NSI Partnerships

Effective School Improvement

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

Notre Dame Catholic Primary School, Cloverdale WA 6105

Feedback for 2022

78 participants completed the survey

No participants were found to be disengaged.

NSI CEWA Student Voice (WHITS-UP) (#873)
Survey closed on 24-05-2022

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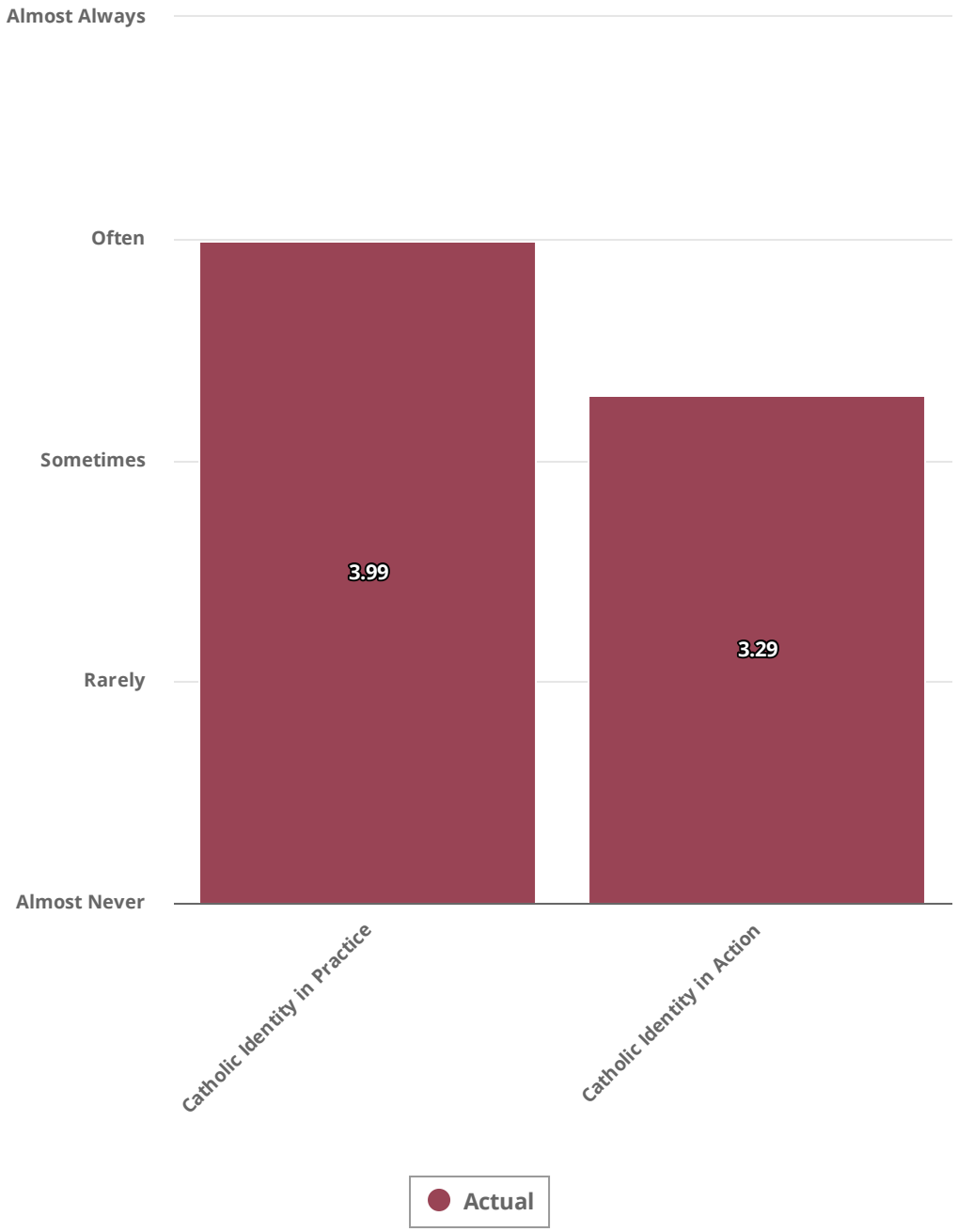
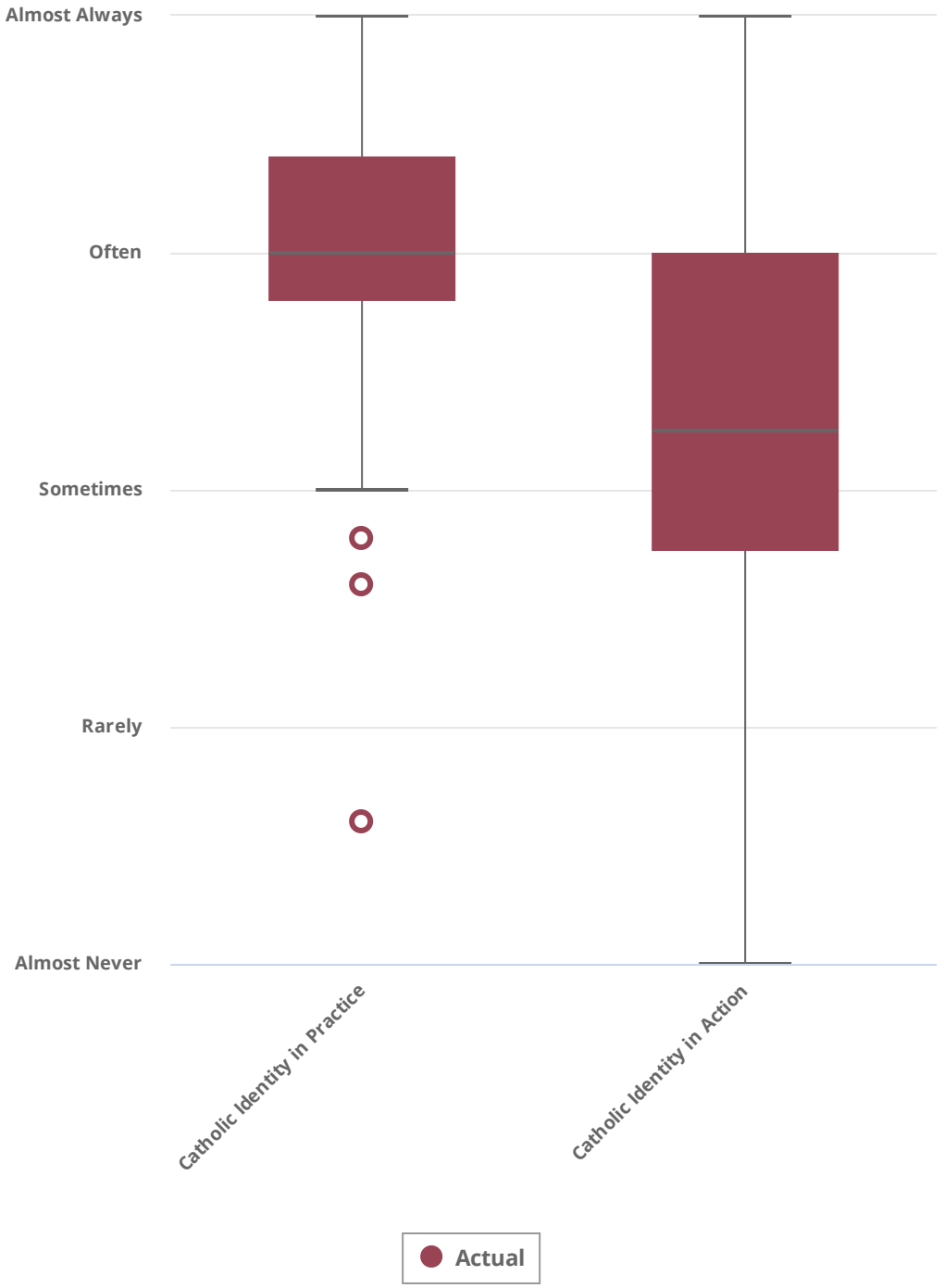
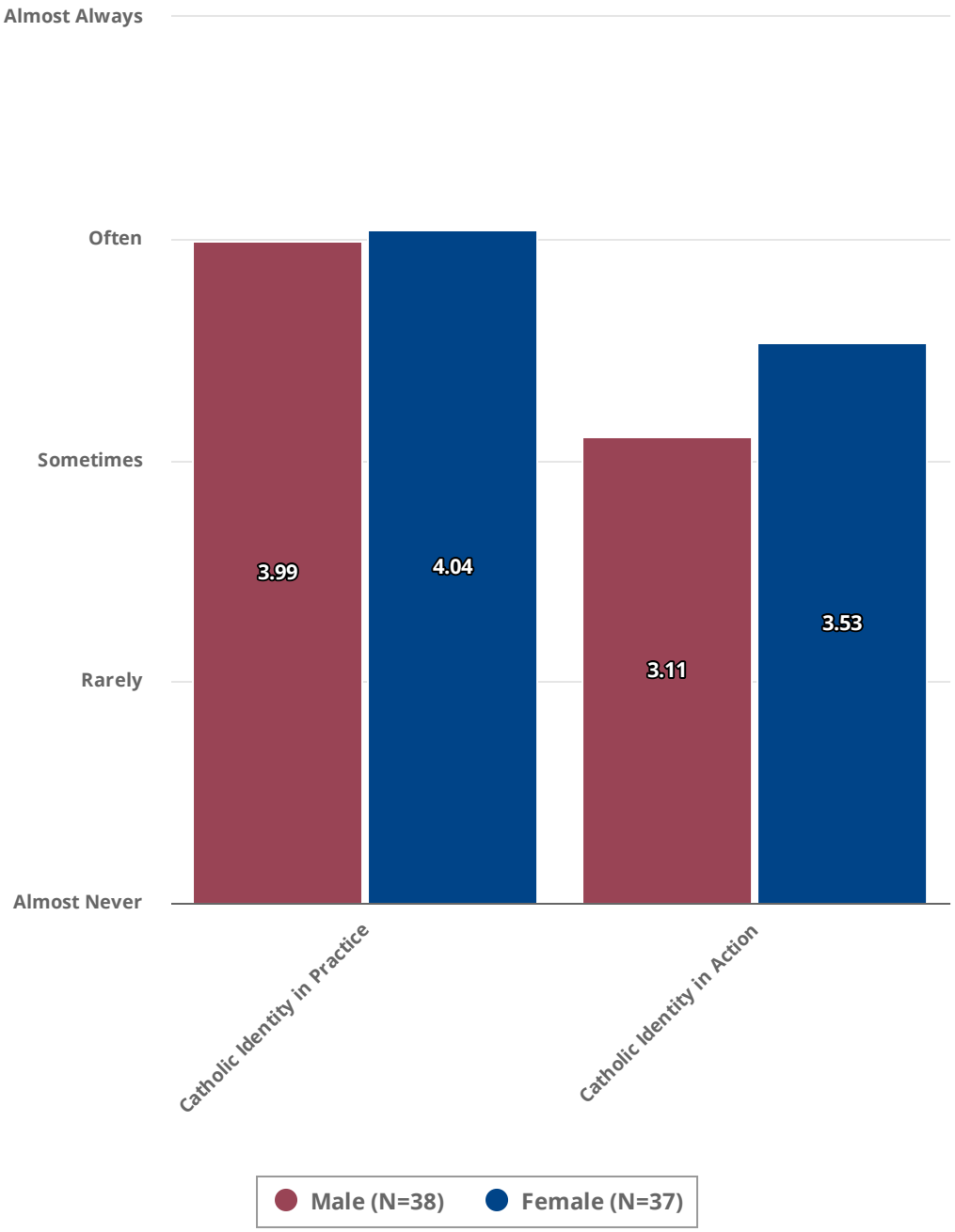
Catholic Identity

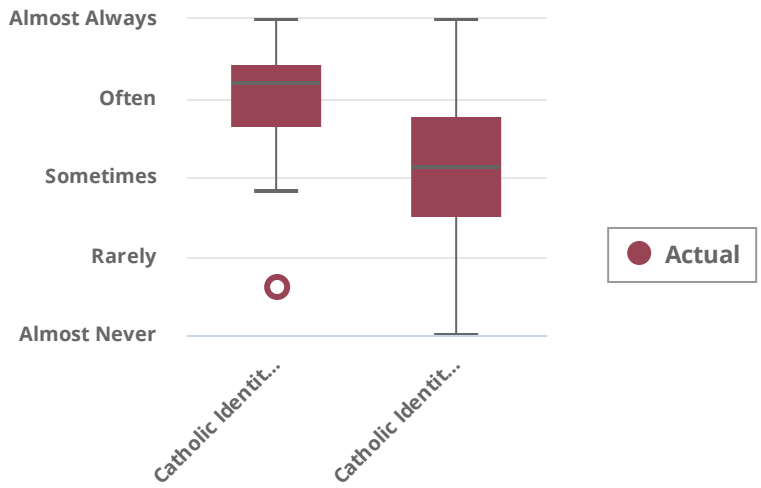




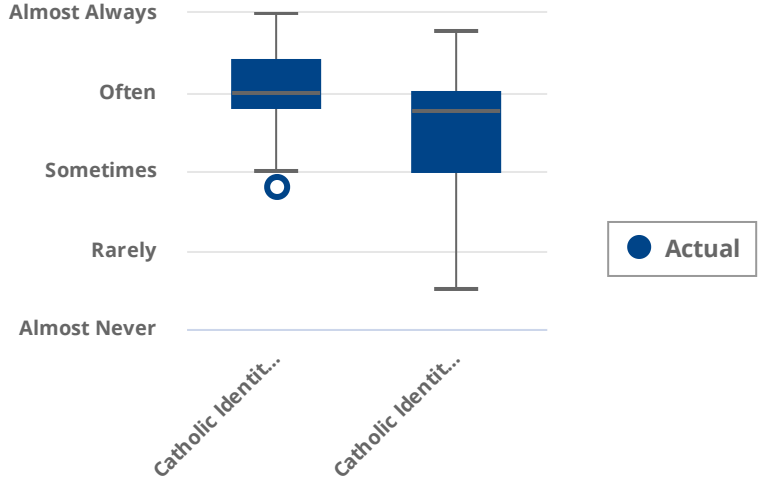
Catholic Identity: By Gender



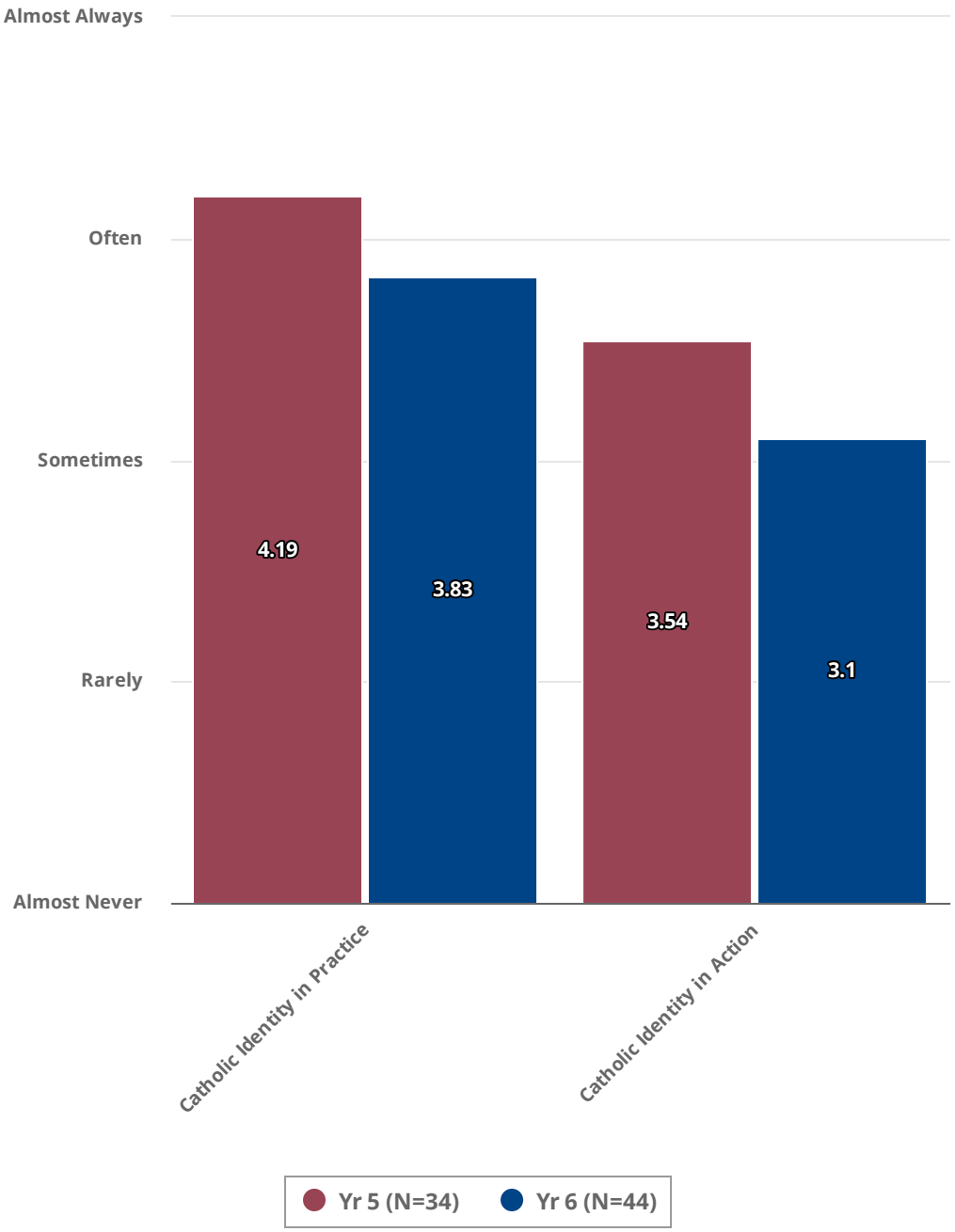
Category:
Male
(N=38)



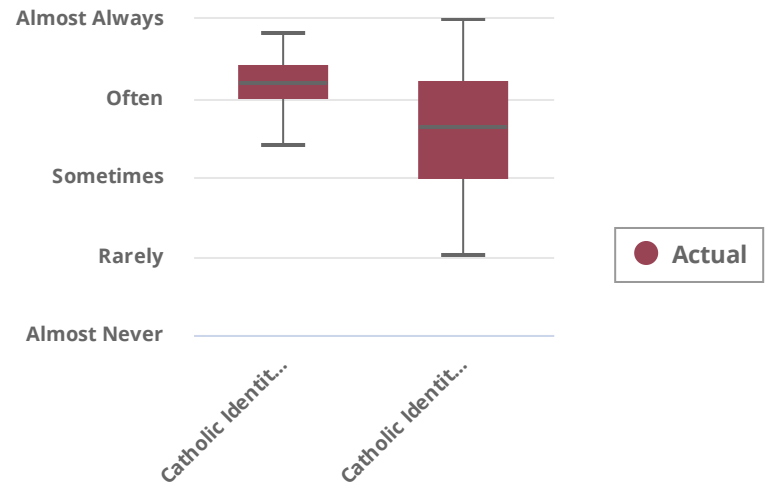
Category:
Female
(N=37)



Catholic Identity: By Year Level



Category:
Yr 5 (N=34)



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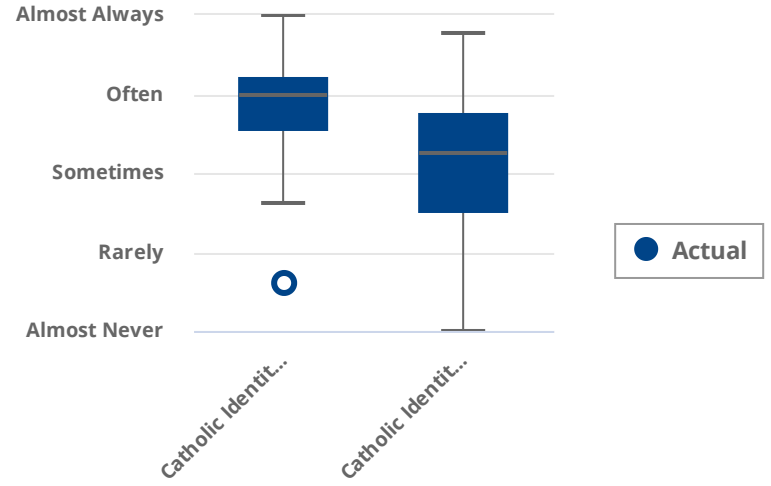
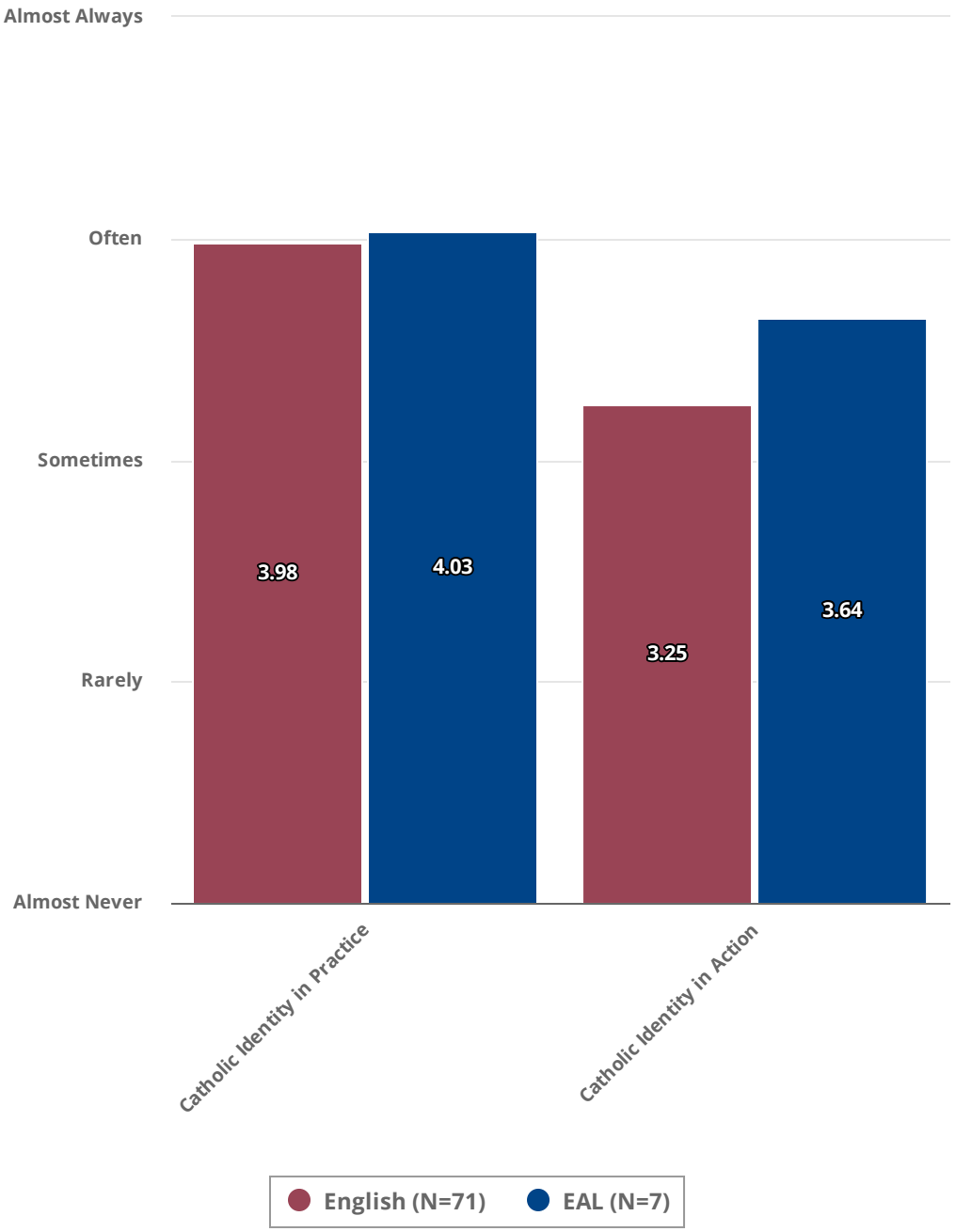
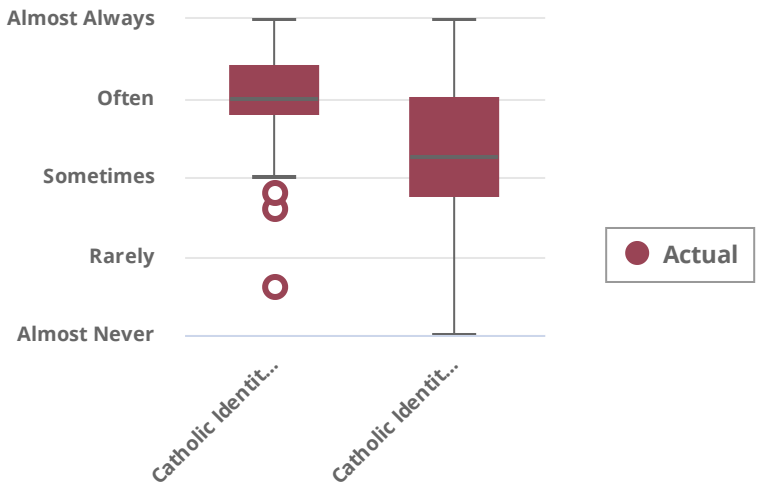


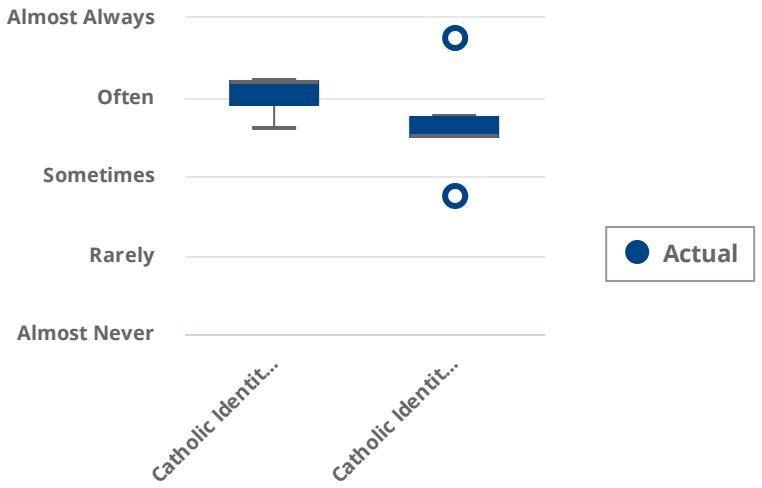
Catholic Identity: By Language



Category: English (N=71)

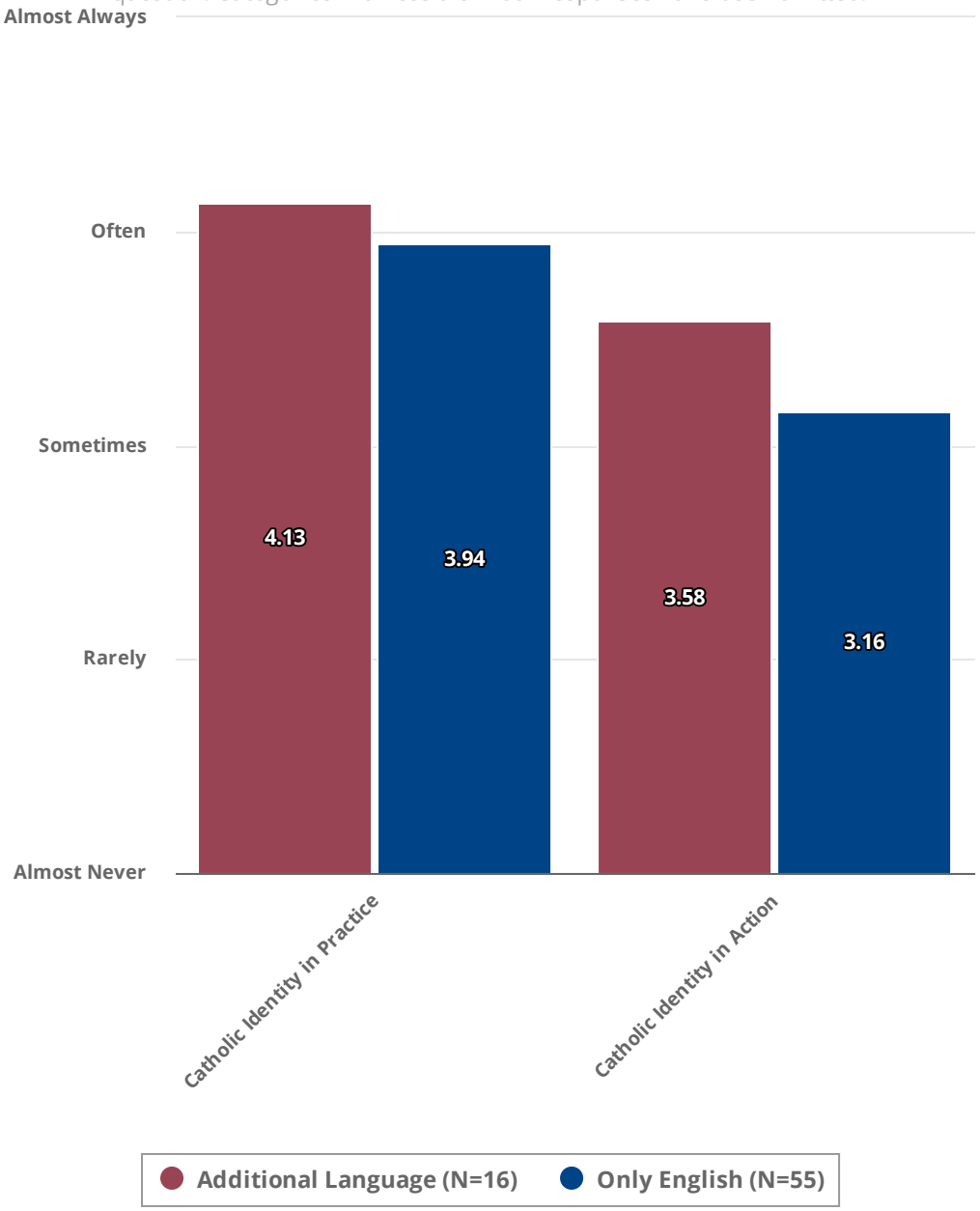


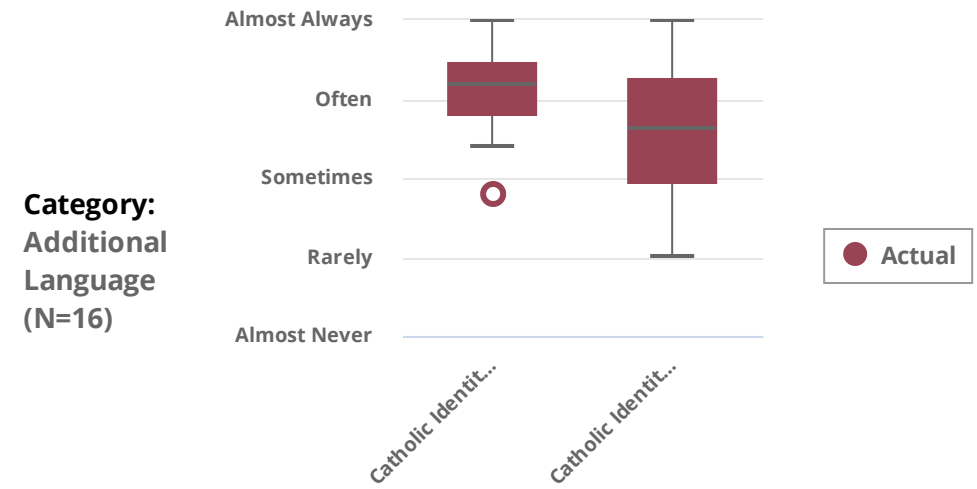
Category: EAL (N=7)

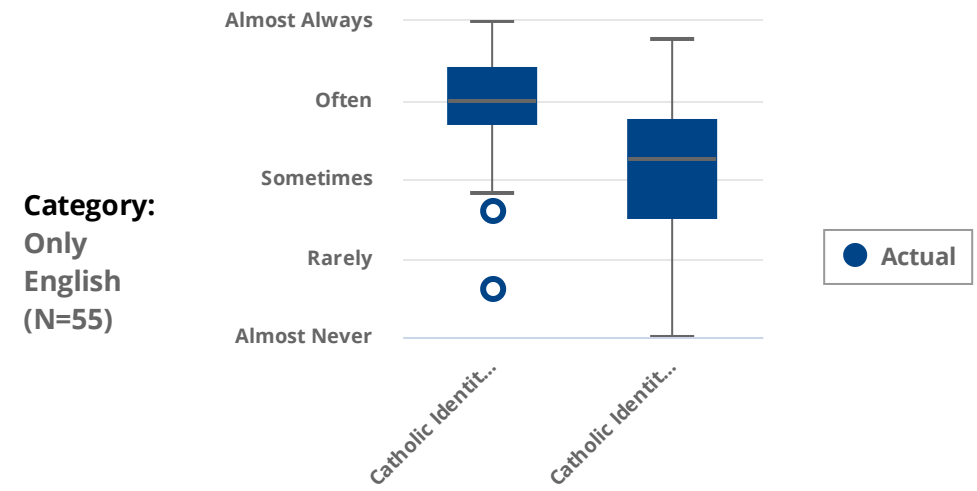


Catholic Identity: By Additional Language

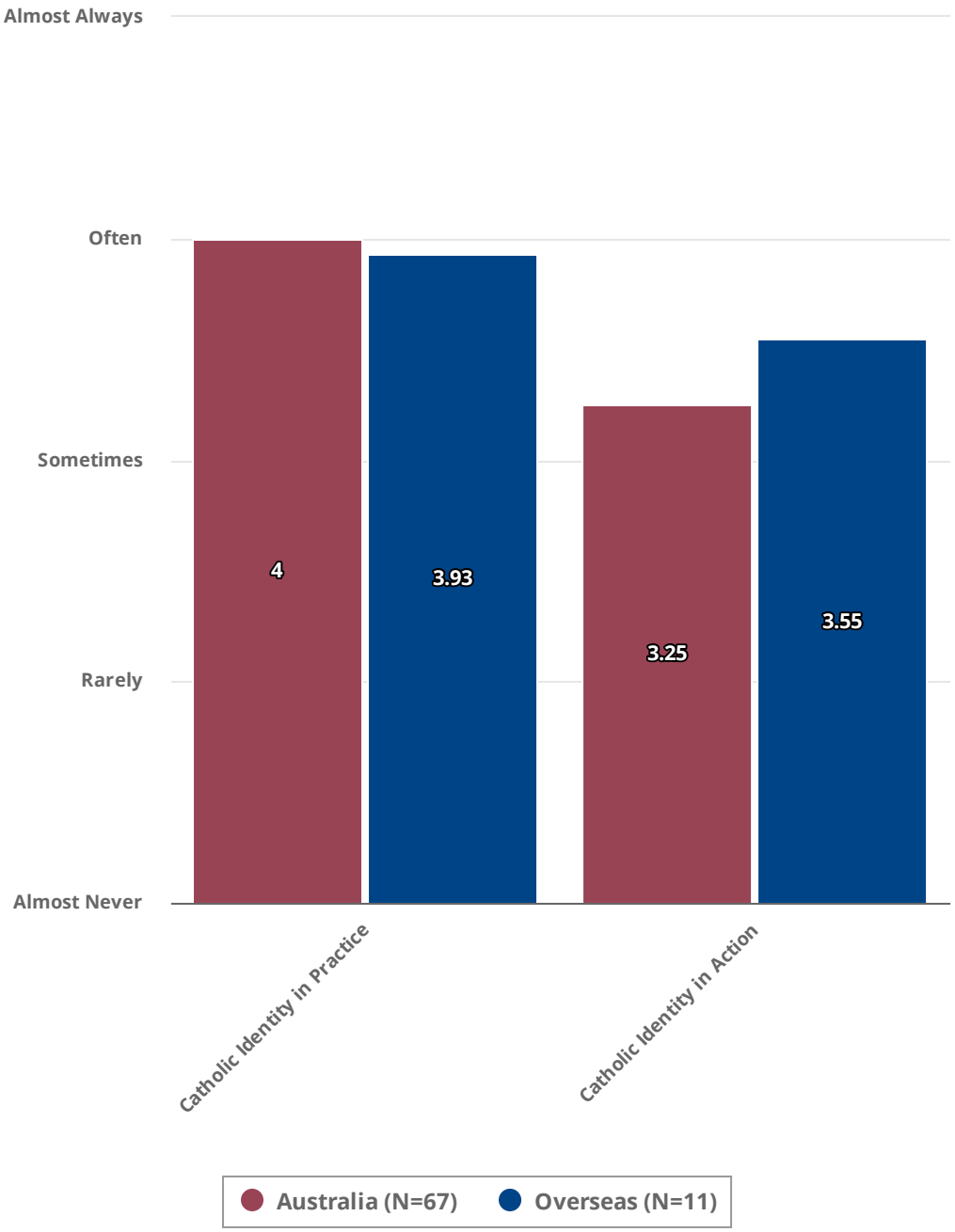
Note, only participants who selected 'English' for the previous question responded to this question. Categories with less than four responses have been omitted.



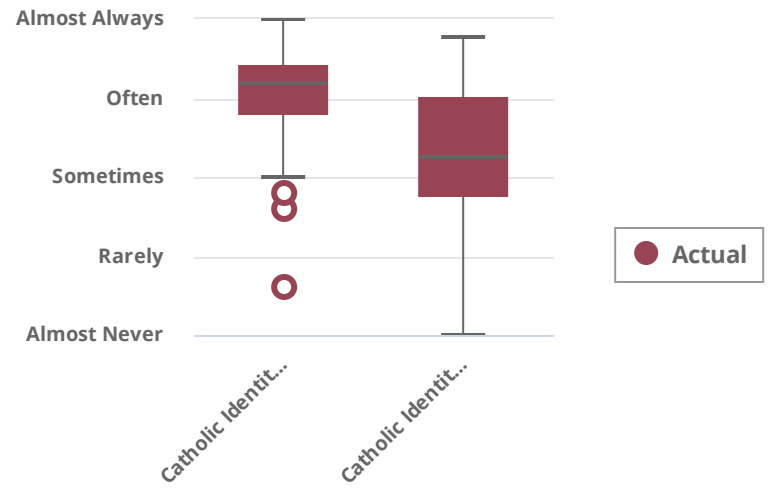




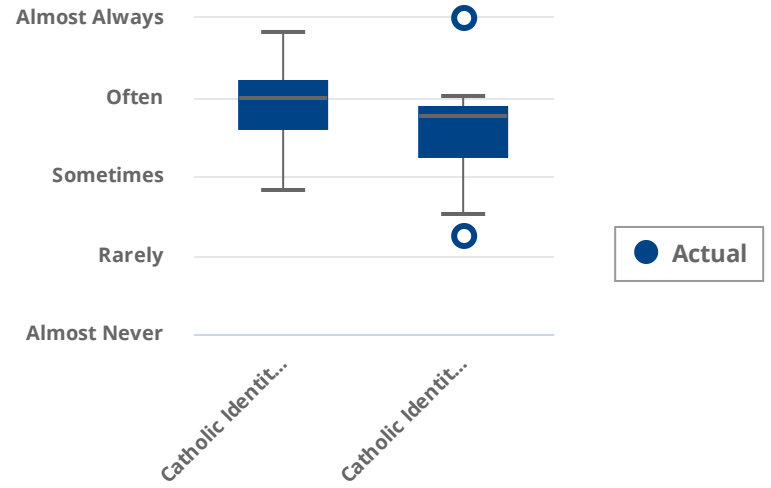
Catholic Identity: By Birth Place



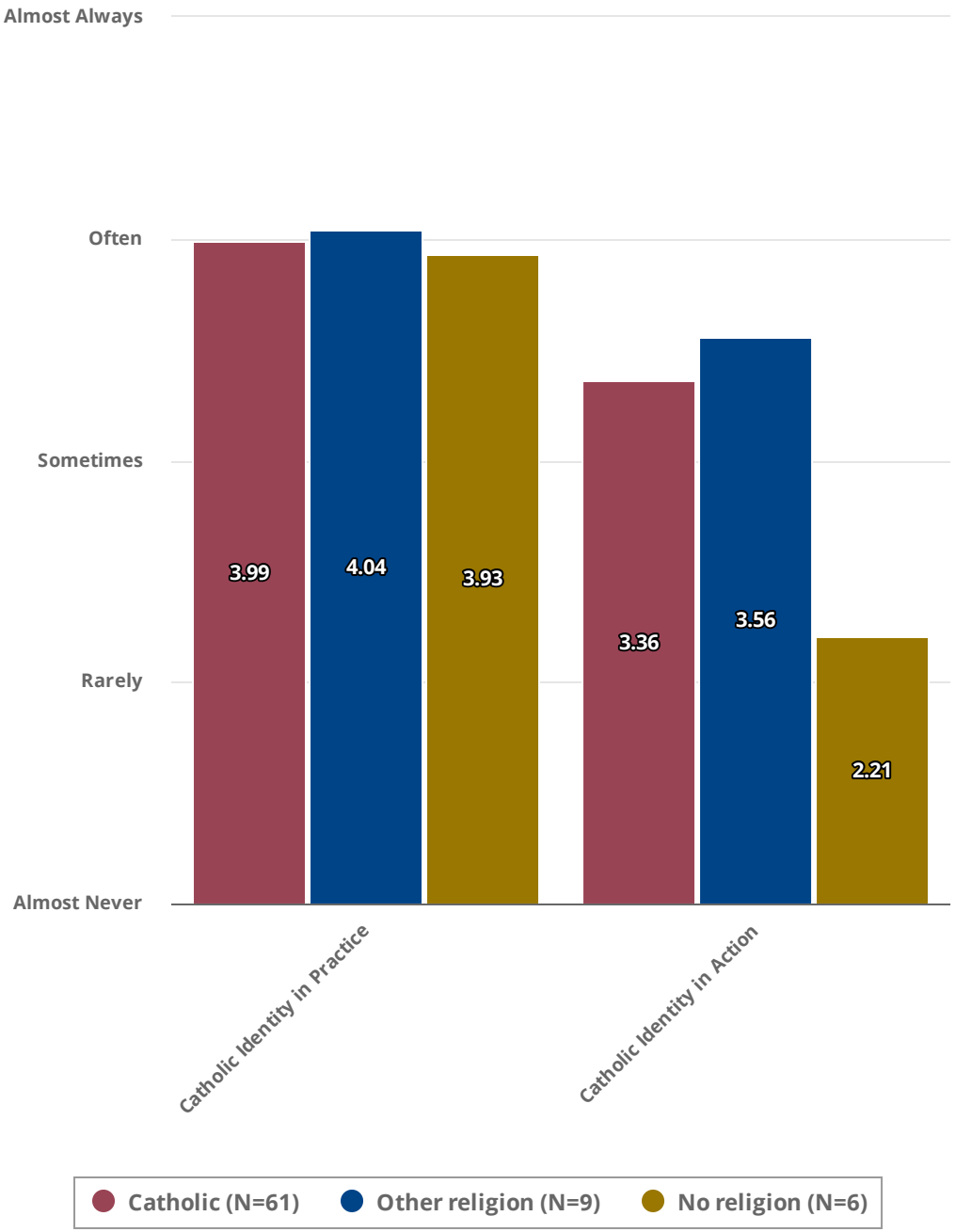
Category: Australia (N=67)



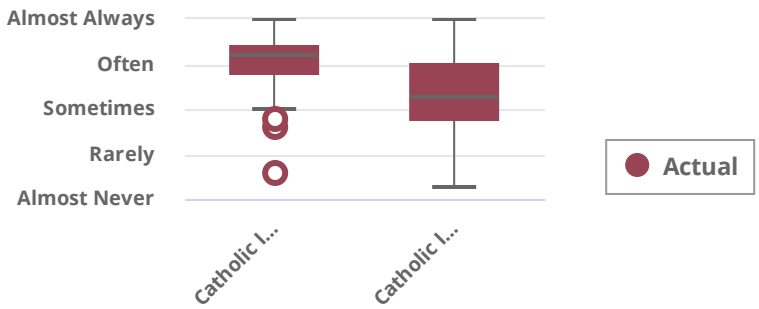
Category: Overseas (N=11)



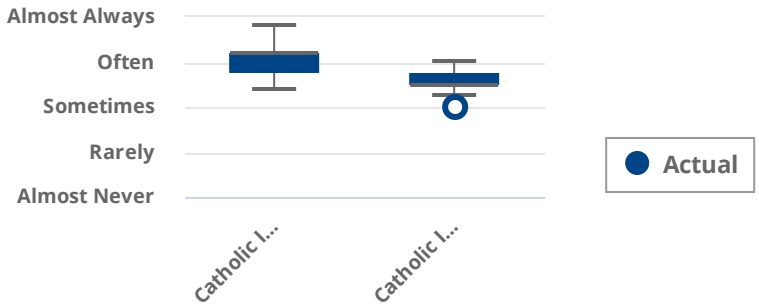
Catholic Identity: By Religion



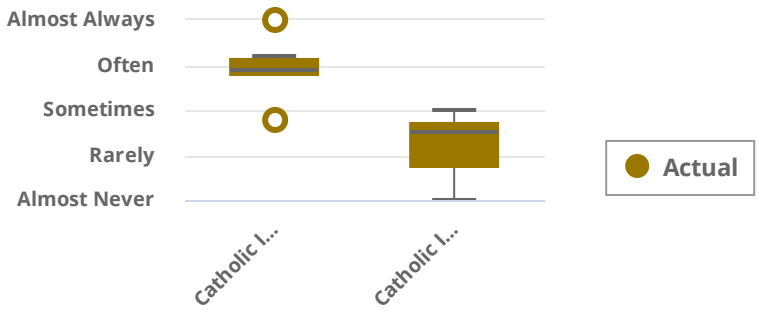
Category: Catholic (N=61)



Category: Other religion (N=9)

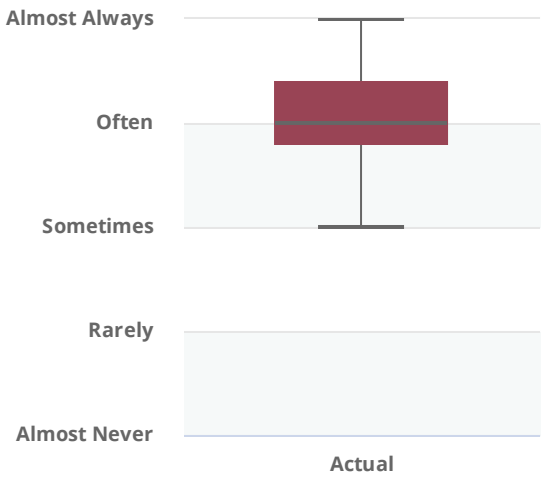


Category: No religion (N=6)



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.



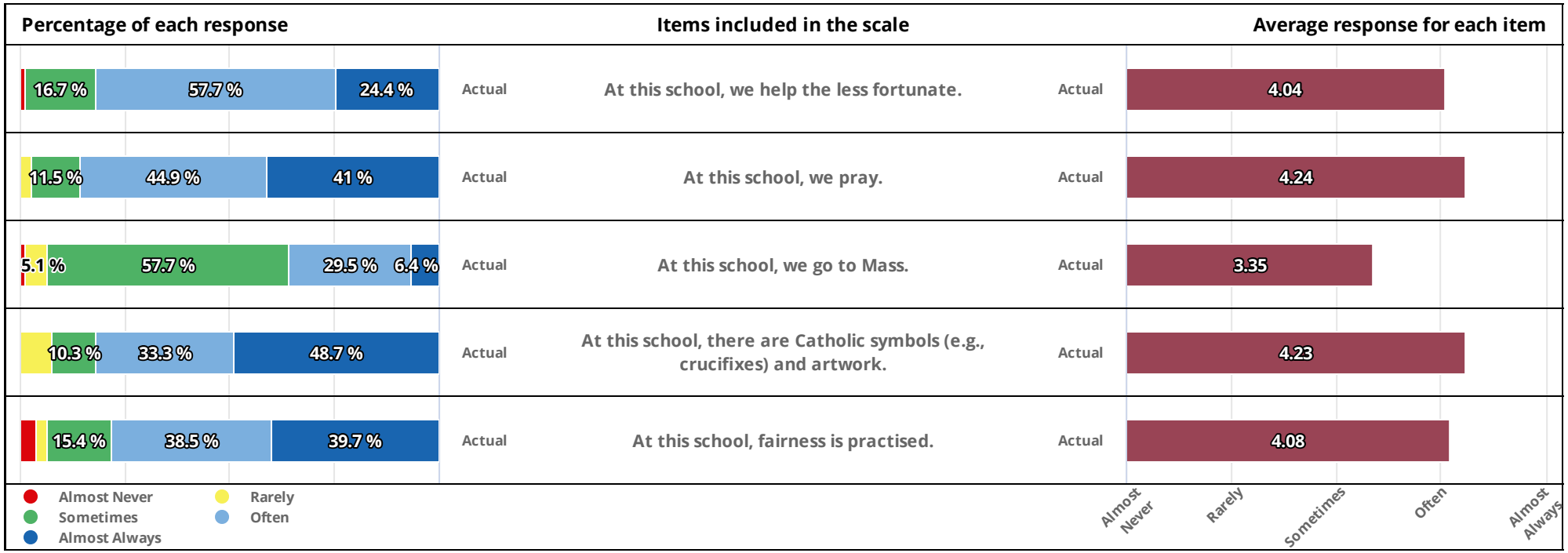
Mean and Standard Deviation: For the actual version, the average item mean for the Catholic Identity in Practice scale, was 4.09 with a standard deviation of 0.43.

Median Value (--): For the actual version, the median average item mean was 4.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 3.

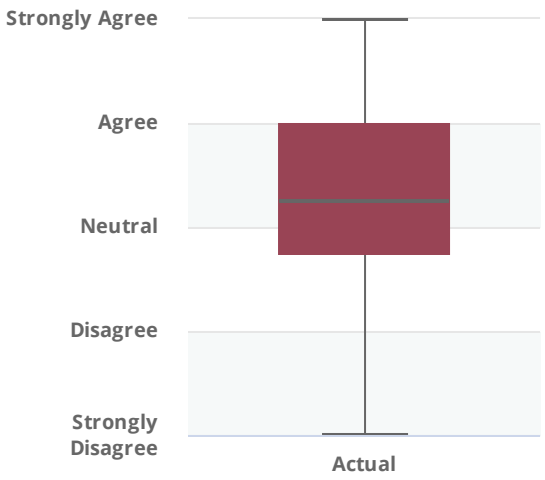
For the actual version, 50% of average item means fell between 3.8 and 4.4.

Note these figures do not include some extreme outliers.



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.



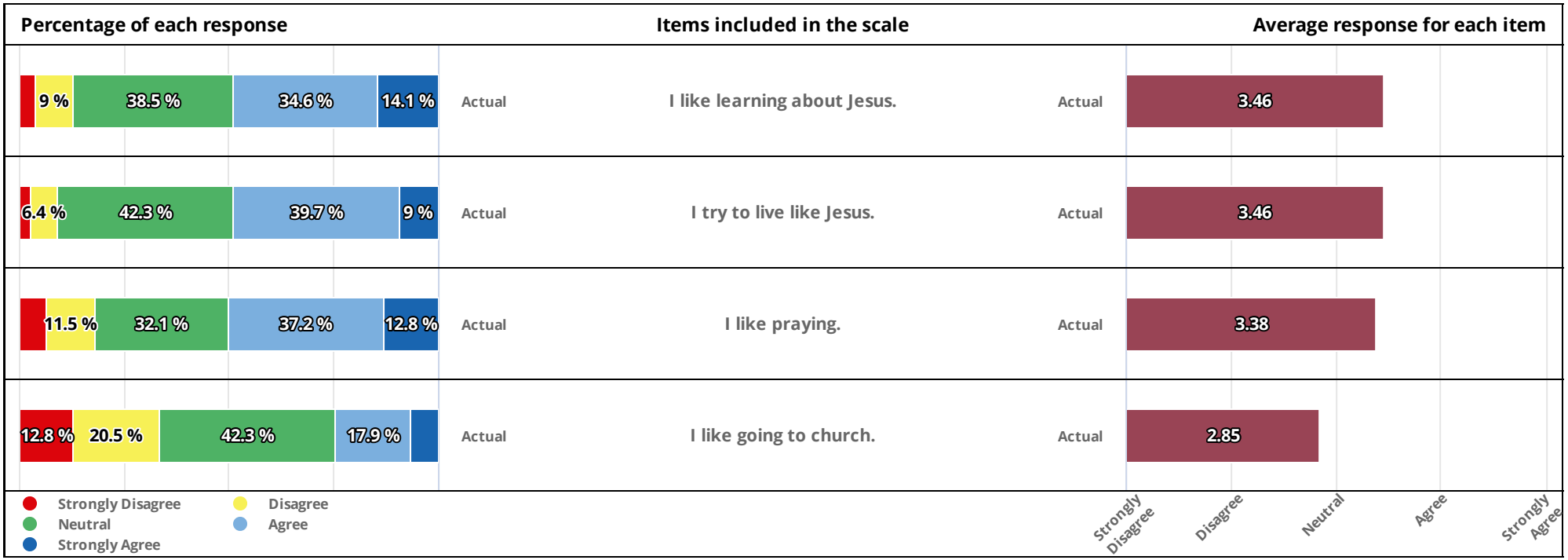
Mean and Standard Deviation: For the actual version, the average item mean for the Catholic Identity in Action scale, was 3.29 with a standard deviation of 0.86.

Median Value (--): For the actual version, the median average item mean was 3.25.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 1.

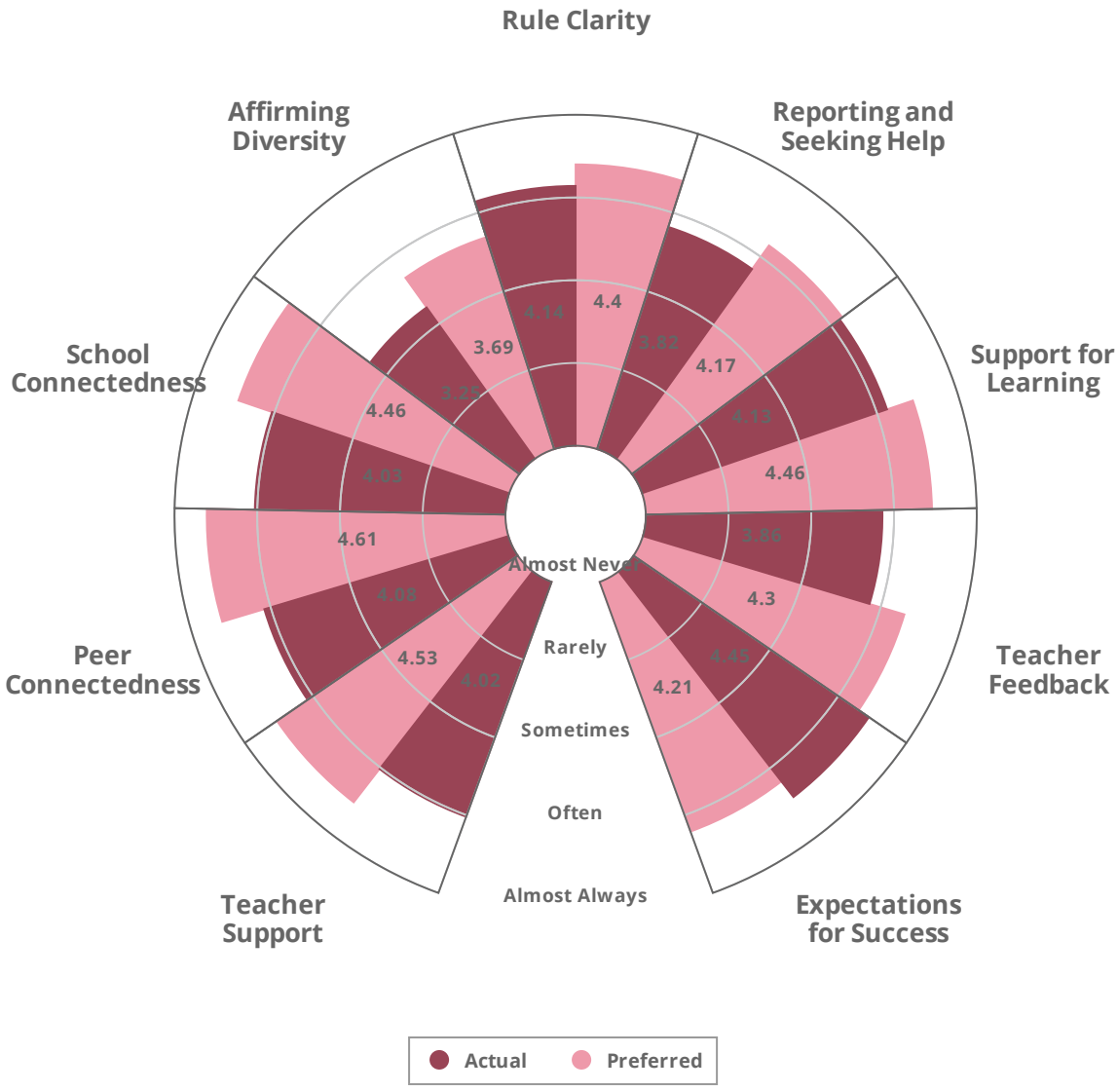
For the actual version, 50% of average item means fell between 2.75 and 4.

Note these figures do not include some extreme outliers.



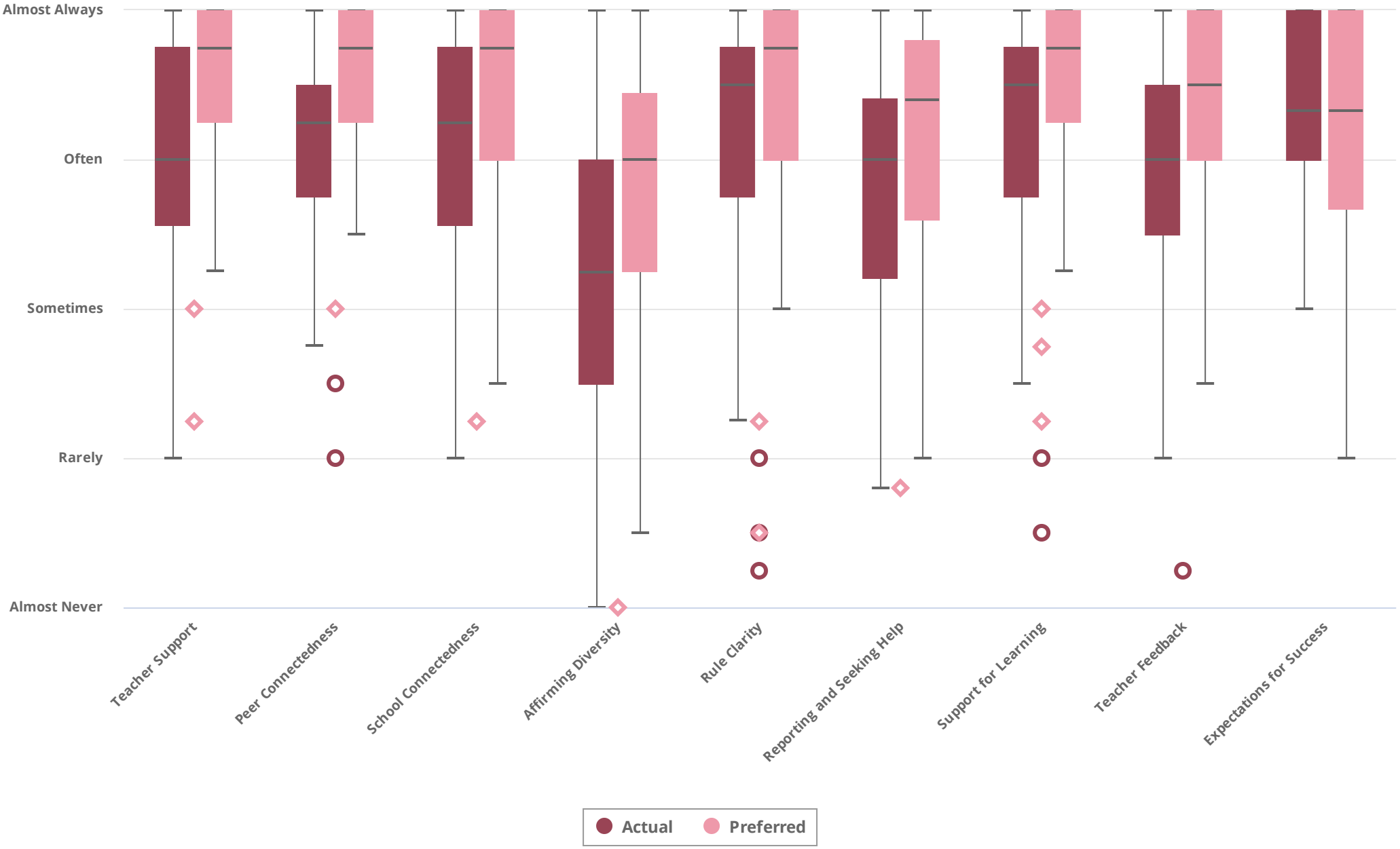
School Climate

Means for each construct.



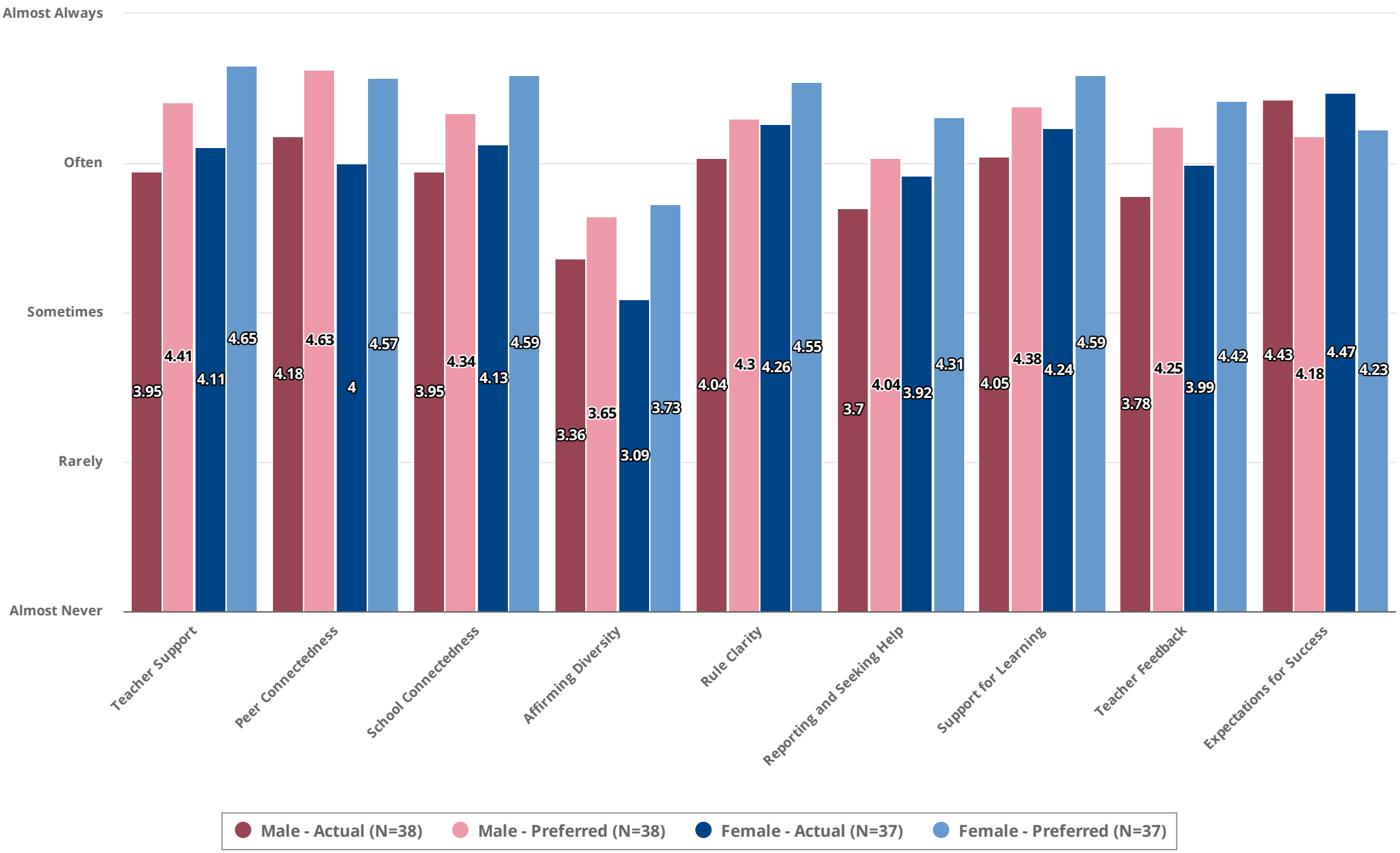
School Climate

Variations for each construct.



School Climate: By Gender

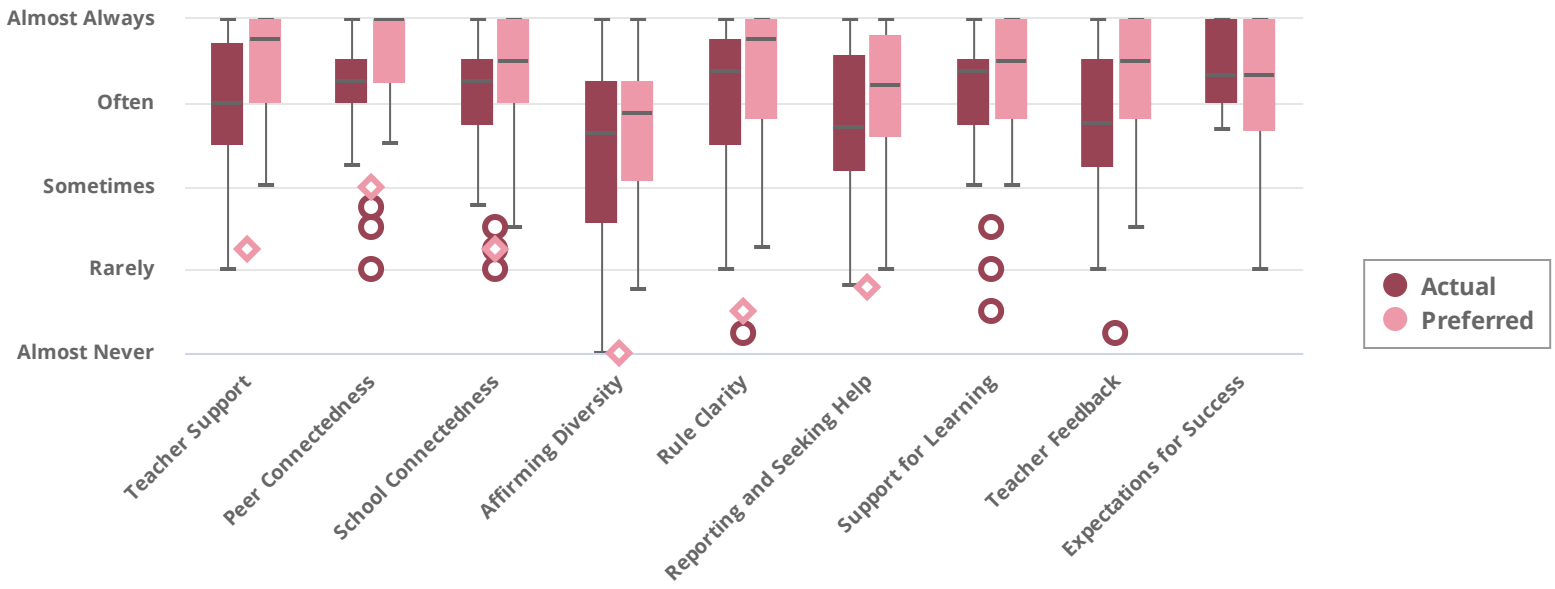
Means for each construct. Categories with less than four responses have been omitted.



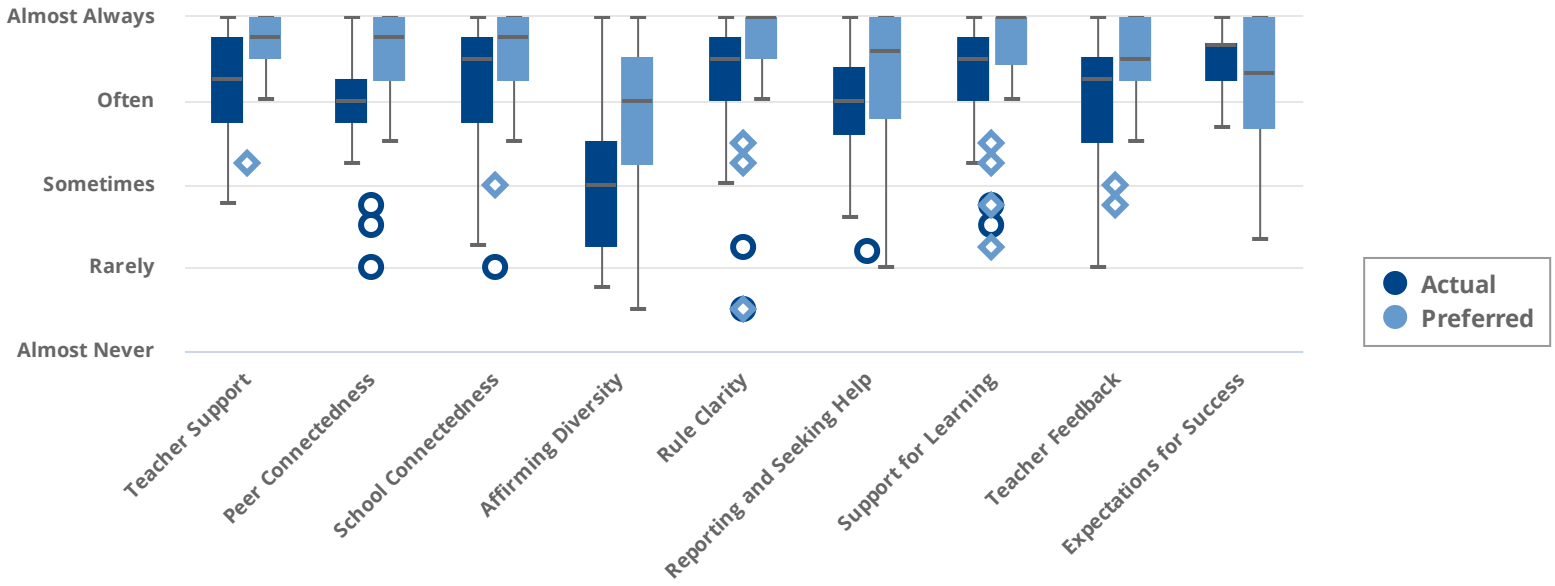
School Climate: By Gender

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

Category:
Male (N=38)

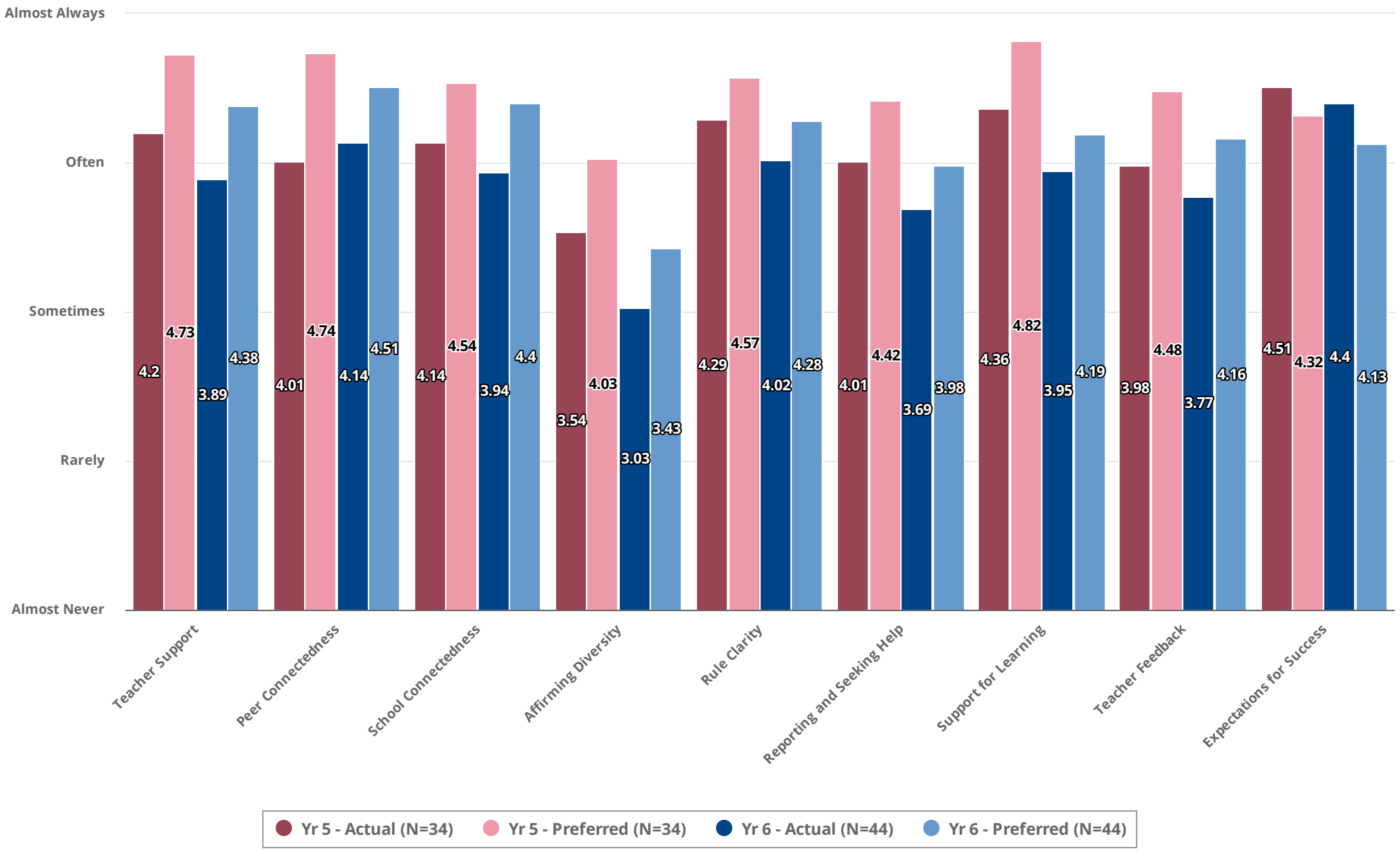


Category:
Female (N=37)



School Climate: By Year Level

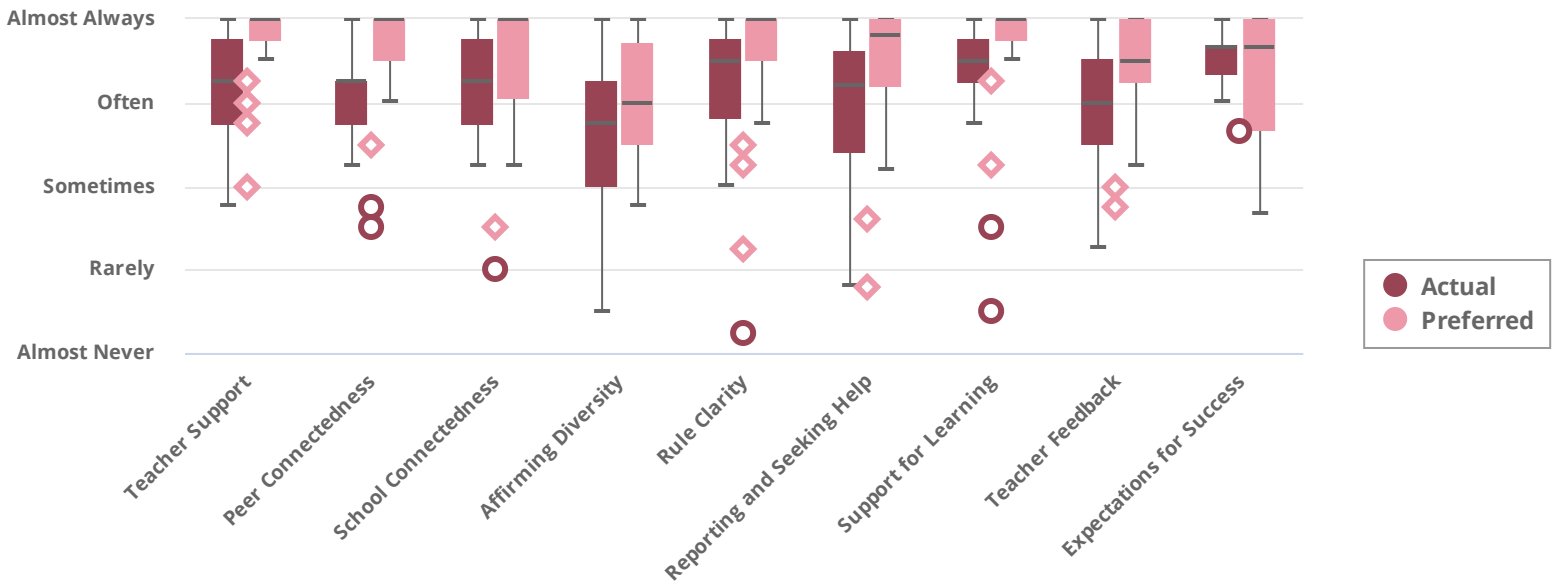
Means for each construct. Categories with less than four responses have been omitted.



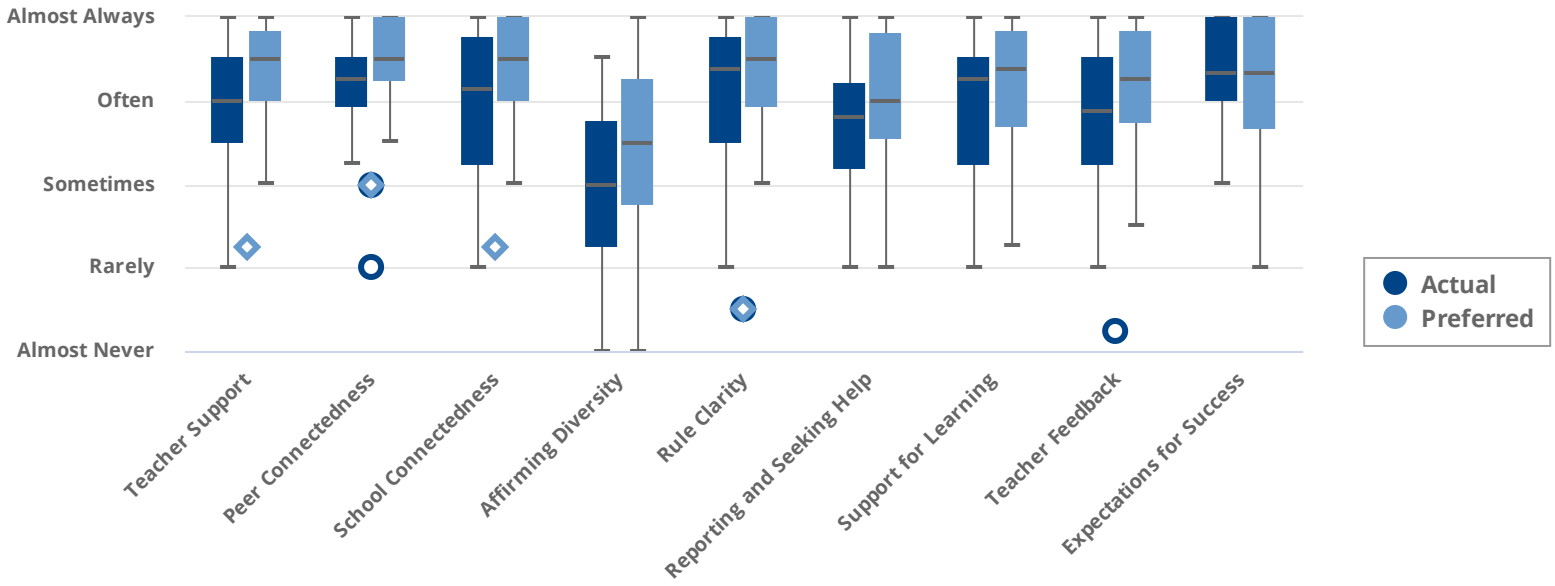
School Climate: By Year Level

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

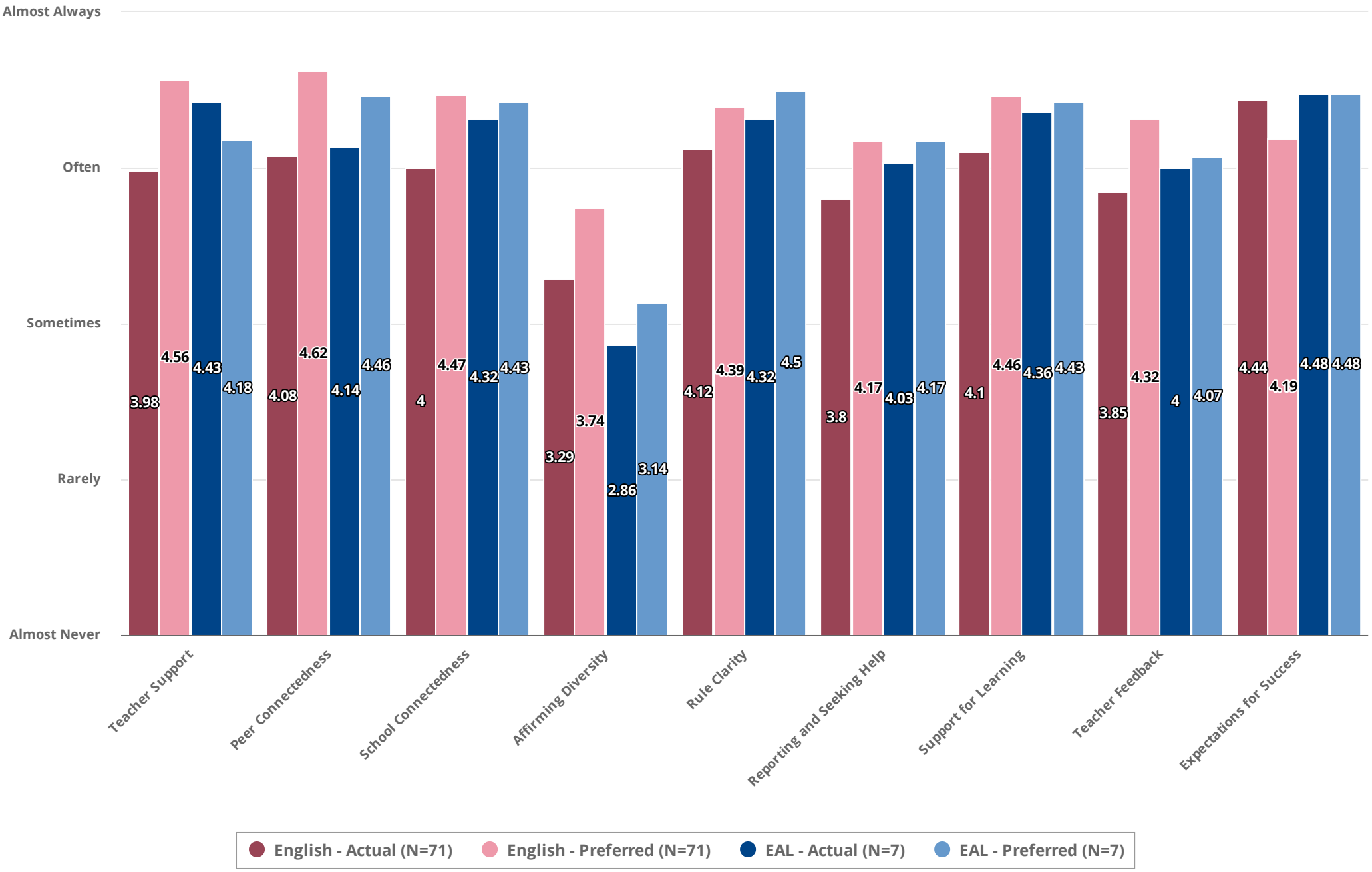
Category:
Yr 5 (N=34)



Category:
Yr 6 (N=44)



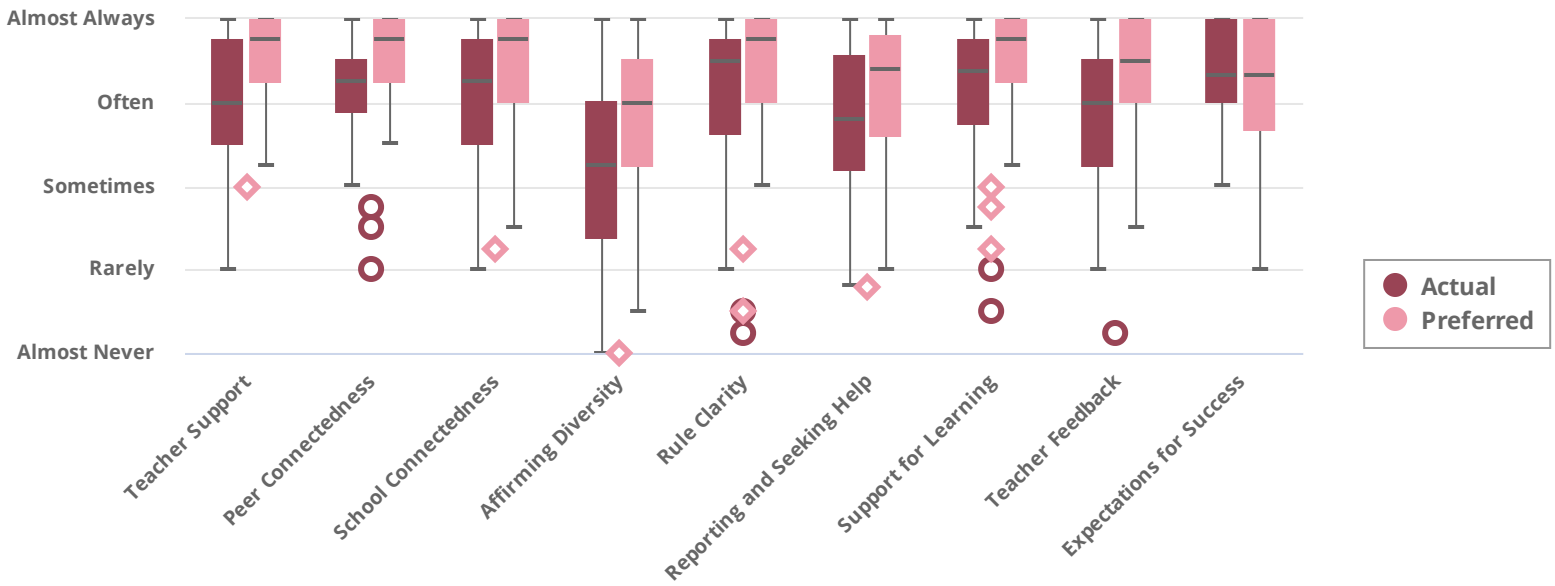
School Climate: By Language



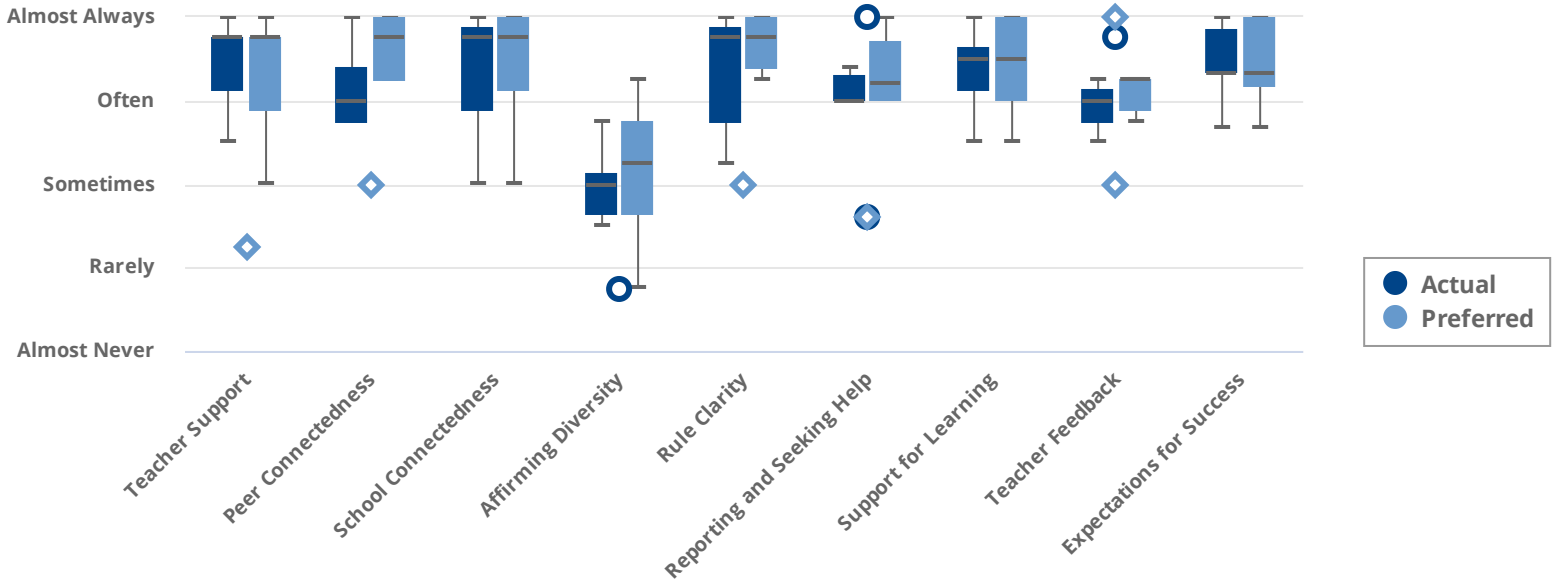
School Climate: By Language

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

Category:
English (N=71)

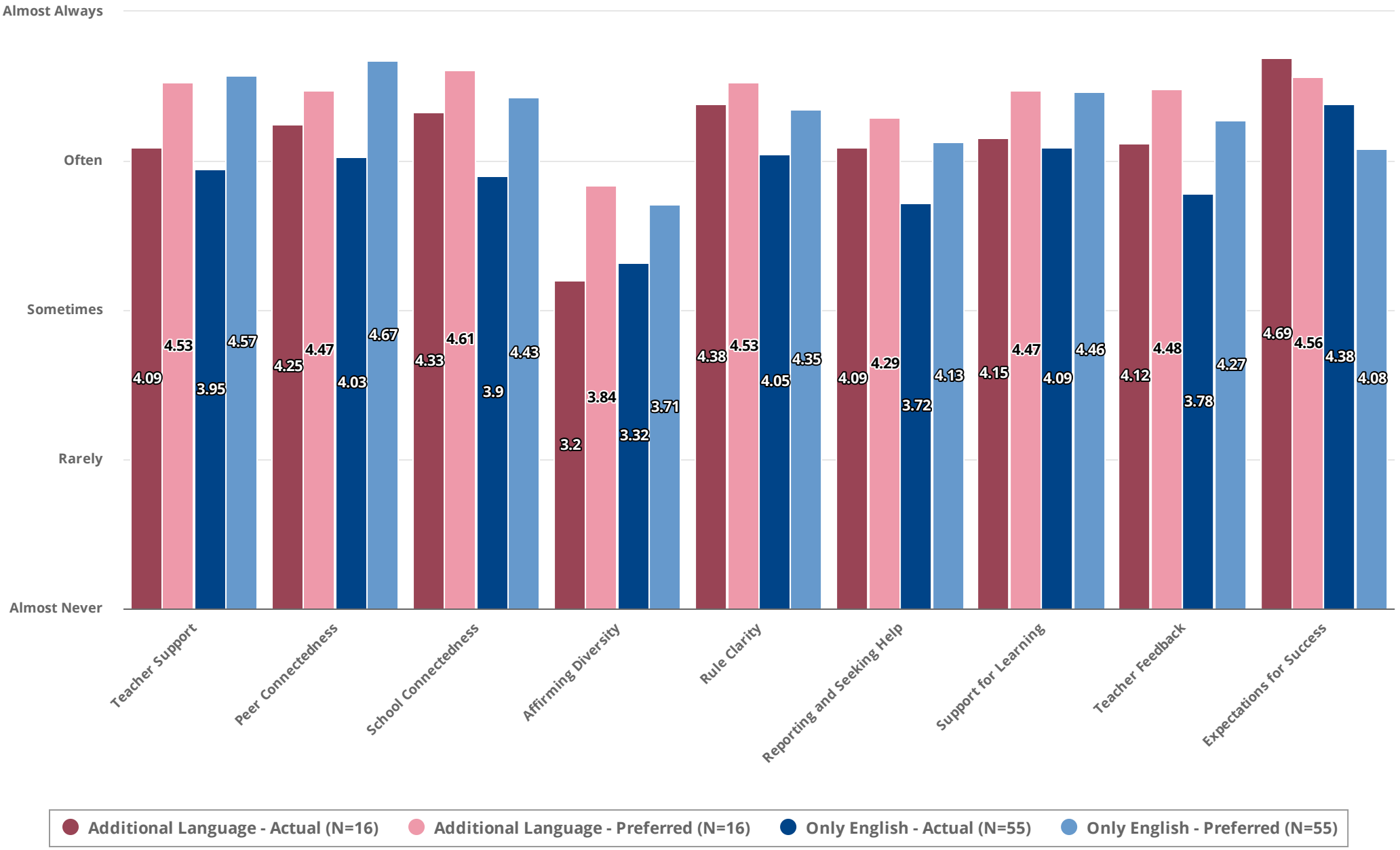


Category:
EAL (N=7)



School Climate: By Additional Language

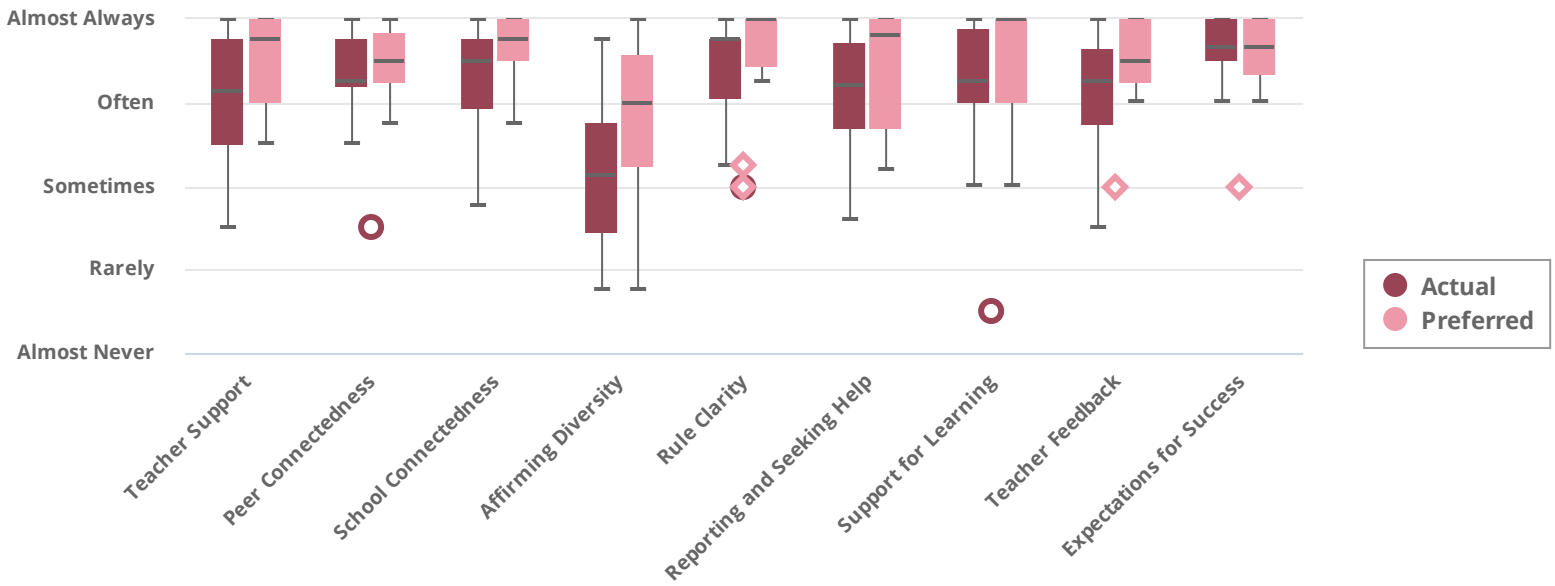
Means for each construct. Note, only participants who selected 'English' for the previous question responded to this question. Categories with less than four responses have been omitted.



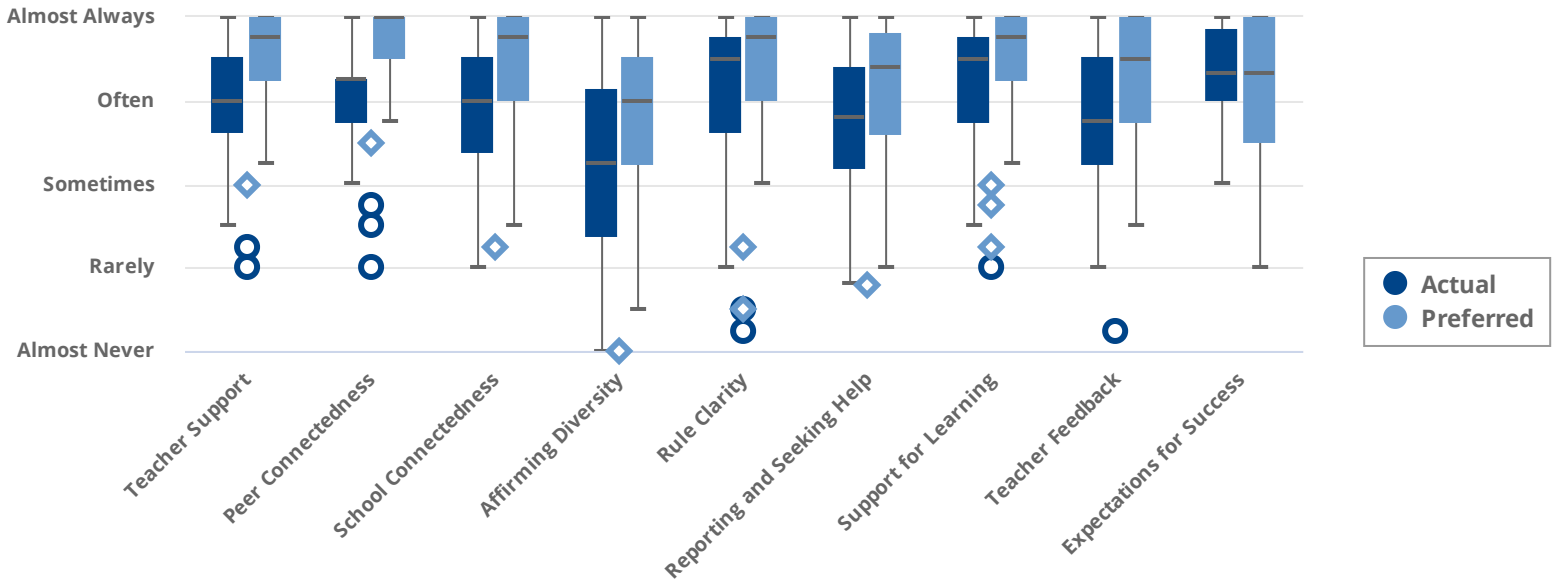
School Climate: By Additional Language

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=16)

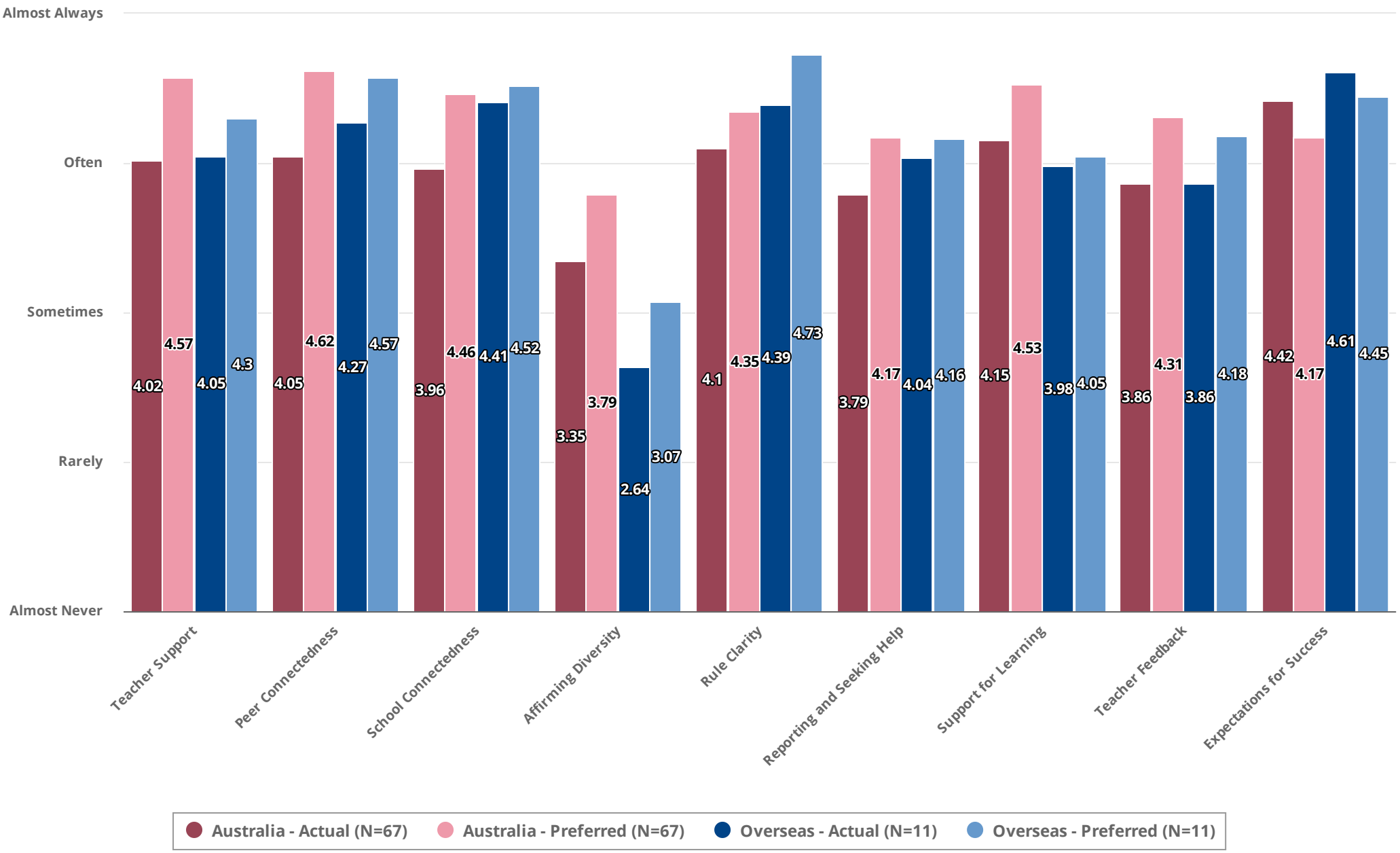


Category:
Only English (N=55)



School Climate: By Birth Place

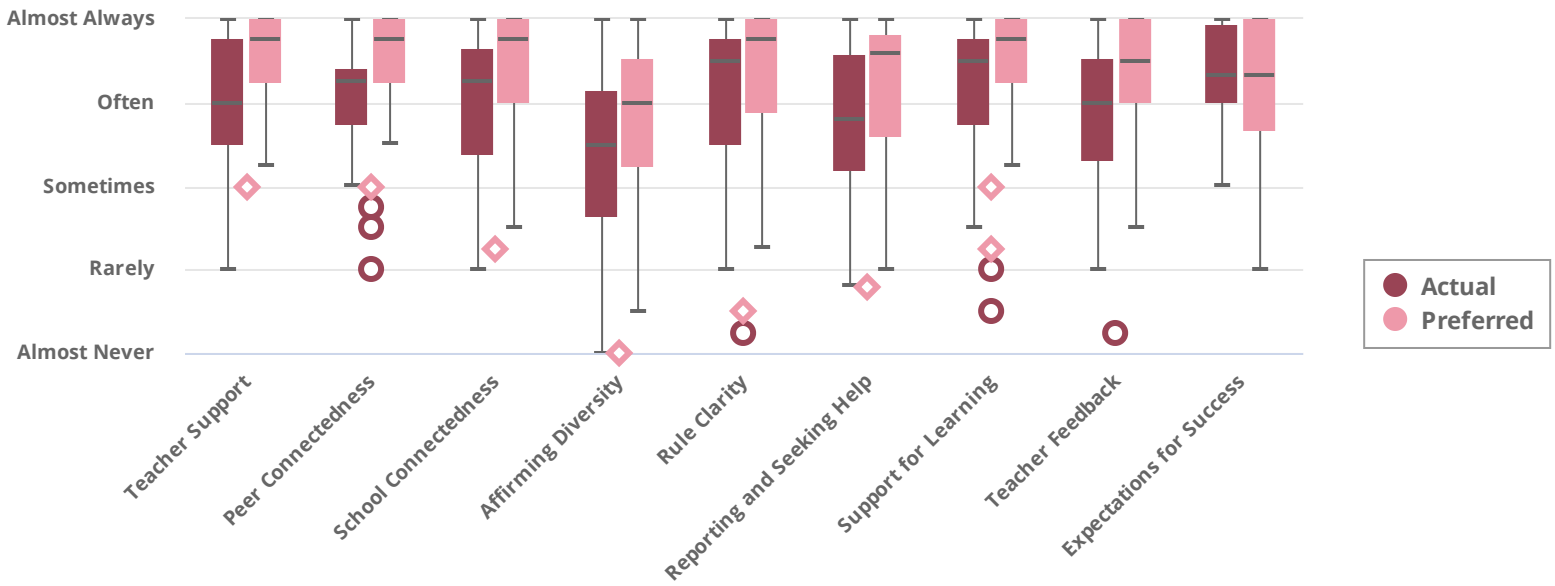
Means for each construct. Categories with less than four responses have been omitted.



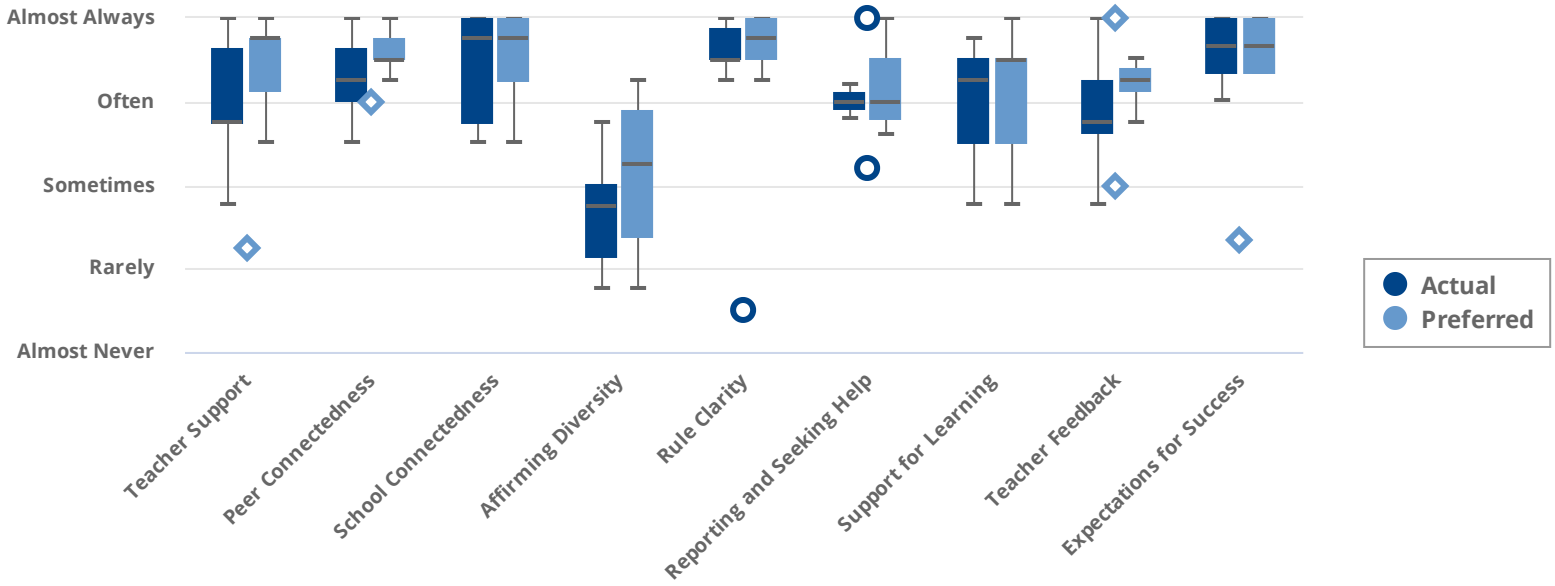
School Climate: By Birth Place

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

Category:
Australia (N=67)

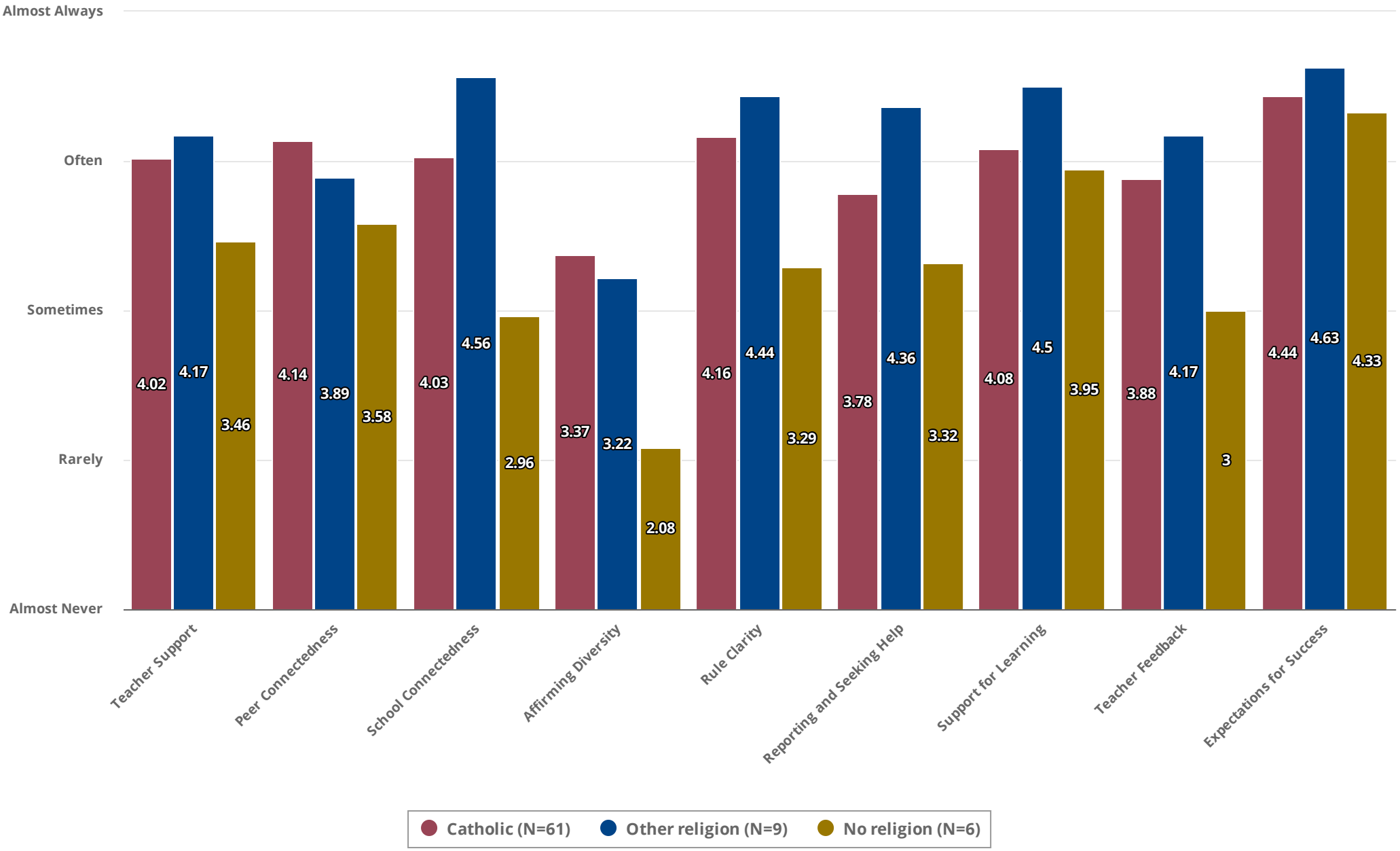


Category:
Overseas (N=11)



School Climate: By Religion

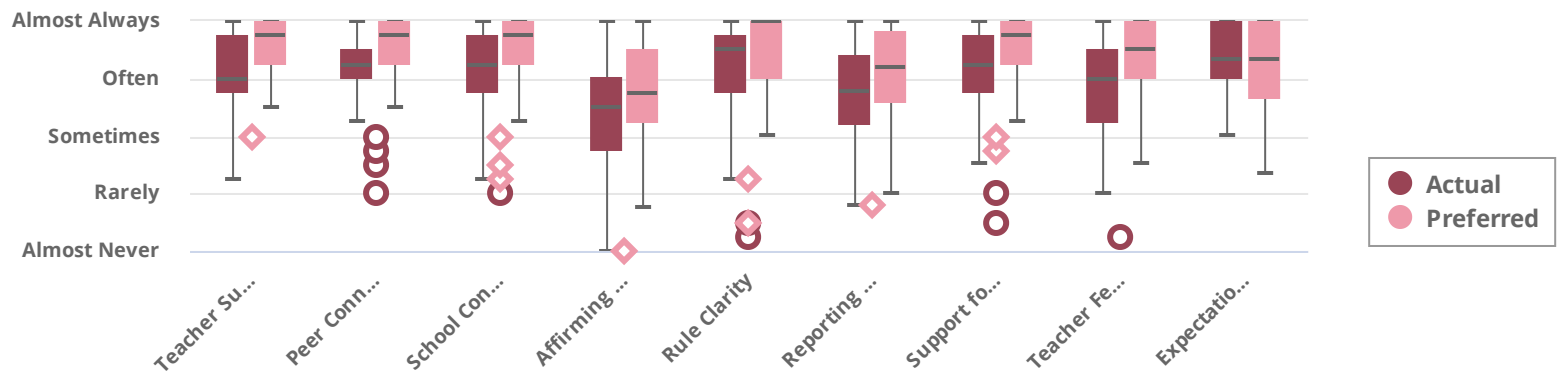
Means for each construct. Categories with less than four responses have been omitted.



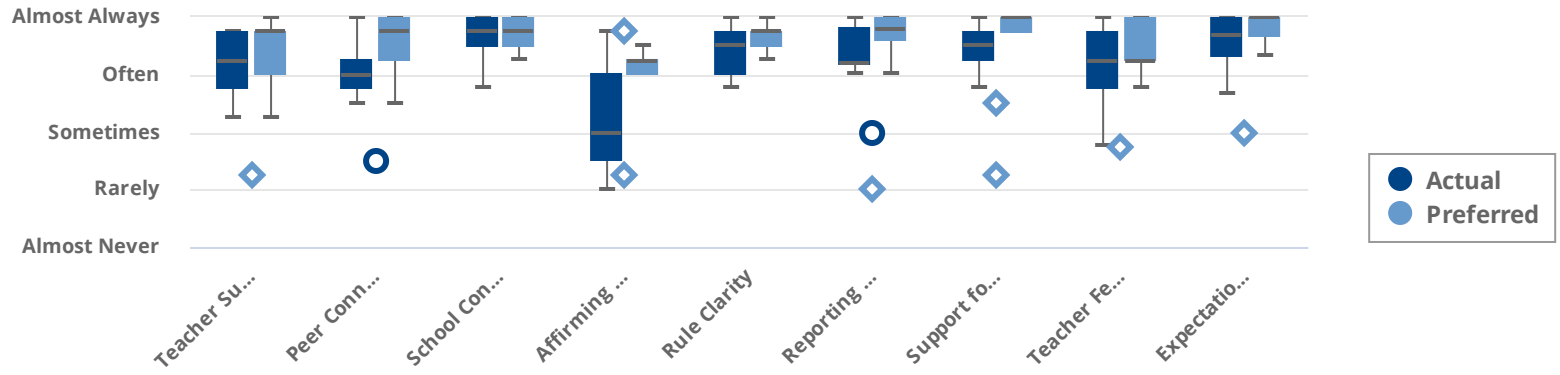
School Climate: By Religion

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

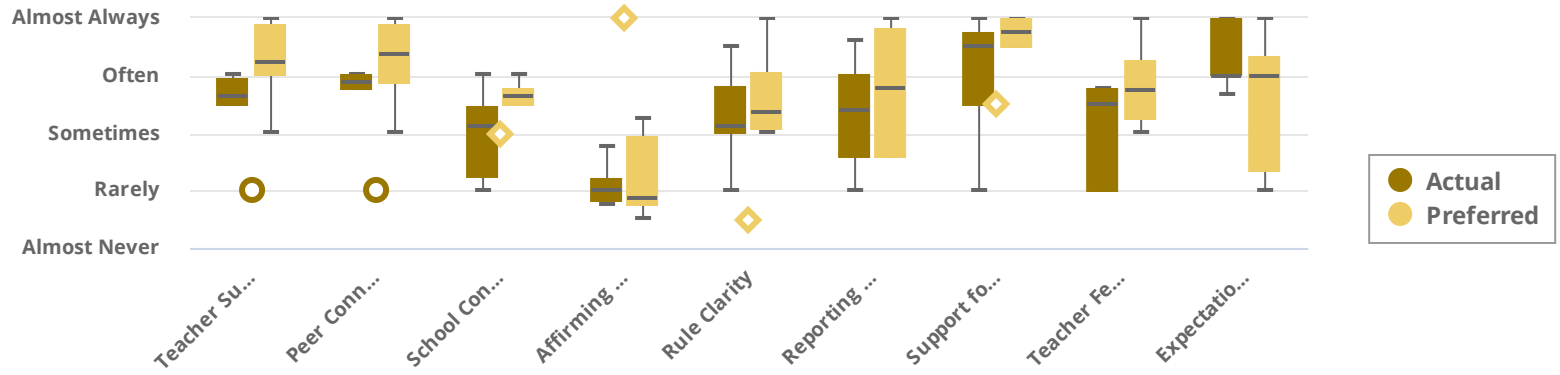
Category:
Catholic (N=61)



Category:
Other religion (N=9)

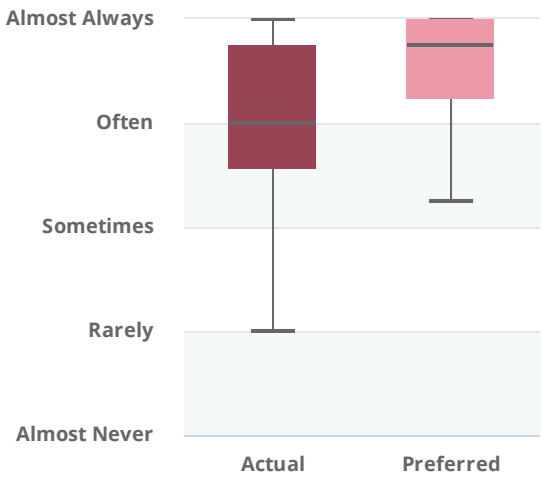


Category:
No religion (N=6)



Teacher Support

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



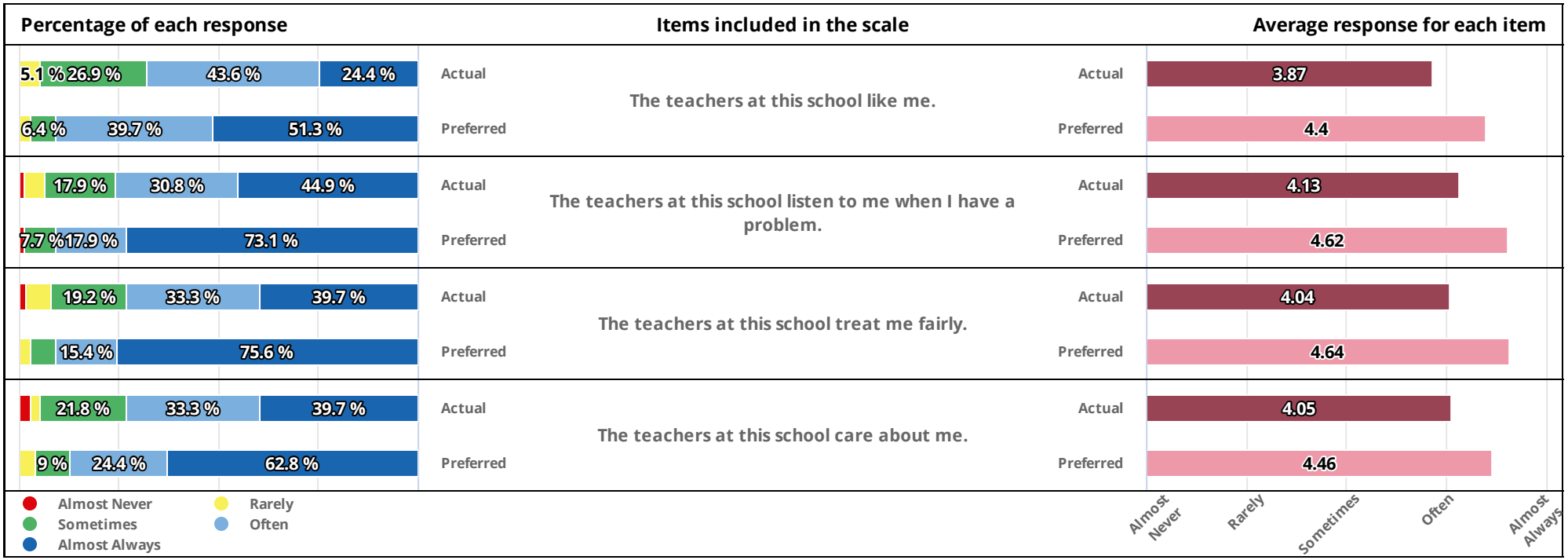
Mean and Standard Deviation: For the actual version, the average item mean for the Teacher Support scale, was 4.02 with a standard deviation of 0.74.

Median Value (--): For the actual version, the median average item mean was 4.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 2.

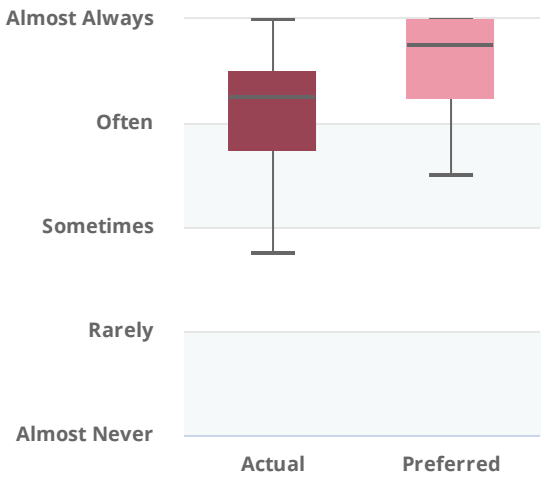
For the actual version, 50% of average item means fell between 3.56 and 4.75.

Note these figures do not include some extreme outliers.



Peer Connectedness

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



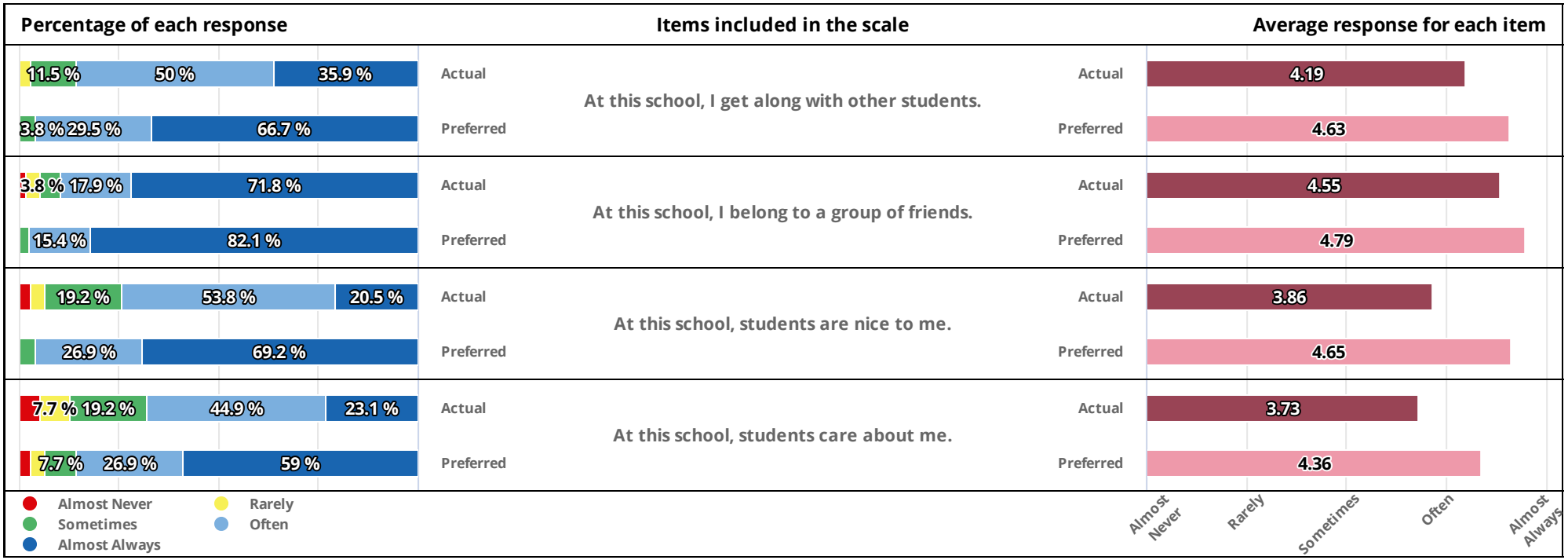
Mean and Standard Deviation: For the actual version, the average item mean for the Peer Connectedness scale, was 4.18 with a standard deviation of 0.53.

Median Value (--): For the actual version, the median average item mean was 4.25.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 2.75.

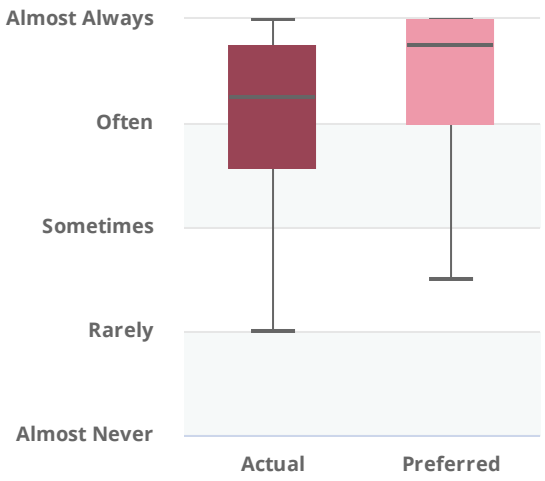
For the actual version, 50% of average item means fell between 3.75 and 4.5.

Note these figures do not include some extreme outliers.



School Connectedness

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



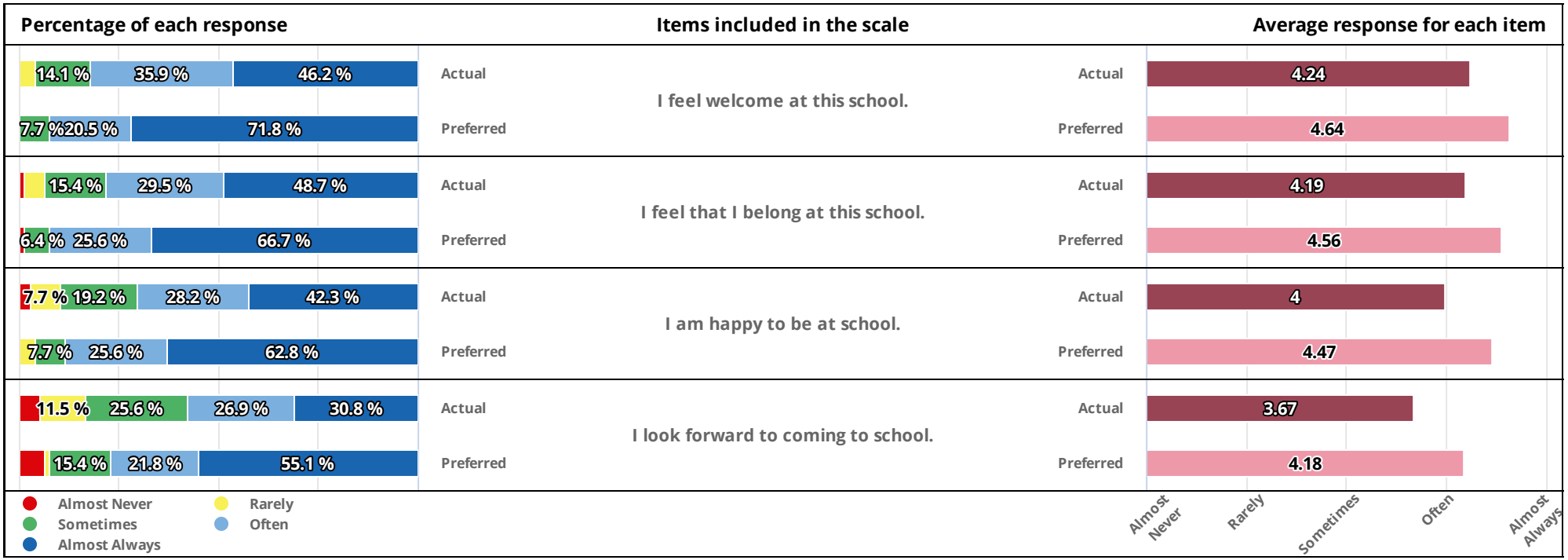
Mean and Standard Deviation: For the actual version, the average item mean for the School Connectedness scale, was 4.03 with a standard deviation of 0.85.

Median Value (--): For the actual version, the median average item mean was 4.25.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 2.

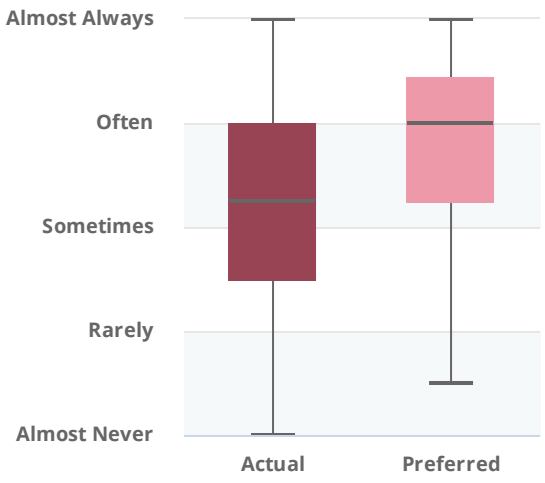
For the actual version, 50% of average item means fell between 3.56 and 4.75.

Note these figures do not include some extreme outliers.



Affirming Diversity

The AFFIRMING DIVERSITY construct assesses the extent to which students with differing cultural backgrounds and experiences are acknowledged and valued.



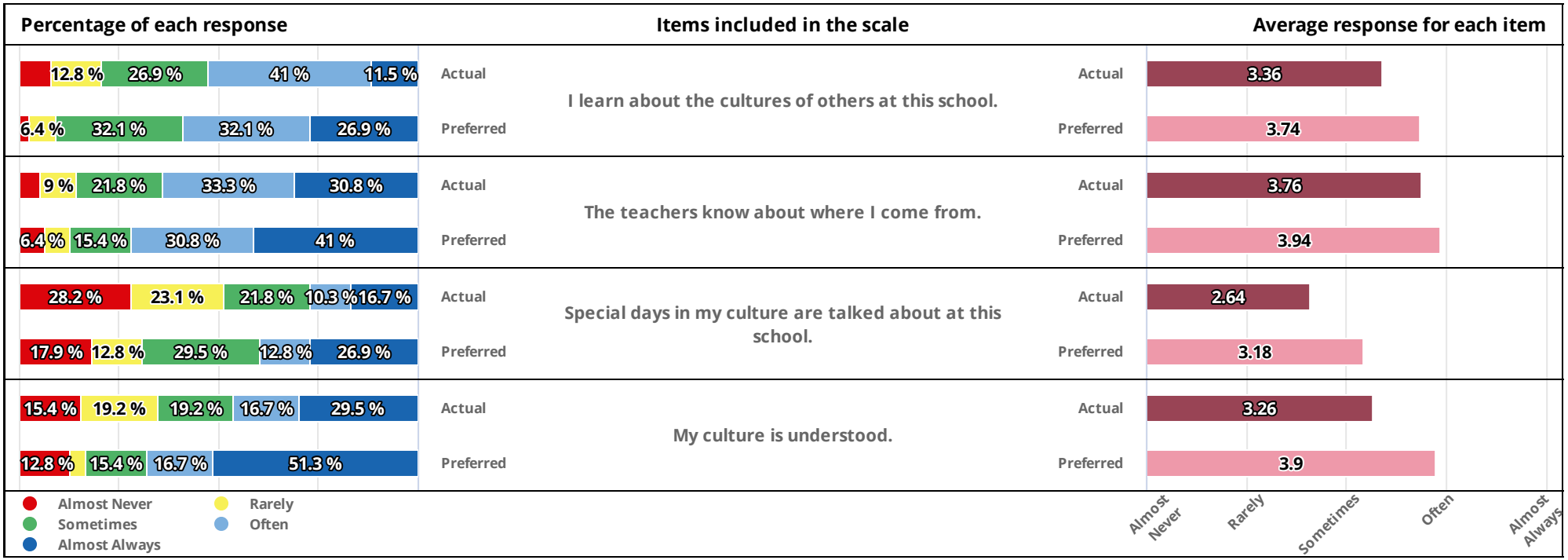
Mean and Standard Deviation: For the actual version, the average item mean for the Affirming Diversity scale, was 3.25 with a standard deviation of 0.96.

Median Value (--): For the actual version, the median average item mean was 3.25.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 1.

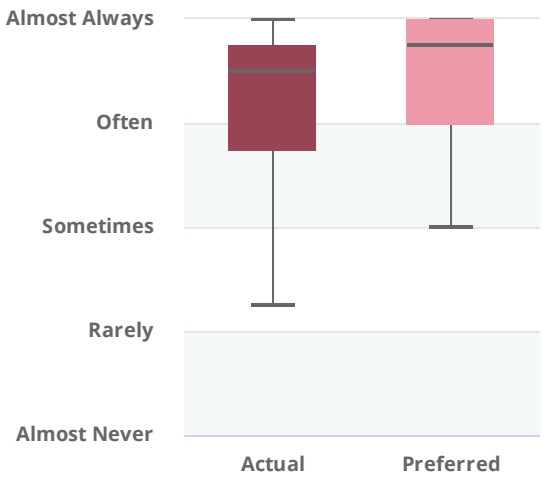
For the actual version, 50% of average item means fell between 2.5 and 4.

Note these figures do not include some extreme outliers.



Rule Clarity

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



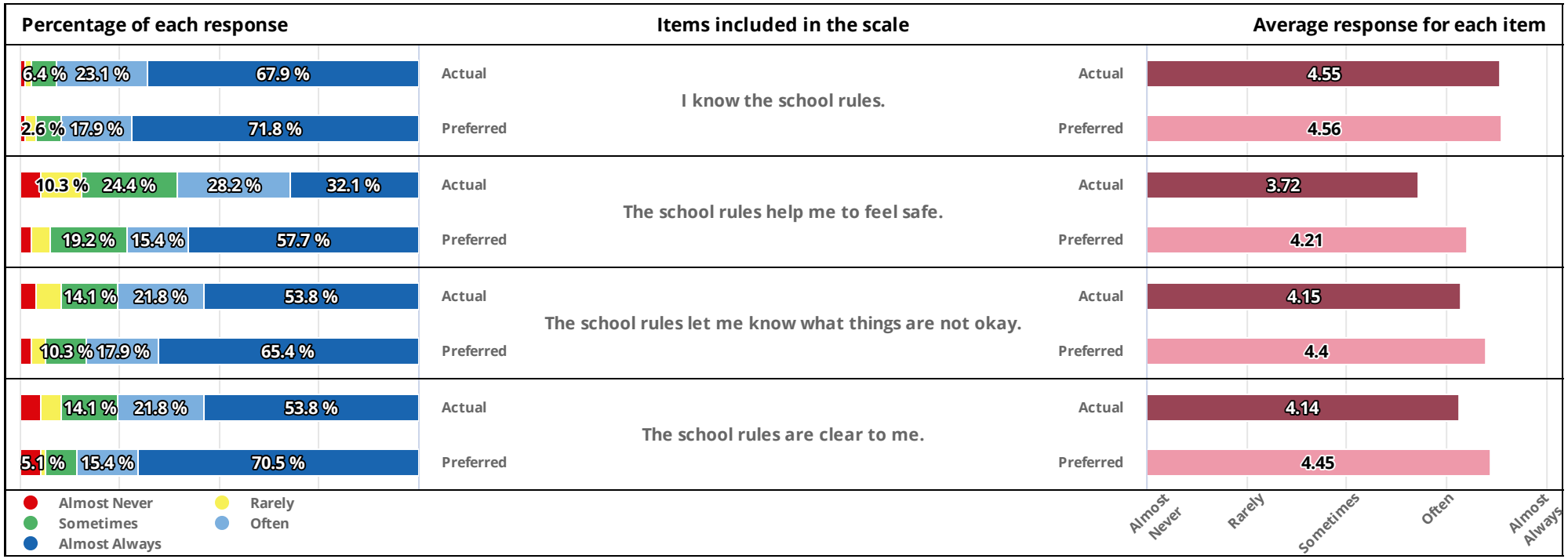
Mean and Standard Deviation: For the actual version, the average item mean for the Rule Clarity scale, was 4.24 with a standard deviation of 0.72.

Median Value (--): For the actual version, the median average item mean was 4.5.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 2.25.

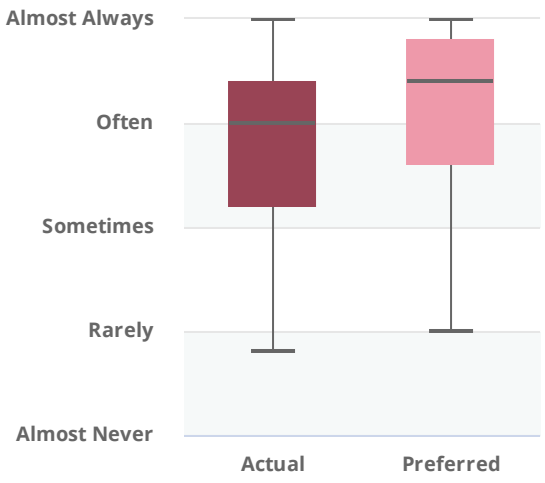
For the actual version, 50% of average item means fell between 3.75 and 4.75.

Note these figures do not include some extreme outliers.



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.



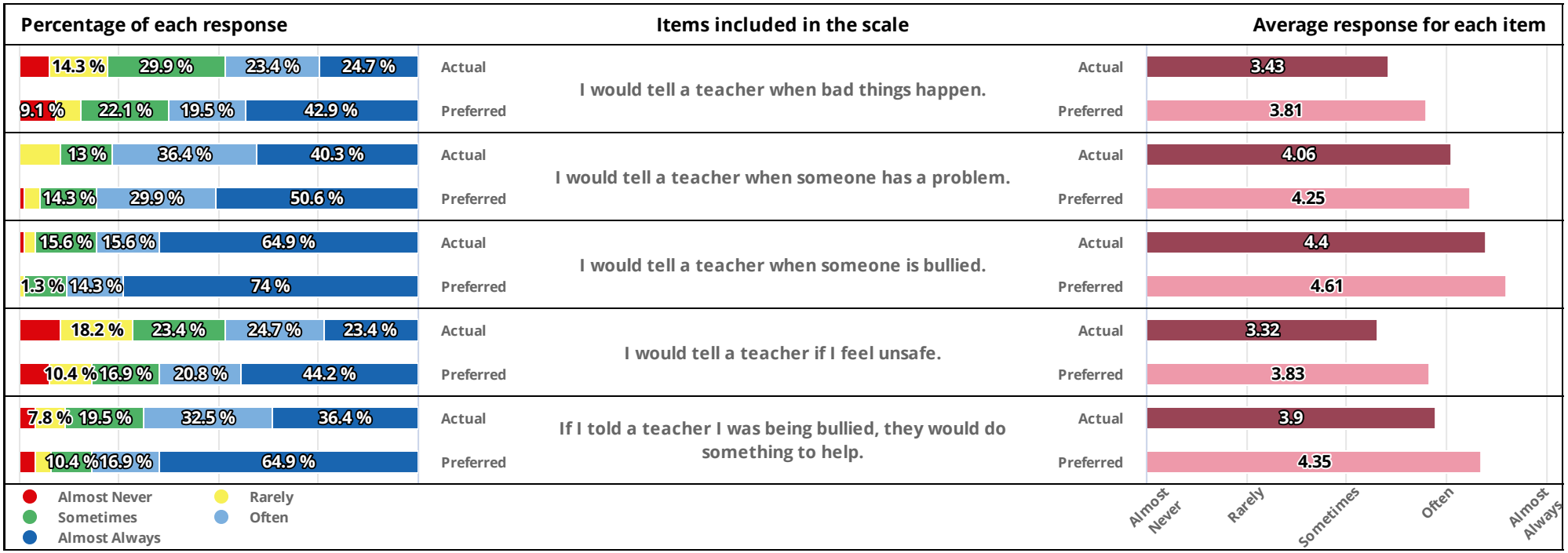
Mean and Standard Deviation: For the actual version, the average item mean for the Reporting and Seeking Help scale, was 3.82 with a standard deviation of 0.8.

Median Value (--): For the actual version, the median average item mean was 4.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 1.8.

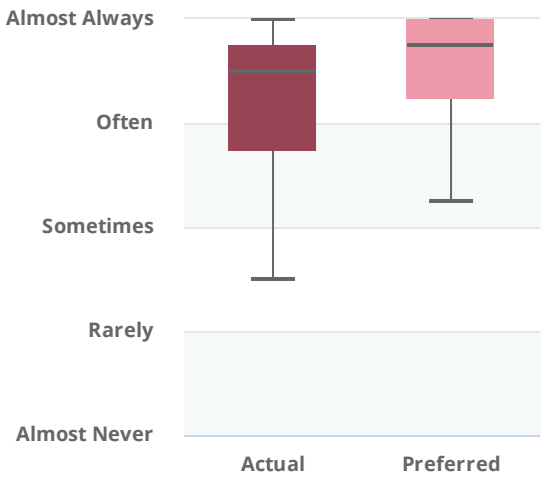
For the actual version, 50% of average item means fell between 3.2 and 4.4.

Note these figures do not include some extreme outliers.



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.



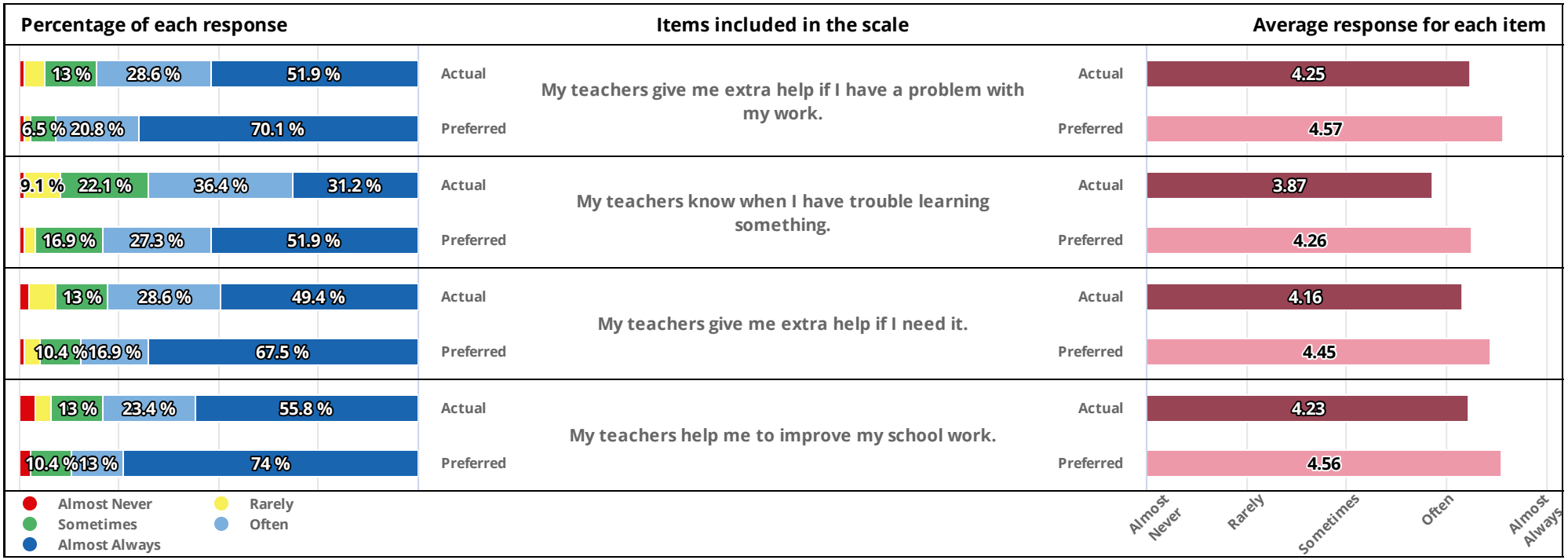
Mean and Standard Deviation: For the actual version, the average item mean for the Support for Learning scale, was 4.22 with a standard deviation of 0.69.

Median Value (--): For the actual version, the median average item mean was 4.5.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 2.5.

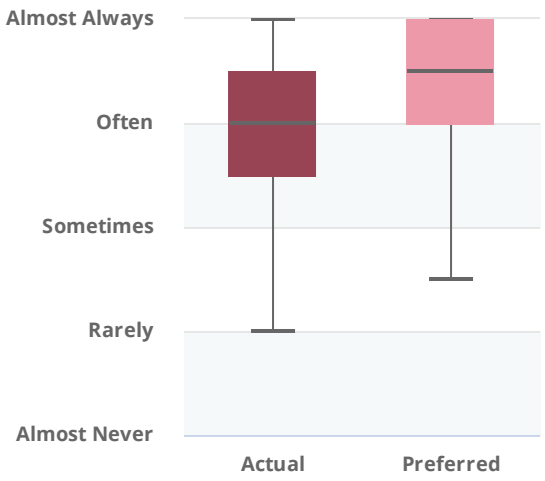
For the actual version, 50% of average item means fell between 3.75 and 4.75.

Note these figures do not include some extreme outliers.



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.



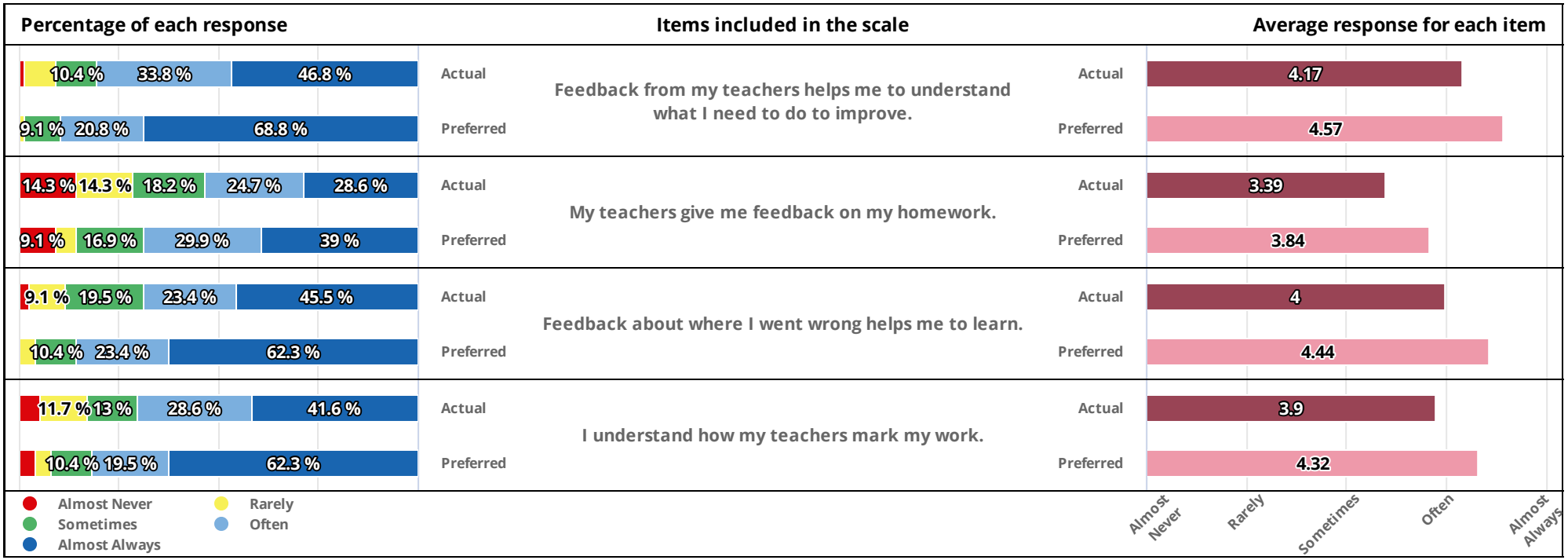
Mean and Standard Deviation: For the actual version, the average item mean for the Teacher Feedback scale, was 3.9 with a standard deviation of 0.78.

Median Value (--): For the actual version, the median average item mean was 4.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 2.

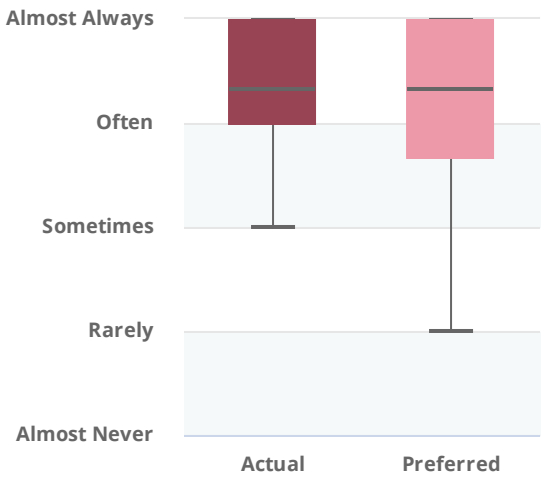
For the actual version, 50% of average item means fell between 3.5 and 4.5.

Note these figures do not include some extreme outliers.



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.



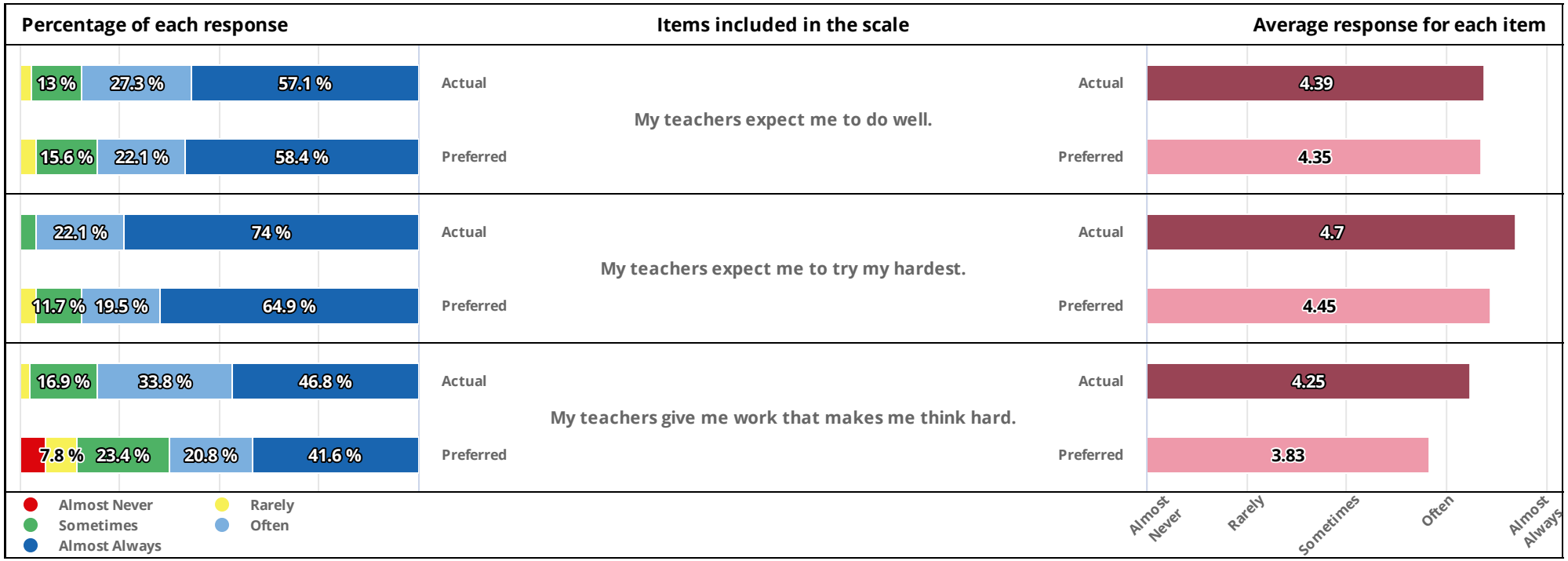
Mean and Standard Deviation: For the actual version, the average item mean for the Expectations for Success scale, was 4.45 with a standard deviation of 0.47.

Median Value (--): For the actual version, the median average item mean was 4.33.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 3.

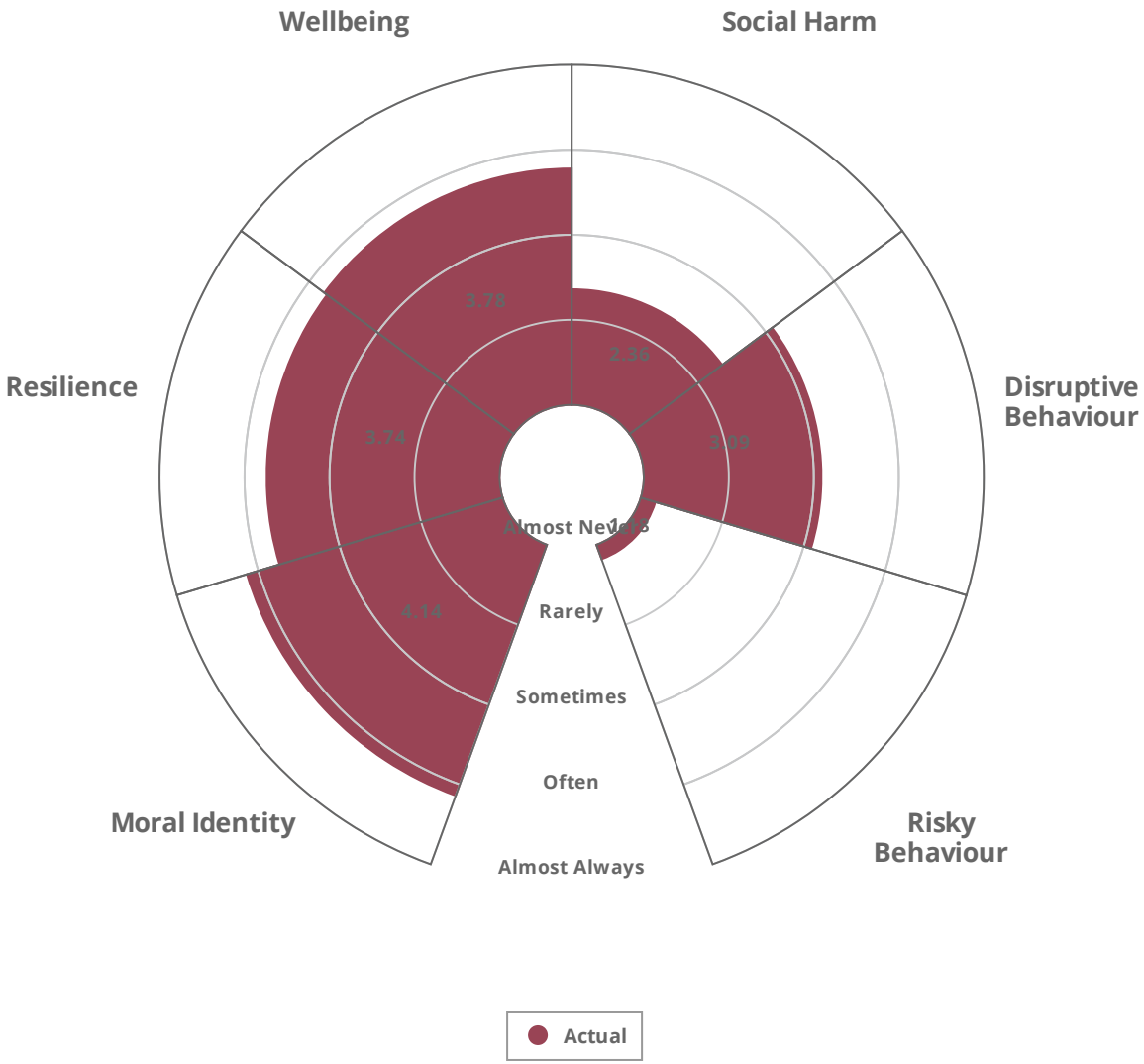
For the actual version, 50% of average item means fell between 4 and 5.

Note these figures do not include some extreme outliers.



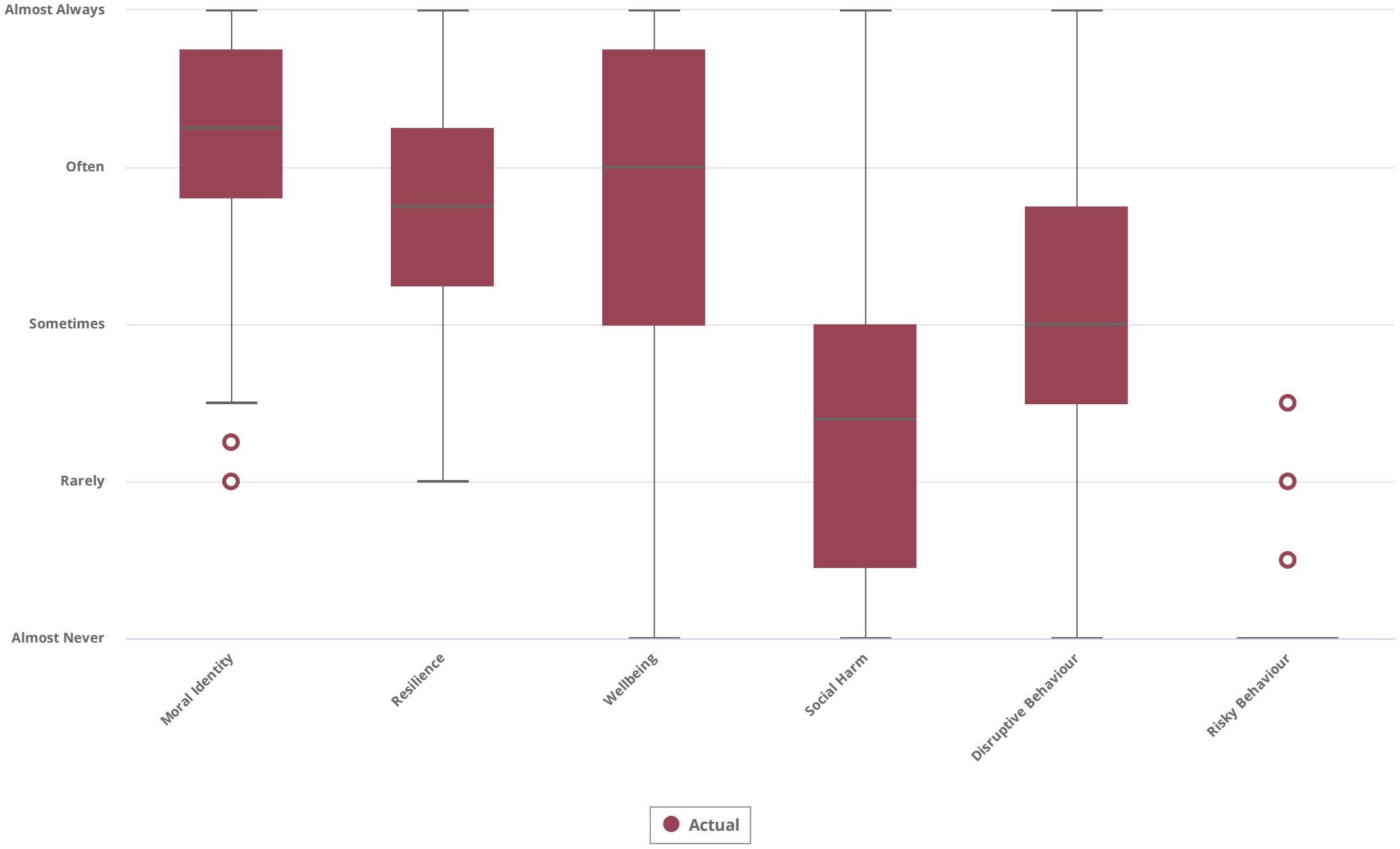
Protective and Risk Factors

Means for each construct.



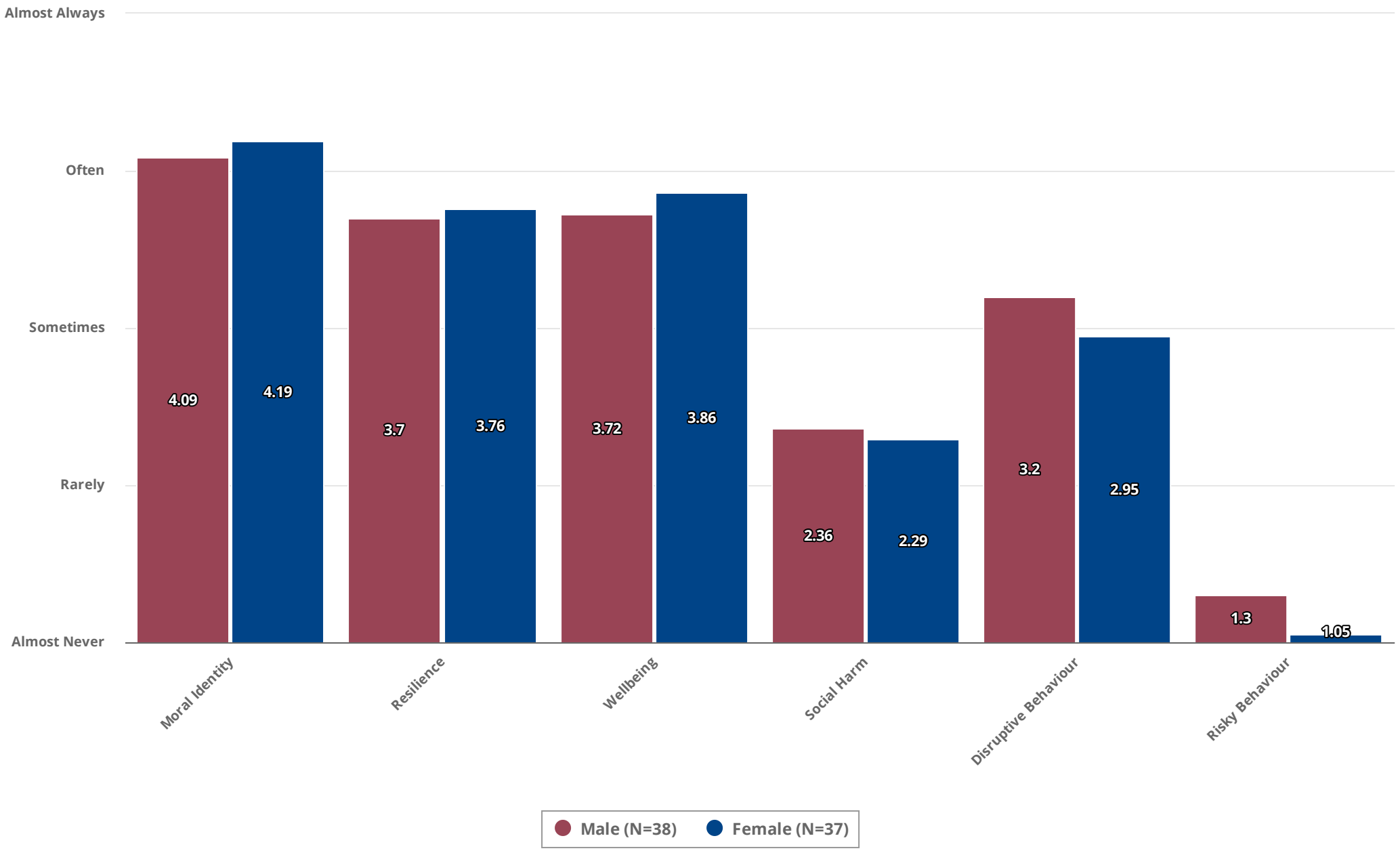
Protective and Risk Factors

Variations for each construct.



Protective and Risk Factors: By Gender

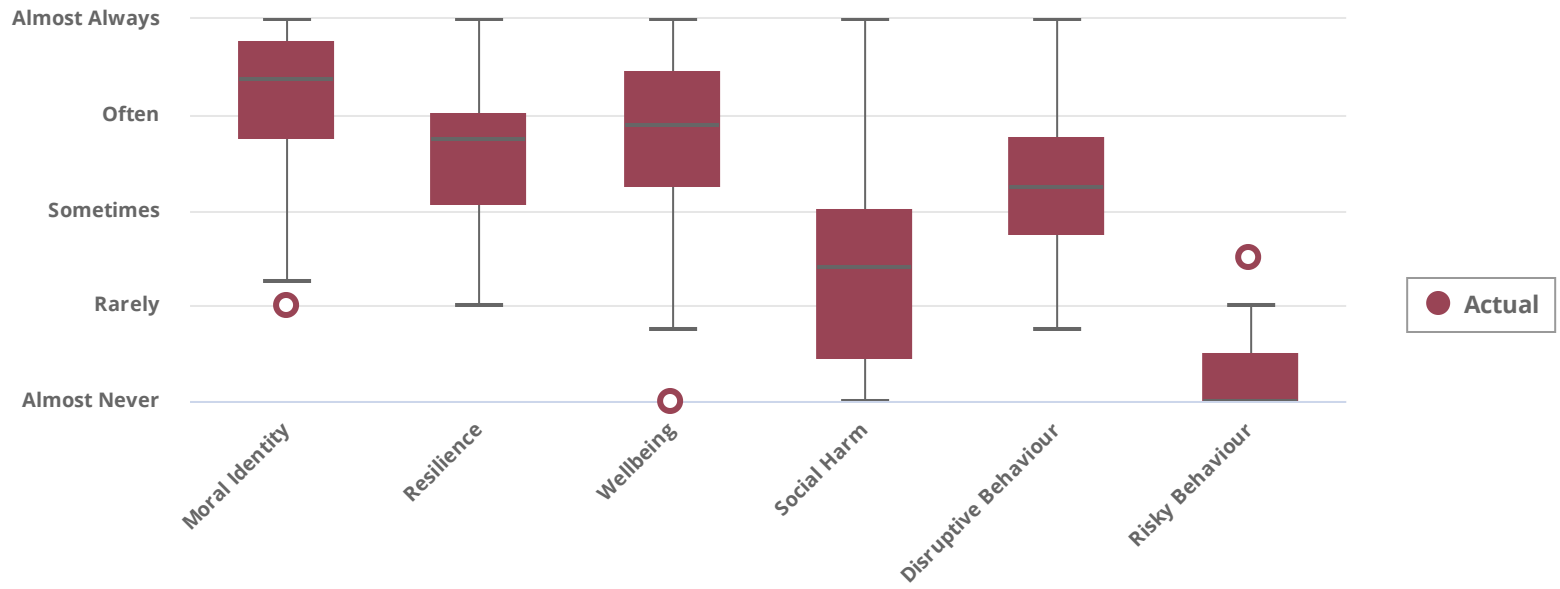
Means for each construct. Categories with less than four responses have been omitted.



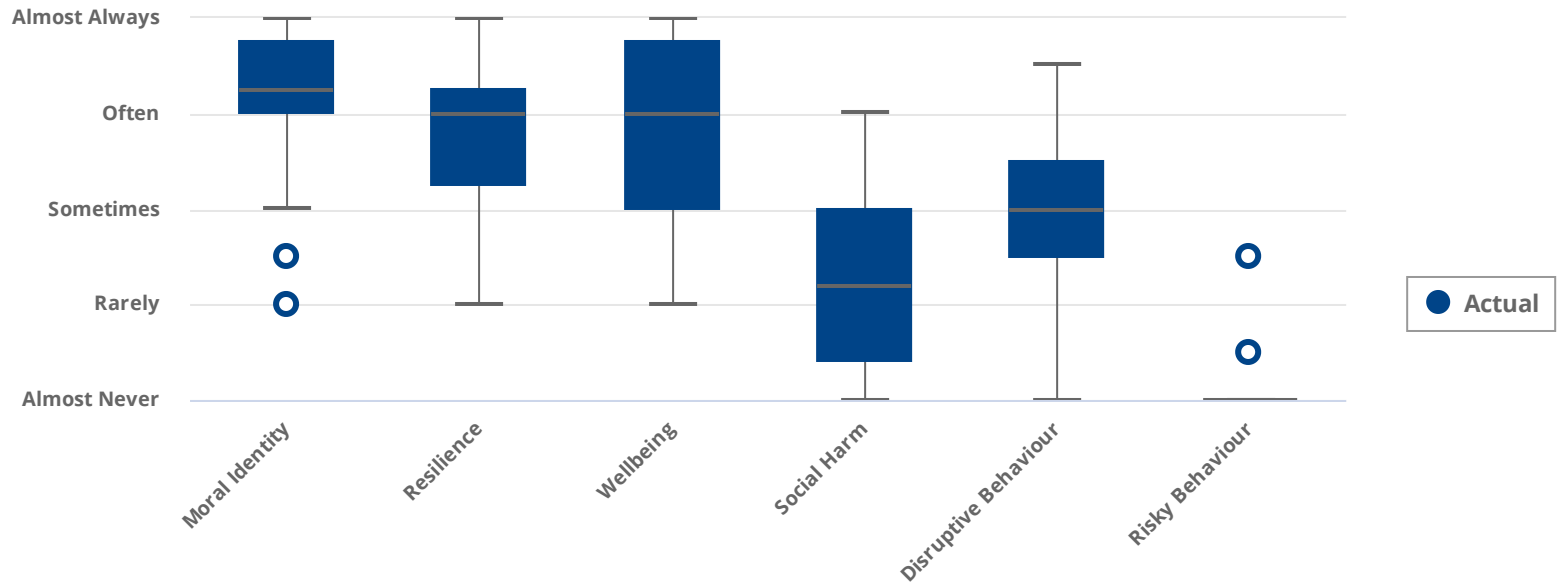
Protective and Risk Factors: By Gender

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

Category:
Male (N=38)

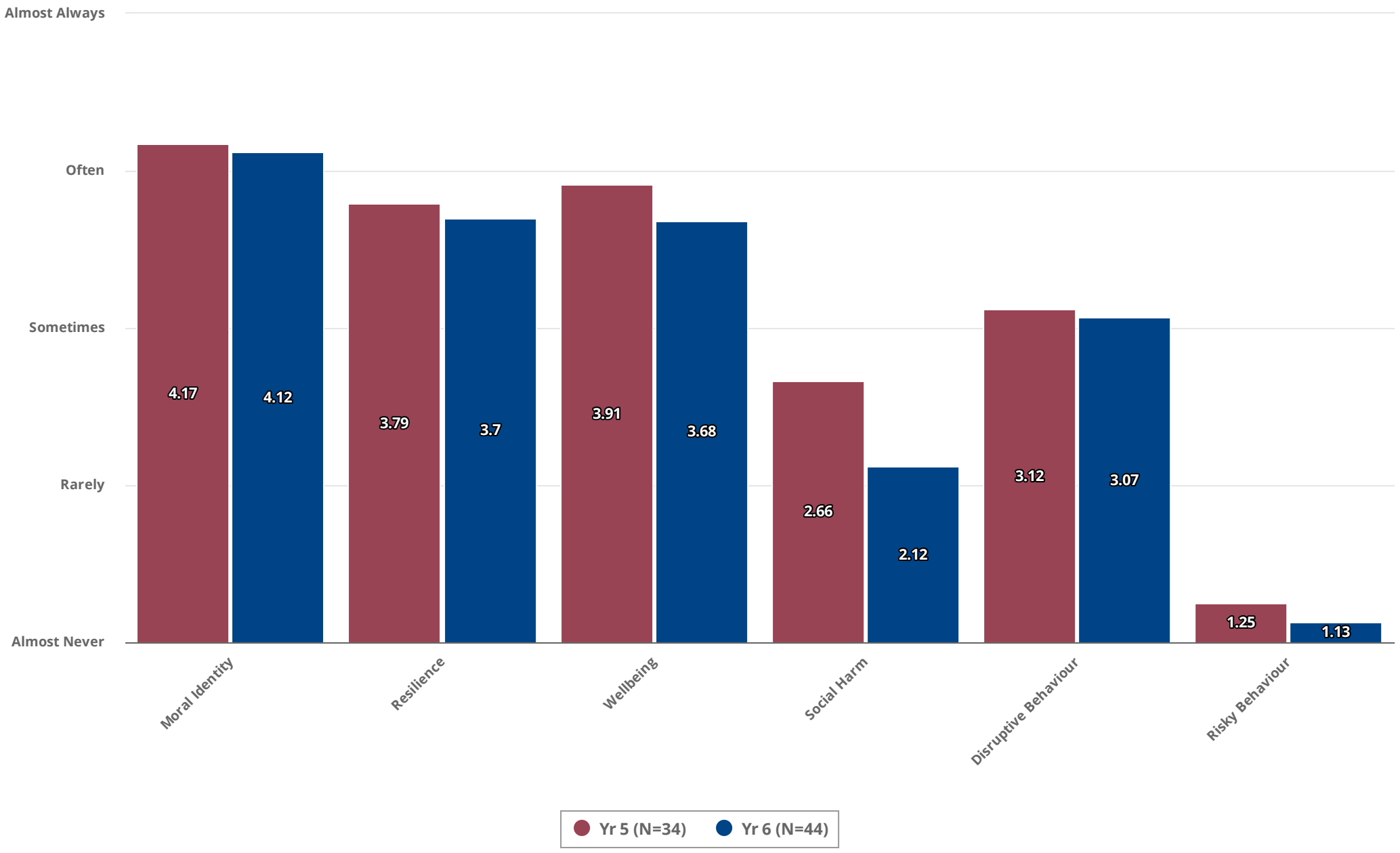


Category:
Female (N=37)



Protective and Risk Factors: By Year Level

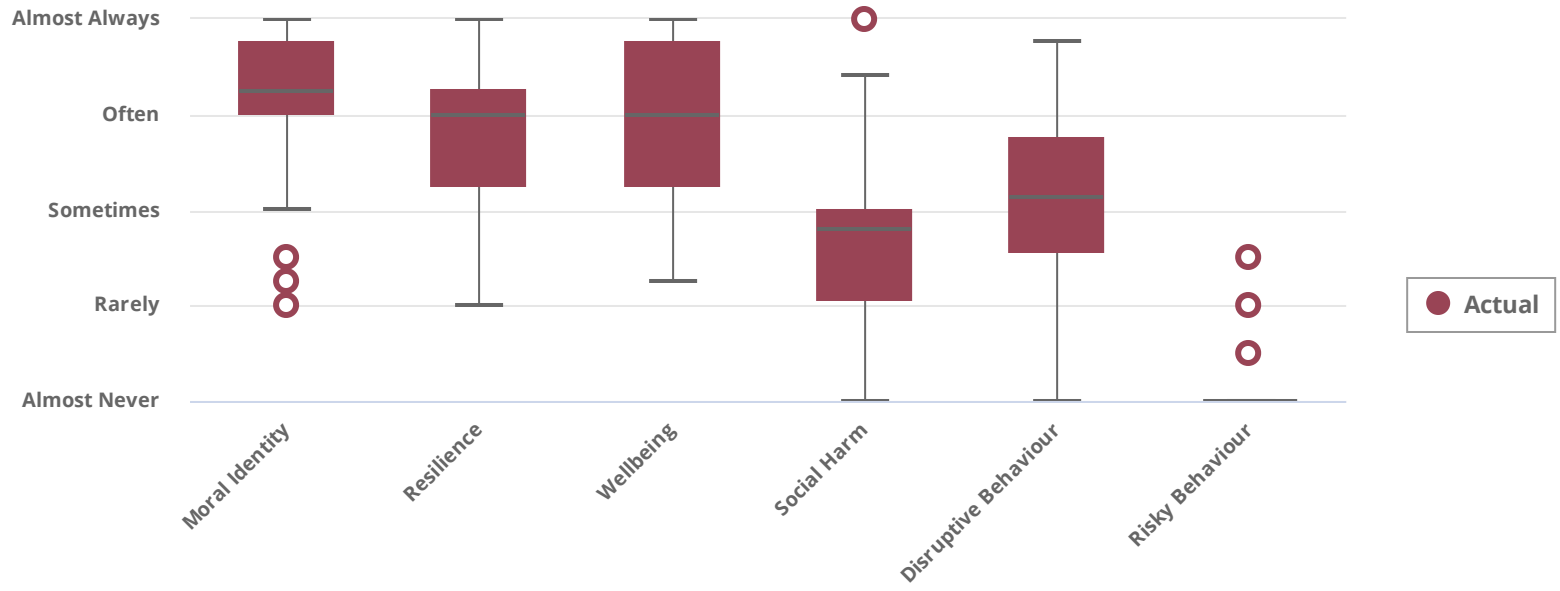
Means for each construct. Categories with less than four responses have been omitted.



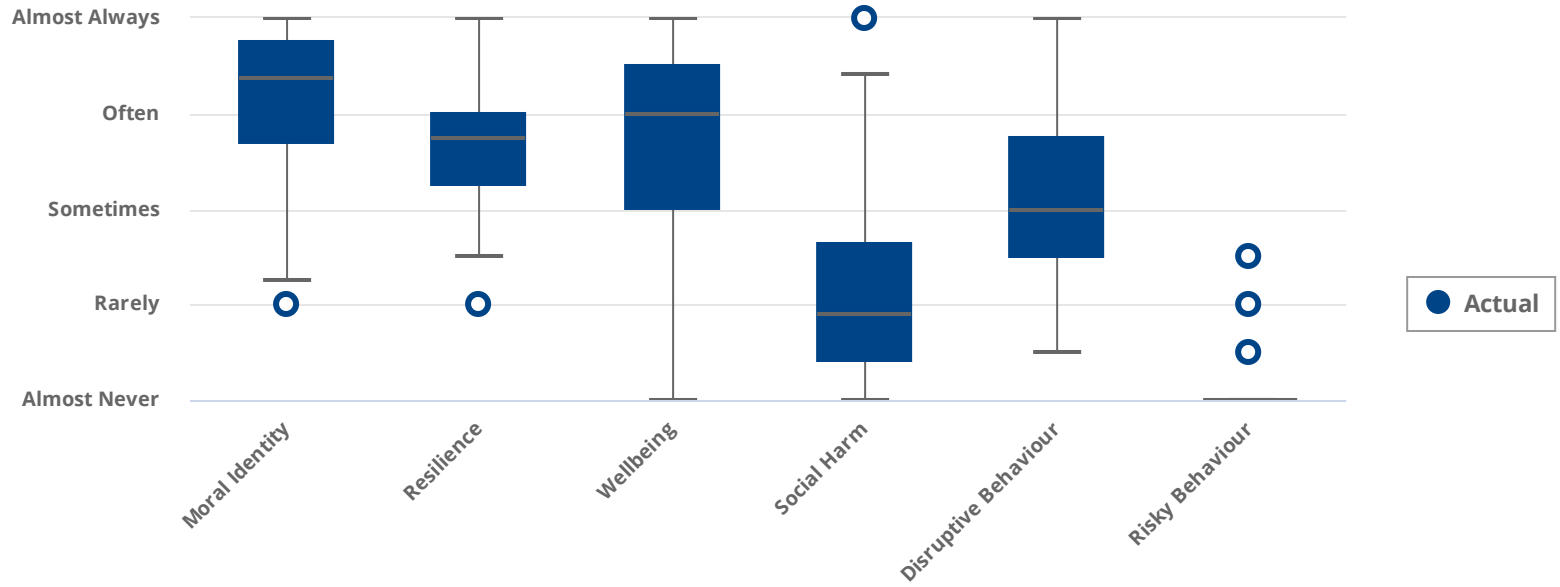
Protective and Risk Factors: By Year Level

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

Category:
Yr 5 (N=34)

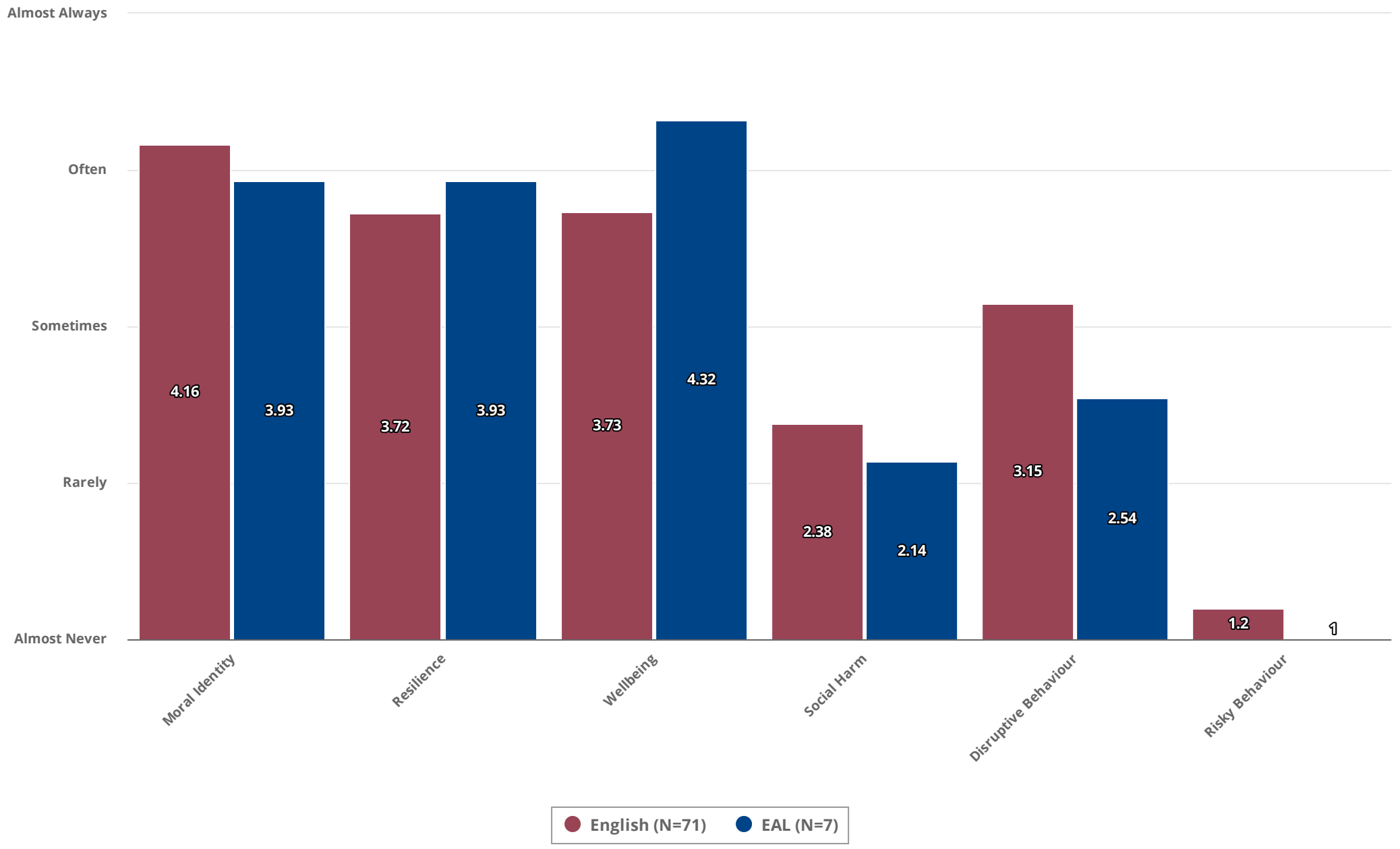


Category:
Yr 6 (N=44)



Protective and Risk Factors: By Language

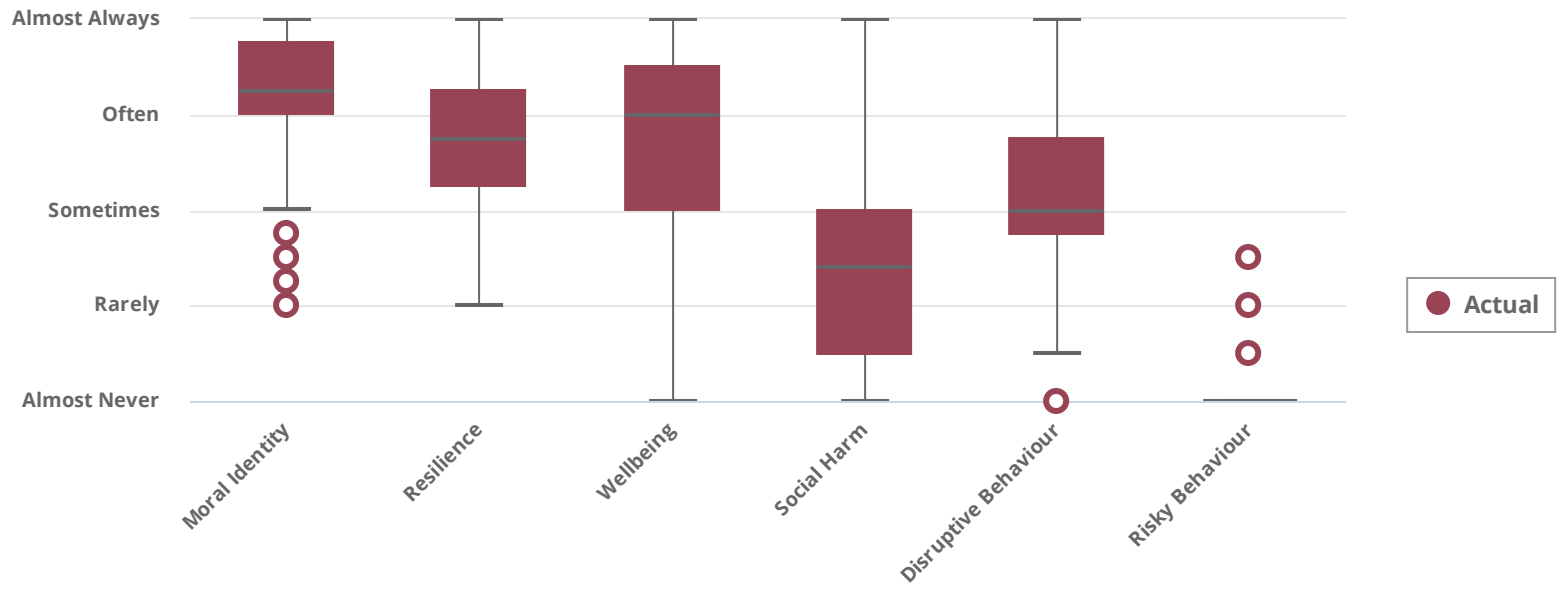
Means for each construct. Categories with less than four responses have been omitted.



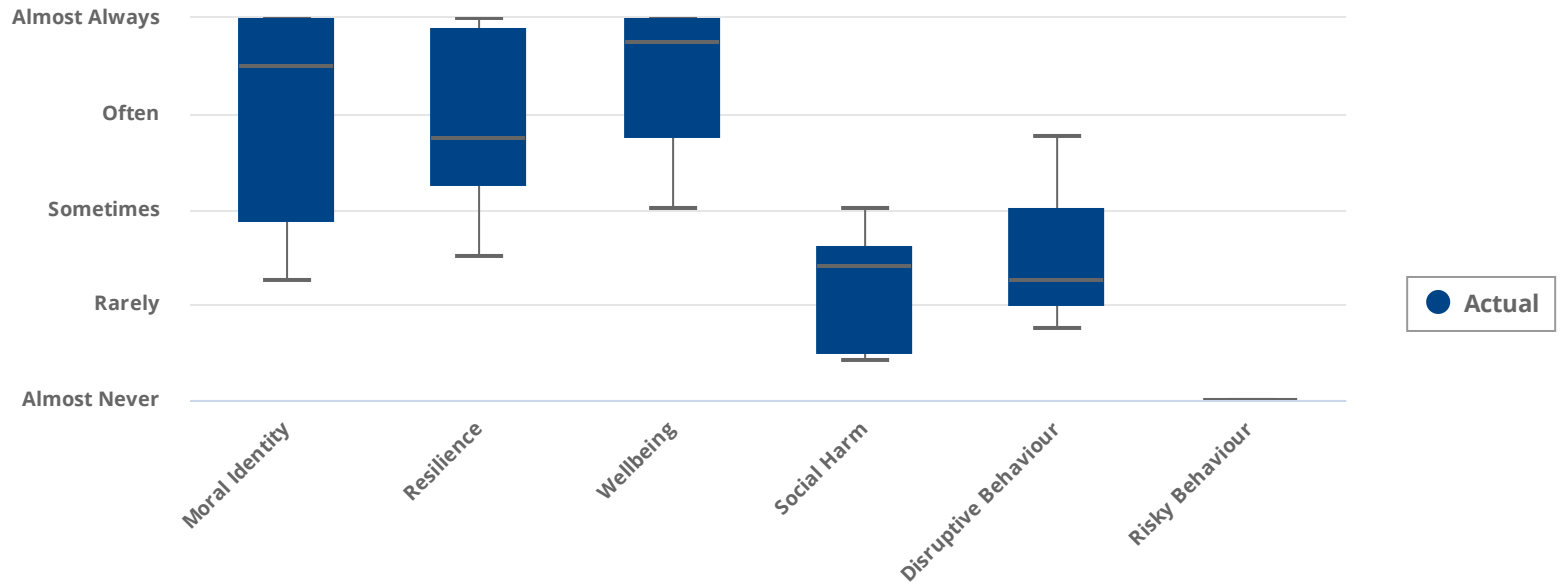
Protective and Risk Factors: By Language

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

Category:
English (N=71)

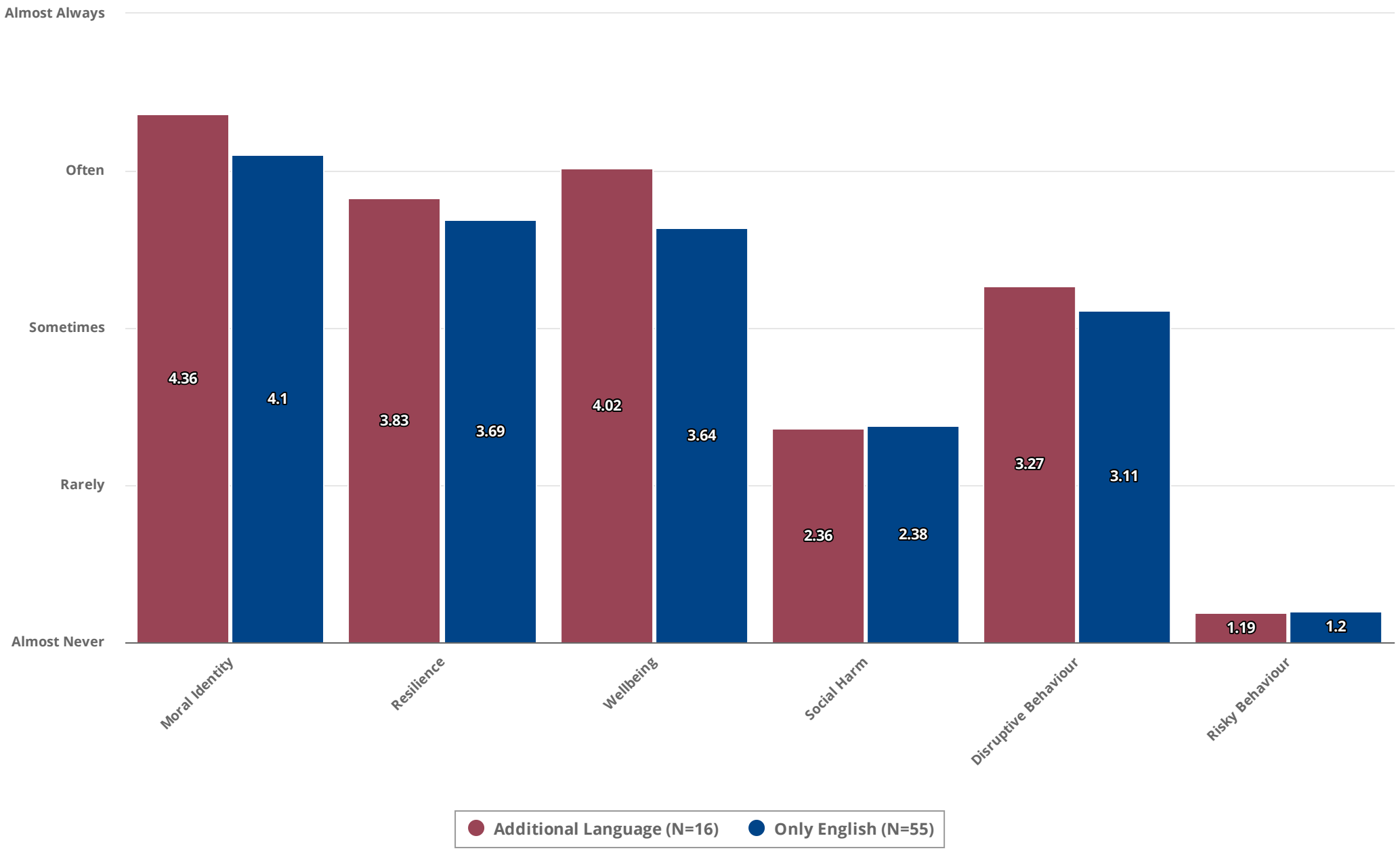


Category:
EAL (N=7)



Protective and Risk Factors: By Additional Language

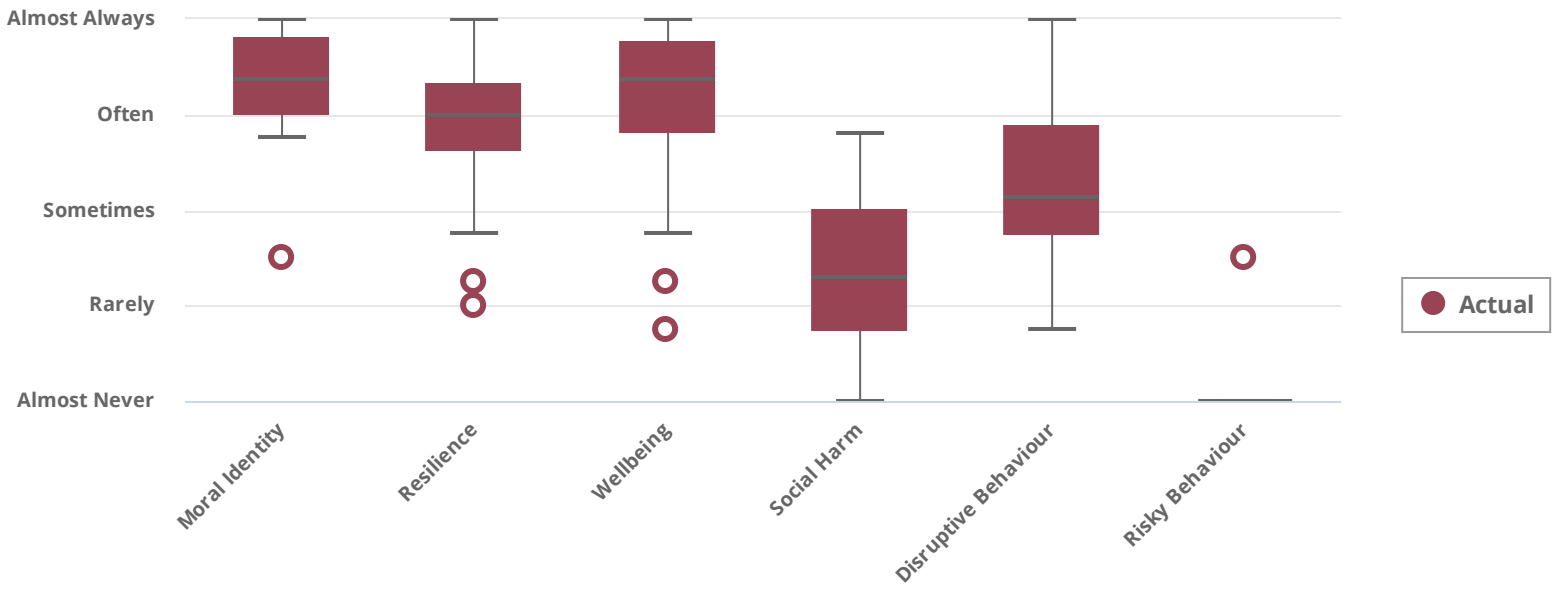
Means for each construct. Note, only participants who selected 'English' for the previous question responded to this question. Categories with less than four responses have been omitted.



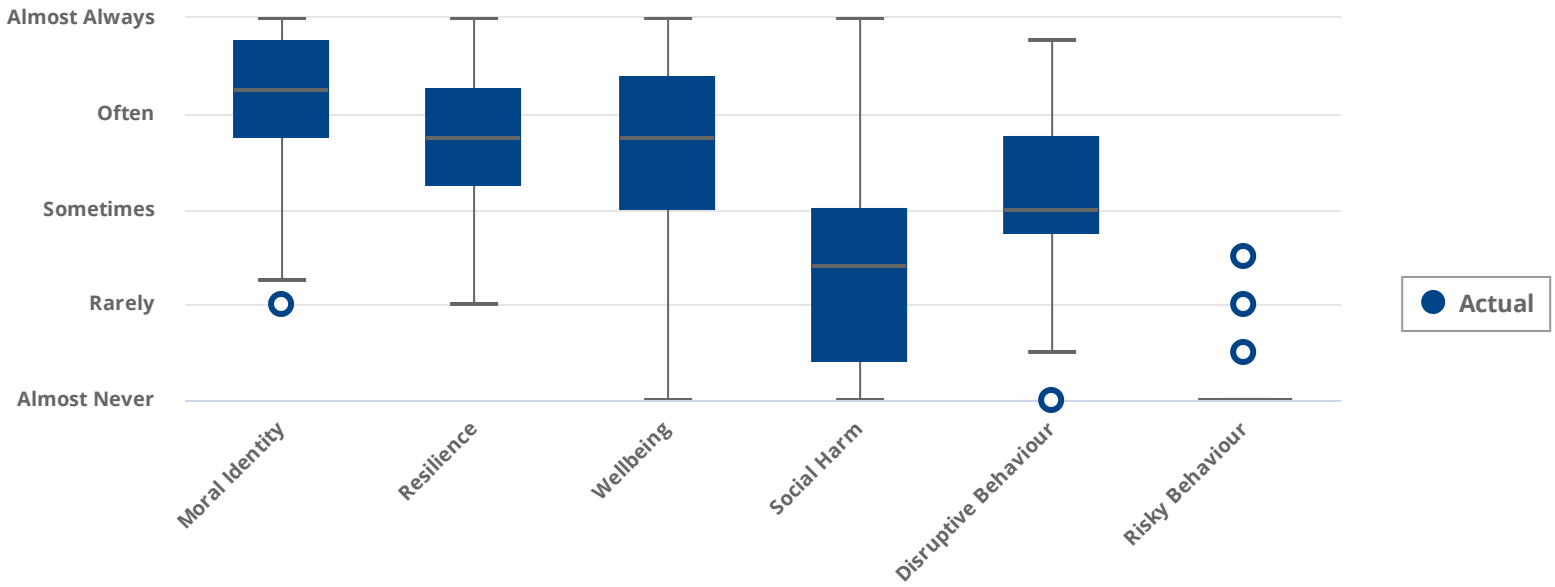
Protective and Risk Factors: By Additional Language

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=16)

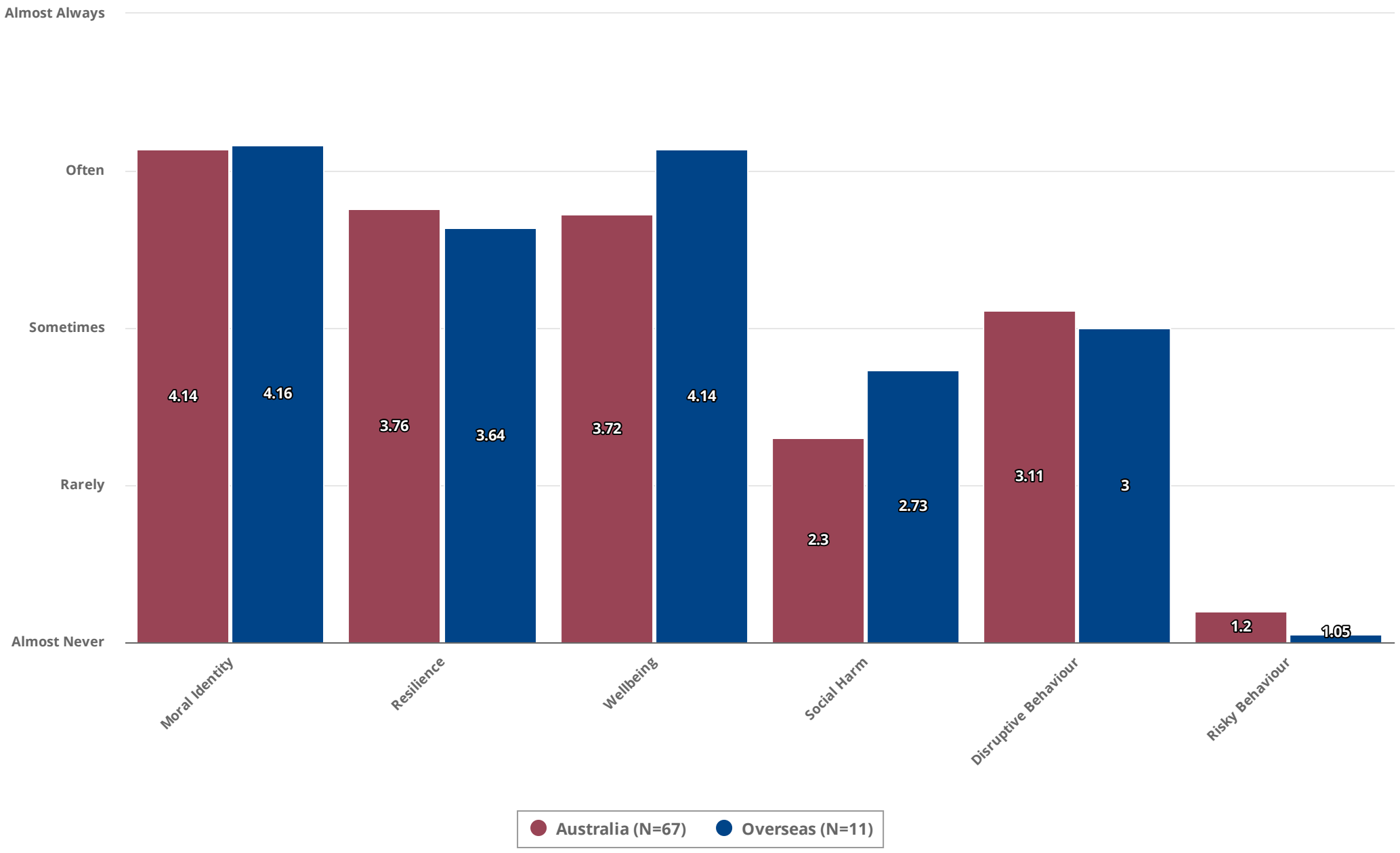


Category:
Only English (N=55)



Protective and Risk Factors: By Birth Place

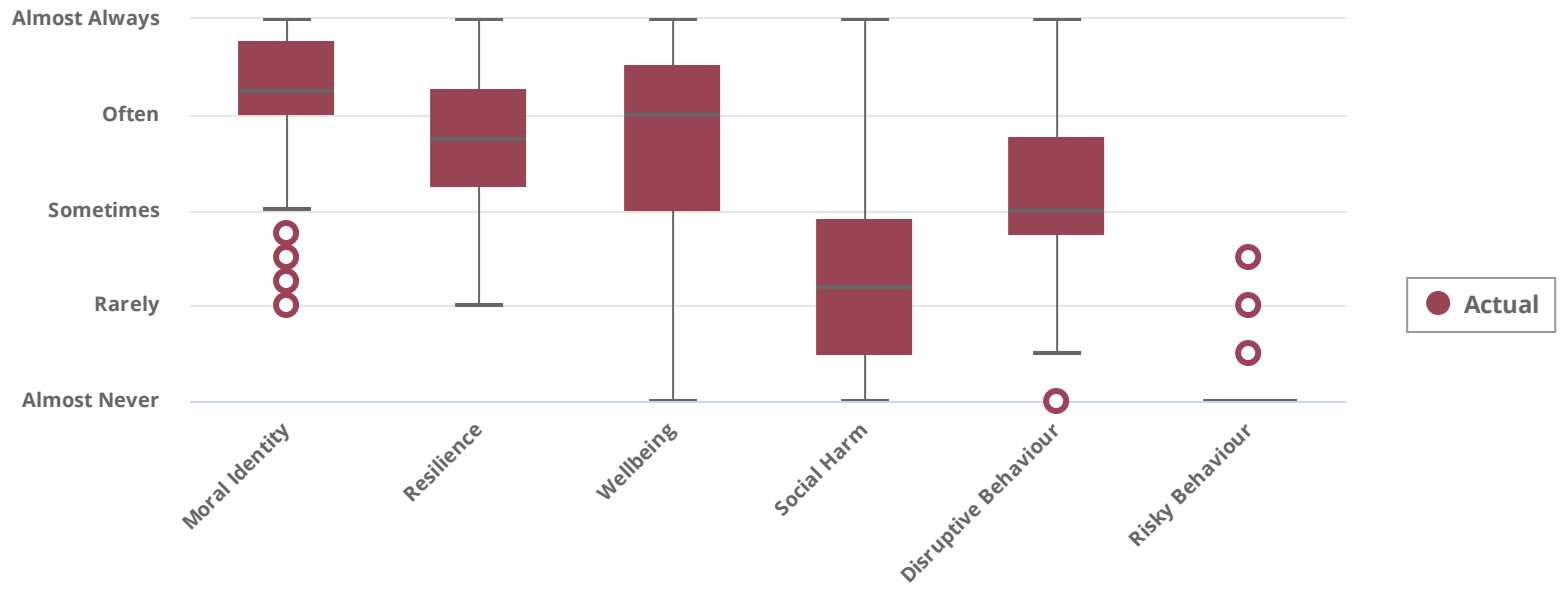
Means for each construct. Categories with less than four responses have been omitted.



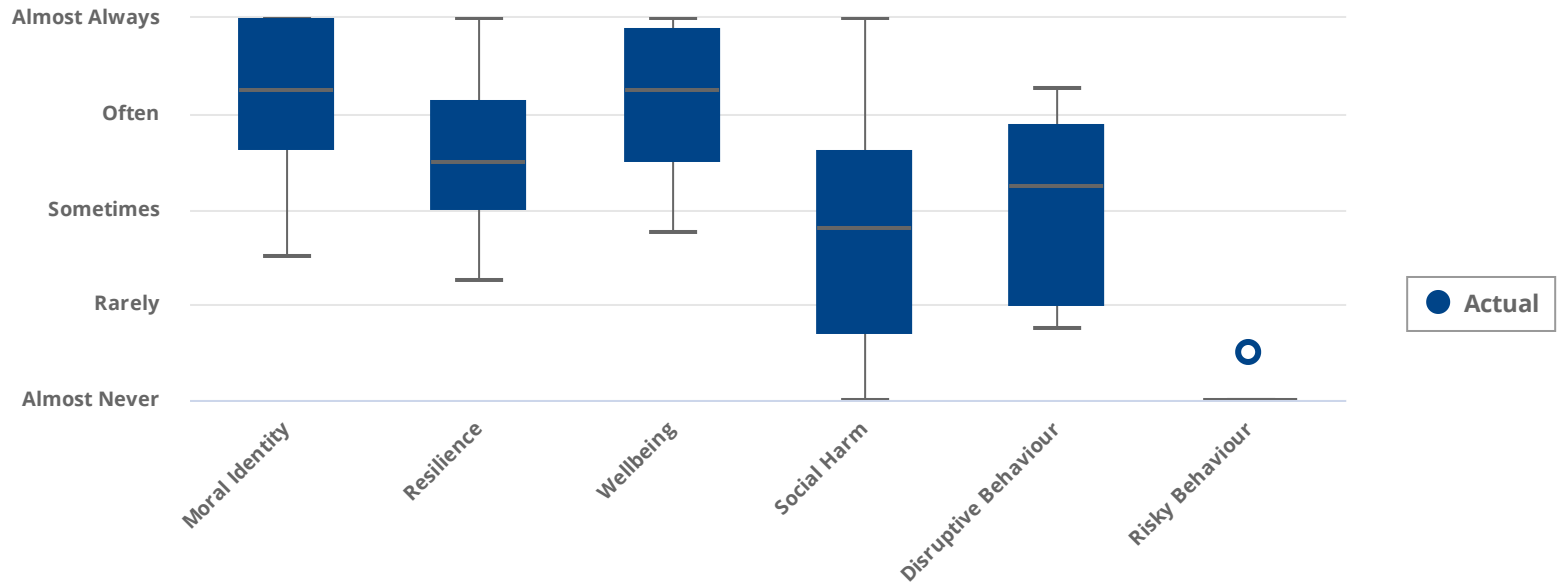
Protective and Risk Factors: By Birth Place

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

Category:
Australia (N=67)

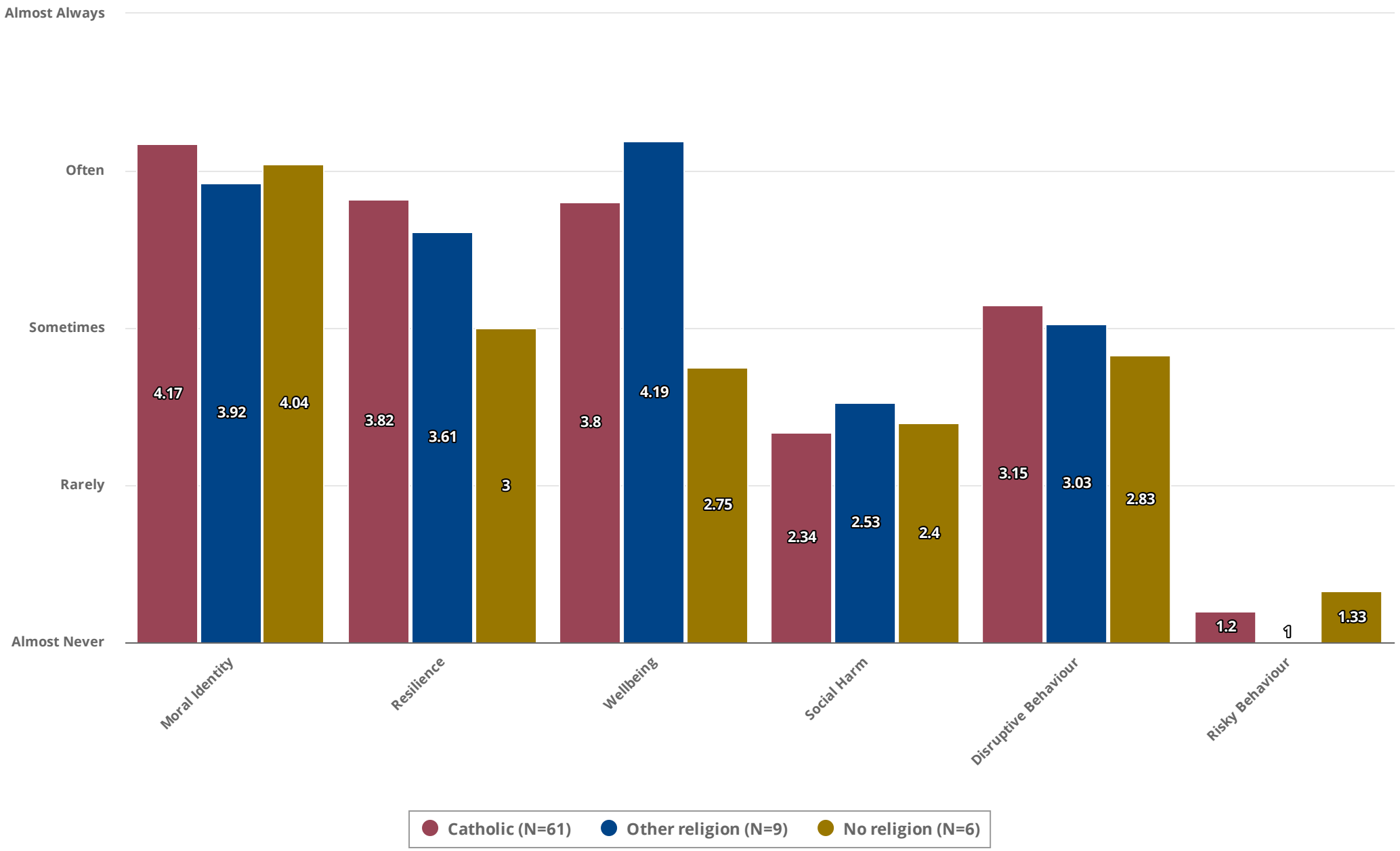


Category:
Overseas (N=11)



Protective and Risk Factors: By Religion

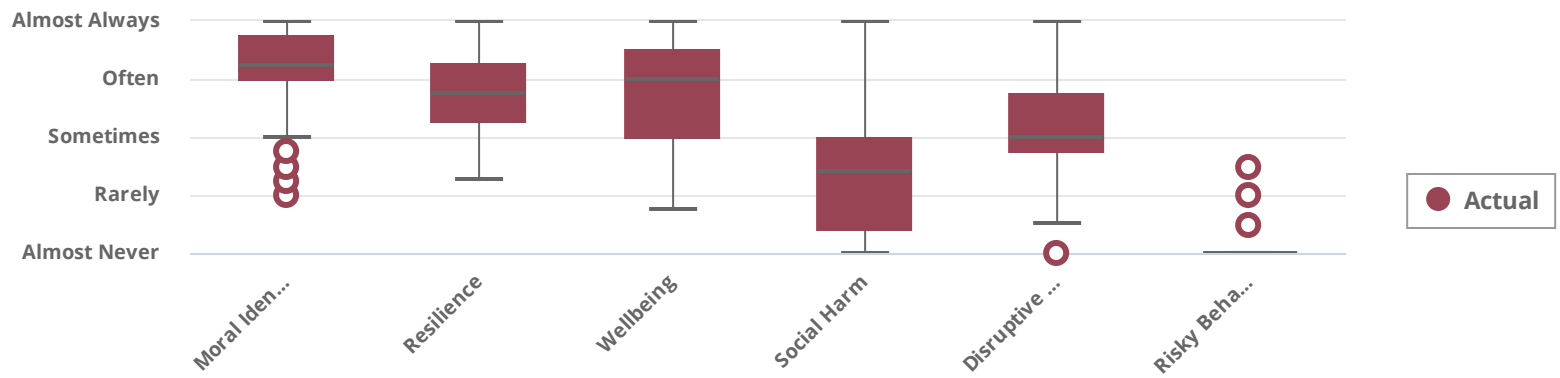
Means for each construct. Categories with less than four responses have been omitted.



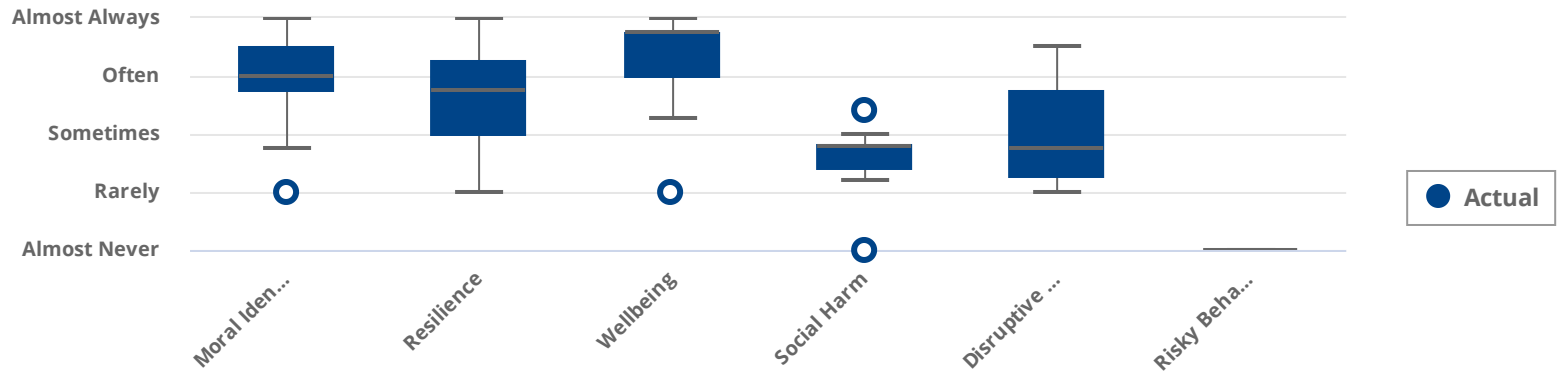
Protective and Risk Factors: By Religion

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

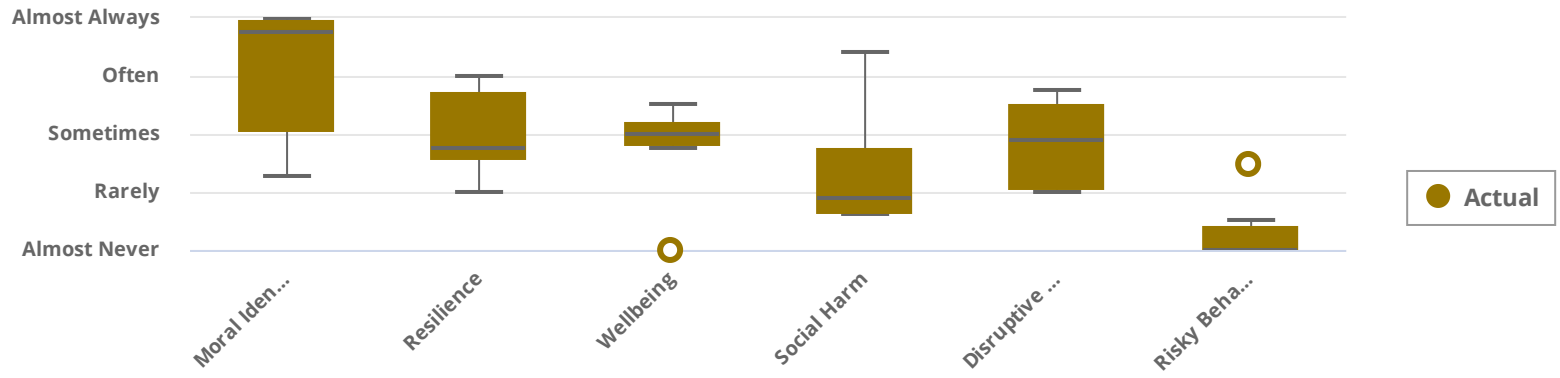
Category:
Catholic (N=61)



Category:
Other religion (N=9)

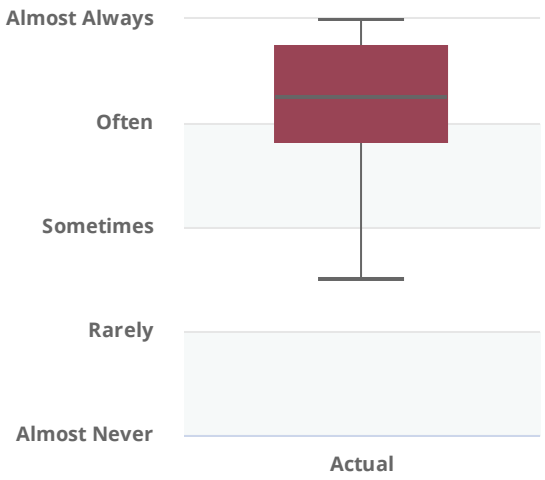


Category:
No religion (N=6)



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.



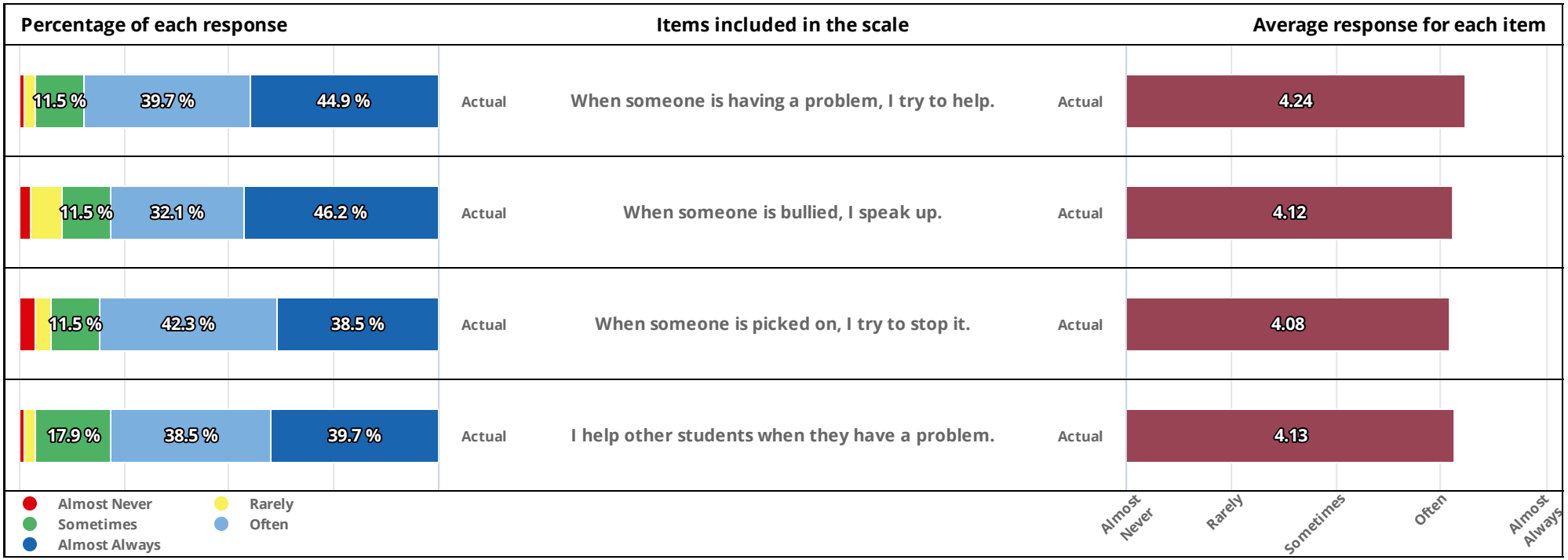
Mean and Standard Deviation: For the actual version, the average item mean for the Moral Identity scale, was 4.25 with a standard deviation of 0.69.

Median Value (--): For the actual version, the median average item mean was 4.25.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 2.5.

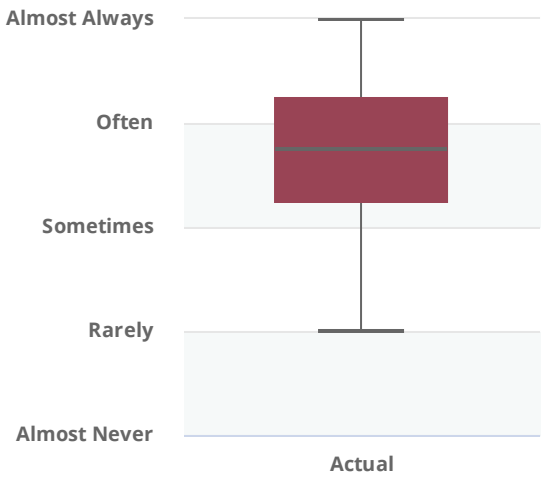
For the actual version, 50% of average item means fell between 3.81 and 4.75.

Note these figures do not include some extreme outliers.



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.



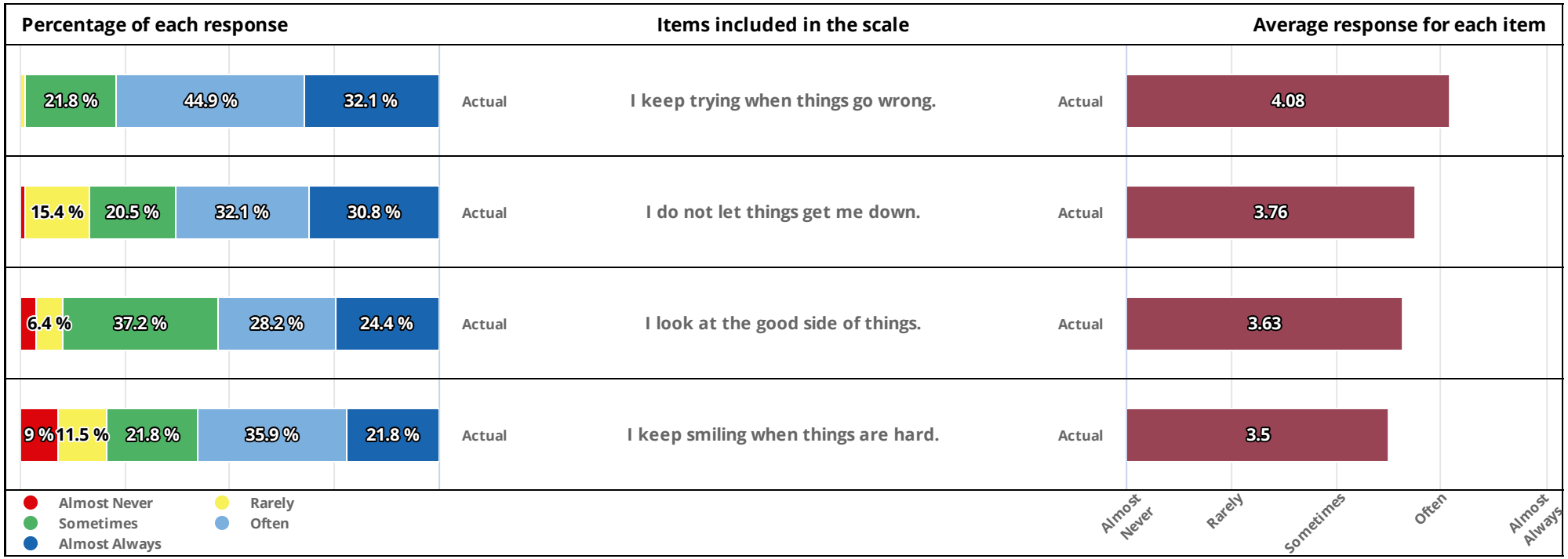
Mean and Standard Deviation: For the actual version, the average item mean for the Resilience scale, was 3.74 with a standard deviation of 0.76.

Median Value (--): For the actual version, the median average item mean was 3.75.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 2.

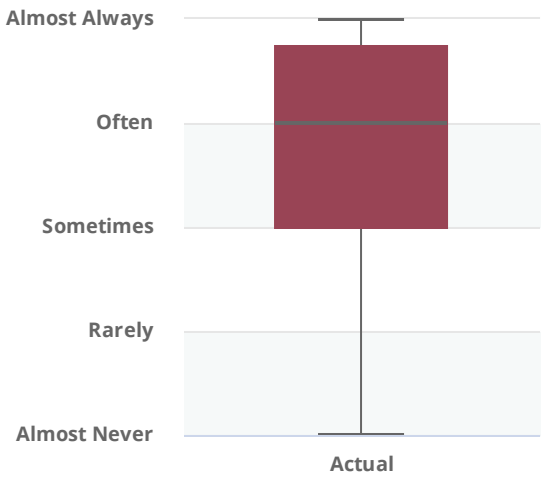
For the actual version, 50% of average item means fell between 3.25 and 4.25.

Note these figures do not include some extreme outliers.



Wellbeing

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



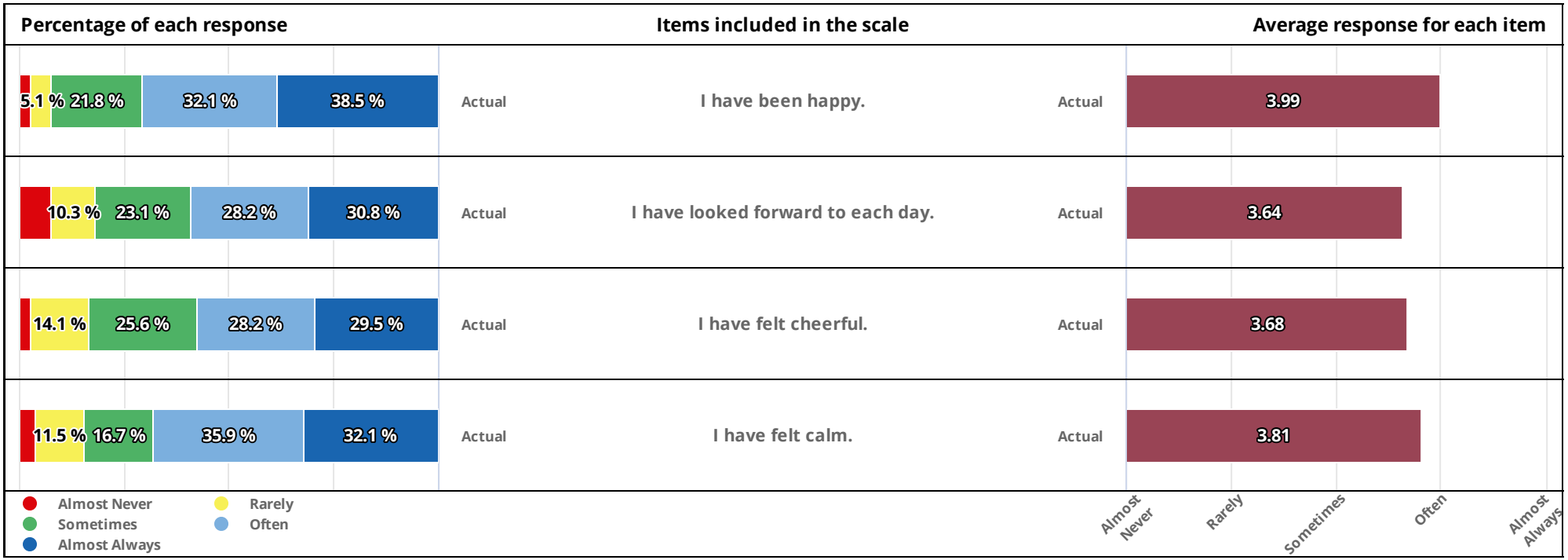
Mean and Standard Deviation: For the actual version, the average item mean for the Wellbeing scale, was 3.78 with a standard deviation of 0.96.

Median Value (--): For the actual version, the median average item mean was 4.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 1.

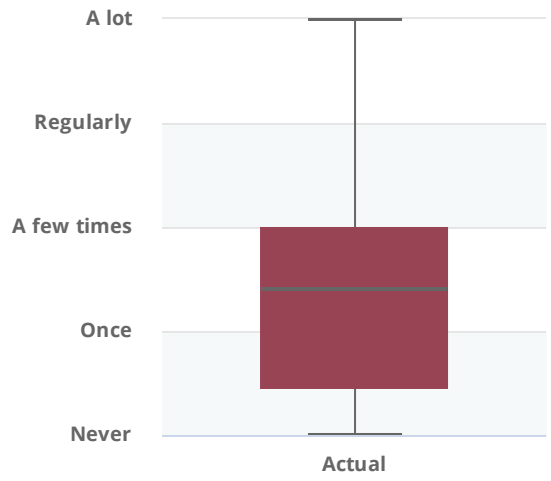
For the actual version, 50% of average item means fell between 3 and 4.75.

Note these figures do not include some extreme outliers.



Social Harm

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



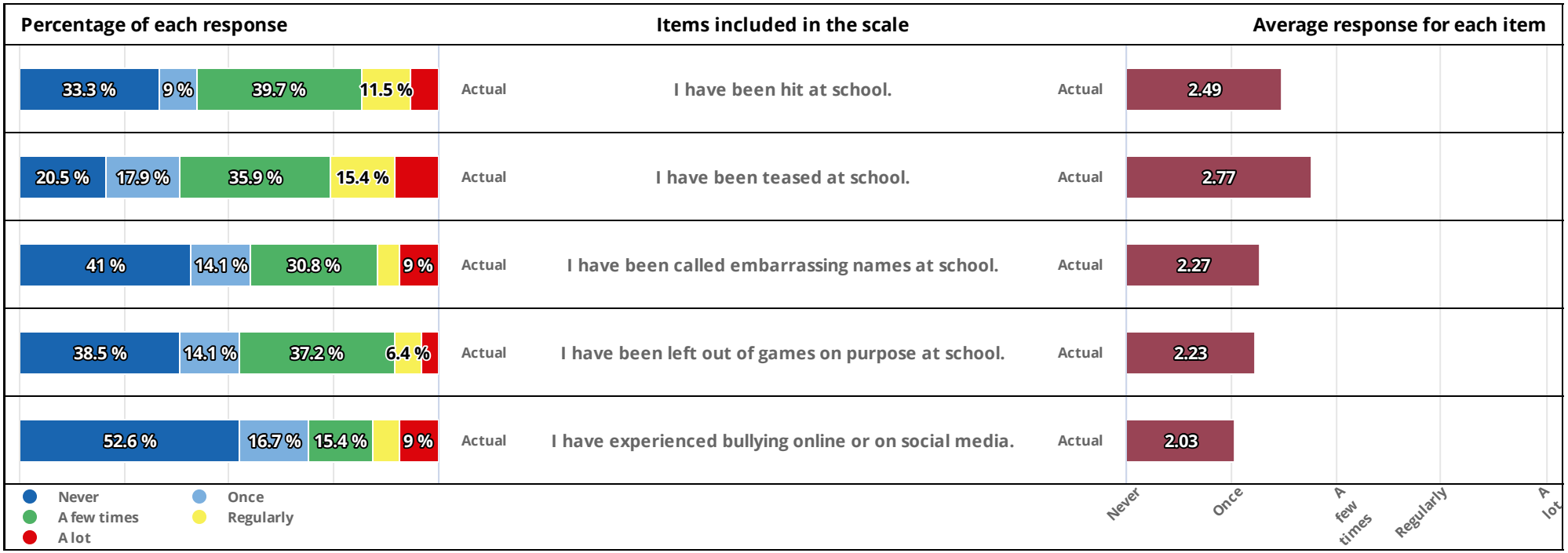
Mean and Standard Deviation: For the actual version, the average item mean for the Social Harm scale, was 2.36 with a standard deviation of 0.97.

Median Value (--): For the actual version, the median average item mean was 2.4.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 1.

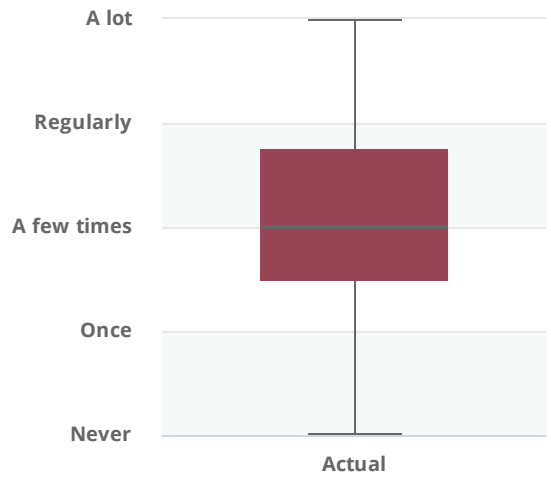
For the actual version, 50% of average item means fell between 1.45 and 3.

Note these figures do not include some extreme outliers.



Disruptive Behaviour

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



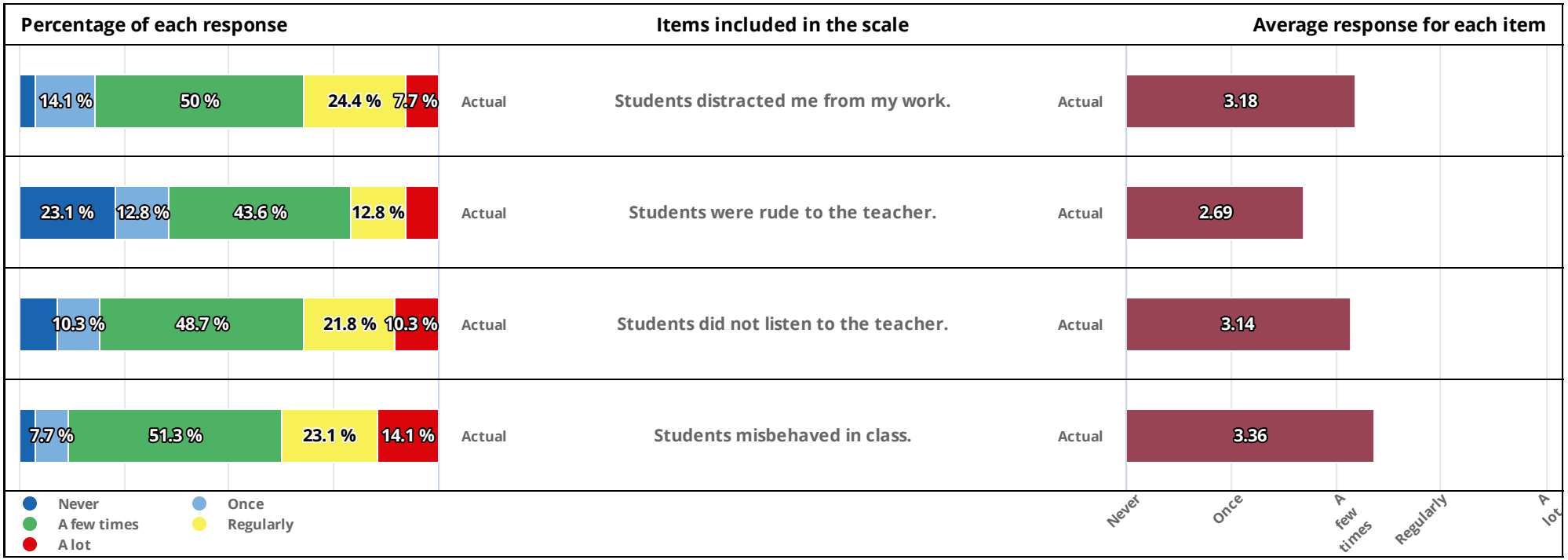
Mean and Standard Deviation: For the actual version, the average item mean for the Disruptive Behaviour scale, was 3.09 with a standard deviation of 0.83.

Median Value (--): For the actual version, the median average item mean was 3.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 1.

For the actual version, 50% of average item means fell between 2.5 and 3.75.

Note these figures do not include some extreme outliers.



Risky Behaviour

The RISKY BEHAVIOUR construct assesses the extent to which students consider themselves to be involved in risky or undesirable behaviour.

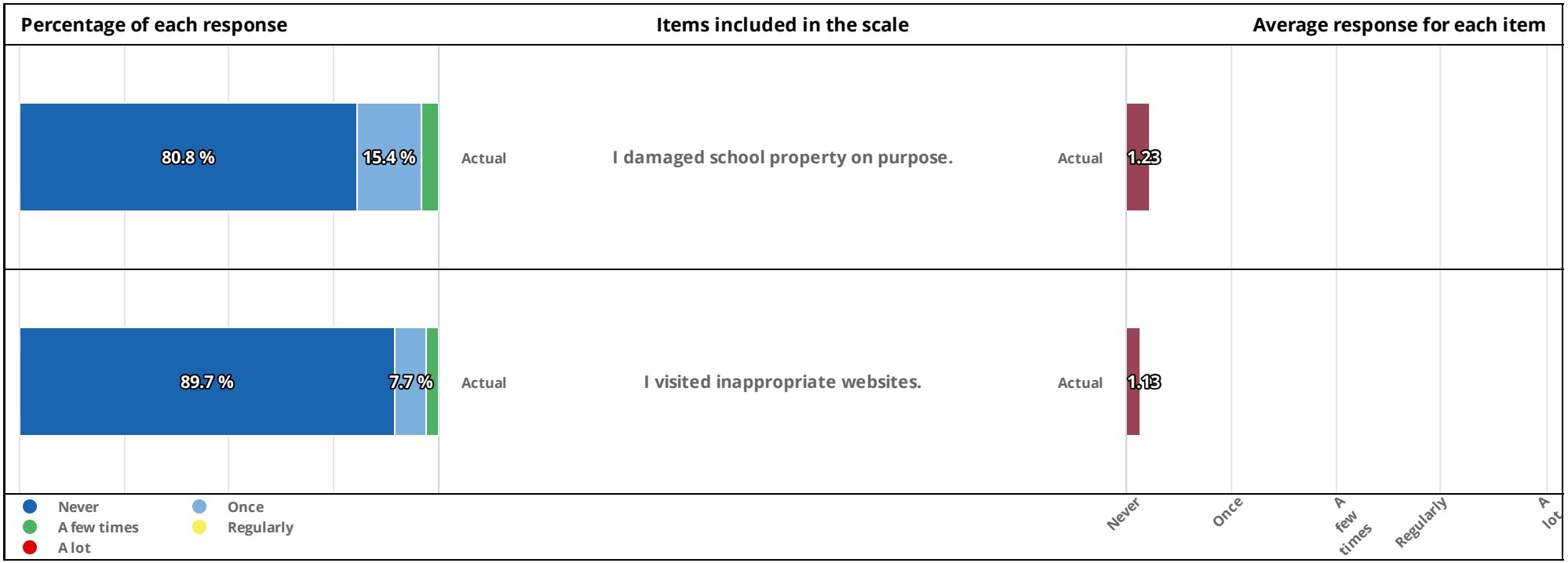
Mean and Standard Deviation: For the actual version, the average item mean for the Risky Behaviour scale, was 1 with a standard deviation of 0.

Median Value (--): For the actual version, the median average item mean was 1.

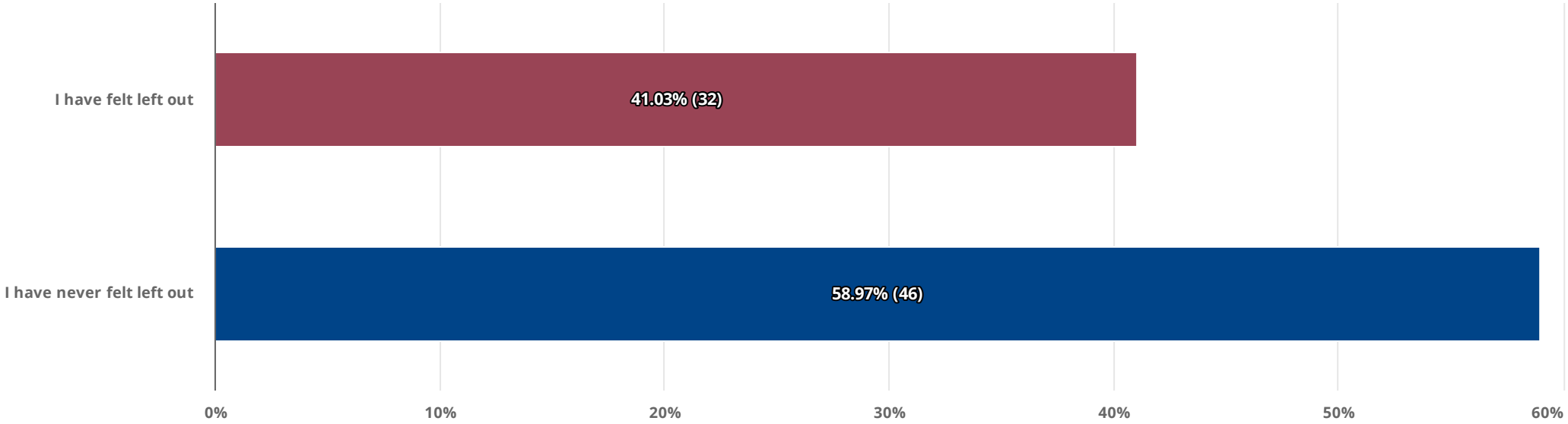
Range: For the actual version, the maximum average item mean was 1 and the minimum was 1.

For the actual version, 50% of average item means fell between 1 and 1.

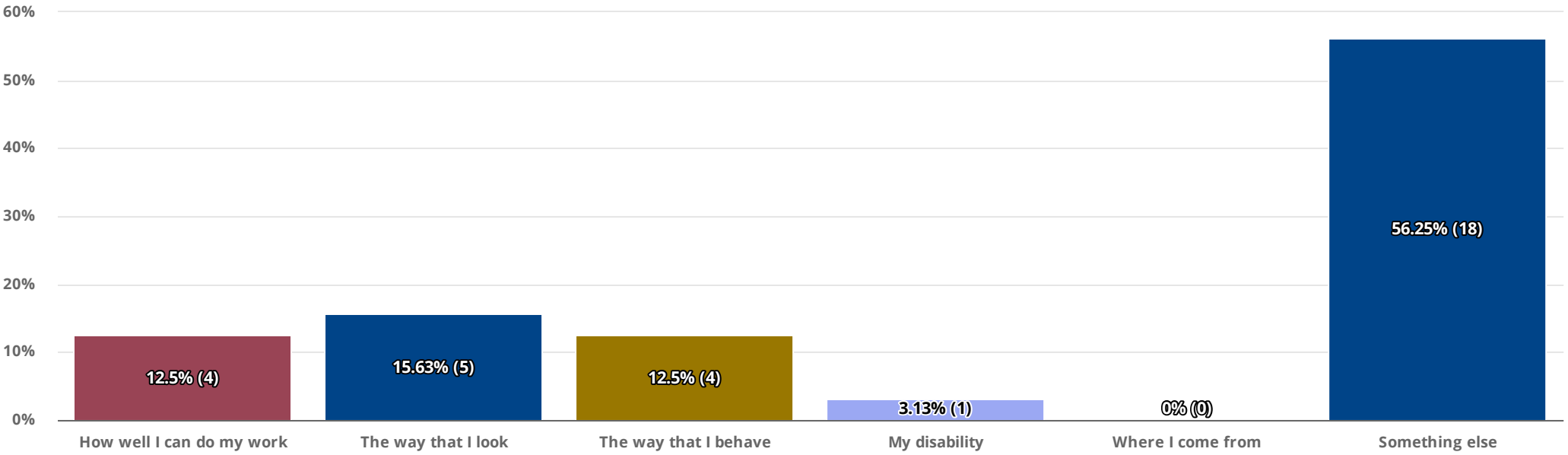
Note these figures do not include some extreme outliers.



Feeling Left Out



Reasons for Feeling Left Out

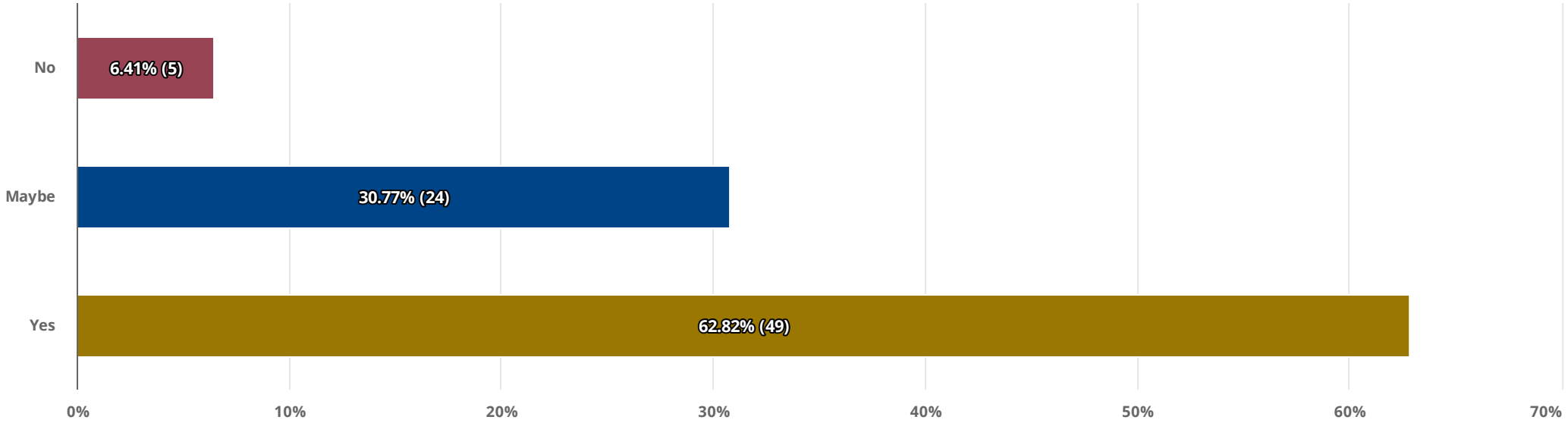


Text Responses for Students who Selected 'Something else'

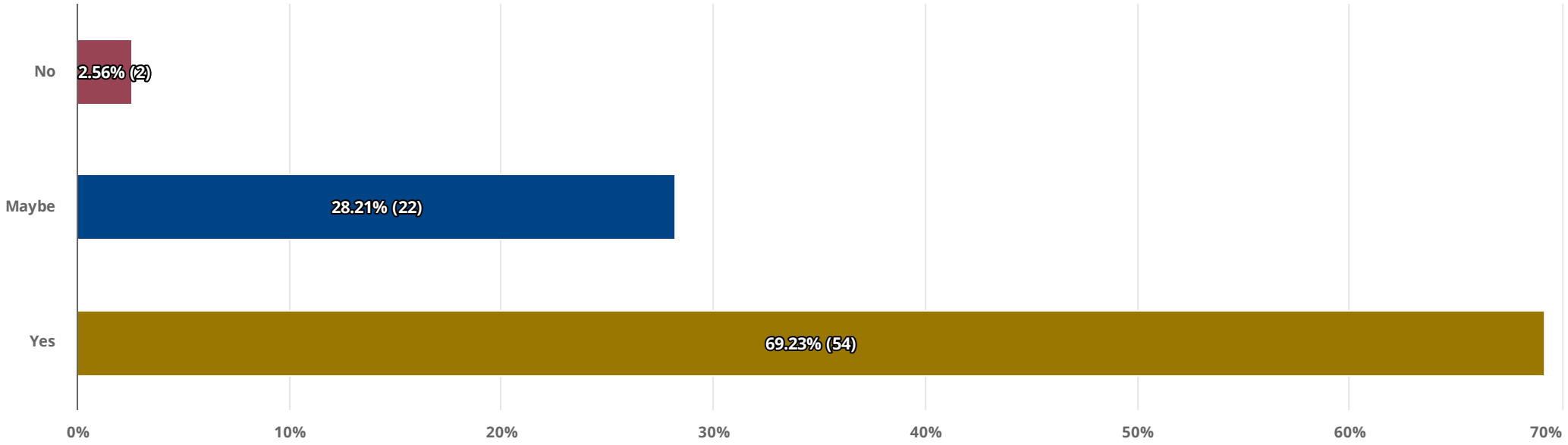
The responses below were from the students who selected 'Something else' for the reason for feeling left out.

Because I am not friend with them. Only one person that bully me
Because I’m short
Don’t wanna tell
From my friends and games
I don't know why. I have been left out of games or discussions.
I sometimes feel invisible to people
People don’t include me in their stuff and games
People have left me out in games and stuff like that.
Private
Something
Sometimes, there are only two people and one of them don’t want to play with me, disabilities or just my friends being mean.
What I like to play
What i play with
When I play class games/lunch games
When I play game they thimk i’m bad.
my friends secretly talk about stuff the but if i ask what is it they say it is nothing.
yes in year 3 when no one let me play with them for a while and I had no friends so I sat on the pench thinking

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

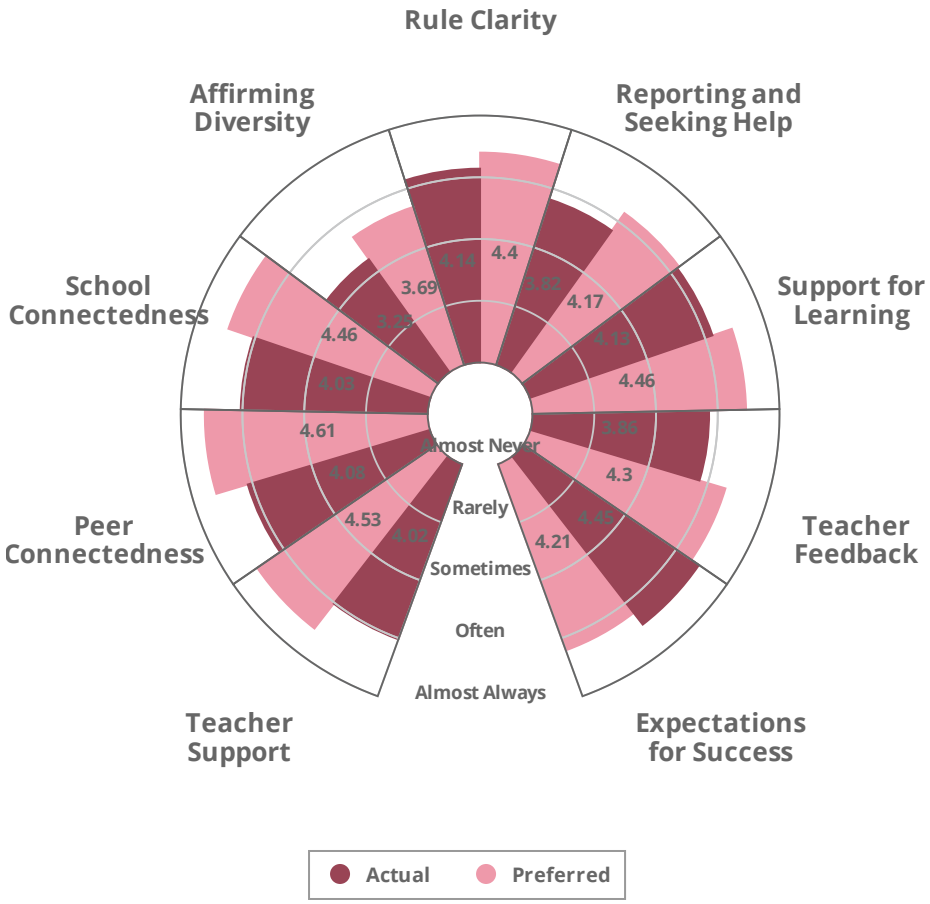


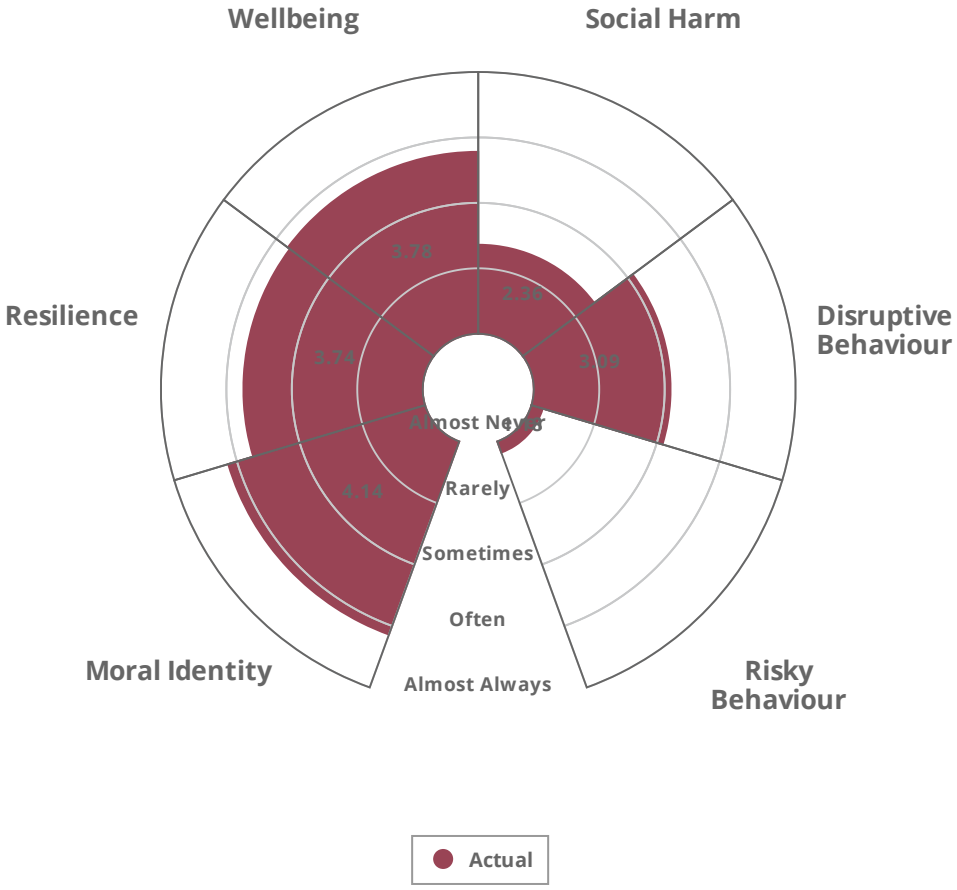
There is at least one adult at this school who cares about me



Overview

Upper Primary: Views on the School Climate



Overview

Upper Primary: Protective and Risk Factors