Abstract
This report summarises the data emerging from the 4 surveys completed by 1,008 staff, parents and students at St Francis de Sales College in June 2015. It notes the top strengths and prioritises the key areas for improvement. Recommendations are provided for consideration by the Core Leadership Teams in the College community.

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Key findings:
There were both convergent and divergent levels of agreement around the strengths perceived by the 4 stakeholder groups surveyed as well as some significantly differing levels of satisfaction with the areas to be benchmarked against our School Improvement Outcomes.

Top strengths identified across the 4 surveys.
There were only a few indicators that achieved unanimous agreement by all survey respondents as being a strength. This was partly due to the slightly different foci in the 4 survey instruments and in some instances the different measures being used for the different stakeholder groups.

Generally, the highest levels of satisfaction were with: teacher quality and the commitment made by College staff to the learning and well-being of students. Additionally, parents and staff felt that there was a strong commitment made by the school to communicate with parents regarding children’s progress and students felt that teachers took control when students misbehaved.

Learning opportunities and guidance and support for students were among the College’s top strengths, but whereas students thought their class sizes were good parents’ response listed this in the top 10 areas for improvement.

Students and parents also appreciated the opportunities offered for students’ personal development and participation in co-curricular activities although staff felt there was not enough emphasis given to personal development for staff members.

Interestingly, whereas staff and parents perceived some of their highest levels of satisfaction with Technology and Resources, this rated as a major area for improvement according to students.

Top priorities for improvement
Improved communication and greater opportunities for involvement in the decision making processes were major concerns for many respondents across all groups.

Alongside this was the requirement that leadership and management needs to be more effective and responsive to the needs of staff, students and parents.

Parents, staff and students are also seeking more guidance and support when issues arise and feel that at times their concerns are not taken seriously enough.

Some parents are also seeking more information regarding their children’s progress.

The next sections summarises the major findings emerging from each of the 4 different survey instruments.

School Climate Survey
Executive Summary

In June 2015, at St Francis de Sales College, four specific surveys on school climate were undertaken by the National School Surveys organization, a division of the Victorian Counselling and Psychological Services (VCPS). The surveys were customized specifically for parents, staff and students but asked similar questions across up to seven out of the nine key areas under investigation. The same satisfaction rating scale was used for the Parent Opinion Survey, the Years 4-12 Student Satisfaction Survey, and the Staff Climate Survey; namely a six point Likert scale differentiating levels of disagreement – agreement along the following continuum.

Likert Measurement Scale
Strongly disagree – Disagree – Slightly disagree – Slightly agree – Agree – Strongly agree

Data was collected electronically from all survey participants (except students in Year 3 who completed a paper based and more simplified survey.

The numerical data from all the completed surveys was entered into SPSS (Version 22.0). This is a statistical analysis package used in the humanities and social sciences to analyse data across a range of measures to determine correlations and coefficients. A preliminary inspection was conducted for pattern-matching as an indicator of non-genuine responses. Data was examined also for normality, univariate and multivariate outliers, and multicollinearity. There were outliers for every scale and subscale; however, outliers were kept in the data file for analysis. Descriptive statistics of subscales and total scores were determined. Following this, correlation coefficients between selected variables were calculated. Mean scores were then calculated according to each key area as well as each item.
Parent Opinion Survey

The following 9 key areas were surveyed based on the key indicators included in the brackets:

1. Guidance and Support: (Is there a successful transition between year levels? Adequate student wellbeing support and accessible helpful student services?)

2. School Environment: (Is it comfortable and inviting? Perceptions of cleanliness, safety, equality, and students’ pride and enjoyment with their school.)

3. Teacher Quality: (Are they caring? Supportive? Do they provide useful feedback and are they enthusiastic and positive role models to students?)

4. Curriculum: (Is it innovative? Caters for specific needs? Also assessed parents’ opinions on the range of subjects offered, the standard of work expected and the appropriateness of class activities and homework.)

5. Learning Opportunities: (Is the school environment conducive to their children’s learning? Are special interests developed? Are students motivated and encouraged to achieve high results?)

6. Personal Development: (Do parents believe the students have opportunities to participate in community activities, hold leadership positions and learn about being a responsible citizen?)

7. Parent Communication: (Are parents adequately informed of their child’s progress? Given information about school events and activities? Do school administrators provide helpful information to parents and do parents have an opportunity to be involved in decisions in the school?)

8. Technology and Resources: (Is the school keeping up to date with advancements in technology? Are the resources accessible and of high quality? Are there effective policies in place regarding students’ use of computers?)

9. Leadership and Management: (Is there openness between school administrators? Is there effective leadership? Are issues dealt with properly? Also considers the moral, civic and ethical values of the school.)

Survey Respondents
From our 680 families, there was a fairly even balance of parents with students in the Primary and Secondary areas of the school, as well as an almost even response from parents of male and female students. Note however, the predominance of females vs. male respondents, which is also noteworthy in the staff responses.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of respondents</td>
<td>209</td>
<td>100%</td>
</tr>
<tr>
<td>Number of Mothers</td>
<td>182</td>
<td>87%</td>
</tr>
<tr>
<td>Number of Fathers</td>
<td>27</td>
<td>13%</td>
</tr>
<tr>
<td>Respondents of male child</td>
<td>103</td>
<td>49%</td>
</tr>
<tr>
<td>Respondents of female child</td>
<td>106</td>
<td>51%</td>
</tr>
<tr>
<td>Respondents of child in primary school</td>
<td>114</td>
<td>55%</td>
</tr>
<tr>
<td>Respondents of child in secondary school</td>
<td>95</td>
<td>45%</td>
</tr>
</tbody>
</table>
Student Satisfaction Survey

Again the same 6 point Likert scale was used and 7 of the 9 key areas in the parent survey were assessed by students – (the ones in red are different measures from the parent survey).

The following 9 key areas were surveyed based on the key indicators included in the brackets:

1. **Guidance and support**: (Is there successful transition between year levels? Adequate student wellbeing support and accessible helpful student services?)

2. **School Environment**: (Is it comfortable and inviting? Perceptions of cleanliness, safety, equality, and students’ pride and enjoyment with their school.)

3. **Teacher Quality**: (Are they caring? Supportive? Do they provide useful feedback and are they enthusiastic and positive role models to students?)

4. **Curriculum**: (Is it innovative? Caters for specific needs? Also assessed students’ opinions on the range of subjects offered, the standard of work expected and the appropriateness of class activities and homework)

5. **Learning Opportunities**: (Is the school environment conducive to their learning? Are special interests developed? Are students motivated and encouraged to achieve high results?)

6. **Personal Development**: (Do students have opportunities to participate in community activities, hold leadership positions and learn about being a responsible citizen?)

7. **Student Behavioural Values**: (Has the school taught students morals and values? Are students proud of their school? Are their peers well behaved? Do students respect individual differences?)

8. **Technology and Resources**: (Is the school keeping up to date with advancements in technology? Are the resources accessible and of high quality? Are there effective policies in place regarding students’ use of computers?)

9. **Student Relationships**: (Do students have strong relationships at the school? Do students help each other? Also measured perceptions of bullying and whether there is a sense of mutual trust and respect among peers)

**Survey Respondents**

This survey was completed by students in Years 4 -12 as follows:

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of respondents</td>
<td>562</td>
<td>100%</td>
</tr>
<tr>
<td>Respondents of male child</td>
<td>271</td>
<td>48%</td>
</tr>
<tr>
<td>Respondents of female child</td>
<td>291</td>
<td>52%</td>
</tr>
<tr>
<td>Respondents of child in primary school</td>
<td>219</td>
<td>39%</td>
</tr>
<tr>
<td>Respondents of child in secondary school</td>
<td>343</td>
<td>61%</td>
</tr>
</tbody>
</table>

*Please note that the Reception to Year 3 students completed a paperbased survey with modified criteria, and their results are reported separately.*
Student satisfaction survey

This survey was completed by students in Reception - Year 3 as follows:

As the diagram illustrates, the R-3 students' survey has a much more simplified rating scale and the data was able to be shown in an integrated visual graphic so that the items could be ranked and rated in a clear, comprehensible manner. Sadly, this was not the case for the online surveys.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>45</td>
</tr>
<tr>
<td>Year 1</td>
<td>17</td>
</tr>
<tr>
<td>Year 2</td>
<td>57</td>
</tr>
<tr>
<td>Year 3</td>
<td>37</td>
</tr>
<tr>
<td>Total</td>
<td>156</td>
</tr>
</tbody>
</table>

This survey was completed by 156 students as a paper-based survey and the research team entered the data and provided the rankings in the table as shown on the previous page.

Generally, the R-3 results were deemed as very positive by the School Surveys team, acknowledging that across the 4 year levels, “My parents like my teacher” received the highest overall rating.

Areas identified for improvement
Prioritise cleanliness and tidiness of school facilities as being the number one requirement, as well as exploring student safety in more granular detail to ascertain how best to address R-3 students’ safety as a top priority. As we are moving to a ‘Bring Your Own Device’ strategy, the computer issue is worth discussing with students, staff and parents, to explore whether our restricted use of computers at Reception to Year 3 levels is worth maintaining; do we continue to prioritise the development of students’ reading, writing, listening and viewing skills in multi-modal forms, rather than relying heavily on computers and iPads as key learning tools?
Staff Climate Survey

The staff survey measured satisfaction on the following measures: (Please note the items in red differ in scope and focus from the parent survey.)

1. **Guidance and Support**: This area measured whether staff members feel that they have access to support services within their school, and whether they are being supported through the transition from each school year. Staff opinions of well being support and whether there are accessible and helpful services were rated also, based on the same Likert scale as the parent/student surveys.

2. **School Environment**: This measured whether staff members feel that the school environment is comfortable and inviting to themselves and students. It also sought staff members’ perceptions of school cleanliness, safety, equality, and students’ pride and enjoyment with their school.

3. **Morale**: This measured staff members’ perceptions of the school atmosphere i.e., whether staff believes that there is a level of respect between teachers and non-teachers, whether there are high levels of energy within the school, and whether there is a sense of school spirit.

4. **School Curriculum**: This area measured whether staff members feel that the curriculum is innovative and caters to individual needs of children. It assessed staff members’ opinions on the variety of subjects offered, the standard of schoolwork expected, and the appropriateness of class activities and homework.

5. **Learning Opportunities**: This area measured staff members’ perceptions of the learning opportunities offered within the school. It explored whether staff members believe that the school environment is conducive to students’ learning, whether special interests are developed and whether students are motivated and encouraged to achieve high results.

6. **Personal Development**: This area measured whether staff members feel that the school focuses on their personal development. It assessed whether staff members believe that they have enough opportunities to participate in personal development activities and whether the activities are enriching and worthwhile.

7. **School Communication**: This area measured staff members’ perceptions of the school’s communications. It assessed whether staff members are informed about school matters, whether concerns are taken seriously, and whether there are opportunities for staff to become involved in decision-making processes.

8. **Technology and Resources**: This area measured staff members’ perceptions of the technology and resources offered in the school. It assessed whether staff members believe that the school is keeping up to date with advancements in technology, whether the resources are accessible and of high quality and whether there are effective policies in place regarding students’ use of computers.

9. **Leadership and Management**: This area measured staff members’ perceptions of the school leadership and management. It assessed whether staff members believe that there is openness between school administrators and staff, whether there is effective leadership and direction, and whether issues are dealt with properly. It also considers the moral, ethical and civic values of the school.

### Survey respondents

Of the 103 teaching and non-teaching staff the following responses were provided:

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number</th>
<th>Percent of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of respondents</td>
<td>81</td>
<td>100%</td>
</tr>
<tr>
<td>Teachers</td>
<td>54</td>
<td>67%</td>
</tr>
<tr>
<td>Non-Teachers</td>
<td>27</td>
<td>33%</td>
</tr>
<tr>
<td>Females</td>
<td>63</td>
<td>78%</td>
</tr>
<tr>
<td>Males</td>
<td>18</td>
<td>22%</td>
</tr>
</tbody>
</table>

### Key findings from Staff Climate survey

Staff at St Francis de Sales College showed the highest levels of satisfaction with the areas of Morale and Goal Congruence and the lowest levels with the areas of School Communication and some areas of Leadership and Management.

#### Top strengths according to staff

**Morale**:
- Staff are caring and supportive of each other.
- Staff model and teach positive behaviour to children.
- Staff recognise and reward my personal improvement.
- I have strong friendships with other staff members.
- The level of conflict between staff members is low.

**Technology and Resources**: I am encouraged to keep up with advancing technology.

**Goal Congruence**: I feel enthusiastic about my teaching.

**School Environment**: I look forward to working at this school each day.

**School Curriculum**: I find my work to be challenging.

**Leadership and Management**: The school staff actively and effectively reinforces moral, ethical, and civic values.

#### Top areas for improvement according to staff feedback

**School Communication**: Staff members are seeking greater opportunities to become involved in the decision making process.

**Leadership and Management**: The new Leadership model is not working as effectively as staff would like. Staff feel that the leadership and direction provided by administrators is not clearly understood and that staff problems are not well understood.

**Guidance and Support**: Teachers are seeking greater recognition and greater rewards for their efforts. Teachers need more help with managing children’s behaviour.

**School Environment**: Staff feel their opinions are not respected and that their concerns are not taken seriously enough by the school.

**Goal Congruence**: Staff would like greater encouragement in pursuing their personal career goals.
Conclusions & Recommendations

This survey instrument, whilst it could rate and rank, the assessment items did not provide sophisticated analytical tools for detailed interrogation of specific items and trend data. Thus it is recommended that interested staff, parents and students be invited to explore key areas for improvement in greater detail to:

1. Determine what the specific requirements, expectations and aspirations are in relation to the top areas identified for improvement.

2. Develop strategies and measurable outcomes to align with the improvements sought and timelines and resources required to achieve this.

3. Work with the College Board, Student Leaders and College Leadership and Management teams to implement the frameworks and processes outlined in the Continuous Improvement Strategies and measure and report on progress at key milestones.