



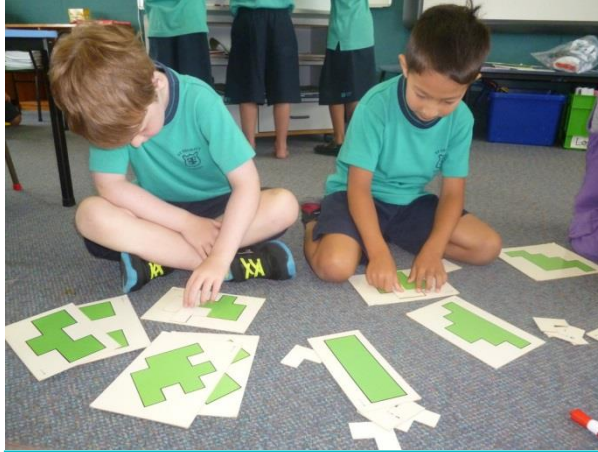
A Feedback Survey Amongst Parents, Students and Staff September 2017



ST THOMAS'S
KOHIMARAMA. AUCKLAND



Background information



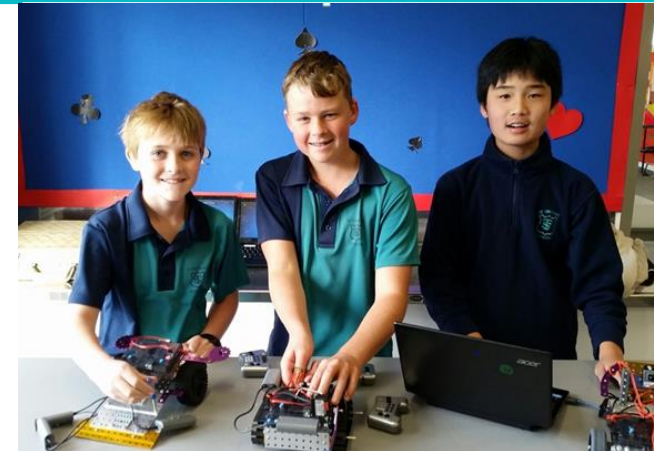
The board of trustees would like to implement a transparent consultation process with the wider community to gain a better understanding of their expectations of the school.

The aim is to gather feedback from its community, starting with parents, to better understand how the school is meeting their needs and what it can do to improve as well as give parents the opportunity to raise any concerns or issues.

Buzz Channel was commissioned to design and conduct this community feedback research independently, and to assist the Project Group from St Thomas's School with implementing the findings.

The results will be used to help lead the School into the future by :

- helping you make better informed decisions with the community in mind;
- understanding any areas of concern.



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 buzzchannel
The art of listening - made simple

Research objectives (Phase One & Phase Two)



- To develop an accurate understanding of parents' expectations of the school, and potential areas of concern, could be around student achievement, support, programmes, teaching expertise etc.



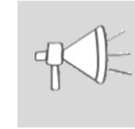
- What are the future opportunities for St Thomas's School? Areas / process / systems to focus on to ensure the School better meet the needs of the community.



- What kind of communication channels do parents want St Thomas's School to use?
- What are parents' expectations and understanding around Future Focused Learning (including e-Learning)?



- What are the general thoughts of the students and staff on St Thomas's School?
- How do they feel about the current programmes / services offered by the School?



- What are the strengths of the School from the students' and staff's point of view?
- What are their expectations for the school and are these being met? If not what could be done to lift performance.



Research methodology



Project planning
& establishment



Qualitative exploration
Focus groups



Action workshop



Quantitative Online Surveys
of Parents, Students & Staff



Analysis



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Qualitative Phase



The purposes of this stage were to:

- i. Uncover the range of opinions and attitudes held by parents, students, and staff members, and explore these in depth;
- ii. Gather insights to inform the design of the quantitative questionnaire.

In total, **41 individuals** were recruited for the six focus group sessions:



- i. 22 parents of students from Y1 to Y8, including half of class representatives and the half invited by class representatives (i.e. those who are less engaged).
- ii. 8 students (Y7 and Y8)
- iii. 8 teaching staff members
- iv. 3 admin and support staff members.



The Project Group communicated with parents and associated groups (e.g. parent class representatives) the research process, when parents could expect email invitations from Buzz Channel etc...



Quantitative Phase



The purpose of the quantitative stage is to apply the findings and insight from the qualitative stage, and quantify key stakeholders' perceptions. The questionnaire was designed to get a detailed representative understanding of the ideas and issues they have, key strengths, and identify areas for improvement for St Thomas's school, as well as preferred communication channels.



An online survey was conducted with parents, students and staff between 4th and 29th September. The following number of interviews were achieved:

- i. 271 Parents of students from Y1 to Y8
 - 258 parents answered the full survey, and 13 parents answered a shortened version.
- ii. 58 Staff
- iii. 90 Students from Y5 to Y8



Parents and staff were emailed a link to the online survey. Students were given the link through their parents to get their consent. Parents who didn't agree did not share the link with their child.



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Summary



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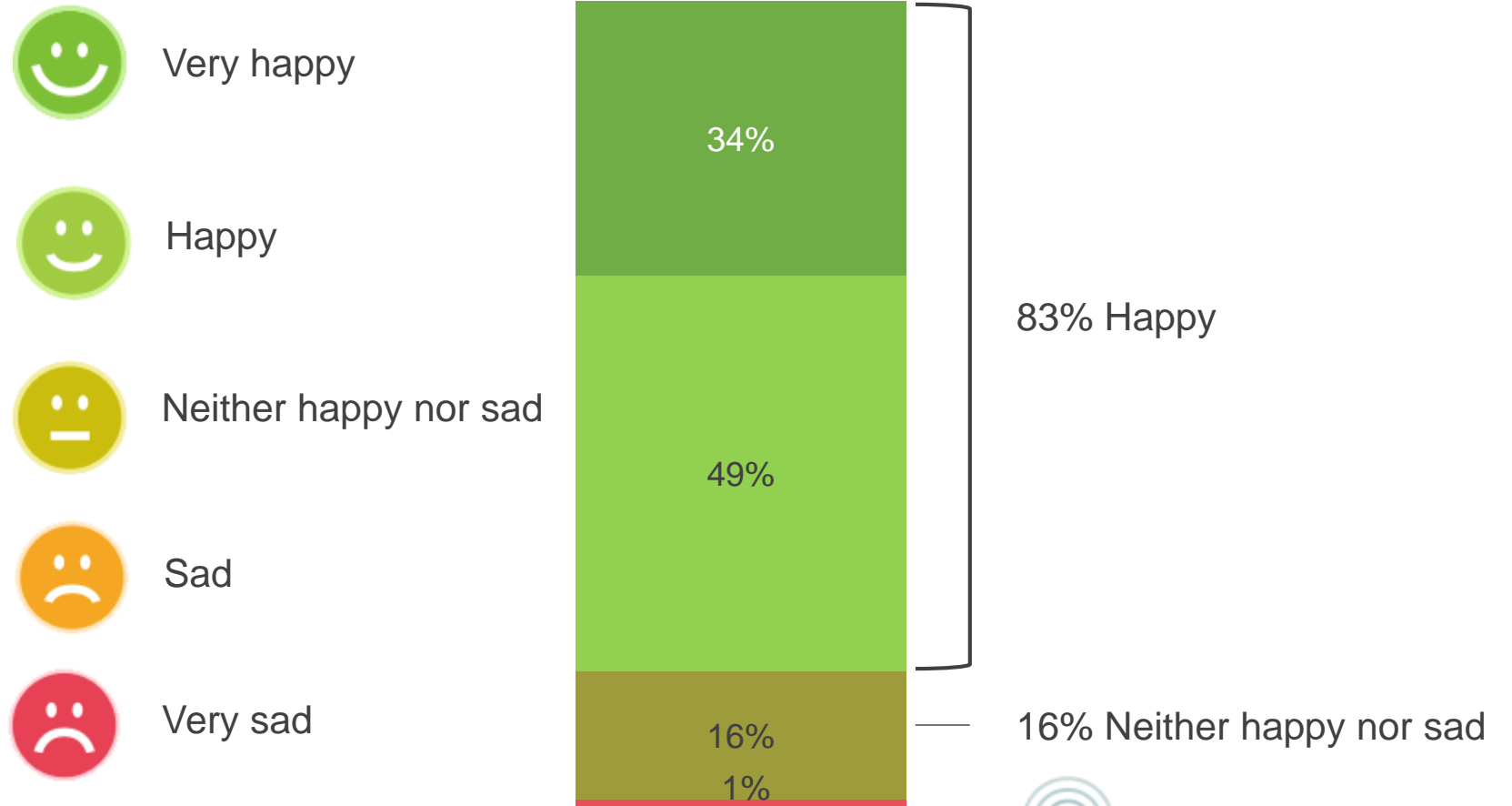
Students' Perspectives



The majority of students feel happy about St Thomas's School.

One in six students feel neutral about the school.

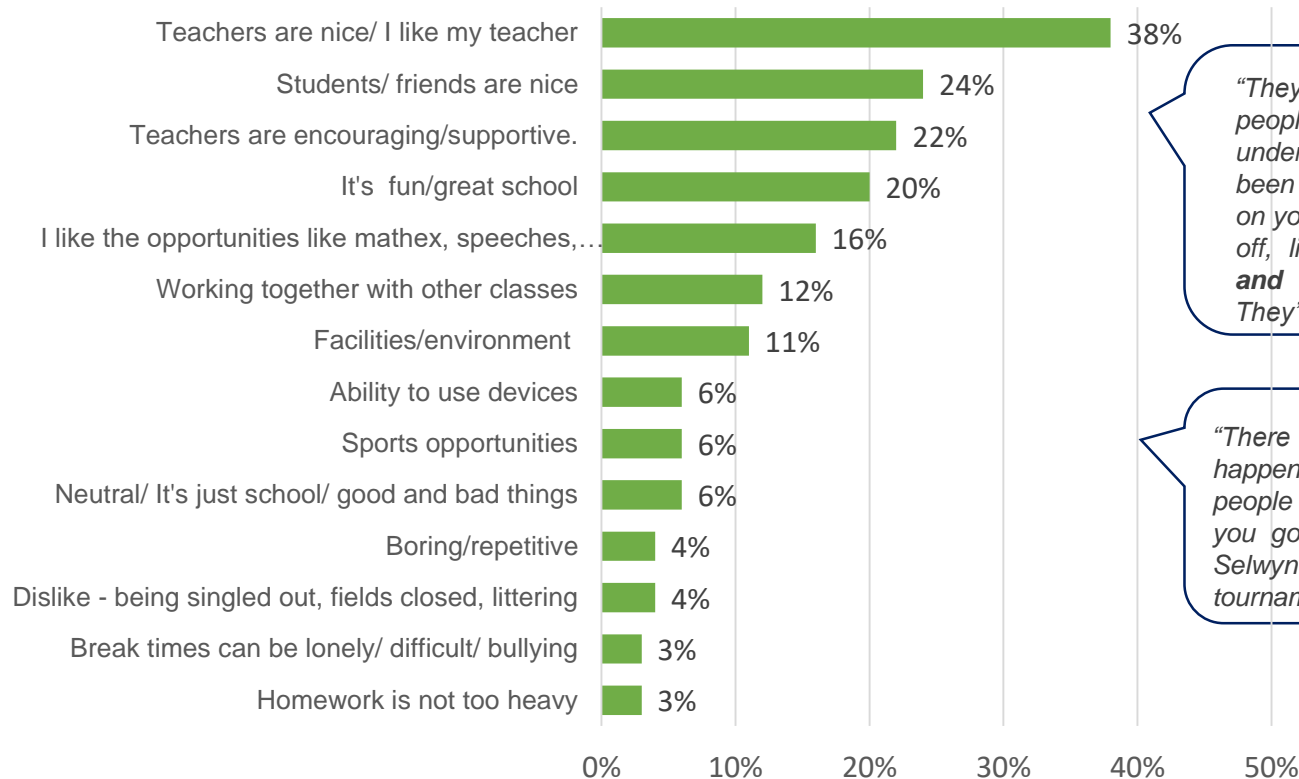
"How do you feel about St Thomas's School?"



Relationships with teachers and other students are the main reasons for feeling positive about the school.

Students also like the opportunities available, collaboration with other classes, and the facilities.

Reasons for being happy/sad with St. Thomas's School



"They are **fun**, really nice...they don't tell people off. One teacher who will understand you. Lots of times, there have been cases where...a kid runs off and tells on you to them but then they didn't tell you off, like other teachers, they just **come and explains to you what happened.** They're really **calm.**"

"They are like the main teacher for [sports]...they do it in a way that makes it enjoyable for students...but then they have some good punishments like the laps around the entire field whenever you talk...so strict but fun!"

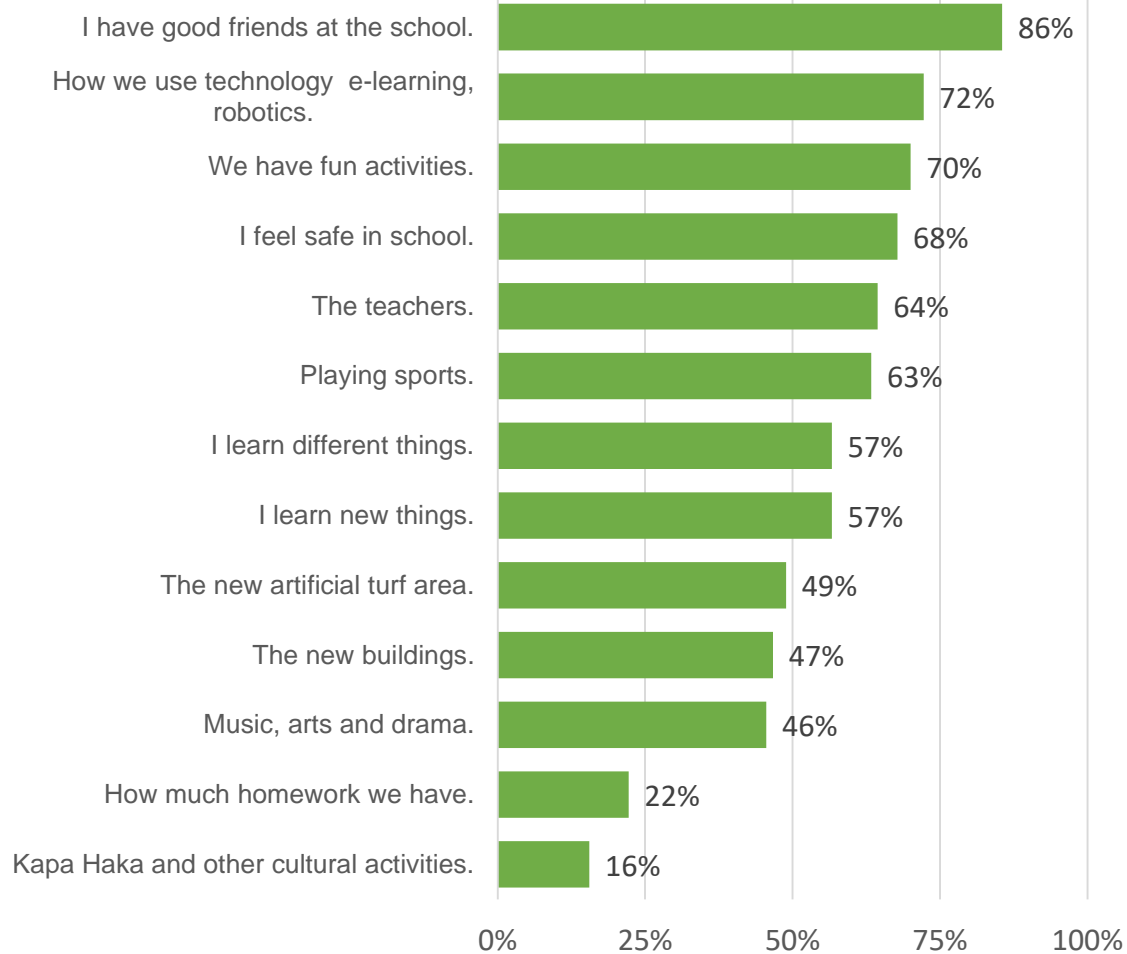
"There was a maths tag thing that happened last year where you get smart people from Years 7 and 8 and...so then you go into groups and you go down to Selwyn and you do a massive maths tournament."

"I like all the opportunities that you get for sport. You get AIMS...and so that is pretty cool. There's all these different kinds like I'm going for football, [friend] is going for hockey and [friend] is going for hockey and cross country and you can sign up for your own thing."

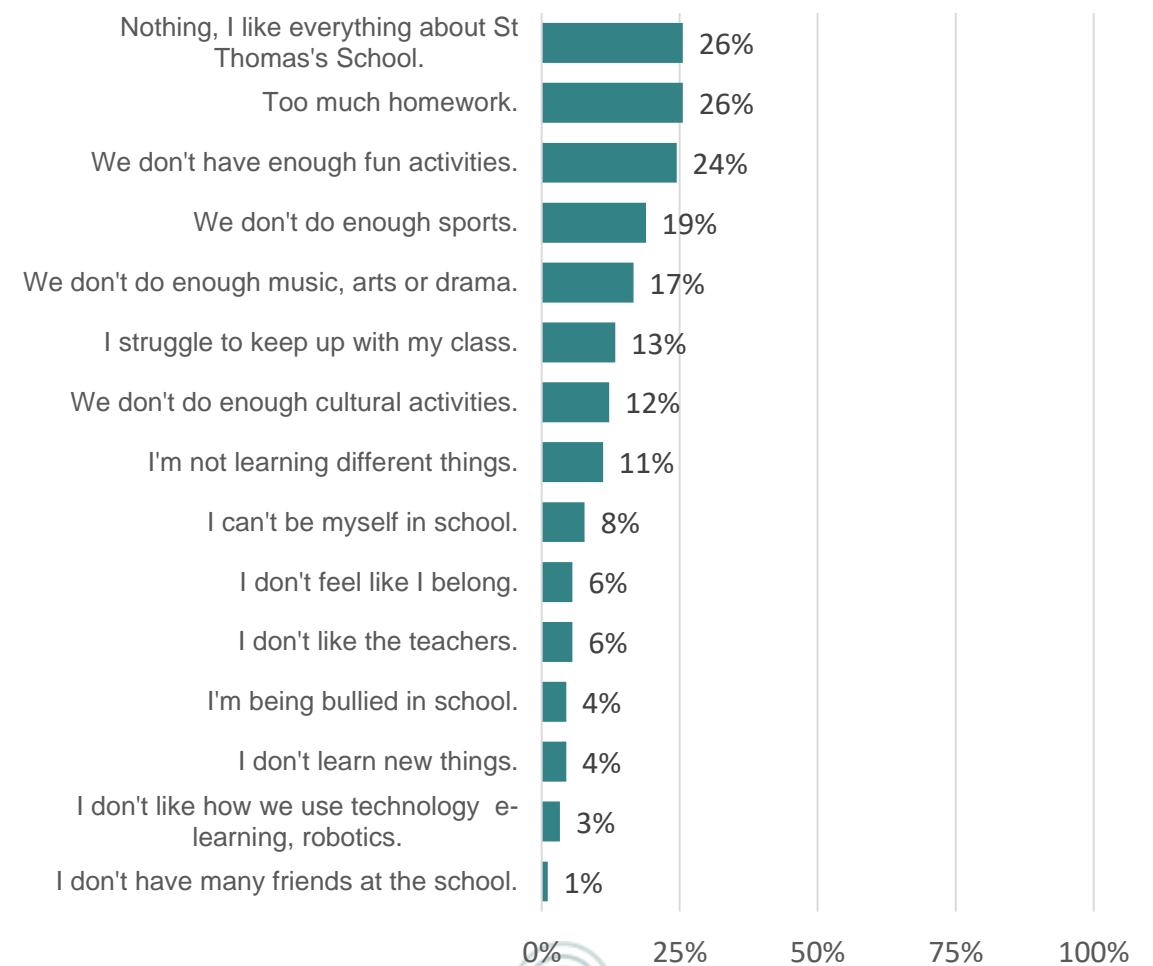
Students (Years 5 to 8) n=90

Students like their friends, technology, having fun, and feeling safe in school. Other reasons for liking the school include the teachers, playing sport, and learning new and different things. The main dislikes, mentioned by a quarter of students, are too much homework, and wanting more activities.

What students **LIKE** about St Thomas's School



What students **DON'T LIKE** about St Thomas's School



The main suggestions of ways to improve the learning environment include having increased quality one-on-one time with teachers, and improved laptops / computer access.

Suggestions for a better learning environment



12%

More one on one with teachers/
small focus groups/ better
communication with teachers



11%

Nothing/ I'm happy with the
way it is/ mostly good



11%

Better laptops/ computer access



10%

More teachers/ smaller
classrooms/ more subjects



6%

Better teachers



6%

New playground for seniors/ inside
sports gym/ somewhere to play sport
when the field is closed



6%

More football/ sports



6%

Improve facilities/ more new
classrooms/ art room/ more
shaded areas



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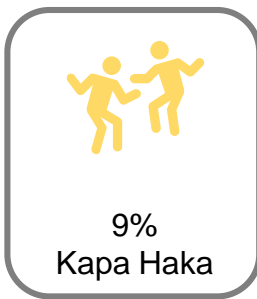
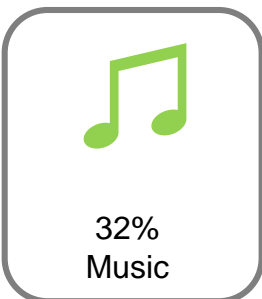
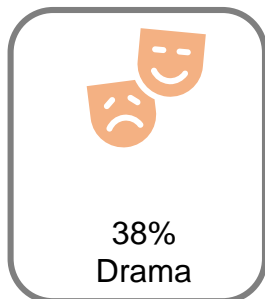
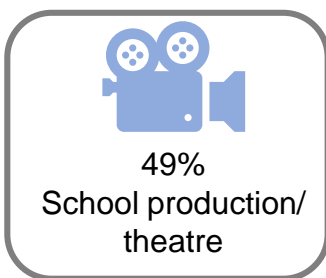
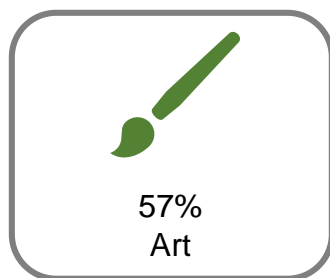
Students (Years 5 to 8) n=90

Students enjoy a variety of activities.

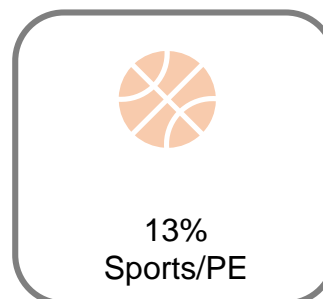
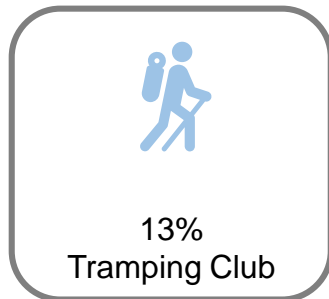
Highest mention is of arts and theatre, followed by robotics, drama and music.

Activities students enjoy in St Thomas's School

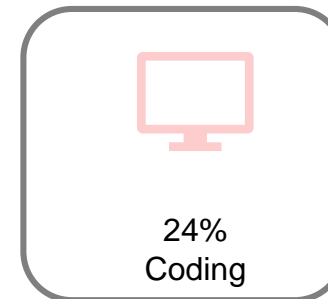
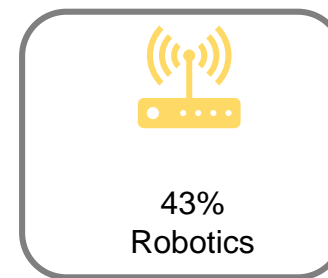
Arts/Theatre/Culture



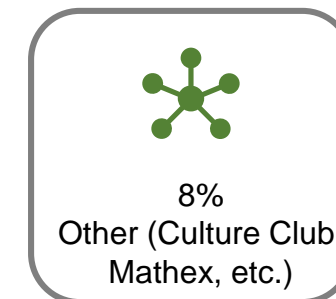
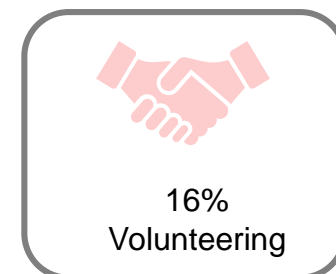
Sports



Coding & Robotics



Other Activities



Which of the following do you enjoy doing at St Thomas's School?

Additional comments about St Thomas's School



12%
Everything is
good/great/positive



6%
Sports facilities – more/better



9%
Playground – new/improved,
senior playground



6%
Better communication with
teachers/more collaboration



6%
More seating areas for lunch



49% No comment



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Is there anything else you want to say about St Thomas's School?

Students (Years 5 to 8) n=90



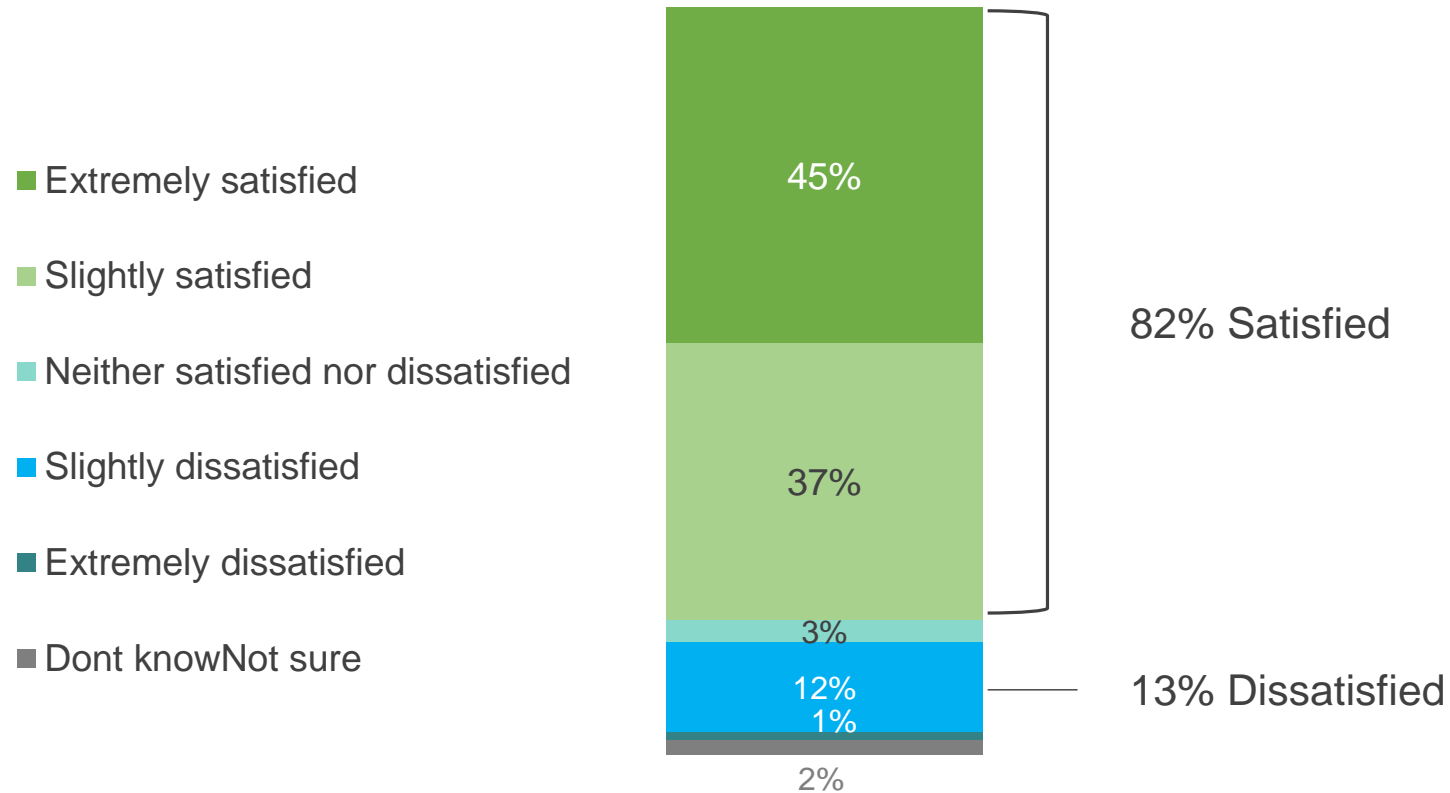
Parents' Perspectives



The majority of parents are satisfied with St Thomas's School as an education provider.

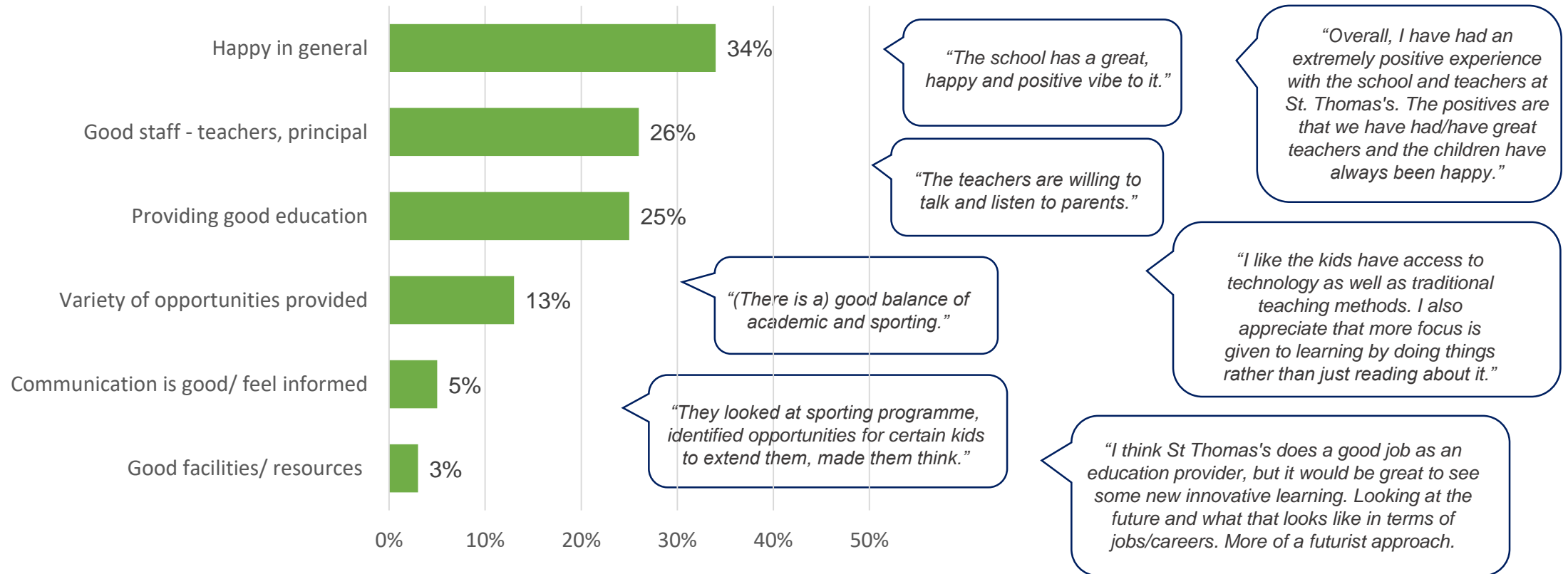
A small proportion of parents are dissatisfied.

"Overall, how satisfied/dissatisfied are you with St Thomas's School as an education provider?"



Parents feel positive about the school in general. They appreciate the staff, and the quality of education provided.

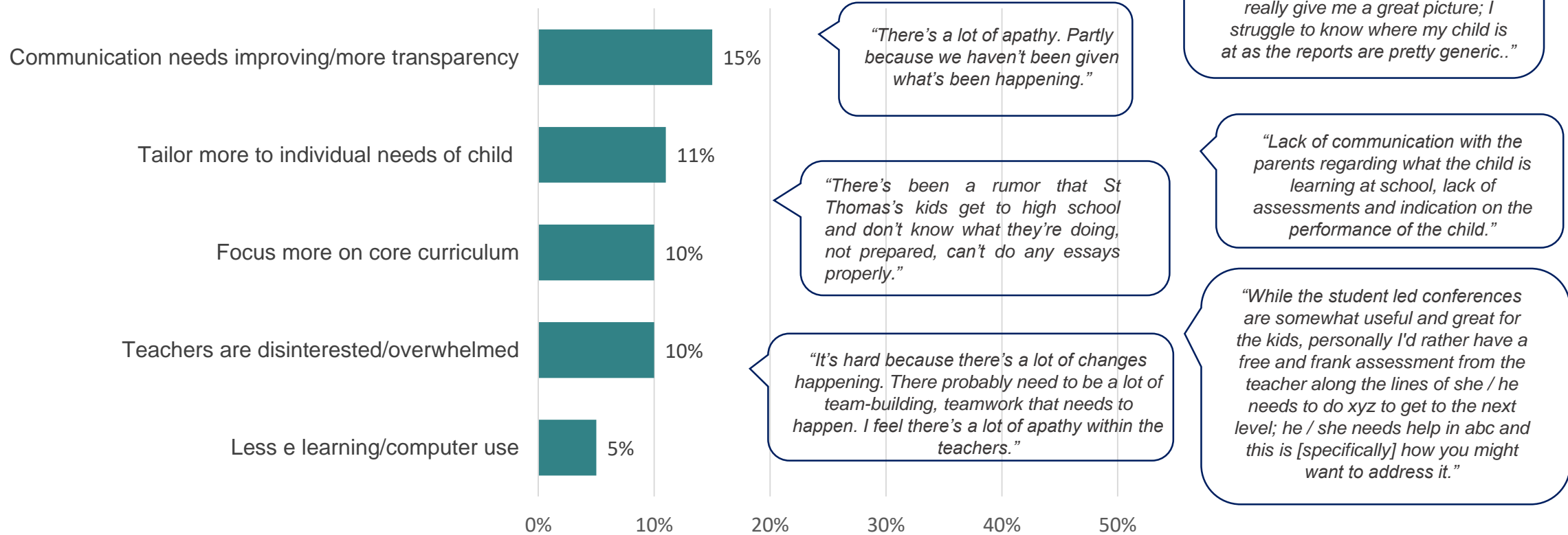
Reasons for being satisfied with St. Thomas's as an education provider



Why do you feel satisfied/dissatisfied about St Thomas's School as an education provider?

The main reason given for not being satisfied with the school relates to wanting improved communication.

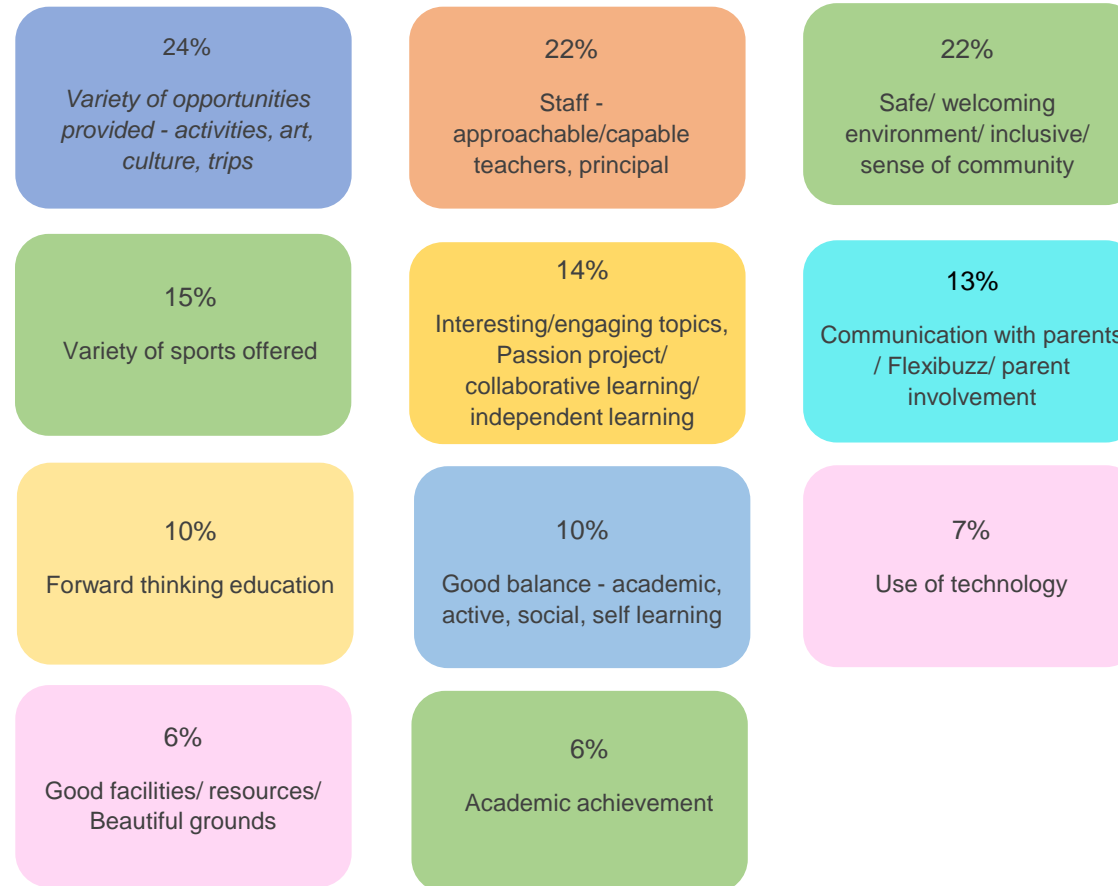
Reasons for not being satisfied with St. Thomas



Why do you feel satisfied/dissatisfied about St Thomas's School as an education provider?

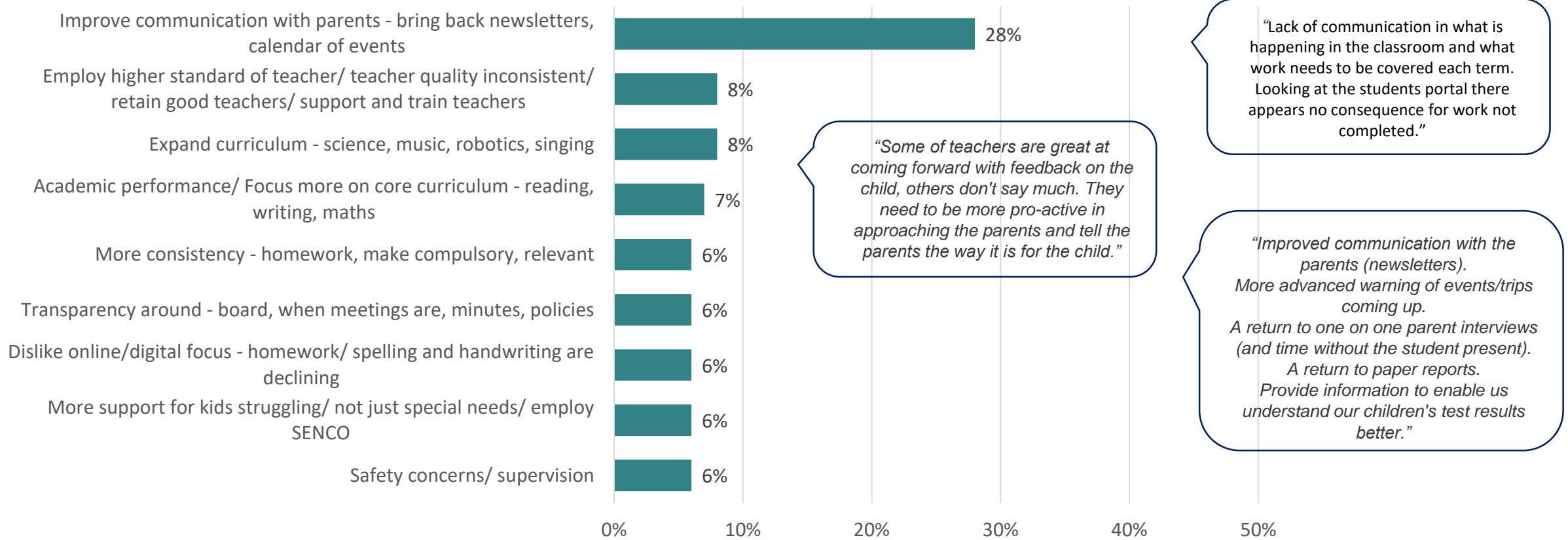
Parents appreciate the opportunities provided, approachable staff, and the sense of community at St Thomas's School.

What St Thomas's School is doing well...



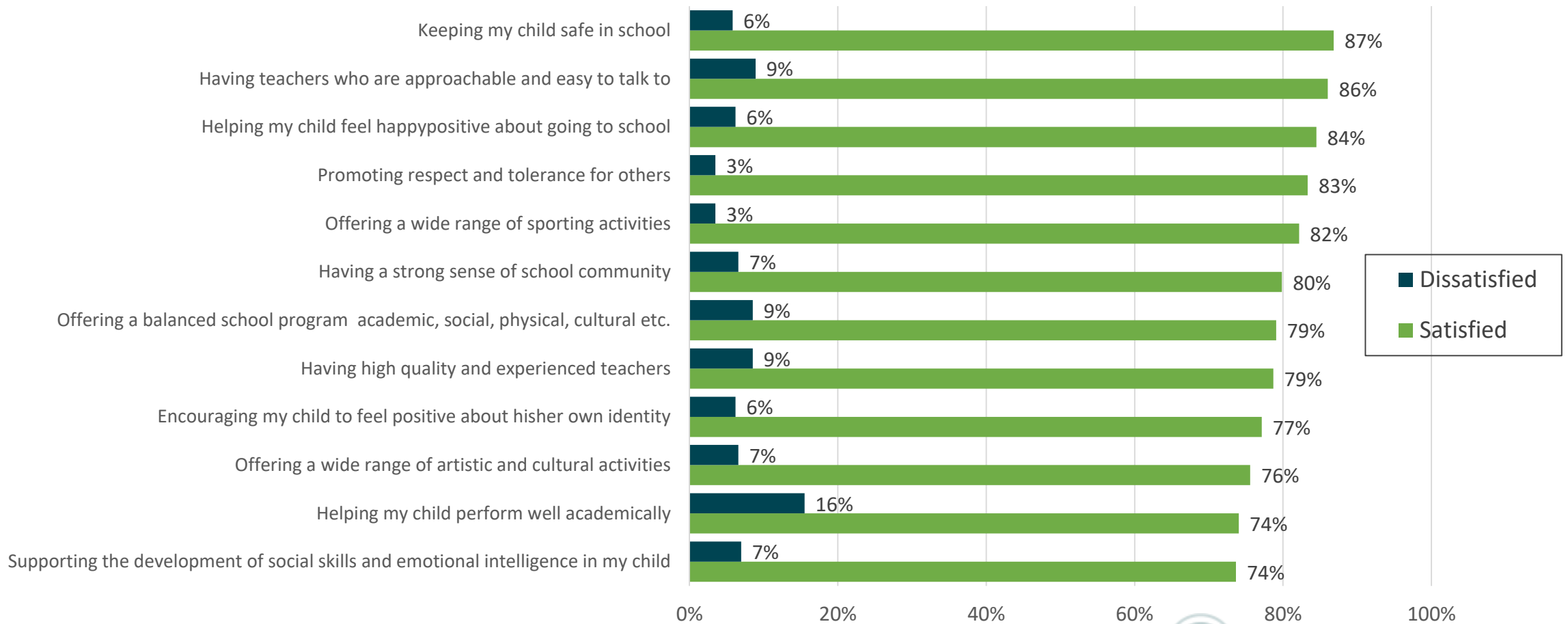
Again the main suggestion by parents is to improve communication. Bringing back the newsletter and calendar of events was suggested.

What do parents think St Thomas's School could improve on...



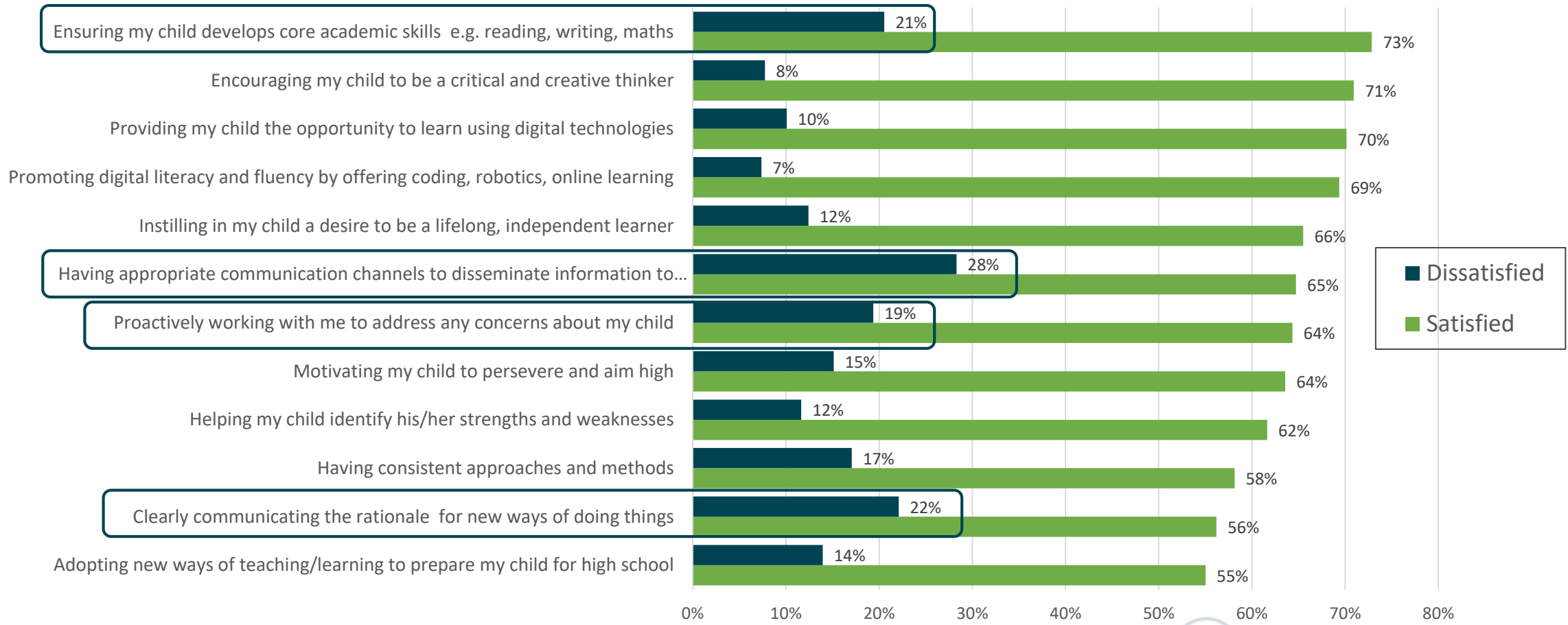
Satisfaction among parents is high across all aspects.

Satisfaction among parents on aspects of school and learning



A few areas were identified where there is room to lift satisfaction among parents.

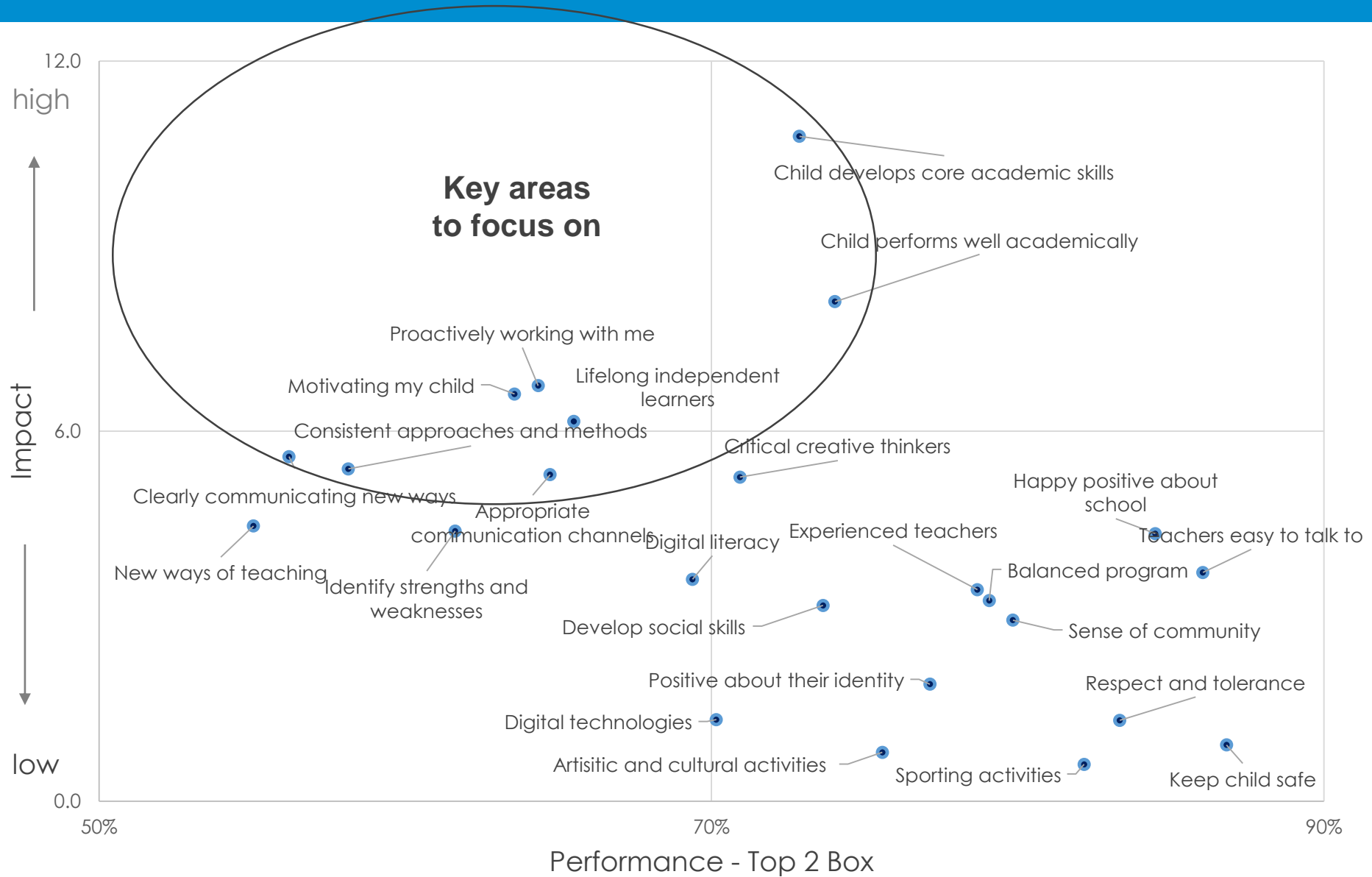
Satisfaction among parents on aspects of school and learning



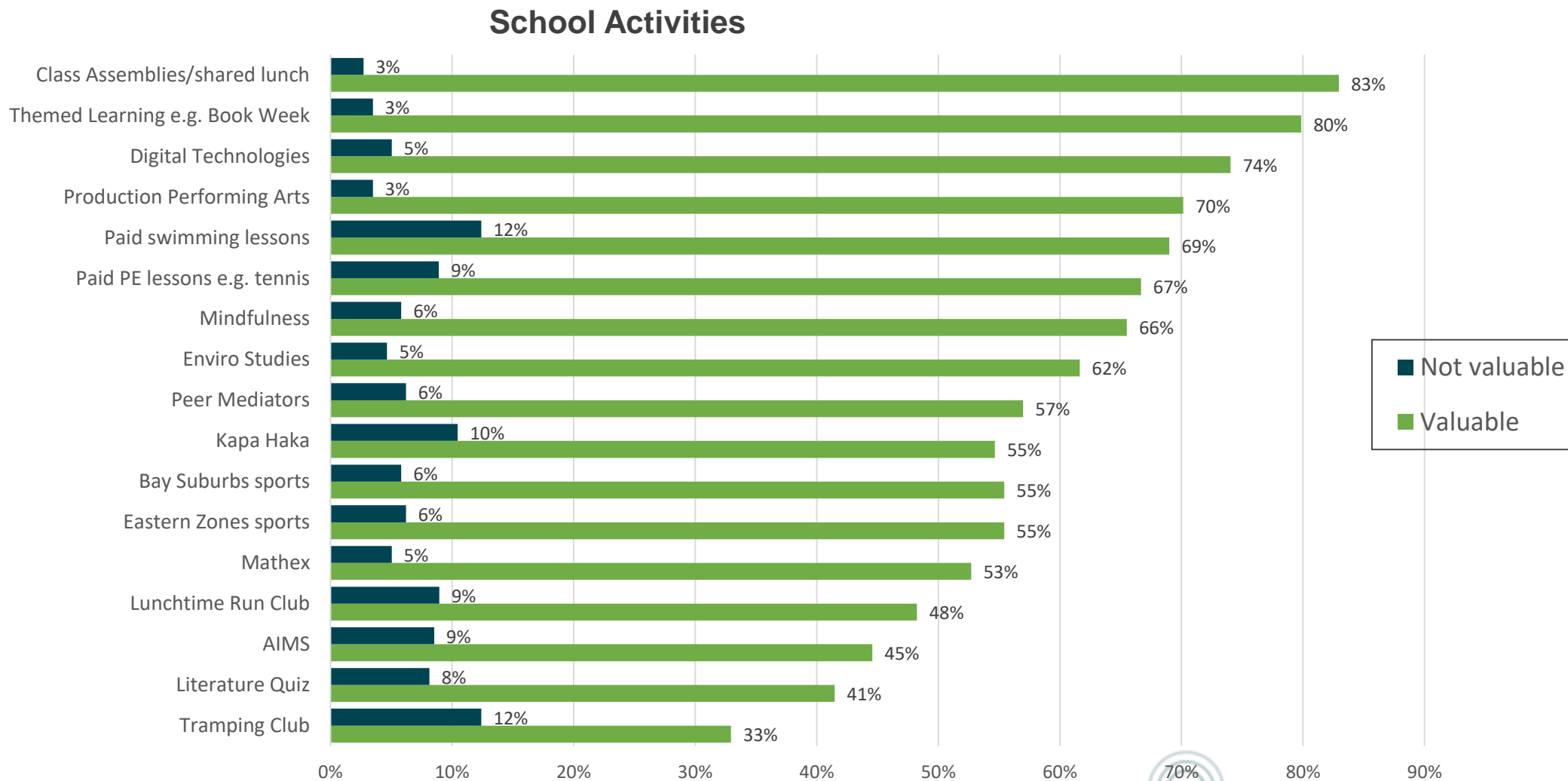
Overall drivers of satisfaction among parents.



Performance and Impact



Class assemblies/shared lunch, themed learning, and digital technologies are considered the most valuable activities by parents overall.



Qualitative Input from parents on e-Learning

e-Learning is seen as a strength but it needs to be...

- Age appropriate. Consider reducing usage at a junior level, make sure core skills like handwriting are still at a high level.
- In moderation. Consider having guidelines and policies for in-class usage, i.e. reason, length of time, sites available, when to put them away. There were suggestions around having BYOD days e.g. Tuesdays and Thursdays only.
- Not to the detriment of basic skill learning e.g. handwriting.
- Not at the cost of child's physical and social well-being. Parents fear their children are missing out on social interactions because moving on to devices too early.
- Secure. Cyber security – e.g. It's concerning parents that “live” emails for children accessible externally. There's a request for parental consent before child is given an email address – their personal data is now online.
- In consideration of the costs and parents' time involved. There is a need for more school devices for parents who don't have one, explain to parents cheap ones would suffice, and perhaps issue a ‘dummy's guide’ to help the least online-savvy parents through the process.

“Online homework for 6 year olds is not good.”

“BYOD not in Year 5. They are too young to know the responsibilities.”

“I don't think is very important for 7 year olds to learn to make PowerPoint presentations, it's important for them to write properly.”

“Before class the kids play Minecraft together – that's not socializing. They are perfectly capable of entertaining themselves without any devices. (and should be encouraged to do so).”

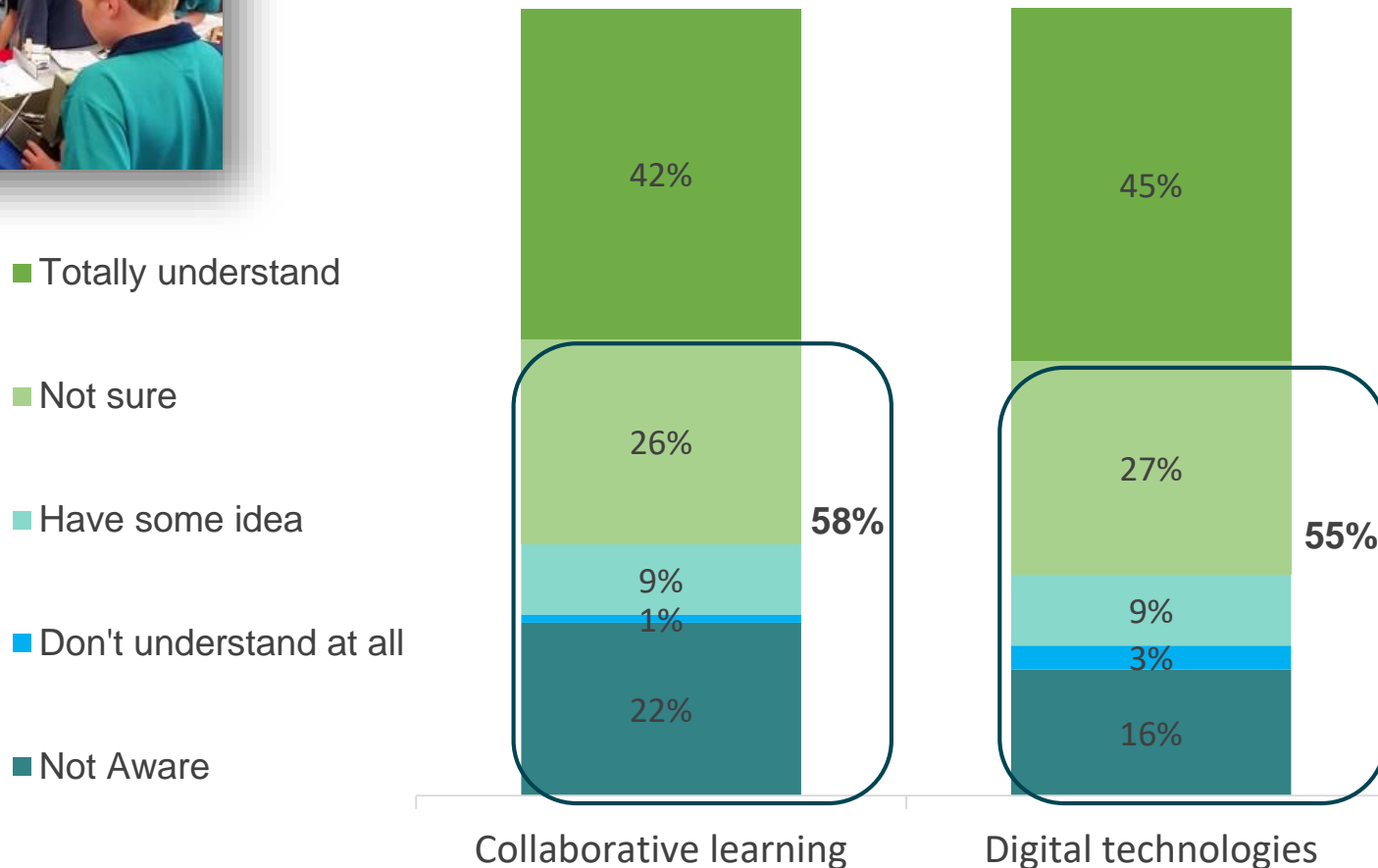
“My son emailed my work address from Google classroom. That means he can email anyone from there. It's just a Gmail address. I'd prefer it to be a closed group.”

“ You don't have to bring a device but if you don't... if ¾ of the class have a device and my son doesn't, there is pressure which I don't like.”

There is room to lift awareness and understanding among parents of both the Collaborative Learning Programme and Digital Technologies.



Awareness and understanding of learning experiences



"The school didn't communicate that they've been doing this. Because collaborative projects require skills. There was no explanation at the start which caused friction in the class"

- Over half of parents are either not aware or don't fully understand about collaborative learning and digital technologies.
- Knowledge of collaborative learning is slightly higher among parents with children in the senior school (Y7/8).



Communication and Engagement with Parents

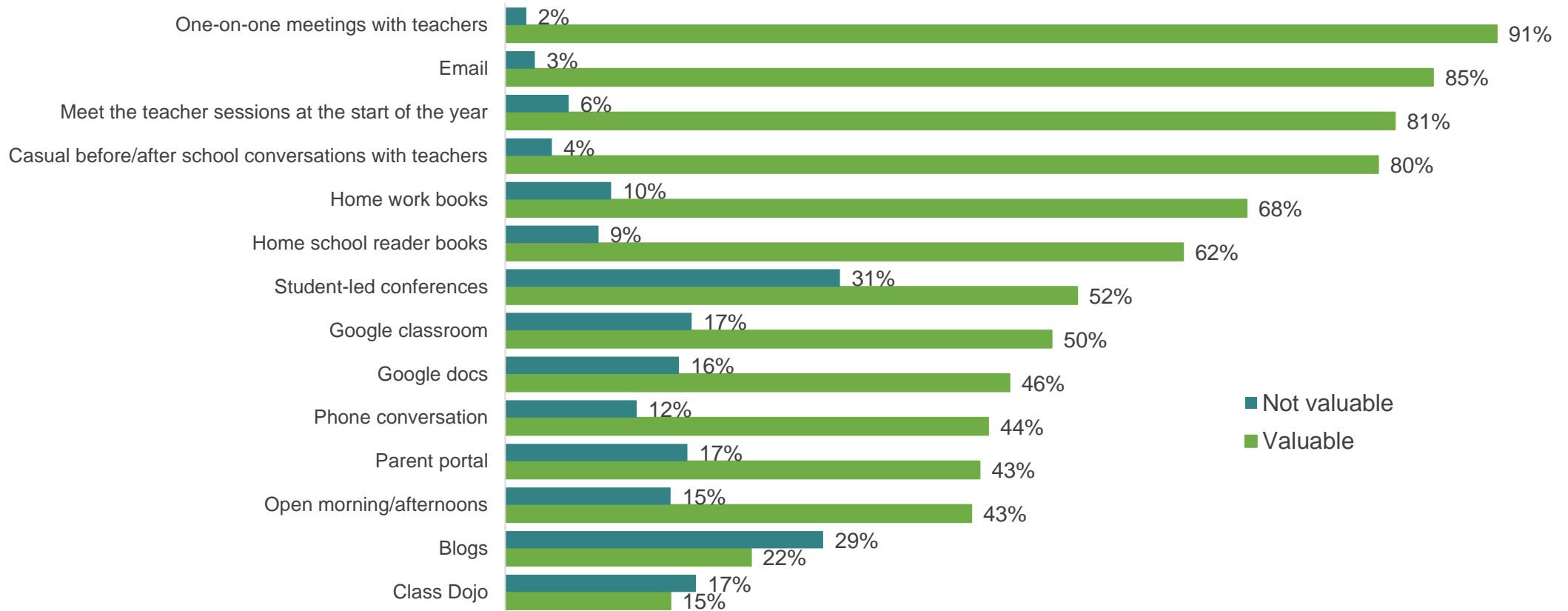


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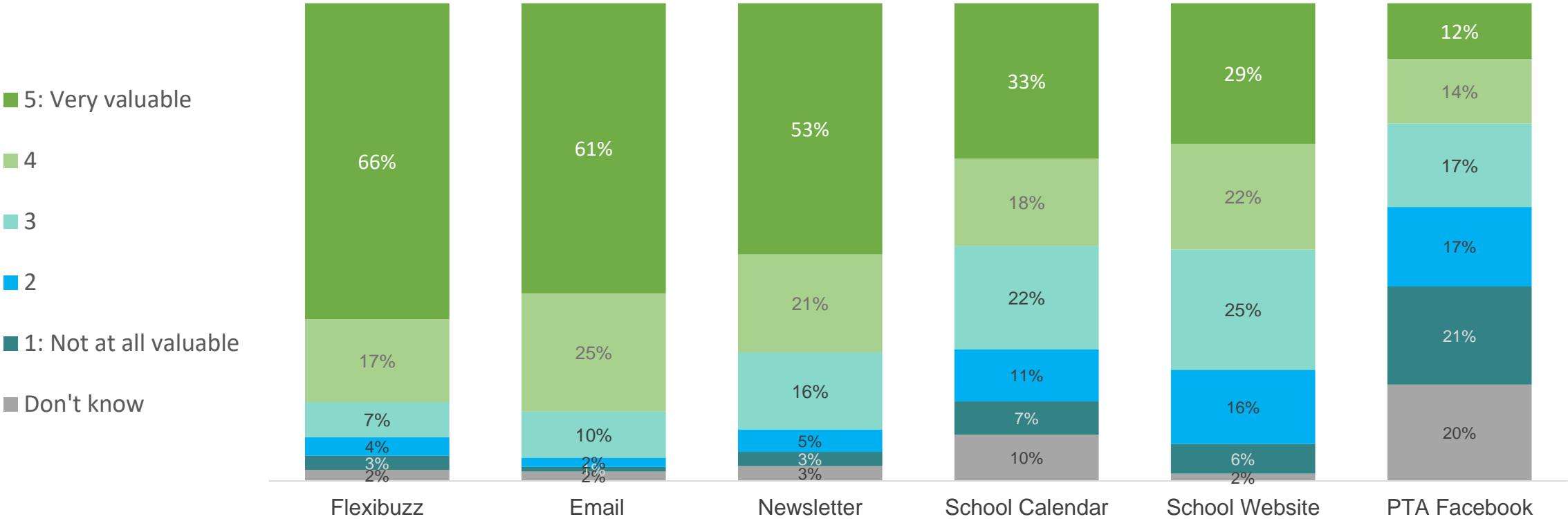
Parents consider face-to-face conversations with teachers the most valuable way to keep up to date with their child's progress, and what's happening in class. Email and home work and reader books are also considered highly valuable.

Ways for parents to keep up-to-date with their child's progress and what's happening in class



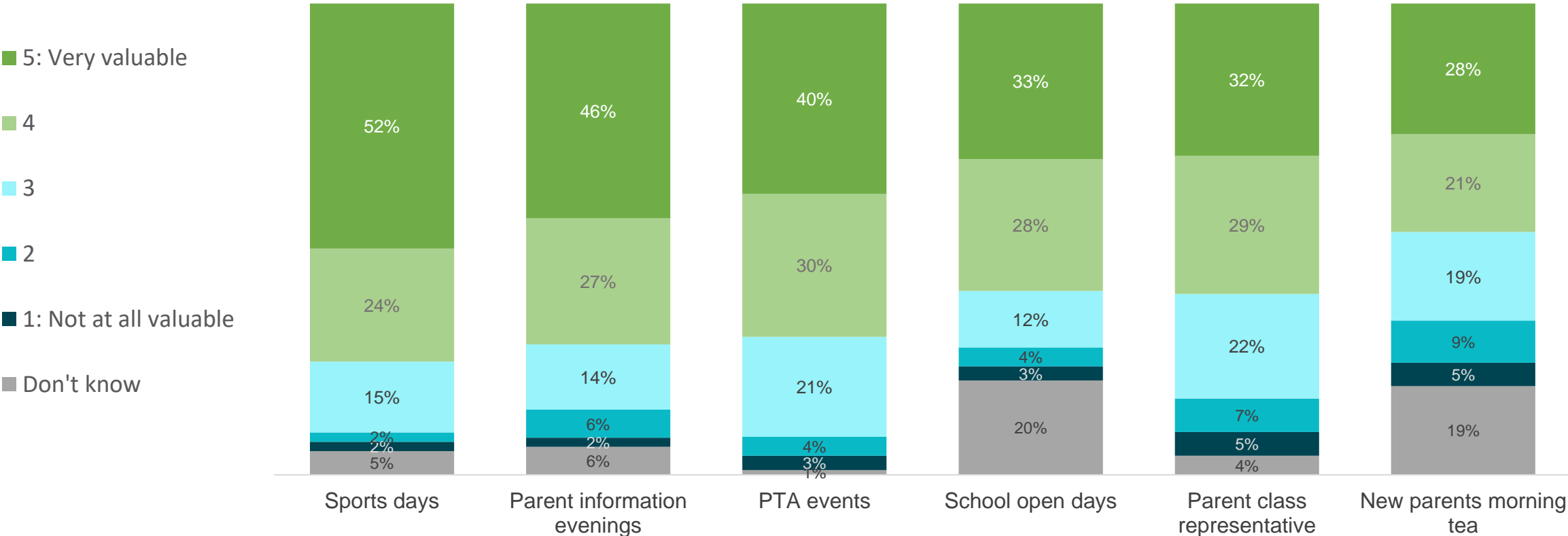
Flexibuzz, Email, and Newsletter are the most valued communication methods for keeping parents informed about what's happening at school

Ways to inform parents about **what's happening at school**
(upcoming events/activities, certificates and awards, celebrating success)



Sports days, parent information evenings, and PTA events are considered the most valuable way to keep parents informed about the school at different points in time.

Communication about the school at different points in time



About a quarter of St Thomas's School parents would like to retain Flexibuzz, email and bring back the Weekly Newsletter.

Ways St Thomas's School can improve communication with parents



25%

Flexibuzz is useful - quick/good for quick updates and payments



24%

Bring back the weekly newsletter/fosters a sense of community/celebrates success



22%

Email is best – email update from the teacher directly, change email from Karen to St Thomas's School



16%

Streamline communication – less platforms, focus on one or two channels, consistency



12%

Bring back parent-teacher interviews/face to face



12%

Communication is lacking - more in depth info on what is happening in the classroom, how is the child doing, any important changes, when will children receive awards



10%

Set time for communication/ more notice/ calendar of events



7%

Too much communication in general/too many notifications/overwhelming



8%

It's fine/ doing a good job currently



20%

No comment



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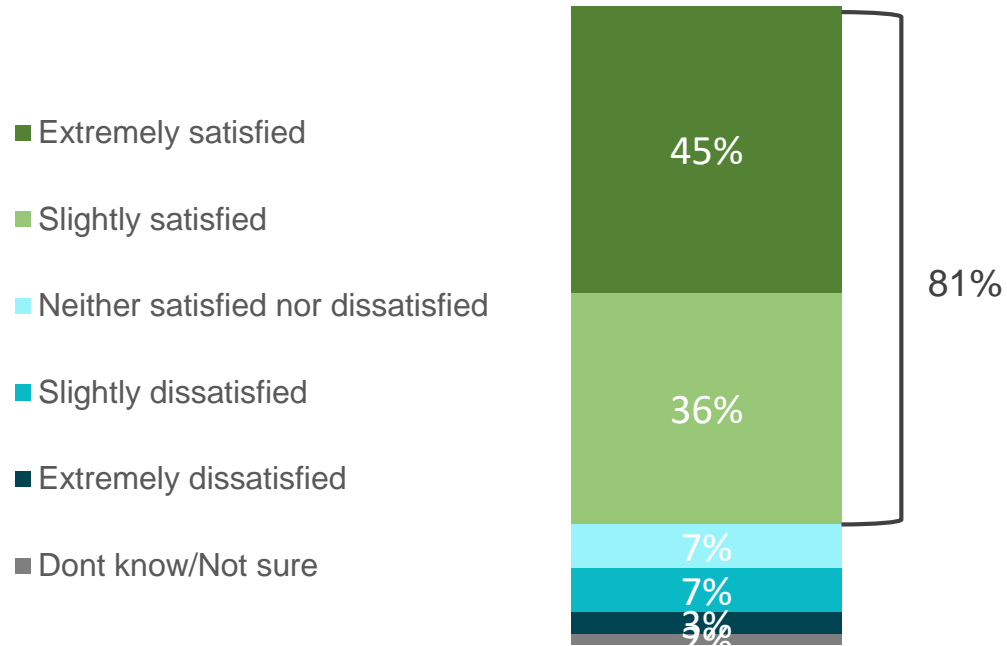


Staff Perspectives

3

The majority of staff are satisfied with their role in the school.
 Main reasons are good relationships with colleagues / students, and feeling supported.
 A small proportion of staff feel dissatisfied, mentioning they would like more streamlined processes, increased consultation on workload changes, and clarity on the school vision.

Satisfaction with current role



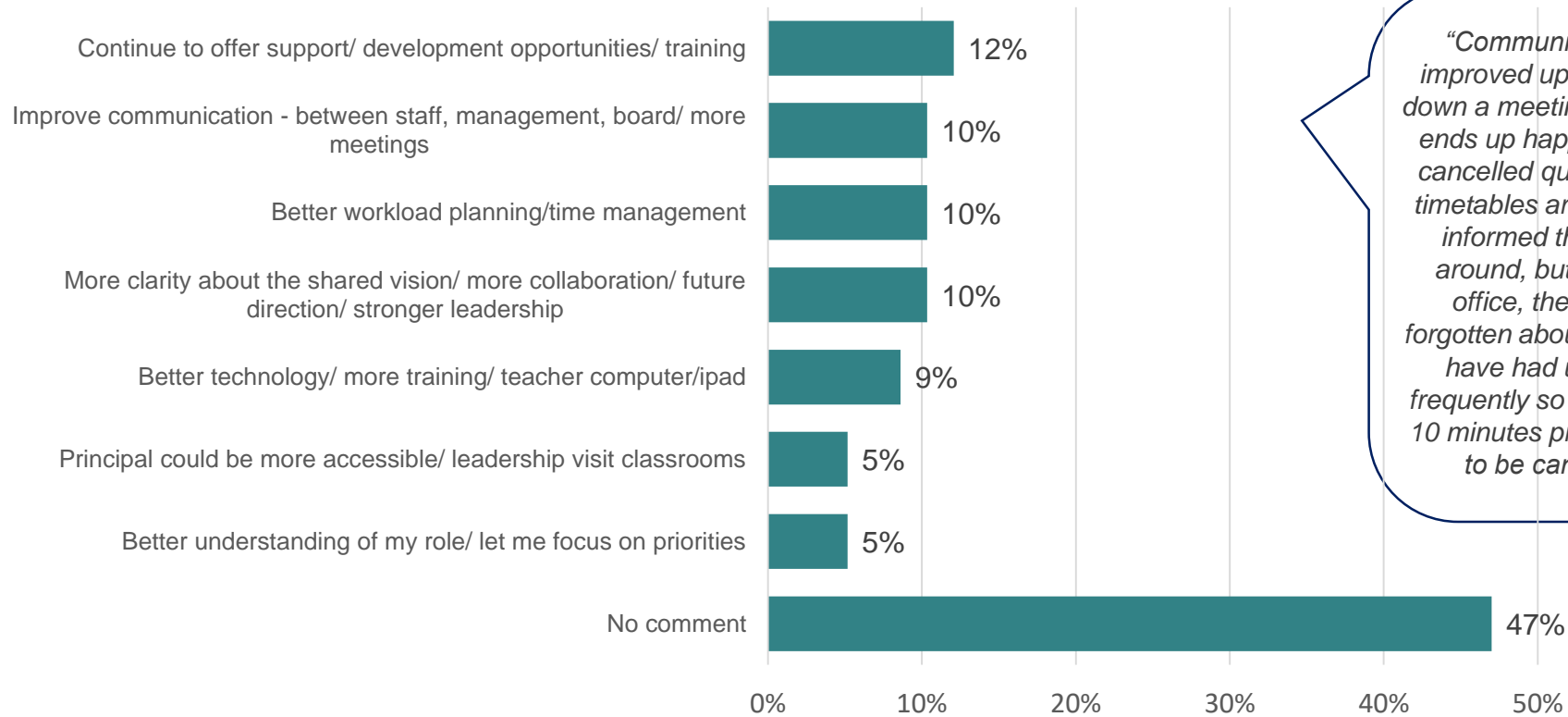
Overall, how satisfied/dissatisfied are you with your current role/job at St Thomas's School?

Reasons for level of satisfaction with role

	I like my peers/ team/ colleagues	55%
	I like the students/ year level I teach	26%
	Enjoyable/ general positive/ I love my work	21%
	I feel supported in my role	17%
	Opportunities - develop skills, my passion, professional development	15%
	I like the sense of community/ family	8%
	More streamlined coordination/ systems and processes need improving	15%
	Staff moral is not good - workload, changes, don't feel consulted	11%
	Daily classroom workload needs to be considered more/ less admin	9%
	Lack of vision/ more clarity around shared vision/ moving forward	9%
	Leadership issues - management unresponsive, disorganized, lack of guidance	8%

About half of staff mentioned ways the school could help them, mainly development/training, improved communication between staff and management, workload planning, clarity of the school vision/direction, technology training for teachers.

Help required in current role

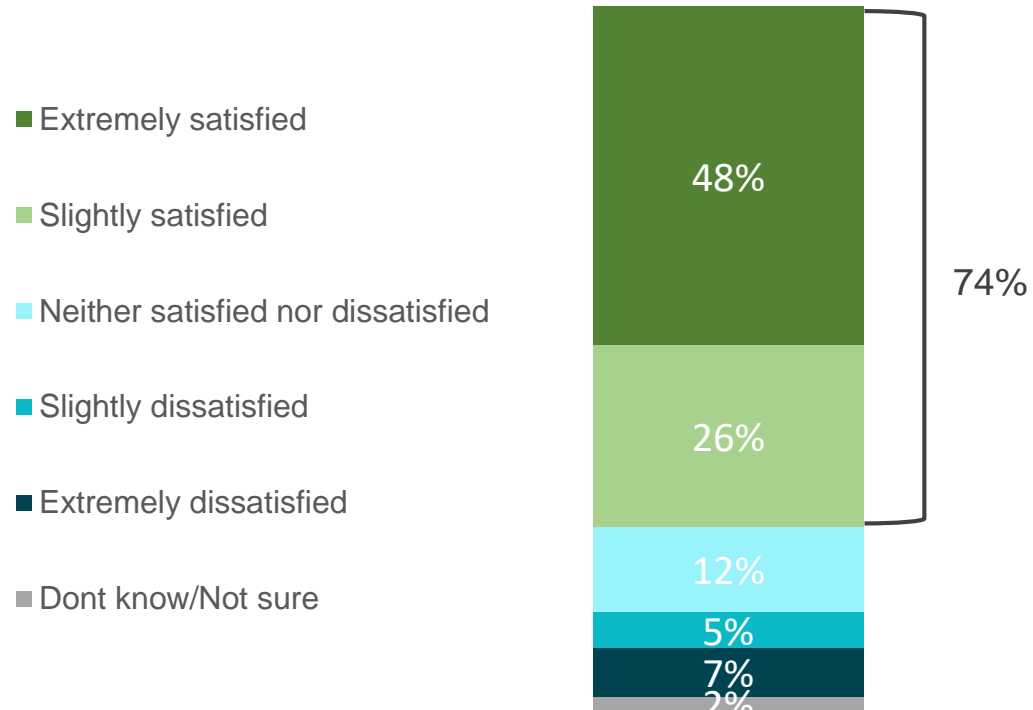


“Communication is probably an area that could be improved upon. We are so busy but it quite hard to pin down a meeting with the senior management team. What ends up happening is that the meetings end up getting cancelled quite frequently and so we try to arrange our timetables around these senior management meetings, informed the classroom teacher, shifted everything around, but when we get to the senior management office, they are not there or sometimes they have forgotten about the meeting... I understand that they may have had urgent issues, but it has happened quite frequently so it would be good if they could just email us 10 minutes prior, letting us know that the meeting needs to be cancelled or rearranged to another date.”



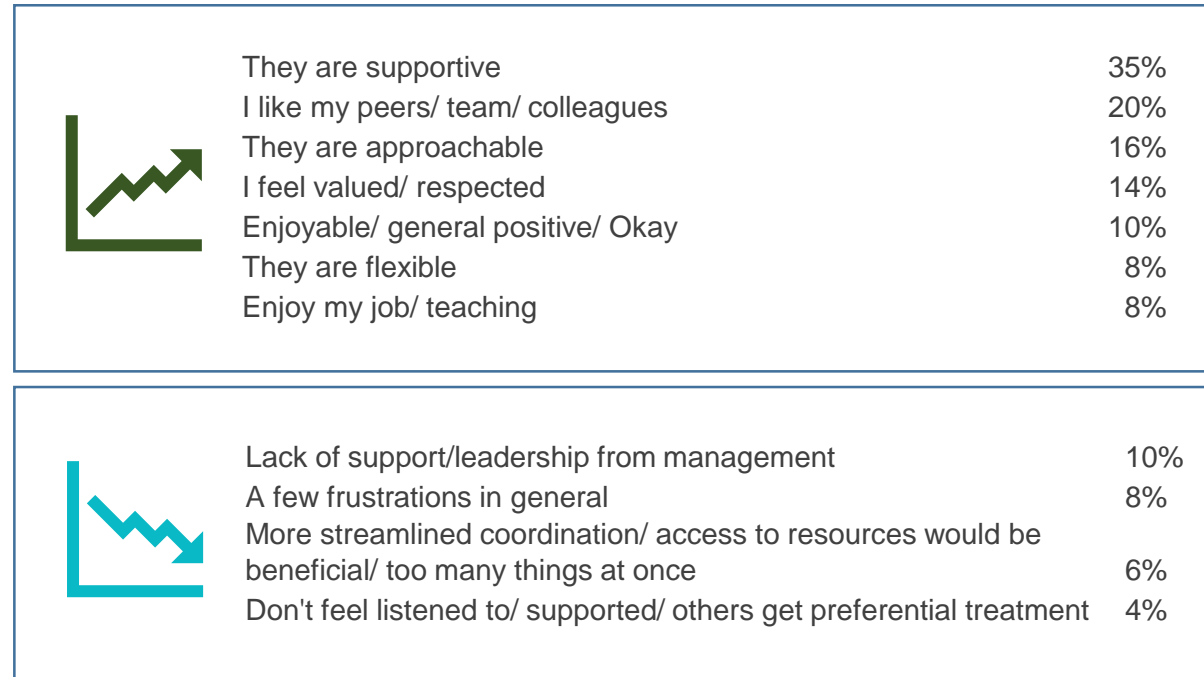
Three quarters of staff are also satisfied with St Thomas's School as an employer. Reasons given include the school being supportive, approachable and staff feeling valued/respected. Liking of their colleagues also contributes to staff satisfaction.

Satisfaction level with St. Thomas as an employer



Overall, how satisfied/dissatisfied are you with St Thomas's School as an employer?"

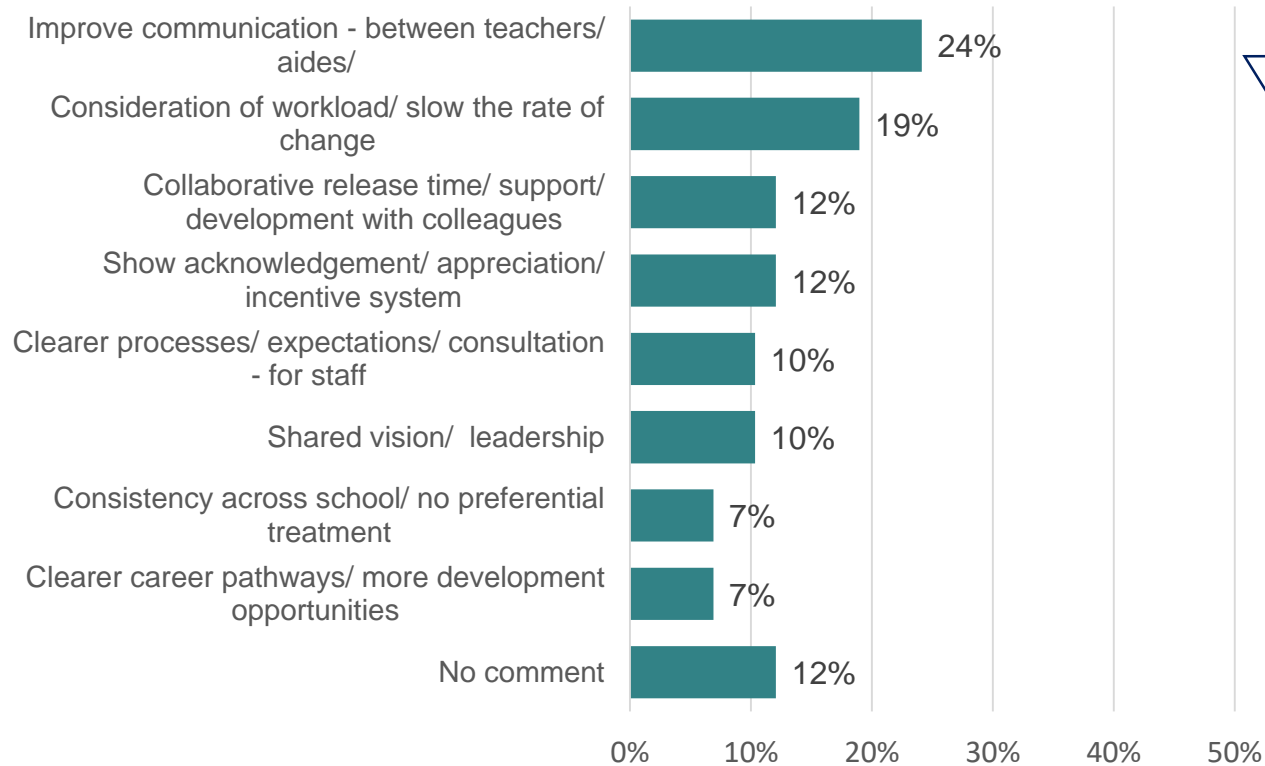
Reasons for being satisfied/dissatisfied with St. Thomas as an employer



Improved communication, and slower rate of workload change were the main suggestions from staff.



Suggestions for improvement



*"I sometimes struggle with finding out who is in charge of sending out the communication. We are in a position of transition... we are all learning and we are all being told this is what we are doing now...the website...the appraisal system...so all these things are happening, too many things, so on a day-to-day basis, **personally I am overwhelmed**. And all of this is not to do with teaching, it's about emails, logistics and sausage sizzles or whatever. It is information and system overload!"*

And what do you think the school can do better/improve on for you as an employee of St. Thomas's School?



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Total Staff n=58

Staff feel supported by their colleagues and motivated to go to work. Several areas received lower satisfaction ratings, mainly related to systems and processes, communication, and training.

Staff satisfaction with how their needs are being met



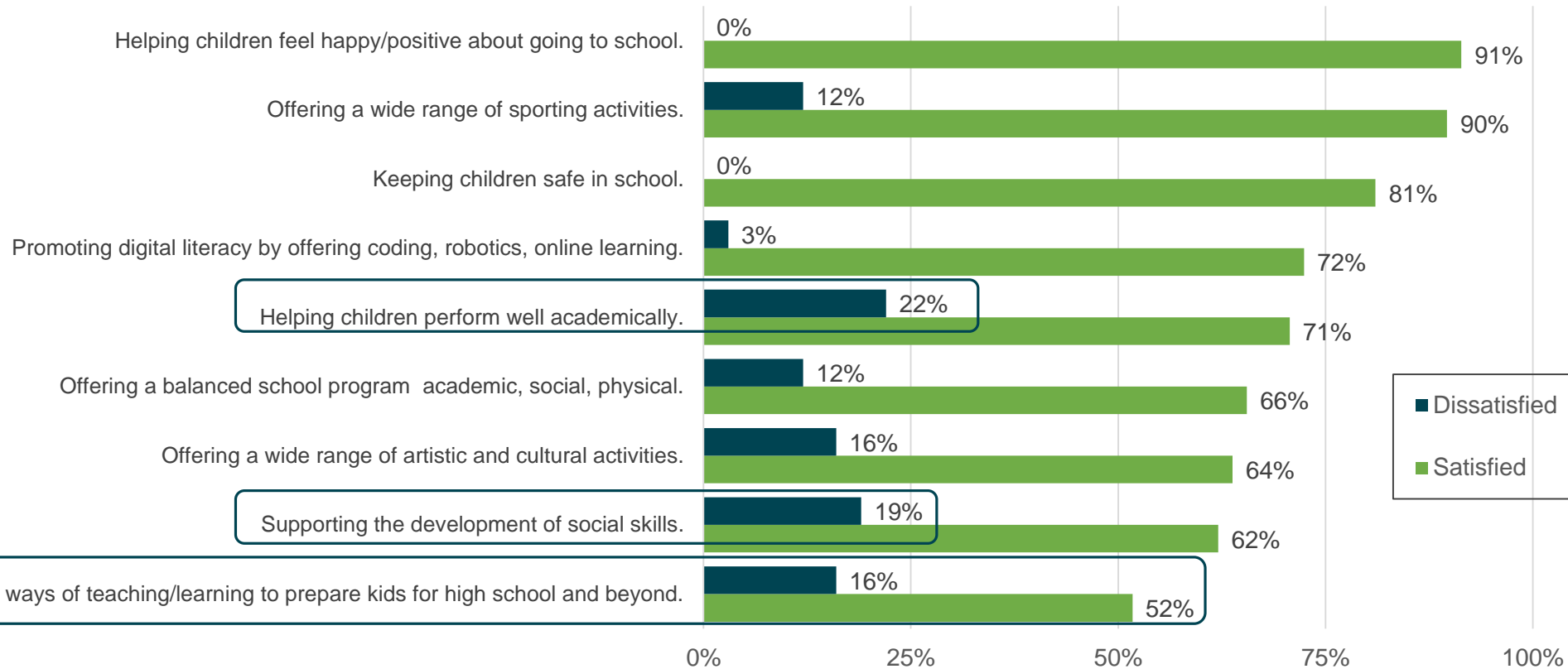
"I love it, I like the diversity of what we have in the school."

"In my last school, nobody would ever step in but the DPs here, you just need to knock on the doors and they are happy to help out."

"I guess because there are so many things to be done in a large school, there are lots of opportunities for staff to pursue their passions and their careers as well."

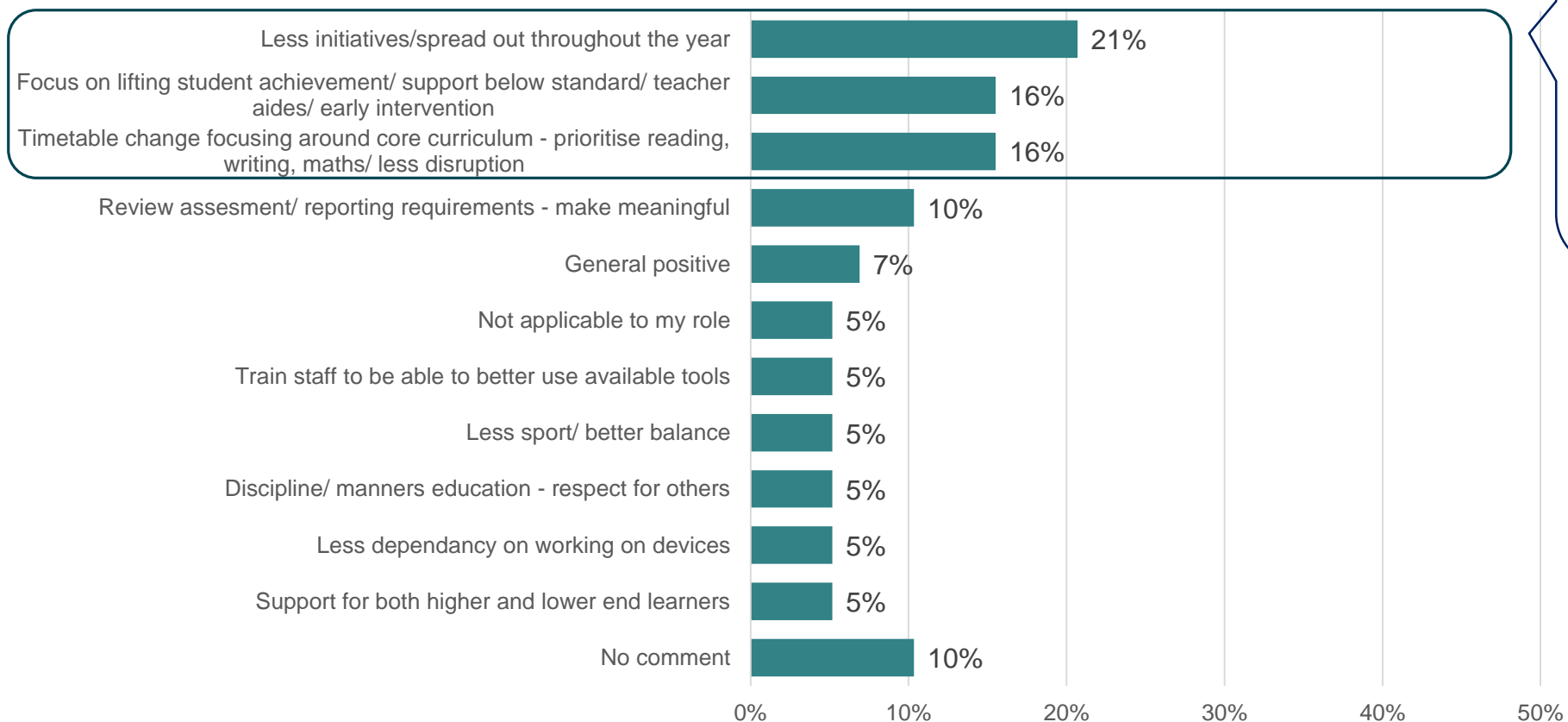
Staff satisfaction is high across most aspects, however a few areas received lower ratings.

How well does St Thomas's School deliver on key goals for it's students?



The main changes staff suggested to lift student achievement relate to less initiatives, more focus on supporting students below standard, and making sure the timetable is focussed around the core curriculum.

Improvements to Lift Student Achievement



"It's the stuff that gets thrown out at you and you go, oh great there goes my maths session. Every week there is always one thing. I love sport and it is really important but at the same time, a dedicated session of 45 minutes for this kid who can't read or write, that's important."

In the qualitative phase, staff discussed the importance of the timetable, and that it needs to be structured and consistent.

Feedback from qualitative discussion with teachers:

- Timetabling ties in with many other aspects of teaching, a structured and consistent timetable provides:
 - ✓ A foundation for teachers' planning, allows room to fit in other aspects e.g. collaborative learning
 - ✓ Focus on one thing for a block
 - ✓ More focus on teaching, less of the non-learning

"I feel like because of the timetable issues, you are always just having to rush... There is not enough time to consolidate and it is not continual as opposed to continuous... It's always the next thing, next thing, next thing, so if there is more consistency where in Year 1, you will learn how to do this, Year 2, you will learn how to do this..."

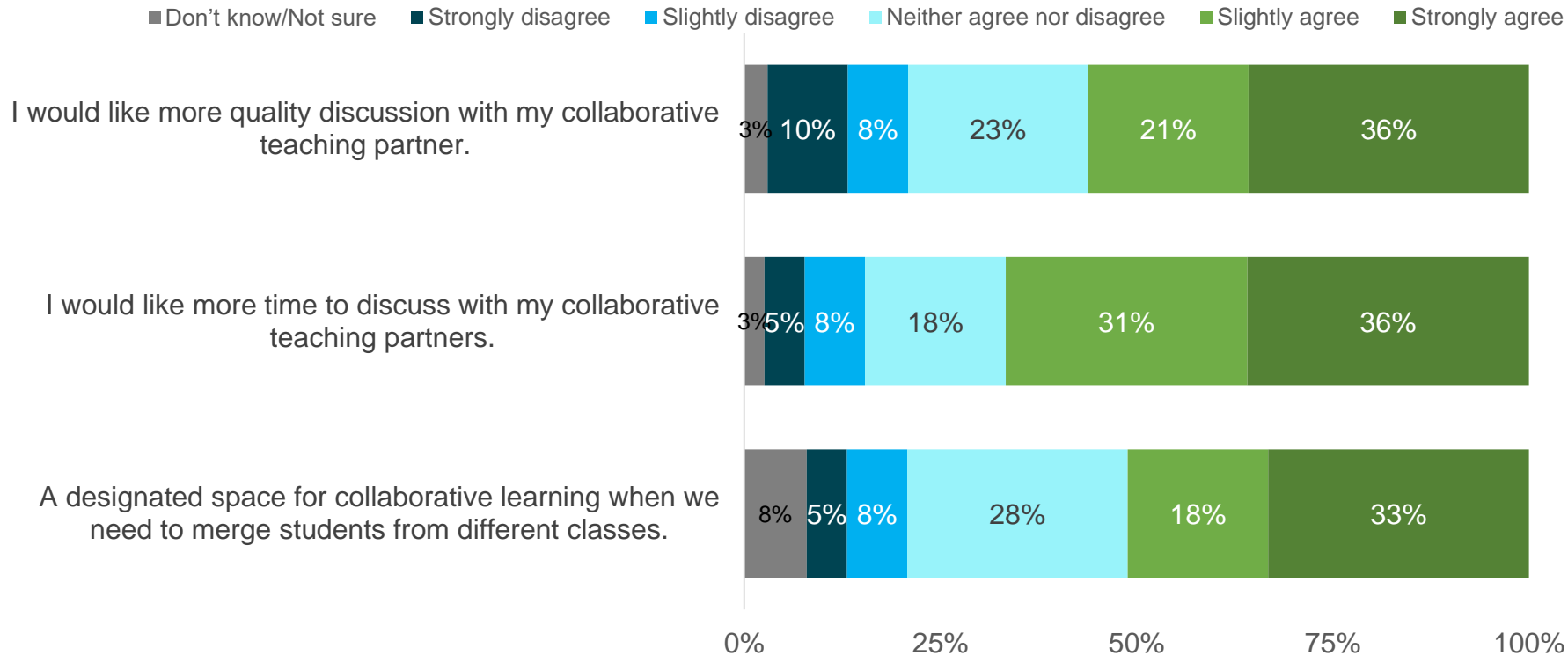
"Timetable encompasses a lot of things. I think if you start with that, it is a good starting point... So more structured timetabling and consistency and then looking at things like core learning times, and then where do we fit collaboration into that."

"We need to as a school focus on one thing for a block... so really consolidate how we teach in one area. Don't throw out the old and keep what works and very strategically plan how we will educate our staff and how we can become the 21st teachers."



Teachers would like more time and quality discussion with their teaching partners. Half of teachers agree there is a need for a designated collaborative learning space.

Teachers' thoughts on the Collaborative Learning Process



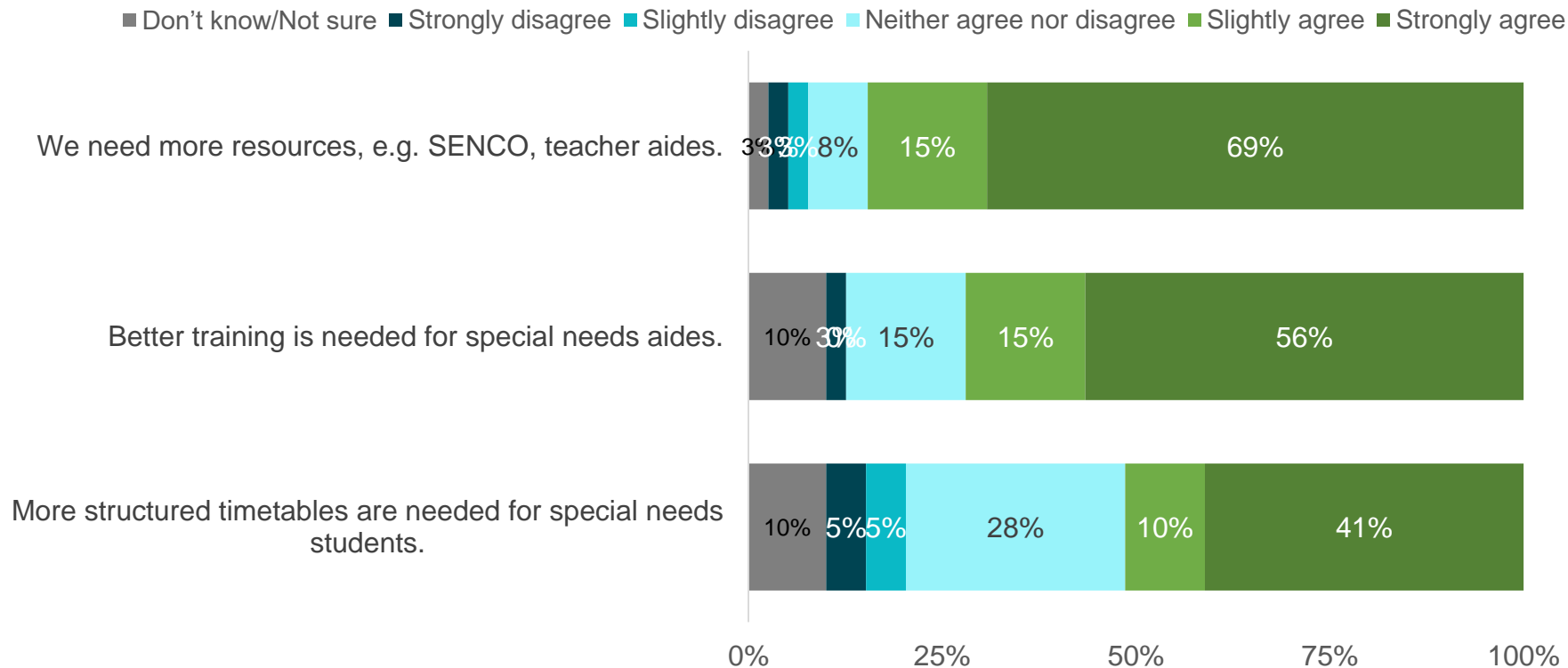
"We couldn't collaborate at all for weeks because we were being released at different times. You can't have all of us collaborating when all of us are all over the place, some of us going to sports, some of us going to organize assemblies..."

"The meetings that we should be having is with our collaborative teaching partners. We don't have enough of that. Currently, it's a lot of procedures, and it takes time and it is exhausting..."

We'd like your thoughts about the school's collaborative learning process. Please let me know how much you agree or disagree with these statements...

Teachers feel strongly about needing more resources. This also came through in the qualitative discussion. Also mentioned by a large proportion of teachers is a need for training for special needs aides. Half of teachers agree more structured timetables are needed for special needs students.

Teachers' thoughts on the Special Needs Student Program



*“We had a SENCO [Special Education Needs Co-ordinator] and they left and ... we still haven't found one... all teachers who are feeling **the stretch in resources**... when you are dealing with difficult children, if you don't have the support you need, it sort of makes it really difficult to teach to the rest of the children because you are so busy managing the difficult – whether it is learning needs or behavioural needs – it takes away a large amount of your time and attention from the other children in the class.”*

We'd like your thoughts about the school's special needs student program. Please let me know how much you agree or disagree with these statements

Suggestions from staff on ways to improve communication and engagement with parents.



21%
It's fine/ do a good job currently



19%
Too much info overwhelming/
Too much communication in general



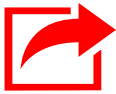
16%
Flexibuzz is useful and quick



10%
Face to face



10%
Consistency school-wide/
improve internal communication



7%
Flexibuzz not consistent -
tighter procedures around
use, don't bombard parents



7%
Miss the newsletter



5%
Email is best/ especially for
internal communications











12%
Other suggestions



28%
No comment

Now we would like to get your thoughts on how St Thomas's School is doing in terms of communicating and engaging with parents, and how this can be improved. How can St. Thomas's School improve its communication with parents, staff and the wider community – in terms of the effectiveness of its communication. The methods it uses, the frequency of communication and the consistency?

Additional comments from staff about St Thomas's School

	I enjoy working here/ great staff, supportive	22%
	Clearer guidelines around rules/ regulations	5%
	More focus on core curriculum for senior students	5%
	Less new initiatives	5%
	More collaboration school wide/ improved communication	5%
	More transparency/ involvement from management	5%
	Consistency across school/ no preferential treatment per team/person	5%
	No comment	59%

Summary - Students

- The majority of students feel positive about St Thomas's School (83%). A small proportion feel neutral about the school (16%).
- Relationships with teachers and other students are the main reasons for feeling positive about the school. Students also mention they like the opportunities available, collaboration with other classes, and the facilities.
- Students like their friends (86%), technology (72%), having fun (70%), and feeling safe in school (68%). Other reasons for liking the school include the teachers (64%), playing sport (63%), and learning new and different things (57%).
- The main dislikes, mentioned by a quarter of students, are too much homework, and wanting more activities.
- The main suggestions of ways to improve the learning environment include having increased quality one-on-one time with teachers, and improved laptops / computer access.
- Students enjoy a variety of activities. Highest mention is arts and theatre, followed by robotics, drama and music.

Summary - Parents

- The majority of parents are satisfied with St Thomas's School as an education provider (82%). A small proportion of parents are dissatisfied (13%).
- Parents feel positive about the school in general (34%). They appreciate the staff (26%), and the quality of education provided (25%).
- Parents also mentioned the variety of opportunities provided, approachable staff, and the sense of community at St Thomas's School.
- The main suggestion by parents is to improve communication (28%). Bringing back the newsletter was mentioned by a quarter of parents, it is valued for fostering a sense of community and celebrating success.
- Satisfaction among parents is high across most aspects of the school and learning. However a few areas were identified where there is room to lift satisfaction:
 - Having appropriate communication channels to disseminate information to parents (28% dissatisfied).
 - Clearly communicating the rationale for new ways of doing things (22% dissatisfied);
 - Ensuring my child develops core academic skills e.g. reading, writing, maths (21% dissatisfied);
 - Proactively working with me to address any concerns about my child (19% dissatisfied).

Summary – Parents (cont'd)

- The main drivers of overall satisfaction among parents are:
 1. Ensuring my child develops core academic skills;
 2. Helping my child perform well academically;
 3. Proactively working with me to address any concerns about my child;
 4. Motivating my child to persevere and aim high;
 5. Instilling in my child a desire to be a lifelong, independent learner;
 6. Clearly communicating rationale for new ways of doing things.

These are the recommended areas for the school to focus on to ensure lifting and maintaining satisfaction among the parent community.

Awareness and understanding of learning experiences

- There is room to lift awareness and understanding among parents of both the Collaborative Learning Programme and Digital Technologies - over half of parents are either not aware or don't fully understand why they are being used.

Activities

- Class assemblies/shared lunch, themed learning, and digital technologies are considered the most valuable activities by parents.

Summary – Parents (cont'd)

Communication and engagement

- Parents consider face-to-face conversations with teachers the most valuable way to keep up to date with their child's progress, and what's happening in class:
 - One-on-one meetings (91% consider valuable);
 - Meet the teacher meetings (81% consider valuable);
 - Casual before/after school conversations with teachers (80% consider valuable).
- Email (85%) and home work books (68%) are also considered highly valuable.
- Student-led conferences and blogs are considered the least valuable methods of communication about progress and what's happening in class, each with out 3 out of 10 parents rating them as not valuable.
- Flexibuzz, Email, and Newsletter are the most valued communication methods for keeping parents informed about what's happening at school.
- Sports days, parent information evenings, and PTA events are considered the most valuable way to keep parents informed about the school at different points in time.

Summary - Staff

Staff satisfaction with their role

- Overall the majority of staff are extremely/very satisfied with their role in the school (81%).
- Main reasons are good relationships with colleagues (55%) and students (26%), and feeling supported in their role (17%).
- A small proportion of staff feel dissatisfied with their role (10%), mentioning they would like more streamlined processes, increased consultation on workload changes, and clarity on the school vision.
- Half of the staff suggested ways the school could support them in their role:
 - Development/training opportunities (12%);
 - Communication between staff and management (10%);
 - Workload planning/time management (10%);
 - Clarity around the school vision and direction (10%);
 - Improved technology (9%).

Summary – Staff (cont'd)

Staff satisfaction with St Thomas's School an employer

- Satisfaction is high among staff with St Thomas as an employer, with three quarters extremely or slightly satisfied (74%).
- Staff are feeling positive towards St Thomas in terms of feeling supported (35%) and valued/respected by their employer and colleagues.
- Around one in ten staff are feeling dissatisfied (12%), the main reason mentioned being a lack of support and leadership.
- The main suggestion for improvement mentioned by a quarter of staff is improved communication. Consideration of workload was also suggested (19%).

Summary – Staff (cont'd)

Staff satisfaction with how their needs are being met

- Overall satisfaction among staff is high on key aspects in terms of meeting their needs. Staff feel supported by their colleagues (86%) and motivated to go to work (84%).
- However several areas received lower satisfaction ratings, mainly related to systems and processes, communication, and training:
 - There are good systems and process in place to help me perform (37% dissatisfied);
 - There is clear and open communication between management and staff (26% dissatisfied);
 - I receive appropriate training to help me do my job better (22% dissatisfied).

Summary – Staff (cont'd)

Staff perceptions of how well the school delivers on key goals for students

- Staff rated the school extremely high on:
 - Helping children feel positive about school;
 - Offering a wide range of sporting activities;
 - Keeping children safe in school.
- Areas staff rated the school lower on are:
 - Helping children perform well academically;
 - Supporting the development of social skills;
 - Adopting new ways of teaching / learning to prepare students for high school and beyond.
- The main changes staff suggested to lift student achievement are:
 - Less initiatives / spread out throughout the year (21%);
 - Focus on lifting student achievement/ support below standard students / teacher aides / early intervention (16%);
 - Timetable change focussing around core curriculum, prioritise reading, writing, maths (16%).

Summary – Staff (cont'd)

Teachers' perceptions of the Collaborative Learning Process

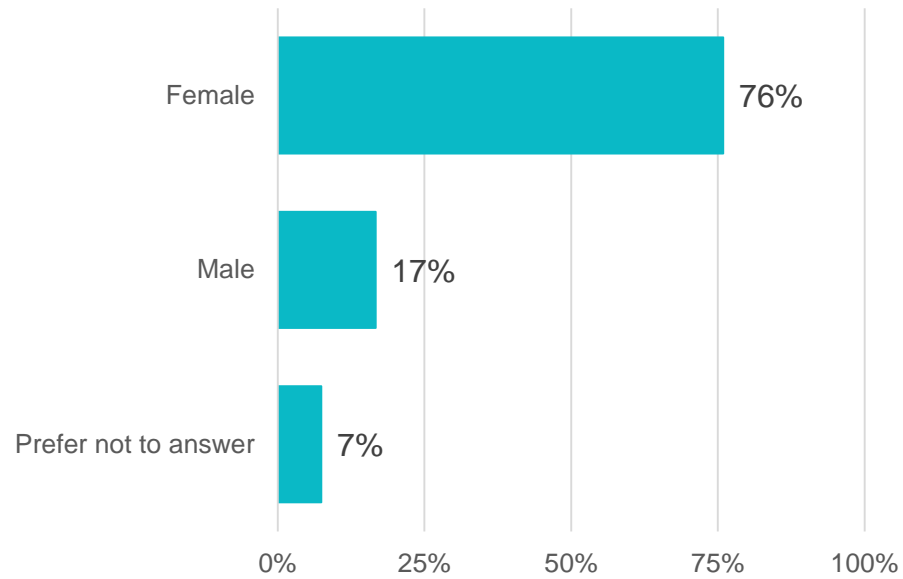
- Teachers would like more time (67%) and quality discussion (57%) with their teaching partners.
- Half of teachers agree there is a need for a designated collaborative learning space.

Teachers' perceptions of the Special Needs Student Program

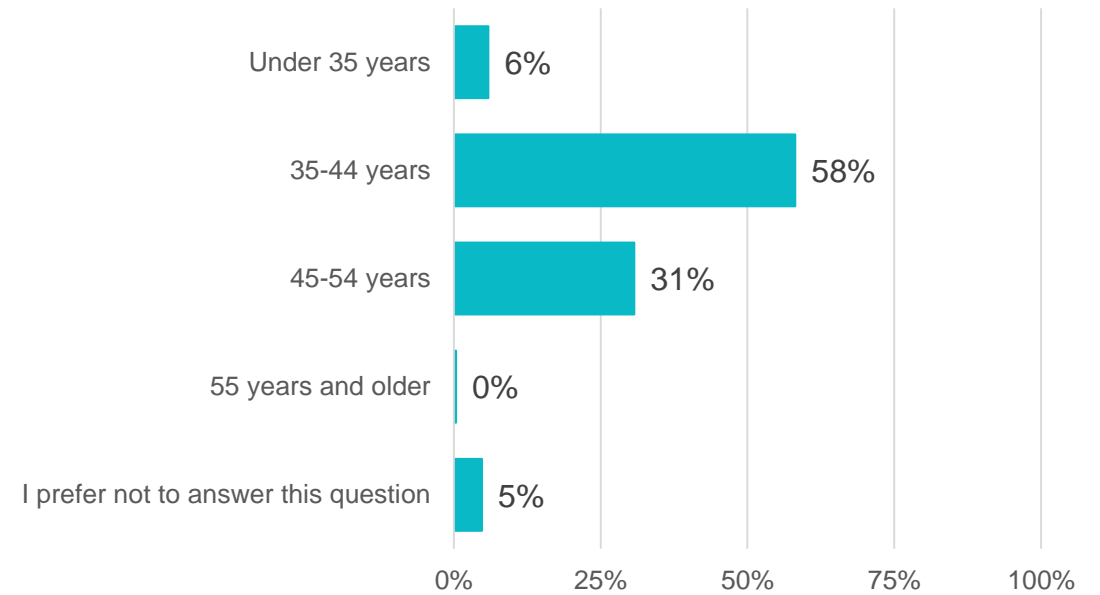
- Teachers feel strongly about needing more resources, such as SENCO, teacher aides (84%) agree.
- Also mentioned by a large proportion of teachers is a need for training for special needs aides (71% agree).
- Half of teachers agree more structured timetables are needed for special needs students.

RESPONDENT PROFILE - PARENTS

GENDER

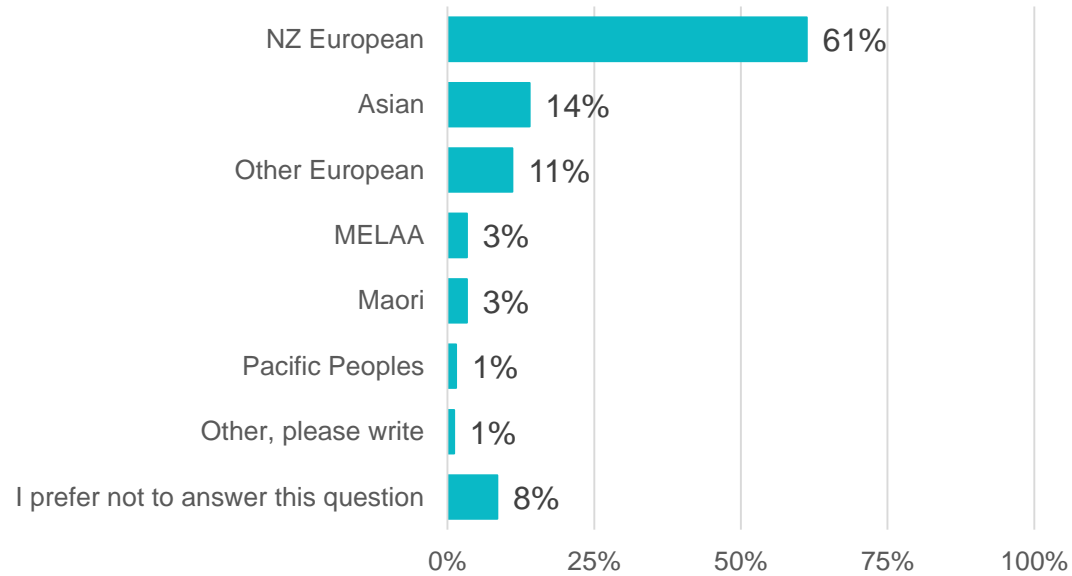


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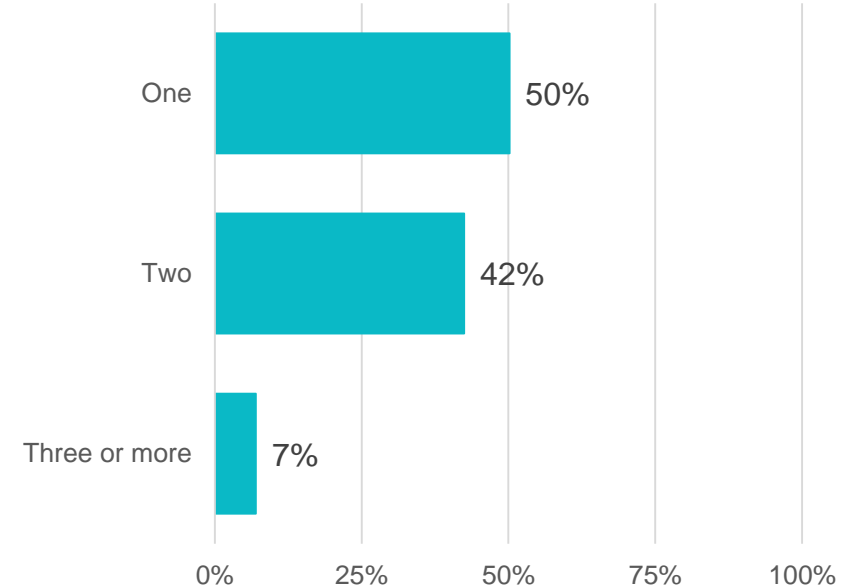


RESPONDENT PROFILE - PARENTS

ETHNICITY

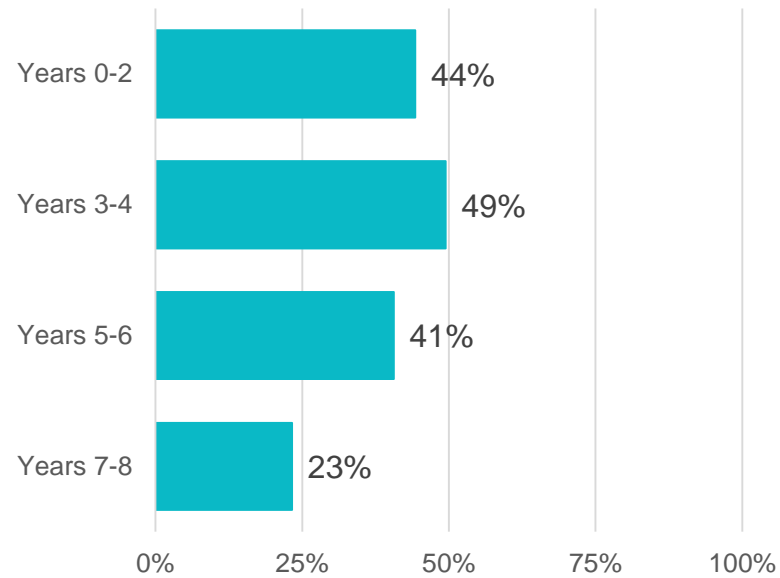


NUMBER OF CHILDREN IN THE SCHOOL



RESPONDENT PROFILE - PARENTS

YEAR LEVEL OF CHILDREN)



HOW LONG BEEN A ST THOMAS'S SCHOOL PARENT

