

Results of Service Quality Survey

July 2010

The intention of the survey was to:

- Provide information on the educational quality of the school.
- Identify strengths and weaknesses of the school.
- Find ways in which the school could improve.
- Provide information to help better understand your needs.

Results

Importance Ratings

In terms of the most to the least *important* features (as listed in the survey), the importance ratings from parents are as follows. (July 2009 Service Quality Survey results in brackets):

- 1 The teaching staff are excellent teachers. (1)
- 2 The school provides a safe environment. (3)
- 3 Parents are well informed about their child's progress. (2)
- 4 Staff have positive relationships with students. (5)
- 5 Students enjoy their time at school. (6)
- 6 Individual student needs are addressed (4)
- 7 Student behaviour modification techniques are effective. (7)
- 8 Staff have an open door policy. (8)
- 9 Computers are well utilised. (9)
- 10 The community has opportunities to be informed about programmes in the school. (10)

Performance Gaps

These record the gap between the *importance* of an issue and the *performance* of the school (both, as perceived by parents). Therefore a smaller rather than a larger gap is desirable.

A guideline for analysing the gaps is as follows:

- 0.0 – 0.5, the school is very largely meeting the expectations of its stakeholders.
- 0.6 – 1.0, the school should be cognisant of these service features and should devote resources to them after the higher priority service features have been attended to.
- >1.0, indicates areas of priority for the school to attend to.
(Smith, UNITEC, 2000)

Performance Gaps	10	09	08	07	06	04
The teaching staff are excellent teachers	-0.5	-0.5	-0.6	-0.6	-0.6	-0.6
The community has opportunities to be informed about programmes in the school	0.0	-0.1	0.0	-0.1	0.0	-0.1
The school provides a safe environment	-0.4	-0.4	-0.4	-0.4	-0.4	-0.5
The parents are well informed about their child's progress	-0.5	-0.6	-0.8	-0.8	-0.9	-1.0
Individual learning needs are addressed	-0.6	-0.7	-0.9	-0.7	-0.9	-1.2
Computers are well utilised in classrooms	-0.1	-0.2	-0.1	-0.4	-0.4	-0.9
Staff have positive relationships with students	-0.4	-0.3	-0.5	-0.4	-0.5	-0.5
Students enjoy their time at school	-0.4	-0.3	-0.3	-0.4	-0.5	-0.5
Behaviour modification techniques are effective	-0.5	-0.5	-0.4	-0.4	-0.7	-0.7
Staff have an open door policy	-0.2	-0.2	-0.1	-0.3	-0.4	-0.3
Total Gap	3.6	3.8	4.1	4.5	5.6	6.3

Narrative

Surveys are always interesting and this survey is no different! It is useful to note that in accordance with the scale for interpreting the gaps, that, as a school, we are doing some things exceptionally well, while there are other service features where we could do better (as always). It is interesting that the **total gap** between importance and performance is still reducing (2010 compared with 2004, 2006, 2007, 2008 and 2009).

It is also, possibly, of interest to compare the 2010 service feature results with the 2009, 2008, 2007, 2006 and 2004 results. (No survey was conducted in 2005). As you will see, some service features have remained with the same gaps (2010 compared with 2009: 4); some services features had reduced gaps: 4; while some services features had increased gaps: 2. Trends are both interesting and significant.

Comment on each Service Feature

The teaching staff are excellent teachers (-0.5)

The last (December 2008 and published in January 2009) Education Review Office (ERO) report on the school was very favourable in terms of the quality of the staff employed at Campbells Bay School. The report commented positively on a range of aspects of the school's operation that involved

teachers. This was pleasing as it affirmed that our quest to have the highest quality teachers, and to resource them appropriately, has been recognised by an audit agency that is well known for robust reporting. You can be assured that our quest to employ the highest quality teachers will remain undiminished.

The community has opportunities to be informed about programmes in the school (0.0)

Perfect, although we are always somewhat wary of perfection, especially in the educational setting when perfection is often oxymoronic. However, it does seem that communication regarding school programmes is meeting the expectations of our parent community. We will continue to do our best to keep parents informed about programmes and school events via the newsletter, information evenings, Ultranet and the website.

Parents are well informed about their child's progress (-0.5)

Not perfect! In fact, not as good as we wanted. Although we have been making consistent progress (since 2004 when the gap was -1.0) we are not as close to getting it exactly right as we would have wanted. We are currently running focus groups made up of parents who responded to our invitation in a recent newsletter to be part of focus group consultation. We are aiming to improve both our midyear and end of year formal reporting and we are hopeful that we will have an improved end of year report to you in December. The focus groups will continue to be used to help us get better at this important aspect of school life.

Individual learning needs are addressed (-0.6)

Again, not perfect but it does need to be seen in the context of the comments made by the Education Review Office. ERO (December 2008) had this to say about this area of the school's performance. "Senior managers and staff use the school's electronic student management system as an effective tool to identify individuals and groups of students who required targeted teaching. The school management system generates a sophisticated tracking system that teachers use to ensure that targeted classroom teaching strategies are in place for students with special learning needs." We will continue to strive to close the gap on this very important domain.

Computers are well utilised in the school programme (-0.1)

This service feature has come a long way since 2004 (-0.9). In recent years we have put a lot of resources into improving the information communication technology available to students in their learning programmes. The advent of the ICT suite, the development of greater technology across the school, particularly from Year 4 – 6, and the assistance of a part time teacher dedicated to the use of ICT across the school in learning programmes have all had a positive impact.

Staff have positive relationships with students (-0.4)

Children enjoy their time at school (-0.4)

It would be fair to say that both service features are performing well and long may this remain the case. There appears to be close linkage with the next two service features (behaviour techniques and the provision of a safe environment.) While these four service features have gaps that are encouraging in their smallness, it is important to remain vigilant to ensure that we provide a safe environment that is conducive to learning.

Behaviour techniques are effective (-0.5)

The school environment very largely reflects the home environments where our children come from each morning. In other words, classrooms are well ordered and the playground is largely incident free. There will always be occasions when students transgress. A withdrawal room is one way we deal with students who persistently transgress. The transgression is discussed with parents if the student's behaviour does not improve; there are other techniques that also involve working with the home. Removing a student from the school for a period of time is also used from time to time.

The school provides a safe environment (-0.4)

This service feature incorporates both emotional and physical safety. We continue to work hard to improve this service feature. School safety initiatives features: duty teachers in orange vests; duty teachers with 'walkie talkie' radios; visitors being required to 'sign in' at the office and then being issued with identification tags; safety check programme; road patrol; the 40 kilometre an hour school zone; fewer vehicle movements near the school as a result of the walking schools buses and the extended (042) bus route morning and afternoon; regular trial evacuations of the school buildings; the well resourced medical room with very conscientious and well trained staff; and the continual emphasis on 'safety first' in school activities. We will continue to work towards a constant improvement in terms of site safety.

Staff have an open door policy (-0.2)

This is an interesting one, as the open door policy has a catch to it! Namely, that the door must be opened by prior arrangement if you wish to discuss an issue pertaining to your child. This is to ensure that teachers are not interrupted when preparing for lessons and that time can be scheduled for the parents and the teacher to devote *quality time* to issues of concern.

As teachers are so obviously 'available' by being in the classroom it can be tempting to have a 'quick chat' about your child. Unfortunately, 'quick chats' can sometimes result in much longer chats! They can also lead to unfortunate misunderstandings when the conversation has to be hurried. Please, always make an appointment if you wish to raise an issue with your child's teacher, just as you would with your lawyer, doctor or other service provider.

However, if you want to come into the class after the 8.30am bell has sounded to have a look at your child's work, or be a 'guest' of your child as they show you around the room, this is absolutely fine. It is also fine to greet the teacher!

Having written all that, it seems that we have it 'about right' in terms of how we operate our open door policy.

The Survey: In conclusion

The above is a fairly 'broad brush summary' of the results of the survey. The last ERO report on the school provides an independent assessment of the school's performance. A full copy of this report is available from the home page of the school's website. To give ERO (almost) the final word: "Campbells Bay School is a high performing school that continues to provide teachers and parents with a strong sense of community.....The board and senior managers have a commitment to the philosophy of continuous improvement. As a result, a well articulated change management model supports the school's teaching and learning culture."

Written Comments

A number of people took the opportunity provided to make written comments. Most of these can be placed under the following headings: happy; reporting to parents; use of computers; class sizes; communication and parent education; and student extension. Happy: Twenty people made very positive comments about the performance of the school. Such comments are always welcome and appreciated! Thank you.

Reporting to Parents

Seven people suggested that we could do better. We would agree, particularly when it comes to written reporting midyear and end of year. We have two focus groups of parents working with the school on this and we anticipate being able to incorporate many of the ideas from these groups into the 2010 end of year report and the 2011 midyear report. Please be assured that the parents on the focus groups are not 'backward in coming forward' when it comes to presenting their points of view!

Computers

Four parents expressed concerns about issues of possible access to inappropriate sites. While the school has a rigorous screening programme and sites searched for are monitored we agree, we could do better in this area and we are working on this.

Class Sizes

Three people commented on classes having too many students in them. On the whole, we disagree. Research shows that on the best available evidence, student achievement does not improve unless the class size is 15 or below. We monitor the performance of students very closely and where there are instances of students having needs that cannot be met by the classroom teacher, additional resources (teachers, teacher aides, support programmes) are used. More on this in an upcoming newsletter that will outline the resources the school uses to support students.

Communication/Parent Education

Five parents made comments in these domains. Two people asked for information on curriculum issues. If you have any questions about the curriculum, please either approach your child's teacher or one of our two deputy principals. In terms of when sporting teams are selected, mostly these notices appear in the newsletter and they always appear in the school's notices to students. A guide on when notification will be made about sporting team selection is also contained in the 2010 school information booklet distributed to all parents at the start of the year.

Student Extension

Three people commented about a lack of extension opportunities for students. Shortly we will be publishing information that shows the resources that we commit to extension as well as student results. It should also be kept in mind that, because of the level of performance of the great majority of students, classroom programmes are pitched at higher rather than lower levels of the curriculum.

Finally

As with anything to do with the school; if you have a problem/concern/complaint, please come and see us. We do not claim to be perfect but we do claim to do our best for our students. Hence, if something is not right please approach the best person to make things right. This can be the class teacher, the team leader, our deputy principals or me. The 'bottom line' is: we can't fix it if we don't know about it.

Should you wish to discuss any aspects of the survey with me, please email me and we can arrange to make a time to meet. principal@campbellsbay.school.nz

John McGowan 2 August 2010