Hokowhitu School

Community Consultation 2016

Report on Parent Survey

Prepared for the Board of Trustees by Philip Steer

October 2016

Overview of Findings

Participation
- Respondents to the survey represented 36% of the student population. This is down from the survey of 2013, which represented 49% of the student population.
- Put another way, almost exactly the same number of students were represented in both surveys, but the school roll has increased from 294 to 386 during this time.

Mission Statement
- The School's mission statement is viewed positively by 86% of respondents.

Satisfaction with Instruction
- 92% of respondents had a positive view of how reading is taught.
- 90% of respondents had a positive view of how writing is taught.
- 83% of respondents had a positive view of how maths/numeracy is taught. This lower level of satisfaction is similar to what was seen in the 2013 survey.
- In all areas, there has been a slight reduction in the proportion of respondents holding a positive view. However, the low levels of negative views remain very similar.

Learning Areas
- Quartile information indicates that a group of three subjects—science, social science, and technology— stand out as receiving similarly high levels of support.
- Arts and creative expression subjects were ranked lower, but still had a great deal of support.

Time Devoted to ICT
- A significant majority of respondents (72%) were satisfied with the current level of importance attached to ICT instruction.
- There has been a notable reduction since 2013 in respondents feeling that not enough time is devoted to ICT, from 40% to 20%.

Recognition of Individual Learning Needs
- A significant majority of respondents (72%) were satisfied that their child/children's individual learning needs are being recognised.
- There has been a significant reduction since 2013 in the level of satisfaction expressed in this category, from 90% to 72%.

Overview of Findings

Flexible Learning Spaces
- A significant majority of respondents (78%) had a positive view of their child/children's enjoyment of Flexible Learning Space environments.
- A narrow majority of respondents (52%) believed that the quality of education in Flexible Learning Space is of a higher quality than a traditional classroom.
- A significant number of respondents viewed Flexible Learning Spaces as delivering education of equal quality (23%) or worse quality (25%) than a traditional classroom.

Methods of Reporting Progress
- 86% of respondents had a positive view of learning conferences, a slight increase from 2013 (82%).
- 82% of respondents had a positive view of progressive reports, virtually unchanged since 2013 (81%).
- 75% of respondents had a positive view of National Standards inserts, virtually unchanged since 2013 (76%). However, the number of respondents with a negative view has decreased significantly since 2013, from 13% to 4%.

Communicating School News
- The paper newsletter remains the most preferred means of receiving school news, the school mobile app is a clear second, and email (not currently offered) is a clear third—ahead of Facebook, the other possible digital format explored in the question,

Te Reo and Tikanga Māori
- Across all respondents, a narrow majority (55%) believe that the current levels of Tikanga and Te Reo instruction are appropriate. This has increased significantly from 41-43% in 2013.
- For Māori respondents, however, a majority (67%) believe that more instruction in Tikanga and Te Reo is necessary. Similarly, more respondents now believe that current levels of instruction are appropriate, increasing from 10-15% to 33%.

Christian Religious Instruction
- A narrow majority of respondents (56%) are positive about the current policy *not* to offer CRE. Significant minorities are also neutral (20%) and negative (24%) about the current policy.
- These results amount to an almost exact reversal of the 2013 survey, which asked about the current policy *to* offer CRE, when a narrow majority (53%) were also positive.

Physical and Emotional Safety
- 93% of respondents viewed their child/children's physical safety positively, a slight increase from 86% in 2013.
- 91% of respondents viewed their child/children's emotional safety positively, an increase from 83% in 2013.

Overview of Findings

Extracurricular Activities
- The most consistently valued extracurricular activities were the production, sports, lunchtime activities, and student council/leadership.

School Donation
- 73% of respondents view the current level of donation as appropriate, while a significant minority (24%) view it as too high. There has been a slight increase in support for the current level of the donation, and an equal reduction in those viewing it as too much.

Possible Projects
- The three project ideas with the highest levels of support were providing shaded areas in the playground, heating the swimming pool, and investing in further playground equipment.

Positive Aspects
- The positive aspects most consistently highlighted by respondents were: Teachers and other staff; School leadership, vision, and structures; School community; School grounds, Classrooms, and Facilities; and Extracurricular activities.

Survey Participation

Overall Response Rate

	Number of responding families	Total number of families in school	Response rate		Number of children surveyed	Total number of children in school	Response rate
2016	104				140	386	36%
2013	107	260	41%		143	294	49%

Year Level of Responses

	New Entrant/ Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2016	46	22	30	11	18	12
2013	34	29	20	26	15	19

Ethnicity of Responses

Percentage is of respondents as a proportion of the total number of students identifying with that ethnicity.

	Pakeha/ NZ European	Māori	Pasifika	British/ European	Chinese	Asian	Other Asian
2016	130 (58%)	14 (29%)	- (0%)	5 (22%)	17 (100%)	NOT ASKED	16 (67%)
2013	71	19	6	NOT ASKED	NOT ASKED	7	-

	Indian	S.E. Asian	Mid. Eastern	S. American	African	Undeclared/ Other
2016	9 (69%)	NOT ASKED	1 (20%)	NOT ASKED	-	15
2013	NOT ASKED	7	3	2	1	16

School Mission Statement

Hokowhitu School's mission statement is: "Strive to be the best you can be / Torongia ki te tihi o te maunga."
How well do you feel the School's mission statement aligns with your sense of what the School's guiding
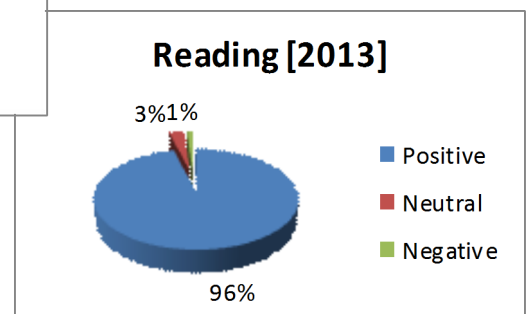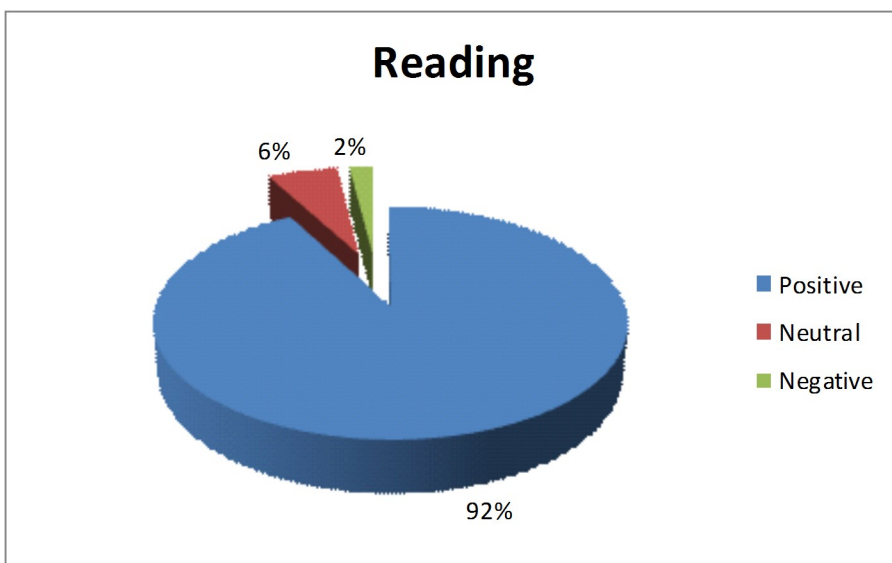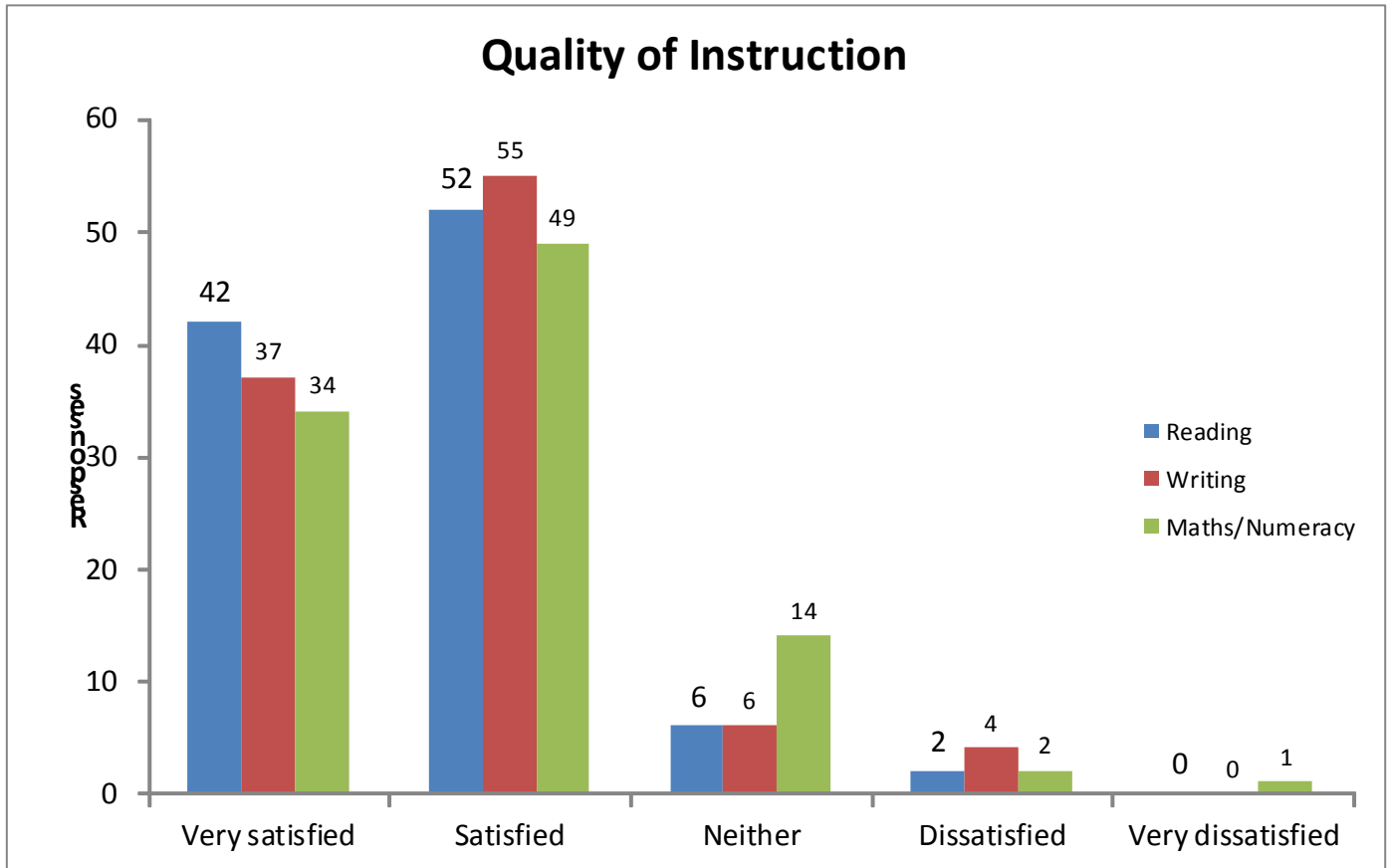*philosophy should be?*

Total responses: 101

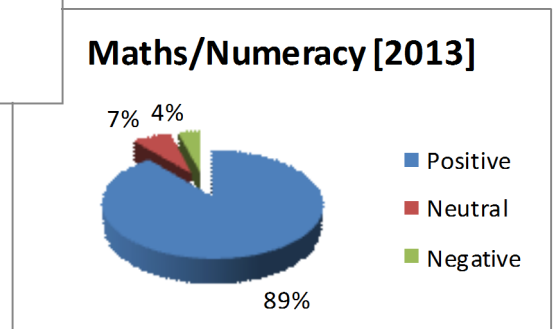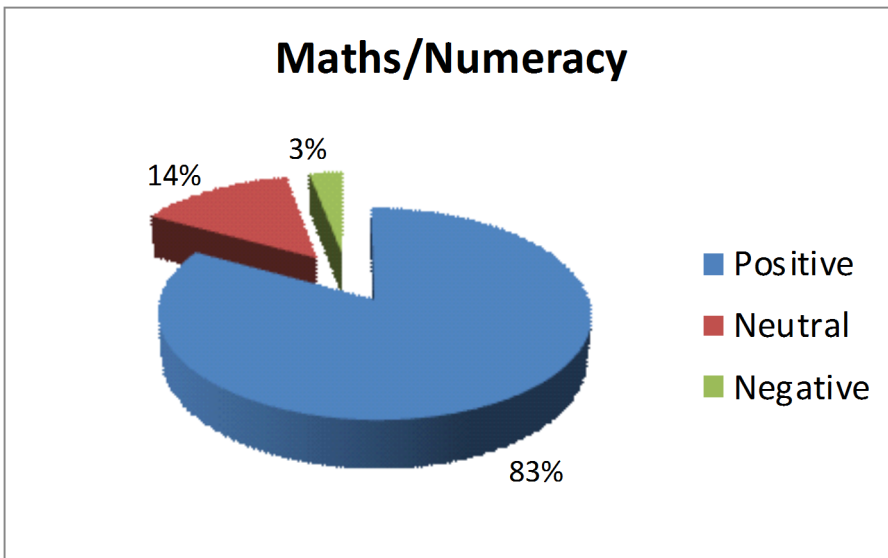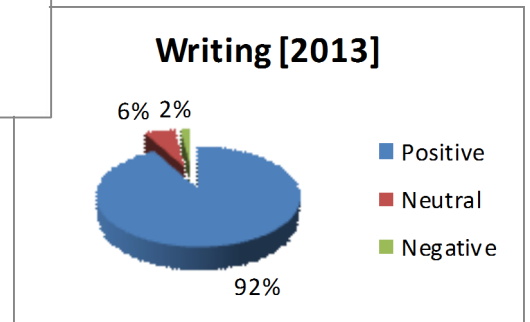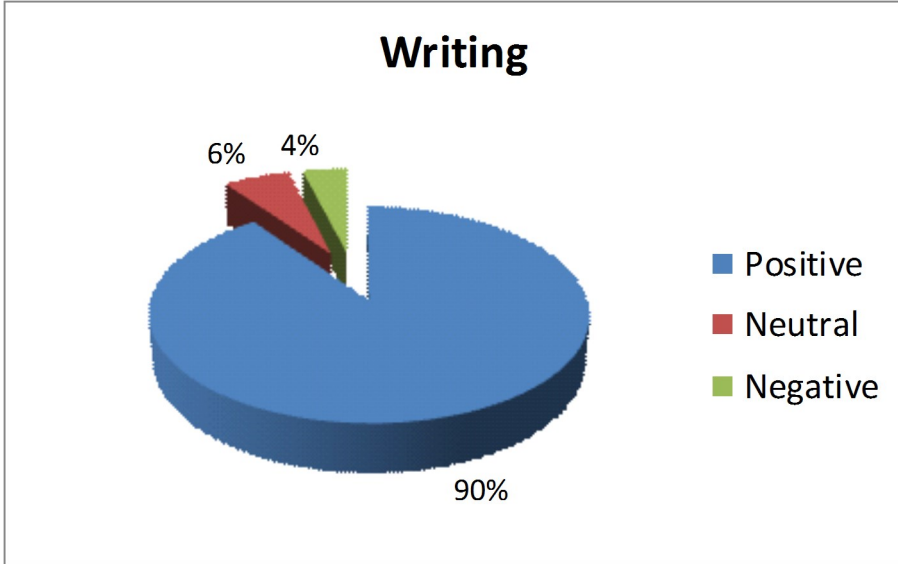**Mission Statement**

Mission Statement
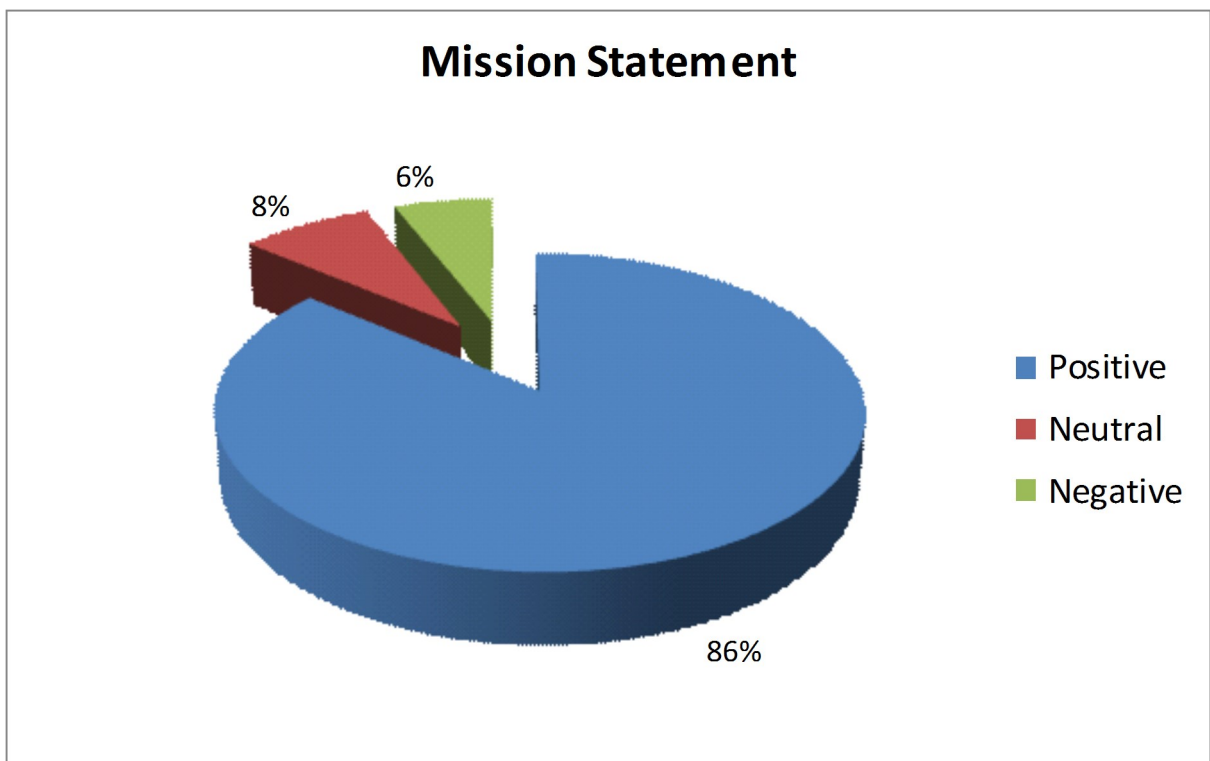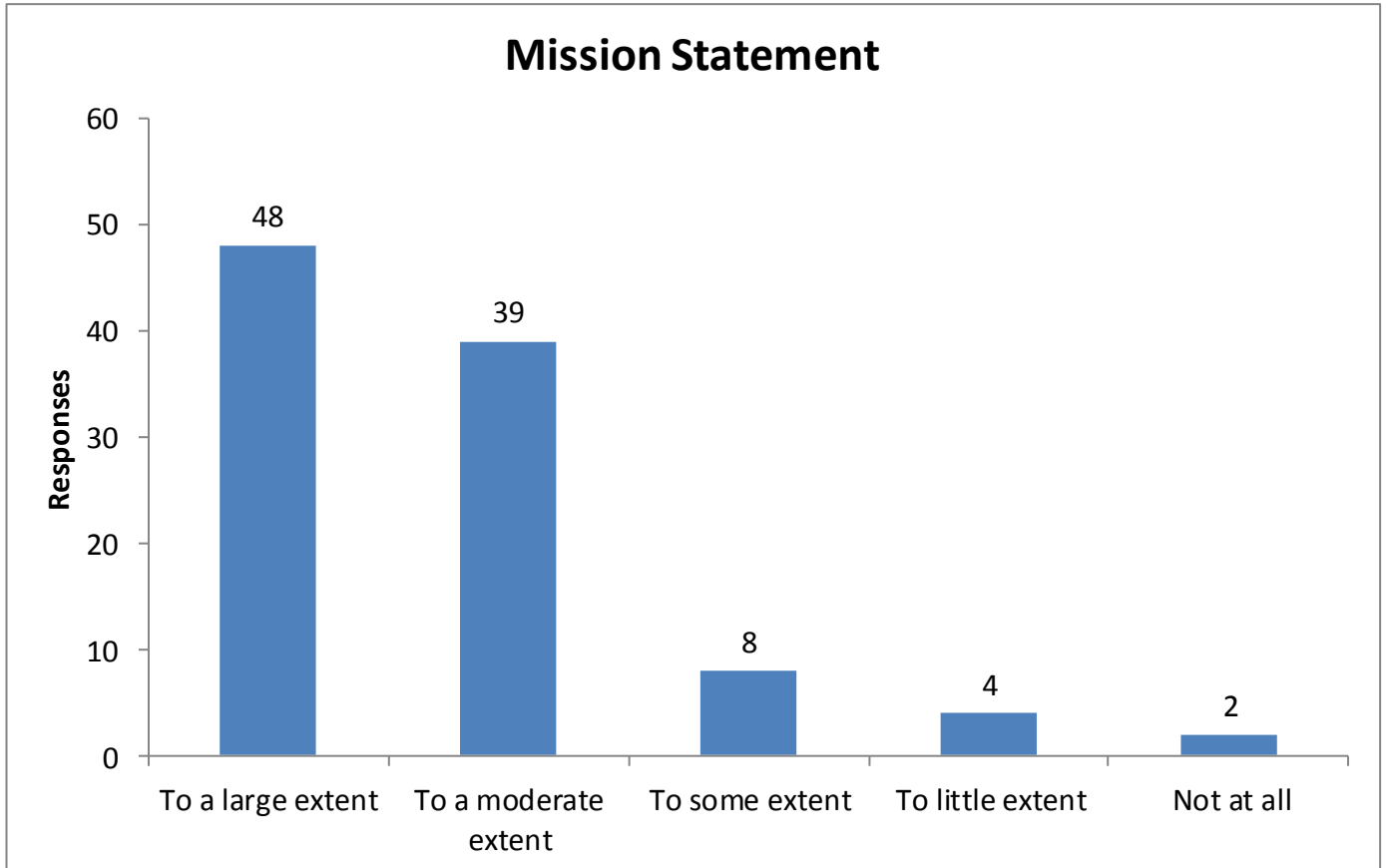
Satisfaction with Instruction

How satisfied are you with the instruction offered to your child/children in the following learning areas?
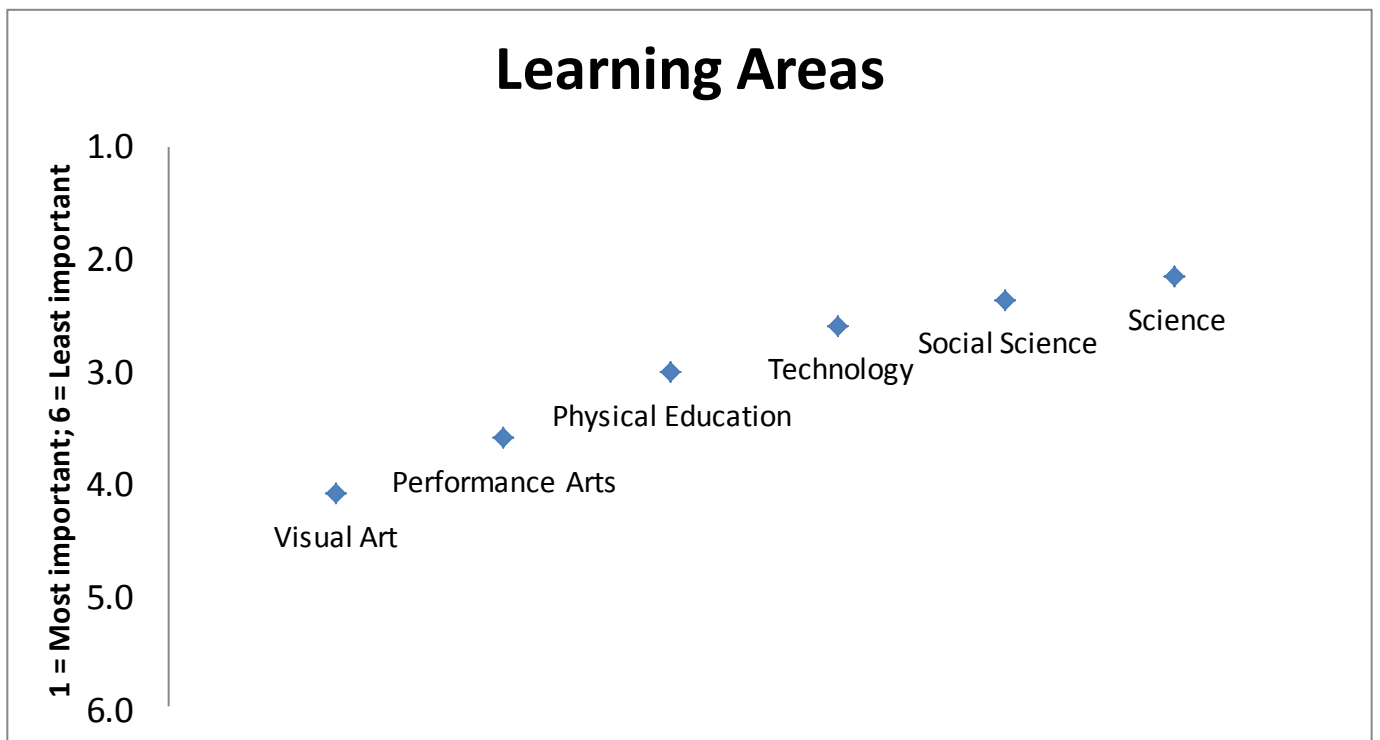
Total responses: 100-102

Quality of Instruction

Reading

Reading [2013]

Satisfaction with Instruction

Writing

6% 4%

- Positive
- Neutral
- Negative

90%

Writing [2013]

6% 2%

- Positive
- Neutral
- Negative

92%

Maths/Numeracy

14% 3%

- Positive
- Neutral
- Negative

83%

Maths/Numeracy [2013]

7% 4%

- Positive
- Neutral
- Negative

89%

Priority for Learning Areas

Please rank the importance you place on the following learning areas for your child/children's education.
Total responses: 104

Some respondents ranked all subjects equally, and these responses have also been included in the overall results. The graph presents the average (mean) of all rankings, while the table presents quartile information.
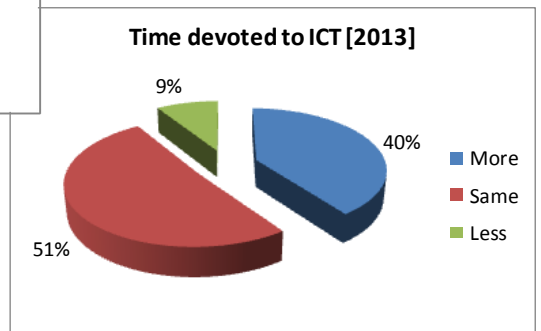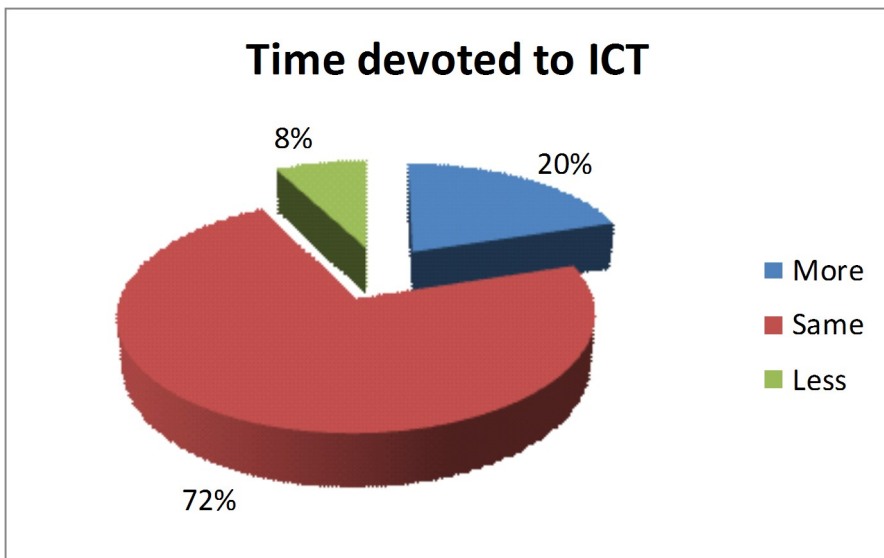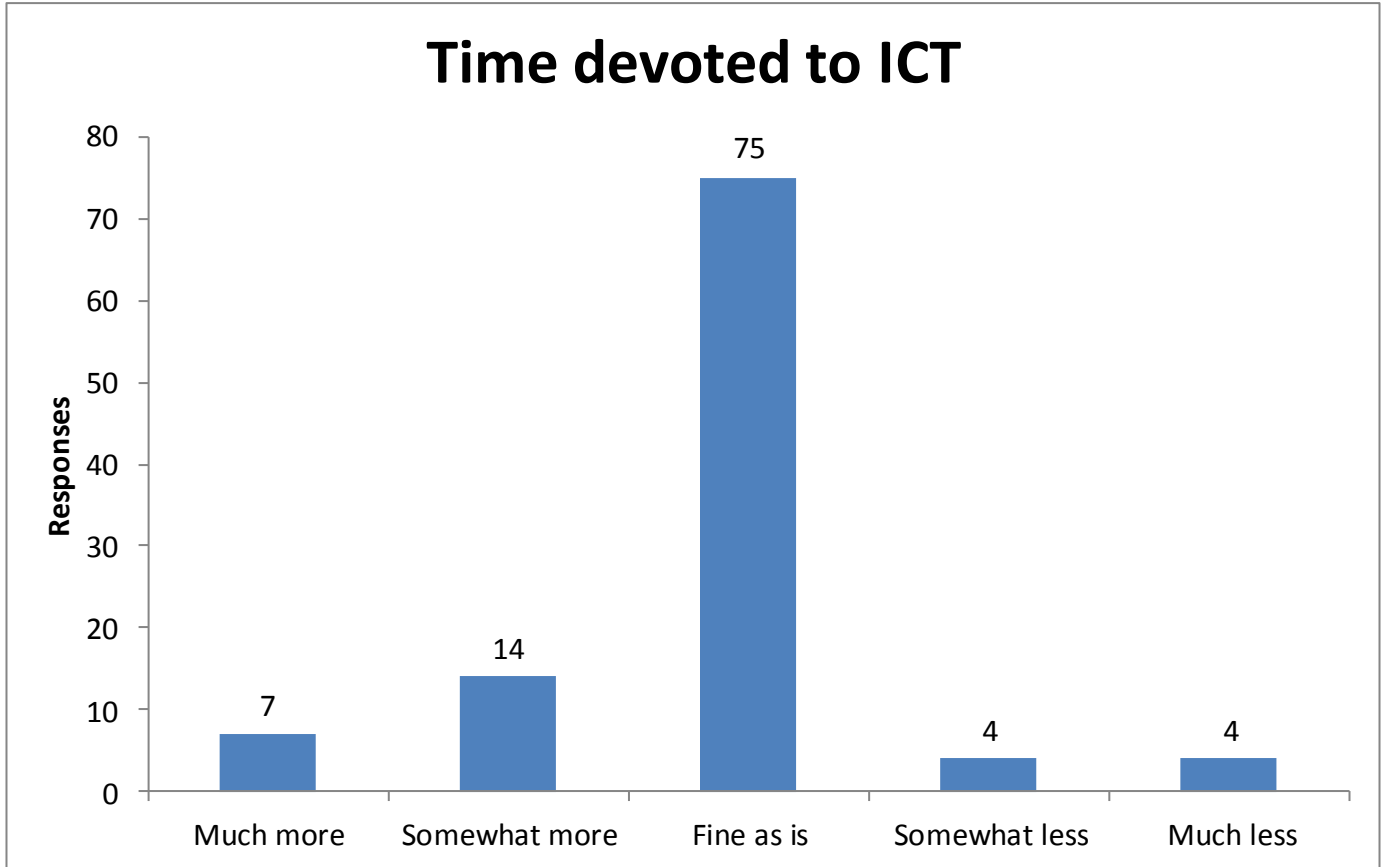
Learning Areas

1 = Most important; 6 = Least important

Visual Art — Performance Arts — Physical Education — Technology — Social Science — Science

	Technology	Social Science	Science	Physical Education	Performance Arts	Visual Art
Upper Quartile	1	1	1	2	2	3
Median	2	2	2	3	4	4
Lower Quartile	3	3	3	4	5	6

Use of Information and Communications Technology

Do you feel more or less time should be devoted to the use of ICT (Information and Communications Technology) in your child/children's classroom?
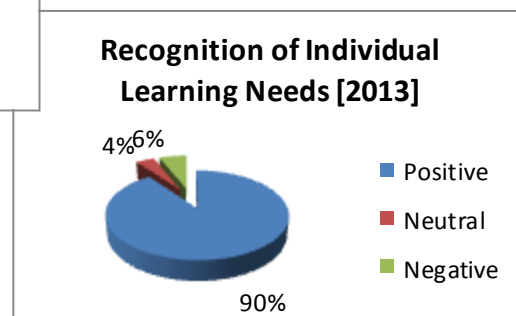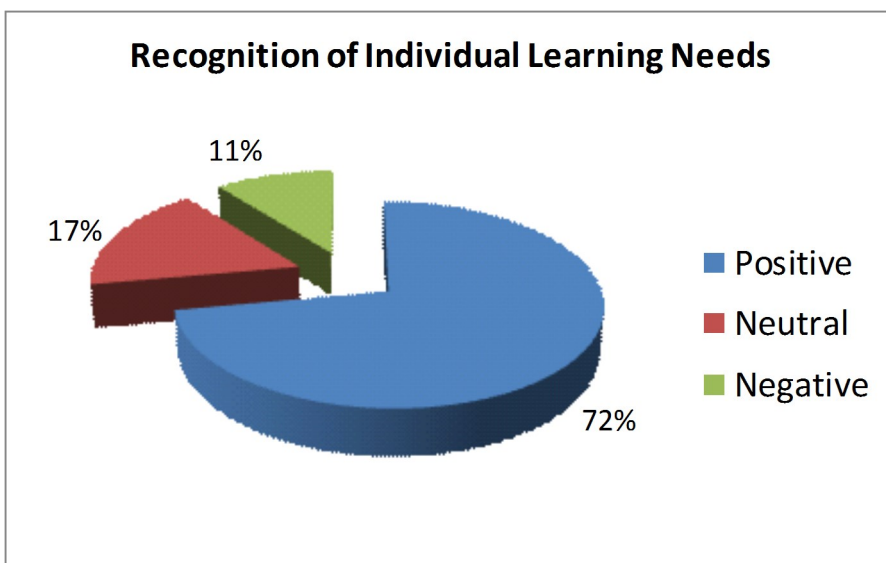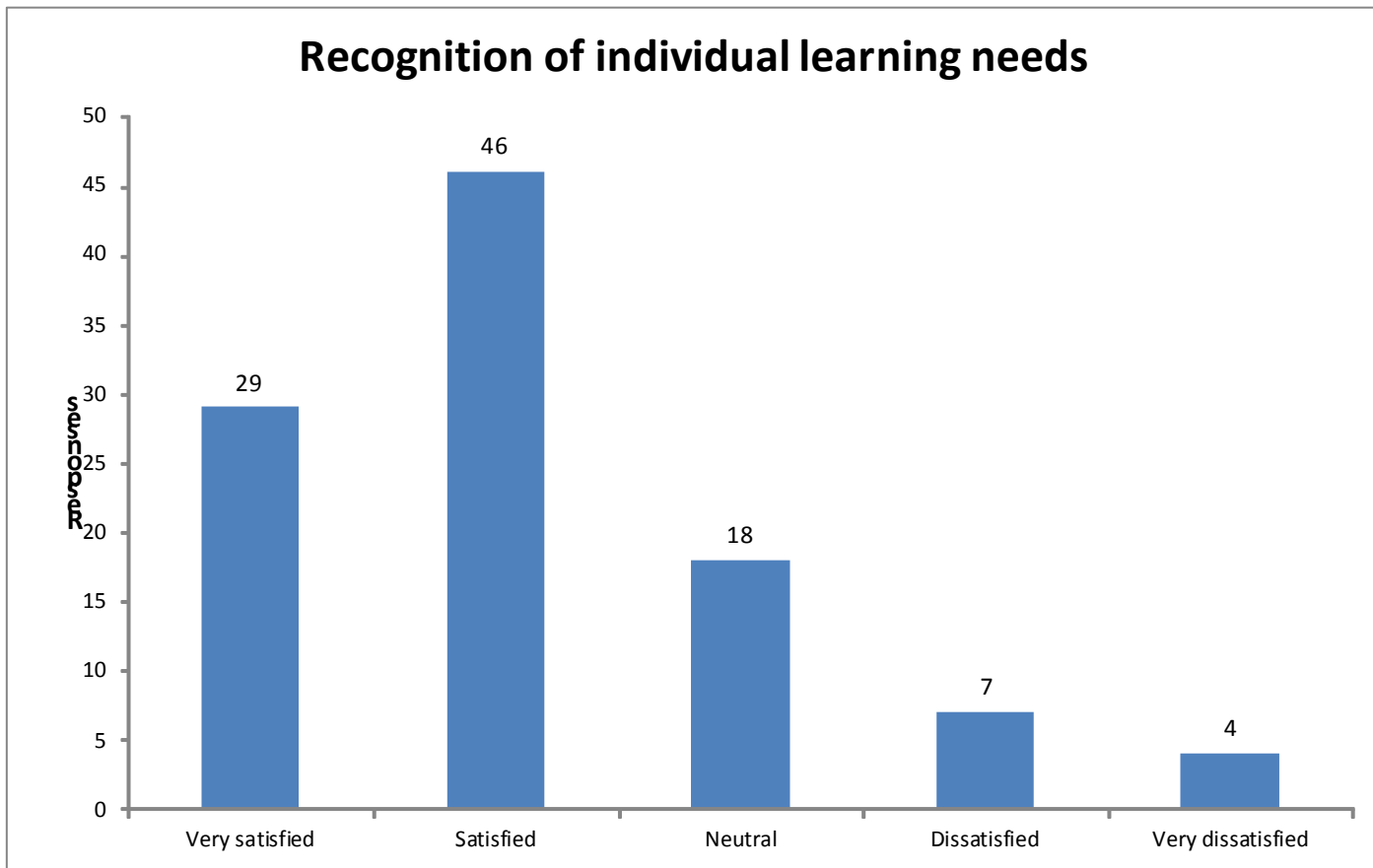
Total responses: 104

Time devoted to ICT

Bar chart showing Responses:
- Much more: 7
- Somewhat more: 14
- Fine as is: 75
- Somewhat less: 4
- Much less: 4

Time devoted to ICT

Pie chart:
- More: 20%
- Same: 72%
- Less: 8%

Time devoted to ICT [2013]

Pie chart:
- More: 40%
- Same: 51%
- Less: 9%

Recognition of Individual Learning Needs

How satisfied are you that your child/children's individual learning needs are being recognised and catered for?

Total responses: 104

Recognition of individual learning needs

Recognition of Individual Learning Needs

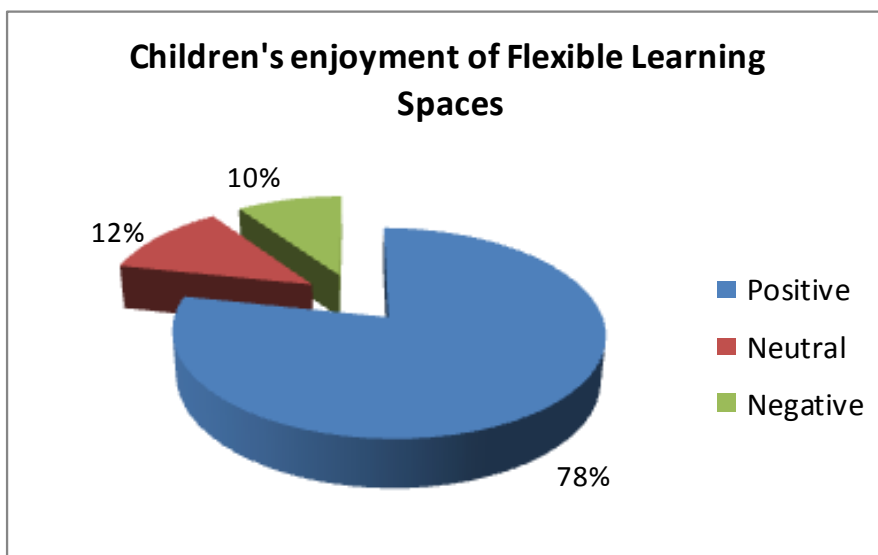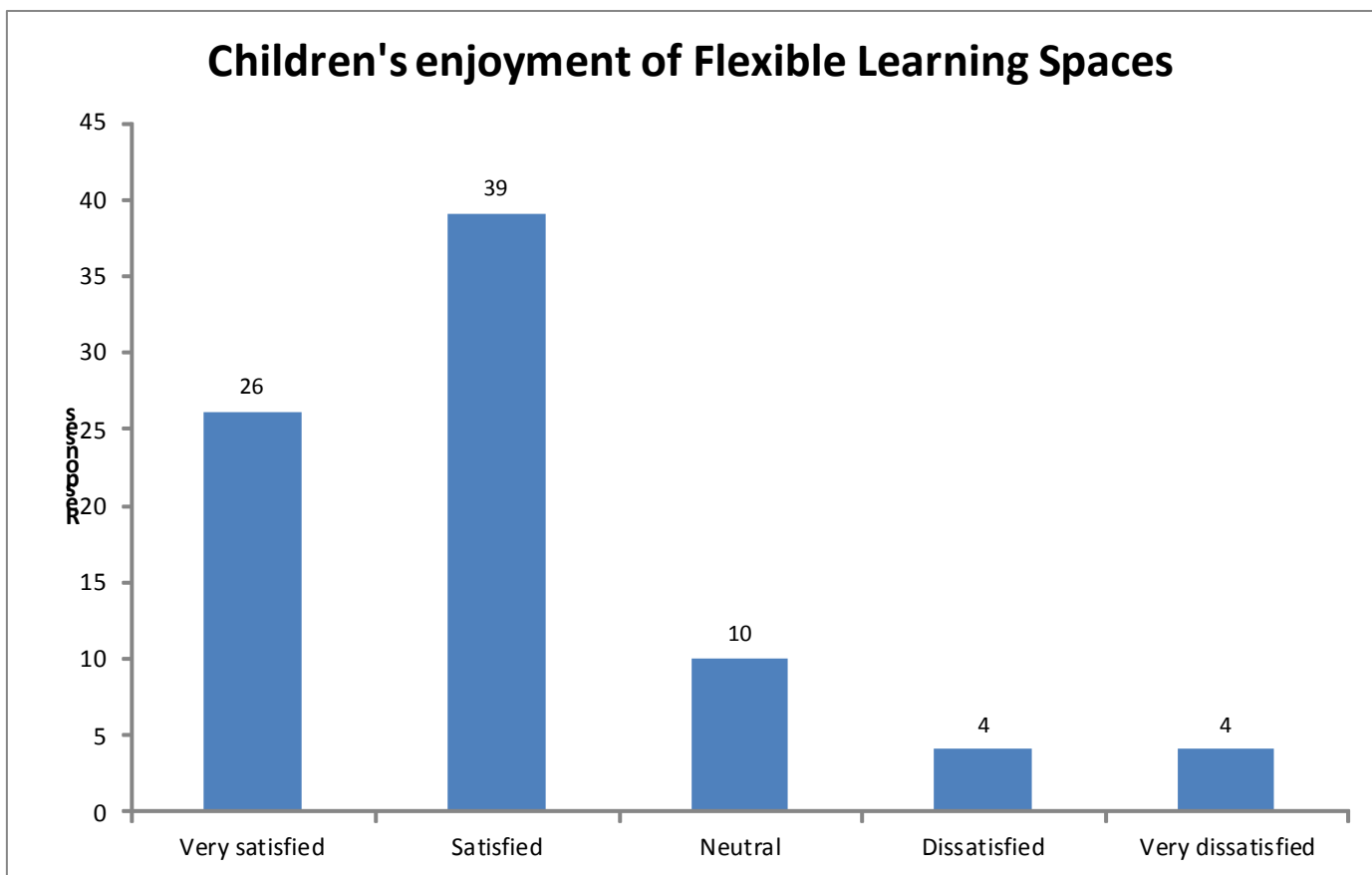**Recognition of Individual Learning Needs [2013]**

Flexible Learning Spaces

If your child is in a Flexible Learning Space (multi-class kete), please respond to these questions.
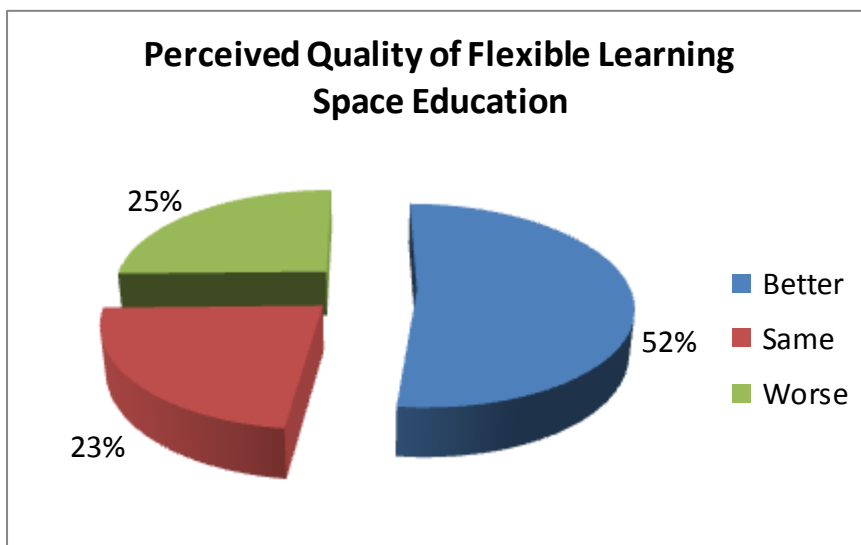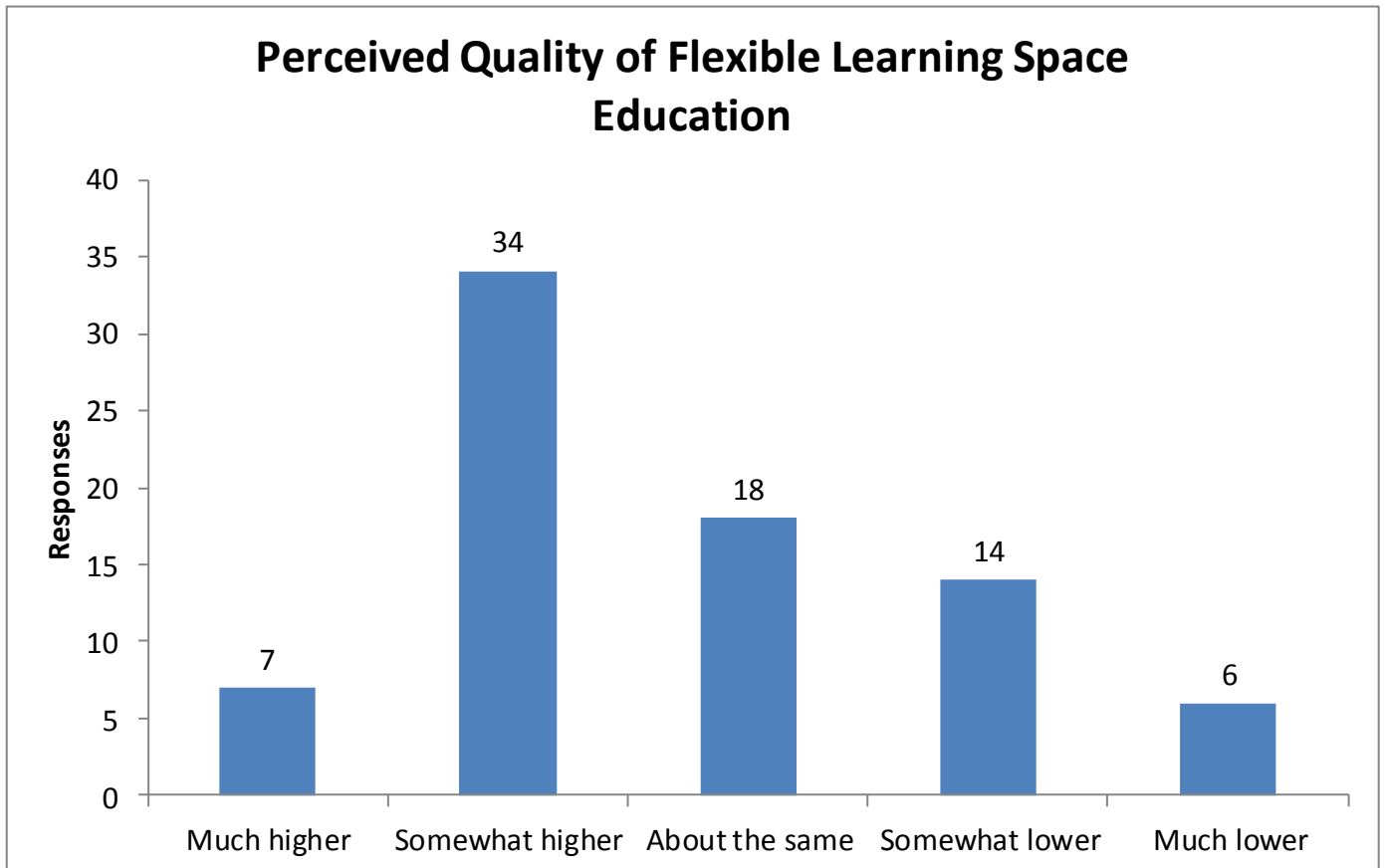
Does your child/children enjoy learning in a Flexible Learning Space?
Total responses: 83

What is your view of the quality of education that can be delivered in a Flexible Learning Space as compared to a traditional classroom?
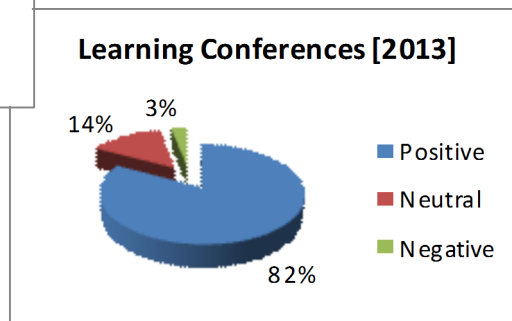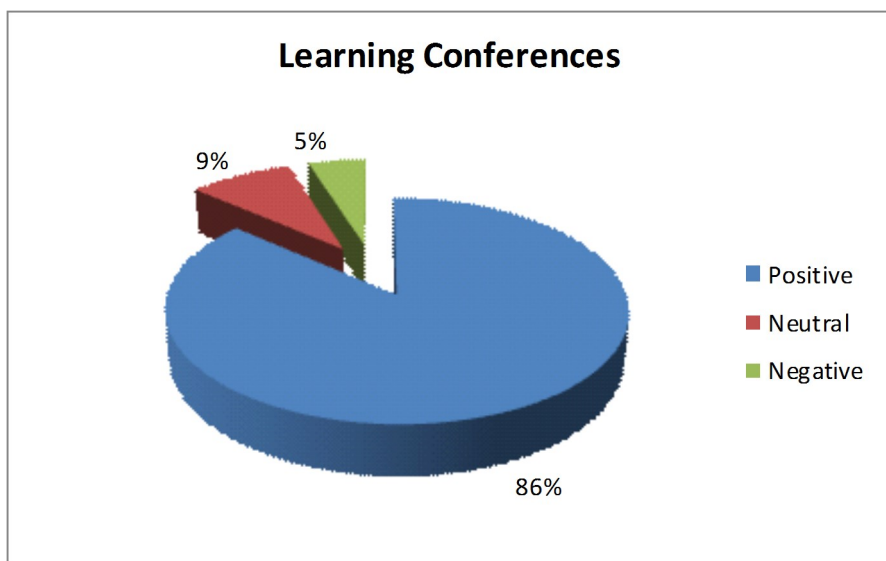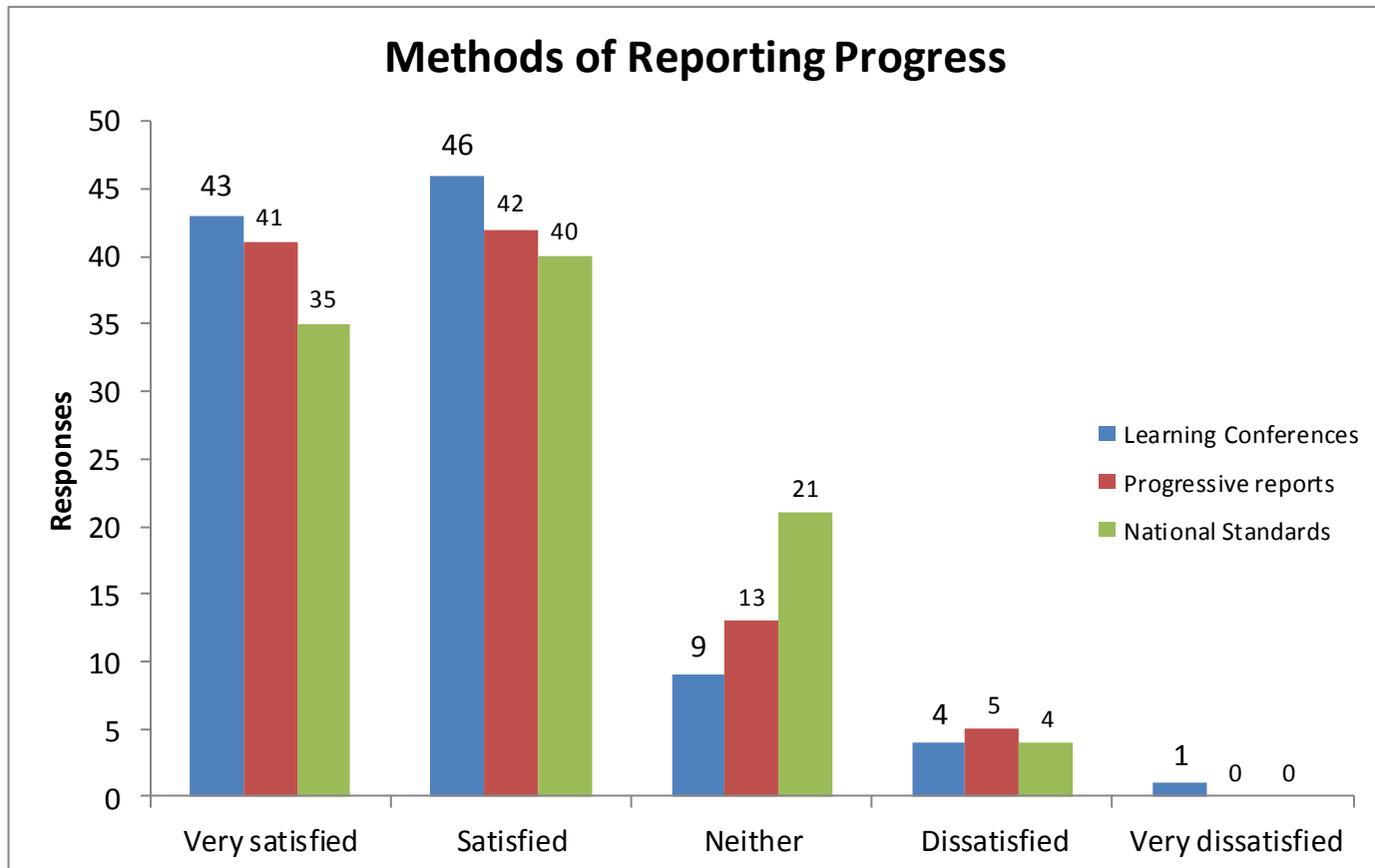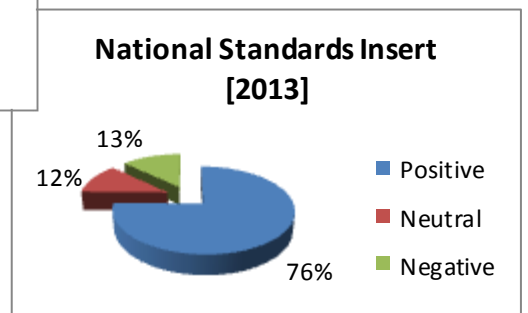Total responses: 79

Children's enjoyment of Flexible Learning Spaces

Bar chart showing Responses by satisfaction level:
- Very satisfied: 26
- Satisfied: 39
- Neutral: 10
- Dissatisfied: 4
- Very dissatisfied: 4

Children's enjoyment of Flexible Learning Spaces

Pie chart:
- Positive: 78%
- Neutral: 12%
- Negative: 10%

Flexible Learning Spaces

Perceived Quality of Flexible Learning Space Education

Perceived Quality of Flexible Learning Space Education

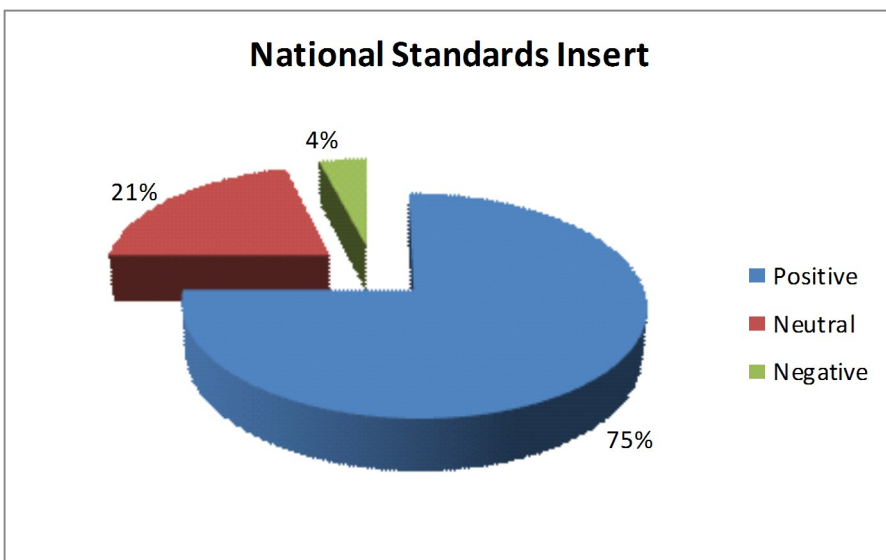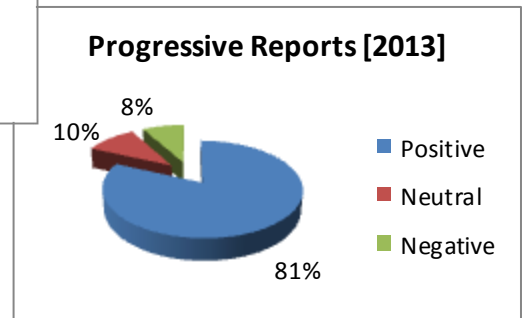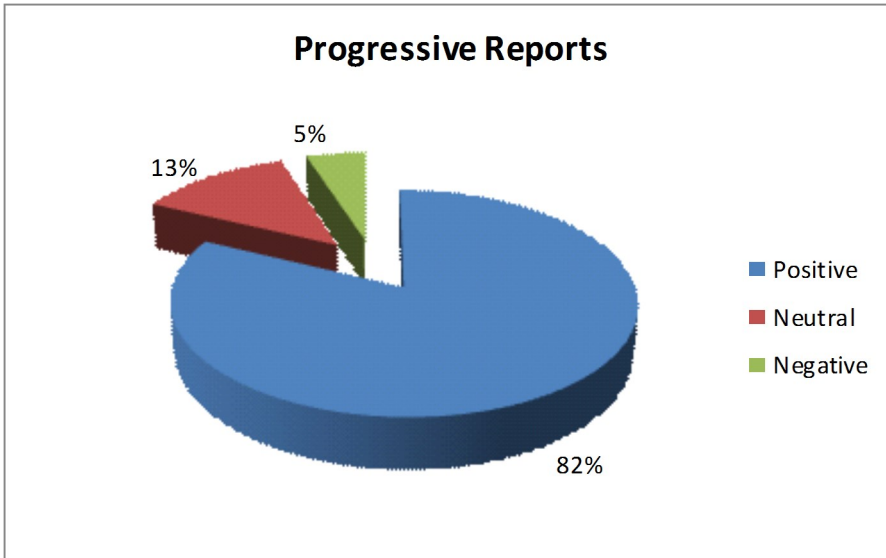

- Better 52%
- Same 23%
- Worse 25%

Methods of Reporting Progress

How satisfied are you with the effectiveness of the School's methods of reporting your child/children's progress?

Total responses: 100-103

Methods of Reporting Progress

Progressive Reports

- Positive
- Neutral
- Negative

13%
5%
82%

Progressive Reports [2013]

- Positive
- Neutral
- Negative

10%
8%
81%

National Standards Insert

- Positive
- Neutral
- Negative

21%
4%
75%

National Standards Insert [2013]

- Positive
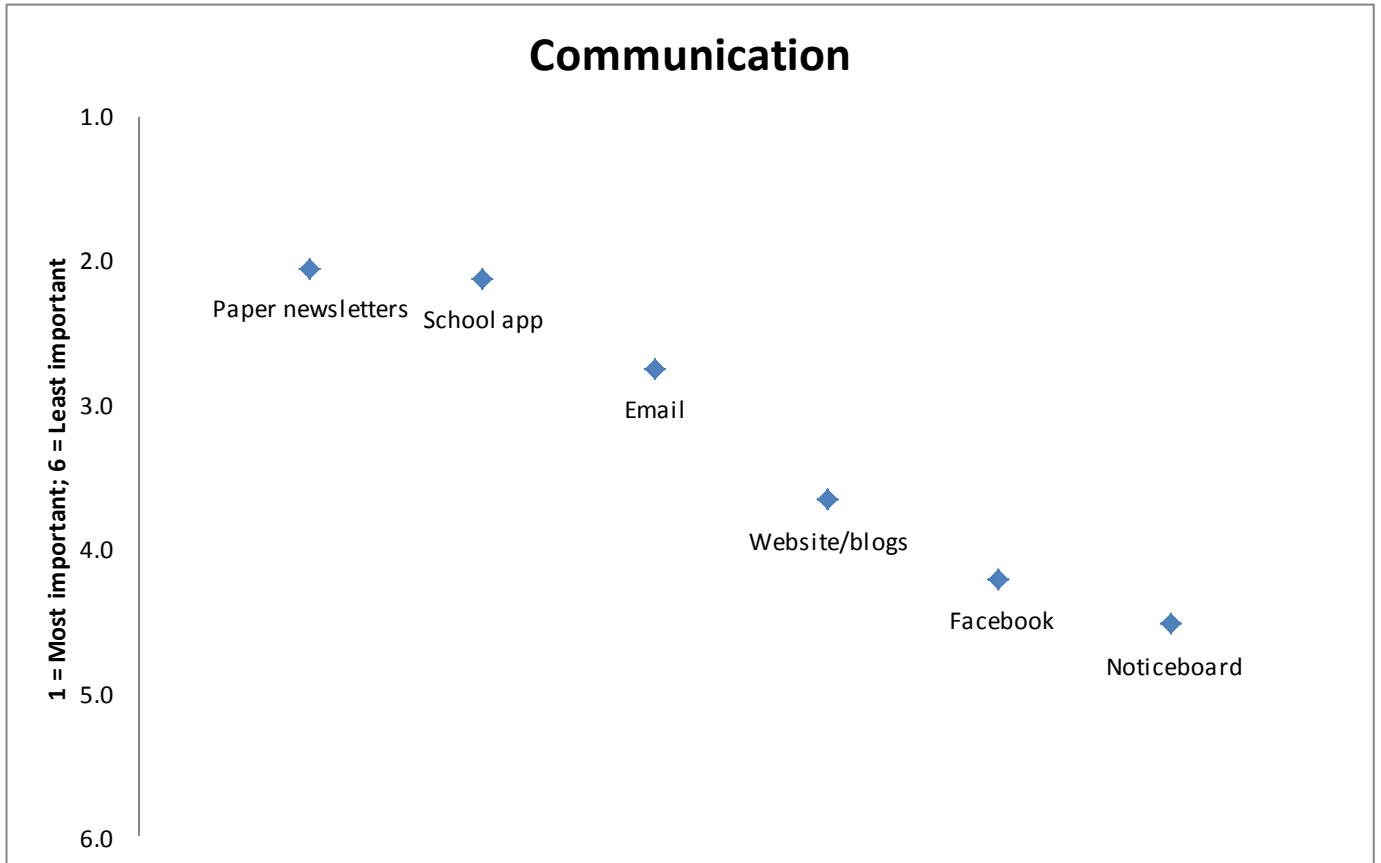- Neutral
- Negative

12%
13%
76%

Communicating School News

Please rank your preferred means of receiving regular school news.
Total responses: 88-99

Some respondents ranked all subjects equally, and these responses have also been included in the overall results. The graph presents the average (mean) of all rankings, while the table presents quartile information. Quartile information indicates that a group of three subjects—science, social science, and technology—stand out as receiving similarly high levels of support.

Communication

(Vertical axis: 1 = Most important; 6 = Least important, scale 1.0 to 6.0)

Paper newsletters
School app
Email
Website/blogs
Facebook
Noticeboard

	Paper newsletters	School app	Email	Website/blogs	Facebook	Noticeboard
Upper Quartile	1	1	1	3	3	3.25
Median	1	2	2	4	4	5
Lower Quartile	3	3	4	5	6	6

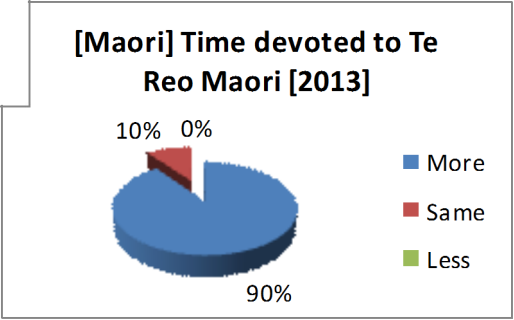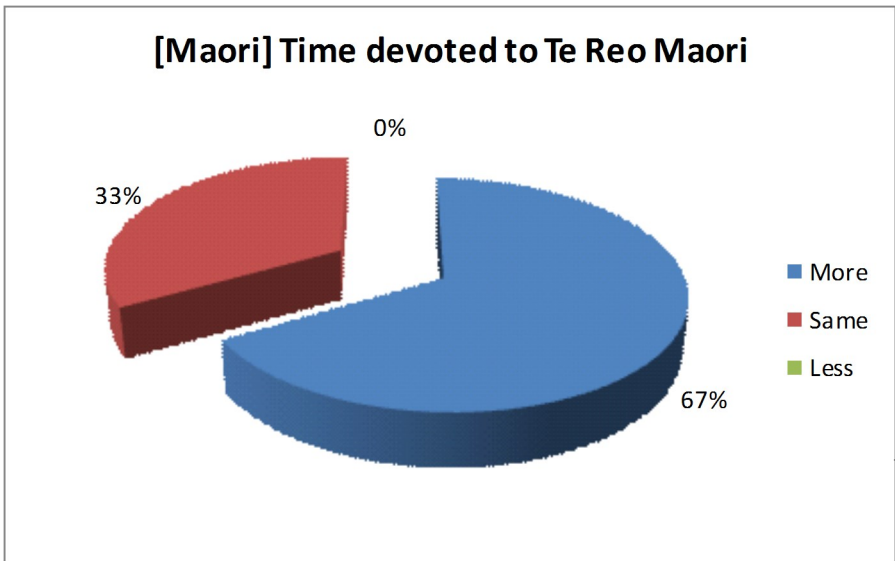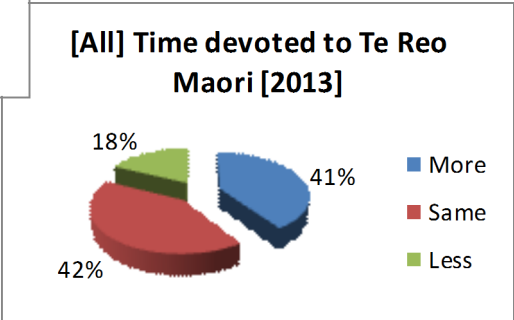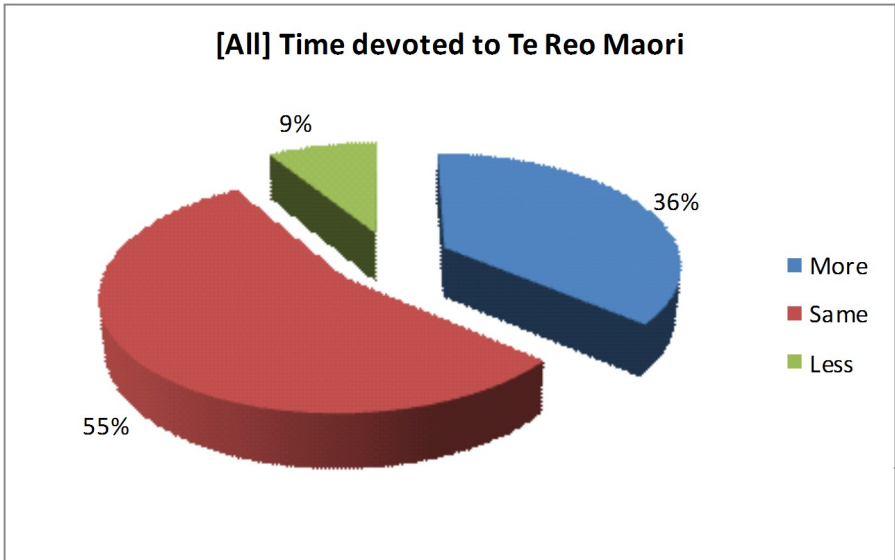# Te Reo and Tikanga Māori

What do you feel about the amount of time and resources currently being devoted to recognising and encouraging Māori culture, language, and heritage in your child/children's education?

Total responses: 102

Māori responses: 12

[All] Time devoted to Te Reo Māori

Response	Count
Much more	13
Somewhat more	24
Fine as is	56
Somewhat less	6
Much less	3

[Māori] Time devoted to Te Reo Māori

Response	Count
Much more	3
Somewhat more	5
Fine as is	4
Somewhat less	0
Much less	0

Te Reo and Tikanga Māori

[All] Time devoted to Te Reo Maori

- More
- Same
- Less

36%
55%
9%

[All] Time devoted to Te Reo Maori [2013]

- More
- Same
- Less

18%
41%
42%

[Maori] Time devoted to Te Reo Maori

- More
- Same
- Less

0%
33%
67%

[Maori] Time devoted to Te Reo Maori [2013]

- More
- Same
- Less

10%
0%
90%

Te Reo and Tikanga Māori

What do you feel about the amount of time and resources currently being devoted to recognising and encouraging Māori culture, language, and heritage in your child/children's education?

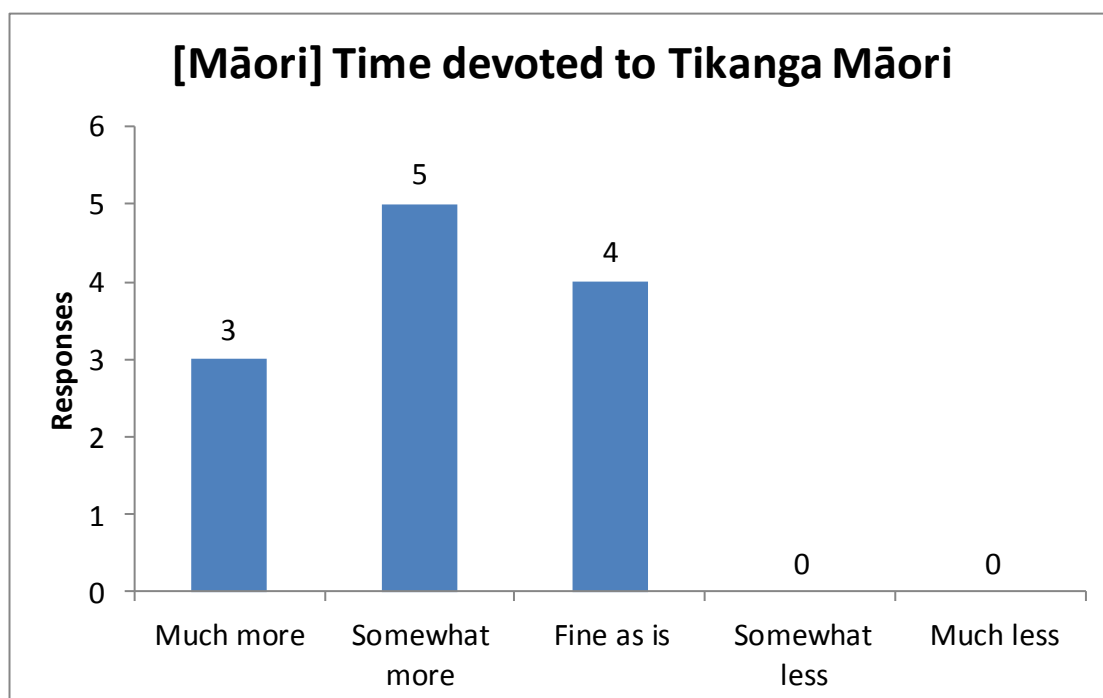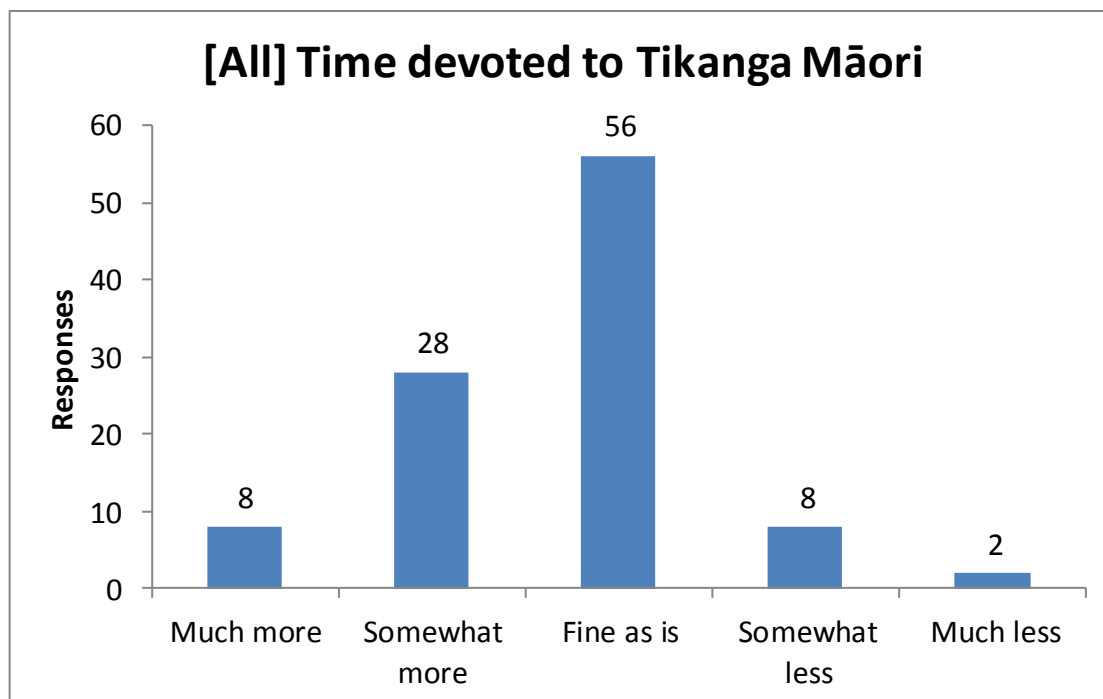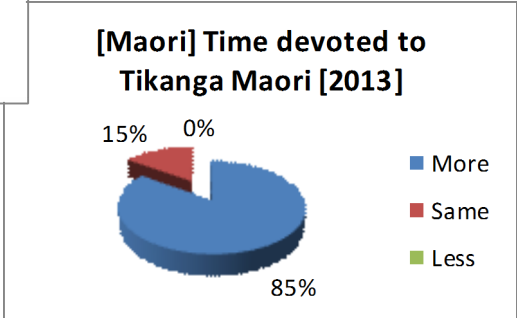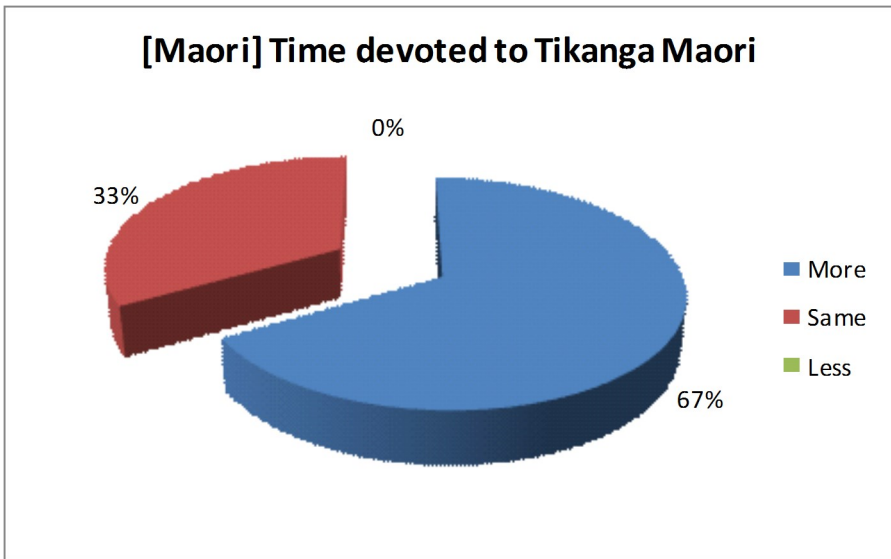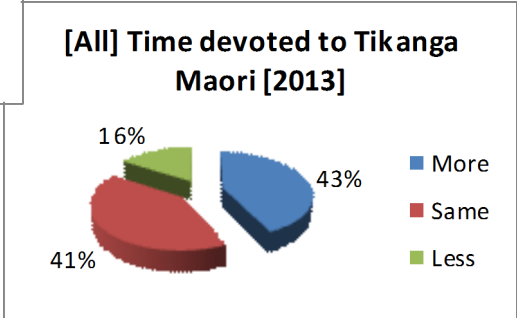Total responses: 102

Māori responses: 12

[All] Time devoted to Tikanga Māori

Response	Responses
Much more	8
Somewhat more	28
Fine as is	56
Somewhat less	8
Much less	2

[Māori] Time devoted to Tikanga Māori

Response	Responses
Much more	3
Somewhat more	5
Fine as is	4
Somewhat less	0
Much less	0

Te Reo and Tikanga Māori

[All] Time devoted to Tikanga Maori

- 35% More
- 55% Same
- 10% Less

[All] Time devoted to Tikanga Maori [2013]

- 43% More
- 41% Same
- 16% Less

[Maori] Time devoted to Tikanga Maori

- 67% More
- 33% Same
- 0% Less

[Maori] Time devoted to Tikanga Maori [2013]

- 85% More
- 15% Same
- 0% Less

Policy on Christian Religious Education

In 2015, the Board of Trustees resolved that CRE (Christian Religious Education) would not be offered at Hokowhitu School in 2016.

How satisfied are you for the Board to continue its current stance on CRE, so that CRE is not offered in 2017?

Total responses: 104

In 2013, respondents were asked, "Should we continue to offer 30 minutes of CRE (Christian Religious Education) each week?" That is, positive responses to the 2016 survey question are endorsing the opposite view to that of positive responses to the 2013 survey.
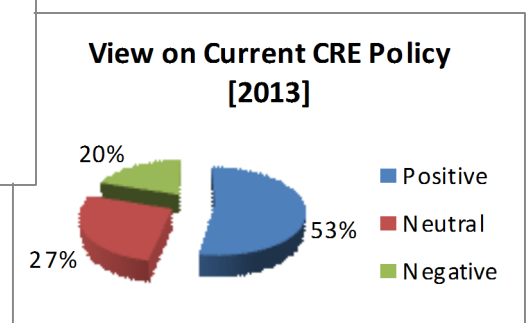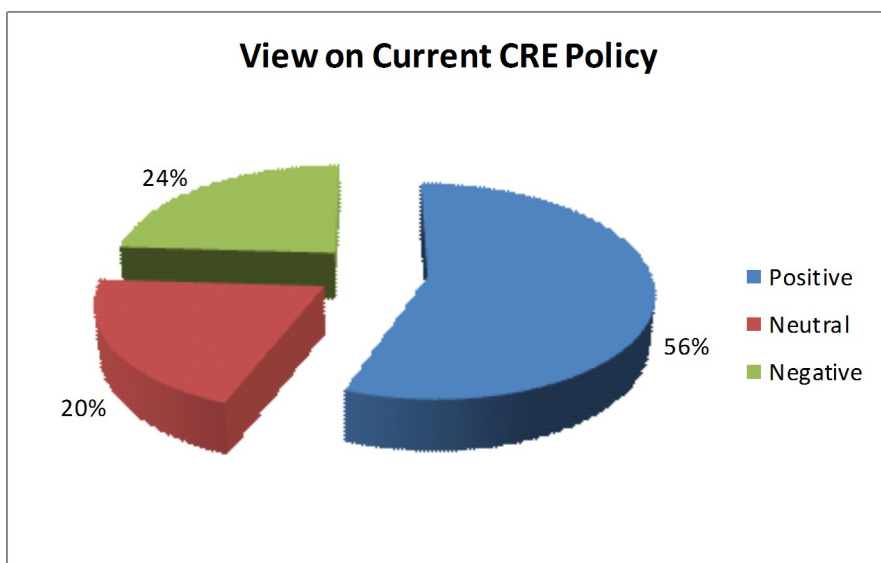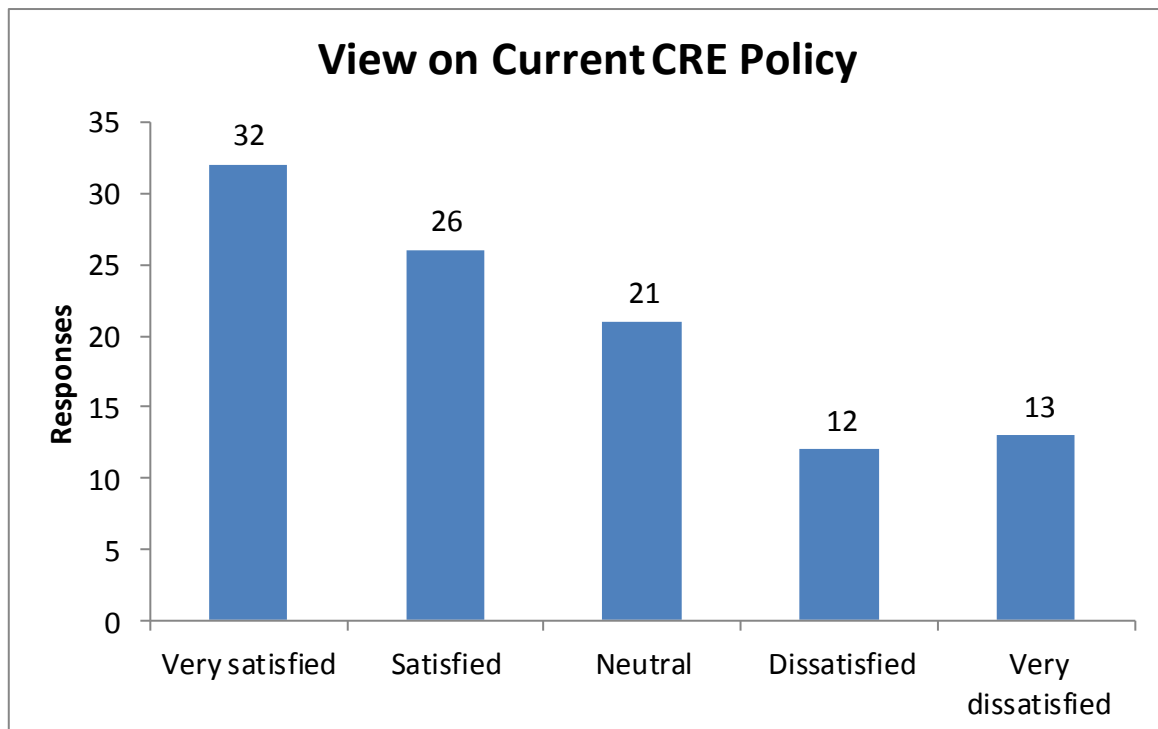
Physical and Emotional Safety

To what extent do you feel your child/children are safe at Hokowhitu School?

Total responses: 104

Physical Safety

Physical Safety

Physical Safety [2013]

Physical and Emotional Safety

Emotional Safety

Bar chart showing Responses on the y-axis (0 to 60):
- To a large extent: 42
- To a moderate extent: 53
- To some extent: 7
- To little extent: 2
- Not at all: 0

Emotional Safety

- Positive: 91%
- Neutral: 7%
- Negative: 2%

Emotional Safety [2013]

- Positive: 83%
- Neutral: 10%
- Negative: 7%
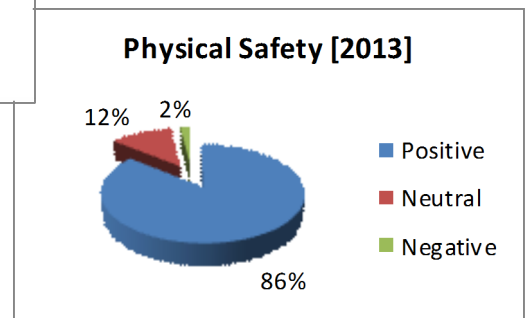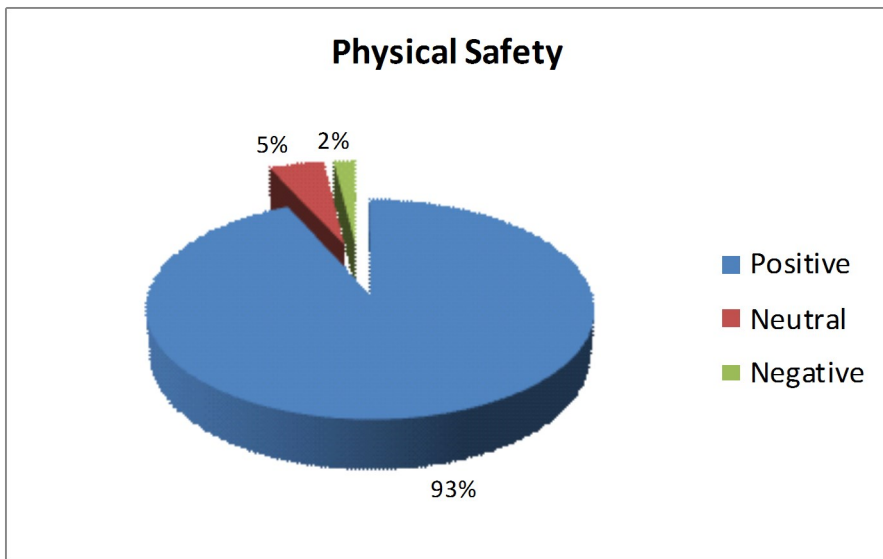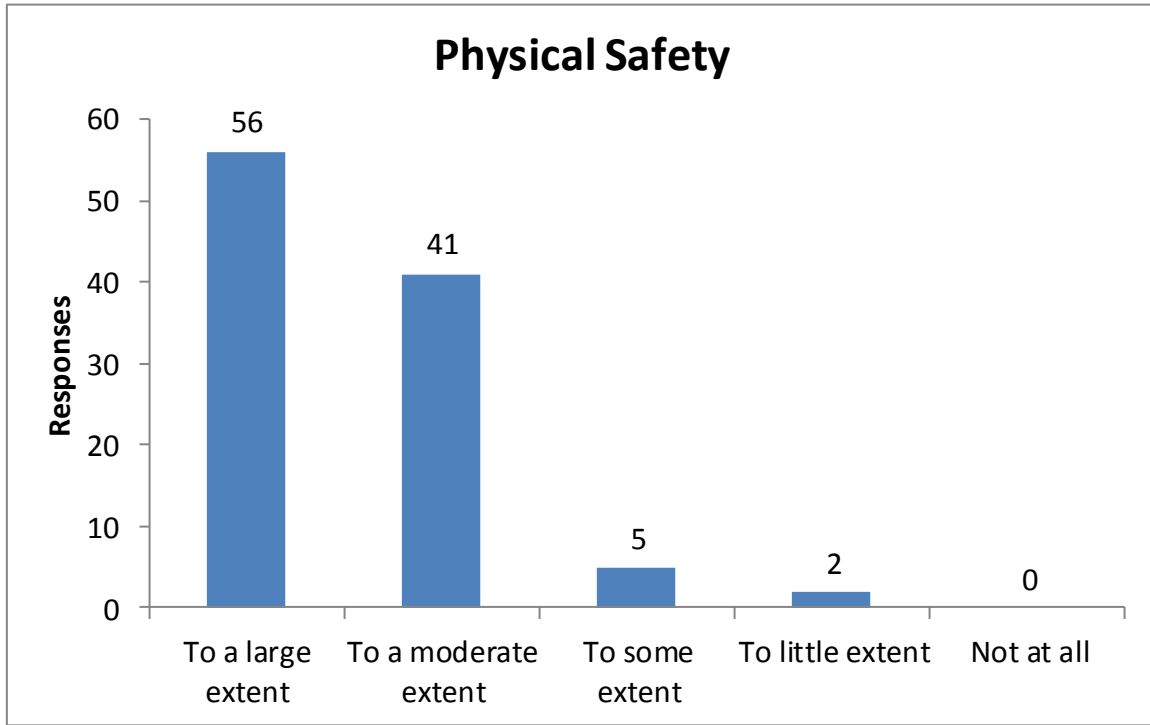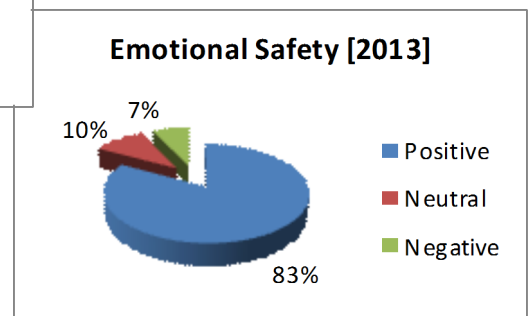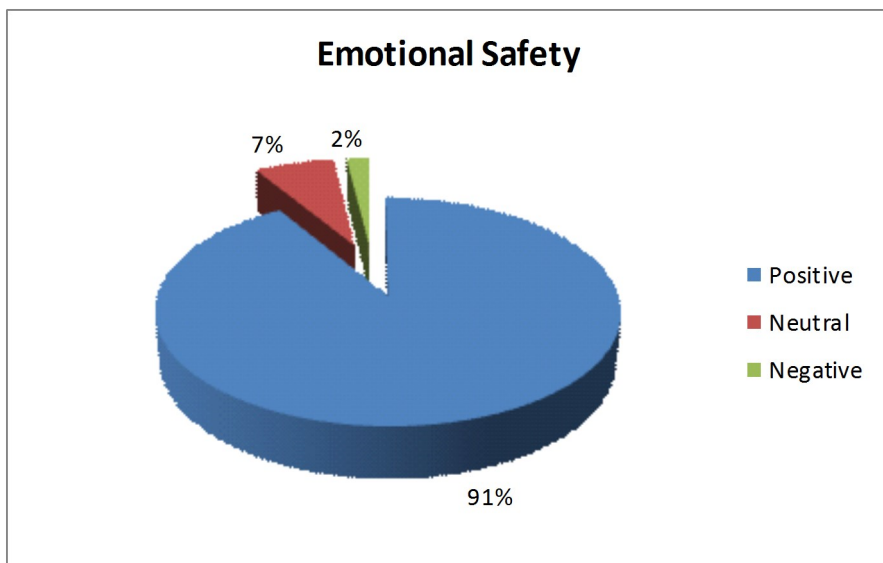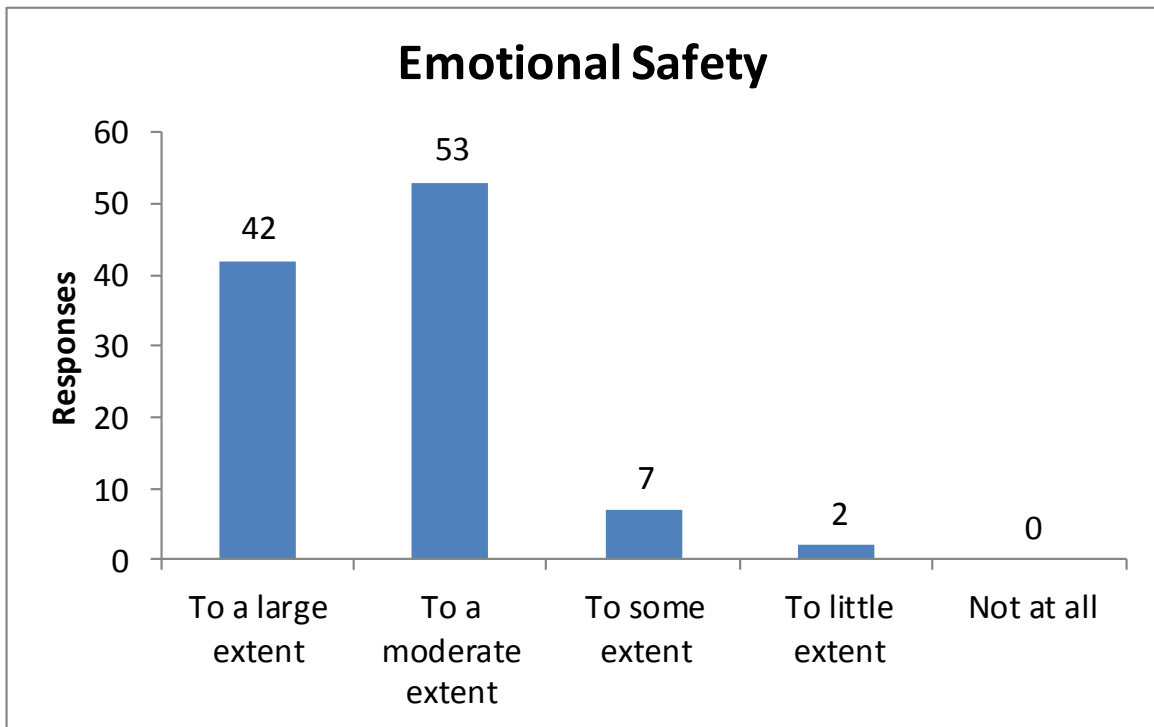
Extra-Curricular Activities

How important are the following extra-curricular activities for your child/children?

Total responses: 91-103

Extra-Curricular Activities

1 = Most important; 6 = Least important

- Sports — 2.0
- Lunchtime activities — 2.0
- Student council/leadership — 2.0
- Music lessons — 2.6
- Kapa haka — 3.1
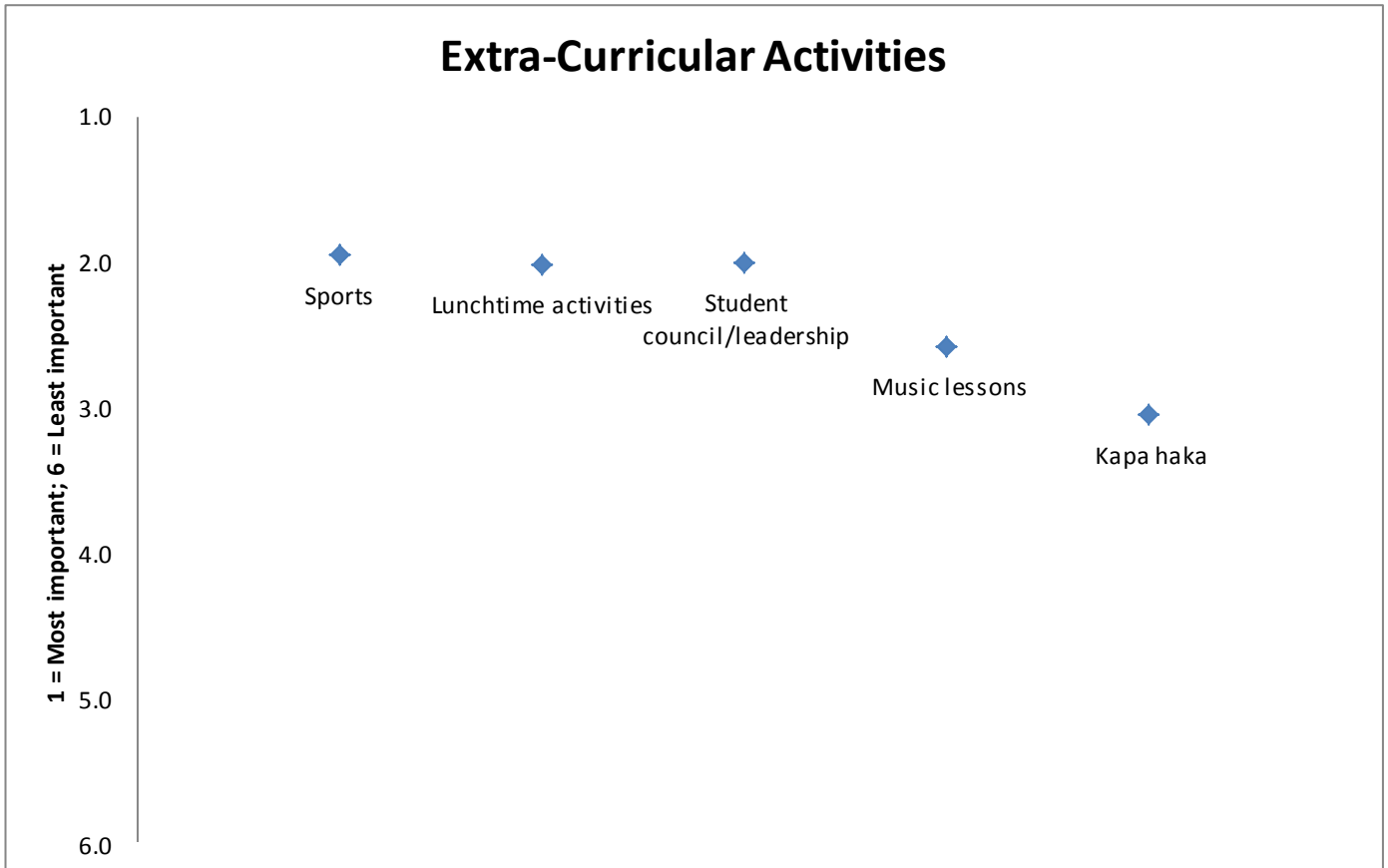
	School production	Sports	Lunchtime activities	Student council/	Music lessons	Kapa haka
Upper Quartile	1	1	1	1	2	2
Median	2	2	2	2	2	3
Lower Quartile	3	3	3	3	4	4

School Donation

The school donation requested for 2016 is $160 per child per year ($120 for Community Service Card holders), with a family maximum of $240 per family. It has remained at this level since 2013.
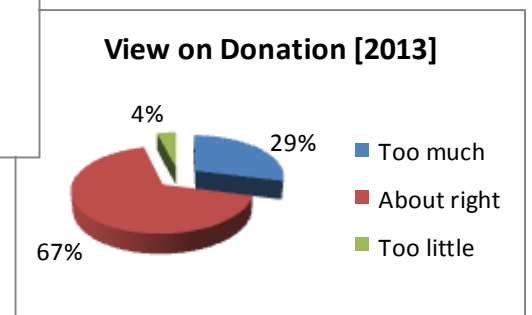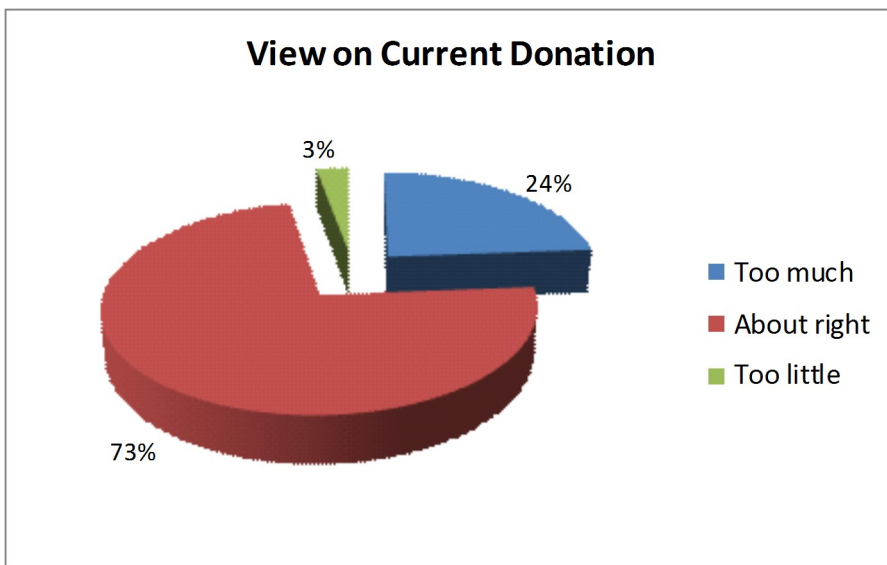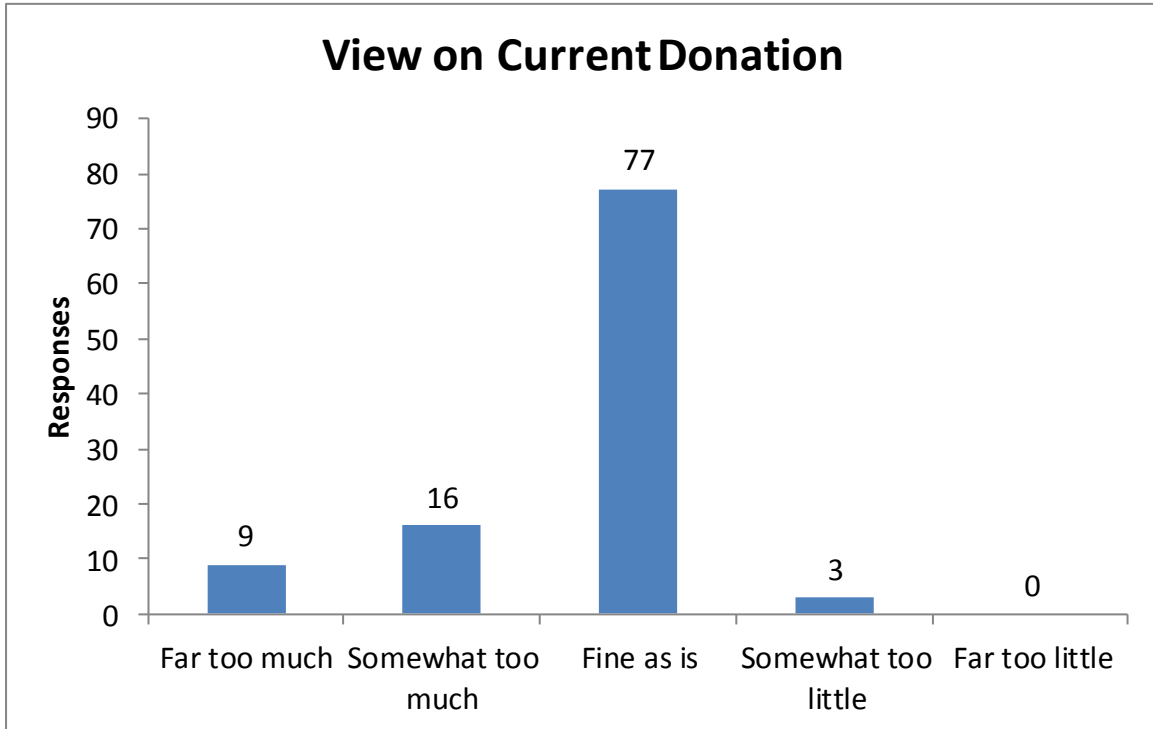*How appropriate do you feel is the amount currently requested for the school donation?*
Total responses: 105

Possible Projects

As the Board of Trustees plans the School's capital expenditure for the next 5 years (5YA), it is considering the possibility of investing in one or more projects in addition to scheduled improvements to classrooms and other teaching-related facilities. Projects that are being considered for such investment include:

- *A path linking the back of the school to Churchill Avenue*
- *A running or cycling track around the field*
- *Heating the swimming pool*
- *Additional challenging playground equipment*
- *Shade/covered areas for existing playground areas*

How supportive are you of investment in each of these possible projects

Total responses: 104-105
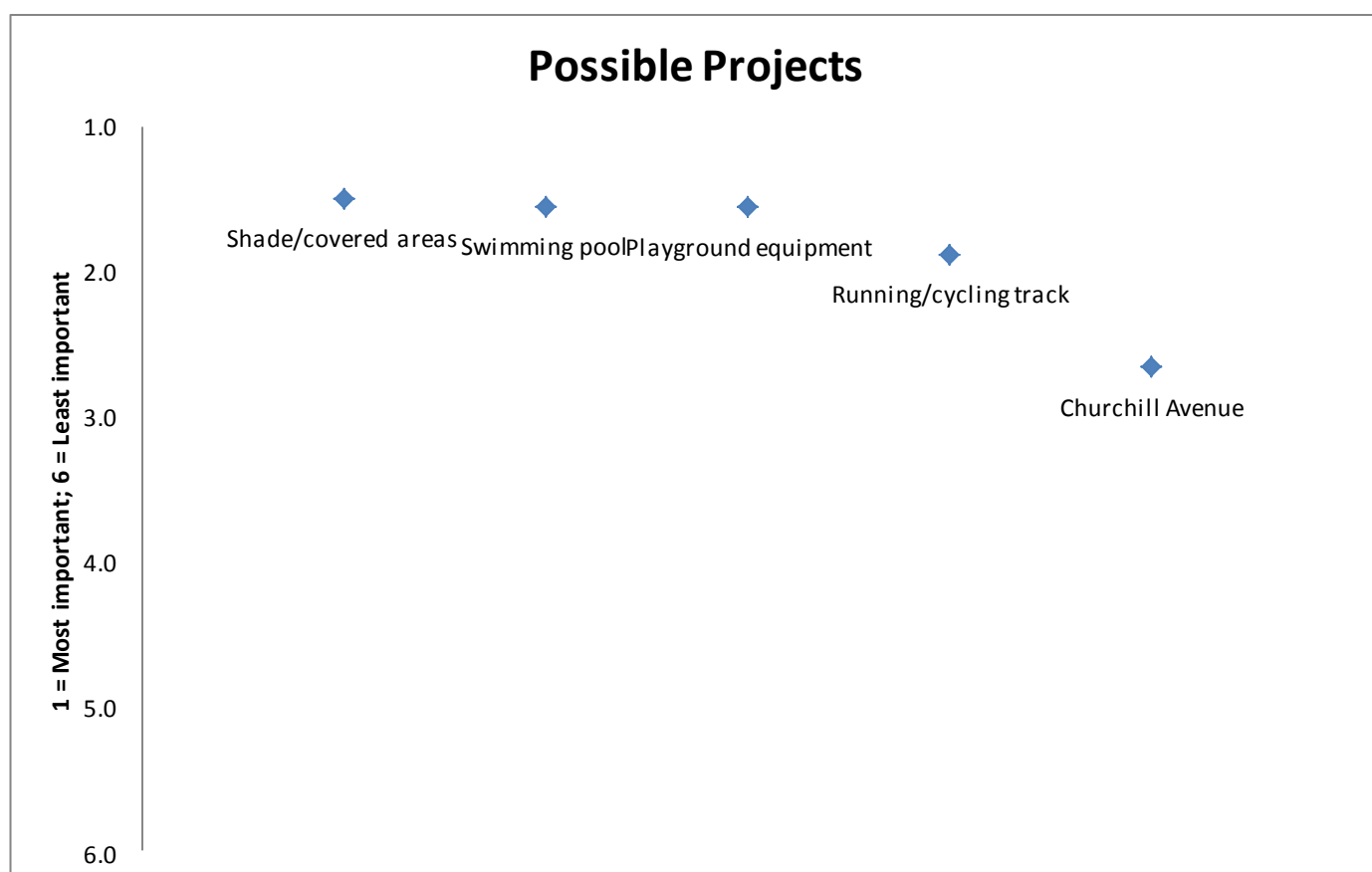
Possible Projects

	Shade/covered areas	Swimming pool	Playground equipment	Running/cycling track	Churchill Avenue
Upper Quartile	1	1	1	1	2
Median	1	1	1	2	3
Lower Quartile	2	2	2	2	3

Possible Projects

Other suggestions for investment

Some comments rephrased for clarity

- Redevelop front entrance to better / more safely cater for children waiting to be picked up by after-school providers

- A more prominent location for the notice board

- BBQ tables for the front courtyard, instead of children sitting and eating on concrete

- A big clock in the playground

- A bell on the playground side (it's hard to hear)

- Build slides, etc, onto playground extensions slides

- Shade for the pool and upgrade changing rooms

- Shaded vege garden, fruit trees, etc

- Better waterproof covers for TKA/TKM decks

- Pool seating

- Space for every child to hang up their bag

- Heating system for aPlus rooms

- A lightweight retractable cover for the pool

Positive Aspects of Hokowhitu School

What are three things you like the most about Hokowhitu School?

Teachers and Other Staff

32 comments, including:
- The way teachers work well together for the benefit of the children
- Lovely teachers
- Always easy to talk to staff about child's progress
- Teachers really care about the children
- Open communication with helpful teachers
- Friendly warm staff

School Leadership, Vision, and Structures

31 comments, including:
- Progressive attitude
- There seems to be good leadership and the mission is clear
- The new entrant process is very supportive-Mrs Griffin and Miss Caldwell are amazing!!
- Strong school values linking back to home
- Commitment to academic achievement
- Good class sizes
- Fun and engaging opportunities for learning

School Community

21 comments, including:
- The school spirit seems strong and kids always seem happy
- Children are always friendly
- That my daughter looks forward to school
- Friendly welcoming feel of the school
- My children have always felt they belong
- Children are lovely

School Grounds, Classrooms, and Facilities

15 comments, including:
- Great learning environments
- Fantastic grounds
- School is tidy
- Great sports grounds

Extracurricular Activities

15 comments, including:
- Encouragement in all sorts of activities
- Great opportunities for children
- Leadership roles

Things to Change at Hokowhitu School

What are three things you would like to change about Hokowhitu School?

Infrastructure

- Different playground equipment for the middle-senior children

- Pool heating (x2)

- Pram/wheelchair access

- Better fencing/ Gate around the school (x2)

- Playground improvement

- Entrance/access more attractive

- Update bathrooms

- A decent heating system for aPlus would be much nicer for the children and teachers

- More quiet/independent space in FLS

- Parking (x2)

School Management

- More staff to pupil ratio

- Letting students in before 8.30am

- Management of issues around bullying (x2)

- More time to talk with teachers during term

- Improvements in the way they work with parents of children who experience learning/emotional/social needs (including PD for staff in these areas)

- Lower staff turnover

- How timeout sheets are worded

- Allow children to wear long thermals under their tops

- More support for students during break times

- End of year prizegiving should be inside so everyone can see their child

PTA

- For Friday milo can we find more healthy food than milo for school donation

- Not have as many PTA school lunch fundraisers

Things to Change at Hokowhitu School

Communication

- More ways of getting information to parents (x2)

- More communication on website-calendar

- Key dates of school holidays for the year sent out early

- Unexpected school closures

- School reports aren't that great (look at other schools)

- Make sure school notice dates include right date and time

- Communication with new parents-expect them to know nothing instead of everything

Homework and Academics

- A more sustained effort to focus on maths and science (x3)

- More homework!!! or any homework!!

- Not enough ICT-too books and paper based despite ICT investment

- Languages please-diversity not just in theory

- Marry FLS philosophy with practice

- More learning at school and no homework (x2)

- Ensuring technology doesn't take over

Extracurricular Activities

- Music lessons during school time

- Kapa haka group

- More information about extracurricular activities

- CRE education (lack of)