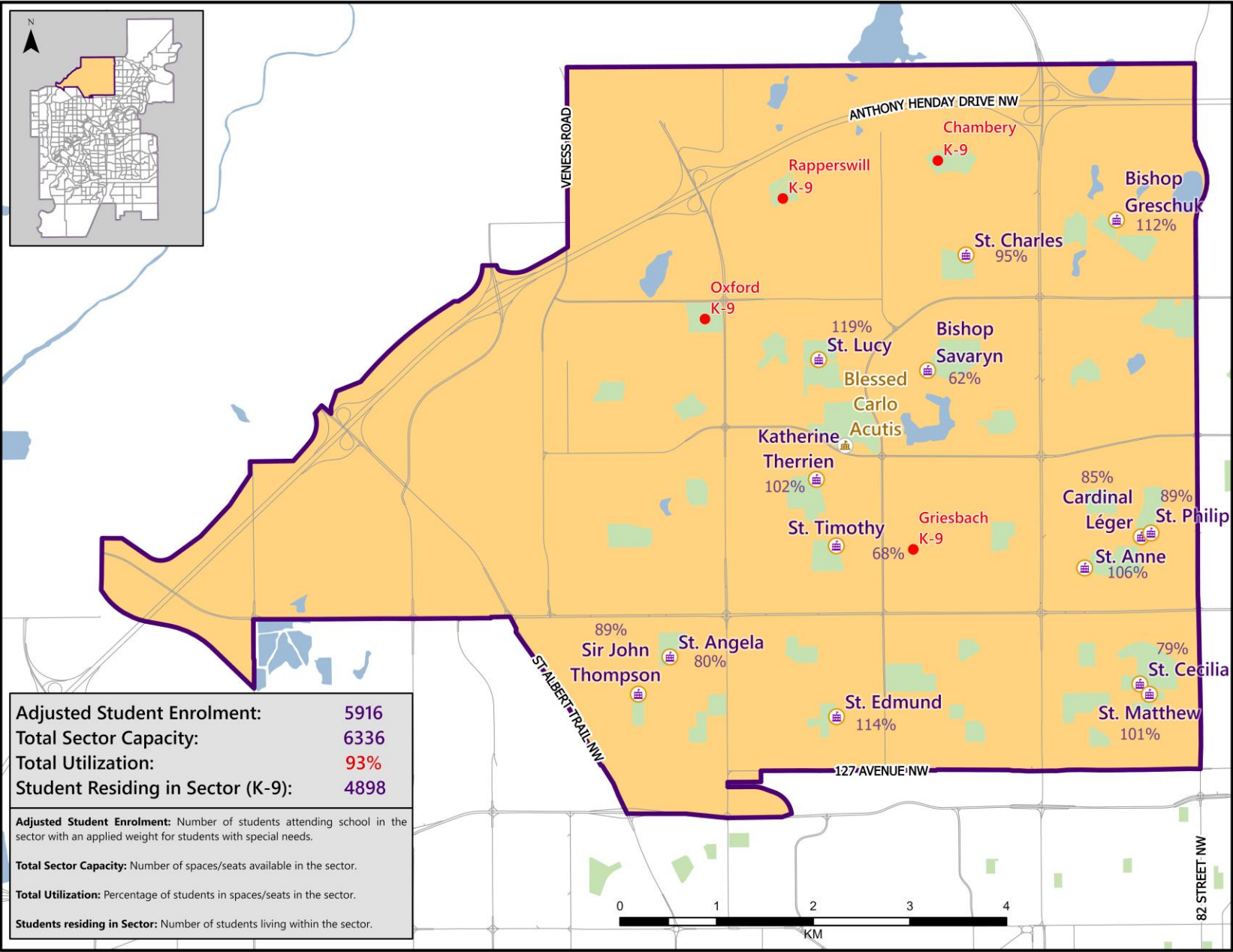
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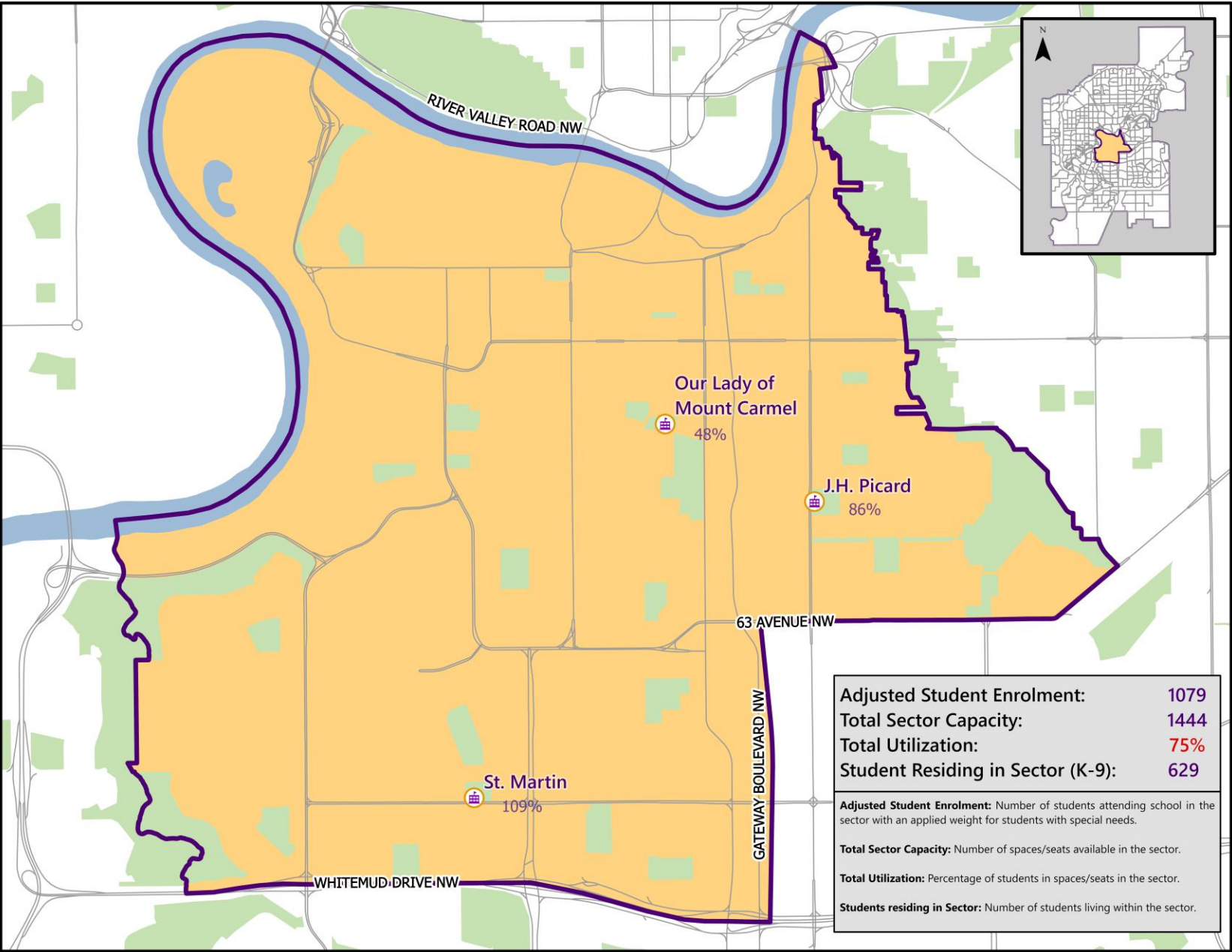
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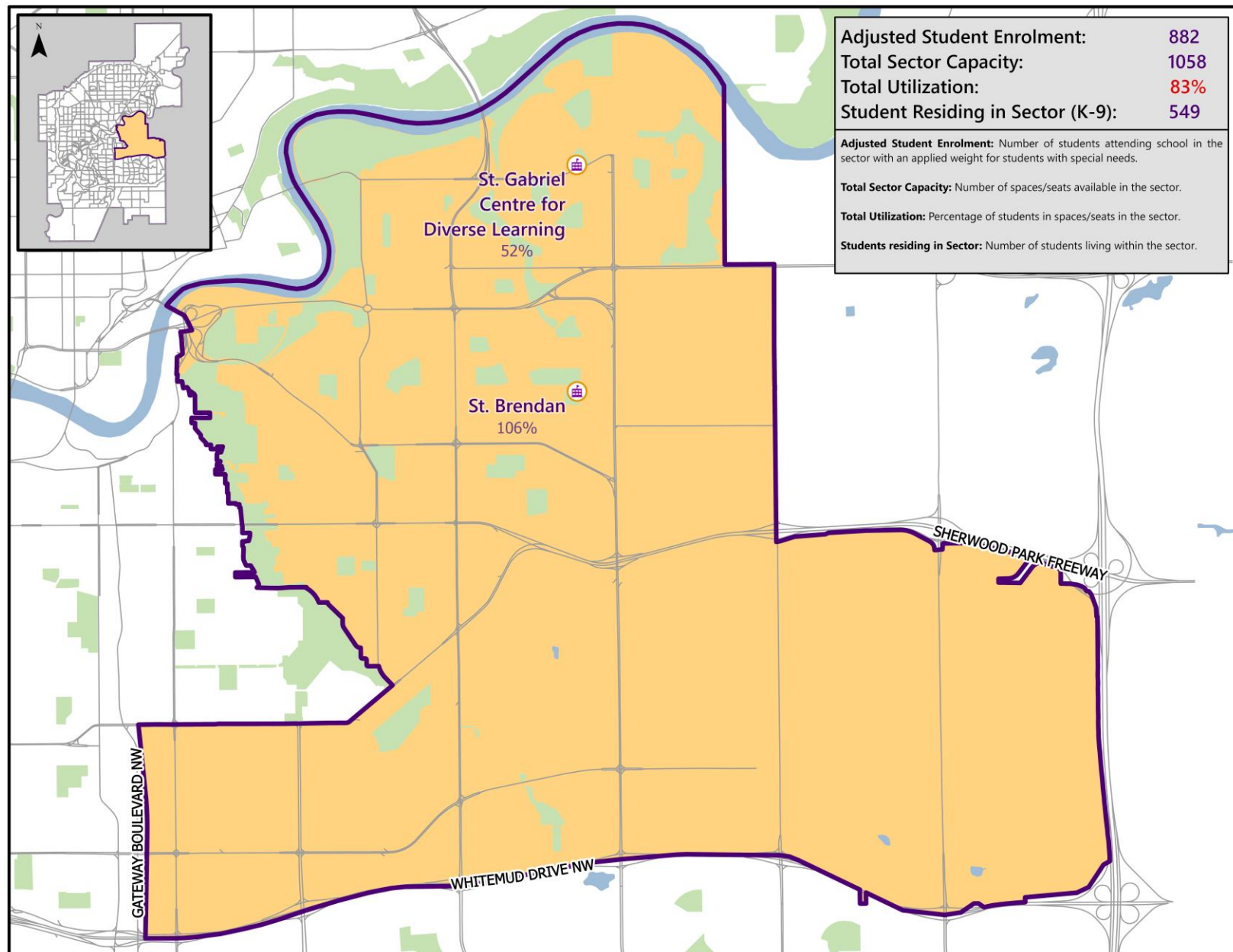
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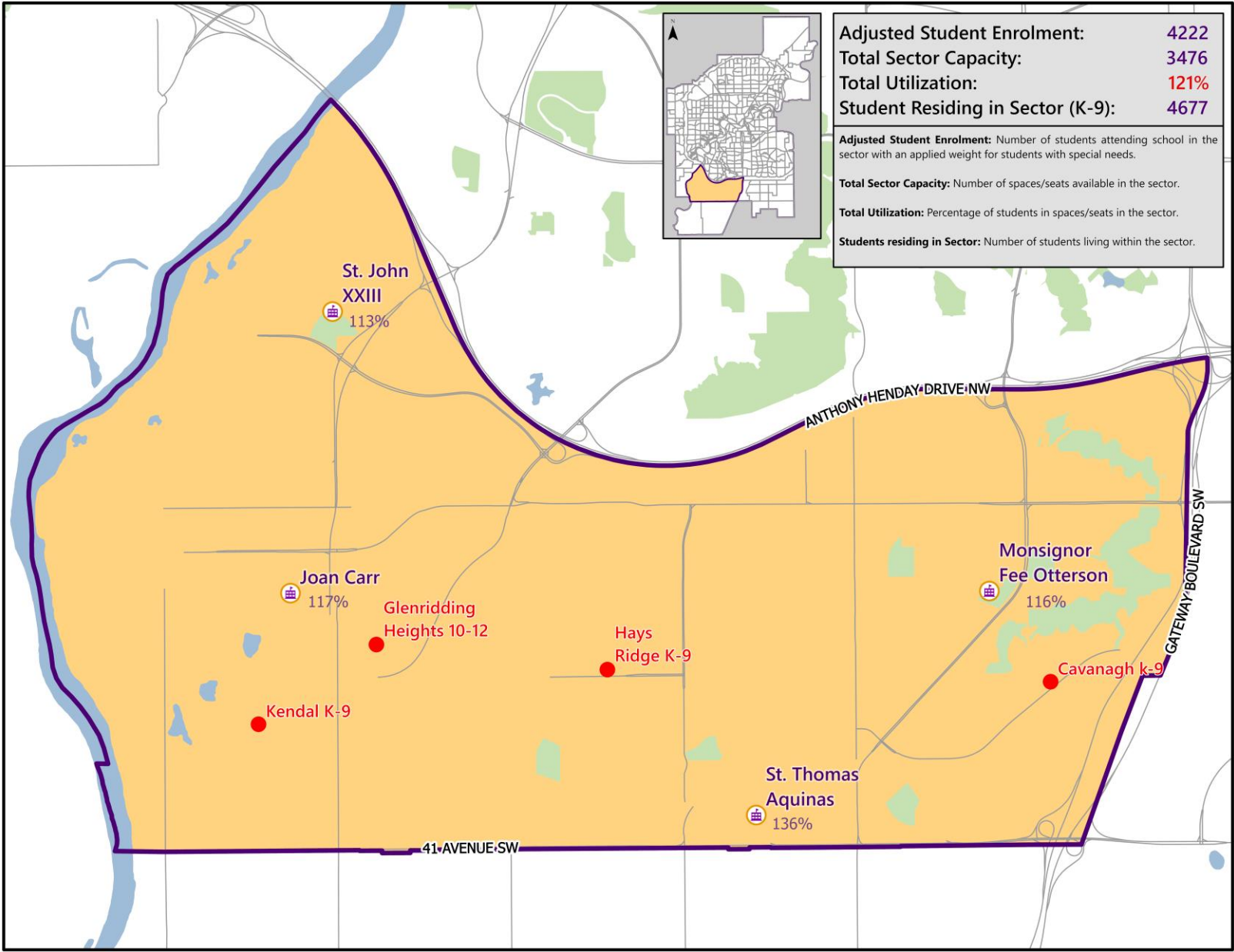
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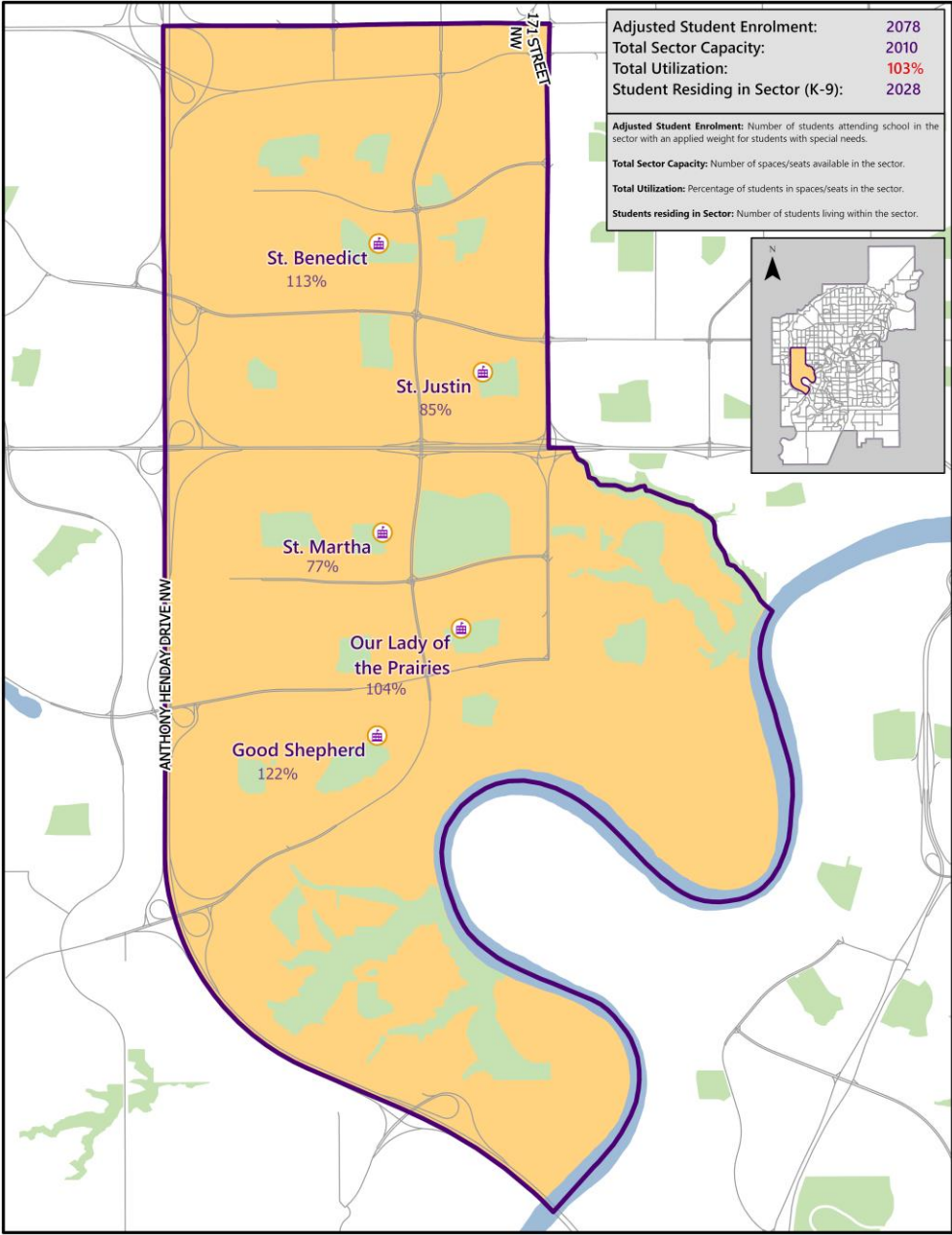
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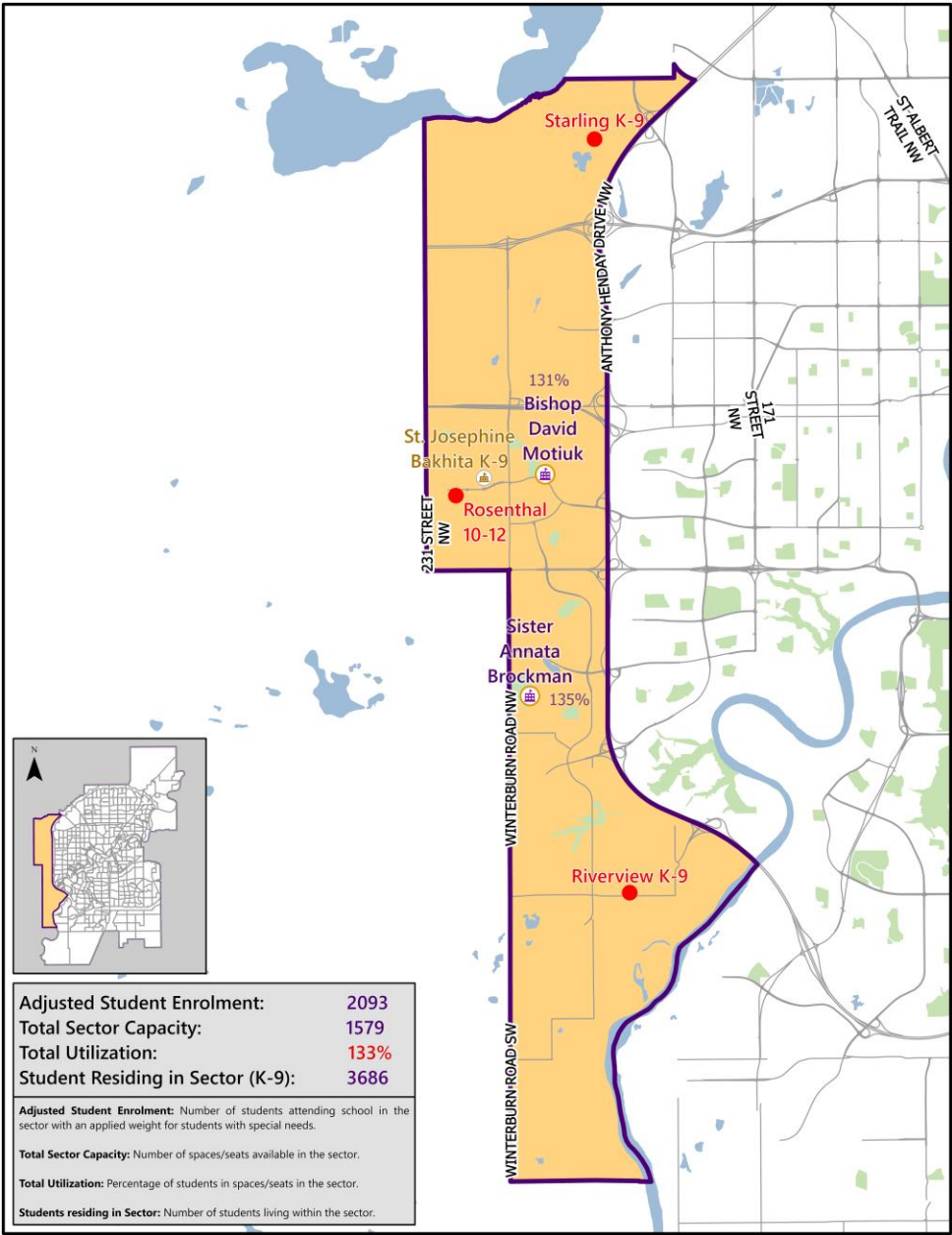
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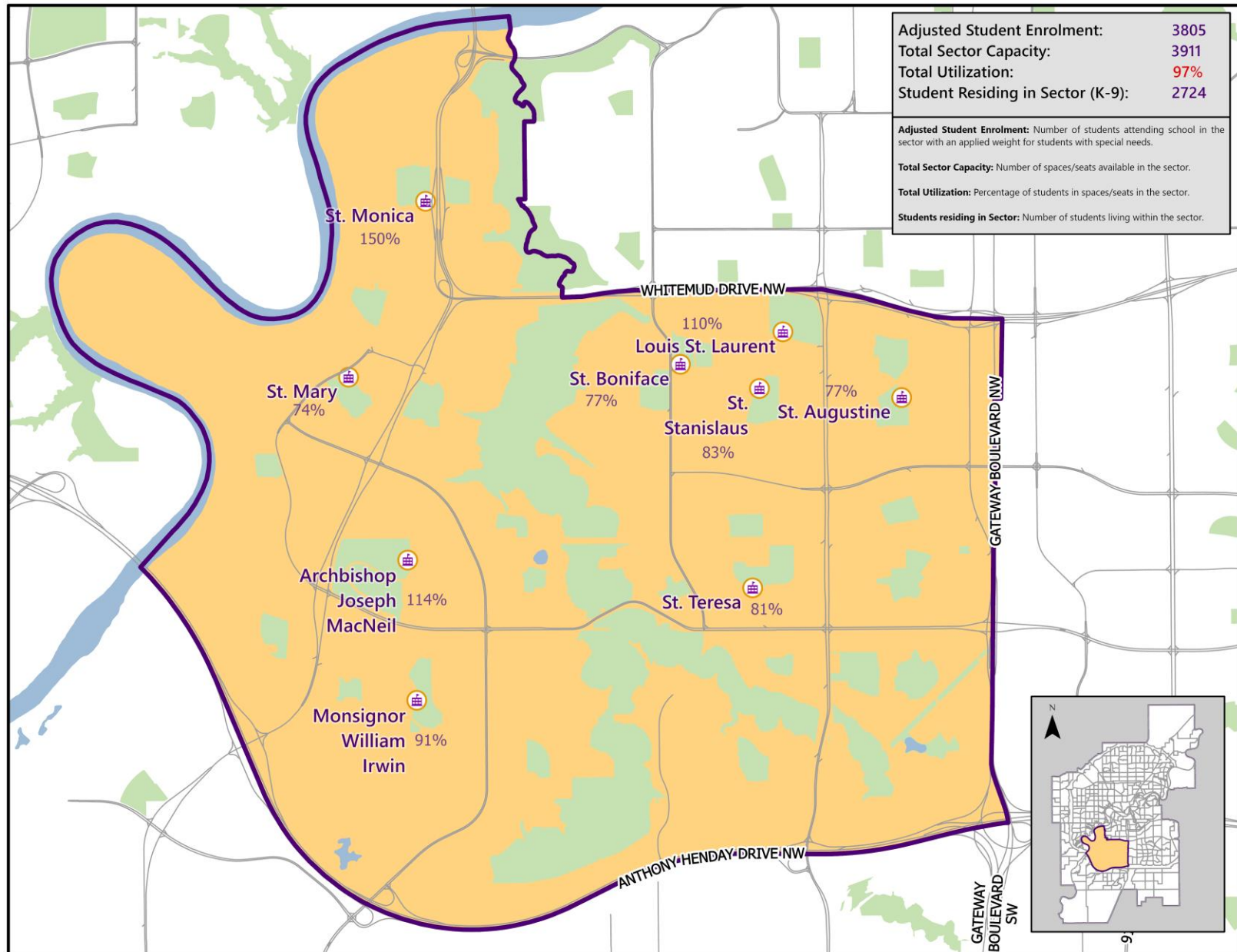
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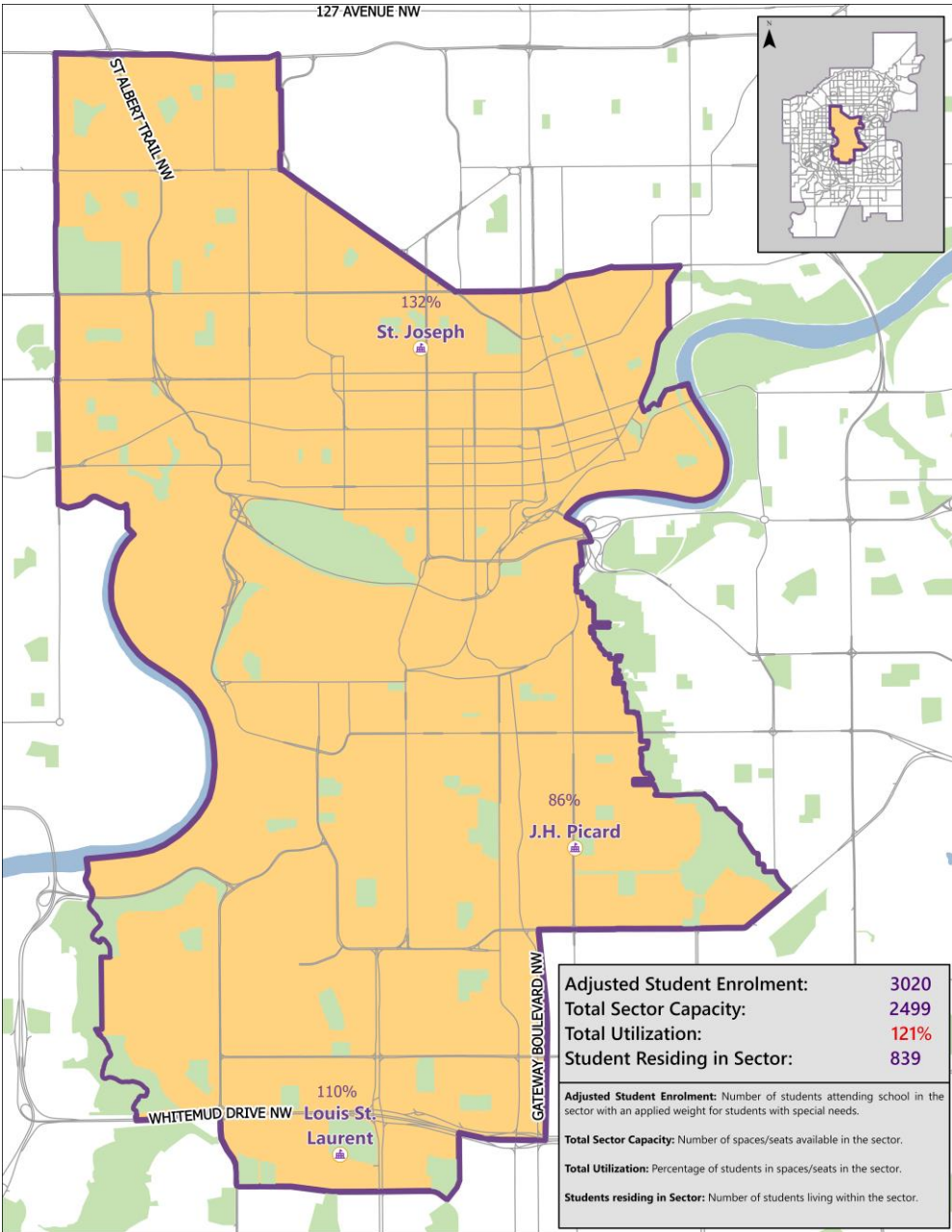
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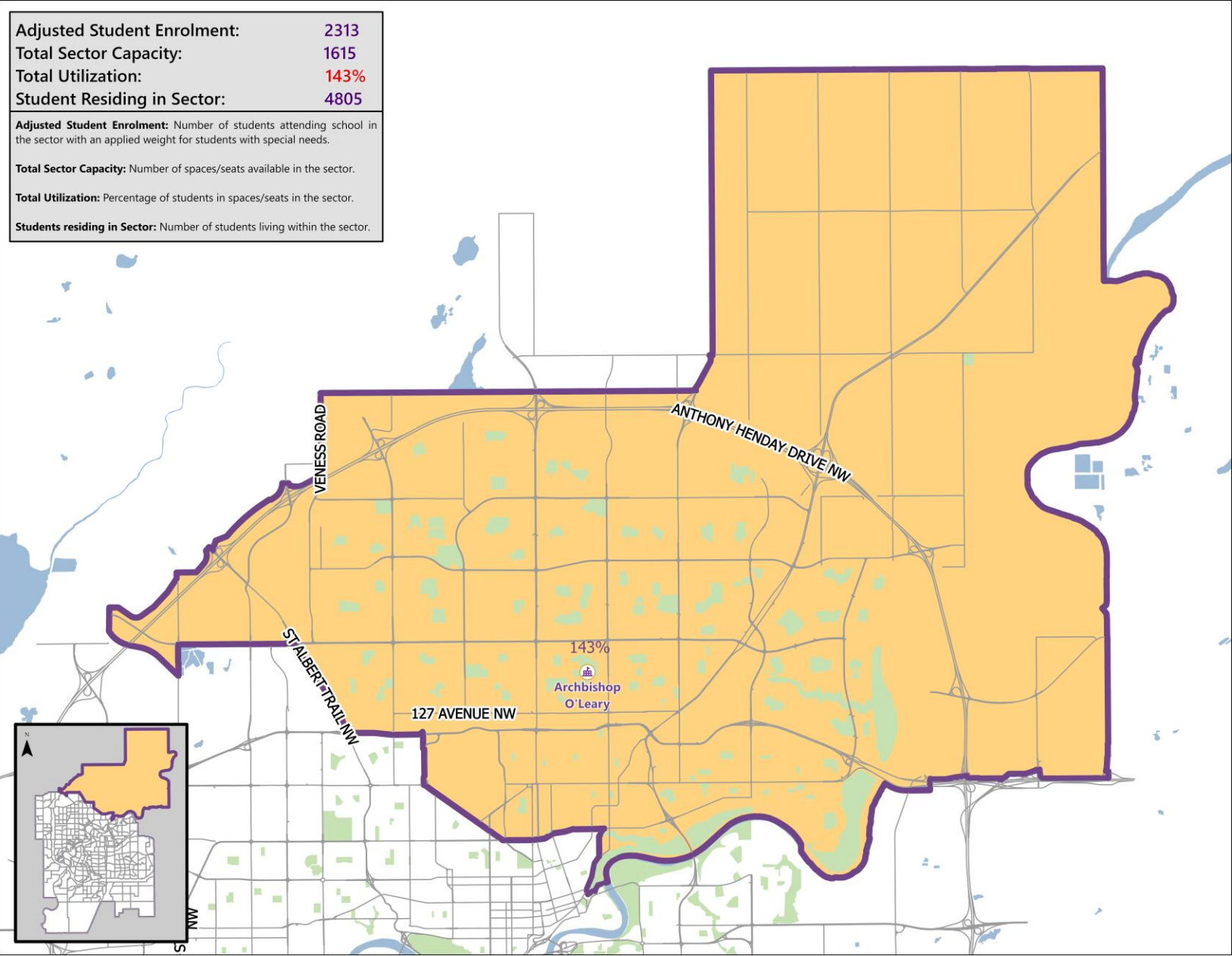
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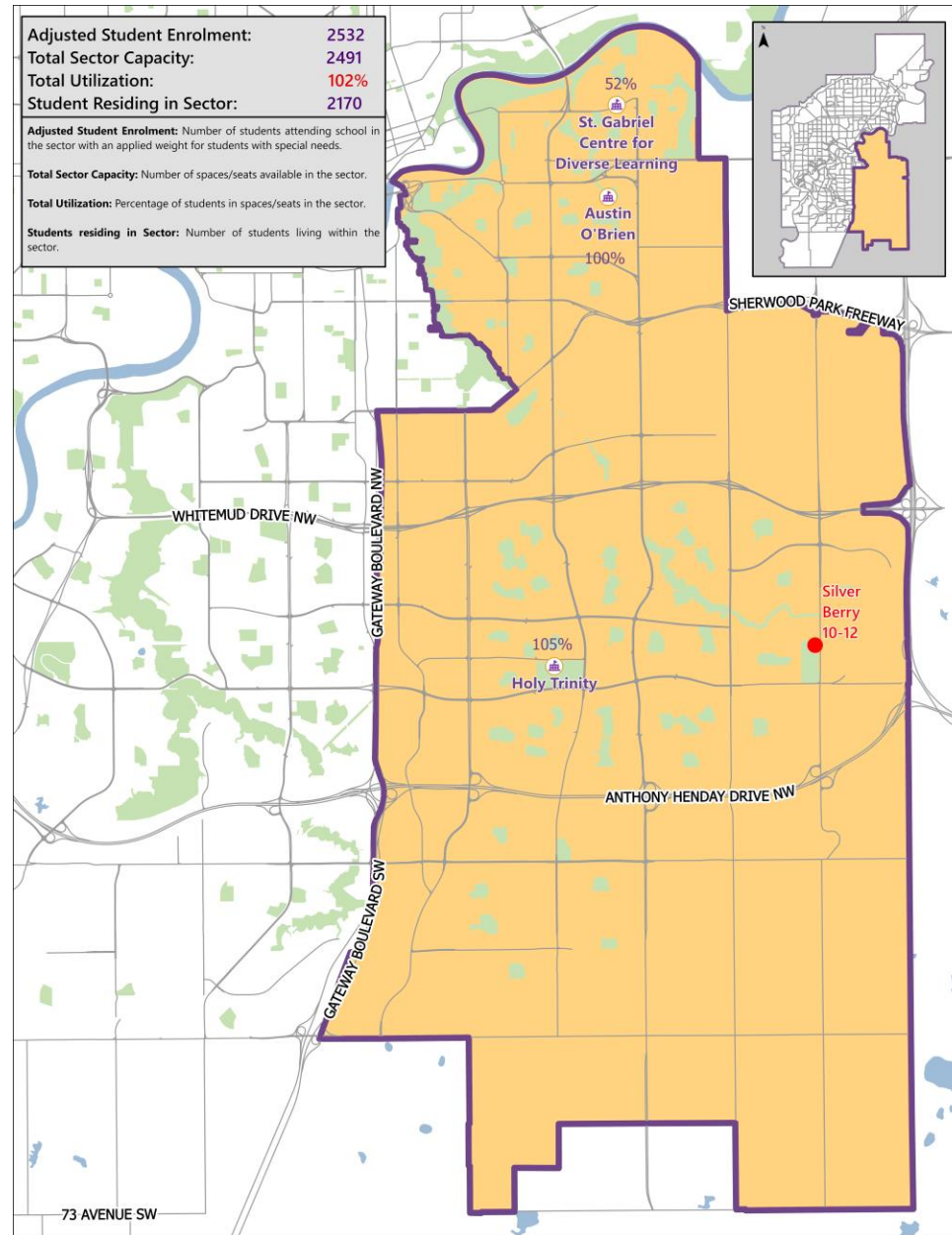
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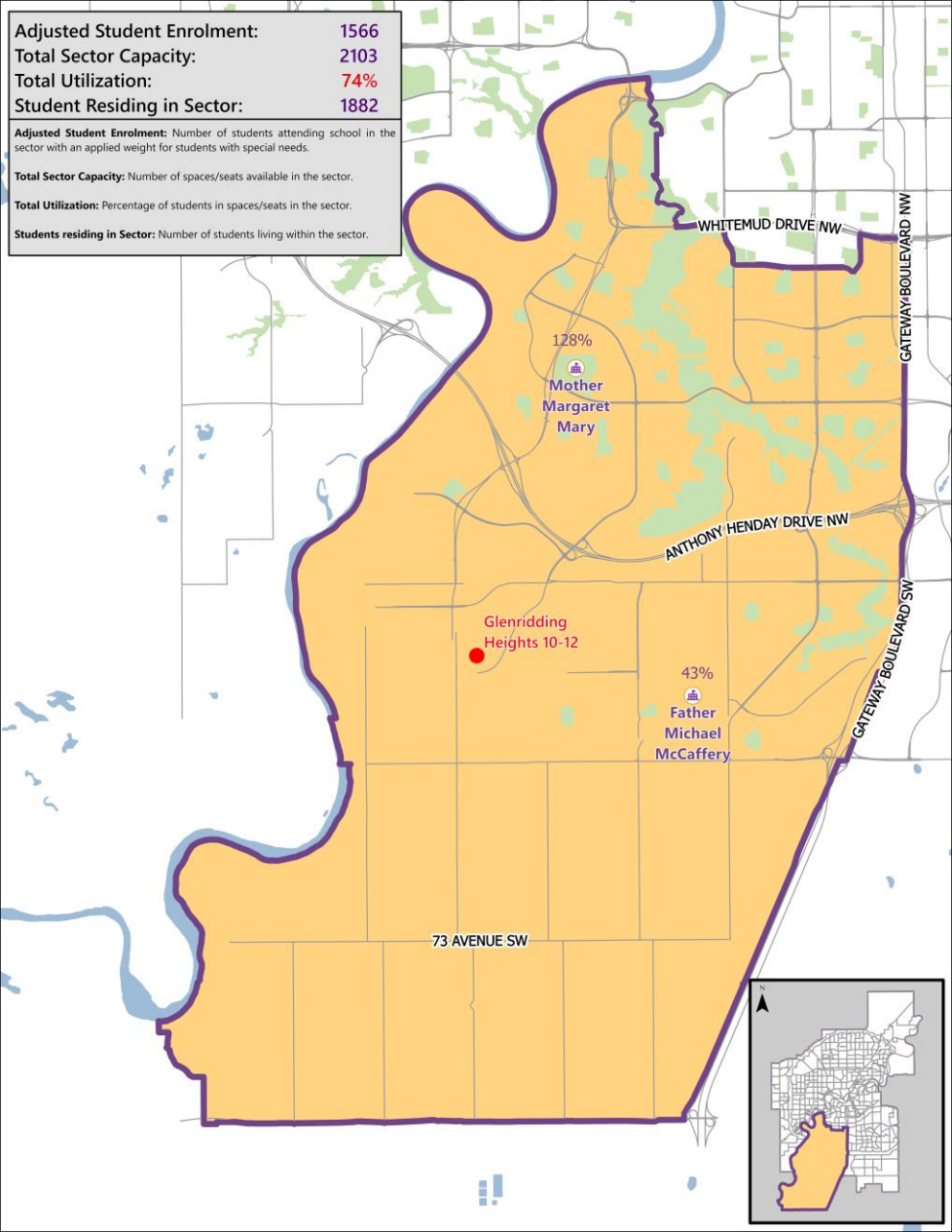
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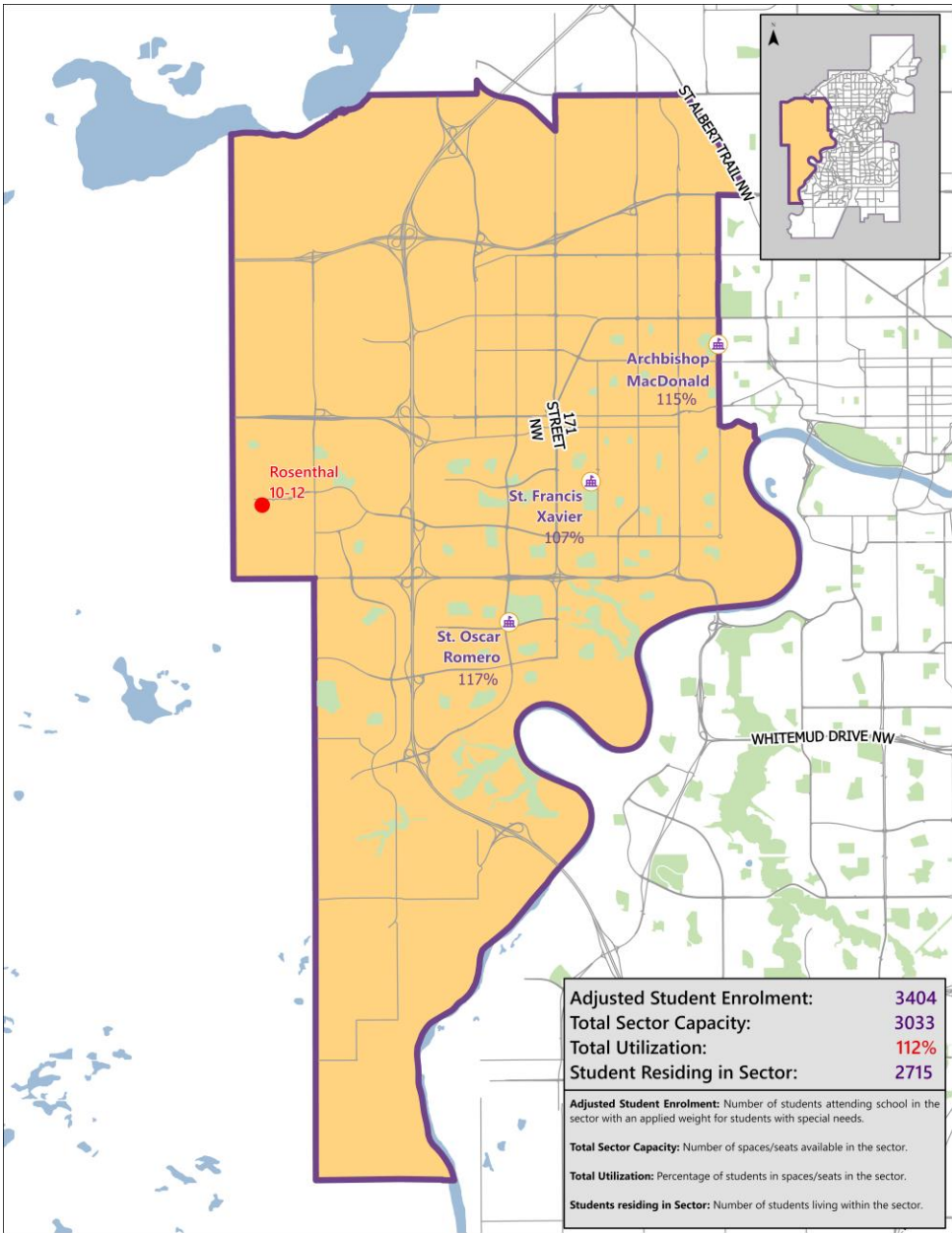
Southeast HS



Southwest HS



West HS





EDMONTON CATHOLIC SCHOOLS

9405 50 Street NW | Edmonton, AB T6B 2T4 | T: 780-441-6000

BOARD OF TRUSTEES MEMO

March 19, 2025 Public Board Meeting

2.2

Date: March 19, 2025

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Susan Makale, Executive Director, Chief Superintendent's Office
Ryan Feehan, Superintendent, Leadership Services

Resource Staff: Val Schlosser, Director, Division Monitoring

Re: **ECSD Annual Survey Results Report 2024/2025**

Background:

The Edmonton Catholic School Division (ECSD) conducted the ECSD Annual Survey from November 25, 2024, to January 10, 2025, to engage stakeholders with respect to the quality of Catholic education provided. The survey items were developed during the 2023/2024 school year to reflect the *Alberta Education Assurance Framework* as well as the *Division Plan for Continuous Growth (2023-2026)*.

The following groups were surveyed:

- students in grades 4 to 6,
- students in grades 7 to 9,
- students in grades 10 to 12,
- parents/guardians of all students, and
- certificated teachers.

The attached ECSD Annual Survey Results Report provides Division results for each of the respondent groups for the 2024/2025 survey administration. Division results will be available on the Division Assurance Dashboard located on the Division public website. In addition to the Division results, individual school reports will also be available to each school Principal. The school reports are used by school staff and School Councils in preparing and adjusting their *School Plan for Continuous Growth*. School results will also be available on the School Assurance Dashboards located on the school public websites.

Recommendation:

That based on the evidence provided in the ECSD Annual Survey Results Report 2024/2025, the Board of Trustees determines that the following Quality Indicators have been met, as per *Board Policy 12 - Appendix B*, relative to the current evaluation period:

- QI 1.1 Ensures that all school leaders actively promote education in a Catholic context.*
- QI 1.3 Ensures religious celebrations and social justice are organized by schools and departments.*
- QI 2.1 Conducts an analysis of student success and ensures school principals develop action plans to address concerns.*
- QI 2.3 Ensures parents and students are satisfied with levels of achievement.*
- QI 3.1 Develops measurements and monitors progress relative to providing a welcoming, caring, respectful, and safe learning environment.*
- QI 8.1 Ensures the three-year planning process involves appropriate stakeholder input and results in high stakeholder satisfaction.*
- QI 10.5 Promotes positive public engagement in the Division.*

Attachments:

- ECSD Annual Survey Results Report 2024/2025
- ECSD Annual Survey Highlights 2024/2025





Edmonton Catholic School Division

ECSD Annual Survey Results

2024/2025 School Year

Division Monitoring: March 19, 2025



EDMONTON CATHOLIC SCHOOLS ECSD ANNUAL SURVEY RESULTS 2024/2025 SCHOOL YEAR

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EDMONTON CATHOLIC SCHOOLS ECSD ANNUAL SURVEY RESULTS 2024/2025 SCHOOL YEAR

I. INTRODUCTION

The Edmonton Catholic School Division (ECSD) conducted the ECSD Annual Survey from November 25, 2024 to January 10, 2025, to engage students, parents/guardians, and certificated teachers with respect to the quality of Catholic education provided. The survey items were developed during the 2023/2024 school year to reflect the *Alberta Education Assurance Framework* as well as the *Division Plan for Continuous Growth 2023-2026*. Students, certificated teachers, as well as parents/guardians of students currently enrolled in Edmonton Catholic Schools were invited to participate in the survey.

Five separate survey instruments were administered including one for:

- students in grades 4 to 6;
- students in grades 7 to 9;
- students in grades 10 to 12;
- parents/guardians of all students; and
- certificated teachers.

The ECSD Annual Survey was conducted using paper surveys. As paper surveys were administered, survey responses were voluntary and anonymous. Each survey consisted of a series of statements with which respondents from the survey groups were asked to indicate their level of agreement.

- For all students in grades 4 to 12, parents/guardians of all students, as well as certificated teachers, the analysis was based on a four-point scale (“Strongly Disagree”, “Disagree”, “Agree”, and “Strongly Agree”).
- A few demographic items also appeared on the surveys.

This report provides the Division results for each of the respondent survey groups for the 2024/2025 survey administration. Division results will be available on the Division Assurance Dashboard located on the Division public website. In addition to the Division results, individual school reports will also be available to each school Principal. The school reports are used by school staff and School Councils in preparing and adjusting their *School Plan for Continuous Growth*. School results will also be available on the School Assurance Dashboards located on the school public websites. Consistent with past methodology, results with fewer than six respondents are not reported to protect the identity of small groups.

Events occurred during the 2024/2025 survey administration timeframe that may have affected survey results and response rates. The Canada Post strike began on November 15, 2024, and was suspended on December 17, 2024. During the 2023/2024 survey administration, the Division mailed the parent/guardian surveys directly to the parents/guardians of high school students. However, due to the Canada Post strike during the 2024/2025 survey administration, high schools had to ask their students to bring the parent/guardian surveys home to their parents/guardians instead, which may have affected response rates.

In addition, during the 2023/2024 survey administration, parents/guardians were able to return their completed surveys directly to the Division through Canada Post business reply mail. Due to the Canada Post strike during the 2024/2025 survey administration, parents/guardians were encouraged to return their completed surveys directly to their child's school instead, which may have also affected survey results and response rates.

Strikes of School Support Staff from various school divisions in Alberta may have also affected the results of the survey as the education sector provincially was experiencing unrest. Another event that may have affected survey results during the 2024/2025 survey administration was the cybersecurity PowerSchool breach. PowerSchool is the student information system that is used by Edmonton Catholic Schools and many other school divisions worldwide. PowerSchool was made aware of a cybersecurity incident on December 28, 2024, and notified ECSD on January 7, 2025. ECSD notified staff, families, and the public on January 8, 2025, about the cybersecurity incident which may have affected survey results as all families and all certificated teachers with PowerSchool access were affected. Additional communications were also provided.

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. Due to the events stated above and due to survey item alignment changes for the priorities in the *Division Plan for Continuous Growth 2023-2026*, caution should be used in comparing the results for the 2024/2025 school year to the 2023/2024 school year.

II. TARGET POPULATION AND RESPONSE RATES

The numbers of Division surveys expected and received are as follows:

	<u>Surveys Expected</u>	<u>Responses Received</u>	<u>Percent Received</u>
• Grades 4 to 6	11396	10608	93.1%
• Grades 7 to 9	11252	10166	90.3%
• Grades 10 to 12	12606	8661	68.7%
• Parents/Guardians	50089	10883	21.7%
• Certificated Teachers	2428	2190	90.2%

Surveys were administered to parents/guardians of all students currently enrolled in the Division (100 Voices through to 4th and 5th Year High School students). Surveys were also administered to all certificated teachers and all students in grades 4 to 12 (including 4th and 5th Year High School) within schools in the Division. As one school had only early learning enrolments, their students were not surveyed; however, parents/guardians and certificated teachers from this school were included in the target population.

There were three items with respect to career decisions, selecting courses to prepare for life after Grade 12, and senior high school diplomas or certificates that appeared on the grades 7 to 9, grades 10 to 12, and parent/guardian surveys. The three items on the parent/guardian survey were only for parents/guardians of grade 9 students or high school students. Parents/guardians of these students were asked to complete the three items and parents/guardians of students in grade 8 or younger were asked to leave these items blank. The three items on the grades 7 to 9 survey were only for grade 9 students. Grade 9 students were asked to complete the three items and grades 7 and 8 students were asked to leave these items blank. The three items also appeared on the grades 10 to 12 survey and all students in grades 10 to 12 were asked to complete the items.

III. PRESENTATION OF RESULTS

The results for each survey group 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.

- These tables provide 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 these tables, 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 tables reflect a **two-point scale** (“Agreement” and “Disagreement”).
- Overall, Appendix B reflects **global** information that is comparable across the five survey groups. The aggregation also serves to make the Division’s results more comparable to Alberta Education’s results.

In **Appendix C**, the overall agreement **dichotomous percentages** are presented in the charts.

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 students (grades 4 to 12 combined), parents/guardians, and certificated teachers. 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* as well as the domains associated with the *Alberta Education Assurance Framework*.

1. CATHOLIC IDENTITY – REFLECTS THE DIVISION PRIORITY “LIVING OUR FAITH” AND THE ALBERTA EDUCATION DOMAIN “LOCAL AND SOCIETAL CONTEXT”

In considering the **grades 4 to 6** students, results indicated that:

- **98.6%** indicated that they have religious celebrations at their school throughout the school year;
- **97.6%** indicated that they pray regularly at their school;
- **97.6%** agreed that their school teaches them about the Catholic faith;
- **95.0%** indicated that they participate in social justice activities at their school that help the community (e.g., Food Bank, Terry Fox Run); and
- **86.0%** agreed that their teachers talk about Catholic values in many subject areas.

In considering the **grades 7 to 9** students, results indicated that:

- **97.6%** indicated that they have religious celebrations at their school throughout the school year;
- **97.3%** indicated that they pray regularly at their school;
- **96.2%** agreed that their school teaches them about the Catholic faith;
- **88.8%** indicated that they participate in social justice activities at their school that help the community (e.g., Food Bank, Terry Fox Run); and
- **76.7%** agreed that their teachers talk about Catholic values in many subject areas.

In considering the **grades 10 to 12** students, results indicated that:

- **95.7%** indicated that they have religious celebrations at their school throughout the school year;
- **95.6%** indicated that they pray regularly at their school;
- **92.2%** agreed that their school teaches them about the Catholic faith;
- **70.5%** indicated that they participate in social justice activities at their school that help the community (e.g., Food Bank, Terry Fox Run); and
- **67.2%** agreed that their teachers talk about Catholic values in many subject areas.

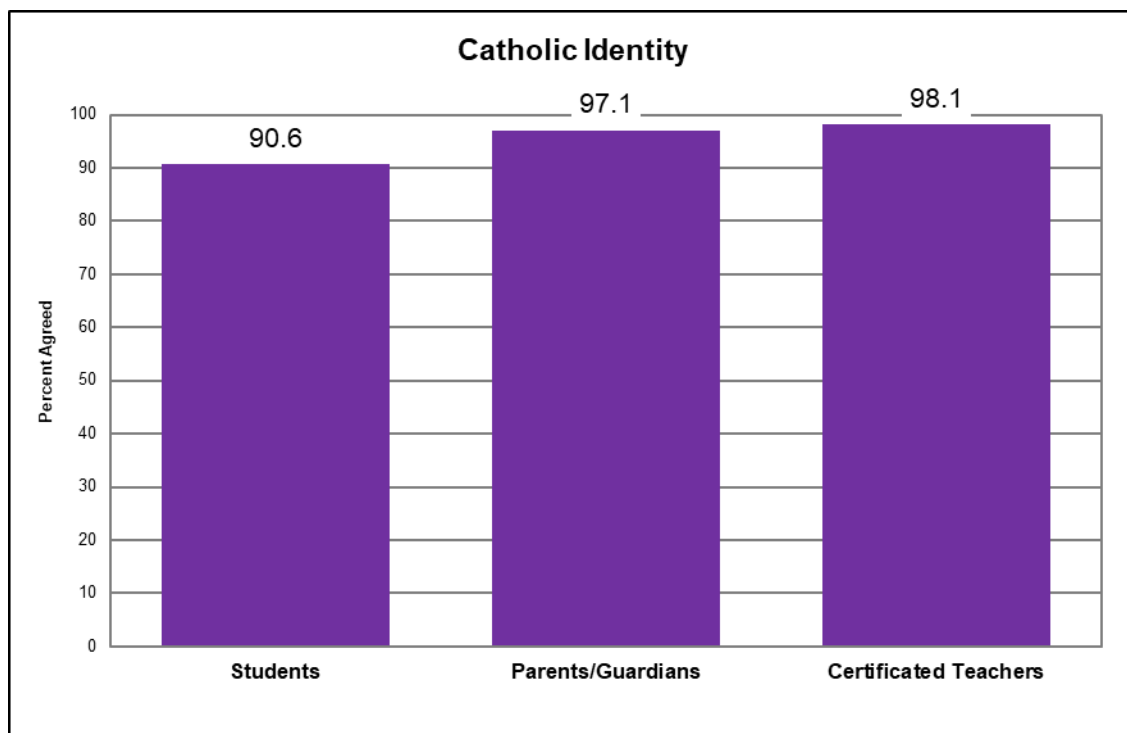
In considering the **parents/guardians**, results indicated that:

- **98.2%** indicated that their child’s school has religious celebrations throughout the school year;
- **98.0%** indicated that their child has the opportunity to pray regularly at school;
- **97.5%** agreed that their child’s school creates and promotes a learning environment that is grounded in the Catholic faith;

- **97.4%** indicated that their child participates in social justice activities at their school that help the community (e.g., Food Bank, Terry Fox Run); and
- **94.3%** agreed that teachers at their child's school infuse Catholic values in many subject areas.

In considering the **certificated teachers**, results indicated that:

- **99.2%** indicated that they have religious celebrations at their school throughout the school year;
- **98.9%** indicated that students have the opportunity to pray regularly at their school;
- **98.3%** indicated that students participate in social justice activities at their school that help the community (e.g., Food Bank, Terry Fox Run);
- **98.2%** agreed that their school creates and promotes a learning environment that is grounded in the Catholic faith; and
- **95.8%** agreed that teachers at their school infuse Catholic values in many subject areas.



For the 2024/2025 school year, the results for the Catholic Identity theme are provided in the chart above. For the 2023/2024 school year, the results for the Catholic Identity theme were 92.3% for students, 96.6% for parents/guardians, and 98.0% for certificated teachers. It is important to note that the survey items associated with social justice activities were moved from the Student Engagement theme to the Catholic Identity theme for this school year. In recalculating the 2023/2024 results by adding the survey items associated with social justice activities, the recalculated results would be 91.1% for students, 96.6% for parents/guardians, and 98.1% for certificated teachers for the Catholic Identity theme. As a reminder, caution should be used when comparing results across time.

2. WELLNESS – REFLECTS THE DIVISION PRIORITY “LIVING OUR FAITH” AND THE ALBERTA EDUCATION DOMAIN “LOCAL AND SOCIETAL CONTEXT”

In considering the **grades 4 to 6** students, results indicated that:

- **94.0%** agreed that their school provides them with opportunities to learn about physical wellness;
- **91.0%** agreed that their school provides them with opportunities to learn about mental wellness; and
- **88.1%** agreed that their school provides them with opportunities to learn about spiritual wellness.

In considering the **grades 7 to 9** students, results indicated that:

- **90.8%** agreed that their school provides them with opportunities to learn about physical wellness;
- **84.9%** agreed that their school provides them with opportunities to learn about mental wellness; and
- **78.4%** agreed that their school provides them with opportunities to learn about spiritual wellness.

In considering the **grades 10 to 12** students, results indicated that:

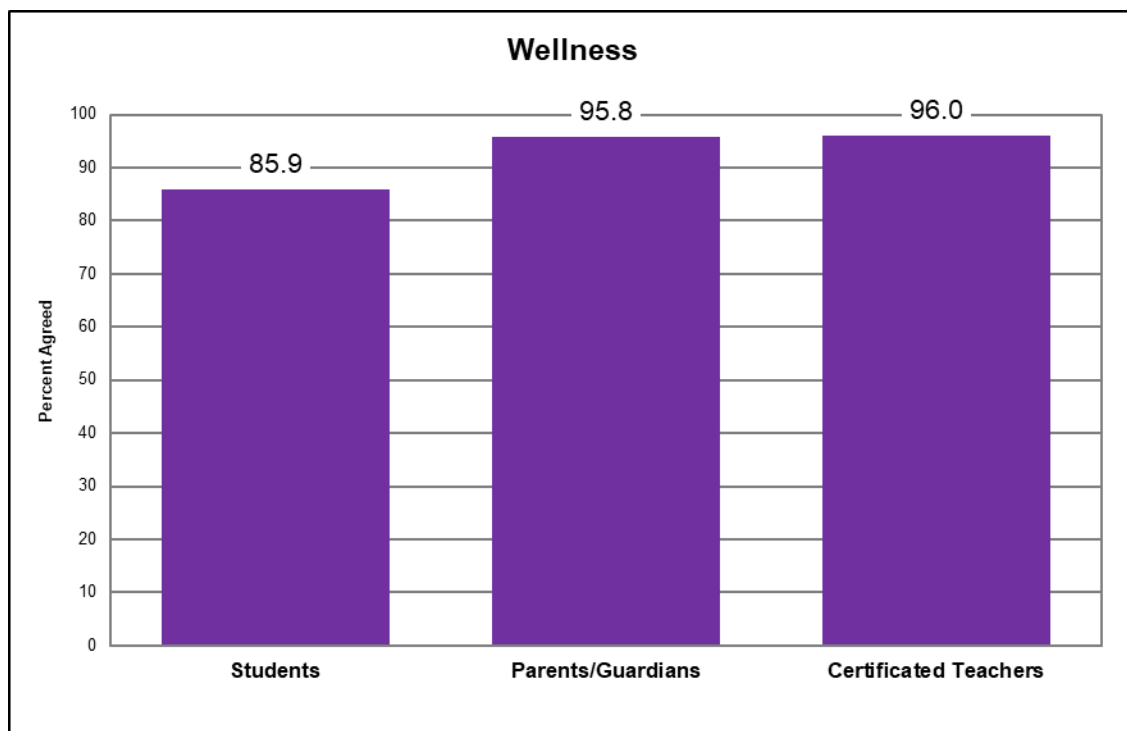
- **87.7%** agreed that their school provides them with opportunities to learn about physical wellness;
- **79.2%** agreed that their school provides them with opportunities to learn about mental wellness; and
- **76.0%** agreed that their school provides them with opportunities to learn about spiritual wellness.

In considering the **parents/guardians**, results indicated that:

- **96.9%** agreed that their child’s school provides their child with opportunities to learn about physical wellness;
- **96.1%** agreed that their child’s school provides their child with opportunities to learn about spiritual wellness; and
- **94.5%** agreed that their child’s school provides their child with opportunities to learn about mental wellness.

In considering the **certificated teachers**, results indicated that:

- **97.3%** agreed that their school provides students with opportunities to learn about physical wellness;
- **95.9%** agreed that their school provides students with opportunities to learn about mental wellness; and
- **94.7%** agreed that their school provides students with opportunities to learn about spiritual wellness.



For the 2024/2025 school year, the results for the Wellness theme are provided in the chart above. For the 2023/2024 school year, the results for the Wellness theme were 86.6% for students, 95.2% for parents/guardians, and 95.2% for certificated teachers. As a reminder, caution should be used when comparing results across time.

3. INCLUSIVE AND CARING LEARNING ENVIRONMENT – REFLECTS THE DIVISION PRIORITY “EMBRACING DIVERSITY” AND THE ALBERTA EDUCATION DOMAIN “LEARNING SUPPORTS”

In considering the **grades 4 to 6** students, results indicated that:

- **95.6%** indicated that welcoming and including others is an expectation at their school;
- **95.3%** indicated that their school teaches them to show respect for people of all different faiths, cultures, backgrounds, and experiences;
- **94.8%** agreed that they demonstrate care for others at their school; and
- **90.4%** indicated that their school celebrates diversity by having events and activities that highlight different cultures and backgrounds.

In considering the **grades 7 to 9** students, results indicated that:

- **90.8%** agreed that they demonstrate care for others at their school;
- **90.7%** indicated that welcoming and including others is an expectation at their school;
- **90.6%** indicated that their school teaches them to show respect for people of all different faiths, cultures, backgrounds, and experiences; and
- **82.1%** indicated that their school celebrates diversity by having events and activities that highlight different cultures and backgrounds.

In considering the **grades 10 to 12** students, results indicated that:

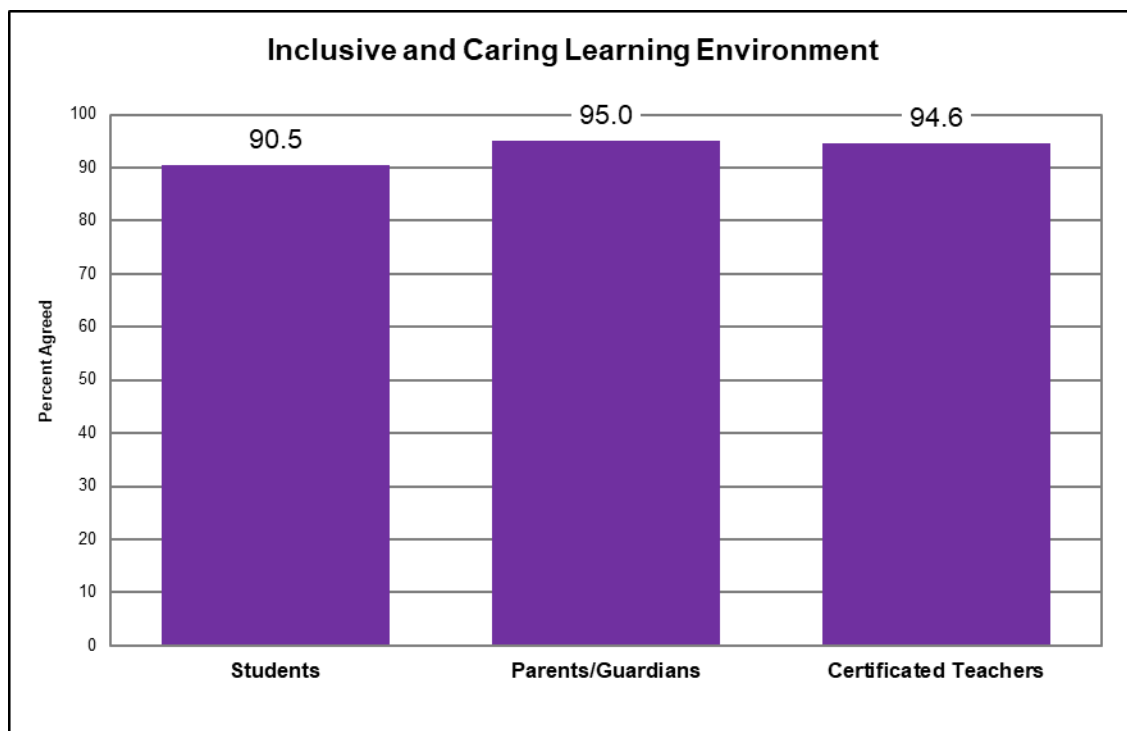
- **90.2%** indicated that their school teaches them to show respect for people of all different faiths, cultures, backgrounds, and experiences;
- **89.5%** agreed that they demonstrate care for others at their school;
- **88.6%** indicated that welcoming and including others is an expectation at their school; and
- **85.9%** indicated that their school celebrates diversity by having events and activities that highlight different cultures and backgrounds.

In considering the **parents/guardians**, results indicated that:

- **97.5%** indicated that their child’s school teaches their child to show respect for people of all different faiths, cultures, backgrounds, and experiences;
- **96.4%** indicated that welcoming and including others is an expectation at their child’s school;
- **93.6%** indicated that their child’s school celebrates diversity by having events and activities that highlight different cultures and backgrounds; and
- **92.4%** agreed that students at their child’s school demonstrate care for each other.

In considering the **certificated teachers**, results indicated that:

- **97.0%** indicated that welcoming and including others is an expectation at their school;
- **96.7%** indicated that their school teaches students to show respect for people of all different faiths, cultures, backgrounds, and experiences;
- **92.8%** indicated that their school celebrates diversity by having events and activities that highlight different cultures and backgrounds; and
- **92.0%** agreed that students at their school demonstrate care for each other.



For the 2024/2025 school year, the results for the Inclusive and Caring Learning Environment theme are provided in the chart above. For the 2023/2024 school year, the results for the Inclusive and Caring Learning Environment theme were 90.4% for students, 94.1% for parents/guardians, and 94.0% for certificated teachers. As a reminder, caution should be used when comparing results across time.

4. FOUNDATIONAL KNOWLEDGE ABOUT FIRST NATIONS, METIS, AND INUIT – REFLECTS THE DIVISION PRIORITY “ORGANIZATIONAL EXCELLENCE” AND THE ALBERTA EDUCATION DOMAIN “STUDENT GROWTH AND ACHIEVEMENT”

In considering the **grades 4 to 6** students, results indicated that:

- **96.5%** indicated that they learn about First Nations, Metis, and Inuit culture, history, perspectives, and experiences at their school.

In considering the **grades 7 to 9** students, results indicated that:

- **93.0%** indicated that they learn about First Nations, Metis, and Inuit culture, history, perspectives, and experiences at their school.

In considering the **grades 10 to 12** students, results indicated that:

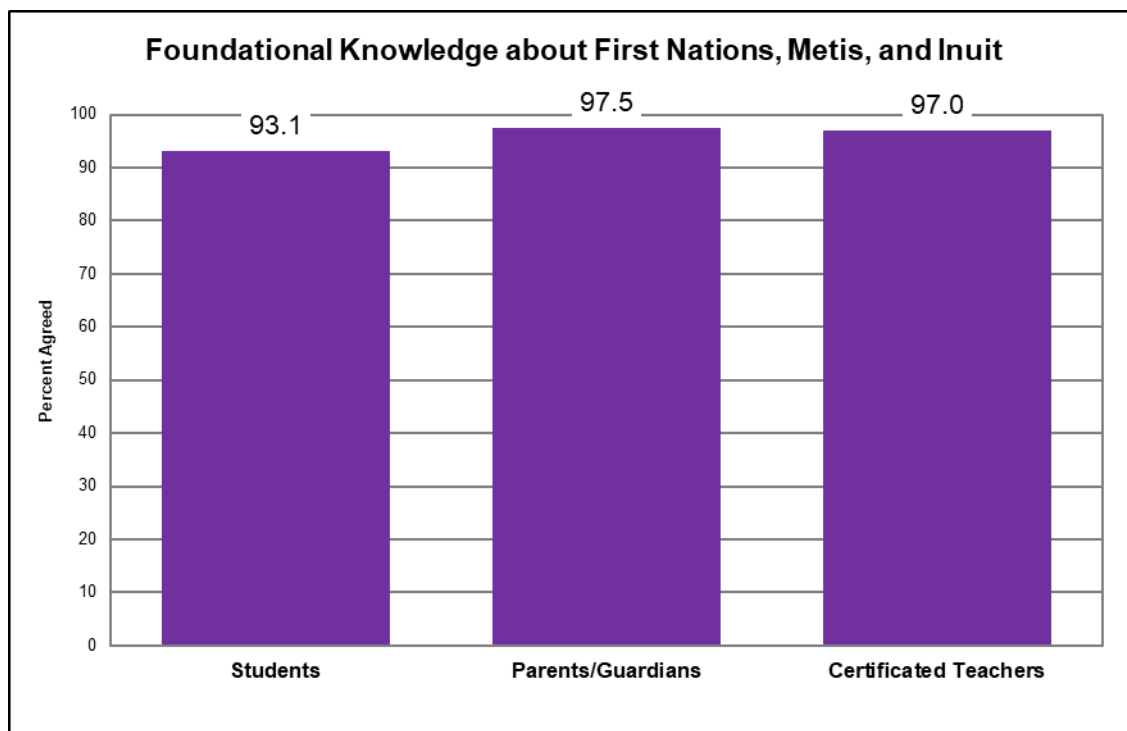
- **88.9%** indicated that they learn about First Nations, Metis, and Inuit culture, history, perspectives, and experiences at their school.

In considering the **parents/guardians**, results indicated that:

- **97.5%** indicated that their child’s school teaches about First Nations, Metis, and Inuit culture, history, perspectives, and experiences.

In considering the **certificated teachers**, results indicated that:

- **97.3%** indicated that their school teaches about First Nations, Metis, and Inuit culture, history, perspectives, and experiences; and
- **96.6%** indicated that their school is working to advance the Truth and Reconciliation Calls to Action in the school and community.



For the 2024/2025 school year, the results for the Foundational Knowledge about First Nations, Metis, and Inuit theme are provided in the chart above. For the 2023/2024 school year, the results for the Foundational Knowledge about First Nations, Metis, and Inuit theme were 93.5% for students, 97.0% for parents/guardians, and 96.6% for certificated teachers. As a reminder, caution should be used when comparing results across time.

5. ACCESS TO HELP, SUPPORT, AND RESOURCES – REFLECTS THE DIVISION PRIORITY “LEARNING EXCELLENCE” AND THE ALBERTA EDUCATION DOMAIN “LEARNING SUPPORTS”

In considering the **grades 4 to 6** students, results indicated that:

- **92.5%** agreed that their school has a variety of extra-curricular activities, clubs, and/or teams; and
- **87.1%** agreed that there are staff members available if they need extra help with their learning.

In considering the **grades 7 to 9** students, results indicated that:

- **92.7%** agreed that their school has a variety of extra-curricular activities, clubs, and/or teams;
- **83.0%** agreed that there are staff members available if they need extra help with their learning;
- **75.9%** indicated that as a Grade 9 student, their school provides resources and access to help so that they know what they need to do to receive a senior high school diploma or certificate;
- **66.5%** indicated that as a Grade 9 student, their school provides resources and opportunities to help them make career decisions; and
- **63.4%** indicated that as a Grade 9 student, their school provides resources and access to help in selecting courses to prepare for life after Grade 12.

In considering the **grades 10 to 12** students, results indicated that:

- **91.9%** agreed that their school has a variety of extra-curricular activities, clubs, and/or teams;
- **90.0%** indicated that their school provides resources and access to help so that they know what they need to do to receive a senior high school diploma or certificate;
- **87.0%** agreed that there are staff members available if they need extra help with their learning;
- **84.2%** indicated that their school provides resources and opportunities to help them make career decisions; and
- **84.1%** indicated that their school provides resources and access to help in selecting courses to prepare for life after Grade 12.

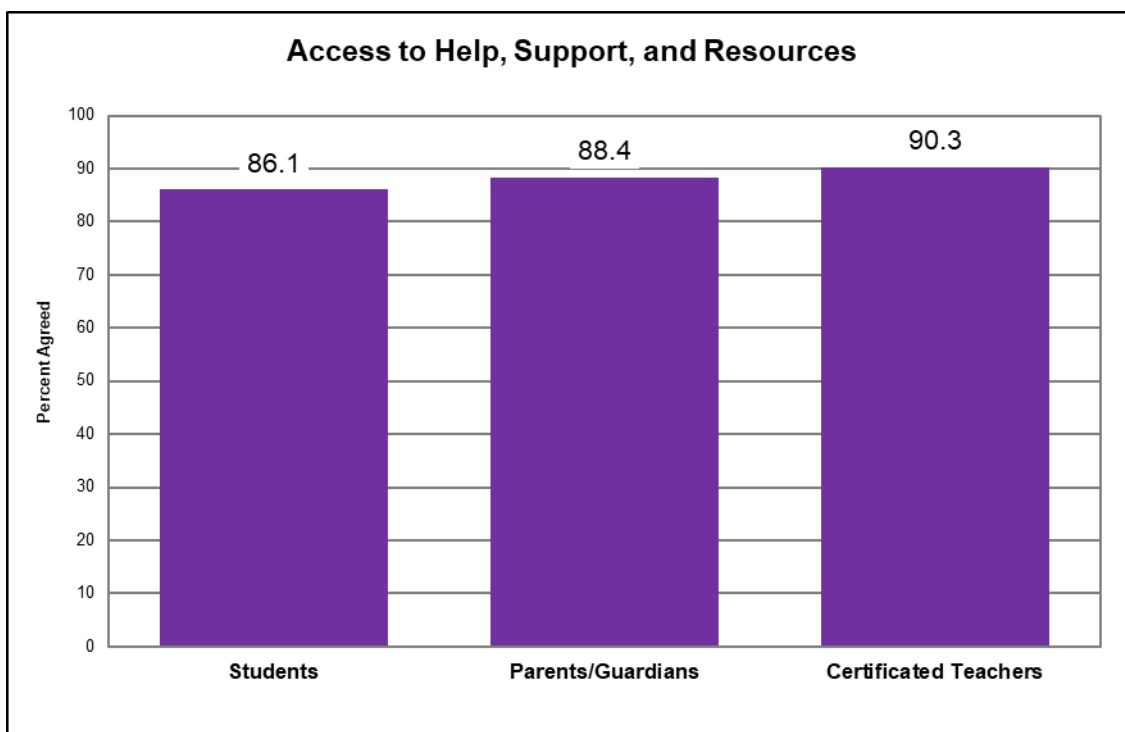
In considering the **parents/guardians**, results indicated that:

- **91.4%** agreed that their child has access to appropriate academic supports and specialized services when needed;
- **90.4%** indicated that their child in Grade 9, 10, 11, 12, or 4th or 5th Year High School is provided with resources and access to help so that they know what they need to do to receive a senior high school diploma or certificate;
- **87.7%** agreed that their child has access to supports and specialized services to meet their non-academic, social-emotional, and mental health needs;
- **87.0%** indicated that their child in Grade 9, 10, 11, 12, or 4th or 5th Year High School has access to help in selecting courses to prepare for life after Grade 12;

- **86.6%** indicated that their child in Grade 9, 10, 11, 12, or 4th or 5th Year High School has resources available to help them make career decisions; and
- **86.1%** agreed that their child's school has a variety of extra-curricular activities, clubs, and/or teams.

In considering the **certificated teachers**, results indicated that:

- **96.3%** agreed that their school has a variety of extra-curricular activities, clubs, and/or teams;
- **90.6%** agreed that their school offers supports and specialized services to meet the non-academic, social-emotional, and mental health needs of students;
- **89.6%** agreed that their school provides academic supports and specialized services when students need them; and
- **84.7%** agreed that students with special needs at their school have access to appropriate supports and specialized services.



For the 2024/2025 school year, the results for the Access to Help, Support, and Resources theme are provided in the chart above. For the 2023/2024 school year, the results for the Access to Help, Support, and Resources theme were 86.8% for students, 87.6% for parents/guardians, and 91.3% for certificated teachers. As a reminder, caution should be used when comparing results across time.

6. STUDENT ENGAGEMENT – REFLECTS THE DIVISION PRIORITY “ORGANIZATIONAL EXCELLENCE” AND THE ALBERTA EDUCATION DOMAIN “STUDENT GROWTH AND ACHIEVEMENT”

In considering the **grades 4 to 6** students, results indicated that:

- **91.0%** agreed that they can make choices about how to demonstrate their learning;
- **87.4%** indicated that their opinions are respected and valued by the staff at their school; and
- **79.0%** indicated that they have opportunities to share their opinions about their school with school staff.

In considering the **grades 7 to 9** students, results indicated that:

- **81.9%** agreed that they can make choices about how to demonstrate their learning;
- **77.0%** indicated that their opinions are respected and valued by the staff at their school; and
- **66.3%** indicated that they have opportunities to share their opinions about their school with school staff.

In considering the **grades 10 to 12** students, results indicated that:

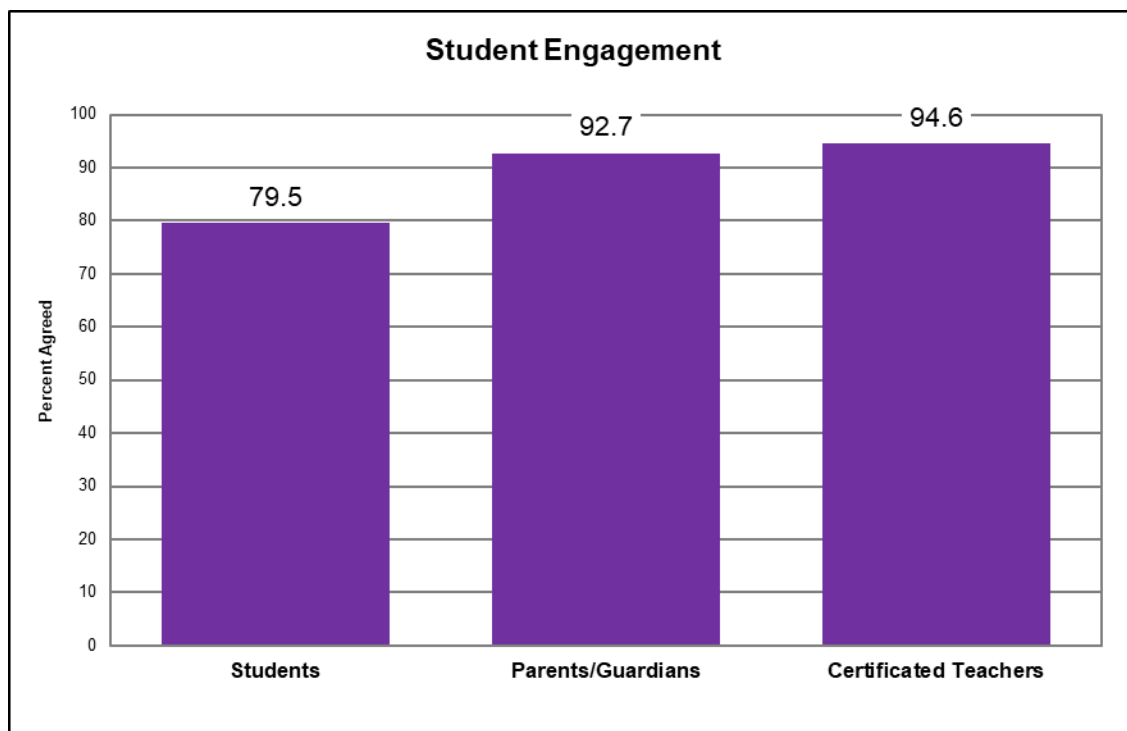
- **80.5%** indicated that their opinions are respected and valued by the staff at their school;
- **79.9%** agreed that they can make choices about how to demonstrate their learning; and
- **70.5%** indicated that they have opportunities to share their opinions about their school with school staff.

In considering the **parents/guardians**, results indicated that:

- **94.1%** agreed that their child can make choices about how to demonstrate their learning;
- **94.0%** indicated that their child’s opinions are respected and valued by school staff; and
- **89.8%** indicated that their child has opportunities to share their opinions about their school with school staff.

In considering the **certificated teachers**, results indicated that:

- **96.7%** indicated that student opinions are respected and valued by the staff at their school;
- **95.1%** agreed that students at their school can make choices about how to demonstrate their learning; and
- **92.1%** indicated that their school creates opportunities for students to share their opinions about the school with school staff.



For the 2024/2025 school year, the results for the Student Engagement theme are provided in the chart above. For the 2023/2024 school year, the results for the Student Engagement theme were 81.8% for students, 92.9% for parents/guardians, and 94.8% for certificated teachers. It is important to note that the survey items associated with social justice activities were moved from the Student Engagement theme to the Catholic Identity theme for this school year. In recalculating the 2023/2024 results by removing the survey items associated with social justice activities, the recalculated results would be 80.4% for students, 91.6% for parents/guardians, and 93.6% for certificated teachers for the Student Engagement theme. As a reminder, caution should be used when comparing results across time.

7. STUDENT GROWTH – REFLECTS THE DIVISION PRIORITY “LEARNING EXCELLENCE” AND THE ALBERTA EDUCATION DOMAIN “STUDENT GROWTH AND ACHIEVEMENT”

In considering the **grades 4 to 6** students, results indicated that:

- **93.7%** agreed that they are growing their reading and writing skills; and
- **92.1%** agreed that they are growing their math and number skills.

In considering the **grades 7 to 9** students, results indicated that:

- **88.4%** agreed that they are growing their reading and writing skills; and
- **84.5%** agreed that they are growing their math and number skills.

In considering the **grades 10 to 12** students, results indicated that:

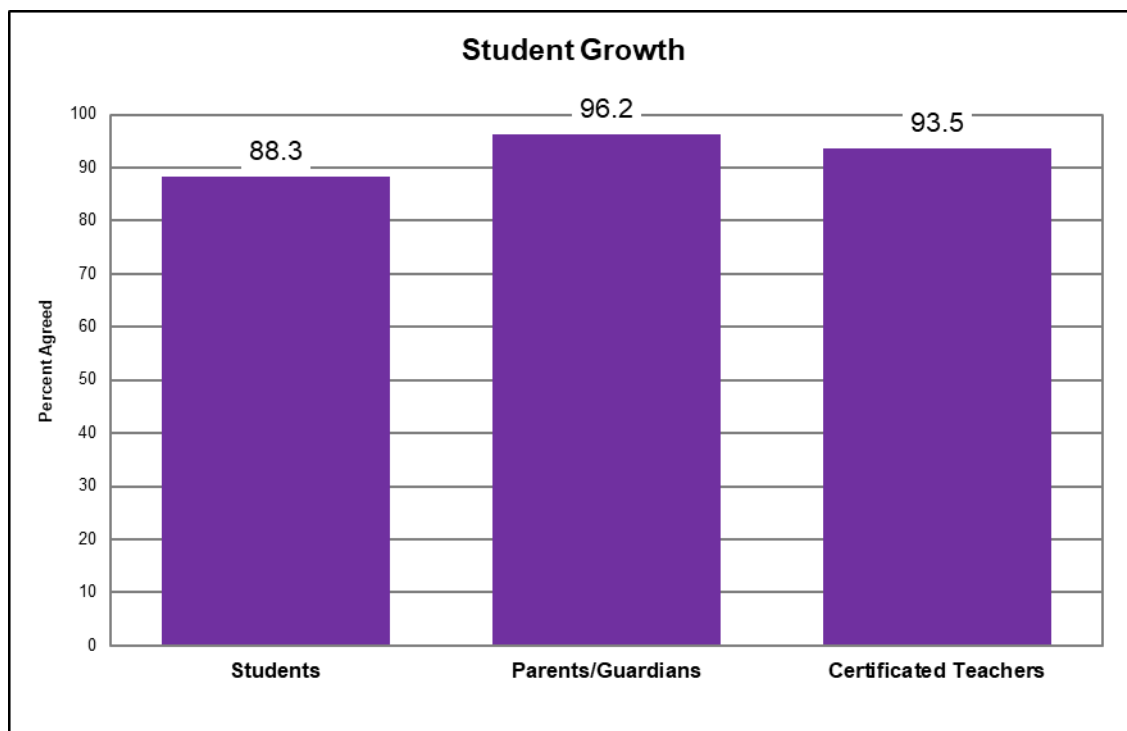
- **85.3%** agreed that they are growing their reading and writing skills; and
- **84.7%** agreed that they are growing their math and number skills.

In considering the **parents/guardians**, results indicated that:

- **96.2%** agreed that their child is growing and achieving in literacy; and
- **96.2%** agreed that their child is growing and achieving in numeracy.

In considering the **certificated teachers**, results indicated that:

- **93.7%** agreed that students at their school are growing and achieving in literacy; and
- **93.2%** agreed that students at their school are growing and achieving in numeracy.



For the 2024/2025 school year, the results for the Student Growth theme are provided in the chart above. For the 2023/2024 school year, the results for the Student Growth theme were 89.4% for students, 95.5% for parents/guardians, and 92.5% for certificated teachers. As a reminder, caution should be used when comparing results across time.

8. TEACHING AND LEARNING PRACTICES – REFLECTS THE DIVISION PRIORITY “LEARNING EXCELLENCE” AND THE ALBERTA EDUCATION DOMAIN “TEACHING AND LEADING”

In considering the **grades 4 to 6** students, results indicated that:

- **95.1%** agreed that their teachers encourage them to try their best;
- **93.9%** agreed that they are given examples of what is expected of them in their assignments;
- **91.6%** agreed that their teachers use a variety of approaches to meet their learning needs;
- **91.0%** indicated that their learning activities are engaging and relevant;
- **89.9%** agreed that they receive clear and specific feedback about their learning throughout the school year; and
- **87.5%** agreed that they are taught how to use feedback in order to improve their learning.

In considering the **grades 7 to 9** students, results indicated that:

- **89.9%** agreed that their teachers encourage them to try their best;
- **88.9%** agreed that they are given examples of what is expected of them in their assignments;
- **80.0%** indicated that their learning activities are engaging and relevant;
- **77.0%** agreed that they receive clear and specific feedback about their learning throughout the school year;
- **76.6%** agreed that their teachers use a variety of approaches to meet their learning needs; and
- **76.6%** agreed that they are taught how to use feedback in order to improve their learning.

In considering the **grades 10 to 12** students, results indicated that:

- **90.4%** agreed that their teachers encourage them to try their best;
- **84.4%** agreed that they are given examples of what is expected of them in their assignments;
- **82.0%** indicated that their learning activities are engaging and relevant;
- **76.5%** agreed that they receive clear and specific feedback about their learning throughout the school year;
- **74.4%** agreed that they are taught how to use feedback in order to improve their learning; and
- **73.7%** agreed that their teachers use a variety of approaches to meet their learning needs.

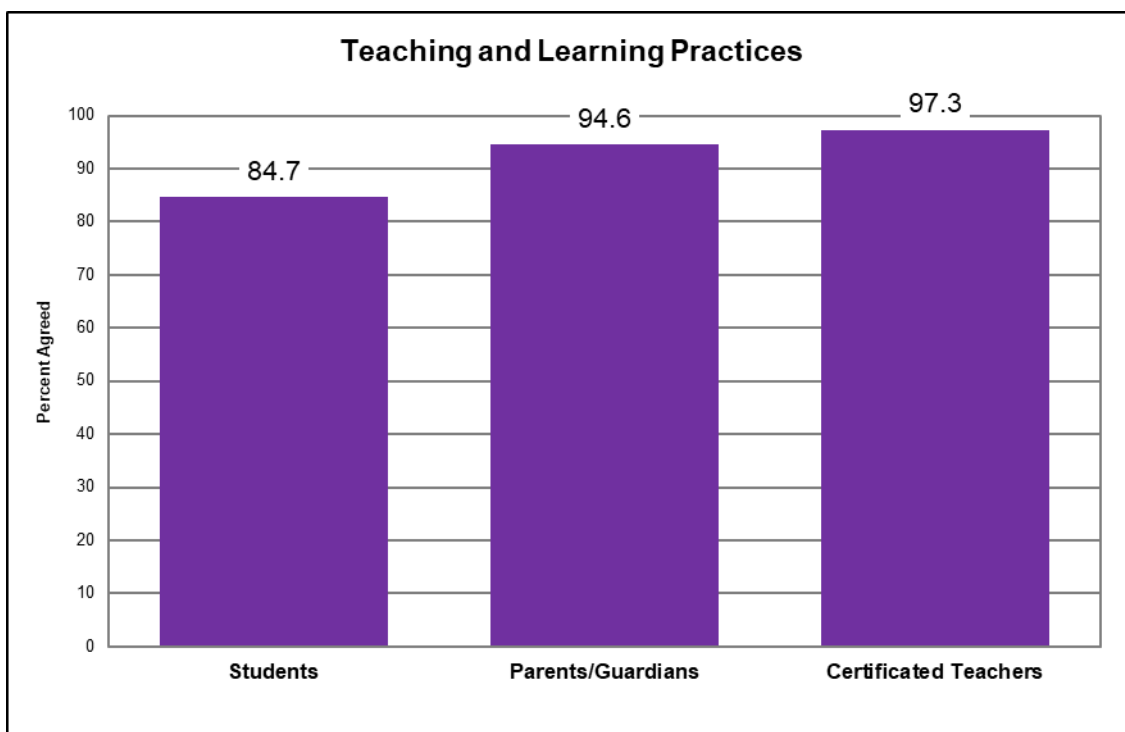
In considering the **parents/guardians**, results indicated that:

- **97.2%** agreed that their child’s teachers encourage their child to try their best;
- **96.4%** indicated that their child’s learning activities are engaging and relevant;
- **95.1%** agreed that their child is given examples of what is expected of them in their assignments;

- **94.4%** agreed that their child's teachers use a variety of approaches to meet their child's learning needs;
- **93.4%** agreed that their child receives clear and specific feedback about their learning throughout the school year; and
- **91.0%** agreed that their child is taught how to use feedback in order to improve their learning.

In considering the **certificated teachers**, results indicated that:

- **98.5%** agreed that teachers at their school encourage students to try their best;
- **98.2%** agreed that students at their school are given examples of what is expected of them in their assignments;
- **98.1%** agreed that students at their school receive clear and specific feedback about their learning throughout the school year;
- **97.6%** indicated that learning activities at their school are engaging and relevant;
- **97.3%** agreed that teachers at their school use a variety of approaches to meet their students' learning needs; and
- **94.2%** agreed that students at their school are taught how to use feedback in order to improve their learning.



For the 2024/2025 school year, the results for the Teaching and Learning Practices theme are provided in the chart above. For the 2023/2024 school year, the results for the Teaching and Learning Practices theme were 85.6% for students, 93.6% for parents/guardians, and 97.1% for certificated teachers. As a reminder, caution should be used when comparing results across time.

9. PARENT AND GUARDIAN ENGAGEMENT – REFLECTS THE DIVISION PRIORITY “ORGANIZATIONAL EXCELLENCE” AND THE ALBERTA EDUCATION DOMAIN “GOVERNANCE”

In considering the **grades 4 to 6** students, results indicated that:

- **91.2%** agreed that their parent/guardian asks them about their learning.

In considering the **grades 7 to 9** students, results indicated that:

- **87.7%** agreed that their parent/guardian asks them about their learning.

In considering the **grades 10 to 12** students, results indicated that:

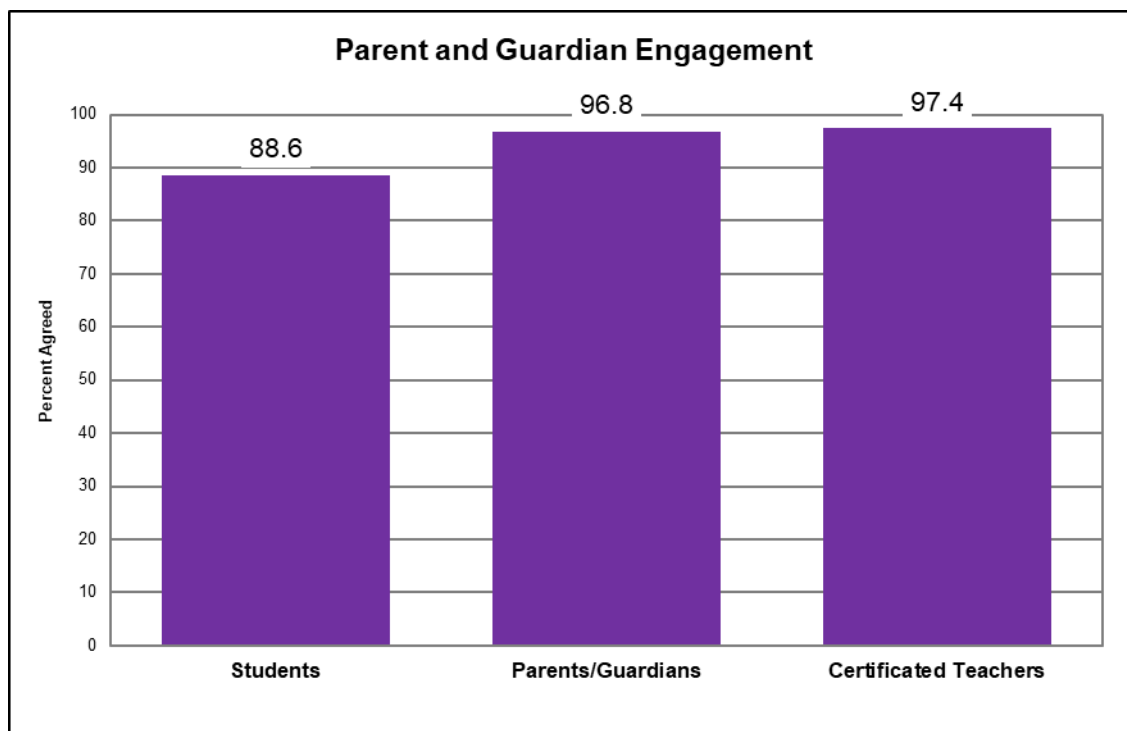
- **86.6%** agreed that their parent/guardian asks them about their learning.

In considering the **parents/guardians**, results indicated that:

- **98.7%** agreed that they ask their child about their learning; and
- **94.9%** agreed that they have the opportunity to provide feedback to their child’s school on matters that are important to them.

In considering the **certificated teachers**, results indicated that:

- **97.5%** agreed that parents/guardians at their school have the opportunity for a voice in their child’s education; and
- **97.4%** agreed that their school encourages their parents/guardians to ask their child about their learning.



For the 2024/2025 school year, the results for the Parent and Guardian Engagement theme are provided in the chart above. For the 2023/2024 school year, the results for the Parent and Guardian Engagement theme were 88.9% for students, 96.3% for parents/guardians, and 96.5% for certificated teachers. As a reminder, caution should be used when comparing results across time.

10. FACILITIES – REFLECTS THE DIVISION PRIORITY “ORGANIZATIONAL EXCELLENCE” AND THE ALBERTA EDUCATION DOMAIN “LEARNING SUPPORTS”

In considering the **grades 4 to 6** students, results indicated that:

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

In considering the **grades 7 to 9** students, results indicated that:

- **83.0%** indicated that their school building is a safe and well-maintained facility.

In considering the **grades 10 to 12** students, results indicated that:

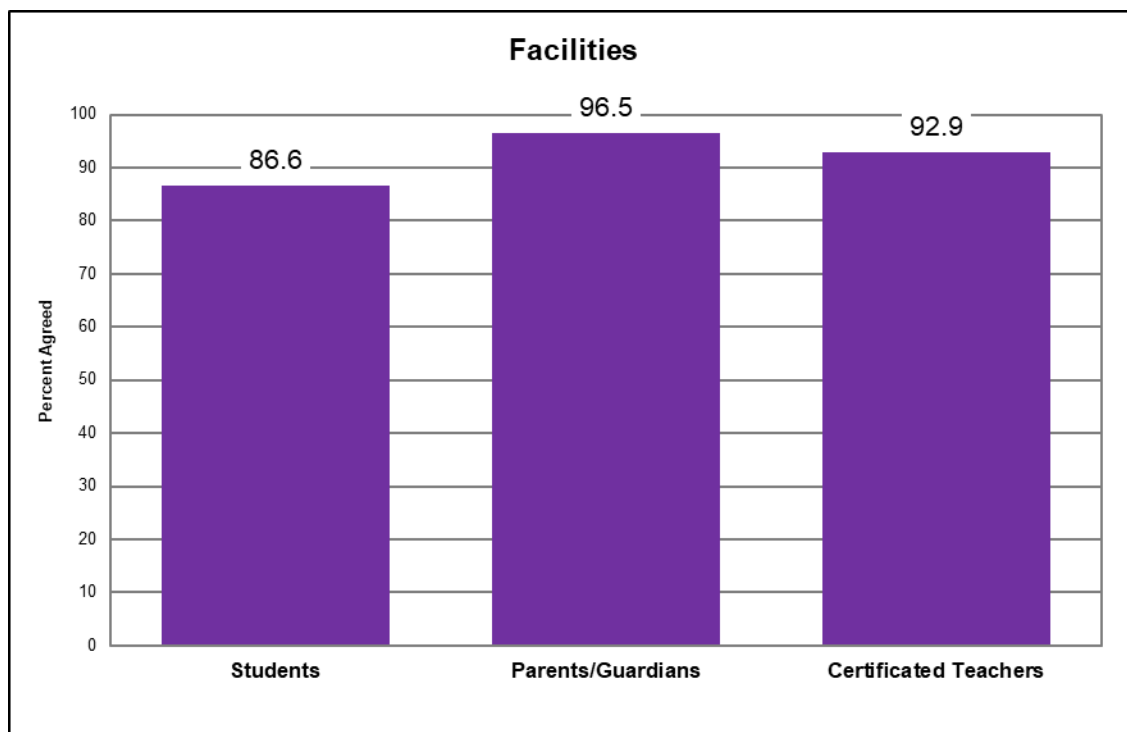
- **84.8%** indicated that their school building is a safe and well-maintained facility.

In considering the **parents/guardians**, results indicated that:

- **96.5%** indicated that their child’s school building is a safe and well-maintained facility.

In considering the **certificated teachers**, results indicated that:

- **92.9%** indicated that their school building is a safe and well-maintained facility.



For the 2024/2025 school year, the results for the Facilities theme are provided in the chart above. For the 2023/2024 school year, the results for the Facilities theme were 87.2% for students, 96.3% for parents/guardians, and 92.9% for certificated teachers. As a reminder, caution should be used when comparing results across time.

11. OVERALL SATISFACTION WITH EDMONTON CATHOLIC SCHOOLS – REFLECTS THE DIVISION PRIORITY “ORGANIZATIONAL EXCELLENCE” AND THE ALBERTA EDUCATION DOMAIN “TEACHING AND LEADING”

In considering the **grades 4 to 6** students, results indicated that:

- **Overall, 91.0%** agreed that they are satisfied with the quality of education at their school.

In considering the **grades 7 to 9** students, results indicated that:

- **Overall, 82.6%** agreed that they are satisfied with the quality of education at their school.

In considering the **grades 10 to 12** students, results indicated that:

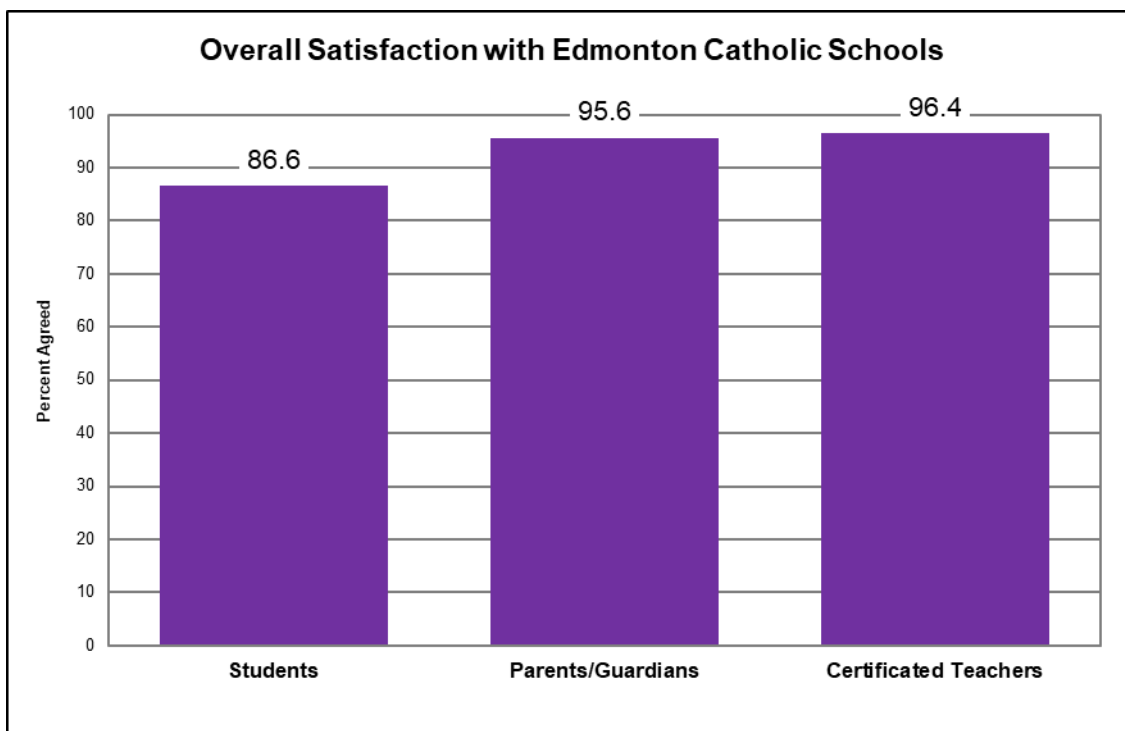
- **Overall, 85.9%** agreed that they are satisfied with the quality of education at their school.

In considering the **parents/guardians**, results indicated that:

- **Overall, 95.6%** agreed that they are satisfied with the quality of education at their child’s school.

In considering the **certificated teachers**, results indicated that:

- **Overall, 96.4%** agreed that they are satisfied with the quality of education that their school is providing to their students.



For the 2024/2025 school year, the results for the Overall Satisfaction with Edmonton Catholic Schools theme are provided in the chart above. For the 2023/2024 school year, the results for the Overall Satisfaction with Edmonton Catholic Schools theme were 87.4% for students, 95.2% for parents/guardians, and 95.8% for certificated teachers. As a reminder, caution should be used when comparing results across time.

V. COMMENTS

In general, high rates of agreement were reported by each of the three student groups as well as by the parent/guardian and certificated teacher groups. 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 2025/2026 school year.

APPENDIX A

ECSD ANNUAL SURVEY RESULTS 2024/2025 SCHOOL YEAR

- Table 1(A): Grades 4 to 6 - Response Percentages
- Table 2(A): Grades 7 to 9 - Response Percentages
- Table 3(A): Grades 10 to 12 - Response Percentages
- Table 4(A): Parents/Guardians - Response Percentages
- Table 5(A): Certificated Teachers - Response Percentages

EDMONTON CATHOLIC SCHOOLS

Table 1(A): Grades 4 to 6 - Response Percentages

Scale: 1 to 4				Percentages			
Statement	N	Mean	Std. Dev.	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1. We have religious celebrations at my school throughout the school year.	10573	3.68	0.51	0.5	0.9	28.9	69.7
2. We pray regularly at my school.	10566	3.65	0.55	0.5	1.9	30.1	67.5
3. My school teaches me about the Catholic faith.	10506	3.56	0.56	0.5	2.0	38.2	59.4
4. My school provides me with opportunities to learn about mental wellness.	10504	3.26	0.66	1.5	7.5	54.8	36.1
5. My school provides me with opportunities to learn about spiritual wellness.	10438	3.23	0.71	2.2	9.6	50.8	37.4
6. My school provides me with opportunities to learn about physical wellness.	10497	3.45	0.65	1.5	4.5	41.3	52.7
7. My teachers talk about Catholic values in many subject areas.	10419	3.20	0.73	2.3	11.7	49.6	36.5
8. At school, I participate in social justice activities that help the community (e.g., Food Bank, Terry Fox Run).	10526	3.55	0.63	1.4	3.6	34.1	60.9
9. My teachers encourage me to try my best.	10500	3.60	0.63	1.4	3.5	28.8	66.3
10. My learning activities are engaging and relevant.	10454	3.28	0.68	2.1	6.9	51.8	39.2
11. I am growing my reading and writing skills.	10472	3.50	0.67	1.7	4.6	35.9	57.8
12. I am growing my math and number skills.	10494	3.46	0.70	2.3	5.6	36.5	55.7
13. I can make choices about how to demonstrate my learning.	10429	3.26	0.67	2.0	7.0	54.2	36.8
14. My teachers use a variety of approaches to meet my learning needs.	10494	3.38	0.69	2.0	6.4	43.8	47.9
15. I am given examples of what is expected of me in my assignments.	10468	3.44	0.65	1.4	4.7	42.3	51.5
16. I receive clear and specific feedback about my learning throughout the school year.	10487	3.31	0.71	2.3	7.9	46.9	42.9
17. I am taught how to use feedback in order to improve my learning.	10460	3.24	0.74	2.9	9.6	48.5	39.0
18. There are staff members available if I need extra help with my learning.	10482	3.33	0.79	3.6	9.3	38.0	49.1
19. My school has a variety of extra-curricular activities, clubs, and/or teams.	10490	3.51	0.70	2.2	5.2	32.1	60.4
20. I demonstrate care for others at my school.	10500	3.42	0.63	1.3	3.9	46.0	48.8
21. Welcoming and including others is an expectation at my school.	10476	3.57	0.62	1.4	3.0	32.9	62.7

Table 1(A): Grades 4 to 6 - Response Percentages...continued

Scale: 1 to 4				Percentages			
Statement	N	Mean	Std. Dev.	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
22. My school teaches me to show respect for people of all different faiths, cultures, backgrounds, and experiences.	10553	3.59	0.63	1.5	3.1	30.1	65.2
23. My school celebrates diversity by having events and activities that highlight different cultures and backgrounds.	10480	3.35	0.73	2.7	6.9	43.1	47.3
24. I have opportunities to share my opinions about my school with school staff.	10463	3.05	0.85	6.4	14.7	46.9	32.1
25. My opinions are respected and valued by the staff at my school.	10407	3.24	0.76	3.7	8.9	46.7	40.7
26. My school building is a safe and well-maintained facility.	10496	3.46	0.72	2.5	5.9	35.2	56.5
27. My parent/guardian asks me about my learning.	10498	3.48	0.73	2.7	6.2	31.7	59.4
28. We learn about First Nations, Metis, and Inuit culture, history, perspectives, and experiences at my school.	10534	3.59	0.59	1.0	2.5	33.1	63.3
29. Overall, I am satisfied with the quality of education at my school.	10519	3.43	0.74	3.1	5.9	35.9	55.1

Table 2(A): Grades 7 to 9 - Response Percentages

Scale: 1 to 4				Percentages			
Statement	N	Mean	Std. Dev.	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1. We have religious celebrations at my school throughout the school year.	10129	3.55	0.58	1.0	1.4	39.3	58.3
2. We pray regularly at my school.	10124	3.62	0.57	0.9	1.7	31.4	66.0
3. My school teaches me about the Catholic faith.	10073	3.43	0.60	1.0	2.8	48.1	48.1
4. My school provides me with opportunities to learn about mental wellness.	10076	3.03	0.66	2.6	12.5	64.2	20.7
5. My school provides me with opportunities to learn about spiritual wellness.	9999	2.94	0.72	3.7	17.9	59.3	19.1
6. My school provides me with opportunities to learn about physical wellness.	10059	3.24	0.67	2.0	7.2	55.5	35.3
7. My teachers talk about Catholic values in many subject areas.	9948	2.95	0.73	3.1	20.2	55.7	21.1
8. At school, I participate in social justice activities that help the community (e.g., Food Bank, Terry Fox Run).	10084	3.22	0.71	2.7	8.5	52.8	35.9
9. My teachers encourage me to try my best.	10066	3.27	0.71	2.7	7.4	50.3	39.6
10. My learning activities are engaging and relevant.	10022	2.95	0.72	4.4	15.7	60.5	19.4
11. I am growing my reading and writing skills.	10075	3.21	0.70	2.4	9.2	53.4	35.0
12. I am growing my math and number skills.	10065	3.17	0.80	4.8	10.7	47.6	36.9
13. I can make choices about how to demonstrate my learning.	9994	3.00	0.70	3.3	14.8	60.9	21.0
14. My teachers use a variety of approaches to meet my learning needs.	10013	2.94	0.77	4.6	18.8	54.5	22.1
15. I am given examples of what is expected of me in my assignments.	10041	3.19	0.68	2.1	9.0	57.1	31.8
16. I receive clear and specific feedback about my learning throughout the school year.	10008	2.94	0.75	4.0	18.9	55.9	21.1
17. I am taught how to use feedback in order to improve my learning.	9999	2.93	0.75	4.2	19.2	55.5	21.1
18. There are staff members available if I need extra help with my learning.	9784	3.08	0.76	4.3	12.7	53.9	29.1
19. As a Grade 9 student, my school provides resources and access to help so that I know what I need to do to receive a senior high school diploma or certificate.	3204	2.93	0.83	6.9	17.2	51.5	24.4
20. As a Grade 9 student, my school provides resources and access to help in selecting courses to prepare for life after Grade 12.	3189	2.71	0.86	9.5	27.1	46.3	17.1
21. As a Grade 9 student, my school provides resources and opportunities to help me make career decisions.	3196	2.76	0.84	8.3	25.2	48.6	17.9

Table 2(A): Grades 7 to 9 - Response Percentages...continued

Scale: 1 to 4				Percentages			
Statement	N	Mean	Std. Dev.	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
22. My school has a variety of extra-curricular activities, clubs, and/or teams.	10059	3.42	0.68	2.0	5.3	41.2	51.5
23. I demonstrate care for others at my school.	9996	3.19	0.67	2.6	6.6	60.0	30.8
24. Welcoming and including others is an expectation at my school.	9997	3.26	0.69	2.6	6.7	53.1	37.6
25. My school teaches me to show respect for people of all different faiths, cultures, backgrounds, and experiences.	10048	3.29	0.71	2.7	6.7	49.9	40.7
26. My school celebrates diversity by having events and activities that highlight different cultures and backgrounds.	10055	3.07	0.77	4.1	13.8	53.0	29.1
27. I have opportunities to share my opinions about my school with school staff.	9918	2.74	0.85	9.6	24.1	49.2	17.1
28. My opinions are respected and valued by the staff at my school.	9957	2.90	0.79	6.6	16.4	57.1	19.9
29. My school building is a safe and well-maintained facility.	10017	3.06	0.77	5.1	11.9	55.1	27.9
30. My parent/guardian asks me about my learning.	10070	3.28	0.76	3.4	8.9	44.5	43.2
31. We learn about First Nations, Metis, and Inuit culture, history, perspectives, and experiences at my school.	10063	3.35	0.67	2.1	5.0	48.7	44.3
32. Overall, I am satisfied with the quality of education at my school.	10053	3.03	0.79	6.3	11.2	55.6	27.0

Table 3(A): Grades 10 to 12 - Response Percentages

Scale: 1 to 4				Percentages			
Statement	N	Mean	Std. Dev.	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1. We have religious celebrations at my school throughout the school year.	8599	3.39	0.62	1.4	2.9	51.2	44.5
2. We pray regularly at my school.	8629	3.54	0.63	1.4	3.0	35.6	60.0
3. My school teaches me about the Catholic faith.	8552	3.25	0.64	1.7	6.1	57.4	34.8
4. My school provides me with opportunities to learn about mental wellness.	8567	2.92	0.68	3.4	17.4	62.9	16.3
5. My school provides me with opportunities to learn about spiritual wellness.	8538	2.88	0.70	3.7	20.4	60.6	15.4
6. My school provides me with opportunities to learn about physical wellness.	8573	3.10	0.66	2.6	9.7	63.1	24.6
7. My teachers talk about Catholic values in many subject areas.	8465	2.77	0.76	5.4	27.4	52.4	14.8
8. At school, I participate in social justice activities that help the community (e.g., Food Bank, Terry Fox Run).	8560	2.82	0.81	6.8	22.7	52.3	18.1
9. My teachers encourage me to try my best.	8586	3.20	0.67	2.6	7.0	58.4	32.1
10. My learning activities are engaging and relevant.	8567	2.96	0.68	3.8	14.1	64.6	17.5
11. I am growing my reading and writing skills.	8589	3.09	0.72	3.5	11.2	58.3	27.0
12. I am growing my math and number skills.	8569	3.10	0.74	3.7	11.6	55.9	28.8
13. I can make choices about how to demonstrate my learning.	8534	2.93	0.69	3.8	16.3	62.8	17.1
14. My teachers use a variety of approaches to meet my learning needs.	8578	2.86	0.75	5.2	21.1	56.6	17.1
15. I am given examples of what is expected of me in my assignments.	8603	3.03	0.68	3.3	12.3	63.0	21.4
16. I receive clear and specific feedback about my learning throughout the school year.	8584	2.90	0.73	4.2	19.3	58.7	17.8
17. I am taught how to use feedback in order to improve my learning.	8571	2.87	0.73	4.4	21.2	58.0	16.5
18. There are staff members available if I need extra help with my learning.	8541	3.10	0.69	3.1	9.9	61.4	25.7
19. My school provides resources and access to help so that I know what I need to do to receive a senior high school diploma or certificate.	8568	3.20	0.67	2.4	7.6	57.7	32.3
20. My school provides resources and access to help in selecting courses to prepare for life after Grade 12.	8502	3.08	0.72	3.3	12.5	57.2	26.9
21. My school provides resources and opportunities to help me make career decisions.	8487	3.05	0.69	3.0	12.8	60.6	23.6

Table 3(A): Grades 10 to 12 - Response Percentages...continued

Scale: 1 to 4				Percentages			
Statement	N	Mean	Std. Dev.	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
22. My school has a variety of extra-curricular activities, clubs, and/or teams.	8581	3.30	0.68	2.3	5.7	51.7	40.3
23. I demonstrate care for others at my school.	8560	3.13	0.66	2.9	7.6	63.2	26.3
24. Welcoming and including others is an expectation at my school.	8554	3.12	0.67	2.9	8.5	62.4	26.2
25. My school teaches me to show respect for people of all different faiths, cultures, backgrounds, and experiences.	8592	3.19	0.68	2.7	7.1	58.4	31.8
26. My school celebrates diversity by having events and activities that highlight different cultures and backgrounds.	8578	3.11	0.71	3.2	10.9	57.8	28.1
27. I have opportunities to share my opinions about my school with school staff.	8505	2.78	0.79	7.6	21.8	55.5	15.0
28. My opinions are respected and valued by the staff at my school.	8508	2.92	0.72	5.3	14.1	63.7	16.9
29. My school building is a safe and well-maintained facility.	8552	3.03	0.71	4.3	11.0	62.2	22.6
30. My parent/guardian asks me about my learning.	8584	3.16	0.76	4.2	9.2	53.1	33.5
31. We learn about First Nations, Metis, and Inuit culture, history, perspectives, and experiences at my school.	8570	3.15	0.69	3.0	8.1	59.4	29.5
32. Overall, I am satisfied with the quality of education at my school.	8585	3.04	0.71	4.7	9.4	62.8	23.1

Table 4(A): Parents/Guardians - Response Percentages

Scale: 1 to 4				Percentages			
Statement	N	Mean	Std. Dev.	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1. My child's school has religious celebrations throughout the school year.	10732	3.60	0.56	0.9	0.9	35.6	62.6
2. My child has the opportunity to pray regularly at school.	10720	3.57	0.57	0.9	1.1	38.2	59.8
3. My child's school creates and promotes a learning environment that is grounded in the Catholic faith.	10674	3.53	0.58	1.0	1.5	41.5	56.0
4. My child's school provides my child with opportunities to learn about mental wellness.	10570	3.35	0.61	0.9	4.5	52.8	41.8
5. My child's school provides my child with opportunities to learn about spiritual wellness.	10652	3.41	0.59	0.8	3.1	50.3	45.8
6. My child's school provides my child with opportunities to learn about physical wellness.	10720	3.46	0.59	0.9	2.1	46.6	50.3
7. Teachers at my child's school infuse Catholic values in many subject areas.	10426	3.37	0.62	1.0	4.7	50.9	43.4
8. At school, my child participates in social justice activities that help the community (e.g., Food Bank, Terry Fox Run).	10665	3.58	0.57	0.9	1.7	35.9	61.5
9. My child's teachers encourage my child to try their best.	10804	3.59	0.58	1.0	1.8	34.4	62.8
10. My child's learning activities are engaging and relevant.	10734	3.47	0.60	0.9	2.7	45.3	51.0
11. My child is growing and achieving in literacy.	10781	3.46	0.61	1.1	2.7	45.0	51.2
12. My child is growing and achieving in numeracy.	10739	3.46	0.61	1.0	2.8	45.3	50.8
13. My child can make choices about how to demonstrate their learning.	10628	3.37	0.63	1.2	4.7	50.5	43.6
14. My child's teachers use a variety of approaches to meet my child's learning needs.	10691	3.41	0.64	1.3	4.4	46.1	48.3
15. My child is given examples of what is expected of them in their assignments.	10558	3.39	0.61	1.0	3.9	50.7	44.4
16. My child receives clear and specific feedback about their learning throughout the school year.	10646	3.38	0.65	1.3	5.3	47.5	45.9
17. My child is taught how to use feedback in order to improve their learning.	10441	3.28	0.66	1.3	7.7	52.7	38.3
18. My child has access to appropriate academic supports and specialized services when needed.	10365	3.30	0.68	1.9	6.7	51.1	40.3
19. My child has access to supports and specialized services to meet their non-academic, social-emotional, and mental health needs.	9405	3.21	0.71	2.4	9.8	52.2	35.5
20. My child in Grade 9, 10, 11, 12, or 4 th or 5 th Year High School is provided with resources and access to help so that they know what they need to do to receive a senior high school diploma or certificate.	1180	3.26	0.67	1.7	7.9	53.5	36.9
21. My child in Grade 9, 10, 11, 12, or 4 th or 5 th Year High School has access to help in selecting courses to prepare for life after Grade 12.	1180	3.20	0.71	2.1	10.8	51.9	35.1

Table 4(A): Parents/Guardians - Response Percentages...continued

Scale: 1 to 4				Percentages			
Statement	N	Mean	Std. Dev.	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
22. My child in Grade 9, 10, 11, 12, or 4 th or 5 th Year High School has resources available to help them make career decisions.	1177	3.16	0.71	2.4	11.0	54.7	31.9
23. My child's school has a variety of extra-curricular activities, clubs, and/or teams.	10277	3.22	0.75	2.9	11.0	47.0	39.1
24. Students at my child's school demonstrate care for each other.	10537	3.29	0.65	1.6	6.1	54.1	38.3
25. Welcoming and including others is an expectation at my child's school.	10580	3.43	0.60	1.0	2.7	48.9	47.4
26. My child's school teaches my child to show respect for people of all different faiths, cultures, backgrounds, and experiences.	10660	3.51	0.58	1.0	1.5	42.6	54.9
27. My child's school celebrates diversity by having events and activities that highlight different cultures and backgrounds.	10530	3.39	0.65	1.2	5.2	46.5	47.1
28. My child has opportunities to share their opinions about their school with school staff.	10271	3.25	0.69	2.0	8.1	52.9	36.9
29. My child's opinions are respected and valued by school staff.	10366	3.34	0.64	1.5	4.5	52.7	41.3
30. My child's school building is a safe and well-maintained facility.	10716	3.49	0.61	1.4	2.1	42.6	54.0
31. I ask my child about their learning.	10757	3.68	0.53	0.8	0.5	28.8	69.8
32. I have the opportunity to provide feedback to my child's school on matters that are important to me.	10629	3.45	0.64	1.6	3.5	43.3	51.6
33. My child's school teaches about First Nations, Metis, and Inuit culture, history, perspectives, and experiences.	10433	3.50	0.58	0.9	1.6	44.2	53.3
34. Overall, I am satisfied with the quality of education at my child's school.	10704	3.49	0.62	1.3	3.1	41.1	54.5

Table 5(A): Certificated Teachers - Response Percentages

Scale: 1 to 4				Percentages			
Statement	N	Mean	Std. Dev.	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1. We have religious celebrations at my school throughout the school year.	2186	3.86	0.40	0.6	0.2	11.5	87.7
2. Students have the opportunity to pray regularly at my school.	2187	3.82	0.44	0.6	0.5	15.1	83.8
3. My school creates and promotes a learning environment that is grounded in the Catholic faith.	2181	3.74	0.51	0.7	1.1	22.0	76.2
4. My school provides students with opportunities to learn about mental wellness.	2181	3.49	0.60	0.7	3.4	42.1	53.8
5. My school provides students with opportunities to learn about spiritual wellness.	2174	3.47	0.62	0.8	4.6	41.7	52.9
6. My school provides students with opportunities to learn about physical wellness.	2184	3.58	0.57	0.8	1.9	36.3	61.0
7. Teachers at my school infuse Catholic values in many subject areas.	2168	3.51	0.60	0.8	3.4	40.2	55.6
8. At my school, students participate in social justice activities that help the community (e.g., Food Bank, Terry Fox Run).	2180	3.76	0.49	0.6	1.0	20.0	78.3
9. Teachers at my school encourage students to try their best.	2179	3.77	0.48	0.6	0.9	19.6	78.9
10. Learning activities at my school are engaging and relevant.	2176	3.60	0.56	0.7	1.7	34.3	63.3
11. Students at my school are growing and achieving in literacy.	2171	3.43	0.64	1.0	5.3	43.0	50.7
12. Students at my school are growing and achieving in numeracy.	2168	3.40	0.65	1.2	5.6	45.6	47.6
13. Students at my school can make choices about how to demonstrate their learning.	2181	3.44	0.61	0.8	4.0	45.3	49.8
14. Teachers at my school use a variety of approaches to meet their students' learning needs.	2182	3.59	0.57	0.6	2.1	34.9	62.4
15. Students at my school are given examples of what is expected of them in their assignments.	2178	3.58	0.55	0.6	1.2	37.6	60.6
16. Students at my school receive clear and specific feedback about their learning throughout the school year.	2180	3.56	0.56	0.6	1.3	39.6	58.4
17. Students at my school are taught how to use feedback in order to improve their learning.	2174	3.42	0.62	0.7	5.1	46.1	48.1
18. My school provides academic supports and specialized services when students need them.	2177	3.42	0.75	2.6	7.9	34.4	55.2
19. My school offers supports and specialized services to meet the non-academic, social-emotional, and mental health needs of students.	2177	3.45	0.72	2.3	7.1	33.7	56.9
20. Students with special needs at my school have access to appropriate supports and specialized services.	2175	3.29	0.81	3.6	11.7	37.2	47.5
21. My school has a variety of extra-curricular activities, clubs, and/or teams.	2185	3.66	0.57	0.8	2.9	25.6	70.7

Table 5(A): Certificated Teachers - Response Percentages...continued

Scale: 1 to 4				Percentages			
Statement	N	Mean	Std. Dev.	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
22. Students at my school demonstrate care for each other.	2180	3.36	0.66	1.1	6.9	47.1	44.9
23. Welcoming and including others is an expectation at my school.	2174	3.67	0.56	0.9	2.1	25.7	71.3
24. My school teaches students to show respect for people of all different faiths, cultures, backgrounds, and experiences.	2184	3.66	0.57	0.8	2.6	27.0	69.6
25. My school celebrates diversity by having events and activities that highlight different cultures and backgrounds.	2170	3.51	0.67	1.3	5.9	33.5	59.2
26. My school creates opportunities for students to share their opinions about the school with school staff.	2166	3.38	0.67	1.3	6.6	44.6	47.5
27. Student opinions are respected and valued by the staff at my school.	2177	3.53	0.60	1.0	2.3	39.2	57.6
28. My school building is a safe and well-maintained facility.	2177	3.48	0.68	1.8	5.3	35.6	57.2
29. My school encourages our parents/guardians to ask their child about their learning.	2177	3.59	0.57	0.7	1.9	34.7	62.7
30. Parents/guardians at my school have the opportunity for a voice in their child's education.	2169	3.56	0.57	0.8	1.8	37.7	59.8
31. My school teaches about First Nations, Metis, and Inuit culture, history, perspectives, and experiences.	2181	3.60	0.57	0.7	2.0	33.5	63.8
32. My school is working to advance the Truth and Reconciliation Calls to Action in the school and community.	2177	3.58	0.58	0.7	2.7	34.8	61.8
33. Overall, I am satisfied with the quality of education that my school is providing to our students.	2183	3.58	0.60	1.2	2.4	33.4	63.0

APPENDIX B

ECSD ANNUAL SURVEY RESULTS 2024/2025 SCHOOL YEAR

- Table 1(B): Grades 4 to 6 - Dichotomous Percentages
- Table 2(B): Grades 7 to 9 - Dichotomous Percentages
- Table 3(B): Grades 10 to 12 - Dichotomous Percentages
- Table 4(B): Parents/Guardians - Dichotomous Percentages
- Table 5(B): Certificated Teachers - Dichotomous Percentages

EDMONTON CATHOLIC SCHOOLS

Table 1(B): Grades 4 to 6 - Dichotomous Percentages

Scale: 1 to 2				Percentages	
Statement	N	Mean	Std. Dev.	Disagreement (1)	Agreement (2)
1. We have religious celebrations at my school throughout the school year.	10573	1.99	0.12	1.4	98.6
2. We pray regularly at my school.	10566	1.98	0.15	2.4	97.6
3. My school teaches me about the Catholic faith.	10506	1.98	0.15	2.4	97.6
4. My school provides me with opportunities to learn about mental wellness.	10504	1.91	0.29	9.0	91.0
5. My school provides me with opportunities to learn about spiritual wellness.	10438	1.88	0.32	11.9	88.1
6. My school provides me with opportunities to learn about physical wellness.	10497	1.94	0.24	6.0	94.0
7. My teachers talk about Catholic values in many subject areas.	10419	1.86	0.35	14.0	86.0
8. At school, I participate in social justice activities that help the community (e.g., Food Bank, Terry Fox Run).	10526	1.95	0.22	5.0	95.0
9. My teachers encourage me to try my best.	10500	1.95	0.22	4.9	95.1
10. My learning activities are engaging and relevant.	10454	1.91	0.29	9.0	91.0
11. I am growing my reading and writing skills.	10472	1.94	0.24	6.3	93.7
12. I am growing my math and number skills.	10494	1.92	0.27	7.9	92.1
13. I can make choices about how to demonstrate my learning.	10429	1.91	0.29	9.0	91.0
14. My teachers use a variety of approaches to meet my learning needs.	10494	1.92	0.28	8.4	91.6
15. I am given examples of what is expected of me in my assignments.	10468	1.94	0.24	6.1	93.9
16. I receive clear and specific feedback about my learning throughout the school year.	10487	1.90	0.30	10.1	89.9
17. I am taught how to use feedback in order to improve my learning.	10460	1.88	0.33	12.5	87.5
18. There are staff members available if I need extra help with my learning.	10482	1.87	0.34	12.9	87.1
19. My school has a variety of extra-curricular activities, clubs, and/or teams.	10490	1.93	0.26	7.5	92.5
20. I demonstrate care for others at my school.	10500	1.95	0.22	5.2	94.8
21. Welcoming and including others is an expectation at my school.	10476	1.96	0.20	4.4	95.6

Table 1(B): Grades 4 to 6 - Dichotomous Percentages...continued

Scale: 1 to 2				Percentages	
Statement	N	Mean	Std. Dev.	Disagreement (1)	Agreement (2)
22. My school teaches me to show respect for people of all different faiths, cultures, backgrounds, and experiences.	10553	1.95	0.21	4.7	95.3
23. My school celebrates diversity by having events and activities that highlight different cultures and backgrounds.	10480	1.90	0.29	9.6	90.4
24. I have opportunities to share my opinions about my school with school staff.	10463	1.79	0.41	21.0	79.0
25. My opinions are respected and valued by the staff at my school.	10407	1.87	0.33	12.6	87.4
26. My school building is a safe and well-maintained facility.	10496	1.92	0.28	8.4	91.6
27. My parent/guardian asks me about my learning.	10498	1.91	0.28	8.8	91.2
28. We learn about First Nations, Metis, and Inuit culture, history, perspectives, and experiences at my school.	10534	1.96	0.18	3.5	96.5
29. Overall, I am satisfied with the quality of education at my school.	10519	1.91	0.29	9.0	91.0

Table 2(B): Grades 7 to 9 - Dichotomous Percentages

Scale: 1 to 2				Percentages	
Statement	N	Mean	Std. Dev.	Disagreement (1)	Agreement (2)
1. We have religious celebrations at my school throughout the school year.	10129	1.98	0.15	2.4	97.6
2. We pray regularly at my school.	10124	1.97	0.16	2.7	97.3
3. My school teaches me about the Catholic faith.	10073	1.96	0.19	3.8	96.2
4. My school provides me with opportunities to learn about mental wellness.	10076	1.85	0.36	15.1	84.9
5. My school provides me with opportunities to learn about spiritual wellness.	9999	1.78	0.41	21.6	78.4
6. My school provides me with opportunities to learn about physical wellness.	10059	1.91	0.29	9.2	90.8
7. My teachers talk about Catholic values in many subject areas.	9948	1.77	0.42	23.3	76.7
8. At school, I participate in social justice activities that help the community (e.g., Food Bank, Terry Fox Run).	10084	1.89	0.32	11.2	88.8
9. My teachers encourage me to try my best.	10066	1.90	0.30	10.1	89.9
10. My learning activities are engaging and relevant.	10022	1.80	0.40	20.0	80.0
11. I am growing my reading and writing skills.	10075	1.88	0.32	11.6	88.4
12. I am growing my math and number skills.	10065	1.85	0.36	15.5	84.5
13. I can make choices about how to demonstrate my learning.	9994	1.82	0.39	18.1	81.9
14. My teachers use a variety of approaches to meet my learning needs.	10013	1.77	0.42	23.4	76.6
15. I am given examples of what is expected of me in my assignments.	10041	1.89	0.31	11.1	88.9
16. I receive clear and specific feedback about my learning throughout the school year.	10008	1.77	0.42	23.0	77.0
17. I am taught how to use feedback in order to improve my learning.	9999	1.77	0.42	23.4	76.6
18. There are staff members available if I need extra help with my learning.	9784	1.83	0.38	17.0	83.0
19. As a Grade 9 student, my school provides resources and access to help so that I know what I need to do to receive a senior high school diploma or certificate.	3204	1.76	0.43	24.1	75.9
20. As a Grade 9 student, my school provides resources and access to help in selecting courses to prepare for life after Grade 12.	3189	1.63	0.48	36.6	63.4
21. As a Grade 9 student, my school provides resources and opportunities to help me make career decisions.	3196	1.67	0.47	33.5	66.5

Table 2(B): Grades 7 to 9 - Dichotomous Percentages...continued

Scale: 1 to 2				Percentages	
Statement	N	Mean	Std. Dev.	Disagreement (1)	Agreement (2)
22. My school has a variety of extra-curricular activities, clubs, and/or teams.	10059	1.93	0.26	7.3	92.7
23. I demonstrate care for others at my school.	9996	1.91	0.29	9.2	90.8
24. Welcoming and including others is an expectation at my school.	9997	1.91	0.29	9.3	90.7
25. My school teaches me to show respect for people of all different faiths, cultures, backgrounds, and experiences.	10048	1.91	0.29	9.4	90.6
26. My school celebrates diversity by having events and activities that highlight different cultures and backgrounds.	10055	1.82	0.38	17.9	82.1
27. I have opportunities to share my opinions about my school with school staff.	9918	1.66	0.47	33.7	66.3
28. My opinions are respected and valued by the staff at my school.	9957	1.77	0.42	23.0	77.0
29. My school building is a safe and well-maintained facility.	10017	1.83	0.38	17.0	83.0
30. My parent/guardian asks me about my learning.	10070	1.88	0.33	12.3	87.7
31. We learn about First Nations, Metis, and Inuit culture, history, perspectives, and experiences at my school.	10063	1.93	0.26	7.0	93.0
32. Overall, I am satisfied with the quality of education at my school.	10053	1.83	0.38	17.4	82.6

Table 3(B): Grades 10 to 12 - Dichotomous Percentages

Scale: 1 to 2				Percentages	
Statement	N	Mean	Std. Dev.	Disagreement (1)	Agreement (2)
1. We have religious celebrations at my school throughout the school year.	8599	1.96	0.20	4.3	95.7
2. We pray regularly at my school.	8629	1.96	0.21	4.4	95.6
3. My school teaches me about the Catholic faith.	8552	1.92	0.27	7.8	92.2
4. My school provides me with opportunities to learn about mental wellness.	8567	1.79	0.41	20.8	79.2
5. My school provides me with opportunities to learn about spiritual wellness.	8538	1.76	0.43	24.0	76.0
6. My school provides me with opportunities to learn about physical wellness.	8573	1.88	0.33	12.3	87.7
7. My teachers talk about Catholic values in many subject areas.	8465	1.67	0.47	32.8	67.2
8. At school, I participate in social justice activities that help the community (e.g., Food Bank, Terry Fox Run).	8560	1.70	0.46	29.5	70.5
9. My teachers encourage me to try my best.	8586	1.90	0.29	9.6	90.4
10. My learning activities are engaging and relevant.	8567	1.82	0.38	18.0	82.0
11. I am growing my reading and writing skills.	8589	1.85	0.35	14.7	85.3
12. I am growing my math and number skills.	8569	1.85	0.36	15.3	84.7
13. I can make choices about how to demonstrate my learning.	8534	1.80	0.40	20.1	79.9
14. My teachers use a variety of approaches to meet my learning needs.	8578	1.74	0.44	26.3	73.7
15. I am given examples of what is expected of me in my assignments.	8603	1.84	0.36	15.6	84.4
16. I receive clear and specific feedback about my learning throughout the school year.	8584	1.77	0.42	23.5	76.5
17. I am taught how to use feedback in order to improve my learning.	8571	1.74	0.44	25.6	74.4
18. There are staff members available if I need extra help with my learning.	8541	1.87	0.34	13.0	87.0
19. My school provides resources and access to help so that I know what I need to do to receive a senior high school diploma or certificate.	8568	1.90	0.30	10.0	90.0
20. My school provides resources and access to help in selecting courses to prepare for life after Grade 12.	8502	1.84	0.37	15.9	84.1
21. My school provides resources and opportunities to help me make career decisions.	8487	1.84	0.36	15.8	84.2

Table 3(B): Grades 10 to 12 - Dichotomous Percentages...continued

Scale: 1 to 2				Percentages	
Statement	N	Mean	Std. Dev.	Disagreement (1)	Agreement (2)
22. My school has a variety of extra-curricular activities, clubs, and/or teams.	8581	1.92	0.27	8.1	91.9
23. I demonstrate care for others at my school.	8560	1.89	0.31	10.5	89.5
24. Welcoming and including others is an expectation at my school.	8554	1.89	0.32	11.4	88.6
25. My school teaches me to show respect for people of all different faiths, cultures, backgrounds, and experiences.	8592	1.90	0.30	9.8	90.2
26. My school celebrates diversity by having events and activities that highlight different cultures and backgrounds.	8578	1.86	0.35	14.1	85.9
27. I have opportunities to share my opinions about my school with school staff.	8505	1.71	0.46	29.5	70.5
28. My opinions are respected and valued by the staff at my school.	8508	1.81	0.40	19.5	80.5
29. My school building is a safe and well-maintained facility.	8552	1.85	0.36	15.2	84.8
30. My parent/guardian asks me about my learning.	8584	1.87	0.34	13.4	86.6
31. We learn about First Nations, Metis, and Inuit culture, history, perspectives, and experiences at my school.	8570	1.89	0.31	11.1	88.9
32. Overall, I am satisfied with the quality of education at my school.	8585	1.86	0.35	14.1	85.9

Table 4(B): Parents/Guardians - Dichotomous Percentages

Scale: 1 to 2				Percentages	
Statement	N	Mean	Std. Dev.	Disagreement (1)	Agreement (2)
1. My child's school has religious celebrations throughout the school year.	10732	1.98	0.13	1.8	98.2
2. My child has the opportunity to pray regularly at school.	10720	1.98	0.14	2.0	98.0
3. My child's school creates and promotes a learning environment that is grounded in the Catholic faith.	10674	1.98	0.16	2.5	97.5
4. My child's school provides my child with opportunities to learn about mental wellness.	10570	1.95	0.23	5.5	94.5
5. My child's school provides my child with opportunities to learn about spiritual wellness.	10652	1.96	0.19	3.9	96.1
6. My child's school provides my child with opportunities to learn about physical wellness.	10720	1.97	0.17	3.1	96.9
7. Teachers at my child's school infuse Catholic values in many subject areas.	10426	1.94	0.23	5.7	94.3
8. At school, my child participates in social justice activities that help the community (e.g., Food Bank, Terry Fox Run).	10665	1.97	0.16	2.6	97.4
9. My child's teachers encourage my child to try their best.	10804	1.97	0.17	2.8	97.2
10. My child's learning activities are engaging and relevant.	10734	1.96	0.19	3.6	96.4
11. My child is growing and achieving in literacy.	10781	1.96	0.19	3.8	96.2
12. My child is growing and achieving in numeracy.	10739	1.96	0.19	3.8	96.2
13. My child can make choices about how to demonstrate their learning.	10628	1.94	0.24	5.9	94.1
14. My child's teachers use a variety of approaches to meet my child's learning needs.	10691	1.94	0.23	5.6	94.4
15. My child is given examples of what is expected of them in their assignments.	10558	1.95	0.22	4.9	95.1
16. My child receives clear and specific feedback about their learning throughout the school year.	10646	1.93	0.25	6.6	93.4
17. My child is taught how to use feedback in order to improve their learning.	10441	1.91	0.29	9.0	91.0
18. My child has access to appropriate academic supports and specialized services when needed.	10365	1.91	0.28	8.6	91.4
19. My child has access to supports and specialized services to meet their non-academic, social-emotional, and mental health needs.	9405	1.88	0.33	12.3	87.7
20. My child in Grade 9, 10, 11, 12, or 4 th or 5 th Year High School is provided with resources and access to help so that they know what they need to do to receive a senior high school diploma or certificate.	1180	1.90	0.29	9.6	90.4
21. My child in Grade 9, 10, 11, 12, or 4 th or 5 th Year High School has access to help in selecting courses to prepare for life after Grade 12.	1180	1.87	0.34	13.0	87.0

Table 4(B): Parents/Guardians - Dichotomous Percentages...continued

Scale: 1 to 2				Percentages	
Statement	N	Mean	Std. Dev.	Disagreement (1)	Agreement (2)
22. My child in Grade 9, 10, 11, 12, or 4 th or 5 th Year High School has resources available to help them make career decisions.	1177	1.87	0.34	13.4	86.6
23. My child's school has a variety of extra-curricular activities, clubs, and/or teams.	10277	1.86	0.35	13.9	86.1
24. Students at my child's school demonstrate care for each other.	10537	1.92	0.27	7.6	92.4
25. Welcoming and including others is an expectation at my child's school.	10580	1.96	0.19	3.6	96.4
26. My child's school teaches my child to show respect for people of all different faiths, cultures, backgrounds, and experiences.	10660	1.97	0.16	2.5	97.5
27. My child's school celebrates diversity by having events and activities that highlight different cultures and backgrounds.	10530	1.94	0.24	6.4	93.6
28. My child has opportunities to share their opinions about their school with school staff.	10271	1.90	0.30	10.2	89.8
29. My child's opinions are respected and valued by school staff.	10366	1.94	0.24	6.0	94.0
30. My child's school building is a safe and well-maintained facility.	10716	1.97	0.18	3.5	96.5
31. I ask my child about their learning.	10757	1.99	0.12	1.3	98.7
32. I have the opportunity to provide feedback to my child's school on matters that are important to me.	10629	1.95	0.22	5.1	94.9
33. My child's school teaches about First Nations, Metis, and Inuit culture, history, perspectives, and experiences.	10433	1.97	0.16	2.5	97.5
34. Overall, I am satisfied with the quality of education at my child's school.	10704	1.96	0.21	4.4	95.6

Table 5(B): Certificated Teachers - Dichotomous Percentages

Scale: 1 to 2				Percentages	
Statement	N	Mean	Std. Dev.	Disagreement (1)	Agreement (2)
1. We have religious celebrations at my school throughout the school year.	2186	1.99	0.09	0.8	99.2
2. Students have the opportunity to pray regularly at my school.	2187	1.99	0.10	1.1	98.9
3. My school creates and promotes a learning environment that is grounded in the Catholic faith.	2181	1.98	0.13	1.8	98.2
4. My school provides students with opportunities to learn about mental wellness.	2181	1.96	0.20	4.1	95.9
5. My school provides students with opportunities to learn about spiritual wellness.	2174	1.95	0.22	5.3	94.7
6. My school provides students with opportunities to learn about physical wellness.	2184	1.97	0.16	2.7	97.3
7. Teachers at my school infuse Catholic values in many subject areas.	2168	1.96	0.20	4.2	95.8
8. At my school, students participate in social justice activities that help the community (e.g., Food Bank, Terry Fox Run).	2180	1.98	0.13	1.7	98.3
9. Teachers at my school encourage students to try their best.	2179	1.98	0.12	1.5	98.5
10. Learning activities at my school are engaging and relevant.	2176	1.98	0.15	2.4	97.6
11. Students at my school are growing and achieving in literacy.	2171	1.94	0.24	6.3	93.7
12. Students at my school are growing and achieving in numeracy.	2168	1.93	0.25	6.8	93.2
13. Students at my school can make choices about how to demonstrate their learning.	2181	1.95	0.22	4.9	95.1
14. Teachers at my school use a variety of approaches to meet their student's learning needs.	2182	1.97	0.16	2.7	97.3
15. Students at my school are given examples of what is expected of them in their assignments.	2178	1.98	0.13	1.8	98.2
16. Students at my school receive clear and specific feedback about their learning throughout the school year.	2180	1.98	0.14	1.9	98.1
17. Students at my school are taught how to use feedback in order to improve their learning.	2174	1.94	0.23	5.8	94.2
18. My school provides academic supports and specialized services when students need them.	2177	1.90	0.31	10.4	89.6
19. My school offers supports and specialized services to meet the non-academic, social-emotional, and mental health needs of students.	2177	1.91	0.29	9.4	90.6
20. Students with special needs at my school have access to appropriate supports and specialized services.	2175	1.85	0.36	15.3	84.7
21. My school has a variety of extra-curricular activities, clubs, and/or teams.	2185	1.96	0.19	3.7	96.3

Table 5(B): Certificated Teachers - Dichotomous Percentages...continued

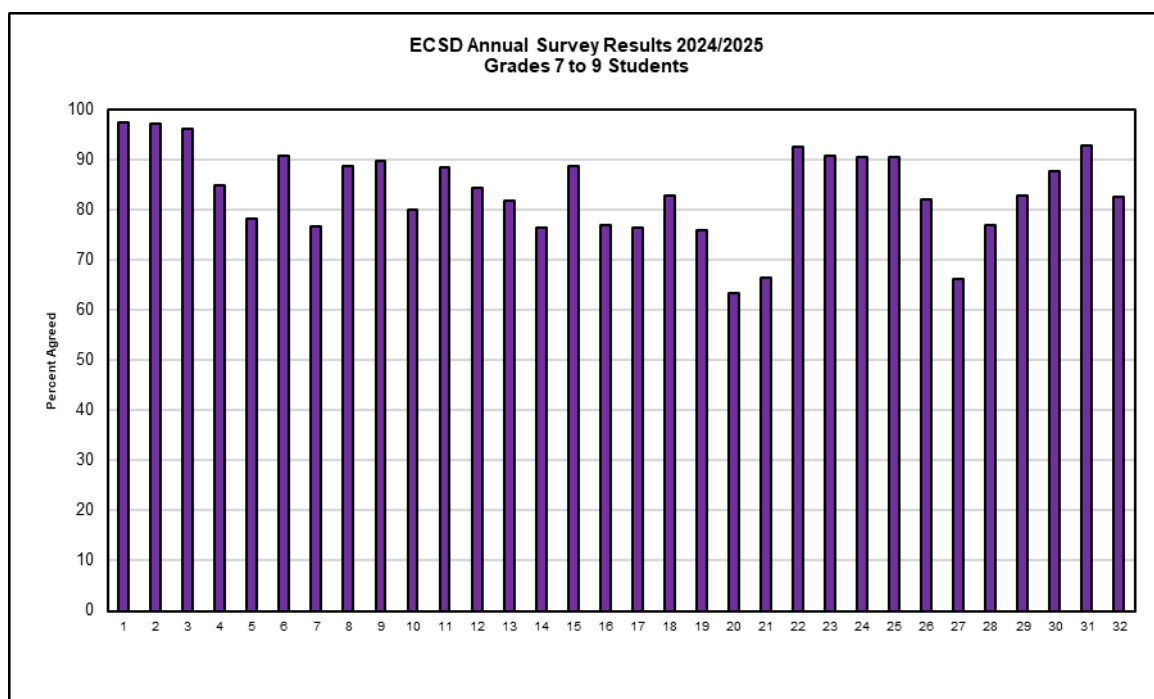
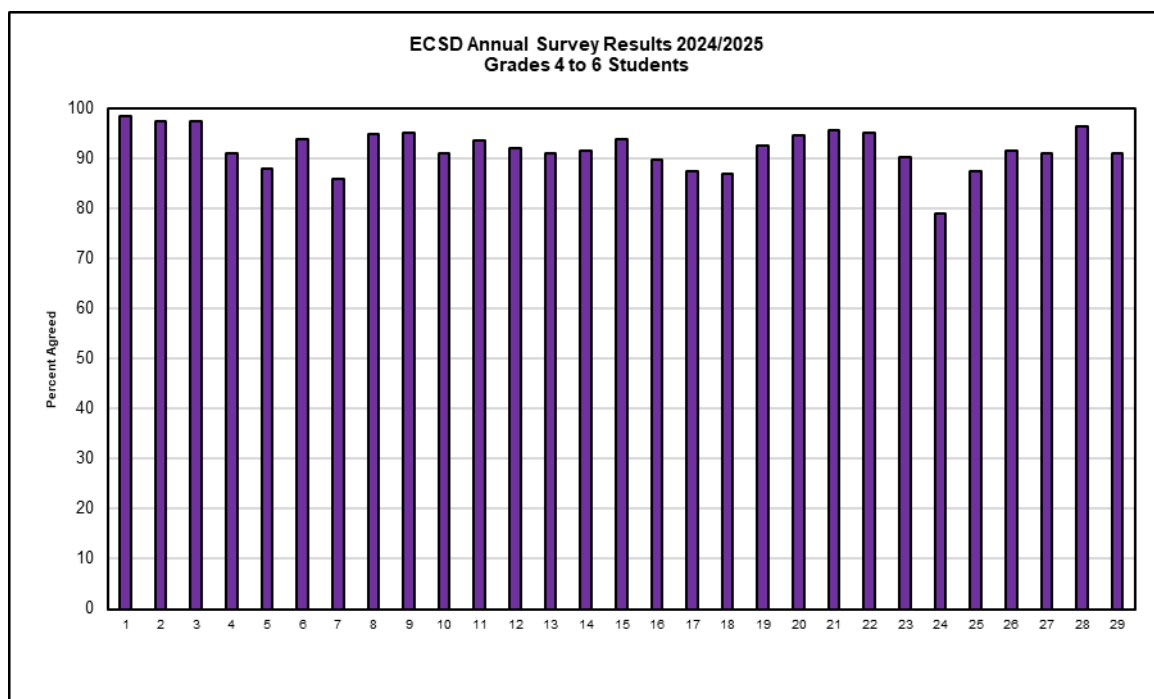
Scale: 1 to 2				Percentages	
Statement	N	Mean	Std. Dev.	Disagreement (1)	Agreement (2)
22. Students at my school demonstrate care for each other.	2180	1.92	0.27	8.0	92.0
23. Welcoming and including others is an expectation at my school.	2174	1.97	0.17	3.0	97.0
24. My school teaches students to show respect for people of all different faiths, cultures, backgrounds, and experiences.	2184	1.97	0.18	3.3	96.7
25. My school celebrates diversity by having events and activities that highlight different cultures and backgrounds.	2170	1.93	0.26	7.2	92.8
26. My school creates opportunities for students to share their opinions about the school with school staff.	2166	1.92	0.27	7.9	92.1
27. Student opinions are respected and valued by the staff at my school.	2177	1.97	0.18	3.3	96.7
28. My school building is a safe and well-maintained facility.	2177	1.93	0.26	7.1	92.9
29. My school encourages our parents/guardians to ask their child about their learning.	2177	1.97	0.16	2.6	97.4
30. Parents/guardians at my school have the opportunity for a voice in their child's education.	2169	1.97	0.16	2.5	97.5
31. My school teaches about First Nations, Metis, and Inuit culture, history, perspectives, and experiences.	2181	1.97	0.16	2.7	97.3
32. My school is working to advance the Truth and Reconciliation Calls to Action in the school and community.	2177	1.97	0.18	3.4	96.6
33. Overall, I am satisfied with the quality of education that my school is providing to our students.	2183	1.96	0.19	3.6	96.4

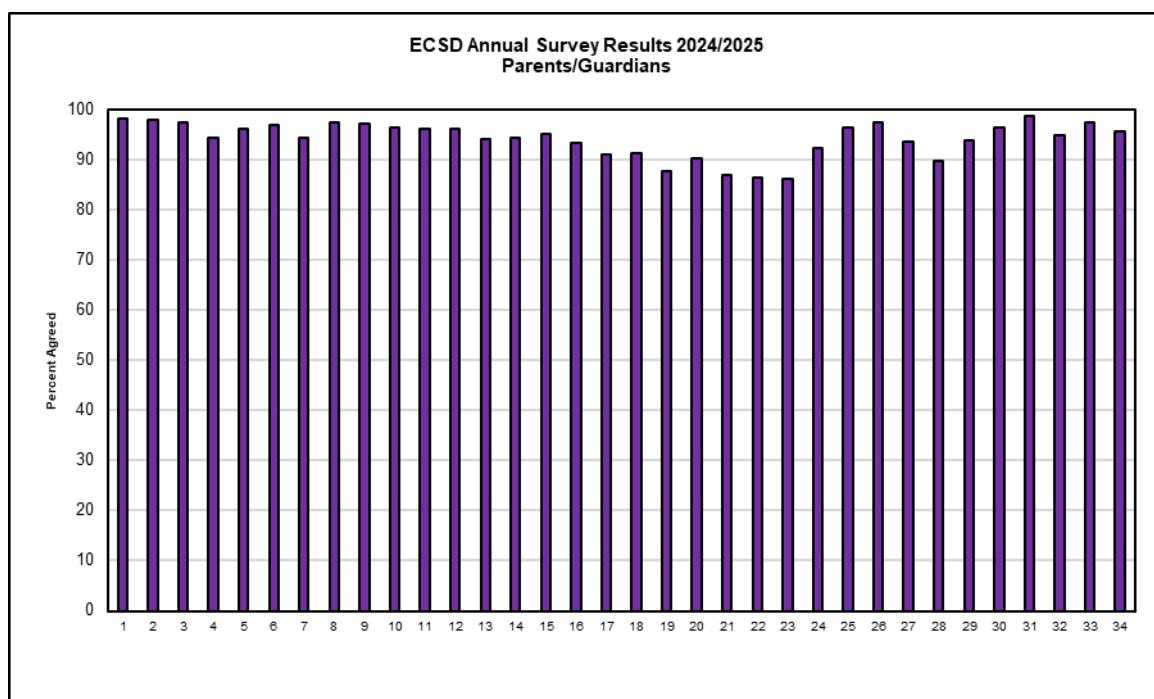
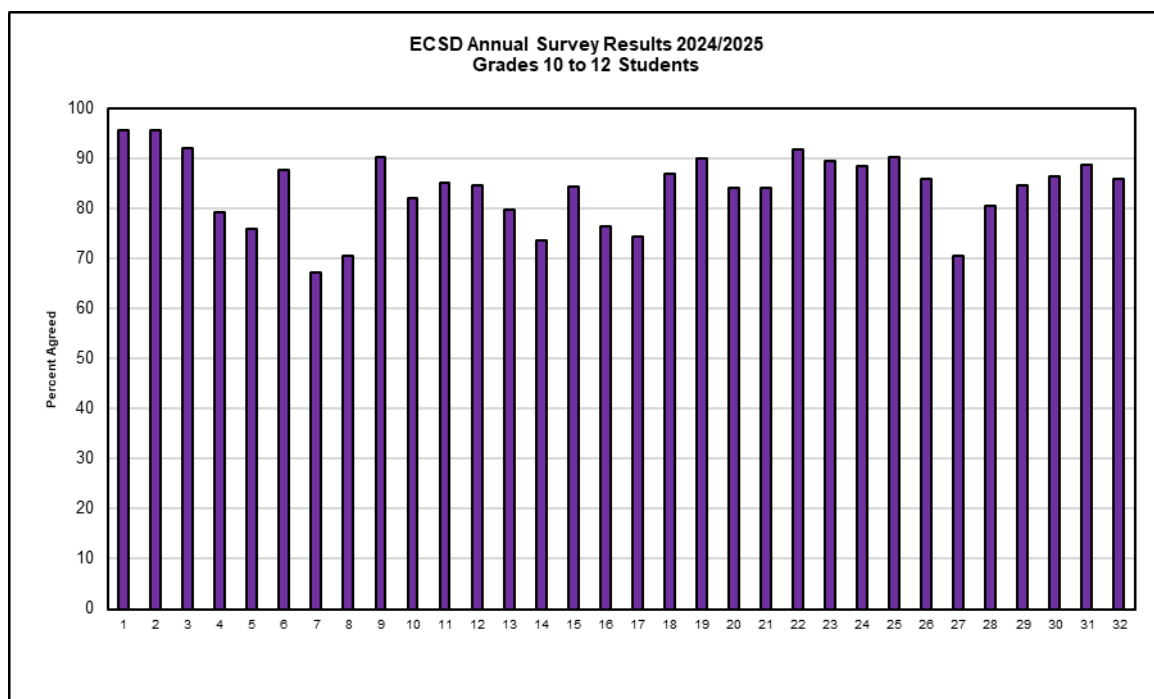
APPENDIX C

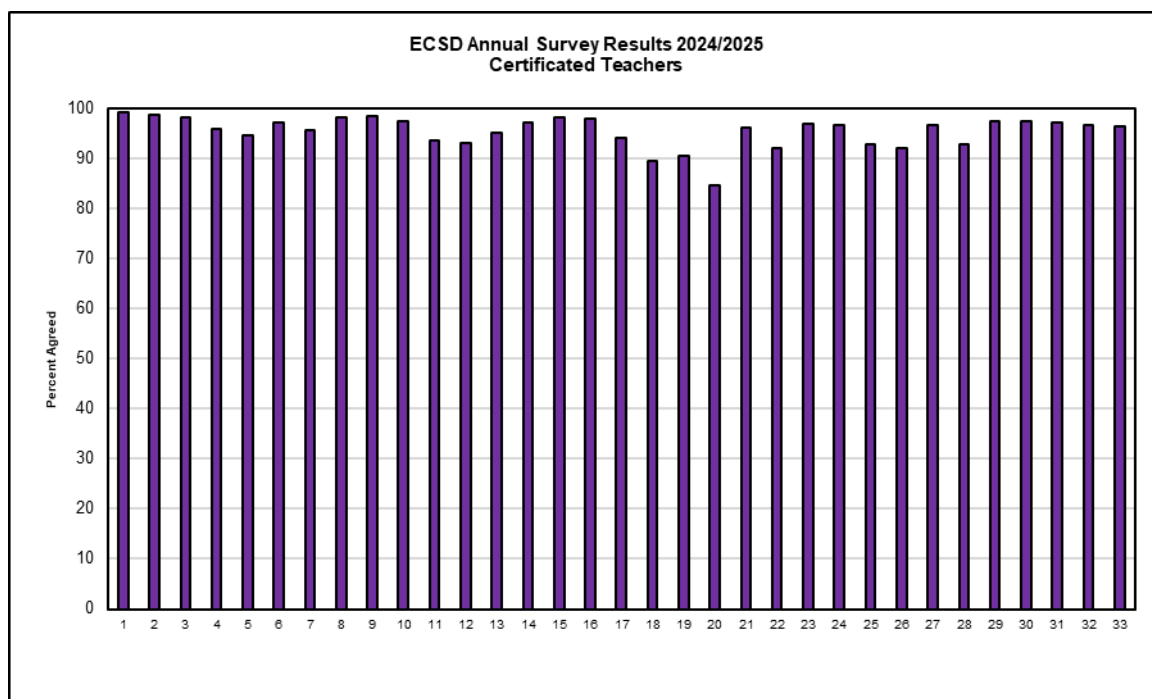
ECSD ANNUAL SURVEY RESULTS 2024/2025 SCHOOL YEAR

- Chart: Grades 4 to 6 Students
- Chart: Grades 7 to 9 Students
- Chart: Grades 10 to 12 Students
- Chart: Parents/Guardians
- Chart: Certificated Teachers

EDMONTON CATHOLIC SCHOOLS





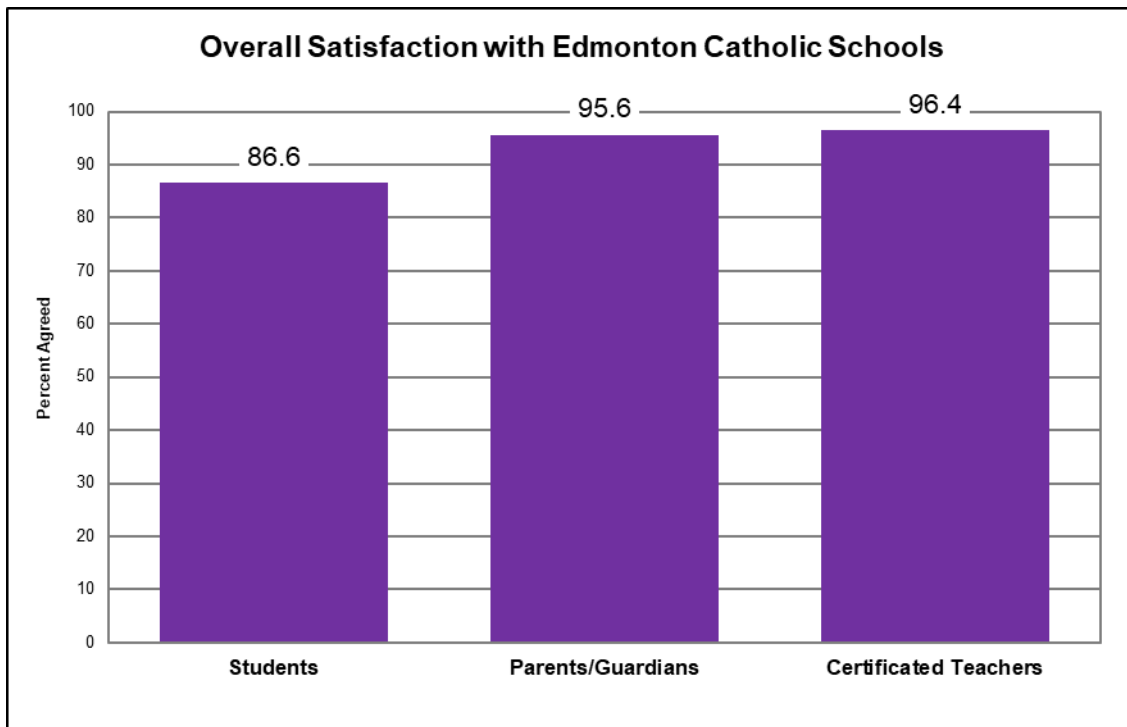


Edmonton Catholic Schools ECSD Annual Survey Highlights 2024/2025

The Edmonton Catholic School Division (ECSD) is pleased to present the ECSD Annual Survey Results 2024/2025. Students in grades 4 to 12, certificated teachers, and parents/guardians of all students enrolled in Edmonton Catholic Schools were invited to participate in the survey. The details of the results are available in the ECSD Annual Survey Results Report 2024/2025.

Overall Satisfaction Survey Items for 2024/2025:

- Grades 4 to 6 Students – Overall satisfied with the quality of education at their school (**91.0%**)
- Grades 7 to 9 Students – Overall satisfied with the quality of education at their school (**82.6%**)
- Grades 10 to 12 Students – Overall satisfied with the quality of education at their school (**85.9%**)
- Parents/Guardians – Overall satisfied with the quality of education at their child's school (**95.6%**)
- Certificated Teachers – Overall satisfied with the quality of education that their school is providing to their students (**96.4%**)



Edmonton Catholic Schools also grouped the individual survey items into themes.

Top Performing Themes for 2024/2025

- Certificated Teacher – Catholic Identity (**98.1%**)
- Parent/Guardian – Foundational Knowledge about First Nations, Metis, and Inuit (**97.5%**)
- Certificated Teacher – Parent and Guardian Engagement (**97.4%**)
- Certificated Teacher – Teaching and Learning Practices (**97.3%**)
- Parent/Guardian – Catholic Identity (**97.1%**)
- Certificated Teacher – Foundational Knowledge about First Nations, Metis, and Inuit (**97.0%**)
- Parent/Guardian – Parent and Guardian Engagement (**96.8%**)
- Parent/Guardian – Facilities (**96.5%**)
- Certificated Teacher – Overall Satisfaction with Edmonton Catholic Schools (**96.4%**)
- Parent/Guardian – Student Growth (**96.2%**)
- Certificated Teacher – Wellness (**96.0%**)
- Parent/Guardian – Wellness (**95.8%**)
- Parent/Guardian – Overall Satisfaction with Edmonton Catholic Schools (**95.6%**)
- Parent/Guardian – Inclusive and Caring Learning Environment (**95.0%**)
- Parent/Guardian – Teaching and Learning Practices (**94.6%**)
- Certificated Teacher – Inclusive and Caring Learning Environment (**94.6%**)
- Certificated Teacher – Student Engagement (**94.6%**)
- Certificated Teacher – Student Growth (**93.5%**)
- Student – Foundational Knowledge about First Nations, Metis, and Inuit (**93.1%**)

ECSD Annual Survey Themes 2024/2025 Satisfaction/Agreement Percentages

Theme	Student (%)	Parent / Guardian (%)	Certificated Teacher (%)
Catholic Identity	90.6	97.1	98.1
Wellness	85.9	95.8	96.0
Inclusive and Caring Learning Environment	90.5	95.0	94.6
Foundational Knowledge about First Nations, Metis, and Inuit	93.1	97.5	97.0
Access to Help, Support, and Resources	86.1	88.4	90.3
Student Engagement	79.5	92.7	94.6
Student Growth	88.3	96.2	93.5
Teaching and Learning Practices	84.7	94.6	97.3
Parent and Guardian Engagement	88.6	96.8	97.4
Facilities	86.6	96.5	92.9
Overall Satisfaction with Edmonton Catholic Schools	86.6	95.6	96.4

Overall, high rates of satisfaction/agreement were reported by each of the three student groups as well as by the parent/guardian and certificated teacher groups.



EDMONTON CATHOLIC SCHOOLS

9405 50 Street NW | Edmonton, AB T6B 2T4 | T: 780-441-6000

BOARD OF TRUSTEES MEMO

March 19, 2025 Public Board Meeting

2.3

Date: March 19, 2025

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Susan Makale, Executive Director, Chief Superintendent's Office
Ryan Feehan, Superintendent, Leadership Services

Resource Staff: Val Schlosser, Director, Division Monitoring

Re: **ECSD Systems Excellence Survey Results Report 2024/2025**

Background:

The Edmonton Catholic School Division (ECSD) conducted the ECSD Systems Excellence Survey from January 6 to January 24, 2025, to engage Division staff from all schools and all departments 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)*.

The attached ECSD Systems Excellence Survey Results Report provides Division results for the 2024/2025 survey administration. In addition to the Division results, individual school reports will be provided to each school Principal and individual department reports will be provided to each department Superintendent. The school reports and department reports are used by leadership for planning purposes.

Recommendation:

That based on the evidence provided in the ECSD Systems Excellence Survey Results Report 2024/2025, the Board of Trustees determines that the following Quality Indicators have been met, as per *Board Policy 12 - Appendix B*, relative to the current evaluation period:

QI 1.1 Ensures that all school leaders actively promote education in a Catholic context.

QI 1.3 Ensures religious celebrations and social justice are organized by schools and departments.

QI 3.3 Implements the requirements of Occupational Health and Safety legislation, including required staff professional development.

QI 8.1 Ensures the three-year planning process involves appropriate stakeholder input and results in high stakeholder satisfaction.

Attachments:

- ECSD Systems Excellence Survey Results Report 2024/2025
- ECSD Systems Excellence Survey Highlights 2024/2025



Edmonton Catholic School Division

ECSD Systems Excellence Survey Results

2024/2025 School Year

Division Monitoring: March 19, 2025



EDMONTON CATHOLIC SCHOOLS ECSD SYSTEMS EXCELLENCE SURVEY RESULTS 2024/2025 SCHOOL YEAR

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EDMONTON CATHOLIC SCHOOLS ECSD SYSTEMS EXCELLENCE SURVEY RESULTS 2024/2025 SCHOOL YEAR

I. INTRODUCTION

The Edmonton Catholic School Division (ECSD) conducted the ECSD Systems Excellence Survey from January 6 to January 24, 2025, 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 2024/2025 survey administration. In addition to the Division results, individual school reports will be provided to each school Principal and individual department reports will be provided to each department Superintendent. The school reports and department reports are used by leadership for planning purposes. Consistent with past methodology, results with fewer than six respondents are not reported to protect the identity of small groups.

Events occurred during the 2024/2025 survey administration timeframe that may have affected survey results and response rates. The Canada Post strike began on November 15, 2024, and was suspended on December 17, 2024. Consistent with the 2023/2024 survey administration, Division staff were given the option to return their completed surveys directly to the Division through Canada Post business reply mail during the 2024/2025 survey administration. However, upon resuming operations after the suspension of the strike, Canada Post indicated that delays in mail delivery could be expected into January 2025 which may have affected survey results and response rates.

In addition, strikes of School Support Staff from various school divisions in Alberta may have also affected the results of the survey as the education sector provincially was experiencing unrest. Another event that may have affected survey results during the 2024/2025 survey administration was the cybersecurity PowerSchool breach. PowerSchool is the student information system that is used by Edmonton Catholic Schools and many other school divisions worldwide. PowerSchool was made aware of a cybersecurity incident on December 28, 2024, and notified ECSD on January 7, 2025. ECSD notified staff, families, and the public on January 8, 2025, about the cybersecurity incident which may have affected survey results as all Division staff with PowerSchool access were affected. Additional communications were also provided.

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. Due to the events stated above and due to survey item alignment changes for the priorities in the *Division Plan for Continuous Growth 2023-2026*, caution should be used in comparing the results for the 2024/2025 school year to the 2023/2024 school year.

II. TARGET POPULATION AND RESPONSE RATES

Surveys were distributed to Division staff from schools and departments. There were 4685 surveys distributed and 4055 surveys completed. Overall, the response rate for the 2024/2025 school year was **86.6%** 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’s results.

In **Appendix C**, the overall agreement **dichotomous percentages** are presented in the chart.

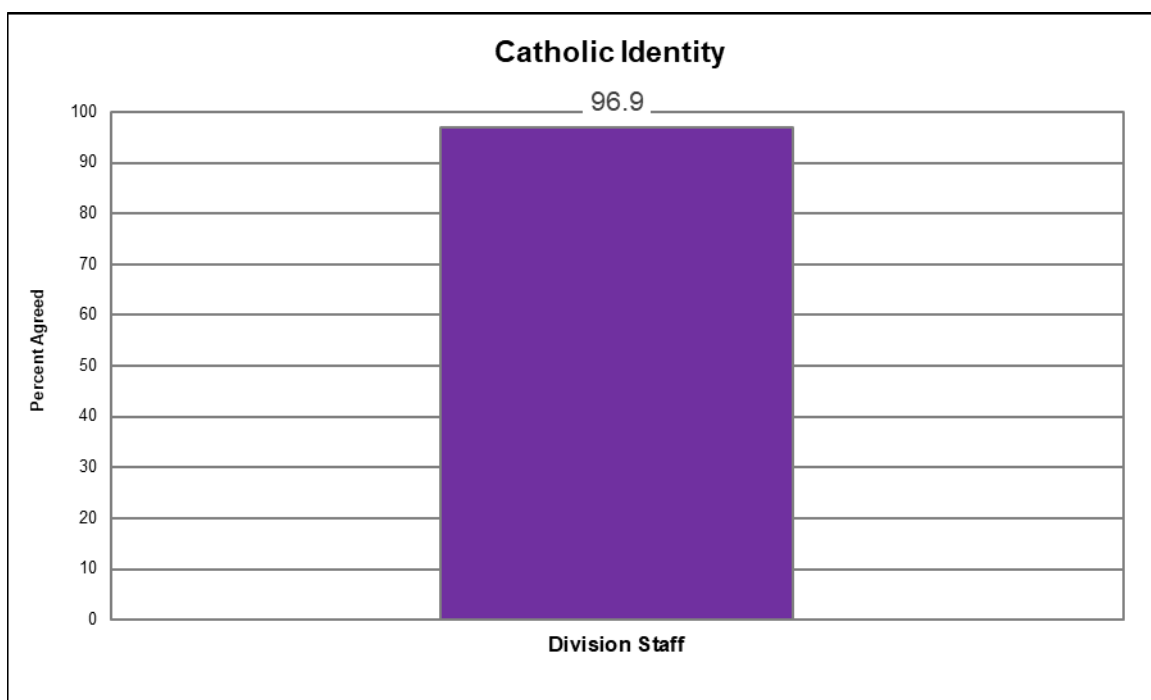
IV. MEASURES BY THEMES

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:

- **97.7%** indicated that they have opportunities to participate in religious celebrations at their school/department/site;
- **97.2%** agreed that they have opportunities to pray regularly at their school/site;
- **97.0%** indicated that their school/department/site creates and promotes a working environment that is grounded in the Catholic faith; and
- **95.8%** indicated that their school/department/site provides them with opportunities to participate in social justice activities (e.g., donations, collections, service opportunities).

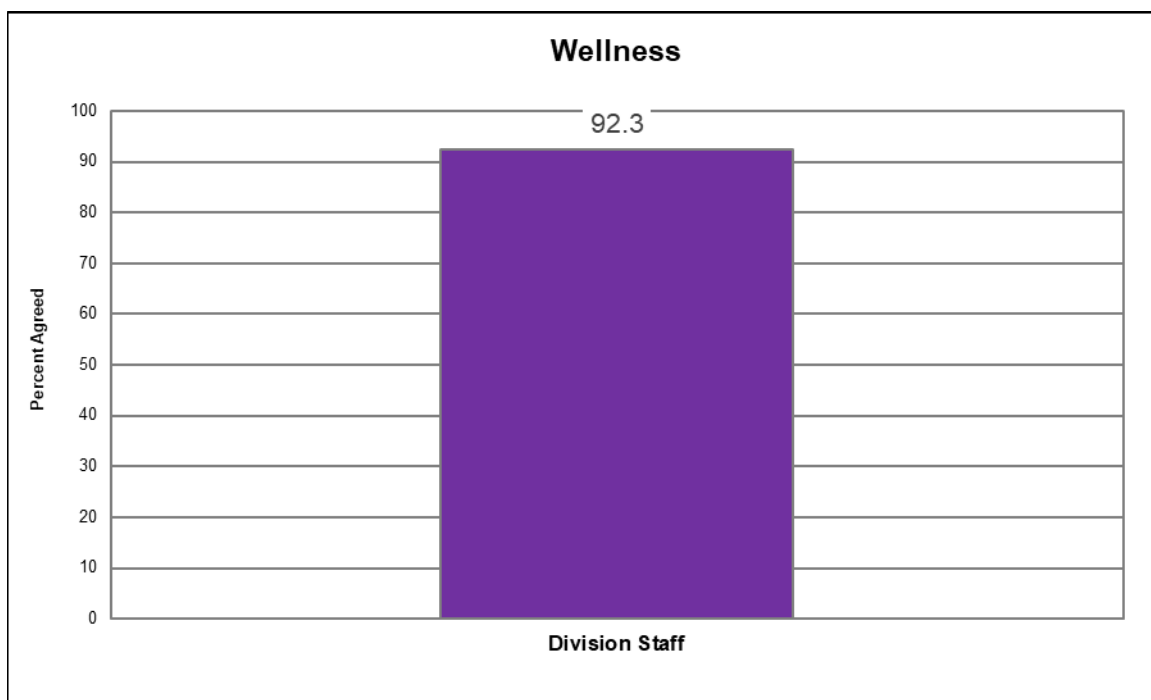


For the 2024/2025 school year, the result for the Catholic Identity theme is provided in the chart above. For the 2023/2024 school year, the result for the Catholic Identity theme was 97.6% for Division staff. It is important to note that the survey item associated with social justice activities was moved from the Staff Engagement theme to the Catholic Identity theme for this school year. In recalculating the 2023/2024 results by adding the survey item associated with social justice activities, the recalculated result would be 97.1% for Division staff for the Catholic Identity theme. As a reminder, caution should be used when comparing results across time.

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

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

- **95.5%** agreed that they have someone at their school/department that they can talk to if they feel like they need support;
- **95.1%** 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);
- **91.2%** agreed that their school/site promotes a psychologically safe working environment; and
- **87.3%** 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).

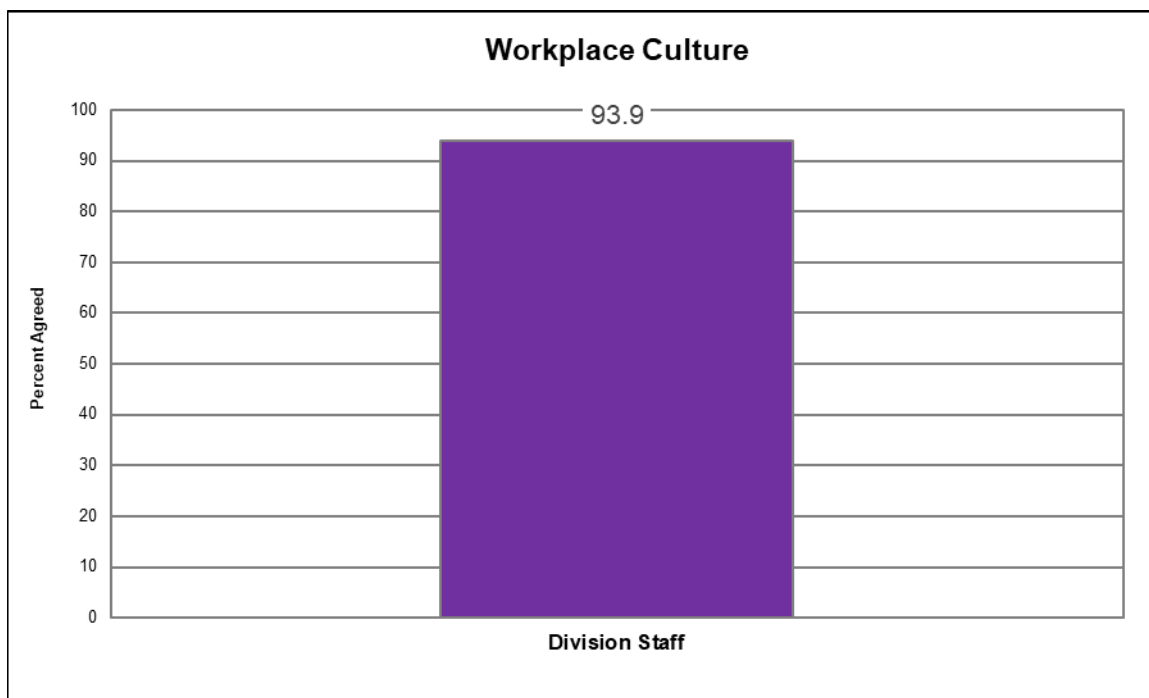


For the 2024/2025 school year, the result for the Wellness theme is provided in the chart above. For the 2023/2024 school year, the result for the Wellness theme was 91.7% for Division staff. As a reminder, caution should be used when comparing results across time.

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

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

- **97.9%** agreed that their school/department expects staff to show respect for people of all faiths, cultures, backgrounds, and experiences;
- **95.2%** indicated that their school/department promotes an environment that is reflective of the Respect in the Workplace Administrative Procedure;
- **92.8%** agreed that they can go to their principal/supervisor if they feel like they need support;
- **92.6%** agreed that conflict management in their school/department is handled using a respectful approach; and
- **91.0%** indicated that their contributions to their school/department are acknowledged and appreciated by their principal/supervisor.

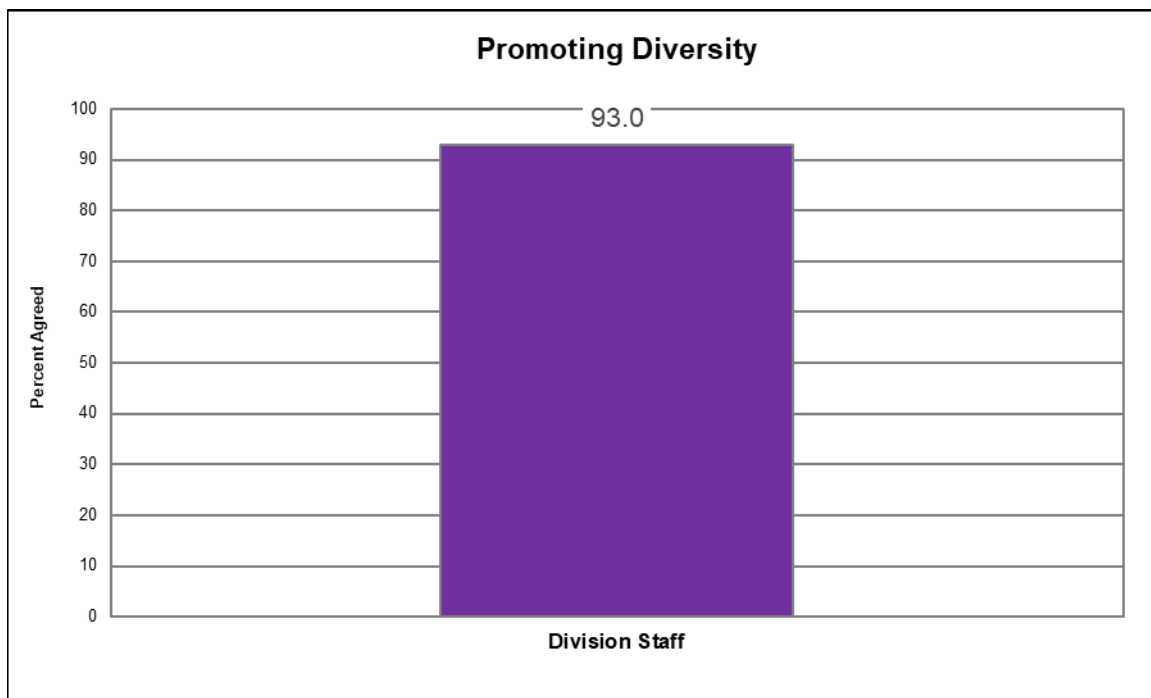


For the 2024/2025 school year, the result for the Workplace Culture theme is provided in the chart above. For the 2023/2024 school year, the result for the Workplace Culture theme was 93.1% for Division staff. As a reminder, caution should be used when comparing results across time.

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

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

- **96.0%** agreed that their school/department is implementing the strategies and actions as outlined in the Equity, Diversity, Inclusion & Anti-Racism Strategic Plan; and
- **90.1%** agreed that their unique gifts and talents are recognized and celebrated at their school/site.

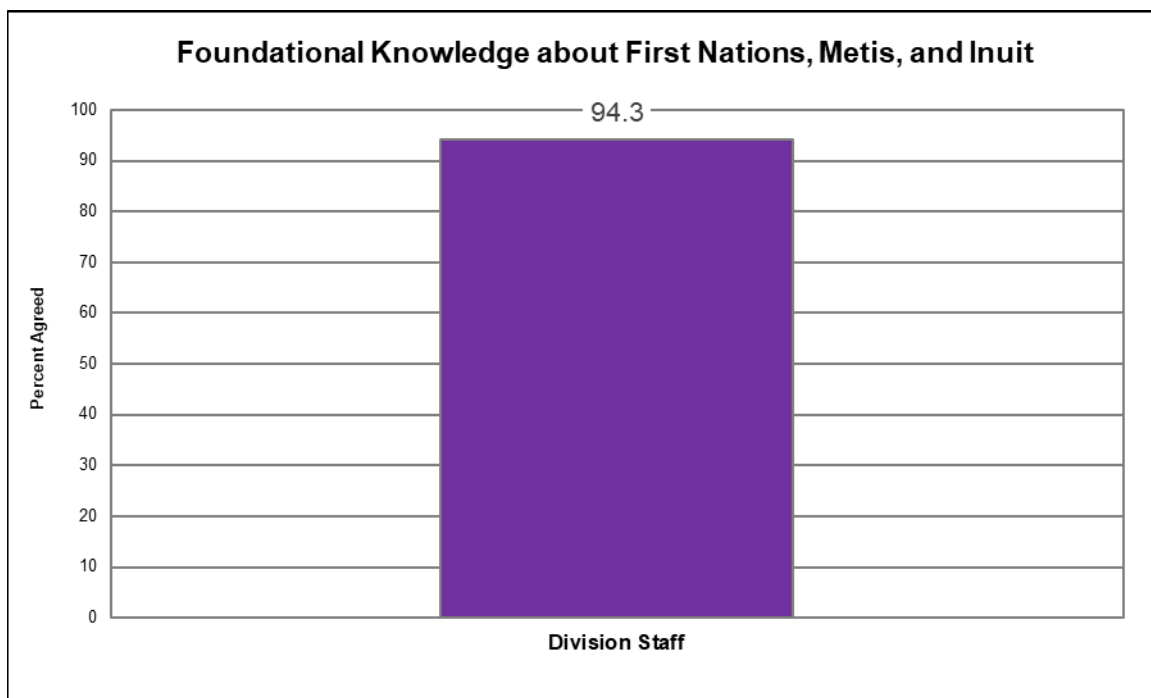


For the 2024/2025 school year, the result for the Promoting Diversity theme is provided in the chart above. For the 2023/2024 school year, the result for the Promoting Diversity theme was 92.7% for Division staff. As a reminder, caution should be used when comparing results across time.

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

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

- **95.1%** indicated that the Division is working to advance the Truth and Reconciliation Calls to Action in schools and departments; and
- **93.5%** 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.

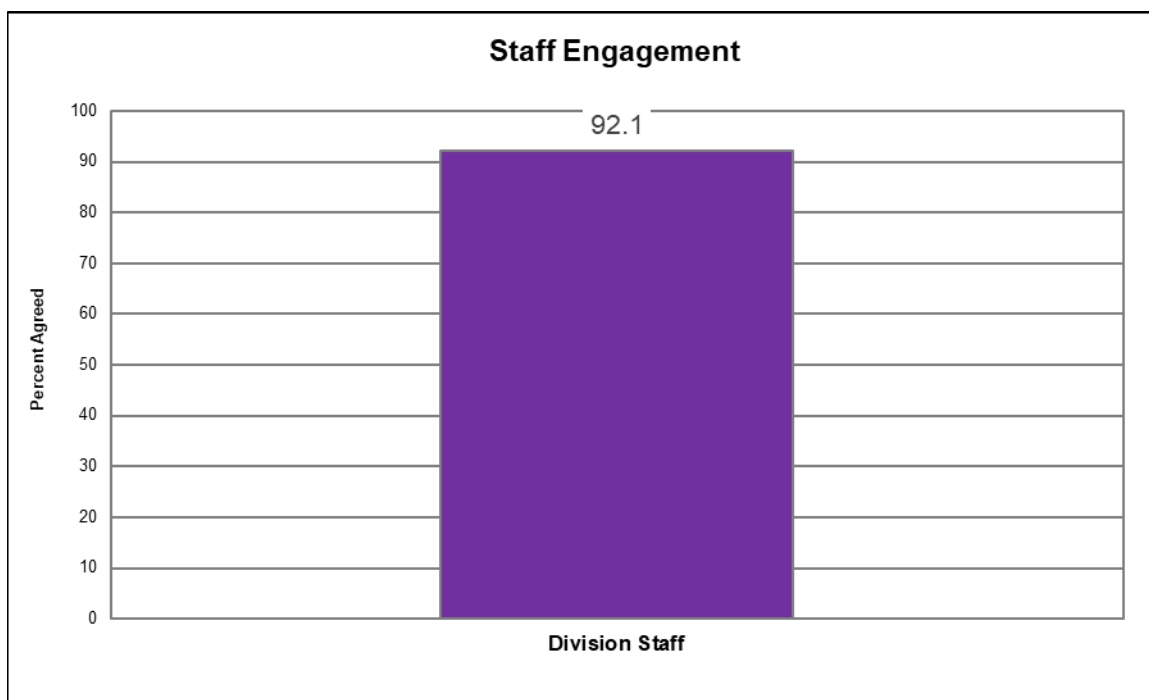


For the 2024/2025 school year, the result for the Foundational Knowledge about First Nations, Metis, and Inuit theme is provided in the chart above. For the 2023/2024 school year, the result for the Foundational Knowledge about First Nations, Metis, and Inuit theme was 93.2% for Division staff. As a reminder, caution should be used when comparing results across time.

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

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

- **98.3%** agreed that they contribute as a team member in their school/department;
- **93.3%** indicated that their staff works as a team in their school/department;
- **91.0%** agreed that they have opportunities to voice their opinions and concerns at their school/department; and
- **85.9%** agreed that they have opportunities for a voice into decisions that affect their job at their school/department.

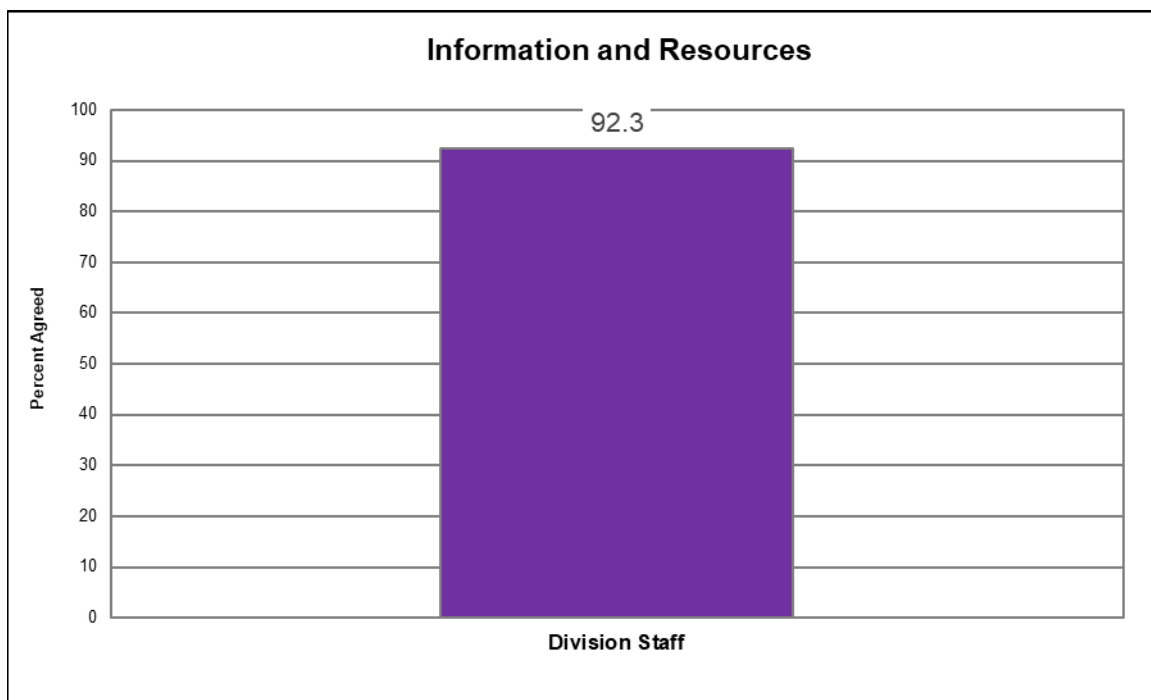


For the 2024/2025 school year, the result for the Staff Engagement theme is provided in the chart above. For the 2023/2024 school year, the result for the Staff Engagement theme was 92.2% for Division staff. It is important to note that the survey item associated with social justice activities was moved from the Staff Engagement theme to the Catholic Identity theme for this school year. In recalculating the 2023/2024 results by removing the survey item associated with social justice activities, the recalculated result would be 91.4% for Division staff for the Staff Engagement theme. As a reminder, caution should be used when comparing results across time.

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

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

- **97.2%** agreed that they are aware of the Division’s Occupational Health and Safety Procedures;
- **93.5%** indicated that their school/department provides them with the information they need in order to do their job;
- **92.3%** indicated that they read the communications from the Division (e.g., emails, WAGs);
- **91.1%** agreed that they are aware of the Division Plan for Continuous Growth for this school year; and
- **87.6%** indicated that they are provided with what they need to do their job given the limits on Division resources.

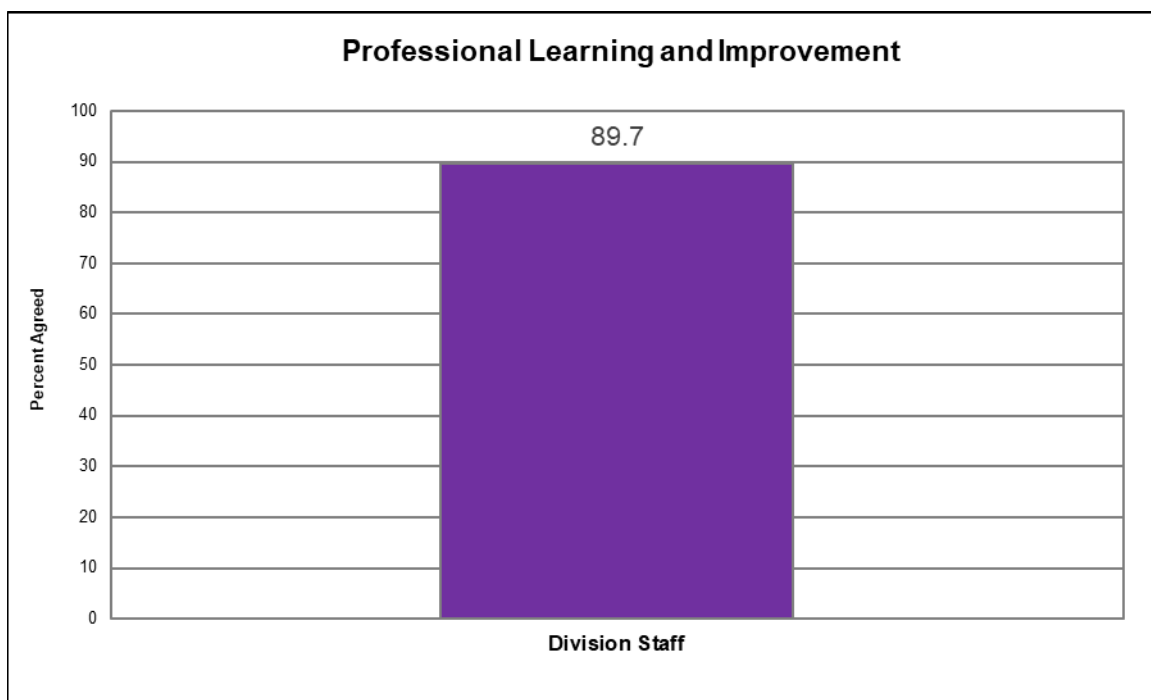


For the 2024/2025 school year, the result for the Information and Resources theme is provided in the chart above. For the 2023/2024 school year, the result for the Information and Resources theme was 91.8% for Division staff. As a reminder, caution should be used when comparing results across time.

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

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

- **95.9%** agreed that their school/department expects them to participate in professional learning or training opportunities;
- **92.0%** agreed that their school/department focuses on continuous improvement through evidence-based decision-making;
- **90.3%** indicated that their principal/supervisor provides them with feedback to help them improve their work;
- **87.4%** agreed that school/department-provided professional learning or training opportunities are useful to them; and
- **82.9%** agreed that Division-provided professional learning or training opportunities are useful to them.

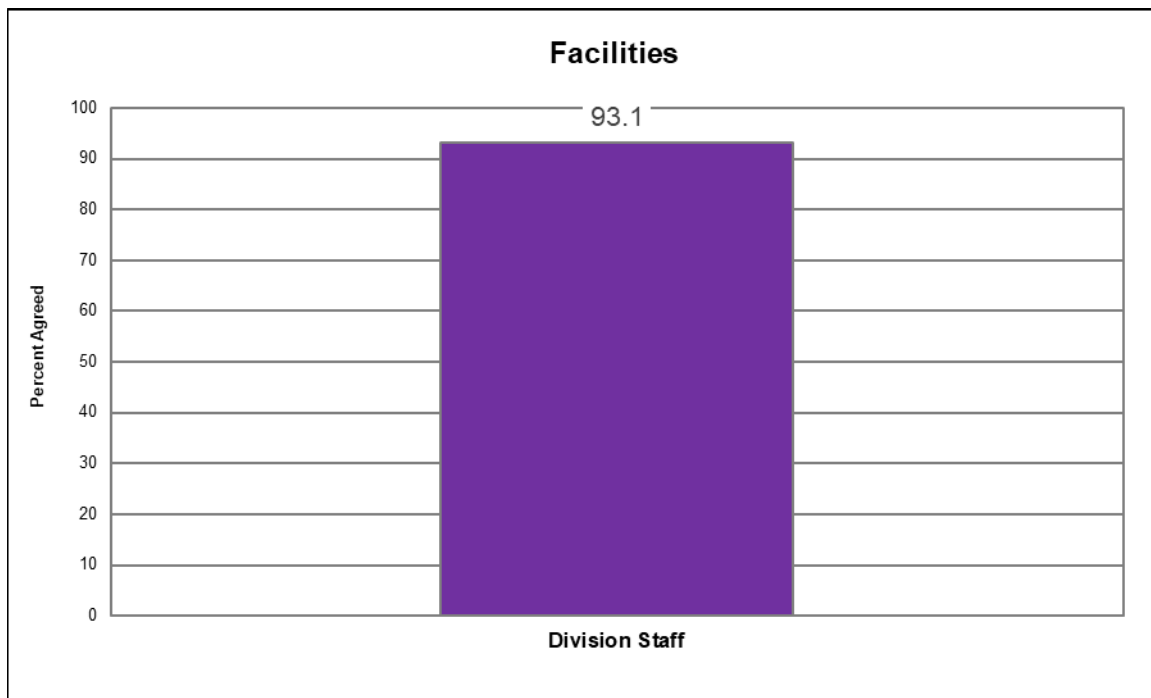


For the 2024/2025 school year, the result for the Professional Learning and Improvement theme is provided in the chart above. For the 2023/2024 school year, the result for the Professional Learning and Improvement theme was 88.7% for Division staff. As a reminder, caution should be used when comparing results across time.

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

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

- **93.1%** agreed that their school/site building is a safe and well-maintained facility.

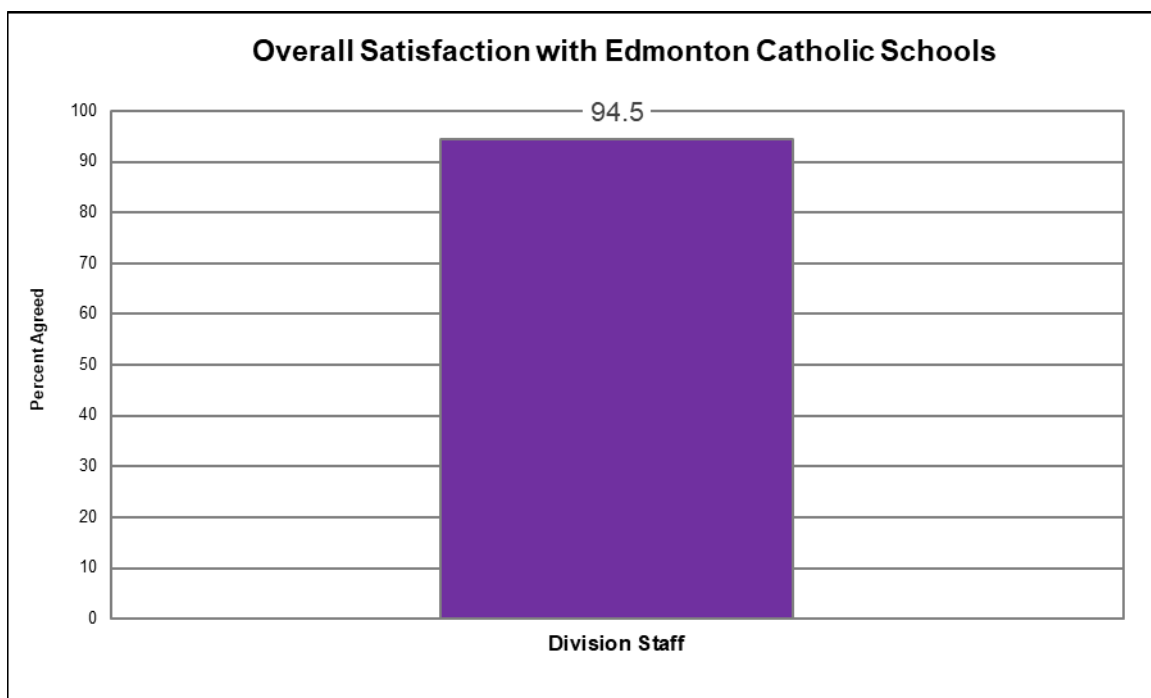


For the 2024/2025 school year, the result for the Facilities theme is provided in the chart above. For the 2023/2024 school year, the result for the Facilities theme was 91.1% for Division staff. As a reminder, caution should be used when comparing results across time.

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, 94.0%** indicated that the Division is a good place to work.



For the 2024/2025 school year, the result for the Overall Satisfaction with Edmonton Catholic Schools theme is provided in the chart above. For the 2023/2024 school year, the result for the Overall Satisfaction with Edmonton Catholic Schools theme was 93.7% for Division staff. As a reminder, caution should be used when comparing results across time.

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 2025/2026 school year.

APPENDIX A

ECSD SYSTEMS EXCELLENCE SURVEY RESULTS 2024/2025 SCHOOL YEAR

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

EDMONTON CATHOLIC SCHOOLS

Table 1(A): Division Staff - Response Percentages

Scale: 1 to 4				Percentages			
Statement	N	Mean	Std. Dev.	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1. I have opportunities to participate in religious celebrations at my school/department/site.	4027	3.68	0.55	1.0	1.2	26.1	71.6
2. I have opportunities to pray regularly at my school/site.	4018	3.67	0.56	1.0	1.8	26.0	71.1
3. My school/department/site creates and promotes a working environment that is grounded in the Catholic faith.	4019	3.63	0.58	1.1	1.8	30.3	66.7
4. My school/department promotes an environment that is reflective of the Respect in the Workplace Administrative Procedure.	4010	3.56	0.64	1.5	3.3	33.1	62.1
5. My school/department expects staff to show respect for people of all faiths, cultures, backgrounds, and experiences.	4024	3.69	0.54	0.9	1.2	25.5	72.4
6. I contribute as a team member in my school/department.	4027	3.70	0.53	0.9	0.9	25.7	72.6
7. Our staff works as a team in my school/department.	4034	3.51	0.67	1.5	5.2	34.0	59.3
8. I have opportunities to voice my opinions and concerns at my school/department.	4021	3.43	0.72	2.3	6.7	37.1	53.9
9. My unique gifts and talents are recognized and celebrated at my school/site.	3998	3.37	0.72	2.3	7.6	40.9	49.3
10. Conflict management in my school/department is handled using a respectful approach.	3987	3.43	0.69	2.0	5.4	39.9	52.7
11. I can go to my principal/supervisor if I feel like I need support.	4026	3.56	0.70	2.4	4.9	27.3	65.4
12. I have someone at my school/department that I can talk to if I feel like I need support.	3997	3.60	0.62	1.5	3.0	29.1	66.4
13. My school/department is implementing the strategies and actions as outlined in the Equity, Diversity, Inclusion & Anti-Racism Strategic Plan.	3989	3.54	0.61	1.2	2.8	36.8	59.2
14. My school/site promotes a psychologically safe working environment.	4002	3.41	0.72	2.3	6.5	38.7	52.5
15. I am aware of the Division's Occupational Health and Safety Procedures.	4020	3.55	0.58	0.7	2.2	38.7	58.5
16. My school/site building is a safe and well-maintained facility.	4015	3.45	0.68	1.8	5.2	39.6	53.5
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).	4023	3.47	0.62	0.9	4.0	42.5	52.6
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).	3991	3.26	0.75	2.9	9.8	45.5	41.8
19. My school/department/site provides me with opportunities to participate in social justice activities (e.g., donations, collections, service opportunities).	3992	3.55	0.60	0.9	3.3	36.3	59.5

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

Scale: 1 to 4				Percentages			
Statement	N	Mean	Std. Dev.	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.	4004	3.27	0.79	3.7	10.4	41.4	44.5
21. My principal/supervisor provides me with feedback to help me improve my work.	4011	3.40	0.73	2.4	7.3	38.4	51.9
22. My contributions to my school/department are acknowledged and appreciated by my principal/supervisor.	4019	3.44	0.73	2.6	6.4	35.3	55.7
23. My school/department focuses on continuous improvement through evidence-based decision-making.	3970	3.40	0.69	1.9	6.0	42.3	49.8
24. I am provided with what I need to do my job given the limits on Division resources.	4014	3.26	0.75	2.9	9.5	46.2	41.4
25. My school/department expects me to participate in professional learning or training opportunities.	4008	3.53	0.61	1.1	3.0	37.6	58.3
26. School/department-provided professional learning or training opportunities are useful to me.	4008	3.29	0.76	3.1	9.5	42.9	44.5
27. Division-provided professional learning or training opportunities are useful to me.	4007	3.18	0.81	4.2	12.9	43.4	39.5
28. I am aware of the Division Plan for Continuous Growth for this school year.	4001	3.38	0.69	1.4	7.5	42.2	48.8
29. I read the communications from the Division (e.g., emails, WAGs).	4025	3.41	0.68	1.6	6.1	42.2	50.1
30. My school/department provides me with the information I need in order to do my job.	4019	3.42	0.66	1.4	5.1	43.6	49.9
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.	3995	3.42	0.65	1.4	5.2	43.8	49.7
32. The Division is working to advance the Truth and Reconciliation Calls to Action in our schools and departments.	3969	3.44	0.62	1.1	3.7	44.9	50.2
33. Overall, my school/department is a good place to work.	4034	3.55	0.64	1.7	3.3	33.6	61.4
34. Overall, the Division is a good place to work.	4023	3.44	0.66	1.6	4.3	42.6	51.5

APPENDIX B

ECSD SYSTEMS EXCELLENCE SURVEY RESULTS 2024/2025 SCHOOL YEAR

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

EDMONTON CATHOLIC SCHOOLS

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.	4027	1.98	0.15	2.3	97.7
2. I have opportunities to pray regularly at my school/site.	4018	1.97	0.17	2.8	97.2
3. My school/department/site creates and promotes a working environment that is grounded in the Catholic faith.	4019	1.97	0.17	3.0	97.0
4. My school/department promotes an environment that is reflective of the Respect in the Workplace Administrative Procedure.	4010	1.95	0.21	4.8	95.2
5. My school/department expects staff to show respect for people of all faiths, cultures, backgrounds, and experiences.	4024	1.98	0.14	2.1	97.9
6. I contribute as a team member in my school/department.	4027	1.98	0.13	1.7	98.3
7. Our staff works as a team in my school/department.	4034	1.93	0.25	6.7	93.3
8. I have opportunities to voice my opinions and concerns at my school/department.	4021	1.91	0.29	9.0	91.0
9. My unique gifts and talents are recognized and celebrated at my school/site.	3998	1.90	0.30	9.9	90.1
10. Conflict management in my school/department is handled using a respectful approach.	3987	1.93	0.26	7.4	92.6
11. I can go to my principal/supervisor if I feel like I need support.	4026	1.93	0.26	7.2	92.8
12. I have someone at my school/department that I can talk to if I feel like I need support.	3997	1.96	0.21	4.5	95.5
13. My school/department is implementing the strategies and actions as outlined in the Equity, Diversity, Inclusion & Anti-Racism Strategic Plan.	3989	1.96	0.20	4.0	96.0
14. My school/site promotes a psychologically safe working environment.	4002	1.91	0.28	8.8	91.2
15. I am aware of the Division's Occupational Health and Safety Procedures.	4020	1.97	0.17	2.8	97.2
16. My school/site building is a safe and well-maintained facility.	4015	1.93	0.25	6.9	93.1
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).	4023	1.95	0.22	4.9	95.1
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).	3991	1.87	0.33	12.7	87.3
19. My school/department/site provides me with opportunities to participate in social justice activities (e.g., donations, collections, service opportunities).	3992	1.96	0.20	4.2	95.8

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

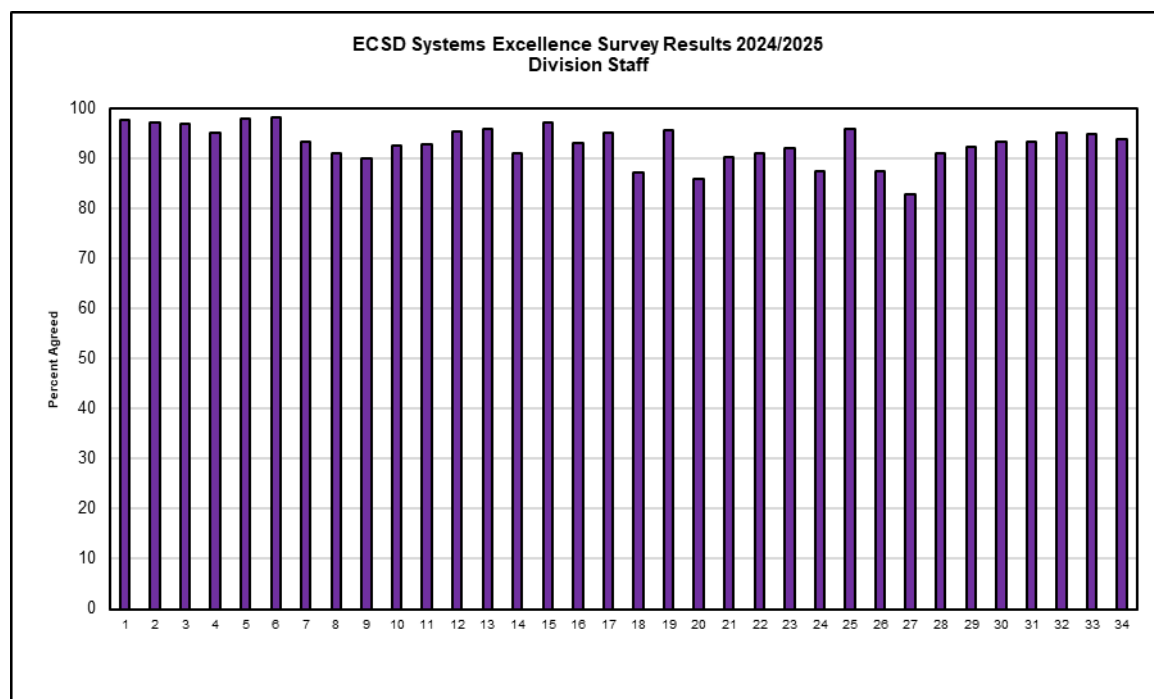
Scale: 1 to 2				Percentages	
Statement	N	Mean	Std. Dev.	Disagreement (1)	Agreement (2)
20. I have opportunities for a voice into decisions that affect my job at my school/department.	4004	1.86	0.35	14.1	85.9
21. My principal/supervisor provides me with feedback to help me improve my work.	4011	1.90	0.30	9.7	90.3
22. My contributions to my school/department are acknowledged and appreciated by my principal/supervisor.	4019	1.91	0.29	9.0	91.0
23. My school/department focuses on continuous improvement through evidence-based decision-making.	3970	1.92	0.27	8.0	92.0
24. I am provided with what I need to do my job given the limits on Division resources.	4014	1.88	0.33	12.4	87.6
25. My school/department expects me to participate in professional learning or training opportunities.	4008	1.96	0.20	4.1	95.9
26. School/department-provided professional learning or training opportunities are useful to me.	4008	1.87	0.33	12.6	87.4
27. Division-provided professional learning or training opportunities are useful to me.	4007	1.83	0.38	17.1	82.9
28. I am aware of the Division Plan for Continuous Growth for this school year.	4001	1.91	0.29	8.9	91.1
29. I read the communications from the Division (e.g., emails, WAGs).	4025	1.92	0.27	7.7	92.3
30. My school/department provides me with the information I need in order to do my job.	4019	1.94	0.25	6.5	93.5
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.	3995	1.93	0.25	6.5	93.5
32. The Division is working to advance the Truth and Reconciliation Calls to Action in our schools and departments.	3969	1.95	0.22	4.9	95.1
33. Overall, my school/department is a good place to work.	4034	1.95	0.22	5.0	95.0
34. Overall, the Division is a good place to work.	4023	1.94	0.24	6.0	94.0

APPENDIX C

ECSD SYSTEMS EXCELLENCE SURVEY RESULTS 2024/2025 SCHOOL YEAR

- CHART: DIVISION STAFF

EDMONTON CATHOLIC SCHOOLS



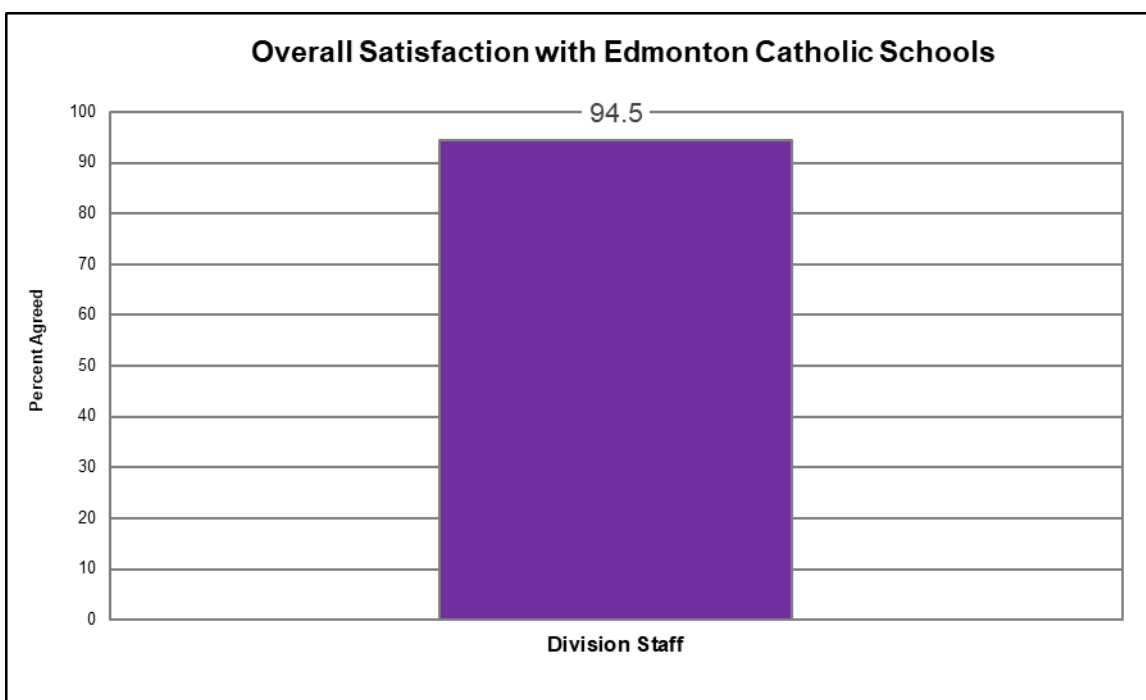


Edmonton Catholic Schools ECSD Systems Excellence Survey Highlights 2024/2025

The Edmonton Catholic School Division (ECSD) is pleased to present the ECSD Systems Excellence Survey Results 2024/2025. Division staff from all schools and all departments within ECSD were invited to participate in the survey. The details of the results are available in the ECSD Systems Excellence Survey Results Report 2024/2025.

Overall Satisfaction Survey Items for 2024/2025:

- Division Staff – Overall, their school/department is a good place to work (**95.0%**)
- Division Staff – Overall, the Division is a good place to work (**94.0%**)



Survey Themes:

Edmonton Catholic Schools also grouped the individual survey items into themes.

Top Performing Themes for 2024/2025

- Division Staff – Catholic Identity (**96.9%**)
- Division Staff – Overall Satisfaction with Edmonton Catholic Schools (**94.5%**)
- Division Staff – Foundational Knowledge about First Nations, Metis, and Inuit (**94.3%**)
- Division Staff – Workplace Culture (**93.9%**)
- Division Staff – Facilities (**93.1%**)
- Division Staff – Promoting Diversity (**93.0%**)
- Division Staff – Wellness (**92.3%**)
- Division Staff – Information and Resources (**92.3%**)
- Division Staff – Staff Engagement (**92.1%**)
- Division Staff – Professional Learning and Improvement (**89.7%**)

ECSD Systems Excellence Survey Themes 2024/2025 Satisfaction/Agreement Percentages

Theme	Division Staff (%)
Catholic Identity	96.9
Wellness	92.3
Workplace Culture	93.9
Promoting Diversity	93.0
Foundational Knowledge about First Nations, Metis, and Inuit	94.3
Staff Engagement	92.1
Information and Resources	92.3
Professional Learning and Improvement	89.7
Facilities	93.1
Overall Satisfaction with Edmonton Catholic Schools	94.5

Overall, high rates of satisfaction/agreement were reported by Division staff.



EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

March 19, 2025 Public Board Meeting **3.1**

Date: March 19, 2025

To: The Board of Trustees

From: Sandra Palazzo, Board Chair

Re: **Board Chair Report on #ECSDfaithinspires – February 14, 2025 – March 13, 2025**

As we enter the season of Lent, the Board of Trustees encourages all members of our Edmonton Catholic Schools community to reflect on the profound themes of sacrifice, renewal, and hope. This sacred time invites us to deepen our faith, grow in our relationship with Christ, and renew our commitment to serving one another. We are proud to support the faith-filled experiences that take place across our schools during lent, including retreats, acts of service, and Lenten initiatives that inspire our students and staff to live out the values of compassion and justice.

Our advocacy as a board to government is very important, and we are pleased to announce that the Alberta Government has approved full construction funding for two new Kindergarten to Grade 9 Catholic Schools in West Laurel and Rivers Edge. The new Catholic K-9 school in West Laurel, which is designed to accommodate growth within the Ellerslie, Mill Woods, and Meadows Planning Sectors and is critically needed to serve the current and projected student population in the area, while the new Catholic K-9 school in Rivers Edge which will serve the communities of Edgemont, Rivers Edge, and Stillwater. It will relieve enrolment pressures at Good Shepherd Catholic Elementary School and Sister Annata Brockman Catholic Elementary/Junior High School. While securing funding for these two new schools is a significant milestone, our advocacy does not stop here. As our Division continues to expand, we remain dedicated to ensuring that Catholic education thrives and that students, families, and staff have the facilities and opportunities they need to succeed.

In March, we were also pleased to host the Community of School Councils' (COSC) evening, an in-person event that brought together our Trustees, Chief Superintendent, Division leaders, and staff for an evening of engaging sessions. This event provided an opportunity for families to explore various aspects of their child's educational experiences and the opportunities available to them. The purpose of the COSC evening is to foster meaningful dialogue between home and school, enhancing awareness and encouraging active participation in student learning. It was a wonderful evening of learning, connection, and community as we work together to support the growth and development of our students.

May this Lenten season bring you peace and renewed hope in the journey of faith.

Attached is a summary of meetings, events, and activities undertaken in my role as Board Chair since my last report. This summary does not include those meetings and events that I attended as a Trustee representing my Ward.

Recommendation:

That the Board of Trustees acknowledges receipt of the Board Chair Report on #ECSDfaithinspires – **February 14, 2025 – March 13, 2025** for information purposes.

Board Chair Report on #ECSDfaithinspires – February 14, 2025 – March 13, 2025**Summary of Meetings, Events, and Activities****Meetings and Events:**

- Attended Provincial Announcement at Holy Child Catholic Elementary School with Chief Superintendent
- Attended She Leads Luncheon with Board of Trustees and Chief Superintendent
- Attended ECSD Networking Event for Student Teachers with Board of Trustees and Chief Superintendent
- Attended Cabane a sucre with Board of Trustees and Chief Superintendent
- Attended Alberta Budget Announcement with Minister of Education and Chief Superintendent
- Attended Teachers' Convention
- Attended Edmonton Public Schools' Night of Music with Vice-Chair
- Attended Faith Development Day
- Attended Alberta Catholic School Trustee Association's Symposium with Board of Trustees and Chief Superintendent
- Attended Meeting with Bishops, Superintendents, and Board Chairs on Assurance with Chief Superintendent
- Attended Annual Science Showcase with Board of Trustees and Chief Superintendent
- Attended Archbishop MacDonald Catholic High School Choir performance at Pro Coro Canada with Board of Trustees and Chief Superintendent
- Attended St. Clement Catholic Elementary/Junior High School Kindness Express at Lumen Christi Catholic Education Centre
- Attended virtual meeting with Metro Chairs
- Attended virtual meeting with ASBA and Board Chairs
- Attended virtual meetings and briefings with Chief Superintendent, Administration, and Board of Trustees
- Attended virtual agenda setting meetings with Vice-Chair
- Attended Public, Governance, and Audit and Finance meetings with the Board of Trustees

Activities:

- Addressed numerous media requests
- Attended to correspondence and emails





EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

March 19, 2025 Public Board Meeting **3.2**

Date: March 19, 2025

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Re: **Chief Superintendent's Report on #ECSDfaithinspires –March 2025**

Background:

The 2024-2025 school year is one which is marked with great hope. Our Division theme for the year is People of Hope, and it echoes the theme for the Jubilee 2025, Pilgrims of Hope, that Pope Francis has declared. I wish to highlight some of my activities as Chief Superintendent alongside some of the happenings from the month of March, which, although shortened by Spring Break, remains very dynamic, as they relate to the framework of our Division Priorities: Living Our Faith, Learning Excellence, Organizational Excellence, and Embracing Diversity. These priorities can be explored more fully on ecsd.net under our Division Plan For Continuous Growth 2023-2026 (Year 2).

Living Our Faith

- Schools and site across the Division marked the beginning of Lent with traditional Shrove Tuesday events and Ash Wednesday liturgies. Students will now spend the next forty days reflecting on the journey of Jesus to his cross and the depth of his love for us.
- Our grade 8 students got to experience the joy of our annual Father Michael Mireau Youth Faith Day. We were able to return to an in-person event this year. They participated in Eucharistic liturgy and heard from internationally renowned youth catechist Jesse Manibusan, who shared his thoughts on the theme of "God is Love."

Learning Excellence

- The Division offers course challenges in a variety of languages. Students have the opportunity to demonstrate proficiency (culture, speaking, reading, writing) in six languages. A total of 284 students participated in the course challenge this year, an increase of 28 over last year. This year, our numbers were as follows: Filipino-63, French-74, Italian-3, Polish-12, Spanish-71, and Ukrainian-61. For successful completion, all students will submit two projects (one oral project and one written project) have a one-on-one Microsoft Teams virtual interview with the assessor and complete a written exam. Students wrote their exams at Lumen Christi this month as part of this journey.
- Students had the opportunity to perform at the Winspear for our annual Band Share Day. This is an exceptional opportunity for band students to experience the joy of performing in this world class concert facility.

Organizational Excellence

- Administration was pleased to support the Board in their efforts to create ongoing opportunities for dialogue between home and school to build awareness of and participation in student learning through their annual Community of School Councils meeting. Over three hundred parents, guardian, and school administrators registered for sessions that evening.
- The Division hosted its annual Career and Resource Event, which allows student teachers, teachers from other Divisions, and immigrant teachers to learn more about a career with Edmonton Catholic Schools. Over one hundred people came to meet with our staff from human Resource Services and our consultants and explore the opportunities that are available to support them as they live out their vocation with Edmonton Catholic Schools.
- Our Division acknowledged Replacement Staff Appreciation Week. These are unprecedented times in terms of being able to meet our staffing needs when absences occur. Replacement staff are vital to us, both in terms of being able to fulfil our mission to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another, and in our ability to maintain the wellness of all our staff.
- We have just completed our Administrator Placement cycle for the 2025-2026 school year. Communities will be informed of administrative changes in the upcoming weeks. The Placement Committee takes a data informed approach to this process that is rooted in the learning and program needs of the schools.

Embracing Diversity

- St. John XXIII Catholic School hosted our Division's traditional celebration of Francophone culture with the Caban a Sucre. It was a highly entertaining event that was well attended by families from across the Division.
- St. Benedict Catholic Elementary Schools hosted a Pipe Ceremony on behalf of the Division. This is a beautiful opportunity for students, staff, and guests, to experience a traditional sacred aspect of Indigenous culture and spirituality.

Recommendation:

That the Board of Trustees acknowledges receipt of the **Chief Superintendent's Report on #ECSDfaithinspires – March 2025** for information purposes.

