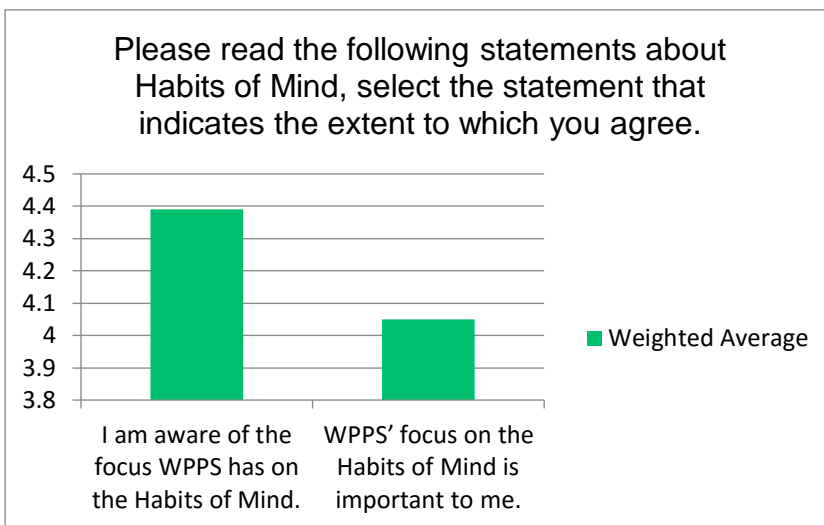
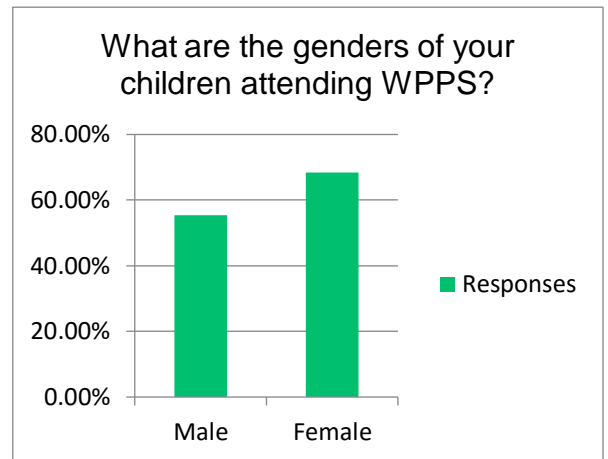
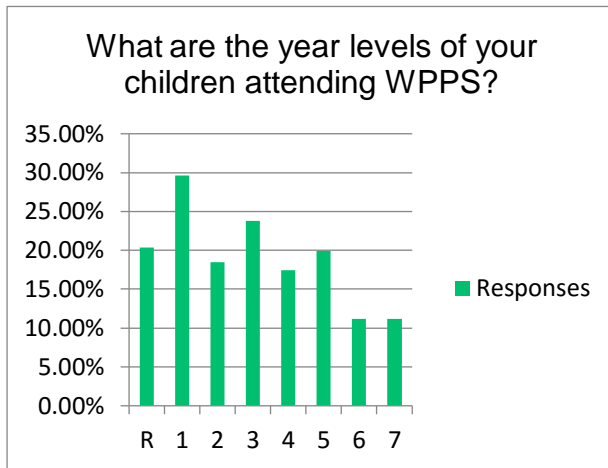


Parent/Caregiver Satisfaction Survey 2017 –

206 Respondents (out of 423 families), 48%

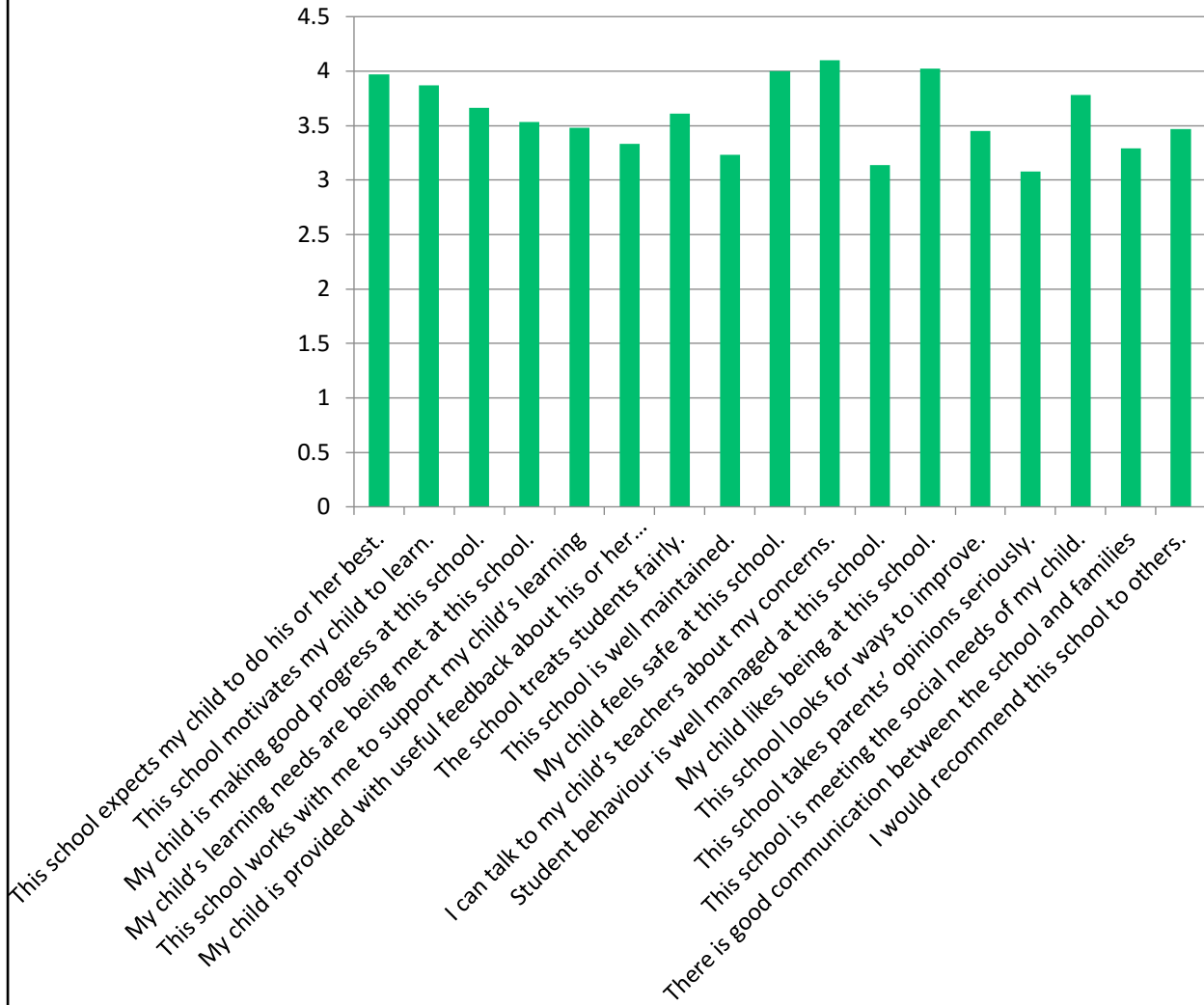
Appreciation was expressed by many respondents for the format of the survey and the opportunity for parents/caregivers to provide feedback and ideas for the successful future of WPPS.



Weighted Average	
I am aware of the focus WPPS has on the Habits of Mind.	4.39
WPPS' focus on the Habits of Mind is important to me.	4.05

Many respondents reported that the Habits of Mind were the reason they chose the school and there was a sense that the focus on Habits of Mind had decreased in recent years.

Please read the following statements about our school, select the statement that indicates the extent to which you agree.



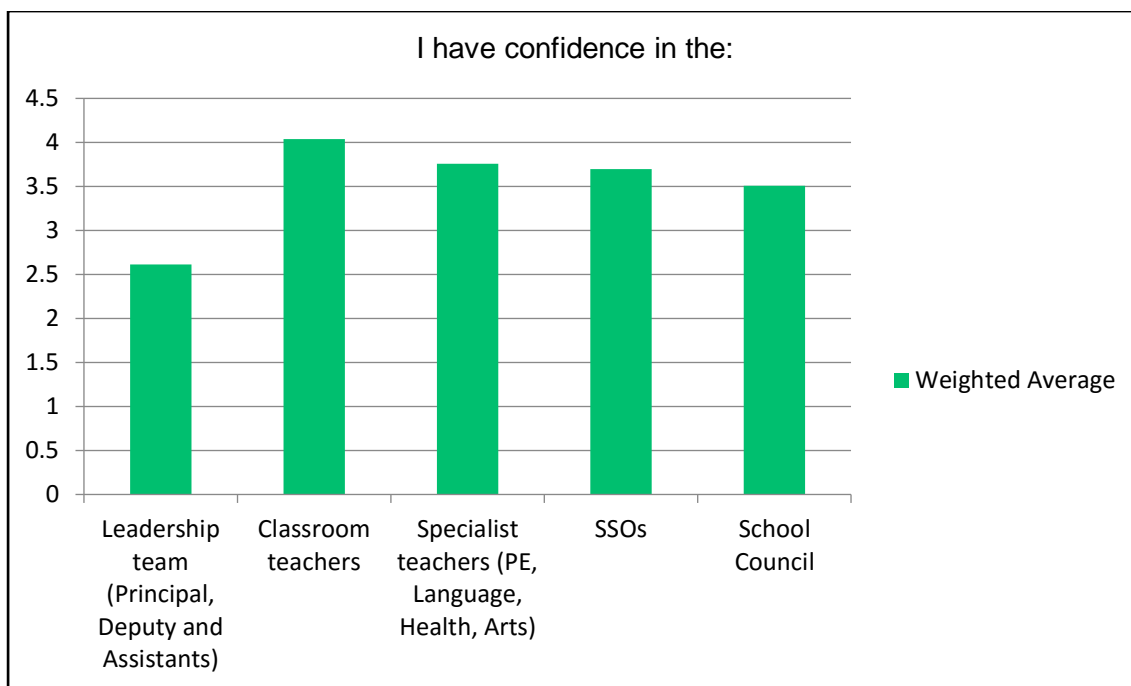
Weighted Average	
This school expects my child to do his or her best.	3.97
This school motivates my child to learn.	3.87
My child is making good progress at this school.	3.66
My child's learning needs are being met at this school.	3.53
This school works with me to support my child's learning	3.48
My child is provided with useful feedback about his or her school work.	3.33
The school treats students fairly.	3.61
This school is well maintained.	3.23
My child feels safe at this school.	4
I can talk to my child's teachers about my concerns.	4.1
Student behaviour is well managed at this school.	3.14
My child likes being at this school.	4.02
This school looks for ways to improve.	3.45
This school takes parents' opinions seriously.	3.08
This school is meeting the social needs of my child.	3.78
There is good communication between the school and families	3.29
I would recommend this school to others.	3.47

Respondents identified a need to improve the grounds and general maintenance of the school.

There was a sense that the culture of the school has changed and that there is a need for clarification and communication around the future direction and vision for the school. Respondents spoke of the 'community feel' being a focus for the future.

Concerns regarding bullying and how it is being dealt with were reported. A focus on anti-bullying and on emotional and social skills would be useful.

Appreciation was expressed for the teaching staff and their efforts. Respondents value clear, ongoing communication around learning programs and student progress and seek consistency across classrooms. Some respondents expressed concern over composite classes and a sense of social isolation. There were significantly differing perceptions about how individual learning needs are catered for.



Weighted Average	
Leadership team (Principal, Deputy and Assistants)	2.61
Classroom teachers	4.04
Specialist teachers (PE, Language, Health, Arts)	3.76
SSOs	3.7
School Council	3.51

Significant concern was expressed over the absence in leadership with minimal communication or indication of timeframes. Respondents reported a lack of confidence and sense of uncertainty.

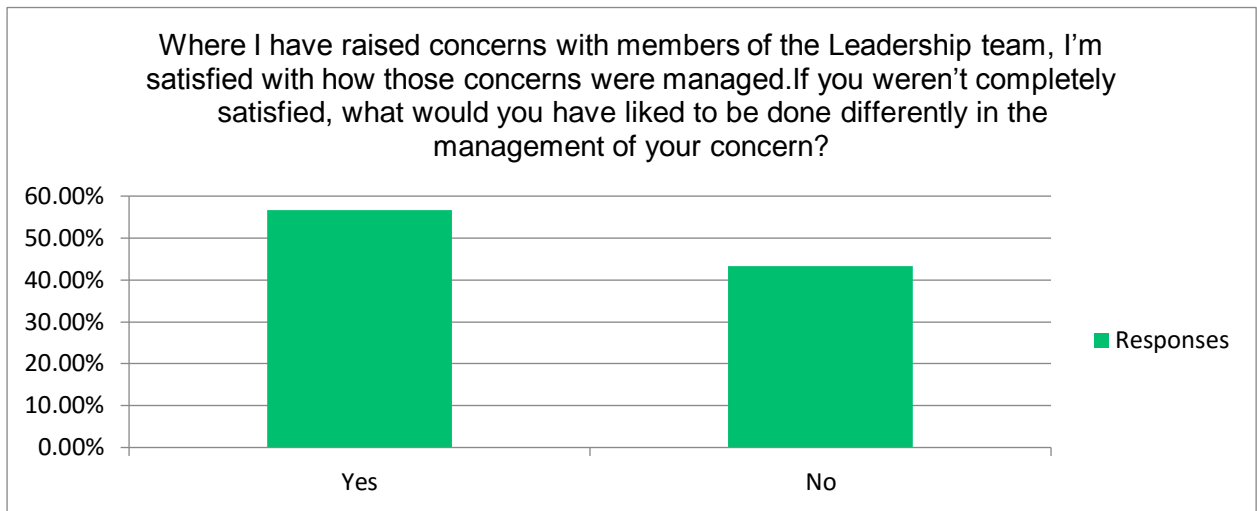
Respondents value highly visible, mobile, approachable, empathic and engaged leadership. Open communication, instilling a sense of trust/confidence and ongoing community consultation are identified as being highly important.

Respondents appreciate and acknowledge the work and dedication of teachers who have effective and proactive two-way communication. Identifying and catering for the needs of individual students, especially those with special learning needs is highly valued and sought after, as is consistency in classroom practices.

Communication from some specialist teachers, via newsletters has been appreciated. This helps raise the profile of these programs; alongside availability on Acquaintance Night. Several respondents request a specialised music program.

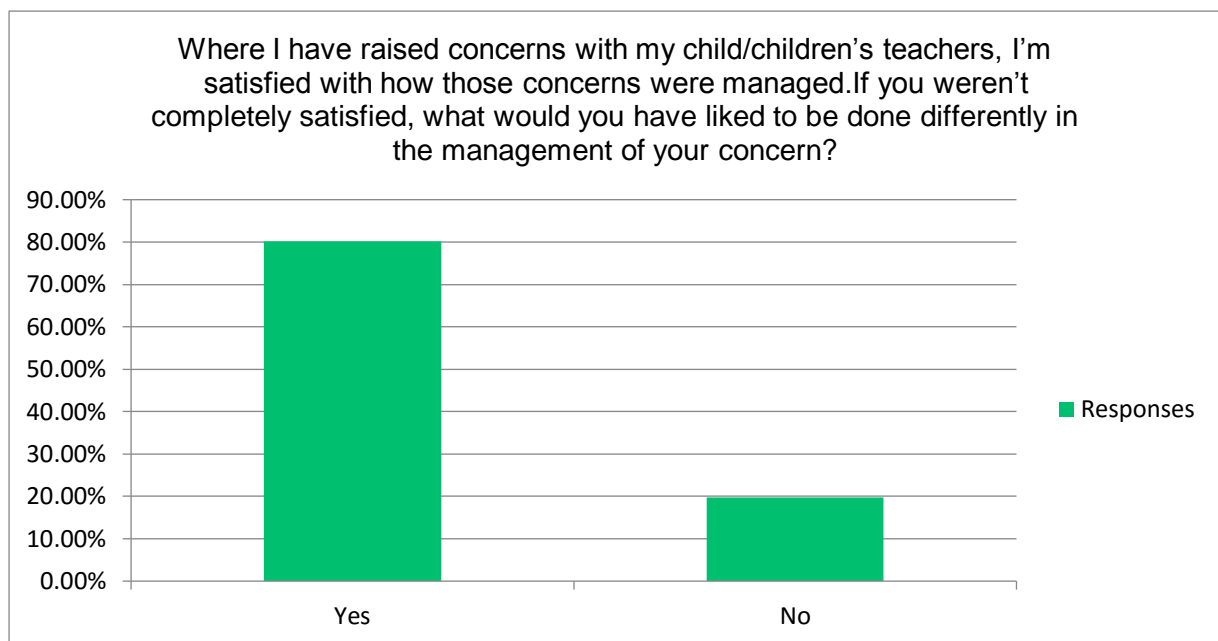
Those respondents who have had contact with SSOs expressed appreciation for the work they do.

In regards to the School Council, many respondents value the work done by the members and are seeking a significant increase in the profile and communication i.e. a regular report.

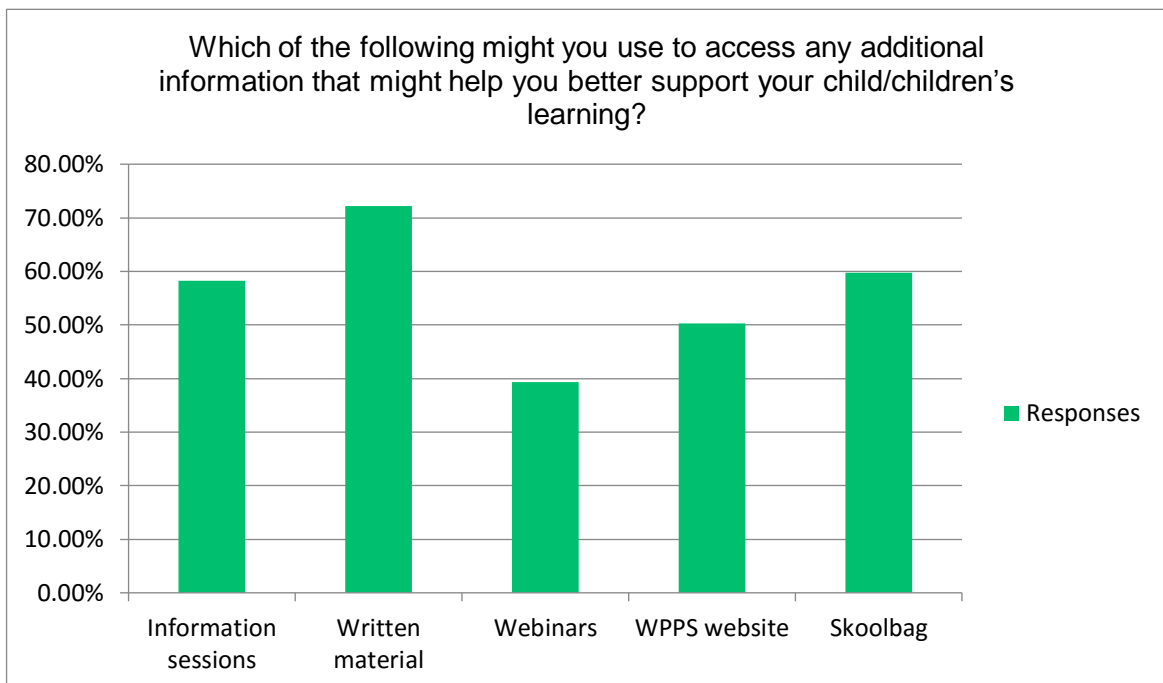
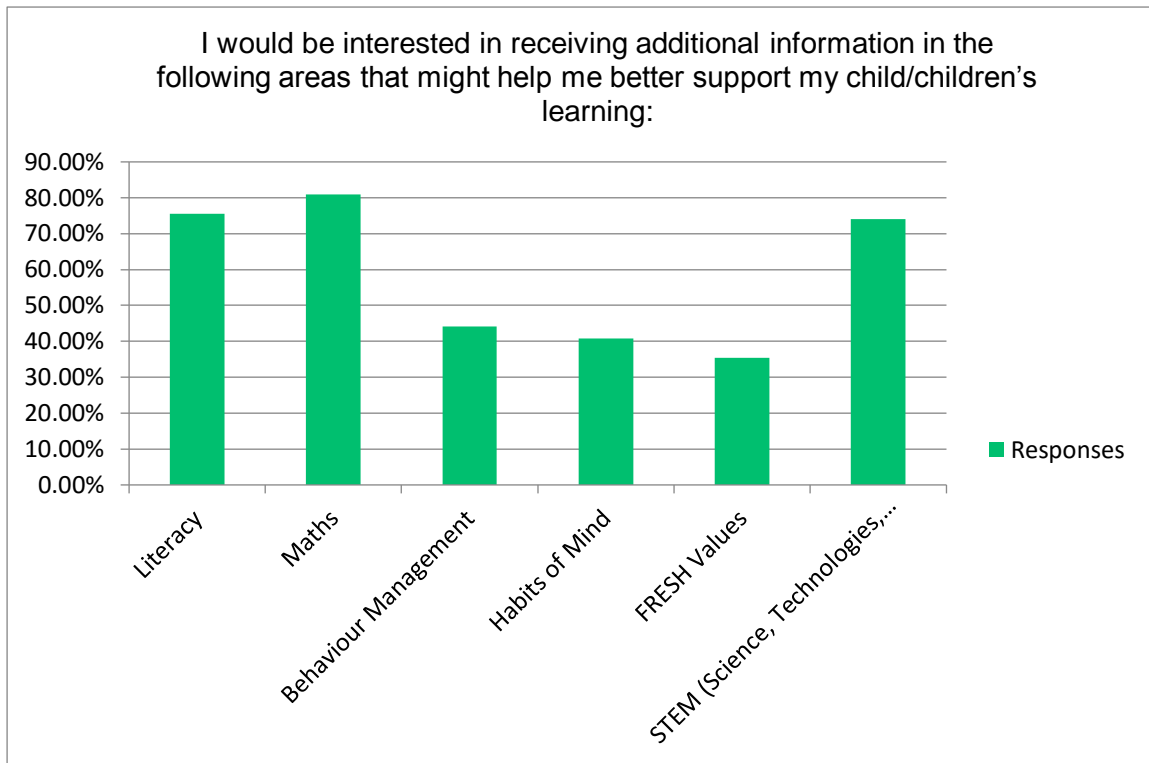


Many respondents expressed concern over the way some issues have been handled. Other respondents cited successful examples of issues that were dealt with promptly and effectively, where plans and timeframes were put in place and follow up occurred.

Listening with empathy, taking the issue seriously, providing responses which are proactive and taking prompt action are seen as highly important in the management of issues.



Respondents value when teachers are open and approachable, take issues seriously and follow up as required. They appreciate being supported and when communication is open and ongoing, particularly in regards to student learning.



Other: Newsletters, emails with teachers, class newsletters and overviews, meeting with teachers

**If you are interested in attending information sessions,
when is the
most convenient time for you to attend these sessions?**

Evening - 58 responses

Early evening - 3 responses

After 7pm 14 responses

After 6pm – 14 responses

Late afternoon

First thing in the morning or in the evening but work etc. always makes it hard to attend

During the school day would be great (maybe at 9, just after drop-off), if there was a space for preschoolers to play. Otherwise evenings, after children are asleep - 2 responses

Varies. 6pm would probably be best, sometimes available during the day

Not 6.30/7 which is a popular time for school-related meetings

After 6.30pm – 5 responses

During the day – 2 responses

weekdays morning's

During school hours – 3 responses

After 5:30pm

Monday/Thursday during the day

Wednesday/Thurs evenings

7.30pm – 3 responses

The recent session on cyber safety was exceptional.

Thank you.

After 5 – 3 responses

Saturdays

After school hours – 8 responses

Monday/Friday day or night, Wednesday evening

after business work hours – 4 responses

Evenings better but can attend during day

School days after drop off – 2 responses

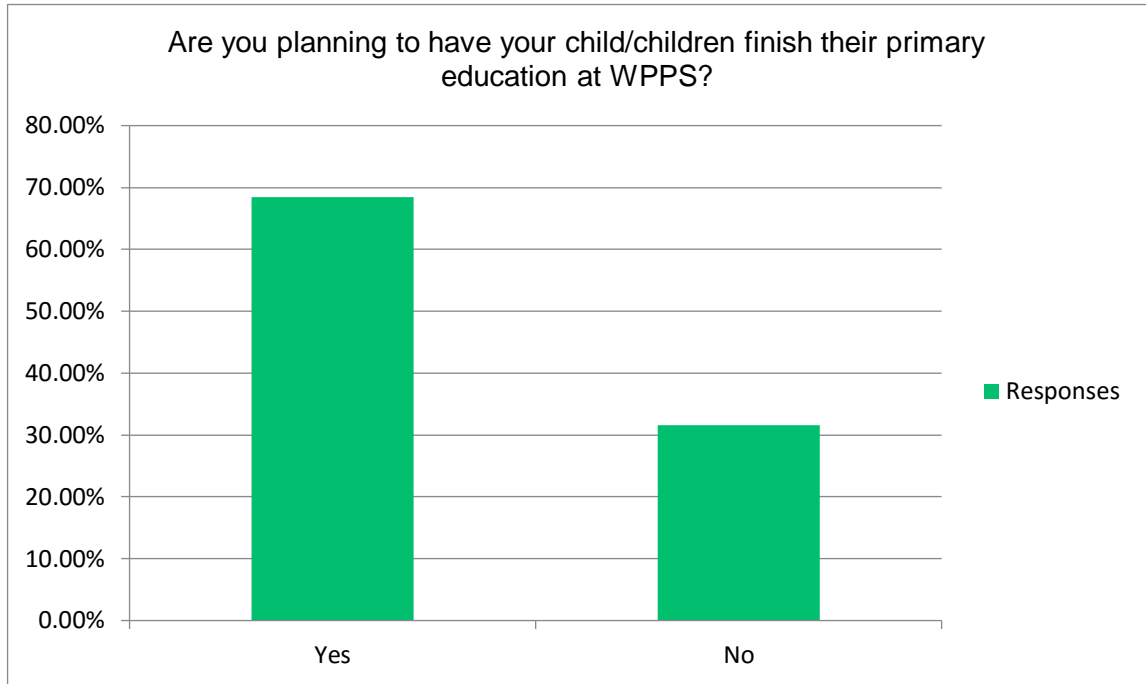
After 4.45 most weekdays

After school, before 7pm

Sunday night

straight after school, and have a teacher/sso supervise children

Mornings Thursday and Friday or evenings around 5.30-6pm



Many respondents were undecided (and requested a 'maybe' button). Things influencing decisions include the future direction of the school, additional opportunities and resourcing, stability and confidence in leadership and private schools no longer offering an intake in Year 8. Suggestion have been made that the senior school is promoted to the younger families.