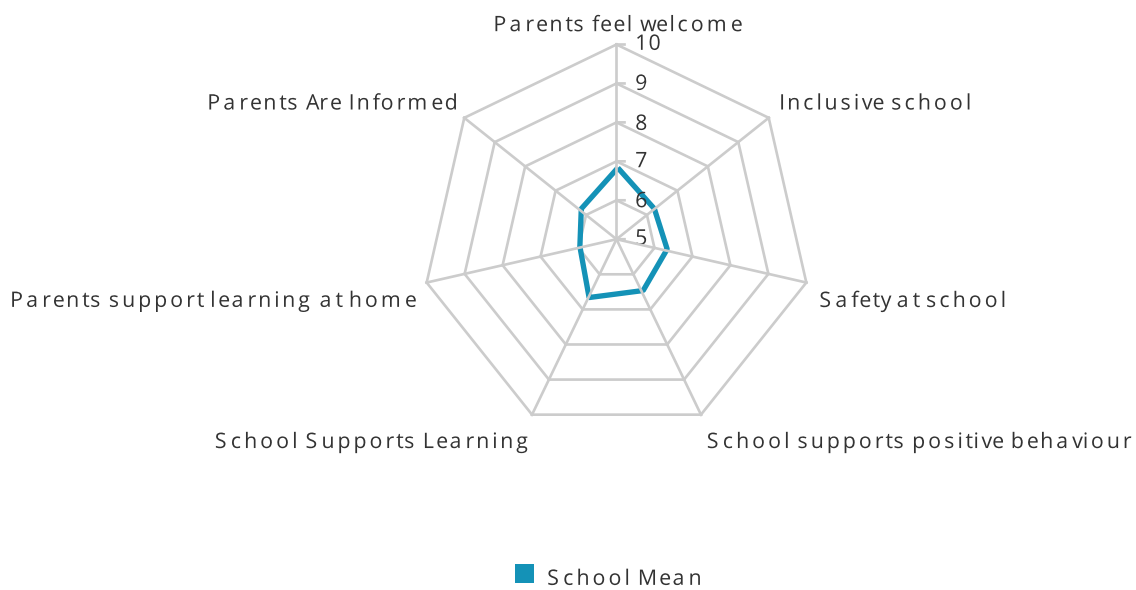


Perspectives of Parents

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

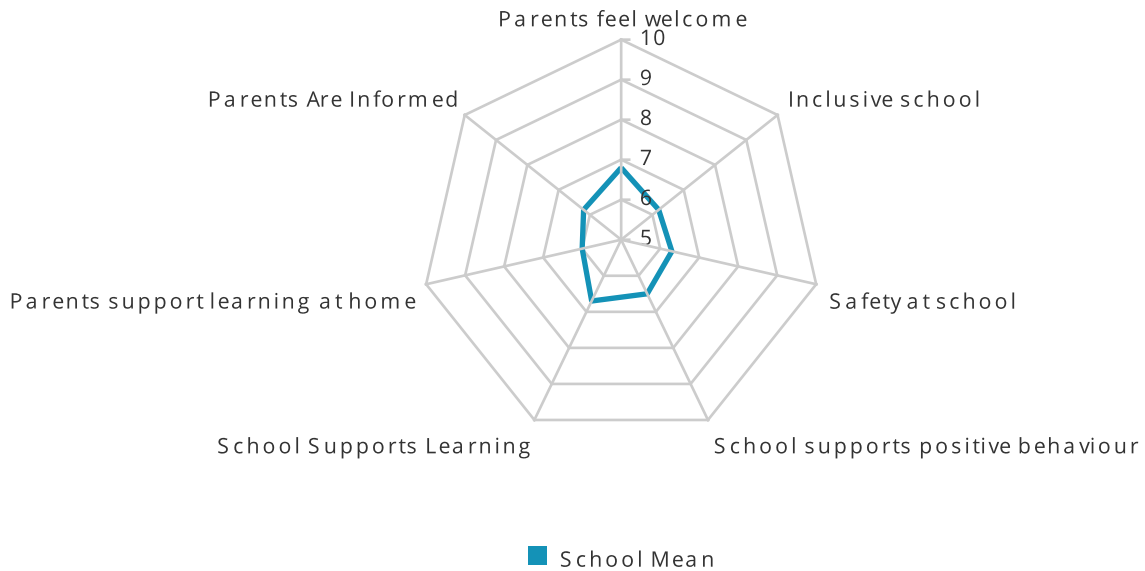
The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

This report provides results based on data from 59 respondents in this school who completed the Parent Survey on 17 Sep 2023.

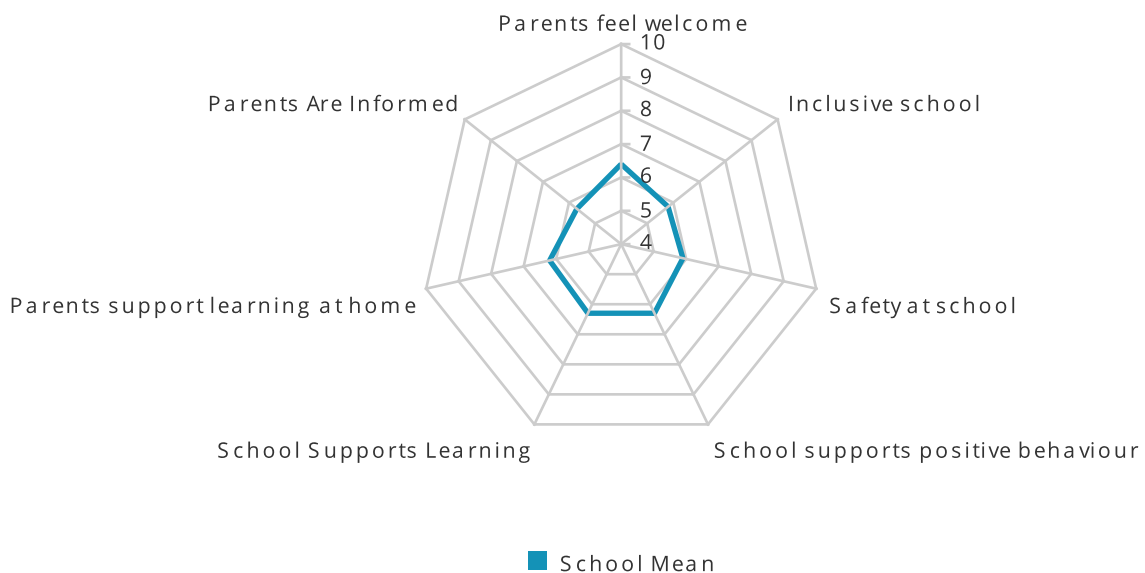


Two-way Communication with Parents

Year 7-12 (Secondary)

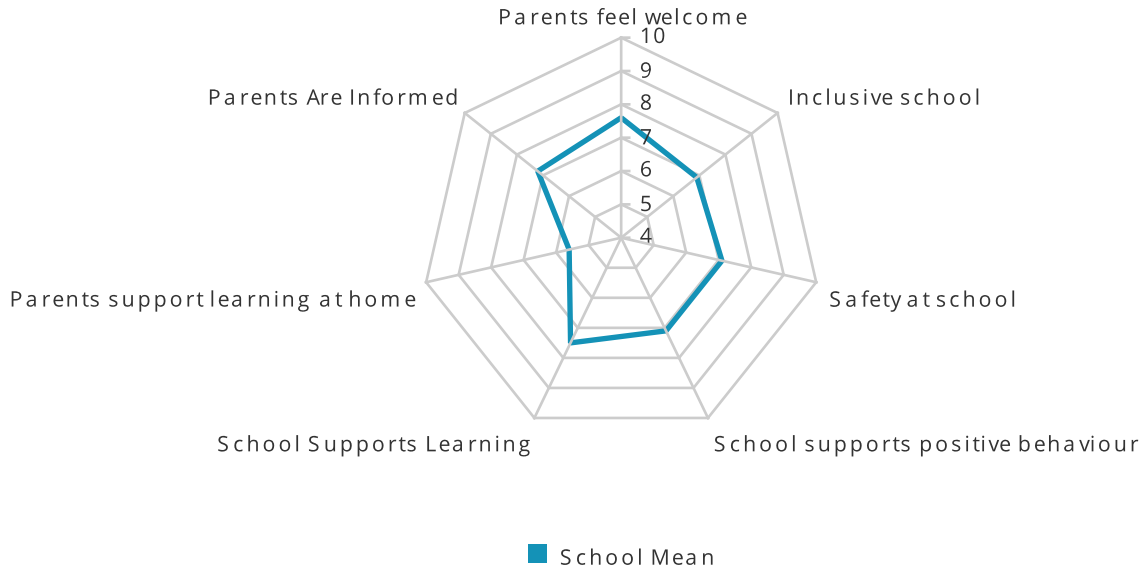


Year 7-10



Two-way Communication with Parents

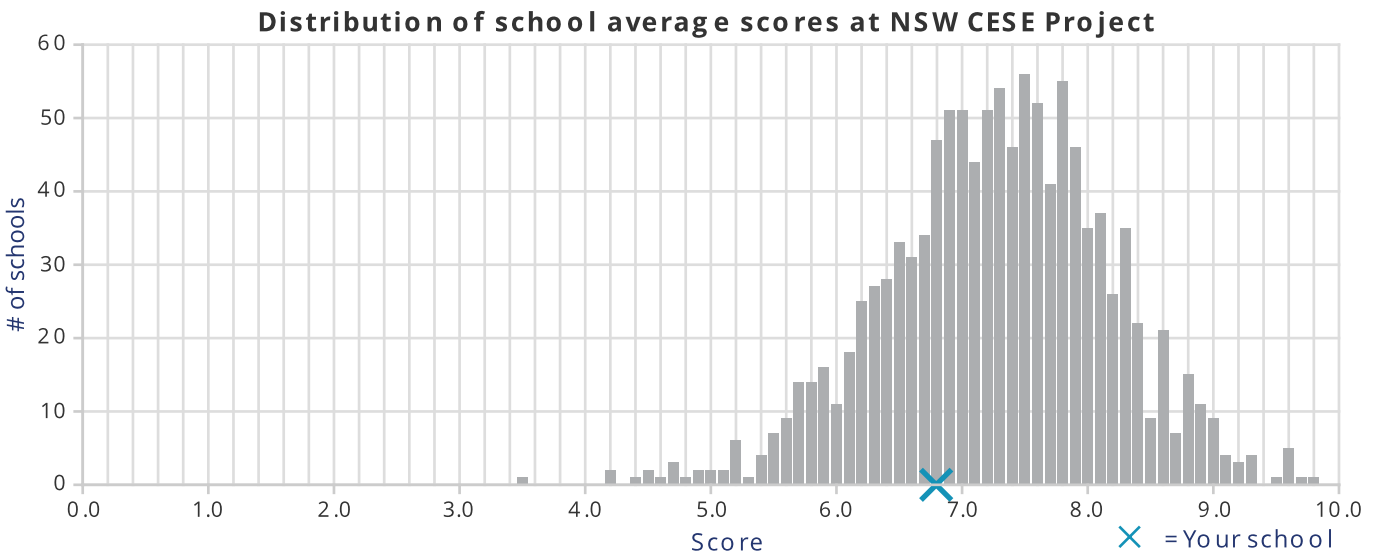
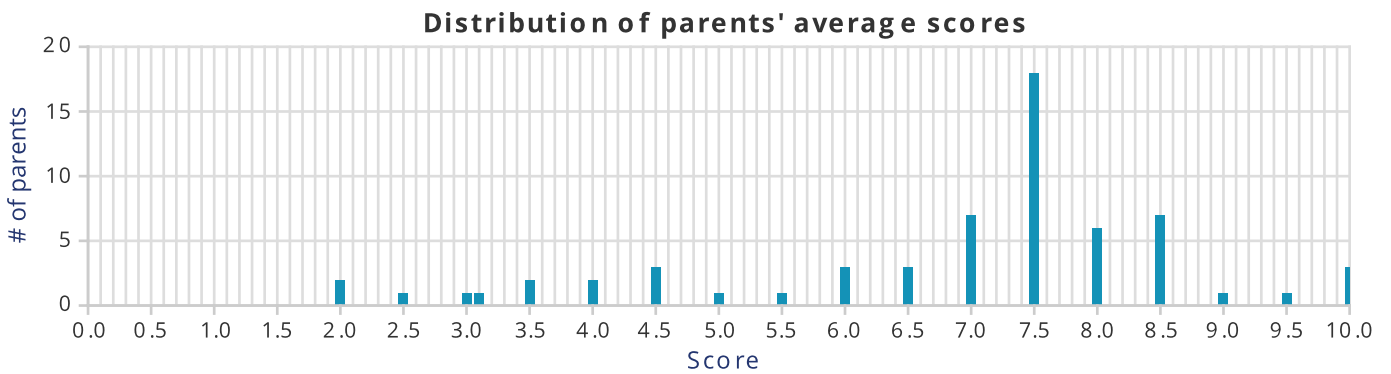
Year 11-12



Two-way Communication with Parents

Parents feel welcome

School Mean	6.8
I feel welcome when I visit the school.	7.2
Teachers listen to concerns I have.	6.3
I can easily speak with the school principal.	6.3
Written information from the school is in clear, plain language.	7.2
I am well informed about school activities.	7.1

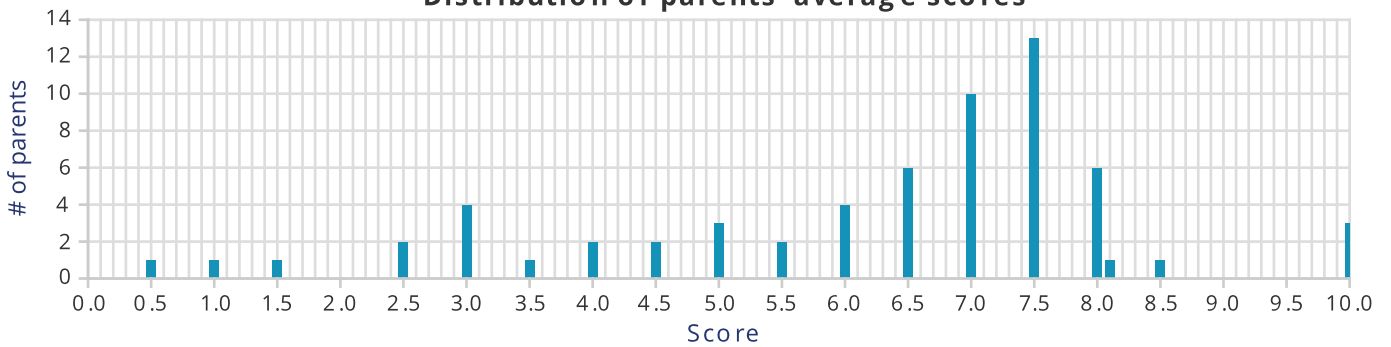


Two-way Communication with Parents

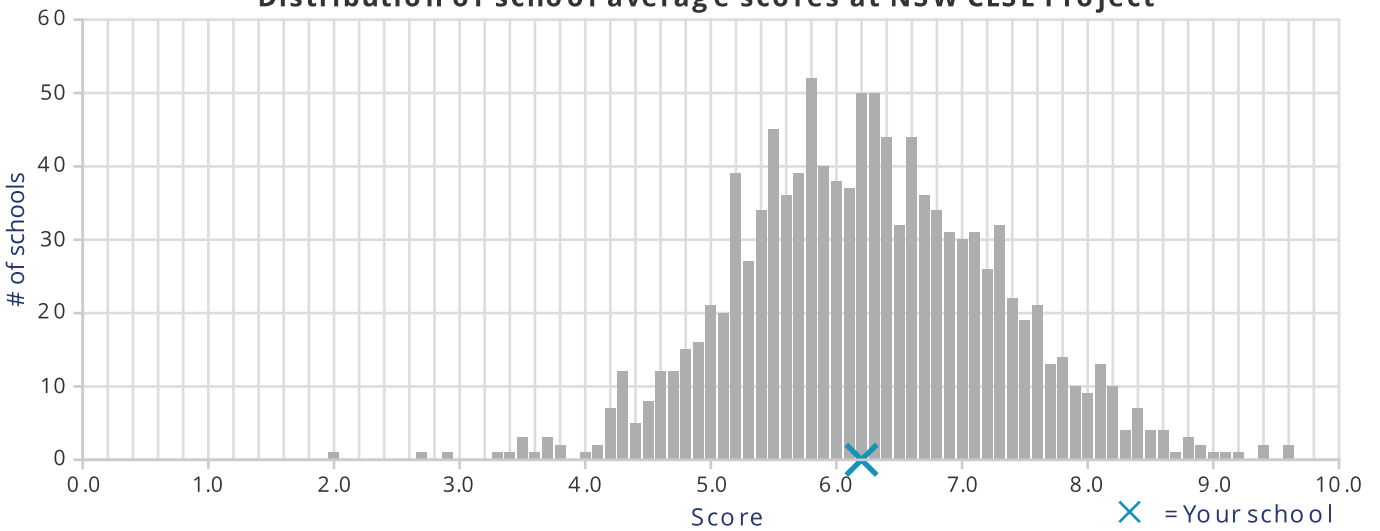
Parents Are Informed

School Mean	6.2
If there were concerns with my child's behaviour at school, the teachers would inform me immediately.	6.8
I am informed about my child's behaviour at school, whether positive or negative.	6.5
The teachers would inform me if my child were not making adequate progress in school subjects.	6.2
I am well informed about my child's progress in school subjects.	6.2
I am informed about my child's social and emotional development.	5.4

Distribution of parents' average scores



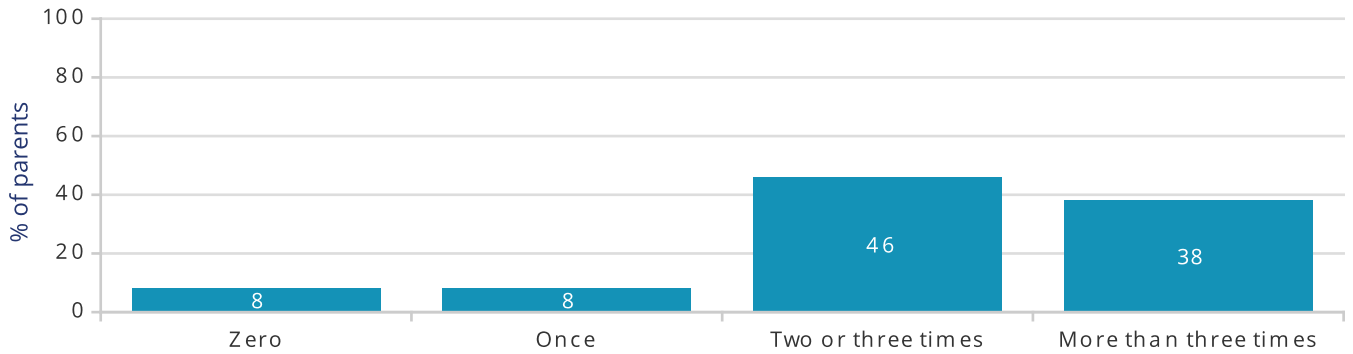
Distribution of school average scores at NSW CESE Project



Parents' Participation at School

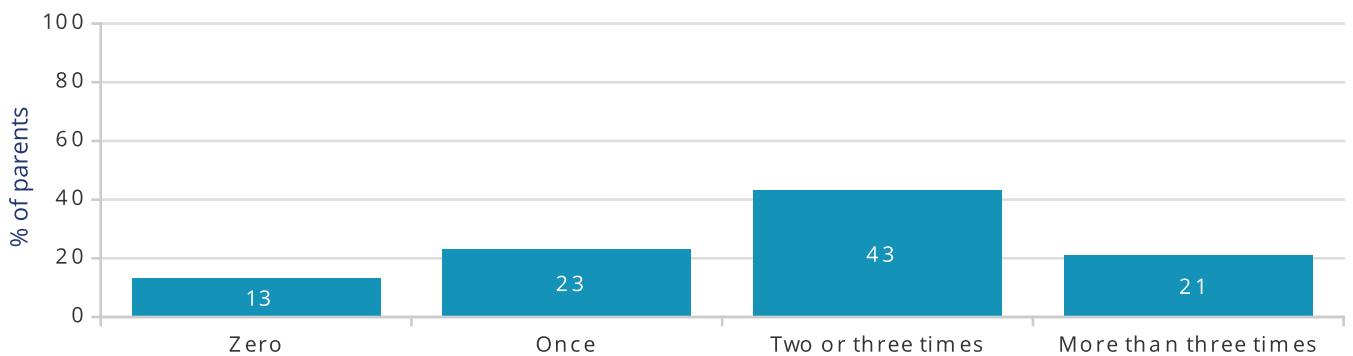
Parents talked with a teacher

Since the beginning of the school year, how often have you talked with a teacher about your child's learning or behaviour?



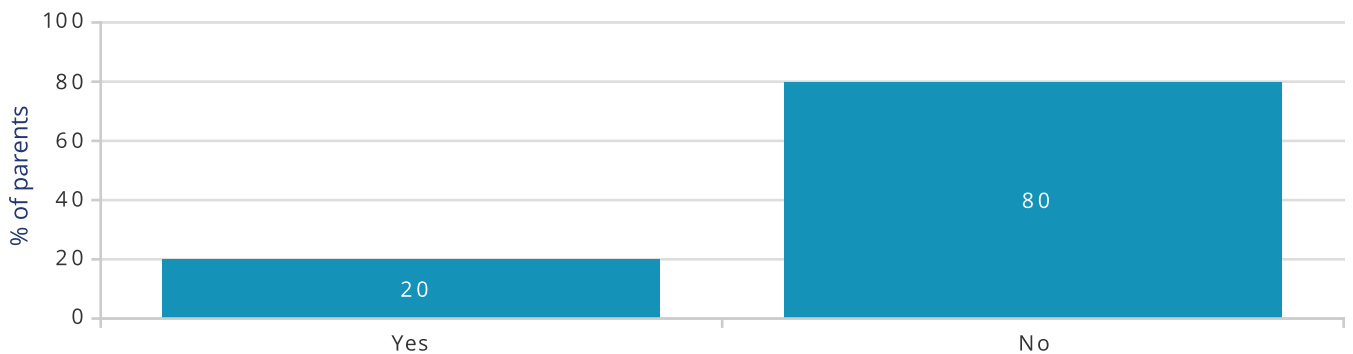
Parents attended meetings

Since the beginning of the school year, how often have you attended meetings (e.g., parent-teacher meetings) or social functions at your school?



Parents involved in school committees

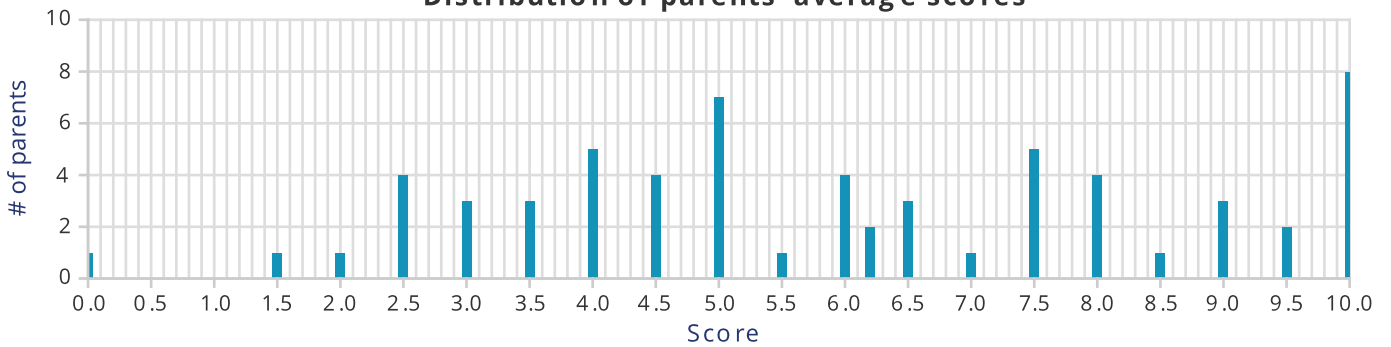
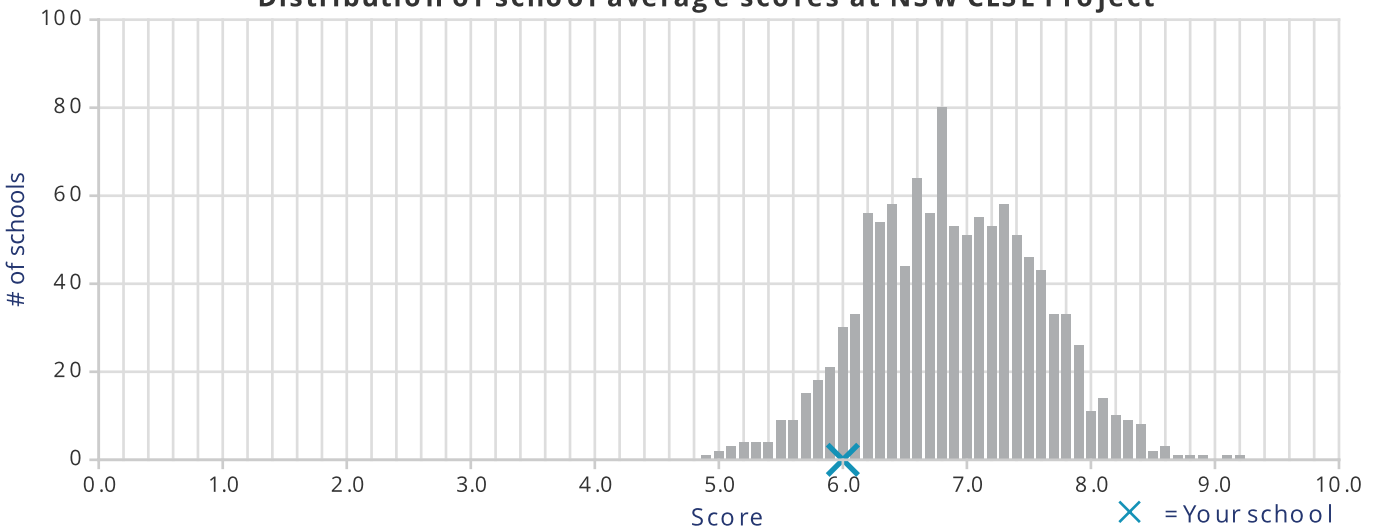
Are you involved in any school committees (for instance, the P&C)?



Parents Support Learning at Home

Parents support learning at home

School Mean	6.0
Talk about how important schoolwork is.	5.8
Ask about any challenges your child might have at school.	5.3
Encourage your child to do well at school.	6.6
Praise your child for doing well at school.	6.3
Talk with your child about feelings towards other children at school.	6.0

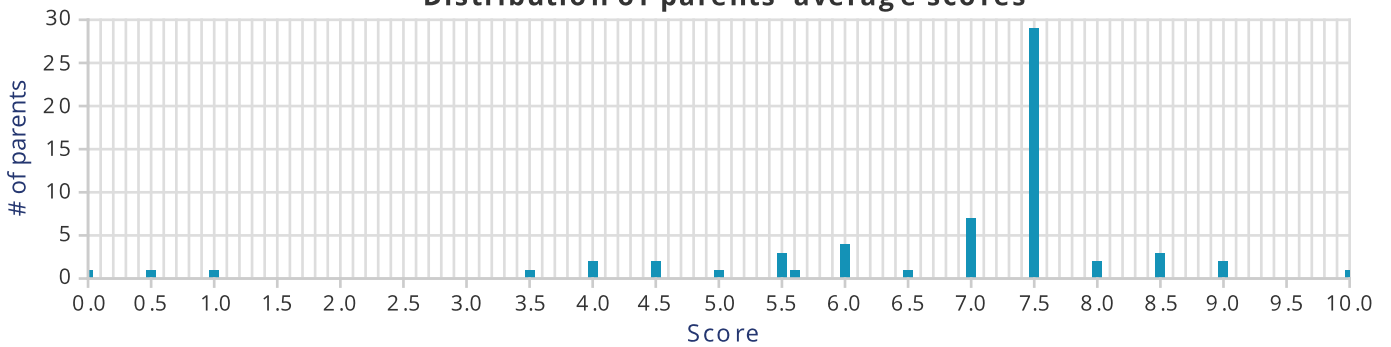
Distribution of parents' average scores

Distribution of school average scores at NSW CESE Project


School Supports Learning

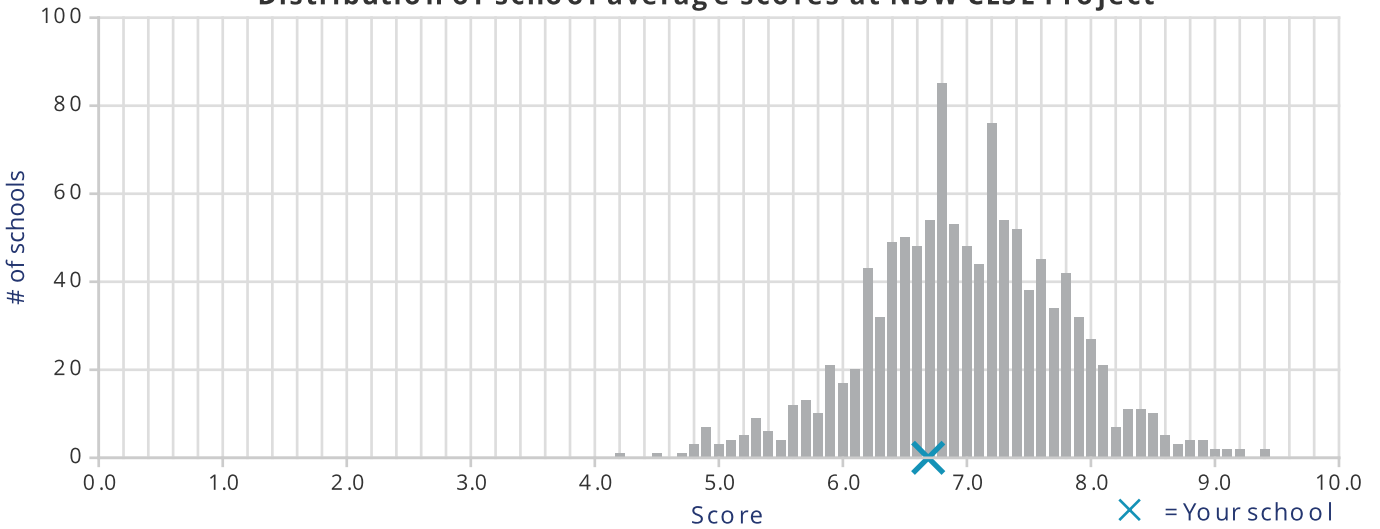
School Supports Learning

School Mean	6.7
Teachers show an interest in my child's learning.	6.4
Teachers have high expectations for my child to succeed.	6.8
My child is encouraged to do his or her best work.	6.6
Teachers take account of my child's needs, abilities, and interests.	6.4
Teachers expect my child to work hard.	7.3

Distribution of parents' average scores



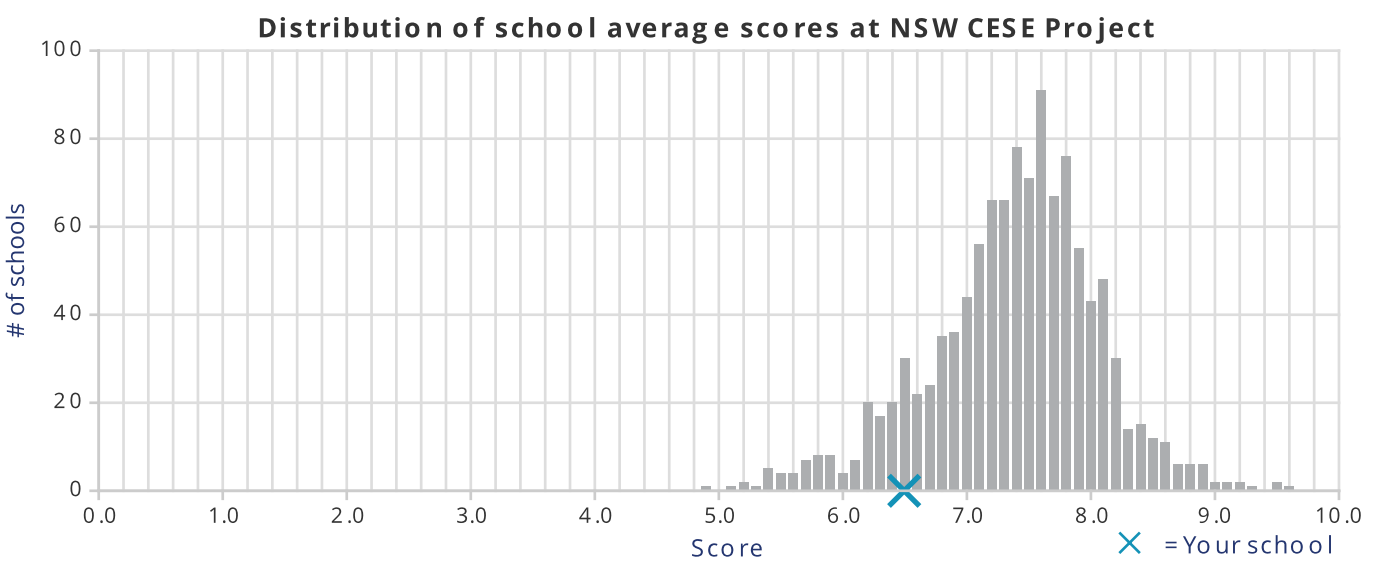
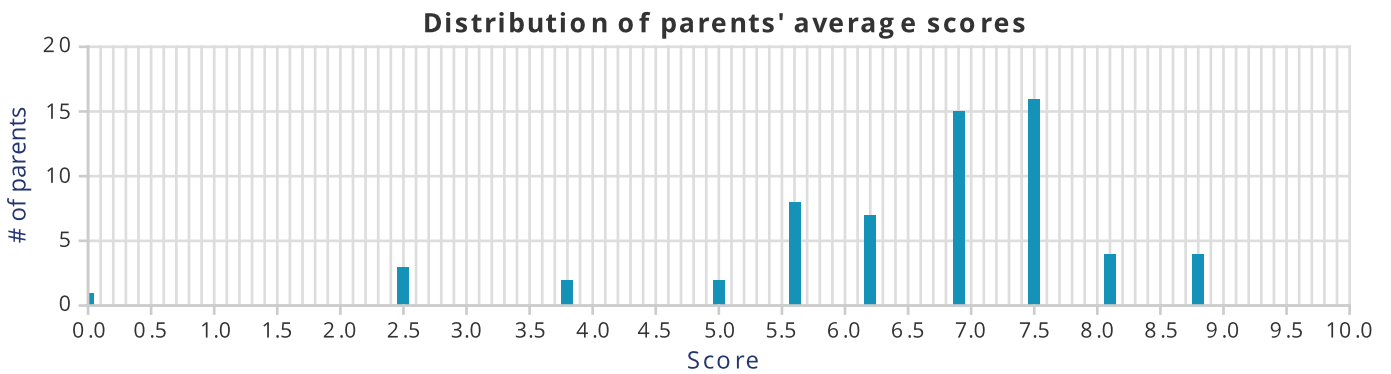
Distribution of school average scores at NSW CESE Project



School Supports Learning

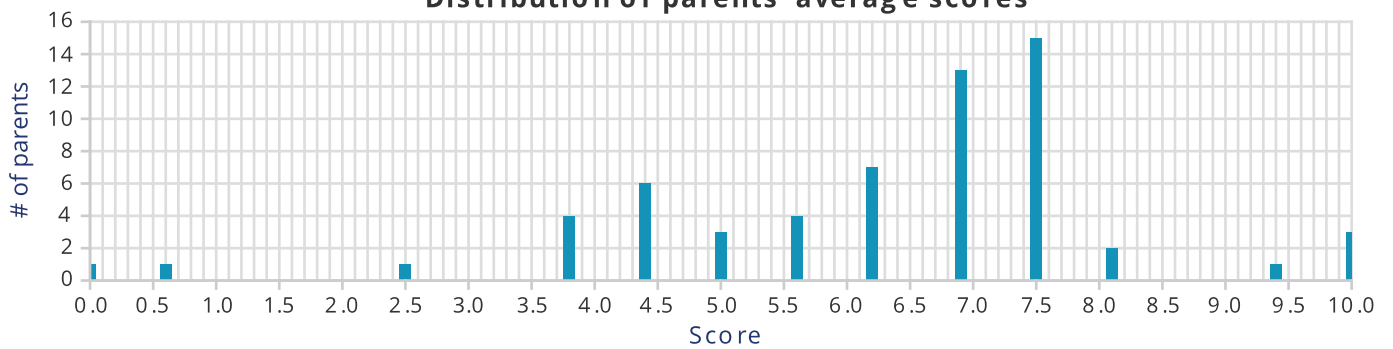
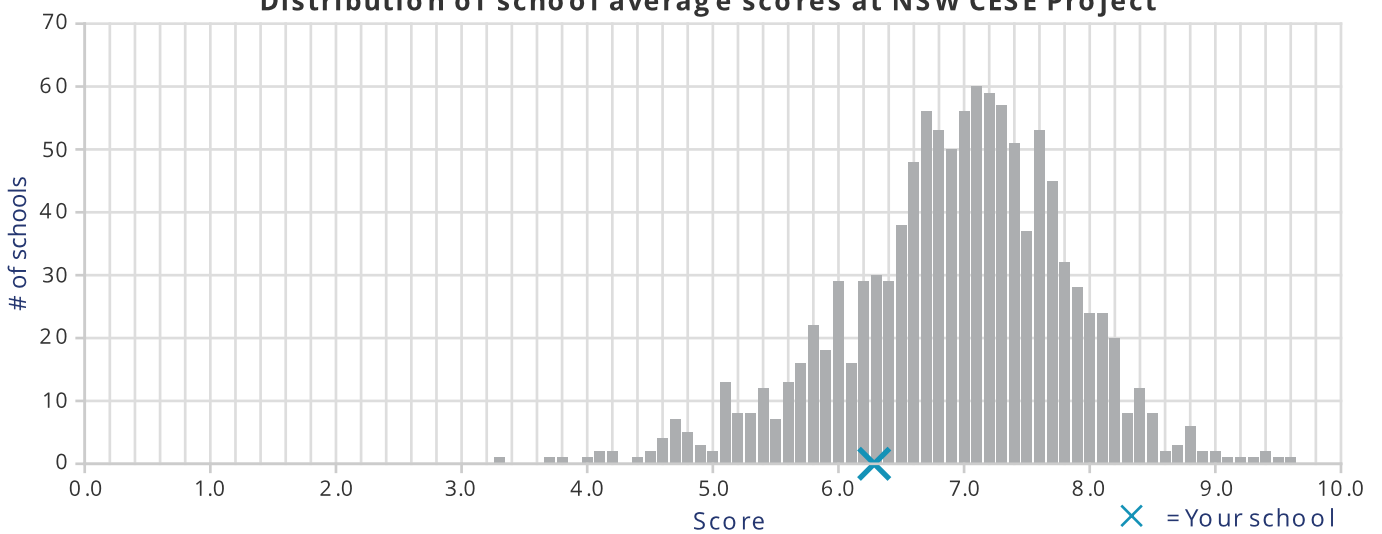
School supports positive behaviour

School Mean	6.5
Teachers expect my child to pay attention in class.	7.4
Teachers maintain control of their classes.	4.8
My child is clear about the rules for school behaviour.	7.3
Teachers devote their time to extra-curricular activities.	6.7



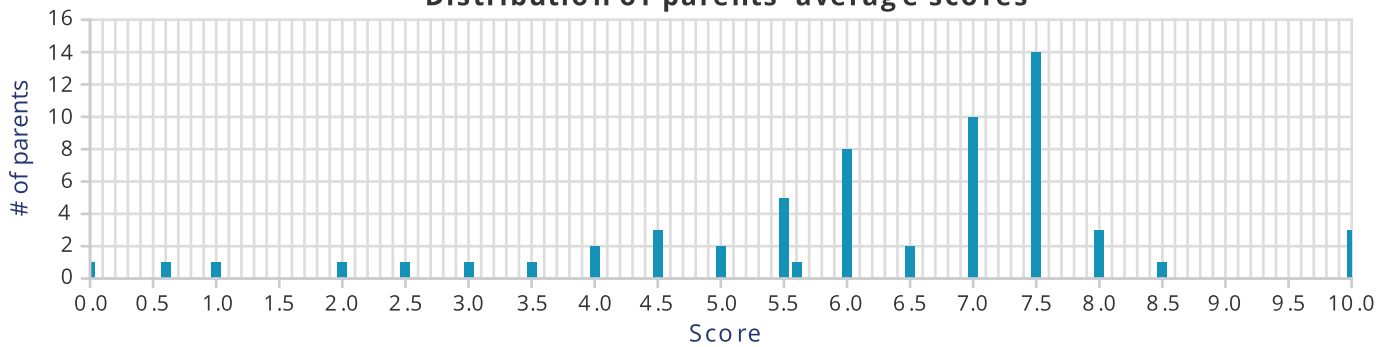
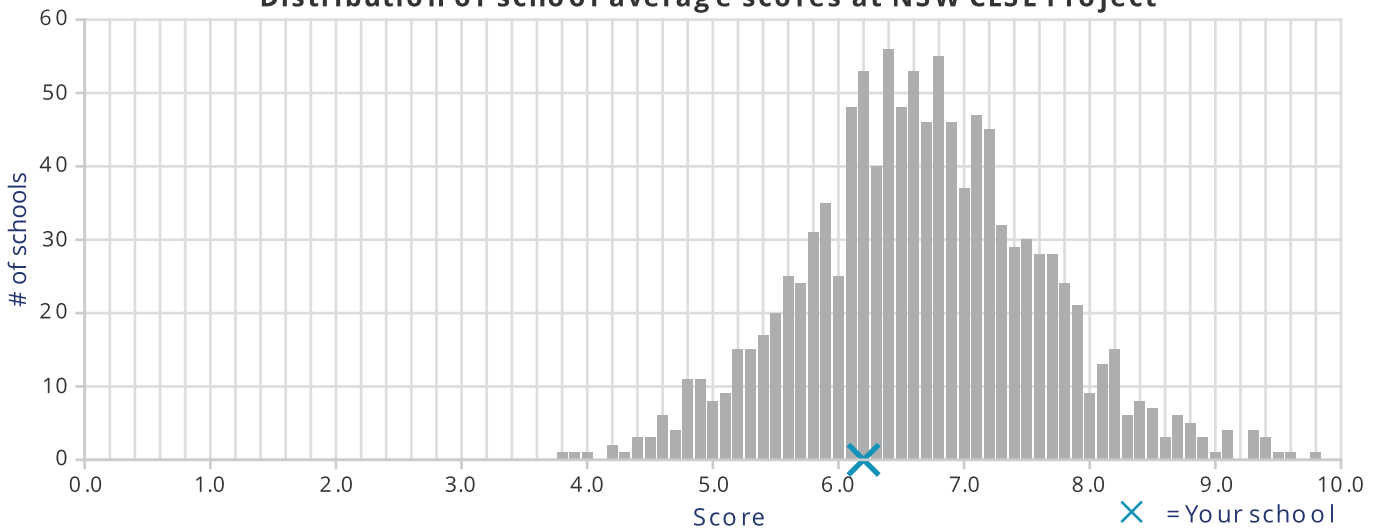
School Supports Child's Behaviour
Safety at school

School Mean	6.3
Behaviour issues are dealt with in a timely manner.	5.5
My child feels safe at school.	6.3
My child feels safe going to and from school.	7.5
The school helps prevent bullying.	5.7

Distribution of parents' average scores

Distribution of school average scores at NSW CESE Project


School Supports Child's Behaviour
Inclusive school

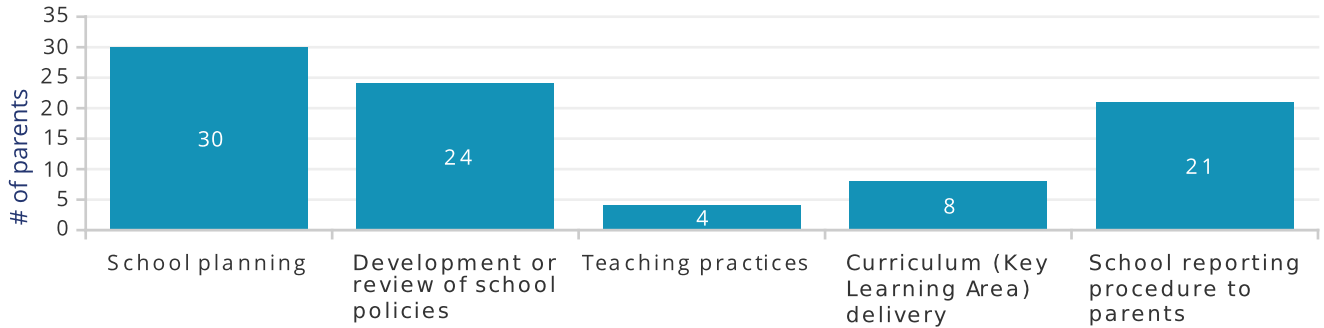
School Mean	6.2
Teachers help students who need extra support.	6.2
School staff create opportunities for students who are learning at a slower pace.	5.9
Teachers try to understand the learning needs of students with special needs.	6.2
School staff take an active role in making sure all students are included in school activities.	6.6
Teachers help students develop positive friendships.	6.0

Distribution of parents' average scores

Distribution of school average scores at NSW CESE Project


NSW DoE Custom Measure(s)

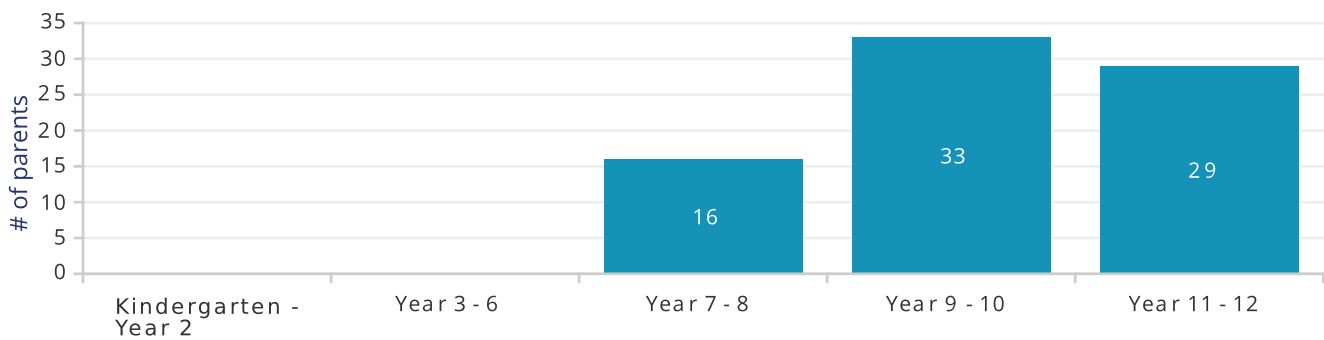
Parent Input

Has the school sought your input into, or opinions about: (please tick all that apply)



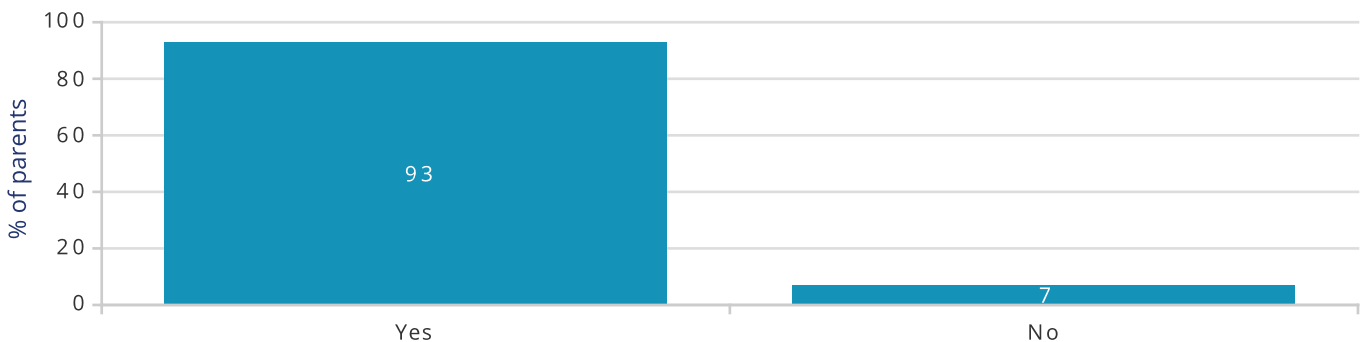
Year Group

What year group is your child in?



Subjects Available

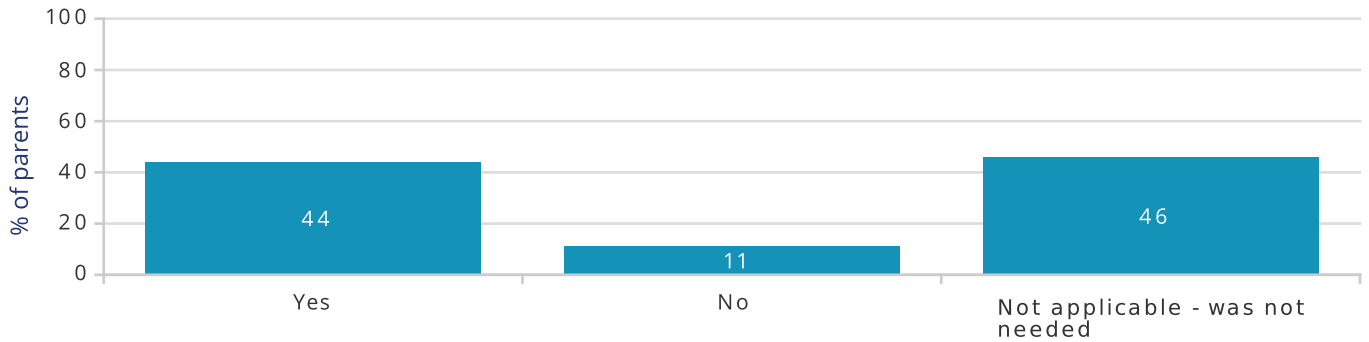
The subjects that my child wants to study are available at the school.



NSW DoE Custom Measure(s)

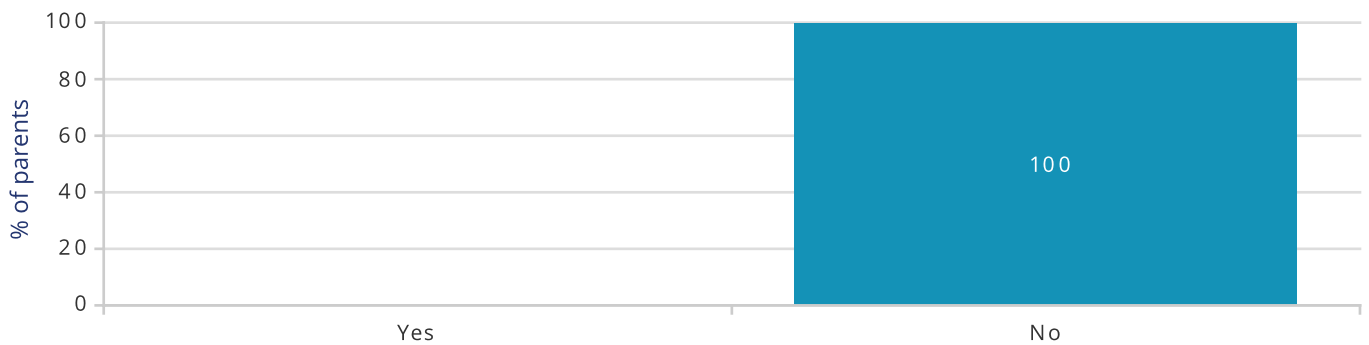
Specialist Assistance

The school was able to access specialist assistance for my child when needed.



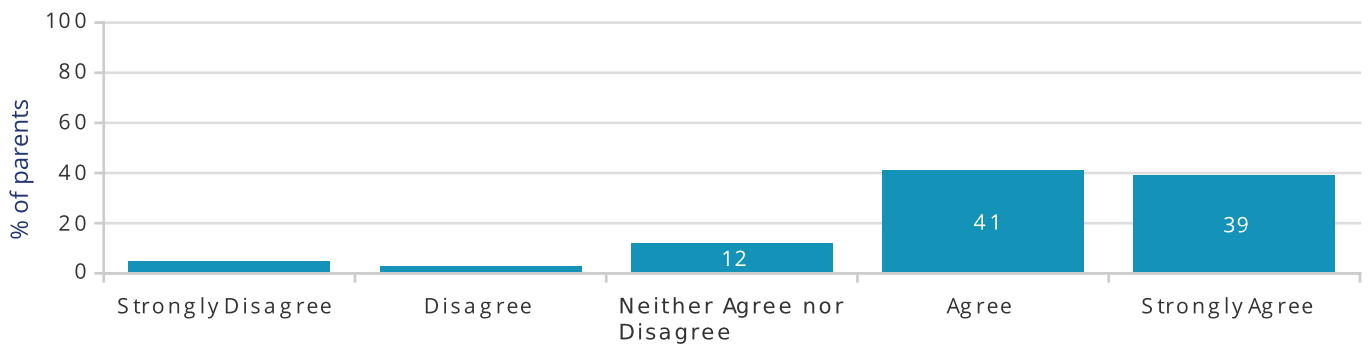
School for Specific Purpose

Does your child attend a specialised school for students with an intellectual disability (also known as a special school or School for Specific Purpose)?



Recommend High School

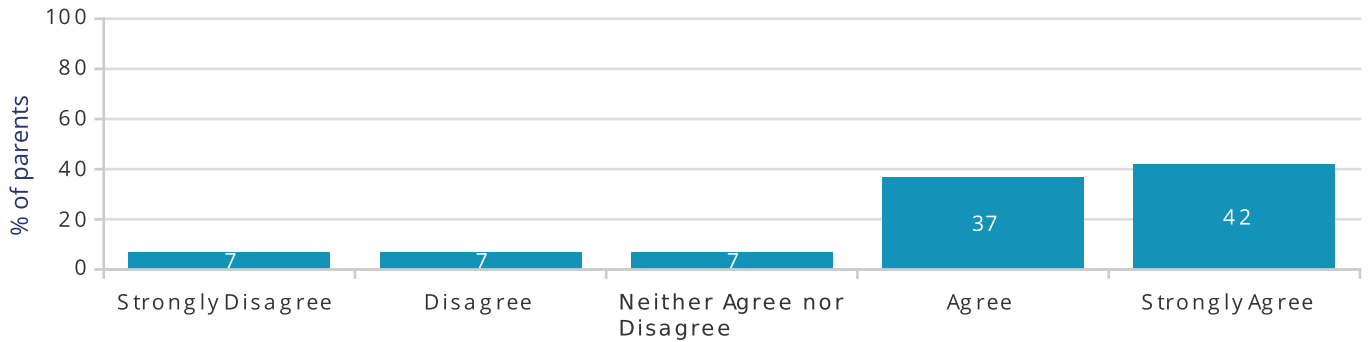
I would recommend my child's high school to parents of primary school students.



NSW DoE Custom Measure(s)

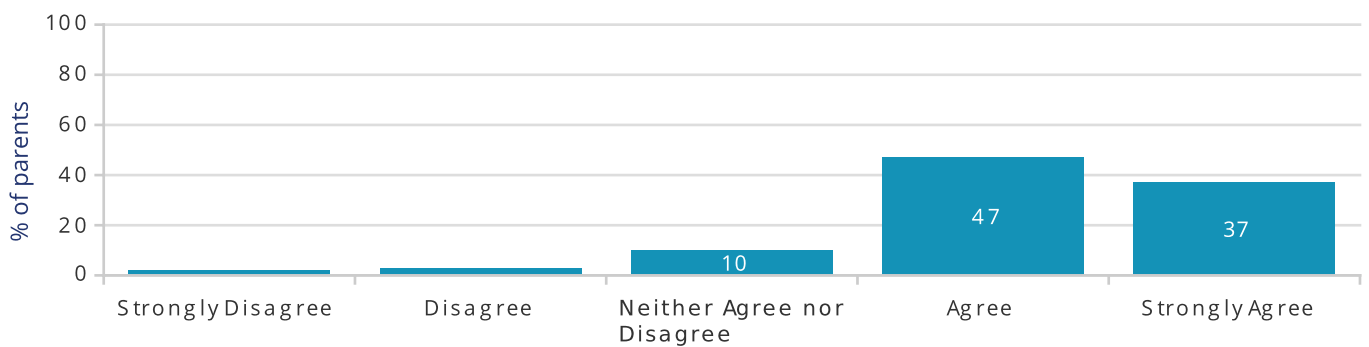
High School Reputation

The high school has a good reputation in the local community.



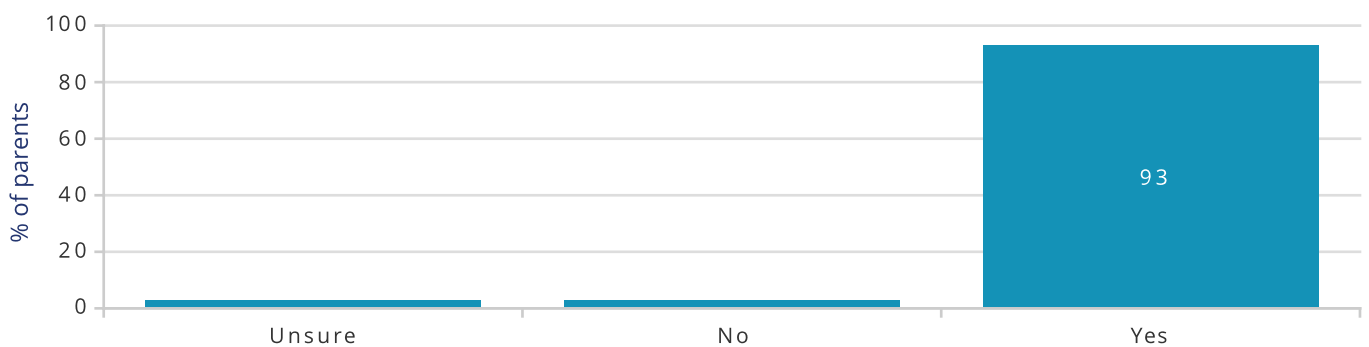
High School Communication Satisfaction

I am satisfied with the general communication from the high school (e.g., newsletters, emails, school website, school app, social media, etc.).



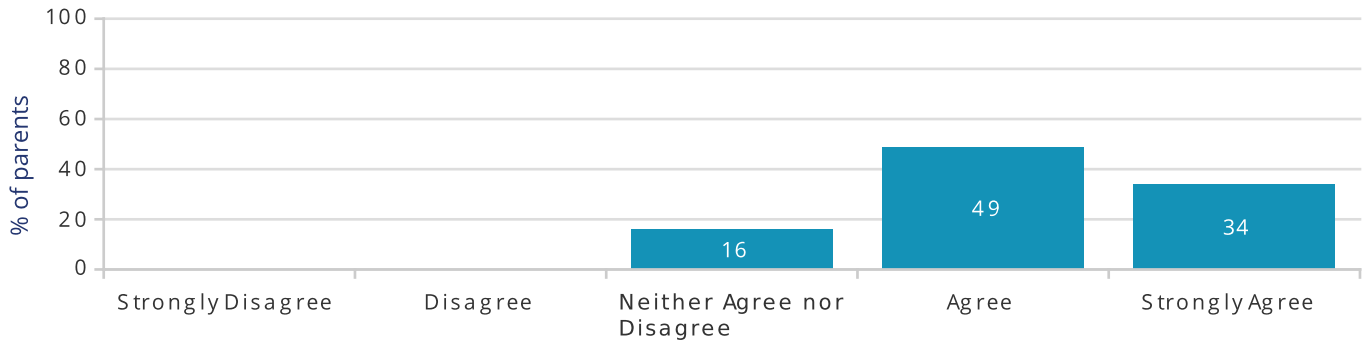
Support for VET/TAFE

I would support my child's decision to do a TAFE or other vocational education or training qualification.

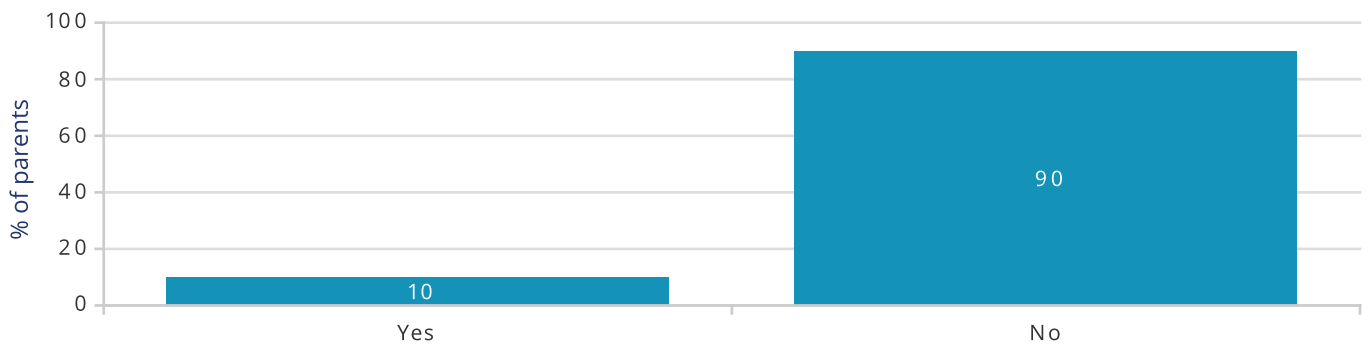


NSW DoE Custom Measure(s)
VET/TAFE provides good opportunities

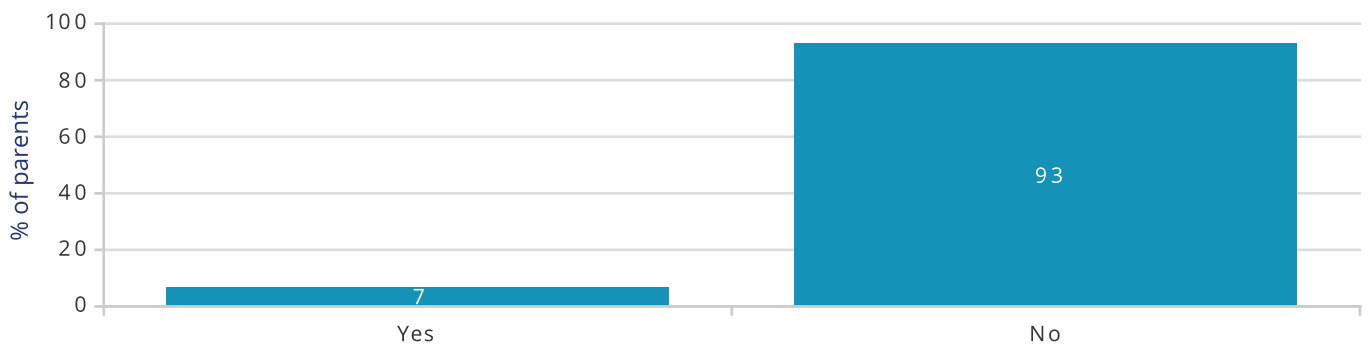
I believe a TAFE or vocational education or training qualification will provide my child with good employment and career opportunities.


Parent's Aboriginal or Torres Strait Islander Status

Do you identify as an Aboriginal and/or Torres Strait Islander person?


Child's Aboriginal or Torres Strait Islander Status

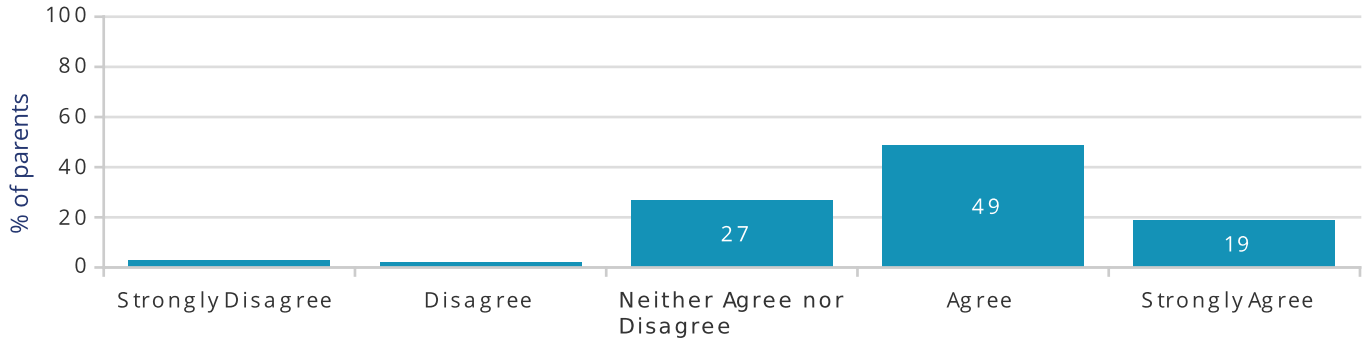
Does your child identify as an Aboriginal and/or Torres Strait Islander student?



NSW DoE Custom Measure(s)

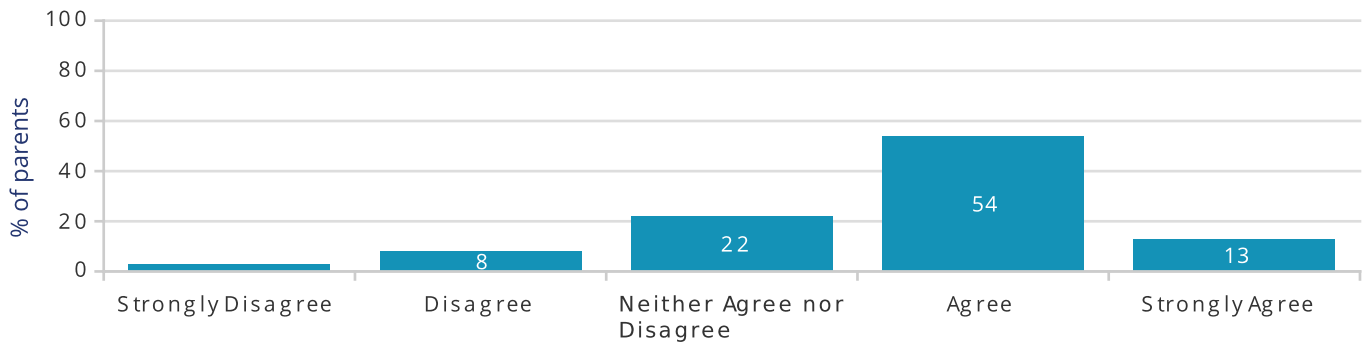
School is a culturally safe place for all students

My child's school is a culturally safe place for all students



Reports indicate how to best support child learning

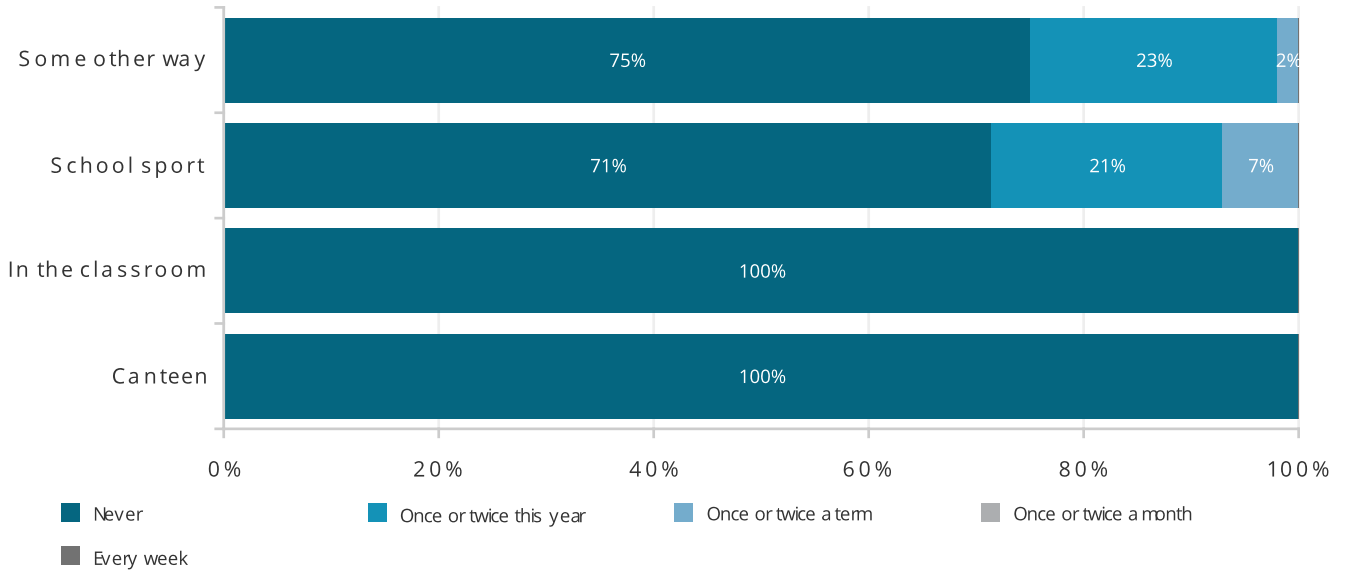
My child's school reports provide me with information on how to best support my child in their learning.



NSW DoE Custom Measure(s)

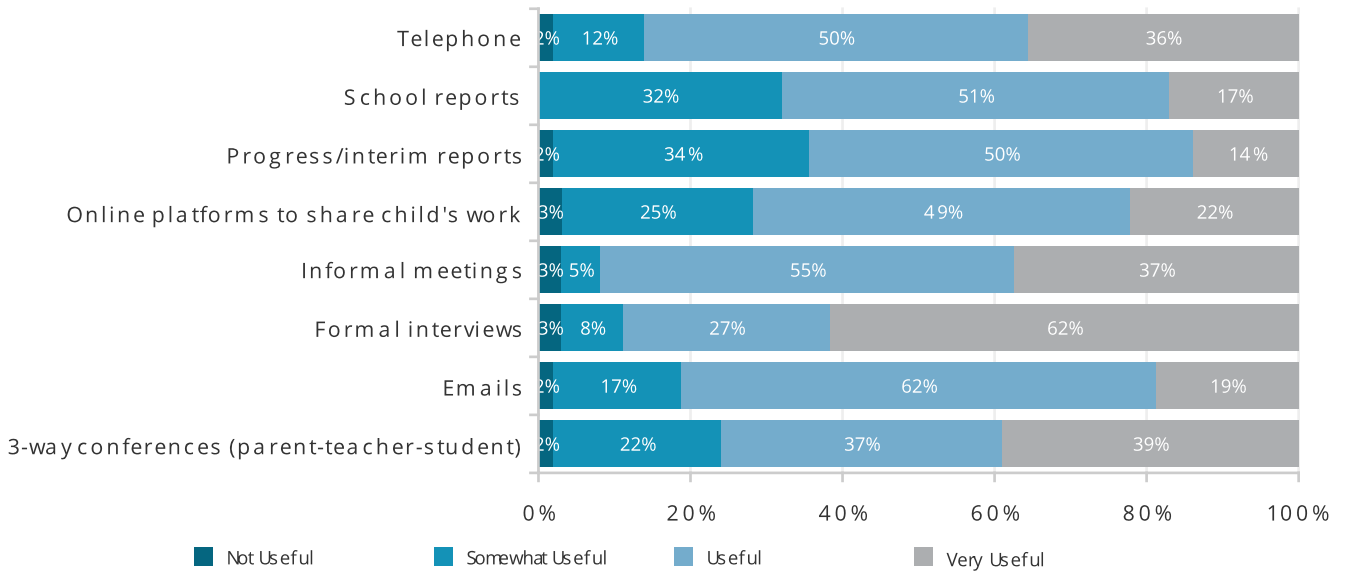
School Voluntary Work

Are you involved in any of the following voluntary work at school other than school committees?



Useful communication types at school

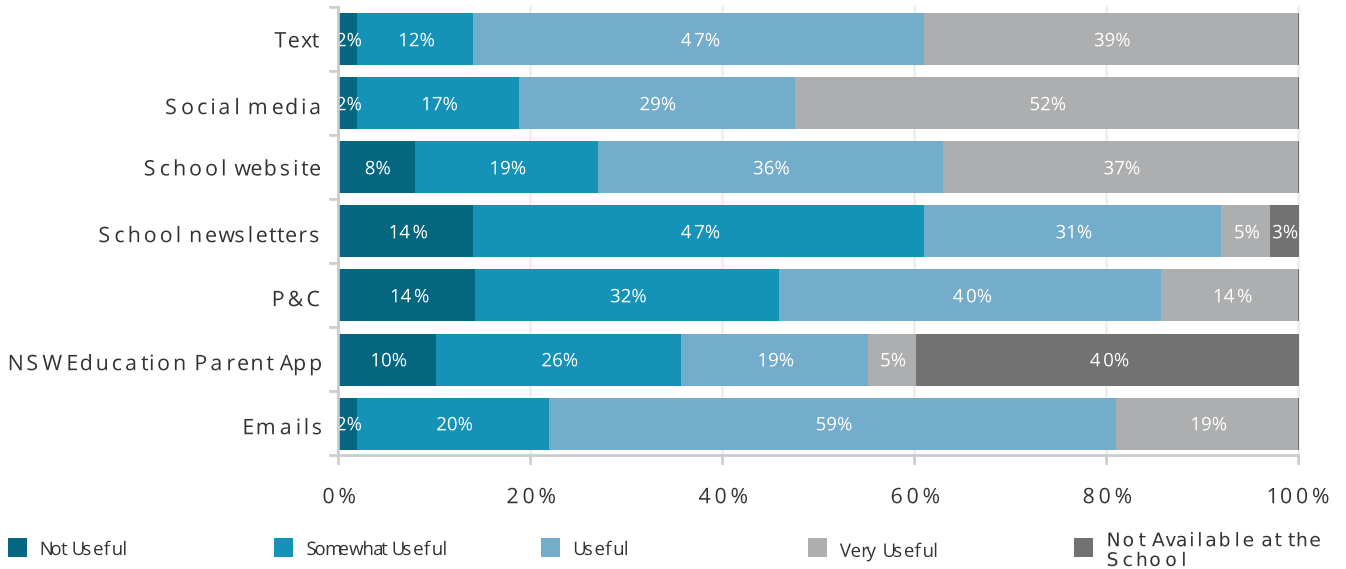
Please tell us how useful you think the following types of communication are when discussing your child with the school.



NSW DoE Custom Measure(s)

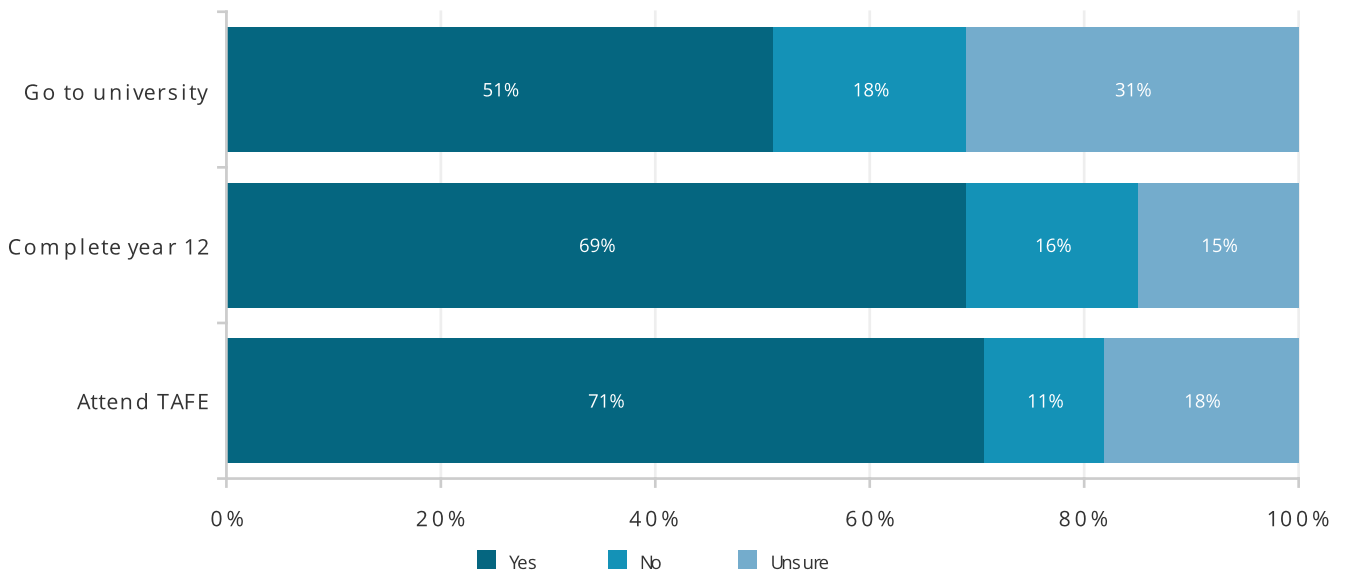
Useful communication about school news

Please tell us how useful you think the following types of communication are for finding out news about the school.



Educational Aspiration

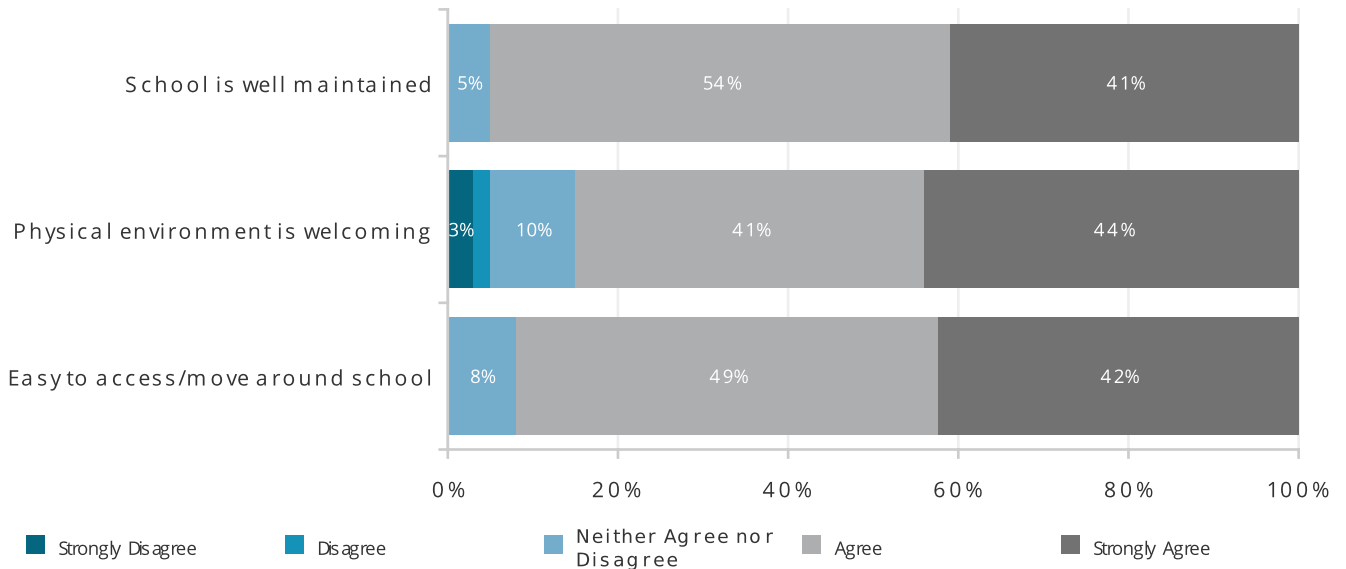
Parents were asked if they expect their child will do the following:



NSW DoE Custom Measure(s)

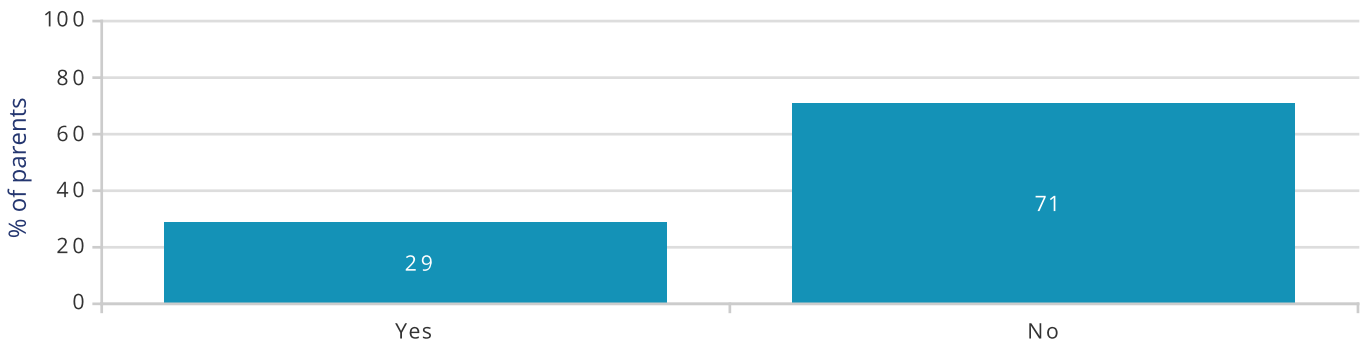
Perception of school facilities

How strongly do you agree with each of the statements:



Child has a disability or special needs

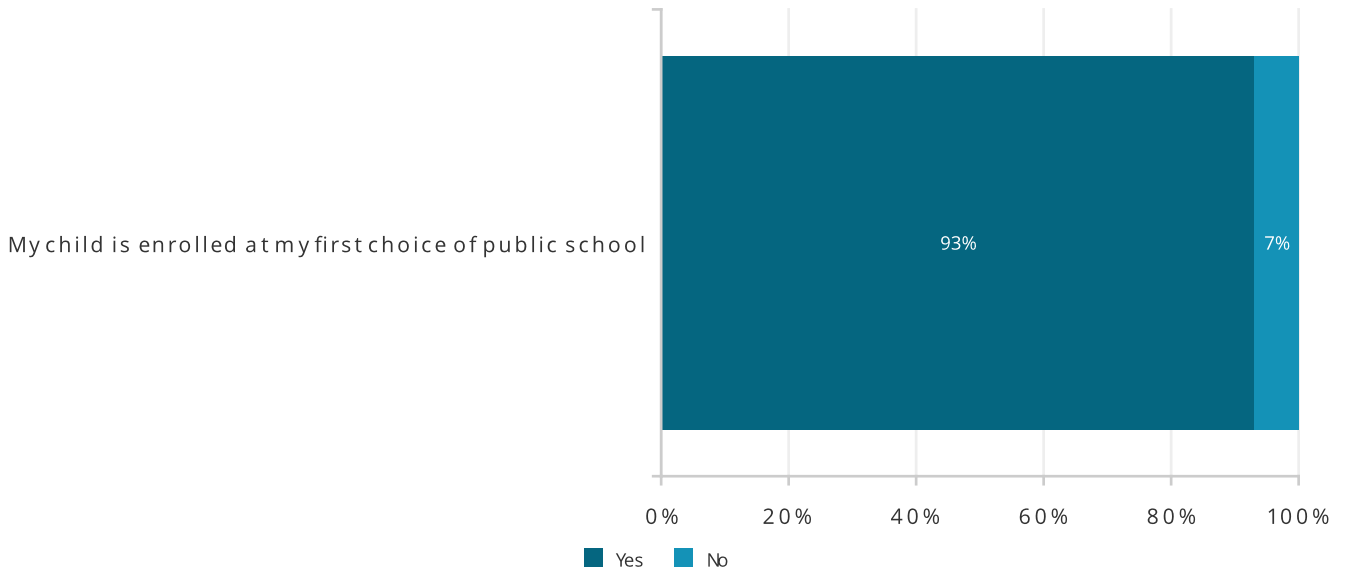
Does your child have a disability or special needs (diagnosed or not)?



NSW DoE Custom Measure(s)

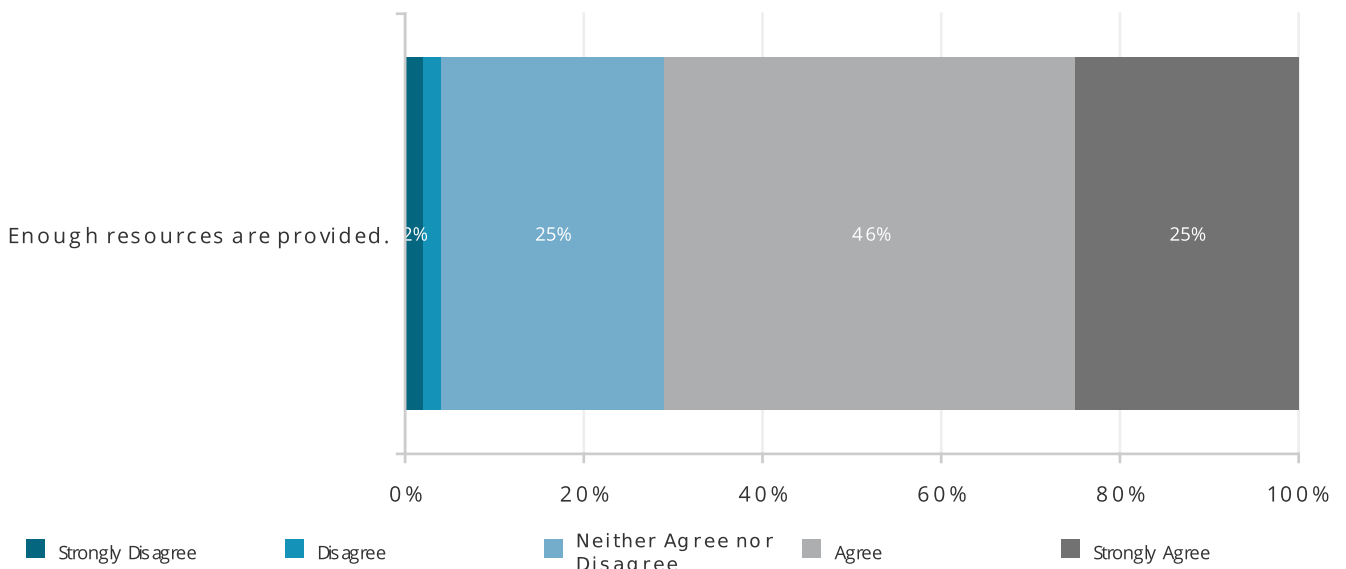
First choice of public school

My child is enrolled at my first choice of public school



The school provides enough resources to help students with disability or special needs

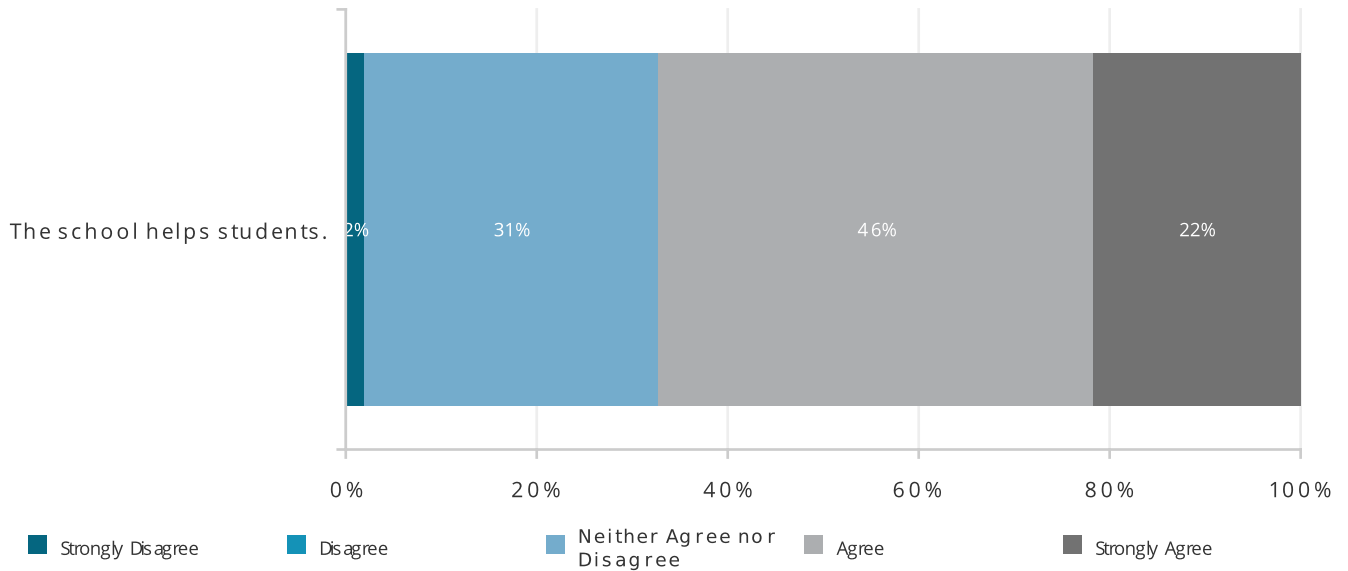
The school provides enough resources (for example, a ramp or support teacher time) to help students with disability or special needs.



NSW DoE Custom Measure(s)

The school helps students with disability or special needs to feel welcome.

The school helps students with disability or special needs to feel welcome



Recommend school

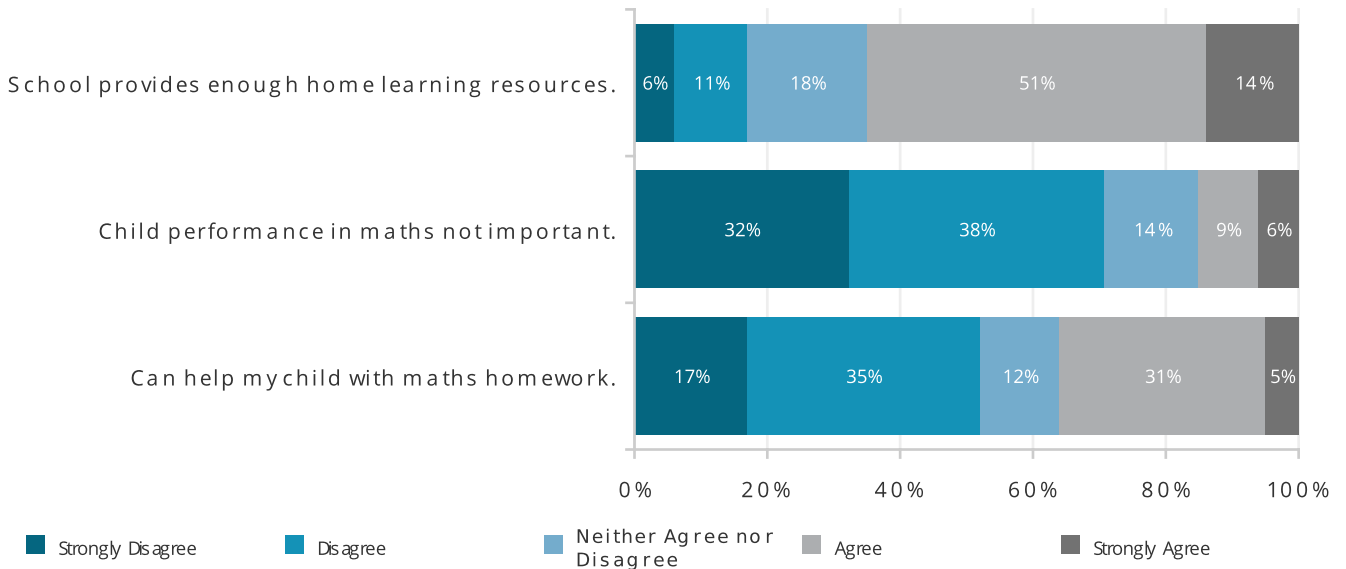
I would recommend my child's school to other parents.

* data suppressed due to too few responses

NSW DoE Custom Measure(s)

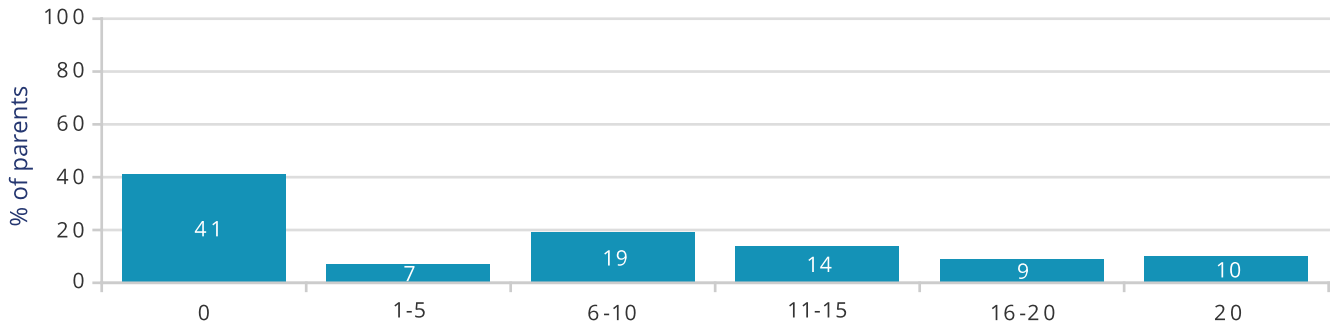
Support for mathematics learning at home

How strongly do you agree with each of the statements:



School Level Custom Measure(s)
Student's hours of paid work

If your child has a casual job after school or at weekends, approximately how many hours per week do they work?



0 - My child does not have a job

1-5 - 1-5 hours per week

6-10 - 6-10 hours per week

11-15 - 11-15 hours per week

16-20 - 16-20 hours per week

20 - 20 plus hours per week

Impact of work on education

What impact do you believe your child(ren)s employment has on their attendance and ability to be fully participating in their learning at school and at home? Tick all that apply.

