2015 Parent Survey Results

Q1 Please respond to each of the statements using the scale. An optional comment may be added.

<table>
<thead>
<tr>
<th>Question</th>
<th>Agree</th>
<th>Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholic Faith and values underpin all aspects of school life</td>
<td>43</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Religious education is integrated into all aspects of school life</td>
<td>42</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>The school’s vision is known and lived</td>
<td>42</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>There is a culture of improvement at the school</td>
<td>38</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>I am informed about teaching and learning</td>
<td>38</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Teachers are committed to teaching and learning of excellence</td>
<td>37</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>There are high expectations for student behaviour</td>
<td>44</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>My child feels safe at school</td>
<td>47</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>My child feels happy at school</td>
<td>44</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Communication is effective</td>
<td>27</td>
<td>19</td>
<td>2</td>
</tr>
</tbody>
</table>

Q2 I am aware of the following forms of communication

Q3 Additional Information
I require an additional form of communication. My suggestion is ...

- There is a focal person to distribute the messages.
- I am extremely happy with the current communication.
- One-on-one interviews with teacher each term.
- Email.
- Potentially change the look and feel of the comms with key points and then links to more detailed info.
- The school does enough to communicate with parents.
- Google calendar of school events.
- A way of getting more information out there with greater time frames and lead ups.
- Short reminders in school bags.
- No, I believe the communication is effective.
- I’m not sure but sometimes I don’t know what is going on. I try to keep up with the app.
- None.
- Facebook.
- Better communication from teachers please. Sometimes you may need to email the student’s teacher – we don’t always receive a response and wonder if the email has in fact been received. When you are able to meet with the teacher they advise they did receive the email.
- Parents login area on website.
- Not really happy with the class contact arrangements as many parents have their work emails as their contacts. Therefore items are only dealt with when that parent is at work. If for some reason the person is not at work, other parents miss out on important notices.
- No suggested improvements.
- Direct emails from school to parents not through the class networks.
- More effective class contact.
- SMS.
- Be constantly talking to parents, paper communication, notes home (especially around BYODD – this has been extremely poor).
- Communication needs to improve from teacher to parent, not relying on the children to communicate especially when it involves downloading apps and behaviour that is expected by the children.
- More responses from emails sent to teachers.
- Communication needs to be more timely. A communication strategy needs to be built into all school planning whereby communication is appropriately planned for and parents are given timely reminders of coming events. At present, there are many instances where communication is last minute and not providing parents enough notice to take action. A week is not enough – especially if parents work full time. In addition, the website could be used more effectively. Having to trawl through newsletters to find information (not just dates, but full details) is not effective.
- Teachers specifically refuse to use home learning grids.
- I do not require additional communication.
- Letters to parents for important information.
- I always feel comfortable calling or coming into the school should I need to.
- No changes.
Q4 Language

![Language Chart]

Q5 Strengths and Areas for Improvement

I am happy with:
- Knowing my child is safe and well looked after.
- The staff.
- The assistance by the teachers to the students where added explanations are needed for students to understand.
- All facets of the education at St Josephs, from the safe environment to the curriculum.
- The teachers.
- The community feel, teachers approachable and available.
- All school services, teachers, children’s behaviour.
- School sizes and teaching staff.
- The grounds. They look lovely.
- Most programs.
- The sense of a Christ-centre community.
- Teacher’s dedication to after-hours activities (musical, learning journeys).
- The culture of the school.
- The staff, the culture, the community feel.
- The quality of teachers.
- The supportive school community.
- My child’s friends.
- The size of the school, class excursions.
- The communication methods.
- Teacher commitment.
- Teacher’s commitment to education and the safety of the children.
- The support shown to students by the teaching staff.
- The strength in the community of parents.
- Overall education and teacher support. I am also happy with the class sizes.
- A lot.
- Bullying being addressed by principal and staff.
- The care and attention given to my child by their teachers.
- The inclusive school environment.
• The paper homework grid that comes home so we can see what is required each week.
• All aspects of the school.
• How the values are taught in school.
• The value base of the school and the commitment of the teachers.
• Musicals every two years, fete and trivia night every two years.
• The current size of the school.
• My children being happy to come to school and feel valued.
• The feeling of spirit within the school.
• Care of child and Catholic values.
• Values, inclusiveness, teaching and learning, community.
• Mostly everything – St Joey’s is a great school.
• We’re really happy with what the school and teachers have done to make our daughter’s learning fun and enjoyable.

I would like to see:
• The school listen more to parents’ concern re: iPads, education etc … Further assistance for students who are struggling with their reading and writing.
• More screens in the hall when there is a show.
• Even greater emphasis on out of school hours sports which can be managed by parents and carers.
• BYODD be made optional, not compulsory.
• More emphasis on children in Year 4 up taking responsibility for their homework, school preparation etc with repercussions at school if they don’t. Also, allowing for my risk-taking eg: more physical sports for older grades and not developing policy based on insurance coverage eg: not playing on equipment at school pickup – this is frankly, quite ridiculous!
• More personalised feedback regarding my child’s progress in class.
• Play equipment.
• Improving safety during pick up and drop off.
• Communication tightened. I feel there is a lack of communication and it all seems rushed. There has been times where the lead up times have been inadequate. I also feel the Bees Knees program could be tightened up. I am concerned some children are not receiving Bees Knees as frequently as others especially the quiet achievers.
• Fewer prayers.
• A uni-sex uniform option.
• Not happy with the way the school is heading!
• More car parking/improved entry/exit system.
• Additional support for children who excel in extracurricular activities.
• I can’t think of anything at the moment.
• More of the same!
• An additional language taught at the school.
• Male teachers at the school.
• Fewer relief teachers as this seems to unsettle the children, when relief teachers are used they need to understand the teaching style of the school. The removal of iPads as I feel this is affecting learning, affecting family life, the children are not sufficiently mature enough to cope with the social aspect of the device, and not disciplined enough to perform the activities unsupervised. A language being taught again at the school, the children will be at a disadvantage going to high school not having this skill.
• More physical education, more play equipment, more parent participation, better parking (drive through drop-off/pick up area), more art, less shared resourcing – meaning teachers should be allocated to a class 5 days.
• (not known) currently happy.
• More extension opportunities for students who are coasting/bored.
• A language program.
• No suggested improvements.
• Better understanding of how the impact of technology (iPads) affects families within the school. Less focus on homework.
• Individual class years maintained.
• Less demand for voluntary contributions, or monetary fines for not volunteering. It removes the meaning of the word volunteer.
• More parents involved in decision making opportunities.
• A language taught at school.
• Less nagging of parents!!
• No BYODD, this is a ridiculous concept that this age should not have to do. The school should provide devices for students to use, not the other way around. Increase the school fees by $50 per student for the year and put this $5 towards increasing the base level of devices. Over 3 years the school would have sufficient for all students across 4-6 to have a dedicated device at school.
• Can’t think of anything.
• A different approach on how the teacher would teach students on new topics especially the more difficult subjects like maths and not just depend on online tutorials.
• A program which addresses the needs of children who learn quickly and need to be challenged.
• More extra or co-curricular at the school, integrated and promoted as though the school is proud of and has a deliberate program for music, drama, sport. At the moment it is haphazard.
• BYODD ceased.
• Another principle running the school.
• A better sport curriculum. What is currently on offer is not good enough. It lacks variety – spending almost 4 terms on dancing means that other opportunities are not explored. For example: the children were underprepared for the athletics carnival and in many instances they were expected to compete in events which they had no clue how to do.
• Stricter behaviour standards.
• Proper communication and consultation with parents on significant changes to learning methods such as BYODD.
• Nothing.
• What would make it incredible - a strong emphasis on Asian literacy and critically teaching of Mandarin or Behasa.
• Stay the same.

Q6 What should the Leadership Team consider to ensure the success of St Joseph’s School?
• Concentrate on the fundamental basics for children – reading, writing and arithmetic are so important. If we don’t get that right for primary school children what hope do they have in high school?
• I hope there would be someone that can be a tutor to some students that are needing additional curricular assistance.
• I believe the Leadership Team is doing a fantastic job and I don’t have any further suggestions.
• Continue the good work! Have a look around a few boys’ schools in Canberra to see what can be done to engage them more in the creative side of things and to allow more risk taking.
• Continue supporting each child to be their best. Improve learning if there is a difficult, disruptive class – carefully manage the combinations for future classes with teachers. Each term this year there seemed to be a fair bit of disruption to the learning week – be mindful that whilst events are important try not to disrupt class time too much and maintain consistency as much as possible.
• Review current process and procedures and ensure they meet current standards.
• Improved communication around the 5 year vision for the school.
• I would like to see a review of the phonics program at the school, especially around current research and best practices of teaching reading and phonics within context.
• Learning another language or two would be great. Better playground. Stronger focus on academics.
• A committee focussed on supporting students who are excelling within the local community through sport, community service or otherwise – the committee could assist with fundraising efforts to support and recognise these students. Parent driven and run of course.
• Stay focused on what you have been, don’t get more rigid with rules for parents, encourage interaction with the students and families and keep up the great work.
• Don’t know.
• A scheme to cater for gifted and talented students.
• Improve academic standard and quality of teaching staff.
• Unknown – doing a great job.
• BYODD is used to access best educational material and not repetitive non-targeted shallow learning exercises (of which there seems to be too many on Edmodo).
• I believe that the Leadership Team is doing a great job and has contributed to the success of the school. Continue to do work in the interest of the students to ensure they are happy and thrive in a fun learning environment – more outdoor activity based learning – especially for boys.
• That they have a better understanding of change management. The impact of changes to the families they serve. More focus on the core curriculum (reading, writing, arithmetic) and less on things like additional languages.
• I feel that a great deal of emphasis has been placed on the building of the school. I believe that now more focus should be placed on the outdoor area including permanent sporting facilities ie soccer posts etc permanent garden structures, vegetable planter boxes etc.
• It should align to the practices of the real world, with a leader, a deputy leader and a supportive team for these two roles. Similar to the school, there is a Principal, Deputy Principal and executive teaching team. Same as most, if not all, countries around the world. One leader, one deputy leader and an executive staff to support their roles. This ‘no one person is a leader’ is confusing for the kids, and holds back the development of those children who are born leaders. Some people have it and some don’t. We should recognise and nurture those with the gift of leadership, and not force those without the gift to try and be something/someone they’re not.
• Recognition of helpful people and putting forward and recognition of unhelpful people who ostracise others.
• Provide programs for gifted/talented children. Highlight their successes to strive for greater academic achievement.
• I am not sure that the construct of the school board and how it interacts with parents is relevant to most parents. I am not sure of the alternative, but it might be worth reviewing these arrangements if these are not working.
• Can’t think of anything.
• For me they have done well but I feel there is still room for improvement on the teaching techniques and approach of the teachers.
• Work through parent concerns on the BYODD program. Visibility of strategies to address declining areas of NAPLAN – whether we like it or not, parents do use the website as a source of information input to their choice of school. If the newsletter cannot come out any earlier then consider moving forwards to Monday so it gives parents more time to be able to be at assembly to see their child get their award. Look 3 years into the future – what do we want the school to look like? How do we get there while stepping through each year? Write a plan so it doesn’t matter who the leadership team is as people move on – the team in whatever form can progress the plans as written.
• The Leadership Team is currently well-meaning and skilled but has a culture of defensiveness and listens to a few loud voices who are not representative of the general school community.
• That they return to the basic form of teaching and not run the school as a business! And stick to their motto and stated on the website that St Joseph’s recognises that the parents are the first educators and most parents at the school are opposed to iPads in the classrooms!
• Teachers appear to be stressed, drained and overburdened. Management appears to be focussed on micro managing the school.
• A better sport curriculum. Bring back a language teacher. Timely communication.
• Treating the Yr 6 students a little differently – they get restless towards the end of the year.
• Leadership team needs to have a firm and clear position on when it is consulting and when it is not. When consulting proper consideration needs to be given to views expressed by the parents.
• Once a term – for a period over a week that teachers make themselves available to parents via skype (particularly those who can’t get to school very often) for a chat, about them, the parents and their child and how everything is going – fairly informal. Also I would love to know some more about the IT platform that St Joseph’s is utilising – in the course of my work I have got to know a range of products that enhance not only learning but the administration all other aspects of the school.