



2021 Education satisfaction surveys

Summary Report

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Executive Summary

Alberta Education conducts a set of annual telephone surveys to obtain feedback from education system partners regarding their perceptions of Alberta's education system. Respondents for the 2021 surveys include senior high school students, self-identified First Nations, Métis and Inuit high school students, parents of students in the ECS–12 education system, parents of self-identified First Nations, Métis and Inuit students, parents of students with severe disabilities, teachers in the ECS–12 system, principals, school board trustees, and the general public. The surveys were conducted by CCI Research from mid-February to the end of September 2021.

Note that in 2020, the principal survey was not administered and in 2021 the principal survey was administered online. Caution should be exercised while comparing any significant differences in results across years for the principal survey as the methodology has changed from telephone surveying in previous years to an online survey this year.

The main objectives of this study were to determine satisfaction with:

- Alberta's education system meeting the needs of students, society, and the economy,
- The preparation of students for lifelong learning, employment, and citizenship,
- Communication and involvement in Alberta's education system, and
- Leadership and continuous improvement of Alberta's education system.

This report is primarily based on item level results related to department business plan survey measures.

Key Findings

- *Satisfaction with the quality of teaching at schools:* a high proportion of principals (98%), school board trustees (98%), teachers (97%), students (94%), and parents (ECS–12: 90%; severe disabilities: 89%) were satisfied.
- *Satisfaction with the quality of education at schools:* a high proportion of school board trustees (97%), students (95%), principals (93%), teachers (93%), parents (ECS–12: 88%; severe disabilities: 81%), and the public (72%) were satisfied.
- *Satisfaction that the school building meets the physical needs of students:* a high proportion of students (96%), parents (ECS–12: 89%; severe disabilities: 91%), the public (89%) and teachers (84%) were satisfied.
- *Satisfaction with the opportunity for parental involvement in decisions at school:* a high proportion of principals (97%), school board trustees (95%), teachers (92%) and parents (ECS–12: 80%; severe disabilities: 77%) were satisfied.
- *Satisfaction that equipment at school meets the learning needs of students:* a high proportion of school board trustees (93%), principals (84%), students (92%), parents (ECS–12: 83%; severe disabilities: 85%) and teachers (74%) were satisfied.
- *Satisfaction with the variety of subjects available to students:* a high proportion of students (94%), principals (92%), teachers (88%), parents (ECS–12: 85%) and school board trustees (82%) were satisfied.
- *Satisfaction with the opportunities to participate in physical education:* a high proportion of principals (97%), students (93%), teachers (89%), school board trustees (88%) and parents (ECS-12: 85%) were satisfied.
- *Satisfaction that they are receiving value for money spent in schools:* a high proportion of school board trustees (93%), principals (90%), teachers (85%), parents (ECS–12: 82%; severe disabilities: 82%) and about six in ten of members of the public (63%) were satisfied.
- *Agreement that the highest priority of Alberta's education system is the success of the student:* a high proportion of students (93%), school board trustees (81%), the public (76%), parents (ECS–12: 72%; severe disabilities: 66%), teachers (65%) and principals (53%) agreed.
- *Satisfaction that facilities at school meet the learning needs of students:* a high proportion of students (92%), parents (ECS–12: 85%; severe disabilities: 90%), school board trustees (87%), principals (81%) and teachers (80%) were satisfied.
- *Agreement that the curriculum focuses on what students need to learn in core subject areas (reading, writing, mathematics, science, and social studies):* a high proportion of students (88% to 92%), principals (84% to 93%), teachers (80% to 91%), parents (ECS-12: 77% to 89%), school board trustees (71% to 93%) and the public (69% to 79%) agreed.

- *Satisfaction that students are taught knowledge, skills and attitudes necessary for lifelong learning:* a high proportion of teachers (89%) and parents (71%) were satisfied.
- *Improvement in the quality of education at schools:* a high proportion of school board trustees (78%), principals (71%), parents (Grade 3–12: 68%; severe disabilities: 61%) and teachers (68%) indicated that the quality of education at schools has improved or stayed the same in the past three years.

Opportunities for Improvement

- *Satisfaction that their input into the education of students is considered by Alberta Education:* a low proportion of teachers (15%, a decrease of 14%-33% from 2017-2020), principals¹ (17%, a decrease of 50%-57% from 2017-2019), the public (37%, a decrease of 7%-8% from 2017-2019), parents (ECS–12: 47%, a decrease of 6%-10% from 2017, 2019 and 2020; severe disabilities: 45%, a decrease of 7%-11% from 2017-2020), and school board trustees (48%) were satisfied.
- *Agreement that leadership at the provincial level effectively supports and facilitates teaching and learning:* a low proportion of principals¹ (12%, a decrease of 57%-63% compared to the 2017-2019 results), teachers (18%, a decrease of 13%-47% from 2017-2020), the public (36%, a decrease of 13%-19% from 2017-2020), parents (ECS–12: 53%, a decrease of 6%-9% from 2017-2020) and school board trustees (57%, a decrease of 9% from 2017) agreed.
- *Agreement that Alberta's education system communicates effectively with the public:* a low proportion of principals¹ (22%, a decrease of 49%-52% compared to the 2017-2019 results), the public (42%, a decrease of 11% from 2020), school board trustees (44%, a decrease of 16% from 2019), teachers (45%, a decrease of 18%-24% from 2017-2020), and parents (ECS–12: 57%; severe disabilities: 54%, a decrease of 10% from 2020) agreed.

First Nations, Métis and Inuit Survey Results

- *Satisfaction with the quality of education at schools:* a high proportion of self-identified First Nations, Métis and Inuit students (94%) and parents of self-identified First Nations, Métis and Inuit students (80%) were satisfied.
- *Satisfaction with the quality of teaching at schools:* a high proportion of the respondent groups (self-identified First Nations, Métis and Inuit students: 93%; parents of self-identified First Nations, Métis and Inuit students: 85%) were satisfied.
- *Satisfaction with the opportunity for parental involvement in decisions at school:* about seven in ten (72%) parents of self-identified First Nations, Métis and Inuit students were satisfied.
- *Agreement that leadership at the provincial level effectively supports and facilitates teaching and learning:* about half (47%, a decrease of 7%-16% from 2017-2020) of parents of self-identified First Nations, Métis and Inuit students were in agreement.
- *Satisfaction that their input into the education of students is considered by Alberta Education:* four out of ten parents of self-identified First Nations, Métis and Inuit students (40%, a decrease of 11%-17% from 2017-2020) were satisfied.

¹ Caution should be exercised while comparing any significant differences in results across the years for the principal survey as the methodology has changed from telephone surveying in previous years to an online survey this year.

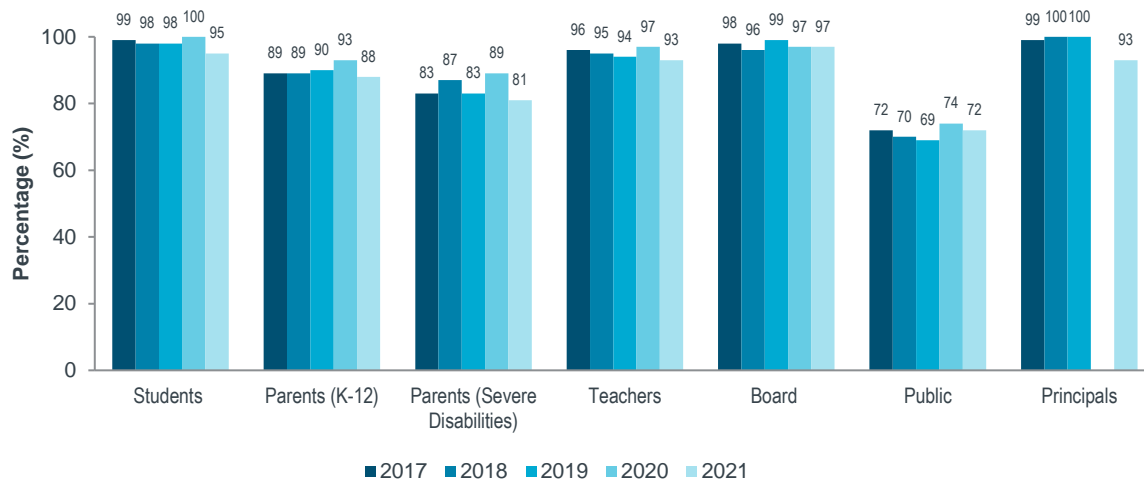
Meeting the Needs of Students

Quality of Education

A high proportion of students, parents, teachers, principals, school board trustees, and the public were satisfied with the quality of education.

A high proportion of school board trustees (97%), students (95%), principals (93%), teachers (93%), parents (ECS–12: 88%; severe disabilities: 81%, a decrease of 8% from 2020), and the public (72%) were satisfied with the quality of basic education at schools. Public satisfaction although relatively low is similar to previous results.

Chart 1: Satisfaction with Quality of Education

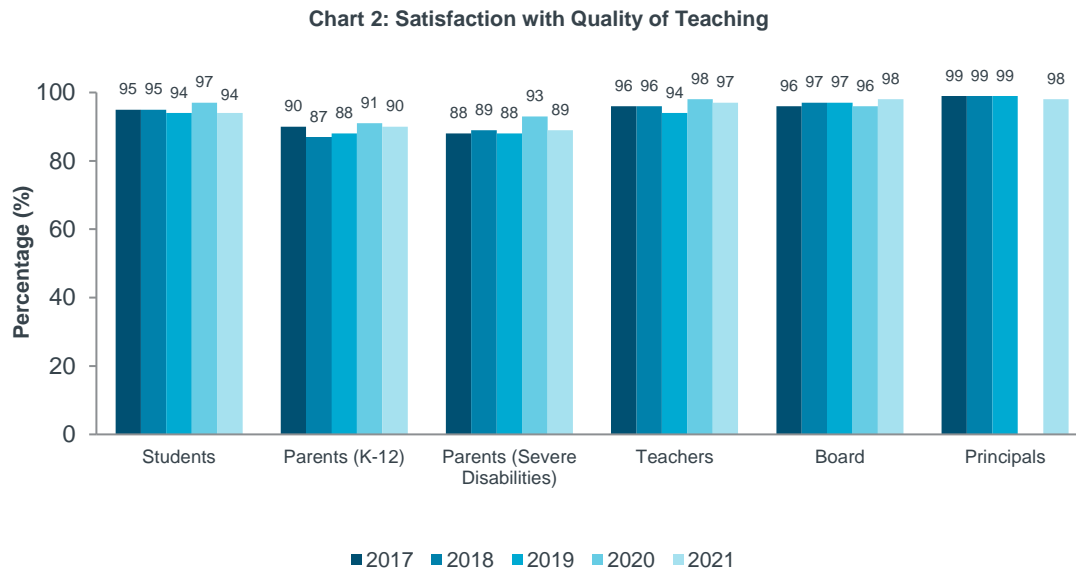


Throughout the survey, each respondent group was asked questions from its perspective. For example, in this question, students were asked to rate the quality of education they are receiving; parents were asked how satisfied they were with the quality of education their child is receiving at school; teachers and principals were asked how satisfied they were with the quality of education students are receiving at their school; school board trustees were asked how satisfied they were with the quality of education students are receiving in their jurisdiction; and the public were asked how satisfied they were with the quality of education that students are receiving in elementary, junior and senior high schools in their community.

Quality of Teaching

Students, parents, teachers, principals and school board trustees expressed a high degree of satisfaction with the quality of teaching at schools.

A high proportion of principals (98%), school board trustees (98%), teachers (97%), students (94%), and parents (ECS–12: 90%, severe disabilities: 89%) were satisfied with the quality of teaching at schools.



Core Subjects

A high proportion of parents of ECS–12 students, teachers, principals and school board trustees agreed that the curriculum focuses on what students need to learn in core subject areas, and a high proportion of students agreed that they are improving in these core subject areas.

Parents, teachers, principals, school board trustees and the public were asked to rate their level of agreement that the curriculum/ program focuses on what students need to learn in a number of core subject areas (reading, writing, mathematics, science, and social studies). A high proportion of principals (84% to 93%), school board trustees (71% to 93%), teachers (80% to 91%), and parents of ECS–12 students (77% to 89%) agreed that curriculum focuses on what students need to learn in a number of core subject areas. Public agreement on the curriculum for most of these core subject areas (69% to 79%) was relatively lower compared to other respondent groups. Parents of students with severe disabilities' level of agreement was also relatively lower than other respondent groups regarding whether the curriculum focuses on what students need to learn in reading (77%), mathematics (74%) and writing (73%). Note that parents of students with severe disabilities were asked only to rate their agreement about reading, writing, and mathematics as core subject areas.

Students were also asked if they were getting better in these core subject areas. A large proportion of students agreed that they were improving in these core subject areas (88% to 92%).

Parents' agreement that the curriculum focuses on what students need to learn in writing has increased by 7% compared to the result from 2019 and for mathematics, agreement has increased by 9% compared to the result from 2019. Teachers' agreement that the curriculum focuses on what students need to learn in mathematics (85%) has increased by 8%-9% compared to the results from 2018 and 2019. Similarly, teachers' agreement that curriculum focuses on what students need to learn in science (89%) has increased by 7%-8% compared to the 2019 and 2020 results. Teachers' agreement that curriculum focuses on what students need to learn in social studies (80%) has increased by 7%-10% compared to the 2017-2019 results. Public agreement that curriculum focuses on what students need to learn in writing (72%) has increased by 8%-13% compared to the results from 2017 to 2019 and in mathematics (70%) has increased by 11% compared to the 2018 result.

School board trustees' agreement that the curriculum focuses on what students need to learn in Social Studies (71%) has decreased by 9%-10% compared to the results from 2017 and 2020.

TABLE 1: CURRICULUM FOCUSES ON WHAT STUDENTS NEED TO LEARN IN CORE SUBJECT AREAS

Core Subject Areas	Year	Students	Parents (ECS–12)	Parents (Severe Disabilities)	Teachers	Principals	Board	Public
Reading	2017	94%	88%	73%	87%	96%	92%	77%
	2018	93%	84%	76%	90%	96%	92%	71%
	2019	93%	84%	76%	87%	97%	92%	74%
	2020	95%	88%	78%	90%	—	95%	83%
	2021	90%	88%	77%	91%	93%	93%	78%
Writing	2017	95%	79%	66%	83%	96%	80%	61%
	2018	93%	75%	70%	86%	96%	76%	59%
	2019	94%	74%	67%	83%	94%	79%	64%
	2020	95%	82%	71%	87%	—	82%	71%
	2021	92%	81%	73%	89%	93%	83%	72%
Mathematics	2017	94%	76%	66%	75%	87%	73%	67%
	2018	91%	78%	67%	76%	86%	71%	59%
	2019	91%	73%	66%	77%	86%	75%	65%
	2020	92%	82%	72%	84%	—	81%	75%
	2021	88%	82%	74%	85%	91%	79%	70%
Science	2017	93%	87%	—	82%	92%	91%	81%
	2018	94%	83%	—	85%	92%	88%	77%
	2019	93%	85%	—	82%	93%	87%	77%
	2020	94%	88%	—	81%	—	92%	81%
	2021	92%	89%	—	89%	92%	91%	79%
Social Studies	2017	92%	81%	—	71%	87%	80%	71%
	2018	88%	77%	—	73%	84%	78%	68%
	2019	92%	79%	—	70%	83%	75%	67%
	2020	90%	82%	—	74%	—	81%	74%
	2021	90%	77%	—	80%	84%	71%	69%

Learning Opportunities at School

A high proportion of students, parents, teachers, principals and school board trustees were satisfied with the learning opportunities available at school.

Students, parents (ECS–12), teachers, principals and school board trustees were asked to rate their satisfaction with the variety of courses available to students and the opportunities students have to learn about specific subjects (music, drama, art, computers, health, another language, careers, and physical education). Although the level of satisfaction varied across respondent groups, a large proportion of respondent groups were satisfied with the variety of courses available (82% to 94%), opportunities to learn about music (74% to 84%), opportunities to learn about art (82% to 91%), opportunities to learn about computers (77% to 92%), opportunities to learn about health (85% to 94%), and opportunities to participate in physical education (85% to 97%).

Satisfaction with the opportunity to learn about drama was low among teachers (60%), principals (66%), parents (Grade 7-12: 69%) and school board trustees (70%) compared to students (80%). Satisfaction with the opportunity to learn about another language was low among school board trustees (66%), teachers (67%), principals (69%), and parents (Grade 7-12: 70%) compared to students (82%). Similarly, satisfaction with the opportunity to learn about careers was low among parents (Grade 7–12: 58%) and teachers (66%) compared to school board trustees (77%), students (79%) and principals (81%).

Parents' satisfaction with the opportunity for their children to learn about music (78%) has decreased by 7%-8% from the 2017, 2018 and 2020 results. Parents' satisfaction with the opportunity for their children to learn about drama (69%) has decreased by 9%-12% compared to the 2017-2019 results. Parents' satisfaction with the opportunity for their children to learn about computers (77%) has decreased by 6%-7% compared to the 2017 and 2020 results. Similarly, parents' satisfaction with the opportunity for their children to learn about careers (58%) has decreased by 11% compared to the 2020 result.

Teachers' satisfaction with the opportunity for students to learn about music (76%) has decreased by 7% from the 2017 and 2018 results. However, teachers' satisfaction with the opportunity for students to learn about health (89%) has increased by 7%-8% compared to the 2018 and 2019 results.

Principals' satisfaction with the opportunity students have to learn about music (80%) has decreased by 8% compared to the 2019 result.

Respondents who were dissatisfied regarding the opportunity for students to learn another language at their school were asked which language they desired to see offered in schools. The suggestions varied among the respondent groups but Spanish and French were the most common language choices among students, parents and teachers. In addition to Spanish and French, an Aboriginal language such as Cree was the language of choice for self-identified First Nations, Métis and Inuit students and parents of self-identified First Nations, Métis and Inuit students.

TABLE 2A: SATISFACTION WITH LEARNING OPPORTUNITIES AT SCHOOL (CONTINUED ON NEXT PAGE)

Questions	Year	Students	Parents (ECS–12)	Teachers	Principals	Board
Variety of subjects available	2017	93%	88%	89%	95%	82%
	2018	94%	87%	88%	95%	82%
	2019	93%	86%	86%	94%	78%
	2020	96%	89%	90%	—	88%
	2021	94%	85%	88%	92%	82%
Opportunities to learn about music	2017	81%	85%	83%	86%	71%
	2018	81%	86%	83%	86%	72%
	2019	83%	82%	81%	88%	76%
	2020	86%	85%	82%	—	72%
	2021	84%	78%	76%	80%	74%
Opportunities to learn about drama*	2017	83%	79%	63%	72%	76%
	2018	82%	81%	59%	71%	74%
	2019	82%	78%	62%	73%	72%
	2020	86%	77%	61%	—	72%
	2021	80%	69%	60%	66%	70%
Opportunities to learn about art	2017	89%	88%	87%	93%	82%
	2018	90%	92%	86%	97%	82%
	2019	91%	88%	85%	94%	87%
	2020	92%	88%	87%	—	86%
	2021	90%	86%	87%	91%	82%
Opportunities to learn about computers	2017	84%	83%	78%	94%	92%
	2018	82%	81%	79%	94%	91%
	2019	84%	80%	78%	94%	93%
	2020	86%	84%	82%	—	95%
	2021	83%	77%	79%	87%	92%
Opportunities to learn about health	2017	80%	89%	83%	96%	92%
	2018	79%	88%	81%	98%	90%
	2019	83%	85%	82%	97%	85%
	2020	86%	89%	85%	—	89%
	2021	85%	87%	89%	94%	90%

Questions	Year	Students	Parents (ECS–12)	Teachers	Principals	Board
Opportunities to learn another language*	2017	79%	73%	70%	75%	66%
	2018	82%	71%	66%	76%	66%
	2019	81%	68%	67%	75%	58%
	2020	83%	68%	69%	—	61%
	2021	82%	70%	67%	69%	66%
Opportunities to learn about careers*	2017	82%	67%	65%	85%	75%
	2018	83%	64%	66%	83%	72%
	2019	82%	60%	61%	84%	73%
	2020	82%	69%	64%	—	77%
	2021	79%	58%	66%	81%	77%
Opportunities to participate in physical education	2017	97%	90%	91%	98%	91%
	2018	96%	89%	90%	98%	88%
	2019	96%	88%	90%	98%	92%
	2020	98%	90%	91%	—	91%
	2021	93%	85%	89%	97%	88%

*Note that these questions were asked only to parents of students in grades 7-12.

TABLE 2B: SATISFACTION WITH LEARNING OPPORTUNITIES AT SCHOOL – DESIRED LANGUAGE THAT IS NOT CURRENTLY OFFERED

Respondent Group	Year	Spanish	French	German	Mandarin/ Cantonese	Aboriginal	Japanese	Others	Don't Know
Students	2017	27%	21%	10%	4%	—	5%	20%	13%
	2018	35%	23%	13%	3%	1%	—	16%	9%
	2019	23%	23%	14%	6%	3%	—	19%	12%
	2020	22%	26%	11%	2%	1%	10%	24%	4%
	2021	25%	25%	11%	4%	2%	8%	18%	7%
Parents (Gr. 7-12)	2017	40%	25%	10%	7%	4%	3%	8%	3%
	2018	29%	17%	8%	9%	1%	6%	15%	15%
	2019	32%	27%	9%	7%	3%	—	13%	9%
	2020	33%	20%	11%	9%	4%	1%	19%	3%
	2021	38%	29%	—	8%	8%	3%	14%	2%
Self-identified First Nations, Métis and Inuit Students	2017	18%	21%	8%	2%	18%	4%	11%	18%
	2018	20%	24%	11%	3%	20%	—	7%	15%
	2019	29%	16%	4%	3%	33%	1%	9%	2%
	2020	19%	25%	8%	2%	22%	5%	14%	5%
	2021	19%	26%	7%	3%	31%	4%	6%	3%
Parents of Self- identified First Nations, Métis and Inuit Students	2017	24%	22%	6%	3%	33%	1%	9%	2%
	2018	18%	19%	3%	2%	41%	1%	6%	10%
	2019	16%	18%	3%	2%	45%	1%	12%	3%
	2020	21%	10%	3%	3%	46%	3%	12%	2%
	2021	19%	25%	3%	2%	41%	1%	7%	1%
Teachers	2017	27%	40%	4%	6%	5%	2%	8%	8%
	2018	22%	43%	3%	3%	5%	-	12%	12%
	2019	20%	43%	4%	4%	8%	2%	13%	6%
	2020	21%	46%	3%	3%	7%	1%	17%	2%
	2021	23%	57%	2%	4%	7%	1%	4%	3%
Principals	2017	20%	47%	4%	2%	10%	1%	5%	11%
	2018	15%	52%	2%	6%	9%	-	8%	8%
	2019	18%	52%	1%	2%	9%	-	9%	9%
	2020	—	—	—	—	—	—	—	—
	2021	17%	55%	3%	0%	7%	1%	11%	6%

Note: This was an open-ended question where respondents could provide more than one language as an answer; results are expressed as percentages out of the total number of languages provided.

Social and Learning Environment at School

Students, parents, teachers, principals and school board trustees held varying perceptions about aspects of the social and learning environment at school.

Students, parents, teachers, principals, and school board trustees were asked to rate their agreement with a series of statements about the social and learning environment at schools. Overall, in 2021, a large proportion of respondents across all groups agreed/ were satisfied that:

- Students find school work interesting (69% to 97%),
- Students find school work challenging (65% to 98%),
- Students clearly understand what they are expected to learn at school (60% to 97%),
- Students feel safe at school or during remote learning* (94% to 99%),
- Students feel safe on the way to and from school (88% to 96%),
- Teachers care about students (94% to 100%),
- Teachers are knowledgeable about the subjects they teach (students: 94%),
- At school students treat each other well (85% to 97%),
- Students are treated fairly by adults at school (90% to 100%),
- At school students are encouraged to get involved in activities that help people in the community (72% to 94%),
- At school students are encouraged to try their best (94% to 99%),
- At school students follow the rules (74% to 99%),
- At school students help each other (77% to 99%),
- At school students respect each other (79% to 98%),
- There is mutual respect between teachers and students at school (87% to 96%),
- There is mutual trust between teachers and students at school (84% to 97%),
- It is easy to get help with school work at school if needed (78% to 90%),
- Students can get help at school with problems that are not related to school work (72% to 91%),
- When needed, teachers at school are available to help students (89% to 99%),
- Students respect the diversity among people (87% to 92%),
- Students take responsibility for their actions (73% to 82%),
- Students volunteer for activities that help others (70% to 87%),
- Students are encouraged to participate in school activities, such as attending special events or helping in the learning commons** (77% to 88%),
- Students are encouraged to get involved in global issues, such as the environment, world hunger, and disaster relief (68% to 81%),
- School promotes physical activity (87% to 100%),
- Students are learning about how to stay healthy (81% to 98%),
- Students have healthy food choices in the school cafeteria, canteen, vending machines, and at classroom and school events (48% to 78%),
- The gym, playground, and other facilities such as sports fields and fitness areas at school meet the daily physical activity needs of students (74% to 90%),
- Schools are contributing to students' development of intellectual skills (80% to 95%),
- Schools are contributing to students' development of social skills (79% to 94%),
- Schools are contributing to students' development of physical abilities (84% to 91%),
- Schools are contributing to students' development of emotional well-being (59% to 87%),

- Students reporting at least one day of physical activity (of at least 30 minutes duration) at school in the past five school days (students: 50%; teachers: 79%),
- Experience at school is contributing to students' growth in developing clear career goals (students: 82%),
- Subjects learned at school have practical applications in the real world (students: 78%; parents: 81%),
- Students feel good about the work they do at school (students: 86%),
- At school or in remote learning, students feel like they belong*** (students: 87%),
- Students feel comfortable asking questions in class (students: 85%),
- Parents get support from the school to help their children succeed (parents: 79%; teachers: 89%),
- Students get the help they need with reading and writing (students: 95%),
- School provides the learning resources, such as textbooks, software, audio and video materials, that meet the needs of students (87% to 97%),
- Academic counselling can be accessed in a timely manner at school when needed (75% to 86%),
- Support services for students with disabilities can be accessed in a timely manner when needed (teachers: 73%; board: 83%),
- Student assessment services for students with learning difficulties can be accessed in a timely manner (teachers: 61%; board: 70%), and
- Services (beyond regular instruction) that help students read and write can be accessed in a timely manner at school when needed (60% to 78%).

The level of agreement on the statements related to the social and learning environment at schools has remained relatively stable over time for most of the respondent groups with some exceptions. Student agreement that school work is interesting (80%) has decreased by 8% compared to the 2020 result; student agreement that they are encouraged to get involved in activities that help people in the community (73%) has decreased by 7%-8% compared to the 2017, 2018 and 2020 results; and student agreement that their school promotes physical activity (88%) has decreased by 7% compared to the 2020 result. Similarly, student agreement that they are learning about how to stay healthy (81%) has decreased by 7% compared to the 2020 result; agreement that schools are contributing to students' development of social skills (83%) has decreased by 8% compared to the 2020 result; and agreement that students take responsibility for their actions (73%) has decreased by 8% when compared to the 2019 result. Student agreement that schools are contributing to students' development of emotional well-being (77%) has decreased by 7% compared to the 2020 result; and agreement that students report at least one day of scheduled physical activity at school in the past five school days (50%) has decreased by 7%-23% compared to the 2017, 2019 and 2020 results.

Parents' agreement (65%) that school work is challenging for their child has decreased by 6%-9% compared to the 2017, 2018 and 2020 results. Similarly, parents' agreement (72%) that their child is encouraged to get involved in activities that help people in the community has decreased by 6%-9% compared to the 2017-2020 results. Parents' agreement (78%) that it is easy for their child to get help with school work at school if needed has decreased by 6% compared to the 2020 result; and parents' agreement (72%) that their child can get help at school with problems that are not related to school work has decreased by 8% compared to the 2020 result. Similarly, parents' agreement (78%) that their child takes responsibility for their own actions has decreased by 6% compared to the 2018 result; and parents' agreement (70%) that their child volunteers for activities that help others has decreased by 8%-12% compared to the 2017-2020 results. Parents' agreement (77%) that students are encouraged to participate in school activities, such as attending special events or helping in the learning commons has decreased by 9%-12% compared to 2017-2020 results. Parents' agreement (72%) that their child is encouraged to get involved in global issues, such as the environment, world hunger and disaster relief has decreased by 6% compared to the 2017 result; parents' agreement (87%) that their child's school promotes physical activity has decreased by 6%-7% compared to the 2018 and 2020 results; and parents' agreement (48%) that their child has healthy food choices in the school cafeteria, canteen, vending machines, and at classroom and school events has decreased by 8%-13% compared to the 2017-2020 results. Similarly, parents' satisfaction (81%) that the gym, playground, and other facilities at school meet the daily physical activity needs of their child has decreased by 6%-7% compared to the 2017-2018 results; and parents' satisfaction (77%) that school is contributing to their child's development of emotional well-being has decreased by 6% compared to the 2020 result. Similarly, parents' satisfaction (75%) that academic counselling can be accessed in a timely manner at school when needed has decreased by 8% compared to the 2020 result; and parents' satisfaction (67%) that services (beyond regular instruction) that help their child read and write can be accessed in a timely manner has decreased by 10% compared to the 2020 result.

Teachers' agreement (82%) that students take responsibility for their actions has increased by 8% compared to the 2018 and 2019 results. Similarly, teachers' agreement (82%) that students are encouraged to participate in school activities, such as attending special events or helping in the learning commons has decreased by 10%-12% compared to the 2017-2020 results; and teachers' agreement (56%) that students have healthy food choices in the school cafeteria, canteen, vending machines, and at classroom and school events has decreased by 9%-13% compared to the 2017-2020 results. Teachers' satisfaction (94%) that schools are contributing to students' development of social skills has increased by 7%-8% compared to the 2018 and 2019 results; and teachers' satisfaction that schools are contributing to students' development of emotional well-being has increased by 8% compared to 2019 results. Teachers' reporting (79%) that students participated in at least one day of scheduled physical activity at school in the past five school days has decreased by 9%-12% compared to the 2017-2020 results. Similarly, teachers' satisfaction (75%) that academic counselling can be accessed in a timely manner at school when needed has decreased by 7% compared to the 2020 result.

Principals' agreement (86%) that students get help with school work at school if needed has decreased by 8%-10% compared to the 2017-2019 results. Similarly, principals' agreement (71%) that students have healthy food choices in the school cafeteria, canteen, vending machines, and at classroom and school events has decreased by 10%-14% compared to the 2018 and 2019 results. Principals' satisfaction (78%) that schools are contributing to students' development of social skills has decreased by 10%-11% compared to the 2018 and 2019 results; and principals' satisfaction that schools are contributing to students' development of emotional well-being (59%) has decreased by 10%-13% compared to the 2017-2019 results. Principals' satisfaction (65%) that services (beyond regular instruction) that help students read and write can be accessed in a timely manner has decreased by 17%-18% compared to the 2017-2019 results.

School board trustees' agreement (94%) that students in their jurisdiction clearly understand what they are expected to learn at school has increased by 10% compared to the 2018 result, and agreement that the gym, playground, and other facilities at school meet the daily physical activity needs of students has increased by 13%-14% compared to the 2017-2019 results. School board trustees' satisfaction (83%) that support services for students with disabilities can be accessed in a timely manner when needed has increased by 9% compared to the 2019 result and satisfaction (78%) that services (beyond regular instruction) that help students read and write can be accessed in a timely manner has increased by 9% compared to the 2018 result. In contrast, school board trustees' agreement (78%) that students in their jurisdiction have healthy food choices in the school cafeteria, canteen, vending machines, and at classroom and school events has decreased by 8%-11% compared to the 2018-2020 results.

TABLE 3: SOCIAL AND LEARNING ENVIRONMENT AT SCHOOL (CONTINUED ON NEXT SEVEN PAGES)

Questions	Year	Students	Parents (ECS–12)	Parents (Severe Disabilities)	Teachers	Principals	Board
School work is interesting	2017	84%	78%	72%	90%	97%	92%
	2018	84%	79%	75%	89%	99%	88%
	2019	82%	79%	71%	88%	98%	91%
	2020	88%	79%	72%	93%	—	92%
	2021	80%	75%	69%	92%	97%	93%
School work is challenging	2017	85%	74%	77%	96%	99%	94%
	2018	85%	73%	78%	96%	98%	94%
	2019	86%	69%	80%	94%	98%	93%
	2020	83%	71%	79%	94%	—	91%
	2021	85%	65%	76%	95%	98%	92%
Students clearly understand what they are expected to learn at school	2017	93%	86%	63%	89%	98%	86%
	2018	93%	83%	64%	88%	98%	84%
	2019	89%	85%	59%	87%	98%	91%
	2020	91%	81%	61%	91%	—	92%
	2021	88%	81%	60%	92%	97%	94%
Students feel safe at school*	2017	97%	93%	90%	97%	100%	99%
	2018	94%	94%	92%	95%	100%	98%
	2019	94%	93%	91%	95%	100%	97%
	2020	96%	93%	93%	96%	—	99%
	2021	94%	95%	95%	98%	99%	97%
Students feel safe on the way to and from school	2017	97%	92%	93%	86%	96%	96%
	2018	96%	93%	93%	84%	95%	95%
	2019	96%	91%	95%	83%	95%	91%
	2020	97%	92%	96%	84%	—	94%
	2021	96%	92%	91%	88%	94%	96%
Teachers care about students	2017	97%	93%	93%	99%	100%	98%
	2018	95%	91%	94%	99%	100%	99%
	2019	92%	92%	94%	99%	100%	99%
	2020	98%	95%	97%	100%	—	99%
	2021	97%	94%	96%	100%	100%	100%

Questions	Year	Students	Parents (ECS–12)	Parents (Severe Disabilities)	Teachers	Principals	Board
Teachers are knowledgeable about the subjects they teach	2017	96%	—	—	—	—	—
	2018	94%	—	—	—	—	—
	2019	94%	—	—	—	—	—
	2020	98%	—	—	—	—	—
	2021	94%	—	—	—	—	—
At school students treat each other well	2017	95%	84%	—	92%	99%	95%
	2018	94%	83%	—	92%	99%	92%
	2019	93%	83%	—	91%	98%	94%
	2020	96%	82%	—	92%	—	94%
	2021	94%	85%	—	94%	97%	93%
Students are treated fairly by adults at school	2017	94%	91%	88%	98%	100%	96%
	2018	94%	89%	92%	98%	100%	97%
	2019	92%	91%	89%	97%	100%	96%
	2020	94%	91%	90%	99%	—	98%
	2021	93%	91%	90%	98%	100%	98%
At school students are encouraged to get involved in activities that help people in the community	2017	81%	81%	—	88%	97%	94%
	2018	81%	78%	—	87%	97%	93%
	2019	79%	81%	—	87%	98%	93%
	2020	80%	80%	—	89%	—	94%
	2021	73%	72%	—	84%	94%	92%
At school students are encouraged to try their best	2017	98%	93%	94%	98%	100%	98%
	2018	97%	94%	94%	99%	100%	98%
	2019	96%	93%	93%	98%	100%	98%
	2020	99%	93%	95%	99%	—	99%
	2021	96%	95%	94%	98%	99%	99%
At school students follow the rules	2017	79%	83%	77%	89%	100%	97%
	2018	77%	82%	78%	86%	100%	96%
	2019	68%	83%	76%	86%	100%	96%
	2020	71%	80%	81%	88%	—	97%
	2021	74%	83%	76%	92%	99%	97%

Questions	Year	Students	Parents (ECS–12)	Parents (Severe Disabilities)	Teachers	Principals	Board
At school students help each other	2017	90%	88%	81%	97%	100%	97%
	2018	91%	87%	79%	96%	100%	96%
	2019	86%	86%	80%	95%	99%	96%
	2020	91%	90%	83%	96%	—	98%
	2021	89%	88%	77%	98%	99%	97%
At school students respect each other	2017	85%	84%	81%	91%	98%	97%
	2018	84%	83%	80%	91%	99%	94%
	2019	82%	82%	79%	88%	99%	94%
	2020	85%	82%	83%	91%	—	96%
	2021	83%	84%	79%	94%	98%	95%
There is mutual respect between teachers and students at school	2017	89%	91%	89%	94%	—	—
	2018	86%	92%	91%	94%	—	—
	2019	84%	91%	90%	92%	—	—
	2020	90%	93%	92%	96%	—	—
	2021	87%	94%	91%	96%	—	—
There is mutual trust between teachers and students at school	2017	86%	91%	88%	96%	—	—
	2018	84%	92%	90%	96%	—	—
	2019	79%	91%	89%	93%	—	—
	2020	86%	93%	90%	96%	—	—
	2021	84%	92%	89%	97%	—	—
It is easy to get help with school work at school if needed	2017	94%	77%	—	83%	96%	87%
	2018	93%	78%	—	82%	94%	81%
	2019	92%	75%	—	83%	96%	84%
	2020	93%	84%	—	87%	—	90%
	2021	90%	78%	—	81%	86%	88%
Students can get help at school with problems that are not related to school work	2017	87%	74%	—	90%	94%	82%
	2018	86%	71%	—	87%	93%	78%
	2019	85%	76%	—	88%	94%	83%
	2020	88%	80%	—	92%	—	88%
	2021	83%	72%	—	91%	87%	82%

Questions	Year	Students	Parents (ECS–12)	Parents (Severe Disabilities)	Teachers	Principals	Board
When needed, teachers at school are available to help students	2017	95%	87%	—	98%	100%	95%
	2018	95%	88%	—	97%	100%	94%
	2019	94%	89%	—	98%	100%	93%
	2020	96%	91%	—	99%	—	98%
	2021	94%	89%	—	99%	96%	95%
Students respect the diversity among people	2017	91%	89%	—	92%	—	—
	2018	90%	88%	—	91%	—	—
	2019	90%	87%	—	90%	—	—
	2020	92%	88%	—	91%	—	—
	2021	88%	87%	—	92%	—	—
Students take responsibility for their actions	2017	77%	78%	—	76%	—	—
	2018	73%	72%	—	74%	—	—
	2019	65%	74%	—	74%	—	—
	2020	76%	74%	—	82%	—	—
	2021	73%	78%	—	82%	—	—
Students volunteer for activities that help others	2017	84%	82%	—	90%	—	—
	2018	81%	78%	—	89%	—	—
	2019	79%	78%	—	88%	—	—
	2020	82%	82%	—	87%	—	—
	2021	76%	70%	—	87%	—	—
Students are encouraged to participate in school activities, such as attending special events or helping in the learning commons**	2017	86%	87%	—	94%	—	—
	2018	91%	89%	—	94%	—	—
	2019	87%	86%	—	93%	—	—
	2020	93%	88%	—	92%	—	—
	2021	88%	77%	—	82%	—	—
Students are encouraged to get involved in global issues, such as the environment, world hunger and disaster relief	2017	74%	78%	—	83%	—	—
	2018	74%	74%	—	77%	—	—
	2019	68%	72%	—	75%	—	—
	2020	74%	74%	—	82%	—	—
	2021	68%	72%	—	81%	—	—

Questions	Year	Students	Parents (ECS–12)	Parents (Severe Disabilities)	Teachers	Principals	Board
Schools promote physical activity	2017	91%	92%	—	94%	99%	97%
	2018	91%	93%	—	94%	99%	94%
	2019	91%	92%	—	94%	98%	94%
	2020	95%	94%	—	94%	—	94%
	2021	88%	87%	—	93%	100%	93%
Students are learning about how to stay healthy	2017	81%	90%	—	91%	100%	96%
	2018	81%	89%	—	91%	100%	96%
	2019	79%	89%	—	92%	99%	96%
	2020	88%	93%	—	92%	—	96%
	2021	81%	88%	—	94%	98%	94%
Students have healthy food choices in the school cafeteria, canteen, vending machines, and at classroom and school events	2017	75%	57%	—	66%	78%	84%
	2018	71%	56%	—	67%	85%	87%
	2019	66%	57%	—	65%	81%	89%
	2020	76%	61%	—	69%	—	86%
	2021	70%	48%	—	56%	71%	78%
The gym, playground, and other facilities... at school meet the daily physical activity needs of students	2017	91%	88%	—	71%	81%	73%
	2018	90%	87%	—	74%	81%	74%
	2019	91%	86%	—	74%	82%	74%
	2020	93%	86%	—	76%	—	84%
	2021	90%	81%	—	74%	80%	87%
Schools are contributing to students' development of intellectual skills	2017	95%	80%	—	92%	94%	86%
	2018	93%	80%	—	91%	92%	82%
	2019	91%	80%	—	90%	94%	83%
	2020	95%	83%	—	95%	—	86%
	2021	89%	80%	—	95%	87%	87%
Schools are contributing to students' development of social skills	2017	89%	83%	—	88%	89%	80%
	2018	88%	80%	—	87%	88%	76%
	2019	86%	82%	—	86%	85%	78%
	2020	91%	85%	—	92%	—	83%
	2021	83%	81%	—	94%	78%	79%

Questions	Year	Students	Parents (ECS–12)	Parents (Severe Disabilities)	Teachers	Principals	Board
Schools are contributing to students' development of physical abilities	2017	91%	89%	—	93%	95%	86%
	2018	89%	88%	—	91%	96%	84%
	2019	87%	88%	—	90%	93%	87%
	2020	94%	89%	—	89%	—	84%
	2021	88%	84%	—	91%	89%	87%
Schools are contributing to students' development of emotional well-being	2017	83%	79%	—	83%	72%	65%
	2018	81%	78%	—	81%	69%	61%
	2019	77%	77%	—	79%	70%	64%
	2020	84%	83%	—	88%	—	68%
	2021	77%	77%	—	87%	59%	65%
Students reporting at least one day of scheduled physical activity at school in the past five school days	2017	58%	—	—	90%	—	—
	2018	55%	—	—	91%	—	—
	2019	57%	—	—	88%	—	—
	2020	73%	—	—	90%	—	—
	2021	50%	—	—	79%	—	—
Experience at school is contributing to students' growth in developing clear career goals	2017	84%	—	—	—	—	—
	2018	86%	—	—	—	—	—
	2019	83%	—	—	—	—	—
	2020	83%	—	—	—	—	—
	2021	82%	—	—	—	—	—
Subjects learned at school have practical applications in the real world	2017	79%	81%	—	—	—	—
	2018	79%	79%	—	—	—	—
	2019	76%	79%	—	—	—	—
	2020	76%	83%	—	—	—	—
	2021	78%	81%	—	—	—	—
Students feel good about the work they do at school	2017	89%	—	—	—	—	—
	2018	90%	—	—	—	—	—
	2019	89%	—	—	—	—	—
	2020	92%	—	—	—	—	—
	2021	86%	—	—	—	—	—

Questions	Year	Students	Parents (ECS–12)	Parents (Severe Disabilities)	Teachers	Principals	Board
At school or in their remote learning environment, students feel like they belong***	2017	88%	—	—	—	—	—
	2018	86%	—	—	—	—	—
	2019	86%	—	—	—	—	—
	2020	91%	—	—	—	—	—
	2021	87%	—	—	—	—	—
Students feel comfortable asking questions in class	2017	89%	—	—	—	—	—
	2018	87%	—	—	—	—	—
	2019	83%	—	—	—	—	—
	2020	91%	—	—	—	—	—
	2021	85%	—	—	—	—	—
Parents get support from the school to help their children succeed	2017	—	78%	—	89%	—	—
	2018	—	78%	—	88%	—	—
	2019	—	78%	—	87%	—	—
	2020	—	82%	—	90%	—	—
	2021	—	79%	—	89%	—	—
Students get the help they need with reading and writing	2017	96%	—	—	—	—	—
	2018	94%	—	—	—	—	—
	2019	93%	—	—	—	—	—
	2020	96%	—	—	—	—	—
	2021	95%	—	—	—	—	—
School provides learning resources, such as textbooks, ... that meet the needs of students	2017	94%	89%	84%	89%	98%	96%
	2018	97%	90%	88%	88%	96%	96%
	2019	95%	87%	87%	87%	98%	93%
	2020	95%	89%	89%	89%	—	95%
	2021	97%	87%	87%	89%	93%	94%
Academic counselling can be accessed in a timely manner at school when needed	2017	—	79%	—	75%	—	82%
	2018	—	73%	—	73%	—	87%
	2019	—	75%	—	71%	—	83%
	2020	—	83%	—	82%	—	87%
	2021	—	75%	—	75%	—	86%

Questions	Year	Students	Parents (ECS–12)	Parents (Severe Disabilities)	Teachers	Principals	Board
Support services for students with disabilities can be accessed in a timely manner when needed	2017	—	—	—	75%	—	81%
	2018	—	—	—	73%	—	78%
	2019	—	—	—	68%	—	74%
	2020	—	—	—	73%	—	82%
	2021	—	—	—	73%	—	83%
Student assessment services for students with learning difficulties can be accessed in a timely manner	2017	—	—	—	64%	—	76%
	2018	—	—	—	60%	—	68%
	2019	—	—	—	55%	—	68%
	2020	—	—	—	58%	—	72%
	2021	—	—	—	61%	—	70%
Services (beyond regular instruction) that help students read and write can be accessed in a timely manner	2017	—	69%	—	63%	82%	76%
	2018	—	70%	—	60%	83%	69%
	2019	—	68%	—	61%	83%	75%
	2020	—	77%	—	62%	—	80%
	2021	—	67%	—	60%	65%	78%

* 2017 You feel safe at school.

2018-2020 You feel safe at school – for example, you are not harassed because of your race, ethnicity, Indigenous identity, gender or sexual orientation

2021 You feel safe at school or during remote learning – for example, you are not harassed because of your race, ethnicity, Indigenous identity, gender or sexual orientation

**2017 Students are encouraged to participate in school activities, such as attending special events or helping in the library.

2018-2021 Students are encouraged to participate in school activities, such as attending special events or helping in the learning commons (previously, the library).

***2017-2020 At school you feel like you belong

2021 At school or in your remote learning environment you feel like you belong

Student Engagement in Learning at School

Students, parents, teachers, principals and school board trustees held varying perceptions about aspects of student engagement in learning at school.

Students, parents, teachers, principals and school board trustees were asked to rate their agreement with a series of statements about student engagement in learning at schools. Overall, in 2021, a large proportion of respondents (across groups where applicable) agreed that:

- Students are proud of their school (students: 87%),
- Students have a voice in decisions made at their school (students: 69%),
- Students arrive at school or begin remote learning ready to learn* (79% to 94%),
- Teachers give students the individual attention they require (78% to 87%),
- Hours spent outside of class studying and doing assignments (more than 3 hours per week) (students: 58%),
- Students enjoyed completing a task that required a lot of thinking or mental effort (students: 67%),
- Students asked questions in class or contributed to class discussions (students: 68%),
- Students have the opportunity to take part in classroom discussions and activities (96% to 100%),
- Class work has emphasized understanding information and explaining ideas in their own words (students: 73%),
- Experience at school is contributing to students' growth in thinking deeply and critically (students: 89%),
- Students get recognized for the positive things they do at school (80% to 99%),
- Students are encouraged to express their opinions and engage in an exchange of ideas (98% to 99%),
- Students missed school or missed days of remote learning for reasons other than illness** (less than four times during the school year) (students: 67%),
- Students that never thought about dropping out of school (students: 78%),
- Students are able to learn in a way that best suits their learning style (71% to 89%),
- Students get the help/ support they need to do well/ be successful in school (71% to 90%),
- School is helping struggling students keep up in their studies (students: 76%; parents: 66%), and
- Teachers help students achieve learning expectations (90% to 100%).

The level of agreement on statements related to student engagement in learning at school has remained relatively stable over time for all respondent groups with some exceptions. Students' agreement that they have a voice in decisions made at their school (69%) has decreased by 8% compared to the 2020 result. Students' agreement that they arrive at school or begin remote learning ready to learn (79%) has increased by 8% compared to the 2019 result. Students' agreement that they enjoyed completing a task that required a lot of thinking or mental effort (67%) has decreased by 7% compared to the 2020 result. Students' agreement that classwork has emphasized understanding information and explaining ideas in their own words (73%) has decreased by 8% compared to the 2020 result. Similarly, students' agreement that they missed school or missed days of remote learning for reasons other than illness (less than 4 times during the school year) (67%) has increased by 7% compared to the 2020 result.

Parents' agreement that school is helping struggling students keep up in their studies (66%) has decreased by 8% compared to the 2020 result.

Principals' agreement that students at their schools receive the individual attention they require from teachers (87%) has decreased by 8%-10% compared to the 2017-2019 results.

School board trustees' agreement that students in their jurisdiction receive the individual attention they require from teachers (84%) has increased by 11% compared to the 2018 result.

TABLE 4: STUDENT ENGAGEMENT IN LEARNING AT SCHOOL (CONTINUED ON NEXT TWO PAGES)

Questions	Year	Students	Parents (ECS–12)	Parents (Severe Disabilities)	Teachers	Principals	Board
Students are proud of their school	2017	90%	—	—	—	—	—
	2018	87%	—	—	—	—	—
	2019	86%	—	—	—	—	—
	2020	92%	—	—	—	—	—
	2021	87%	—	—	—	—	—
Students have a voice in decisions made at their school	2017	74%	—	—	—	—	—
	2018	72%	—	—	—	—	—
	2019	70%	—	—	—	—	—
	2020	77%	—	—	—	—	—
	2021	69%	—	—	—	—	—
Students arrive at school or begin remote learning ready to learn*	2017	77%	96%	90%	76%	84%	85%
	2018	77%	95%	90%	73%	80%	86%
	2019	71%	94%	87%	72%	83%	88%
	2020	79%	94%	90%	77%	—	84%
	2021	79%	94%	83%	80%	85%	91%
Teachers give students the individual attention they require	2017	86%	81%	—	77%	97%	82%
	2018	84%	79%	—	71%	95%	73%
	2019	84%	79%	—	70%	95%	77%
	2020	84%	78%	—	76%	—	83%
	2021	84%	80%	—	78%	87%	84%
Hours spent outside of class studying and doing assignments (more than 3 hours per week)	2017	55%	—	—	—	—	—
	2018	52%	—	—	—	—	—
	2019	55%	—	—	—	—	—
	2020	57%	—	—	—	—	—
	2021	58%	—	—	—	—	—
Students enjoyed completing a task that required a lot of thinking or mental effort	2017	71%	—	—	—	—	—
	2018	70%	—	—	—	—	—
	2019	70%	—	—	—	—	—
	2020	74%	—	—	—	—	—
	2021	67%	—	—	—	—	—

Questions	Year	Students	Parents (ECS–12)	Parents (Severe Disabilities)	Teachers	Principals	Board
Students asked questions in class or contributed to class discussions	2017	73%	—	—	—	—	—
	2018	71%	—	—	—	—	—
	2019	70%	—	—	—	—	—
	2020	72%	—	—	—	—	—
	2021	68%	—	—	—	—	—
Students have the opportunity to take part in classroom discussions and activities	2017	98%	—	—	99%	99%	97%
	2018	98%	—	—	99%	99%	98%
	2019	98%	—	—	99%	99%	98%
	2020	98%	—	—	99%	—	97%
	2021	96%	—	—	100%	98%	98%
Classwork has emphasized understanding information and explaining ideas in their own words	2017	76%	—	—	—	—	—
	2018	74%	—	—	—	—	—
	2019	76%	—	—	—	—	—
	2020	81%	—	—	—	—	—
	2021	73%	—	—	—	—	—
Experience at school is contributing to students' growth in thinking deeply and critically	2017	93%	—	—	—	—	—
	2018	91%	—	—	—	—	—
	2019	93%	—	—	—	—	—
	2020	93%	—	—	—	—	—
	2021	89%	—	—	—	—	—
Students get recognized for the positive things they do at school	2017	85%	—	—	96%	99%	97%
	2018	81%	—	—	94%	100%	95%
	2019	79%	—	—	94%	100%	96%
	2020	85%	—	—	96%	—	98%
	2021	80%	—	—	97%	99%	96%
Students are encouraged to express their opinions and engage in an exchange of ideas	2017	—	—	—	97%	99%	94%
	2018	—	—	—	96%	100%	95%
	2019	—	—	—	96%	100%	92%
	2020	—	—	—	98%	—	96%
	2021	—	—	—	98%	99%	98%

Questions	Year	Students	Parents (ECS–12)	Parents (Severe Disabilities)	Teachers	Principals	Board
Students missed school or missed days of remote learning other than for illness (less than 4 times)**	2017	65%	—	—	—	—	—
	2018	65%	—	—	—	—	—
	2019	65%	—	—	—	—	—
	2020	60%	—	—	—	—	—
	2021	67%	—	—	—	—	—
Students thought about dropping out of school (never)	2017	84%	—	—	—	—	—
	2018	81%	—	—	—	—	—
	2019	78%	—	—	—	—	—
	2020	83%	—	—	—	—	—
	2021	78%	—	—	—	—	—
Students are able to learn in a way that best suits their learning style	2017	84%	78%	74%	85%	—	—
	2018	85%	75%	77%	85%	—	—
	2019	83%	75%	73%	83%	—	—
	2020	85%	79%	75%	86%	—	—
	2021	82%	76%	71%	89%	—	—
Students get the help/ support they need to do well/ be successful in school	2017	94%	86%	73%	84%	—	—
	2018	93%	84%	77%	83%	—	—
	2019	92%	83%	73%	80%	—	—
	2020	93%	85%	75%	84%	—	—
	2021	90%	83%	71%	86%	—	—
School is helping struggling students keep up in their studies	2017	82%	65%	—	—	—	—
	2018	83%	63%	—	—	—	—
	2019	78%	66%	—	—	—	—
	2020	82%	74%	—	—	—	—
	2021	76%	66%	—	—	—	—
Teachers help students achieve learning expectations	2017	95%	92%	—	99%	99%	97%
	2018	93%	91%	—	99%	100%	98%
	2019	94%	92%	—	98%	100%	99%
	2020	95%	93%	—	100%	—	99%
	2021	93%	90%	—	100%	100%	98%

* 2017-2020 – Students arrive at school ready to learn

2021 – Students arrive at school or begin remote learning ready to learn

** 2017-2020 – During this school year, how many times have you missed school other than for illness?

2021 – During this school year, how many times have you missed school or missed days of remote learning other than for illness?

Preparation of Students

Preparation for Lifelong Learning

A high proportion of parents and teachers were satisfied that high school students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.

Parents of grade 7–12 students and teachers were asked to rate their satisfaction that students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime. A high proportion of teachers (89%) and parents (Grade 7–12: 71%) were satisfied that students are taught the knowledge, skills and attitudes necessary for lifelong learning.

TABLE 5: SATISFACTION THAT STUDENTS ARE TAUGHT THE KNOWLEDGE, SKILLS AND ATTITUDES NECESSARY FOR LIFELONG LEARNING

Question	Year	Parents	Teachers
Students are taught the knowledge, skills and attitudes necessary for lifelong learning	2017	76%	85%
	2018	73%	87%
	2019	70%	88%
	2020	73%	89%
	2021	71%	89%

A lower proportion of parents, teachers and the public were satisfied that high school students/ graduates demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.

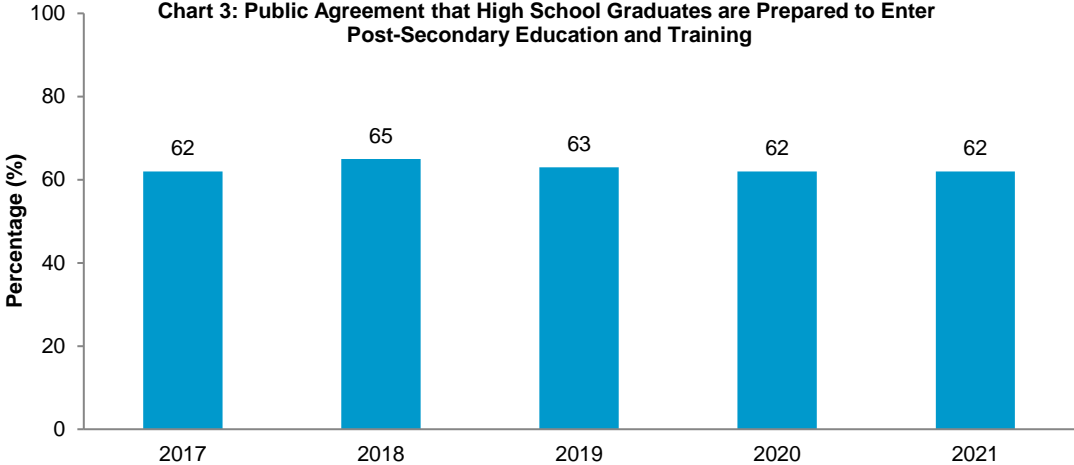
Students, parents of grade 7–12 students, teachers, and the public were asked to rate their satisfaction that high school students/ graduates demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime. A low proportion of the public (52%), parents (Grade 7–12: 62%) and teachers (65%) indicated that they were satisfied. However, over eight in ten (88%) students were satisfied that they had the knowledge, skills and attitudes necessary for learning throughout their lifetime.

TABLE 6: SATISFACTION THAT HIGH SCHOOL STUDENTS/ GRADUATES DEMONSTRATE THE KNOWLEDGE, SKILLS AND ATTITUDES NECESSARY FOR LIFELONG LEARNING

Question	Year	Students	Parents	Teachers	Public
High school students/ graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning	2017	93%	66%	59%	52%
	2018	93%	67%	60%	52%
	2019	90%	64%	59%	53%
	2020	93%	68%	67%	57%
	2021	88%	62%	65%	52%

Most of the public agreed that high school students are prepared to enter post-secondary education and training.

When asked to rate their agreement regarding high school graduates' preparedness to enter post-secondary education and training, about six in ten (62%) members of the public agreed that high school graduates in Alberta are prepared to enter post-secondary education and training.

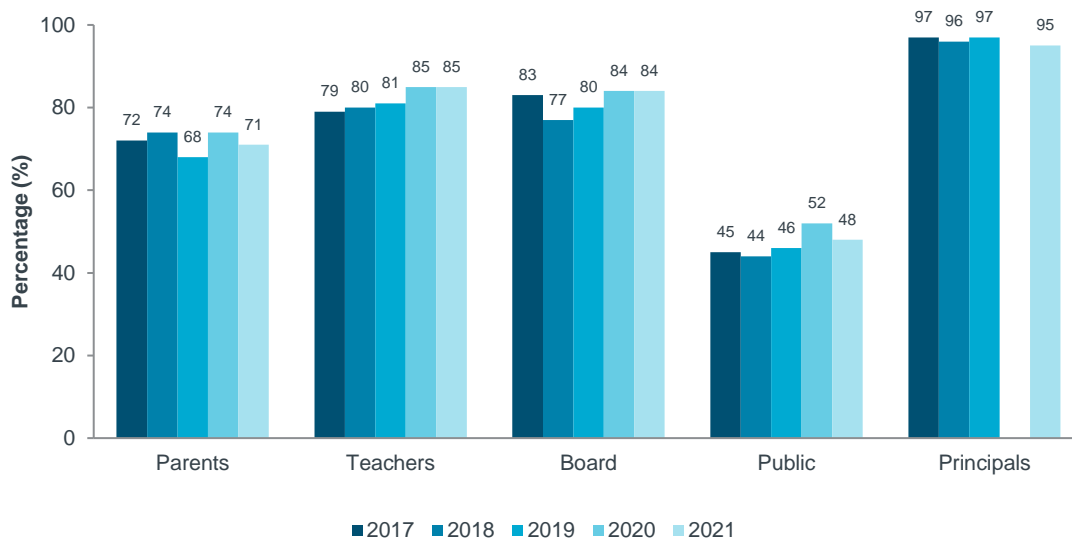


Preparation for the Workforce

A high proportion of parents, teachers, principals and school board trustees were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. Public satisfaction was lower.

Parents (Grade 7–12), teachers, principals, school board trustees and the public were asked to rate their satisfaction that students are taught attitudes and behaviours to be successful at work when they leave school. A high proportion of principals (95%), teachers (85%), school board trustees (84%) and parents (71%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. About half of the public (48%) indicated their satisfaction.

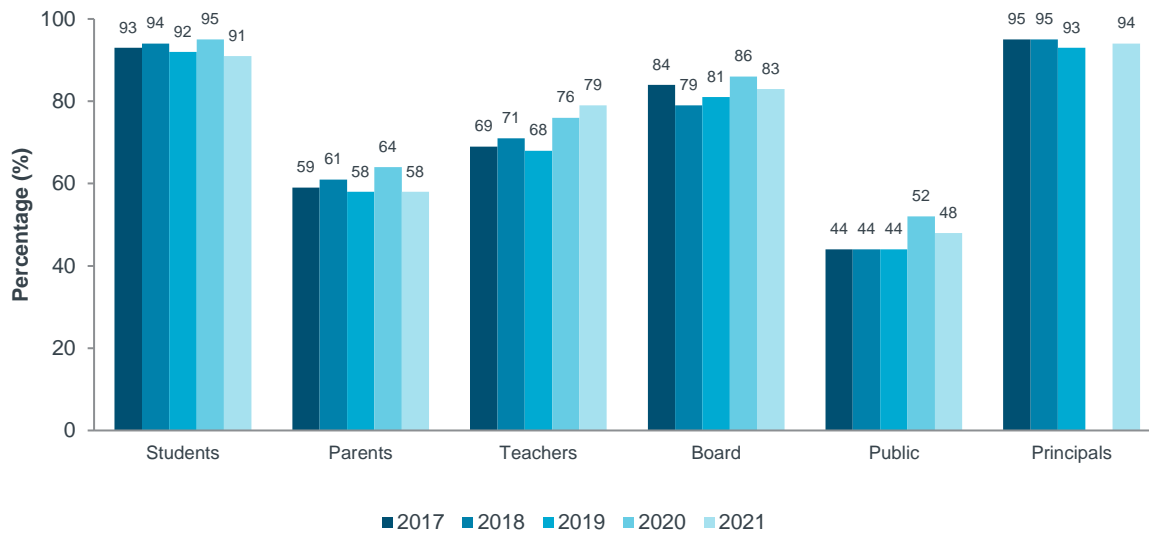
Chart 4: Satisfaction that Students are Taught Attitudes and Behaviours to be Successful at Work



Satisfaction that students demonstrate attitudes and behaviours to be successful at work when they leave school was high among students, principals, school board trustees and teachers, and lower for parent and public respondent groups.

A high proportion of principals (94%), students (91%), school board trustees (83%) and teachers (79%, an increase of 8%-11% from the 2017-2019 results) were satisfied that students demonstrate attitudes and behaviours to be successful at work when they leave school. However, about six in ten parents (Grade 7–12: 58%) and about half of the public (48%) indicated that they were satisfied.

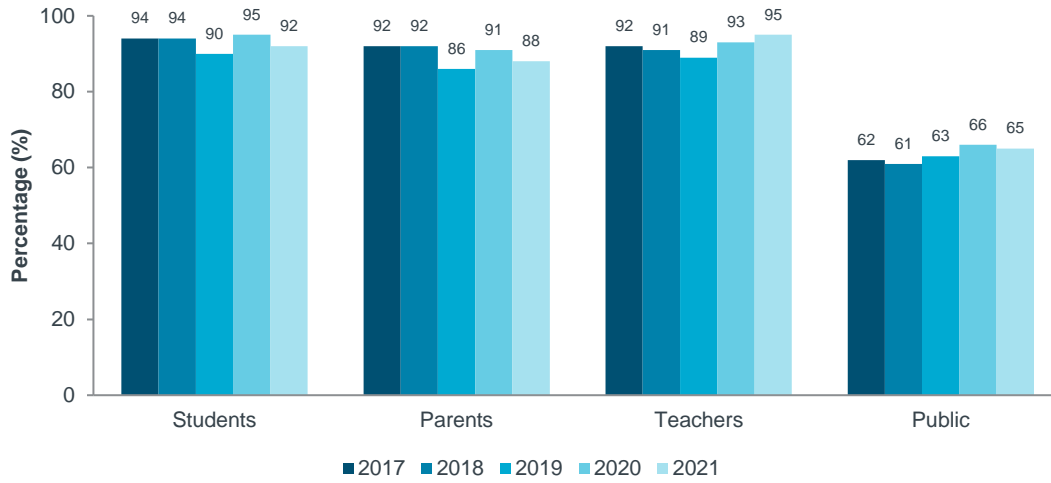
Chart 5: Satisfaction that Students Demonstrate Attitudes and Behaviors to be Successful at Work



Satisfaction that school is contributing to the development of students' ability to demonstrate positive attitudes and behaviours was high among students, parents and teachers compared to the public respondent group.

A high proportion of teachers (95%), students (92%) and parents (Grade 7-12: 88%), and a lower proportion of the public (65%) were satisfied that school is contributing to the development of students' ability to demonstrate positive attitudes and behaviours.

Chart 6 : Satisfaction that School is Contributing to the Development of Students' Ability to Demonstrate Positive Attitudes and Behaviours



Satisfaction that school is contributing to the development of students' unique skills and abilities varies across respondent groups.

Students, parents of grade 7-12 students, teachers, and the public were further asked to rate their satisfaction that school is contributing to the development of students' unique skills and abilities. Although the level of satisfaction varied across respondent groups, a large proportion were satisfied with schools' contribution to students' ability to work safely (76% to 98%), participate and contribute in projects and tasks (76% to 95%), make fair decisions (72% to 96%), work with others towards a common goal (79% to 95%), be honest and ethical in dealing with other people (68% to 94%), be adaptable (68% to 93%), learn continuously (73% to 91%), and help in keeping the environment clean (71% to 90%).

Public satisfaction with students' ability to manage information from a variety of areas (63%), lead a group or a team (60%), understand abstract concepts (60%), transition effectively from school to work or from school to post-secondary studies (60%), use numbers (58%), be punctual and finish work on time (57%), communicate in speech and writing (55%), take responsibility for their own learning (50%), and think and solve problems (49%) was low.

Teacher (69%), parent (58%) and public (60%) satisfaction with schools' contribution to the development of students' ability to transition effectively from school to work or from school to post-secondary studies was low compared to the student (83%) respondent group. Teacher (63%) and public (57%) satisfaction regarding students' ability to be punctual and finish work on time was low compared to students (84%) and parents (80%).

Student (62%), parent (50%), teacher (43%) and public (28%) satisfaction regarding students' ability to manage money, credit and personal finances was low.

Parent satisfaction regarding their child's ability to transition effectively from school to work or from school to post-secondary studies (58%) has decreased by 9% compared to the 2018 result, and the ability to manage money, credit and personal finances has decreased by 9% compared to the 2020 result.

Teacher satisfaction regarding students' ability to think and solve problems (87%) and the students' ability to take responsibility for their own learning have increased by 7% compared to the 2019 results. Similarly, teacher satisfaction regarding students' ability to understand abstract concepts (79%) has increased by 10%-11% compared to the 2018 and 2019 results. Teacher satisfaction regarding students' ability to take responsibility for their own learning (82%) has also increased by 7%-11% compared to the 2017-2019 results.

Public satisfaction regarding students' ability to communicate (55%) has increased by 9% compared to the 2018 result and satisfaction regarding students' ability to manage information (63%) has decreased by 8% compared to the 2019 result. Public satisfaction with students' ability to transition effectively from school to work or from school to post-secondary studies (60%) has increased by 7% compared to the 2019 result and satisfaction with students' ability to be punctual and finish work on time (57%) has increased by 7% compared to the 2017 and 2018 results.

TABLE 7: SATISFACTION THAT SCHOOL IS CONTRIBUTING TO THE DEVELOPMENT OF STUDENTS' UNIQUE SKILLS AND ABILITIES (CONTINUED ON NEXT TWO PAGES)

Questions	Year	Students	Parents (Gr. 7-12)	Teachers	Public
Ability to use numbers	2017	94%	84%	84%	56%
	2018	94%	82%	84%	56%
	2019	94%	84%	89%	57%
	2020	94%	88%	89%	58%
	2021	93%	89%	93%	58%
Ability to think and solve problems	2017	96%	83%	82%	52%
	2018	95%	86%	82%	52%
	2019	94%	85%	80%	52%
	2020	96%	88%	87%	54%
	2021	92%	85%	87%	49%
Ability to communicate	2017	94%	90%	92%	49%
	2018	93%	88%	92%	46%
	2019	92%	88%	89%	52%
	2020	93%	91%	94%	53%
	2021	90%	89%	94%	55%
Ability to manage information	2017	92%	84%	86%	67%
	2018	90%	85%	81%	66%
	2019	90%	83%	80%	71%
	2020	94%	86%	87%	68%
	2021	90%	86%	86%	63%
Ability to take responsibility for own learning	2017	96%	89%	75%	42%
	2018	96%	86%	71%	42%
	2019	95%	85%	71%	42%
	2020	96%	90%	79%	48%
	2021	94%	85%	82%	50%
Ability to be adaptable	2017	95%	92%	89%	66%
	2018	95%	89%	87%	66%
	2019	93%	91%	87%	67%
	2020	95%	91%	91%	66%
	2021	93%	88%	90%	68%
Ability to learn continuously	2017	95%	89%	88%	75%
	2018	94%	88%	87%	73%
	2019	92%	86%	86%	72%
	2020	94%	88%	90%	76%
	2021	91%	84%	90%	73%

Questions	Year	Students	Parents (Gr. 7-12)	Teachers	Public
Ability to work safely	2017	98%	97%	98%	80%
	2018	97%	94%	98%	77%
	2019	98%	95%	97%	75%
	2020	99%	95%	97%	76%
	2021	98%	95%	98%	76%
Ability to work with others towards a common goal	2017	93%	95%	94%	78%
	2018	93%	93%	94%	76%
	2019	93%	93%	94%	78%
	2020	97%	94%	94%	78%
	2021	92%	89%	95%	79%
Ability to participate and contribute in projects and tasks	2017	95%	95%	96%	78%
	2018	95%	93%	96%	78%
	2019	94%	94%	94%	79%
	2020	98%	95%	96%	81%
	2021	95%	93%	95%	76%
Ability to transition effectively from school to work or from school to post-secondary studies*	2017	86%	63%	64%	55%
	2018	86%	67%	63%	54%
	2019	83%	61%	65%	53%
	2020	88%	65%	69%	59%
	2021	83%	58%	69%	60%
Ability to understand abstract concepts	2017	88%	87%	74%	63%
	2018	87%	81%	69%	59%
	2019	87%	79%	68%	62%
	2020	91%	85%	75%	61%
	2021	87%	82%	79%	60%
Ability to be honest and ethical in dealing with other people	2017	95%	93%	91%	70%
	2018	94%	92%	90%	68%
	2019	94%	93%	88%	67%
	2020	97%	95%	92%	74%
	2021	93%	93%	94%	68%
Ability to be punctual and finish work on time	2017	89%	88%	64%	50%
	2018	90%	84%	57%	50%
	2019	88%	83%	60%	52%
	2020	90%	84%	64%	57%
	2021	84%	80%	63%	57%

Questions	Year	Students	Parents (Gr. 7-12)	Teachers	Public
Ability to manage money, credit and personal finances	2017	66%	54%	39%	28%
	2018	65%	55%	36%	28%
	2019	64%	53%	36%	30%
	2020	65%	59%	38%	30%
	2021	62%	50%	43%	28%
Ability to lead a group or a team	2017	88%	78%	85%	61%
	2018	86%	79%	84%	61%
	2019	86%	83%	82%	61%
	2020	88%	83%	85%	63%
	2021	86%	79%	83%	60%
Ability to help in keeping the environment clean	2017	82%	88%	84%	76%
	2018	80%	87%	82%	75%
	2019	78%	88%	78%	76%
	2020	84%	89%	84%	75%
	2021	83%	90%	85%	71%
Ability to make fair decisions	2017	97%	92%	95%	75%
	2018	96%	93%	93%	75%
	2019	95%	92%	91%	73%
	2020	98%	95%	95%	76%
	2021	95%	92%	96%	72%

* In 2021 Ability to transition effectively from school to work or from school to post-secondary studies (in the teacher survey, this question was asked only to grade 7-12 teachers)

Agreement that students have the computer skills necessary to support their studies is high.

Students, parents of grade 7-12 students, teachers, principals and school board trustees were asked to rate their agreement regarding computer skills and technology learning outcomes of students. A large proportion of the respondent groups agreed that students have the computer skills (such as using word processing, or creating spreadsheets and charts) necessary to support their studies (73% to 96%) and have the skills to create multimedia presentations (with sound, pictures, and video) for their projects/ assignments (82% to 95%).

The proportion of respondent groups that agreed that students have sufficient access to computers at school (71% to 96%) and at home (66% to 97%) to do their school work varied widely. About seven in ten parents (71%) and teachers (76%) agreed that students have sufficient access to computers at school to do their school work. A lower proportion of teachers agreed that students have sufficient access to computers at home (66%) to do their school work. A large proportion of respondent groups agreed that students use the internet to do research on assignment topics (94% to 99%).

Parents' agreement that their child has sufficient access to computers at school to do their school work (71%) has decreased by 11% compared to the 2018 result.

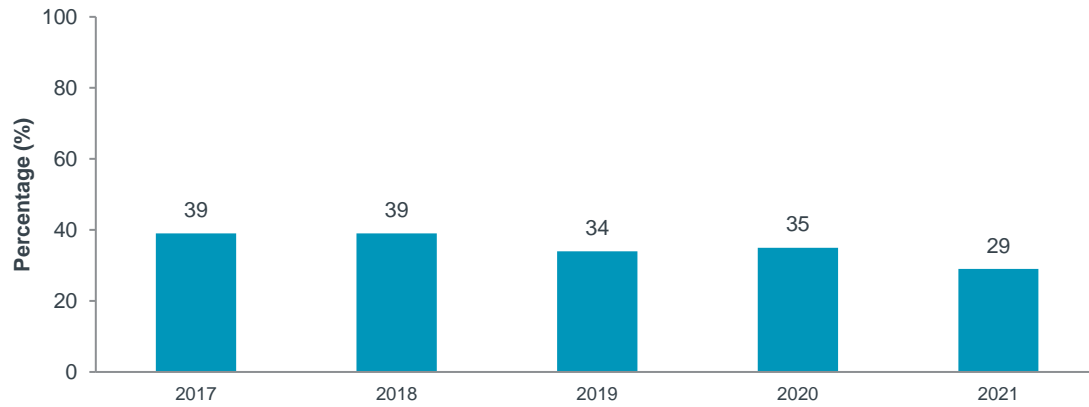
TABLE 8: AGREEMENT ON COMPUTER SKILLS AND TECHNOLOGY LEARNING OUTCOMES

Questions	Year	Students	Parents (Gr. 7-12)	Teachers	Principals	Board
Students have computer skills (such as word processing, or creating spreadsheets and charts) necessary to support studies	2017	87%	81%	78%	92%	94%
	2018	86%	87%	75%	86%	95%
	2019	83%	81%	72%	92%	86%
	2020	85%	89%	78%	—	95%
	2021	81%	84%	73%	90%	96%
Students have sufficient access to computers at school to do their school work	2017	95%	74%	78%	93%	94%
	2018	95%	82%	80%	90%	90%
	2019	96%	79%	76%	93%	97%
	2020	98%	79%	84%	—	96%
	2021	96%	71%	76%	87%	94%
Students have access to computers at home to do their school work	2017	94%	98%	62%	—	—
	2018	96%	94%	60%	—	—
	2019	93%	95%	59%	—	—
	2020	98%	98%	60%	—	—
	2021	97%	96%	66%	—	—
Students have skills to create multimedia presentations for their projects/ assignments	2017	90%	80%	82%	88%	94%
	2018	90%	85%	82%	88%	96%
	2019	86%	79%	81%	92%	96%
	2020	88%	90%	85%	—	95%
	2021	90%	86%	82%	94%	95%
Students use the internet to do research on assignment topics	2017	97%	90%	93%	97%	98%
	2018	97%	91%	94%	96%	97%
	2019	98%	88%	92%	98%	99%
	2020	98%	90%	96%	—	98%
	2021	99%	96%	94%	97%	99%

About one-third high school students reported that they hold a part time or full time paying job.

High school students were asked to indicate their employment status in the survey. About one-third (29%, a decrease of 10% from the 2017 and 2018 results) of high school students reported that they held a part time or full time paying job in 2021.

Chart 7: High School Students Holding a Part Time or Full Time Job



The proportion of high school students who reported that they worked 10 hours or less a week, 11 to 20 hours a week as well as more than 20 hours a week has remained stable over time.

TABLE 9: BREAKDOWN OF NUMBER OF HOURS WORKED REPORTED BY HIGH SCHOOL STUDENTS

Year	Average Weekly Hours Worked			
	10 hours or less	11 to 20 hours	More than 20 hours	DK/NA/NR
2017	49%	40%	10%	1%
2018	46%	38%	16%	1%
2019	53%	36%	9%	1%
2020	45%	39%	15%	1%
2021	45%	37%	18%	0%



Communication and Involvement

Parental Involvement in Decision Making

Most parents, teachers, principals and school board trustees were satisfied with parental involvement in their children's education and in decisions at school.

A high proportion of principals (90%), school board trustees (89%), parents of ECS–12 students (84%) and teachers (83%) indicated that parents are involved a lot or to some extent in decisions about their children's education. Similarly, a high proportion of school board trustees (94%), teachers (91%) and parents of ECS-12 students (77%) were satisfied with the opportunity for parental involvement in their children's education. A high proportion (86%) of students also indicated that their parents are involved a lot or to some extent in decisions about their education.

A high proportion of principals (85%), school board trustees (85%) and teachers (81%) and a relatively lower proportion of parents (ECS–12: 64%; severe disabilities: 60%, a decrease of 8%-9% from 2018-2020) indicated that parents are involved a lot or to some extent in decisions at school. About half of the students surveyed (48%) also indicated that their parents are involved a lot or to some extent in decisions at their school.

A high proportion of principals (97%), school board trustees (95%), teachers (92%), and parents (ECS–12: 80%; severe disabilities: 77%) were satisfied with the opportunity for parental involvement in decisions at school.

A high proportion of principals (95%), school board trustees (93%, an increase of 13% from 2019) and teachers (91%) were satisfied that parental input into decisions at school was being considered.

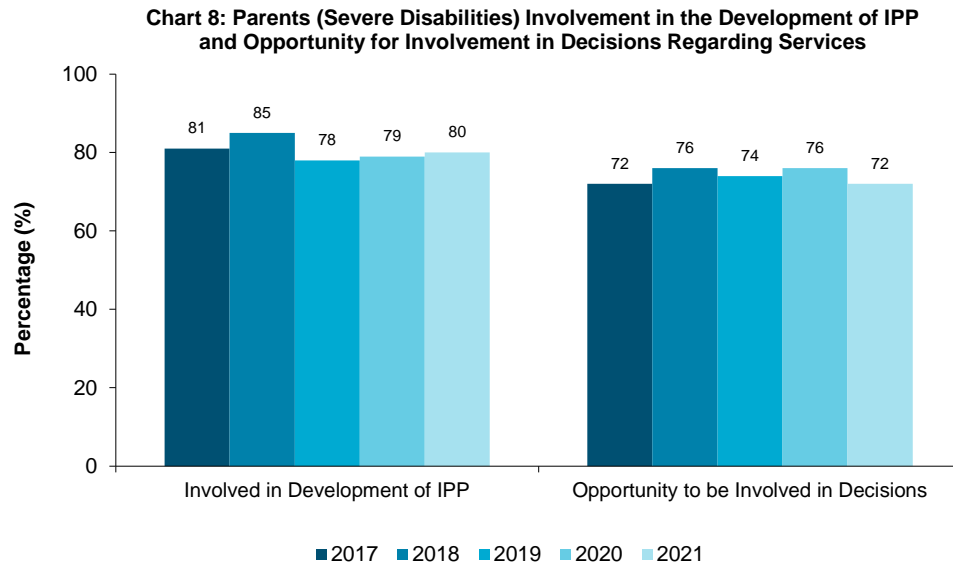
About eight in ten parents (ECS–12: 78%; severe disabilities: 75%) indicated agreement that the school engages them in a way that helps their child succeed. Similarly, about nine in ten (88%) teachers agreed that school engages parents in a way that helps their child succeed.

TABLE 10: PARENTAL INVOLVEMENT IN DECISION MAKING

Questions	Year	Students	Parents (ECS–12)	Parents (Severe Disabilities)	Teachers	Principals	Board
Extent of parental involvement in decisions about child's education	2017	84%	86%	—	79%	87%	90%
	2018	83%	83%	—	81%	95%	89%
	2019	86%	83%	—	82%	91%	80%
	2020	83%	85%	—	84%	—	90%
	2021	86%	84%	—	83%	90%	89%
Satisfaction with opportunity for parental involvement in decisions about child's education	2017	—	81%	—	91%	96%	92%
	2018	—	78%	—	91%	99%	92%
	2019	—	76%	—	90%	99%	93%
	2020	—	80%	—	94%	—	96%
	2021	—	77%	—	91%	96%	94%
Extent of parental involvement in decisions at school	2017	50%	67%	65%	79%	89%	87%
	2018	52%	66%	68%	79%	92%	85%
	2019	49%	63%	68%	78%	91%	83%
	2020	54%	65%	69%	82%	—	87%
	2021	48%	64%	60%	81%	85%	85%
Satisfaction with opportunity for parental involvement in decisions at school	2017	—	81%	80%	91%	98%	90%
	2018	—	79%	81%	92%	98%	94%
	2019	—	79%	79%	90%	99%	88%
	2020	—	80%	82%	95%	—	94%
	2021	—	80%	77%	92%	97%	95%
Satisfaction with parental input into decisions at school being considered	2017	—	—	—	89%	98%	90%
	2018	—	—	—	89%	99%	92%
	2019	—	—	—	87%	99%	80%
	2020	—	—	—	92%	—	95%
	2021	—	—	—	91%	95%	93%
Agreement that school engages parents in a way that helps their child succeed	2017	—	77%	76%	84%	—	—
	2018	—	76%	80%	86%	—	—
	2019	—	76%	77%	87%	—	—
	2020	—	81%	79%	89%	—	—
	2021	—	78%	75%	88%	—	—

A high proportion of parents of students with severe disabilities agreed that they were involved in the development of their child’s Individualized Program Plan (IPP), and that they had an opportunity for involvement in decisions regarding the support services implemented for their child.

With respect to their child’s Individualized Program Plan (IPP), eight in ten (80%) parents of students with severe disabilities agreed that they had been meaningfully involved in the development of their child’s IPP. Similarly, about seven in ten (72%) parents agreed that they had an opportunity to be involved in decisions regarding the support services implemented for their child.



A high proportion of parents of students with severe disabilities were satisfied that school provides a program that meets the needs of their child and were satisfied with their child’s progress at school.

About four out of five parents of students with severe disabilities indicated their satisfaction with the school program meeting the needs of their child (79%) and with their child’s progress at school (76%). They were also satisfied that their child receives the support services they need to be successful in school (72%, a decrease of 7% from 2018) and are benefiting from the services being provided (82%).

TABLE 11: PARENTS OF STUDENTS WITH SEVERE DISABILITIES’ SATISFACTION WITH SCHOOL PROGRAM AND SERVICES

Questions	Year	Parents of Students with Severe Disabilities
The school provides a program that meets the needs of their child	2017	76%
	2018	80%
	2019	79%
	2020	81%
	2021	79%
Child's progress in school	2017	80%
	2018	81%
	2019	79%
	2020	80%
	2021	76%
Child receives the support services needed to be successful in school	2017	72%
	2018	79%
	2019	73%
	2020	76%
	2021	72%
Child is benefiting from the services being provided	2017	82%
	2018	84%
	2019	83%
	2020	86%
	2021	82%

In general, parents, teachers, principals, school board trustees and the public were more satisfied that their input is considered by schools, than by school boards or Alberta Education.

A high proportion of teachers (85%, an increase of 8% from 2017) and parents (ECS–12: 79%; severe disabilities: 77%) were satisfied that their input into the education of students is considered by their school. However, only half (50%) of the public were satisfied that their input into the education of students is considered by schools in their communities.

Approximately four out of five principals (81%, a decrease of 12%-15% compared to the 2017-2019 results) were satisfied that their input into the education of students is considered by their school board while about seven in ten (67%) teachers were satisfied that their input into the education of students is considered by their school board. Similarly, a lower proportion of parents (ECS–12: 66%; severe disabilities: 62%) and the public (46%, a decrease of 7% from 2019) were satisfied that their input into the education of students is considered by their school board. Teachers' satisfaction (67%) that their input into the education of students is considered by their school board has increased by 8%-13% compared to the 2018 and 2019 results.

A low proportion of school board trustees (48%), parents (ECS–12: 47%; severe disabilities: 45%), the public (37%) and a relatively lower proportion of principals (17%) and teachers (15%) were satisfied that their input into the education of students is considered by Alberta Education. Parents' (ECS-12) satisfaction (47%) that their input into the education of students is considered by Alberta Education has decreased by 6%-10% compared to the 2017, 2019 and 2020 results. Teachers' satisfaction (15%) that their input into the education of students is considered by Alberta Education has decreased by 14%-33% compared to the 2017-2020 results. Principals' satisfaction (17%) that their input into the education of students is considered by Alberta Education has decreased by 50%-57% compared to the 2017-2019 results. Similarly, parents of students with severe disabilities' satisfaction (45%) that their input into the education of students is considered by Alberta Education has decreased by 7%-11% compared to the 2017-2020 results. Public satisfaction (37%) that their input into the education of students is considered by Alberta Education has decreased by 7%-8% compared to the 2017-2019 results.

TABLE 12: SATISFACTION THAT INPUT INTO THE EDUCATION OF STUDENTS IS CONSIDERED

Questions	Year	Parents (ECS–12)	Parents (Severe Disabilities)	Teachers	Principals	Board	Public
Satisfaction that their input into decisions/ education of students is considered by the school	2017	77%	76%	77%	—	—	53%
	2018	76%	79%	79%	—	—	51%
	2019	75%	77%	79%	—	—	54%
	2020	81%	80%	87%	—	—	52%
	2021	79%	77%	85%	—	—	50%
Satisfaction that their input into the education of students is considered by the school board	2017	63%	59%	62%	94%	—	47%
	2018	59%	61%	59%	96%	—	48%
	2019	61%	62%	54%	93%	—	53%
	2020	69%	62%	71%	—	—	52%
	2021	66%	62%	67%	81%	—	46%
Satisfaction that their input into the education of students is considered by Alberta Education	2017	53%	54%	46%	74%	49%	44%
	2018	52%	56%	48%	70%	44%	45%
	2019	53%	55%	45%	67%	45%	45%
	2020	57%	52%	29%	—	47%	40%
	2021	47%	45%	15%	17%	48%	37%

About six in ten (58%, an increase of 8%-15% from 2017-2020) students indicated that they are involved a lot or to some extent in decisions at their school, and about seven in ten students (73%) indicated that they are satisfied that their input into decisions at their school is considered.

TABLE 13: STUDENTS' INVOLVEMENT IN DECISIONS AT SCHOOL

Questions	2017	2018	2019	2020	2021
Extent of involvement in decisions at school	72%	66%	66%	73%	58%
Satisfaction that input into decisions at school is considered	75%	76%	73%	78%	73%

About one-third (32%) of the public indicated that they are involved a lot or to some extent in decisions at schools in their community. Similarly, about two-thirds (64%) of the public were satisfied with the opportunity to be involved in decisions at schools in their community.

TABLE 14: PUBLIC INVOLVEMENT IN DECISIONS AT SCHOOLS IN THE COMMUNITY

Questions	2017	2018	2019	2020	2021
Extent of involvement in decisions at schools in the community	36%	35%	35%	37%	32%
Satisfaction with opportunity to be involved in decisions at schools in the community	64%	57%	61%	67%	64%

Communication with the Public

A low proportion of parents, teachers, principals, school board trustees and the public agreed that Alberta's education system communicates effectively with the public.

About six in ten parents (ECS–12: 57%; severe disabilities: 54%) agreed that Alberta's education system communicates effectively with the public. In addition, about four out of ten teachers (45%), school board trustees (44%), and the public (42%), and a lower proportion of principals (22%) agreed that Alberta's education system communicates effectively with the public.

Parents' (severe disabilities) agreement (54%) that Alberta's education system communicates effectively with the public has decreased by 10% compared to the 2020 result. Teachers' agreement (45%) has decreased by 18%-24% compared to the 2017-2020 results. School board trustees' agreement (44%) has decreased by 16% compared to the 2019 result. Similarly, public agreement (42%) has decreased by 11% compared to the 2020 result. Principals' agreement (22%) that Alberta's education system communicates effectively with the public has decreased by 49%-52% compared to the 2017-2019 results.

TABLE 15: ALBERTA'S EDUCATION SYSTEM COMMUNICATES EFFECTIVELY WITH THE PUBLIC

Questions	Year	Parents (ECS–12)	Parents (Severe Disabilities)	Teachers	Principals	Board	Public
Alberta's education system communicates effectively with the public	2017	59%	51%	69%	71%	47%	49%
	2018	59%	58%	64%	74%	48%	47%
	2019	53%	54%	66%	73%	60%	46%
	2020	59%	64%	63%	—	50%	53%
	2021	57%	54%	45%	22%	44%	42%

Leadership and Continuous Improvement

Improvement in Quality of Education

A high proportion of principals and school board trustees indicated that the quality of education at schools has improved or stayed the same in the past three years.

A high proportion of school board trustees (78%) and principals (71%) indicated that the quality of education at schools has improved or stayed the same in the past three years. However, relatively fewer parents (Grade 3–12: 68%; severe disabilities: 61%) and teachers (68%) indicated that the quality of education at schools has improved or stayed the same in the past three years.

About seven in ten school board trustees (68%) and parents (Grade 3-12: 63%), about half of teachers (54%) and about two in five principals (39%) indicated that the quality of the Alberta K–12 system has improved or stayed the same in the past three years.

Parents' (Grade 3-12) agreement that the quality of education at school has improved or stayed the same (68%) has decreased by 8%-11% compared to the 2017-2020 results. Similarly, parents of students with severe disabilities' agreement that the quality of education at school has improved or stayed the same (61%) has decreased by 9% from the 2019 result. Principals' agreement that the quality of education at school has improved or stayed the same (71%) has decreased by 18%-22% from the 2017-2019 results, while school board trustees' agreement that the quality of education at school has improved or stayed the same (78%) has decreased by 10%-16% from the 2017-2020 results.

Parents' (Grade 3-12) agreement that the quality of the Alberta K–12 system has improved or stayed the same (63%) has decreased by 8% compared to the 2018 result. Teachers' agreement that the quality of the Alberta K–12 system has improved or stayed the same (54%) has decreased by 8%-16% compared to 2017-2020 results. Similarly, principals' agreement that the quality of the Alberta K–12 system has improved or stayed the same (39%) has decreased by 48%-49% compared to the 2017-2019 results, while school board trustees' agreement that the quality of the Alberta K–12 system has improved or stayed the same (68%) has decreased by 9%-19% compared to the 2017-2019 results.

TABLE 16: IMPROVEMENT IN QUALITY OF EDUCATION IN THE PAST 3 YEARS

Questions	Year	Parents (Gr. 3-12)	Parents (Severe Disabilities)	Teachers	Principals	Board
Quality of education at school has improved or stayed the same in the past three years	2017	76%	66%	70%	93%	94%
	2018	74%	66%	71%	89%	88%
	2019	78%	70%	70%	89%	92%
	2020	79%	66%	73%	—	88%
	2021	68%	61%	68%	71%	78%
Quality of the Alberta K–12 system has improved or stayed the same in the past three years	2017	68%	—	70%	88%	87%
	2018	71%	—	69%	88%	76%
	2019	67%	—	65%	87%	77%
	2020	70%	—	62%	—	72%
	2021	63%	—	54%	39%	68%

A high proportion of parents, teachers, and school board trustees indicated that key aspects of the education system have improved or stayed the same in the past three years.

Parents of students in grades 3-12, teachers and school board trustees were asked whether the quality of key aspects of the education system (engagement of students in school, information about student achievement, communication of plans for school improvement, the school learning environment, and the accountability of schools to parents) in their school/ schools in their jurisdiction have improved, stayed the same, or declined over the past three years. Overall, in 2021, a large proportion of respondents indicated that:

- The school learning environment has improved or stayed the same (62% to 78%),
- Engagement of students in school has improved or stayed the same (59% to 71%),
- Information about student achievement has improved or stayed the same (75% to 80%),
- Communication of plans for school improvement has improved or stayed the same (71% to 88%), and
- The accountability of school to parents has improved or stayed the same (80% to 94%).

The proportion of parents (Grade 3-12) who reported improvement in the school learning environment (68%) has decreased by 10%-17% compared to the 2017-2020 results. Also, the proportion of parents (Grade 3-12) who reported improvement in the engagement of students in school has decreased by 19%-25% compared to the 2017-2020 results. The proportion of parents (Grade 3-12) who reported improvement in the information about student achievement in school (75%) has decreased by 9% compared to the 2020 result. Additionally, the proportion of parents (Grade 3-12) who reported improvement in the accountability of school to parents (80%) has increased by 8% compared to the 2019 result.

The proportion of teachers who reported improvement in the school learning environment (62%) has decreased by 14%-19% compared to the 2017-2020 results. Also, the proportion of teachers who reported improvement in the engagement of students in school (59%) has decreased by 15%-19% compared to the 2017-2020 results.

The proportion of teachers who reported improvement in information about student achievement in school (79%) has decreased by 8%-9% compared to the 2018 and 2020 results. Similarly, the proportion of teachers who reported improvement in the communication of plans for school improvement (71%) has decreased by 7%-13% compared to the 2017-2020 results.

The proportion of school board trustees who reported improvement in the school learning environment (78%) has decreased by 12%-17% compared to the 2017-2020 results. Also, the proportion of school board trustees who reported improvement in the engagement of students in school (71%) has decreased by 21%-25% compared to the results from 2017-2020. Similarly, the proportion of school board trustees who reported improvement in information about student achievement (80%) has decreased by 9%-15% compared to 2017-2020 results.

TABLE 17: IMPROVEMENT IN ASPECTS OF THE EDUCATION SYSTEM IN THE PAST 3 YEARS

Questions	Year	Parents (Grades 3-12)	Teachers	Board
The school learning environment has improved or stayed the same in the past three years	2017	82%	78%	95%
	2018	82%	81%	90%
	2019	78%	76%	94%
	2020	85%	76%	93%
	2021	68%	62%	78%
Engagement of students in school has improved or stayed the same in the past three years	2017	80%	77%	96%
	2018	80%	75%	92%
	2019	80%	74%	94%
	2020	86%	78%	93%
	2021	61%	59%	71%
Information about student achievement has improved or stayed the same in the past three years	2017	79%	83%	93%
	2018	78%	88%	89%
	2019	79%	84%	91%
	2020	84%	87%	95%
	2021	75%	79%	80%
Communication of plans for school improvement has improved or stayed the same in the last three years	2017	79%	80%	95%
	2018	79%	84%	90%
	2019	76%	79%	91%
	2020	80%	78%	94%
	2021	75%	71%	88%
The accountability of school to parents has improved or stayed the same in the last three years	2017	77%	90%	95%
	2018	75%	92%	89%
	2019	72%	89%	92%
	2020	83%	92%	96%
	2021	80%	93%	94%

Leadership

A high proportion of parents and teachers agreed that the leadership at the school and at the jurisdiction level effectively supports and facilitates teaching and learning.

A high proportion of parents and teachers agreed that the leadership at the school [(parents: ECS–12: 89%; severe disabilities: 90%); teachers: 88%], and at the jurisdiction (parents ECS–12: 84%; teachers: 80%, an increase of 7% compared to the 2019 result) effectively supports and facilitates teaching and learning.

A lower proportion of school board trustees (57%, a decrease of 9% from 2017), parents (ECS–12: 53%, a decrease of 6%-9% from the 2017-2020 results), the public (36%, a decrease of 13%-19% from the 2017-2020 results), teachers (18%, a decrease of 13%-47% from the 2017-2020) and principals (12%, a decrease of 57%-63% compared to the 2017-2019 results) agreed that leadership at the provincial level effectively supports and facilitates teaching and learning.

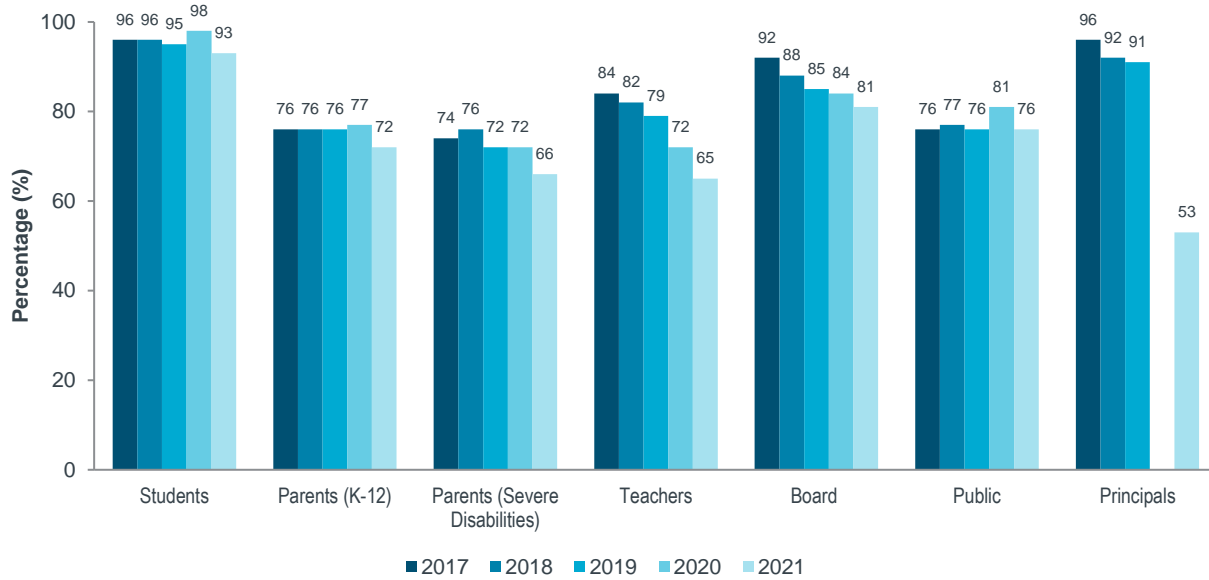
TABLE 18: LEADERSHIP EFFECTIVELY SUPPORTS AND FACILITATES TEACHING AND LEARNING

Questions	Year	Parents (ECS–12)	Parents (Severe Disabilities)	Teachers	Principals	Board	Public
Leadership at school effectively supports and facilitates teaching and learning	2017	88%	88%	81%	—	—	—
	2018	87%	86%	83%	—	—	—
	2019	87%	85%	81%	—	—	—
	2020	91%	89%	90%	—	—	—
	2021	89%	90%	88%	—	—	—
Leadership at the jurisdiction level effectively supports and facilitates teaching and learning	2017	82%	—	79%	—	—	—
	2018	82%	—	76%	—	—	—
	2019	81%	—	73%	—	—	—
	2020	86%	—	83%	—	—	—
	2021	84%	—	80%	—	—	—
Leadership at the provincial level effectively supports and facilitates teaching and learning	2017	61%	—	65%	75%	66%	53%
	2018	61%	—	61%	69%	59%	51%
	2019	59%	—	63%	72%	64%	55%
	2020	62%	—	31%	—	64%	49%
	2021	53%	—	18%	12%	57%	36%

A high proportion of the respondent groups agreed that the highest priority of Alberta’s education system is the success of the student.

A high proportion of students (93%), school board trustees (81%, a decrease of 11% from 2017), the public (76%), parents (ECS–12: 72%; severe disabilities: 66%, a decrease of 8%-10% from the 2017 and 2018 results) and teachers (65%, a decrease of 7%-19% from 2017-2020) indicated agreement that the highest priority of Alberta’s education system is the success of the student. A relatively lower proportion of principals (53%, a decrease of 38%-43% from 2017-2019) indicated agreement that the highest priority of Alberta’s education system is the success of the student.

Chart 9: Highest Priority of Alberta’s Education System is the Success of the Student



A high proportion of students agreed that the Alberta education system ensures access to quality education to all students regardless of where they live. However, agreement was lower for principals, parents, teachers, school board trustees and the public.

A high proportion of students (88%) agreed that Alberta’s education system ensures access to quality education to all students regardless of where they live. However, a relatively lower proportion of principals (40%, a decrease of 36%-41% compared to the 2017-2019 results), school board trustees (69%, an increase of 12% compared to the 2017 result), teachers (68%, a decrease of 9%-10% from the 2017 and 2018 results), parents (66%), public (64%), and parents of students with severe disabilities (61%, a decrease of 9% compared to the 2018 result) agreed with this statement.

In addition, a lower proportion of school board trustees (47%, a decrease of 12%-14% from 2017 and 2019), the public (40%, a decrease of 8%-11% compared to the 2017-2019 results) and principals (22%, a decrease of 60%-65% compared to the 2017-2019 results) agreed that Alberta’s education system uses research and consultation with Albertans to guide policy decisions.

TABLE 19: AGREEMENT ON ACCESS TO QUALITY EDUCATION AND THE USE OF RESEARCH AND CONSULTATION

Core Subject Areas	Year	Students	Parents (ECS–12)	Parents (Severe Disabilities)	Teachers	Principals	Board	Public
Alberta’s education system ensures access to quality education to all students regardless of where they live	2017	94%	71%	64%	77%	76%	57%	68%
	2018	91%	73%	70%	78%	80%	66%	68%
	2019	89%	69%	67%	73%	81%	61%	65%
	2020	90%	73%	65%	70%	—	65%	66%
	2021	88%	66%	61%	68%	40%	69%	64%
Alberta’s education system uses research and consultation with Albertans to guide policy decisions	2017	—	—	—	—	84%	59%	49%
	2018	—	—	—	—	87%	55%	51%
	2019	—	—	—	—	82%	61%	48%
	2020	—	—	—	—	—	49%	47%
	2021	—	—	—	—	22%	47%	40%

Facilities and Equipment

A high proportion of respondent groups were satisfied with school facilities. Teacher, principal and school board trustee satisfaction was relatively lower with regard to schools having enough space to meet the learning needs of students.

A high proportion of students (93% to 96%), parents of students with severe disabilities (91% to 92%), the public (89% to 100%), parents (87% to 89%), and teachers (84% to 86%) were satisfied that their school building meets the physical needs of students and that the school building is well maintained. Similarly, a high proportion of students (92%), parents of students with severe disabilities (85% to 90%), school board trustees (87% to 93%), parents (83% to 85%), principals (81% to 84%), and teachers (74% to 80%) were satisfied that the equipment and facilities at school meet the learning needs of students. A high proportion of students (90%), parents of students with severe disabilities (86%), parents (78%), principals and school board trustees (72%) and a relatively lower proportion of teachers (64%) agreed that schools have enough space to meet the learning needs of students.

Parents' satisfaction that the school building is well maintained (87%) has decreased by 6%-7% compared to the 2018 and 2019 results. Similarly, parents' satisfaction that equipment at school meets the learning needs of students (83%) has decreased by 6% compared to the 2018 result. Parents' satisfaction that the school has enough space to meet the learning needs of students (78%) has decreased by 6% compared to 2018 and 2019 results.

School board trustee satisfaction that facilities at schools in their jurisdiction meet the learning needs of students (87%) has increased by 7%-14% compared to the 2017-2020 results. Similarly, school board trustee satisfaction that schools have enough space to meet the learning needs of students has increased by 10%-12% compared to the 2017 and 2018 results.

Public satisfaction that school buildings are well maintained (100%) has increased by 9%-10% compared to the 2017, 2018 and 2020 results.

Principals' satisfaction that facilities at schools meet the learning needs of students (81%) has decreased by 8% compared to the 2018 result.

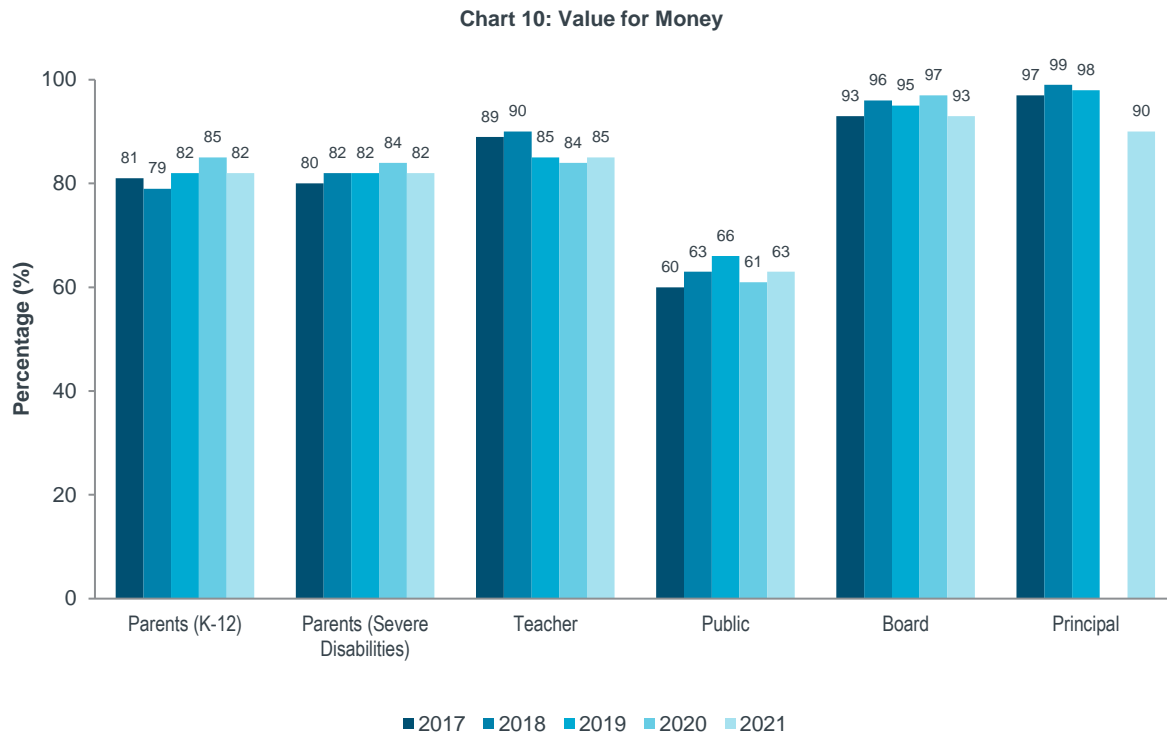
TABLE 20: SATISFACTION WITH SCHOOL FACILITIES

Questions	Year	Students	Parents (ECS–12)	Parents (Severe Disabilities)	Teachers	Principals	Board	Public
School building meets the physical needs of students	2017	95%	93%	92%	83%	—	—	83%
	2018	94%	95%	92%	82%	—	—	89%
	2019	94%	94%	91%	83%	—	—	91%
	2020	96%	93%	93%	85%	—	—	87%
	2021	96%	89%	91%	84%	—	—	89%
School building is well maintained	2017	92%	91%	93%	82%	—	—	90%
	2018	92%	94%	94%	81%	—	—	91%
	2019	90%	93%	93%	81%	—	—	97%
	2020	92%	91%	95%	84%	—	—	90%
	2021	93%	87%	92%	86%	—	—	100%
Facilities at school meet learning needs of students	2017	91%	85%	89%	76%	87%	73%	—
	2018	91%	89%	89%	77%	89%	79%	—
	2019	90%	87%	88%	74%	88%	78%	—
	2020	94%	89%	93%	78%	—	80%	—
	2021	92%	85%	90%	80%	81%	87%	—
Equipment at school meets learning needs of students	2017	90%	86%	87%	73%	90%	85%	—
	2018	92%	89%	90%	74%	91%	84%	—
	2019	89%	86%	88%	71%	90%	83%	—
	2020	94%	89%	89%	75%	—	91%	—
	2021	92%	83%	85%	74%	84%	93%	—
School has enough space to meet the learning needs of students	2017	88%	80%	83%	59%	73%	62%	—
	2018	88%	84%	87%	62%	76%	60%	—
	2019	85%	84%	84%	61%	78%	64%	—
	2020	88%	82%	88%	64%	—	71%	—
	2021	90%	78%	86%	64%	72%	72%	—

Value for Money

A high proportion of parents, teachers, principals and school board trustees, and a lower proportion of the public were satisfied with receiving value for money spent in schools.

A high proportion of school board trustees (93%), principals (90%, a decrease of 8%-9% from 2018 and 2019), parents (ECS–12: 82%; severe disabilities: 82%) and teachers (85%) reported being satisfied with receiving value for money that is spent in schools. Public satisfaction that they are receiving value for money spent in schools in their community was lower (63%).



Teacher Preparation and Professional Development

A low proportion of teachers and principals agreed that recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers.

Three-quarters of school board trustees (75%, an increase of 9% from 2017), and about two-thirds of principals (69%) and teachers (66%, an increase of 9%-11% from the 2017-2019 results) agreed that recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers.

Of teachers who graduated from a Bachelor of Education program in Alberta, about eight in ten (78%, an increase of 8%-9% from 2017 and 2019) agreed that their teacher education program adequately prepared them to meet the teaching quality standard for initial certification.

A high proportion of school board trustees (91%, an increase of 10% from 2018) and principals (88%), and a relatively lower proportion of teachers (69%, an increase of 7% from 2017 and 2019) agreed that professional development opportunities available to teachers effectively addressed teachers' professional development needs.

A high proportion of school board trustees (91%) and principals (87%), and a lower proportion of teachers (70%, an increase of 8% from the 2019 result) agreed that professional development opportunities available to teachers contributed significantly to teachers' on-going professional development. A high proportion of school board trustees (95%), principals (91%) and teachers (89%) also agreed that professional development opportunities have been focused on the priorities of the school/ jurisdiction.

TABLE 21: PERCEPTION OF RECENT BACHELOR OF EDUCATION GRADUATES AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES AVAILABLE FOR TEACHERS

Questions	Year	Teachers	Principals	Board
Recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers	2017	57%	66%	66%
	2018	55%	69%	71%
	2019	56%	66%	68%
	2020	68%	—	76%
	2021	66%	69%	75%
Teacher education program adequately prepared teachers to meet the teaching quality standard for initial certification	2017	69%	—	—
	2018	71%	—	—
	2019	70%	—	—
	2020	79%	—	—
	2021	78%	—	—
Professional development opportunities available to teachers effectively addressed the professional development needs of teachers	2017	62%	94%	91%
	2018	64%	93%	81%
	2019	62%	90%	89%
	2020	68%	—	88%
	2021	69%	88%	91%
Professional development opportunities contributed significantly to teachers' on-going professional development	2017	64%	94%	93%
	2018	65%	92%	86%
	2019	62%	91%	92%
	2020	68%	—	90%
	2021	70%	87%	91%
Professional development opportunities have been focused on the priorities of the jurisdiction/ school	2017	88%	96%	94%
	2018	89%	94%	90%
	2019	86%	94%	92%
	2020	91%	—	95%
	2021	89%	91%	95%

Teacher Attraction and Retention

About eight in ten principals (81%) agreed that they were able to attract teachers to their schools while about nine in ten principals (93%) agreed that they were able to retain teachers. Principals' agreement regarding attracting and retaining teachers has been relatively stable except for a decrease in agreement regarding attracting teachers in 2019.

TABLE 22: ATTRACTION AND RETENTION OF TEACHERS

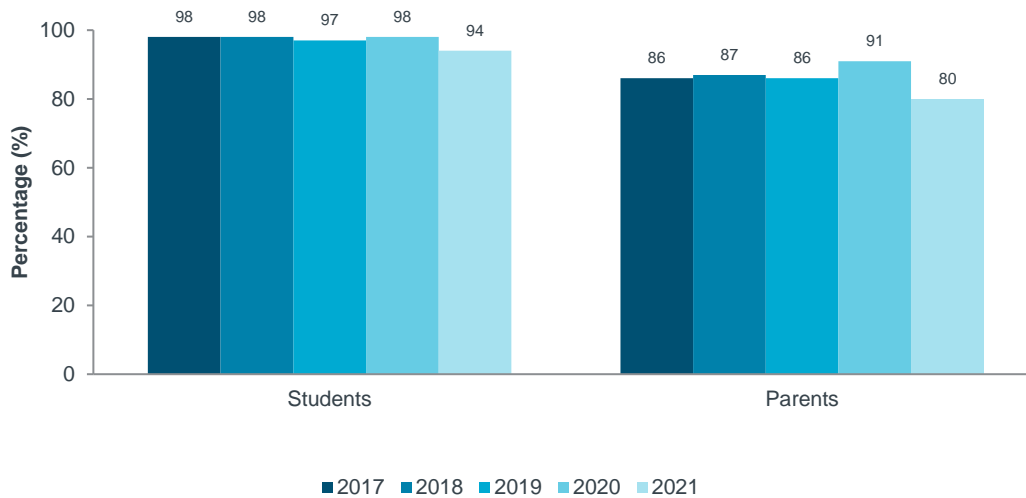
Questions	Year	Principals
Attraction of teachers to school	2017	84%
	2018	83%
	2019	74%
	2020	-
	2021	81%
Retention of teachers in school	2017	92%
	2018	93%
	2019	91%
	2020	-
	2021	93%

First Nations, Métis and Inuit Survey Results

A high proportion of self-identified First Nations, Métis and Inuit students and parents of self-identified First Nations, Métis and Inuit students were satisfied with the quality of education.

A high proportion of self-identified First Nations, Métis and Inuit students (94%) and parents of self-identified First Nations, Métis and Inuit students (80%, a decrease of 7%-11% from the 2018 and 2020 results) were satisfied with the quality of education at schools.

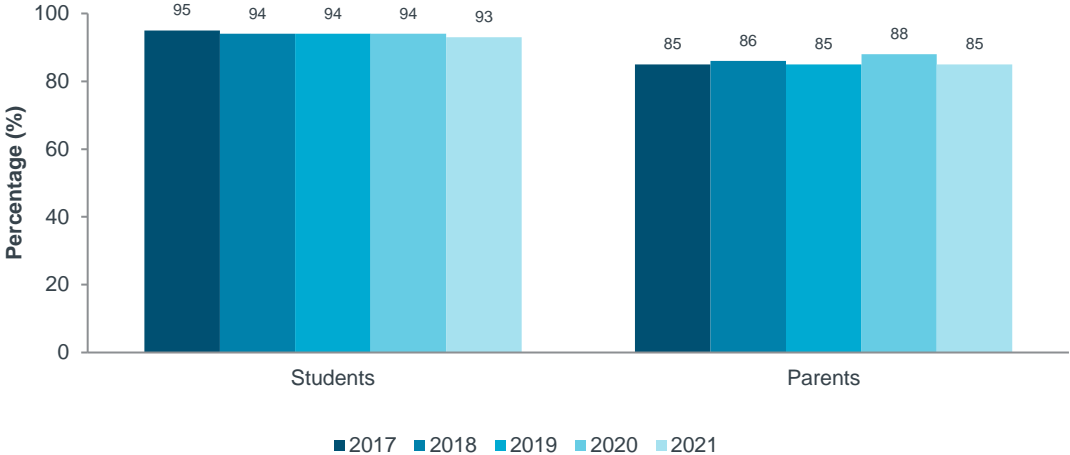
Chart 11: Satisfaction with Quality of Education



Self-identified First Nations, Métis and Inuit students and parents of self-identified First Nations, Métis and Inuit students expressed a high degree of satisfaction with the quality of teaching.

A high proportion of self-identified First Nations, Métis and Inuit students (93%) and parents of self-identified First Nations, Métis and Inuit students (85%) were satisfied with the quality of teaching at schools.

Chart 12: Satisfaction with Quality of Teaching



Self-identified First Nations, Métis and Inuit students and parents of self-identified First Nations, Métis and Inuit students had varying perceptions about various aspects of social and learning environments at schools.

Self-identified First Nations, Métis and Inuit students and parents of self-identified First Nations, Métis and Inuit students were asked to rate their agreement with a series of statements about the social and learning environments at schools. Overall, in 2021, a large proportion of respondents in the student group and the parent group agreed/ were satisfied that:

- Students find school work interesting (students: 75%, a decrease of 8% from 2017 and 2020; parents: 67%, a decrease of 7%-9% from 2017 and 2018),
- Students find school work challenging (students: 82%; parents: 73%),
- Students clearly understand what they are expected to learn at school (students: 84%, a decrease of 10% from 2018; parents: 70%, a decrease of 11%-12% from 2017-2019),
- Students feel safe at school or during remote learning* (students: 92%; parents: 93%),
- Students feel safe on the way to and from school (students: 96%; parents: 91%),
- Teachers care about students (students: 94%; parents: 92%),
- Teachers are knowledgeable about the subjects they teach (students: 95%),
- At school students treat each other well (students: 94%; parents: 73%),
- Students are treated fairly by adults at school (students: 91%; parents: 86%),
- At school students are encouraged to get involved in activities that help people in the community (students: 68%, a decrease of 8%-12% from 2017-2020; parents: 65%, a decrease of 9%-13% from 2017-2020),
- At school students are encouraged to try their best (students: 96%; parents: 93%),
- At school students follow the rules (students: 76%, an increase of 9%-12% from 2019 and 2020; parents: 77%),
- At school students help each other (students: 80%; parents: 81%),
- At school students respect each other (students: 81%; parents: 74%),
- There is mutual respect between teachers and students at school (students: 85%; parents: 88%),
- There is mutual trust between teachers and students at school (students: 84%; parents: 88%),
- It is easy to get help with school work at school if needed (students: 87%; parents: 74%),
- Students can get help at school with problems that are not related to school work (students: 82%, a decrease of 7% from 2018; parents: 72%, a decrease of 8% from 2019),
- When needed, teachers at school are available to help students (students: 93%; parents: 86%),
- Students respect the diversity among people (students: 85%; parents: 79%),
- Students take responsibility for their actions (students: 68%; parents: 69%),
- Students volunteer for activities that help others (students: 74%; parents: 63%, a decrease of 11%-14% from 2017-2020),
- Students are encouraged to participate in school activities, such as attending special events or helping in the learning commons** (previously, the library) (students: 87%; parents: 76%, a decrease of 9%-12% from 2017-2020),
- Students are encouraged to get involved in global issues, such as the environment, world hunger and disaster relief (students: 69%, an increase of 8% from 2019; parents: 70%),
- School promotes physical activity (students: 89%; parents: 88%),
- Students are learning about how to stay healthy (students: 79%; parents: 84%),
- Students have healthy food choices in the school cafeteria, canteen, vending machines, and at classroom and school events (students: 75%; parents: 52%, a decrease of 12%-14% from 2017-2020),
- The gym, playground, and other facilities such as sports fields and fitness areas at school meet the daily physical activity needs of students (students: 89%; parents: 85%),
- Schools are contributing to students' development of intellectual skills (students: 88%; parents: 75%),
- Schools are contributing to students' development of social skills (students: 85%; parents: 77%),
- Schools are contributing to students' development of physical abilities (students: 87%; parents: 81%),
- Schools are contributing to students' development of emotional well-being (students: 73%, a decrease of 7% from 2017 and 2018; parents: 69%, a decrease of 7% from 2018 and 2020),

- Students reporting at least one day of scheduled physical activity (of at least 30 minutes duration) at school in the past five school days (students: 51%, an decrease of 8%-18% from 2017, 2018 and 2020),
- Experience at school is contributing to students' growth in developing clear career goals (students: 79%, a decrease of 9% from 2017 and 2018),
- Subjects learned at school have practical applications in the real world (students: 73%, a decrease of 8% from 2017; parents: 74%),
- Students feel good about the work they do at school (students: 84%),
- At school or in their remote learning environment students feel like they belong*** (students: 84%),
- Students feel comfortable asking questions in class (students: 80%),
- Parents get support from the school to help their children succeed (parents: 73%),
- Students get the help they need with reading and writing (students: 94%),
- School provides the learning resources, such as textbooks, software, audio and video materials, that meet the needs of students (students: 96%; parents: 89%),
- Academic counselling can be accessed in a timely manner at school when needed (parents: 71%),
- Services (beyond regular instruction) that help students read and write can be accessed in a timely manner (parents: 67%).

TABLE 23: SOCIAL AND LEARNING ENVIRONMENT AT SCHOOLS (FIRST NATIONS, MÉTIS AND INUIT)
(CONTINUED ON NEXT FIVE PAGES)

Questions	Year	Self-identified First Nations, Métis and Inuit Students	Parents of Self-identified First Nations, Métis and Inuit Students (ECS–12)
School work is interesting	2017	83%	76%
	2018	81%	74%
	2019	82%	72%
	2020	83%	67%
	2021	75%	67%
School work is challenging	2017	80%	72%
	2018	82%	75%
	2019	82%	73%
	2020	84%	76%
	2021	82%	73%
Students clearly understand what they are expected to learn at school	2017	91%	81%
	2018	94%	82%
	2019	91%	81%
	2020	89%	76%
	2021	84%	70%
Students feel safe at school or during remote learning*	2017	94%	90%
	2018	91%	89%
	2019	88%	87%
	2020	89%	89%
	2021	92%	93%
Students feel safe on the way to and from school	2017	96%	91%
	2018	95%	89%
	2019	94%	88%
	2020	94%	89%
	2021	96%	91%
Teachers care about students	2017	95%	90%
	2018	95%	90%
	2019	93%	90%
	2020	95%	94%
	2021	94%	92%
Teachers are knowledgeable about the subjects they teach	2017	95%	—
	2018	95%	—
	2019	95%	—
	2020	93%	—
	2021	95%	—

Questions	Year	Self-identified First Nations, Métis and Inuit Students	Parents of Self-identified First Nations, Métis and Inuit Students (ECS–12)
At school students treat each other well	2017	92%	77%
	2018	92%	74%
	2019	89%	72%
	2020	92%	75%
	2021	94%	73%
Students are treated fairly by adults at school	2017	91%	85%
	2018	90%	86%
	2019	88%	86%
	2020	91%	89%
	2021	91%	86%
At school students are encouraged to get involved in activities that help people in the community	2017	80%	75%
	2018	77%	78%
	2019	79%	74%
	2020	76%	74%
	2021	68%	65%
At school students are encouraged to try their best	2017	97%	93%
	2018	97%	93%
	2019	95%	93%
	2020	97%	94%
	2021	96%	93%
At school students follow the rules	2017	74%	77%
	2018	70%	77%
	2019	64%	74%
	2020	67%	76%
	2021	76%	77%
At school students help each other	2017	83%	85%
	2018	83%	83%
	2019	82%	82%
	2020	83%	86%
	2021	80%	81%
At school students respect each other	2017	79%	75%
	2018	79%	74%
	2019	75%	71%
	2020	79%	72%
	2021	81%	74%
There is mutual respect between teachers and students at school	2017	85%	85%
	2018	85%	87%
	2019	83%	85%
	2020	83%	91%
	2021	85%	88%

Questions	Year	Self-identified First Nations, Métis and Inuit Students	Parents of Self-identified First Nations, Métis and Inuit Students (ECS–12)
There is mutual trust between teachers and students at school	2017	85%	86%
	2018	82%	87%
	2019	79%	85%
	2020	79%	88%
	2021	84%	88%
It is easy to get help with school work at school if needed	2017	91%	73%
	2018	91%	73%
	2019	89%	72%
	2020	92%	75%
	2021	87%	74%
Students can get help at school with problems that are not related to school work	2017	86%	74%
	2018	89%	78%
	2019	88%	80%
	2020	87%	78%
	2021	82%	72%
When needed, teachers at school are available to help students	2017	94%	85%
	2018	93%	84%
	2019	91%	84%
	2020	94%	87%
	2021	93%	86%
Students respect the diversity among people	2017	85%	83%
	2018	86%	78%
	2019	83%	78%
	2020	86%	83%
	2021	85%	79%
Students take responsibility for their actions	2017	70%	72%
	2018	69%	68%
	2019	65%	67%
	2020	64%	69%
	2021	68%	69%
Students volunteer for activities that help others	2017	76%	76%
	2018	75%	77%
	2019	79%	74%
	2020	76%	77%
	2021	74%	63%
Students are encouraged to participate in school activities, such as attending special events or helping in the learning commons**	2017	85%	85%
	2018	89%	88%
	2019	89%	87%
	2020	90%	88%
	2021	87%	76%

Questions	Year	Self-identified First Nations, Métis and Inuit Students	Parents of Self-identified First Nations, Métis and Inuit Students (ECS–12)
Students are encouraged to get involved in global issues, such as the environment, world hunger and disaster relief	2017	71%	68%
	2018	67%	74%
	2019	65%	66%
	2020	73%	71%
	2021	69%	70%
Schools promote physical activity	2017	93%	91%
	2018	92%	91%
	2019	93%	92%
	2020	94%	92%
	2021	89%	88%
Students are learning about how to stay healthy	2017	83%	87%
	2018	83%	89%
	2019	81%	87%
	2020	86%	89%
	2021	79%	84%
Students have healthy food choices in the school cafeteria, canteen, vending machines, and at classroom and school events	2017	77%	64%
	2018	75%	66%
	2019	69%	66%
	2020	78%	66%
	2021	75%	52%
The gym, playground, and other facilities... at school meet the daily physical activity needs of students	2017	91%	87%
	2018	90%	85%
	2019	90%	84%
	2020	92%	89%
	2021	89%	85%
Schools are contributing to students' development of intellectual skills	2017	92%	79%
	2018	92%	81%
	2019	91%	79%
	2020	92%	80%
	2021	88%	75%
Schools are contributing to students' development of social skills	2017	88%	80%
	2018	88%	79%
	2019	85%	80%
	2020	86%	79%
	2021	85%	77%
Schools are contributing to students' development of physical abilities	2017	91%	87%
	2018	89%	86%
	2019	91%	87%
	2020	91%	87%
	2021	87%	81%

Questions	Year	Self-identified First Nations, Métis and Inuit Students	Parents of Self-identified First Nations, Métis and Inuit Students (ECS–12)
Schools are contributing to students' development of emotional well-being	2017	80%	73%
	2018	80%	76%
	2019	77%	74%
	2020	78%	76%
	2021	73%	69%
Students reporting at least one day of scheduled physical activity at school in the past five school days	2017	59%	—
	2018	59%	—
	2019	56%	—
	2020	69%	—
	2021	51%	—
Experience at school is contributing to students' growth in developing clear career goals	2017	88%	—
	2018	88%	—
	2019	86%	—
	2020	85%	—
	2021	79%	—
Subjects learned at school have practical applications in the real world	2017	81%	72%
	2018	78%	77%
	2019	77%	75%
	2020	77%	73%
	2021	73%	74%
Students feel good about the work they do at school	2017	90%	—
	2018	89%	—
	2019	86%	—
	2020	88%	—
	2021	84%	—
At school or in their remote learning environment students feel like they belong***	2017	83%	—
	2018	82%	—
	2019	78%	—
	2020	80%	—
	2021	84%	—
Students feel comfortable asking questions in class	2017	80%	—
	2018	82%	—
	2019	78%	—
	2020	82%	—
	2021	80%	—
Parents get support from the school to help their children succeed	2017	—	73%
	2018	—	75%
	2019	—	73%
	2020	—	77%
	2021	—	73%

Questions	Year	Self-identified First Nations, Métis and Inuit Students	Parents of Self-identified First Nations, Métis and Inuit Students (ECS-12)
Students get the help they need with reading and writing	2017	96%	—
	2018	95%	—
	2019	96%	—
	2020	96%	—
	2021	94%	—
School provides learning resources, such as textbooks, ... that meet the needs of students	2017	96%	88%
	2018	95%	90%
	2019	97%	89%
	2020	98%	91%
	2021	96%	89%
Academic counselling can be accessed in a timely manner at school when needed	2017	—	73%
	2018	—	73%
	2019	—	72%
	2020	—	74%
	2021	—	71%
Services (beyond regular instruction) that help students read and write can be accessed in a timely manner	2017	—	68%
	2018	—	72%
	2019	—	69%
	2020	—	73%
	2021	—	67%

* 2017 You feel safe at school.

2018-2020 You feel safe at school – for example, you are not harassed because of your race, ethnicity, Indigenous identity, gender or sexual orientation

2021 You feel safe at school or during remote learning – for example, you are not harassed because of your race, ethnicity, Indigenous identity, gender or sexual orientation

** 2017 Students are encouraged to participate in school activities, such as attending special events or helping in the library.

2018-2021 Students are encouraged to participate in school activities, such as attending special events or helping in the learning commons (previously, the library)

***2017-2020 At school you feel like you belong

2021 At school or in your remote learning environment you feel like you belong

Self-identified First Nations, Métis and Inuit students and parents of self-identified First Nations, Métis and Inuit students held varying perceptions about aspects of student engagement in learning.

Self-identified First Nations, Métis and Inuit students and parents of self-identified First Nations, Métis and Inuit students were asked to rate their agreement with a series of statements about student engagement at schools. Overall, in 2021, a large proportion of students and parents (where applicable) agreed that:

- Students are proud of their school (students: 85%),
- Students have a voice in decisions made at their school (students: 69%),
- Students arrive at school or begin remote learning ready to learn* (students: 76%; parents: 90%),
- Teachers give students the individual attention they require (students: 84%; parents: 75%),
- Hours spent outside of class studying and doing assignments (more than 3 hours per week) (students: 37%),
- Students enjoyed completing a task that required a lot of thinking and mental effort (students: 62%),
- Students asked questions in class or contributed to class discussions (students: 58%, an increase of 8% from 2020),
- Students have the opportunity to take part in classroom discussions and activities (students: 94%),
- Classwork has emphasized understanding information and explaining ideas in students' own words (students: 66%),
- Experience at school is contributing to students' growth in thinking deeply and critically (students: 88%),
- Students get recognized for the positive things they do at school (students: 77%),
- Students missed school or missed days of remote learning other than for illness** (less than 4 times during the school year) (students: 44%),
- Students that never thought about dropping out of school (students: 64%, a decrease of 8% from 2017),
- At school students are able to learn in a way that best suits their learning styles (students: 78%, a decrease of 7% from 2018; parents: 67%),
- Students get the help/ support they need to do well/ be successful in school (students: 88%; parents: 76%),
- School is helping struggling students keep up in their studies (students: 74%, a decrease of 8% from 2020; parents: 63%), and
- Teachers help students achieve learning expectations (students: 87%; parents: 90%).

TABLE 24: STUDENT ENGAGEMENT IN LEARNING AT SCHOOL (FIRST NATIONS, MÉTIS AND INUIT)
(CONTINUED ON NEXT TWO PAGES)

Questions	Year	Self-identified First Nations, Métis and Inuit Students	Parents of Self-identified First Nations, Métis and Inuit Students (ECS–12)
Students are proud of their school	2017	88%	—
	2018	87%	—
	2019	86%	—
	2020	88%	—
	2021	85%	—
Students have a voice in decisions made at their school	2017	74%	—
	2018	74%	—
	2019	69%	—
	2020	72%	—
	2021	69%	—
Students arrive at school or begin remote learning ready to learn*	2017	74%	94%
	2018	75%	93%
	2019	72%	92%
	2020	71%	93%
	2021	76%	90%
Teachers give students the individual attention they require	2017	82%	73%
	2018	84%	76%
	2019	79%	73%
	2020	83%	74%
	2021	84%	75%
Hours spent outside of class studying and doing assignments (more than 3 hours per week)	2017	38%	—
	2018	36%	—
	2019	39%	—
	2020	37%	—
	2021	37%	—
Students enjoyed completing a task that required a lot of thinking or mental effort	2017	68%	—
	2018	67%	—
	2019	68%	—
	2020	69%	—
	2021	62%	—

Questions	Year	Self-identified First Nations, Métis and Inuit Students	Parents of Self-identified First Nations, Métis and Inuit Students (ECS-12)
Students asked questions in class or contributed to class discussions	2017	64%	—
	2018	64%	—
	2019	60%	—
	2020	66%	—
	2021	58%	—
Students have the opportunity to take part in classroom discussions and activities	2017	97%	—
	2018	95%	—
	2019	95%	—
	2020	97%	—
	2021	94%	—
Classwork has emphasized understanding information and explaining ideas in students' own words	2017	69%	—
	2018	71%	—
	2019	71%	—
	2020	69%	—
	2021	66%	—
Experience at school is contributing to students' growth in thinking deeply and critically	2017	92%	—
	2018	90%	—
	2019	89%	—
	2020	90%	—
	2021	88%	—
Students get recognized for the positive things they do at school	2017	82%	—
	2018	78%	—
	2019	79%	—
	2020	82%	—
	2021	77%	—
Students missed school or missed days of remote learning other than for illness (less than 4 times during the school year)**	2017	46%	—
	2018	46%	—
	2019	46%	—
	2020	44%	—
	2021	44%	—
Students thought about dropping out of school (never)	2017	72%	—
	2018	70%	—
	2019	67%	—
	2020	70%	—
	2021	64%	—

Questions	Year	Self-identified First Nations, Métis and Inuit Students	Parents of Self-identified First Nations, Métis and Inuit Students (ECS–12)
Students are able to learn in a way that best suits their learning style	2017	84%	71%
	2018	85%	72%
	2019	83%	72%
	2020	82%	69%
	2021	78%	67%
Students get the help/ support they need to do well/ be successful in school	2017	91%	78%
	2018	93%	80%
	2019	93%	78%
	2020	93%	80%
	2021	88%	76%
School is helping struggling students keep up in their studies	2017	82%	63%
	2018	81%	64%
	2019	77%	63%
	2020	82%	68%
	2021	74%	63%
Teachers help students achieve learning expectations	2017	95%	85%
	2018	92%	86%
	2019	91%	85%
	2020	94%	90%
	2021	87%	90%

* 2017-2020 – Students arrive at school ready to learn

2021 – Students arrive at school or begin remote learning ready to learn

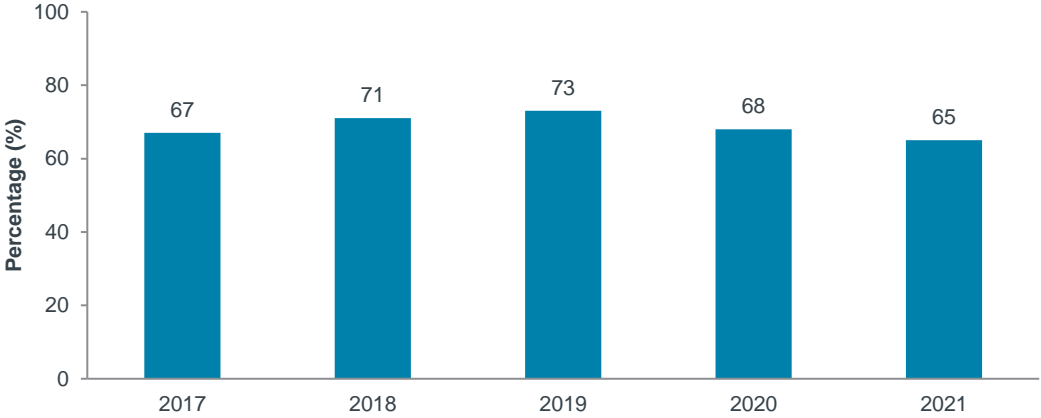
** 2017-2020 – During this school year, how many times have you missed school other than for illness?

2021 – During this school year, how many times have you missed school or missed days of remote learning other than for illness?

About two-thirds of parents of self-identified First Nations, Métis and Inuit students were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. However, their satisfaction that students demonstrate attitudes and behaviours to be successful at work when they leave school was much lower.

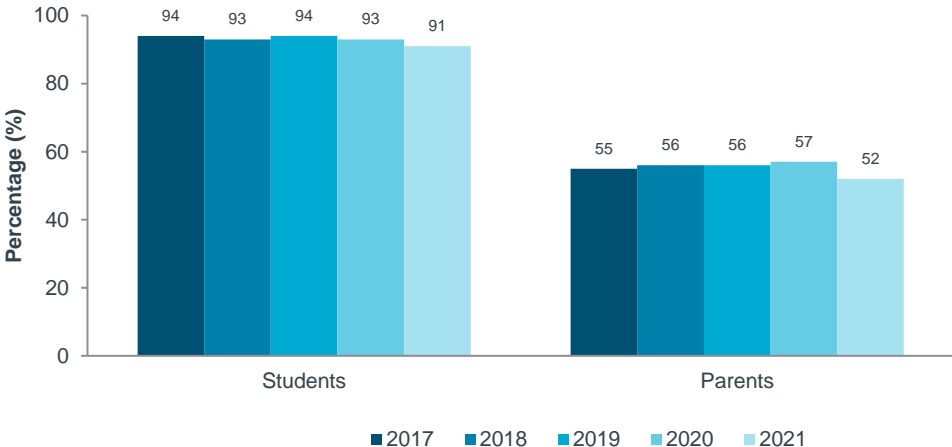
Parents of self-identified First Nations, Métis and Inuit students (Grade 7-12) were asked to rate their satisfaction that students are taught attitudes and behaviours to be successful at work when they leave school. About two-thirds of parents (65%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school.

Chart 13: Parent Satisfaction that Students are Taught Attitudes and Behaviours to be Successful at Work



A lower proportion (52%) of parents of self-identified First Nations, Métis and Inuit students (Grade 7-12) were satisfied that students demonstrate attitudes and behaviours to be successful at work when they leave school. However, self-identified First Nations, Métis and Inuit students' satisfaction that they have the attitudes and behaviours to be successful at work when they leave school was very high (91%).

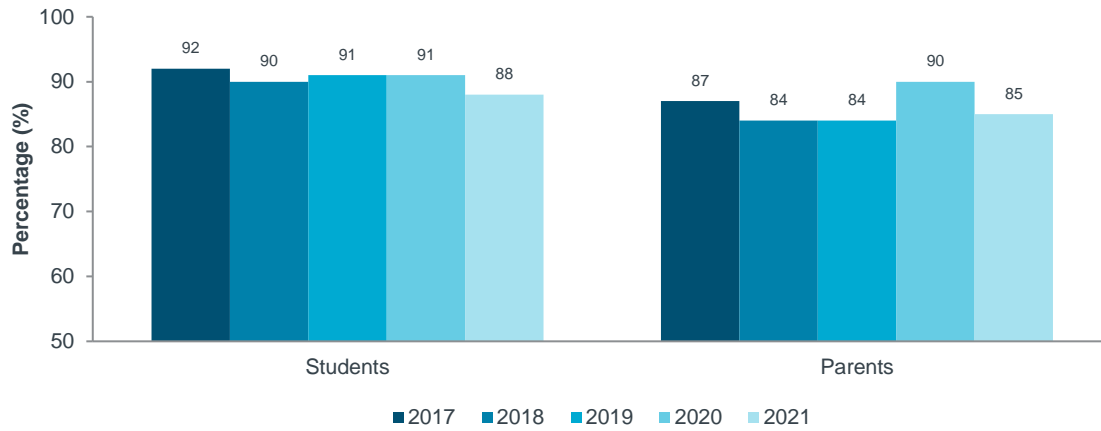
Chart 14: Satisfaction that Students Demonstrate Attitudes and Behaviours to be Successful at Work



Satisfaction that school is contributing to the development of students' ability to demonstrate positive attitudes and behaviours was high among both self-identified First Nations, Métis and Inuit students and parents of self-identified First Nations, Métis and Inuit students.

A high proportion of self-identified First Nations, Métis and Inuit students (88%) and parents of self-identified First Nations, Métis and Inuit students (Grade 7-12: 85%) were satisfied that school is contributing to the development of students' ability to demonstrate positive attitudes and behaviours.

Chart 15 : Satisfaction that School is Contributing to the Development of Students' Ability to Demonstrate Positive Attitudes and Behaviours



Satisfaction that school is contributing to the development of students' unique skills and abilities is high among self-identified First Nations, Métis and Inuit students and parents of self-identified First Nations, Métis and Inuit students.

Self-identified First Nations, Métis and Inuit students and parents of self-identified First Nations, Métis and Inuit students (Grade 7-12) were further asked to rate their satisfaction that school is contributing to the development of students' unique skills and abilities. Overall, in 2021, a large proportion of respondents were satisfied with students' ability to:

- Use numbers (students: 89%; parents: 84%),
- Think and solve problems (students: 92%; parents: 85%),
- Communicate in speech and writing (students: 87%; parents: 83%),
- Manage information (students: 88%; parents: 80%),
- Take responsibility for their own learning (students: 93%; parents: 80%),
- Be adaptable – work as an individual or within a team (students: 92%; parents: 84%),
- Learn continuously (students: 89%; parents: 80%),
- Work safely (students: 98%; parents: 95%),
- Work with others towards a common goal (students: 89%; parents: 88%),
- Participate and contribute in projects and tasks (students: 93%; parents: 85%),
- Transition effectively from school to work or from school to post-secondary studies (students: 82%, a decrease of 7% from 2017; parents: 53%),
- Understand abstract concepts (students: 86%; parents: 79%),
- Be honest and ethical in dealing with other people (students: 94%; parents: 90%),
- Be punctual and finish work on time (students: 81%, a decrease of 9% from 2017; parents: 70%),
- Manage money, credit and personal finances (students: 63%, a decrease of 8%-9%; parents: 50%),
- Lead a group or a team (students: 85%; parents: 74%),
- Help in keeping the environment clean (students: 82%; parents: 87%), and
- Make fair decisions (students: 96%; parents: 92%).

TABLE 25: SATISFACTION THAT SCHOOL IS CONTRIBUTING TO THE DEVELOPMENT OF STUDENTS' UNIQUE SKILLS AND ABILITIES (FIRST NATIONS, MÉTIS AND INUIT) (CONTINUED ON NEXT TWO PAGES)

Questions	Year	Self-identified First Nations, Métis and Inuit Students	Parents of Self-identified First Nations, Métis and Inuit Students (Gr. 7-12)
Ability to use numbers	2017	94%	80%
	2018	92%	84%
	2019	92%	84%
	2020	90%	82%
	2021	89%	84%
Ability to think and solve problems	2017	95%	83%
	2018	94%	84%
	2019	93%	80%
	2020	94%	79%
	2021	92%	85%
Ability to communicate	2017	92%	87%
	2018	91%	87%
	2019	90%	84%
	2020	88%	82%
	2021	87%	83%
Ability to manage information	2017	92%	85%
	2018	92%	82%
	2019	90%	79%
	2020	91%	81%
	2021	88%	80%
Ability to take responsibility for own learning	2017	95%	82%
	2018	96%	84%
	2019	96%	83%
	2020	94%	82%
	2021	93%	80%
Ability to be adaptable	2017	94%	86%
	2018	94%	88%
	2019	94%	89%
	2020	92%	90%
	2021	92%	84%

Questions	Year	Self-identified First Nations, Métis and Inuit Students	Parents of Self-identified First Nations, Métis and Inuit Students (Gr. 7-12)
Ability to learn continuously	2017	94%	84%
	2018	95%	86%
	2019	93%	83%
	2020	92%	85%
	2021	89%	80%
Ability to work safely	2017	98%	93%
	2018	98%	92%
	2019	98%	94%
	2020	98%	93%
	2021	98%	95%
Ability to work with others towards a common goal	2017	93%	91%
	2018	92%	93%
	2019	91%	89%
	2020	93%	91%
	2021	89%	88%
Ability to participate and contribute in projects and tasks	2017	95%	91%
	2018	93%	90%
	2019	93%	91%
	2020	95%	91%
	2021	93%	85%
Ability to transition effectively from school to work or from school to post-secondary studies	2017	89%	60%
	2018	87%	60%
	2019	87%	55%
	2020	86%	57%
	2021	82%	53%
Ability to understand abstract concepts	2017	88%	78%
	2018	86%	82%
	2019	86%	78%
	2020	87%	79%
	2021	86%	79%
Ability to be honest and ethical in dealing with other people	2017	93%	90%
	2018	92%	93%
	2019	93%	91%
	2020	93%	93%
	2021	94%	90%

Questions	Year	Self-identified First Nations, Métis and Inuit Students	Parents of Self-identified First Nations, Métis and Inuit Students (Gr. 7-12)
Ability to be punctual and finish work on time	2017	90%	75%
	2018	87%	72%
	2019	87%	71%
	2020	84%	73%
	2021	81%	70%
Ability to manage money, credit and personal finances	2017	72%	50%
	2018	71%	54%
	2019	65%	49%
	2020	67%	57%
	2021	63%	50%
Ability to lead a group or a team	2017	86%	76%
	2018	85%	76%
	2019	83%	76%
	2020	85%	79%
	2021	85%	74%
Ability to help in keeping the environment clean	2017	83%	86%
	2018	81%	90%
	2019	83%	85%
	2020	85%	90%
	2021	82%	87%
Ability to make fair decisions	2017	96%	91%
	2018	97%	93%
	2019	95%	91%
	2020	94%	92%
	2021	96%	92%

Agreement that students have the computer skills necessary to support their studies is high among self-identified First Nations, Métis and Inuit students and parents of self-identified First Nations, Métis and Inuit students.

Self-identified First Nations, Métis and Inuit students and parents of self-identified First Nations, Métis and Inuit students were further asked to rate their agreement regarding computer skills and technology learning outcomes of students. A large proportion of both groups agreed that students have computer skills (such as word processing or creating spreadsheets and charts) necessary to support their studies (students: 80%; parents: 73%) and skills to create multi-media presentations with sound, pictures and video for their projects/ assignments (students: 88%; parents: 80%). A large proportion of students and parents also agreed that students have sufficient access to computers at school (students: 97%; parents: 82%) and at home (students: 95%, an increase of 10%-11% from 2017 and 2018; parents: 93%) to do their school work, and use the internet to do research on assignment topics (students: 99%; parents: 93%).

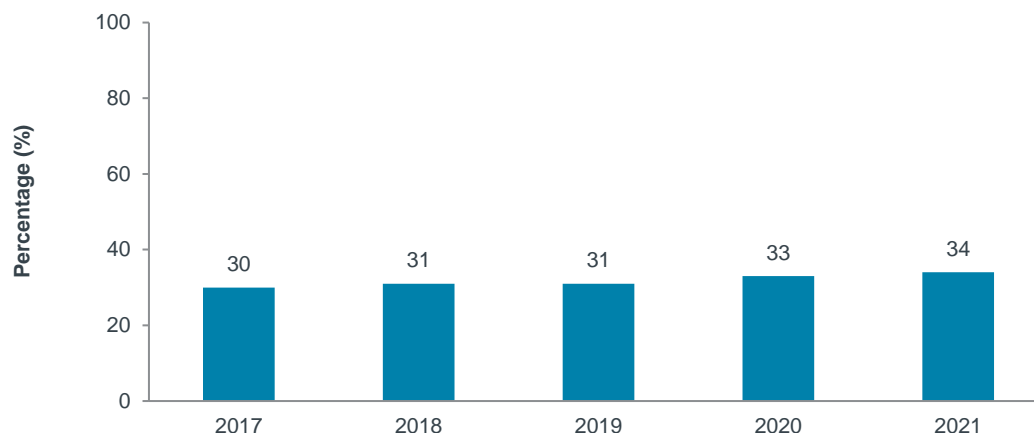
**TABLE 26: SATISFACTION WITH COMPUTER SKILLS AND TECHNOLOGY LEARNING OUTCOMES
(FIRST NATIONS, MÉTIS AND INUIT)**

Questions	Year	Self-identified First Nations, Métis and Inuit Students	Parents of Self-identified First Nations, Métis and Inuit Students (Gr. 7-12)
Students have computer skills (such as word processing, or creating spreadsheets and charts) necessary to support studies	2017	88%	77%
	2018	87%	82%
	2019	83%	77%
	2020	82%	75%
	2021	80%	73%
Students have sufficient access to computers at school to do their school work	2017	94%	77%
	2018	97%	84%
	2019	96%	84%
	2020	97%	81%
	2021	97%	82%
Students have access to computers at home to do their school work	2017	84%	95%
	2018	85%	91%
	2019	87%	90%
	2020	92%	88%
	2021	95%	93%
Students have skills to create multimedia presentations for projects/ assignments	2017	87%	74%
	2018	86%	81%
	2019	87%	80%
	2020	89%	76%
	2021	88%	80%
Students use the internet to do research on assignment topics	2017	96%	88%
	2018	96%	91%
	2019	96%	92%
	2020	98%	97%
	2021	99%	93%

About one in three self-identified First Nations, Métis and Inuit high school students reported that they hold a part time or full time paying job.

Self-identified First Nations, Métis and Inuit high school students were asked to indicate their employment status in the survey. About one-third (34%) of self-identified First Nations, Métis and Inuit high school students reported that they held a part time or full time paying job in 2021.

Chart 16: Self-identified First Nations, Métis and Inuit High School Students Holding a Part Time or Full Time Job



The proportion of self-identified First Nations, Métis and Inuit high school students who reported that they worked 10 hours or less a week (35%) has decreased by 13% compared to 2018. The proportion of self-identified First Nations, Métis and Inuit high school students who reported that they worked more than 20 hours a week has increased by 13% compared to the 2017 and 2018 results.

TABLE 27: BREAKDOWN OF NUMBER OF HOURS WORKED, REPORTED BY HIGH SCHOOL STUDENTS (FIRST NATIONS, MÉTIS AND INUIT)

Year	Average Weekly Hours Worked			DK/NA/NR
	10 hours or less	11 to 20 hours	More than 20 hours	
2017	41%	43%	15%	0%
2018	48%	37%	15%	0%
2019	44%	36%	19%	1%
2020	35%	36%	28%	1%
2021	35%	37%	28%	0%

Most parents of self-identified First Nations, Métis and Inuit students were satisfied with their involvement in decisions about their child's education.

A high proportion of parents of self-identified First Nations, Métis and Inuit students indicated that they were involved a lot or to some extent in decisions about their child's education (82%), and that they were satisfied with the opportunity for parental involvement in decisions about their child's education (71%, a decrease of 7%-8% from 2017, 2018 and 2020). A high proportion of self-identified First Nations, Métis and Inuit high school students also indicated that their parents were involved a lot or to some extent in decisions about their education (81%).

About six in ten (57%, a decrease of 7%-14% from 2017, 2018 and 2020) parents of self-identified First Nations, Métis and Inuit students indicated that they were involved a lot or to some extent in decisions at their child's school and about seven in ten (72%, a decrease of 7% from 2020) parents were satisfied with the opportunity for parental involvement in decisions at their child's school. About half (46%, a decrease of 11% from 2017) of self-identified First Nations, Métis and Inuit high school students indicated that their parents were involved a lot or to some extent in decisions at their school.

About seven in ten (72%) parents of self-identified First Nations, Métis and Inuit students indicated agreement that the school engages them in a way that helps their child succeed.

TABLE 28: PARENTAL INVOLVEMENT IN DECISION MAKING (FIRST NATIONS, MÉTIS AND INUIT)

Questions	Year	Self-identified First Nations, Métis and Inuit Students	Parents of Self-identified First Nations, Métis and Inuit Students (ECS-12)
Extent of parental involvement in decisions about child's education	2017	84%	84%
	2018	81%	82%
	2019	83%	84%
	2020	81%	86%
	2021	81%	82%
Satisfaction with opportunity for parental involvement in decisions about child's education	2017	—	78%
	2018	—	79%
	2019	—	75%
	2020	—	78%
	2021	—	71%
Extent of parental involvement in decisions at school	2017	57%	64%
	2018	50%	66%
	2019	53%	62%
	2020	49%	71%
	2021	46%	57%
Satisfaction with opportunity for parental involvement in decisions at school	2017	—	77%
	2018	—	78%
	2019	—	75%
	2020	—	79%
	2021	—	72%
Agreement that school engages parents in a way that helps their children succeed	2017	—	71%
	2018	—	75%
	2019	—	70%
	2020	—	76%
	2021	—	72%

In general, parents of self-identified First Nations, Métis and Inuit students were more satisfied that their input is considered by their child’s school than by their school board or Alberta Education.

About seven in ten (73%) parents of self-identified First Nations, Métis and Inuit students were satisfied that their input into decisions at their child’s school is considered. However, a relatively lower proportion were satisfied that their input into the education of students is considered by their school board (59%, an increase of 8%-9% from 2018 and 2019) or by Alberta Education (40%, a decrease of 11%-17% from 2017-2020).

**TABLE 29: SATISFACTION THAT INPUT INTO THE EDUCATION OF STUDENTS IS CONSIDERED
(FIRST NATIONS, MÉTIS AND INUIT)**

Questions	Year	Parents of Self-identified First Nations, Métis and Inuit Students (ECS–12)
Satisfaction that their input into decisions at school is considered	2017	74%
	2018	73%
	2019	75%
	2020	79%
	2021	73%
Satisfaction that their input into the education of students is considered by their school board	2017	62%
	2018	59%
	2019	60%
	2020	68%
	2021	59%
Satisfaction that their input into the education of students is considered by Alberta Education	2017	57%
	2018	54%
	2019	57%
	2020	51%
	2021	40%

A high proportion of parents of self-identified First Nations, Métis and Inuit students agreed that the leadership at the school and at the jurisdiction level effectively supports and facilitates teaching and learning.

A high proportion of parents of self-identified First Nations, Métis and Inuit students (ECS–12) agreed that the leadership at the school (86%) and jurisdiction (80%, a decrease of 7% from 2020) effectively supports and facilitates teaching and learning. However, a lower proportion (47%, a decrease of 7%-16% from 2017-2020) agreed that leadership at the provincial level effectively supports and facilitates teaching and learning.

**TABLE 30: LEADERSHIP EFFECTIVELY SUPPORTS AND FACILITATES TEACHING AND LEARNING
(FIRST NATIONS, MÉTIS AND INUIT)**

Questions	Year	Parents of Self-identified First Nations, Métis and Inuit Students (ECS–12)
Leadership at school effectively supports and facilitates teaching and learning	2017	85%
	2018	87%
	2019	84%
	2020	88%
	2021	86%
Leadership at the jurisdiction level effectively supports and facilitates teaching and learning	2017	82%
	2018	80%
	2019	82%
	2020	87%
	2021	80%
Leadership at the provincial level effectively supports and facilitates teaching and learning	2017	63%
	2018	61%
	2019	62%
	2020	54%
	2021	47%

Appendix – Research Background and Methodology

Target Populations and Sampling

The target respondent groups for the 2021 Education Satisfaction Surveys included in this report are the following:

- The general public,
- Parents of students in the ECS–12 education system,
- Parents of self-identified First Nations, Métis and Inuit students,
- Senior high school students,
- Self-identified First Nations, Métis and Inuit senior high school students,
- Parents of students with severe disabilities,
- Teachers,
- Principals,
- School board trustees.

The sample frames for each target group (with the exception of the general public) were provided to the survey company by Alberta Education. For the student, teacher, and parent surveys, the sample frames were generated randomly by Alberta Education. Contact information for principals and school board trustees was also provided by Alberta Education. For the general public survey, a random sample for Alberta by census subdivision was used.

All samples were stratified by geographic location to ensure adequate representation of each population.

Presentation of Results

For the purposes of this report, data analysis includes presentation of descriptive statistics (frequencies) for survey items in text, tables, and figures, as appropriate.

Regarding the presentation of frequency data, it should be noted that many items on the surveys use four-point response scales such as “very good, good, poor, very poor” or “very satisfied, satisfied, dissatisfied, very dissatisfied” or “strongly agree, agree, disagree, strongly disagree” depending on the question. Although not asked, “don’t know/not applicable” and “no response” (refusals) were recorded as well. Results presented in the report represent the combined percentages of respondents who reported “very good/ good,” “very satisfied/ satisfied” or “strongly agree/ agree.” Thus, in the body of the reports, satisfaction or agreement refers to these combined percentages. All percentages are rounded to the nearest whole number based on computer-generated analysis.

For each survey, percentages are based on all responses for each item (i.e., “don’t know/ not applicable” and “no response” are included in the calculations).

Statistical Accuracy

The following table provides accuracy information about the surveys that were conducted for 2021. The information includes the respondent groups surveyed, and the corresponding sample sizes and confidence intervals for each survey.

TABLE 31: CONFIDENCE INTERVALS

Target Group	Number of Completions	Margin of Error for 95% Confidence Interval
Public	600	±4.0%
Parents of ECS–12 students	800	±3.5%
Parents of self-identified First Nations, Métis and Inuit students*	800	±3.4%
High school students*	600	±4.0%
Self-identified First Nations, Métis and Inuit high school students*	408	±4.8%
Parents of students with severe disabilities*	600	±4.0%
Teachers*	600	±4.0%
Principals (Online)*	357	±4.6%
School board trustees*	223	±4.9%

*Accuracy for these samples takes into account the population of the respondent group.