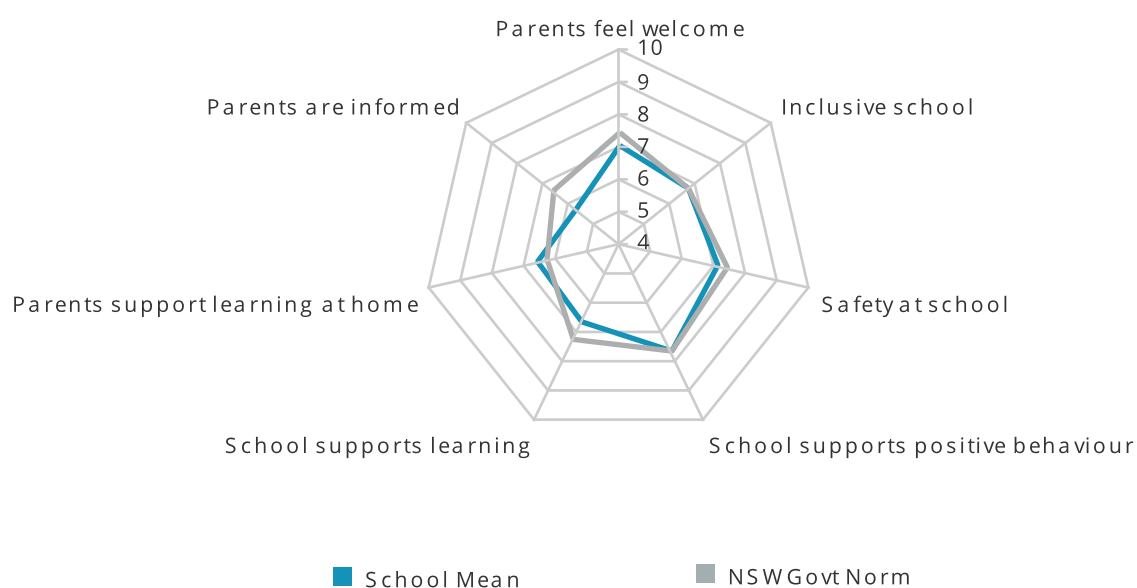


Perspectives of Parents

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.

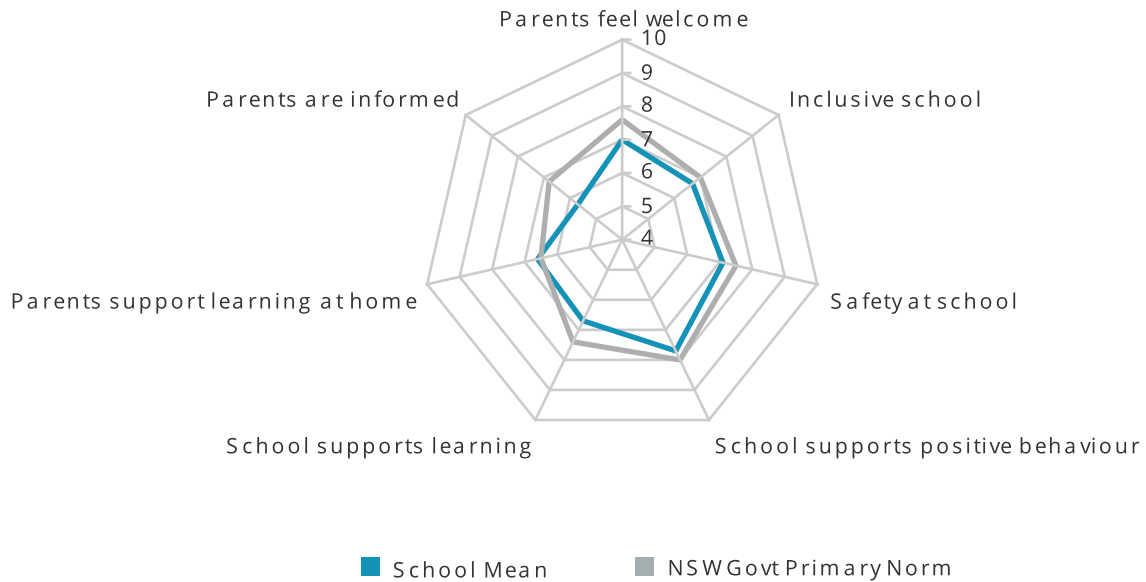
The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement;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

This report provides results based on data from 65 respondents in this school who completed the Parent Survey between 05 Sep 2018 and 26 Sep 2018.



Two-way Communication with Parents

Kindergarten - Year 6 (Primary)

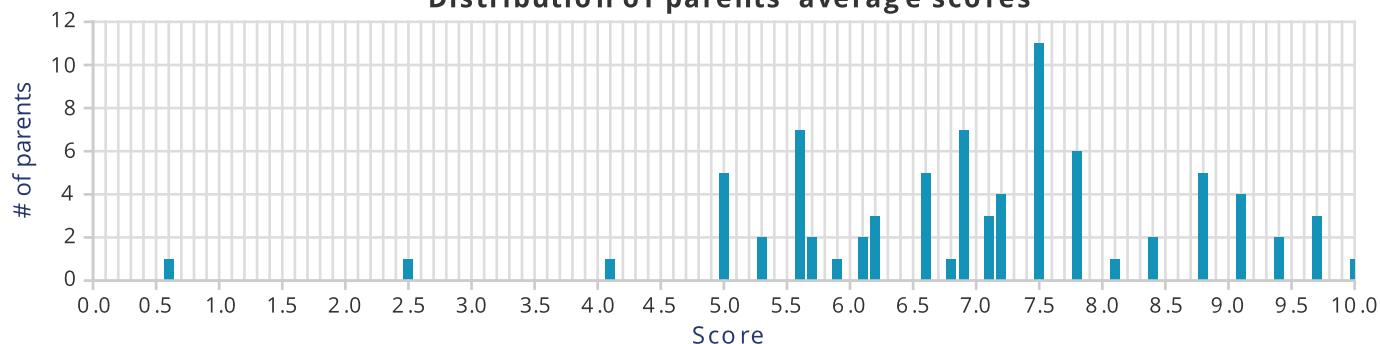


Two-way Communication with Parents

Parents feel welcome

School Mean (NSW Govt Norm)	7.0 (7.4)
I feel welcome when I visit the school.	7.3
I can easily speak with my child's teachers.	7.7
I am well informed about school activities.	7.0
Teachers listen to concerns I have.	7.2
I can easily speak with the school principal.	6.1
Written information from the school is in clear, plain language.	7.5
Parent activities are scheduled at times when I can attend.	5.6
The school's administrative staff are helpful when I have a question or problem.	7.7

Distribution of parents' average scores

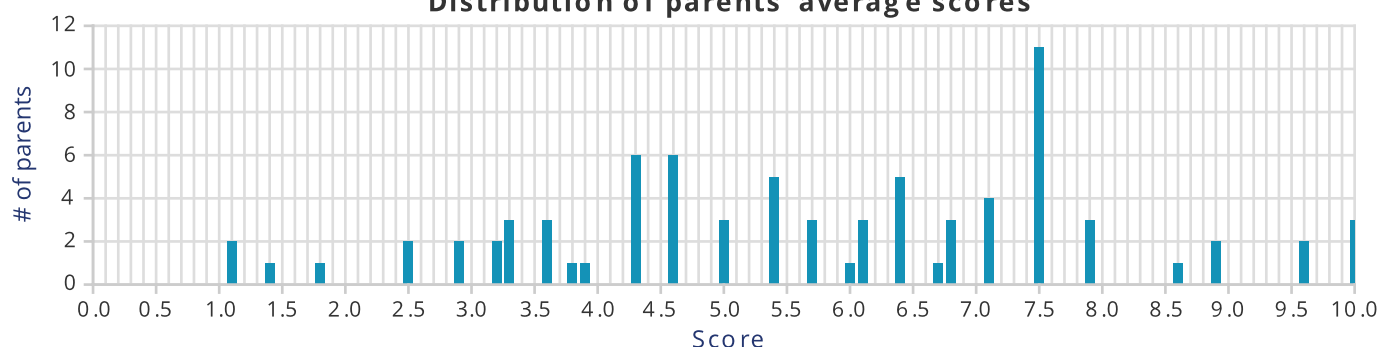


Two-way Communication with Parents

Parents are informed

School Mean (NSW Govt Norm)	5.7 (6.6)
Reports on my child's progress are written in terms I understand.	6.7
If there were concerns with my child's behaviour at school, the teachers would inform me immediately.	6.2
I am informed about my child's behaviour at school, whether positive or negative.	5.8
The teachers would inform me if my child were not making adequate progress in school subjects.	5.5
I am well informed about my child's progress in school subjects.	5.4
I am informed about opportunities concerning my child's future.	5.5
I am informed about my child's social and emotional development.	5.1

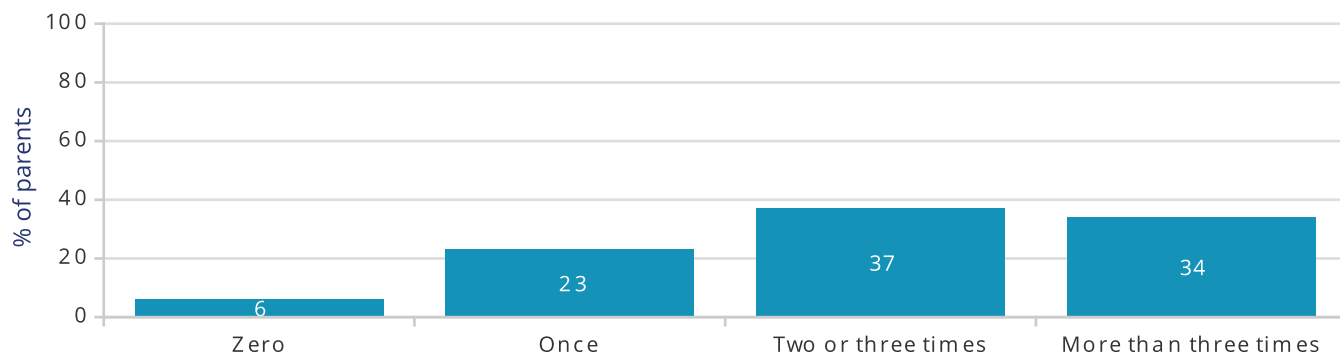
Distribution of parents' average scores



Parents' Participation at School

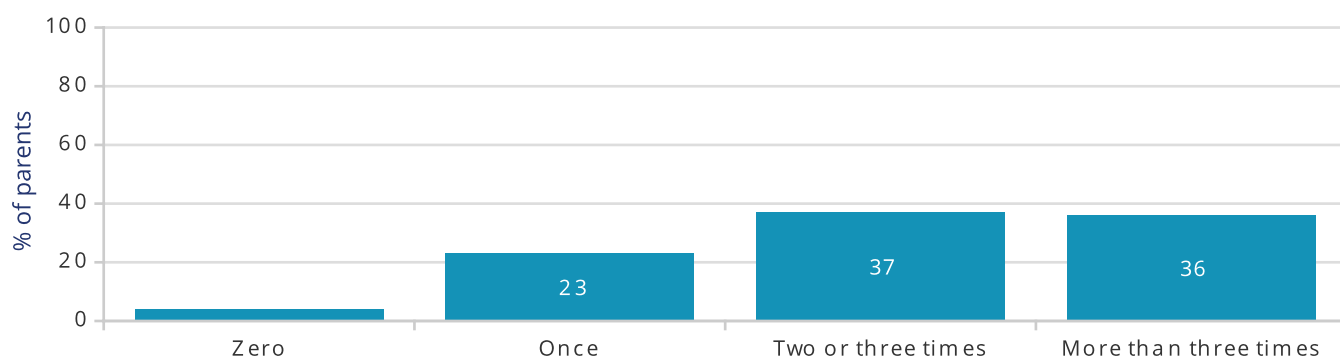
Parents talked with a teacher

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



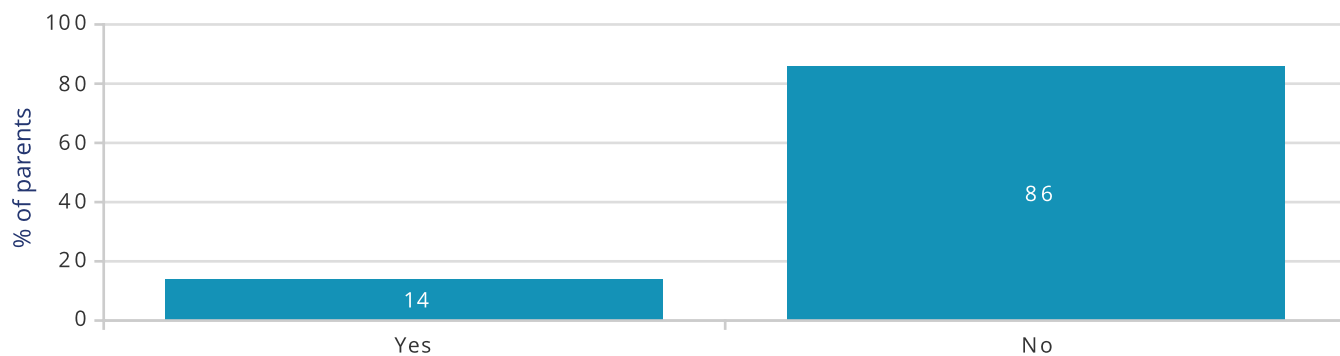
Parents attended meetings

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)?

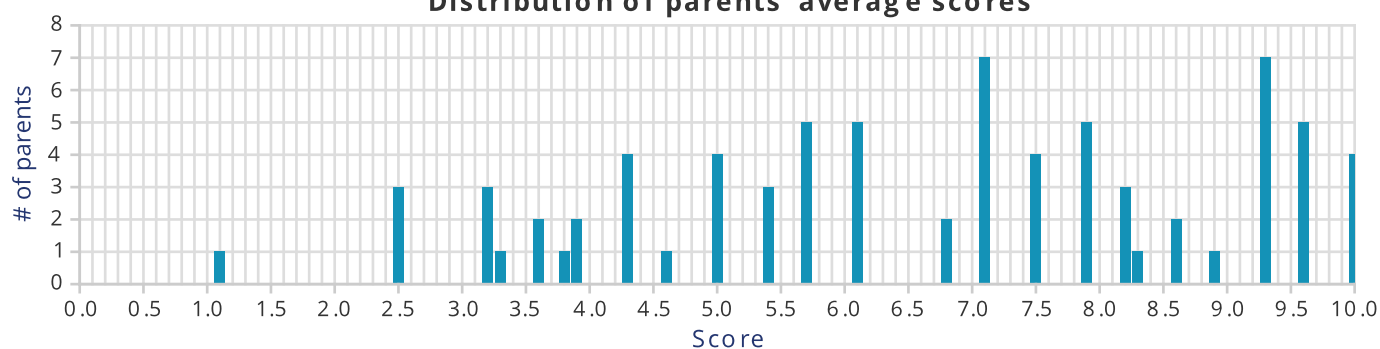


Parents Support Learning at Home

Parents support learning at home

School Mean (NSW Govt Norm)
6.6 (6.3)
Does someone in your family do each of the following?

Discuss how well your child is doing in his or her classes.	6.0
Talk about how important schoolwork is.	5.8
Ask about any challenges your child might have at school.	6.1
Encourage your child to do well at school.	7.4
Praise your child for doing well at school.	7.5
Talk with your child about feelings towards other children at school.	6.9
Take an interest in your child's school assignments.	6.7

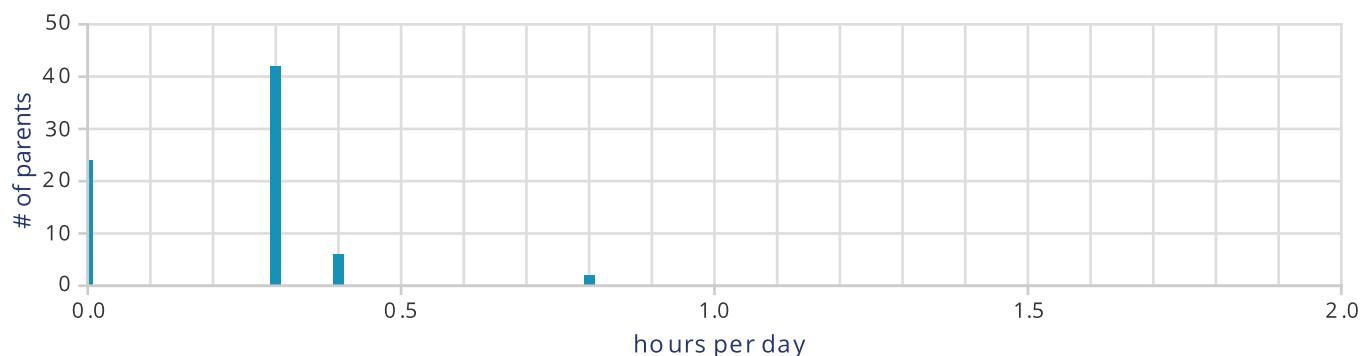
Distribution of parents' average scores


Parents Support Learning at Home

Time on homework

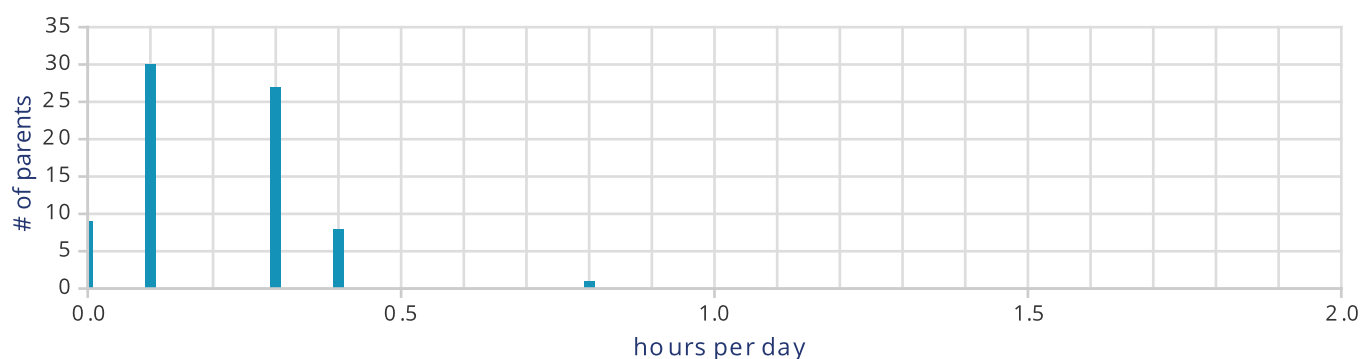
Distribution of the time children spend doing homework each day

On average, how long does your child spend doing homework per week? (Please include time each day after school hours and time on the weekend)



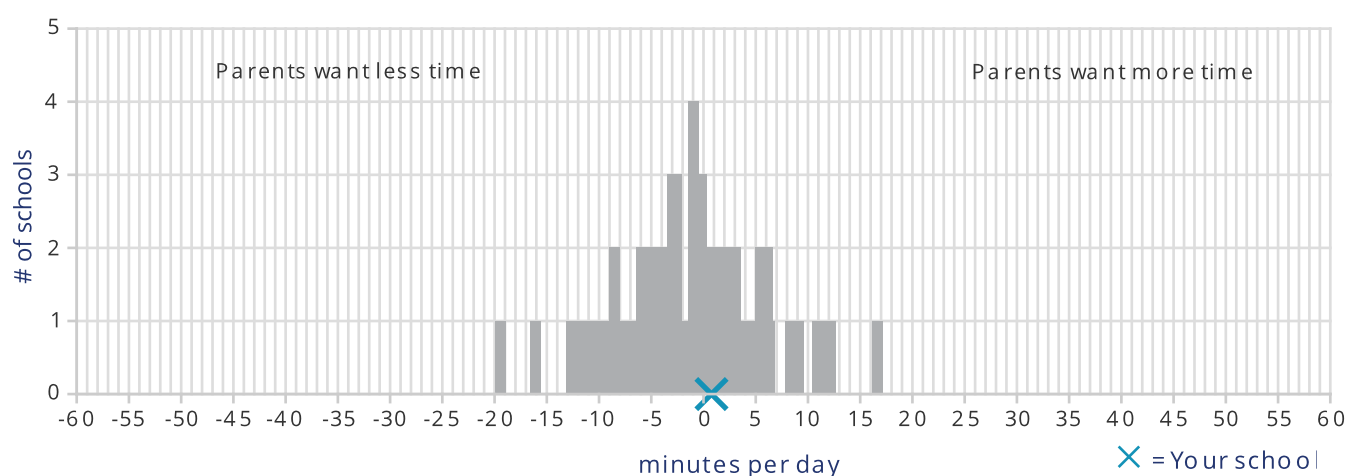
Distribution of the time parents spend helping their children do homework each day

On average, how much time do you spend helping your child with homework per week? (Please include time each day after school hours and time on the weekend)



Differences between parents' expectations for homework time versus the actual amount of homework time.

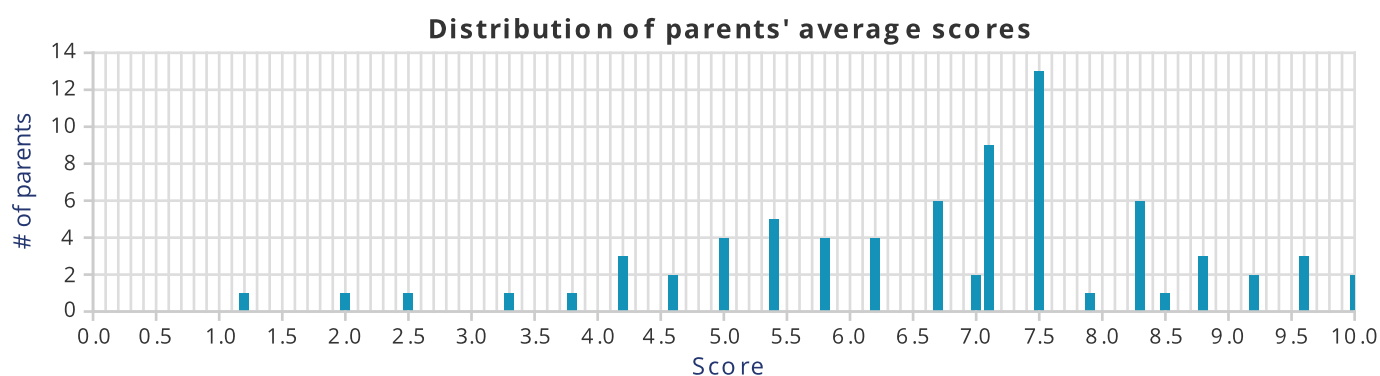
Distribution of different scores at NSW CESE Project



School Supports Learning

School supports learning

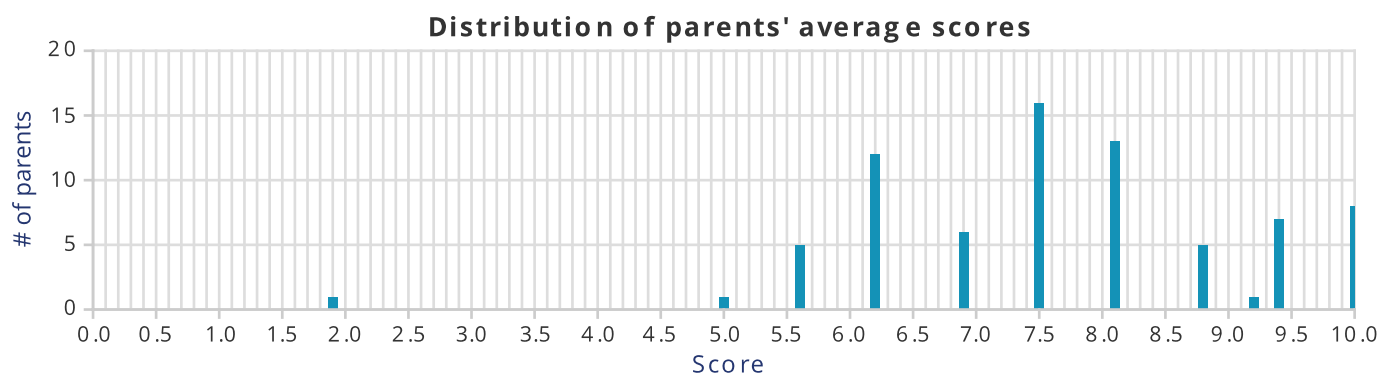
School Mean (NSW Govt Norm)	6.7 (7.3)
Teachers have high expectations for my child to succeed.	6.7
Teachers show an interest in my child's learning.	6.9
My child is encouraged to do his or her best work.	7.4
Teachers take account of my child's needs, abilities, and interests.	6.5
Teachers expect homework to be done on time.	5.9
Teachers expect my child to work hard.	7.0



School Supports Learning

School supports positive behaviour

School Mean (NSW Govt Norm)	7.7 (7.7)
Teachers expect my child to pay attention in class.	7.9
Teachers maintain control of their classes.	7.3
My child is clear about the rules for school behaviour.	8.5
Teachers devote their time to extra-curricular activities.	7.0

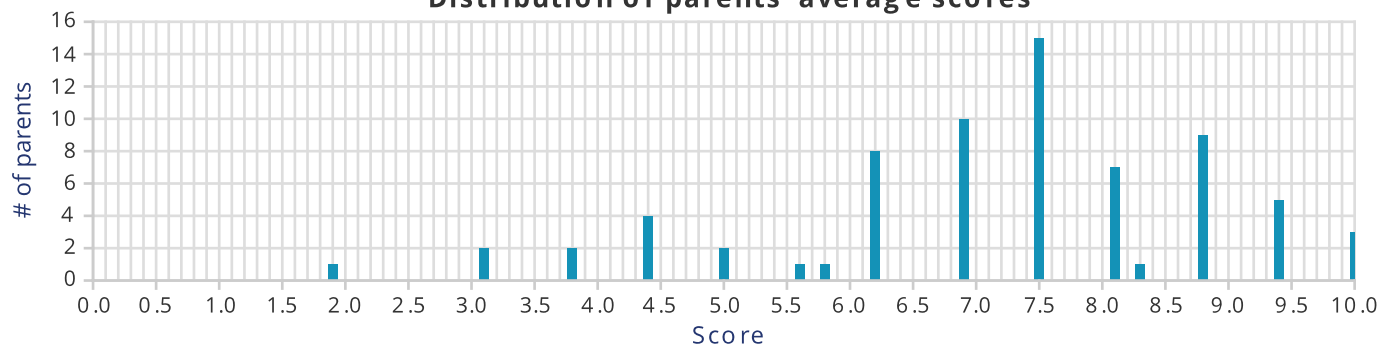


School Supports Child's Behaviour

Safety at school

School Mean (NSW Govt Norm)	7.1 (7.4)
Behaviour issues are dealt with in a timely manner.	6.4
My child feels safe at school.	7.5
My child feels safe going to and from school.	8.4
The school helps prevent bullying.	6.2

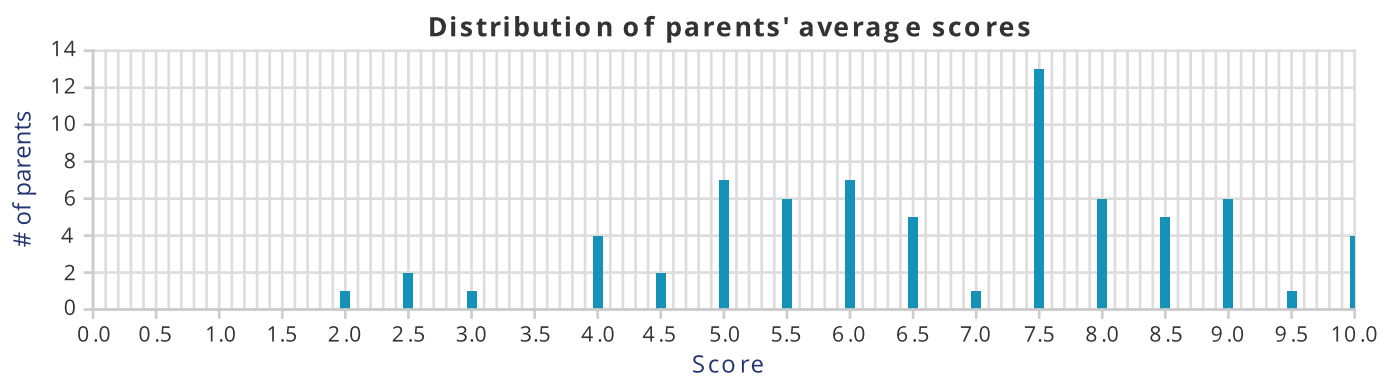
Distribution of parents' average scores



School Supports Child's Behaviour

Inclusive school

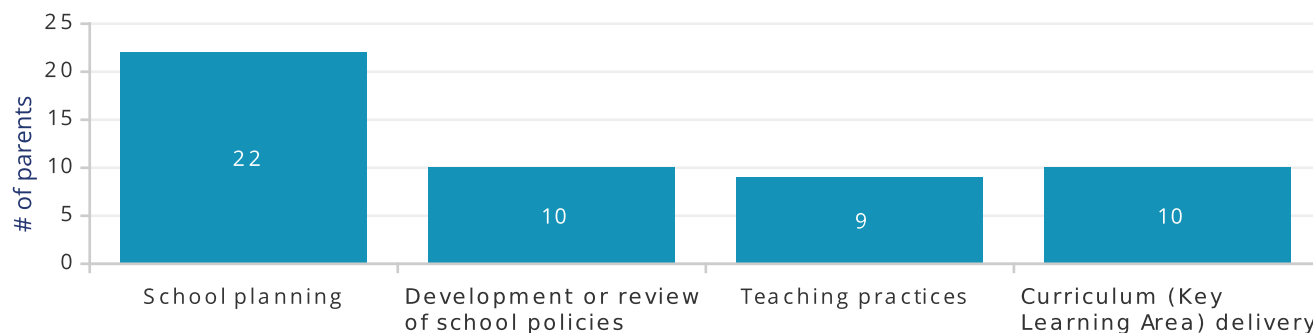
School Mean (NSW Govt Norm)	6.7 (6.7)
Teachers help students who need extra support.	6.8
School staff create opportunities for students who are learning at a slower pace.	6.4
Teachers try to understand the learning needs of students with special needs.	6.6
School staff take an active role in making sure all students are included in school activities.	7.2
Teachers help students develop positive friendships.	6.4



NSW DoE Custom Measure(s)

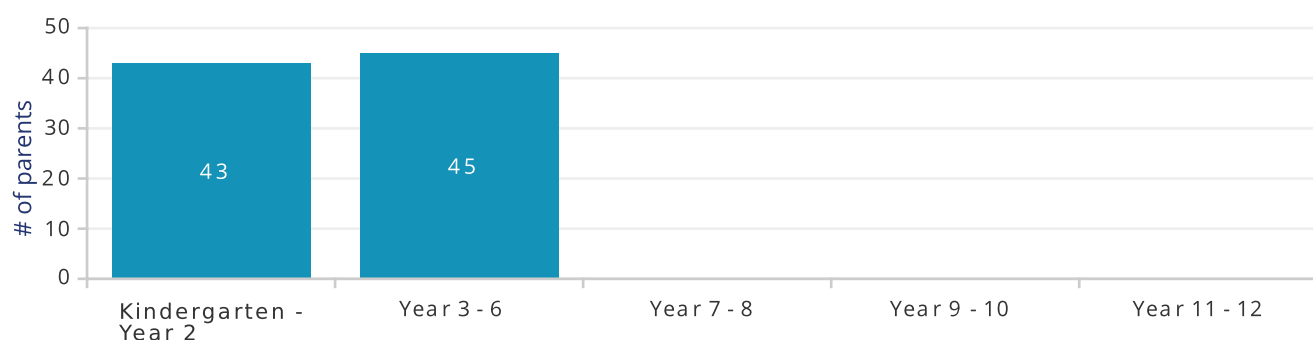
Parent Input

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



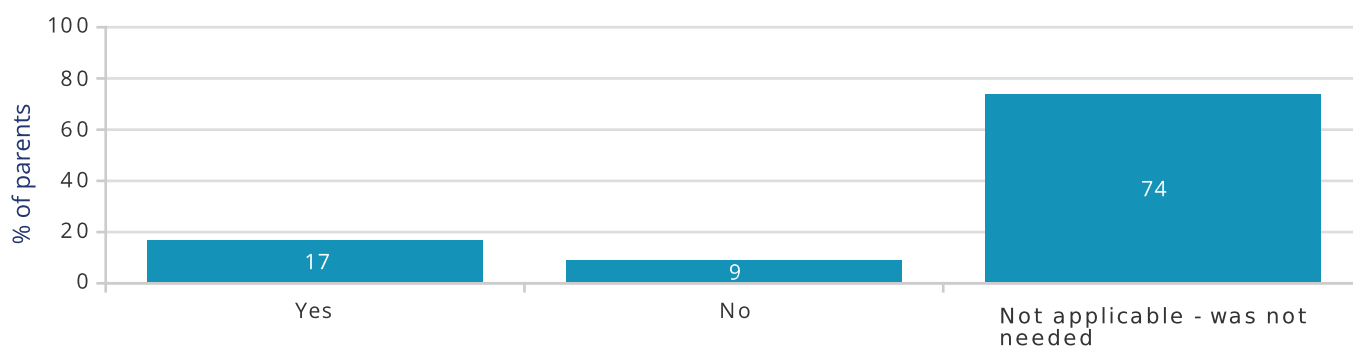
Year Group

What year group is your child in?



Specialist Assistance

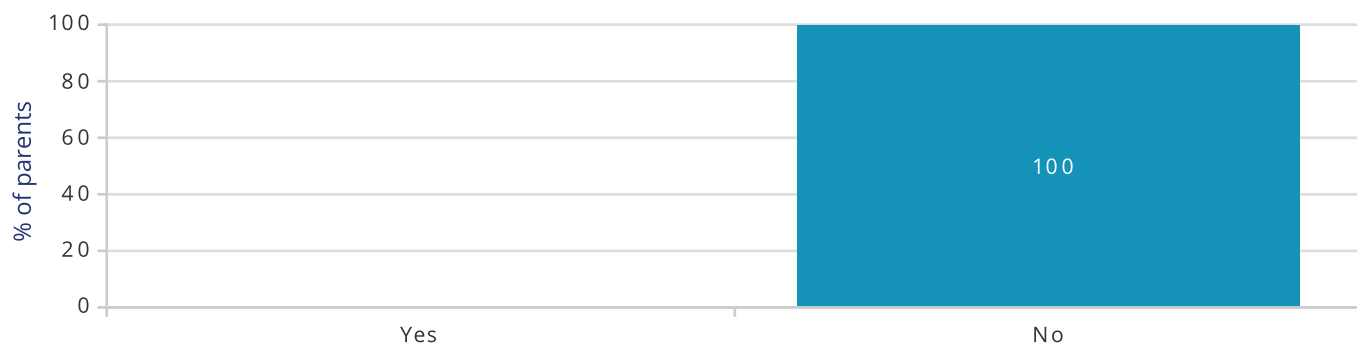
The school was able to access specialist assistance for my child when needed.



NSW DoE Custom Measure(s)

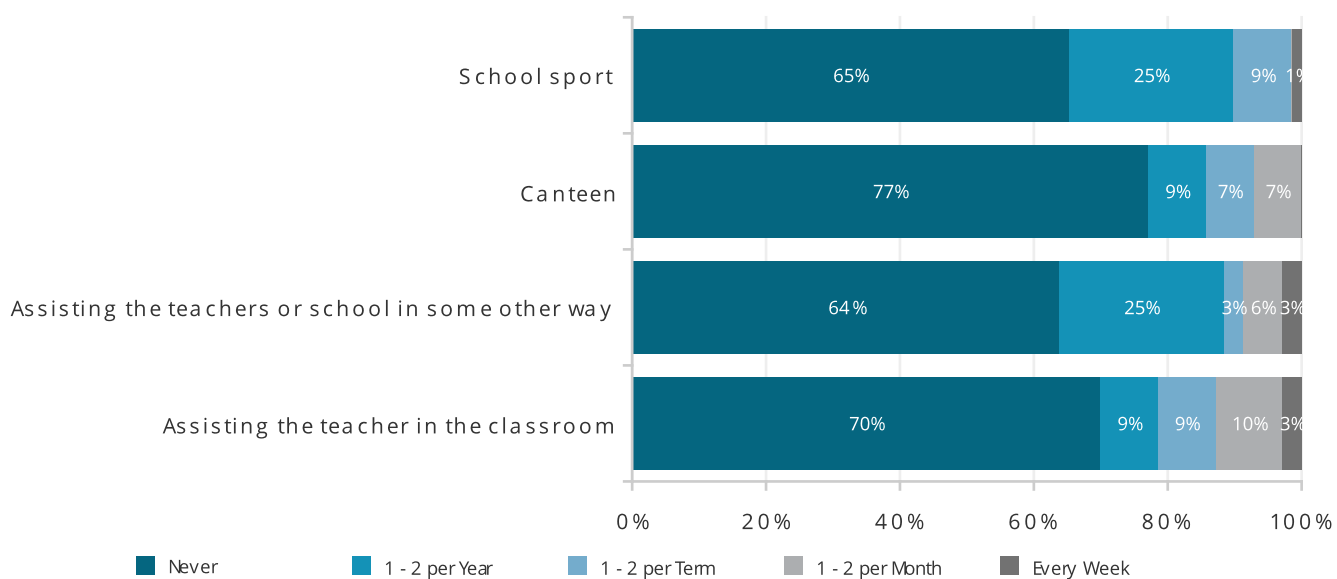
School for Specific Purpose

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



School Voluntary Work

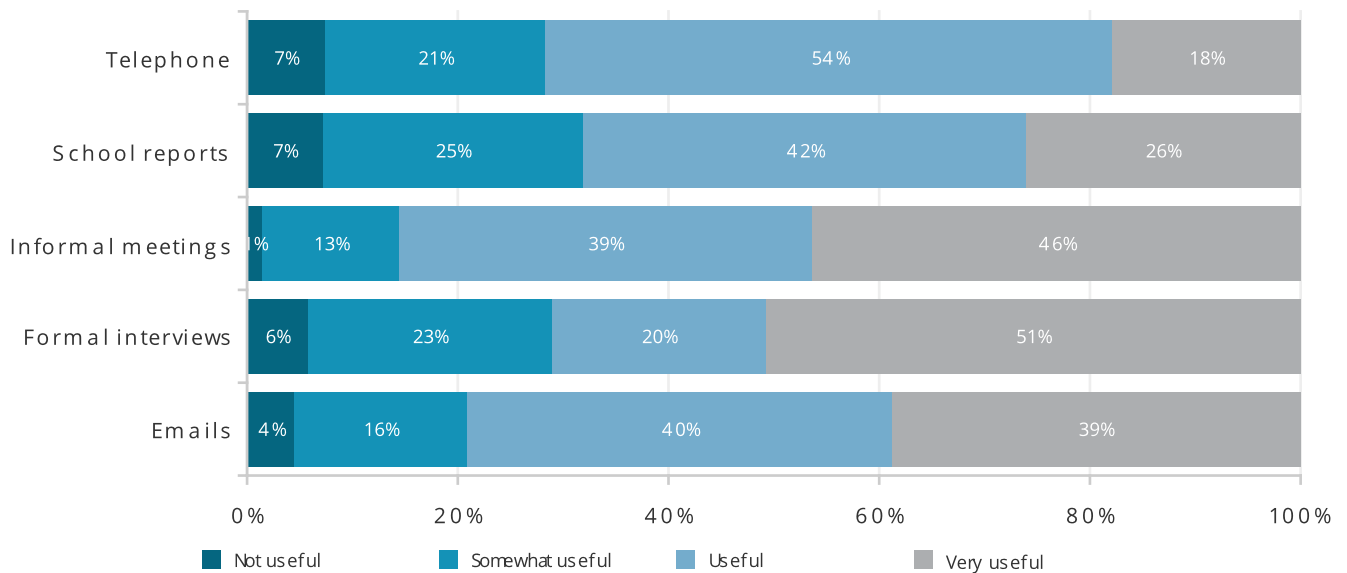
Are you involved in any of the following voluntary work at school other than school committees?



NSW DoE Custom Measure(s)

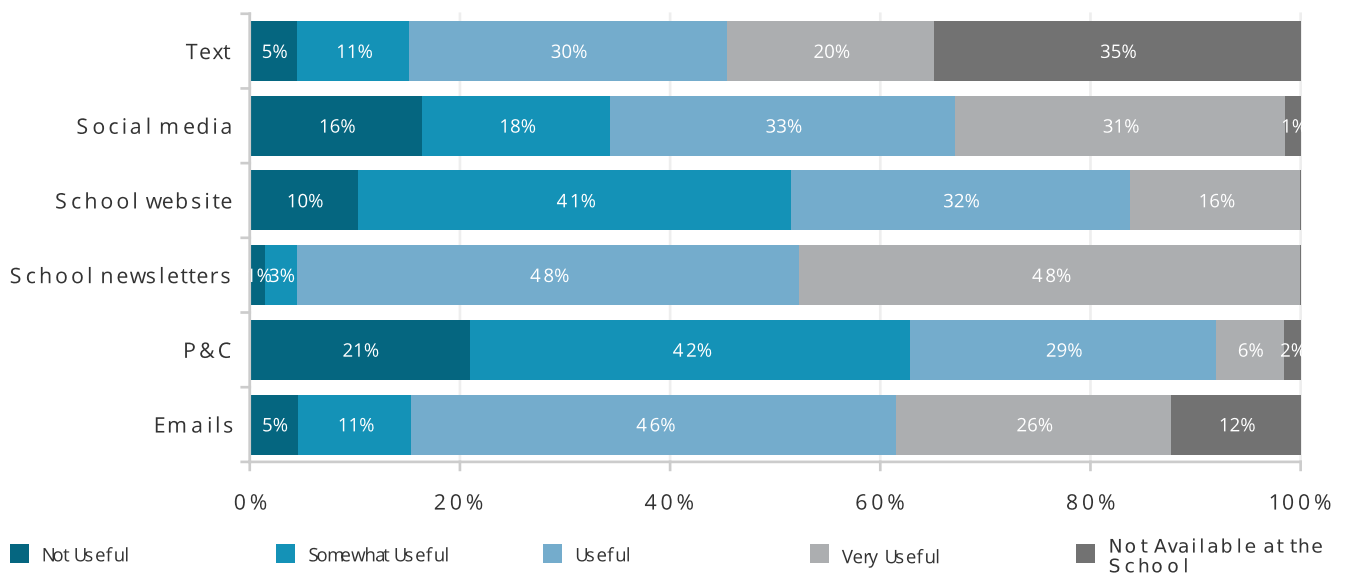
Useful communication types at school

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



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.



NSW DoE Custom Measure(s)

Educational Aspiration

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

