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"Esperance Anglican Community School", 2018
Parent Opinion Survey

The National School Surveys organisation is a division of Victorian Counselling & Psychological Services (VCPS). VCPS has been in operation for more than 25 years, providing psychological and mental health services to individuals, schools and organisations.

Our reliable and valid surveys are leading the way in assisting schools to facilitate improvement.
Our survey tools include:
*Staff Climate Survey
*Staff Well-being Survey
*Parent Opinion Survey
*Student Satisfaction Survey
*Student Well-being Survey
*Exiting Student Survey
*Alumni Survey
*Marketing Survey
*Board Member Survey
*Bullying Behaviour Survey
*Sustainable Schools Survey

We can also create custom surveys for your school.
We work with you to find the best solutions for your school.
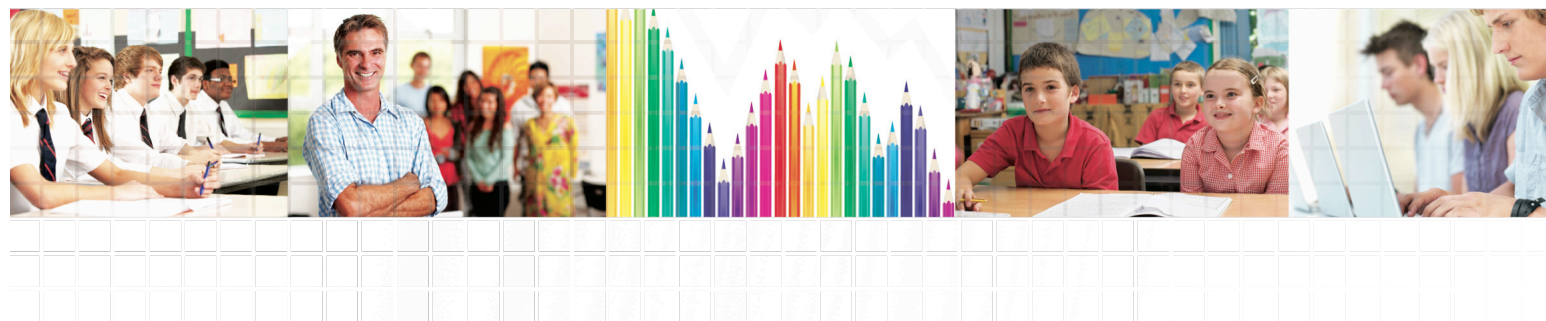
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2018 Parent Opinion Survey Key Areas

The Parent Opinion Survey assesses nine key areas. Each area consists of approximately 4-8 items (questions) to measure the overall area. Parents are asked to rate the items on a scale of 0-5 according to their agreement. The aims of the survey, the methodology and the development of the survey follow.

This report provides parents' perceptions of the nine key areas for your school and these are measured against the National School Surveys benchmarks which are obtained from a diverse range of schools nationwide. In addition, your school's data has been compared with specific benchmarks that are relevant to your school.

1. Guidance and Support

This area measures whether parents feel that their child is supported in the school community, and through the transition from each school year. In addition, this area assesses parents' opinions of student well-being support and whether there are accessible and helpful student services.

2. School Environment

This area measures whether parents feel that the school environment is comfortable and inviting to themselves and their child(ren). It assesses parents' perceptions of school cleanliness, safety, equality, and students' pride and enjoyment with their school.

3. Teacher Quality

This area measures parents' perceptions of the overall quality of teaching within the school. It assesses whether parents believe that teachers are caring and supportive, recognise improvement, and provide useful feedback. It also assesses whether parents consider teachers to be enthusiastic and positive role models to students.

4. Curriculum

This area measures whether parents feel that the curriculum is innovative and caters to individual needs of children. It assesses parents' opinions of the variety of subjects offered, the standard of schoolwork expected, and the appropriateness of class activities and homework.
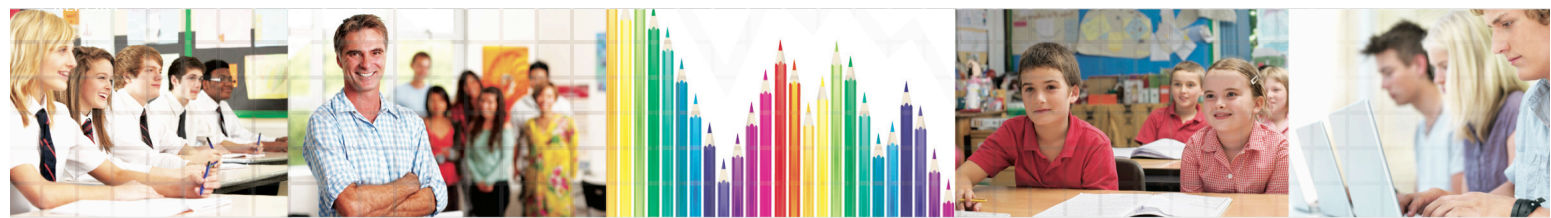
5. Learning Opportunities

This area measures parents' perceptions of the learning opportunities offered within the school. It assesses whether parents believe that the school environment is conducive to their child(ren)'s learning, whether special interests are developed and whether students are motivated and encouraged to achieve high results.

6. Personal Development

This area measures whether parents feel that the school focusses on their child's personal development. It assesses whether parents believe that students have opportunities to participate in community activities, hold leadership positions, and learn about being a responsible citizen.

7. Parent Communication

This area measures parents' perceptions of the school's communications with parents. It assesses whether the school adequately informs parents of their child's progress, as well as information about school events and activities. In addition, it assesses whether parents believe that school administrators provide helpful information to parents, and whether parents have an opportunity to be involved in decisions of the school.

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8. Technology and Resources

This area measures parents' perceptions of the technology and resources offered within the school. It assesses whether parents 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 measures parents' perceptions of the school leadership and management. It assesses whether parents believe that there is openness between school administrators and parents, 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.

Introduction

Research indicates a strong positive correlation between parental satisfaction and a school's operations. Parents' perceptions of school climate are important in understanding ways to improve school quality and satisfaction among teachers and students.

A positive school environment empowers members of the school community to contribute to the ongoing improvement of the school and eliminating negative behaviours. The Parent Opinion Survey is designed to provide schools with data useful for fostering a positive learning and working environment that promotes academic success among all students. Initial assessment provides a baseline, and ongoing assessment helps to determine whether programs are effective at improving the school climate, and whether they continue to be relevant for schools over time.

Performance of students is frequently reviewed; however, this only offers a snapshot and can often overlook the range of experiences, values and qualities that make up a school.

Aims of Parent Opinion Survey

The survey aims to provide your school with the ability to:

- Demonstrate areas in your school where there are high levels of satisfaction
- Report on school satisfaction for marketing and government purposes
- Conduct like comparisons of your school to similar schools
  (e.g., denomination, school size, vicinity, sector)
- Conduct year comparisons – compare one year to the next to
  identify changes and improvements
- Make comparisons across stakeholders (e.g., parents, staff, students, school executives).

Our Parent Opinion survey is designed to assess the key areas of your school, review the findings, and make recommendations that will aim to improve the performance within your school.

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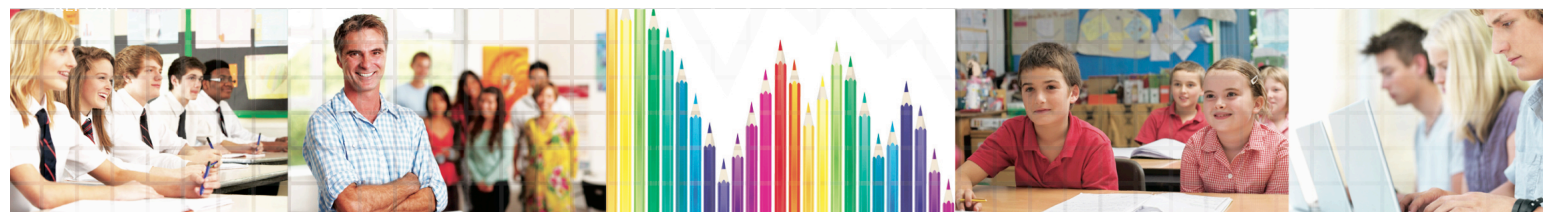
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Survey Development

These surveys have been designed to assess areas of your school, identify your school's strengths, and make recommendations to facilitate improvement. We understand that providing the best education possible to your students will be your primary objective. In a climate where the pursuit of academic excellence and where teaching is often assessed based on student performance, schools often neglect to assess the degree to which they offer student programs that foster rich and enlivening environments.

The Parent Opinion Survey has been developed by a team of professionals at National School Surveys, as part of the Encompass survey package. The process included conducting parent focus groups, discussion with teachers, principals, and Board Members, distribution of written questions to parents, text analysis of responses to open-ended questions, and identification of common themes. A pilot survey was then conducted, and following this, statistical analyses were performed to ensure reliability and validity of questions, and to develop a set of factors.

Our work over the years with schools has highlighted the varying views and perceptions amongst student, parent, staff, and school executive groups about what the school's priorities should be. Our surveying processes assist your school to take a new approach in assessing and understanding these areas so that you may tailor programs and services that are comprehensive, preventative, contemporary, accountable, student-centred, and results based.

"… parents don't just want to know how a school is performing, but whether their child will enjoy the school experience and how the school will engage with them as parents".

Methodology

Parents were provided with access to the Parent Opinion Survey. Once parents completed the survey and the data were sent directly to National School Surveys for collation and analysis. Data were collated by researchers via a statistical package for social sciences (SPSS). Following this, the data are converted to a more meaningful form represented by charts, and analysed by educational psychologists.

Statistical Analyses

The numerical data from the completed surveys were entered into SPSS (Version 22.0).
A preliminary inspection was conducted for pattern-marking as an indicator of non-genuine responses.
Data were examined 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 obtained. Following this, correlation coefficients between selected variables were calculated and analysed. Mean scores were then converted to percentages and calculated according to each key area as well as each item. Furthermore, these mean scores were analysed according to demographic variables.

For additional analyses, several tests are carried out, which include: t-tests, analysis of variance (ANOVAs); multivariate analysis of variance (MANOVAs); Chi square analyses, multiple regression, and cluster analysis.

For further information about the development of the Parent Opinion Survey, please contact info@schoolsurveys.com.au
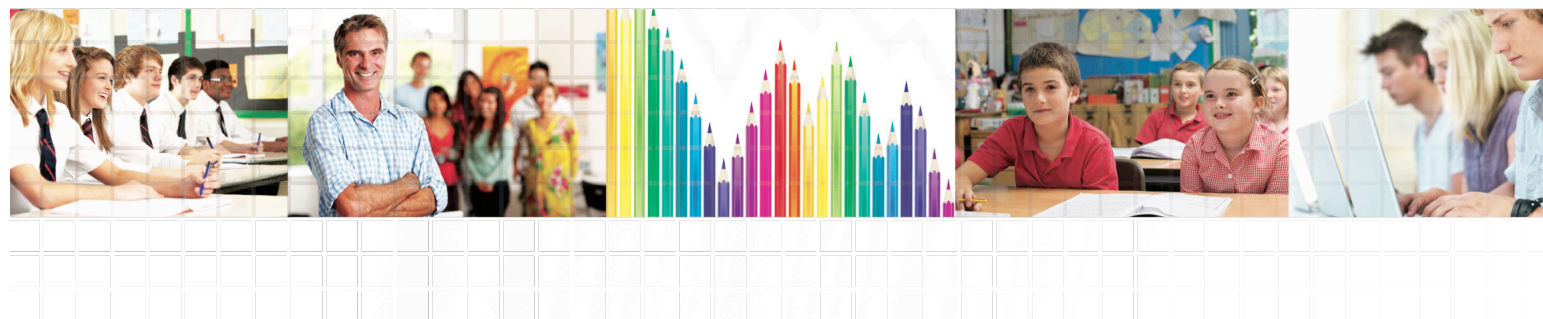
2018 Benchmark Data

National School Surveys Summary Data

Your school has been compared with the overall National School Surveys data, which consists of a sample of 10,000 parents within Australia who have completed the Parent Opinion Survey. This sample has been selected based on demographical variables to ensure that it is representative of the general population of parents with children in schools within Australia. The information regarding the general population of parents in schools within Australia has been obtained from the Australian Council of Educational Research (ACER) and the Australian Bureau of Statistics (ABS). The following table presents the mean levels of satisfaction (as percentages) for the overall sample. Please note: the mean levels of satisfaction have been calculated by converting parents' responses on the scale of 0-5 to percentages.

Overall Results (mean levels of satisfaction) according to Key Area (N=10,000)

Key Area	Mean Score
1. Guidance and Support	72.3%
2. School Environment	73.3%
3. Teacher Quality	68.4%
4. School Curriculum	70.3%
5. Learning Opportunities	71.7%
6. Personal Development	70.6%
7. Parent Communication	67.6%
8. Technology and Resources	74.3%
9. Leadership and Management	69.3%

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Esperance Anglican Community School's Summary

Esperance Anglican Community School's Summary Data

The table below presents demographic information about your school. On the following pages, mean levels of satisfaction (as percentages) are presented for your school. The final columns identify the percentage difference between your school and the National benchmark and the percentage difference between your school and the specific benchmark that is relevant to your school.

Your school in comparison to the overall National School Surveys benchmark data, consisting of 10,000 respondents, which is a representative sample of students in schools across Australia. For ease of comparison, the benchmarks remain the same as 2015. Please note that the benchmarks do not change considerably from year-to-year.

Advantages of Benchmarking

Benchmarking is a way of defining improvement goals and measuring progress against those goals in concrete terms. The benchmarking process is useful in a variety of ways:

- defining clear stages of implementation with goals, guideposts, and the performance indicators that correspond to the priorities of that stage and current capacities of participants to effect change;
- establishing clear roles and responsibilities for all school and community partners in a collaborative process that holds them collectively accountable for student outcomes;
- creating an environment which protects and nurtures innovation by holding off premature judgment, even as it maintains improving student outcomes as the ultimate measure of success; and
- broadening the range of measures used to judge student outcomes.

Demographic Characteristics of your School

Variable	Number	Percent of respondents
Total number of respondents	39	100%
Number of mothers	34	87%
Number of fathers	5	13%
Respondents of male child	19	49%
Respondents of female child	20	51%
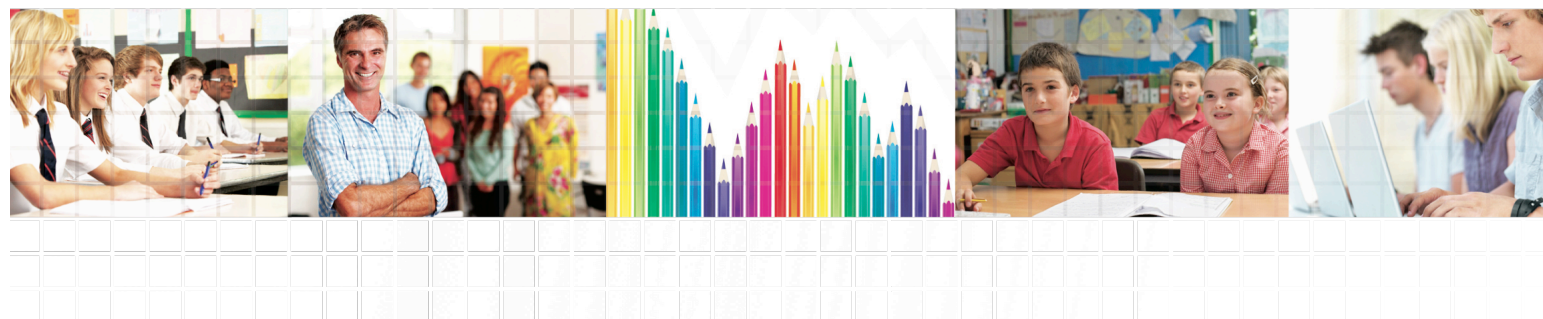
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Esperance Anglican Community School's Results (N=39) compared with National Representative Sample (N=10,000)

Your school's results have been compared with the National Benchmark Means, which are derived from a representative sample of parents within schools in Australia. Green percentage scores indicate that your school is higher than the National Benchmark.

Key Area	Benchmark	2018 EACS Mean	Difference between 2018 and 2016 EACS Mean
1. Guidance and Support	72.3%	79.3%	+7.0%
2. School Environment	73.3%	86.0%	+12.7%
3. Teacher Quality	68.4%	74.6%	+6.2%
4. School Curriculum	70.3%	72.2%	+1.9%
5. Learning Opportunities	71.7%	80.5%	+8.8%
6. Personal Development	70.6%	77.4%	+6.8%
7. Parent Communication	67.6%	73.9%	+6.3%
8. Technology and Resources	74.3%	83.3%	+9.0%
9. Leadership and Management	69.3%	80.6%	+11.3%
OVERALL	70.9%	78.6%	+7.7%

Esperance Anglican Community School's Results (N=39) compared with National Representative Sample (N=5,000)

Your school has been compared with a sample of 5,000 parents who have completed the Parent Opinion Survey and are from the following school type:

- Independent Schools within Australia

The following table displays your school in comparison to the selected National School Surveys benchmark data, which is a representative sample of 5,000 parents with children attending Independent Schools in Australia. The final column shows the difference between Esperance Anglican Community School's results and the Independent Schools Mean. Green percentage scores indicate that your school is higher than the benchmark.

Key Area	Independent Schools Mean	2018 Esperance Anglican Community School Mean	Difference between EACS Mean and Independent Schools Mean
1. Guidance and Support	74.8%	79.3%	+4.5%
2. School Environment	75.9%	86.0%	+10.1%
3. Teacher Quality	69.9%	74.6%	+4.7%
4. School Curriculum	70.4%	72.2%	+1.8%
5. Learning Opportunities	72.8%	80.5%	+7.7%
6. Personal Development	72.4%	77.4%	+5.0%
7. Parent Communication	66.9%	73.9%	+7.0%
8. Technology and Resources	75.8%	83.3%	+7.5%
9. Leadership and Management	69.7%	80.6%	+10.9%
OVERALL	72.1%	78.6%	+6.5%

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Executive Summary

Parents at Esperance Anglican Community School showed the highest levels of satisfaction with the areas of School Environment and Technology and Resources and the lowest levels with the areas of School Curriculum and Teacher Quality.

Compared with the overall benchmark, which consisted of a representative sample across Australia of 10,000 parents' responses, your school was:

- Higher than the overall benchmark for each of the key areas
- Overall, your school was 7.7% higher than the national benchmark

Esperance Anglican Community School was compared with specific benchmarks, which consisted of a representative sample across Australia of 5,000 parents' responses, who had children attending Independent Schools across Australia. Your school was:

- Higher than the Independent Schools benchmark for each of the key areas
- Overall, your school was 6.5% higher than the selected benchmark of Independent Schools within Australia.

Esperance Anglican Community School's Results

Your school's results are presented on the following pages according to each of the nine key areas. Parents were asked an overall question regarding whether they are satisfied with the quality of education that their child is receiving. These results are presented in the chart and table below.

Esperance Anglican Community School's 2018 results red, and the National Mean consisting of 10,000 responses is dark blue. The table below each chart shows the number of respondents from Esperance Anglican Community School who answered the following:
Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree

Overall

■ 2018 EACS Mean   ■ National Mean

I am satisfied with the quality of education that my child is receiving.

- 81.6%
- 70.4%
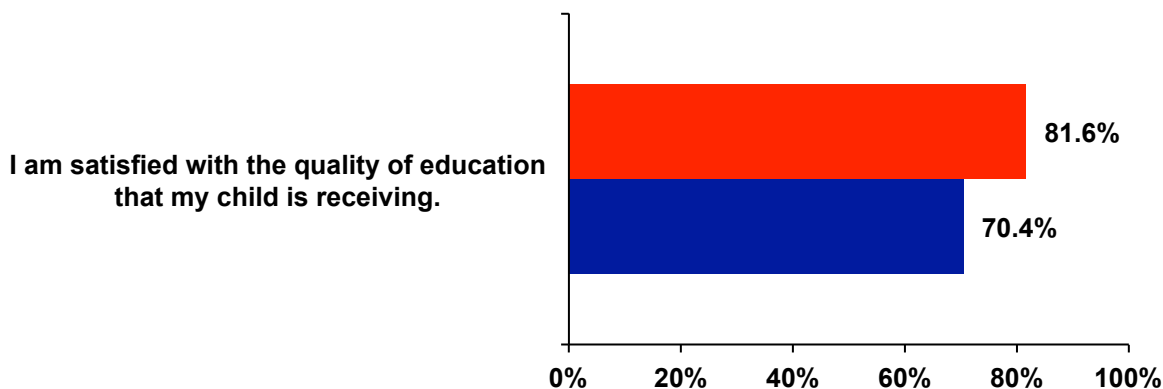
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
I am satisfied with the quality of education that my child is receiving.	0	1	2	4	16	14

Guidance and Support

■ 2018 EACS Mean   ■ National Mean
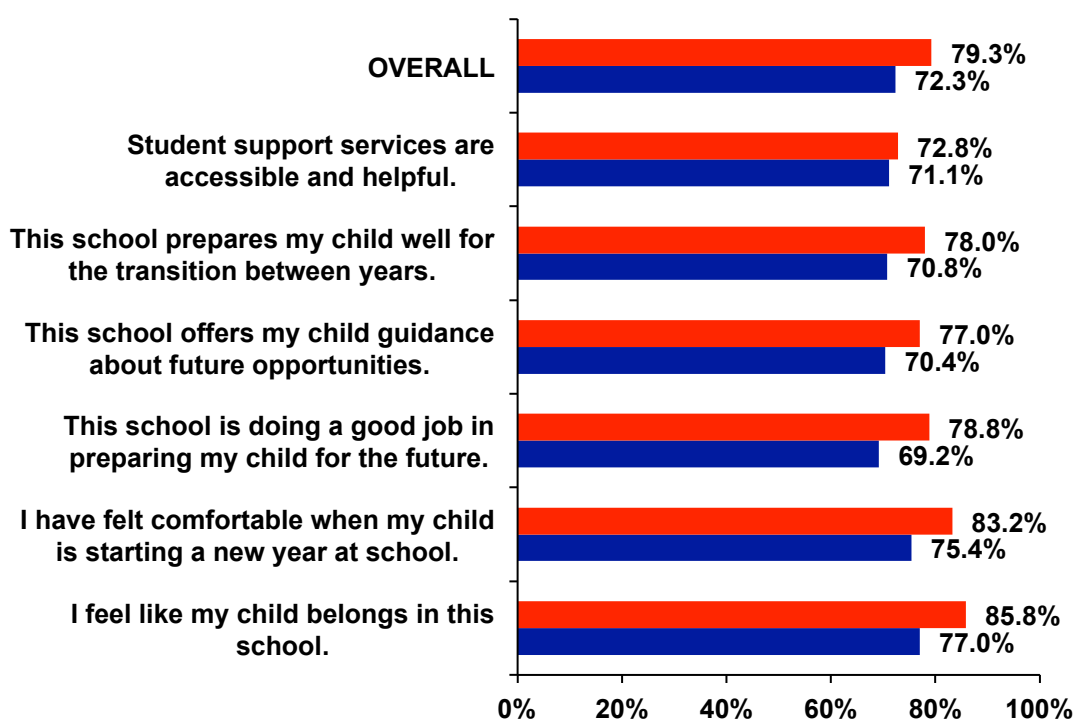
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
Student support services are accessible and helpful.	2	1	2	5	19	7
This school prepares my child well for the transition between years.	0	2	1	2	17	7
This school offers my child guidance about future opportunities.	0	0	1	7	21	4
This school is doing a good job in preparing my child for the future.	0	1	2	4	20	9
I have felt comfortable when my child is starting a new year at school.	1	0	1	2	20	14
I feel like my child belongs in this school.	0	0	2	3	15	18

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School Environment

OVERALL
86.0%
73.3%

This school provides an inviting atmosphere to family members.
86.0%
72.8%

Students present themselves with pride.
86.0%
66.5%

My child enjoys going to school each day.
78.4%
72.0%

This school is kept clean and tidy.
92.2%
78.5%

This school is a safe place for my child.
87.6%
76.5%
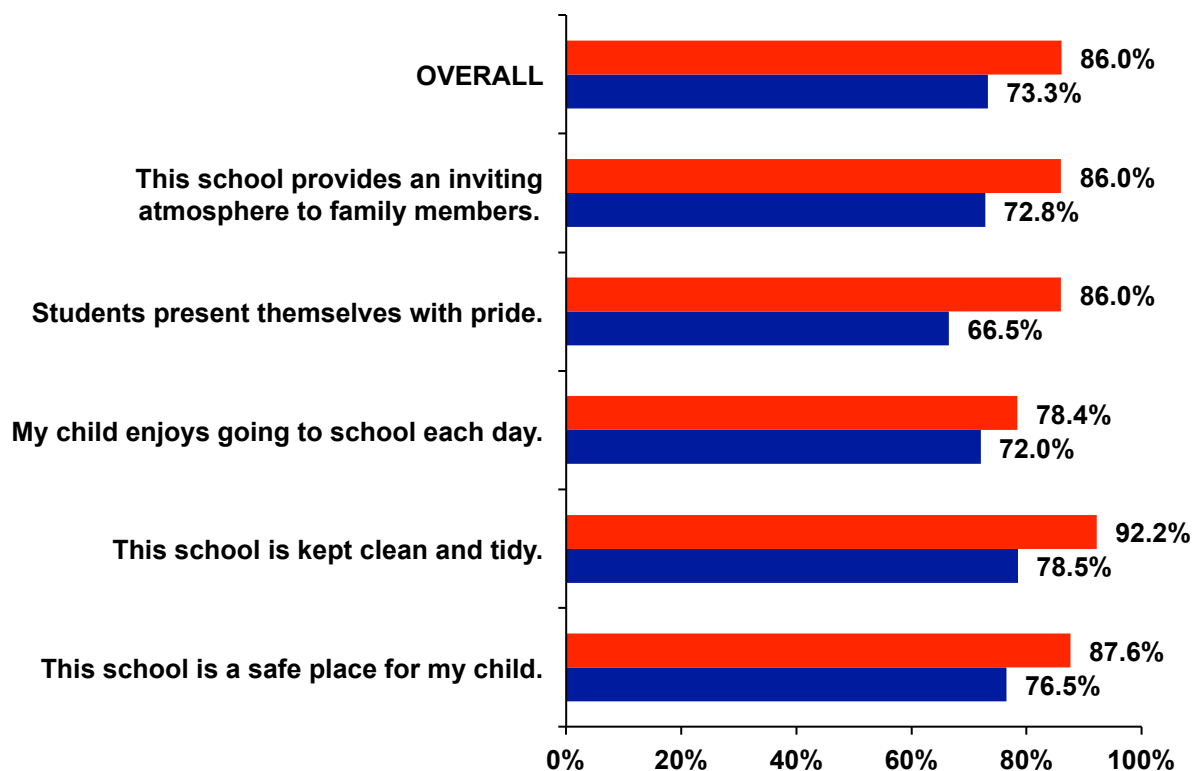
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
This school provides an inviting atmosphere to family members.	0	0	2	1	18	16
Students present themselves with pride.	0	0	0	3	20	14
My child enjoys going to school each day.	3	1	0	4	13	16
This school is kept clean and tidy.	0	0	0	1	12	23
This school is a safe place for my child.	1	0	0	2	14	20

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Teacher Quality

■ 2018 EACS Mean ■ National Mean

	2018 EACS Mean	National Mean
OVERALL	74.6%	68.4%
My child's learning needs are being met by teachers.	72.2%	70.6%
Rules for dealing with students who misbehave are consistently followed by teachers.	63.8%	61.5%
My child's teachers are of a very high standard.	75.2%	68.9%
Teachers are positive and enthusiastic about their teaching.	74.8%	71.2%
Teachers communicate with me regularly about my child's progress.	67.0%	51.6%
Teachers and staff model and teach positive behaviour to my child.	81.2%	74.1%
Teachers recognise and reward my child's personal improvement.	77.0%	73.5%
Teachers and staff are caring and supportive.	79.4%	73.9%
I have access to my child's teacher(s) when I feel the need to contact them.	80.6%	70.5%

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
My child's learning needs are being met by teachers.	0	1	3	10	17	5
Rules for dealing with students who misbehave are consistently followed by teachers.	1	2	5	3	13	2
My child's teachers are of a very high standard.	0	1	2	7	17	6
Teachers are positive and enthusiastic about their teaching.	0	1	5	2	21	6
Teachers communicate with me regularly about my child's progress.	2	2	5	6	16	6
Teachers and staff model and teach positive behaviour to my child.	0	0	3	5	15	13
Teachers recognise and reward my child's personal improvement.	0	1	1	10	12	10
Teachers and staff are caring and supportive.	0	1	1	8	15	12
I have access to my child's teacher(s) when I feel the need to contact them.	0	2	1	4	17	1

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School Curriculum

■ 2018 EACS Mean　　■ National Mean
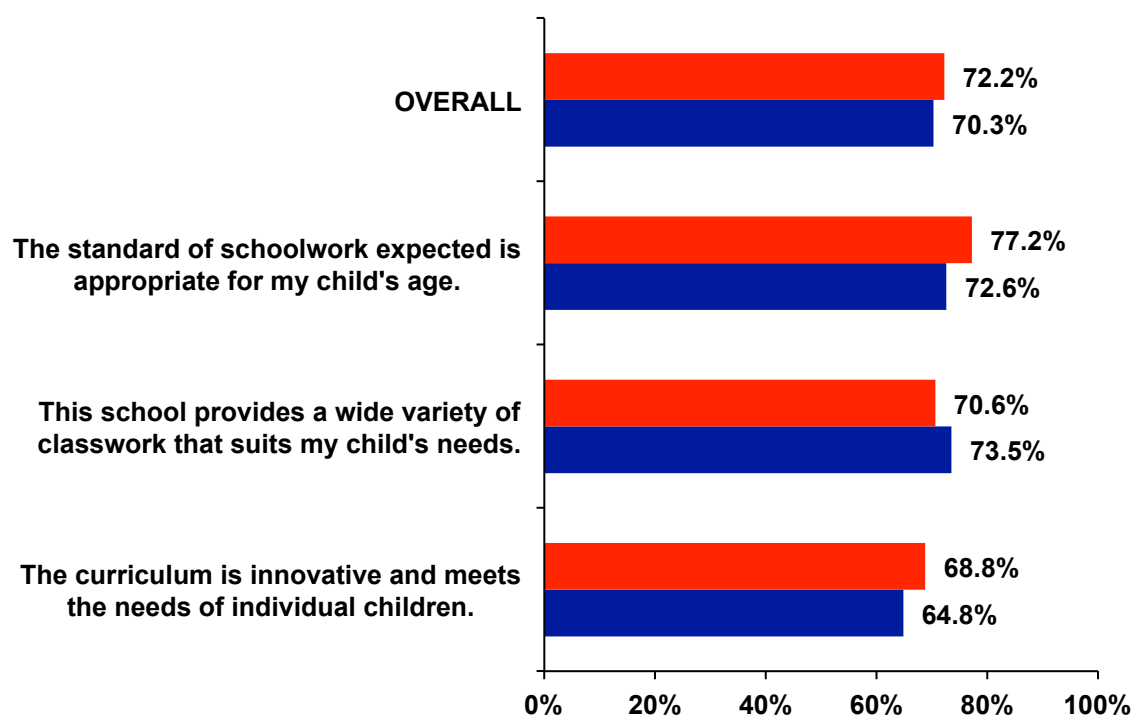
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
The standard of schoolwork expected is appropriate for my child's age.	0	1	2	5	20	7
This school provides a wide variety of classwork that suits my child's needs.	0	3	1	9	20	3
The curriculum is innovative and meets the needs of individual children.	0	3	4	5	16	4

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Learning Opportunities

■ 2018 EACS Mean ■ National Mean

Question	2018 EACS Mean	National Mean
OVERALL	80.5%	71.7%
My child's interests are developed at this school.	76.8%	69.9%
I am happy with the learning opportunities my child has at this school.	80.0%	70.5%
Class sizes are suitable for my child's learning needs.	86.0%	68.8%
My child is motivated to learn at this school.	71.6%	71.7%
My child is encouraged to achieve high results.	79.4%	77.0%
This school provides plenty of opportunities for all students to participate in co-curricular activities.	89.4%	72.1%

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
My child's interests are developed at this school.	1	0	4	6	15	12
I am happy with the learning opportunities my child has at this school.	0	0	3	4	21	10
Class sizes are suitable for my child's learning needs.	0	0	1	4	15	17
My child is motivated to learn at this school.	1	2	3	10	12	10
My child is encouraged to achieve high results.	0	1	3	4	18	12
This school provides plenty of opportunities for all students to participate in co-curricular activities.	0	0	0	3	14	21

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Personal Development

■ 2018 EACS Mean   **■ National Mean**

	2018 EACS Mean	National Mean
OVERALL	77.4%	70.6%
My child is nurtured and challenged in a diverse range of areas.	73.2%	69.8%
I have seen positive changes in my child as a result of the school's emphasis on character development.	73.2%	70.0%
Students have equal opportunities to hold leadership positions	77.0%	63.8%
This school encourages my child to participate in community activities.	84.8%	75.1%
The teachers help my child to be responsible for his/her own learning.	79.0%	74.4%

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
My child is nurtured and challenged in a diverse range of areas.	1	2	3	7	15	10
I have seen positive changes in my child as a result of the school's emphasis on character development.	3	0	3	6	15	11
Students have equal opportunities to hold leadership positions.	0	0	2	5	13	18
This school encourages my child to participate in community activities.	0	0	4	5	18	11
The teachers help my child to be responsible for his/her own learning.	3	0	3	6	15	11

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Parent Communication

■ 2018 EACS Mean ■ National Mean
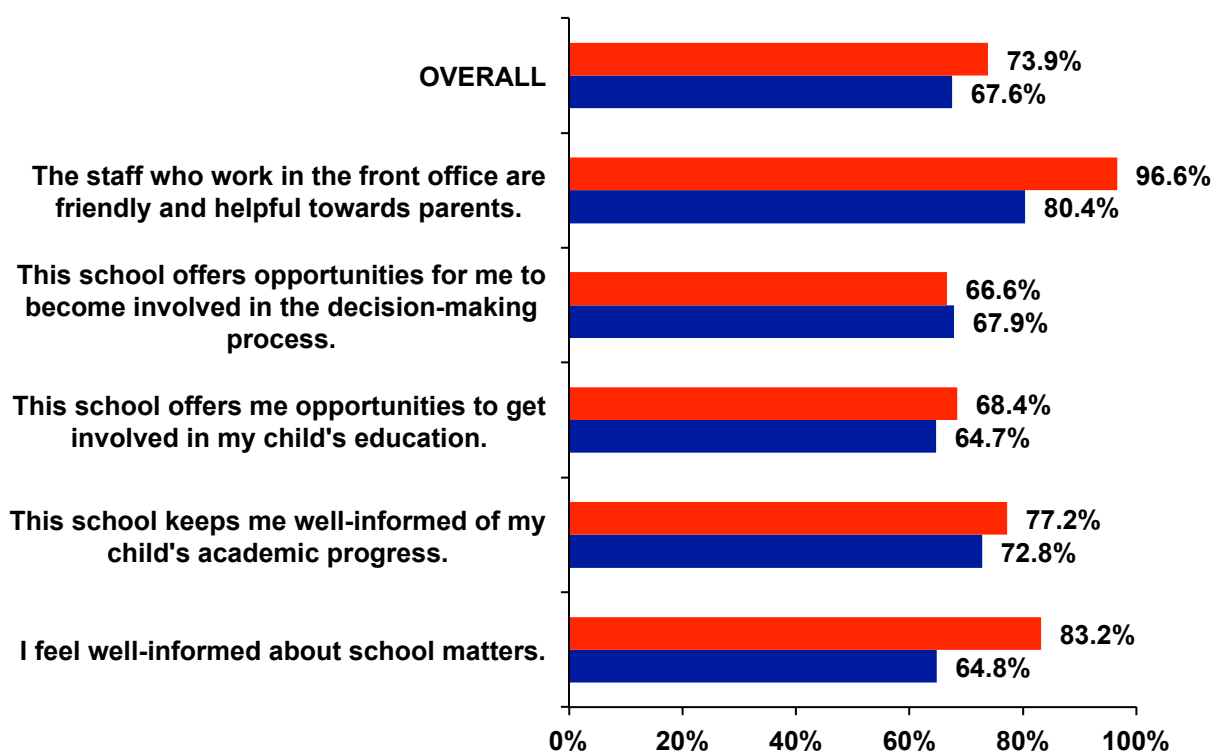
	2018 EACS Mean	National Mean
OVERALL	73.9%	67.6%
The staff who work in the front office are friendly and helpful towards parents.	96.6%	80.4%
This school offers opportunities for me to become involved in the decision-making process.	66.6%	67.9%
This school offers me opportunities to get involved in my child's education.	68.4%	64.7%
This school keeps me well-informed of my child's academic progress.	77.2%	72.8%
I feel well-informed about school matters.	83.2%	64.8%

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
The staff who work in the front office are friendly and helpful towards parents.	0	0	0	0	6	30
This school offers opportunities for me to become involved in the decision-making process.	1	2	2	10	16	2
This school offers me opportunities to get involved in my child's education.	0	3	1	13	11	5
This school keeps me well-informed of my child's academic progress.	0	2	2	6	16	11
I feel well-informed about school matters.	0	0	1	4	20	12

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Technology and Resources

■ 2018 EACS Mean ■ National Mean

Category	2018 EACS Mean	National Mean
OVERALL	83.3%	74.3%
The resources in this school are of high quality.	81.8%	73.8%
The computers and other resources are easily accessible to my child.	84.0%	74.1%
To the best of my knowledge, students' use of computers is monitored in an effective manner.	78.8%	75.2%
Teachers appear to keep up with advancing technology.	84.6%	74.5%
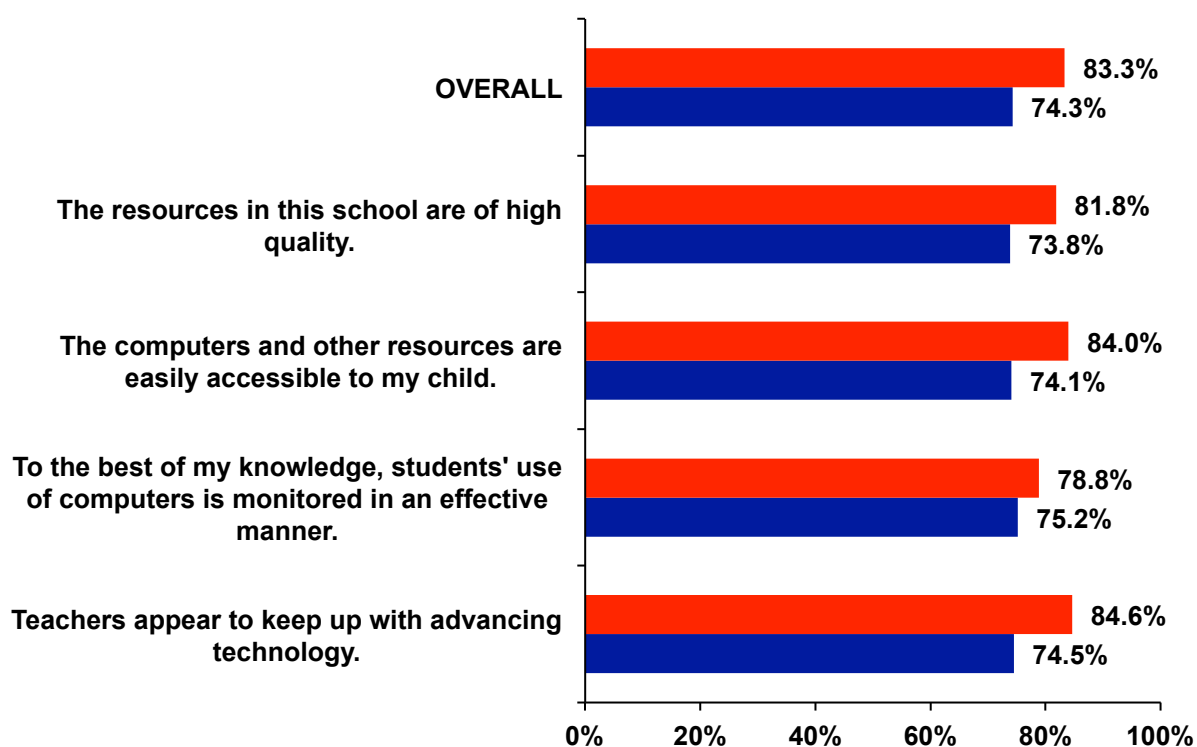
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
The resources in this school are of high quality.	0	0	1	2	23	7
The computers and other resources are easily accessible to my child.	0	0	0	1	22	7
To the best of my knowledge, students' use of computers is monitored in an effective manner.	0	0	4	0	22	6
Teachers appear to keep up with advancing technology.	0	0	1	2	16	11

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Leadership and Management

Legend: 2018 EACS Mean (red), National Mean (blue)

Item	2018 EACS Mean	National Mean
OVERALL	80.6%	69.6%
The school staff actively and effectively reinforce moral, ethical, and civic values.	82.8%	72.5%
Bullying is dealt with in an effective manner.	64.2%	70.2%
There is effective leadership in the school.	85.8%	64.2%
This school is well managed.	88.0%	66.1%
The leadership and direction provided by administrators is excellent.	82.4%	75.2%
My concerns are taken seriously by the school's leaders.	77.6%	71.0%
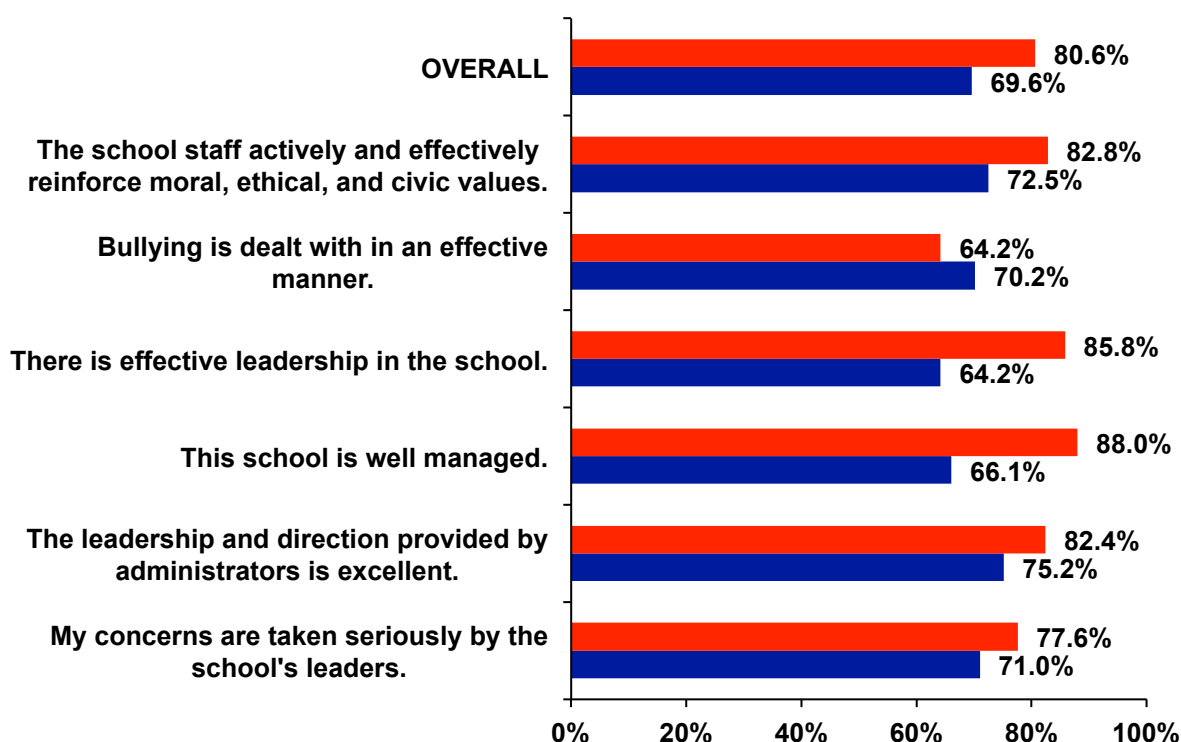
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
The school staff actively and effectively reinforce moral, ethical, and civic values.	0	0	1	4	19	11
Bullying is dealt with in an effective manner.	4	0	1	3	14	2
There is effective leadership in the school.	0	0	1	1	19	13
This school is well managed.	0	0	1	2	14	18
The leadership and direction provided by administrators is excellent.	0	1	2	1	18	12
My concerns are taken seriously by the school's leaders.	2	1	0	1	20	8

School Specific Questions

2018 EACS Mean
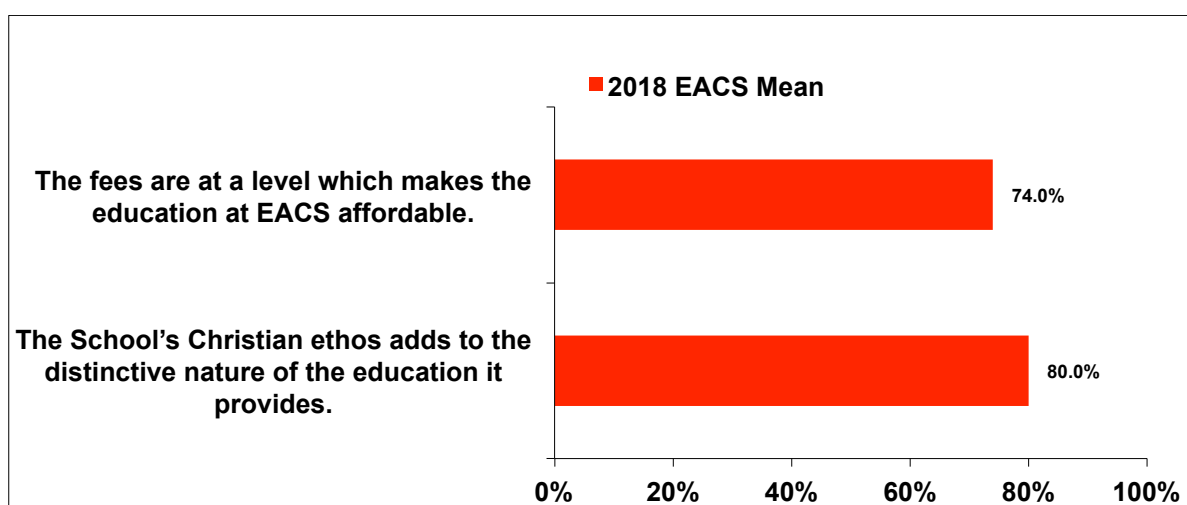
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
The fees are at a level which makes the education at EACS affordable.	1	2	1	4	24	5
The School's Christian ethos adds to the distinctive nature of the education it provides.	0	1	0	4	22	7

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Strengths and Areas for Improvement

Your school's results have been analysed for each question and compared to the National Benchmarks. The percentage difference between your school's 2018 results and the benchmarks were sorted, and your school's top and bottom results are presented below.

Your school's Top Strengths (compared with benchmark)

1.	Leadership and Management	This school is well managed.	**+21.9%**
2.	Leadership and Management	There is effective leadership in the school.	**+21.6%**
3.	School Environment	Students present themselves with pride.	**+19.5%**
4.	Parent Communication	I feel well-informed about school matters.	**+18.4%**
5.	Learning Opportunities	This school provides plenty of opportunities for all students to participate in co-curricular activities.	**+17.3%**
6.	Learning Opportunities	Class sizes are suitable for my child's learning needs.	**+17.2%**
7.	Parent Communication	The staff who work in the front office are friendly and helpful towards parents.	**+16.2%**
8.	Teacher Quality	Teachers communicate with me regularly about my child's progress.	**+15.4%**
9.	School Environment	This school is kept clean and tidy.	**+13.7%**

Your school's Top Areas for Improvement (compared with benchmark)

The information below are suggestions by National School Surveys. Please note that your school was lower than the benchmark for **only** four items.

1.	Leadership and Management	Bullying is dealt with in an effective manner.	**-6.0%**
2.	School Curriculum	This school provides a wide variety of classwork that suits my child's needs.	**-2.9%**
3.	Parent Communication	This school offers opportunities for me to become involved in the decision-making process.	**-1.3%**
4.	Learning Opportunities	My child is motivated to learn at this school.	**-0.1%**
5.	Teacher Quality	My child's learning needs are being met by teachers.	**+1.6%**
6.	Guidance and Support	Student support services are accessible and helpful.	**+1.7%**
7.	Teacher Quality	Rules for dealing with students who misbehave are consistently followed by teachers.	**+2.3%**
8.	Learning Opportunities	My child is encouraged to achieve high results.	**+2.4%**
9.	Personal Development	I have seen positive changes in my child as a result of the school's emphasis on character development.	**+3.2%**
10.	Personal Development	My child is nurtured and challenged in a diverse range of areas.	**+3.4%**

Supplementary analyses can drill into these areas and conduct further analyses (e.g., cluster analyses, correlational analyses) according to demographics. Recommendations to facilitate changes can also be made, and we will work with your school to help implement these.

National School Surveys offers a suite of different surveys. These include the following:

Staff Well-being Survey

Staff Climate Survey

Student Satisfaction Survey

Student Well-being Survey

Exiting Student Survey

Alumni Survey

Marketing Survey

Board Member Survey

Bullying Behaviour Survey

Sustainable School Survey

We are also able to create custom surveys to suit your school's needs.

To discuss additional surveys, please contact National School Surveys on (03) 9067 8855 or via email at: **info@schoolsurveys.com.au**