

Parent and Caregiver Voice: PaCS

Notre Dame Catholic Primary School, Cloverdale WA 6105

Feedback for 2022

85 participants completed the survey

NSI CEWA Parent & Caregiver Voice (PaCS) (#894)
Survey closed on 31-05-2022

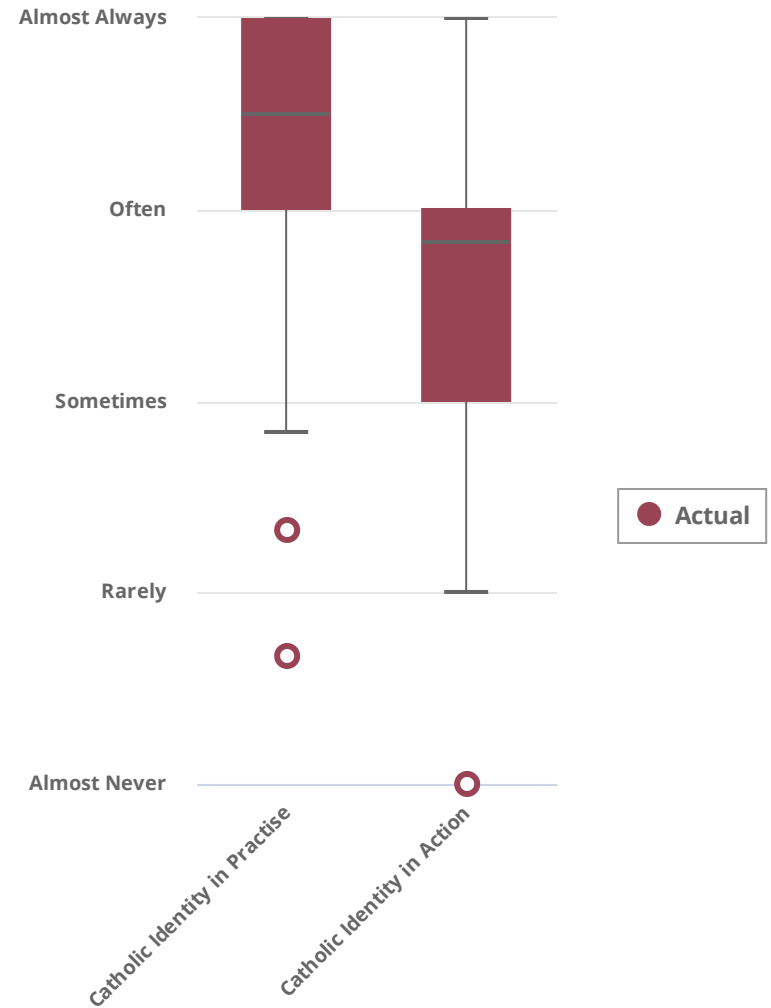
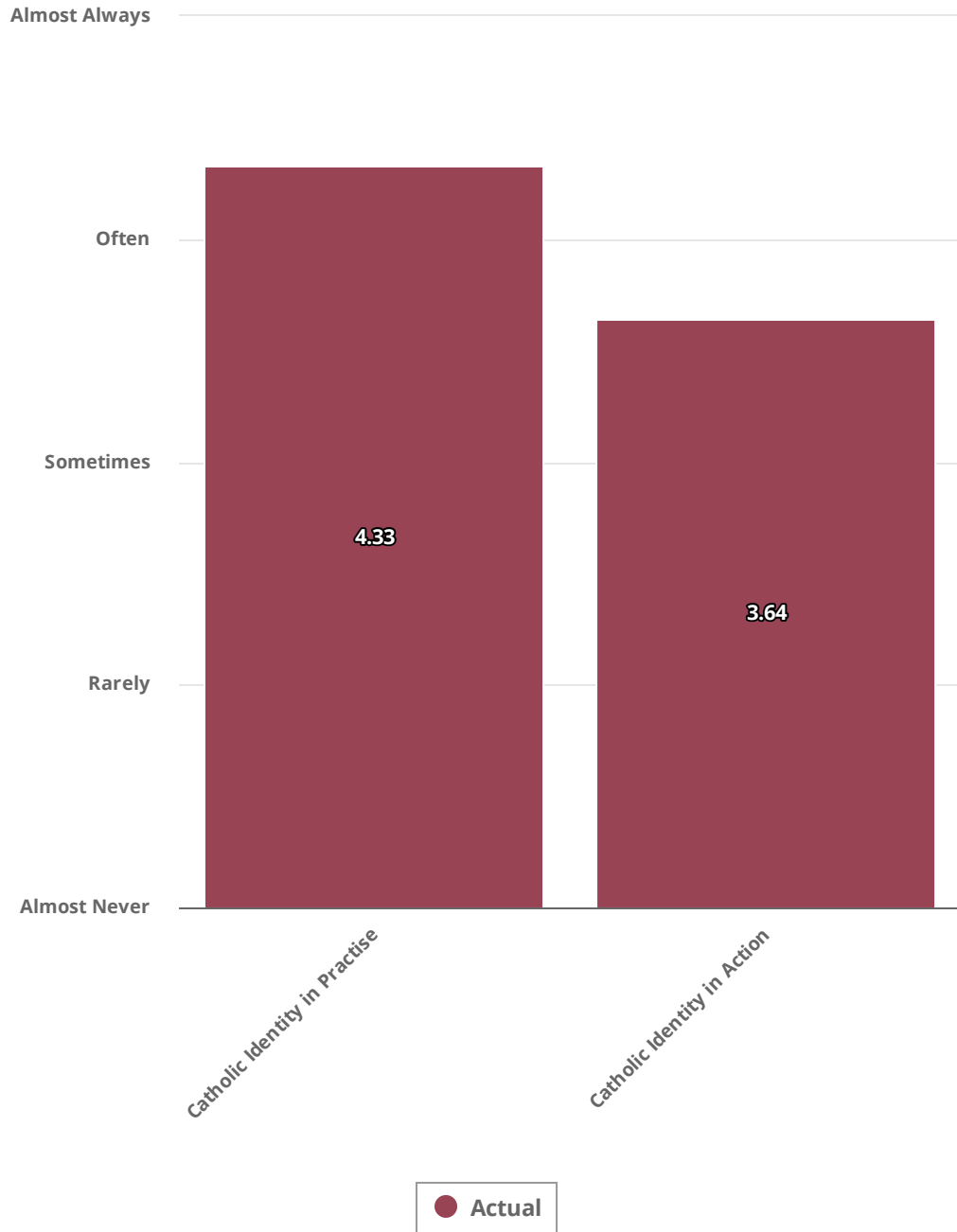
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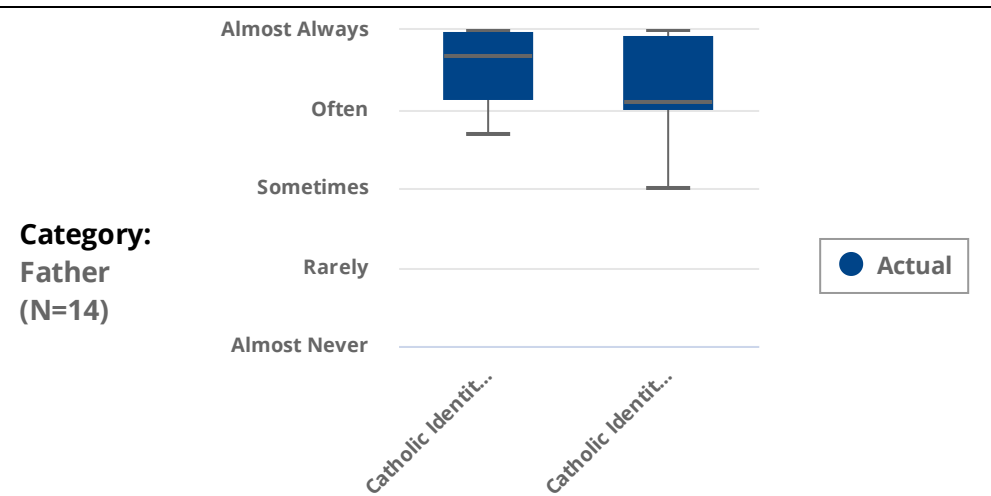
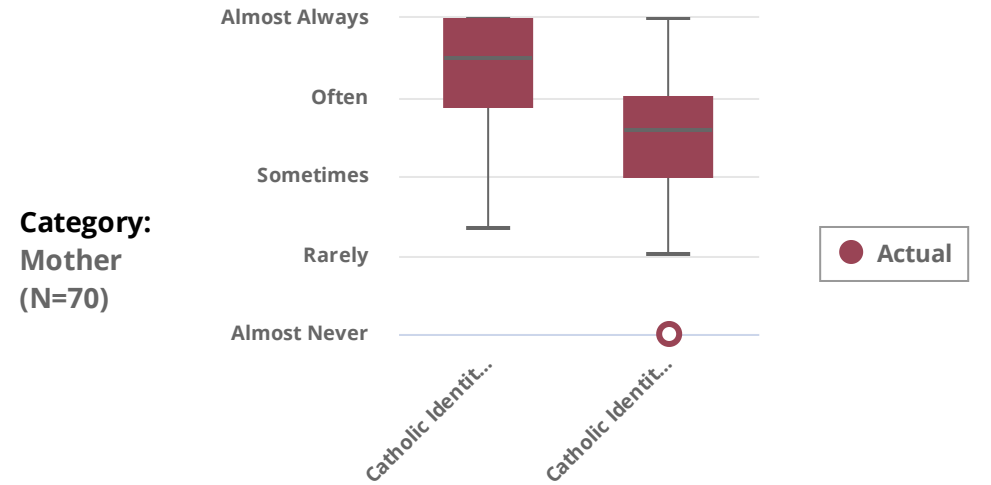
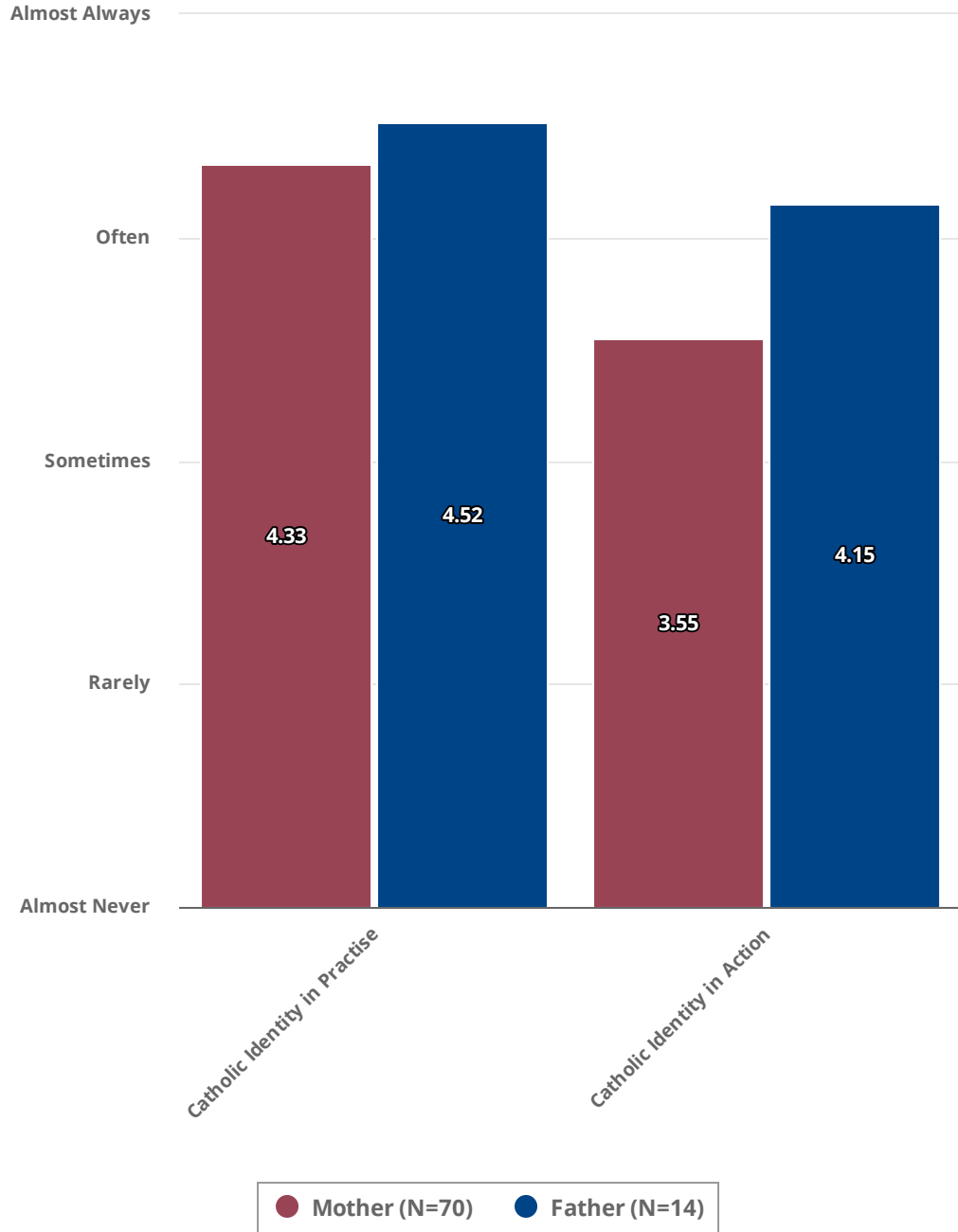
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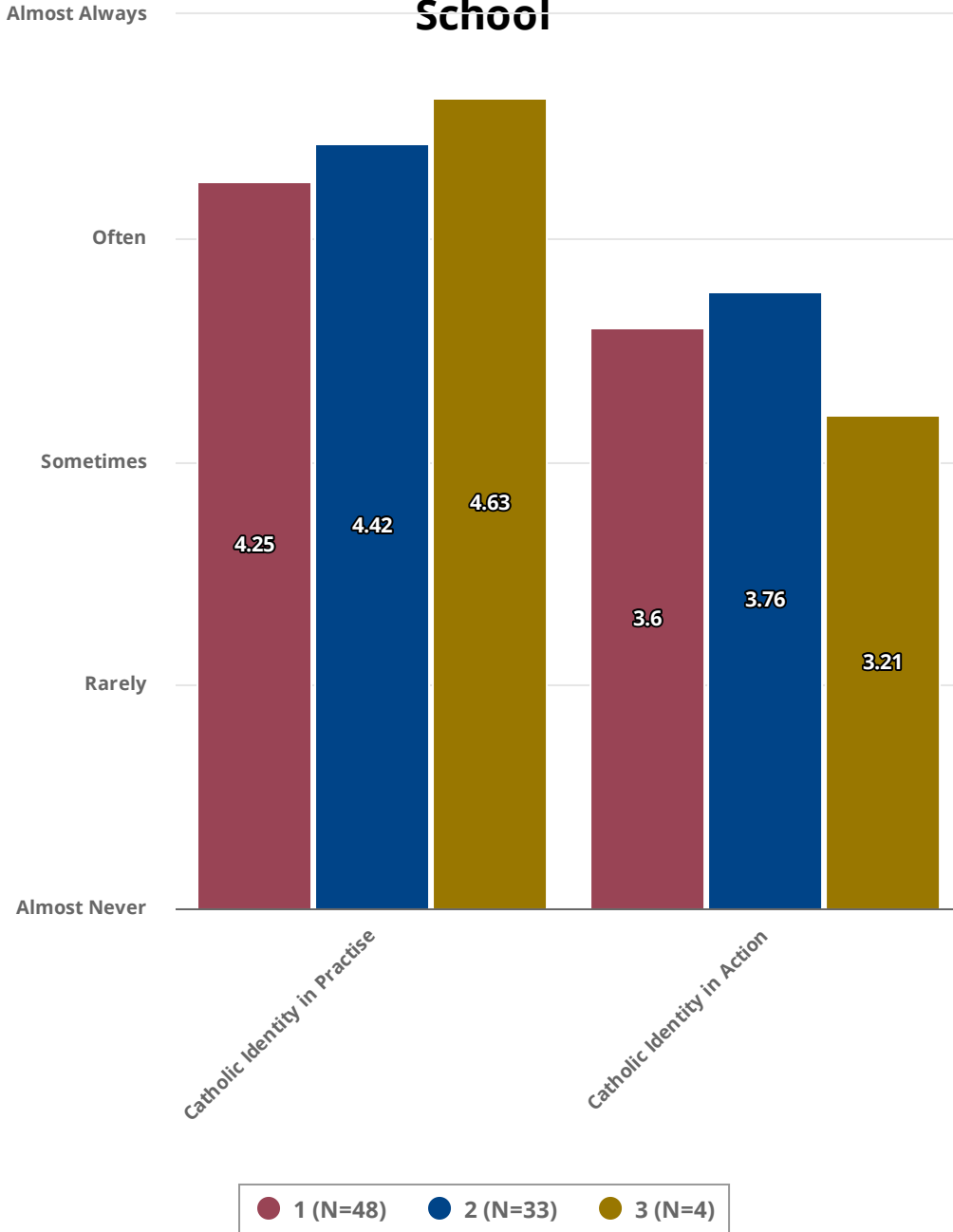
Catholic Identity



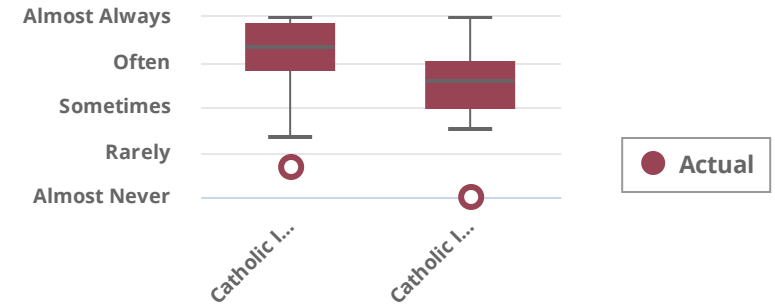
Catholic Identity: By Parenting Role



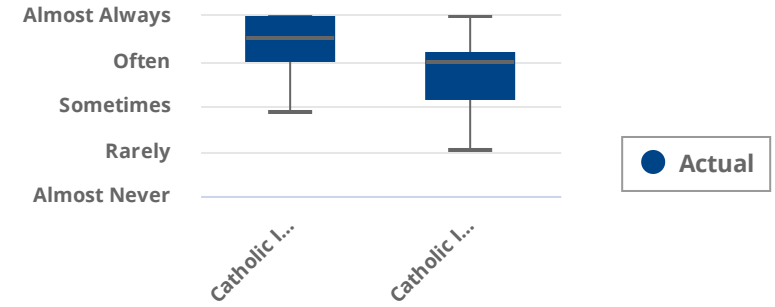
Catholic Identity: By Number of Children at the School



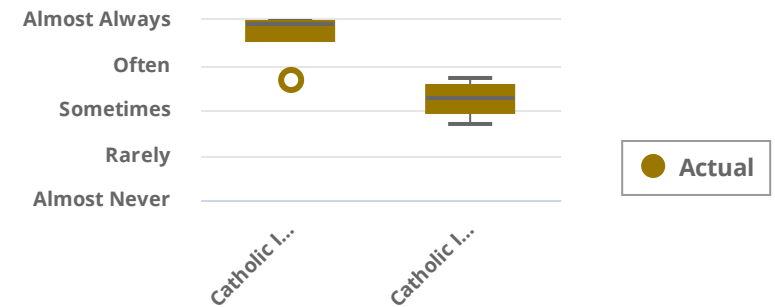
Category: 1 (N=48)



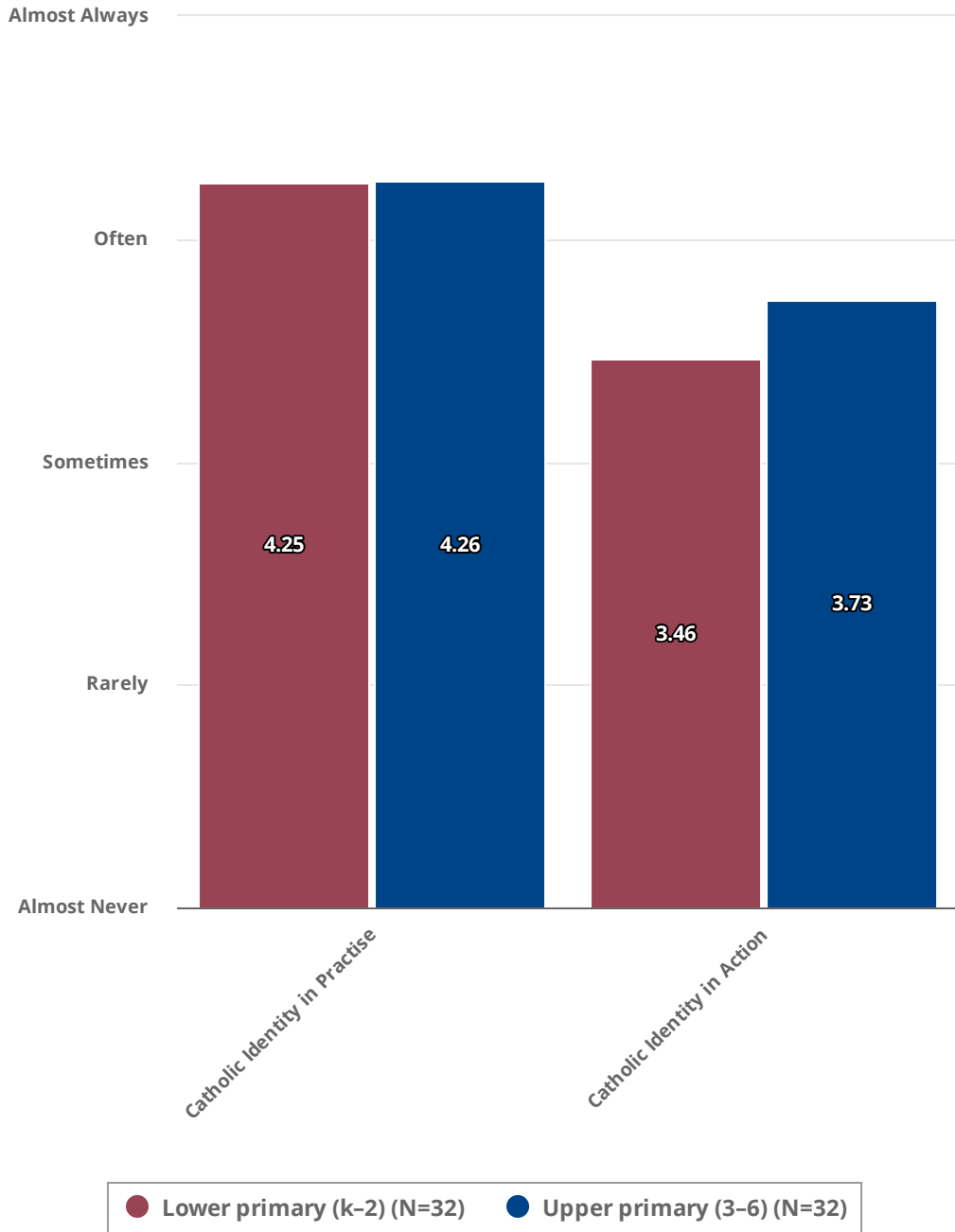
Category: 2 (N=33)



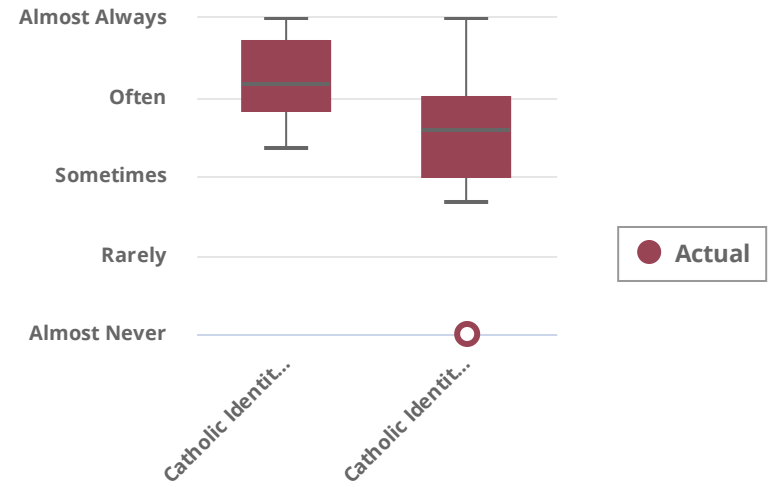
Category: 3 (N=4)



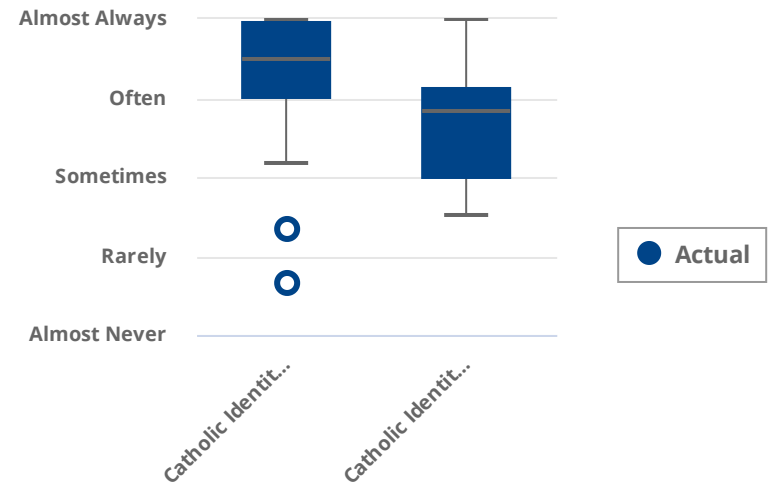
Catholic Identity: By School Level



Category:
Lower primary (k-2) (N=32)



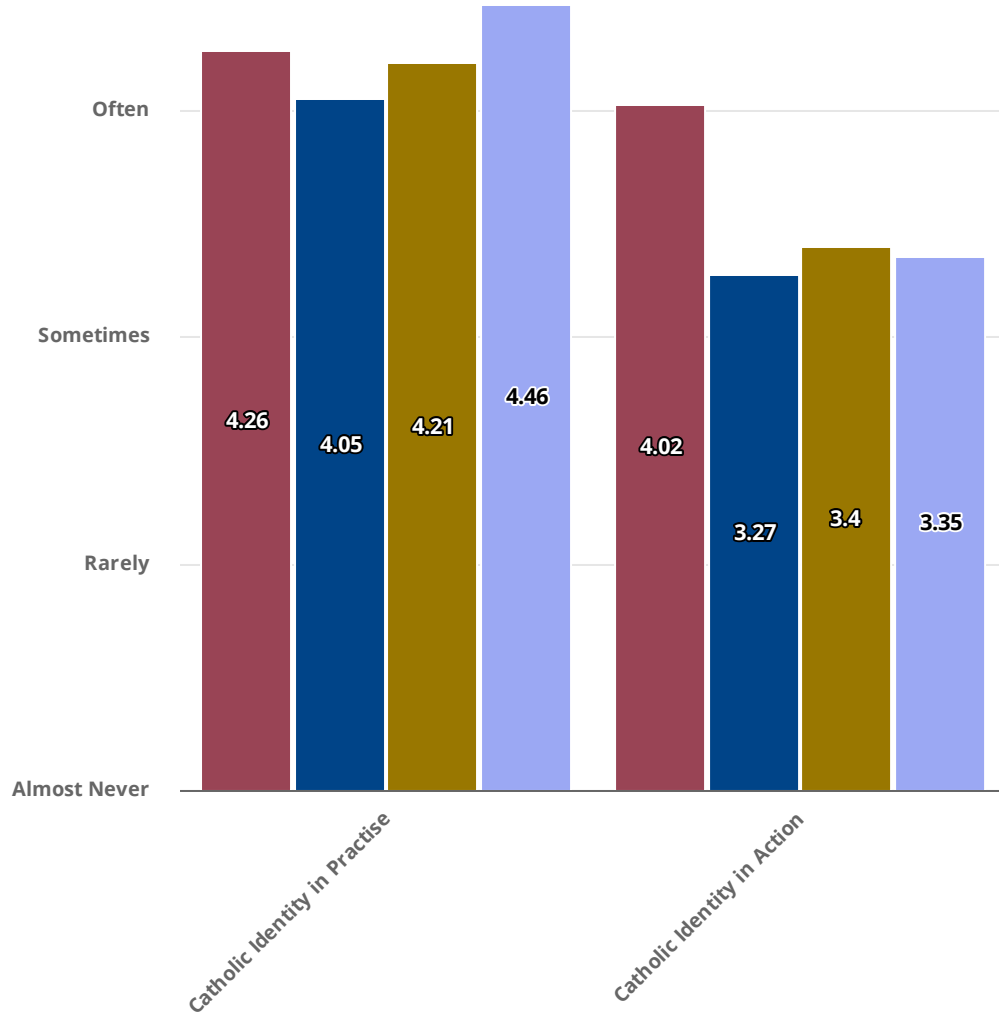
Category:
Upper primary (3-6) (N=32)



Catholic Identity: By Year Level - Lower

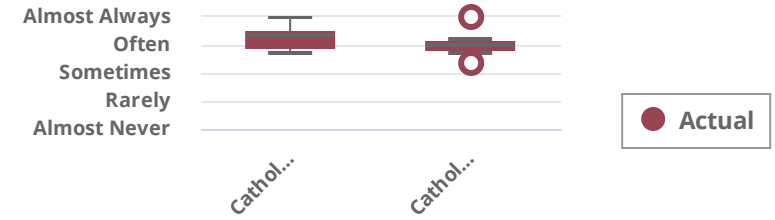
Almost Always

Primary

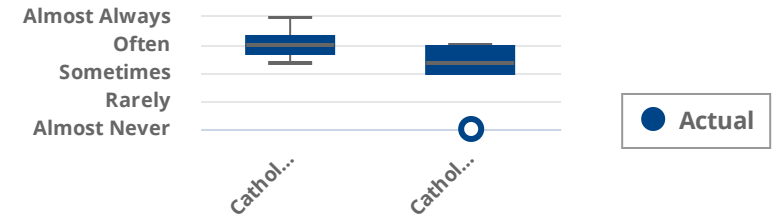


● Kindergarten (N=7)
 ● Pre-primary (N=10)
 ● Yr 1 (N=7)
 ● Yr 2 (N=8)

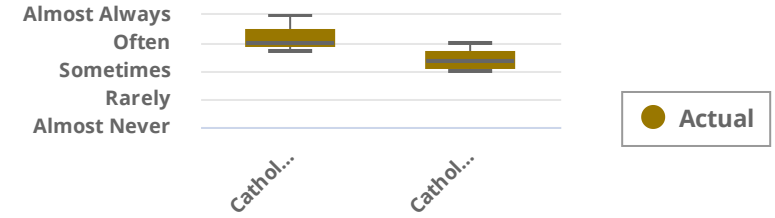
Category:
 Kindergarten
 (N=7)



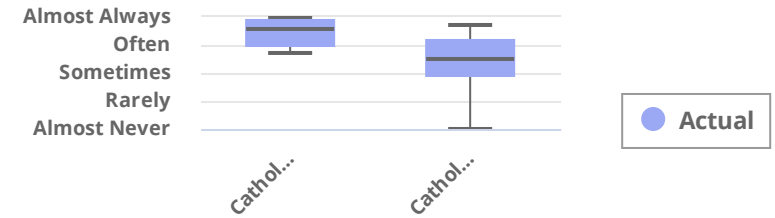
Category:
 Pre-
 primary
 (N=10)



Category:
 Yr 1 (N=7)



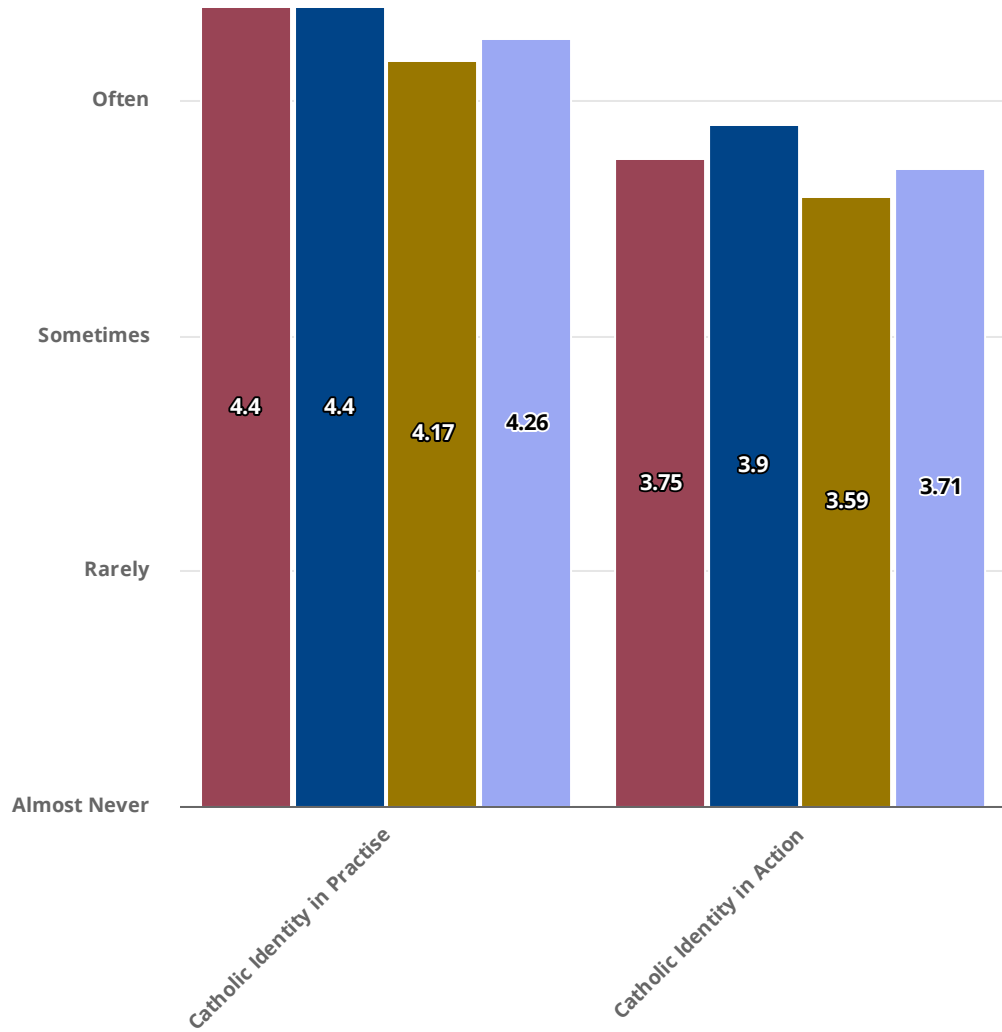
Category:
 Yr 2 (N=8)



Catholic Identity: By Year Level - Upper Primary

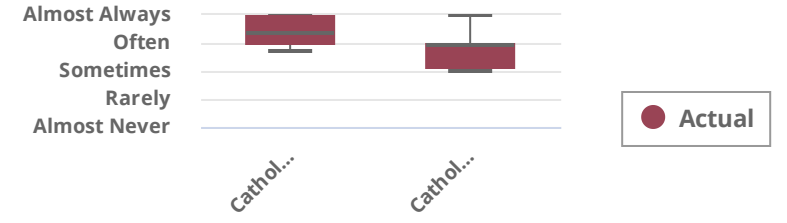
Almost Always

Primary

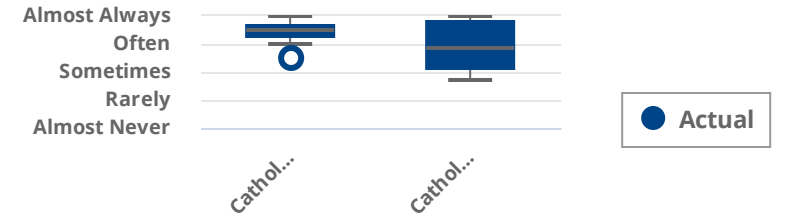


● Yr 3 (N=10)
 ● Yr 4 (N=7)
 ● Yr 5 (N=9)
 ● Yr 6 (N=7)

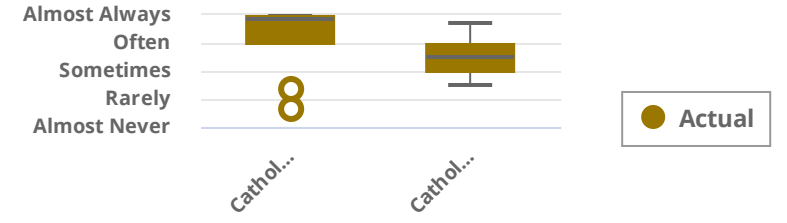
Category:
Yr 3 (N=10)



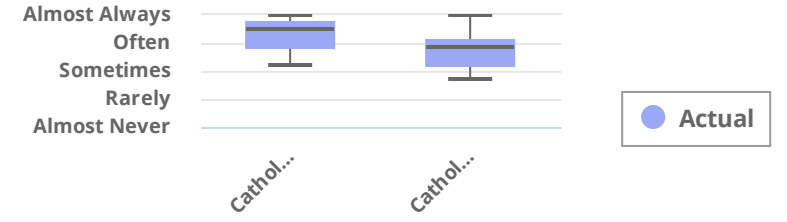
Category:
Yr 4 (N=7)



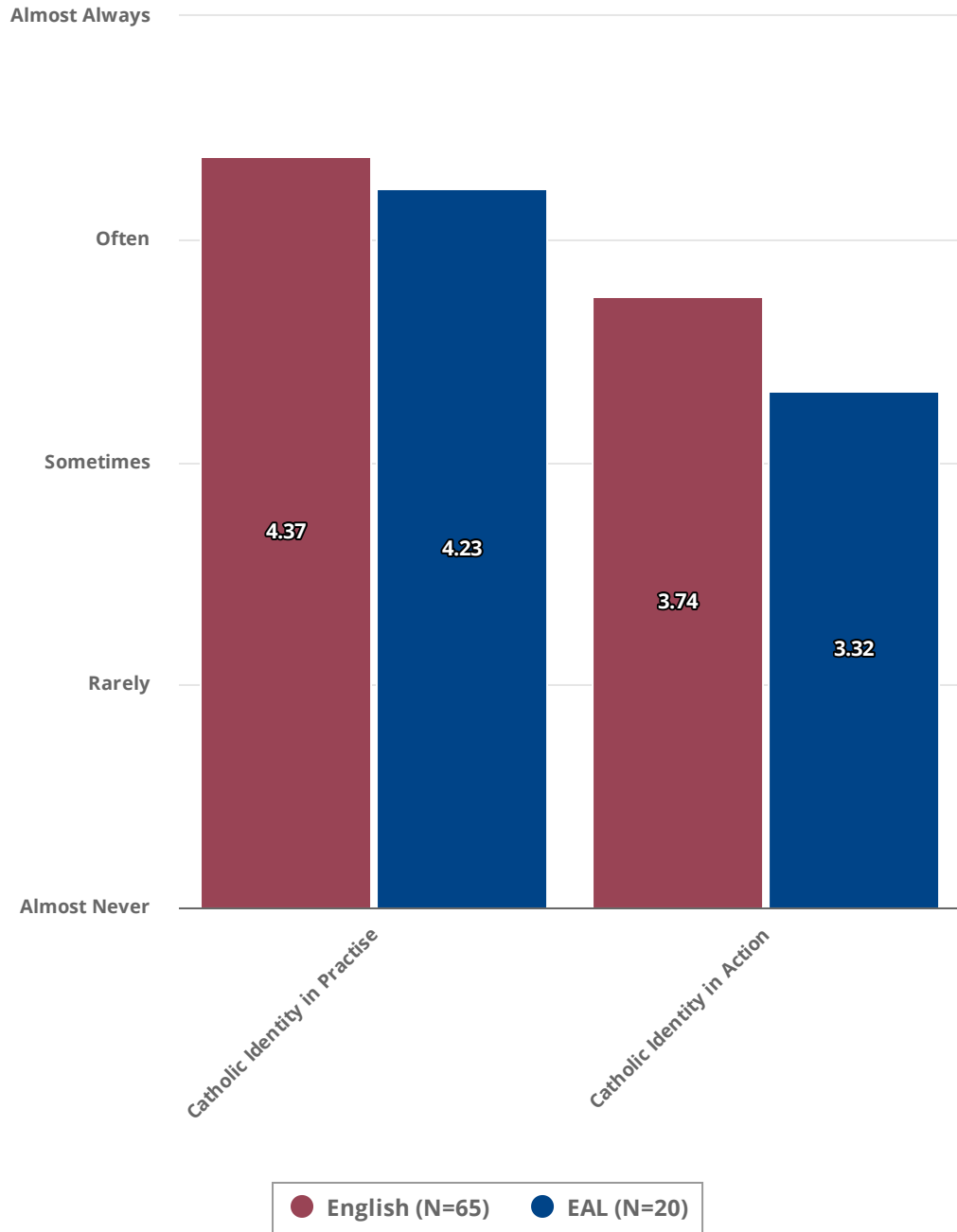
Category:
Yr 5 (N=9)



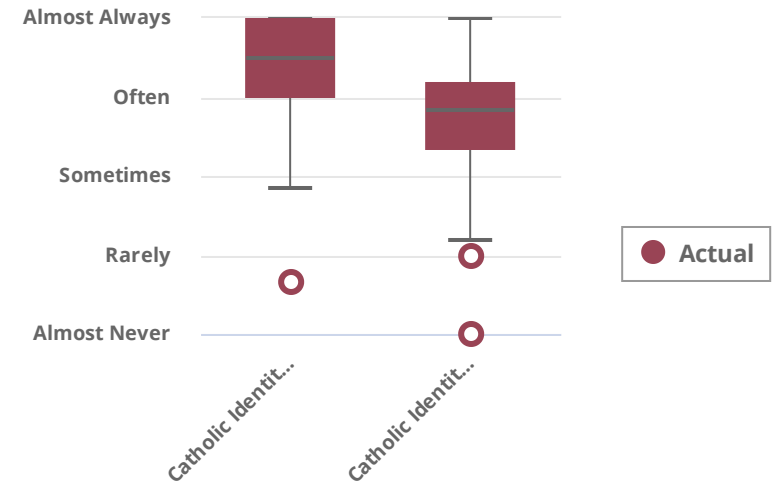
Category:
Yr 6 (N=7)



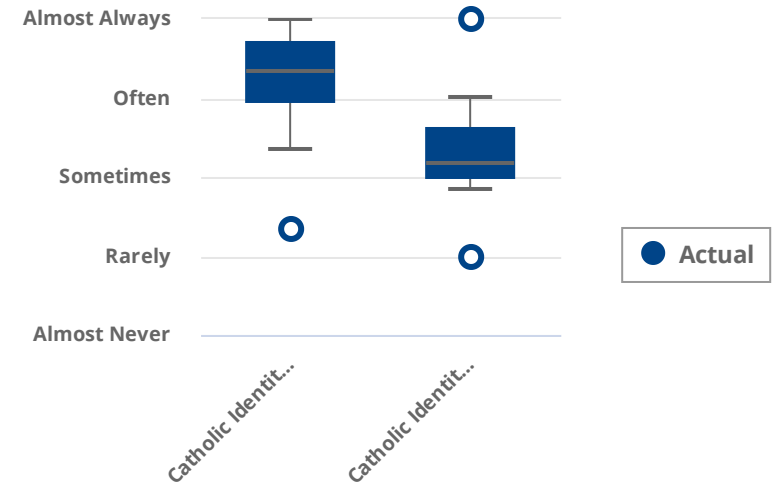
Catholic Identity: By Language



Category: English (N=65)

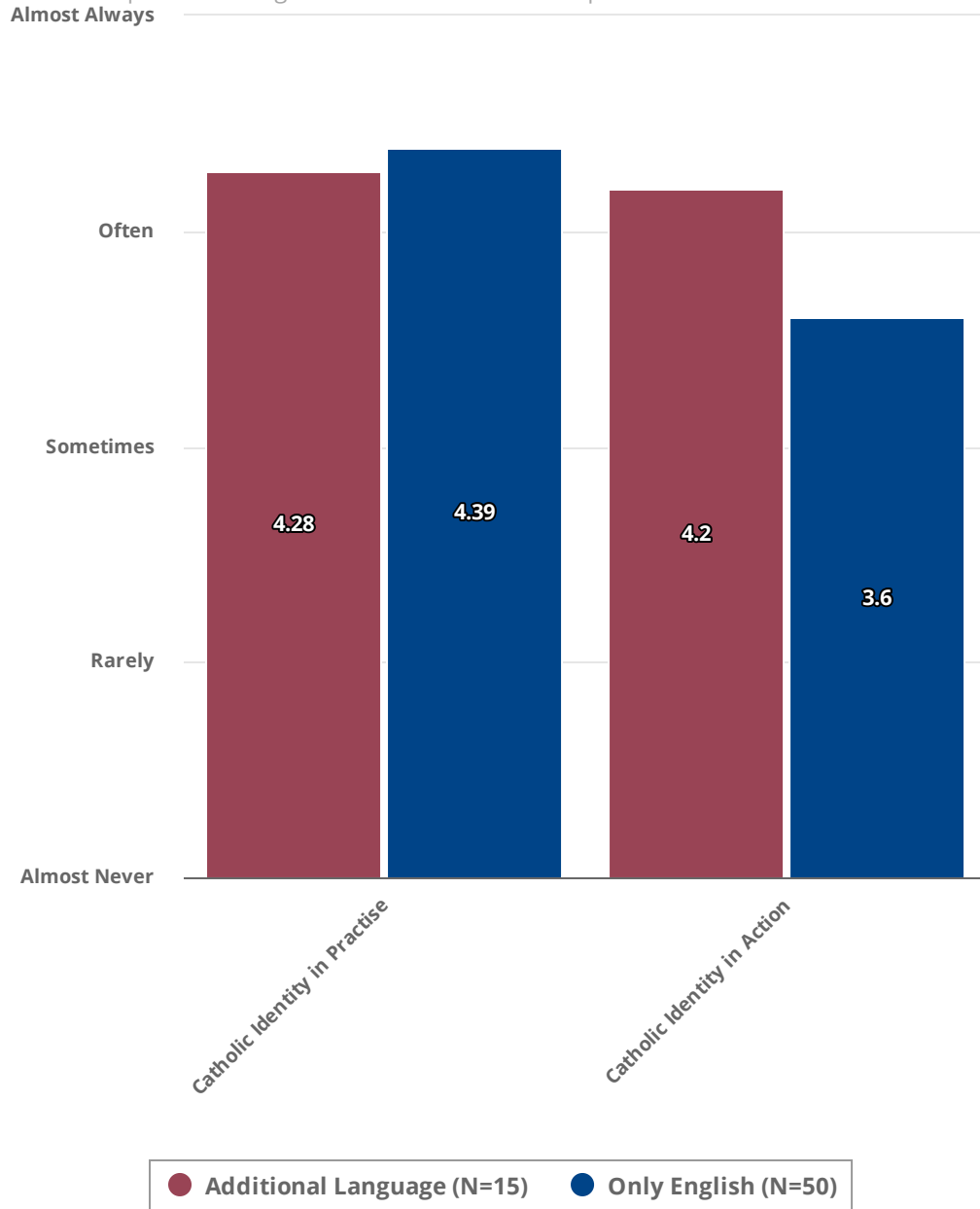


Category: EAL (N=20)

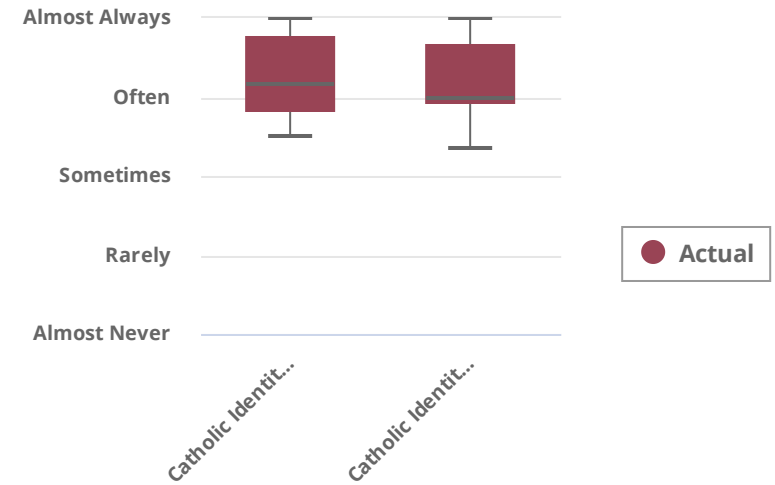


Catholic Identity: By Additional Language

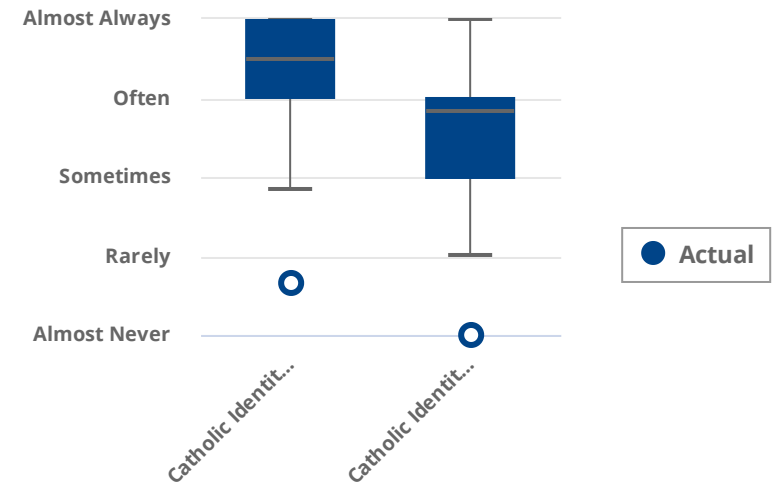
Note, only participants who selected 'English' for the previous question responded to this question. Categories with less than four responses have been omitted.



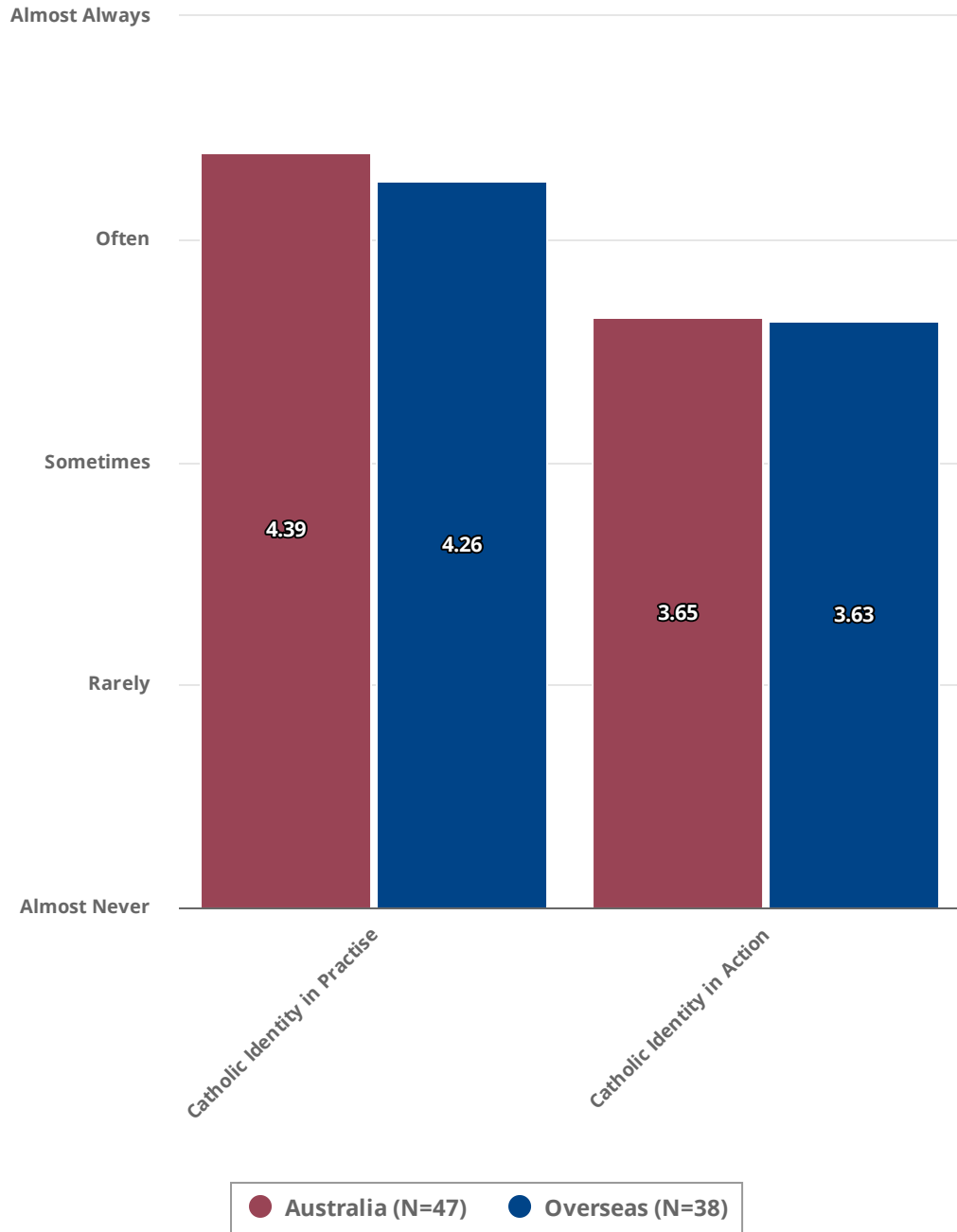
Category:
Additional Language
(N=15)



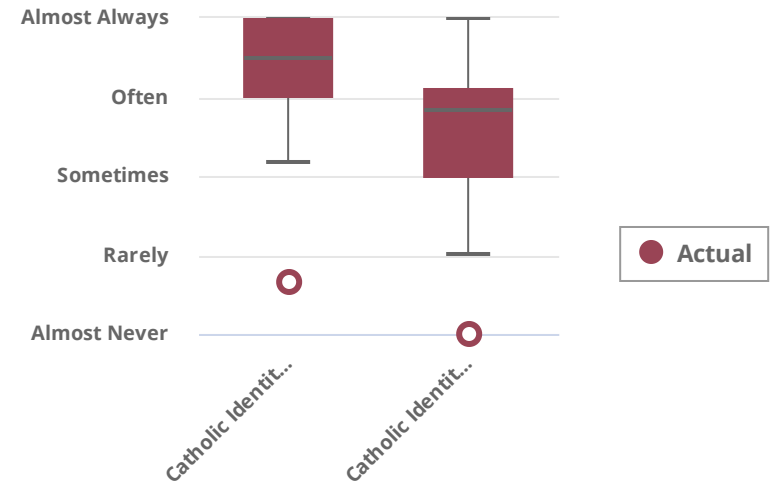
Category:
Only English
(N=50)



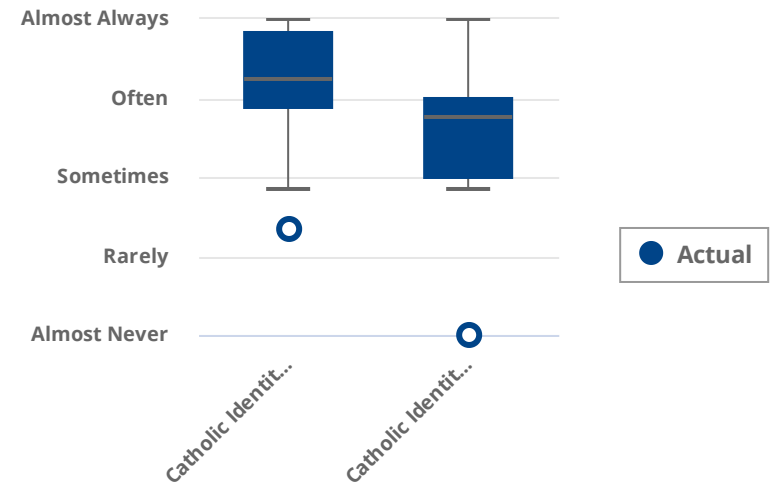
Catholic Identity: By Birth Place



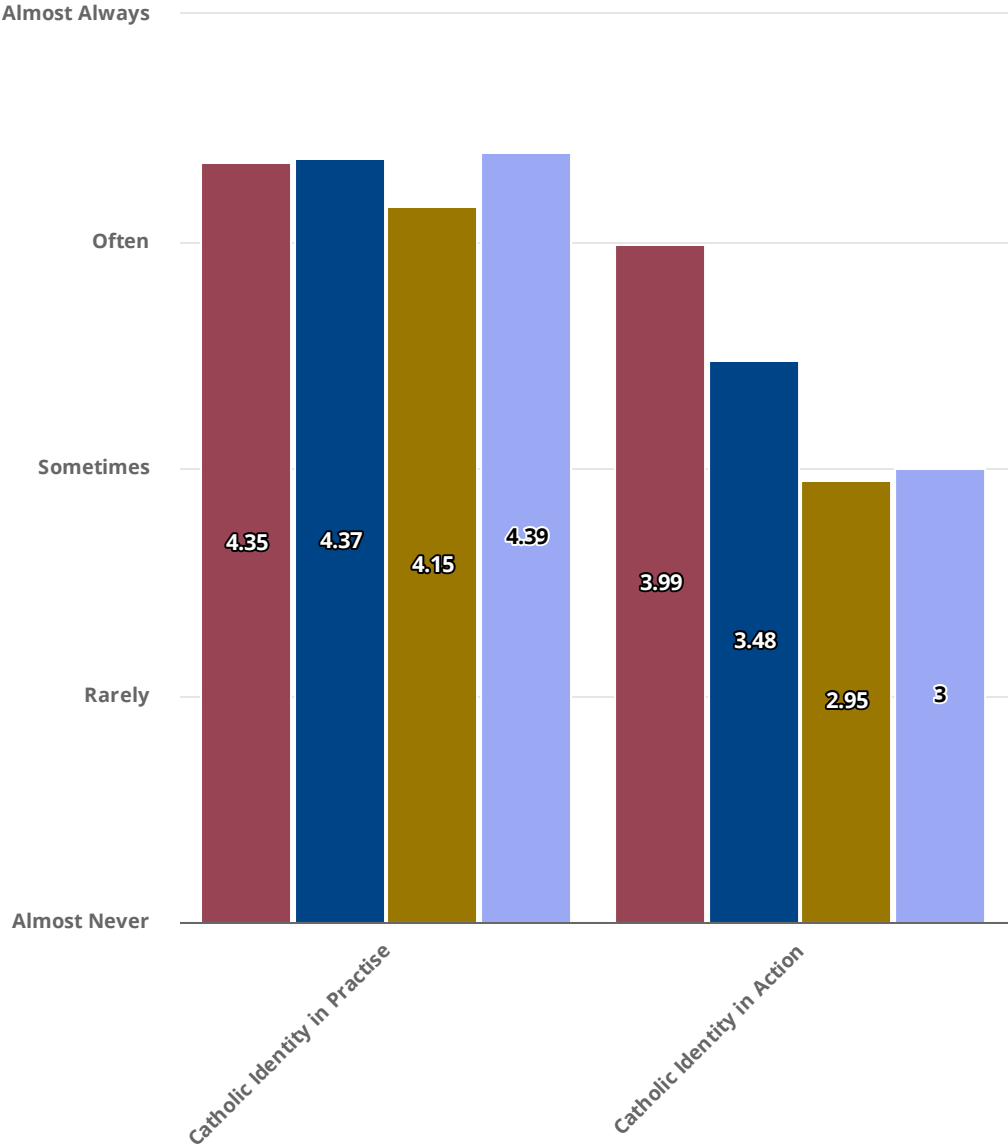
Category: Australia (N=47)



Category: Overseas (N=38)

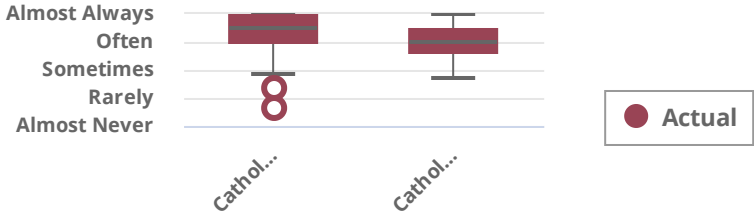


Catholic Identity: By Religion

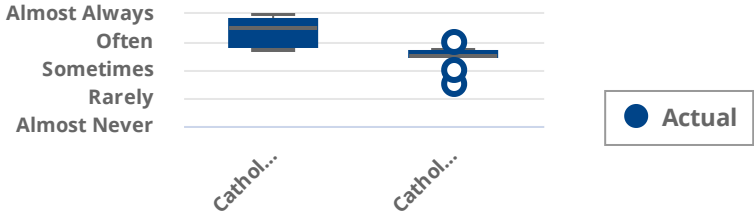


● Catholic (N=51) ● Other Christian (N=9)
● Other religion (N=11) ● No religion (N=14)

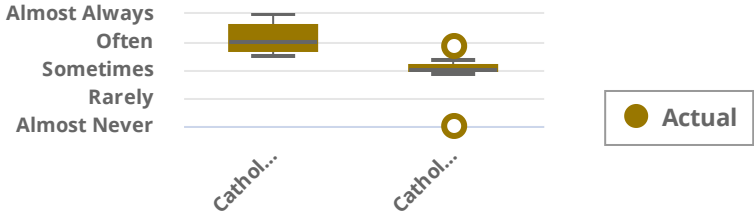
Category:
Catholic
(N=51)



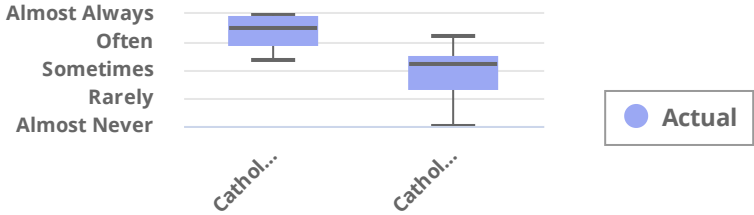
Category:
Other
Christian
(N=9)



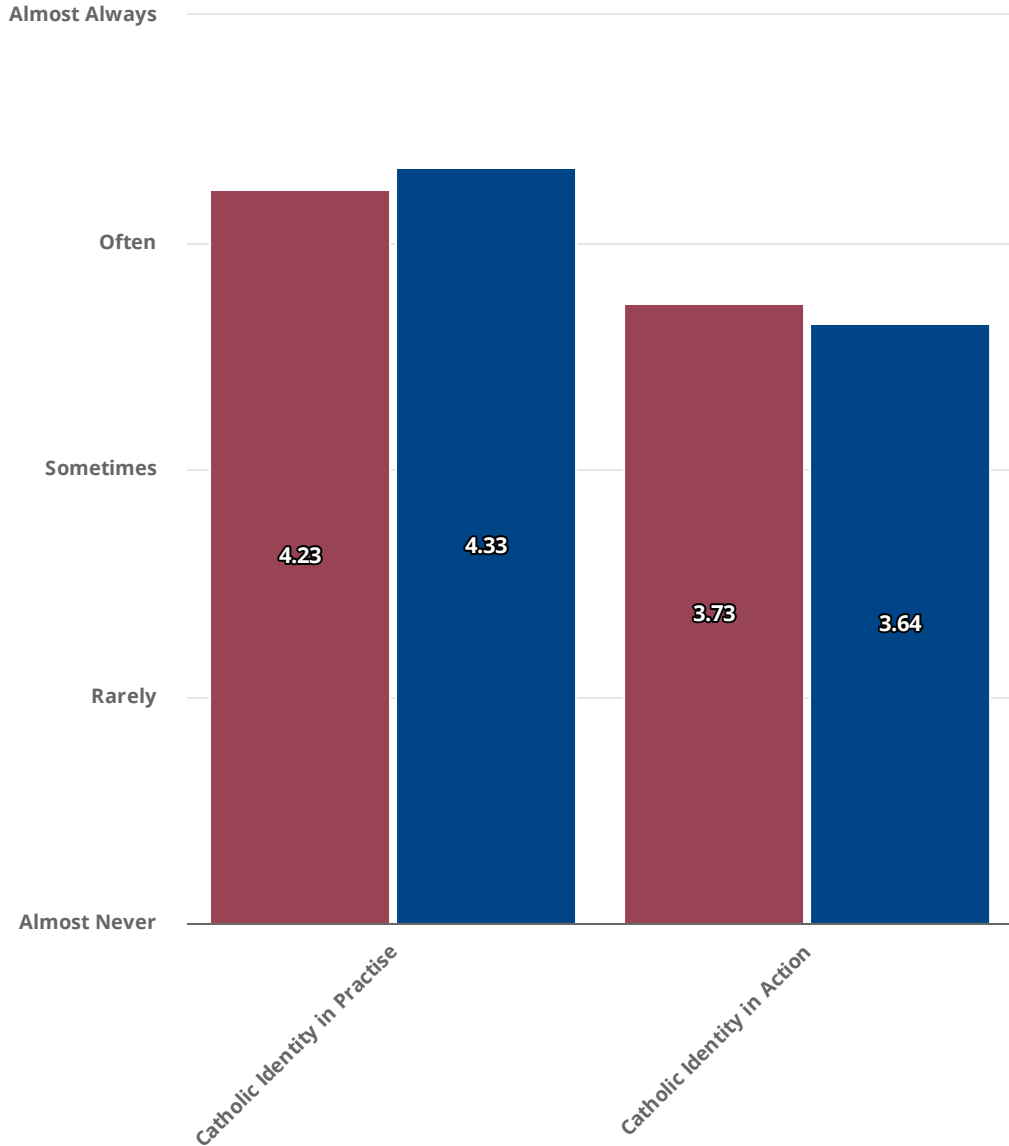
Category:
Other
religion
(N=11)



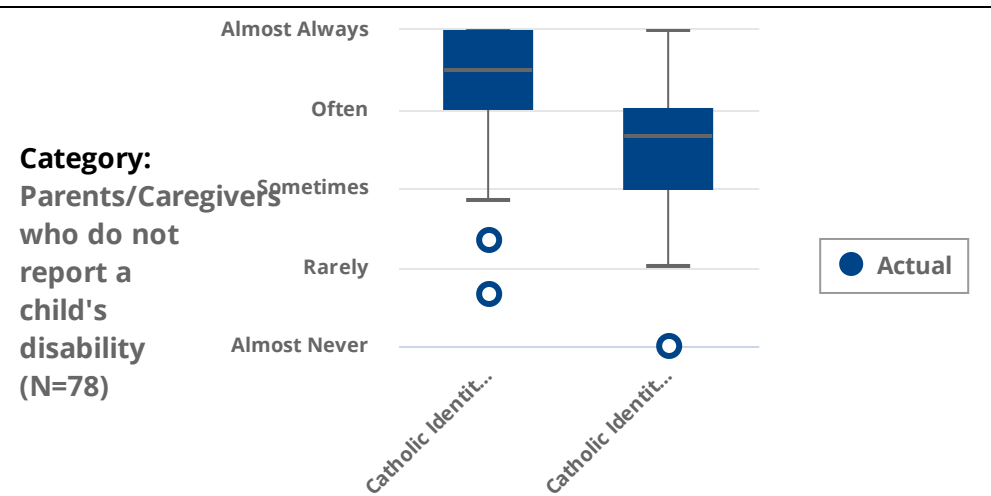
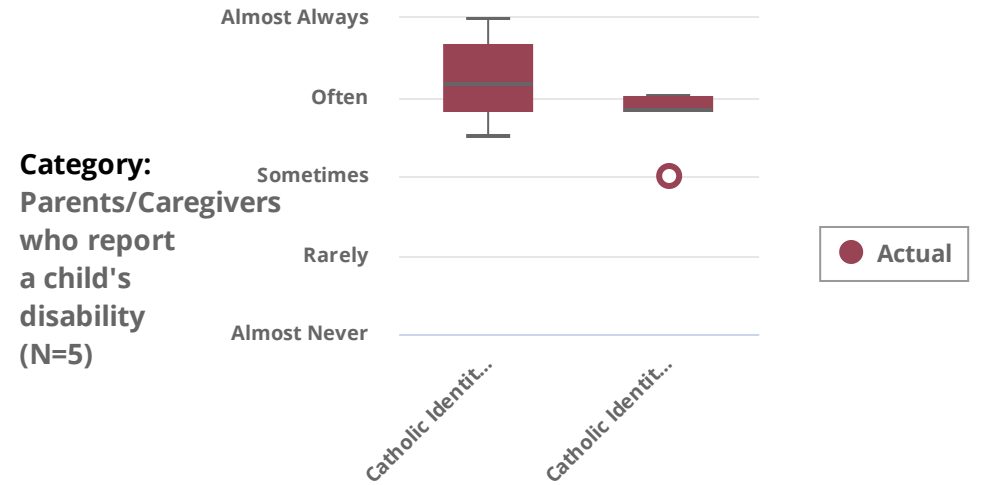
Category:
No religion
(N=14)



Catholic Identity: By Disability

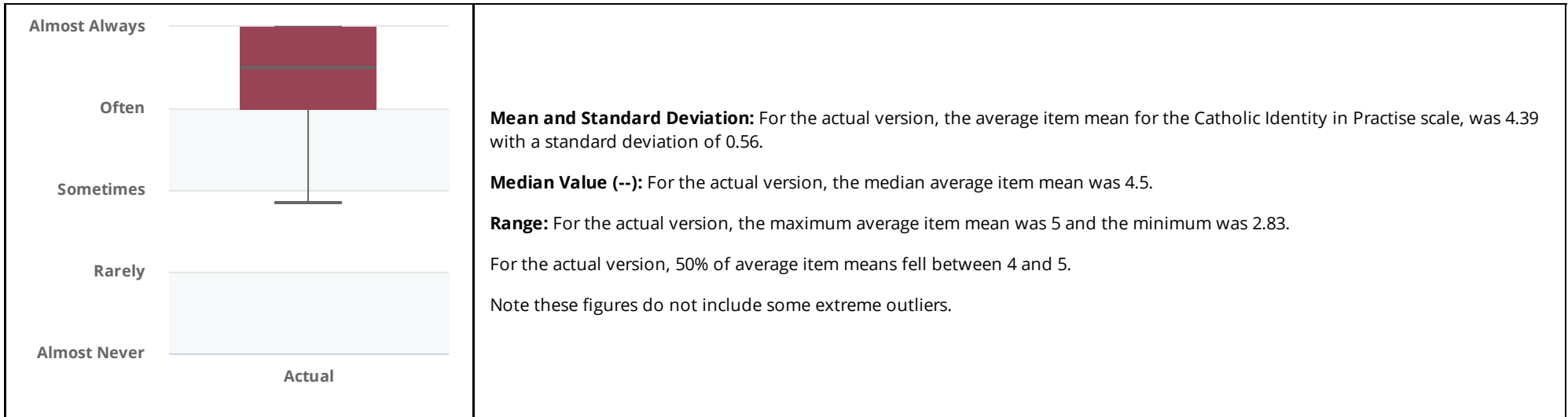


● Parents/Caregivers who report a child's disability (N=5)
● Parents/Caregivers who do not report a child's disability (N=78)



Catholic Identity in Practise

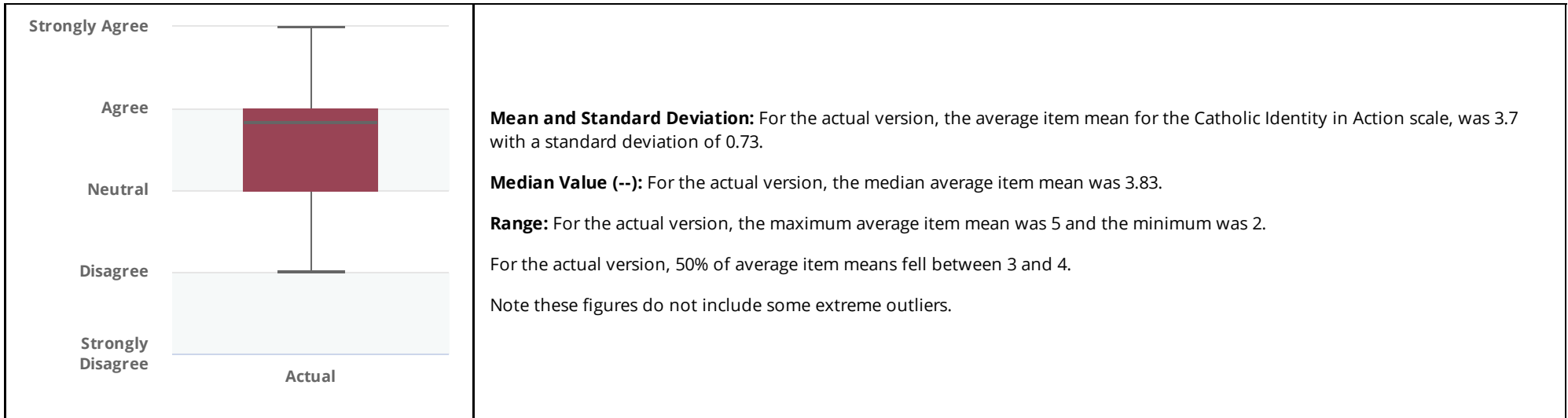
The CATHOLIC IDENTITY IN PRACTISE construct assesses the extent to which parents and caregivers feel that the teachings of the Catholic faith are important and practised at the school.



Percentage of each response	Items included in the scale		Average response for each item					
	Actual	I feel that social justice is practised.	Actual	4.12				
	Actual	I feel that there is commitment to the poor and marginalised.	Actual	4.05				
	Actual	There are clear signs of Catholic identity visible through rituals.	Actual	4.54				
	Actual	There are clear signs of Catholic identity visible through symbols, artwork and sacred spaces.	Actual	4.54				
	Actual	I feel that there is a connection to the mission of the Church.	Actual	4.45				
	Actual	I feel that there is engagement with parishes.	Actual	4.31				
<ul style="list-style-type: none"> ● Almost Never ● Sometimes ● Almost Always ● Rarely ● Often 				Almost Never	Rarely	Sometimes	Often	Almost Always

Catholic Identity in Action

The CATHOLIC IDENTITY IN ACTION contract assesses the extent to which parents and caregivers feel that the Catholic faith and practice are important to them.

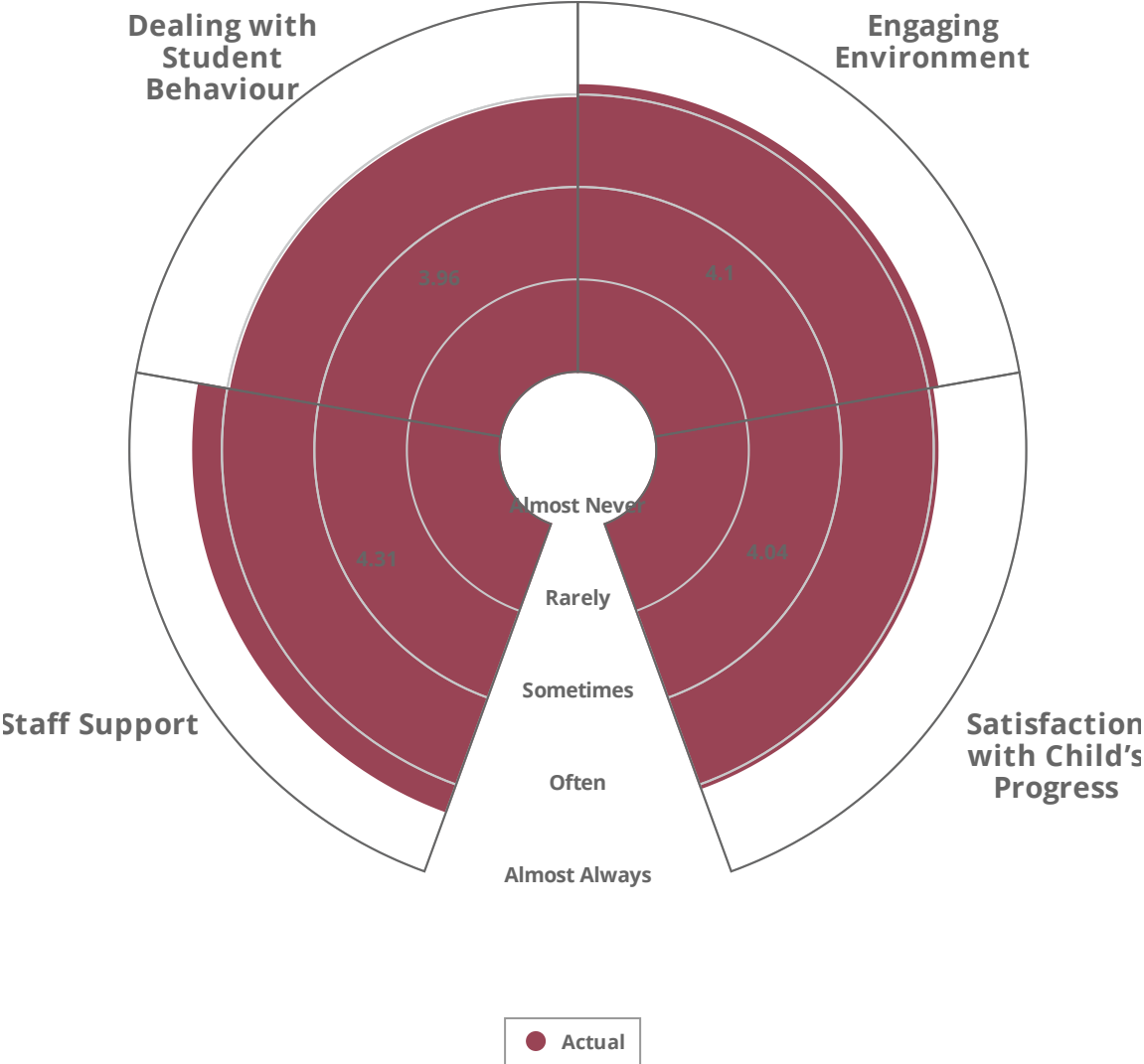


Percentage of each response	Items included in the scale		Average response for each item
4.7 % Strongly Disagree, 28.2 % Neutral, 47.1 % Agree, 17.6 % Strongly Agree	Actual	My child's/children's learning about Catholic faith and tradition is important to me.	Actual 3.73
3.5 % Strongly Disagree, 29.4 % Neutral, 49.4 % Agree, 14.1 % Strongly Agree	Actual	My child's/children's participation in prayer is important to me.	Actual 3.67
7.1 % Strongly Disagree, 35.3 % Neutral, 36.5 % Agree, 17.6 % Strongly Agree	Actual	My child's/children's participation in the sacraments of the Eucharist (Mass) and Reconciliation is important to me.	Actual 3.58
2.4 % Strongly Disagree, 30.6 % Neutral, 45.9 % Agree, 20 % Strongly Agree	Actual	My child's/children's participation in Christian service activities is important to me.	Actual 3.8
4.7 % Strongly Disagree, 36.5 % Neutral, 38.8 % Agree, 16.5 % Strongly Agree	Actual	My child's/children's participation in activities of discipleship is important to me.	Actual 3.6
7.1 % Strongly Disagree, 43.5 % Neutral, 35.3 % Agree, 11.8 % Strongly Agree	Actual	My child's/children's participation in formation based on Scripture and Catholic theology is important to me.	Actual 3.47

● Strongly Disagree ● Disagree
● Neutral ● Agree
● Strongly Agree

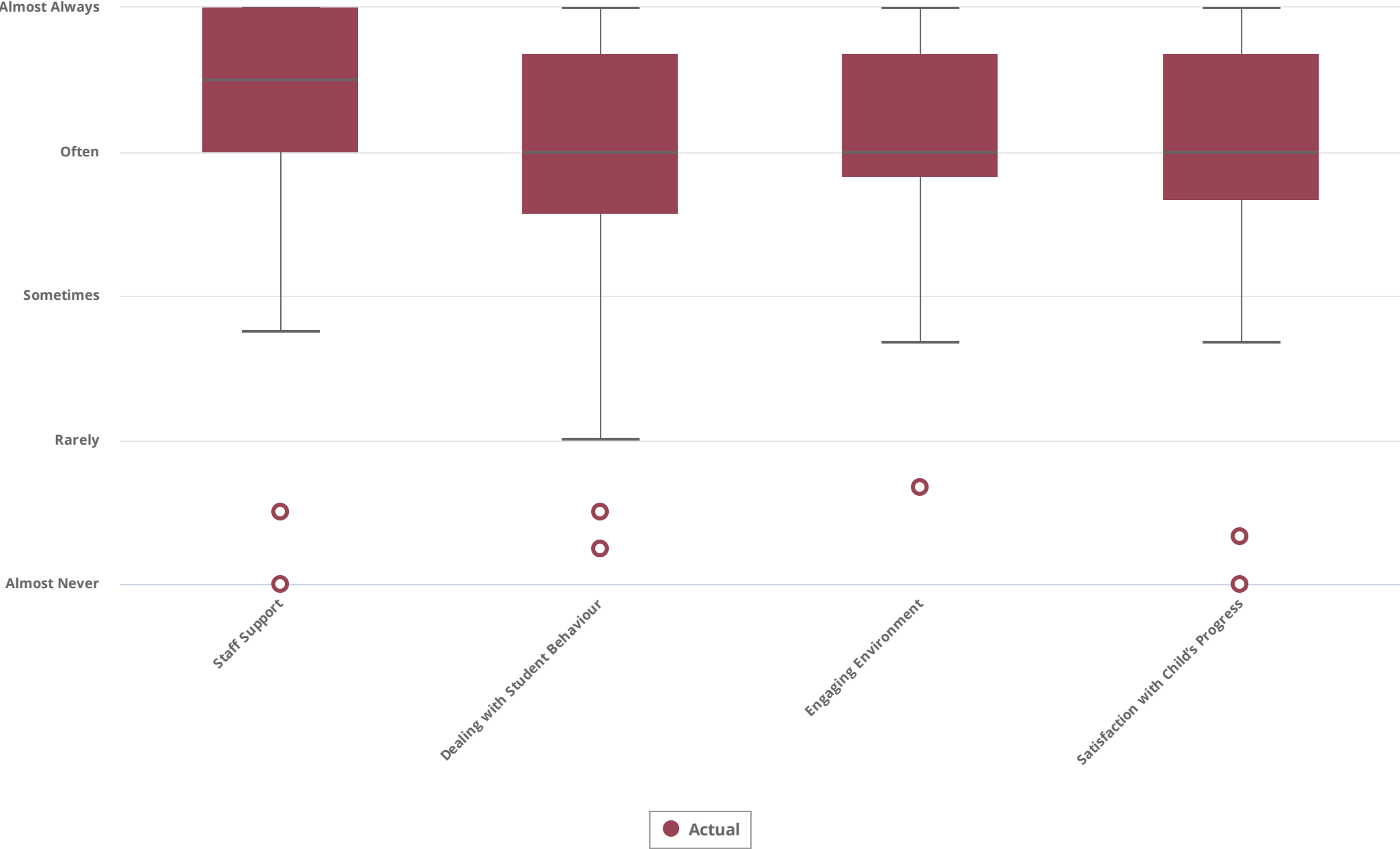
Child/Children's Experience

Means for each construct.



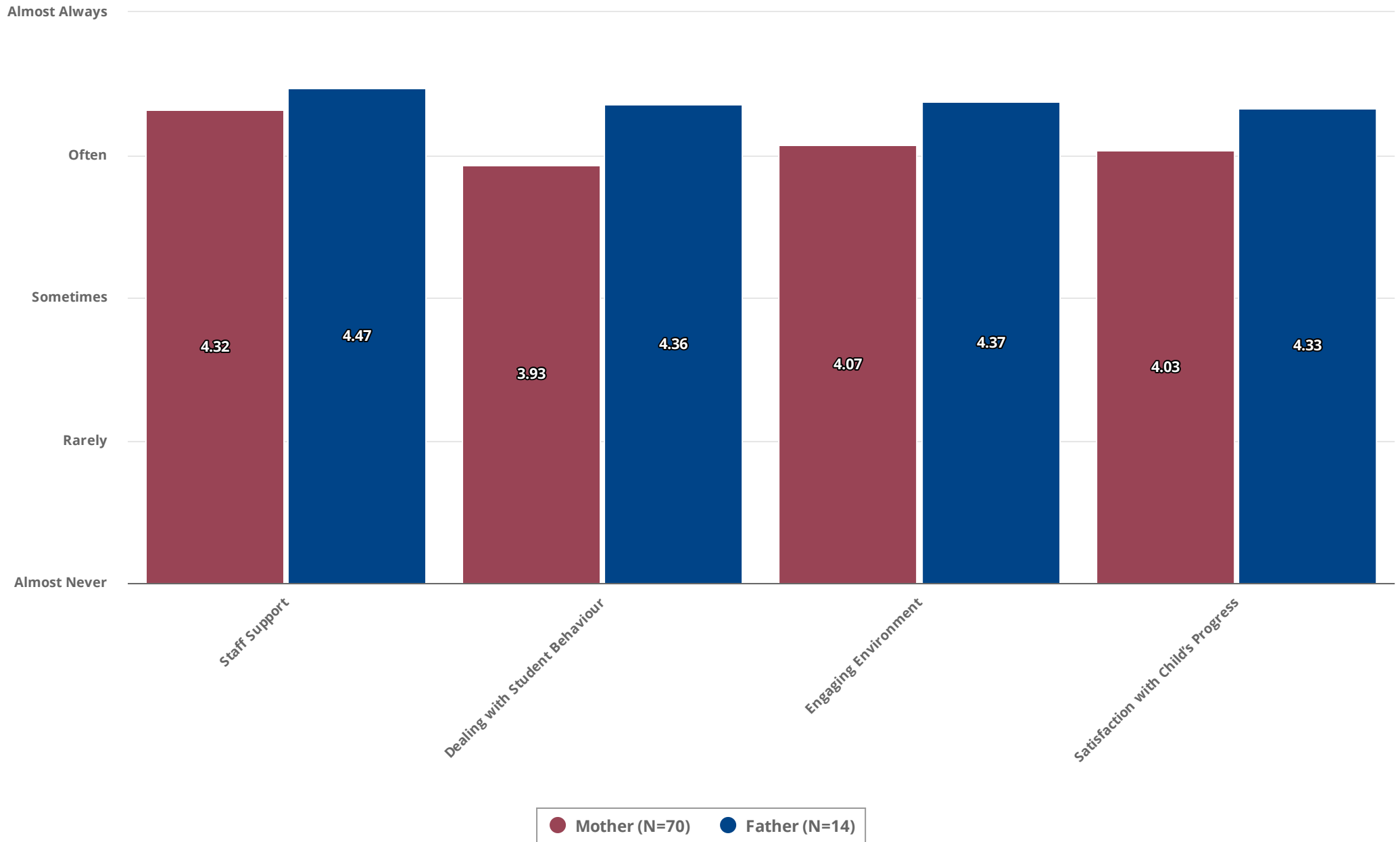
Child/Children's Experience

Variations for each construct.



Child/Children's Experience: By Parenting Role

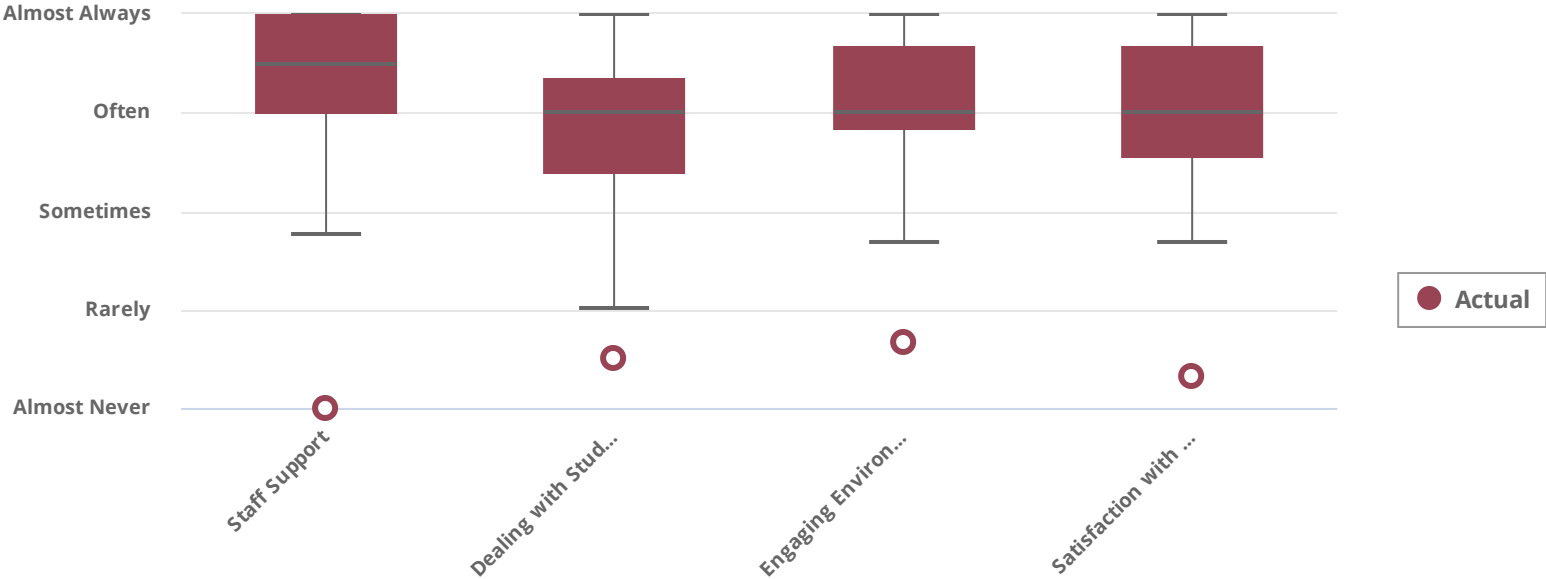
Means for each construct. Categories with less than four responses have been omitted.



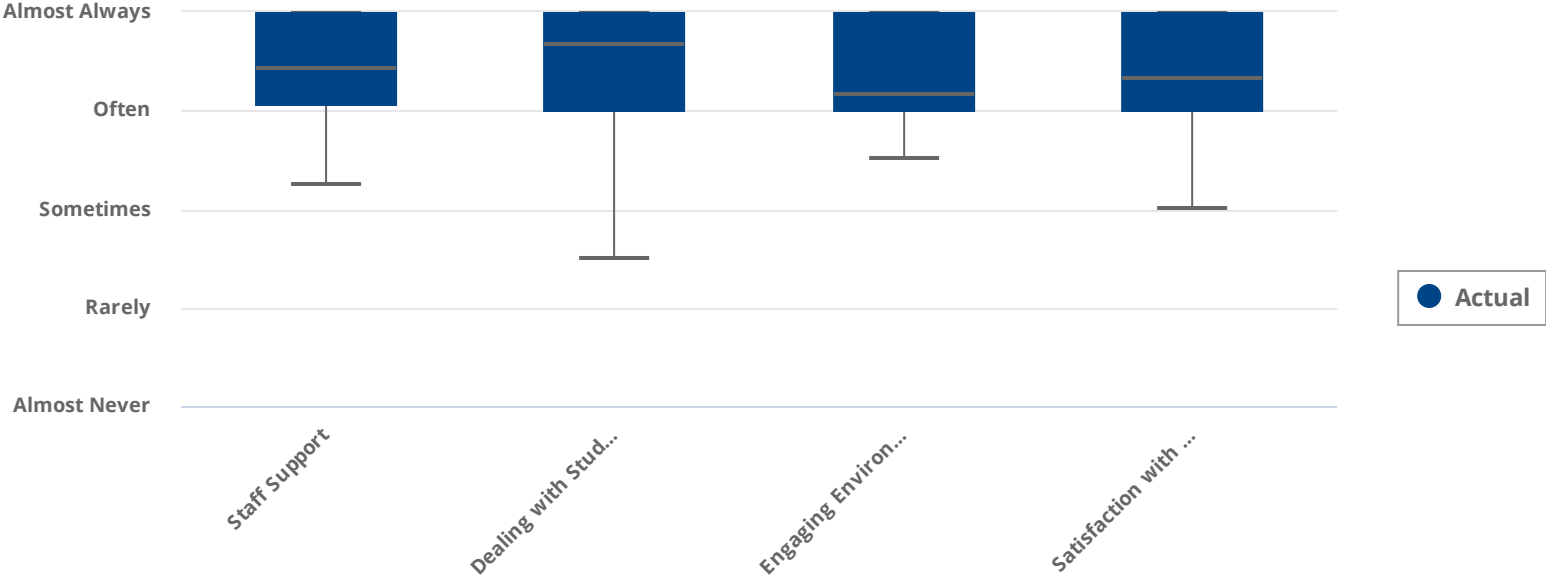
Child/Children's Experience: By Parenting Role

Variations for each construct. Categories with less than four responses have been omitted.

Category:
Mother (N=70)

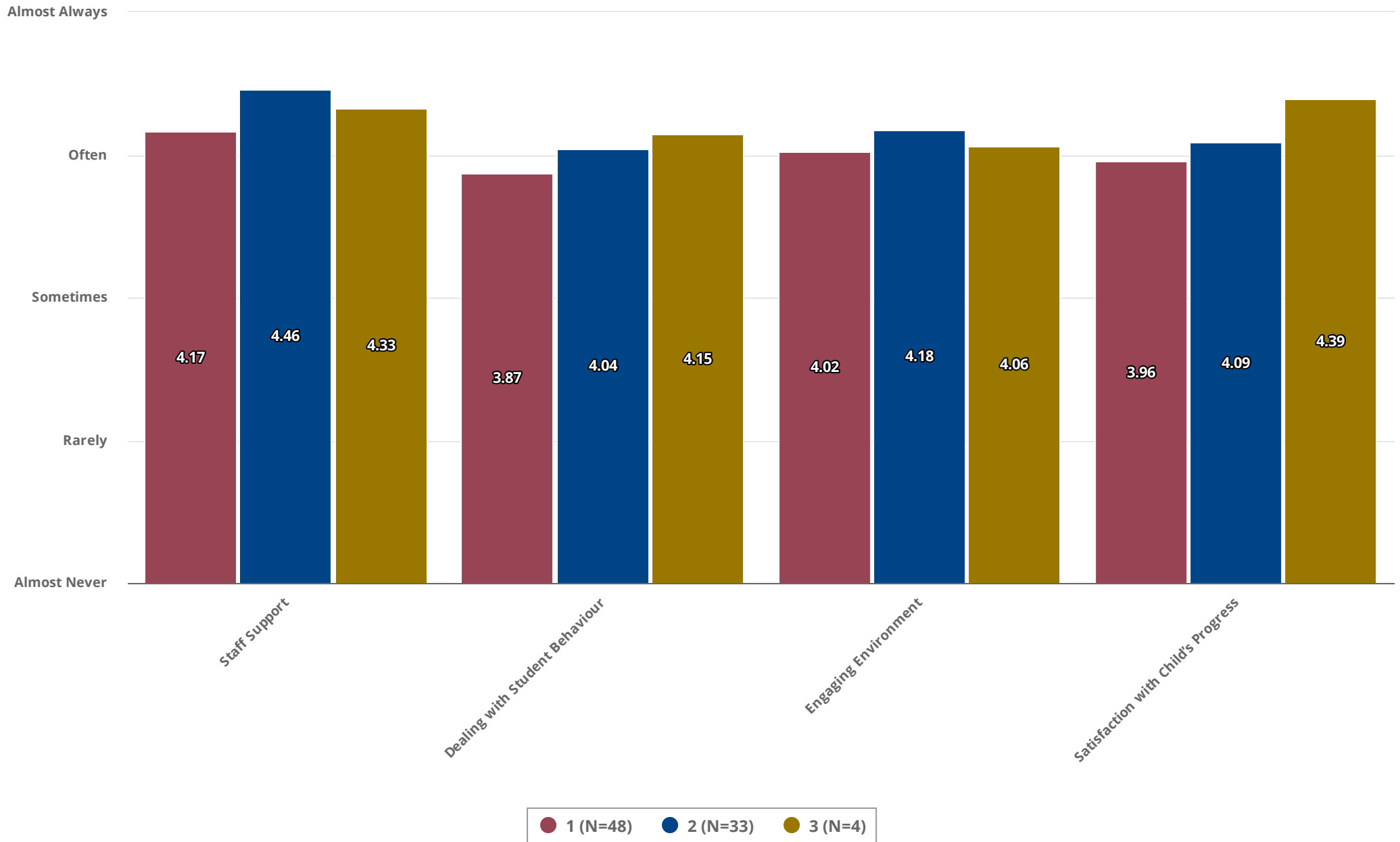


Category:
Father (N=14)



Child/Children's Experience: By Number of Children at the School

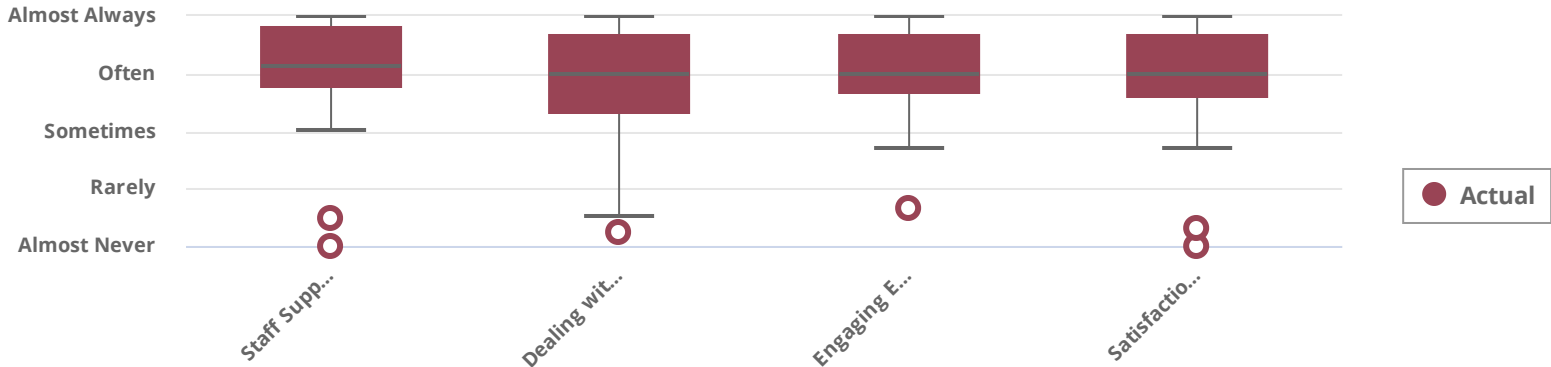
Means for each construct Categories with less than four responses have been omitted.



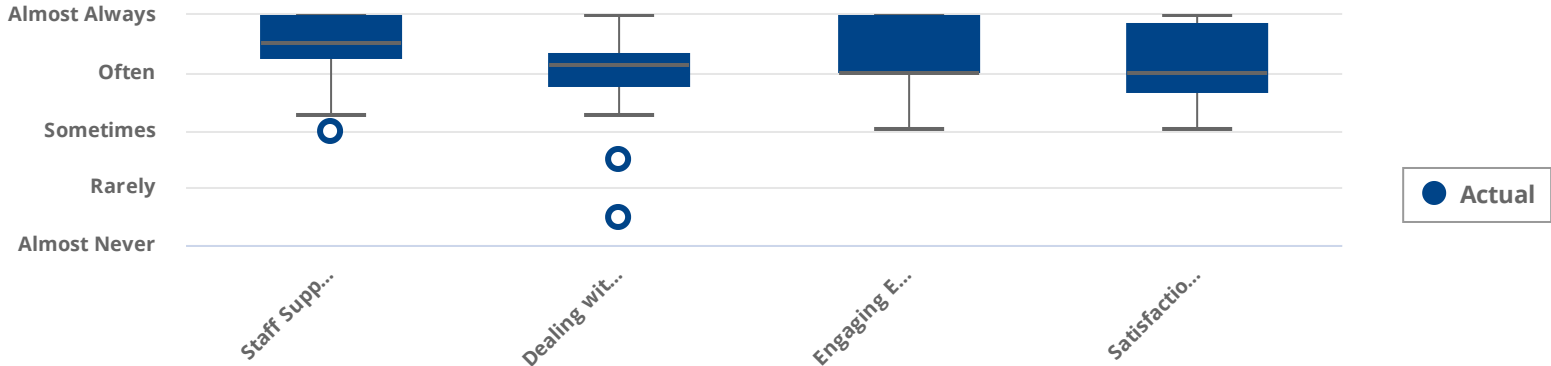
Child/Children's Experience: By Number of Children at the School

Variations for each construct. Categories with less than four responses have been omitted.

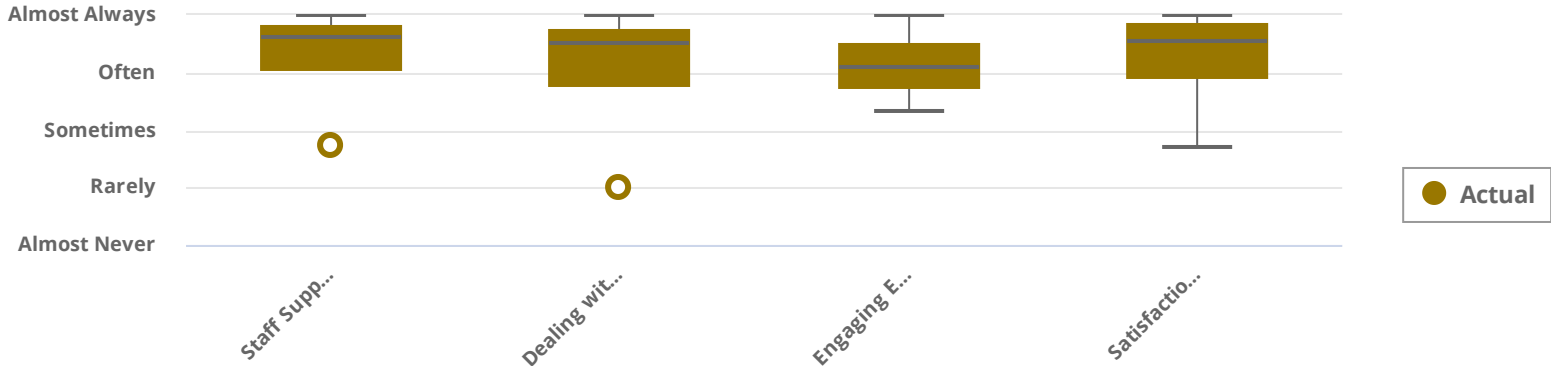
Category:
1 (N=48)



Category:
2 (N=33)

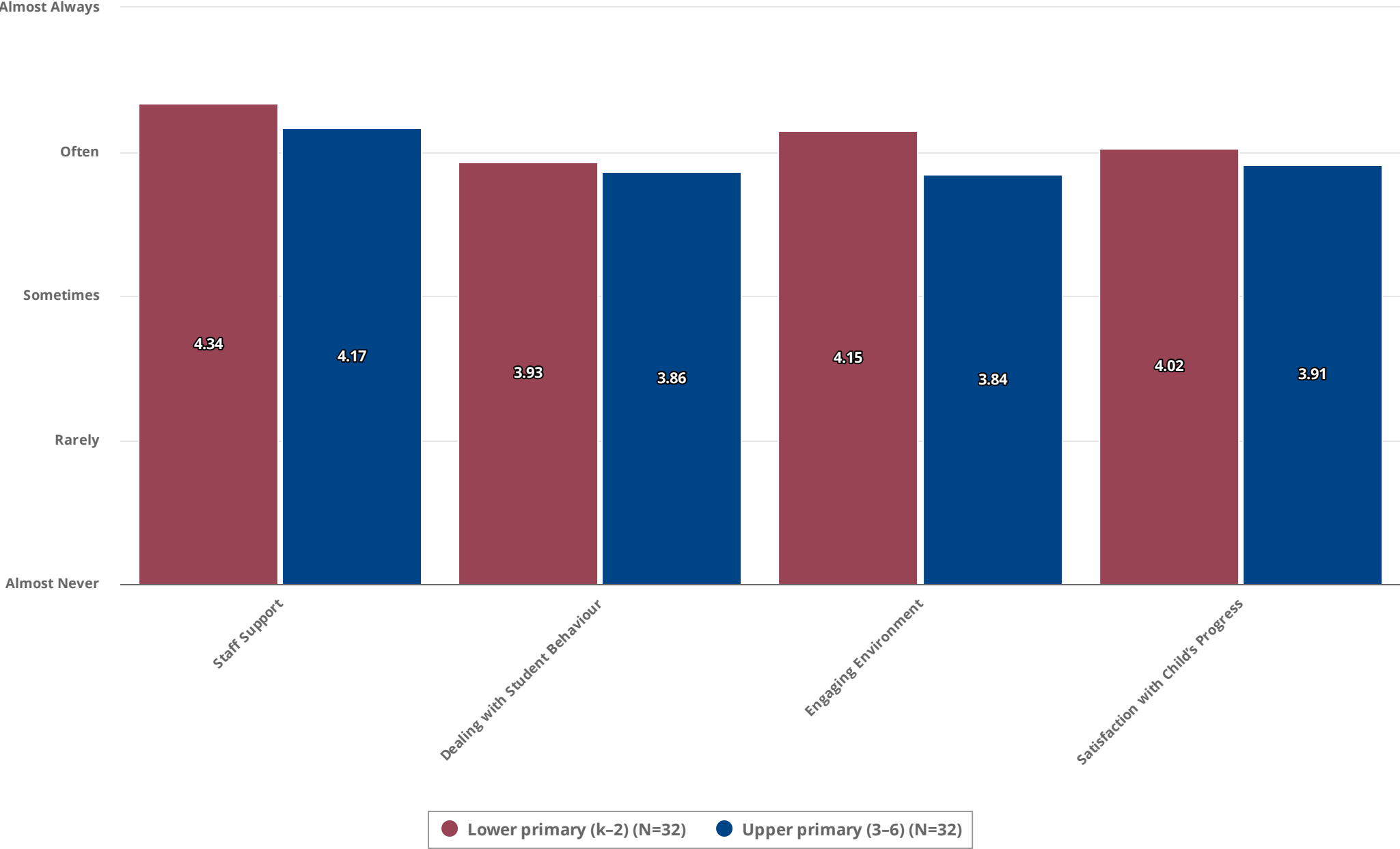


Category:
3 (N=4)



Child/Children's Experience: By School Level

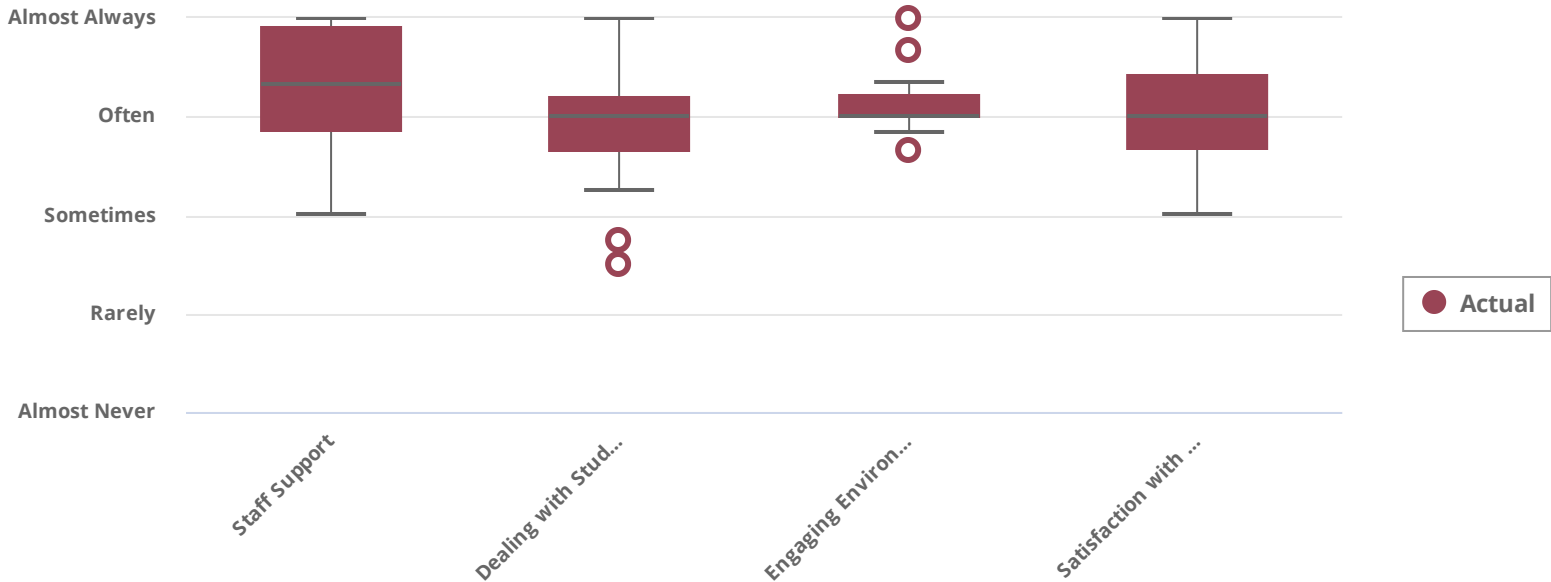
Means for each construct. Categories with less than four responses have been omitted.



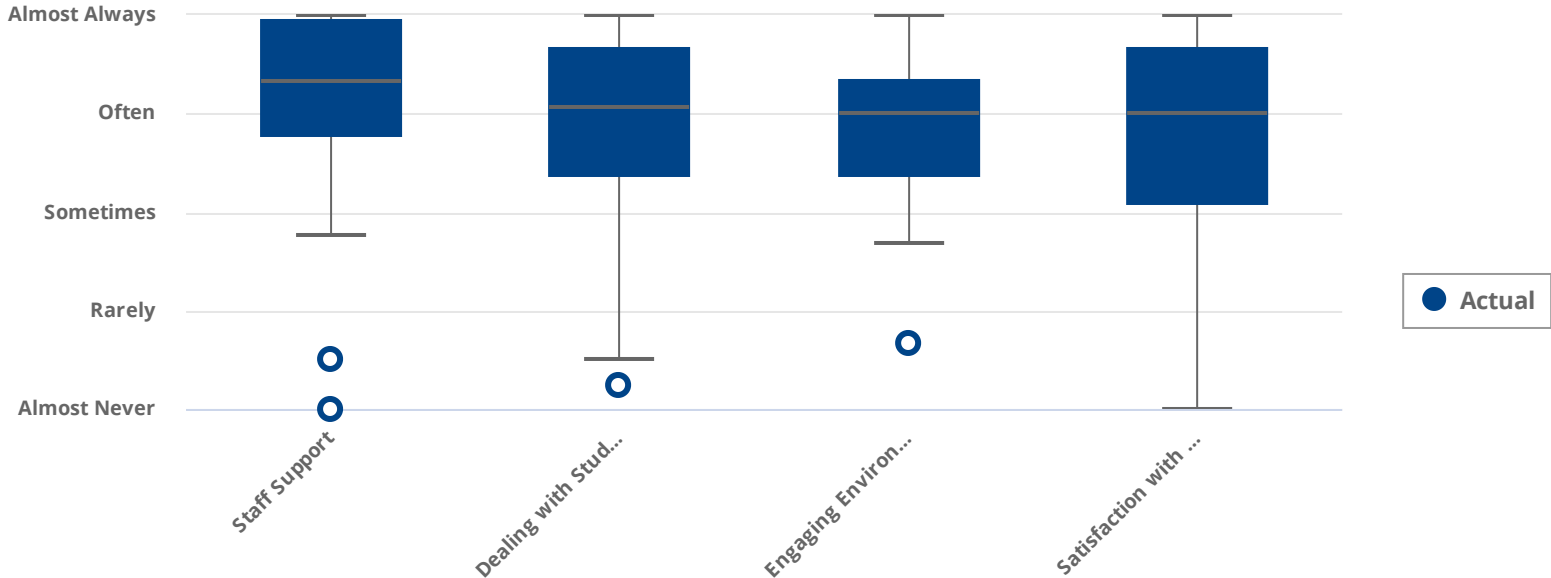
Child/Children's Experience: By School Level

Variations for each construct. Categories with less than four responses have been omitted.

Category:
Lower primary (k-2)
(N=32)

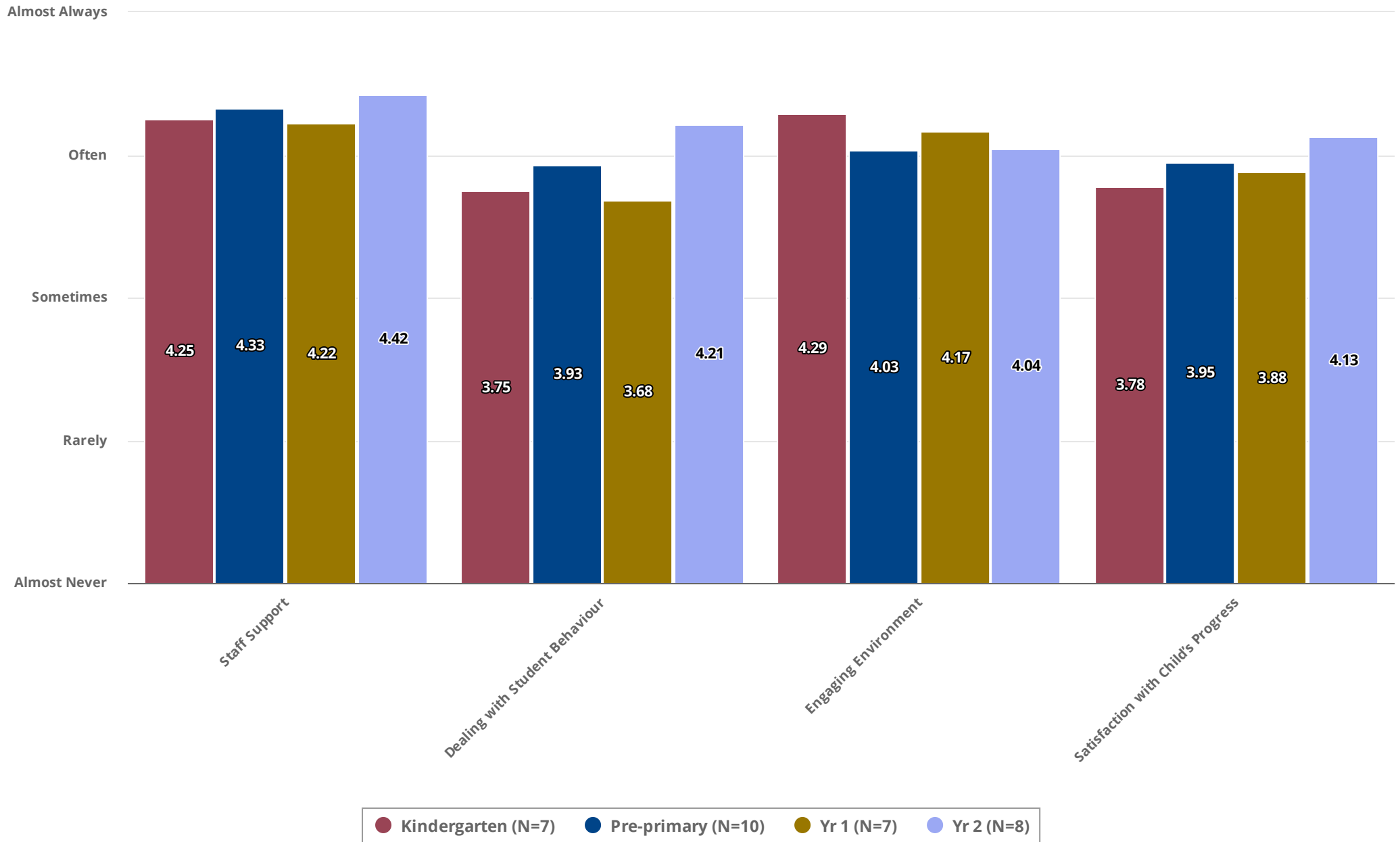


Category:
Upper primary (3-6)
(N=32)



Child/Children's Experience: By Year Level - Lower Primary

Means for each construct. Categories with less than four responses have been omitted.



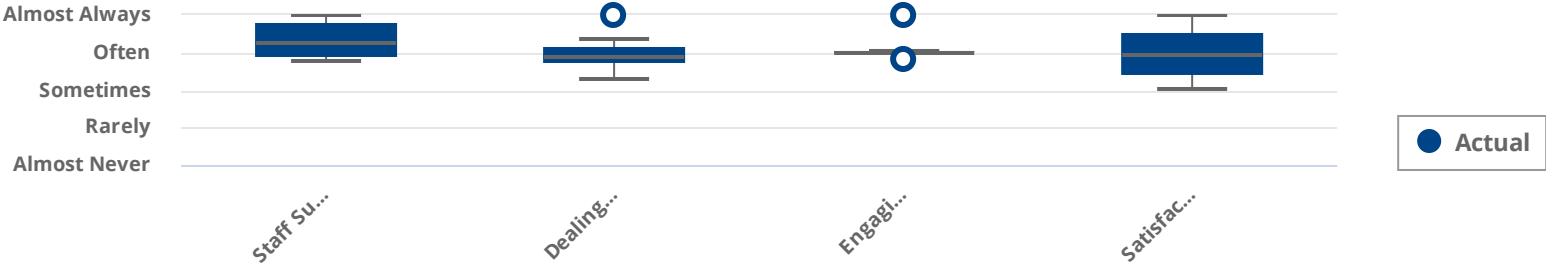
Child/Children's Experience: By Year Level - Lower Primary

Variations for each construct. Categories with less than four responses have been omitted.

Category:
Kindergarten (N=7)



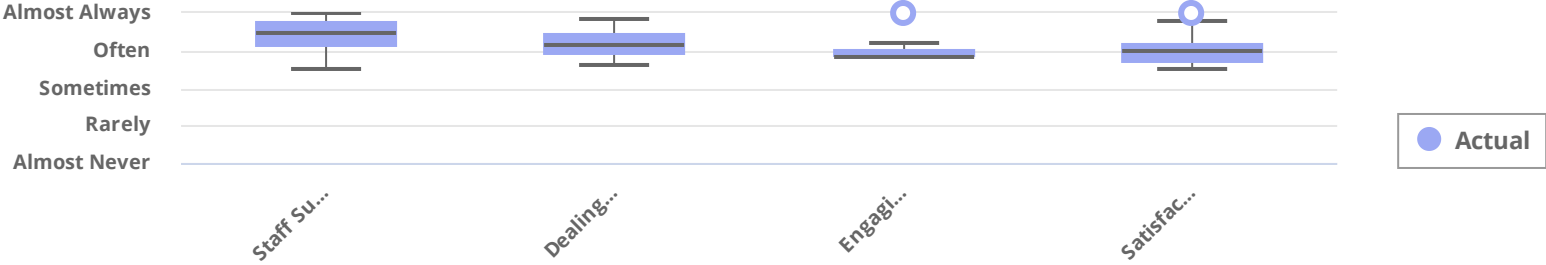
Category:
Pre-primary (N=10)



Category:
Yr 1 (N=7)

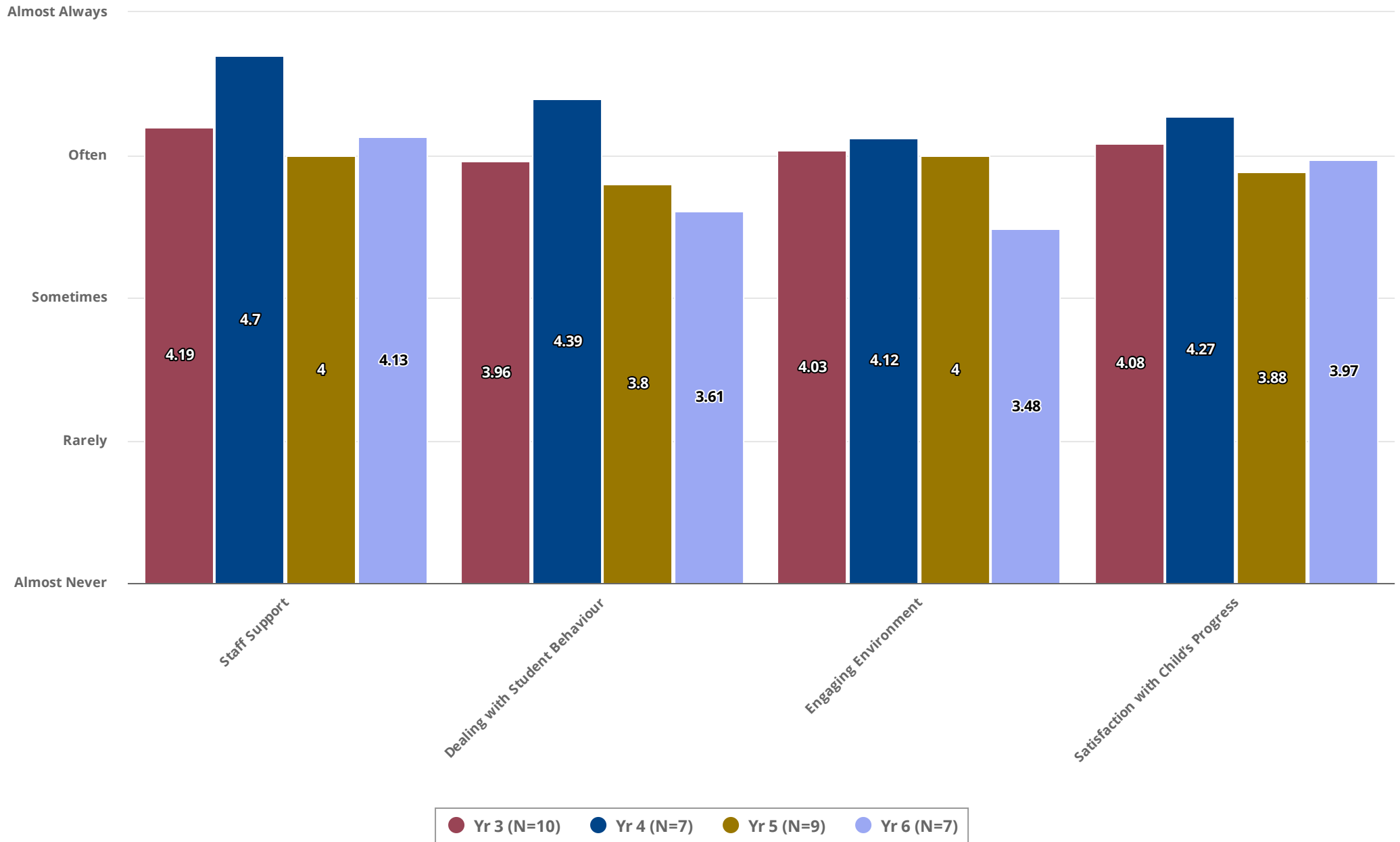


Category:
Yr 2 (N=8)



Child/Children's Experience: By Year Level - Upper Primary

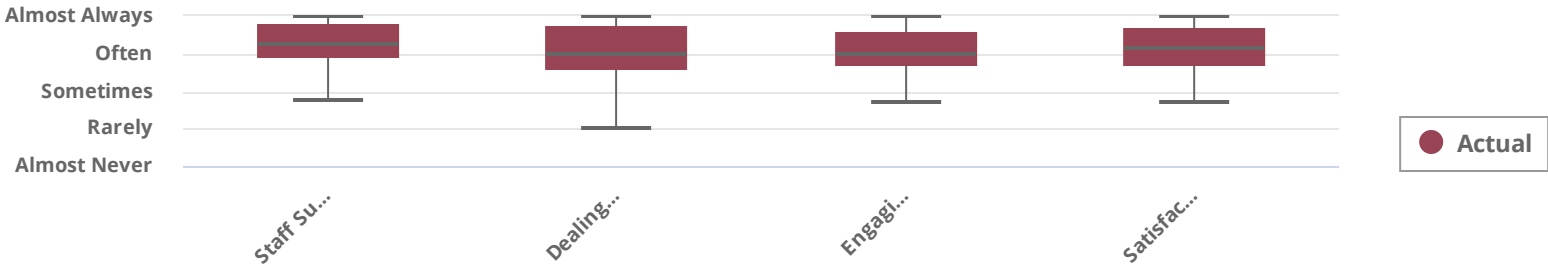
Means for each construct. Categories with less than four responses have been omitted.



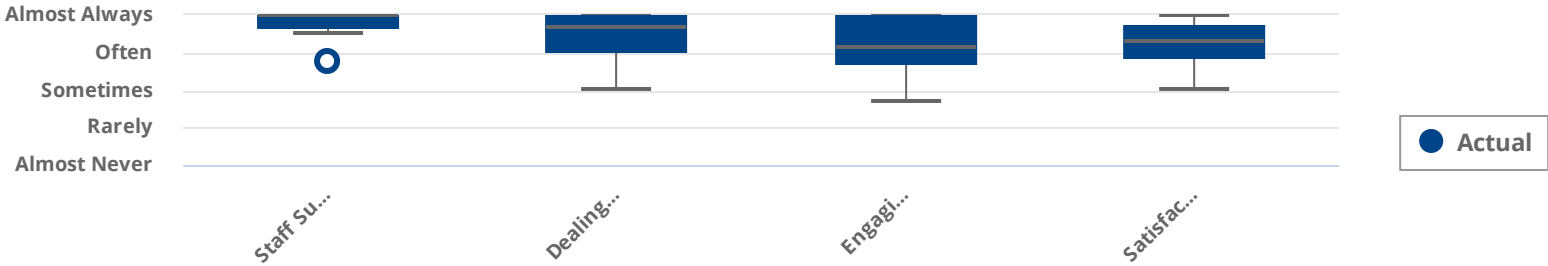
Child/Children's Experience: By Year Level - Upper Primary

Variations for each construct. Categories with less than four responses have been omitted.

Category:
Yr 3 (N=10)



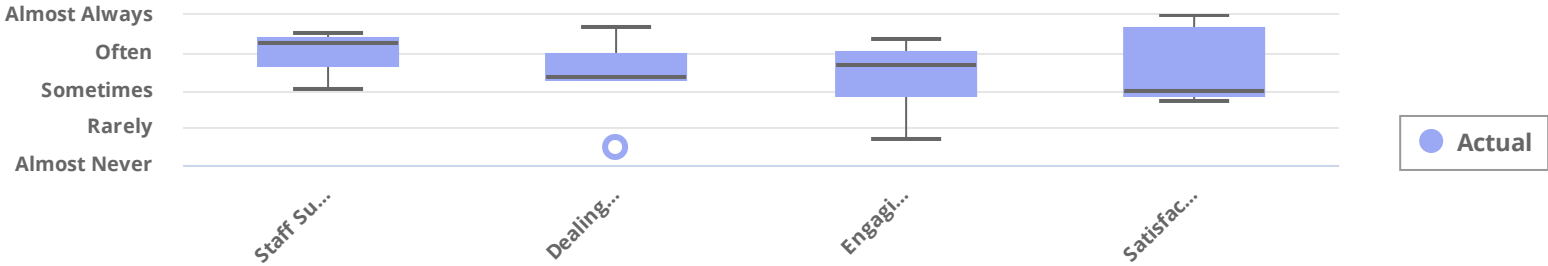
Category:
Yr 4 (N=7)



Category:
Yr 5 (N=9)

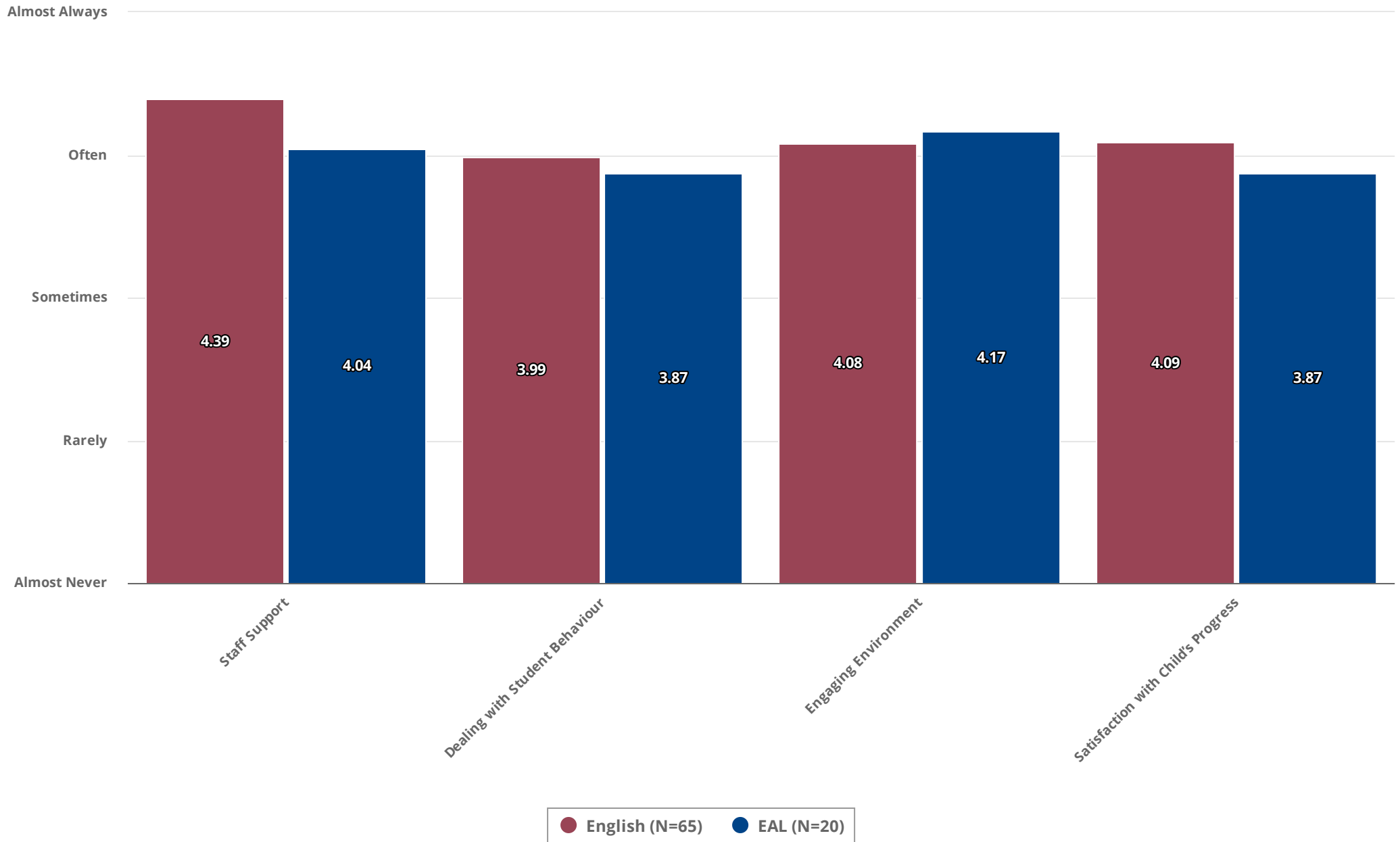


Category:
Yr 6 (N=7)



Child/Children's Experience: By Language

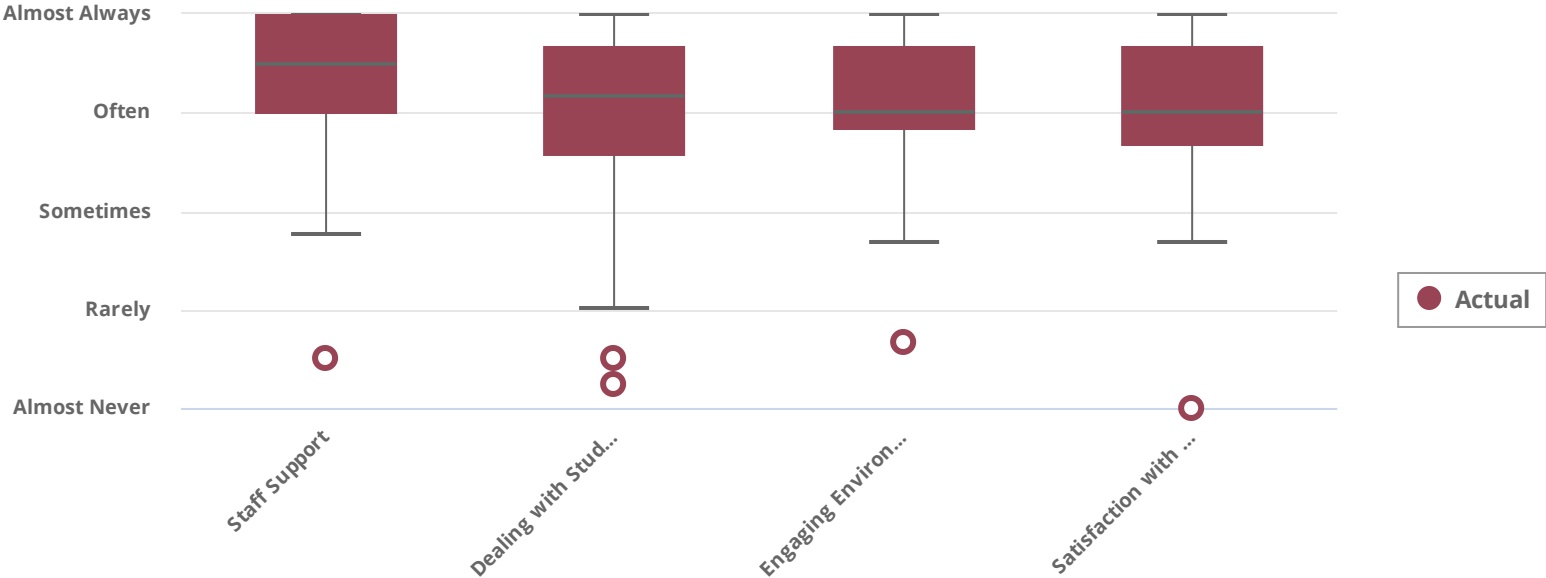
Means for each construct. Categories with less than four responses have been omitted.



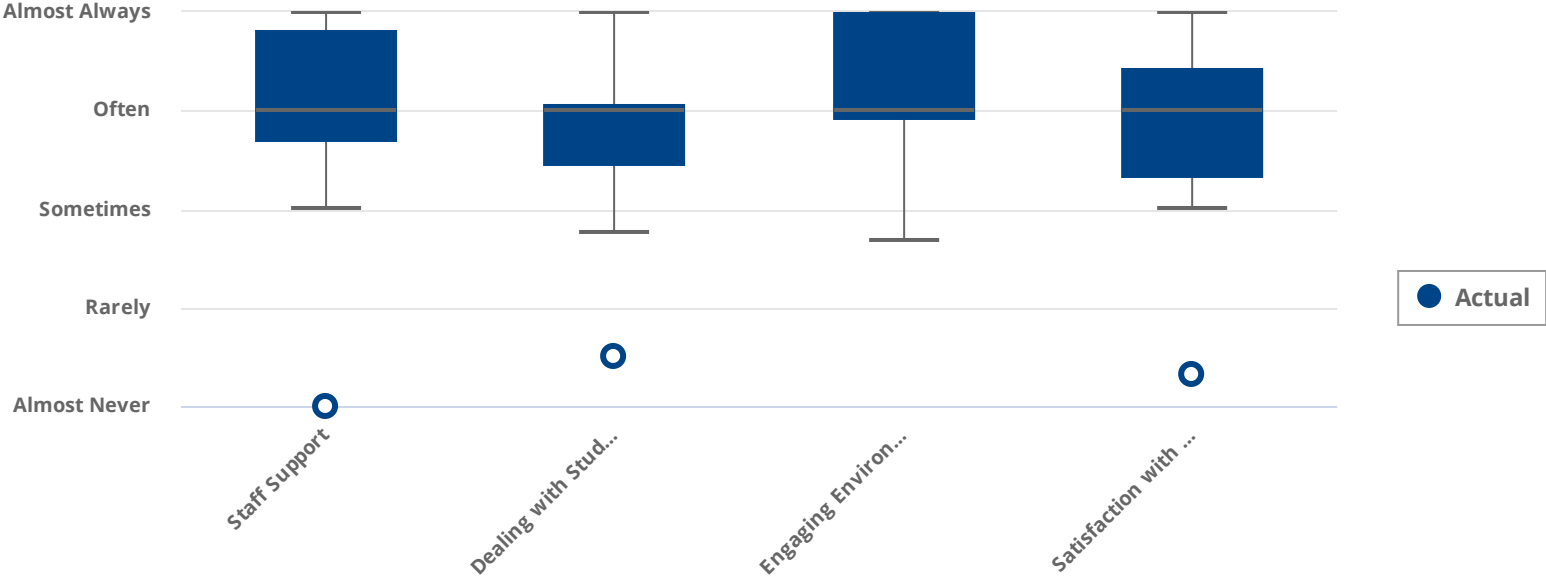
Child/Children's Experience: By Language

Variations for each construct. Categories with less than four responses have been omitted.

Category:
English (N=65)

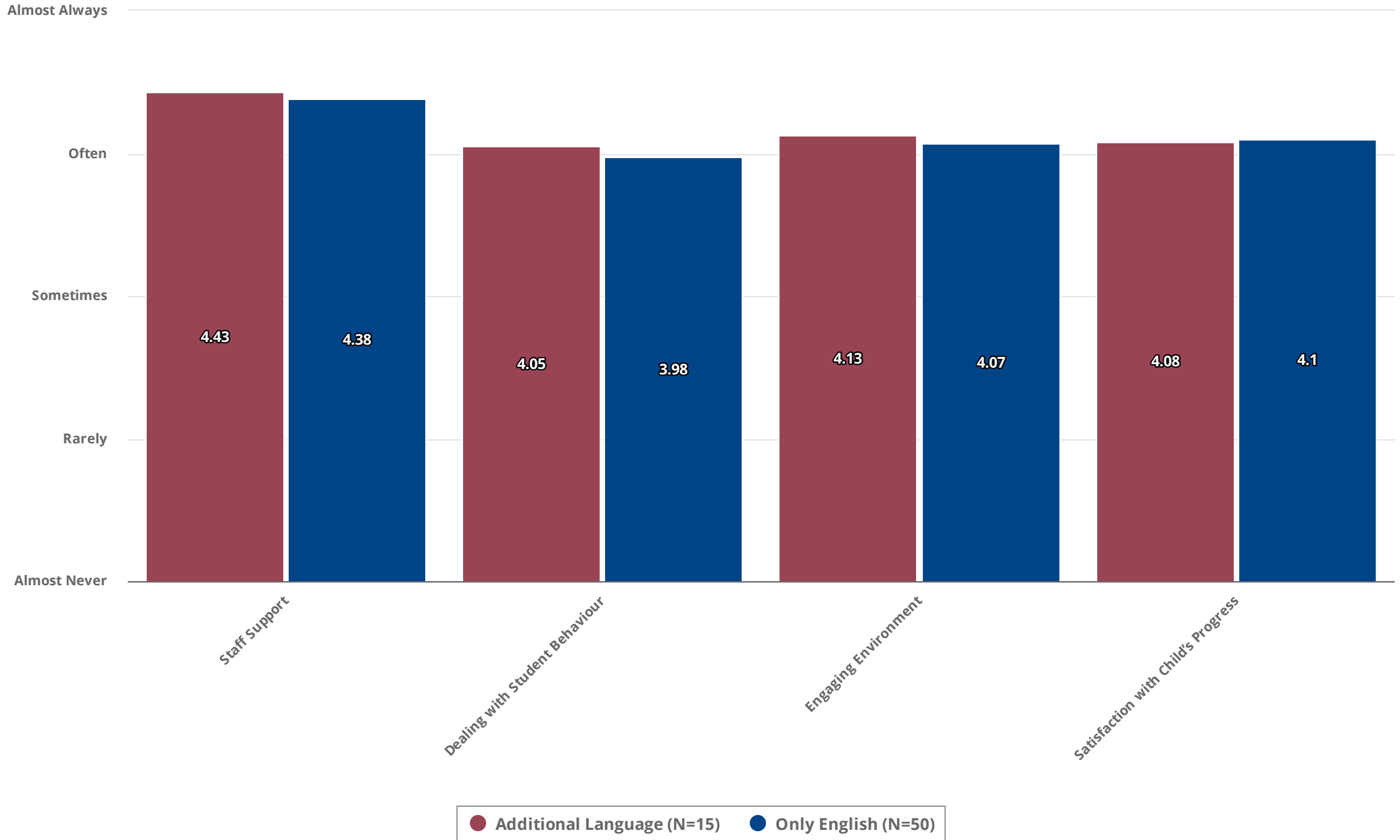


Category:
EAL (N=20)



Child/Children's Experience: By Additional Language

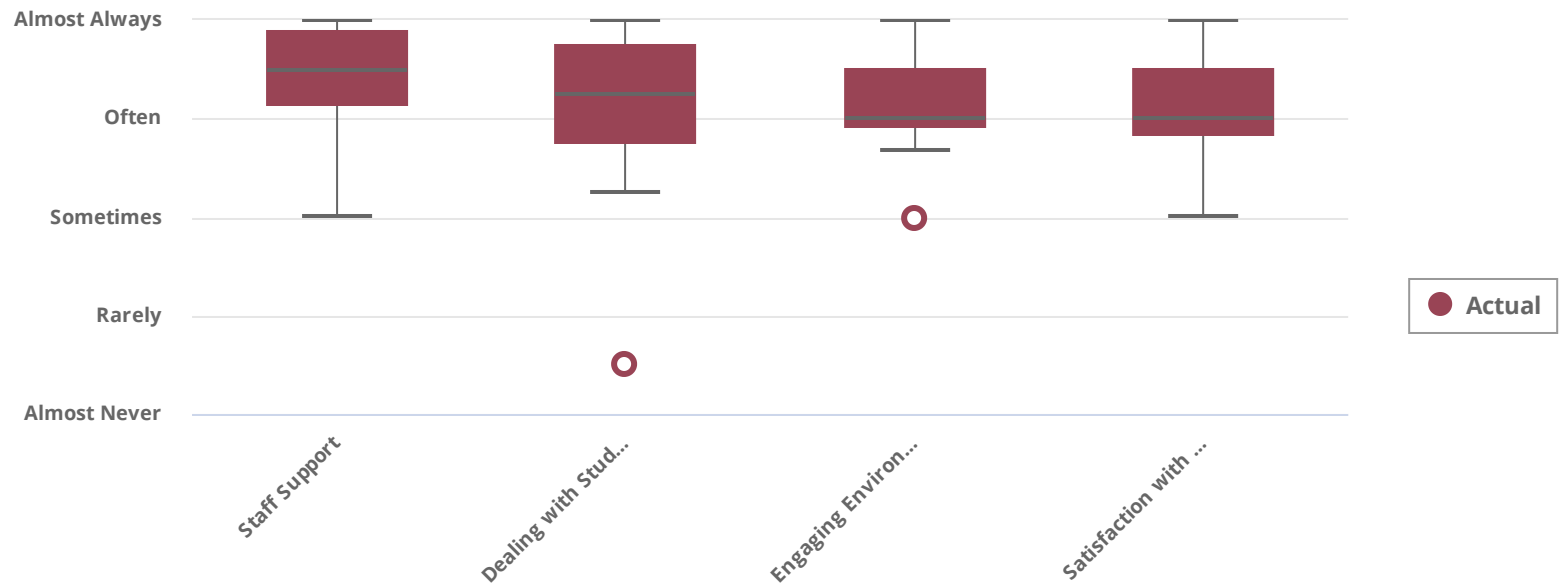
Means for each construct. Note, only participants who selected 'English' for the previous question responded to this question. Categories with less than four responses have been omitted.



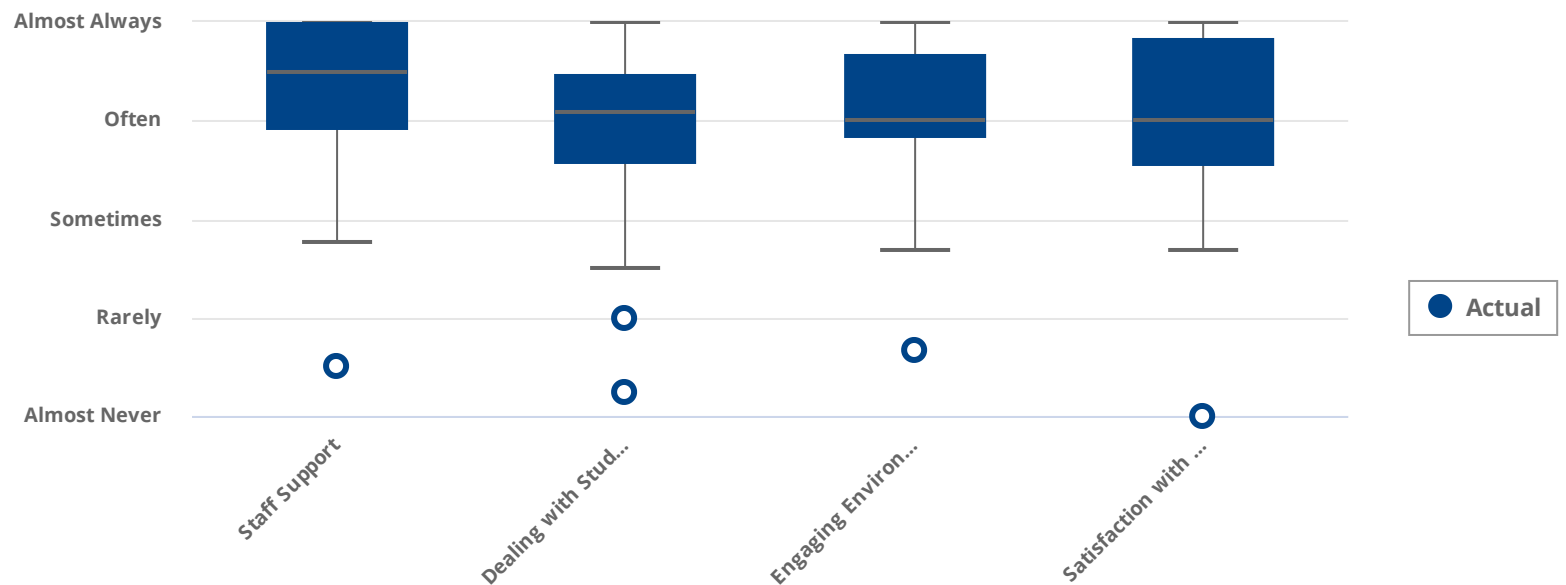
Child/Children's Experience: By Additional Language

Variations for each construct. Note, only participants who selected 'English' for the previous question responded to this question. Categories with less than four responses have been omitted.

Category:
Additional Language
(N=15)

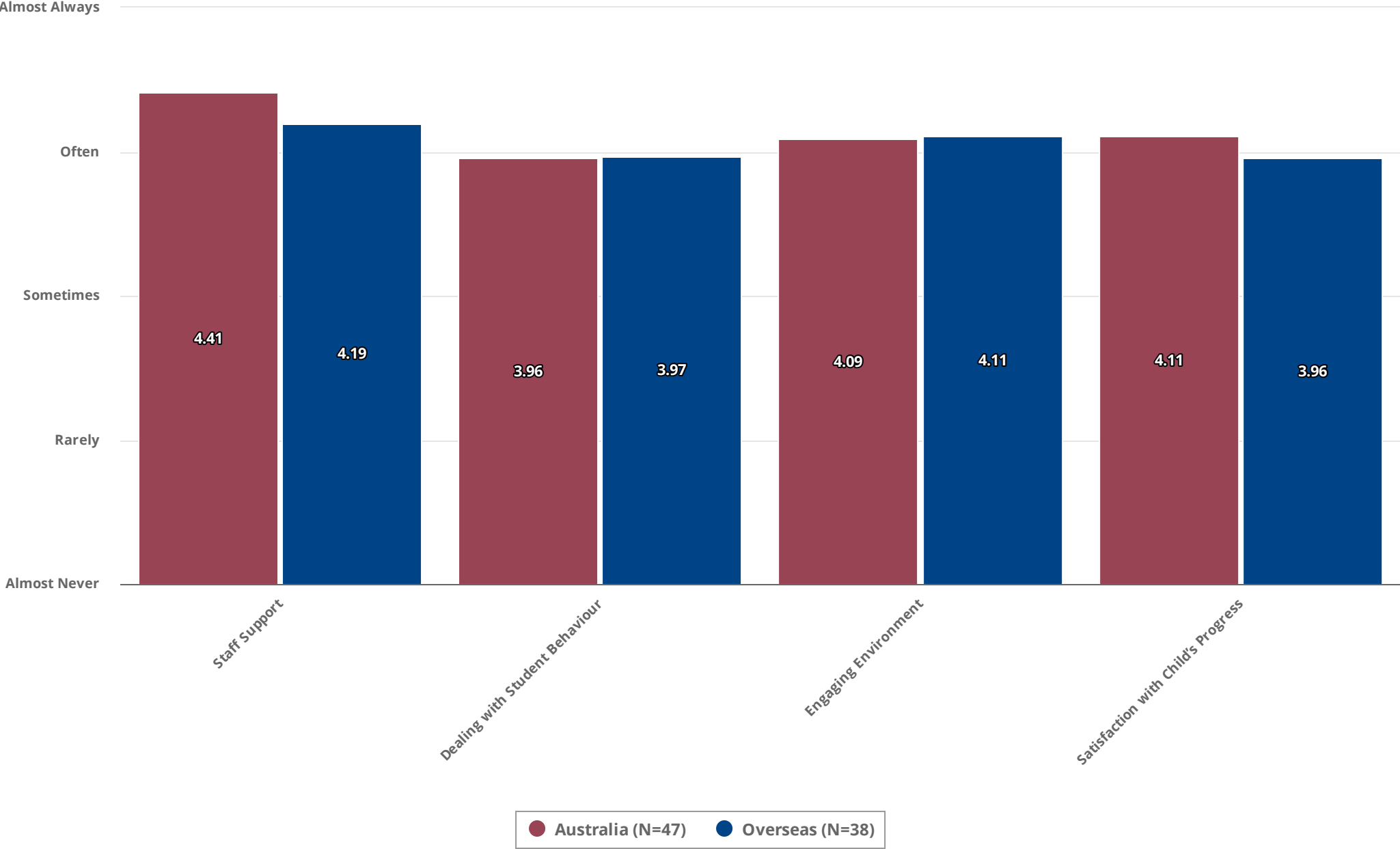


Category:
Only English (N=50)



Child/Children's Experience: By Birth Place

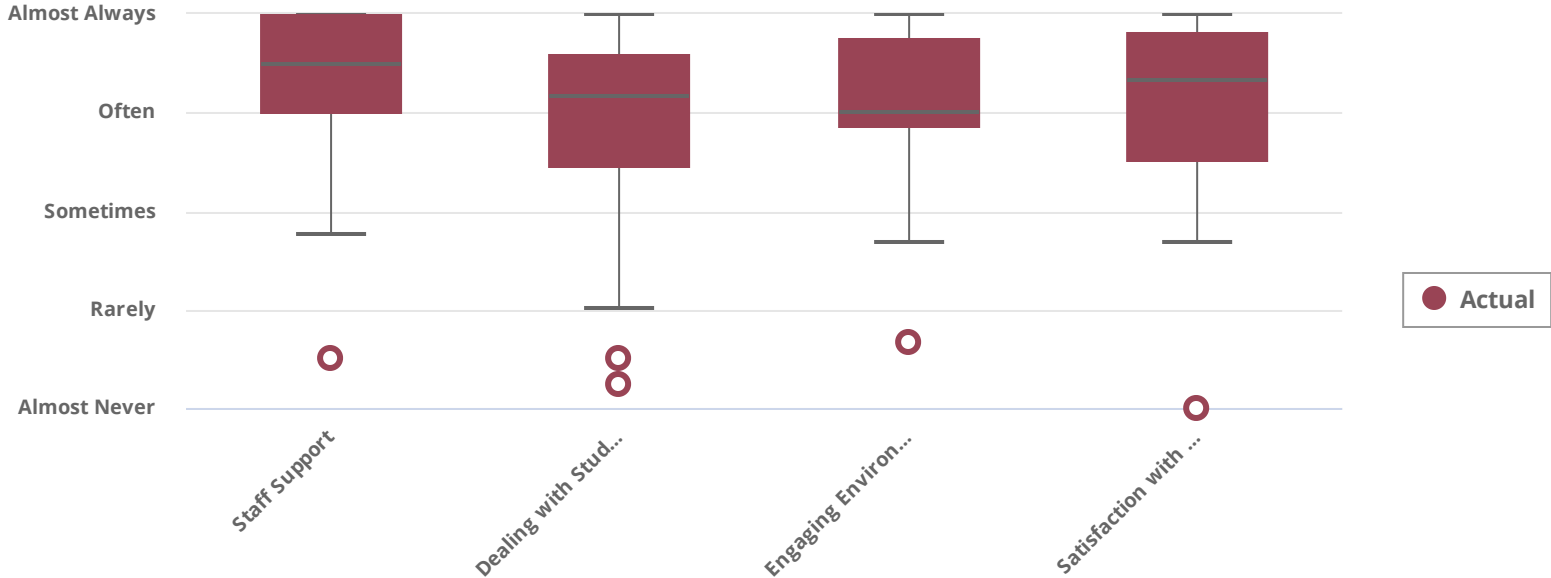
Means for each construct. Categories with less than four responses have been omitted.



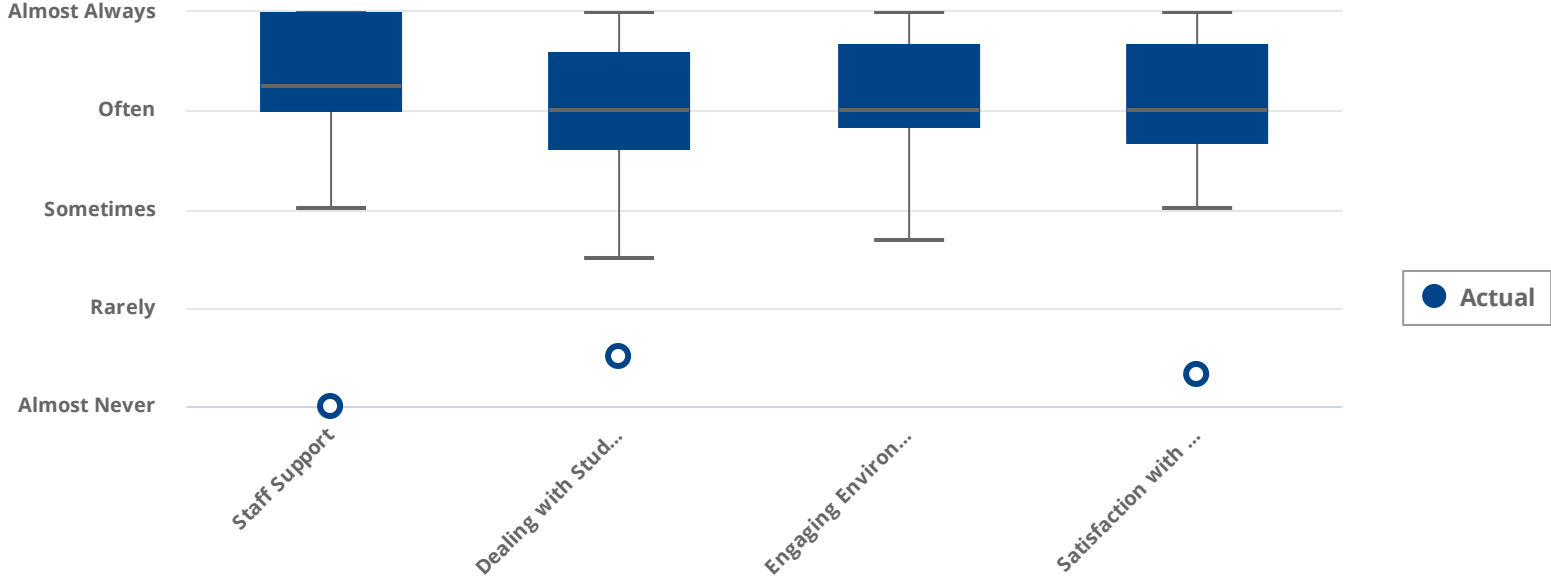
Child/Children's Experience: By Birth Place

Variations for each construct Categories with less than four responses have been omitted.

Category:
Australia (N=47)

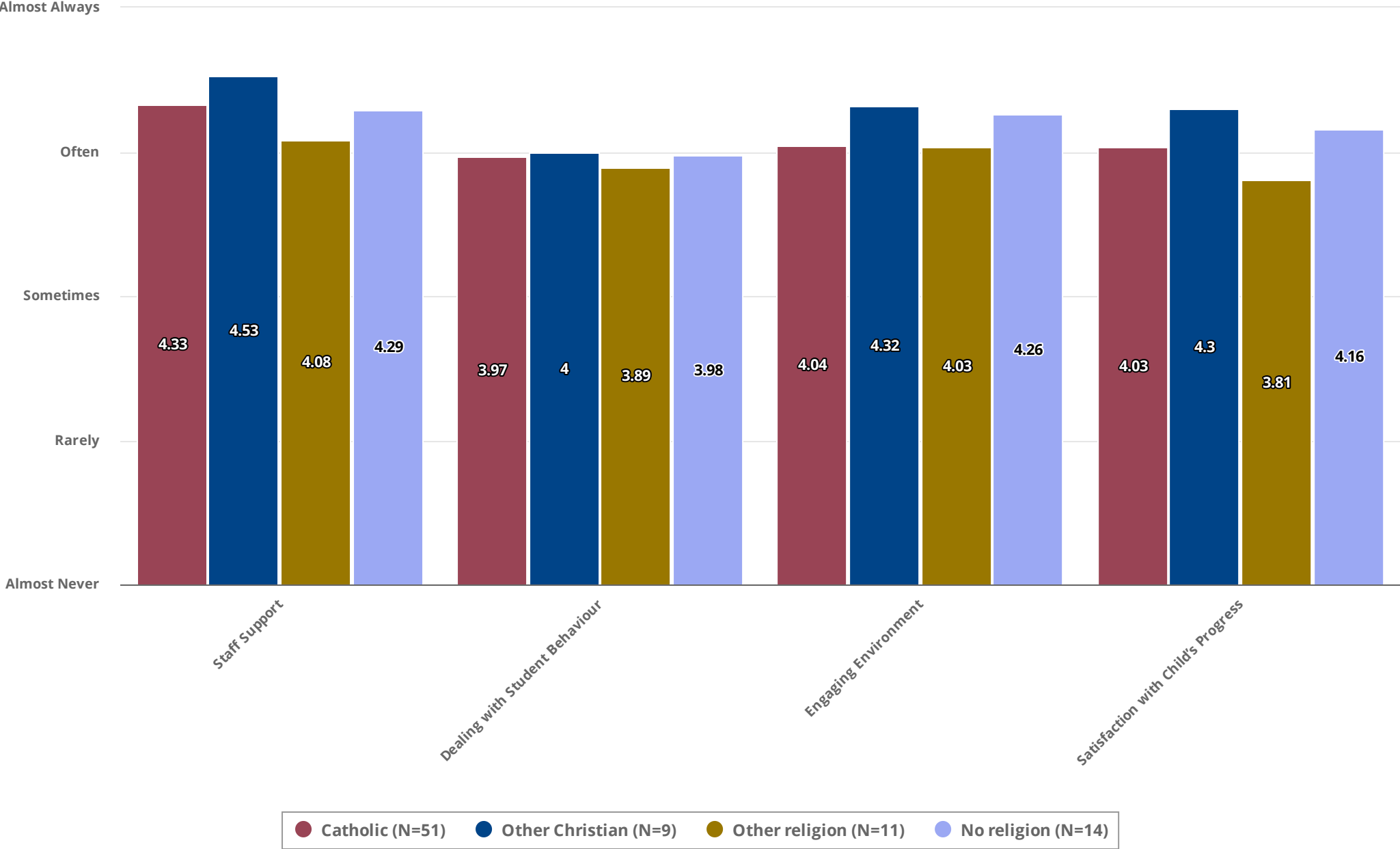


Category:
Overseas (N=38)



Child/Children's Experience: By Religion

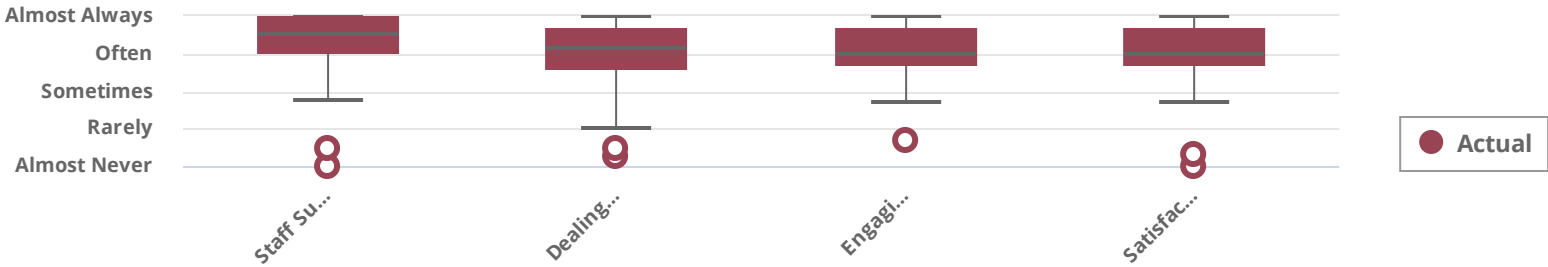
Means for each construct. Categories with less than four responses have been omitted.



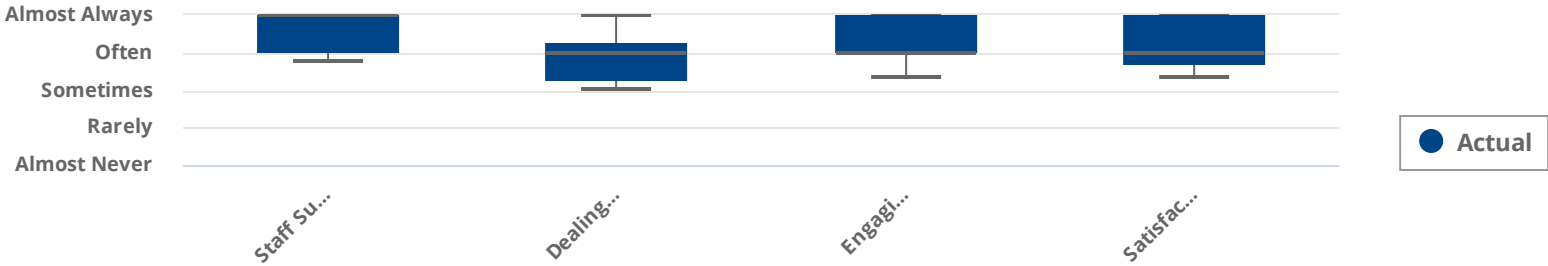
Child/Children's Experience: By Religion

Variations for each construct. Categories with less than four responses have been omitted.

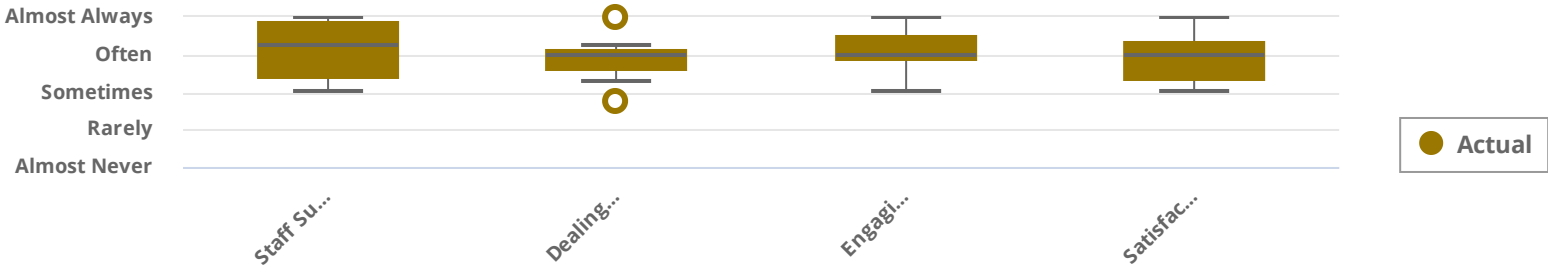
Category:
Catholic (N=51)



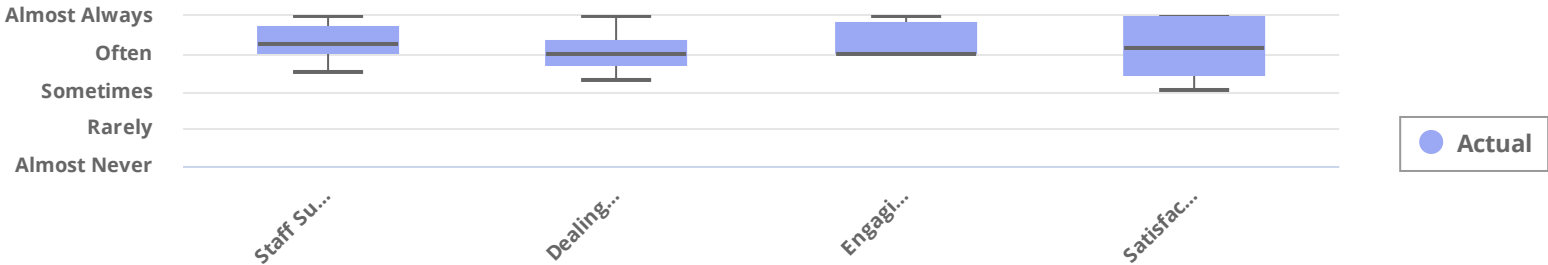
Category:
Other Christian (N=9)



Category:
Other religion (N=11)

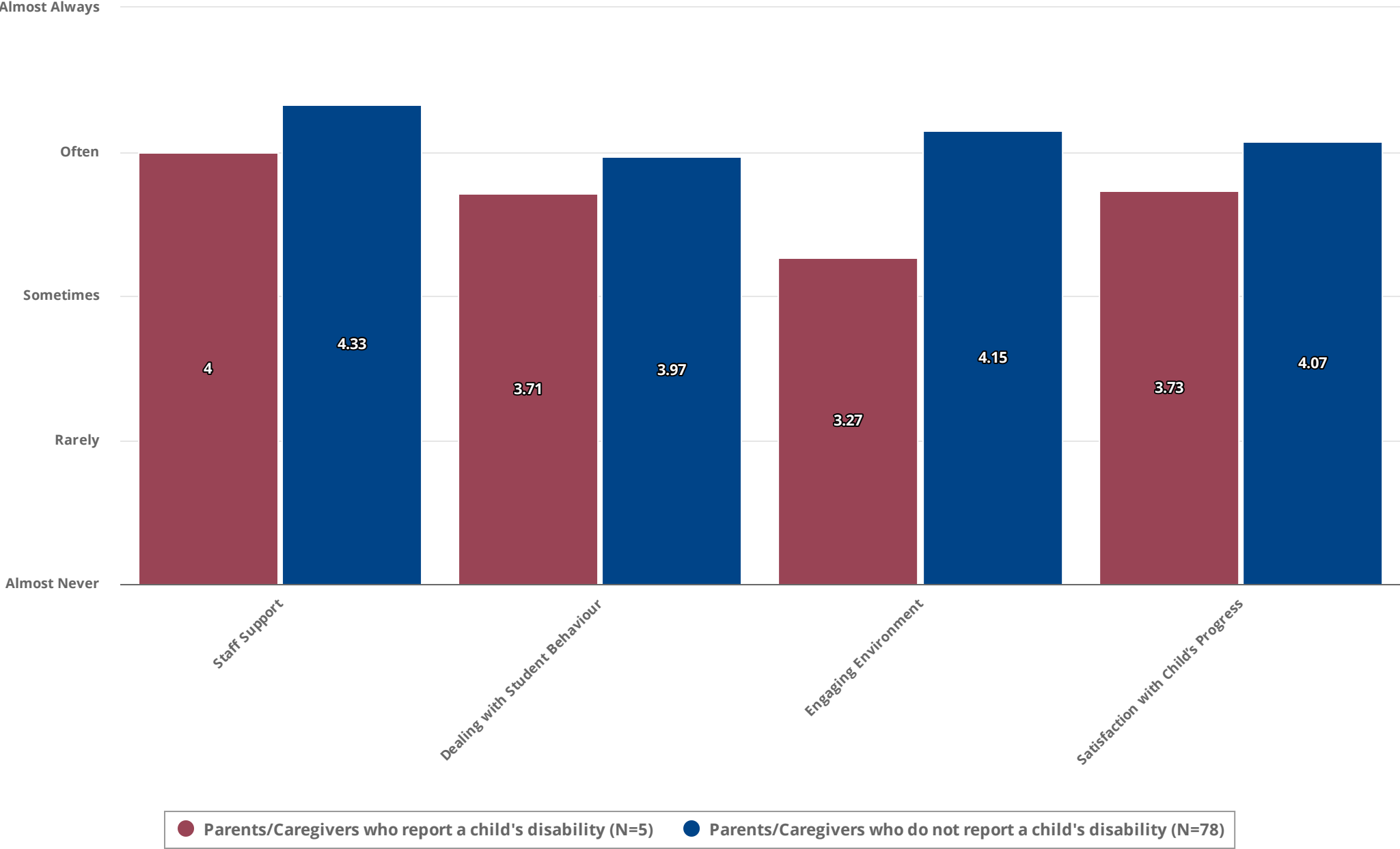


Category:
No religion (N=14)



Child/Children's Experience: By Disability

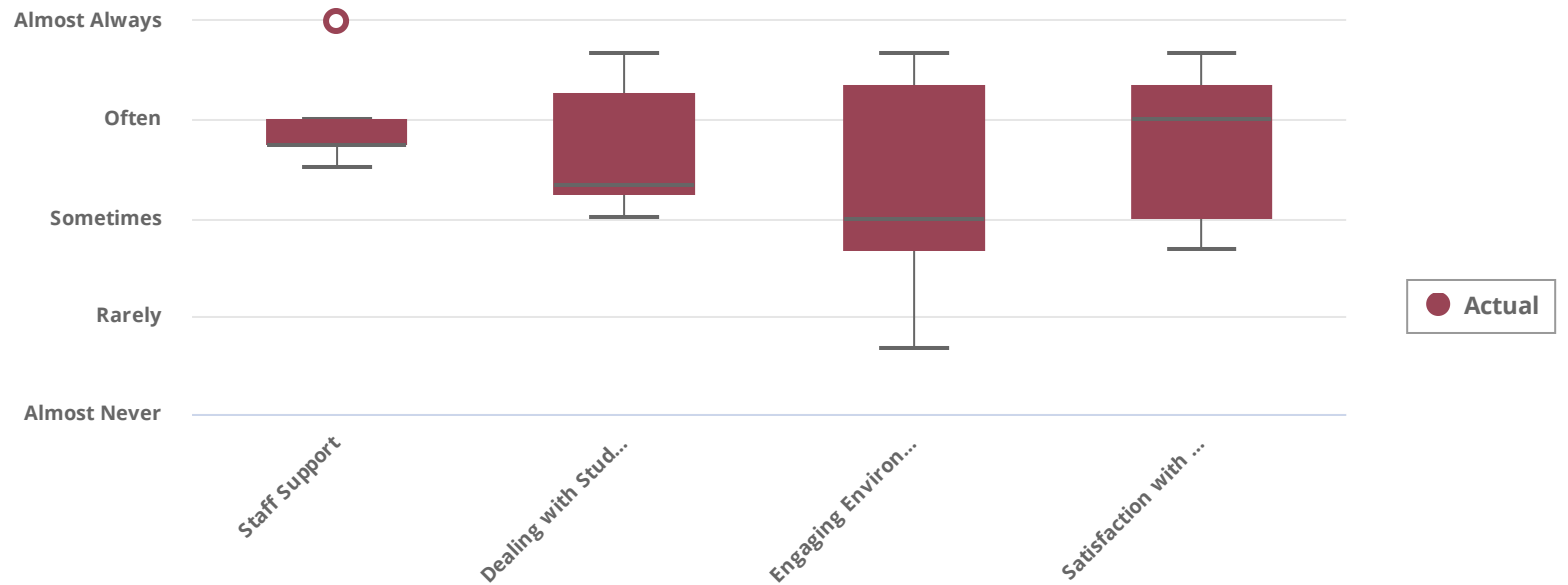
Means for each construct. Categories with less than four responses have been omitted.



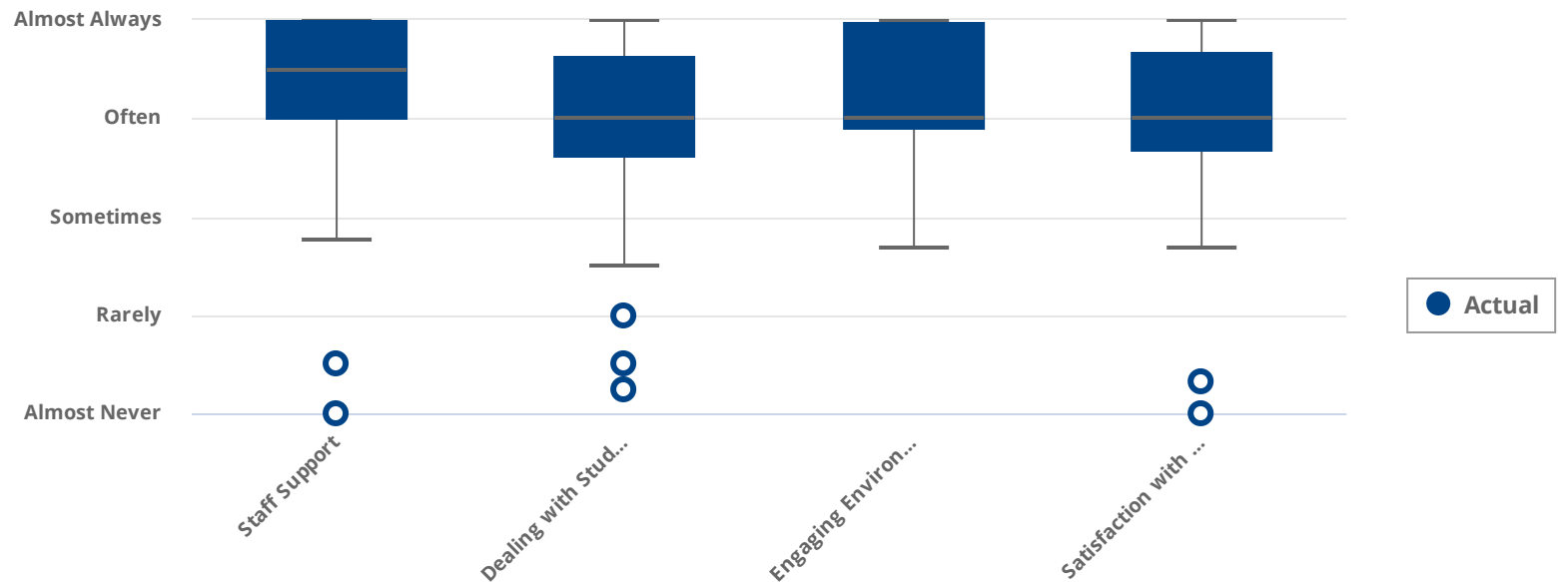
Child/Children's Experience: By Disability

Variations for each construct. Categories with less than four responses have been omitted.

Category:
Parents/Caregivers who report a child's disability (N=5)

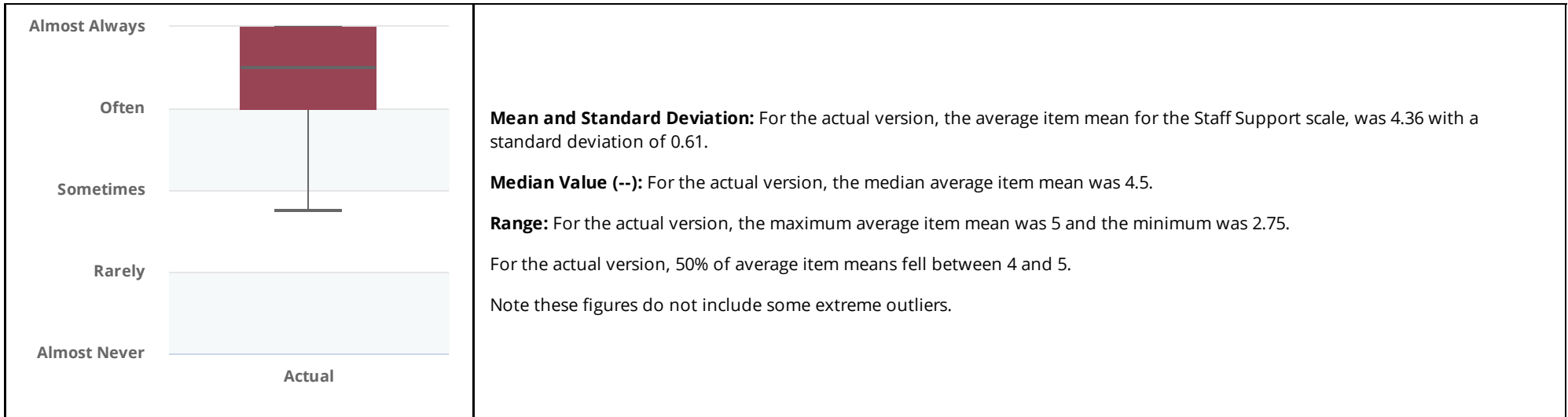


Category:
Parents/Caregivers who do not report a child's disability (N=78)



Staff Support

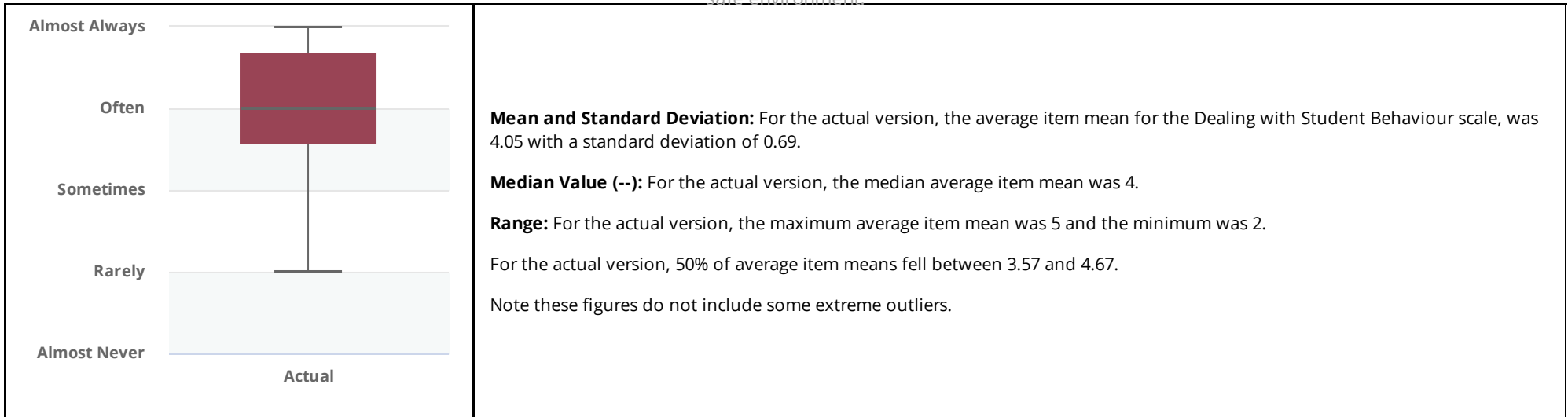
The STAFF SUPPORT construct assesses the extent to which parents and caregivers feel that school staff are caring, respectful and supportive of their child/children.



Percentage of each response	Items included in the scale	Average response for each item
	Actual The staff care about my child/children. Actual	Actual 4.44
	Actual The staff try to understand my child's/children's problems. Actual	Actual 4.12
	Actual The staff treat my child/children with respect. Actual	Actual 4.47
	Actual The staff give my child/children the help that they need with their school work. Actual	Actual 4.23
<ul style="list-style-type: none"> ● Almost Never ● Sometimes ● Almost Always ● Rarely ● Often 		

Dealing with Student Behaviour

The DEALING THE STUDENT BEHAVIOUR construct assesses the extent to which parents and caregivers feel that the school makes the expectations for behaviour clear and promotes a safe environment.



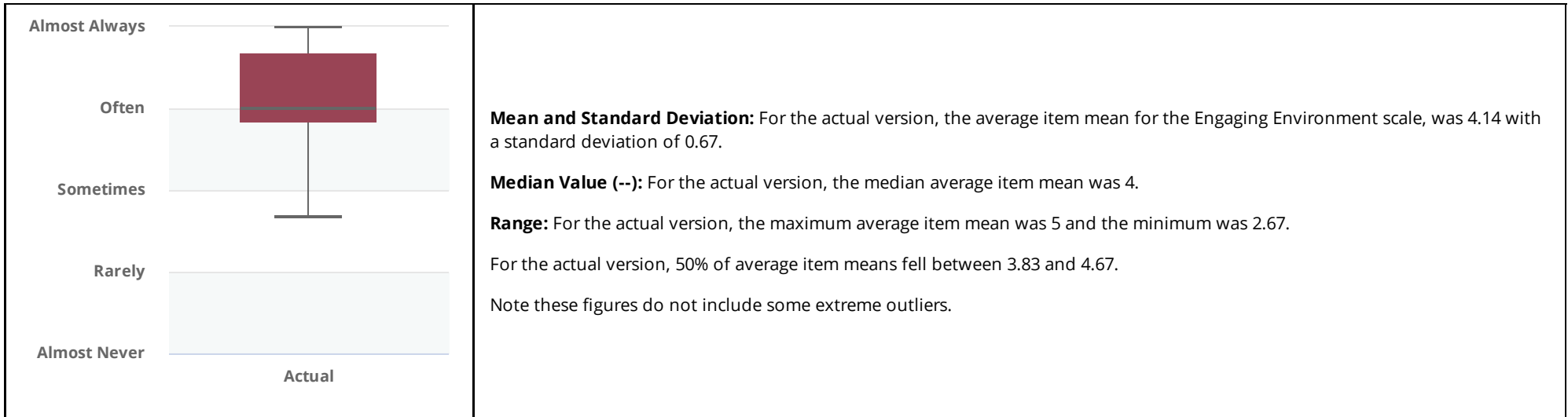
Percentage of each response	Items included in the scale	Average response for each item
	Actual There are high expectations for student behaviour. Actual	4.15
	Actual A safe environment is provided during break times. Actual	4.17
	Actual Students learn to resolve conflicts effectively. Actual	3.74
	Actual When incidences of bullying are reported to the school, they are dealt with respectfully. Actual	3.66

Legend: Not sure (grey), Rarely (yellow), Often (blue), Almost Never (red), Sometimes (green), Almost Always (dark blue)

X-axis labels: Not sure, Almost Never, Rarely, Sometimes, Often, Almost Always

Engaging Environment

The ENGAGING ENVIRONMENT construct assesses the extent to which parents and caregivers feel that the activities provided to their child/children are stimulating and challenging.



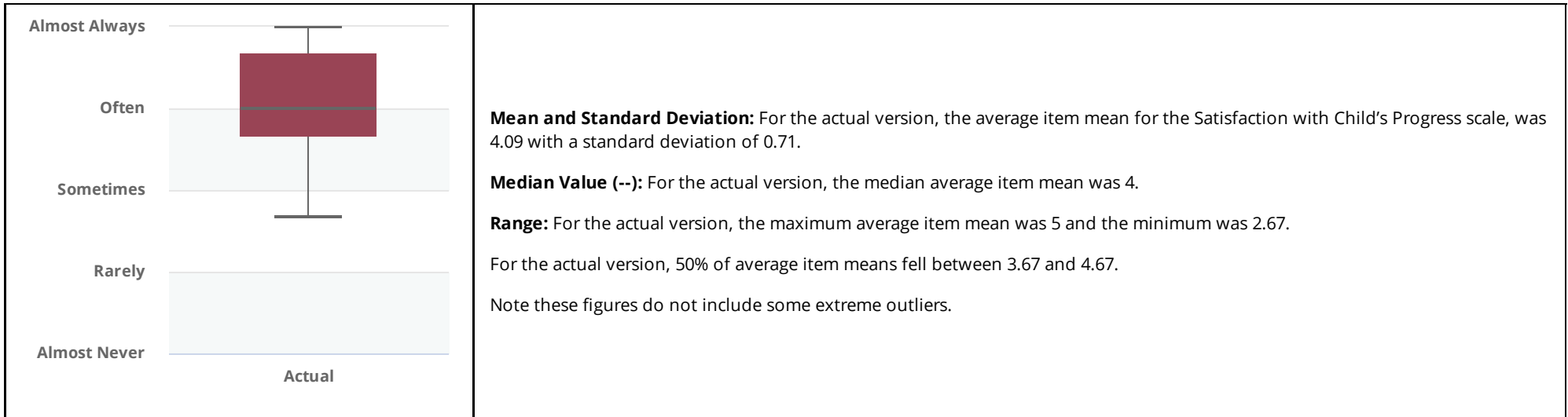
Percentage of each response	Items included in the scale	Average response for each item
	Actual The activities motivate students to want to learn. Actual	4.16
	Actual The learning activities challenge individual students. Actual	3.98
	Actual The learning activities are varied to suit the abilities of my child/children. Actual	4.16

● Not sure ● Almost Never
 ● Rarely ● Sometimes
 ● Often ● Almost Always

Not sure Almost Never Rarely Sometimes Often Almost Always

Satisfaction with Child's Progress

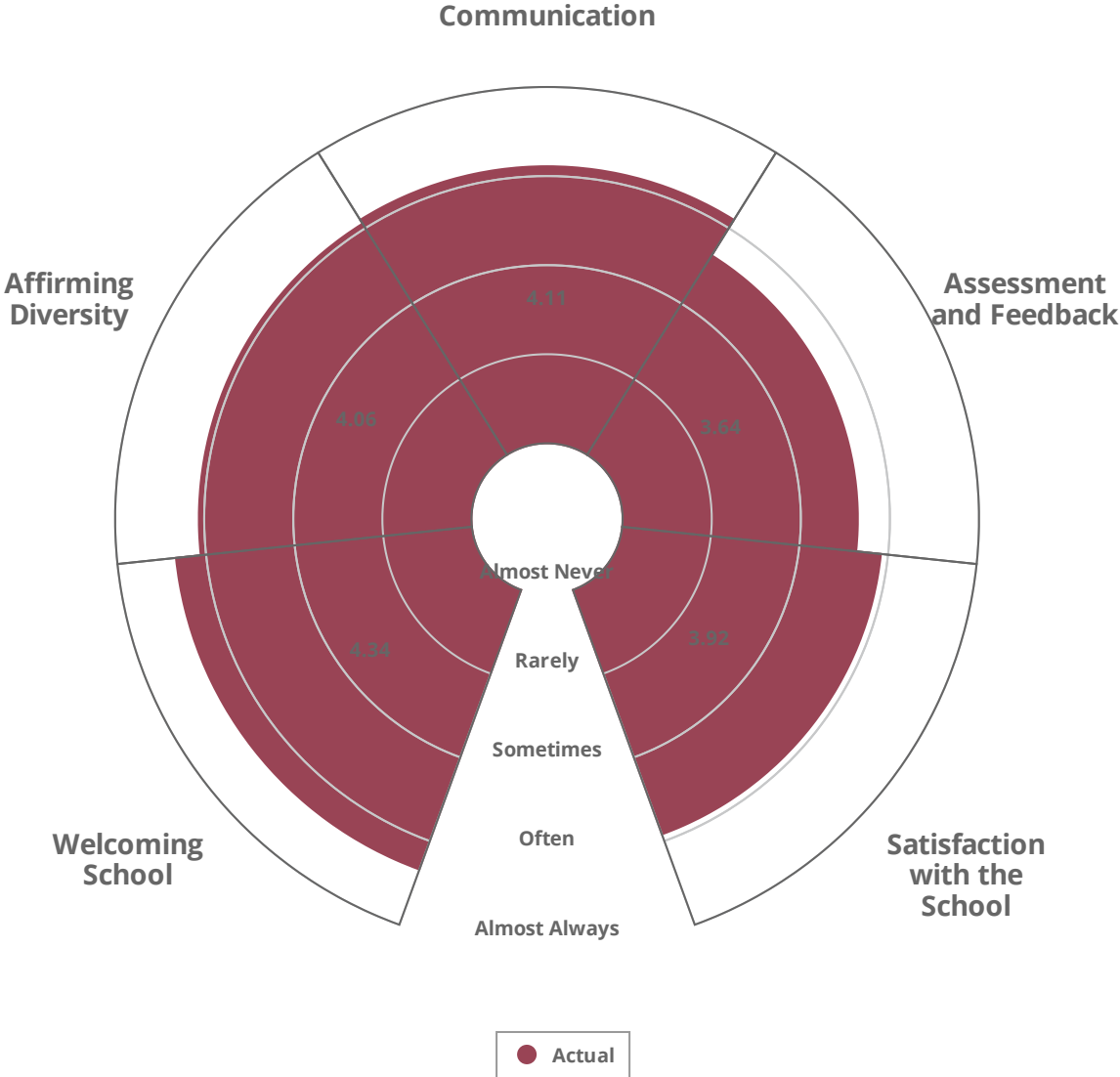
The SATISFACTION WITH CHILD'S PROGRESS construct assesses the extent to which parents and caregivers are satisfied with how the school helps their child progress.



Percentage of each response	Items included in the scale	Average response for each item
	Actual I am satisfied with how the school is helping my child/children progress behaviourally. Actual	
	Actual I am satisfied with how the school helps my child/children progress socially. Actual	
	Actual I am satisfied with the school's role in helping my child/children progress academically. Actual	
<ul style="list-style-type: none"> ● Almost Never ● Sometimes ● Almost Always ● Rarely ● Often 		Almost Never Rarely Sometimes Often Almost Always

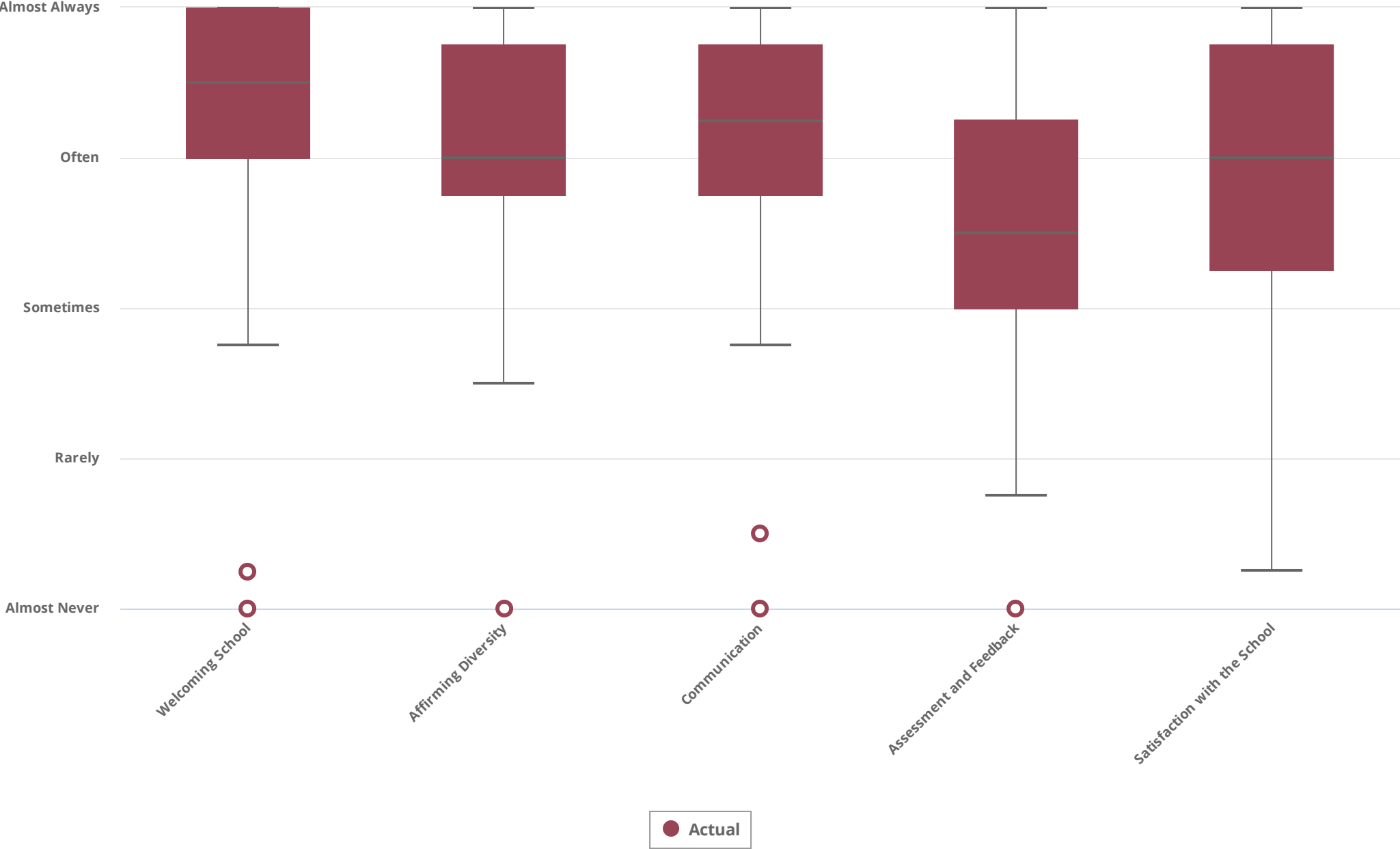
Parent/Caregiver's Experience

Means for each construct.



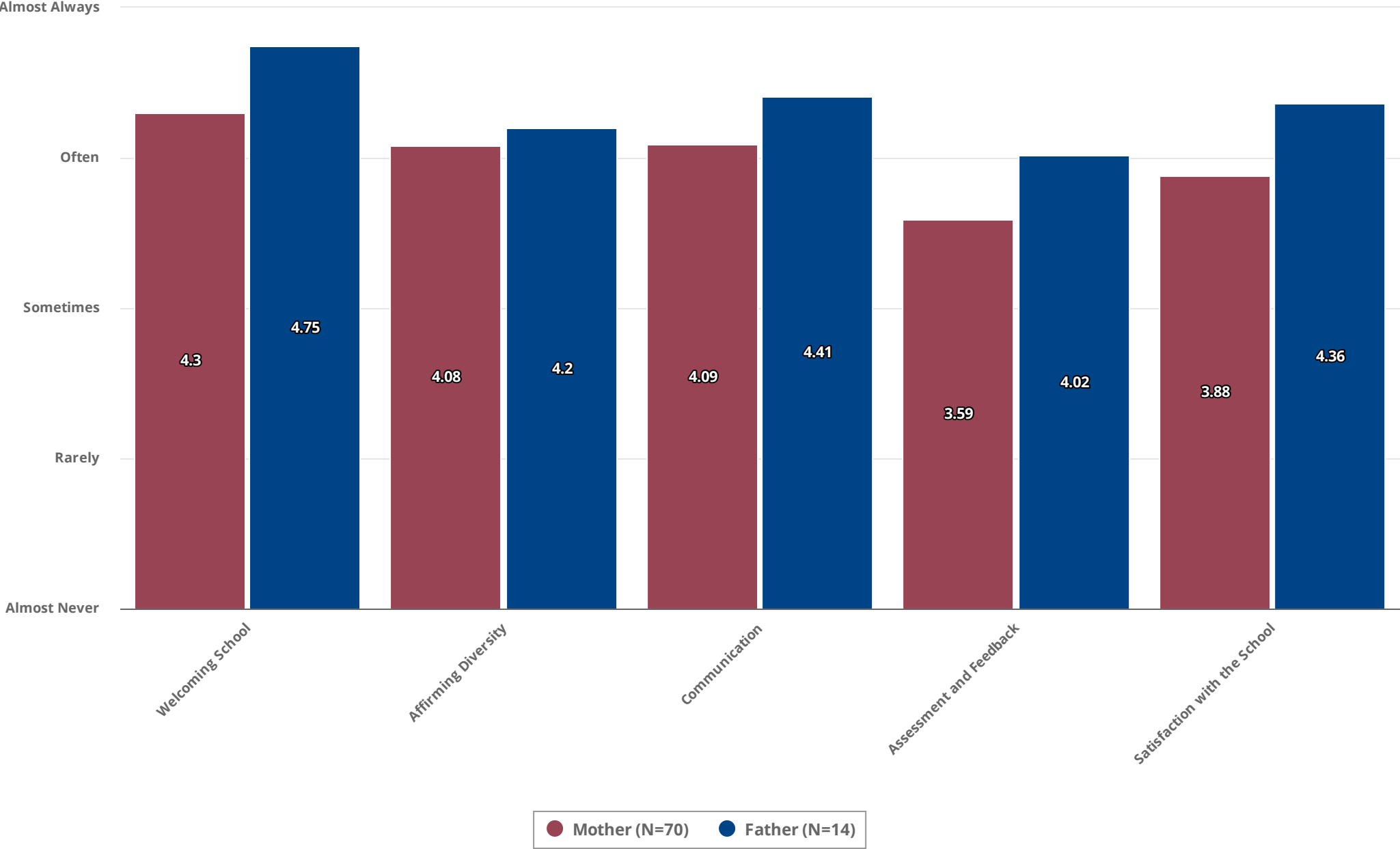
Parent/Caregiver's Experience

Variations for each construct.



Parent/Caregiver's Experience: By Parenting Role

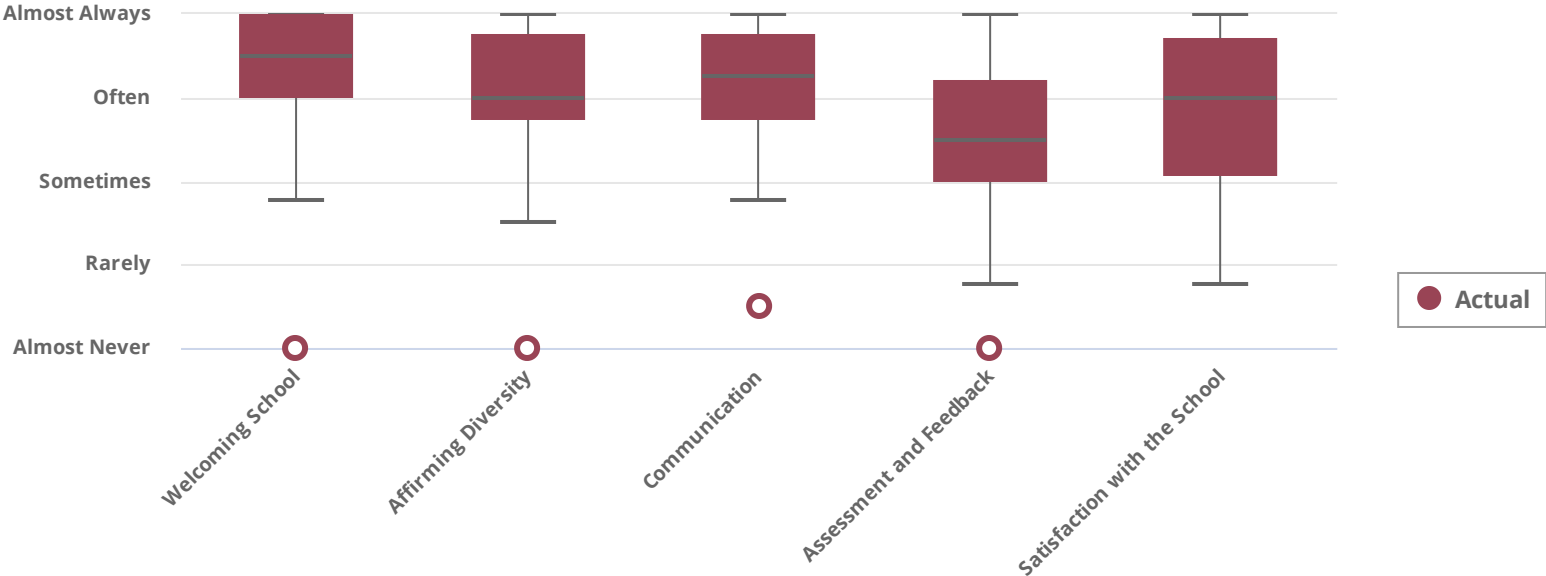
Means for each construct. Categories with less than four responses have been omitted.



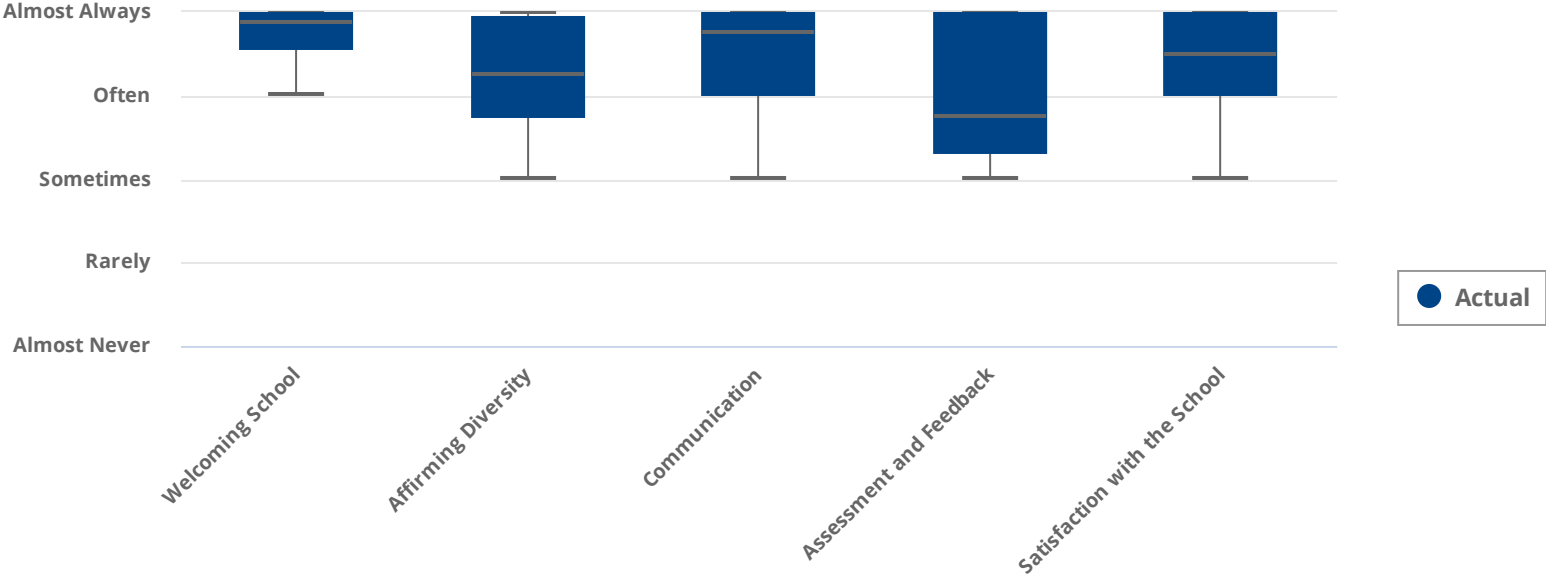
Parent/Caregiver's Experience: By Parenting Role

Variations for each construct. Categories with less than four responses have been omitted.

Category:
Mother (N=70)

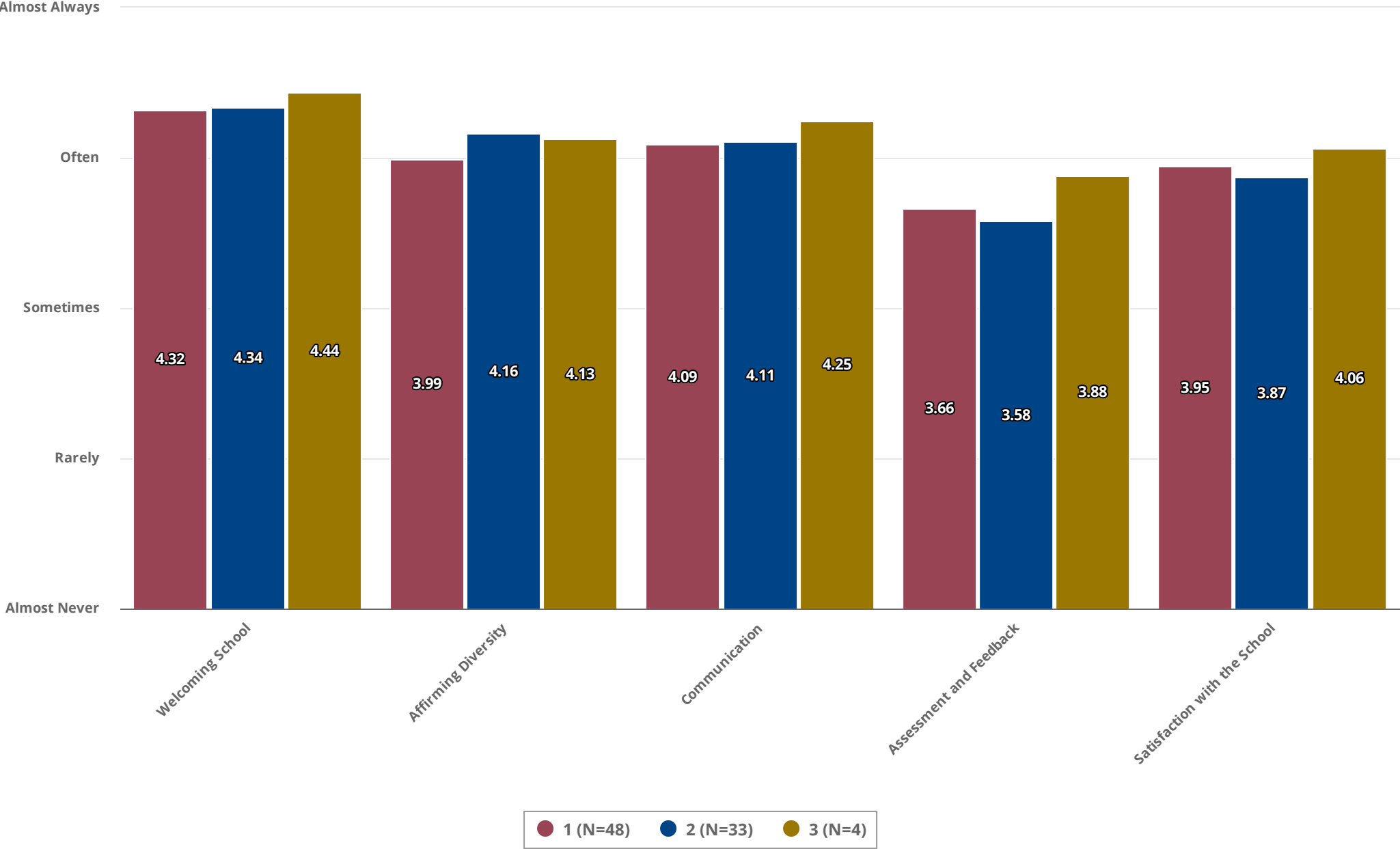


Category:
Father (N=14)



Parent/Caregiver's Experience: By Number of Children at the School

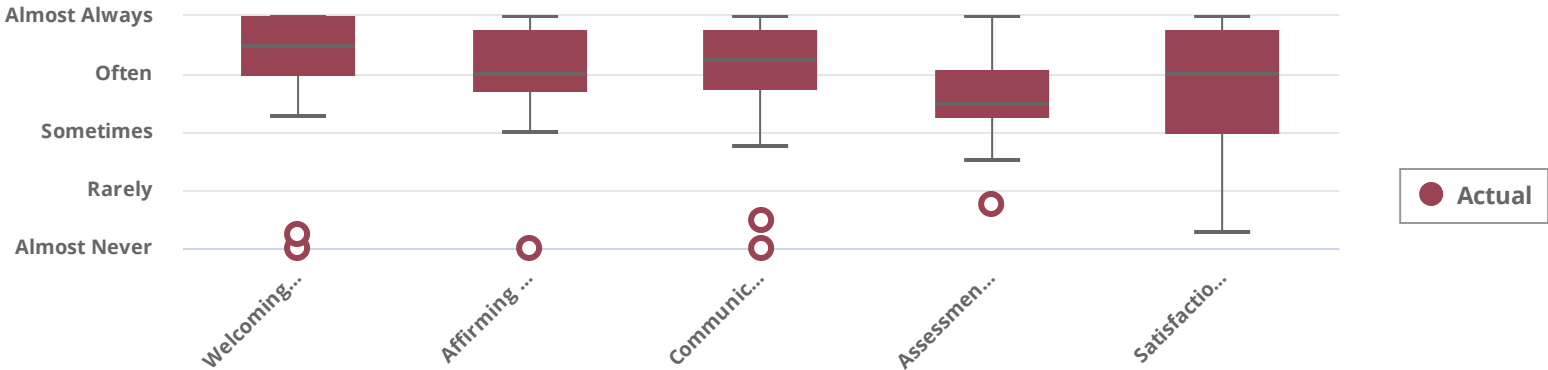
Means for each construct. Categories with less than four responses have been omitted.



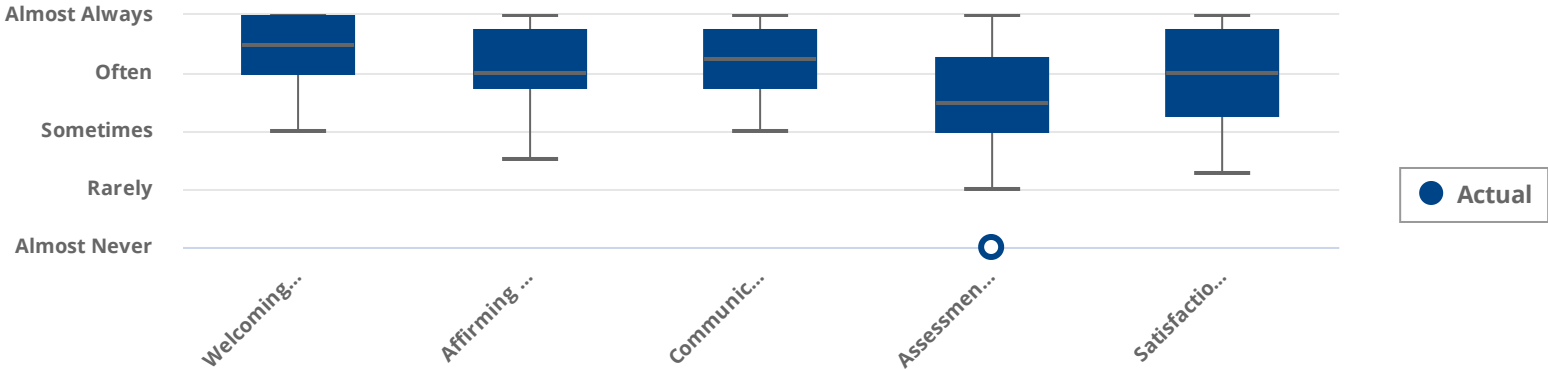
Parent/Caregiver's Experience: By Number of Children at the School

Variations for each construct. Categories with less than four responses have been omitted.

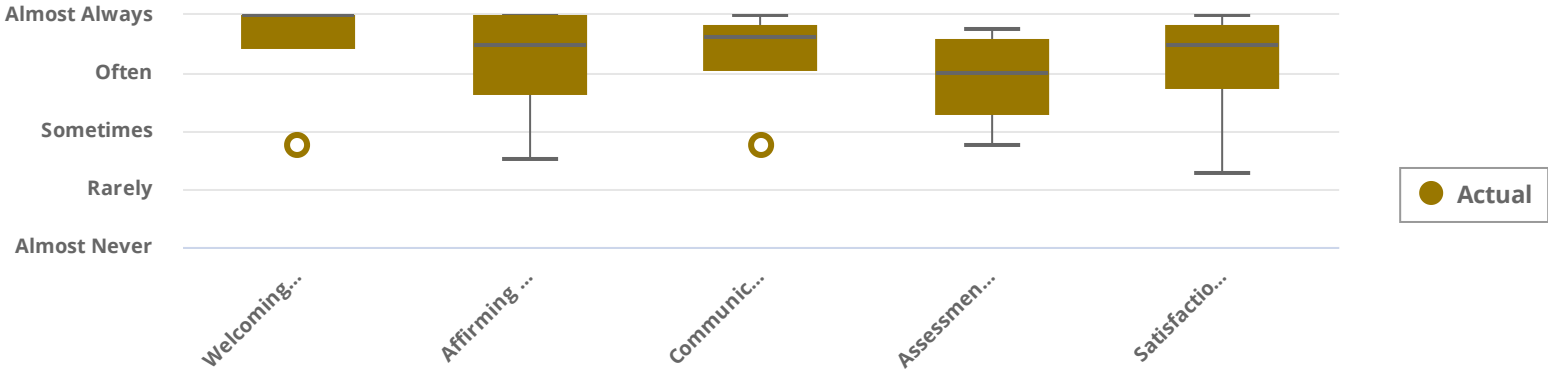
Category:
1 (N=48)



Category:
2 (N=33)

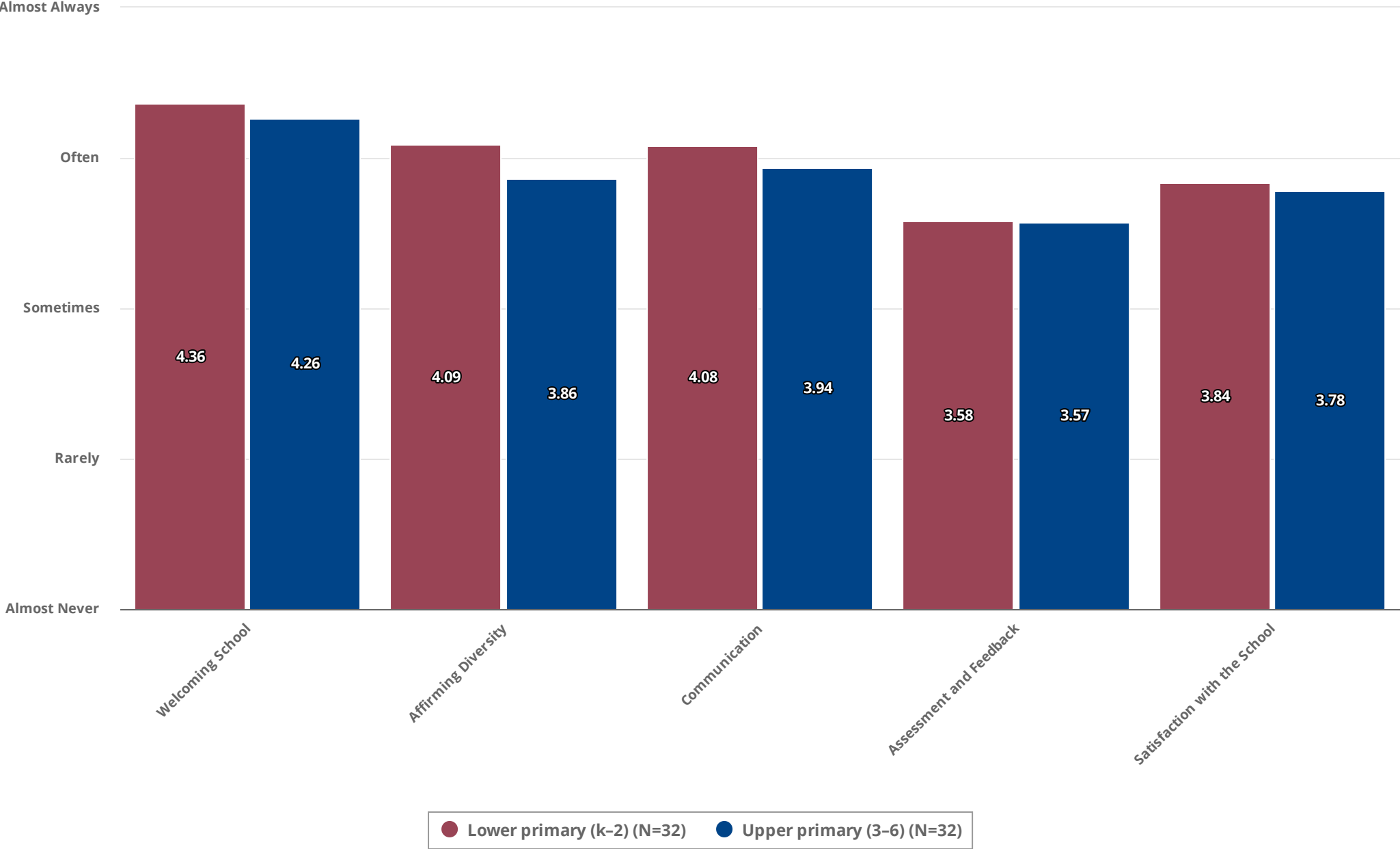


Category:
3 (N=4)



Parent/Caregiver's Experience: By School Level

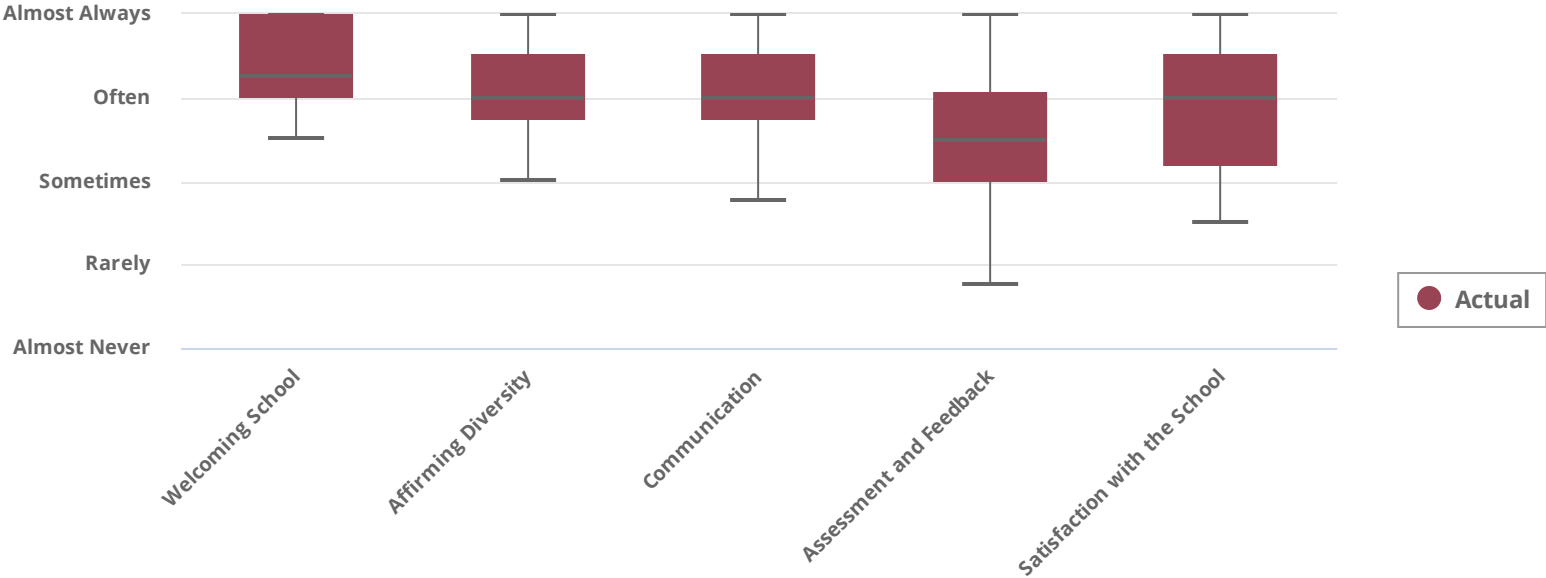
Means for each construct. Categories with less than four responses have been omitted.



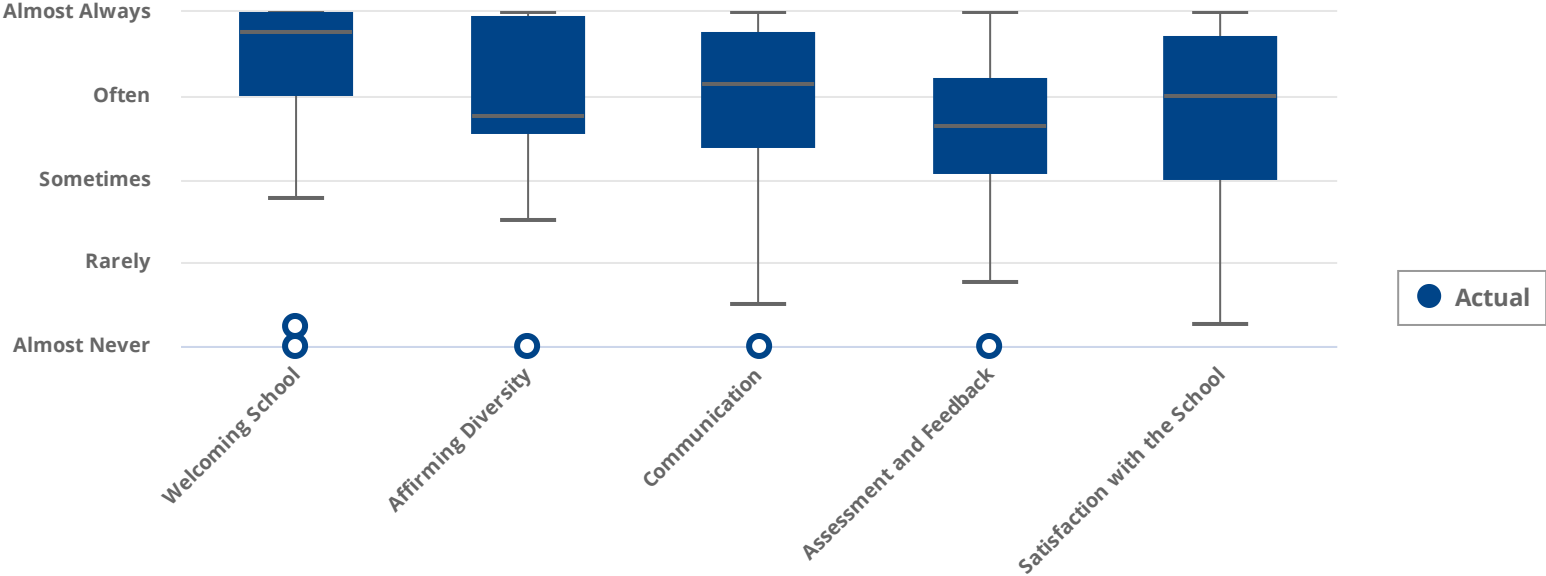
Parent/Caregiver's Experience: By School Level

Variations for each construct. Categories with less than four responses have been omitted.

Category:
Lower primary (k-2)
(N=32)

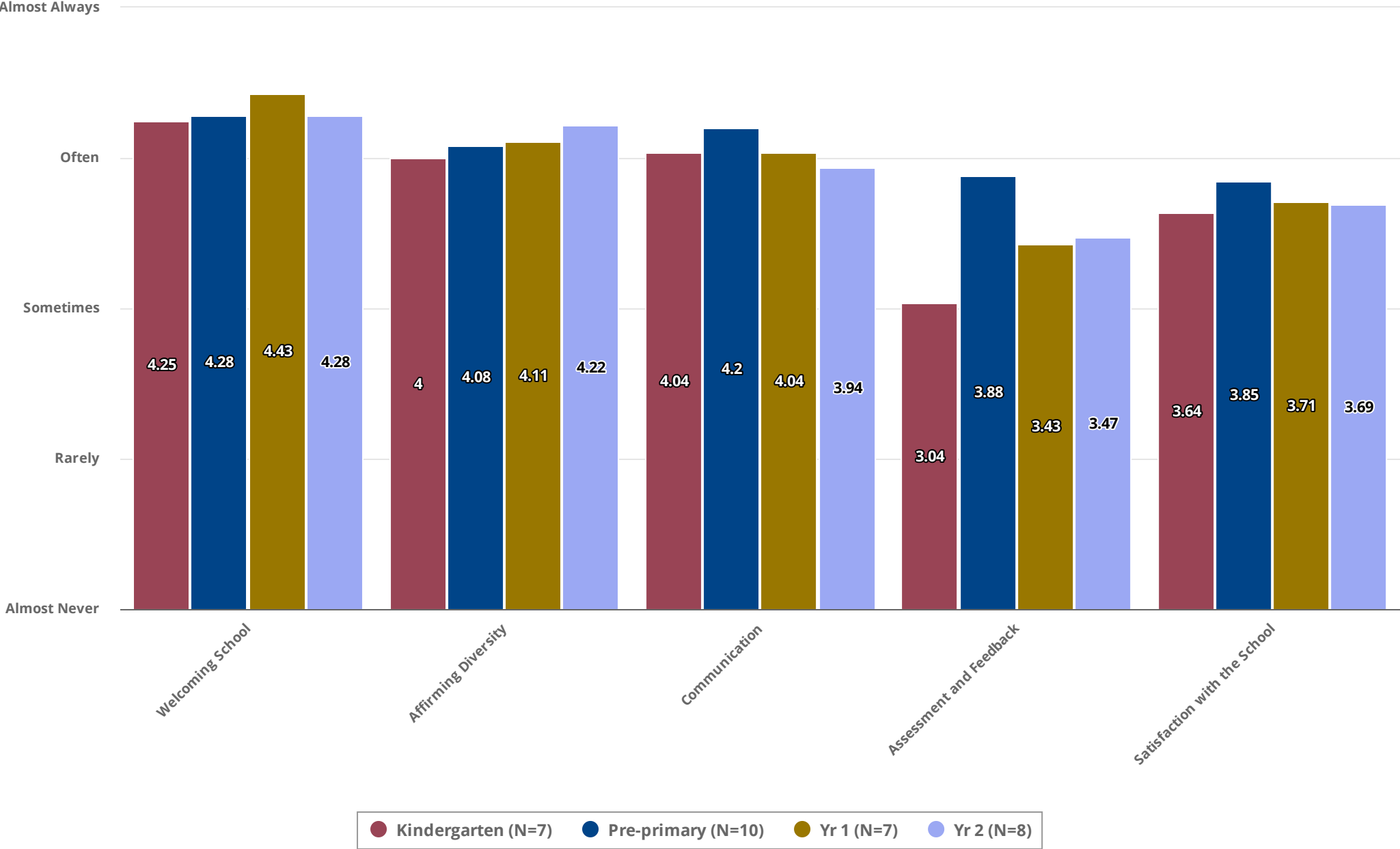


Category:
Upper primary (3-6)
(N=32)



Parent/Caregiver's Experience: By Year Level - Lower Primary

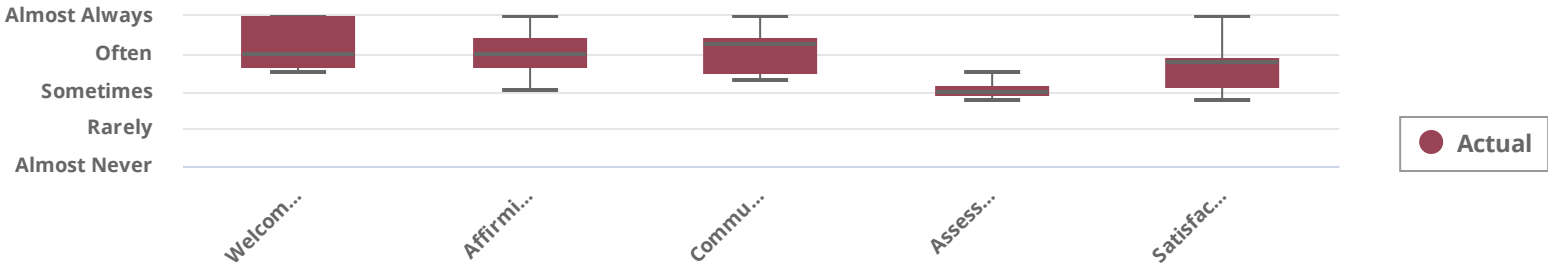
Means for each construct. Categories with less than four responses have been omitted.



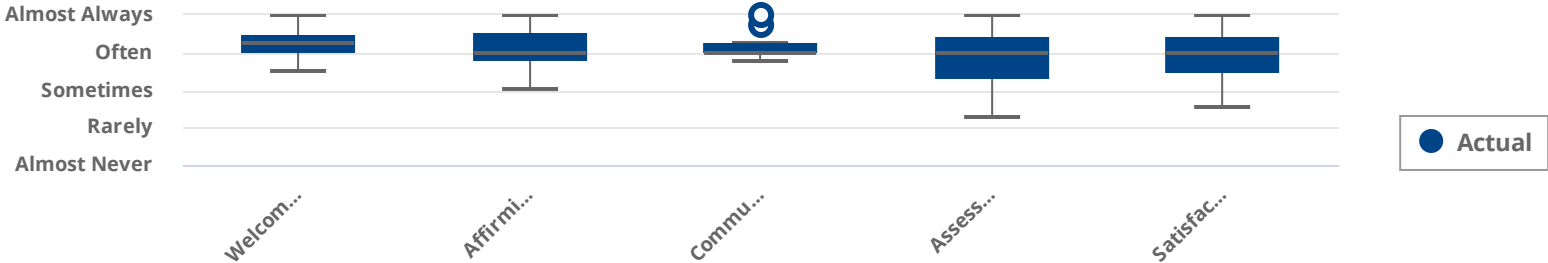
Parent/Caregiver's Experience: By Year Level - Lower Primary

Variations for each construct. Categories with less than four responses have been omitted.

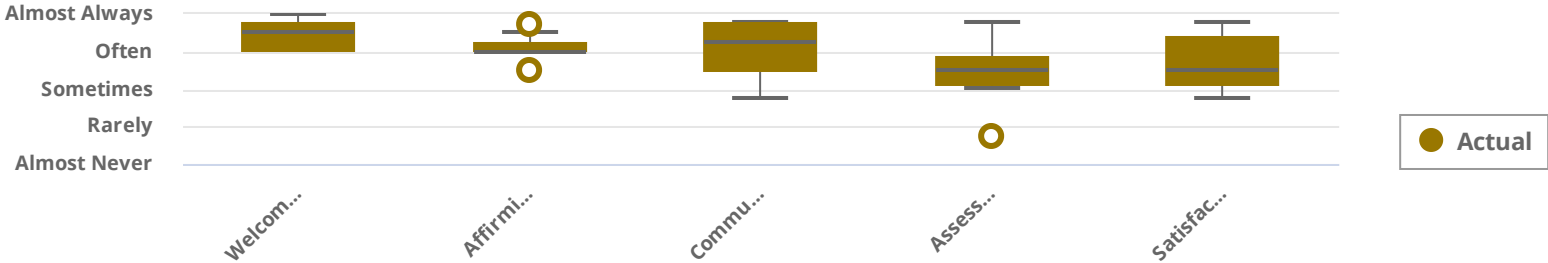
Category:
Kindergarten (N=7)



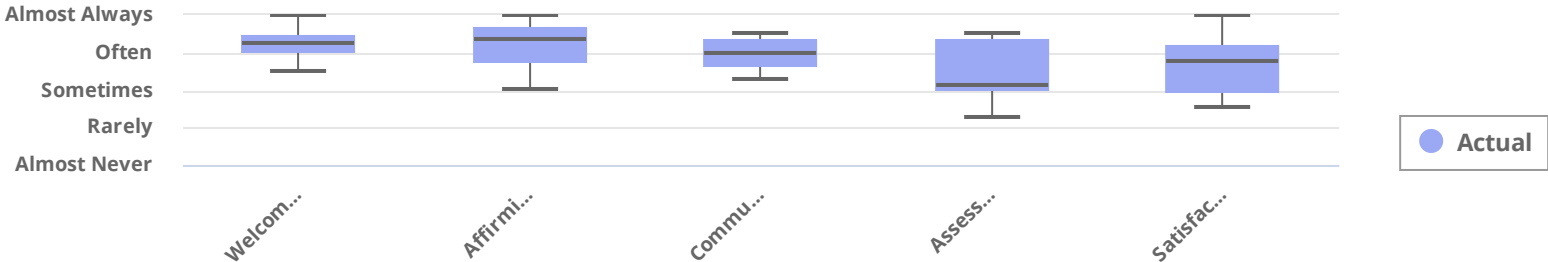
Category:
Pre-primary (N=10)



Category:
Yr 1 (N=7)

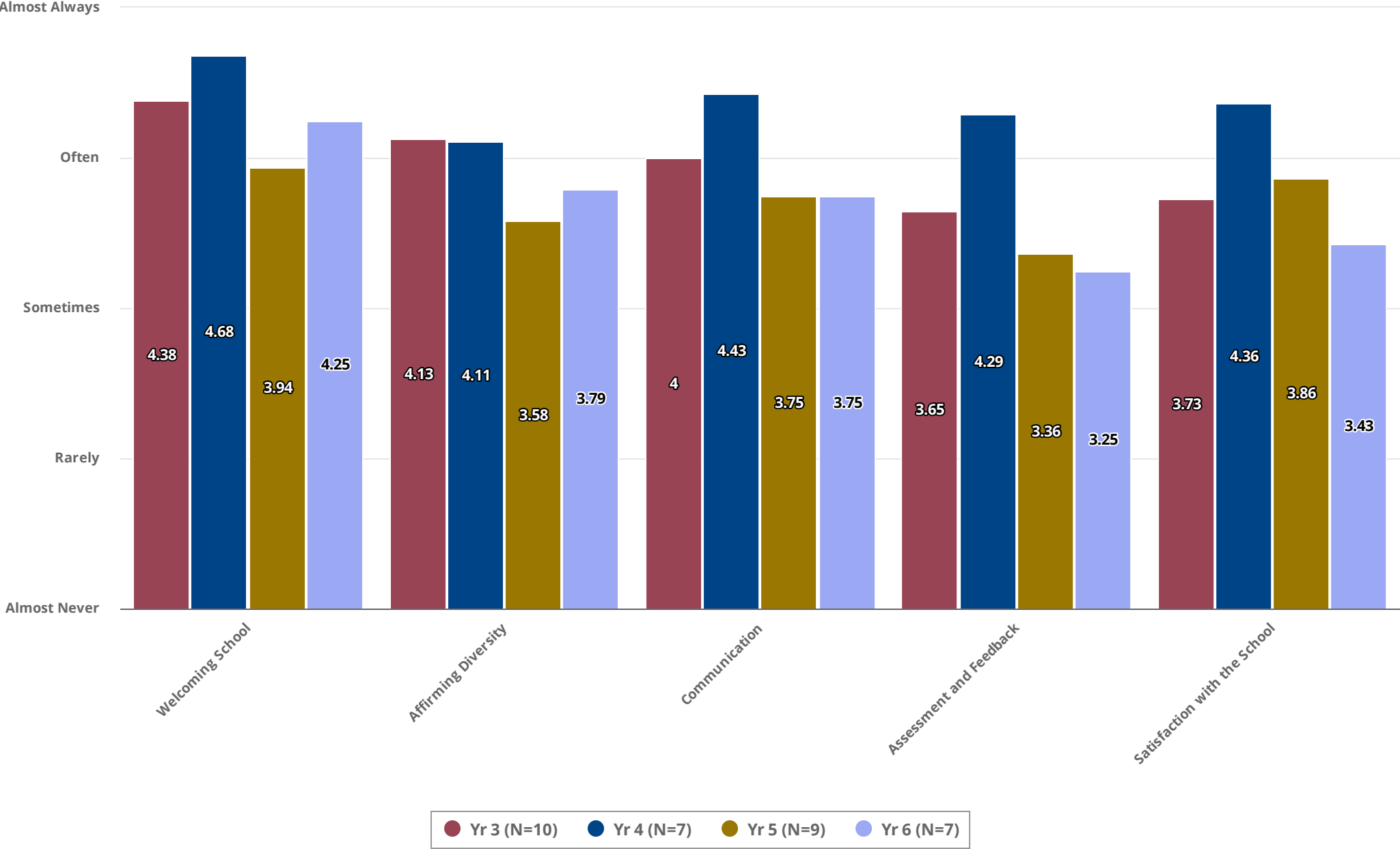


Category:
Yr 2 (N=8)



Parent/Caregiver's Experience: By Year Level - Upper Primary

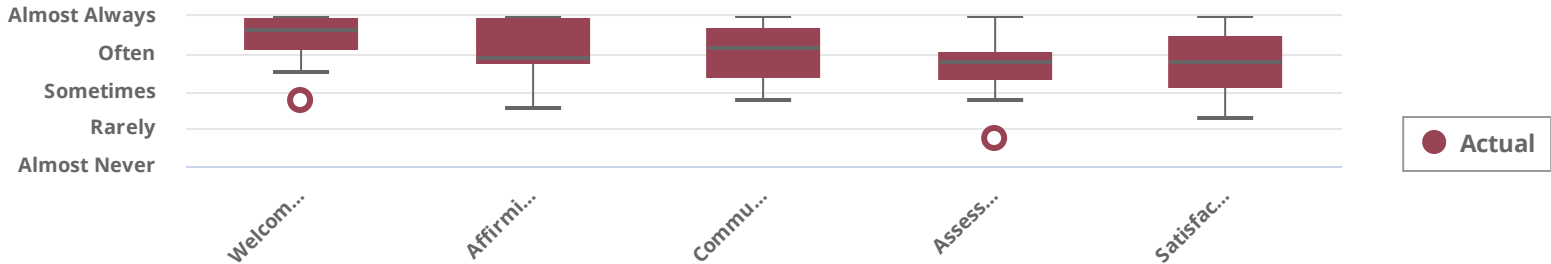
Means for each construct. Categories with less than four responses have been omitted.



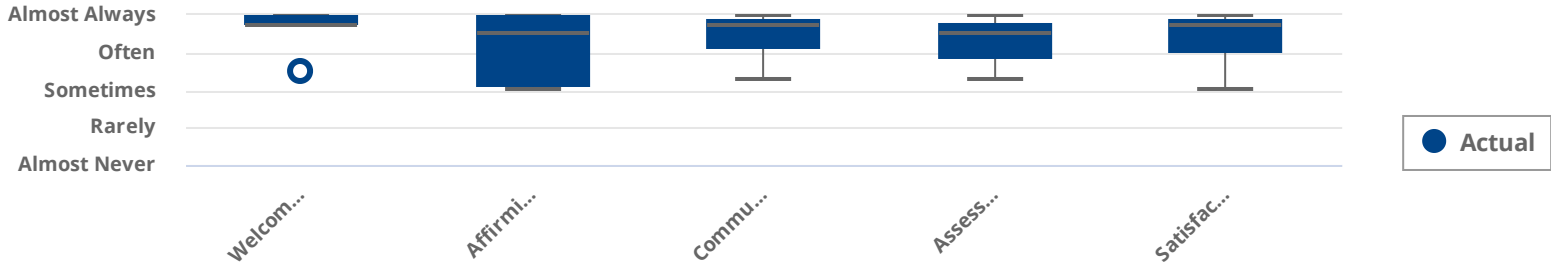
Parent/Caregiver's Experience: By Year Level - Upper Primary

Variations for each construct. Categories with less than four responses have been omitted.

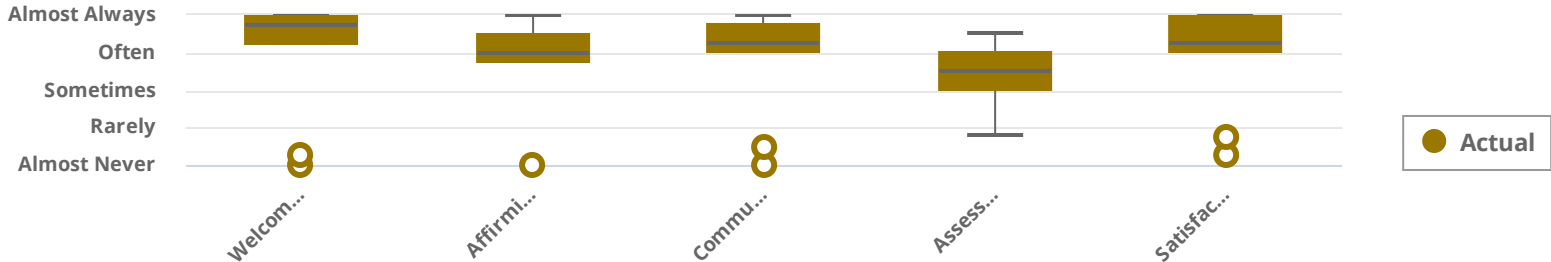
Category:
Yr 3 (N=10)



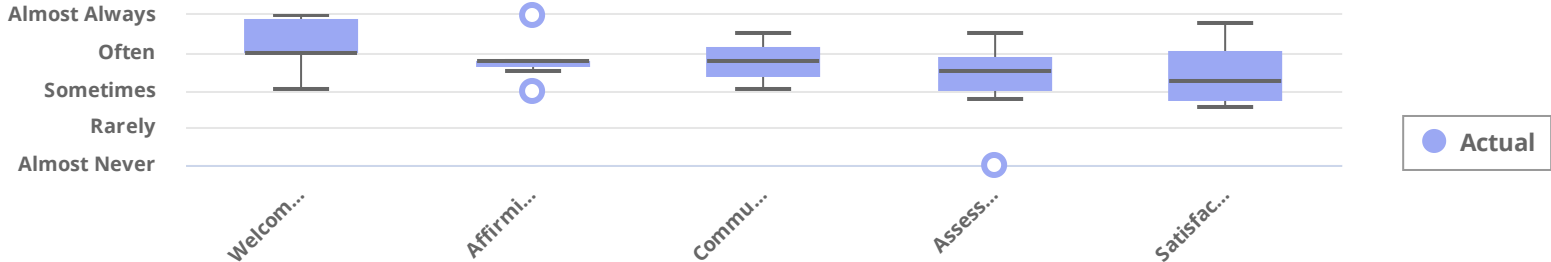
Category:
Yr 4 (N=7)



Category:
Yr 5 (N=9)

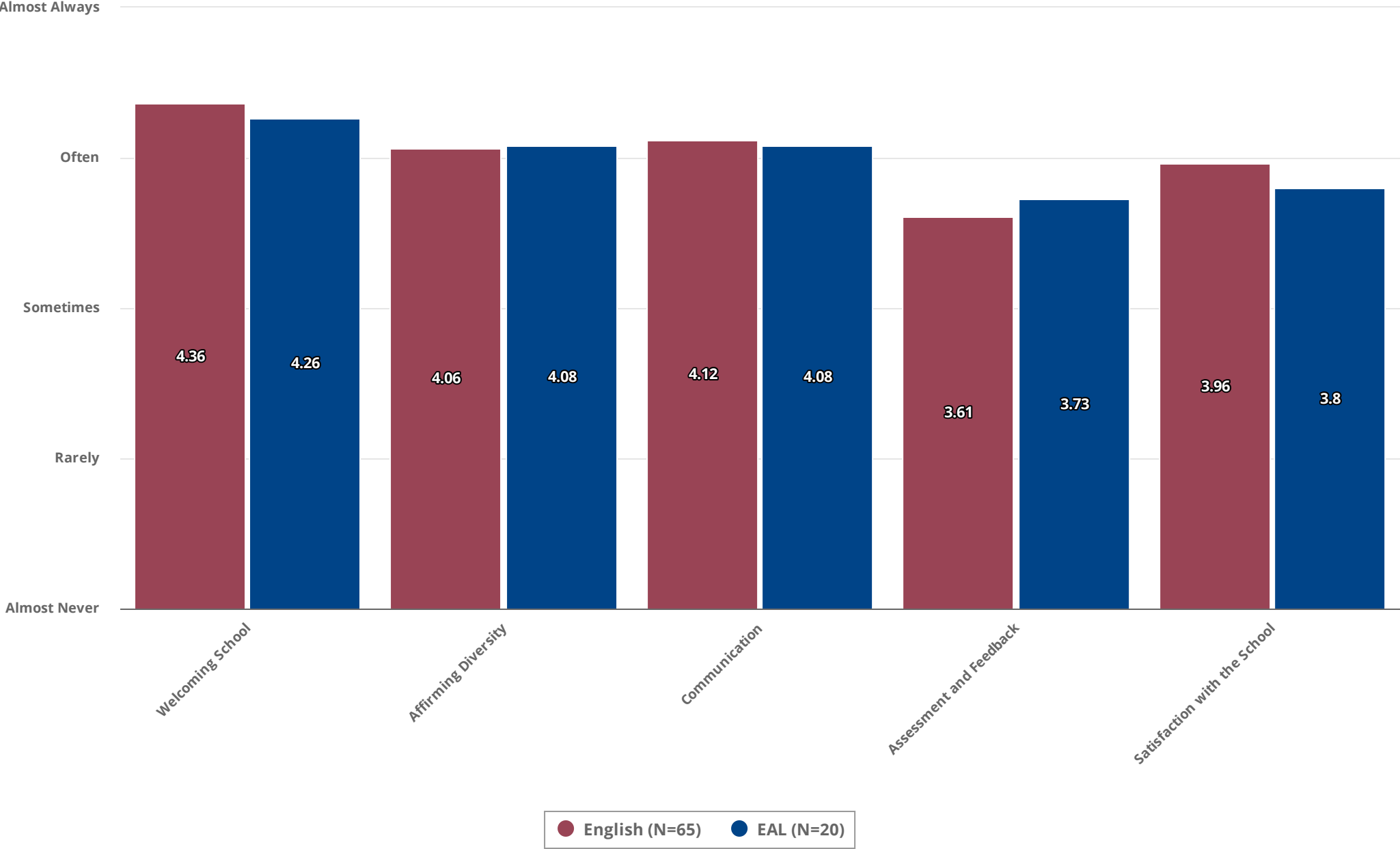


Category:
Yr 6 (N=7)



Parent/Caregiver's Experience: By Language

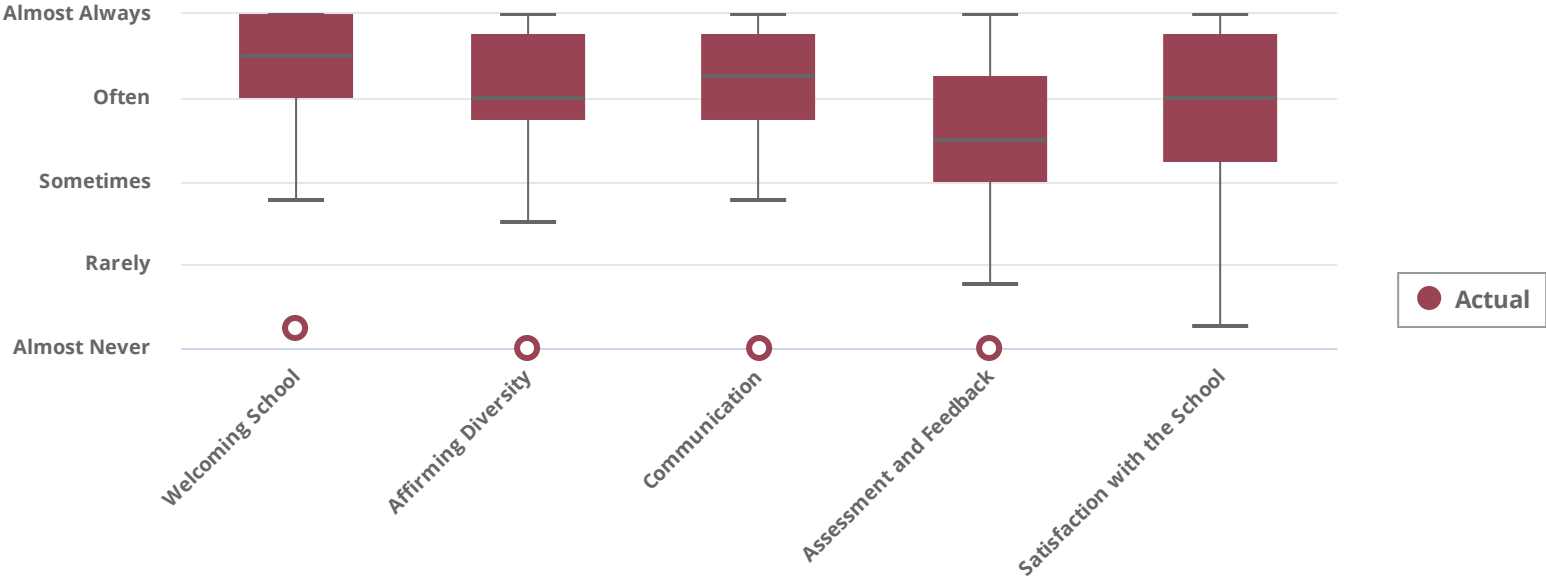
Means for each construct. Categories with less than four responses have been omitted.



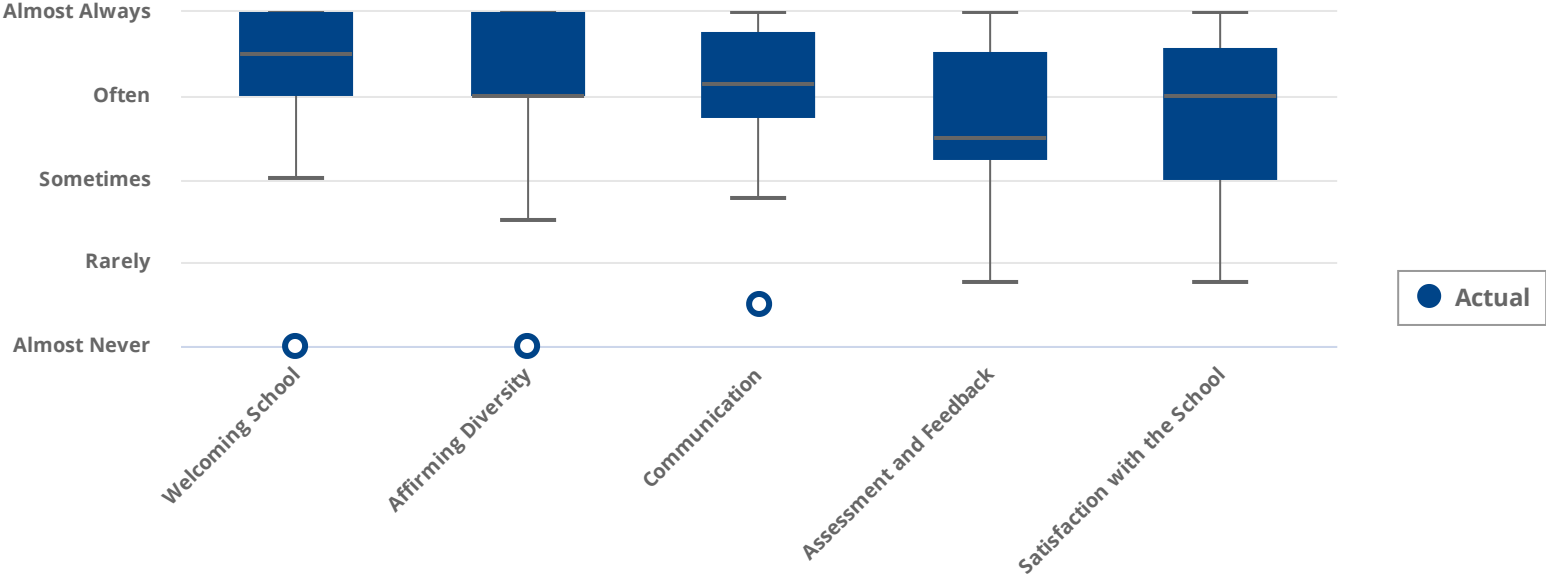
Parent/Caregiver's Experience: By Language

Variations for each construct. Categories with less than four responses have been omitted.

Category:
English (N=65)

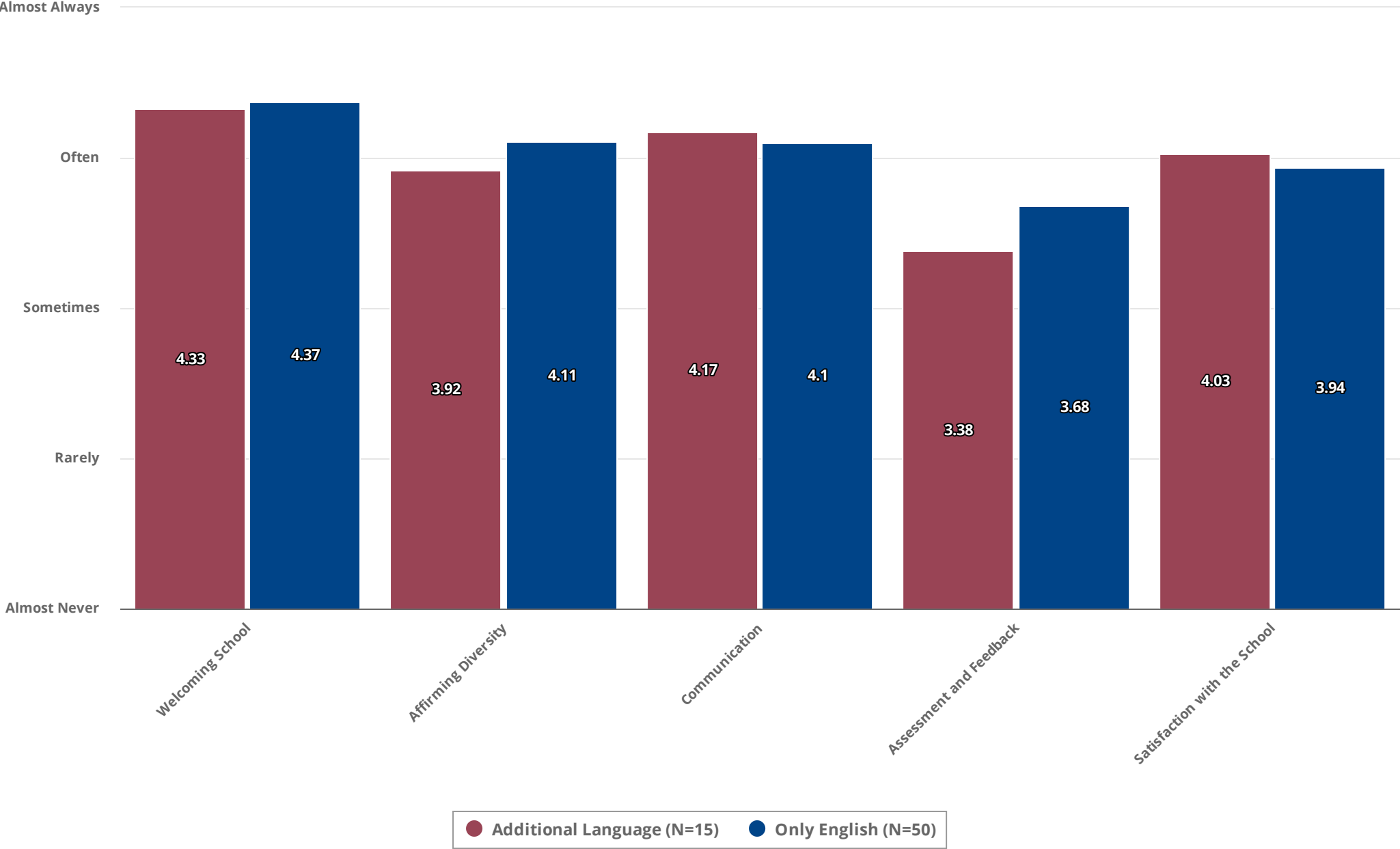


Category:
EAL (N=20)



Parent/Caregiver's Experience: By Additional Language

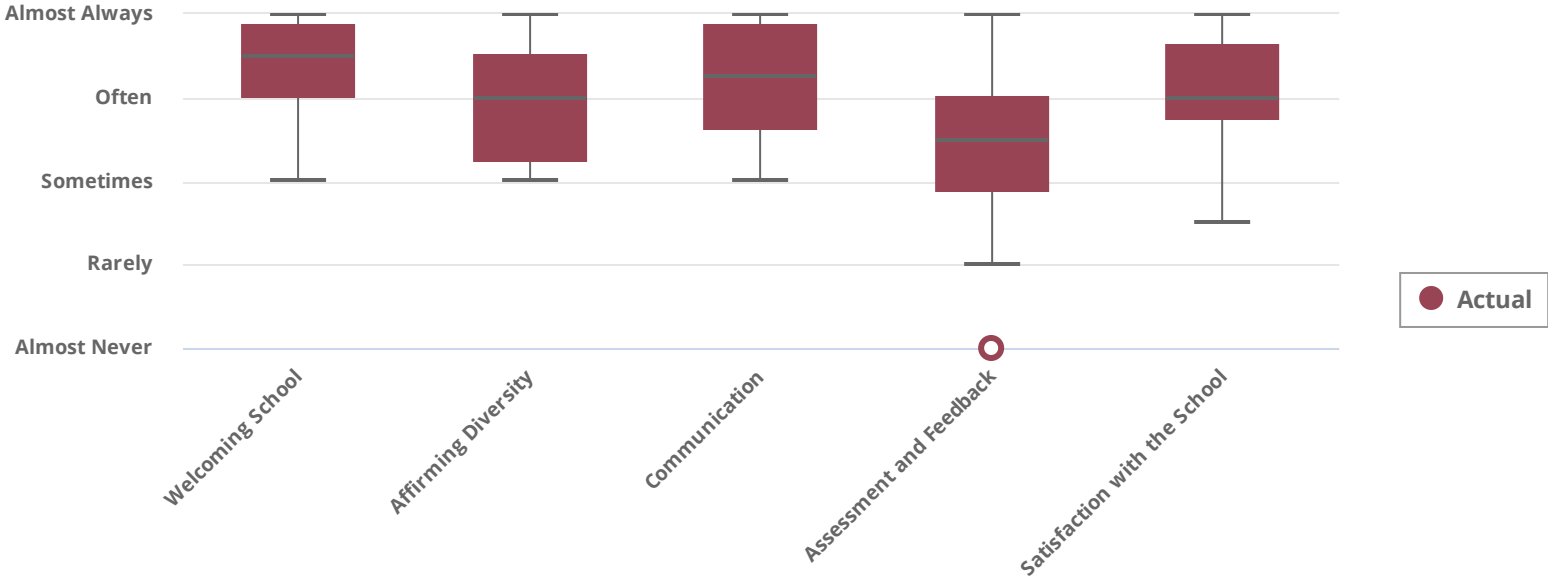
Means for each construct. Note, only participants who selected 'English' for the previous question responded to this question. Categories with less than four responses have been omitted.



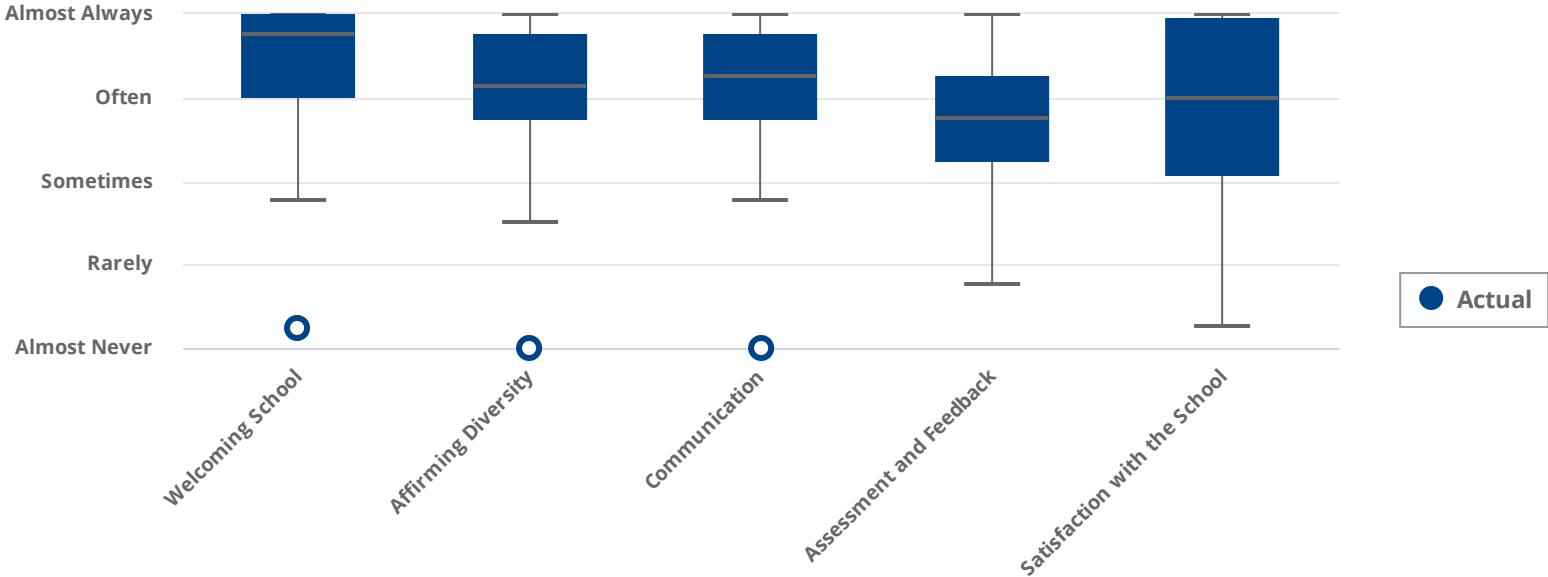
Parent/Caregiver's Experience: By Additional Language

Variations for each construct. Note, only participants who selected 'English' for the previous question responded to this question. Categories with less than four responses have been omitted.

Category:
Additional Language
(N=15)

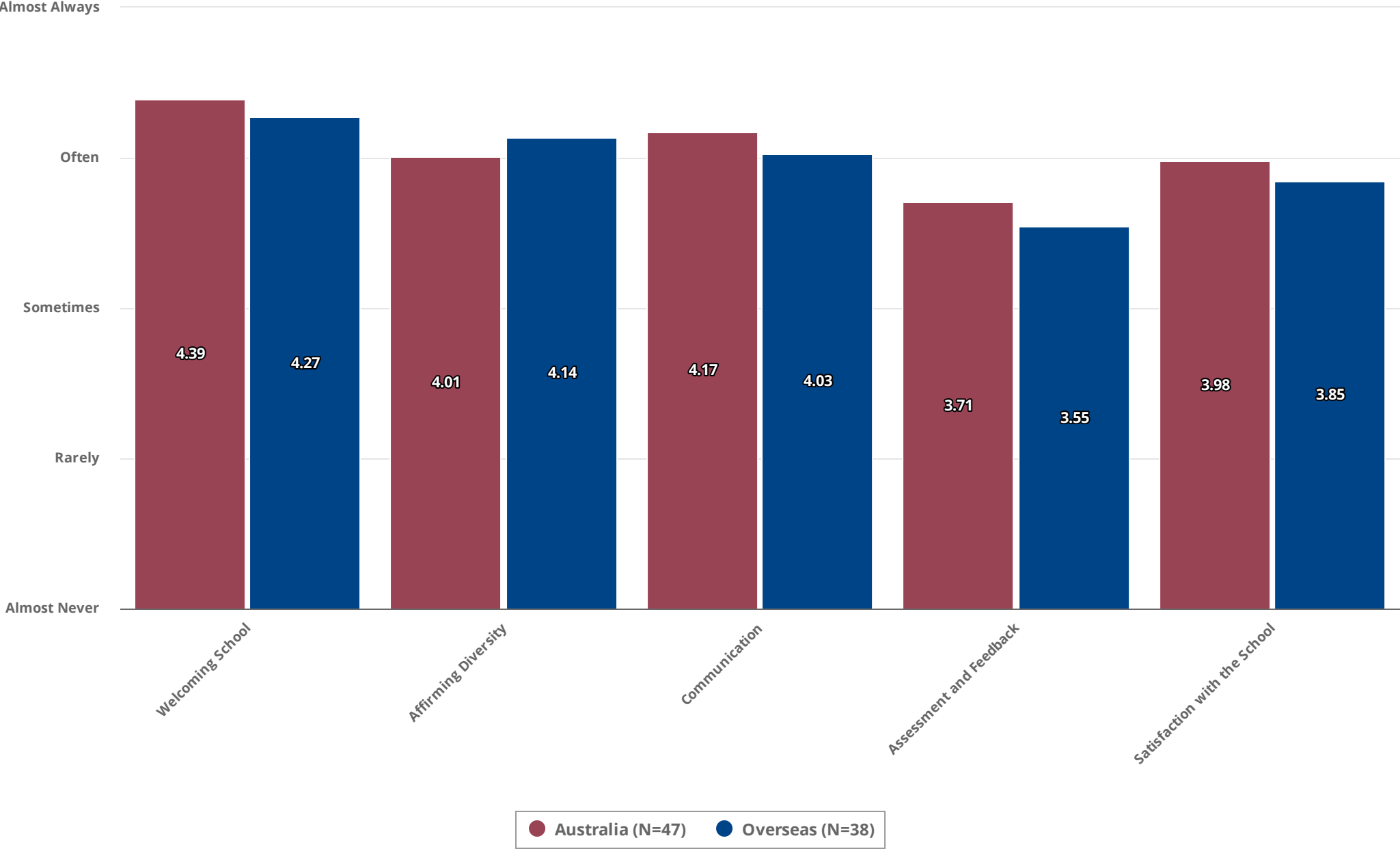


Category:
Only English (N=50)



Parent/Caregiver's Experience: By Birth Place

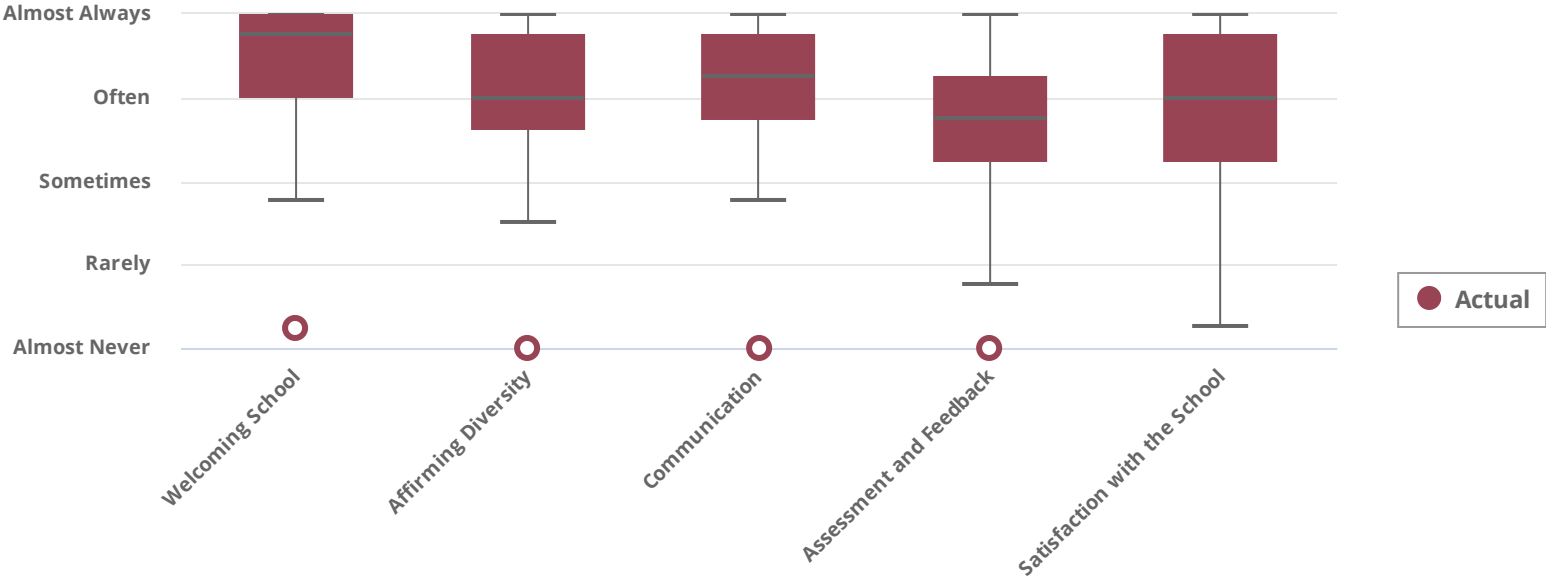
Means for each construct. Categories with less than four responses have been omitted.



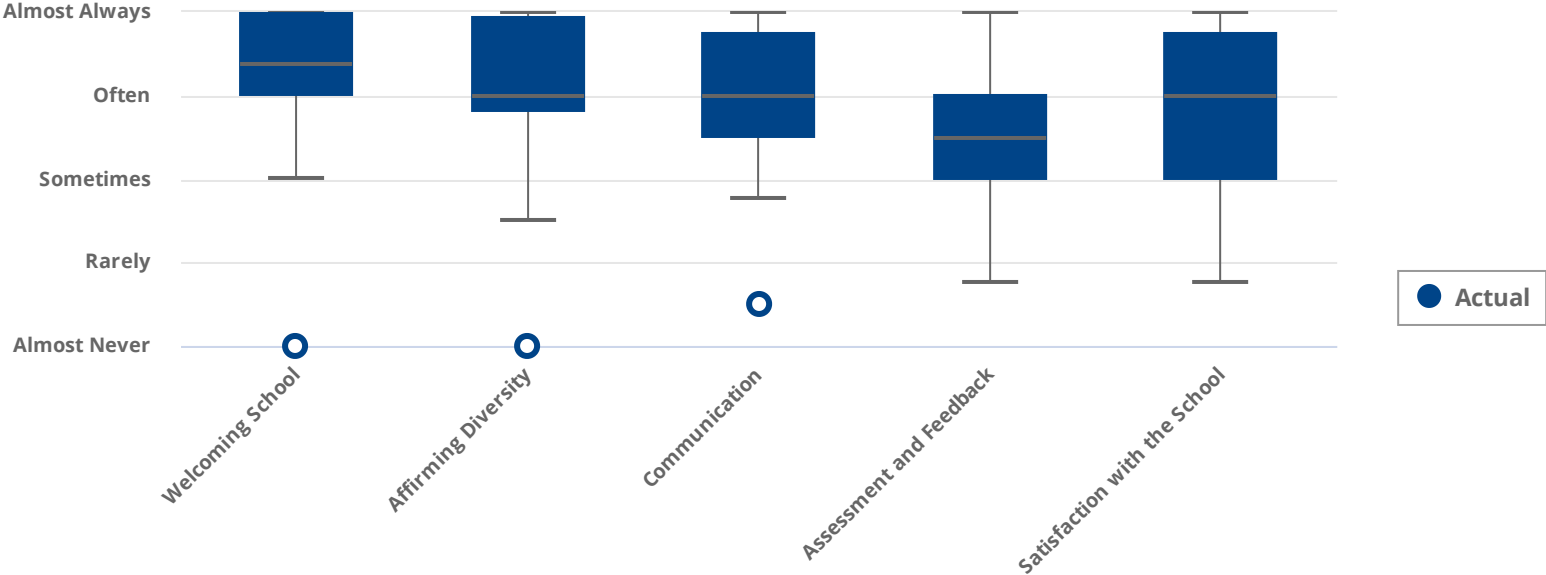
Parent/Caregiver's Experience: By Birth Place

Variations for each construct. Categories with less than four responses have been omitted.

Category:
Australia (N=47)

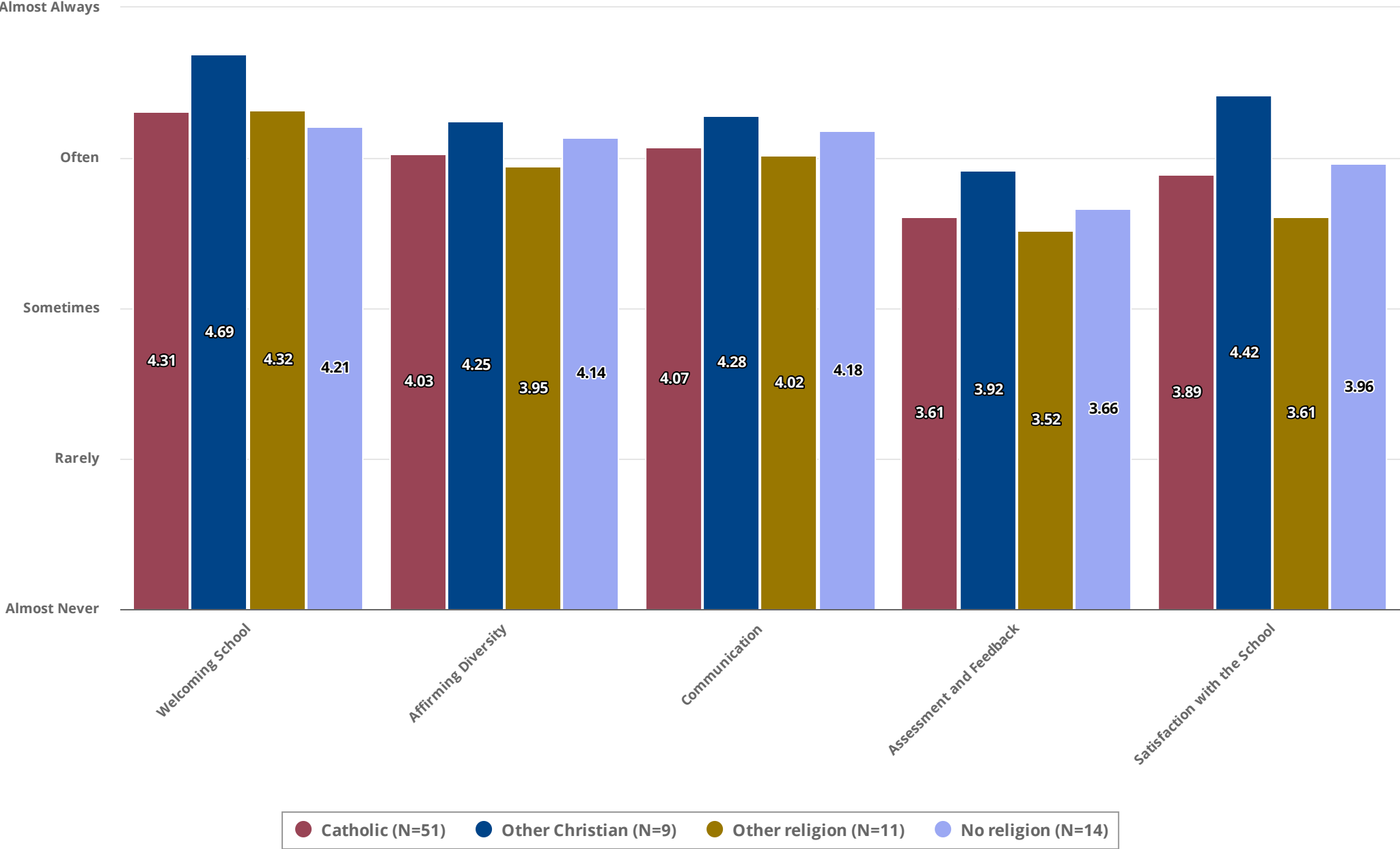


Category:
Overseas (N=38)



Parent/Caregiver's Experience: By Religion

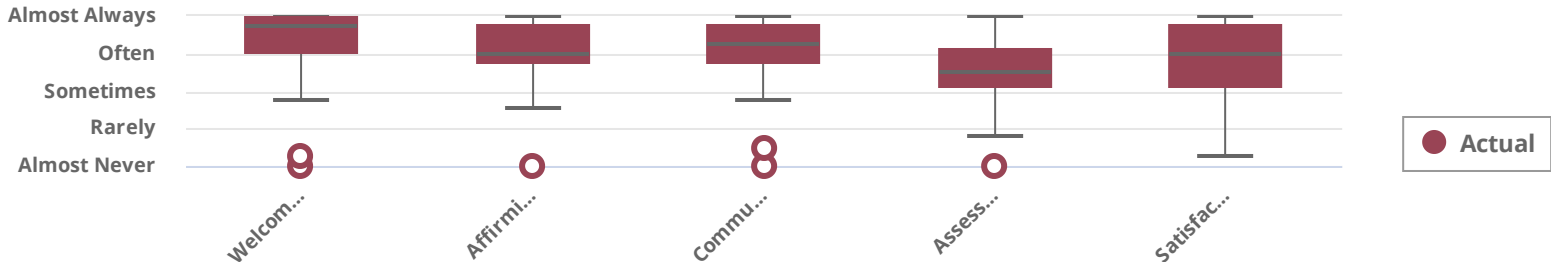
Means for each construct. Categories with less than four responses have been omitted.



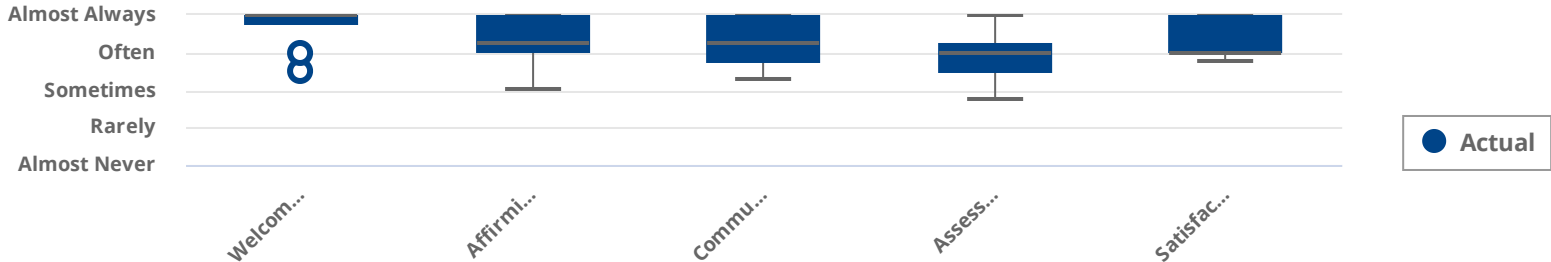
Parent/Caregiver's Experience: By Religion

Variations for each construct. Categories with less than four responses have been omitted.

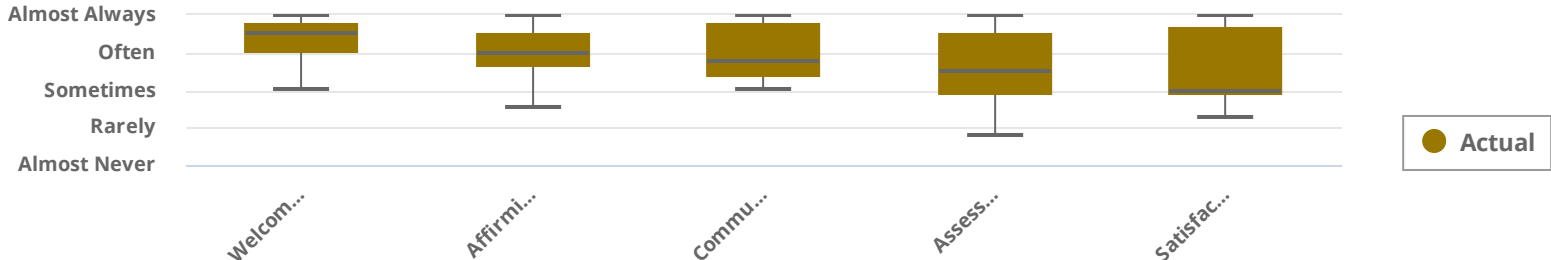
Category:
Catholic (N=51)



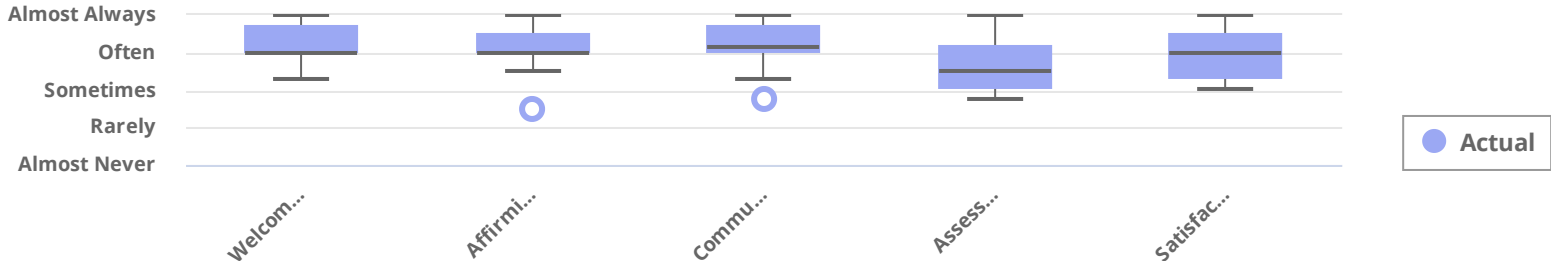
Category:
Other Christian (N=9)



Category:
Other religion (N=11)

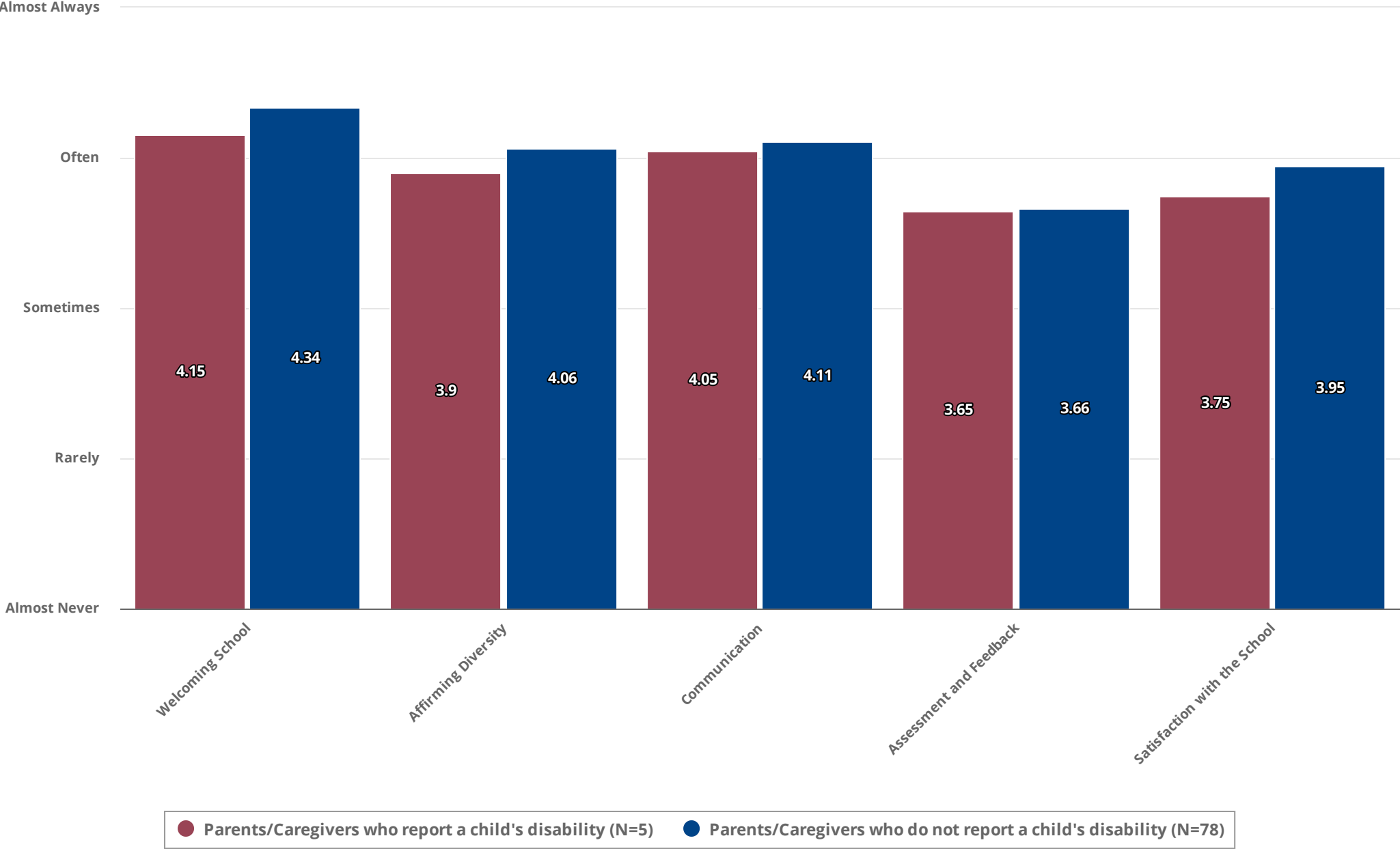


Category:
No religion (N=14)



Parent/Caregiver's Experience: By Disability

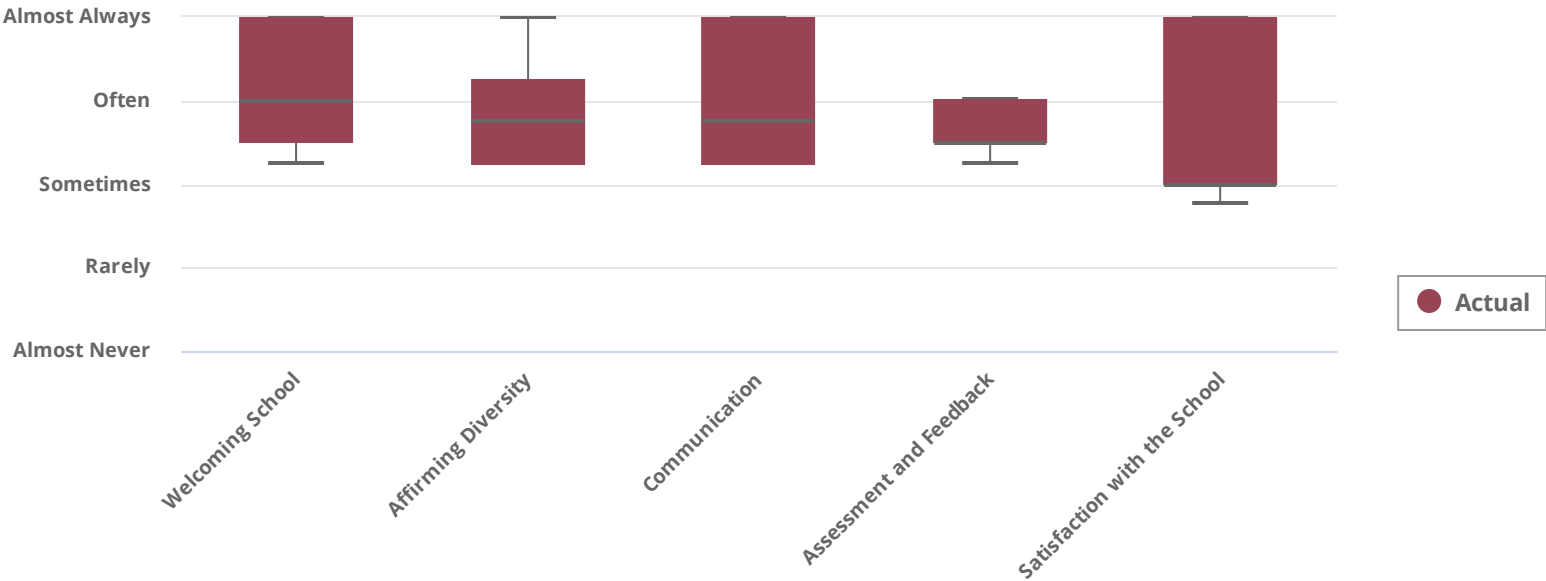
Means for each construct. Categories with less than four responses have been omitted.



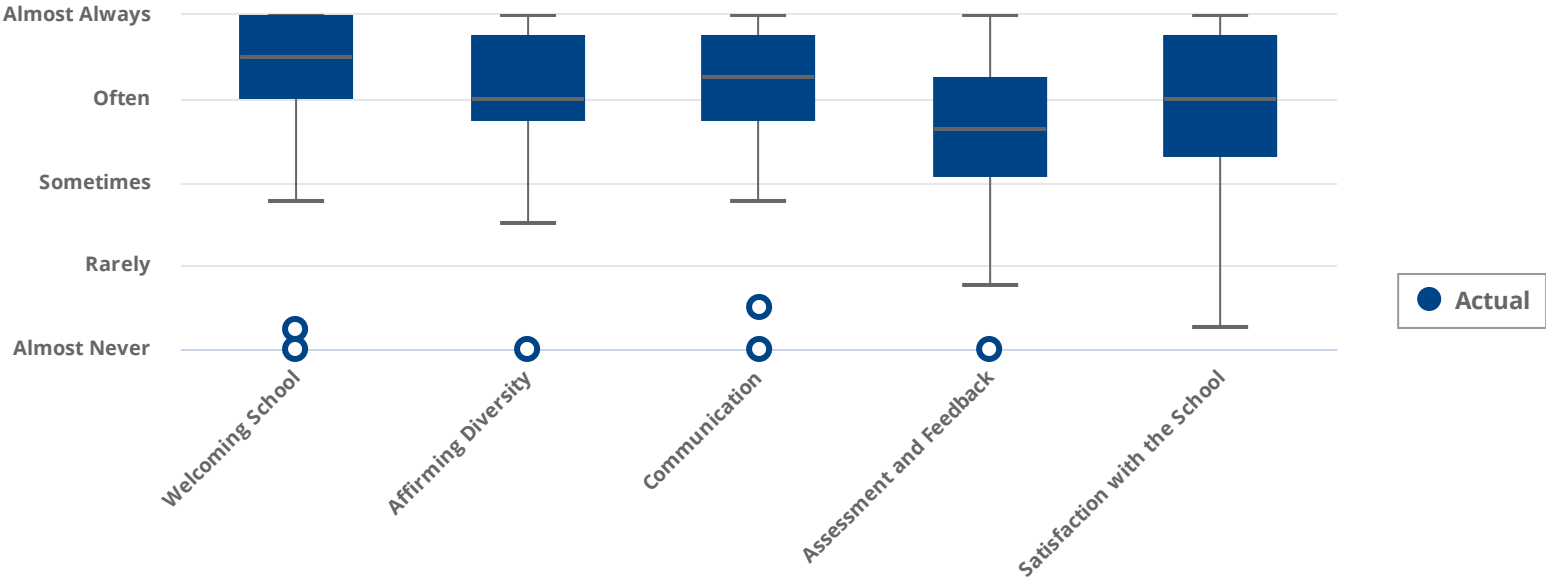
Parent/Caregiver's Experience: By Disability

Variations for each construct. Categories with less than four responses have been omitted.

Category:
 Parents/Caregivers who report a child's disability (N=5)

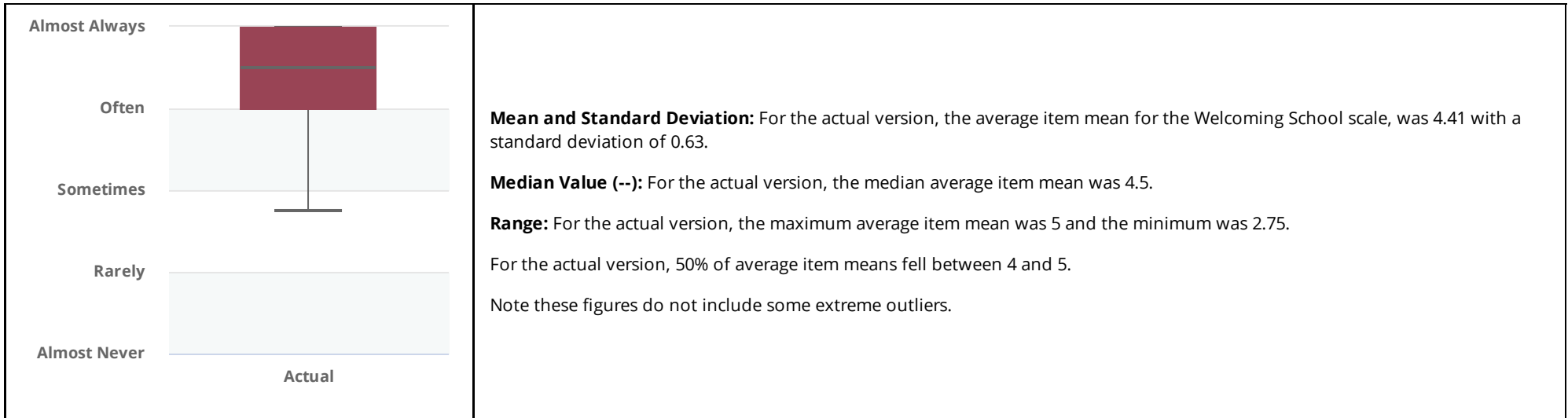


Category:
 Parents/Caregivers who do not report a child's disability (N=78)



Welcoming School

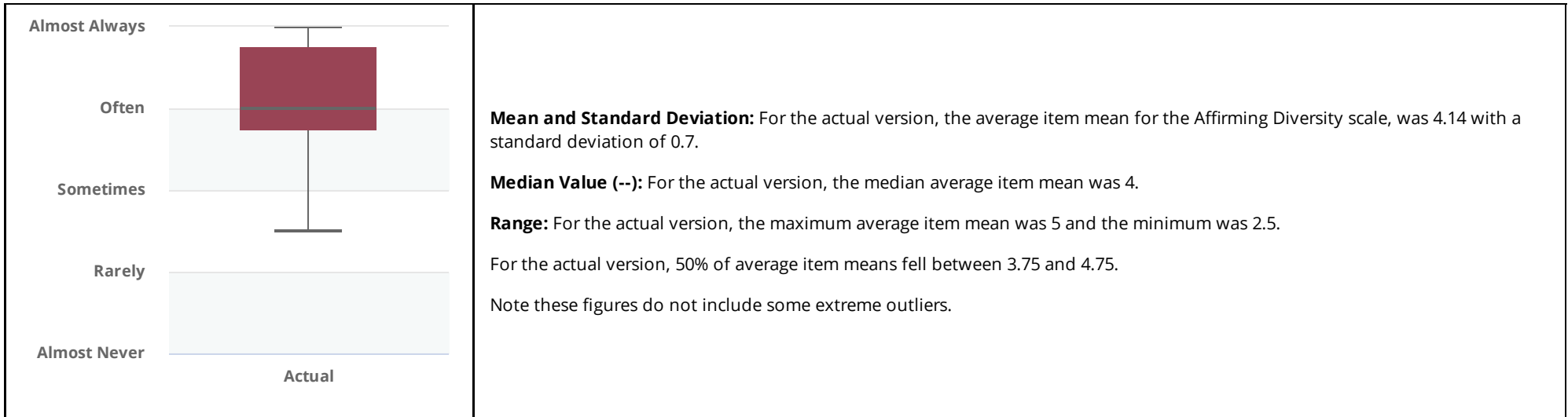
The WELCOMING SCHOOL construct assesses the extent to which parents and caregivers feel welcome at the school.



Percentage of each response	Items included in the scale	Average response for each item
	Actual If I have a query or problem, the school staff go out of their way to help me. Actual	Actual 4.24
	Actual When I visit the school, the staff are approachable. Actual	Actual 4.41
	Actual When I visit the school, the administration staff are welcoming. Actual	Actual 4.18
	Actual When I visit the school, the staff are respectful of me. Actual	Actual 4.52
<ul style="list-style-type: none"> ● Almost Never ● Sometimes ● Almost Always ● Rarely ● Often 		

Affirming Diversity

The AFFIRMING DIVERSITY construct assesses the extent to which parents and caregivers feel that the backgrounds of families and social issues are acknowledged and valued.



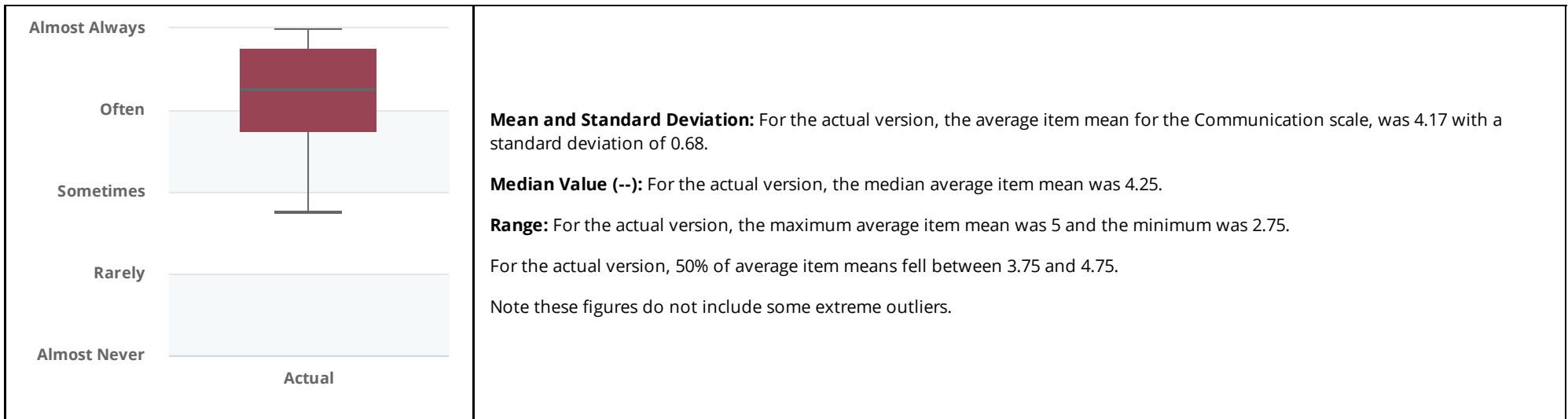
Percentage of each response	Items included in the scale	Average response for each item
	Actual My child/children are encouraged to learn about different cultures. Actual	Actual 3.94
	Actual There is respect for social issues (such as race and disabilities). Actual	Actual 4.21
	Actual There is respect for sensitive issues (such as gender, sexual orientation, family issues and mental health). Actual	Actual 3.89
	Actual Different cultures are valued. Actual	Actual 4.21

● Almost Never ● Rarely
● Sometimes ● Often
● Almost Always

Almost Never Rarely Sometimes Often Almost Always

Communication

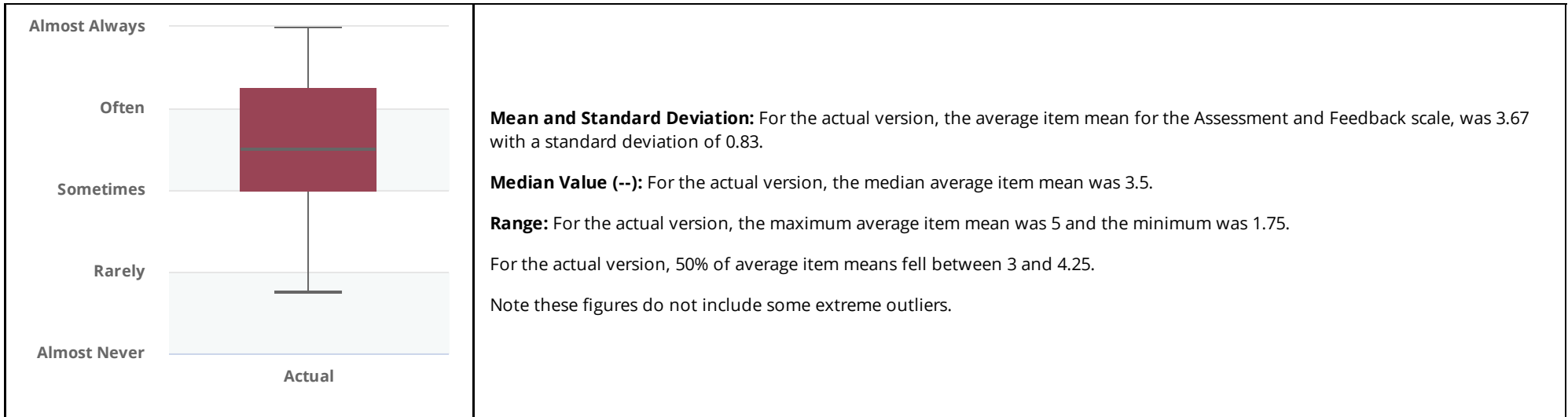
The COMMUNICATION construct assesses the extent to which parents and caregivers feel that they are able to communicate with members of the school staff.



Percentage of each response	Items included in the scale	Average response for each item
	Actual I feel comfortable approaching staff members to discuss concerns or grievances. Actual	Actual 4.18
	Actual I am aware of the procedures to raise concerns or grievances. Actual	Actual 3.89
	Actual The school communicates well with parents. Actual	Actual 4.15
	Actual I feel comfortable approaching school staff about my child/children's progress. Actual	Actual 4.2
<ul style="list-style-type: none"> ● Almost Never ● Sometime ● Almost Always ● Rarely ● Often 		Almost Never Rarely Sometime Often Almost Always

Assessment and Feedback

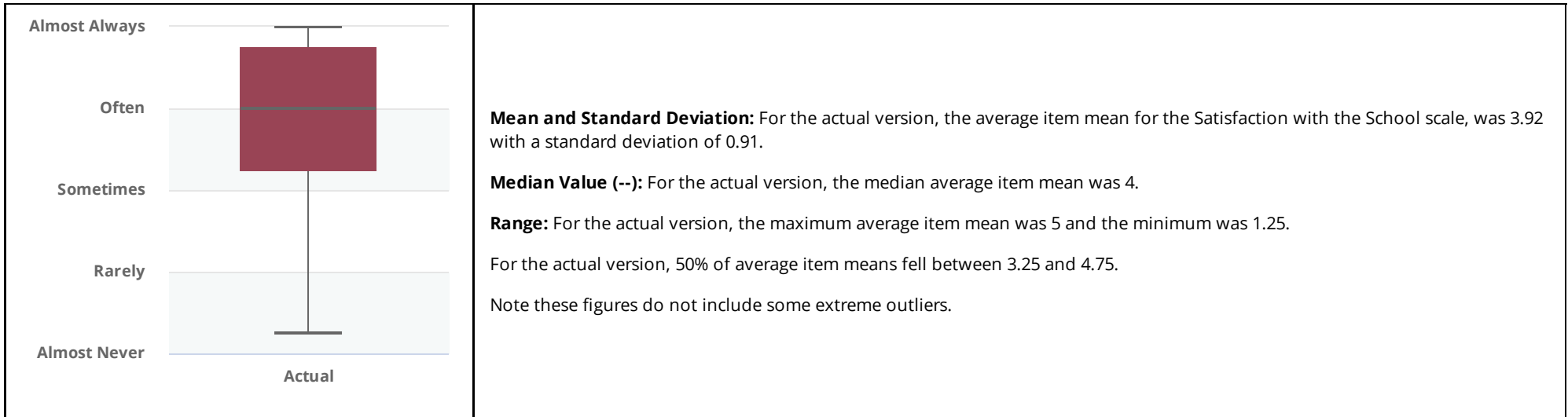
The ASSESSMENT AND FEEDBACK construct assesses the extent to which parents and caregivers are aware of their child's progress and how the work is being judged.



Percentage of each response	Items included in the scale	Average response for each item
	Actual There is regular feedback about my child/children's performance. Actual	Actual 3.6
	Actual I know the criteria used for marking my child/children's assessment tasks. Actual	Actual 3.46
	Actual School reports give clear feedback about my child/children's progress. Actual	Actual 4.01
	Actual I know what learning is scheduled for my child/children in key areas. Actual	Actual 3.48
<ul style="list-style-type: none"> ● Almost Never ● Sometimes ● Almost Always ● Rarely ● Often 		

Satisfaction with the School

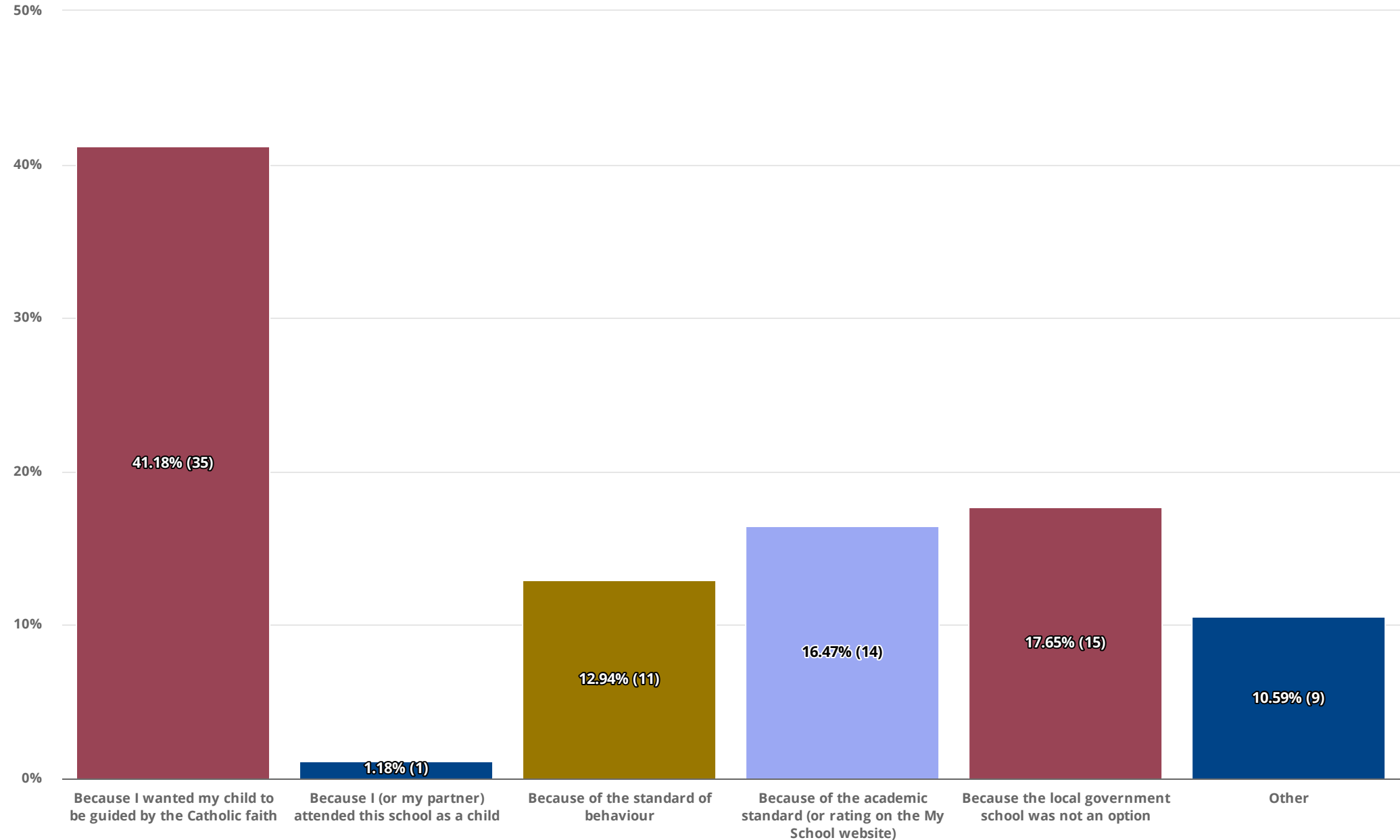
The SATISFACTION WITH THE SCHOOL construct assesses the extent to which parents and caregivers are satisfied with what the school does for their child.



Percentage of each response	Items included in the scale	Average response for each item
	Actual I am satisfied that the school knows and appreciates my child's/children's qualities. Actual	Actual 3.95
	Actual I am satisfied with the support my child/children receive from the school. Actual	Actual 3.99
	Actual I am satisfied that the school has a clear understanding of my child's/children's needs. Actual	Actual 3.84
	Actual I am satisfied with the school's academic expectations of my child/children. Actual	Actual 3.92
<ul style="list-style-type: none"> ● Almost Never ● Sometimes ● Almost Always ● Rarely ● Often 		Almost Never Rarely Sometimes Often Almost Always

Reasons for Selecting this School

This graph below is a percentage breakdown of reasons parents selected the school.

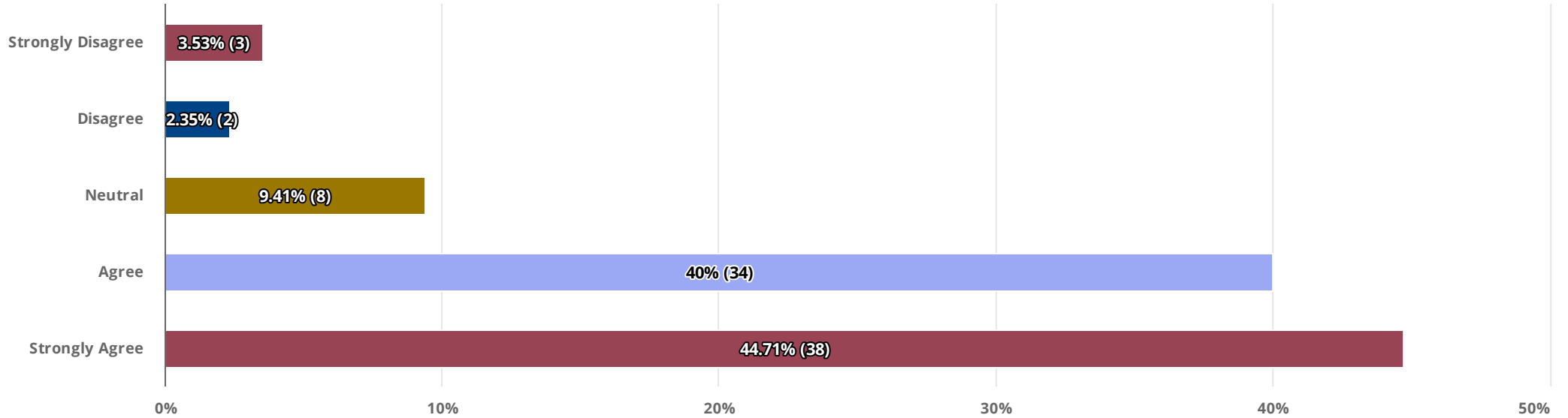


Text Responses for Parents who Selected 'Other'

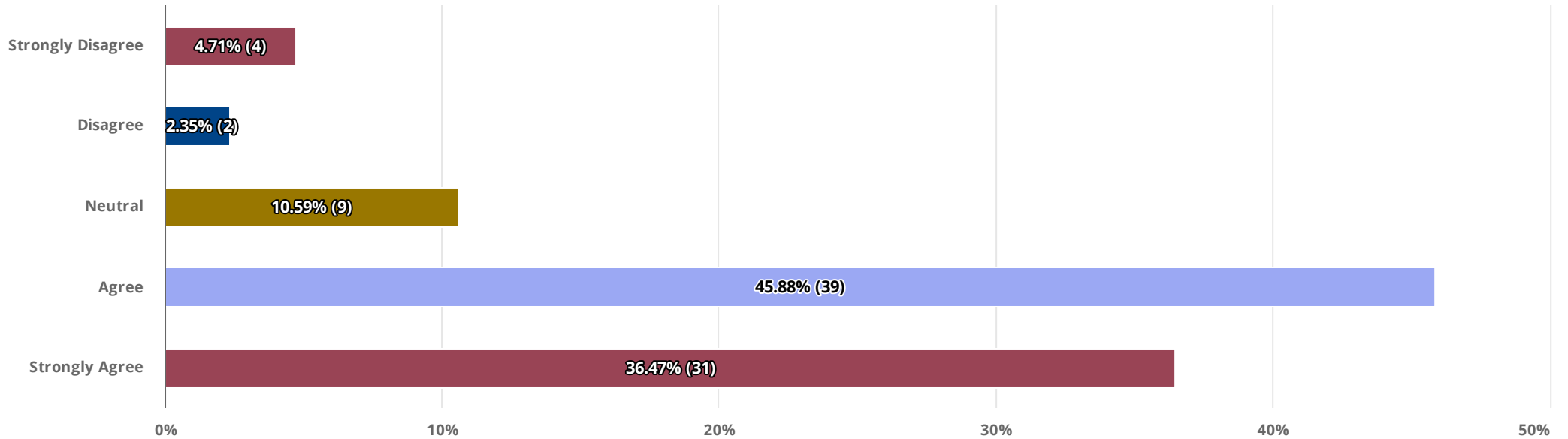
The responses below were from the parents who selected 'Other' for the reason for sending their child to this school.

Because of the 'feel' of the school during our open day visit. I was impressed with the learning that I saw, and the well-resourced classrooms.
Because of the sense of community and care given to the children's wholistic development
Friend recommended
I was impressed by the principal and the school at the interview and liked everything that the school stands for
It is a catholic school close to home and we had heard good things about the facilities and Academic side
Its a good school with a good reputation and a highly regarded Leadership Team, and it provides my children with a good solid moral grounding for their life in a safe and supportive environment.
One of the few schools that offered pre kindy in my area
To have a safe, positive learning environment and to assist with the highschool pathway we want for our child.
Was recommended

I would recommend this school to others

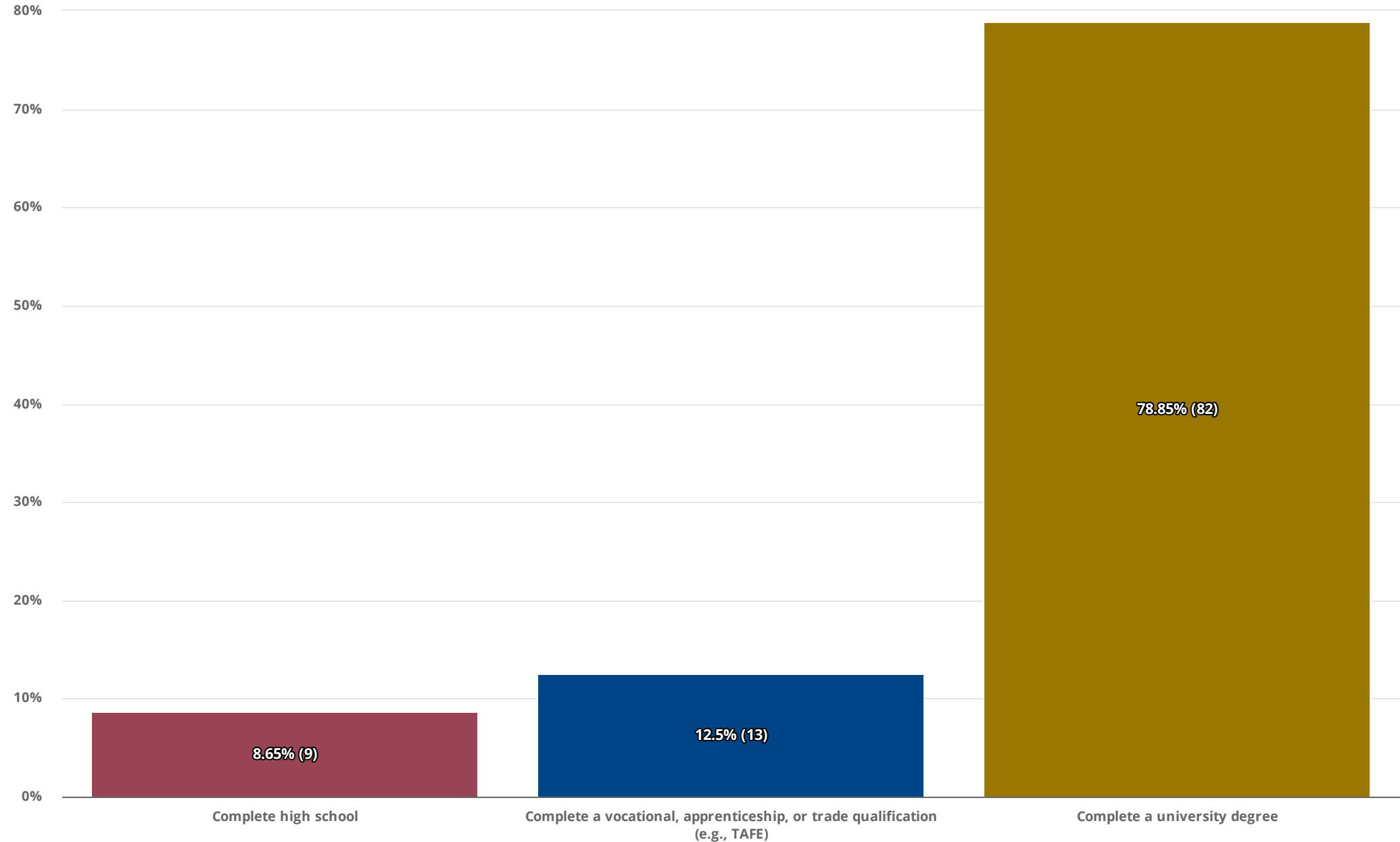


Overall, I am satisfied with what the school does for my child/children



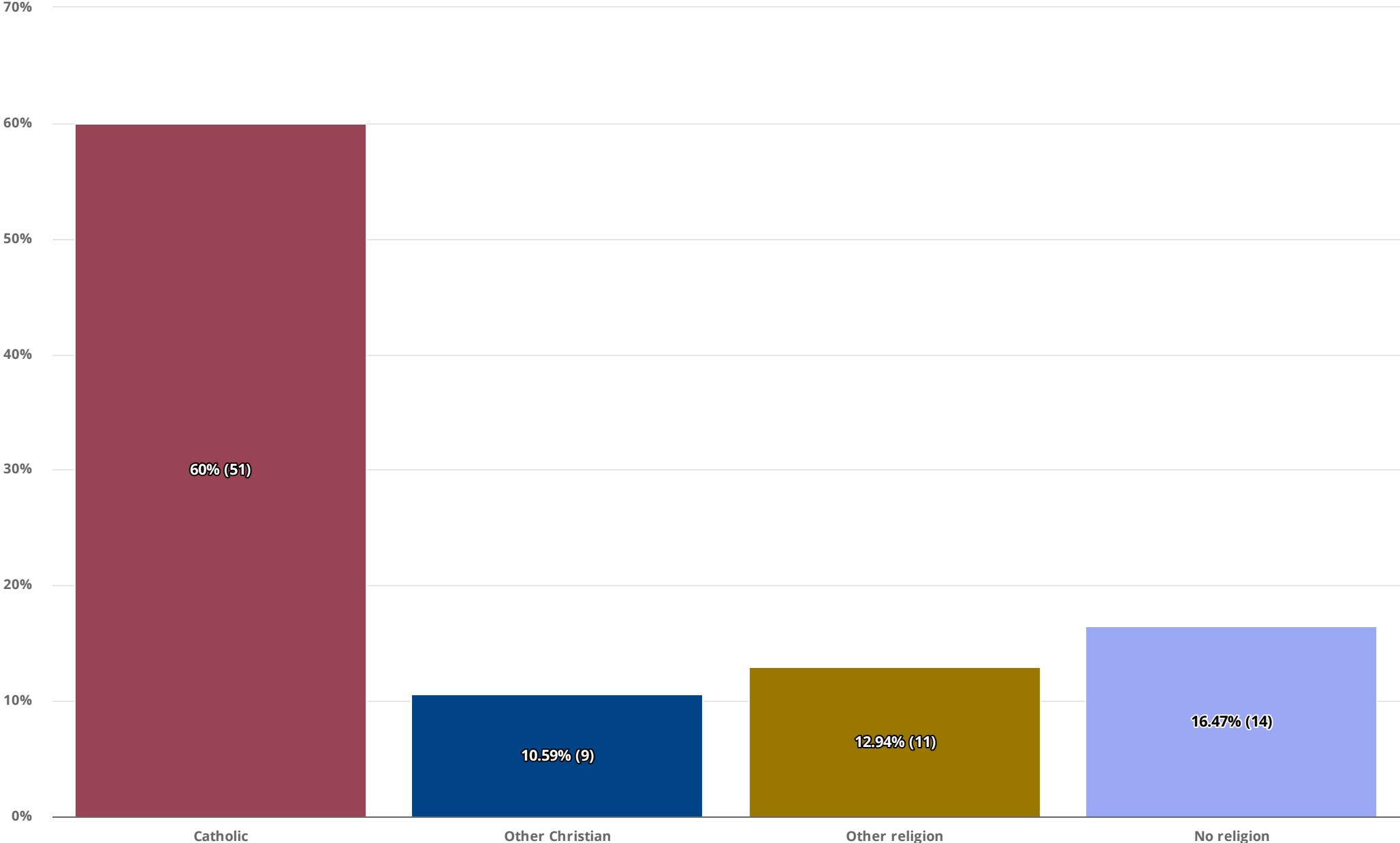
Educational Pathway Intent

The graph is a percentage breakdown of parents' intentions for their child/children

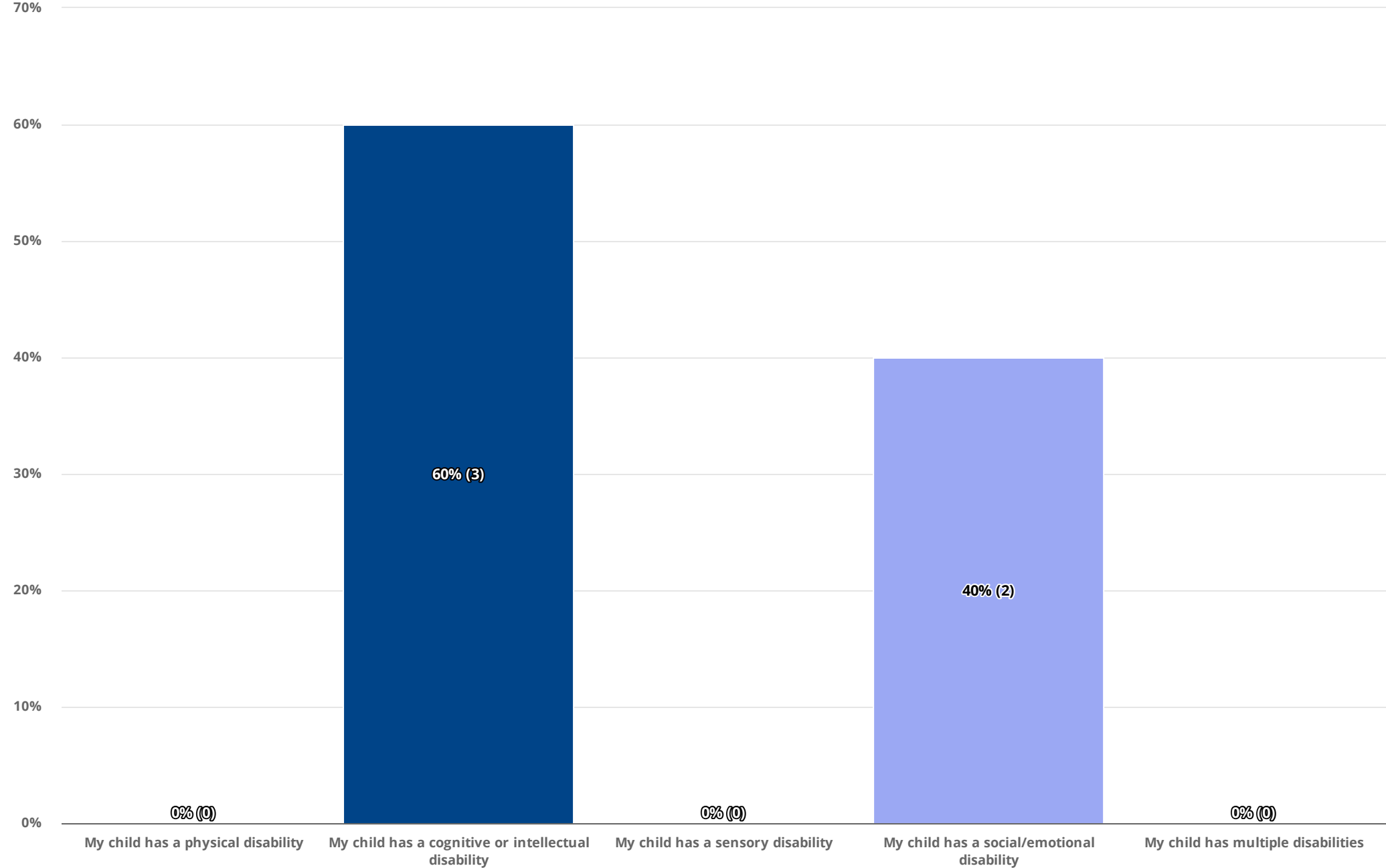


Breakdown of Religion

The graph below is a percentage breakdown.

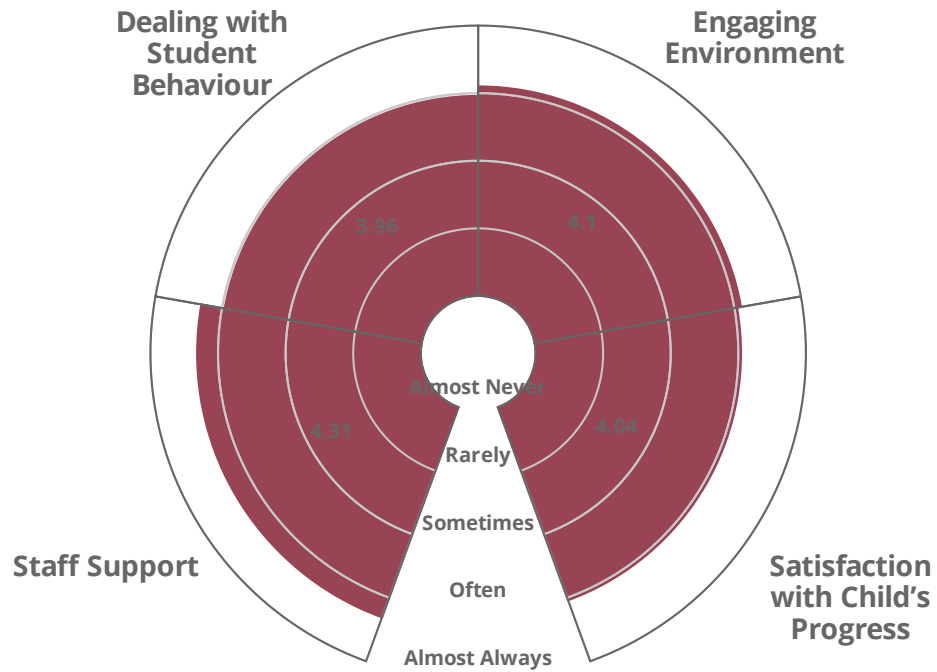


Percentage Breakdown by Parents/Caregiver Reports of Student Disability



Overview

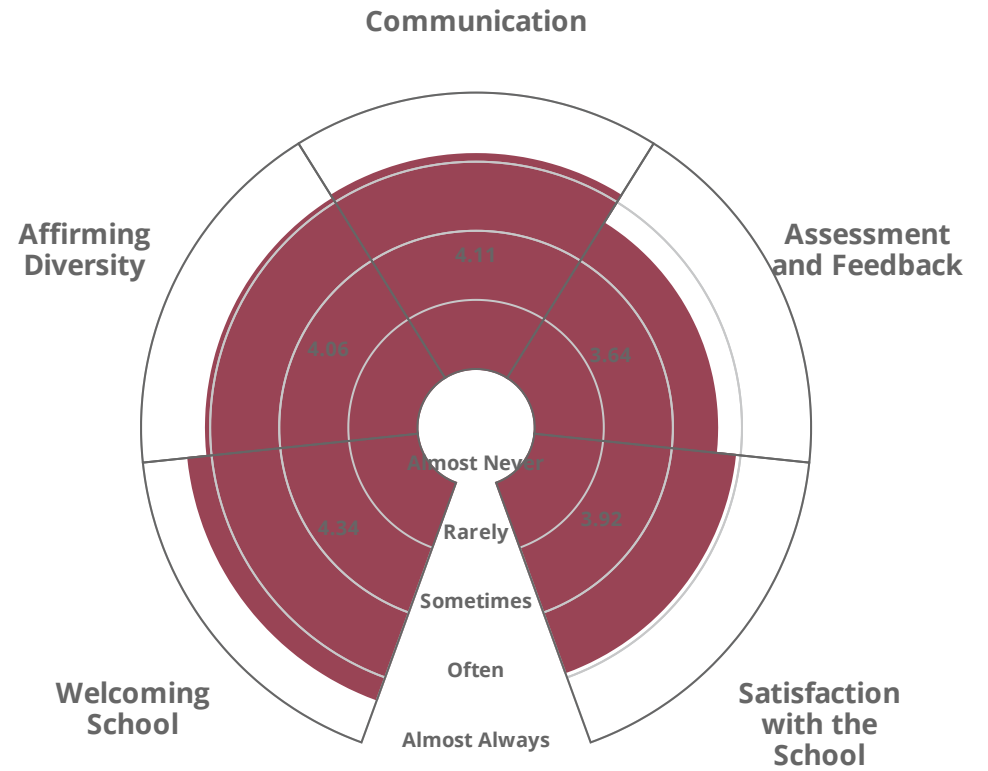
Child/Children's Experiences



● Actual

Overview

Parent's/Caregivers' Experiences



● Actual