



2012

Satisfaction with Education in Alberta Survey

Summary Report



Prepared by

Corporate Planning Branch

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Executive Summary

Alberta Education conducts a set of annual telephone surveys to obtain feedback from education system stakeholders regarding their perceptions of Alberta's education system. Respondents for the survey include senior high school students, parents of students in the K–12 education system, parents of students with severe special needs, teachers in the K–12 system, school board trustees, superintendents, principals, self-identified Aboriginal high school students, parents of self-identified Aboriginal students, and the general public. Administration of the superintendent survey and principal survey is done in alternate years with the superintendent survey being administered in 2012. The surveys were conducted by CCI Research Inc. from mid January to early March 2012.

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

- The overall quality of Alberta's education system,
- 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 stakeholder 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 business plan measures.

Key Findings

- A high proportion of students (99%), superintendents (98%), school board trustees (97%), teachers (96%), parents (K–12: 90%, severe special needs: 82%), and the public (74%) were satisfied with the quality of education.
- All superintendents (100%), and a high proportion of teachers (97%), school board trustees (97%), students (95%), and parents (K–12: 87%, severe special needs: 89%) expressed satisfaction with the quality of teaching.
- A high proportion of students, parents (K–12), teachers, school board trustees, and superintendents indicated that they are satisfied with the variety of courses available to students (84% to 90%) and opportunities to learn about specific topics such as art, computers, health, and physical education (73% to 97%). However, satisfaction with opportunities to learn about music was low among school board trustees (68%) compared to other respondent groups (72% to 83%); satisfaction with opportunities to learn about drama was low among teachers (60%) and school board trustees (67%) compared to other respondent groups (73% to 83%). Satisfaction with opportunities to learn another language was low among superintendents (68%) compared to other respondent groups (70% to 81%). Similarly, satisfaction with opportunities to learn about career education

was low among teachers (53%), parents (Grade 7–12: 61%), superintendents (67%), and school board trustees (69%) compared to students (87%).

- Students, parents, teachers, school board trustees, and superintendents had varying perceptions (a range of 58% to 100%) about various aspects of the social and learning environments at schools related to characteristics of active citizenship.
- A high proportion of teachers (91%) and parents (Grade 7–12: 74%) were satisfied that high school students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime. However, a relatively lower proportion of these respondent groups (parents: 61%, teachers: 65%) and the public (58%) were satisfied that high school students demonstrate these skills. A high proportion of students (95%) were also satisfied that they have these skills.
- A high proportion of superintendents (98%), teachers (86%), school board trustees (81%), and parents (Grade 7–12: 72%) and a lower proportion of the public (52%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. Public (49%) and parent (Grade 7–12: 56%) satisfaction regarding whether students demonstrate attitudes and behaviours to be successful at work when they leave school was low compared to other respondents groups (78% to 97%).
- A high proportion of superintendents (97%), teachers (94%), school board trustees (91%) and parents (K–12: 77%, severe special needs: 81%) were satisfied with the opportunity for parental involvement in decisions at school.
- A low proportion of teachers (40%), parents (K–12: 45%, severe special needs: 57%), the public (47%), school board trustees (63%), and superintendents (67%) were satisfied that their input into the education of students is considered by Alberta Education.
- In general, a low proportion of parents (K–12: 47%, severe special needs: 56%), the public (53%), teachers (61%), school board trustees (62%), and about three-quarters of superintendents (73%) agreed that Alberta's education system communicates effectively with the public.
- A high proportion of superintendents (95%), school board trustees (93%), and a relatively lower proportion of teachers (80%) and parents (Grade 3–12: 73%, severe special needs: 65%) indicated that the quality of education at schools has improved or stayed the same in the past three years. Similarly, a high proportion of superintendents (87%) and school board trustees (85%) and a relatively lower proportion of parents (Grade 3–12: 63%) and teachers (69%) indicated that the quality of the Alberta K–12 system in general has improved or stayed same in the past three years.
- A high proportion of parents and teachers agreed that leadership at the school (K–12 parents: 88%, severe special needs parents: 86%, teachers: 86%) and leadership at the jurisdiction (K–12 parents: 78%, teachers: 80%) effectively supports and facilitates teaching and

learning. About seven in ten school board trustees (71%) and a lower proportion of superintendents (67%), teachers (58%), parents (K–12: 57%), and the public (53%) agreed that the leadership at the provincial level effectively supports and facilitates teaching and learning.

- About eight in ten parents (K–12: 78%, severe special needs: 79%) and about six in ten members of the public (59%) were satisfied that they are receiving value for money spent in schools.
- A high proportion of self-identified Aboriginal students (98%) and parents of self-identified Aboriginal students (90%) were satisfied with the quality of education at schools. Similarly, a high proportion of these respondent groups (students: 96%, parents: 84%) were satisfied with the quality of teaching at school.
- Self-identified Aboriginal students and parents of self-identified Aboriginal students had varying perceptions (a range of 61% to 98%) about various aspects of the social and learning environments at

schools related to characteristics of active citizenship.

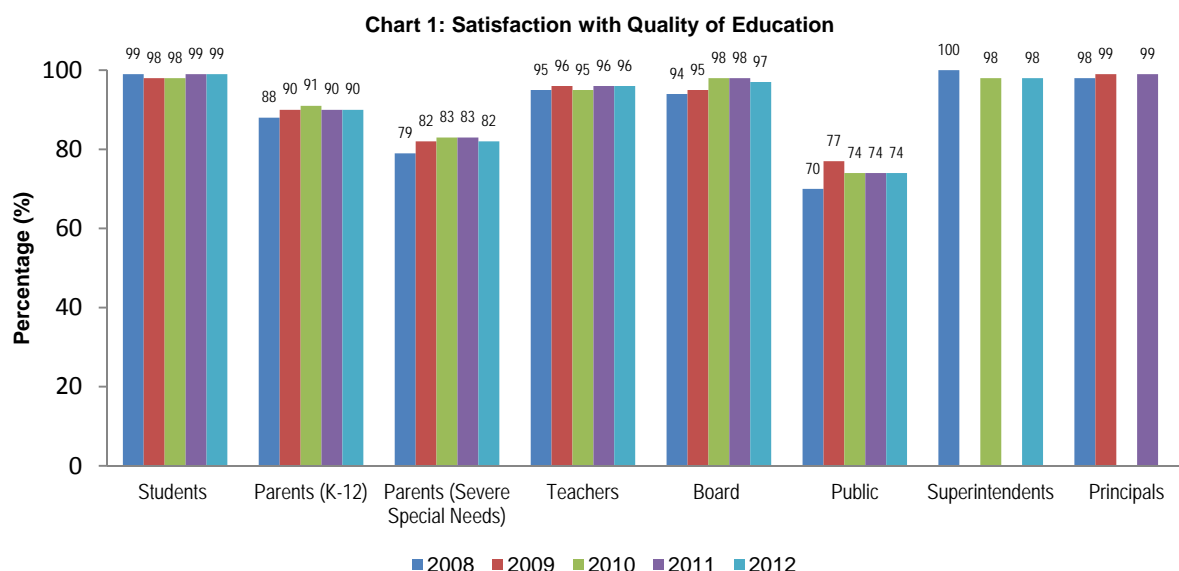
- About seven in ten parents of self-identified Aboriginal students (Grade 7-12: 68%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. However, their satisfaction that students demonstrate attitudes and behaviours to be successful at work when they leave school was lower (56%).
- About eight in ten parents of self-identified Aboriginal students (78%) were satisfied with the opportunity for parental involvement in decisions at school.
- About half of parents of self-identified Aboriginal students (53%) were satisfied that their input into the education of students is considered by Alberta Education.

Quality of Education

Quality of Education

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

A high proportion of students (99%), superintendents (98%), school board trustees (97%), teachers (96%), and parents (K-12: 90%, severe special needs: 82%) surveyed were satisfied with the quality of basic education at schools. About three-quarters of the public (74%) were also satisfied with the quality of basic education at schools. Public satisfaction although relatively low is similar to previous results.

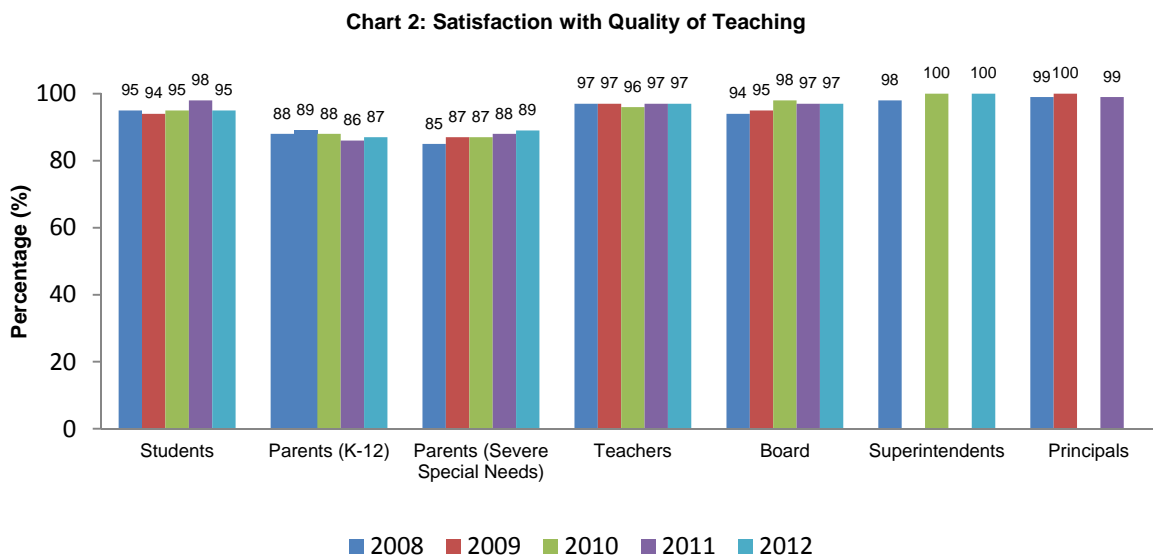


Throughout the survey each respondent group was asked questions from its perspective. For example, in this question, students were asked to rate the quality of education they are receiving; parents were asked how satisfied they were with the quality of education their child is receiving at school; teachers were asked how satisfied they were with the quality of education students are receiving at their school; school board trustees and superintendents 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, school board trustees, and superintendents expressed a high degree of satisfaction with the quality of teaching at schools.

All superintendents (100%) and a high proportion of teachers (97%), school board trustees (97%), students (95%), and parents (K–12: 87%, severe special needs: 89%) were satisfied with the quality of teaching at schools.



Meeting the Needs of Students

Overall Student Learning

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

Parents, teachers, school board trustees, superintendents, 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 superintendents (80% to 95%), school board trustees (83% to 93%), teachers (79% to 89%), and parents of K–12 students (78% to 88%) agreed that curriculum focuses on what students need to learn in a number of core subject areas. Public agreement (72% to 84%) on these core subject areas was relatively lower compared to other respondent groups. Parents of students with severe special needs' level of agreement was also relatively lower than other respondent groups regarding whether the curriculum focuses on what students need to learn in mathematics (63%), writing (67%), and reading (73%). Note that parents of students with severe special needs were asked only to rate their agreement about reading, writing, and mathematics as core subject areas.

Students were asked to rate their agreement that they were getting better in these core subject areas. The majority of students agreed that they were improving in these core subject areas (89% to 96%).

The level of agreement on core subject areas has remained relatively stable over time for all respondent groups except for the public. Public agreement about the curriculum focusing on what students need to learn in reading (81%), social studies (76%), and writing (72%) has increased compared to 2008 results.

Table 1: Curriculum Focuses on What Students Need to Learn in Core Subject Areas

Core Subject Areas	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Public	Superintendents	Principals
Reading	2008	91%	83%	71%	88%	87%	72%	93%	95%
	2009	92%	88%	77%	90%	92%	82%	—	96%
	2010	93%	90%	75%	92%	93%	77%	98%	—
	2011	94%	88%	74%	89%	91%	79%	—	95%
	2012	92%	85%	73%	89%	93%	81%	95%	—
Writing	2008	92%	78%	67%	85%	77%	63%	93%	93%
	2009	94%	83%	70%	89%	85%	73%	—	96%
	2010	95%	83%	71%	90%	83%	70%	98%	—
	2011	94%	81%	68%	87%	84%	70%	—	95%
	2012	96%	78%	67%	88%	84%	72%	90%	—
Mathematics	2008	87%	86%	63%	80%	79%	74%	83%	88%
	2009	91%	85%	66%	85%	80%	77%	—	89%
	2010	92%	83%	69%	86%	86%	74%	85%	—
	2011	90%	82%	67%	85%	82%	78%	—	93%
	2012	89%	81%	63%	82%	83%	78%	80%	—
Science	2008	90%	87%	—	86%	91%	79%	93%	94%
	2009	93%	89%	—	89%	91%	82%	—	94%
	2010	92%	88%	—	87%	91%	81%	92%	—
	2011	92%	89%	—	88%	90%	81%	—	93%
	2012	93%	88%	—	87%	90%	84%	85%	—
Social Studies	2008	86%	79%	—	75%	83%	68%	97%	84%
	2009	89%	82%	—	83%	86%	75%	—	89%
	2010	91%	82%	—	78%	84%	73%	91%	—
	2011	89%	82%	—	79%	82%	74%	—	88%
	2012	90%	81%	—	79%	84%	76%	87%	—

Learning Opportunities at School

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

Students, parents (K–12), teachers, school board trustees, and superintendents were asked to rate their satisfaction with the variety of courses available to students and the opportunities students have to learn about specific topics (music, drama, art, computers, health, another language, career education, and physical education). Although the level of satisfaction varied across respondent groups, the majority of respondent groups were satisfied with the variety of courses available (84% to 90%), opportunities to learn about art (73% to 89%), opportunities to learn about computers (82% to 97%), opportunities to learn about health (77% to 92%), and the opportunity to participate in physical education (86% to 97%). Satisfaction with the opportunity to learn about music was low among school board trustees (68%) compared to students (83%), parents (82%), teachers (82%), and superintendents (72%). Satisfaction with the opportunity to learn about drama was low among teachers (60%) and school board trustees (67%) compared to students (83%), parents (73%), and superintendents (73%). Satisfaction with the opportunity to learn about another language was low among superintendents (68%) compared to students (81%), school board trustees (73%), teachers (72%) and parents (Grade 7–12: 70%). Similarly, satisfaction with the opportunity to learn about career education was low among teachers (53%), parents (Grade 7–12: 61%), superintendents (67%), and school board trustees (69%) compared to students (87%).

The level of satisfaction with the variety of courses available to students and the opportunities students have to learn about specific topics has remained relatively stable over time for students and teachers. Parents' satisfaction with students' opportunities to learn about drama (73%) and career education (61%) has increased compared to the results of 2008 and 2009. Note that in 2010, 2011 and 2012 parent survey, these questions were asked only to parents of students in grades 7–12 whereas in previous years these were asked to all parents (K–12). Caution is required in comparing results across years. School board trustees' satisfaction with the variety of subjects available to students (84%) and opportunities for students to learn about another language (73%) has increased compared to the 2008 results. Superintendents' satisfaction with the variety of subjects available to students (85%) and students' opportunities to learn about drama (73%) has increased compared to the 2008 results. In contrast, superintendents' satisfaction with students' opportunities to learn about career education (67%) has decreased by 16% compared to the 2010 result.

Table 2: Satisfaction with Learning Opportunities at School (continued on next page)

Questions	Year	Students	Parents (K–12)	Teachers	Board	Superintendents	Principals
Variety of subjects available	2008	88%	82%	87%	73%	72%	90%
	2009	91%	86%	90%	80%	—	91%
	2010	91%	85%	89%	84%	94%	—
	2011	90%	85%	90%	85%	—	95%
	2012	90%	85%	89%	84%	85%	—
Opportunities to learn about music	2008	80%	79%	81%	69%	60%	80%
	2009	81%	80%	82%	69%	—	83%
	2010	79%	80%	84%	74%	80%	—
	2011	77%	82%	85%	71%	—	85%
	2012	83%	82%	82%	68%	72%	—
Opportunities to learn about drama	2008	79%	59%	63%	63%	60%	63%
	2009	84%	59%	63%	67%	—	70%
	2010	81%	75%	66%	71%	77%	—
	2011	80%	72%	64%	70%	—	71%
	2012	83%	73%	60%	67%	73%	—
Opportunities to learn about art	2008	84%	84%	86%	68%	78%	88%
	2009	88%	84%	86%	77%	—	91%
	2010	85%	83%	87%	79%	88%	—
	2011	86%	84%	87%	77%	—	91%
	2012	89%	84%	87%	73%	82%	—
Opportunities to learn about computers	2008	85%	83%	82%	93%	97%	87%
	2009	88%	85%	85%	94%	—	90%
	2010	85%	85%	86%	97%	97%	—
	2011	85%	85%	86%	96%	—	91%
	2012	85%	82%	87%	97%	95%	—
Opportunities to learn about health	2008	70%	86%	84%	85%	91%	94%
	2009	74%	88%	84%	91%	—	97%
	2010	73%	87%	88%	90%	97%	—
	2011	76%	86%	85%	92%	—	97%
	2012	77%	84%	87%	90%	92%	—
Opportunities to learn another language	2008	78%	63%	78%	65%	69%	79%
	2009	84%	67%	78%	68%	—	78%
	2010	83%	71%	78%	69%	72%	—
	2011	81%	69%	78%	71%	—	82%
	2012	81%	70%	72%	73%	68%	—


Questions	Year	Students	Parents (K–12)	Teachers	Board	Superin- tendents	Principals
Opportunities to learn about career education	2008	87%	40%	57%	67%	76%	62%
	2009	88%	45%	57%	71%	—	63%
	2010	89%	59%	58%	74%	83%	—
	2011	87%	62%	57%	74%	—	69%
	2012	87%	61%	53%	69%	67%	—
Opportunities to participate in physical education	2008	95%	82%	90%	83%	95%	94%
	2009	97%	87%	93%	90%	—	97%
	2010	98%	88%	93%	88%	94%	—
	2011	97%	89%	92%	93%	—	98%
	2012	97%	86%	92%	90%	92%	—

Social and Learning Environments at Schools

Students, parents, teachers, school board trustees, and superintendents held varying perceptions about aspects of the social and learning environments at schools related to characteristics of active citizenship.

Students, parents, teachers, school board trustees, and superintendents were asked to rate their agreement with a series of statements about the social and learning environments at schools related to characteristics of active citizenship. Overall, in 2012, the majority of respondents across groups agreed that:

- Students find school work interesting (73% to 98%),
- Students find school work challenging (73% to 97%),
- Students clearly understand what they are expected to learn at school (62% to 97%),
- Students feel safe at school (90% to 100%),
- Students feel safe on the way to and from school (84% to 97%),
- Teachers care about students (92% to 100%),
- At school students treat each other well (82% to 98%),
- Students are treated fairly by adults at school (89% to 100%),
- At school students are encouraged to get involved in activities that help people in the community (75% to 95%),
- At school students are encouraged to try their best (91% to 100%),
- At school students follow the rules (71% to 98%),
- At school students help each other (80% to 100%),
- At school students respect each other (78% to 98%),
- It is easy to get help with school work at school if needed (73% to 92%),
- Students can get help at school with problems that are not related to school work (73% to 90%),
- When needed teachers at school are available to help students (86% to 98%),
- Students respect the diversity among people (86% to 92%),
- Students take responsibility for their actions (77% to 87%),
- Students volunteer for activities that help others (74% to 90%),
- Students are encouraged to participate in school services, such as attending special events or helping in the library (77% to 90%),
- Students are encouraged to get involve in global issues, such as the environment, world hunger, disaster relief (77% to 88%),
- School promotes physical activity, health and wellness (91% to 98%),

- 
- Students are learning about how to stay healthy (83% to 97%),
 - Students have healthy food choices in the school cafeteria, canteen and vending machines (51% to 78%),
 - The gym and playground at school meet the daily physical activity needs of students (60% to 87%),
 - Satisfaction that schools are contributing to students' development of social skills (78% to 92%),
 - Satisfaction that school are contributing to students' development of physical abilities (81% to 94%),
 - Satisfaction that schools are contributing to students' development of emotional well-being (73% to 89%), and
 - Students reporting at least one day of physical activity (at least 30 minutes) at school in the past five school days (58% to 90%).

The level of agreement on the statements related to social and learning environments at schools has remained relatively stable over time for most of the respondent groups with some exceptions. Students' agreement that students' take responsibility for their actions (77%) and that students' are encouraged to participate in school services such as attending special events or helping in the library (77%) has increased compared to the 2008 result. Parents' agreement (78%) that their children clearly understand what they are expected to learn at school has decreased compared to the 2008 result. Teachers' satisfaction that school is contributing to students' development of physical abilities (94%) has increased compared to 2008 result. Similarly, teachers' satisfaction that school is contributing to students' development of emotional well-being (89%) has increased compared to the 2008 and 2009 results. School board trustees' satisfaction that Alberta education system is contributing to students' development of physical abilities (86%) and emotional well-being (73%) has increased compared to their 2008 result.

Table 3: Social and Learning Environment at Schools (continued on next three pages)

Questions	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
School work is interesting	2008	78%	75%	72%	90%	84%	93%	94%
	2009	82%	80%	75%	92%	89%	—	98%
	2010	81%	77%	70%	92%	90%	95%	—
	2011	81%	77%	75%	92%	90%	—	96%
	2012	83%	76%	73%	95%	90%	98%	—
School work is challenging	2008	85%	70%	80%	96%	92%	97%	97%
	2009	85%	74%	80%	96%	92%	—	98%
	2010	86%	75%	82%	95%	94%	98%	—
	2011	87%	72%	81%	96%	92%	—	97%
	2012	87%	73%	83%	96%	93%	97%	—
Students clearly understand what they are expected to learn at school	2008	92%	86%	63%	90%	83%	90%	95%
	2009	92%	83%	65%	92%	86%	—	96%
	2010	89%	80%	59%	94%	87%	98%	—
	2011	92%	80%	65%	91%	88%	—	95%
	2012	90%	78%	62%	94%	85%	97%	—
Students feel safe at school	2008	94%	88%	88%	96%	96%	100%	99%
	2009	95%	91%	89%	98%	96%	—	99%
	2010	97%	93%	89%	98%	99%	100%	—
	2011	96%	93%	92%	98%	99%	—	99%
	2012	97%	93%	90%	98%	98%	100%	—
Students feel safe on the way to and from school	2008	93%	86%	90%	81%	90%	95%	93%
	2009	96%	89%	93%	82%	95%	—	92%
	2010	97%	89%	92%	84%	96%	97%	—
	2011	96%	89%	91%	80%	95%	—	93%
	2012	96%	92%	92%	84%	95%	97%	—
Teachers care about students	2008	91%	92%	92%	99%	97%	100%	100%
	2009	94%	91%	94%	100%	96%	—	100%
	2010	93%	92%	92%	99%	99%	100%	—
	2011	94%	90%	95%	100%	98%	—	100%
	2012	94%	92%	94%	99%	99%	100%	—
At school students treat each other well	2008	94%	80%	—	89%	86%	97%	96%
	2009	96%	79%	—	93%	91%	—	99%
	2010	96%	79%	—	94%	93%	100%	—
	2011	94%	80%	—	93%	94%	—	97%
	2012	96%	82%	—	94%	92%	98%	—
Students are treated fairly by adults at school	2008	90%	89%	87%	98%	94%	98%	99%
	2009	91%	90%	89%	99%	97%	—	100%
	2010	91%	90%	88%	98%	96%	100%	—
	2011	92%	89%	90%	99%	97%	—	100%
	2012	93%	89%	90%	99%	95%	100%	—

Questions	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
At school students are encouraged to get involved in activities... in the community	2008	72%	74%	—	85%	83%	84%	95%
	2009	74%	75%	—	88%	90%	—	95%
	2010	77%	78%	—	88%	93%	97%	—
	2011	76%	75%	—	86%	92%	—	94%
	2012	75%	78%	—	89%	91%	95%	—
At school students are encouraged to try their best	2008	96%	92%	91%	99%	95%	100%	99%
	2009	96%	91%	95%	98%	100%	—	100%
	2010	96%	91%	93%	99%	99%	100%	—
	2011	97%	91%	95%	99%	98%	—	100%
	2012	96%	91%	92%	98%	99%	100%	—
At school students follow the rules	2008	65%	78%	77%	88%	94%	98%	97%
	2009	66%	80%	81%	92%	95%	—	99%
	2010	70%	80%	77%	91%	96%	100%	—
	2011	69%	81%	77%	91%	98%	—	98%
	2012	71%	82%	79%	93%	94%	98%	—
At school students help each other	2008	88%	87%	78%	95%	93%	100%	99%
	2009	82%	84%	81%	96%	95%	—	99%
	2010	84%	82%	79%	97%	95%	100%	—
	2011	83%	85%	80%	97%	97%	—	99%
	2012	84%	85%	80%	97%	94%	100%	—
At school students respect each other	2008	82%	80%	76%	90%	88%	95%	96%
	2009	79%	79%	80%	91%	94%	—	98%
	2010	80%	78%	78%	92%	94%	100%	—
	2011	76%	80%	78%	92%	95%	—	97%
	2012	80%	80%	78%	93%	94%	98%	—
It is easy to get help with school work at school if needed	2008	93%	66%	—	79%	76%	84%	90%
	2009	92%	73%	—	82%	86%	—	92%
	2010	93%	73%	—	85%	87%	94%	—
	2011	92%	70%	—	86%	83%	—	92%
	2012	92%	73%	—	87%	81%	90%	—
Students can get help at school with problems that are not related to school work	2008	84%	66%	—	83%	73%	86%	88%
	2009	85%	71%	—	91%	78%	—	91%
	2010	84%	70%	—	87%	80%	91%	—
	2011	83%	70%	—	90%	76%	—	90%
	2012	83%	73%	—	90%	77%	88%	—
When needed, teachers at school are available to help students	2008	94%	84%	—	98%	89%	98%	98%
	2009	93%	87%	—	98%	92%	—	100%
	2010	94%	84%	—	98%	99%	98%	—
	2011	94%	86%	—	98%	92%	—	100%
	2012	93%	86%	—	97%	90%	98%	—

Questions	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
Students respect the diversity among people	2008	83%	85%	—	89%	—	—	—
	2009	88%	86%	—	89%	—	—	—
	2010	89%	87%	—	93%	—	—	—
	2011	87%	87%	—	93%	—	—	—
	2012	89%	86%	—	92%	—	—	—
Students take responsibility for their actions	2008	63%	75%	—	81%	—	—	—
	2009	72%	78%	—	85%	—	—	—
	2010	74%	80%	—	86%	—	—	—
	2011	74%	80%	—	86%	—	—	—
	2012	77%	77%	—	87%	—	—	—
Students volunteer for activities that help others	2008	73%	76%	—	85%	—	—	—
	2009	74%	80%	—	89%	—	—	—
	2010	74%	82%	—	91%	—	—	—
	2011	75%	79%	—	88%	—	—	—
	2012	74%	79%	—	90%	—	—	—
Students are encouraged to participate in school services....	2008	68%	74%	—	89%	—	—	—
	2009	74%	83%	—	93%	—	—	—
	2010	78%	81%	—	92%	—	—	—
	2011	76%	81%	—	91%	—	—	—
	2012	77%	81%	—	90%	—	—	—
Students are encouraged to get involved in global issues, such as the environment,	2008	74%	77%	—	83%	—	—	—
	2009	75%	78%	—	85%	—	—	—
	2010	83%	87%	—	92%	—	—	—
	2011	75%	80%	—	87%	—	—	—
	2012	77%	78%	—	88%	—	—	—
Schools promote physical activity, health and wellness	2008	—	—	—	—	—	—	—
	2009	—	—	—	—	—	—	—
	2010	95%	91%	—	96%	93%	97%	—
	2011	93%	90%	—	94%	94%	—	100%
	2012	92%	91%	—	96%	94%	98%	—
Students are learning about how to stay healthy	2008	—	—	—	—	—	—	—
	2009	—	—	—	—	—	—	—
	2010	83%	88%	—	94%	94%	98%	—
	2011	85%	86%	—	92%	93%	—	99%
	2012	83%	88%	—	94%	92%	97%	—
Students have healthy food choices in the school cafeteria, canteen and vending machines	2008	—	—	—	—	—	—	—
	2009	—	—	—	—	—	—	—
	2010	66%	46%	—	52%	79%	88%	—
	2011	61%	52%	—	52%	79%	—	64%
	2012	74%	51%	—	57%	74%	78%	—

Questions	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
The gym and playground at school meet the daily physical activity needs of students	2008	—	—	—	—	—	—	—
	2009	—	—	—	—	—	—	—
	2010	91%	80%	—	74%	71%	66%	—
	2011	87%	83%	—	73%	67%	—	76%
	2012	87%	83%	—	74%	69%	60%	—
Satisfaction that schools are contributing to students' development of social skills	2008	93%	78%	—	75%	72%	79%	80%
	2009	92%	78%	—	85%	81%	—	81%
	2010	91%	81%	—	93%	81%	86%	—
	2011	93%	75%	—	89%	80%	—	87%
	2012	88%	82%	—	92%	78%	90%	—
Satisfaction that schools are contributing to students' development of physical abilities	2008	91%	78%	—	84%	72%	90%	87%
	2009	90%	81%	—	93%	83%	—	92%
	2010	93%	82%	—	91%	83%	88%	—
	2011	92%	81%	—	92%	82%	—	89%
	2012	90%	81%	—	94%	86%	93%	—
Satisfaction that schools are contributing to students' development of emotional well-being	2008	84%	75%	—	67%	60%	71%	67%
	2009	88%	78%	—	76%	75%	—	70%
	2010	86%	74%	—	90%	78%	68%	—
	2011	88%	74%	—	89%	72%	—	74%
	2012	86%	79%	—	89%	73%	77%	—
Students reporting at least one day of physical activity (at least 30 minutes) at school ...	2008	—	—	—	—	—	—	—
	2009	—	—	—	—	—	—	—
	2010	63%	—	—	92%	—	—	—
	2011	62%	—	—	86%	—	—	—
	2012	58%	—	—	90%	—	—	—

Preparation of Students

Preparation for Lifelong Learning

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

Parents (Grade 7–12) 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 (91%) and parents (Grade 7–12: 74%) were satisfied that students are taught the knowledge, skills and attitudes necessary for lifelong learning. Note that in the 2010, 2011 and 2012 parent survey, this question was asked only to parents of students in grades 7–12, whereas in previous years it was asked to all parents (K–12).

Table 4: Satisfaction that Students are Taught Knowledge, Skills and Attitudes Necessary for Lifelong Learning

Question	Year	Parents	Teachers
Students are taught knowledge, skills and attitudes for lifelong learning	2008	79%	92%
	2009	82%	90%
	2010	74%	93%
	2011	75%	89%
	2012	74%	91%

A low 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.

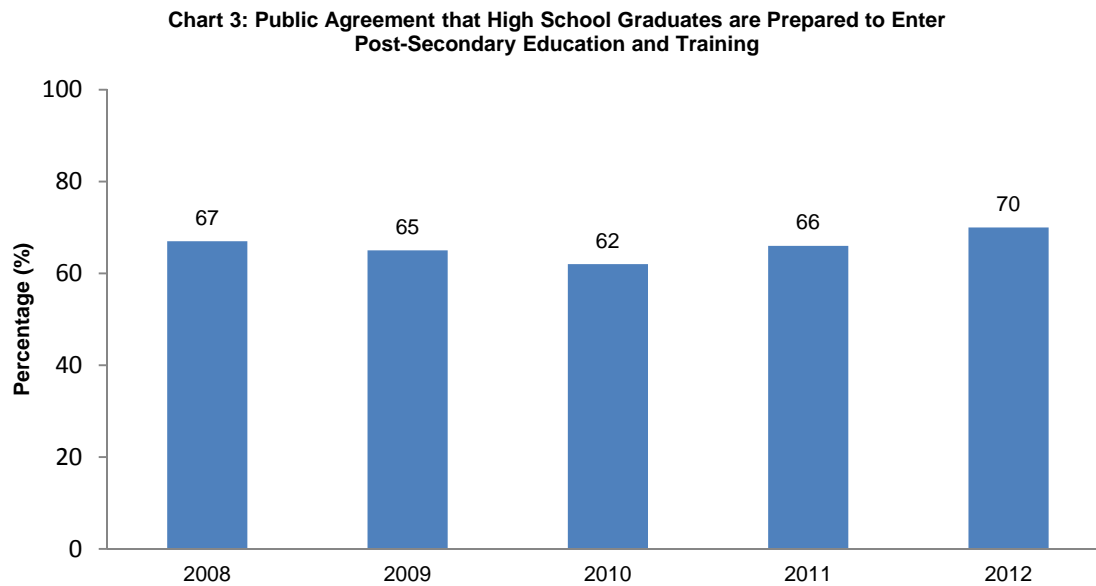
Parents (Grade 7–12), teachers and the public were asked to rate their satisfaction that high school students/graduates demonstrate knowledge, skills and attitudes necessary for learning throughout their lifetime. About six in ten of the public (58%), parents (Grade 7–12: 61) and two-thirds of teachers (65%) indicated that they are satisfied. Nearly all (95%) students were satisfied that they had the knowledge, skills and attitudes necessary for learning throughout their lifetime. Note that in 2010, 2011 and 2012 parent survey, this question was asked only to parents of students in grades 7–12, whereas in previous years it was asked to all parents (K–12).

Table 5: Satisfaction that High School Students Demonstrate Knowledge, Skills and Attitudes Necessary for Lifelong Learning

Question	Year	Students	Parents	Teachers	Public
High school students/graduates demonstrate knowledge, skills and attitudes necessary for lifelong learning	2008	97%	47%	62%	58%
	2009	97%	50%	65%	61%
	2010	94%	56%	70%	61%
	2011	97%	59%	65%	55%
	2012	95%	61%	65%	58%

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, seven in ten (70%) of the public agreed that high school graduates in Alberta are prepared to enter post-secondary education and training.

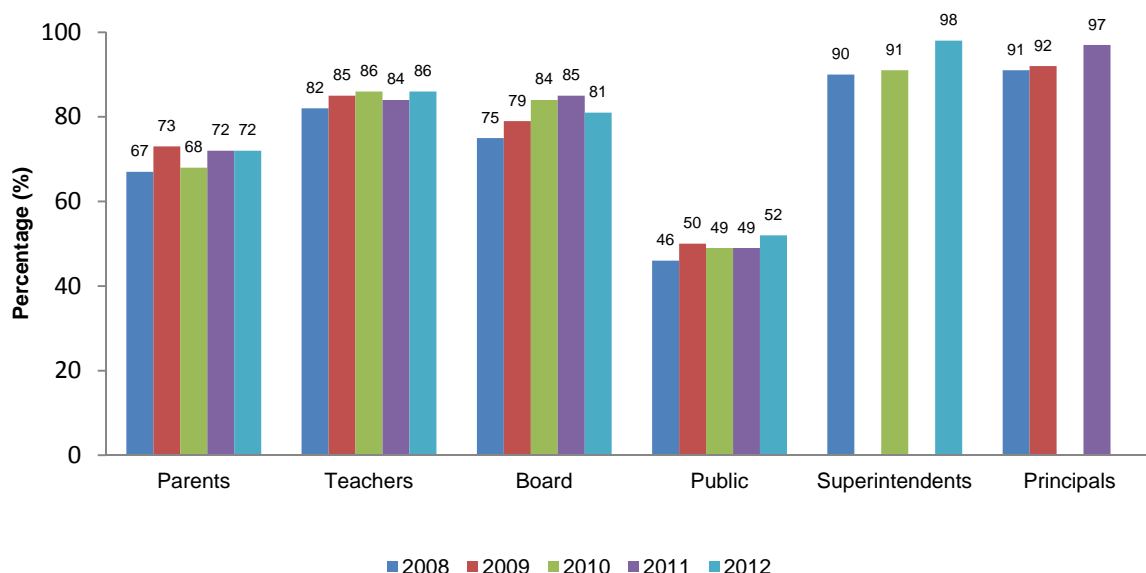


Preparation for the Workforce

A high proportion of teachers, school board trustees, and superintendents 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, school board trustees, public, and superintendents 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 superintendents (98%), teachers (86%) and school board trustees (81%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. About seven in ten (72%) of parents and about half of the public (52%) also indicated their satisfaction. Note that in the 2010, 2011 and 2012 parent survey, this question was asked only to parents of students in grades 7–12, whereas in previous years it was asked to all parents (K–12).

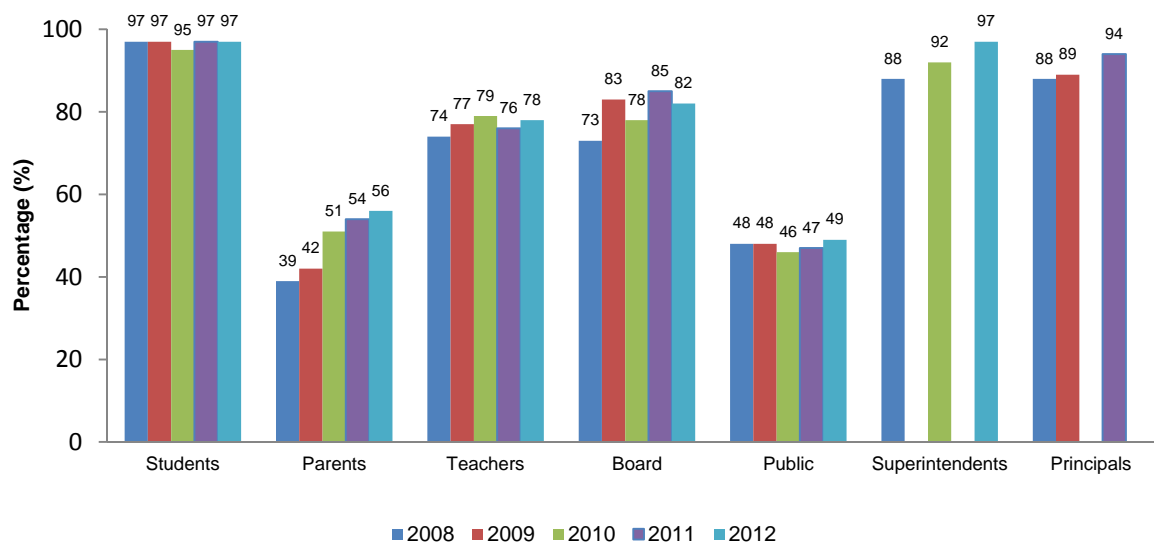
Chart 4: Satisfaction that Students are Taught Attitudes and Behaviours to be Successful at Work



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

A high proportion of students (97%), superintendents (97%), school board trustees (82%, an increase from 73% in 2008) and teachers (78%) were satisfied that students demonstrate attitudes and behaviours to be successful at work when they leave school. However, about half of parents (Grade 7–12: 56%, an increase from 39% in 2008) and the public (49%) indicated that they were satisfied. Note that in the 2010, 2011 and 2012 parent survey, this question was asked only to parents of students in grades 7–12, whereas in previous years it was asked to all parents (K–12).

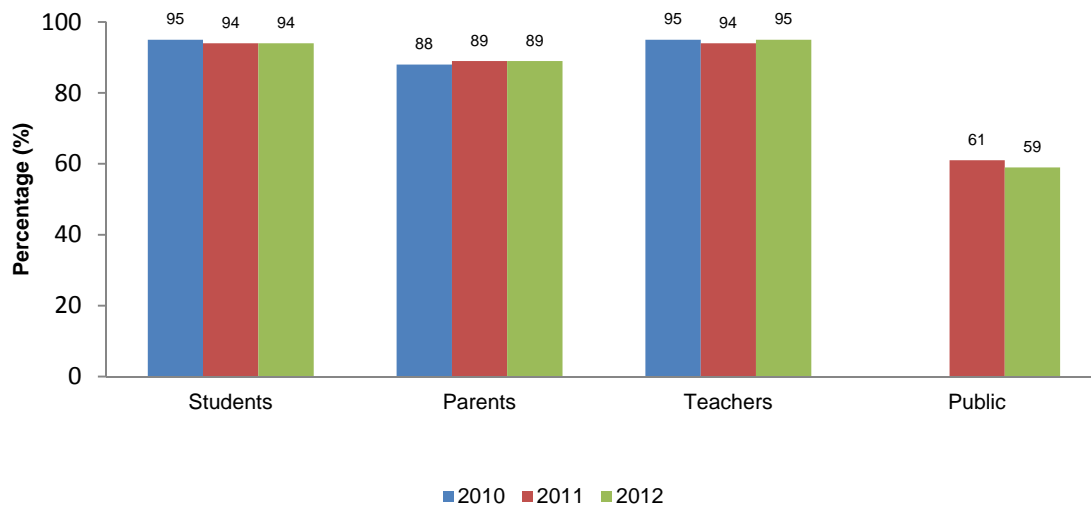
Chart 5: Satisfaction that Students Demonstrate Attitudes and Behaviors to be Successful at Work



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 (94%) and parents (Grade 7-12: 89%), and a lower proportion of the public (59%) were satisfied that school is contributing to development of students' ability to demonstrate positive attitudes and behaviours. This question was asked to students, parents and teachers from 2010, and to the public from 2011.

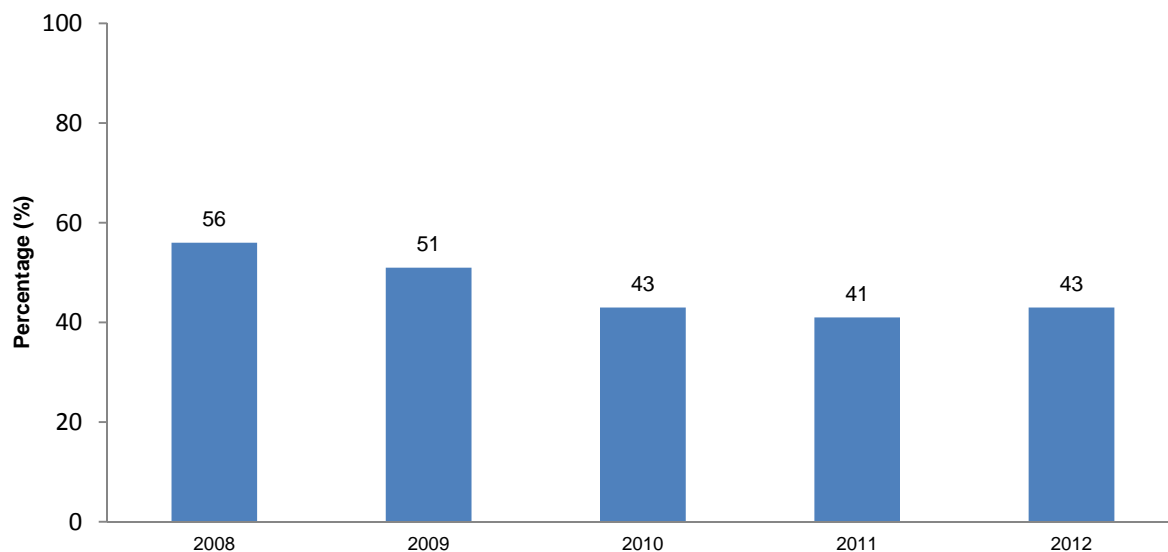
Chart 6: Satisfaction that School is Contributing to the Development of Students' Ability to Demonstrate Positive Attitudes and Behaviours



About four in ten 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 four in ten (43%) high school students reported that they held a part time or full time paying job in 2012. This proportion is 13% lower than that reported in 2008.

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



The proportion of high school students who reported that they worked 11 to 20 hours a week decreased from 48% in 2008 to 43% in 2012. Similarly, the proportion of high school students who reported that they worked more than 20 hours a week decreased from 20% in 2008 to 14% in 2012. In contrast, the proportion of high school students who reported that they worked 10 hours or less increased from 31% in 2008 to 43% in 2012.

Table 6: 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
2008	31%	48%	20%	1%
2009	37%	47%	15%	0%
2010	44%	43%	12%	1%
2011	45%	39%	16%	1%
2012	43%	43%	14%	1%



Communication and Involvement

Involvement in Decision Making

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

A high proportion of parents (K–12), teachers, school board trustees, and superintendents indicated that parents are involved a lot or to some extent in the decisions about their children's education (83% to 95%), and that they are satisfied with the opportunity for parental involvement in their children's education (79% to 95%). A high proportion (85%) of students also indicated that their parents are involved a lot or to some extent in decisions about their education.

A high proportion of teachers, school board trustees, and superintendents (78% to 97%), and a somewhat lower proportion of parents (K–12: 63%, severe special needs: 69%) indicated that parents are involved a lot or to some extent in decisions at school and that they are satisfied with the opportunity for parental involvement in decisions at school (77% to 97%). Half of students (50%) indicated that their parents are involved a lot or to some extent in decisions at their school.

A high proportion (91% to 100%) of teachers, school board trustees, and superintendents were satisfied with parental input into decisions at school being considered.

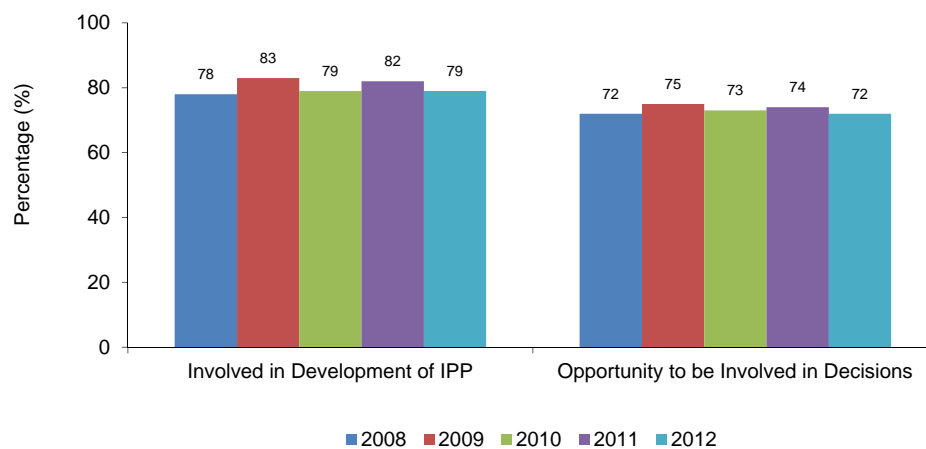
Table 7: Parental Involvement in Decision Making

Questions	Year	Students	Parents (K—12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
Extent of parental involvement in decisions about child's education	2008	83%	87%	—	82%	82%	97%	88%
	2009	81%	86%	—	79%	84%	—	87%
	2010	85%	84%	—	87%	88%	94%	—
	2011	81%	82%	—	81%	85%	—	90%
	2012	85%	85%	—	83%	83%	95%	—
Satisfaction with opportunity for parental involvement in decisions about child's education	2008	—	83%	—	92%	89%	95%	96%
	2009	—	82%	—	92%	91%	—	97%
	2010	—	81%	—	94%	93%	95%	—
	2011	—	78%	—	93%	90%	—	98%
	2012	—	79%	—	93%	92%	95%	—
Extent of parental involvement in decisions at school	2008	51%	63%	73%	80%	83%	86%	87%
	2009	50%	66%	72%	77%	77%	—	84%
	2010	48%	67%	70%	85%	88%	86%	—
	2011	47%	62%	66%	79%	79%	—	88%
	2012	50%	63%	69%	78%	82%	97%	—
Satisfaction with opportunity for parental involvement in decisions at school	2008	—	82%	79%	91%	92%	97%	97%
	2009	—	81%	81%	93%	91%	—	95%
	2010	—	78%	81%	94%	94%	94%	—
	2011	—	75%	81%	92%	88%	—	99%
	2012	—	77%	81%	94%	91%	97%	—
Satisfaction with parental input into decisions at school being considered	2008	—	—	—	89%	89%	97%	98%
	2009	—	—	—	92%	91%	—	97%
	2010	—	—	—	92%	91%	95%	—
	2011	—	—	—	89%	88%	—	100%
	2012	—	—	—	91%	93%	100%	—

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

With respect to their child's Individualized Program Plan (IPP), about eight in ten (79%) parents of students with severe special needs agreed that they had been meaningfully involved in the development of the IPP plan. Similarly, about three-quarters of these parents (72%) agreed that they had an opportunity to be involved in decisions regarding the support services implemented for their child.

Chart 8: Parents' (of Severe Special Needs Students) Involvement in the Development of IPP and Opportunity for Involvement in Decisions Regarding Services



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

About two-thirds of superintendents (67%) and school board trustees (63%) were satisfied that their input into the education of students is considered by Alberta Education. However, a lower proportion of teachers (40%), parents (K–12: 45%, severe special needs: 57%), and the public (47%) were satisfied that their input into the education of students is considered by Alberta Education.

A low proportion of teachers (58%), parents (K–12: 50%, severe special needs: 60%), and the public (51%) were satisfied that their input into the education of students is considered by their school boards.

About eight in ten (80%) teachers were satisfied that their input into the education of students is considered by their school. About three-quarters of parents (K-12: 74%, severe special needs: 77%) were satisfied that their input into decisions at their child's school is considered. About half (55%) of the public were satisfied that their input into the education of students is considered by schools in their communities.

Table 8: Satisfaction that Input Into the Education of Students is Considered

Questions	Year	Parents (K–12)	Parents (Severe Special Needs)	Teachers	Board	Public	Superintendents	Principals
Satisfaction that their input into the education of students is considered by Alberta Education	2008	53%	52%	43%	56%	41%	79%	60%
	2009	48%	60%	44%	56%	47%	—	68%
	2010	46%	53%	38%	58%	40%	75%	—
	2011	43%	55%	38%	50%	40%	—	61%
	2012	45%	57%	40%	63%	47%	67%	—
Satisfaction that their input into education of students is considered by school board	2008	52%	56%	60%	—	43%	—	89%
	2009	58%	58%	65%	—	51%	—	92%
	2010	55%	56%	64%	—	47%	—	—
	2011	53%	58%	60%	—	47%	—	90%
	2012	50%	60%	58%	—	51%	—	—
Satisfaction that their input into decisions/ education of students is considered by the school	2008	73%	75%	83%	—	49%	—	—
	2009	75%	80%	85%	—	55%	—	—
	2010	76%	76%	84%	—	52%	—	—
	2011	73%	78%	83%	—	54%	—	—
	2012	74%	77%	80%	—	55%	—	—

About two-thirds (67%) of students indicated they are involved a lot or to some extent in decisions at their school, and about three-quarters of them (76%, an increase from 68% in 2008) indicated that they are satisfied that their input into decisions at their school is considered.

Table 9: Students' Involvement in Decisions at School

Questions	Students				
	2008	2009	2010	2011	2012
Extent of involvement in decisions at school	61%	71%	70%	68%	67%
Satisfaction that input into decision at school is considered	68%	78%	81%	74%	76%

Four in ten (40%) of the public indicated they are involved a lot or to some extent in decisions at schools in their community; about two-thirds (64%) of the public were satisfied with the opportunity to be involved in decisions at schools in their community; and about half (55%) were satisfied that their input is considered by the school.

Table 10: Public Involvement in Decisions at Schools in the Community

Questions	Public				
	2008	2009	2010	2011	2012
Extent of involvement in decisions at schools in the community	31%	40%	33%	41%	40%
Satisfaction with opportunity to be involved in decisions at schools in the community	64%	64%	64%	65%	64%
Satisfaction that input into decisions at school is considered	49%	55%	52%	54%	55%

Communication

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

A low proportion of parents (K–12: 47%, severe special needs: 56%), public (53%), teachers (61%), school board trustees (62%), and a relatively higher proportion of superintendents (73%) agreed that Alberta's education system communicates effectively with the public.

Table 11: Alberta's Education System Communicates Effectively with the Public

Question	Year	Parents (K–12)	Parents (Severe Special Needs)	Teachers	Board	Public	Superintendents	Principals
Alberta's education system communicates effectively with the public	2008	53%	52%	53%	58%	55%	71%	67%
	2009	55%	55%	62%	54%	51%	—	68%
	2010	53%	52%	58%	52%	46%	75%	—
	2011	48%	55%	56%	50%	46%	—	67%
	2012	47%	56%	61%	62%	53%	73%	—

Leadership and Continuous Improvement

Leadership and Continuous Improvement

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

A high proportion of superintendents (95%), school board trustees (93%), teachers (80%), and parents (Grade 3–12: 73%) indicated that the quality of education at schools has improved or stayed the same in the past three years. However, a relatively lower proportion (65%) of parents of students with severe special needs indicated that the quality of education at school has improved or stayed the same in the past three years.

A high proportion of superintendents (87%) and school board trustees (85%) indicated that the quality of the Alberta K–12 system has improved or stayed the same in the past three years. However, a relatively lower proportion of parents (Grade 3–12: 63%) and teachers (69%) indicated that quality of the Alberta K–12 system has improved or stayed the same in the past three years.

Note that in the 2010, 2011 and 2012 parent survey, both of these quality improvement questions were asked only to parents of students in grades 3–12, whereas in previous years these questions were asked to all parents (K–12).

Table 12: Change in the Quality of Education in the Past 3 Years

Questions	Year	Parents	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
Quality of education <u>at school</u> has improved or stayed the same in the past three years	2008	74%	64%	76%	91%	95%	93%
	2009	74%	64%	80%	94%	—	88%
	2010	76%	66%	81%	95%	98%	—
	2011	73%	65%	77%	94%	—	90%
	2012	73%	65%	80%	93%	95%	—
Quality of the Alberta K–12 System has improved or stayed the same in the past three years	2008	61%	—	69%	82%	93%	89%
	2009	69%	—	74%	83%	—	88%
	2010	68%	—	68%	87%	92%	—
	2011	65%	—	64%	79%	—	85%
	2012	63%	—	69%	85%	87%	—

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 (K-12: 88%, severe special needs: 86%); teachers: 86%] and jurisdiction (parents K-12: 78%, teachers: 80%) effectively supports and facilitates teaching and learning.

About seven in ten school board trustees (71%, an increase from 63% in 2008 and 59% in 2011) and a lower proportion of superintendents (67%, a decrease from 86% in 2008 and 89% in 2010), parents (K-12: 57%), teachers (58%), and the public (53%) agreed that leadership at the provincial level effectively supports and facilitates teaching and learning.

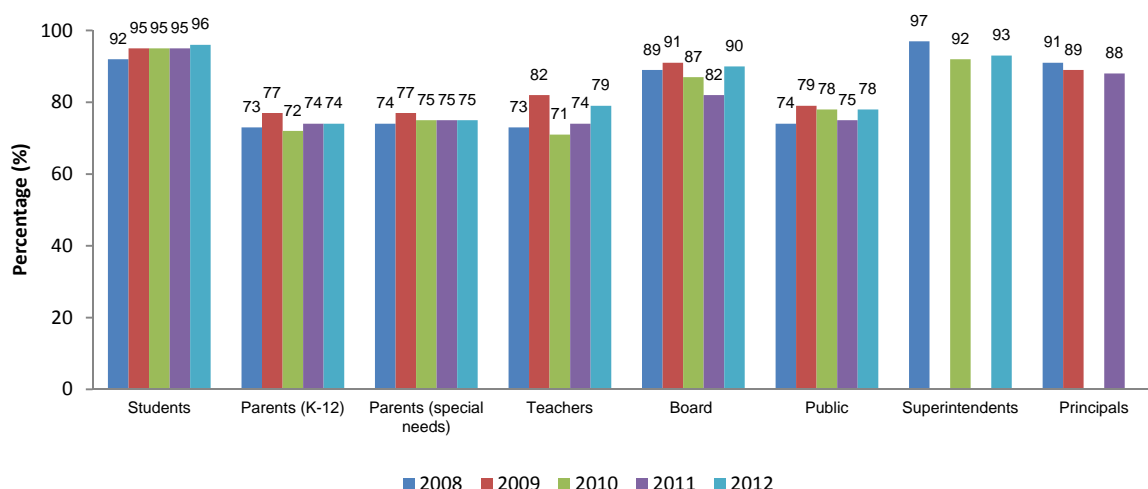
Table 13: Leadership Effectively Supporting and Facilitating Teaching and Learning

Questions	Year	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Public	Superintendents	Principals
Leadership at school effectively supports and facilitates teaching and learning	2008	85%	84%	86%	—	—	—	—
	2009	87%	88%	90%	—	—	—	—
	2010	84%	87%	87%	—	—	—	—
	2011	87%	86%	85%	—	—	—	—
	2012	88%	86%	86%	—	—	—	—
Leadership at jurisdiction effectively supports and facilitates teaching and learning	2008	72%	—	81%	—	—	—	—
	2009	82%	—	83%	—	—	—	—
	2010	82%	—	83%	—	—	—	—
	2011	77%	—	79%	—	—	—	—
	2012	78%	—	80%	—	—	—	—
Leadership at provincial level effectively supports and facilitates teaching and learning.	2008	56%	—	55%	63%	55%	86%	58%
	2009	60%	—	63%	72%	55%	—	72%
	2010	55%	—	55%	67%	44%	89%	—
	2011	53%	—	51%	59%	46%	—	61%
	2012	57%	—	58%	71%	53%	67%	—

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 (96%), superintendents (93%), school board trustees (90%, an increase from 82% in 2011), teachers (79%, an increase from 71% in 2010), public (78%), and parents (K–12: 74%, severe special needs: 75%) 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

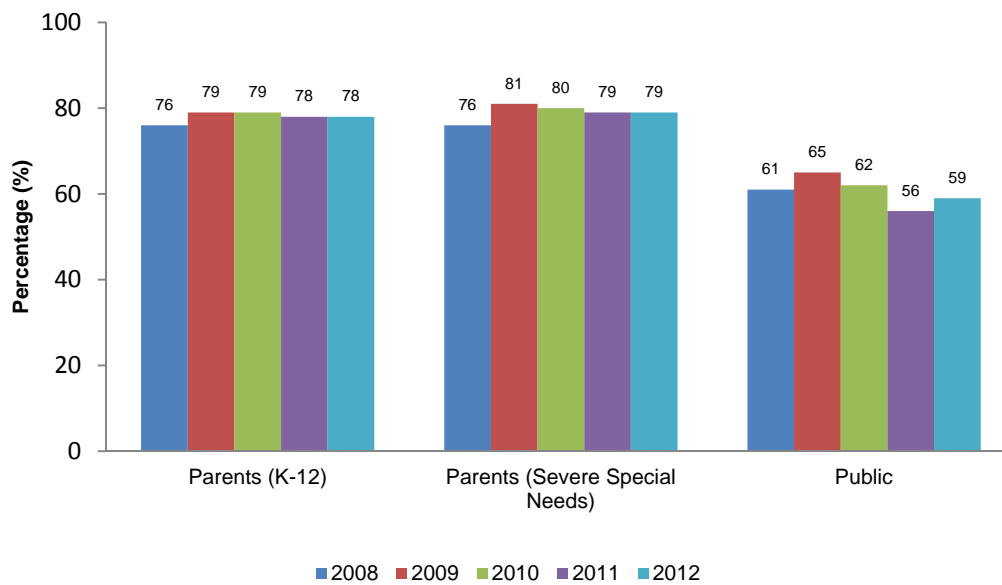


Value for Money

About eight in ten parents and six in ten members of the public were satisfied with receiving value for money spent in schools.

About eight in ten parents (K–12: 78%, severe special needs: 79%) reported being satisfied with receiving value for money that is spent in their child's school. Public satisfaction that they are receiving value for money spent in schools in their community is relatively low (59%).

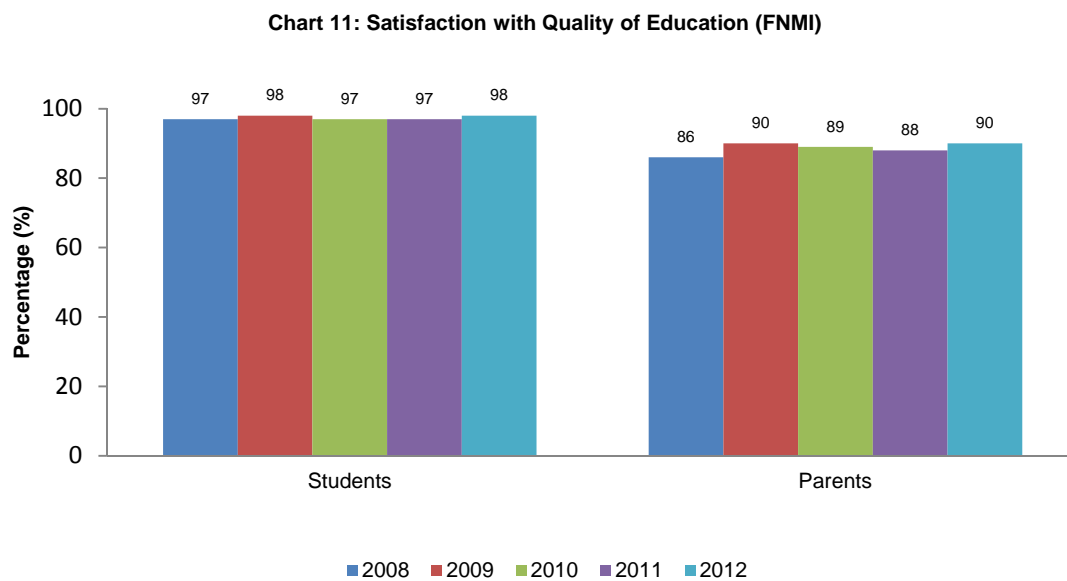
Chart 10: Value for Money



First Nations, Métis and Inuit (FNMI) Results

A high proportion of self-identified Aboriginal students and parents of self-identified Aboriginal students were satisfied with the quality of education.

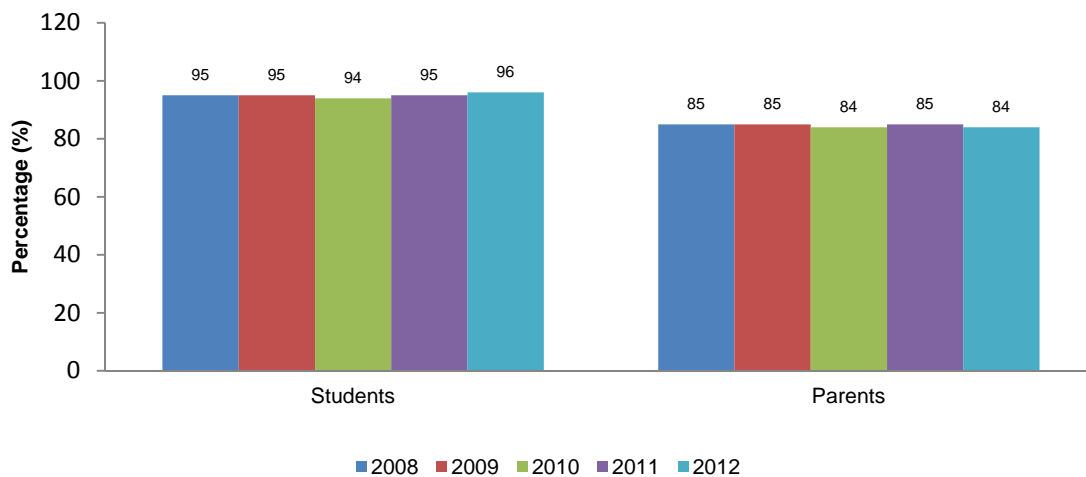
A high proportion of self-identified Aboriginal students (98%) and parents of self-identified Aboriginal students (90%) surveyed were satisfied with the quality of education at schools.



Self-identified Aboriginal students and parents of self-identified Aboriginal students expressed a high degree of satisfaction with the quality of teaching.

A high proportion of self-identified Aboriginal students (96%) and parents of self-identified Aboriginal students (84%) were satisfied with the quality of teaching at schools.

Chart 12: Satisfaction with Quality of Teaching (FNMI)



Self-identified Aboriginal students and parents of self-identified Aboriginal students had varying perceptions about the various aspects of social and learning environments at schools related to characteristics of active citizenship.

Self-identified Aboriginal students and parents of self-identified Aboriginal students were asked to rate their agreement with a series of statements about the social and learning environments at schools related to characteristics of active citizenship. Overall, in 2012, the majority of respondents in the student group and in the parent group agreed that:

- Students find school work interesting (students: 83%; parents: 73%),
- Students find school work challenging (students: 81%, parents: 75%),
- Students clearly understand what they are expected to learn at school (students: 94%, parents: 78%),
- Students feel safe at school (students: 98%, parents: 90%),
- Students feel safe on the way to and from school (students: 97%, parents: 87%),
- Teachers care about students (students: 94%, parents: 88%),
- At school students treat each other well (students: 96%, parents: 74%),
- Students are treated fairly by adults at school (students: 92%, parents: 83%),
- At school students are encouraged to get involved in activities that help people in the community (students: 76%; parents: 72%),
- At school students are encouraged to try their best (students: 96%, parents: 91%),
- At school students follow the rules (students: 70%, a 13% increase from 2008 and 2010; parents: 76%),
- At school students help each other (students: 81%, parents: 79%),
- At school students respect each other (students: 78%, a 9% increase from 2008 and 8% increase from 2010; parents: 71%),
- It is easy to get help with school work at school if needed (students: 93%, parents: 70%),
- Students can get help at school with problems that are not related to school work (students: 86%; parents: 74%),
- When needed teachers at school are available to help students (students: 94%, parents: 84%),
- Students respect the diversity among people (students: 87%, parents: 81%),
- Students take responsibility for their actions (students: 76%, parents: 75%),
- Students volunteer for activities that help others (students: 74%, parents: 76%),
- Students are encouraged to participate in school services, such as attending special events or helping in the library (students: 81%, parents: 80%),


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- Students are encouraged to get involve in global issues, such as the environment, world hunger, disaster relief (students: 76%, parents: 75%),
 - School promotes physical activity, health and wellness (students: 94%, parents: 91%),
 - Students are learning about how to stay healthy (students: 90%, parents: 87%),
 - Students have healthy food choices in the school cafeteria, canteen and vending machines (students: 76%, parents: 61%),
 - The gym and playground at school meet the daily physical activity needs of students (students: 85%, parents: 83%),
 - Satisfaction that schools are contributing to students' development of social skills (students: 94%, parents: 80%),
 - Satisfaction that schools are contributing to students' development of physical abilities (students: 95%, parents: 82%),
 - Satisfaction that schools are contributing to students' development of emotional well-being (students: 90%, parents: 76%), and
 - Students reporting at least one day of physical activity (at least 30 minutes) at school in the past five school days (students: 64%).

Table 14: Social and Learning Environment at Schools (FNMI) (continued on next three pages)

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K–12)
School work is interesting	2008	74%	75%
	2009	78%	73%
	2010	80%	71%
	2011	79%	72%
	2012	83%	73%
School work is challenging	2008	85%	77%
	2009	81%	79%
	2010	80%	78%
	2011	79%	77%
	2012	81%	75%
Students clearly understand what they are expected to learn at school	2008	93%	82%
	2009	92%	76%
	2010	92%	76%
	2011	92%	76%
	2012	94%	78%
Students feel safe at school	2008	94%	88%
	2009	95%	89%
	2010	94%	86%
	2011	96%	90%
	2012	98%	90%
Students feel safe on the way to and from school	2008	93%	86%
	2009	95%	86%
	2010	94%	86%
	2011	96%	88%
	2012	97%	87%
Teachers care about students	2008	91%	89%
	2009	92%	91%
	2010	91%	87%
	2011	92%	88%
	2012	94%	88%
At school students treat each other well	2008	93%	75%
	2009	94%	72%
	2010	92%	69%
	2011	95%	74%
	2012	96%	74%
Students are treated fairly by adults at school	2008	89%	86%
	2009	89%	83%
	2010	88%	82%
	2011	89%	86%
	2012	92%	83%

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K–12)
At school students are encouraged to get involved in activities that help people in the community	2008	72%	75%
	2009	71%	74%
	2010	74%	74%
	2011	73%	71%
	2012	76%	72%
At school students are encouraged to try their best	2008	95%	92%
	2009	95%	93%
	2010	96%	90%
	2011	96%	90%
	2012	96%	91%
At school students follow the rules	2008	57%	76%
	2009	64%	76%
	2010	57%	72%
	2011	67%	75%
	2012	70%	76%
At school students help each other	2008	82%	85%
	2009	78%	81%
	2010	76%	78%
	2011	80%	79%
	2012	81%	79%
At school students respect each other	2008	69%	74%
	2009	73%	70%
	2010	70%	67%
	2011	73%	71%
	2012	78%	71%
It is easy to get help with school work at school if needed	2008	93%	68%
	2009	90%	70%
	2010	89%	70%
	2011	92%	71%
	2012	93%	70%
Students can get help at school with problems that are not related to school work	2008	85%	70%
	2009	89%	73%
	2010	81%	68%
	2011	80%	75%
	2012	86%	74%
When needed teachers at school are available to help students	2008	94%	80%
	2009	93%	85%
	2010	92%	79%
	2011	94%	81%
	2012	94%	84%

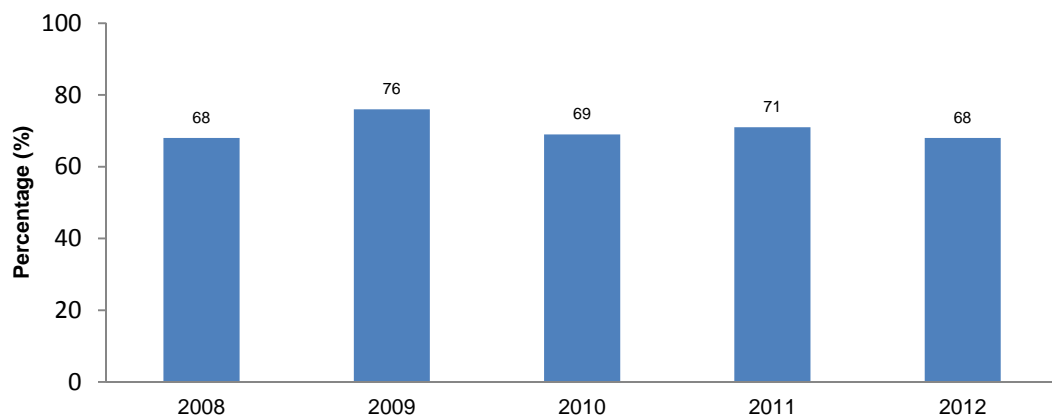
Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K–12)
Students respect the diversity among people	2008	—	—
	2009	85%	79%
	2010	81%	76%
	2011	86%	81%
	2012	87%	81%
Students take responsibility for their actions	2008	—	—
	2009	73%	78%
	2010	67%	74%
	2011	72%	78%
	2012	76%	75%
Students volunteer for activities that help others	2008	—	—
	2009	66%	76%
	2010	70%	76%
	2011	71%	75%
	2012	74%	76%
Students are encouraged to participate in school services....	2008	—	—
	2009	79%	82%
	2010	78%	80%
	2011	79%	81%
	2012	81%	80%
Students are encouraged to get involved in global issues, such as the environment,	2008	—	—
	2009	73%	77%
	2010	85%	81%
	2011	75%	78%
	2012	76%	75%
Schools promote physical activity, health and wellness	2008	—	—
	2009	—	—
	2010	93%	90%
	2011	90%	90%
	2012	94%	91%
Students are learning about how to stay healthy	2008	—	—
	2009	—	—
	2010	84%	83%
	2011	84%	88%
	2012	90%	87%
Students have healthy food choices in the school cafeteria, canteen and vending machines	2008	—	—
	2009	—	—
	2010	67%	52%
	2011	72%	56%
	2012	76%	61%

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K–12)
The gym and playground at school meet the daily physical activity needs of students	2008	—	—
	2009	—	—
	2010	88%	84%
	2011	85%	84%
	2012	85%	83%
Satisfaction that schools are contributing to students' development of social skills	2008	91%	78%
	2009	93%	74%
	2010	93%	73%
	2011	92%	79%
	2012	94%	80%
Satisfaction that schools are contributing to students' development of physical abilities	2008	93%	78%
	2009	93%	87%
	2010	91%	79%
	2011	93%	85%
	2012	95%	82%
Satisfaction that schools are contributing to students' development of emotional well-being	2008	87%	74%
	2009	84%	75%
	2010	84%	71%
	2011	85%	79%
	2012	90%	76%
Students reporting at least one day of physical activity (at least 30 minutes) at school ...	2008	—	—
	2009	—	—
	2010	61%	—
	2011	64%	—
	2012	64%	—

About seven in ten parents of self-identified Aboriginal 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.

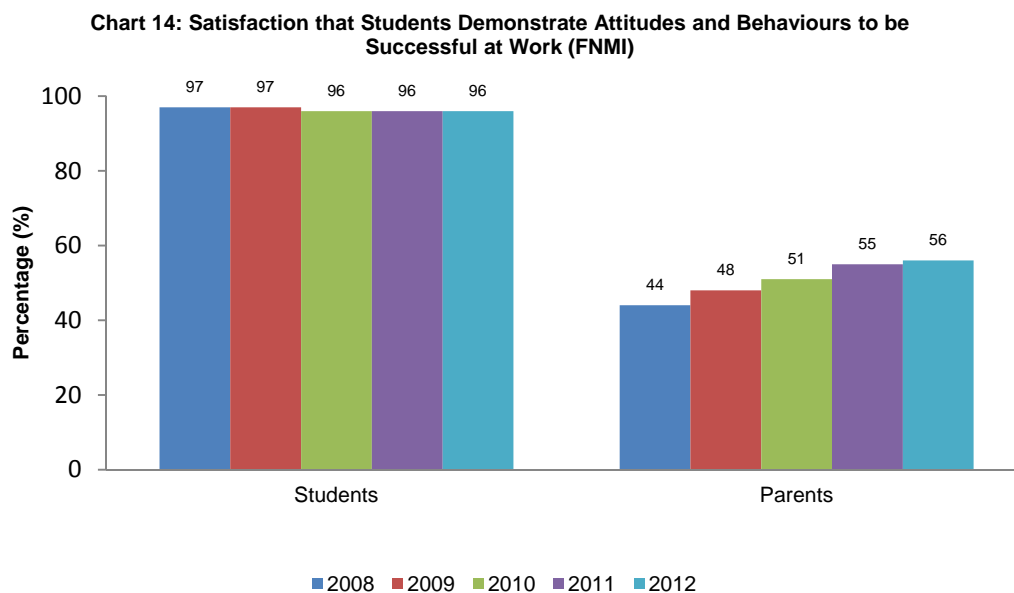
Parents of self-identified Aboriginal students (Grade 7-12) were asked to rate their satisfaction that students are taught attitudes and behaviours to be successful at work when they leave school. About seven in ten of parents (68%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school.

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



A low proportion (56%, a 12% increase from 2008) of parents of self-identified Aboriginal students (Grade 7-12) was satisfied that students demonstrate attitudes and behaviours to be successful at work when they leave school. However, self-identified Aboriginal students' satisfaction that they have the attitudes and behaviours to be successful at work when they leave school was very high (96%).

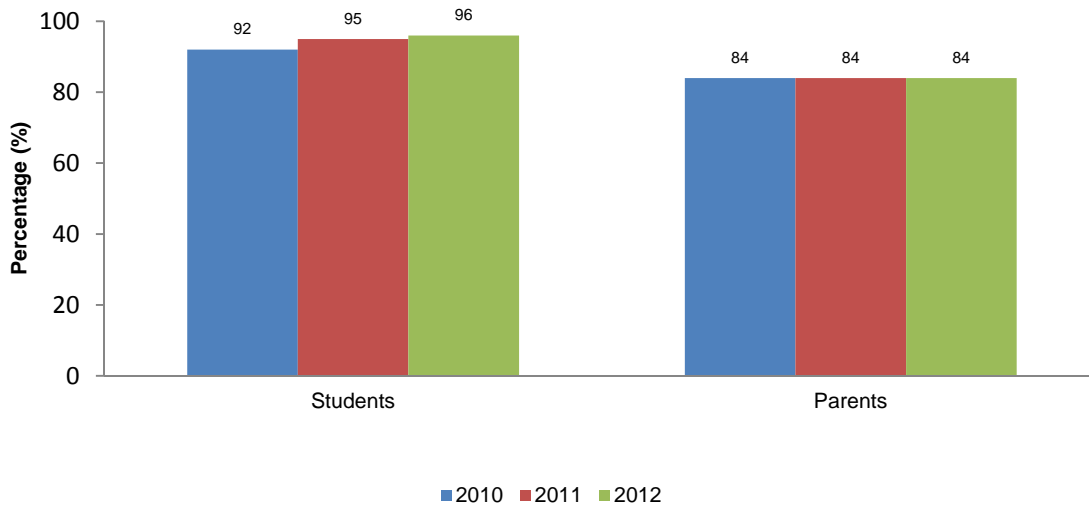
Note that in the 2010, 2011 and 2012 surveys of parents of self-identified Aboriginal students, both of the above questions were asked only to parents of self-identified Aboriginal students in grades 7-12, whereas in previous years these were asked to all parents of self-identified Aboriginal students (K-12).



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

A high proportion of self-identified Aboriginal students (96%) and parents of self-identified Aboriginal students (Grade 7-12: 84%) were satisfied that school is contributing to the development of students' ability to demonstrate positive attitudes and behaviours. This question was asked to students and parents starting in 2010.

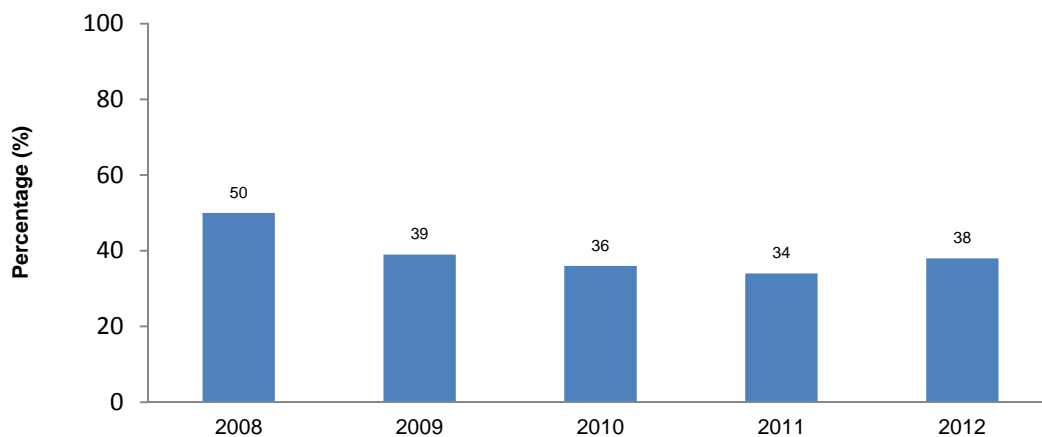
Chart 15: Satisfaction that School is Contributing to the Development of Students' Ability to Demonstrate Positive Attitudes and Behaviours (FNMI)



About four in ten self-identified Aboriginal high school students reported that they hold a part time or full time paying job.

Self-identified Aboriginal high school students were asked to indicate their employment status in the survey. About four in ten (38%) self-identified Aboriginal high school students reported that they hold a part time or full time paying job in 2012. This proportion is 12% lower than that reported in 2008.

Chart 16: Self-identified Aboriginal High School Students Holding a Part Time or Full Time Job



The proportion of self-identified Aboriginal high school students who reported that they worked 11 to 20 hours a week decreased from 51% in 2008 to 46% in 2012. Similarly, the proportion of self-identified Aboriginal high school students who reported they worked more than 20 hours a week decreased from 28% in 2008 to 22% in 2012. In contrast, the proportion of self-identified Aboriginal students who reported that they worked 10 hours or less increased from 20% in 2008 to 31% in 2012.

Table 15: Breakdown of Number of Hours Worked, Reported by Self-identified Aboriginal High School Students

Year	Average Weekly Hours Worked			
	10 hours or less	11 to 20 hours	More than 20 hours	DK/NA/NR
2008	20%	51%	28%	1%
2009	33%	46%	21%	0%
2010	32%	46%	21%	2%
2011	37%	43%	20%	0%
2012	31%	46%	22%	0%

Most self-identified Aboriginal high school students and parents of self-identified Aboriginal students were satisfied with parental involvement in children's education.

A high proportion of parents of self-identified Aboriginal students indicated that parents are involved a lot or to some extent in decisions about their children's education (85%), and that they are satisfied with the opportunity for parental involvement in their children's education (80%). A high proportion (83%) of self-identified Aboriginal high school students also indicated that their parents are involved a lot or to some extent in decisions about their education.

About two-thirds (68%) of parents of self-identified Aboriginal students indicated that parents are involved a lot or to some extent in decisions at their child's school and about three-quarters (78%) of parents are satisfied with the opportunity for parental involvement in decisions at their child's school. A low proportion (57%) of self-identified Aboriginal high school students indicated that their parents are involved a lot or to some extent in decisions at school.

Table 16: Parental Involvement in Decision Making (FNMI)

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
Extent of parental involvement in decisions about child's education	2008	82%	86%
	2009	84%	82%
	2010	77%	87%
	2011	80%	88%
	2012	83%	85%
Satisfaction with opportunity for parental involvement in decisions about child's education	2008	—	85%
	2009	—	78%
	2010	—	81%
	2011	—	84%
	2012	—	80%
Extent of parental involvement in decisions at school	2008	54%	68%
	2009	52%	67%
	2010	52%	67%
	2011	53%	68%
	2012	57%	68%
Satisfaction with opportunity for parental involvement in decisions at school	2008	—	81%
	2009	—	75%
	2010	—	78%
	2011	—	80%
	2012	—	78%

In general, parents of self-identified Aboriginal students were less satisfied that their input into education of students is considered by Alberta Education or their school board than their input is considered by their child's school.

About three-quarters (74%) of parents of self-identified Aboriginal students were satisfied that their input into decisions at their child's school is considered. However, a lower proportion of them were satisfied that their input into the education of students is considered by their school board (59%) or by Alberta Education (53%).

Table 17: Satisfaction that Input into the Education of Students is Considered (FNMI)

Questions	Year	Parents of Self-identified Aboriginal Students (K–12)
Satisfaction that their input into the education of students is considered by Alberta Education	2008	62%
	2009	60%
	2010	51%
	2011	58%
	2012	53%
Satisfaction that their input into education of students is considered by their school board	2008	61%
	2009	63%
	2010	58%
	2011	64%
	2012	59%
Satisfaction that their input into decisions at school is considered	2008	75%
	2009	76%
	2007	75%
	2011	76%
	2012	74%

Appendix - Research Background and Methodology

Target Populations and Sampling

The target respondent groups for the satisfaction surveys included the following:

- The general public
- Parents of students in the K–12 education system
- Parents of self-identified Aboriginal students
- Senior high school students
- Self-identified Aboriginal high school students
- Parents of students with severe special needs
- Teachers
- School board trustees
- Superintendents

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 school board trustees and superintendents was also provided by Alberta Education. For the general public survey, a random sample for Alberta by census subdivision was used.

All samples (with the exception of the school board trustee survey and superintendent survey) were stratified by geographic location to ensure adequate representation of the 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 represents 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 2012. The information includes the respondent groups surveyed, and the corresponding sample sizes and confidence intervals for each survey.

Table 18: Confidence Intervals

Target Group	Number of Completions	Margin of Error for 95% Confidence Interval
Public	800	+/-3.5%
Parents of K–12 students	800	+/-3.5%
Parents of self-identified Aboriginal students	800	+/-3.5%
High school students	800	+/-3.5%
Self-identified Aboriginal high school students	770	+/-3.5%
Parents of students with severe special needs	800	+/-3.5%
Teacher	800	+/-3.5%
School board trustee*	350	+/-3.1%
Superintendents*	60	+/-5.7%

*Accuracy for these samples takes into account the sample population.