



Australian Government

Department of Education, Employment and Workplace Relations

Survey of parents' attitudes to information about schools

Attitudinal Surveys and Workforce Analysis Section

Labour Supply and Skills Branch

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Executive summary

This report discusses the results of a national telephone survey on parents' attitudes to information about schools. The survey was conducted by Salesforce, the Department of Education, Employment and Workplace Relations' contracted call-centre between 8 and 30 October 2008. The survey collected responses from 1976 parents of school-aged children.

The report discusses:

- the aims of the project;
- how the survey was conducted; and
- the project findings.

Key findings

- The vast majority of surveyed parents (96.9 per cent) agreed that information about individual schools should be available to them as parents of a school-aged child.
- Just over four-fifths of surveyed parents (83.2 per cent) also agreed that, generally, information about individual schools should be available to the public.
- Surveyed parents regarded 'to identify schools needing more assistance' as the most important reason for making information available, with 91.6 per cent rating this as 'fairly important' or 'very important', ahead of 'so that parents can make informed school choices' (90.4 per cent), and 'schools can self-monitor performance' (89.5 per cent).
- Surveyed parents rated government and community needing to know what is happening in schools' as slightly less important reasons for making information available (parents and community 84.0 per cent, government 84.3 per cent).
- The small proportion of parents who did not believe that information about individual schools should be publicly available suggested the following reasons:
 - misuse or misunderstanding of information (31.1 per cent);
 - concerns about privacy (26.5 per cent);
 - create adverse competition between schools (1.8 per cent);
 - potential negative impact on students/community (1.8 per cent);
 - provision of inaccurate information (0.9 per cent).
- When asked to rate the importance of the availability of different types of information about schools, surveyed parents assigned the highest levels of importance to issues relating directly to their child's everyday experience at the school, for example:
 - the school's approach to literacy and numeracy (91.8 per cent regarded it as 'fairly important' or 'very important');
 - how the school communicates with parents about their child (88.1 per cent);
 - the school's approach to teaching subjects other than literacy or numeracy (such as science, performing arts, etc.) (84.7 per cent);
 - the school environment and facilities (82.6 per cent);

- the availability of special programs (76.5 per cent).
- Surveyed parents assigned slightly lower levels of importance to the availability of information about school performance. For example,
 - school's performance in national testing and student outcomes (72.4 per cent);
 - comparing the performance of the school with that of others with similar student populations (63.1 per cent).
- Surveyed parents also suggested that other information should be routinely available, such as:
 - school policies on bullying, discipline, uniforms, homework, allergies, attendance;
 - grievance procedures and contacts within jurisdictions or school systems;
 - availability of, and access to, special programs or services;
 - curriculum – subjects offered, what is taught within subjects, how parents can assist at home.
- The vast majority of surveyed parents (92.5 per cent) indicated that they had received school reports on their (eldest) child's performance that included A to E grades or an equivalent five point scale.
- Just over two-thirds of surveyed parents (69.3 per cent) indicated that they were satisfied with the way information is presented in school reports.
- Reasons offered for dissatisfaction with the presentation of school report information included:
 - too general, impersonal (69.1 per cent);
 - difficulty in understanding (23.0 per cent);
 - lacks information on child's position in class or grade (17.7 per cent);
 - politically correct – not 'honest' (5.6 per cent);
 - too much jargon (2 per cent).
- Generally, results were consistent across the school sectors – i.e. 'Government', 'Catholic' and 'Other Non-Government'.

Introduction

This report discusses the results of a national telephone survey of parents' attitudes to information about schools. The survey on which this report is based was conducted by the Department of Education, Employment and Workplace Relations during October 2008.

The report discusses:

- the aims of the project;
- how the survey was conducted; and
- the survey findings.

Aims of the project

The survey project was developed to enable the Australian Government to gain a broad understanding of parent attitudes to school transparency and reporting issues.

The survey aimed to collect data on the views of parents of school-aged children about:

- the importance of a range of types of information about schools (such as information about the student population, school environment, subjects offered, extra-curricular activities, communication, staff, performance in national testing, school fees, funding, etc.);
- the extent of availability of information about schools;
- the relative importance of reasons for making information about schools available; and
- their child's individual school reports.

How the study was conducted

The Department carried out the telephone survey during October 2008. The study sought the views of 1976 parents of school-aged children selected at random from a commercially purchased national database of the contact details of 1.8 million parents.

The survey questionnaire was designed by Departmental staff. Drafts of the survey were tested with small groups of parents, and feedback sought from the Australian Council of State School Organisations (ACSSO). The survey was conducted by the DEEWR contracted call-centre, Sales Force. A copy of the study questionnaire is at Attachment A to this report.

In the context of this research, reference to "parents" means "parents or guardians of school-aged children who responded to the survey". Similarly, reference to "children" means "school-aged children of parents or guardians who responded to the survey". In all instances, responses have been sought on the basis of parents' experiences during 2008.

Parents were asked a series of general questions about the schooling arrangements of their children. They were then asked a series of more detailed questions, which they were asked to answer in relation to their eldest school-aged child in 2008. In the context of this report, unless otherwise stated, reference to a “child” means “the eldest school-aged child of the respondent”.

A ‘response rate’ of 39 per cent has been calculated as the number of ‘successful’ phone calls (i.e. completed surveys), divided by the total of ‘successful’, ‘declined’ and ‘incomplete’ responses.

There is the potential for some sampling error on the basis that the sample is made up of respondents with landline telephones and thus excludes those people with silent numbers or without landline telephones.

Survey sample size

The sample size of the survey was 1976. This is regarded as a stable sample size for a large population. (The Australian Bureau of Statistics (ABS) considers a population of 100,000 as large.) The relative standard error (RSE) for a sample of this size is 2.25 per cent. RSE is a measure of sampling error. It does not take into account any kind of non-sampling error. Sampling error reflects the difference between an estimate derived from a sample survey and the “true value” that would be obtained if the whole population were surveyed. For example, if the survey showed that 50 per cent of parents identified an issue as ‘very important’, we could be 95 per cent confident that the “true value” for the population would be between 47.1 per cent and 52.2 per cent.

Study findings

Actual numbers surveyed

Survey participants were selected at random from a commercial database of parents. National and State sample sizes were calculated using data from the 2003 ABS Family Characteristics Survey (Catalogue number 4442.0). The ABS provided customised data on families with dependent children aged 5 – 18 years.

Table 1

Families with dependent children aged 5 to 18 years - Family type by State ('000)									
Family Type	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUST
Couple families with dependent children aged 5 - 18	444.7	336.9	266.9	92.4	143.8	31.3	11.0	21.0	1348.1
One parent families with dependent children aged 5 - 18	125.0	86.2	79.0	32.5	33.1	10.7	3.4	7.0	376.9
Total	569.8	423.1	345.9	124.9	176.9	41.9	14.4	28.1	1725.0
<i>Source: Family Characteristics Survey, June 2003 (Cat. No 4442.0), ABS</i>									

The distribution of study participants by State was as follows:

- New South Wales, 33.8 per cent (compared with 33.0 per cent as calculated using the ABS Family Characteristics Survey data);
- Victoria, 24.8 per cent (compared with 24.5 per cent);
- Queensland, 19.0 per cent (20.1 per cent);
- Western Australia, 9.2 per cent (10.3 per cent);
- South Australia, 7.1 per cent (7.2 per cent);
- Tasmania, 3.6 per cent (2.4 per cent);
- Northern Territory, 0.5 per cent (0.8 per cent); and
- Australian Capital Territory, 2.0 per cent (1.6 per cent).

Details about respondents

The majority of responding parents (79.0 per cent) were female.

Responding parents had an average of 2.1 children attending school (i.e. 'school-aged children'). Almost two-thirds (60.4 per cent) of the eldest school-aged children of survey respondents attended a government school in 2008¹. The eldest child of just over half of the respondents was in secondary school (57.3 per cent), while the eldest child of 41.9 per cent of respondents was in primary school. The remainder were attending special schools.

Importance of information about schools

Respondents were asked to rank the importance of the availability of different types of information about schools on a one to five scale where 1 was 'not at all important' and 5 was 'very important'. Their opinions were sought on the importance of information about a range of school issues, including student population, environment and facilities, approach to teaching of subjects, communication with parents, performance in national testing, principal and staff and funding. Each of the nominated thirteen issues was ranked 'fairly important' or 'very important' by the majority of respondents, ranging from a low of 63.0 per cent to a high of 91.8 per cent.

In order of importance, parents viewed the following types of information as 'fairly/very important':

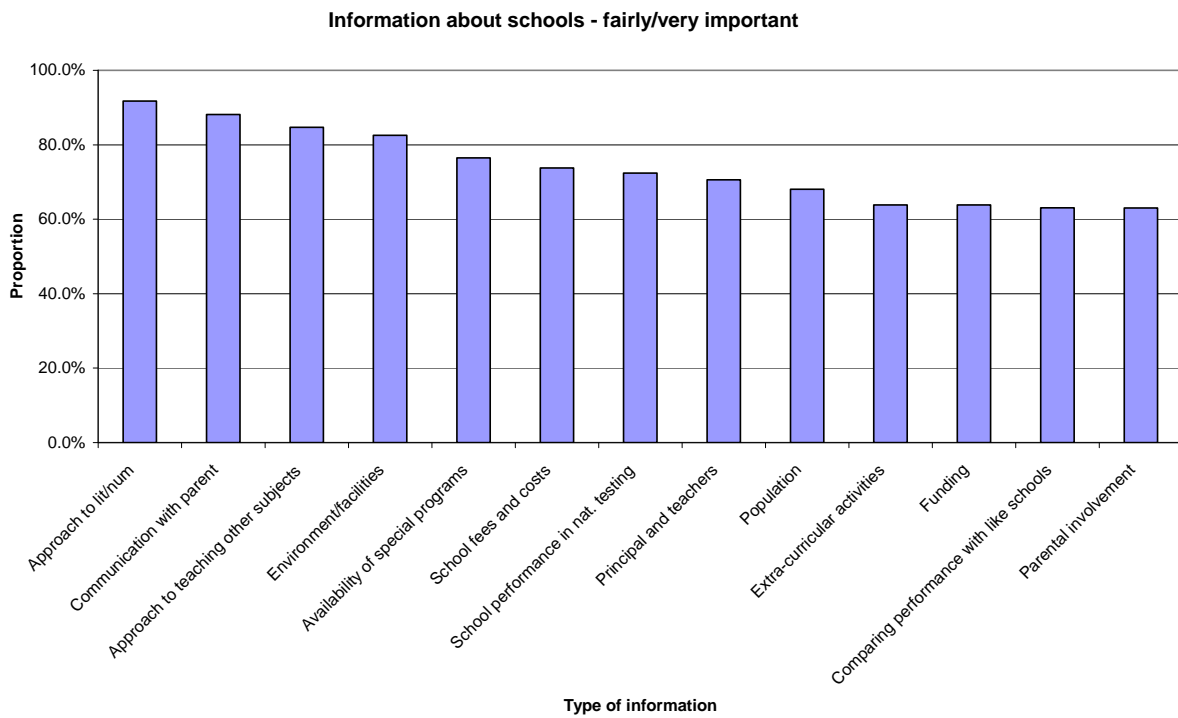
- Information about the school's approach to literacy and numeracy (91.8 per cent);
- Information about how the school communicates with parents about their child (88.1 per cent);
- Information about the school's approach to teaching other subjects (such as science, performing arts, etc.) (84.7 per cent);

¹ The eldest school-aged child of 23.7 per cent of respondents attended a Catholic school, while 14.5 per cent attended an 'Other Non-Government' school. These results are consistent with the most recent ABS Schools Australia data (2007) which shows that 66.0 per cent of full-time students attend Government schools, 20.0 per cent Catholic schools and 13.0 per cent Independent schools.

- Information about the school environment and facilities (82.6 per cent);
- Information about the availability of special programs (76.5 per cent);
- Information about school fees and other costs to parents (73.8 per cent);
- Information about the school’s performance in national testing and student outcomes (72.4 per cent);
- Information about the school principal and teachers at the school (70.6 per cent);
- Information about the student population (68 per cent);
- Information about funding received by the school and how it is spent (63.9 per cent);
- Information comparing the performance of the school with that of others with similar student populations (63.1 per cent);
- Information about extra-curricular activities offered by the school (such as bands, choirs, sporting teams and clubs) (63.9 per cent);
- Information about opportunities for parental involvement and engagement in the school (63 per cent).

These results are displayed in Chart 1.

Chart 1



As Chart 2 shows, the proportions of parents regarding types of information about school as 'fairly/ very important' was quite consistent when analysed according to the sector of the eldest school-aged child of the respondent.

The largest difference occurred in the importance placed on 'school fees and costs' and 'funding'. A larger proportion of parents whose eldest child was attending a Non-Government ('Catholic' or 'Other Non-Government) school rated information about school fees and costs as 'fairly/very important' than did parents using public sector schooling.² By contrast, a higher proportion of parents whose eldest child was attending a 'Government' school placed rated information about funding as 'fairly/very important' than did parents using the non-government sector.³

Chart 2

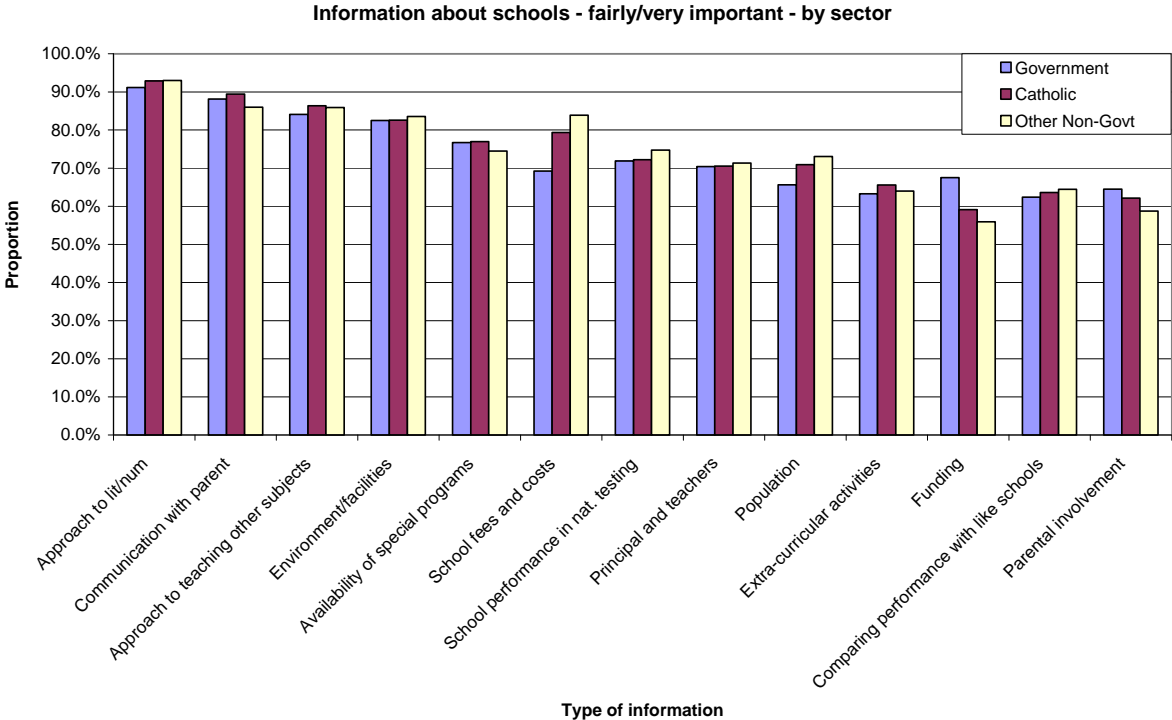


Chart 3 shows the results analysed according to the level of schooling of the respondent's eldest child (i.e. 'primary' or 'secondary').

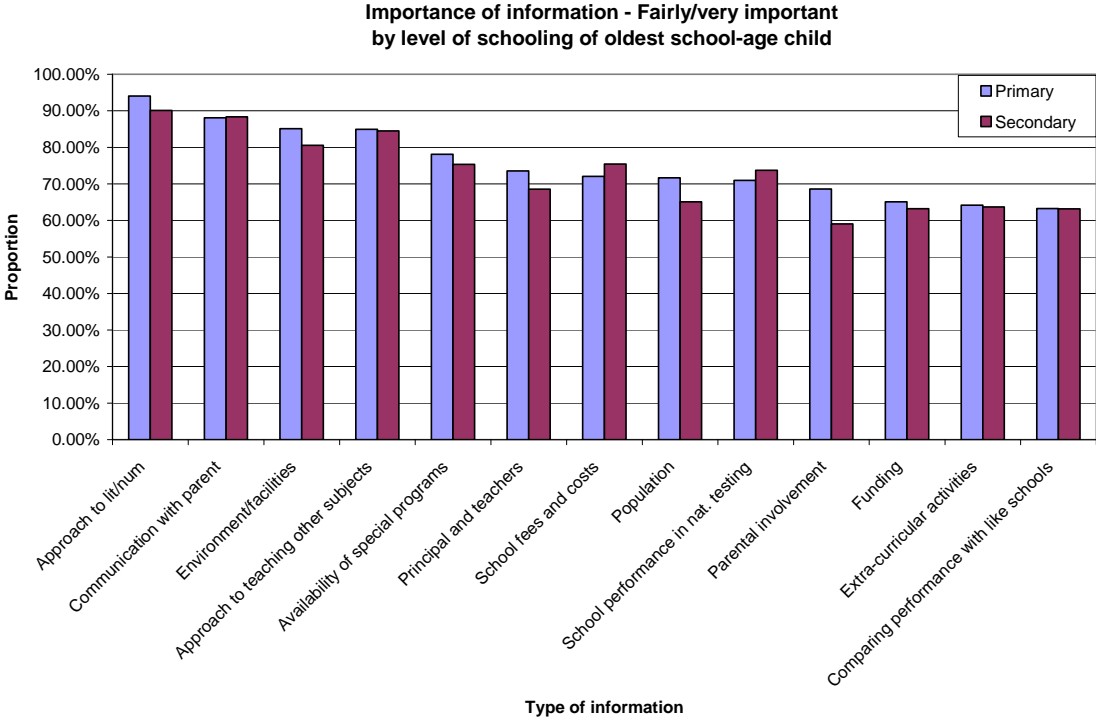
The largest variations occurred in the parents' assessment of the importance of 'opportunities for parental involvement and engagement in the school', rated by 68.6 per cent of parents whose eldest child was attending 'primary' school, compared with 59 per cent of parents whose eldest child was attending 'secondary' school. Parents whose eldest child was attending 'primary' school also assigned higher levels of importance to 'information about the student

² Statistical significance determined using the chi square test. Chi squared value comparing public and private sector responses for school fees and costs was 22.23, four degrees of freedom (P<0.001).

³ Chi squared value comparing public and private sector responses for funding was 38.24, four degrees of freedom (P<0.001).

population' (71.7 per cent compared with 65.1 per cent of 'secondary' parents) and 'information about the school principal and teachers at the school' (73.5 per cent compared with 68.5 per cent of 'secondary' parents).

Chart 3



Parents were also asked whether there were any other types of information about schools that they thought should be available. Amongst the types of information suggested were:

- school policies on issues such as bullying, discipline, uniforms, homework, allergies, attendance;
- grievance procedures and contacts – e.g. who to contact if parents are unsatisfied with the way a teacher, principal or school is dealing with an issue;
- availability of, and access to, special programs (e.g. gifted, special needs, etc.) or services (e.g. counselling, literacy/numeracy coaching, dentistry, after-care, etc.); and
- curriculum – subjects offered, what is taught within subjects, how parents can assist at home.

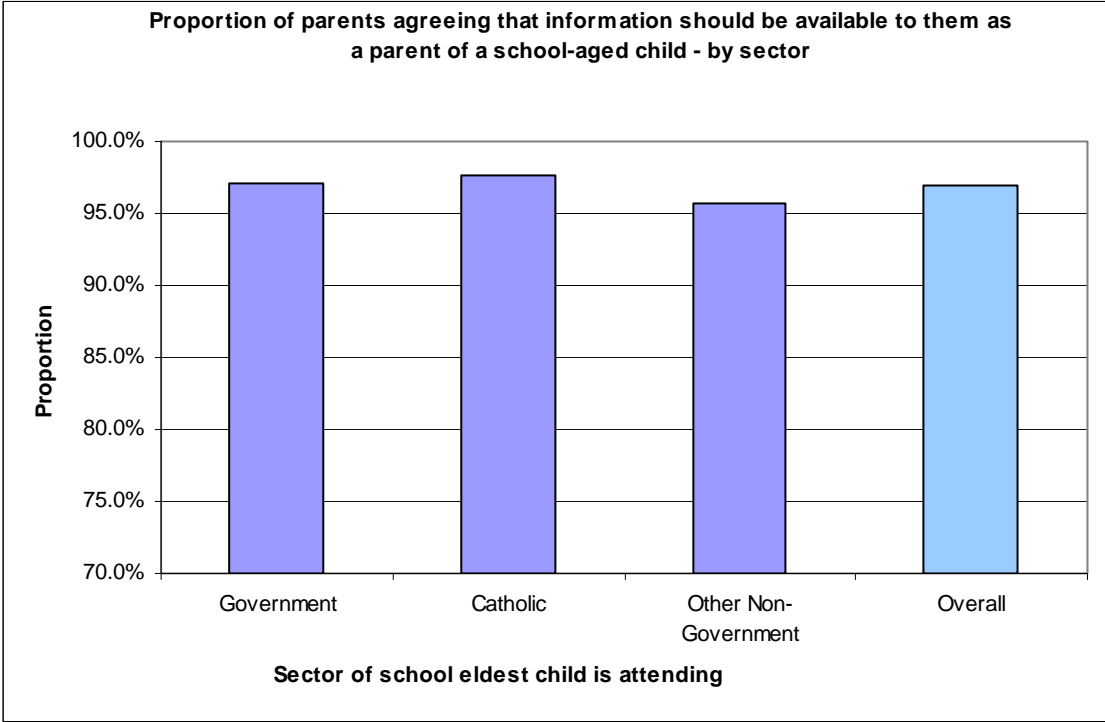
Access to information about schools

By parents and the general public

Parents were asked whether they thought these types of information about their child’s school should be available to them as a parent of a school-aged child. They were also asked whether they generally thought that information about individual schools should be publicly available. Overall, the vast majority of parents (96.9 per cent) indicated that they believed that information about their child’s school should be available to them as a parent of a school-aged child.

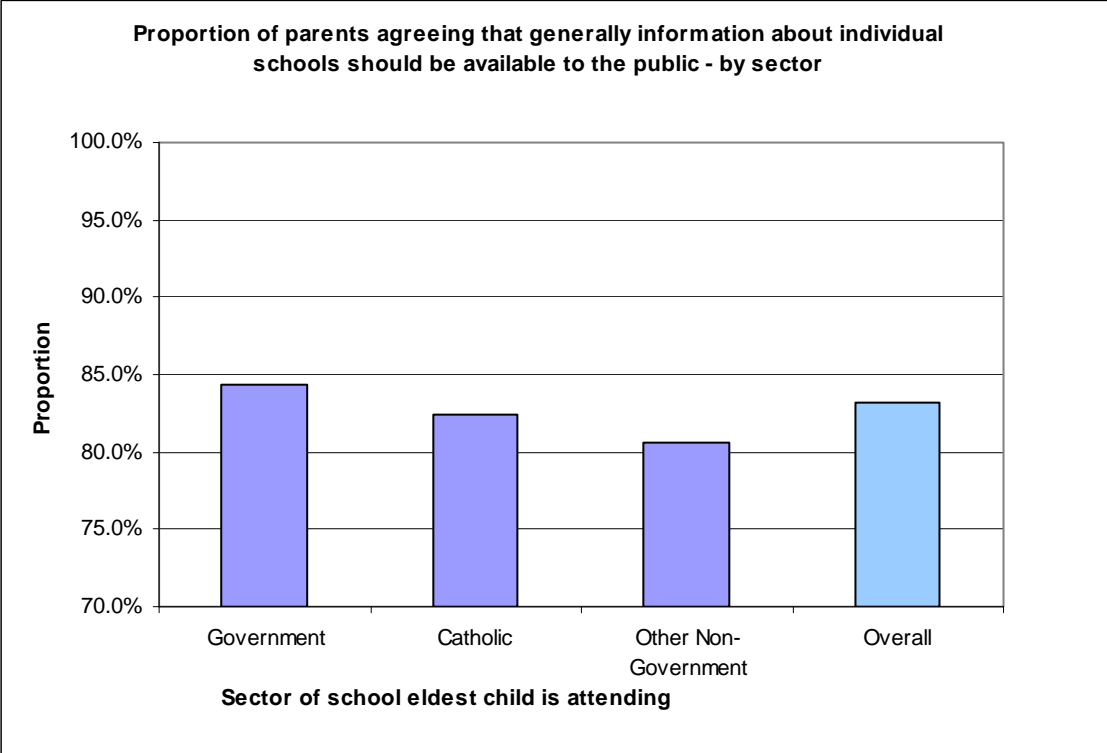
There was little variation when the results were considered according to the schooling sector of the respondents’ eldest school-aged child. Of parents whose child attended a ‘Catholic’ school, 97.6 per cent agreed that information should be available to them. The results for respondents whose children attended ‘Government’ or ‘Other Non-Government’ schools were 97.1 per cent and 95.8 per cent respectively.

Chart 4



Respondent parents were slightly less positive about allowing the availability of information about individual schools being available to the general public (83.2 per cent). When compared according to the schooling sector of the respondents' eldest school-aged child, the results were again consistent – 'Government' schools 84.3 per cent; 'Catholic' schools 82.4 per cent and 'Other Non-Government' schools 80.6 per cent.

Chart 5



The 11.2 per cent of parents who did not believe that information about individual schools should be publicly available⁴ were asked to indicate why the information should not be available. Their free-text responses were then classified into major categories to aid analysis. The most commonly cited reason related to 'misuse or misunderstanding of the information' (31.1 per cent), followed by 'concerns about privacy' (26.5 per cent), and 'adverse competition between schools' (18 per cent). Other reasons included 'negative impact on student/community' (1.8 per cent) and 'inaccurate information' (0.9 per cent).⁵

⁴ 5.7 per cent of respondents were 'not sure'.

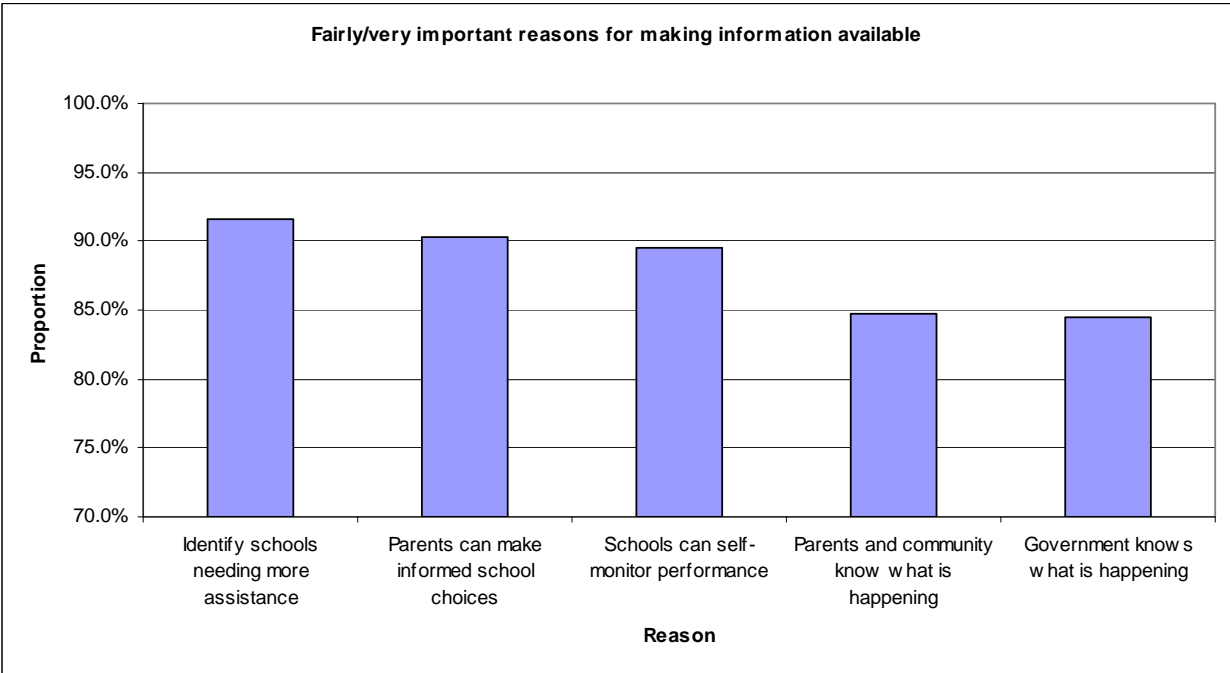
⁵ Not all eligible respondents provided a response to this question.

Importance of reasons for making information available

Parents were asked to consider some of the reasons that the availability of information about schools might be regarded as important. The reasons offered were to enable parents to make informed choices about which school their child should attend; so that parents and the community know what is happening in schools; so that the government knows what is happening in schools; so that schools can monitor their performance; and so that parents, schools and governments can identify schools needing extra assistance. Respondents were then asked to rate the importance of these reasons on a one to five scale where 1 was 'not at all important' and 5 was 'very important'.

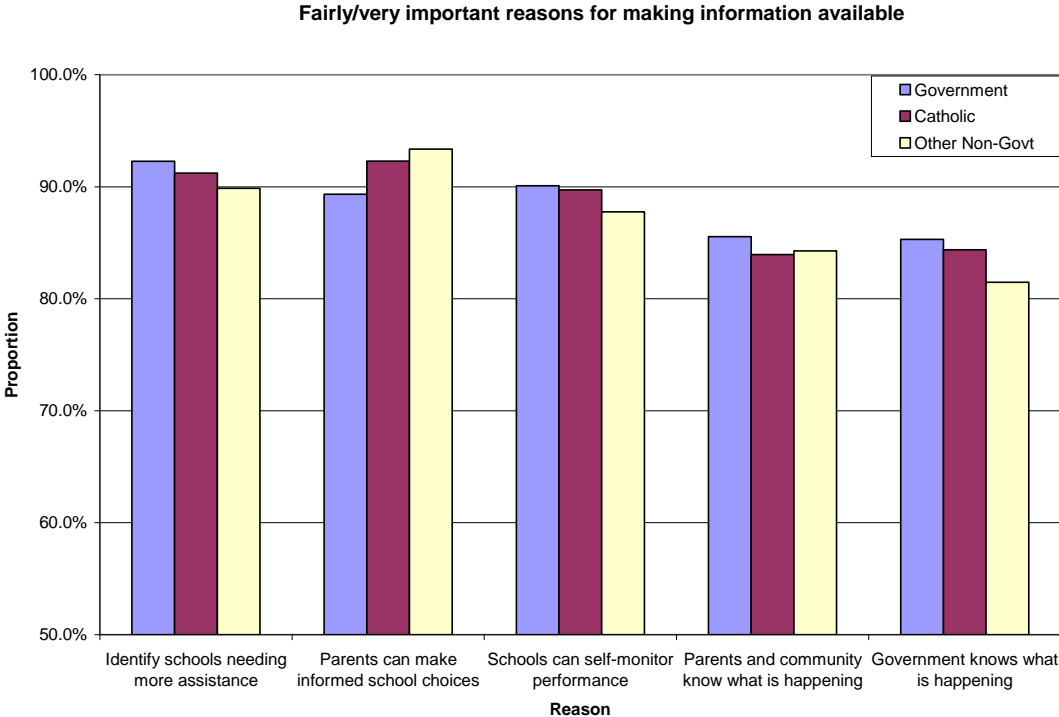
Overall, the results show that responding parents assigned high levels of importance to each of the five reasons. As Chart 6 shows, over 90 per cent of parents regarded the reason 'so that parents, schools and governments can identify schools that need extra assistance' as 'fairly important' or 'very important' (91.6 per cent). The next most popular response was 'parents can make informed choices about which school their child should attend', rated as 'fairly important' or 'very important' by 90.4 per cent of respondents, followed by 'schools can monitor their performance' (89.5 per cent). Parents assigned slightly lower levels of importance to the reasons 'so parents and the community know what is happening in schools' (84 per cent) and 'so the government knows what is happening in schools' (84.3 per cent).

Chart 6



As Chart 7 shows, there were minor differences in the levels of importance assigned to reasons for making information available when the results were analysed according to the sector of the respondents' eldest school-aged child. Parents whose eldest school-aged child attended a 'Government' school generally assigned higher levels of importance to each of the suggested reasons than parents whose eldest school-aged child attended 'Catholic' or 'Other Non-Government' schools. The exception was 'parents can make informed choices about which school their child should attend', where the highest levels of importance were assigned by parents whose eldest school-aged child was attending an 'Other Non-Government' school.

Chart 7



Parents were also offered the opportunity to nominate other reasons the availability of information about schools could be regarded as important. Their free-text responses were then classified into major categories to aid analysis. Other reasons included:

- accountability;
- confirmation and support of parental choices;
- ensuring those who need support get it, equitable division of resources;
- recognition of importance of education;
- to assist in setting and improving common education standards;
- to assist families moving into a community – e.g. from interstate or overseas; and
- to assist in future planning.

Several parents suggested that making this type of information available was important to 'try and make a political point' or for 'publicity purposes'.

Mode of access to information

Parents were asked, if they wished to access these types of information, how they would choose to do so. The options offered were 'in an official report every year', 'on an official website', 'on each school's website', 'in school brochures'. They were also offered the opportunity to offer their own suggestions.

Overall, the most popular means of accessing information about schools was via the Internet. Around half of the respondents nominated 'Official website' (52.1 per cent) or 'School website' (49.5 per cent). Parents were also interested in accessing the information through 'School brochures' (30.6 per cent) and 'Official report' (23.5 per cent).

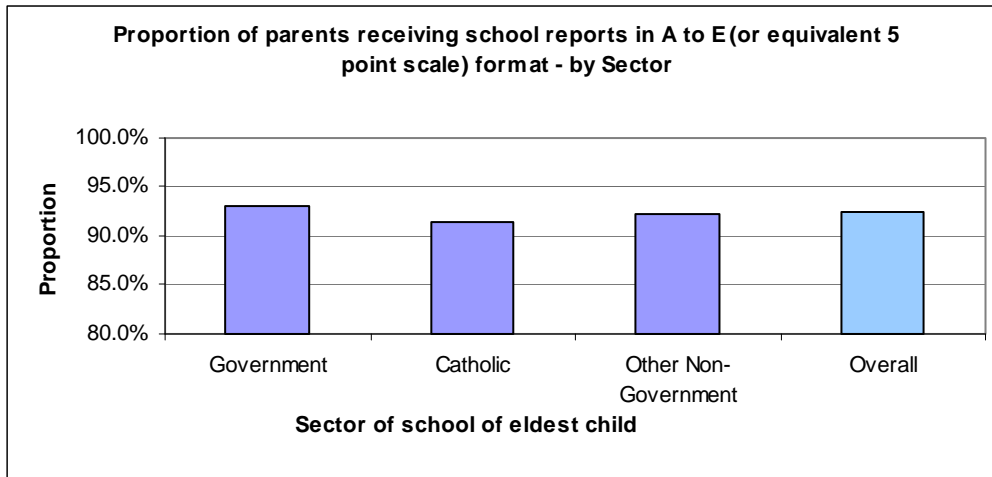
Other types of access suggested included:

- media, including local newspapers;
- emails/newsletters from the school;
- school visits, open days, appointments with teachers, principal, etc.;
- direct request to school;
- comparative database;
- grapevine/word of mouth; and
- online forum discussion boards.

Communication from schools on eldest child's school performance

Parents were asked whether they received school reports on their eldest school-aged child's performance that included either A to E grades or an equivalent five point scale. Nearly all respondent parents (92.5 per cent) indicated that they were receiving these reports.

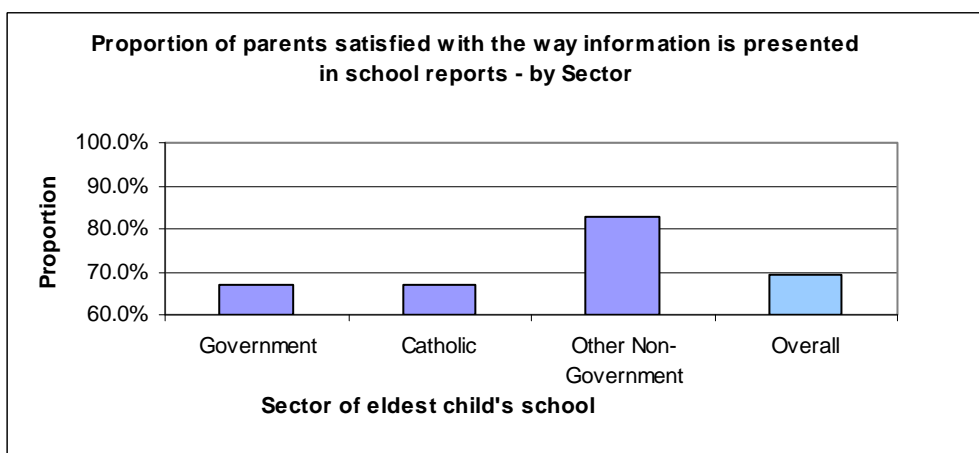
Chart 8



Parents were also asked whether they were satisfied with the way information was presented in their eldest school-aged child's individual school reports. Just over two-thirds of respondent parents (69.3 per cent) agreed that they were satisfied. When analysed according to the school sector of the eldest child, there was some variation. A larger proportion of parents whose eldest child attended an 'Other Non-Government school' (82.6 per cent) indicated satisfaction with the presentation of the information, compared with 'Government' parents (67.1 per cent) and 'Catholic' parents (66.8 per cent).

Those parents who indicated that they were **not** satisfied were asked to explain their reasons.

Chart 9



The most common reason offered by respondent parents for not being satisfied with the way information was presented in their child's individual school reports was 'too general, impersonal' (69.1 per cent), followed by 'difficult to interpret' (23.9 per cent), 'wants to know child's position in class, grade' (17.7 per cent), 'politically correct – not honest' (5.6 per cent) and 'too much jargon' (2 per cent)⁶.

Parents' other views on information wanted from schools

Parents were also offered the opportunity to provide other details about the information they wanted from their school. Their free text responses were coded and categorised. The most popular responses about information from schools related to:

- teachers – their backgrounds, qualifications, experience, levels of performance, disciplinary issues;
- desire for information in individual reports about their child's standing in class, grade, against national standard, etc.
- consistency and honesty in the information provided about their child's performance;
- dissatisfaction with the current style of student reports;
- frequency and timing of student reports – e.g. providing a report at the end of the year did not enable parents to react and respond;
- access to teachers – parent/teacher nights, discussions, general availability;
- proactivity – parents indicated a desire that any problems or potential problems be broached with them early, so that they could be resolved;
- communication between school and parent – e.g. posting important notices or reports rather than relying on child to deliver them⁷; and
- processes for communicating problems or seeking assistance.

⁶ Parents could offer more than one reason.

⁷ Several parents commented favourably on the use of a communication book where the teacher made regular comments about their child's performance, indicating if there were any issues. The child carries the book every day and parents sign it on a regular basis.

Attachment A: Questionnaire

IF FIRST CONTACT :

Hello, my name is I am calling on behalf of the Australian Government's Department of Education, Employment and Workplace Relations. How are you today?

Are you a parent or guardian of school-aged children?

(IF YES)

I am calling to ask you to participate in a national study on what information Australian parents want about our schools. Your telephone number has been randomly selected. The survey will take around 5 minutes. Would you be willing to participate?

(IF YES)

Is now convenient, or should I ring back at another time?

(IF NO)

This survey concerns only parents or guardians of school-aged children. Thank you very much for your time.

INTRODUCTION TO SURVEY

I will be asking you questions about the type of information about schools that would be useful to you – for example, information about the student population, teachers, school performance, school environment.

Information you provide will be used only for the purpose for which you provided it, and we will not disclose it without your consent, unless where authorised or required by law.

I will be taking notes of your responses, and the information will be entered into a database. However, I assure you that no data from individual responses will be kept beyond the duration of the project. They will be destroyed at the conclusion of the project. We are only interested in the overall picture. Neither you, your child or your child's school will be identified in the survey.

IF NOT FIRST CONTACT :

May I speak to Mr/Ms xxxxx ?

Note to interviewer - When speaking to a respondent, introduce yourself and remind the purpose of study again (use the above First Contact as a reference) then continue

Q 1. (Interviewer - Is the respondent male or female?) (Please tick the appropriate box)

Male	Female

Note to interviewer - This survey seeks the opinions of parents who have children attending **Primary** or **Secondary** school. It does NOT include parents whose children are in **Pre-School**.

Q 2. How many SCHOOL AGE CHILDREN do you have?

(Please write number)

Additional Information for interviewer :

Another name for a Government school is a **Public or State** school;
 Another name for a Non-government school is a **Private** school.
 Apart from Catholic Schools, Non-government schools include Independent schools (e.g. Anglican, Christian, etc.)

(If respondent has more than one school-aged child) We will be asking questions in relation to your eldest school-aged child. These questions will help us to gain an understanding of your eldest child's current school environment.

Q 3. Is your eldest school age child attending a GOVERNMENT, CATHOLIC or OTHER NON-GOVERNMENT school?

Note to Interviewer: indicate which category of school child is attending.

(1) Government	
(2) Catholic	
(3) Other Non-government	
(4) Other (e.g. Distance education)	
(5) Home schooling	If parent identifies their child as being home schooled, thank them for their time and finish the call.
(6) Don't know/none of the above	

Q 4. Is your (eldest) child in PRIMARY or SECONDARY school?

(1) Primary	
(2) Secondary/Secondary College	
Other (please specify)	

I'm now going to ask you some questions about the types of information you would like to be able to obtain about Australian schools.

Q 5. I will be reading you a list of types of information that might be available about a school. In general, if you were seeking information about schools, (for example, to assist you in making a decision about which school your child should attend), which of these types of information would you regard as important? Could you please rate each of these types of information using a scale from 1 to 5 where 1 is 'not at all important' and 5 is 'very important'.

Instruction for Interviewer - read out the examples

	1. Not at all important 2. Not very important 3. Somewhat important 4. Fairly important 5. Very important 6. Don't know/no response
(1) Information about the student population, such as how many boys/girls, demographic characteristics of the students, size of classes and number of classes per grade.	
(2) Information about the school environment and facilities, including the library, playground and location.	
(3) Information about the school's approach to teaching literacy and numeracy, such as particular methods or teaching styles used in the classroom.	
(4) Information about the school's approach to teaching other subject areas such as science, physical education, performing arts, music or languages.	
(5) Information about extra-curricular activities offered by the school such as bands, choirs, sporting teams or clubs.	
(6) Information about the availability of special programs at the school. For example, programs for students with special needs or programs for gifted and talented students	
(7) Information about how the school communicates with parents about their child. For example, school reports, format of school reports, and parent-teacher nights.	
(8) Information about opportunities for parental involvement and engagement in the school. For instance, parent participation in the classroom, the role of P&C committees and parent representation on school boards or councils.	
(9) Information about the school principal and teachers at the school. For example, their qualifications, their length of experience and time at the school.	

(10) Information about the schools' performance in national testing, and student outcomes such as numbers going to particular high schools, Year 12 results and numbers going to university.	
(11) Information comparing the performance of the school to the performance of other schools with similar student populations. (Note to Interviewer 'Similar' schools would have student populations with similar demographic characteristics.)	
(12) Information about school fees and other costs to parents.	
(13) Information about how much funding is received by the school and how it is spent.	

Q 6. Is there any other information about schools that you think should be available?
(Please specify)

--

Q 7. Do you think that these types of information about your child's school should be available to you as a parent of a school-aged child?

(1) Yes	
(2) No	
(3) Not sure	

Q 8. In general, do you think that information about individual schools, should be publicly available?

Instruction for Interviewer – if parent asks clarify that information about individual students will NOT be available.

(1) Yes	
(2) No	(If no go to question 9)
(3) Not sure	

Q 9. Can you tell me why you think these types of information should not be available to the public?

--

I'm going to read out some reasons why the availability of these types of school information might be regarded as important.

Q 10. Which of these **reasons** would **you** regard as important? Could you please rate each of these reasons using a scale from 1 to 5 where 1 is 'not at all important' and 5 is 'very important'.

	1. Not at all important 2. Not very important 3. Somewhat important 4. Fairly important 5. Very important 6. Don't know/no response
(1) so that parents can make informed choices about which school their child should attend	
(2) so that parents and the community know what is happening in schools	
(3) so that the government knows what is happening in schools	
(4) so that schools can monitor their own performance.	
(5) so that parents, schools and governments can identify schools that need extra assistance	

Q 11. Are there any other reasons why you think the availability of these types of school information might be regarded as important? (Please specify)

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Q 12. As a parent, if you wished to access these types of information, how would you choose to access it? (Parents can indicate more than one response)

(1) in an official report every year	
(2) on an official website	
(3) on each school's website	
(4) in school brochures	
(5) Other (please specify)	

I'm now going to ask you about the communication you receive from your school on your (eldest) child's school performance.

Q 13. Do you receive school reports on your child's performance that include either A - E grades or an equivalent 5 point scale. For example, outstanding, high, sound, basic, limited)?

(1) Yes	
(2) No	
(3) Not sure	

Q. 14. Are you satisfied with the way information is presented in your (eldest) child's individual school reports?

(1) Yes	
(2) No	
(3) Not sure	

Q. 15. Can you tell me why you were not satisfied with the way the information is presented in your (eldest) child's individual school reports? (Please specify)

Q. 16. Is there anything else you would like to tell us about the information you want from your school?

*Thank you. That has been very helpful.
That's the end of the study. Thank you very much for your time.
My supervisor may contact you to confirm that you participated in the survey. Is that okay?
Thanks again.*