



2010 ESF Stakeholders Survey

The 2010 ESF Stakeholders Survey was very successful, eliciting a largely positive response. Improvements made over the 2008 pilot survey yielded useful results that will help ESF Centre and the individual ESF schools understand what is being done well and where there is cause for investigation and/or improvement.

Schools will be reflective and act on matters of concern. Where stakeholders have perceptions that are different from school leadership teams, engagement with those stakeholders is necessary. Communication may need improvement as well.

ESF and the individual schools will respond to the findings. School Councils will discuss with leadership teams the development priorities of the school and how survey findings connect to their development. This data will also be reflected in the Educational Development Plan and the work of the Education Team.

We are grateful to all those who participated. We will evaluate the survey for additional improvements for 2010, including feedback from principals and other groups.

Overall Results Summary

- The only significant difference between the 2008 and 2010 results is that teachers and support staff responded in a slightly more positive way this year.
- All stakeholders generally have a very positive perception of the education ESF offers – 81% of all stakeholders *strongly agree* or *agree* with the all the survey statements.
- Teachers and primary students are the most positive, with more than 85% answering *strongly agree* or *agree*.
- Approximately 80% of parents and support staff answered *strongly agree* or *agree*. The variation from the above two groups is due to more parents and staff choosing *unable to comment*.
- Consistent with results from education surveys worldwide, secondary students were the least positive, with 74% answering *strongly agree* or *agree* with the statements.
- Looking at the percentage of positive responses (i.e. *strongly agree* or *agree*) for all statements: 65% elicited a positive response of 80% or above; 30% (or 78 statements) fell in the 60-79% range and need to be considered for possible action; 5% (or 14 statements) elicited a negative response at less than 60% and are considered areas of concern that are in need of attention.
- Statements relating to “Learning” and “Student and Community Life” had the strongest positive response, with “Learning” being the most positive section consistently across all stakeholder groups.

Background and Methodology

- This is the second ESF Stakeholder Survey
- First survey was piloted in 2008
- The 2010 survey was conducted within a three-week window in March
- Respondents were asked to respond to a series of statements with: *strongly agree*, *agree*, *disagree*, *strongly disagree* or *unable to comment*
- The survey aligns with the Council for International Schools (CIS) evaluation processes and survey
- The survey was conducted using an electronic survey tool commissioned by ESF and developed by a group of Principals and Vice Principals in consultation with teachers and parents

Survey Overview

Stakeholder groups were surveyed on perceptions of seven aspects of ESF:

- Philosophy and objectives
- Learning
- Teaching
- Leadership and management
- Student support
- Resources for learning
- Student and community life

Stakeholder Groups Surveyed

- Students (primary students years 5 and 6; secondary students years 7, 8, 9, 10 and 12)
- Parents
- Teachers
- Support staff

Survey Section Results Summary

Philosophy and Objectives

Areas of Success

- School has a positive identity, clear goals and aims for students, and is a place where students/teachers are proud to study/work
- Very good awareness (especially among parents) and understanding (especially among teachers) of the school's philosophy and objectives

Areas for Further Investigation

- Involvement of stakeholders in shaping, reviewing and evaluating the philosophy and objectives, and how schools can make more use of their communities to shape these. Teachers in most schools largely feel involved, but other groups, especially parents and secondary students, need to be involved more.

Learning

Areas of Success

- Schools strive for high academic standards; provide a well-rounded, balanced education; and prepare students for the future
- Wide agreement that students are making good progress in learning and in improving their inquiry skills, English, and knowledge and understanding of the world

Areas for Further Investigation

- Parents' view of progress in Mathematics is less favourable than teachers' and students'
- Improvements in non-English language programmes (especially Chinese) are not mirrored by improved scores among parents
- Use of learning technology and physical education in secondary schools and why secondary students feel less positive about their development of creativity and imagination

Teaching

Areas of Success

- Primary students, parents and teachers largely believe that ESF teachers are caring, committed and enthusiastic

Areas for Further Investigation

- Fewer secondary students (72%) than primary students (90%) view teachers as caring, committed and enthusiastic
- Parents' view of students getting individual help from teachers when needed is less positive than students'

Leadership and Management

Areas of Success

- Stakeholders generally responded positively to statements about the school being run well and well organised, and parents being well informed
- Teachers and support staff largely agree that they have opportunities to learn something new, inside and outside school

Areas for Further Investigation

- Schools (and ESF) informing stakeholders about future development
- Varied responses to statements related to whether stakeholders believe they are being heard

Analyzing the Results

- Greater emphasis is placed on *Learning* and *Student and Community Life* sections, as these are the outcomes of schools, the 'core business' of education
- Statements relating to social and behavioural aspects of the school are also considered very carefully, as they are vital to the well-being of a school community
- 90%+ and 80% *strongly agree* or *agree* is considered a very positive and a positive outcome
- Positive agreement is a cause for celebration and commendation
- Broad disagreement with a statement indicates an area in need of further investigation and exploration in the community, and should be incorporated into action plans

Student Support

Areas of Success

- All stakeholders are positive about student support, with parents, teachers and support staff very positive about all statements in this section
- Very positive responses to the understanding of behaviour codes; communication between parents and teachers; and parents feeling that the staff in school are approachable

Areas for Further Investigation

- Parents and teachers feel students are well behaved, but this is less the case with primary and secondary students. This was the only statement that primary students did not respond to positively.
- The vast majority of students (87% of primary and 81% of secondary) feel safe at school, although any student who doesn't feel safe is a concern (10% of primary and 13% of secondary)

Resources for Learning

Areas of Success

- All stakeholders are happy with the variety and suitability of resources available in lessons
- Students are largely positive about classrooms for learning

Areas for Further Investigation

- There is a view that there is wastefulness in the use of resources, especially among support staff and students
- Teachers had less positive views on the learning environment
- Results reflect an acknowledged need for private study and or play spaces for students

Student and Community Life

Areas of Success

- Widespread agreement among stakeholders that their school is an enjoyable and fulfilling place to study and work
- All groups acknowledge the school to be a welcoming and friendly place
- The groups consider that there is respect between adults and students

Areas for Further Investigation

- Secondary students somewhat less positive about the school being welcoming and friendly place
- The respect shown to support staff, and the difference in perception about respect between teachers and secondary students
- The extra-curricular activities primary students undertake within and outside school
- Developing and enhancing systems of tutoring that ensure that student's culture, family, and achievements beyond the school day, are systematically acknowledged and developed

Response Rates

- 66% of eligible students – 80% of Years 5 and 6 and 57% of Years 7, 8, 9, 10 and 12 students (58% of primary students and 31% of the secondary students responded in 2008)
- 20% of parents (both parents of a student were invited)
- 68% of teachers (up from 63% in 2008)
- 50% of support staff (down slightly from 53% in 2008)
- SJS, WIS and IS were exempt from the survey due to the CIS/WASC survey being conducted during academic year 2009-10
- KGV completed only the parent survey, as the CIS/WASC team visit was held during the survey 'window'