2024 Staff Climate Survey
Example College

SCHOOL
SURVEYS

The National School Surveys company is a division of Victorian Counselling & Psychological Services (VCPS). VCPS has been in operation for more than 25 years, providing mental health services to individuals, schools and organisations.

Our reliable and valid surveys are leading the way in assisting schools to facilitate improvement.

Our survey tools include:

Staff Climate Survey

Staff Well-being Survey

Parent Opinion Survey

Student Satisfaction Survey

Student Well-being Survey

Exiting Student Survey

Alumni Survey

Marketing Survey

Board Member Survey

Sustainable Schools Survey

Teacher Quality Survey

National School Surveys
62 Wellington Pde,
East Melbourne, VIC, 3002
Ph: (03) 9067 8855
Email: info@schoolsurveys.com.au
Web: www.schoolsurveys.com.au

2024 Staff Climate Survey Key Areas

1. Guidance and Support

This area measures whether staff members feel that they have access to support services within their school, and whether they feel that they are being supported with managing children's behaviour. In addition, this area assesses staff members' opinions of whether they are provided with sufficient guidance when engaging in unfamiliar tasks.

2. Goal Congruence

This area measures whether staff members feel that their values are in line with the school's values, and whether the school encourages them to meet their career goals. It also assesses whether staff look forward to continuing their work at the school.

3. Personal Development

This area measures whether staff members feel that the school focusses on their personal development. It assesses whether staff members believe that they have enough opportunities to participate in personal development activities, and whether the activities are enriching and worthwhile.

4. Morale

This area measures staff members' perceptions of the school atmosphere. It assesses whether staff members believe that there is a level of respect between teachers and non-teachers, whether there are high levels of energy within the school, and whether there is a sense of school spirit.

5. School Curriculum

This area measures whether staff members feel that the curriculum is innovative and caters to individual needs of children. It assesses staff members' opinions on the variety of subjects offered, the standard of schoolwork expected, and the appropriateness of class activities and homework.

6. School Environment

This area measures whether staff members feel that the school environment is comfortable and inviting to themselves and students. It assesses staff members' perceptions of school cleanliness, safety, equality, and students' pride and enjoyment with their school.

7. School Communication

This area measures staff members' perceptions of the school's communications. It assesses whether staff members feel that they are informed about school matters, whether their concerns are taken seriously, and whether there are opportunities for staff to become involved in decision-making processes.

2024 Staff Climate Survey Key Areas

8. Technology and Resources

This area measures staff members' perceptions of the technology and resources. It assesses whether staff members believe that the school is keeping up-to-date with advancements in technology, whether the resources are accessible and whether there are effective policies in place regarding students' use of technology.

9. Leadership and Management

This area measures staff members' perceptions of the school leadership and management. It assesses whether staff members believe that there is openness between school administrators and staff, whether there is effective leadership and direction, and whether issues are dealt with properly. It also considers the moral, ethical and civic values of the school.

10. Culture

This area measures whether staff members feel that there is a positive energy within the school, whether there is an open policy to discuss their concerns, and whether they feel that the students are well-behaved.

11. Engagement

This area measures staff members' engagement. It assesses whether staff feel that they are able to contribute to the decision-making process, whether the school encourages them to review their work, and whether they enjoy working with other staff members to make improvements in their work.

12. Empathy

This area measures whether staff members feel that the school is open and inviting, and whether the school listens to and understands their concerns. It also assesses staff members' perceptions of whether there is a strong ethic of care.

13. Comfort

This area measures staff members' perceptions regarding whether they have assistance from colleagues and management. It also assesses whether staff feel that the school provides support for them to improve their position.

14. Welfare

This area measures whether staff members feel that the school focusses on their well-being, and whether there are policies in place regarding workplace bullying. It also assesses whether staff members believe that they have opportunities to participate in professional development activities that focus on well-being.

Introduction

Research indicates a strong positive correlation between staff satisfaction and a school's operations. Staff members' perceptions of school climate are important in understanding ways to improve school morale, reputation, productivity and atmosphere.

A positive school environment empowers members of the school community to contribute to the ongoing improvement of the school. The Staff Climate Survey is designed to provide schools with data useful for fostering a positive learning and working environment that promotes academic success among all students. Initial assessment provides a baseline, and ongoing assessment helps to determine whether programs are effective at improving the school climate, and whether they continue to be relevant for schools over time.

Aims of Staff Climate Survey

The survey aims to:

- Demonstrate areas in your school where there are high levels of satisfaction, and areas in need of improvement;
- Report on school satisfaction for marketing and other purposes;
- Conduct 'like' comparisons of your school to similar schools (e.g., denomination, school size, vicinity, sector);
- Conduct year comparisons – compare one year to the next to identify changes and improvements; and
- Make comparisons across stakeholders (e.g., parents, staff, students, school executives).

Our Staff Climate Survey is designed to assess the key areas of your school, review the findings, and make recommendations that will aim to improve the performance within your school.

Survey Development

The Staff Climate Survey has been developed by a team of professionals at National School Surveys. The process included conducting parent focus groups, discussion with teachers, staff, principals, and Board Members, distribution of written questions to parents and staff, text analysis of responses to open-ended questions, and identification of common themes. A pilot survey was then conducted, and following this, statistical analyses were performed to ensure reliability and validity of questions, and to develop a set of factors.

Our work over the years with schools has highlighted the varying views and perceptions among student, parent, staff, and school executive groups about what the school's priorities should be. Our surveying processes assist your school to take a new approach in assessing and understanding these areas so that you may tailor programs and services that are comprehensive, preventative, contemporary, student-centred, and results based.

Methodology

Staff members were provided with access to the Staff Climate Survey. Once staff completed the survey, the data were sent directly to National School Surveys for collation and analysis. Data were collated by researchers via a Statistical Package for Social Sciences (SPSS). Following this, the data are converted to a more meaningful form represented by tables and charts, and analysed by educational psychologists. The tables and charts are inserted into a report for schools to easily understand and interpret.

Statistical Analyses

The numerical data from the completed surveys were entered into SPSS. A preliminary inspection was conducted for pattern-marking as an indicator of non-genuine responses. Data were examined for normality, univariate and multivariate outliers, and multicollinearity. There were outliers for every scale and subscale; however, outliers were kept in the data file for analysis. Descriptive statistics of subscales and total scores were obtained. Following this, correlation coefficients between selected variables were calculated and analysed. Mean scores were then converted to percentages and calculated according to each key area as well as each item. Furthermore, these mean scores were analysed according to demographic variables.

2024 Benchmark Data

Your school has been compared with the overall National School Surveys data, which consists of a representative sample of 5,000 staff members in Australia who have completed the Staff Climate Survey. This sample has been selected based on demographical variables to ensure that it is representative of the general population of staff in Independent Schools within Australia. The information regarding the general population of staff in these schools within Australia has been obtained from the Australian Council of Educational Research (ACER) and the Australian Bureau of Statistics (ABS).

Example College's Summary

The table below presents demographic information about your school.

	Percent of respondents	Number of respondents
All respondents	100%	140
Males	36%	51
Females	64%	89
Full-time	75%	105
Part-time	22%	31
Casual	3%	4
Teacher	70%	98
Non-teacher	30%	42

Example College's Results (N=140) compared with National Benchmark (N=5,000)

Your school has been compared with the following benchmark:

- National Benchmark

The following tables display your school compared with the selected National School Surveys benchmark data. The following table presents the mean levels of **satisfaction** and **well-being** (as percentages) for your school according to the selected data. The final column identifies the percentage difference between your school and the selected benchmark. Green percentage scores indicate that your school is higher than the benchmark and red percentage scores indicate that your school's results are lower than the benchmark.

Please note that all data are fabricated in this Example Report.

Satisfaction Key Area	Benchmark	Example College Mean	Difference between Example College and National Benchmark
Guidance and Support	68%	65%	-3%
Goal Congruence	71%	76%	+5%
Personal Development	68%	71%	+3%
Morale	74%	70%	-4%
School Curriculum	70%	76%	+6%
School Environment	72%	70%	-2%
School Communication	70%	58%	-12%
Technology and Resources	65%	78%	+13%
Leadership and Management	68%	69%	+1%
AVERAGE OF SATISFACTION KEY AREAS	69%	71%	+2%

Well-being Key Area	Benchmark	Example College Mean	Difference between Example College and National Benchmark
Culture	73%	68%	-5%
Engagement	72%	70%	-2%
Comfort	75%	77%	+2%
Empathy	77%	72%	-5%
Welfare	70%	73%	+3%
AVERAGE OF WELL-BEING KEY AREAS	73%	72%	-1%

Example College's Results (N=140) compared with Selected Sample (N=3,000)

Your school has been compared with the following benchmark:

- All Independent Schools

The following tables display your school compared with the selected National School Surveys benchmark data. The following table presents the mean levels of **satisfaction** and **well-being** (as percentages) for your school according to the selected data. The final column identifies the percentage difference between your school and the selected benchmark. Green percentage scores indicate that your school is higher than the benchmark and red percentage scores indicate that your school's results are lower than the benchmark.

Please note that all data are fabricated in this Example Report.

Key Area	Benchmark	Example College Mean	Difference between Example College and Independent Schools
Guidance and Support	68%	65%	-3%
Goal Congruence	72%	76%	+4%
Personal Development	69%	71%	+2%
Morale	75%	70%	-5%
School Curriculum	72%	76%	+4%
School Environment	75%	70%	-5%
School Communication	70%	58%	-12%
Technology and Resources	65%	78%	+13%
Leadership and Management	69%	68%	-1%
AVERAGE OF SATISFACTION KEY AREAS	70%	71%	+1%

Well-being Key Area	Benchmark	Example College Mean	Difference between Example College and Independent Schools
Culture	70%	68%	-2%
Engagement	78%	70%	-8%
Comfort	78%	77%	-1%
Empathy	70%	72%	+2%
Welfare	75%	73%	-2%
AVERAGE OF WELL-BEING KEY AREAS	74%	72%	-2%

Executive Summary

Staff at Example College showed the highest levels of satisfaction with the areas of *Technology and Resources, Goal Congruence, School Curriculum,* and *Comfort*, and the lowest levels with the areas of *School Communication*, *Guidance and Support*, *Leadership and Management,* and *Culture.*

Compared with the overall benchmark, which consisted of 5,000 staff members' responses from staff across Australia, Example College was:

- 2% higher than the overall **satisfaction** benchmark of schools within Australia
- 1% lower than the overall **well-being** benchmark of schools within Australia

Example College was compared with specific benchmarks, which were those from Independent Schools, consisting of 3,000 staff from Independent Schools. Example College was:

- 1% higher than the overall **satisfaction** benchmark of Independent schools within Australia
- 2% lower than the overall **well-being** benchmark of Independent schools within Australia

The greatest sources of stress reported by staff at Example College were balancing family and work commitments (46% reported this as a main source of stress), and lack of consultation about decisions (32% reported this as a main source of stress). Overall, males and females displayed very similar ratings, whilst non-teachers displayed higher ratings than teachers (+4%).

The highest rated items were for: *'This school is kept clean and tidy'* (91%) and *'I enjoy working with other staff members'* (89%). The lowest rated items were for: '*I rarely have to bring work home to keep up with my responsibilities'* (56%) and *'This school enables me to take part in decision-making processes'* (52%).

The largest positive differences between Example College and Independent Schools were for: *'I feel supported if I need help with managing children's behaviour'* (+16%) and *'In times of uncertainty, there are staff members that I feel I can turn to'* (+12%). The largest negative differences between Example College and Independent Schools were for: *'Excellent opportunities are provided for staff to develop their skills'* (-18%) and *'This school offers opportunities for me to become involved in the decision-making processes'* (-15%).

Open-ended comments related to the following themes: communication between management and staff; being able to monitor students' use of technology; professional development opportunities for staff members; lack of recognition and support shown towards staff; and unrealistic expectations that the school places on.

Suggestions for improvement include: reviewing communication strategies within the school; providing support from management to improve work/life balance; enabling staff to become more involved in the decision-making processes; and reviewing professional development opportunities to ensure they are meeting staff members' needs.

Example College's Results

Please note that all data are fabricated in this Example Report.
Example College's results according to benchmarks are presented on the following pages for each of the key areas. In addition, the results from 'overall' questions are presented below. These questions aim to provide an overall snapshot of how staff members feel about their school.

The table below each chart shows the number of respondents who answered the following:
Strongly disagree, Disagree, Slightly disagree, Slightly agree, Agree, Strongly agree

Overall

- National Benchmark
- Example College Overall (N=140)
- Primary Campus (n=20)
- Middle School Campus (n=38)
- Secondary Campus (n=82)

I am happy with my decision to work at this school.
- 76%
- 73%
- 82%
- 72%
- 73%

I am a valued staff member at this school.
- 75%
- 67%
- 72%
- 68%
- 67%
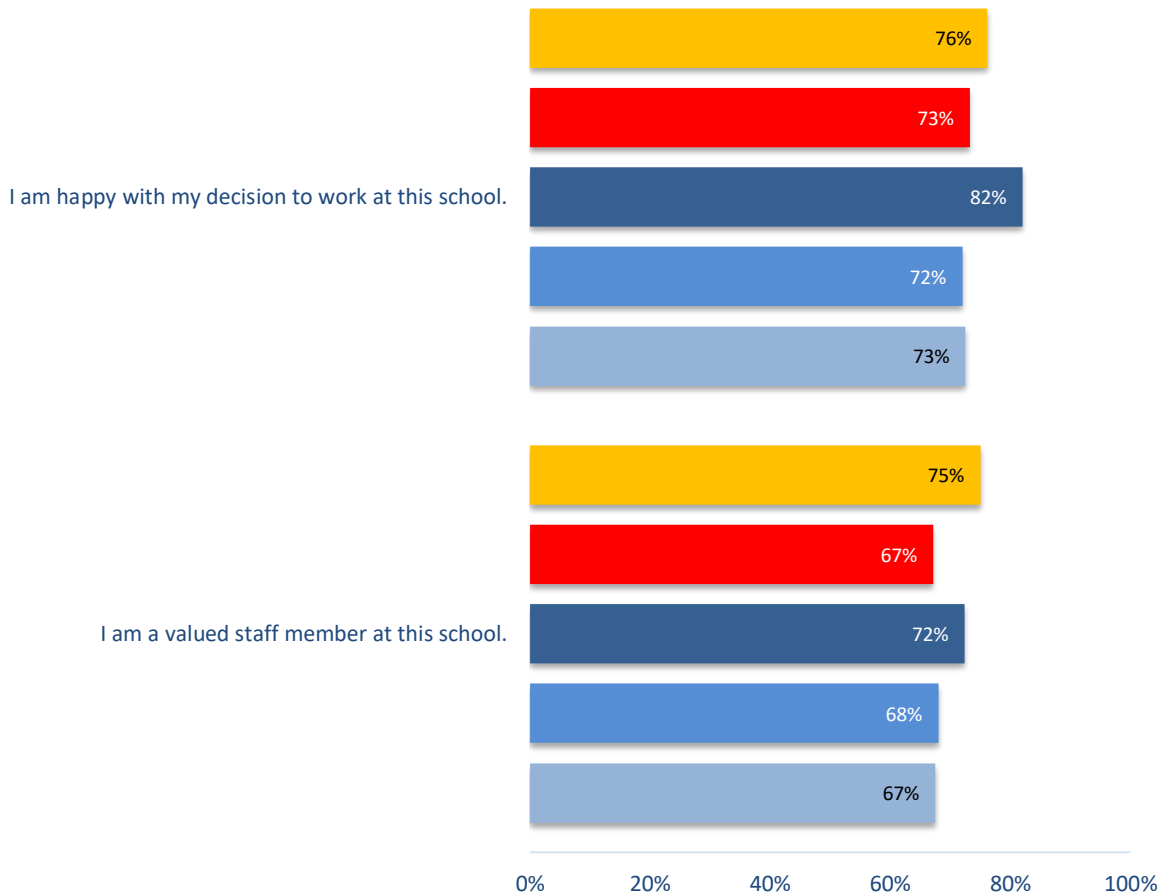
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
I am happy with my decision to work at this school.	0	2	2	1	7	20
I am a valued staff member at this school.	1	2	2	3	12	10

Guidance and Support

Legend:
- National Benchmark
- Example College Overall (N=140)
- Primary Campus (n=20)
- Middle School Campus (n=38)
- Secondary Campus (n=82)

Overall
- 68%
- 68%
- 66%
- 68%
- 60%

Staff support services are accessible and helpful.
- 69%
- 65%
- 63%
- 56%
- 55%

Staff members are recognised and rewarded for their efforts.
- 66%
- 67%
- 66%
- 53%
- 63%

I am provided with sufficient guidance if I am required to engage in tasks unfamiliar to me.
- 66%
- 62%
- 77%
- 68%
- 66%

I feel supported if I need help with managing children's behaviour.
- 77%
- 75%
- 62%
- 77%
- 46%

There are support mechanisms in school for me if I have worries about school issues.
- 62%
- 73%
- 66%
- 75%
- 62%

Health and well-being measures for staff are integrated into the existing structures and processes of the school.
- 66%
- 69%
- 61%
- 77%
- 66%

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
Staff support services are accessible and helpful.	0	21	30	46	38	17
Staff members are recognised and rewarded for their efforts.	6	35	27	30	34	14
I am provided with sufficient guidance if I am required to engage in tasks unfamiliar to me.	5	23	19	36	56	15
I feel supported if I need help with managing children's behaviour.	8	20	8	30	61	27
There are support mechanisms in school for me if I have worries about school issues.	10	23	19	36	59	17
Health and well-being measures for staff are integrated into the existing structures and processes of the school.	13	20	10	25	39	4

Goal Congruence

Overall
- 80%
- 79%
- 80%
- 73%
- 72%

I understand this school's objectives and goals.
- 85%
- 78%
- 83%
- 78%
- 76%

My goals are in line with the goals of this school.
- 82%
- 74%
- 77%
- 83%
- 78%

I look forward to continuing my work at this school in the future.
- 78%
- 83%
- 83%
- 78%
- 76%

I feel enthusiastic about my teaching.
- 74%
- 81%
- 81%
- 72%
- 73%

This school encourages me to strive to meet my career goals.
- 80%
- 81%
- 78%
- 55%
- 58%

0%   20%   40%   60%   80%   100%

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
I understand this school's objectives and goals.	1	7	9	14	93	37
My goals are in line with the goals of this school.	3	6	14	27	73	37
I look forward to continuing my work at this school in the future.	3	6	7	20	60	65
I feel enthusiastic about my teaching.	2	7	6	14	54	57
This school encourages me to strive to meet my career goals.	8	24	21	38	51	17

Personal Development

Legend:
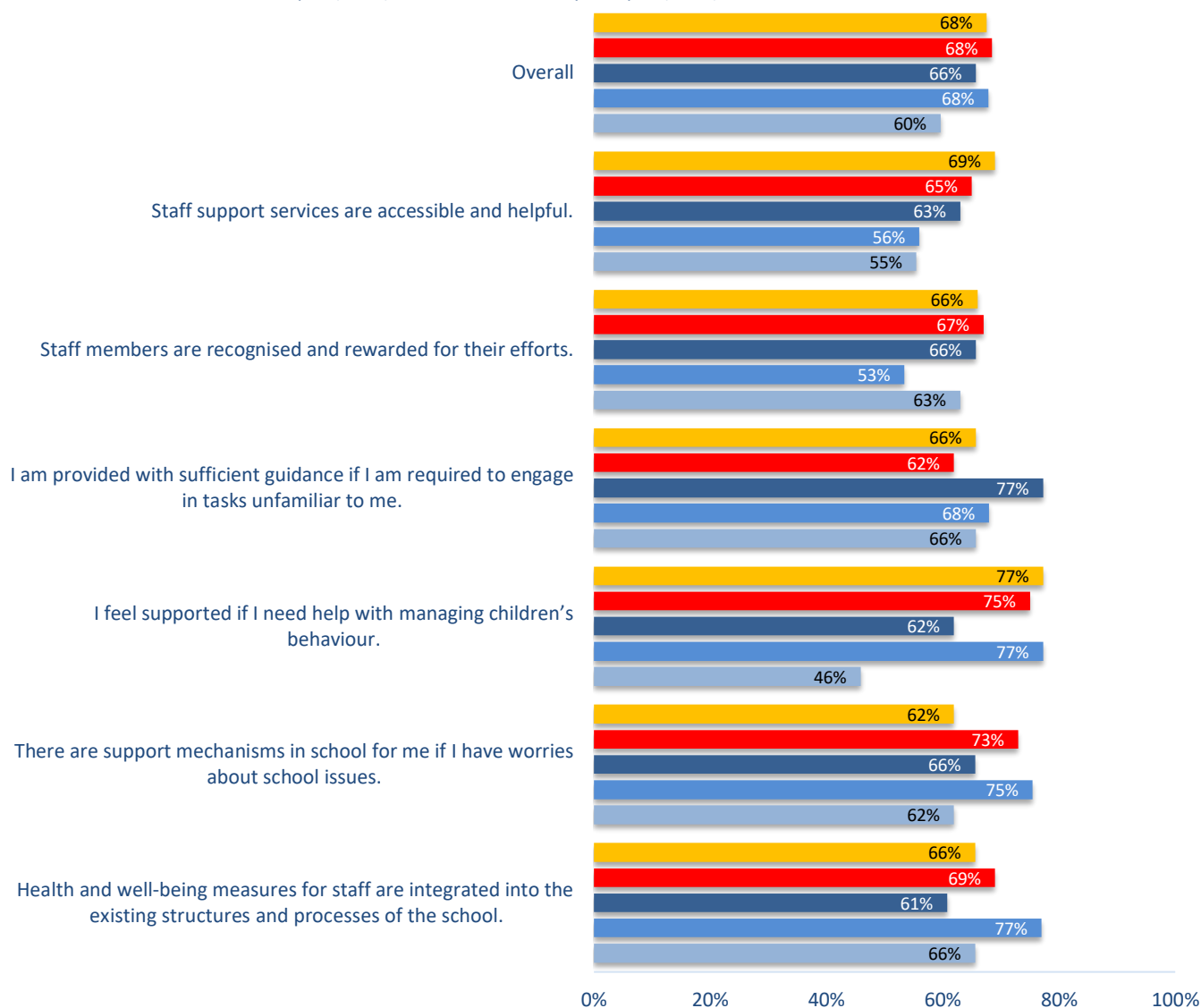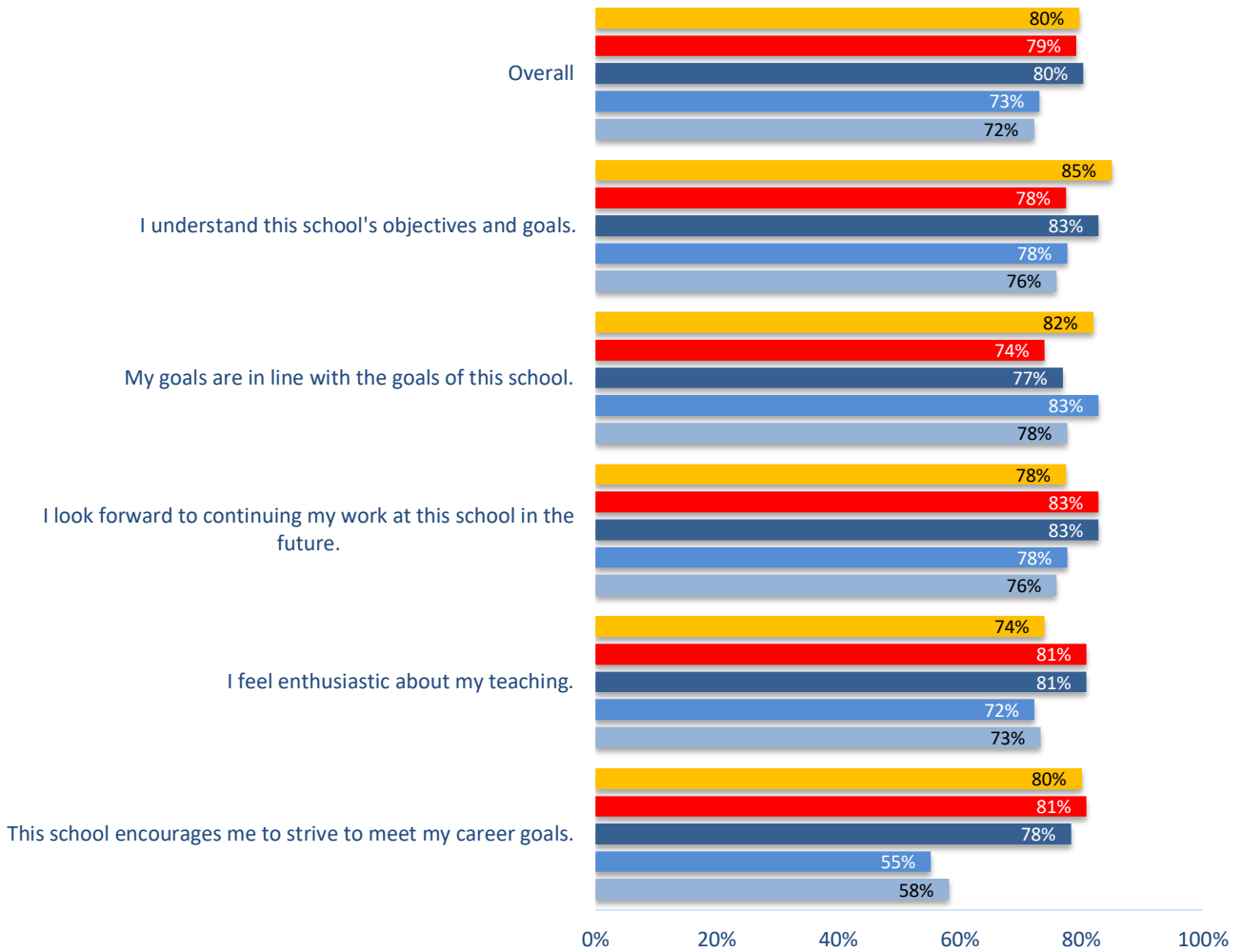- National Benchmark
- Example College Overall (N=140)
- Primary Campus (n=20)
- Middle School Campus (n=38)
- Secondary Campus (n=82)

Overall
- National Benchmark: 81%
- Example College Overall: 75%
- Primary Campus: 69%
- Middle School Campus: 85%
- Secondary Campus: 66%

I am encouraged to advance my career.
- National Benchmark: 88%
- Example College Overall: 73%
- Primary Campus: 71%
- Middle School Campus: 87%
- Secondary Campus: 67%

This school provides me with the opportunity to reach my full potential.
- National Benchmark: 79%
- Example College Overall: 74%
- Primary Campus: 53%
- Middle School Campus: 69%
- Secondary Campus: 49%

Personal development programs are enriching and of great benefit to me.
- National Benchmark: 72%
- Example College Overall: 73%
- Primary Campus: 74%
- Middle School Campus: 88%
- Secondary Campus: 70%

Excellent opportunities are provided for staff to develop their skills.
- National Benchmark: 78%
- Example College Overall: 72%
- Primary Campus: 64%
- Middle School Campus: 86%
- Secondary Campus: 61%

This school encourages participation in personal development activities.
- National Benchmark: 89%
- Example College Overall: 82%
- Primary Campus: 83%
- Middle School Campus: 92%
- Secondary Campus: 84%

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
I am encouraged to advance my career.	20	24	22	38	42	12
This school provides me with the opportunity to reach my full potential.	17	23	29	32	51	10
Personal development programs are enriching and of great benefit to me.	10	22	24	41	30	24
Excellent opportunities are provided for staff to develop their skills.	18	34	25	50	24	10
This school encourages participation in personal development activities.	13	28	20	53	36	11

Morale

Legend:
- National Benchmark
- Example College Overall (N=140)
- Primary Campus (n=20)
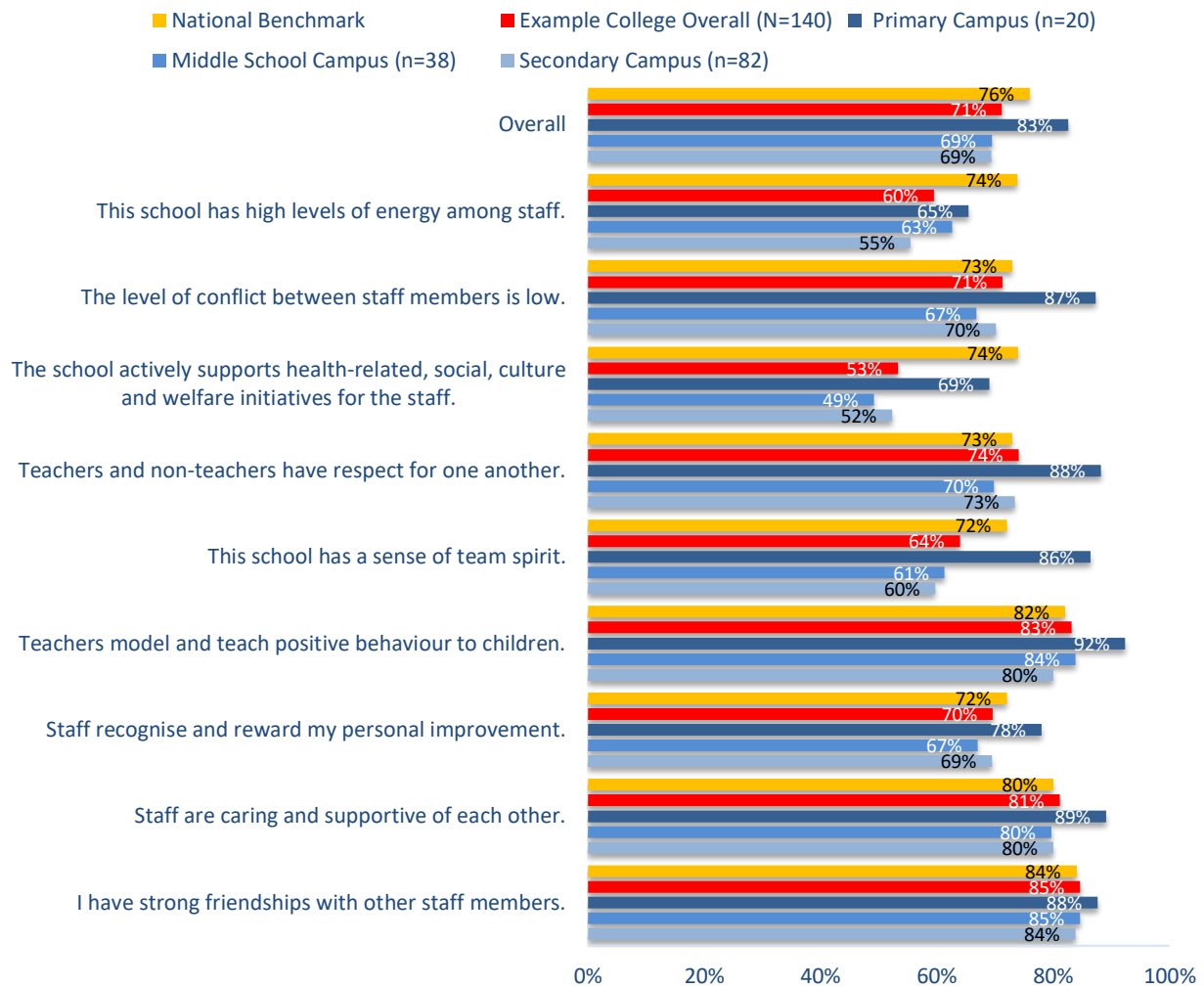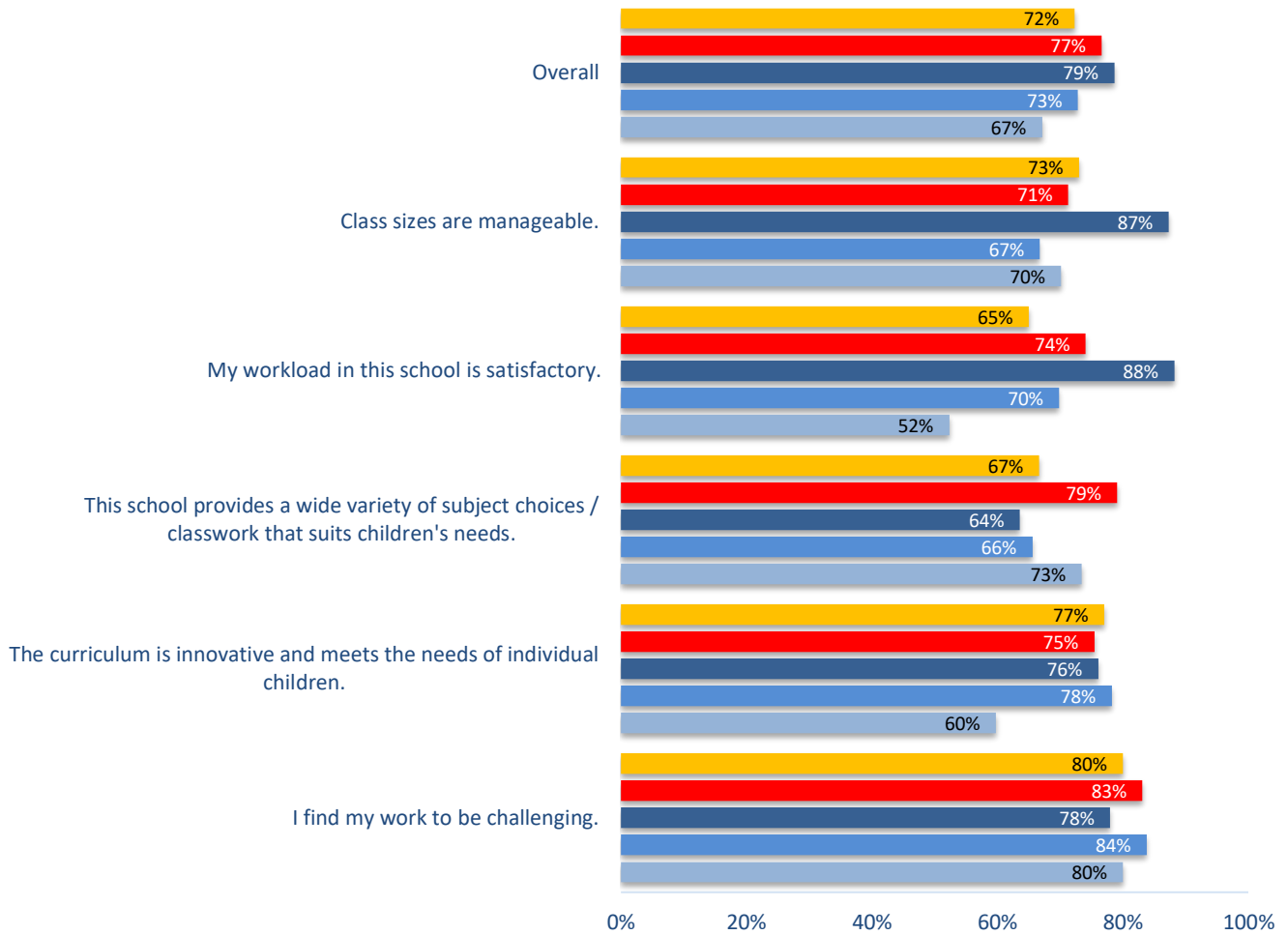- Middle School Campus (n=38)
- Secondary Campus (n=82)

Chart values:

Overall
- 76%
- 71%
- 83%
- 69%
- 69%

This school has high levels of energy among staff.
- 74%
- 60%
- 65%
- 63%
- 55%

The level of conflict between staff members is low.
- 73%
- 71%
- 87%
- 67%
- 70%

The school actively supports health-related, social, culture and welfare initiatives for the staff.
- 74%
- 53%
- 69%
- 49%
- 52%

Teachers and non-teachers have respect for one another.
- 73%
- 74%
- 88%
- 70%
- 73%

This school has a sense of team spirit.
- 72%
- 64%
- 86%
- 61%
- 60%

Teachers model and teach positive behaviour to children.
- 82%
- 83%
- 92%
- 84%
- 80%

Staff recognise and reward my personal improvement.
- 72%
- 70%
- 78%
- 67%
- 69%

Staff are caring and supportive of each other.
- 80%
- 81%
- 89%
- 80%
- 80%

I have strong friendships with other staff members.
- 84%
- 85%
- 88%
- 85%
- 84%

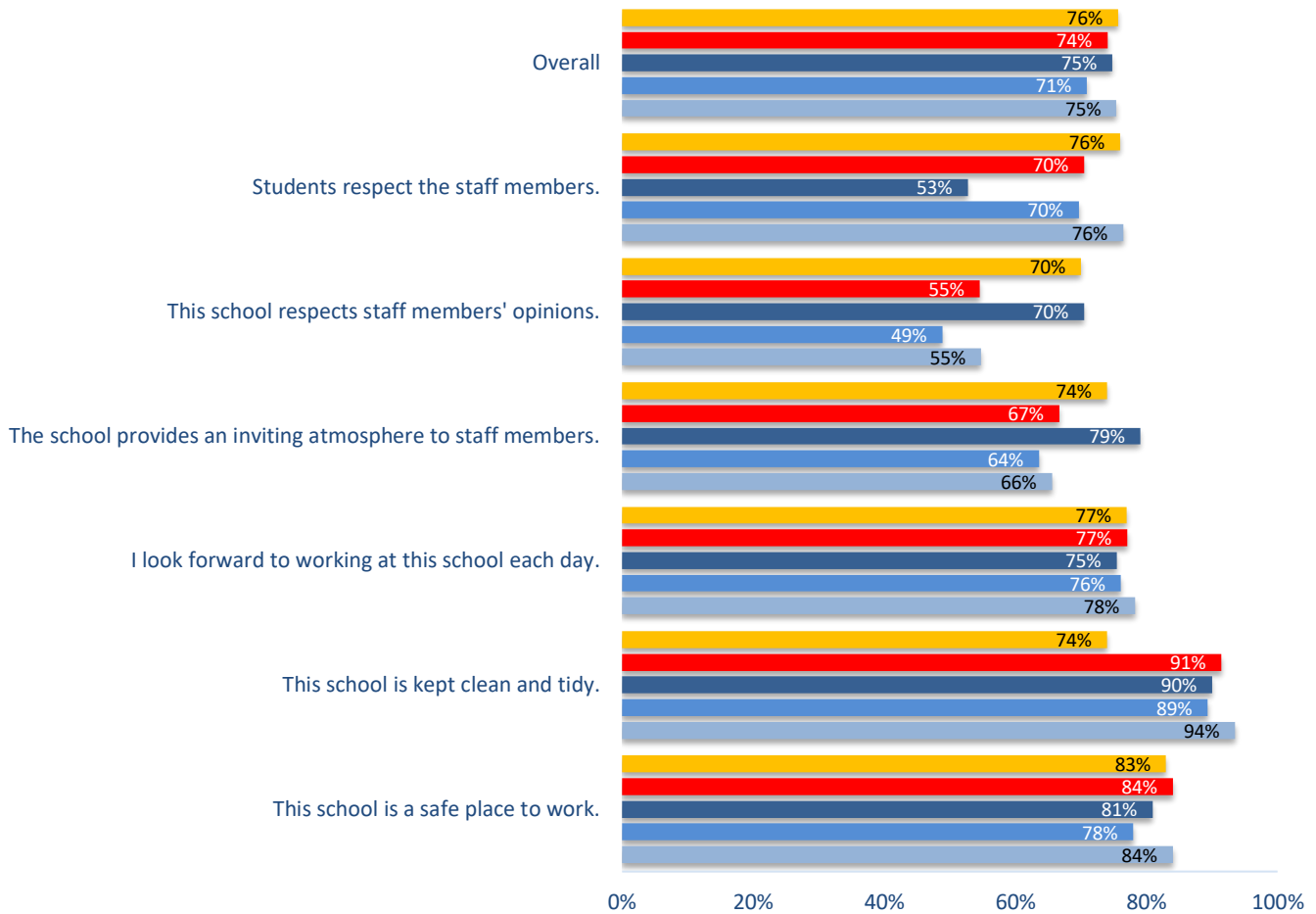|	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
This school has high levels of energy among staff.	6	14	28	55	46	12
The level of conflict between staff members is low.	1	5	22	29	72	25
The school actively supports health-related, social, culture and welfare initiatives for the staff.	13	22	22	48	40	7
Teachers and non-teachers have respect for one another.	6	7	10	27	68	44
This school has a sense of team spirit.	9	11	16	48	57	20
Teachers model and teach positive behaviour to children.	1	0	2	19	80	51
Staff recognise and reward my personal improvement.	2	11	9	45	63	24
Staff are caring and supportive of each other.	0	4	4	24	77	53
I have strong friendships with other staff members.	0	3	2	20	66	70

School Curriculum

Legend:
- National Benchmark
- Example College Overall (N=140)
- Primary Campus (n=20)
- Middle School Campus (n=38)
- Secondary Campus (n=82)

Overall
- National Benchmark: 72%
- Example College Overall: 77%
- Primary Campus: 79%
- Middle School Campus: 73%
- Secondary Campus: 67%

Class sizes are manageable.
- National Benchmark: 73%
- Example College Overall: 71%
- Primary Campus: 87%
- Middle School Campus: 67%
- Secondary Campus: 70%

My workload in this school is satisfactory.
- National Benchmark: 65%
- Example College Overall: 74%
- Primary Campus: 88%
- Middle School Campus: 70%
- Secondary Campus: 52%

This school provides a wide variety of subject choices / classwork that suits children's needs.
- National Benchmark: 67%
- Example College Overall: 79%
- Primary Campus: 64%
- Middle School Campus: 66%
- Secondary Campus: 73%

The curriculum is innovative and meets the needs of individual children.
- National Benchmark: 77%
- Example College Overall: 75%
- Primary Campus: 76%
- Middle School Campus: 78%
- Secondary Campus: 60%

I find my work to be challenging.
- National Benchmark: 80%
- Example College Overall: 83%
- Primary Campus: 78%
- Middle School Campus: 84%
- Secondary Campus: 80%

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
Class sizes are manageable.	17	19	19	22	47	16
My workload in this school is satisfactory.	17	19	29	30	55	9
This school provides a wide variety of subject choices / classwork that suits children's needs.	7	11	14	42	56	13
The curriculum is innovative and meets the needs of individual children.	8	9	21	33	51	18
I find my work to be challenging.	7	4	8	21	80	41

School Environment

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
Students respect the staff members.	7	4	15	23	87	19
This school respects staff members' opinions.	20	13	27	39	50	10
The school provides an inviting atmosphere to staff members.	5	11	23	31	70	22
I look forward to working at this school each day.	2	6	9	30	65	50
This school is kept clean and tidy.	1	2	0	6	43	107
This school is a safe place to work.	5	2	4	8	66	74

School Communication

Overall
- 71%
- 72%
- 80%
- 71%
- 69%

There is effective communication between teachers and Education Assistants.
- 69%
- 73%
- 81%
- 68%
- 63%

This school offers opportunities for me to become involved in the decision-making process.
- 72%
- 67%
- 83%
- 75%
- 70%

There is excellent communication within this school.
- 71%
- 77%
- 76%
- 70%
- 73%

0%   20%   40%   60%   80%   100%
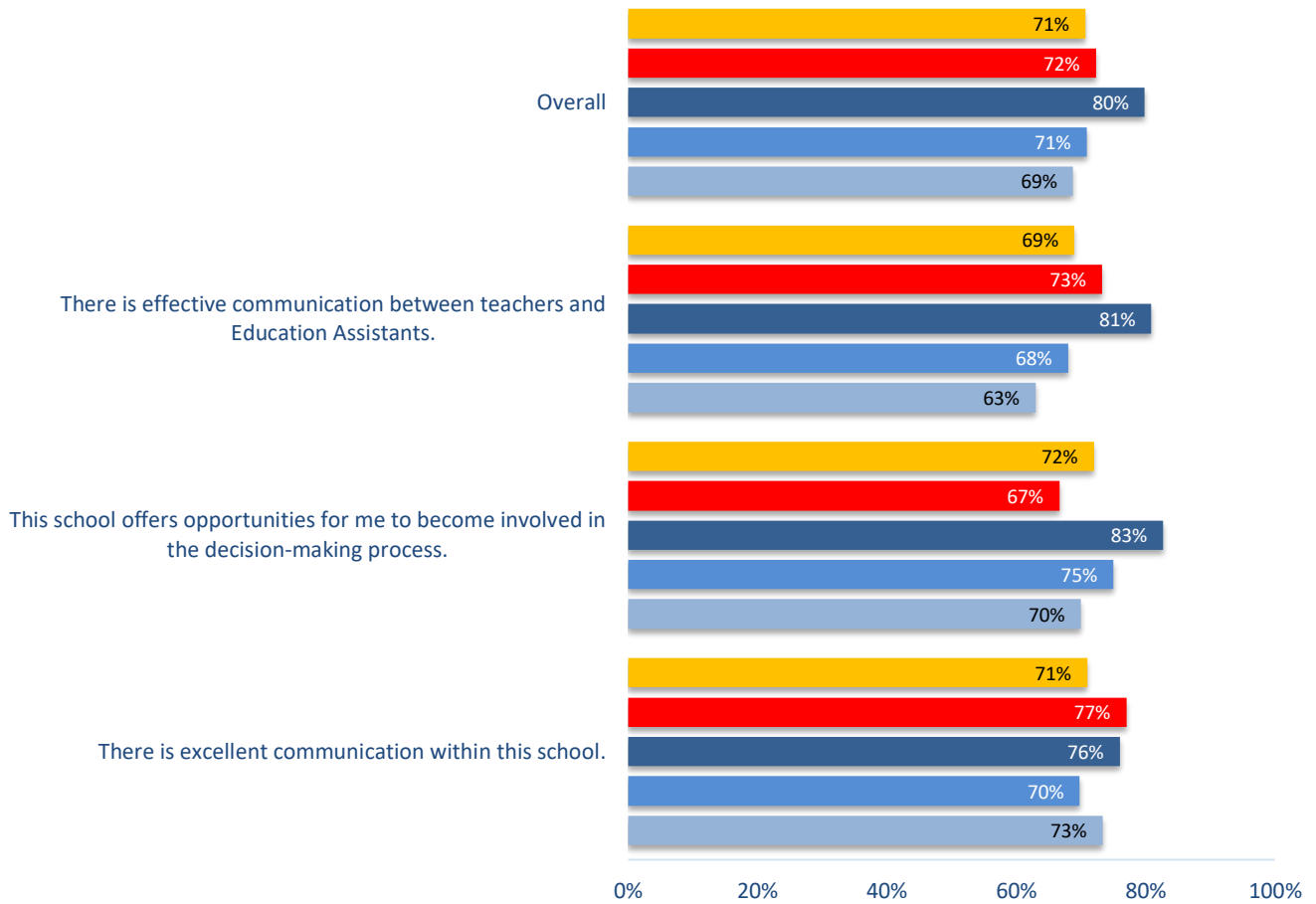
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
There is effective communication between teachers and non-teachers.	3	4	8	25	66	22
This school offers opportunities for me to become involved in the decision-making process.	23	32	25	34	29	7
There is excellent communication within this school.	18	31	26	40	38	6

Technology and Resources

Legend:
- National Benchmark
- Example School Overall (N=140)
- Primary Campus (n=20)
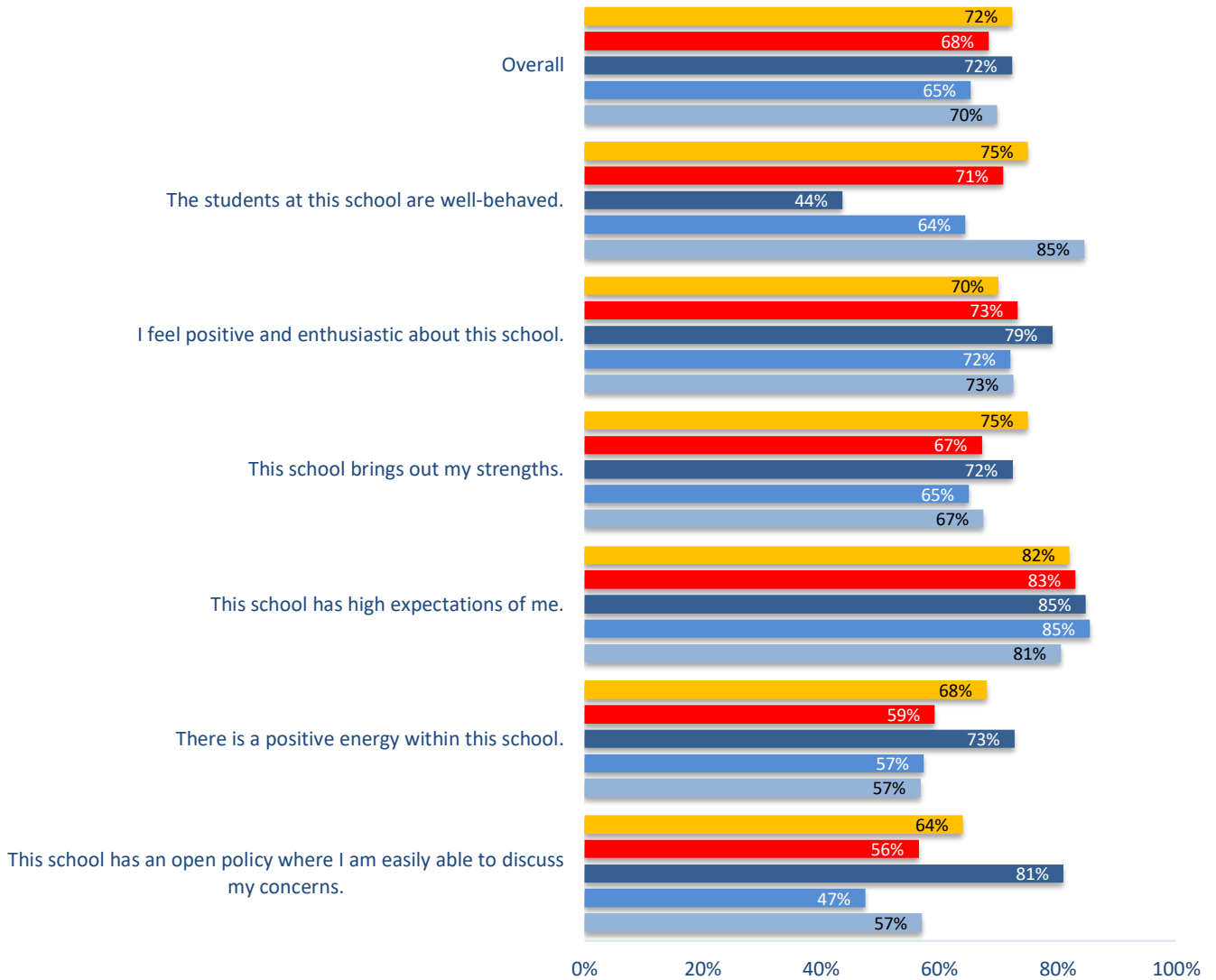- Middle School Campus (n=38)
- Secondary Campus (n=82)

Overall
- National Benchmark: 73%
- Example School Overall: 64%
- Primary Campus: 78%
- Middle School Campus: 69%
- Secondary Campus: 68%

The resources in this school are of high quality.
- National Benchmark: 73%
- Example School Overall: 59%
- Primary Campus: 81%
- Middle School Campus: 68%
- Secondary Campus: 67%

The computers and other resources are easily accessible.
- National Benchmark: 74%
- Example School Overall: 61%
- Primary Campus: 83%
- Middle School Campus: 75%
- Secondary Campus: 70%

I am able to monitor students' use of computers in an effective manner.
- National Benchmark: 73%
- Example School Overall: 74%
- Primary Campus: 76%
- Middle School Campus: 70%
- Secondary Campus: 73%

I am encouraged to keep up with advancing technology.
- National Benchmark: 72%
- Example School Overall: 64%
- Primary Campus: 74%
- Middle School Campus: 61%
- Secondary Campus: 60%

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
The resources in this school are of high quality.	3	2	9	28	82	29
The computers and other resources are easily accessible.	4	3	13	35	71	18
I am able to monitor students' use of computers in an effective manner.	11	16	23	29	32	7
I am encouraged to keep up with advancing technology.	5	15	10	45	64	13

Leadership and Management
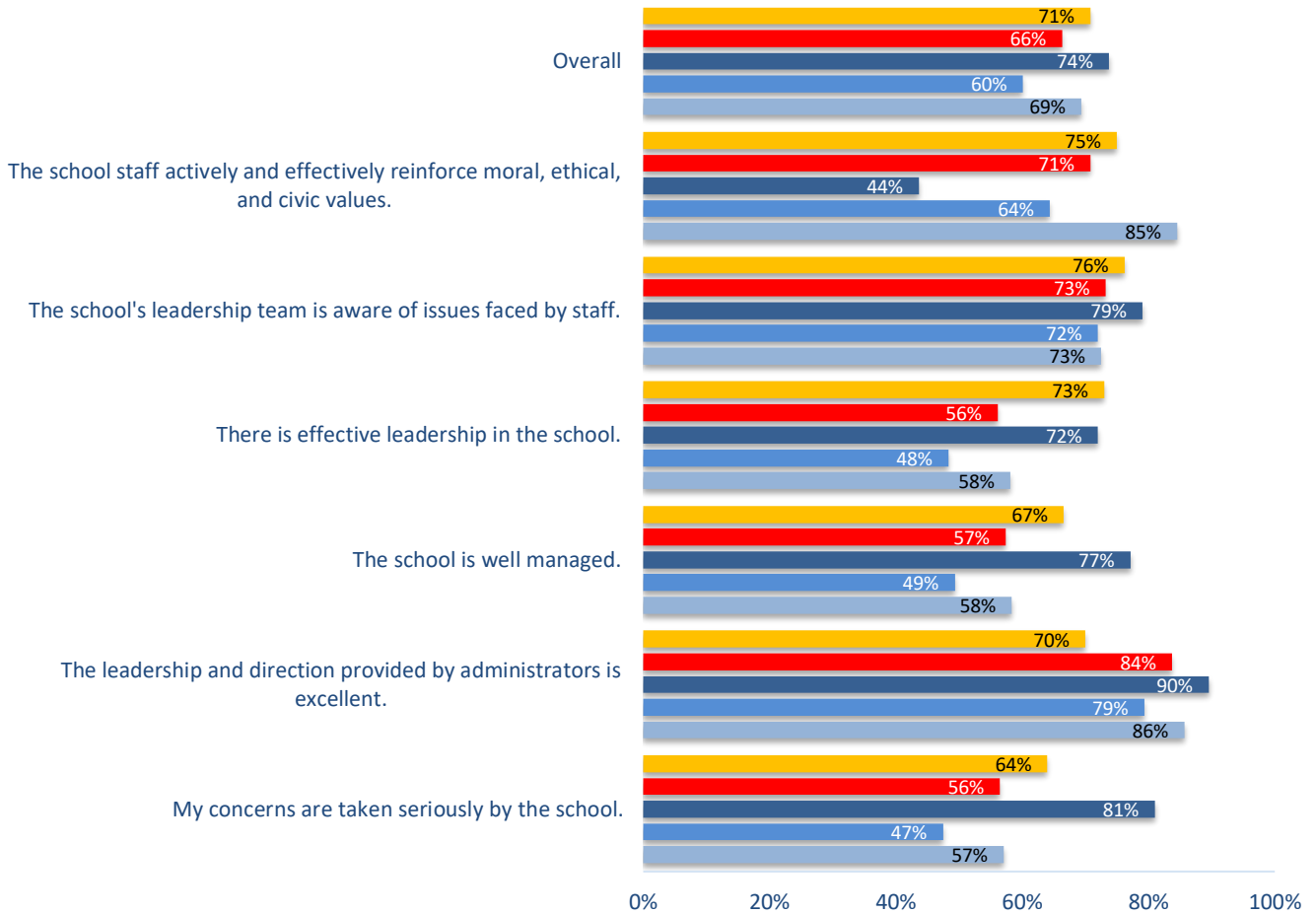
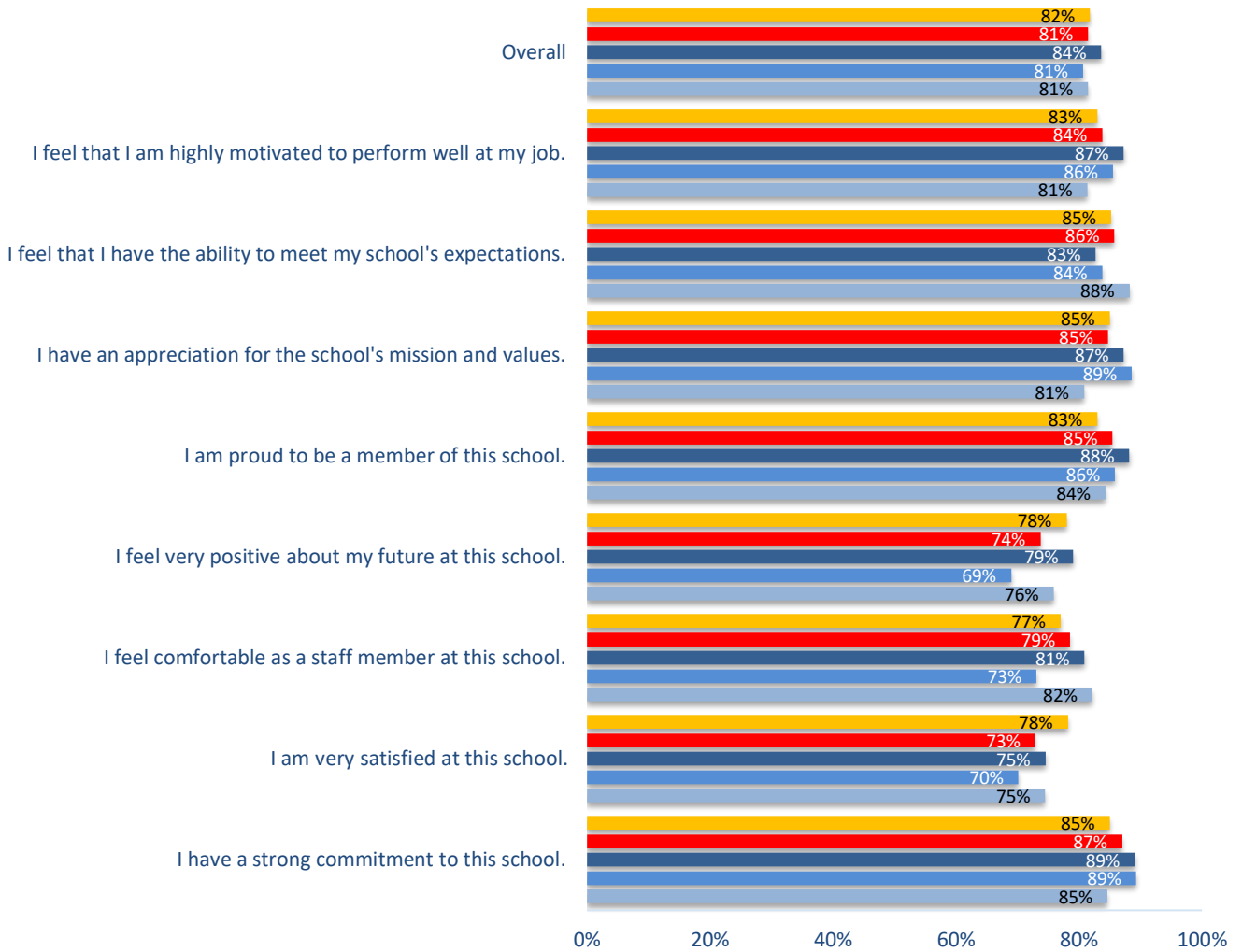|	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
The school staff actively and effectively reinforce moral, ethical, and civic values.	0	2	9	26	79	38
The school's leadership team is aware of issues faced by staff.	14	22	29	31	36	11
There is effective leadership in the school.	14	18	22	29	56	17
The school is well managed.	14	12	23	29	56	21
The leadership and direction provided by administrators is excellent.	17	23	19	34	49	12
My concerns are taken seriously by the school.	12	23	18	32	44	14

Culture

Overall
- 72%
- 68%
- 72%
- 65%
- 70%

The students at this school are well-behaved.
- 75%
- 71%
- 44%
- 64%
- 85%

I feel positive and enthusiastic about this school.
- 70%
- 73%
- 79%
- 72%
- 73%

This school brings out my strengths.
- 75%
- 67%
- 72%
- 65%
- 67%

This school has high expectations of me.
- 82%
- 83%
- 85%
- 85%
- 81%

There is a positive energy within this school.
- 68%
- 59%
- 73%
- 57%
- 57%

This school has an open policy where I am easily able to discuss my concerns.
- 64%
- 56%
- 81%
- 47%
- 57%

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
The students at this school are well-behaved.	4	8	16	15	56	55
I feel positive and enthusiastic about this school.	19	19	16	10	51	39
This school brings out my strengths.	11	31	22	39	39	5
This school has high expectations of me.	14	28	21	51	30	6
There is a positive energy within this school.	6	11	13	22	59	16
This school has an open policy where I am easily able to discuss my concerns.	14	28	21	51	30	6

Engagement

Legend:
- National Benchmark
- Example School Overall (N=140)
- Primary Campus (n=20)
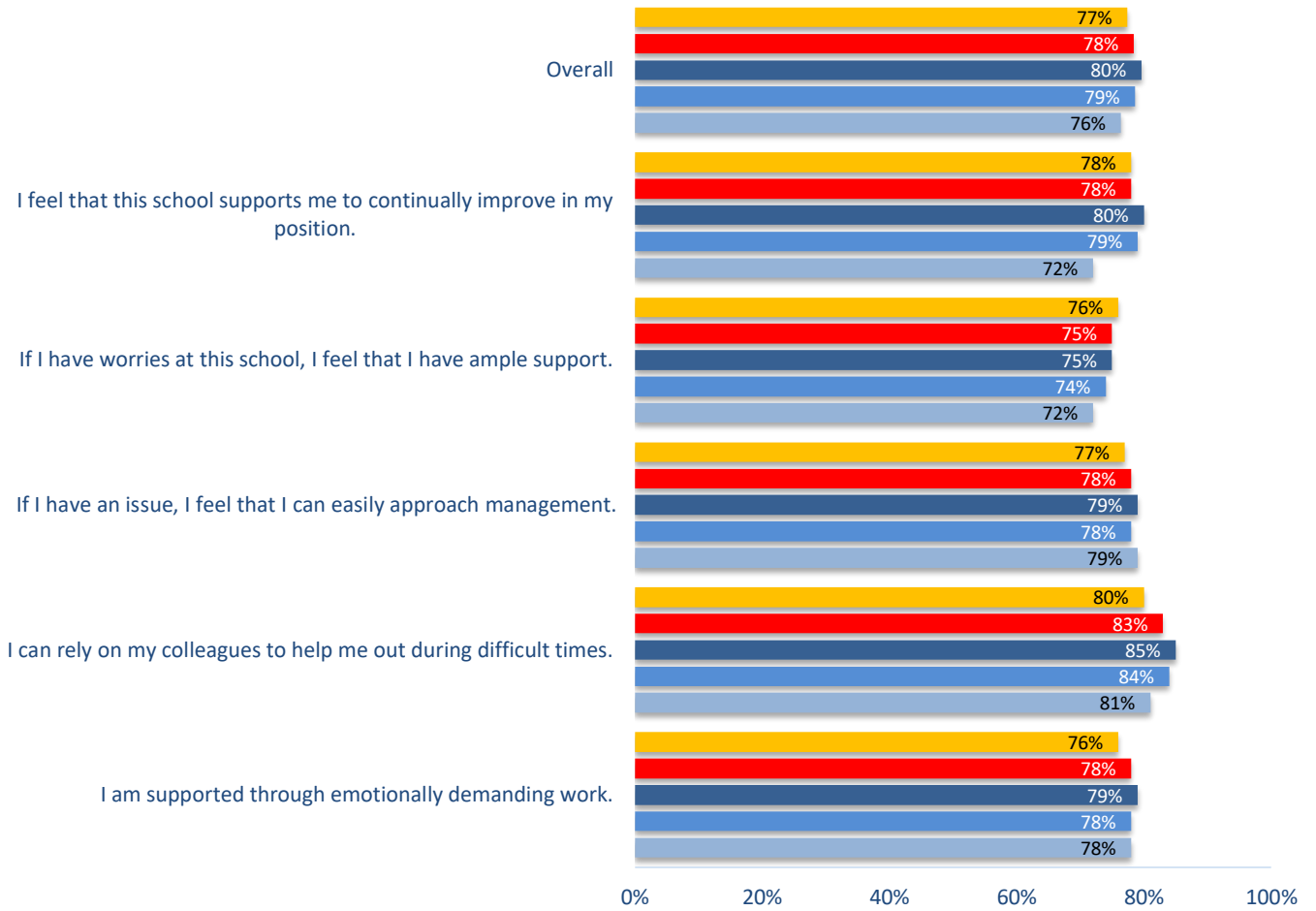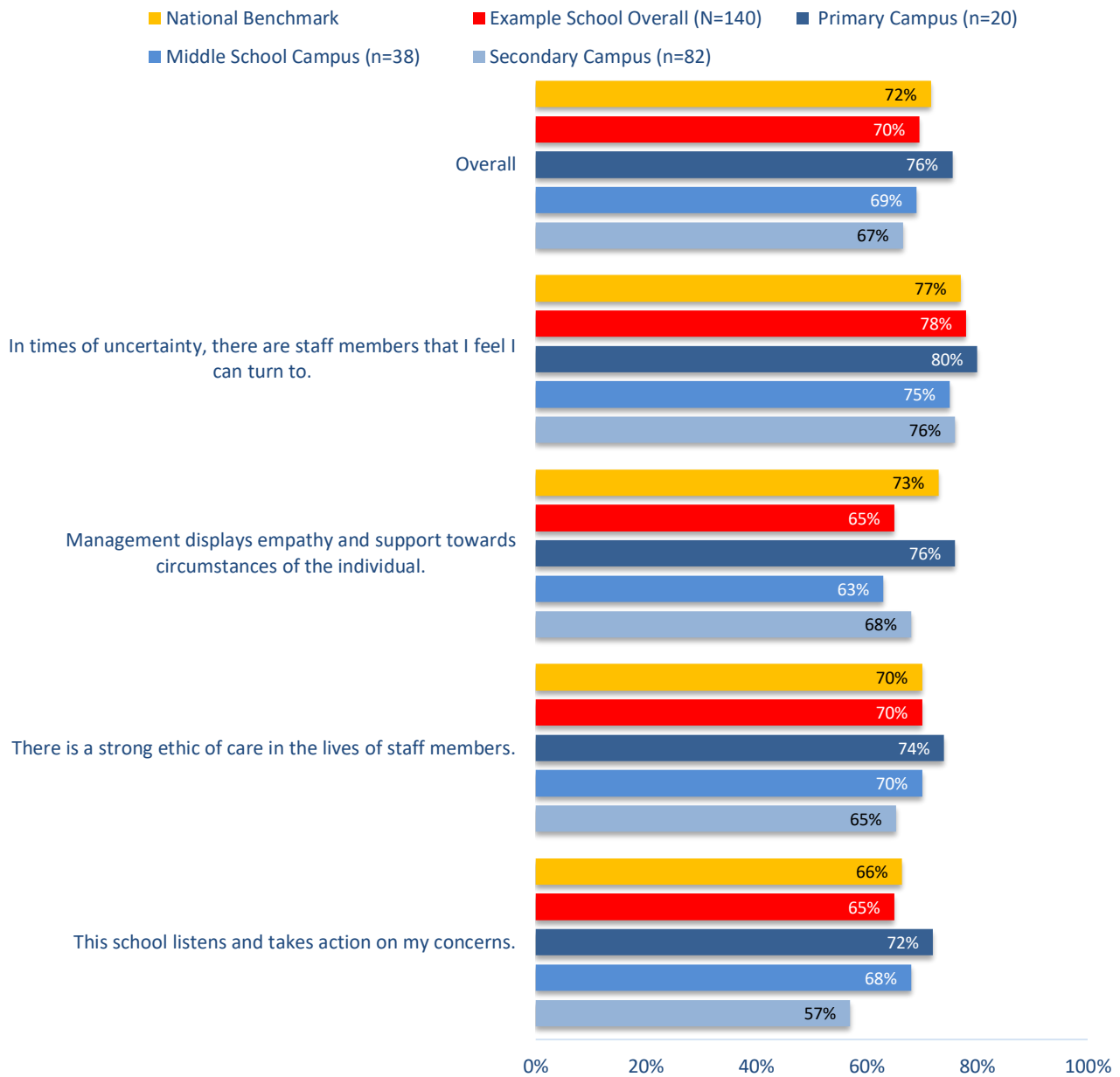- Middle School Campus (n=38)
- Secondary Campus (n=82)

Overall
- 82%
- 81%
- 84%
- 81%
- 81%

I feel that I am highly motivated to perform well at my job.
- 83%
- 84%
- 87%
- 86%
- 81%

I feel that I have the ability to meet my school's expectations.
- 85%
- 86%
- 83%
- 84%
- 88%

I have an appreciation for the school's mission and values.
- 85%
- 85%
- 87%
- 89%
- 81%

I am proud to be a member of this school.
- 83%
- 85%
- 88%
- 86%
- 84%

I feel very positive about my future at this school.
- 78%
- 74%
- 79%
- 69%
- 76%

I feel comfortable as a staff member at this school.
- 77%
- 79%
- 81%
- 73%
- 82%

I am very satisfied at this school.
- 78%
- 73%
- 75%
- 70%
- 75%

I have a strong commitment to this school.
- 85%
- 87%
- 89%
- 89%
- 85%

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
I have choice in deciding in how I go about my tasks.	10	2	17	18	45	41
I often review my work and look at ways to improve.	11	4	7	9	51	44
This school encourages self-review.	10	8	3	14	45	39
Staff members are available for me to discuss my work.	13	3	2	6	48	26
I enjoy sharing my ideas to improve the educational environment.	2	10	11	14	42	15

Comfort

Overall
- 77%
- 78%
- 80%
- 79%
- 76%

I feel that this school supports me to continually improve in my position.
- 78%
- 78%
- 80%
- 79%
- 72%

If I have worries at this school, I feel that I have ample support.
- 76%
- 75%
- 75%
- 74%
- 72%

If I have an issue, I feel that I can easily approach management.
- 77%
- 78%
- 79%
- 78%
- 79%

I can rely on my colleagues to help me out during difficult times.
- 80%
- 83%
- 85%
- 84%
- 81%

I am supported through emotionally demanding work.
- 76%
- 78%
- 79%
- 78%
- 78%

0%　20%　40%　60%　80%　100%

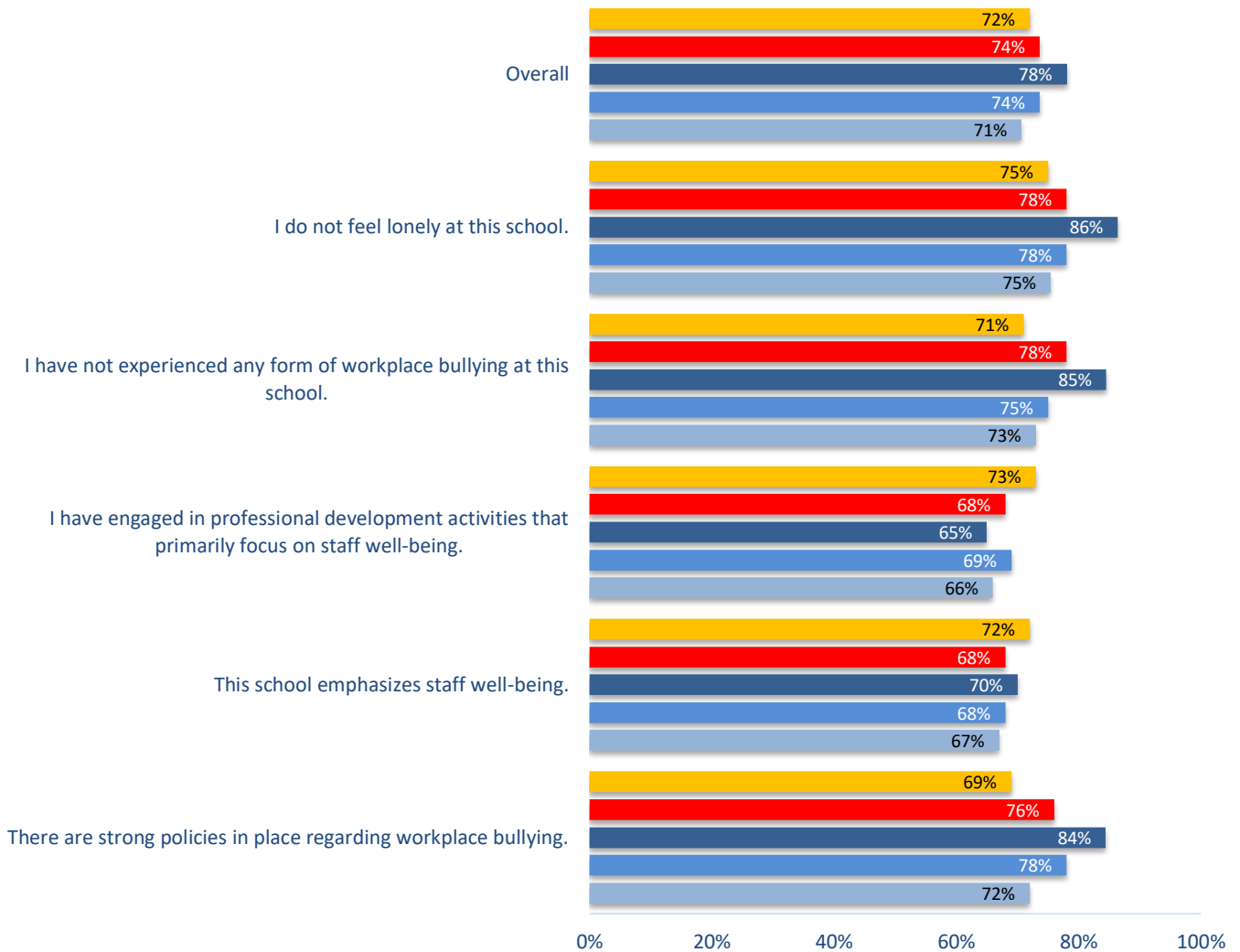|	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
I feel that this school supports me to continually improve in my position.	15	2	17	18	45	71
If I have worries at this school, I feel that I have ample support.	13	10	7	19	41	44
If I have an issue, I feel that I can easily approach management.	10	21	13	14	45	19
I can rely on my colleagues to help me out during difficult times.	3	3	12	6	38	36
I am supported through emotionally demanding work.	5	10	11	4	52	25

Empathy

Overall
- 72%
- 70%
- 76%
- 69%
- 67%

In times of uncertainty, there are staff members that I feel I can turn to.
- 77%
- 78%
- 80%
- 75%
- 76%

Management displays empathy and support towards circumstances of the individual.
- 73%
- 65%
- 76%
- 63%
- 68%

There is a strong ethic of care in the lives of staff members.
- 70%
- 70%
- 74%
- 70%
- 65%

This school listens and takes action on my concerns.
- 66%
- 65%
- 72%
- 68%
- 57%

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
In times of uncertainty, there are staff members that I feel I can turn to.	11	12	17	8	45	51
Management displays empathy and support towards circumstances of the individual.	11	15	7	9	51	24
There is a strong ethic of care in the lives of staff members.	10	14	13	14	65	19
This school listens and takes action on my concerns.	12	13	12	6	38	26

Welfare

Overall
- 72%
- 74%
- 78%
- 74%
- 71%

I do not feel lonely at this school.
- 75%
- 78%
- 86%
- 78%
- 75%

I have not experienced any form of workplace bullying at this school.
- 71%
- 78%
- 85%
- 75%
- 73%

I have engaged in professional development activities that primarily focus on staff well-being.
- 73%
- 68%
- 65%
- 69%
- 66%

This school emphasizes staff well-being.
- 72%
- 68%
- 70%
- 68%
- 67%

There are strong policies in place regarding workplace bullying.
- 69%
- 76%
- 84%
- 78%
- 72%

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
I do not feel lonely at this school.	5	2	17	18	35	51
I have not experienced any form of workplace bullying at this school.	3	5	7	9	51	64
I have engaged in professional development activities that primarily focus on staff well-being.	5	6	13	14	65	29
This school emphasizes staff well-being.	8	13	12	16	28	36
There are strong policies in place regarding workplace bullying.	12	10	11	14	62	25

Strengths and Areas for Improvement

Please note that all data are fabricated in this Example Report.
Your school's results have been analysed for each question and compared to the national benchmark. The percentage difference between your school's 2024 results and the national benchmark were sorted, and your school's top 10 results and bottom 10 results are presented below, with reference to the benchmark.

Your school's Top 10 Strengths (compared with benchmark)

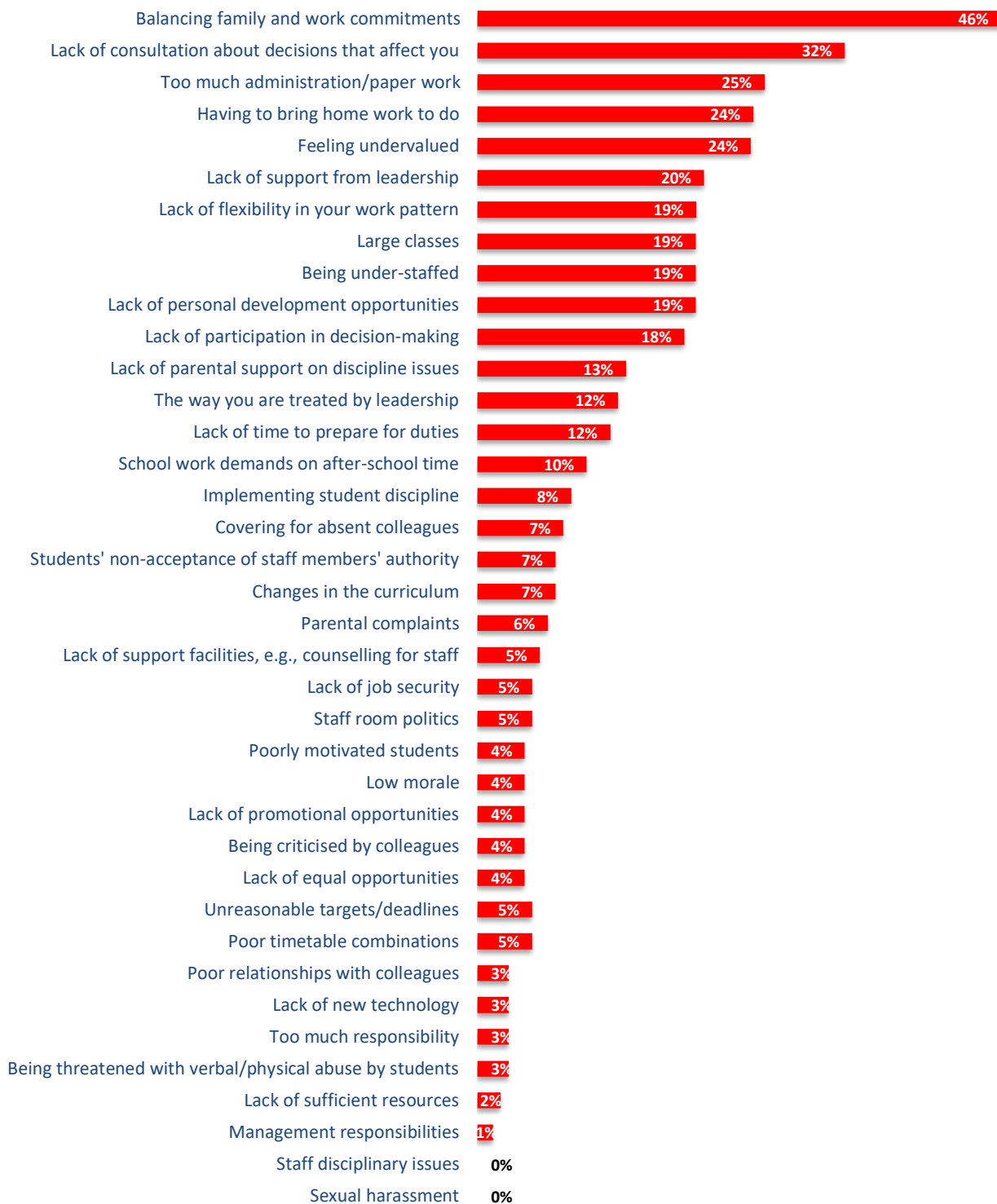| Key Area	Question	National Benchmark	Example College Mean	% Difference
Technology and Resources	The resources in this school are of high quality.	**58%**	**85%**	**+28%**
Technology and Resources	I am encouraged to keep up with advancing technology.	**59%**	**82%**	**+23%**
Technology and Resources	The technology and other resources are easily accessible.	**58%**	**81%**	**+23%**
Technology and Resources	I am able to monitor students' use of technology in an effective manner.	**52%**	**69%**	**+17%**
Guidance and Support	I feel supported if I need help with managing children's behaviour.	**67%**	**83%**	**+16%**
School Environment	This school is kept clean and tidy.	**63%**	**79%**	**+14%**
Personal Development	This school encourages participation in professional development activities.	**69%**	**82%**	**+13%**
Goal Congruence	I feel enthusiastic about my work.	**70%**	**81%**	**+11%**
Personal Development	Professional development programs are enriching and of great benefit to me.	**59%**	**70%**	**+11%**
School Environment	I look forward to working at this school each day.	**70%**	**80%**	**+10%**

Your school's Top 10 Areas for Improvement (compared with benchmark)

<u>**Please note that all data are fabricated in this Example Report.**</u>

Key Area	Question	National Benchmark	Example College Mean	% Difference
Goal Congruence	This school encourages me to strive to meet my career goals.	72%	62%	-10%
School Communication	This school offers opportunities for me to become involved in the decision-making process.	66%	58%	-8%
Guidance and Support	Staff support services are accessible and helpful.	70%	65%	-5%
Personal Development	I am encouraged to advance my career.	65%	61%	-4%
Morale	This school has high levels of energy among staff.	68%	64%	-4%
School Communication	There is effective communication between teachers and non-teachers.	67%	64%	-3%
Guidance and Support	Staff are recognised and rewarded for their efforts.	61%	58%	-3%
Morale	Teachers and non-teachers have respect for one another.	78%	75%	-3%
Guidance and Support	Health and well-being measures for staff are integrated into the existing structures and processes of the school.	53%	51%	-2%
School Curriculum	I find my work to be challenging.	78%	76%	-2%

Sources of Stress

Staff members were asked to rate their greatest sources of stress at the school. Staff members could choose more than one option.

Source	Percentage
Balancing family and work commitments	46%
Lack of consultation about decisions that affect you	32%
Too much administration/paper work	25%
Having to bring home work to do	24%
Feeling undervalued	24%
Lack of support from leadership	20%
Lack of flexibility in your work pattern	19%
Large classes	19%
Being under-staffed	19%
Lack of personal development opportunities	19%
Lack of participation in decision-making	18%
Lack of parental support on discipline issues	13%
The way you are treated by leadership	12%
Lack of time to prepare for duties	12%
School work demands on after-school time	10%
Implementing student discipline	8%
Covering for absent colleagues	7%
Students' non-acceptance of staff members' authority	7%
Changes in the curriculum	7%
Parental complaints	6%
Lack of support facilities, e.g., counselling for staff	5%
Lack of job security	5%
Staff room politics	5%
Poorly motivated students	4%
Low morale	4%
Lack of promotional opportunities	4%
Being criticised by colleagues	4%
Lack of equal opportunities	4%
Unreasonable targets/deadlines	5%
Poor timetable combinations	5%
Poor relationships with colleagues	3%
Lack of new technology	3%
Too much responsibility	3%
Being threatened with verbal/physical abuse by students	3%
Lack of sufficient resources	2%
Management responsibilities	1%
Staff disciplinary issues	0%
Sexual harassment	0%

Differences between Non-teachers and Teachers

The percentage difference between non-teachers and teachers was calculated for each of the items and presented in the tables below. Green percentage scores indicate that teachers rated the item higher and red percentage scores indicate that non-teachers rated the item higher.

	Non-Teachers (n=36)	Teachers (n=104)	% Difference
Teachers and non-teachers have respect for one another.	67%	80%	+13%
There is effective communication between teachers and non-teachers.	56%	68%	+12%
Excellent opportunities are provided for staff to develop their skills.	65%	76%	+11%
Professional development programs are enriching and of great benefit to me.	63%	73%	+10%
This school encourages participation in professional development activities.	76%	85%	+9%
Students respect the staff members.	63%	72%	+9%
I find my work to be challenging.	70%	79%	+9%
I can rely on my colleagues to help me out during difficult times.	77%	84%	+7%
I have strong friendships with other staff members.	75%	82%	+7%
I am encouraged to advance my career.	56%	63%	+7%
The curriculum is innovative and meets the needs of individual children.	60%	66%	+6%
I am encouraged to keep up with advancing technology.	78%	84%	+6%
Teachers model and teach positive behaviour to children.	71%	76%	+5%
This school provides me with the opportunity to reach my full potential.	66%	70%	+4%
This school offers opportunities for me to become involved in the decision-making process.	56%	60%	+4%
I have a strong commitment to this school.	89%	92%	+3%
The resources in this school are of high quality.	83%	86%	+3%
I understand this school's objectives and goals.	78%	81%	+3%
Staff are caring and supportive of each other.	79%	82%	+3%
This school is kept clean and tidy.	78%	80%	+2%
This school brings out my strengths.	77%	78%	+1%
The school provides an inviting atmosphere to staff members.	81%	72%	-9%
The school's leadership team is aware of the problems faced by staff.	75%	61%	-14%
I feel that I am able to cope with my workload.	62%	57%	-15%
Health and well-being measures for staff are integrated into the existing structures and processes of the school.	69%	53%	-16%
I feel that I have work / life balance.	66%	50%	-16%

Differences between Employment type

The percentage difference between employment type was calculated for each of the items and presented in the tables below. Green percentage scores indicate that part-time staff members rated the item higher and red percentage scores indicate that full-time staff members rated the item higher.

	Full-time (n=95)	Part-time (n=45)	% Difference
Health and well-being measures for staff are integrated into the existing structures and processes of the school.	48%	66%	+18%
There are support mechanisms in school for me if I have worries about school issues.	62%	76%	+14%
I am provided with sufficient guidance if I am required to engage in tasks unfamiliar to me.	68%	82%	+14%
The school actively supports health-related, social, culture and welfare initiatives for the staff.	61%	75%	+14%
I am a valued staff member at this school.	71%	83%	+12%
This school encourages me to strive to meet my career goals.	60%	72%	+12%
This school has a sense of team spirit.	67%	79%	+12%
This school provides me with the opportunity to reach my full potential.	67%	79%	+12%
If I have worries at this school, I feel that I have ample support.	73%	84%	+11%
This school respects staff members' opinions.	67%	78%	+11%
I feel that I have work / life balance.	65%	75%	+10%
I am supported through emotionally demanding work.	69%	79%	+10%
The school provides an inviting atmosphere to staff members.	73%	83%	+10%
There is effective leadership in the school.	70%	80%	+10%
Staff recognise and reward my personal improvement.	67%	77%	+10%
Staff are recognised and rewarded for their efforts.	57%	66%	+9%
My concerns are taken seriously by the school.	69%	78%	+9%
Excellent opportunities are provided for staff to develop their skills.	91%	80%	+9%
I look forward to working at this school each day.	78%	87%	+9%
I can rely on my colleagues to help me out during difficult times.	80%	89%	-9%
The curriculum is innovative and meets the needs of individual children.	78%	71%	-7%
This school encourages participation in professional development activities.	82%	78%	-4%
This school brings out my strengths.	86%	83%	-3%

Additional Comments

To view all staff members' comments, please refer to Appendix A. Additional comments related to the following themes:

Communication
"We need to have effective communication strategies between year levels, as well as admin staff and teachers. It seems that we are all on different pages." (Casual, general staff member)

Professional development
"The PD does not seem to be relevant to staff members and there appears to be a lack of engagement. Staff should be able to have input into these activities and management needs to understand what staff really require to help them flourish in their work." (Permanent - full time, teacher)

Goal-setting
"I feel that there are different expectations from different managers. Goals need to be clear and well-defined. I would like to be able to have more input into my career goals. I feel that I am told what to do and how to do it, but it would be a lot more beneficial to the school if staff members could have more input with goals and important decisions." *(Permanent - full time, teacher)*

Interaction between teachers, general staff members, and management
"I feel the teaching staff relationships are good but relationships between management and teaching staff are not great, as management are often not aware of issues we face, especially with workload." (Permanent - full time, general staff member)

Monitoring students' use of technology
"It is very difficult to monitor students' use of technology and our web communications are inconsistent and frustrating. We need to have proper IT strategies put into place in order to remove the stress of having to deal with this." (Permanent - full time, teacher)

Teachers' workload
"I am always having to take work home. I cannot keep up with the workload and it is affecting my health and well-being." *(Permanent - full time, teacher)*

Professional relationships
"The lack of connection and consultation between myself and other members of staff where decisions directly and powerfully impact my day to day work has been distressing and isolating. At a personal level, I am treated with respect. Professionally, I am largely ignored." (Permanent - full time, teacher)

Decision making process
"I would appreciate it I could be involved in making some decisions within the school. It seems that casual staff members are forgotten about and we find out things through the grapevine, rather than being told by management." (Casual, teacher)

Insights and Recommendations
Please note that all information is fabricated in this Example Report.

Overall, Example College staff members displayed relatively high levels of satisfaction and well-being; Example College was higher than the benchmarks for the majority of the key areas. Example College's overall ratings (average of all key areas) were higher than the National and Independent School Benchmarks for the *Satisfaction* component of the survey. However, Example College was slightly lower than the National and Independent School Benchmarks for the Well-being component of the survey. Example College staff members reported the highest levels of satisfaction with *Technology and Resources* and *Goal Congruence*, which is a very positive sign, showing that Example College is committed to providing up-to-date technology, and staff appear to be happy and display commitment and enthusiasm towards their role. Staff members reported to be very proud members of the school, where their goals are aligned with the school's mission and values.

There were however differences among campuses. The Primary Campus was considerably higher than the other two campuses for almost all key areas. The largest gap was for *Leadership and Management* and *School Communication*, where staff members reported significantly lower levels of satisfaction at the Secondary Campus. Analysis of individual questions may provide further insight into the exact component of the key area where there is a level of dissatisfaction. The breakdown of campus data according to each question is provided in an accompanying spreadsheet.

Highest ranked items were regarding meeting Example College's expectations. Staff members also reported that they enjoy working with others and that they feel motivated in their job. The lowest ranked items for Example College were regarding teachers' workload outside of school hours, class sizes, and involvement in the decision-making process. There were low levels of agreement with regard to Example College encouraging staff to meet their career goals. These ratings were considerably lower than the Independent Schools benchmark.

Overall, males and females displayed similar levels of satisfaction, whilst general staff members displayed higher levels of satisfaction, compared with teachers. Levels of satisfaction were highest among full time respondents and lowest levels were among part time and casual respondents. Highest levels of satisfaction were reported by staff members at the Primary Campus, whilst lowest levels of satisfaction were reported by the Secondary Campus.

With regard to a sample size of 140 staff members, there were several areas that have been identified as areas of concern. These include the following:
- *'I rarely have to bring work home to keep up with my responsibilities.'* (56 Strongly Disagree, 28 Disagree)
- *'Outside of school hours, I find myself worrying about my job.'* (49 Strongly Agree, 33 Agree)
- '*Compared with previous jobs, I feel more stressed at this job.'* (48 Strongly Agree, 31 Agree)
- *'This school respects staff members' opinions.'* (29 Strongly Disagree, 23 Disagree)

Some recommendations for improvements in *satisfaction* include:

Reviewing communication strategies within the school. There appears to be a breakdown in communication among certain staff members, where there is a lack of consultation. It is important to ensure that staff feel that they are being included and have the opportunity to contribute to their role and decisions that need to be made.

Providing support from management to improve work/life balance. Many staff members stated their concerns with work/life balance and they are worrying about their job outside of work hours and feel that they need to bring work home with them. In addition, staff members feel that class sizes are too large, and the school places unrealistic expectations on them. It is suggested that staff are provided with opportunities where they can discuss their work with management, and receive specific guidance and support from leaders and mentors. It is important to understand that not one model fits all, and that teachers are motivated individually; every teacher's circumstances are different and therefore to promote teachers' growth, they should be taught how to effectively manage their time, set well-defined expectations, deliver instruction clearly, and implement routine that is specific to their individual lifestyle.

Some recommendations for improvements in *well-being* include:

Defining goals in realistic and everyday terms. Staff members state that they are motivated and enthusiastic about their jobs and that their goals are aligned with those of the school; therefore, providing them with the opportunity to have more autonomy, make their own decisions, and further contribute to the development of their role, may serve to increase their engagement. Goals must be meaningful to staff members' day-to-day experiences. It is suggested that leaders review goal setting strategies with staff members, and ensure that staff members are working towards career progression, and that they have the ability to meet achievable targets. It is also important to recognise staff members' value, and reward them when their targets are met or when they have gone above and beyond their duties.

Reviewing professional development activities. Staff members provided low ratings with regard to being able to develop their skills and reach their full potential. Many staff commented that the professional development is not relevant. It is important for Example College to provide professional development activities that are interesting and enable staff to further develop in their work. Staff members are requesting to contribute and voice their opinions regarding opportunities and school events; it would be beneficial to further understand which specific PD programs staff members would like to engage in, as well as providing them with the opportunity to share their skills that may be outside of their regular line of work.

Engagement
Example College displayed higher levels of engagement compared with the Independent Schools benchmarks (+2%), with an overall score of 73%. The highest levels were at the Middle School Campus and the lowest levels at the Secondary Campus. The lowest ranked engagement item was *'Staff members are available for me to discuss my work with outside of College hours'.* Compared with teachers, considerably fewer general staff members believed that they were able to discuss their work with others outside of hours, whilst considerably more males believed they were given an opportunity to contribute to decision-making processes. Although overall, teachers displayed higher ratings than general staff members, considerably more teachers agreed that they do not have work/life balance, and often find that they need to take work home with them.

Teachers' Engagement
The majority of teachers stated their concerns with work/life balance. In addition, compared with general staff, teachers provided lower ratings regarding general well-being, having access to support services if they have issues, and receiving useful and constructive feedback regarding their performance. To increase engagement at Example College, it is suggested that teachers are provided with opportunities where they can discuss their work with others, and receive specific guidance and support from teacher leaders and mentors.

General Staff Members' Engagement

Teachers reported considerably higher ratings than general staff members regarding having strong friendships with other staff members. It is suggested that Example College creates opportunities outside of work hours for general staff members where they can collaborate as well as form solid professional relationships and to build stronger ties between teachers and non-teachers. A stronger support network will serve to contribute to higher levels of engagement and well-being. The results suggest that some general staff members feel that teachers receive preferential treatment; general staff members provided considerably lower ratings for the respect between teachers and non-teachers. It is important that general staff members are provided with acknowledgement and recognition for their efforts, and that they are given opportunities to voice their opinions and concerns.

It is important to understand that increases in satisfaction and well-being can take time and a considerable amount of planning and strategy. Improving staff members' engagement will enable staff members to think about and undertake their work in a more positive manner, improve their professional relationships with others, and have a higher regard for their role within Example College. Improving staff climate will facilitate improved student engagement and therefore better student outcomes. For further information and assistance regarding the implementation of these recommendations, please contact National School Surveys on 03 9067 8855.