2012 GLEN IRIS PRIMARY SCHOOL REVIEW

PARENT/TEACHER COMMENTS

STUDENT/SAFETY

*The degree to which children experience bullying, teasing or unfair treatment from other students.*

- Observe great programs kids are able to verbalise ideas/understandings about bullying. William to come to school.
- Haven’t experienced bullying. Isolated incidence with certain individuals. Have approached teachers who were able to intervene. Parents’ role to coach child how to deal with children—even though school might have intentions to help/prepare kids.
- One incident when teacher seemed to be unwilling to help.
- Haven’t seen evidence of misbehaviour
- Individual teachers have always been willing to help. Parents very involved in coaching the children, and making the teachers aware of that.
- Strong feeling of respect.

SOCIAL SKILLS

*The degree to which children develop a range of appropriate social skills.*

- Responsibility of parents to teach basic social skills.
- Expect that teacher help students develop social skills.
- Courtesy, firmness Preps take turns.
- Children don’t lack social skills. Nothing to suggest that the school doesn’t work on social skills.
- Children have respect for teachers.
- Children have trouble with friends but are able to interact with adults.
- Hard to know what the school is doing.
- Kids mixed up to work with others, not just with friends builds collaboration skills.

APPROACHABILITY

*The degree to which parents feel comfortable approaching the school; concerns are understood and taken seriously.*

- Access already to staff, unbelievably approachable.
- Hesitant to approach but when have, have found the school leaders and teachers to be approachable. More at ease with some teachers than others because of individual personalities. Some teachers okay to see in the morning. Others happy to make an appointment. Teachers could communicate their preferred approach
- Clear sense of approachability.
- Almost open door.
- Is it possible to go back a few surveys to see the trend line data? Parents surprised by survey results being so low.
- School may be approachable but people might not have time to be at school. Teachers have phoned to talk. Do other parents know they can call to make appointments?
- Brainstorm, sending the message to parents the ways that they can approach the school.
TEACHER MORALE

The extent to which teachers demonstrate commitment, enthusiasm, passion, energy and pride in their work.

- Keen to turn up on weekends for working bee.
- School camps/information nights/school council.
- Seen teachers working late. Seen a level of dedication. Could come down to individual teachers.
- Not clear but doesn’t seem to be an old school clock on/ clock off school.
- Morale depends on the principal. The current principal seems more involved. Teachers more attentive.
- Lack of cynicism here.

GENERAL SATISFACTION

Overall level of satisfaction with the education children receive at the school.

- Been getting better – greater emphasis on numeracy, greater emphasis on homework. In class doing extra maths.
- Literacy and numeracy focus. Physical environment has greatly improved. Most important thing teachers and leadership. Physical environment reflects pride the community has at the school.
- With fantastic spaces – what can we do to maximise these spaces?
- Parents thinking that their child could be stretched/that they are coasting and depending on teachers.
- Aspirational, well-educated parents. Will do what they can to encourage them.
- Parents welcome homework – shows what children are doing at school.
- Parent had to teach child how to do ‘times table’ in year 3, years ago.
- Schools role to determine the scope of well-rounded student – not just academic.
- Fundraising goals that are local ideas/activities to engage with the local community/specific programs/targeted goals.

OPEN COMMENTS

- Good to break into small group to feel comfortable and give an opinion.
- Disappointing there weren’t more people – make clear what the night involved so people don’t think it was a big commitment.
- Video big investment of time but thought it would get parents involved.
- Class Reps – e.g. ask them to find 4 people from each classroom to ensure representation from each class. Set a target of how many people you want.
- The survey has engaged other parents.
- Interesting – graph shows parent input is rating low – such a small number attending this session.
- It can’t be right “Why are the results so low?”
- Offering online (e.g. newsletter, trybooking) – are we getting more.
- Ultranet?
- Disconnect between parents and school – perhaps parents want to be involved but down know how to be.
STUDENT MOTIVATION

The extent to which children look forward to going to school.

- Positive
- If a problem, will go to teacher.
- Keen to come
- Secure, safe environment
- Kids happy

CONNECTEDNESS TO PEERS

The degree to which children get along with and feel accepted by other students.

- GALAXY group has a huge influence – lots of sharing promotes respect. Sets kids up to feel happy and secure.
- Buddy program.
- Buddy Bear in the yard.
- School does will in this area.
- School houses – families need to be in same – good that it is being introduced in the younger grades.
- Initiatives – LEGO club etc., chess club – good ideas. Kelly Sports, After School Care
- Good at mixing across grades and levels
- How do you find out about things – e.g. music, outside of school of school sport teams?
- Students who ‘struggle’ in the school – observation that the parent is often ‘on the outside’ in the yard as well. Perhaps a buddy system to support these parents? Social connectedness as well. Disconnected parents/disconnected kids.
- Do they do exit interviews when people leave the school? Could we do exit interviews to find reasons for going. Are we not giving them what they want?
- Could there be an exit interview when children leave year six

SCHOOL CONNECTEDNESS

The extent to which children enjoy and look forward to learning at school.

- Not ‘have you had fun’ – what have you learnt today? Puts it back on child.
- Things like grade 4 diaries got interest back in reading.
- Lots of different rewards to motivate.
- Consistency in homework – hasn’t always been the case in previous years.
- Technology – is there research into how technology links with student learning? This will continue to have a greater impact.
  - What will the strategy be for the school in regards to technology and learning?
  - What is the long term plan?
  - How are we keeping up with other schools? Are we bringing in innovation?
  - How can it be continued to encourage student learning?
  - Do parents need to be informed on
  - What is the school going to do?
- Is there a staff survey? Do staff feel they have a say in what grade they take, career development?
REPORTING

The extent to which children’s school reports are clear, helpful and comprehensive?

- Question as to how individualised are reports – in particular certain subjects.
- Would like certain amount of specific information.
- Bit of cut and paste involved.
- Want to be informed clearly where children fall
- Half years plus end of year – want to be informed during – email etc. as needed.
- Clear understanding of what will be covered – e.g. maths topic for the term. Newsletter outlining topics.
- Curriculum guidelines for parents.
- Parent/teacher interviews – too late in Term 3.
- Reporting/communication regarding students getting extra assistance.
- Accessing newsletters online – missed interview – no letter.
- Teachers make themselves accessible when needed, if asked.
- Knowing how, when, content communication.

SCHOOL IMPROVEMENT

The extent to which the school understands its strengths and weaknesses and strives to improve?

- Are other school undertaking the process? Pro-active asking parents to engage with this process. All students will be asked to comment.
- ICT strategy – maps, existing resources, understanding the EDUSTAR image. A lot there that we are not tapping into. What are the skills that children need to achieve and how do we link that with the curriculum? Could have a working party. Programming would be a skill that all children should know.
- How does the school get feedback from the data from DEECD? From groups working with other schools? Parents aren’t clear on how schools work together.
- School by and large pretty good at knowing strengths and weaknesses.
- Should ask parents who are leaving what they think of the school? How did they transition to high school?
- Awareness of trend data relating to the survey (Communication subcommittee)

STIMULATING LEARNING

The extent to which learning is fun and children are encouraged to learn and be persistent.

- Stimulating classrooms
- Excursion/incursions variety of ways children are taught – lots of ways that children are engaged in learning, e.g. IWB
- Re FUN – something for children to look forward to – e.g. related to Integrated studies – chickens.
EXTRA CURRICULA

The degree to which the school provides an appropriate range of quality extra-curricular activities

- Is appropriate – Primary Schools don’t need to offer more than we currently do
- A lot is offered – what else do people want?
- What do people expect?
- Some activities are costly/some not
- Resolve what is offered so there is a variety, but keep the level the same.
- Good balance – doesn’t over load, kids can pick and choose.
- Suggestion – parents come and talk about their profession.
- Lots of sporting events
- Also have Lego, violin, piano, guitar, chess, school band. Hard to get children into piano.
- Compliment programs with drama, music ensembles – cost is an issue.

OPEN COMMENTS

What are your thoughts and recommendations?

- Transitions – kids know what is happening, but parents don’t. Needs to be communicated to parents.
- Teacher Morale – what are the expectations and are they realistic? Perception – difficult to quantify. What is it based on and how is it measured? – the teachers happiness? the child’s learning?
- Reports – comments the same, doesn’t describe your child/what they have learnt, where they have improved, generic, can be only form of communication for some parents.

HOMEWORK

The extent to which organisational skills are taught and homework supports student learning.

- Show and Tell roster great – organised, children can prepare, related to the curriculum, all children given the opportunity to speak/present to others
- Homework load not too heavy in 5/6 area
- Organisation skills – taught by parents and teachers
- Children do a little bit every day – consequences if you haven’t done it, rewards if you have
- Encourages children to be organised, motivate themselves
- Parents know what their bids are doing, are involved in their homework/signing off on homework
- Good preparation for high school, children well equipped for what lies ahead
TRANSITIONS

The extent to which children are supported and well prepared for the next stage of their education

- Take Off program very good – children secure, make good start
- Moving up grade levels – good to meet grade and teacher
- Selecting 3 friends very good – why child (boy) selected girls but told to select boys
- Good that school mixes children on many occasions – Galaxy, mix-ups, buddy system
- Galaxy assists transition program
- With class list it would be good to get a short biography of teacher (interests, etc.) – get a sense of who the teacher is
- Take off – set the bar so high – can take the shine off other transition years
- Great sessions – e.g. Dr Kaye Margetts – other experts
- Would there be a benefit in bringing in speakers/experts to discuss changes as years go on
- Transition from junior to senior – perhaps another focus on transition?
- Parent sessions – child psychologists etc.
- Transition to high school – not all at table clear what goes on with transition – what is the strategy

PARENT INPUT

The degree to which school encourages parental involvement in planning, school policies and decision making

- Different aspects
- Lots of communication from the school
- Do parents feel that they aren’t involved in their children’s learning
- Is there an opportunity to help in the classroom – different at different levels
- Lots of opportunities to help – yard duty, school functions, PA other communities, parent reps
- Engaging with parents – average to above average
- Similar parents always helping
- School invites people to attend meetings, but not many attend

CLASSROOM BEHAVIOUR

The extent to which disruptive behaviour by other students interrupts the learning of their classmates

- Huge range of opinions, expectations
- Always going to have children who are disruptive behaviour discussed, well managed in an appropriate manner and everyone moves on
- Needs to be open communication
- Teachers are approachable
- Can discuss issues
- Amazing
- Teachers well trained, able to manage difficult students, patient
- GIPS does well – teachers teach children to manage, be understanding
- Buddies/Galaxy great
BEHAVIOUR MANAGEMENT

The degree to which teachers’ management of student behaviour is fair, consistent and sensible

- Depends a lot on year level, each individual journey
- Fair, consistent
- Children involved, encouraged to discuss issues
- Contract good, language the same, approach consistent

OPEN COMMENTS

- Ask parents who are leaving the school what their thoughts are? Exit interview/survey
- Positive exercise to ask parents to attend
- Yard duty – are there structured activities for children at play? (student connectedness)

LEARNING FOCUS

The degree to which children’s learning needs are met & academic standards are appropriate at GIPS

- Knowing what standards (academic) are
- Helping parents understand what the milestones of student achievements is – e.g. by the end of Grade 3 my child needs to …
- What are the minimum standards?
- NAPLAN – not all clear
- Info nights clear
- Mix-up groups really good
- If challenge needs to be given, give to children, even as homework
- School is about read, write, critical thinking
- How do teachers manage with range of abilities – what happens when a child drops off who previously worked above – what’s done
- Is there enough emphasis on basics – read and write – should they be spending hours doing other activities when may need focus on read and write - was it at their level, e.g. animation, team work good and socialising
- Problem based learning is good
- Narrow scope of the CRE curriculum – educating on all faiths – diversity
LEVEL 1

What outcomes did we achieve?

- Parents believed we improved school connectedness (5.57 – 6.00)
- Parents believed we improved student safety (although this was not a goal)
- 98.5% families indicated that their children had strong/supportive relationship with peers

Why did we achieve/not achieve improved student outcomes?

- Due to evening events such as Science night, Maths night etc. (parents feel connected)
- Staff don’t reiterate how good students have it at GIPS compared to other schools. We should make parents aware of the amazing opportunities they have
- No follow up on pupil absences. If no reason given it stays as unexplained.

How effectively did we manage resources to support the achievement of improved student outcomes?

- Prep events
- Take-off/transition up (school money. Teacher time in APT and home)
- Use new spaces for Info evenings
- Galaxy, Enrichments, Camps, Incursions/Excursions

What can we do in the future to improve?

- Discuss with children and parents about how lucky GIPS kids have it

LEVEL 2

What outcomes did we achieve?

Parent opinion survey results increased in regard to student connectedness & safety. Formal targets not met however. School based survey had positive responses.

We have reviewed ‘Values Ed’ but it has become less clear, with no formal program, kid friendly or consistent language, no whole school approach.

- Student leadership – SALT, assembly, buddies, SRC etc.
- Kids Hope (community partnerships)

Why did we achieve/not achieve improved student outcomes?

Influences – we did extend student learning opportunities by improved team planning, staff PD, increase/timetabled enrichment, increase in lunchtime clubs.

Possibilities for not achieving – very high expectations of school life.
LEVEL 3

What outcomes did we achieve?

- On parent opinion survey improvement in connectedness and safety & motivation stable
- Staff opinion stable
- Student survey shows decrease in school connectedness
- Unexplained student absence stable

What did we achieve/not achieve student outcomes?

- High percentage of student absences through extended family holidays
- Programs like Galaxy, buddies etc. have become more established
- Student Leadership Action Teams active
- Completion of new buildings – more play space – feeling of safety

How effectively did we manage resources to support the achievement of improved student outcomes?

- Galaxy, Buddies & SALT all officially timetabled
- Wellbeing Team meet regularly & formulate guidelines for implementation of school values and rules.
- Teapot morning tea and tickets
- Mix up programs across year levels
- Staffing for intervention & enrichment
- Introduction of houses and house points across school
- House sporting events

What can we do in the future to improve?

- Continue to support the above programs
- Linking ‘Launch’ to Galaxy program as well
- Meet with Galaxy groups for lunches
- Maintain links between teachers and Galaxy groups – not change groups
LEVEL 4

What outcomes did we achieve?

- Wellbeing survey 98.5% - 93%
- Unexplained student absences stable – not a truancy issue
- Parent Opinion Survey – Up school connectedness and student safety

Why did we achieve/not achieve student outcomes?

- Student attitude to school Up 2009, then Down 2010 & 2011
- Parent Opinion Survey – Down student motivation
- Cohorts
- Staff turnover
- Staff absences
- Extended family holidays
- Highly critical (of ourselves of us by parents/kids)
- Not bad at all – we just all have high expectations

How effectively did we manage resources to support the achievement of improved student outcomes?

- Time – Galaxy – Transition Up – Grade 5 Leadership, Take Off
- Camping Programs
- Flexible Learning Spaces
- Team teaching
- Conventions/Expos
- Introduced new SALT team
- Extended SRC to whole school
- Excursions/incursions review
- House sports
- House points

What can we do in the future to improve?

- Continue to run Expos/conventions to get parents more involved
- Imbedding programs – reflect – review – refine and improve not always introduce new
  E.g. Performing Arts, Leadership programs, Concert
- Focus on programs that work well and strengthen
SPECIALISTS

What outcomes did we achieve?

- School connectedness improved according to parent survey data
- Increased student safety according to parent survey data
- Student motivation stabilised
- Same average of unexplained student absences in relation to state average/more student numbers at school

Why did we achieve/not achieve improved student outcomes?

- 2011 Cohort a difficult one
- 2009 last year of Music program. 2011 Performing Arts program started
- Grandparents Night/BBQ
- Unexplained absences could be followed up so that they becomes explained

How effectively did we manage resources to support the achievement of improved student outcomes?

- Extra facilities/playground/rooms
- Wellbeing
- Sustainability
- Kids Hope
- Karate Men
- MAT program

What can we do in the future to improve?

- Continue to push values program
- Provide more structure to Galaxy program
- PD