

# Community Consultation 2016

Since 2012 the Chelsea School community have participated annually in a survey about the school, to help the Board of Trustees pinpoint areas of focus for improvement.

The 2016 survey was conducted via Survey Monkey from 19 September to 20 October. Three reminders to participate were sent, on 24 September and 3 and 10 October.

392 valid invitation emails were sent, to which 201 people (51%) responded, 13 partially and 188 completely (48%).

## Sample demographics

Demographics collected were number of children at the school, which year the child(ren) is/are in and the ethnicity of the respondent.

We've compared the sample demographics to the students in the school. Not a direct comparison, as the respondents sometimes have more than 1 child at the school, but it's the closest comparison we have available. The students' ethnicity is based on first mentioned ethnicity and the sample is based on all mentioned ethnicities per respondent.

Number of children at Chelsea			Year level			Ethnicity					
	Students	Sample		Students	Sample		Students	Sample			
1	66%	63%	0/1	25%	39%	NZ Euro	59%	66%			
2	30%	33%	2	17%	23%	Chinese	14%	14%			
3	4%	4%	3	16%	25%	Other Euro	8%	10%			
4	1%	2%	4	15%	19%	Maori	4%	6%			
			5	14%	19%	Indian	4%	5%			
			6	13%	18%	Pacifica	3%	3%			
									Other Asian	3%	5%
									Korean	2%	3%
									Other	3%	10%

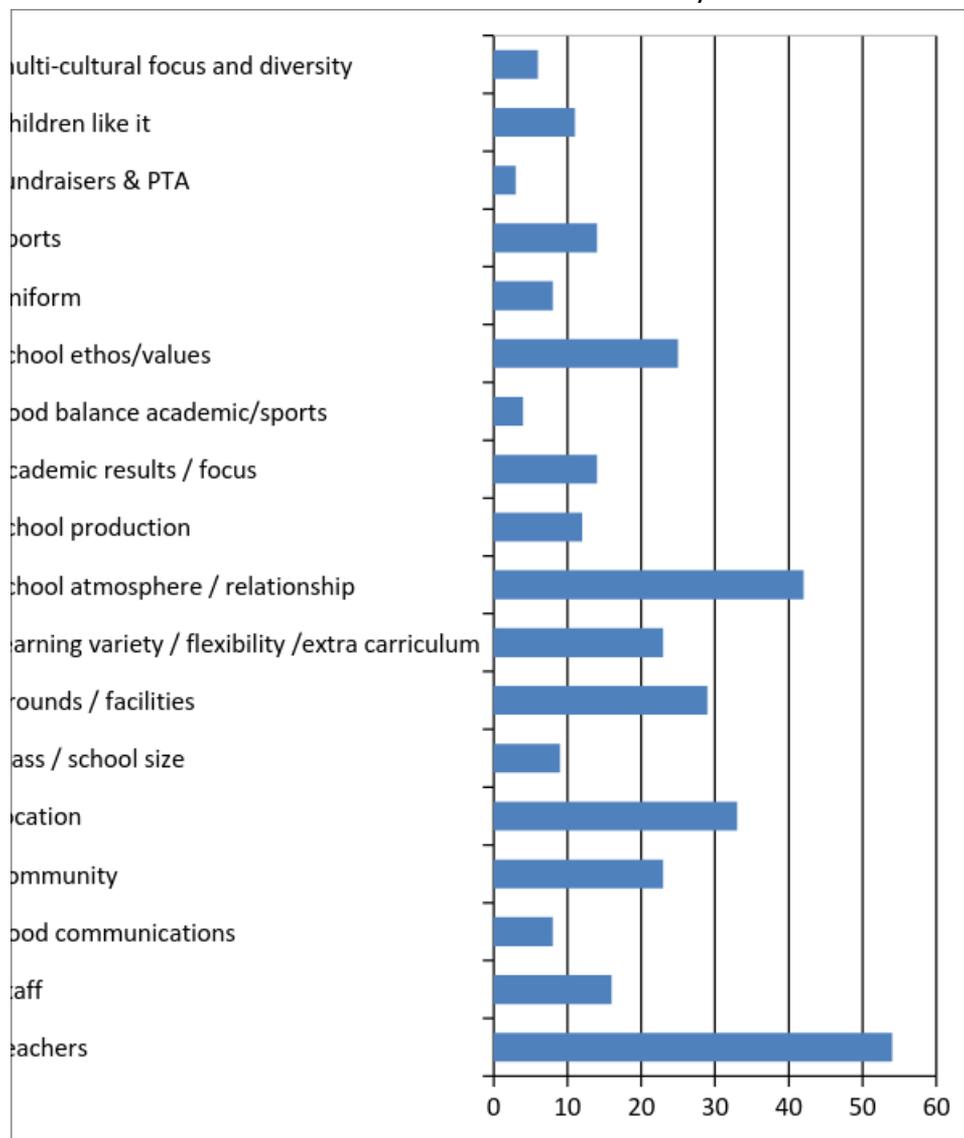
The statistics show that the sample is a good representation of the Chelsea community based on all three demographics.

## The things the community like about Chelsea Primary

This was an open ended question at the beginning of the survey. The comments cover a wide range of topics but the most mentioned or Top Themes are:

- Great teachers, very approachable and they really care about the kids
- Friendly, supportive environment with great atmosphere
- Good proximity to home
- Very nice, tidy grounds, nice for the kids and good having a pool.
- School has great set of values and they instil this in the learners
- Great sense of community with other parents and families
- There is a great balance between academic, sports, arts, extra curriculum, and a good variety to encourage and support learning

Comments were coded into the areas of similarity shown below:



## **The things the community would like to improve at Chelsea Primary**

This was an open ended question at the beginning of the survey. The comments cover a wide range of topics. The comments made by more than 1 person are:

- Communication from school and teachers (31)
- Structured learning / Education Standards and more areas needed (20)
- Staff consistency (18)
- School hall & building maintenance (8)
- More homework needed (7)
- Individual creativity developed (4)
- Assisting kids with learning difficulties (3)
- Improving learning for gifted kids (3)
- Compulsory sports and more sports (3)
- Leaking roof changed (especially space 13 and 16 - outside) (2)
- Pick up and Drop off - driver caution (2)
- Better community integration (2)
- Kids dressed appropriately for weather (bare feet and caps) (2)
- Science curriculum (2)
- Less homework needed (2)
- Bullying needs to be dealt with better (2)
- Better PTA events/fundraising and meetings (2)

Communication remains the area where most comments around desired improvements are made. As communication is a key part of developing supportive community relationships it is an area of focus for Chelsea.

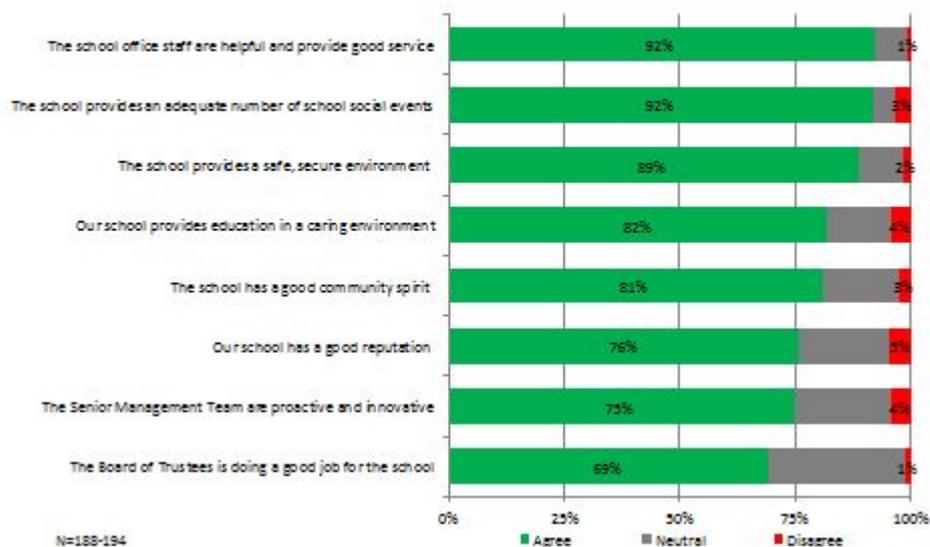
Staffing isn't always easy to manage particularly when staff are leaving to pursue other areas of interest or have a partner moving to another area. Keeping parents informed while dealing with replacement for staff is key to managing those relationships.

## **The current performance of Chelsea Primary**

Eight statements were included in the survey, reflecting on the performance of the school. People were asked to say how much they agreed or disagreed with the positively worded statements.

## The current performance of Chelsea Primary.

Please rate the following.



In all areas the majority of the community agree with the statements. This is a good result for Chelsea. More than 9 in 10 see the office staff as helpful and that there are an adequate number of social events. Nearly as many see the school environment as safe and secure. More than 4 out of 5 respondents think the school provides education in a caring environment and that there is a good community spirit. Over three quarters believe that the school has a good reputation and that the senior management is proactive and innovative. Nearly two thirds agree that the Board of Trustees is doing a good job for the school.

In most cases where the agreement with the statements is lower, e.g. the board of Trustees, the 'neutral' response was chosen more often. This indicates that people have less knowledge about the aspect being reflected on, either because it's less visible or not being experienced. Particularly people new to the school are neutral on this aspect of the school. Over time and through quality communication this can be worked on. The board clearly doesn't have a frontline role within the school but there is still a need to be visible and explain on a regular basis what is being done at a governance level within the school. Board communications are an important aspect of the visibility that can be achieved.

The highest level of disagreement with a statement is 5%, the one about the school having a good reputation. This is followed by 4% of the community disagreeing with the statement about the school having a good community spirit.

A small group of respondents disagreed with each of the statements. To get a view of how many people this represents and to what level they disagree with the statements we include the table below.

Respondent	Reputation	Caring environment	Proactive senior management	Good community spirit	Safe, secure environment	Enough social events	Attractive grounds	Board of Trustees doing good job	Helpful office staff
1	X								
2	X								
3	X								
4		X							
5			X						
6			X						
7			X						
8			X						
9					X				
10					X				
11							X		
12							X		
13				X					
14				X					
15	X	X							
16		X	X						
17	X	X			X				
18	X	X				X			
19	X	X	X	X		X			
20	X	X	X	X			X	X	
21	X	X	X	X		X		X	
	9 (5%)	8 (4%)	8 (4%)	5 (3%)	3 (2%)	3 (2%)	3 (2%)	2 (1%)	1 (1%)

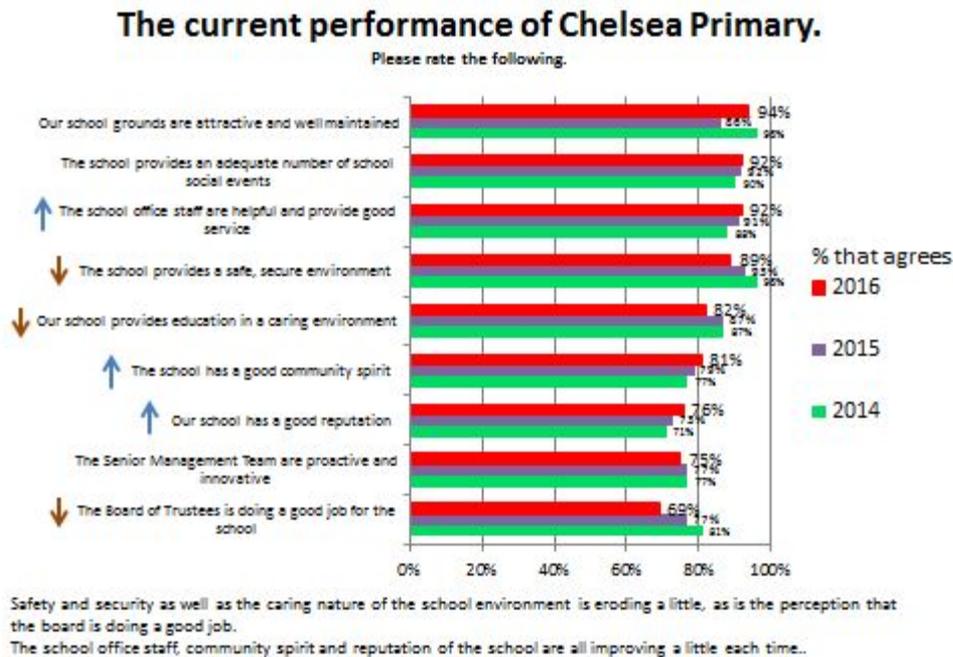
We looked at the comments made after 'current performance' statements by those disagreeing with statements in 1 or more areas. The comments made focused on:

- Critique of teachers (unapproachable, tired, poor role model)
- Turnover of staff perceived to be high
- Negative hearsay on reputation dating back to 2012
- Lack of communication (structure, Gifted & Talented Education, online basic facts)
- Academic (not supportive) culture
- Bullying issues
- Lack of wider community interaction
- Health & Safety (sunscreen)

There are more comments coming from parents who have children in Year 0/1 than in any other part of the school. This syndicate has seen the least stability in the staff, with one staff member resigning mid-way through the year and the difficulty the school had filling the

vacancy with one person.

We are mindful that some respondents don't have a positive experience at Chelsea, but are satisfied that the majority do. Where the experience isn't positive we need to be mindful of what we can do to improve this. Being professional and helpful in interactions is part of that process.



Looking at the results over the past 3 years we see a few changes. Although still at high levels of agreement, the perception that the environment of the school is caring, safe and secure has eroded a little. This is also the case for the view of the board and the job they do for the school. Many changes have taken place over the past few years which have been communicated to the community through newsletters, both the school newsletters and board newsletters. The board governs behind the scenes for the most part.

We see increases in the perception that the school has a good reputation and good community spirit from year to year. The staff in the office are also perceived to be more helpful and providing good service from one year to the next. This is pleasing to see.

The open ended question in this section gives another view into what are areas of concern for the Chelsea community. The most common themes are:

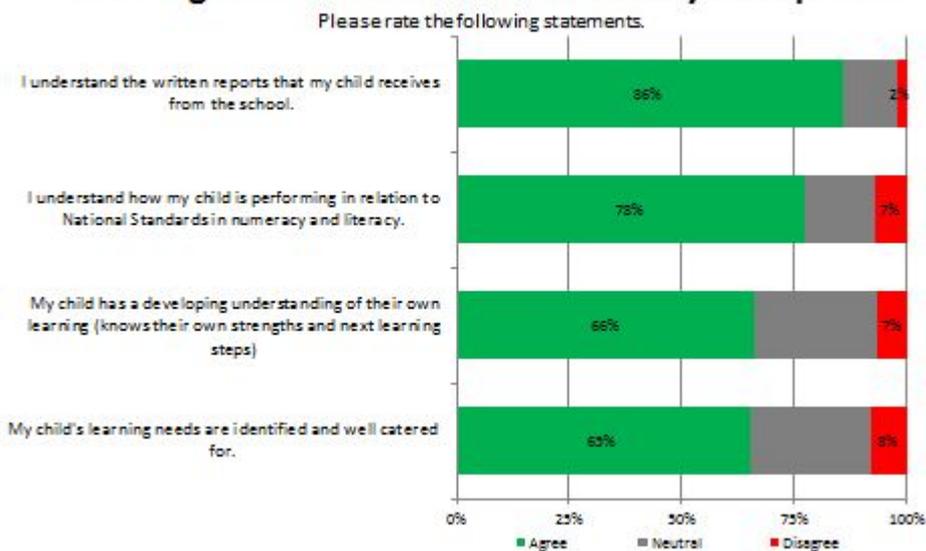
- Communications with parents about learning (5)
- Teacher retention (5)
- Curriculum: subject coverage (3)
- Bullying prevention (3)
- Suggested grounds improvements (3)

- Issue & bullying management (2)
- Self-management (2)
- Learning structure & organisation (2)
- School reputation (2)
- Unfamiliar with BOT (2)

## Information

The next part of the survey focused on information received through student led conferences, meetings with teachers and end of year reports. Respondents were asked to rate the statements about written reports, student performance, understanding and learnings needs.

### Information received through student led conferences, meetings with the teachers and end of year reports.



N=178-187

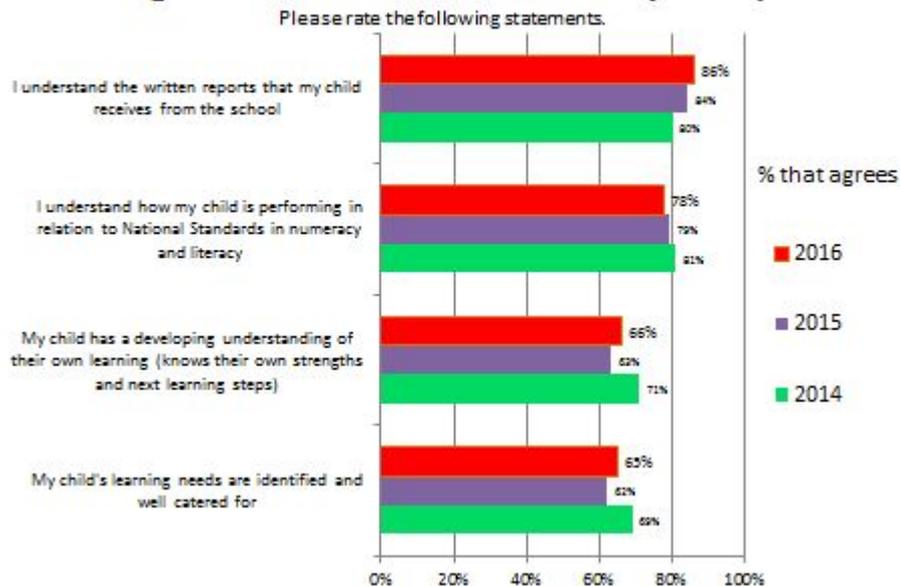
The lowest level of agreement relates to children's learning needs being identified and well catered for. Nearly two thirds agree that they are being catered for but nearly one in ten disagrees that this is the case for their child. There are also quite a few (3 in 10) neutral respondents indicating they're not sure, not being able to agree or disagree with the statement. This could be a lack of involvement or a feeling of not being informed that needs to be addressed.

There is a high level of agreement that written reports are understood and these are provided twice a year, but less people fully understand how well their child is performing in relation to National Standards in numeracy and literacy. This may be in relation to a lack of knowledge of what the levels within National Standards entail, as they more often do understand the written reports that tell them whether their child is at standard or not.

Two thirds of our respondents think their child knows their own strengths and next learning steps, but over a quarter aren't sure and nearly one in ten doesn't think they do. In part this may be due to the limited times we check in with our children about their understanding around their own learning or that the opportunities for doing this formally haven't been entirely successful. It's an area where the information and communication needs to improve and needs to be done on an individual basis, with both students and teachers.

Over the last three years the understanding of written reports has improved a little, but that of the child's performance in relation to National Standards has slightly dropped. The other two measures, (developing understanding of their own learning and learning needs identified) have slightly recovered from a drop last year.

### Information received through student led conferences, meetings with the teachers and end of year reports.



The comments at the end of this section of the survey were reviewed and the most common themes are:

- the lack of specific information in the reports - i.e. marks and grades (7)
- the wish to be informed more frequently (4)
- dissatisfaction with the current form of parent interviews (3)
- needs not identified (3)
- understand the learning process (2)
- structural homework (2)
- progress reversed (2)
- maths issues (2)

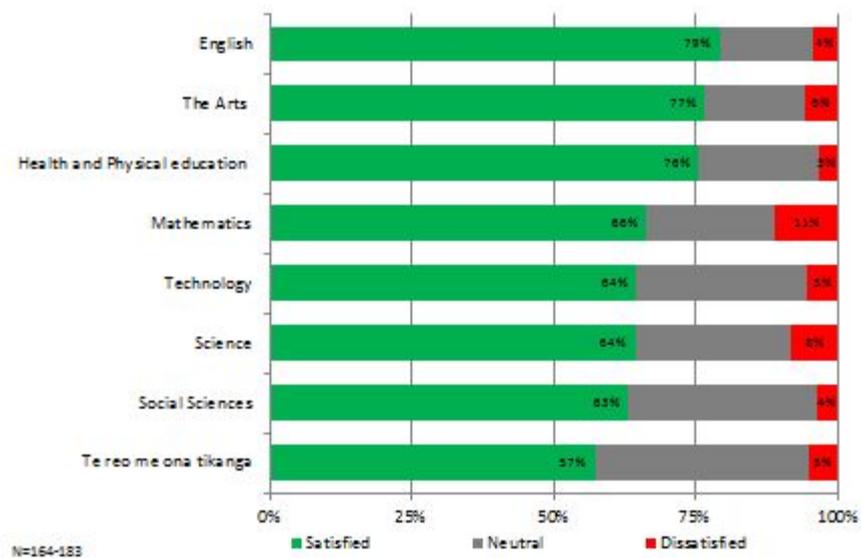
Student led conferences are an area that we are looking to leverage more value out of, so that parents and whanau get the information they need to ably assist their children in their learning. It's an opportunity to improve the partnership between the school and the home.

Parents need to leave these meetings with a better understanding of where their child is at and what they can do to support their child’s learning.

## New Zealand Curriculum

The next part of the survey focussed on what our community thinks of the curriculum that is delivered at Chelsea.

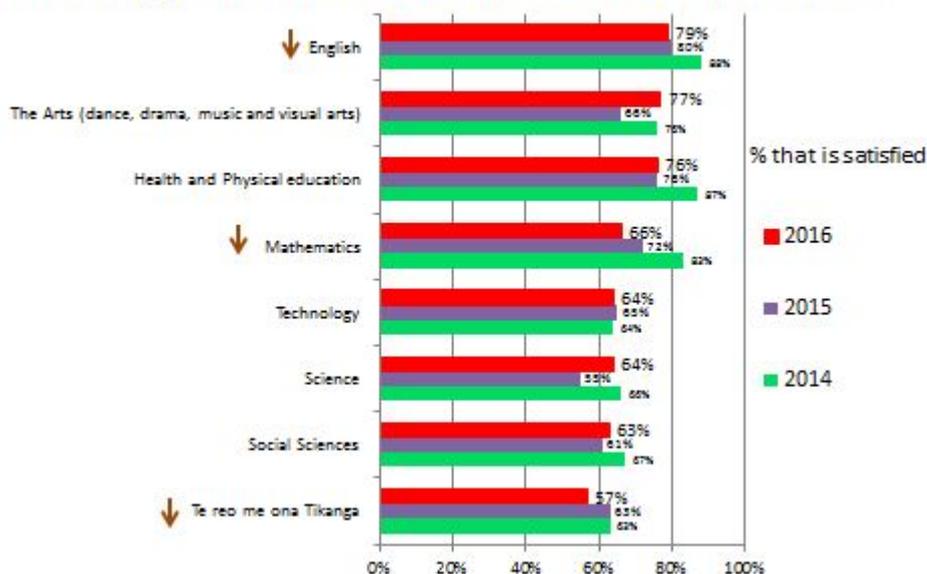
### Level of satisfaction with the education that your child(ren) receive(s) in the areas of the New Zealand Curriculum.



The three areas that receive the highest levels of satisfaction at Chelsea in 2016 are English, The Arts and Health & Physical Education. The production had just been performed in term 3 and the high visibility this gives to the Arts is immediately translated to a higher level of satisfaction than in non-production years. Visibility of the curriculum to parents is important to give them an understanding of what is happening for students at Chelsea.

The highest level of dissatisfaction is seen in regards to Mathematics. Just over one in ten is dissatisfied with the mathematics curriculum. This is an area which was under outside review and the school has made changes following recommendations of education sector experts. The teaching staff has had professional development in mathematics for the last two years. The changes are either not well understood or the benefits of the changes to the curriculum have not been made visible or communicated to parents very well. A rather one eyed view of maths is through the basic facts programme. If students aren’t practicing basic facts at home, the parents see that less is being done in this area. Their satisfaction with the maths curriculum drops off alongside this.

## Level of satisfaction with the education that your child(ren) receive(s) in the areas of the New Zealand Curriculum.



This year the teaching staff have had professional development in Science, of which the effects have been positive. More has been communicated around the science curriculum and anecdotal feedback indicates the children have received the curriculum with enthusiasm.

Comments made at the end of this section give us the idea that some of the dissatisfaction can be alleviated though more information about the curriculum and better communications around students learning. The top themes are:

- want/ need more information about curriculum (18)
- improved communications re. learning (12)
- more Te reo me ona tikanga (12)
- more Science (7)
- positive about Mandarin (6)
- focus on the basics/core curriculum/reading/writing/maths (6)

Those that want more Te reo me ona tikanga outweigh those wanting less. Those positive about Mandarin outweigh those negative about it.

## Teaching and Learning Programme

Seven statements about the teaching and learning programme at Chelsea were rated by the respondents. The highest level of agreement goes to the school being well equipped to support student learning. Only 4% disagree with this statement, which is very low. There are nearly a quarter of the respondents that are neutral, possibly indicating that they may not be aware of what support is available. This would often be the case if their child has no need

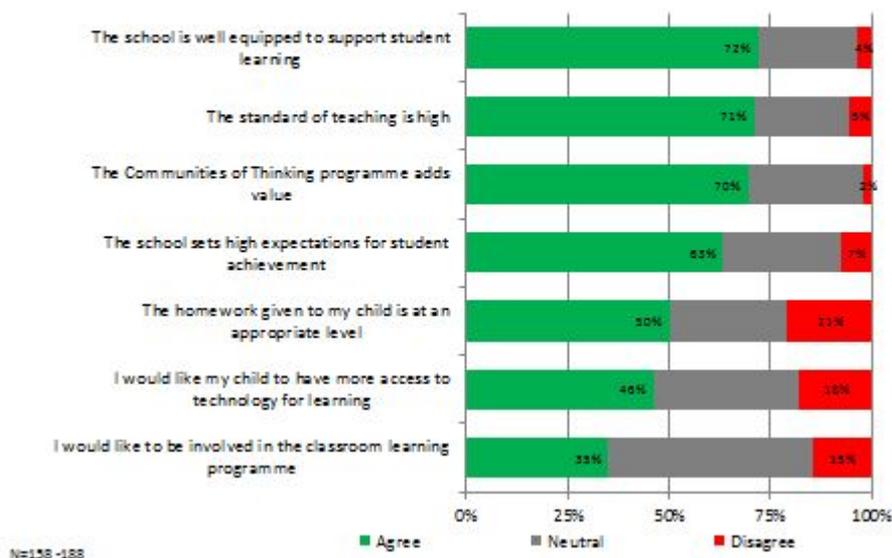
of extra support.

The highest level of disagreement goes to the statement about homework. Over 1 in 5 doesn't think the level of homework given to their child is at an appropriate level. This warrants further investigation which could be done as a next step, identifying what parents expectations of homework are at an individual level.

Only a third of the respondents are interested in being involved in the classroom learning programme.

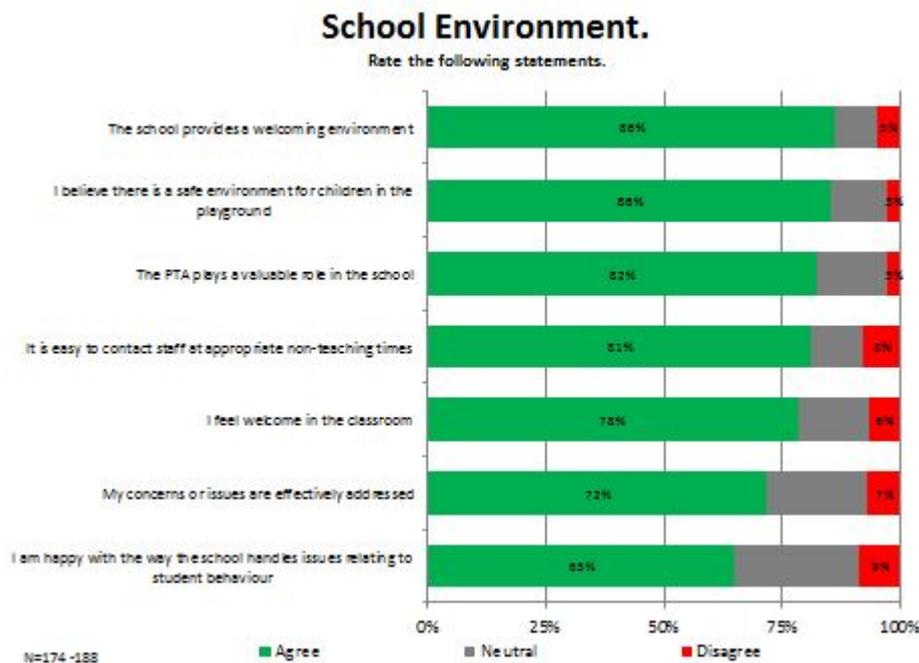
## Teaching and learning programme at Chelsea Primary School

Please rate the following.



## School Environment

Seven elements relating to the school environment were included in the community survey.



More than 4 out of 5 respondents agreed with the following:

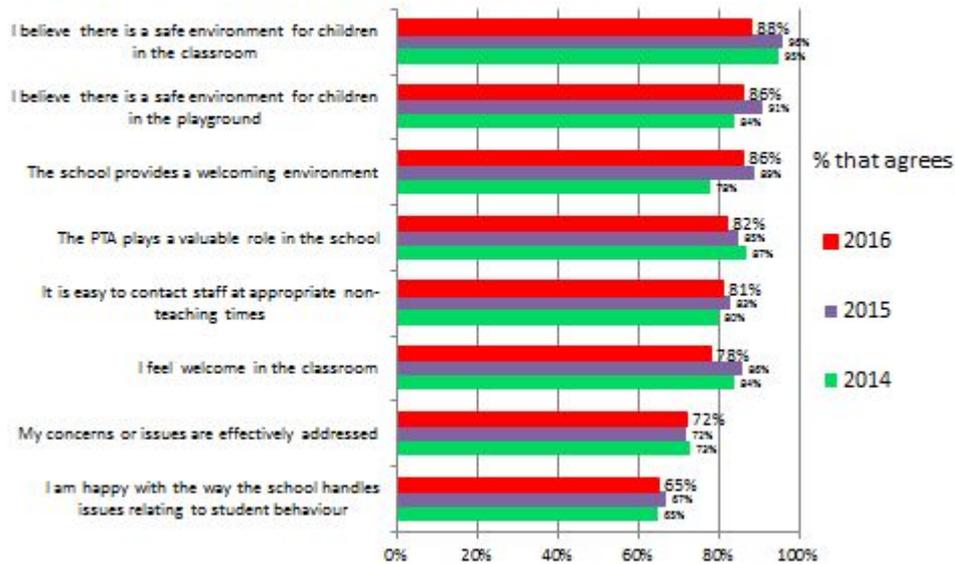
- The school provides a welcoming environment
- I believe there is a safe environment for children in the playground
- The PTA plays a valuable role in the school
- It is easy to contact staff at appropriate non-teaching times

Looking at last year, these statements received slightly higher levels of agreement, indicating a minor decline.

Where the community is a little less inclined to agree is around concerns and issues being effectively addressed (7 out of 10) and how the school handles issues relating to student behaviour (nearly two thirds). This has been fairly stable in the past 3 years.

## School environment.

Rate the following statements.

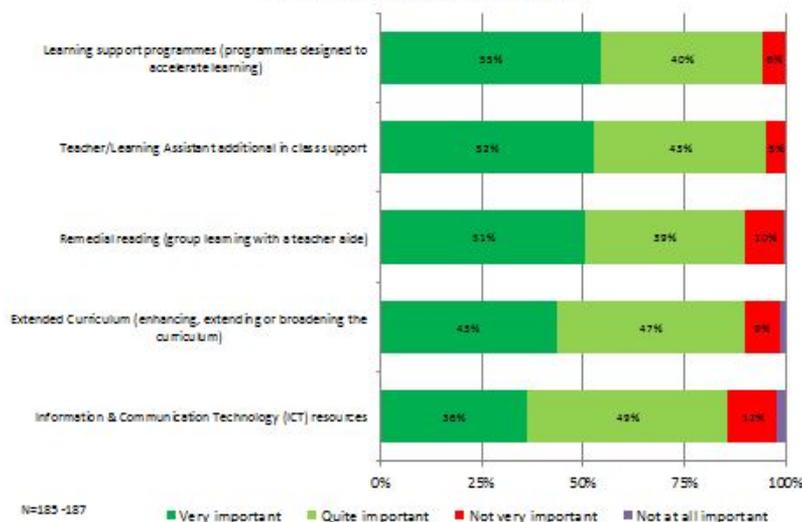


## Identified Needs

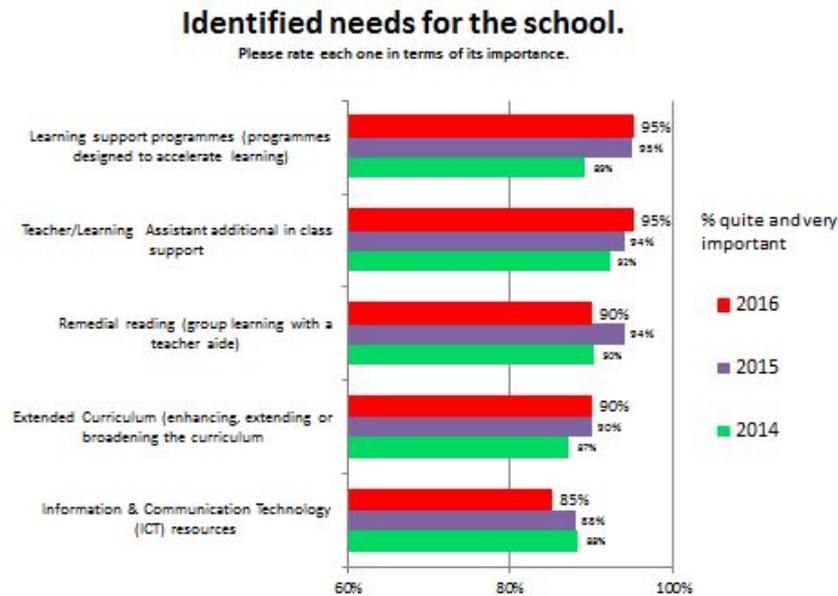
Five areas of operational spending were included in the survey to determine the level of importance of these areas to the community. The learning support programmes along with the Teacher/Learning Assistant additional in class support, are seen as the most important areas to invest school funds. These are followed very closely by remedial reading and extended curriculum. Information and Communication Technology resources are still considered important by over 4 in 5 respondents, but the urgency appears to be waning a little.

## Identified needs for the school.

Please rate each one in terms of its importance.



With a specified ICT plan over the past 3 years, much has changed and been invested and a period of consolidation is likely.



The value of learning support programmes increased last year as did the extended curriculum and teacher/learning Assistant additional in class support. Alongside this is the increase of students benefiting from these programmes and support.

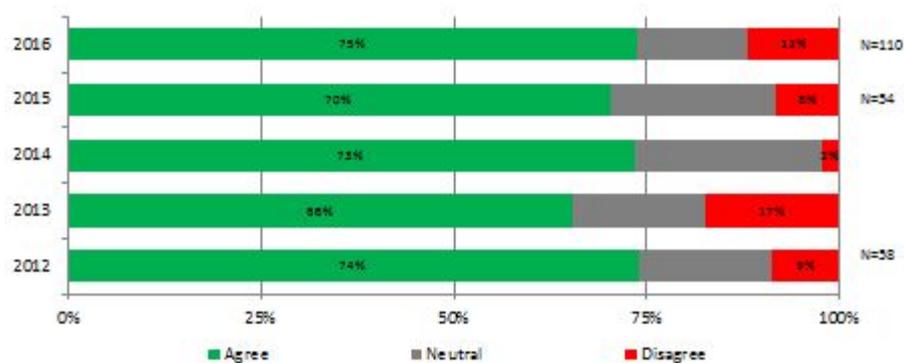
Further comments around where Chelsea could spend more funds were the following:

- want more teacher aides.(5)
- anti-acceleration of brighter children (2)
- parents should help at home (2)
- support for performance pay (2)
- improve environment (2)
- more funds for technology (1)
- focus needed for AT NS children (1)
- more music (1)
- more teachers (1)
- writing programme to inspire (1)
- more funding (1)
- fix hall (1)
- acceleration in core subjects (1)
- better readers (1)
- The arts/sport (1)

## Settling in to Chelsea

Respondents were asked whether they had the necessary information to settle in to the school as a family. The results of the last 5 years are included. This time round more people disagreed with the statement than in the previous 2 years, which indicates that this may need more focus to turn it around again.

If your child started Chelsea Primary School within the last year please say how much you agree or disagree with the following statement.: **I had the necessary information and support to settle in to the school as a family**



Comments added after the ratings question about settling in reflected the following:

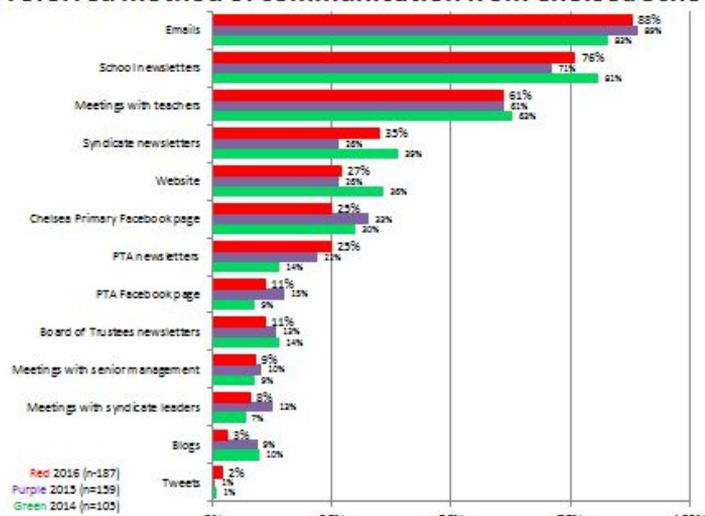
- Insufficient communication (9)
- Positive about the settling in (9)
- Unhappy with staff changes (8)
- Procedural improvements (2)
- Practical assistance wanted (1)

Staff changes during the year are always a hard sell with parents as it directly affects their children, but they are a reality with which schools have to deal. The extra difficulty is when replacements are hard to find, especially when the school isn't prepared to concede on quality. Keeping parents informed during these processes is important in maintaining a good relationship despite the negative impact.

## Communications

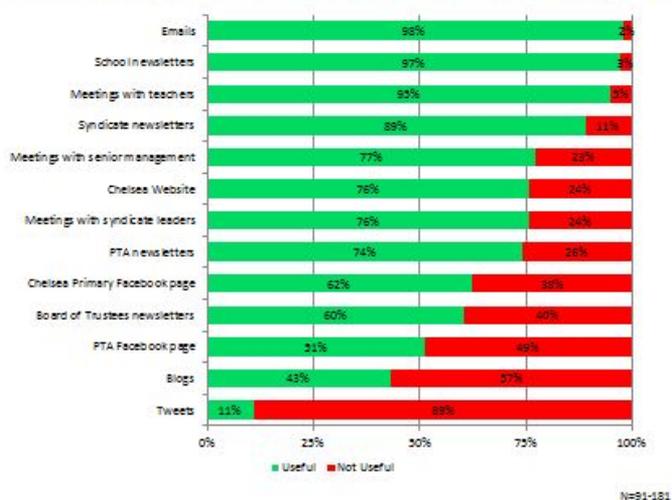
The most popular forms of communications from Chelsea Primary School are the emails, school newsletters and meetings with teachers. These are the areas of most direct relevance to parents in their interactions with the school. Emails inform and remind parents of activities coming up. School newsletters are also important reminders of activities to be aware of and are a opportunity to showcase what the school is doing. Meetings with teachers may be less frequent for some but are were parents get direct information on what is going on for their children at school.

### Preferred method of communication from Chelsea School?



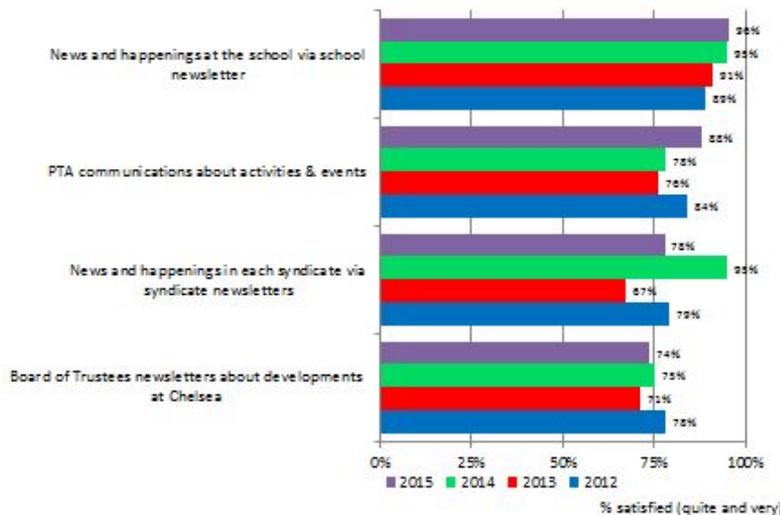
The usefulness of the communications is directly related to the frequency within which the communications occur. Emails and school newsletters are the most useful communications followed closely by meetings with teachers.

### Usefulness of communication from Chelsea Primary School



There are small but positive developments in the level of satisfaction the community has with school newsletters. PTA communications fare quite well too and seem to have improved as well. Board newsletters appear once a term and don't quite reach the same level of satisfaction. There is some unawareness of Board newsletters which is more so amongst new families. Further investigation around what community expectations are around board communications might help develop better communications.

**Please indicate your level of satisfaction with the information that you receive in the following.**



**Final Comments from the Survey**

We provided an opportunity at the end of the survey to provide additional comments. This opportunity was taken by 35 people. The comments were varied and the table below reflect the themes mentioned.

Most of the comments were made by one person. Those made by more than one person were about:

- How much they liked Chelsea (10)
- Suggestions to improve communication (6)
- Requirements for more frequent feedback on students (5)
- Opinions on Student Led conferences (3)
- Information needs (3)
- Homework expectations (2)
- Review of pedagogical approach (2)
- Footwear (2)

These comments reflected those made earlier in the survey. Communication is a key aspect in the interactions between students, school and the home environment. The relationships improve with the quality of the communication and the frequency with which important

information is made available.