NSI Partnerships

Effective School Improvement

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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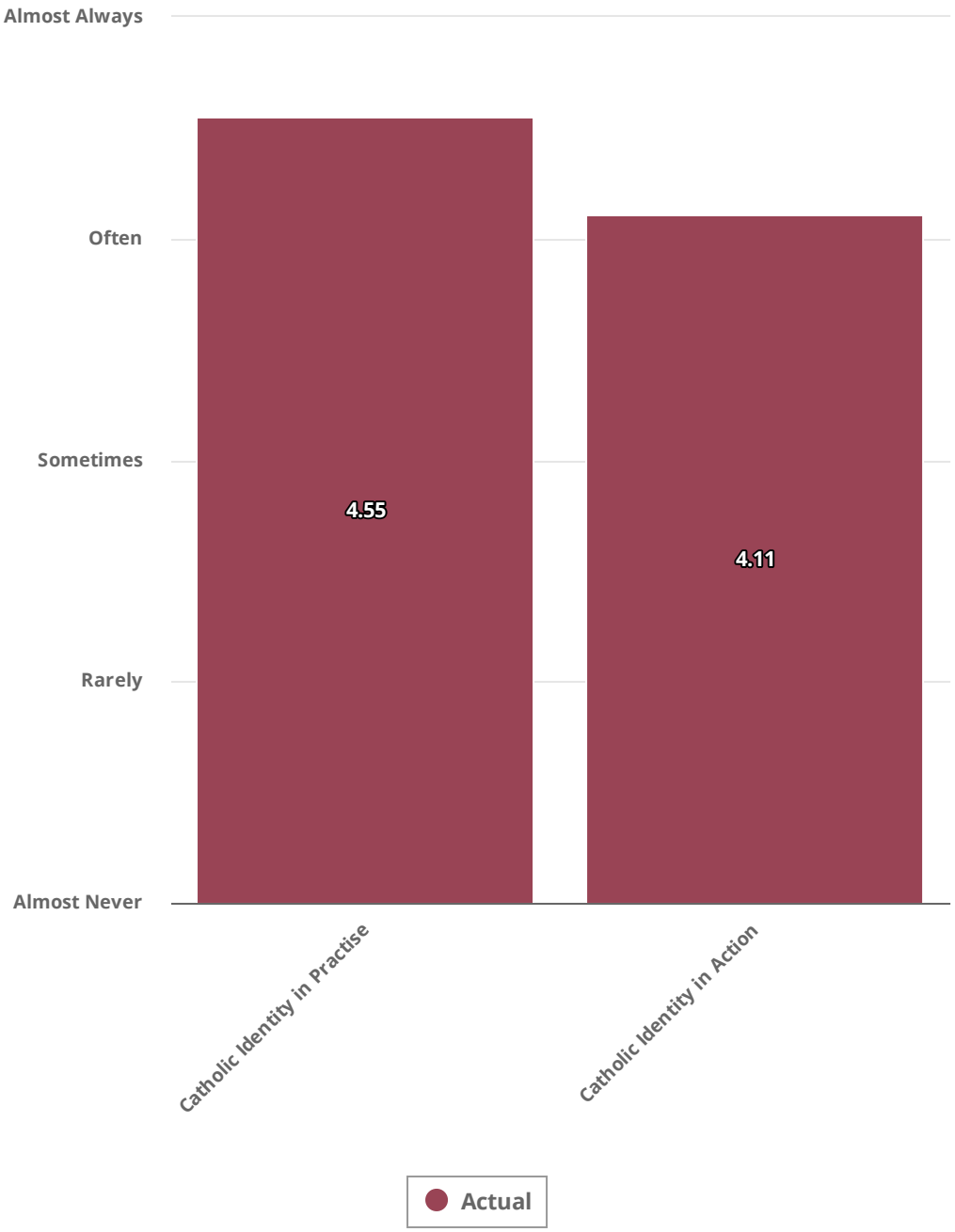
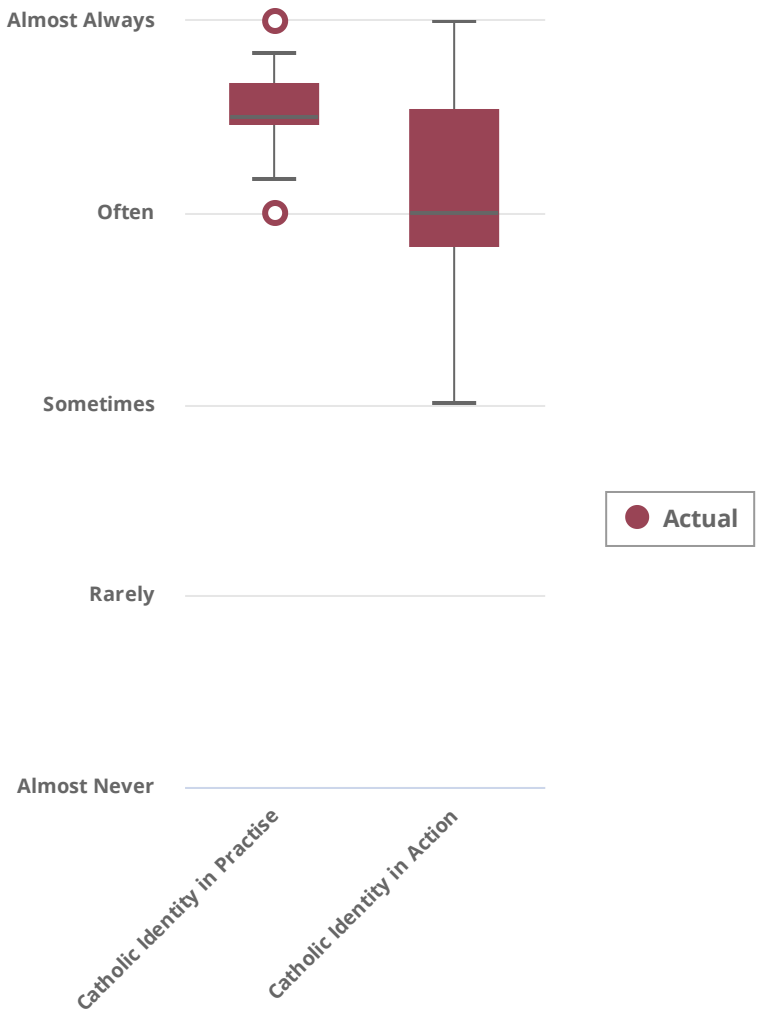
Introduction

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.

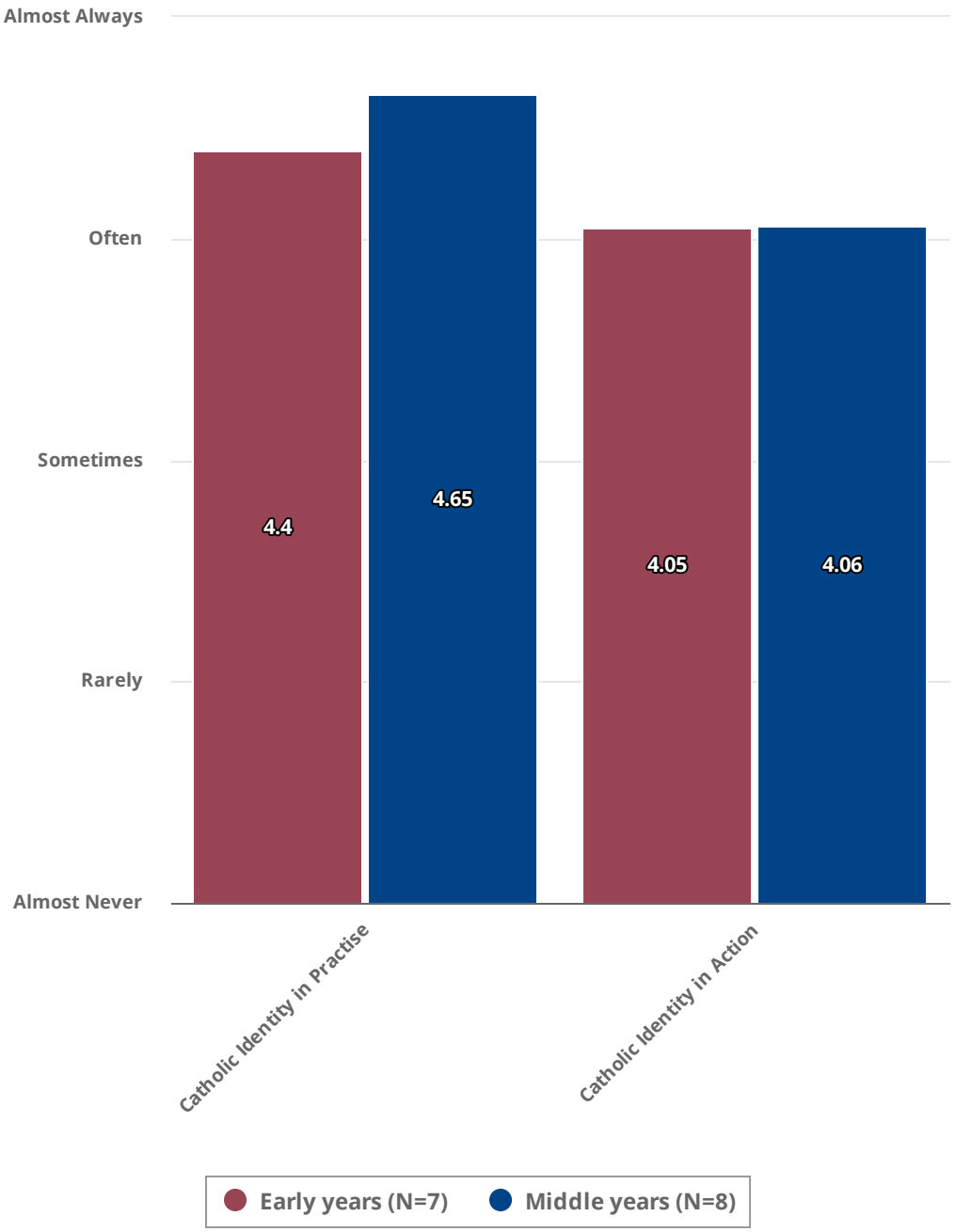
Catholic Identity



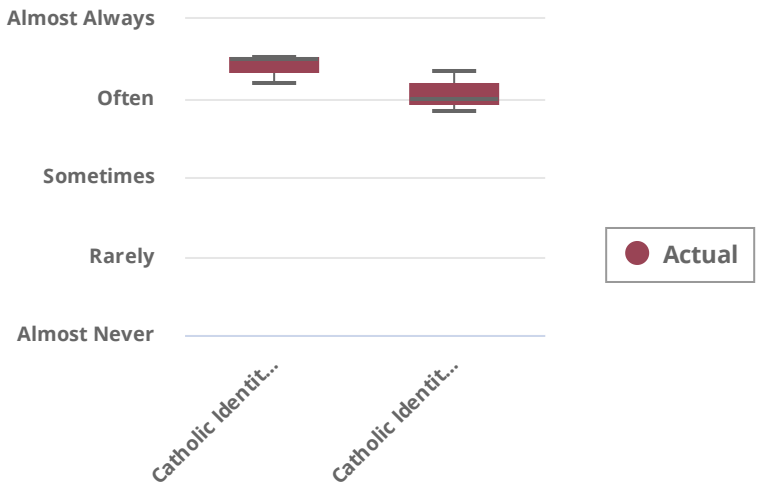
Category:
All



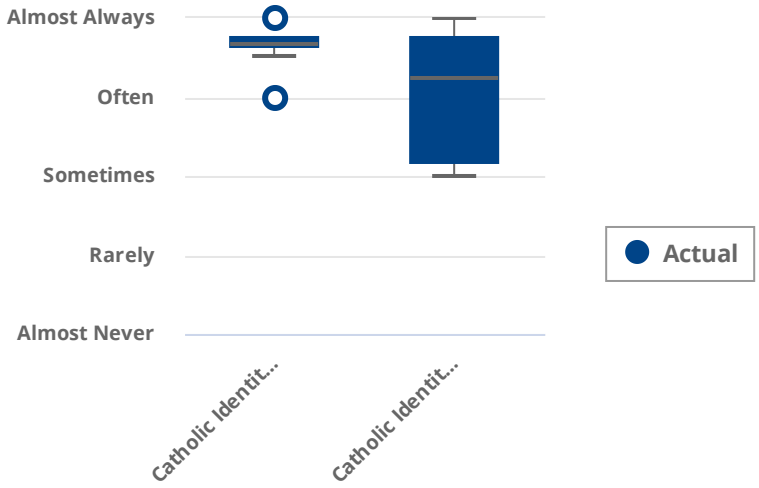
Catholic Identity: By Primary School Level



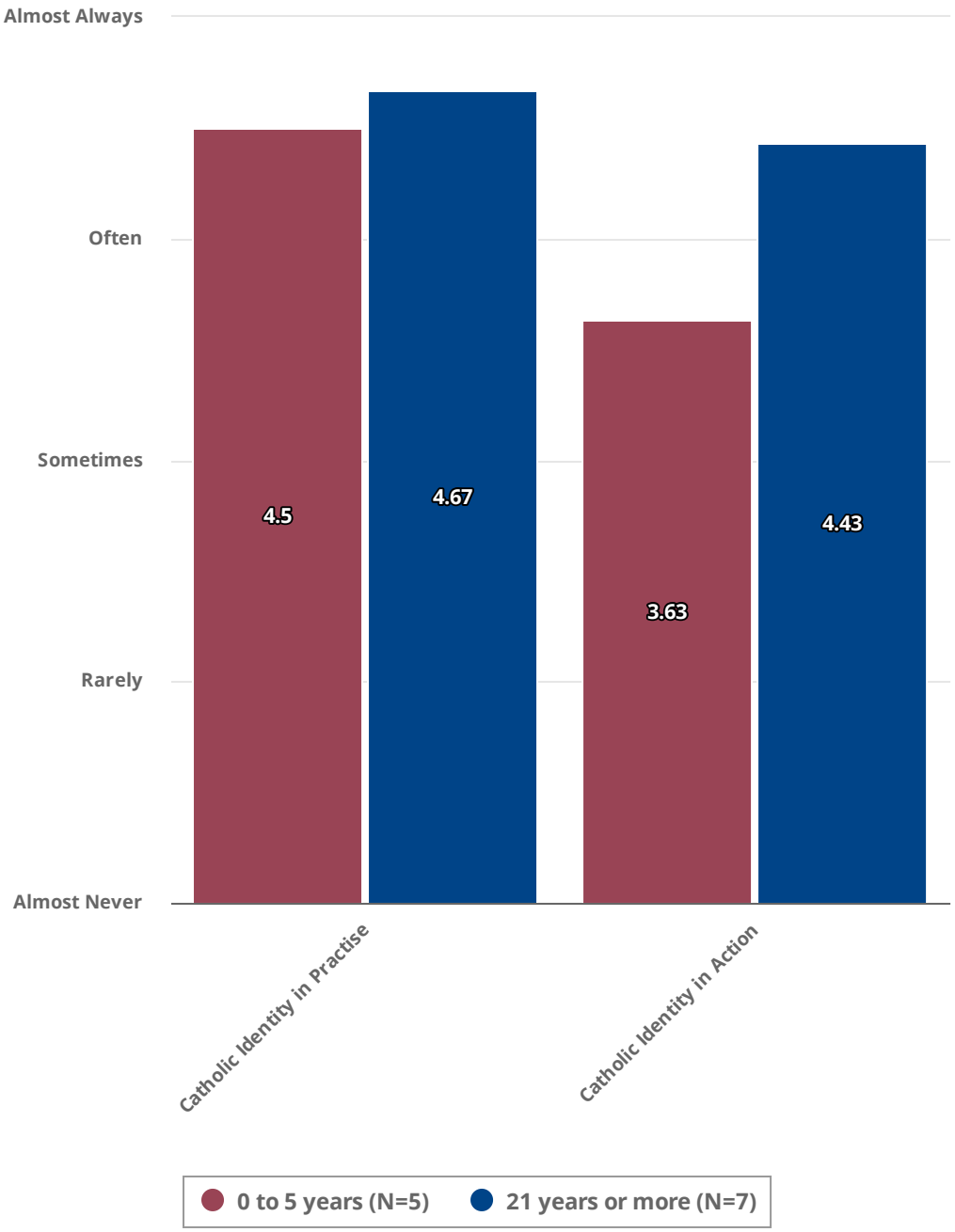
Category: Early years (N=7)



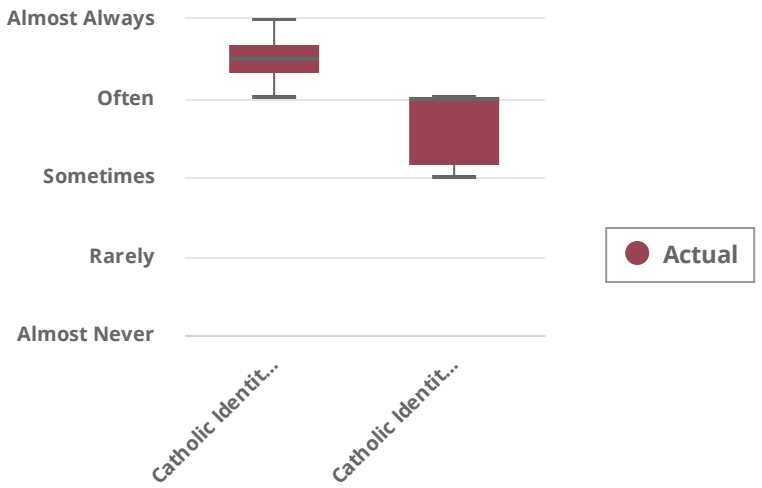
Category: Middle years (N=8)



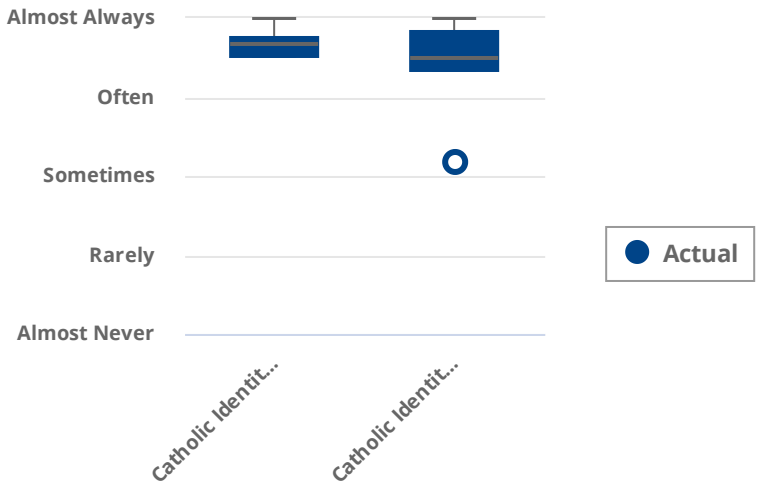
Catholic Identity: By Teaching Experience



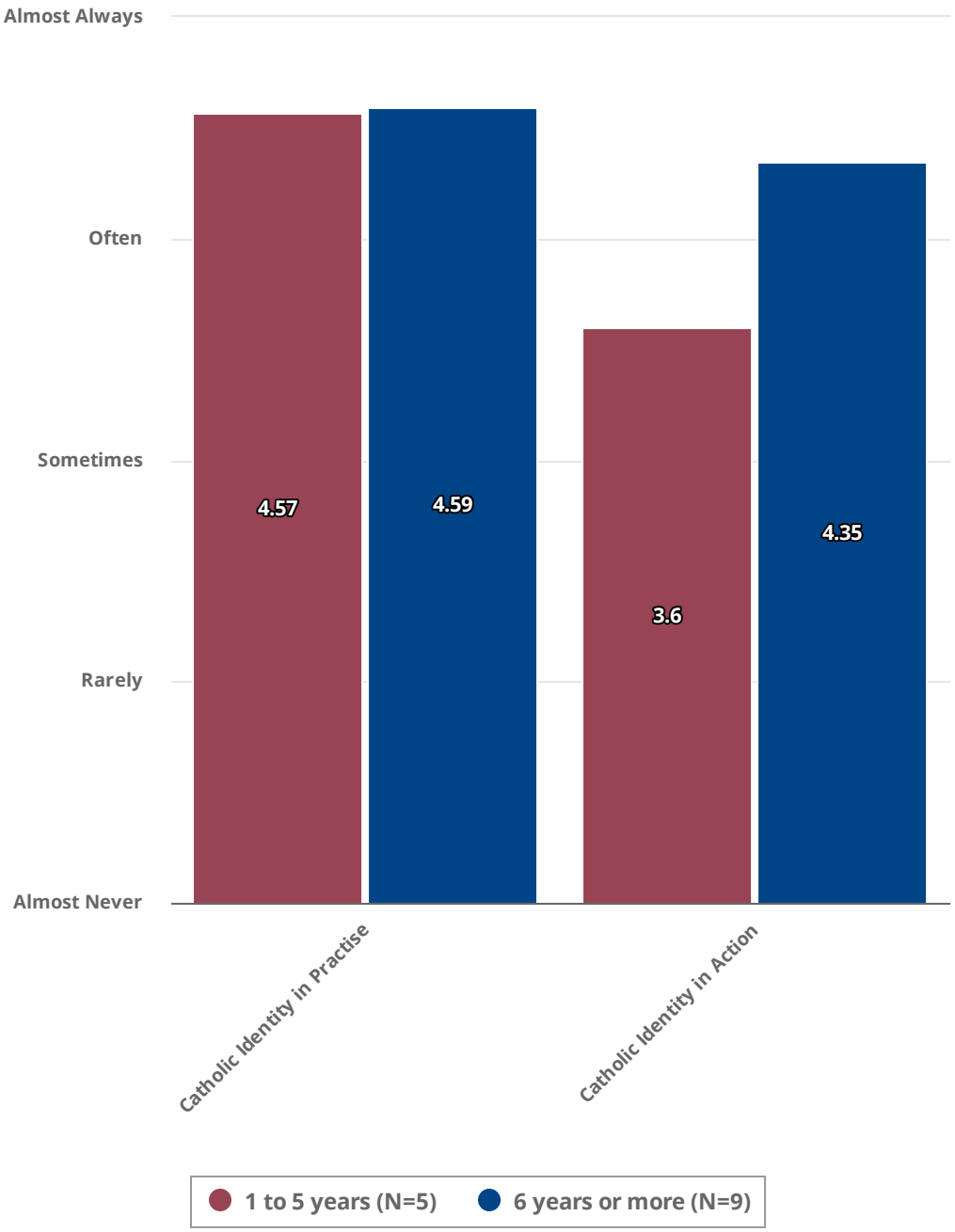
Category:
0 to 5 years (N=5)



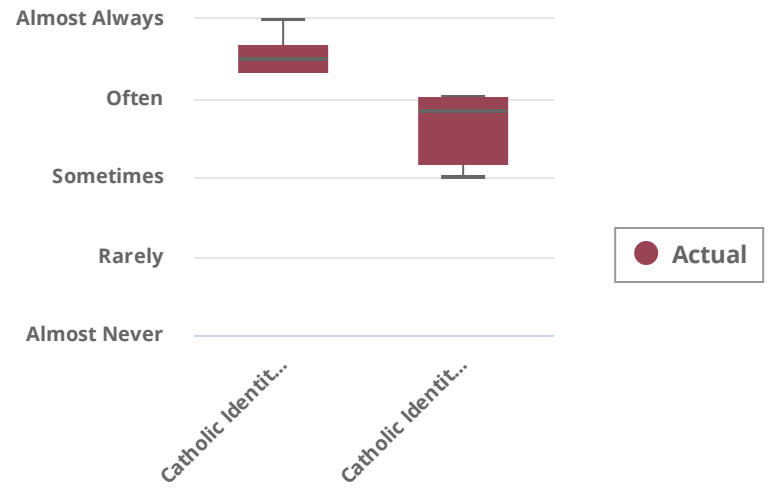
Category:
21 years or more (N=7)



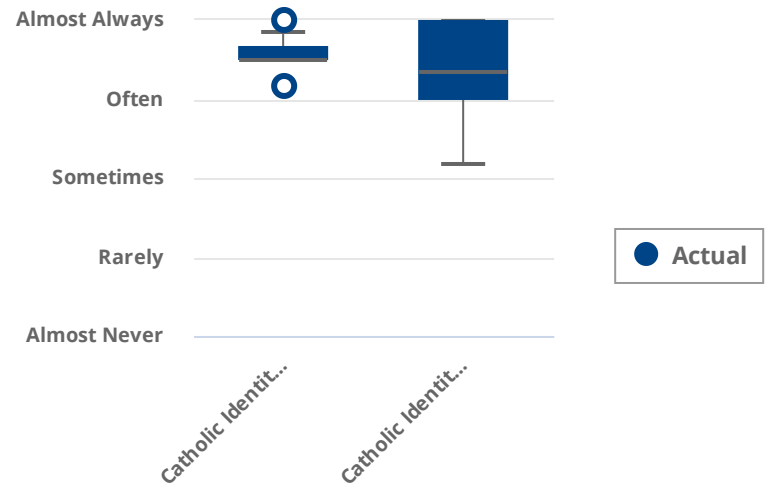
Catholic Identity: By Years at the School



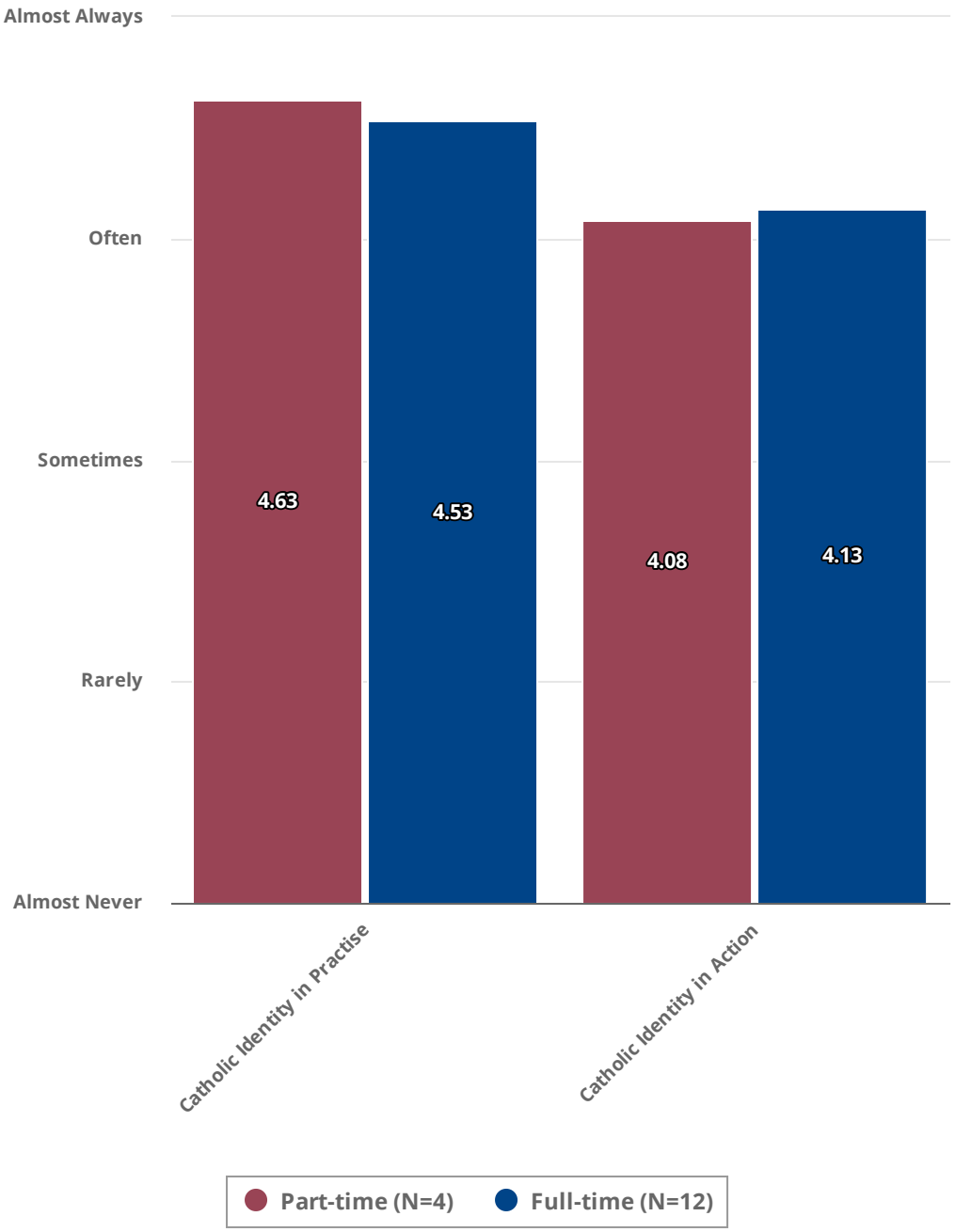
Category:
1 to 5 years (N=5)



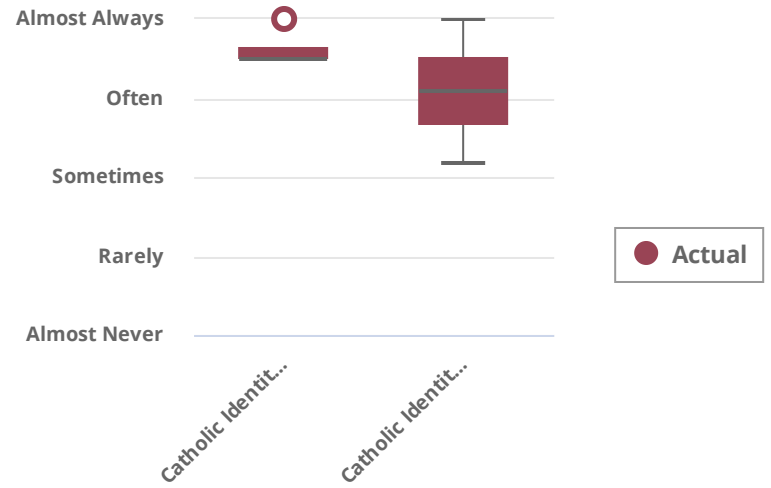
Category:
6 years or more (N=9)



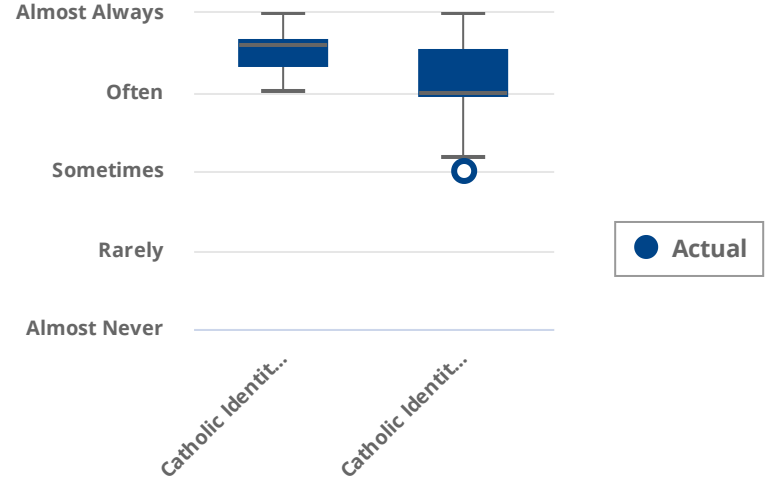
Catholic Identity: By Time Fraction



Category: Part-time (N=4)

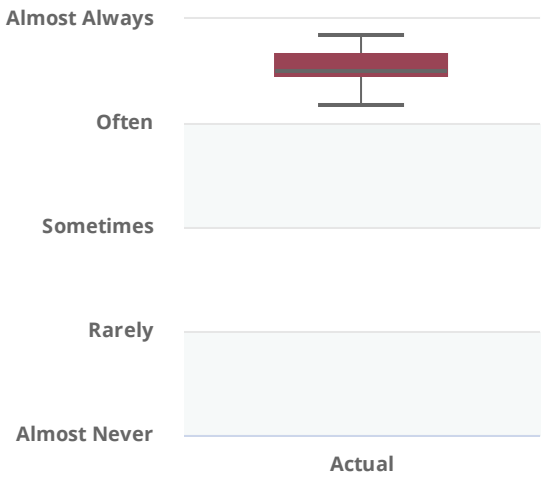


Category: Full-time (N=12)



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.



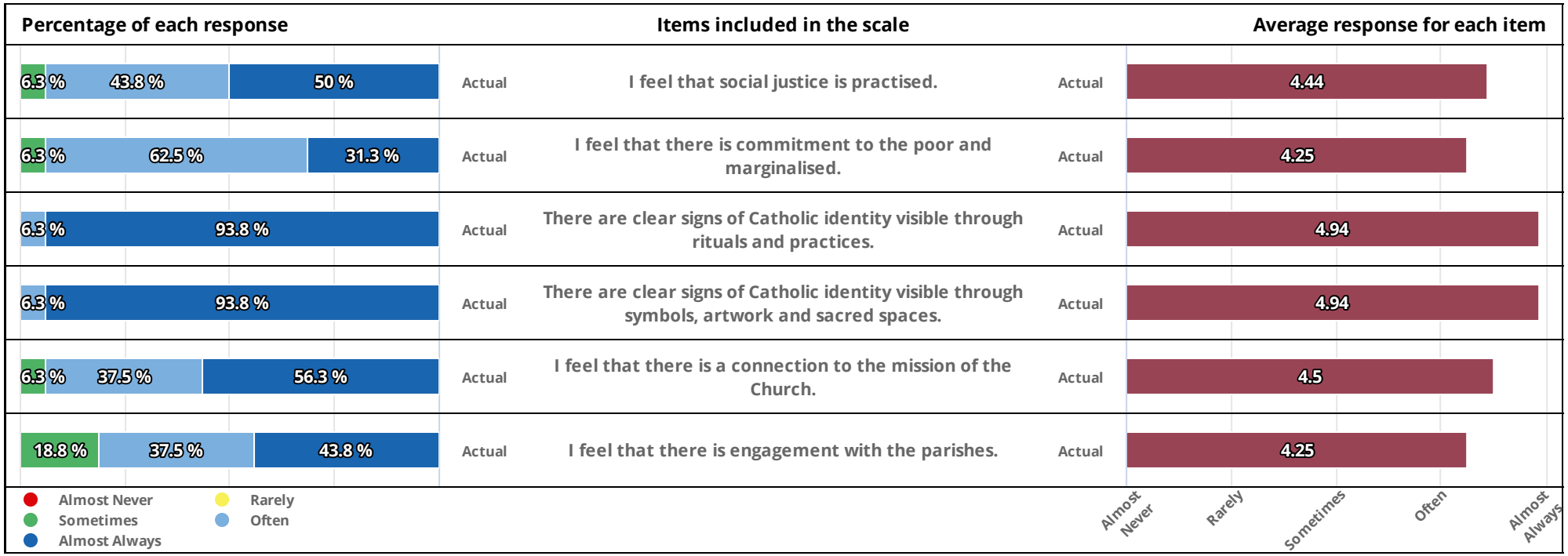
Mean and Standard Deviation: For the actual version, the average item mean for the Catholic Identity in Practise scale, was 4.53 with a standard deviation of 0.18.

Median Value (--): For the actual version, the median average item mean was 4.5.

Range: For the actual version, the maximum average item mean was 4.83 and the minimum was 4.17.

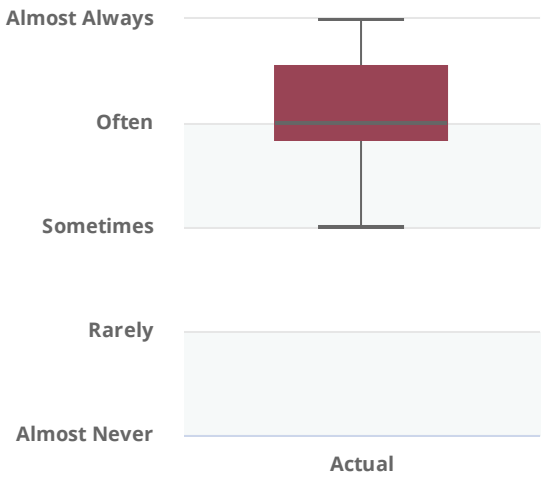
For the actual version, 50% of average item means fell between 4.46 and 4.67.

Note these figures do not include some extreme outliers.



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.



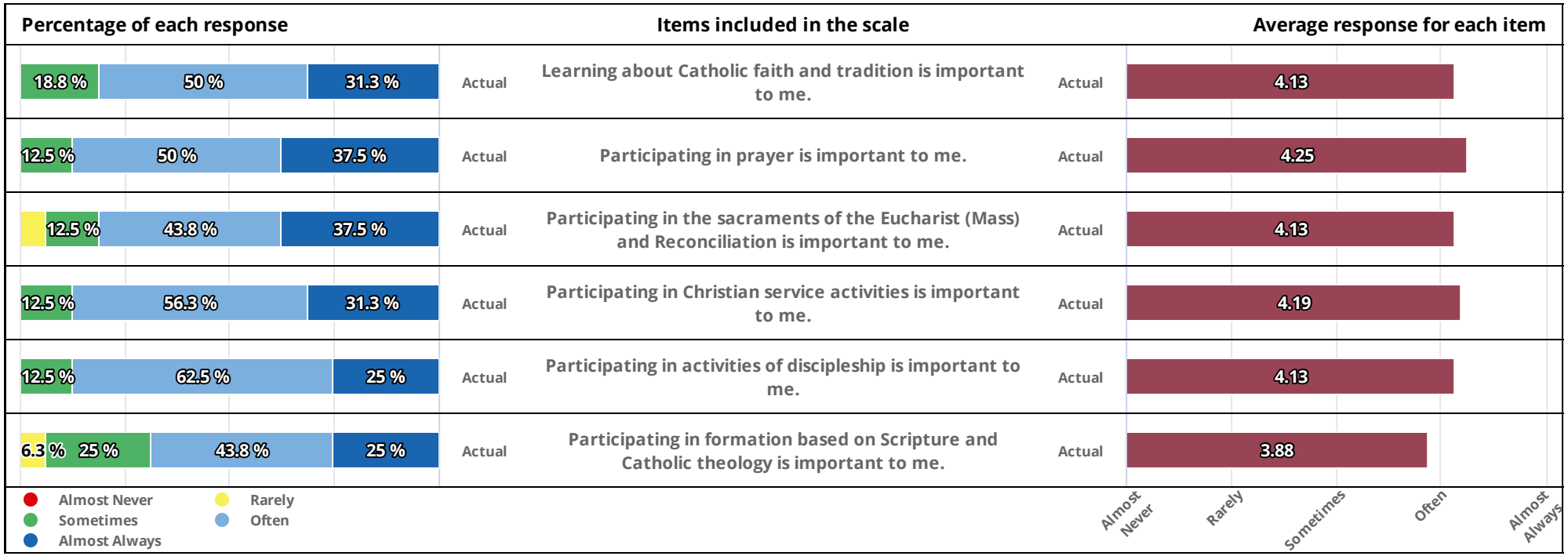
Mean and Standard Deviation: For the actual version, the average item mean for the Catholic Identity in Action scale, was 4.11 with a standard deviation of 0.64.

Median Value (--): For the actual version, the median average item mean was 4.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 3.

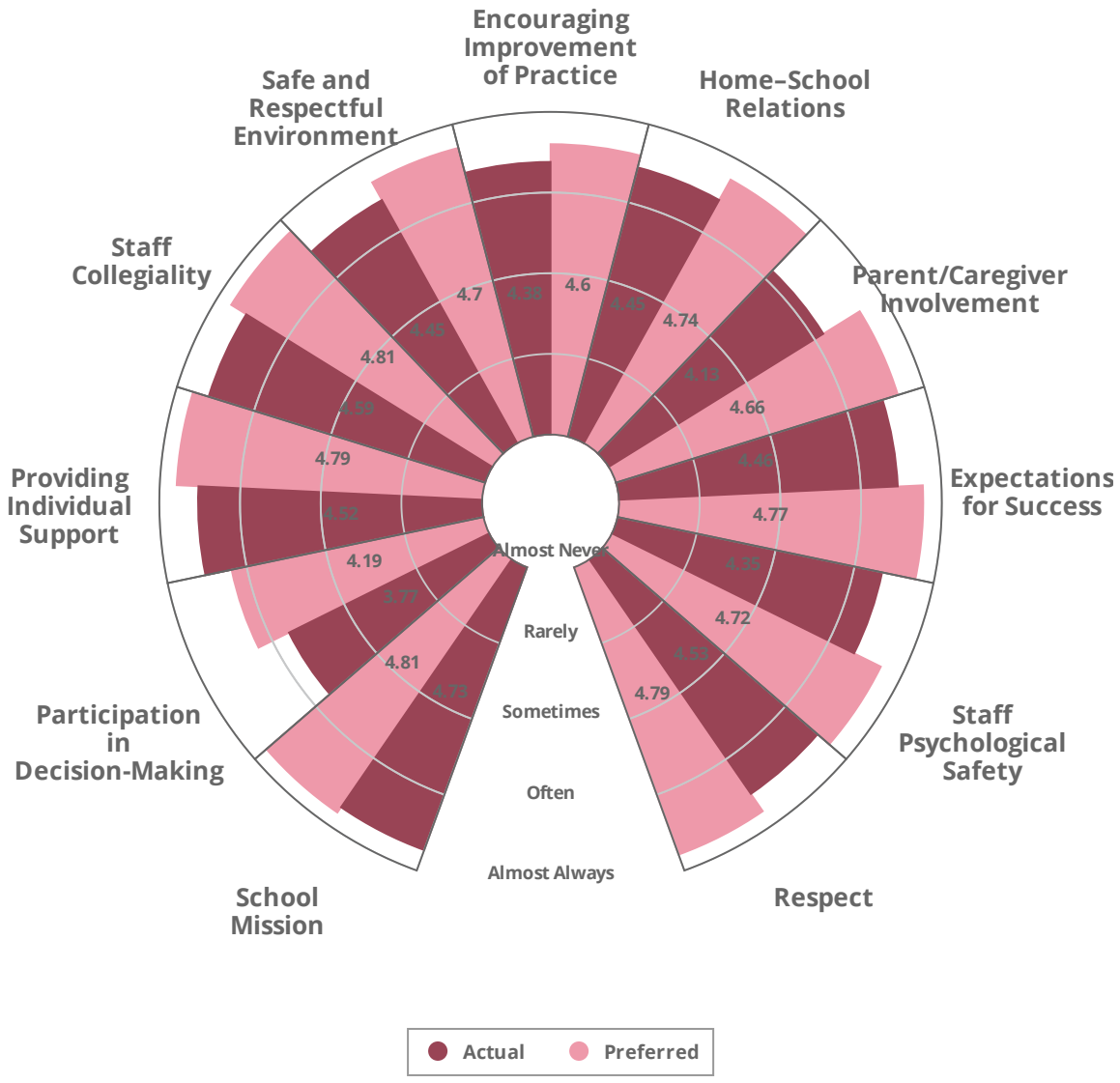
For the actual version, 50% of average item means fell between 3.83 and 4.54.

Note these figures do not include some extreme outliers.



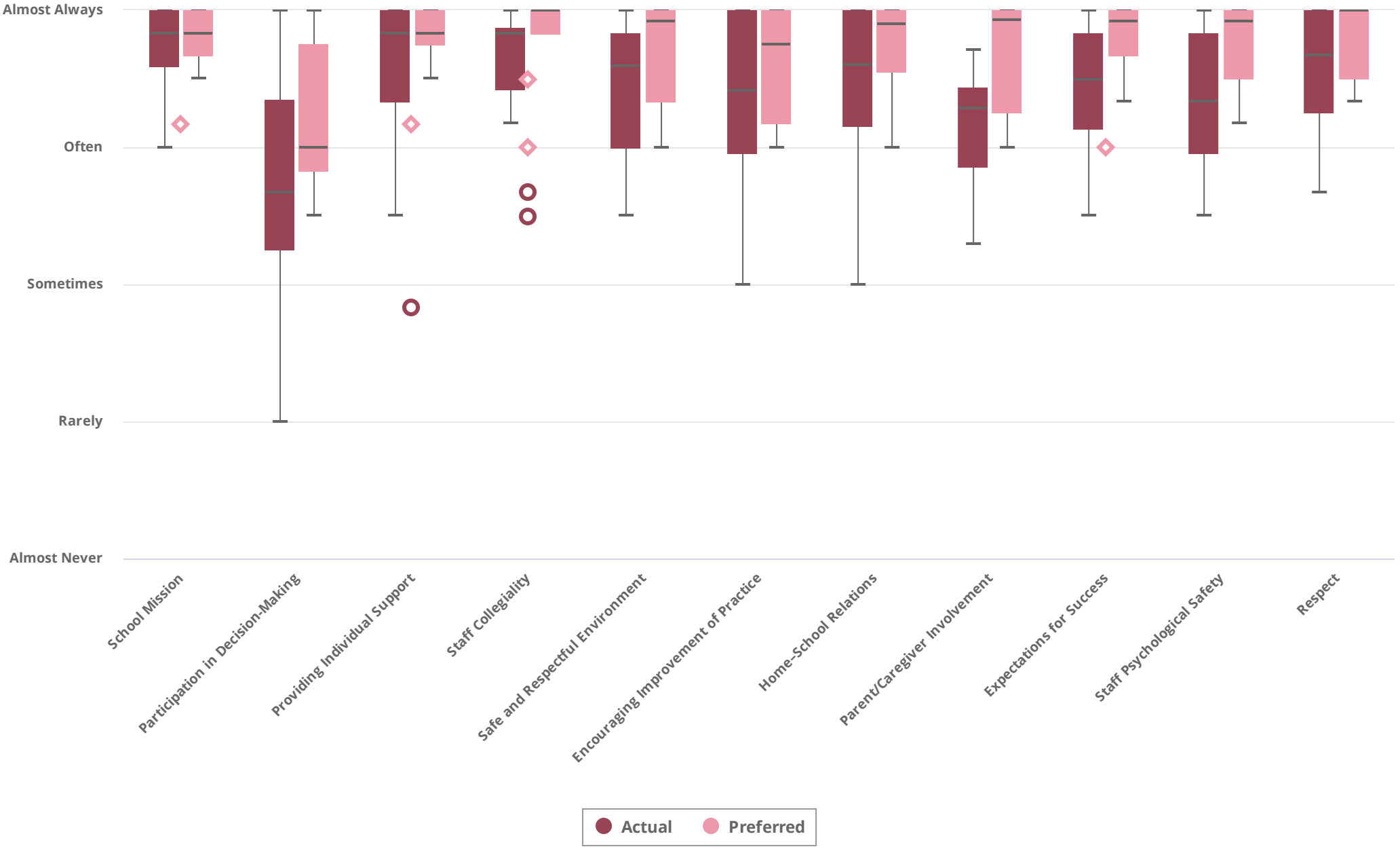
Organisational Climate

Means for each construct.



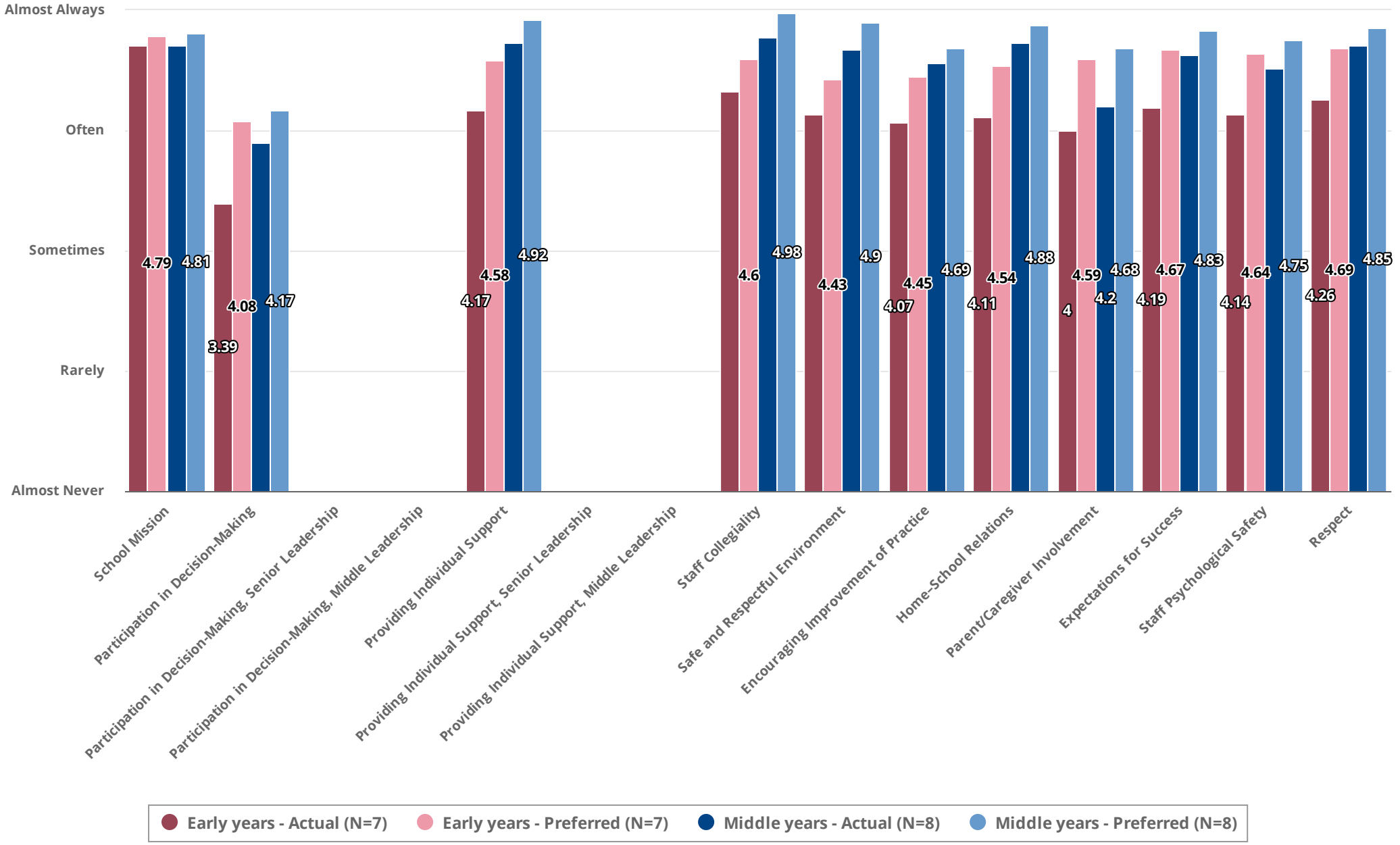
Organisational Climate

Variations for each construct



Organisational Climate: By Primary School Level

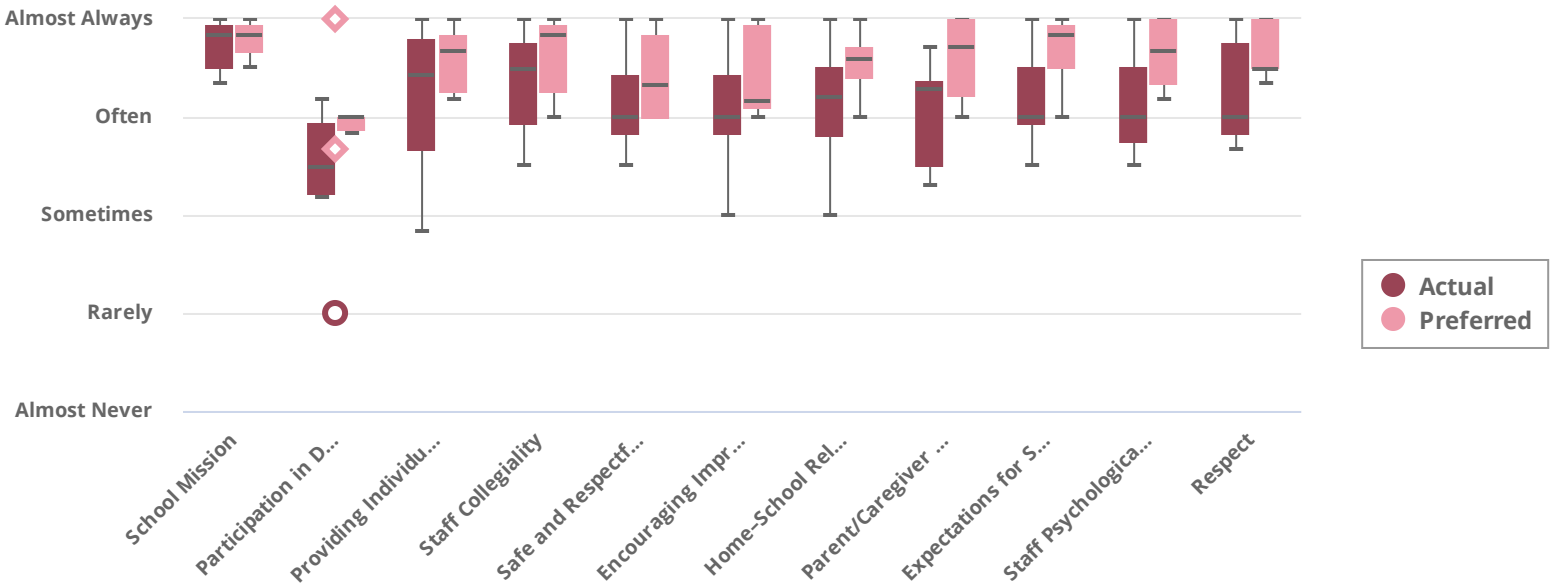
Means for each construct. Categories with less than four responses have been omitted.



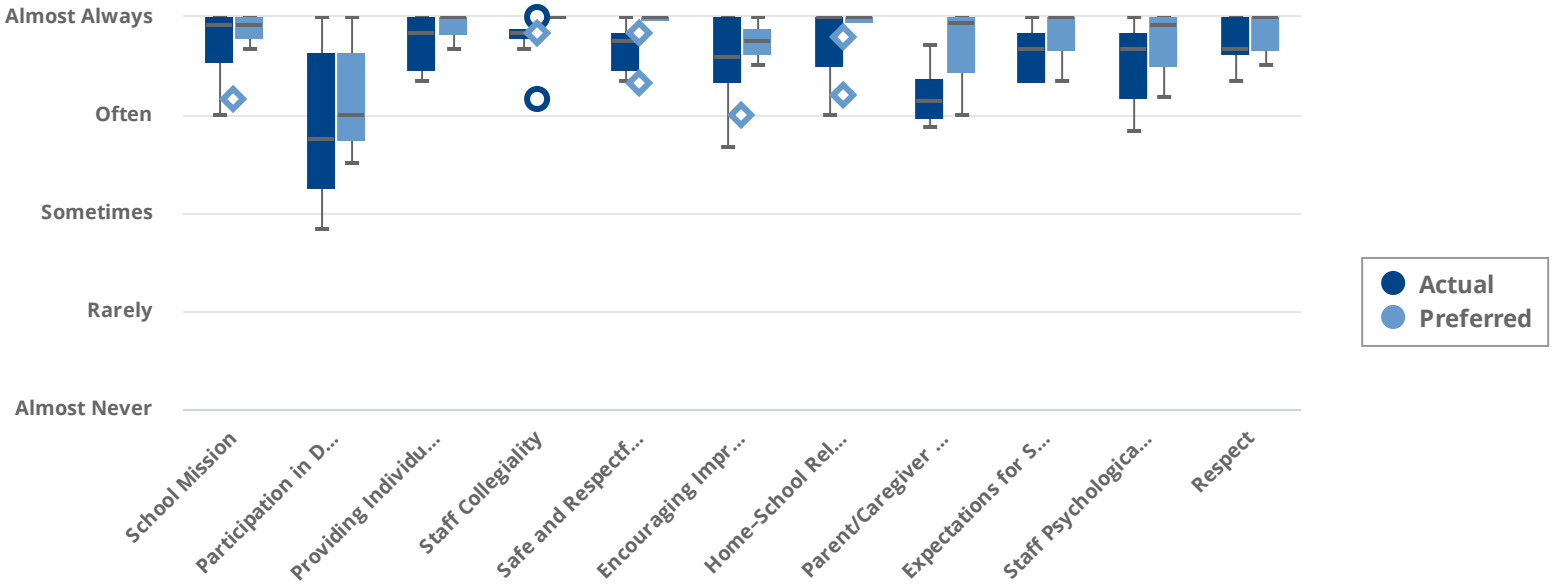
Organisational Climate: By Primary School Level

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

Category:
Early years (N=7)

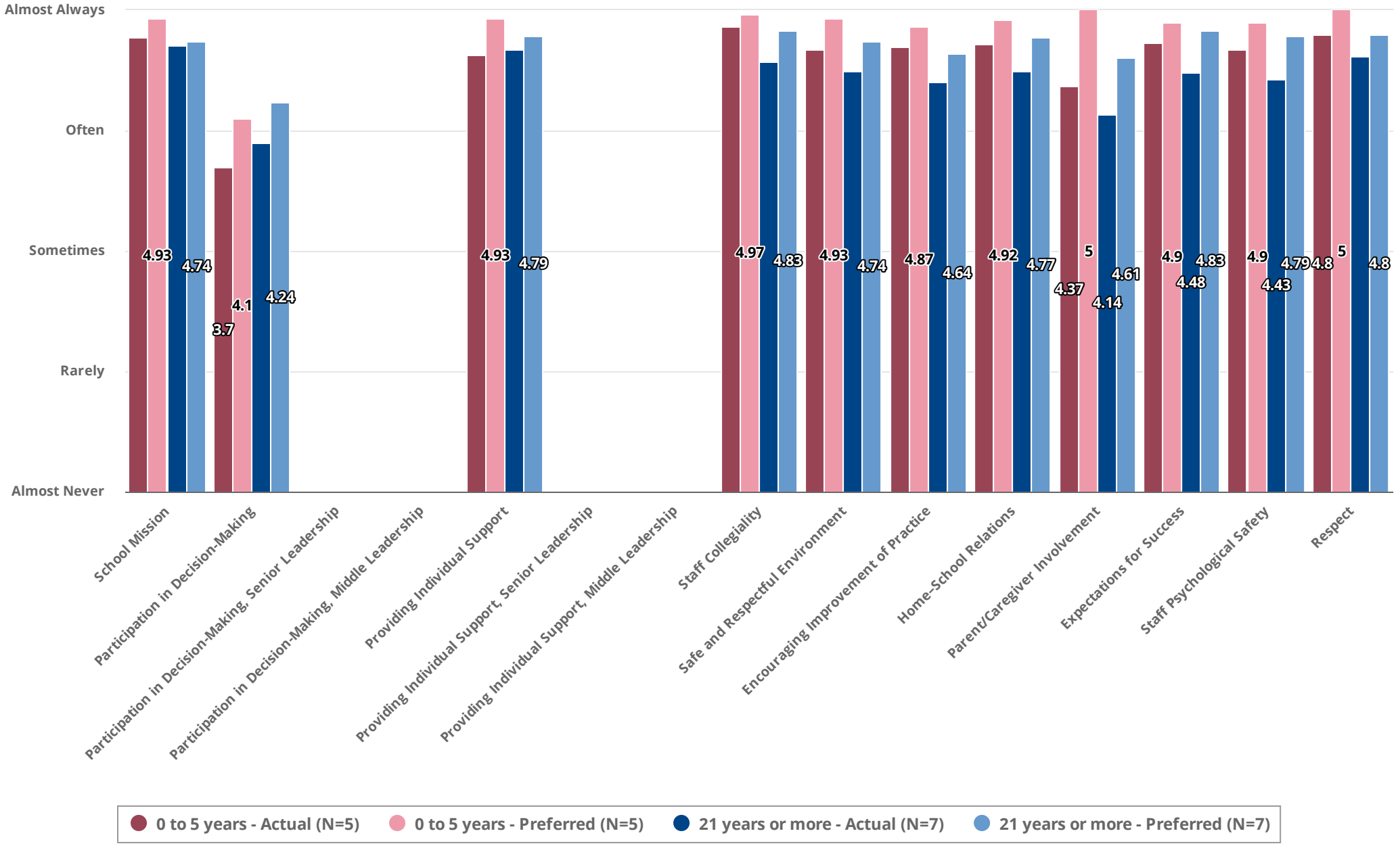


Category:
Middle years (N=8)



Organisational Climate: By Teaching Experience

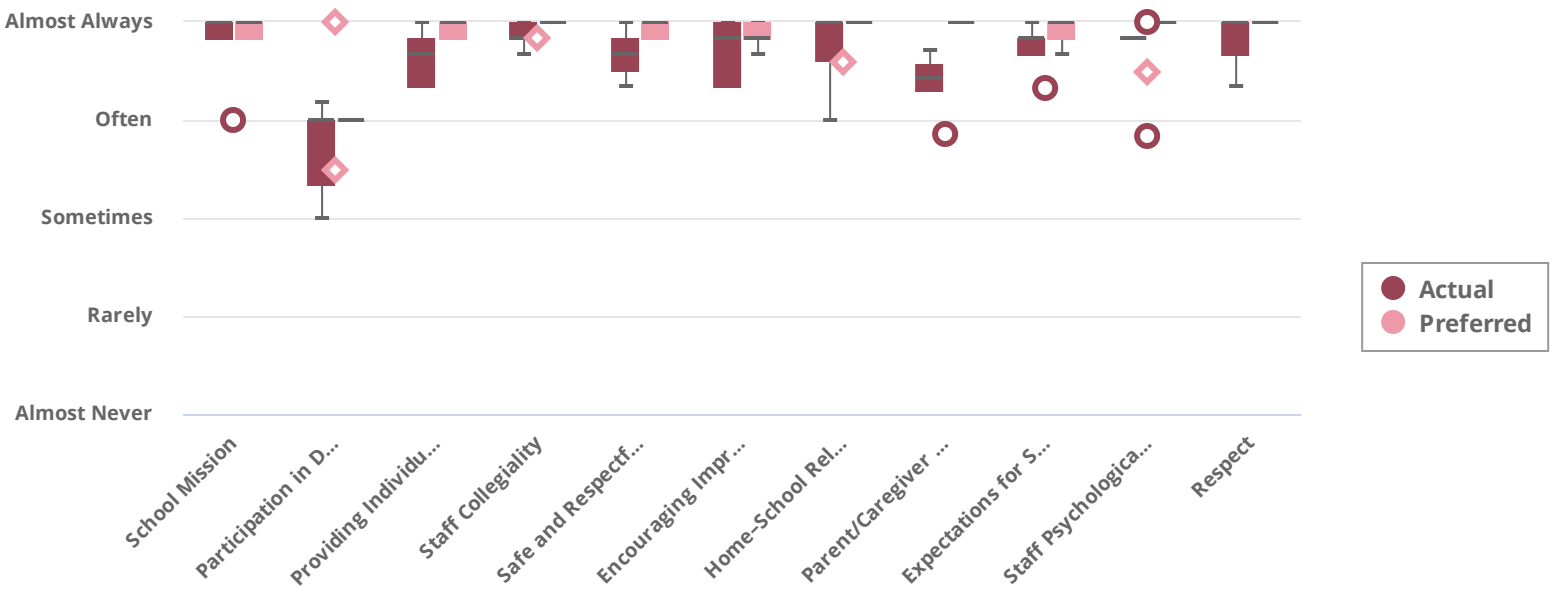
Means for each construct. Categories with less than four responses have been omitted.



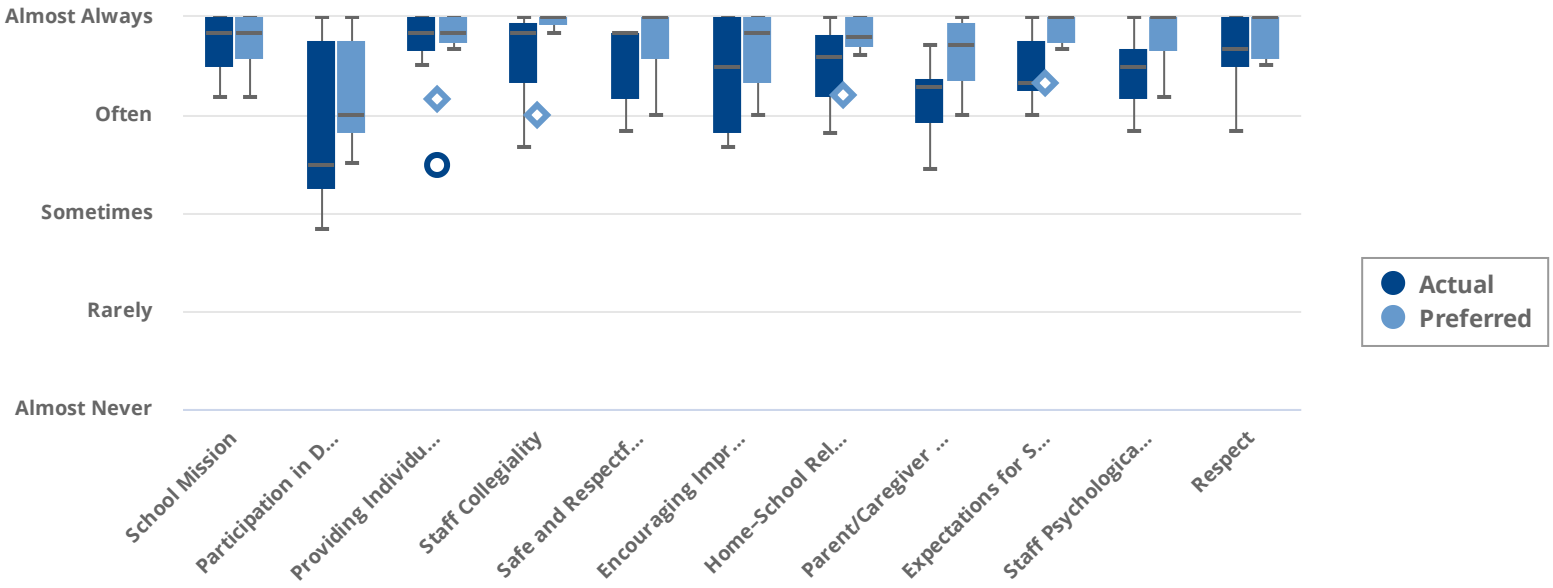
Organisational Climate: By Teaching Experience

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

Category:
0 to 5 years (N=5)

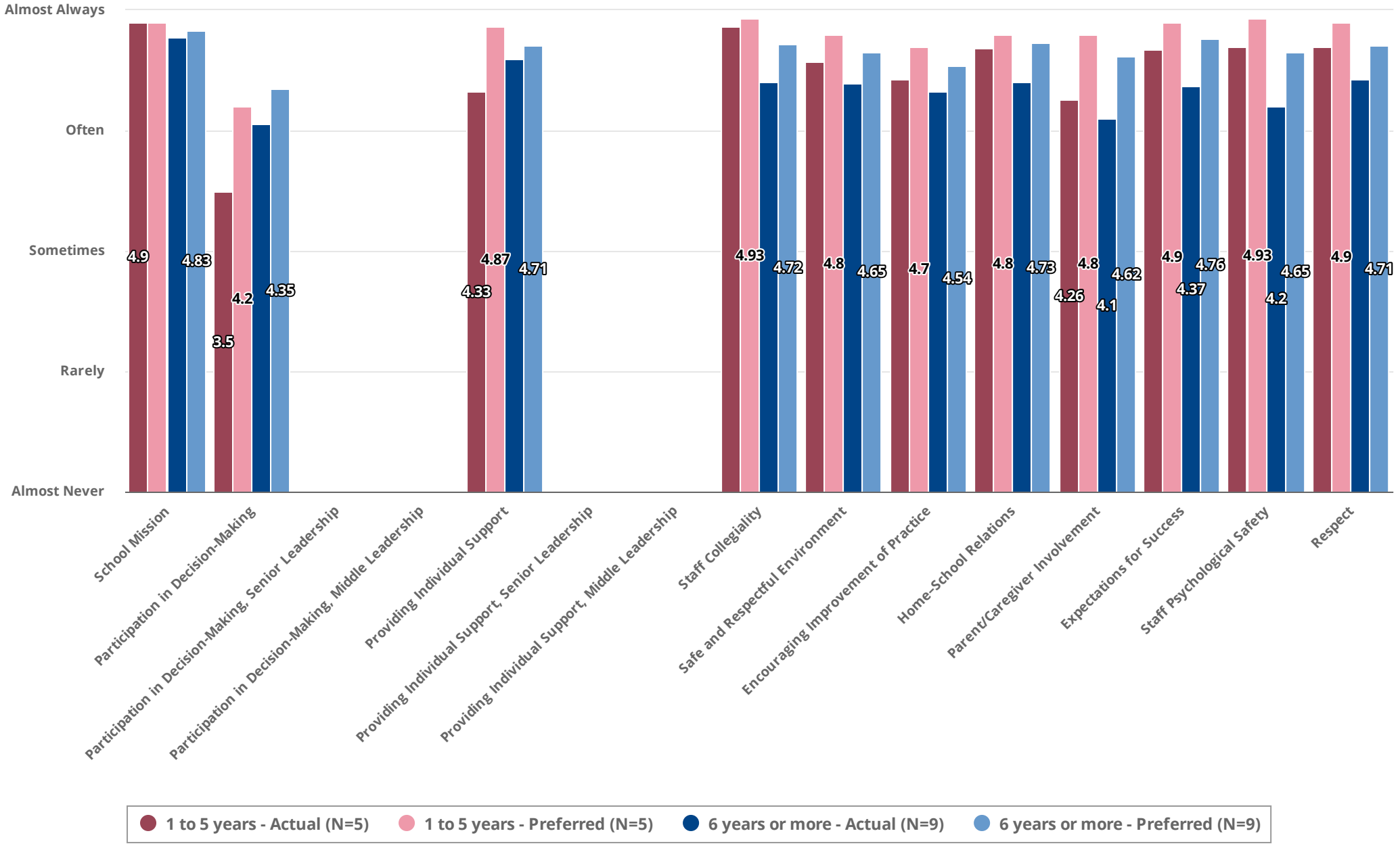


Category:
21 years or more (N=7)



Organisational Climate: By Years at the School

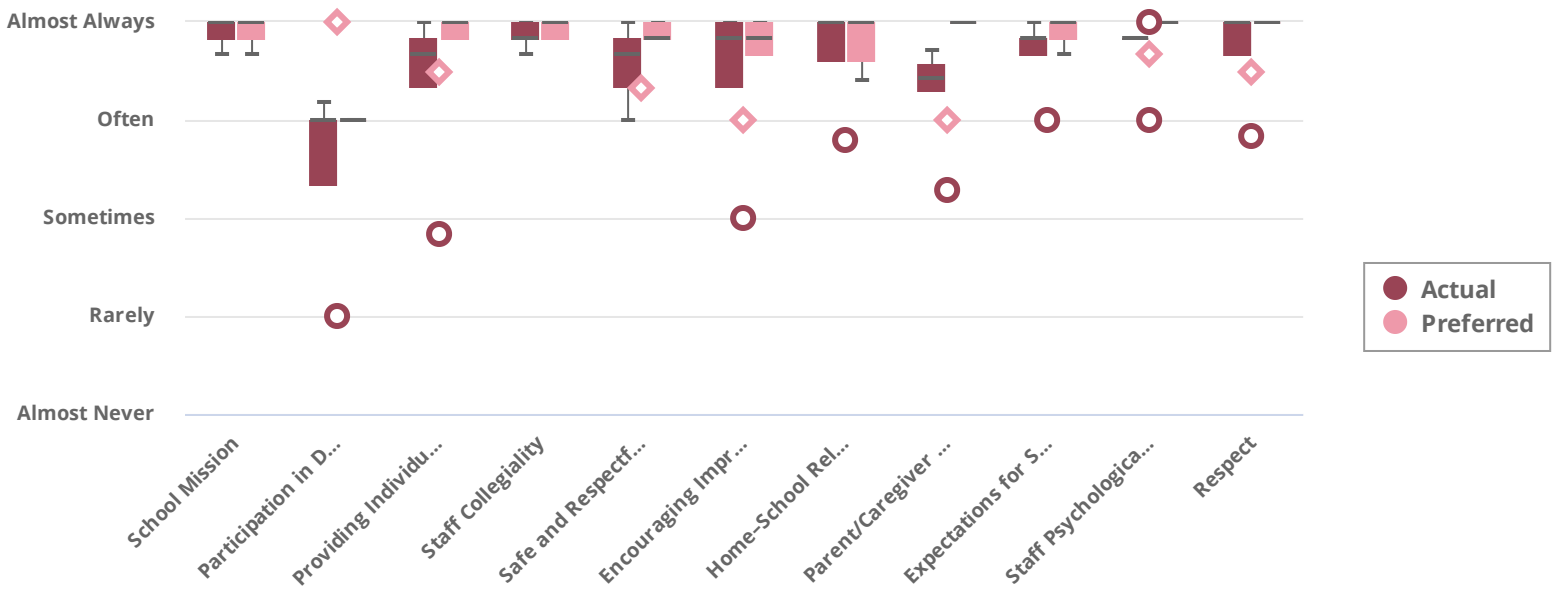
Means for each construct. Categories with less than four responses have been omitted.



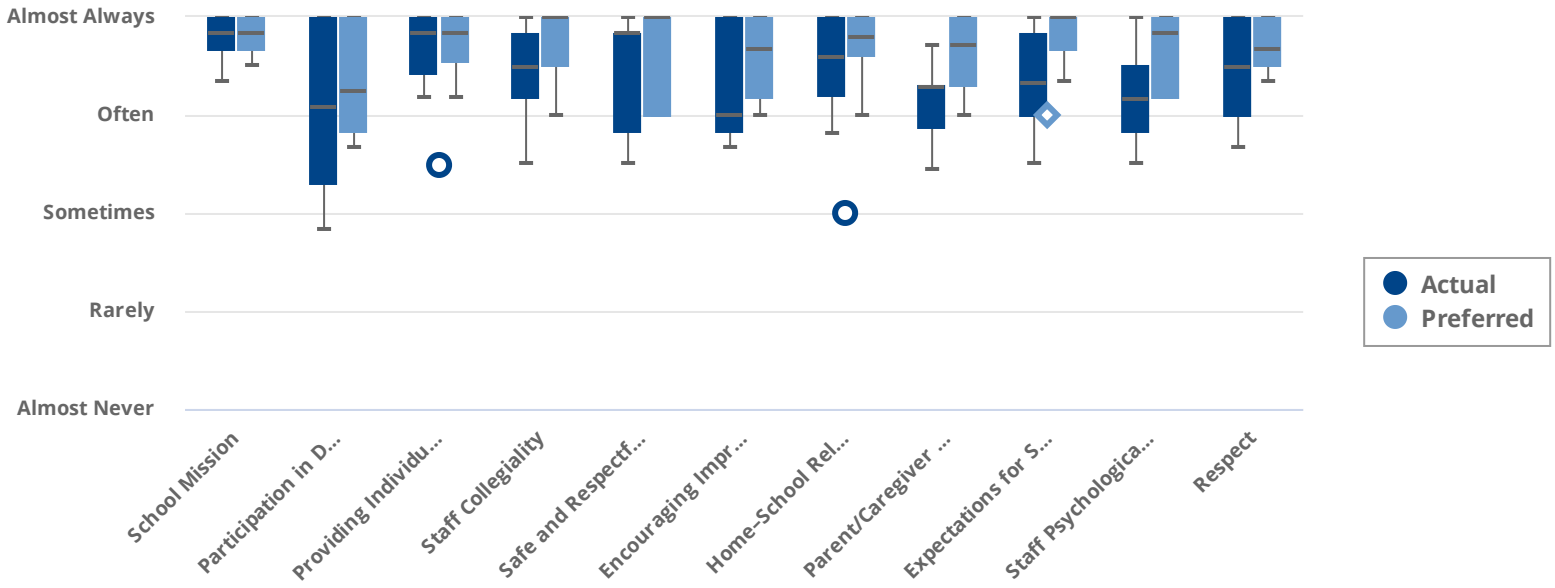
Organisational Climate: By Years at the School

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

Category:
1 to 5 years (N=5)

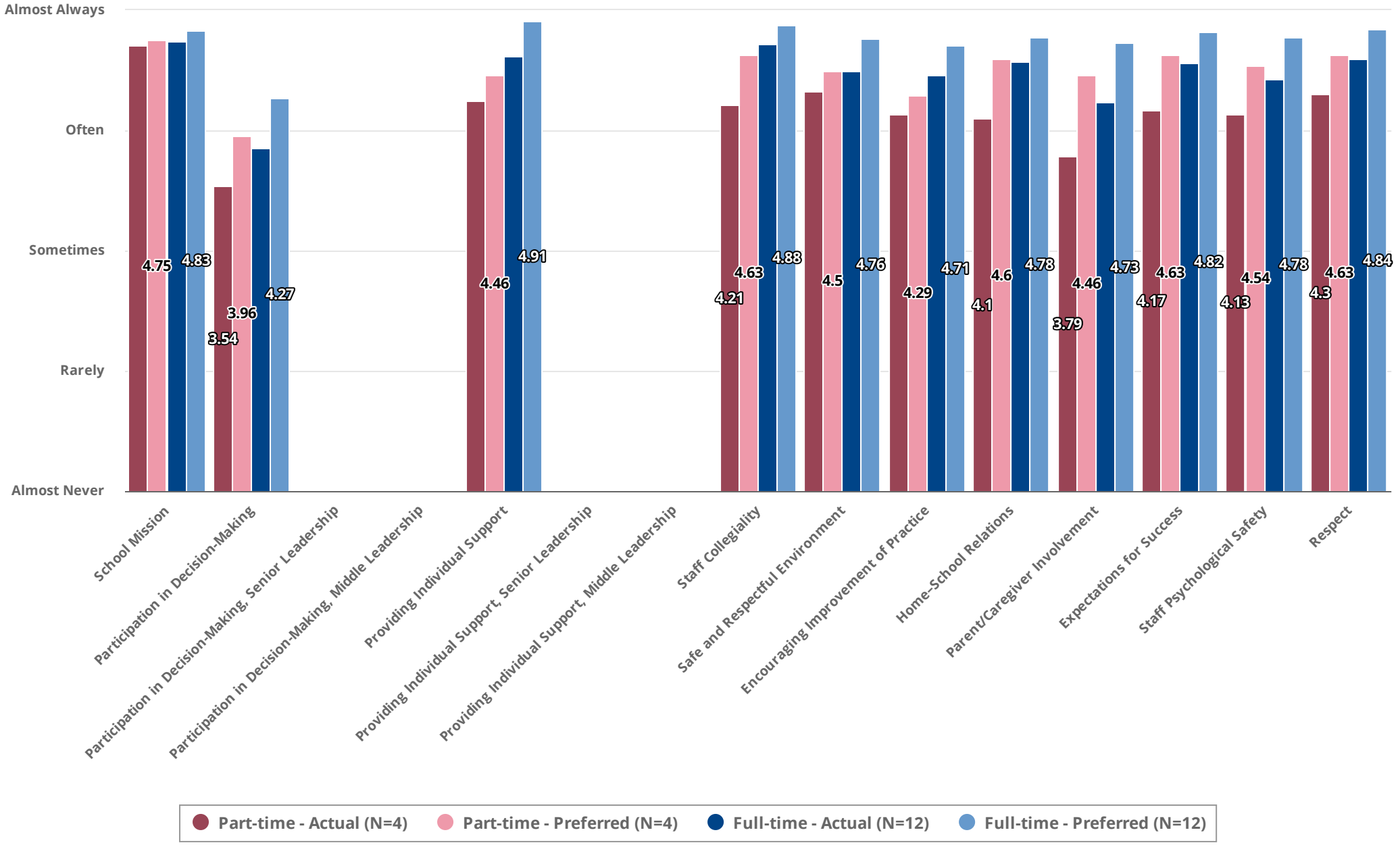


Category:
6 years or more (N=9)



Organisational Climate: By Time Fraction

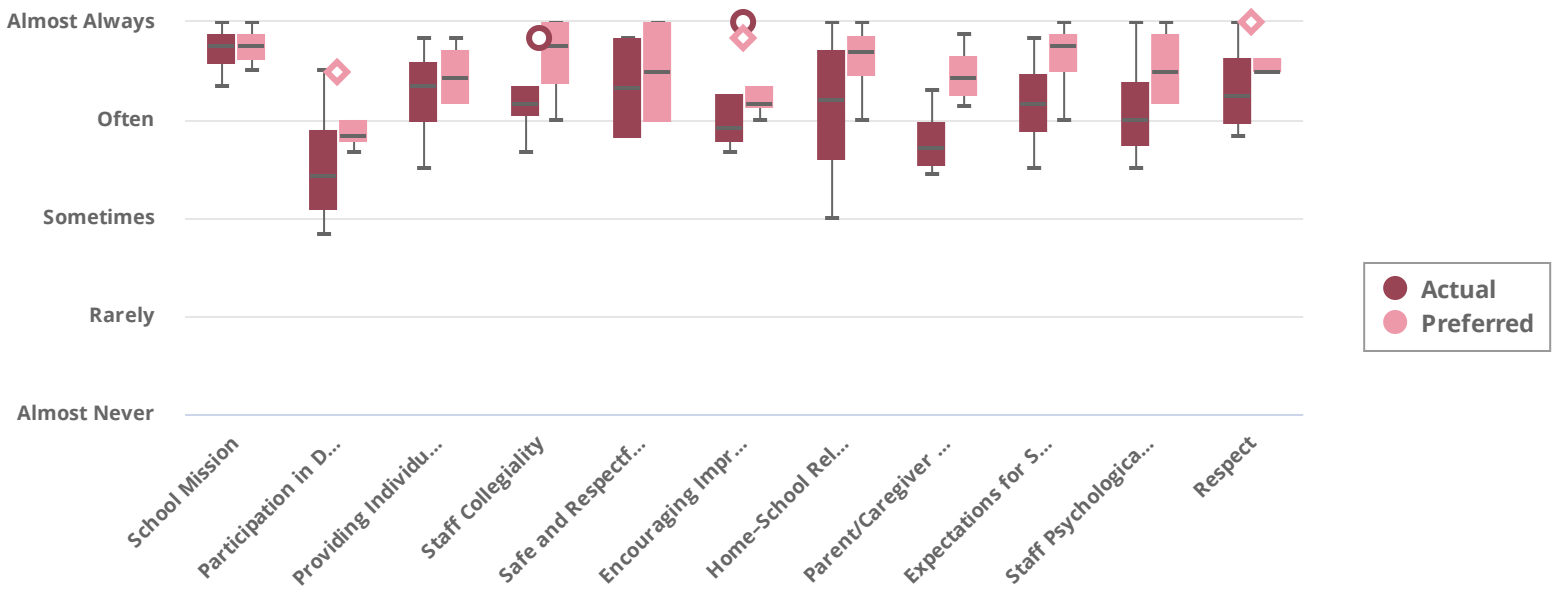
Means for each construct. Categories with less than four responses have been omitted.



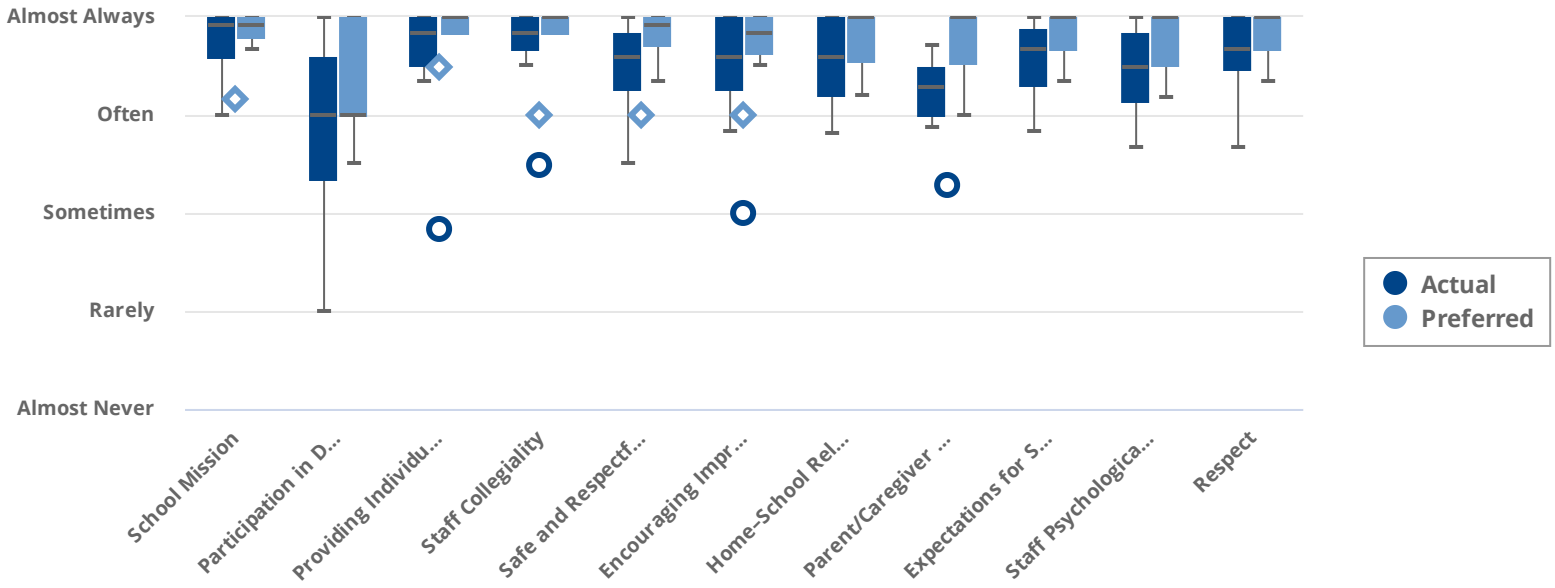
Organisational Climate: By Time Fraction

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

Category:
Part-time (N=4)

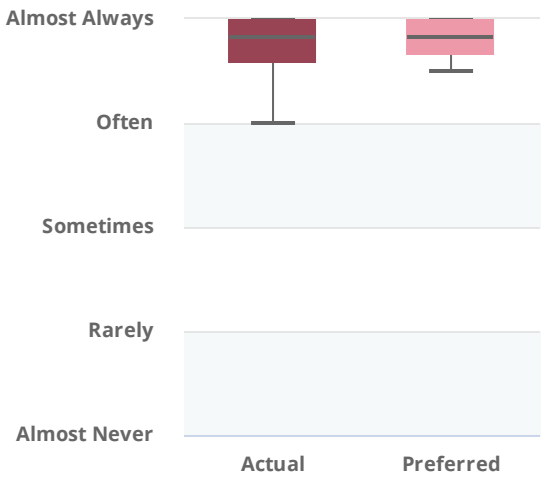


Category:
Full-time (N=12)



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.



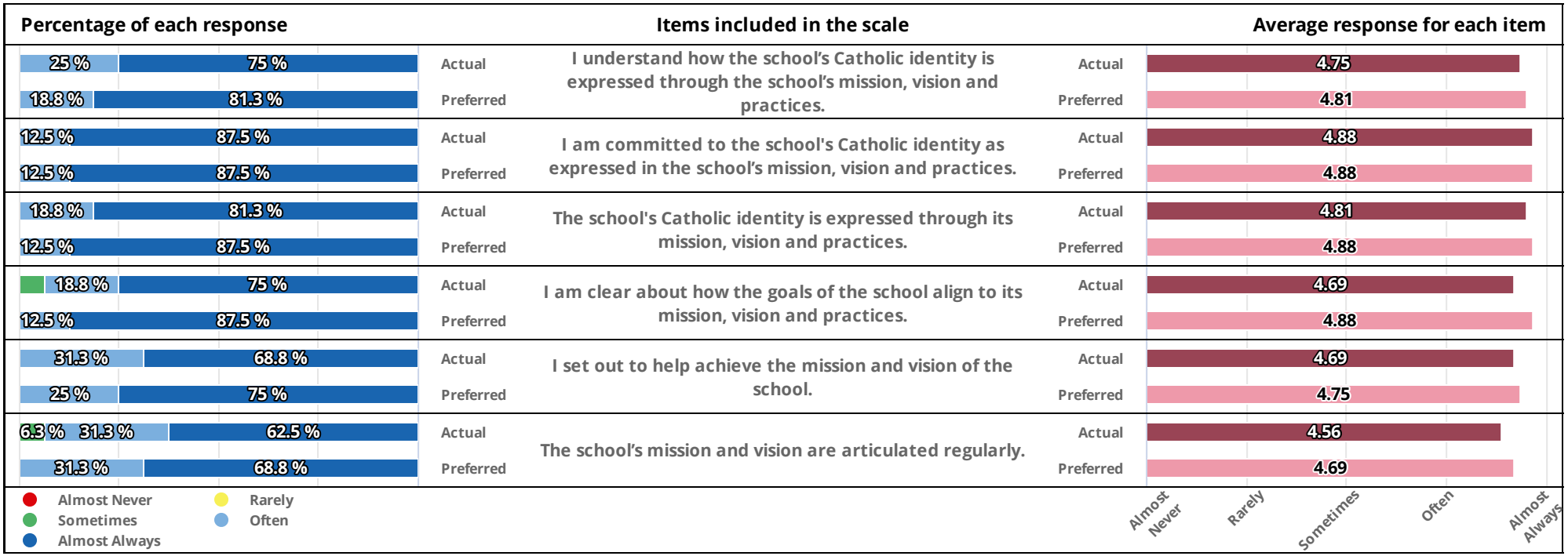
Mean and Standard Deviation: For the actual version, the average item mean for the School Mission scale, was 4.73 with a standard deviation of 0.34.

Median Value (--): For the actual version, the median average item mean was 4.83.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 4.

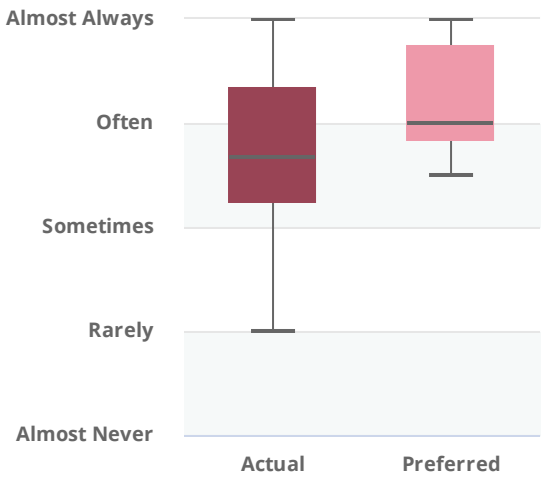
For the actual version, 50% of average item means fell between 4.59 and 5.

Note these figures do not include some extreme outliers.



Participation in Decision-Making

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



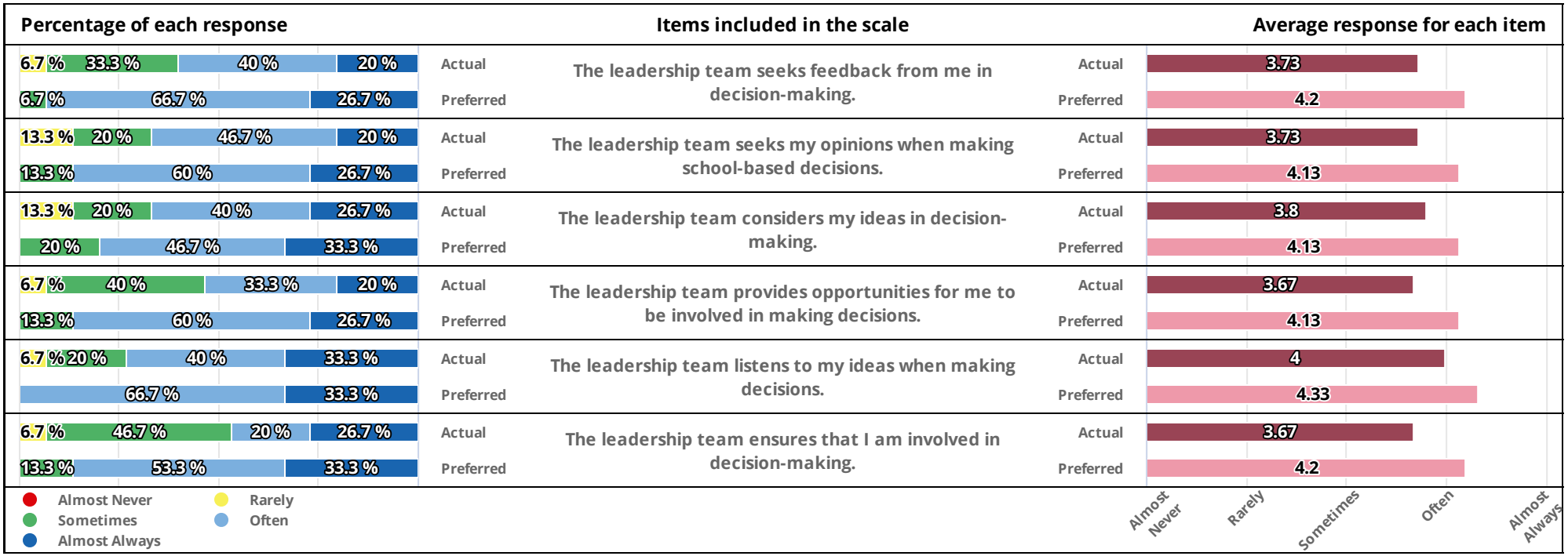
Mean and Standard Deviation: For the actual version, the average item mean for the Participation in Decision-Making scale, was 3.77 with a standard deviation of 0.88.

Median Value (--): For the actual version, the median average item mean was 3.67.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 2.

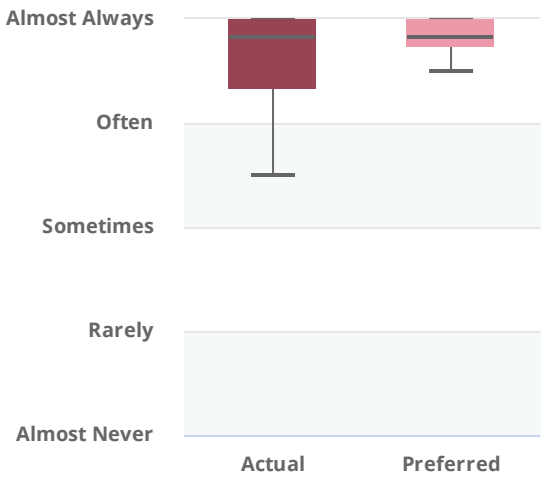
For the actual version, 50% of average item means fell between 3.25 and 4.34.

Note these figures do not include some extreme outliers.



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.



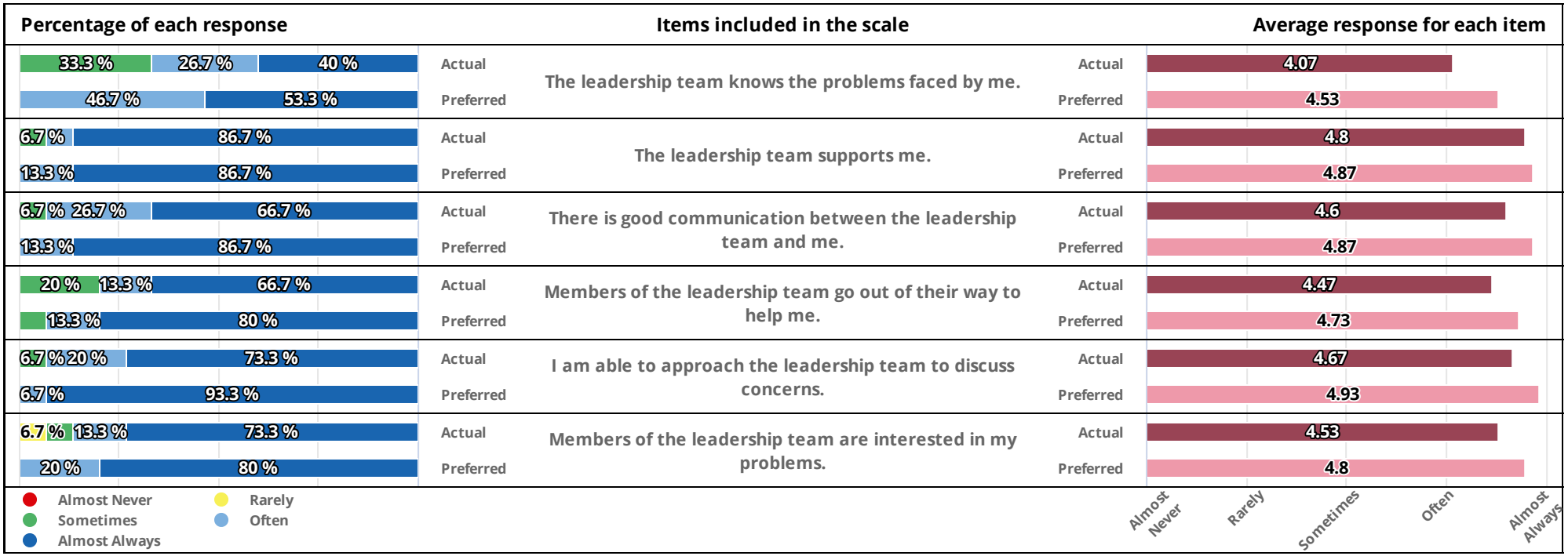
Mean and Standard Deviation: For the actual version, the average item mean for the Providing Individual Support scale, was 4.64 with a standard deviation of 0.44.

Median Value (--): For the actual version, the median average item mean was 4.83.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 3.5.

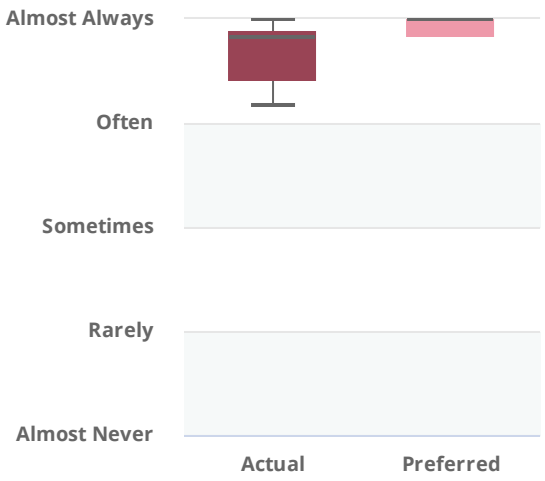
For the actual version, 50% of average item means fell between 4.33 and 5.

Note these figures do not include some extreme outliers.



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.



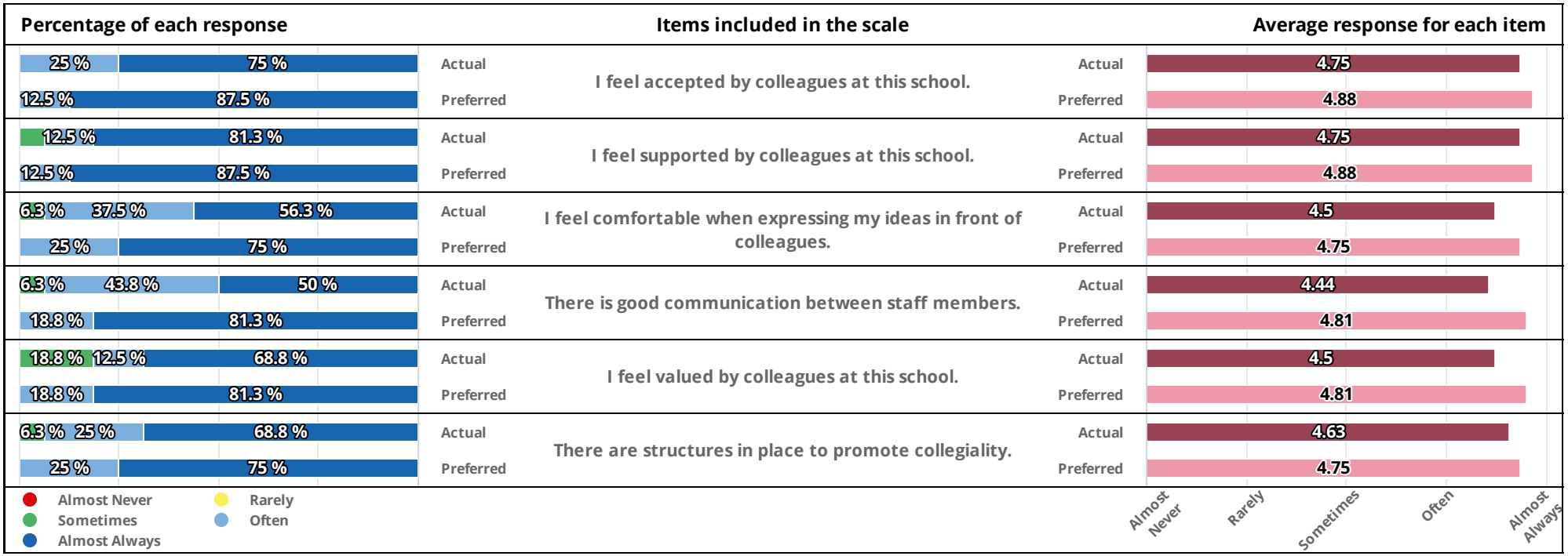
Mean and Standard Deviation: For the actual version, the average item mean for the Staff Collegiality scale, was 4.74 with a standard deviation of 0.28.

Median Value (--): For the actual version, the median average item mean was 4.83.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 4.17.

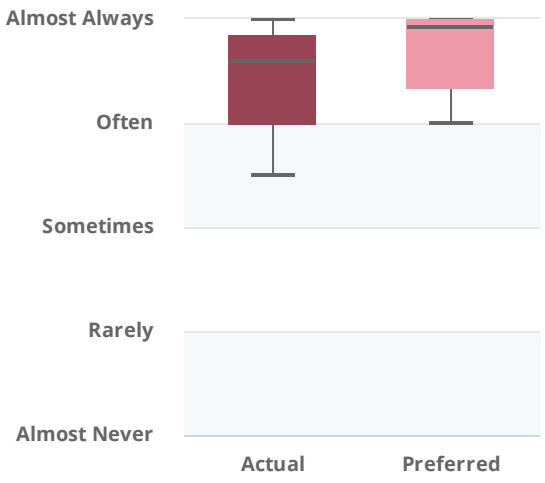
For the actual version, 50% of average item means fell between 4.42 and 4.87.

Note these figures do not include some extreme outliers.



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.



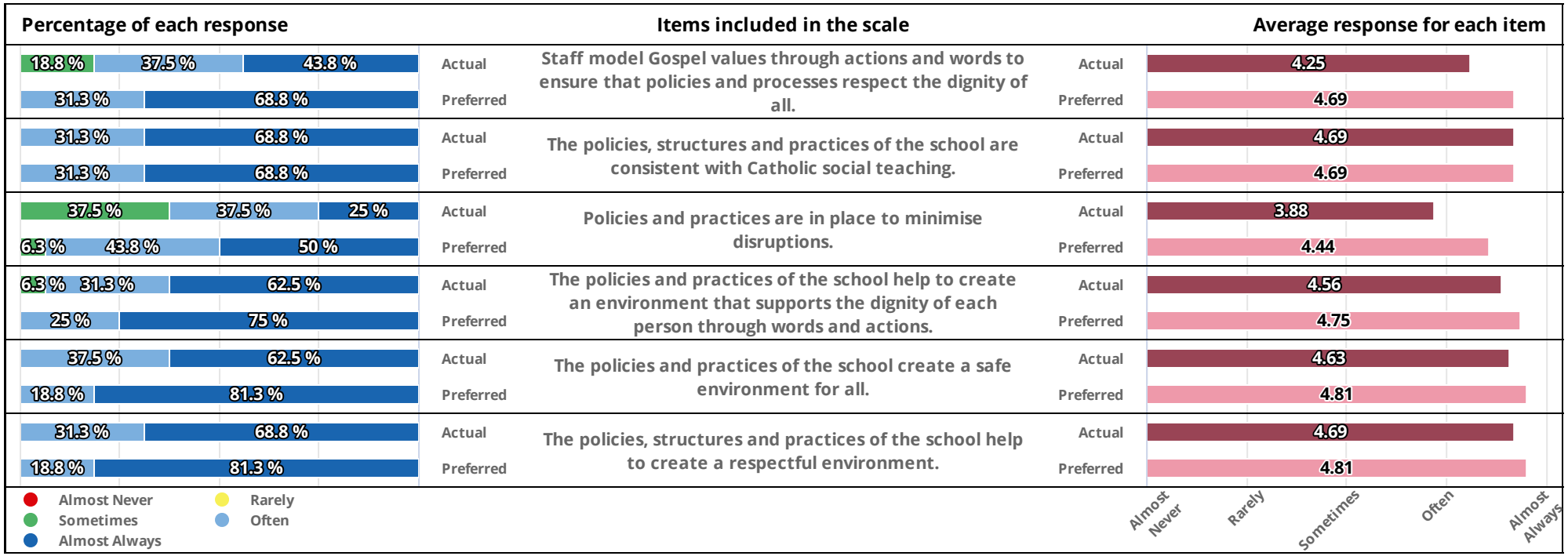
Mean and Standard Deviation: For the actual version, the average item mean for the Safe and Respectful Environment scale, was 4.45 with a standard deviation of 0.48.

Median Value (--): For the actual version, the median average item mean was 4.59.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 3.5.

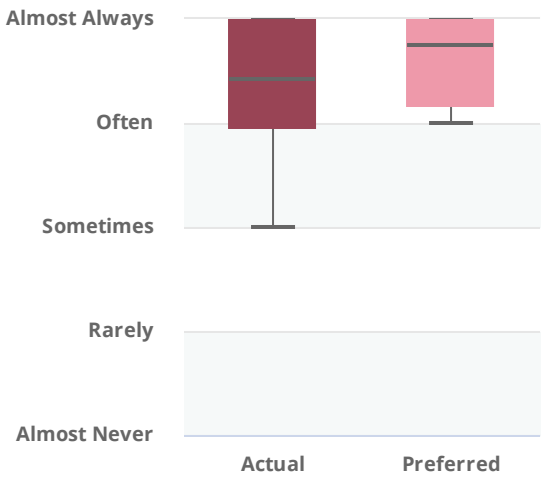
For the actual version, 50% of average item means fell between 4 and 4.83.

Note these figures do not include some extreme outliers.



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.



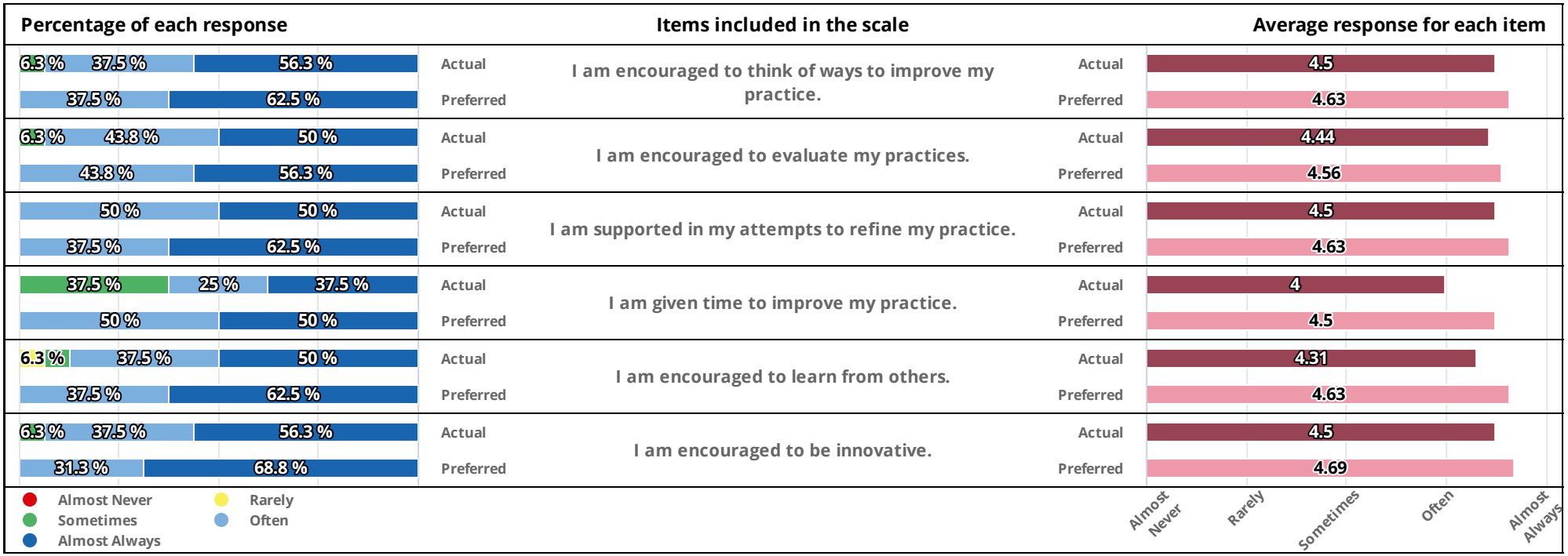
Mean and Standard Deviation: For the actual version, the average item mean for the Encouraging Improvement of Practice scale, was 4.37 with a standard deviation of 0.61.

Median Value (--): For the actual version, the median average item mean was 4.42.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 3.

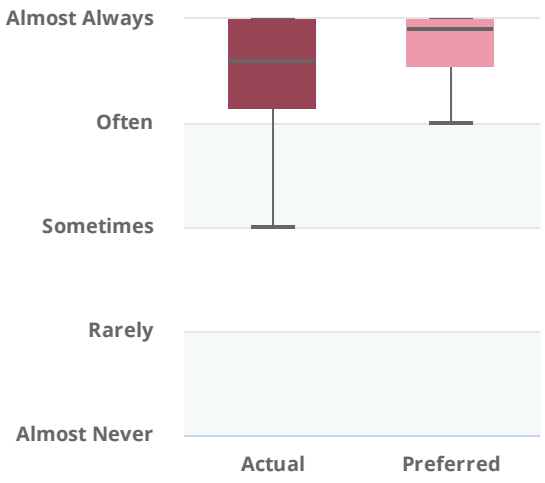
For the actual version, 50% of average item means fell between 3.96 and 5.

Note these figures do not include some extreme outliers.



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.



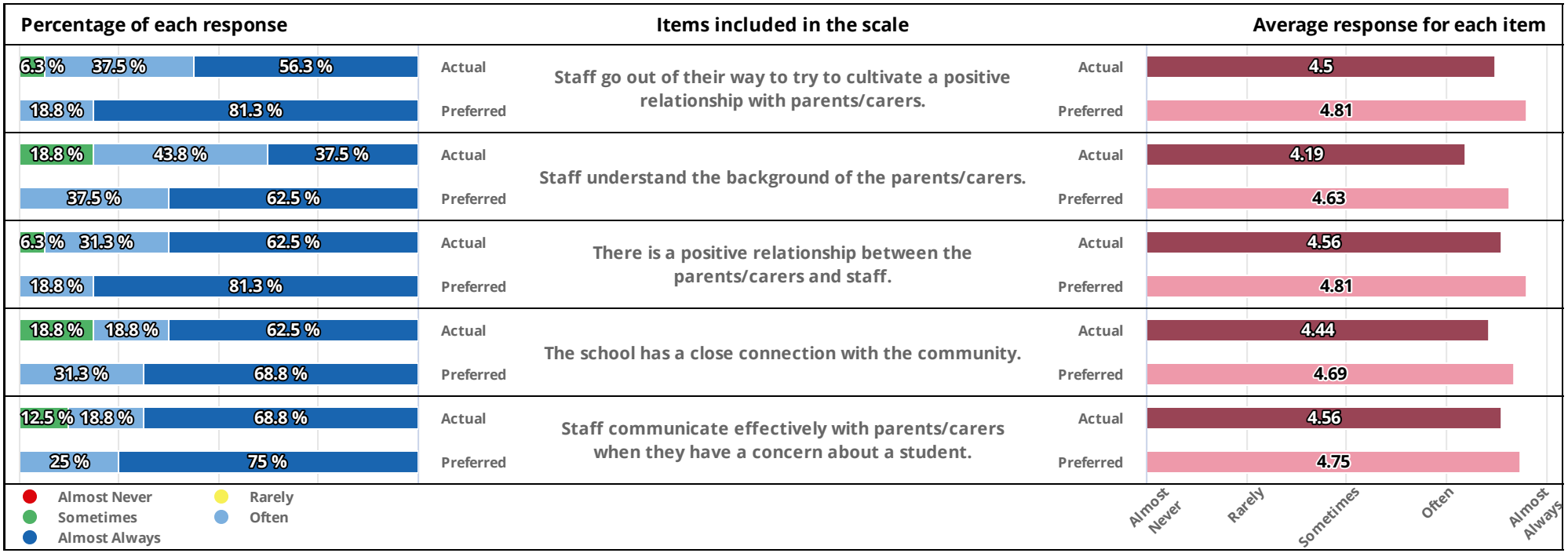
Mean and Standard Deviation: For the actual version, the average item mean for the Home–School Relations scale, was 4.45 with a standard deviation of 0.59.

Median Value (--): For the actual version, the median average item mean was 4.6.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 3.

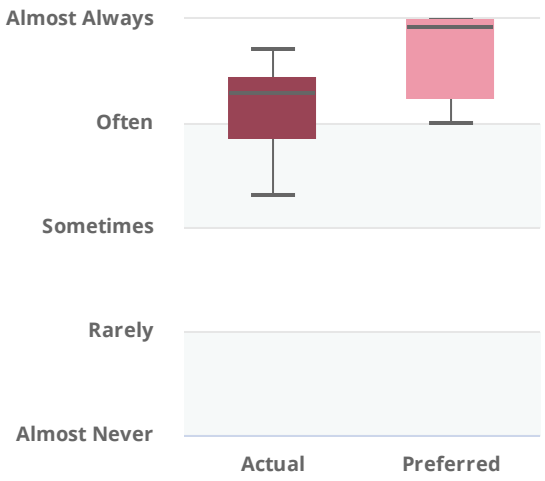
For the actual version, 50% of average item means fell between 4.15 and 5.

Note these figures do not include some extreme outliers.



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.



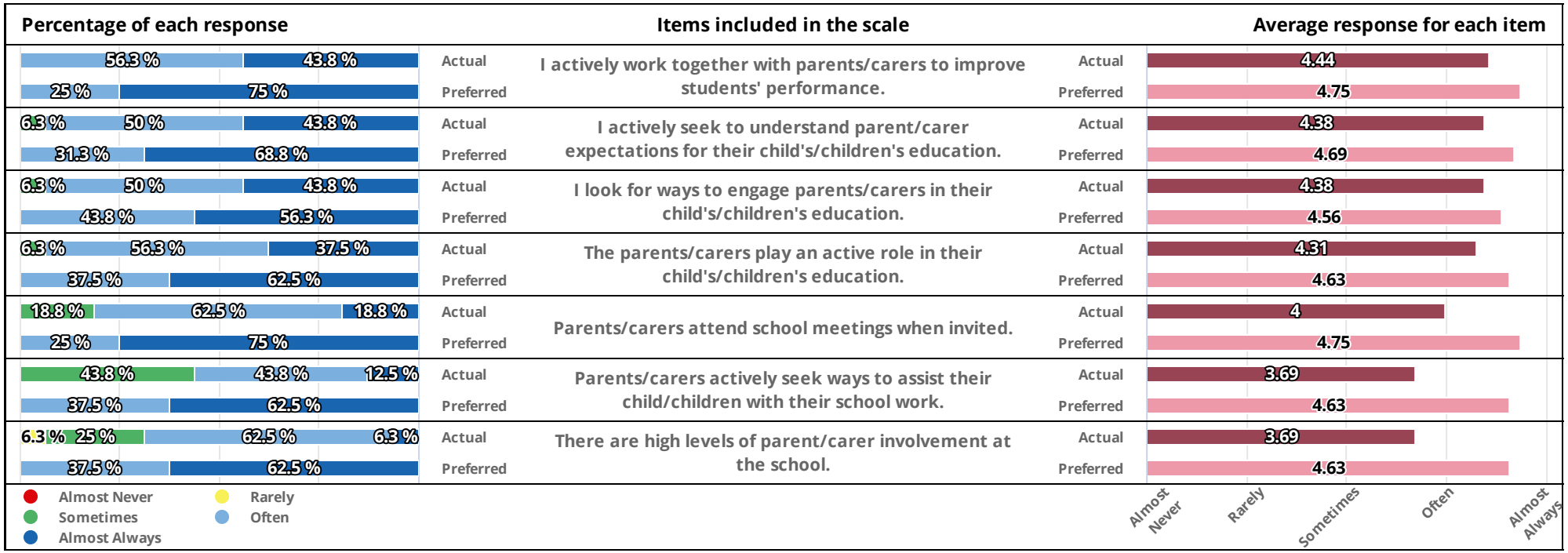
Mean and Standard Deviation: For the actual version, the average item mean for the Parent/Caregiver Involvement scale, was 4.13 with a standard deviation of 0.43.

Median Value (--): For the actual version, the median average item mean was 4.29.

Range: For the actual version, the maximum average item mean was 4.71 and the minimum was 3.29.

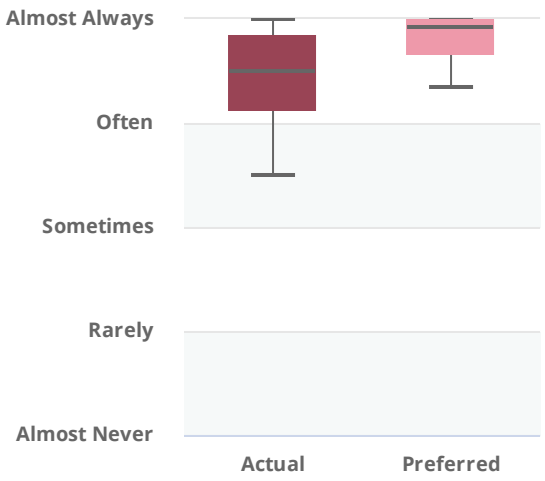
For the actual version, 50% of average item means fell between 3.86 and 4.43.

Note these figures do not include some extreme outliers.



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.



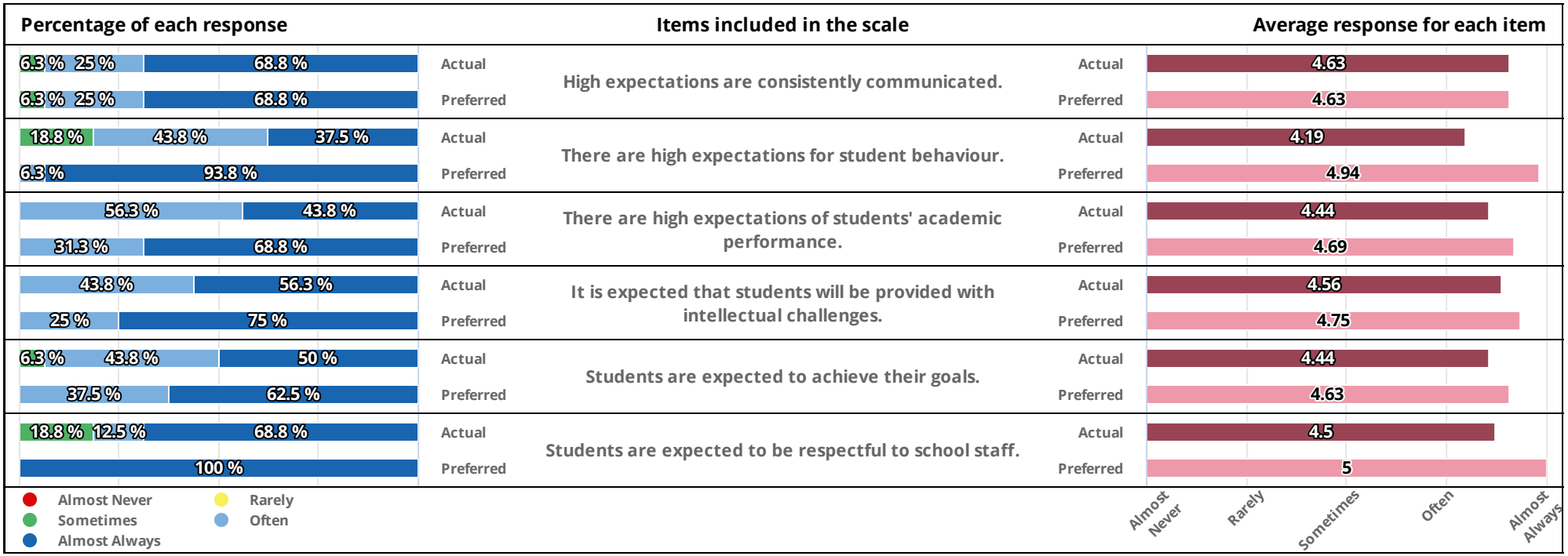
Mean and Standard Deviation: For the actual version, the average item mean for the Expectations for Success scale, was 4.46 with a standard deviation of 0.47.

Median Value (--): For the actual version, the median average item mean was 4.5.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 3.5.

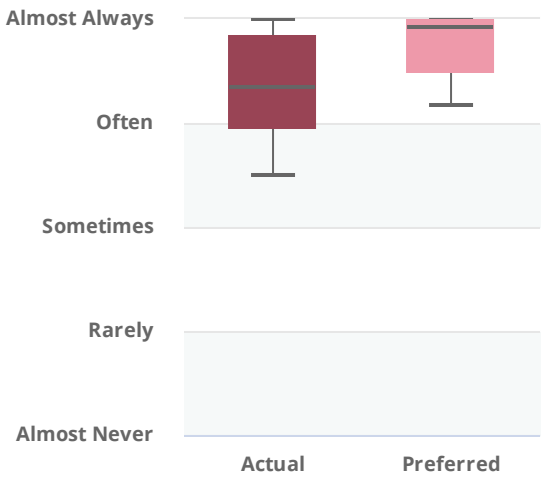
For the actual version, 50% of average item means fell between 4.13 and 4.83.

Note these figures do not include some extreme outliers.



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.



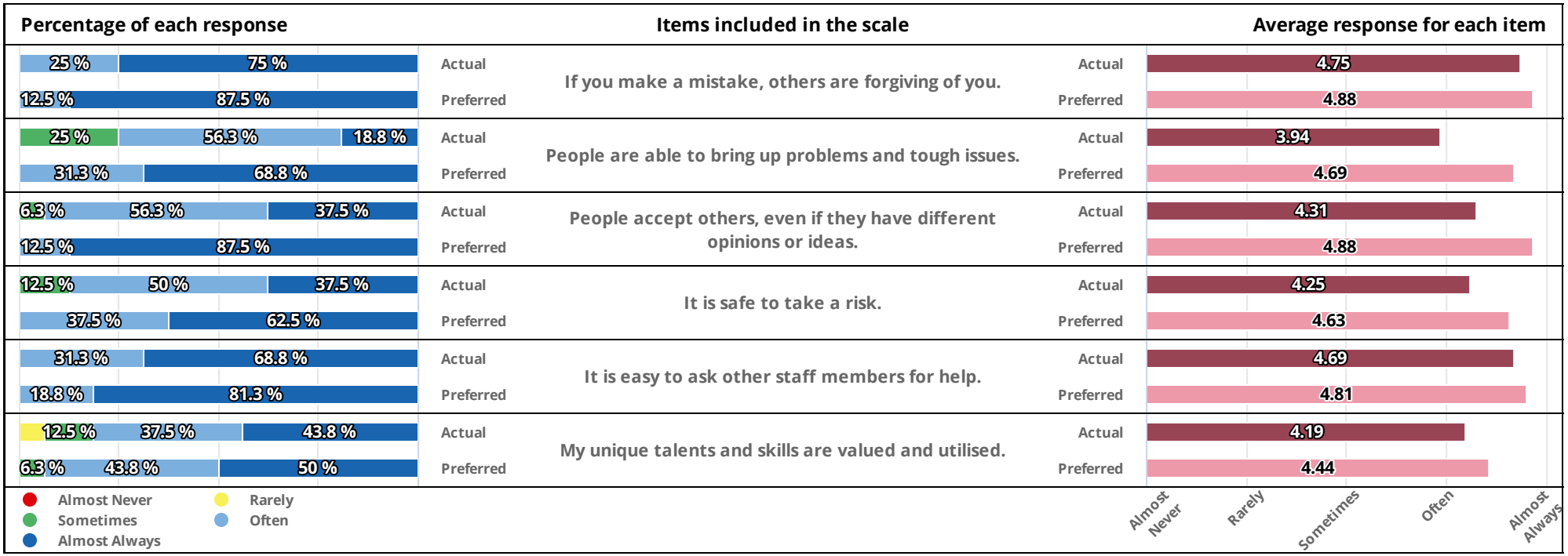
Mean and Standard Deviation: For the actual version, the average item mean for the Staff Psychological Safety scale, was 4.35 with a standard deviation of 0.5.

Median Value (--): For the actual version, the median average item mean was 4.34.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 3.5.

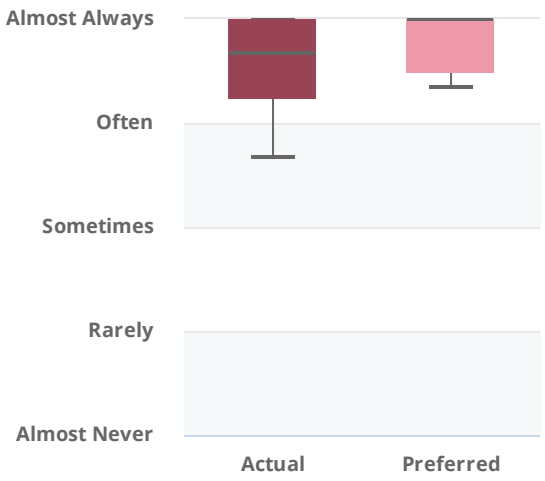
For the actual version, 50% of average item means fell between 3.96 and 4.83.

Note these figures do not include some extreme outliers.



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.



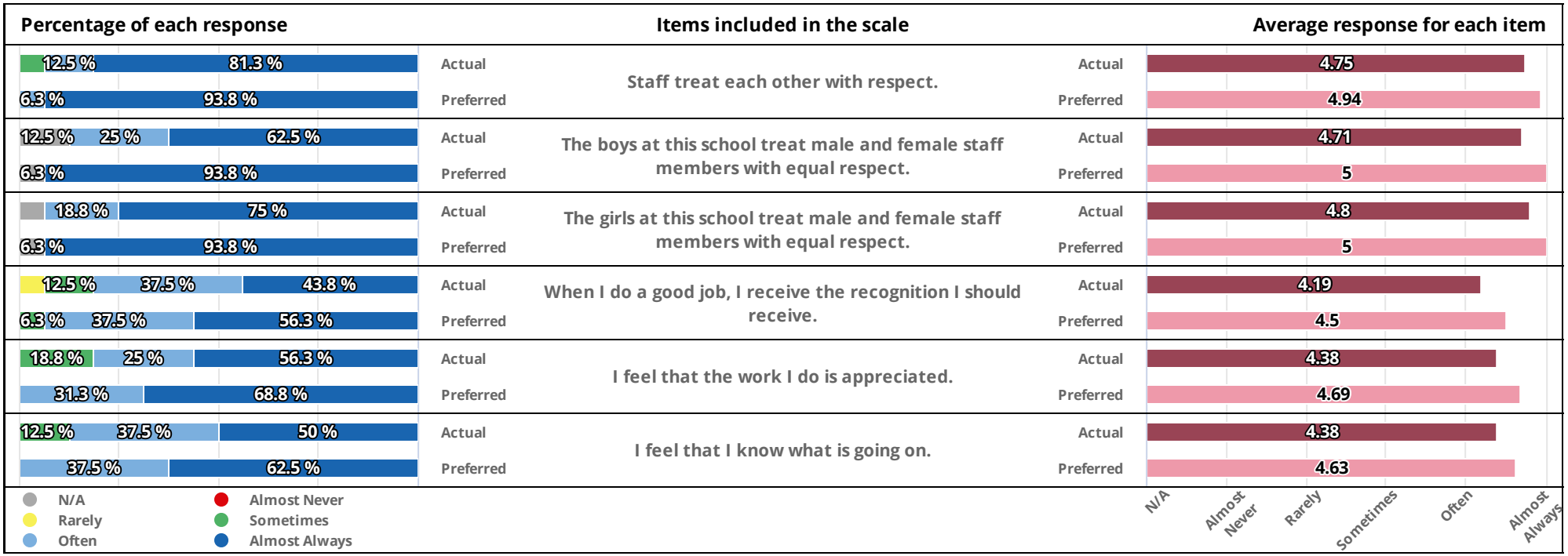
Mean and Standard Deviation: For the actual version, the average item mean for the Respect scale, was 4.54 with a standard deviation of 0.48.

Median Value (--): For the actual version, the median average item mean was 4.67.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 3.67.

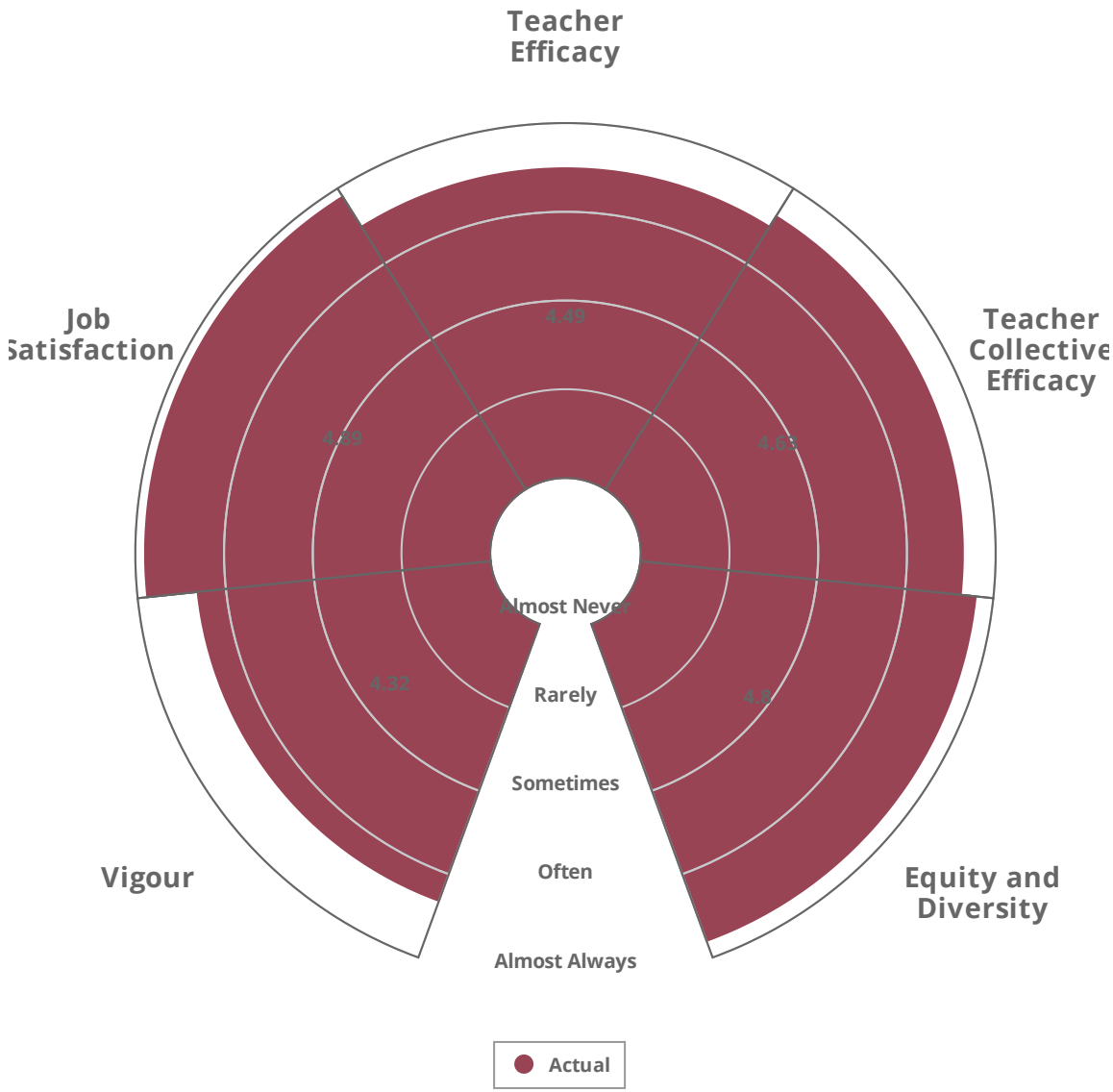
For the actual version, 50% of average item means fell between 4.25 and 5.

Note these figures do not include some extreme outliers.



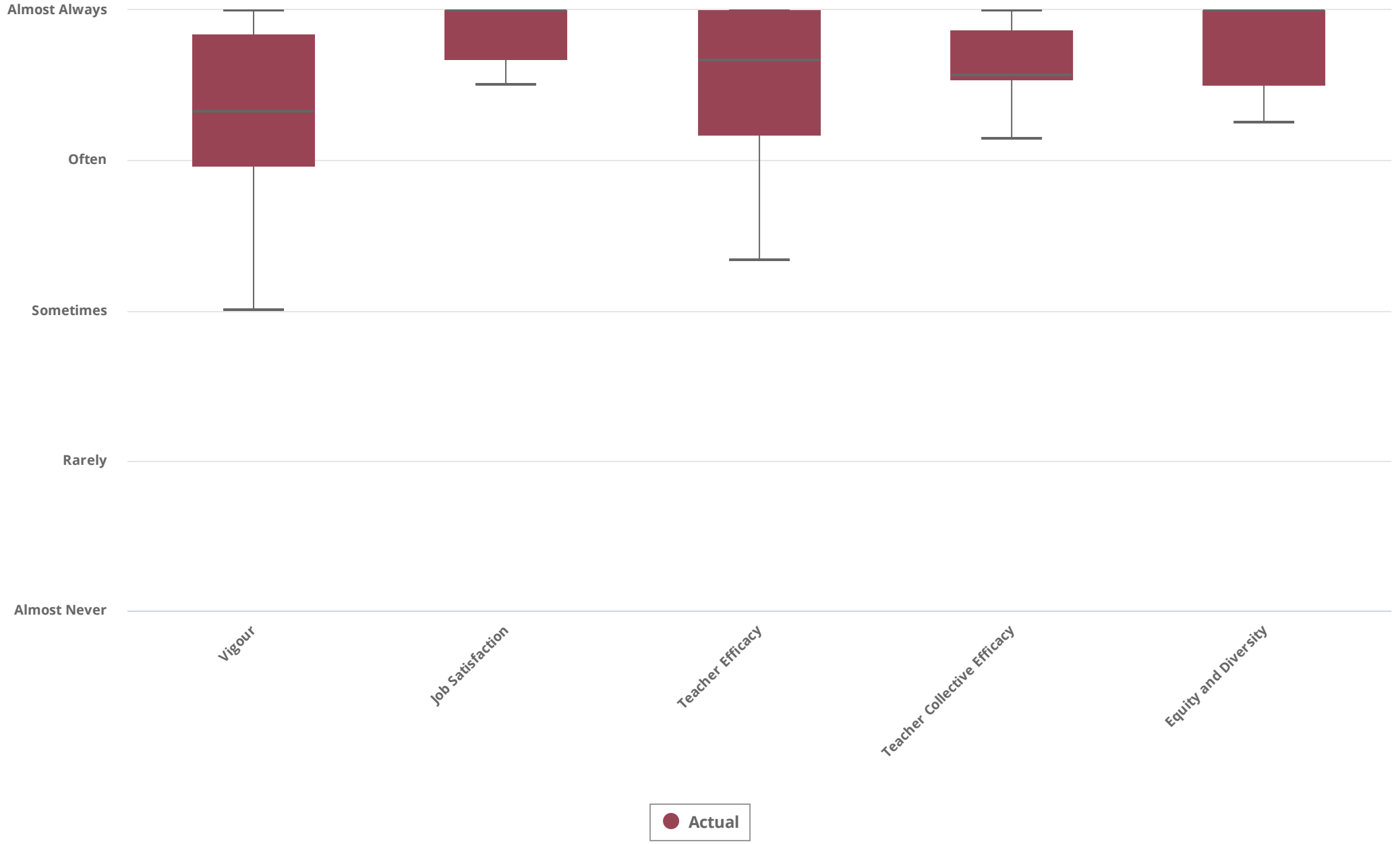
Work Engagement, Efficacy and Satisfaction

Means for each construct.



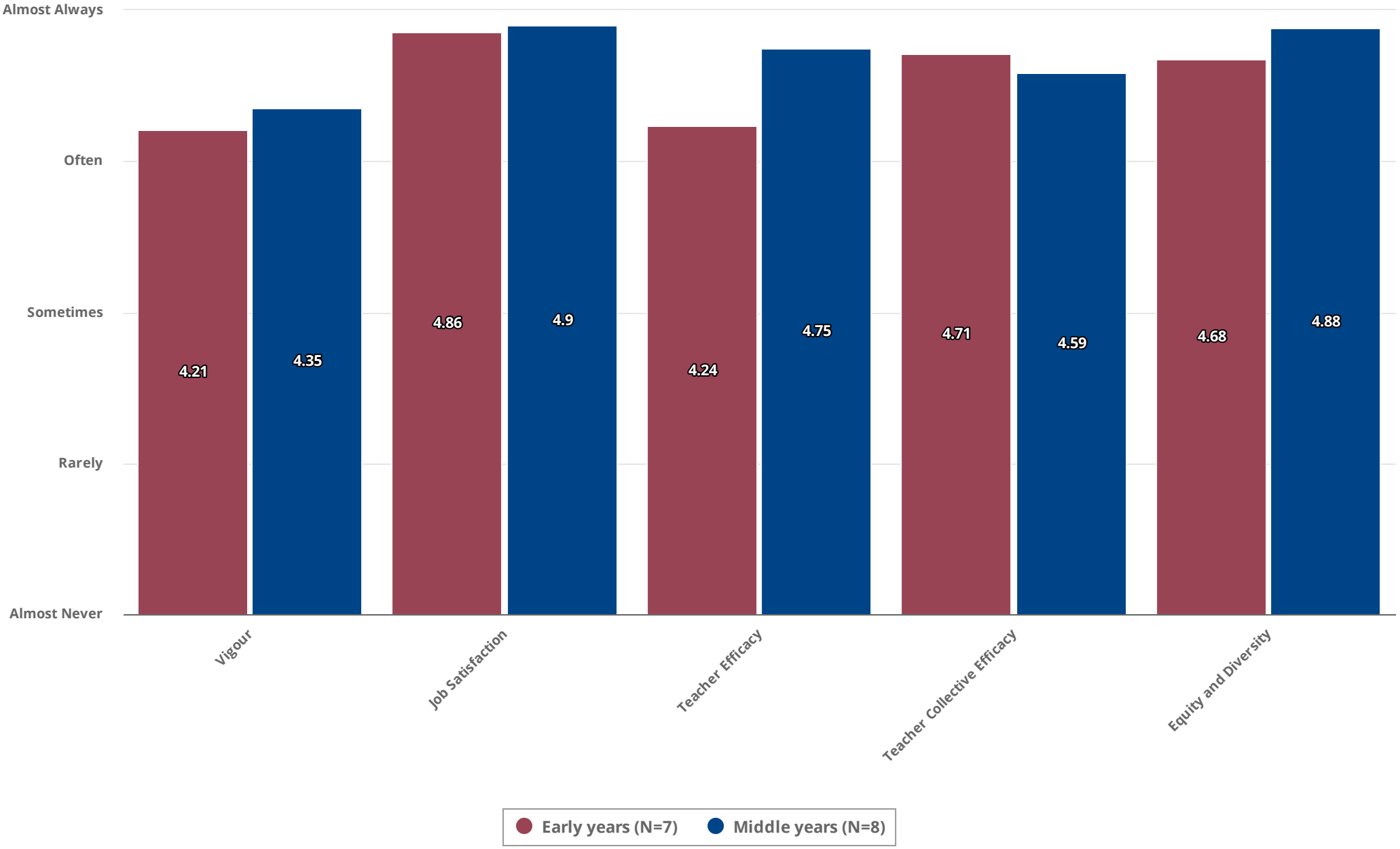
Work Engagement, Efficacy and Satisfaction

Variations for each construct.



Work Engagement, Efficacy and Satisfaction: By Primary School Level

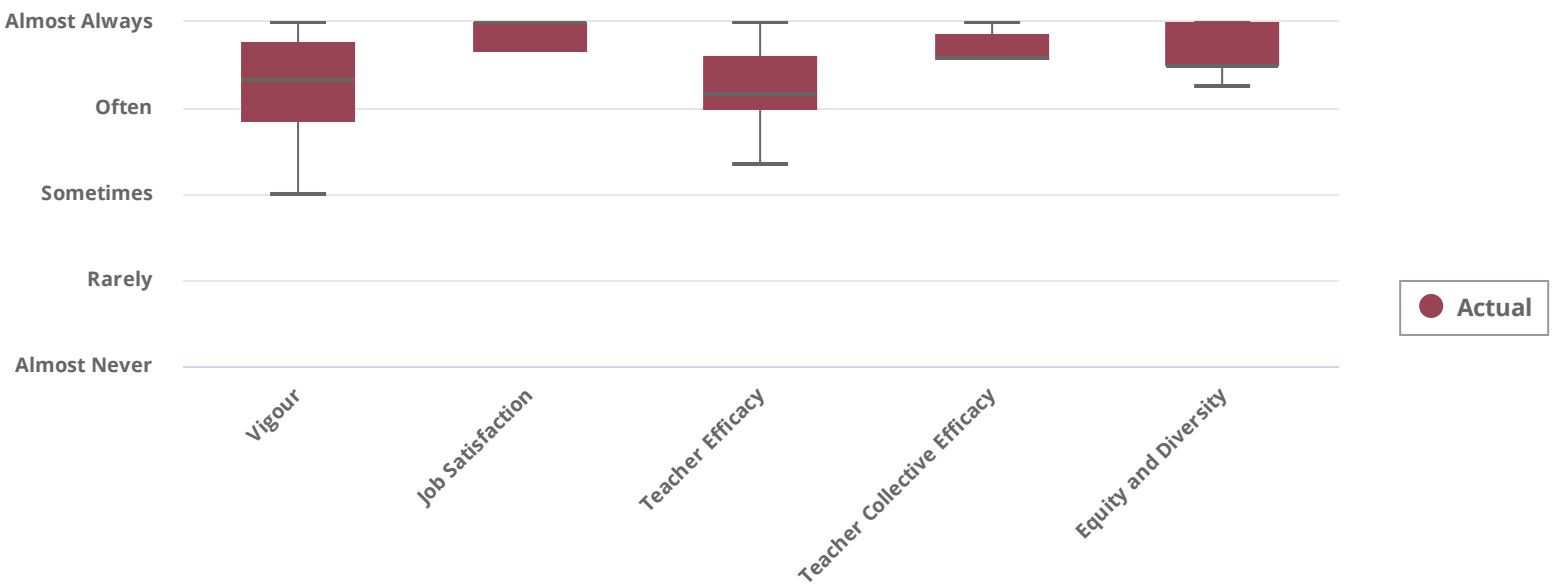
Means for each construct. Categories with less than four responses have been omitted.



Work Engagement, Efficacy and Satisfaction: By Primary School Level

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

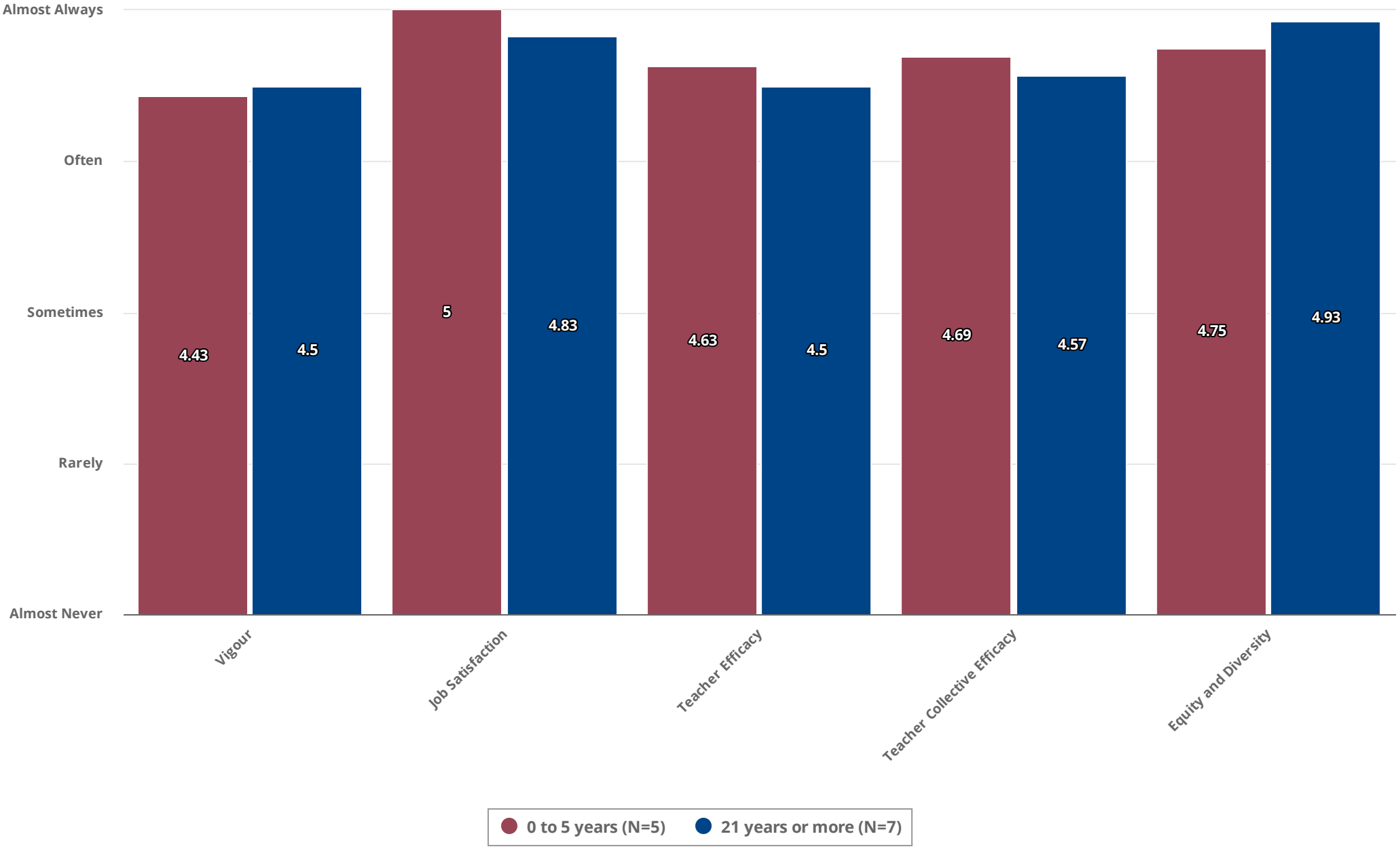
Category:
Early years (N=7)



Category:
Middle years (N=8)

Work Engagement, Efficacy and Satisfaction: By Teaching Experience

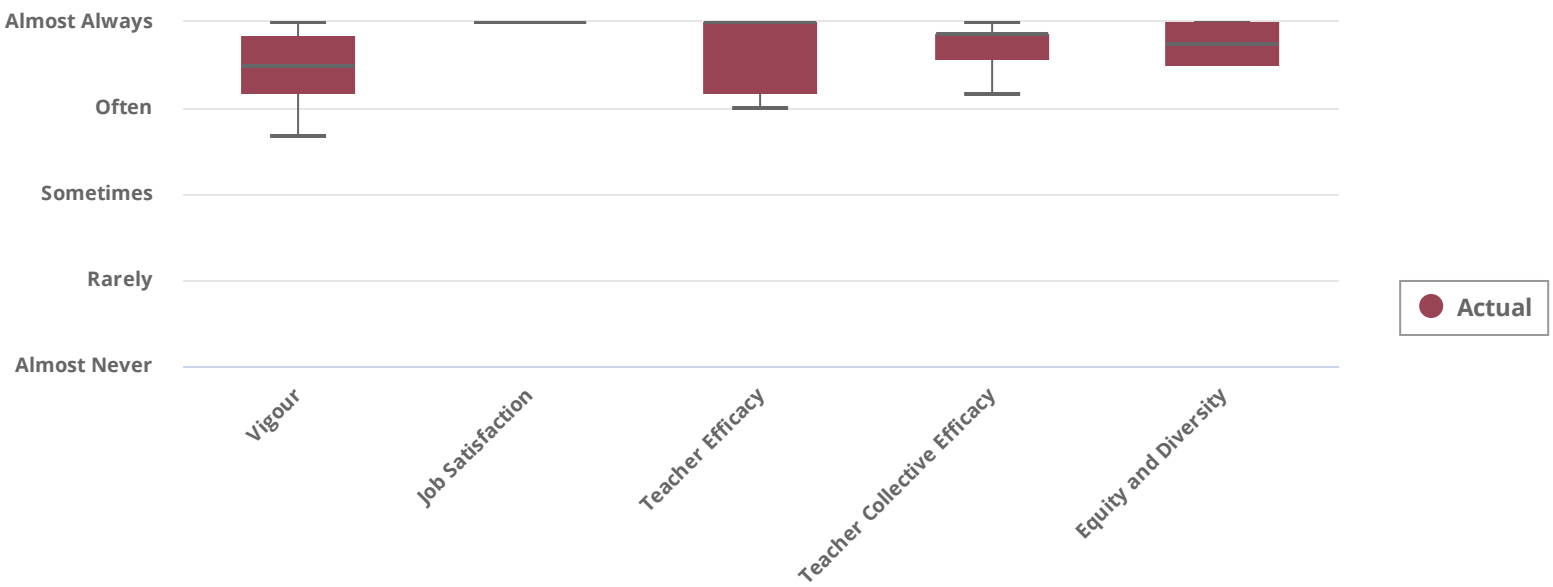
Means for each construct. Categories with less than four responses have been omitted.



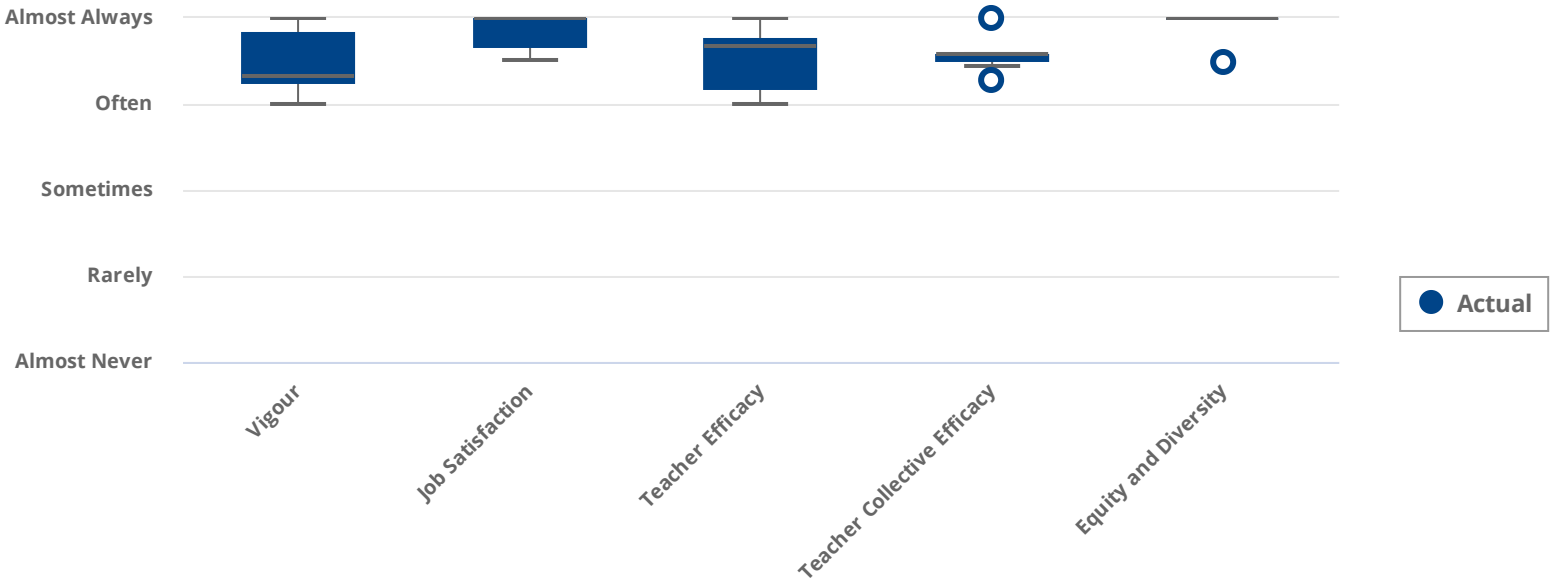
Work Engagement, Efficacy and Satisfaction: By Teaching Experience

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

Category:
0 to 5 years (N=5)

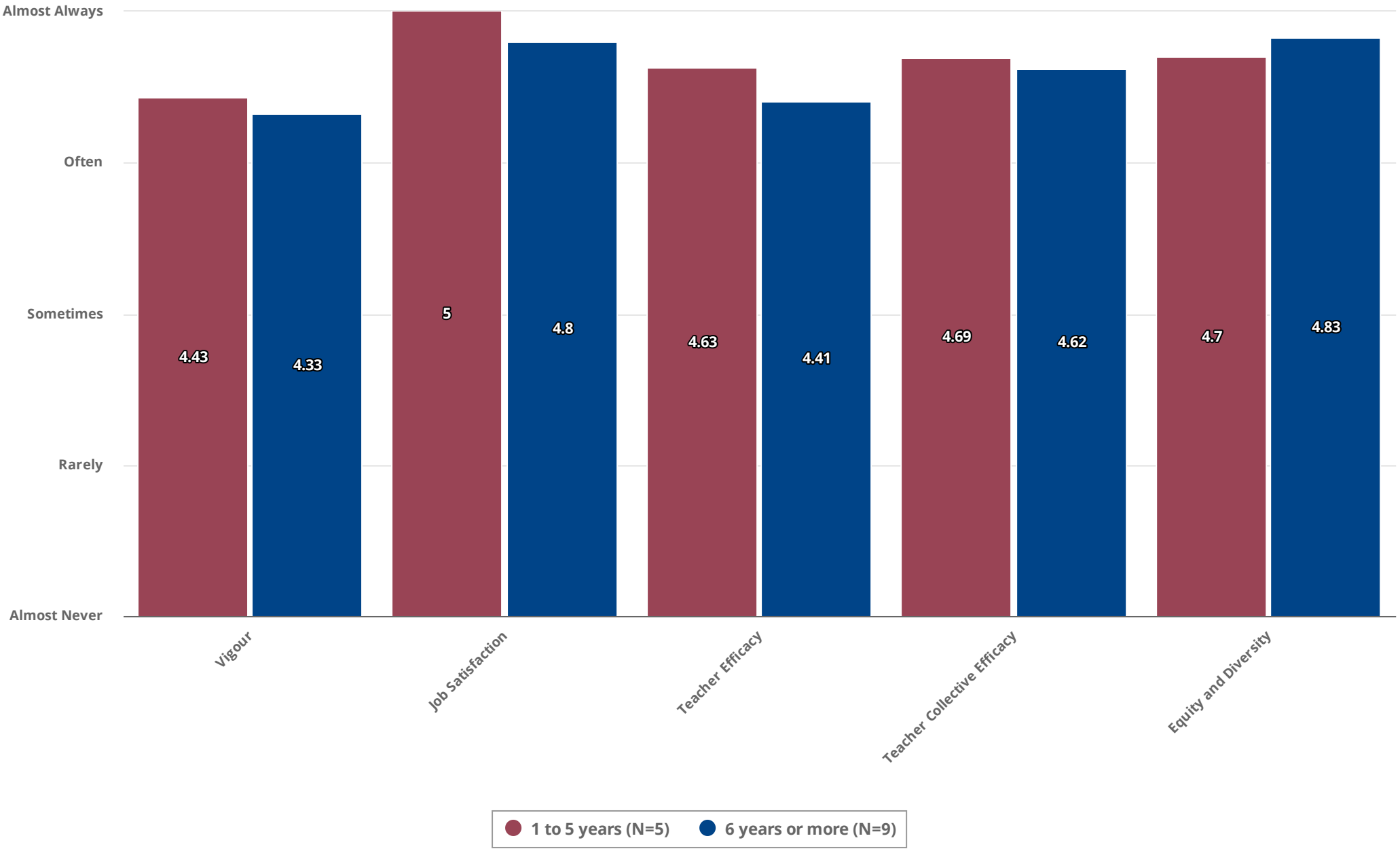


Category:
21 years or more (N=7)



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

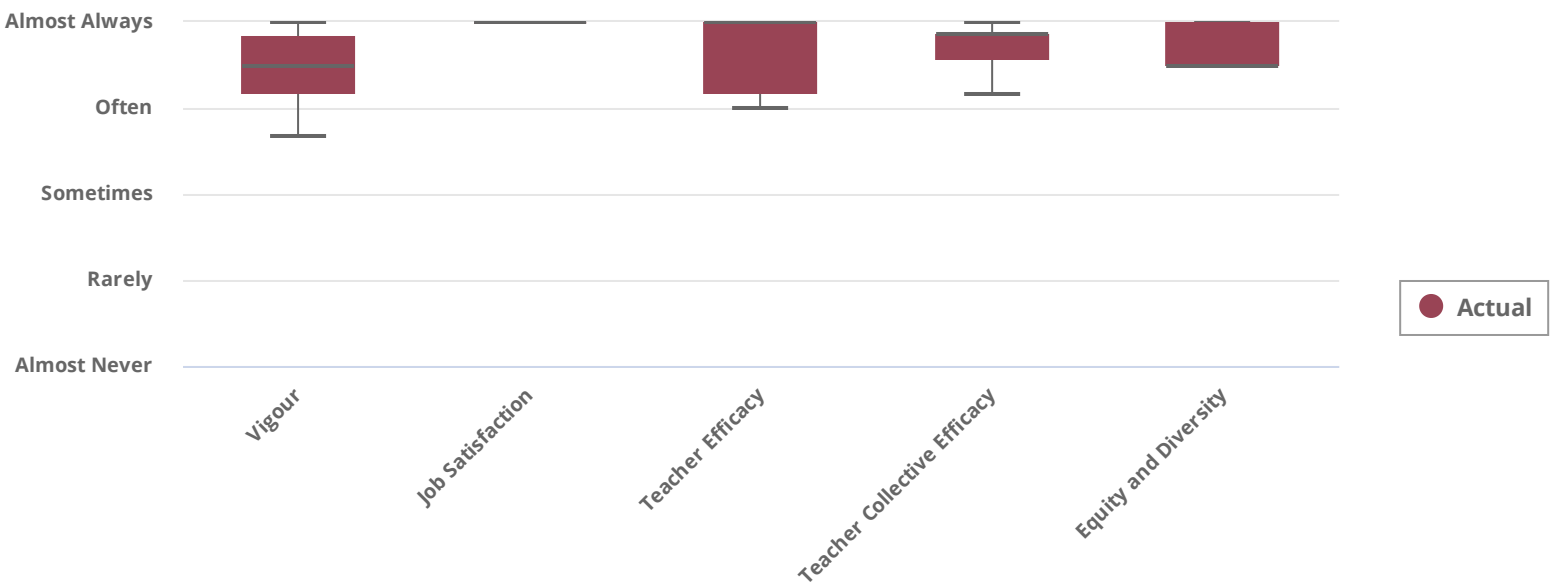
Means for each construct. Categories with less than four responses have been omitted.



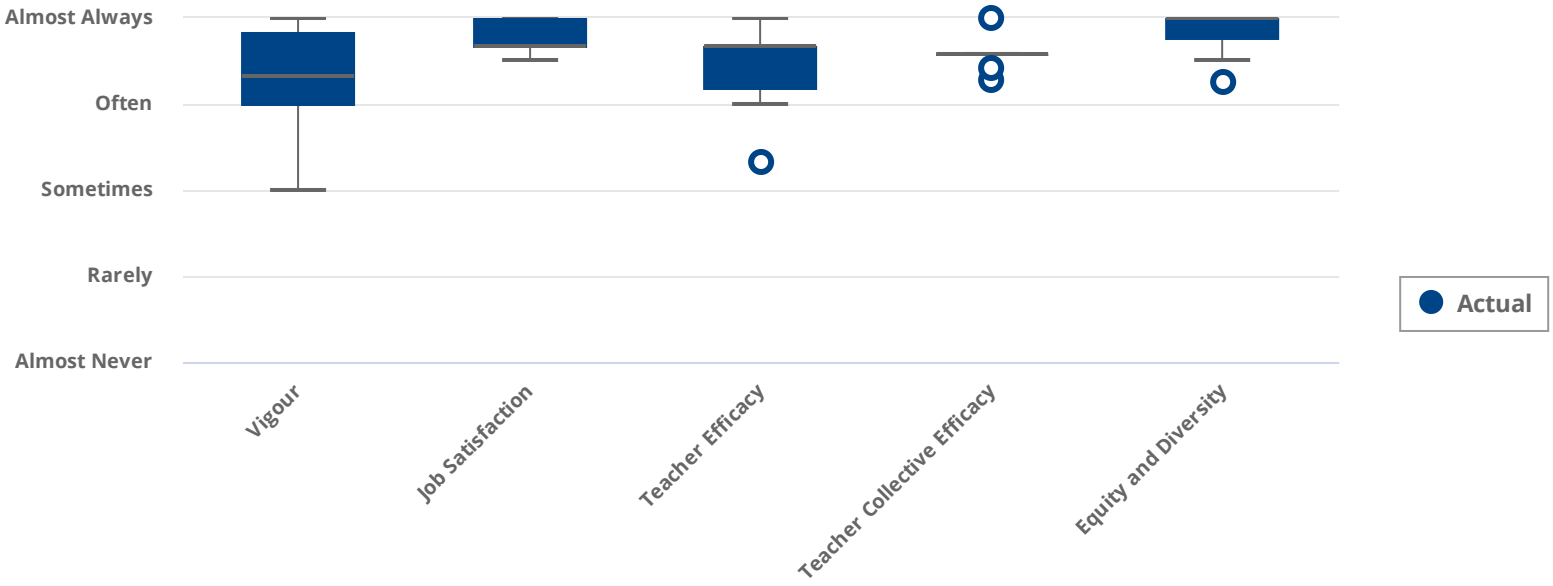
Work Engagement, Efficacy and Satisfaction: By Years at the School

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

Category:
1 to 5 years (N=5)

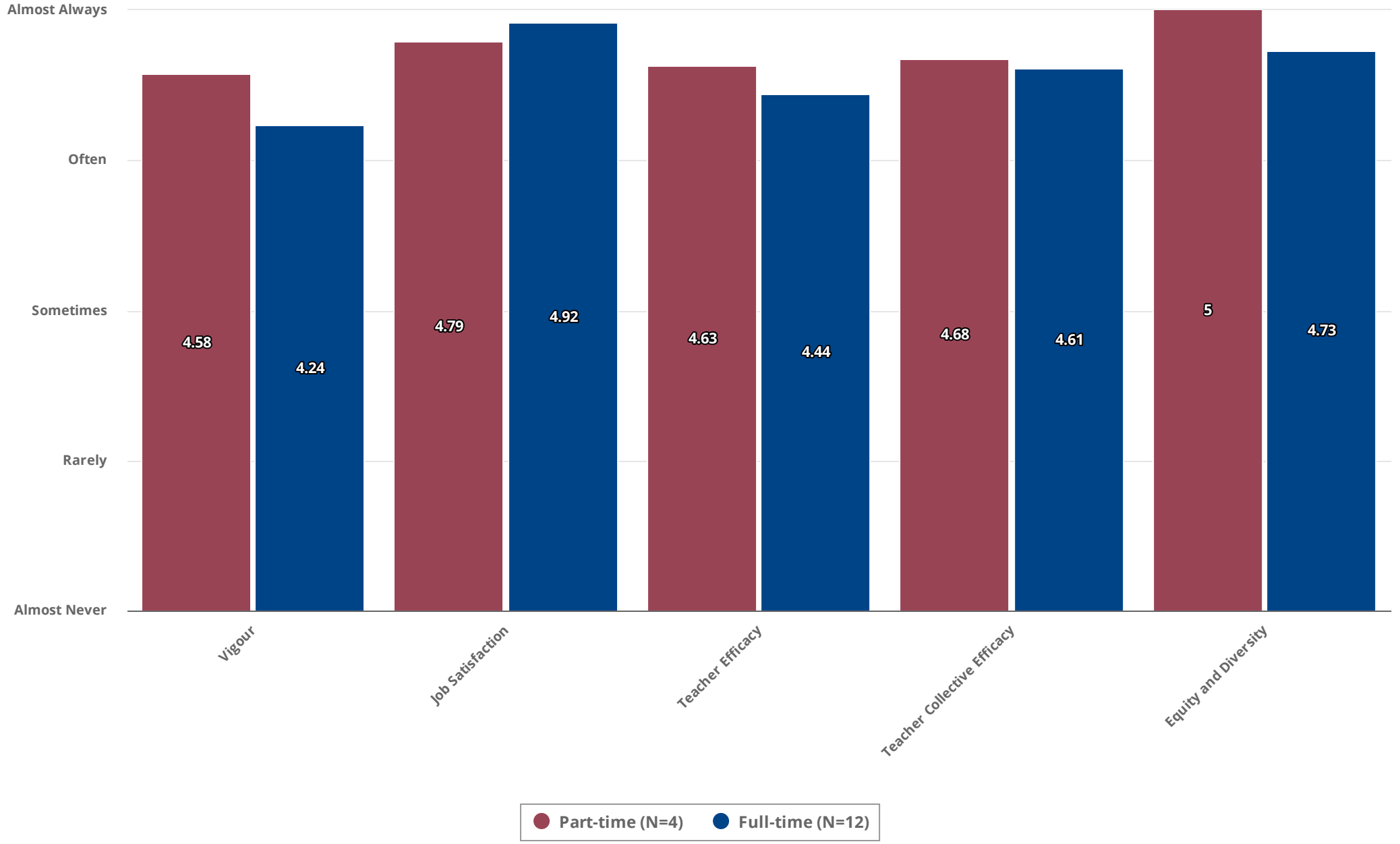


Category:
6 years or more (N=9)



Work Engagement, Efficacy and Satisfaction: By Time Fraction

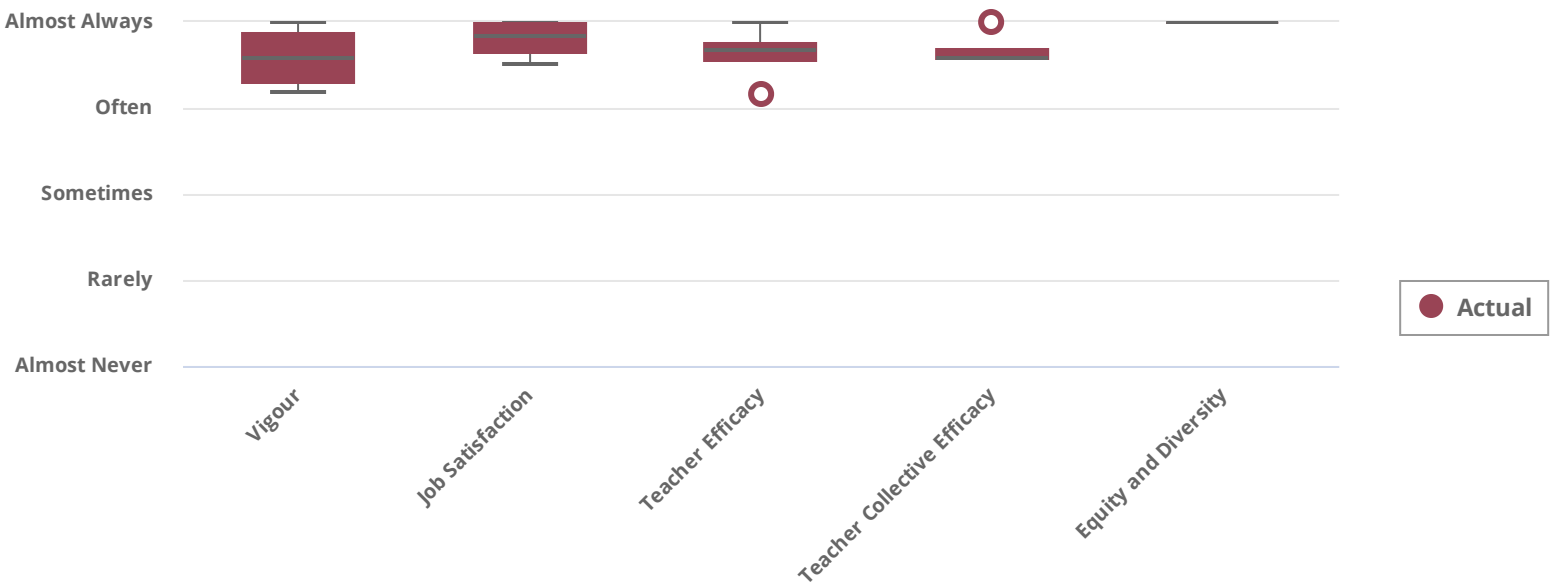
Means for each construct. Categories with less than four responses have been omitted.



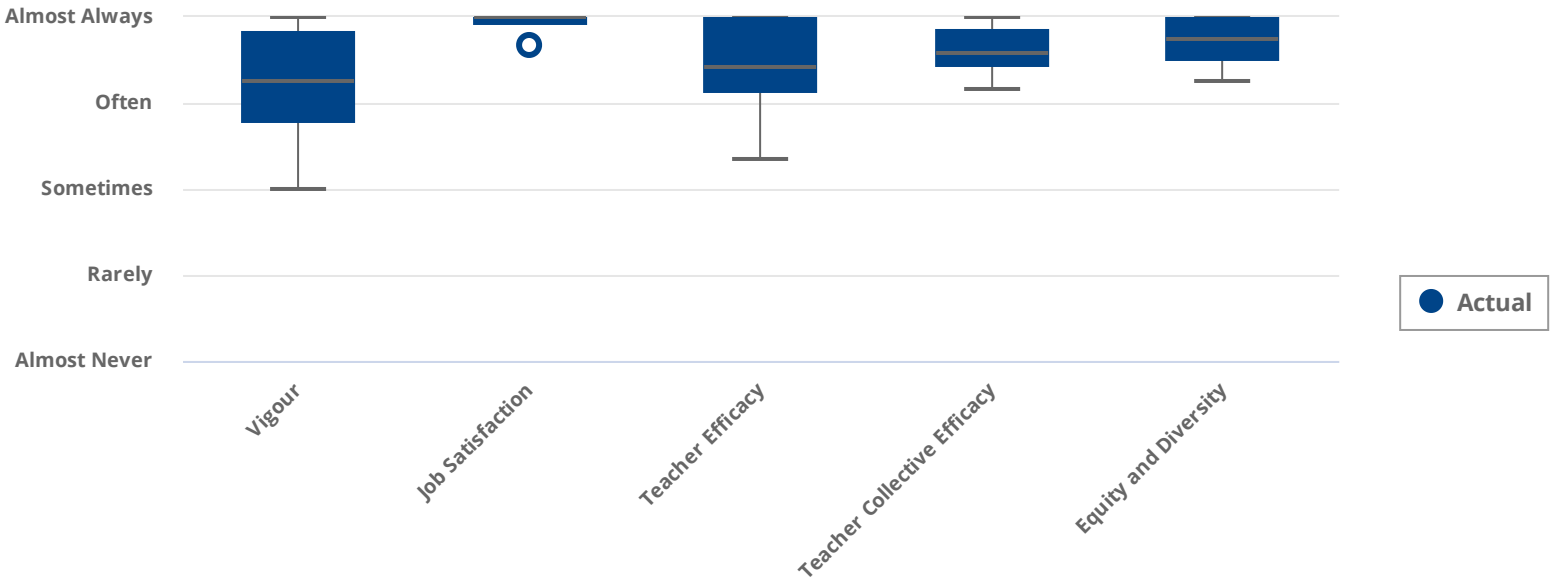
Work Engagement, Efficacy and Satisfaction: By Time Fraction

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

Category:
Part-time (N=4)

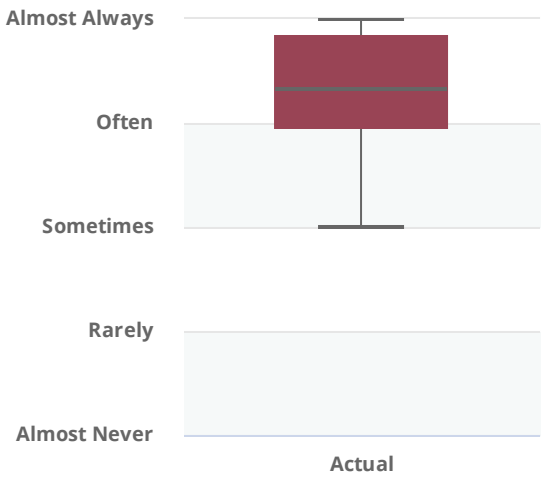


Category:
Full-time (N=12)



Vigour

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



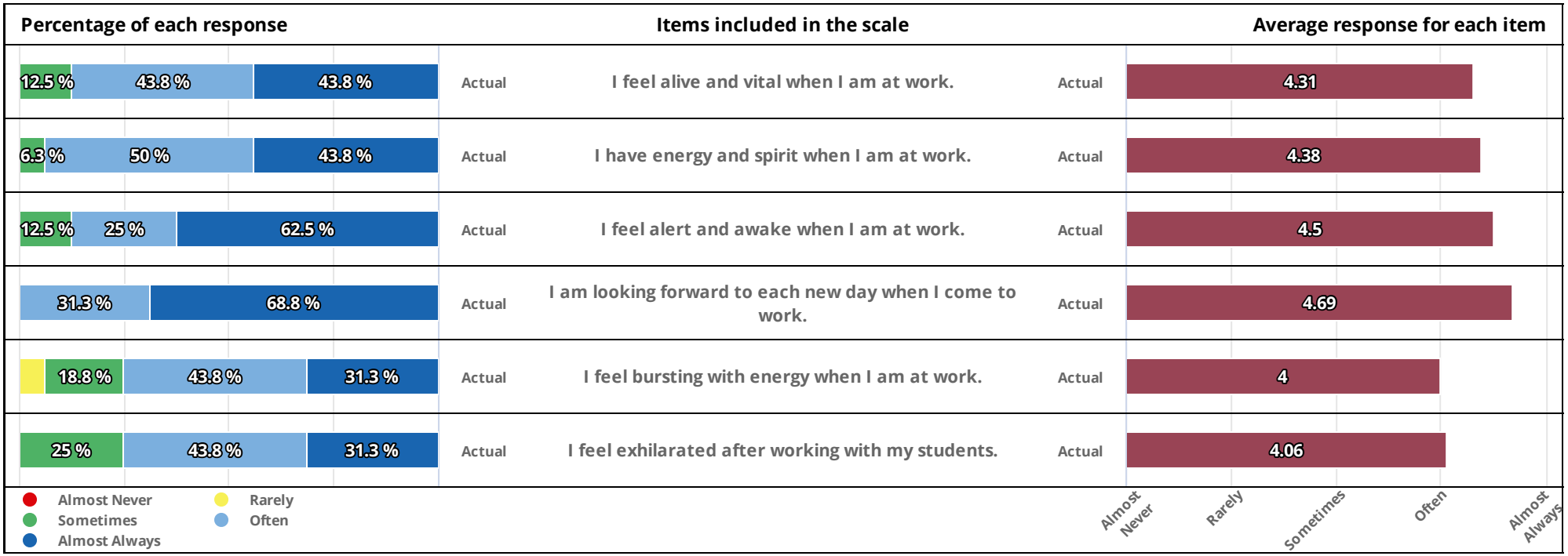
Mean and Standard Deviation: For the actual version, the average item mean for the Vigour scale, was 4.32 with a standard deviation of 0.59.

Median Value (--): For the actual version, the median average item mean was 4.33.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 3.

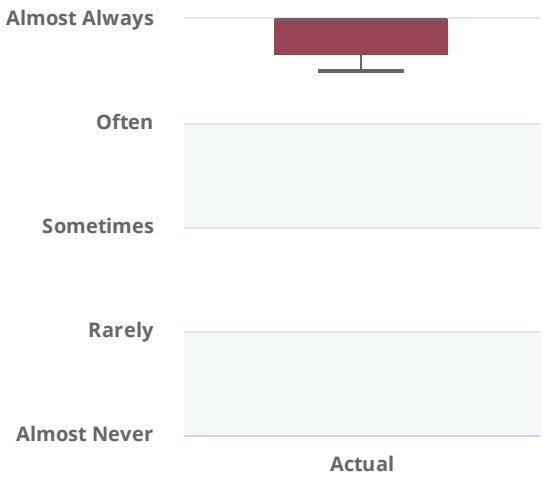
For the actual version, 50% of average item means fell between 3.96 and 4.83.

Note these figures do not include some extreme outliers.



Job Satisfaction

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



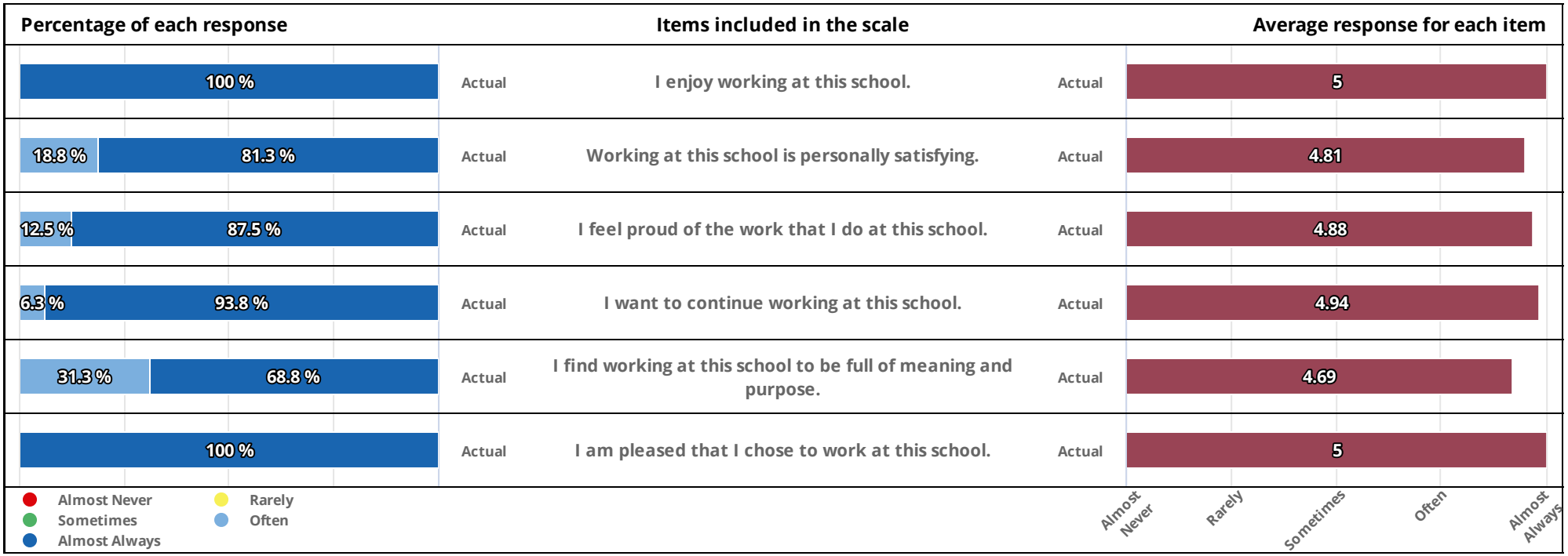
Mean and Standard Deviation: For the actual version, the average item mean for the Job Satisfaction scale, was 4.89 with a standard deviation of 0.18.

Median Value (--): For the actual version, the median average item mean was 5.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 4.5.

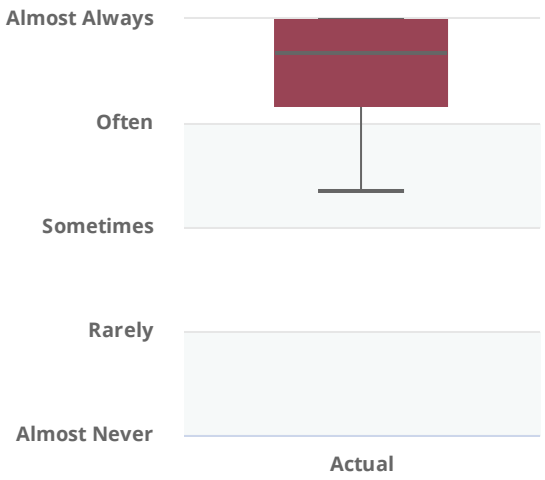
For the actual version, 50% of average item means fell between 4.67 and 5.

Note these figures do not include some extreme outliers.



Teacher Efficacy

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



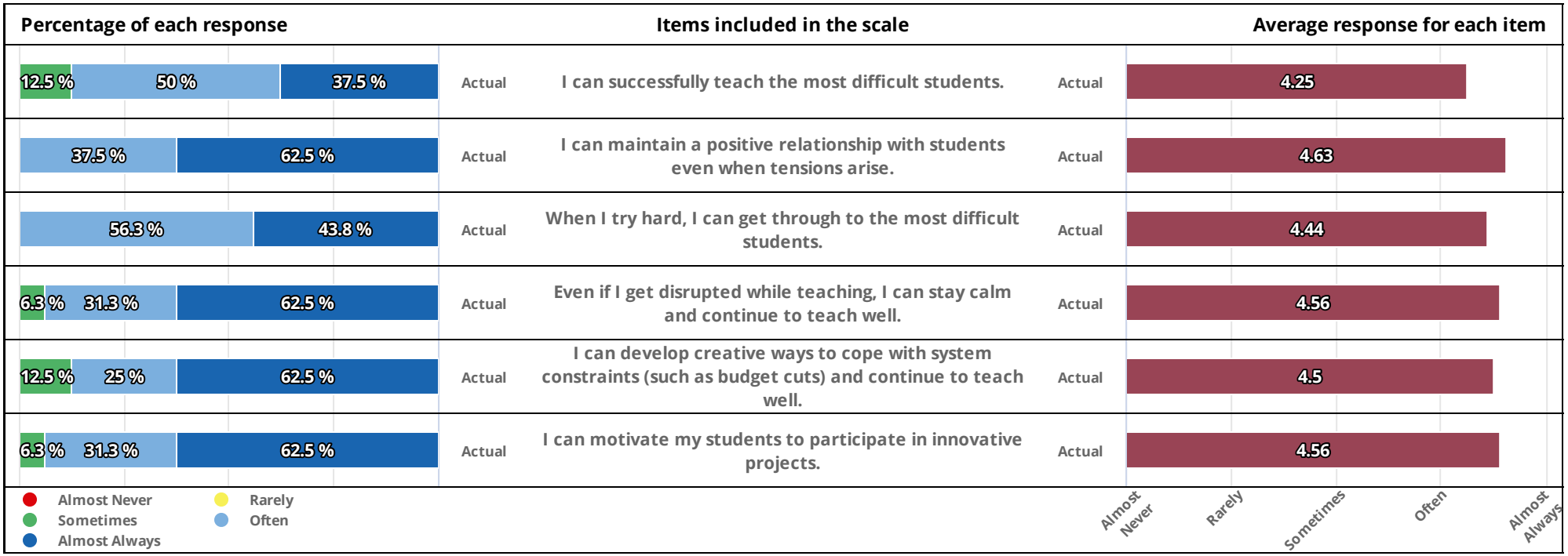
Mean and Standard Deviation: For the actual version, the average item mean for the Teacher Efficacy scale, was 4.49 with a standard deviation of 0.5.

Median Value (--): For the actual version, the median average item mean was 4.67.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 3.33.

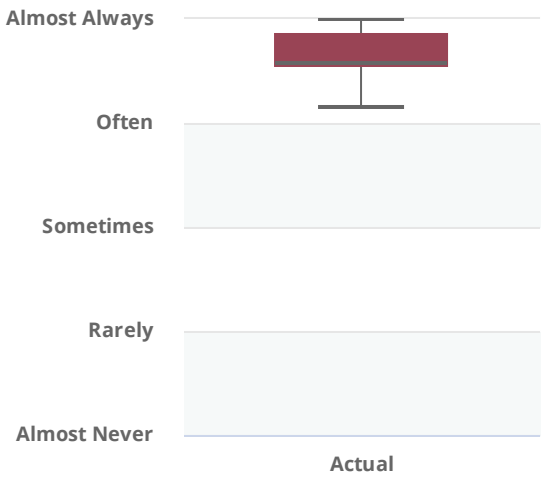
For the actual version, 50% of average item means fell between 4.17 and 5.

Note these figures do not include some extreme outliers.



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.



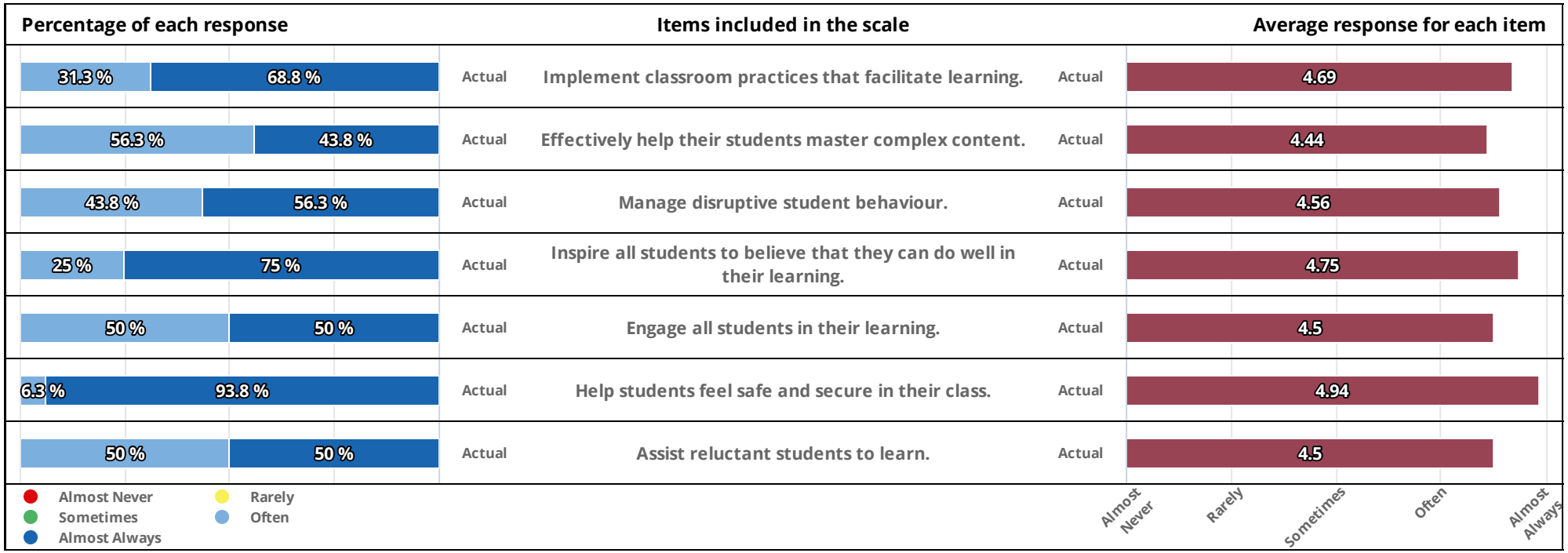
Mean and Standard Deviation: For the actual version, the average item mean for the Teacher Collective Efficacy scale, was 4.63 with a standard deviation of 0.26.

Median Value (--): For the actual version, the median average item mean was 4.57.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 4.14.

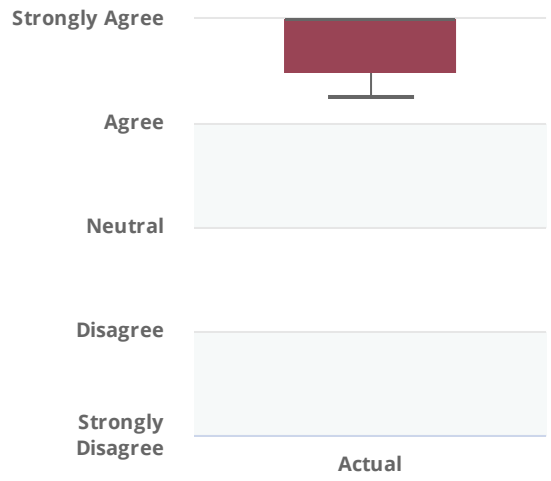
For the actual version, 50% of average item means fell between 4.54 and 4.86.

Note these figures do not include some extreme outliers.



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.



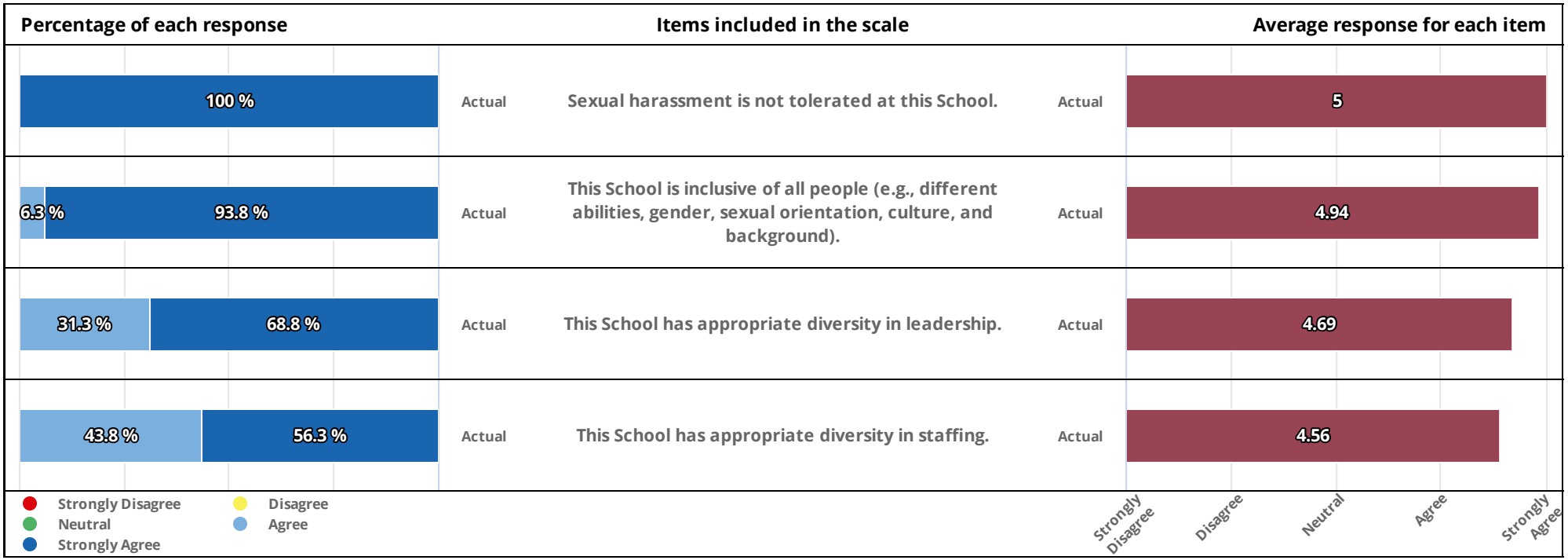
Mean and Standard Deviation: For the actual version, the average item mean for the Equity and Diversity scale, was 4.8 with a standard deviation of 0.26.

Median Value (--): For the actual version, the median average item mean was 5.

Range: For the actual version, the maximum average item mean was 5 and the minimum was 4.25.

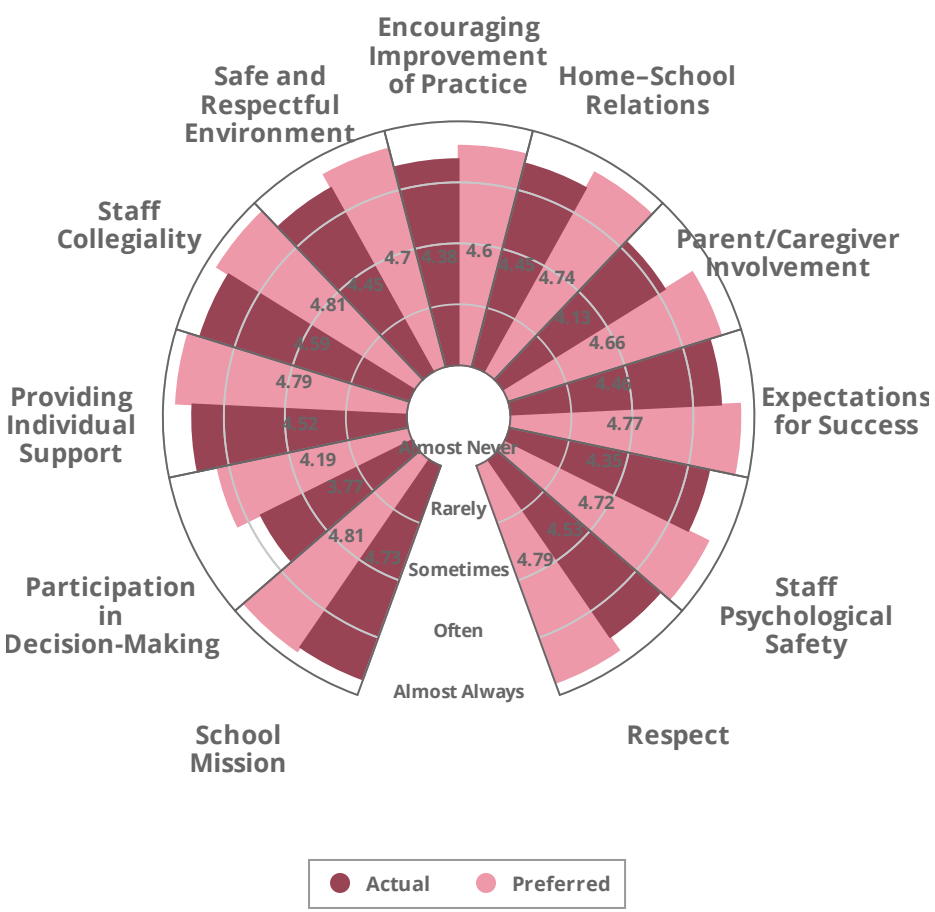
For the actual version, 50% of average item means fell between 4.5 and 5.

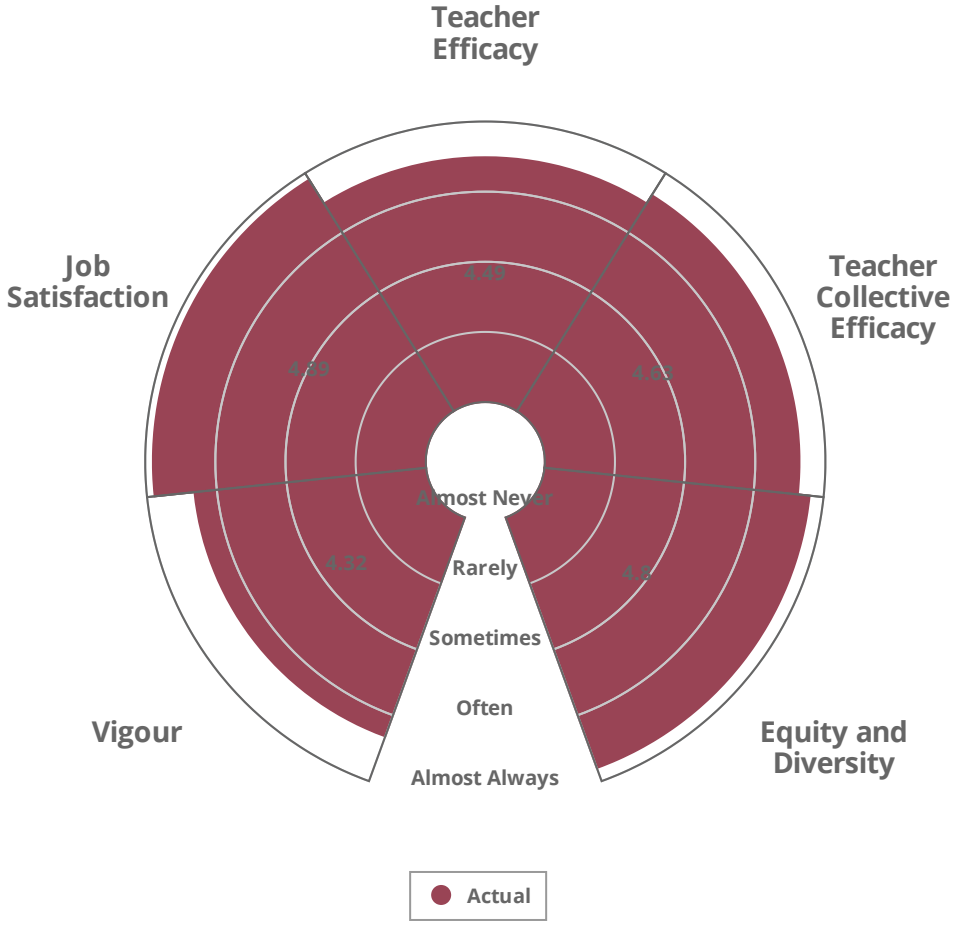
Note these figures do not include some extreme outliers.



Overview

Teachers: View of the Organisational Climate



Overview

Teachers: Work Engagement, Efficacy and Satisfaction