

Teacher Voice: School Organisational Climate Survey

Notre Dame Catholic Primary School, Cloverdale WA 6105

Feedback for 2022

17 participants completed the survey

1 participant was found to be disengaged and was not included in these results.

NSI CEWA Teacher Voice (SOCS-T) (#877)
Survey closed on 24-05-2022

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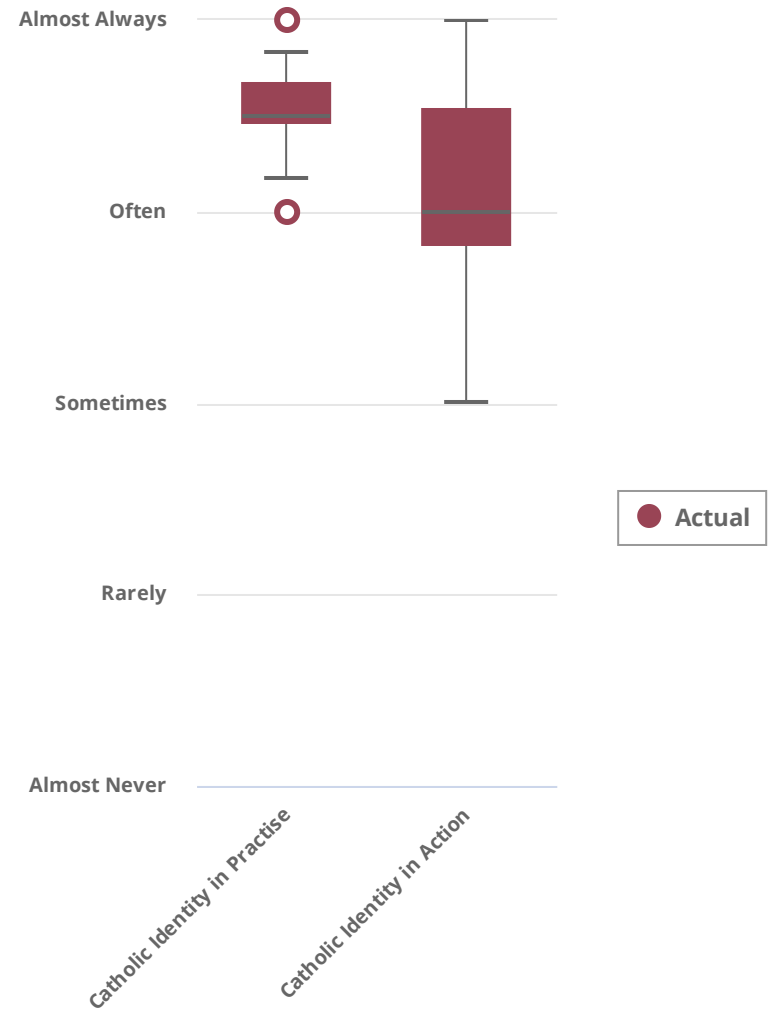
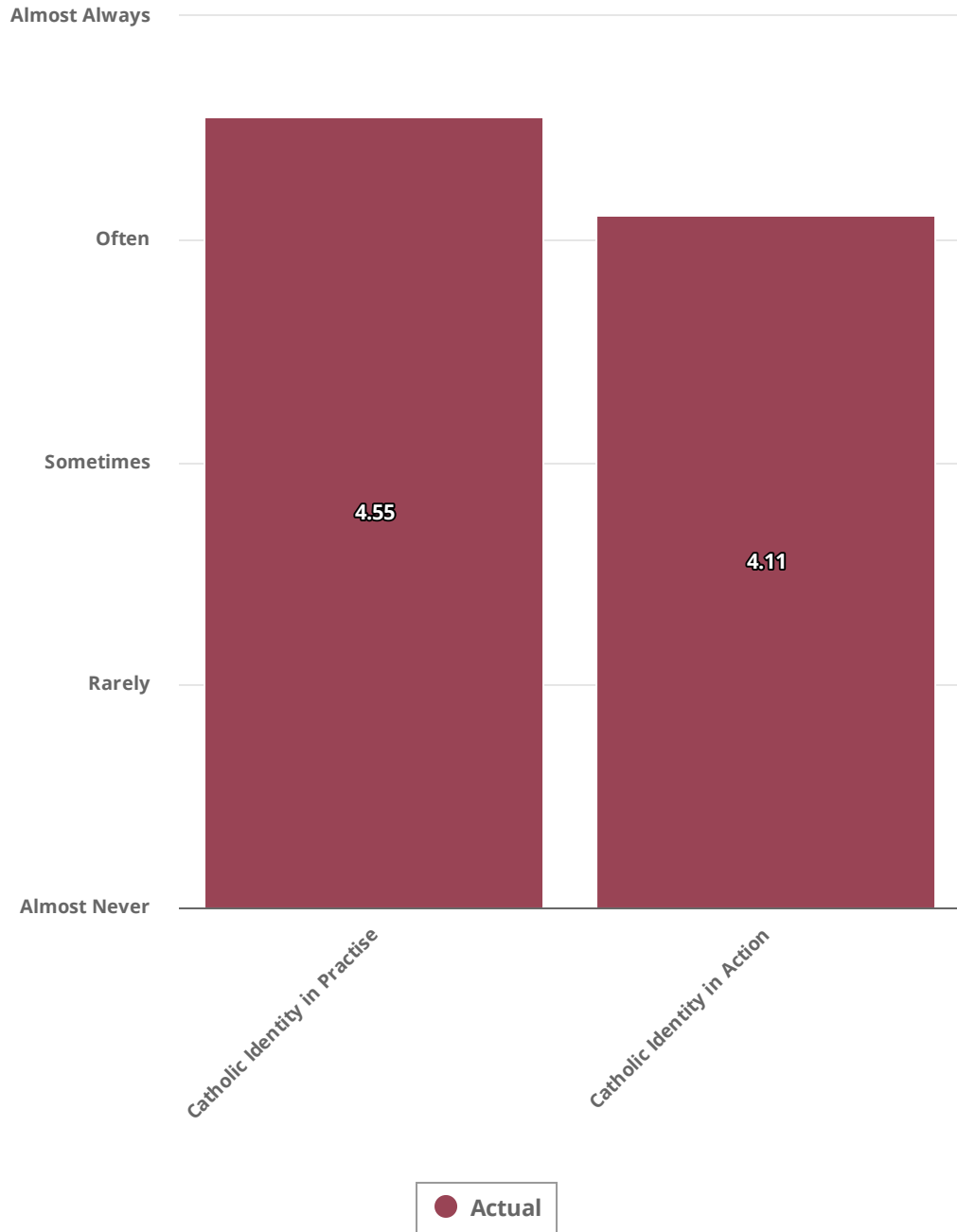
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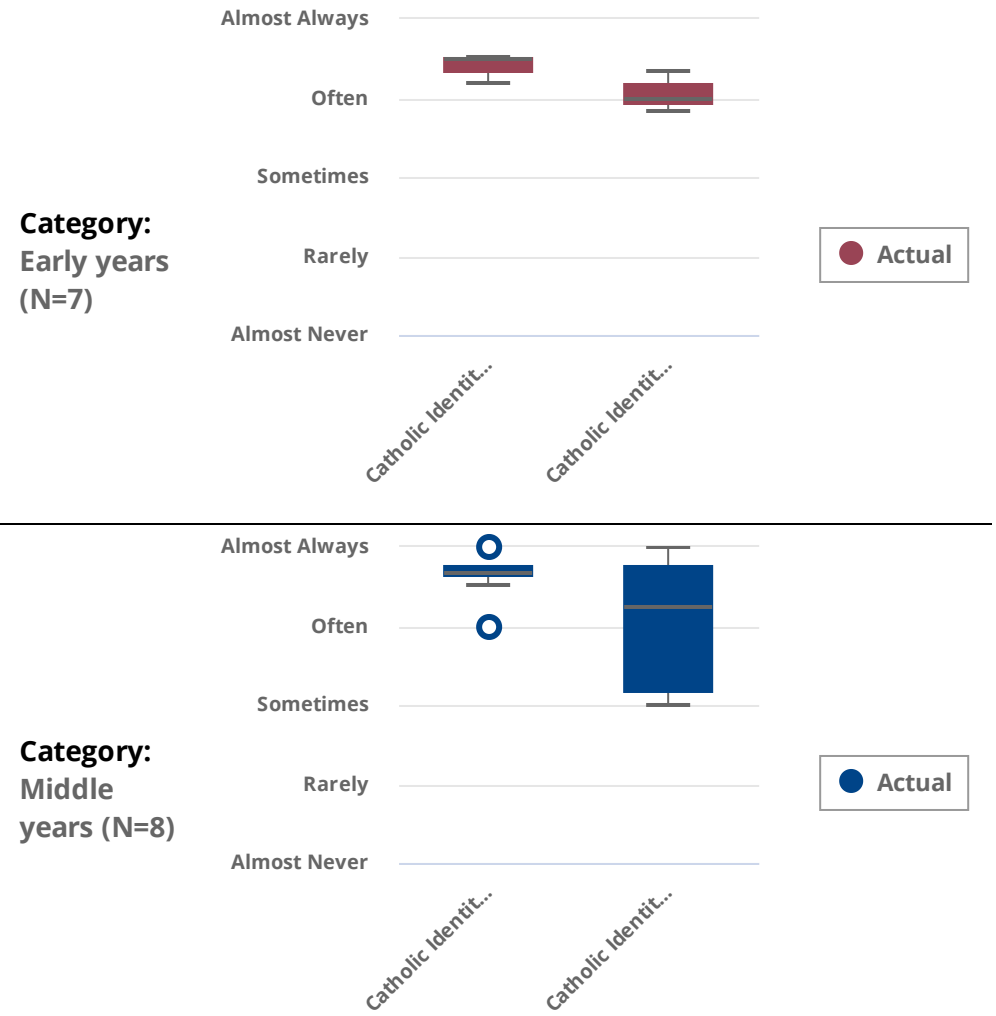
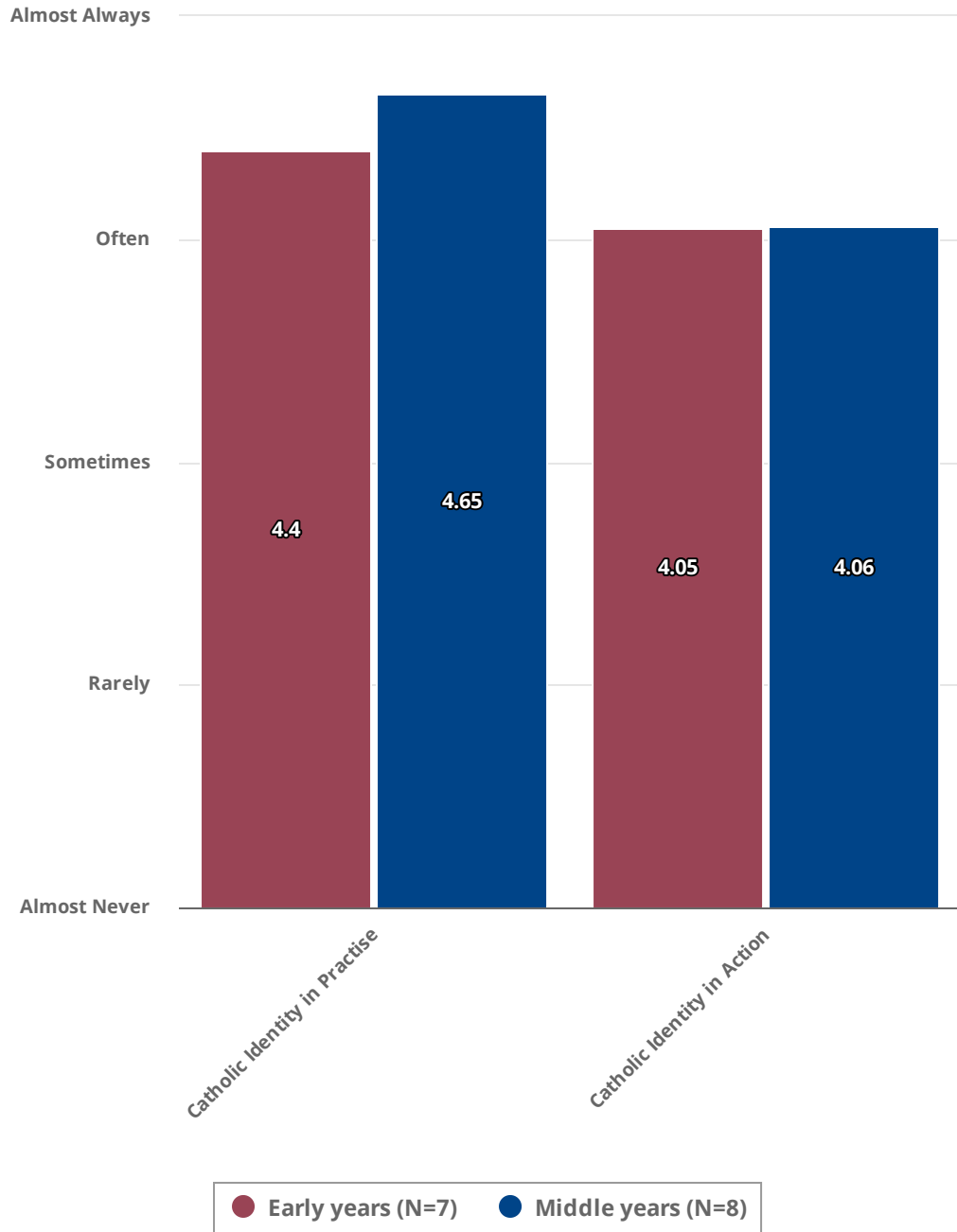
Introduction

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.

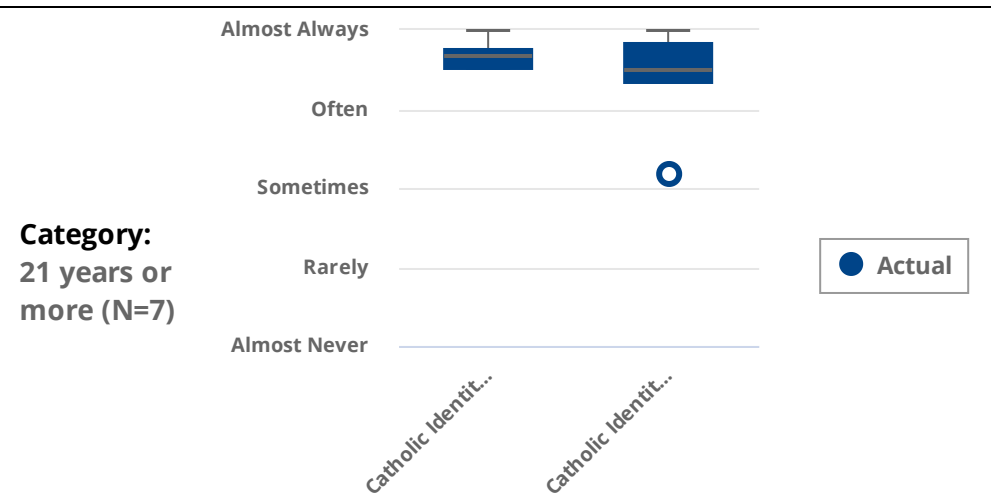
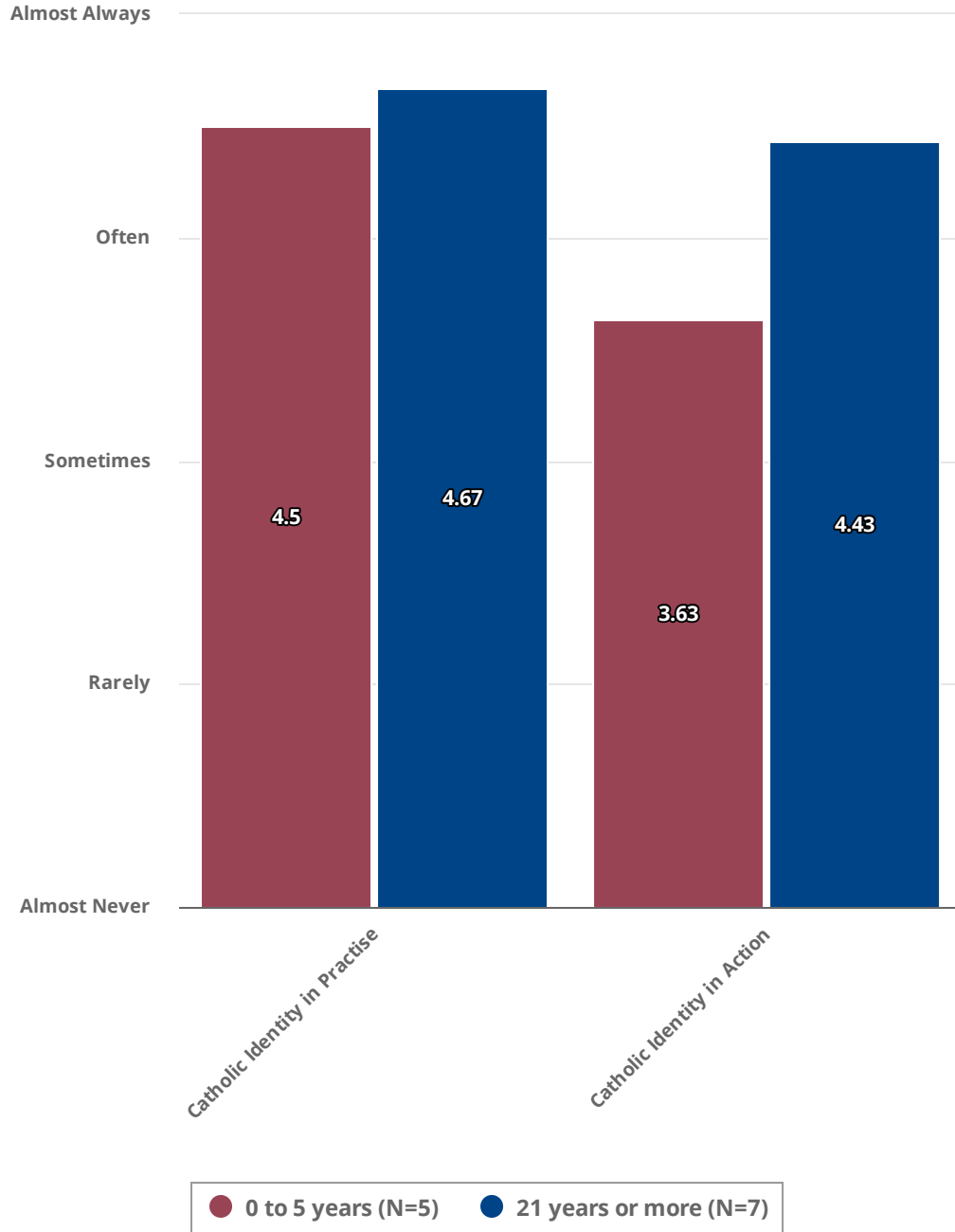
Catholic Identity



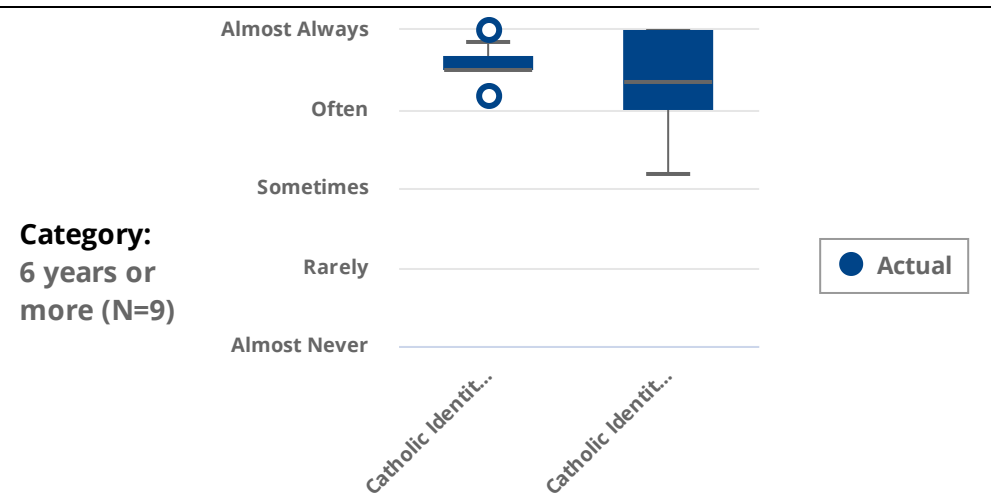
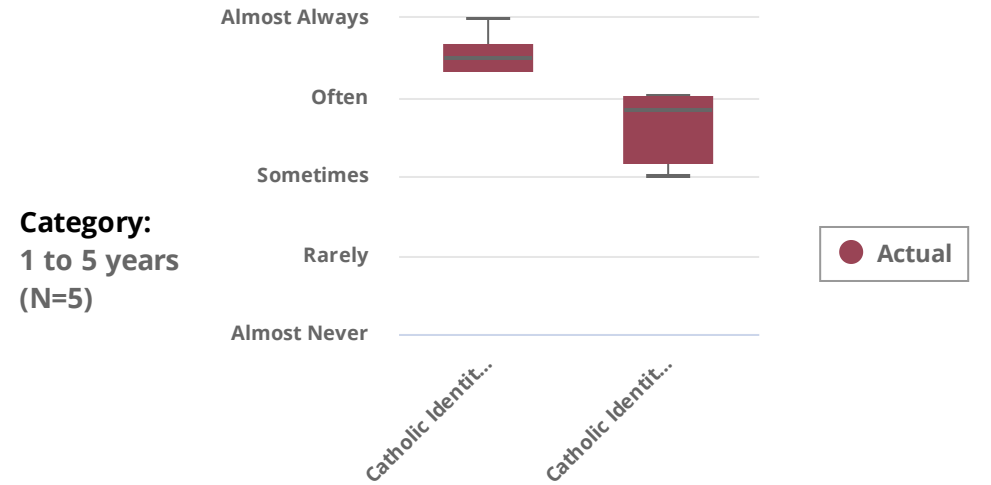
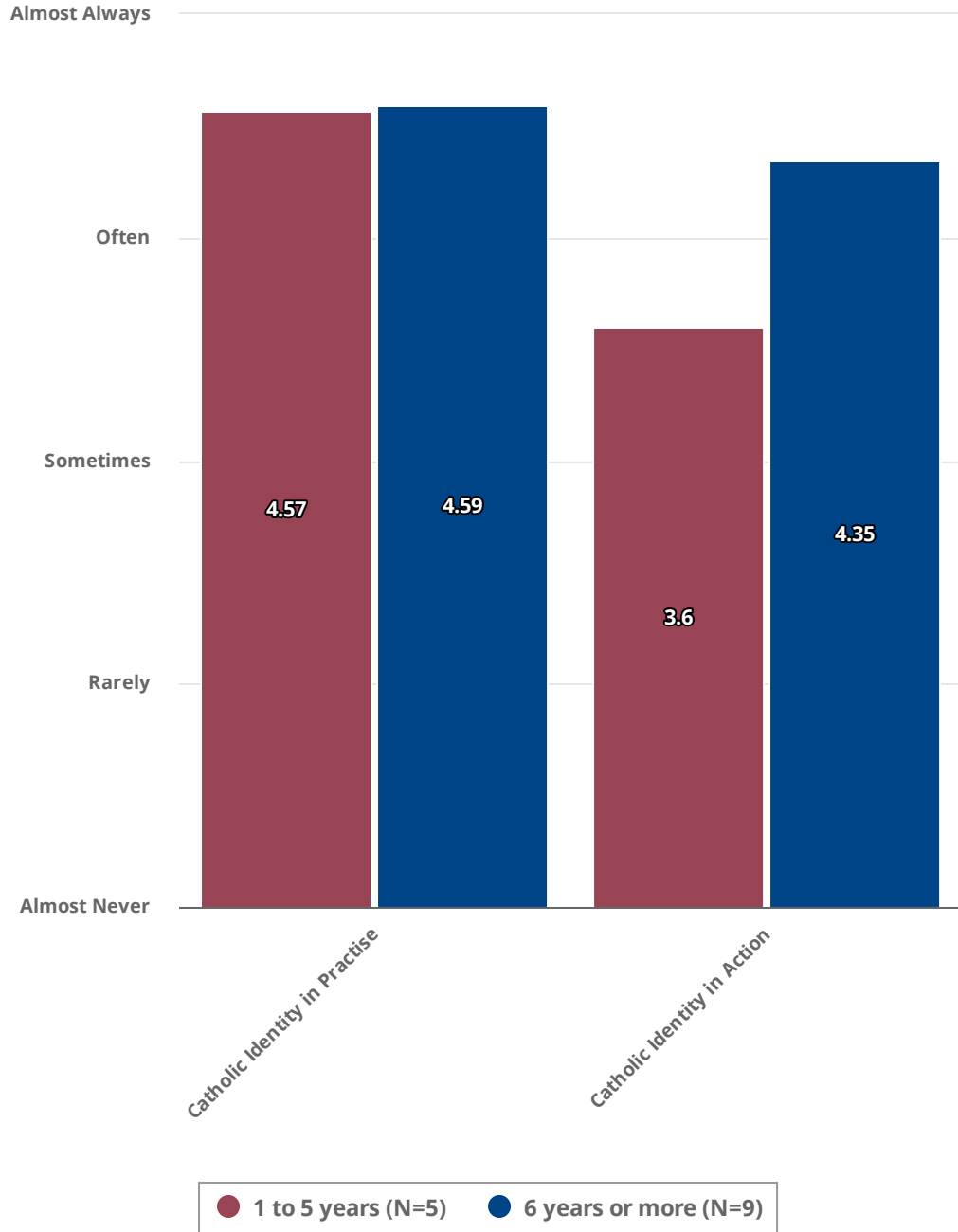
Catholic Identity: By Primary School Level



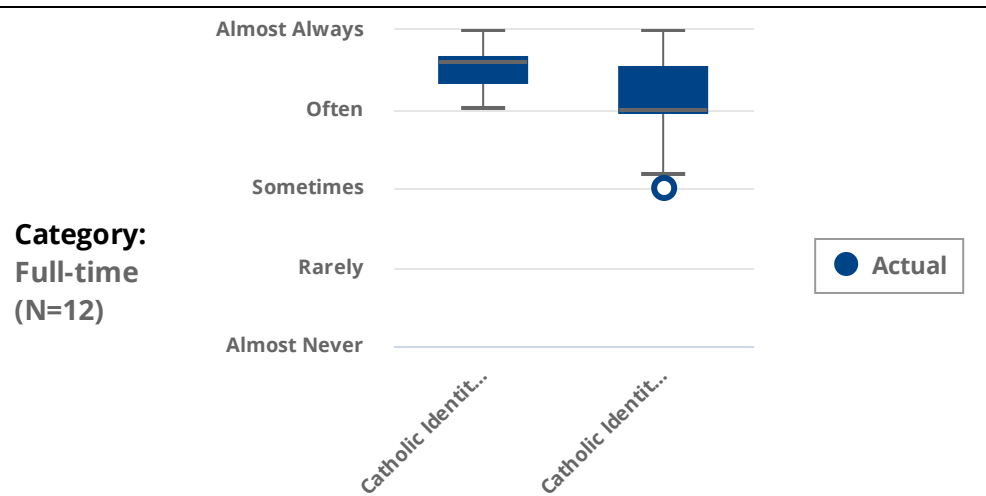
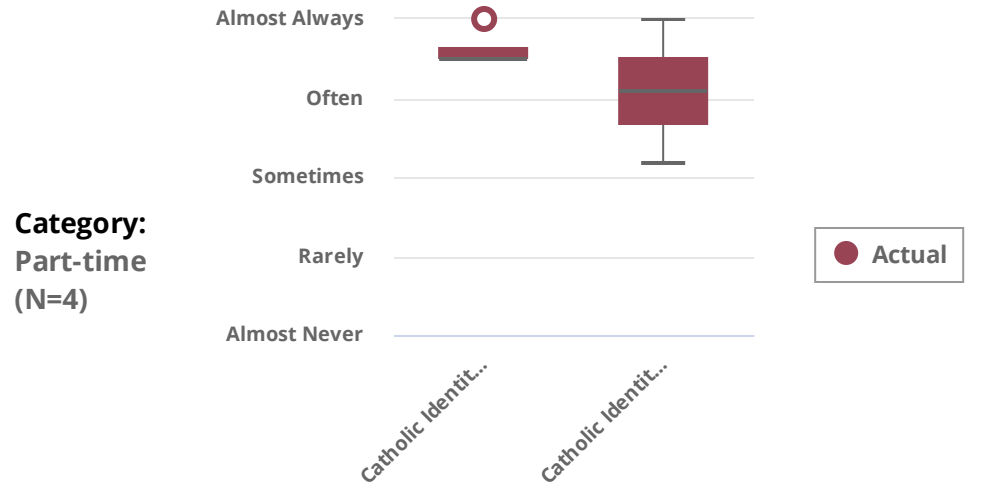
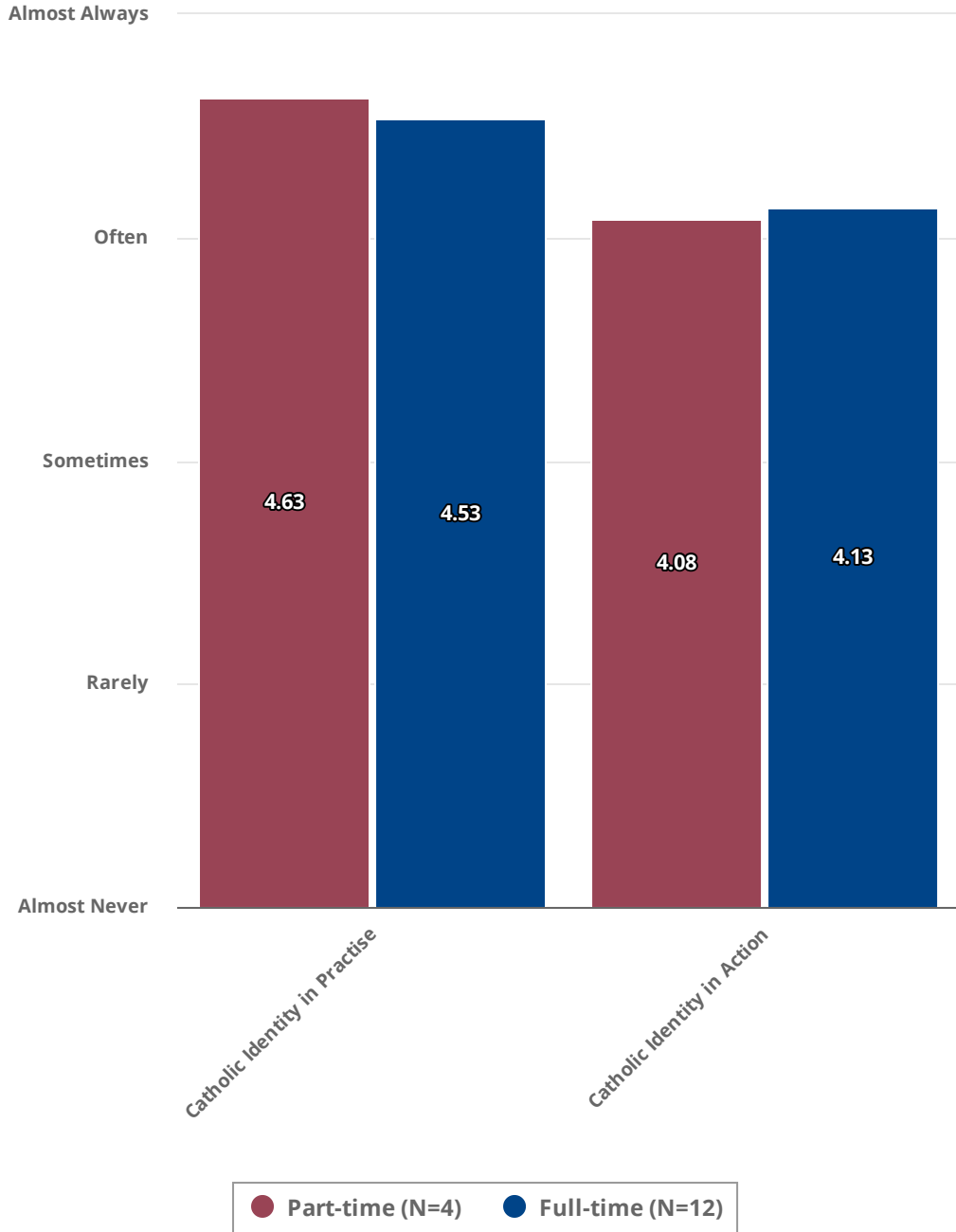
Catholic Identity: By Teaching Experience



Catholic Identity: By Years at the School

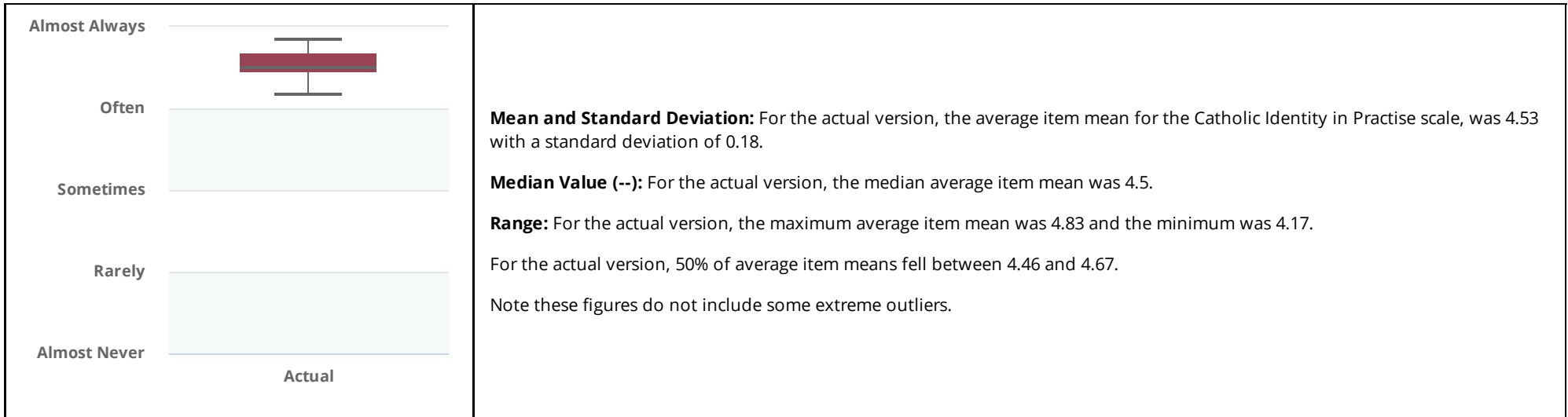


Catholic Identity: By Time Fraction



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.



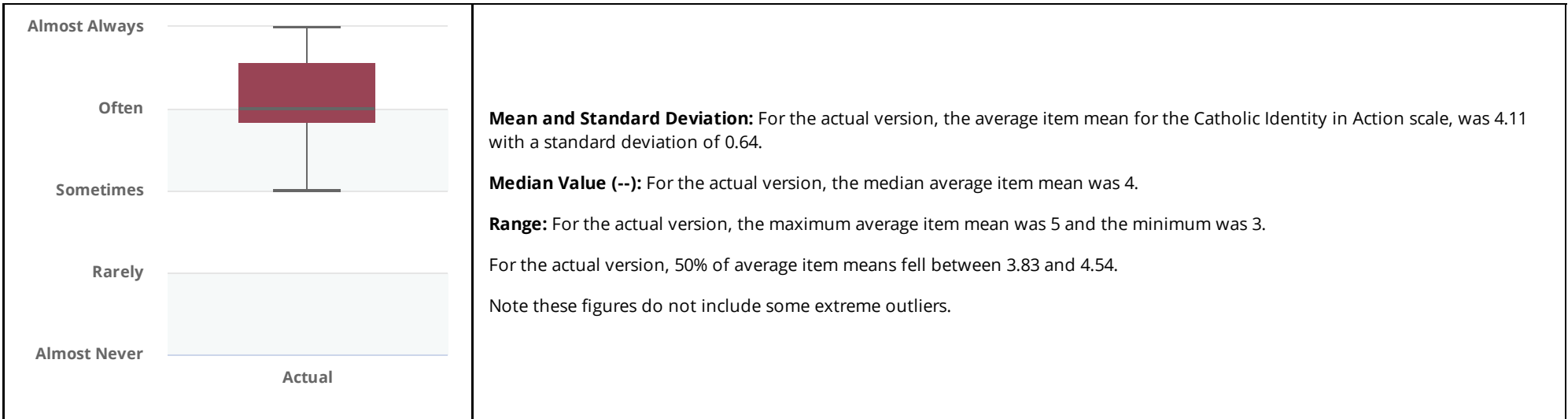
| Percentage of each response | | Items included in the scale | | Average response for each item | | |
|-----------------------------|--------|-----------------------------|--------|--|--------|------|
| 6.3 % | 43.8 % | 50 % | Actual | I feel that social justice is practised. | Actual | 4.44 |
| 6.3 % | 62.5 % | 31.3 % | Actual | I feel that there is commitment to the poor and marginalised. | Actual | 4.25 |
| 6.3 % | 93.8 % | | Actual | There are clear signs of Catholic identity visible through rituals and practices. | Actual | 4.94 |
| 6.3 % | 93.8 % | | Actual | There are clear signs of Catholic identity visible through symbols, artwork and sacred spaces. | Actual | 4.94 |
| 6.3 % | 37.5 % | 56.3 % | Actual | I feel that there is a connection to the mission of the Church. | Actual | 4.5 |
| 18.8 % | 37.5 % | 43.8 % | Actual | I feel that there is engagement with the parishes. | Actual | 4.25 |

● Almost Never ● Rarely
● Sometimes ● Often
● Almost Always

Almost Never Rarely Sometimes Often Almost Always

Catholic Identity in Action

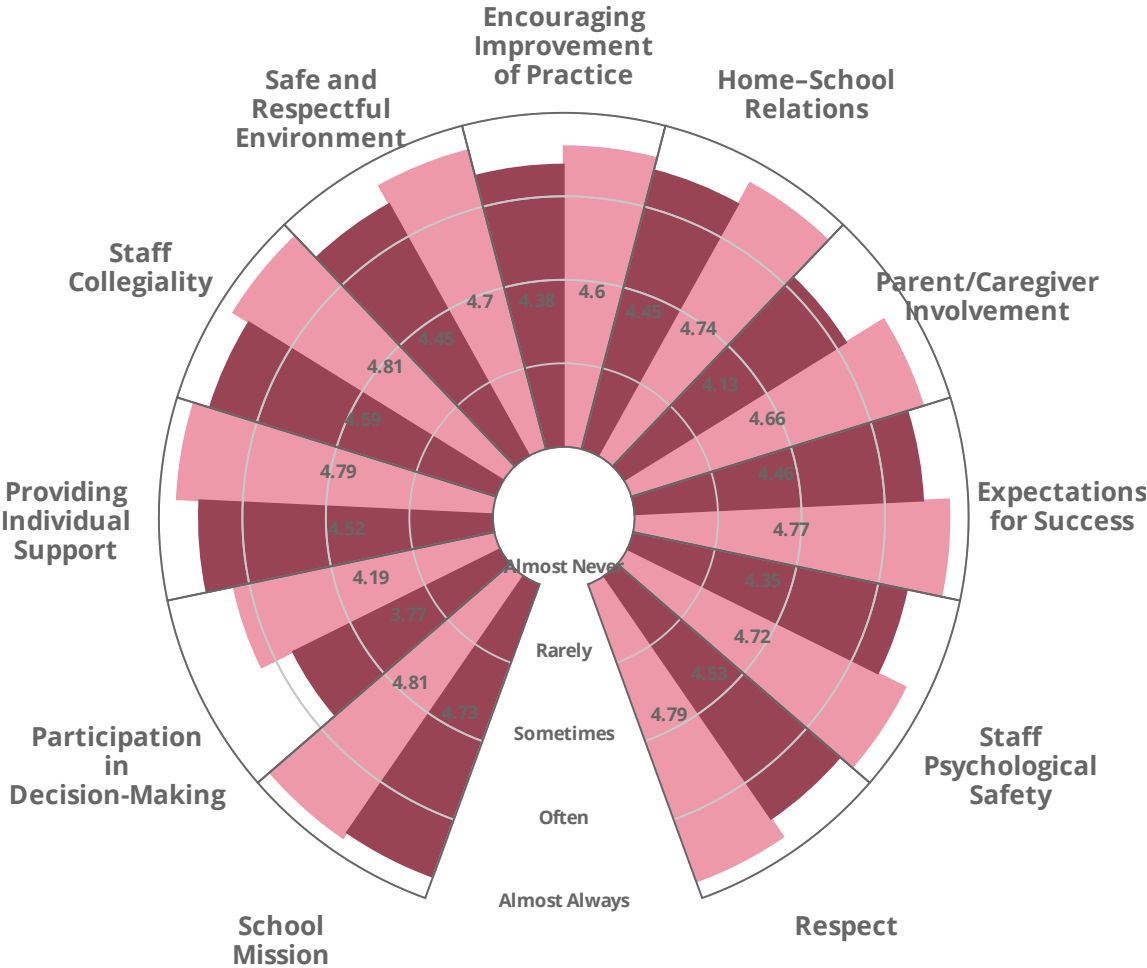
The CATHOLIC IDENTITY IN ACTION construct assesses the extent to which school staff feel that the teachings of the Catholic faith are important to them.



| Percentage of each response | | Items included in the scale | | Average response for each item | | | | | | | |
|--|--|-----------------------------|--------|--|---|---|------|--|--|--|--|
| 18.8 % | 50 % | 31.3 % | Actual | Learning about Catholic faith and tradition is important to me. | Actual | 4.13 | | | | | |
| 12.5 % | 50 % | 37.5 % | Actual | Participating in prayer is important to me. | Actual | 4.25 | | | | | |
| 12.5 % | 43.8 % | 37.5 % | Actual | Participating in the sacraments of the Eucharist (Mass) and Reconciliation is important to me. | Actual | 4.13 | | | | | |
| 12.5 % | 56.3 % | 31.3 % | Actual | Participating in Christian service activities is important to me. | Actual | 4.19 | | | | | |
| 12.5 % | 62.5 % | 25 % | Actual | Participating in activities of discipleship is important to me. | Actual | 4.13 | | | | | |
| 6.3 % | 25 % | 43.8 % | 25 % | Actual | Participating in formation based on Scripture and Catholic theology is important to me. | Actual | 3.88 | | | | |
| <ul style="list-style-type: none"> ● Almost Never ● Sometimes ● Almost Always | <ul style="list-style-type: none"> ● Rarely ● Often | | | | | <ul style="list-style-type: none"> Almost Never Rarely Sometimes Often Almost Always | | | | | |

Organisational Climate

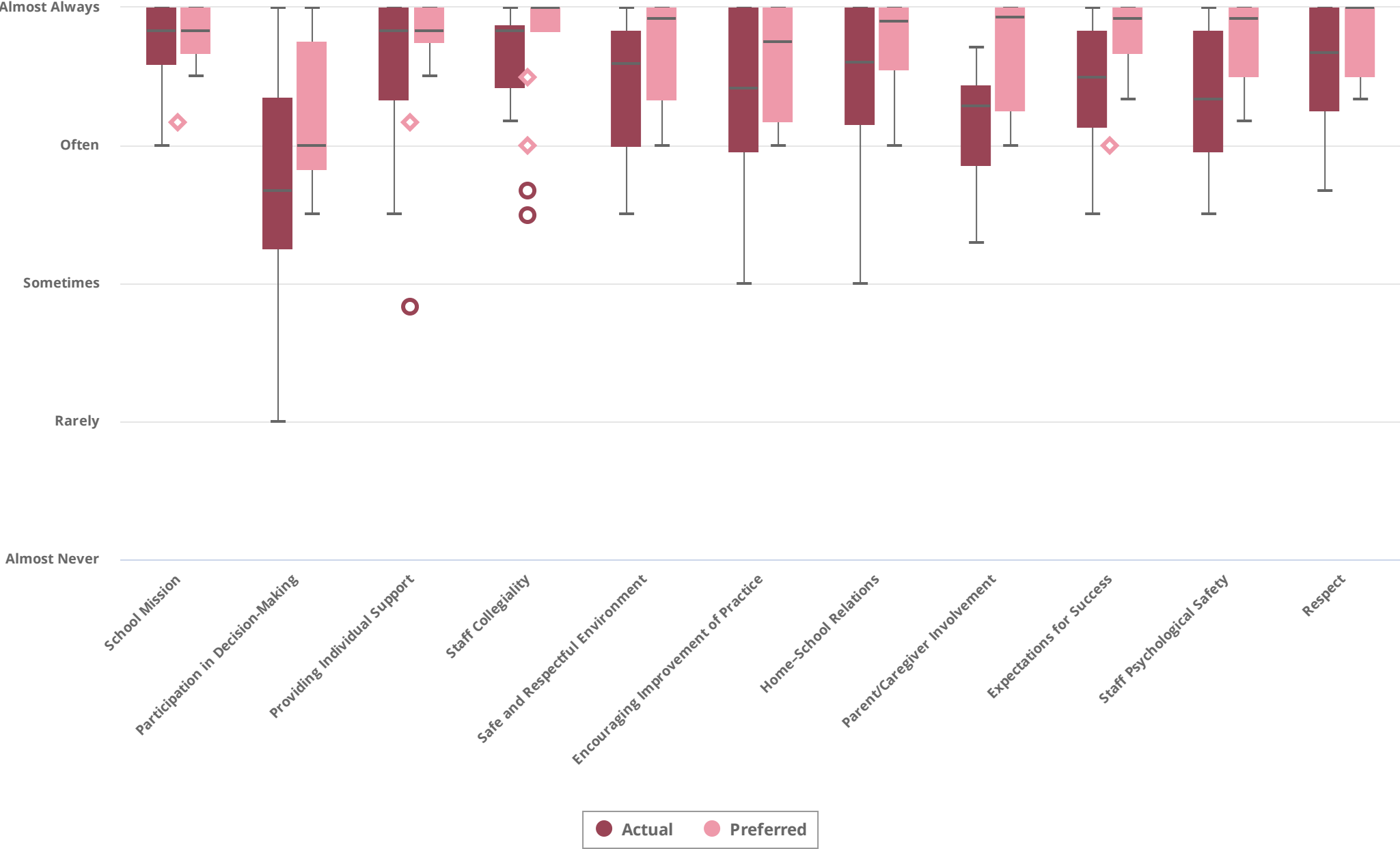
Means for each construct.



Actual Preferred

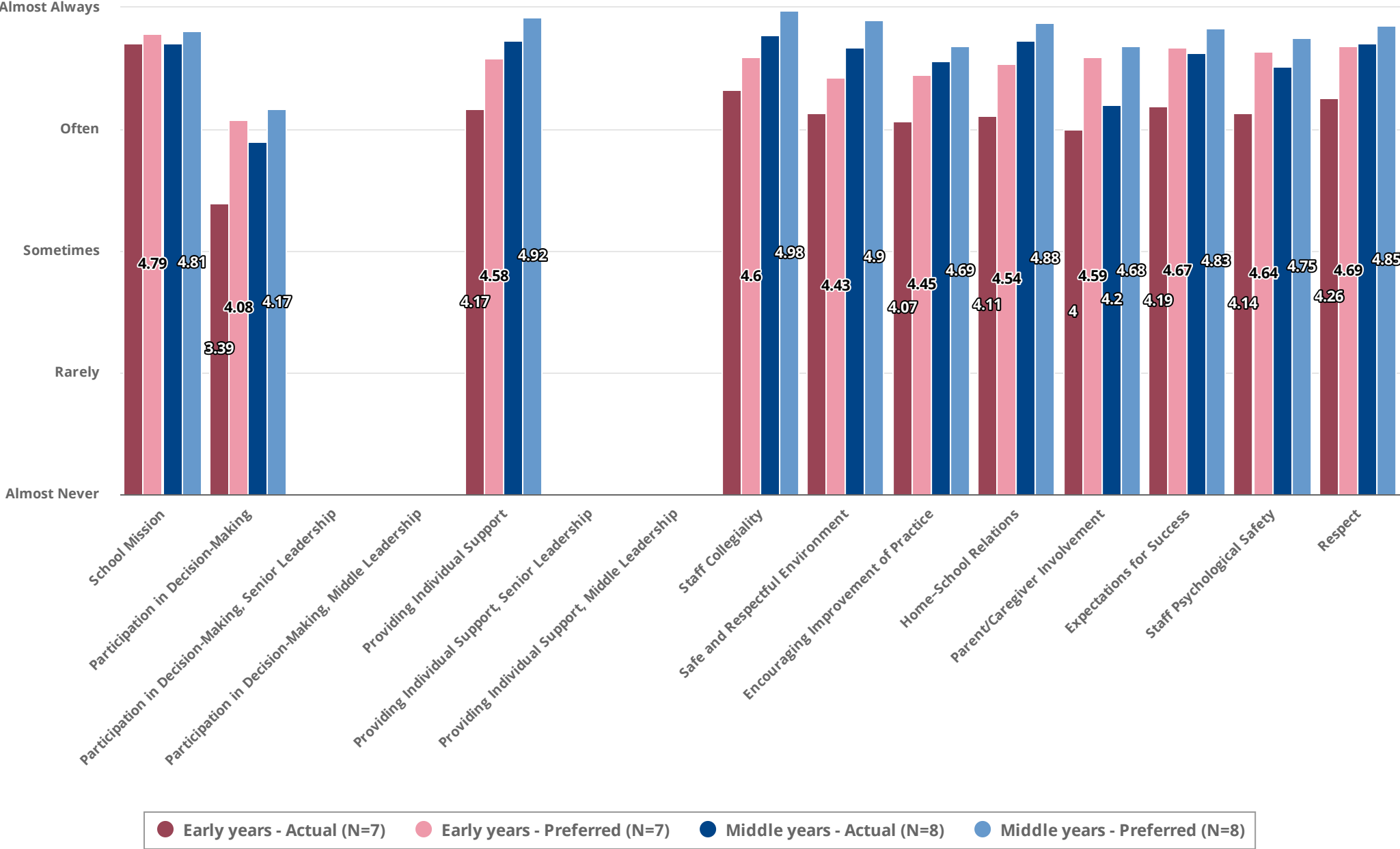
Organisational Climate

Variations for each construct



Organisational Climate: By Primary School Level

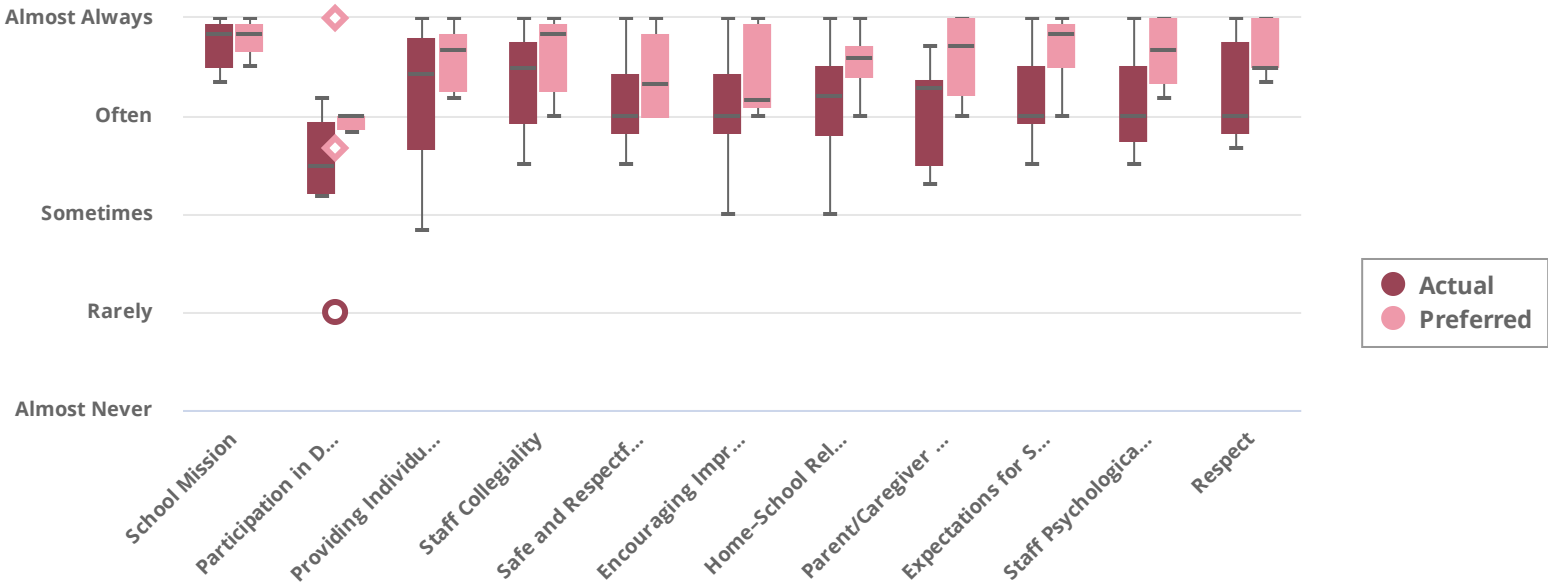
Means for each construct. Categories with less than four responses have been omitted.



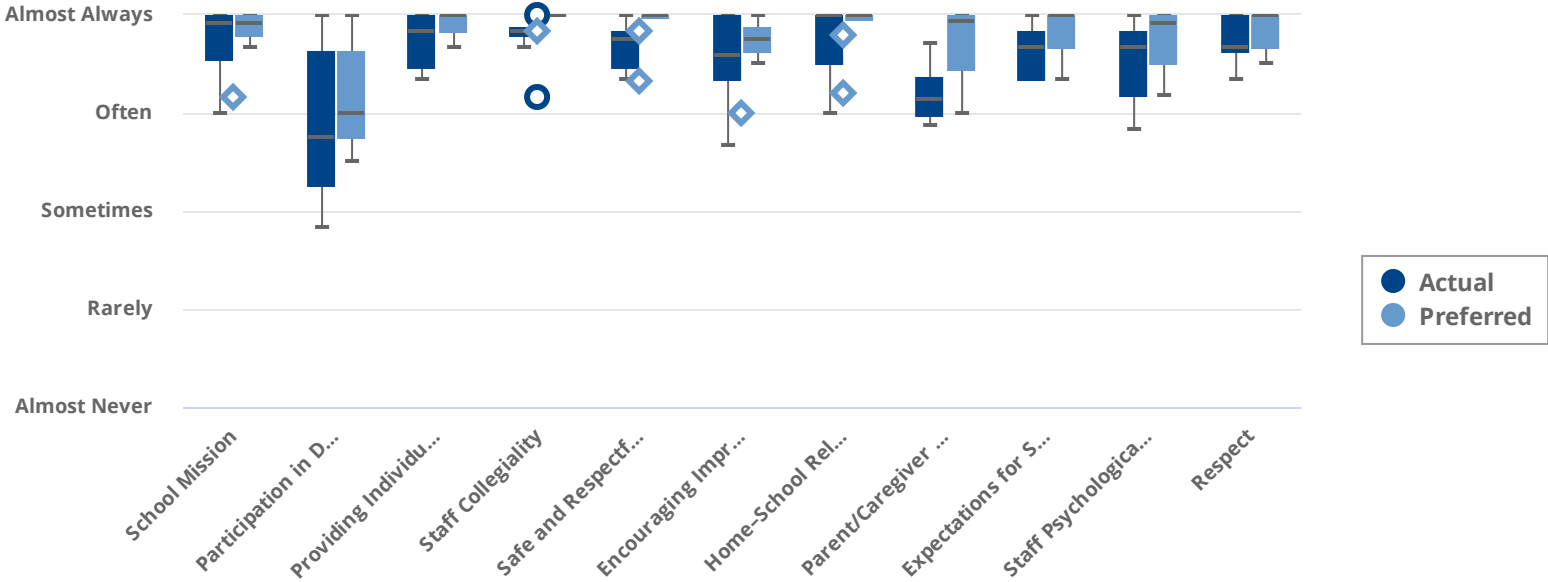
Organisational Climate: By Primary School Level

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

Category:
Early years (N=7)

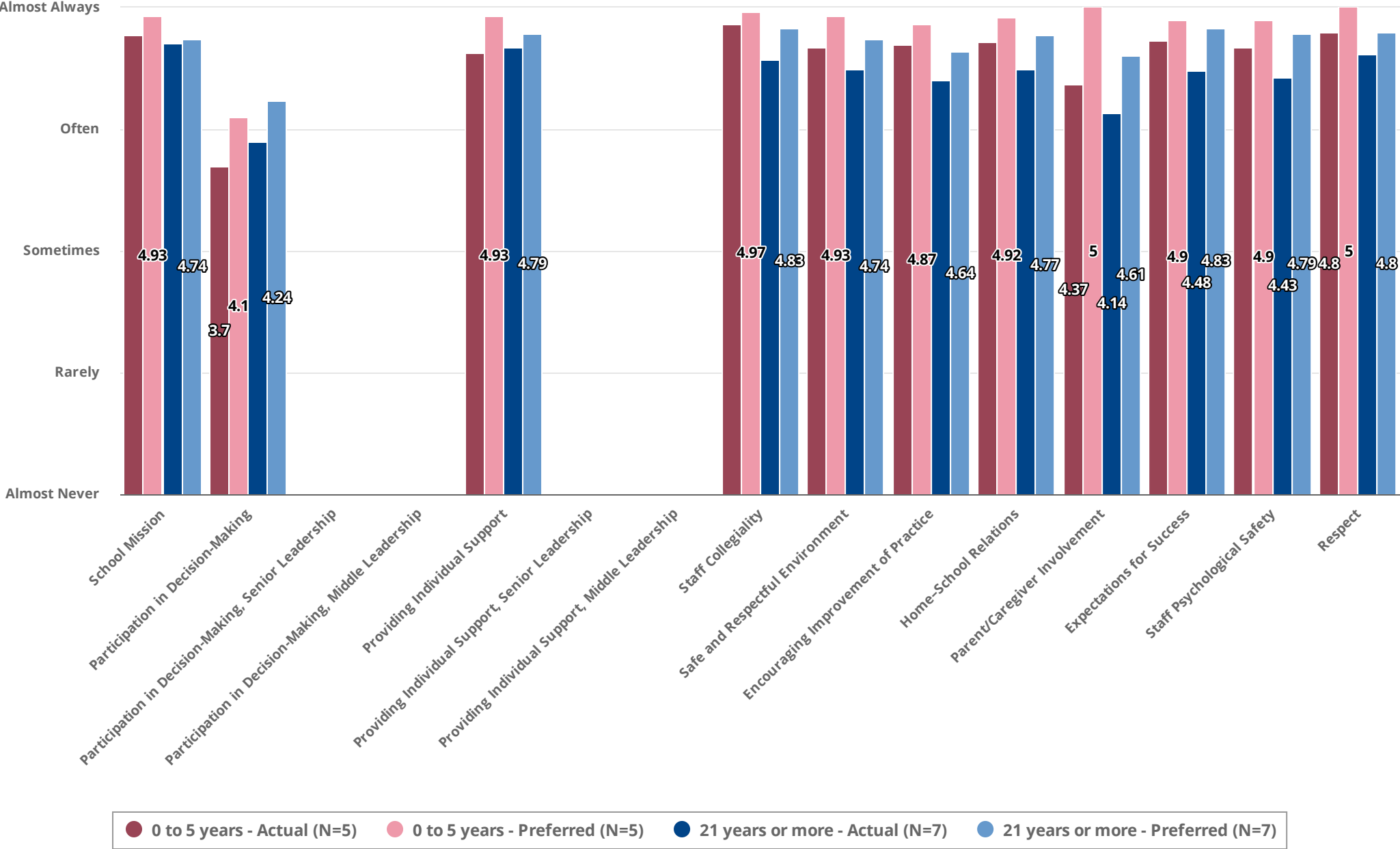


Category:
Middle years (N=8)



Organisational Climate: By Teaching Experience

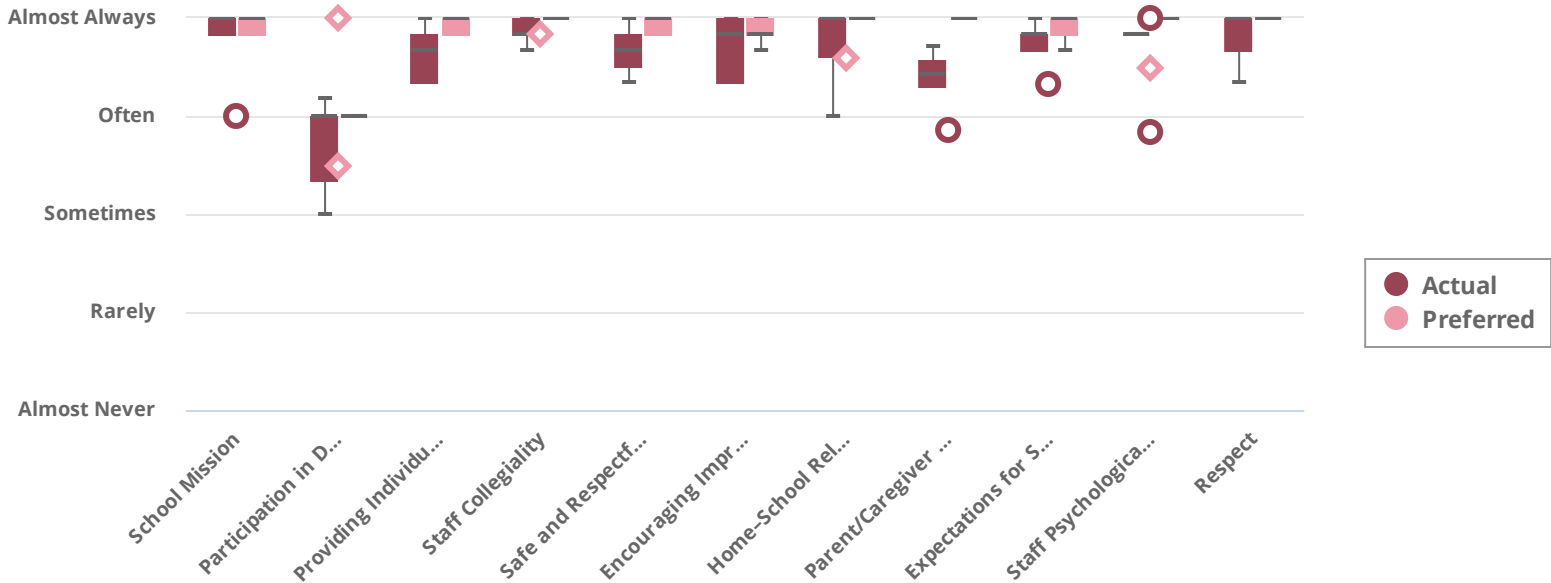
Means for each construct. Categories with less than four responses have been omitted.



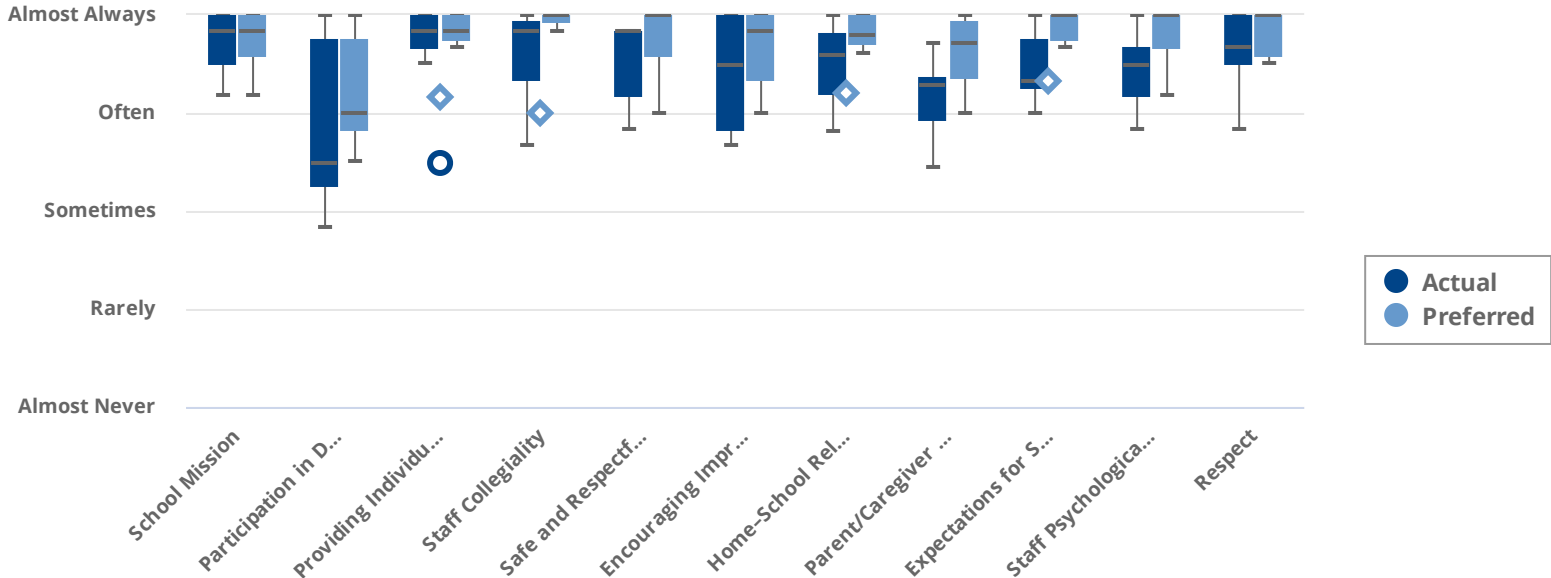
Organisational Climate: By Teaching Experience

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

Category:
0 to 5 years (N=5)

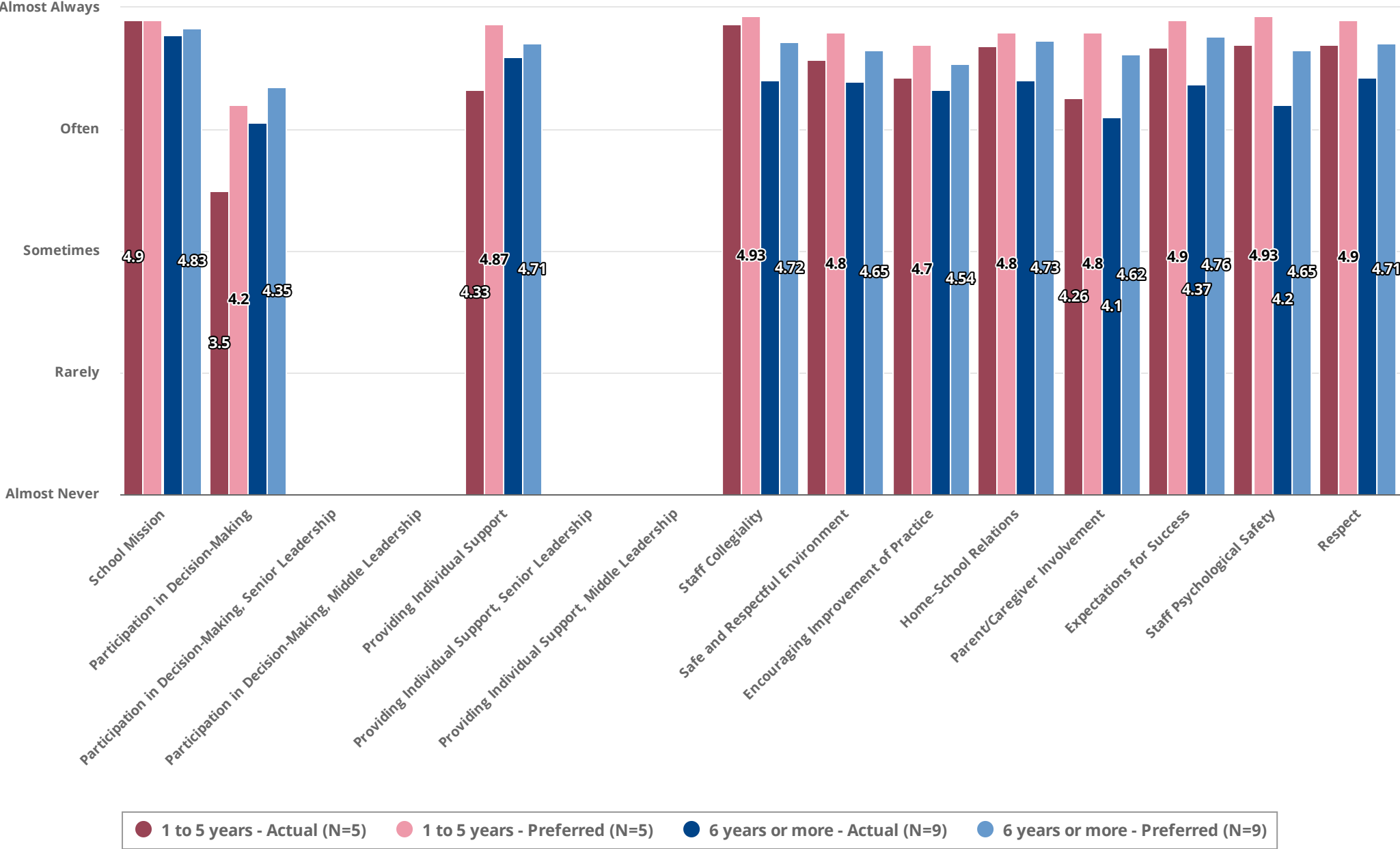


Category:
21 years or more (N=7)



Organisational Climate: By Years at the School

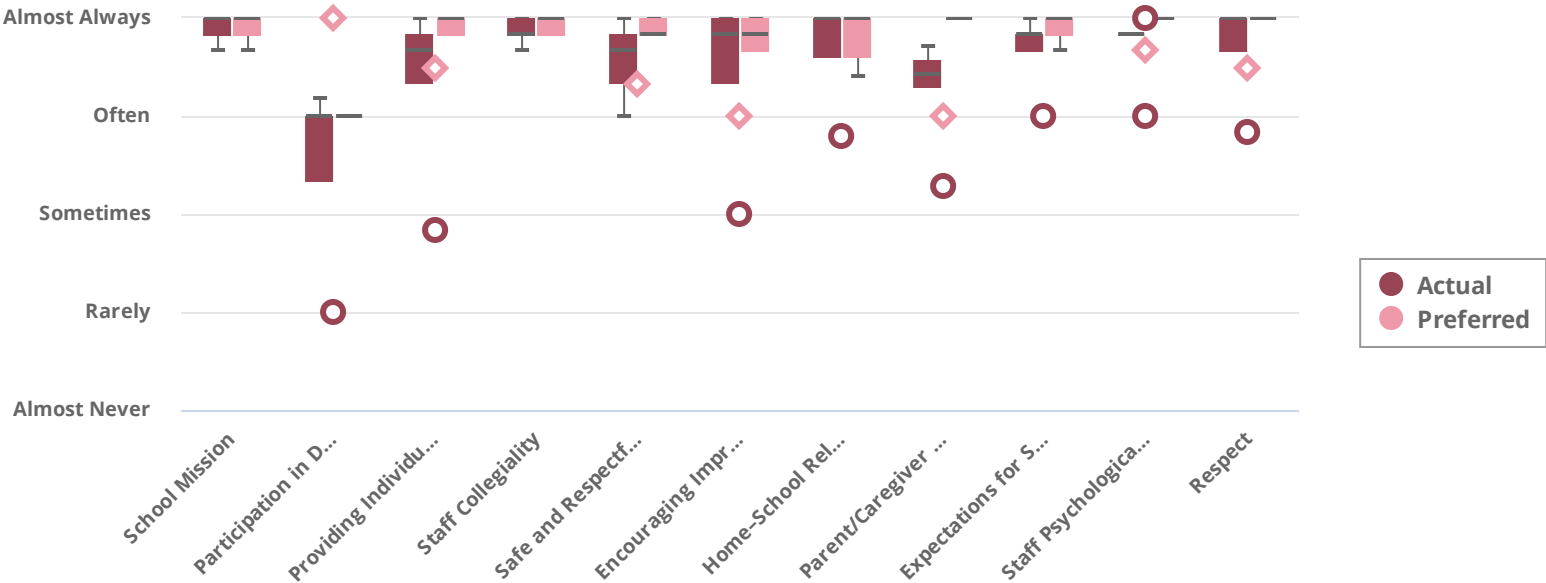
Means for each construct. Categories with less than four responses have been omitted.



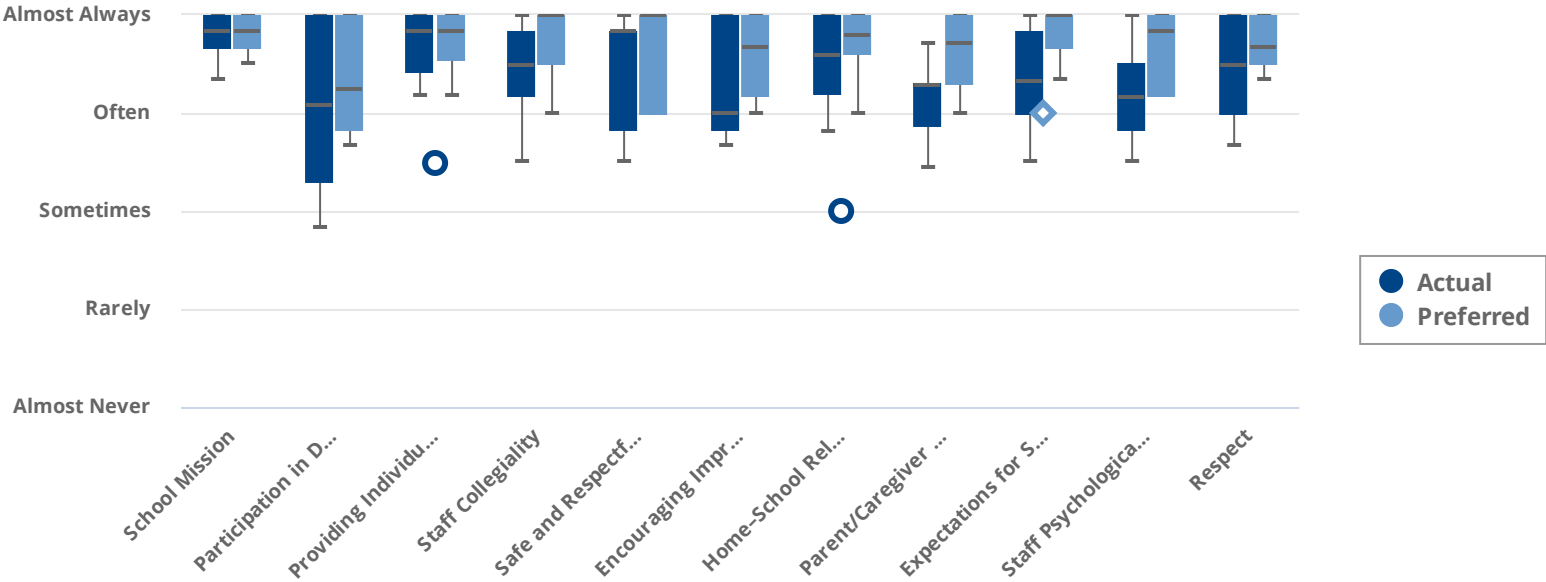
Organisational Climate: By Years at the School

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

Category:
1 to 5 years (N=5)

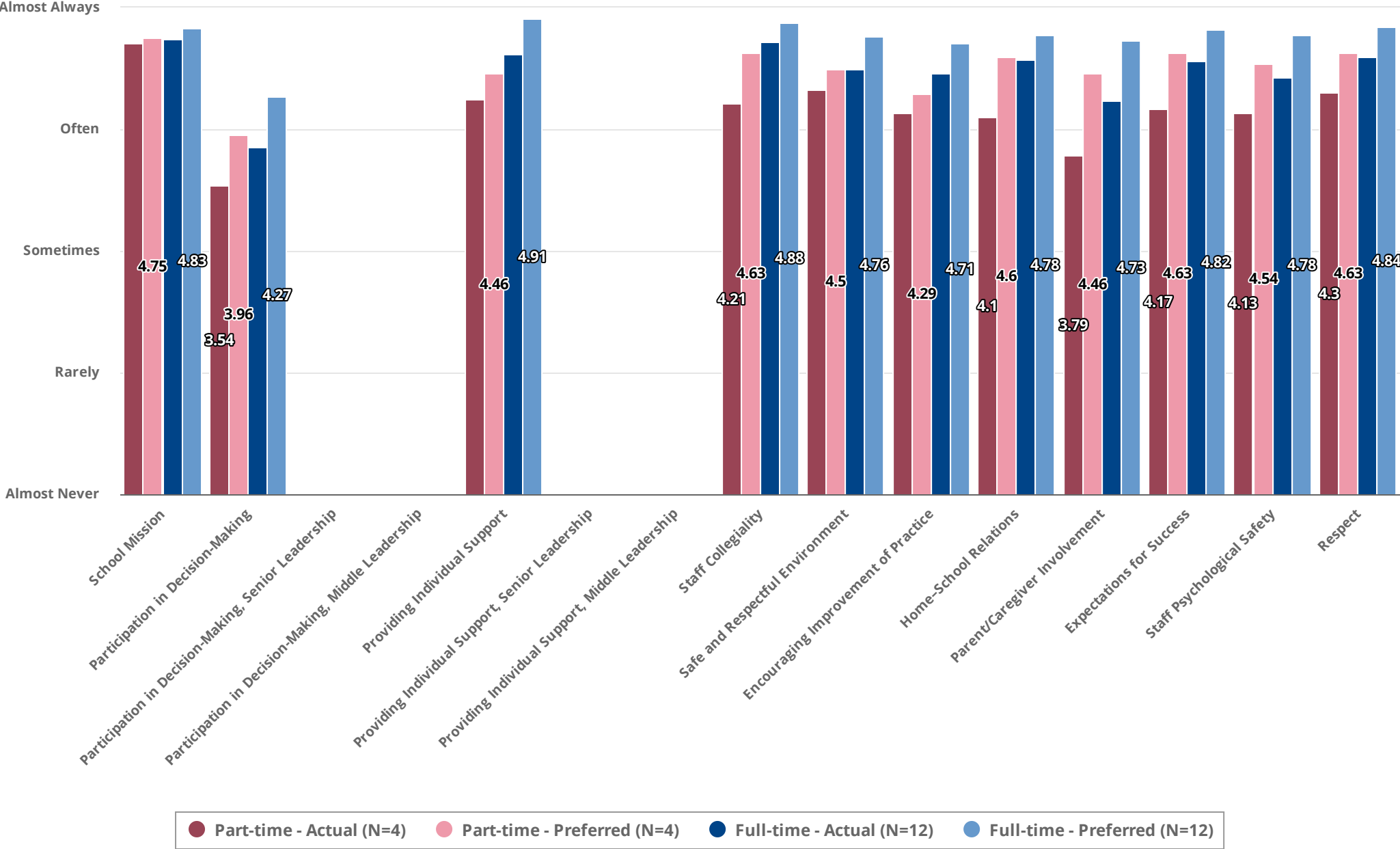


Category:
6 years or more (N=9)



Organisational Climate: By Time Fraction

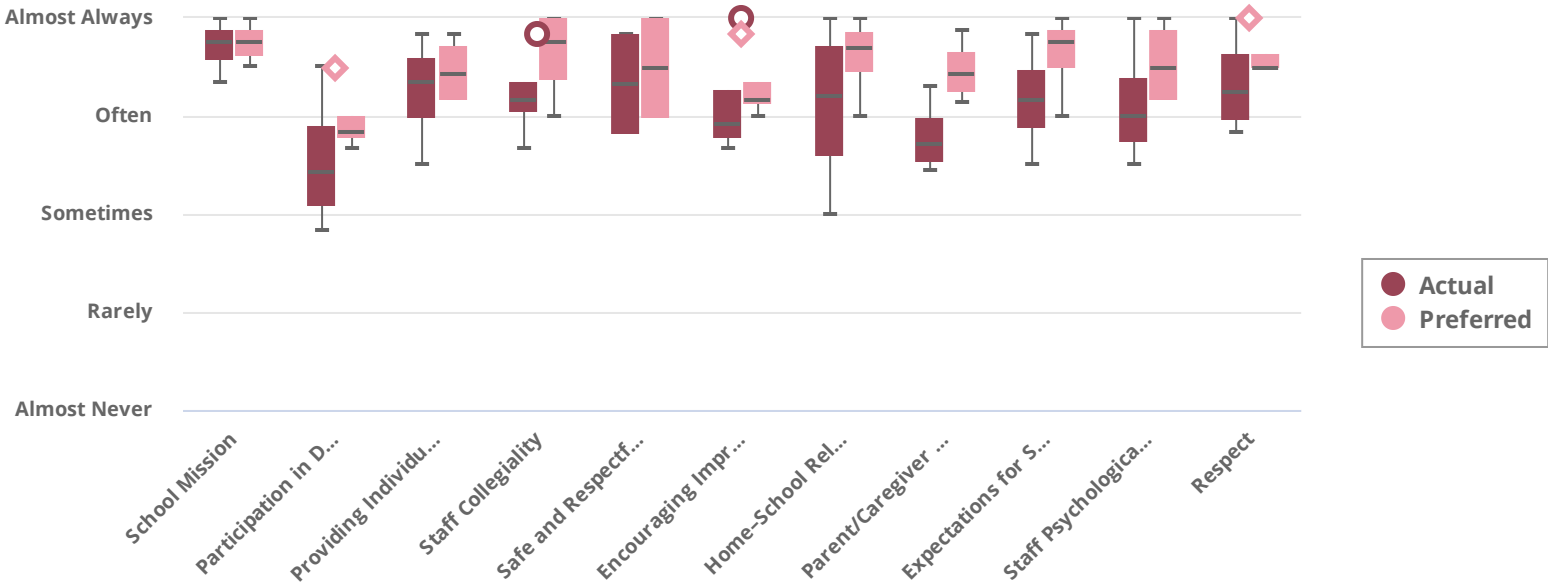
Means for each construct. Categories with less than four responses have been omitted.



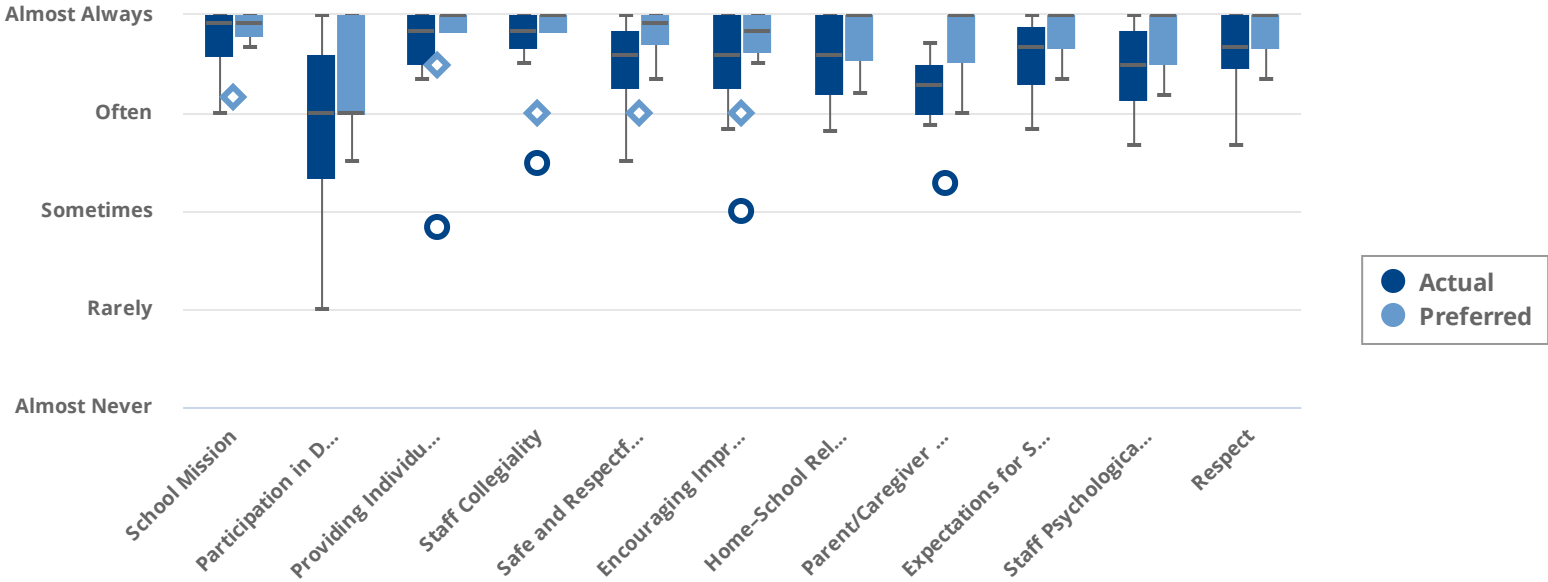
Organisational Climate: By Time Fraction

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

Category:
Part-time (N=4)

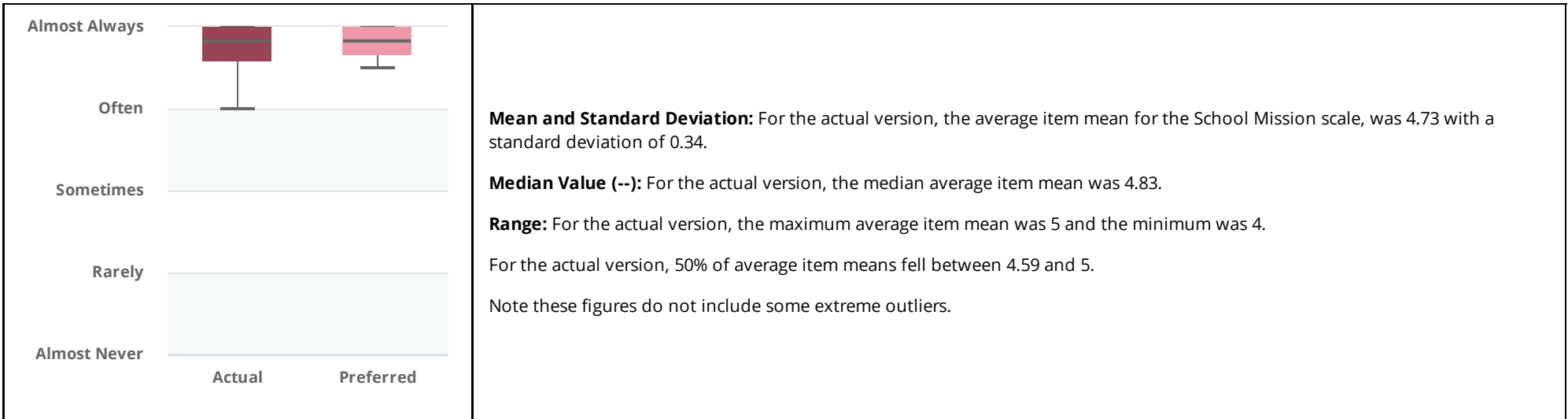


Category:
Full-time (N=12)



School Mission

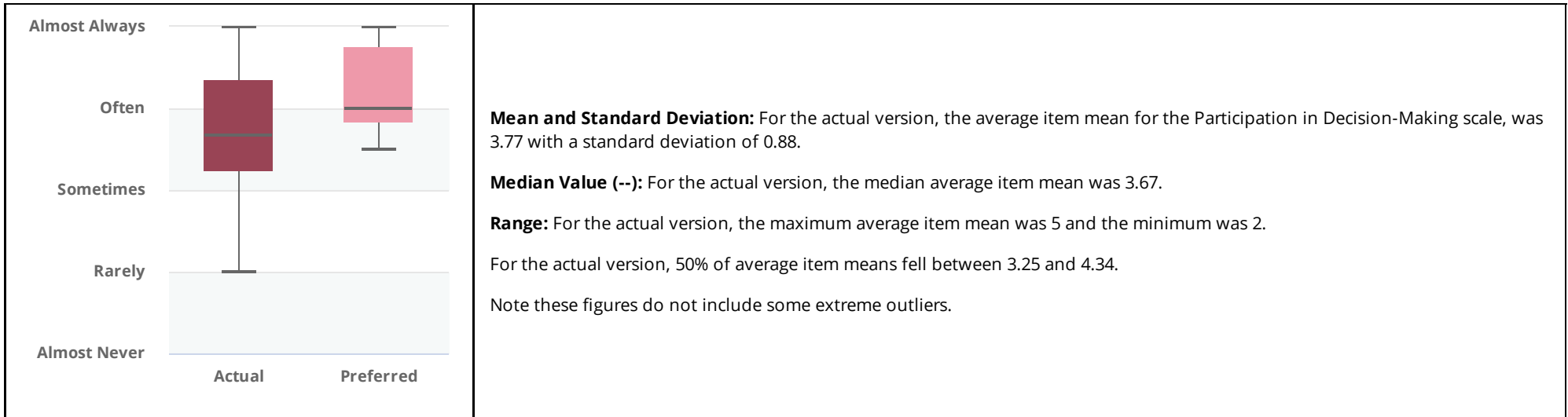
The SCHOOL MISSION construct assesses the extent to which school staff understand, agree with and are committed to the mission and goals of the school.



| Percentage of each response | | Items included in the scale | | Average response for each item | | | | | |
|--|--------|-----------------------------|--|---|------|--|--|--|--|
| 25 % | 75 % | Actual | I understand how the school's Catholic identity is expressed through the school's mission, vision and practices. | Actual | 4.75 | | | | |
| 18.8 % | 81.3 % | Preferred | | Preferred | 4.81 | | | | |
| 12.5 % | 87.5 % | Actual | I am committed to the school's Catholic identity as expressed in the school's mission, vision and practices. | Actual | 4.88 | | | | |
| 12.5 % | 87.5 % | Preferred | | Preferred | 4.88 | | | | |
| 18.8 % | 81.3 % | Actual | The school's Catholic identity is expressed through its mission, vision and practices. | Actual | 4.81 | | | | |
| 12.5 % | 87.5 % | Preferred | | Preferred | 4.88 | | | | |
| 18.8 % | 75 % | Actual | I am clear about how the goals of the school align to its mission, vision and practices. | Actual | 4.69 | | | | |
| 12.5 % | 87.5 % | Preferred | | Preferred | 4.88 | | | | |
| 31.3 % | 68.8 % | Actual | I set out to help achieve the mission and vision of the school. | Actual | 4.69 | | | | |
| 25 % | 75 % | Preferred | | Preferred | 4.75 | | | | |
| 6.3 % | 31.3 % | Actual | The school's mission and vision are articulated regularly. | Actual | 4.56 | | | | |
| 31.3 % | 68.8 % | Preferred | | Preferred | 4.69 | | | | |
| <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> | | | | | |

Participation in Decision-Making

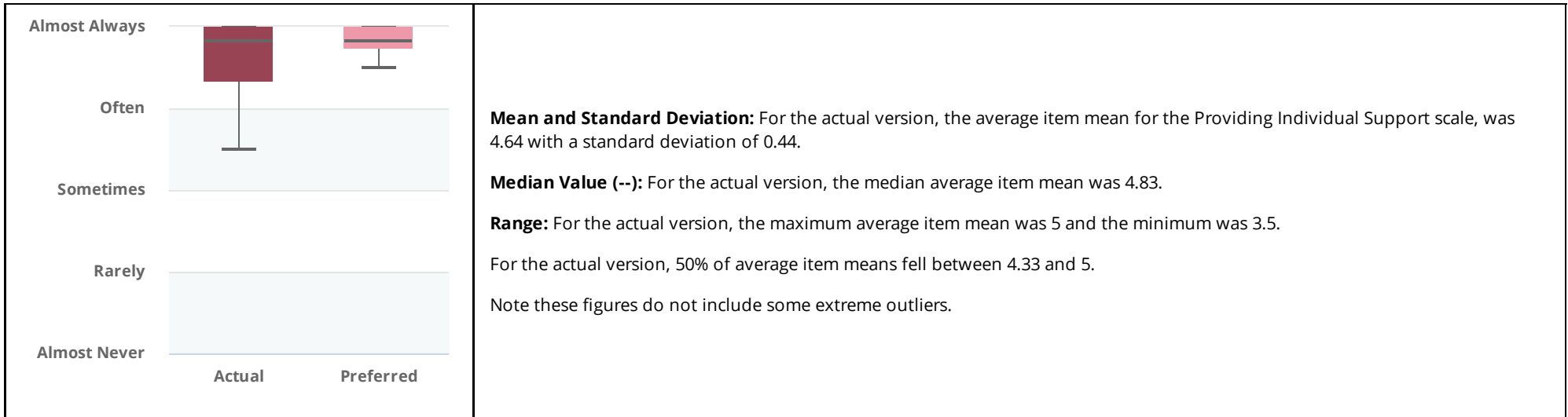
The PARTICIPATION IN DECISION-MAKING construct assesses the extent to which leadership involve school staff when making decisions.



| Percentage of each response | | Items included in the scale | | Average response for each item | | | | | | | |
|-----------------------------|----------|-----------------------------|--------|--------------------------------|---|-----------|------|--|--|--|--|
| 6.7 % | 33.3 % | 40 % | 20 % | Actual | The leadership team seeks feedback from me in decision-making. | Actual | 3.73 | | | | |
| 6.7 % | | 66.7 % | 26.7 % | Preferred | | Preferred | 4.2 | | | | |
| 13.3 % | 20 % | 46.7 % | 20 % | Actual | The leadership team seeks my opinions when making school-based decisions. | Actual | 3.73 | | | | |
| 13.3 % | | 60 % | 26.7 % | Preferred | | Preferred | 4.13 | | | | |
| 13.3 % | 20 % | 40 % | 26.7 % | Actual | The leadership team considers my ideas in decision-making. | Actual | 3.8 | | | | |
| 20 % | | 46.7 % | 33.3 % | Preferred | | Preferred | 4.13 | | | | |
| 6.7 % | 40 % | 33.3 % | 20 % | Actual | The leadership team provides opportunities for me to be involved in making decisions. | Actual | 3.67 | | | | |
| 13.3 % | | 60 % | 26.7 % | Preferred | | Preferred | 4.13 | | | | |
| 6.7 % | 20 % | 40 % | 33.3 % | Actual | The leadership team listens to my ideas when making decisions. | Actual | 4 | | | | |
| | | 66.7 % | 33.3 % | Preferred | | Preferred | 4.33 | | | | |
| 6.7 % | 46.7 % | 20 % | 26.7 % | Actual | The leadership team ensures that I am involved in decision-making. | Actual | 3.67 | | | | |
| 13.3 % | | 53.3 % | 33.3 % | Preferred | | Preferred | 4.2 | | | | |
| ● Almost Never | ● Rarely | | | | | | | | | | |
| ● Sometimes | ● Often | | | | | | | | | | |
| ● Almost Always | | | | | | | | | | | |

Providing Individual Support

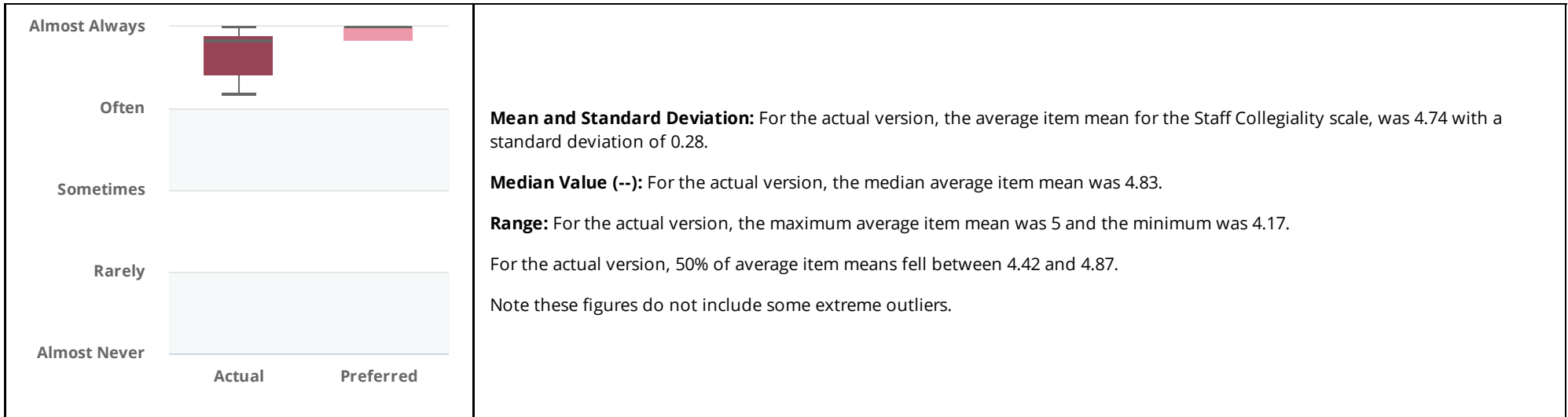
The PROVIDING INDIVIDUAL SUPPORT construct assesses the extent to which leadership respect school staff and are concerned about their personal feelings and needs.



| Percentage of each response | | Items included in the scale | | Average response for each item | | | | | | |
|--|--------|-----------------------------|-----------|---|---|-----------|--------|-----------|--------|-----------|
| 33.3 % | 26.7 % | 40 % | Actual | The leadership team knows the problems faced by me. | Actual | 4.07 | | | | |
| 46.7 % | 53.3 % | | Preferred | | Preferred | 4.53 | | | | |
| 6.7 % | 86.7 % | | Actual | The leadership team supports me. | Actual | 4.8 | | | | |
| 13.3 % | 86.7 % | | Preferred | | Preferred | 4.87 | | | | |
| 6.7 % | 26.7 % | 66.7 % | Actual | There is good communication between the leadership team and me. | Actual | 4.6 | | | | |
| 13.3 % | 86.7 % | | Preferred | | Preferred | 4.87 | | | | |
| 20 % | 13.3 % | 66.7 % | Actual | Members of the leadership team go out of their way to help me. | Actual | 4.47 | | | | |
| 13.3 % | 80 % | | Preferred | | Preferred | 4.73 | | | | |
| 6.7 % | 20 % | 73.3 % | Actual | I am able to approach the leadership team to discuss concerns. | Actual | 4.67 | | | | |
| 6.7 % | 93.3 % | | Preferred | | Preferred | 4.93 | | | | |
| 6.7 % | 13.3 % | 73.3 % | Actual | Members of the leadership team are interested in my problems. | Actual | 4.53 | | | | |
| 20 % | 80 % | | Preferred | | Preferred | 4.8 | | | | |
| <ul style="list-style-type: none"> ● Almost Never ● Sometimes ● Almost Always ● Rarely ● Often | | | | | | | | | | |
| | | | | | Actual | Preferred | Actual | Preferred | Actual | Preferred |
| | | | | | <div style="display: flex; justify-content: space-around; text-align: center;"> Almost Never Rarely Sometimes Often Almost Always </div> | | | | | |

Staff Collegiality

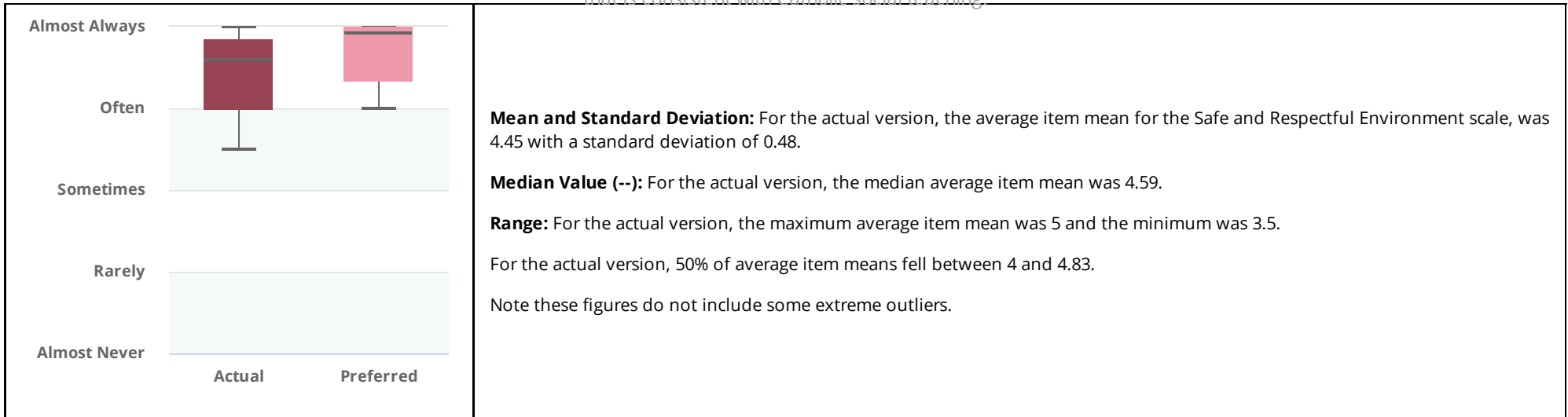
The STAFF COLLEGIALITY construct assesses the extent to which school staff work and learn together and obtain assistance, advice and encouragement from their colleagues.



| Percentage of each response | | Items included in the scale | | Average response for each item | | | | | |
|--|--------|-----------------------------|---|--------------------------------|--------------|--------|-----------|-------|---------------|
| 25 % | 75 % | Actual | I feel accepted by colleagues at this school. | Actual | 4.75 | | | | |
| 12.5 % | 87.5 % | Preferred | | Preferred | 4.88 | | | | |
| 12.5 % | 81.3 % | Actual | I feel supported by colleagues at this school. | Actual | 4.75 | | | | |
| 12.5 % | 87.5 % | Preferred | | Preferred | 4.88 | | | | |
| 6.3 % | 37.5 % | Actual | I feel comfortable when expressing my ideas in front of colleagues. | Actual | 4.5 | | | | |
| 25 % | 75 % | Preferred | | Preferred | 4.75 | | | | |
| 6.3 % | 43.8 % | Actual | There is good communication between staff members. | Actual | 4.44 | | | | |
| 18.8 % | 81.3 % | Preferred | | Preferred | 4.81 | | | | |
| 18.8 % | 12.5 % | Actual | I feel valued by colleagues at this school. | Actual | 4.5 | | | | |
| 18.8 % | 81.3 % | Preferred | | Preferred | 4.81 | | | | |
| 6.3 % | 25 % | Actual | There are structures in place to promote collegiality. | Actual | 4.63 | | | | |
| 25 % | 75 % | Preferred | | Preferred | 4.75 | | | | |
| <ul style="list-style-type: none"> ● Almost Never ● Sometimes ● Almost Always ● Rarely ● Often | | | | | Almost Never | Rarely | Sometimes | Often | Almost Always |

Safe and Respectful Environment

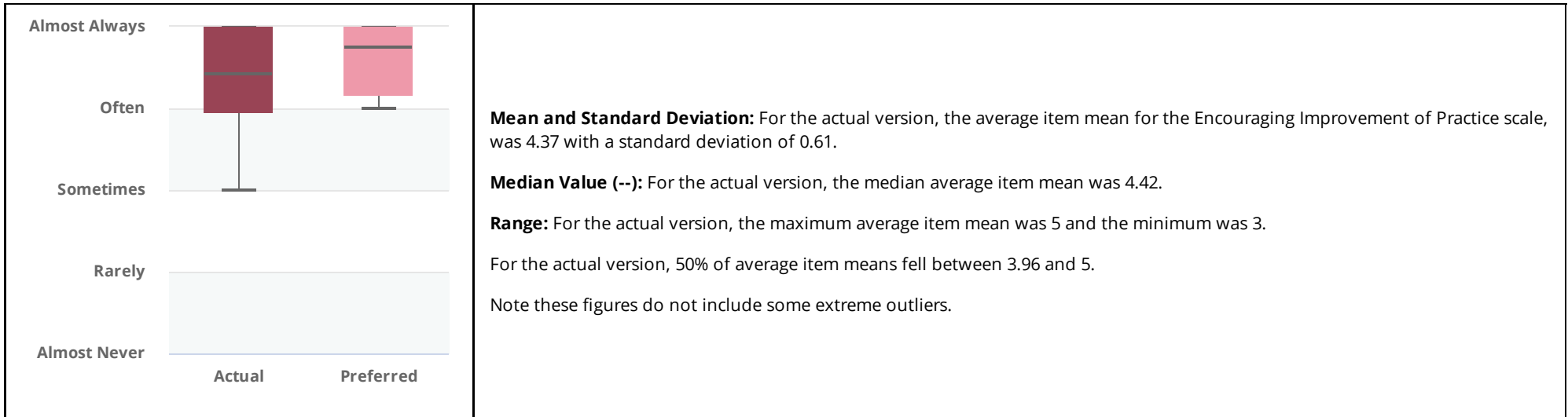
The SAFE AND RESPECTFUL ENVIRONMENT construct assesses the extent to which the policies and rules in place help to create and maintain a safe, respectful and orderly environment that is consistent with Catholic social teaching.



| Percentage of each response | | Items included in the scale | | Average response for each item | | | | | | |
|-----------------------------|----------|-----------------------------|-----------|--|-----------|--------------|--------|-----------|-------|---------------|
| 18.8 % | 37.5 % | 43.8 % | Actual | Staff model Gospel values through actions and words to ensure that policies and processes respect the dignity of all. | Actual | 4.25 | | | | |
| 31.3 % | 68.8 % | | Preferred | | Preferred | 4.69 | | | | |
| 31.3 % | 68.8 % | | Actual | The policies, structures and practices of the school are consistent with Catholic social teaching. | Actual | 4.69 | | | | |
| 31.3 % | 68.8 % | | Preferred | | Preferred | 4.69 | | | | |
| 37.5 % | 37.5 % | 25 % | Actual | Policies and practices are in place to minimise disruptions. | Actual | 3.88 | | | | |
| 6.3 % | 43.8 % | 50 % | Preferred | | Preferred | 4.44 | | | | |
| 6.3 % | 31.3 % | 62.5 % | 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 | 4.56 | | | | |
| 25 % | 75 % | | Preferred | | Preferred | 4.75 | | | | |
| 37.5 % | 62.5 % | | Actual | The policies and practices of the school create a safe environment for all. | Actual | 4.63 | | | | |
| 18.8 % | 81.3 % | | Preferred | | Preferred | 4.81 | | | | |
| 31.3 % | 68.8 % | | Actual | The policies, structures and practices of the school help to create a respectful environment. | Actual | 4.69 | | | | |
| 18.8 % | 81.3 % | | Preferred | | Preferred | 4.81 | | | | |
| ● Almost Never | ● Rarely | | | | | Almost Never | Rarely | Sometimes | Often | Almost Always |
| ● Sometimes | ● Often | | | | | | | | | |
| ● Almost Always | | | | | | | | | | |

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 | | | | | | |
|-----------------------------|-------|-----------------------------|-----------|--|-----------|------|--|--|--|--|
| 6.3% | 37.5% | 56.3% | Actual | I am encouraged to think of ways to improve my practice. | Actual | 4.5 | | | | |
| 37.5% | 62.5% | | Preferred | | Preferred | 4.63 | | | | |
| 6.3% | 43.8% | 50% | Actual | I am encouraged to evaluate my practices. | Actual | 4.44 | | | | |
| 43.8% | 56.3% | | Preferred | | Preferred | 4.56 | | | | |
| 50% | 50% | | Actual | I am supported in my attempts to refine my practice. | Actual | 4.5 | | | | |
| 37.5% | 62.5% | | Preferred | | Preferred | 4.63 | | | | |
| 37.5% | 25% | 37.5% | Actual | I am given time to improve my practice. | Actual | 4 | | | | |
| 50% | 50% | | Preferred | | Preferred | 4.5 | | | | |
| 6.3% | 37.5% | 50% | Actual | I am encouraged to learn from others. | Actual | 4.31 | | | | |
| 37.5% | 62.5% | | Preferred | | Preferred | 4.63 | | | | |
| 6.3% | 37.5% | 56.3% | Actual | I am encouraged to be innovative. | Actual | 4.5 | | | | |
| 31.3% | 68.8% | | Preferred | | Preferred | 4.69 | | | | |

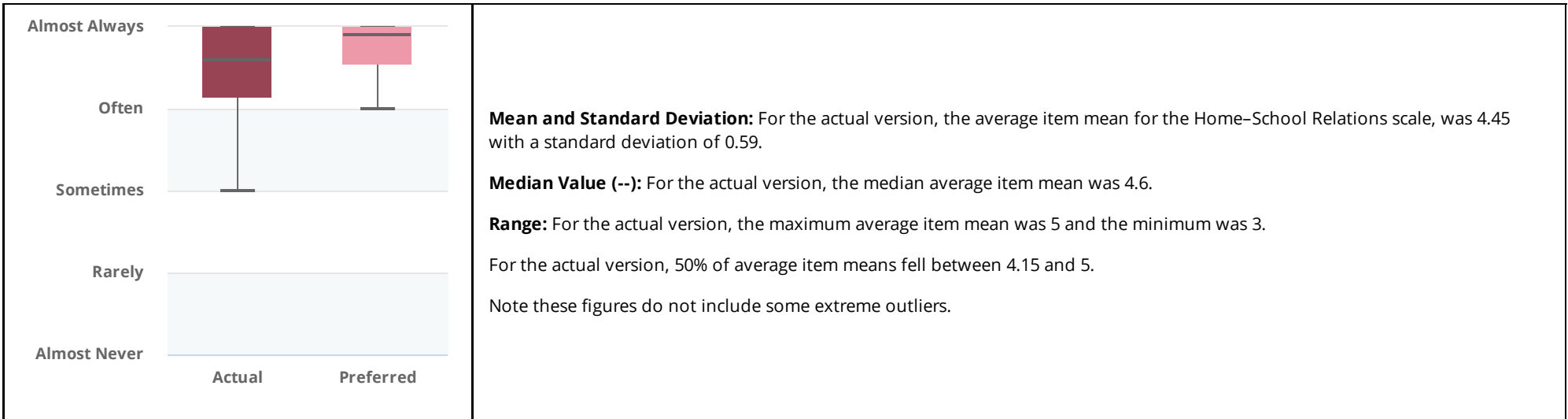
- Almost Never
- Sometimes
- Almost Always

- Rarely
- Often

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.



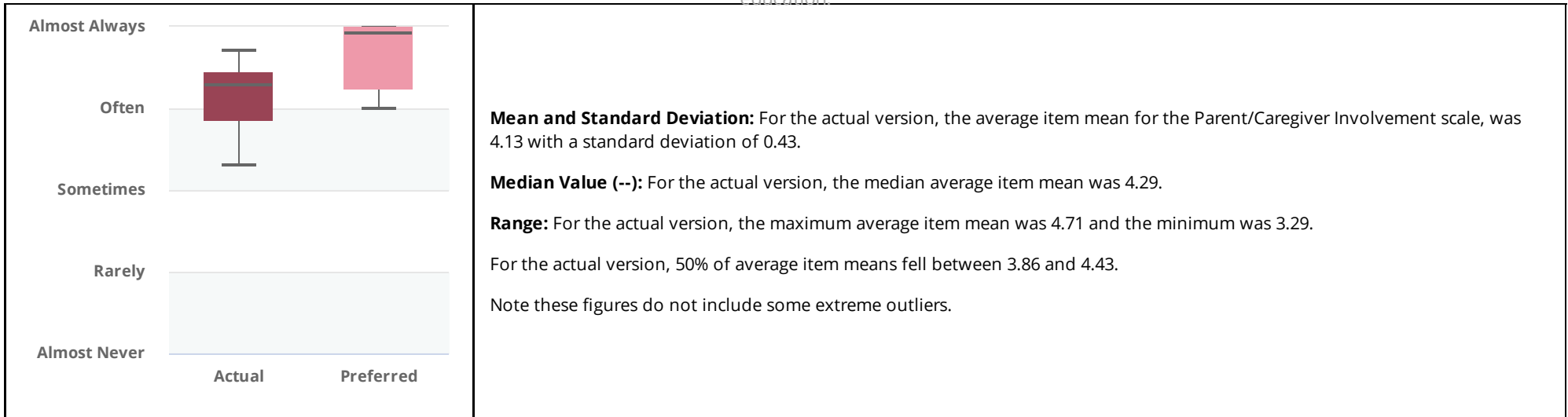
| Percentage of each response | | Items included in the scale | | Average response for each item | | | | | | |
|-----------------------------|--------|-----------------------------|-----------|---|-----------|------|--|--|--|--|
| 6.3 % | 37.5 % | 56.3 % | Actual | Staff go out of their way to try to cultivate a positive relationship with parents/carers. | Actual | 4.5 | | | | |
| 18.8 % | 81.3 % | | Preferred | | Preferred | 4.81 | | | | |
| 18.8 % | 43.8 % | 37.5 % | Actual | Staff understand the background of the parents/carers. | Actual | 4.19 | | | | |
| 37.5 % | 62.5 % | | Preferred | | Preferred | 4.63 | | | | |
| 6.3 % | 31.3 % | 62.5 % | Actual | There is a positive relationship between the parents/carers and staff. | Actual | 4.56 | | | | |
| 18.8 % | 81.3 % | | Preferred | | Preferred | 4.81 | | | | |
| 18.8 % | 18.8 % | 62.5 % | Actual | The school has a close connection with the community. | Actual | 4.44 | | | | |
| 31.3 % | 68.8 % | | Preferred | | Preferred | 4.69 | | | | |
| 12.5 % | 18.8 % | 68.8 % | Actual | Staff communicate effectively with parents/carers when they have a concern about a student. | Actual | 4.56 | | | | |
| 25 % | 75 % | | Preferred | | Preferred | 4.75 | | | | |

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

Almost Never Rarely Sometimes Often Almost Always

Parent/Caregiver Involvement

The PARENT/CAREGIVER INVOLVEMENT construct assesses the extent to which parents engage with their child's education whether teachers actively seek to involve them in their child's education.



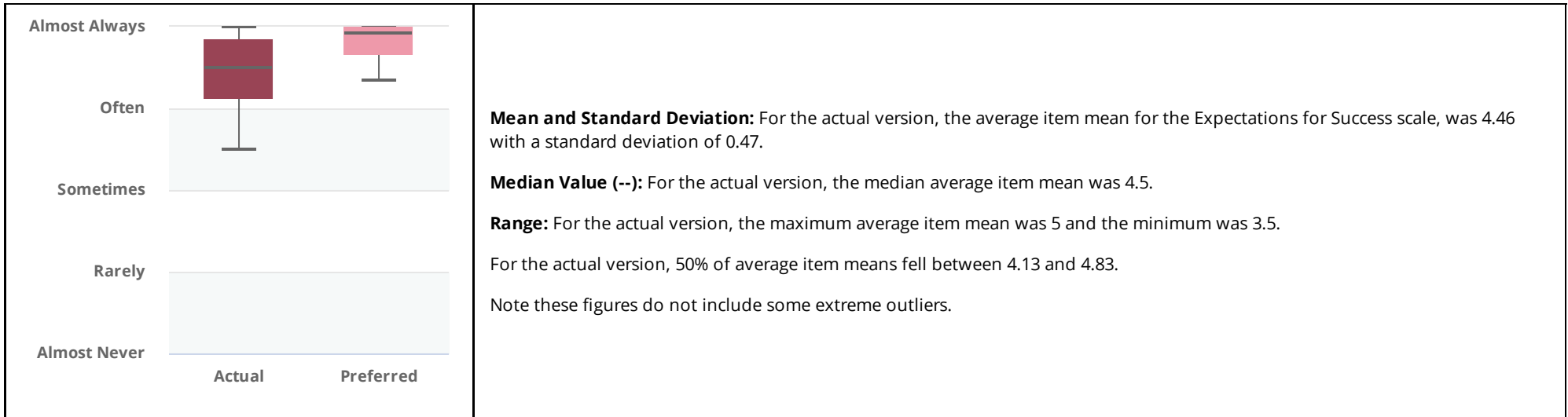
| Percentage of each response | | Items included in the scale | | Average response for each item | | | | | |
|-----------------------------|--------|-----------------------------|---|--------------------------------|------|--|--|--|--|
| 56.3 % | 43.8 % | Actual | I actively work together with parents/carers to improve students' performance. | Actual | 4.44 | | | | |
| 25 % | 75 % | Preferred | | Preferred | 4.75 | | | | |
| 6.3 % | 50 % | Actual | I actively seek to understand parent/carer expectations for their child's/children's education. | Actual | 4.38 | | | | |
| 31.3 % | 68.8 % | Preferred | | Preferred | 4.69 | | | | |
| 6.3 % | 50 % | Actual | I look for ways to engage parents/carers in their child's/children's education. | Actual | 4.38 | | | | |
| 43.8 % | 56.3 % | Preferred | | Preferred | 4.56 | | | | |
| 6.3 % | 56.3 % | Actual | The parents/carers play an active role in their child's/children's education. | Actual | 4.31 | | | | |
| 37.5 % | 62.5 % | Preferred | | Preferred | 4.63 | | | | |
| 18.8 % | 62.5 % | Actual | Parents/carers attend school meetings when invited. | Actual | 4 | | | | |
| 25 % | 75 % | Preferred | | Preferred | 4.75 | | | | |
| 43.8 % | 43.8 % | Actual | Parents/carers actively seek ways to assist their child/children with their school work. | Actual | 3.69 | | | | |
| 37.5 % | 62.5 % | Preferred | | Preferred | 4.63 | | | | |
| 6.3 % | 25 % | Actual | There are high levels of parent/carer involvement at the school. | Actual | 3.69 | | | | |
| 37.5 % | 62.5 % | Preferred | | Preferred | 4.63 | | | | |

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

Almost Never Rarely Sometimes Often Almost Always

Expectations for Success

The EXPECTATIONS FOR SUCCESS construct assesses the extent to which teachers and the principal have high expectations for the success of the students.



| Percentage of each response | | Items included in the scale | | Average response for each item | | | | | |
|-----------------------------|-----------|-----------------------------|---|--------------------------------|------|--|--|--|--|
| 6.3% 25% | 68.8% | Actual | High expectations are consistently communicated. | Actual | 4.63 | | | | |
| 6.3% 25% | 68.8% | Preferred | | Preferred | 4.63 | | | | |
| 18.8% | 43.8% | 37.5% | There are high expectations for student behaviour. | Actual | 4.19 | | | | |
| 6.3% | 93.8% | Preferred | | Preferred | 4.94 | | | | |
| 56.3% | 43.8% | Actual | There are high expectations of students' academic performance. | Actual | 4.44 | | | | |
| 31.3% | 68.8% | Preferred | | Preferred | 4.69 | | | | |
| 43.8% | 56.3% | Actual | It is expected that students will be provided with intellectual challenges. | Actual | 4.56 | | | | |
| 25% | 75% | Preferred | | Preferred | 4.75 | | | | |
| 6.3% | 43.8% | 50% | Students are expected to achieve their goals. | Actual | 4.44 | | | | |
| 37.5% | 62.5% | Preferred | | Preferred | 4.63 | | | | |
| 18.8% | 12.5% | 68.8% | Students are expected to be respectful to school staff. | Actual | 4.5 | | | | |
| 100% | Preferred | Preferred | | Preferred | 5 | | | | |

● Almost Never

● Sometimes

● Almost Always

● Rarely

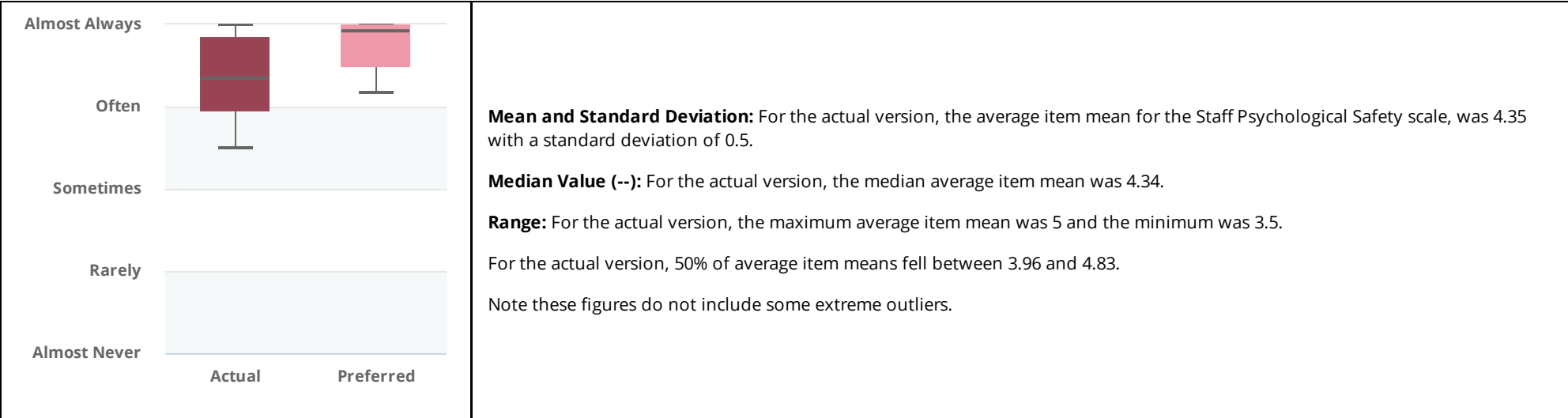
● Often

Almost Never
Rarely
Sometimes
Often
Almost Always

30

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 | | | | | |
|-----------------------------|--------|-----------------------------|--|--------------------------------|-----------|------|--|--|--|
| 25 % | 75 % | Actual | If you make a mistake, others are forgiving of you. | Actual | 4.75 | | | | |
| 12.5 % | 87.5 % | Preferred | | Preferred | 4.88 | | | | |
| 25 % | 56.3 % | 18.8 % | People are able to bring up problems and tough issues. | Actual | 3.94 | | | | |
| 31.3 % | 68.8 % | Preferred | | Preferred | 4.69 | | | | |
| 6.3 % | 56.3 % | 37.5 % | People accept others, even if they have different opinions or ideas. | Actual | 4.31 | | | | |
| 12.5 % | 87.5 % | Preferred | | Preferred | 4.88 | | | | |
| 12.5 % | 50 % | 37.5 % | It is safe to take a risk. | Actual | 4.25 | | | | |
| 37.5 % | 62.5 % | Preferred | | Preferred | 4.63 | | | | |
| 31.3 % | 68.8 % | Actual | It is easy to ask other staff members for help. | Actual | 4.69 | | | | |
| 18.8 % | 81.3 % | Preferred | | Preferred | 4.81 | | | | |
| 12.5 % | 37.5 % | 43.3 % | My unique talents and skills are valued and utilised. | Actual | 4.19 | | | | |
| 6.3 % | 43.3 % | 50 % | | Preferred | Preferred | 4.44 | | | |

● Almost Never

● Sometimes

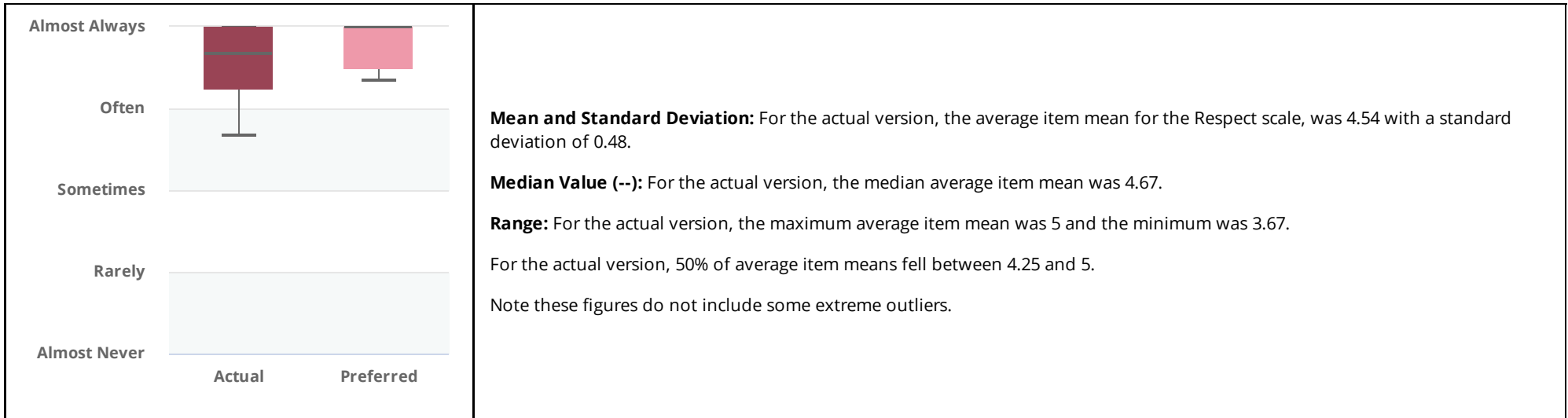
● Almost Always

● Rarely

● Often

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 | | | | | | | |
|-----------------------------|--------|-----------------------------|--|---|-----------|------|--|--|--|--|--|
| 12.5 % | 81.3 % | Actual | Staff treat each other with respect. | Actual | 4.75 | | | | | | |
| 6.3 % | 93.8 % | Preferred | | Preferred | 4.94 | | | | | | |
| 12.5 % | 25 % | 62.5 % | Actual | The boys at this school treat male and female staff members with equal respect. | Actual | 4.71 | | | | | |
| 6.3 % | 93.8 % | Preferred | Preferred | | 5 | | | | | | |
| 18.8 % | 75 % | Actual | The girls at this school treat male and female staff members with equal respect. | Actual | 4.8 | | | | | | |
| 6.3 % | 93.8 % | Preferred | | Preferred | 5 | | | | | | |
| 12.5 % | 37.5 % | 43.8 % | Actual | When I do a good job, I receive the recognition I should receive. | Actual | 4.19 | | | | | |
| 6.3 % | 37.5 % | 56.3 % | Preferred | | Preferred | 4.5 | | | | | |
| 18.8 % | 25 % | 56.3 % | Actual | I feel that the work I do is appreciated. | Actual | 4.38 | | | | | |
| 31.3 % | 68.8 % | Preferred | Preferred | | 4.69 | | | | | | |
| 12.5 % | 37.5 % | 50 % | Actual | I feel that I know what is going on. | Actual | 4.38 | | | | | |
| 37.5 % | 62.5 % | Preferred | Preferred | | 4.63 | | | | | | |

● N/A ● Almost Never

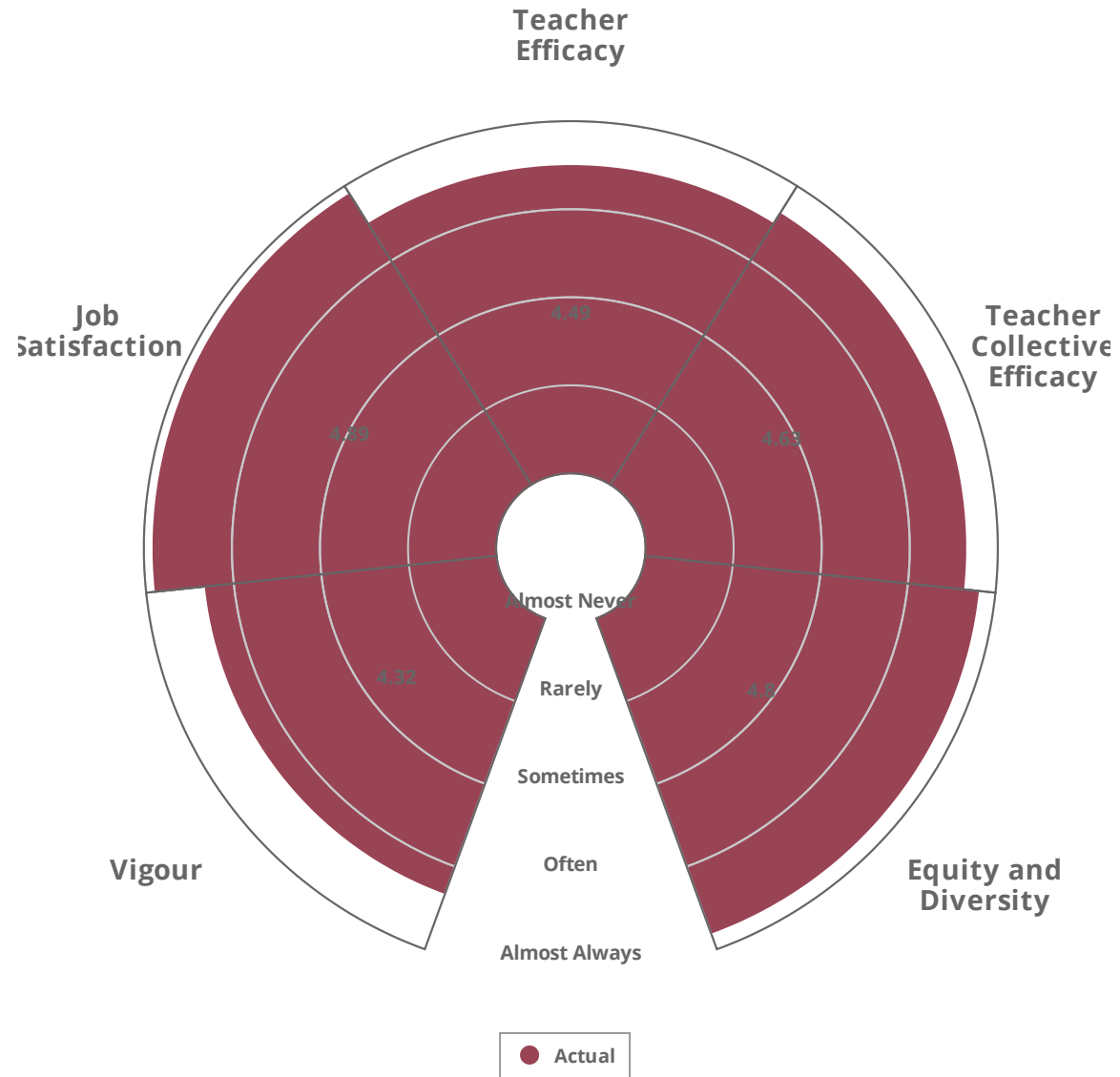
● Rarely ● Sometimes

● Often ● Almost Always

N/A Almost Never Rarely Sometimes Often Almost Always

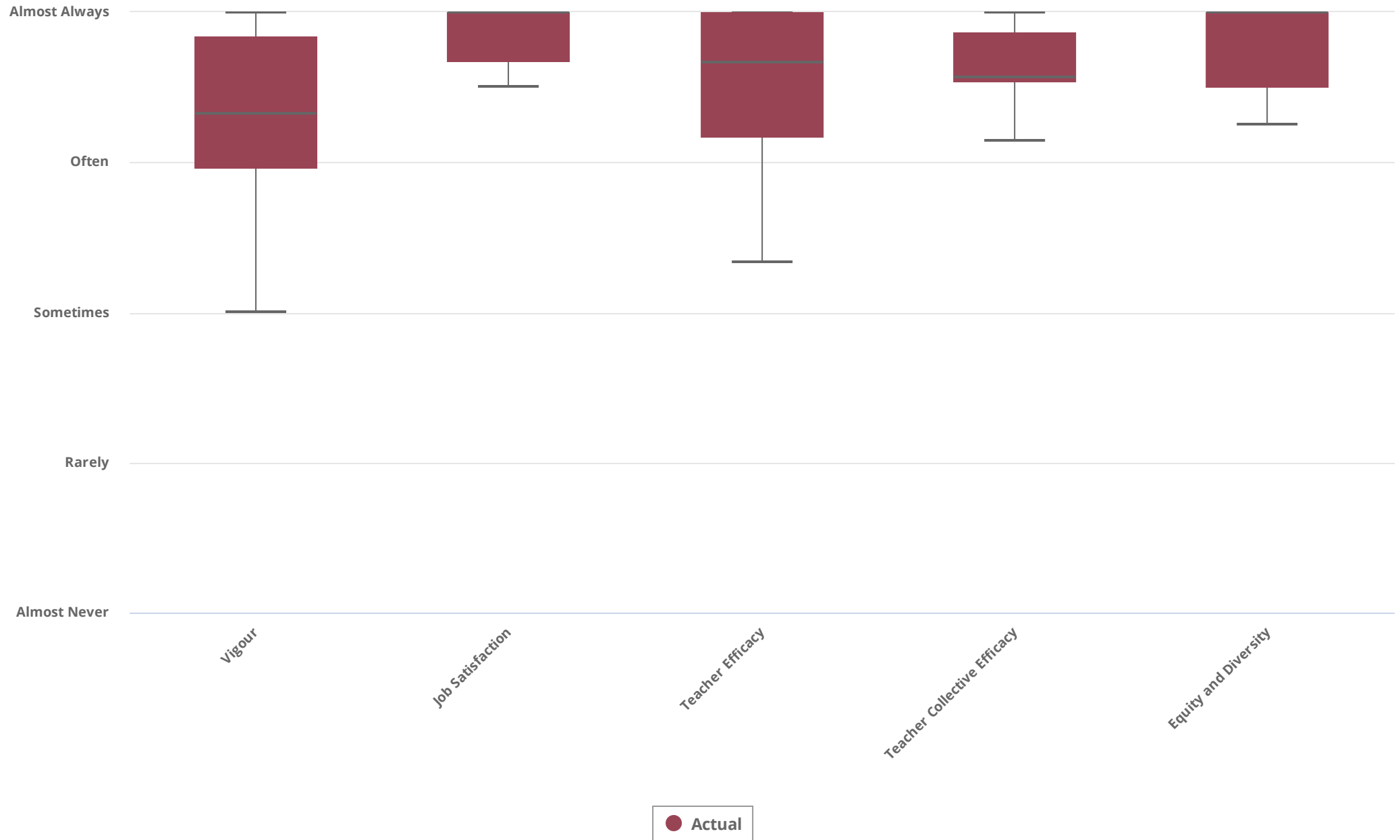
Work Engagement, Efficacy and Satisfaction

Means for each construct.



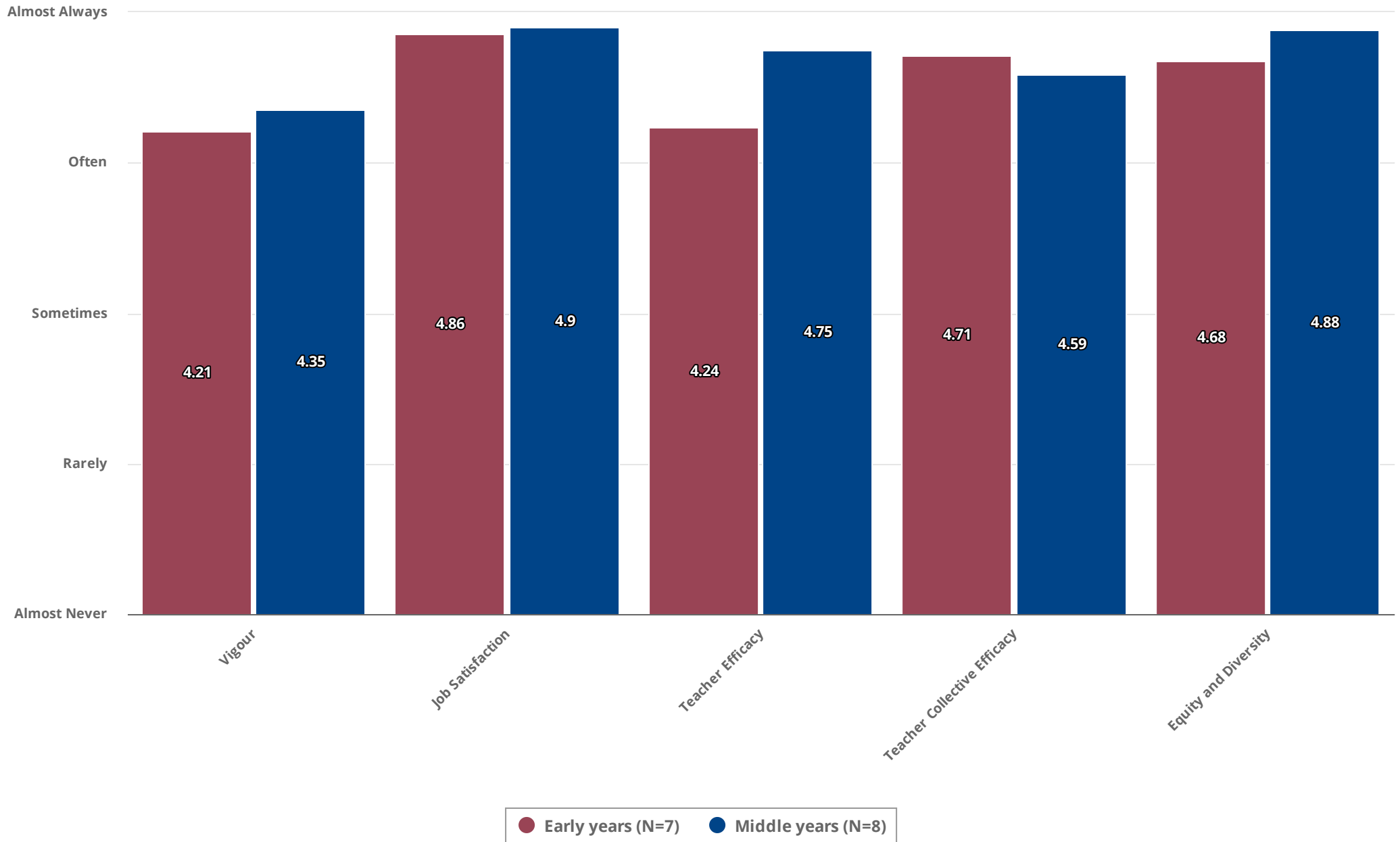
Work Engagement, Efficacy and Satisfaction

Variations for each construct.



Work Engagement, Efficacy and Satisfaction: By Primary School Level

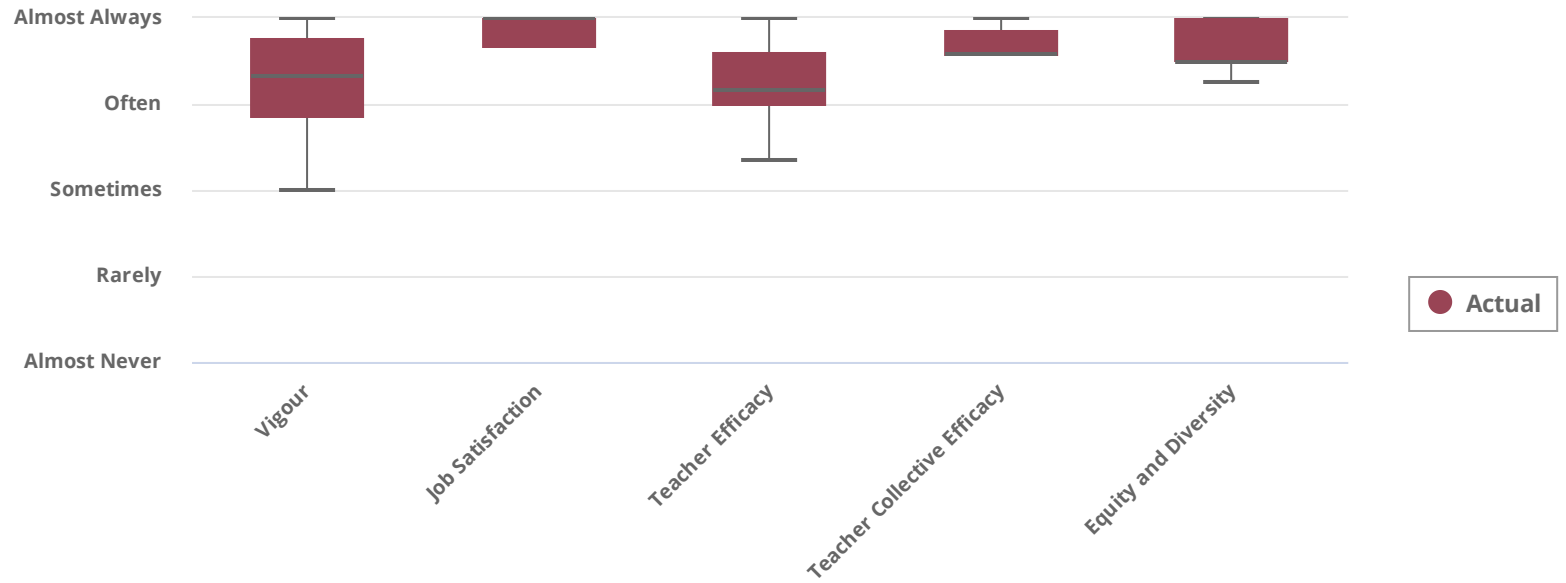
Means for each construct. Categories with less than four responses have been omitted.



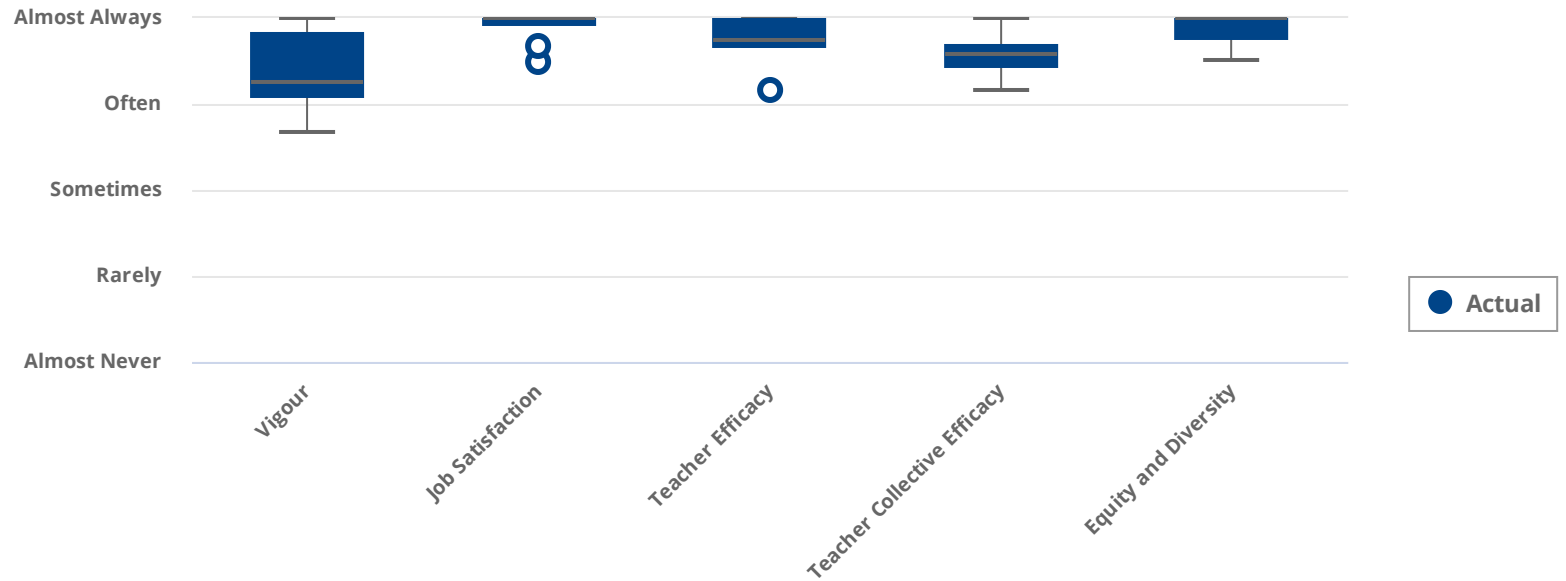
Work Engagement, Efficacy and Satisfaction: By Primary School Level

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

Category:
Early years (N=7)

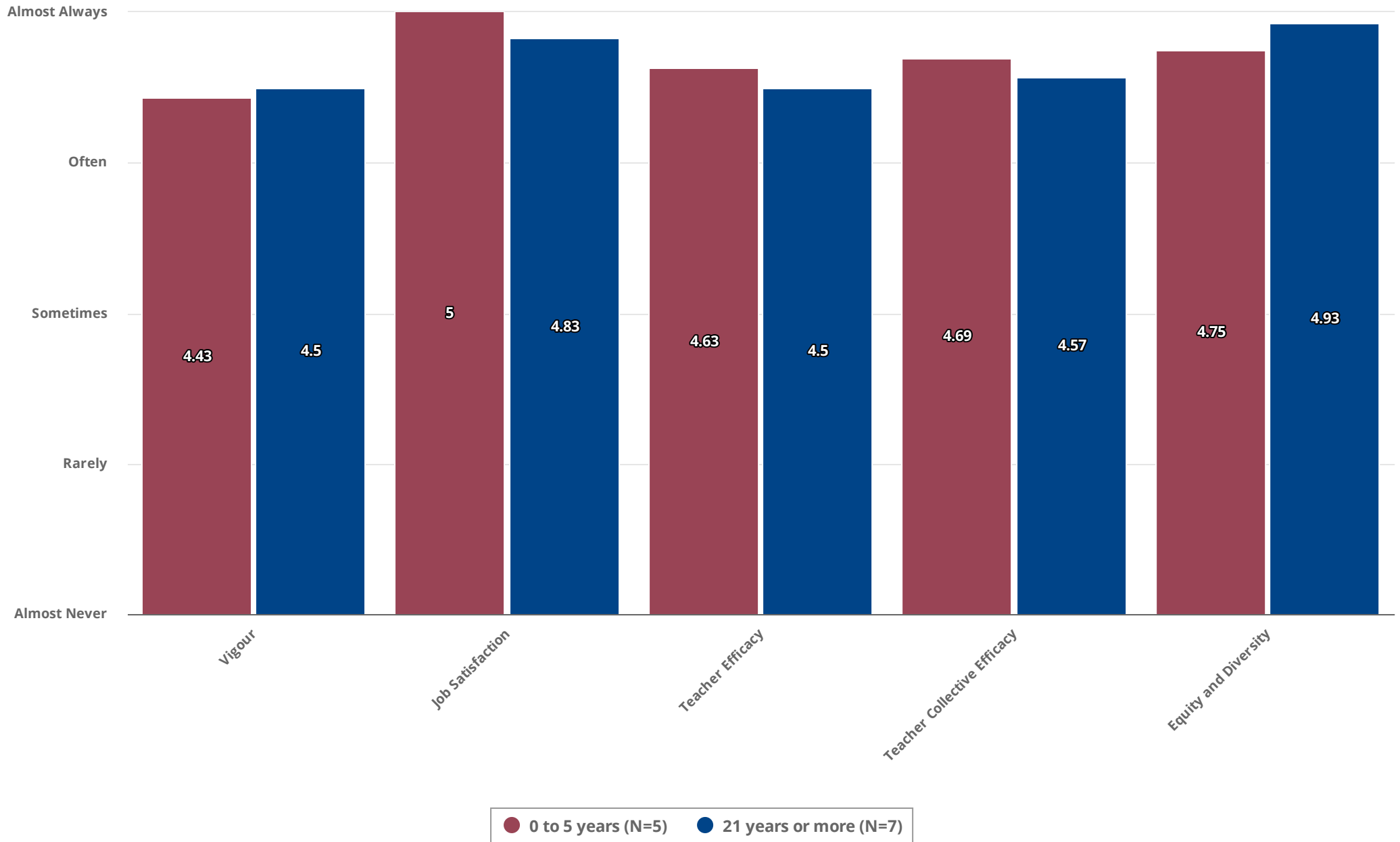


Category:
Middle years (N=8)



Work Engagement, Efficacy and Satisfaction: By Teaching Experience

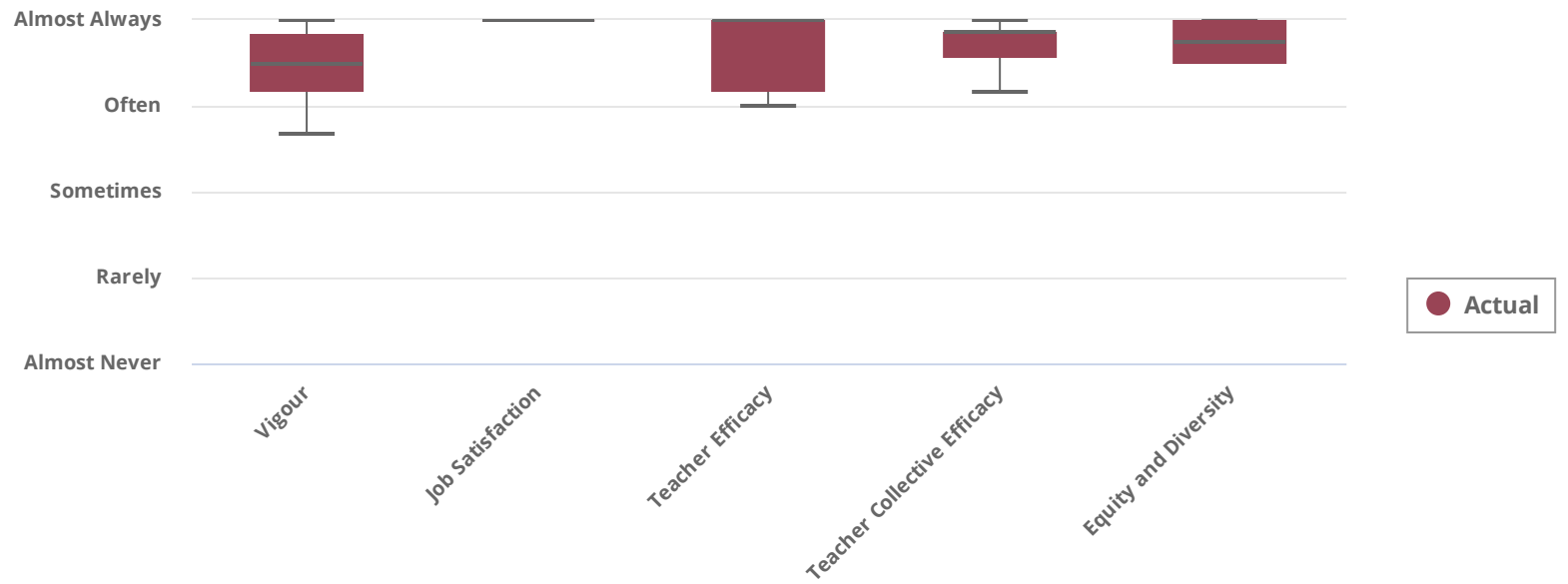
Means for each construct. Categories with less than four responses have been omitted.



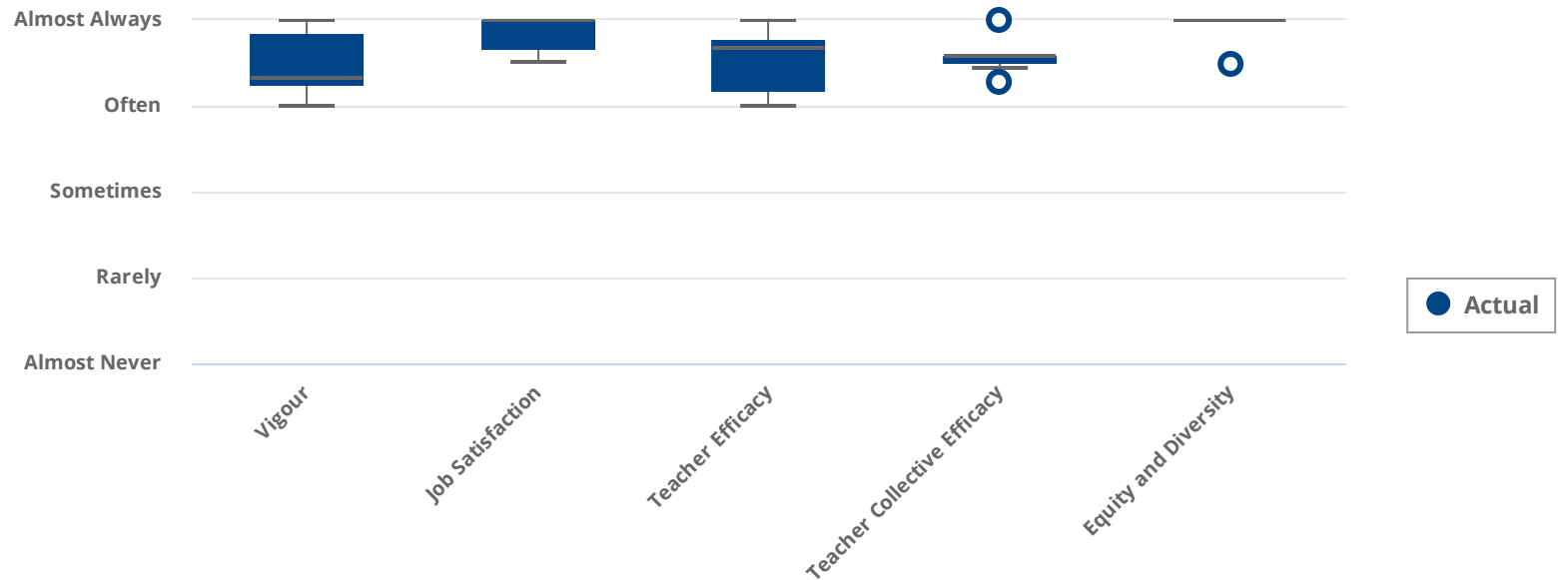
Work Engagement, Efficacy and Satisfaction: By Teaching Experience

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

Category:
0 to 5 years (N=5)

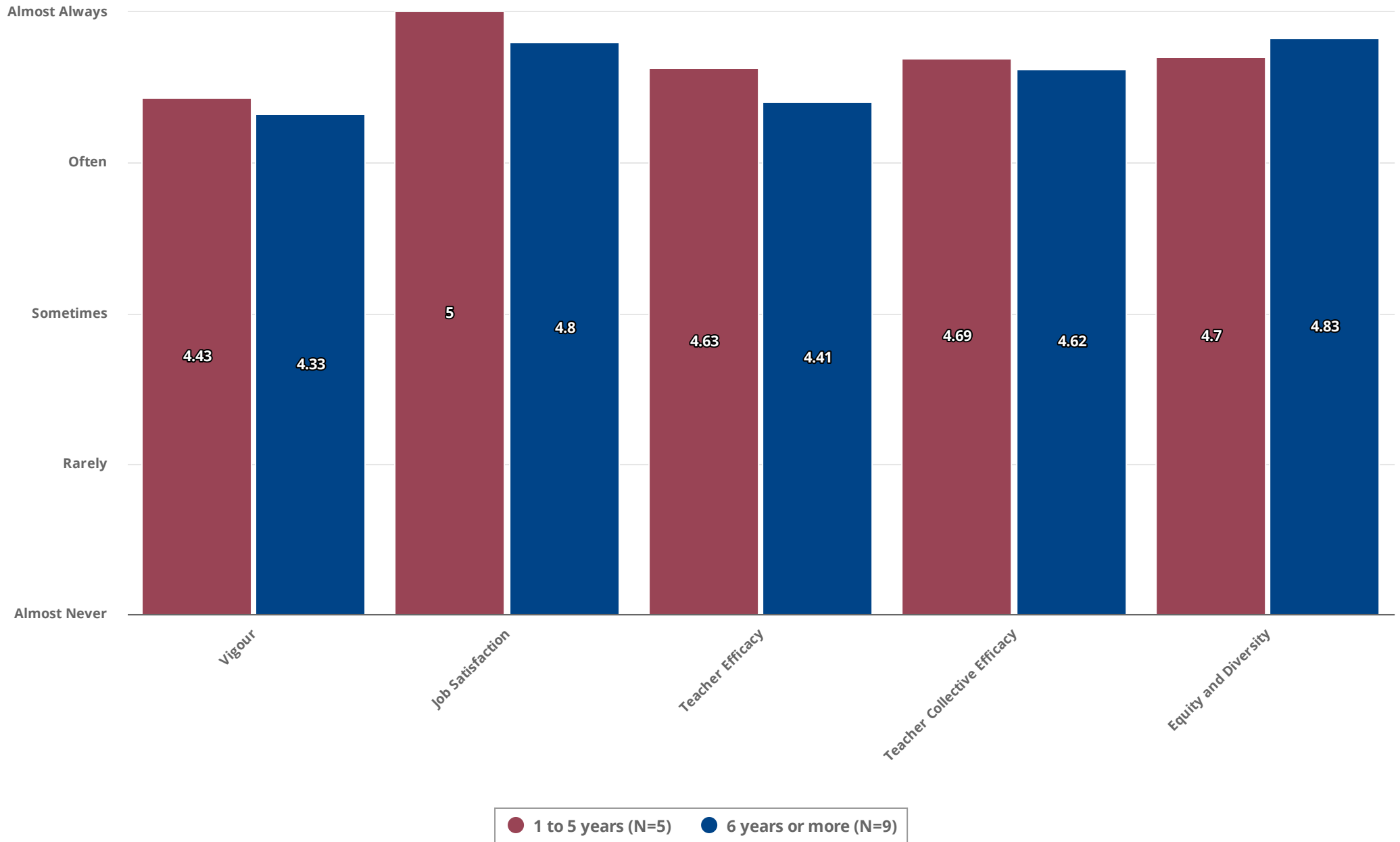


Category:
21 years or more (N=7)



Work Engagement, Efficacy and Satisfaction: By Years at the School

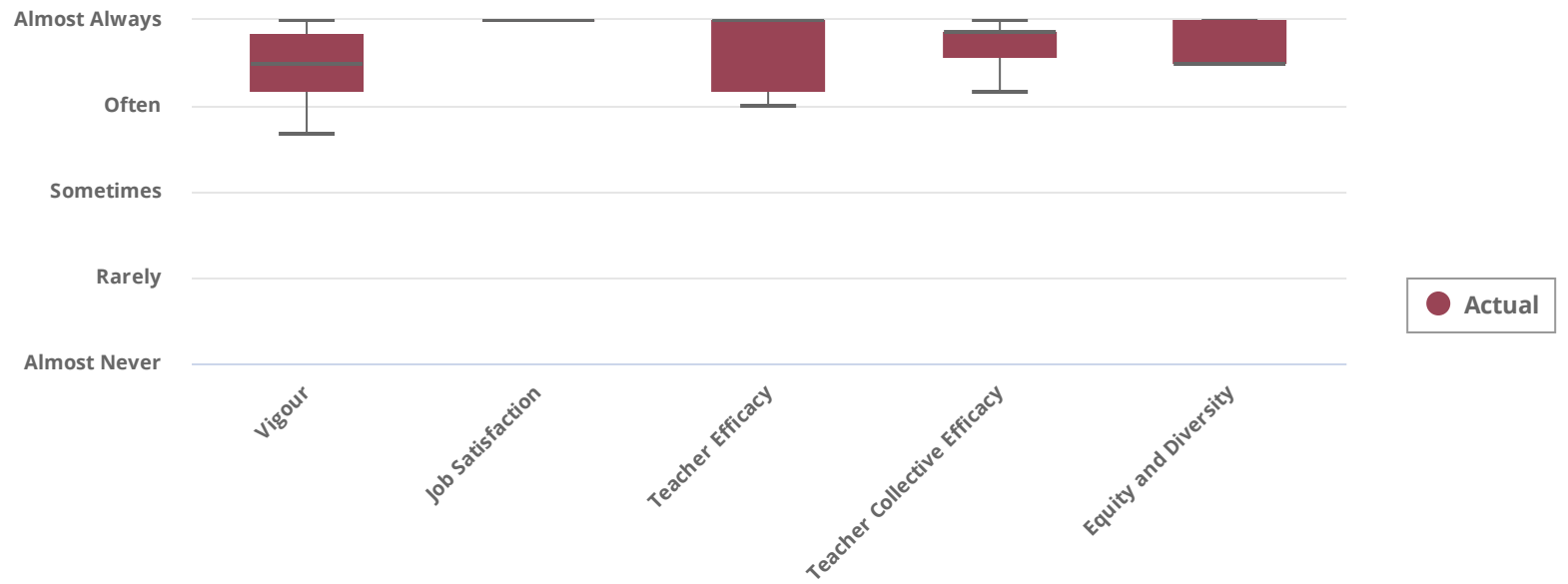
Means for each construct. Categories with less than four responses have been omitted.



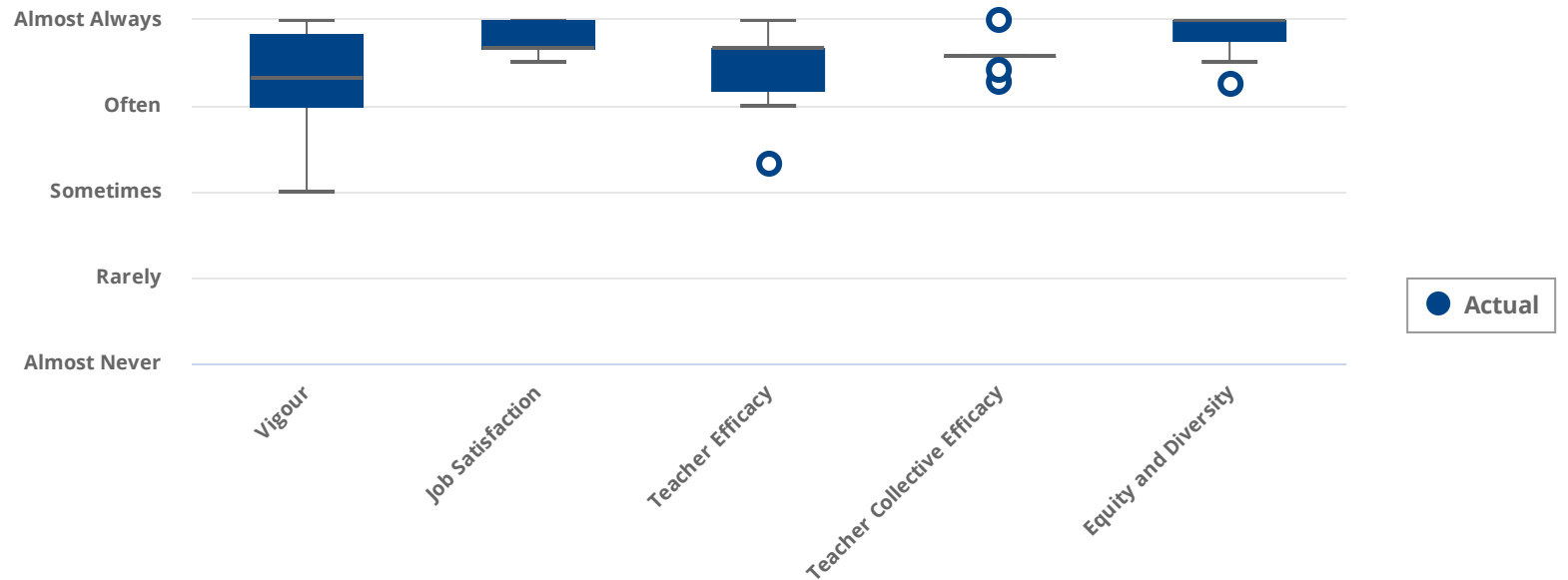
Work Engagement, Efficacy and Satisfaction: By Years at the School

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

Category:
1 to 5 years (N=5)

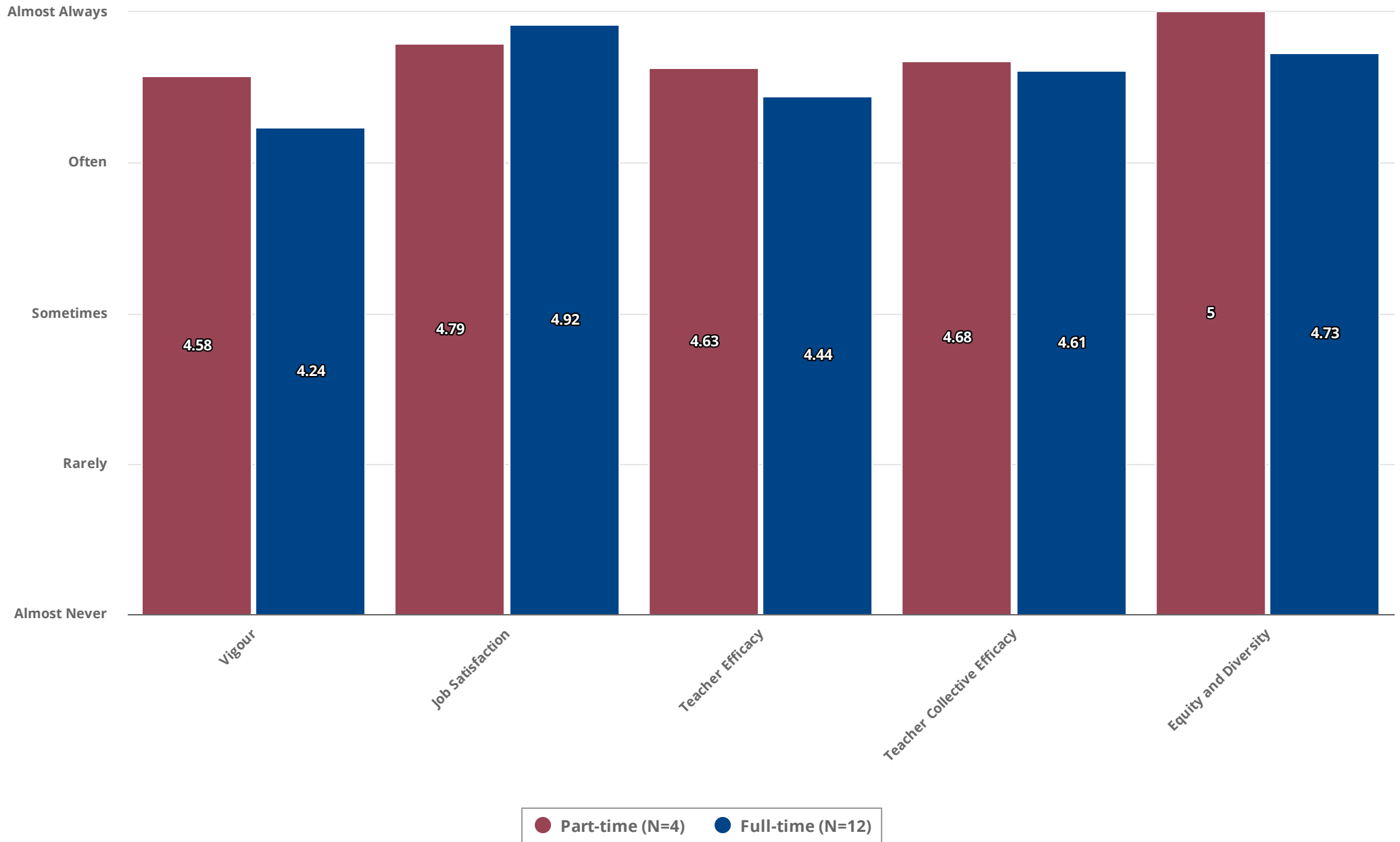


Category:
6 years or more (N=9)



Work Engagement, Efficacy and Satisfaction: By Time Fraction

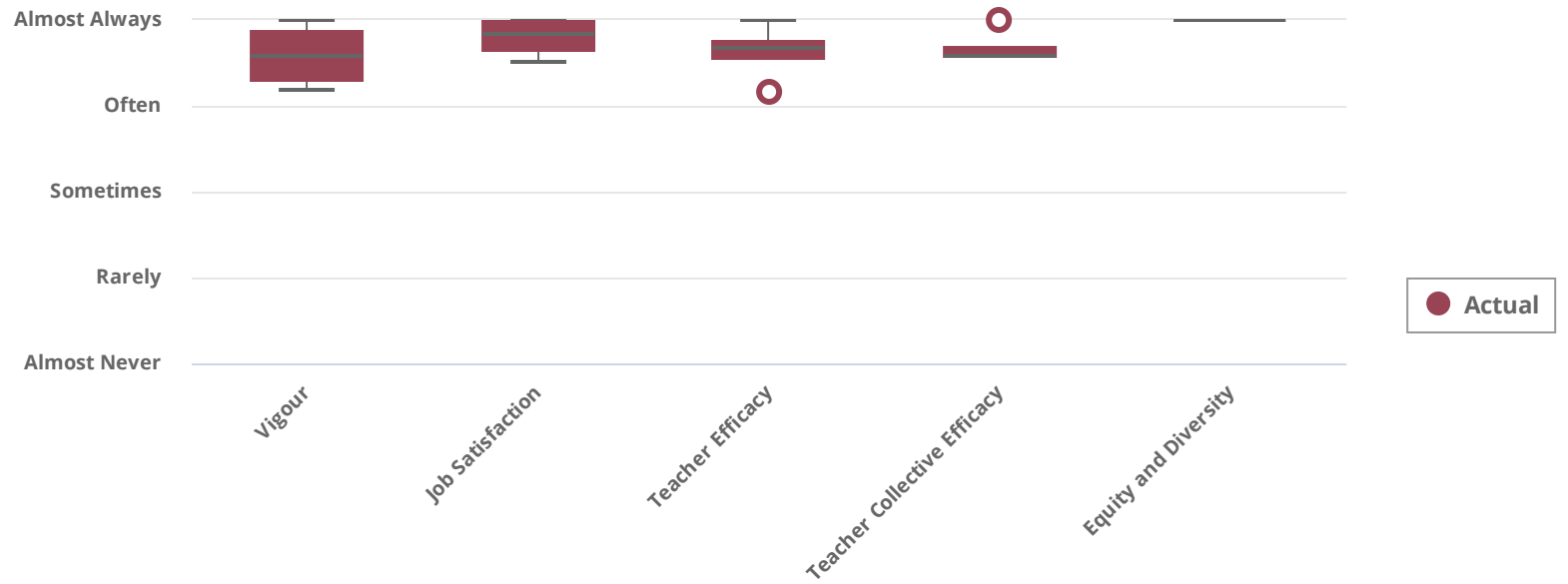
Means for each construct. Categories with less than four responses have been omitted.



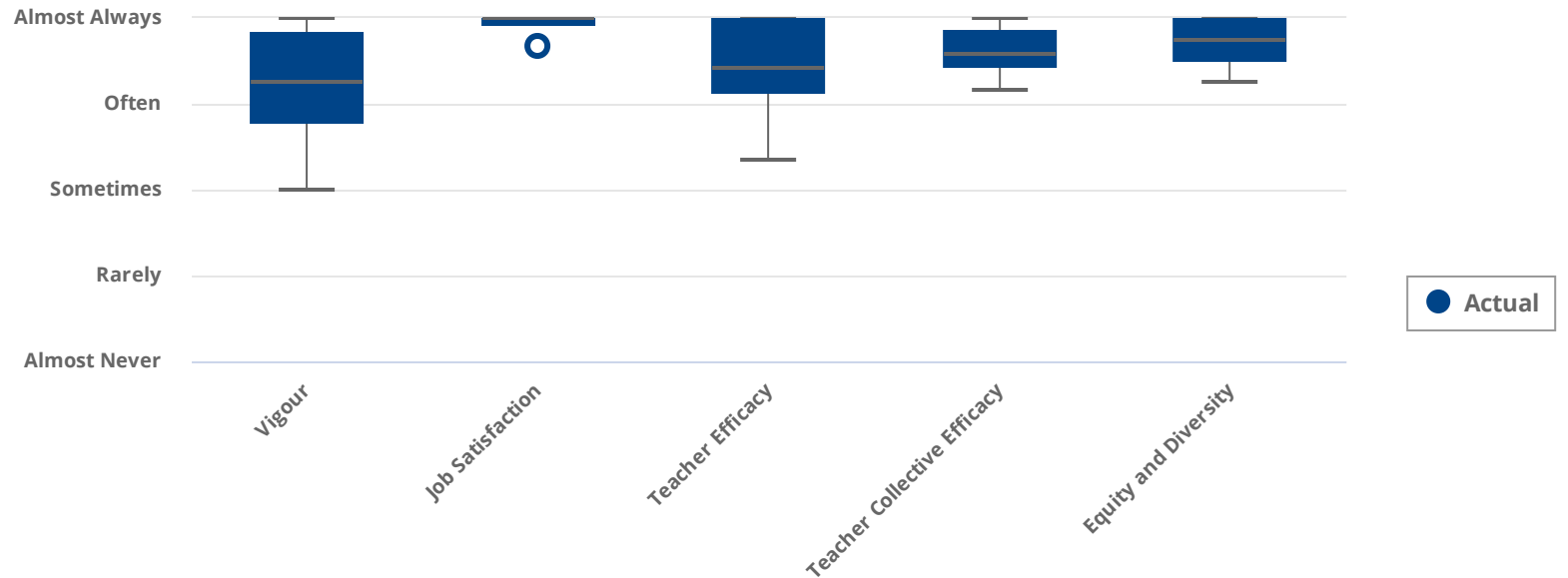
Work Engagement, Efficacy and Satisfaction: By Time Fraction

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

Category:
Part-time (N=4)

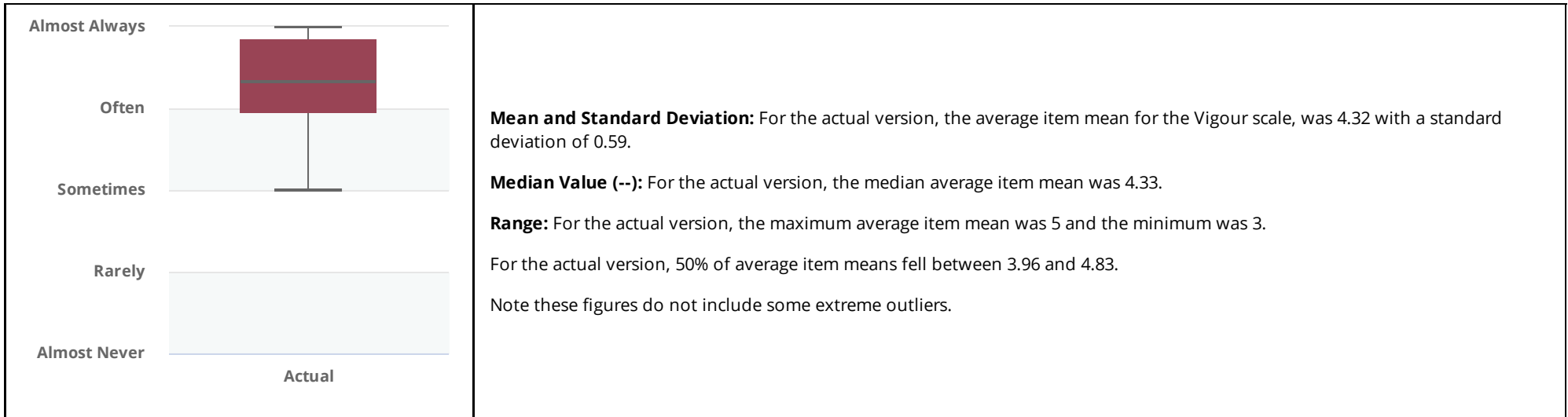


Category:
Full-time (N=12)



Vigour

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



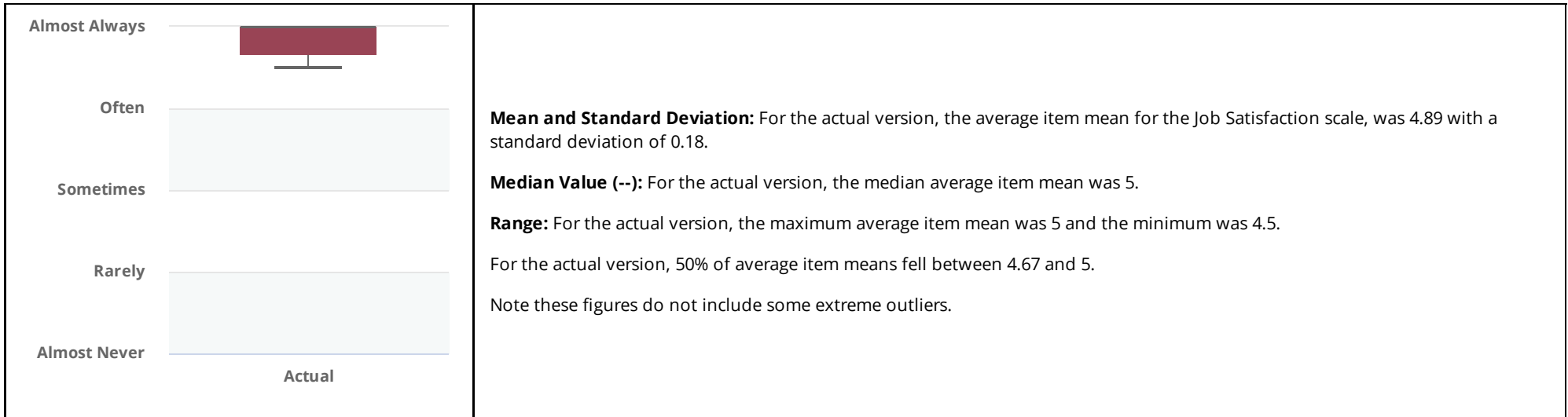
| Percentage of each response | | Items included in the scale | | Average response for each item | | | | | | | |
|-----------------------------|--------|-----------------------------|--------|---|--|--------|---|--|--|--|--|
| 12.5 % | 43.8 % | 43.8 % | Actual | I feel alive and vital when I am at work. | Actual | 4.31 | | | | | |
| 6.3 % | 50 % | 43.8 % | Actual | I have energy and spirit when I am at work. | Actual | 4.38 | | | | | |
| 12.5 % | 25 % | 62.5 % | Actual | I feel alert and awake when I am at work. | Actual | 4.5 | | | | | |
| | 31.3 % | 68.8 % | Actual | I am looking forward to each new day when I come to work. | Actual | 4.69 | | | | | |
| | 18.8 % | 43.8 % | 31.3 % | Actual | I feel bursting with energy when I am at work. | Actual | 4 | | | | |
| 25 % | 43.8 % | 31.3 % | Actual | I feel exhilarated after working with my students. | Actual | 4.06 | | | | | |

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

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

Job Satisfaction

The JOB SATISFACTION scale assesses the extent to which staff find working at the school satisfying and enjoyable.



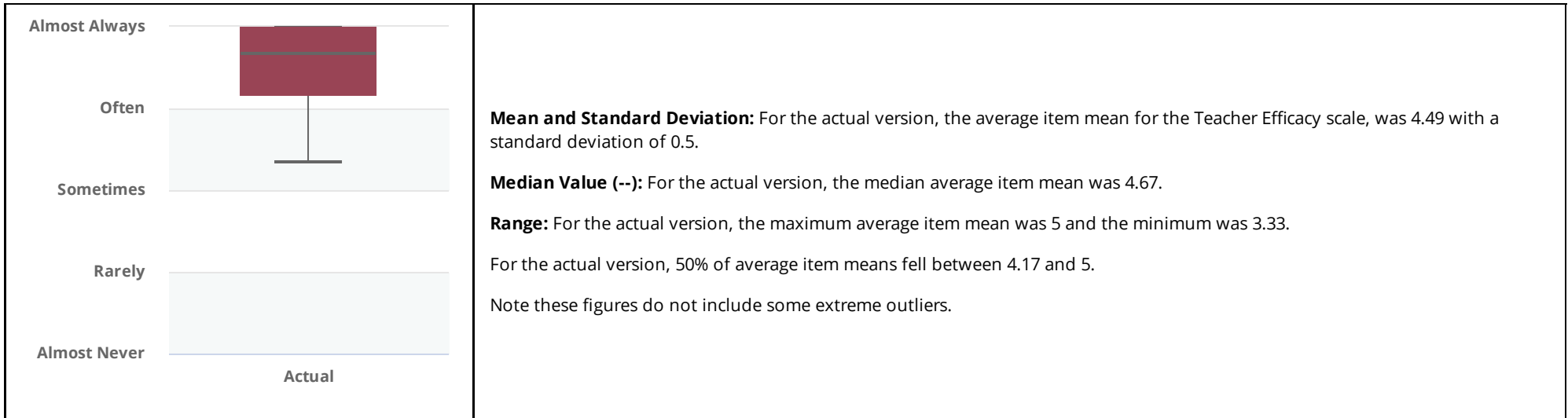
| Percentage of each response | | Items included in the scale | | Average response for each item |
|-----------------------------|--------|--|--------|--------------------------------|
| 100 % | Actual | I enjoy working at this school. | Actual | 5 |
| 18.8 % 81.3 % | Actual | Working at this school is personally satisfying. | Actual | 4.81 |
| 12.5 % 87.5 % | Actual | I feel proud of the work that I do at this school. | Actual | 4.88 |
| 6.3 % 93.8 % | Actual | I want to continue working at this school. | Actual | 4.94 |
| 31.3 % 68.8 % | Actual | I find working at this school to be full of meaning and purpose. | Actual | 4.69 |
| 100 % | Actual | I am pleased that I chose to work at this school. | Actual | 5 |

● Almost Never ● Rarely
● Sometimes ● Often
● Almost Always

Almost Never Rarely Sometimes Often Almost Always

Teacher Efficacy

The TEACHER EFFICACY construct assesses the extent to which teachers rate their ability to teach well, particularly in difficult or trying situations.



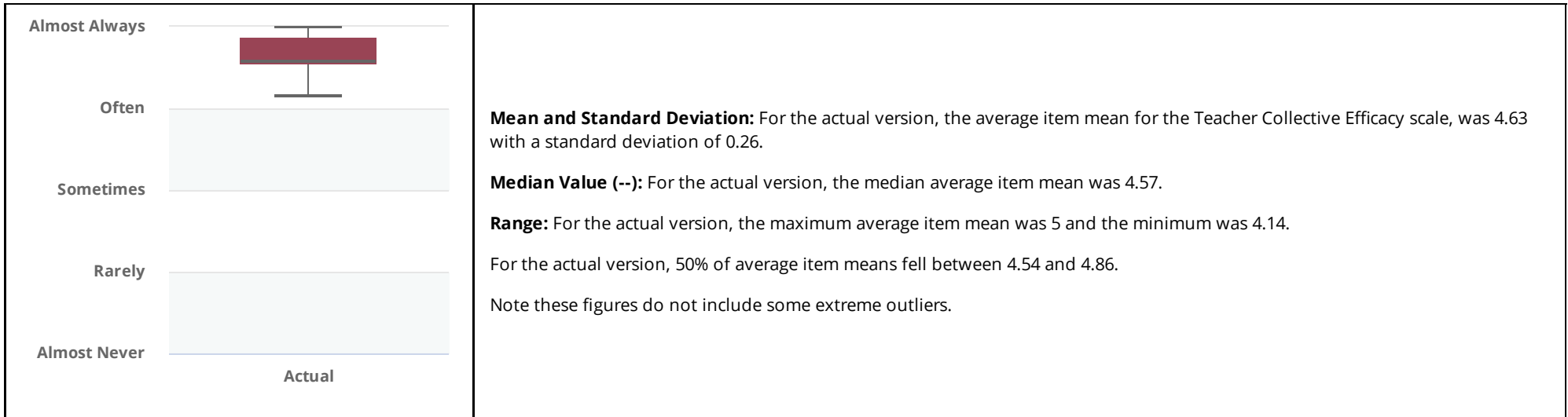
| Percentage of each response | | Items included in the scale | | Average response for each item | |
|-----------------------------|--------|-----------------------------|---|--------------------------------|------|
| 12.5 % | 50 % | Actual | I can successfully teach the most difficult students. | Actual | 4.25 |
| 37.5 % | 62.5 % | Actual | I can maintain a positive relationship with students even when tensions arise. | Actual | 4.63 |
| 56.3 % | 43.8 % | Actual | When I try hard, I can get through to the most difficult students. | Actual | 4.44 |
| 6.3 % | 31.3 % | Actual | Even if I get disrupted while teaching, I can stay calm and continue to teach well. | Actual | 4.56 |
| 12.5 % | 25 % | Actual | I can develop creative ways to cope with system constraints (such as budget cuts) and continue to teach well. | Actual | 4.5 |
| 6.3 % | 31.3 % | Actual | I can motivate my students to participate in innovative projects. | Actual | 4.56 |

● Almost Never ● Rarely
 ● Sometimes ● Often
 ● Almost Always

Almost Never Rarely Sometimes Often Almost Always

Teacher Collective Efficacy

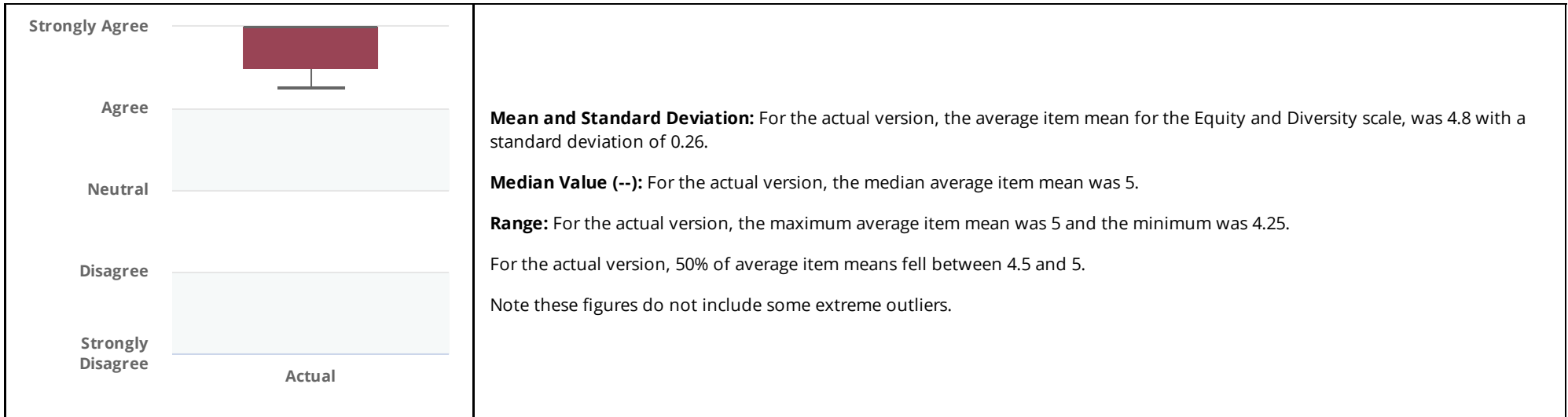
The TEACHER COLLECTIVE EFFICACY construct assesses the extent to which teachers perceive the teaching staff the school are able to teach well.



| Percentage of each response | | Items included in the scale | | Average response for each item | | | | | |
|--|--------|-----------------------------|--|---|------|--|--|--|--|
| 31.3 % | 68.8 % | Actual | Implement classroom practices that facilitate learning. | Actual | 4.69 | | | | |
| 56.3 % | 43.8 % | Actual | Effectively help their students master complex content. | Actual | 4.44 | | | | |
| 43.8 % | 56.3 % | Actual | Manage disruptive student behaviour. | Actual | 4.56 | | | | |
| 25 % | 75 % | Actual | Inspire all students to believe that they can do well in their learning. | Actual | 4.75 | | | | |
| 50 % | 50 % | Actual | Engage all students in their learning. | Actual | 4.5 | | | | |
| 6.3 % | 93.8 % | Actual | Help students feel safe and secure in their class. | Actual | 4.94 | | | | |
| 50 % | 50 % | Actual | Assist reluctant students to learn. | Actual | 4.5 | | | | |
| <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> | | | | | |

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.



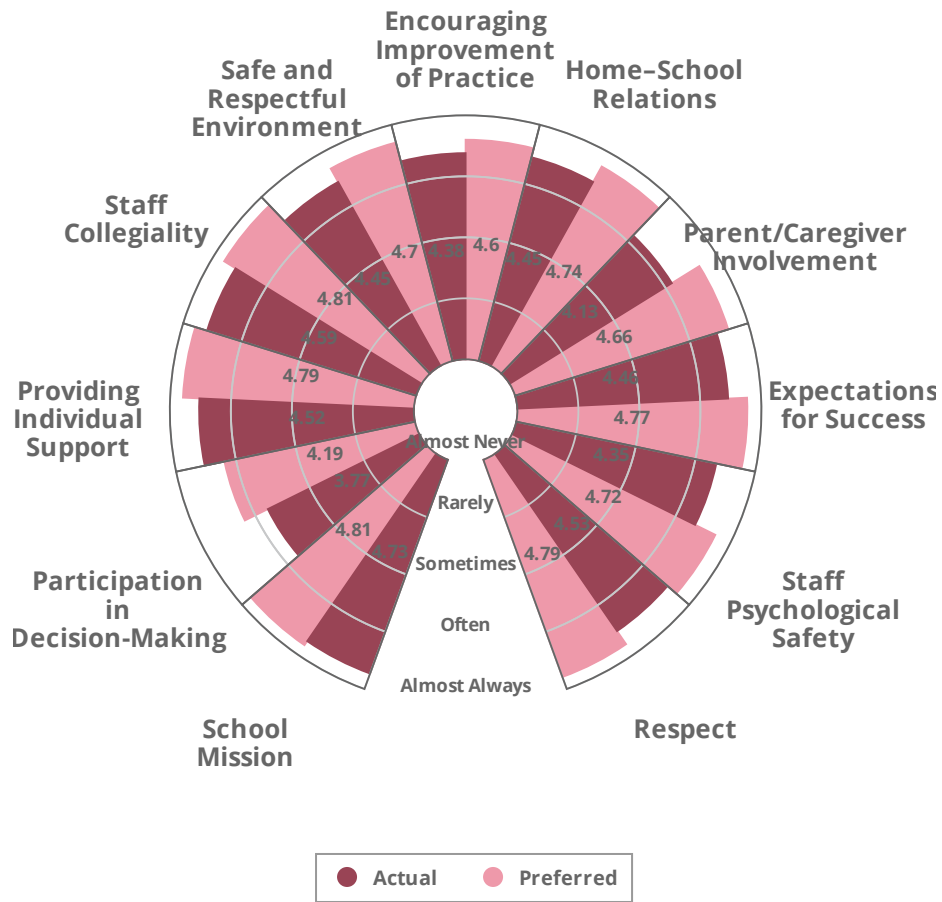
| Percentage of each response | Items included in the scale | | Average response for each item | |
|-----------------------------|-----------------------------|--|--------------------------------|------|
| | Actual | Sexual harassment is not tolerated at this School. | Actual | 5 |
| | Actual | This School is inclusive of all people (e.g., different abilities, gender, sexual orientation, culture, and background). | Actual | 4.94 |
| | Actual | This School has appropriate diversity in leadership. | Actual | 4.69 |
| | Actual | This School has appropriate diversity in staffing. | Actual | 4.56 |

- Strongly Disagree
- Neutral
- Strongly Agree
- Disagree
- Agree

Strongly Disagree Disagree Neutral Agree Strongly Agree

Overview

Teachers: View of the Organisational Climate



Overview

Teachers: Work Engagement, Efficacy and Satisfaction

