

Hokowhitu School
Christian Religious Education
Community Consultation 2015

Report on Whānau and Teacher Survey

Prepared for the Board of Trustees by Philip Steer
November 2015

Summary of Findings

Survey Overview

- In October 2015, the Board of Trustees received a request from the Churches Education Commission (CEC) to offer Christian Religious Education (CRE) in 2016. In accordance with its CRE procedures, the Board of Trustees has undertaken a community consultation exercise to help inform its decision-making process.
- A copy of the survey was distributed to every family on Friday 6 November, and anonymous responses were collected via Google Forms and through the paper form until Friday 20 November. An anonymous staff survey was also undertaken during this time.
- The whānau survey asked respondents to rank three statements on a five point scale from “Strongly Agree” to “Strongly Disagree”:
 1. *I/we believe that CRE is an appropriate form of education to be offered at Hokowhitu School.*
 2. *I/we are comfortable with Hokowhitu School being closed for 30 minutes per week to offer CRE.*
 3. *I/we are satisfied that Hokowhitu School offers sufficiently clear and accessible means of opting out of CRE*

Questions were developed by the Board’s Community and Projects Portfolio holder, Philip Steer, and the Principal, Lin Dixon. The first two questions were repeated from the previous year’s survey. Last year, a third question asked whānau about the perceived equivalence of CRE and the alternative values programme. This year, a different third question was used to help gauge the effectiveness of the opt-out provisions specified in the CRE procedures.

- The staff survey asked respondents to rank four questions on a five point scale from “Strongly Agree” to “Strongly Disagree”:
 1. *Is CRE an appropriate form of education to be offered at Hokowhitu School?*
 2. *Does the development and offering of STRIVE lessons (the CRE alternative programme) constitute an appropriate use of staff time?*
 3. *Does the requirement to sit in on CRE lessons constitute an appropriate use of staff time?*
 4. *Is stopping teaching to offer CRE for 30 minutes per week having a negative impact on the classroom environment?*

Questions were developed by the Board’s Community and Projects Portfolio holder, Philip Steer, and the Principal, Lin Dixon.

Participation

- Whānau submitted 28 responses via the electronic form, and 48 responses via paper copy. Staff submitted 13 responses.
- The whānau participation rate has increased since last year’s survey, but still remains low at between 1/4 and 1/3 of possible respondents. The staff participation rate was much higher, at around 3/4 of eligible respondents.
- One respondent using the online form submitted three identical responses. Only one of these results has been used in all calculations.

Summary of Findings

Whānau Survey Findings

- A significant majority of respondents (59%) were in some form of agreement that it was appropriate to continue to offer CRE. This was a slight reduction from last year's result, but broadly in line with it. The number of respondents in some form of disagreement has virtually doubled since last year, however, and now represents 1/4 of respondents (25%).
- A similar majority of respondents (59%) was also in some form of agreement that it was appropriate to close the school for 30 minutes per week to offer CRE. Again, this was a slight reduction from last year, while remaining broadly in line with it. The number of respondents in some form of disagreement has again virtually doubled since last year, to more than 1/4 of respondents (28%).
- A comparable number of respondents were in some form of agreement with the suitability of the school's opt-out procedures (63%), as were those in disagreement with their clarity and accessibility (29%).

Staff Survey Findings

- Almost half of respondents (6) were neutral about the appropriateness of offering CRE, while there were significantly more staff in agreement with its appropriateness (5) than in disagreement with it (2).
- A similar number of staff (5) were neutral about the use of staff time in developing CRE alternative lessons, just as a similar number were in agreement with its appropriateness (6) and in disagreement with it (2).
- A majority of staff (7) disagreed that attending CRE lessons was an appropriate use of their time, and approximately half this number were neutral on the subject (3) or agreed that it was appropriate (3).
- Opinions were more mixed on the impact of CRE lessons on the classroom environment. Almost half of respondents disagreed that the impact was negative (6), while slightly fewer agreed that the impact was negative (4). The smallest number were neutral (3). *It is possible that the wording of this statement as a negative could have caused some confusion about what was being agreed or disagreed with, and it should probably be reworded if used in future surveys.*

1. Survey Participation

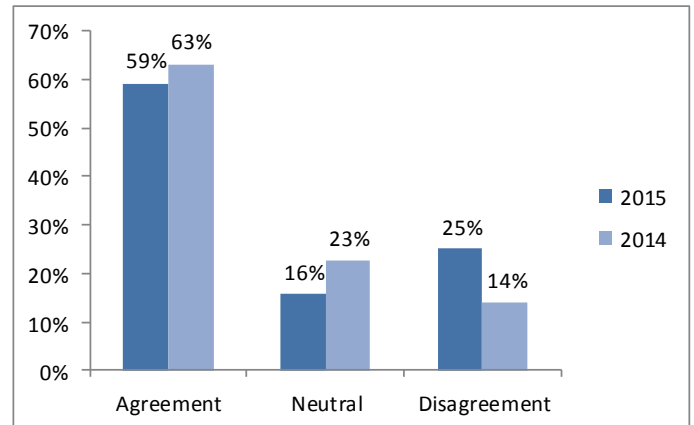
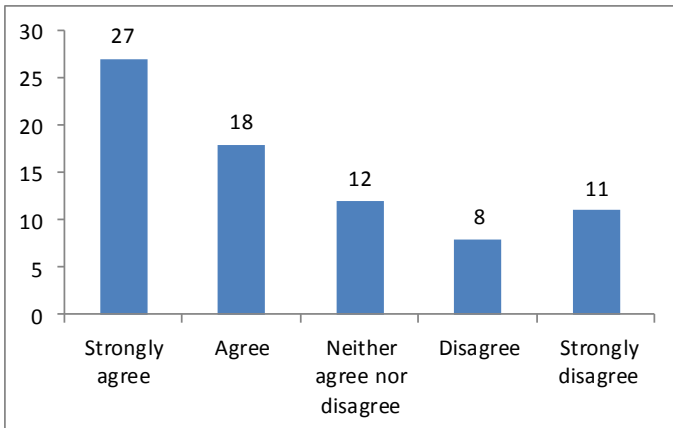
Whānau Rate of Response		
	2015	2014
<i>Number of family responses:</i>	76 (of 293)	57
<i>Number of children included in family responses:</i>	104 (of 372)	72 (of 353)
<i>Response rate:</i>	26% of families 28% of students	20% of students

Teacher Rate of Response	
	2015
<i>Number of teacher responses:</i>	13 (of 18)
<i>Response rate:</i>	72%

Survey Results

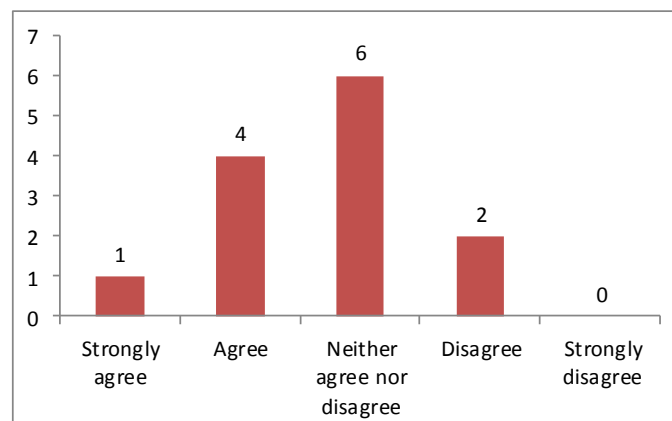
Whānau

1. I/we believe that CRE is an appropriate form of education to be offered at Hokowhitu School



Teachers

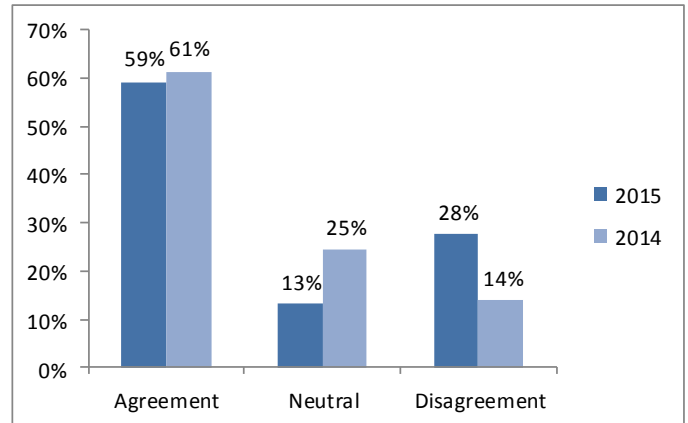
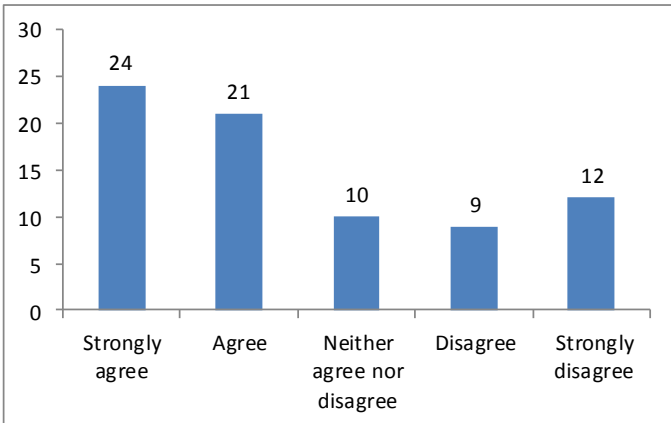
1. Is CRE an appropriate form of education to be offered at Hokowhitu School?



Survey Results

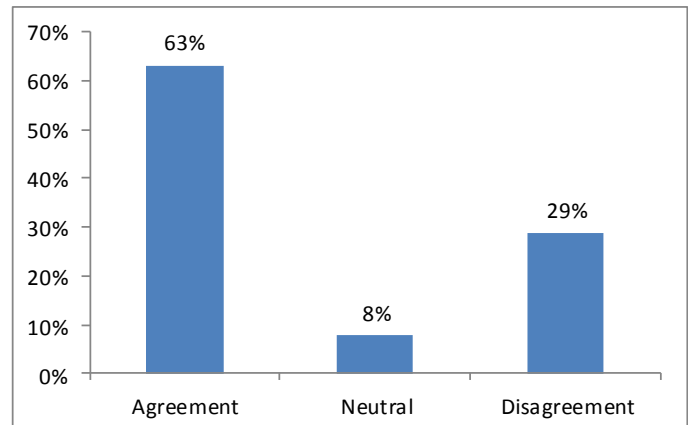
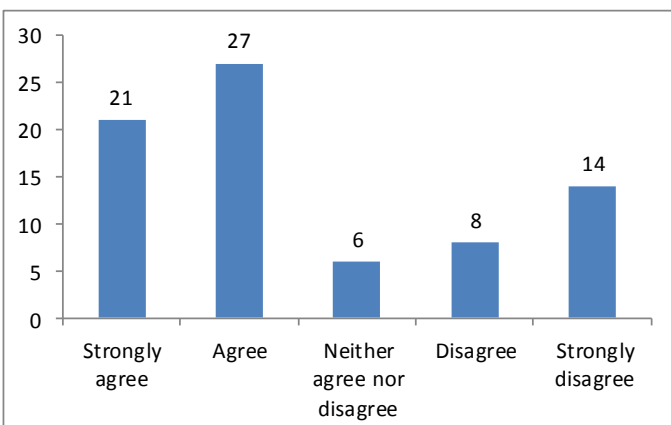
Whānau

2. I/we are comfortable with Hokowhitu School being closed for 30 minutes per week to offer CRE



Whānau

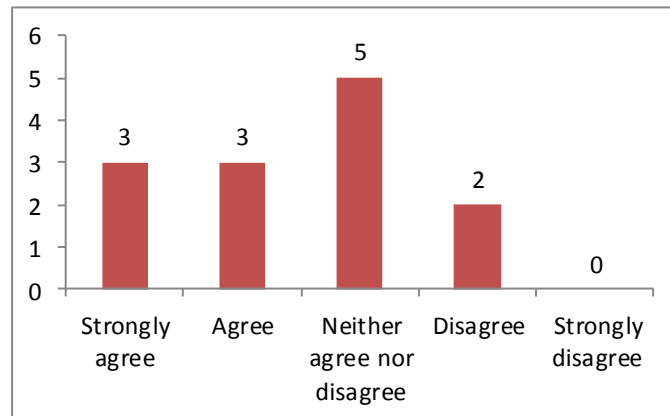
3. I/we are satisfied that Hokowhitu School offers sufficiently clear and accessible means of opting out of CRE



Survey Results

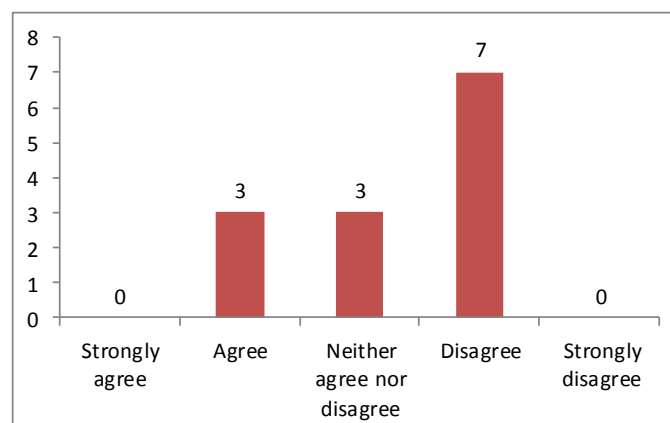
Staff

2. Does the development and offering of STRIVE lessons (the CRE alternative programme) constitute an appropriate use of staff time?



Staff

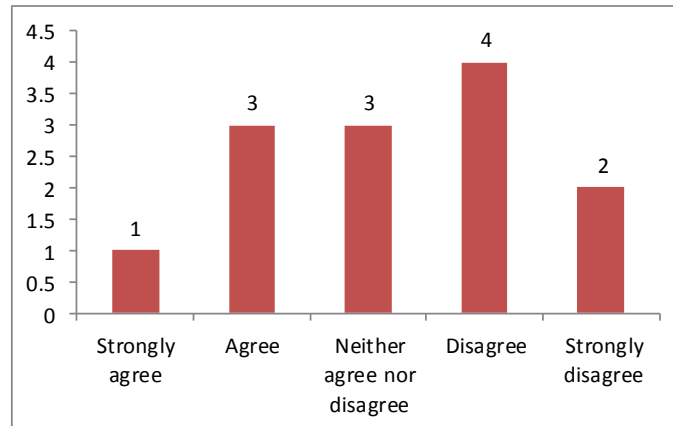
3. Does the requirement to sit in on CRE lessons constitute an appropriate use of staff time?



Survey Results

Staff

4. Is stopping teaching to offer CRE for 30 minutes per week having a negative impact on the classroom environment?



Staff Comments

It impacts on my maths lessons.

Afternoon time slot would be more ideal rather than a 9am (prime learning time).