

Student Voice - Early Childhood: **What's Happening In This School**

Notre Dame Catholic Primary School, Cloverdale WA 6105

Feedback for 2022

143 participants completed the survey

No participants were found to be disengaged.

NSI CEWA Student Voice (WHITS-EC) (#904)

Survey closed on 31-05-2022

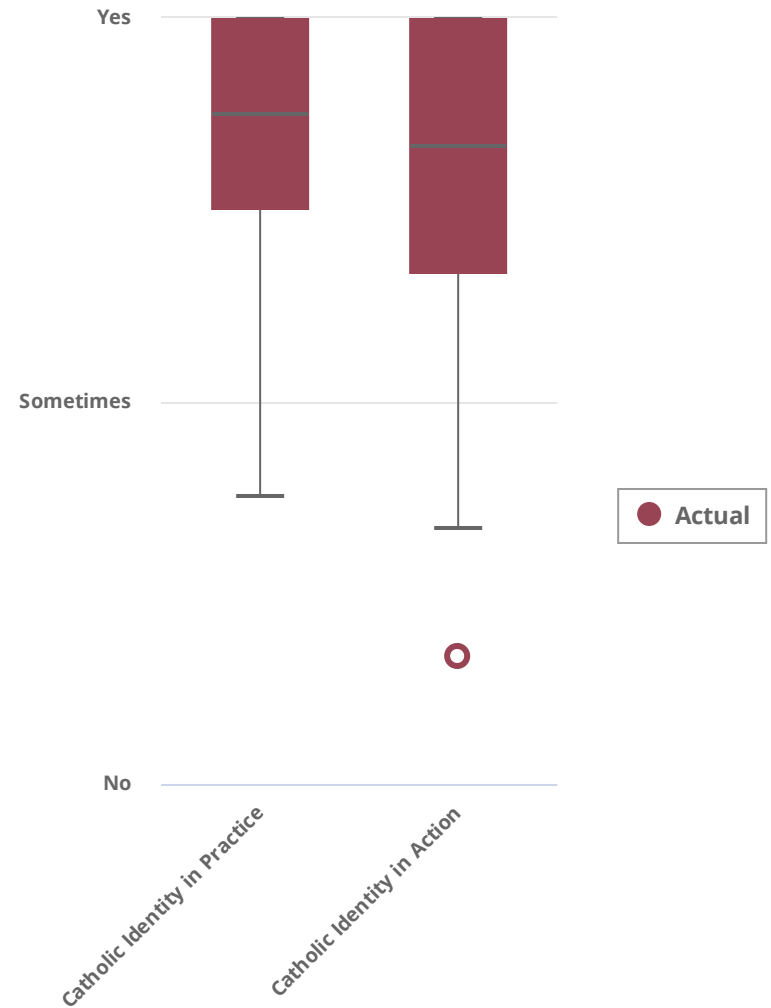
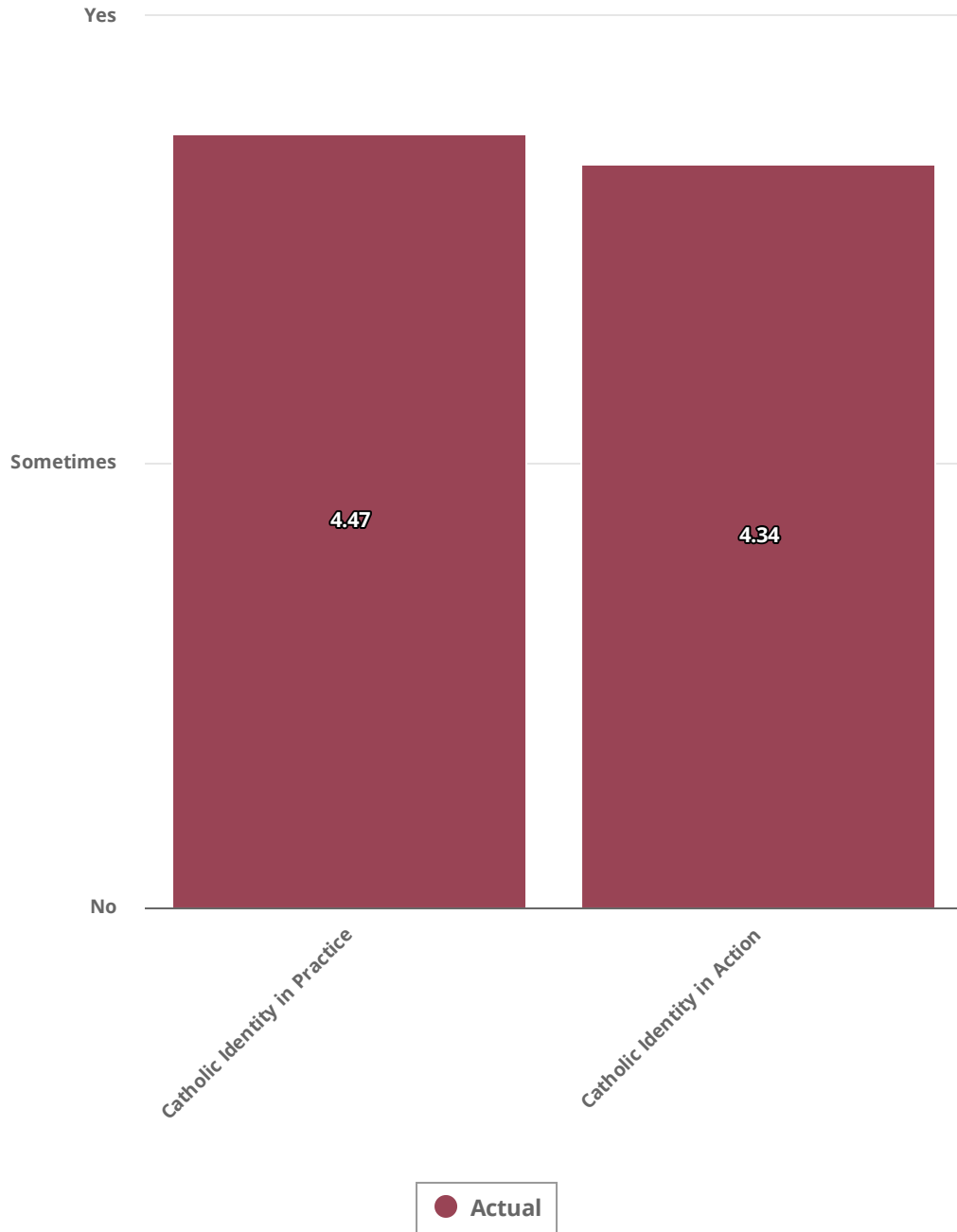
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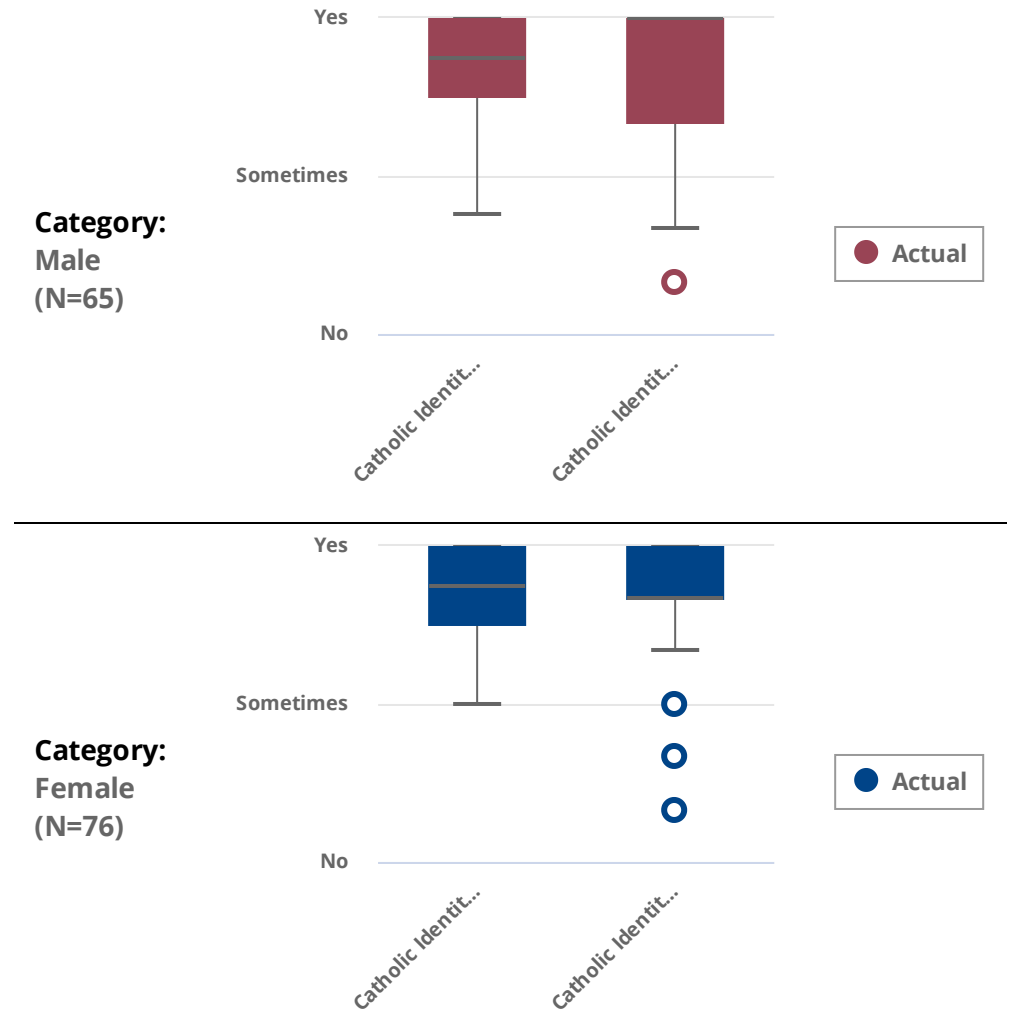
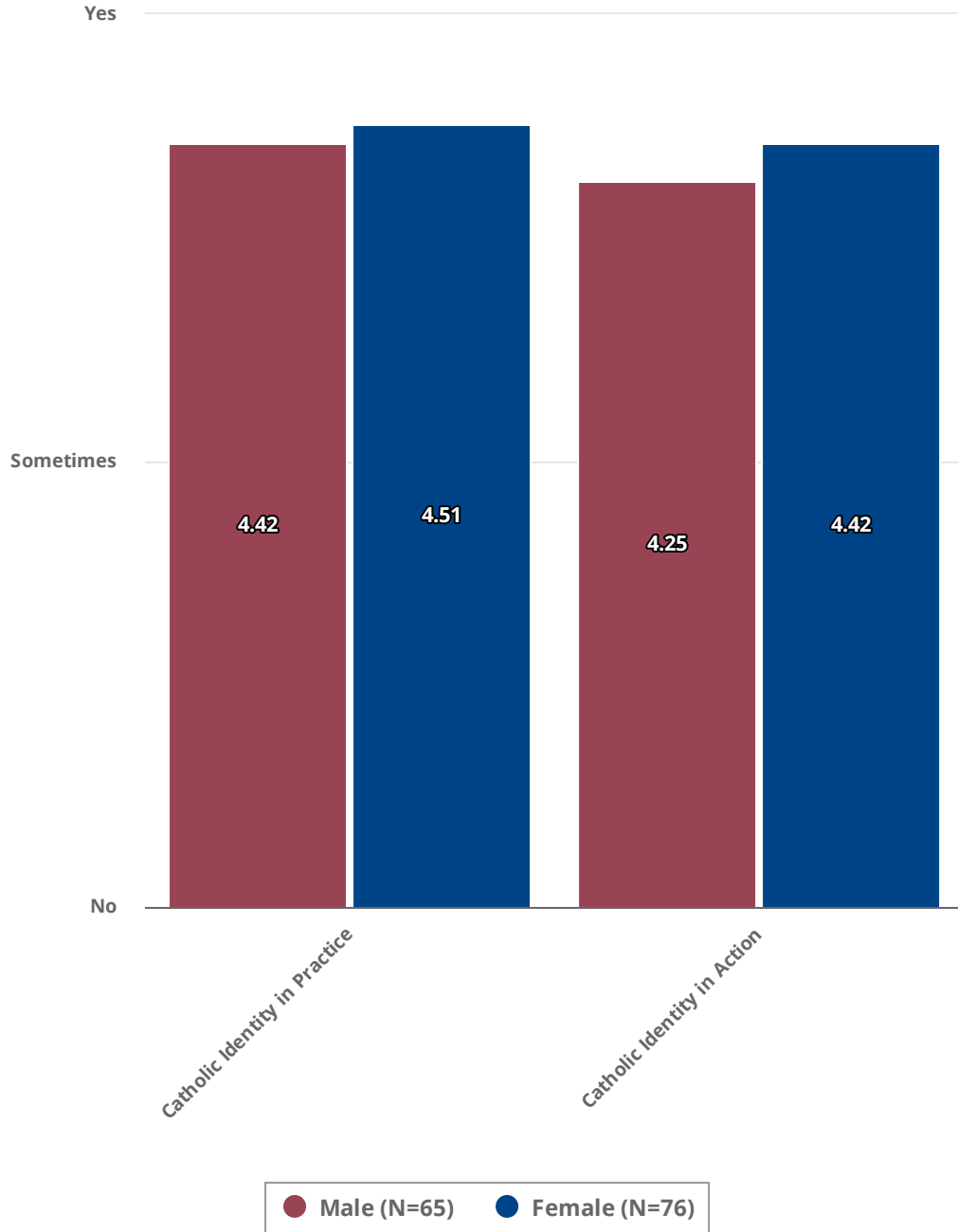
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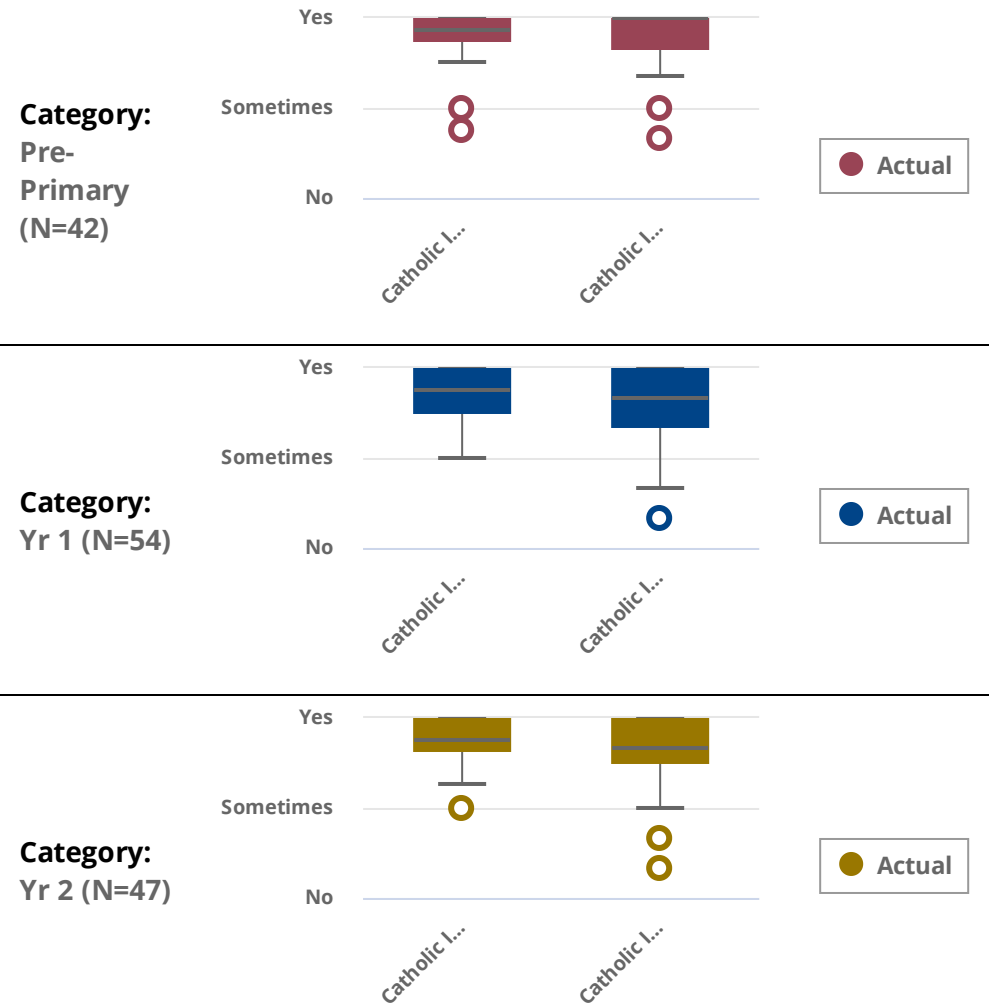
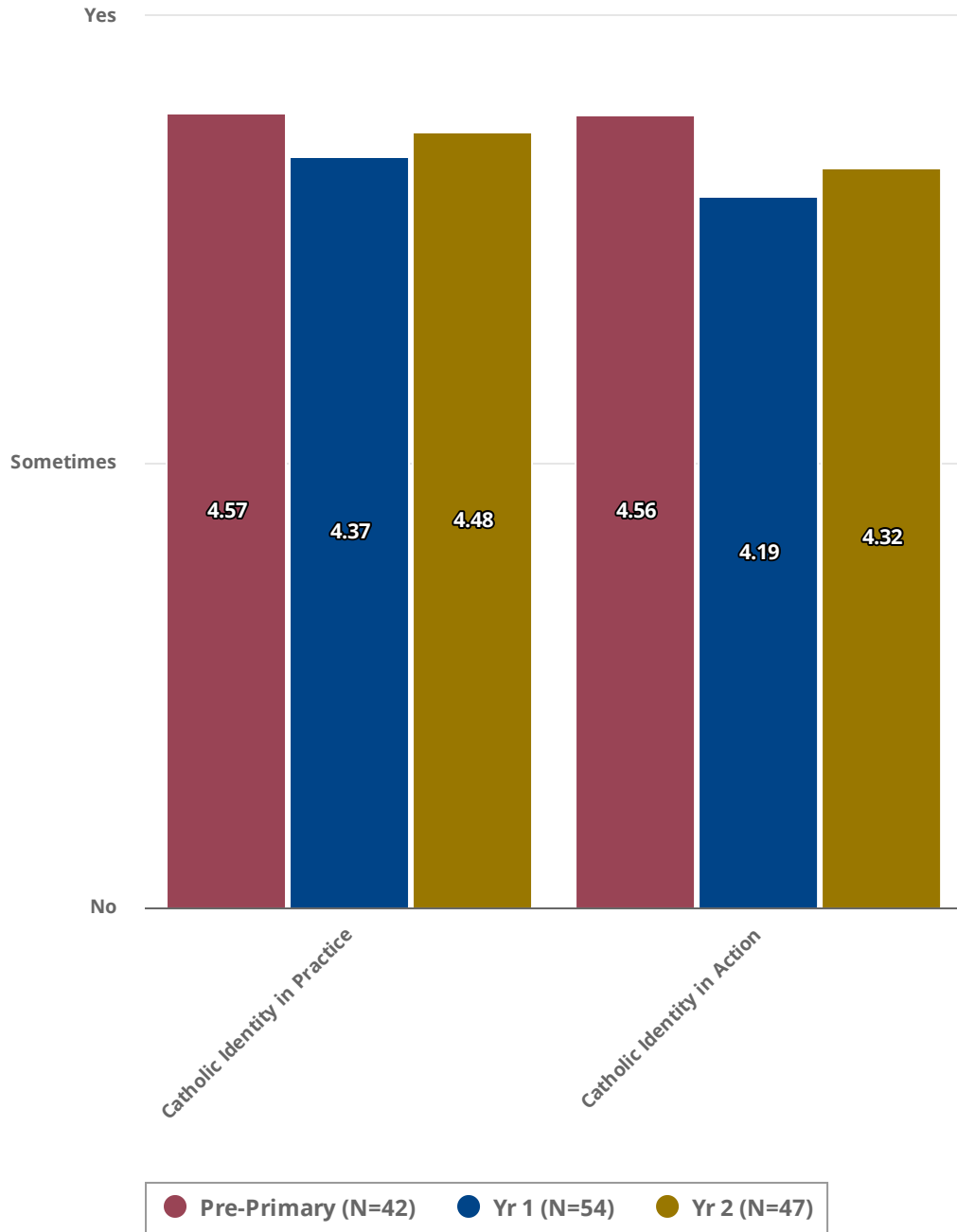
Catholic Identity



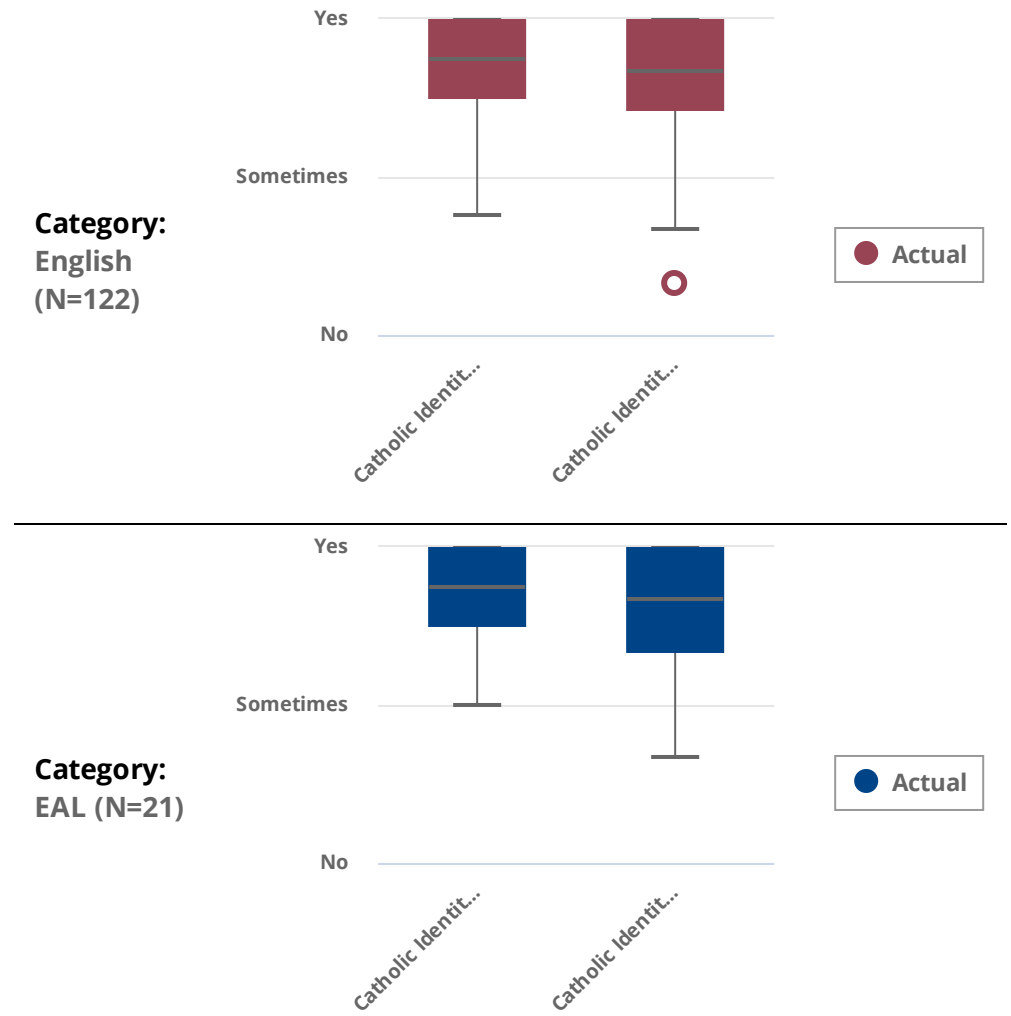
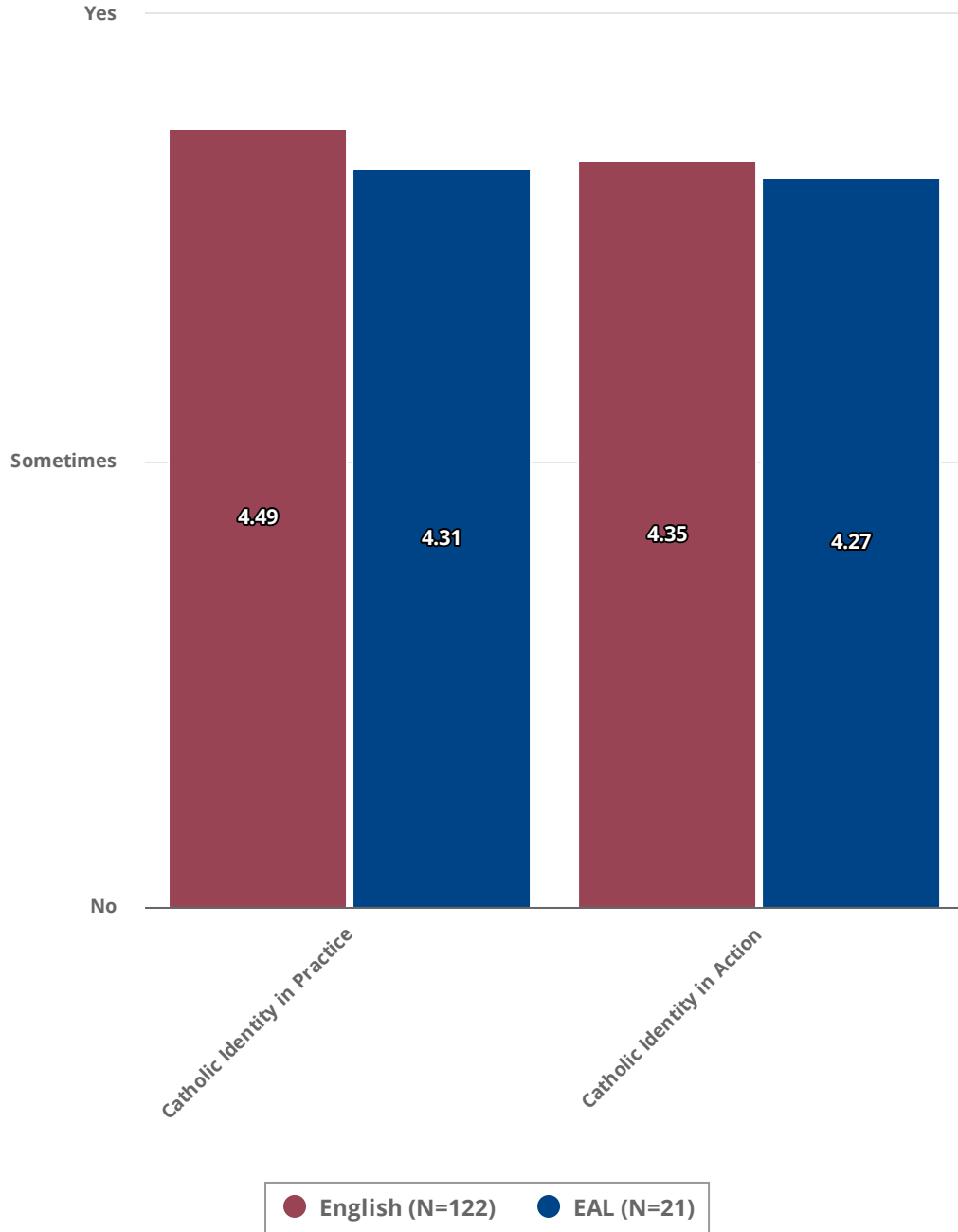
Catholic Identity: By Gender



Catholic Identity: By Year Level

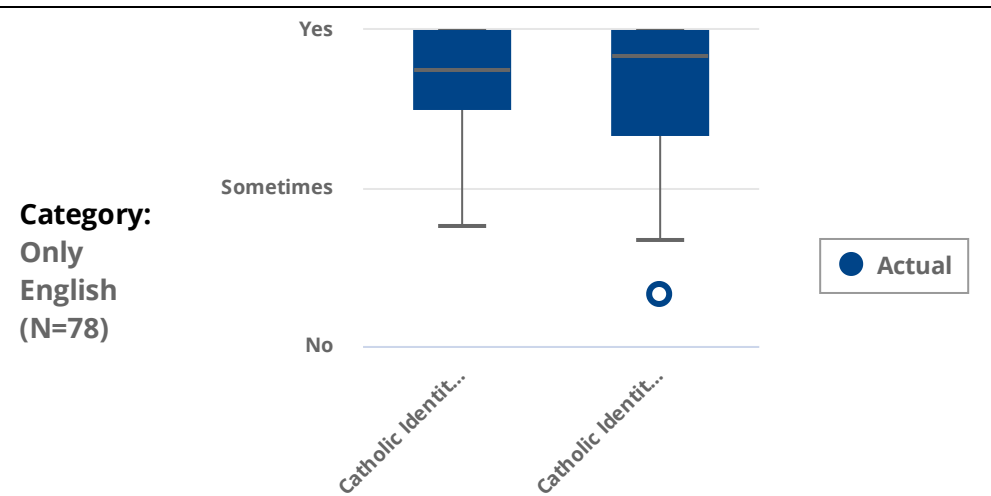
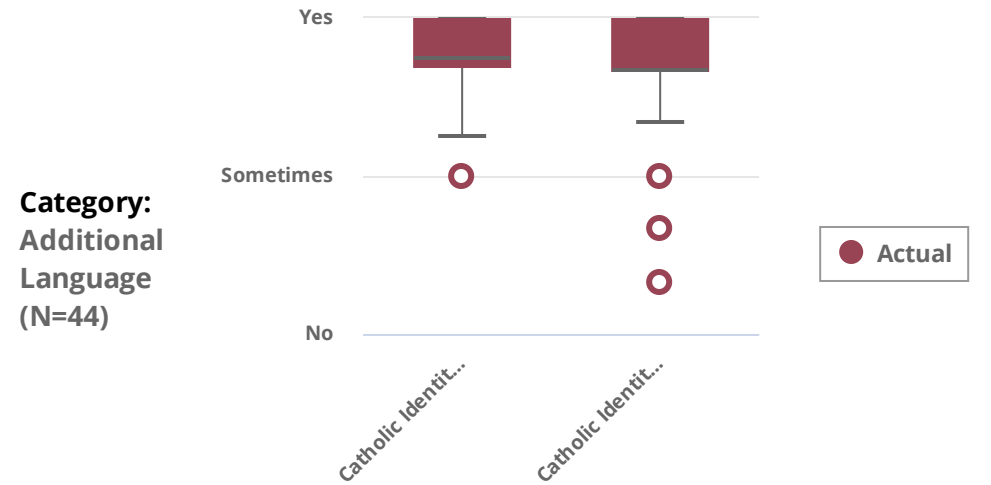
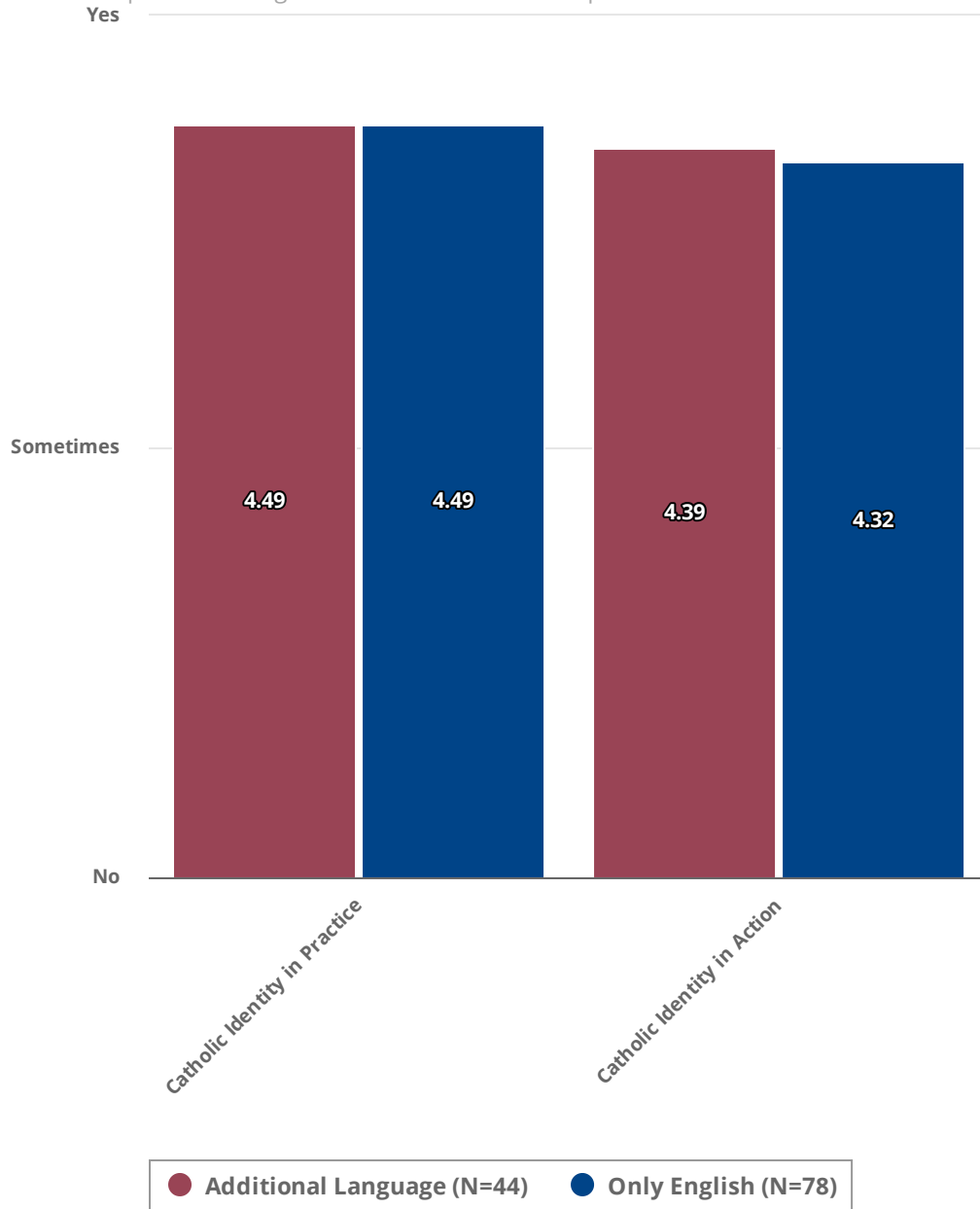


Catholic Identity: By Language

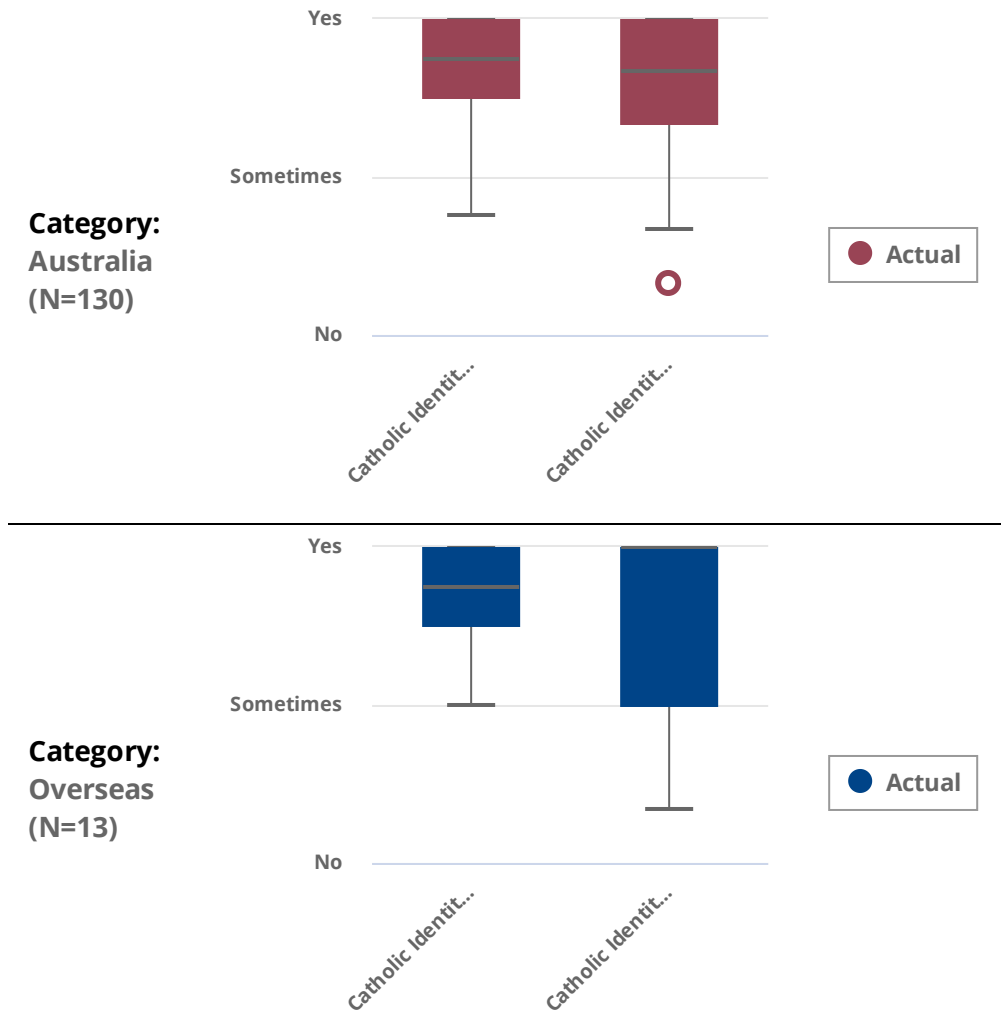
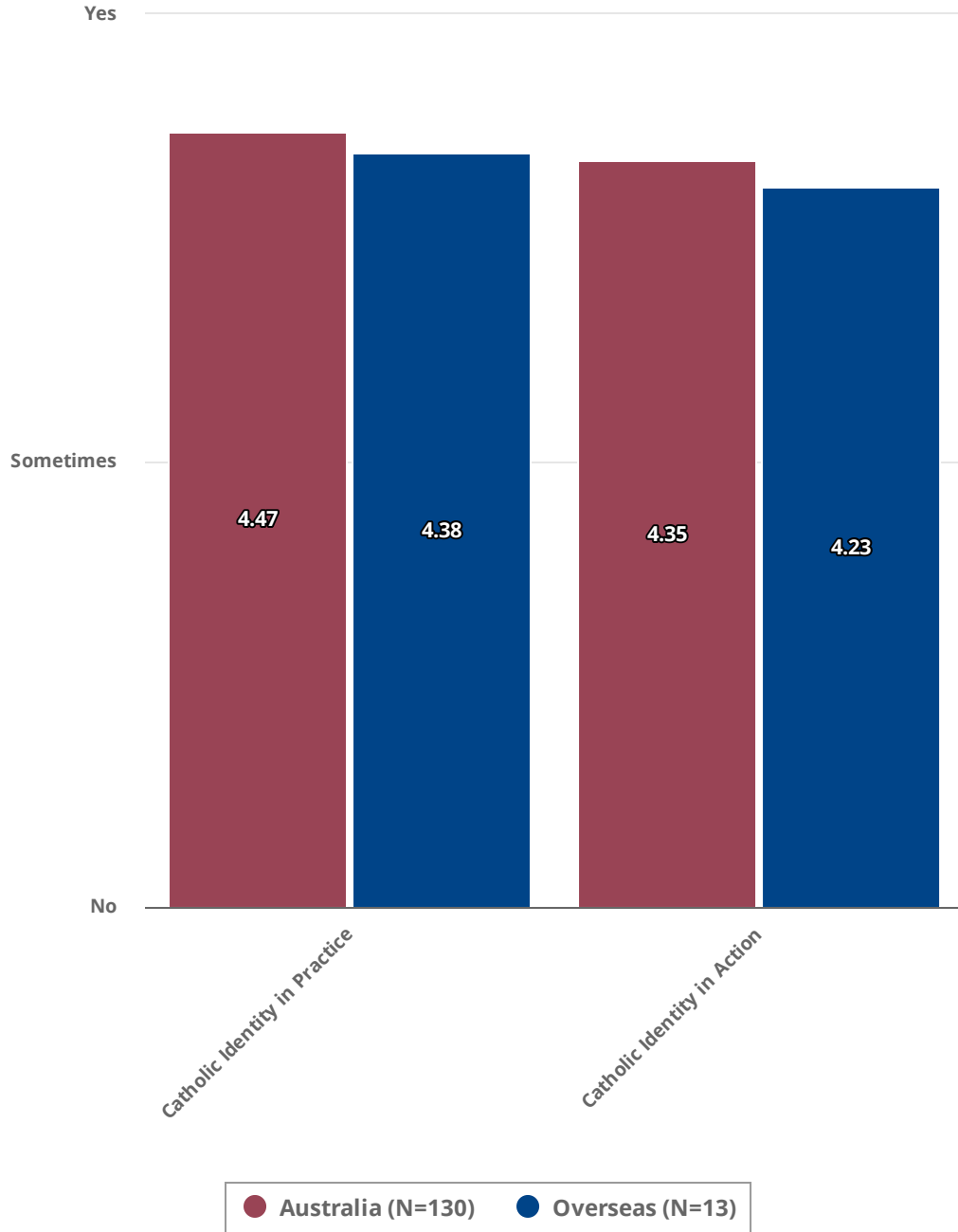


Catholic Identity: By Additional Language

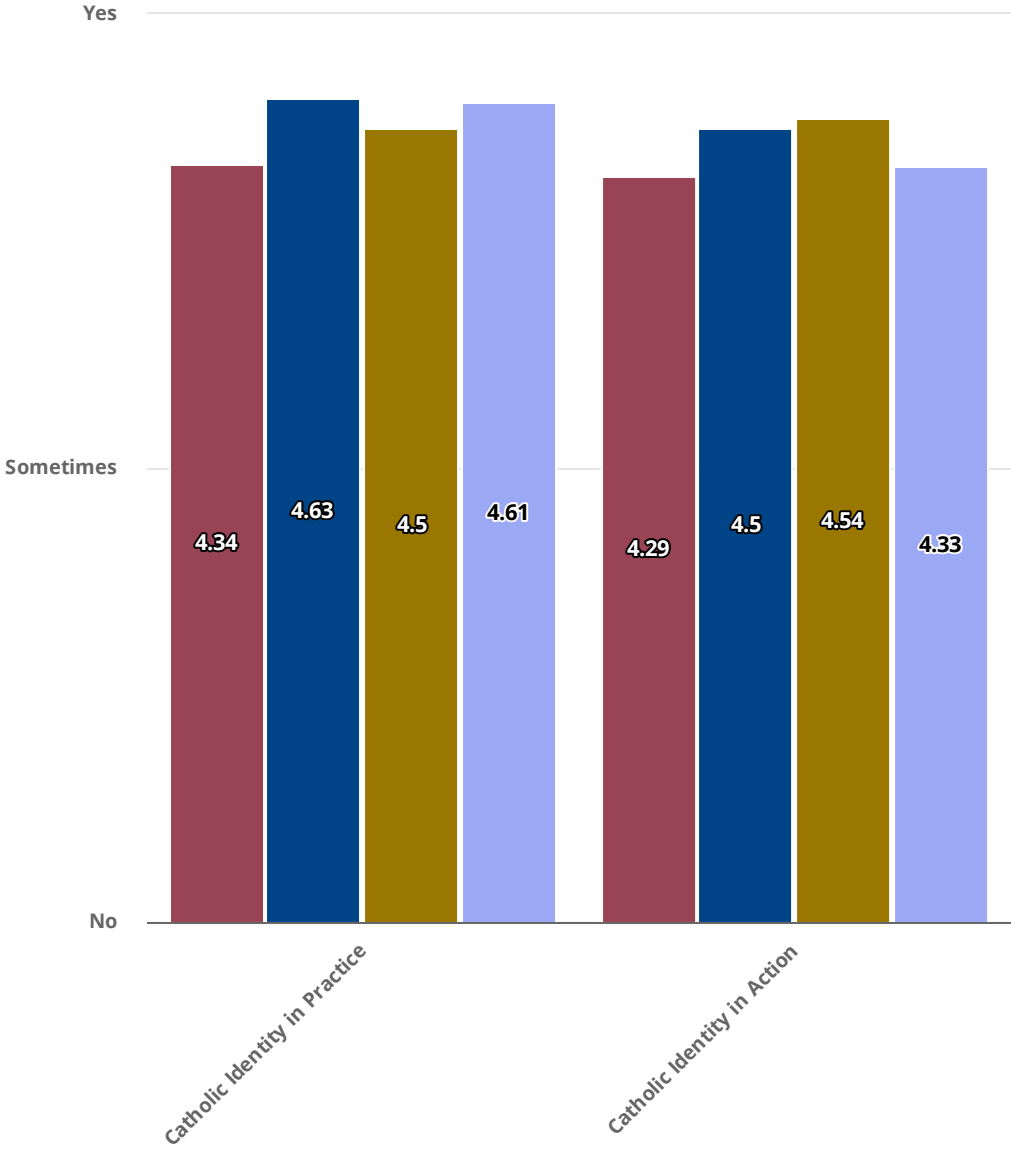
Note, only participants who selected 'English' for the previous question responded to this question. Categories with less than four responses have been omitted.



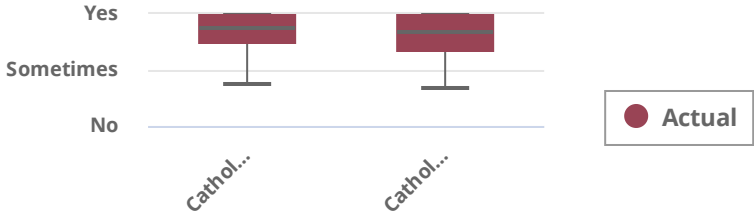
Catholic Identity: By Birth Place



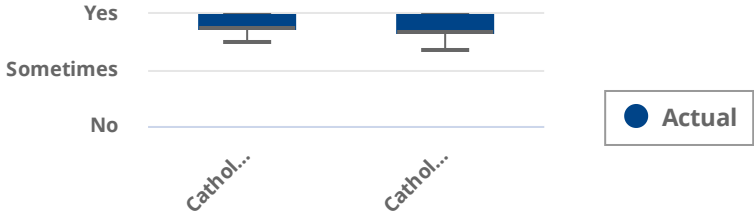
Catholic Identity: By Religion



Category: Catholic (N=74)



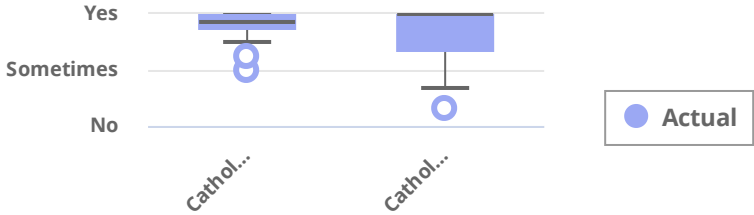
Category: Other Christian (N=8)



Category: Other religion (N=13)

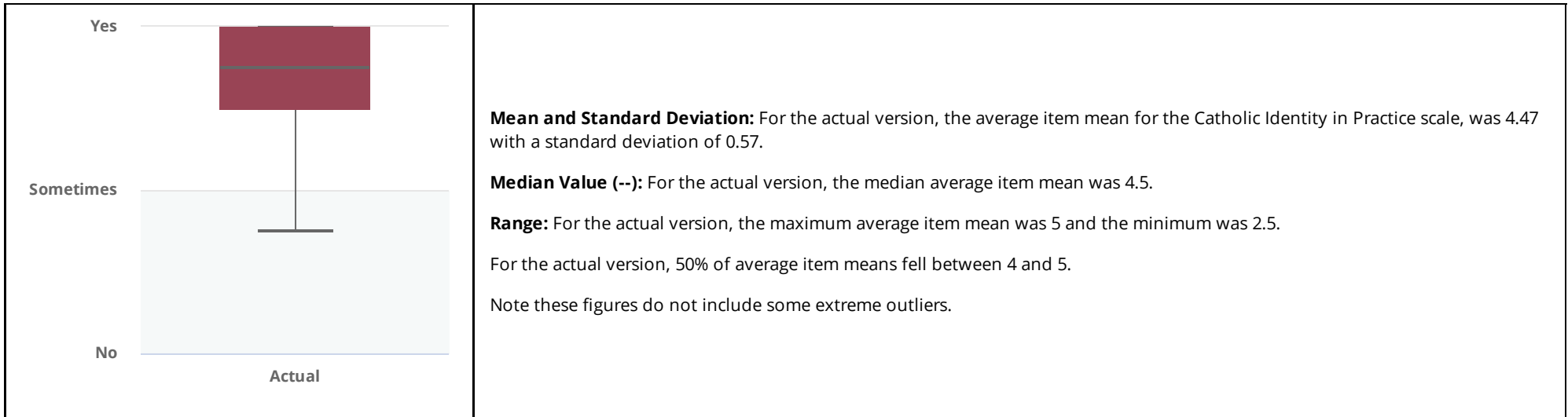


Category: No religion (N=48)



Catholic Identity in Practice

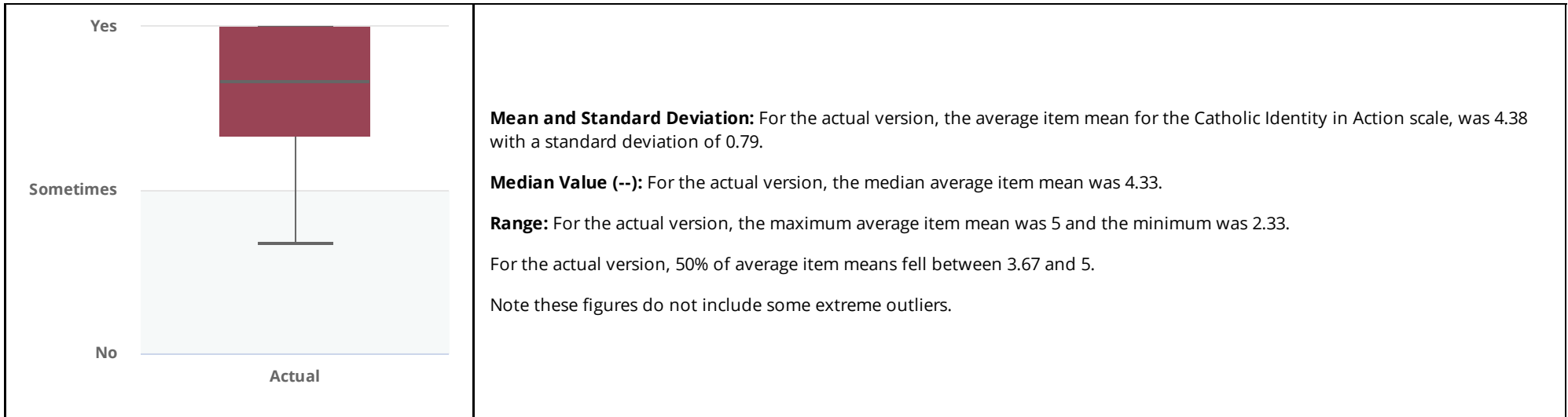
The CATHOLIC IDENTITY IN PRACTICE construct assesses the extent to which students perceive that the school promotes, develops and gives witness to the Catholic faith.



Percentage of each response	Items included in the scale	Average response for each item
	Actual At this school, we help people in need. Actual	
	Actual At this school, we pray. Actual	
	Actual At this school, there is Catholic artwork and crucifixes. Actual	
	Actual This school practises fairness. Actual	
● No ● Sometimes ● Yes		No Sometimes Yes

Catholic Identity in Action

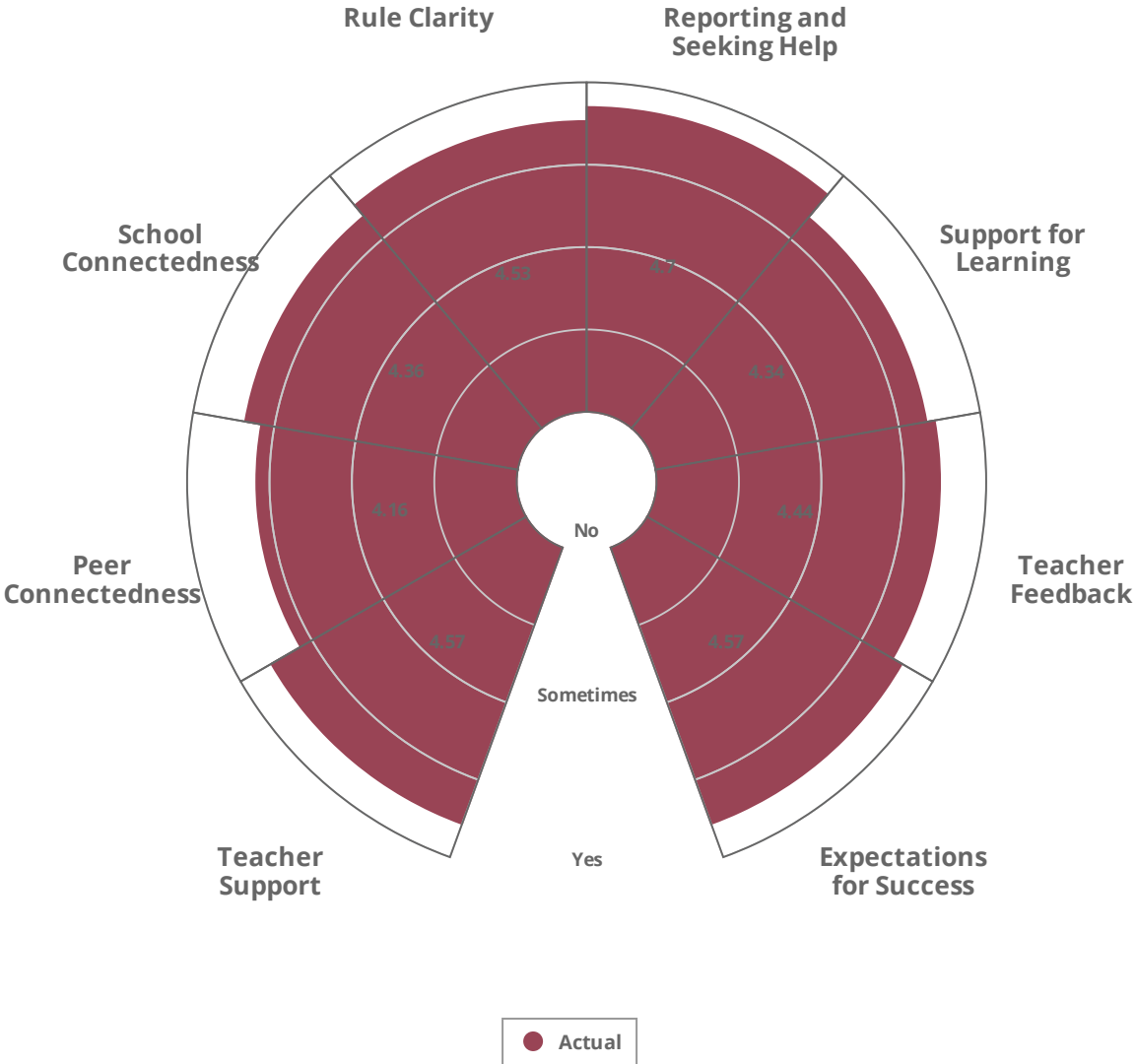
The CATHOLIC IDENTITY IN ACTION construct assesses the extent to which students feel that the teachings of the Catholic faith are important to them.



Percentage of each response	Items included in the scale	Average response for each item
	Actual I like learning about Jesus. Actual	
	Actual I try to live like Jesus. Actual	
	Actual I like praying. Actual	
<p>● No ● Sometimes ● Yes</p>		<p>No Sometimes Yes</p>

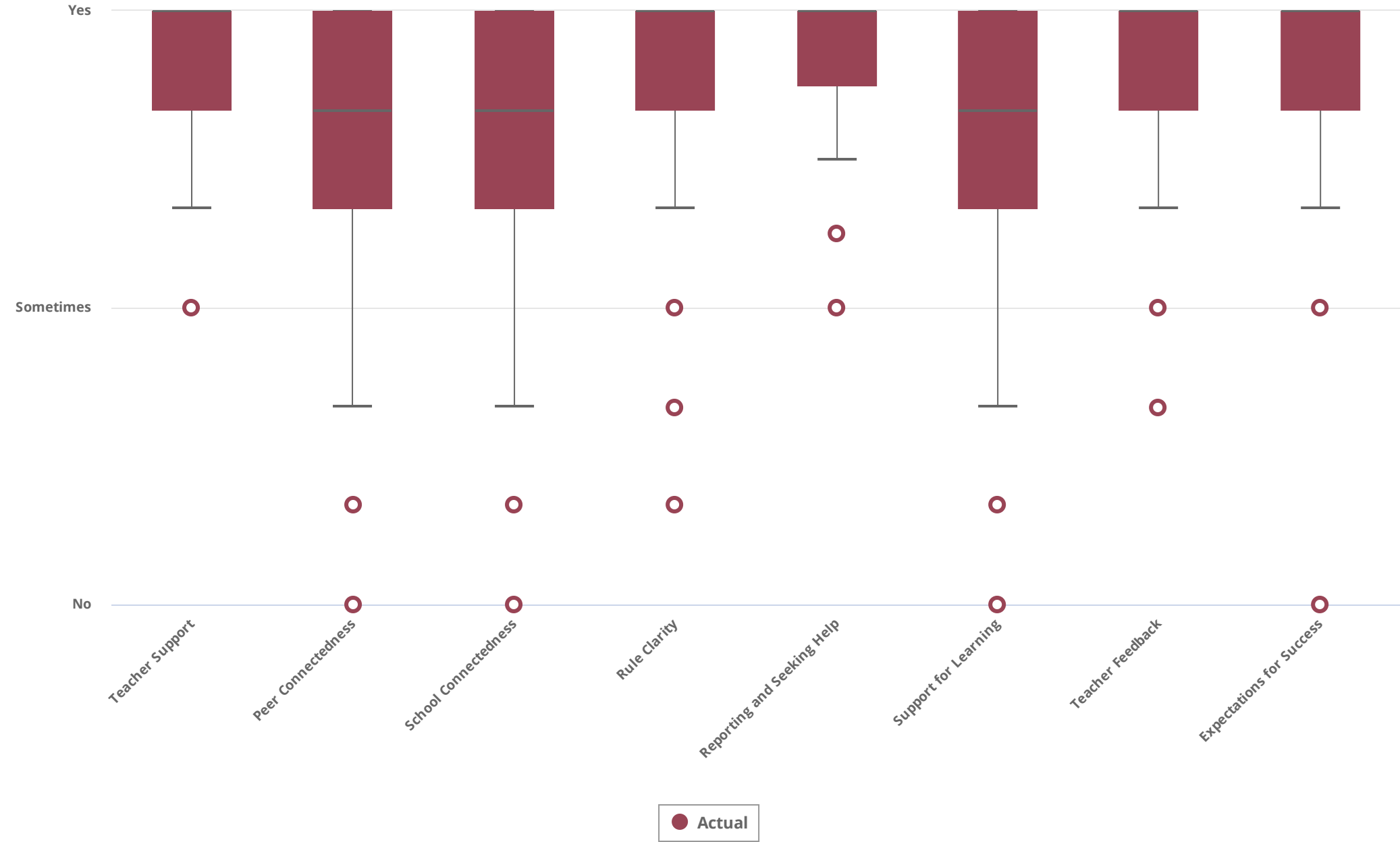
School Climate

Means for each construct.



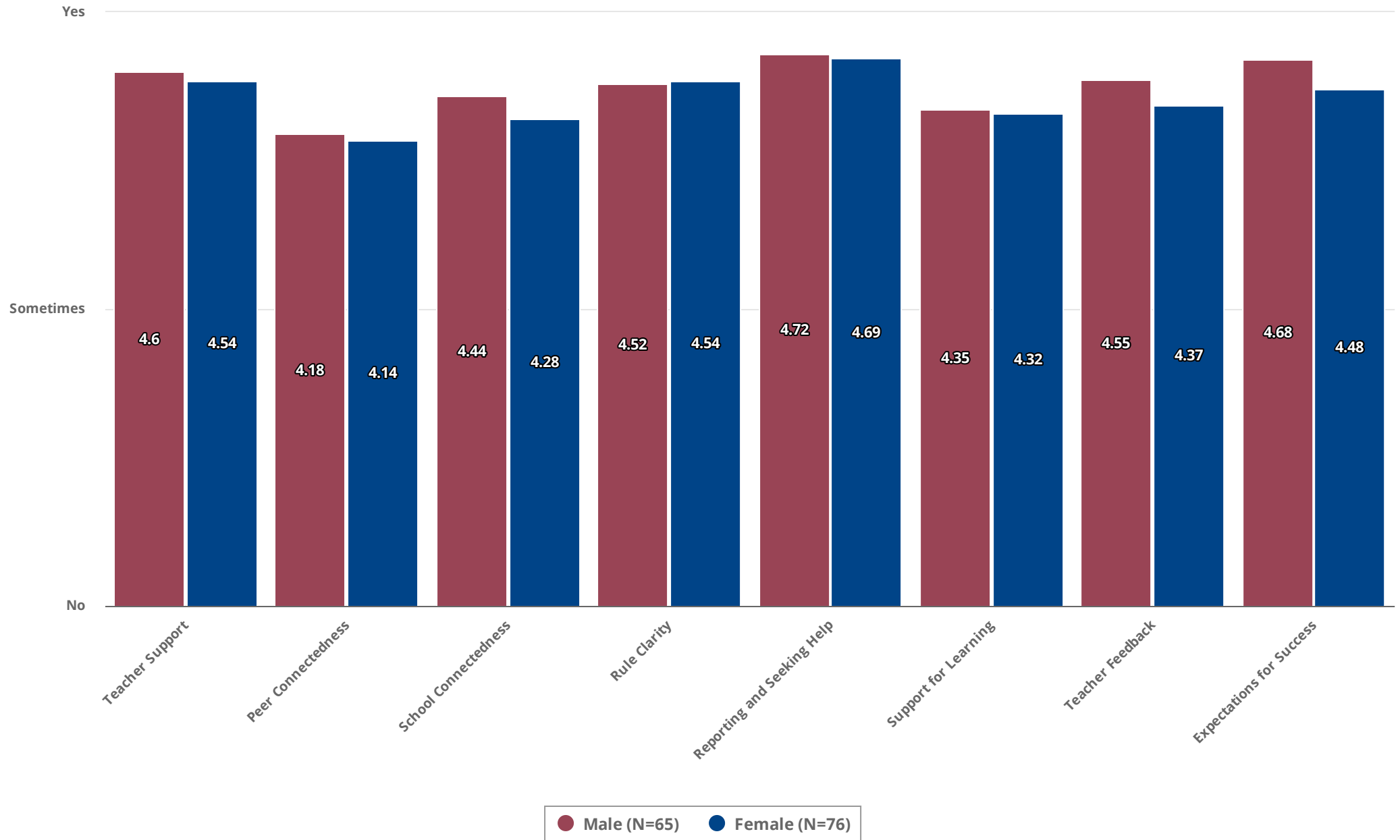
School Climate

Variations for each construct.



School Climate: By Gender

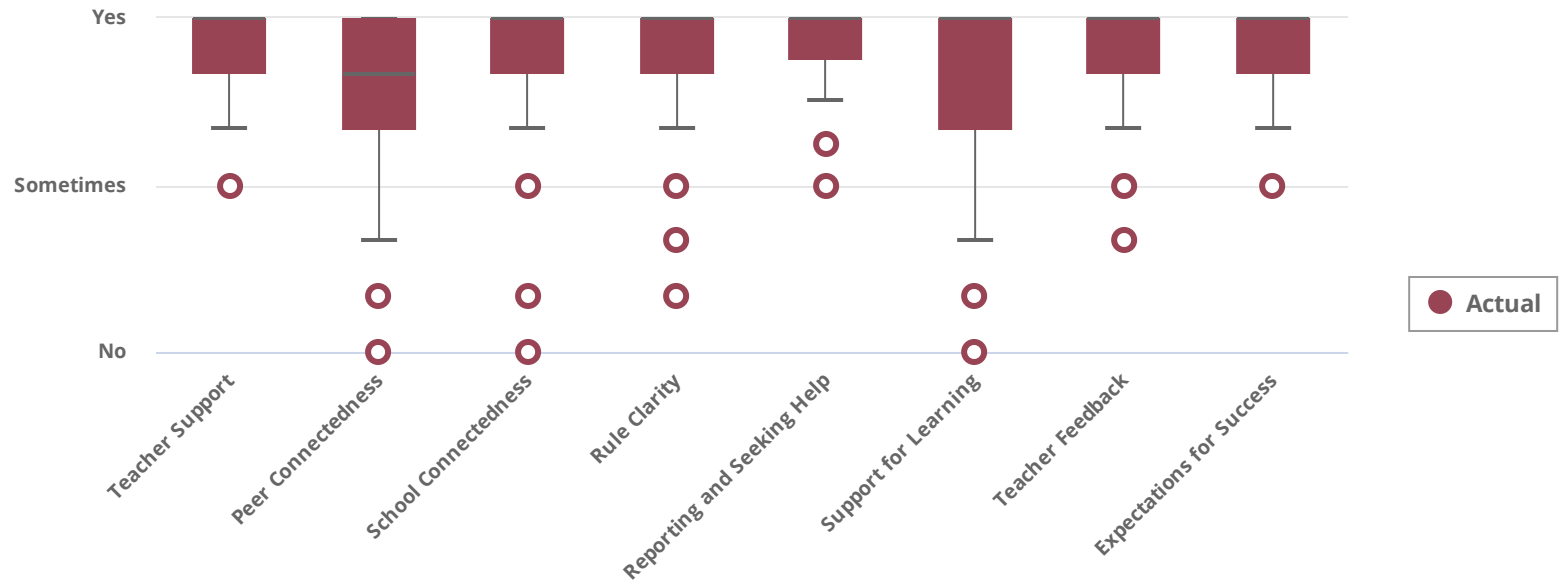
Means for each construct. Categories with less than four responses have been omitted.



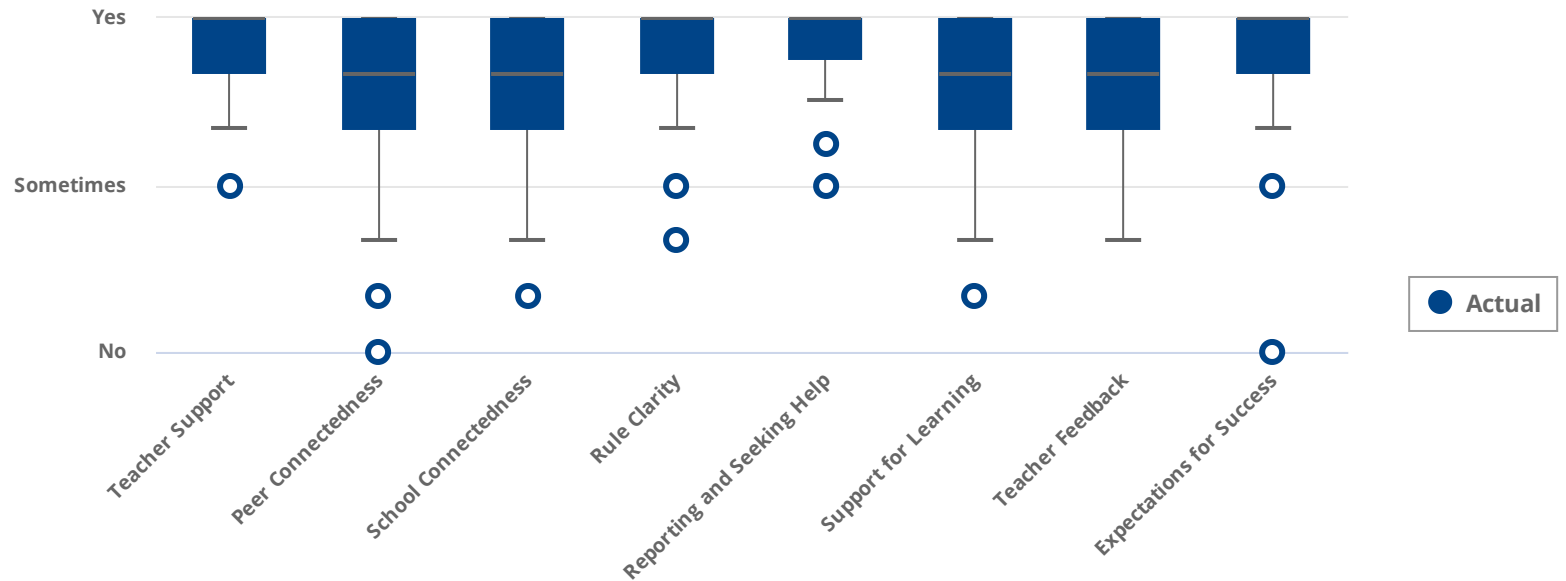
School Climate: By Gender

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

Category:
Male (N=65)

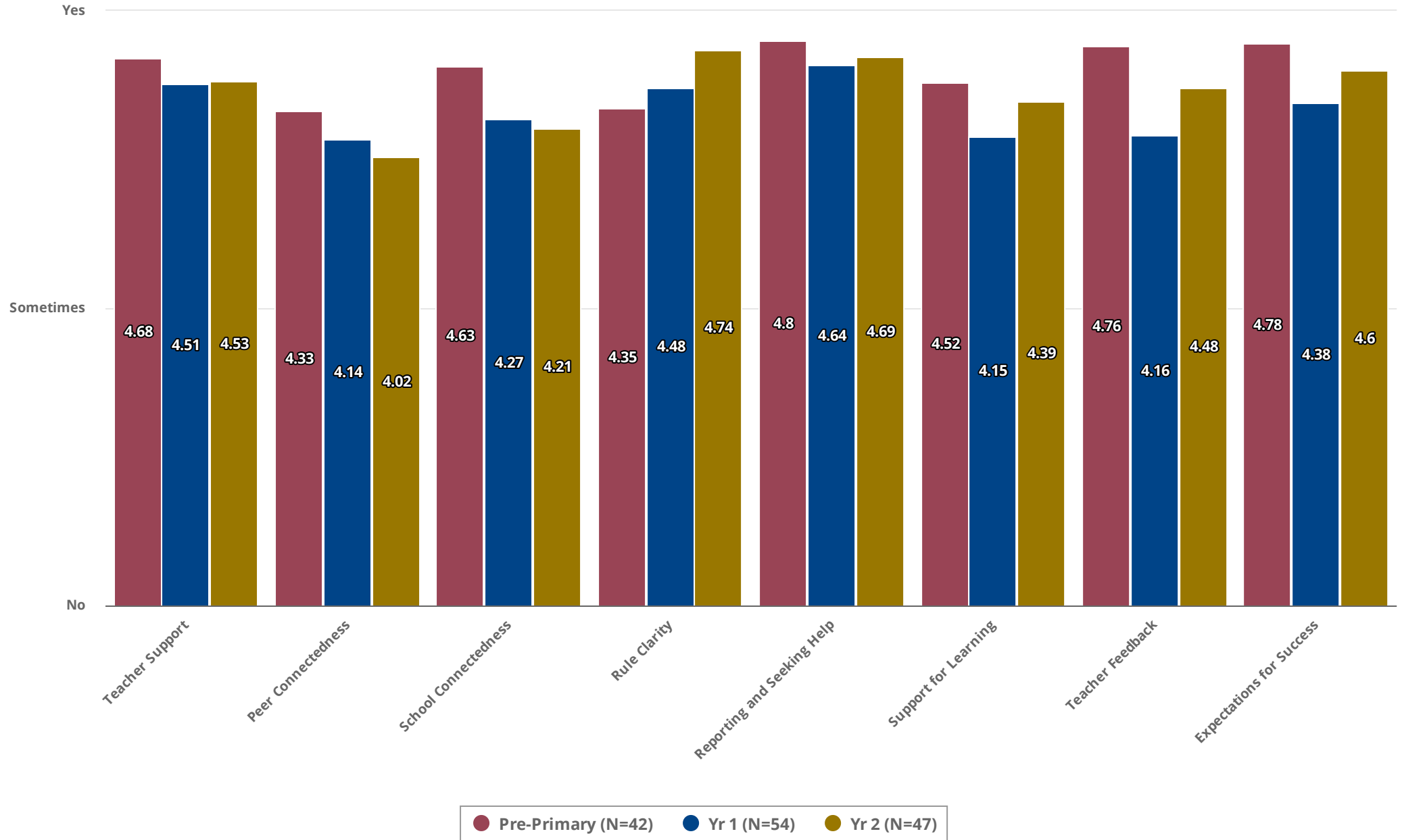


Category:
Female (N=76)



School Climate: By Year Level

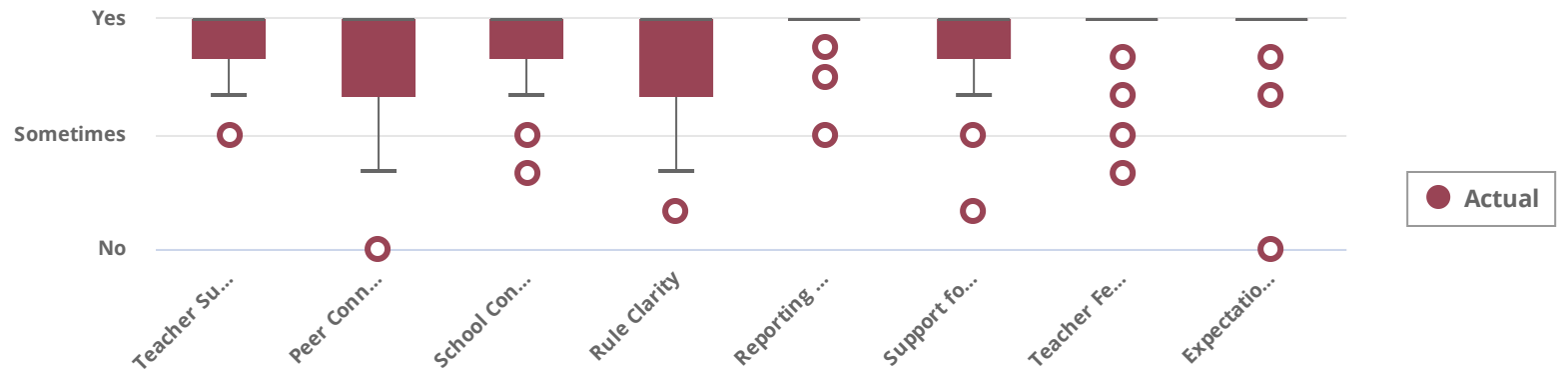
Means for each construct. Categories with less than four responses have been omitted.



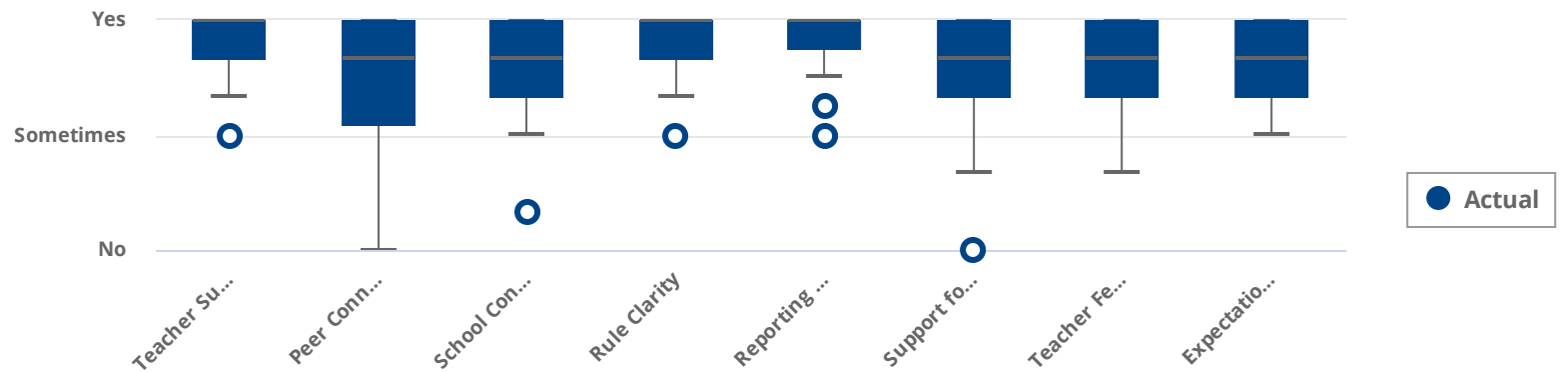
School Climate: By Year Level

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

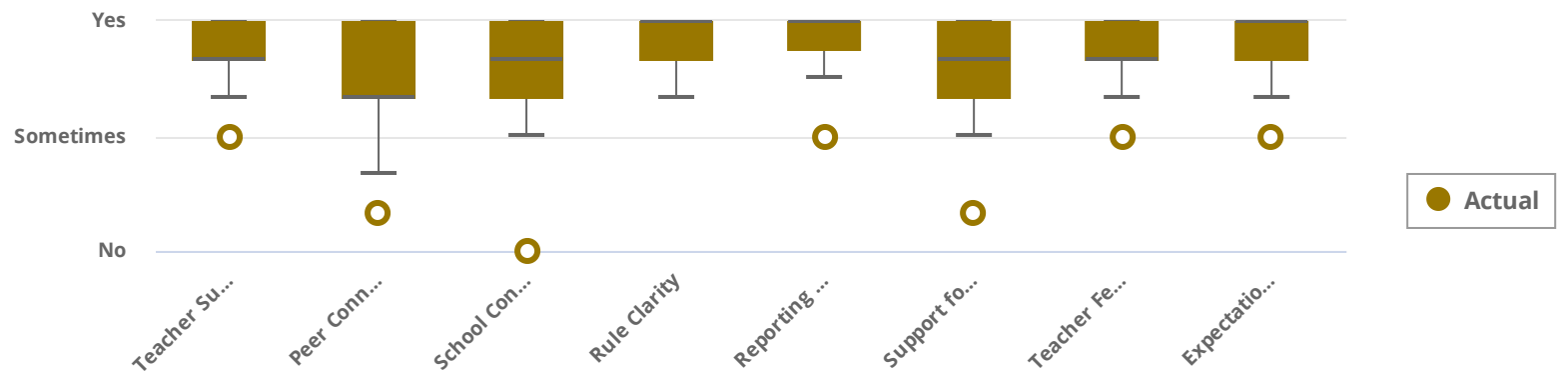
Category:
Pre-Primary (N=42)



Category:
Yr 1 (N=54)

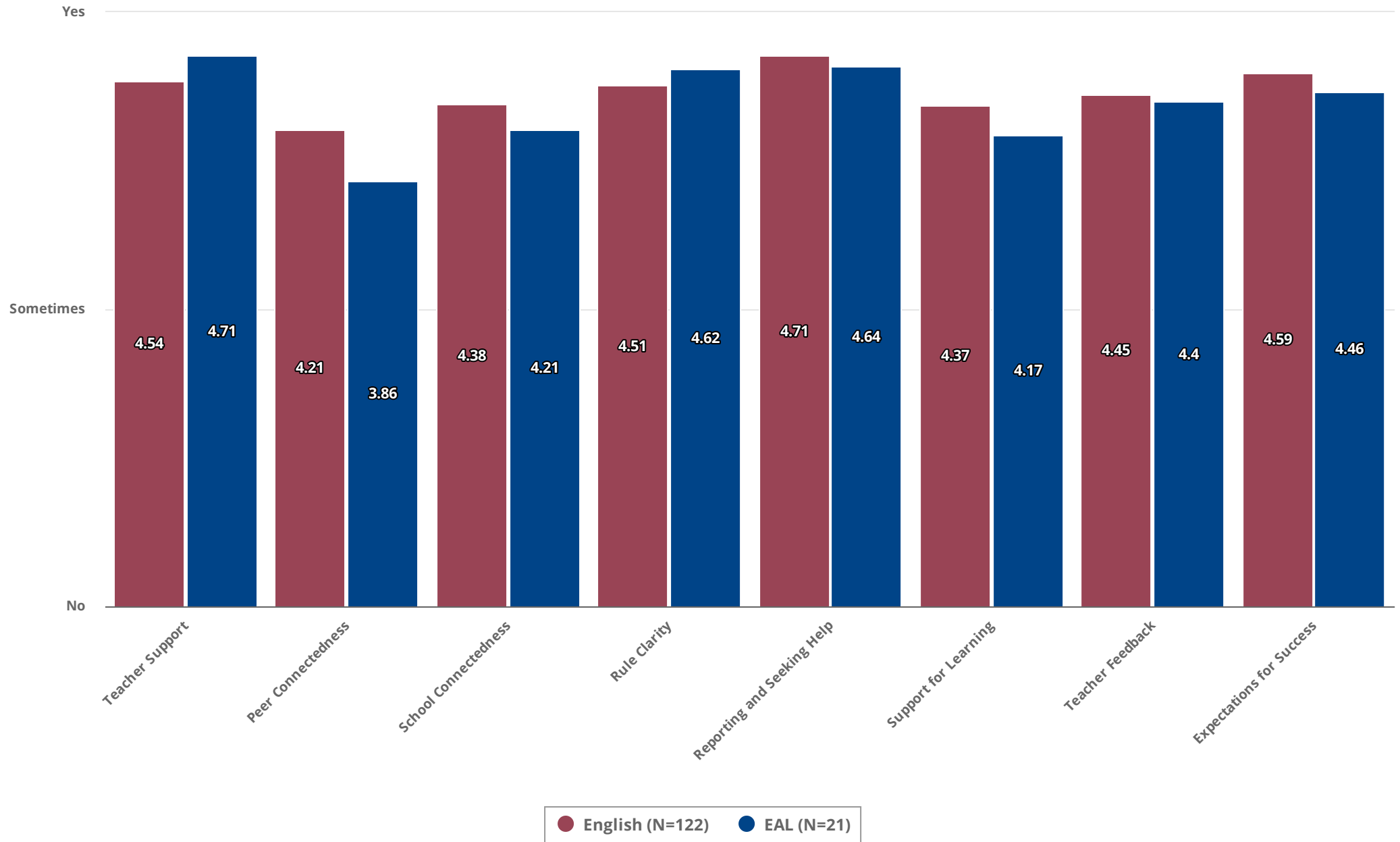


Category:
Yr 2 (N=47)



School Climate: By Language

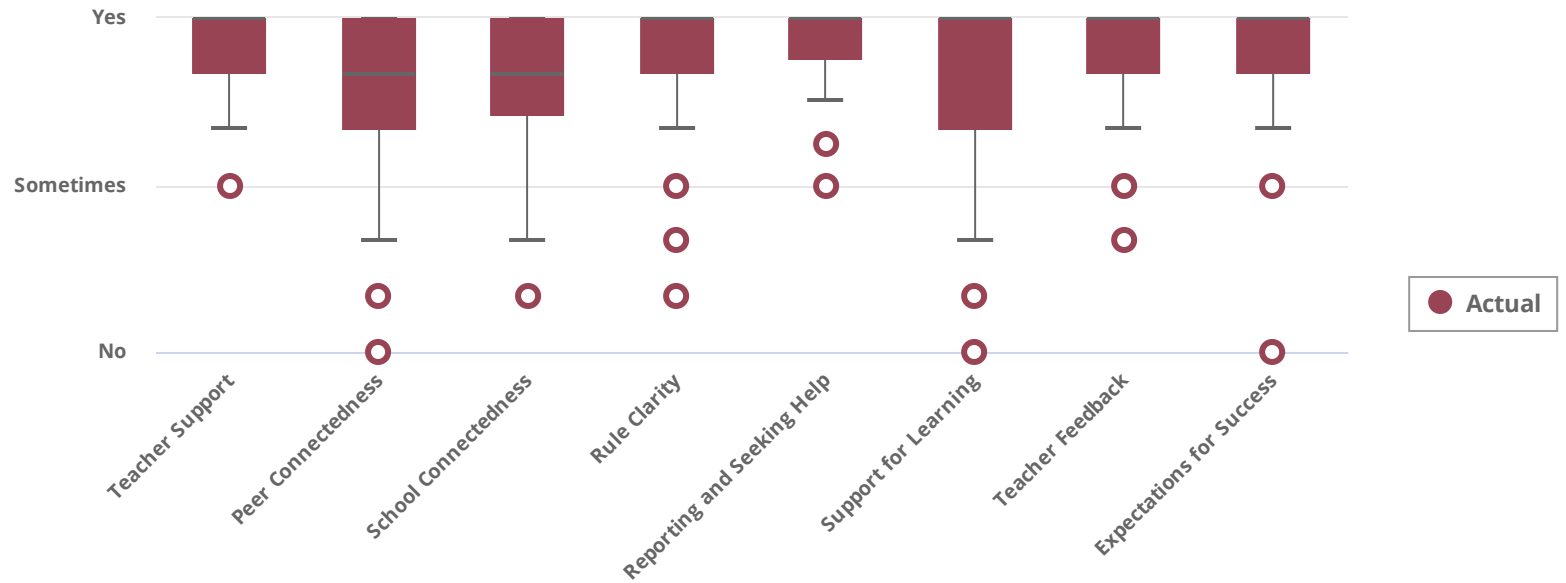
Means for each construct. Categories with less than four responses have been omitted.



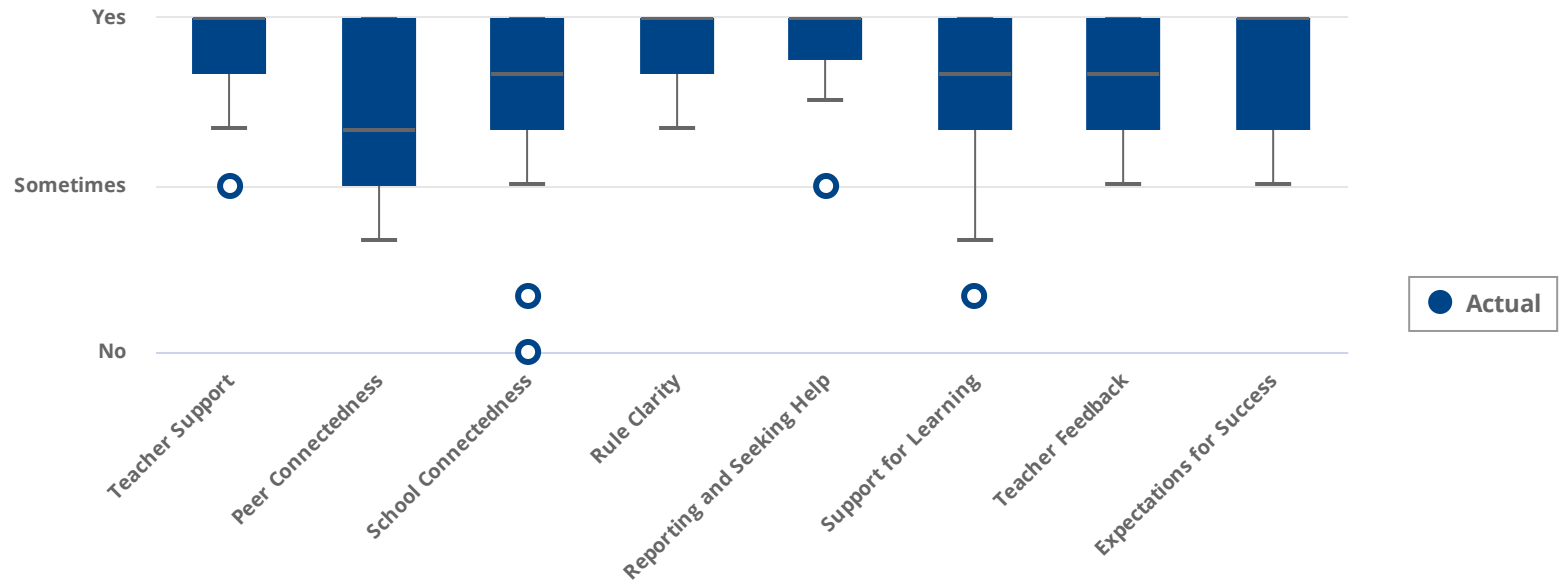
School Climate: By Language

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

Category:
English (N=122)

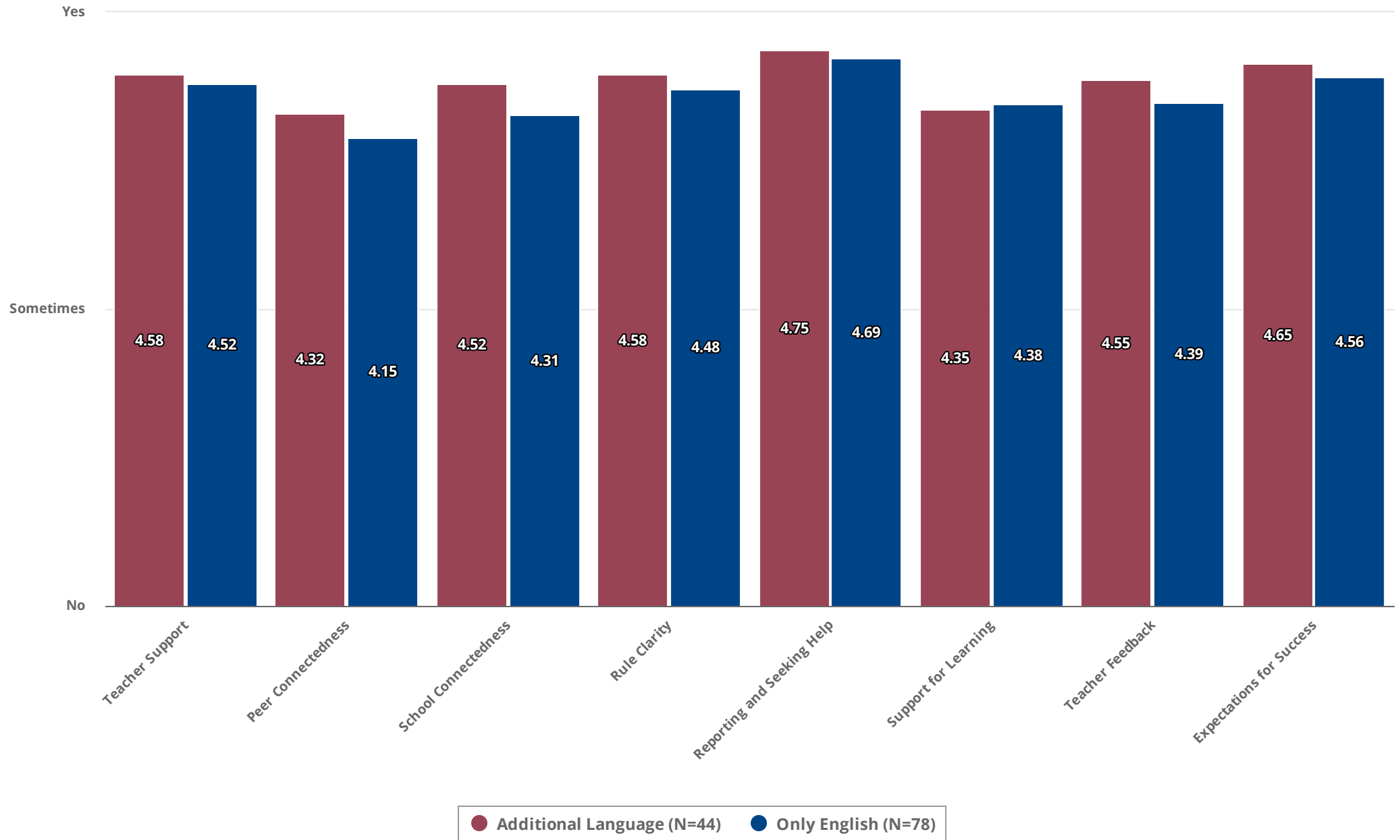


Category:
EAL (N=21)



School Climate: By Additional Language

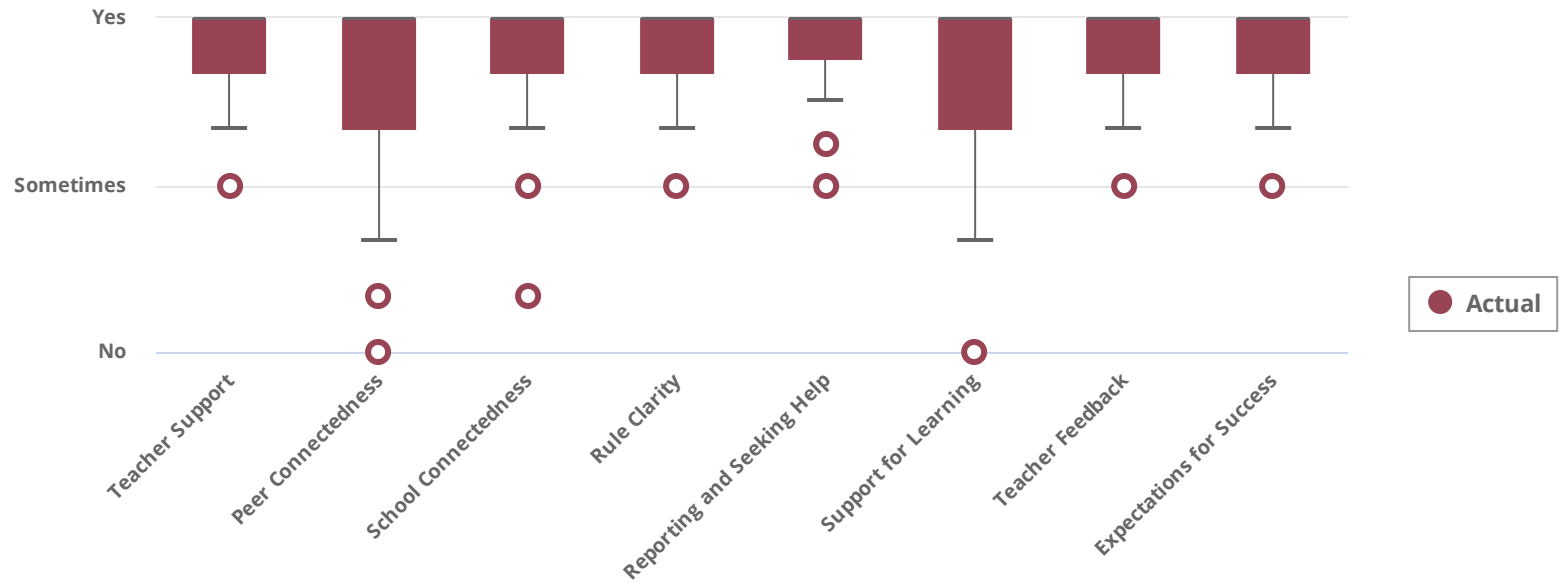
Means for each construct. Note, only participants who selected 'English' for the previous question responded to this question. Categories with less than four responses have been omitted.



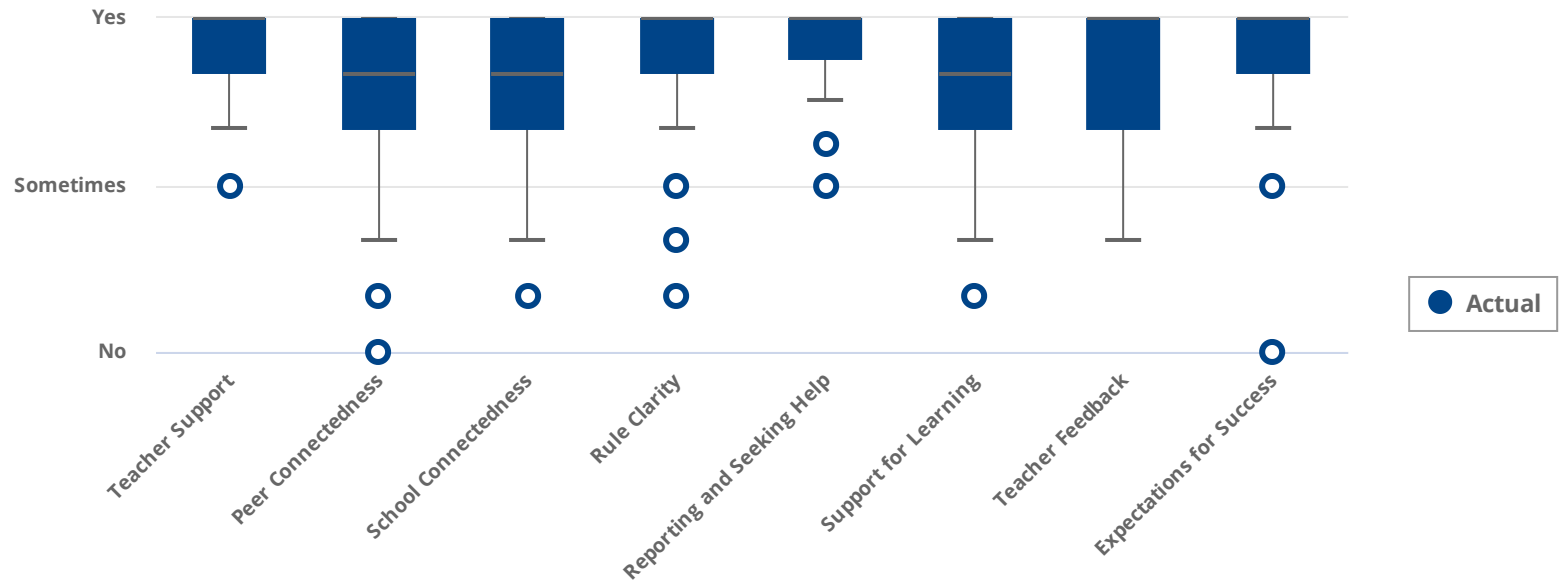
School Climate: By Additional Language

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=44)

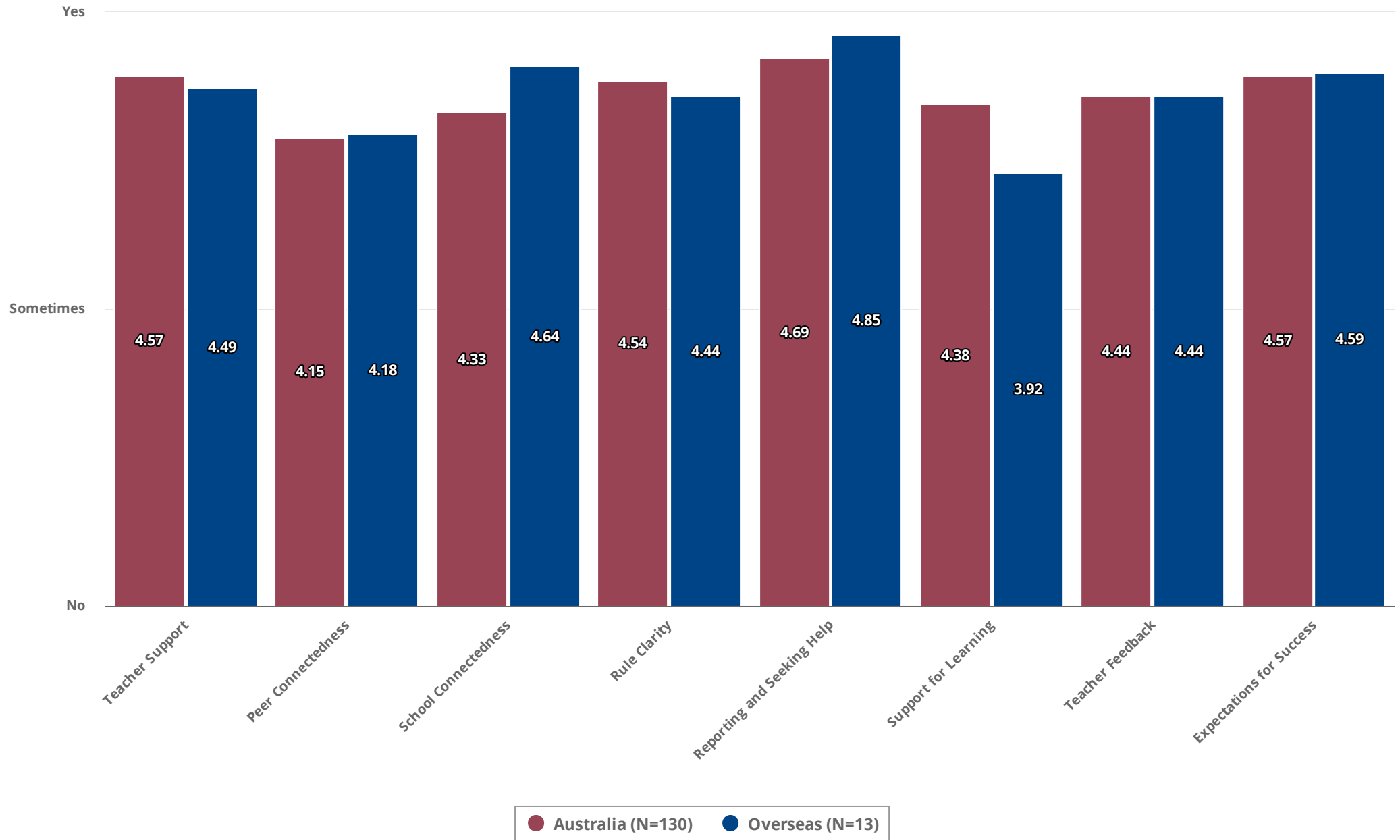


Category:
Only English (N=78)



School Climate: By Birth Place

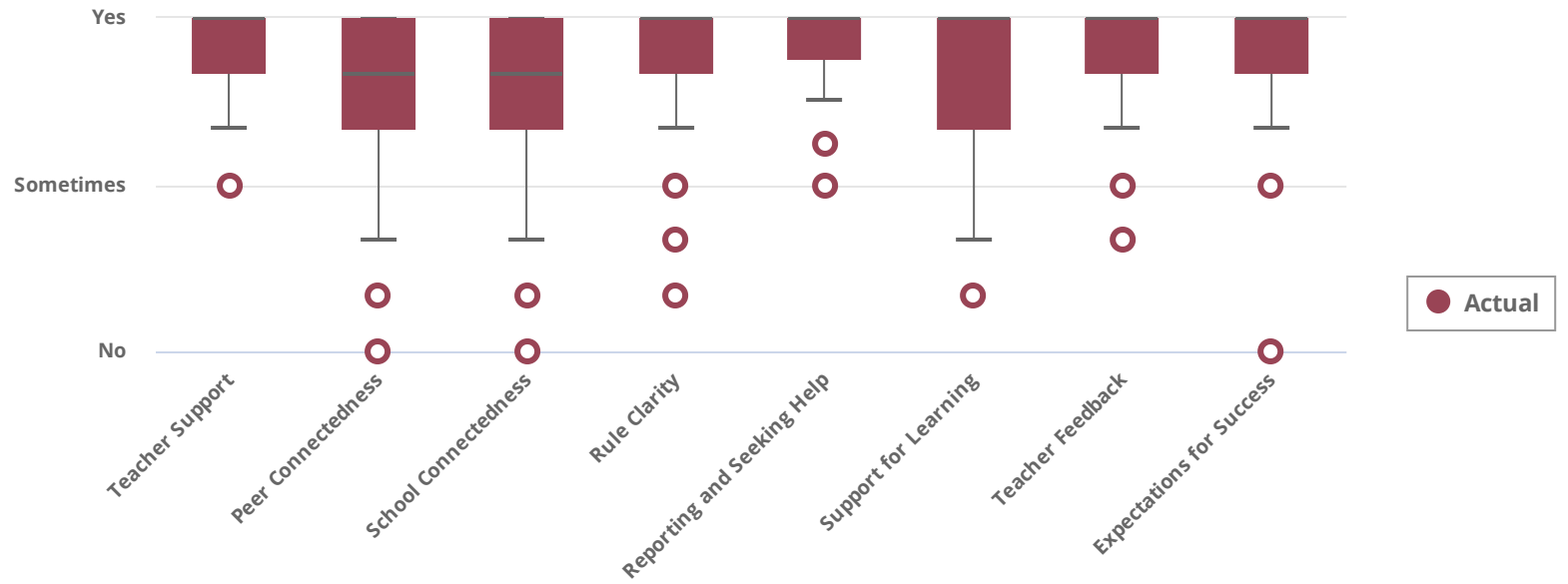
Means for each construct. Categories with less than four responses have been omitted.



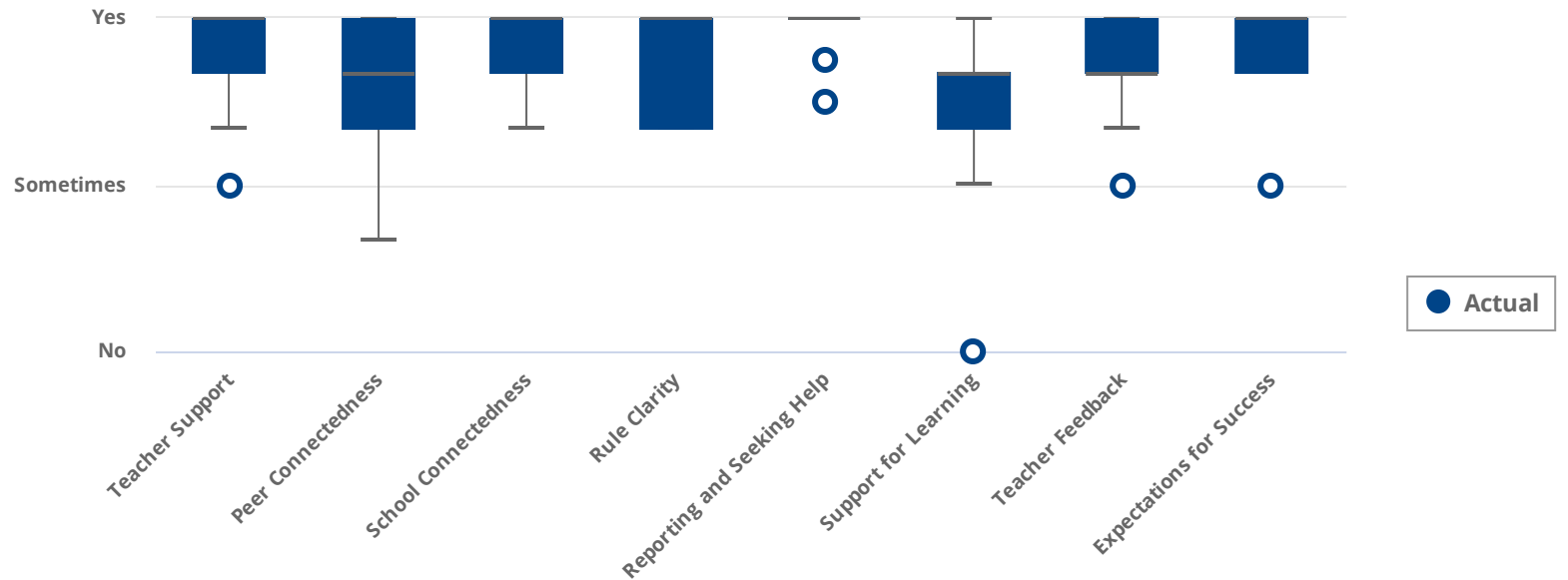
School Climate: By Birth Place

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

Category:
Australia (N=130)

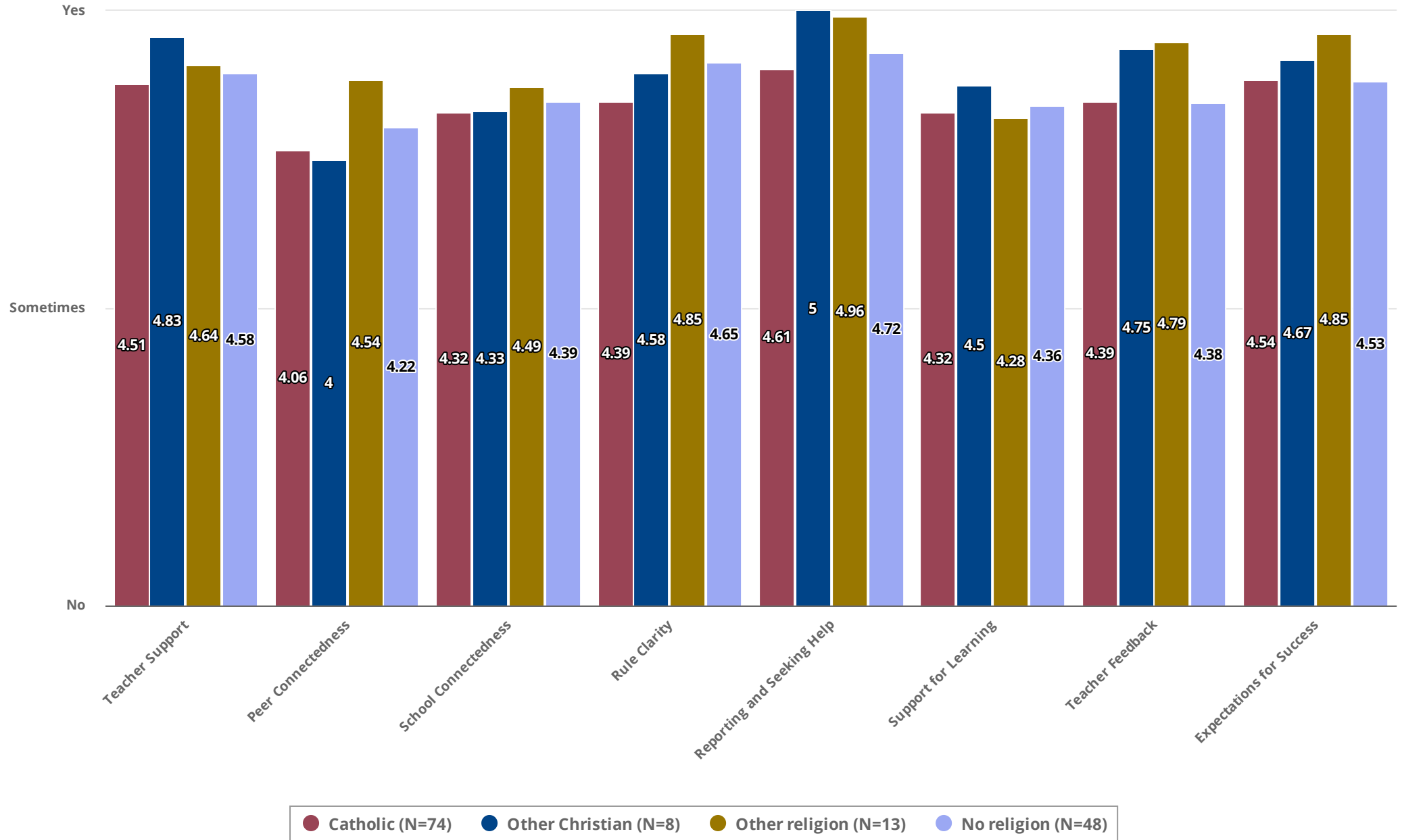


Category:
Overseas (N=13)



School Climate: By Religion

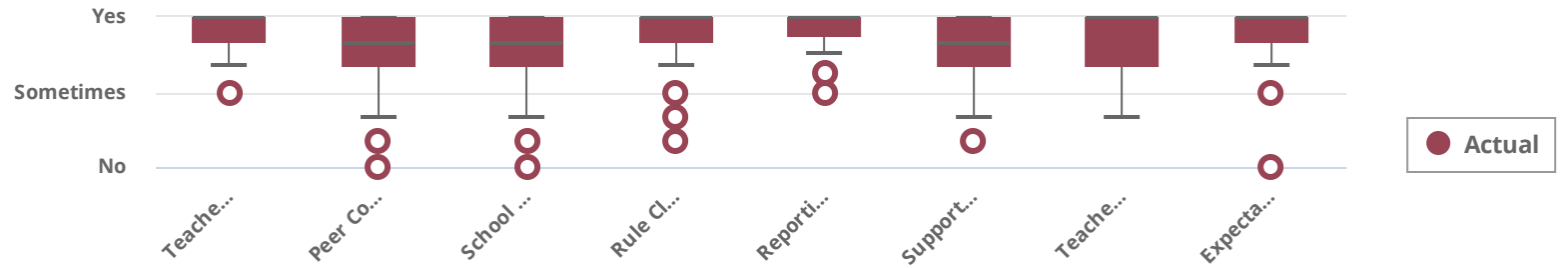
Means for each construct. Categories with less than four responses have been omitted.



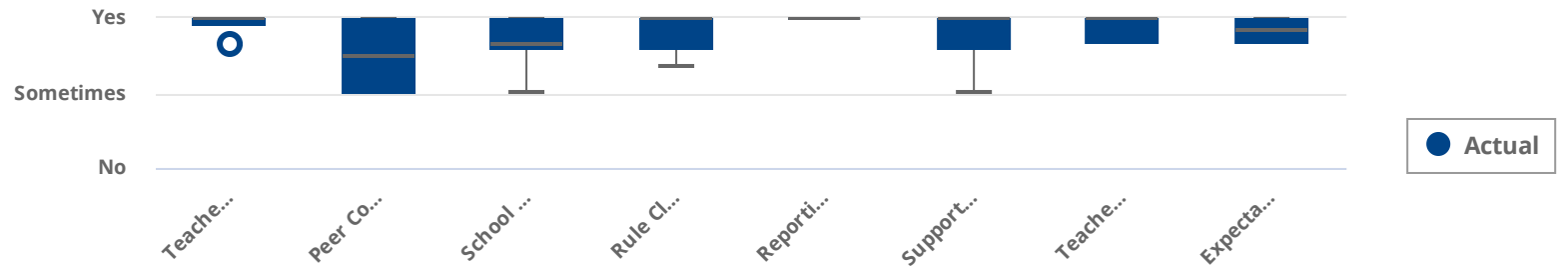
School Climate: By Religion

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

Category:
Catholic (N=74)



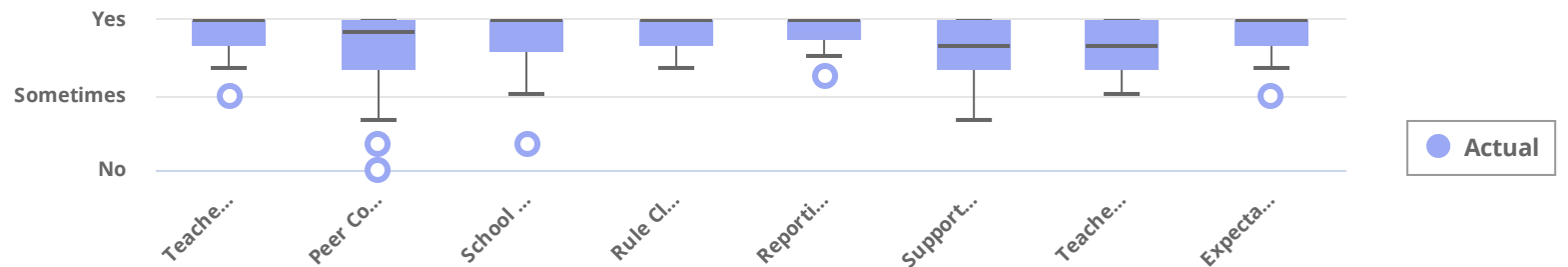
Category:
Other Christian (N=8)



Category:
Other religion (N=13)

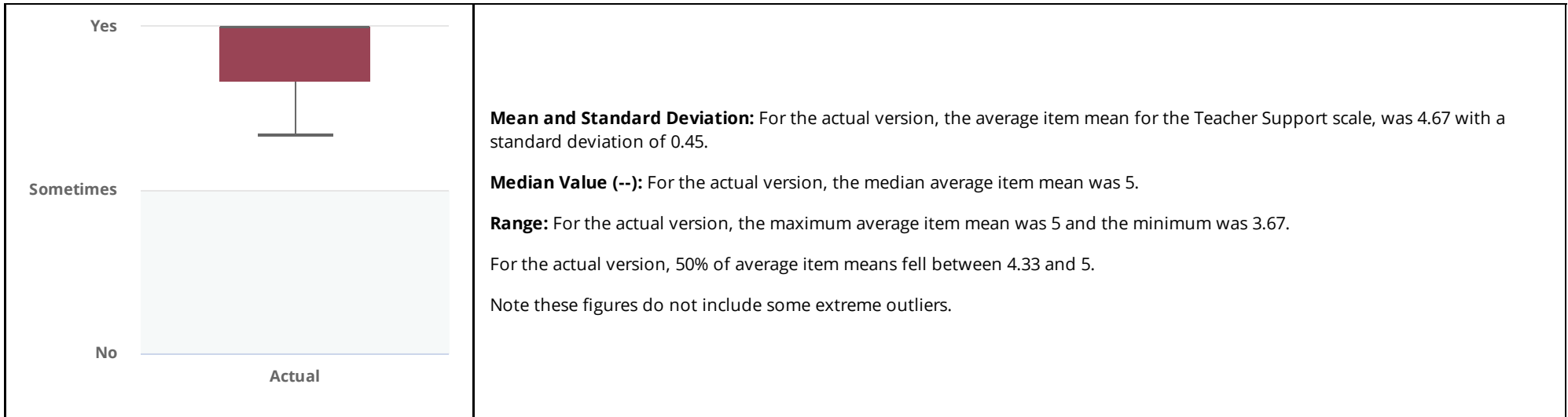


Category:
No religion (N=48)



Teacher Support

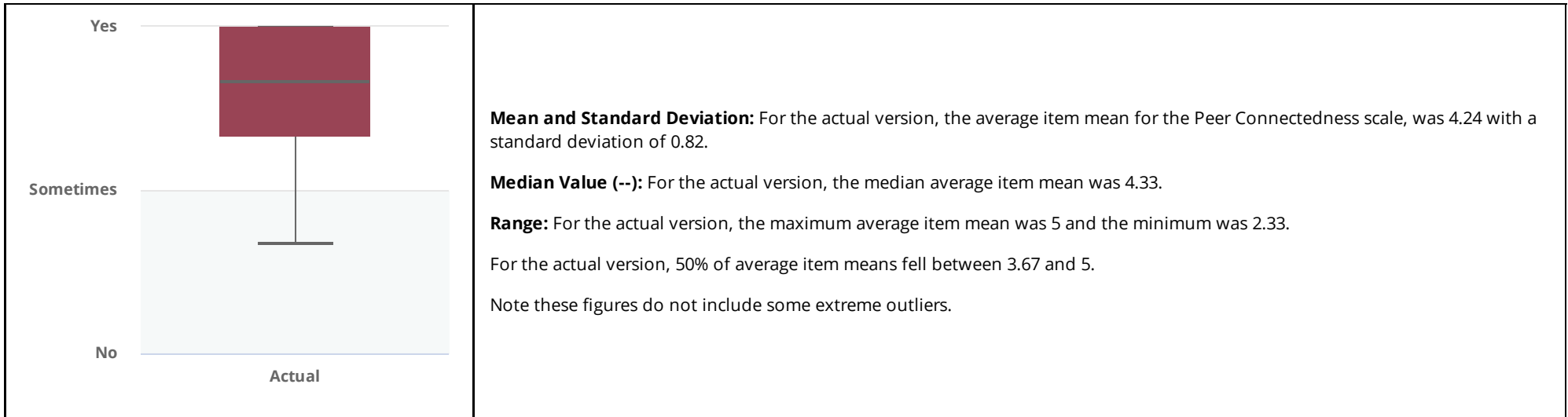
The TEACHER SUPPORT construct assesses the extent to which students perceive that teachers at the school are caring and respectful.



Percentage of each response	Items included in the scale		Average response for each item	
	Actual	The teachers at this school listen to me.	Actual	
	Actual	The teachers at this school like me.	Actual	
	Actual	The teachers at this school care about me.	Actual	
<p>● No ● Sometimes ● Yes</p>			<p>No Sometimes Yes</p>	

Peer Connectedness

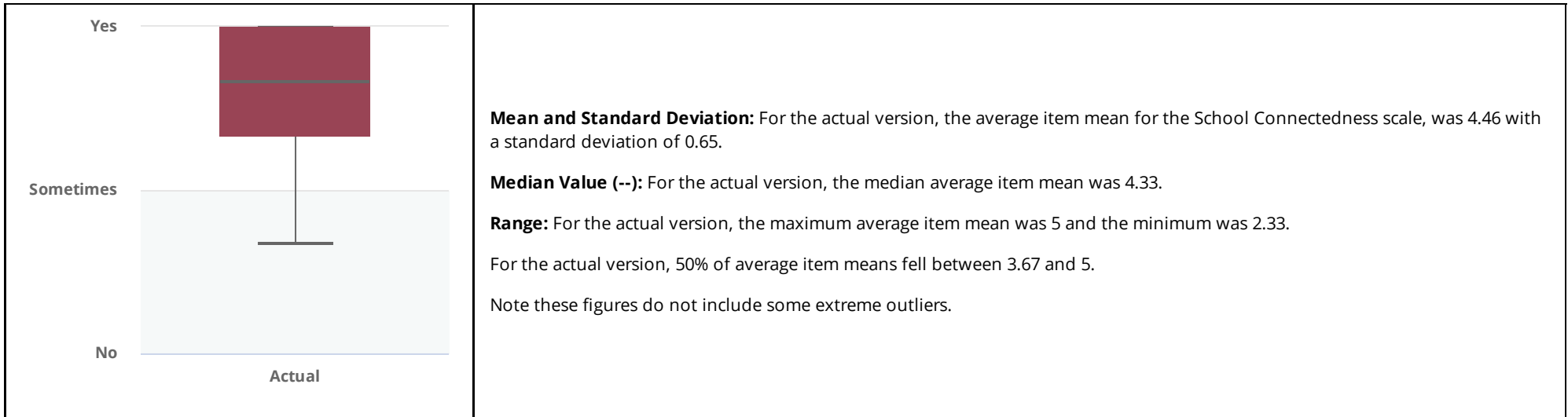
The PEER CONNECTEDNESS construct assesses the extent to which students feel that they have formed positive relationships with students.



Percentage of each response	Items included in the scale	Average response for each item
<p>3.5 % 30.8 % 65.7 %</p>	<p>Actual The children at school like me. Actual</p>	<p>4.24</p>
<p>4.2 % 36.4 % 59.4 %</p>	<p>Actual The children at school are nice to me. Actual</p>	<p>4.1</p>
<p>7.7 % 28.7 % 63.6 %</p>	<p>Actual The children at school care about me. Actual</p>	<p>4.12</p>
<p>● No ● Sometimes ● Yes</p>		<p>No Sometimes Yes</p>

School Connectedness

The SCHOOL CONNECTEDNESS construct assesses the extent to which students perceive themselves to be a valued part of the school community.



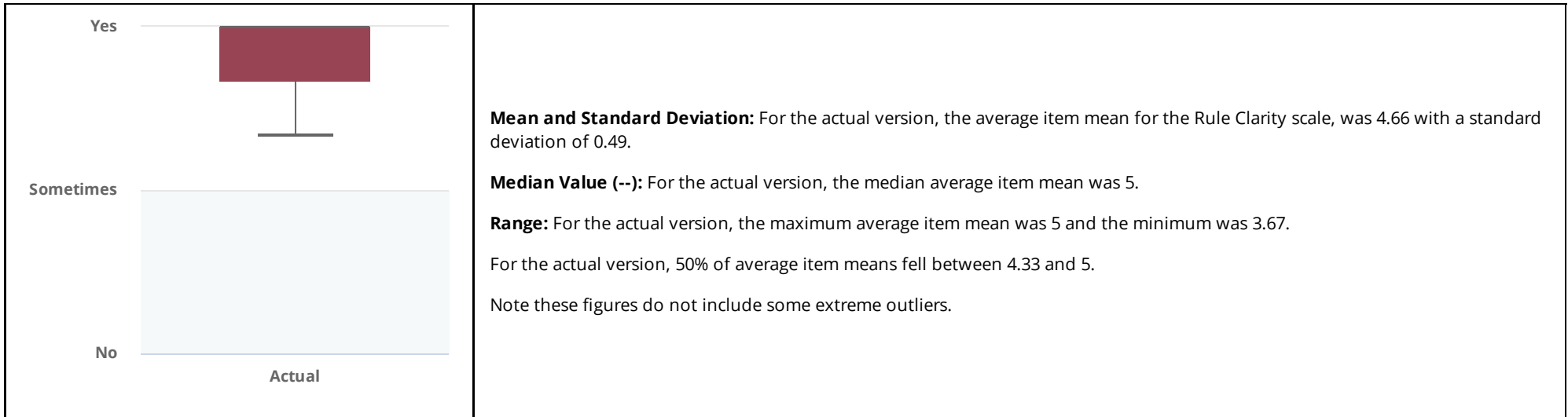
Percentage of each response	Items included in the scale	Average response for each item
<p>11.9 % 85.3 %</p>	<p>Actual I like being at this school. Actual</p>	<p>4.65</p>
<p>2.8 % 33.6 % 63.6 %</p>	<p>Actual I am happy when I am at school. Actual</p>	<p>4.22</p>
<p>7 % 25.9 % 67.1 %</p>	<p>Actual I look forward to coming to school. Actual</p>	<p>4.2</p>

● No ● Sometimes ● Yes

No
Sometimes
Yes

Rule Clarity

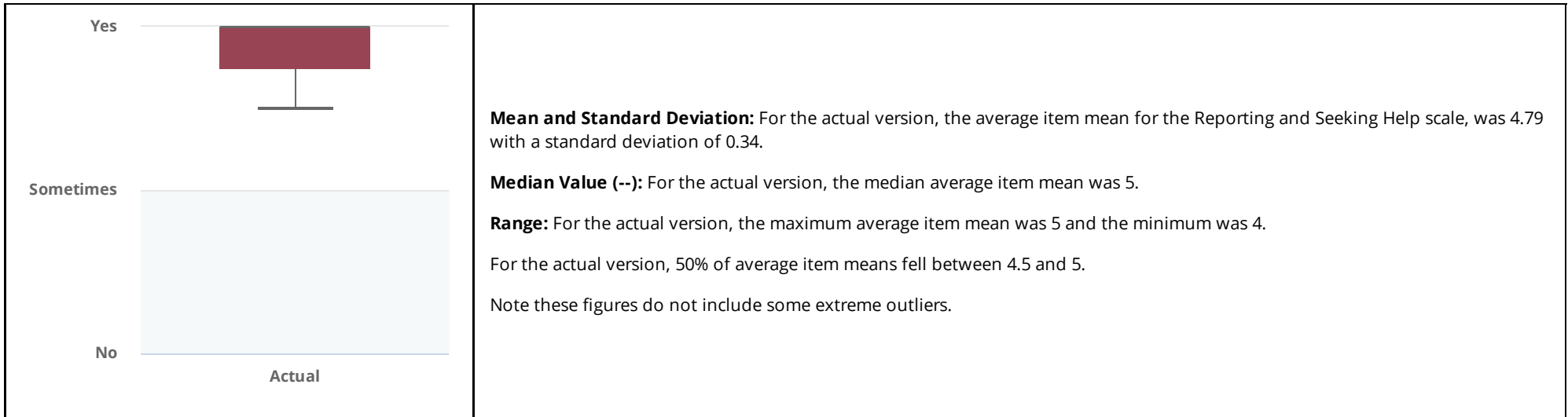
The RULE CLARITY construct assesses the extent to which students perceive the school rules to be clear, reasonable and applied fairly.



Percentage of each response	Items included in the scale		Average response for each item
<p>7 % 14.7 % 78.3 %</p>	Actual	I know the school rules.	Actual 4.43
<p>14 % 83.2 %</p>	Actual	The school rules help me to feel safe.	Actual 4.61
<p>15.4 % 81.1 %</p>	Actual	The school rules are clear.	Actual 4.55
<p>● No ● Sometimes ● Yes</p>			No Sometimes Yes

Reporting and Seeking Help

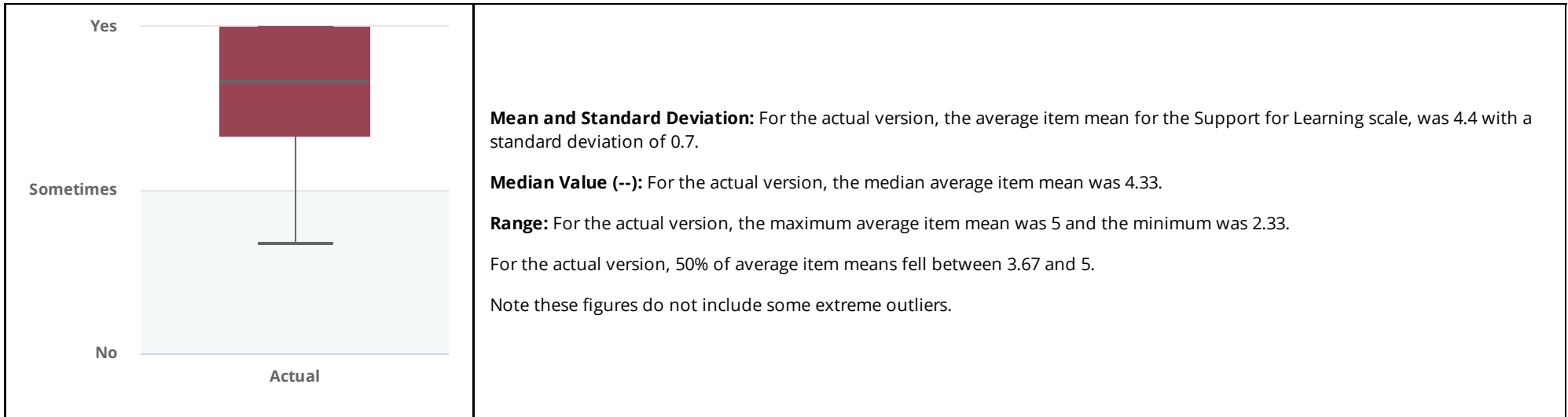
The REPORTING AND SEEKING HELP construct assesses the extent to which students are aware of procedures to, and are confident that they can, report incidents.



Percentage of each response	Items included in the scale			Average response for each item
	Actual	I would tell a teacher when bad things happen.	Actual	4.64
	Actual	I would tell a teacher when someone has a problem.	Actual	4.71
	Actual	I would tell a teacher when someone is bullied.	Actual	4.78
	Actual	If I told a teacher I was being bullied, they would do something to help.	Actual	4.69

Support for Learning

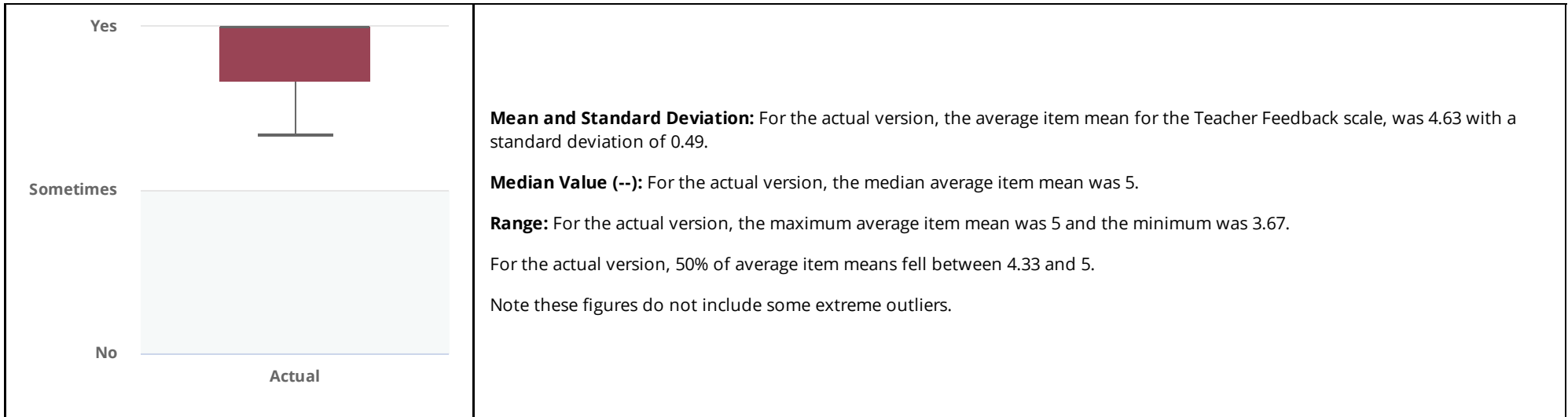
The SUPPORT FOR LEARNING construct assesses the extent to which students feel that the actions of the teachers at the school support their learning.



Percentage of each response	Items included in the scale	Average response for each item
<p>7 % 33.6 % 59.4 %</p>	<p>Actual My teachers know when I don't understand something. Actual</p>	<p>4.05</p>
<p>23.8 % 72.7 %</p>	<p>Actual My teachers know when I have trouble learning something. Actual</p>	<p>4.38</p>
<p>14 % 82.5 %</p>	<p>Actual My teachers give me extra help if I need it. Actual</p>	<p>4.53</p>
<p>● No ● Sometimes ● Yes</p>		<p>No Sometimes Yes</p>

Teacher Feedback

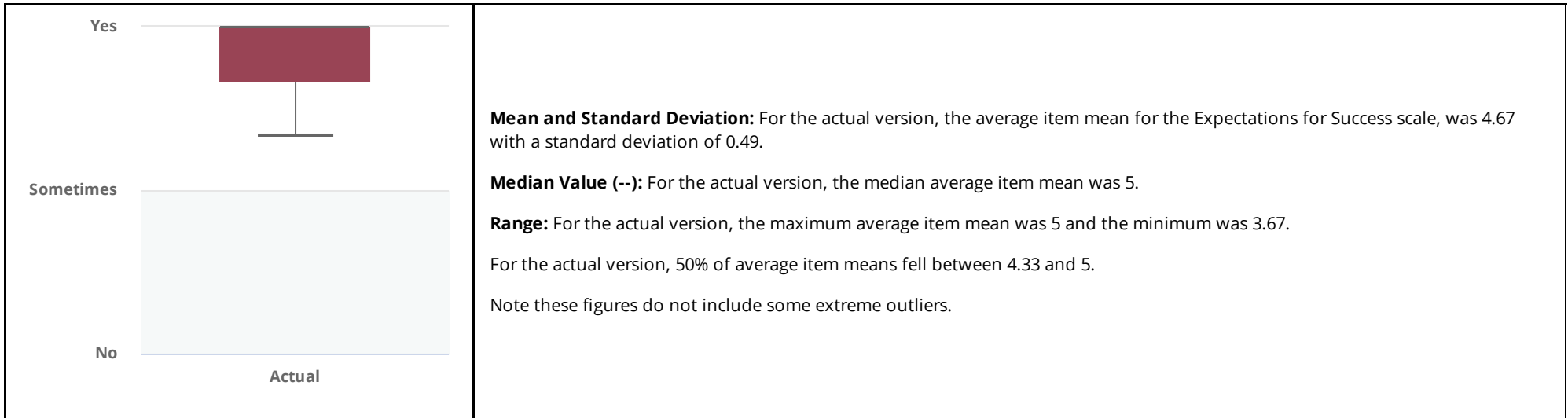
The TEACHER FEEDBACK construct assesses the extent to which students feel that the feedback provided by teachers makes a positive contribution to their learning.



Percentage of each response	Items included in the scale			Average response for each item
	Actual	Feedback from my teachers helps me to do better.	Actual	4.65
	Actual	My teachers give me feedback on my homework.	Actual	4.24
	Actual	I understand how my teachers mark my work.	Actual	4.43

Expectations for Success

The EXPECTATIONS FOR SUCCESS construct assesses the extent to which students feel that their teachers expect them to succeed and challenge them to learn.



Percentage of each response	Items included in the scale	Average response for each item
	Actual My teachers expect me to do well. Actual	
	Actual My teachers expect me to try my hardest. Actual	
	Actual My teachers give me work that makes me think hard. Actual	
● No ● Sometimes ● Yes		No Sometimes Yes

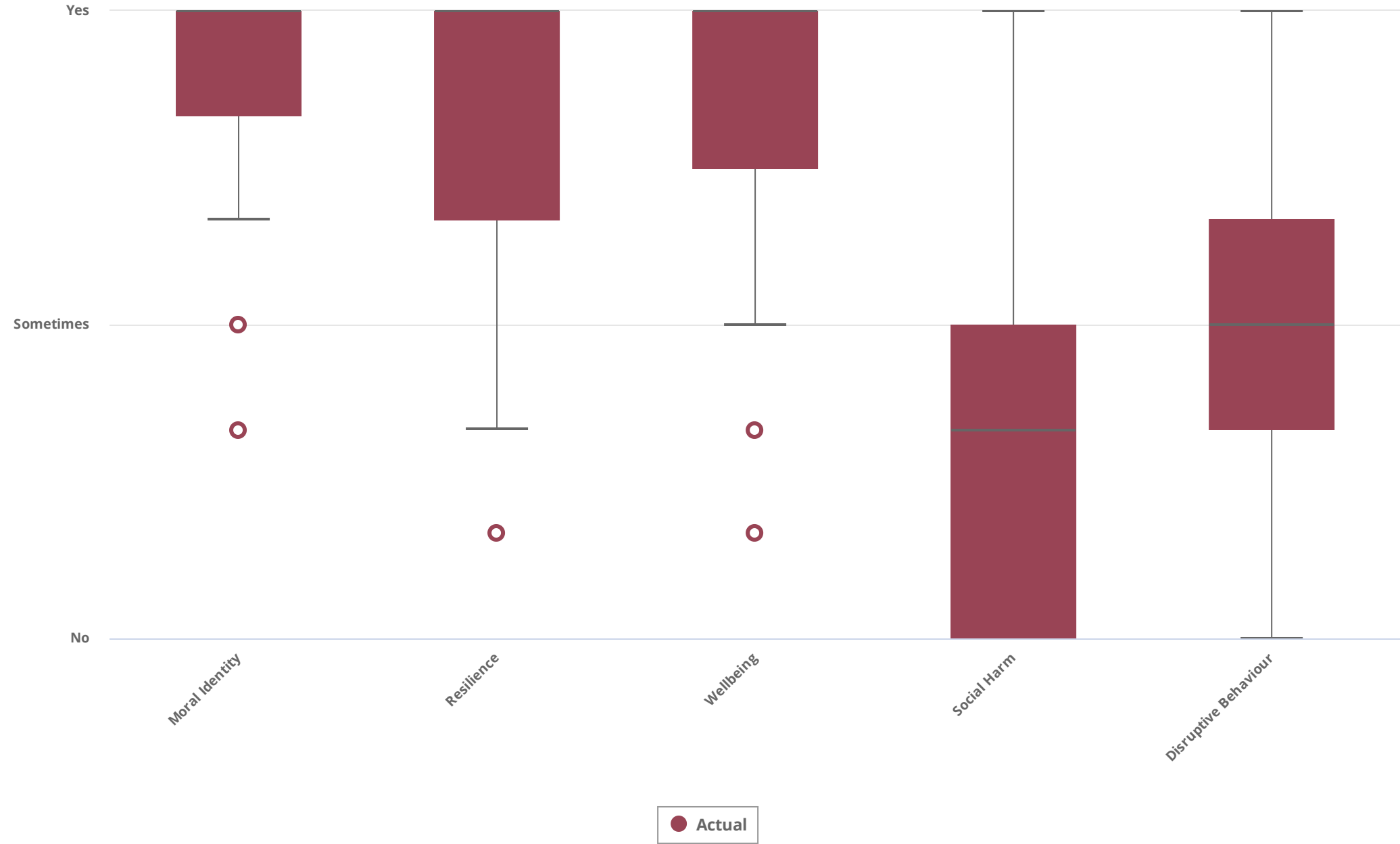
Protective and Risk Factors

Means for each construct.



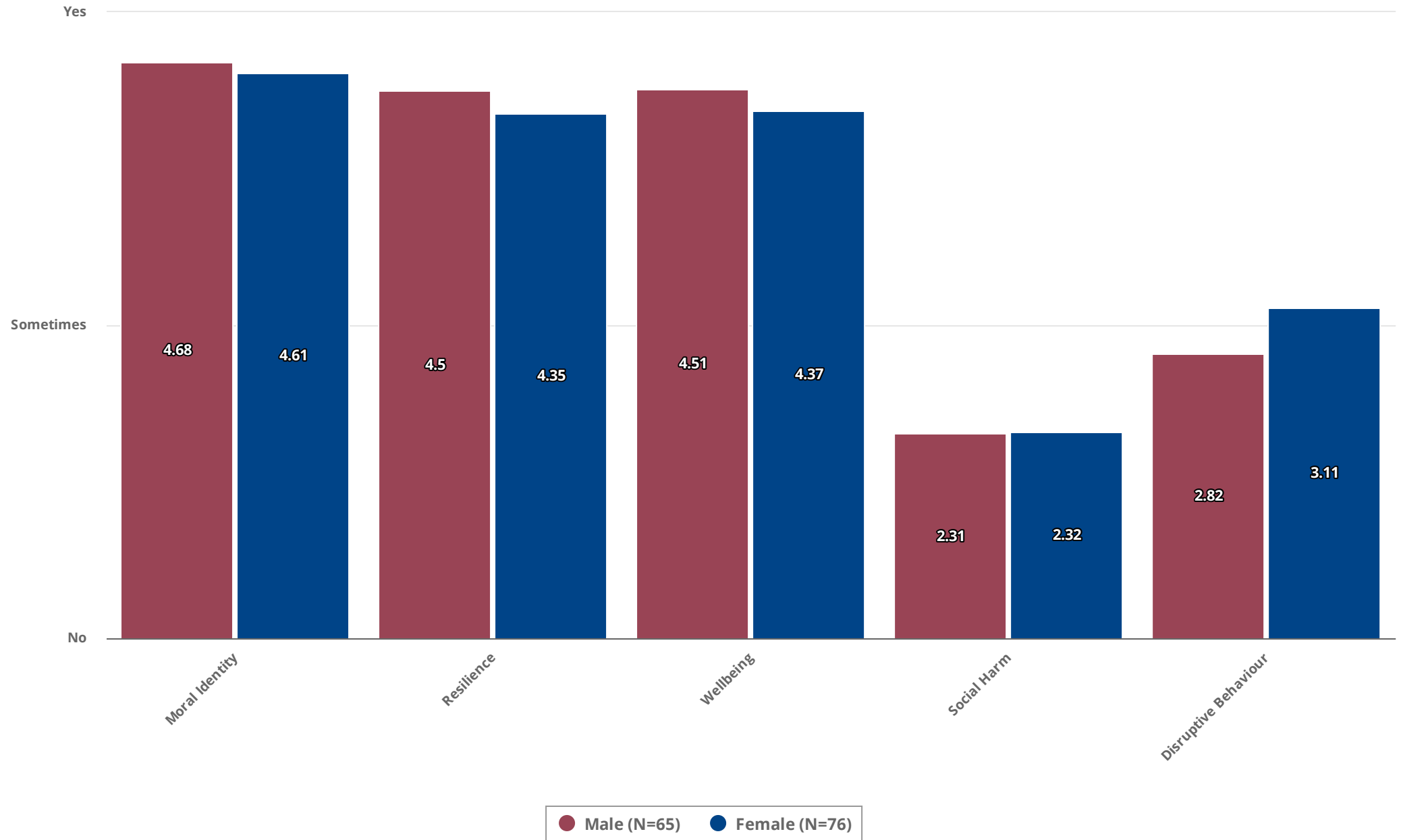
Protective and Risk Factors

Variations for each construct.



Protective and Risk Factors: By Gender

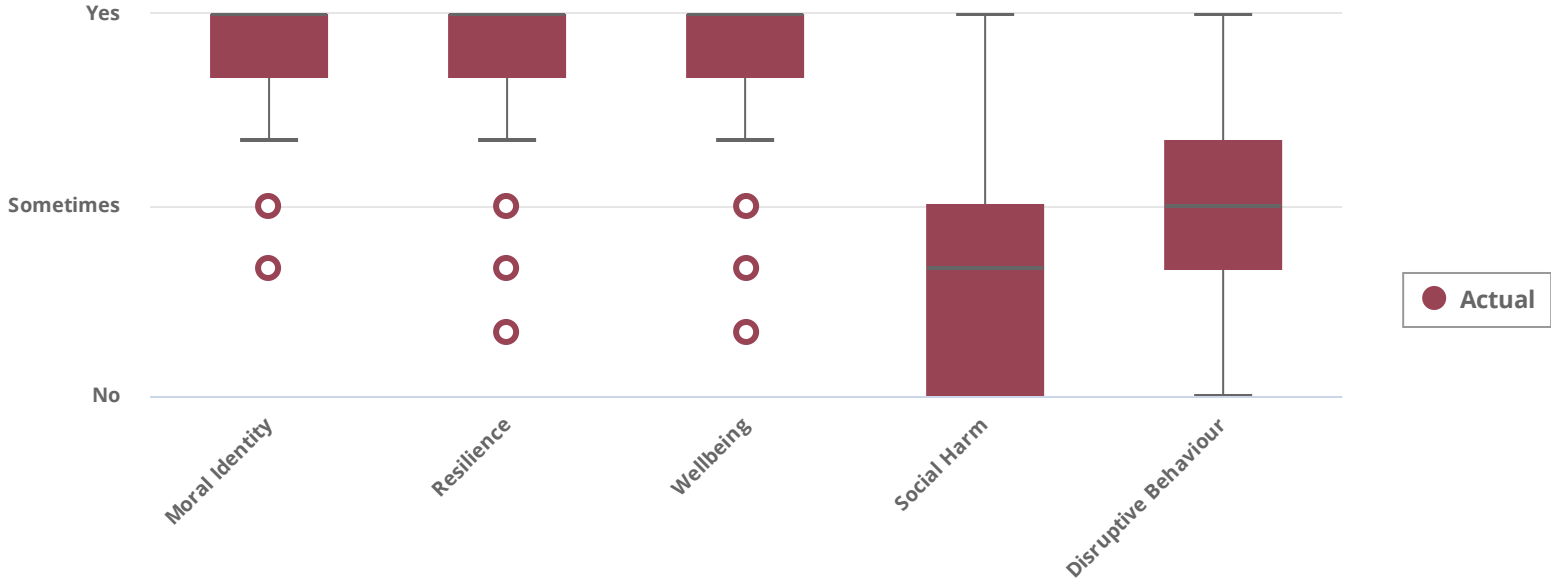
Means for each construct. Categories with less than four responses have been omitted.



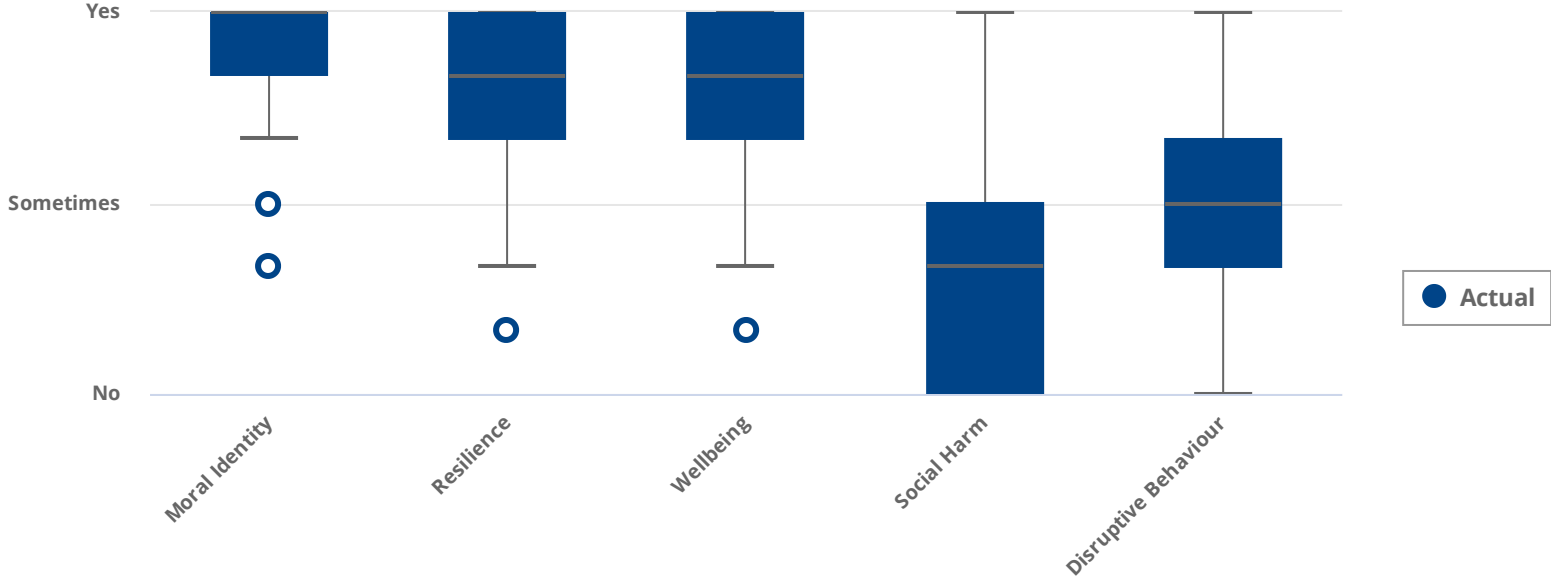
Protective and Risk Factors: By Gender

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

Category:
Male (N=65)

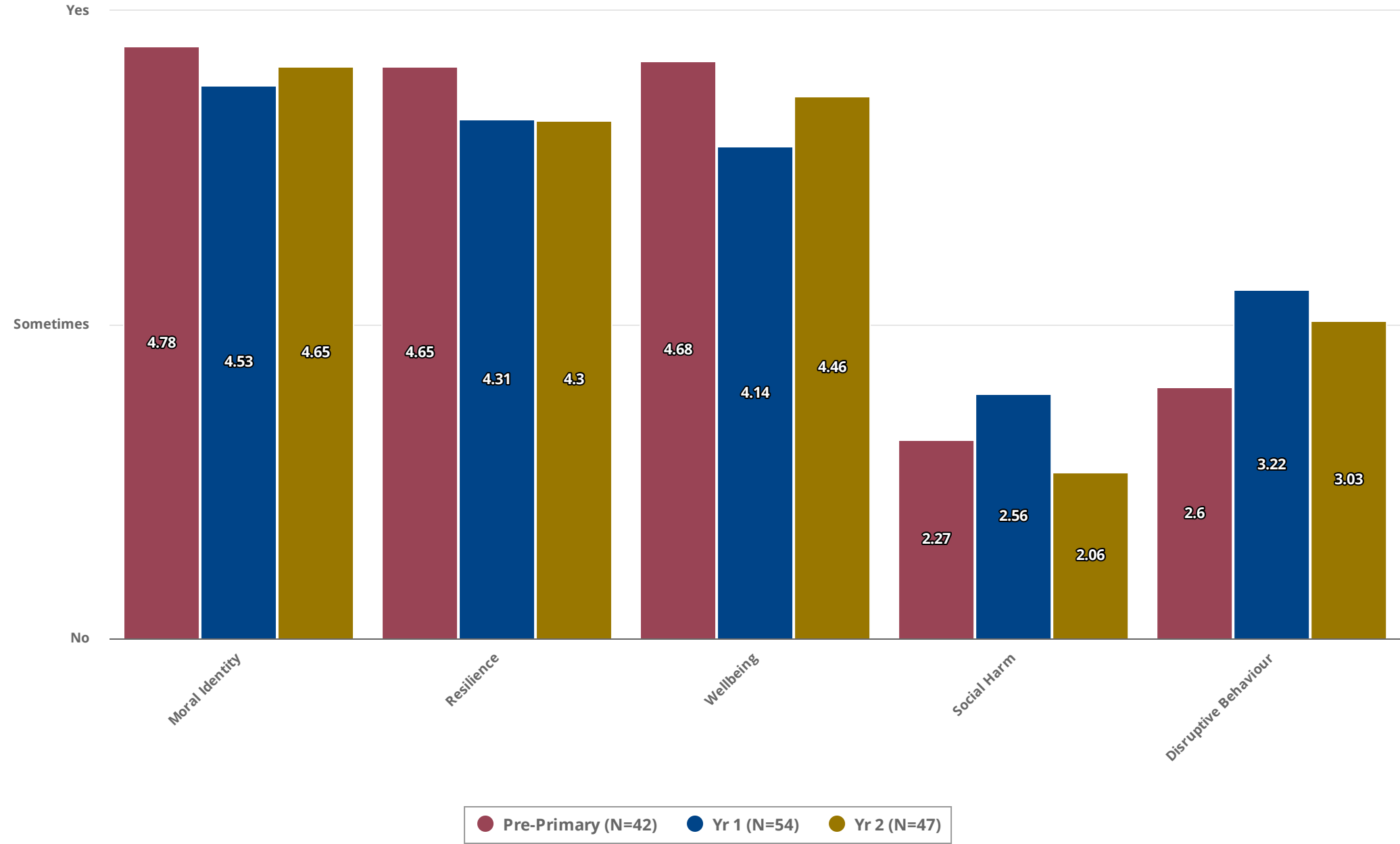


Category:
Female (N=76)



Protective and Risk Factors: By Year Level

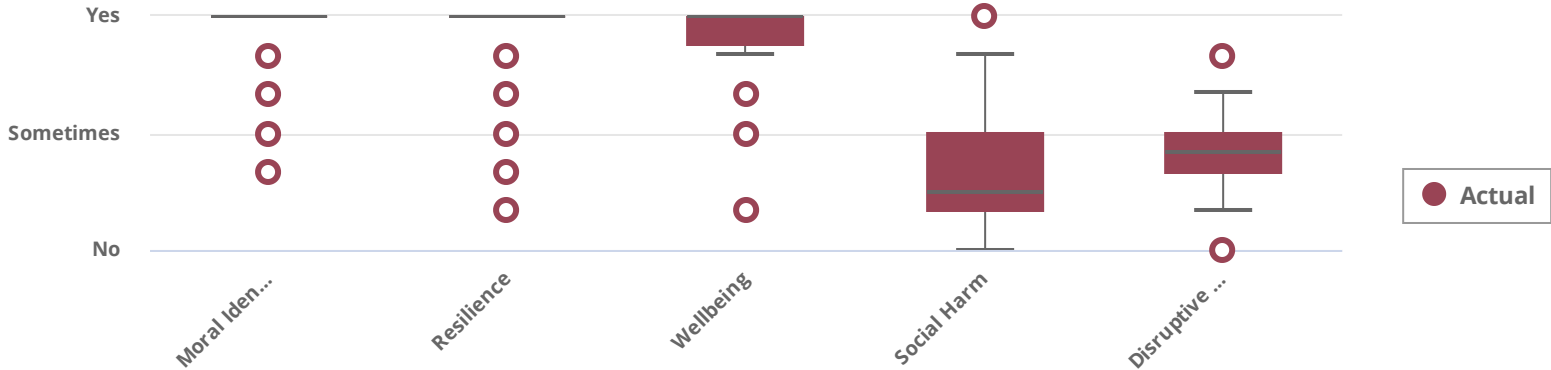
Means for each construct. Categories with less than four responses have been omitted.



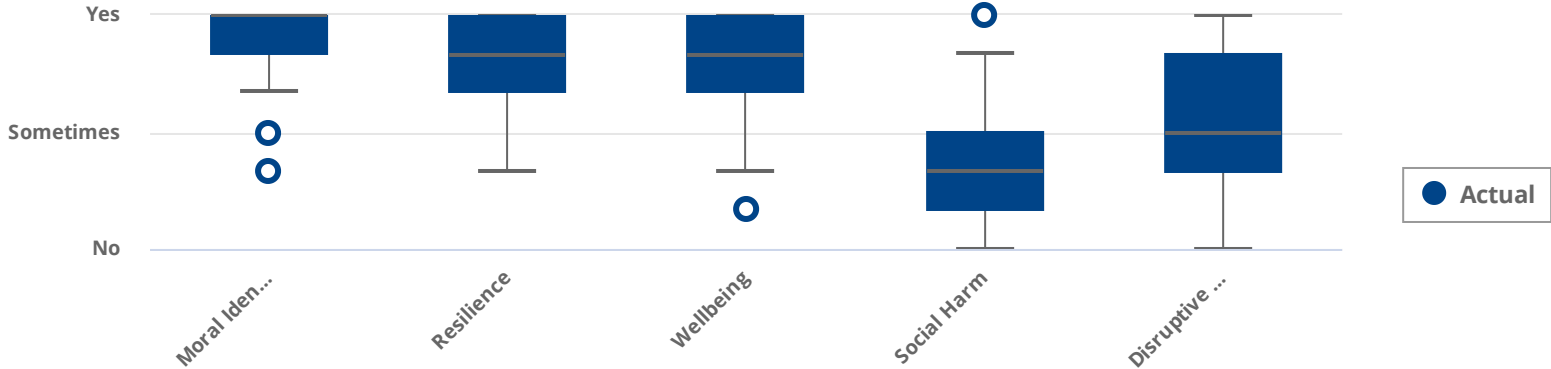
Protective and Risk Factors: By Year Level

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

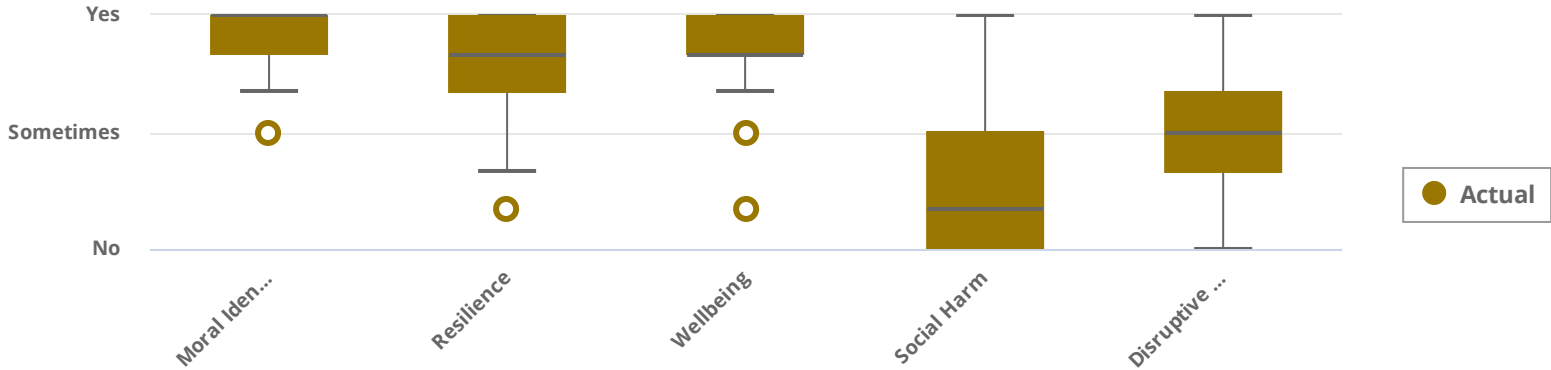
Category:
Pre-Primary (N=42)



Category:
Yr 1 (N=54)

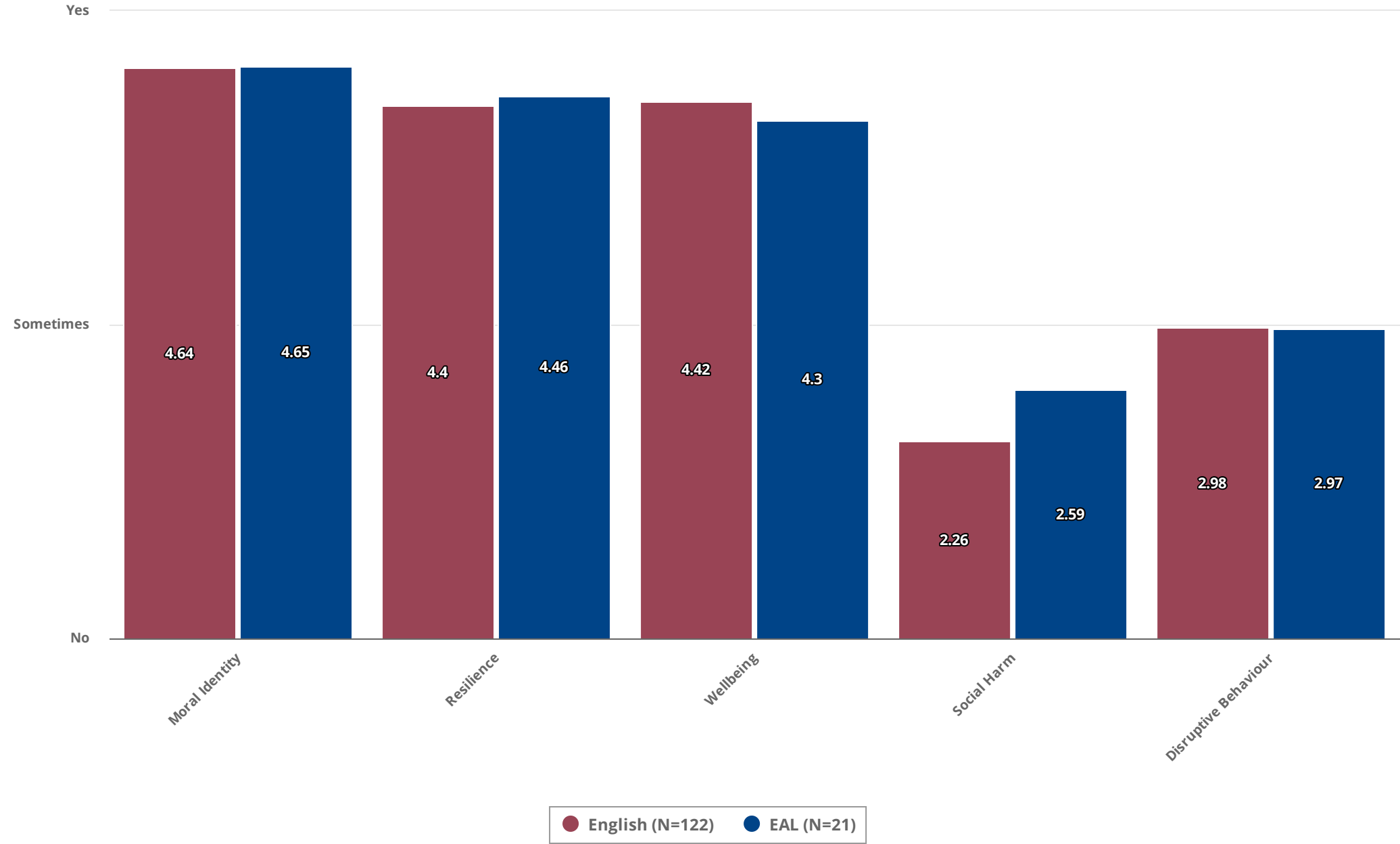


Category:
Yr 2 (N=47)



Protective and Risk Factors: By Language

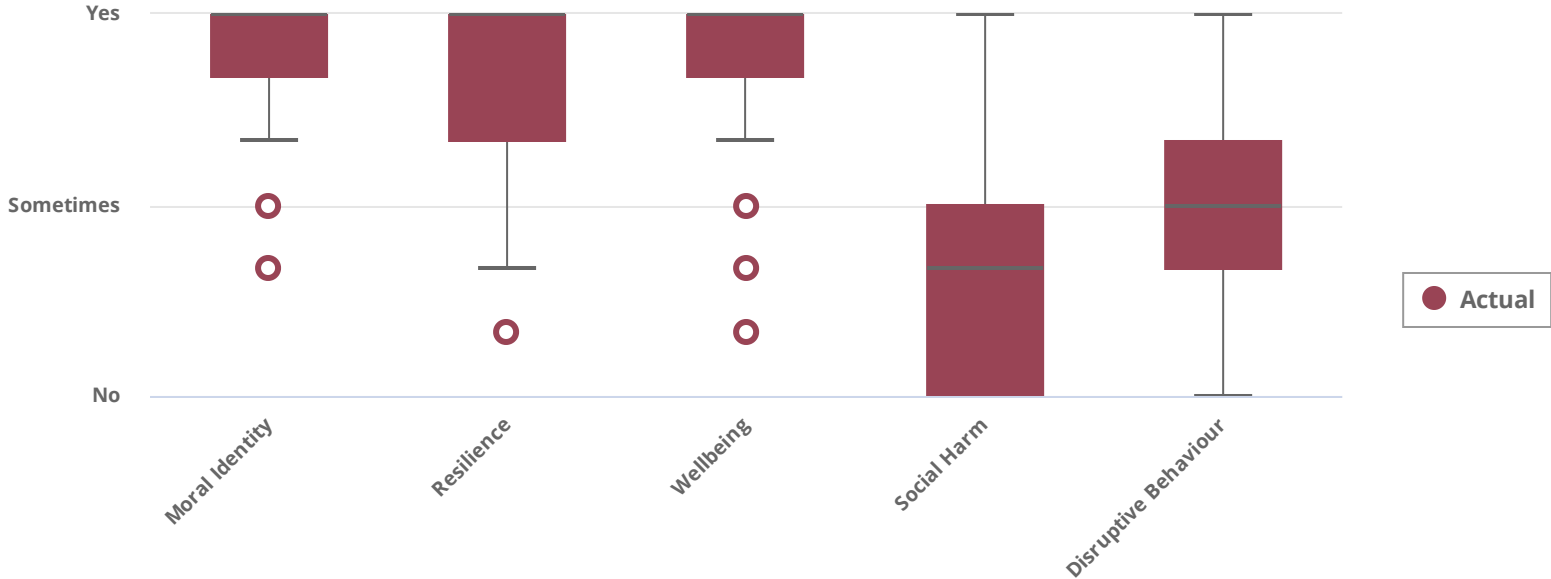
Means for each construct. Categories with less than four responses have been omitted.



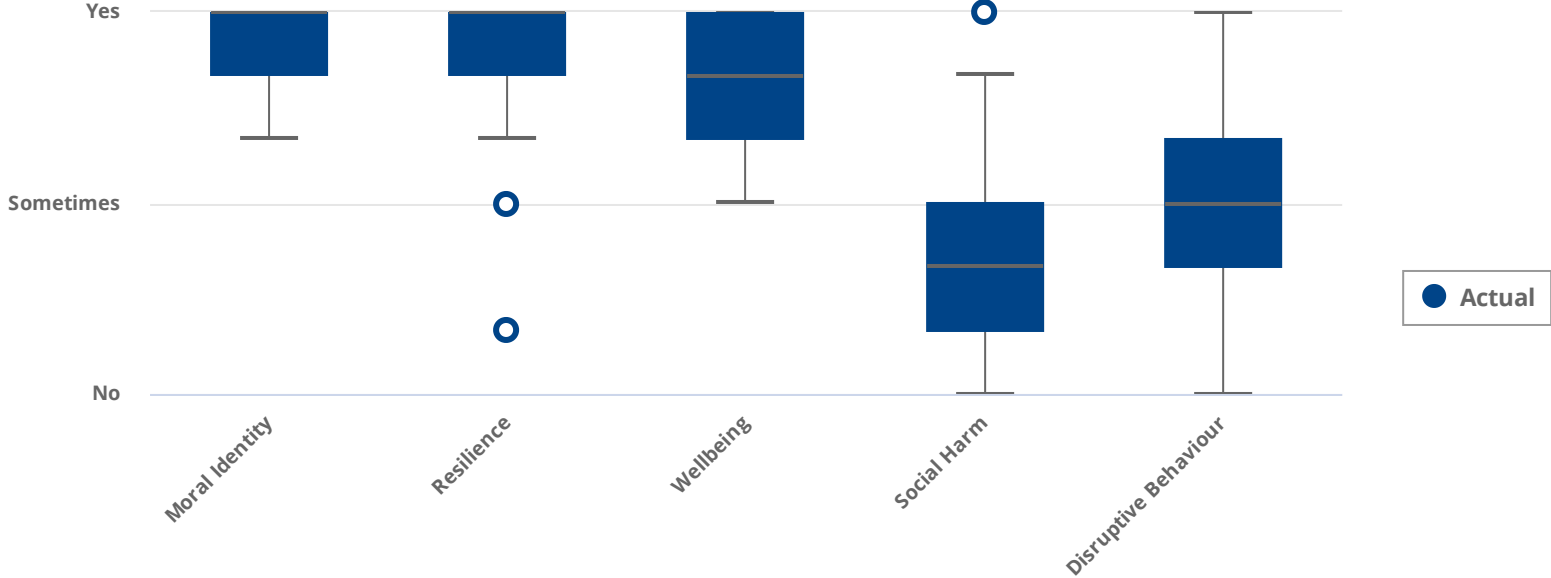
Protective and Risk Factors: By Language

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

Category:
English (N=122)

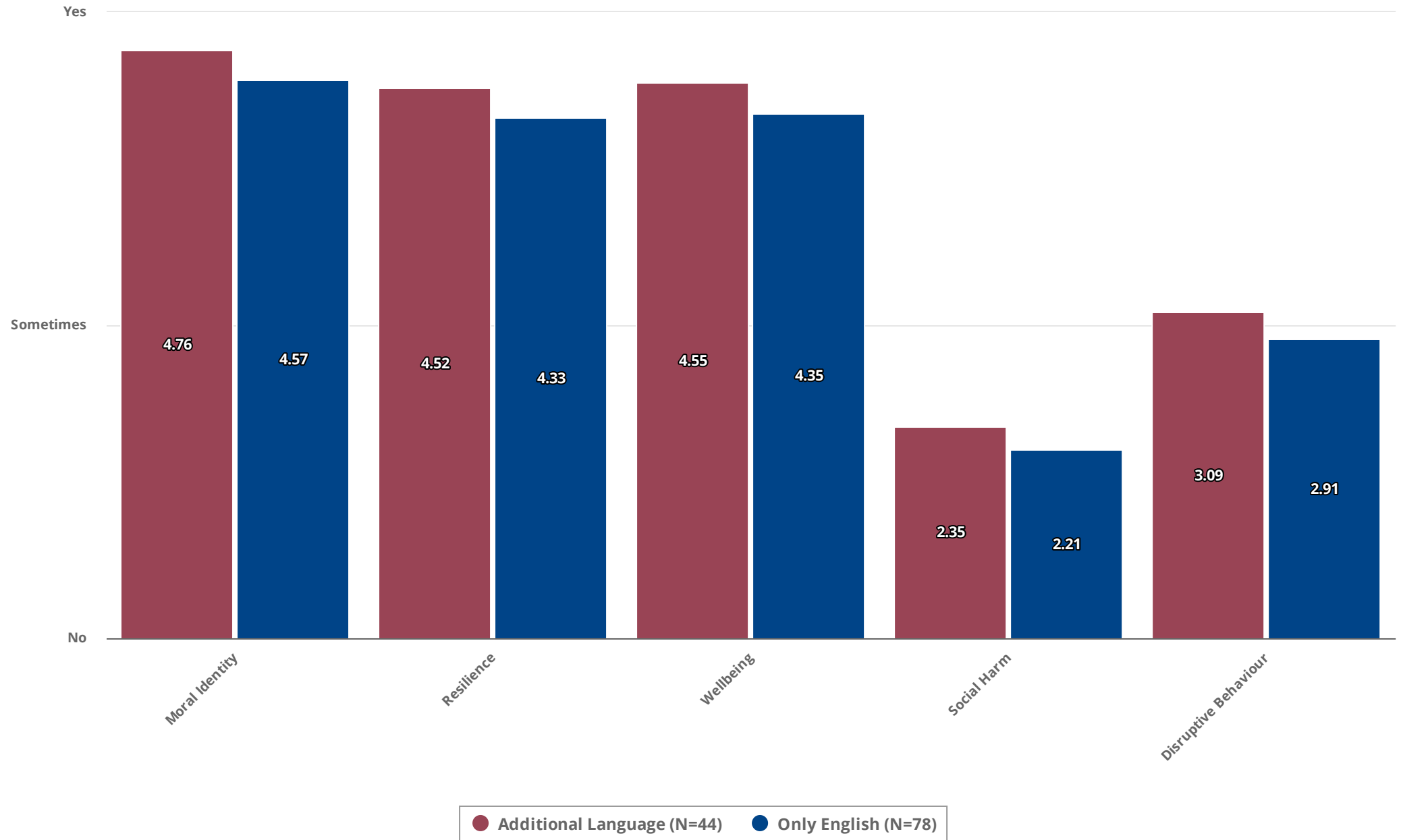


Category:
EAL (N=21)



Protective and Risk Factors: By Additional Language

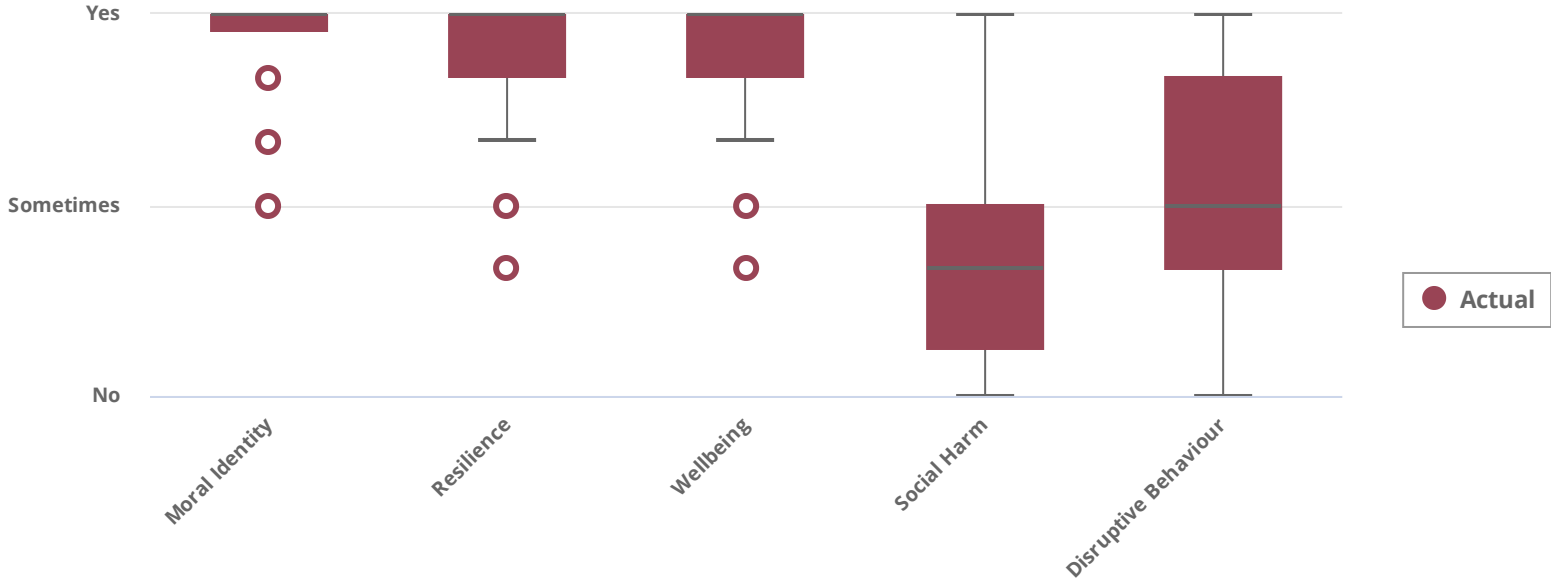
Means for each construct. Note, only participants who selected 'English' for the previous question responded to this question. Categories with less than four responses have been omitted.



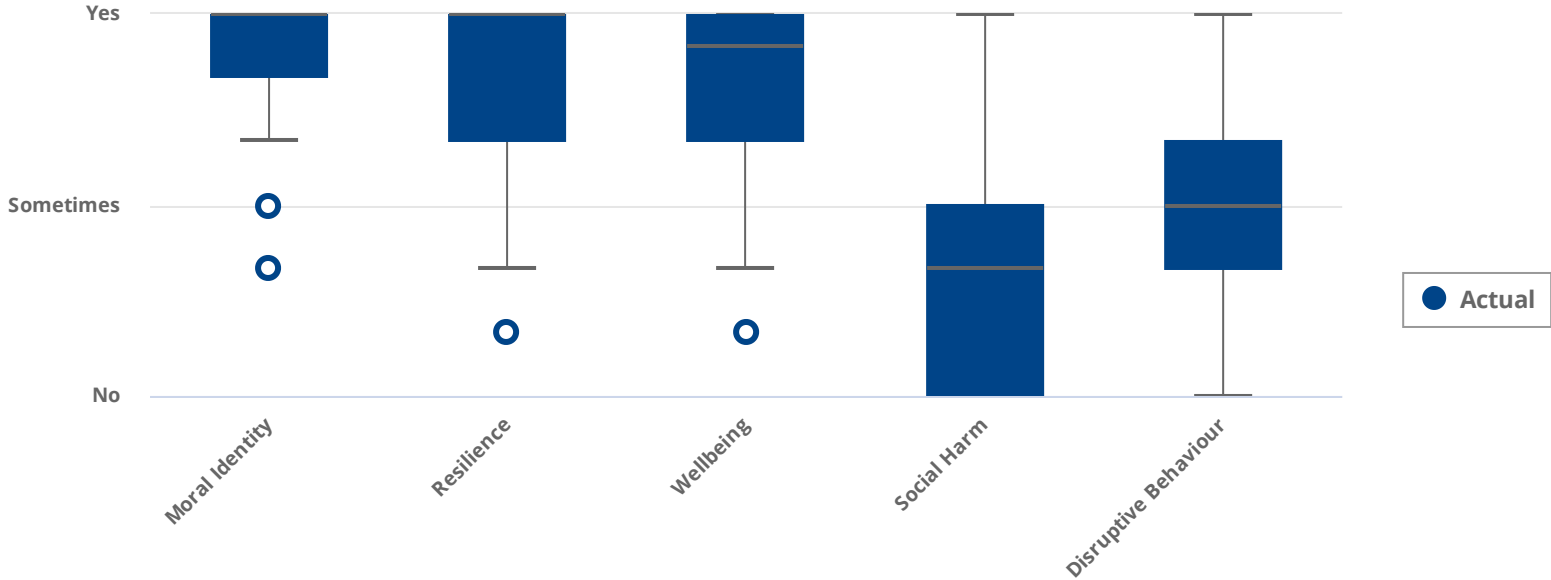
Protective and Risk Factors: By Additional Language

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=44)

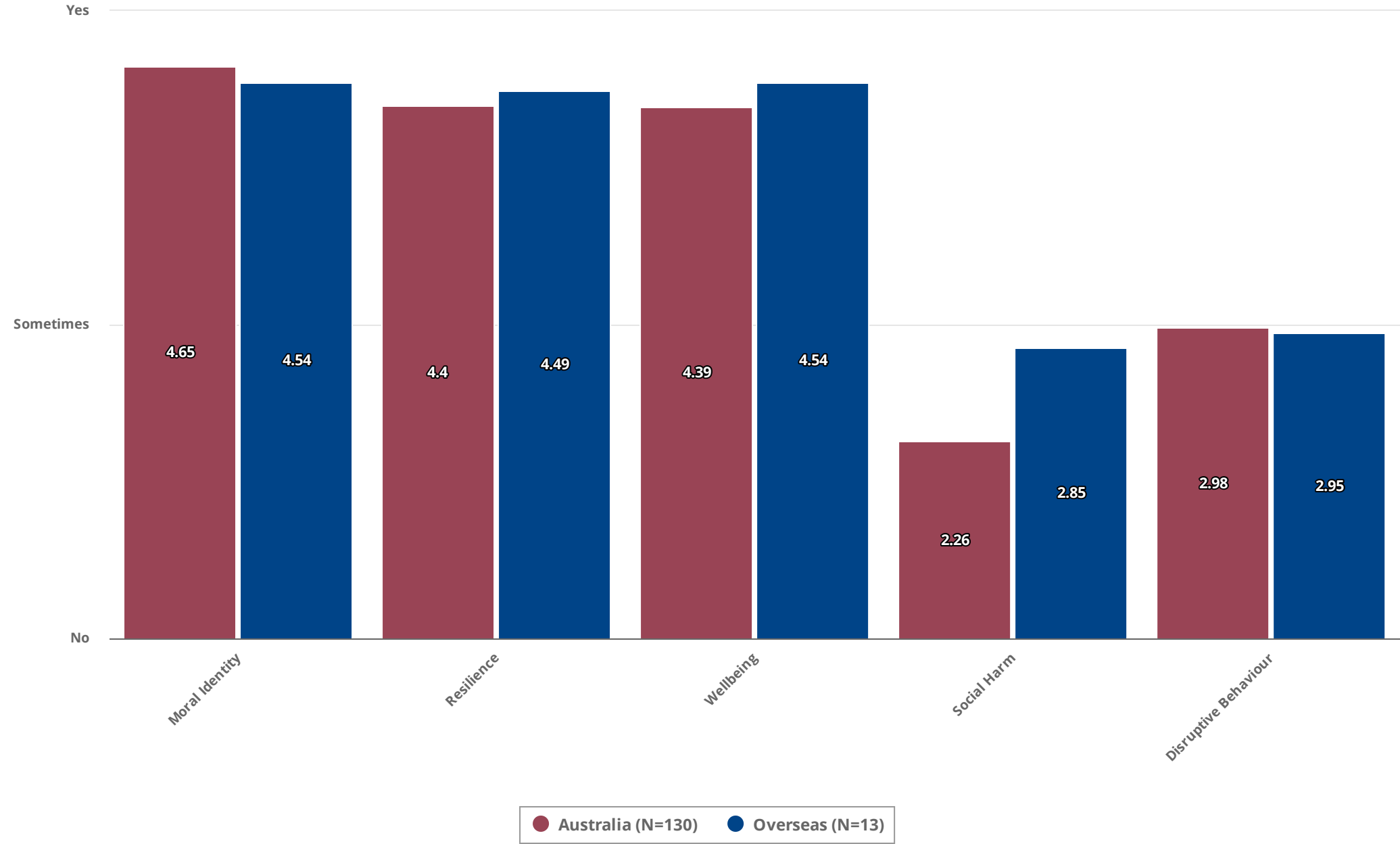


Category:
Only English (N=78)



Protective and Risk Factors: By Birth Place

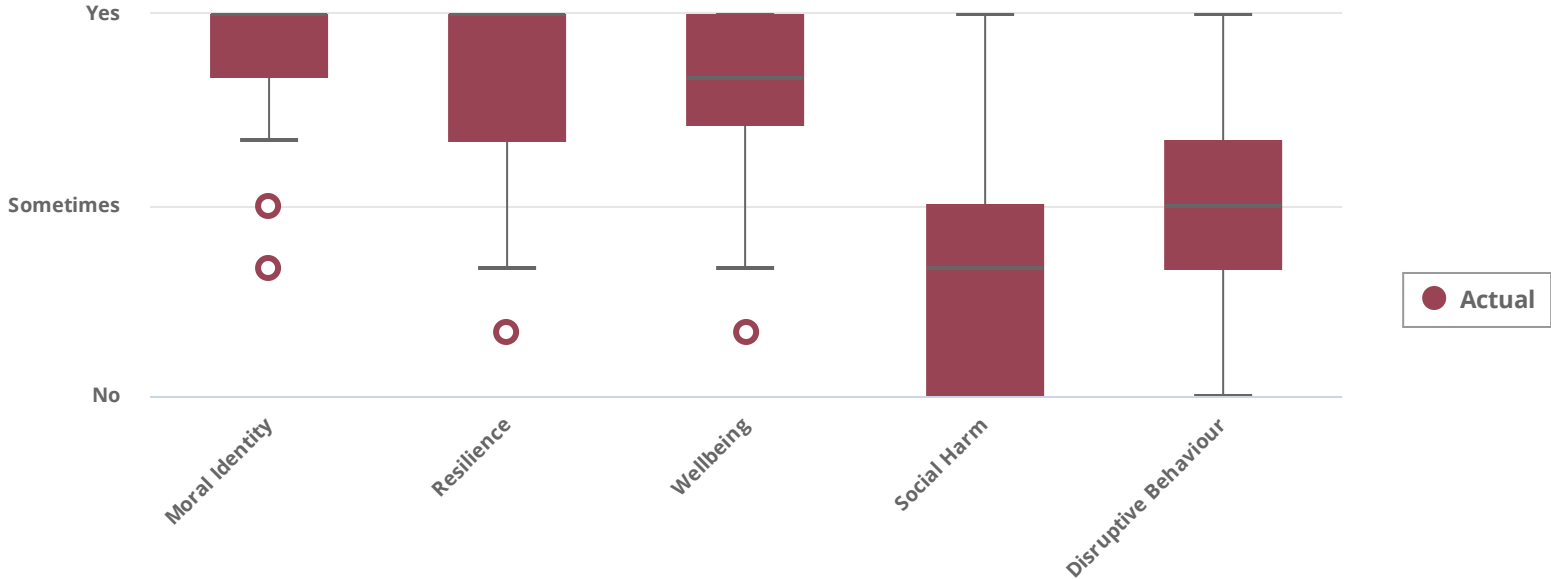
Means for each construct. Categories with less than four responses have been omitted.



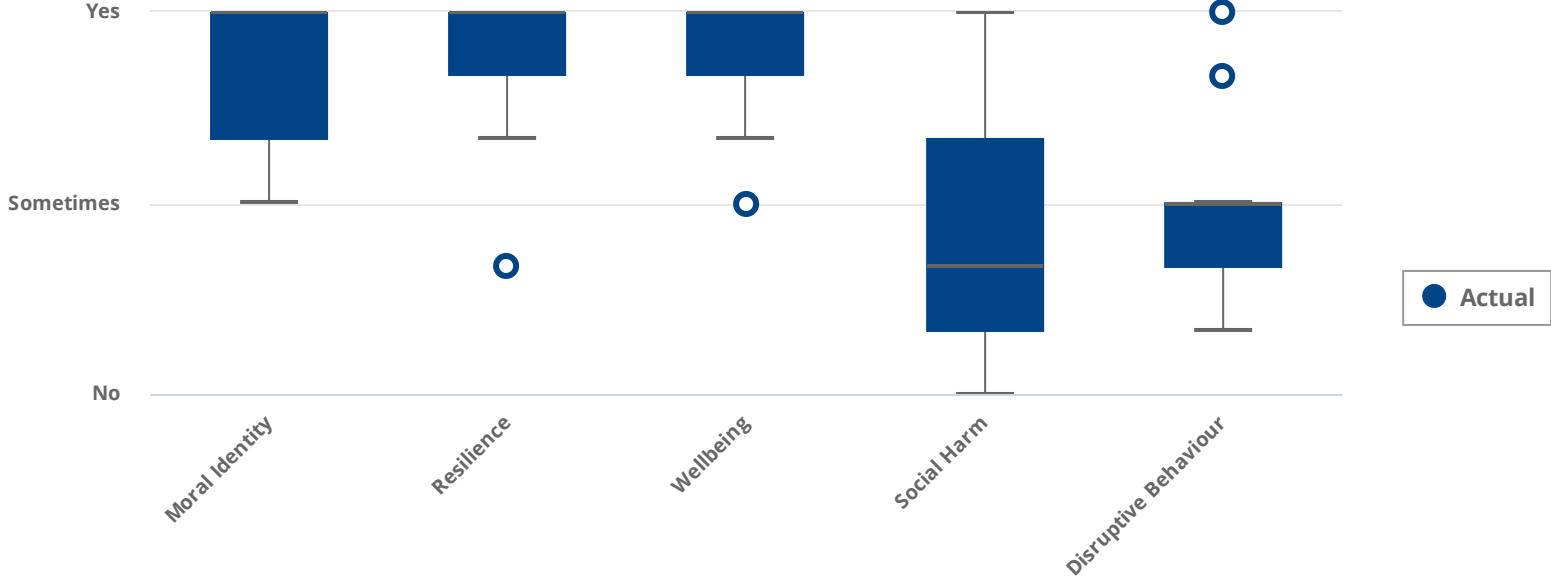
Protective and Risk Factors: By Birth Place

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

Category:
Australia (N=130)

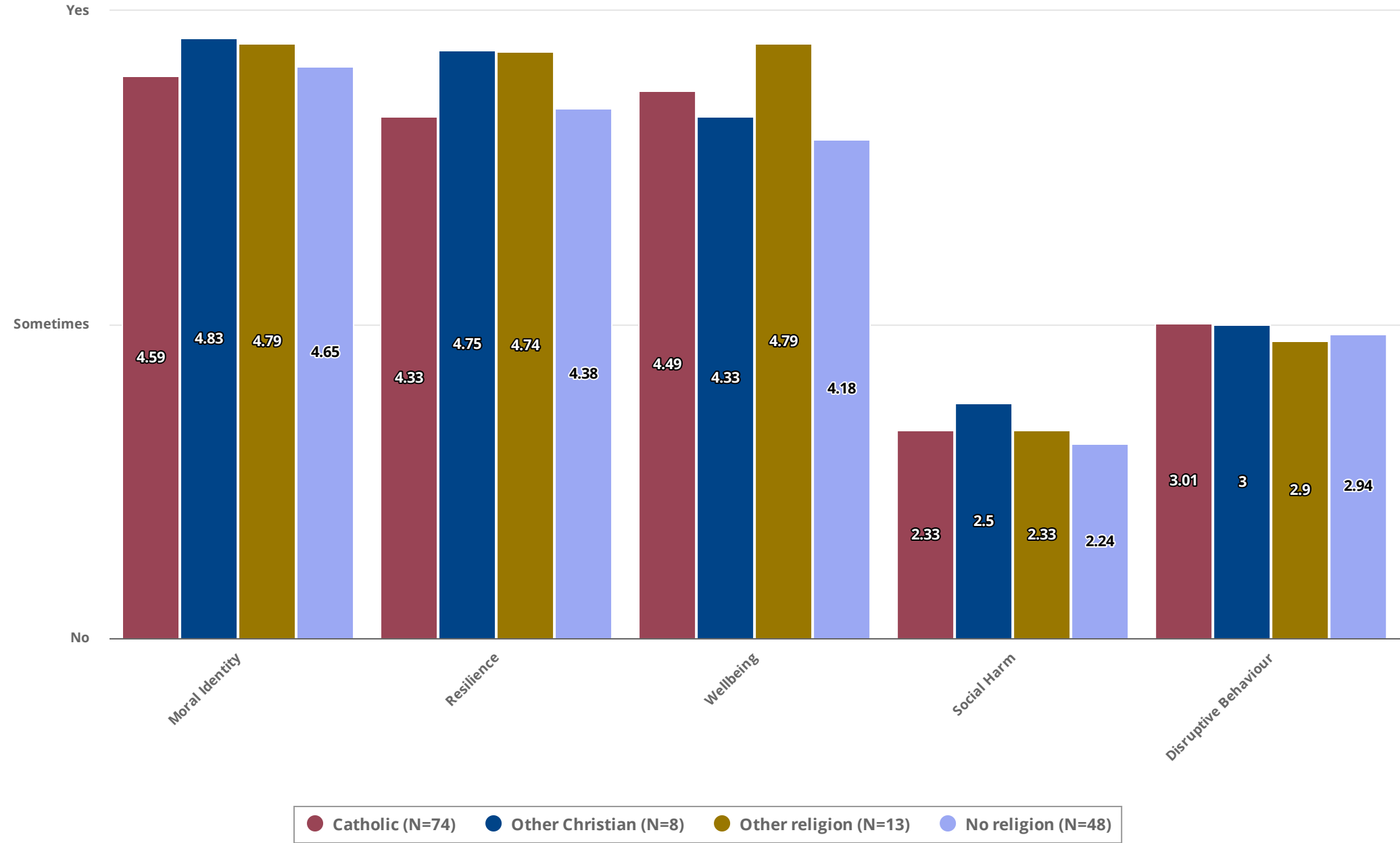


Category:
Overseas (N=13)



Protective and Risk Factors: By Religion

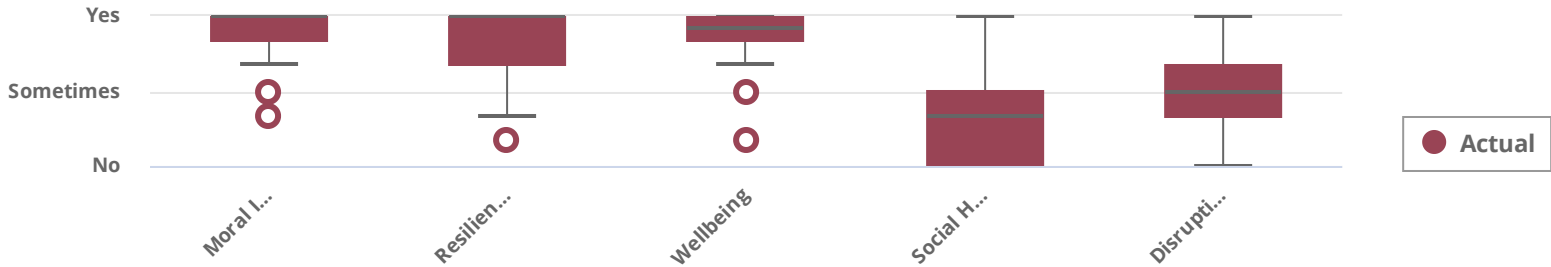
Means for each construct. Categories with less than four responses have been omitted.



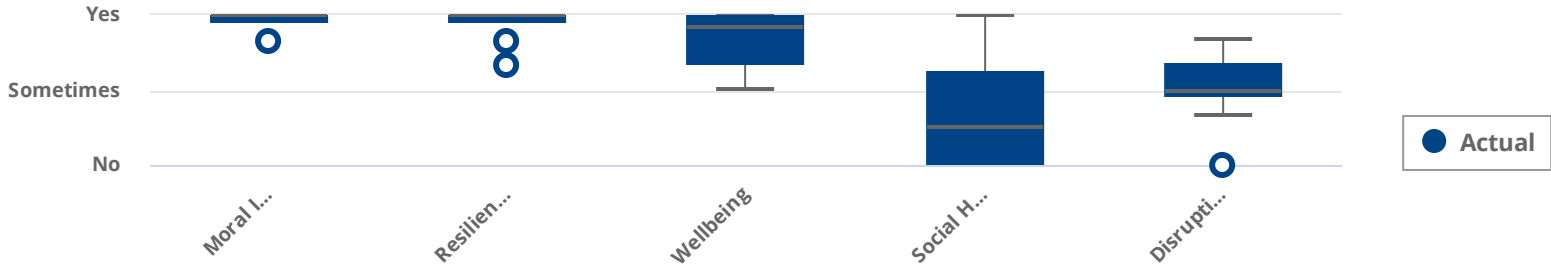
Protective and Risk Factors: By Religion

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

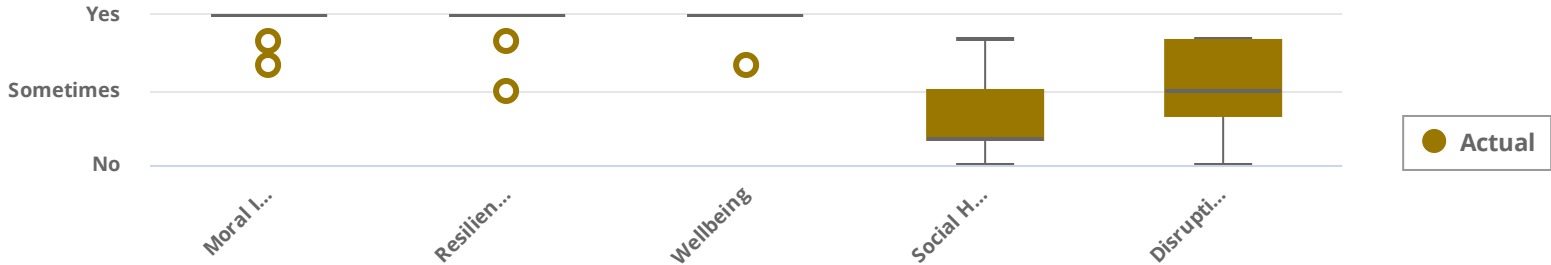
Category:
Catholic (N=74)



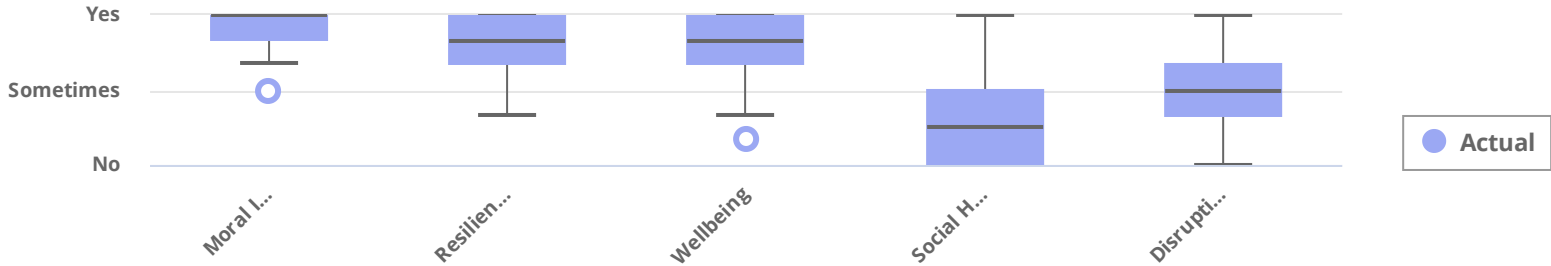
Category:
Other Christian (N=8)



Category:
Other religion (N=13)

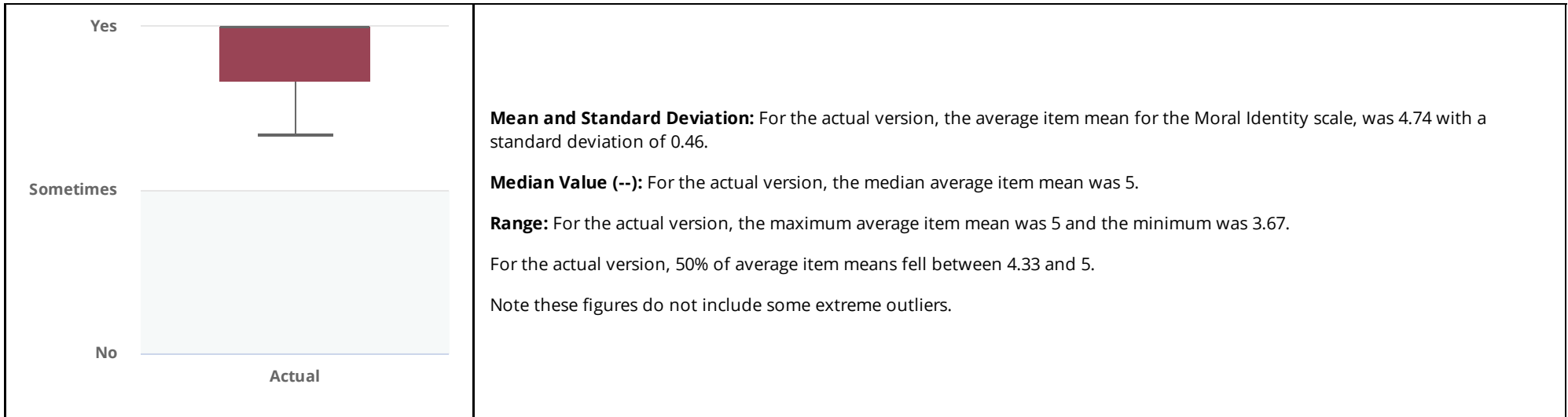


Category:
No religion (N=48)



Moral Identity

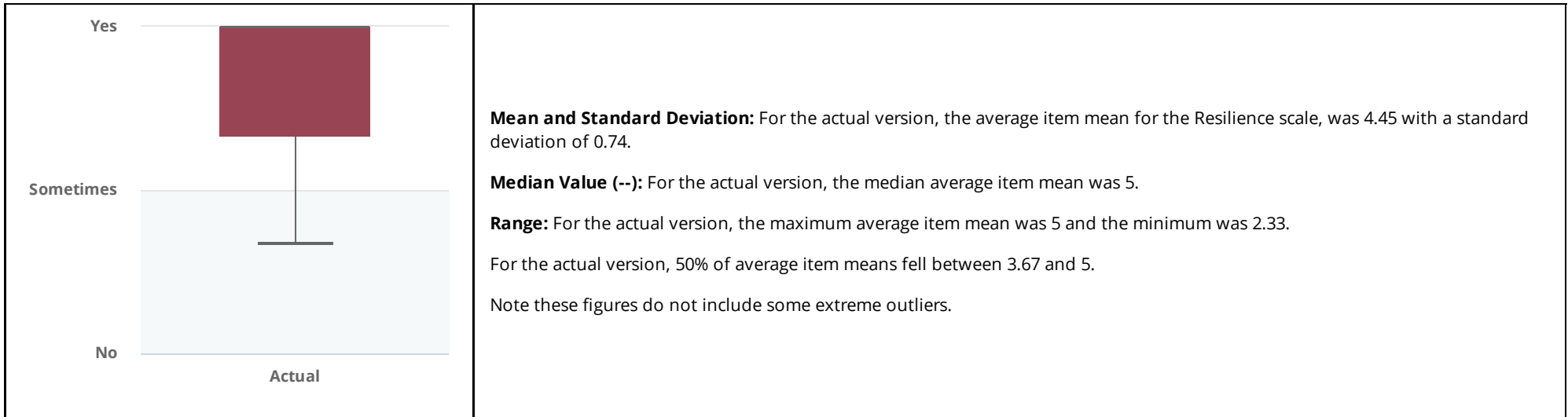
The MORAL IDENTITY construct assesses the extent to which students have a commitment to lines of action that promote or protect the welfare of others.



Percentage of each response	Items included in the scale		Average response for each item	
	Actual	When someone has a problem, I try to help.	Actual	
	Actual	When someone is bullied, I speak up.	Actual	
	Actual	When someone gets hurt, I stop to help.	Actual	
<p>● No ● Sometimes ● Yes</p>			<p>No Sometimes Yes</p>	

Resilience

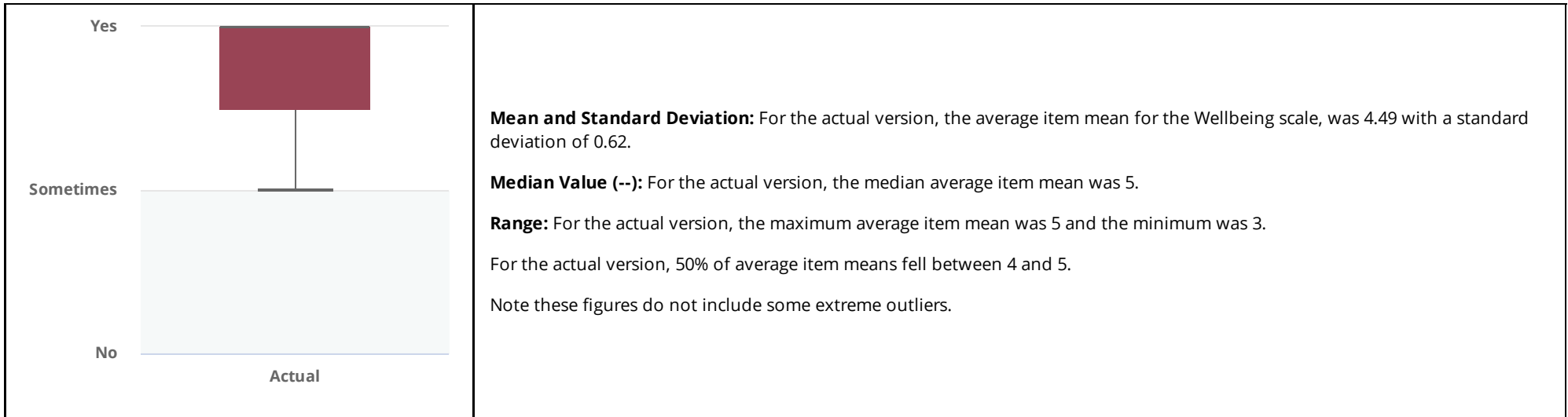
The RESILIENCE construct assesses the extent to which students are able to cope with adversity and stress and achieve goals in the face of obstacles.



Percentage of each response	Items included in the scale	Average response for each item
	Actual I keep trying even when things go wrong. Actual	
	Actual I try to look at the good side of things. Actual	
	Actual I try to keep smiling when things are hard. Actual	
<p>● No ● Sometimes ● Yes</p>		<p>No Sometimes Yes</p>

Wellbeing

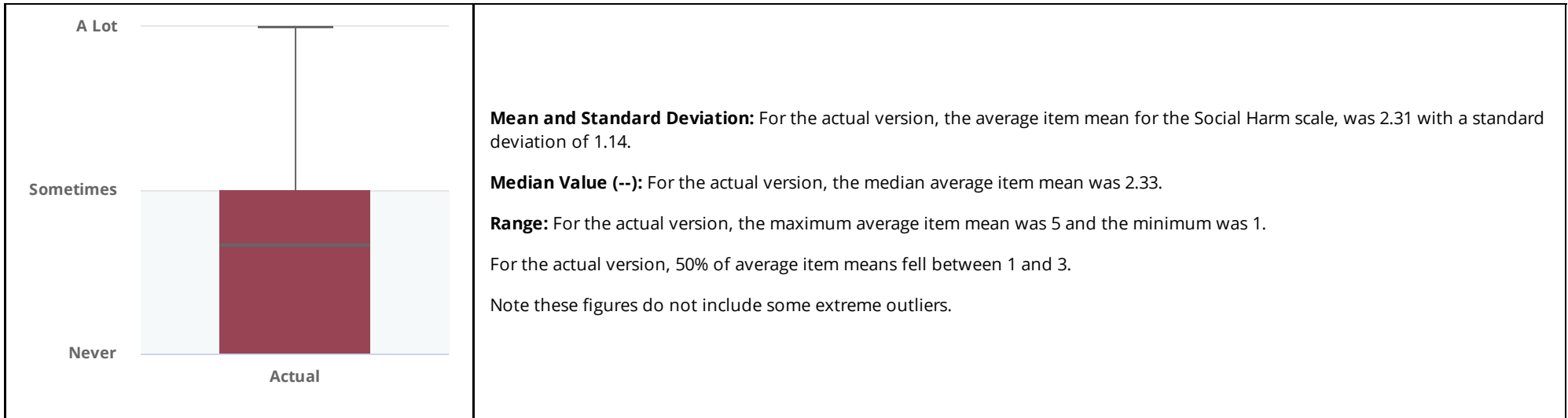
The WELLBEING construct assesses the extent to which students experience life in a positive way.



Percentage of each response	Items included in the scale	Average response for each item
	Actual I have been happy. Actual	Actual 4.48
	Actual I have looked forward to each day. Actual	Actual 4.36
	Actual I have felt full of energy. Actual	Actual 4.37
<p>● No ● Sometimes ● Yes</p>		No Sometimes Yes

Social Harm

The SOCIAL HARM construct assesses the extent to which students have experienced social harm or conflict at school.



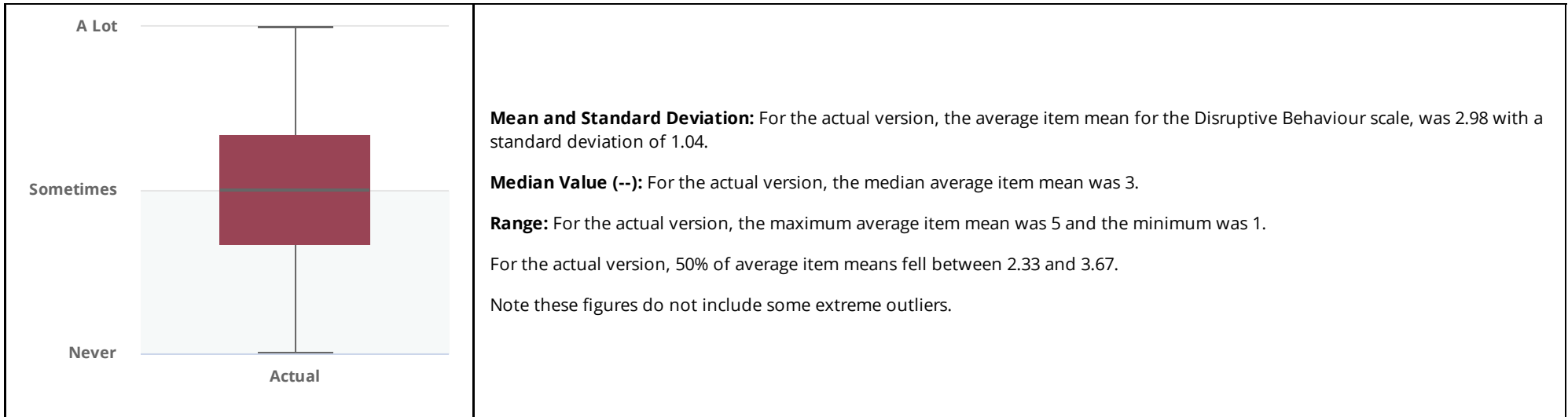
Percentage of each response	Items included in the scale	Average response for each item
	Actual I have been teased at school. Actual	
	Actual I have been called names at school. Actual	
	Actual I have been left out of games on purpose. Actual	

● Never ● Sometimes ● A Lot

Never Sometimes A Lot

Disruptive Behaviour

The DISRUPTIVE BEHAVIOUR construct assesses the extent to which students perceive lessons to be disrupted by others.

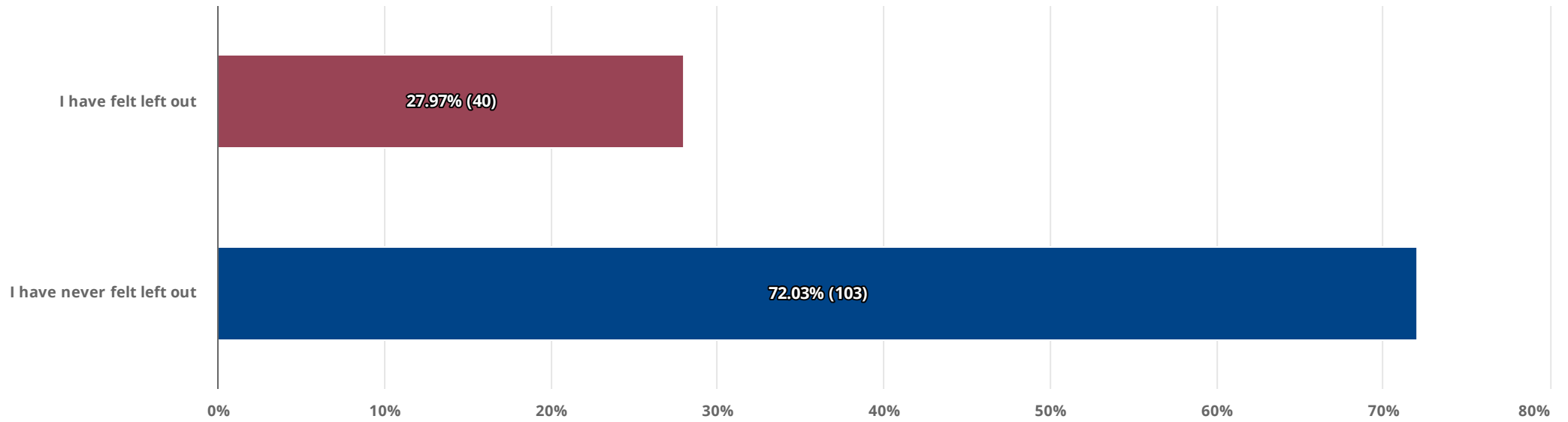


Percentage of each response			Items included in the scale			Average response for each item		
30.1 %	51 %	18.9 %	Actual	Students distracted me from my work.	Actual	2.78		
21 %	53.8 %	25.2 %	Actual	Students did not listen to the teacher.	Actual	3.08		
17.5 %	61.5 %	21 %	Actual	Students misbehaved.	Actual	3.07		

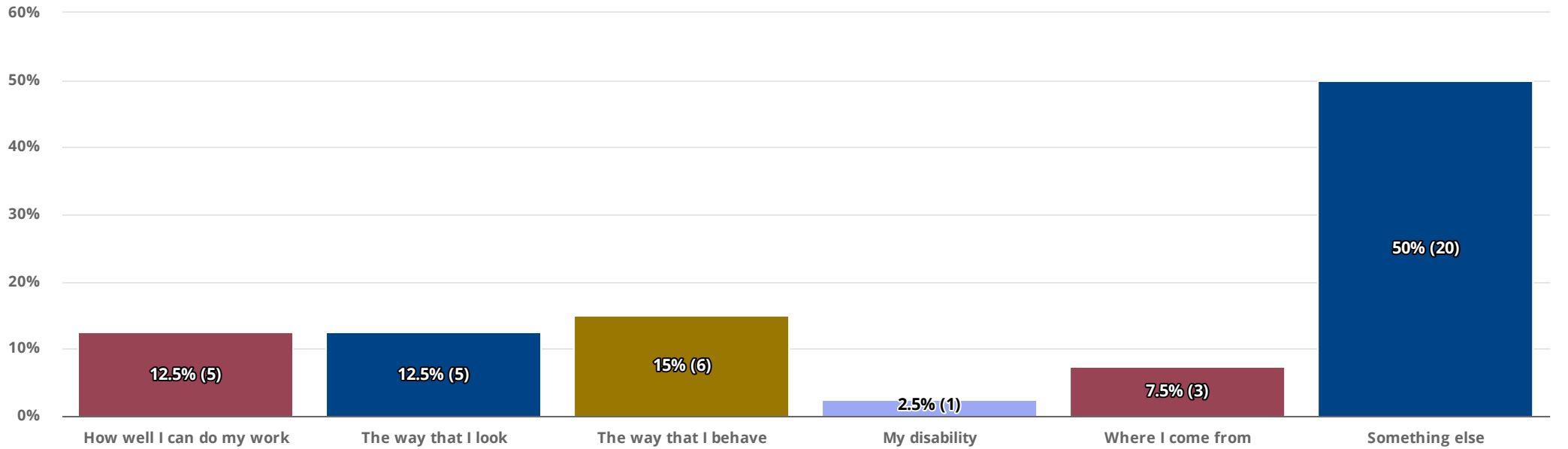
● Never
 ● Sometimes
 ● A Lot

Never Sometimes A Lot

Feeling Left Out



Reasons for Feeling Left Out

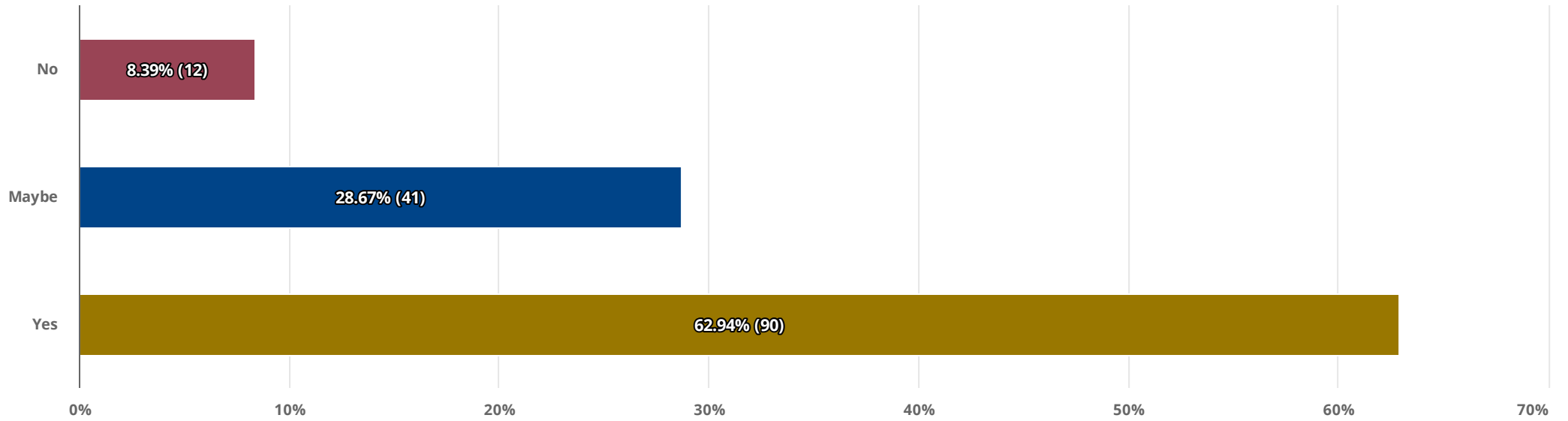


Text Responses for Students who Selected 'Something else'

The responses below were from the students who selected 'Something else' for the reason for feeling left out.

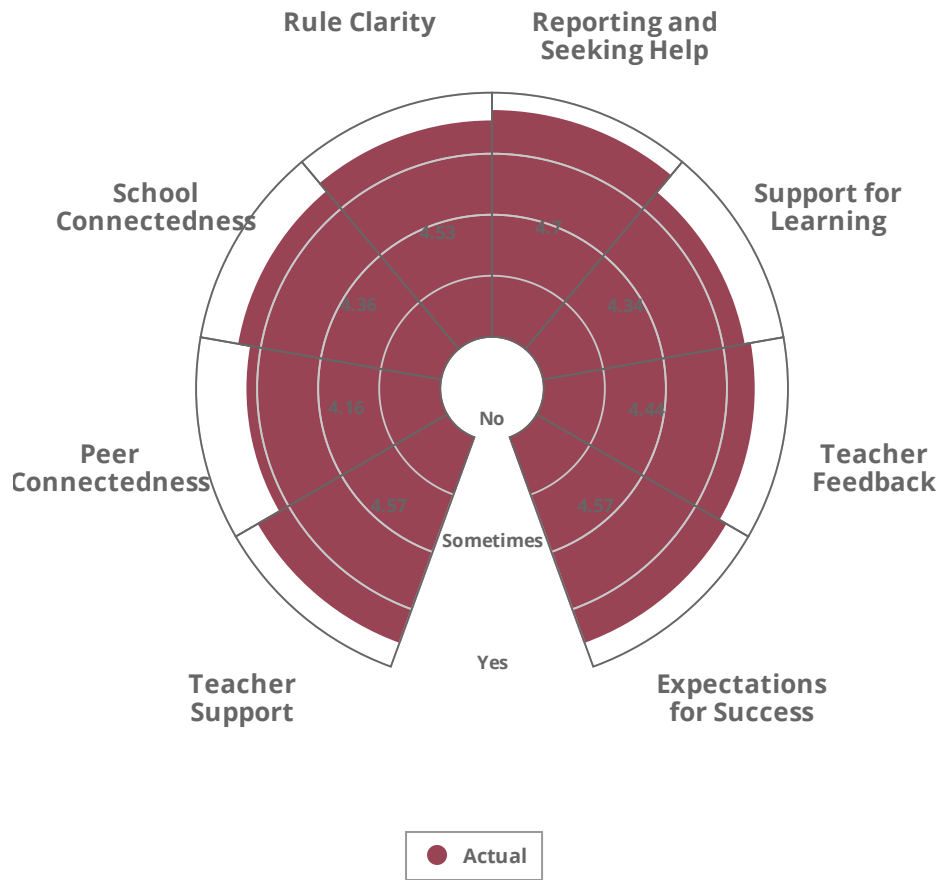
All of the above
Because I couldn't play
Because I wasn't allowed to play
Because people don't let me play
Because people don't let me play with them
Because sometimes I am late
Because they don't let me play
Didn't want to be played with
How well I can do my work The way that I look The way that I behave
Sometimes I like playing alone

There is at least one adult at this school who cares about me



Overview

Early Childhood: Views on the School Climate



Overview

Early childhood: Protective and Risk Factors

