

Surveying the School Community



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1. INTRODUCTION

This document provides survey materials that can help schools find out how parents, students and staff view their performance. It outlines the place and purpose of the survey, and guides its administration and data analysis. The document also highlights some limitations of the survey that schools should bear in mind.

Schools may choose to use or adapt the survey according to their own needs. They may also choose not to use the survey at all.

Information that schools derive from this survey is for their own use. It is anticipated that it will become part of the performance information used for school improvement purposes.

2. WHY WOULD OUR SCHOOL CHOOSE TO USE THIS SURVEY?

Most schools have a good idea of what some of their parents, students and staff think about them, but probably don't know how representative these views are. This survey will help in this regard. It will also canvass a balanced range of issues, so that schools can gain feedback about most facets of their operation – not just those issues that happen to be topical or a particular group's "axe to grind".

At the most practical level, the survey may highlight some aspect of schooling teachers were not aware of, although it is more likely to validate perceptions teachers have already formed. It will help a school to plot parent, student and/or staff opinion over time by comparing one year's findings with those collected in subsequent years. Use of the survey may also assist with public relations: parents, students and staff are likely to appreciate that an effort has been made to find out their views about the school's performance.

3. WHAT WILL THIS SURVEY TELL US?

This survey will indicate what the target group (parents, students and/or staff) **believes** about a range of operational issues that are largely within the school's control. The five operational issues that are explored in this survey are listed and explained below:

- **School environment**

This relates to the general learning environment and the culture of the school. It includes behaviour management, school pride, security, pastoral care and the general tone of the school.

- **Quality of teaching**

This relates to how the school's teachers are perceived. Items that stem from this issue invite opinion about teachers' attitudes and their teaching skills.

- **Communication**

This pertains to the two-way relationship between school and community. It looks at how receptive the school and its staff are to input from parents and students and how well the school keeps students and parents informed about individual and whole-school performance.

- **Curriculum outcomes and responsiveness**

This relates to the range, depth and relevance of learning opportunities that are made available to students in the school. It includes opinions about levels of achievement that are typical of the school.

- **Working relationships**

This issue is relevant only to the staff version of the survey. These items invite opinion about communication and decision making procedures within the school and about how well the teachers feel they are supported.

Forty-nine items have been developed, each addressing a particular aspect of the five operational issues outlined above. The items have been grouped into clusters; there is a cluster of eight to twelve survey items for each operational issue. The items that make up each cluster are listed in Appendix A. The standard formats for the parent, student and teacher versions of the surveys are shown in Appendices B, C and D respectively.

4. WHO DO WE SURVEY?

When conducting a survey, it is important that every effort be made to collect opinions that are **representative** of the whole group. "Representative" does not have to mean **all**. Consideration should be given to asking a random sample of the school's parent and/or student bodies to complete the survey, especially if the school is large. Sampling cuts the number of surveys that have to be processed and makes it easier to secure a 100 per cent response rate from the sample.

Consider the scenarios outlined below for a school with a parent body totalling 400 families:

Scenario One

All families are asked to complete the survey. From a total of 400 surveys issued, 260 are completed and returned, a 65 per cent response rate.

260 surveys have to be processed.

Scenario Two

A 10 per cent random sample is asked to complete and return the survey. Effort is put into getting all members of the sample to respond, a 100 per cent response rate.

40 surveys have to be processed.

In the first scenario, the school would not know whether the 35 per cent that did not respond would agree with the 65 per cent that did, or whether their feedback would be markedly different. The school would have to put a lot of time and effort into processing 260 surveys and still have a large gap in the feedback it received.

In the second scenario, assuming the sampling procedure was random (see Appendix F) and that all families in the sample responded, the school could be reasonably sure that the pattern of responses it received would be more or less repeated across the whole parent body. If the school had chosen to use a 20 per cent sample (and achieved an equally high response rate) it would be even more confident about the representative nature of its results, but it would have had to follow-up and process twice as many surveys.

The larger the sample, the more confident one can be about the result but the greater the time and effort required. The smaller the sample, the more important it becomes that every effort be made to maximise the response rate. As a rule of thumb, when sampling is used, the sample size would not be allowed to drop below 35.

This rule of thumb applies only when sampling is used. Small schools do not need to worry about it: they survey all individuals in the target group. Due to the small numbers, however, every effort should be made to maximise the response rate.

If the school has more than one campus or if there are divisions that the school wants to treat as separate sub-sets (upper/lower primary, sub-schools, year groupings, etc.) it will be necessary to take a separate sample from each sub-set. This is called stratified random sampling. If the school wants to be able to draw separate conclusions about each sub-set, it will need to have at least 35 individuals in each stratified sample (sub-set sample).

For additional notes about sampling and sub-sets and a step-by-step guide to how to put together a random sample, see Appendix E.

As an alternative to using formal random sampling (as described in Appendix E), schools might prefer to systematically target year groups within the school. For example, a primary school might sample all families with children in years 1, 4 and 7. The same year groups (1, 4 and 7) would be targeted in subsequent years so that, over a 3-year cycle, all families with children at the school would have been included in the sample at least once. This approach can be combined with formal random sampling: a senior high school may choose to sample 50 per cent of the families with children in years 8, 10 and 12. For all these alternatives, it is desirable that the sample size is not allowed to drop below 35.

5. WHAT IF SOME OF THE PEOPLE IN THE SAMPLE DO NOT READ ENGLISH?

It is recommended that schools **not** assume that everyone in their randomly-selected sample group can read and write English well enough to complete this survey.

It is important that, despite language and/or literacy barriers, all those individuals selected in the school's sample group have an opportunity to respond to the survey. See Appendix F.

6. WHEN DO WE SURVEY?

To make comparisons over time, it is desirable that schools conduct their surveys at about the same time each year. It is also worth noting that opinions are typically slow to change, so it will often take more than a year for changes in a school to be reflected in the opinions expressed by parents, students or staff. For this reason, there is probably little to be gained from surveying more frequently than once a year at most.

7. WHAT DOES THE SURVEY LOOK LIKE?

There are three versions of the survey: for parents, students (upper primary and secondary) and school staff. A copy of each is provided in Appendices B, C and D respectively and is also available in Microsoft Word™ to download from the Standards and Accountability Directorate website ([http://www.eddept.wa.edu.au/accountability/Surveying School Community.html](http://www.eddept.wa.edu.au/accountability/Surveying%20School%20Community.html))

All three versions have essentially the same structure and content, but each has been modified to reflect the viewpoint of the person completing the survey form (parent, student or staff member). In addition, the staff version contains an extra cluster of items relating to working relationships. The consistent structure and content across versions of this survey will enable schools to compare the perceptions of one group with those of another.

The main part of the survey comprises between 37 and 49 items (depending on the version), each of which contains a statement about a specific aspect of the school. Respondents are asked to indicate the extent to which they agree or disagree with each statement. They have four options: they can strongly agree (4), agree (3), disagree (2) or strongly disagree (1) with each statement in turn. If a respondent finds it too difficult to decide, an “unable to comment” (uc) option is also available.

The student and parent versions request information about the gender and year group of the respondent (or their child/ren). If the school does not intend making use of this information this section can be deleted.

The survey ends with three open comments. The first two comments ask respondents to comment on what they like most and least about the school, and the last comment provides an opportunity to make additional comments.

If a school chooses not to use the standard format of the survey (as in Appendices B, C and D), it can be customised. To expedite customisation, a copy of each version of the survey is available to download from our website ([http://www.eddept.wa.edu.au/accountability/Surveying School Community.html](http://www.eddept.wa.edu.au/accountability/Surveying%20School%20Community.html)). See Appendix H for an outline of how to access, copy and print the relevant files. The school may choose to concentrate on, say, two or three clusters, or to reduce the overall length of the questionnaire by using only two or three items from each cluster. It may also choose to add items of its own. These options are entirely open and schools are encouraged to explore these alternatives.

8. HOW DO WE DISTRIBUTE AND THEN COLLECT OUR SURVEY?

Different school situations will suggest different procedures for the distribution and collection of surveys. Regardless of the procedures adopted, it is crucial that:

- every effort be put into maximising the response rate; and
- confidentiality and anonymity be guaranteed to the extent that individual survey returns cannot be linked to individuals within the sample group.

There is the potential for these goals to conflict (for instance, keeping track of who has responded could contravene anonymity), so careful consideration of the problem and management of the solution will be required. One approach could be like that used in elections: as respondents put returned surveys into a ballot box their names would be crossed off the “sample list”. This way, the school will have a record of who has yet to respond, but will not be able to link individual surveys to individual respondents.

Set a clear deadline for return of the surveys. When the deadline has passed, contact the respondents who have yet to return the survey. Send a replacement copy of the survey if required. Consider the possibility that a language and/or literacy barrier has prevented completion of the survey. Take steps to alleviate the effect of this barrier where applicable (refer to Appendix E). Wait another week then again contact those who have not returned the survey. Two follow-up calls is the usual limit.

9. HOW DO WE PROCESS THE DATA?

Before any of the returned surveys are even looked at, careful consideration needs to be given to **who** will have access to them and the data they yield. From time to time, respondents may use the open-ended comments to express delight or frustration with named individuals. A strategy for maintaining confidentiality and for dealing with this situation should be developed in advance.

Having collected as many surveys as possible from the sample group, a school may then process the data by hand or it may use a computer program to help. The steps below outline the “by hand” option. The Microsoft Excel™ spreadsheet found with this booklet on the *Surveying The School Community* website will do the necessary “number crunching” and generate graphs. See Appendix H.

Returned surveys present schools with a mass of individual responses. These responses have to be collated into a manageable and meaningful format. Specifically, they need to be organised so that schools can determine:

- the mean response to each item;
- the proportion of the sample that agreed, disagreed and were unable to comment with each statement in the survey; and
- the relative frequency with which various issues were raised in the open response comments.

The steps involved in processing returned surveys by hand are set out below. These are based on use of the data collation sheet provided in Appendix G. Schools that produce a customised survey will have to draw up a modified data collation sheet using the one in Appendix G as a guide.

It is necessary to complete a separate data collation sheet for each version of the survey administered (i.e. one for parents, one for students and another for staff) and for each sample to whom the survey is administered (i.e.: the sample of students from sub-school A and the sample of students from sub-school B).

WARNING

Processing returned surveys by hand is not as easy as it looks. Read each step carefully and finish each step before starting the next. It takes about 45 minutes to fully collate ten surveys. If you have 35 surveys to collate, set aside at least two hours.

9.1 COMPLETE THE MAIN TALLY TABLE

9.1.1 Take a tally of responses for each item

Go through each completed survey form, one at a time, and tally the responses given to each Likert-scale item (i.e.: those in which respondents circled 1, 2, 3, 4 or uc).

Tallying all the responses from all the surveys will take some time (about 3-4 minutes per survey) and it is easy to make mistakes. It will be quicker and more accurate if it is done by two people working together: one calls out responses and the other keeps the tally.

Tally the responses to **all items** in **all surveys** before you move to Step 1.2.

Example:

ITEM	Strongly Agree 4			Agree 3			Disagree 2		
	tally ₄	n ₄	s ₄	tally ₃	n ₃	s ₃	tally ₂	n ₂	s ₂
1				###-### ##			###-###		
2				###-###			###-###		
3				###-### ##			###-###		
4				###-###			###-###		
5	()			###-###					
6				###-###					
7									

9.1.2 Complete the n₁, n₂, n₃, n₄ and n_{uc} columns for each item

The **n** stands for *number*. For each item, **count the tallied number of 1s and write it in the n₁ column**, then count the tallied number of 2s and write it in the **n₂** column, and so on.

9.1.3 Complete the s₁, s₂, s₃ and s₄ columns for each item

The **s** stands for *score*. For each item, calculate **s₁** by multiplying **n₁** by 1. To calculate **s₂**, multiply **n₂** by 2 and so on:

$$s_1 = 1 \times n_1 \quad s_2 = 2 \times n_2 \quad s_3 = 3 \times n_3 \quad s_4 = 4 \times n_4$$

Example:

ITEM	Strongly Agree 4			Agree 3			Disagree 2		
	tally ₄	n ₄	s ₄	tally ₃	n ₃	s ₃	tally ₂	n ₂	s ₂
1		3	12	###-### ##	15	45	###-###	13	26
2		2	8	###-###	13	39	###-###	14	28
3		2	8	###-### ##	15	45	###-###	12	24
4		1	4	###-###	12	36	###-###	11	22
5	()	0	0	###-###	16	48			
6		2	8	###-###					

9.1.4 Complete the n_{total} column for each item.

You will find the n_{total} column in the **item totals** section. To calculate n_{total} , add n_1 , n_2 , n_3 and n_4 . Do not include n_{uc} in this calculation. Write n_{total} for each item in the n_{total} column.

$$n_{total} = n_1 + n_2 + n_3 + n_4$$

As a quick check, add n_{total} and n_{uc} . This will give you n_{sample} which *should* equal the size of the original sample.

If n_{sample} is wildly different from the size of your sample, back track and locate the error; it is likely to be a mistake in calculation. If n_{sample} is out by only 1 or 2, the error probably occurred during your tally.

9.1.5 Complete the s_{total} column for each item

Calculate s_{total} for each item by adding s_1 , s_2 , s_3 , and s_4 .

Write it in the s_{total} column.

$$s_{total} = s_1 + s_2 + s_3 + s_4$$

9.1.6 Calculate the mean score for each item

To calculate the mean score for each item, divide s_{total} by n_{total} . Write the mean for each item in the **mean** column.

$$mean = s_{total} / n_{total}$$

Example:

Disagree 2			Strongly Disagree 1			Item Totals			Unable to comment	
n_2	s_2	tally ₁	n_1	s_1	n_{total}	s_{total}	mean	tally _{uc}	n_{uc}	
11	13	26		3	3	34	86	2.5		0
1	14	28		5	5	34	80	2.4		0
"	24			2	2	31	79	2.5		3
	22			1	1	25	63	2.5		9
				0	0	29	74	2.6		5
						34	78	2.3		0

9.2 COMPLETE THE RESPONSE PROPORTIONS TABLE

9.2.1 Complete the n_{sample} column for each item

For each item, add n_{total} and n_{uc} (from the main tally table to arrive at n_{sample}). Write n_{sample} for each item in the n_{sample} column.

$$n_{\text{sample}} = n_{\text{total}} + n_{\text{uc}}$$

In a perfect world, n_{sample} for each item would equal the size of your sample. If, however, any respondents left out an item, n_{sample} will be less. Also, if you made a small tallying error, n_{sample} for one or more items may be out by 1 or 2. It is necessary to calculate n_{sample} for each item to minimise the effects of these occurrences.

9.2.2 Complete the n_{disagree} and n_{agree} columns for each item

For each item, add n_1 and n_2 (from the main tally table) and write this sum in the n_{disagree} column. To calculate n_{agree} , add n_3 and n_4 .

$$n_{\text{disagree}} = n_1 + n_2 \quad n_{\text{agree}} = n_3 + n_4$$

9.2.3 Transfer n_{uc} for each item

Copy n_{uc} for each item (from the main tally table) into the appropriate column of the response proportions table.

9.2.4 Complete the $\%_{\text{disagree}}$, $\%_{\text{agree}}$ and $\%_{\text{uc}}$ columns for each item

To calculate $\%_{\text{disagree}}$, divide n_{disagree} by n_{sample} then multiply your answer by 100.

$$\%_{\text{disagree}} = (n_{\text{disagree}}/n_{\text{sample}}) \times 100$$

$$\%_{\text{agree}} = (n_{\text{agree}}/n_{\text{sample}}) \times 100$$

$$\%_{\text{uc}} = (n_{\text{uc}}/n_{\text{sample}}) \times 100$$

Example:

		AGREE		DISAGREE		Unable to comment	
ITEM	n_{sample}	n_{agree}	$\%_{\text{agree}}$	n_{disagree}	$\%_{\text{disagree}}$	n_{uc}	$\%_{\text{uc}}$
1	34	18	52.9	16	47	0	0
2	34	15	44.1	19	55.9	0	0
3	34	17	50	14	41.2	3	8.8
4	34	13	38.2	12	35.3	9	26.5
5	34	16	47	13	38.2	5	14.7
6	34	15	44.1	19	55.9	0	0
7	31						

9.3 COMPLETE THE OPEN RESPONSE TALLY TABLE

9.3.1 Take a tally of each open response

For each open response, decide whether it reflects one of the issues already listed in the open response tally table or whether it raises an idea that is sufficiently different as to warrant a new issue description (hence the blank spaces in the list). Also decide whether the response is positive or negative. Use the “no comment” category to keep a tally of those who choose to leave these comments blank.

9.3.2 Complete the n_{+ve} and n_{-ve} columns

Count the number of positive remarks made for each Issue and write the tally in the n_{+ve} column. Do the same for the number of negative remarks for each issue.

A note of caution about the open comments: be wary of over-reacting to isolated comments (positive or negative), especially when they do not coincide with trends that are evident in the other data.

Example:

ISSUES	POSITIVE		NEGATIVE	
	tally _{+ve}	n_{+ve}	tally _{-ve}	n_{-ve}
staff - professional/dedicated/caring/approachable		1		5
teacher-parent communication		6		1
school and/or staff continuity and stability		3		2
range of choices		1		3
school uniform		0		0

10. HOW SHOULD WE INTERPRET THE DATA?

Two inescapable limitations of the survey need to be borne in mind when interpreting the data that it yields. Firstly, the results will indicate only perceptions about the school (which may or may not reflect what is actually happening). Secondly, the survey provides a “broad brush” indication of what the school is perceived to be doing well or less well.

Interpreting data from this survey is initially a case of looking for items with values that are noticeably high or low: the higher the mean scores, the better the school is perceived to be performing. Before issues that receive low mean scores become the focus of school improvement planning, it will be necessary to check that those scores reflect what is actually happening in the school. The survey findings need to be verified by checking them against other information (known and collected) about the school.

An appropriate way to use data from surveys of this sort is to monitor trends that emerge over a number of years. From one year to the next, it is difficult to say whether a “blip” in the findings is significant or simply a reflection of chance variation. If, however, the change (up or down) is sustained over a number of years, the school can be more confident that it reflects a real change in the way the school is perceived to be performing.

A useful starting point will be to examine your completed data collation sheet:

- **Consider Item Means**

Look also at the items within each cluster. Do any items stand out with markedly low or high mean scores. Examine whether the high/low scores are spread across all items within the relevant cluster or whether individual item/s within the cluster stand out with markedly different responses.

- **Compare Groups**

Look at comparisons across the parent, student and staff versions of the survey (where applicable) for each item. Again, look for differences and similarities. Comparisons across groups, items and clusters will be simplified by the generation of graphs. This is where a software package such as Microsoft Excel™ will prove especially useful.

- **Examine “unable to comment” Frequencies**

Look at the number of “unable to comment” responses for each item. If this number is high, it could be that respondents simply did not know enough about the issue to have an opinion. This could signal to the school that it needs to put more effort into communicating with its community.

- **Examine the Proportion of Agreement *versus* Disagreement at each Item**

Look at the proportion of respondents who agreed and disagreed with each statement. If it is found that mean scores across items and/or groups differ very little, a clearer pattern of responses might be apparent when the data are reduced to two basic alternatives: agree or disagree.

Judgement as to whether any given finding warrants a change in the school’s operation is something only individual schools can make. For example, a school that has been trying to improve its student behaviour management program for a year or so might learn through the survey that its students and parents believe the school’s management of student behaviour needs to improve. This should not automatically be taken to mean that the school’s efforts to

improve its management of student behaviour are not working. It might mean that the school community endorses the need for improved management of behaviour but that the school still has some way to go or that parents are not yet aware of the impact of recent changes. At this point, the school would need to investigate whether it is on the right track or whether its improvement program should be modified. The school should also look at the nature of the issue – it may be that until student behaviour is perfect, everyone will say that it needs to be improved. These judgements can only be made at the school after all the available information has been collected and considered.

The last two items in the survey invite respondents to comment on the thing they like best and the thing they least like about the school. These open comments provide more depth to the survey, but the responses gained here should be interpreted within the context of the survey over all. Schools should be wary of over-reacting to isolated comments, especially when they do not coincide with trends that are evident in the other data. The comments will however, provide practical examples of likes and dislikes, and a useful insight into the level at which respondents engage various issues.

11. WHERE TO NOW?

Information derived through use of this survey belongs to individual schools. Decisions about how the information is used will also belong to them. These decisions will largely be determined by the reasons that motivated use of the survey in the first place.

Most schools that choose to use this survey will do so because they see it as a tool that will help them to:

- monitor opinions about their performance, track trends and contribute to the identification of priorities for improvement;
- engender two-way communication with their school community by identifying areas of concern and/or confusion among the community; and
- prepare reports about community opinions of their performance.

In keeping with these purposes, it is recommended that schools prepare reports to pass on survey findings to their communities. If a survey was used to contribute to the identification of priorities for school improvement, a report might contain graphs and written summaries of the findings. If a survey was used to engender two-way communication, a report could take the form of a presentation at a parent information evening, possibly combined with a flier. Alternatively, a school could address issues one at a time in a “did you know ...?” section of its regular newsletters to parents.

Some schools will also want to know how their results compare with those of other schools. Individual schools may wish to share results with other schools. Schools that choose this path, however, need to ask themselves what they will gain from such an exercise. If they find that they compare favourably, what will that tell them? What if they find they compare poorly? Will they point to the differences between themselves and the school/s they compared themselves with and externalise the difference? Will they come under undue pressure to compensate for factors outside their control? How will this contribute to improvement in their school?

Decisions about how to proceed, who should be involved and how long it should take will be easier to make when they are guided by the purposes for which the survey was initially employed.

APPENDICES

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SCHOOL ENVIRONMENT CLUSTER:

The focus of this cluster is the overall culture of the school. It includes issues of behaviour, school pride, security, pastoral care and the general tone of the school.

PARENT VERSION**STUDENT VERSION****STAFF VERSION**

1. This school is well organised and runs smoothly.	1. This school is well organised and runs smoothly.	1. This school is well organised and runs smoothly.
2. This school encourages a sense of pride in achievement and a sense of self worth.	2. This school encourages a sense of pride in achievement and a sense of self worth.	2. This school encourages a sense of pride in achievement and a sense of self worth.
3. My child enjoys being at school.	3. I enjoy being at school.	3. Students enjoy being at this school.
4. Teachers and students at this school care about each other.	4. Teachers and students at this school care about each other.	4. Teachers and students at this school care about each other.
5. This school has clear goals and a positive school identity.	5. This school has clear goals and a positive school identity.	5. This school has clear goals and a positive school identity.
6. This is a safe and secure school.	6. I feel safe and secure at this school.	6. This is a safe and secure school.
7. This school does not have a bullying problem.	7. This school does not have a bullying problem.	7. This school does not have a bullying problem
8. This school has high standards of student behaviour.	8. This school has high standards of student behaviour.	8. This school has high standards of student behaviour.
9. The rules and consequences relating to discipline are well understood by both staff and students.	9. The school rules are well understood by both staff and students.	9. The rules and consequences relating to discipline are well understood by both staff and students.
10. The rules and consequences relating to discipline are enforced in a consistent manner.	10. The school rules are enforced in a consistent manner.	10. The rules and consequences relating to discipline are enforced in a consistent manner.
11. This school strives for high academic standards.	11. This school strives for high academic standards.	11. This school strives for high academic standards.
12. This school has realistic educational expectations of my child.	12. This school has realistic educational expectations of me.	12. This school has realistic educational expectations of the students.

QUALITY OF TEACHING CLUSTER: This cluster focuses on how the school's own teachers are perceived. It invites opinion about their attitudes and their teaching skills.		
PARENT VERSION	STUDENT VERSION	STAFF VERSION
13. My child receives help from teachers when they experience difficulty learning.	13. I receive help from teachers when I experience difficulty learning.	13. Students receive help from teachers when they experience difficulty learning.
14. Teachers at this school are professional, committed and enthusiastic.	14. Teachers at this school are committed and enthusiastic.	14. Teachers at this school are professional, committed and enthusiastic.
15. The staff and students at this school respect each other.	15. The staff and students at this school respect each other.	15. The staff and students at this school respect each other.
16. Teachers at this school treat my child fairly.	16. Teachers at this school treat me fairly.	16. Teachers at this school treat students fairly.
17. My child's teachers provide a stimulating learning environment and make school work interesting and enjoyable.	17. Teachers make school work interesting and enjoyable.	17. Teachers at this school provide a stimulating learning environment and make school work interesting and enjoyable.
18. My child is encouraged to achieve to the best of his/her ability.	18. I am encouraged to achieve to the best of my ability.	18. Students at this school are encouraged to achieve to the best of their ability.
19. My child's teachers have a thorough understanding of what they teach.	19. My teachers have a good understanding of what they teach.	19. Teachers at this school have a thorough understanding of what they teach.
20. There is effective behaviour management in my child's classes.	20. Teachers deal quickly with disruptions caused by students in class.	20. There is effective behaviour management in classes at this school.
21. Teachers at this school care about how my child is going.	21. My teachers care about how I am going.	21. Teachers at this school care about how their students are going.

COMMUNICATION CLUSTER:

This cluster focuses on two-way communication between school and community. It concerns how well the school keeps students and parents informed about individual and school performance, and how receptive the school and its staff are to input from parents and students.

PARENT VERSION		STUDENT VERSION		STAFF VERSION	
22. I receive helpful information about my child's progress and achievement levels.	22. My parents and I receive helpful information about my progress and achievement levels.	22. Parents are kept well informed about their child's progress and achievement levels.			
23. I feel well informed about the activities of this school and its students.	23. My parents and I are kept informed about the activities of this school and its students.	23. Parents are kept informed about the activities of this school and its students.			
24. I am informed promptly if my child has a problem.	24. My parents are informed promptly if I have a problem.	24. Parents are informed promptly if their child has a problem.			
25. The school reports I receive about my child are informative and easy to understand.	25. The school reports my parents and I receive are informative and easy to understand.	25. Individual student reports are informative and easy to understand.			
26. This school's staff are approachable and willing to talk about my child's progress.	26. Staff are approachable and are willing to talk about my progress.	26. This school's staff are approachable and willing to talk about students' progress.			
27. Staff at this school address my concerns.	27. Staff at this school listen and act on my concerns.	27. Staff at this school address any concerns of parents and students.			
28. I am given opportunities to have a say about this school.	28. I am given opportunities to have a say about this school.	28. Parents and students are given opportunities to have a say about this school.			
29. This school's goals are consistent with those I have for my child.	29. This school's goals are consistent with those my parents have for me.	29. The goals of this school are consistent with those of the families that send their children here.			

CURRICULUM OUTCOMES & RESPONSIVENESS CLUSTER:

This cluster focuses on the range, depth and relevance of learning opportunities that are made available to students in the school. It includes opinions about achievement levels that are typical of the school.

PARENT VERSION**STUDENT VERSION****STAFF VERSION**

30. This school assists my child with the development of understandings and skills that he/she will need beyond school.	30. This school assists me with the development of understandings and skills that I will need beyond school.	30. This school assists students with the development of understandings and skills that they will need beyond school.
31. At this school my child is able to learn how to solve problems, to question and to make decisions.	31. At this school I am able to learn how to solve problems, to question and to make decisions.	31. At this school students are able to learn how to solve problems, to question and to make decisions.
32. This school assists with the development of my child's personal and social skills.	32. This school assists me with the development of my personal and social skills.	32. This school assists students with the development of their personal and social skills.
33. This school encourages achievement across a broad range of areas.	33. This school encourages achievement across a broad range of areas.	33. This school encourages achievement across a broad range of areas.
34. This school is meeting the educational needs of my child.	34. This school is meeting my educational needs.	34. This school is meeting the educational needs of its students.
35. Teachers at this school motivate my child to want to learn.	35. Teachers at this school motivate me to want to learn.	35. Teachers at this school motivate the students to want to learn.
36. At this school, my child's interests and talents are being developed.	36. At this school, my interests and talents are being developed.	36. The interests and talents of students at this school are being developed.
37. Overall, I am satisfied with my child's educational progress at this school.	37. Overall, I am satisfied with my educational progress at this school.	37. Overall, I am satisfied with the educational progress of students at this school.
38. Teachers' knowledge is of a high order with staff being up-to-date in their understanding of educational trends and issues.	NOT APPLICABLE	38. Teachers' knowledge in this school is of a high order with staff being up-to-date in their understanding of educational trends and issues.
39. The school values the role of parents in the educational process.		39. The school values the role of parents in the educational process.
40. The school seeks parents' opinions about educational programs.		40. The school seeks parents' opinions about educational programs.

WORKING RELATIONSHIPS CLUSTER:

This cluster is relevant only to the staff version of the survey. It invites opinion about communication and decision making procedures within the school and about how well the teachers feel they are supported.

PARENT VERSION

NOT APPLICABLE

STUDENT VERSION

NOT APPLICABLE

STAFF VERSION

- 41. This school has effective procedures for meeting the professional needs of its staff.
- 42. Other staff in the school take an active interest in my career development and professional growth.
- 43. I am happy with the quality of feedback on my work performance.
- 44. I feel well informed about issues the school's decision makers are considering.
- 45. This school has effective internal communication.
- 46. Staff at this school have opportunities for input into school decisions.
- 47. Staff at this school have the support of the school's administration in performing their work.
- 48. Staff at this school are recognised for their efforts.
- 49. Teachers frequently discuss and share teaching methods and strategies with each other.

APPENDIX B

PARENT SURVEY



[Insert Principal's letter here]

Principal's letter should include information about:

- the purpose and scope of the survey;
- the use of a random sample (if applicable);
- how the information will be used;
- an assurance that confidentiality and anonymity will be preserved;
- how and where to return the survey;
- return by date;
- incentives to return (if applicable); and
- when and how survey information will be reported.

PARENT SURVEY

To complete this survey, read each of the following statements and indicate, by crossing the appropriate number, the extent to which you agree or disagree with each statement.

Example:

My child likes this school.

Strongly Disagree	Disagree	Agree	Strongly Agree	Unable to comment
1	2	X	4	uc

Through this survey, we hope to find out about the impressions you have formed of our school. If you don't know for sure about an issue, it will still be useful for us to know what you **believe**. For this reason, please use the *unable to comment* option as little as possible.

For parents with more than one child at the school, it may seem appropriate to give varying opinions for some statements. However, please give your impression of the school based upon your experiences with regard to your eldest child at the school.

At the end of this survey, space is provided for you to make written comments about our school.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unable to comment
1. This school is well organised and runs smoothly.	1	2	3	4	uc
2. This school encourages a sense of pride in achievement and a sense of self worth.	1	2	3	4	uc
3. My child enjoys being at school.	1	2	3	4	uc
4. Teachers and students at this school care about each other.	1	2	3	4	uc
5. This school has clear goals and a positive school identity.	1	2	3	4	uc
6. This is a safe and secure school.	1	2	3	4	uc
7. This school does not have a bullying problem.	1	2	3	4	uc
8. This school has high standards of student behaviour.	1	2	3	4	uc
9. The rules and consequences relating to discipline are well understood by both staff and students.	1	2	3	4	uc
10. The rules and consequences relating to discipline are enforced in a consistent manner.	1	2	3	4	uc
11. This school strives for high academic standards.	1	2	3	4	uc

PARENT SURVEY

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unable to comment
12. This school has realistic educational expectations of my child.	1	2	3	4	uc
13. My child receives help from teachers when he/she experiences difficulty learning.	1	2	3	4	uc
14. Teachers at this school are professional, committed and enthusiastic.	1	2	3	4	uc
15. The staff and students at this school respect each other.	1	2	3	4	uc
16. Teachers at this school treat my child fairly.	1	2	3	4	uc
17. My child's teachers provide a stimulating learning environment and make school work interesting and enjoyable.	1	2	3	4	uc
18. My child is encouraged to achieve to the best of his/her ability.	1	2	3	4	uc
19. My child's teachers have a thorough understanding of what they teach.	1	2	3	4	uc
20. There is effective behaviour management in my child's classes.	1	2	3	4	uc
21. Teachers at this school care about how my child is going.	1	2	3	4	uc
22. I receive helpful information about my child's progress and achievement levels.	1	2	3	4	uc
23. I feel well informed about the activities of this school and its students.	1	2	3	4	uc
24. I am informed promptly if my child has a problem.	1	2	3	4	uc
25. The school reports I receive about my child are informative and easy to understand.	1	2	3	4	uc
26. This school's staff are approachable and are willing to talk about my child's progress.	1	2	3	4	uc
27. Staff at this school address my concerns.	1	2	3	4	uc
28. I am given opportunities to have a say about this school.	1	2	3	4	uc
29. This school's goals are consistent with those I have for my child.	1	2	3	4	uc
30. This school assists my child with the development of understandings and skills that he/she will need beyond school.	1	2	3	4	uc
31. At this school my child is able to learn how to solve problems, to question and to make decisions.	1	2	3	4	uc
32. This school assists with the development of my child's personal and social skills.	1	2	3	4	uc
33. This school encourages achievement across a broad range of areas.	1	2	3	4	uc

PARENT SURVEY

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unable to comment
34. This school is meeting the educational needs of my child.	1	2	3	4	uc
35. Teachers at this school motivate my child to want to learn.	1	2	3	4	uc
36. At this school, my child's interests and talents are being developed.	1	2	3	4	uc
37. Overall, I am satisfied with my child's educational progress at this school.	1	2	3	4	uc
38. Teachers' knowledge is of a high order with staff being up-to-date in their understanding of educational trends and issues.	1	2	3	4	uc
39. The school values the role of parents in the educational process.	1	2	3	4	uc
40. The school seeks parents' opinions about educational programs.	1	2	3	4	uc

Gender of your child at this school

 Male
 Female

Year group of your child at this school

<input type="checkbox"/> K-3	<input type="checkbox"/> 4-7	<input type="checkbox"/> 8-10	<input type="checkbox"/> 11-12
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COMMENTS

The **one** aspect I most like about this school is -

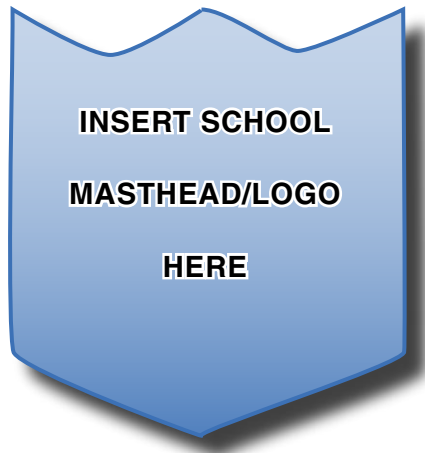
The **one** aspect I would like to see this school improve is -

Other comments.

Thank you.

APPENDIX C

STUDENT SURVEY



[Insert Principal's letter here]

Principal's letter should include information about:

- the purpose and scope of the survey;
- the use of a random sample (if applicable);
- how the information will be used;
- an assurance that confidentiality and anonymity will be preserved;
- how and where to return the survey;
- return by date;
- incentives to return (if applicable); and
- when and how survey information will be reported.

STUDENT SURVEY

To fill-out this survey, read each of the following statements and indicate, by crossing the appropriate number, the extent to which you agree or disagree with each statement.

Example:

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unable to comment
I like this school.	1	2	X	4	uc

Through this survey, we hope to find out about the impressions you have formed of our school. If you don't know for sure about an issue, it will still be useful for us to know what you **believe**. For this reason, please use the *unable to comment* option as little as possible.

At the end of this survey, space is provided for you to make written comments about our school.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unable to comment
1. This school is well organised and runs smoothly.	1	2	3	4	uc
2. This school encourages a sense of pride in achievement and a sense of self worth.	1	2	3	4	uc
3. I enjoy being at school.	1	2	3	4	uc
4. Teachers and students at this school care about each other.	1	2	3	4	uc
5. This school has clear goals and a positive school identity.	1	2	3	4	uc
6. I feel safe and secure at this school.	1	2	3	4	uc
7. This school does not have a bullying problem.	1	2	3	4	uc
8. This school has high standards of student behaviour.	1	2	3	4	uc
9. The school rules are well understood by both staff and students.	1	2	3	4	uc
10. The school rules are enforced in a consistent manner.	1	2	3	4	uc
11. This school strives for high academic standards.	1	2	3	4	uc
12. This school has realistic educational expectations of me.	1	2	3	4	uc

STUDENT SURVEY

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unable to comment
13. I receive help from teachers when I experience difficulty learning.	1	2	3	4	uc
14. Teachers at this school are committed and enthusiastic.	1	2	3	4	uc
15. The staff and students at this school respect each other.	1	2	3	4	uc
16. Teachers at this school treat me fairly.	1	2	3	4	uc
17. Teachers make school work interesting and enjoyable.	1	2	3	4	uc
18. I am encouraged to achieve to the best of my ability.	1	2	3	4	uc
19. My teachers have a good understanding of what they teach.	1	2	3	4	uc
20. Teachers deal quickly with disruptions caused by students in class.	1	2	3	4	uc
21. My teachers care about how I am going.	1	2	3	4	uc
22. My parents and I receive helpful information about my progress and achievement levels.	1	2	3	4	uc
23. My parents and I are kept informed about the activities of this school and its students.	1	2	3	4	uc
24. My parents are informed promptly if I have a problem.	1	2	3	4	uc
25. The school reports my parents and I receive are informative and easy to understand.	1	2	3	4	uc
26. Staff are approachable and are willing to talk about my progress.	1	2	3	4	uc
27. Staff at this school listen and act on my concerns.	1	2	3	4	uc
28. I am given opportunities to have a say about this school.	1	2	3	4	uc
29. This school's goals are consistent with those my parents have for me.	1	2	3	4	uc
30. This school assists me with the development of understandings and skills that I will need beyond school.	1	2	3	4	uc
31. At this school I am able to learn how to solve problems, to question and to make decisions.	1	2	3	4	uc
32. This school assists me with the development of my personal and social skills.	1	2	3	4	uc
33. This school encourages achievement across a broad range of areas.	1	2	3	4	uc

STUDENT SURVEY

34. This school is meeting my educational needs.
35. Teachers at this school motivate me to want to learn.
36. At this school, my interests and talents are being developed.
37. Overall, I am satisfied with my progress at this school.

Strongly Disagree	Disagree	Agree	Strongly Agree	Unable to comment
1	2	3	4	uc
1	2	3	4	uc
1	2	3	4	uc
1	2	3	4	uc

Gender of your child at this school

 Male

 Female

What is your school year group?

6	7	8	9	10	11	12
---	---	---	---	----	----	----

COMMENTS

The **one** aspect I most like about this school is -

The **one** aspect I would like to see this school improve is -

Other comments.

Thank you.

APPENDIX D

STAFF SURVEY



[Insert Principal's letter here]

Principal's letter should include information about:

- the purpose and scope of the survey;
- the use of a random sample (if applicable);
- how the information will be used;
- an assurance that confidentiality and anonymity will be preserved;
- how and where to return the survey;
- return by date;
- incentives to return (if applicable); and
- when and how survey information will be reported.

STAFF SURVEY

To fill-out this survey, read each of the following statements and indicate, by crossing the appropriate number, the extent to which you agree or disagree with each statement.

Example:

I like this school.

Strongly Disagree	Disagree	Agree	Strongly Agree	Unable to comment
1	2	X	4	uc

Through this survey, we hope to find out about the impressions you have formed of our school. If you don't know for sure about an issue, it will still be useful for us to know what you **think**. For this reason, please use the *unable to comment* option as little as possible.

At the end of this survey, space is provided for you to make written comments about our school.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unable to comment
1. This school is well organised and runs smoothly.	1	2	3	4	uc
2. This school encourages a sense of pride in achievement and a sense of self worth.	1	2	3	4	uc
3. Students enjoy being at this school.	1	2	3	4	uc
4. Teachers and students at this school care about each other.	1	2	3	4	uc
5. This school has clear goals and a positive school identity.	1	2	3	4	uc
6. This is a safe and secure school.	1	2	3	4	uc
7. This school does not have a bullying problem.	1	2	3	4	uc
8. This school has high standards of student behaviour.	1	2	3	4	uc
9. The rules and consequences relating to discipline are well understood by both staff and students.	1	2	3	4	uc
10. The rules and consequences relating to discipline are enforced in a consistent manner.	1	2	3	4	uc
11. This school strives for high academic standards.	1	2	3	4	uc
12. This school has realistic educational expectations of the students.	1	2	3	4	uc
13. Students receive help from teachers when they experience difficulty learning.	1	2	3	4	uc
14. Teachers at this school are professional, committed and enthusiastic.	1	2	3	4	uc
15. The staff and students at this school respect each other.	1	2	3	4	uc
16. Teachers at this school treat students fairly.	1	2	3	4	uc

STAFF SURVEY

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unable to comment
17. Teachers at this school provide a stimulating learning environment and make school work interesting and enjoyable.	1	2	3	4	uc
18. Students at this school are encouraged to achieve to the best of their ability.	1	2	3	4	uc
19. Teachers at this school have a thorough understanding of what they teach.	1	2	3	4	uc
20. There is effective behaviour management in classes at this school.	1	2	3	4	uc
21. Teachers at this school care about how their students are going.	1	2	3	4	uc
22. Parents are kept well informed about their child's progress and achievement levels.	1	2	3	4	uc
23. Parents are kept informed about the activities of this school and its students.	1	2	3	4	uc
24. Parents are informed promptly if their child has a problem.	1	2	3	4	uc
25. Individual student reports are informative and easy to understand.	1	2	3	4	uc
26. This school's staff are approachable and are willing to talk about students' progress.	1	2	3	4	uc
27. Staff at this school address any concerns of parents and students.	1	2	3	4	uc
28. Parents and students are given opportunities to have a say about this school.	1	2	3	4	uc
29. The goals of this school are consistent with those of the families that send their children here.	1	2	3	4	uc
30. This school assists students with the development of understandings and skills that they will need beyond school.	1	2	3	4	uc
31. At this school students are able to learn how to solve problems, to question and to make decisions.	1	2	3	4	uc
32. This school assists students with the development of their personal and social skills.	1	2	3	4	uc
33. This school encourages achievement across a broad range of areas.	1	2	3	4	uc
34. This school is meeting the educational needs of its students.	1	2	3	4	uc
35. Teachers at this school motivate the students to want to learn.	1	2	3	4	uc
36. The interests and talents of students at this school are being developed.	1	2	3	4	uc
37. Overall, I am satisfied with the educational progress of students at this school.	1	2	3	4	uc
38. Teachers' knowledge in this school is of a high order with staff being up-to-date in their understanding of educational trends and issues.	1	2	3	4	uc

STAFF SURVEY

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unable to comment
39. This school values the role of parents in the educational process.	1	2	3	4	uc
40. This school seeks parents' opinions about educational programs.	1	2	3	4	uc
41. This school has effective procedures for meeting the professional needs of its staff.	1	2	3	4	uc
42. Other staff in the school take an active interest in my career development and professional growth.	1	2	3	4	uc
43. I am happy with the quality of feedback on my work performance.	1	2	3	4	uc
44. I feel well informed about issues the school's decision makers are considering.	1	2	3	4	uc
45. This school has effective internal communication.	1	2	3	4	uc
46. Staff at this school have opportunities for input into school decisions.	1	2	3	4	uc
47. Staff at this school have the support of the school's administration in performing their work.	1	2	3	4	uc
48. Staff at this school are recognised for their efforts.	1	2	3	4	uc
49. Teachers frequently discuss and share teaching methods and strategies with each other.	1	2	3	4	uc

COMMENTS

The **one** aspect I most like about this school is -

The **one** aspect I would like to see this school improve is -

Other comments.

Thank you.

APPENDIX E

PUTTING TOGETHER A RANDOM SAMPLE

(adapted with permission from Monitoring Parent Opinion User Guide. Victorian Directorate of School Education, March 1995)

The rationale behind sampling is that it is more economical and can be more reliable than administering the survey to everyone in the target group. Sampling enables schools to use a small group of parents (or students or staff) to reflect the opinions of the whole parent (or student or staff) body.

A *random* sample is one in which any individual is as likely as any other to be included.

To generate a random sample, you must first decide how many individuals you want to include in the sample. This will enable you to calculate what proportion of the whole group you need to select.

1. Consider the number of surveys you want to administer and collate. Refer to the two scenarios described on page 3. While a large sample might make you feel more confident about your findings, collecting and analysing surveys from a large sample will take a lot of time. Small samples are relatively easy to manage but, for statistical reasons, the number of individuals included in the sample should not be less than 35.
2. When you have decided how many individuals to include in your sample, calculate what proportion of the whole group this number represents, then round this proportion up or down to a comfortable figure.

Example: A school with a parent body totalling 156 families has decided to administer about 40 surveys. This represents 25.6% of the parent body, a proportion that would sensibly be rounded to 25%; a “25% sample” will yield a sample group of 39 families which is above the recommended limit.

This calculation may not lead to a comfortable proportion with which to work. For instance, if your calculation suggests a “15% sample”, decide whether you want to select one in every six individuals (which will yield a 17% sample) or one in every seven (which will yield a 14% sample). Two further examples: for a “60% sample” take the first 3 in every 5 people; for an “80% sample” exclude 1 in every 5 people (or simply survey everyone).

Based on the proportion you have calculated, follow the steps outlined below to generate your sample. The example here will yield a “25% sample”, ie: 1 person in every 4 will be selected.

3. Make up a school list by putting all your class lists in order (K-7, 8-12 or whatever).
4. From a hat, pick a number from 1 to 4 (for a 25% sample). This randomly selects the starting number. If you are generating a “20% sample” your starting number will be from 1 to 5; for a “5% sample” it will be from 1 to 20, etc.

Let us say for this example, the number picked from a hat was 3; our starting number will be 3.

- From the top of your school list, count down to the person at the position of your starting number. This person (or this person's family) becomes the first member of your sample group.

Example: the starting number is 3 so the first person selected appears at position 3 on the list. Thereafter, every 4th person is selected to generate a 25% random sample.

School List	Year 1s
	Abrahams, K
	Angus, O
	Black, M
	Dexter, L
	Fan, L
	Friesema, H
	Goerke, T
	Hardisty, D
	Kwiatkowski, R
	Lim, N
	Neal, R

- Take every 4th person that appears on the remainder of the school list; this will generate our 25% sample. For a "20% sample" take every 5th person, for a "5% sample" take every 20th person, and so on. Each person selected must be included in the sample.
- When you are generating a sample of the parent body and a second student from the same family is selected (ie: an older or younger sibling), skip this student and select the next name on the list, then proceed as before selecting every fourth person (for our example) until the end.

Stratified random sampling

If you want to compare one group within the school with another group (for example, the views held by year 10 students compared with those held by year 12 students, or to compare the views of Aboriginal parents with those of non-Aboriginal parents) it will be necessary to generate separate sub-samples for each group. This is called stratified random sampling.

It must be borne in mind that the minimum of individuals in each sub-sample is 35.

Stratified random sampling involves all the steps described above, the difference being that you need a separate school list for each sub-sample you want to generate. If you want to compare the views of Aboriginal parents with those of non-Aboriginal parents, put all the students of Aboriginal descent in one school sub-list (in alphabetical order and year group as before), and all the students of non-Aboriginal descent in a second corresponding school sub-list.

If one of the sub-lists is small, it may be necessary to select all individuals on the small list and to take a random sample from longer sub-lists.

Combining stratified sub-samples to form a whole school sample is complex and not valid unless done properly; it is recommended that advice be sought before attempting to do so.

APPENDIX F

WHAT IF SOME OF THE PEOPLE IN OUR SAMPLE DO NOT READ ENGLISH?

Schools may know in advance that some members in the sample do not read English.

For the results of the survey to be **representative**, it is important that every effort is made to overcome this barrier.

Culturally and linguistically different background

If several speakers of the same language are selected in the sample, the school could arrange for an interpreter to meet with the relevant group members and assist with completion of the survey. In the metropolitan area, an interpreter call out service is available. This service costs approximately \$77 an hour. This cost is incurred by the Department and not by the individual school using the service.

For advice about how to access onsite interpreters, contact the ESL Resource Centre (phone (08) 9383 1122).

If only one or two speakers of a particular language are selected in the survey sample, the school could also make use of the telephone interpreter service. For further information about this service, contact the ESL support services cited above.

Aboriginal background

Many members of the Aboriginal community will have no difficulty completing this survey.

For a range of cultural and linguistic reasons, many others will have a great deal of difficulty.

Where difficulties are anticipated, Aboriginal and Islander Education Officers (AIEO's) (where available) and/or the District's Aboriginal Liaison Officer will be able to advise schools and assist Aboriginal members of the sample group to complete the survey.

Literacy as a Barrier

This survey may represent a significant challenge to the literacy skills of some parents and students. Limited literacy should be considered as a possible explanation for non-return of the survey.

APPENDIX G

DATA COLLATION SHEETS

DATA COLLATION SHEET

MAIN TALLY TABLE

ITEM	Strongly Agree 4			Agree 3			Disagree 2			Strongly Disagree 1			Item Totals			Unable to comment	
	tally ₄	n ₄	s ₄	tally ₃	n ₃	s ₃	tally ₂	n ₂	s ₂	tally ₁	n ₁	s ₁	n _{total}	s _{total}	mean	tally _{uc}	n _{uc}
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
13																	
14																	
15																	
16																	
17																	
18																	
19																	
20																	
21																	
22																	
23																	
24																	
25																	

DATA COLLATION SHEET

MAIN TALLY TABLE

ITEM	Strongly Agree 4			Agree 3			Disagree 2			Strongly Disagree 1			Item Totals			Unable to comment	
	tally ₄	n ₄	s ₄	tally ₃	n ₃	s ₃	tally ₂	n ₂	s ₂	tally ₁	n ₁	s ₁	n _{total}	s _{total}	mean	tally _{uc}	n _{uc}
26																	
27																	
28																	
29																	
30																	
31																	
32																	
33																	
34																	
35																	
36																	
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39																	
40																	
41																	
42																	
43																	
44																	
45																	
46																	
47																	
48																	
49																	

RESPONSE PROPORTIONS TABLE

ITEM	n _{sample}	AGREE		DISAGREE		Unable to comment	
		n _{agree}	% _{agree}	n _{disagree}	% _{disagree}	n _{uc}	% _{uc}
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							

RESPONSE PROPORTIONS TABLE

ITEM	n _{sample}	AGREE		DISAGREE		Unable to comment	
		n _{agree}	% _{agree}	n _{disagree}	% _{disagree}	n _{uc}	% _{uc}
26							
27							
28							
29							
30							
31							
32							
33							
34							
35							
36							
37							
38							
39							
40							
41							
42							
43							
44							
45							
46							
47							
48							
49							

OPEN RESPONSE TALLY TABLE

ISSUES	POSITIVE		NEGATIVE	
	tally _{+ve}	n _{+ve}	tally _{-ve}	n _{-ve}
staff - professional/dedicated/caring/approachable				
teacher-parent communication				
school and/or staff continuity and stability				
range of choices				
school uniform				
parent participation encouraged/received				
facilities				
physical environment				
canteen				
student behaviour				
curriculum extension				
general curriculum - continuity/uniformity				
specific curriculum - basics				
public recognition of student achievement				
homework policy (clarity and adequacy)				
no comment				

FORMULAE

$$s_1 = 1 \times n_1 \quad s_2 = 2 \times n_2 \quad s_3 = 3 \times n_3 \quad s_4 = 4 \times n_4$$

$$n_{\text{total}} = n_1 + n_2 + n_3 + n_4 \quad s_{\text{total}} = s_1 + s_2 + s_3 + s_4$$

$$\text{mean} = s_{\text{total}} / n_{\text{total}}$$

$$n_{\text{sample}} = n_{\text{total}} + n_{\text{uc}}$$

$$n_{\text{disagree}} = n_1 + n_2 \quad n_{\text{agree}} = n_3 + n_4$$

$$\%_{\text{disagree}} = 1100 (n_{\text{disagree}} / n_{\text{sample}})$$

$$\%_{\text{agree}} = 100 (n_{\text{agree}} / n_{\text{sample}})$$

$$\%_{\text{uc}} = (n_{\text{uc}} / n_{\text{sample}}) \times 100$$

APPENDIX H

SURVEYING THE SCHOOL COMMUNITY WEBSITE

Available to download from our website ([http://www.eddept.wa.edu.au/accountability/Surveying School Community.html](http://www.eddept.wa.edu.au/accountability/Surveying_School_Community.html)) are:

- three versions of the survey (one each for parents, students and staff) in Microsoft Word™; and
- a Microsoft Excel™ spreadsheet package designed to help with data collation and the generation of graphs.

Saving files after downloading

Go to **Explorer** and create a new folder in C Drive (or another suitable drive). The name you give this folder could be “**school surveys**”. Download the required files from the website and save them into the folder previously created.

The resulting copies of **ParentSurvey.doc**, **StudentSurvey.doc** and **StaffSurvey.doc** on C drive are the parent, student and staff versions of the survey respectively. These copies should be used to customise the survey where schools so choose.

The resulting copy of **SchoolSurvey.xls** on C drive is the spreadsheet package that should be used to assist with data collation.

Survey documents in Microsoft Word™

Each version of the survey is provided in Microsoft Word™. The parent survey is **ParentSurvey.doc**, the student survey is **StudentSurvey.doc** and the staff survey is **StaffSurvey.doc**.

Customisation may amount simply to adding the school's name and logo and printing a clean copy (rather than photocopying the survey provided in Appendices B, C and D). Alternatively, customisation may be more substantial: deleting items, reformatting the layout, adding some of the school's own items, etc.

Collation spreadsheet package in Microsoft Excel™

To use the spreadsheet package, it will be necessary for schools to have access to Microsoft Excel™ **and the expertise to use it**. If such access and expertise is not available, the school will need to use the “by hand” collation steps set out on pages 7 to 12.

The following instructions are not intended for beginners: they assume that the user is familiar with Microsoft Excel™.

1. An overview of the spreadsheet package

The spreadsheet package is called **SchoolSurvey.xls**. It consists of eleven worksheets:

- three for data entry purposes – one each for Parent, Student and Staff data (each labelled accordingly);
- one for printing the various graphs – called Print Graphs;
- one for formatting the data ready for graphing – called Graph Data;
- five for the graphs – one each for Graphs Means, Graphs Proportions, Graphs-Summary-Parents, Graphs-Summary-Students and Graphs-Summary-Staff; and
- one for the print macros – Module1.

The package has been designed so that, in normal use, only four of these worksheets appear on the screen: the three data entry worksheets and the Print Graphs worksheet. The remaining seven worksheets have been hidden because accidental changes to those sheets could result in problems with the graphs or calculations. Also, the package is easier to use if these sheets are not visible and cluttering the screen. If users want to look at any of the hidden sheets, click Format, Sheet, Unhide, then select the required sheet/s to unhide and click OK. To hide sheets, select the sheet/s to be hidden then click Format, Sheet and Hide.

2. Use of the spreadsheet package

To use the **SchoolSurvey.xls** spreadsheet, it is first necessary to take a frequency tally from all returned surveys. The spreadsheet is designed to receive the **n_4 , n_3 , n_2 , and n_1** data that are derived through steps 1.1 and 1.2 of the collation instructions (see pages 8 and 9).

Once frequency tallies have been taken, data can be entered into SchoolSurvey.xls at the appropriate worksheet: parent worksheet, student worksheet or staff worksheet. In each case, enter the number of respondents into the yellow cell at the top of the worksheet and the tally data (ie **n_4 , n_3 , n_2 , and n_1** for each item) into the columns of cells highlighted in yellow. It is not necessary to enter **n_{uc}** – the spreadsheet will calculate this for you. If your **n_{uc}** differs from that calculated by the spreadsheet, a tallying or data entry error has occurred.

On the basis of the data you enter, the spreadsheet will perform all necessary calculations and write the results into appropriate white cells. **Do not type in the white cells.**

3. What the SchoolSurvey.xls spreadsheet will do

Once the frequency data has been entered for each item and for each version of the survey administered, the SchoolSurvey.xls spreadsheet will:

- calculate the mean score for each item (for each group surveyed);
- calculate the proportion of agreement and disagreement for each item (for each group surveyed);
- generate and print graphs which illustrate, for each item the mean scores derived from each group, the proportion of agreement and disagreement expressed by each group; and
- generate and print graphs which illustrate, for each group mean scores and the proportion of agreement/disagreement across all items in the survey. Note that two styles of this graph will be provided.

Graphs can be printed by selecting the **Print Graphs** worksheet and clicking on the appropriate button.

The Parent, Student or Staff worksheets can be printed by selecting the required worksheet and clicking the printer icon at the top of the screen.