

WADESTOWN SCHOOL STRATEGIC PLAN 2024 - 2025 COMMUNITY ENGAGEMENT PARENT SURVEY RESULTS OCTOBER 2023



Note: The Board sought feedback from all parents/ caregivers, our Whānau Group, teachers and students – via a variety of mechanisms/approaches.
This document summarises the results of the online survey sent to all parents/ caregivers.

INTRODUCTION, METHODOLOGY AND SUMMARY OF RESULTS

BACKGROUND

Wadestown School has a proud history of strong academic and cultural achievement, a great student experience, committed teachers, and the support of an engaged community of parents and caregivers. Effective strategic planning and reporting is also essential to the school's success. The Board is currently developing the school's next strategic plan, which will span two years (1 January 2024 - 31 December 2025) to align with school board triennial elections.

New planning guidelines from the Ministry require all schools to ensure that:

- every learner at the school can achieve their highest educational standard.
- the school is a physically and emotionally safe place, ensures students' human rights are upheld and takes steps to eliminate racism, stigma, bullying and other forms of discrimination.
- the school is inclusive of, and caters for, learners with different needs.
- the school gives effect to the Treaty of Waitangi, by including tikanga, mātauranga, and te ao Māori in planning, taking reasonable steps to teach about tikanga Māori and te reo Māori and achieving equitable outcomes for Māori students.

The school is also required to respond to the National Education and Learning Priorities (NELPs).

The Board wished to engage parents and caregivers on the school's current priorities and seek any new ideas that might have emerged. Views from the community will then be incorporated alongside the Government's current planning requirements, the NELPs and national curriculum statements.

The Board is hoping to build on the school's current strategic plan, rather than starting from scratch, as extensive community engagement process was undertaken in 2021 to develop the last strategic plan.

OBJECTIVES AND METHODOLOGY

- The Board sought feedback from all parents and caregivers, including our Whānau Group, teachers and students – via a variety of mechanisms/approaches. This document summarises the results of the online survey sent to all parents and caregivers.

Objective: To understand how parents view the current priorities of the strategic plan, as well as what is working well and what could be improved at the school.

- The research was conducted via an online survey using Survey Monkey.
- Fieldwork took place in October 2023.
- The survey invite was sent to 308 email addresses and was included in the school newsletter.
- There were 189 families and 284 children at Wadestown School, as at Term 4 2023.
- There were 97 responses to the survey (31%).
- There were 22 responses (11 pairs) where the IP address matched another IP address, indicating both parents/ multiple caregivers potentially filled in the survey.
- While demographic questions were not included to protect anonymity, one question was asked about what year group their child/children was in. The split of responses was as follows (noting a parent could have multiple children across different year groups):

Year 0-2	Year 3-4	Year 5-6	Year 7-8
42	28	32	41

STRUCTURE OF THE SURVEY

- The first series of questions asked respondents to rate how important they thought each aspect of the current school's strategic plan was to their child's education. These were grouped into four sections:
 - Teaching and learning
 - School Culture
 - Student and staff wellbeing
 - School infrastructure.
- This was followed by an open-ended question to capture any other areas parents/ caregivers thought the school should give focus to.
- Finally, there were open-ended questions on why they chose Wadestown School, what they thought was going well, what could be improved and if they had anything else they would like to mention.
- Responses of open-ended questions were coded into themes – note one response may be coded to multiple themes.

SUMMARY OF RESULTS

- The top aspect parents/ caregivers felt was important for their child's education was ***effective teaching that promotes student progress and achievement in reading, writing and mathematics*** .
- The next aspect was staff wellbeing and making sure the school looks after the teachers – reaffirming the importance to retain good teachers.
- The third ranked aspect was about good partnerships between home and school.
- Other priority aspects were 'future proofing' our children, making sure working for all levels of learning, inclusion/ diversity (note: in the broadest sense) and communications.

- When asked what 'other areas' should be given focus, parents/ caregivers said there were a variety of things they would like to see more of – core subjects, arts, sport, STEM subjects etc. Note: Parents/ caregivers were evenly split on more vs. less tikanga Māori and te reo Māori.
- Reinforcing results from earlier questions, more core subjects was the top response for what needs to be improved. This was followed by communications, with streamlining a key theme.
- There were also a lot of positives that need to continue to be supported – including the school's culture and having a strong supportive community.
- Proximity and reputation were important when parents were choosing a school.

RESULTS IN MORE DETAIL...

IMPORTANCE - TEACHING AND LEARNING ASPECTS

The three aspects of teaching and learning parents/ caregivers rated more important for their child's education were clear.

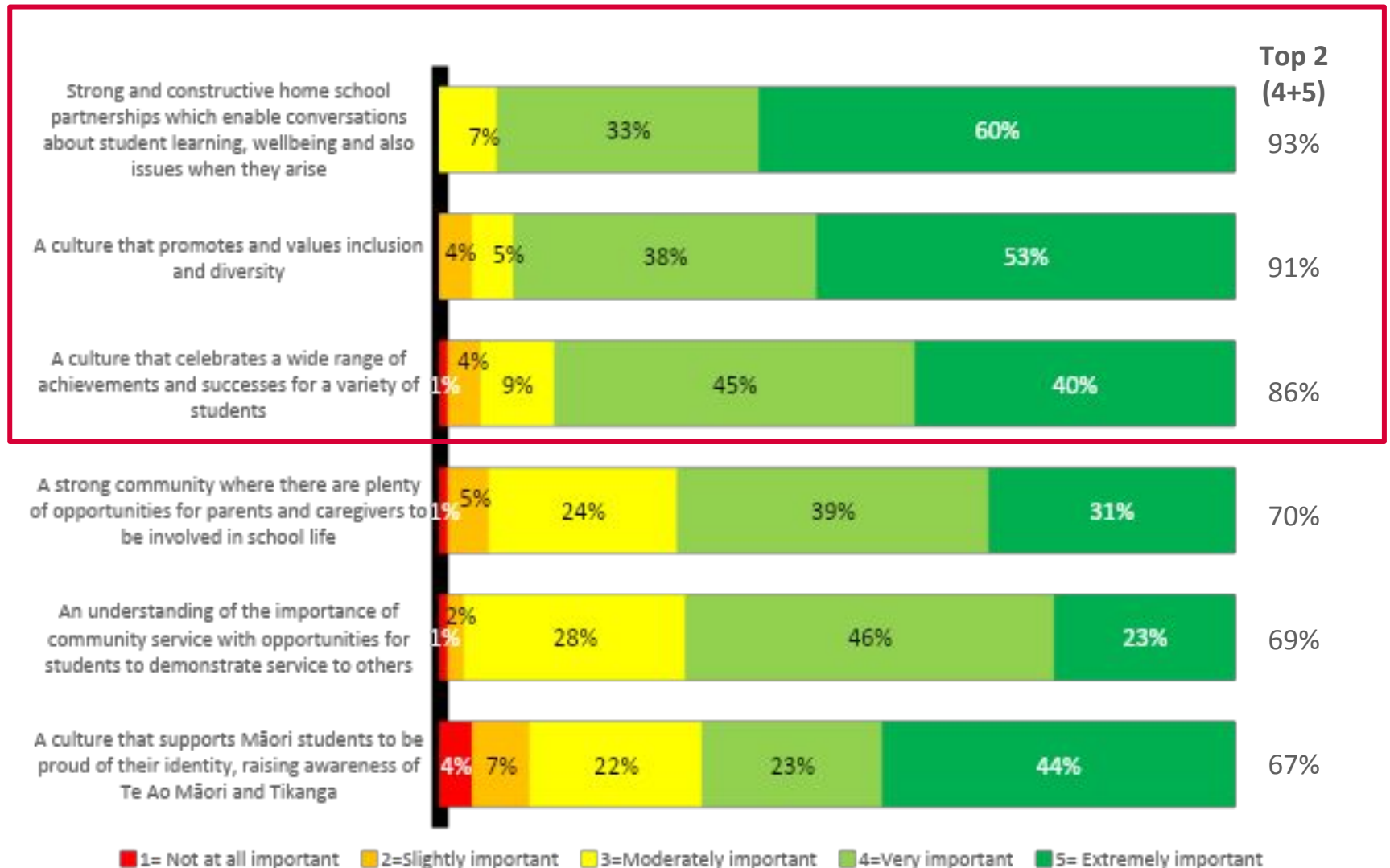


Base: All Respondents (n=97)

Q1. Please rate each of the aspects of teaching and learning below, on how important you think they are for your child's education

IMPORTANCE - SCHOOL CULTURE ASPECTS

There were also three aspects of school culture that were rated more important than the others.

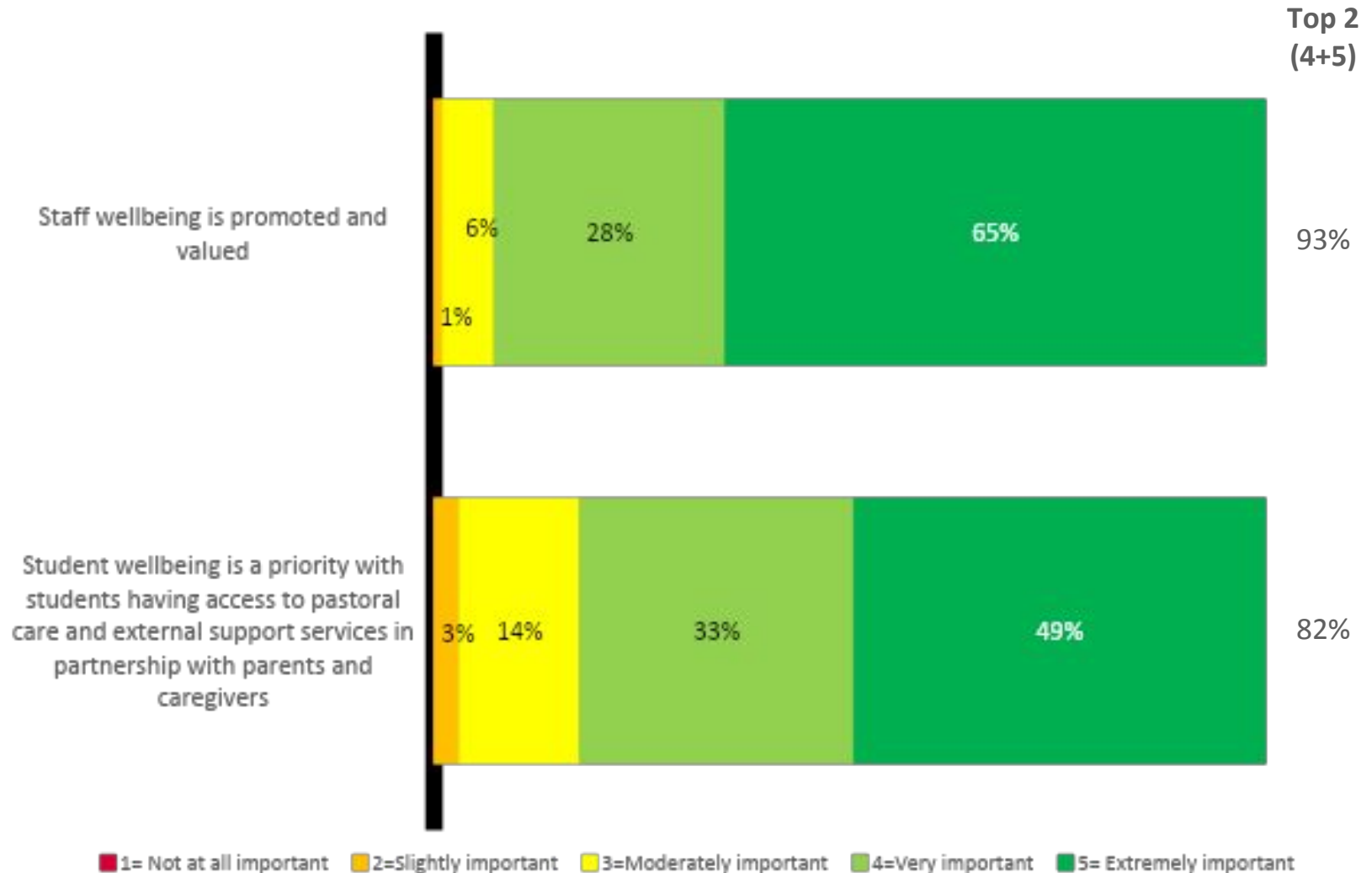


Base: All Respondents (n=97)

Q2. Please rate each of the aspects of school culture below, on how important you think they are for your child's education

IMPORTANCE – WELLBEING ASPECTS

Both aspects of wellbeing were considered relatively important.

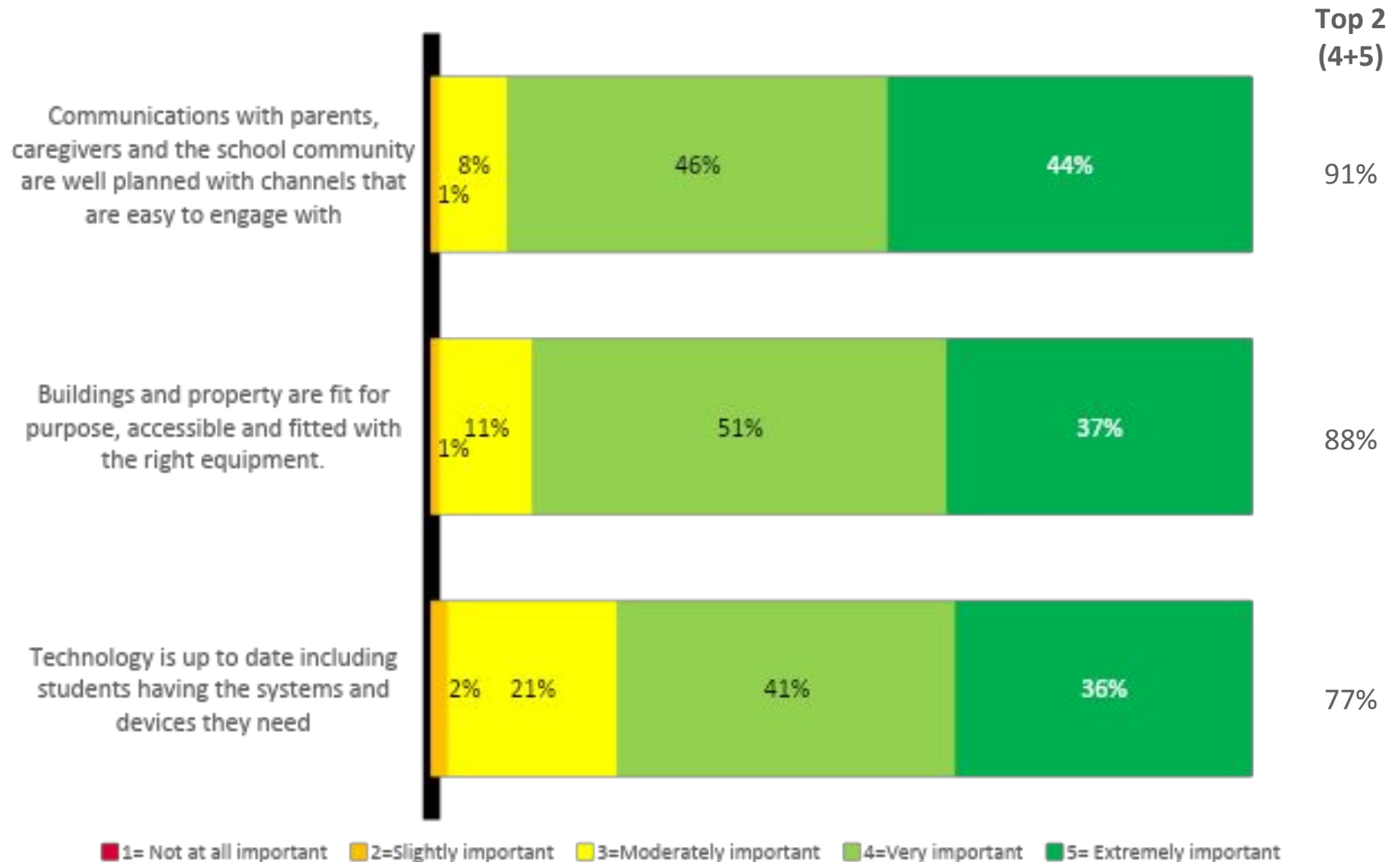


Base: All Respondents (n=97)

Q3. Please rate each of the aspects of student and staff wellbeing below, on how important you think they are for your child's education

IMPORTANCE – INFRASTRUCTURE ASPECTS

'Communications' was rated more important out of the three infrastructure aspects.



Base: All Respondents (n=97)

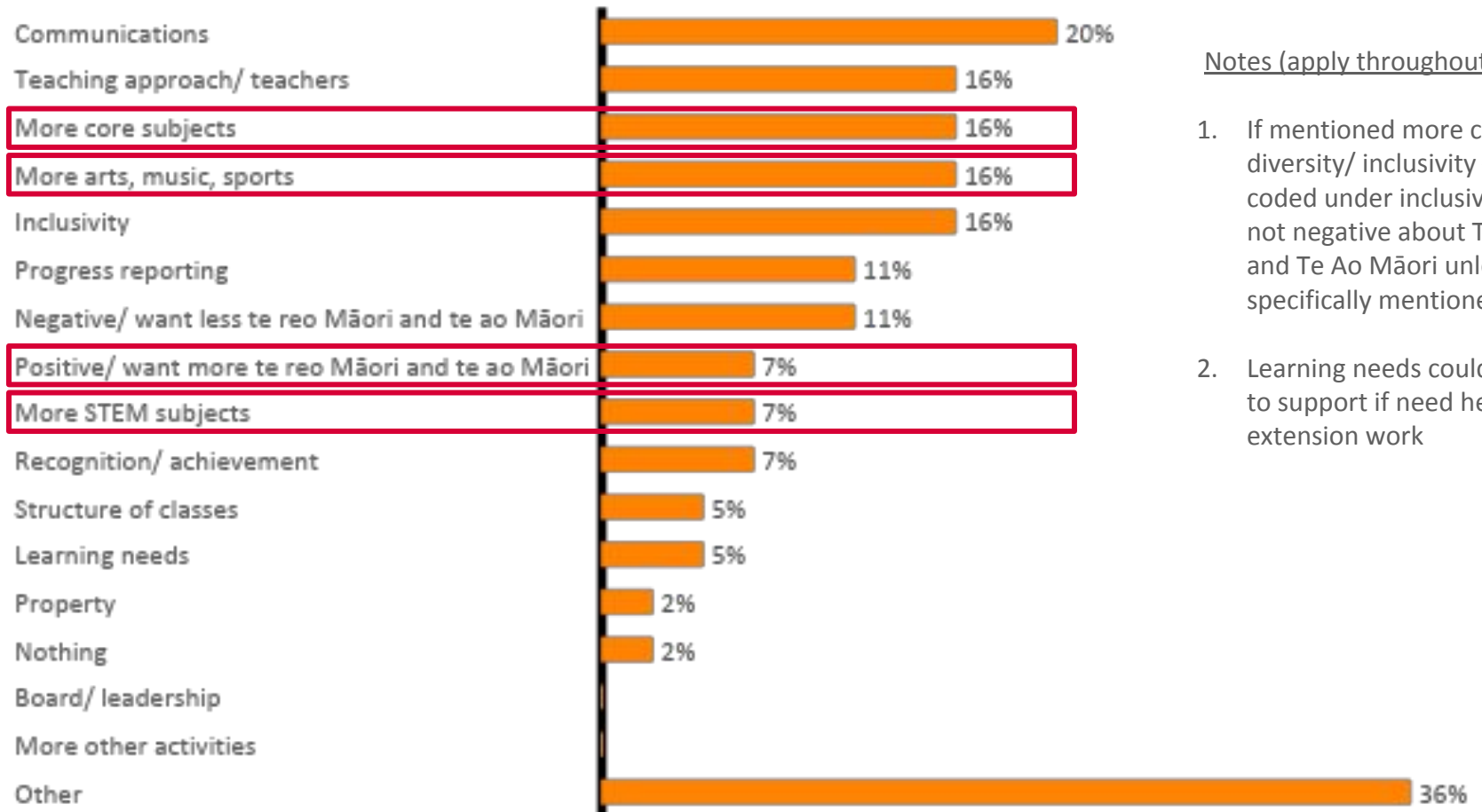
Q4. Please rate each of the aspects of school infrastructure below, on how important you think they are for your child's education

THE OVERALL RESULTS (COMBINED)

	Weighted Average	Top 2 box
Effective teaching that promotes student progress and achievement in reading, writing and mathematics	4.75	97.94%
Staff wellbeing is promoted and valued	4.57	92.79%
Strong and constructive home school partnerships which enable conversations about student learning, wellbeing and also issues when they arise	4.53	92.78%
Learning support for students who are achieving below and above the curriculum and those with additional behavioural, emotional and social needs	4.52	90.72%
A curriculum that includes the skills needed for the future including initiatives like digital technologies, leadership, sustainability, and globalisation	4.41	90.72%
A culture that promotes and values inclusion and diversity	4.39	90.72%
Communications with parents, caregivers and the school community are well planned with channels that are easy to engage with	4.34	90.72%
Student wellbeing is a priority with students having access to pastoral care and external support services in partnership with parents and caregivers.	4.29	82.47%
Buildings and property are fit for purpose, accessible and fitted with the right equipment.	4.24	87.63%
A culture that celebrates a wide range of achievements and successes for a variety of students.	4.2	85.57%
Technology is up to date including students having the systems and devices they need.	4.11	77.32%
A curriculum that is balanced across a range of subject areas for example opportunities for participation in sport and the arts.	4.1	78.35%
A culture that supports Māori students to be proud of their identity, raising awareness of Te Ao Māori and Tikanga.	3.96	67.01%
A strong community where there are plenty of opportunities for parents and caregivers to be involved in school life.	3.94	70.11%
A curriculum that includes learning opportunities outside the classroom for example trips to our local art galleries, historic places of significance or camps.	3.93	72.92%
An understanding of the importance of community service with opportunities for students to demonstrate service to others.	3.88	69.07%
A curriculum that connects students to both their local environment and people in their community.	3.67	59.79%

OTHER AREAS TO BE GIVEN FOCUS

Responses about 'other areas the school should give focus to' were quite varied. Overall, parents wanted more of a variety of different things – core subjects, arts/music/sport, Te Reo, STEM etc. Individually, communications had the most mentions.



Notes (apply throughout):

1. If mentioned more culture diversity/ inclusivity – coded under inclusivity, not negative about Te Reo and Te Ao Māori unless specifically mentioned.
2. Learning needs could be to support if need help or extension work

Base: All Respondents who answered the question (n=44)

Q5: Are there any other areas that you think the school should give focus to? Please provide as much detail as possible. If none, then please go to the next question.

Codes allocated for the open-ended responses – note one response may fit into multiple codes

BELOW ARE EXAMPLES OF COMMENTS RE COMMUNICATIONS

Please sort out the communications. I get on average 10 emails a week from the school. It's ridiculous. Ironically there have been very few Board communications of late.

Communication channels, looks like the school app is a good initiative but mine doesn't have any content, no new messages or notices.

Streamline communication to parents, currently too many emails.

Would be good if the email communication to parents could be more streamlined as it is easy to overlook things with multiple emails a day.

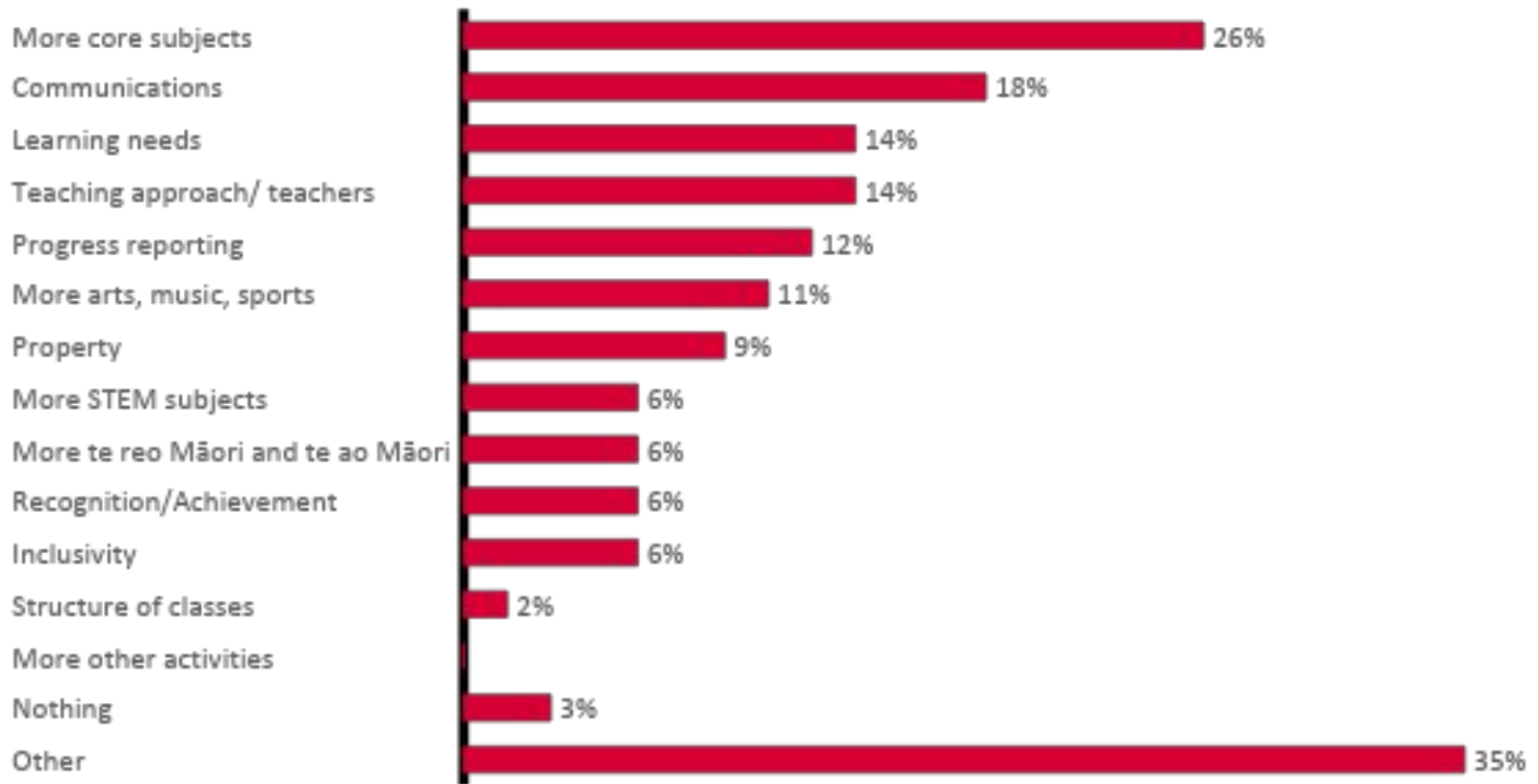
More streamlined communications would be great.

I think clear, concise communication is important. We need to be promoting the school to younger parents and they need to have better access to what the older kids are doing so they can see the progression in what the school has to offer and is strong at.

1 - The newsletters are hard to read and engage with due to the mixed language. I'm only and English speaker and find the newsletters and other communication from the school less clear than it could be for me and my family.

WHAT NEEDS TO BE IMPROVED?

When asked what needs to be improved, there was a theme of more focus on core subjects, particularly maths. This was mentioned by a quarter of respondents. A fifth of respondents mentioned aspects of communications.



Base: All Respondents who answered the question (n=66)

Q7: What do you think could be improved at Wadestown School?

Codes allocated for the open-ended responses – note one response may fit into multiple codes

BELOW ARE EXAMPLES OF COMMENTS MENTIONING CORE SUBJECTS

Continued core and primary focus on delivering excellence for all children in the core subjects of reading, writing, maths, science. Other things are nice but all secondary

More focus on the basics of maths reading and writing/spelling

Re-focus on academic achievements of reading, writing and maths

Increasing time in learning basic maths skills

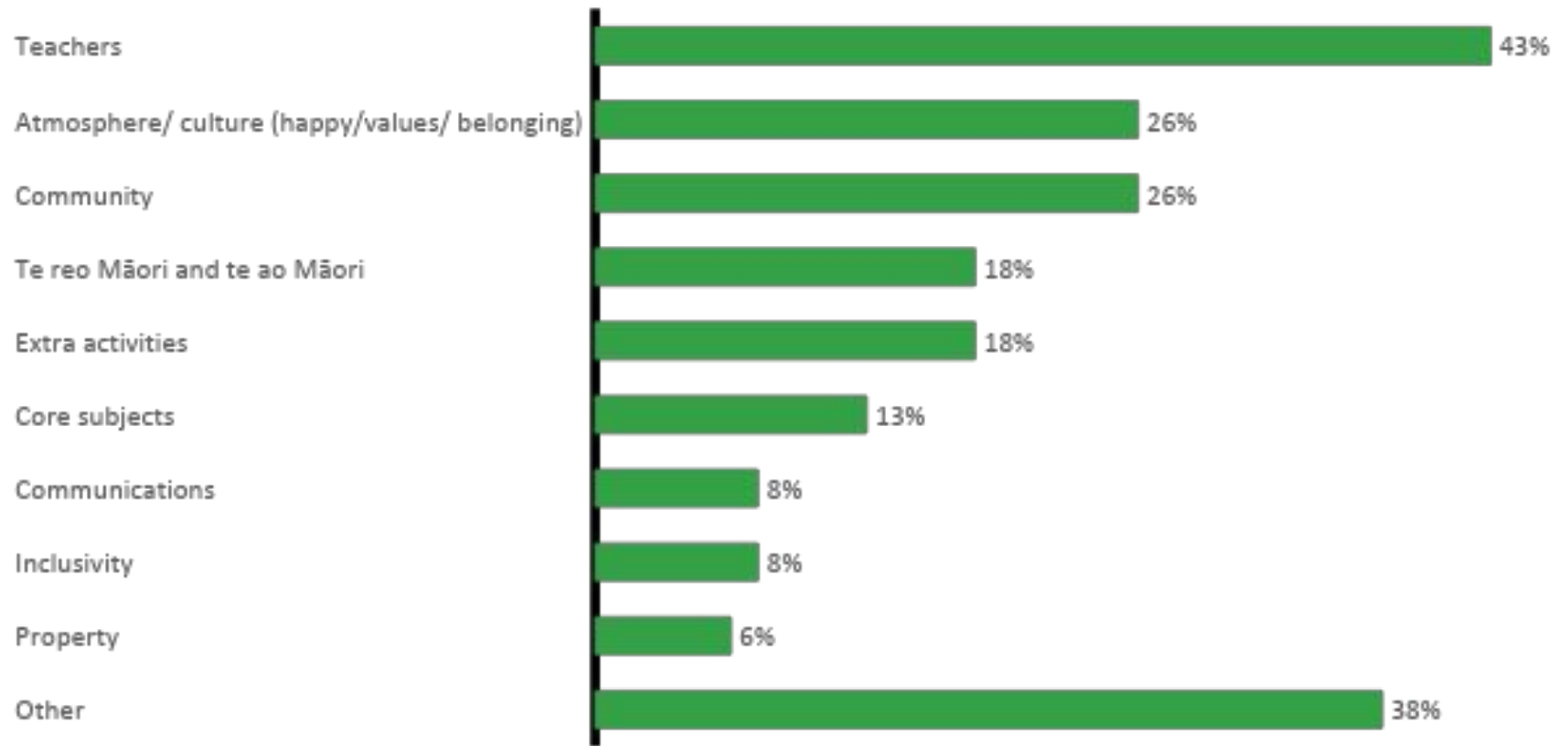
Do the basics right, do less but do it really well. Focus on core curriculum areas more so that children are well prepared for the future.

More maths

More concentration of reading, writing and math.

WHAT IS GOING WELL?

There were many positive aspects – the teachers were mentioned by over 40% of parents/ caregivers. For some of the areas that were mentioned requiring improvement or had received negative feedback, other respondents thought the same things were going well.



Base: All Respondents who answered the question (n=77)
Q5: What do you think is going well at Wadestown School?
Codes allocated for the open-ended responses – note one response may fit into multiple codes

EXAMPLES OF COMMENTS ON WHAT IS GOING WELL

Great teachers and students have a sense of belonging.

The children are on the whole happy and seem well rounded and grounded both intellectually and emotionally. The teachers are really good - very easy to approach.

A great local school. Excellent teachers and leadership within the school. Lovely culture.

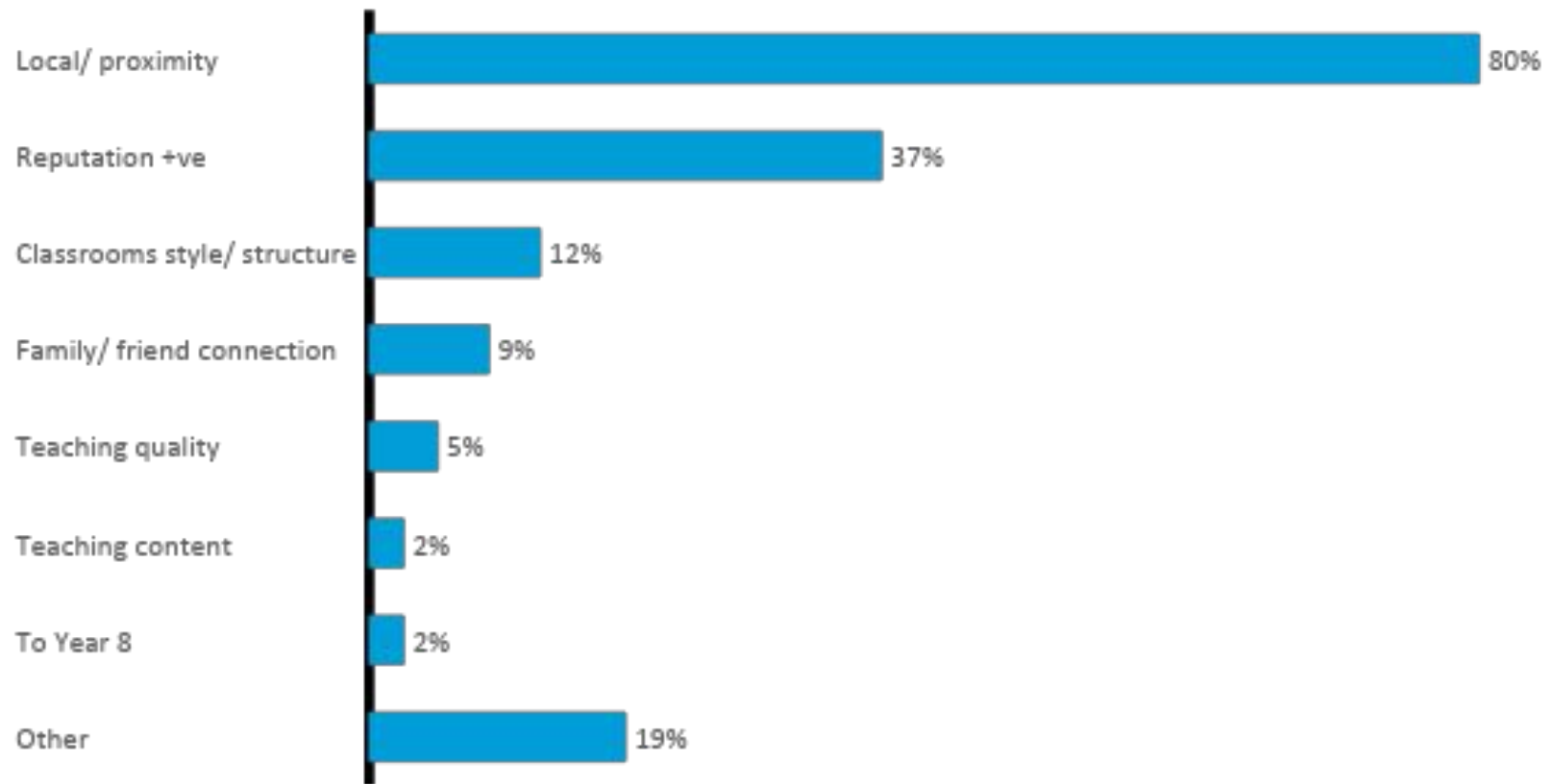
The pupils obviously respect the school and (mostly!) enjoy attending. The majority of teaching is to a high standard with good achievement. The increase in te reo Māori /te ao Māori is excellent to see

I think the changes over the last few years have been very positive- inclusion, environmental studies, te reo, mindfulness, community

The teachers seem really great. I also love seeing my child learn and progress their basic literacy and numeracy skills, doing so in an environment that promotes multiculturalism, connection to community and social skills.

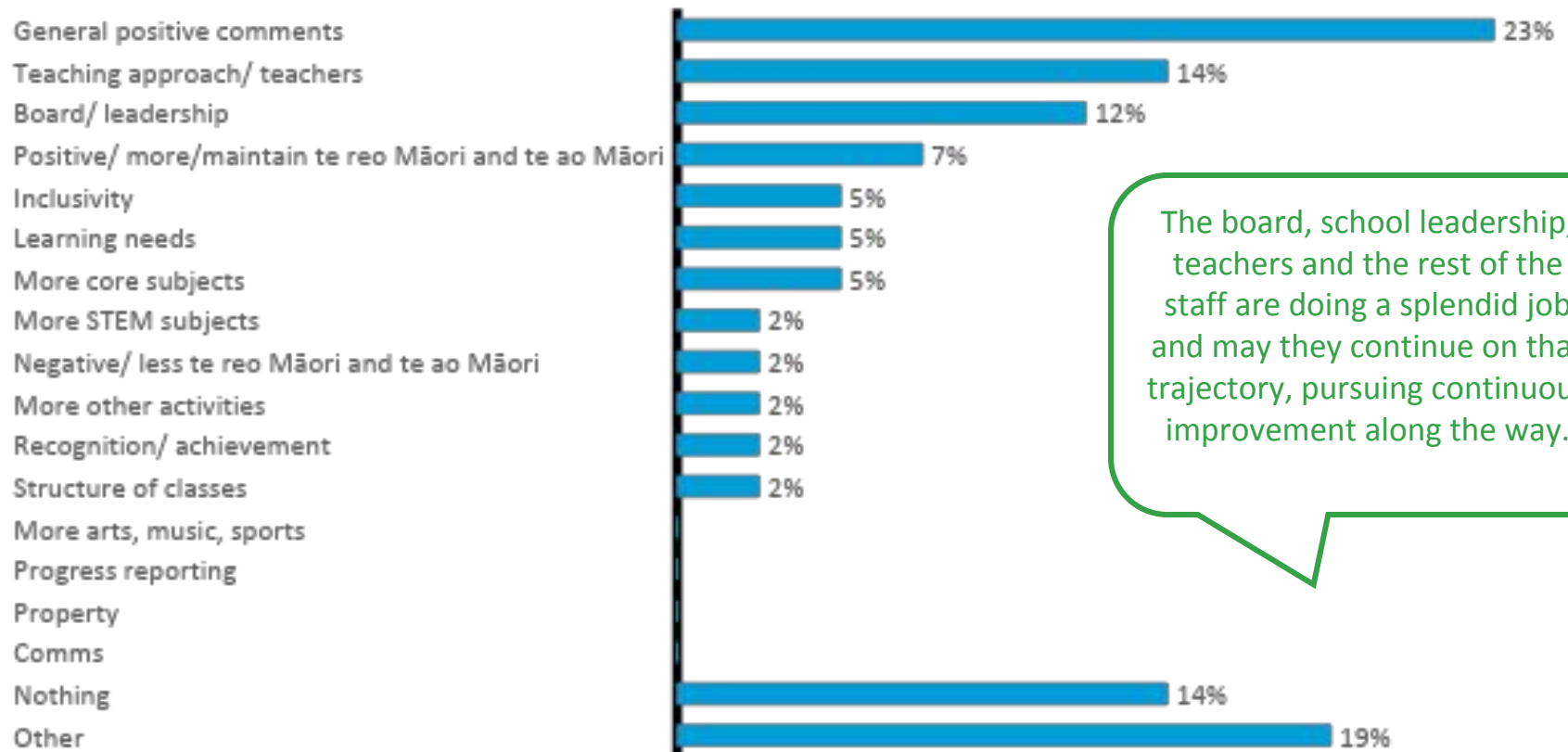
REASONS FOR CHOOSING WADESTOWN SCHOOL

As expected, proximity was the top reason but reputation was also important. Interestingly, unprompted there were 6 comments about how respondents felt the school has declined or the reputation was not as good as previously.



ANY OTHER COMMENTS

There was a wide variety of comments for the final 'catch all' question largely reflecting the responses from earlier questions, plus people indicated their support for the school.



Base: All Respondents who answered the question (n=43)

Q9: Do you have anything further you would like to add?

Codes allocated for the open-ended responses – note one response may fit into multiple codes

THANK YOU