

# Results of Service Quality Survey

## August 2015

“I like to listen. I have learned a great deal from listening carefully. Most people never listen.” Ernest Hemmingway

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. (August 2014 Service Quality Survey results in brackets):

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

Over the years the ratings accorded by parents move around a little but generally stay in the same area, namely high, mid and low.

### 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)

<b>Performance Gaps</b>	<b>2015</b>	<b>2014</b>	<b>2011</b>	<b>2010</b>	<b>2006</b>	<b>2004</b>
The teaching staff are excellent teachers	-0.3	-0.4	-0.5	-0.5	-0.6	-0.6
The community has opportunities to be informed about programmes in the school	-0.2	-0.1	0.0	0.0	0.0	-0.1
The school provides a safe environment	-0.4	-0.4	-0.3	-0.4	-0.4	-0.5
The parents are well informed about their child's progress	-0.6	-0.5	-0.6	-0.5	-0.9	-1.0
Individual learning needs are addressed	-0.5	-0.6	-0.5	-0.6	-0.9	-1.2
Computers are well utilised in classrooms	-0.1	-0.0	-0.1	-0.1	-0.4	-0.9
Staff have positive relationships with students	-0.4	-0.3	-0.4	-0.4	-0.5	-0.5
Students enjoy their time at school	-0.2	-0.3	-0.3	-0.4	-0.5	-0.5
Behaviour modification techniques are effective	-0.5	-0.4	-0.4	-0.5	-0.7	-0.7
Staff have an open door policy	-0.2	-0.2	-0.3	-0.2	-0.4	-0.3

## **Narrative**

180 surveys were returned.

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.

It is also, possibly, of interest to compare the 2015 service feature results with previous results. As you will see, some service features have remained with the same gaps in 2014. We do not pay much attention to very small movements (+ or – one) in service features. What we are looking for are trends and any outliers that are a cause for concern.

## **Comment on each Service Feature**

### **The teaching staff are excellent teachers (-0.3)**

Bearing in mind that the standard of 'excellent' is a very high bench mark indeed, we are pleased with the continuing results in the context that we are always looking to improve our performance. Our recruitment and retention processes are working.

### **The community has opportunities to be informed about programmes in the school (-0.2)**

Communication regarding school programmes is (largely) 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 and the website. The website is undergoing a complete upgrade. One of the features will be a much more visible school calendar to further improve communication.

### **Parents are well informed about their child's progress (-0.6)**

#### **Individual learning needs are addressed (-0.5)**

In 2013/2014 we held parent focus groups to discuss the issue of reporting to parents. This resulted in a number of changes to our process including the format of the written report and the timing of parent/teacher interviews. Before we take any further action we will be seeking more specific information from parents. Hence, you can expect a follow up (electronic) survey arriving in your in-box very shortly.

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

In an ever changing world in terms of technology, this is a very positive result.

### **Staff have positive relationships with students (-0.4)**

#### **Students enjoy their time at school (-0.2)**

These service features are performing well, with the second feature being especially pleasing. On a surface level, it reflects what we see in and out of classes, namely, mostly happy children and mostly positive relationships with members of the Campbells Bay School staff.

### **The school provides a safe environment (-0.4)**

#### **Behaviour techniques are effective (-0.5)**

The first service feature incorporates both emotional and physical safety. Incidents of inappropriate behaviour do happen as they do in all areas of our society. Unfortunately, schools are not immune. According to the formula\* that determines how many different interactions there could be in a school day at Campbells Bay there are 360,825 possible different interactions. Plenty of scope for some things to go wrong. Mostly they don't. When they do (and we are aware of it in a timely manner) we take action although we acknowledge this action will not always satisfy all those concerned as we are often in the position where full disclosure is not appropriate.

### **Staff have an open door policy (-0.2)**

A very pleasing result in the context that the doors are not always open for discussion as before school teachers should be interacting with students and not discussing issues with parents and (often) teachers are involved in meetings after school. Please do remember that if you have an issue you wish to discuss with your child's teacher, we welcome you making an appointment so the issue can be dealt with thoroughly giving the matter the time it requires.

## **The Survey: In conclusion**

The school is not perfect. In the context of working towards continual improvement, we will use information from this survey to help us improve. Your feedback is greatly appreciated and we do take it seriously. Please remember, if you do have a problem you can always contact me and please look out for the additional electronic survey coming your way.

John McGowan

September 2015

\*In any group of “N” people (like your family), the number of possible relationships (R) is  $(N \times (N - 1) / 2)$ . So, for example, in a family of six adults and three children  $R = (9 \times 8) / 2 = 36$  possible relationships.