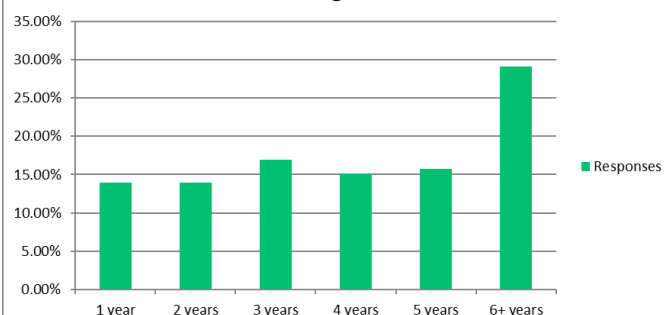


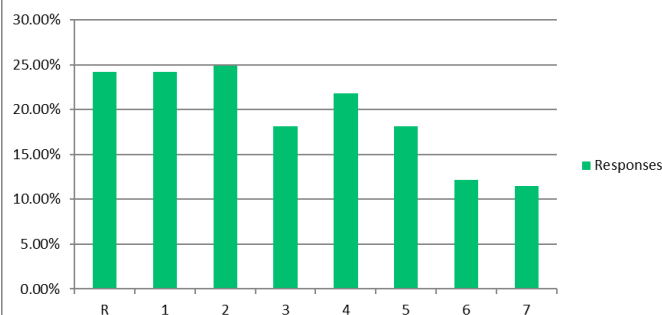
Parent/Caregiver Satisfaction Survey 2018

2018	165 Respondents (out of 389 families), 42%
2017	206 Respondents (out of 423 families), 48%

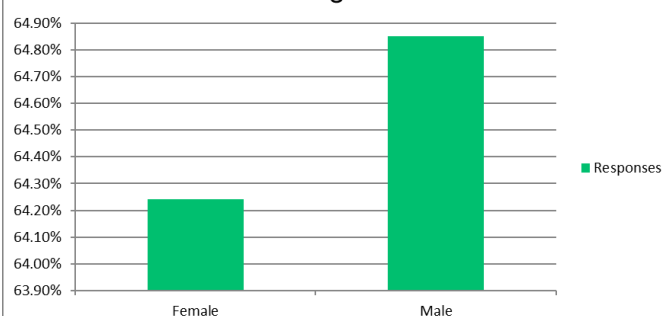
How long have your child/children been attending WPPS?



What are the year levels of your children attending WPPS?

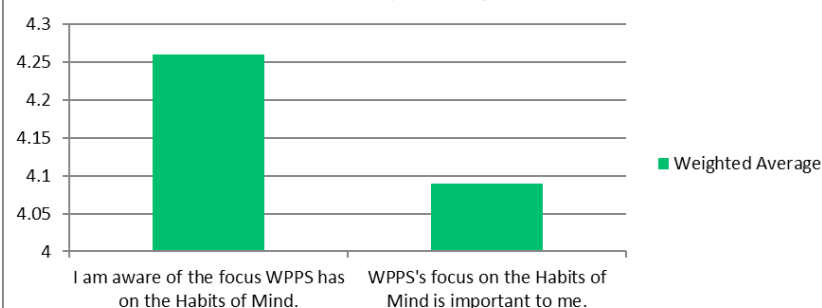


What are the genders of your children attending WPPS?



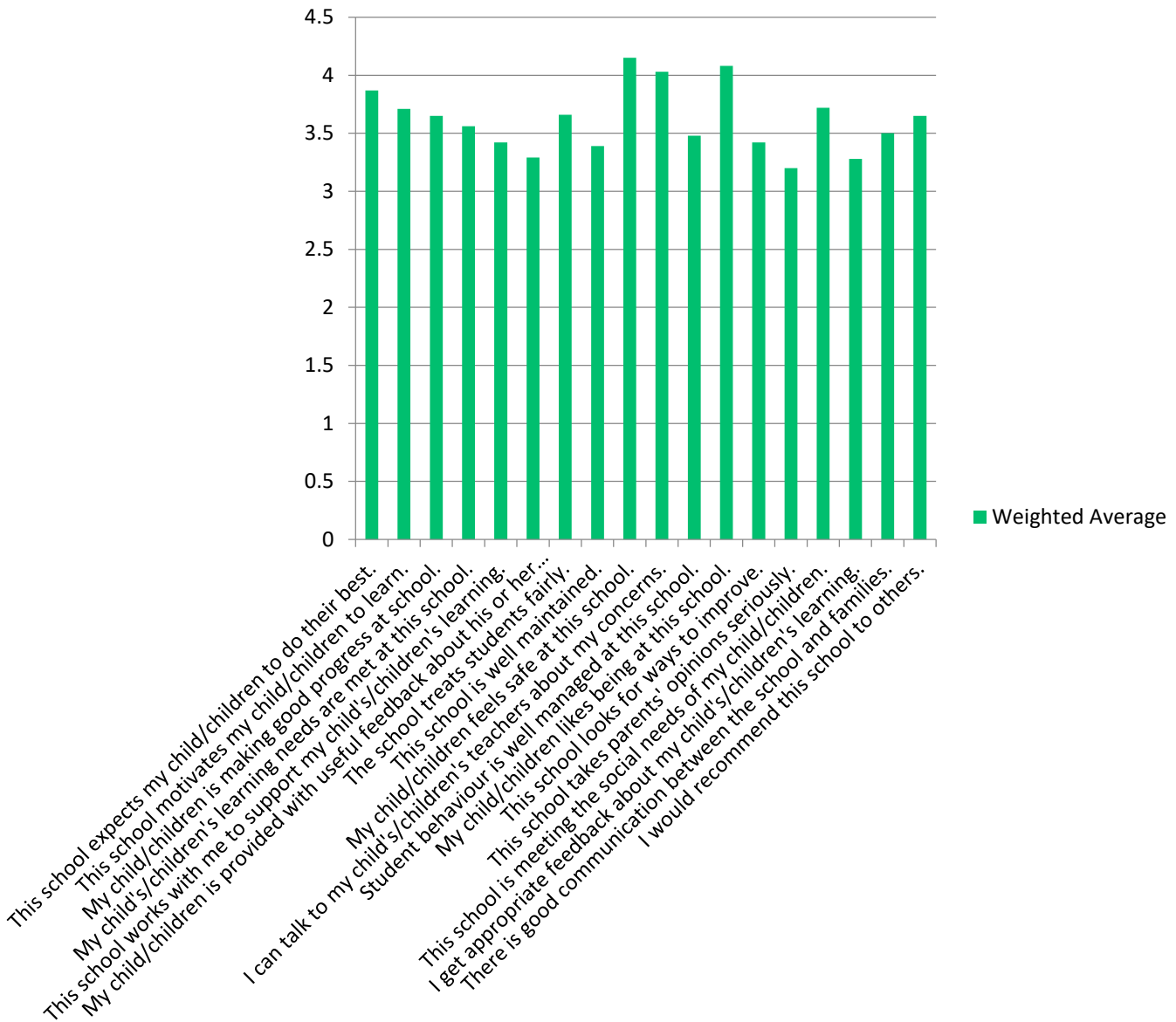
Females=64.24%
Males=64.85%

Please read the following statements about Habits of Mind, select the statement that indicates the extent to which you agree.



Weighted Average	2018	2017
I am aware of the focus WPPS has on the Habits of Mind.	4.26	4.39
WPPS's focus on the Habits of Mind is important to me.	4.09	4.05

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



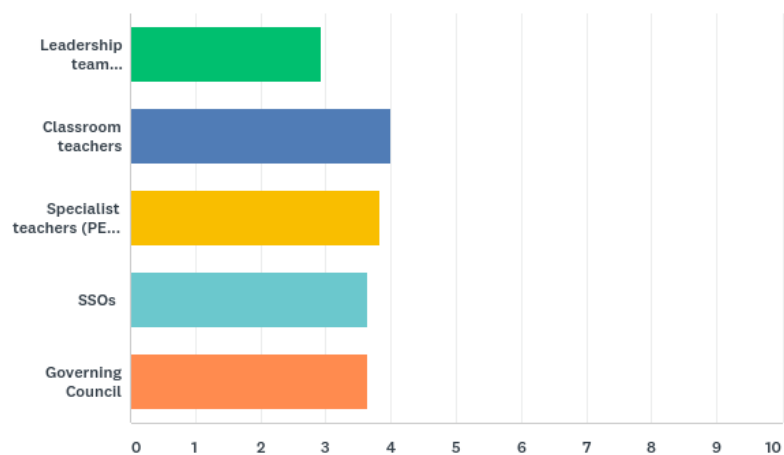
Weighted Average	2018	2017
This school expects my child/children to do their best.	3.87	3.97
This school motivates my child/children to learn.	3.71	3.87
My child/children is making good progress at school.	3.65	3.66
My child's/children's learning needs are met at this school.	3.56	3.53
This school works with me to support my child's/children's learning.	3.42	3.48
My child/children is provided with useful feedback about his or her school work.	3.29	3.33
The school treats students fairly.	3.66	3.61
This school is well maintained.	3.39	3.23
My child/children feels safe at this school.	4.15	4
I can talk to my child's/children's teachers about my concerns.	4.03	4.1
Student behaviour is well managed at this school.	3.48	3.14
My child/children likes being at this school.	4.08	4.02
This school looks for ways to improve.	3.42	3.45
This school takes parents' opinions seriously.	3.2	3.08
This school is meeting the social needs of my child/children.	3.72	3.78
I get appropriate feedback about my child's/children's learning.	3.28	
There is good communication between the school and families.	3.5	3.29
I would recommend this school to others.	3.65	3.47

There are no significant differences in the weighted averages from 2017 and 2018. Hence the results are similar to last year.

The lowest rating statements for 2017 and 2018 are 'This school takes parents' opinions seriously,' (Weighted Average (WA)=3.2); 'I get appropriate feedback about my child's learning,' (WA=3.28) and 'My child is provided with useful feedback about his or her school work,' (WA=3.29).

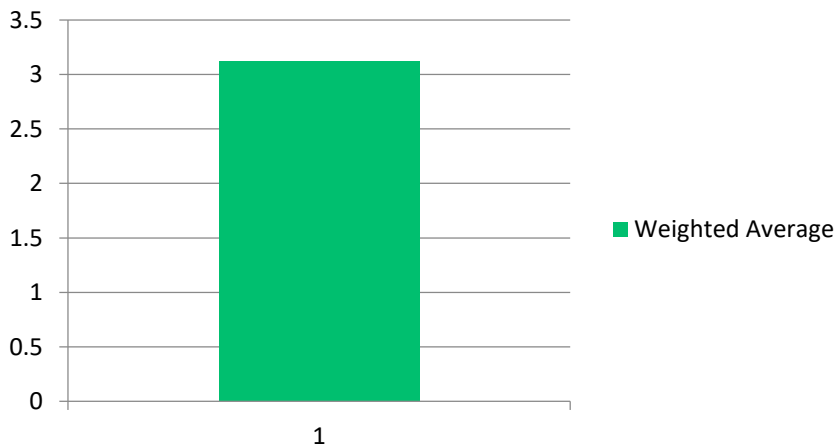
Highest rating statements were: 'My child/children feels safe at this school' (WA=4.15); 'I can talk to my child's teachers about my concerns' (WA=4.03) and 'My child/children likes being at this school,' (WA=4.08).

Q6 I have confidence in the:



Weighted Average	2018	2017
Leadership team (Principal, Deputy and Assistants)	2.9	2.61
Classroom teachers	4	4.04
Specialist teachers (PE, Languages, HASS, The Arts)	3.8	3.76
SSOs	3.6	3.7
Governing Council	3.6	3.51

Where I have raised concerns with members of the Leadership team, I'm satisfied with how those concerns were managed.

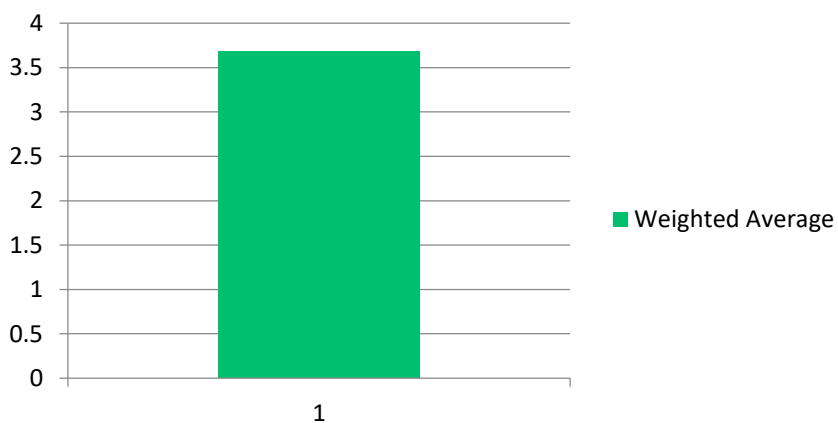


Weighted Average	2018
Leadership team	3.17
Classroom teachers	3.68

Respondents indicated concerns over the way issues have been managed. The level of communication, time frame between communication, follow up after incidents, taking issues seriously, working together and providing proactive responses are important and valued in the management of issues. Respondents would also like the leadership team needs to be more visible around the school.

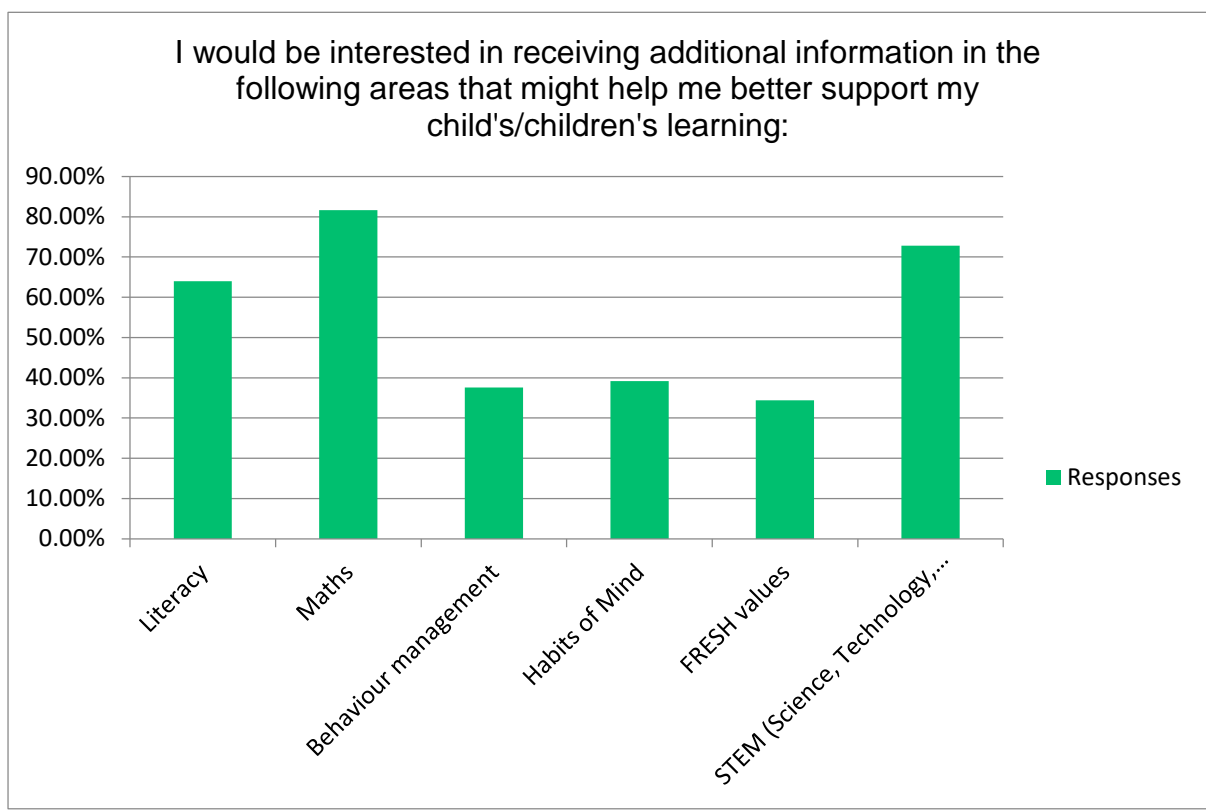
Some respondents stated their concerns were managed appropriately and issues were resolved effectively.

Where I have raised concerns with my child's/children's teachers, I'm satisfied with how those concerns were managed.

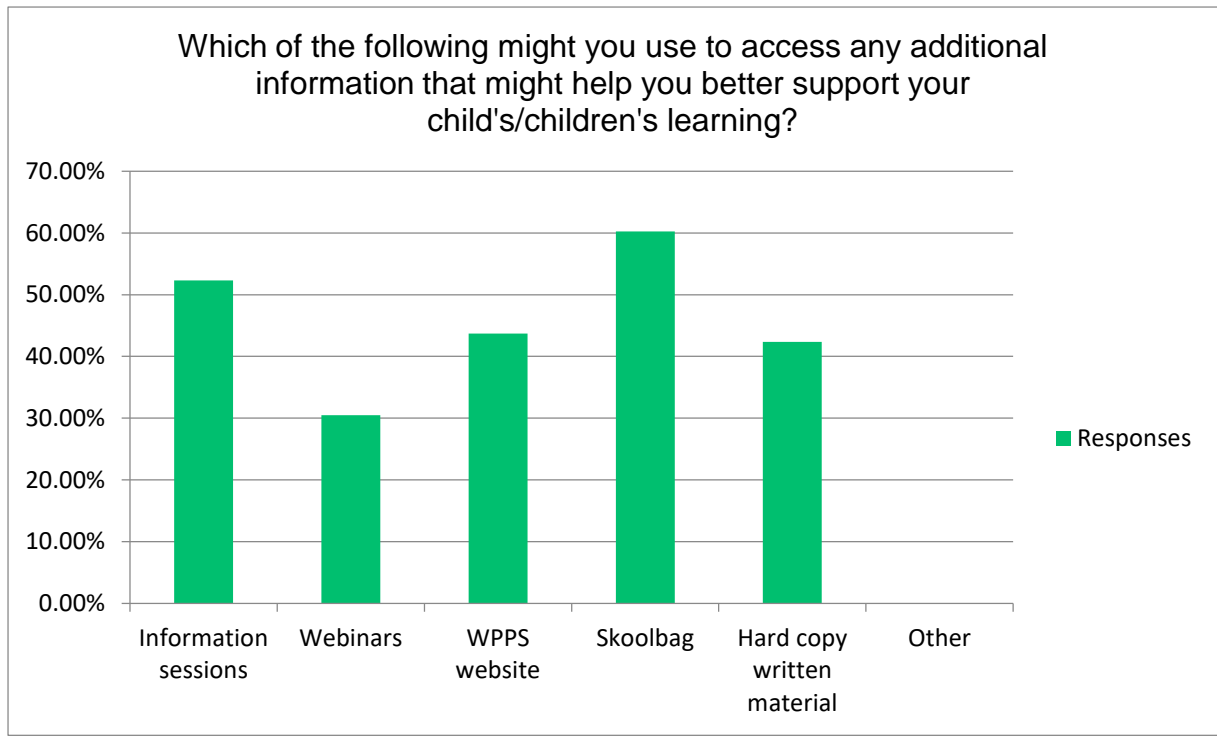


Respondents valued teachers who are approachable, available, listen to concerns, take issues seriously, and communicate openly as required. They also appreciate follow up when issues about student learning or friendships are raised, communicating actions.

Some respondents indicated concerns about the lack of communication from teachers, feedback about students' learning, teachers' unavailability and follow up from issues raised.



Respondents indicated they would also appreciate: feedback on their child's progress, especially if there's areas to work on; examples of how HoM and FRESH are incorporated into learning; how to support at home; information about bullying or anti-social behaviour in peers and how it's managed at school; copies of weekly timetables to prompt discussion with child; safety controls using technology; iPads.

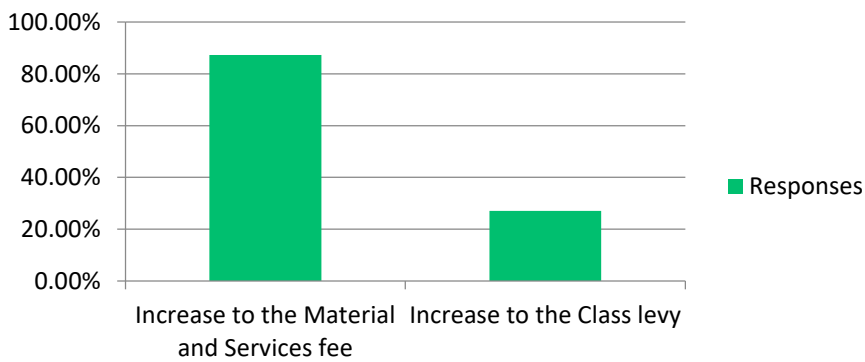


Other: Email; electronic rather than hard copy; Seesaw; parent-teacher interview instead of 3-way interview; one central place instead of all the options i.e. apps/email/paper/website; small amounts included in the newsletter.

If you selected 'written material' in question 11 how would you support the cost of receiving written material?

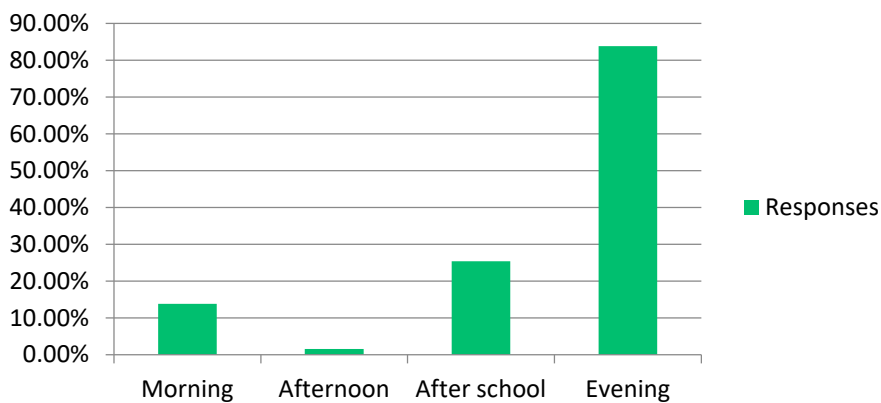
M & S increase = 55

Class Levy increase = 18

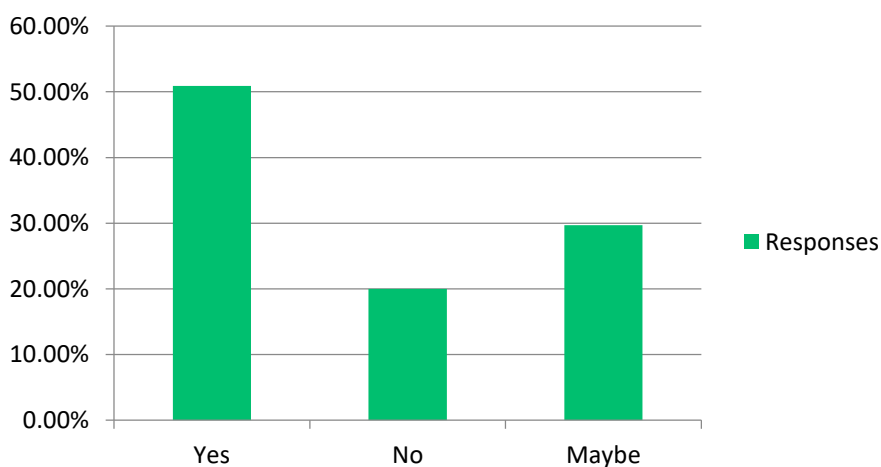


Respondents' range of comments included: Neither, electronic is fine; no more written material; email if printing costs are too much; add to the website; pass costs onto parents; paper copy is much more likely to be used; should always be an option without increased costs.

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



Are you planning to have your child/children finish their primary education at WPPS?



Influencers on decisions include: moving to independent schools for year 7; the future direction of the school; additional opportunities and resourcing; stability and confidence in leadership; moving suburbs.

What are we doing well?

(Total comments = 121)

Responses have been grouped into categories and are listed in order of frequency:

- **Quality teachers** – dedicated, supportive, approachable, motivate students to learn, communicate with families, provide great learning environments for effective learning, collaborate, have specific areas of interest that inspires children, encourage children to reach their potential and manage their learning.
- **Culture and values** – FRESH values, friendly, caring, safe, fun, encouraging, inclusive, respectful, 'community' feel, sense of belonging for students, social activities for children and families, good values, great community and events with exceptional parental involvement in school activities
- **Grounds and facilities** – improving the school grounds and maintaining the environment, enhancing yard B, looking at ways to improve the outdoor spaces, Lake Westbourne fixed, Fresh Bites Café.
- **Communication** – Skoolbag app is great for communication, seeks feedback and takes feedback on board, Seesaw is great, newsletters etc. up to date.
- **Habits of Mind** – philosophy incredibly important, reinvigorating HoM, teachers promoting HoM, exceptional to prepare children for challenges ahead, life skills through the program.
- **Office staff** – incredible, helpful and patient, can't believe they know all the kids' names,

What do we need to work on?

(Total Comments = 127)

Responses have been grouped into categories and are listed in order of frequency:

- **Communication** – Skoolbag unhelpful or can be 'spam' & not set up well, streamline as too many different apps, better advance notice for events, more newsletters/communication from teachers (i.e. use apps for communication), inform new parents about the structure of events such as Book Week and Sports Day, quicker response when issues occur from teacher or leadership, curriculum information, more feedback on how students are progressing,
- **Leadership** – work with students to improve learning, be known to students and parents, more approachable and interactive, improve engagement with parents.
- **Community** – build and regain a stronger sense of community.
- **Grounds and facilities** – improve outdoor learning spaces/grounds, more shade areas, yard presentation, update play areas, a nature play area.
- **Teachers** – provide parents of students with learning needs feedback on their individual learning outcomes, differentiation in the classroom, increasing use of technology including emails to communicate,