

# NSOS DATA FEEDBACK 2018

Surveys were administered from September to November 2018 with 21 parent, 63 student and 20 staff responders.

Analysis was conducted by a group of four staff members in late November 2018.

Analysis was conducted by looking at overall positive responses to questions in each survey, overall negative responses to questions in each survey, correlations between responses and general indications.

The group considered positive responses above 4.0 average rating.  
The group considered negative responses below 3.0 average rating.

The group has endeavoured to outline what results can be seen from the surveys, what those results tell us and what we are doing to respond to those results.

<b>POSITIVE RETURNS</b>	Student	Staff	Parent
Teachers at this school expect students to do their best		4.4	
Teachers at this school are good teachers	4.4	4.5	
Students feel safe at this school			4.5
My child likes being at this school			4.4
Teachers at this school care about their students		4.7	

## **What this table tells us:**

Parents strongly agreed that their children feel safe at school and that their children like being at school.

Both the staff and the students strongly believe that teachers at this school are good teachers, with ratings of 4.4 and 4.5, however when you average it out with the parents score, it drops to an average rating of 4.1, which is still quite high.

Staff strongly believe that teachers care about their students (4.7). When this is averaged over the three groups it drops to an average rating of 4.3

<b>NEGATIVE RETURNS</b>	Student	Staff	Parent
Teachers at this school provide feedback to students			3.9
The school is well maintained	3.9		
I talk to teachers about concerns	3.8		
Student behaviour is well managed	3.4	3.6	3.5
School looks for ways to improve		3.9	3.4
School values opinions	3.3	3.3	3.3
School works with parents to support students	N/A	3.9	3.8
School has a good relationship with community	N/A	3.5	3.1
School is well led	N/A	3.3	2.8
Overall education			3.6
Recommend School			3.7
Teachers are good teachers			3.8
STAFF ONLY : Staff receive feedback	N/A	3.1	N/A
Staff feel supported	N/A	3.2	N/A

### What this table tells us:

Across the board, each group surveyed had multiple opinions in different areas. We flagged anything that was below 4.0 and found some correlations.

All three groups surveyed felt that their opinions are not being heard. This all stood at 3.3, which is well below agree or strongly agree.

Both the staff and parent group don't believe the school is being well led. This was concerning when the average for the parent group average was 2.8.

Both the staff and parent group both had similar averages with the school's relationship within the community. Staff said an average of 3.5 and parents believe it was an average of 3.1.

In the staff only questions of 'do I feel supported' or 'am I receiving feedback', this again was flagged - with averages of 3.1 and 3.2, it was quite low.

## THEREFORE: POSSIBLE FUTURE ACTIONS:

### STAFF:

DATA	SCHOOLS ACTIONS	FUTURE ACTIONS
Promotes student mental health and well being (10% or 2 do not agree 20% or 4 do not specify)	<ul style="list-style-type: none"> <li>• Aussie Optimism</li> <li>• Lindsay (School Psychologist)</li> </ul>	<ul style="list-style-type: none"> <li>• Smile Program</li> <li>• Chaplain</li> <li>• Mental health week</li> <li>• Act, Belong, Commit</li> </ul>
School Promotes STEM (15% or 3 do not agree 5% or 1 do not specify)	<ul style="list-style-type: none"> <li>• Some teachers do some project based work with it</li> </ul>	<ul style="list-style-type: none"> <li>• PL on STEAM</li> <li>• Binded Steam Book</li> <li>• Budget for STEAM resources</li> </ul>
School seeks to support staff mental health and well being (25% or 5 do not agree 25% or 5 do not specify)	<ul style="list-style-type: none"> <li>• Staff appreciations</li> <li>• Champagne moments</li> <li>• Peoplesense</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic staff support and develop belonging</li> <li>• Acknowledgement needs to come from Leadership</li> <li>• Promote healthy work/life balance.</li> </ul>
Positive changes to communication processes (10% or 2 do not agree 20% or 4 do not specify)	<ul style="list-style-type: none"> <li>• Weekly reminders</li> <li>• Whiteboard</li> <li>• Emails too late</li> </ul>	<ul style="list-style-type: none"> <li>• Communication apps</li> <li>• Leadership to be more pro-active</li> </ul>
Positive changes to leadership at school (20% or 4 do not agree 25% or 5 do not specify)		<ul style="list-style-type: none"> <li>• Open communication</li> <li>• Staff acknowledgements</li> <li>• Accountability from leadership including PACE</li> </ul>

### STUDENTS:

DATA	SCHOOLS ACTIONS	FUTURE ACTIONS
Teachers encourage students to aim high (3% or 1 do not agree 19% or 12 do not specify)	<ul style="list-style-type: none"> <li>• Merit Certificates</li> <li>• Citizenship and excellent certs</li> <li>• Commendation letters</li> <li>• PEAC Testing</li> <li>• Maths Wizard</li> <li>• Competitions against other schools</li> </ul>	<ul style="list-style-type: none"> <li>• Enter into national competitions</li> <li>• Send home progress and achievement letters</li> <li>• Set own goals</li> </ul>
Teachers treat me with respect (10% or 6 do not agree 10% or 6 do not specify)		
'MMM' is helpful (14% or 9 do not agree 21% or 13 do not specify)	<ul style="list-style-type: none"> <li>• Currently have MMM (Years 1-10)</li> </ul>	<ul style="list-style-type: none"> <li>• Sit with faction</li> <li>• Introduce faction points</li> <li>• Teachers in factions</li> </ul>
Culture is respected (8% or 5 do not agree 17% or 11 do not specify)	<ul style="list-style-type: none"> <li>• NAIDOC Week</li> <li>• Morning Teas</li> <li>• Physical settings</li> <li>• Relationship building</li> </ul>	<ul style="list-style-type: none"> <li>• Culturally rich excursions</li> <li>• History breakdown</li> <li>• Teaching language</li> </ul>

	<ul style="list-style-type: none"> <li>• Mural</li> </ul>	
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## PARENTS:

DATA	SCHOOLS ACTIONS	FUTURE ACTIONS
Communication processes are efficient and effective (15% or 3 do not agree 29% or 6 do not specify)	<ul style="list-style-type: none"> <li>• Notes home</li> <li>• Parent texts</li> <li>• Social Media</li> <li>• Communication books/diary</li> <li>• Email</li> </ul>	<ul style="list-style-type: none"> <li>• School App</li> <li>• Staff text message</li> <li>• Parent email</li> </ul>
Our school fosters positive relationships between staff and Indigenous students/families (10% or 2 do not agree 33% or 7 do not specify)	<ul style="list-style-type: none"> <li>• NAIDOC Week</li> <li>• Morning teas</li> <li>• Physical settings</li> <li>• Relationship building</li> </ul>	<ul style="list-style-type: none"> <li>• Excursion for culture</li> <li>• History breakdown</li> <li>• Teaching language</li> </ul>

## OTHER COMMENTS:

- PERMISSION SLIPS: It would appear that parents and students strongly prefer electronic permission slips.
- COMMUNICATION: Staff believes that the best effective way of communicating with families is Mmsgu followed by QDHS Facebook page with a tie between the newsletter and a phone call. For students, the top three options of information about school events are; note home, parent/ guardian text message and email and verbal notices given by teachers. 15% or 3 parents do not agree and 29% or 6 parents do not specify that the communication processes between school and families are efficient and effective.
- TECHNOLOGIES: Parents believe that digital technologies is where their child should spend the most amount of time during technologies. Meanwhile students believe that cooking is the most important technology for them.
- ABORIGINAL RELATIONSHIPS: 8% or 5 students (aboriginal and non-aboriginal) don't believe that their culture is respected at school. 17% or 11 do not specify. Of the question whether QDHS fosters positive relationships between staff, Aboriginal Students, their families and the local Aboriginal community, 10% or 2 parents do not agree and 33% or 7 parents do not specify.