

Staff Voice: School Organisational Climate Survey

Notre Dame Catholic Primary School, Cloverdale WA 6105

Feedback for 2022

14 participants completed the survey

No participants were found to be disengaged.

NSI CEWA Staff Voice (SOCS-S) (#905)

Survey closed on 24-05-2022

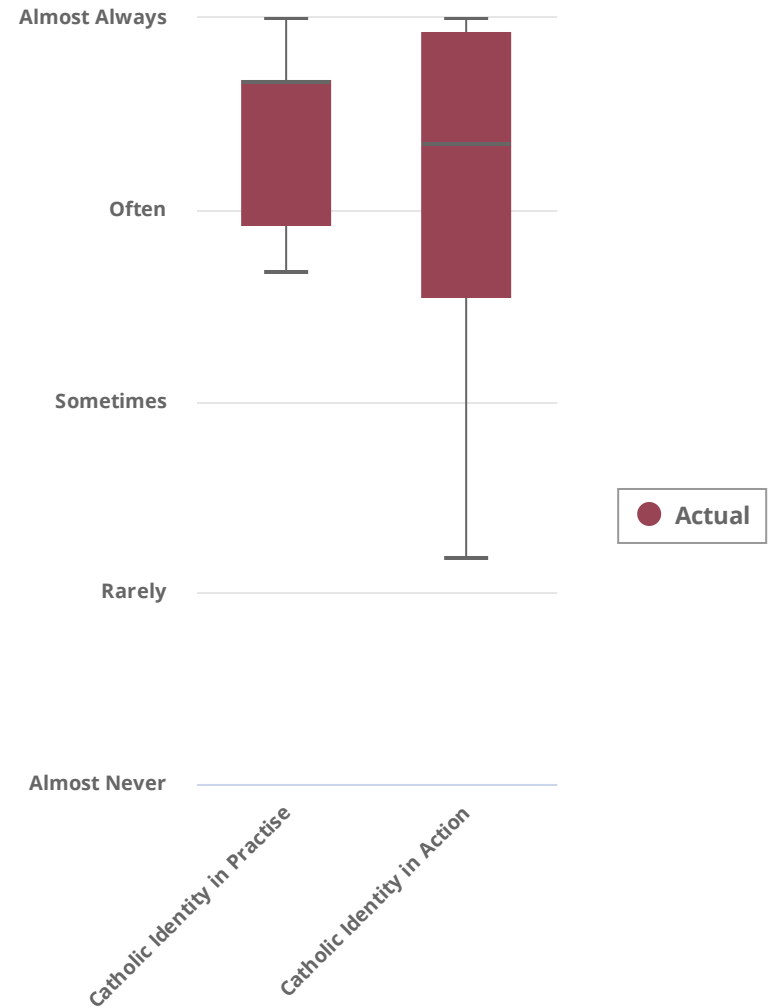
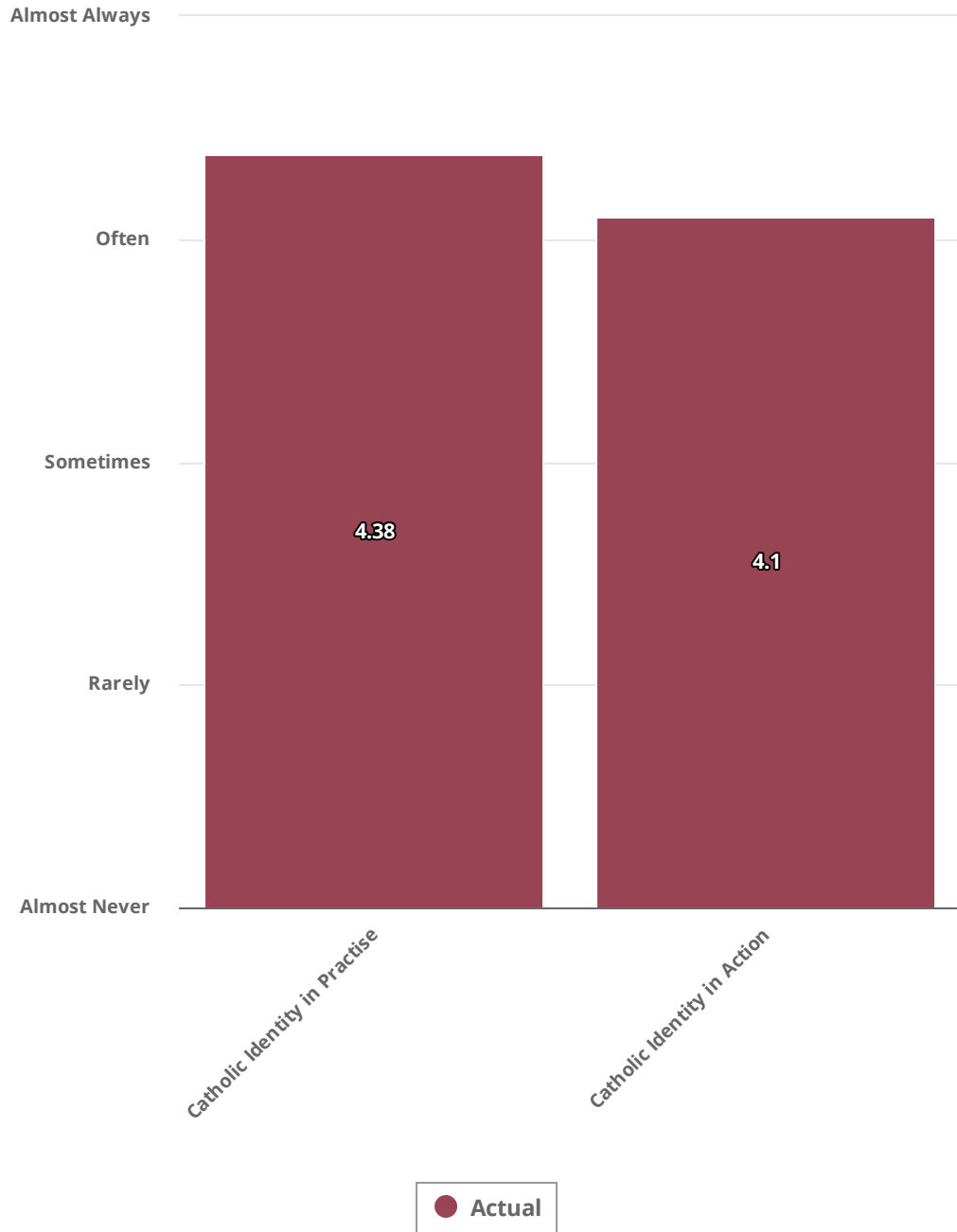
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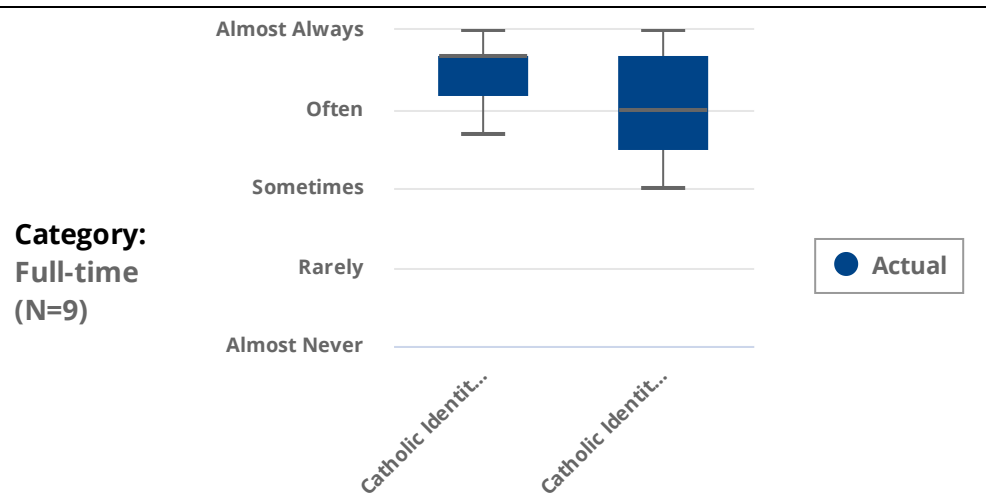
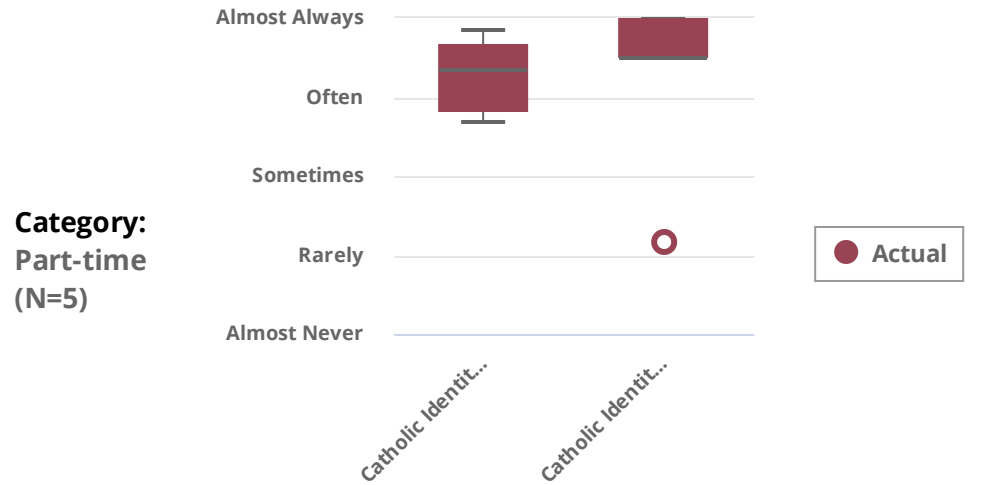
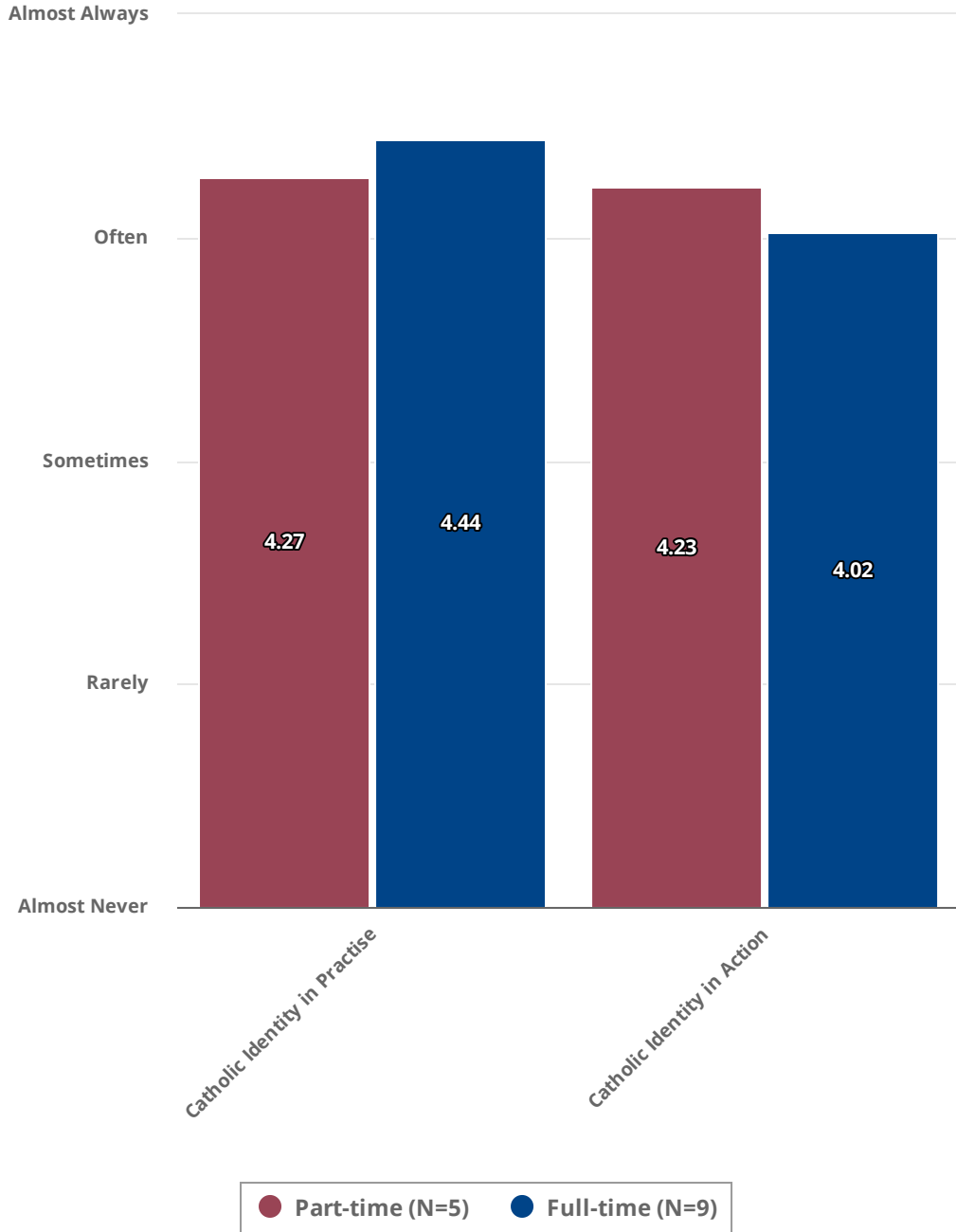
Introduction

To meet the needs of the secondary and composite schools, the Organisational Climate constructs, *Participation in Decision-Making* and *Providing Individual Support*, have been developed as dual constructs. Primary school staff respond to *Participation in Decision-Making* and *Providing Individual Support*, while staff in secondary and composite schools respond to each construct twice, once for Middle Leadership and once for Secondary Leadership.

Catholic Identity

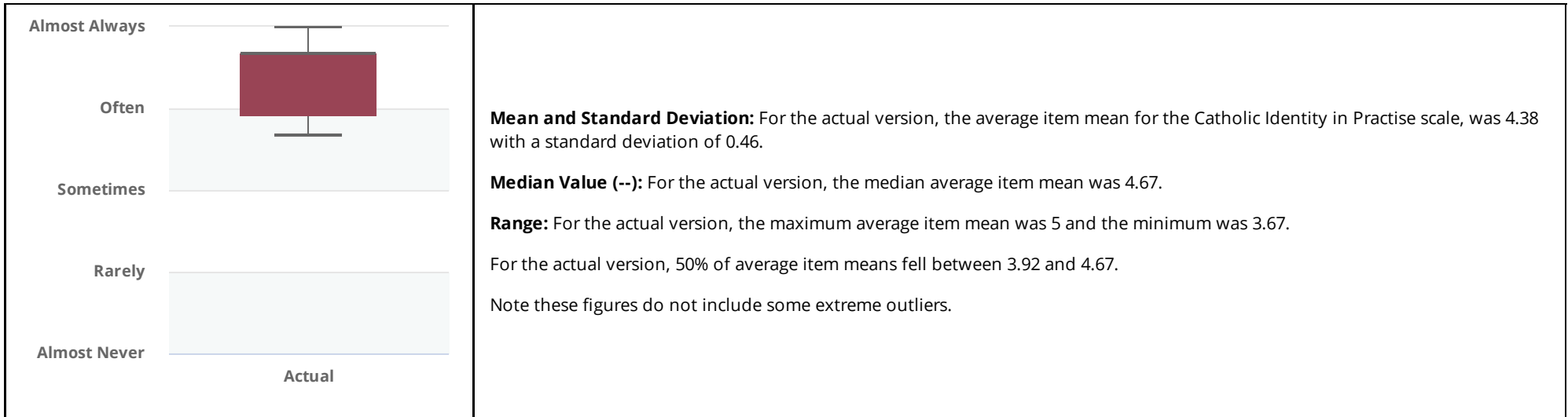


Catholic Identity: By Time Fraction



Catholic Identity in Practise

The CATHOLIC IDENTITY IN PRACTISE construct assesses the extent to which the school promotes, develops and gives witness to the Catholic faith.



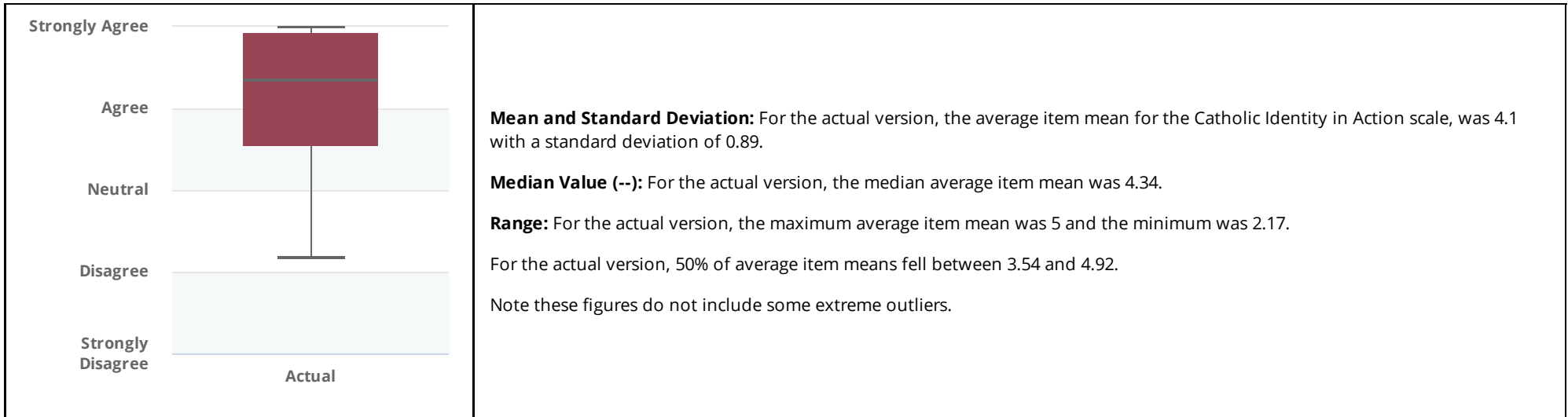
Percentage of each response		Items included in the scale		Average response for each item						
64.3 %	35.7 %	Actual	I feel that social justice is practised.	Actual	4.36					
7.1 %	64.3 %	28.6 %	Actual	I feel that there is commitment to the poor and marginalised.	Actual	4.21				
28.6 %	71.4 %	Actual	There are clear signs of Catholic identity visible through rituals and practices.	Actual	4.71					
28.6 %	71.4 %	Actual	There are clear signs of Catholic identity visible through symbols, artwork and sacred spaces.	Actual	4.71					
14.3 %	35.7 %	50 %	Actual	I feel that there is a connection to the mission of the Church.	Actual	4.36				
35.7 %	35.7 %	28.6 %	Actual	I feel that there is engagement with the parishes.	Actual	3.93				

- Almost Never
- Sometimes
- Almost Always
- Rarely
- Often

Almost Never
Rarely
Sometimes
Often
Almost Always

Catholic Identity in Action

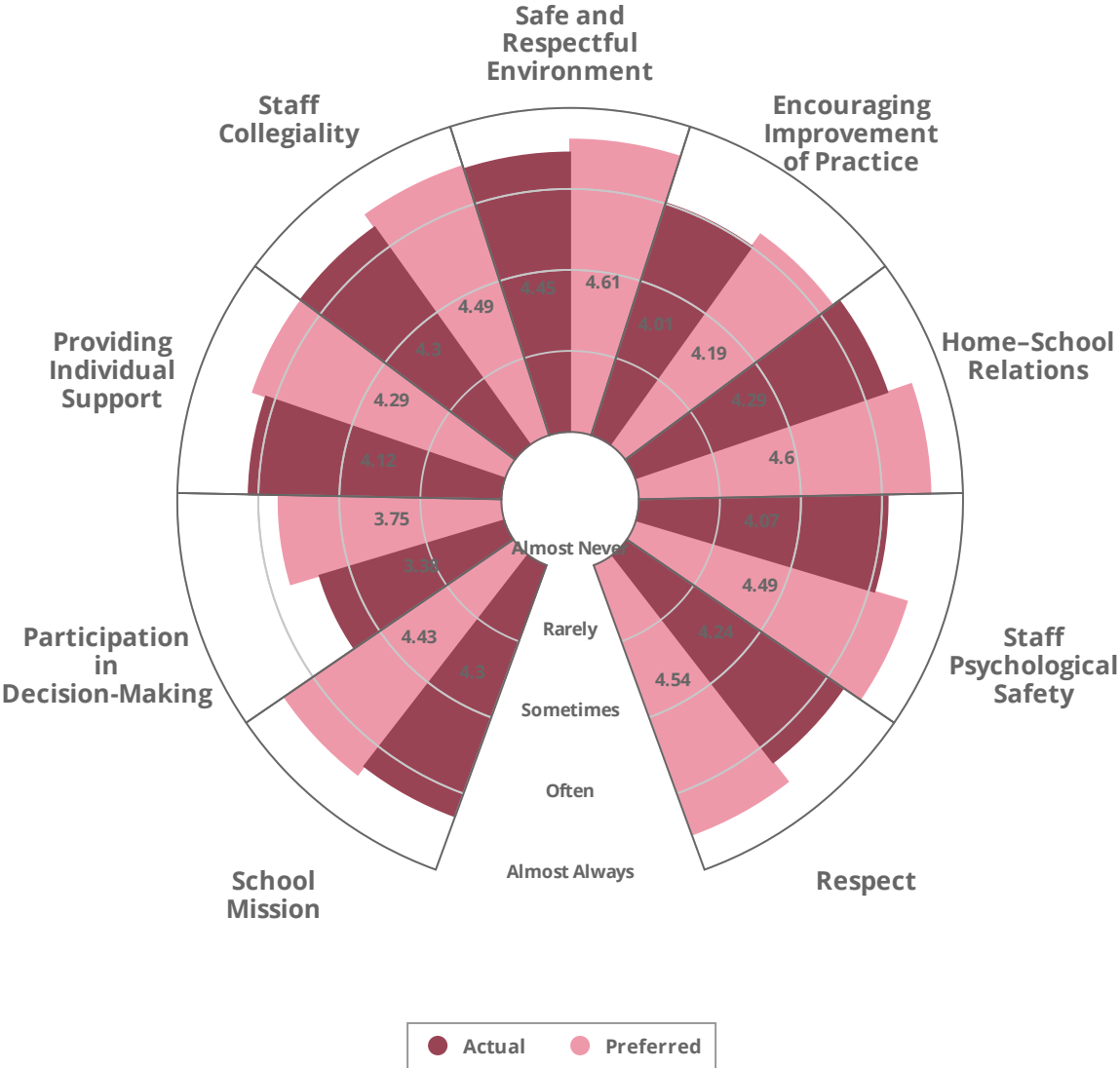
The CATHOLIC IDENTITY IN ACTION construct assesses the extent to which school staff feel that the teachings of the Catholic faith are important to them.



Percentage of each response		Items included in the scale		Average response for each item							
21.4 %	28.6 %	50 %	Actual	Learning about Catholic faith and tradition is important to me.	Actual	4.29					
7.1 %		42.9 %	42.9 %	Actual	Participating in prayer is important to me.	Actual	4.21				
7.1 %	28.6 %	28.6 %	35.7 %	Actual	Participating in the sacraments of the Eucharist (Mass) and Reconciliation is important to me.	Actual	3.93				
	14.3 %	35.7 %	42.9 %	Actual	Participating in Christian service activities is important to me.	Actual	4.14				
14.3 %	21.4 %	21.4 %	42.9 %	Actual	Participating in activities of discipleship is important to me.	Actual	3.93				
7.1 %	21.4 %	28.6 %	42.9 %	Actual	Participating in formation based on Scripture and Catholic theology is important to me.	Actual	4.07				
● Strongly Disagree	● Neutral	● Disagree	● Agree	● Strongly Agree			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

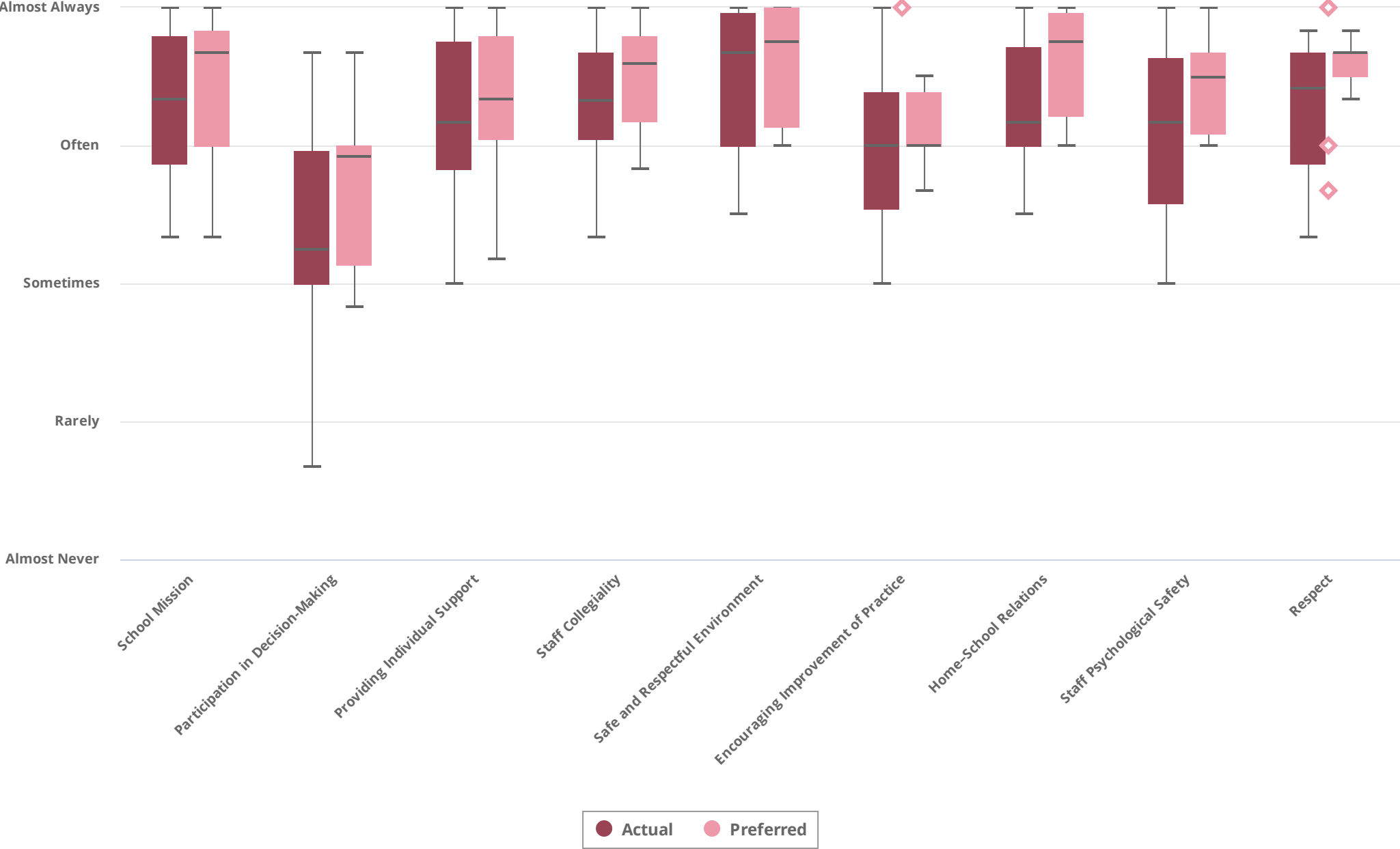
Organisational Climate

Means for each construct.



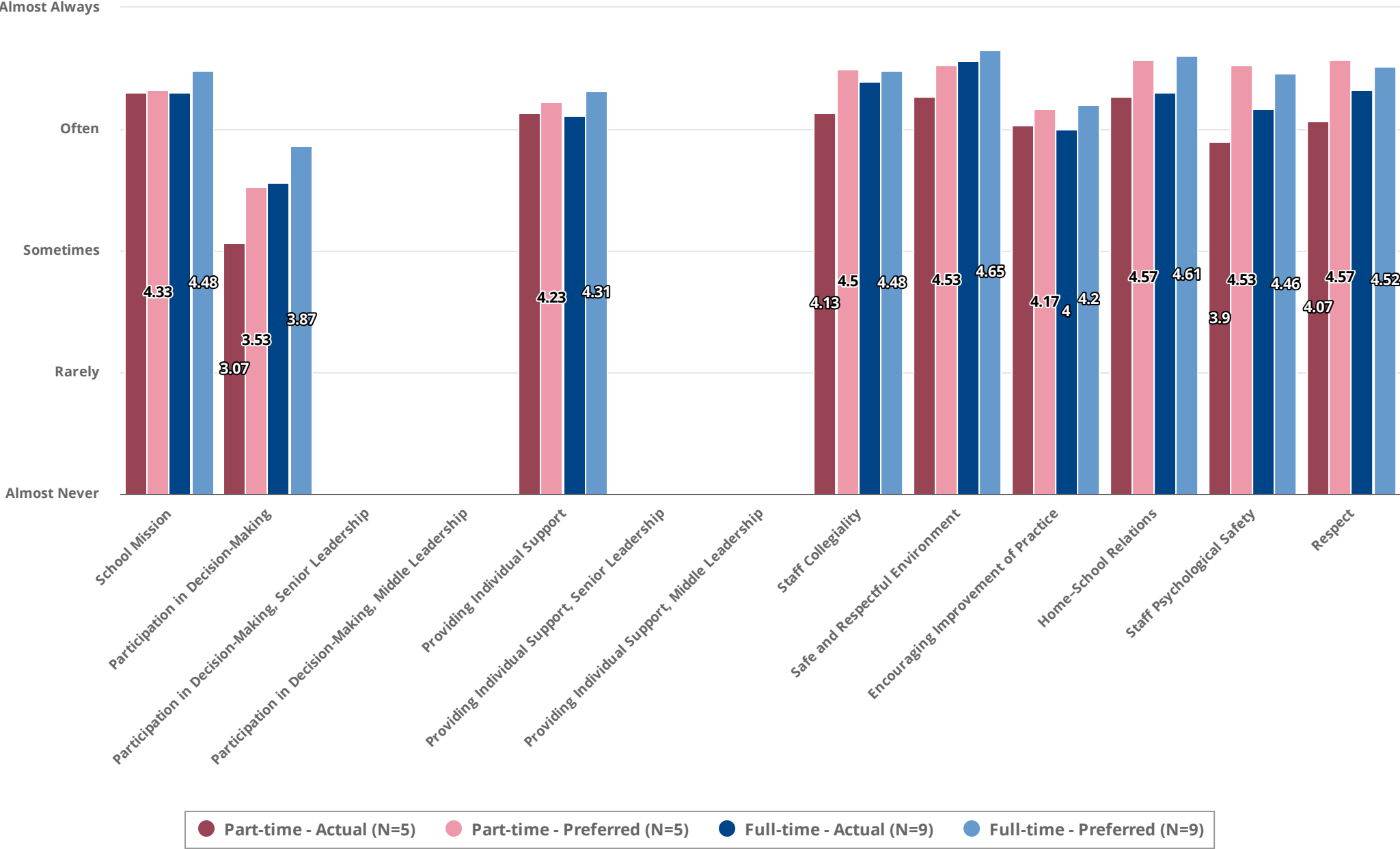
Organisational Climate

Variations for each construct.



Organisational Climate: By Time Fraction

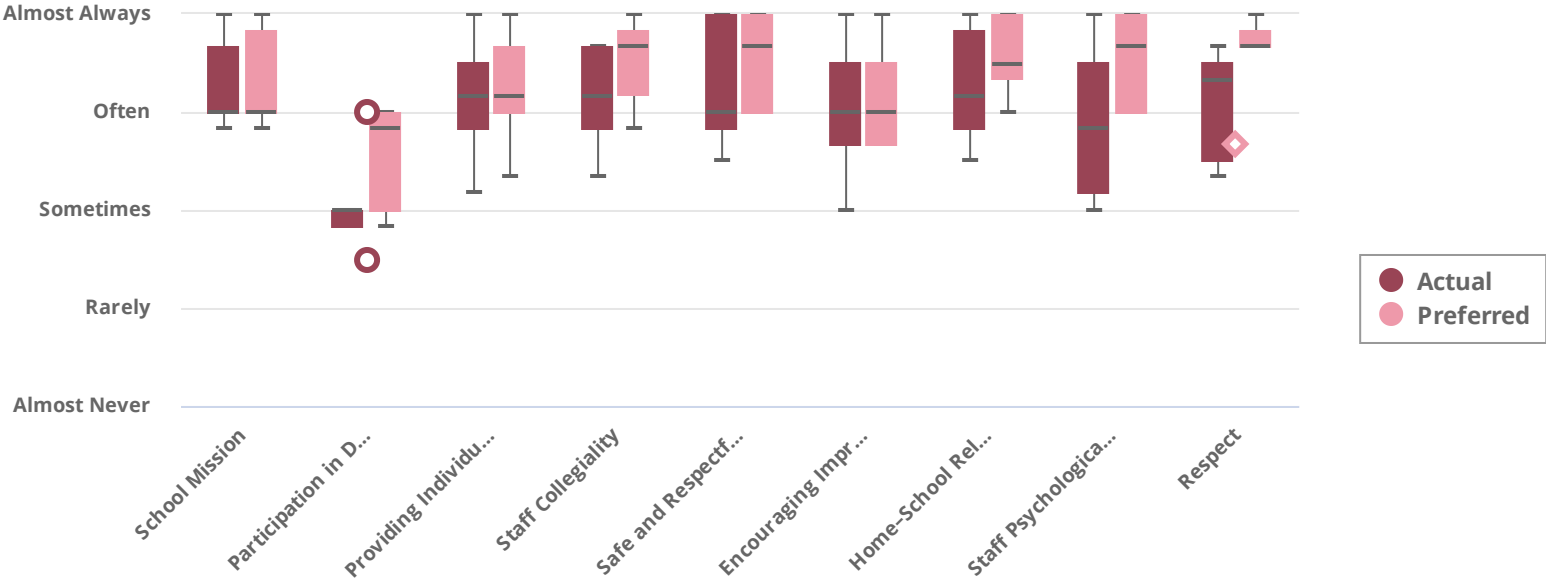
Means for each construct. Categories with less than four responses have been omitted.



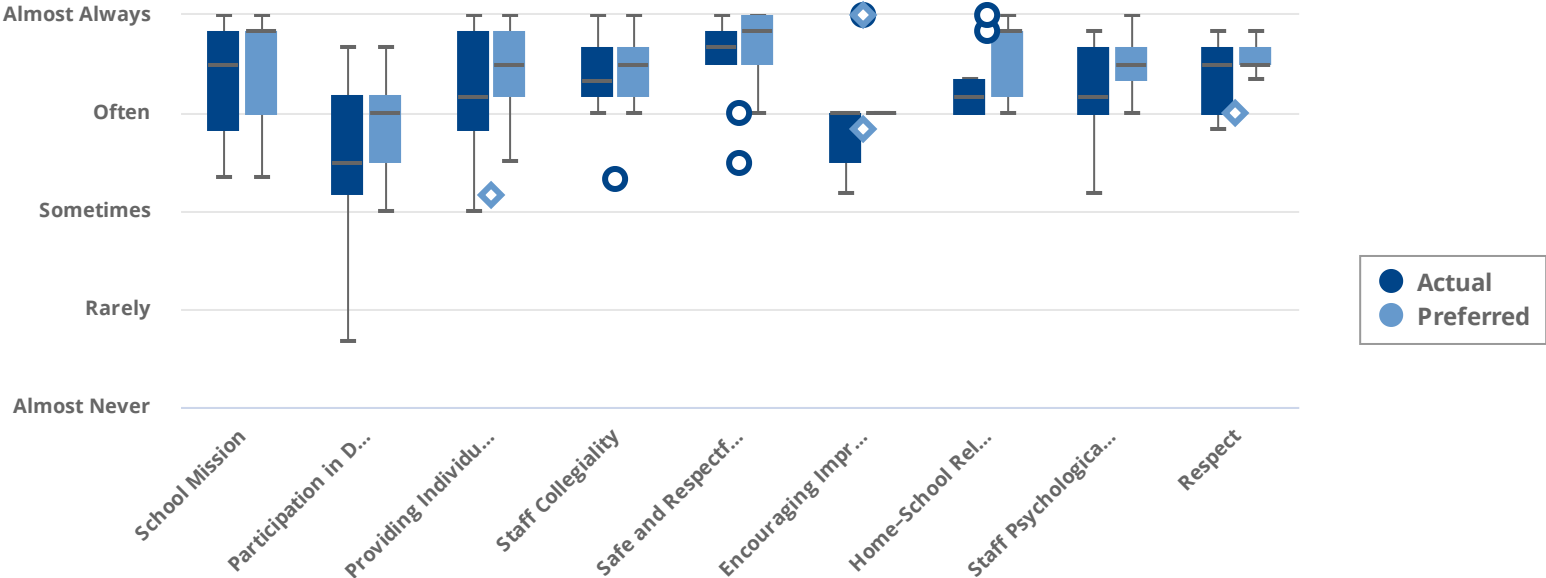
Organisational Climate: By Time Fraction

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

Category:
Part-time (N=5)

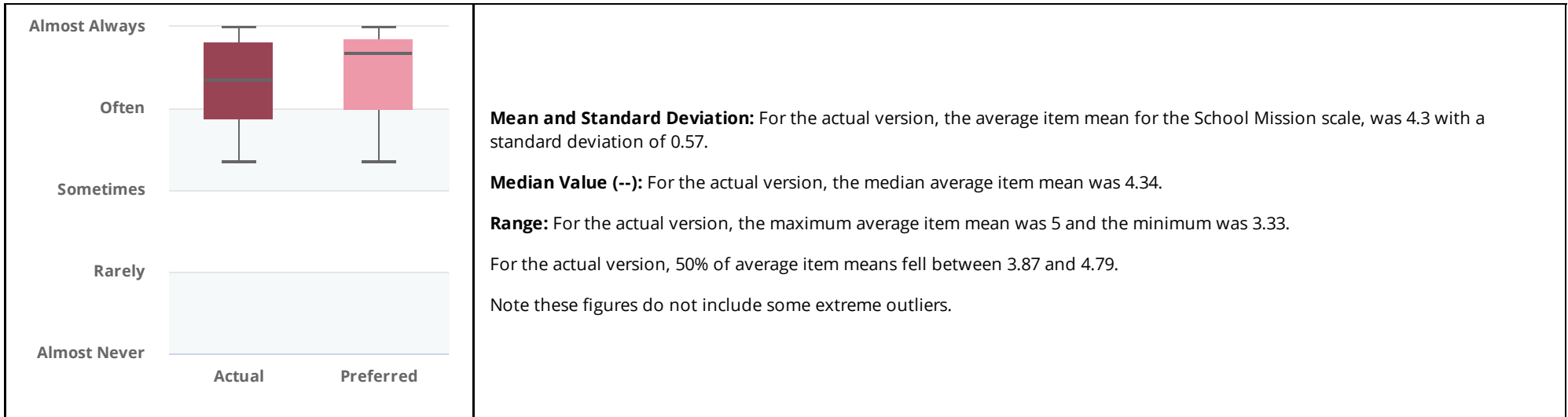


Category:
Full-time (N=9)



School Mission

The SCHOOL MISSION construct assesses the extent to which school staff understand, agree with and are committed to the mission and goals of the school.



Percentage of each response		Items included in the scale		Average response for each item					
57.1%	42.9%	Actual	I understand how the school's Catholic identity is expressed through the school's mission, vision and practices.	Actual	4.43				
64.3%	35.7%	Preferred		Preferred	4.36				
7.1%	57.1%	35.7%	I am committed to the school's Catholic identity as expressed in the school's mission, vision and practices.	Actual	4.29				
7.1%	50%	42.9%		Preferred	Preferred	4.36			
42.9%	57.1%	Actual	The school's Catholic identity is expressed through its mission, vision and practices.	Actual	4.57				
42.9%	57.1%	Preferred		Preferred	4.57				
14.3%	50%	35.7%	I am clear about how the goals of the school align to its mission, vision and practices.	Actual	4.21				
7.1%	42.9%	50%		Preferred	Preferred	4.43			
28.6%	50%	21.4%	I set out to help achieve the mission and vision of the school.	Actual	3.93				
14.3%	35.7%	50%		Preferred	Preferred	4.36			
14.3%	35.7%	50%	The school's mission and vision are articulated regularly.	Actual	4.36				
7.1%	35.7%	57.1%		Preferred	Preferred	4.5			

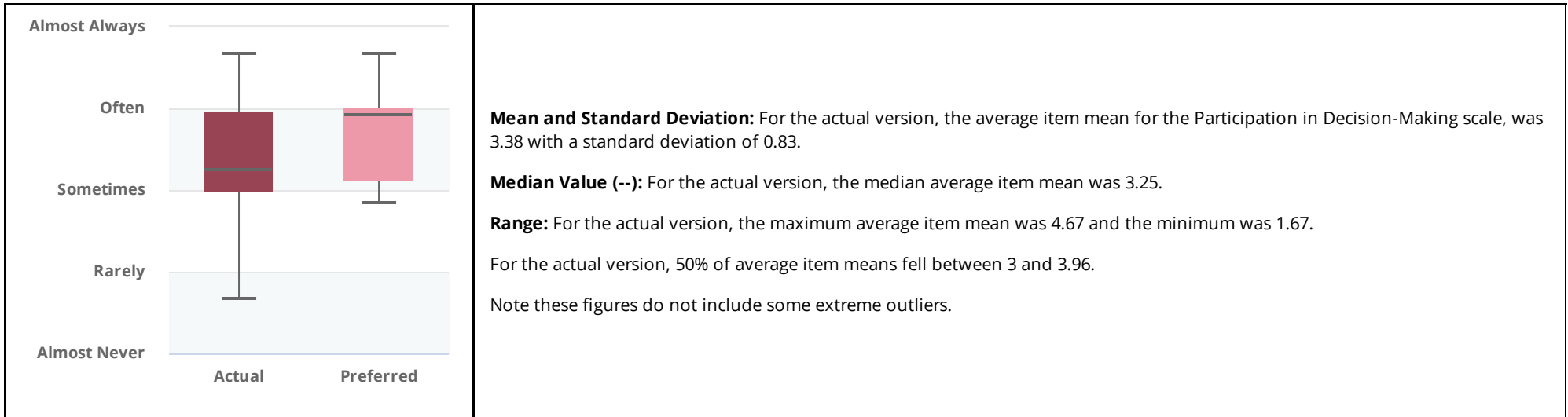
- Almost Never
- Sometimes
- Almost Always

- Rarely
- Often

Almost Never
Rarely
Sometimes
Often
Almost Always

Participation in Decision-Making

The PARTICIPATION IN DECISION-MAKING construct assesses the extent to which leadership involve school staff when making decisions.



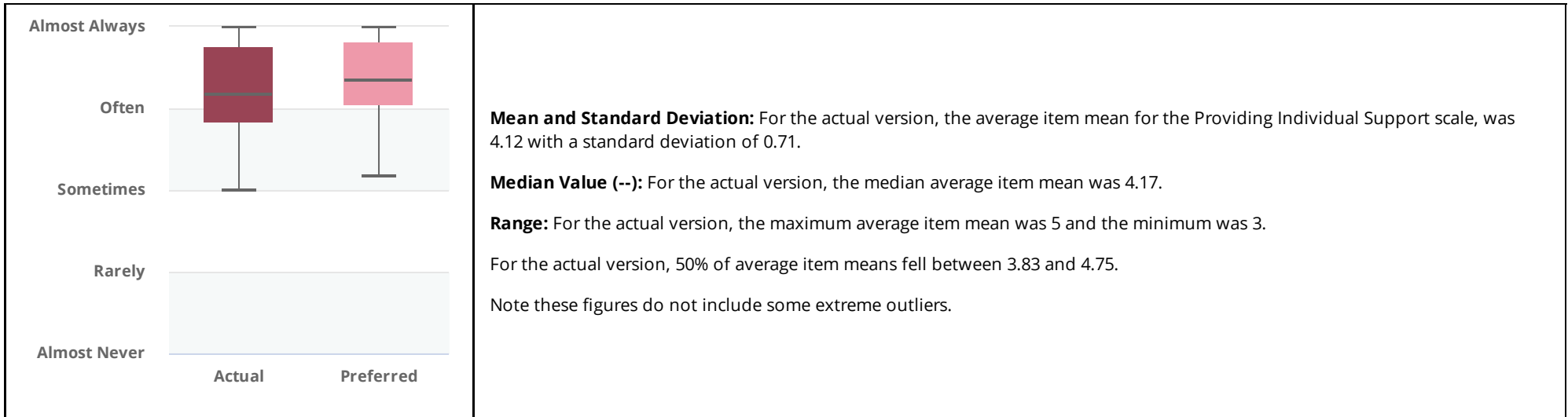
Percentage of each response		Items included in the scale		Average response for each item								
7.1 %	57.1 %	21.4 %	14.3 %	Actual	The leadership team seeks feedback from me in decision-making.	Actual	3.43					
35.7 %	50 %	14.3 %		Preferred		Preferred	3.79					
7.1 %	64.3 %	28.6 %		Actual	The leadership team seeks my opinions when making school-based decisions.	Actual	3.21					
42.9 %	57.1 %			Preferred		Preferred	3.57					
14.3 %	42.9 %	35.7 %	7.1 %	Actual	The leadership team considers my ideas in decision-making.	Actual	3.36					
28.6 %	64.3 %	7.1 %		Preferred		Preferred	3.79					
7.1 %	42.9 %	28.6 %	14.3 %	Actual	The leadership team provides opportunities for me to be involved in making decisions.	Actual	3.36					
35.7 %	50 %	14.3 %		Preferred		Preferred	3.79					
7.1 %	35.7 %	28.6 %	28.6 %	Actual	The leadership team listens to my ideas when making decisions.	Actual	3.79					
28.6 %	42.9 %	28.6 %		Preferred		Preferred	4					
7.1 %	21.4 %	35.7 %	21.4 %	14.3 %	Actual	The leadership team ensures that I am involved in decision-making.	Actual	3.14				
7.1 %	42.9 %	35.7 %	14.3 %		Preferred		3.57					

- Almost Never
- Sometimes
- Almost Always
- Rarely
- Often

- Almost Never
- Rarely
- Sometimes
- Often
- Almost Always

Providing Individual Support

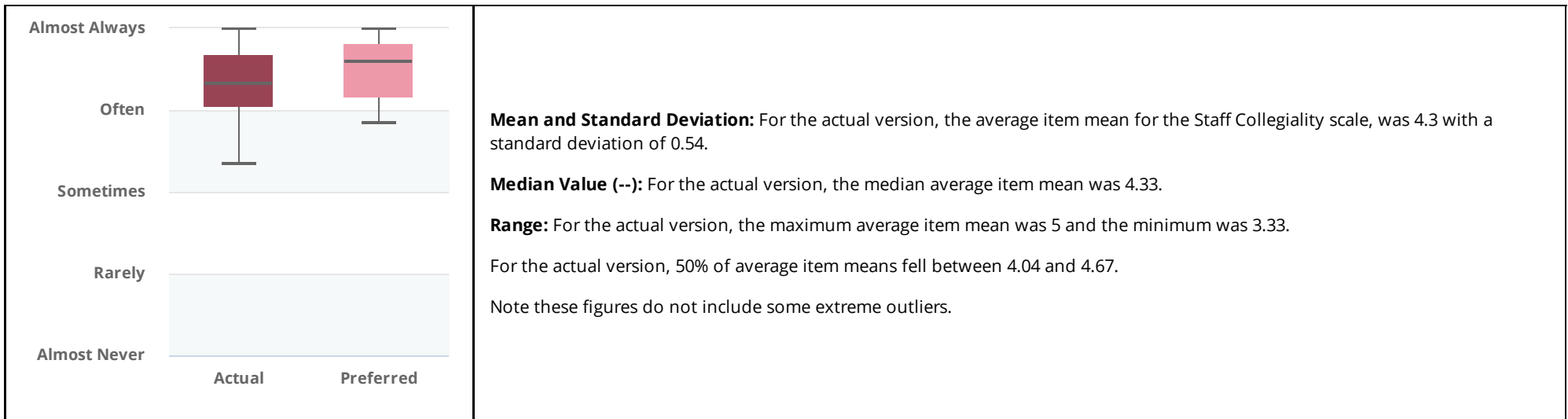
The PROVIDING INDIVIDUAL SUPPORT construct assesses the extent to which leadership respect school staff and are concerned about their personal feelings and needs.



Percentage of each response			Items included in the scale		Average response for each item					
64.3 %	7.1 %	28.6 %	Actual	The leadership team knows the problems faced by me.	Actual	3.64				
28.6 %	42.9 %	28.6 %	Preferred		Preferred	4				
21.4 %	28.6 %	50 %	Actual	The leadership team supports me.	Actual	4.29				
14.3 %	35.7 %	50 %	Preferred		Preferred	4.36				
28.6 %	35.7 %	35.7 %	Actual	There is good communication between the leadership team and me.	Actual	4.07				
64.3 %		35.7 %	Preferred		Preferred	4.36				
28.6 %	28.6 %	42.9 %	Actual	Members of the leadership team go out of their way to help me.	Actual	4.14				
21.4 %	28.6 %	50 %	Preferred		Preferred	4.29				
28.6 %	7.1 %	64.3 %	Actual	I am able to approach the leadership team to discuss concerns.	Actual	4.36				
21.4 %	21.4 %	57.1 %	Preferred		Preferred	4.36				
21.4 %	35.7 %	42.9 %	Actual	Members of the leadership team are interested in my problems.	Actual	4.21				
14.3 %	35.7 %	50 %	Preferred		Preferred	4.36				
<ul style="list-style-type: none"> ● Almost Never ● Sometimes ● Almost Always ● Rarely ● Often 					<div style="display: flex; justify-content: space-between; width: 100%;"> Almost Never Rarely Sometimes Often Almost Always </div>					

Staff Collegiality

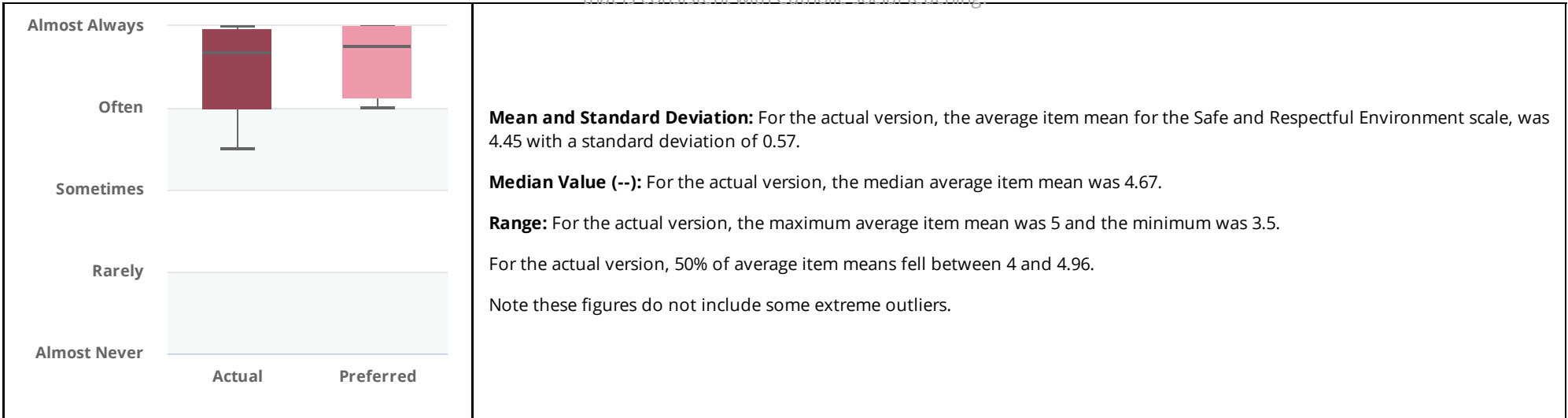
The STAFF COLLEGIALITY construct assesses the extent to which school staff work and learn together and obtain assistance, advice and encouragement from their colleagues.



Percentage of each response		Items included in the scale		Average response for each item					
50 %	50 %	Actual	I feel accepted by colleagues at this school.	Actual	4.5				
42.9 %	57.1 %	Preferred		Preferred	4.57				
42.9 %	57.1 %	Actual	I feel supported by colleagues at this school.	Actual	4.57				
35.7 %	64.3 %	Preferred		Preferred	4.64				
28.6 %	35.7 %	Actual	I feel comfortable when expressing my ideas in front of colleagues.	Actual	4.07				
14.3 %	50 %	Preferred		Preferred	4.21				
21.4 %	42.9 %	Actual	There is good communication between staff members.	Actual	4.14				
35.7 %	64.3 %	Preferred		Preferred	4.64				
21.4 %	42.9 %	Actual	I feel valued by colleagues at this school.	Actual	4.14				
57.1 %	42.9 %	Preferred		Preferred	4.43				
14.3 %	35.7 %	Actual	There are structures in place to support staff collegiality.	Actual	4.36				
7.1 %	42.9 %	Preferred		Preferred	4.43				
<ul style="list-style-type: none"> ● Almost Never ● Sometimes ● Almost Always 	<ul style="list-style-type: none"> ● Rarely ● Often 				Almost Never	Rarely	Sometimes	Often	Almost Always

Safe and Respectful Environment

The SAFE AND RESPECTFUL ENVIRONMENT construct assesses the extent to which the policies and rules in place help to create and maintain a safe, respectful and orderly environment that is consistent with Catholic social teaching.

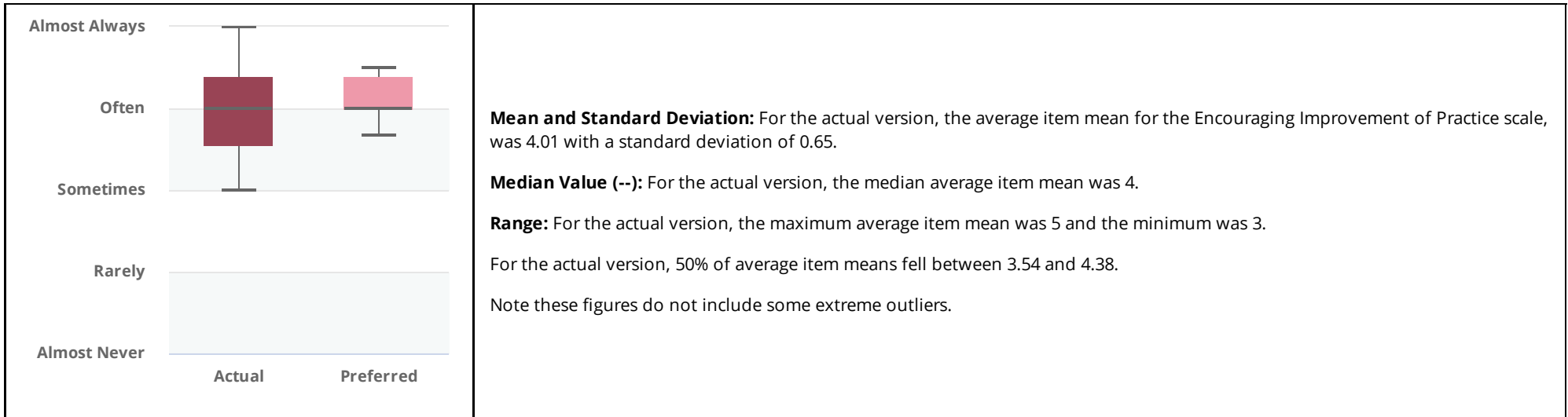


Percentage of each response		Items included in the scale		Average response for each item						
14.3%	50%	35.7%	Actual	Staff model Gospel values through actions and words to ensure that policies and processes respect the dignity of all.	Actual	4.21				
50%		50%	Preferred		Preferred	4.5				
42.9%		57.1%	Actual	The policies, structures and practices of the school are consistent with Catholic social teaching.	Actual	4.57				
35.7%		64.3%	Preferred		Preferred	4.64				
7.1%	21.4%	28.6%	42.9%	Actual	Policies and practices are in place to minimise disruptions.	Actual	4.07			
7.1%	50%		42.9%	Preferred		Preferred	4.36			
7.1%	35.7%		57.1%	Actual	The policies and practices of the school help to create an environment that supports the dignity of each person through words and actions.	Actual	4.5			
28.6%			71.4%	Preferred		Preferred	4.71			
7.1%	21.4%		71.4%	Actual	The policies and practices of the school create a safe environment for all.	Actual	4.64			
28.6%			71.4%	Preferred		Preferred	4.71			
28.6%			71.4%	Actual	The policies, structures and practices of the school help to create a respectful environment.	Actual	4.71			
28.6%			71.4%	Preferred		Preferred	4.71			



Encouraging Improvement of Practice

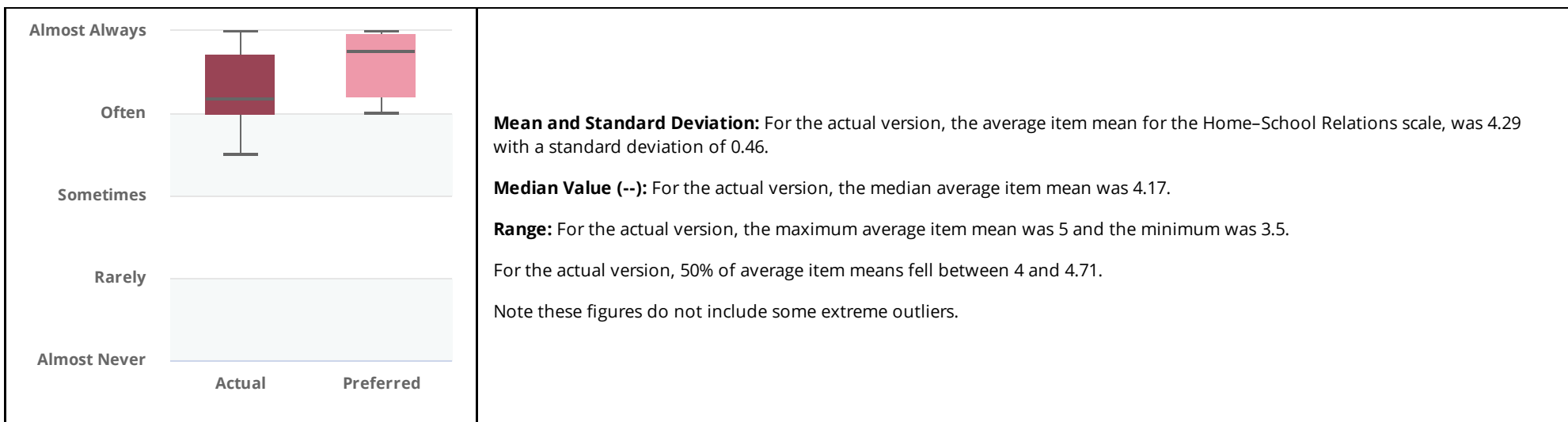
The ENCOURAGING IMPROVEMENT OF PRACTICE construct assesses the extent to which school staff are encouraged to improve, evaluate and refine their practice.



Percentage of each response			Items included in the scale		Average response for each item					
14.3%	64.3%	21.4%	Actual	I am encouraged to think of ways to improve my practice.	Actual	4.07				
7.1%	71.4%	21.4%	Preferred		Preferred	4.14				
28.6%	42.9%	28.6%	Actual	I am encouraged to evaluate my practices.	Actual	4				
14.3%	57.1%	28.6%	Preferred		Preferred	4.14				
21.4%	50%	28.6%	Actual	I am supported in my attempts to refine my practice.	Actual	4.07				
14.3%	57.1%	28.6%	Preferred		Preferred	4.14				
21.4%	50%	28.6%	Actual	I am given time to improve my practice.	Actual	4.07				
71.4%	28.6%		Preferred		Preferred	4.29				
35.7%	35.7%	28.6%	Actual	I am encouraged to learn from others.	Actual	3.93				
7.1%	64.3%	28.6%	Preferred		Preferred	4.21				
35.7%	35.7%	28.6%	Actual	I am encouraged to be innovative.	Actual	3.93				
7.1%	64.3%	28.6%	Preferred		Preferred	4.21				
<ul style="list-style-type: none"> ● Almost Never ● Sometimes ● Almost Always ● Rarely ● Often 					<ul style="list-style-type: none"> Almost Never Rarely Sometimes Often Almost Always 					

Home-School Relations

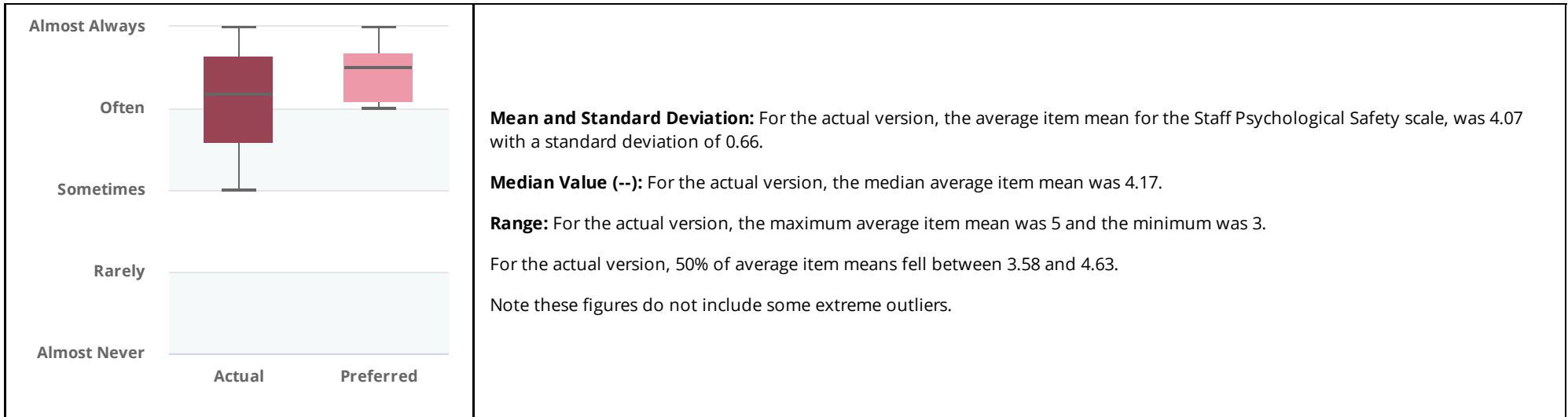
The HOME-SCHOOL RELATIONS construct assesses the extent to which the relationships between parents, teachers, school staff and the school are positive.



Percentage of each response		Items included in the scale		Average response for each item					
7.1%	64.3%	28.6%	Actual There is a positive relationship between the parents/carers and the school staff.	Actual	4.21				
42.9%	57.1%	Preferred		Preferred	4.57				
28.6%	28.6%	42.9%	Actual The school staff understand the background of the parents/carers.	Actual	4.14				
7.1%	50%	42.9%		Preferred	Preferred	4.36			
7.1%	64.3%	28.6%	Actual The teaching staff are aware of parents'/carers' expectations for their child's/children's education.	Actual	4.21				
42.9%	57.1%	Preferred		Preferred	4.57				
7.1%	35.7%	57.1%	Actual The school has a close connection with the community	Actual	4.5				
42.9%	57.1%	Preferred		Preferred	4.57				
7.1%	35.7%	57.1%	Actual School staff communicate effectively with parents/carers when they have a concern about a student.	Actual	4.5				
21.4%	78.6%	Preferred		Preferred	4.79				
7.1%	71.4%	21.4%	Actual Parents/carers play an active role in their child's/children's education.	Actual	4.14				
28.6%	71.4%	Preferred		Preferred	4.71				
● Almost Never	● Rarely				Almost Never	Rarely	Sometimes	Often	Almost Always
● Sometimes	● Often								
● Almost Always									

Staff Psychological Safety

The STAFF PSYCHOLOGICAL SAFETY construct assesses the extent to which school staff feel that the school provides a psychologically safe working environment.



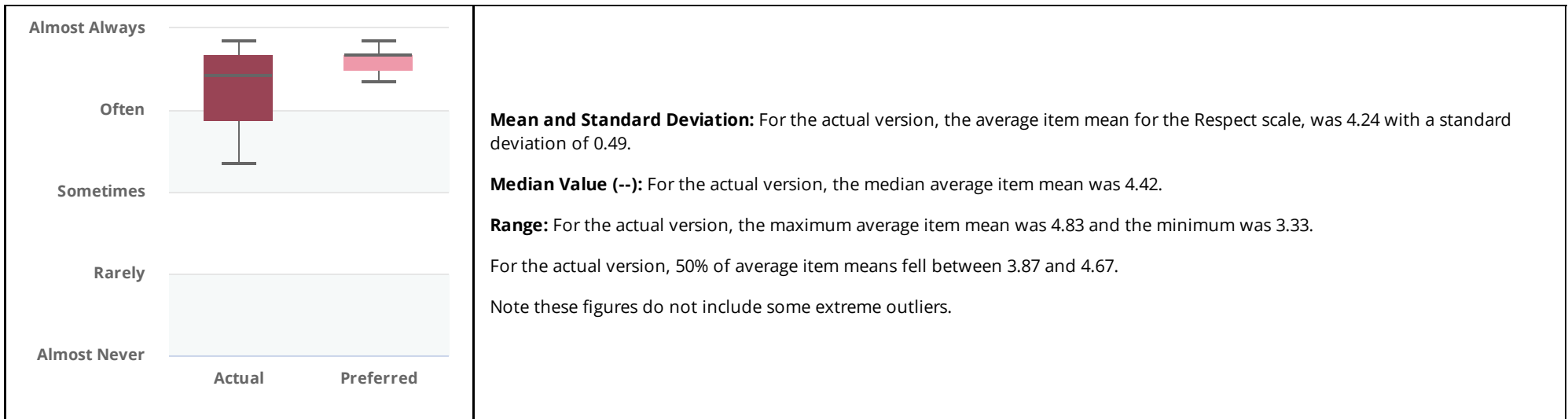
Percentage of each response		Items included in the scale		Average response for each item					
14.3 %	50 %	35.7 %	Actual If you make a mistake, others are forgiving of you.	Actual	4.21				
42.9 %	57.1 %	Preferred		Preferred	4.57				
35.7 %	42.9 %	21.4 %	Actual People are able to bring up problems and tough issues.	Actual	3.86				
35.7 %	64.3 %	Preferred		Preferred	4.64				
21.4 %	42.9 %	35.7 %	Actual People accept others, even if they have different opinions or ideas.	Actual	4.14				
57.1 %	42.9 %	Preferred		Preferred	4.43				
42.9 %	28.6 %	28.6 %	Actual I feel safe to take a risk.	Actual	3.86				
71.4 %	28.6 %	Preferred		Preferred	4.29				
21.4 %	28.6 %	50 %	Actual It is easy to ask other staff members for help.	Actual	4.29				
42.9 %	57.1 %	Preferred		Preferred	4.57				
28.6 %	35.7 %	35.7 %	Actual My unique talents and skills are valued and utilised.	Actual	4.07				
57.1 %	42.9 %	Preferred		Preferred	4.43				

- Almost Never
- Sometimes
- Almost Always
- Rarely
- Often

Almost Never Rarely Sometimes Often Almost Always

Respect

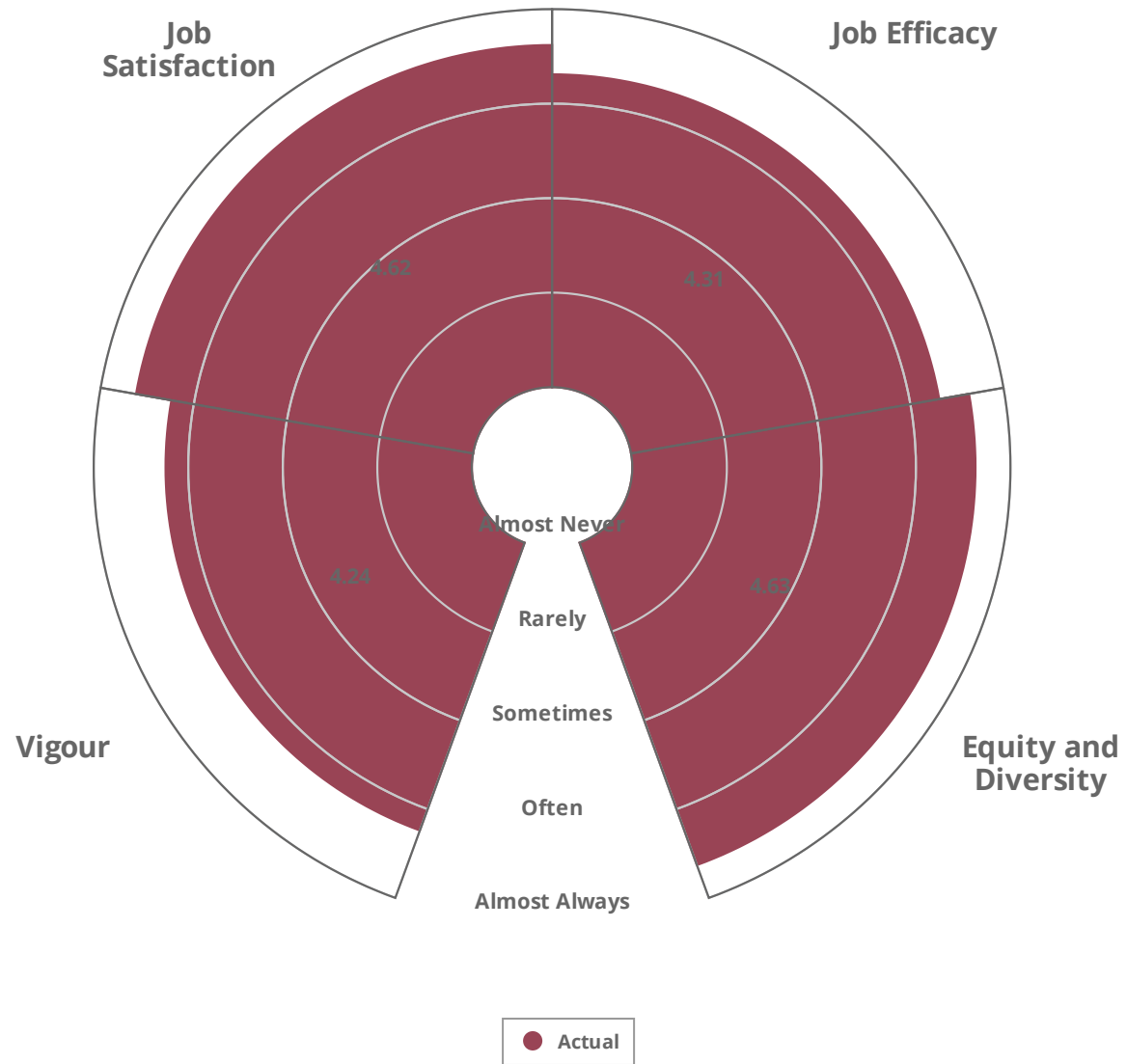
The RESPECT construct assesses the extent to which staff members feel respected by leaders, other staff, and students and that their work is appreciated.



Percentage of each response		Items included in the scale		Average response for each item							
7.1 %	64.3 %	28.6 %	Actual	Staff treat each other with respect.	Actual	4.21					
35.7 %	64.3 %		Preferred		Preferred	4.64					
14.3 %	28.6 %	57.1 %	Actual	The boys at this school treat male and female staff members with equal respect.	Actual	4.43					
21.4 %	78.6 %		Preferred		Preferred	4.79					
35.7 %	64.3 %		Actual	The girls at this school treat male and female staff members with equal respect.	Actual	4.64					
7.1 %	92.9 %		Preferred		Preferred	4.93					
35.7 %	35.7 %	28.6 %	Actual	When I do a good job, I receive the recognition I should receive.	Actual	3.93					
7.1 %	64.3 %	28.6 %	Preferred		Preferred	4.21					
21.4 %	21.4 %	57.1 %	Actual	I feel that the work I do is appreciated.	Actual	4.36					
7.1 %	50 %	42.9 %	Preferred		Preferred	4.36					
21.4 %	71.4 %	7.1 %	Actual	I feel that I know what is going on.	Actual	3.86					
7.1 %	57.1 %	35.7 %	Preferred		Preferred	4.29					
<ul style="list-style-type: none"> ● N/A ● Rarely ● Often ● Almost Never ● Sometimes ● Almost Always 				<ul style="list-style-type: none"> N/A Almost Never Rarely Sometimes Often Almost Always 							

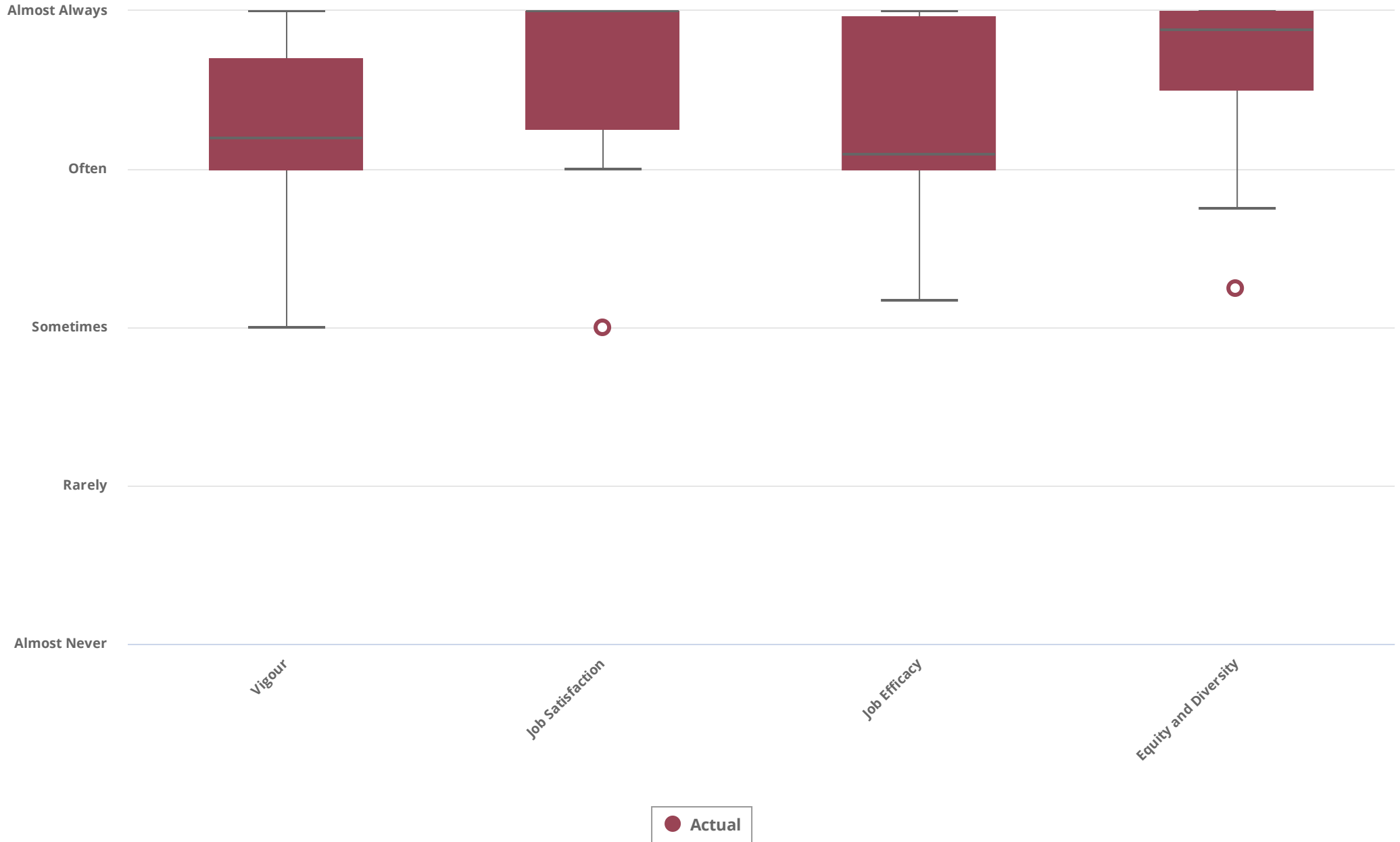
Work Engagement, Efficacy and Satisfaction

Wellbeing, Satisfaction and Efficacy



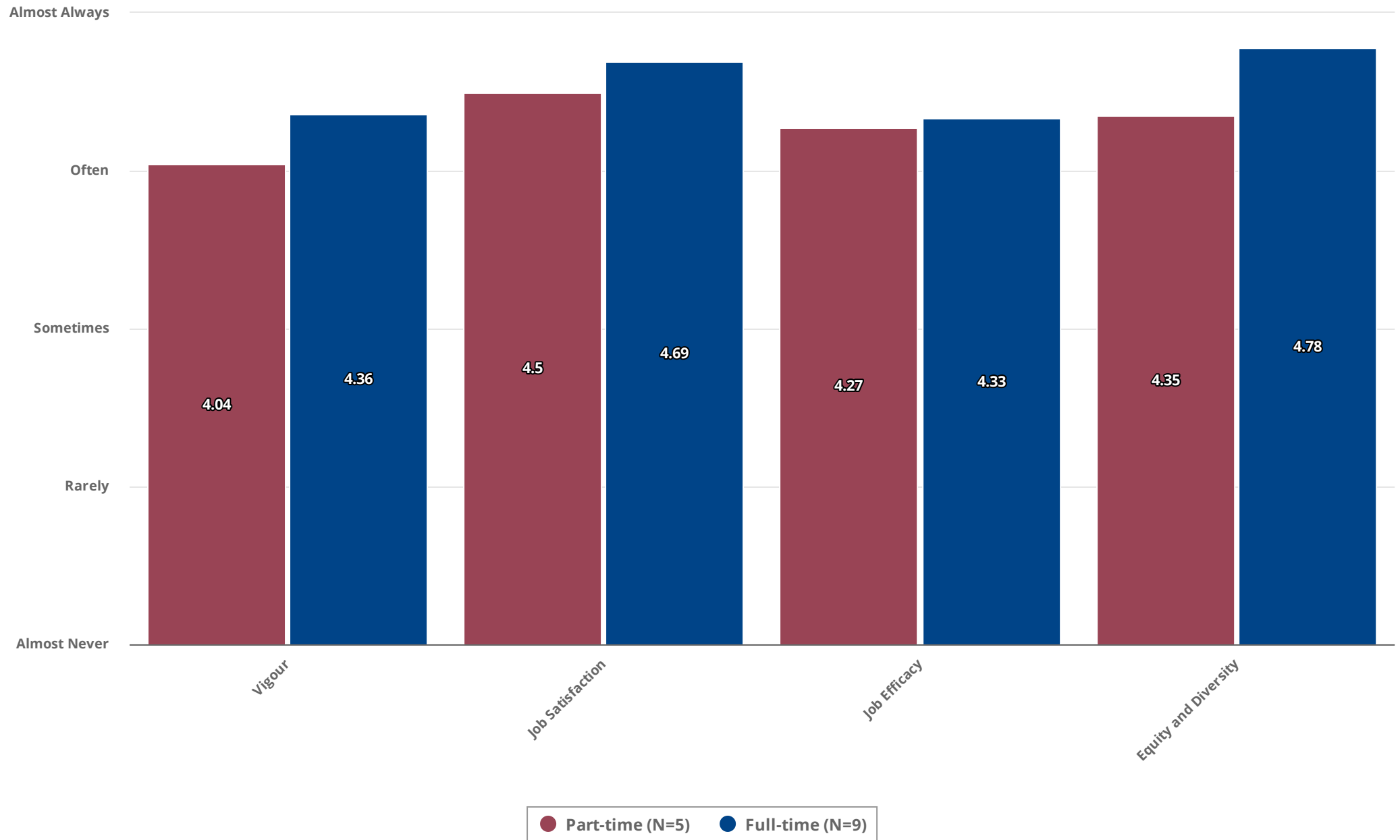
Work Engagement, Efficacy and Satisfaction

Variations for each construct.



Work Engagement, Efficacy and Satisfaction: By Time Fraction

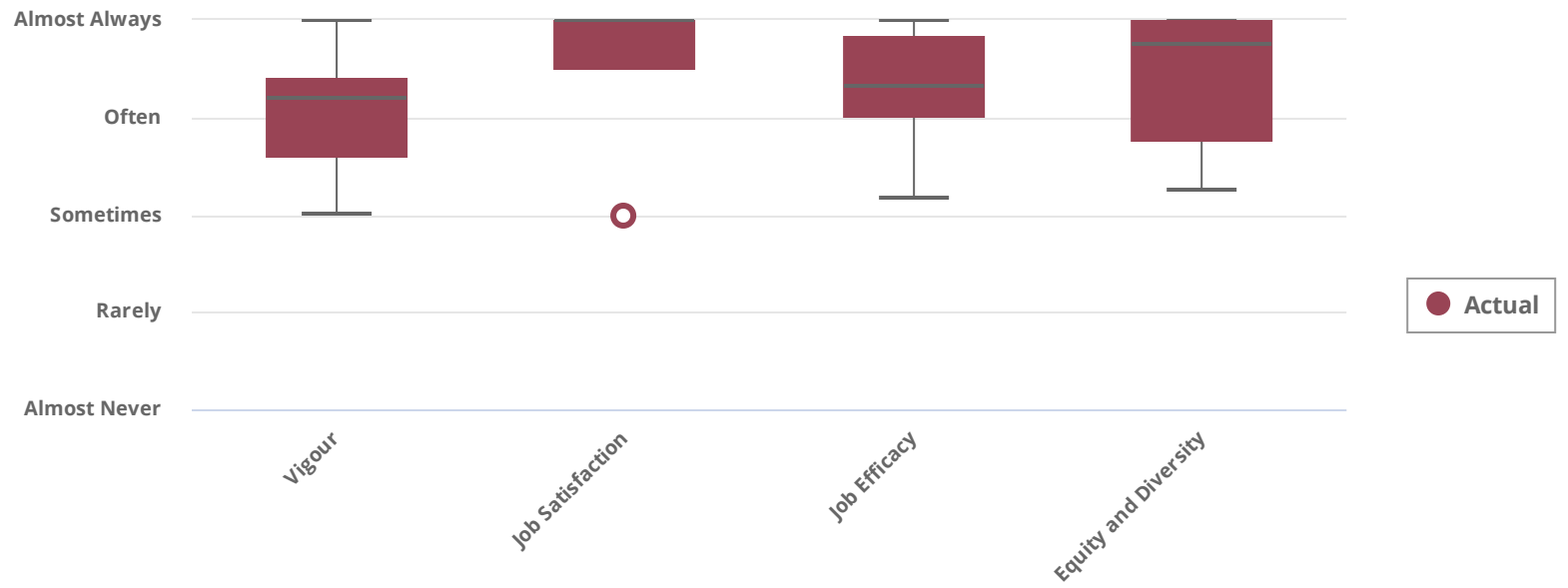
Means for each construct. Categories with less than four responses have been omitted.



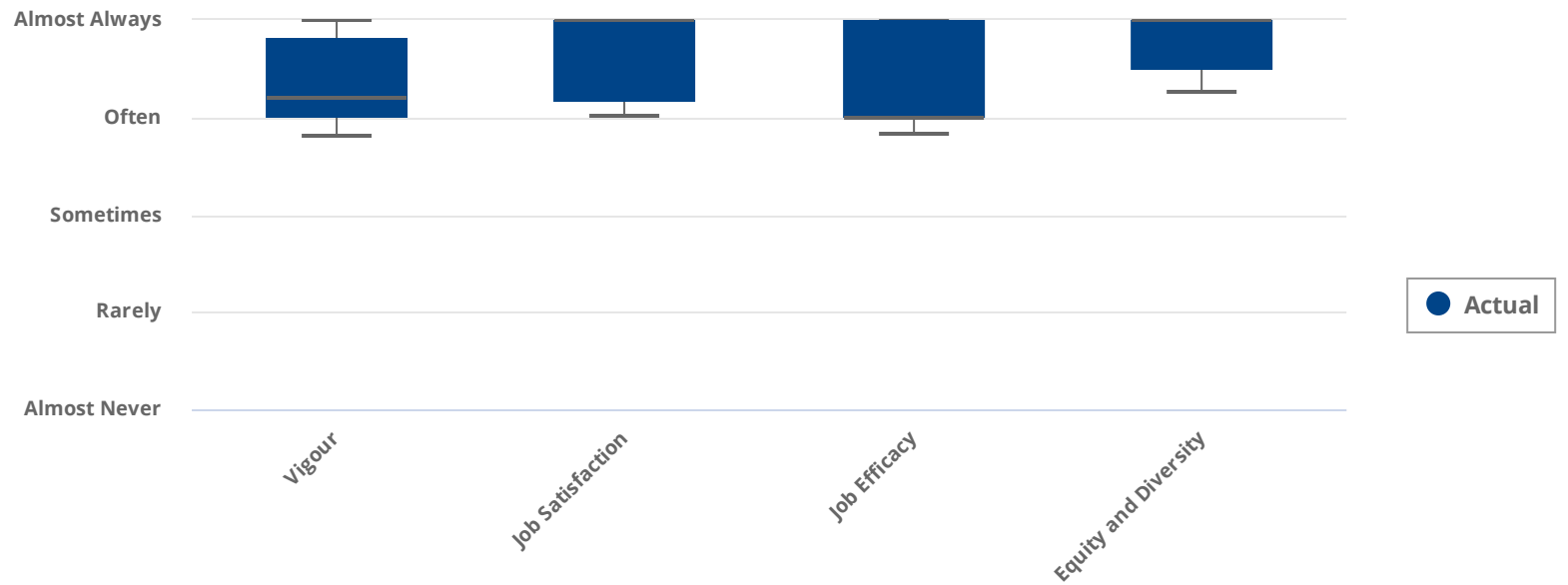
Work Engagement, Efficacy and Satisfaction: By Time Fraction

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

Category:
Part-time (N=5)

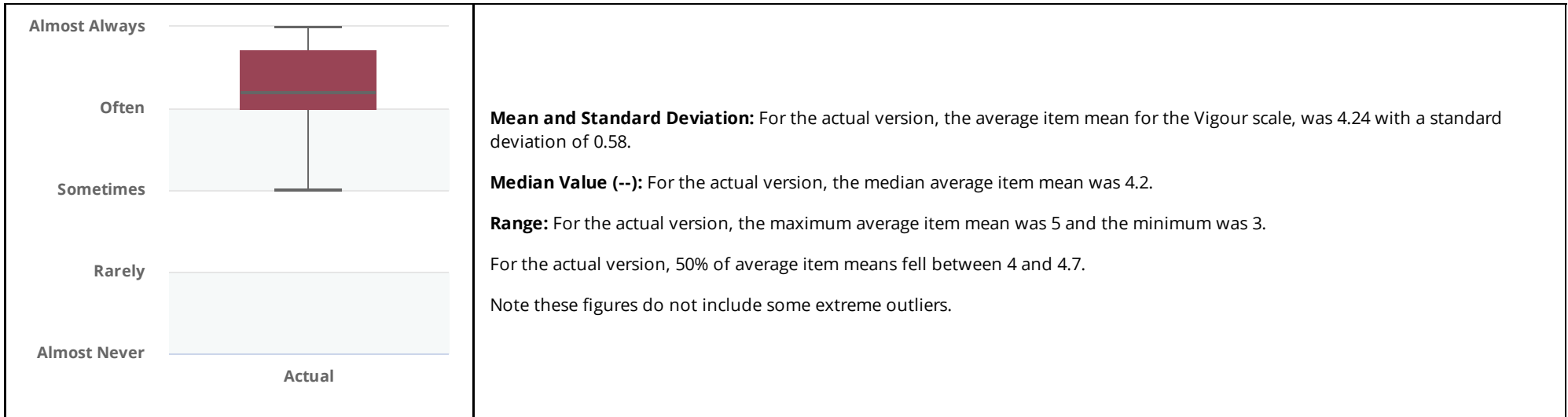


Category:
Full-time (N=9)



Vigour

The VIGOUR construct assesses the extent to which staff have high levels of energy and mental resilience while working.



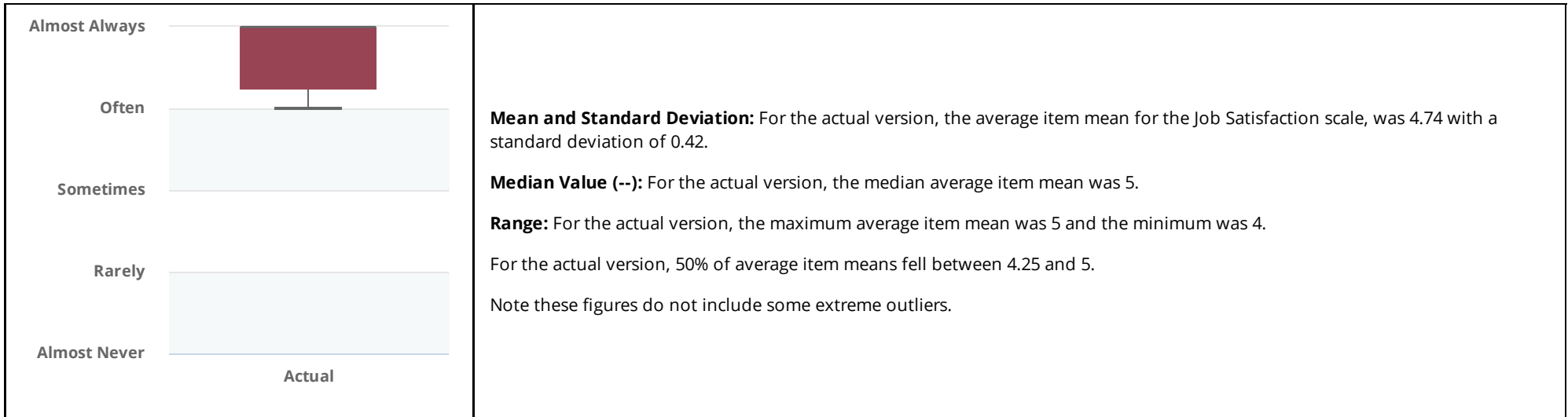
Percentage of each response		Items included in the scale		Average response for each item						
7.1 %	50 %	42.9 %	Actual	I feel alive and vital when I am at work.	Actual	4.36				
7.1 %	57.1 %	35.7 %	Actual	I have energy and spirit when I am at work.	Actual	4.29				
14.3 %	42.9 %	42.9 %	Actual	I feel alert and awake when I am at work.	Actual	4.29				
7.1 %	50 %	42.9 %	Actual	I am looking forward to each new day when I come to work.	Actual	4.36				
28.6 %	50 %	21.4 %	Actual	I feel bursting with energy when I am at work.	Actual	3.93				

- Almost Never
- Sometimes
- Almost Always
- Rarely
- Often

- Almost Never
- Rarely
- Sometimes
- Often
- Almost Always

Job Satisfaction

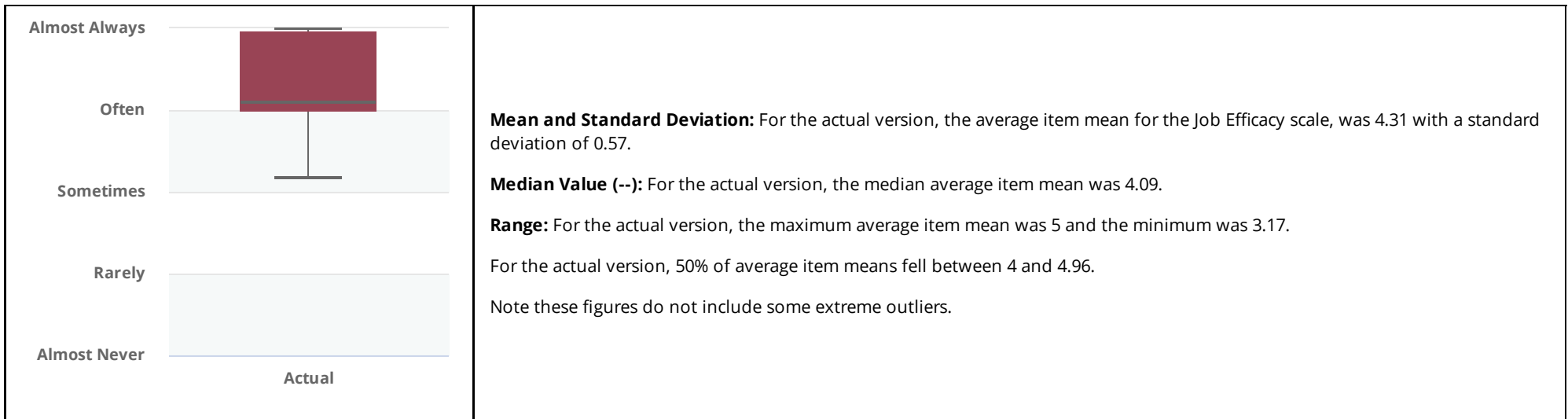
The JOB SATISFACTION construct assesses the extent to which school staff experience a sense of satisfaction, pride and purpose in their work.



Percentage of each response	Items included in the scale		Average response for each item					
	Actual	I enjoy working at this school.	Actual	4.64				
	Actual	Working at this school is personally satisfying.	Actual	4.64				
	Actual	I feel proud of the work that I do at this school.	Actual	4.5				
	Actual	I want to continue working at this school.	Actual	4.64				
	Actual	I find working at this school to be full of meaning and purpose.	Actual	4.57				
	Actual	I am pleased that I chose to work at this school.	Actual	4.71				
<ul style="list-style-type: none"> ● Almost Never ● Sometimes ● Almost Always ● Rarely ● Often 				Almost Never	Rarely	Sometimes	Often	Almost Always

Job Efficacy

The JOB EFFICACY construct assesses the extent to which non-teaching staff are confident in their preparedness and ability to perform well in their job.



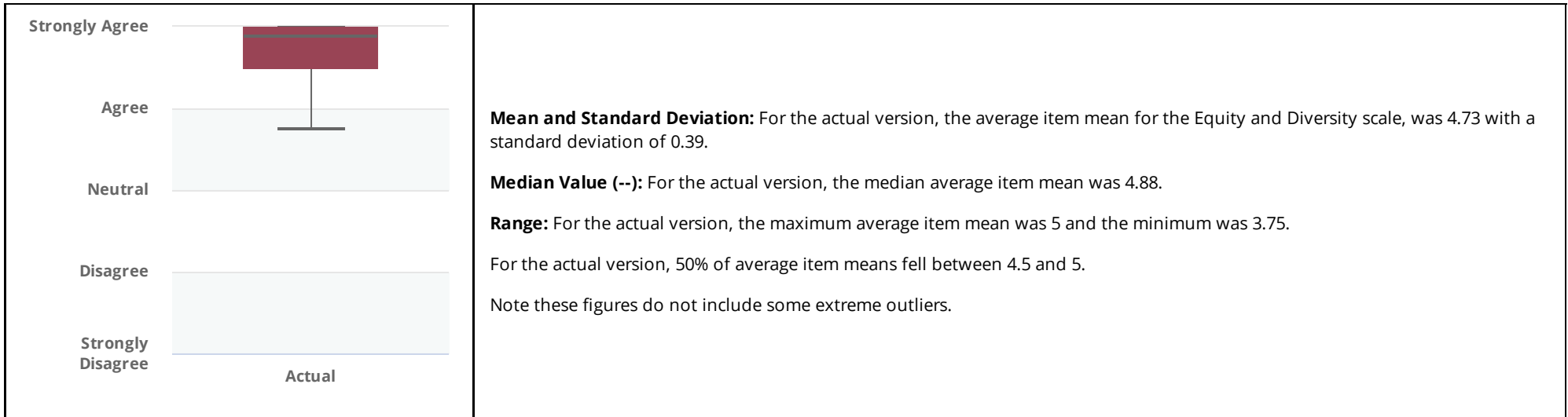
Percentage of each response		Items included in the scale		Average response for each item						
7.1 %	57.1 %	35.7 %	Actual	I can remain calm when facing difficulties in my job because I can rely on my abilities.	Actual	4.29				
28.6 %	35.7 %	35.7 %	Actual	When I am confronted with a problem in my job, I can usually find several solutions.	Actual	4.07				
7.1 %	57.1 %	35.7 %	Actual	Whatever comes my way in my job, I can usually handle it.	Actual	4.29				
	57.1 %	42.9 %	Actual	My past experiences in my job have prepared me well for my occupational future.	Actual	4.43				
7.1 %	42.9 %	50 %	Actual	I meet the goals that I set for myself in my job.	Actual	4.43				
7.1 %	50 %	42.9 %	Actual	I feel prepared for most of the demands in my job.	Actual	4.36				

- Almost Never
- Sometimes
- Almost Always
- Rarely
- Often

Almost Never Rarely Sometimes Often Almost Always

Equity and Diversity

The EQUITY AND DIVERSITY construct assesses the extent to which school staff perceive that the school promotes an equitable and diverse workplace.



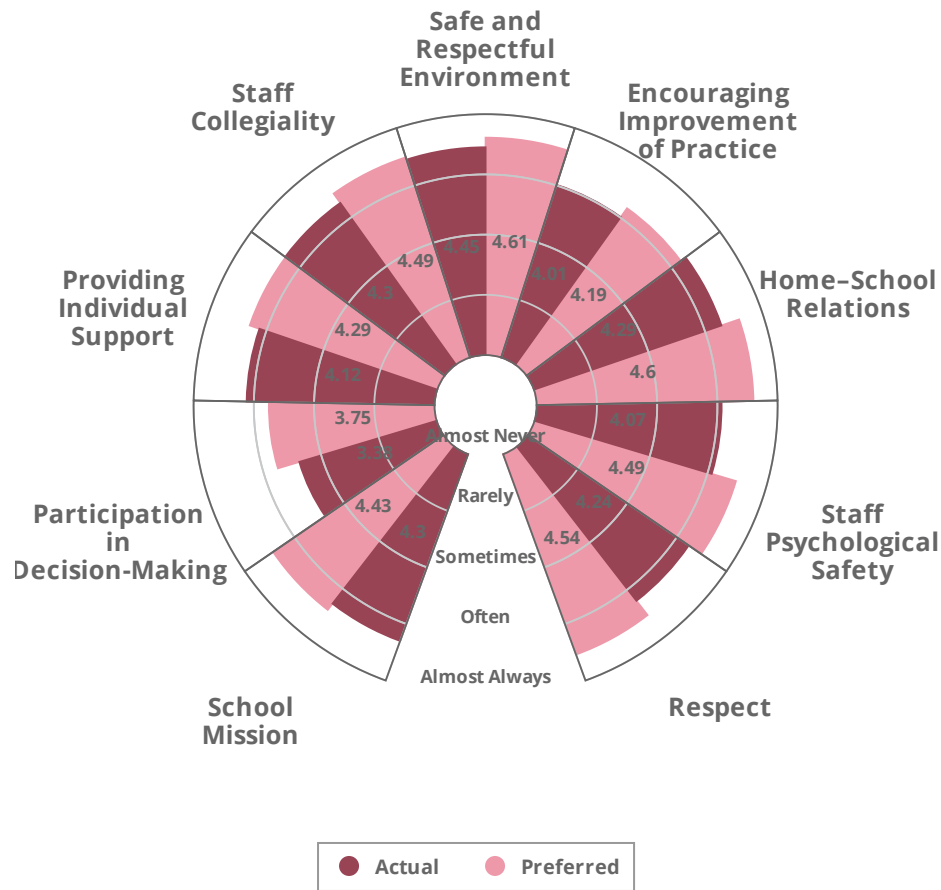
Percentage of each response	Items included in the scale			Average response for each item
	Actual	Sexual harassment is not tolerated at this School.	Actual	4.71
	Actual	This School is inclusive of all people (e.g., different abilities, gender, sexual orientation, culture, and background).	Actual	4.79
	Actual	This School has appropriate diversity in leadership.	Actual	4.57
	Actual	This School has appropriate diversity in staffing.	Actual	4.43

● Strongly Disagree ● Disagree
● Neutral ● Agree
● Strongly Agree

Strongly Disagree Disagree Neutral Agree Strongly Agree

Overview

Support Staff: Views of the Organisational Climate



Overview

Support Staff: Worker Engagement, Efficacy and Satisfaction

