

Sample School

Full Statistical Report



Perspectives
Your school in focus

2022

Chief Executive's Foreward



This Full Statistical Report presents your school's findings from the *Perspectives: Your school in focus* suite of surveys. These evidence-informed surveys collect relevant and important information from across different stakeholder groups, providing you with a diverse range of insights. Learning what your whole school community thinks is a powerful way to engage stakeholder voice in the consultation and continuous school improvement planning process.

Making regular use of *Perspectives: Your school in focus* survey data can help you to longitudinally monitor stakeholder views and trends within your school community. Using this, alongside your own school data, can better equip you to explore and investigate ways to meet the needs of your school community. These rigorous data can support you to reflect on what is already working well and what could be done differently. They can help inform future school priorities, goals and targets, and the action plans designed to realise them.

Your school specific data is presented in three separate reports (listed below) which should be considered in conjunction with the *Perspectives* dashboards.

- Full Statistical Report
- Full Text Response Report
- Detailed Analysis Report (available as fee for service).

Schools are encouraged to use *Perspectives* data alongside existing school data. This enables a thorough investigation and evaluation of current practices and trends and will provide robust evidence to inform your ongoing improvement initiatives. This first baseline data collection provides an evidence informed foundation from which to measure and monitor change at your school. Engaging in ongoing data collection – conducted every two-three years – maximises the benefits of an iterative process.

The Evidence Institute's staff are available to provide further support to your leadership team and board when interpreting and interrogating the data presented within your *Perspectives* reports. They may also answer questions that might arise or provide you with specific professional assistance as you move forward with your action planning processes. Please contact Tiffany Roos Director: The Evidence Institute for further information on (02) 9299 2845.

Thank you for engaging AISNSW to support your school with collecting reliable data to inform your continuous improvement cycle. I wish you every success in your ongoing endeavour to provide quality education for every learner.

A handwritten signature in black ink, appearing to read 'G Newcombe', written over a thin horizontal line.

Dr Geoff Newcombe

Chief Executive

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Introduction to Perspectives: Your school in focus

Purpose

To support member schools in their continuous improvement endeavours AISNSW developed the contextualised suite of evidence-informed surveys, designed to meet the specific needs of independent schools. These surveys are designed to reflect the unique, multifaceted and dynamic nature of independent schools. They are informed by a broad research and evidence based focused on supporting school improvement and effectiveness.

Data collected provide relevant information to schools as they investigate a variety of ways to better meet the needs of their whole school community. When triangulated with other school data, *Perspectives: Your school in focus* data can be used to inform future school priorities, goals and targets. These are the starting point for successful planning for future growth and development.

Survey methodology

Surveys are a popular and convenient research strategy for gathering information and perceptions about people in our communities. They are designed to provide a snapshot of how things are at a specific point in time but across a range of stakeholder groups. The *Perspectives: Your school in focus* suite of surveys collects opinions from six important stakeholder groups – teachers, students, school leaders,

parents/guardians, non-teaching staff and board members.

Survey items are targeted to each stakeholder group to ensure respondents can answer knowledgeably. This means that some stakeholder groups completed more items than others and this is reflected in the data.

Report structure

Perspectives: Your school in focus survey data is reported in four ways including the interactive online dashboard, a Full Text Response Report, a Detailed Analysis Report (available as fee for service) and this Full Statistical Report.

You are encouraged to triangulate this range of *Perspectives* data alongside your existing school data.

This report is structured to include the responses provided by each stakeholder group to each Domain, Dimension and item:

- Student
- Teacher
- Parent/Guardian
- Non-Teaching Staff
- Board
- Leader.

How to read your report

This report contains useful statistics and visualisations which will assist you in gaining a deeper understanding of your whole school community.

Results for each item in the survey are organised by cohort group. For ease of interpretation these data are displayed as bar graphs and statistics tables.

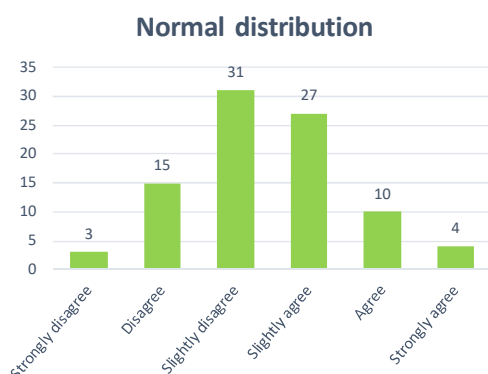
It is important to pay attention to the **response rate** (the number of people who completed the survey divided by the total number of people invited to complete it, reported as a percentage) when reading this report. How representative results are for each item will depend on that cohort's response rate. The higher the response rate, the more accurately the results reflect the sentiments for that cohort group.

READING BAR GRAPHS

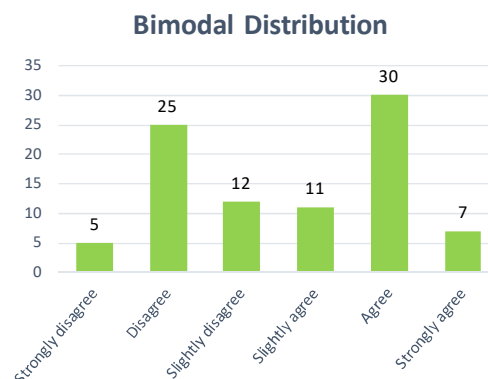
Bar graphs illustrate the distribution of responses for survey items. The horizontal axis indicates the item response choice (strongly disagree to strongly agree), and the vertical axis the number of responses for the item. The number above each bar represents the total number of responses for each item response choice.

Each bar graph provides a visual indication of the distribution of responses, and important insights about cohort sentiment. It is useful to examine the shape of the graph, and consider what this indicates:

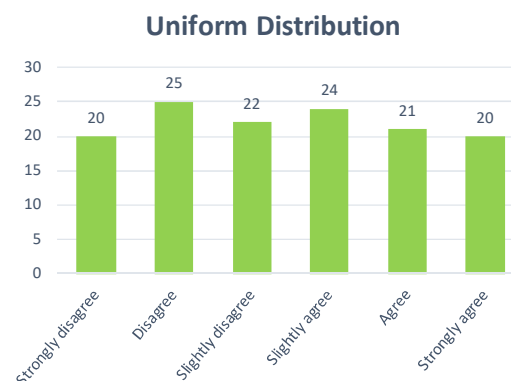
- A *normal distribution*: responses form one peak and cluster around the middle of the graph – the majority of respondent sentiment is fairly similar



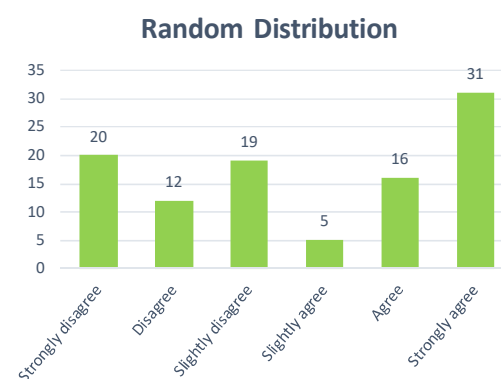
- A *bimodal distribution*: responses form two peaks around two points on the graph, suggesting two distinct groups when it comes to sentiment about this item



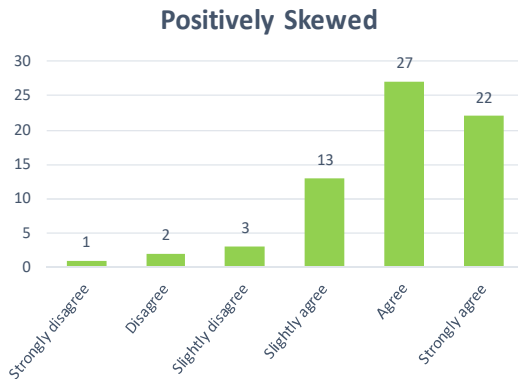
- A *uniform distribution*: responses are fairly evenly distributed across all responses, suggesting a wide variety of sentiments



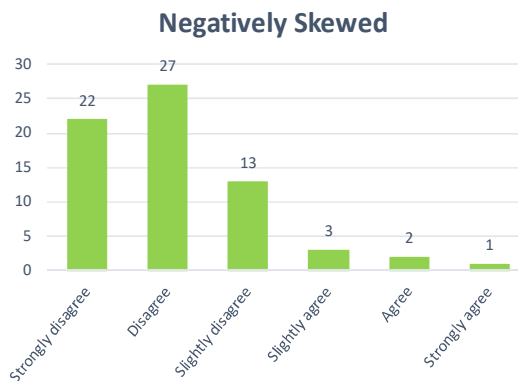
- A *random distribution*: responses show no apparent pattern, suggesting a variation of sentiment



- A *positively skewed distribution*: the majority of responses are on the positive side of the graph, suggesting respondents hold more positive sentiments about this item



- A *negatively skewed distribution*: the majority of responses are on the negative side of the graph, suggesting respondents hold more negative sentiments about this item



Some patterns of response for survey items may warrant further investigation. Sources including the *Perspectives* dashboard, raw data and other school data may provide additional insights.

READING STATISTICS TABLES

The table below each graph includes a number of helpful statistics: mean, standard deviation (Std Dev), median, and **N number** or **sample size**. Results with a larger N are more significant than those with a smaller N.

These statistics are calculated using the number value for each item response choice (strongly disagree=1 – strongly agree=6).

Stats	Mean	Median	Std. Dev.	N=
Values	4.16	5.00	1.24	98

Mean, median and mode are summary statistics that are useful in helping to understand results at the cohort level.

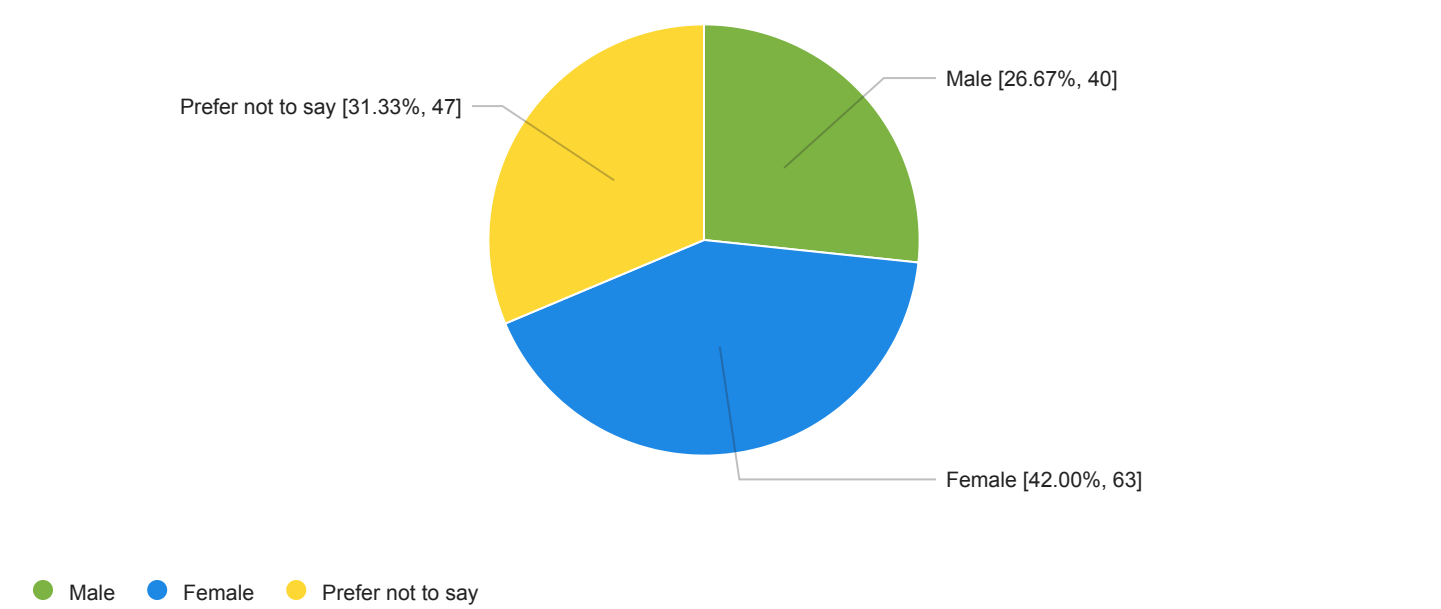
- **Mean**: the statistical average of responses – generally a good statistic for comparing items, but does not necessarily represent respondents individually. Means can be distorted by clusters of responses and outliers (unusual responses compared to the rest of the data). To understand how representative the mean is, the Standard Deviation and the bar graph can be helpful.
- **Median**: the middle score of a dataset when its scores are placed from lowest to highest. It is less affected by clusters of data or outliers, and can be helpful when data are not symmetrically distributed.
- **Mode**: the most common response – indicating the dominant sentiment of the cohort. Modes are susceptible to clusters, either producing bimodal graphs, or reflecting a cluster of responses that outweighs the rest of the responses for the item.
- **Standard Deviation (Std. Dev.)**: how spread out the data are from the mean. A low score (close to zero) means that variation among responses is small and there is more similarity in sentiment. A high score indicates there is large variation and less similarity.

Reading the mean, median and mode together can provide a comprehensive view of cohort responses for each item.

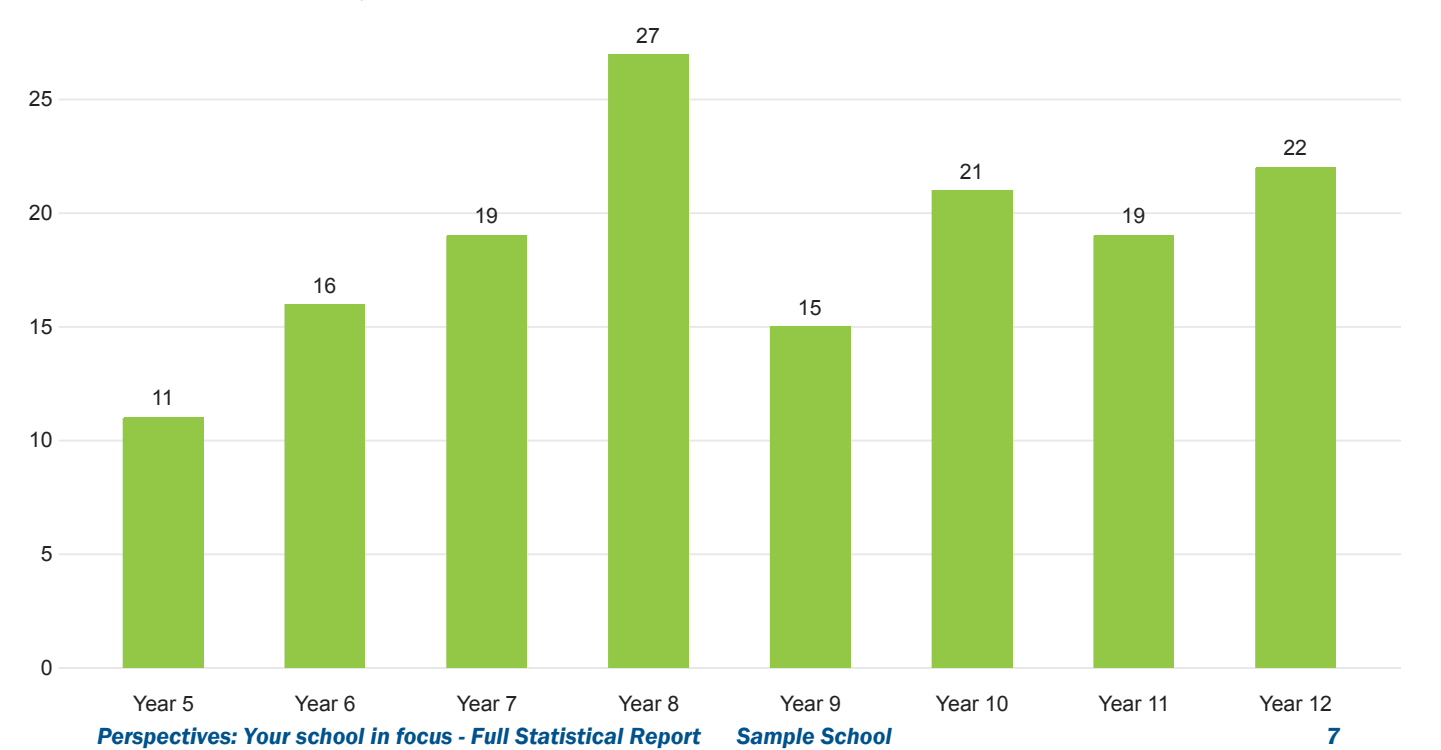
Student Survey Responses

X direct emails were sent to members of this cohort group, and X respondents completed the survey. This represents a response rate of X%. Results should be read bearing this in mind.

Students by Gender



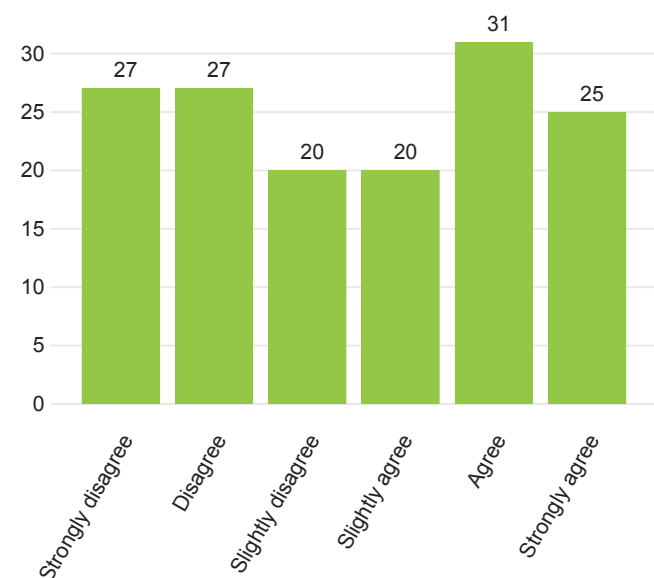
Student Responses by Year



Domain 3: Student Wellbeing

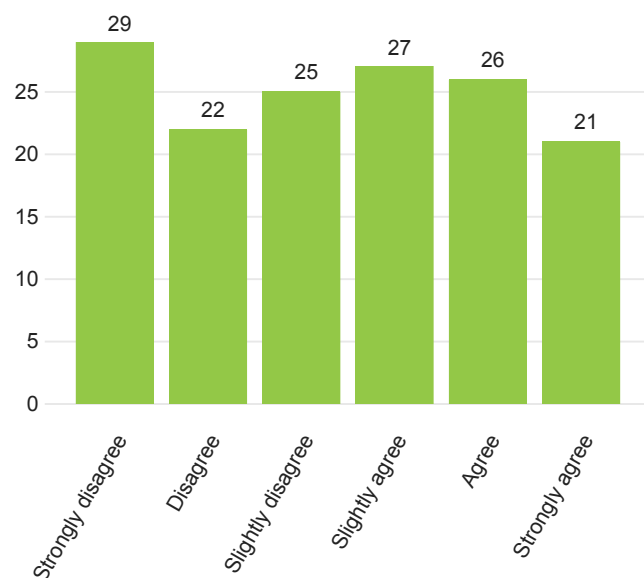
Dimension 1: Social and Emotional Learning

I tend to bounce back quickly after hard times



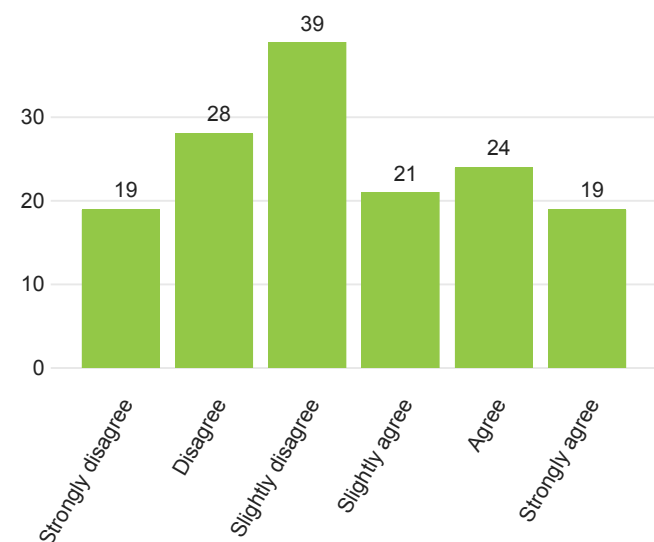
Stats	Mean	Median	Std. Dev.	N=
Values	3.51	4.00	1.76	150

I ask for help when I need it



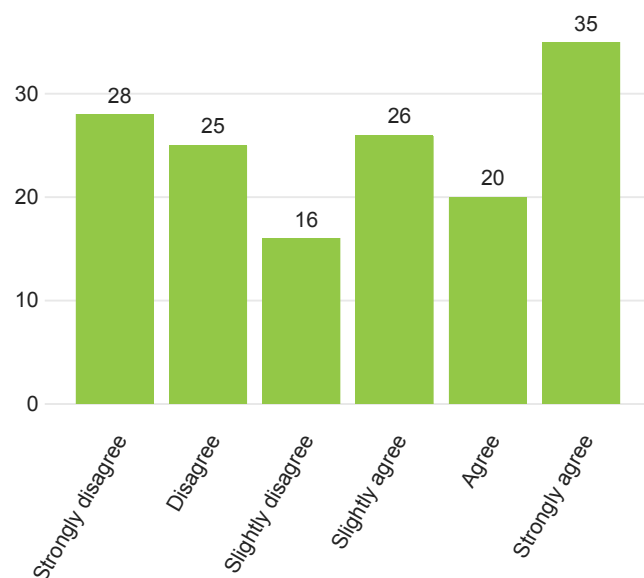
Stats	Mean	Median	Std. Dev.	N=
Values	3.41	3.00	1.70	150

I set personal goals for myself and keep track of how I am going



Stats	Mean	Median	Std. Dev.	N=
Values	3.40	3.00	1.57	150

I know what I am good at, and what I need to work on

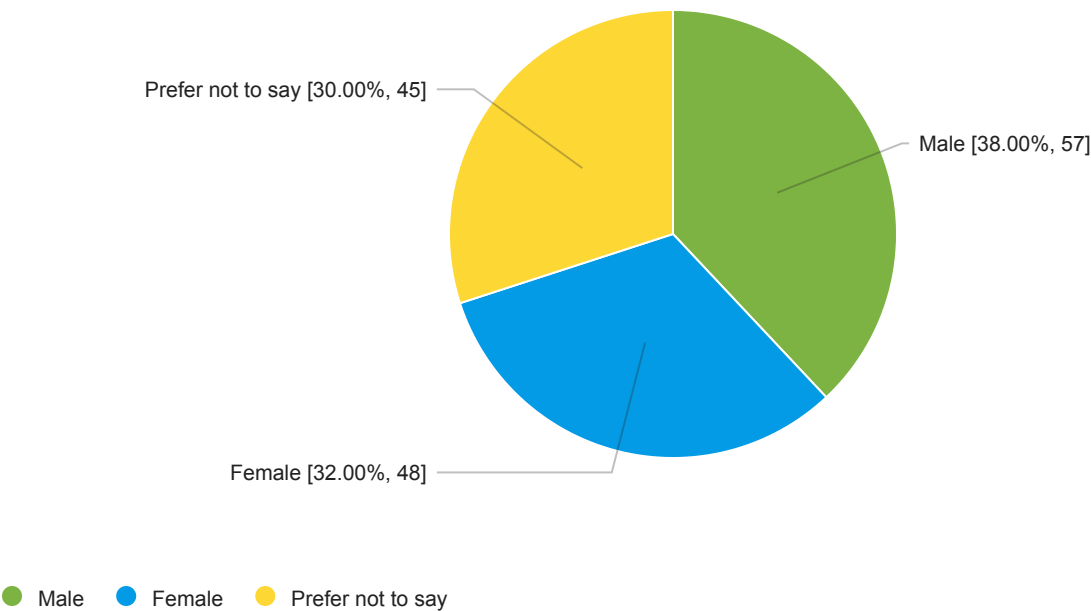


Stats	Mean	Median	Std. Dev.	N=
Values	3.60	4.00	1.83	150

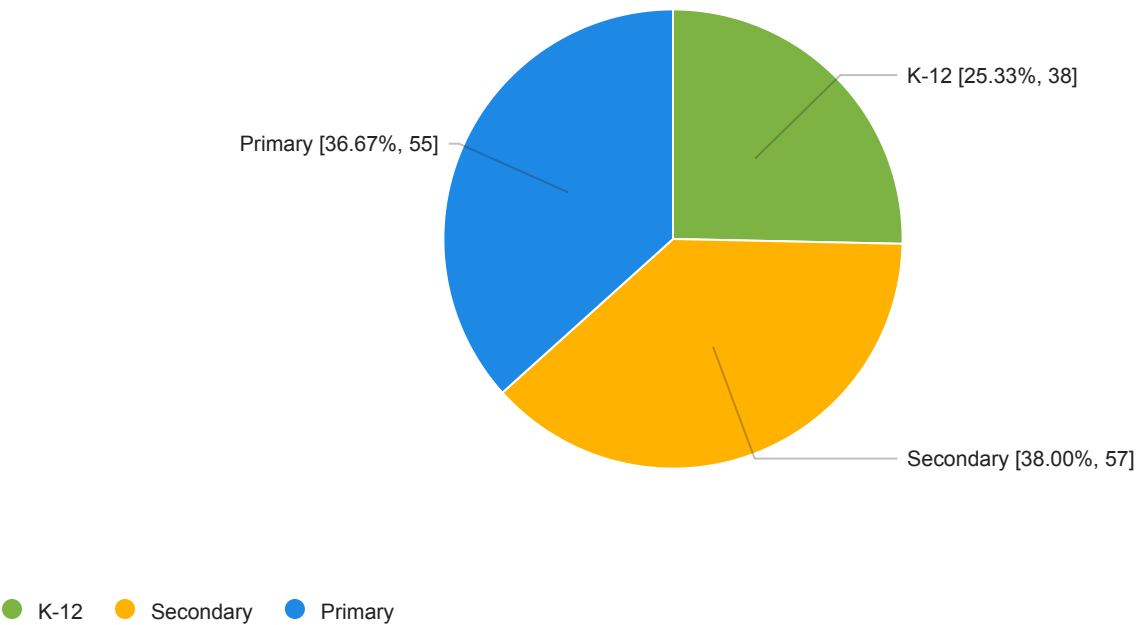
Teacher Survey Responses

X direct emails were sent to members of this cohort group, and X respondents completed the survey. This represents a response rate of X%. Results should be read bearing this in mind.

Teacher Responses by Gender



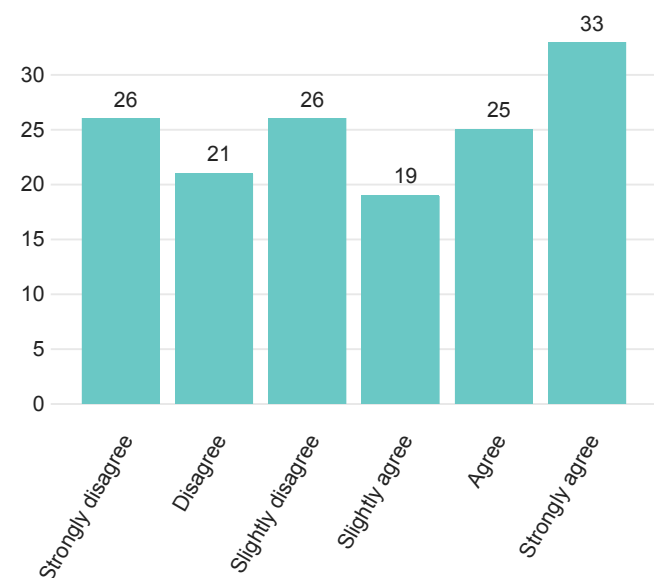
Teacher Responses by Where They Teach Most



Domain 3: Student Wellbeing

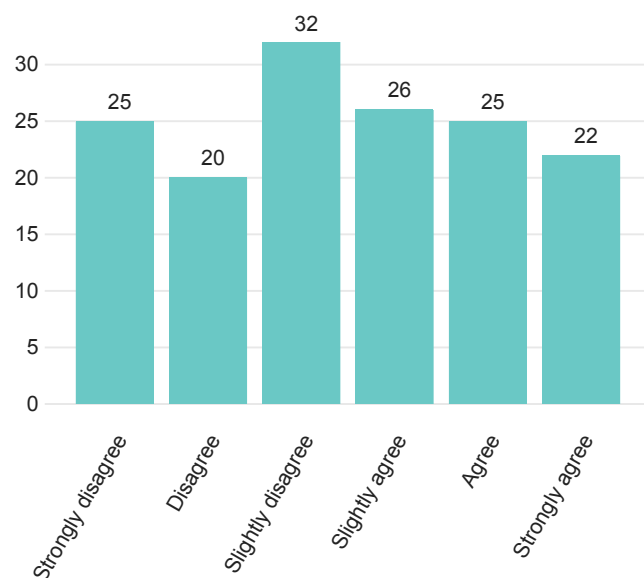
Dimension 1: Social and Emotional Learning

Students tend to bounce back quickly after hard times



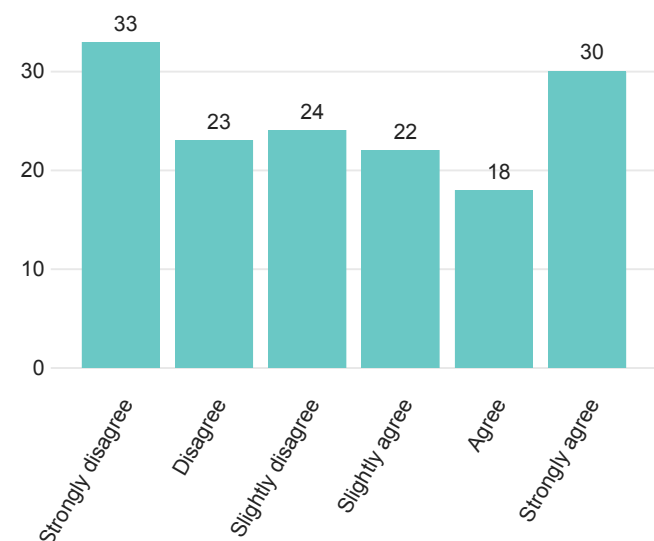
Stats	Mean	Median	Std. Dev.	N=
Values	3.63	4.00	1.79	150

Students ask for help when they need it



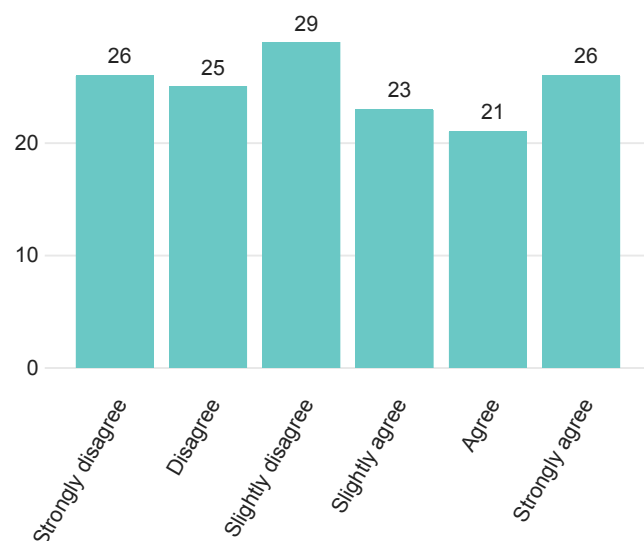
Stats	Mean	Median	Std. Dev.	N=
Values	3.48	3.00	1.65	150

Students set personal goals for themselves and keep track of their progress



Stats	Mean	Median	Std. Dev.	N=
Values	3.39	3.00	1.82	150

Students understand their strengths and opportunities for improvement

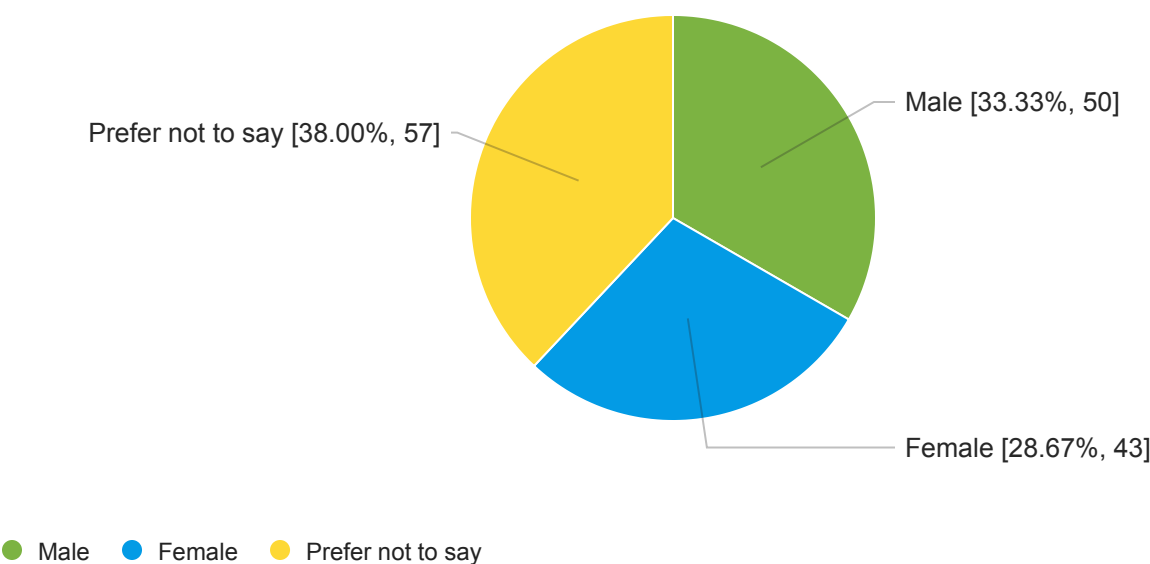


Stats	Mean	Median	Std. Dev.	N=
Values	3.44	3.00	1.71	150

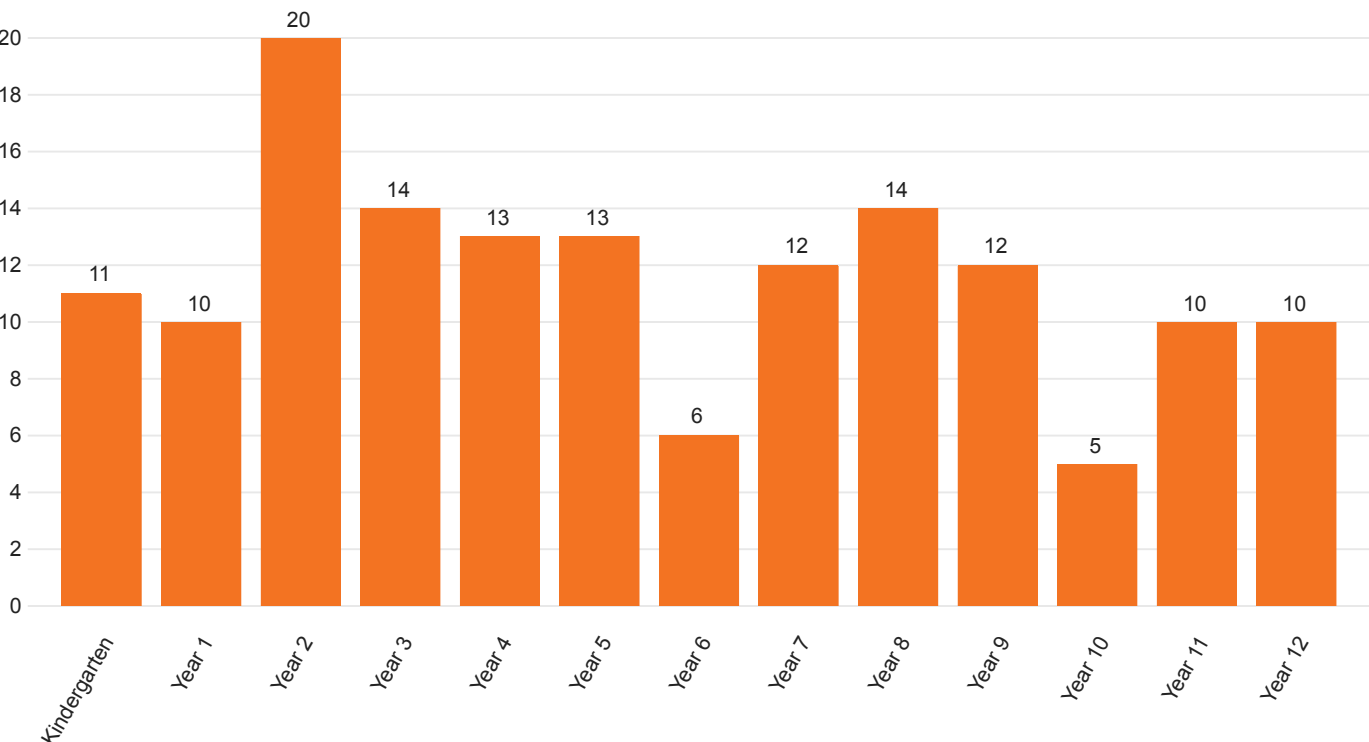
Parent/Guardian Survey Responses

X direct emails were sent to members of this cohort group, and X respondents completed the survey. This represents a response rate of X%. Please note that these respondents were given the option to answer some survey items with N/A. As a result, the N=X count may vary as these responses are excluded for those items. Results should be read bearing this in mind.

Parent/Guardian Responses by Gender



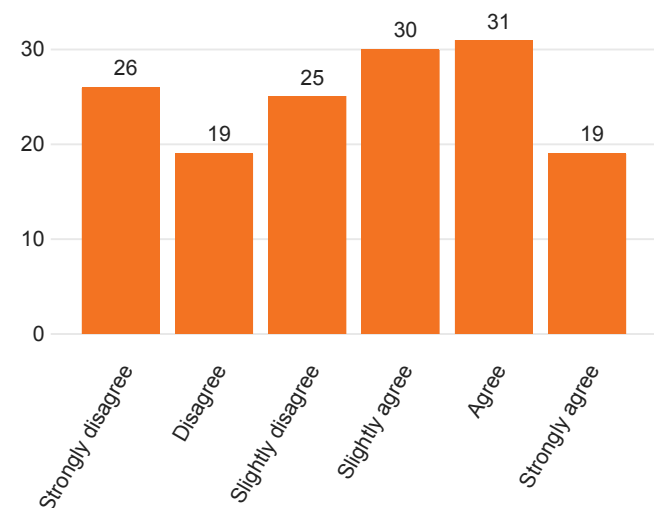
Parent/Guardian Responses by Child's Year



Domain 3: Student Wellbeing

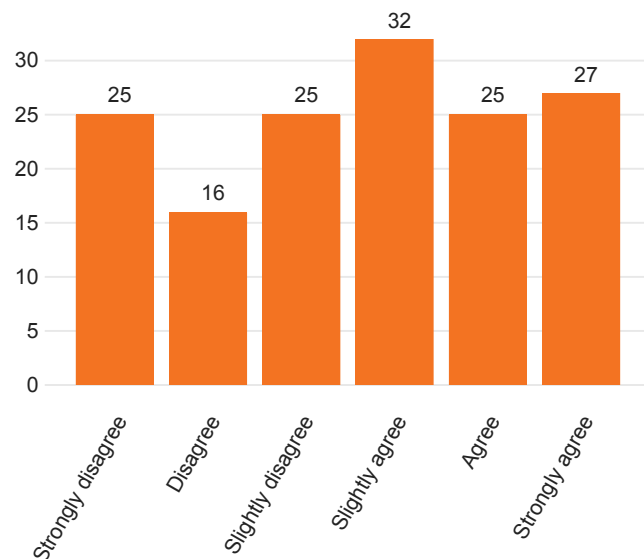
Dimension 1: Social and Emotional Learning

My child tends to bounce back quickly after hard times



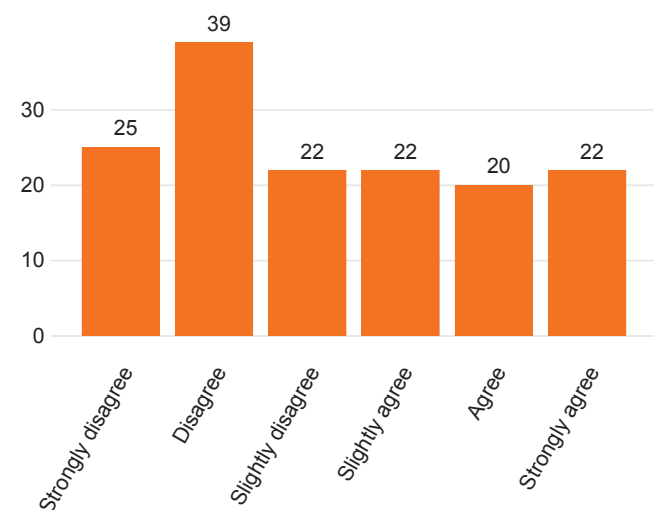
Stats	Mean	Median	Std. Dev.	N=
Values	3.52	4.00	1.65	150

My child asks for help when needed



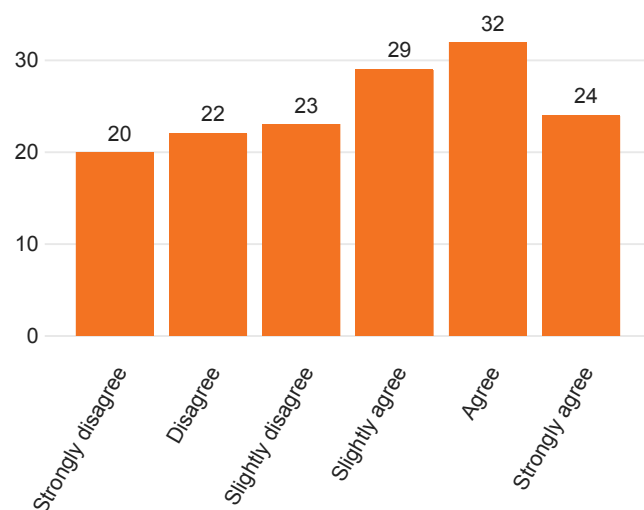
Stats	Mean	Median	Std. Dev.	N=
Values	3.65	4.00	1.69	150

My child sets personal goals and keeps track of progress



Stats	Mean	Median	Std. Dev.	N=
Values	3.26	3.00	1.69	150

My child understands her/his strengths and opportunities for improvement



Stats	Mean	Median	Std. Dev.	N=
Values	3.69	4.00	1.64	150

How likely a parent is to recommend the school



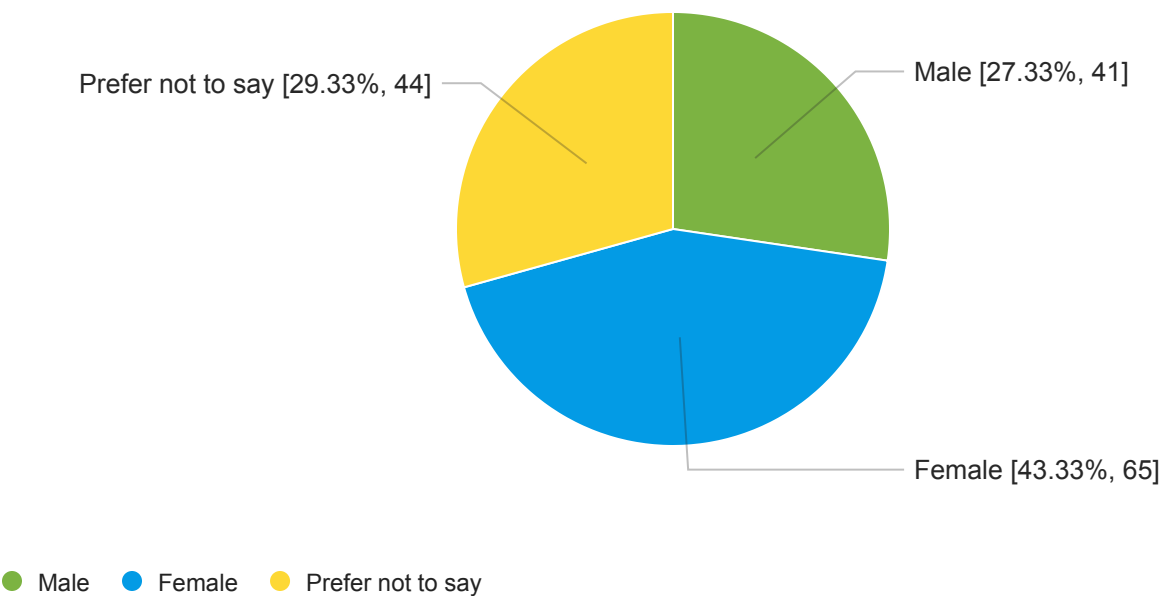
Net Promoter Score



Non-Teaching Staff Survey Responses

X direct emails were sent to members of this cohort group, and X respondents completed the survey. This represents a response rate of X%. Please note that these respondents were given the option to answer some survey items with N/A. As a result, the N=X count may vary as these responses are excluded for those items. Results should be read bearing this in mind.

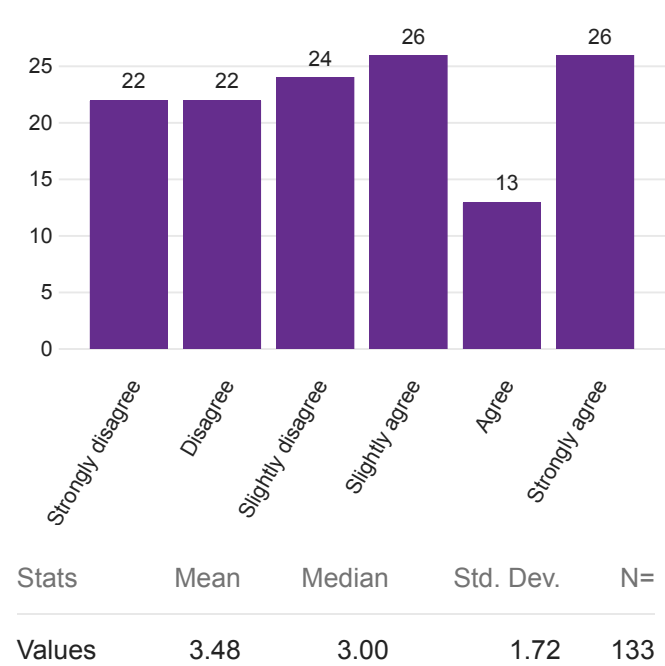
Non-Teaching Staff Responses by Gender



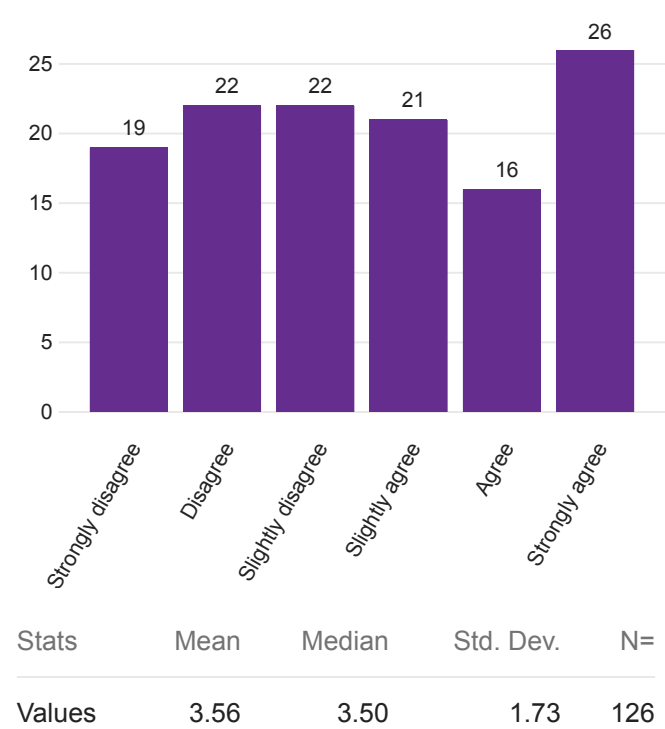
Domain 3: Student Wellbeing

Dimension 1: Social and Emotional Learning

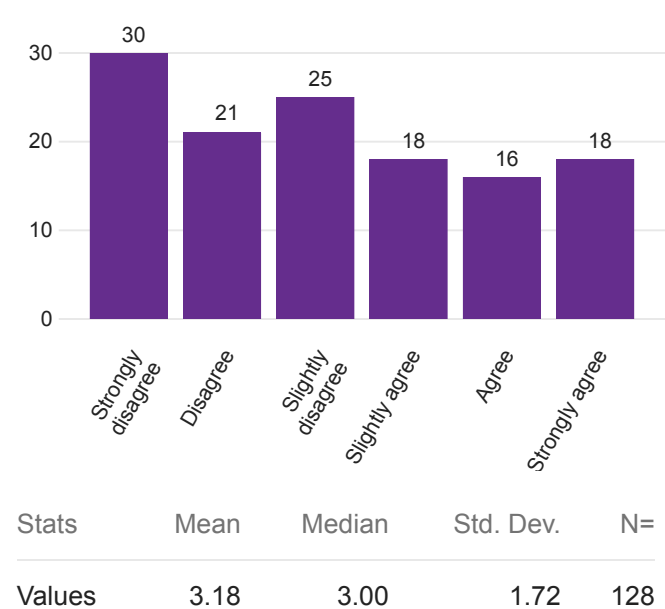
Students tend to bounce back quickly after hard times



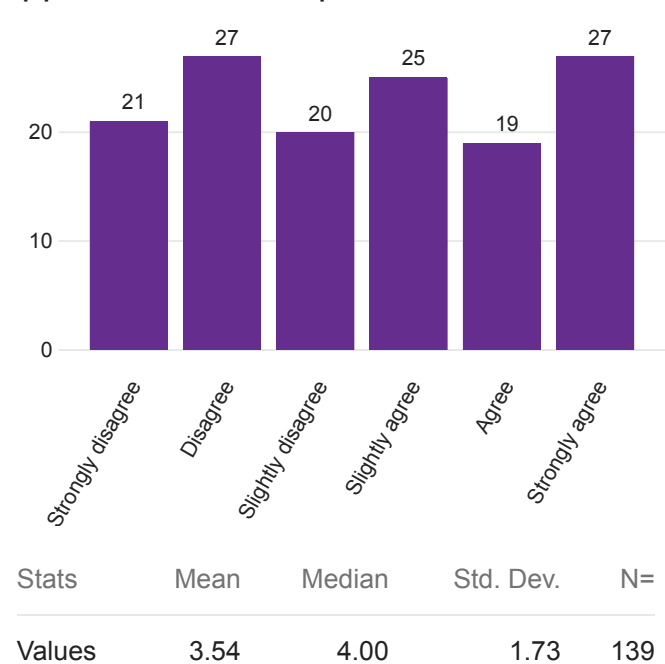
Students ask for help when they need it



Students set personal goals for themselves and keep track of their progress



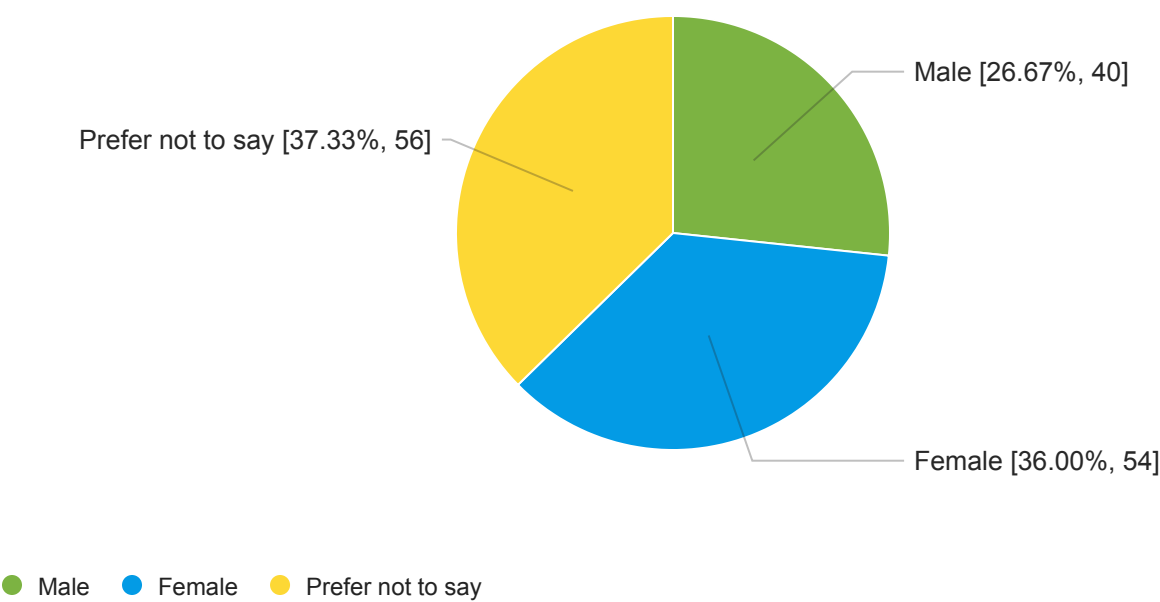
Students understand their strengths and opportunities for improvement



Board Survey Responses

X direct emails were sent to members of this cohort group, and X respondents completed the survey. This represents a response rate of X%. Please note that these respondents were given the option to answer some survey items with N/A. As a result, the N=X count may vary as these responses are excluded for those items. Results should be read bearing this in mind.

Board Responses by Gender

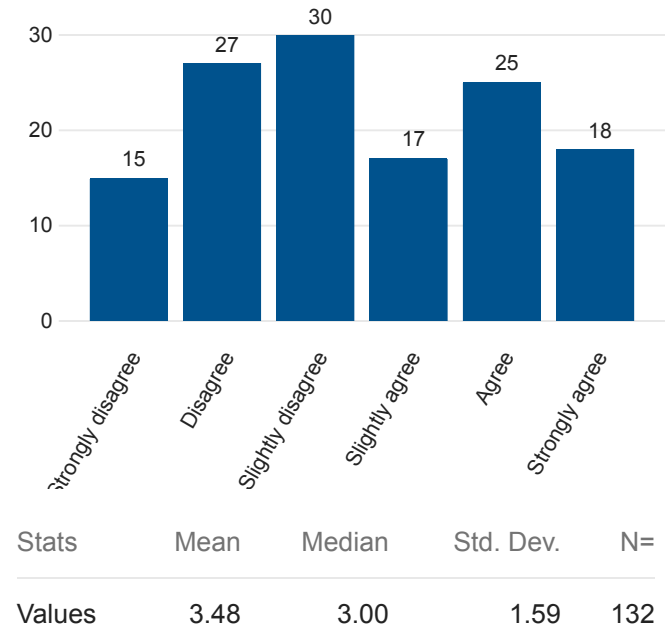


Domain 3: Student Wellbeing

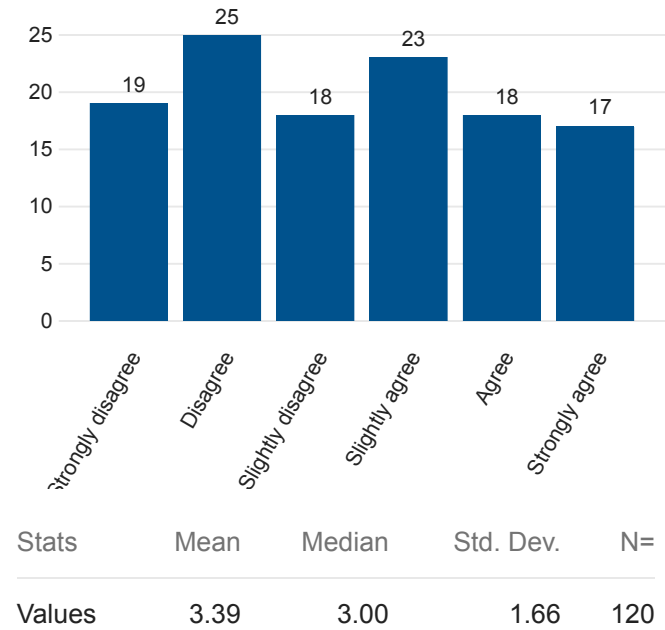
Dimension 1: Social and Emotional Learning does not collect data for the Board Cohort

Dimension 2: Respectful Relationships

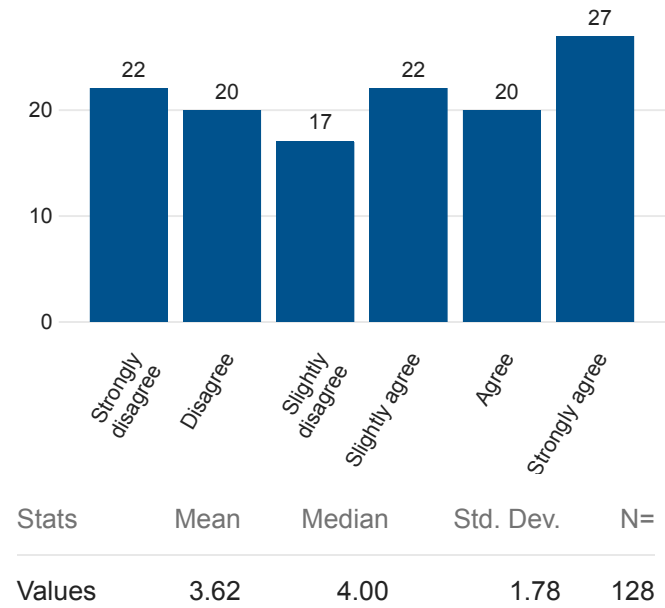
Students feel like they belong at this school



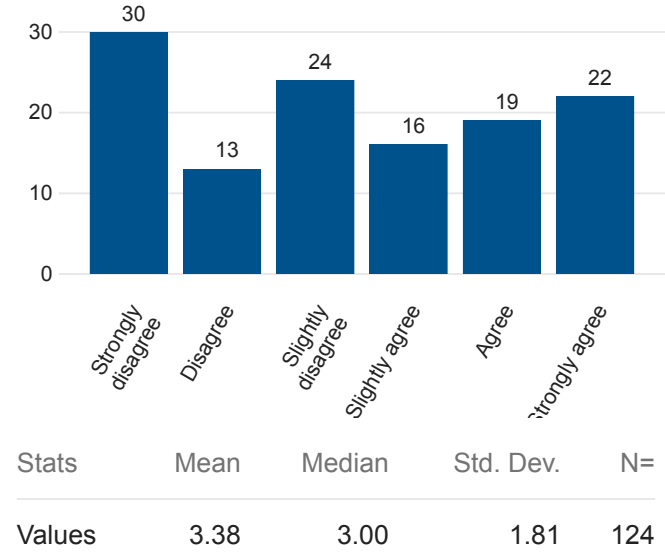
Students have a positive connection to adults at this school



Students at this school feel valued and accepted



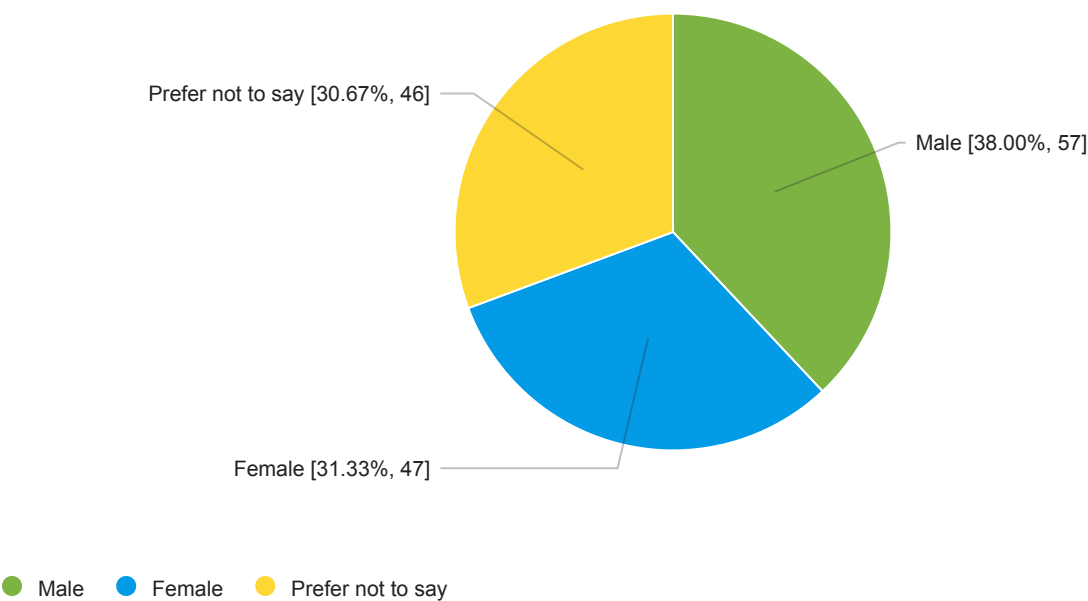
Students at this school have someone they can talk to about their personal problems



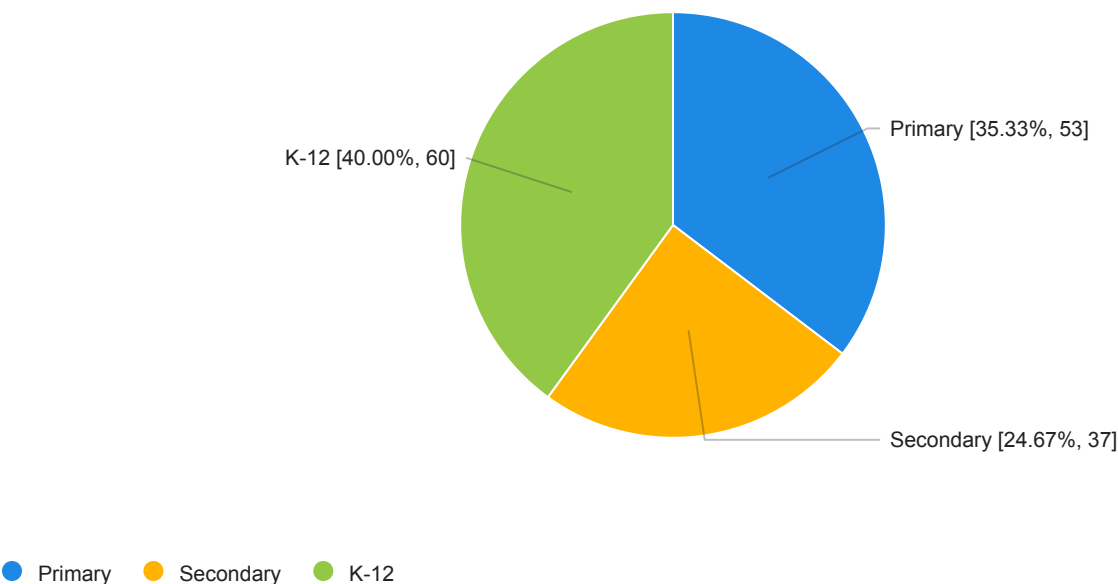
School Leaders Survey Responses

X direct emails were sent to members of this cohort group, and X respondents completed the survey. This represents a response rate of X%. Results should be read bearing this in mind.

Leader Responses by Gender



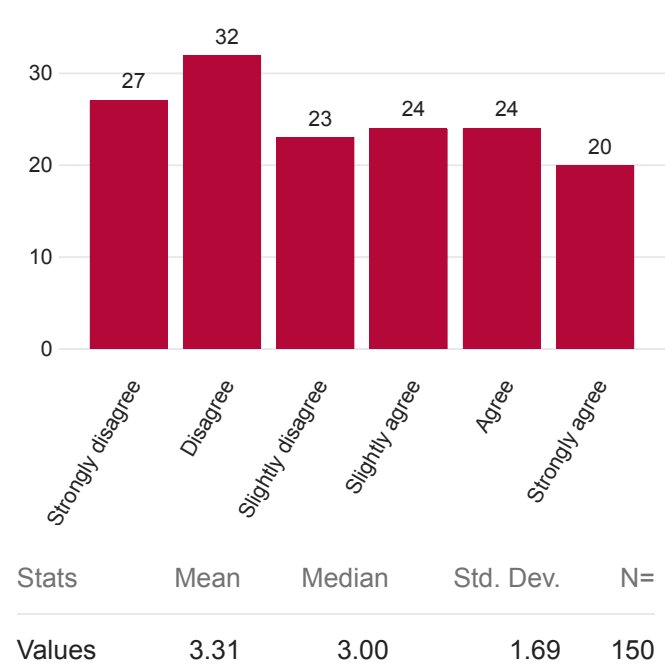
Leader Responses by Where They Lead Most



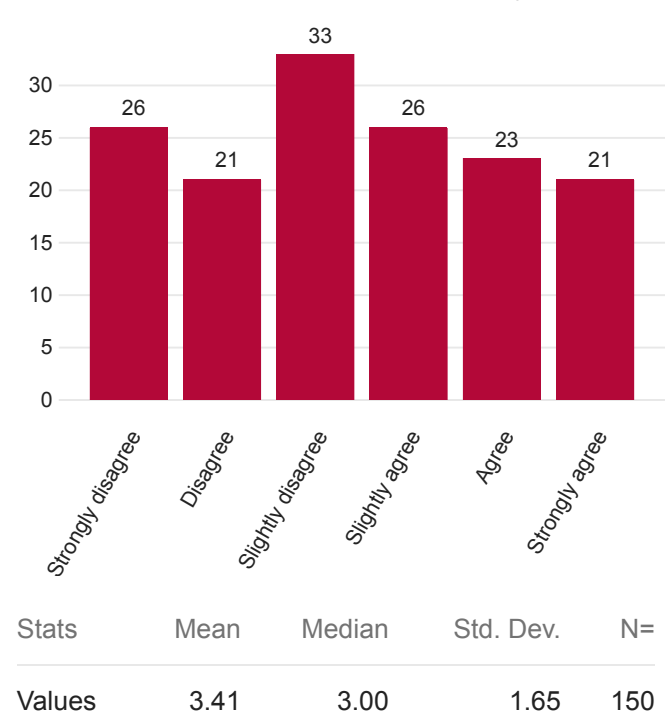
Domain 3: Student Wellbeing

Dimension 1: Social and Emotional Learning

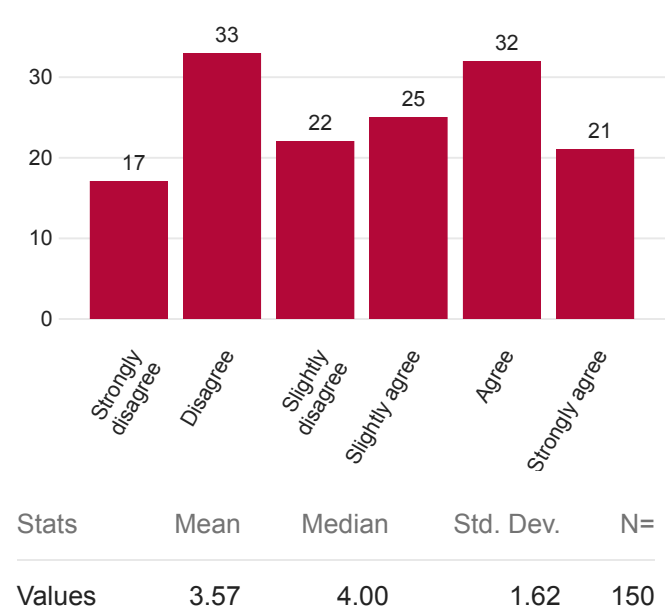
Students tend to bounce back quickly after hard times



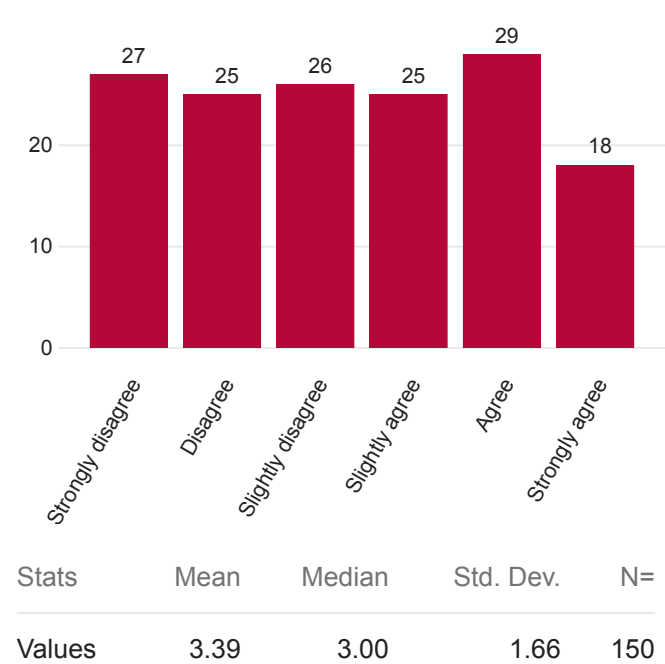
Students ask for help when they need it



Students set personal goals for themselves and keep track of their progress



Students understand their strengths and opportunities for improvement





Perspectives

Your school in focus

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