

Leamington School Survey Results 2010

Respondent Details

Number of Surveys completed – 193

Number of surveys completed on line – 100

Number completed in paper version – 93

BOT response – the BOT is extremely grateful for the time and effort the community has taken to reply to the survey. Approximately 77% of all families returned their survey, which is a remarkable achievement given that in most schools a 20% return is the norm. This is doubling pleasing given the extremely positive and overwhelming feedback that we received. The BOT is also pleased that just over half of all surveys were completed on line as this made collating the results and being able to feed these results back to the community far less time consuming for the BOT, which allowed us to focus on working with the results rather than having to collate the results.

Make up of respondents

Ethnic Makeup of survey

	From Survey	Actual Ethnic makeup of school
NZ European	72%	70%
NZ Maori	16%	20%
Other	12%	10%

Length of time you have been involved with the school

Less than 2 years	30%
2 – 4 years	34%
4 – 6 years	18%
More than 6 years	18%

We have children in...

Preschool	13%
Year 1 – 2	29%
Year 3 – 4	29%
Year 5 - 6	29%

Internet Access at home

No internet access	13%
Dial up	10%
Broadband	77%

BOT Response – the BOT is pleased with the makeup of the respondents. This indicates that an even proportion of responses were received from across the whole school in terms of year levels and ethnic makeup. This gives the BOT confidence that the results reflect the community as a whole and the preferences and ideas expressed in the survey are indicative of the community. A couple of interesting things to note is that 64% of our entire community has started in the last 4 years at our school. Another interesting point to ponder is the level of internet access, particularly broadband access of our community. 87% of our community has the ability to receive email, which opens up opportunities for the school in regards to communication.

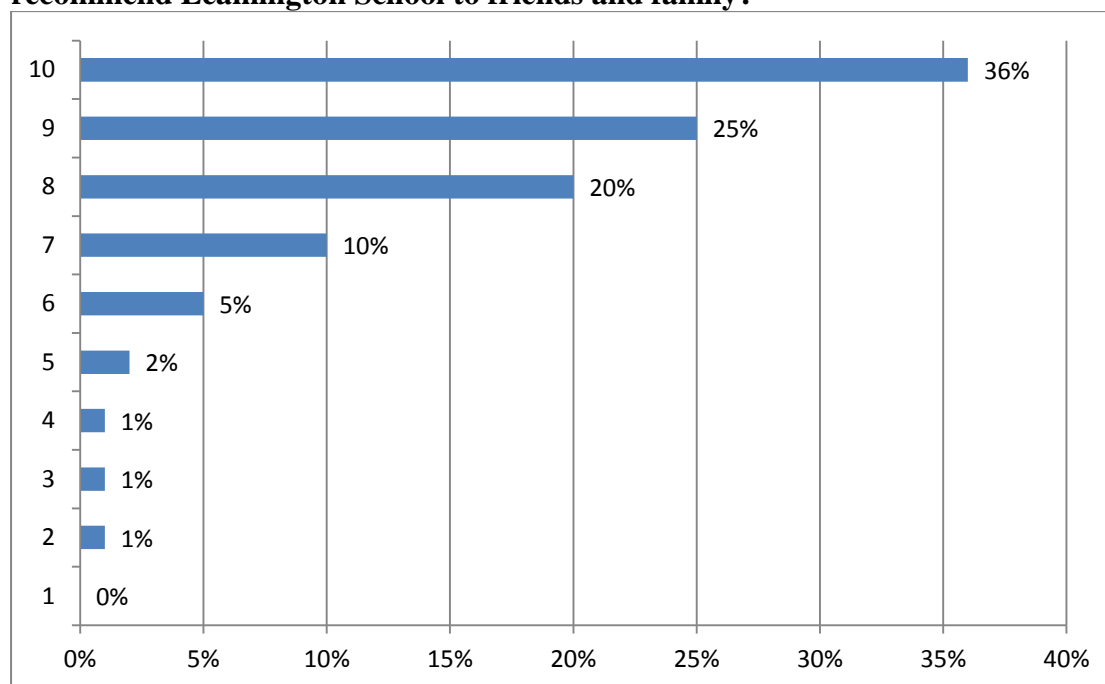
Newsletters can already be emailed out, but the opportunity to extend this further is worth exploring.

Overall Impression

	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel comfortable and welcomed coming into the school	56%	40%	3%	1%
2008 results	45%	53%	2%	0%
Leamington is meeting my expectations as providing a high quality education for all my children	41%	54%	4%	1%
2008 results	26%	67%	7%	
Children are challenged to achieve their best	32%	60%	7%	1%
2008 results	21%	66%	12%	1%
I feel well informed about my child's progress at school	26%	59%	15%	1%
2008 results	28%	62%	10%	1%
Leamington School provides a safe and secure environment for children	42%	54%	2%	2%
2008 results	25%	68%	5%	1%
Leamington School deals with inappropriate behaviour in and out of the classroom in an effective manner	31%	57%	9%	3%
2008 results	21%	66%	11%	1%
When people talk about our school, they generally only say good things	28%	60%	11%	1%
2008 results	13%	75%	11%	1%

BOT response – the overall impression of the school from its community is extremely positive. The 95% of the community feel the school is doing a great job and the changes and innovations the school has put in place have been well received. There are no areas that need urgent attention to remedy, but there are areas that we would like to improve, particularly in the area of informing parents about how well their child is achieving at school. The school already has plans of how to improve this area as it is a self-identified area for improvement. We have also made pleasing progress in the area of children being challenged to achieve their best, and while we are achieving well on the whole in this area, we would still like to make considerable improvements in this area. From the results and the feedback there are a few isolated incidents of children feeling picked on and unfairly treated by other children. The feedback gives us renewed mandates to crack down on these incidents firmly, fairly, and swiftly. Another pleasing result for the BOT is the growing reputation of the school in the community. The number of people who are strong in their support of the school has doubled in the last 3 years, while the overall support of the school has not changed. As one parent said “Leamington school had a bad name 10 years ago and unfortunately some people who are not involved with the school still assume this...but now I would very easily and quickly set the record straight.”

On a scale of 1 to 10, with ten being the highest, how strongly would you recommend Leamington School to friends and family?



BOT response – the overall level of satisfaction of the school is very high with 91% of the community rating the school as a 7 or higher, with 36% giving the school 10 out of 10, and another 25% 9 out of ten. There is a very small number who are feeling the school is not doing a good job, and the BOT is unsure why their experience is so out of step with the others in the community, and hopes that the changes it puts in place through the findings of the survey change these perceptions. However, the BOT is feeling proud and humbled that the community is rating the school so highly and is confident that as it looks to improve the school even further based on the feedback we have been given, the refinement will be well received by the community.

Reading, Writing and Mathematics will continue to have priority at our school. However, what other areas would you like special emphasis placed on?

	High Emphasis	Low Emphasis	No Emphasis
Health and wellbeing	85%	14%	2%
Using computers and technology to assist with learning	85%	14%	1%
Physical education and sports programmes	83%	16%	2%
Science (experiments, investigations, scientific knowledge / understanding)	77%	22%	1%
Extension / special abilities programmes	77%	22%	1%
Social studies (learning about different cultures and NZ history)	69%	29%	2%
Enviroschools (sustainability, recycling, caring for our environment and community)	68%	29%	3%
Music and drama (e.g. orchestra, choir)	64%	34%	2%
Art	62%	35%	4%
Maori language and Maori culture	44%	41%	15%

BOT response – from the results it is clear that parents want their children involved in a range of curriculum areas, to develop a well rounded individual. However, it is also clear that parents want slightly more emphasis placed on physical education, technology, health and science in the classroom than other curriculum areas, however, parents still want these areas as part of the curriculum. The steps the BOT has taken in the last 3 years to place more technology in the hands of the children is being well received and continues to be supported by parents. This is an area the BOT will continue to focus on. The inclusion of Kelly Sports in the school has also been well received and is something the school will continue to do if possible.

These results will be used by the school in the years to come to set priority areas and to ensure the curriculum delivered by the school meets the expectations of the community for their children.

Would you like the school to provide more, less, or about the same level of opportunities for Te Reo Maori (language) and Tikanga Maori (protocol) for all students at Leamington School? E.g. Kapa Haka, learning a new Maori word in class each week, common instructions and commands in Maori.

More	18%
About the Same	69%
Less	14%

Leamington would like to re-establish Maori bilingual classes as an option for families (where children are taught the NZ curriculum with between 50% to 80% of instruction in Maori). However this is dependent on finding high calibre teachers.

Do you believe having bi-lingual education for those who choose this option it is an advantage to our school?

Strongly Agree	23%
Agree	42%
Disagree	27%
Strongly Disagree	8%

BOT response – there was some very strong feeling in the comments that came through in this part of the survey from a few families who represent the 18% who want more Maori, and 14% who want less. In regards to the amount of opportunities for Te Reo Maori, 69% of families feel that we currently have the right mix. The 18% that indicated they wanted more opportunities for their children generally reflected the children in our community who identify as Maori. These are the ones who are also likely to want to be involved in a bi-lingual class if it can be established. 65% of families thought that having a bi-lingual class was an advantage to our school. Of those who indicated that they disagreed with this, many indicated past experiences where division between children in the mainstream class and bilingual class was a cause for concern. This is something that the BOT and teaching staff are aware of and would need to be very mindful of if a bilingual class can be re-established to ensure a cohesive and inclusive school climate can be maintained.

Health Curriculum

What areas do you feel we should place an emphasis on?

	High Emphasis	Low Emphasis	No Emphasis	Unsure
Food and nutrition (e.g. life education bus, healthy food choices etc)	84%	12%	2%	2%
Physical activity (e.g. teaching of sport skills, fitness, etc)	89%	10%	0%	1%
Body care and physical safety (e.g. keeping ourselves safe, fire safety, sun smart)	88%	11%	0%	1%
Body awareness education (e.g. positive self image, feelings, changes at puberty)	70%	22%	2%	6%
Mental health (e.g. personal identity, recreation, respect for others)	76%	17%	2%	5%

BOT Response - over 80% of our families indicated that they felt a high emphasis should be placed on food and nutrition, physical activity and body care and physical safety. More than 70% also felt a high emphasis should be placed on body awareness

education and mental health. From this information the school will form its focus areas for the health curriculum.

Camp

How often would you like to see camps for...

	Every year	Every 2 years	Never	Total
Year 5 - 6 students	79%	18%	3%	35%
Year 3 - 4 students	42%	39%	19%	33%
Year 1 - 2 students	21%	23%	56%	32%

BOT Response - 79% of families would like to see our year 5 and 6 students go on camp every year. There was 42% support for year 3 and 4 students to also attend camp every year, and a further 39% of families who would be happy to see their year 3 and 4 children go on camp every two years. 56% of families felt that year 1 and 2 students did not need to attend school camp.

From this we can feel confident that the majority of families in year 5 – 6 support their child having a camp for their child every year, but cost was something that people wanted the BOT to be aware of. Giving families enough time to factor in the cost of camp was appreciated by parents. Families would also like to see overnight camps for the year 3 – 4 students. A solution the BOT will explore is having an overnight camp for year 3 – 4 children at school one year, and an overnight excursion another year.

For the year 1 – 2 children, there is no strong support for an overnight camp, but many families recalled the camp day that was held in recent years, and would like this to be repeated. This will also be explored by the school to become an annual occurrence.

The issue of how much camp should cost raised some very valid points. There was 36% support for a fee of up to \$100, and a further 35% of families who felt a fee up to \$130.00 was a reasonable cost for camp. We received very strong feedback that for many families the extra cost of camp stretches the finances, especially when more than one child is involved. There were many suggestions from families: being given enough notice to incorporate this cost into the family budget; to allow payment options and to instigate fundraising opportunities to help subsidise the cost of camp were three ideas that were offered by many different families. Staff have endeavoured to notify parents this year of costs for camp next year so one of these suggestions is already being undertaken. It would appear that any fundraising opportunities organized specifically to subsidise camp would be fully supported by many families.

Class Trips

From time to time teachers see opportunities to take the class on a trip to enhance the learning that is taking place at school. Sometimes transport can be a factor due to work commitments.

Would you support the school adding the cost of bus fares to class trips if not enough transport is available? (This usually increases the cost of the trip by \$3 – \$4 depending on how far the children have to travel.)

Yes	98%
NO	2%

BOT Response - 98% of our families support adding the cost of bus fare to class trips. Many families commented on the disappointment felt by children when trips were cancelled due to lack of transport, and that a few dollars to ensure this does not happen was a price they would willingly pay. The perception that bus travel is safer was also a common theme in the comments we received.

Homework

BOT Response - the issue of homework has opened up a lot of discussion for us as a BOT to consider. The BOT has asked the teaching staff to have a discussion on homework based on the feedback we have received. They will report back to the BOT on this discussion and will outline the refinements it will make to the way homework is done, taking into account the comments from our community.

Homework Year 1 to 3

What types of homework would you like to see your child involved in (please indicate your preferences)

Home reader every night	81%
Spelling	75%
Math	73%
Learning basic facts	62%
Own choice reading (e.g. library books books at home)	47%
Work related to work being done in the class	45%
Separate homework sheets	42%
Computer Activities	24%

The BOT appreciates the effort taken by parents to provide feedback to the questions about homework. We had a variety of issues raised however it is clear the majority of families have a desire to see reading basics as a core component of homework for this age group. The feedback given is invaluable for the teaching staff and the intention is that it will form the basis for further discussion in the junior syndicate on this issue.

How long would you support the children spending on homework from Monday to Thursday?

No homework	3%
Up to 10 mins	13%
10 to 15 mins	48%
15 - 20 mins	38%

It was pleasing to see the commitment of parents to developing good homework habits with the children at Leamington School. A small minority would prefer not to have homework for this age group but 97% of respondents see homework as playing a role in their child's development. Key themes in the feedback related to the need to have flexibility (parents knowing what's best for their child) and variety in the allocation of homework tasks.

Homework Year 4 - 6

**What types of homework would you like to see your child involved in?
(please indicate your preferences)**

Spelling	78%
Math	65%
Own choice reading (e.g. library books books at home)	63%
Learning basic facts	63%
Reading supplies / directed by the school	55%
Separate homework sheets	51%
Work related to work being done in the class	48%
Computer activities	44%

As with the responses to the homework year 1 – 3 questions, this process has provided us with great information as we work to better understand the role homework plays in Leamington School. Again we see a vast majority who support children completing homework each week and that 78% would expect this to average over 15 minutes per day. The difference with this age group is that parents are asking for “project” type work and that there is a heightened awareness of the need to balance homework with other extra curricula activities (e.g. sports etc). How best to communicate expectations around homework is also a key issue for many parents and will be a discussion point moving forward.

How long would you support children spending on homework from Monday to Thursday?

15 to 30 minutes	57%
Up to 15 minutes	21%
30 to 45 minutes	21%
No homework	1%

Up-skilling parents to be able to support their child with their homework, and to make this process less stressful, is something we are strongly looking into.

What are the best ways to provide information as to how to help your child with their homework? (Please tick the ones you are interested in)

Parent education evenings	27%
Parent education afternoons (30 minutes before the end of the school day)	17%
One page "how to help" tips in the newsletter	69%
You Tube "how to" clips	17%

The recent introduction of “how to help” tips has been well received by a number of parents with 69% wanting to continue with this learning medium. 85 families indicated they would prefer evening or afternoon education sessions and we are happy to explore arranging these, with an expectation based on the feedback that they would be well attended.

A key understanding is that this information can be disseminated using a number of methods and that the parent community are keen to learn how they can add value with homework. This is an area that we will continue to explore in 2010 and beyond.

For each of the following items, please circle the box which best represents the level of focus and resource that you believe should be applied to each area.

	High emphasis	Low emphasis	No emphasis
Safe school free from bullying and violent behaviour	98%	2%	1%
Being firm with disruptive behaviour in the classroom that disrupts others learning	95%	5%	1%
Help for low achievers	92%	8%	1%
School reports	87%	12%	1%
Keeping class sizes as small as possible	83%	15%	2%
Parent interviews	79%	20%	1%
Student profile books	72%	26%	2%
Attractive school environment	71%	26%	3%
Extension programmes	70%	28%	2%
Organised lunch time games	58%	37%	5%
Whole School play / production	48%	48%	3%
Visiting performances / shows	47%	50%	3%
Attending assemblies	41%	54%	5%

BOT response – there was an overwhelming response that continuing to have an environment free from bullying (98%), and disruptive behaviour in the classroom (95%) is important. This reaffirms the hard line the BOT has taken in recent years towards any behaviour, verbal or physical that makes other children feel unsafe. This is something the BOT will continue to focus on. The BOT also supports the strong belief of the community that class sizes are an important feature of our school. We do constantly work to keep our class sizes as small as possible, but there are times when we receive a large number of enrolments in a certain year level that puts pressure on class sizes.

The Board acknowledges that 92% of people placed help for low achievers as an important focus also. The Board receives regular on-going data and up-dates about programmes that the school currently runs to cater for these identified children.

A key theme that came through from the survey was parents wanting to feel totally informed about their child's progress at school. Parents feel satisfied with the information they are currently receiving, and these results indicate parents want to see this extended even more if possible.

From the comments, it is also clear that there is some interest in the community to hold a school production. This is something that we will explore in 2011.

The BOT is also interested in the strong response from the community in regards to the school environment looking attractive. Many commented that the grounds always look tidy and well maintained. This is a credit to our school caretaker. There are also

some opportunities to extend this even further in the years ahead that the BOT is considering.

What options do you prefer to use to find out about happenings around the school? Please indicate all the ones that you use.		
School newsletter	169	88%
Classroom notices	105	54%
Texts	65	34%
E-mail	68	35%
Website	61	32%
Phoning school office	26	13%
School message board (out front of school)	45	23%

BOT response – School newsletters are still the most favoured means of finding out information about happenings around the school with 88% using this medium, followed by the classroom notices sent out by teachers. A number of parents indicated that they would like the newsletter to be emailed to them, which is already an option, and something that we need to remind people of. 50% of responses indicated that they prefer electronic communication. It is also pleasing to see 23% of people now use notice board at the front of the school for reminders of what is coming up. Parents also liked the developments we have made in recent times in relation to texting parents with reminders, indicating this was a easy and convenient solution for them. What the data indicates however, is that parents have a range of data sources that they use regularly to gather information, and on the whole, parents feel well informed about happenings around the school.

Do you feel there are any barriers in communicating with us? If yes, how could this be improved?

	No	Yes
Teachers?	95%	5%
Principal?	94%	6%
Office?	97%	3%
Board of Trustees?	89%	11%

BOT response – The overall response to this question is very positive with most responses indicating that is very little barrier to communication.

Parents indicated that the barriers to communicating with staff members were more about them finding time to be able to meet with the teacher. Parents know that they can see the teacher at any time, but do like the formal meeting times of parent interviews. This is something we will look to extend in 2011 with more formal opportunities for parents and teachers to talk about a child’s progress.

The Board will be endeavoring to make themselves and their role more known around the school and community as many parents did not know why they would want to contact the BOT, nor did they have a good understanding of what the BOT does.

Over the year do you feel you receive enough information about how your child is progressing at school?

(If no, please suggest how this may be improved)

Yes	43%
Most of the time	48%
No	9%

BOT response – The overall response indicated that the 91% of people were happy with the information that they receive about their child’s progress, but of this number, 48% of parents felt they would like more information as there are times where they are not sure how their child is proceeding. This is an area that the school has already self identified as wanting to strengthen, recognizing that the partnership between home and school is vital for development of every child, and is something the BOT fully supports. Parents who regularly collected their child from school indicated that they feel more informed about their child’s progress through talking regularly with the teacher. However, given the number of working families, making opportunities for working parents to meet the teacher out of school hours will be explored further.

Are you happy with the format we are trialling this year to report to you about reading and writing achievement (the reports in your child’s profile books)?

(If no, please indicate ideas you have for how the report could be improved)

Yes	89%
No	11%

BOT response – This is an on-going area of focus, with 89% of respondents happy with the newly changed reporting form. At this point there has not been a full year of reporting done using the new format. As the format becomes more consistent then people will become more familiar with the system of reporting twice a year on Literacy and Numeracy, and a full report of all subjects at the end of the year.

Are there any factors within the school’s control that make learning difficult for your child?

(If yes, please indicate what the problem is and if possible suggest a solution)

No	91%
Yes	9%

BOT response – very pleasing result. The actions of other children to hinder learning was mentioned on a few occasions within the 192 responses , but these were very isolated incidents and it was felt that flare-ups were dealt with effectively in the most part.

Over the past 3 years we have upgraded and modernized many aspects of the school environment based on the feedback we received from our last survey. We would appreciate your input on where we could place emphasis next.

Below are some suggestions / ideas we have had. Please add to this list if you have an idea.

	High priority	Low priority
Upgrade the school hall with better heating and flooring	75%	25%
Drainage outside the hall	64%	36%
Heat pumps into classrooms	61%	39%
Replace boundary fences around the school	46%	54%
Upgrade the senior playground	36%	64%
Modernise Classroom Furniture (e.g. school desks and chairs)	34%	66%

BOT response – lots of great ideas and feedback over a mixed range of things. The Hall heating and upgrade appeared to be the most need/want for our community, along with drainage and heat pumps in a close third. These are areas the BOT will actively pursue in 2011 and beyond.

A lot of people commented on the changes around the school in recent years, saying the improvements have been outstanding. Maintaining and developing top notch resources for our children is something the BOT wants to ensure in the years to come.

Technology

In the years to come, technology will become more and more of a component in all our classrooms.

What technology would you like to see next in our classrooms?

Laptop computers in classrooms	26%
Interactive whiteboards	28%
Data projectors	17%
More desktop computers	29%

BOT response – again lots of ideas provided. A fairly scattered mix of preferences over laptops, inter-active whiteboards and desktops. Many comments made reference to quality teachers providing good opportunities and not a priority for any one technology. However, the BOT recognizes that our children work in an increasingly digital world, and have preferences towards learning in a digital manner. The BOT is committed to having interactive whiteboards in the every classroom around the school in the next 3 years. Also, placing more laptops and computers into classrooms, and giving children opportunities to learn with these tools is an area the BOT will continue to support.

Another conclusion the BOT has made in this regard is that parents do not want the school to focus on just one form of technology, but to give children opportunities with a range of technology.

Uniform

Please circle the phrase that best reflects your response to each statement.

If you would also like to comment in relation to your responses please do so.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I found being able to purchase items from the school office convenient and easy	60%	36%	2%	1%
Shoe and sock colour should be a compulsory part of the school uniform from 2011	33%	25%	27%	15%
Only items in the school colours (i.e. black, navy, white) should be allowed to be worn under the school uniform (e.g. shirts, thermals etc.)	31%	41%	18%	11%
Long sleeve thermal tops in the school colours (i.e. black, navy, white) should be allowed to be worn underneath short sleeve shirts.	46%	39%	9%	6%

BOT response – it was clear that the community is very happy with the uniform and this is something the BOT is pleased about given the amount of time and consultation the BOT took to develop the uniform with the Uniform Steering Committee. Comments from parents indicated that the ease of purchasing from school, the durability and wash-ability was something they were very happy with.

There seems to be a majority of the community who support the wearing of long sleeve thermals under the short sleeve shirt. The BOT are happy to support this and the wearing of items under the uniform providing it is in the school colours of black, navy and white.

The shoe colour proved to be the highest split in views and will require further discussion. The BOT discussed this at length and want to get input from staff on this matter before making a final decision. At this stage, the sock and shoe colour will remain as a compulsory part of the school uniform (as per the policy). There were many comments in favour of uniform meaning uniform.

Uniform quality for some was of concern and we agreed to remind parents regularly via the newsletter that parents can indeed contact the office about replacement of uniform items that are not meeting their expectations.

What do you think would be the best time of the day to potentially hold a PTA meeting?

Afternoon (e.g. between 2pm and 3pm)	26%
Evening (e.g. 7pm)	65%
Other ideas	9%

BOT response - the community is very appreciative of the work that was done by the PTA. Many indicated that they would like to be involved with the PTA, and this is something we will try to restart, to build on the work done this year with parents indicating what they would like to help with.

Any other aspects of the school you particularly like?

BOT response - the comments from the community were extremely praise worthy of the school, with many commenting on the way the school has improved in the last 3 years, and hope that it continues. A strong theme in the responses was people saying “great school”, “keep it up” and generally a feeling of appreciation for the hard work

that was being done by everyone within the school to make our school the best it could be. Parents also appreciated the school asking for their input into how our school could develop, and made the most of this opportunity to share some great ideas.

Final BOT Comment – the BOT is extremely pleased with the number of responses, and the high praise the school received as a whole. We have identified a number of areas that we will strengthen around the school, however, we can address these areas knowing that they are not areas of concern, but areas we want to take to the next level. From this information the BOT, and teaching staff, will form strategic plans to take the school forward even further. We are excited about the years ahead and some of the plans we have for our school, and appreciate the support that Leamington School enjoys from its community. The BOT will strive to achieve all the aspirations our community holds for its school.