

Student Voice - Middle Primary: **What's Happening In This School**

Notre Dame Catholic Primary School, Cloverdale WA 6105

Feedback for 2022

103 participants completed the survey

No participants were found to be disengaged.

NSI CEWA Student Voice (WHITS-MP) (#872)

Survey closed on 24-05-2022

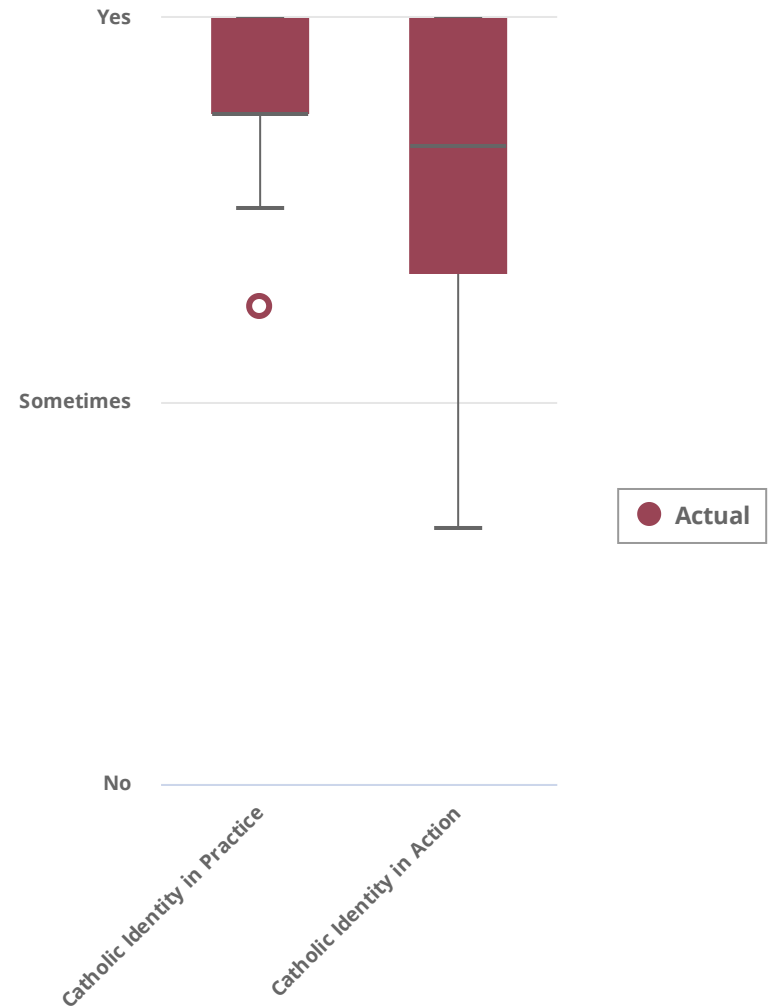
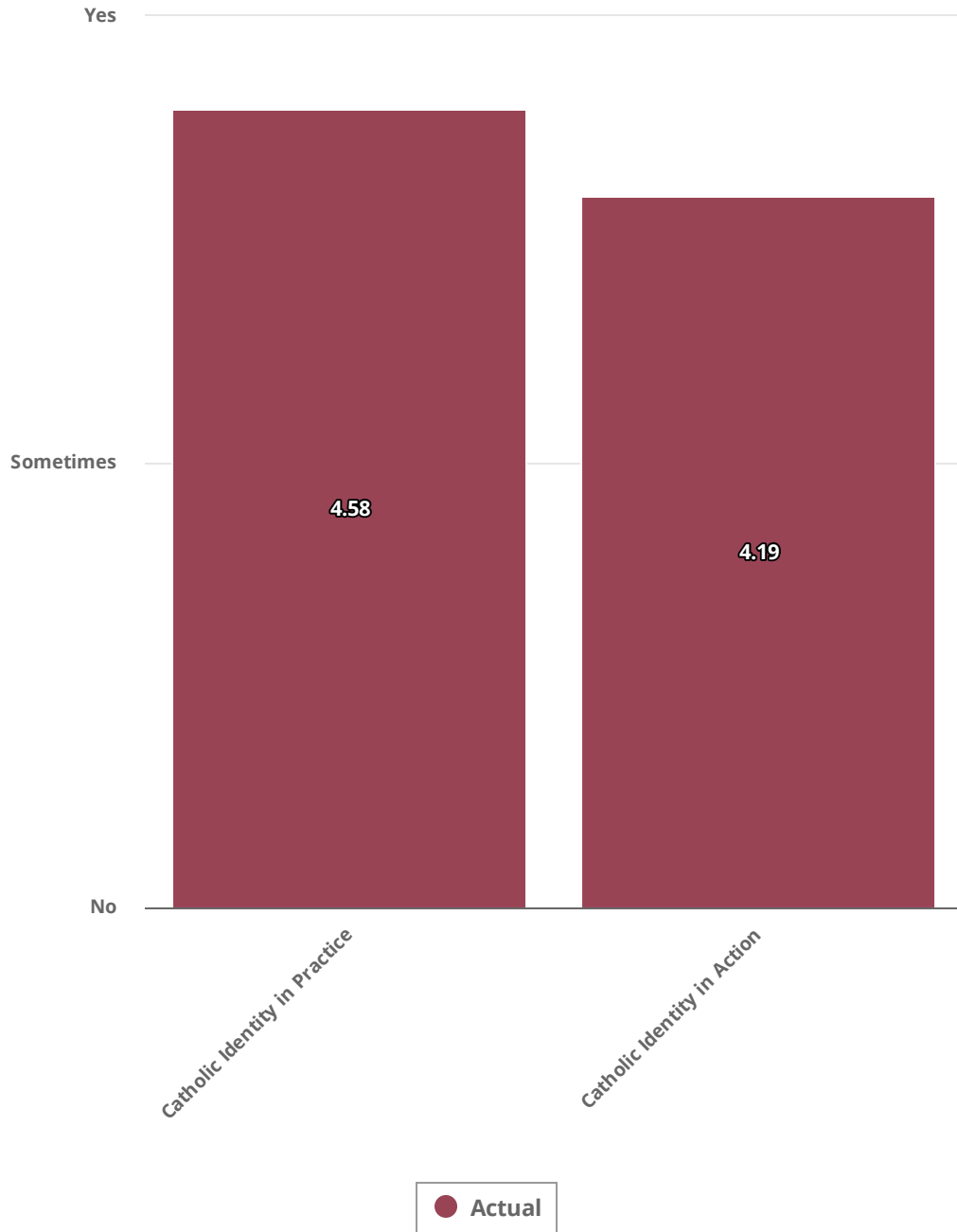
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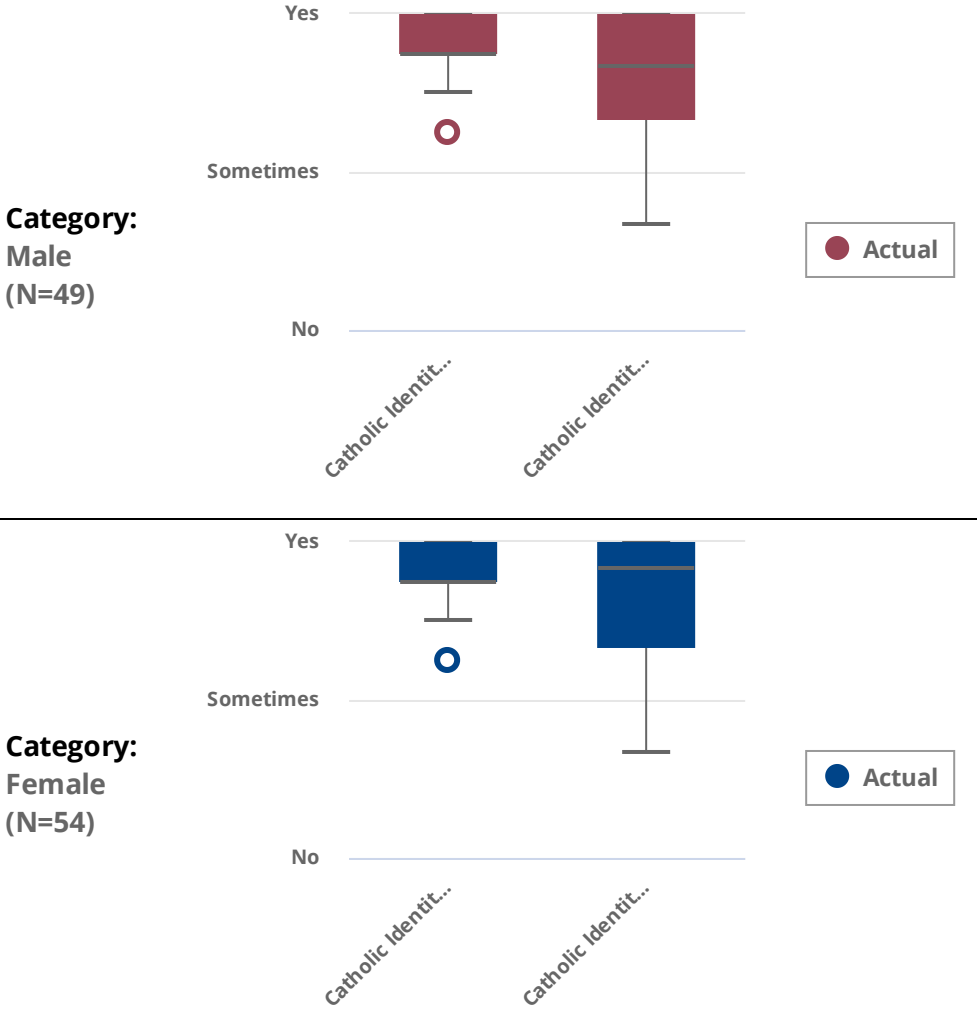
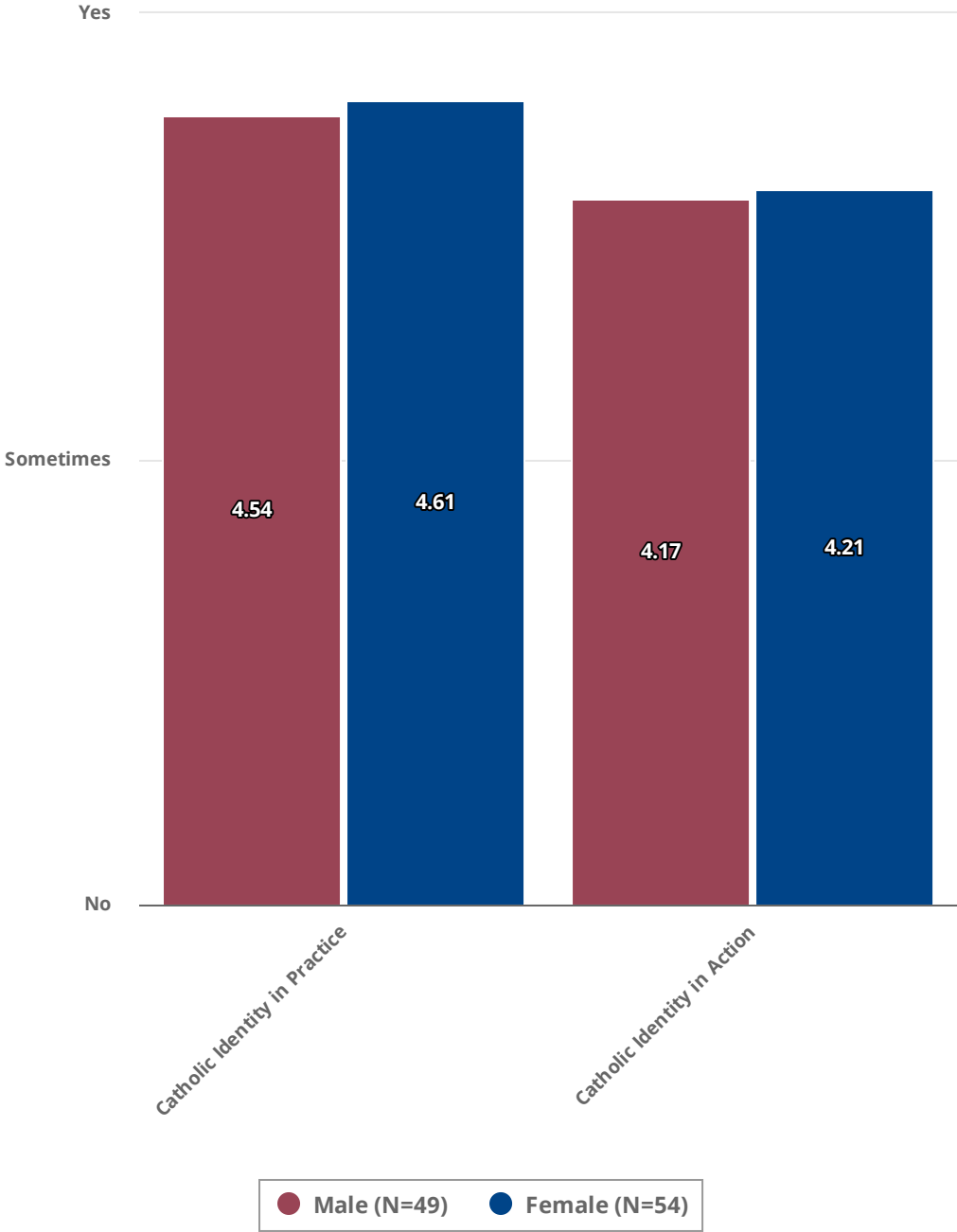
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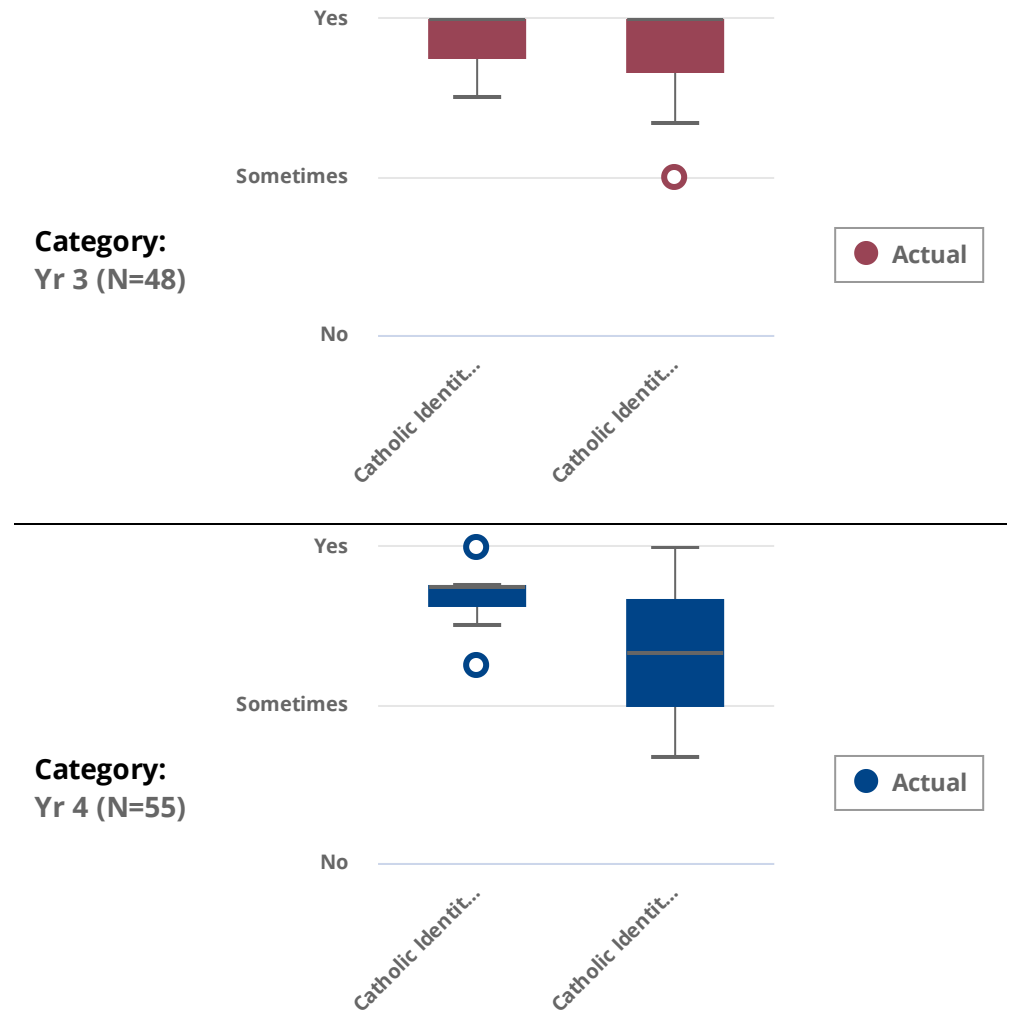
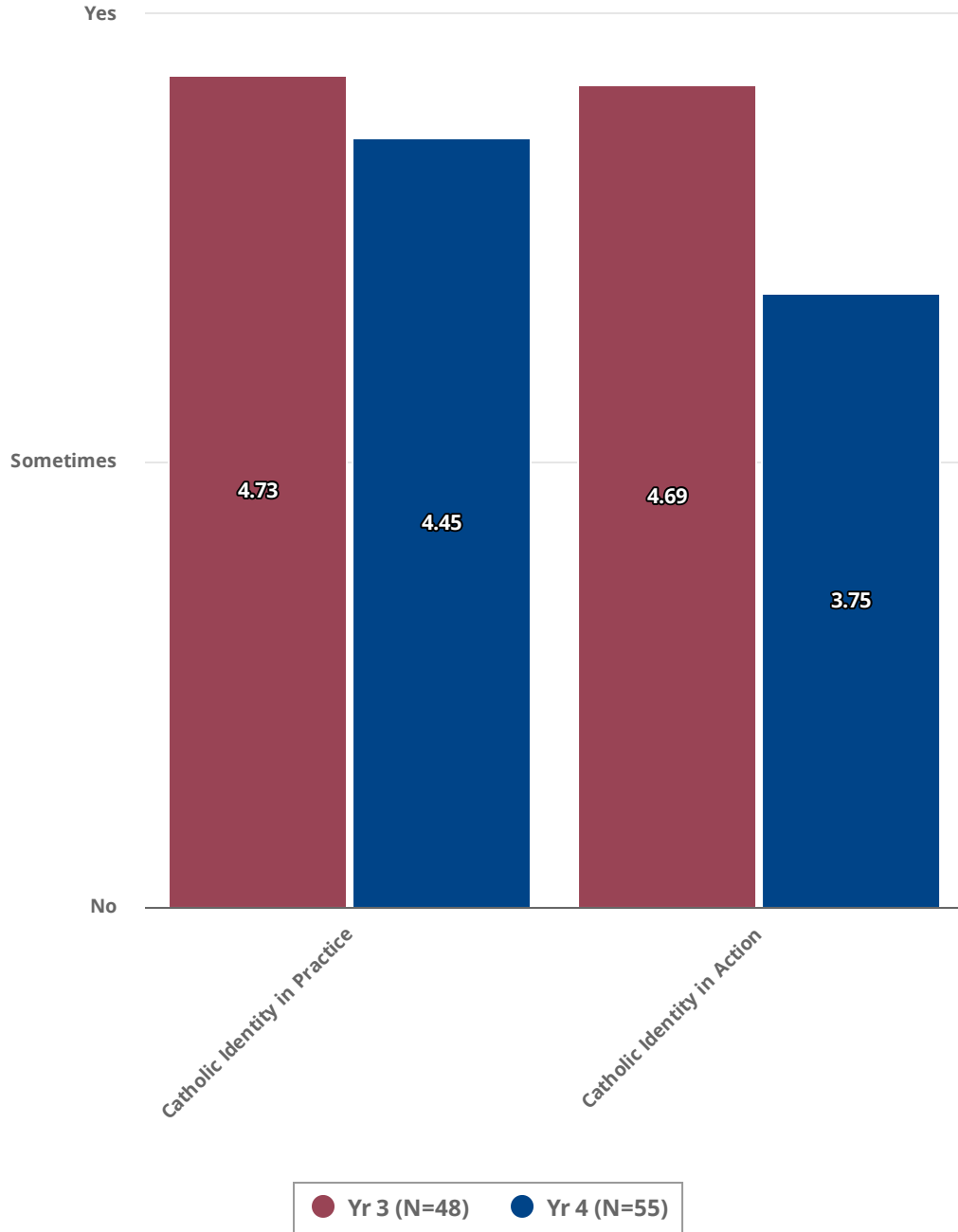
Catholic Identity



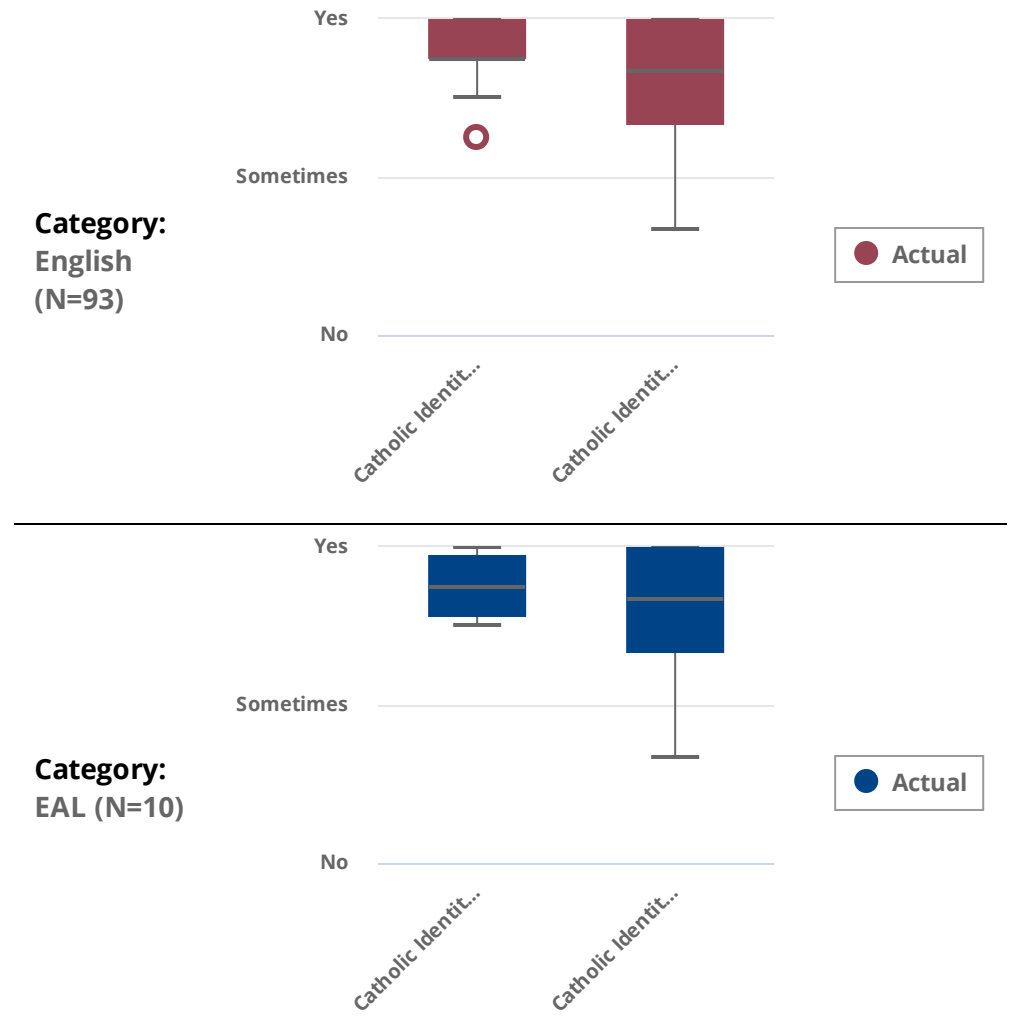
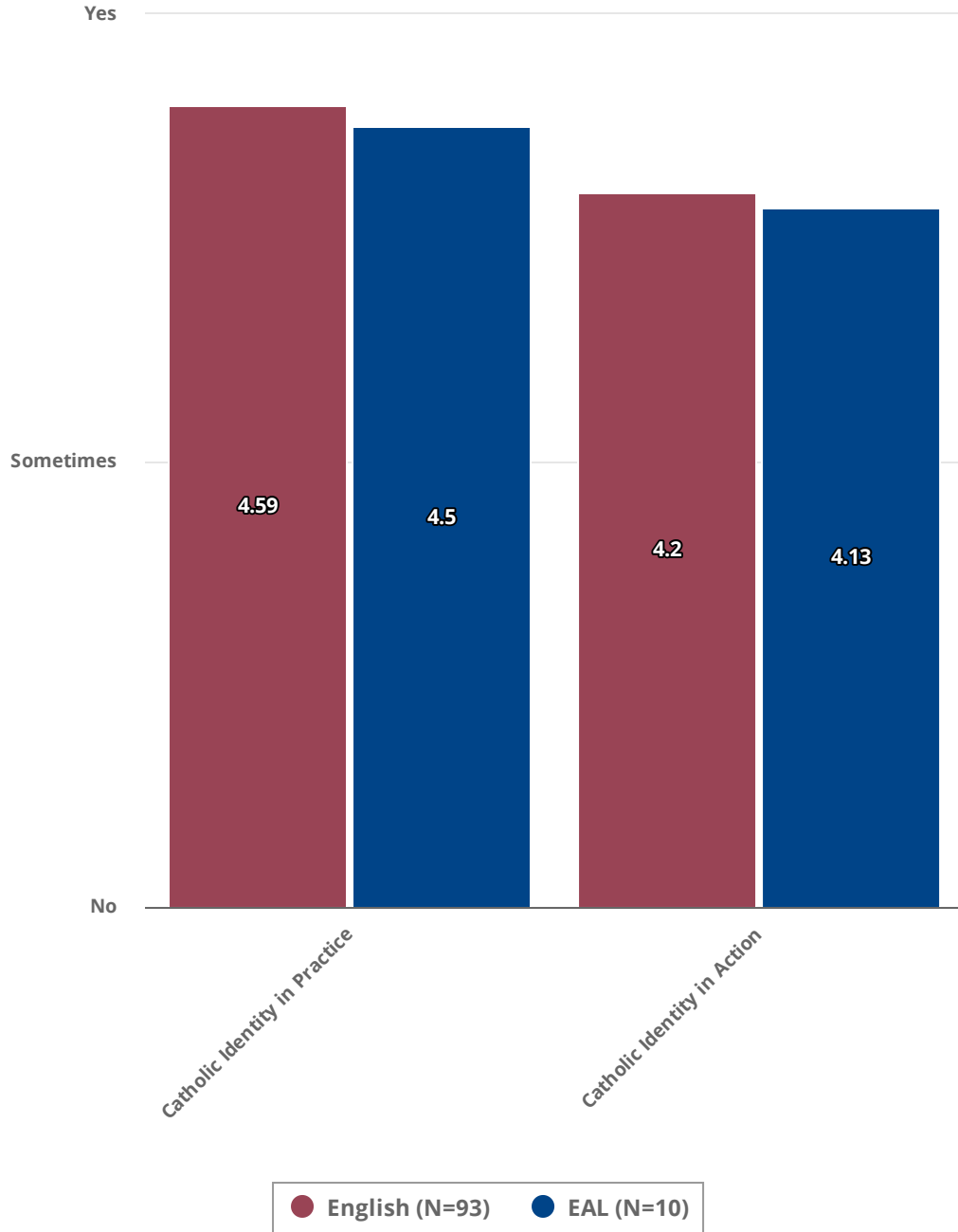
Catholic Identity: By Gender



Catholic Identity: By Year Level

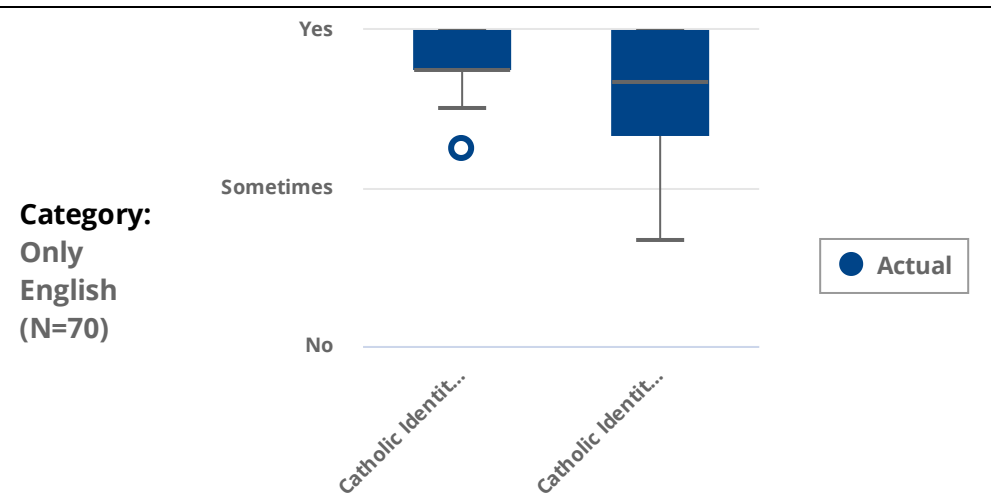
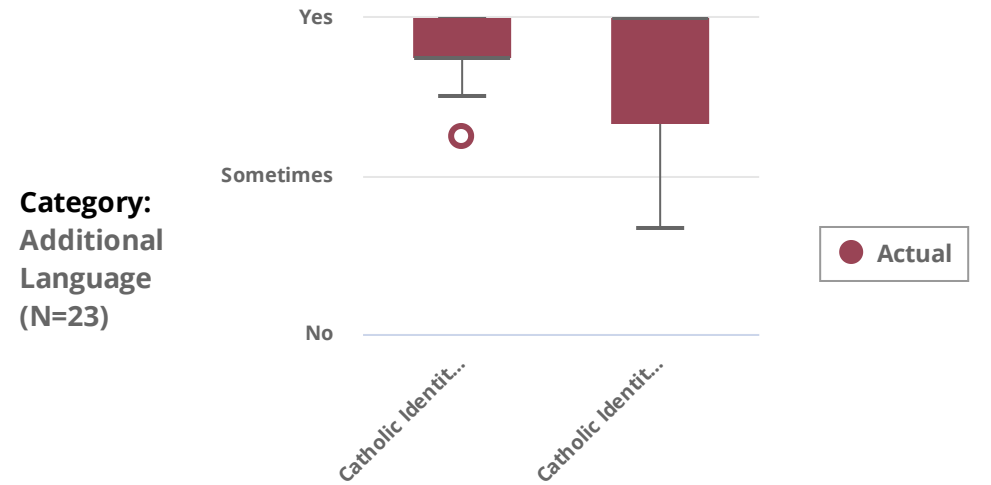
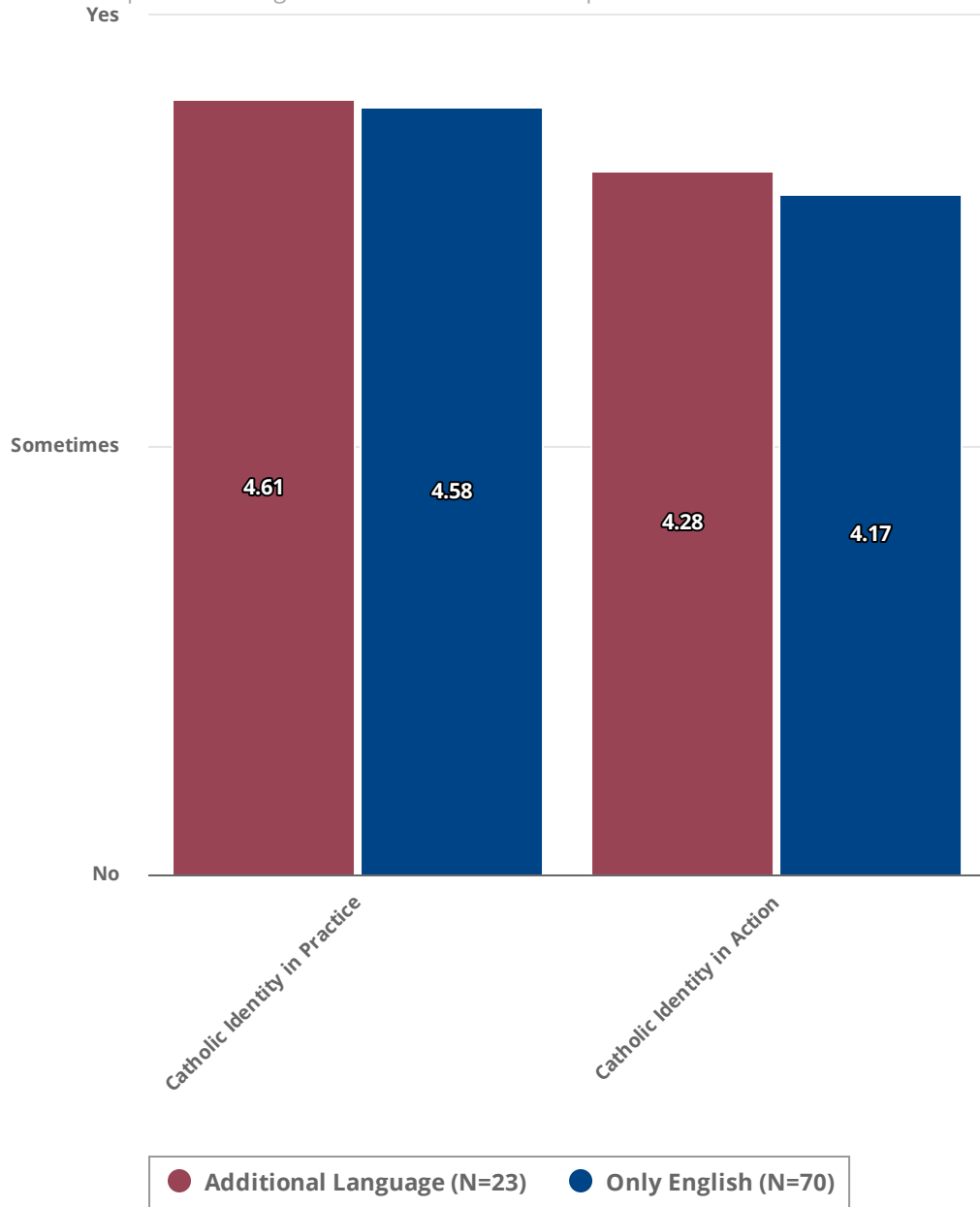


Catholic Identity: By Language

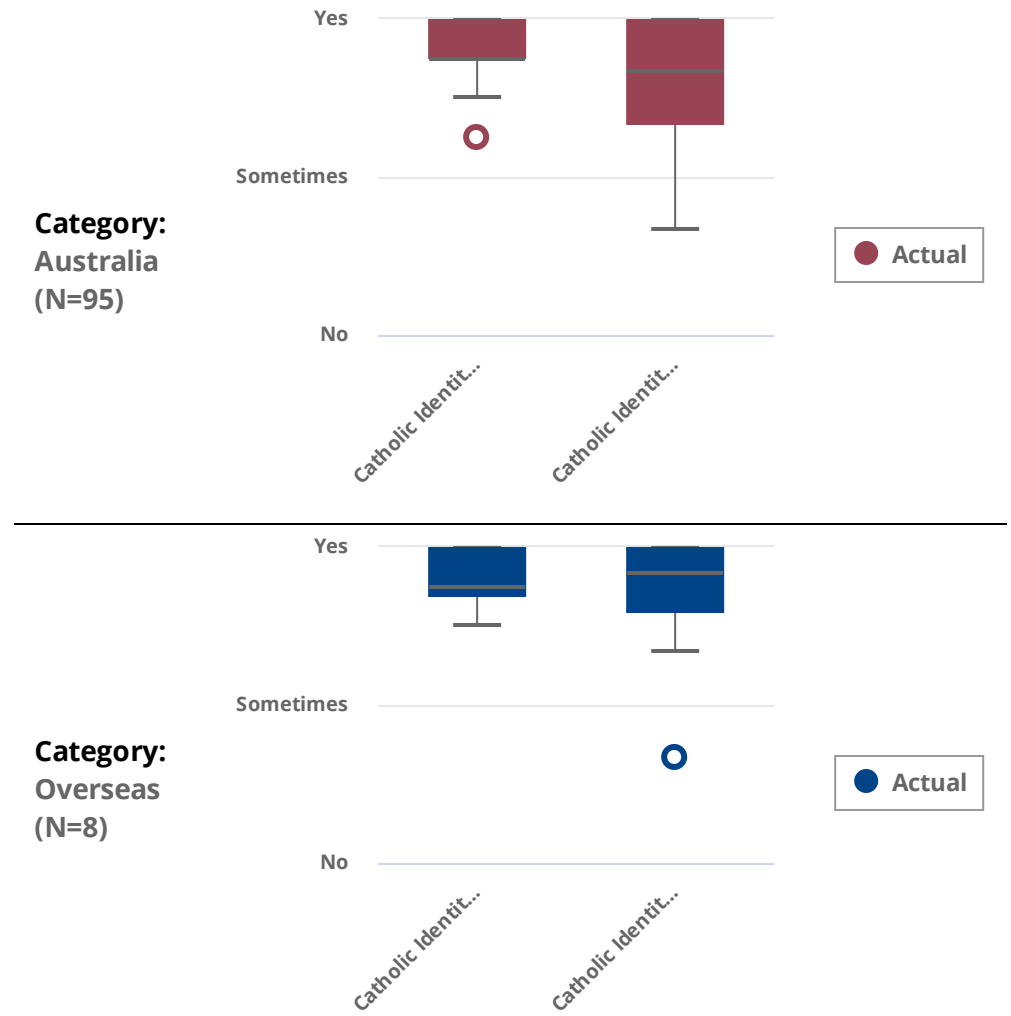
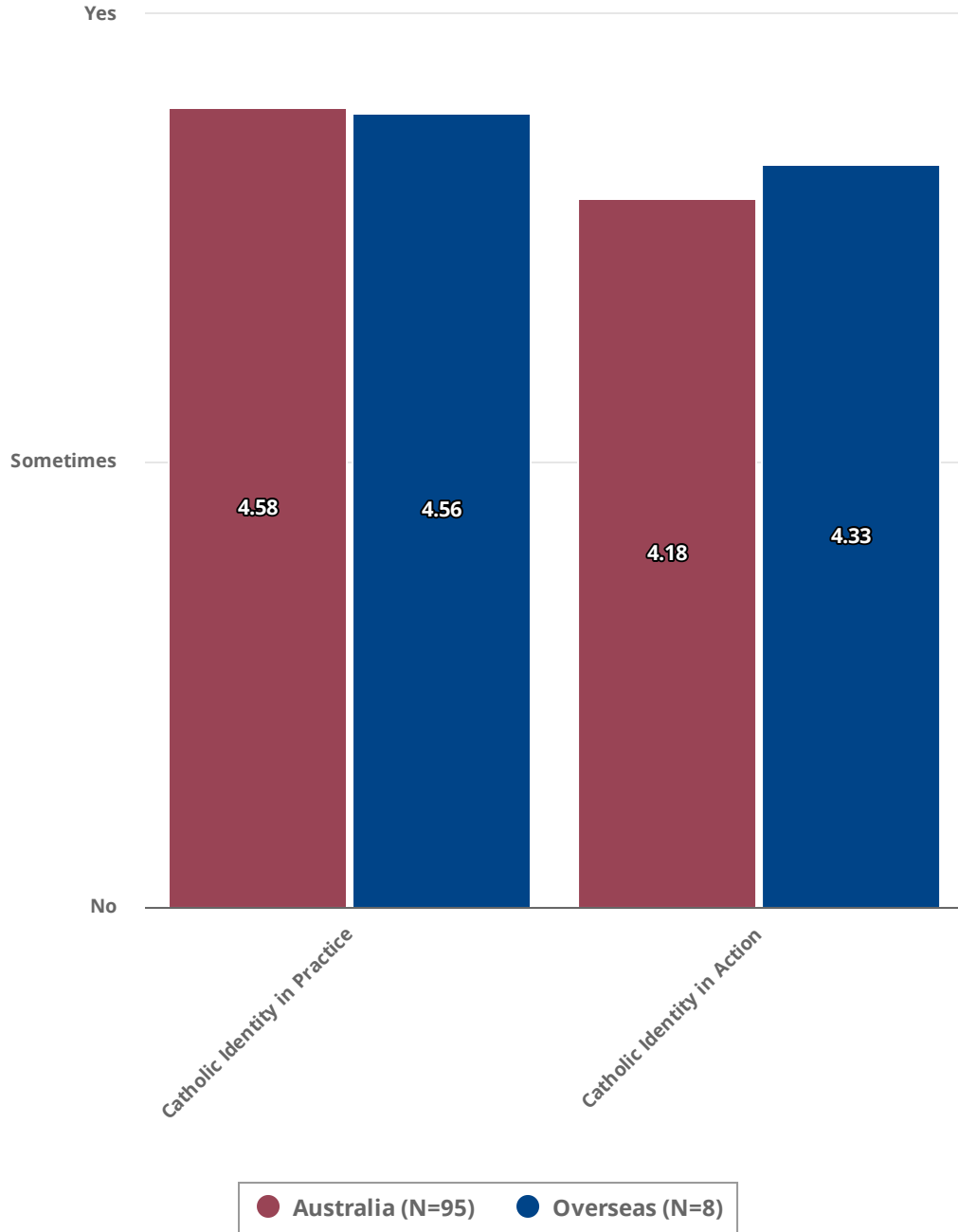


Catholic Identity: By Additional Language

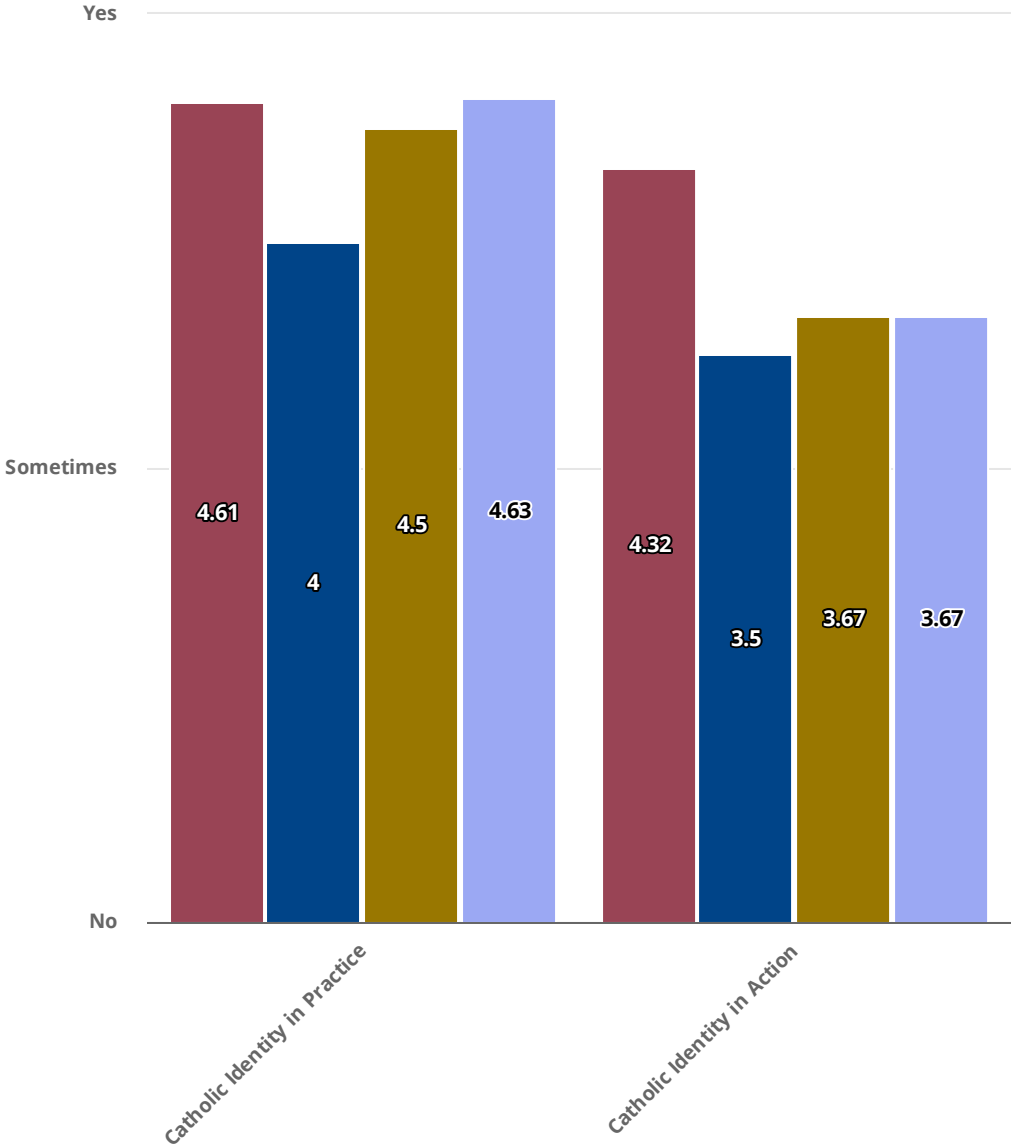
Note, only participants who selected 'English' for the previous question responded to this question. Categories with less than four responses have been omitted.



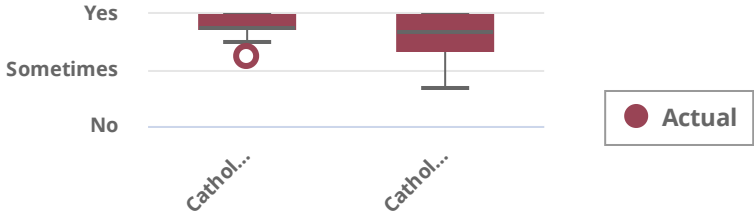
Catholic Identity: By Birth Place



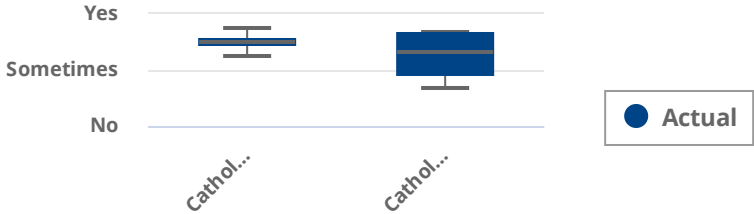
Catholic Identity: By Religion



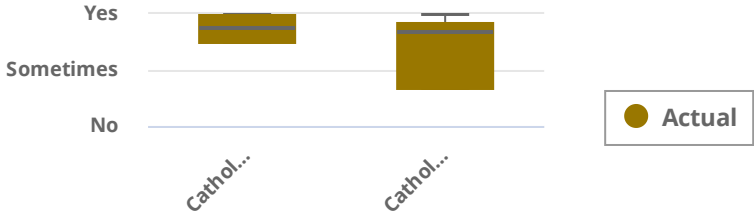
Category: Catholic (N=84)



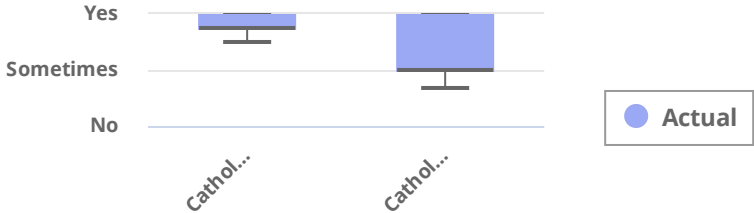
Category: Other Christian (N=4)



Category: Other religion (N=7)

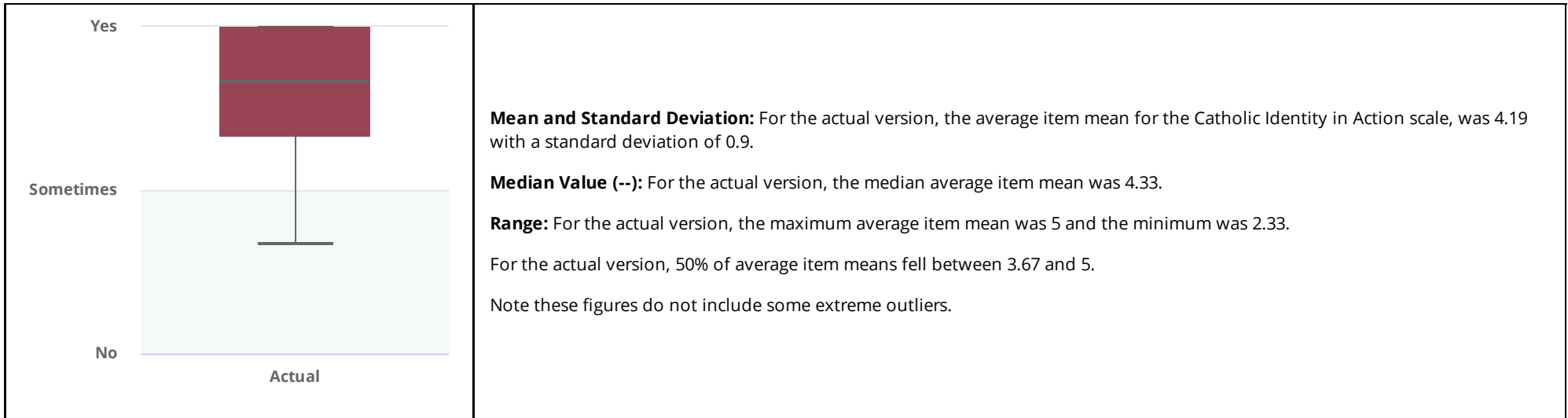


Category: No religion (N=8)



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.



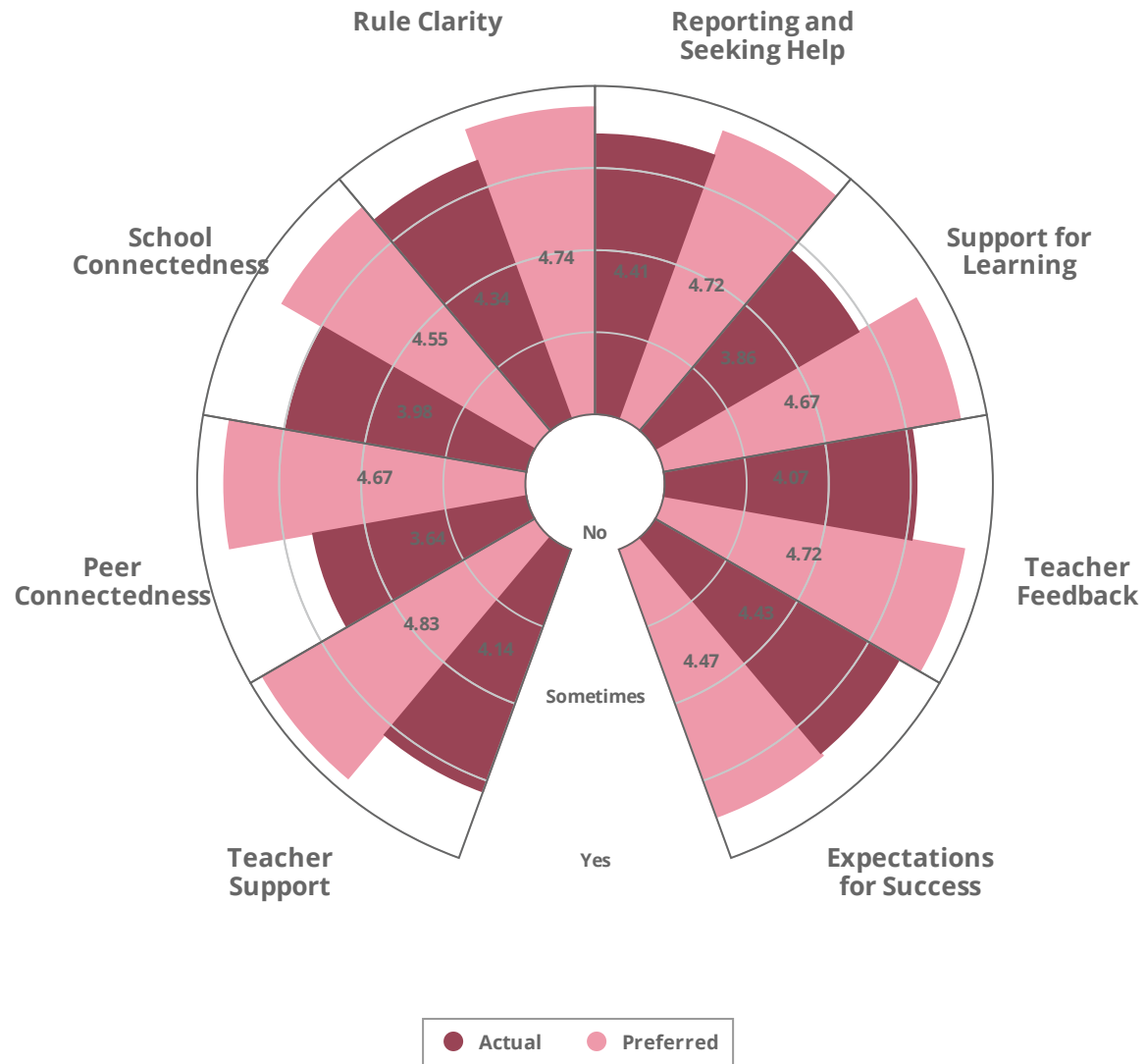
Percentage of each response	Items included in the scale	Average response for each item
<p>1 % 31.1 % 68 %</p>	<p>Actual I like learning about Jesus. Actual</p>	<p>4.34</p>
<p>3.9 % 34 % 62.1 %</p>	<p>Actual I try to live like Jesus. Actual</p>	<p>4.17</p>
<p>7.8 % 31.1 % 61.2 %</p>	<p>Actual I like praying. Actual</p>	<p>4.07</p>

● No ● Sometimes ● Yes

No
Sometimes
Yes

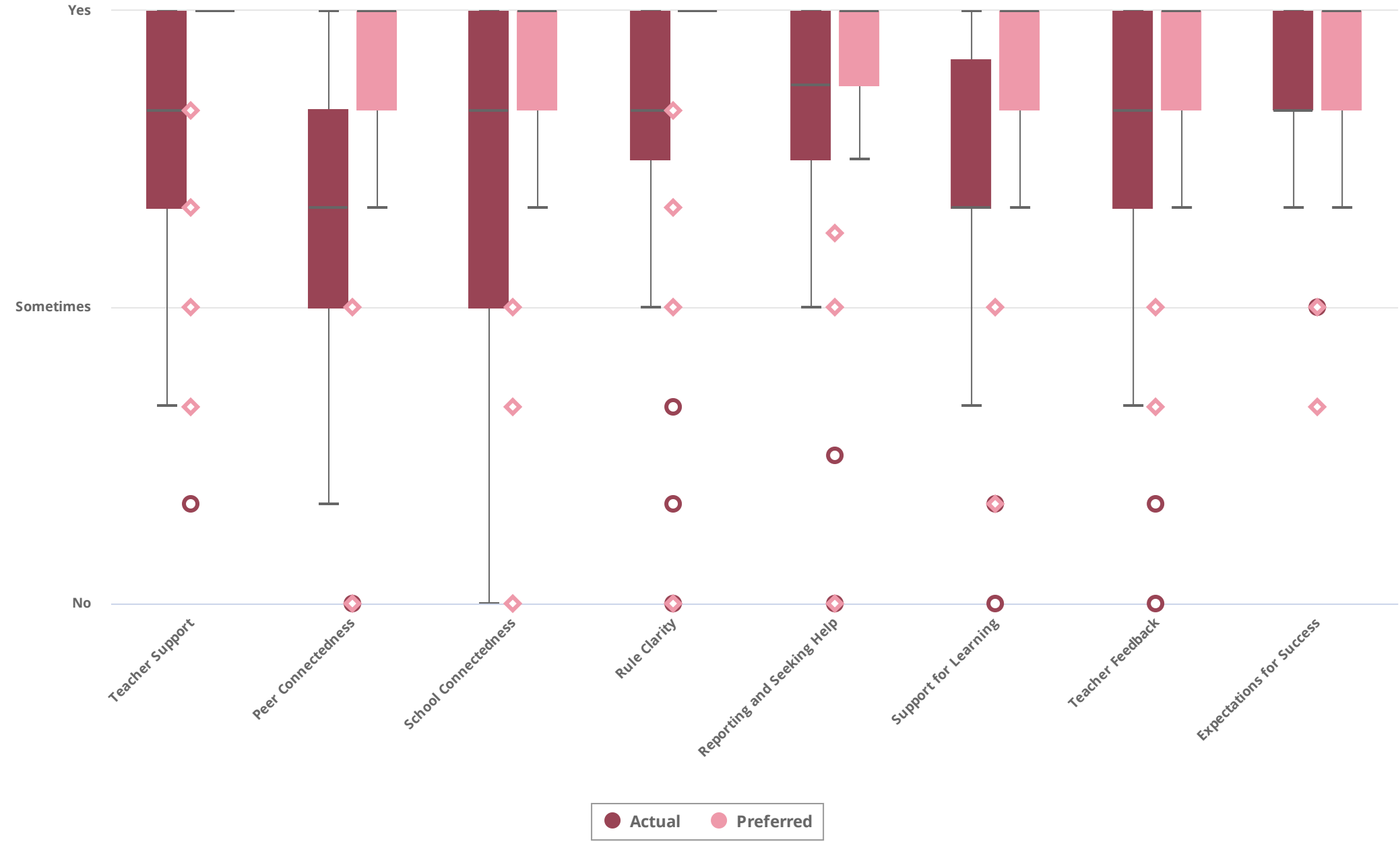
School Climate

Means for each construct.



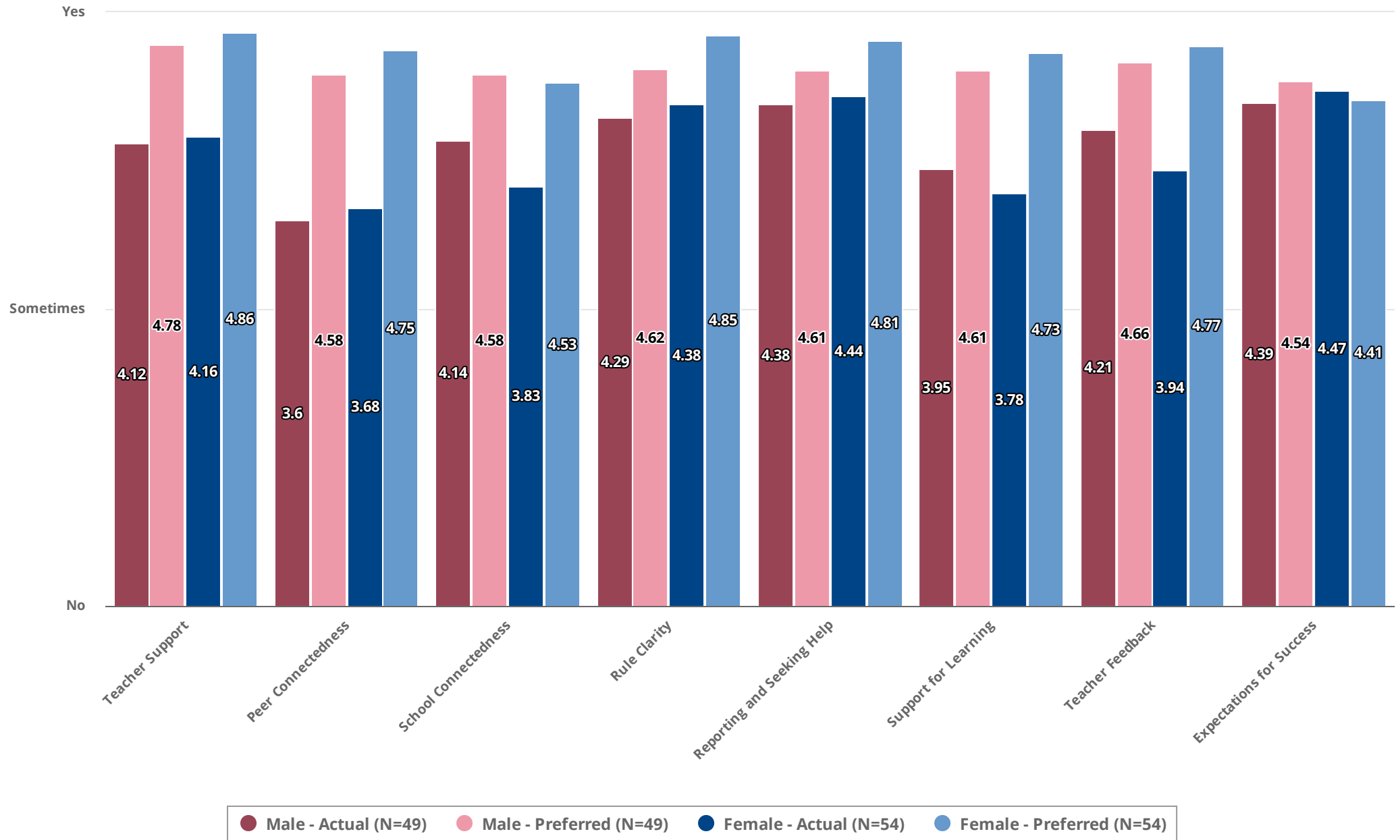
School Climate

Variations for each construct.



School Climate: By Gender

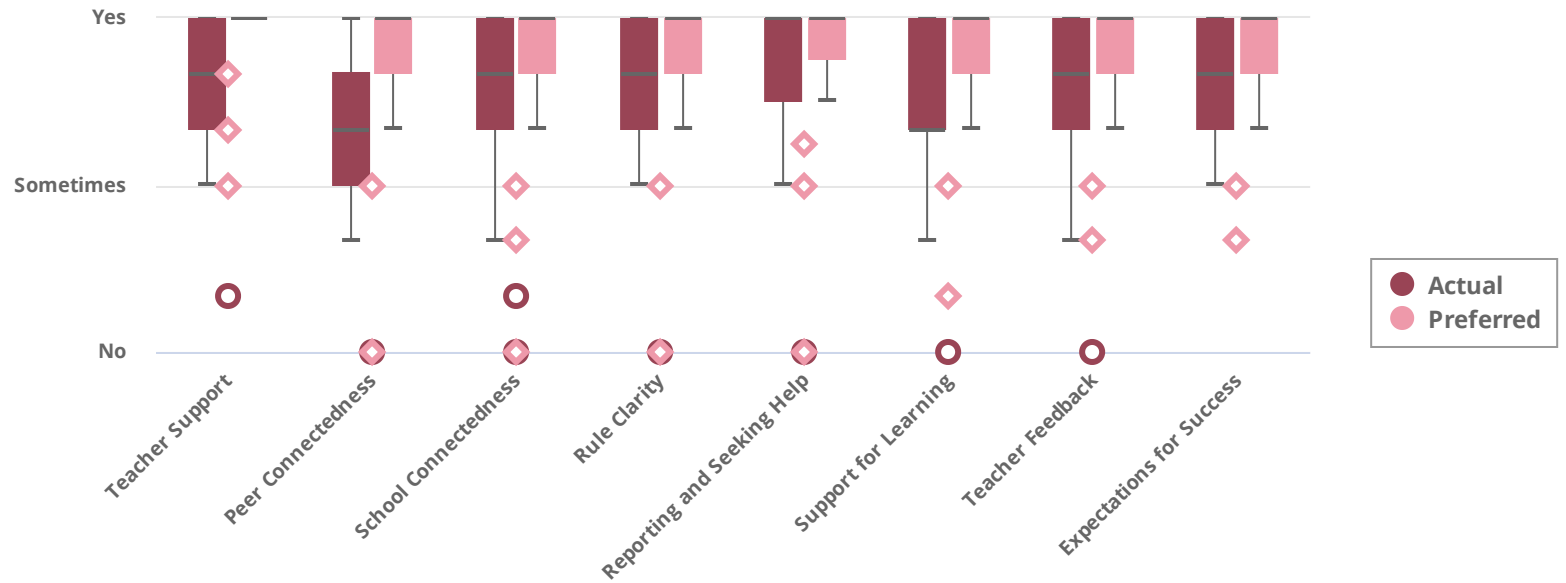
Means for each construct. Categories with less than four responses have been omitted.



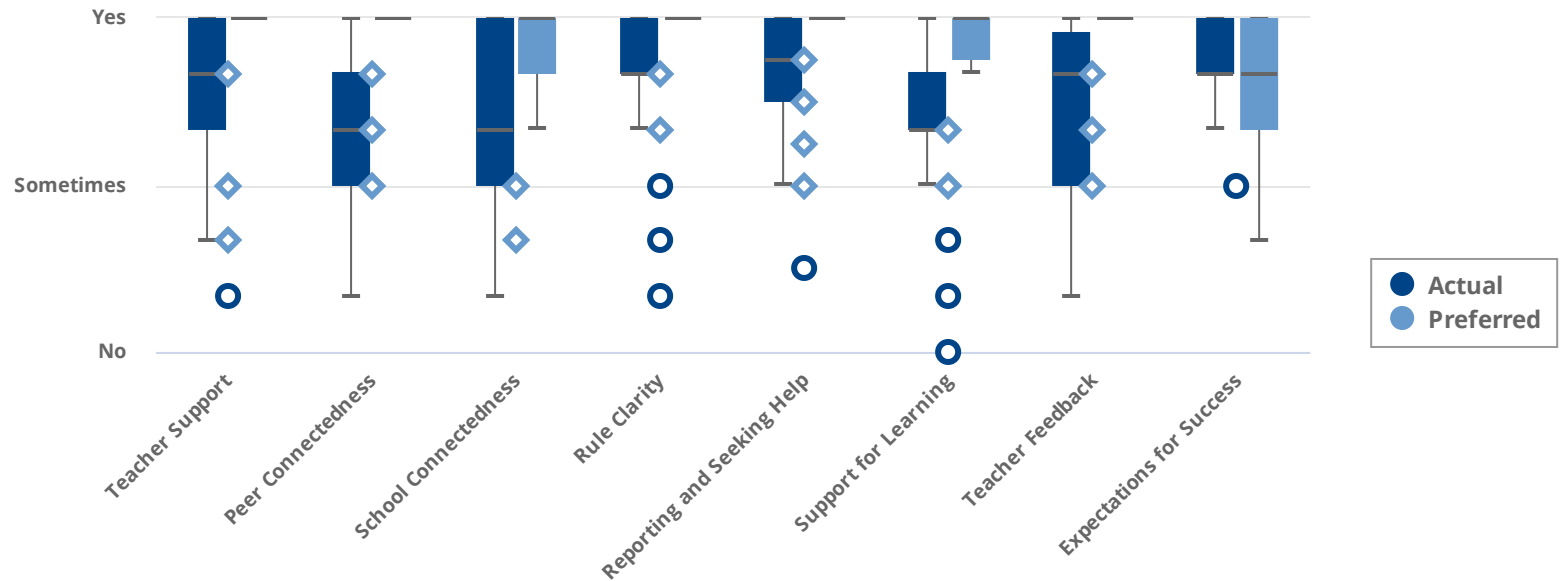
School Climate: By Gender

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

Category:
Male (N=49)

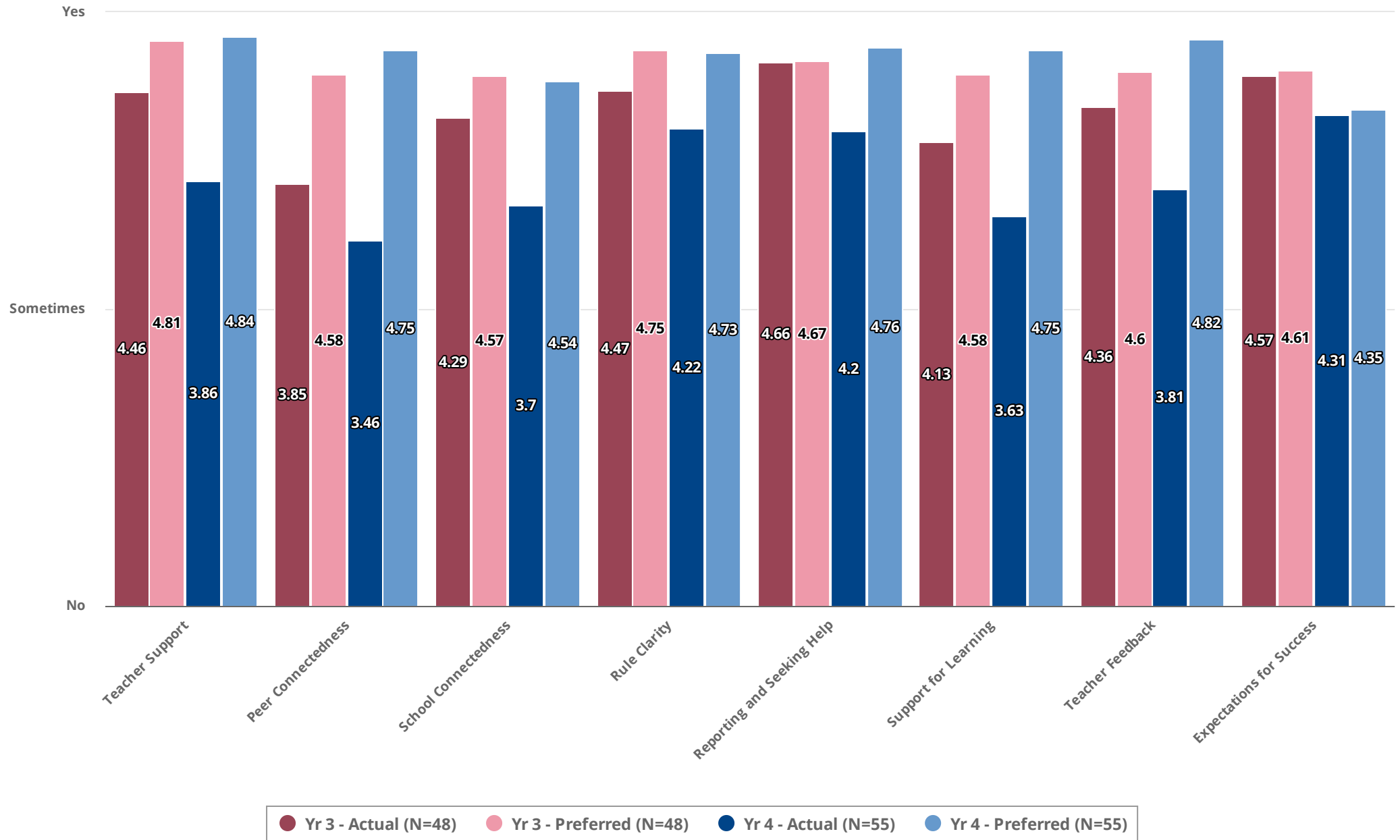


Category:
Female (N=54)



School Climate: By Year Level

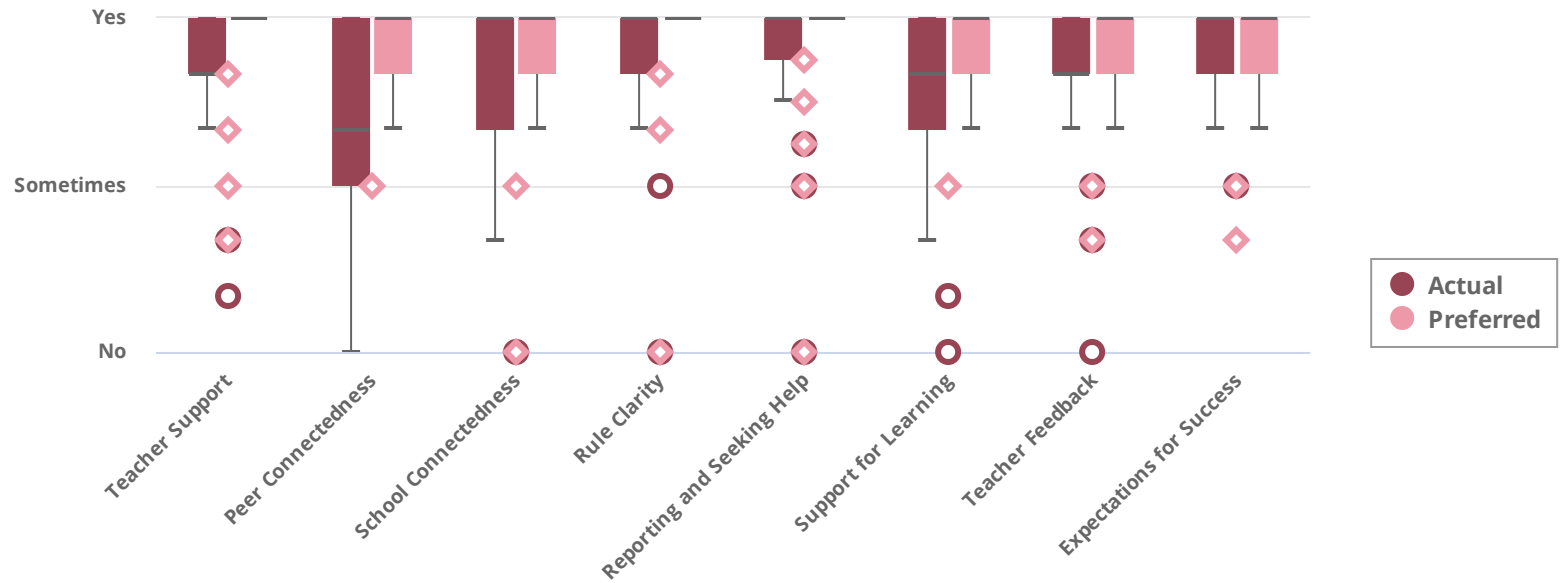
Means for each construct. Categories with less than four responses have been omitted.



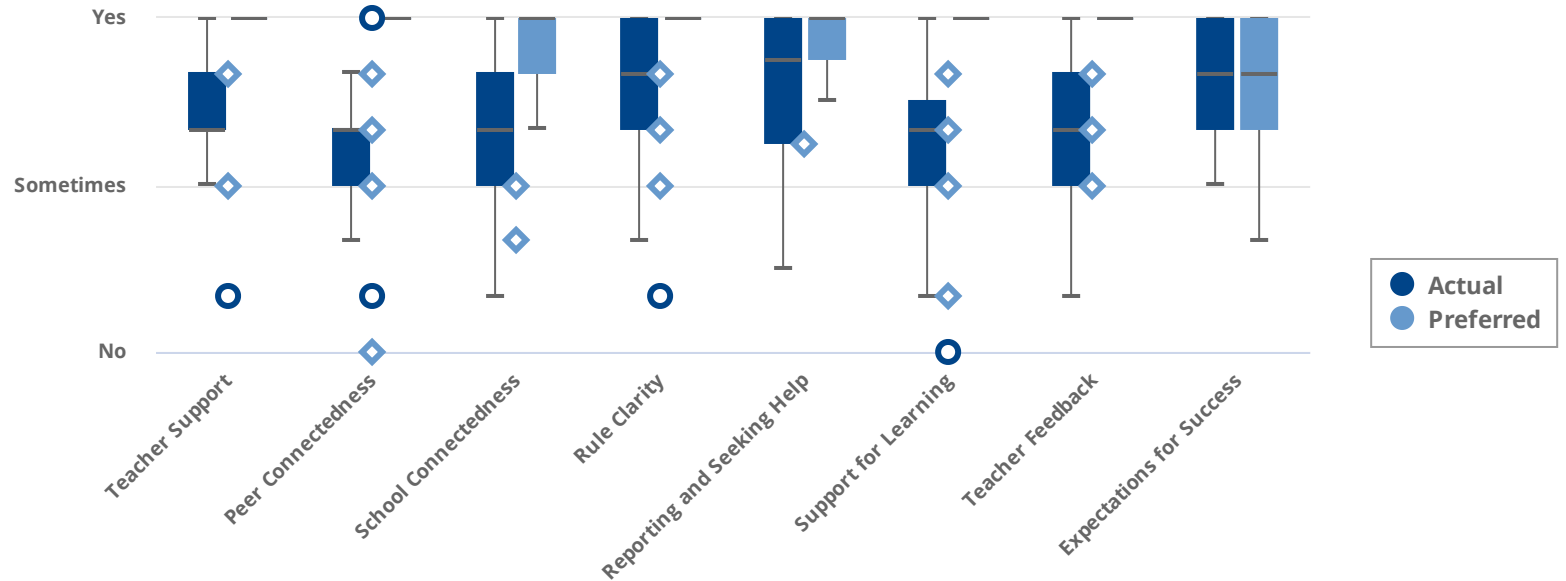
School Climate: By Year Level

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

Category:
Yr 3 (N=48)

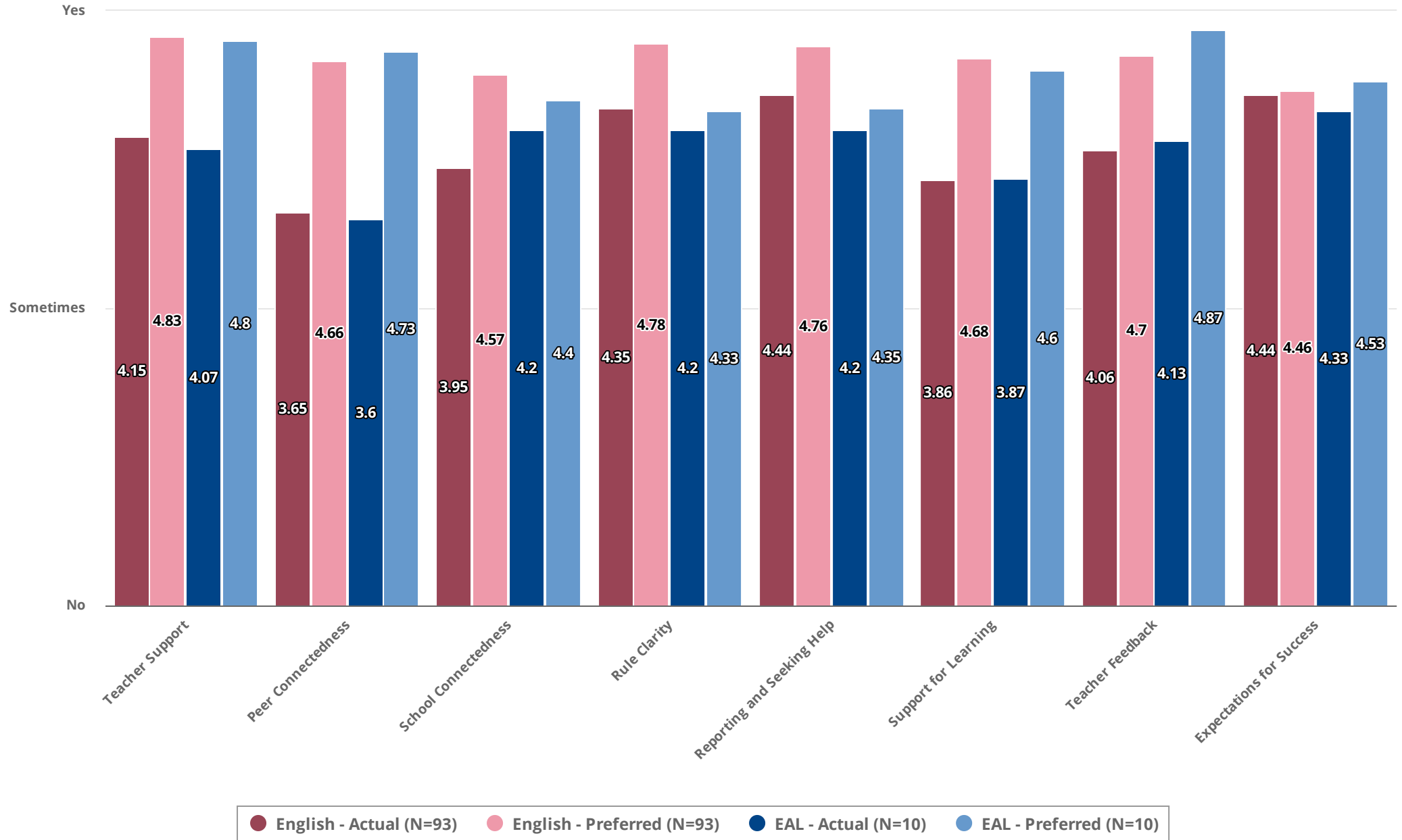


Category:
Yr 4 (N=55)



School Climate: By Language

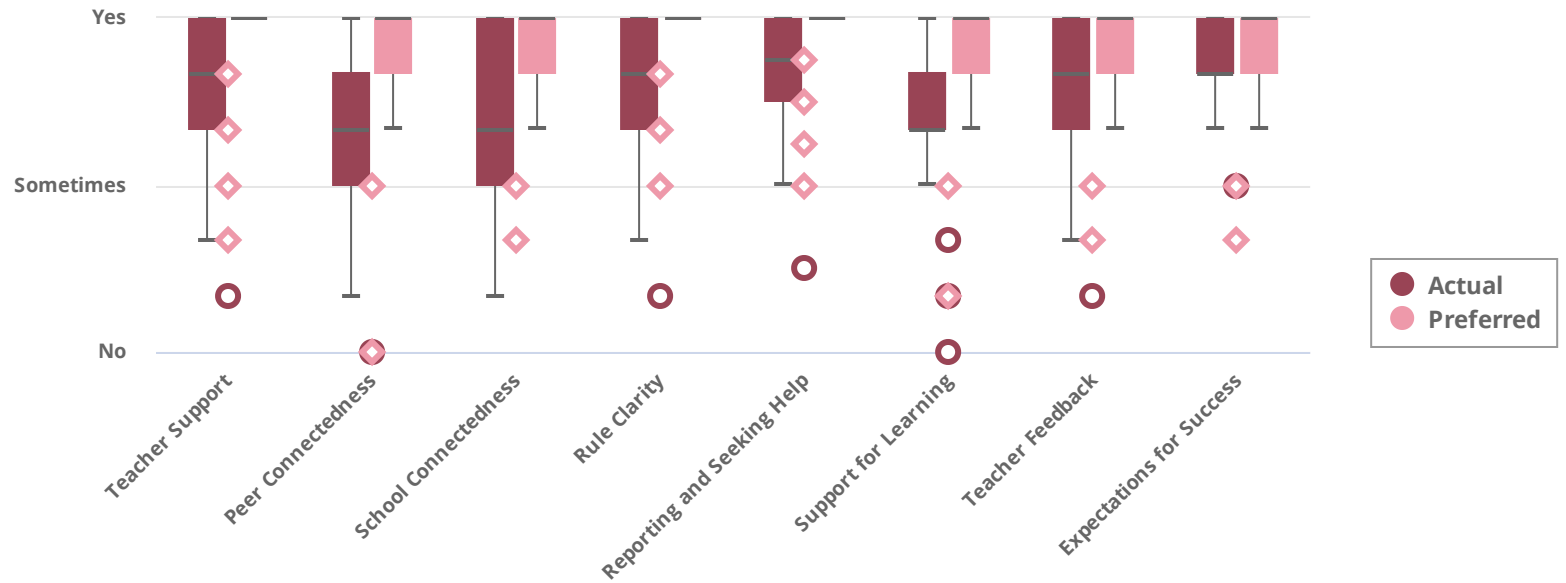
Means for each construct. Categories with less than four responses have been omitted.



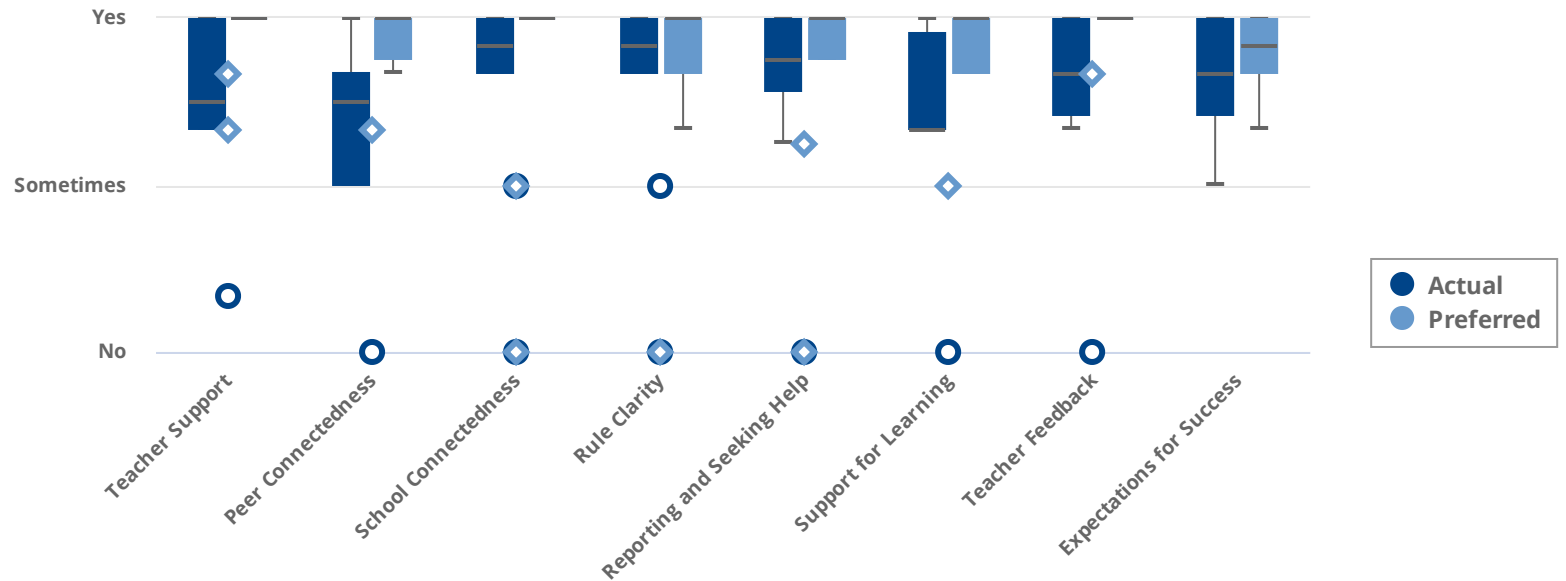
School Climate: By Language

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

Category:
English (N=93)

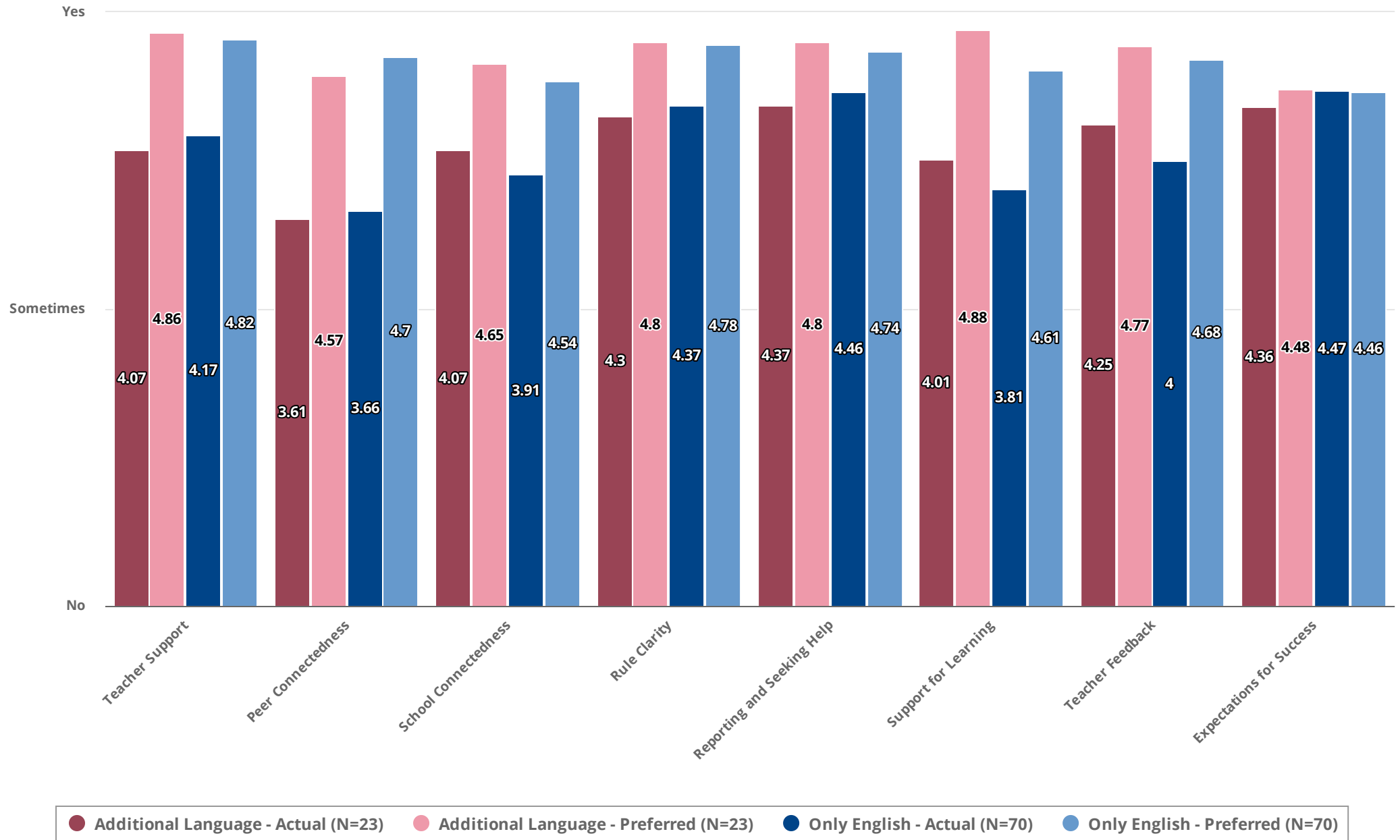


Category:
EAL (N=10)



School Climate: By Additional Language

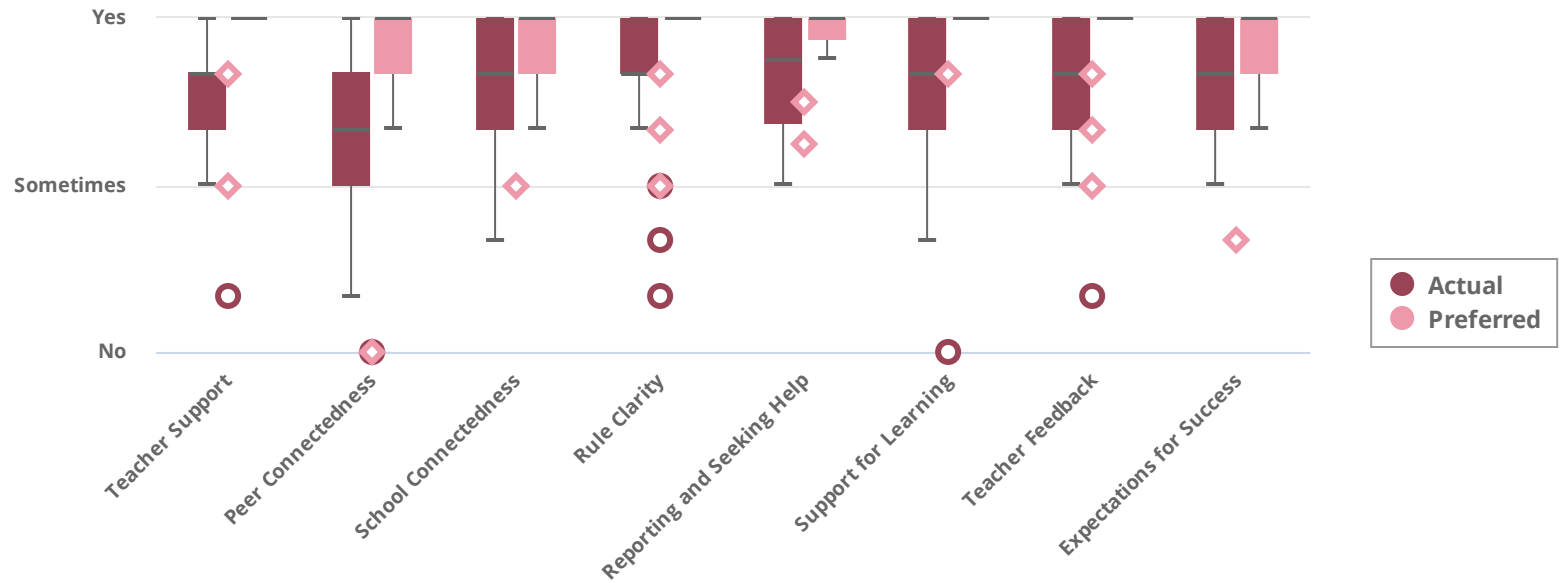
Means for each construct. Note, only participants who selected 'English' for the previous question responded to this question. Categories with less than four responses have been omitted.



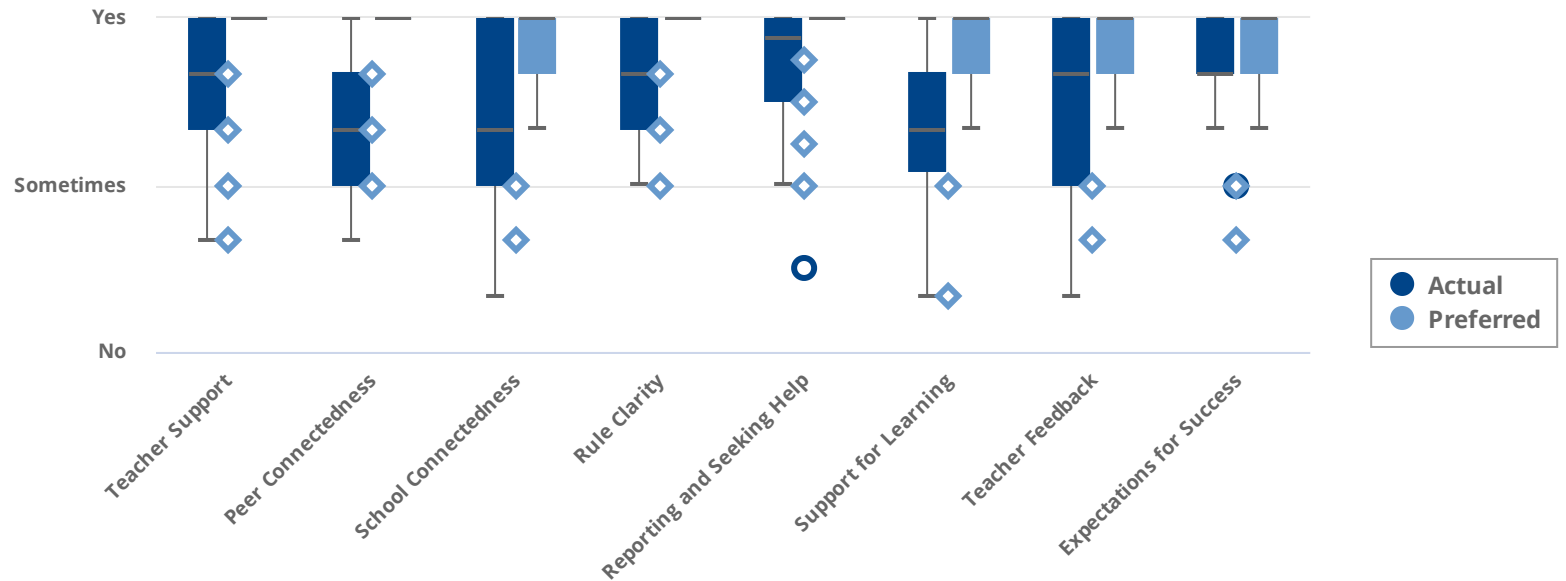
School Climate: By Additional Language

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=23)

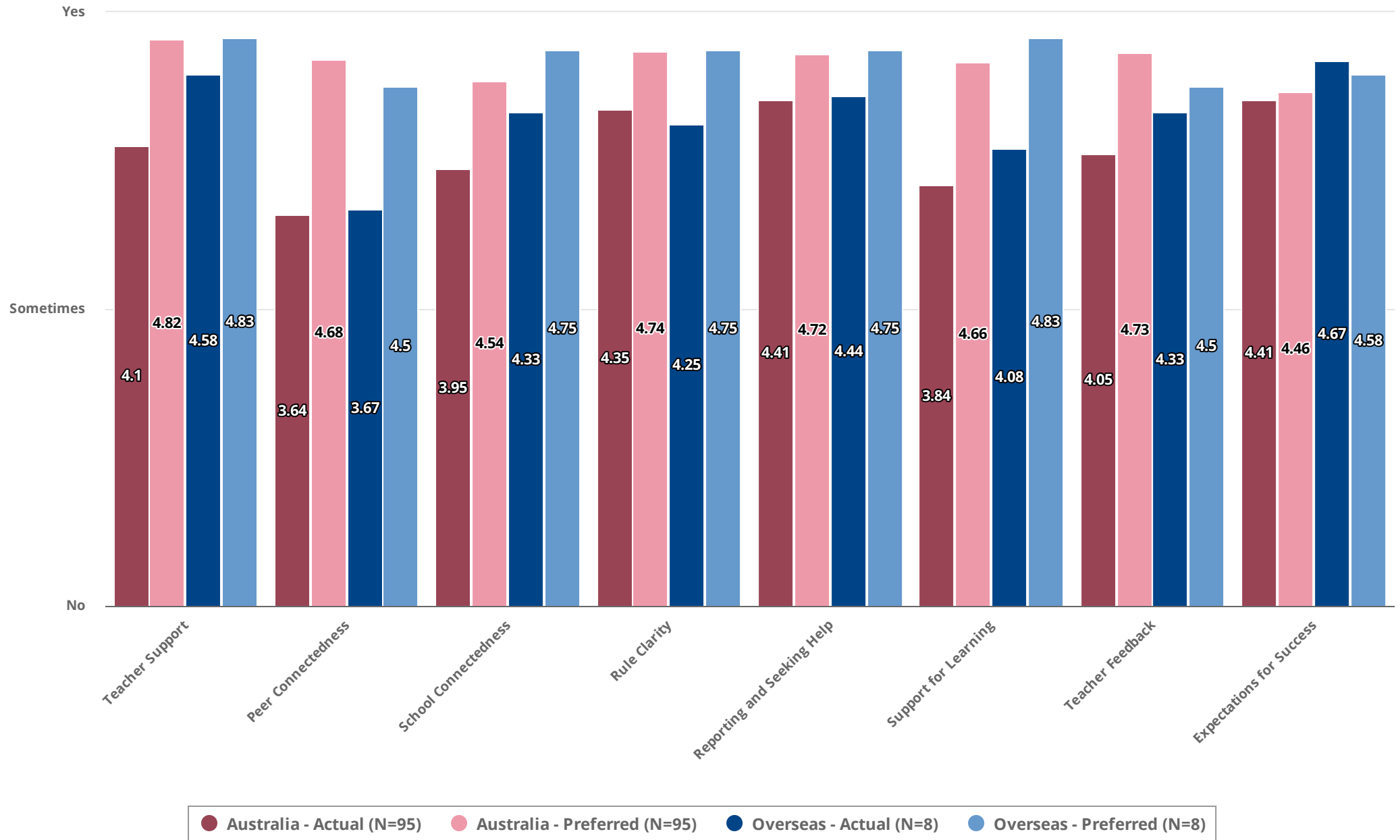


Category:
Only English (N=70)



School Climate: By Birth Place

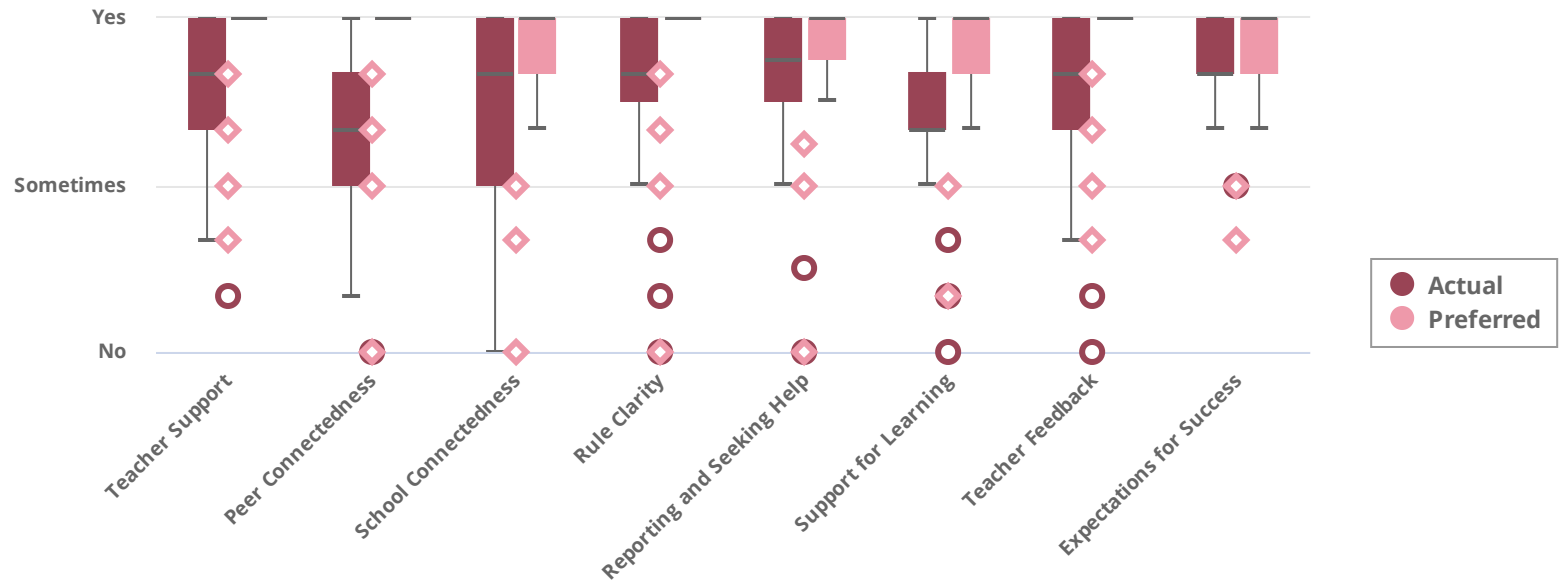
Means for each construct. Categories with less than four responses have been omitted.



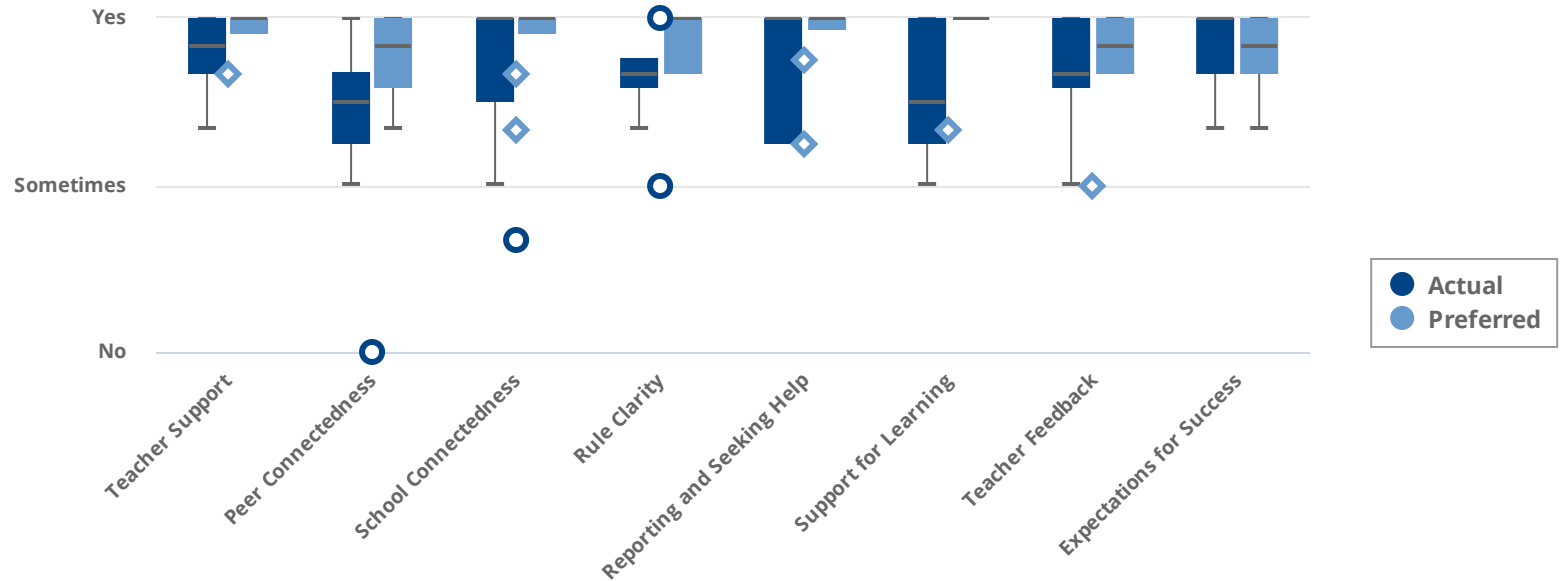
School Climate: By Birth Place

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

Category:
Australia (N=95)

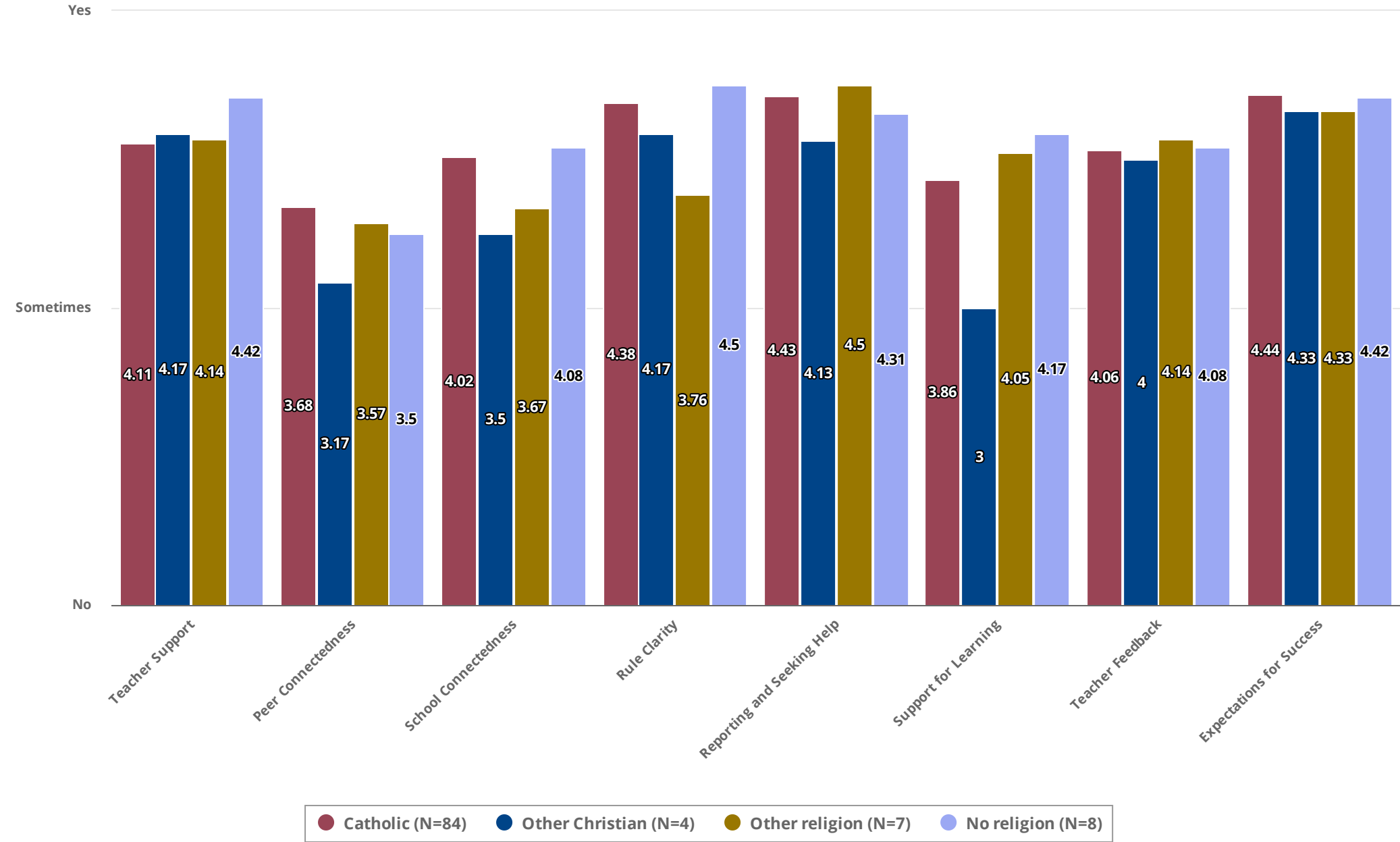


Category:
Overseas (N=8)



School Climate: By Religion

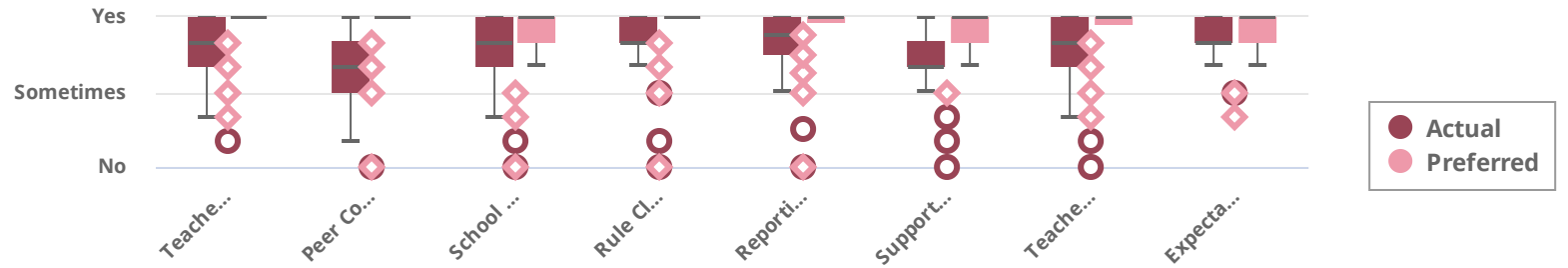
Means for each construct. Categories with less than four responses have been omitted.



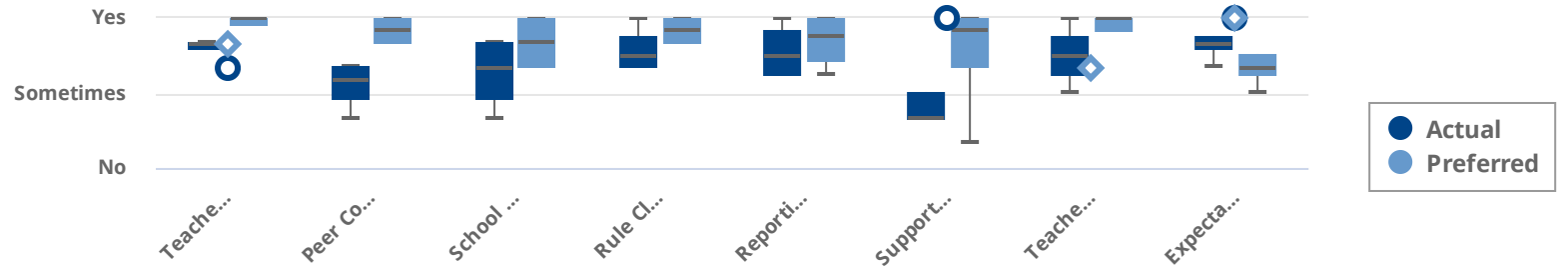
School Climate: By Religion

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

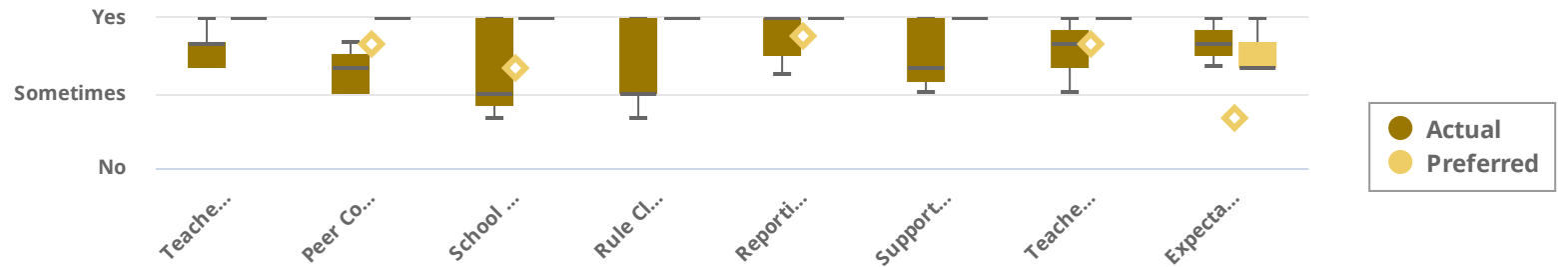
Category:
Catholic (N=84)



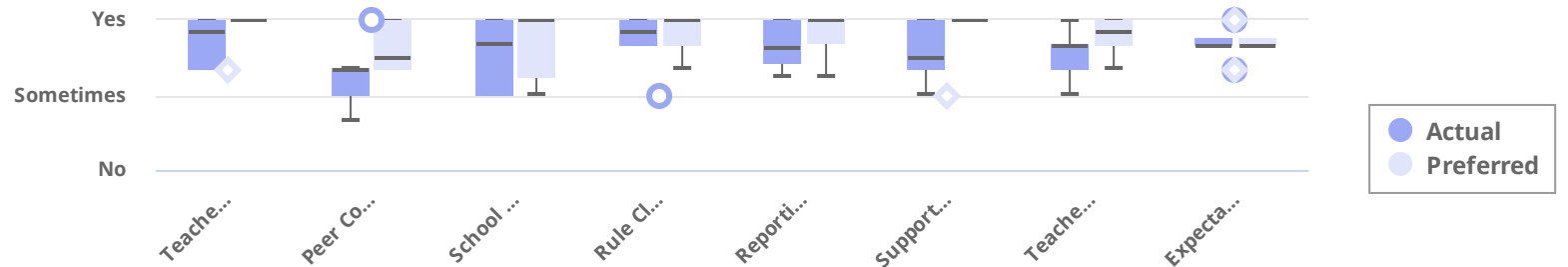
Category:
Other Christian (N=4)



Category:
Other religion (N=7)

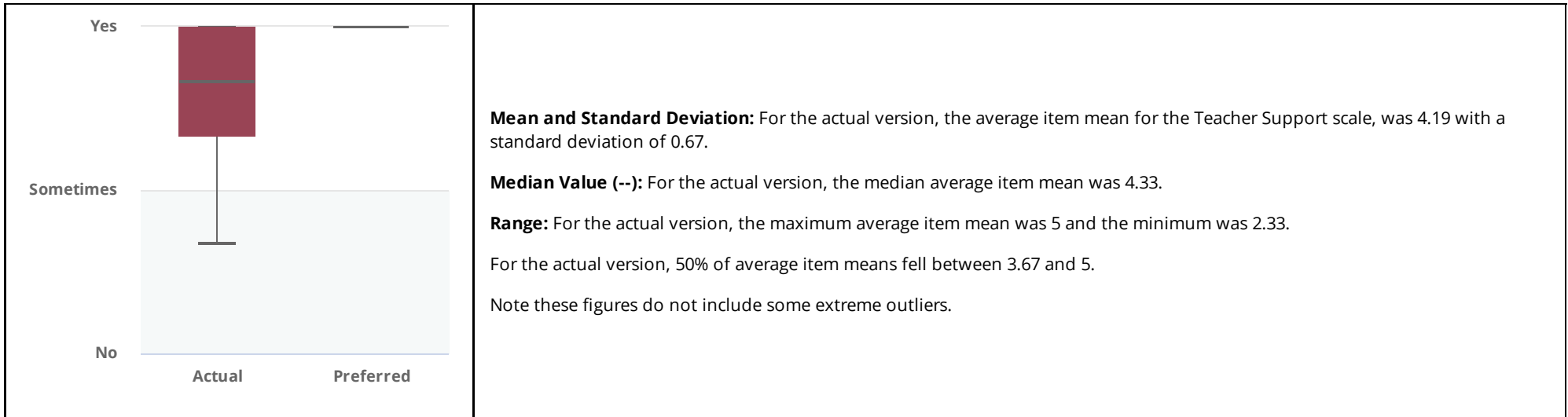


Category:
No religion (N=8)



Teacher Support

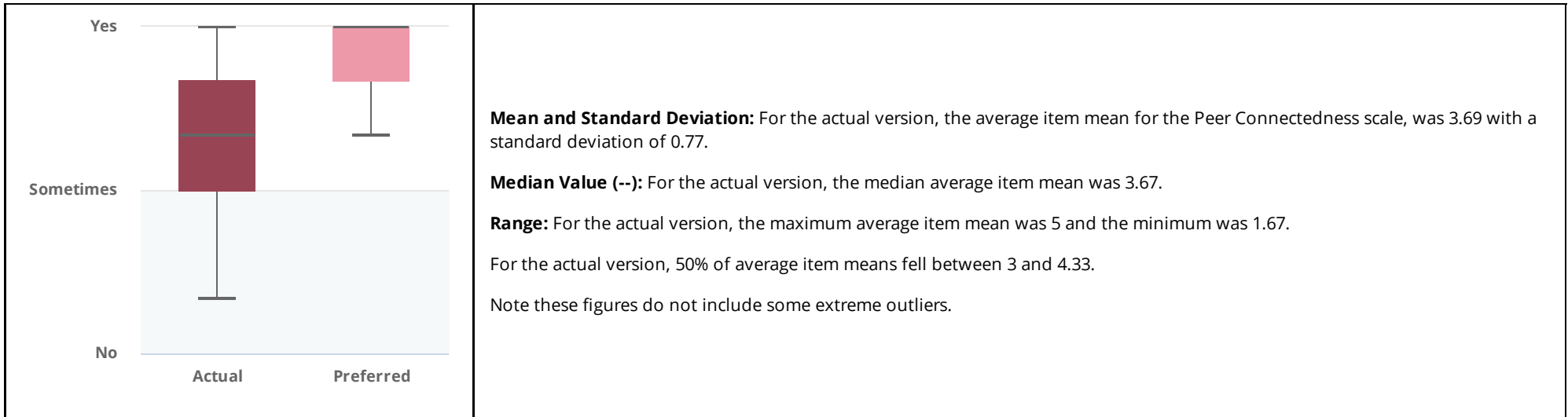
The TEACHER SUPPORT construct assesses the extent to which students perceive that teachers at the school are caring and respectful.



Percentage of each response		Items included in the scale		Average response for each item	
2.9 %	60.2 %	36.9 %	Actual	Actual	3.68
		The teachers at this school listen to me.		Preferred	4.84
7.8 %	92.2 %		Preferred		
2.9 %	32 %	65 %	Actual	Actual	4.24
		The teachers at this school like me.		Preferred	4.79
6.8 %	91.3 %		Preferred		
	19.4 %	77.7 %	Actual	Actual	4.5
		The teachers at this school care about me.		Preferred	4.84
5.8 %	93.2 %		Preferred		
● No	● Sometimes	● Yes			No
				Sometimes	
				Yes	

Peer Connectedness

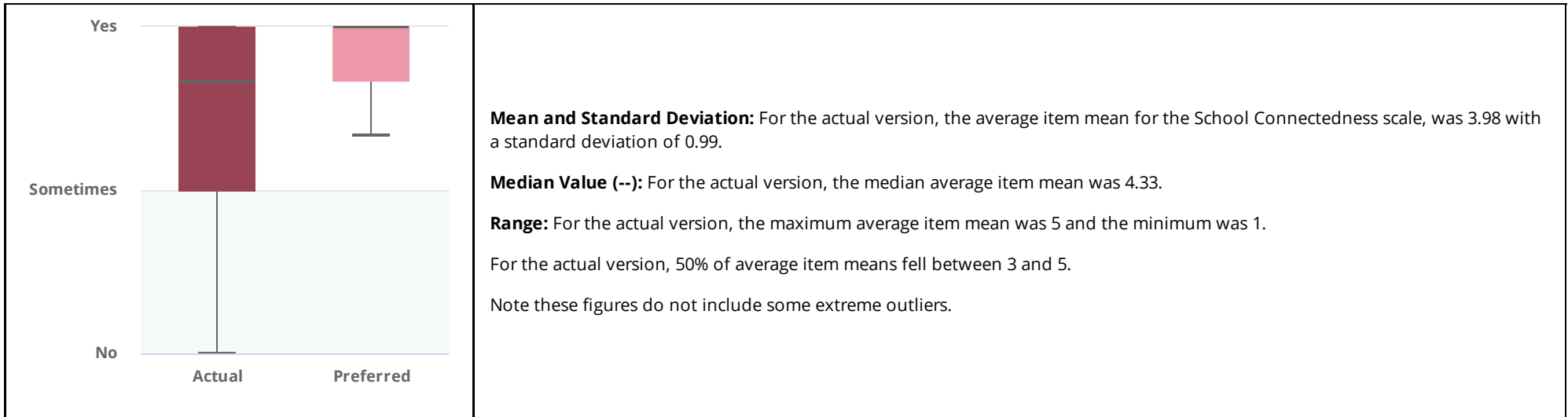
The PEER CONNECTEDNESS construct assesses the extent to which students feel that they have formed positive relationships with students.



Percentage of each response		Items included in the scale		Average response for each item		
3.9 %	50.5 %	45.6 %	Actual	The children at school like me.	Actual	3.83
13.6 %	85.4 %	Preferred			Preferred	4.69
3.9 %	68 %	28.2 %	Actual	The children at school are nice to me.	Actual	3.49
14.6 %	84.5 %	Preferred			Preferred	4.67
5.8 %	58.3 %	35.9 %	Actual	The children at school care about me.	Actual	3.6
15.5 %	83.5 %	Preferred			Preferred	4.65
				No Sometimes Yes		

School Connectedness

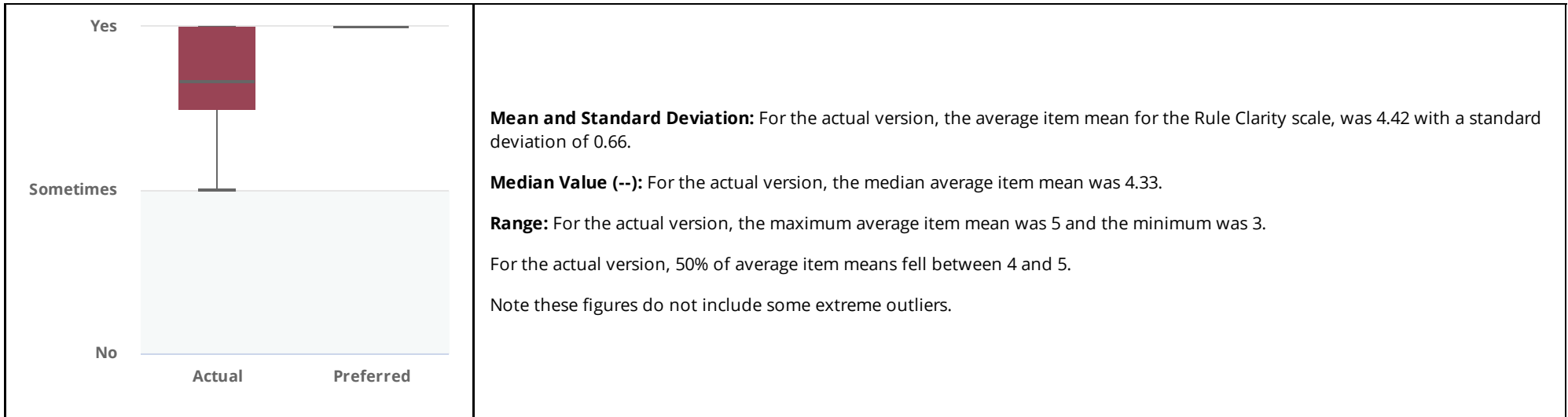
The SCHOOL CONNECTEDNESS construct assesses the extent to which students perceive themselves to be a valued part of the school community.



Percentage of each response		Items included in the scale		Average response for each item	
	Actual	I like being at this school.	Actual	4.4	
	Preferred		Preferred	4.67	
	Actual	I am happy when I am at school.	Actual	3.85	
	Preferred		Preferred	4.67	
	Actual	I look forward to coming to school.	Actual	3.68	
	Preferred		Preferred	4.32	
				No	Yes

Rule Clarity

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



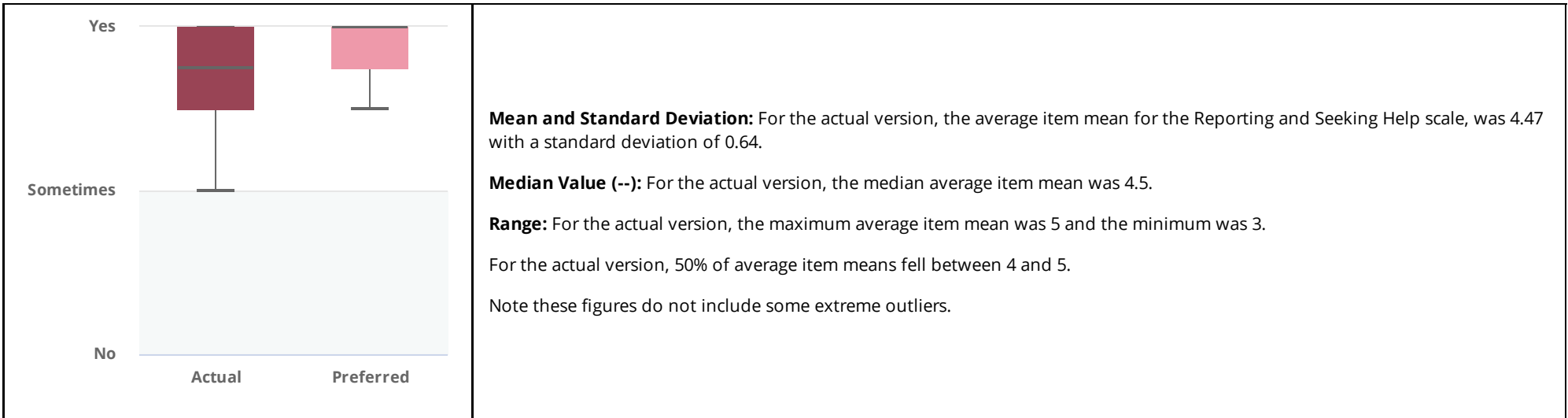
Percentage of each response		Items included in the scale		Average response for each item		
1%	26.2%	72.8%	Actual	I know the school rules.	Actual	4.44
11.7%		87.4%	Preferred		Preferred	4.73
4.9%	27.2%	68%	Actual	The school rules help me to feel safe.	Actual	4.26
6.8%		91.3%	Preferred		Preferred	4.79
	22.3%	71.8%	Actual	The school rules are clear.	Actual	4.32
12.6%		86.4%	Preferred		Preferred	4.71

● No
 ● Sometimes
 ● Yes

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.



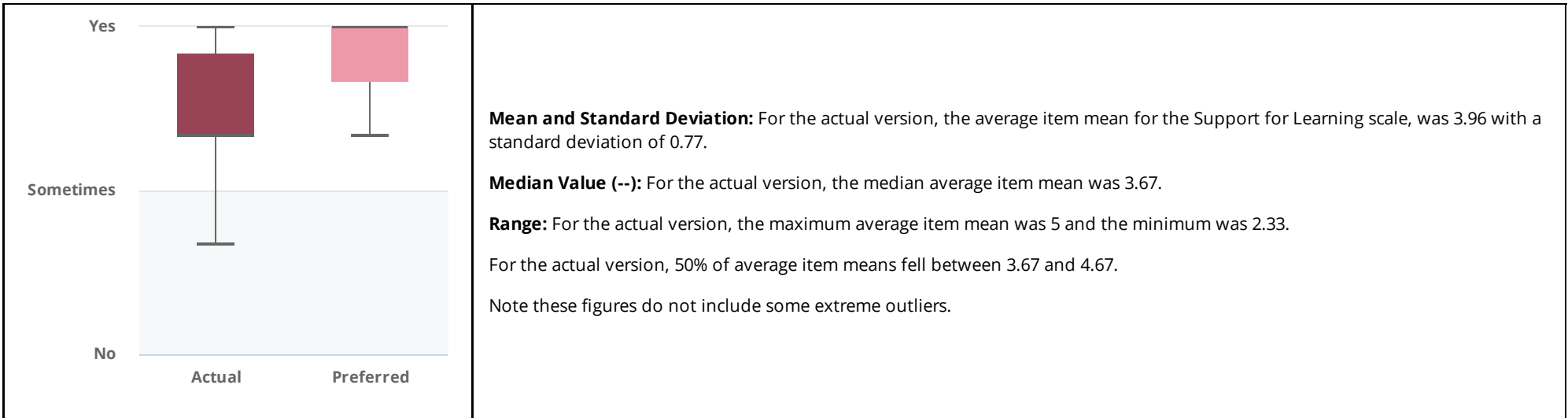
Percentage of each response		Items included in the scale		Average response for each item		
7.8 %	29.1 %	63.1 %	Actual	I would tell a teacher when bad things happen.	Actual	4.11
11.7 %		86.4 %	Preferred		Preferred	4.69
	25.2 %	71.8 %	Actual	I would tell my teacher when someone has a problem.	Actual	4.38
17.5 %		80.6 %	Preferred		Preferred	4.57
10.7 %		87.4 %	Actual	I would tell my teacher when someone is bullied.	Actual	4.71
7.8 %		91.3 %	Preferred		Preferred	4.81
	17.5 %	77.7 %	Actual	If I told a teacher I was being bullied, they would do something to help.	Actual	4.46
3.9 %		93.2 %	Preferred		Preferred	4.81

● No
 ● Sometimes
 ● Yes

No Sometimes Yes

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.



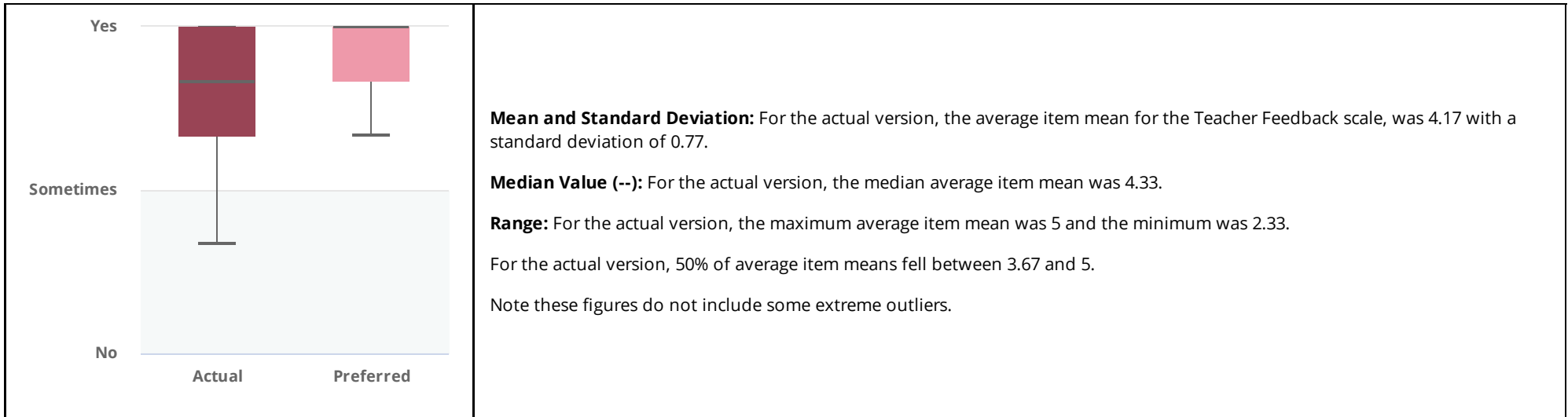
Percentage of each response	Items included in the scale	Average response for each item										
<table border="1"> <tr> <td>6.8 %</td> <td>52.4 %</td> <td>40.8 %</td> </tr> <tr> <td>9.7 %</td> <td>89.3 %</td> <td></td> </tr> </table>	6.8 %	52.4 %	40.8 %	9.7 %	89.3 %		<p>Actual</p> <p>My teachers know when I don't understand something.</p> <p>Preferred</p>	<table border="1"> <tr> <td>Actual</td> <td>3.68</td> </tr> <tr> <td>Preferred</td> <td>4.77</td> </tr> </table>	Actual	3.68	Preferred	4.77
6.8 %	52.4 %	40.8 %										
9.7 %	89.3 %											
Actual	3.68											
Preferred	4.77											
<table border="1"> <tr> <td>6.8 %</td> <td>41.7 %</td> <td>51.5 %</td> </tr> <tr> <td>8.7 %</td> <td>89.3 %</td> <td></td> </tr> </table>	6.8 %	41.7 %	51.5 %	8.7 %	89.3 %		<p>Actual</p> <p>The teachers know when I have trouble learning something.</p> <p>Preferred</p>	<table border="1"> <tr> <td>Actual</td> <td>3.89</td> </tr> <tr> <td>Preferred</td> <td>4.75</td> </tr> </table>	Actual	3.89	Preferred	4.75
6.8 %	41.7 %	51.5 %										
8.7 %	89.3 %											
Actual	3.89											
Preferred	4.75											
<table border="1"> <tr> <td>5.8 %</td> <td>37.9 %</td> <td>56.3 %</td> </tr> <tr> <td>21.4 %</td> <td>76.7 %</td> <td></td> </tr> </table>	5.8 %	37.9 %	56.3 %	21.4 %	76.7 %		<p>Actual</p> <p>The teachers give me extra help if I need it.</p> <p>Preferred</p>	<table border="1"> <tr> <td>Actual</td> <td>4.01</td> </tr> <tr> <td>Preferred</td> <td>4.5</td> </tr> </table>	Actual	4.01	Preferred	4.5
5.8 %	37.9 %	56.3 %										
21.4 %	76.7 %											
Actual	4.01											
Preferred	4.5											

● No ● Sometimes ● Yes

No
Sometimes
Yes

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.



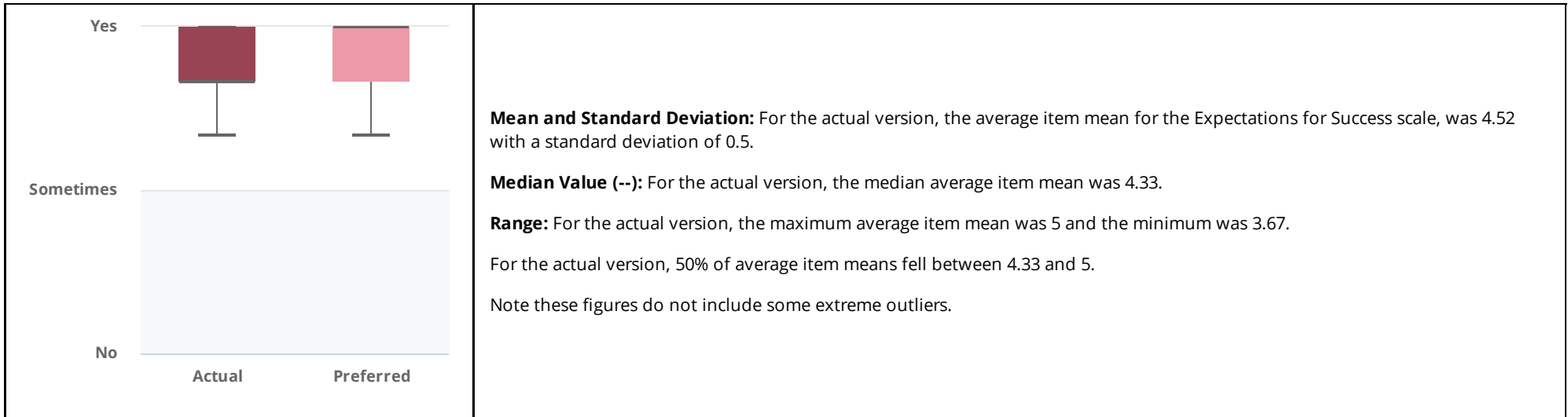
Percentage of each response		Items included in the scale		Average response for each item		
2.9 %	34 %	63.1 %	Actual	Feedback from my teachers helps me to do better.	Actual	4.2
11.7 %		88.3 %	Preferred		Preferred	4.77
5.8 %	35.9 %	58.3 %	Actual	Feedback about where I went wrong in my work helps me to learn.	Actual	4.05
15.5 %		82.5 %	Preferred		Preferred	4.61
7.8 %	36.9 %	55.3 %	Actual	I understand how my teachers mark my work.	Actual	3.95
5.8 %		91.3 %	Preferred		Preferred	4.77

● No
 ● Sometimes
 ● Yes

No Sometimes Yes

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.



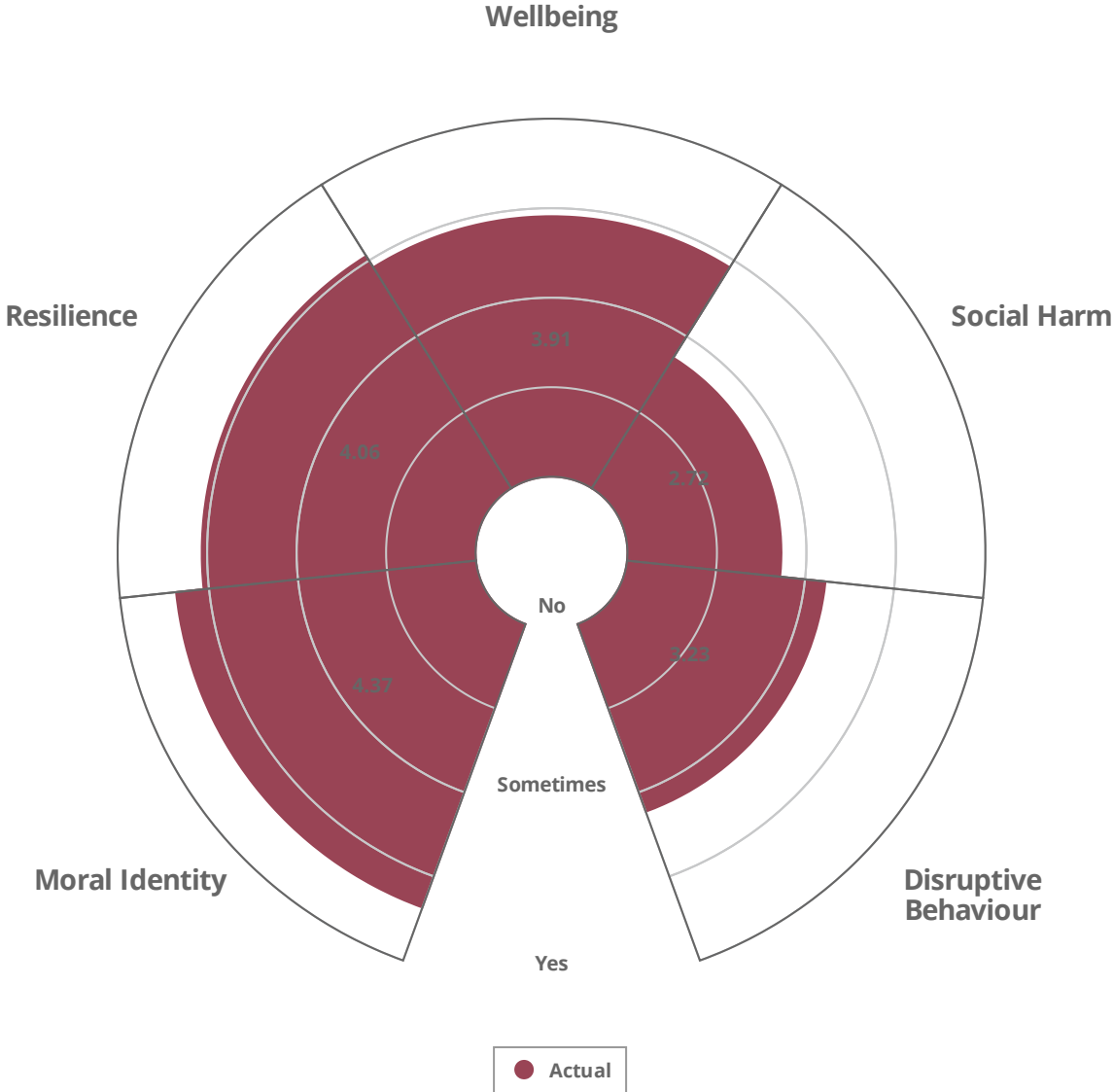
Percentage of each response		Items included in the scale		Average response for each item		
21.4 %	77.7 %	Actual	The teachers expect me to do well.	Actual	4.53	
17.5 %	81.6 %	Preferred		Preferred	4.61	
8.7 %	90.3 %	Actual	The teachers expect me to try my hardest.	Actual	4.79	
6.8 %	91.3 %	Preferred		Preferred	4.79	
3.9 %	43.7 %	52.4 %	Actual	My teachers give me work that makes me think hard.	Actual	3.97
8.7 %	32 %	59.2 %	Preferred		Preferred	4.01

● No
 ● Sometimes
 ● Yes

No Sometimes Yes

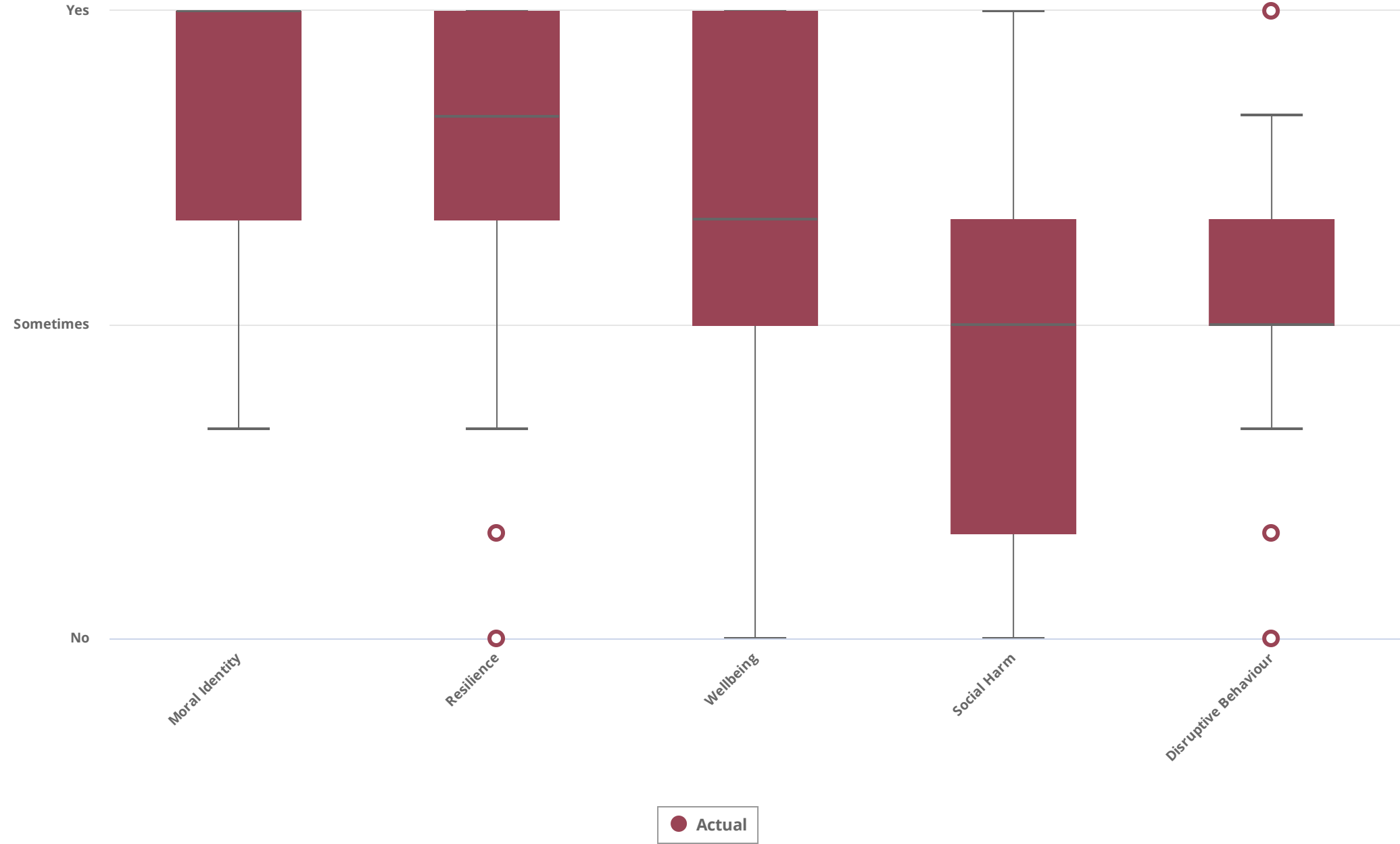
Protective and Risk Factors

Means for each construct.



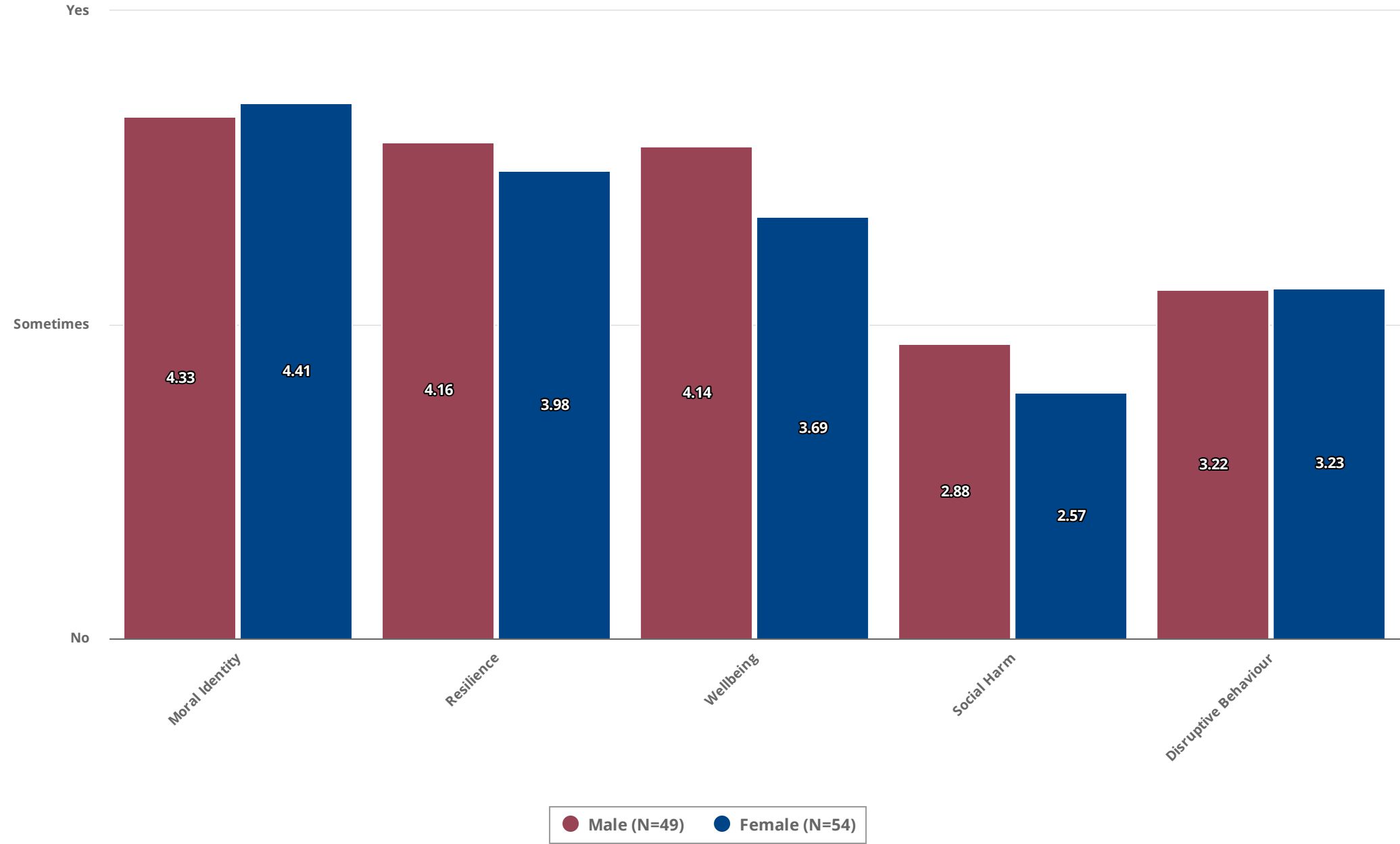
Protective and Risk Factors

Variations for each construct.



Protective and Risk Factors: By Gender

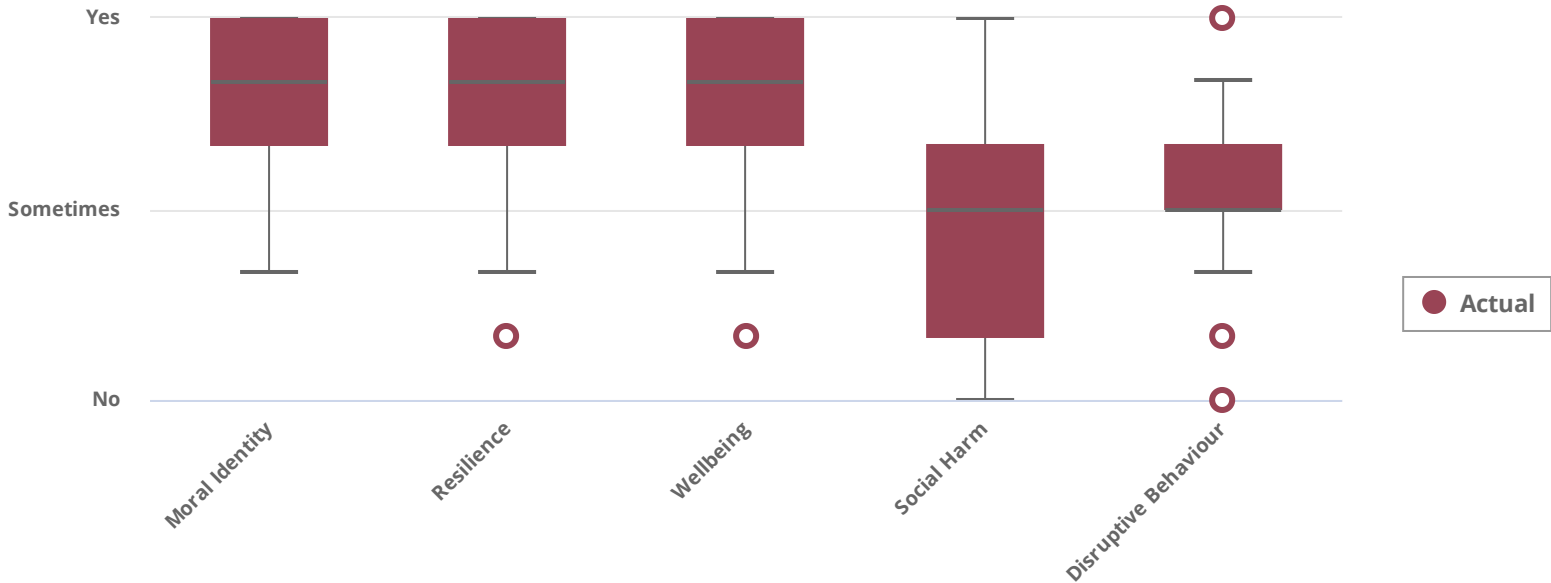
Means for each construct. Categories with less than four responses have been omitted.



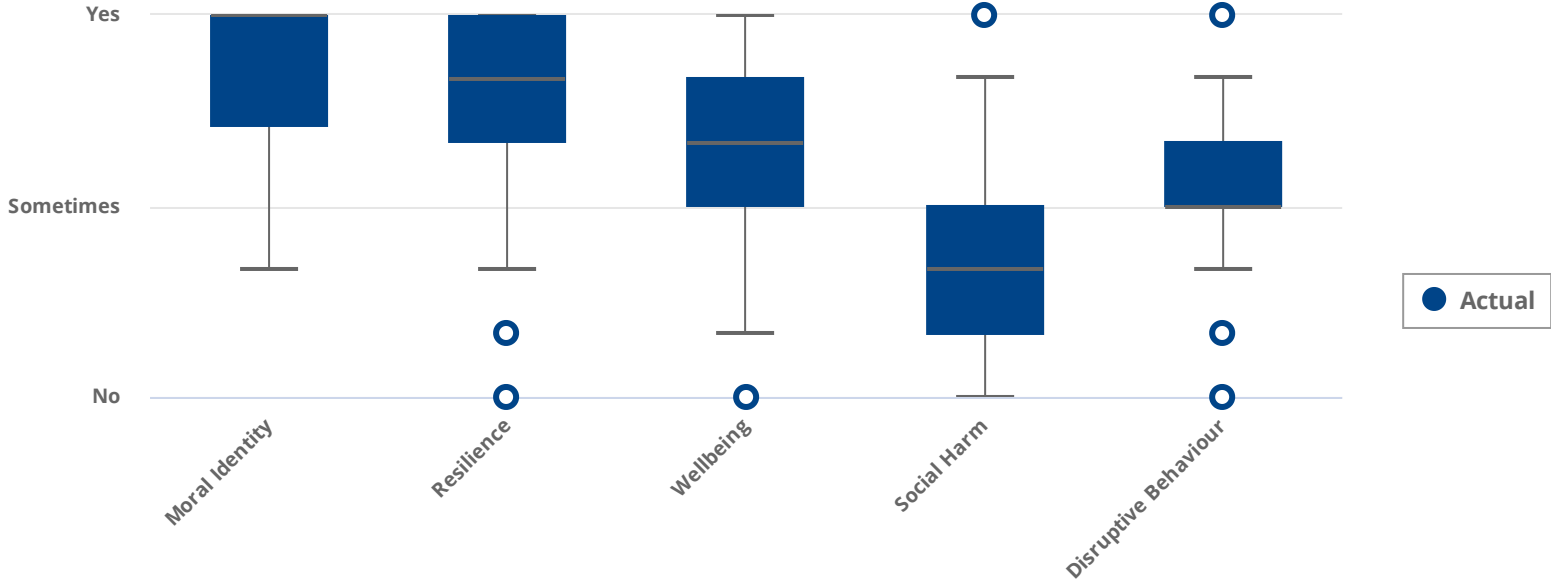
Protective and Risk Factors: By Gender

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

Category:
Male (N=49)

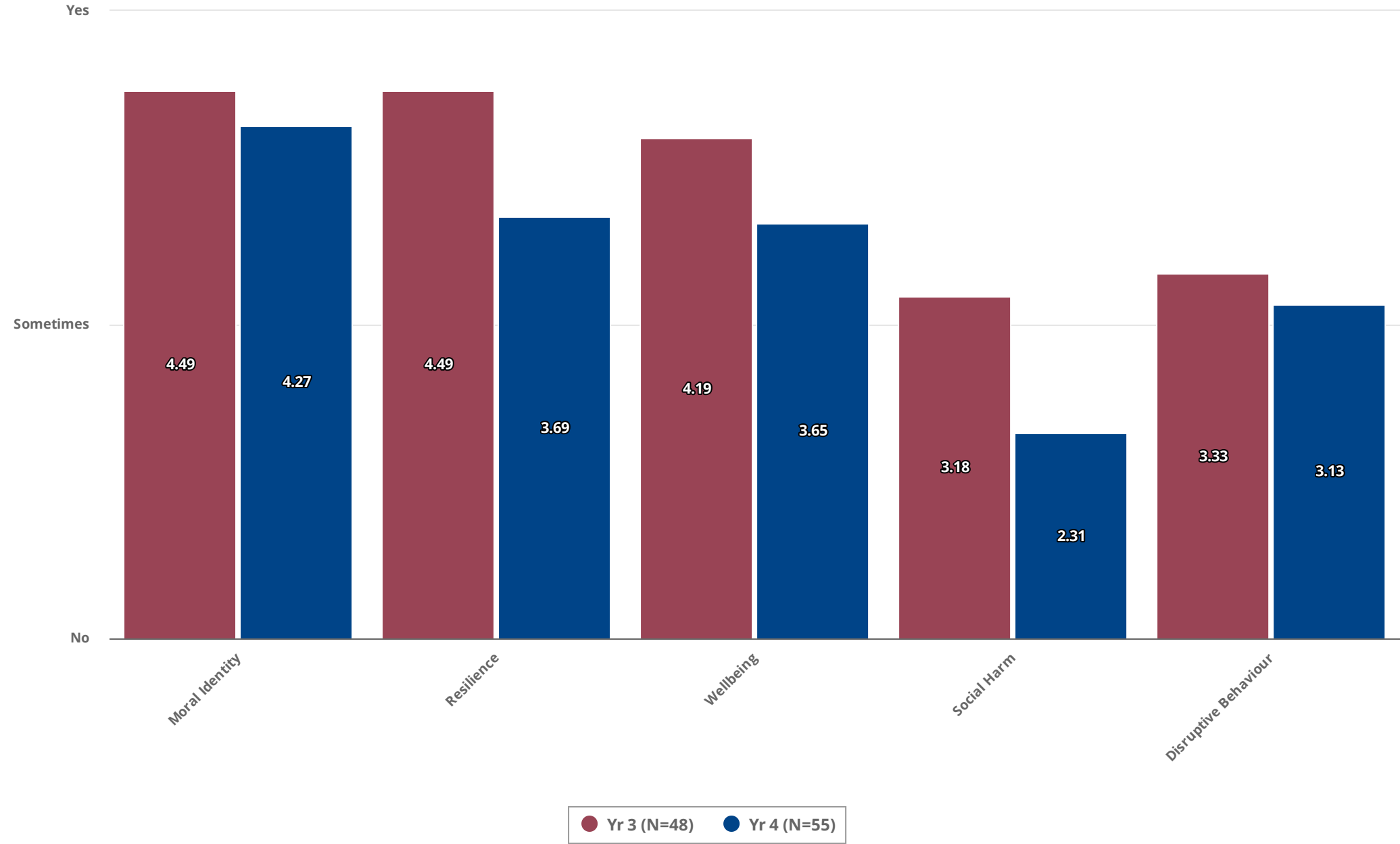


Category:
Female (N=54)



Protective and Risk Factors: By Year Level

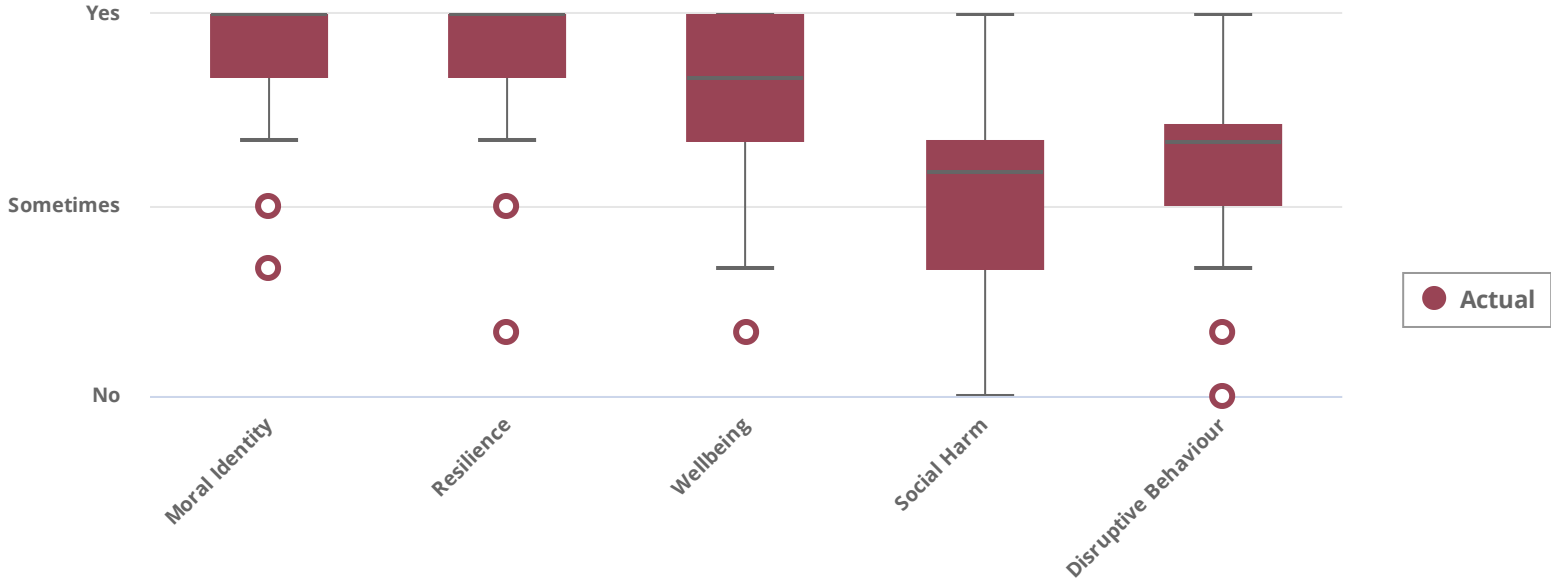
Means for each construct. Categories with less than four responses have been omitted.



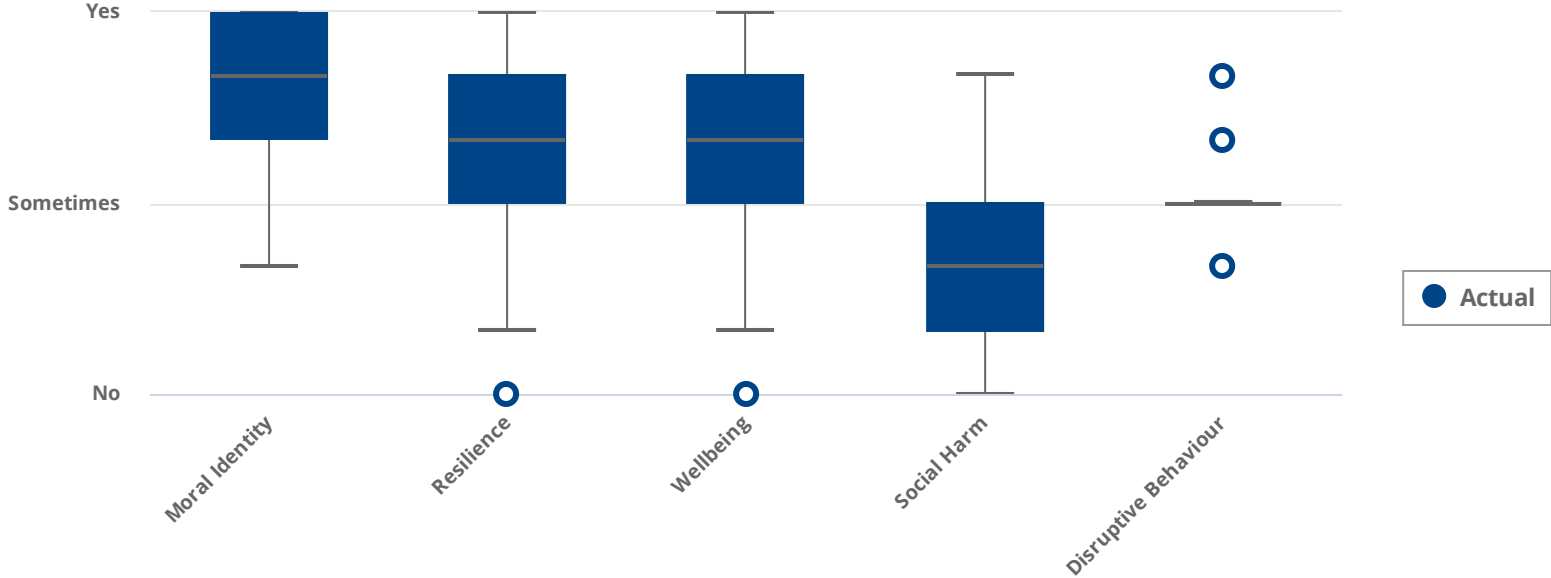
Protective and Risk Factors: By Year Level

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

Category:
Yr 3 (N=48)

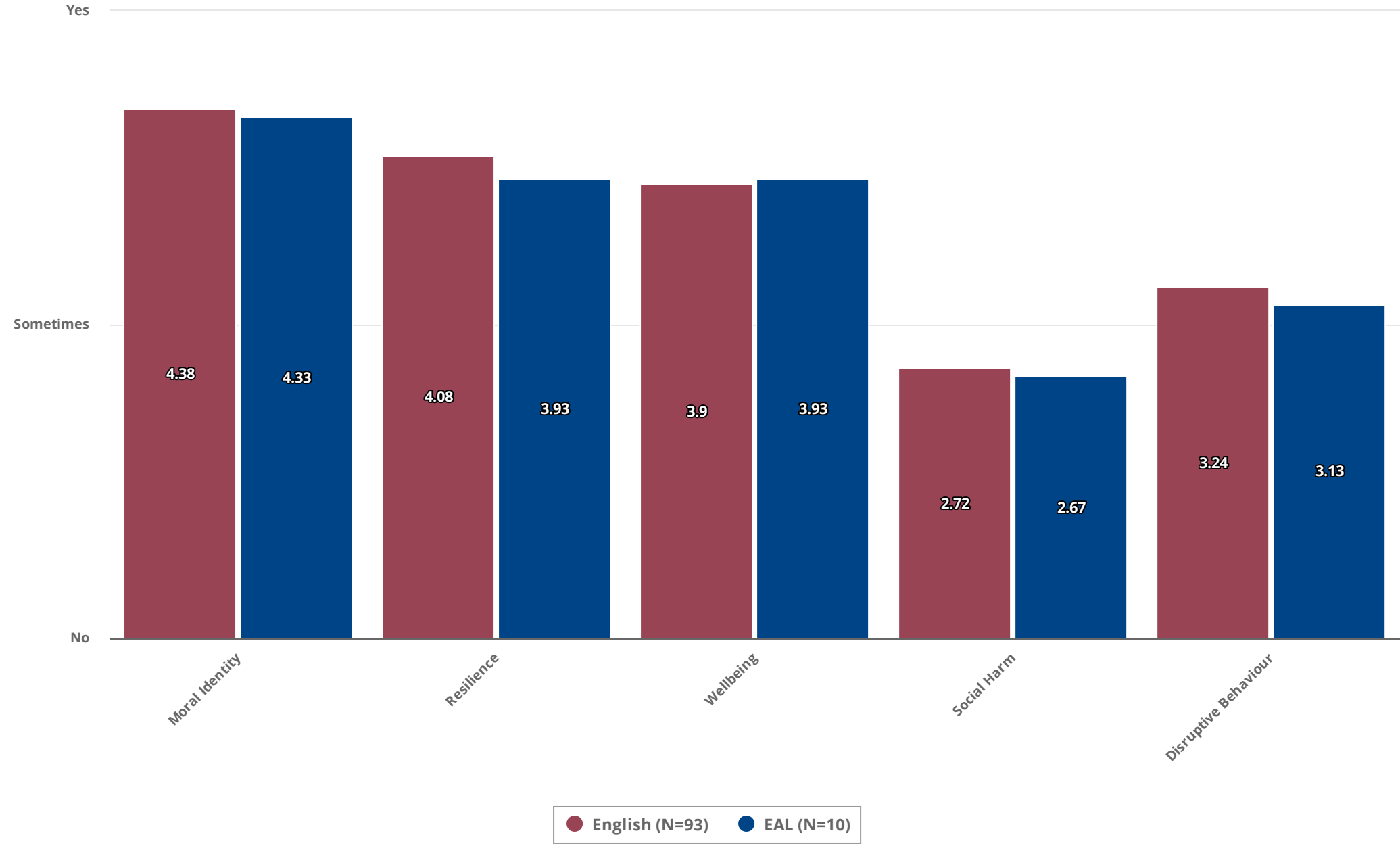


Category:
Yr 4 (N=55)



Protective and Risk Factors: By Language

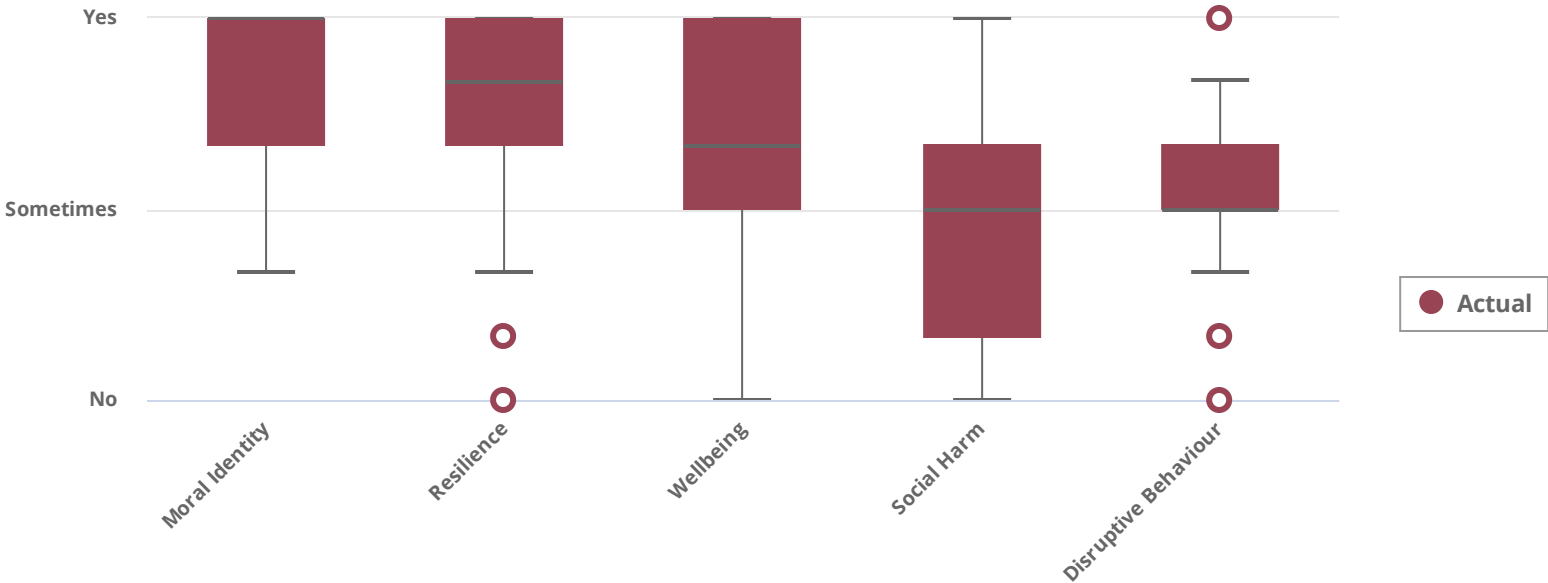
Means for each construct. Categories with less than four responses have been omitted.



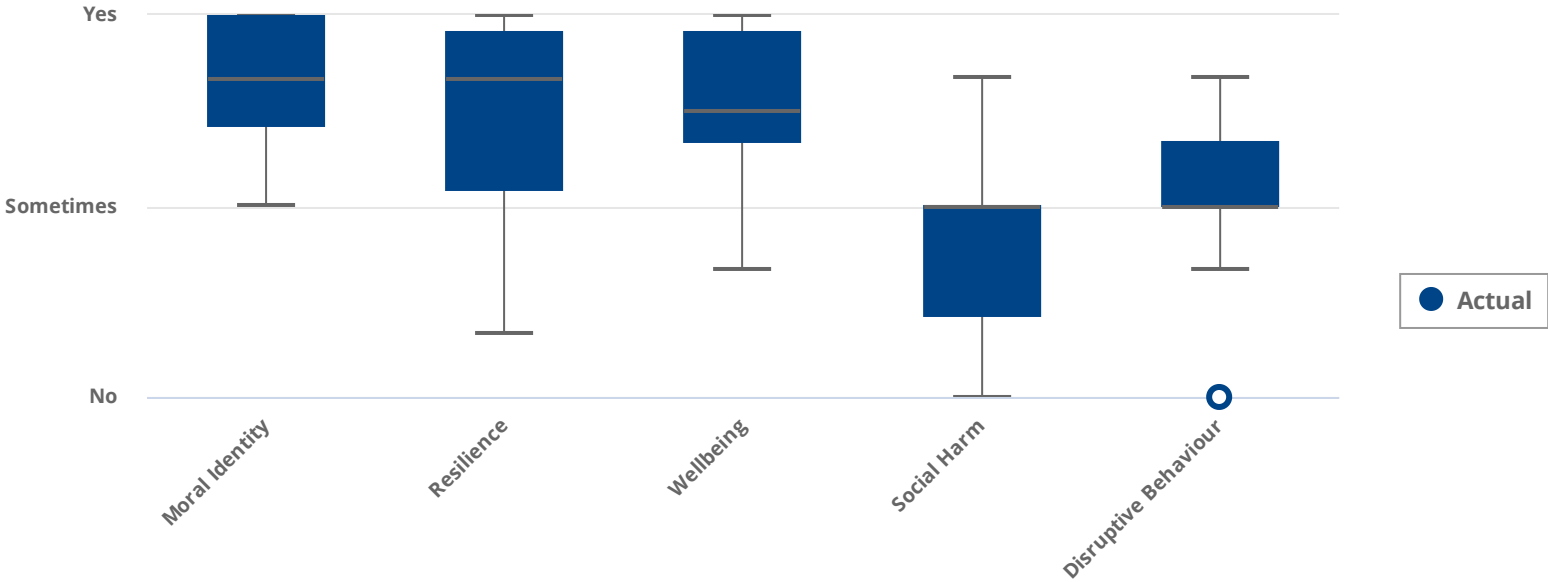
Protective and Risk Factors: By Language

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

Category:
English (N=93)

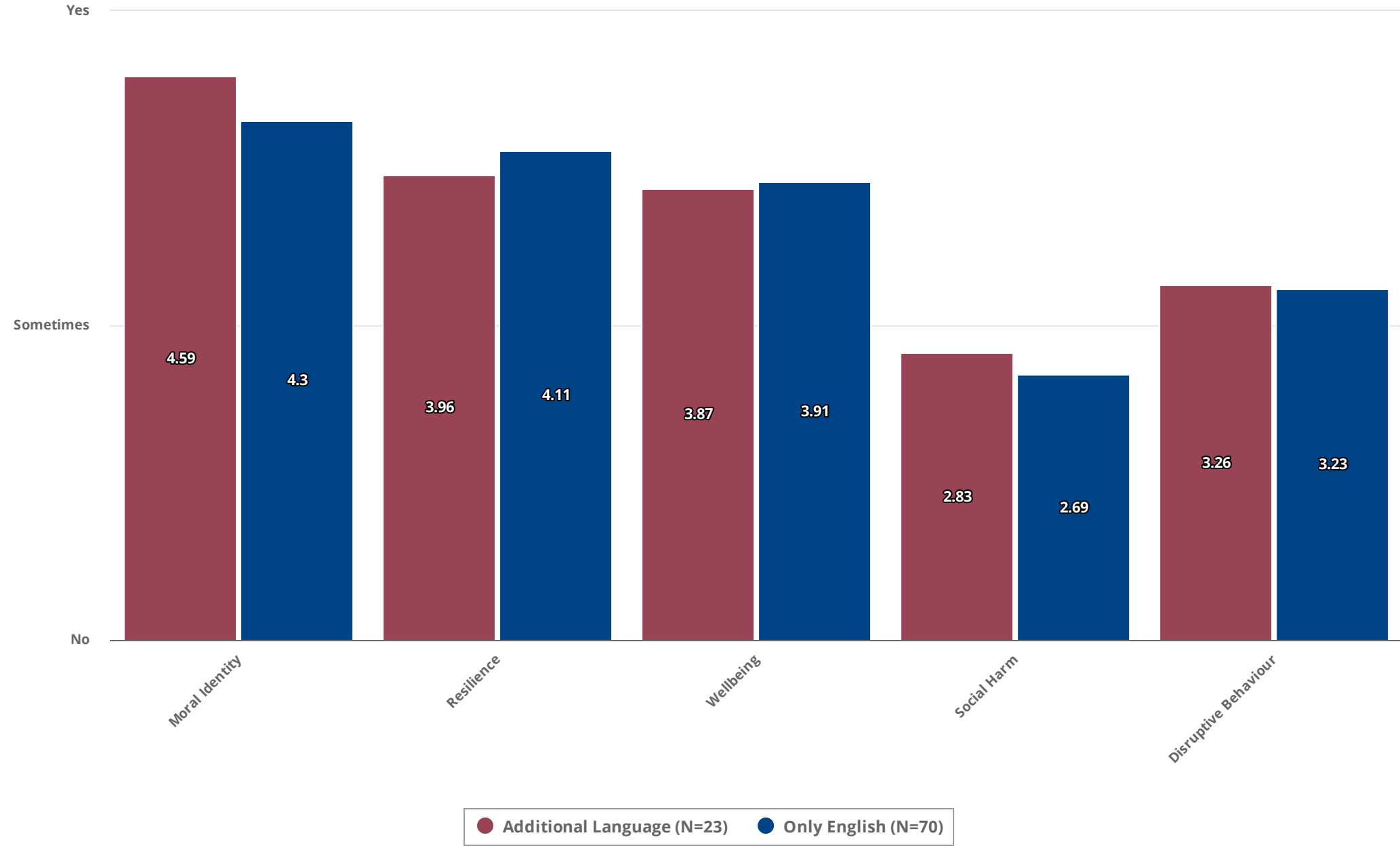


Category:
EAL (N=10)



Protective and Risk Factors: By Additional Language

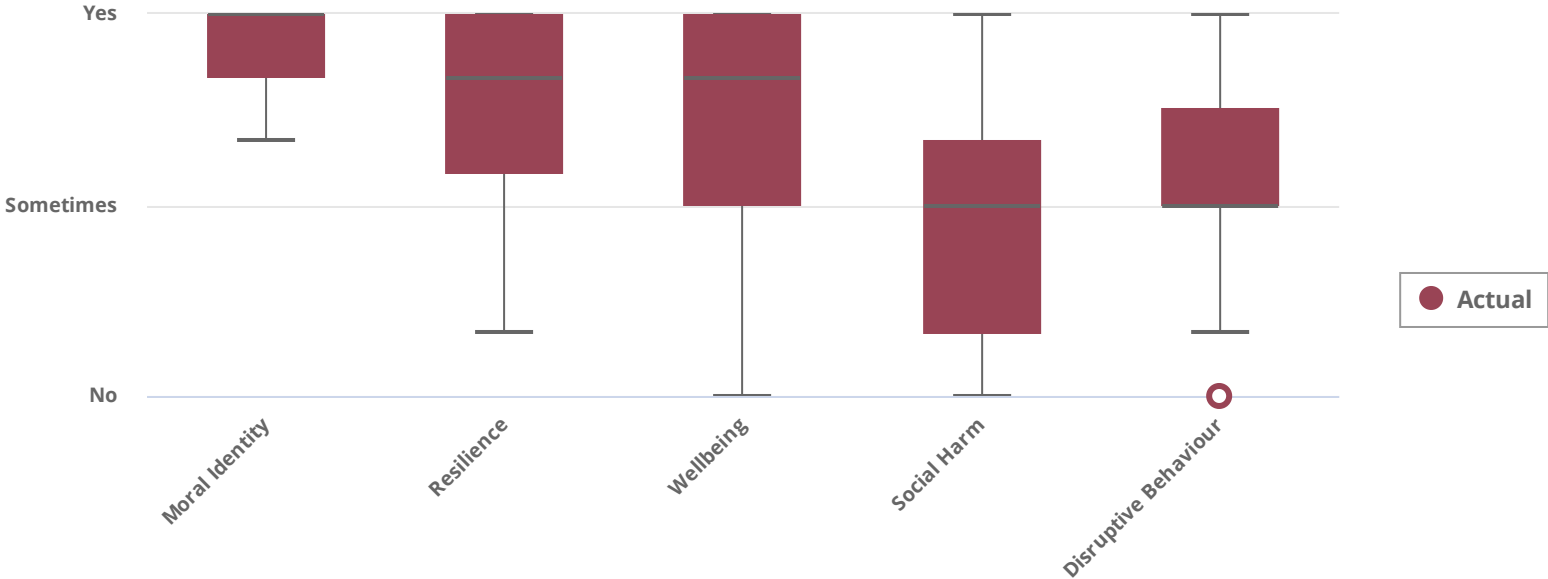
Means for each construct. Note, only participants who selected 'English' for the previous question responded to this question. Categories with less than four responses have been omitted.



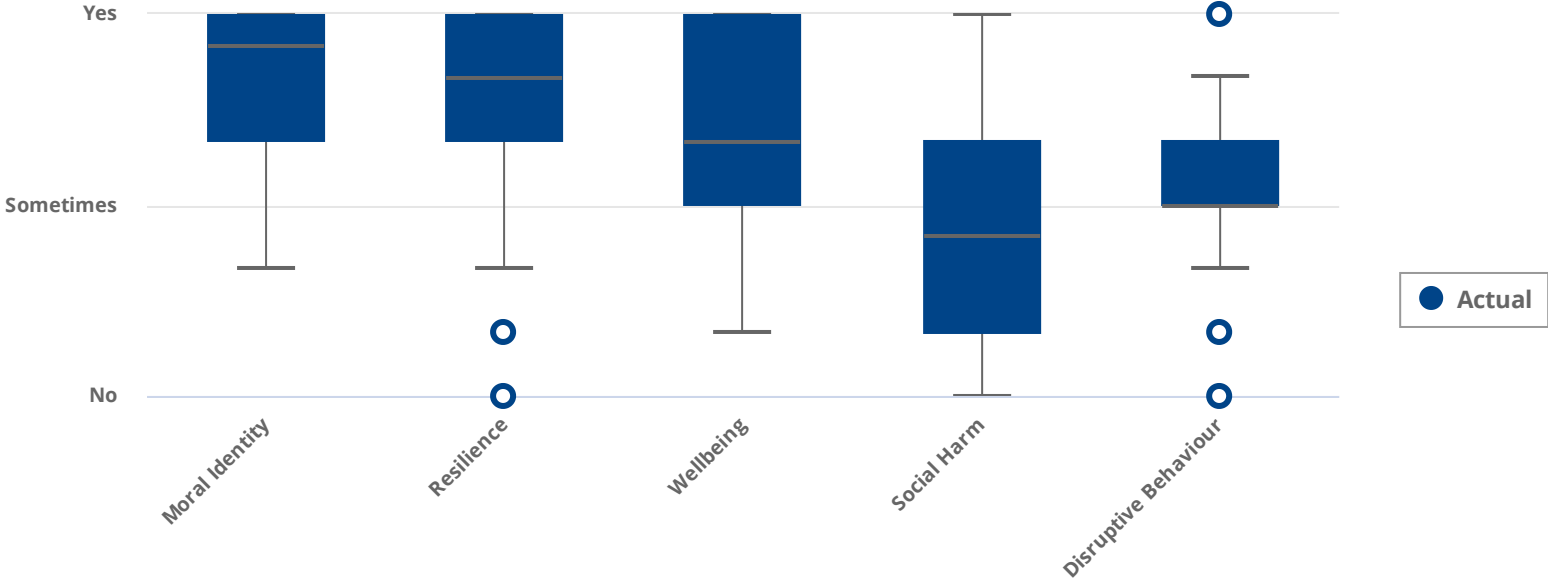
Protective and Risk Factors: By Additional Language

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=23)

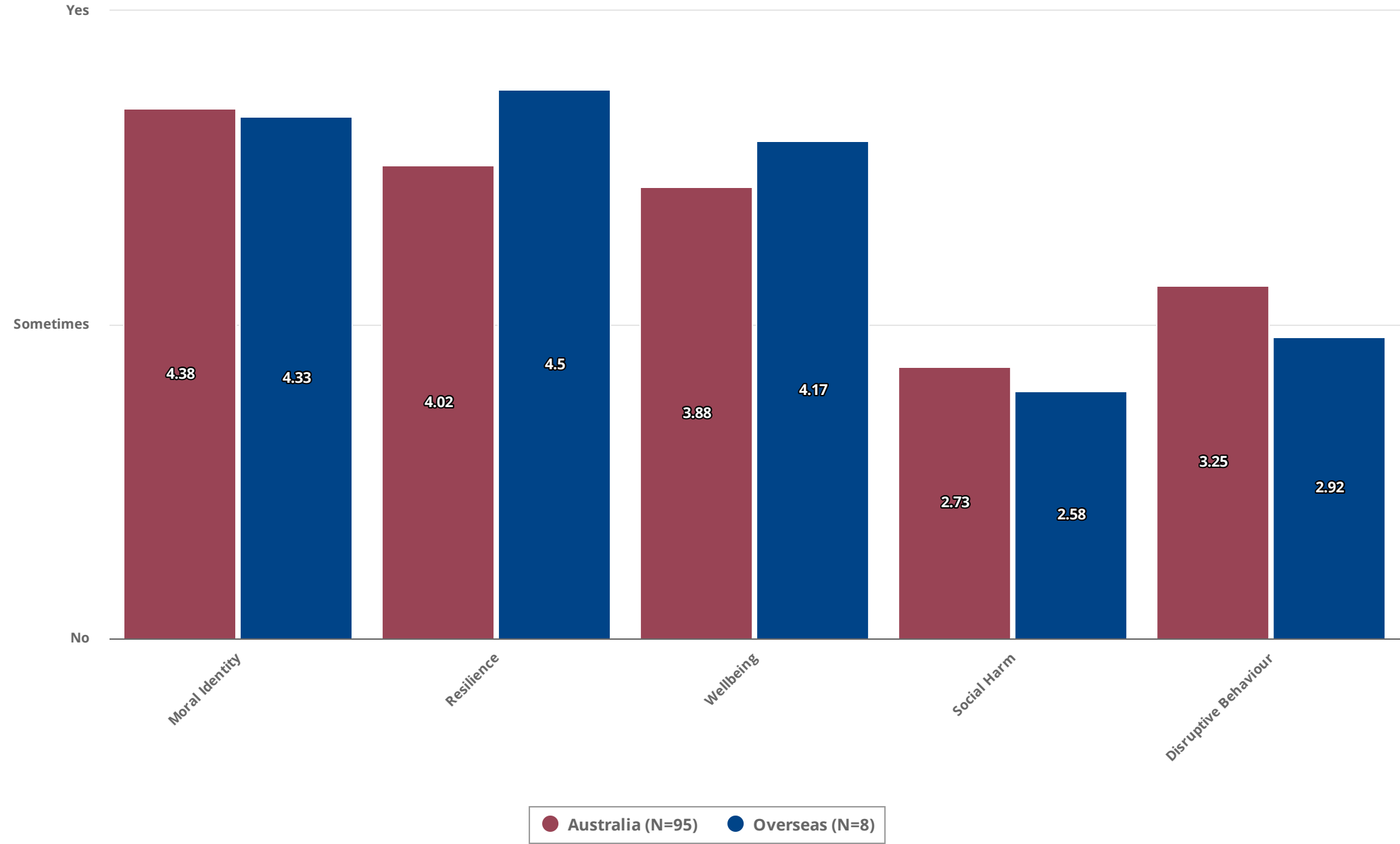


Category:
Only English (N=70)



Protective and Risk Factors: By Birth Place

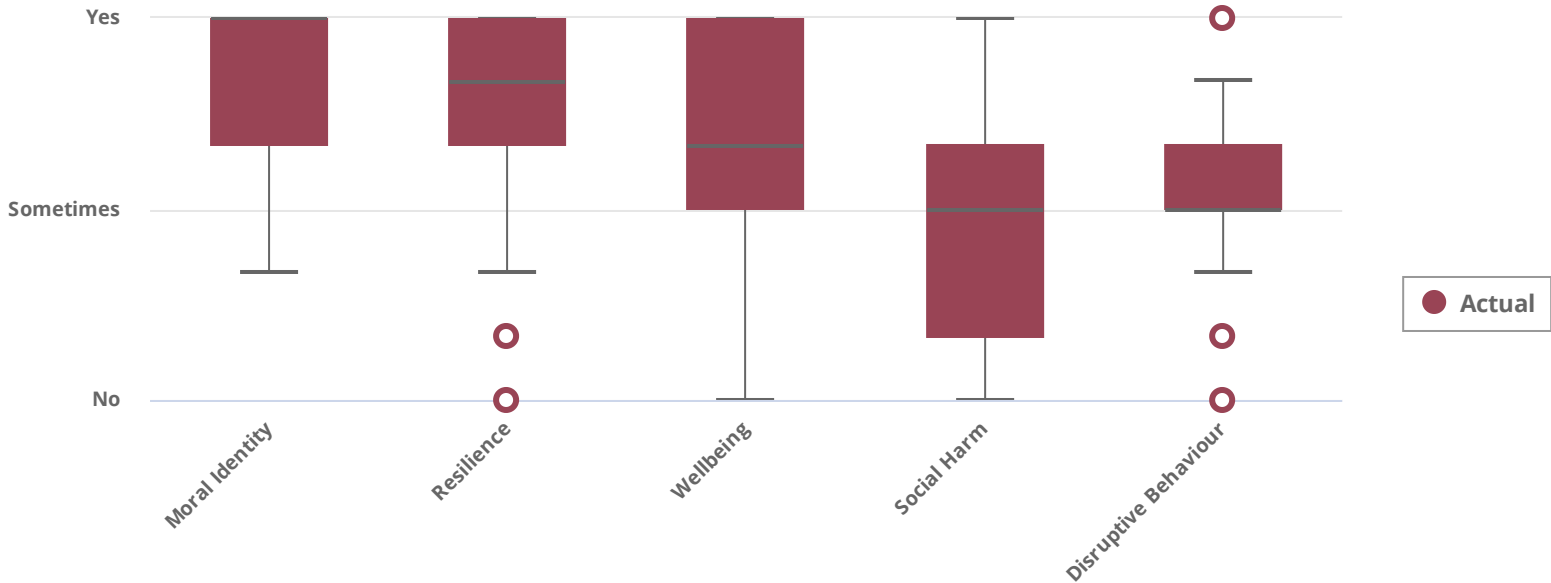
Means for each construct. Categories with less than four responses have been omitted.



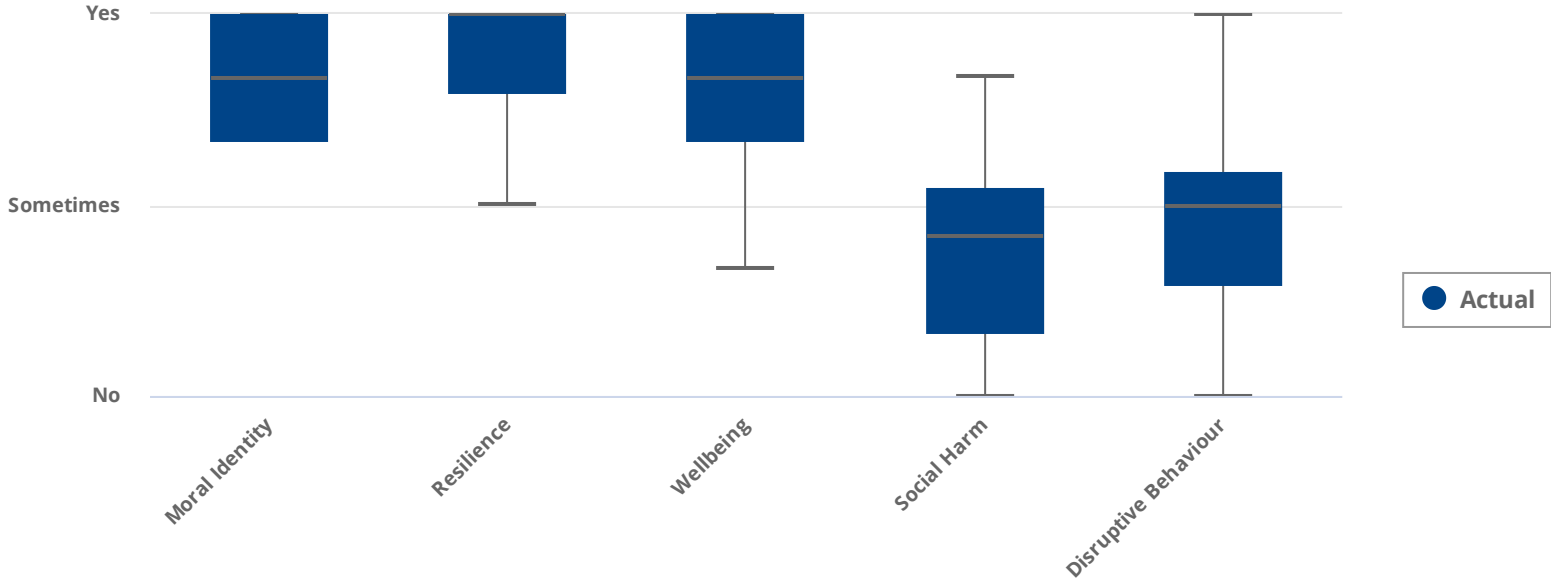
Protective and Risk Factors: By Birth Place

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

Category:
Australia (N=95)

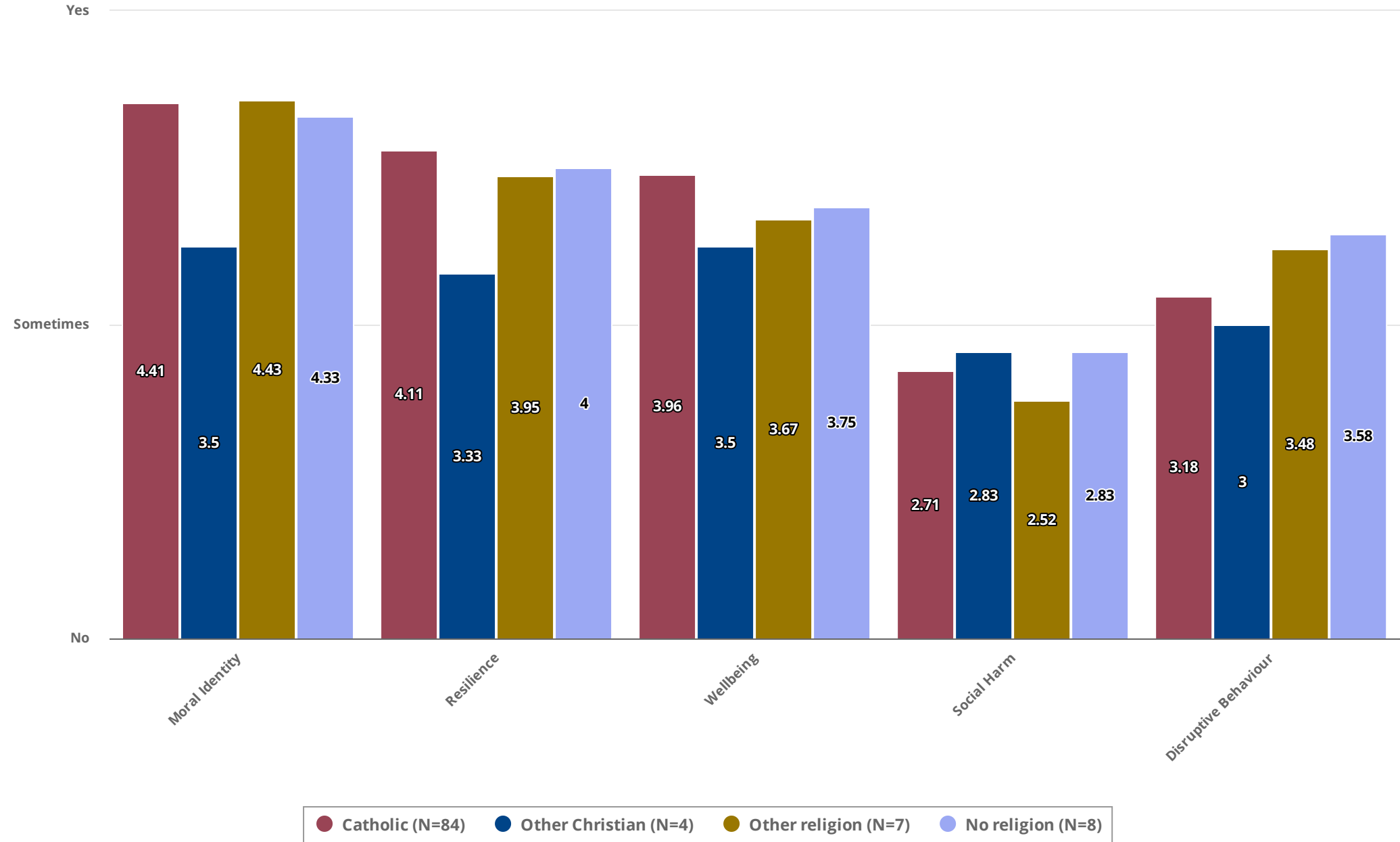


Category:
Overseas (N=8)



Protective and Risk Factors: By Religion

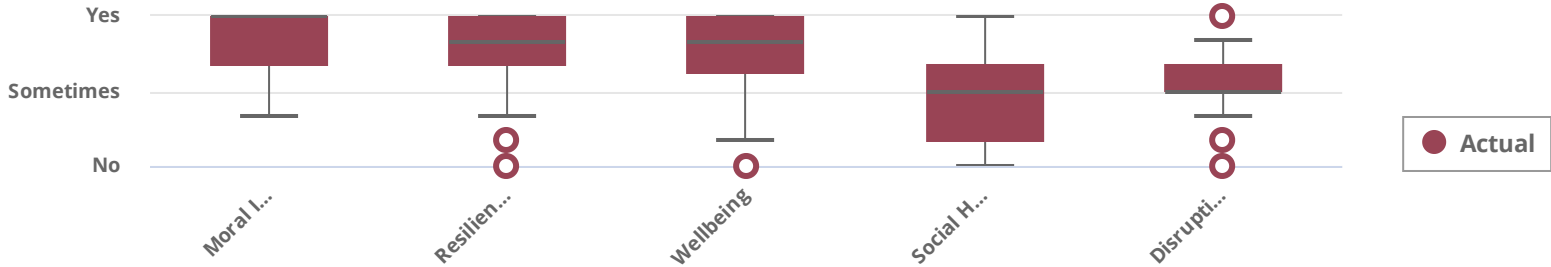
Means for each construct. Categories with less than four responses have been omitted.



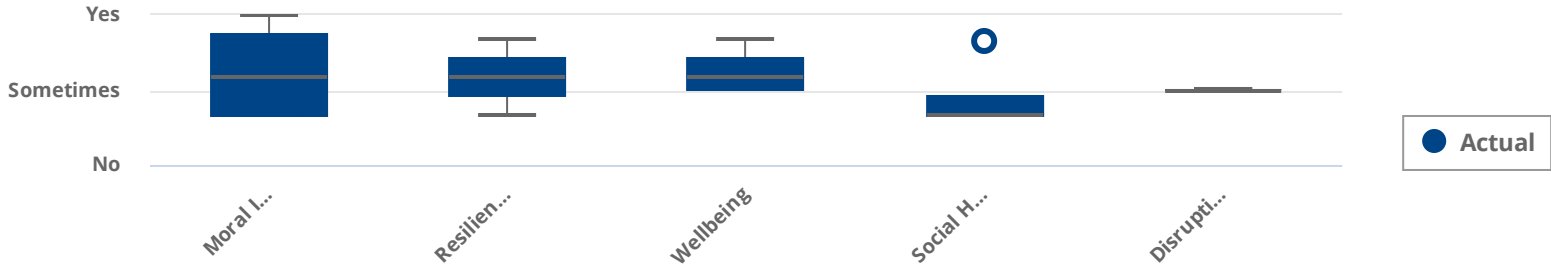
Protective and Risk Factors: By Religion

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

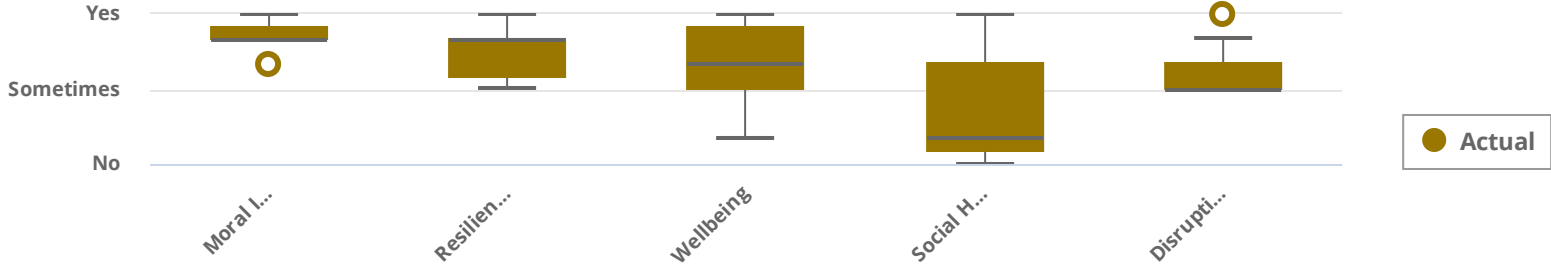
Category:
Catholic (N=84)



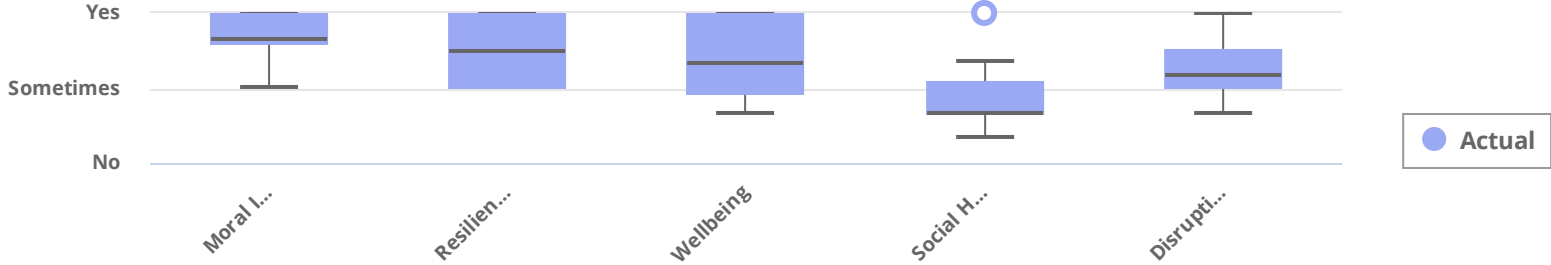
Category:
Other Christian (N=4)



Category:
Other religion (N=7)

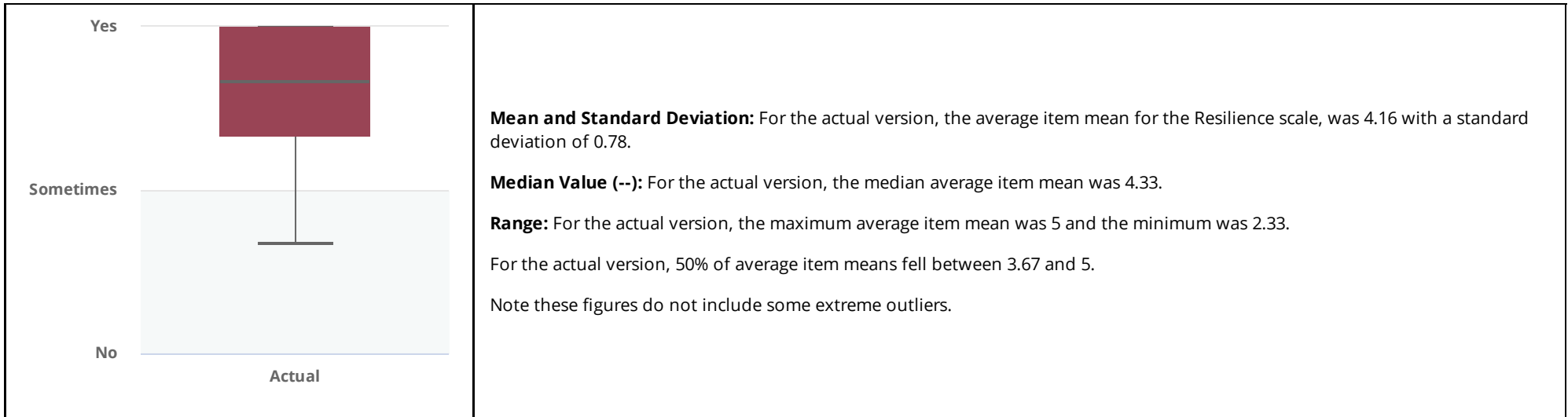


Category:
No religion (N=8)



Resilience

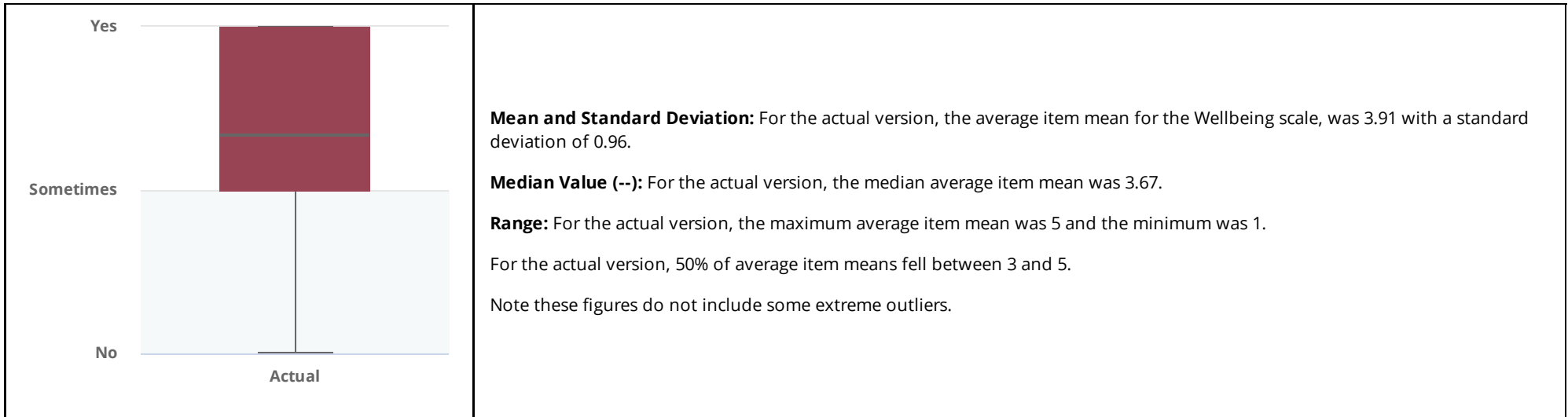
The RESILIENCE construct assesses the extent to which students are able to cope with adversity and stress and achieve goals in the face of obstacles.



Percentage of each response	Items included in the scale	Average response for each item
<p>2.9 % 37.9 % 59.2 %</p>	<p>Actual I keep trying even when things go wrong. Actual</p>	<p>4.13</p>
<p>6.8 % 24.3 % 68.9 %</p>	<p>Actual I try to look at the good side of things. Actual</p>	<p>4.24</p>
<p>8.7 % 41.7 % 49.5 %</p>	<p>Actual I try to keep smiling when things are hard. Actual</p>	<p>3.82</p>
<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.



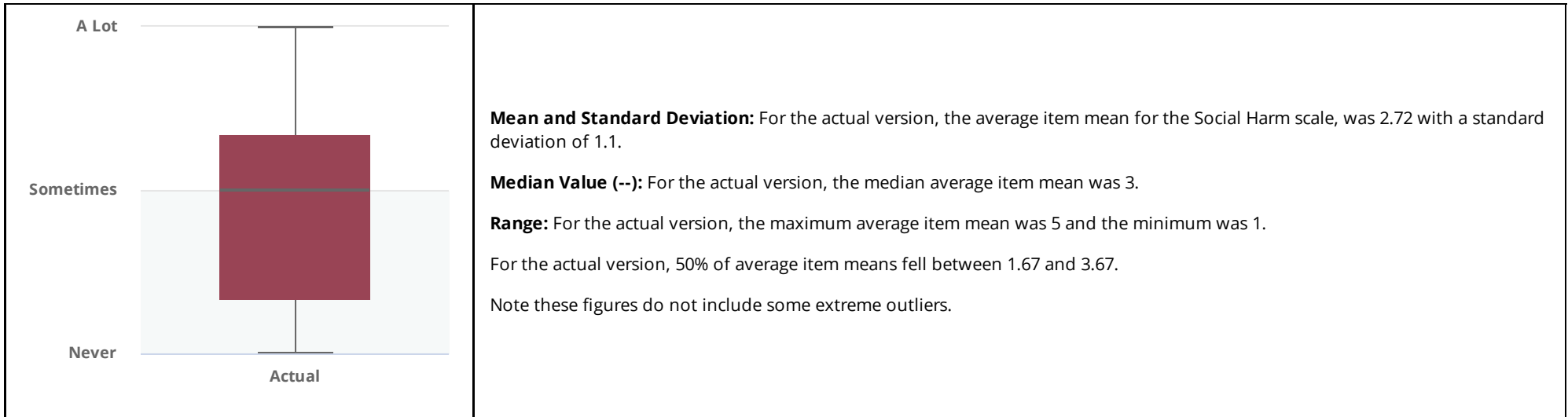
Percentage of each response	Items included in the scale	Average response for each item
<p>3.9 % 41.7 % 54.4 %</p>	Actual I have been happy. Actual	<p>4.01</p>
<p>4.9 % 47.6 % 47.6 %</p>	Actual I have looked forward to each day. Actual	<p>3.85</p>
<p>8.7 % 39.8 % 51.5 %</p>	Actual I have felt full of energy. Actual	<p>3.85</p>

● No ● Sometimes ● Yes

No Sometimes Yes

Social Harm

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



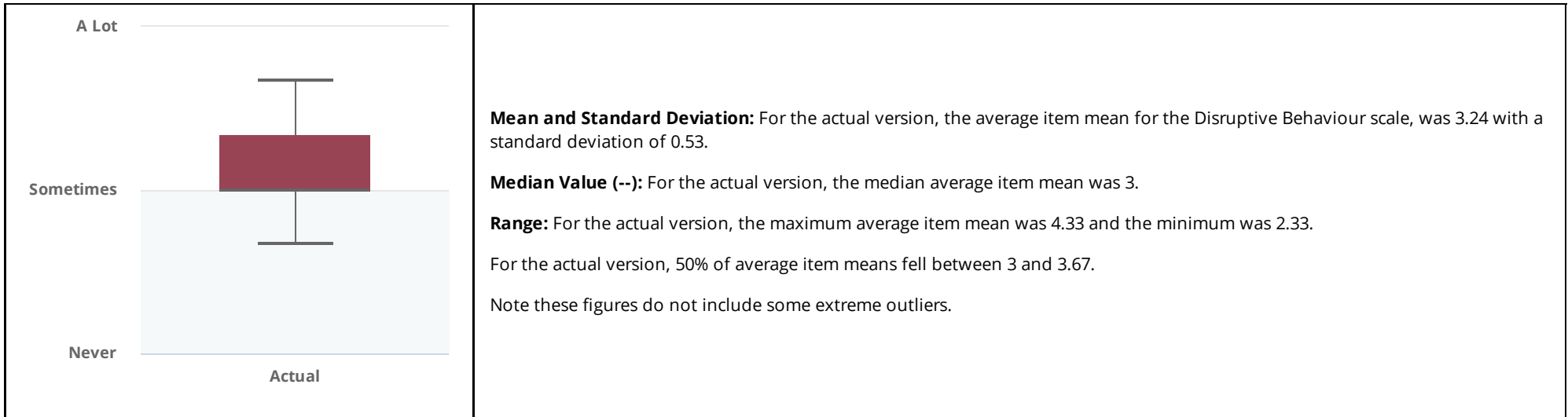
Percentage of each response	Items included in the scale	Average response for each item
	Actual I have been teased at school. Actual	
	Actual I have been called names at school. Actual	
	Actual I have been hit at school. Actual	

● Never ● Sometimes ● A Lot

Never Sometimes A Lot

Disruptive Behaviour

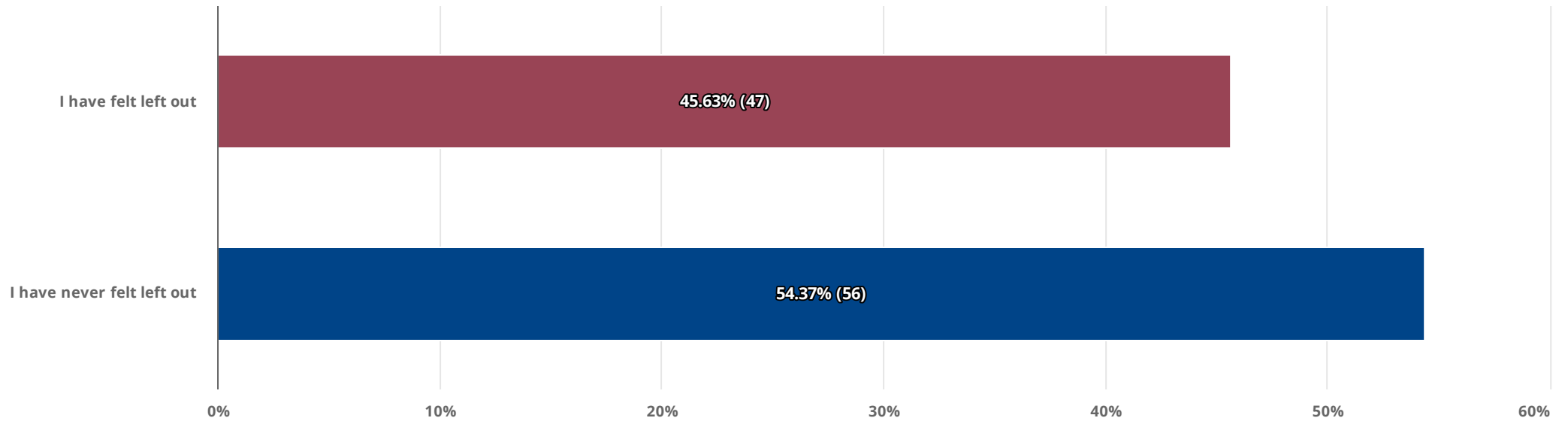
The DISRUPTIVE BEHAVIOUR construct assesses the extent to which students perceive lessons to be disrupted by others.



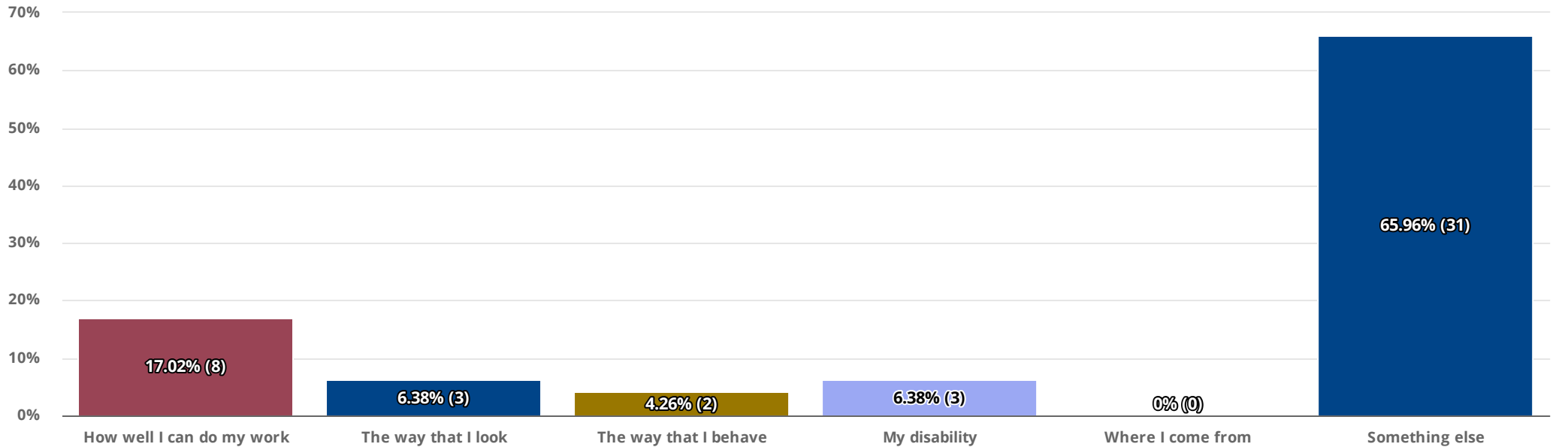
Percentage of each response	Items included in the scale	Average response for each item
	Actual Students distracted me from my work. Actual	
	Actual Students did not listen to the teacher. Actual	
	Actual Students misbehaved. Actual	

● Never ● Sometimes ● A Lot

Feeling Left Out



Reasons for Feeling Left Out

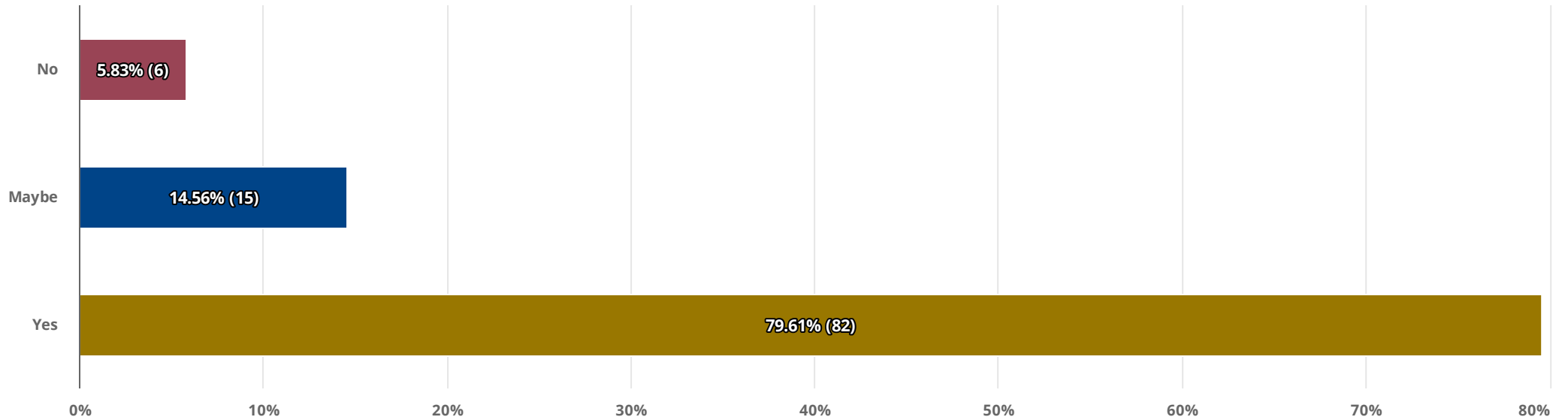


Text Responses for Students who Selected 'Something else'

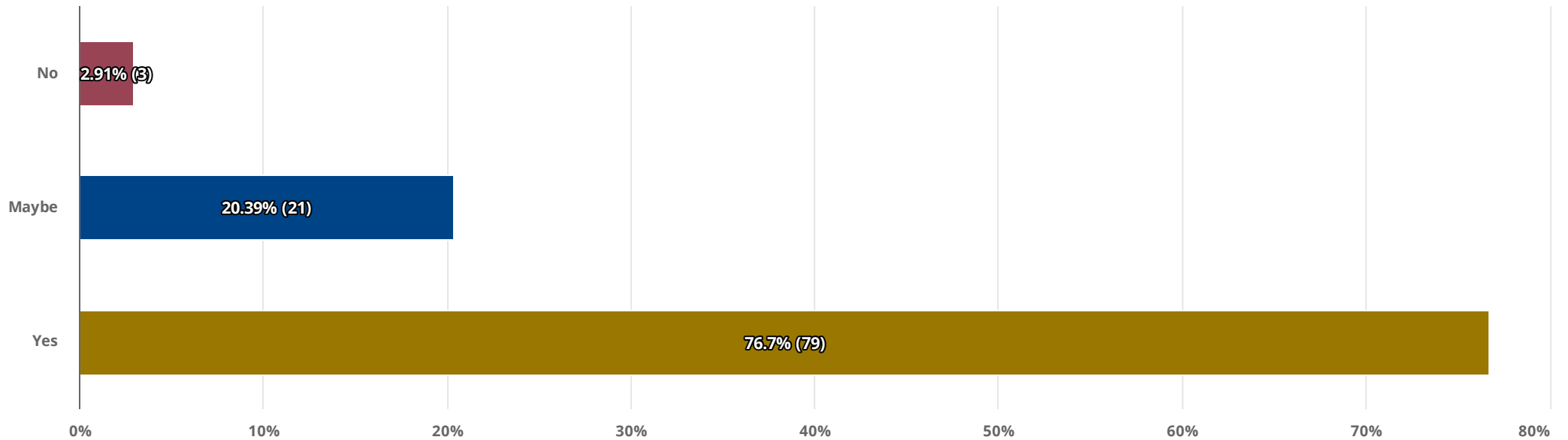
The responses below were from the students who selected 'Something else' for the reason for feeling left out.

Because I get bullied and my friends don't want to get involved so they leave me the bully and that happens a lot
Because I have another friend that they don't like
Because of my gender.
Because sometime when I talk they ignore.
By my sport stuff that I like
For not being good at things
Friends haven't really talked to me.
I don't no
I don't really like the games that other people play
I feel left out when i play it.
Kids being annoying and mean to me .
My family
My friend sometimes says no I can join gymnastics
My friends do something without me or don't want to play with me or just get mad before they think about it.
Nobody played whith me
People at school leave me out in things. other answer is private.
People at school make me feel left out and sad by ignoring me, and being mean, The rest is private.
People being mean
People don't include me all the time
People don't listen to me
Sad
Sitting alone at lunch time.
Sometimes i get left out of groups
That how I play a game or if I get something wrong
Thay wood not let me play
The kids don't like me.
When at lunch time when me and my friends are sitting in a circle and the circle closes in so I can't fit in. When one of my friends are talking to one of my other friends with their backs facing me.
When everyone is better than me and they brag about it.
kids excluded me from playing games and from convosations and some other things.

There is at least one adult at this school that I can trust

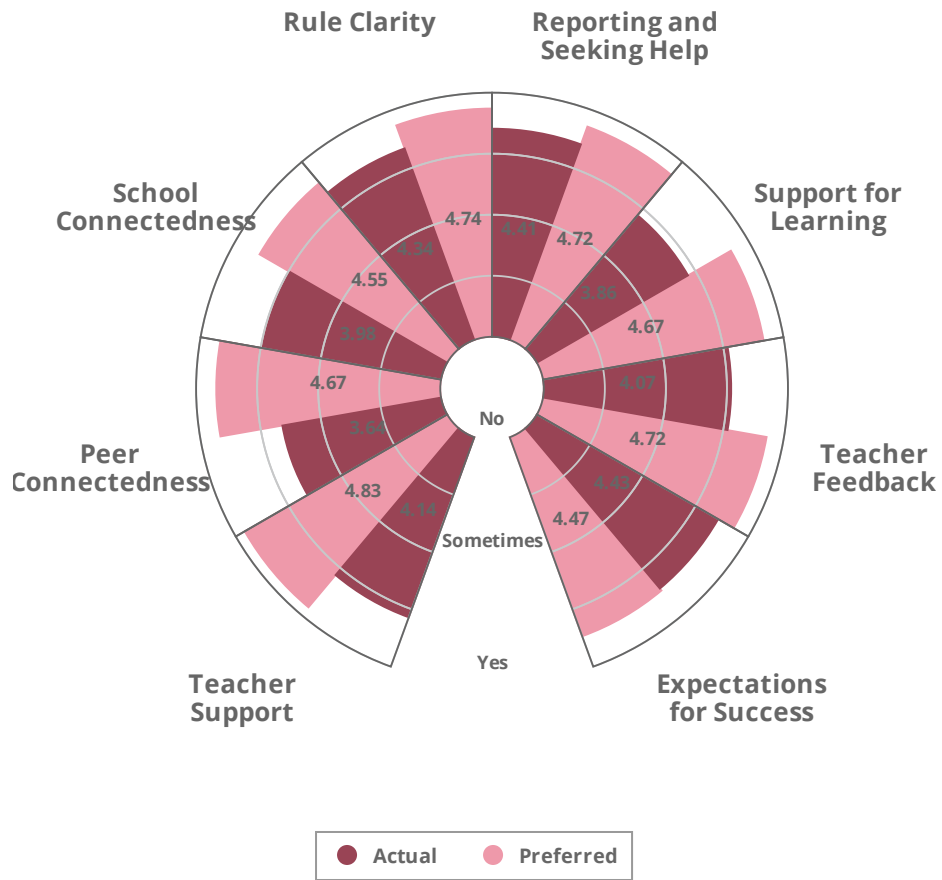


There is at least one adult at this school who cares about me



Overview

Middle Primary: Views on the School Climate



Overview

Middle Primary: Protective and Risk Factors

