

Parent and Caregiver Voice: PaCS

Our Lady of Mercy College, Australind WA 6233

Feedback for 2021

121 participants completed the survey

No participants were found to be disengaged.

NSI CEWA Parent Voice (PACS) (#645)
Survey closed on 21-06-2021

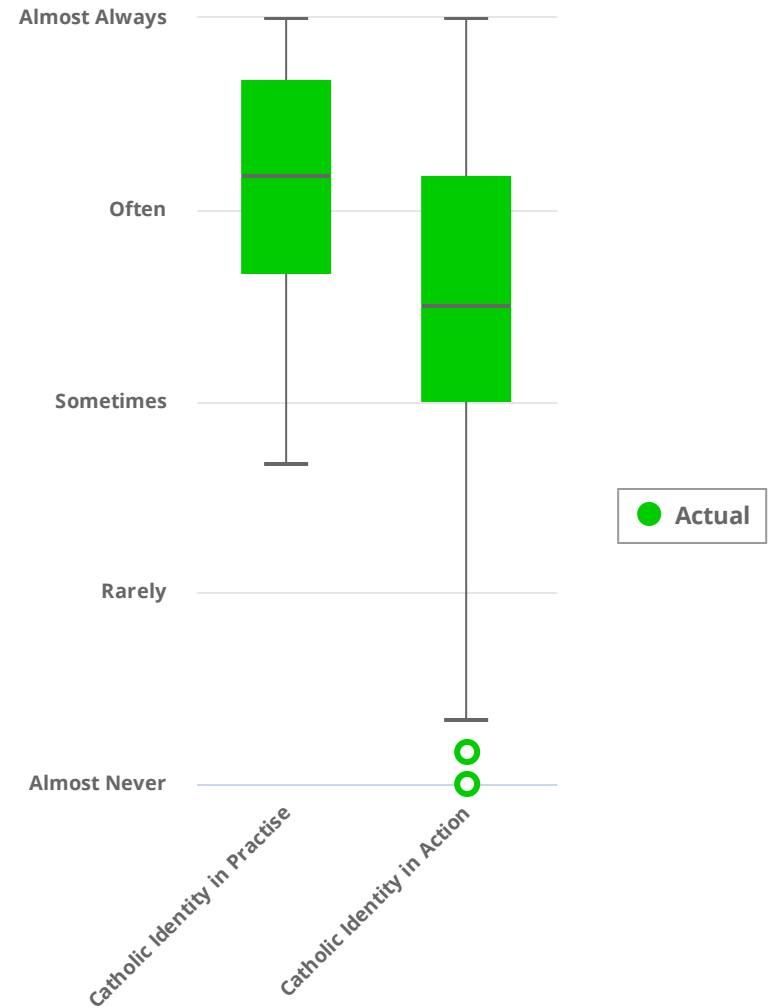
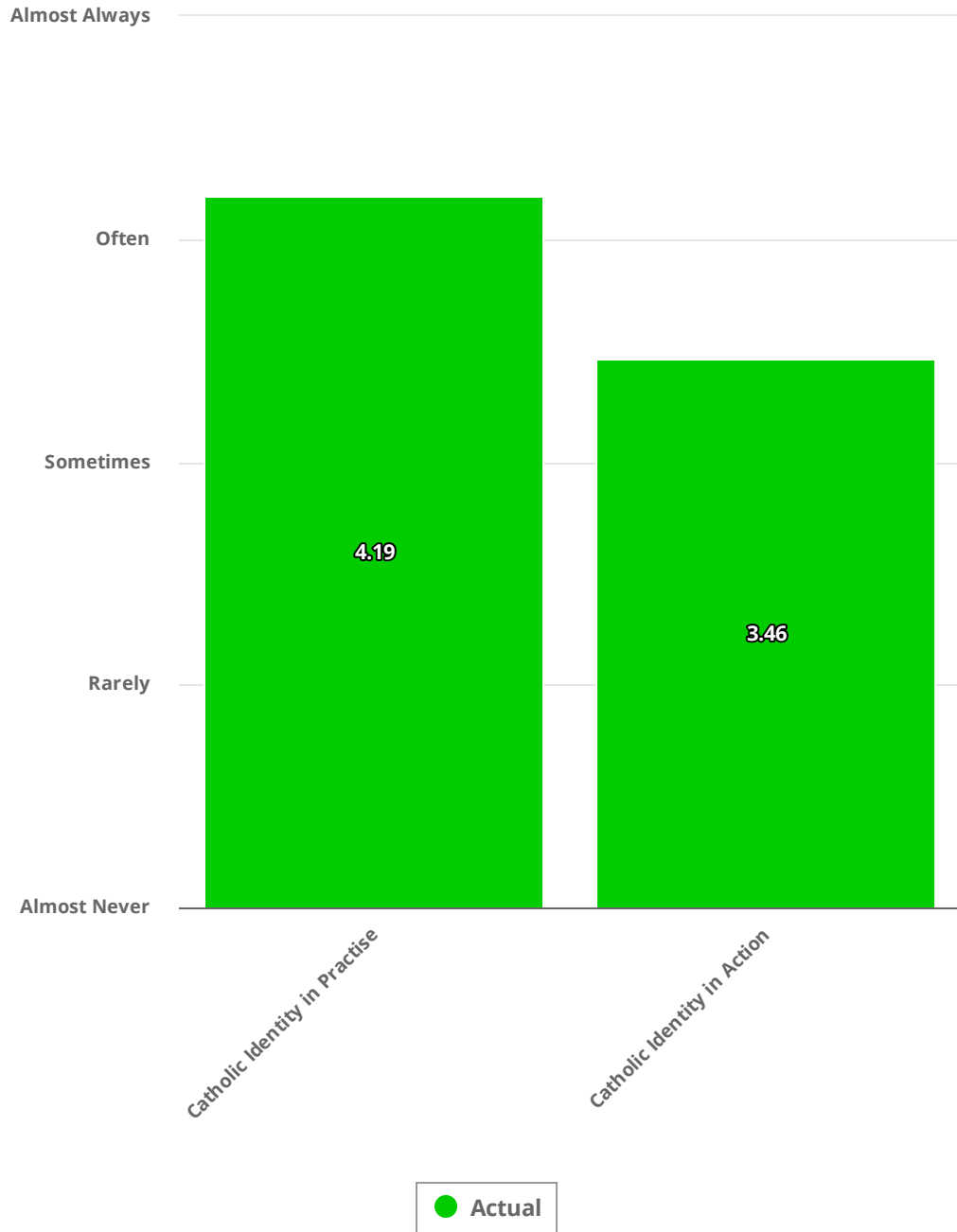
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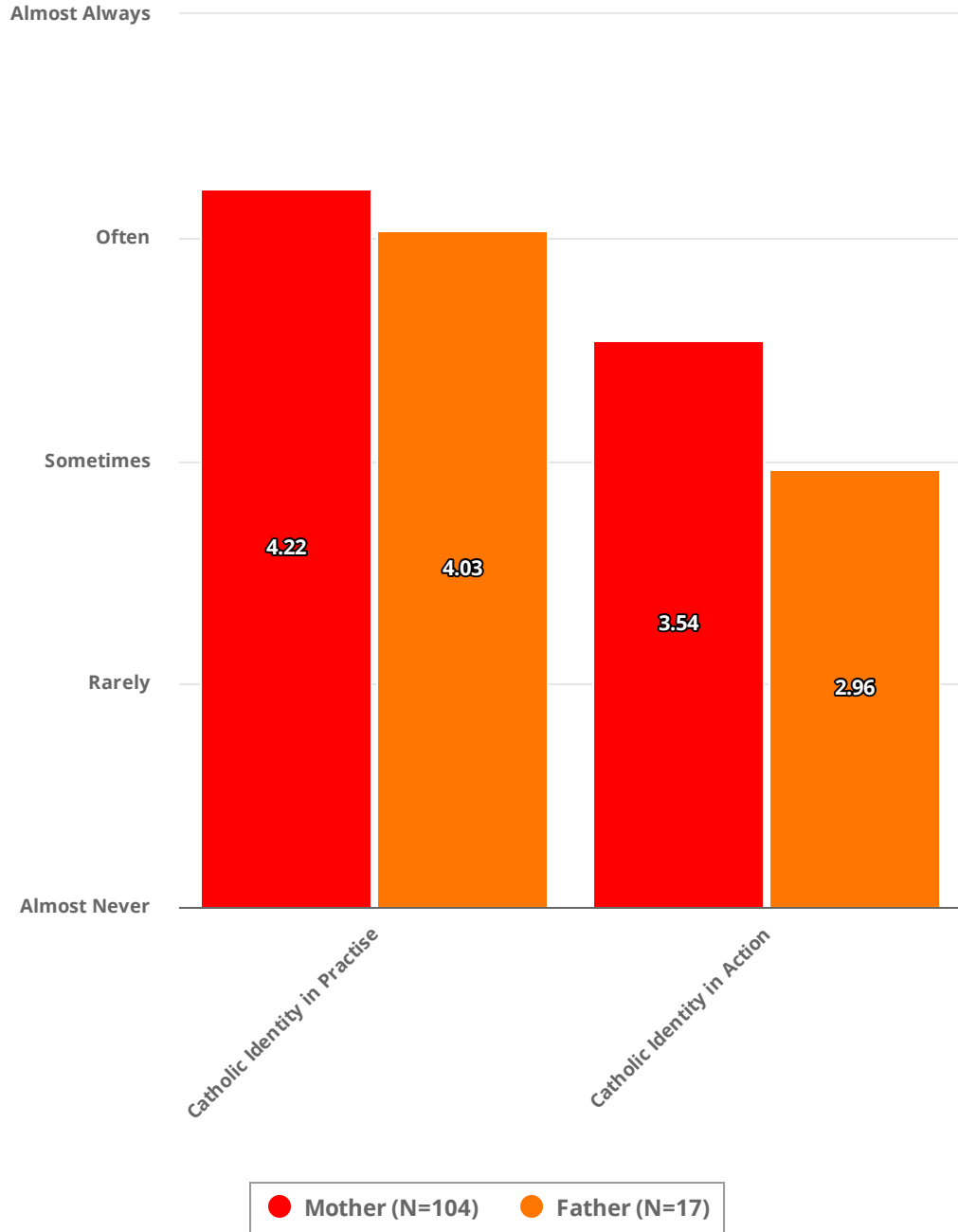
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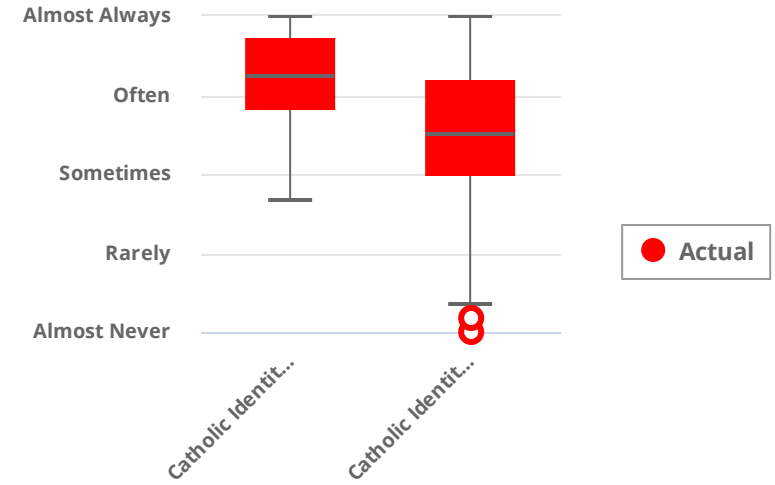
Catholic Identity



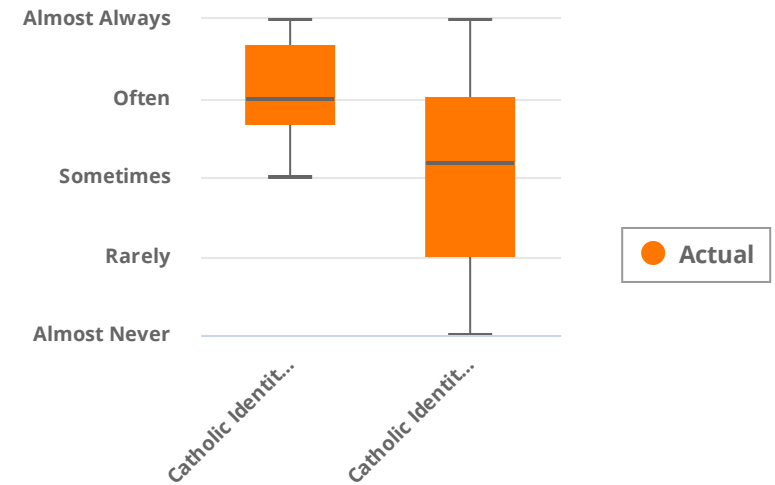
Catholic Identity: By Parenting Role



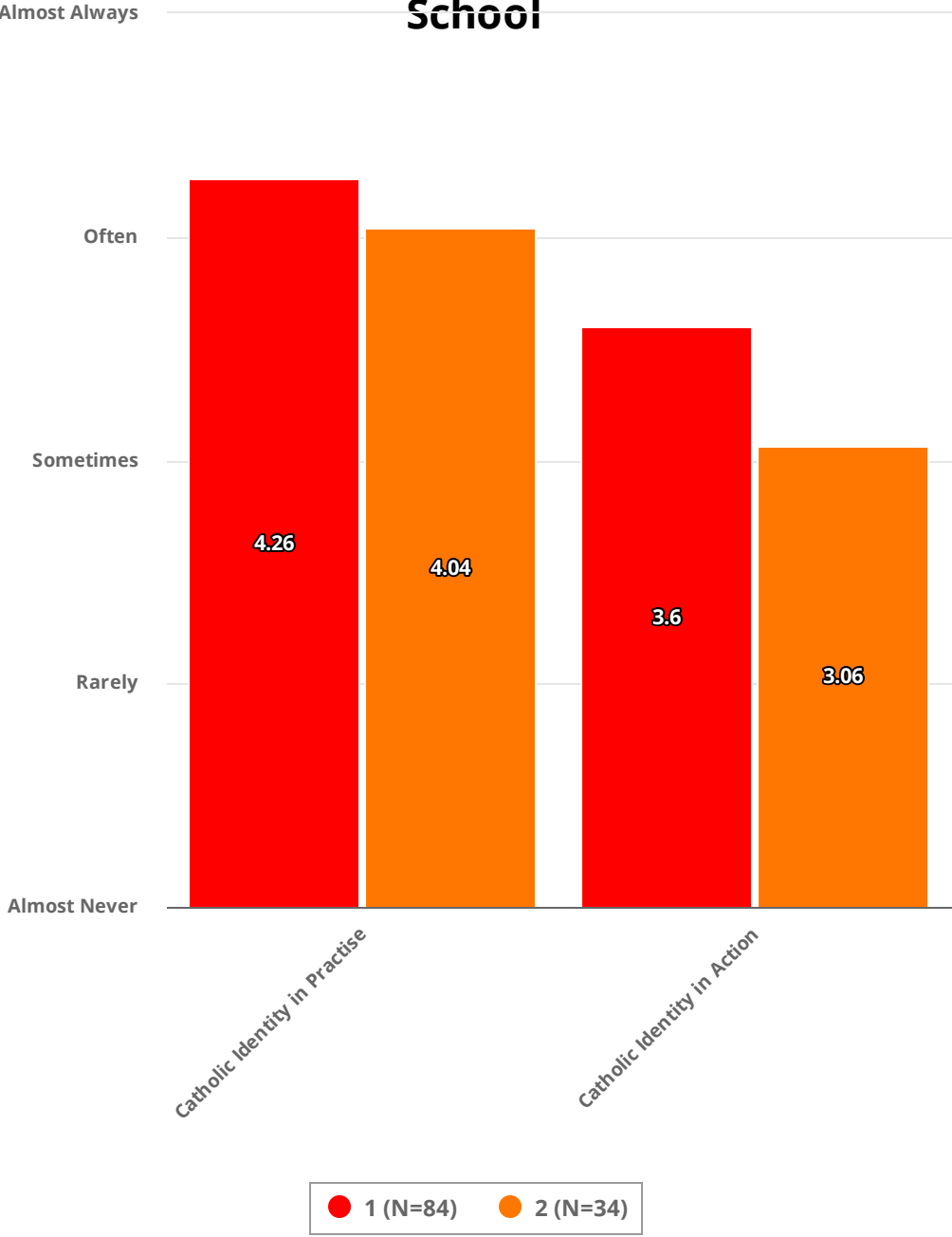
Category: Mother (N=104)



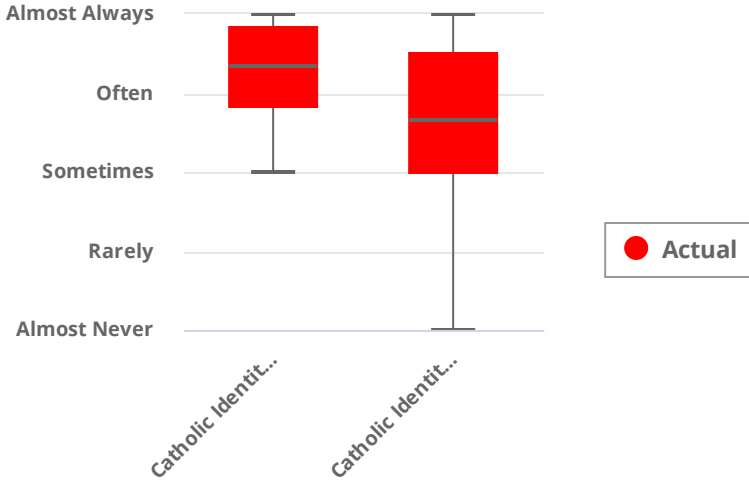
Category: Father (N=17)



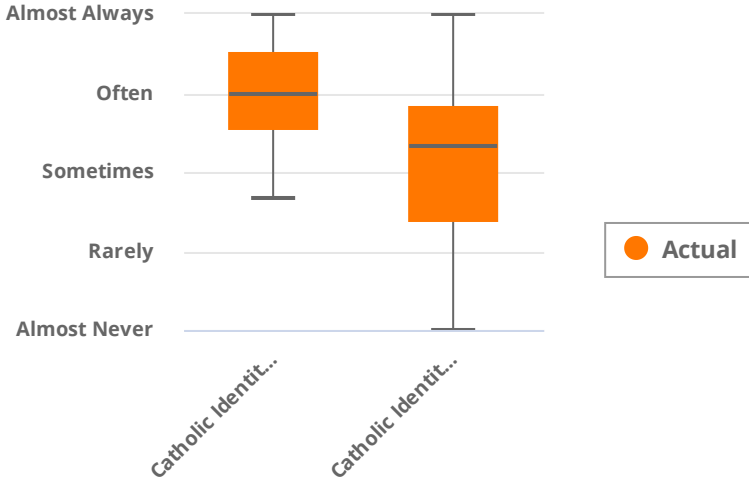
Catholic Identity: By Number of Children at the School



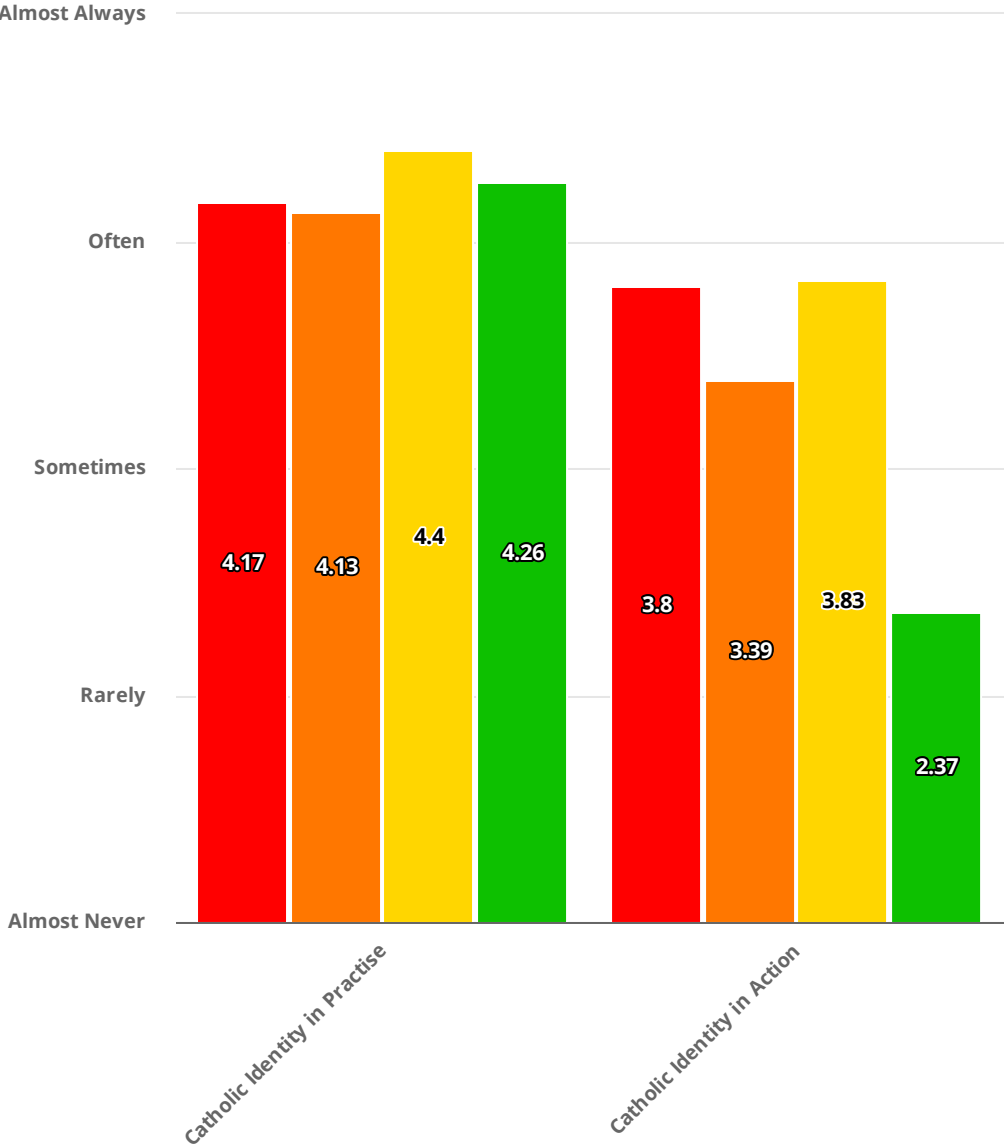
Category: 1 (N=84)



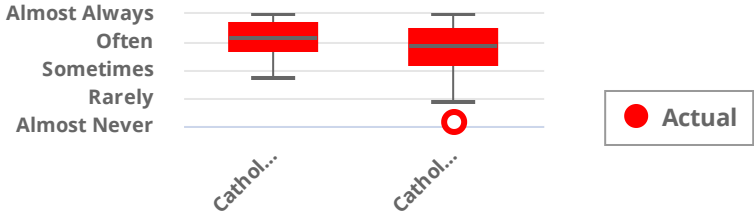
Category: 2 (N=34)



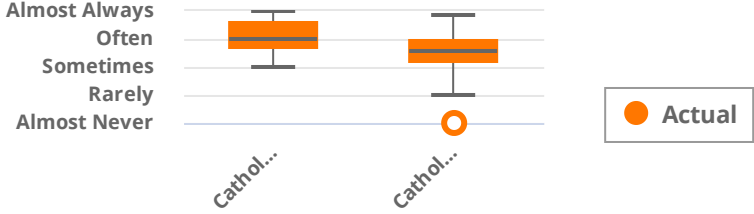
Catholic Identity: By Religion



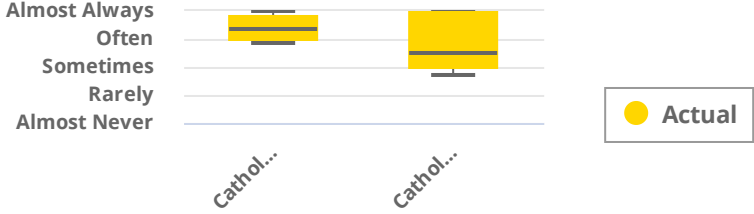
Category:
Catholic
(N=71)



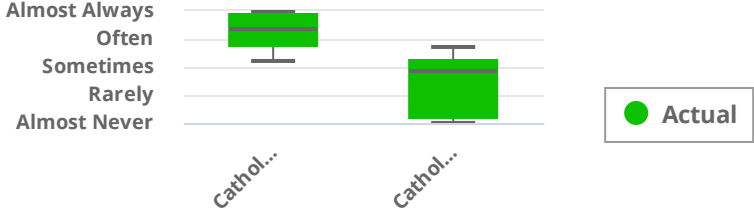
Category:
Other
Christian
(N=22)



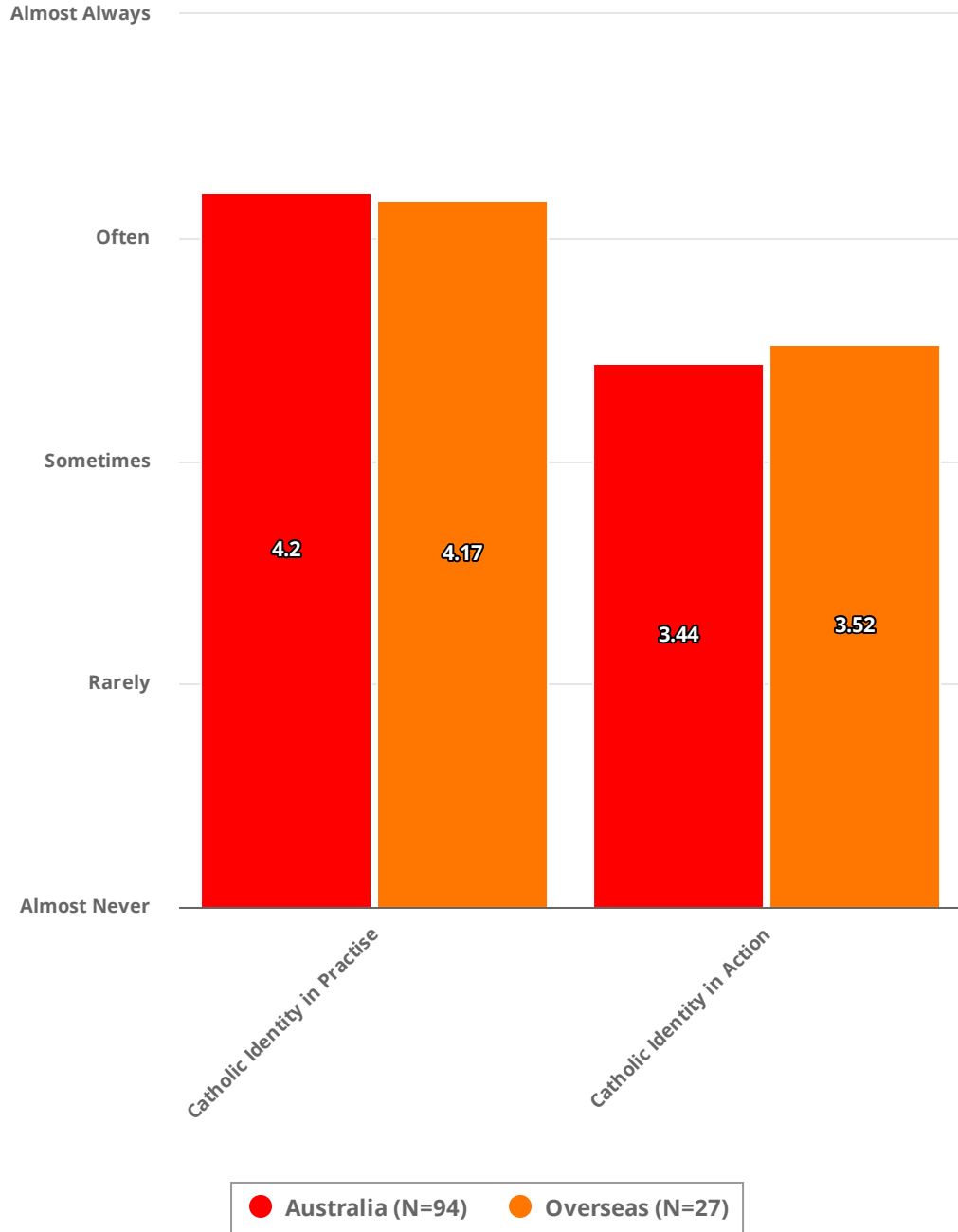
Category:
Other
religion
(N=5)



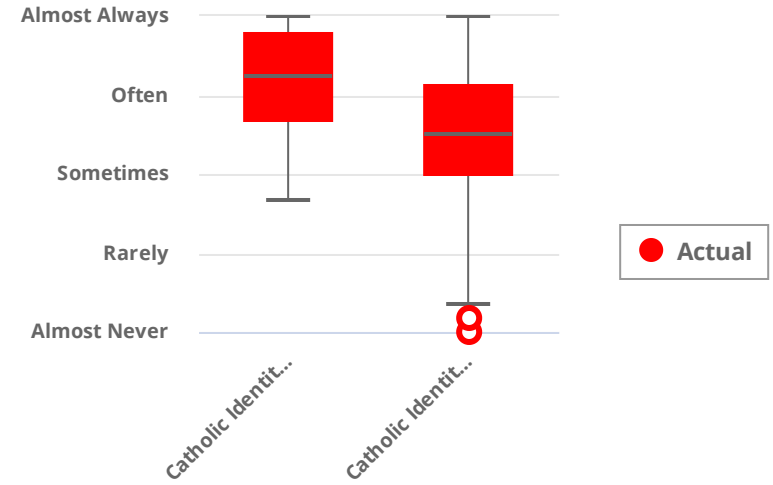
Category:
No religion
(N=23)



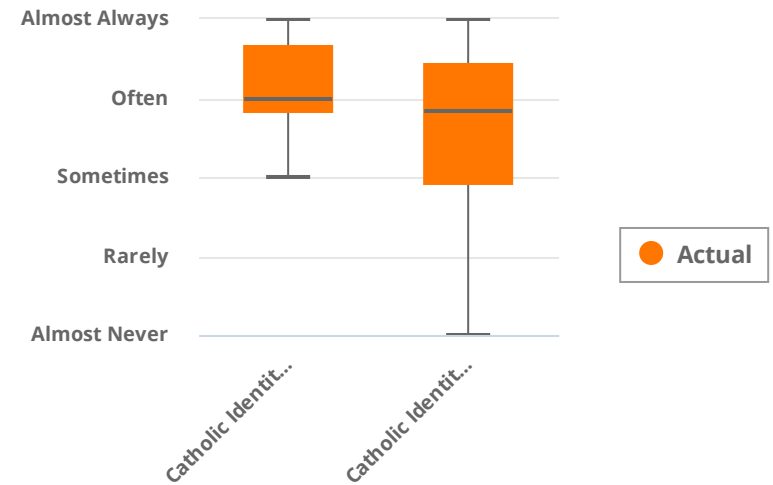
Catholic Identity: By Birth Place



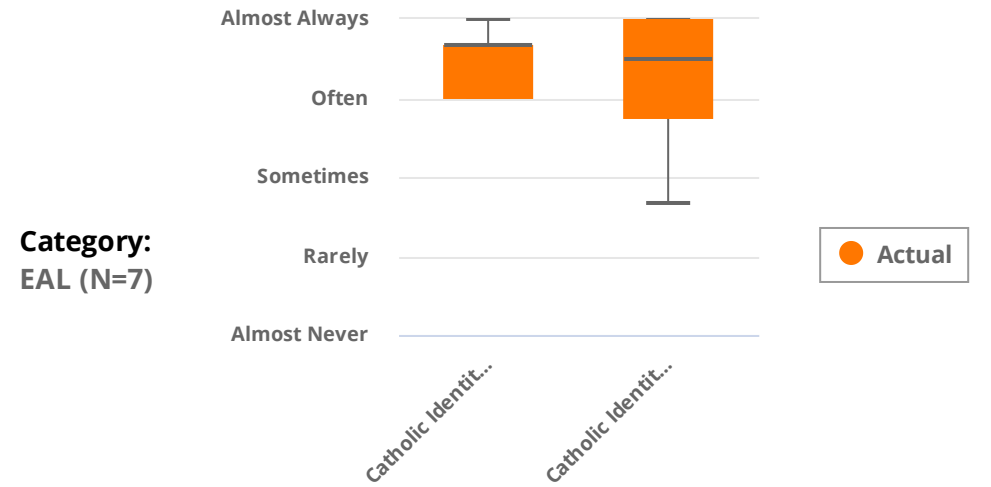
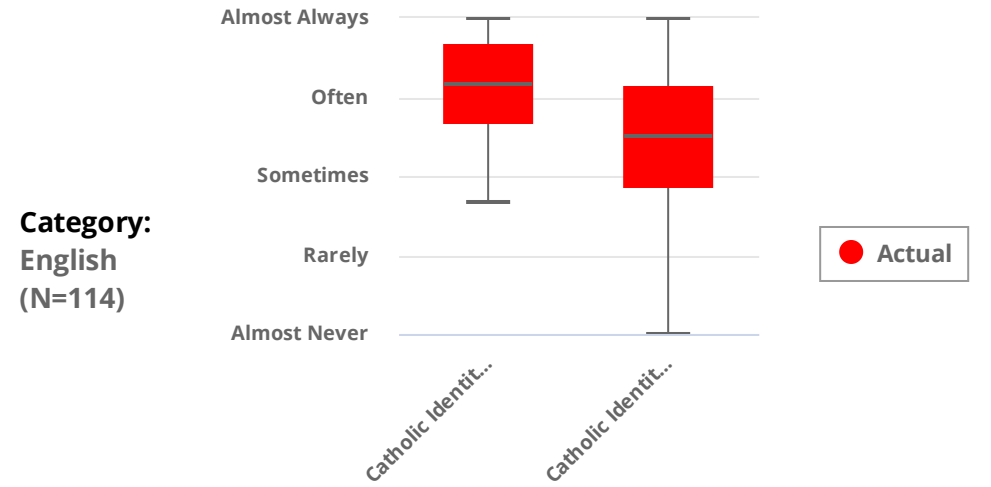
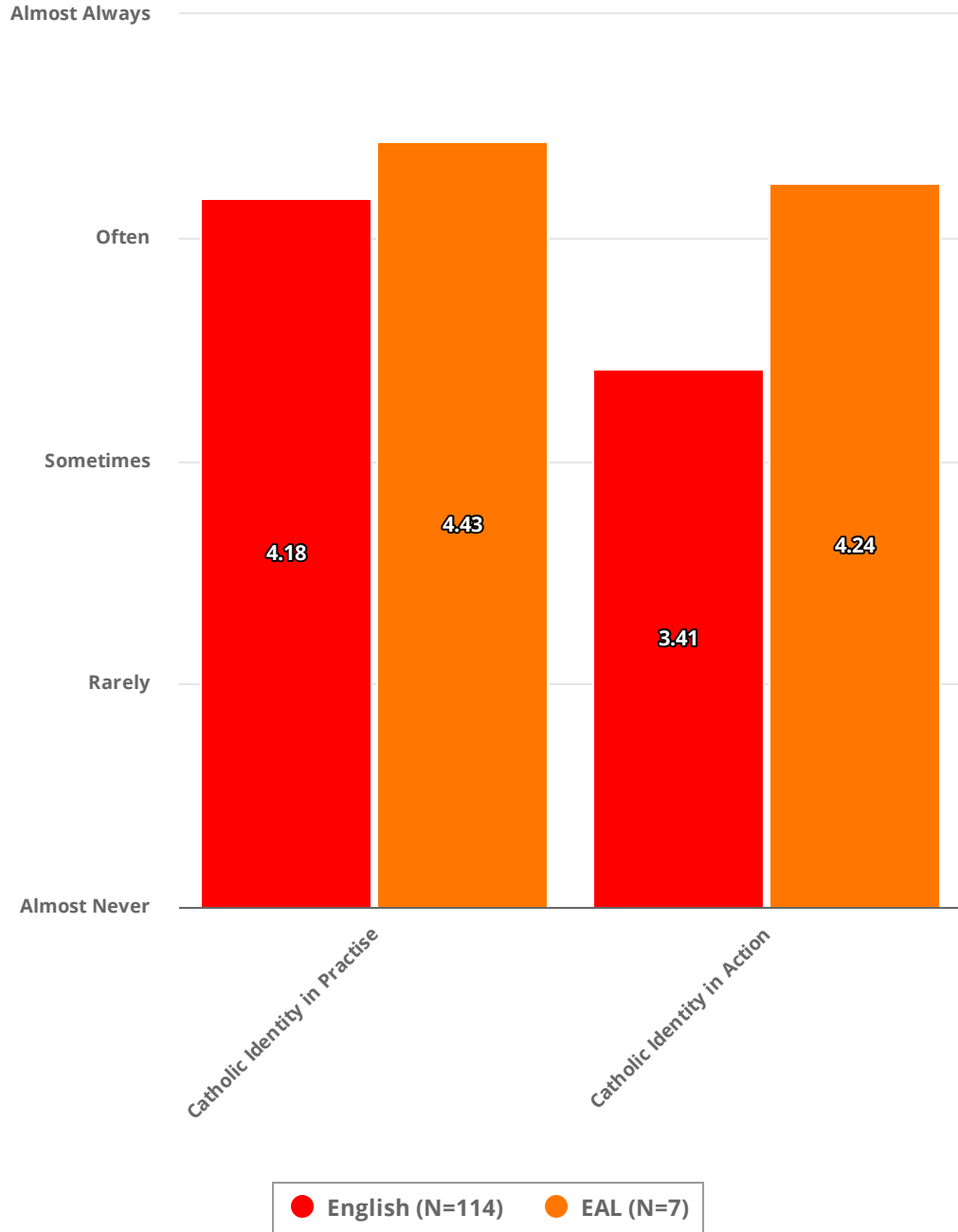
Category: Australia (N=94)



Category: Overseas (N=27)

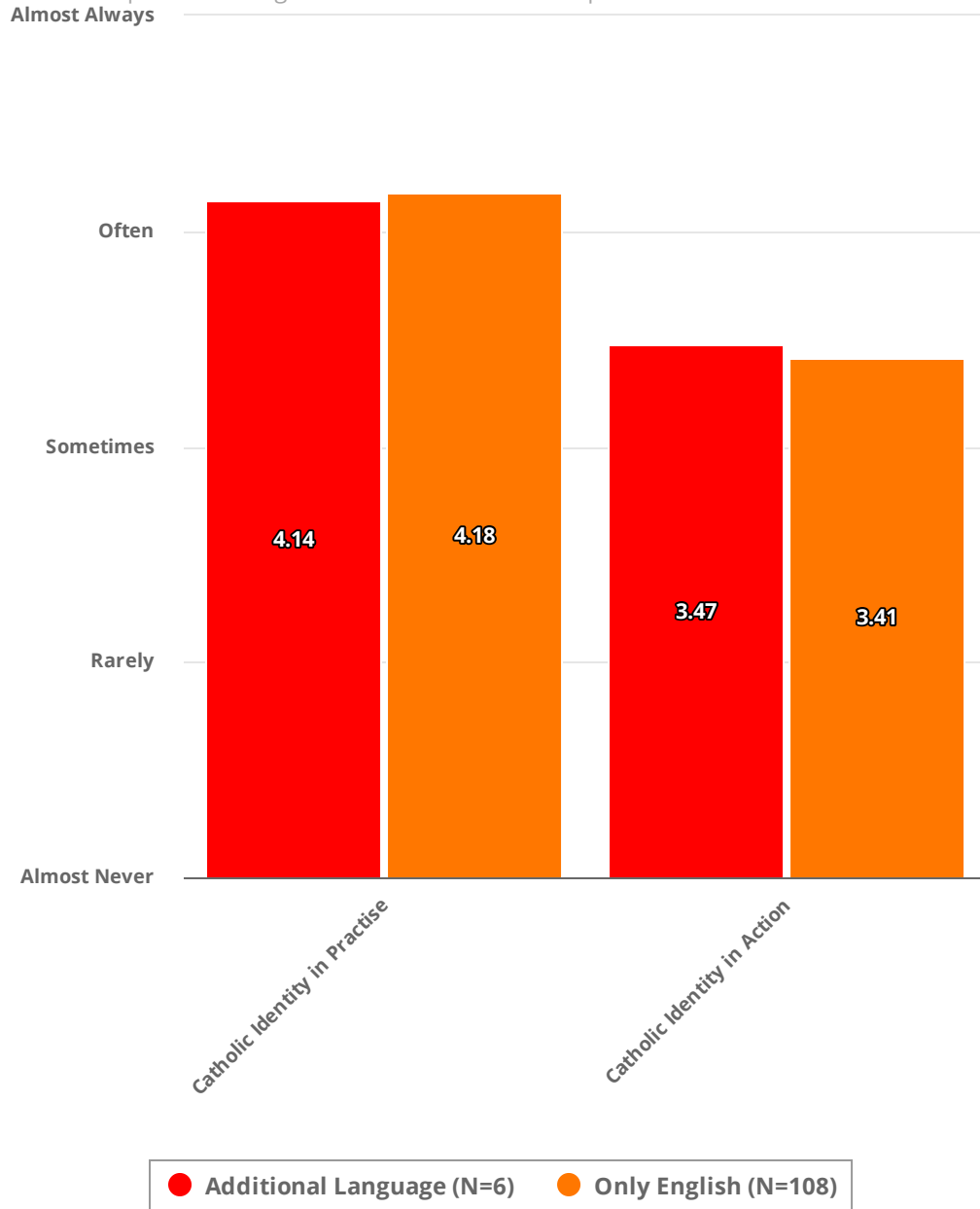


Catholic Identity: By Language

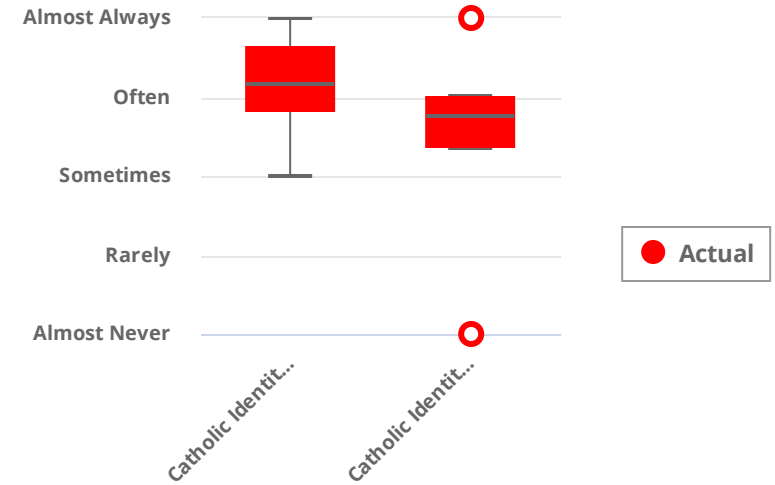


Catholic Identity: By Additional Language

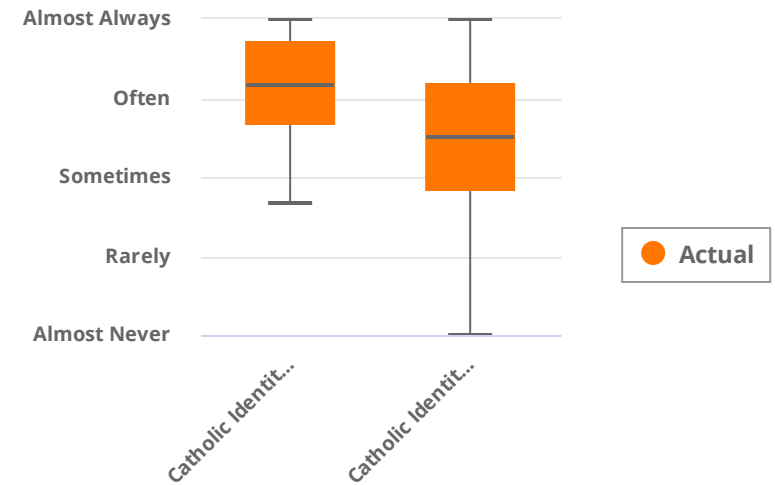
Note, only participants who selected 'English' for the previous question responded to this question. Categories with less than four responses have been omitted.



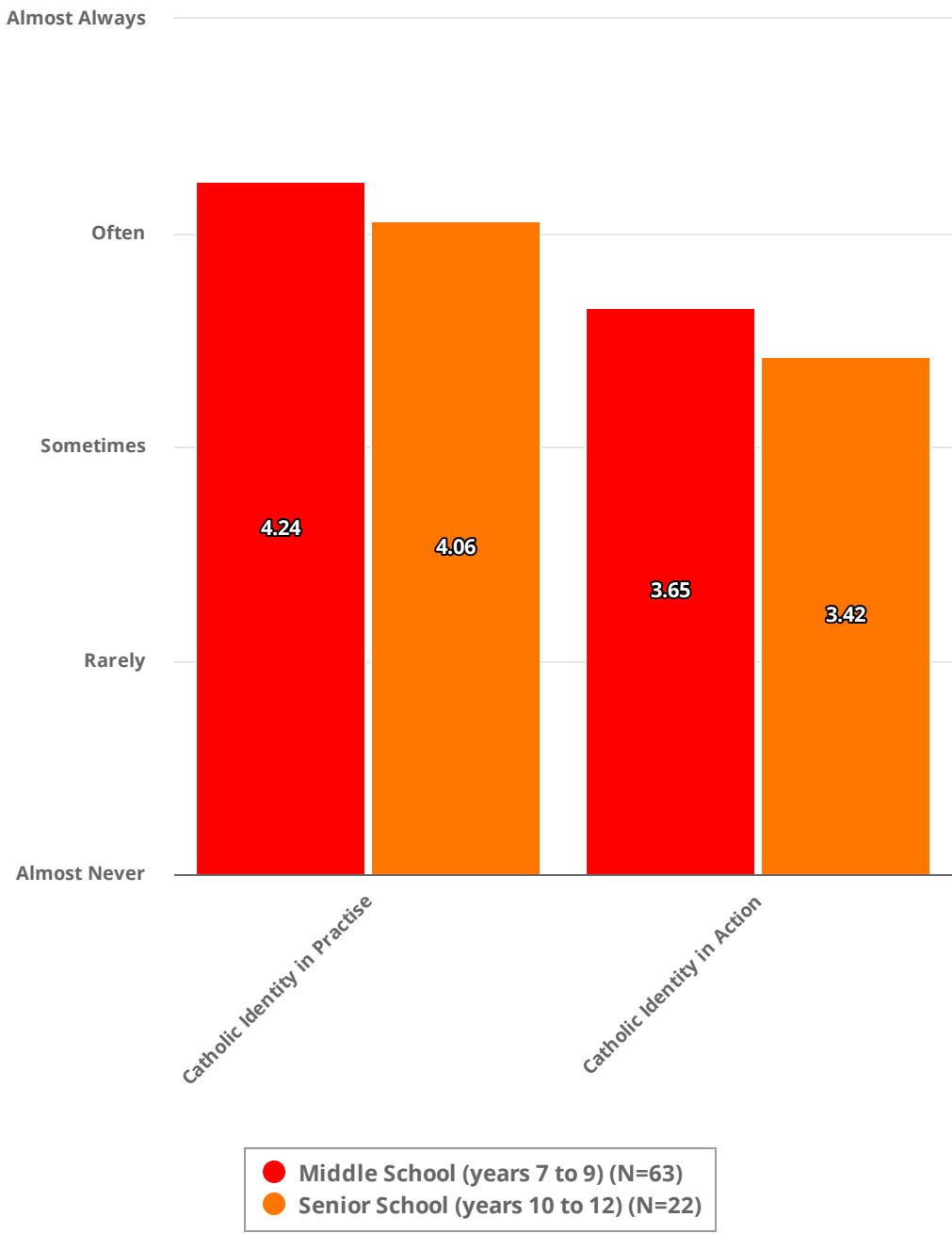
Category: Additional Language (N=6)



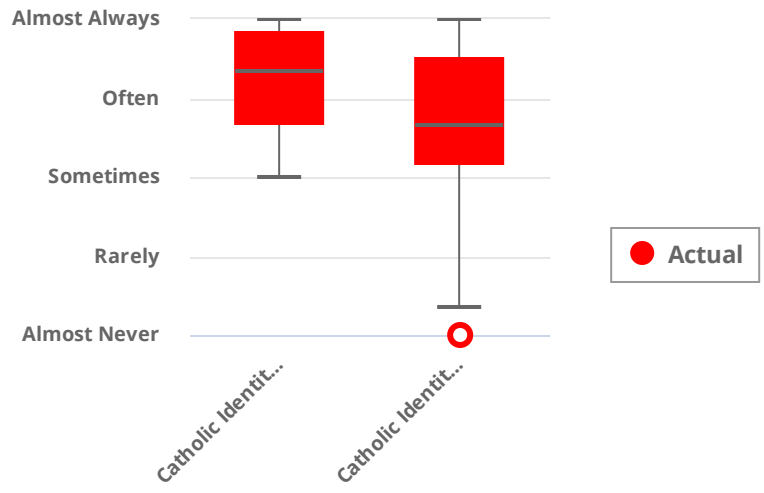
Category: Only English (N=108)



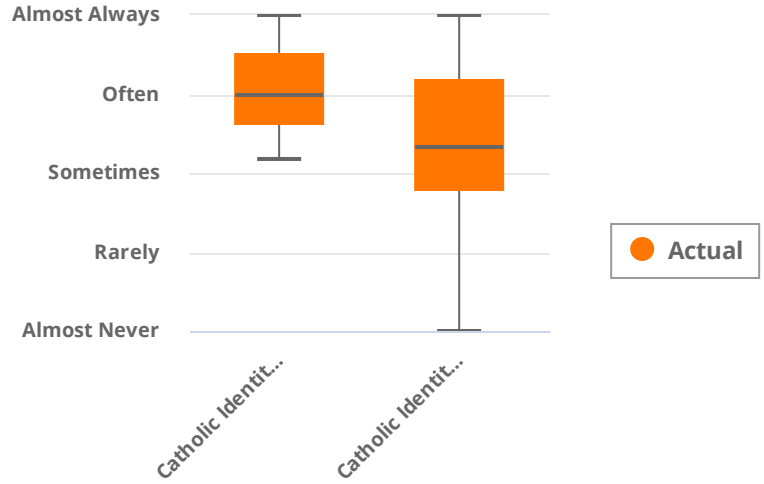
Catholic Identity: By School Level



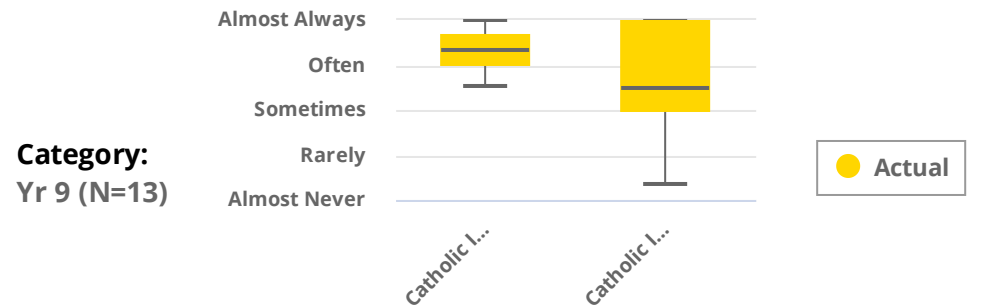
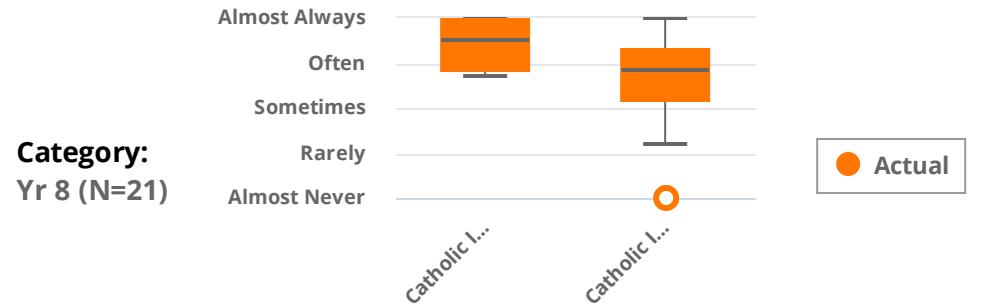
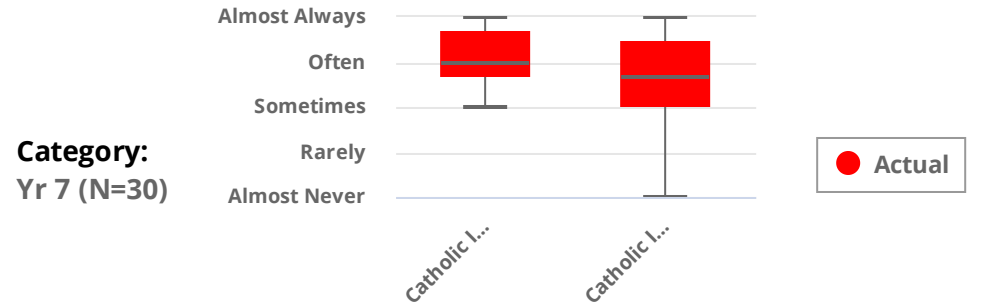
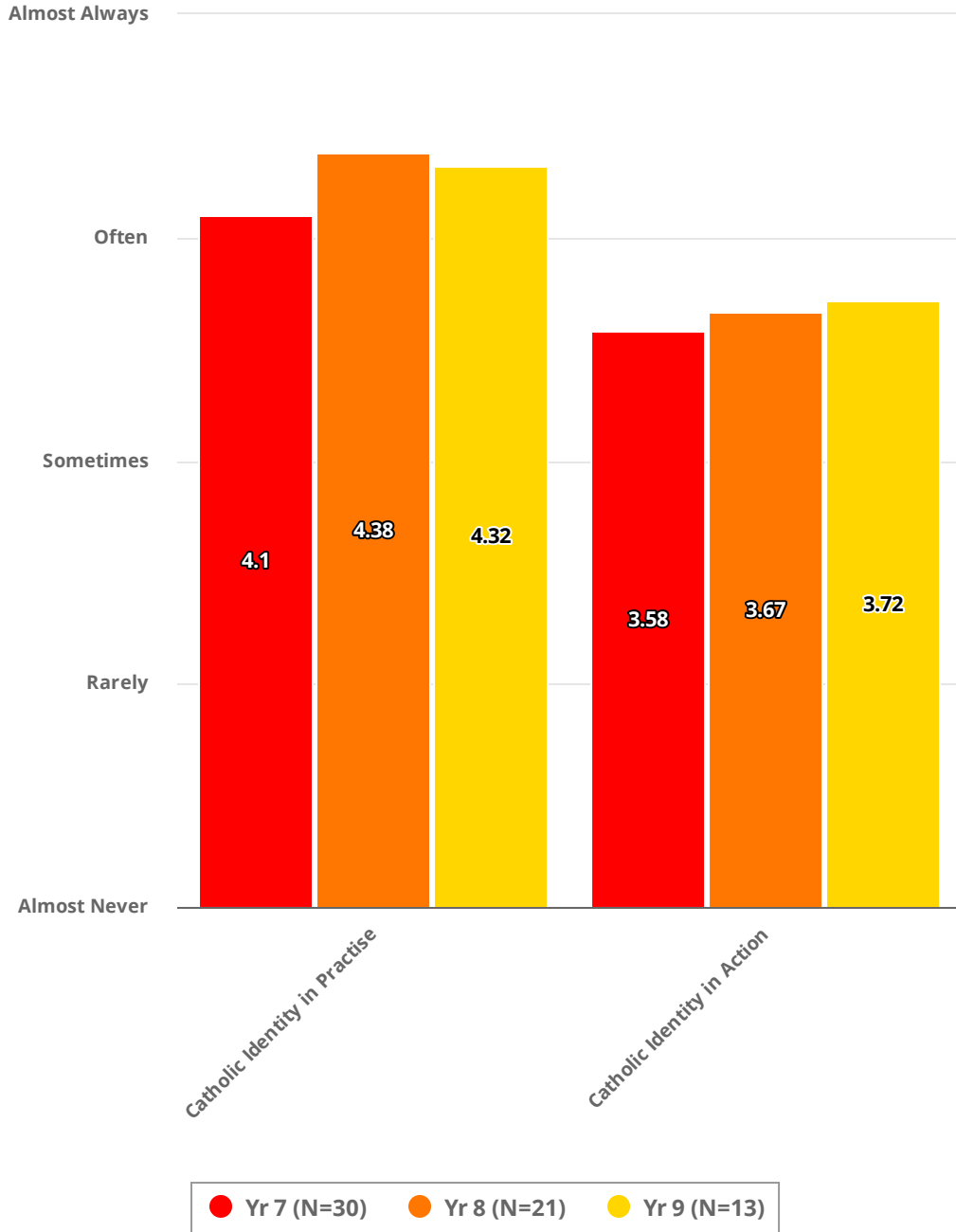
Category:
Middle School
(years 7 to 9) (N=63)



Category:
Senior School
(years 10 to 12) (N=22)

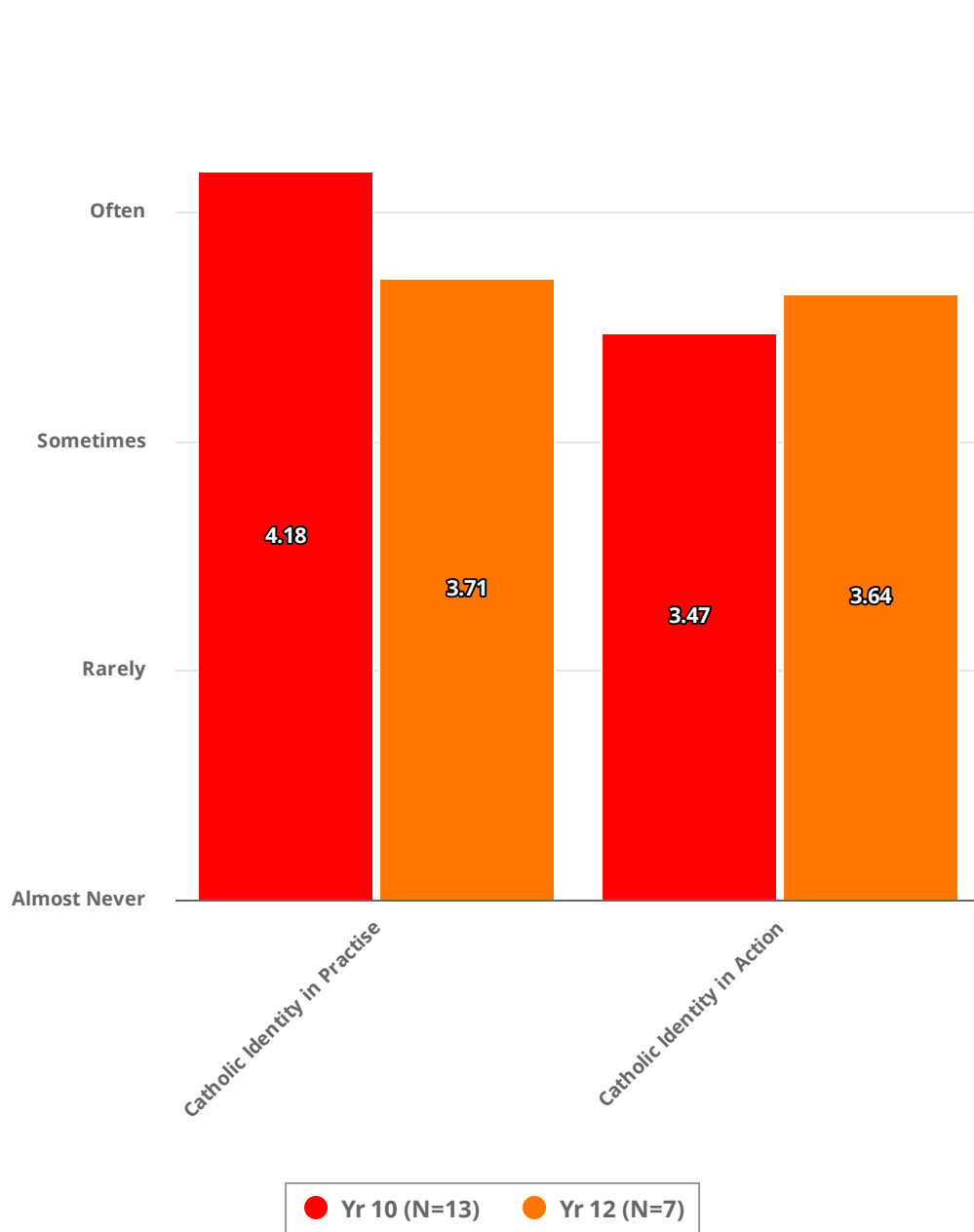


Catholic Identity: By Year Level - Middle School

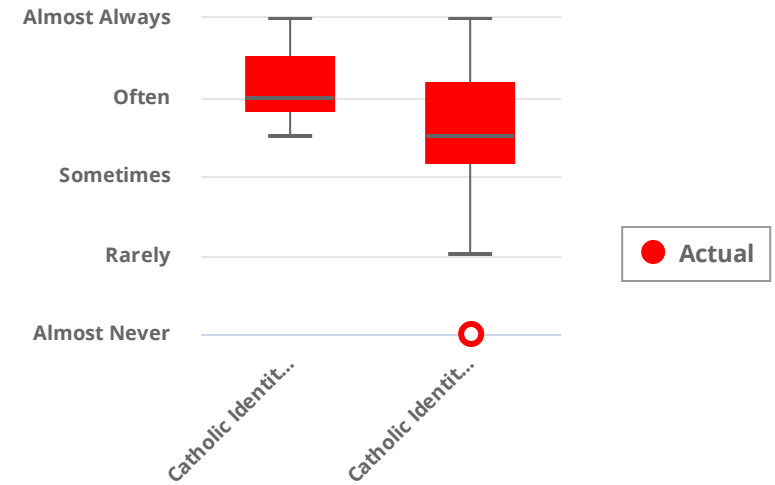


Catholic Identity: By Year Level - Senior School

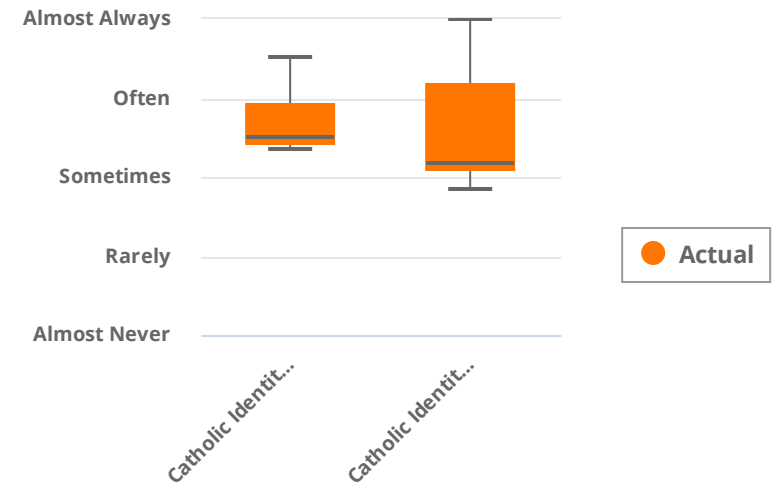
Almost Always



Category:
Yr 10
(N=13)

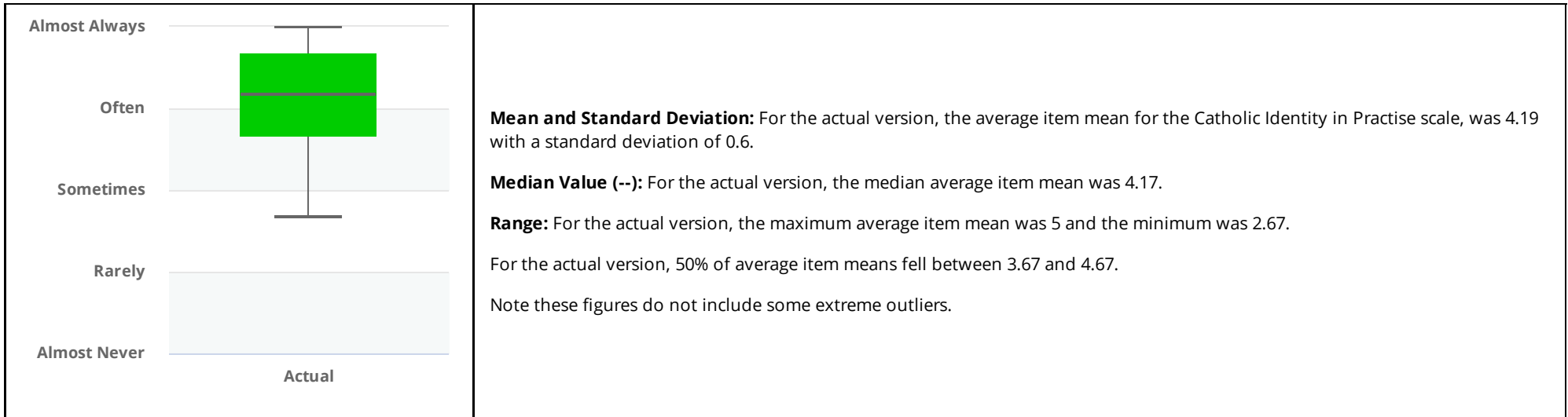


Category:
Yr 12 (N=7)



Catholic Identity in Practise

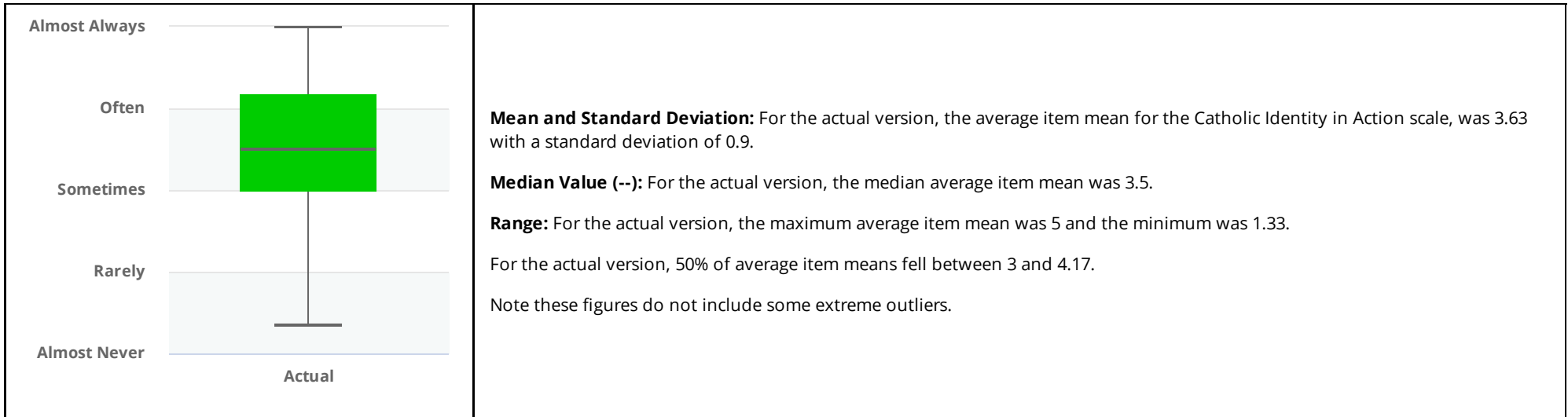
The CATHOLIC IDENTITY IN PRACTISE scale assesses the extent to which parents or caregivers feel that the teachings of the Catholic faith are important and practised at the school.



Percentage of each response		Items included in the scale		Average response for each item							
15.7 %	48.8 %	32.2 %	Actual	I feel that social justice is practised.	Actual	4.1					
25.6 %	40.5 %	32.2 %	Actual	I feel that there is commitment to the poor and marginalised.	Actual	4.03					
7.4 %	38 %	54.5 %	Actual	There are clear signs of Catholic identity visible through rituals.	Actual	4.47					
5.8 %	41.3 %	52.9 %	Actual	There are clear signs of Catholic identity visible through symbols, artwork and sacred spaces.	Actual	4.47					
13.2 %	43 %	42.1 %	Actual	I feel that there is a connection to the mission of the Church.	Actual	4.26					
7.4 %	24.8 %	36.4 %	28.9 %	Actual	I feel that there is engagement with parishes.	Actual	3.82				
● Almost Never	● Rarely	● Sometimes	● Often	● Almost Always		Almost Never	Rarely	Sometimes	Often	Almost Always	

Catholic Identity in Action

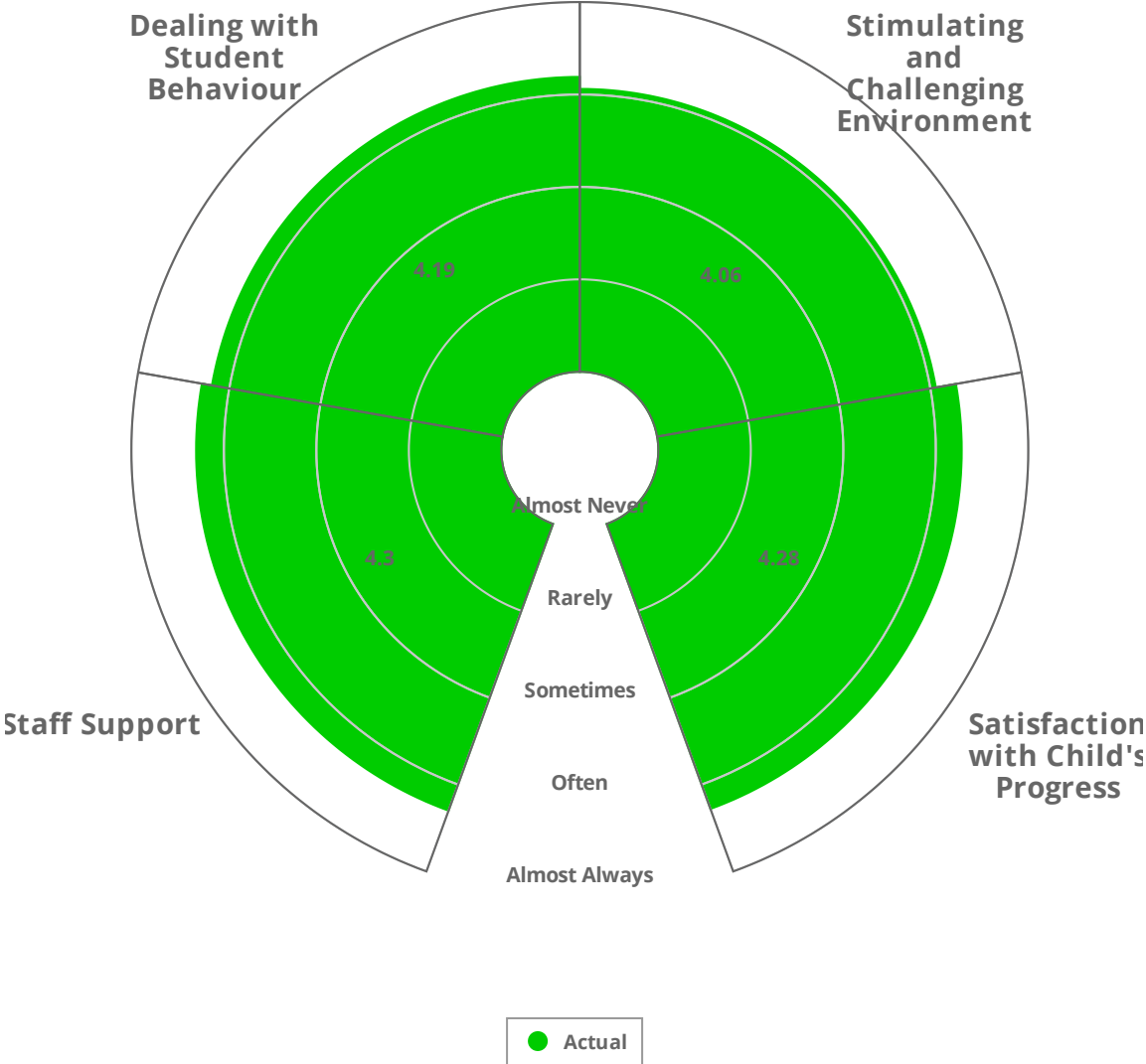
The CATHOLIC IDENTITY IN ACTION scale assesses the extent to which parents or caregivers feel that Catholic faith and practice are important to them.



Percentage of each response		Items included in the scale		Average response for each item								
9.9 %	27.3 %	31.4 %	24 %	Actual	My child's/children's learning about Catholic faith and tradition is important to me.	Actual	3.55					
13.2 %	27.3 %	27.3 %	22.3 %	Actual	My child's/children's participation in prayer is important to me.	Actual	3.39					
10.7 %	16.5 %	25.6 %	24 %	23.1 %	Actual	My child's/children's participation in the sacraments of the Eucharist (Mass) and Reconciliation is important to me.	Actual	3.32				
8.3 %	18.2 %	33.9 %	33.9 %	Actual	My child's/children's participation in Christian service activities is important to me.	Actual	3.82					
13.2 %	24 %	28.1 %	25.6 %	Actual	My child's/children's participation in activities of discipleship is important to me.	Actual	3.48					
10.7 %	14 %	35.5 %	24.8 %	14.9 %	Actual	My child's/children's participation in formation based on Scripture and Catholic theology is important to me.	Actual	3.19				
● Almost Never	● Rarely	● Sometimes	● Often	● Almost Always				Almost Never	Rarely	Sometimes	Often	Almost Always

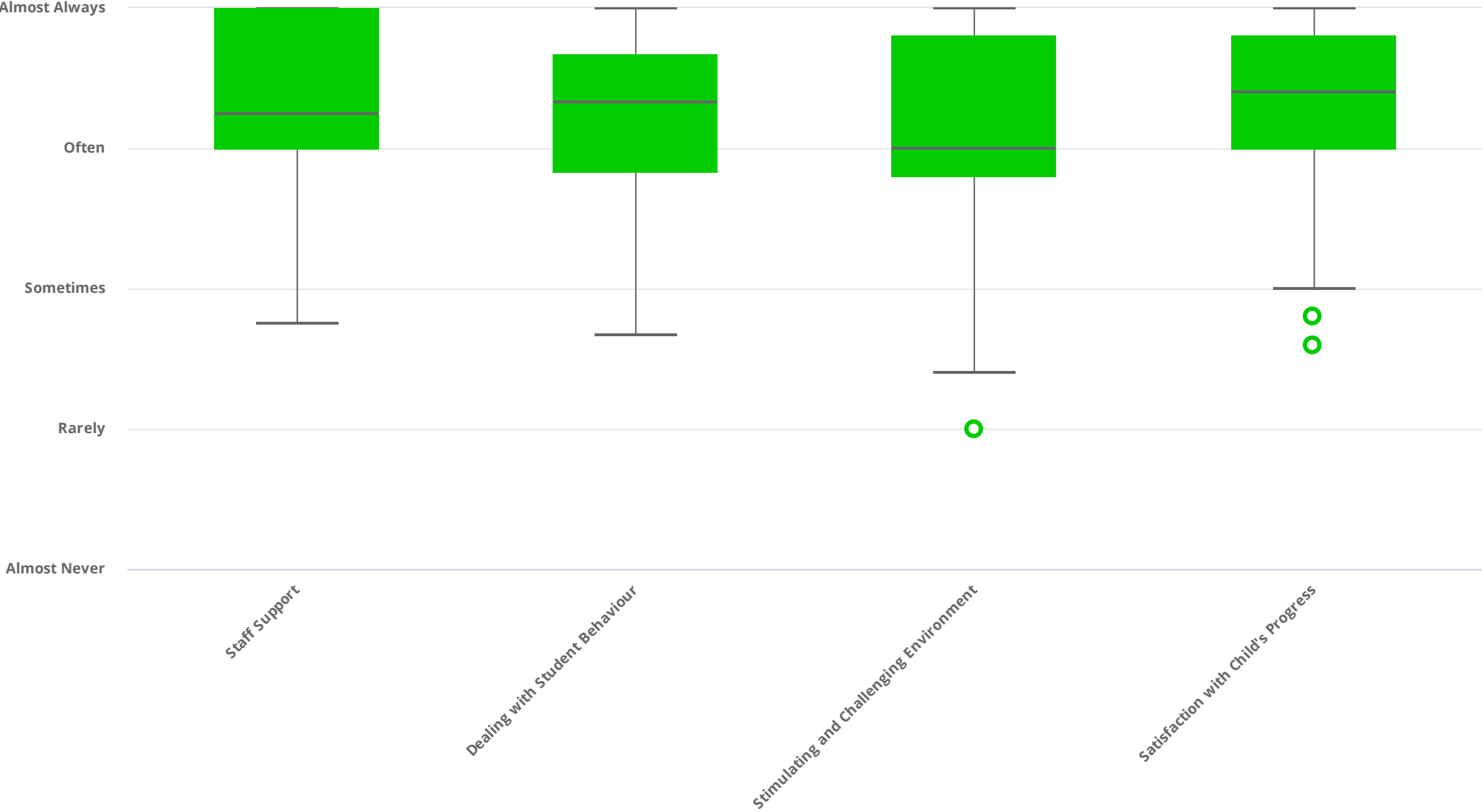
Child/Children's Experience

Means for each scale.



Child/Children's Experience

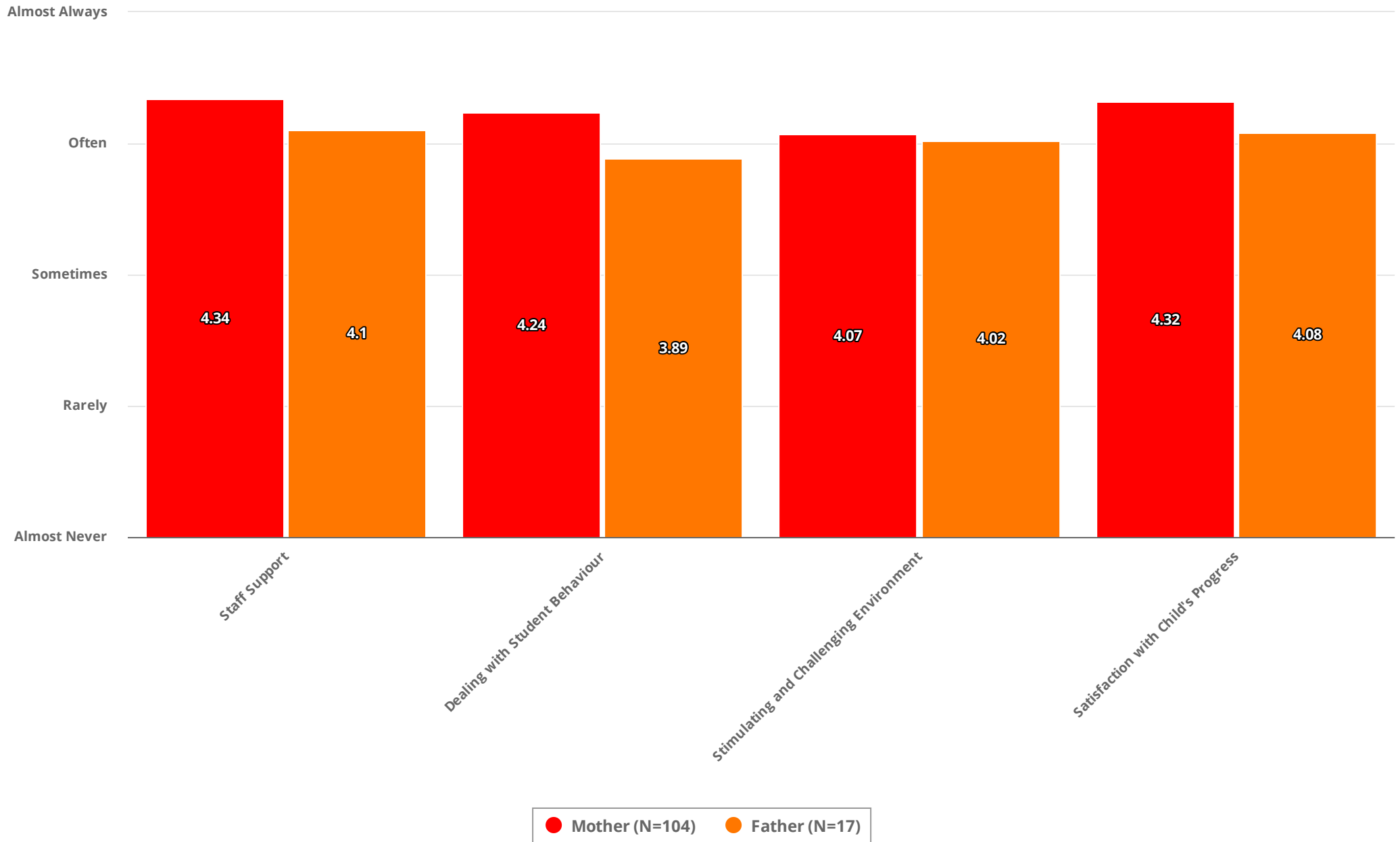
Variations for each scale.



● Actual

Child/Children's Experience: By Parenting Role

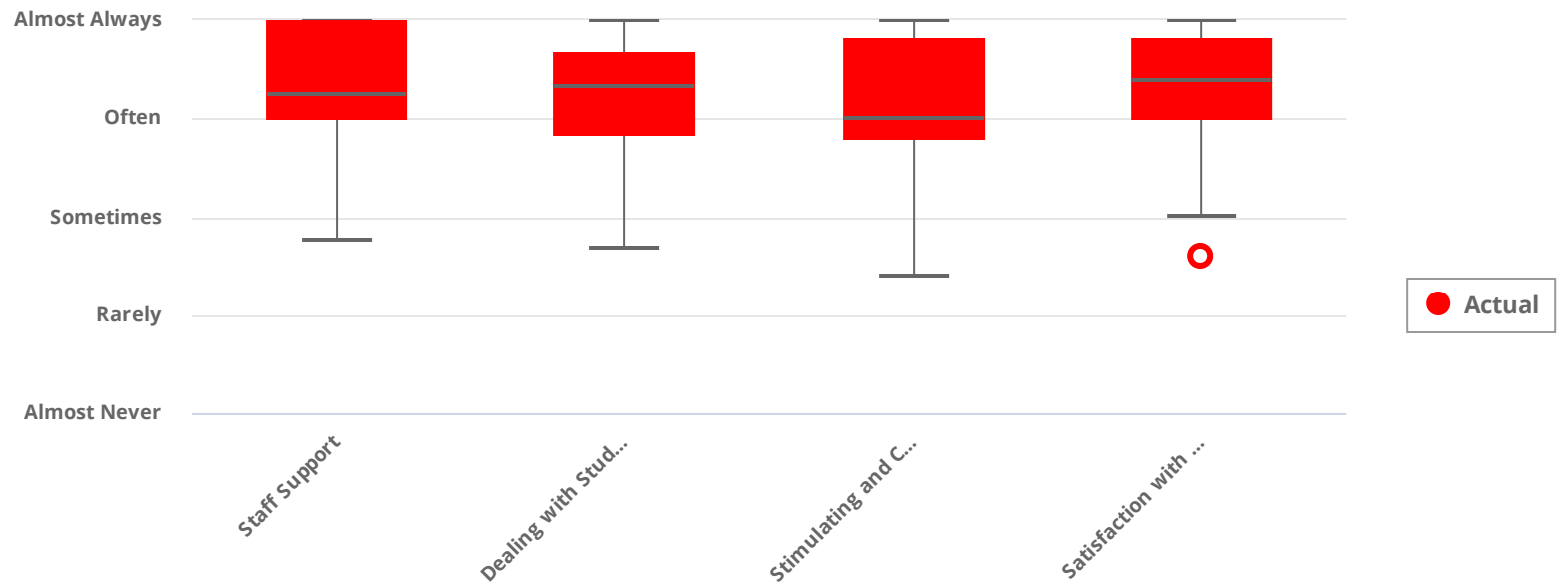
Means for each scale. Categories with less than four responses have been omitted.



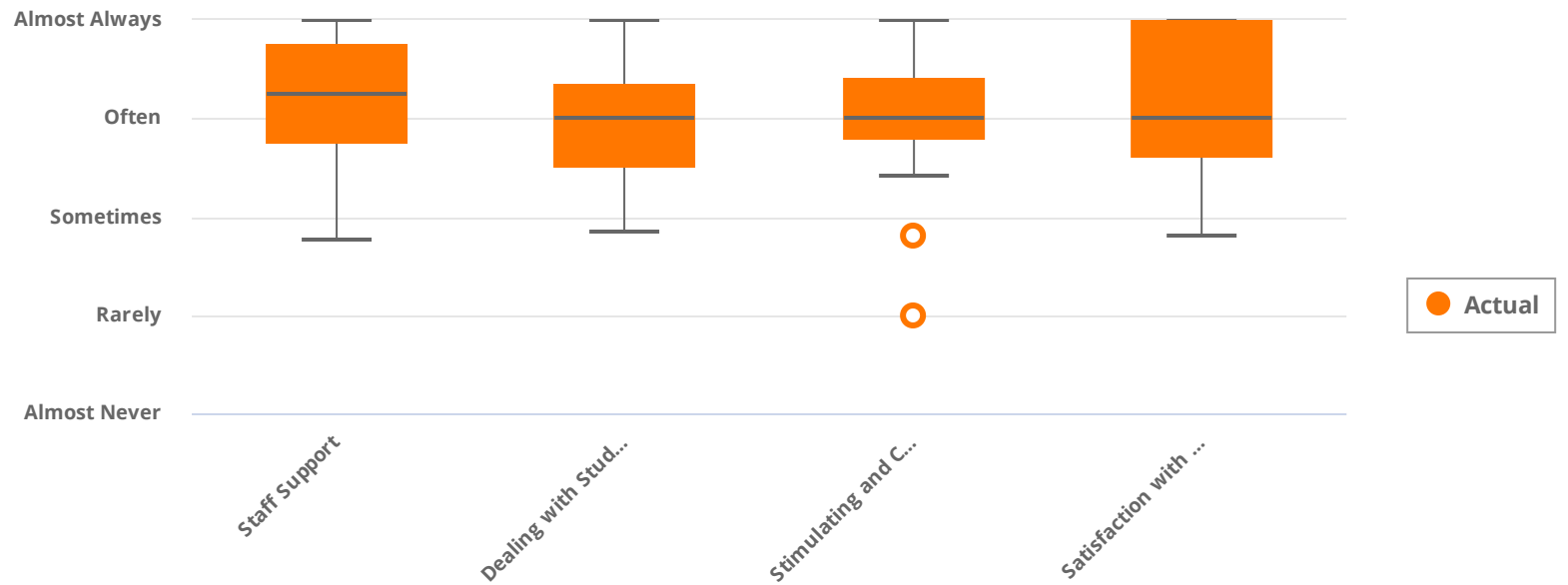
Child/Children's Experience: By Parenting Role

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

Category:
Mother (N=104)

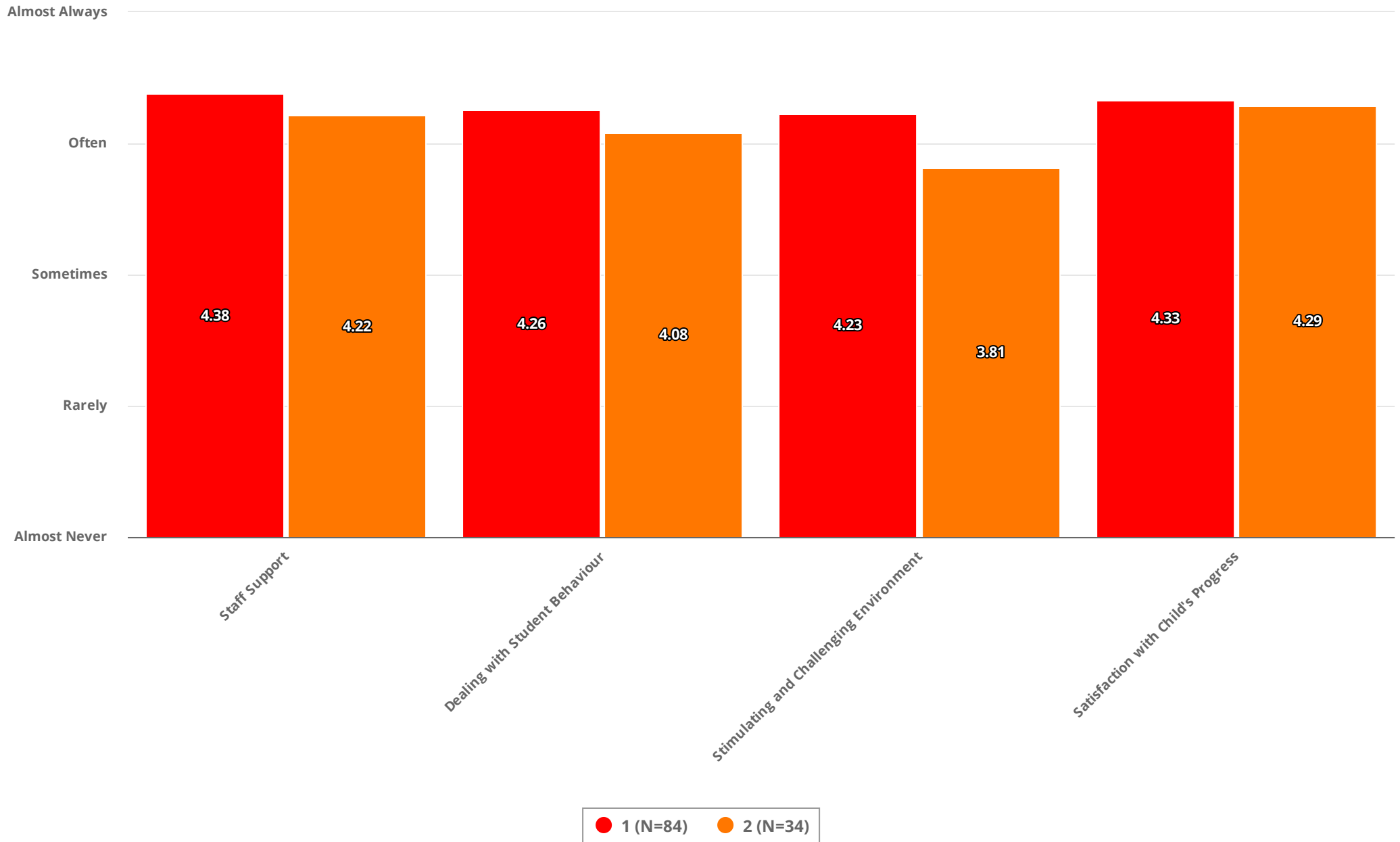


Category:
Father (N=17)



Child/Children's Experience: By Number of Children at the School

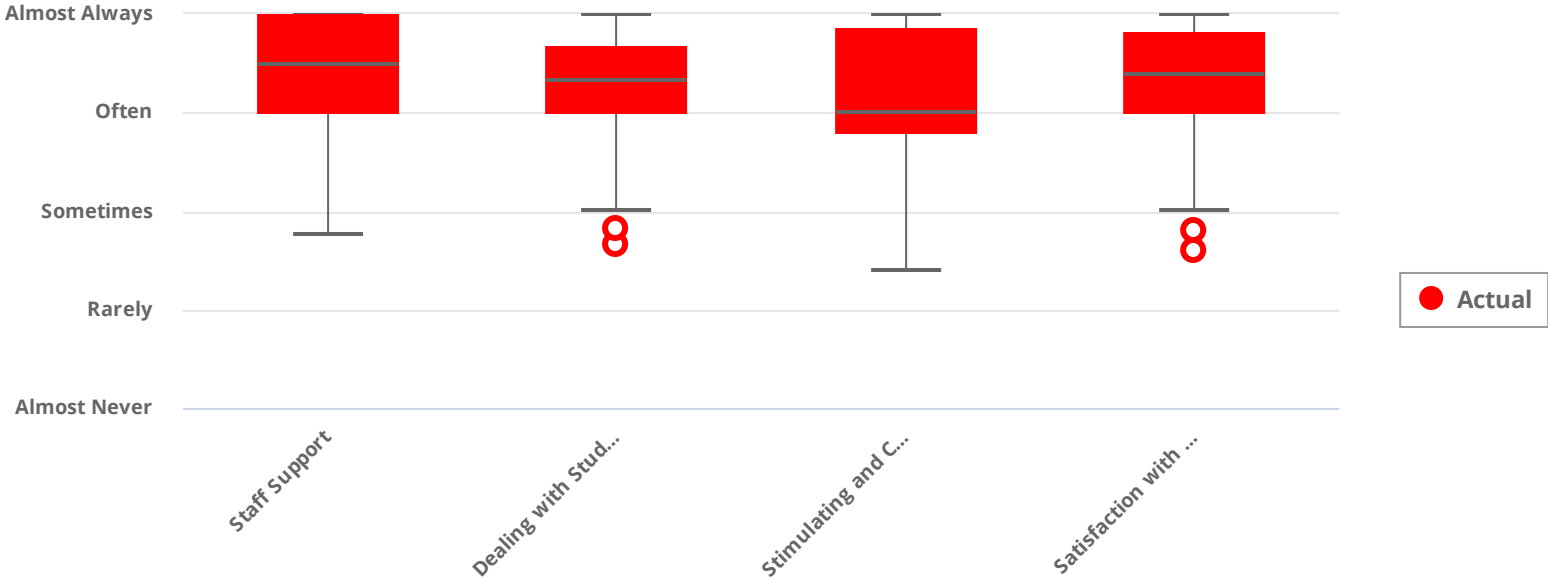
Means for each scale. Categories with less than four responses have been omitted.



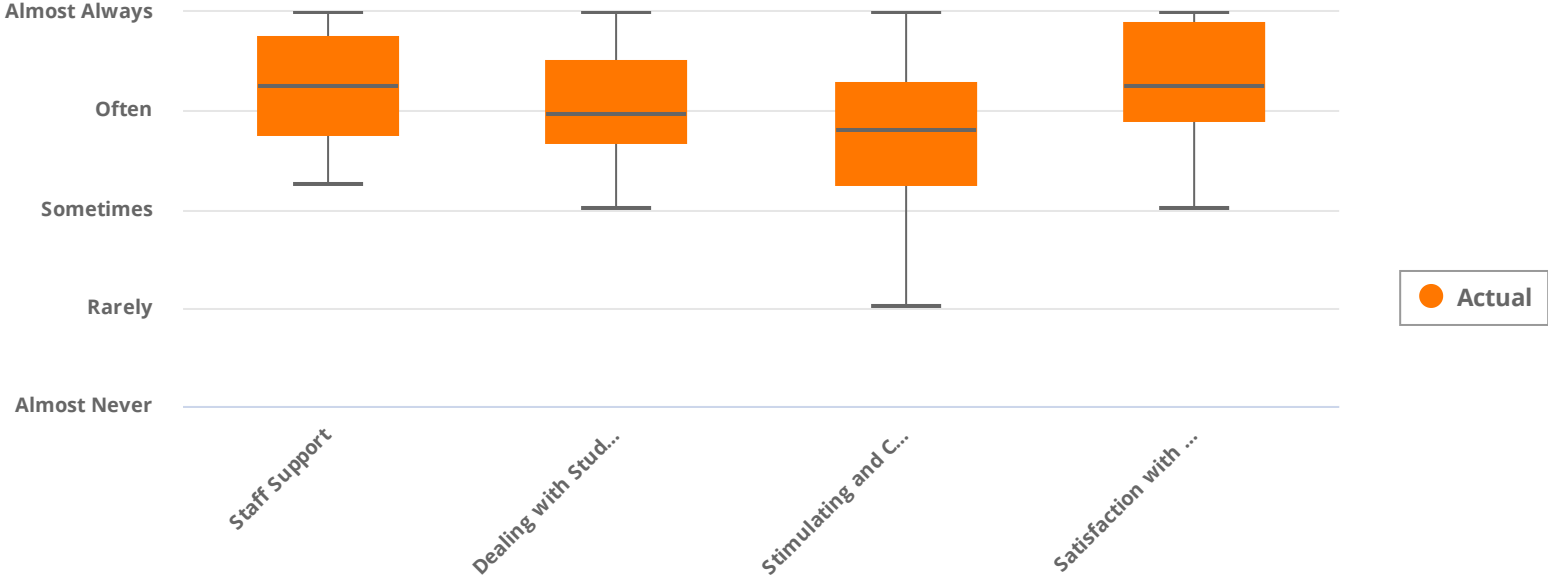
Child/Children's Experience: By Number of Children at the School

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

Category:
1 (N=84)

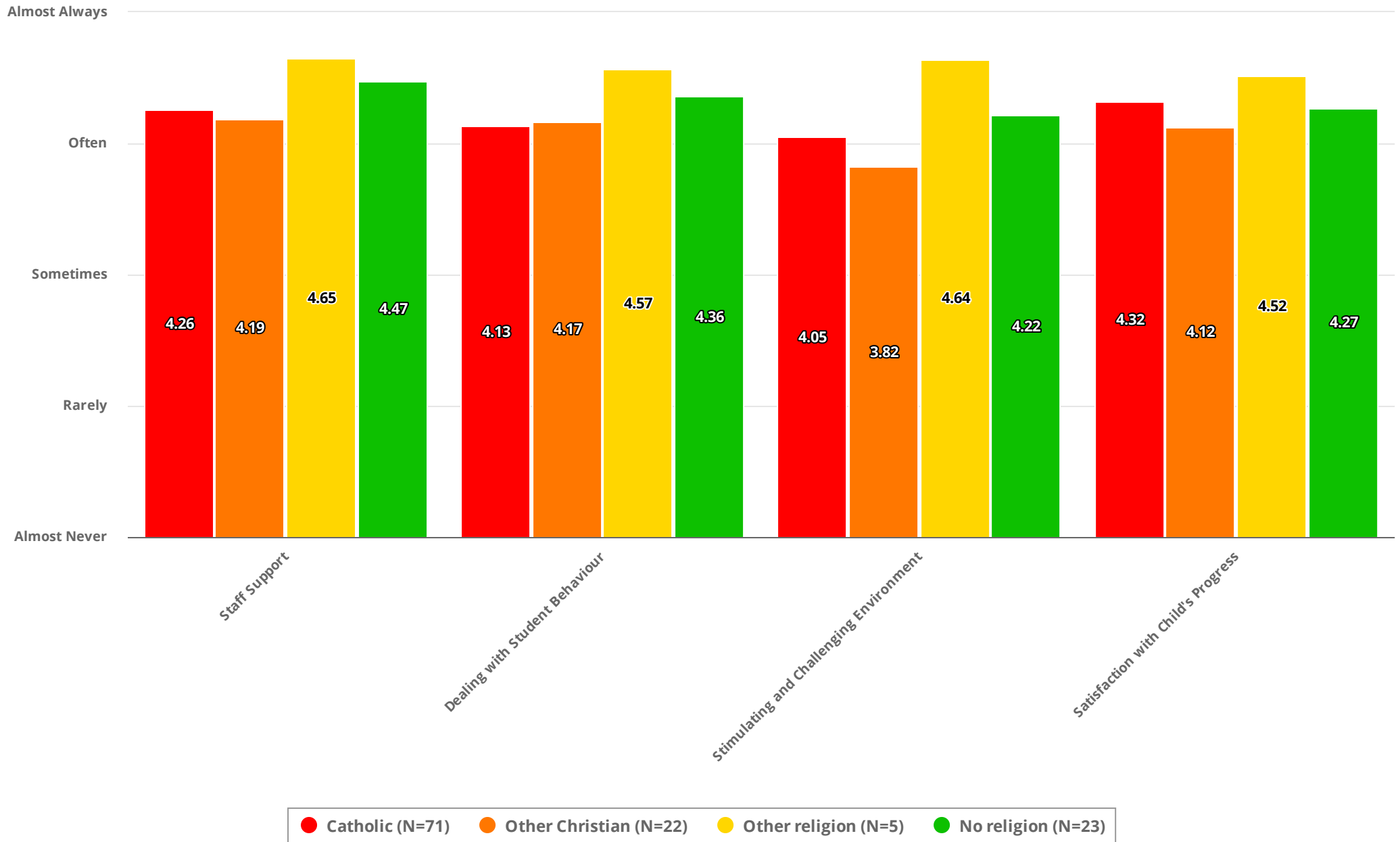


Category:
2 (N=34)



Child/Children's Experience: By Religion

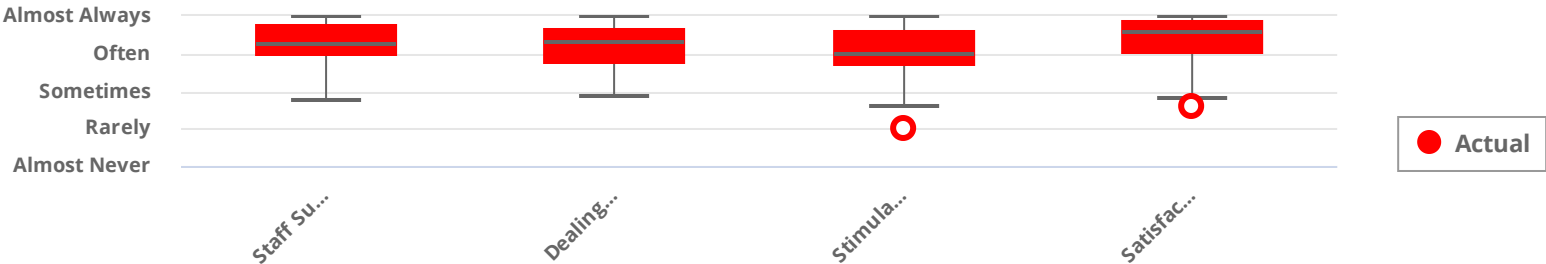
Means for each scale. Categories with less than four responses have been omitted.



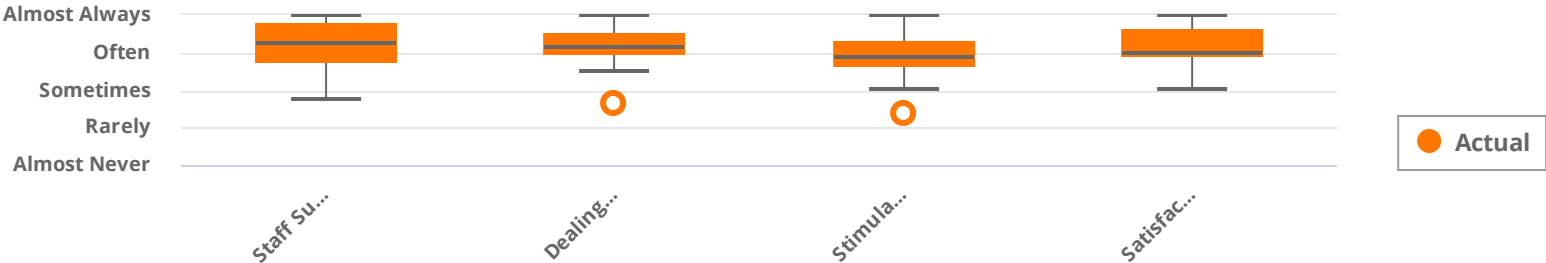
Child/Children's Experience: By Religion

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

Category:
Catholic (N=71)



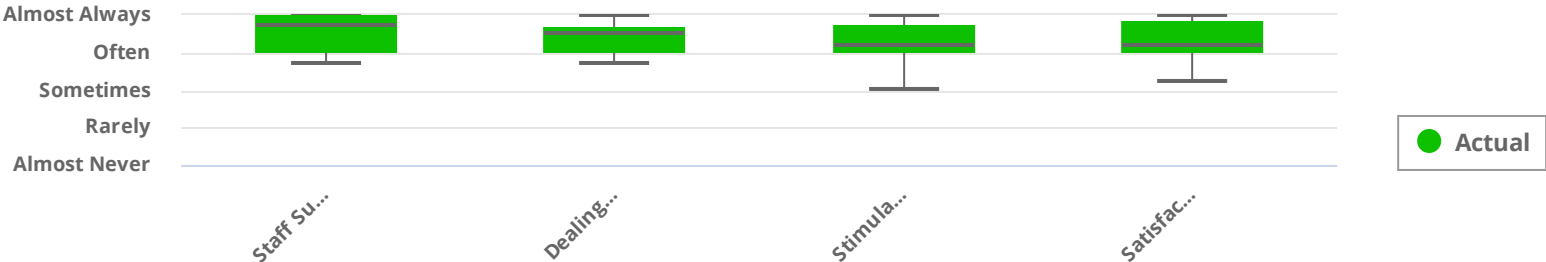
Category:
Other Christian (N=22)



Category:
Other religion (N=5)

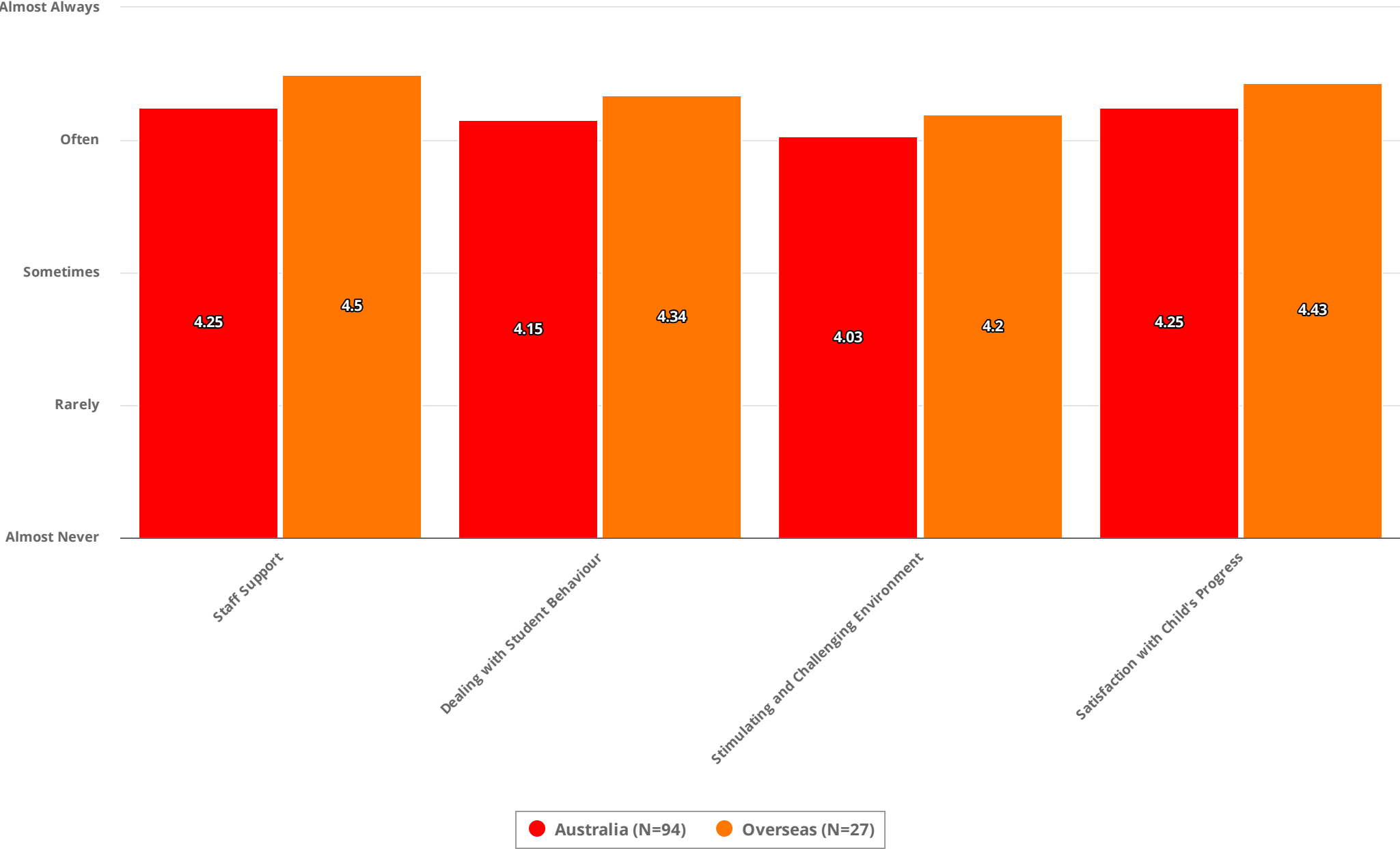


Category:
No religion (N=23)



Child/Children's Experience: By Birth Place

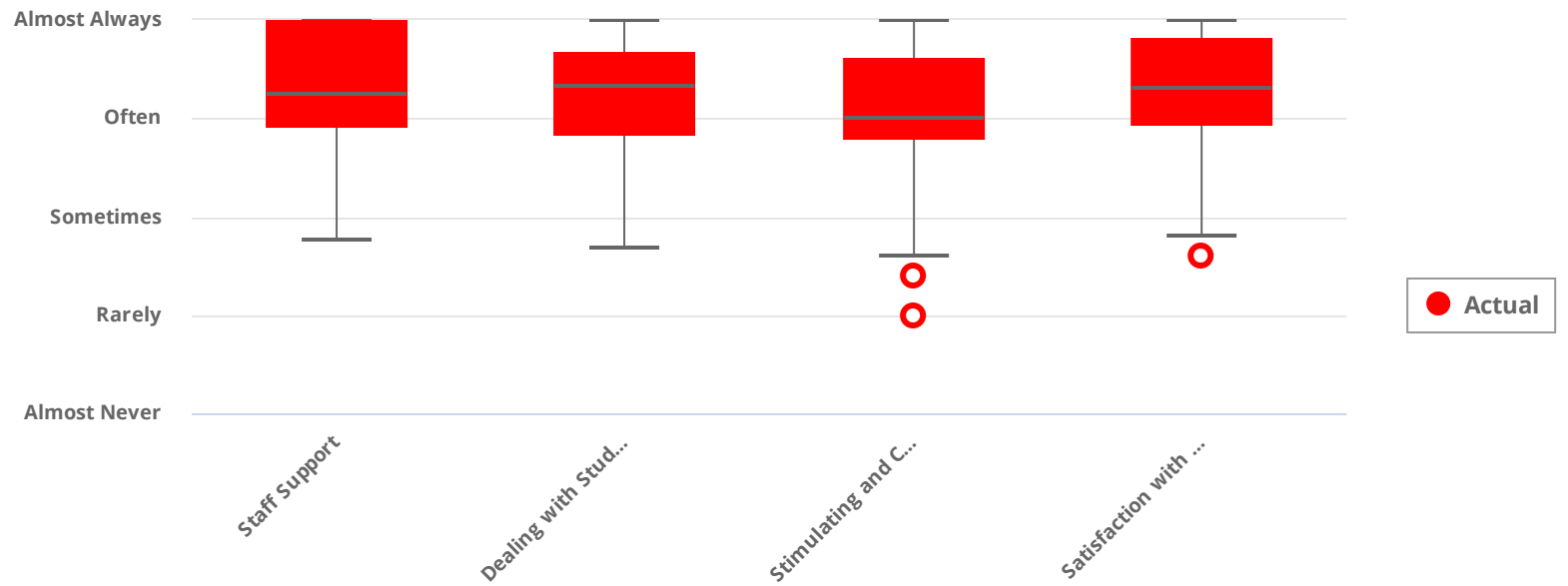
Means for each scale. Categories with less than four responses have been omitted.



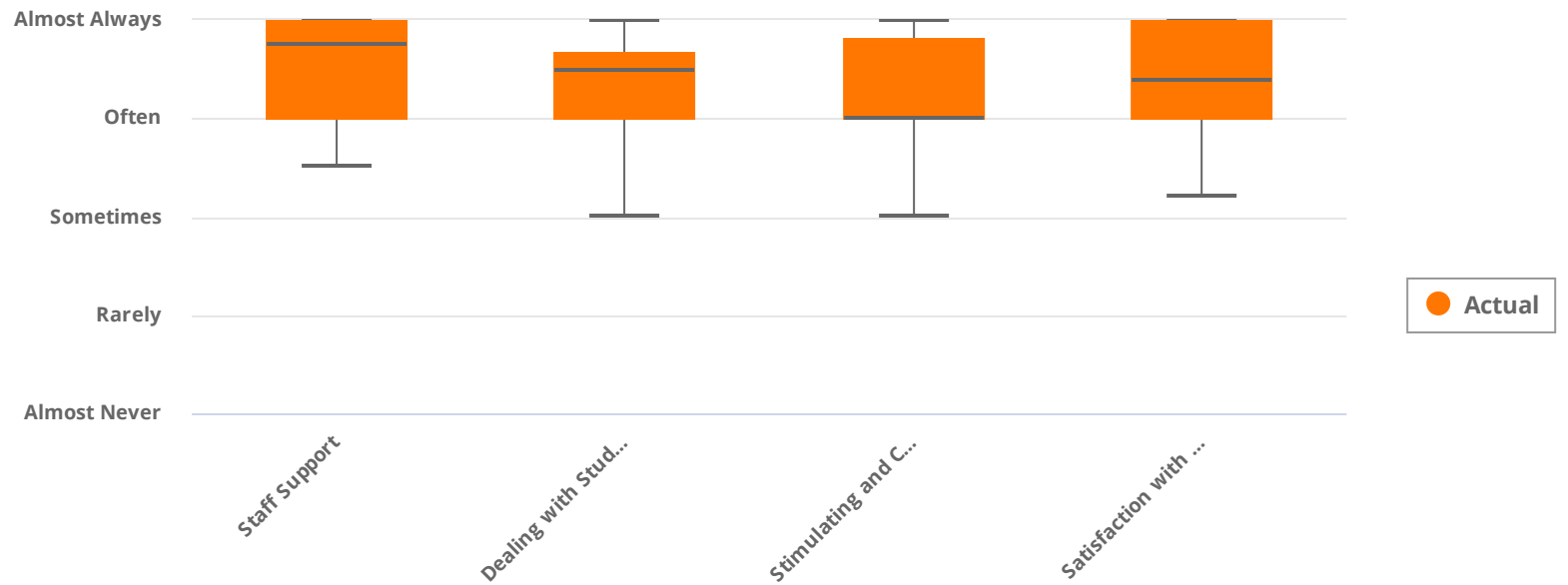
Child/Children's Experience: By Birth Place

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

Category:
Australia (N=94)

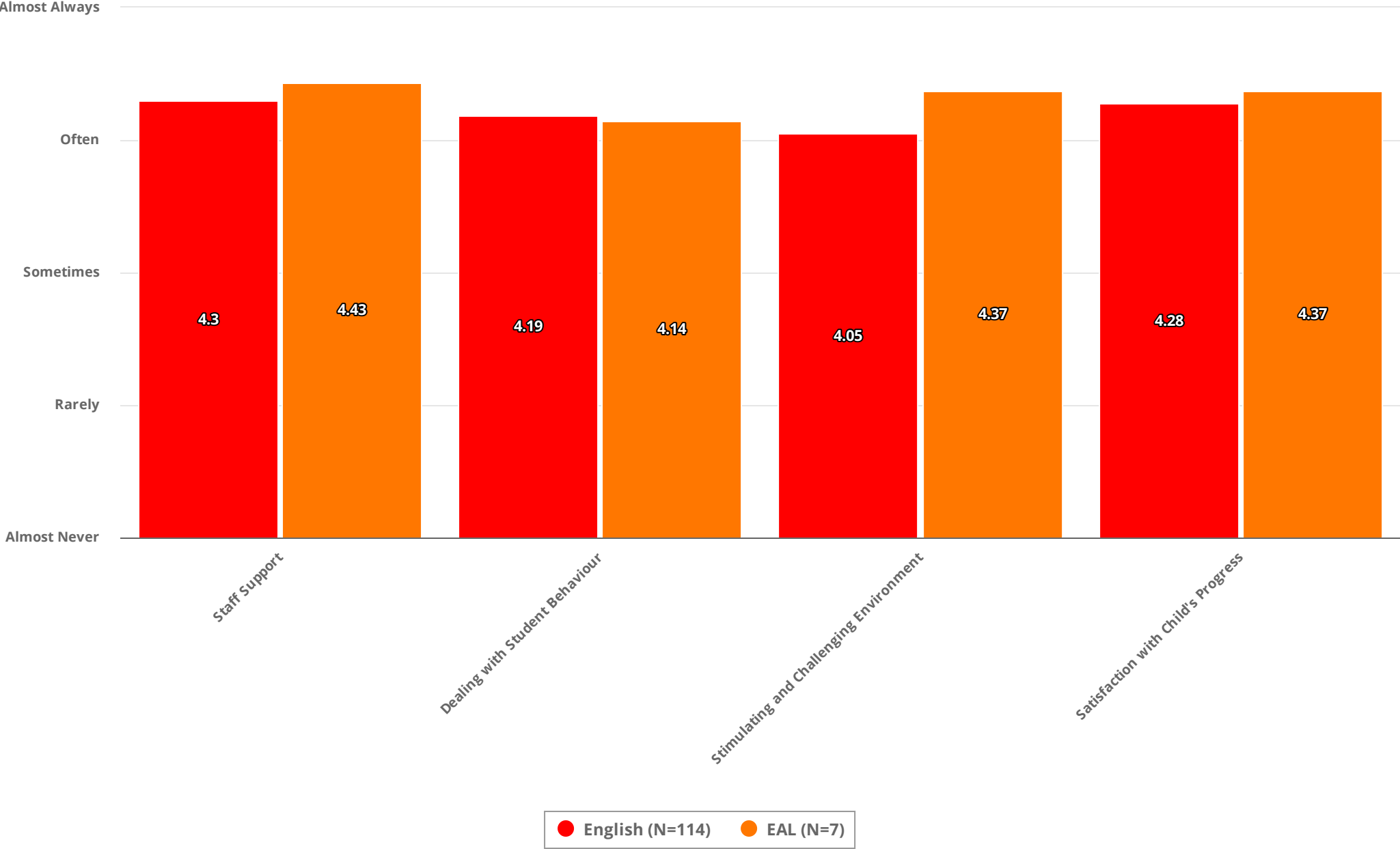


Category:
Overseas (N=27)



Child/Children's Experience: By Language

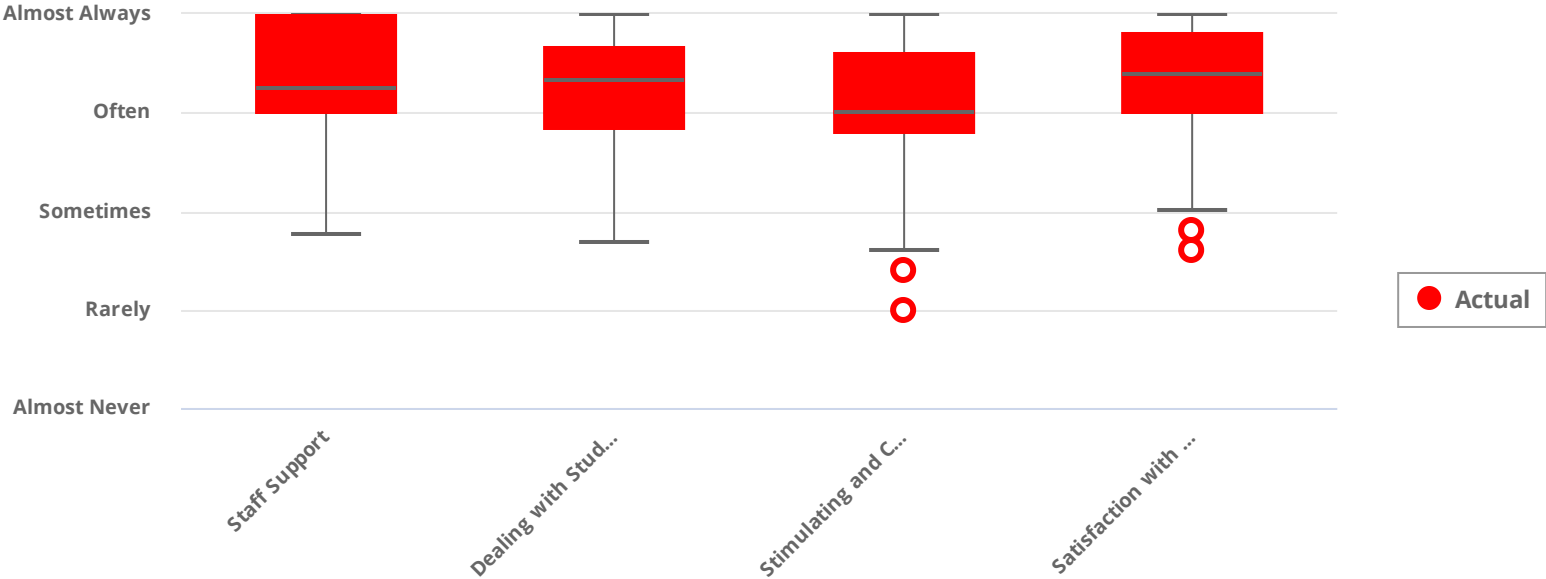
Means for each scale. Categories with less than four responses have been omitted.



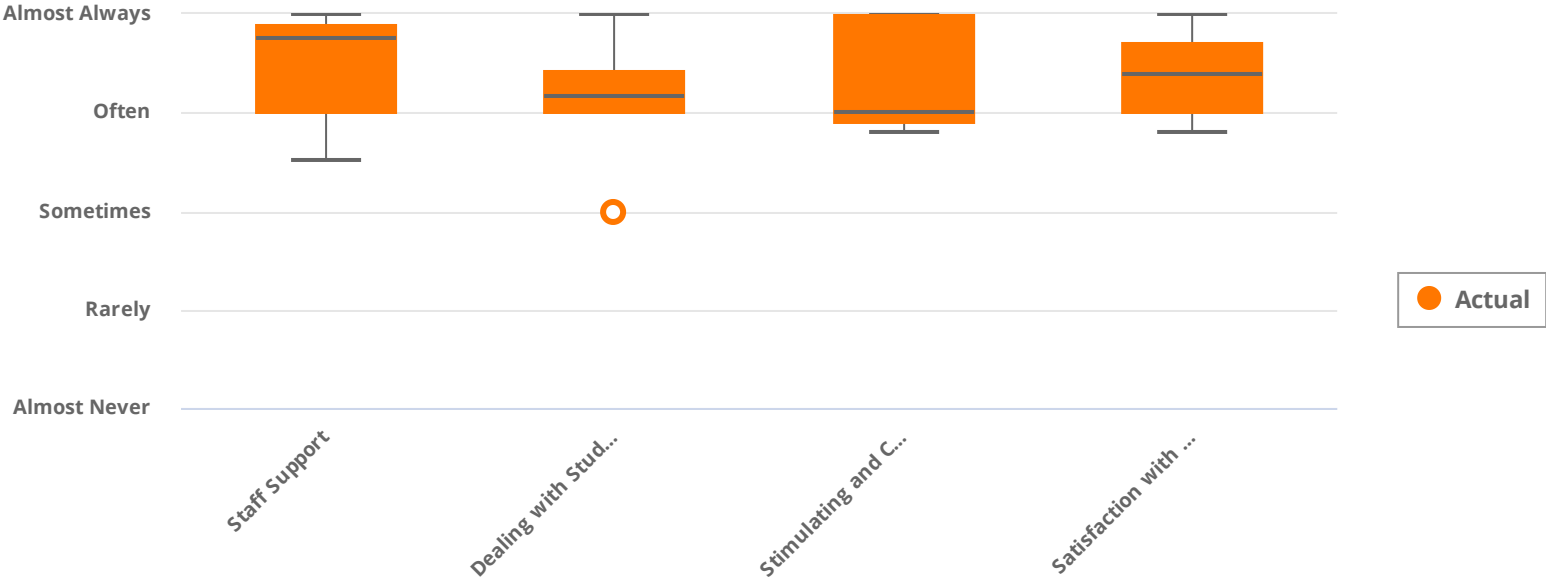
Child/Children's Experience: By Language

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

Category:
English (N=114)

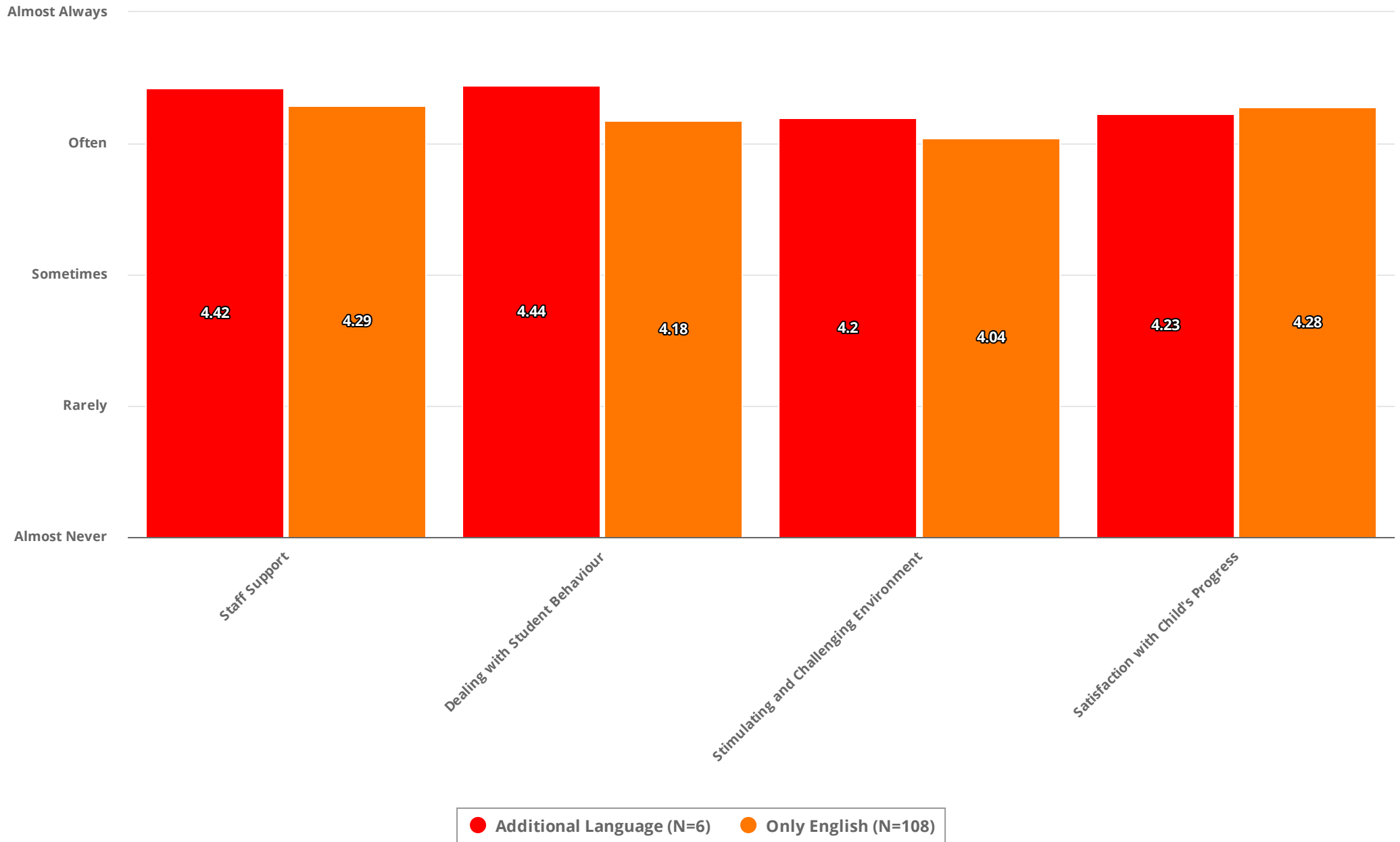


Category:
EAL (N=7)



Child/Children's Experience: By Additional Language

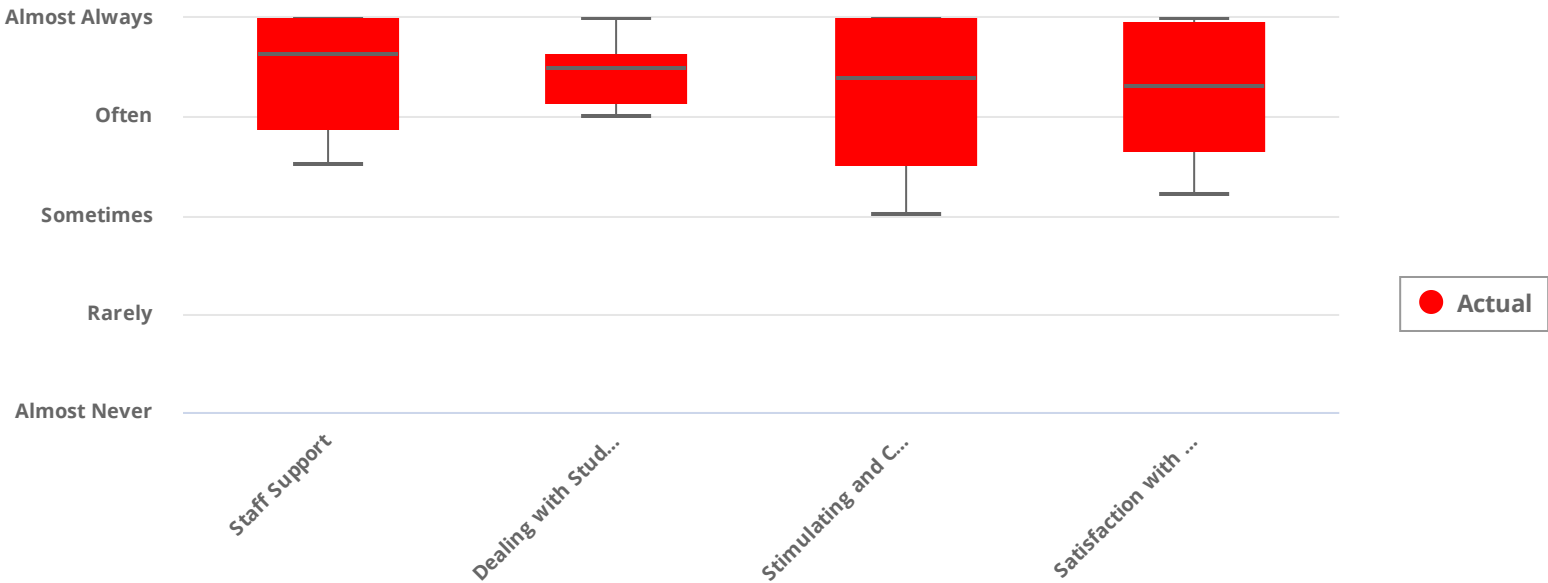
Means for each scale. Note, only participants who selected 'English' for the previous question responded to this question. Categories with less than four responses have been omitted.



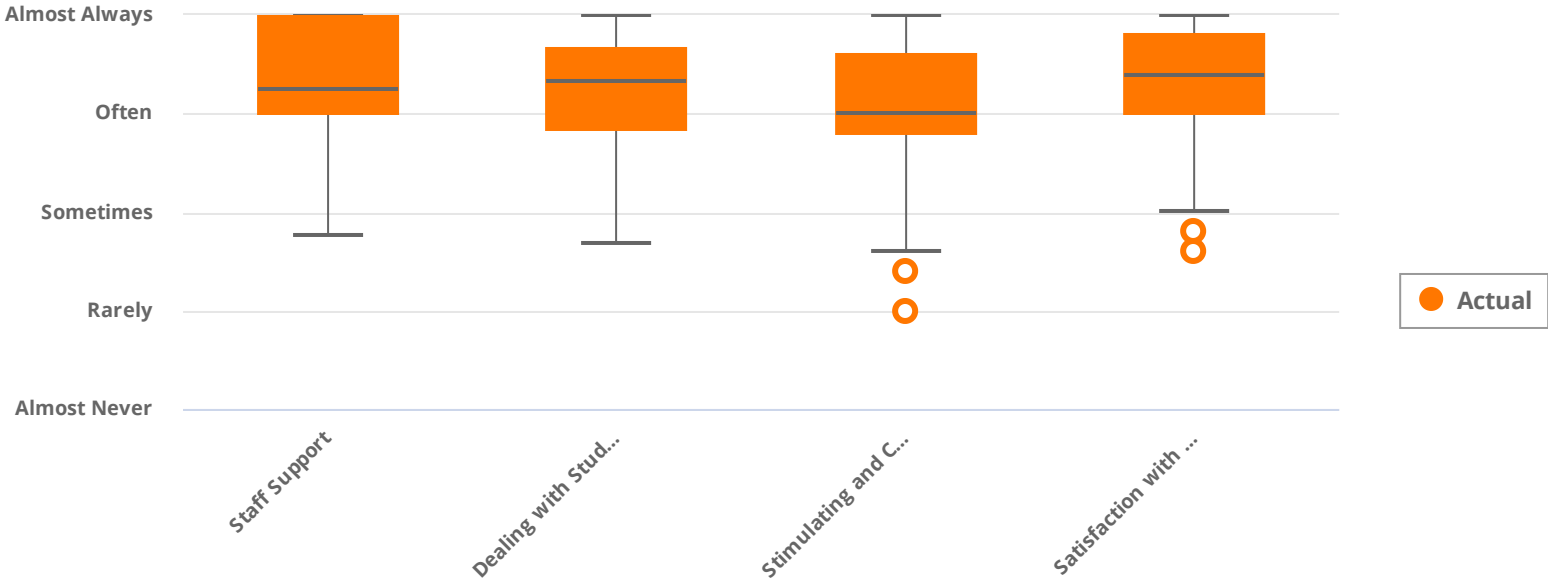
Child/Children's Experience: By Additional Language

Variations for each scale. 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=6)

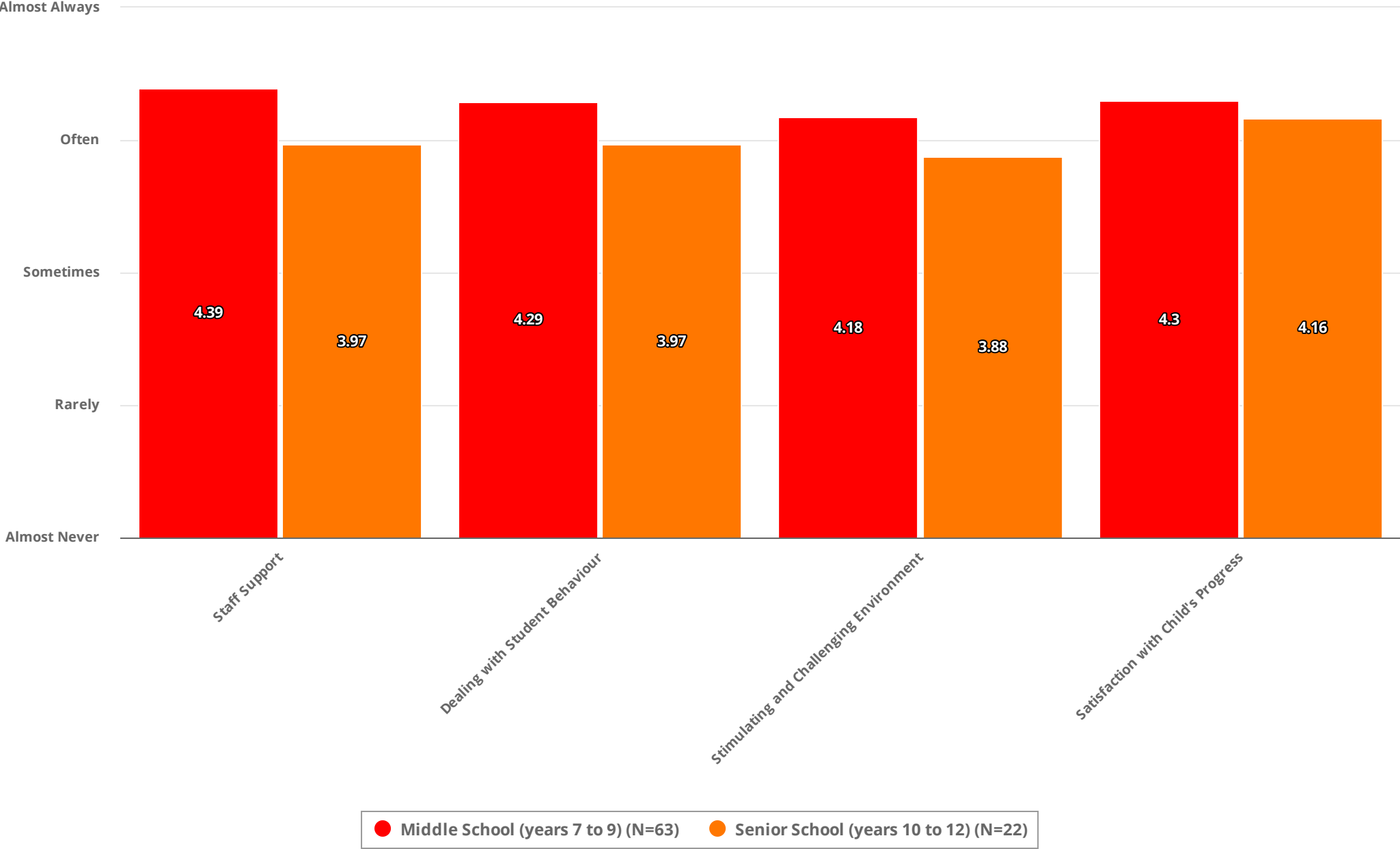


Category:
Only English (N=108)



Child/Children's Experience: By School Level

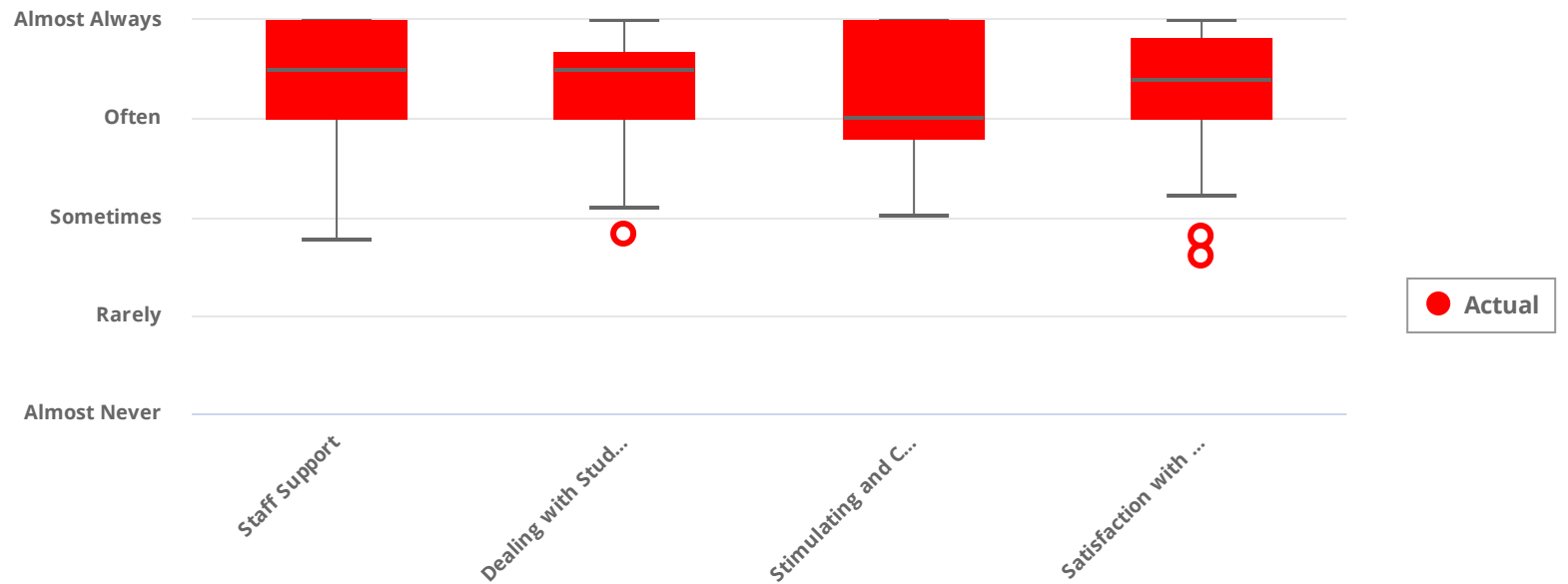
Means for each scale. Categories with less than four responses have been omitted.



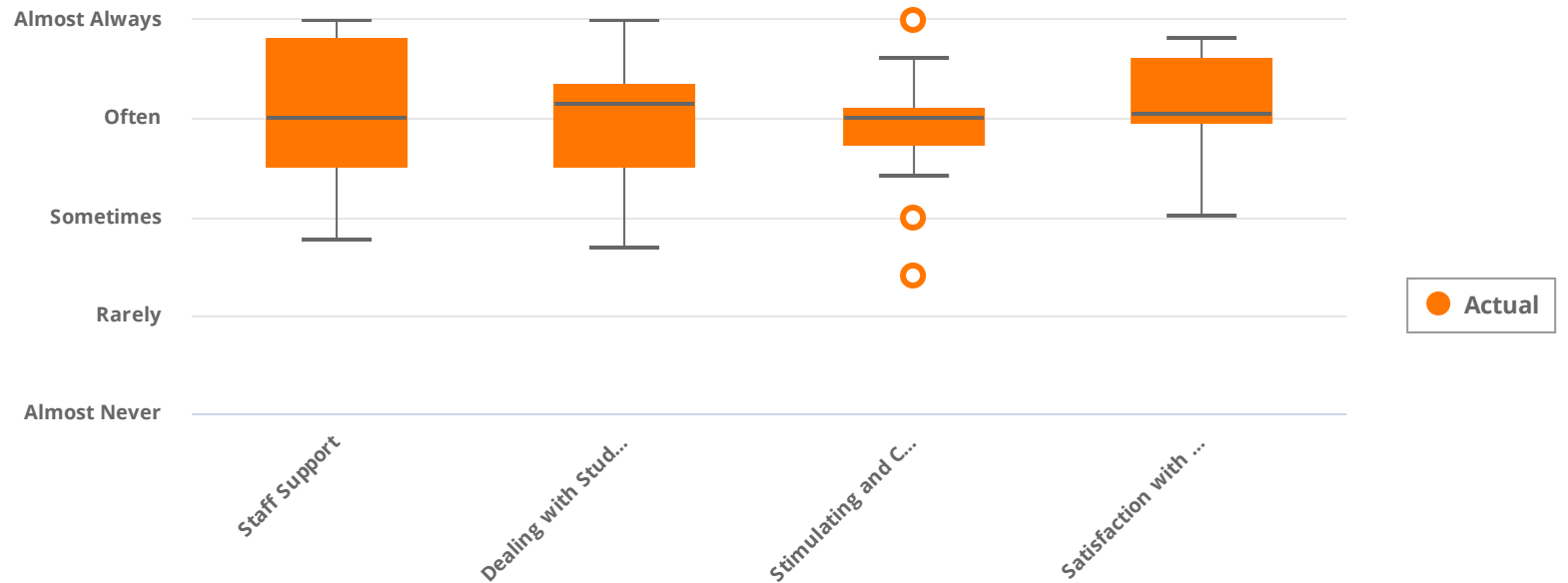
Child/Children's Experience: By School Level

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

Category:
Middle School (years 7 to 9) (N=63)

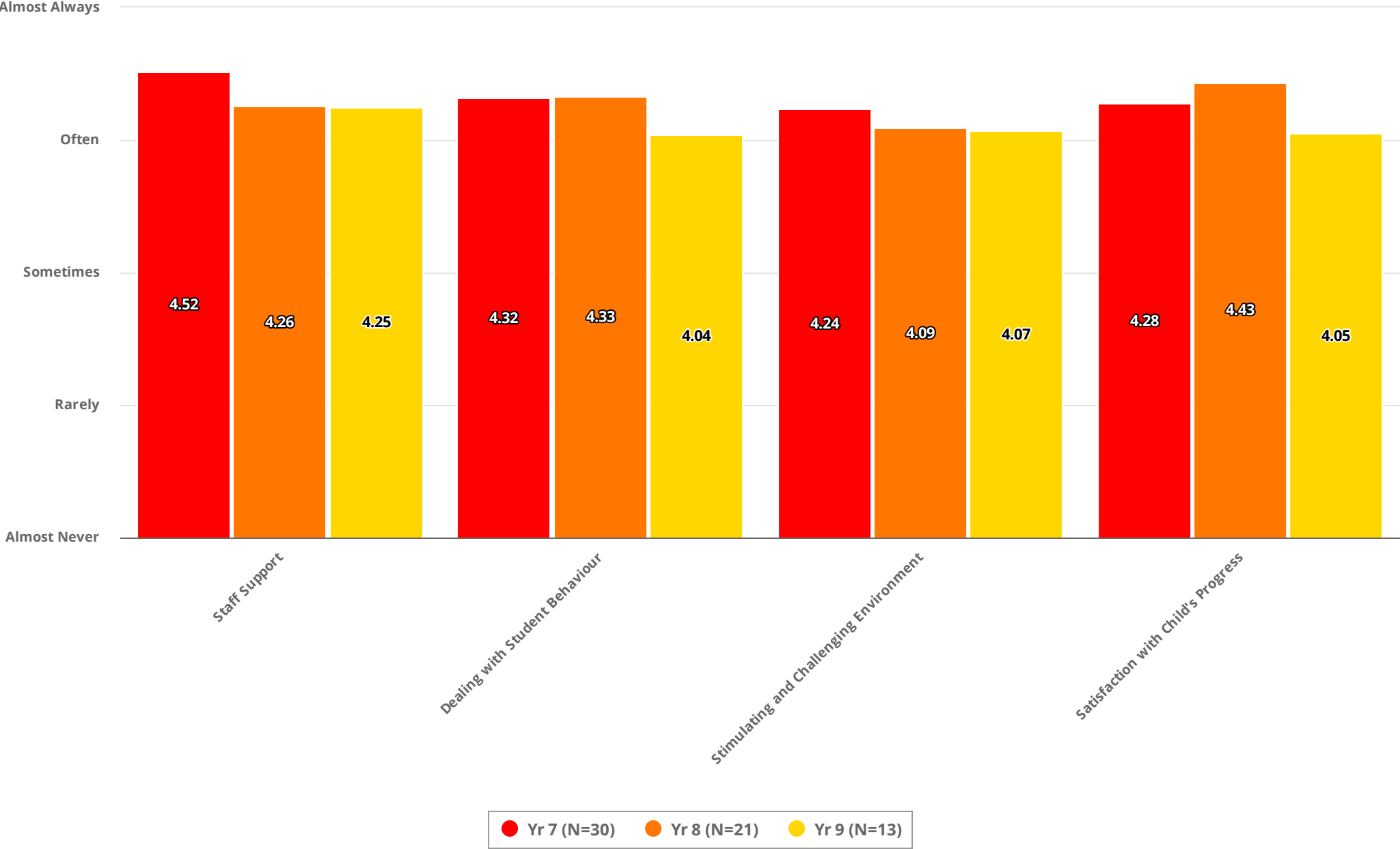


Category:
Senior School (years 10 to 12) (N=22)



Child/Children's Experience: By Year Level - Middle School

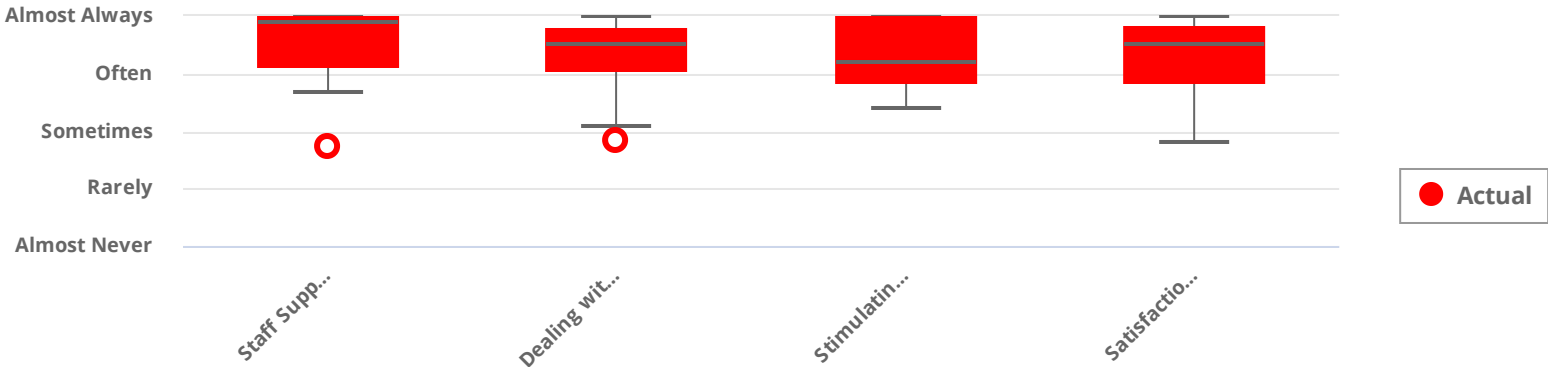
Means for each scale. Categories with less than four responses have been omitted.



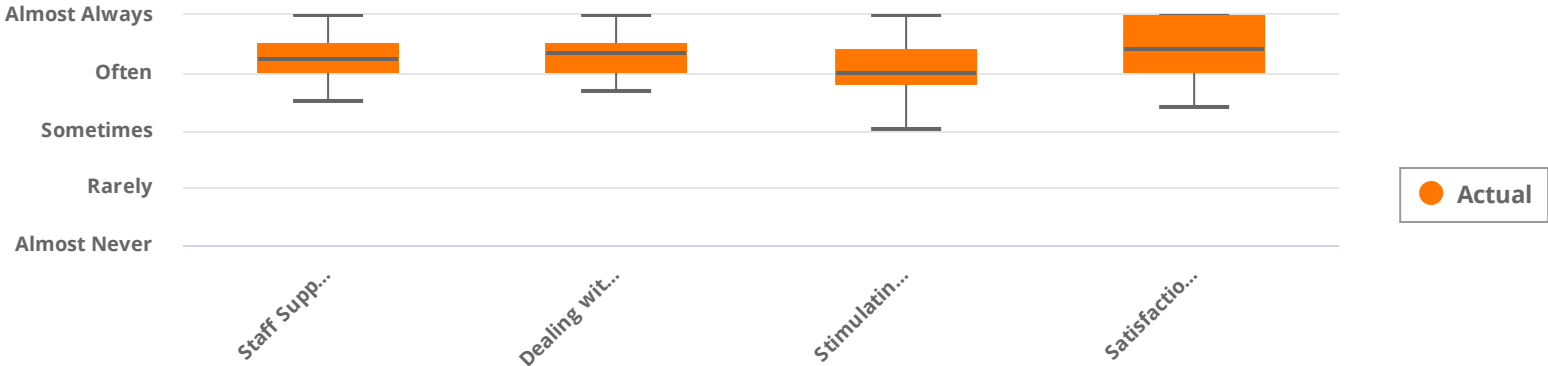
Child/Children's Experience: By Year Level - Middle School

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

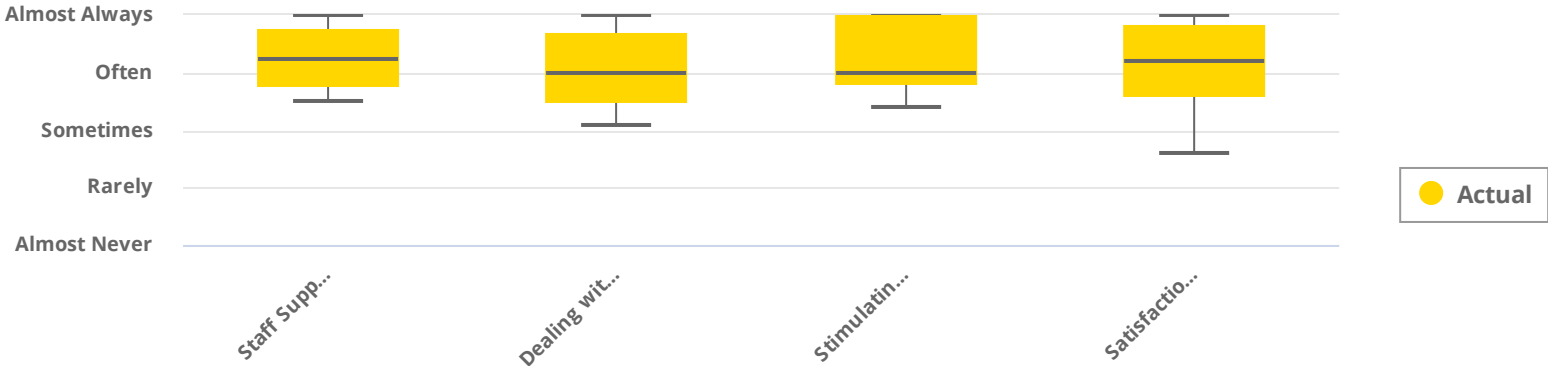
Category:
Yr 7 (N=30)



Category:
Yr 8 (N=21)

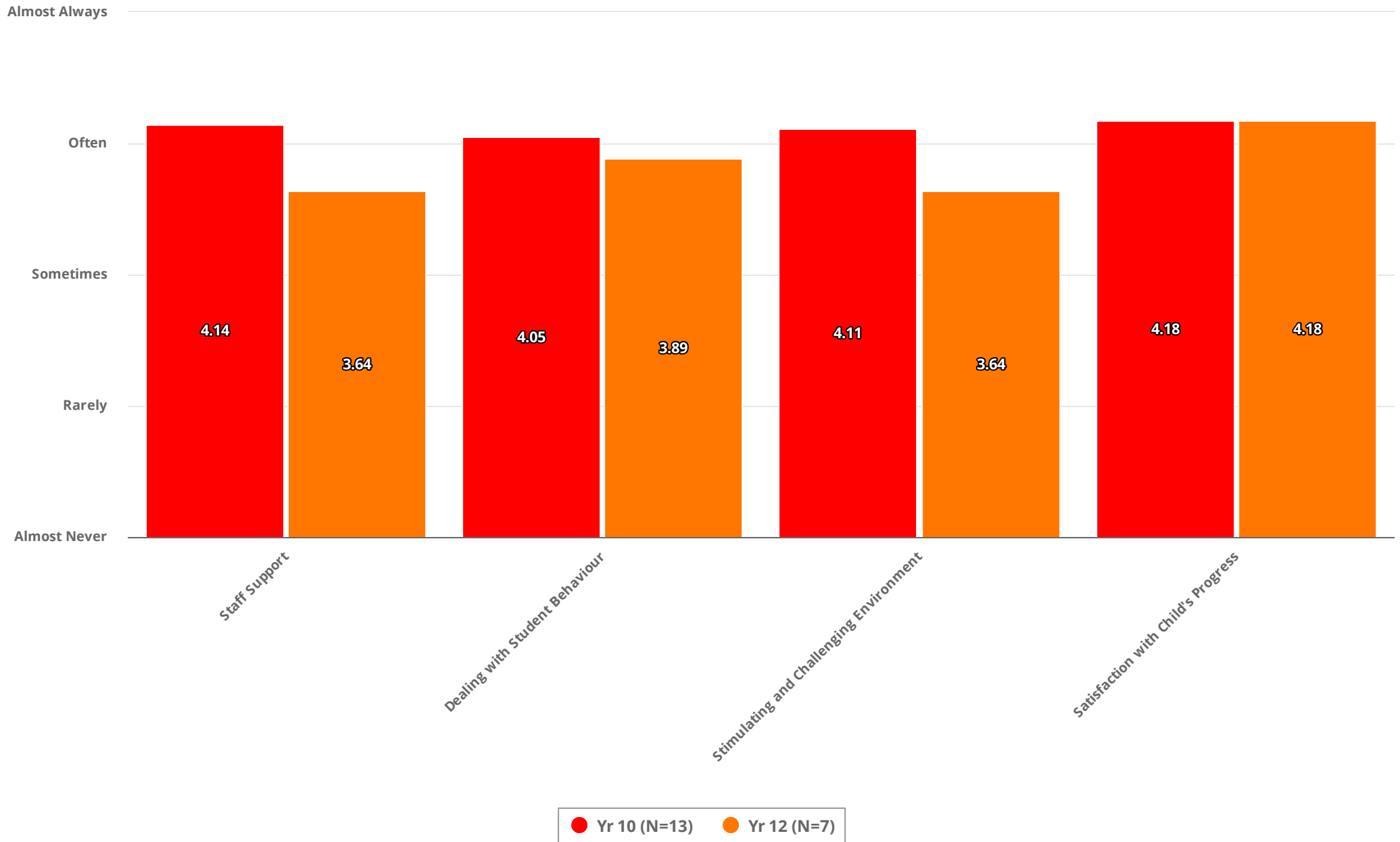


Category:
Yr 9 (N=13)



Child/Children's Experience: By Year Level - Senior School

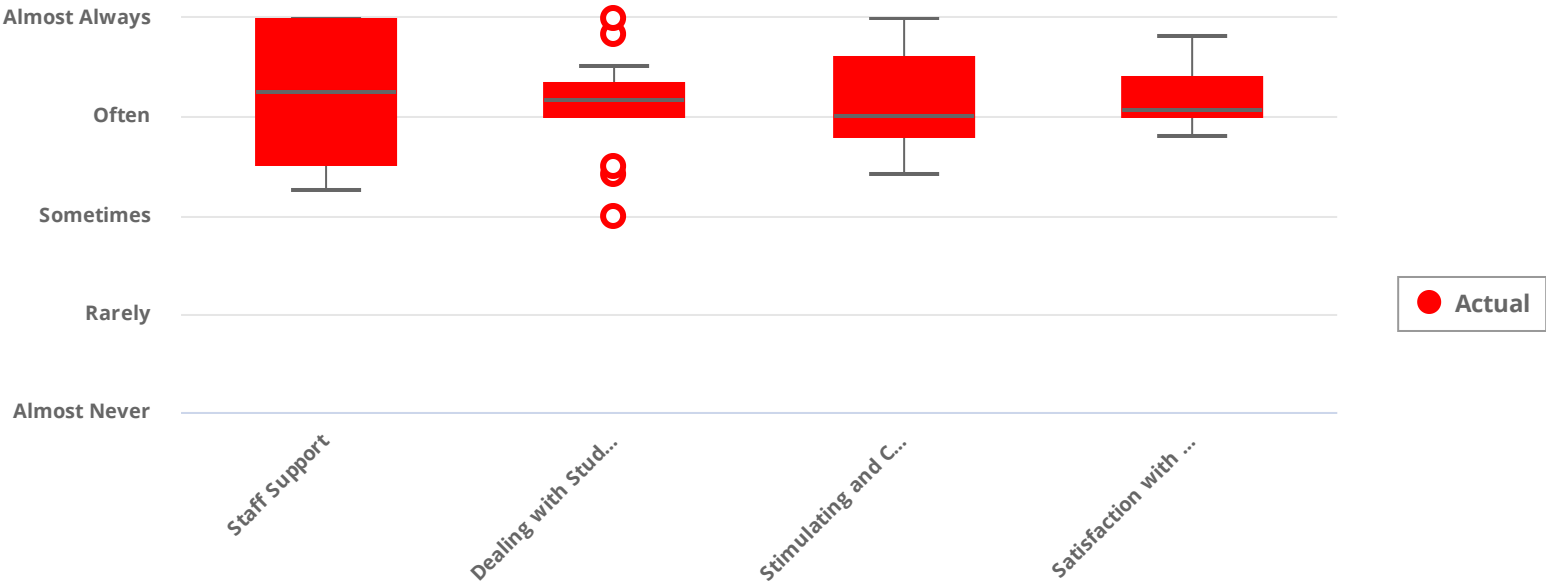
Means for each scale. Categories with less than four responses have been omitted.



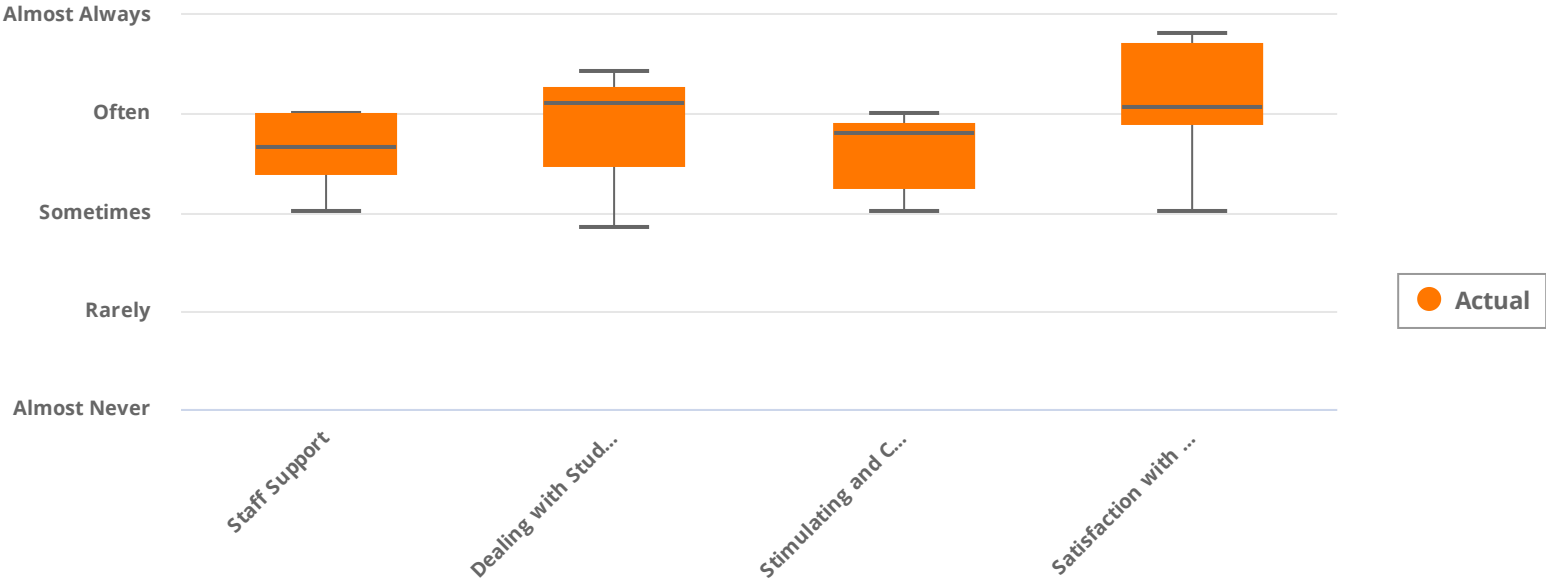
Child/Children's Experience: By Year Level - Senior School

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

Category:
Yr 10 (N=13)

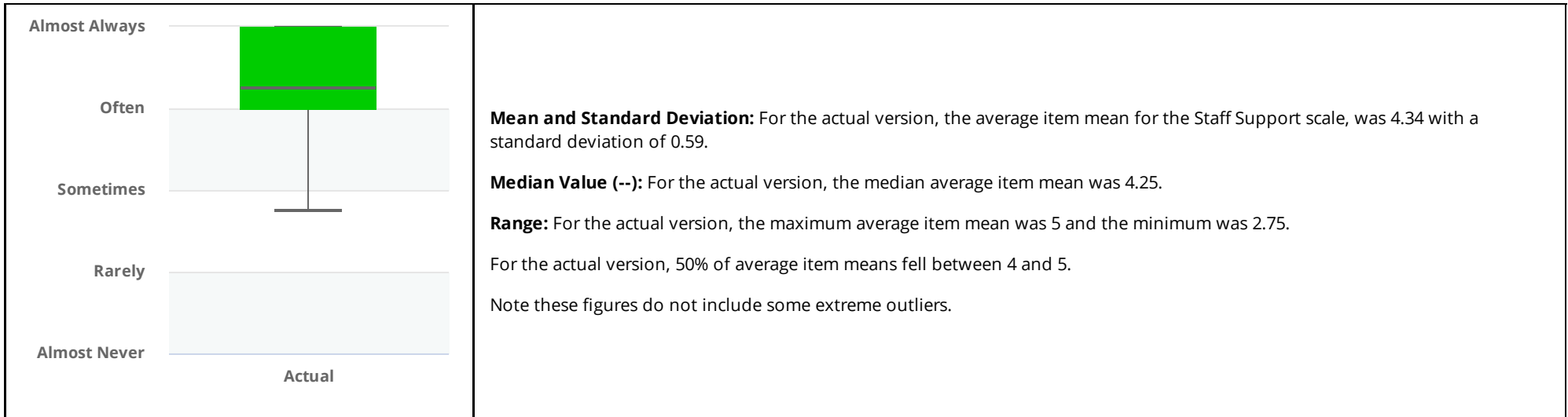


Category:
Yr 12 (N=7)



Staff Support

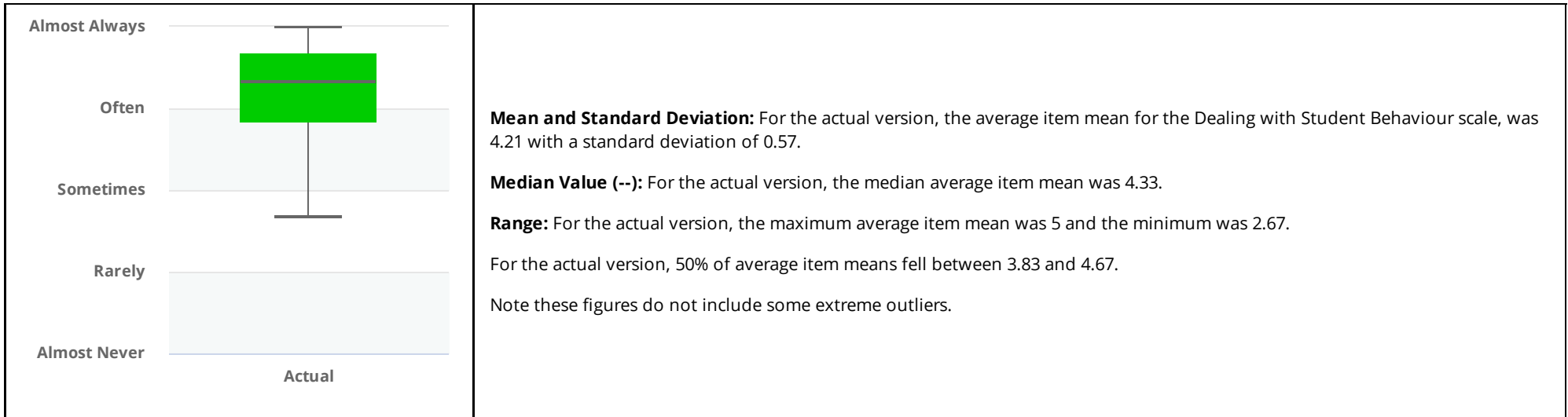
The STAFF SUPPORT scale assesses the extent to which staff at the school are supportive of students.



Percentage of each response	Items included in the scale	Average response for each item
	Actual The staff care about my child/children. Actual	Actual 4.43
	Actual The staff try to understand my child's/children's problems. Actual	Actual 4.18
	Actual The staff treat my child/children with respect. Actual	Actual 4.44
	Actual The staff give my child/children the help that they need with their school work. Actual	Actual 4.16
<ul style="list-style-type: none"> ● Almost Never ● Rarely ● Sometimes ● Often ● Almost Always 		

Dealing with Student Behaviour

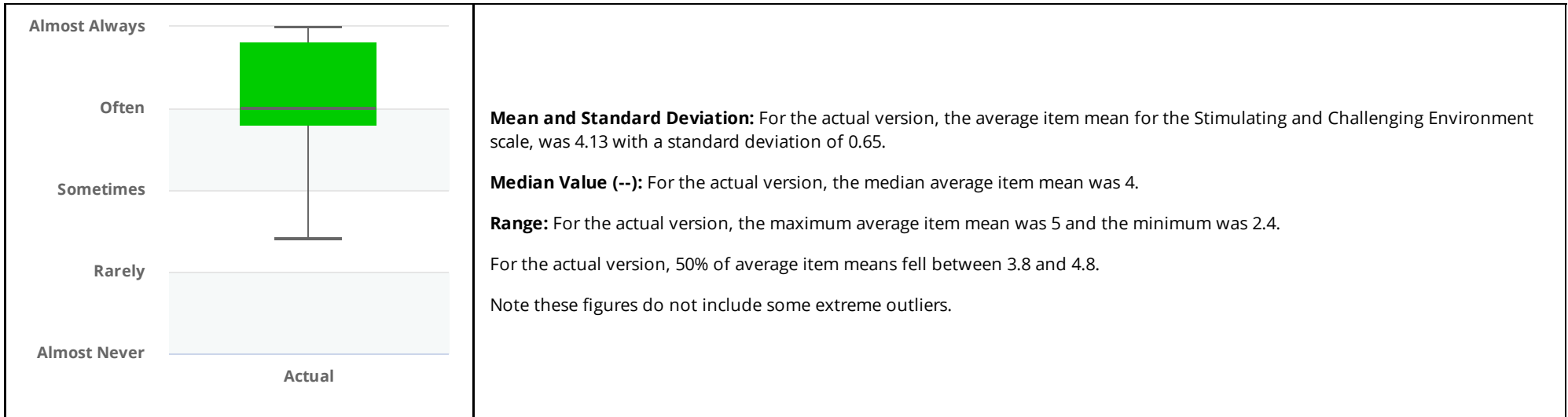
The DEALING WITH STUDENT BEHAVIOUR scale assesses the extent to which the school makes clear the expectations of student behaviour and promotes a safe environment.



Percentage of each response		Items included in the scale		Average response for each item							
6.8 %	27.9 %	61.2 %	Actual	There are high expectations for student behaviour.	Actual	4.46					
6.1 %	42.9 %	51 %	Actual	A safe environment is provided during break times.	Actual	4.45					
8.8 %	19 %	41.5 %	29.9 %	Actual	Disruptive classroom behaviours are minimised.	Actual	3.91				
23.8 %	56.5 %	17 %	Actual	Students learn to resolve conflicts effectively.	Actual	3.88					
16.3 %	44.9 %	38.1 %	Actual	When incidences of bullying are reported to the school, they are dealt with respectfully.	Actual	4.2					
15.6 %	42.9 %	40.8 %	Actual	When incidences of bullying are reported to the school, they are dealt with in a timely manner.	Actual	4.24					
● Almost Never	● Rarely					Almost Never	Rarely	Sometimes	Often	Almost Always	
● Sometimes	● Often										
● Almost Always											

Stimulating and Challenging Environment

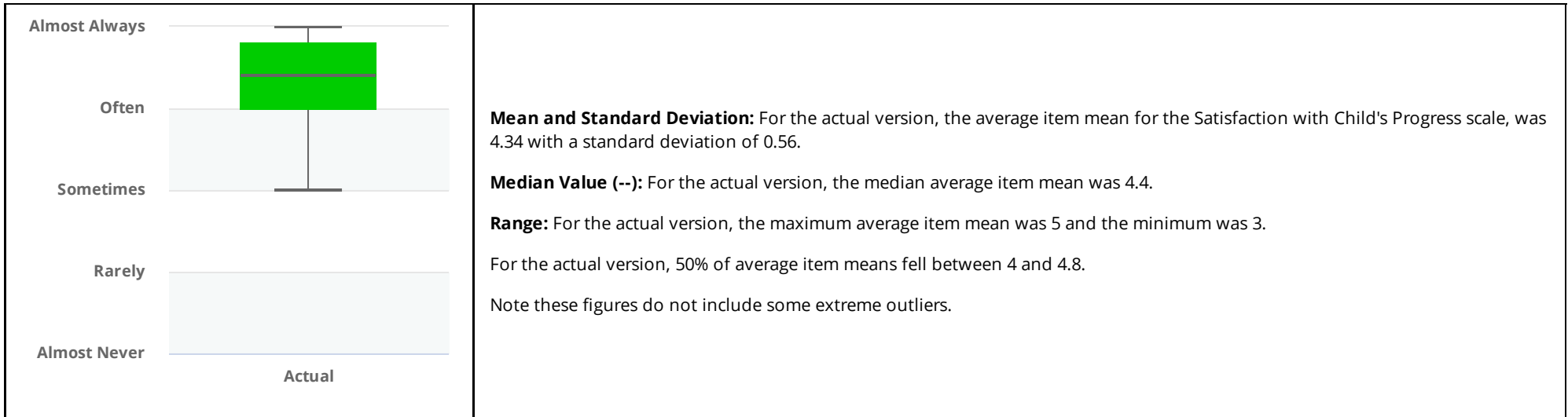
The STIMULATING AND CHALLENGING ENVIRONMENT scale assesses the extent to which parents feel that the activities provided for their child/children are stimulating and challenging.



Percentage of each response	Items included in the scale		Average response for each item					
	Actual	The activities provided are stimulating.	Actual	4.1				
	Actual	The activities are designed to challenge individual students.	Actual	4.12				
	Actual	The activities challenge my child/children to do better.	Actual	4.1				
	Actual	The activities encourage students to be creative.	Actual	4.01				
	Actual	The activities are varied to suit the abilities of different students.	Actual	3.99				
<ul style="list-style-type: none"> ● Almost Never ● Rarely ● Sometimes ● Often ● Almost Always 				Almost Never	Rarely	Sometimes	Often	Almost Always

Satisfaction with Child's Progress

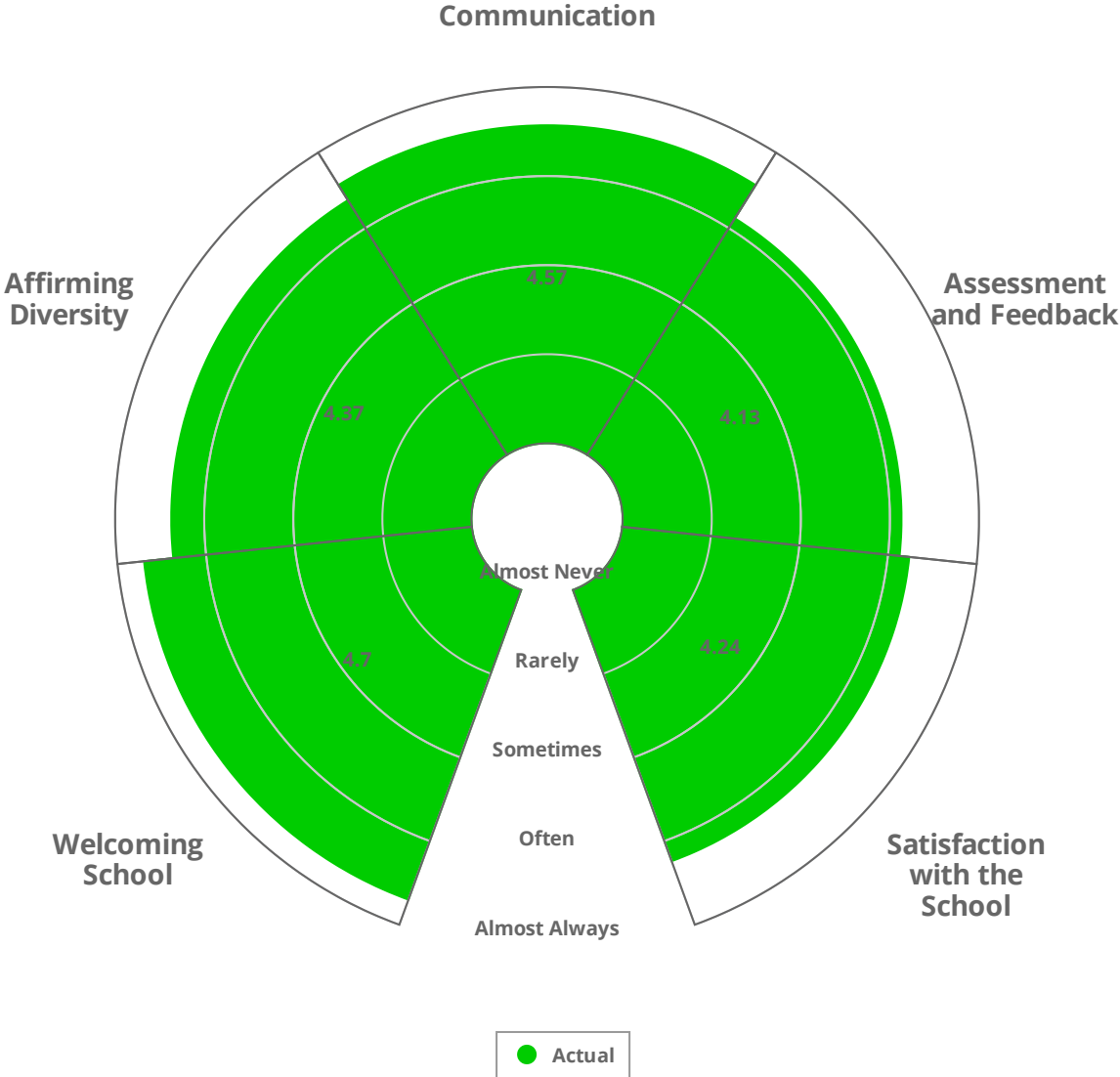
The SATISFACTION WITH CHILD'S PROGRESS scale assesses the extent to which parents are satisfied with their child's progress.



Percentage of each response	Items included in the scale	Average response for each item
	Actual I am satisfied with how my child/children is/are progressing behaviourally. Actual	Actual 4.44
	Actual I am satisfied with how my child/children is/are progressing emotionally. Actual	Actual 4.2
	Actual I am satisfied with how my child/children is/are progressing socially. Actual	Actual 4.27
	Actual I am satisfied with how my child/children is/are progressing academically. Actual	Actual 4.05
	Actual I am satisfied with how my child/children is/are progressing morally. Actual	Actual 4.46
<ul style="list-style-type: none"> ● Almost Never ● Sometimes ● Almost Always ● Rarely ● Often 		

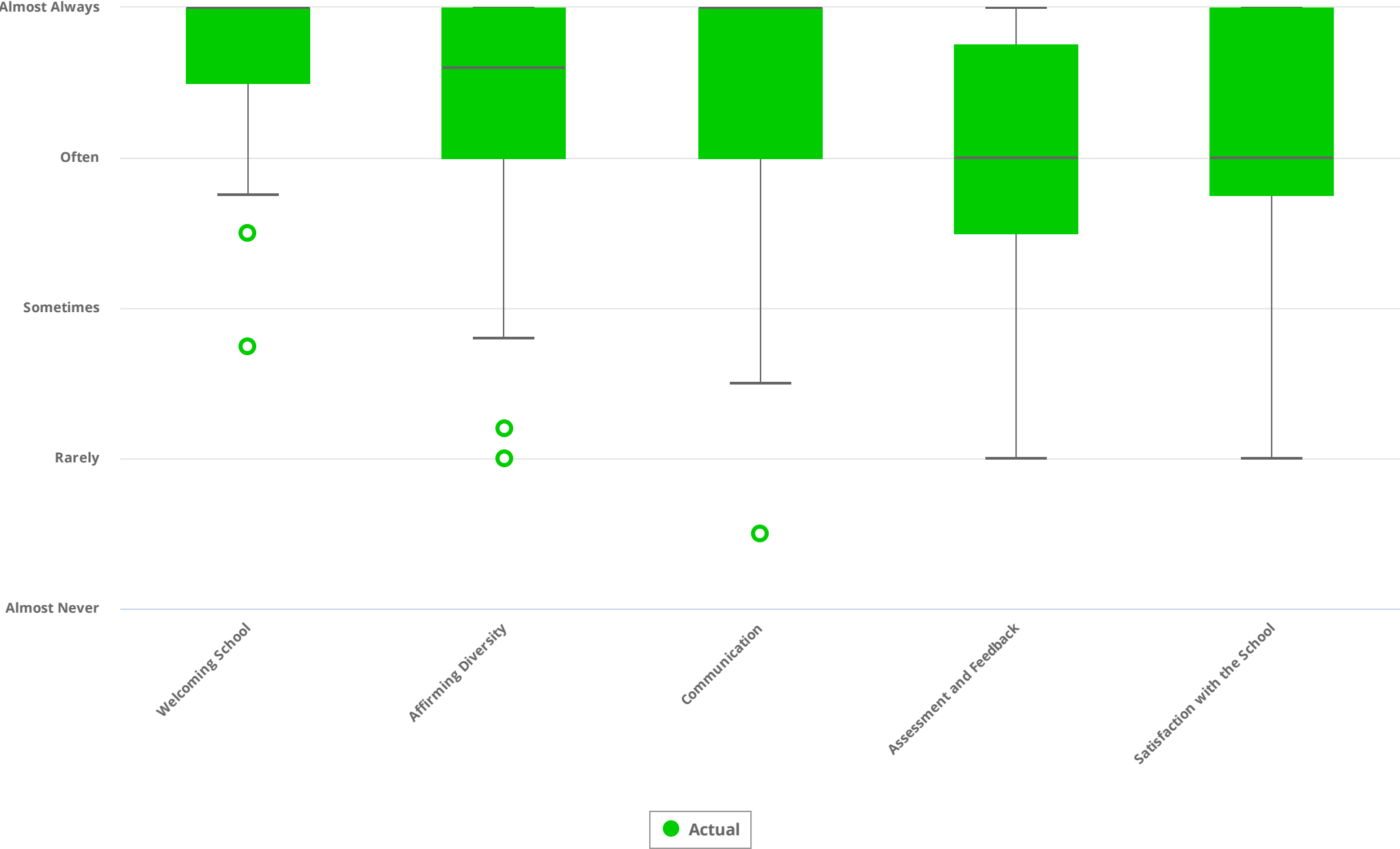
Parents/Caregivers' Experience

Means for each scale.



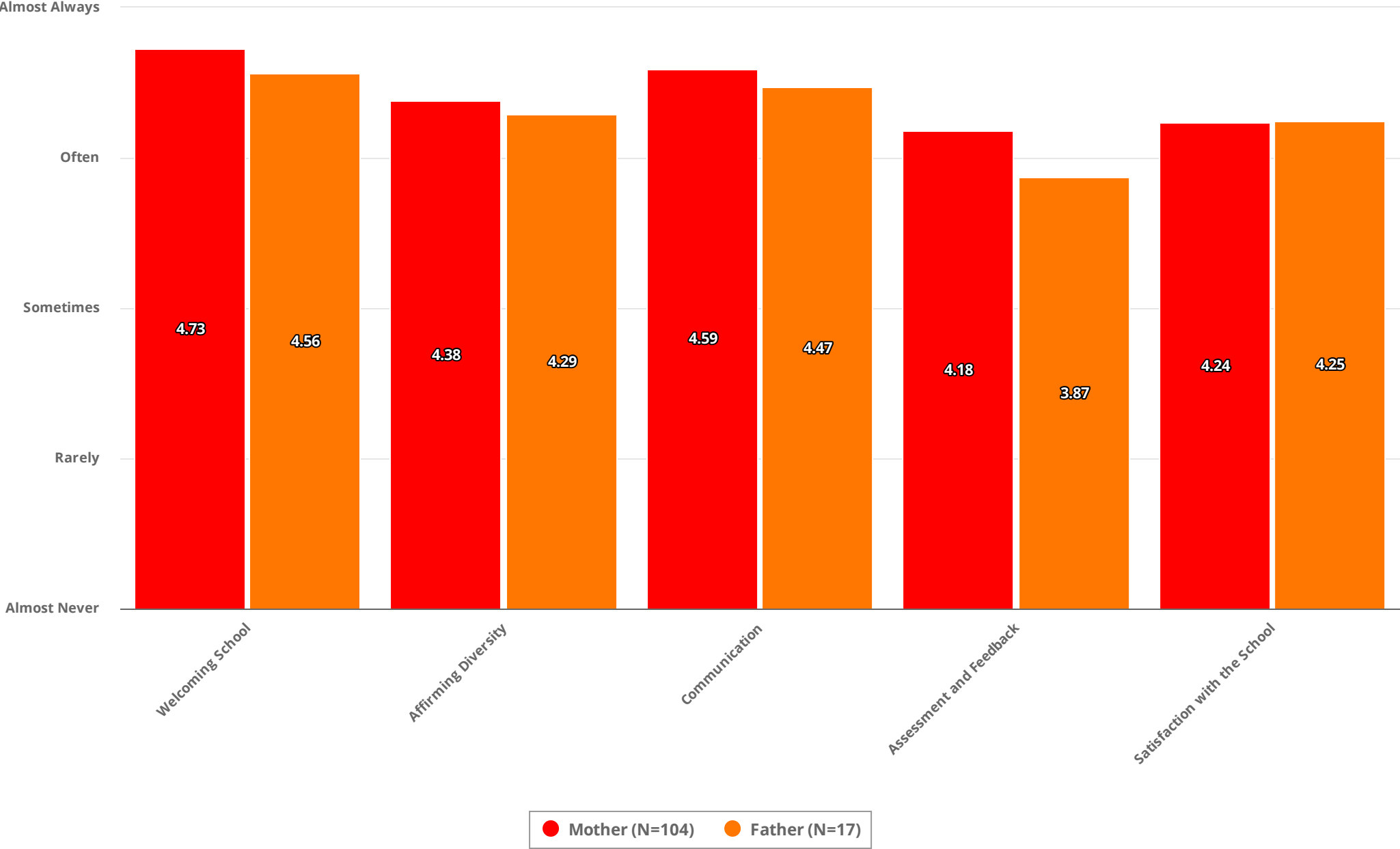
Parents/Caregivers' Experience

Variations for each scale.



Parents/Caregivers' Experience: By Parenting Role

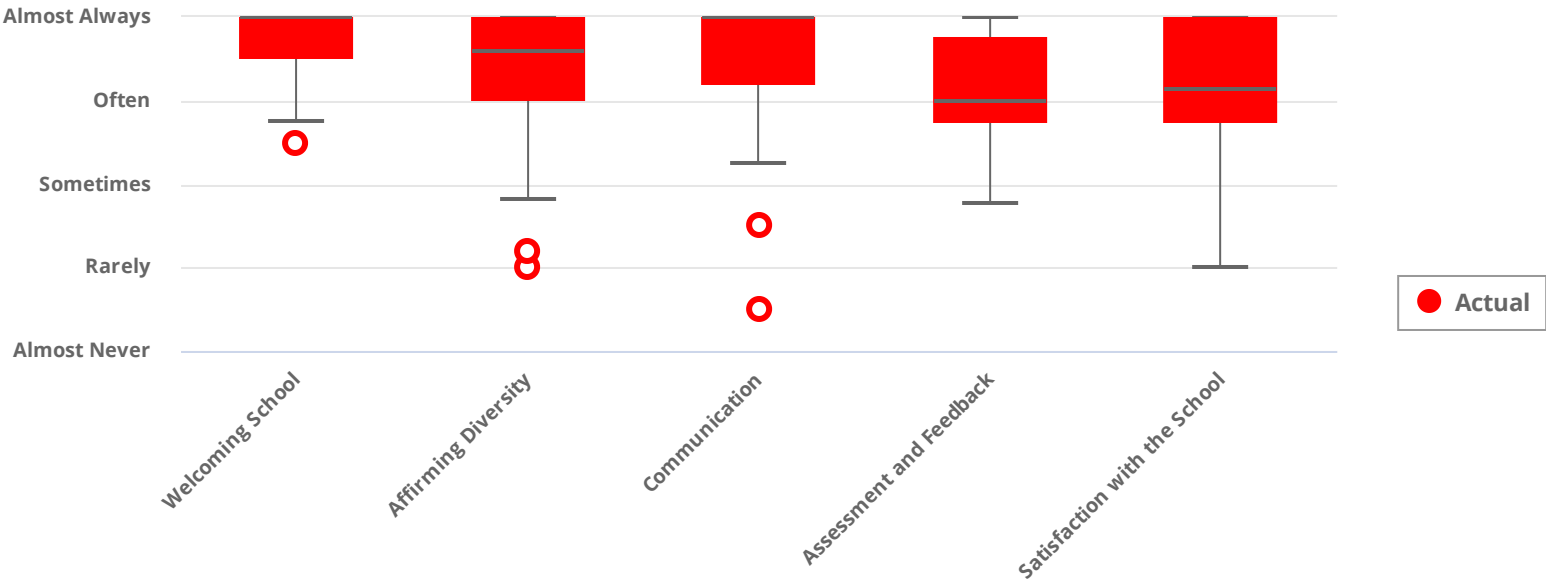
Means for each scale. Categories with less than four responses have been omitted.



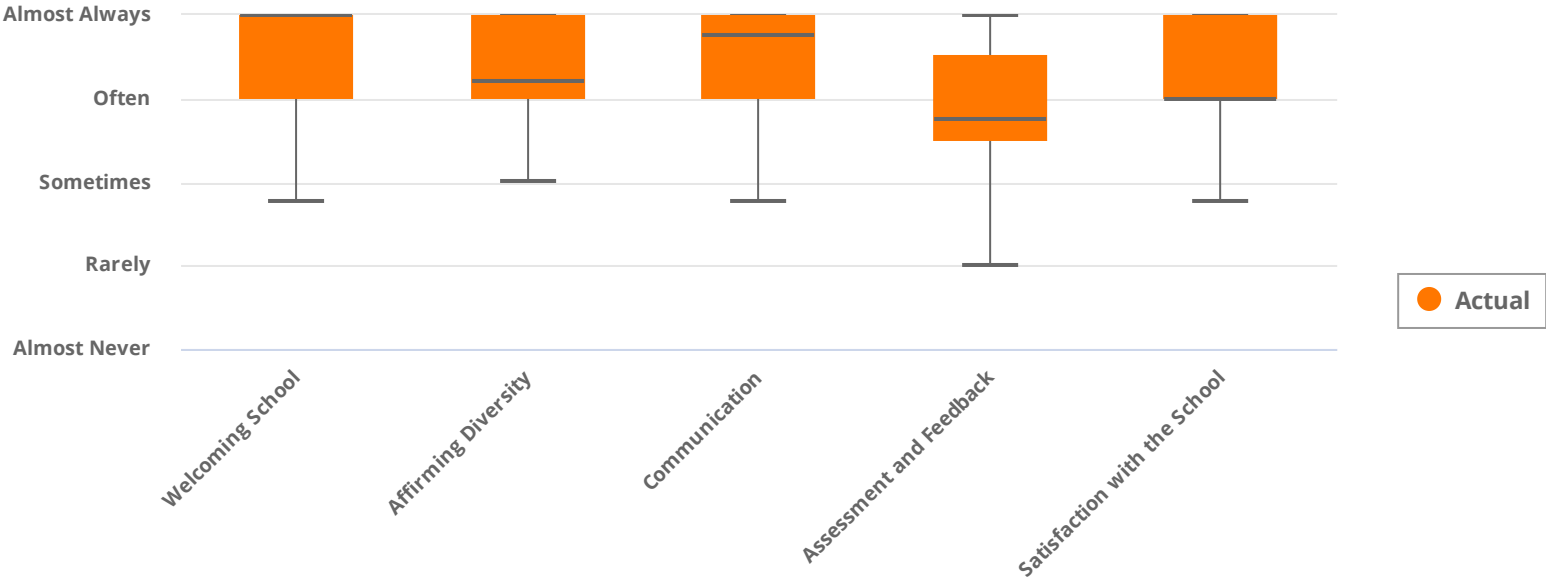
Parents/Caregivers' Experience: By Parenting Role

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

Category:
Mother (N=104)

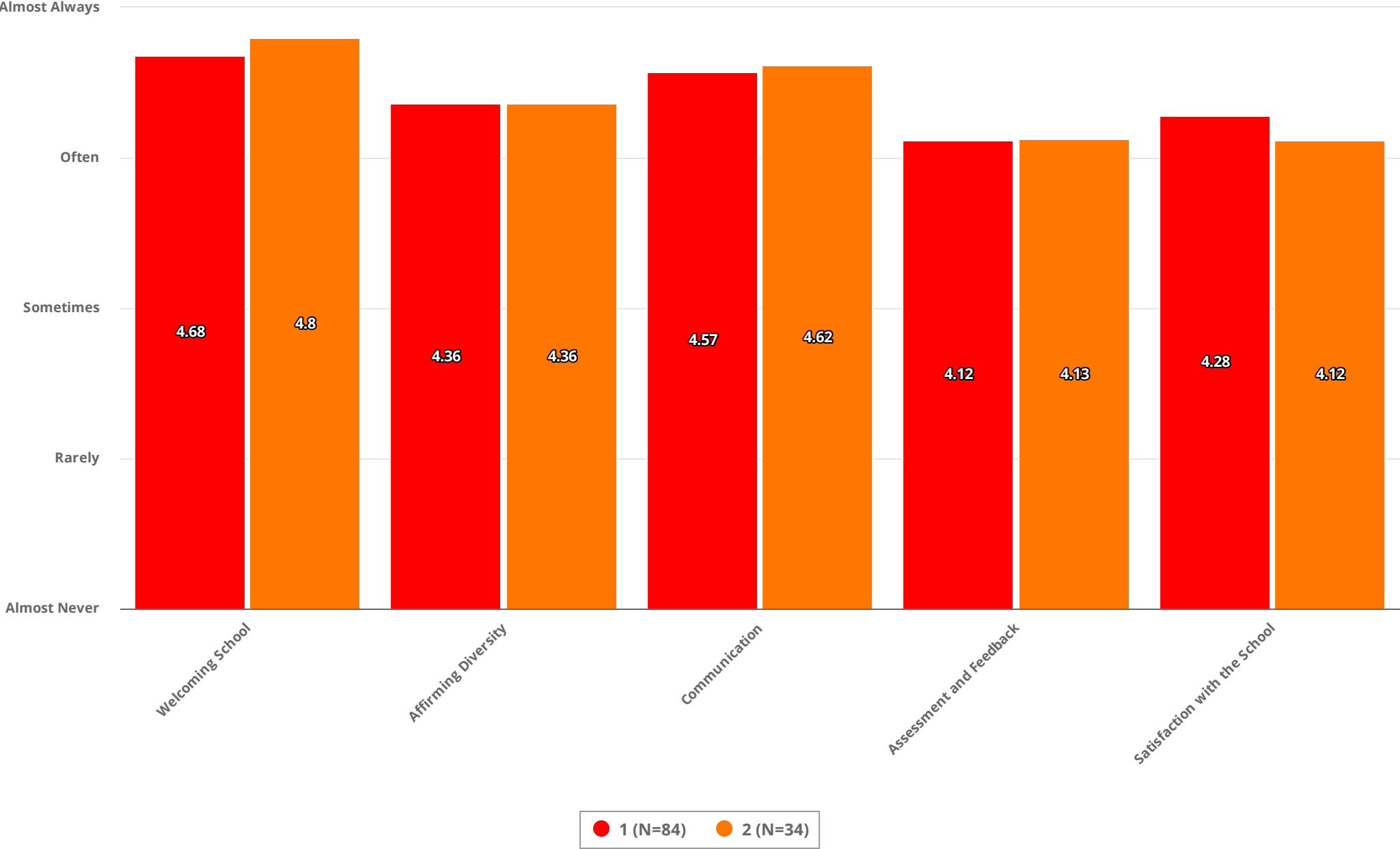


Category:
Father (N=17)



Parents/Caregivers' Experience: By Number of Children at the School

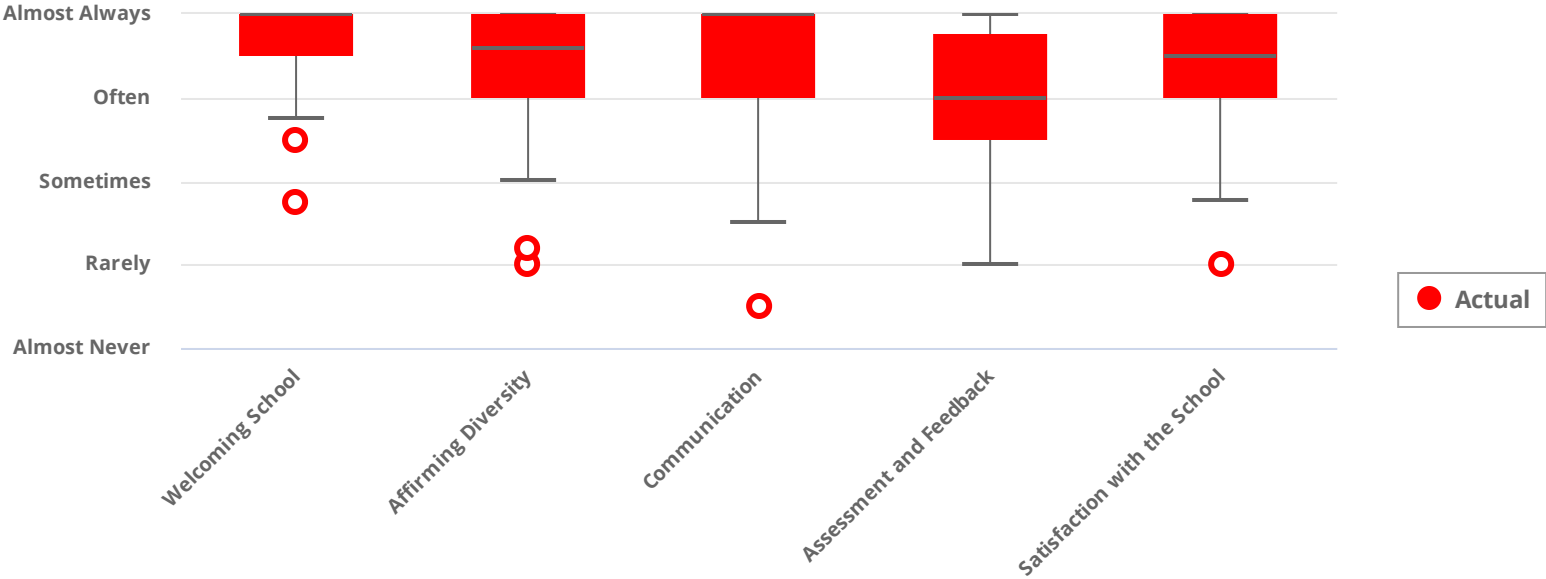
Means for each scale. Categories with less than four responses have been omitted.



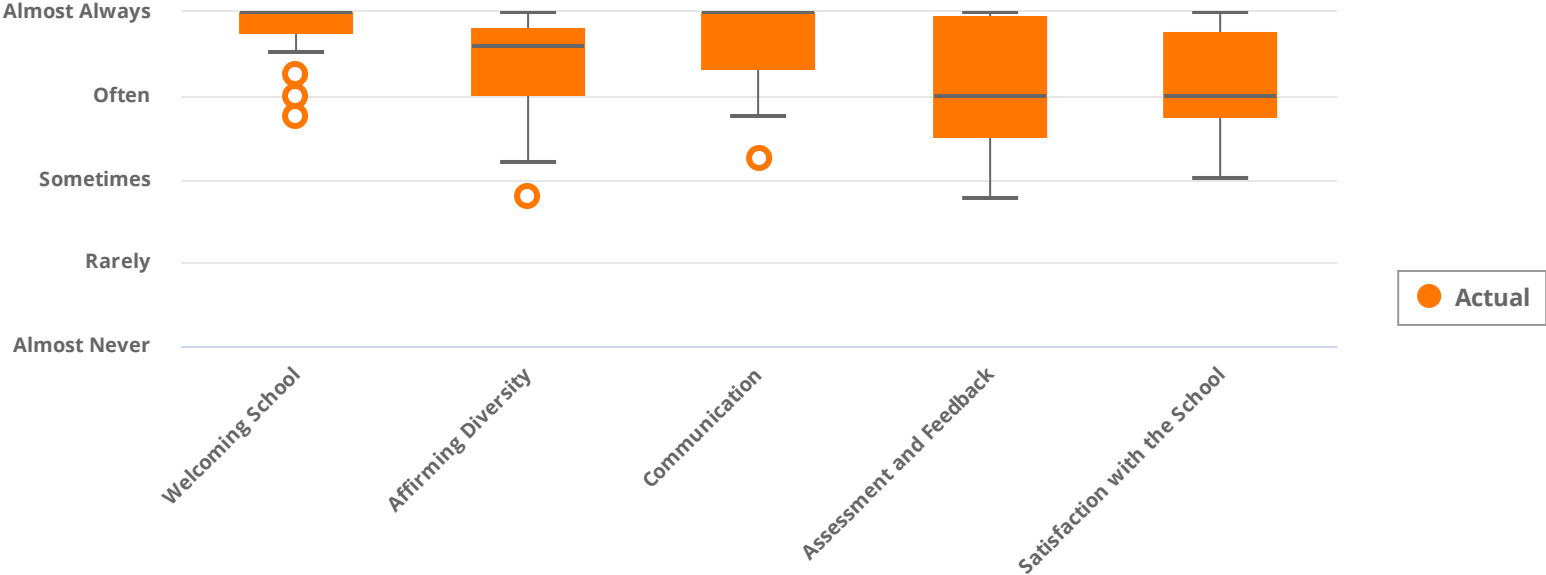
Parents/Caregivers' Experience: By Number of Children at the School

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

Category:
1 (N=84)

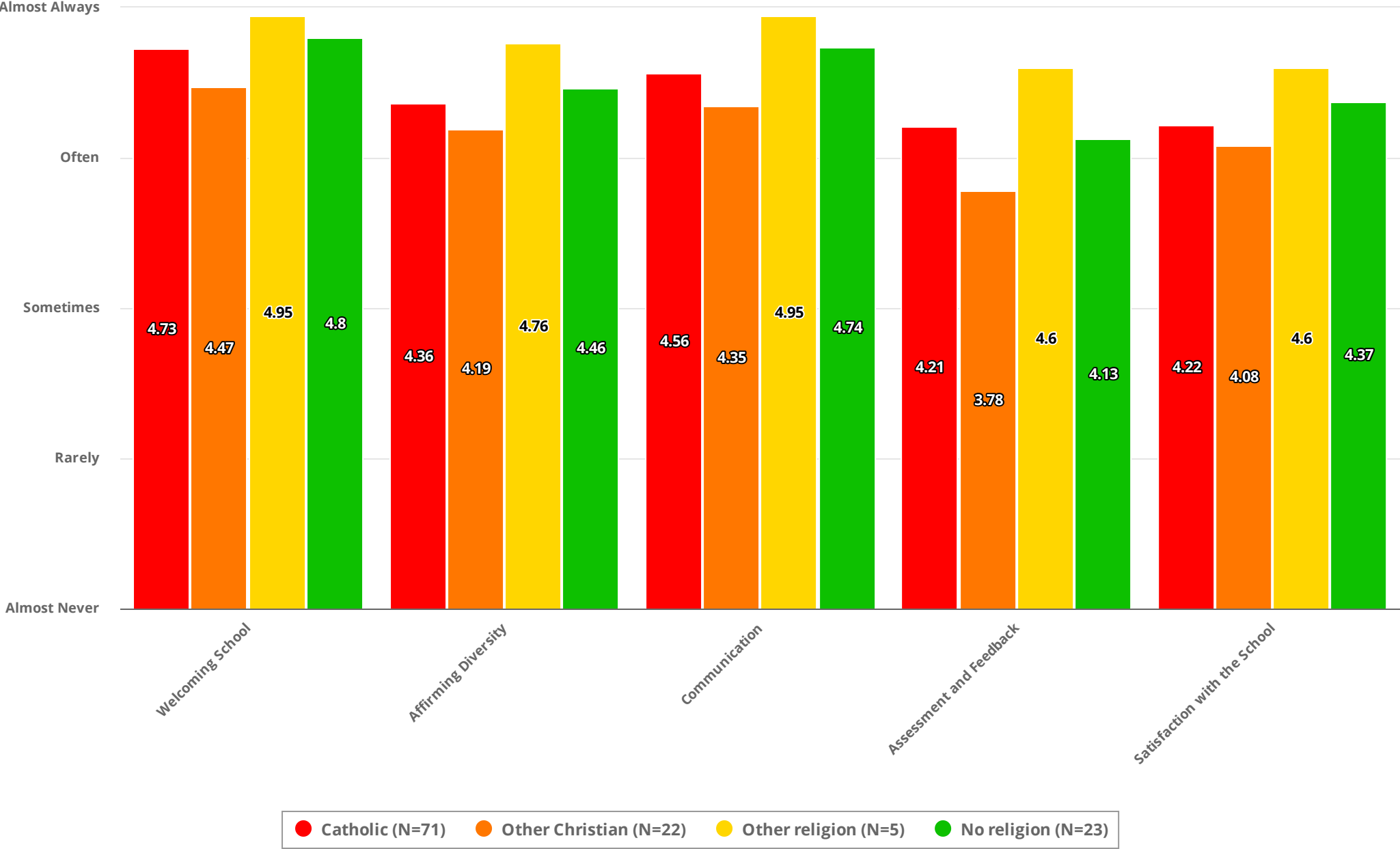


Category:
2 (N=34)



Parents/Caregivers' Experience: By Religion

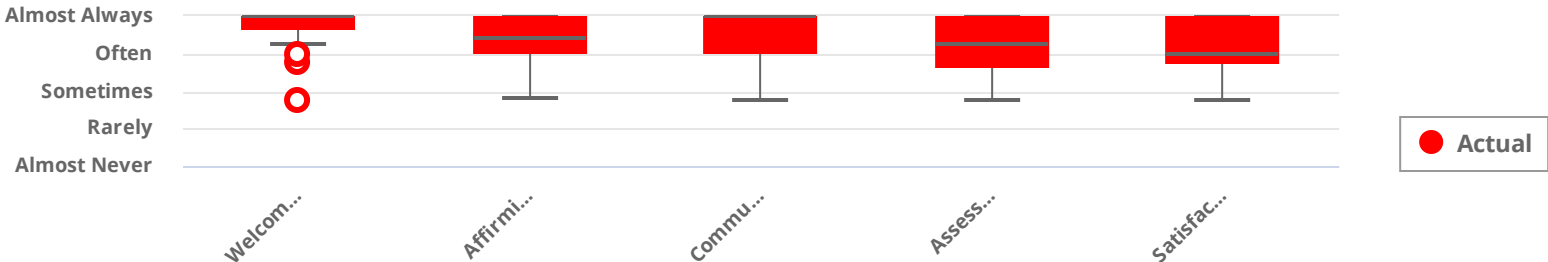
Means for each scale. Categories with less than four responses have been omitted.



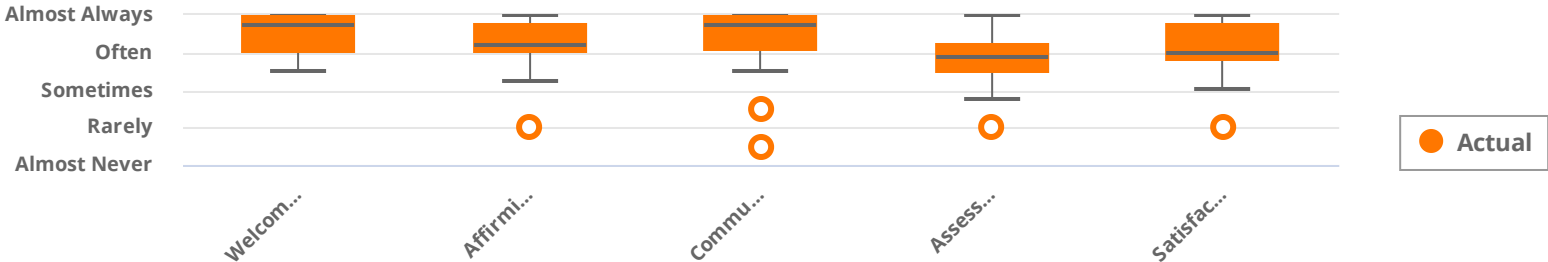
Parents/Caregivers' Experience: By Religion

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

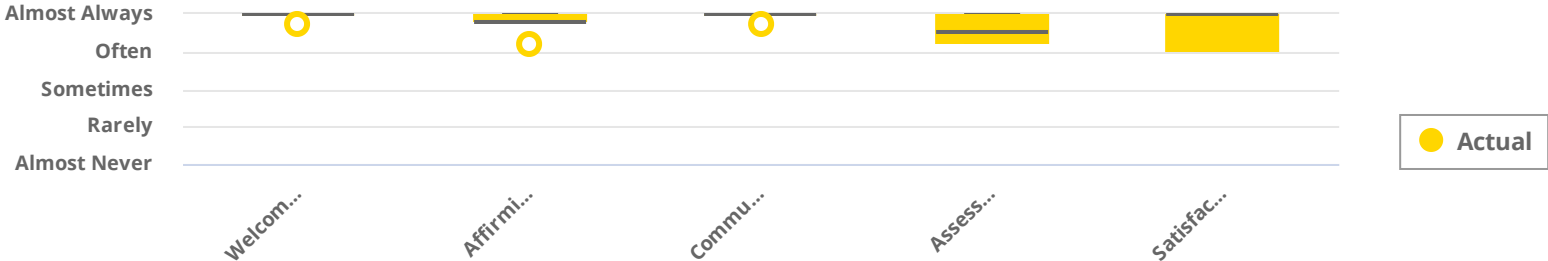
Category:
Catholic (N=71)



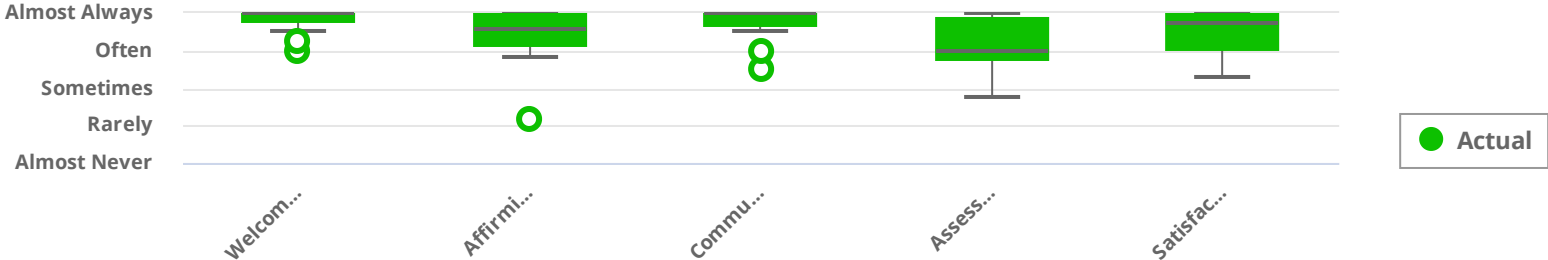
Category:
Other Christian (N=22)



Category:
Other religion (N=5)

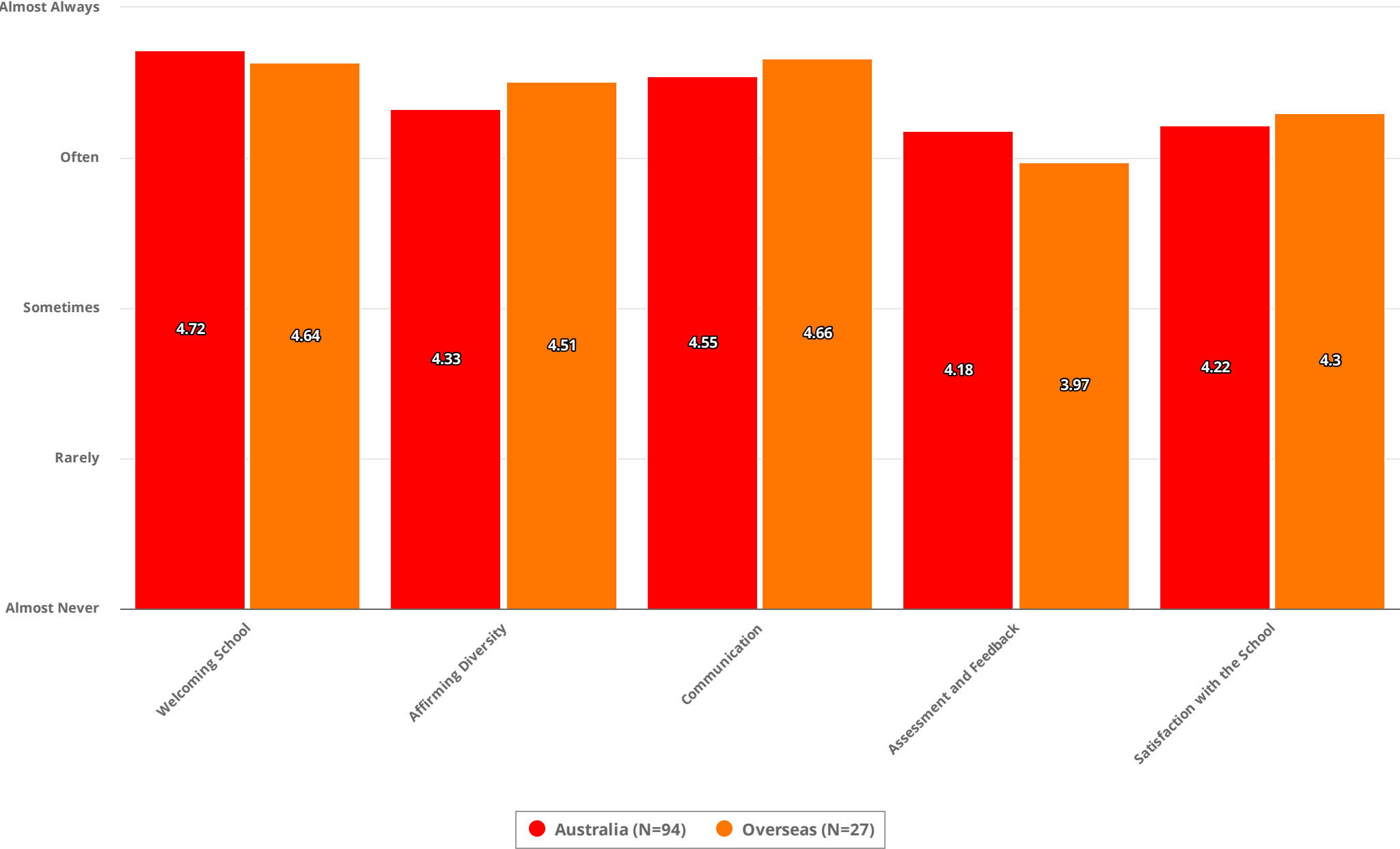


Category:
No religion (N=23)



Parents/Caregivers' Experience: By Birth Place

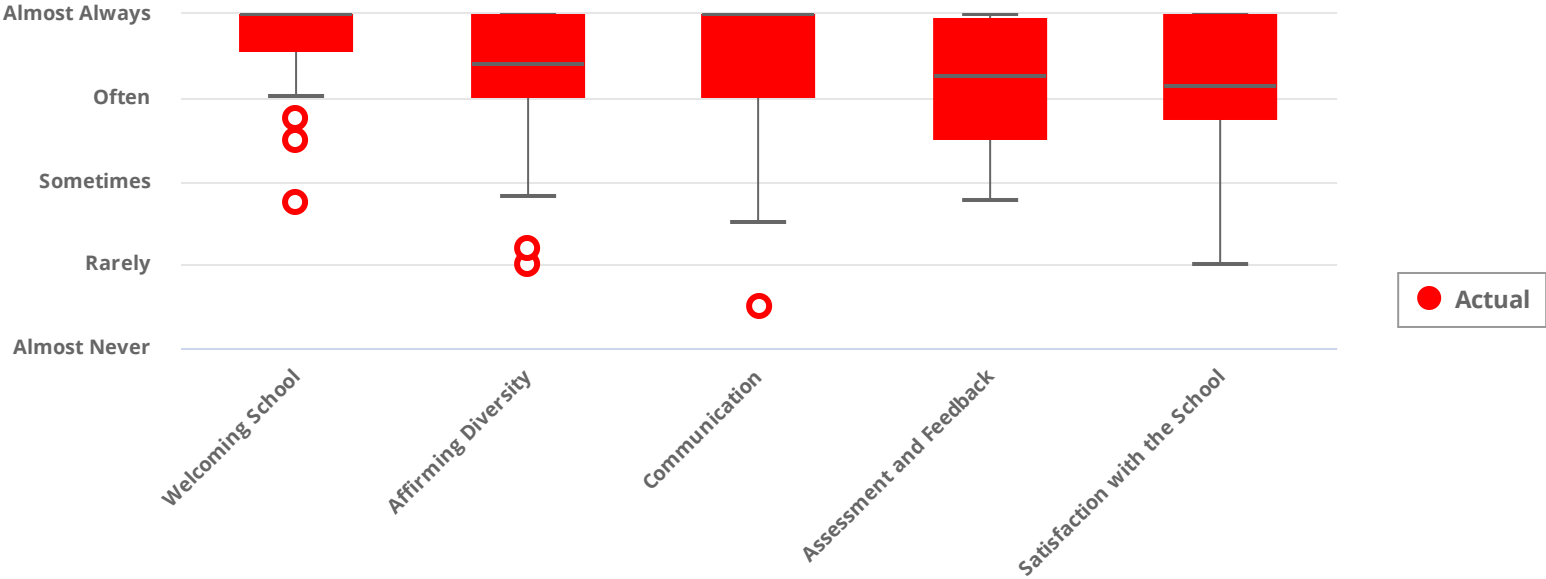
Means for each scale. Categories with less than four responses have been omitted.



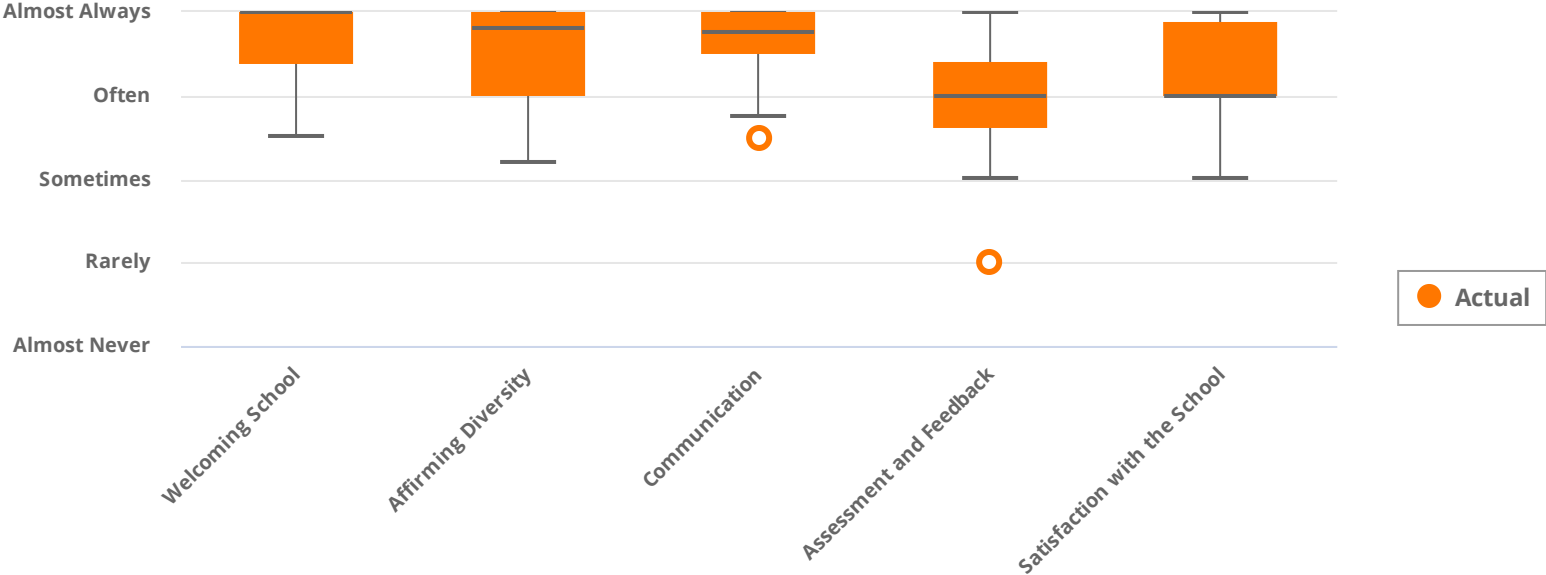
Parents/Caregivers' Experience: By Birth Place

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

Category:
Australia (N=94)

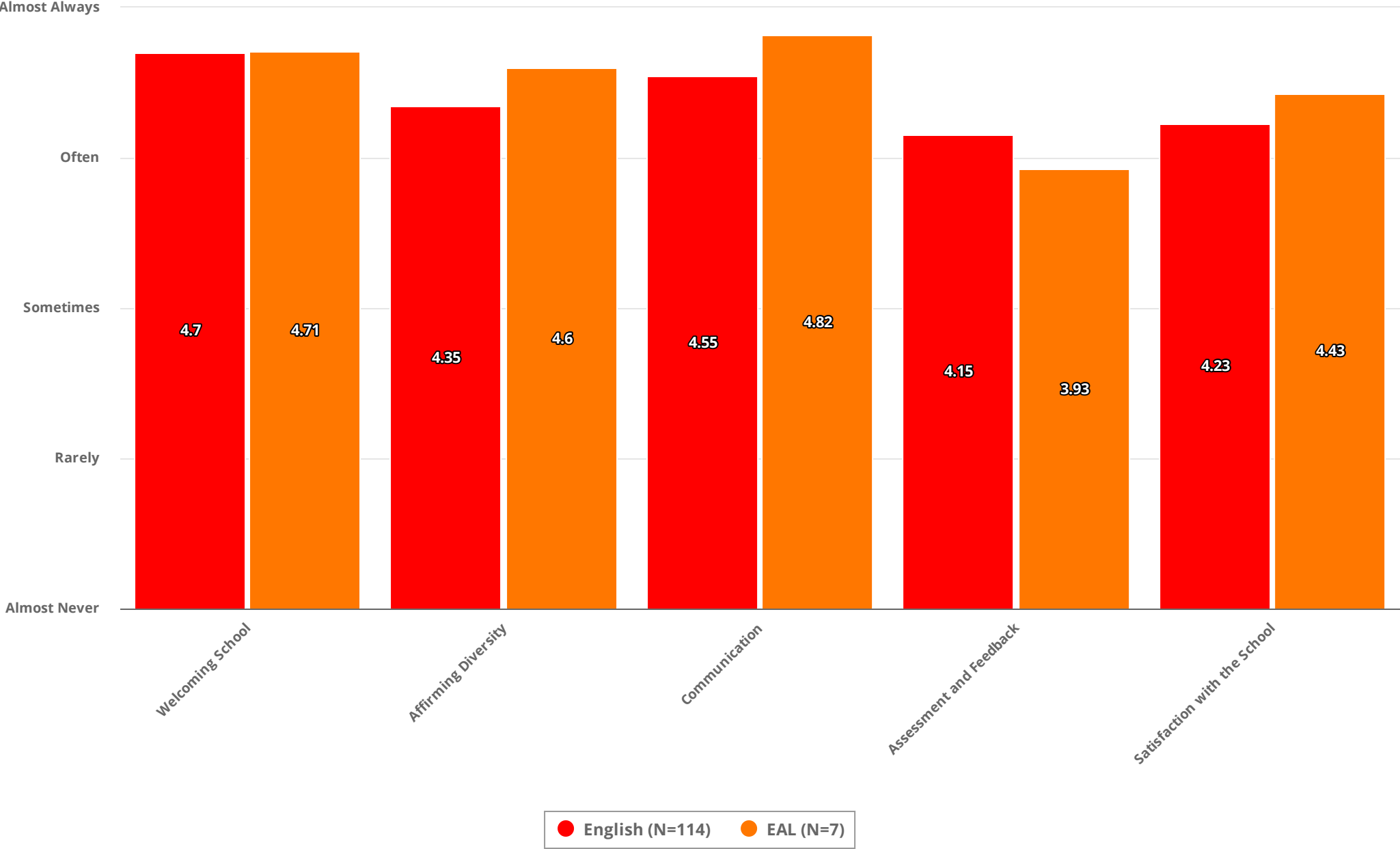


Category:
Overseas (N=27)



Parents/Caregivers' Experience: By Language

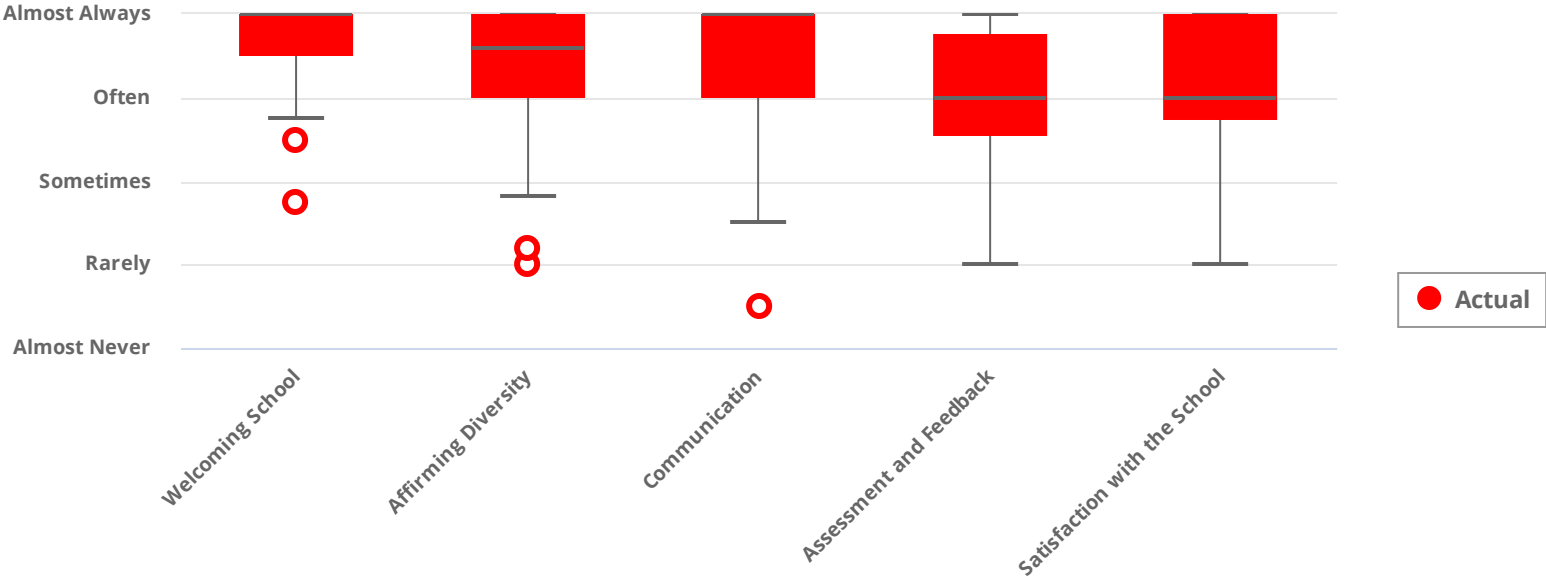
Means for each scale. Categories with less than four responses have been omitted.



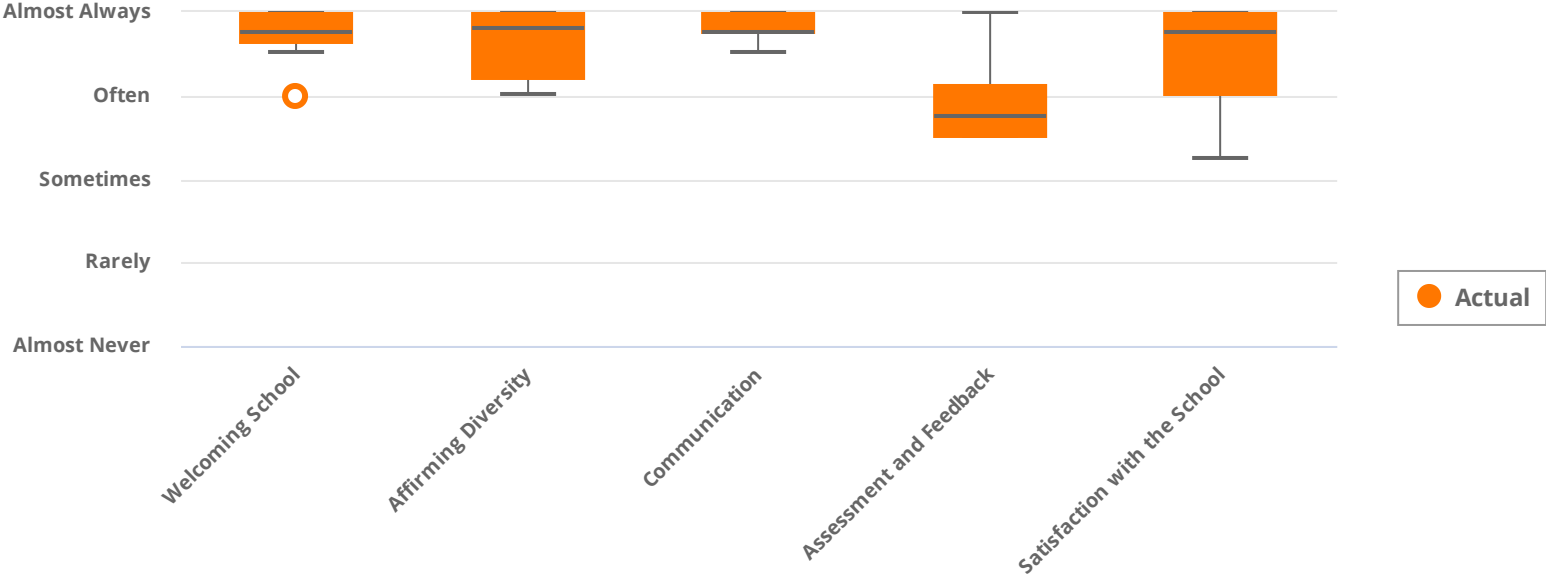
Parents/Caregivers' Experience: By Language

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

Category:
English (N=114)

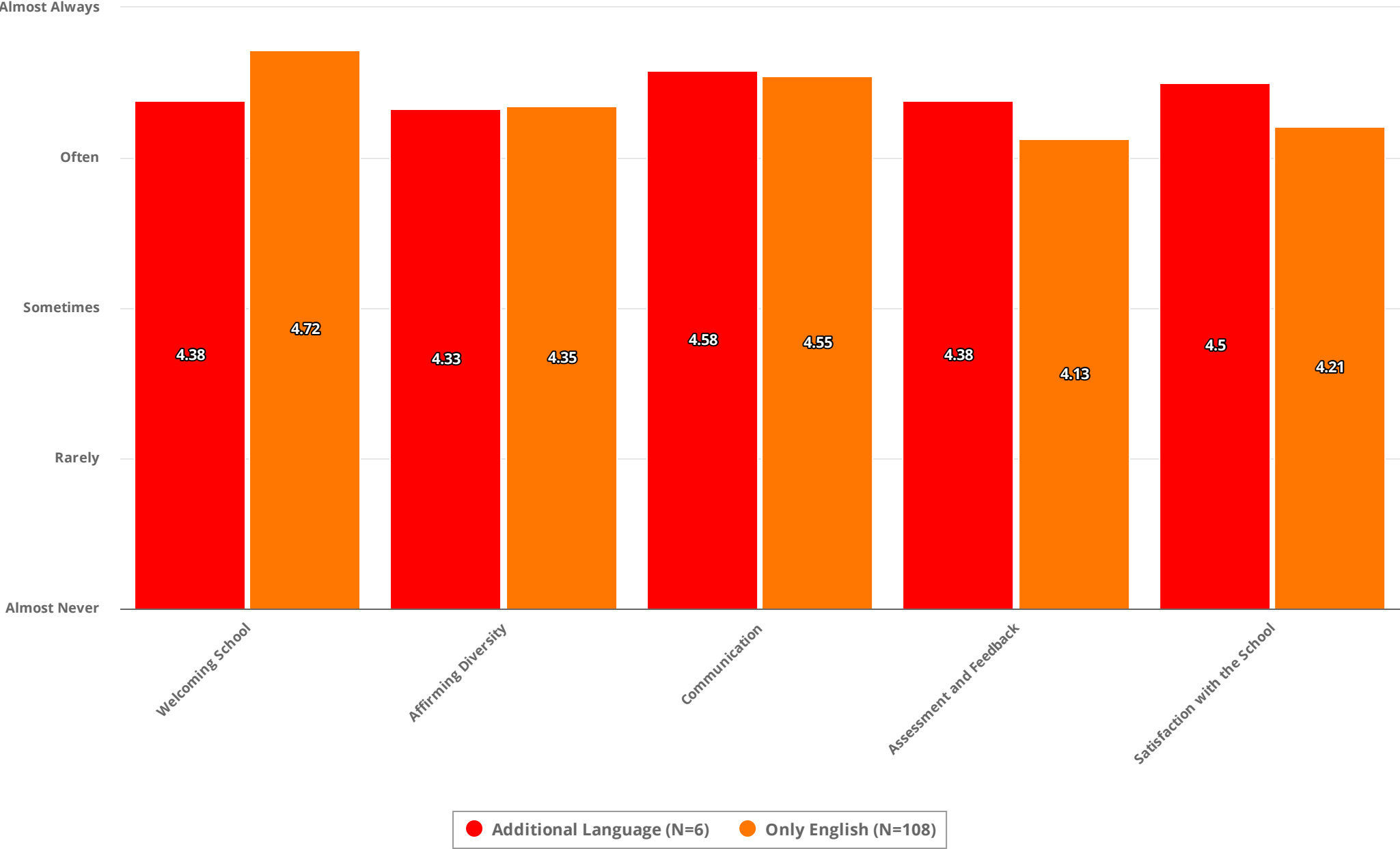


Category:
EAL (N=7)



Parents/Caregivers' Experience: By Additional Language

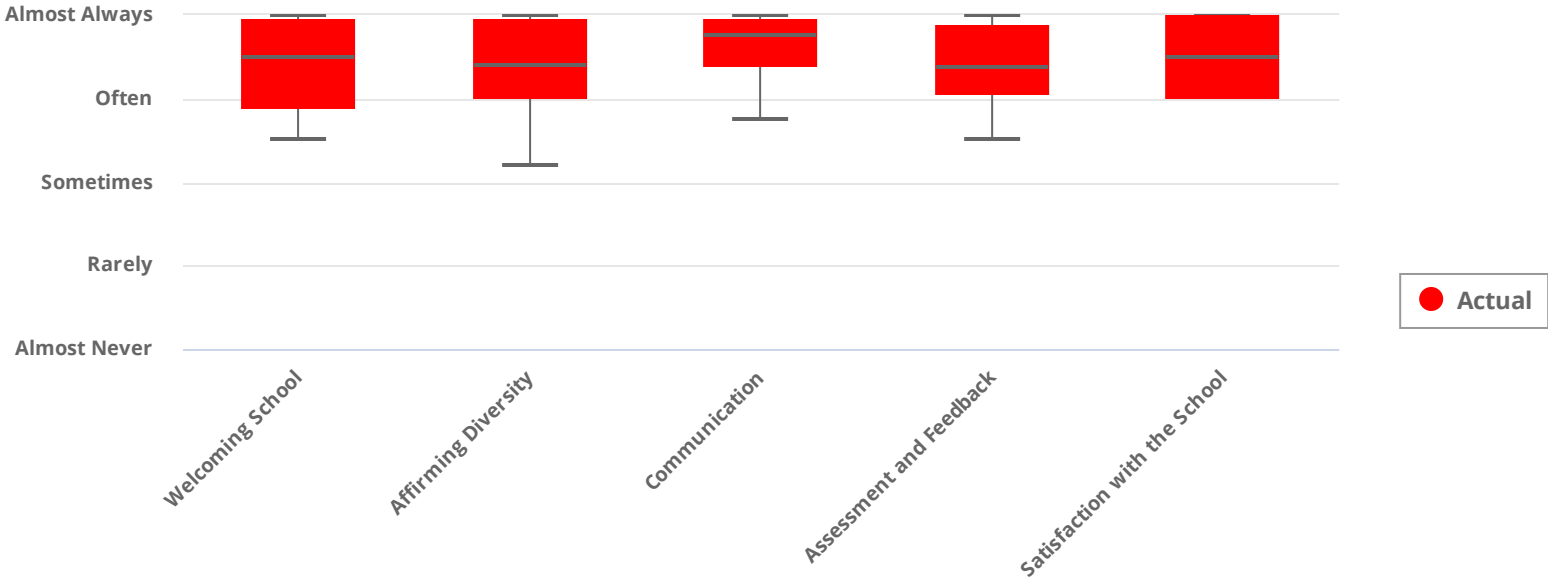
Means for each scale. Note, only participants who selected 'English' for the previous question responded to this question. Categories with less than four responses have been omitted.



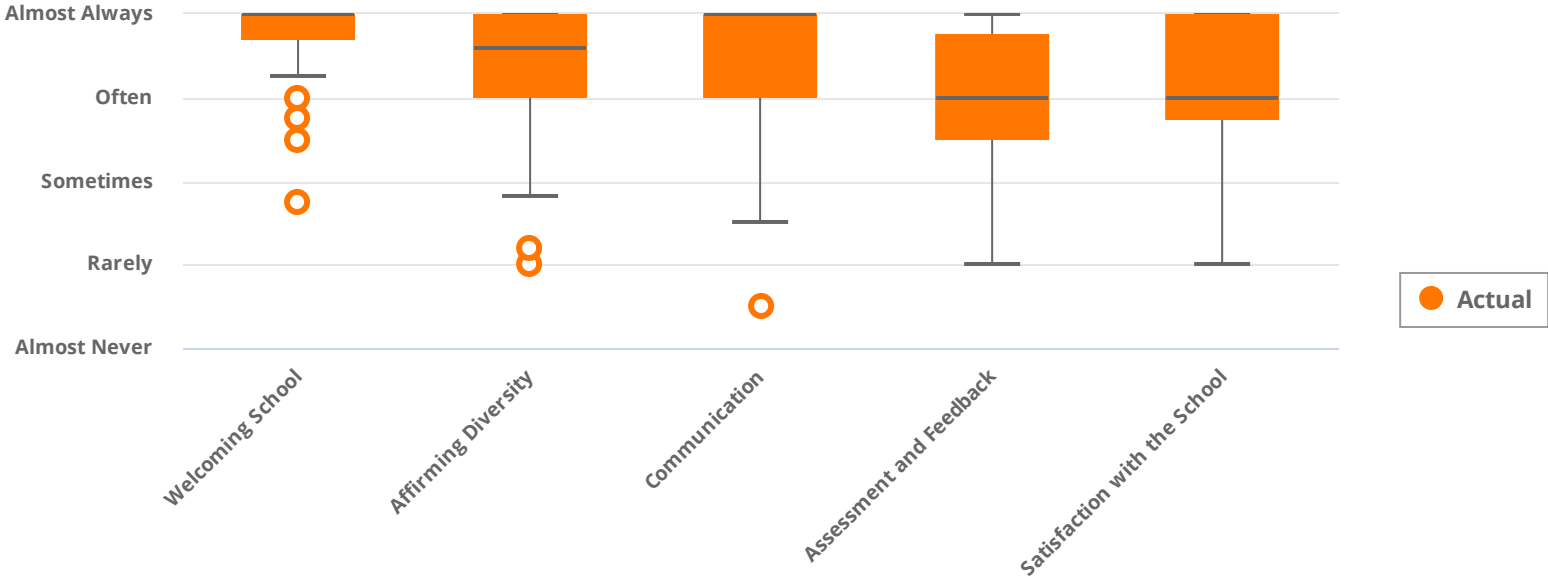
Parents/Caregivers' Experience: By Additional Language

Variations for each scale. 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=6)

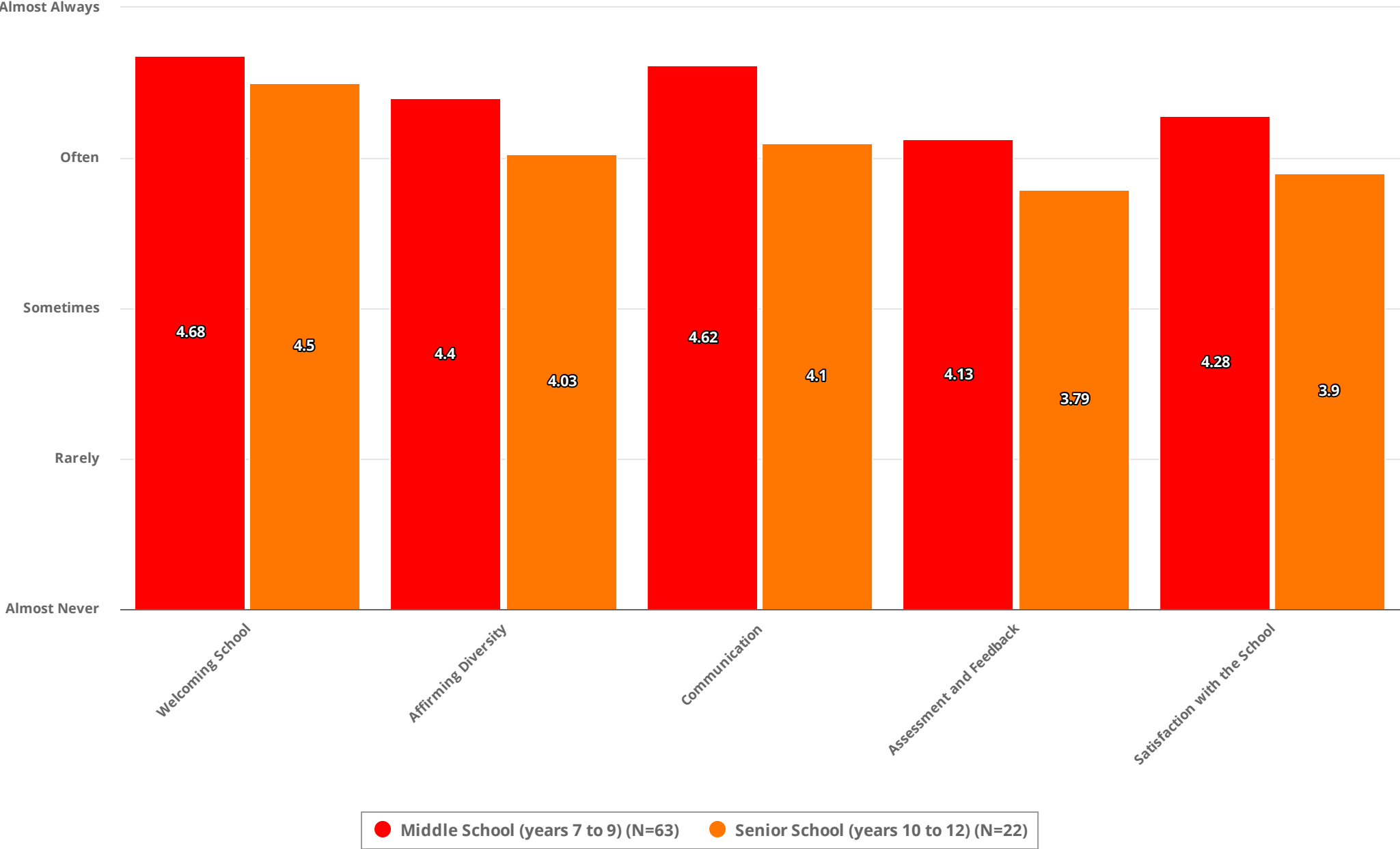


Category:
Only English (N=108)



Parents/Caregivers' Experience: By School Level

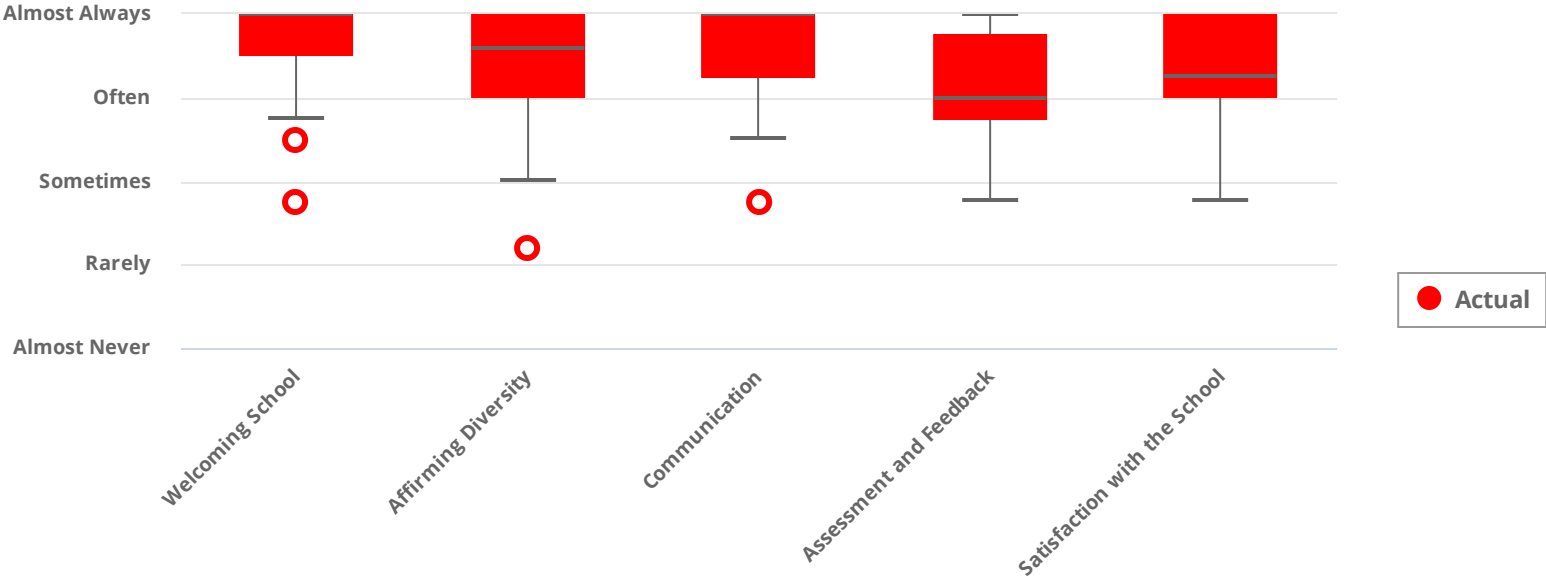
Means for each scale. Categories with less than four responses have been omitted.



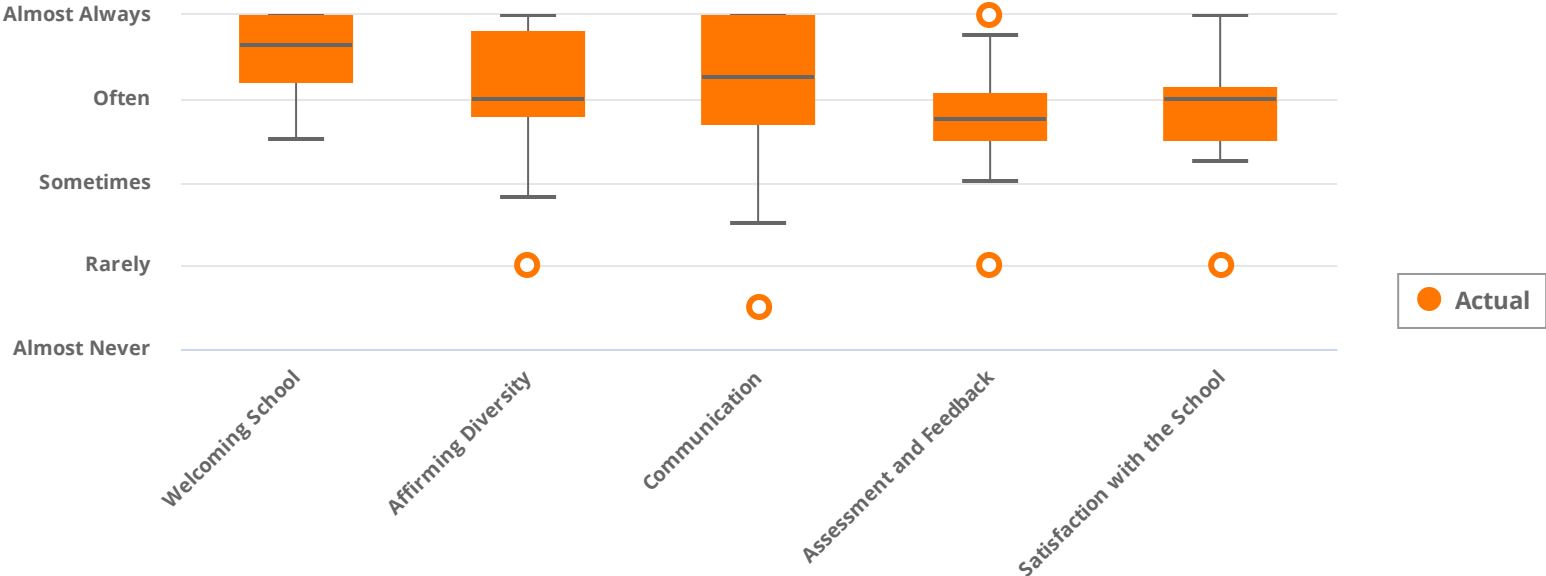
Parents/Caregivers' Experience: By School Level

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

Category:
Middle School (years 7 to 9) (N=63)

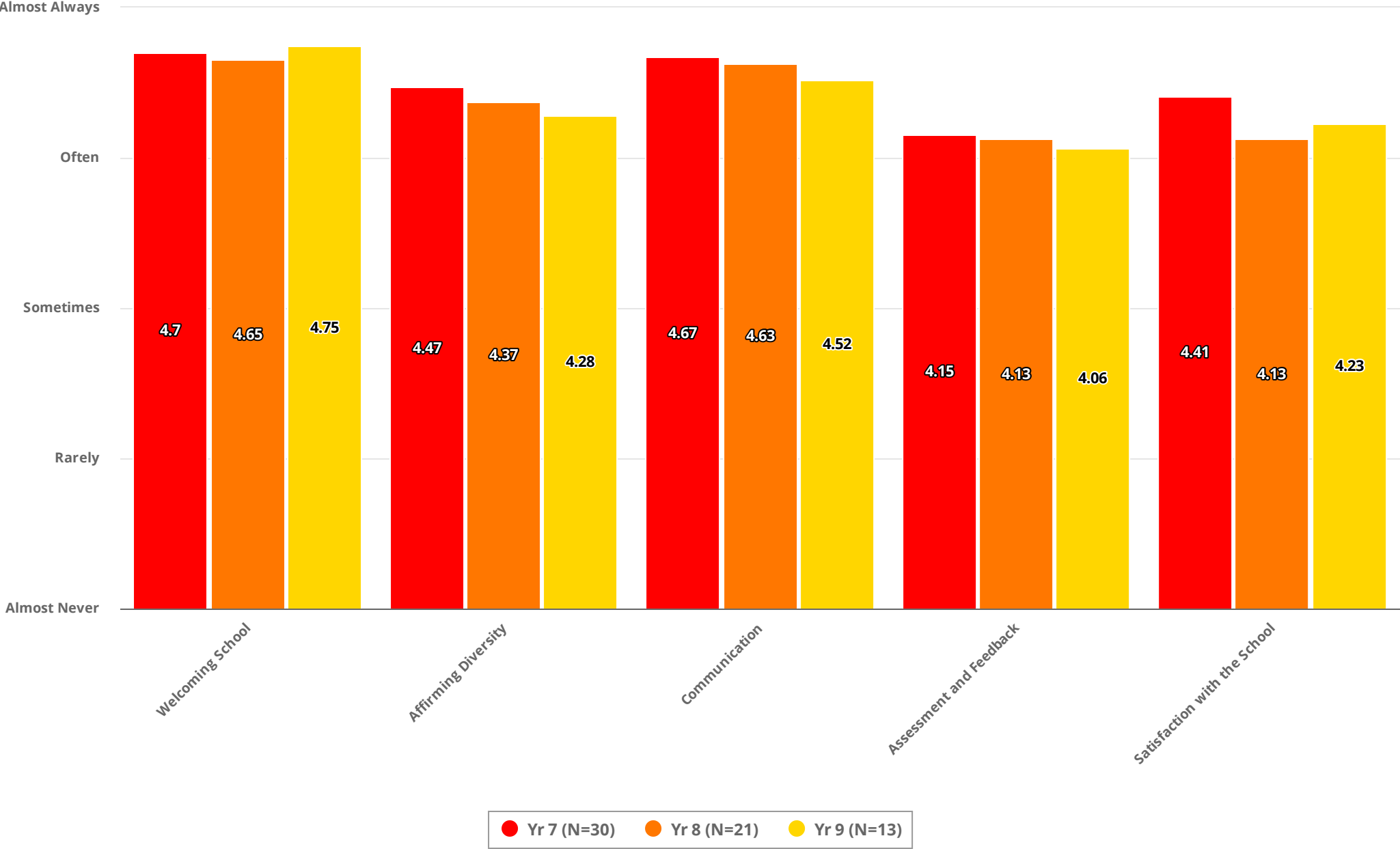


Category:
Senior School (years 10 to 12) (N=22)



Parents/Caregivers' Experience: By Year Level - Middle School

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



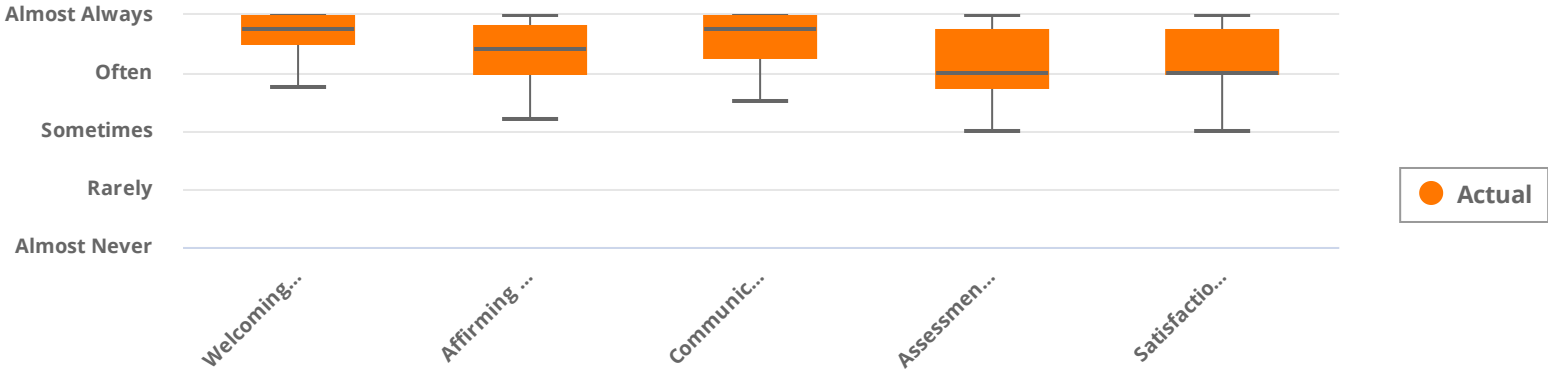
Parents/Caregivers' Experience: By Year Level - Middle School

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

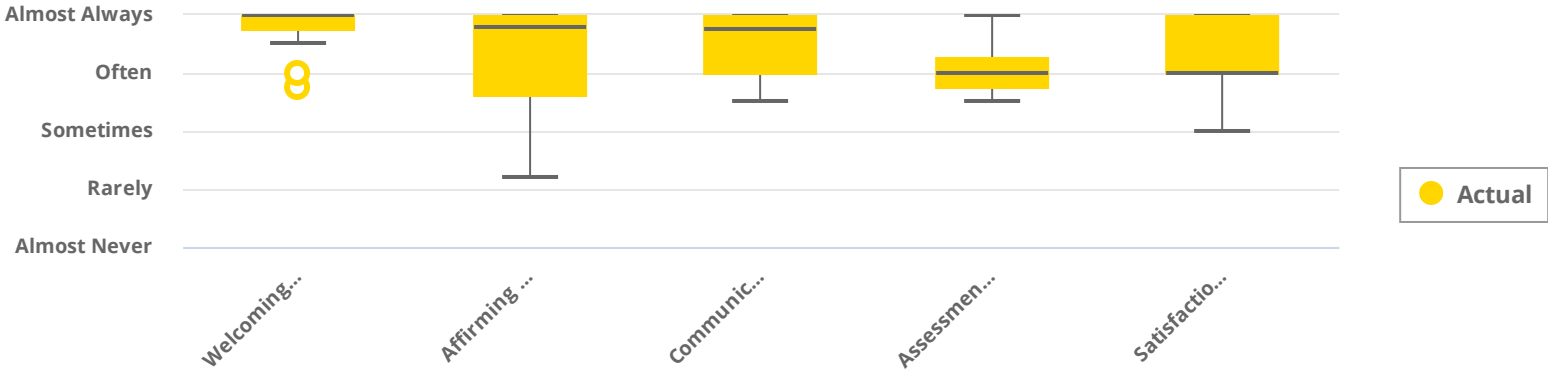
Category:
Yr 7 (N=30)



Category:
Yr 8 (N=21)

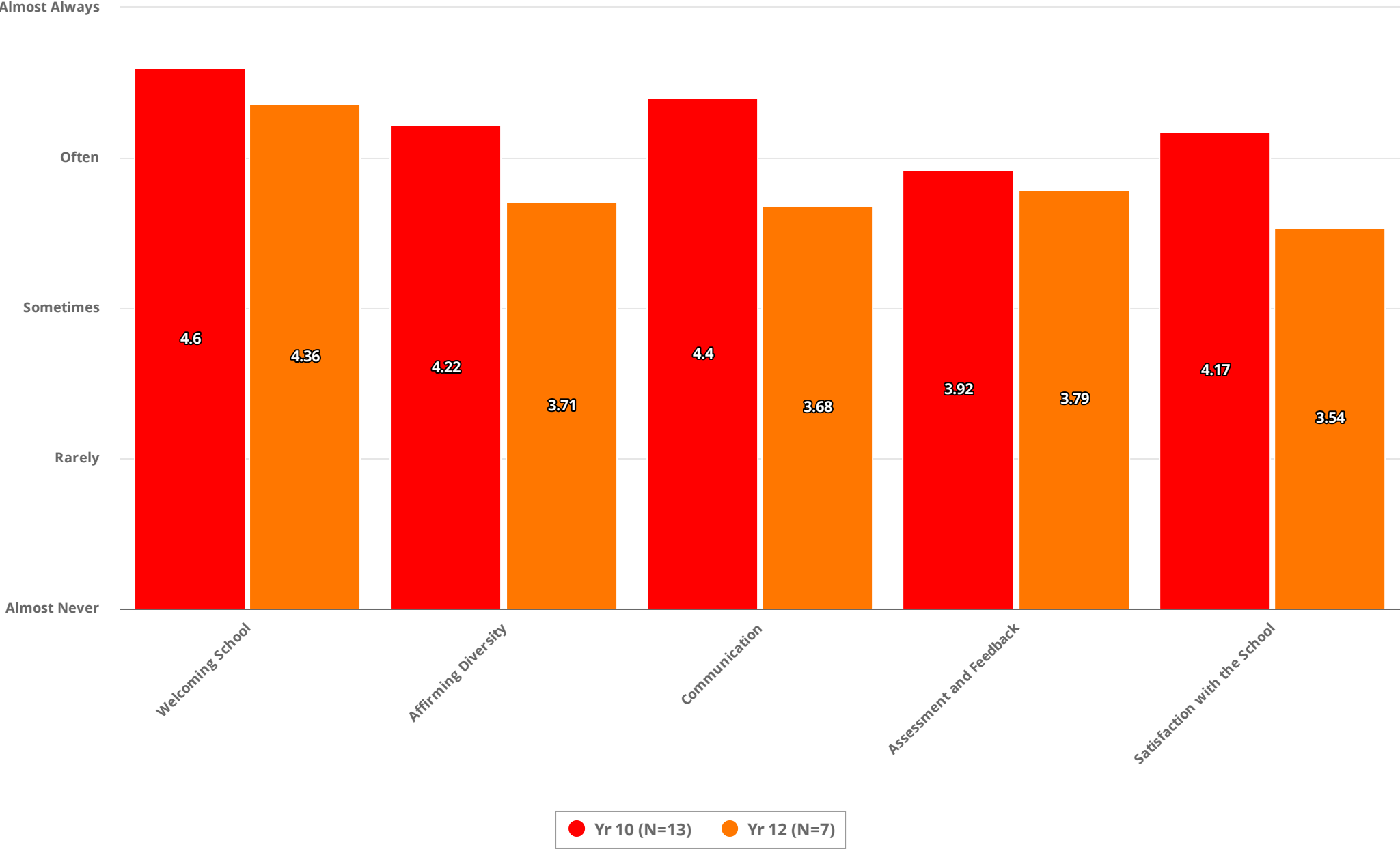


Category:
Yr 9 (N=13)



Parents/Caregivers' Experience: By Year Level - Senior School

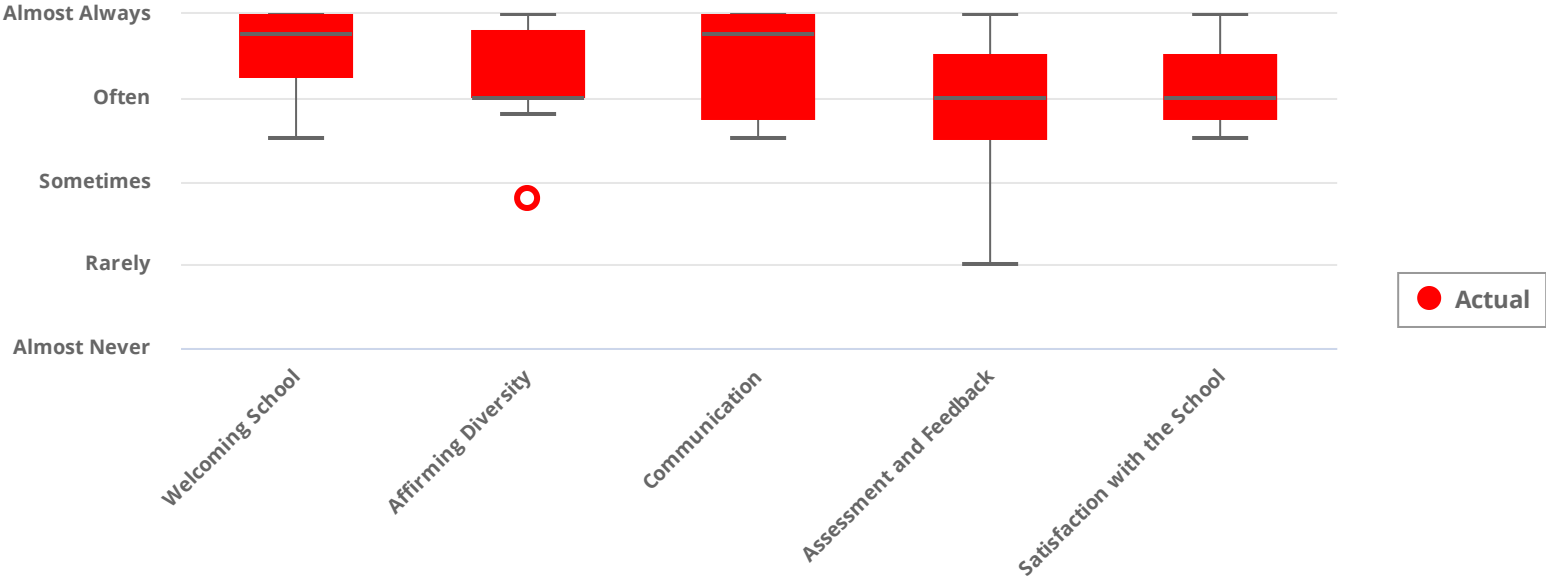
Means for each scale. Categories with less than four responses have been omitted.



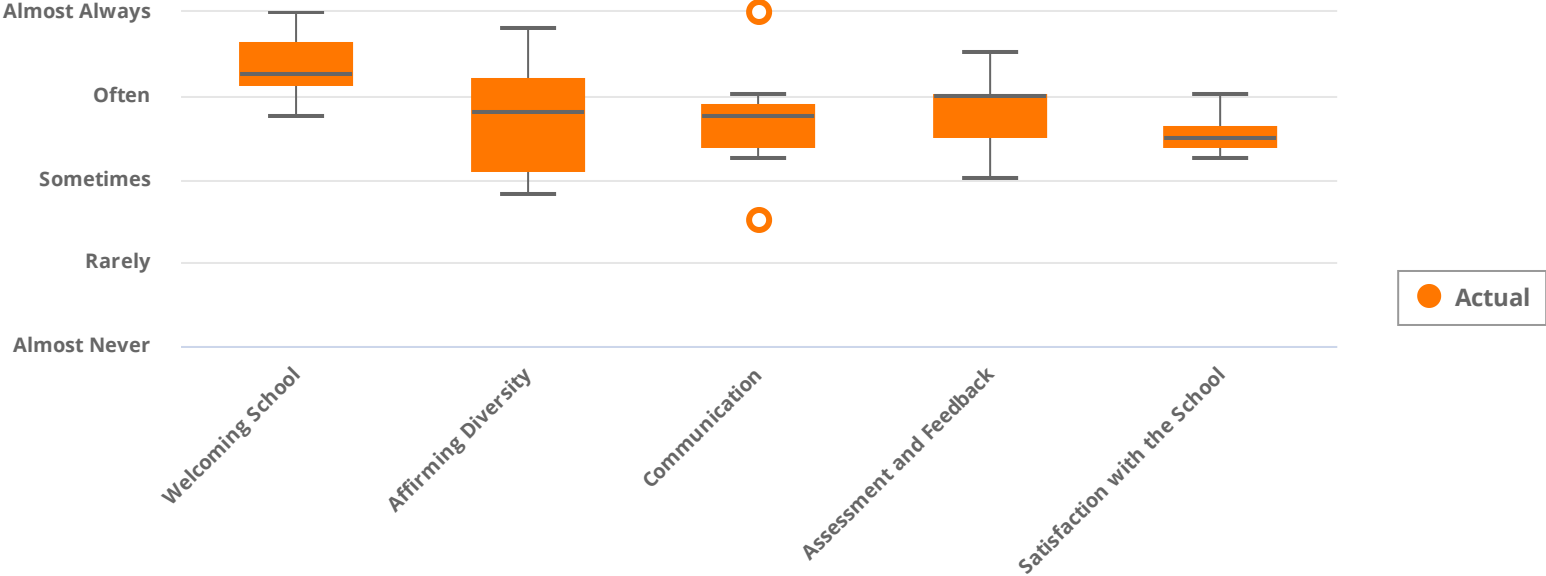
Parents/Caregivers' Experience: By Year Level - Senior School

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

Category:
Yr 10 (N=13)

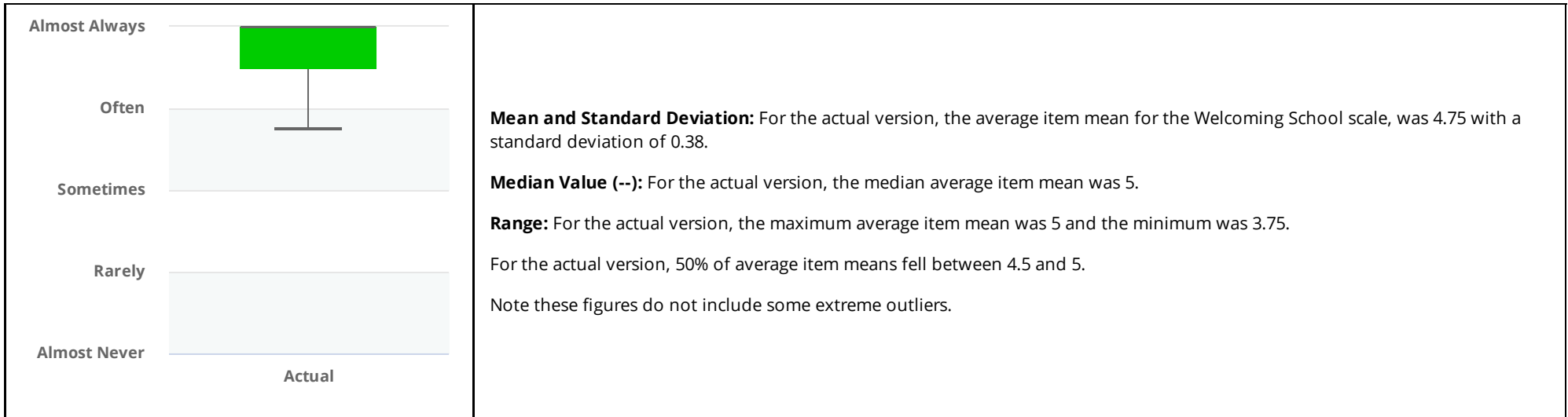


Category:
Yr 12 (N=7)



Welcoming School

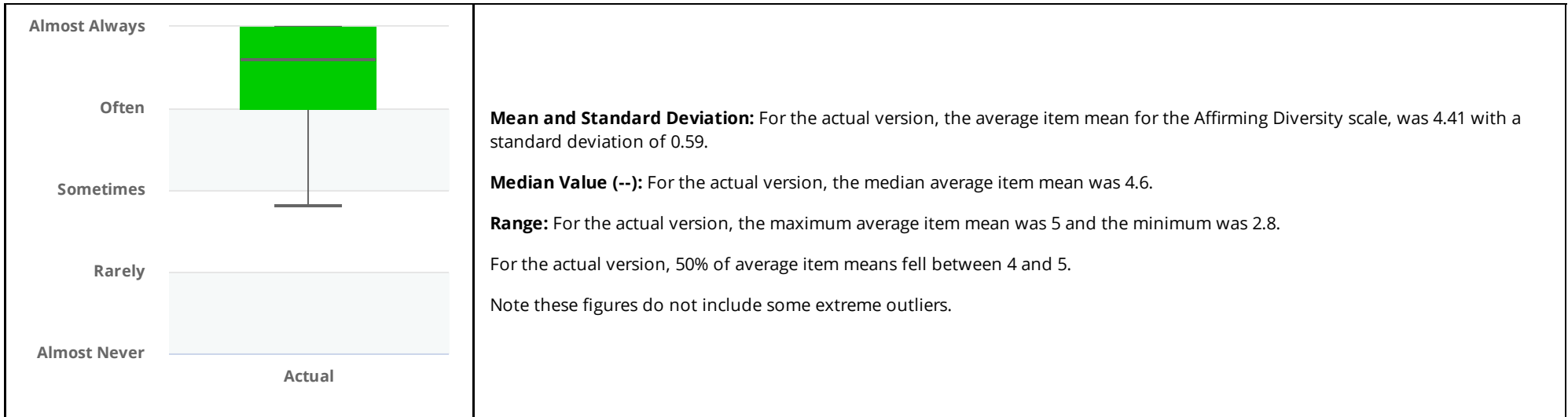
The WELCOMING SCHOOL scale assesses the extent to which parents or caregivers feel welcomed at the school.



Percentage of each response	Items included in the scale	Average response for each item
	Actual If I have a query or problem, the school staff go out of their way to help me. Actual	Actual 4.48
	Actual When I visit the school, the staff are approachable. Actual	Actual 4.68
	Actual When I visit the school, the administration staff are welcoming. Actual	Actual 4.85
	Actual When I visit the school, the staff are respectful of me. Actual	Actual 4.81
<ul style="list-style-type: none"> ● Almost Never ● Rarely ● Sometimes ● Often ● Almost Always 		Almost Never Rarely Sometimes Often Almost Always

Affirming Diversity

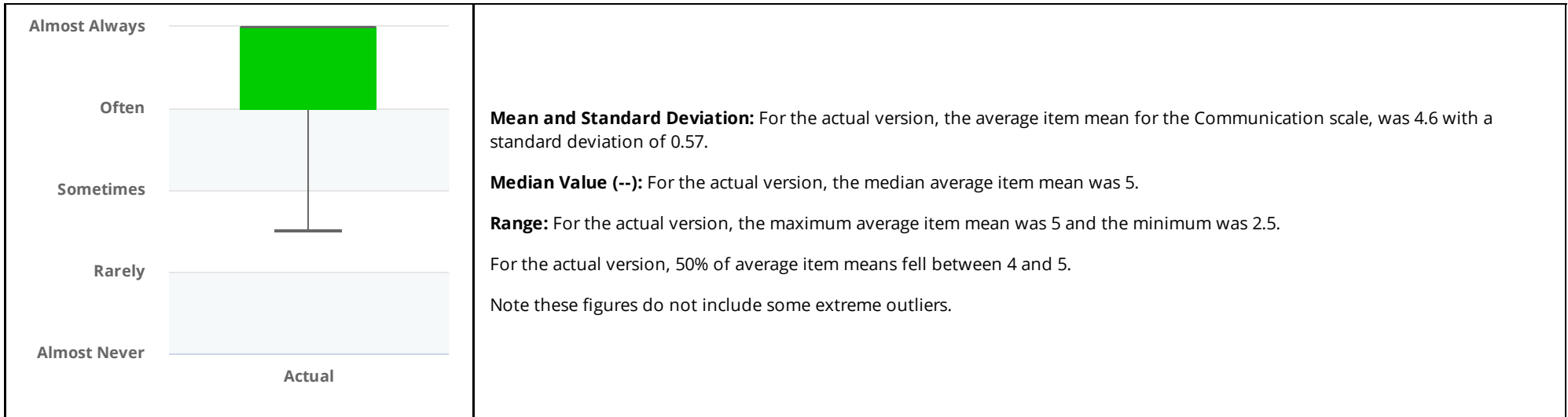
The AFFIRMING DIVERSITY scale assesses the extent to which the backgrounds of families and social issues are acknowledged and valued.



Percentage of each response		Items included in the scale		Average response for each item						
4.1 %	28.9 %	66.9 %	Actual	My family's culture and background are respected.	Actual	4.63				
13.2 %	41.3 %	43 %	Actual	My child/children are encouraged to learn about different cultures.	Actual	4.25				
9.1 %	35.5 %	53.7 %	Actual	There is respect for social issues (such as race and disabilities).	Actual	4.41				
14.9 %	39.7 %	41.3 %	Actual	There is respect for sensitive issues (such as gender, sexual orientation, family issues and mental health).	Actual	4.17				
13.2 %	29.8 %	55.4 %	Actual	Different cultures are valued.	Actual	4.38				
● Almost Never	● Rarely					Almost Never	Rarely	Sometimes	Often	Almost Always
● Sometimes	● Often									
● Almost Always										

Communication

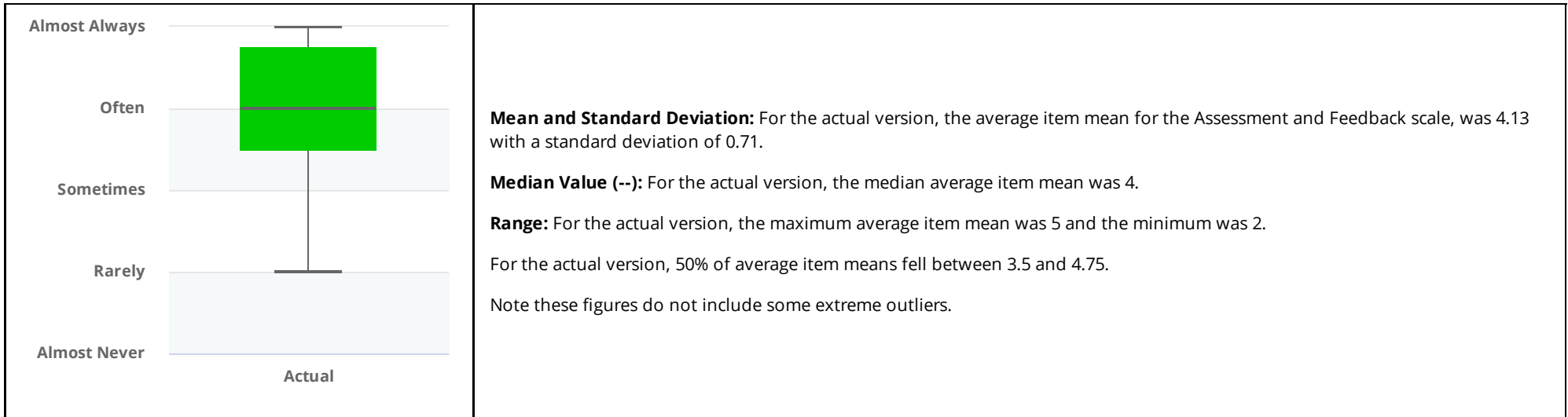
The COMMUNICATION scale assesses the extent to which parents or caregivers feel that they are able to communicate with members of the school staff.



Percentage of each response	Items included in the scale	Average response for each item
	Actual I am able to approach staff members to discuss concerns or grievances. Actual	Actual 4.59
	Actual There is good communication between the school and the parents. Actual	Actual 4.51
	Actual I feel comfortable approaching school staff to give them information about my child/children's development. Actual	Actual 4.55
	Actual I feel comfortable asking teachers about the education of my child/children. Actual	Actual 4.64
<ul style="list-style-type: none"> ● Almost Never ● Rarely ● Sometimes ● Often ● Almost Always 		Almost Never Rarely Sometimes Often Almost Always

Assessment and Feedback

The ASSESSMENT AND FEEDBACK scale assesses the extent to which parents or caregivers are aware of their child's progress and how work is being judged.



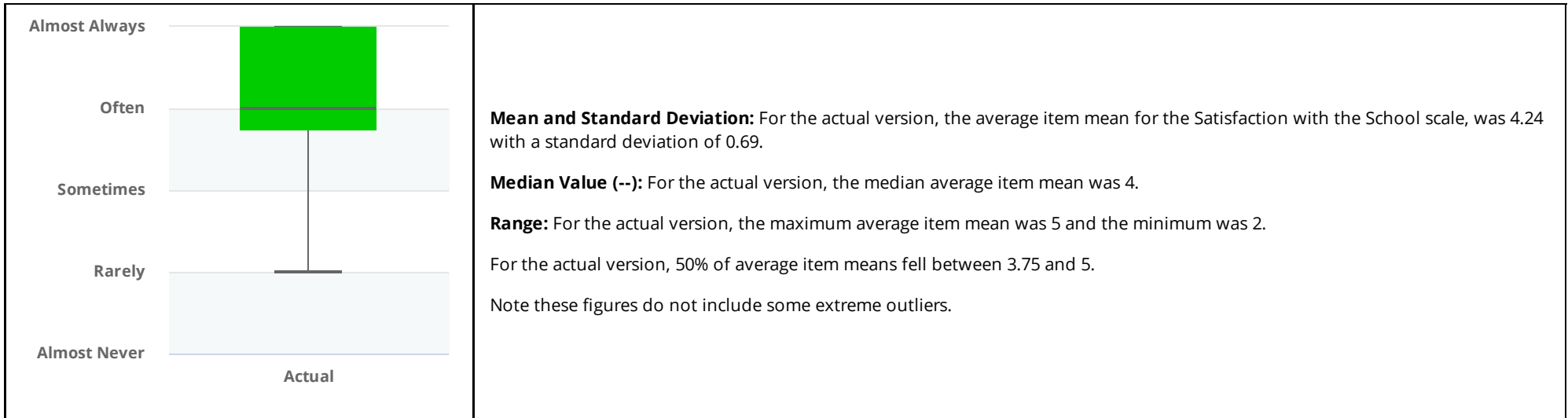
Percentage of each response	Items included in the scale	Average response for each item
	Actual There is regular feedback about my child/children's performance. Actual	Actual 4.19
	Actual I know the criteria used for marking my child/children's assessment tasks. Actual	Actual 4
	Actual School reports give clear feedback about my child/children's progress. Actual	Actual 4.23
	Actual I know what learning is scheduled for my child/children in key areas. Actual	Actual 4.12

● Almost Never ● Rarely
● Sometimes ● Often
● Almost Always

Almost Never Rarely Sometimes Often Almost Always

Satisfaction with the School

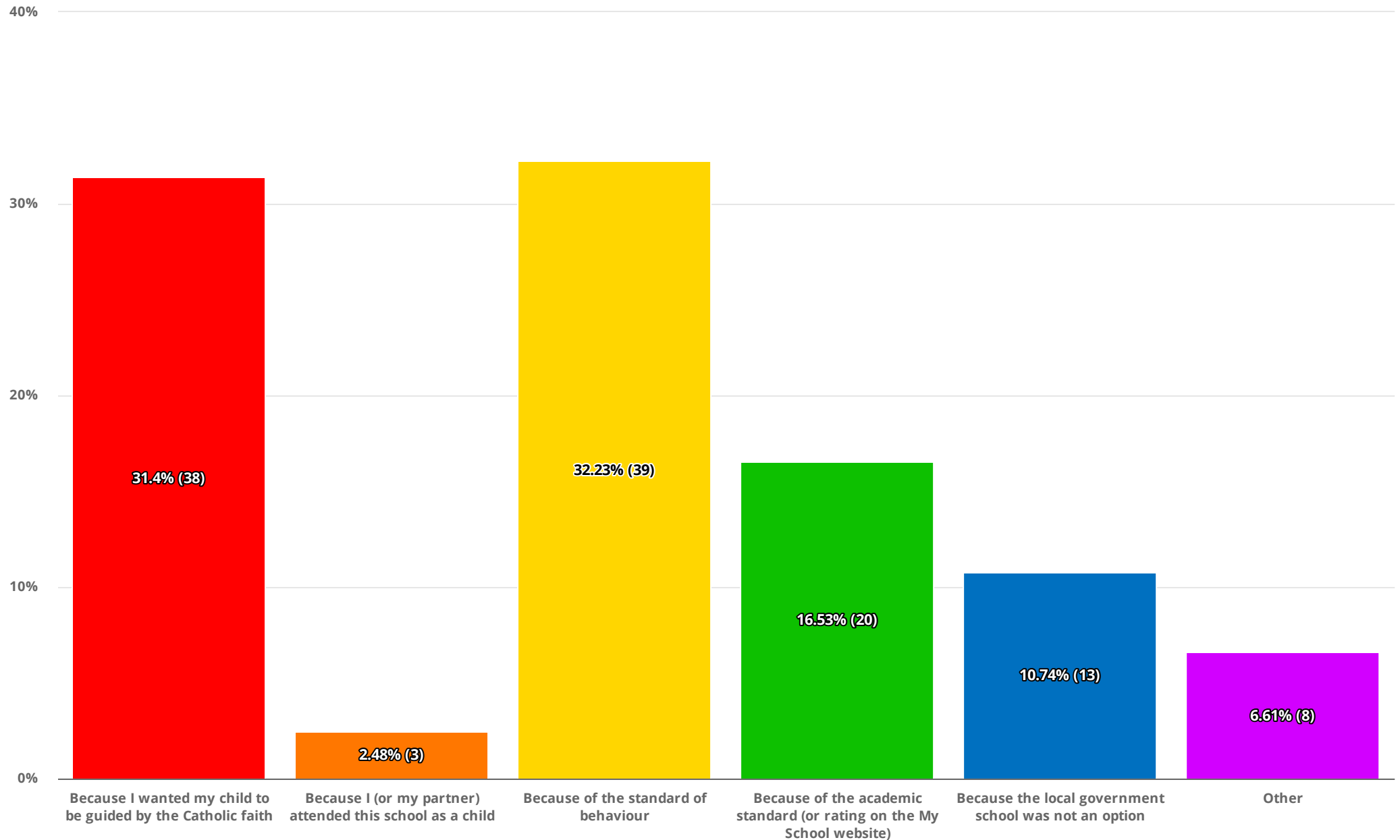
The SATISFACTION WITH THE SCHOOL scale assesses the extent to which parents or caregivers are satisfied with the school their child attends.



Percentage of each response	Items included in the scale	Average response for each item
	Actual I am satisfied that the school knows and appreciates my child's/children's qualities. Actual	Actual 4.28
	Actual I am satisfied with the support my child/children receive from the school. Actual	Actual 4.28
	Actual I am satisfied that the school has a clear understanding of my child's/children's needs. Actual	Actual 4.15
	Actual I am satisfied with the school's academic expectations of my child/children. Actual	Actual 4.24
<ul style="list-style-type: none"> ● Almost Never ● Rarely ● Sometimes ● Often ● Almost Always 		

Reasons for Selecting this School

The graph below is a percentage breakdown of reasons parents selected the school.

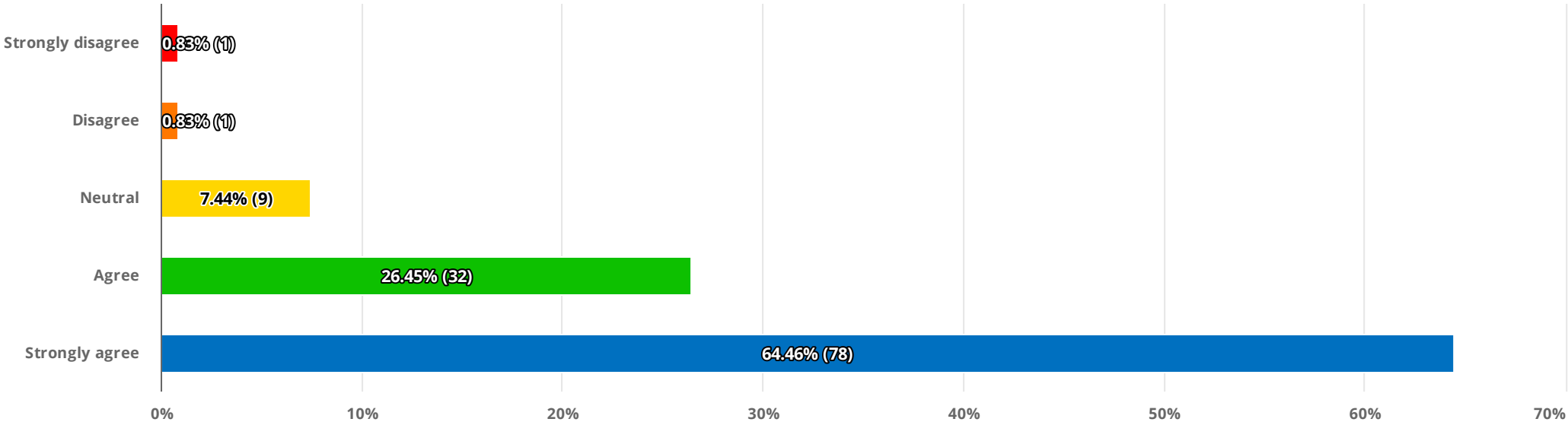


Text Responses for Parents who Selected 'Other'

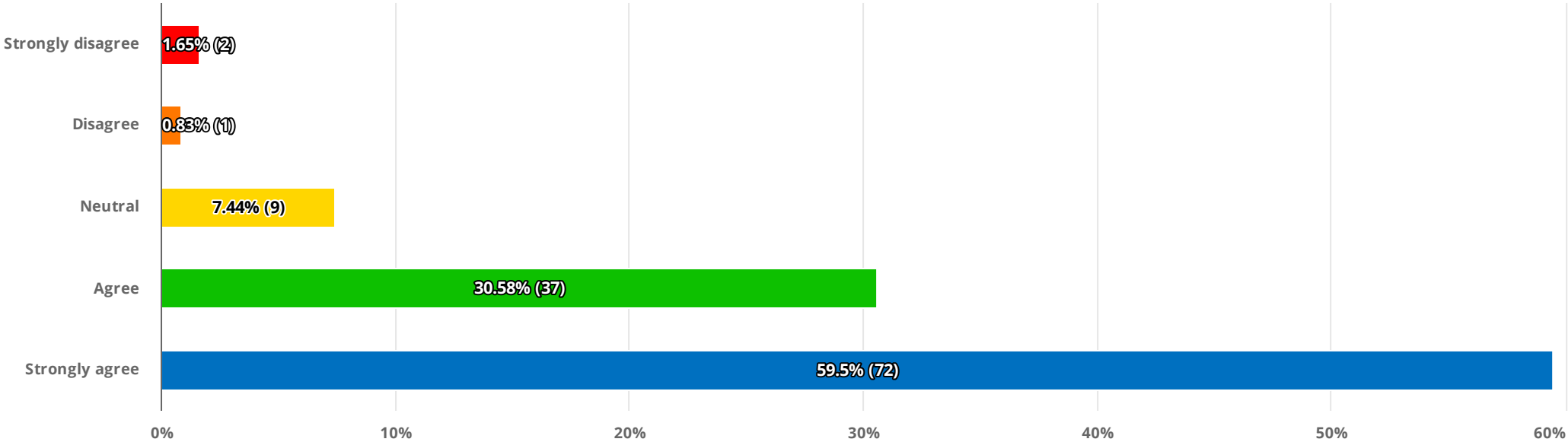
The responses below were from the parents who selected 'Other' for the reason for sending their child to this school.

A combination of academic standard and the quality of pastoral care provided.
Because I felt that the school would strive to get the best version of my child by being invested and accountable in his academic journey.
Enter your answer here
For the best behaviour management and pastoral care possible and to be guided by the Catholic faith for stronger morals and values.
It was my child's wish to continue on at a catholic high school
My chi
My children were let down by the public high schools.
School provides ethics and values including respect, pride, belonging, and striving to achieve. Oppotunity to participate in extra curricular sporting opportunities
We wanted a faith based education
because of convenience as its closer to our home and the only private school in our suburb.

I would recommend this school to others.

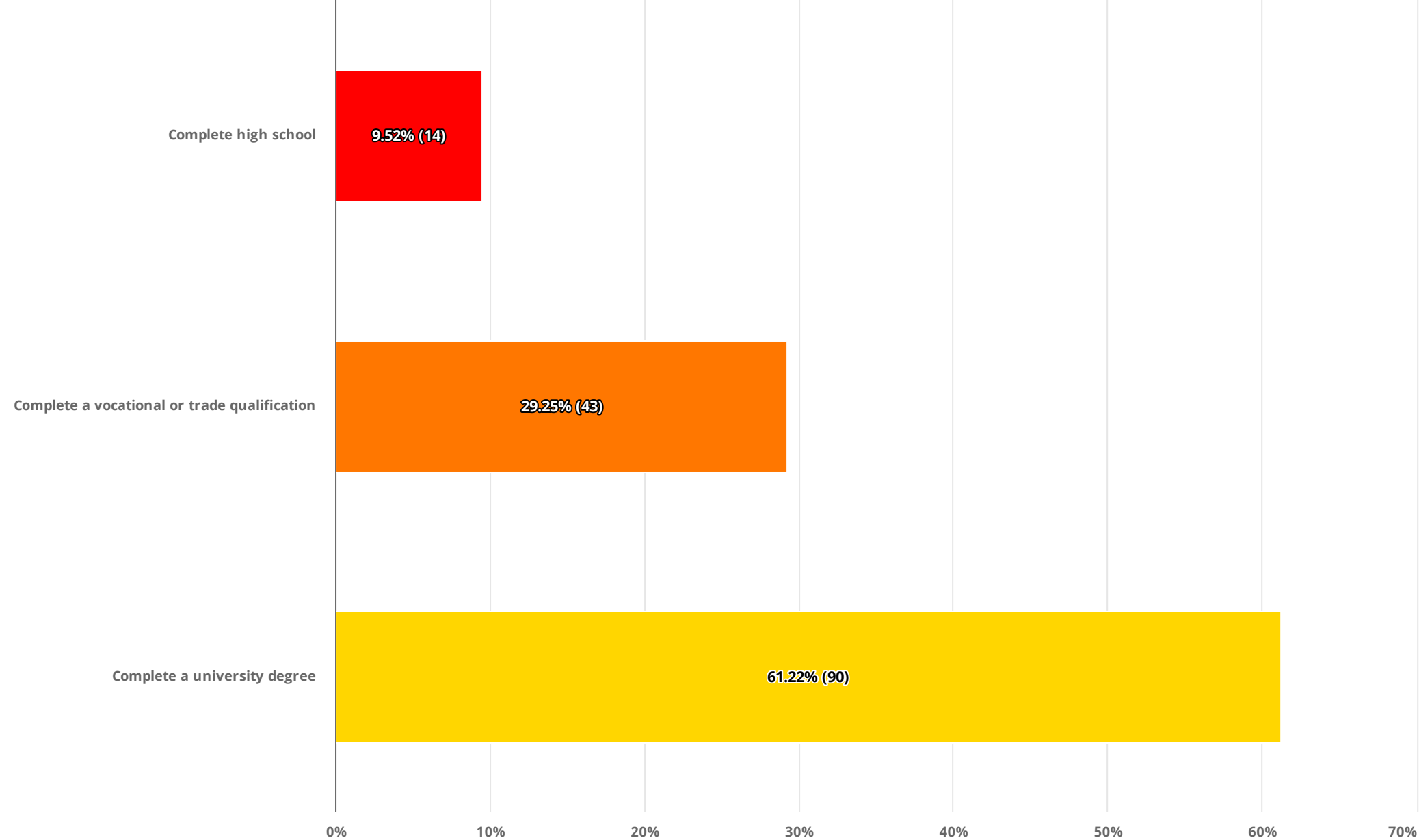


Overall, I am satisfied with what the school does for my child/children.



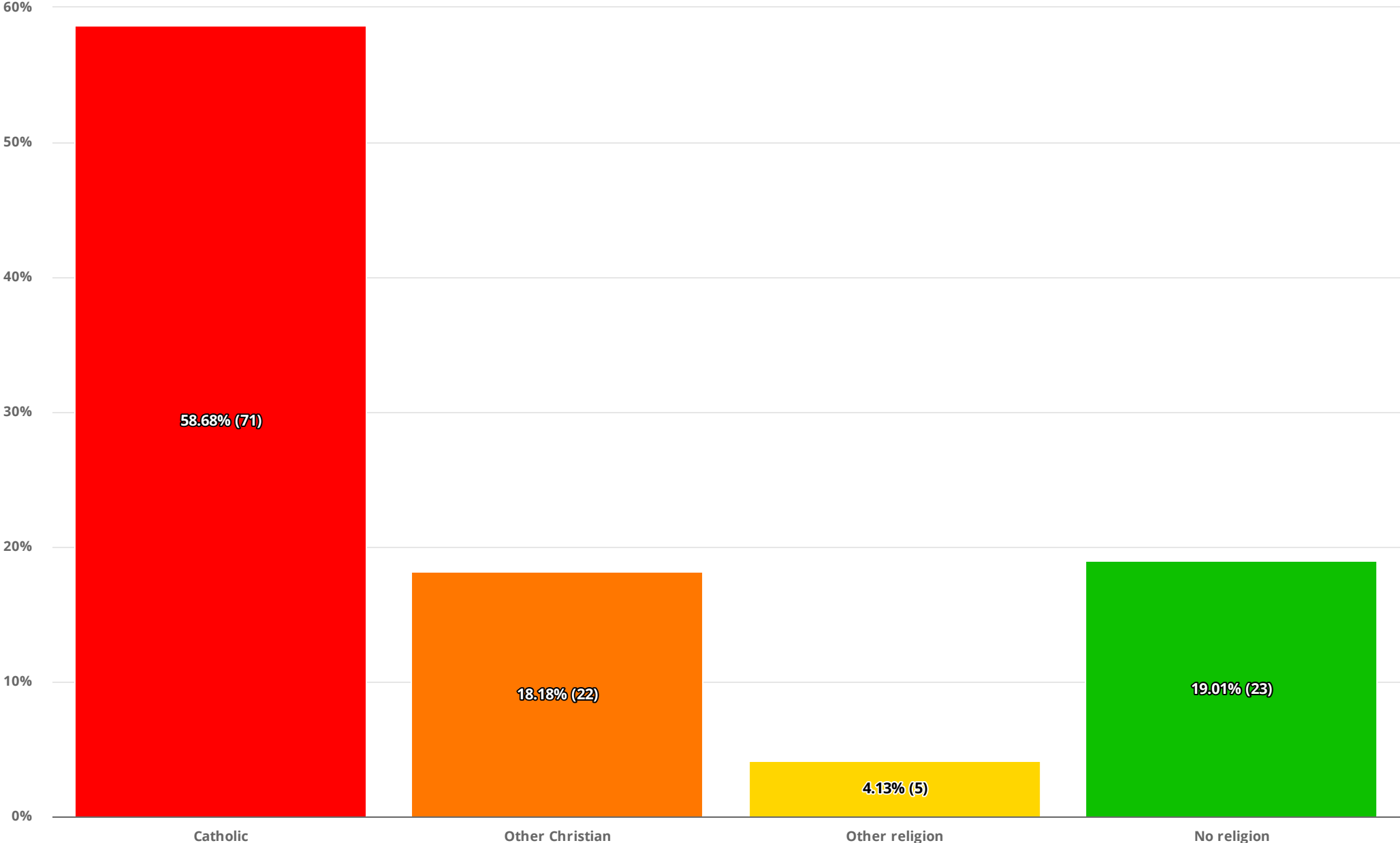
Educational Aspirations

The graph below is a percentage breakdown of parents' aspirations for their child/children.



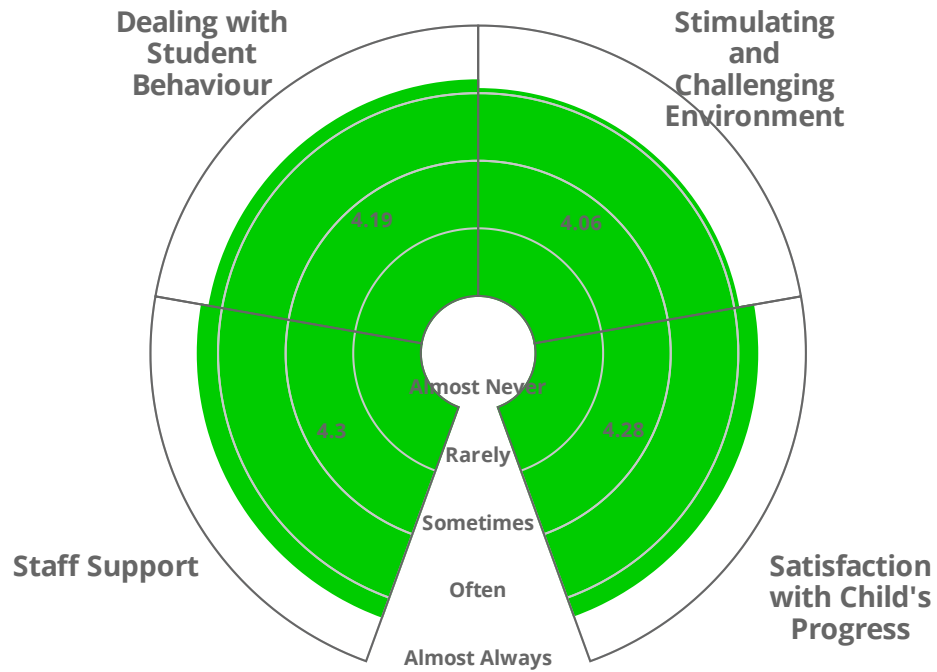
Breakdown by Religion

The graph below is a percentage breakdown.



Overview

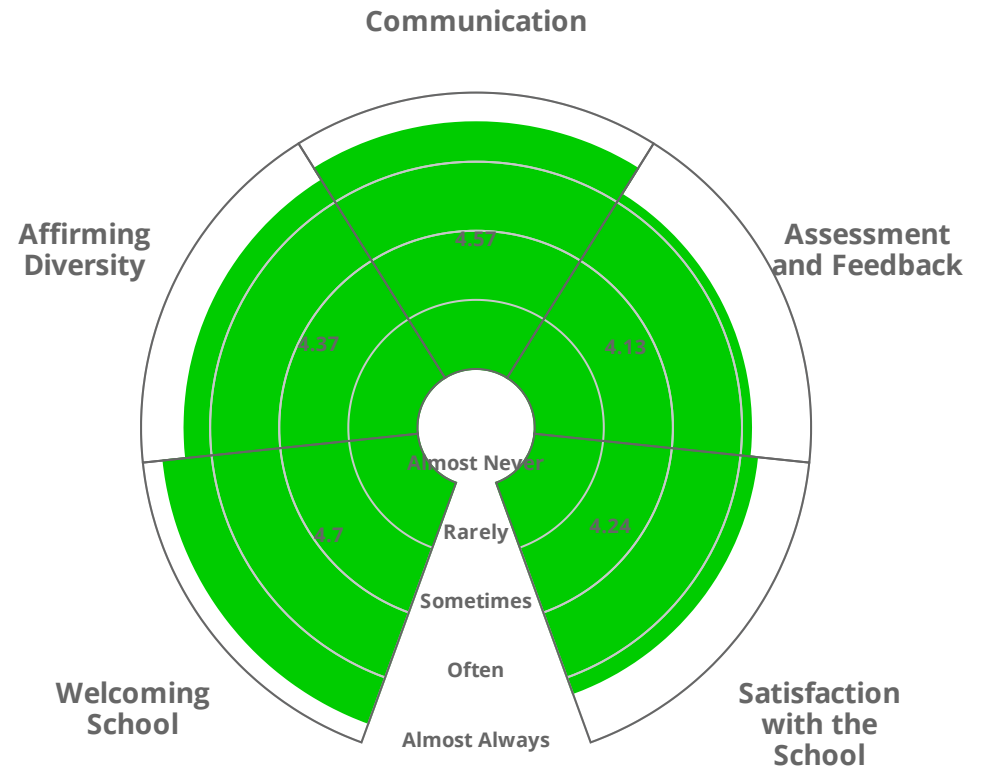
Child's/Children's Experiences



● Actual

Overview

Parents'/Caregivers' Experiences



● Actual