



Would you like a Haigh’s chocolate frog?



Then please fill out this survey. The staff and the Governing Council will use your responses for their 5-year plan that they are currently developing, in order to ensure that we are providing the best possible primary education for our students, and for the sustainability of the school into the future. We’ll be providing a chocolate frog to every family who hands in their survey to Julia in the front office before next Wednesday 8 June. You may also email your responses to Julia Cowlam at Julia.Cowlam357@schools.sa.edu.au

When you think about your child’s primary education, how important do you think the following aspects are?

- 5 – Extremely important
- 4 – Somewhat important
- 3 – No thoughts either way
- 2 – A little important
- 1 – Not important at all

	5	4	3	2	1
Literacy/English					
Numeracy/Maths					
Science					
HASS – history, geography, civics and citizenship, business and economics					
Technology					
The arts – dance, drama, visual arts, music and media arts					
Health and PE					
Languages other than English					
Wellbeing					
Social and friendship skills					

What else is important?

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What would you like us to emphasise more?

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What would you like us to emphasise less?

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Languages

There are significant benefits to learning a second language; it helps with first language acquisition, it helps children to understand other cultures, and it prepares them for second language study in secondary school. Oakbank AS teaches Chinese and Japanese; Heathfield teaches Indonesian, French and Japanese; Birdwood has a teacher to support students to online-learn whichever language they choose (he speaks 5 languages).

Which language do you think Lenswood should choose for its second language?

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Please turn the page over.

Excursions

Excursions help students to make sense of their learning as they have hands-on real-life experiences outside of school. So many of us remember our excursions from our own schooling as highlights of those years. When students are involved in the organisation and planning of their excursions, that adds a further dimension to their understanding of the world, and often involves significant amounts of authentic literacy and numeracy. However, we do understand that excursions can be an additional cost to families.

How many excursions do you think students should do each year?

Why do you think that?

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What are your ideas for excursions?

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In an ideal world, how would you describe the school in five years' time?

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This is a survey about our future goals, not commenting on our current performance. You will have an opportunity to do that later in the year when we distribute the parent opinion survey. We also have a suggestion box in the front foyer and of course, you can come and speak to any of us anytime!

We would prefer you to put your name so that we can check what you mean if we need to, and we believe that we are open to any praise and criticism that you might have. However, if you would really prefer to be anonymous, that's fine too, pop your response in the box provided in the foyer.

Name.....



Government of South Australia
Department for Education and
Child Development

