

Parent Consultation Summary: Online Reporting - August 8, 2017

We will ask the same three questions at each consultation and then have a particular focus for each meeting. The 3 questions are:

- † What does Carmel College do well?
- † What could Carmel College do better?
- † Are there any burning questions/urban myths you want to discuss?

This is the feedback we got from this consultation

What we do well	
<ul style="list-style-type: none"> † Lots of special days, fundraising, dress up etc. that my daughter enjoys † This year, the communication with teachers is better † Builds a sense of community well (2 comments) † Community involvement / support eg De Paul House, Breast Cancer (2 comments) † Good sense of community throughout the school † Chances for leadership and extra curricular involvement encouraged † Sporting opportunities well organised † More sporting opportunities eg high performance, yoga, Facebook † Good learning support † We like the Atawhai system - my daughter is happy that she knows girls of all ages (2 comments) † Parent paperwork (3 comments) † Regular newsletters/ communication is good (2 comments) † Careers evenings † NCEA introduction evenings - were really helpful † Parent portal - great for keeping up to date † Pastoral care † Focus on education † Focus on achievement 	
<p>Reports</p> <ul style="list-style-type: none"> † Good to have updates at regular times throughout the year to see our progress or shortfalls † I like that I can just go online and see how my daughter is doing at any time † Good that she can see the report too (daughter) † The pie charts are great motivation for the students † Good student/ teacher rapport around progress † Like that the reports are emailed out/ advised the reports are ready † Parent portal is good for making NCEA structure clearer for parents 	
What we could do better - all of Carmel	
1. More leadership opportunities by year levels	1. There are a range of leadership opportunities available: student leaders such as Head Girls and Head of House; Tuakana leaders; captains of sporting teams; leaders of music groups; leaders of particular student groups such as Young Vinnies. We are looking at developing more explicit teaching of leadership skills which are appropriate for particular year levels.
2. Upgrading of older facilities	2. 30 year plan in place through our proprietors' board (who are responsible for all the buildings at the college) and this is online. In the meantime, all parts are being maintained and repaired where appropriate - paint, carpet.
3. The bachelor judging the girls - really?	3. Year 13 leaders wanted a celebrity judge. Loads of invites sent out - Zac Franich was the only person who responded and that was because he has family connections to Carmel - family members who are past and present students and he is an ex-Rosmini student. Essentially, he is already part

	of our community and participated as such.
4. St Peters calls Religious Studies - Theology and Philosophy - I think this is a good idea	4. There is some merit to teaching philosophy as a standalone subject but the Bishops of NZ direct all Catholic schools to teach the approved Religious Studies curriculum. This is what we are following.
5. Reporting can be a little generic (2 comments). Next steps not clear	5. That is the balance that we are trying to reach - teachers writing reports for up to 180 students at the same time - comment banks assist with managing the time needed to do this. Hopefully, after further review of the online reporting, reporting learning progress to parents will be more timely and relevant as they will be written at the most appropriate time in the learning programme rather than at designated, whole school schedules.
6. Not always clear to parents - are they expected at parent teacher conferences if there are no concerns?	6. All students are welcome to attend the parent interviews with their parents. It is very useful for them to be included in those discussions. We will work on making sure we add that invitation for the students to attend with their parents in the next round of interviews.
7. Parent interviews - too short. I never get a chance to see my daughters actual work. Advance notice for interviews last time not long enough and the interviews finished too early.	7. Trying to get the balance between giving all the parents access to the teachers for an interview (short duration but more interview slots) and making the time long enough to have a meaningful discussion (longer time but less interview slots available). We are always reviewing our time lines with regards what worked well and what didn't so this will be added into the next review cycle. Also balancing between giving enough time for parents to attend and not having teachers sitting there for hours for 3 scheduled interviews (several teachers had less than 5 appointments for the whole evening in the last parent teacher interviews but were there for the whole 3 hours).
8. Sometimes I get overwhelmed with trips - \$10 here \$15 there \$5 for this that and the other	8. Trying to give Yr 7/8 opportunities to go out and experience a very enriched curriculum while not constrained by NCEA assessments. We do try to ensure that all trips are clearly aligned to curriculum objectives
9. I don't know what my daughter is studying and how exactly I can help her	9. This is something we are exploring with the use of technology. While the portal gives you an idea of the assessments that are being covered, the google classroom that all students are part of can be a place where parents can ask to see with their daughter to view what is happening in the classroom. If you have concerns or queries, please don't hesitate to contact the subject teacher via email or the parent interview evenings.
10. When I do come to the school, I get lost, sometimes it seems there is a lack of organisation in this respect?	10. We have just upgraded our direction signage this year. At the front of the school, by the reception area, there is a wayfarer sign with main buildings named. At the top of the stairs by the reception, there are signs leading to the Atrium and Theatre. Usually, at major events like the teacher interviews, we position students at various points to give assistance with direction. Often, we will use a whiteboard by reception to give further direction to particular groups who might be visiting. If all else fails, please ask at reception or one of our staff or students.
11. Accounts - very difficult to understand when I compare to Rosmini and difficult to know how much I owe	11. We have looked at the Rosmini account. The account that is sent out only shows the Proprietors' invoices. The Carmel accounts have 2 sections: one with the Proprietors' accounts and the second one with the school activities. Carmel puts the school activities on the accounts as, in a previous finance review, parents

	indicated that they would rather have everything on the one account rather than having to go online several times during the school year as school activity costs occur. (at Rosmini, all school activities are on the online shop and parents have to log on to that to pay these).
12. Vertical meetings - do we still do enough across the year level?	12. Yes, we still hold assemblies / meetings for things specific to each year level eg Year 13 Ball, Year 8 camp. Other assemblies are arranged in Houses to ensure all students and their accompanying Atawhai teachers can attend. Notice and communication is given through year level google classroom
13. Lots of emails - daughter's internal email lots and lots	13. Suggest for students that they turn off notifications of google classroom which will help to manage this as most come from there -every time the teacher posts a new item.
14. School activities as a parent don't always know - what do we need to know?	14. Check the calendar that is available on the parent portal. Can also set up an RSS feed to your own personal calendar so the school events automatically come across.
What we could do better - Focus on online reporting review	
15. Reporting - reporting view in KAMAR - can it be organised better to see year by year rather than all dumped together? Eg year 7 and year 8 results separated in KAMAR portal	15. This seems to be mainly affecting the Y7&8 online reports. This will be reviewed as part of our trial.
16. Reporting - I want to know where my daughter is at as well as next steps	16. This is also part of the review of online reporting. As we move to more feedforward comments prior to the final assessment, this will provide more information for the next steps.
17. Reporting - 10 minutes with my daughter better than 5 mins on my own - could this be made clearer that bringing my daughter is preferred option	17. As stated in No. 6 above, we would prefer the students to be there with their parents and we will make this more explicit in our notices about parent teacher interviews.
18. Reporting - would love a chance to see my daughter's work - to share something with me?	18. Please refer to No. 9 above.
19. Reporting - is there a system for tutoring? (if required) Can this be communicated to parents?	19. For students who have identified learning needs, we do have our Learning Support team assisting these students. For students who would benefit from additional tuition in particular subjects, this is usually available for students in L1, L2 and L3, especially as the external assessments draw near. Each department offers additional time, either before or after school, or during lunch times and these are optional for students to attend. Parents can also contact subject teachers as we do have generous senior students who offer additional tuition to students throughout the year.
20. Reporting - if there is a concern, can the parents be contacted rather than just waiting for the report?	20. Our process is that individual subject teachers would be making contact with home if they have cause for concern. This contact is recorded in our student management system and notification is sent to the House Dean. If the House Dean sees a pattern across a range of subjects, the dean will make further contact to discuss with the parents if it is a behavioural issue or refer to the relevant HOD if a subject related issue.

Urban Myths/ Burning Questions

- 1) Don't know what we don't know - eg didn't know about properly the portal: where do we find information:

The first place that we would direct our parents or students to is our website. If you are unable to find what you are looking for, please email admin or ring the school so we can answer your query.

- 2) Unsure of new reporting system -

This is the purpose of tonight's consultation - to get feedback on how it is from a parent's perspective so that we can make sure our reporting systems are fit for purpose and understood by the audience for whom they are written, namely parents.

- 3) Carmel NCEA results seem to have gone down in the last few years - **clarified tonight that this is definitely not the case**

This information is available on our website which shows that our results have not 'gone down'. We compare our results over 5 years with national levels of achievement and also schools similar to ours - girls in Decile 8-10 schools. These graphs show that Carmel has continued with not only maintaining the outstanding academic results but, in some cases, continued to improve, especially in relation to endorsements. http://www.carmel.school.nz/images/stories/academic/Analysis_of_Variance_1.pdf

In April, the North Shore Times article showed that our Excellence endorsements for L1, L2 and L3 NCEA exceed all other North Shore schools by a considerable margin.

<http://www.stuff.co.nz/auckland/local-news/north-shore-times/91787268/schools-on-aucklands-north-shore-celebrate-achievements>

- 4) Do all parents get told where their daughters are in relation to mid-year National Standards? Yes, that is part of the reporting obligations. Unfortunately, in the online reporting trial for the Y8s, this information was left off these reports. This will be rectified shortly and these parents updated.

- 5) Carmel don't want to see you if there isn't a problem (parent interviews)

As stated above, we encourage parents to bring their daughters to these interviews. The teachers are there for all parents to discuss their daughter's learning progress.