

TTFM Findings 2020-2021 - St Patrick's Lochinvar

TEACHER SURVEY- 35 respondents

TEACHER SURVEY SNAPSHOT



KEY LEARNINGS/AREAS FOR CELEBRATION 2021

1. Teachers demonstrate high expectations for student learning
2. St Patrick's reflects a commitment to a safe and orderly school environment and clear expectations for student classroom behaviour.
3. St Patrick's is an inclusive school, well supported by the LS team.

COMPARISONS TO 2020 DATA BOTH POSITIVE AND NEGATIVE

Both staff surveys of 2020 and 2021 illustrate that staff have very high regard for St Patrick's.

RECOMMENDED AREAS FOR IMPROVEMENT

1. Results are indicative of our position at the beginning point of the LLC journey continuum in 2021

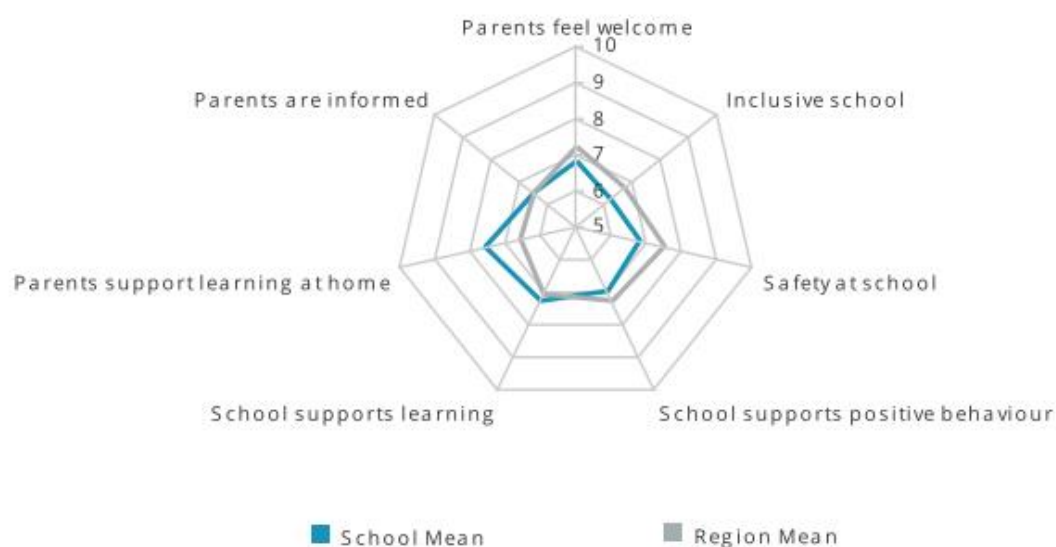
STRATEGIES UNDERTAKEN TO COMMUNICATE LEARNINGS, CELEBRATE/ and/or TO ADDRESS AREAS NEEDING ATTENTION

It is recognised that consistent practices are needed to develop the learning culture in all grades. Survey results indicate a need for emphasis on visible learning. In response, 2022 has provided focus on building teacher efficacy. Teachers are being upskilled to more effectively

- use data to inform practice
- set clear expectations for student learning develop challenging and visible learning goals
- introduce consistent measures to monitor growth and progress
- provide effective feedback

STUDENT SURVEY- 199 respondents	
KEY LEARNINGS/AREAS FOR CELEBRATION 2021	COMPARISONS TO 2020 DATA BOTH POSITIVE AND NEGATIVE
<ol style="list-style-type: none"> 1. Students have friends at school they can trust and who encourage them to make positive choices. 2. Students feel teachers are responsive to their needs and encourage independence with a democratic approach. 3. Students try hard to succeed in their learning. 4. The BYOD project has helped to develop ICT skills and confidence. 5. Catholic Culture supports understanding of what it means to live like Jesus. 	<p>By comparison, some students report less relevance of classroom instruction to everyday lives</p>
RECOMMENDED AREAS FOR IMPROVEMENT	STRATEGIES UNDERTAKEN TO COMMUNICATE LEARNINGS, CELEBRATE/ and/or TO ADDRESS AREAS NEEDING ATTENTION
<ol style="list-style-type: none"> 1. Behaviours and attitudes to homework are inconsistent. There is significant variation in quality and completion rates (as in 2020) 2. Bullying is identified as an area of concern 3. Bus travel can feel unsafe 	<p>See whole school responses below</p>

PARENT AND CARER SURVEY- 20 respondents



PARENT/CARER SURVEY SNAPSHOT

3 KEY LEARNINGS/AREAS FOR CELEBRATION 2021

1. Parent comments reflect the belief that our school supports positive behaviours.
2. Students are encouraged to do well.
3. Our school site is well maintained and resourced.
4. Parents are informed about their child's behaviour at school, whether positive or negative.

COMPARISONS TO 2020 DATA BOTH POSITIVE AND NEGATIVE

N/A due to poor response

RECOMMENDED AREAS FOR IMPROVEMENT

1. Results reflect the COVID lockdown period and are skewed by the lack of responses (5%)
2. The reported prevalence of moderate to severe bullying is of concern

STRATEGIES UNDERTAKEN TO COMMUNICATE LEARNINGS, CELEBRATE/ and/or TO ADDRESS AREAS NEEDING ATTENTION

See whole school responses below

WHAT DID WE LEARN FROM THE 2021 SURVEY?

What did the survey results suggest?	What did we learn?	What is the school response?	How can parents assist to bring positive change?
Parents and students indicated a concern for management of incidents of negative behaviours, and occurrences of inappropriate student social interaction. There is a perceived view that incidents of bullying are widespread and prevalent.	Staff understanding of incidences and responses were much clearer, suggesting that we needed to articulate this more clearly for parents. A deeper understanding of 'bullying' is needed for parents and students. Greater focus could be provided for staff on prevention, early intervention or response to bullying behaviours. Emotional resilience in some children is underdeveloped. It is recognised that more can be done to ensure consistent and more in-depth restorative processes.	Introduction of Pastoral Care Worker in 2022. A school wide, systematic and positive approach to student wellbeing and behaviour management is to be implemented in 2023, with a specific focus on peer support and resilience. This will be a focus of our 2023 School Improvement Plan (SIP). Continued attention will be given to the Positive Behaviours for learning framework (PBL) and MJR initiatives promoting inclusivity, respect and community building.	We encourage parents to <ul style="list-style-type: none"> - access specific resources provided by the school, including advertised webinars. - develop understanding of bullying and conflict, and ways to assist children to develop the skills to positively navigate social interactions
What did the survey results suggest?	What did we learn?	What is the school response?	How can parents assist to bring positive change?
Concerns regarding the effective transfer of communication between school and home	<p>Communication equips all stakeholders with clarity of school's current goals, upcoming events, and celebrations of achievements. Effective communication values the partnership between school and home.</p> <p>Only 5% of parents responded to the 2021 survey.</p> <p>Anecdotally, the school receives steady enquiries from parents regarding school events. When questioned it is often stated they do not use compass and /or do not act on notifications and alerts.</p>	<p>The School Newsletter uses the Schoolzine online newsletter platform to provide updates from all aspects of school life.</p> <p>The student management platform (COMPASS) has been used extensively by staff to update individual chronicle information as well as generate whole school news feeds/ announcements.</p> <p>Events are planned, communicated and approved through COMPASS online parental permission.</p>	<p>The use of Facebook may be explored for each grade and managed by parent representatives, to communicate reminders and updates.</p> <p>Parents are urged to be more proactive, and responsive, recognising that effective communication is 2-way and information from the school must first be received, then interpreted and acted upon.</p>

		<p>Whole-school significant events e.g. Grandparent's Day are also advertised as a hardcopy flyer. Teachers use Seesaw or Class Dojo to communicate with parents.</p> <p>A Term Overview will be used to enable forward planning for parents and the "what's on" reminders implemented as part of a weekly news feed in Compass and the newsletter.</p>	
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After two Covid interrupted years, the school was not seen as inclusive of parents at that time.	We learnt that holding community events, inclusive of all, is key to a schools ongoing participation in the community. It was clearly missed by all during 2020 and 2021.	This year we have expanded our events to include visitors, and while Covid has presented some ongoing restrictions/ considerations, we continue to look forward to regular community events and invite parents to re-engage with school life.	<p>Parents are encouraged, where possible, to</p> <ul style="list-style-type: none"> - register as active volunteers - attend P&F meetings - attend assemblies, liturgies and open classrooms - participate in school events and activities - actively work to develop positive partnerships with class teachers and school staff
What did the survey results suggest?	What did we learn?	What is the school response?	How can parents assist to bring positive change?
The value of Homework is viewed differently by parents, students and staff. inconsistently	<p>Student participation in homework is inconsistent.</p> <p>All stakeholders seek meaningful activities with direct benefit for students, rather than homework for homework sake.</p>	<p>A review of homework content, delivery methods, practices and academic benefits will be undertaken using key survey questions.</p> <p>The schools Homework Policy will be reviewed</p>	Any change to the homework policy will be communicated to parents.

		<p>and updated based on Staff, Student and Parent survey findings.</p> <p>Aspects of Homework may be optional</p>	
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