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

**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)

**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.

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.

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).

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.