

Seek to Learn



NEWBOROUGH
PRIMARY SCHOOL

Newborough Primary School's Parent/Guardian Communication Survey Analysis 2023

Newborough Primary School
An Independent Public School

Newborough Primary School's Parent and Guardian Communication Survey 2023

As part of the Newborough Primary School Business Plan 2021-2024, Newborough Primary School will be developing a Communication Strategy to outline the ways in which communications flow within the school, and between the school and its key stakeholders, students, parents, P&C, Board and the broader local community.

To help inform the school of how communication is both received and perceived from the parent and guardian body, a Communications Survey was designed by the School and School Board early in 2023 and sent to parents and guardians in Term 2.

This document outlines the findings of the survey and a summary of comments made on the applicable questions asking for written feedback. The document does not address the recommendations, or any actions considered to be taken from the survey data. The survey data also deidentifies staff mentioned in the comments made by parents.

From the survey, a Communication Committee comprising of School staff, School Board and Parent Representatives will make recommendations for improvements in key areas of communications where possible.

The results of the survey are displayed as per the questions in the Communications Survey.

Communication Survey Details

NPS Communication Survey sent to community: Monday 19th June 2023

NPS Communication Survey closed: Friday 30th June 2023

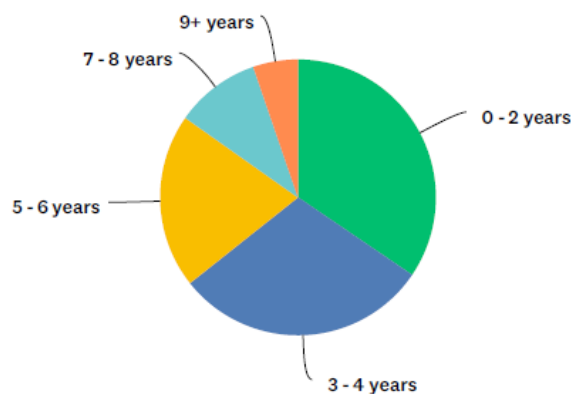
Number of questions: 31

Number of respondents: 171

Q1 How long have you been a parent at the school?

Q1 How long have you been a parent at the school?

Answered: 171 Skipped: 0

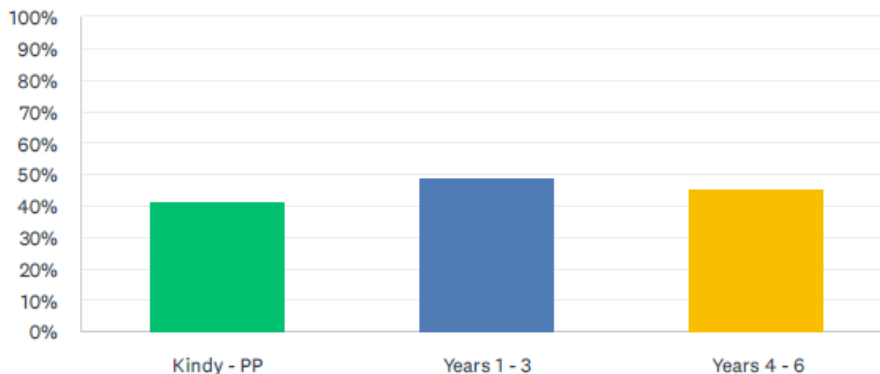


| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|-----|
| 0 - 2 years | 34.50% | 59 |
| 3 - 4 years | 29.82% | 51 |
| 5 - 6 years | 20.47% | 35 |
| 7 - 8 years | 9.94% | 17 |
| 9+ years | 5.26% | 9 |
| TOTAL | | 171 |

Q2 What year is your child(ren) in? (Please tick all that apply)

Q2 What year is your child(ren) in? (Please tick all that apply)

Answered: 171 Skipped: 0

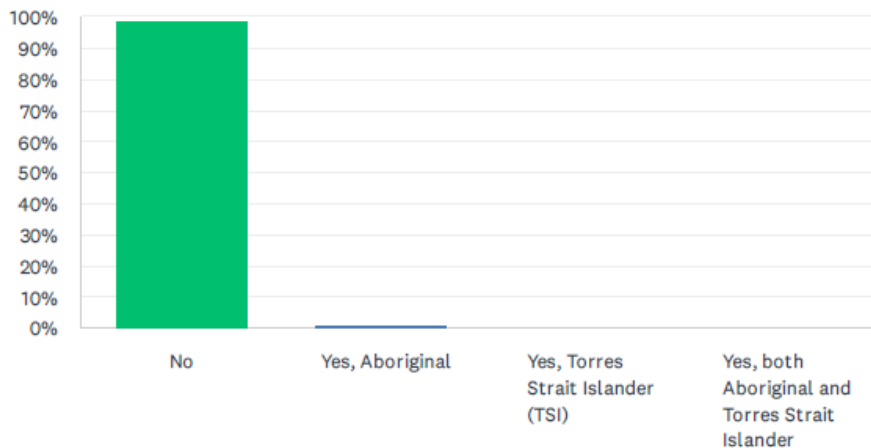


| ANSWER CHOICES | RESPONSES | |
|------------------------|-----------|----|
| Kindy - PP | 40.94% | 70 |
| Years 1 - 3 | 49.12% | 84 |
| Years 4 - 6 | 45.03% | 77 |
| Total Respondents: 171 | | |

Q2 Are you of Aboriginal or Torres Strait Islander origin?

Q3 Are you of Aboriginal or Torres Strait Islander origin?

Answered: 171 Skipped: 0

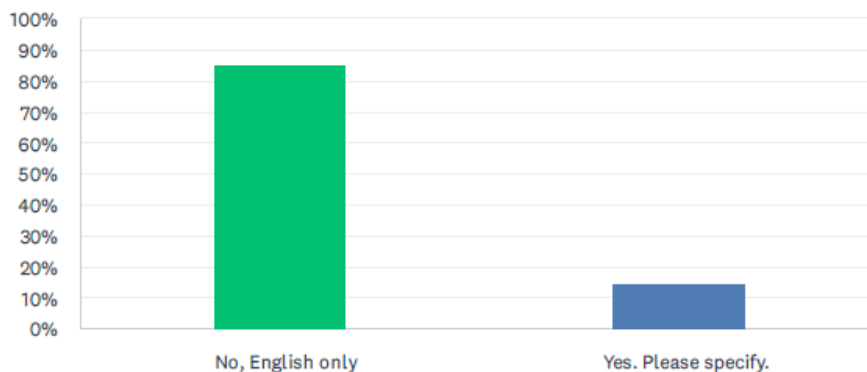


| ANSWER CHOICES | RESPONSES | |
|---|-----------|-----|
| No | 98.83% | 169 |
| Yes, Aboriginal | 1.17% | 2 |
| Yes, Torres Strait Islander (TSI) | 0.00% | 0 |
| Yes, both Aboriginal and Torres Strait Islander | 0.00% | 0 |
| Total Respondents: 171 | | |

Q4 Do you speak a language other than English at home?

Q4 Do you speak a language other than English at home?

Answered: 171 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|------------------------|-----------|-----|
| No, English only | 85.38% | 146 |
| Yes. Please specify. | 14.62% | 25 |
| Total Respondents: 171 | | |

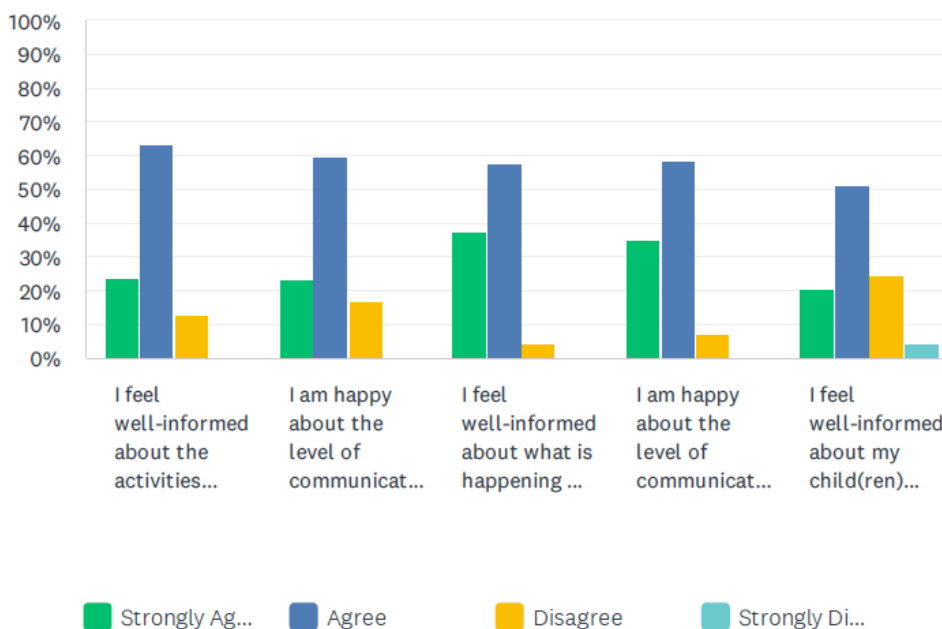
Languages spoken from respondents

- Anyuak
- Chinese
- Japanese
- Russian
- Arabic
- French
- Mandarin
- Spanish
- Bahasa Melayu (Malay)
- Filipino
- Marathi
- Serbian
- Bengali
- Hindi
- Neur
- Vietnamese
- Cantonese
- Italian
- Polish

Q5 Thinking about your general experience with, and feelings on, communication with the school, please answer the following questions:

Q5 Thinking about your general experience with, and feelings on, communication with the school, please answer the following questions:

Answered: 165 Skipped: 6



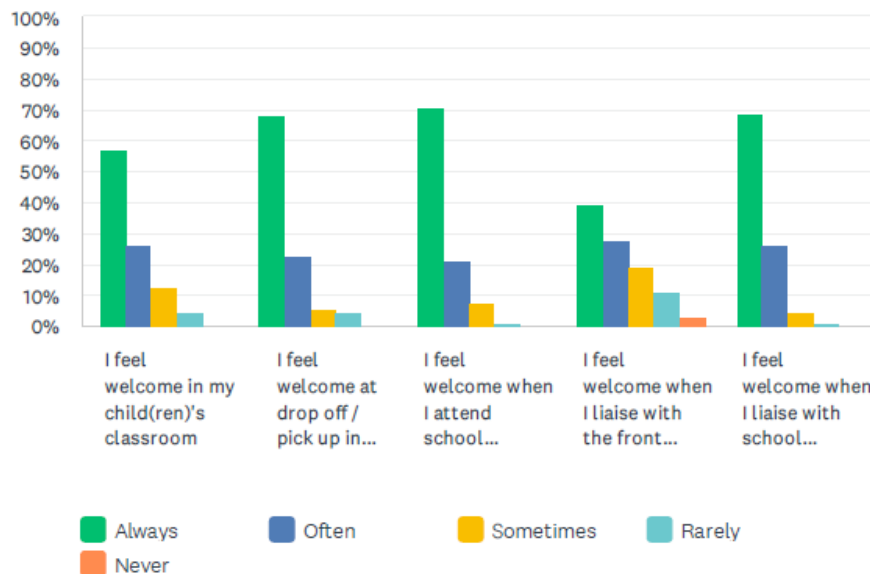
Q5 Thinking about your general experience with, and feelings on, communication with the school, please answer the following questions:

| | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | TOTAL |
|---|----------------|---------------|--------------|-------------------|-------|
| I feel well-informed about the activities occurring in my children's classroom. | 23.64% 39 | 63.03% 104 | 12.73% 21 | 0.61% 1 | 165 |
| I am happy about the level of communication I receive from teachers. | 23.03% 38 | 59.39% 98 | 16.97% 28 | 0.61% 1 | 165 |
| I feel well-informed about what is happening at Newborough Primary School. | 37.58% 62 | 57.58% 95 | 4.24% 7 | 0.61% 1 | 165 |
| I am happy about the level of communication I receive from the school. | 34.55% 57 | 58.18% 96 | 6.67% 11 | 0.61% 1 | 165 |
| I feel well-informed about my child(ren)'s academic progress | 20.61% 34 | 50.91% 84 | 24.24% 40 | 4.24% 7 | 165 |

Q6 Thinking about the face-to-face interactions you have around the school, please answer the following questions.

Q6 Thinking about the face-to-face interactions you have around the school, please answer the following questions.

Answered: 165 Skipped: 6

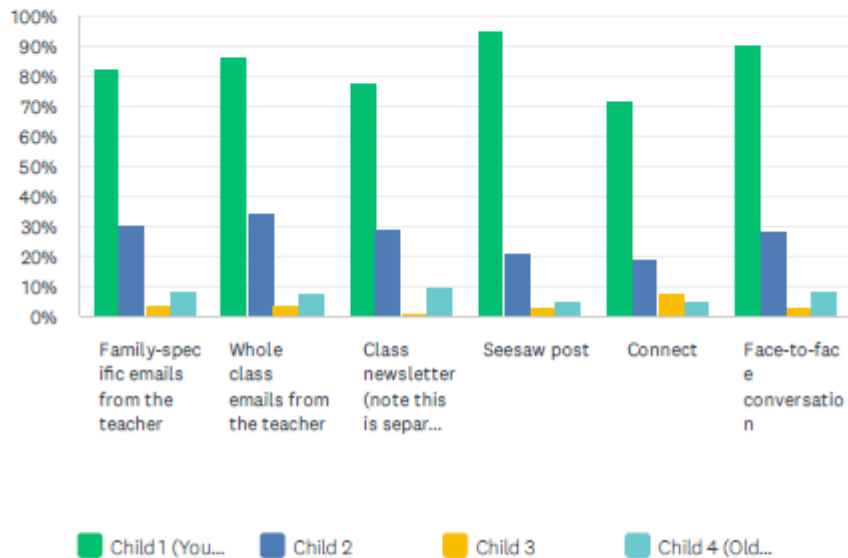


| | ALWAYS | OFTEN | SOMETIMES | RARELY | NEVER | TOTAL |
|--|---------------|--------------|--------------|--------------|------------|-------|
| I feel welcome in my child(ren)'s classroom | 56.97% 94 | 26.06% 43 | 12.73% 21 | 4.24% 7 | 0.00% 0 | 165 |
| I feel welcome at drop off / pick up in the school grounds | 67.88% 112 | 22.42% 37 | 5.45% 9 | 4.24% 7 | 0.00% 0 | 165 |
| I feel welcome when I attend school assemblies or special events | 70.30% 116 | 21.21% 35 | 7.27% 12 | 1.21% 2 | 0.00% 0 | 165 |
| I feel welcome when I liaise with the front office | 39.39% 65 | 27.88% 46 | 18.79% 31 | 10.91% 18 | 3.03% 5 | 165 |
| I feel welcome when I liaise with school leaders (Principal or Deputies) | 68.48% 113 | 26.06% 43 | 4.24% 7 | 1.21% 2 | 0.00% 0 | 165 |

Q7 Since the start of the year, I have received and read (where applicable) communications from my child/ren's classroom teachers) in the following way:

Q7 Since the start of the year, I have received and read (where applicable) communications from my child/ren's classroom teacher(s) in the following ways:

Answered: 149 Skipped: 22

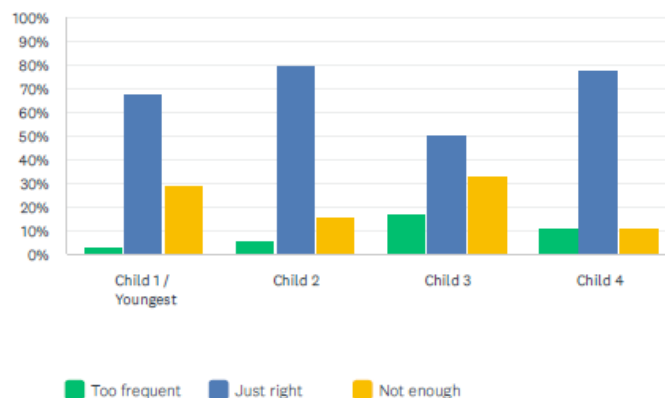


| | CHILD 1 (YOUNGEST) | CHILD 2 | CHILD 3 | CHILD 4 (OLDEST) | TOTAL RESPONDENTS |
|---|--------------------|--------------|------------|------------------|-------------------|
| Family-specific emails from the teacher | 82.61% 95 | 30.43% 35 | 3.48% 4 | 7.83% 9 | 115 |
| Whole class emails from the teacher | 86.23% 119 | 34.06% 47 | 3.62% 5 | 7.25% 10 | 138 |
| Class newsletter (note this is separate from the school newsletter) | 78.13% 75 | 29.17% 28 | 1.04% 1 | 9.38% 9 | 96 |
| Seesaw post | 95.24% 100 | 20.95% 22 | 2.86% 3 | 4.76% 5 | 105 |
| Connect | 71.43% 30 | 19.05% 8 | 7.14% 3 | 4.76% 2 | 42 |
| Face-to-face conversation | 90.40% 113 | 28.00% 35 | 2.40% 3 | 8.00% 10 | 125 |

Q8 The frequency of communication from my child's classroom is:

Q8 The frequency of communication from my child's classroom is:

Answered: 151 Skipped: 20



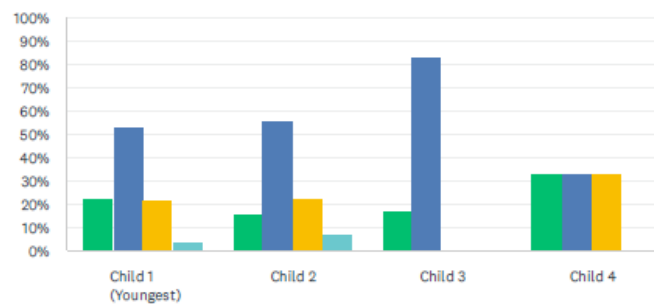
Q8 The frequency of communication from my child's classroom is:

| | TOO FREQUENT | JUST RIGHT | NOT ENOUGH | TOTAL |
|--------------------|--------------|--------------|--------------|-------|
| Child 1 / Youngest | 2.78% 4 | 68.06% 98 | 29.17% 42 | 144 |
| Child 2 | 5.17% 3 | 79.31% 46 | 15.52% 9 | 58 |
| Child 3 | 16.67% 1 | 50.00% 3 | 33.33% 2 | 6 |
| Child 4 | 11.11% 1 | 77.78% 7 | 11.11% 1 | 9 |

Q9 I feel well informed about my child/ren's progress

Q9 I feel well-informed about my child/ren's progress

Answered: 151 Skipped: 20



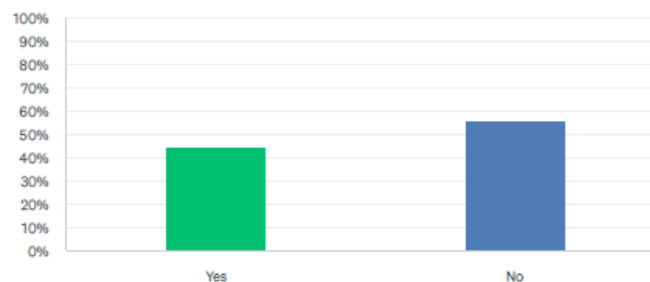
Strongly Ag... Agree Disagree Strongly dis...

| | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | TOTAL |
|--------------------|----------------|--------------|--------------|-------------------|-------|
| Child 1 (Youngest) | 22.22% 32 | 52.78% 76 | 21.53% 31 | 3.47% 5 | 144 |
| Child 2 | 15.25% 9 | 55.93% 33 | 22.03% 13 | 6.78% 4 | 59 |
| Child 3 | 16.67% 1 | 83.33% 5 | 0.00% 0 | 0.00% 0 | 6 |
| Child 4 | 33.33% 3 | 33.33% 3 | 33.33% 3 | 0.00% 0 | 9 |

Q10 Is there anything you would change about the communication you receive on your child/ren's progress, wellbeing or class activities?

Q10 Is there anything you would change about the communication you receive on your child/ren's progress, well being or class activities?

Answered: 151 Skipped: 20



| ANSWER CHOICES | RESPONSES |
|----------------|-----------|
| Yes | 44.37% 67 |
| No | 55.63% 84 |
| TOTAL | 151 |

Q10 Is there anything you would change about the communication you receive on your child/ren's progress, well-being or class activities?

Q11 Please share any additional feedback about classroom communication in the box below:

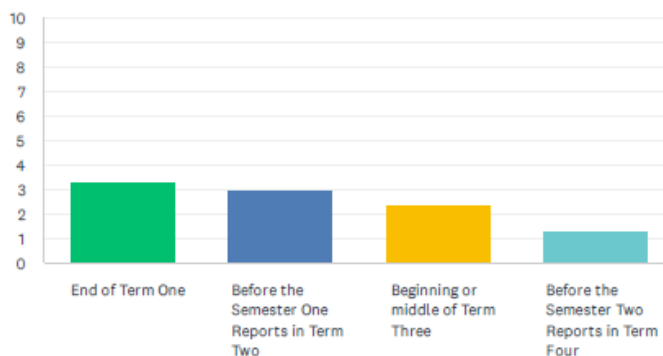
Comments have been synthesised from both Questions 10 and 11 into common themes. 70 comments were written for Question 10 and 32 written responses for Question 11.

- Parent/teacher meetings or interview days at the end of Term 1 and in Term 3 organised by the school leading up to the Semester One and Two reports.
- Fortnightly communication from the teacher to whole class on what is being taught.
- Better communication from the specialist teachers as to what is being taught and student progress.
- "No news is good news???" Little communication from teachers about students who are working to or above year level.
- More feedback on the individual child and their progress regularly throughout the year.
- More information on programmes in classrooms.
- Acknowledgement of student achievement and grades in class such as achievement on the Reading Log card and tests results.
- Use only one platform, rather than many platforms across the school for information dissemination.
- Implement a whole school communication template and style guide.
- More updates on Seesaw for younger grades.
- Communicate better leading up to reports so reports are not a surprise.
- Inconsistent communication between teachers to parents in different year levels causing confusion of what can be expected.
- Communication limited from teachers if parents don't initiate the contact.

Q12 If Newborough Primary School introduced parent-teacher meetings, when would be most useful to find out information about your child's progress? Please order your preferences of time from first (1) preference to (4) last preference.

Q12 If Newborough Primary School introduced parent-teacher meetings, when would be most useful to find out information about your child's progress? Please order your preferences of time from first (1) preference to (4) last preference.

Answered: 140 Skipped: 31

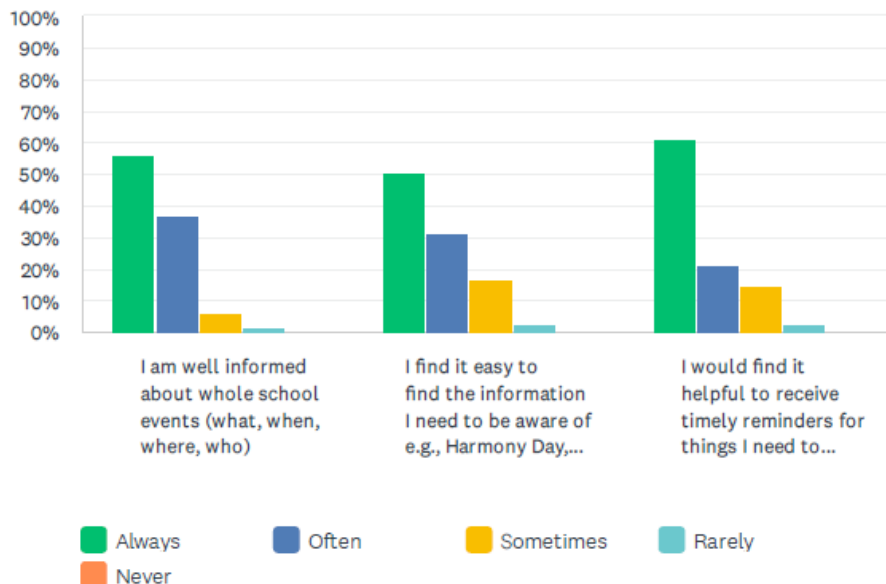


| | 1 | 2 | 3 | 4 | TOTAL | SCORE |
|--|--------------|--------------|--------------|---------------|-------|-------|
| End of Term One | 60.71% 85 | 19.29% 27 | 12.86% 18 | 7.14% 10 | 140 | 3.34 |
| Before the Semester One Reports in Term Two | 26.43% 37 | 47.86% 67 | 22.14% 31 | 3.57% 5 | 140 | 2.97 |
| Beginning or middle of Term Three | 10.71% 15 | 27.14% 38 | 52.86% 74 | 9.29% 13 | 140 | 2.39 |
| Before the Semester Two Reports in Term Four | 2.14% 3 | 5.71% 8 | 12.14% 17 | 80.00% 112 | 140 | 1.30 |

Q13 I am well informed about whole school events (what, when, where who).

Q13 I am well informed about whole school events (what, when, where, who)

Answered: 149 Skipped: 22



| | ALWAYS | OFTEN | SOMETIMES | RARELY | NEVER | TOTAL |
|---|--------------|--------------|--------------|------------|------------|-------|
| I am well informed about whole school events (what, when, where, who) | 55.70% 83 | 36.91% 55 | 6.04% 9 | 1.34% 2 | 0.00% 0 | 149 |
| I find it easy to find the information I need to be aware of e.g., Harmony Day, special assemblies, in-term swimming. | 50.34% 75 | 30.87% 46 | 16.11% 24 | 2.68% 4 | 0.00% 0 | 149 |
| I would find it helpful to receive timely reminders for things I need to prepare for e.g. 48hr reminder prior to special school events. | 61.07% 91 | 20.81% 31 | 14.77% 22 | 2.68% 4 | 0.67% 1 | 149 |

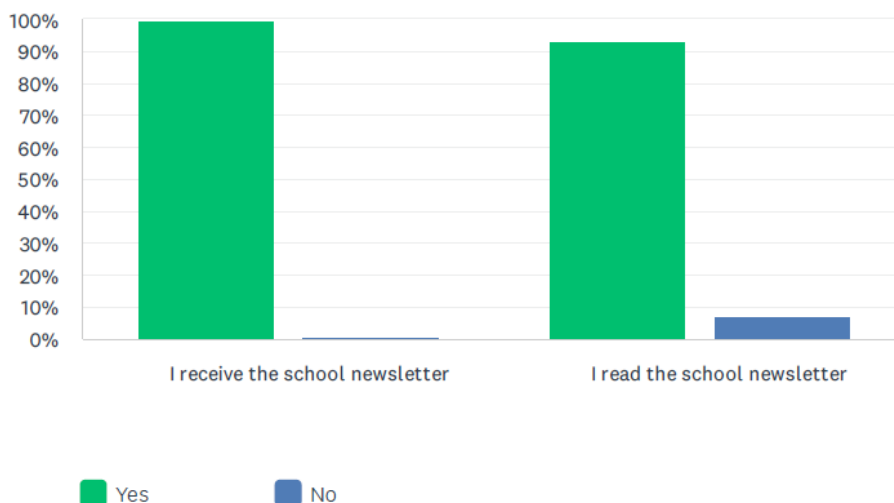
Comments have been synthesised from Question 13 into common themes.

- Emails are sometimes too long.
- Emails are useful and keep parents informed.
- While the information is initially good, the information needs to be in more of a central location such as the website for parents to refer back to. Emails are easily lost.
- The P&C What's App group is great for helping with reminders.
- Quality of information sometimes a problem with wrong dates in either emails or the website.
- Front office not always aware of events happening and information.
- A 48 hour reminder of events would be helpful.
- Online website calendar not functional.
- Too many channels of information coming through to parents.
- More notice about events coming up earlier for working parents.

Q14 Regarding the newsletter, please indicate your level of engagement with it:

Q14 Regarding the school newsletter, please indicate your level of engagement with it:

Answered: 149 Skipped: 22



| | YES | NO | TOTAL |
|---------------------------------|---------------|-------------|-------|
| I receive the school newsletter | 99.33% 148 | 0.67% 1 | 149 |
| I read the school newsletter | 93.24% 138 | 6.76% 10 | 148 |

Q15 Is there anything you would change about the newsletter eg. Content, frequency?

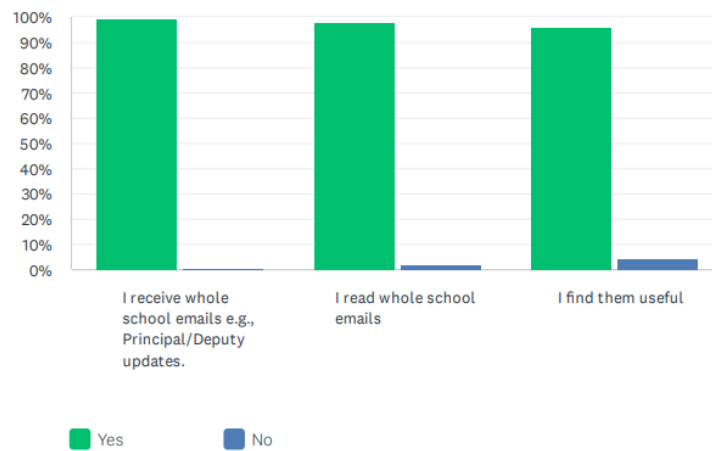
Comments have been synthesised from Question 14 and Question 15 into common themes. 15 responses were submitted for Question 14 and 47 comments written for Question 15.

- The newsletter is repetitive and has the same content in it each fortnight.
- The layout of the newsletter is not very engaging and has too many adverts in it. Are the advertisers relevant to the school?
- The newsletter is often very wordy and poorly constructed. Often has many spelling, grammar and factual mistakes in it.
- Shrek communication was outstanding due to Acting Deputy and Music Teacher.
- The newsletter could be broken into better segments to make it easier to read. Perhaps have "Must know" information as a headline?
- Perhaps add in calendar invites in the newsletter if possible.
- Perhaps a shorter, briefer fortnightly newsletter with snippets of information. Content to be condensed.
- The newsletter is too long and uninviting to scroll through.
- Acronyms used confusing.
- Too many 'rules' in the newsletter which are always repeated. Maybe move routine information to the website.
- Maybe only once a month or twice a term?

Q16 Regarding whole school emails:

Q16 Regarding whole school emails:

Answered: 149 Skipped: 22

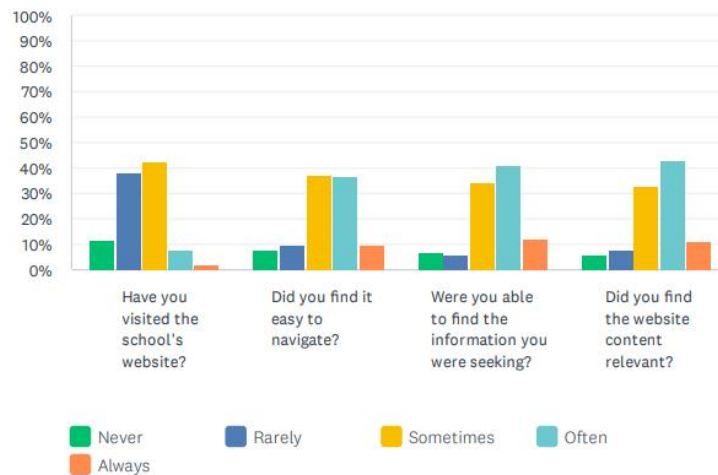


| | YES | NO | TOTAL |
|---|---------------|------------|-------|
| I receive whole school emails e.g., Principal/Deputy updates. | 99.33% 148 | 0.67% 1 | 149 |
| I read whole school emails | 97.97% 145 | 2.03% 3 | 148 |
| I find them useful | 95.92% 141 | 4.08% 6 | 147 |

Q17 Thinking about the school's website, please answer the following questions about your experience of it:

Q17 Thinking about the school's website, please answer the following questions about your experience of it:

Answered: 148 Skipped: 23



| | NEVER | RARELY | SOMETIMES | OFTEN | ALWAYS | TOTAL |
|---|--------------|--------------|--------------|--------------|--------------|-------|
| Have you visited the school's website? | 11.49% 17 | 37.84% 56 | 41.89% 62 | 7.43% 11 | 1.35% 2 | 148 |
| Did you find it easy to navigate? | 7.41% 10 | 9.63% 13 | 37.04% 50 | 36.30% 49 | 9.63% 13 | 135 |
| Were you able to find the information you were seeking? | 6.72% 9 | 5.97% 8 | 34.33% 46 | 41.04% 55 | 11.94% 16 | 134 |
| Did you find the website content relevant? | 5.97% 8 | 7.46% 10 | 32.84% 44 | 42.54% 57 | 11.19% 15 | 134 |

Q18 If you have used the website from your phone, please comment on your experience.

Comments have been synthesised from Question 18 into common themes. 38 responses were submitted for Question 18. **Two themes emerged: the website is fine when accessing on the phone. The website is not fine when accessing through a phone.**

- Awkward and a bit clunky to use from the phone.
- Fine to use from the phone.
- Difficult to engage with and rendering not optimised for a mobile.
- Old and clunky.

Q19 In the box below, please share any additional feedback about the School Website. This could include any additional content you would find beneficial.

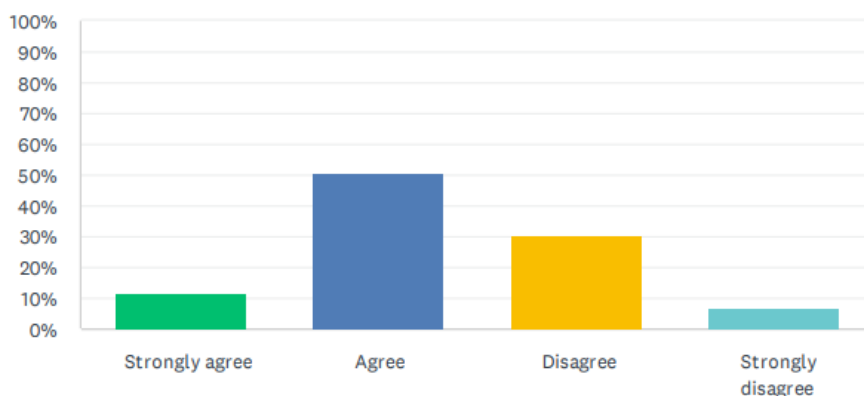
Comments have been synthesised from Question 19 into common themes. 24 responses were submitted for Question 19.

- The website is out of date and information is often incorrect on there. Difficult to find term dates.
- The website seems to have improved and been updated throughout year making it somewhat easier to navigate and be useful.
- The website should be the portal for all information that everyone could possibly want or need; including information on programmes, being able to make interviews with parents; staff profiles; interesting information etc.
- Website borders on being useless.
- Found website useful enough to help some parents.
- The website is not engaging or dynamic.
- Newsletters difficult to access on the website.
- School needs to update the website regularly.
- Staff photos would be useful.
- The calendar is difficult to read.

Q20 I feel well informed about the learning programs employed in the school. Eg. Oxford Maths, Soundwaves, Positive Behaviour & Wellbeing.

Q20 I feel well informed about the learning programs employed in the school e.g., Oxford Maths, Soundwaves, Positive Behaviours & Wellbeing.

Answered: 144 Skipped: 27



| ANSWER CHOICES | RESPONSES | |
|-------------------|-----------|-----|
| Strongly agree | 11.81% | 17 |
| Agree | 50.69% | 73 |
| Disagree | 30.56% | 44 |
| Strongly disagree | 6.94% | 10 |
| TOTAL | | 144 |

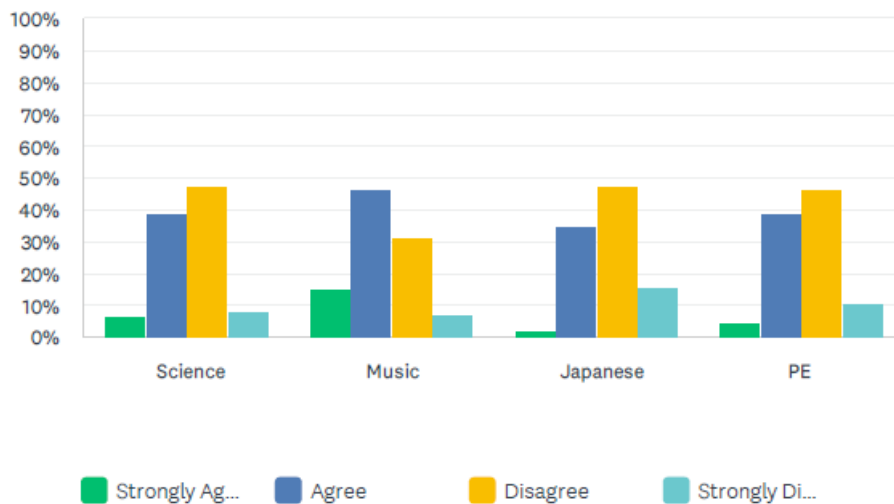
Comments have been synthesised from Question 20 into common themes. 62 responses were submitted for Question 20. The feedback on this section fell into two clear categories: **Yes, I know enough about these programs and No; there is not enough information provided.**

- Session times run by the school for these programs are difficult to attend if you are a working parent.
- Sessions could be recorded and put on website for working parents.
- More sessions to be offered please on the programs.
- Satisfied that staff know what they are teaching and do not need to know about the programs.
- Behaviour Policies should be shared at orientation.
- Would be great to know more about the programs to support them at home.
- The sessions that have been held are very useful and informative.

Q21 I feel informed about the teaching of specialist learning programs within the school:

Q21 I feel informed about the teaching of specialist learning programs within the school:

Answered: 144 Skipped: 27



| | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | TOTAL | WEIGHTED AVERAGE |
|----------|----------------|--------------|--------------|-------------------|-------|------------------|
| Science | 6.25% 9 | 38.89% 56 | 47.22% 68 | 7.64% 11 | 144 | 2.64 |
| Music | 15.28% 22 | 46.53% 67 | 31.25% 45 | 6.94% 10 | 144 | 2.37 |
| Japanese | 2.08% 3 | 34.72% 50 | 47.22% 68 | 15.97% 23 | 144 | 2.93 |
| PE | 4.17% 6 | 38.89% 56 | 46.53% 67 | 10.42% 15 | 144 | 2.74 |

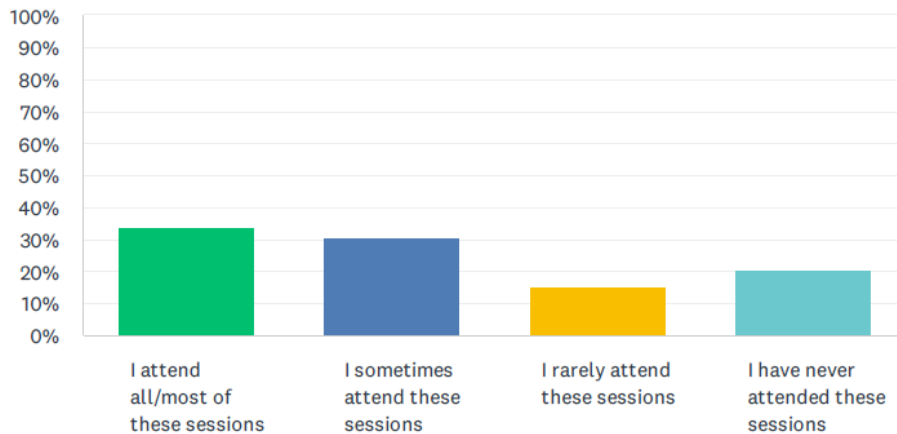
Comments have been synthesised from Question 21 into common themes. 72 responses were submitted for Question 20.

- Very little idea of what is happening in either Science or Japanese lessons.
- The Music program is more visible and good communication to choir parents and events happening.
- Good communication around sporting events or Physical Education.
- Having a condensed email per term or Term Planner in regard to content taught may be helpful for parents to know more about the specialist programs.
- More of a profile on Japanese and see it more visibly around the school.
- Would like to know more about the four specialist areas.
- The open classrooms have been great in the specialist areas.

Q22 How often do you engage with parent information sessions eg. Parent Information Night, Oxford Maths, NAPLAN Information session?

Q22 How often do you engage with parent information sessions e.g., Parent Information Night, Oxford Maths, NAPLAN info sessions?

Answered: 143 Skipped: 28



| ANSWER CHOICES | RESPONSES | |
|--------------------------------------|-----------|------------|
| I attend all/most of these sessions | 33.57% | 48 |
| I sometimes attend these sessions | 30.77% | 44 |
| I rarely attend these sessions | 15.38% | 22 |
| I have never attended these sessions | 20.28% | 29 |
| TOTAL | | 143 |

Q23 Please provide any additional feedback on learning programs.

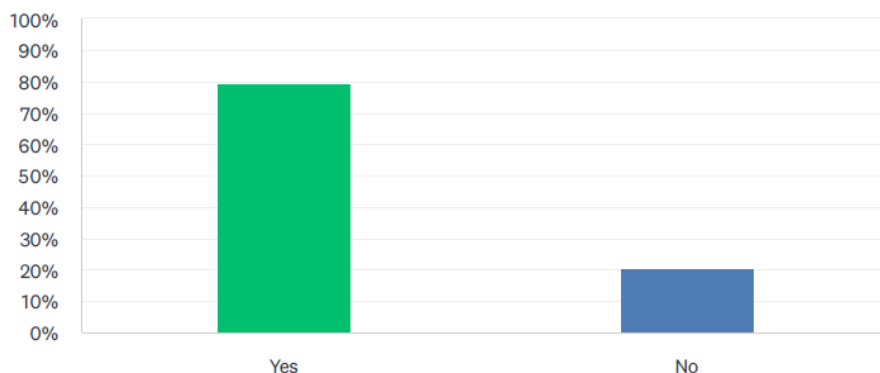
Comments have been synthesised from Question 23 into common themes. 25 responses were submitted for Question 23

- Timing of the sessions is critical. Hard to attend sessions run through the school day and straight after school.
- Other than the Parent Night, unaware of any other information sessions held so maybe better promotion of them.
- The Noongar languages program is great but Japanese undervalued and under promoted.
- Could live stream recordings of information sessions and share with parents who can't attend.

Q24 Have you previously initiated contact with your child's classroom teacher about your child/ren?

Q24 Have you previously initiated contact with your child's classroom teacher about your child/ren?

Answered: 142 Skipped: 29

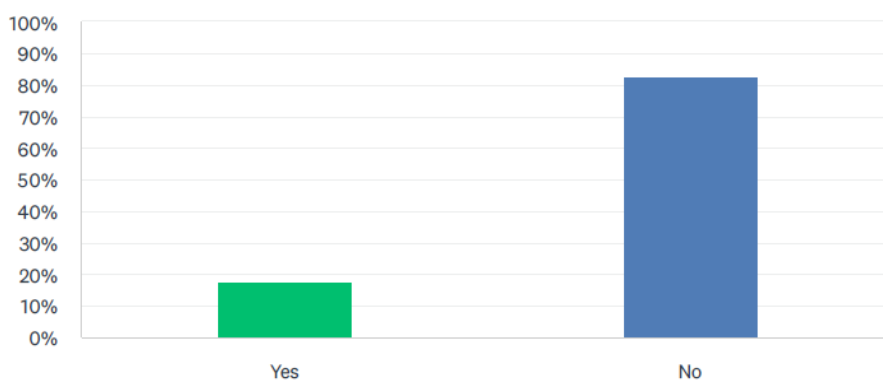


| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|-----|
| Yes | 79.58% | 113 |
| No | 20.42% | 29 |
| TOTAL | | 142 |

Q25 Have you previously initiated contact with a Specialist Teacher about your child/ren?

Q25 Have you previously initiated contact with a Specialist Teacher about your child/ren?

Answered: 142 Skipped: 29

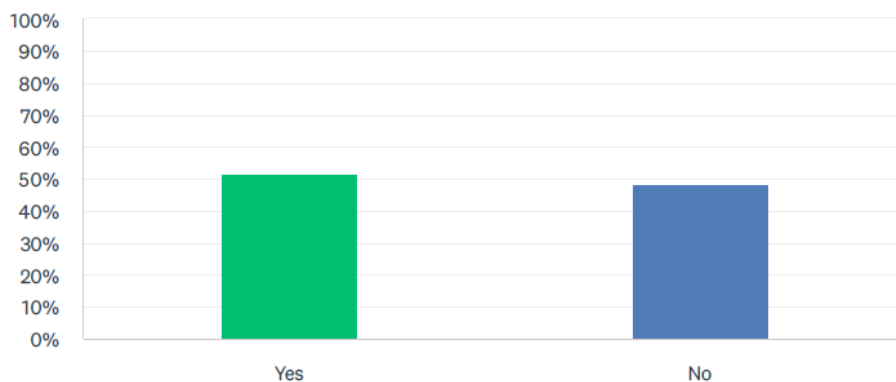


| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|-----|
| Yes | 17.61% | 25 |
| No | 82.39% | 117 |
| TOTAL | | 142 |

Q26 Have you previously initiated contact with the School Administration about your child/ren?

Q26 Have you previously initiated contact with the School Administration about your child/ren?

Answered: 142 Skipped: 29

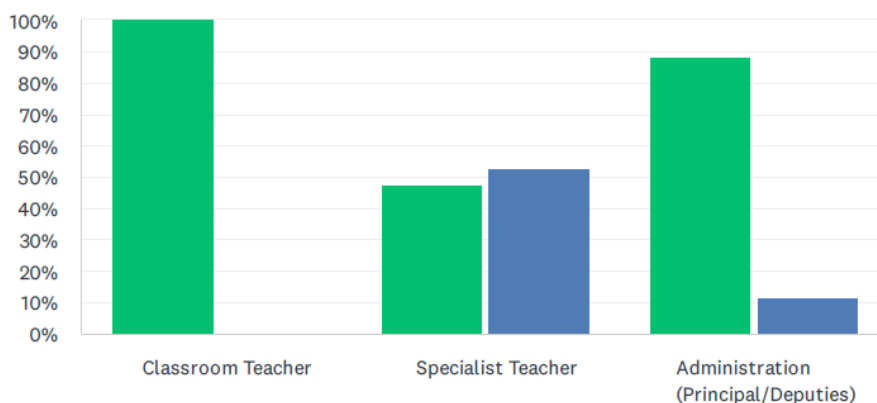


| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|------------|
| Yes | 51.41% | 73 |
| No | 48.59% | 69 |
| TOTAL | | 142 |

Q27 If yes, did you know how to contact the person you needed to speak to?

Q27 If yes, did you know how to contact the person you needed to speak to?

Answered: 123 Skipped: 48



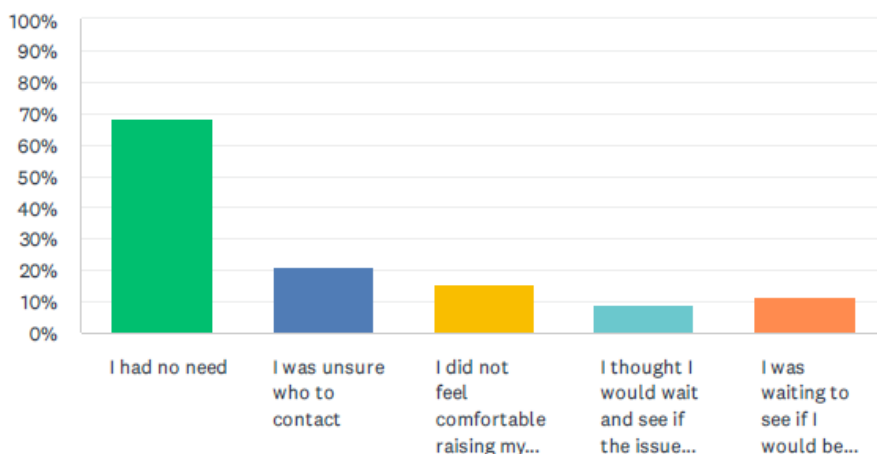
Yes No

| | YES | NO | TOTAL | WEIGHTED AVERAGE |
|-------------------------------------|----------------|--------------|-------|------------------|
| Classroom Teacher | 100.00% 121 | 0.00% 0 | 121 | 1.00 |
| Specialist Teacher | 47.52% 48 | 52.48% 53 | 101 | 1.52 |
| Administration (Principal/Deputies) | 88.18% 97 | 11.82% 13 | 110 | 1.12 |

Q28 If no, or if you have not opened p the lines of communication over a specific matter during your time as part of the Newborough community, why not? Tick all that are applicable.

Q28 If no, or if you have not opened up the lines of communications over a specific matter during your time as part of the Newborough community, why not? Tick all that are applicable.

Answered: 73 Skipped: 98



| ANSWER CHOICES | RESPONSES | |
|---|-----------|----|
| I had no need | 68.49% | 50 |
| I was unsure who to contact | 20.55% | 15 |
| I did not feel comfortable raising my concerns | 15.07% | 11 |
| I thought I would wait and see if the issue resolved itself | 8.22% | 6 |
| I was waiting to see if I would be contacted by the relevant person | 10.96% | 8 |
| Total Respondents: 73 | | |

Comments have been synthesised from Question 28 into common themes. 12 responses were submitted for Question 28

- Contact has only been made when my child has been hurt or injured.
- Worries over situations being handled confidentially and respectfully so unwilling to speak up.
- The issues haven't been big enough to navigate raising the concerns.
- Not sure who to approach and how the situation will be handled.
- Concerns over how the child will be treated if an issue is raised by the family.

Q29 When communicating with the school, I felt:

Q29 When communicating with the school, I felt:

Answered: 127 Skipped: 44



| ANSWER CHOICES | RESPONSES | |
|------------------------|-----------|----|
| Listened to | 75.59% | 96 |
| Respected | 70.08% | 89 |
| Understood | 68.50% | 87 |
| Responded to | 67.72% | 86 |
| Other (please specify) | 13.39% | 17 |
| Total Respondents: 127 | | |

Comments have been synthesised from Question 29 into common themes. 17 responses were submitted for Question 29

- The senior leadership team and most teachers have been efficient when dealing with issues raised this year.
- Not everything is actioned by staff that they say they will do. Acknowledgment of issues but no action.
- Sometimes the teachers have been defensive when discussing issues with them.
- Parents have felt respected except when dealing with the front office staff on many occasions.
- Sometimes do not feel understood by the Administration person dealing with the concern.
- Teachers in general are good at responding to emails in a timely manner.

Q30 Please provide any additional feedback relating to parent-initiated communication.

Comments have been synthesised from Question 30 into common themes. 19 responses were submitted for Question 30

- Most interactions with staff have been very positive, responsive, and friendly. Overall, many positive comments about staff communication.
- Teachers should be more proactive about communicating concerns about children's progress. Frustrating to be the parents who initiate most follow up and contact.
- Often seems classes with tandem teachers pass the responsibility to the other teacher and there is back and forth communication.
- Needs some communication about staff roles and who do parents go to about what issue.
- Front office staff not always seen as helpful and approachable.

Q31 Is there any other feedback related to school communication that you would like to share with the school?

Comments have been synthesised from Question 31 into common themes. 42 responses were submitted for Question 31. *Many of the themes written below were raised through out the survey in other questions.*

- Many responses thanking the School and School Board for the survey and opportunity to provide feedback.
- Communication is difficult to get right, and each parent will engage with the school differently and will have different experiences with different staff.
- As stated before, more communication needed from the Specialist Teachers, in particular Japanese and Science.
- Staff need to model the four values more to students and show more kindness and respect at times to students.
- Communication is key and everyone is happier when there is clear, open, timely communication.
- More teacher-initiated contact would be appreciated.
- More consistency of communication channels would be great to make it easier for parents with students in different year levels.
- More communication about school programs.
- Keep student reports going at assemblies for giving information rather than Admin speak too much.
- Make the website a hub of information including information of students with disability.
- Demeanour of front office staff could improve to be friendlier and more respectful.
- Overall, a general happiness with communication at school; albeit it could improve in key areas of consistency of classroom communication, newsletter, website and from personnel.