



Parent Survey Outcomes

A total of 313 (309 online) responded to this survey. Numbers responding to the eleven questions varied.

Question One.

303 responded - **“Importance of the Goals”**

The vast majority of respondents saw these goals as “important/very important” – (90 – 95%).

‘Foster partnerships’, focussing on unique age group needs innovation were seen as “slightly important”- (7%)

Comments made around this question included:

- Importance of IT immersion
 - Puberty/safety modules are excellent
 - Agree with all aims and goals
 - Social environment is important
 - Nurturing/caring environment
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Question Two.

193 responded. – **“Success in reaching Goals”**

A majority of respondents believed the school was successful/very successful in meeting these goals (54 – 70 %)

‘Fostering partnerships’ was seen as slightly less successful (30 %)

‘Seeking ways to be innovative’ was seen as slightly successful (34%)

Comments made around this question included:

- Unable to comment (child not at school yet/short time. (11)
 - Extension options for all children. (6)
 - Variable level of teacher/student positive relationships. (3)
 - Importance of ongoing development/support for teachers. (3)
 - Addressing special needs learning e.g dyslexia. (2)
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Question Three.

189 responded. – **“Effective teaching in a positive environment.”**

A) What is important?

- Smiling teachers; smiling kids; smiling parents provides good learning.
- Meeting individual needs
- Positive teachers supported by Senior Leaders.
- A safe and encouraging environment (children enjoy coming to school).

- Clear learning goals for students.
- Holistic learning needs of children are met.
- Communicate this goal to children – and what it looks like.
- Diversity is embraced and inclusion evident.
- High expectations for behaviour supports learning.
- Self esteem, self-confidence, independence.

B) What could the school do?

- Progress equitable learning opportunities for all abilities.
- Additional staffing for special needs support.
- Teachers understanding of cultural differences
- Examine and evaluate current physical learning environments to address various teaching and learning options for students.
- Recognizing diligence – not just achievement.
- Teaching communication and resilience skills.
- Educating parents on what positive learning environments look like.
- Smaller classes to make this happen consistently.

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Question Four.

165 Responded – ***“Fostering Partnerships”***

A) What is important?

- Clear information about events, opportunities, children’s learning needs.
- Open frank communication with parents/ home.
- Sharing goals with parents – and how they can help
- Keep up the good work!
- Finding out about children’s achievements and attitudes.
- Clear communication about behaviour.
- Like the changes that have been made (facebook, newsletter, interview structure)
- Importance of feeling listened to when concerns are expressed.

B) What could the school do?

- Email contact from Staff / using technology to communicate/ share information.
- Sharing school expectations for learning, behaviour and homework.
- Tools to assist children at home.
- Events for Whanau to meet each other/teachers.
- Online learning for parents/apps for children e.g seesaw, Dojo.
- Opportunities to see children ‘at work’ in classrooms.
- Children sharing their learning (not just reports).
- Parent education is important and welcomed (up with the play!)
- Opportunities for parents to help out.

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Question Five.

160 responded - ***“Recruiting and enabling Staff”***

A) How well are we doing?

- Teachers we have experienced are excellent and doing their best.

- Keep the workload manageable for teachers.
- Don't know a lot of the Staff (so can't answer)
- Impressed with professionalism and care.
- Important to have a range of experience /age.
- Staff development is valued by the school.
- Monitor Staff turnover.

B) What can the school do to enhance this further?

- What are the school's expectations for Staff?
- Employ IT savvy teachers.
- Ensure there are sufficient resources to enable teachers to do their job.
- Support for/induction of new Staff.
- Management Staff's competencies are important (in retaining and supporting Staff).
- Employ specialist teachers (e.g Arts, Sport, Special Needs).
- Don't ignore complaints about teachers.
- Employ passionate enthusiastic teachers.

Question Six.

155 responded – ***“Developing skills and competencies to live in a global community.”***

A) What is important?

- Being digitally savvy.
- Values focus (accepting diversity. tolerance) – social skills, kindness, courtesy.
- Future focussed skills – (problem solving, building resilience).
- Internet safety.
- Respect for other cultures ways of doing things.
- Understanding there is a 'big world out there'.
- A “skills for life” curriculum – maths, technology, co-operation, communication.
- Pro-active relationship skills – interpersonal.
- Having International skills support this.
- Preparing students for a STEM focussed learning future.
- Knowing 'how' to learn and access knowledge.
- Learning in a collaborative context.
- Equal opportunities to learn.
- A varied curriculum school wide.
- Community awareness.

B) What could the school do further?

- Equitable learning opportunities/experiences.
- Availability of second language education/courses.
- Global citizenship understanding, connections, experiences.
- Inclusive teaching approaches (special needs children).
- Continue to provide 'parent education' opportunities.
- Entrepreneurship skills developed.
- Education experiences outside the classroom.
- Developing inquiry learning approaches.
- Opportunities for the non-academics.

Question Seven.

151 responded - ***“Opportunities for children to develop to their full potential”.***

A) What is Important?

- Learning activity options – a wide range of opportunities for all.
- Differentiate learning in the classroom to cater for all.
- Academy programme enriches learning.
- Well-rounded/happy child is the goal to “meet potential”.
- Growing a ‘passion for learning’.
- Critical thinkers, effective communicators.
- Family support/involvement is important for positive learning.
- Creativity is important.
- Sharing class/school leadership opportunities.

B) What could the school do to progress this further?

- Progress equal opportunities for all (e.g academy)
 - Smaller class sizes would help.
 - “full potential” is problematic to achieve.
 - More emphasis on STEM options.
 - Look after the ‘average’ kids.
 - Evaluate any ‘open plan’ developments carefully.
 - Technology to support identified learning needs (all children).
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Question Eight.

146 responded – ***“Addressing the unique needs of the emerging adolescent”***

A) What is important?

- A great health/sex education programme.
- Zero tolerance for bullying.
- Building self-confidence/reassurance (comfortable in their own skin).
- Importance of internet safety/ personal safety.
- Parent education – open/honest discussions about this age group.
- Teacher expertise (knowledge, patience, expectations consistent)
- Self-awareness/ self worth – realistic expectations of themselves.
- Relationships.
- Respect for self -/others.
- Self -management / personal responsibility.
- Problem solving skills.
- Resilience.
- Clear expectations/goal setting.

B) What could the school do further to address this?

- Teacher education and support for this goal.
- Continue to monitor/address the influence of social media around this.
- No personal iphones, ipads, at school.
- More physical activities – shorten the lunch break.
- A 3 year Intermediate structure?

- Awareness of counselling/medical advice options –avenues (and parent knowledge of this)
- Developing skills to address ‘friendships/relationships.

Question Nine.

133 Responded – ***“Developing innovation and a culture of self improvement”***

A) What is important?

- Trying stuff – learning from mistakes and confidence to make them.
- Keeping up to date with current teaching practices.
- Curious and inquisitive children.
- Going beyond the set curriculum/research skills.
- Good digitally- using technology.
- Open to change-rather than resisting.
- Keeping “striving for improvement” in perspective (keep it simple).
- Leadership and team building.
- Maintaining and building ‘assets’ to support this.
- Differentiate classroom teaching and learning to address individual needs/learning styles / goal setting.
- Formative assessment on a regular basis.
- Empowering kids addresses this.
- Important for both teachers and learners.

B) What can the school do to progress this?

- Use the feedback from this survey – and act on it to support school improvement.
- Equity/opportunities for all to participate in extension classes (ways to excel outside the Friday programme)
- Promote staff PD around this.
- Collaboration with other schools to share/gather ideas.
- Development around ‘non-academic’ options.
- Less emphasis on IT – more on people skills.
- Extend STEM learning.
- Technology to support homework – Google Drive.
- ‘Modern’ classroom structures don’t suit all kids (and teachers).

Question Ten.

127 responded – ***“Reflecting on the 7 goals – and consideration of others.”***

A) Do they reflect your expectations?

- Yes they are great goals. (7)
- Cover what is needed. (12)
- Happy with what the school is doing. (9)
- Good goals – a great school. (6)
- Reflects our expectations. (12)

- Wordy? (1)
- Appreciate surveys like this (1)

B) Other goals to be considered?

- Follow survey up with specific initiatives – and seek parent feedback.
- A specific goal to aid kids with learning difficulties.
- Communicate the good the bad and the ugly.
- Condense – or concentrate on fewer – and not complicate things for the school.
- Share goals with families – giving examples of them in action at the school.
- Have ‘workshops’ for students – rather than homework.
- A focus on ‘kindness and caring’.
- Importance of nurturing children holistically.
- Is there an over emphasis on sport?
- Consultation with Iwi /hapu to develop a strategy /goal.
- A clear focus on inclusion / embracing diversity.
- Goals for transitioning from primary school and to college. (strategies)
- To be a ‘contributing member’ of the community/society.

Question Eleven.

139 Responded - ***“Promoting the ‘Core Values’ school wide.”***

A) Do you support these?

- Definitely support them – great values, great to have, totally, awesome.
- All make good sense – perfect.
- Just words!(1)
- Excellent – should live/breathe them everyday.

B) What is important?

- Share them widely – and communicate them.
- Monitor and mentor their implementation.
- Respect is the key one.
- The ‘daily grind’ should reflect them – work in progress.
- “Fluffy nonsense” (implementation is important) (1)
- Pressure to ‘perform’ can negate some values. (1)
- Are they achievable? (1)
- Excellence (unrealistic?) – what about effort and motivation instead?
- Teacher engagement with these.

C) What else could the school do?

- Give examples of these to the community – “Values in Action”.
- What could they look like in ‘kids speak’ – can they talk about them and their behaviour reflect them?
(can they be simplified for children to understand them?)
- Shorten into more succinct statements.
- Link them to Maori culture.
- Continue to make them part of the school culture and expect parents to support them if they enrol their kids at the school.