

Staff Voice: School Organisational Climate Survey

Our Lady of Mercy College, Australind WA 6233

Feedback for 2021

28 participants completed the survey

No participants were found to be disengaged.

NSI CEWA Staff Voice (SOCS-S) (#644)
Survey closed on 23-04-2021

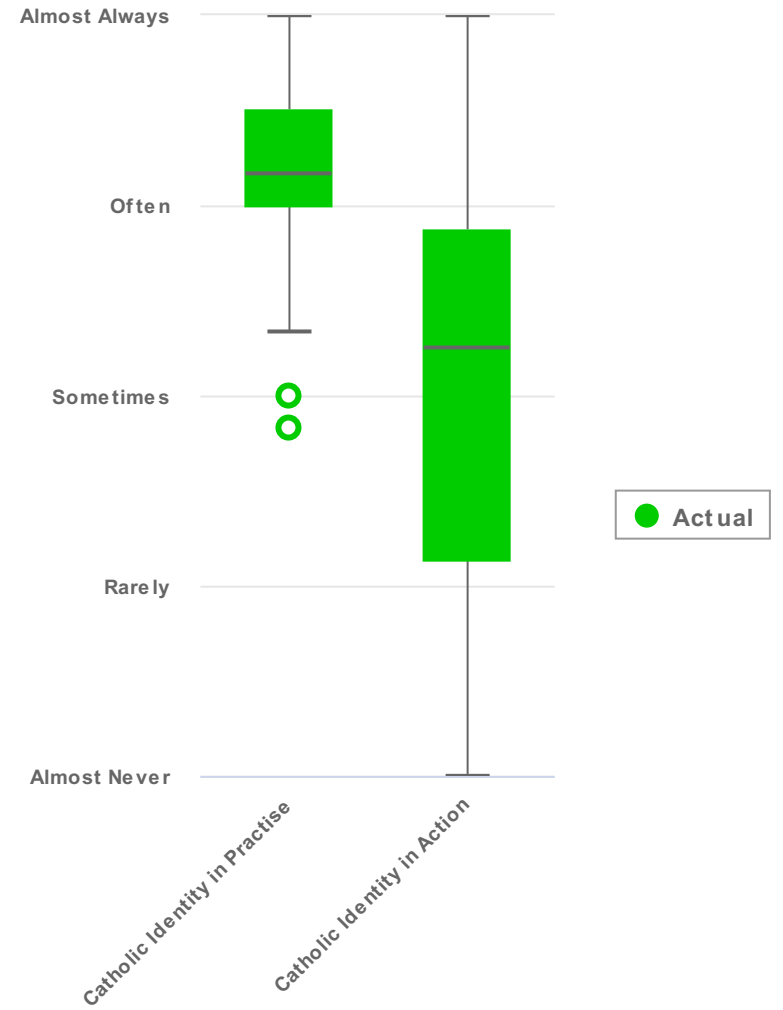
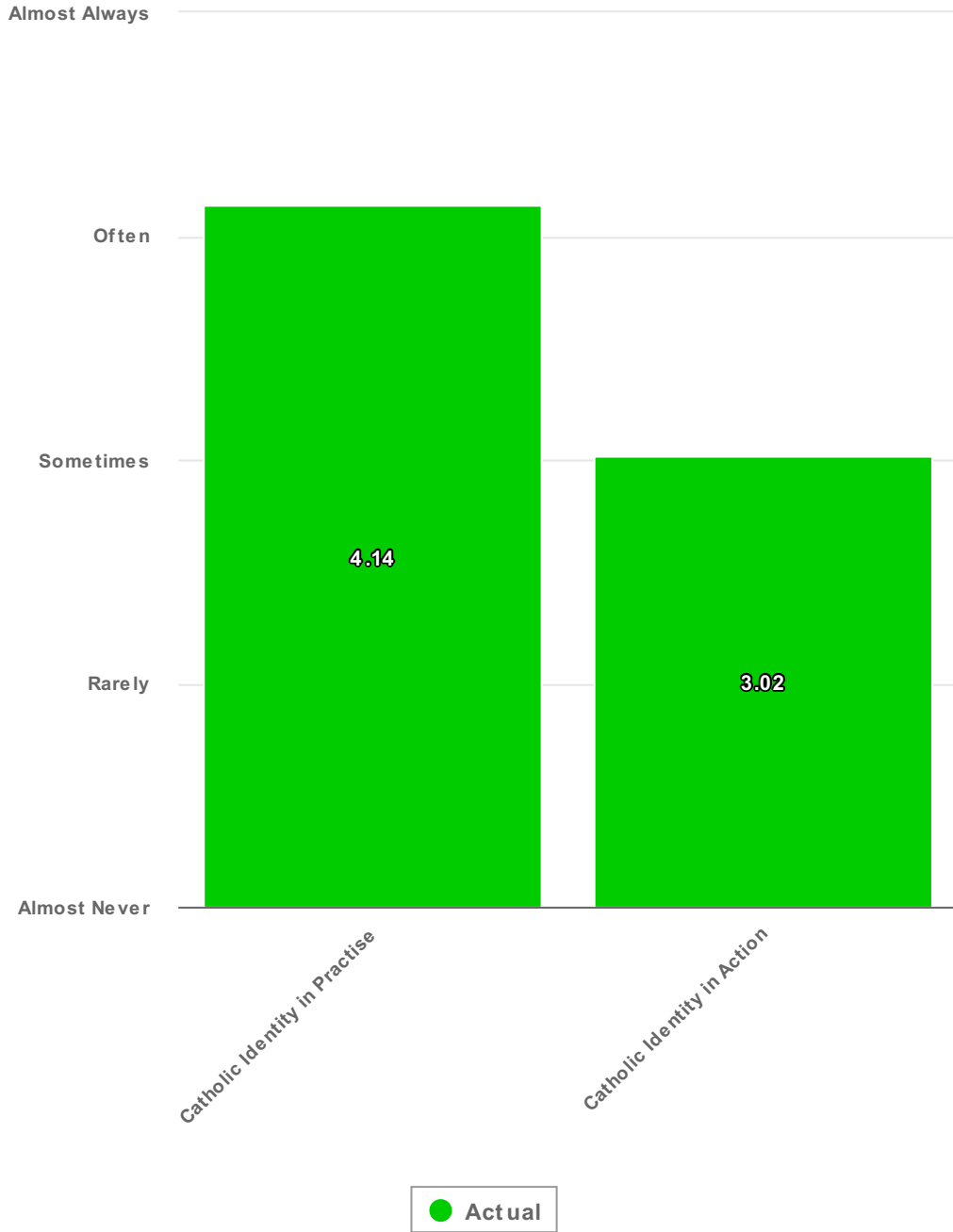
Contents

Catholic Identity	4
Catholic Identity: By Sex	5
Catholic Identity: By Role	6
Catholic Identity: By Years at the School	7
Catholic Identity: By Time Fraction	8
Catholic Identity: By Religion	9
Catholic Identity in Practise	10
Catholic Identity in Action	11
School Climate	12
School Climate: By Sex	14
School Climate: By Role	16
School Climate: By Years at the School	18
School Climate: By Time Fraction	20
School Climate: By Religion	22
School Mission	24
Participation in Decision Making	25
Providing Individual Support	26
Staff Collegiality	27
Safe and Respectful Environment	28
Encouraging Improvement of Practice	29
Home-School Relations	30
Wellbeing, Satisfaction and Efficacy	31
Wellbeing, Satisfaction and Efficacy: By Sex	33
Wellbeing, Satisfaction and Efficacy: By Role	35
Wellbeing, Satisfaction and Efficacy: By Years at the School	37
Wellbeing, Satisfaction and Efficacy: By Time Fraction	39
Wellbeing, Satisfaction and Efficacy: By Religion	41
Overall Wellbeing	43
Job Satisfaction	44
Job Efficacy	45

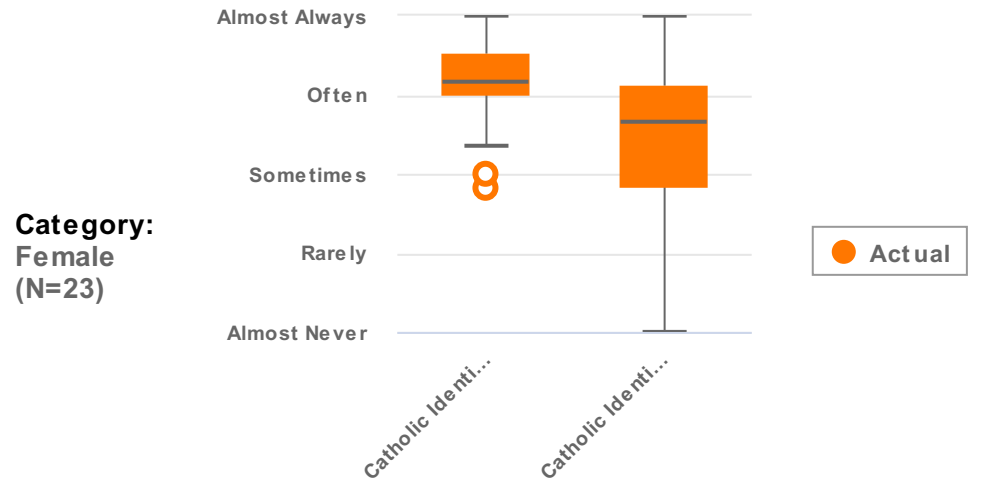
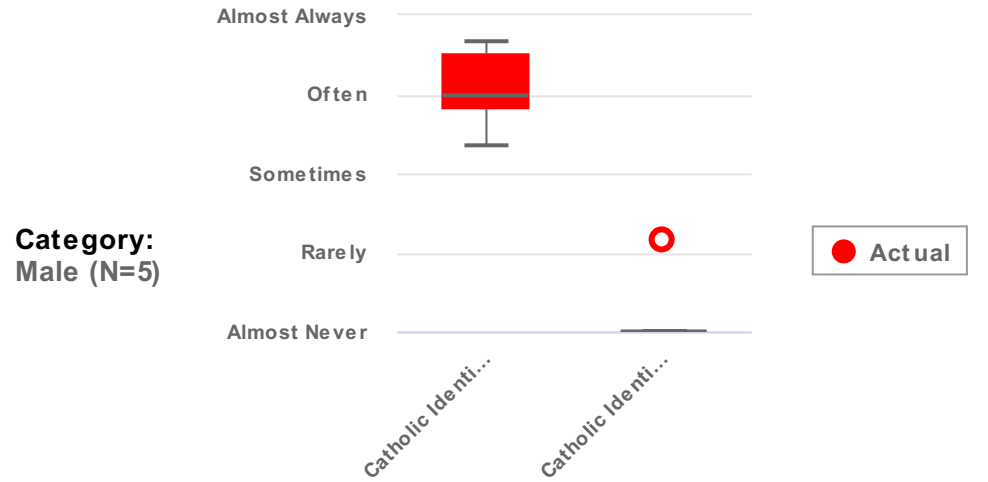
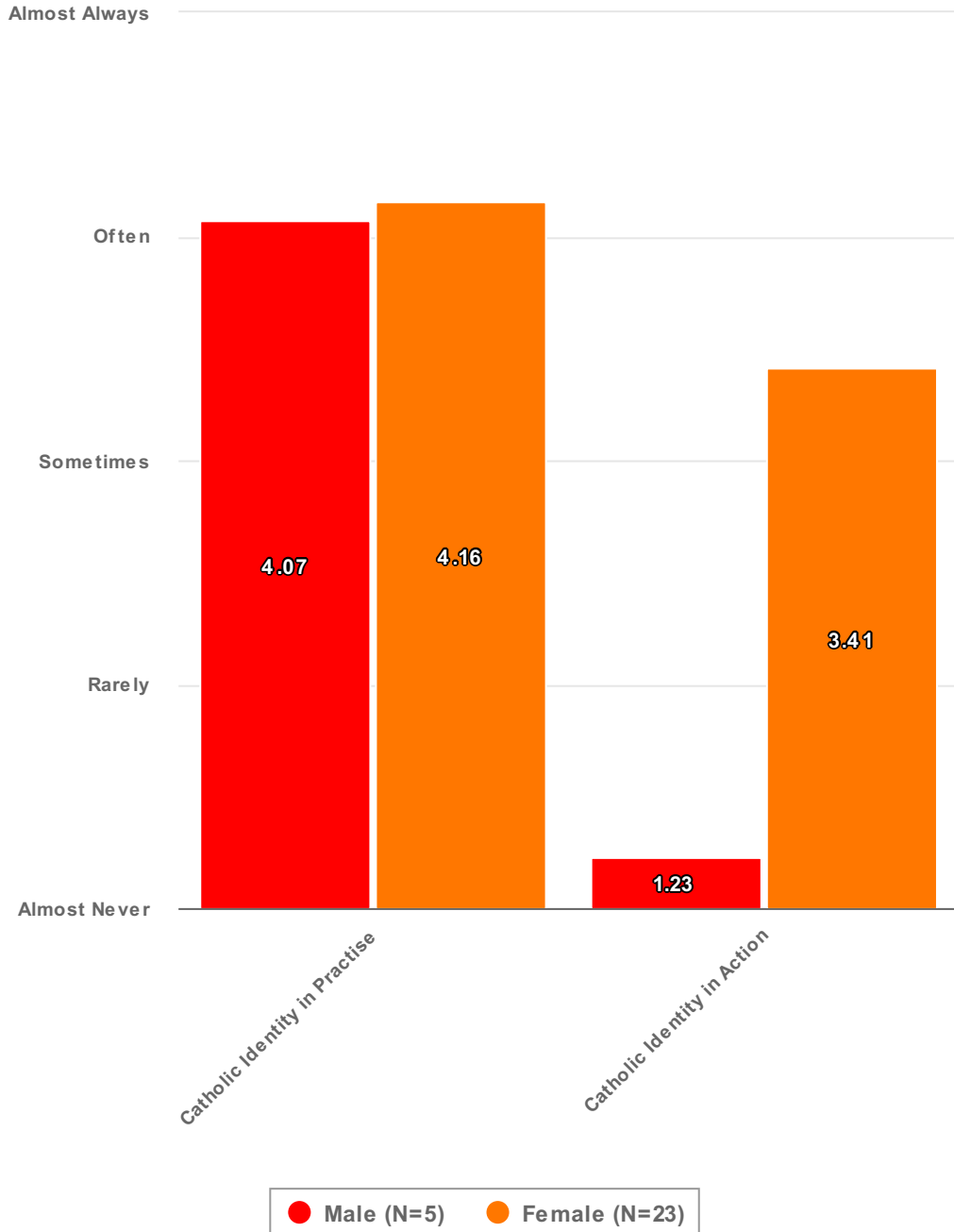
Contents

Overview	46
----------------	----

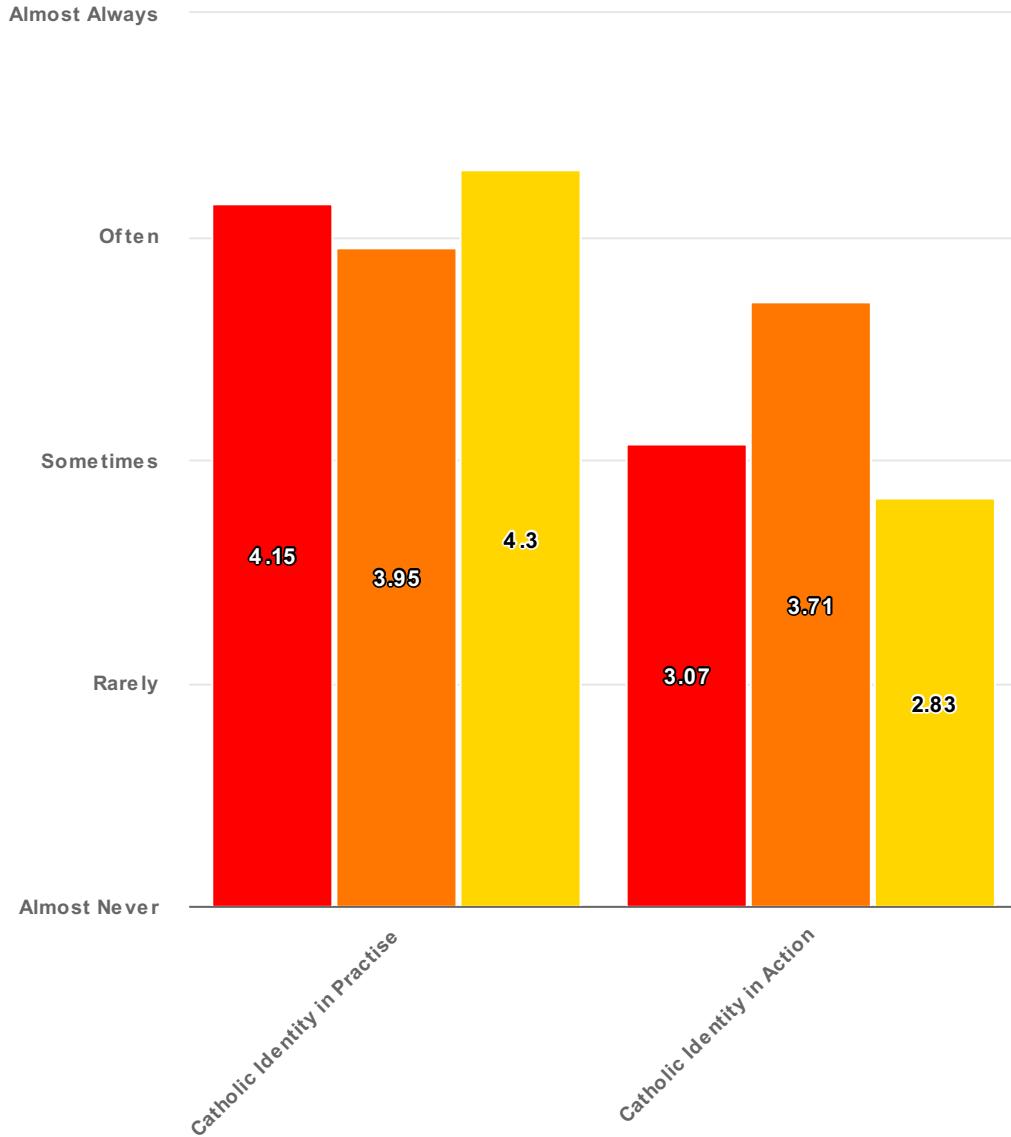
Catholic Identity



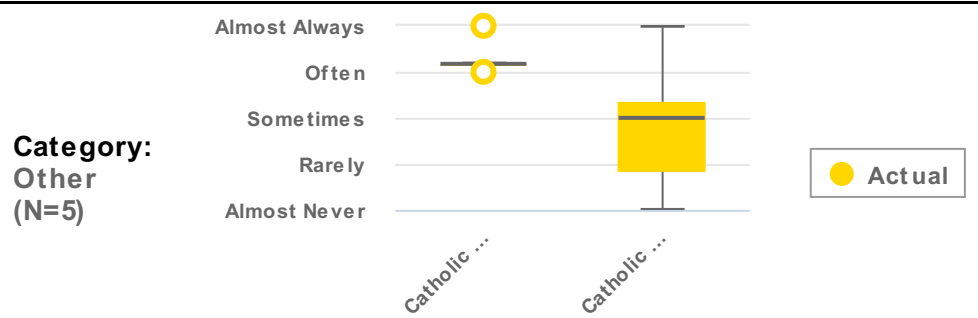
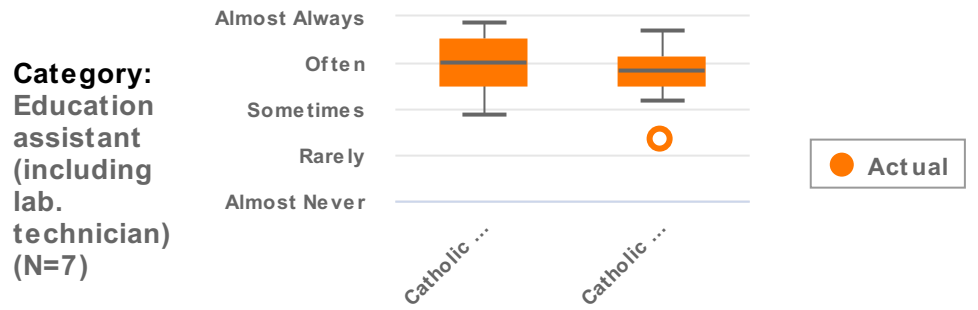
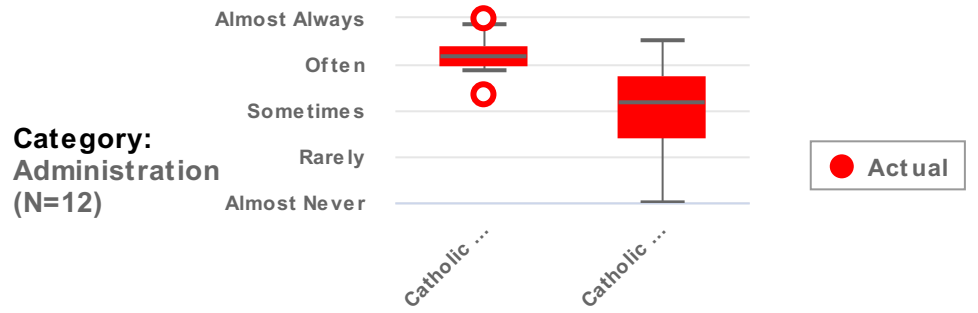
Catholic Identity: By Sex



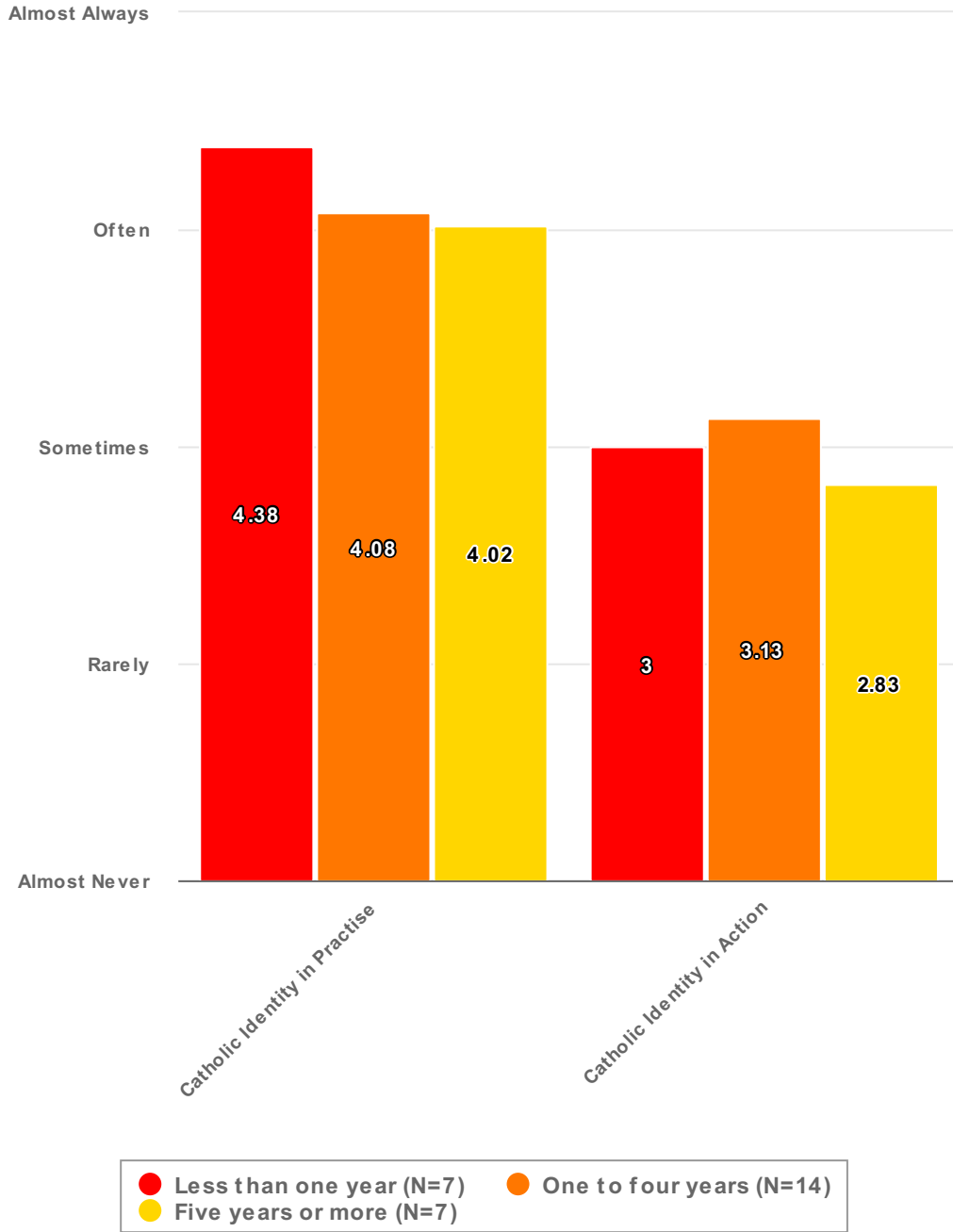
Catholic Identity: By Role



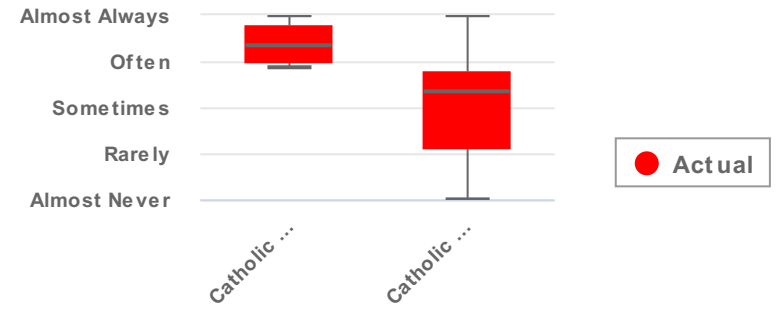
- Administration (N=12)
- Education assistant (including lab. technician) (N=7)
- Other (N=5)



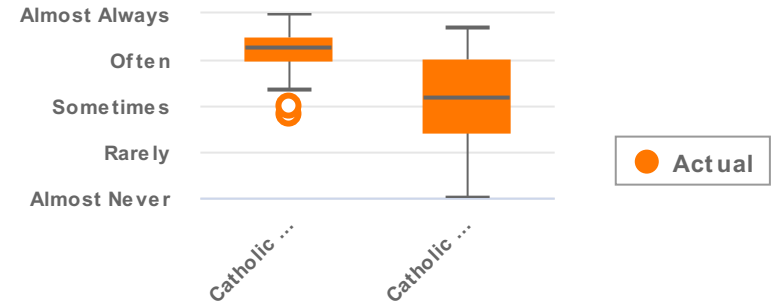
Catholic Identity: By Years at the School



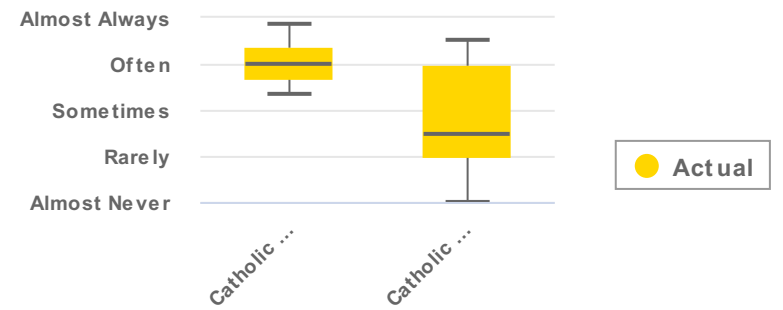
Category:
Less than one year (N=7)



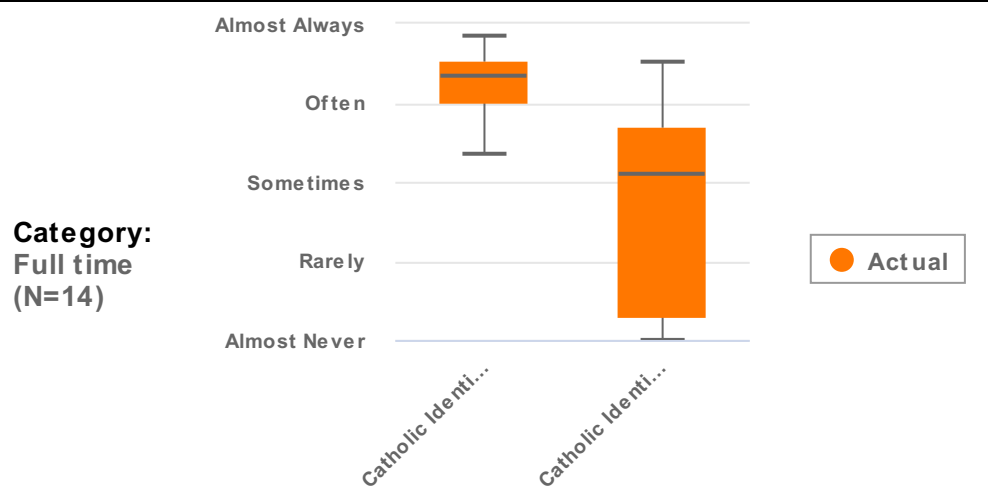
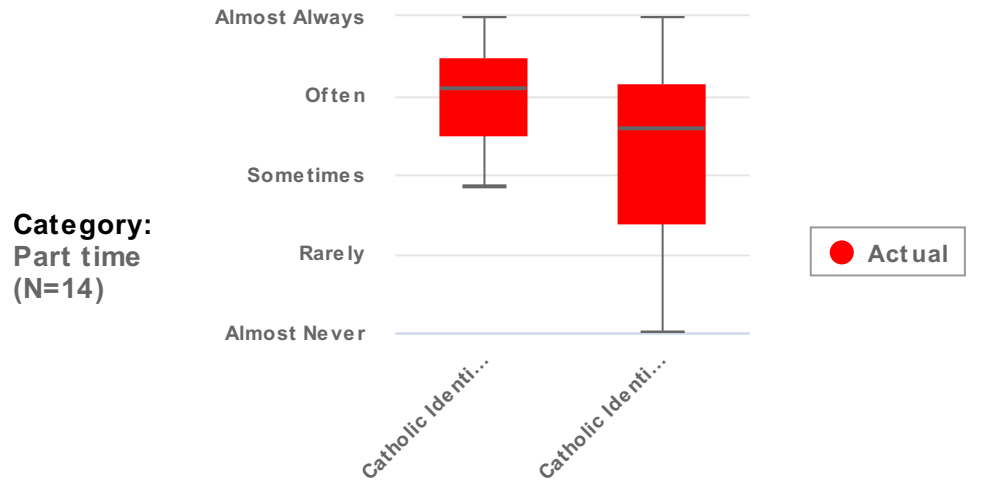
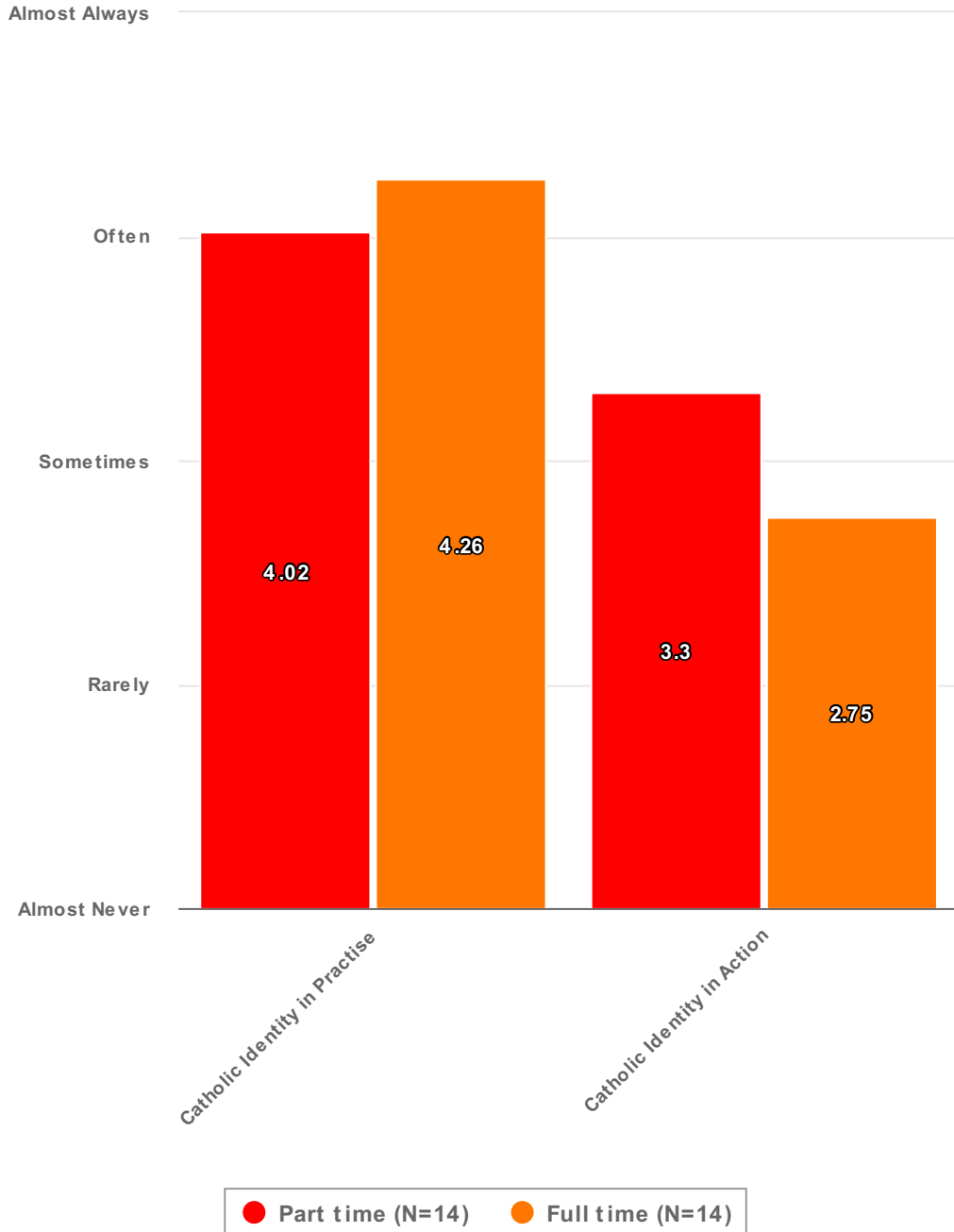
Category:
One to four years (N=14)



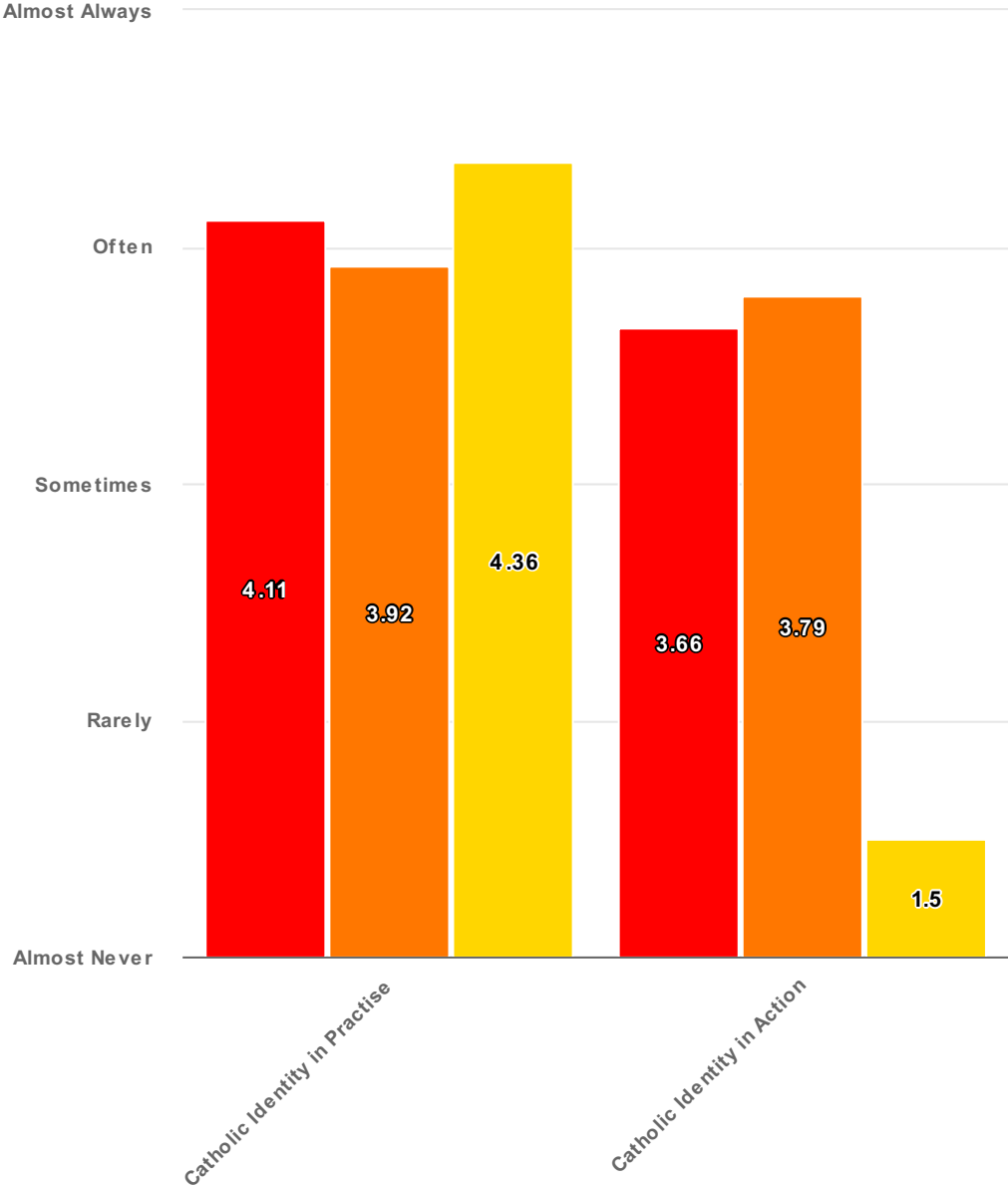
Category:
Five years or more (N=7)



Catholic Identity: By Time Fraction



Catholic Identity: By Religion

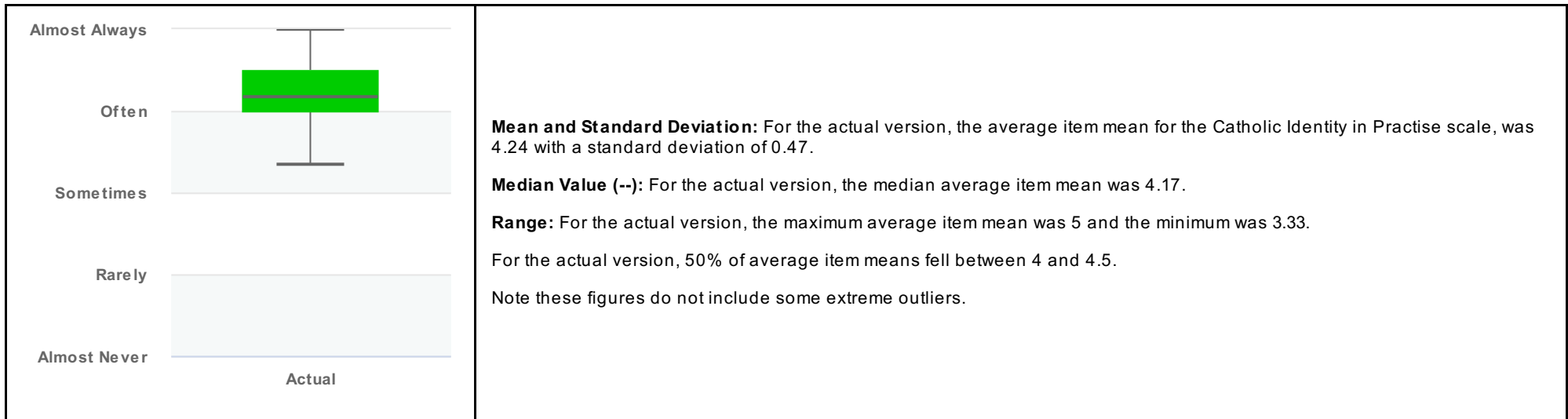


● Catholic (N=15) ● Other Christian (N=4) ● No religion (N=7)



Catholic Identity in Practise

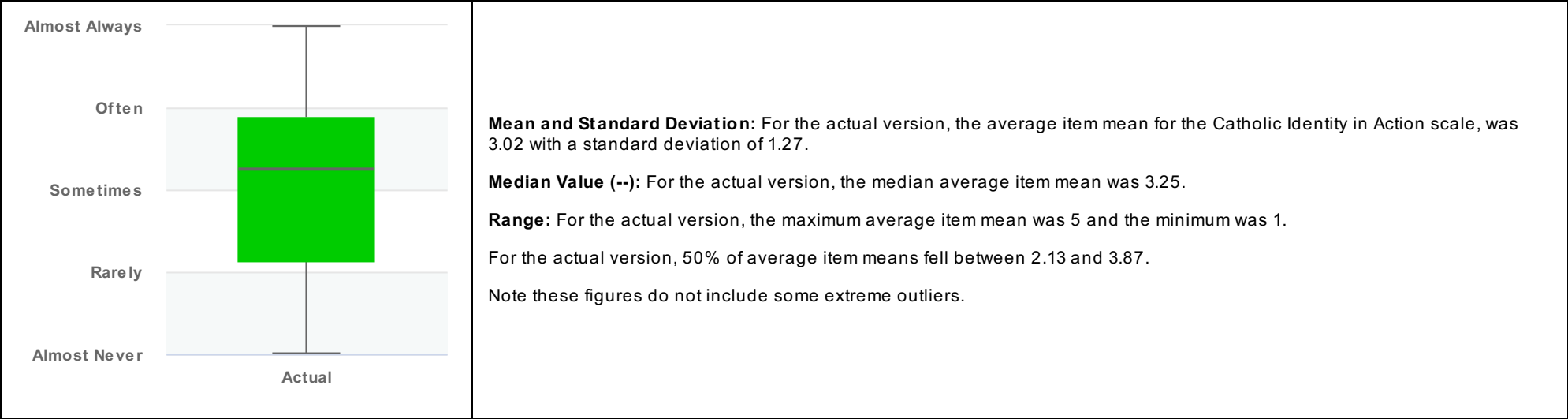
The CATHOLIC IDENTITY IN PRACTISE scale assesses the extent to which the school promotes, develops and gives witness to the Catholic faith.



Percentage of each response	Items included in the scale		Average response for each item					
10.7 % 21.4 % 46.4 % 21.4 %	Actual	I feel that social justice is practised.	Actual	3.79				
21.4 % 42.9 % 28.6 %	Actual	I feel that there is commitment to the poor and marginalised.	Actual	3.89				
39.3 % 60.7 %	Actual	There are clear signs of Catholic identity visible through rituals and practices.	Actual	4.61				
28.6 % 67.9 %	Actual	There are clear signs of Catholic identity visible through symbols, artwork and sacred spaces.	Actual	4.64				
17.9 % 39.3 % 42.9 %	Actual	I feel that there is a connection to the mission of the Church.	Actual	4.25				
3.6 % 42.9 % 35.7 % 17.9 %	Actual	I feel that there is engagement with the parishes.	Actual	3.68				
<ul style="list-style-type: none"> ● Almost Never ● Sometimes ● Often ● Almost Always 				Almost Never	Rarely	Sometimes	Often	Almost Always

Catholic Identity in Action

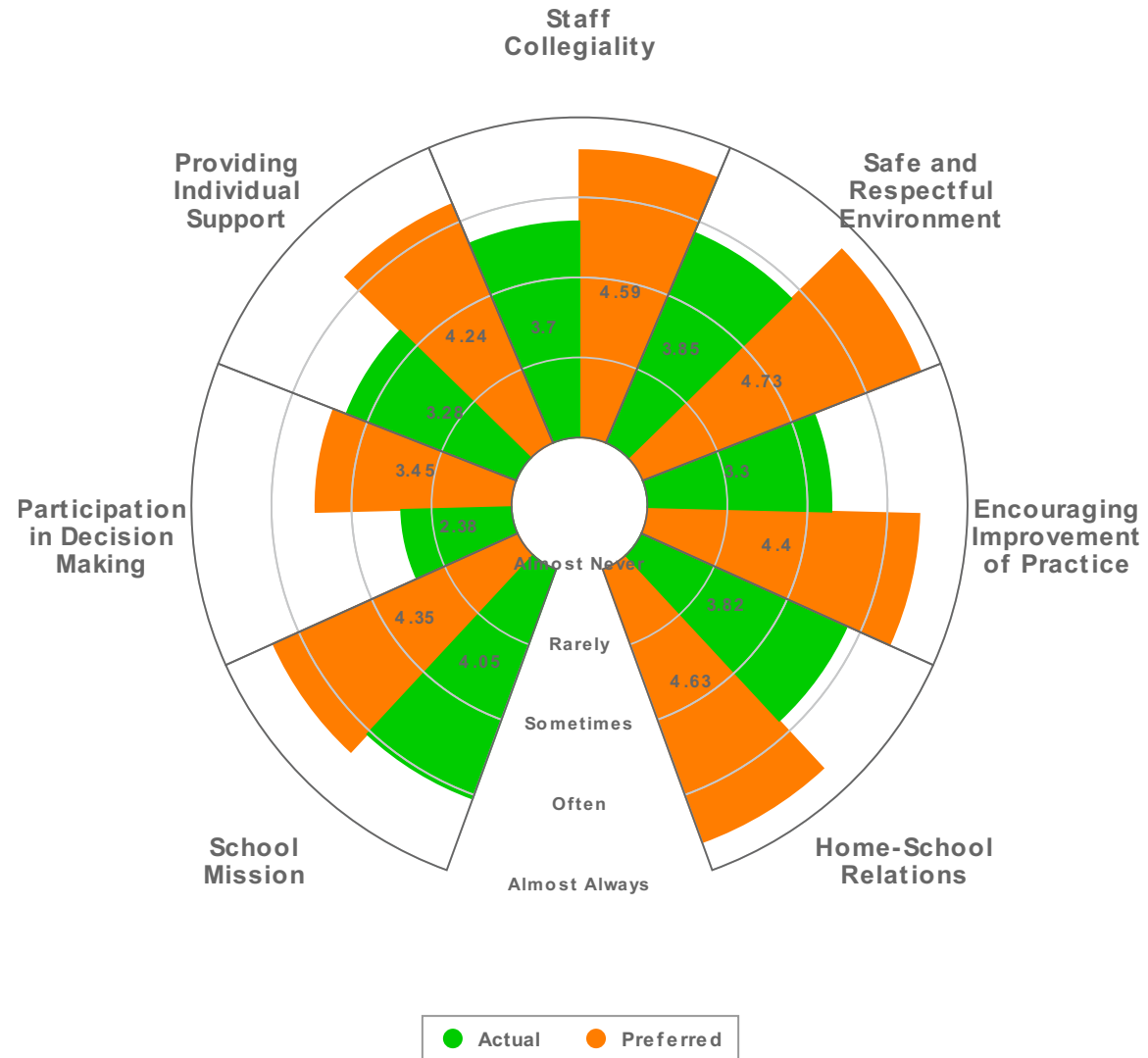
The CATHOLIC IDENTITY IN ACTION scale assesses the extent to which the staff feel that the teachings of the Catholic faith are important to them.



Percentage of each response	Items included in the scale		Average response for each item					
17.9 % 28.6 % 21.4 % 25 %	Actual	Learning about Catholic faith and tradition is important to me.	Actual	3.29				
21.4 % 7.1 % 25 % 28.6 % 17.9 %	Actual	Participating in prayer is important to me.	Actual	3.14				
21.4 % 7.1 % 25 % 35.7 % 10.7 %	Actual	Participating in the sacraments of the Eucharist (Mass) and Reconciliation is important to me.	Actual	3.07				
21.4 % 14.3 % 14.3 % 28.6 % 21.4 %	Actual	Participating in Christian service activities is important to me.	Actual	3.14				
25 % 14.3 % 25 % 32.1 % 3.6 %	Actual	Participating in activities of discipleship is important to me.	Actual	2.75				
25 % 7.1 % 42.9 % 17.9 %	Actual	Participating in formation based on Scripture and Catholic theology is important to me.	Actual	2.75				
<ul style="list-style-type: none"> ● Almost Never ● Rarely ● Sometimes ● Often ● Almost Always 				Almost Never	Rarely	Sometimes	Often	Almost Always

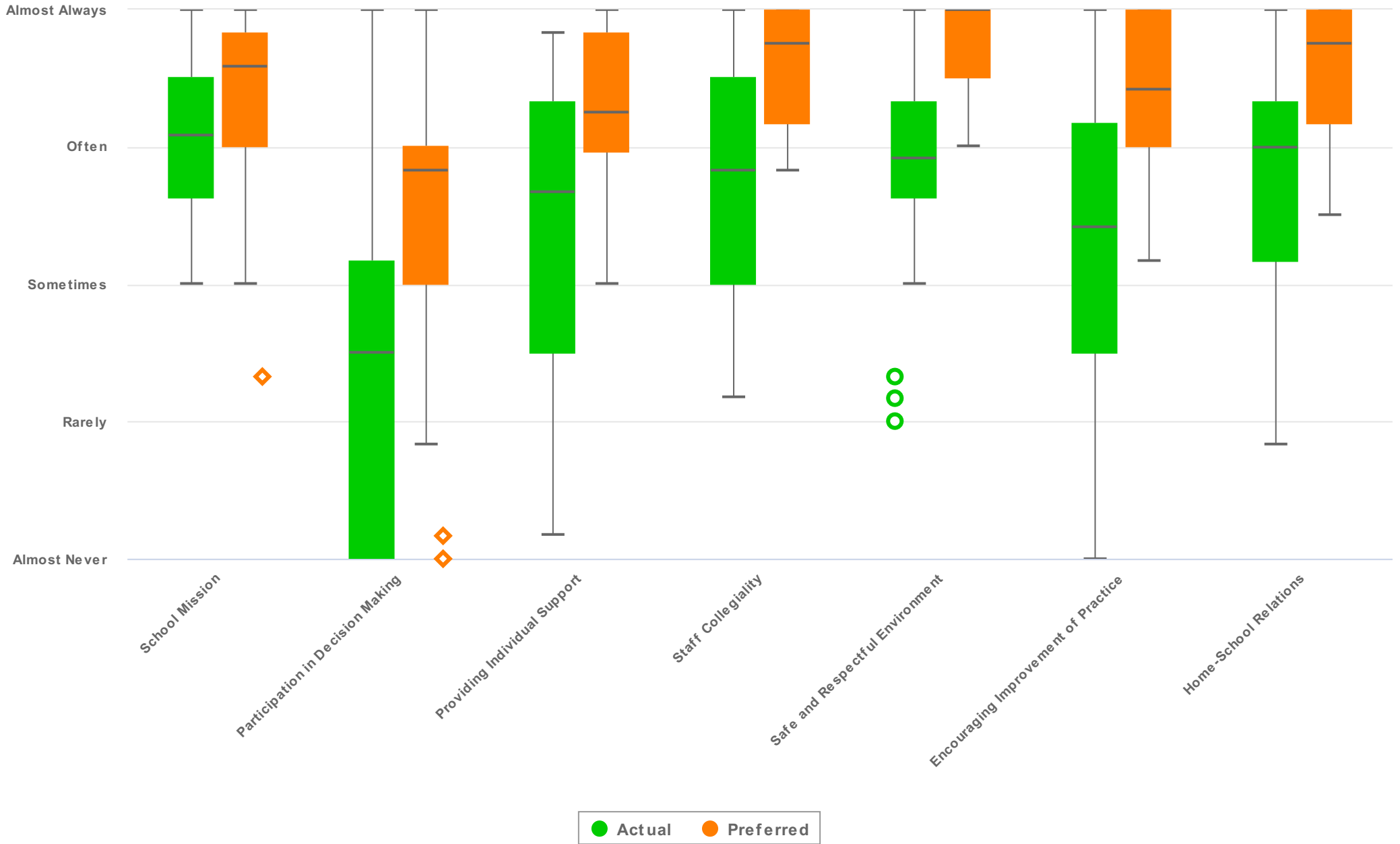
School Climate

Means for each scale.



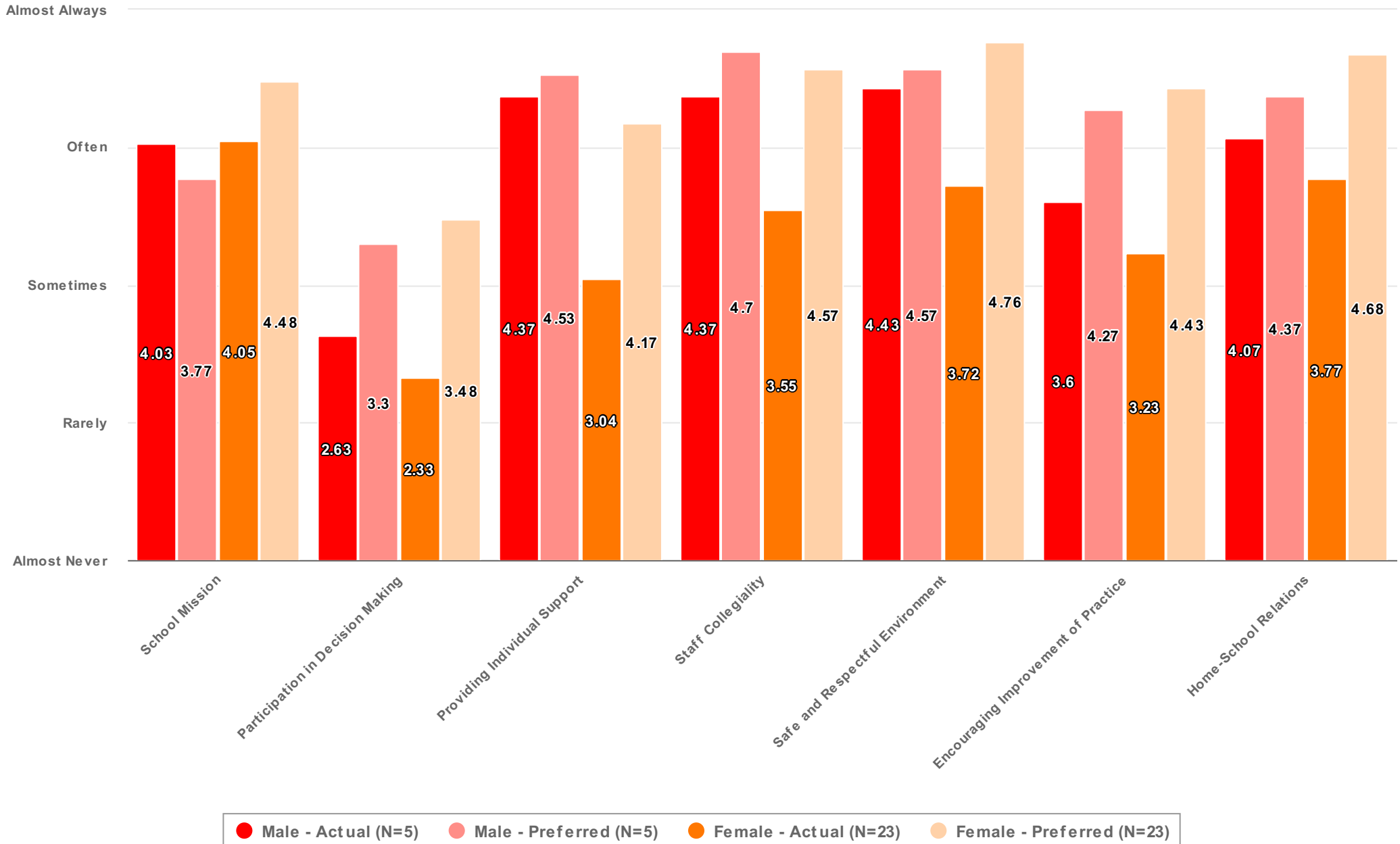
School Climate

Variations for each scale.



School Climate: By Sex

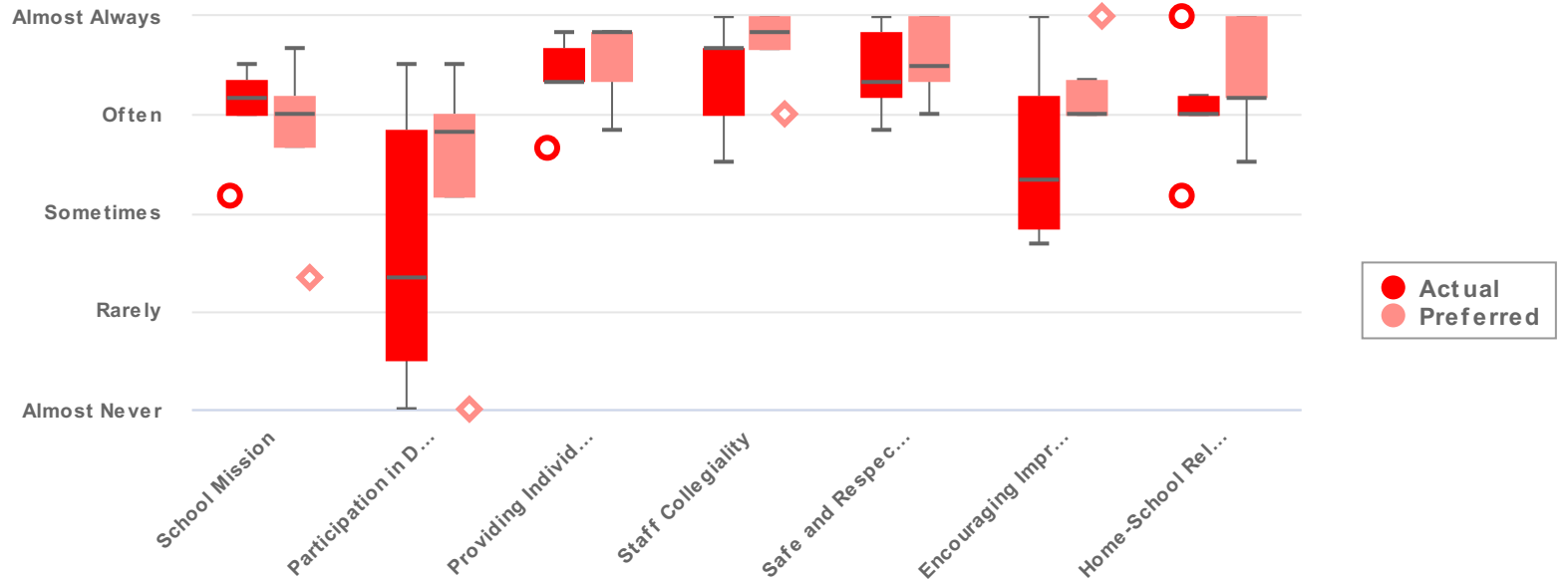
Means for each scale. Categories with less than four responses have been omitted.



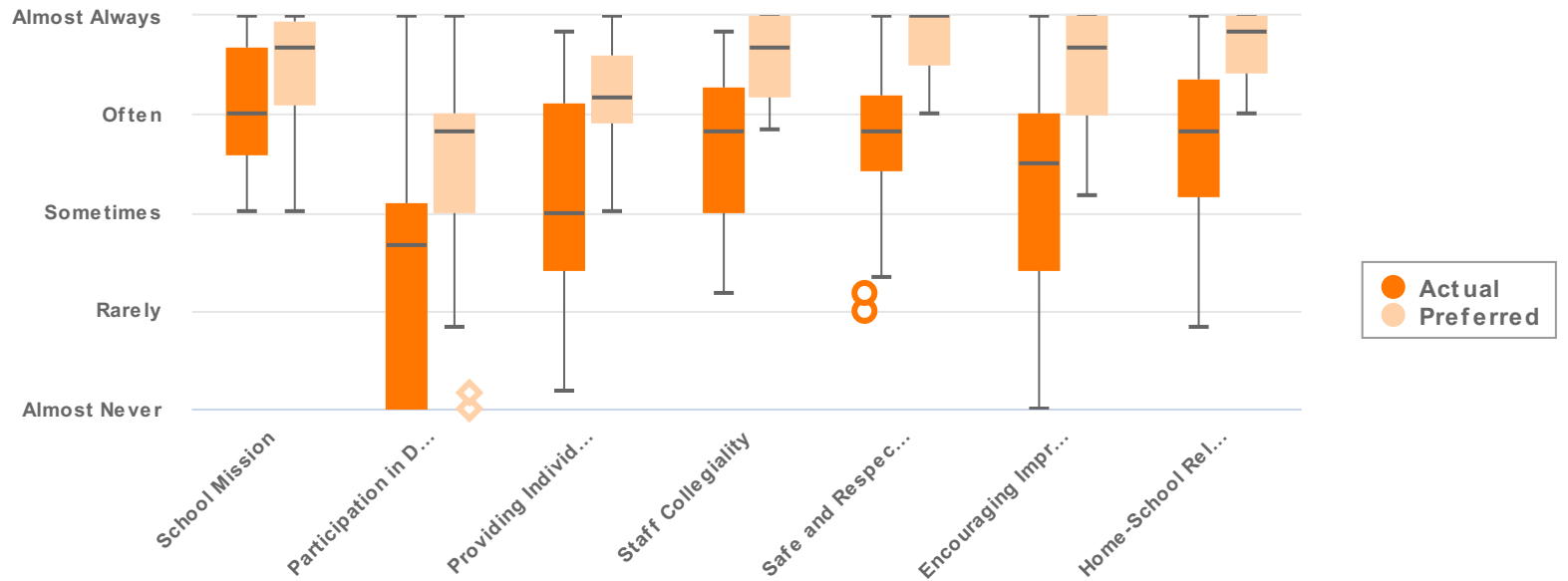
School Climate: By Sex

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

Category:
Male (N=5)

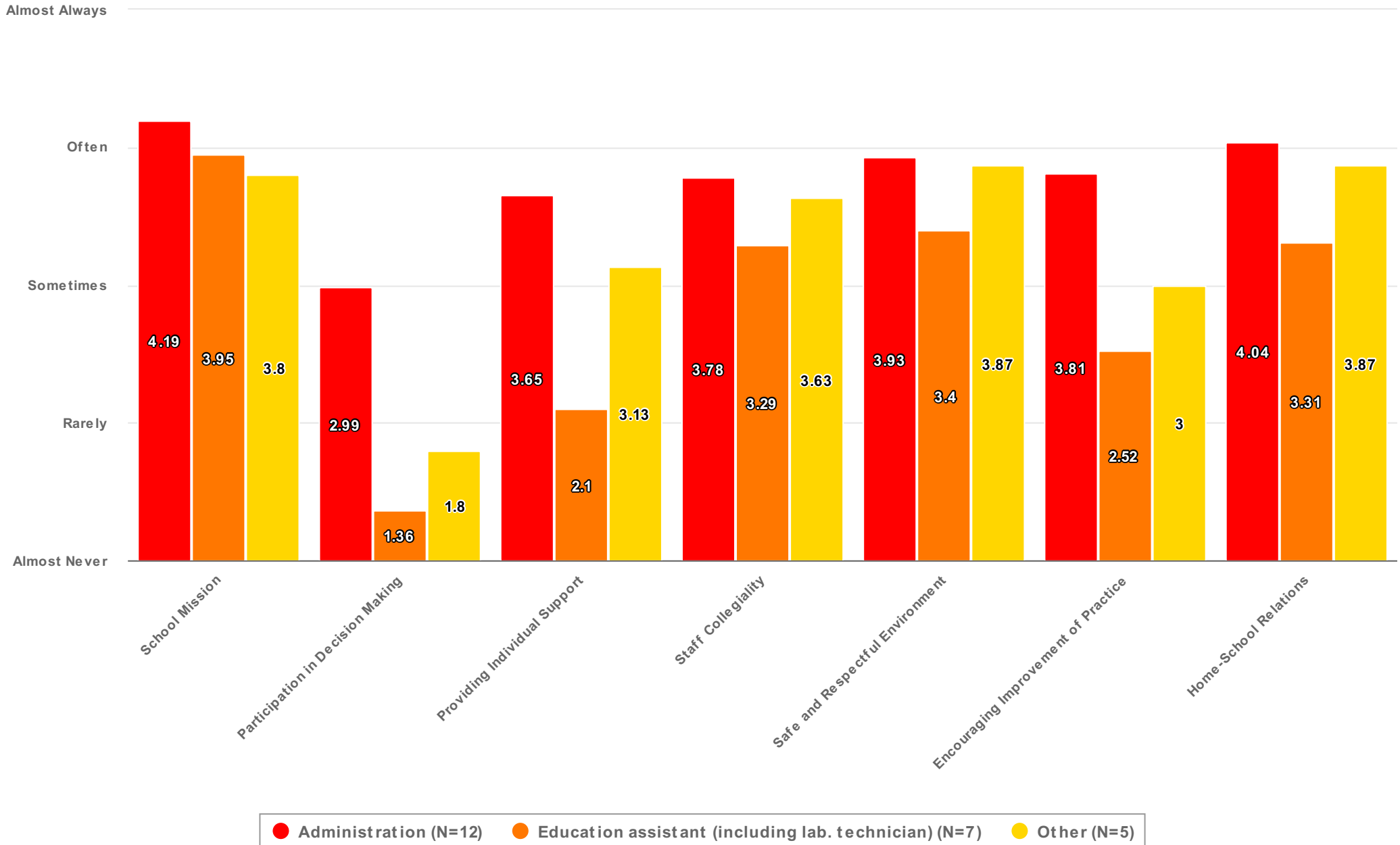


Category:
Female (N=23)



School Climate: By Role

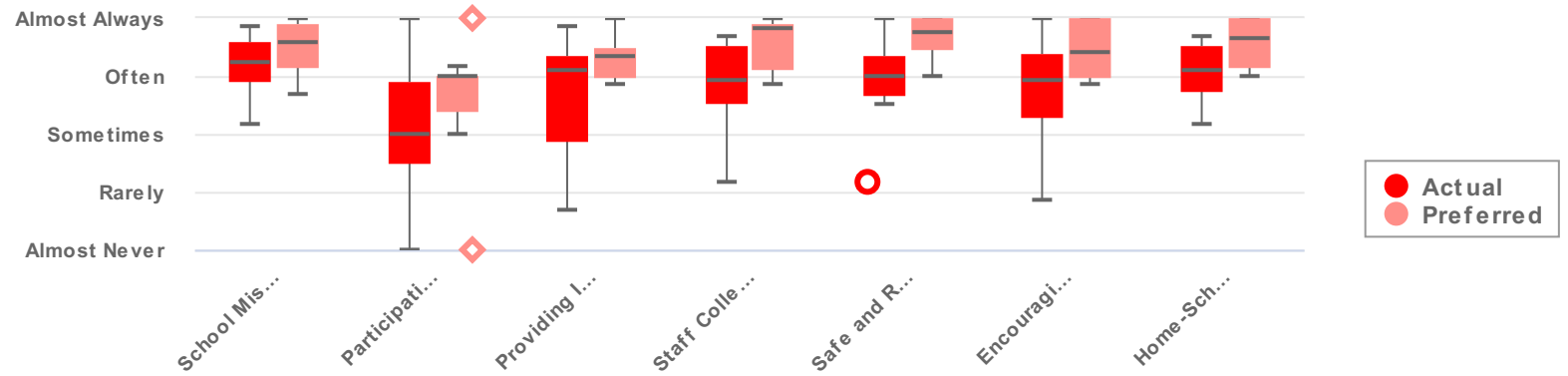
Means for each scale. Categories with less than four responses have been omitted.



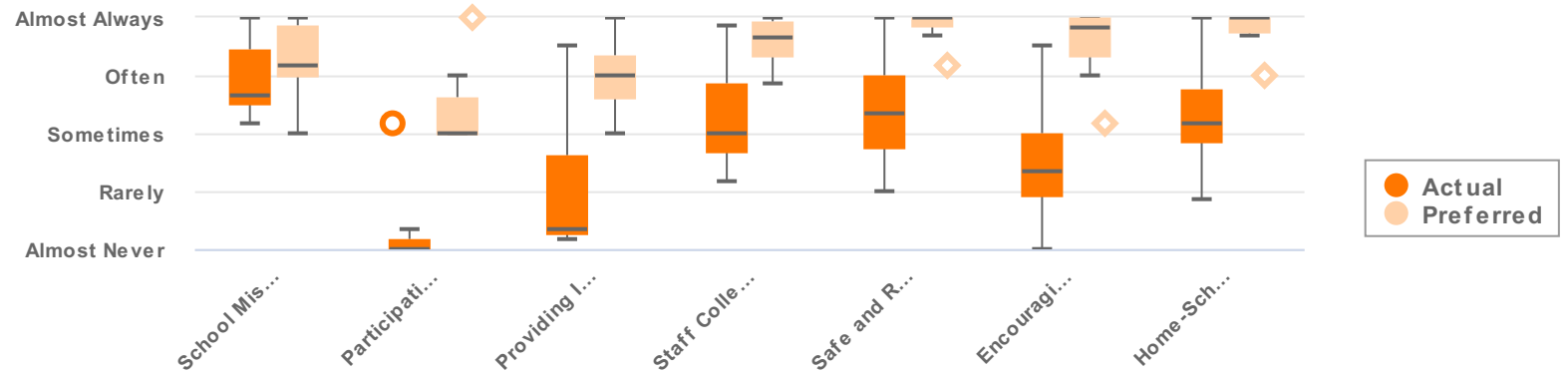
School Climate: By Role

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

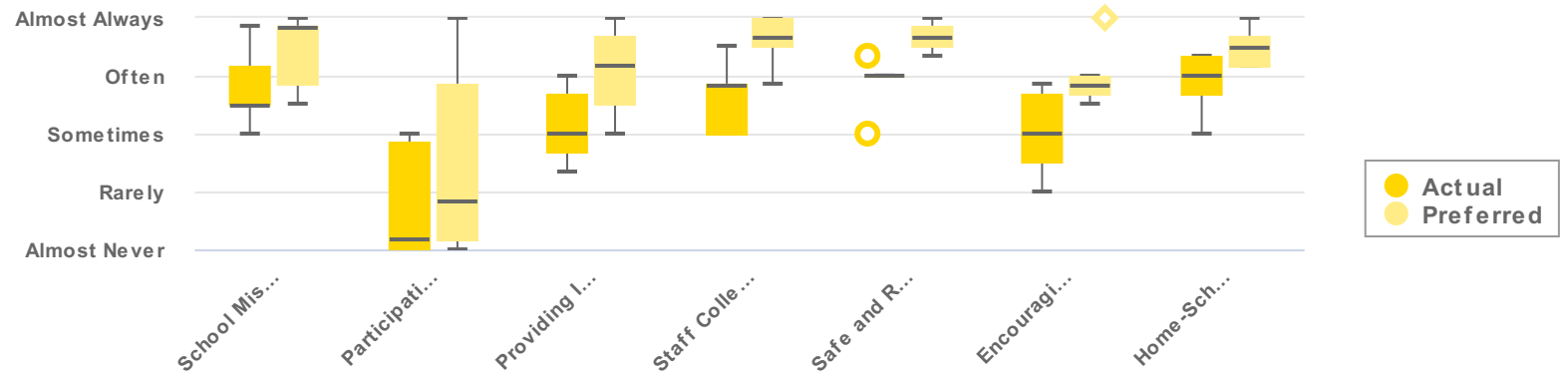
Category:
Administration (N=12)



Category:
Education assistant
(including lab.
technician) (N=7)

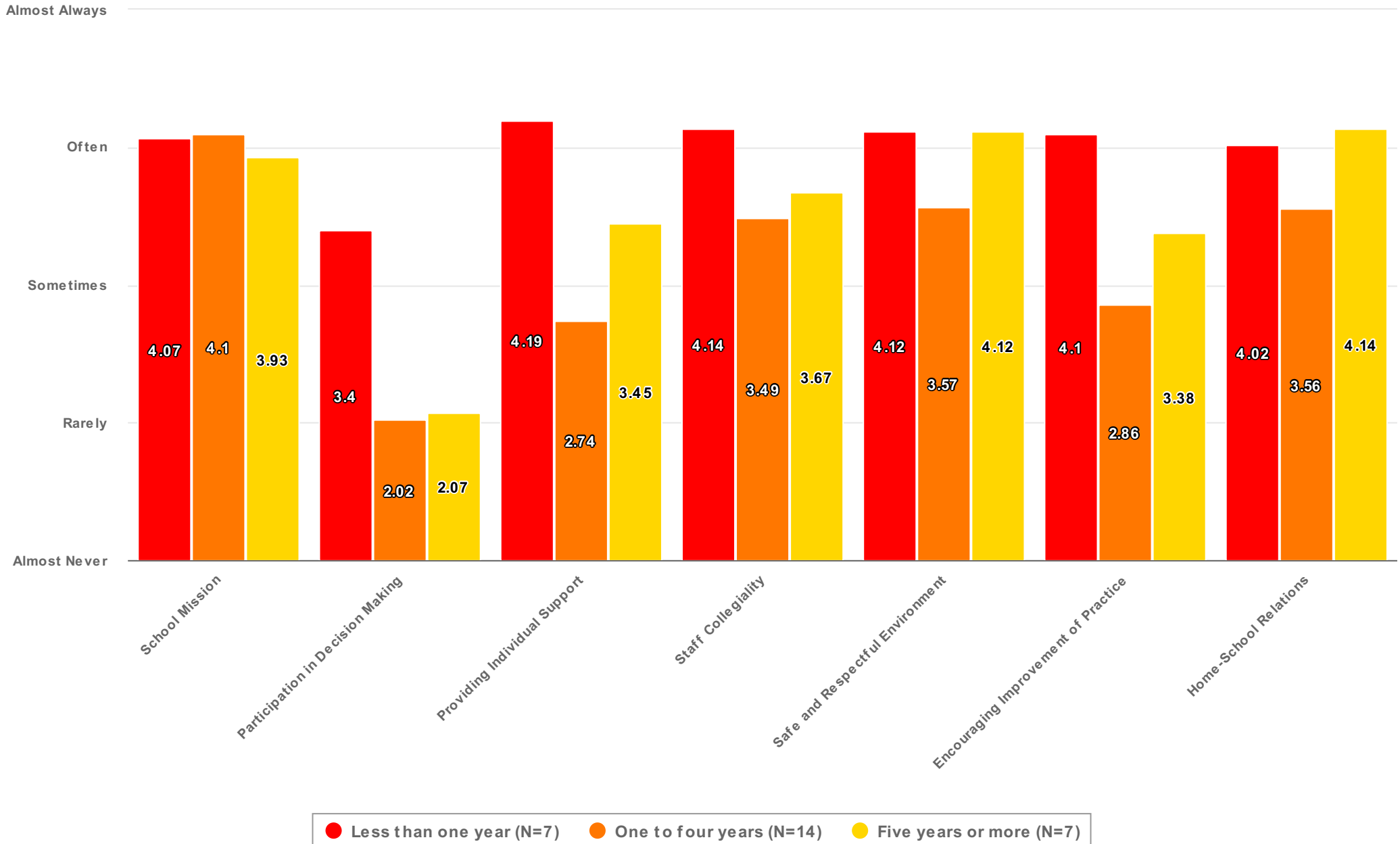


Category:
Other (N=5)



School Climate: By Years at the School

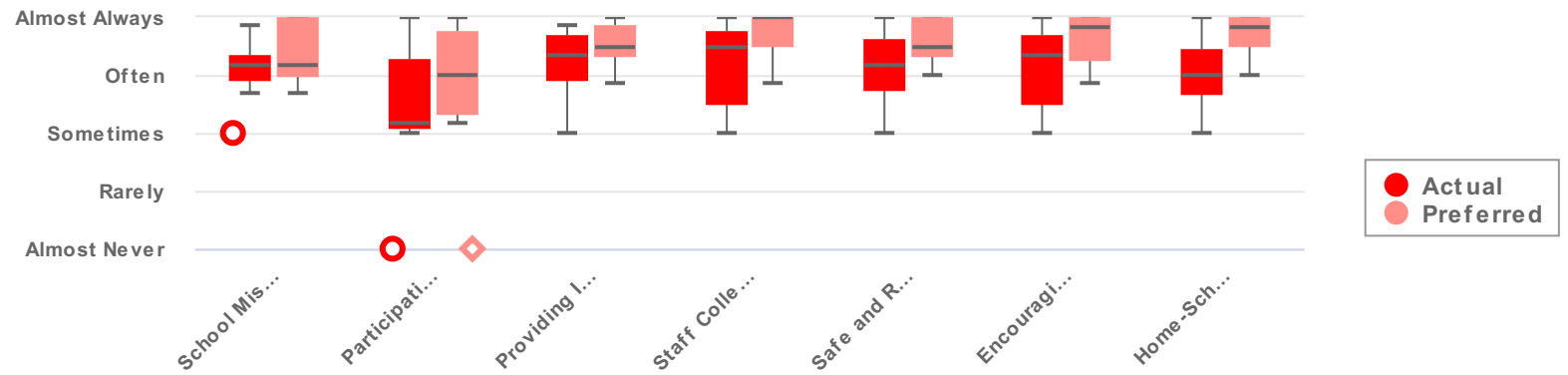
Means for each scale. Categories with less than four responses have been omitted.



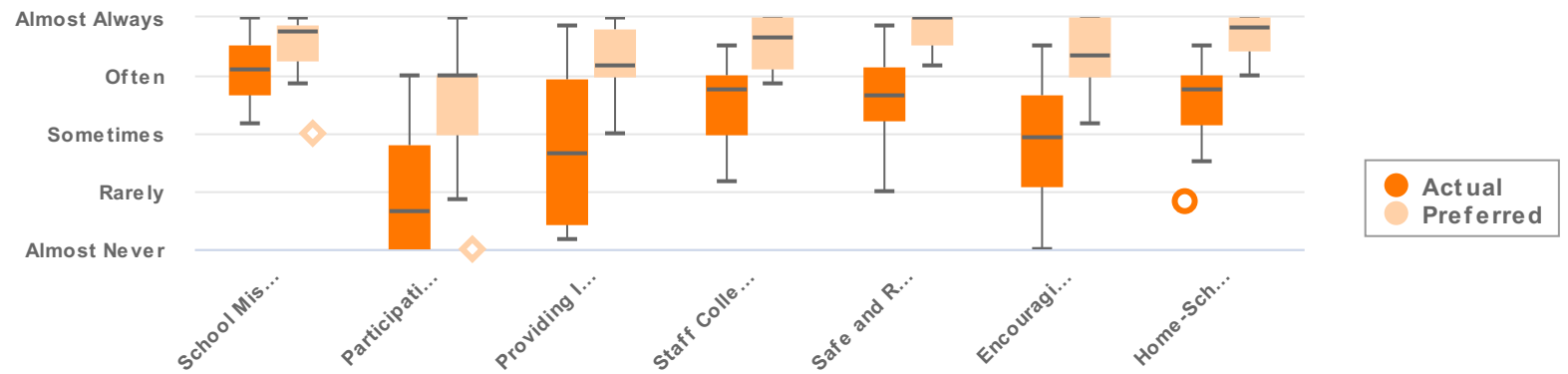
School Climate: By Years at the School

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

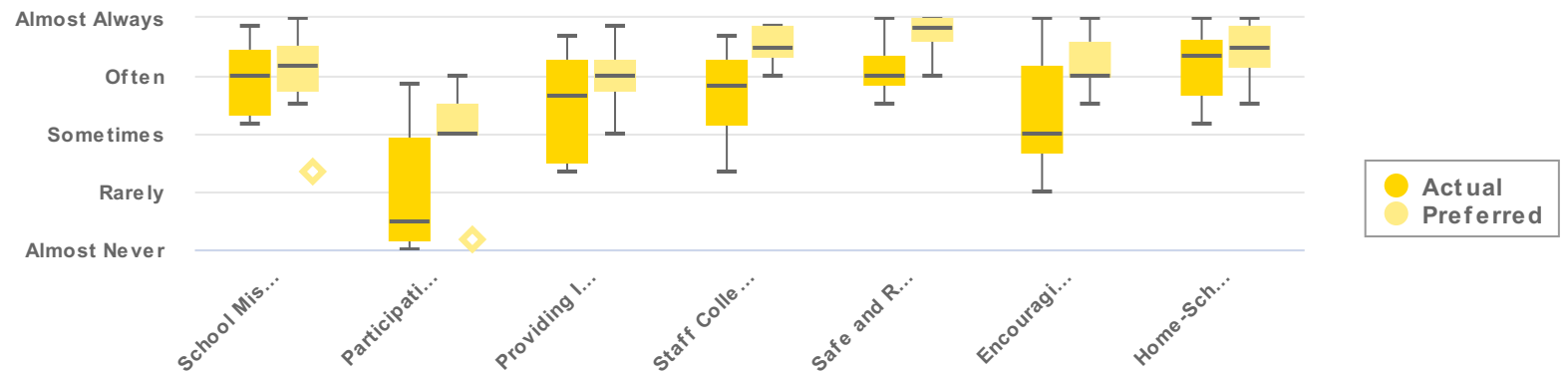
Category:
Less than one year (N=7)



Category:
One to four years (N=14)

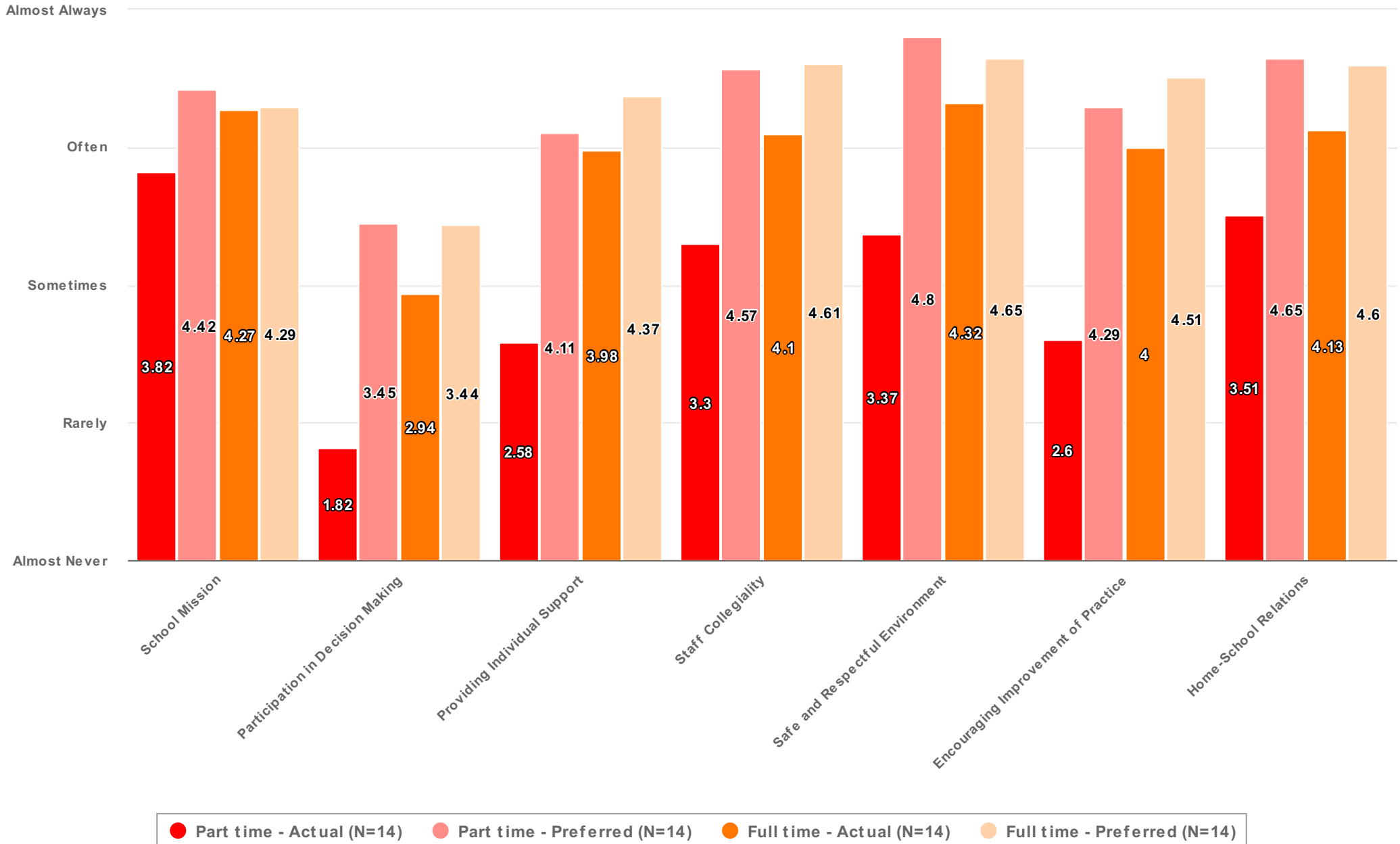


Category:
Five years or more (N=7)



School Climate: By Time Fraction

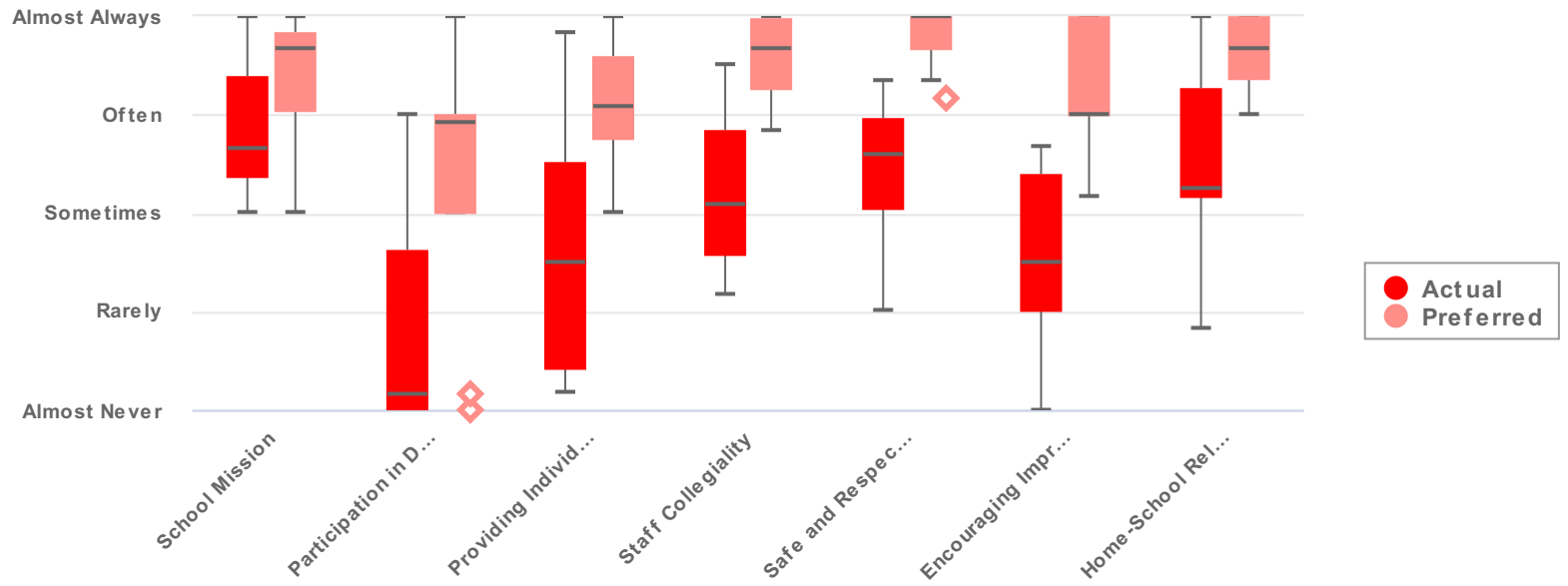
Means for each scale. Categories with less than four responses have been omitted.



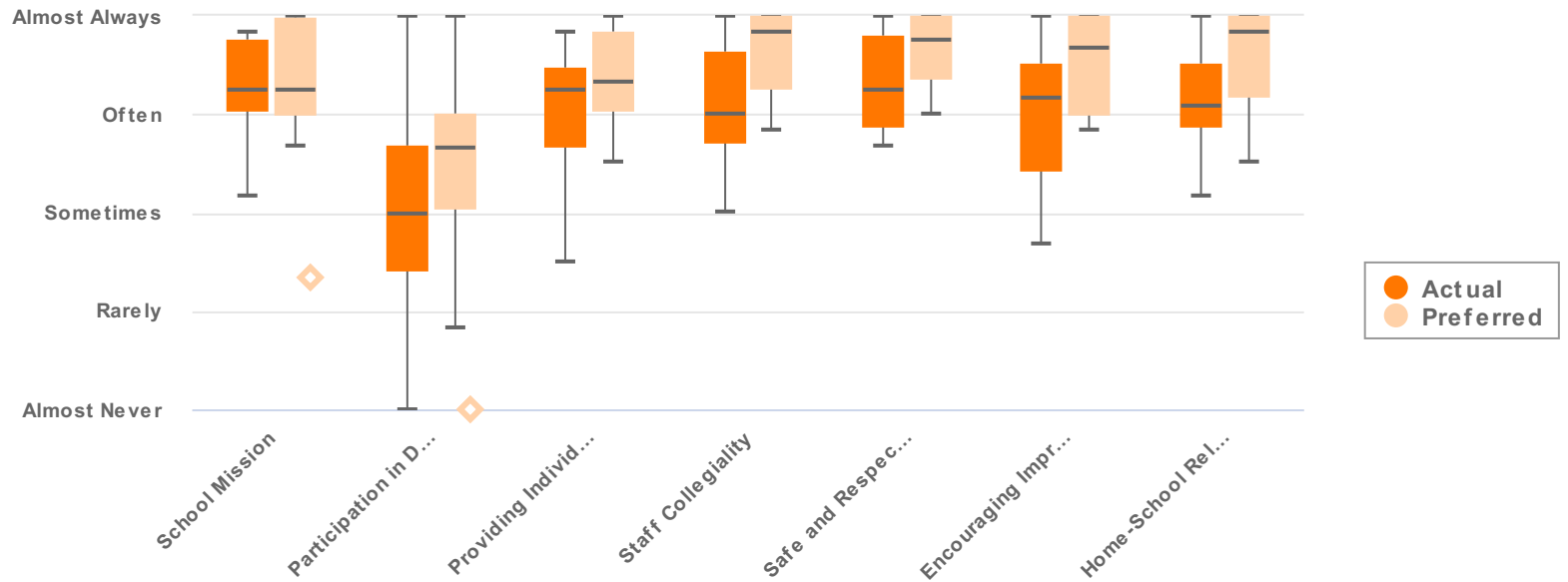
School Climate: By Time Fraction

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

Category:
Part time (N=14)

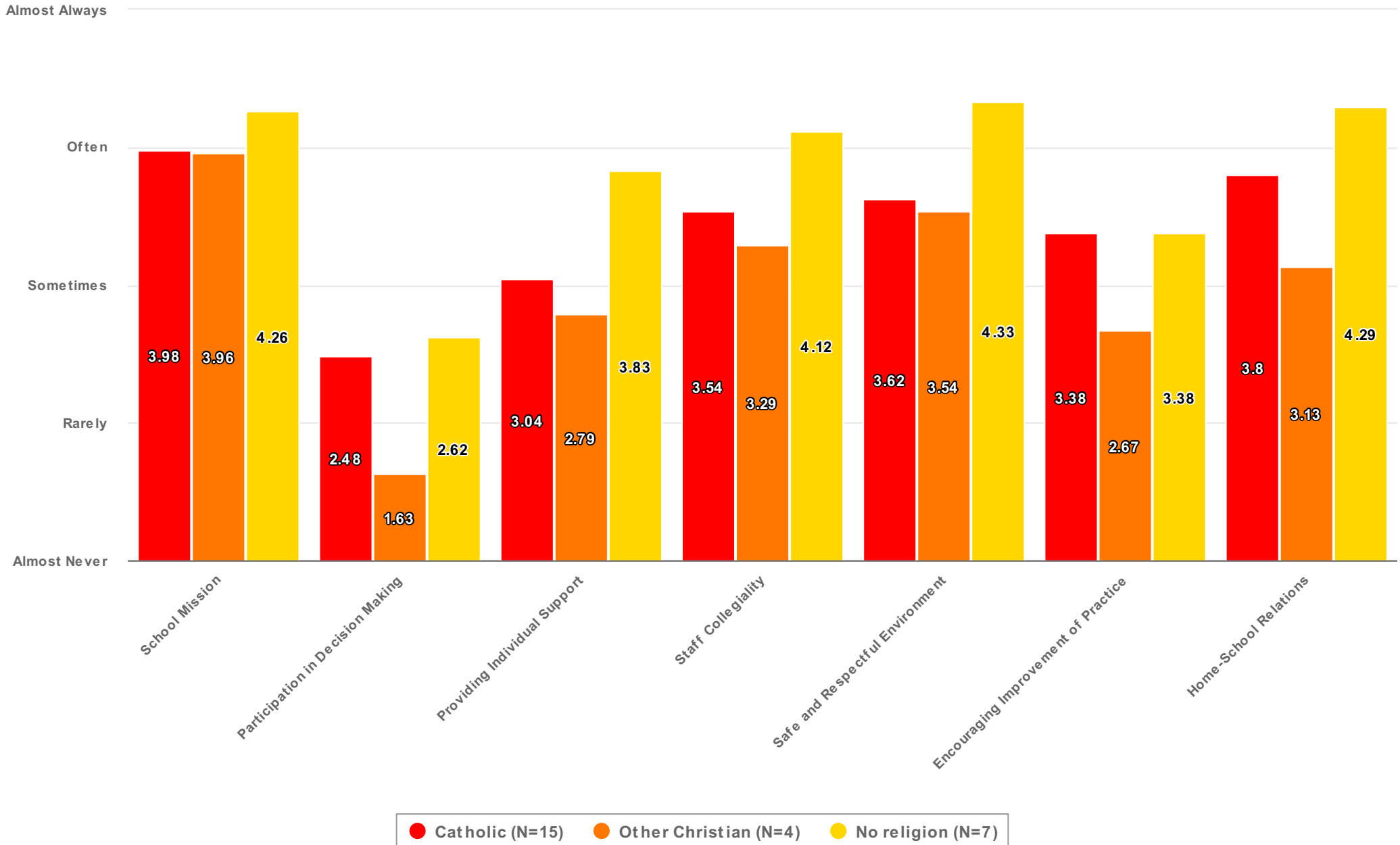


Category:
Full time (N=14)



School Climate: By Religion

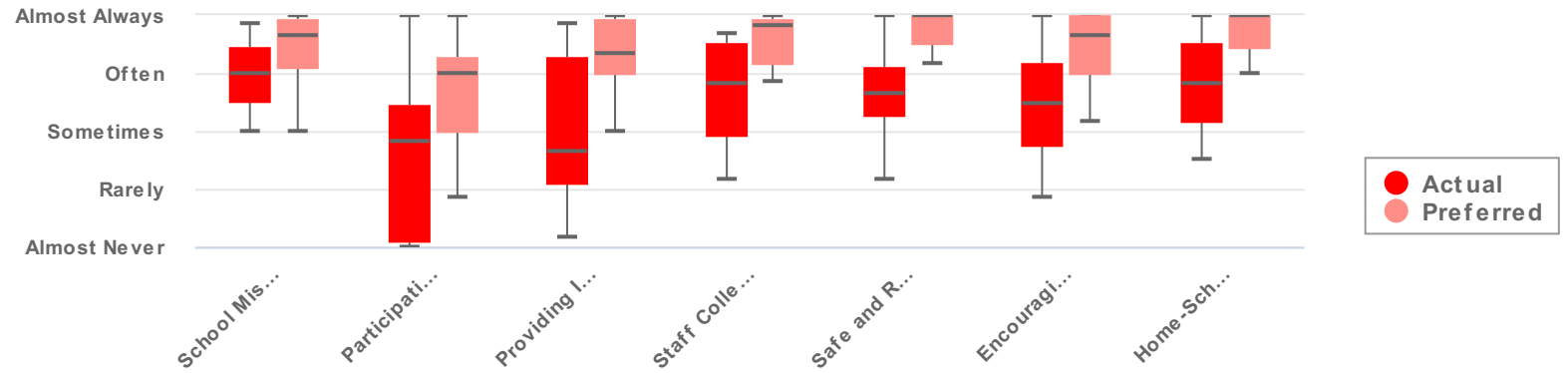
Means for each scale. Categories with less than four responses have been omitted.



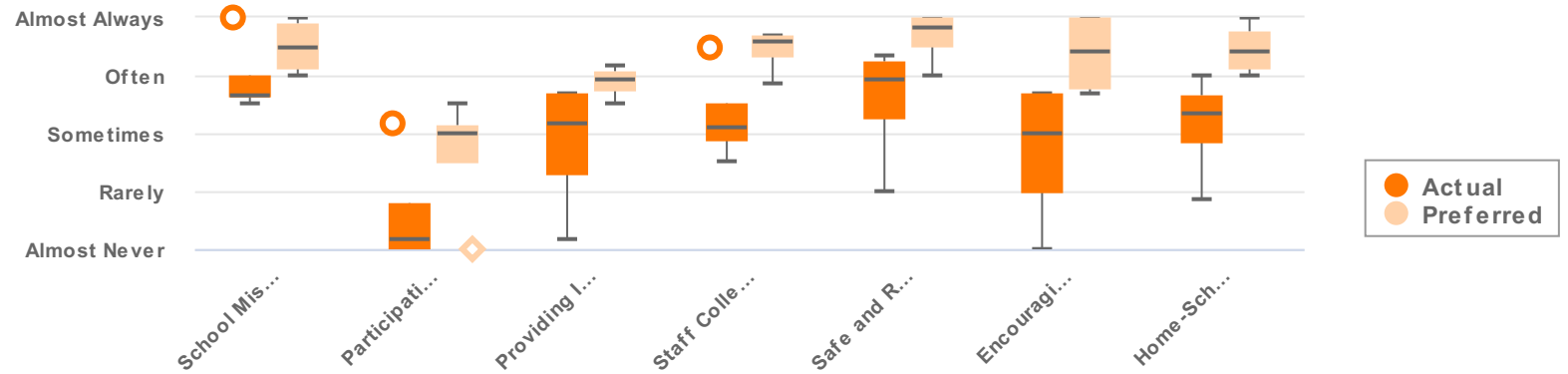
School Climate: By Religion

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

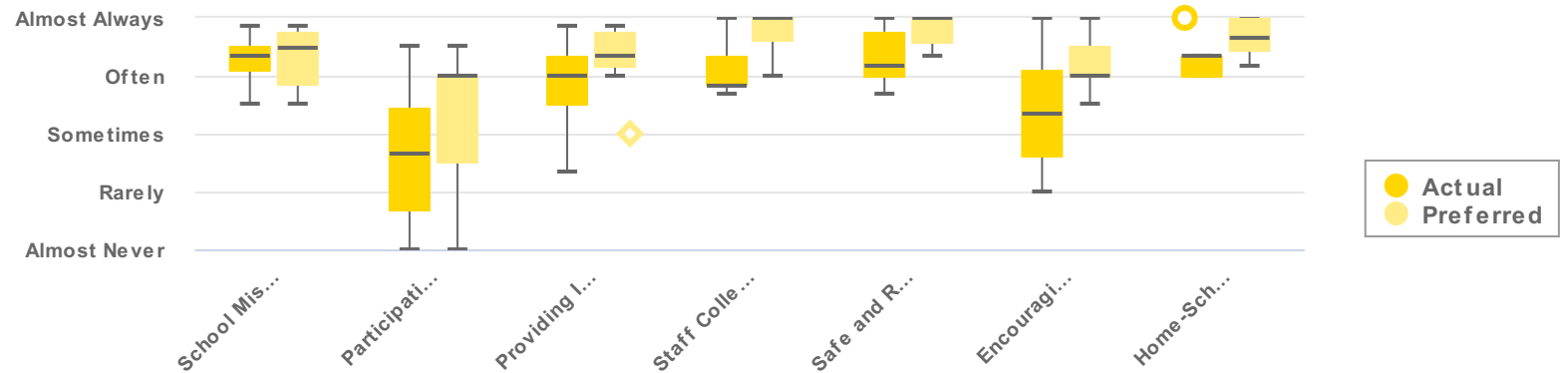
Category:
Catholic (N=15)



Category:
Other Christian (N=4)

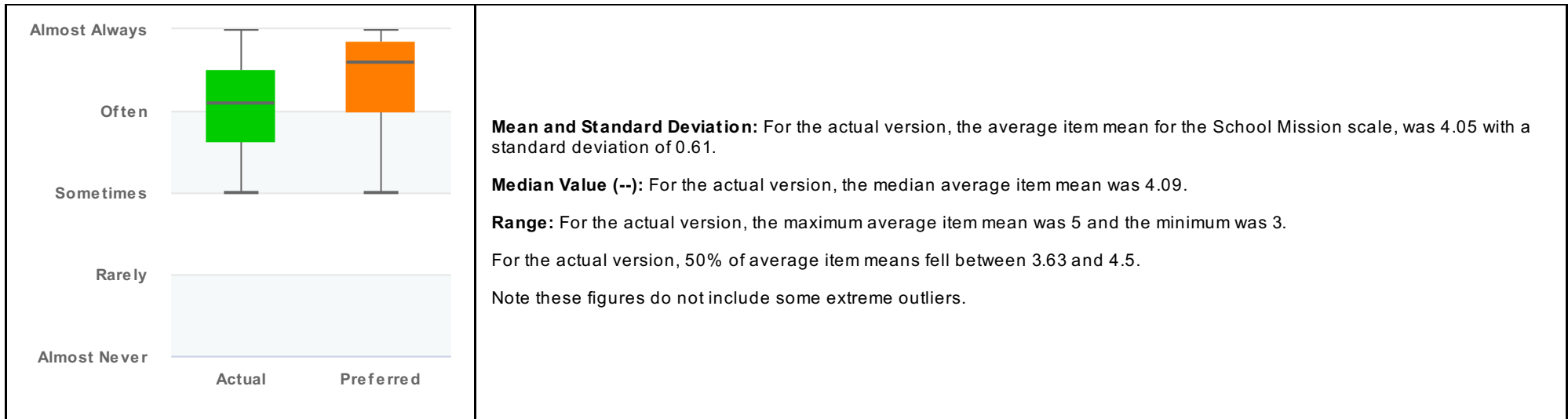


Category:
No religion (N=7)



School Mission

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



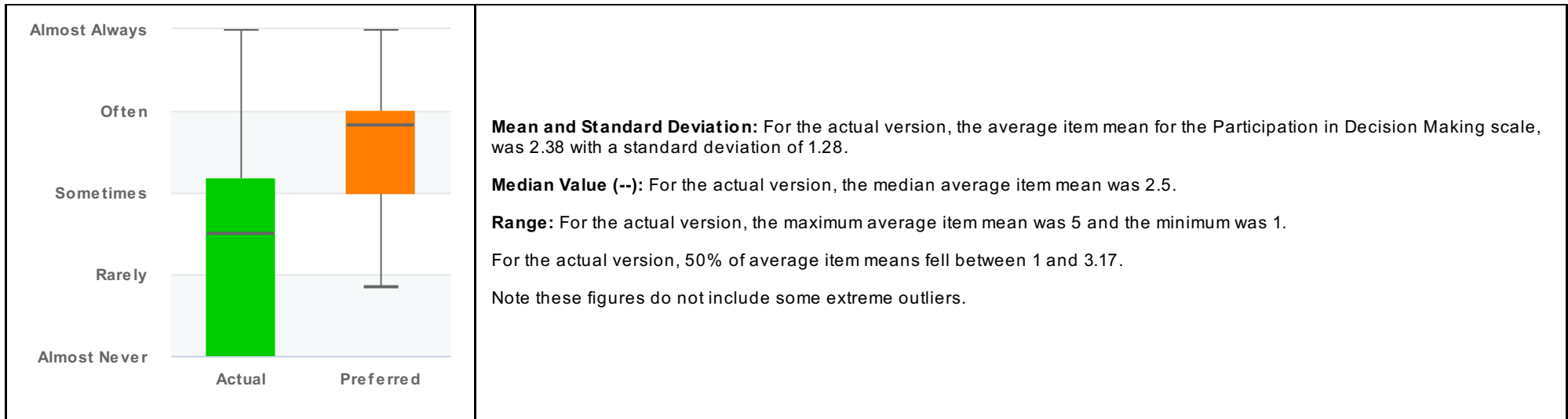
Percentage of each response		Items included in the scale		Average response for each item		
21.4 %	60.7 %	17.9 %	Actual	I understand how the school's Catholic identity is expressed through the school's mission, vision and practices.	Actual	3.96
14.3 %	53.6 %	32.1 %				Preferred
17.9 %	23.6 %	50 %	Actual	I am committed to the school's Catholic identity as expressed in the school's mission, vision and practices.	Actual	4.25
10.7 %	32.1 %	53.6 %				Preferred
21.4 %	42.9 %	35.7 %	Actual	The school's Catholic identity is expressed through its mission, vision and practices.	Actual	4.14
10.7 %	28.6 %	60.7 %				Preferred
17.9 %	64.3 %	17.9 %	Actual	I am clear about how the goals of the school align to its mission, vision and practices.	Actual	4
14.3 %	39.3 %	46.4 %				Preferred
3.6 %	28.6 %	28.6 %	Actual	I set out to help achieve the mission and vision of the school.	Actual	3.89
10.7 %	25 %	60.7 %				Preferred
14.3 %	46.4 %	32.1 %	Actual	The school's mission and vision are articulated regularly.	Actual	4.04
10.7 %	39.3 %	50 %				Preferred

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

Almost Never Rarely Sometimes Often Almost Always

Participation in Decision Making

The PARTICIPATION IN DECISION-MAKING scale assesses the extent to which staff perceive the school leadership team involve staff members when making decisions.



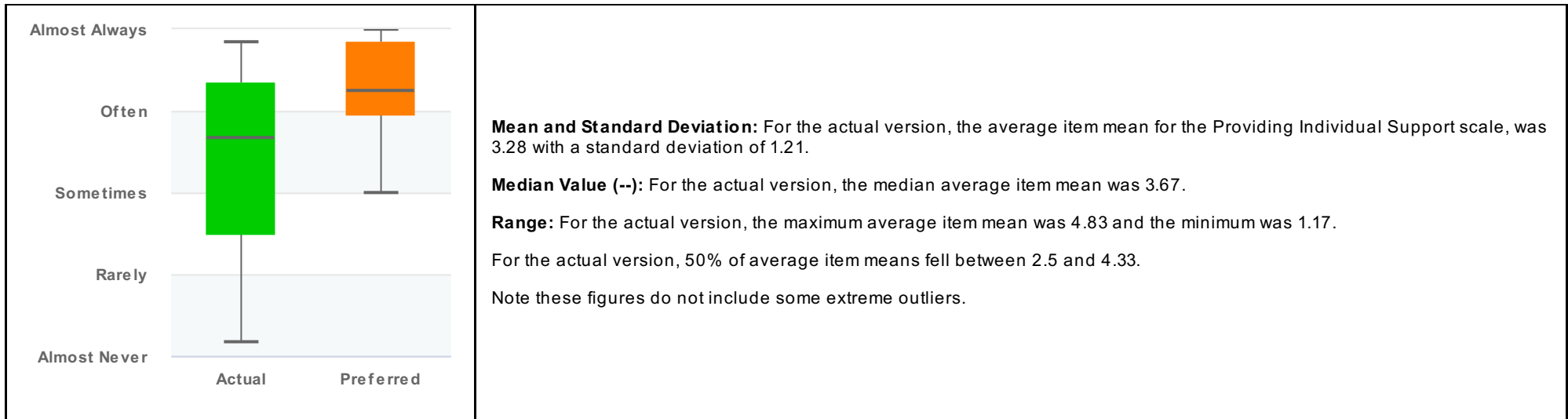
Percentage of each response		Items included in the scale		Average response for each item						
39.3 %	7.1 %	25 %	21.4 %	Actual	The leadership team seeks feedback from me in decision-making.	Actual	2.5			
10.7 %	21.4 %	50 %	14.3 %	Preferred		Preferred	3.54			
46.4 %	14.3 %	21.4 %	14.3 %	Actual	The leadership team seeks my opinions when making school-based decisions.	Actual	2.14			
10.7 %	35.7 %	35.7 %	10.7 %	Preferred		Preferred	3.29			
39.3 %	10.7 %	28.6 %	17.9 %	Actual	The leadership team considers my ideas in decision-making.	Actual	2.36			
10.7 %	32.1 %	42.9 %	10.7 %	Preferred		Preferred	3.39			
39.3 %	10.7 %	28.6 %	10.7 %	Actual	The leadership team provides opportunities for me to be involved in making decisions.	Actual	2.43			
10.7 %	28.6 %	39.3 %	17.9 %	Preferred		Preferred	3.5			
35.7 %	10.7 %	25 %	25 %	Actual	The leadership team listens to my ideas when making decisions.	Actual	2.5			
10.7 %	28.6 %	35.7 %	21.4 %	Preferred		Preferred	3.54			
39.3 %	10.7 %	32.1 %	10.7 %	Actual	The leadership team ensures that I am involved in decision-making.	Actual	2.36			
10.7 %	35.7 %	32.1 %	17.9 %	Preferred		Preferred	3.43			

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

Almost Never Rarely Sometimes Often Almost Always

Providing Individual Support

The PROVIDING INDIVIDUAL SUPPORT scale assesses the extent to which staff feel that the school's leadership team is approachable and supportive.



Percentage of each response		Items included in the scale		Average response for each item							
21.4 %	14.3 %	32.1 %	28.6 %	Actual	The leadership team knows the problems faced by me.	Actual	2.79				
25 %	50 %	25 %		Preferred		Preferred	4				
17.9 %	25 %	14.3 %	32.1 %	Actual	The leadership team supports me.	Actual	3.39				
17.9 %	32.1 %	50 %		Preferred		Preferred	4.32				
17.9 %	21.4 %	21.4 %	28.6 %	Actual	There is good communication between the leadership team and me.	Actual	3.32				
10.7 %	42.9 %	46.4 %		Preferred		Preferred	4.36				
17.9 %	25 %	17.9 %	25 %	Actual	Members of the leadership team go out of their way to help me.	Actual	3.21				
21.4 %	39.3 %	39.3 %		Preferred		Preferred	4.18				
17.9 %	21.4 %	14.3 %	42.9 %	Actual	I am able to approach the leadership team to discuss concerns.	Actual	3.75				
10.7 %	35.7 %	53.6 %		Preferred		Preferred	4.43				
17.9 %	32.1 %	21.4 %	21.4 %	Actual	Members of the leadership team are interested in my problems.	Actual	3.21				
25 %	35.7 %	39.3 %		Preferred		Preferred	4.14				

● Almost Never ● Rarely

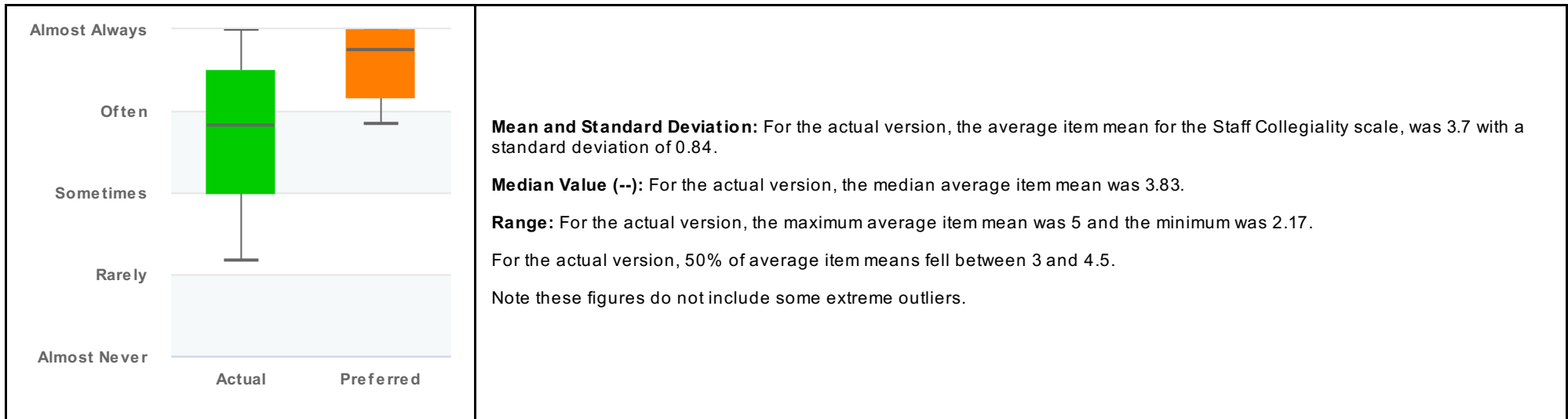
● Sometimes ● Often

● Almost Always

Almost Never Rarely Sometimes Often Almost Always

Staff Collegiality

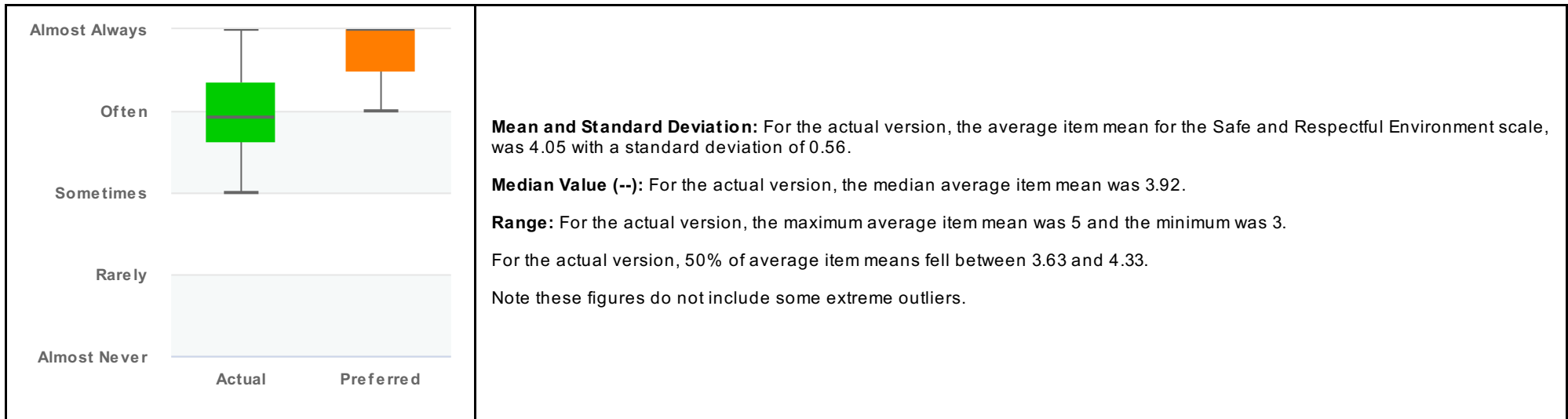
The STAFF COLLEGIALLY scale assesses the extent to which staff can obtain assistance, advice and encouragement and feel accepted by their colleagues.



Percentage of each response		Items included in the scale		Average response for each item	
14.3 % 28.6 % 50 % 21.4 % 78.6 %	Actual Preferred	I feel accepted by colleagues at this school.	Actual Preferred	4.21 4.79	
3.6 % 35.7 % 25 % 35.7 % 32.1 % 67.9 %	Actual Preferred	I feel supported by colleagues at this school.	Actual Preferred	3.93 4.68	
7.1 % 42.9 % 21.4 % 25 % 21.4 % 32.1 % 46.4 %	Actual Preferred	I feel comfortable when expressing my ideas in front of colleagues.	Actual Preferred	3.57 4.25	
14.3 % 21.4 % 57.1 % 7.1 % 42.9 % 57.1 %	Actual Preferred	There is good communication between staff members.	Actual Preferred	3.57 4.57	
10.7 % 28.6 % 25 % 32.1 % 32.1 % 67.9 %	Actual Preferred	I feel valued by colleagues at this school.	Actual Preferred	3.71 4.68	
10.7 % 46.4 % 28.6 % 7.1 % 3.6 % 35.7 % 60.7 %	Actual Preferred	There are structures in place to support staff collegiality.	Actual Preferred	3.18 4.57	
● Almost Never ● Sometimes ● Almost Always	● Rarely ● Often				

Safe and Respectful Environment

The SAFE AND RESPECTFUL ENVIRONMENT scale assesses the extent to which the policies and rules in place help to create and maintain a safe and respectful environment.



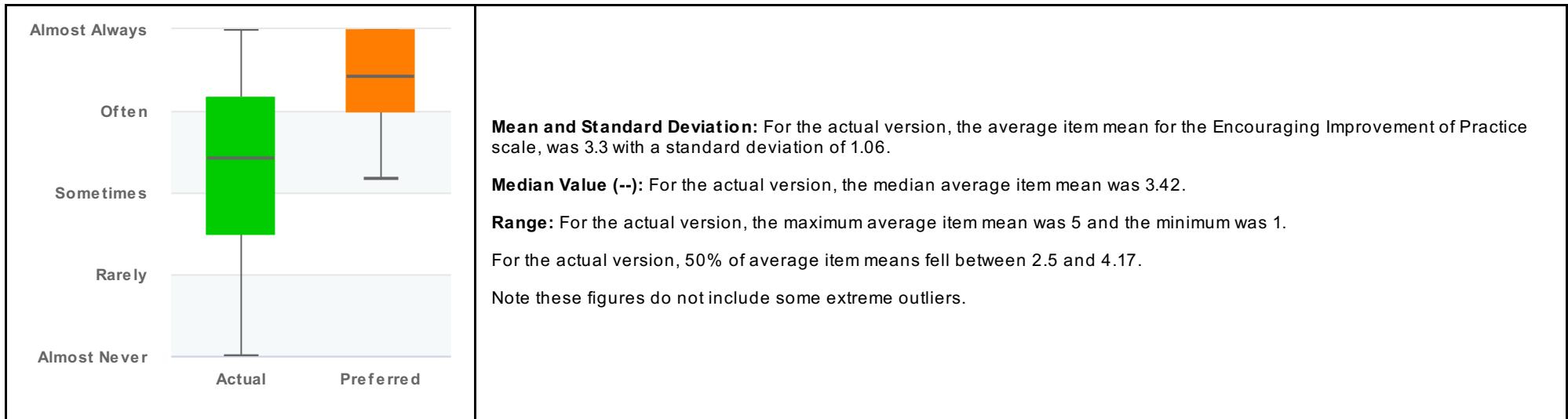
Percentage of each response		Items included in the scale		Average response for each item	
7.1% 46.4% 21.4% 25%	Actual	Staff model Gospel values through actions and words to ensure that policies and processes respect the dignity of all.	Actual	3.64	
7.1% 28.6% 64.3%	Preferred		Preferred	4.57	
14.3% 42.9% 35.7%	Actual	The policies, structures and practices of the school are consistent with Catholic social teaching.	Actual	4.07	
10.7% 25% 64.3%	Preferred		Preferred	4.54	
7.1% 28.6% 46.4% 17.9%	Actual	Policies and practices are in place to minimise disruptions.	Actual	3.75	
32.1% 64.3%	Preferred		Preferred	4.61	
7.1% 28.6% 28.6% 32.1%	Actual	The policies and practices of the school help to create an environment that supports the dignity of each person through words and actions.	Actual	3.79	
14.3% 85.7%	Preferred		Preferred	4.86	
14.3% 35.7% 39.3%	Actual	The policies and practices of the school create a safe environment for all.	Actual	4	
7.1% 92.9%	Preferred		Preferred	4.93	
17.9% 39.3% 28.6%	Actual	The policies, structures and practices of the school help to create a respectful environment.	Actual	3.82	
14.3% 85.7%	Preferred		Preferred	4.86	

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

Almost Never Rarely Sometimes Often Almost Always

Encouraging Improvement of Practice

The ENCOURAGING IMPROVEMENT OF PRACTICE scale assesses the extent to which staff are encouraged to improve and refine their practice.



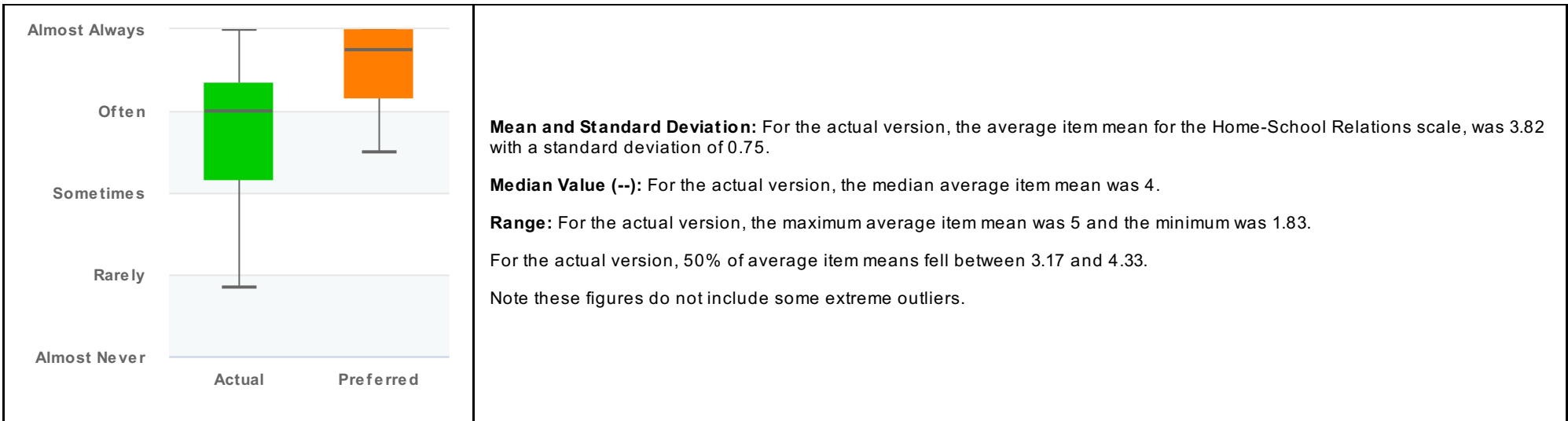
Percentage of each response		Items included in the scale		Average response for each item	
14.3% (Almost Never) 32.1% (Sometimes) 32.1% (Often) 17.9% (Almost Always)	Actual	I am encouraged to think of ways to improve my practice.	Actual	3.46	
7.1% (Almost Never) 39.3% (Often) 53.6% (Almost Always)	Preferred		Preferred	4.46	
21.4% (Almost Never) 25% (Sometimes) 23.6% (Often) 17.9% (Almost Always)	Actual	I am encouraged to evaluate my practices.	Actual	3.29	
17.9% (Almost Never) 42.9% (Often) 39.3% (Almost Always)	Preferred		Preferred	4.21	
21.4% (Almost Never) 25% (Sometimes) 21.4% (Often) 28.6% (Almost Always)	Actual	I am supported in my attempts to refine my practice.	Actual	3.5	
7.1% (Almost Never) 42.9% (Often) 50% (Almost Always)	Preferred		Preferred	4.43	
14.3% (Almost Never) 35.7% (Sometimes) 14.3% (Often) 28.6% (Almost Always) 7.1% (Almost Never)	Actual	I am given time to improve my practice.	Actual	2.79	
3.6% (Almost Never) 53.6% (Often) 42.9% (Almost Always)	Preferred		Preferred	4.39	
21.4% (Almost Never) 28.6% (Sometimes) 25% (Often) 17.9% (Almost Always)	Actual	I am encouraged to learn from others.	Actual	3.25	
7.1% (Almost Never) 42.9% (Often) 50% (Almost Always)	Preferred		Preferred	4.43	
14.3% (Almost Never) 21.4% (Sometimes) 35.7% (Often) 21.4% (Almost Always)	Actual	I am encouraged to be innovative.	Actual	3.5	
3.6% (Almost Never) 46.4% (Often) 50% (Almost Always)	Preferred		Preferred	4.46	

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

Almost Never Rarely Sometimes Often Almost Always

Home-School Relations

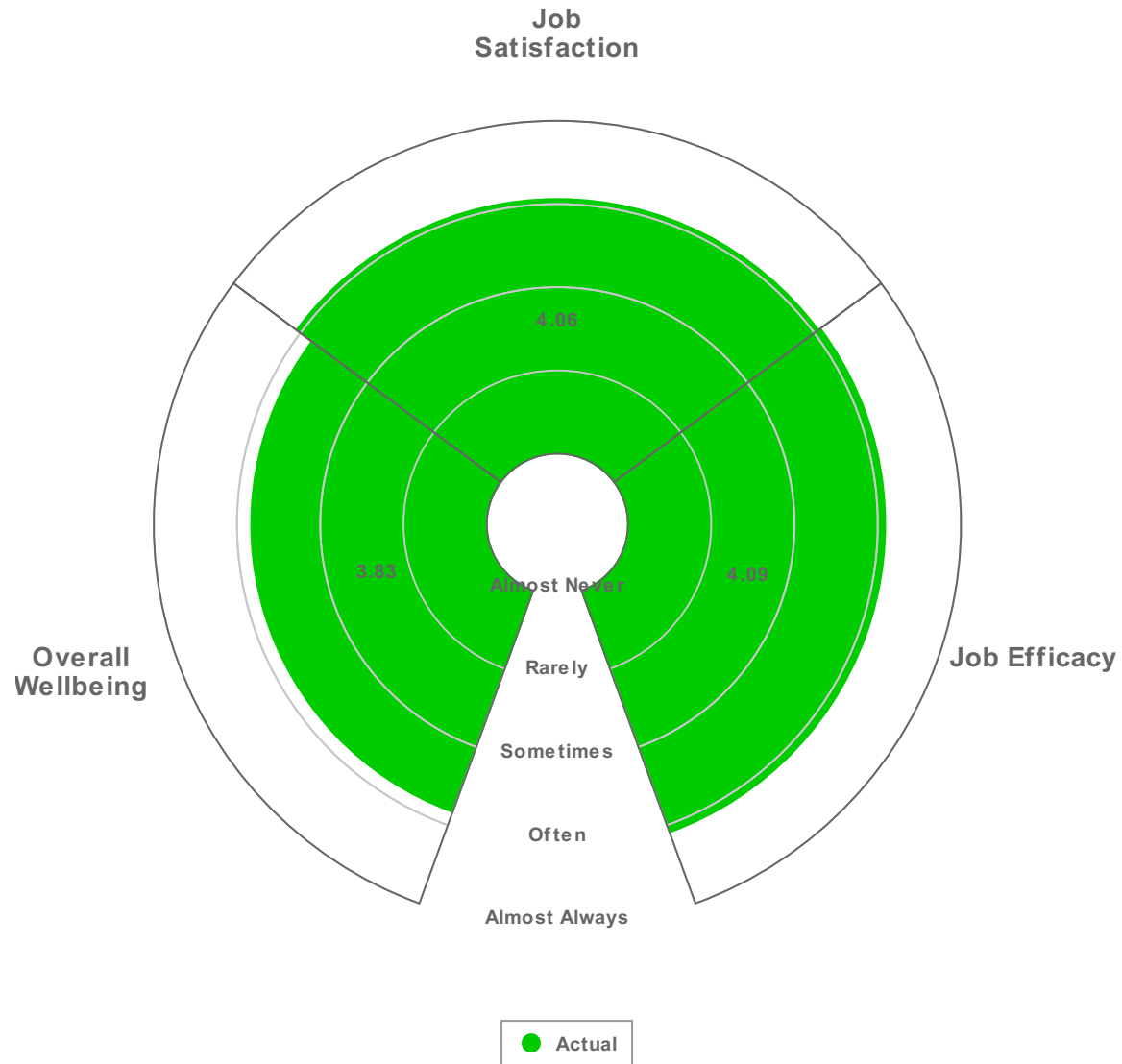
The HOME-SCHOOL RELATIONS scale assesses the extent to which there is a good relationship between the parents/carers and school staff.



Percentage of each response		Items included in the scale		Average response for each item	
7.1% 32.1%	71.4% 67.9%	Actual	There is a positive relationship between the parents/carers and the school staff.	Actual	4.04
		Preferred		Preferred	4.68
3.6% 28.6%	35.7% 67.9%	Actual	The school staff understand the background of the parents/carers.	Actual	3.71
		Preferred		Preferred	4.64
7.1% 3.6%	25% 42.9%	Actual	The teaching staff are aware of parents'/carers' expectations for their child's/children's education.	Actual	3.86
		Preferred		Preferred	4.5
10.7% 3.6%	32.1% 35.7%	Actual	The school has a close connection with the community.	Actual	3.61
		Preferred		Preferred	4.57
28.6% 10.7%	28.6% 82.1%	Actual	School staff communicate effectively with parents/carers when they have a concern about a student.	Actual	4.14
		Preferred		Preferred	4.75
7.1% 39.3%	42.9% 60.7%	Actual	Parents/carers play an active role in their child's/children's education.	Actual	3.57
		Preferred		Preferred	4.61
● Almost Never ● Sometimes ● Almost Always	● Rarely ● Often				Almost Never Rarely Sometimes Often Almost Always

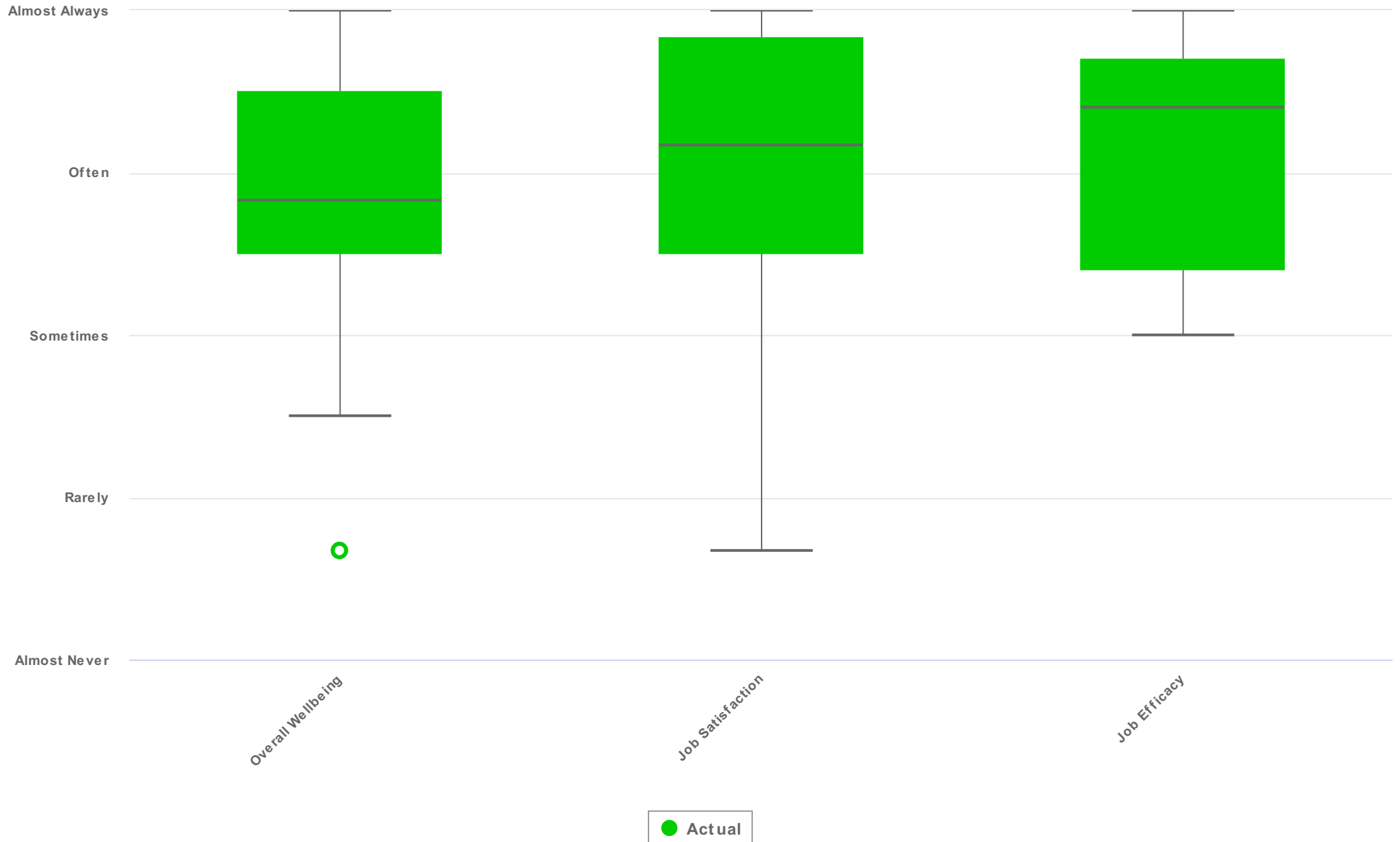
Wellbeing, Satisfaction and Efficacy

Means for each scale. Please note that the Job Efficacy scale is only responded to by Education Assistants.



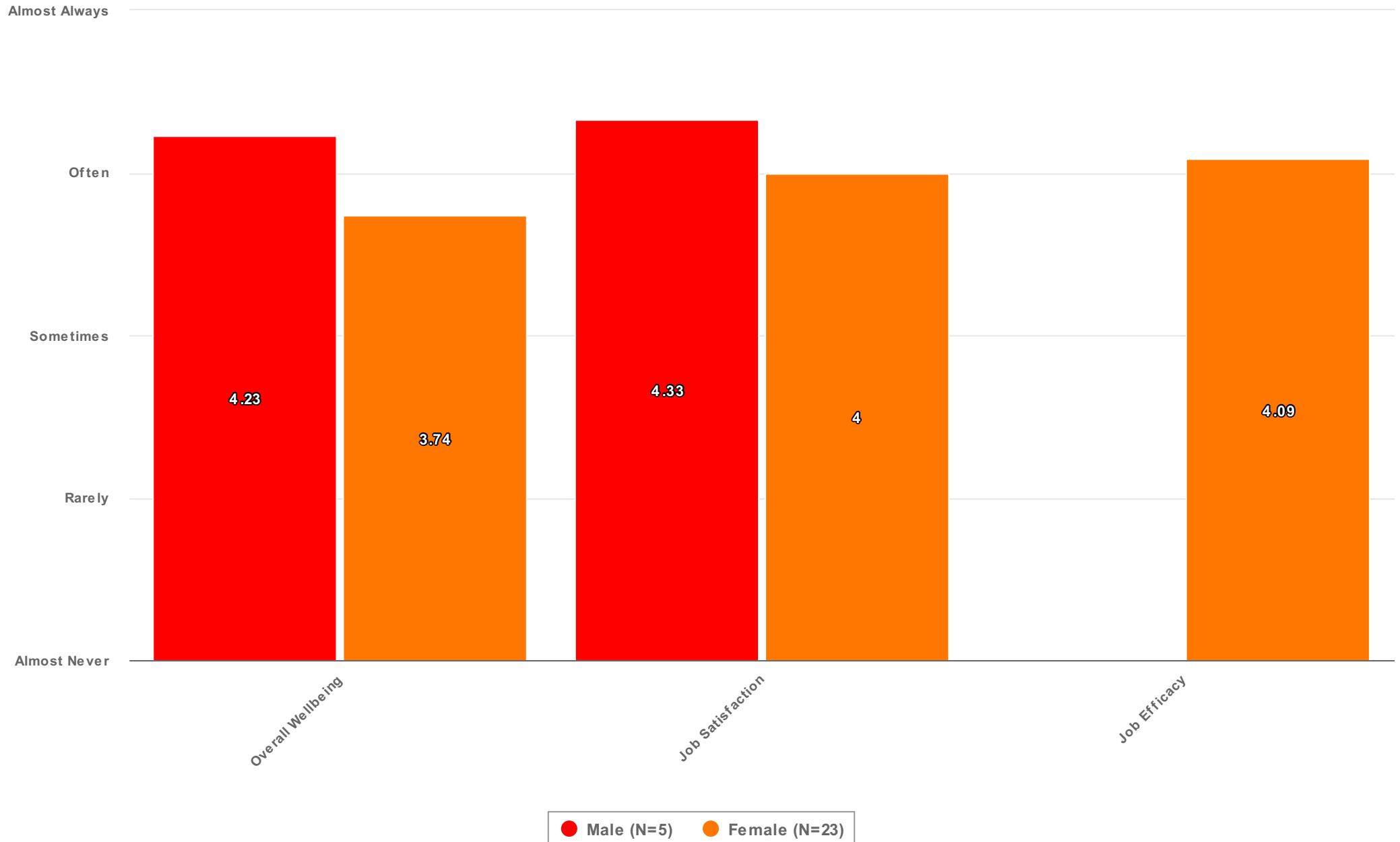
Wellbeing, Satisfaction and Efficacy

Variations for each scale.



Wellbeing, Satisfaction and Efficacy: By Sex

Means for each scale. Please note that the Job Efficacy scale is only responded to by Education Assistants. Categories with less than four responses have been omitted.



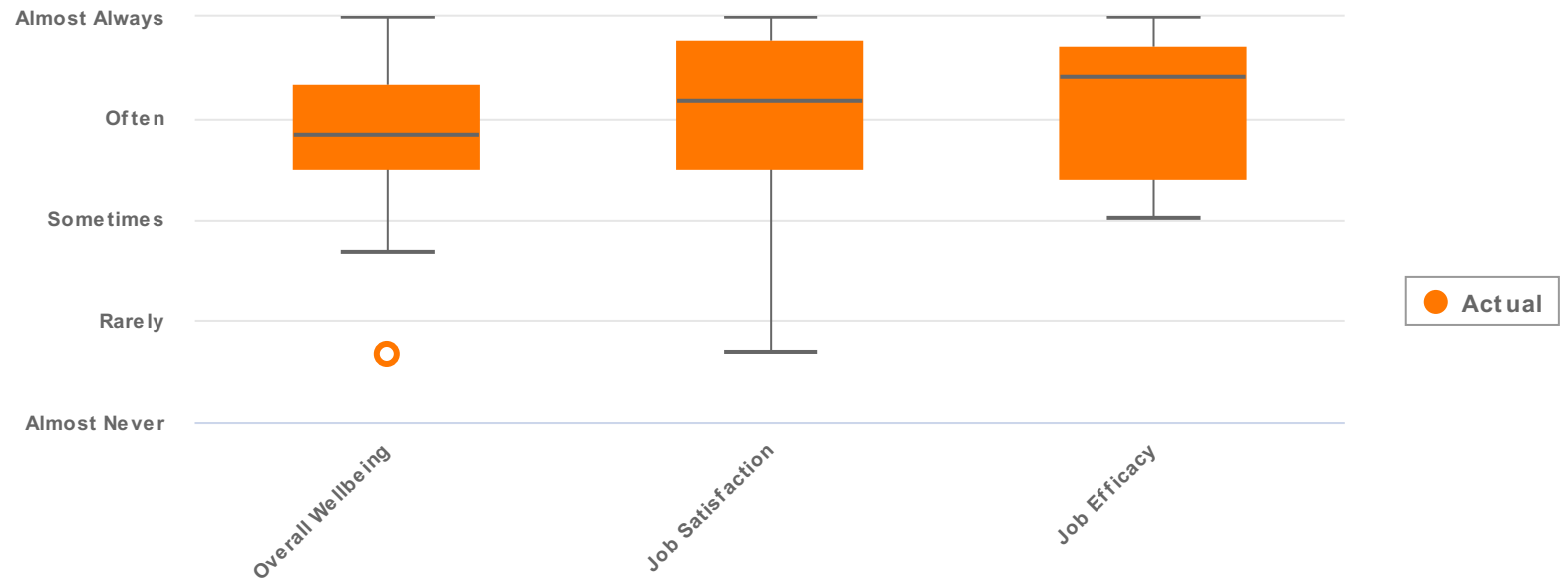
Wellbeing, Satisfaction and Efficacy: By Sex

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

Category:
Male (N=5)

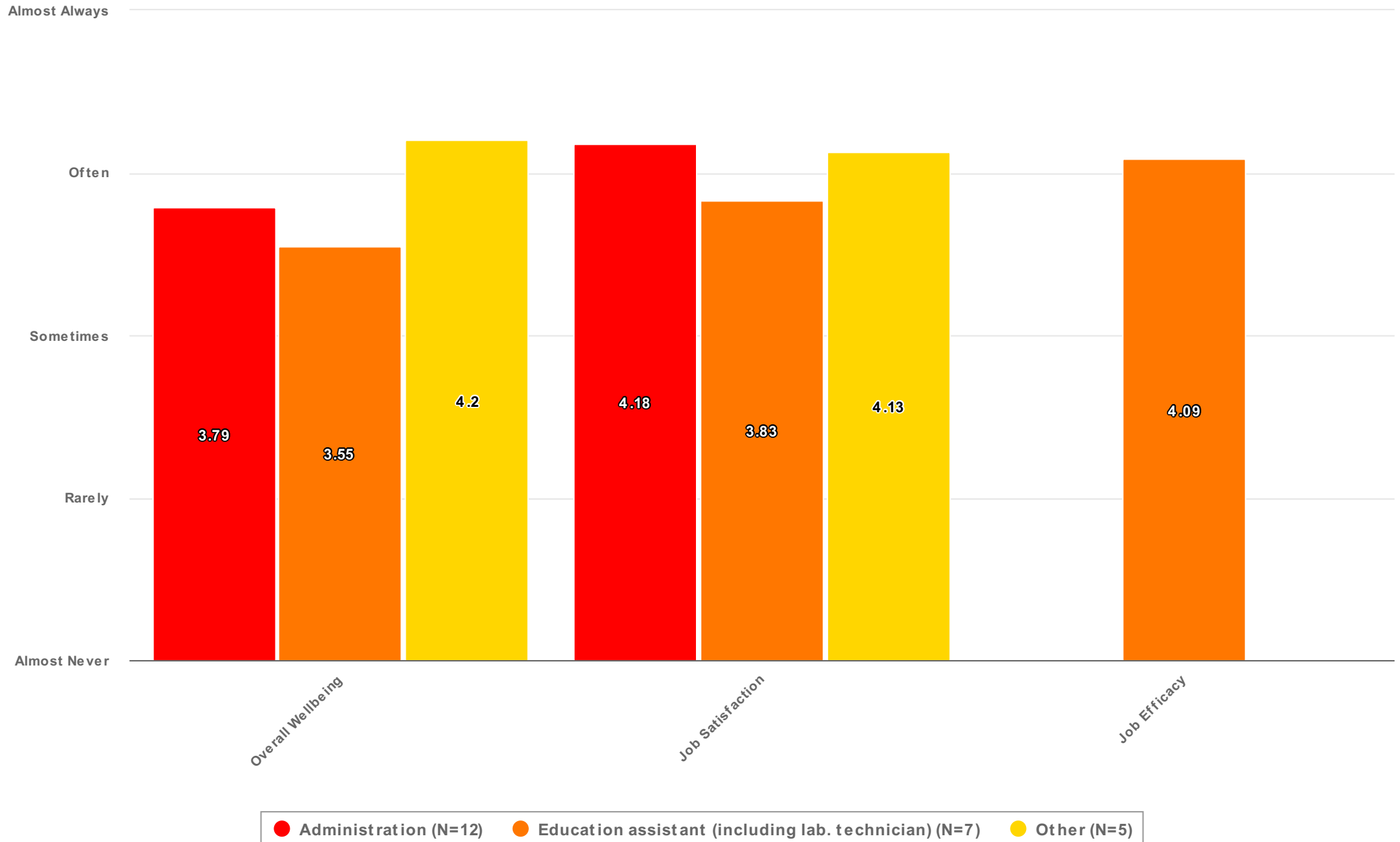


Category:
Female (N=23)



Wellbeing, Satisfaction and Efficacy: By Role

Means for each scale. Please note that the Job Efficacy scale is only responded to by Education Assistants. Categories with less than four responses have been omitted.



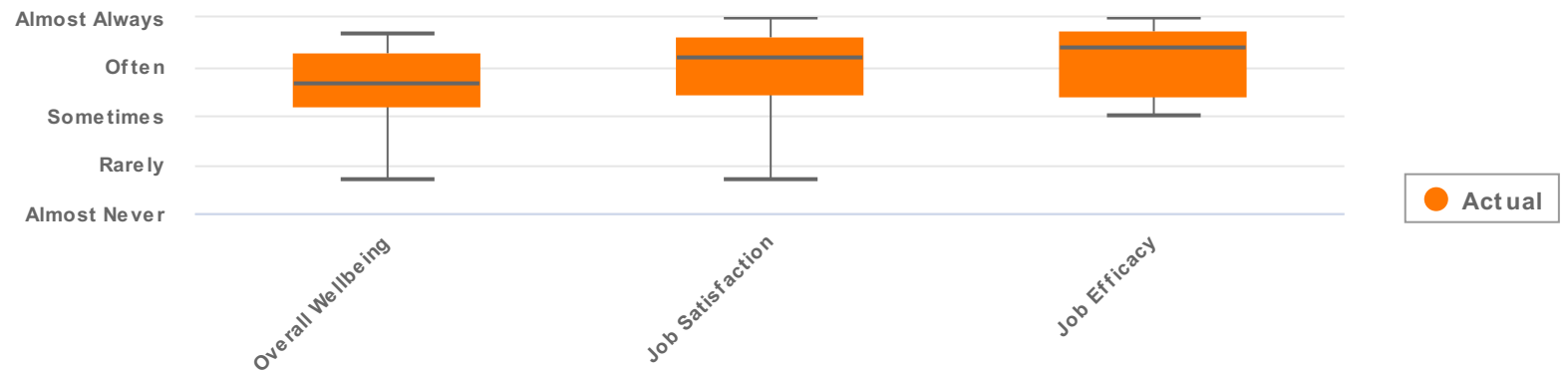
Wellbeing, Satisfaction and Efficacy: By Role

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

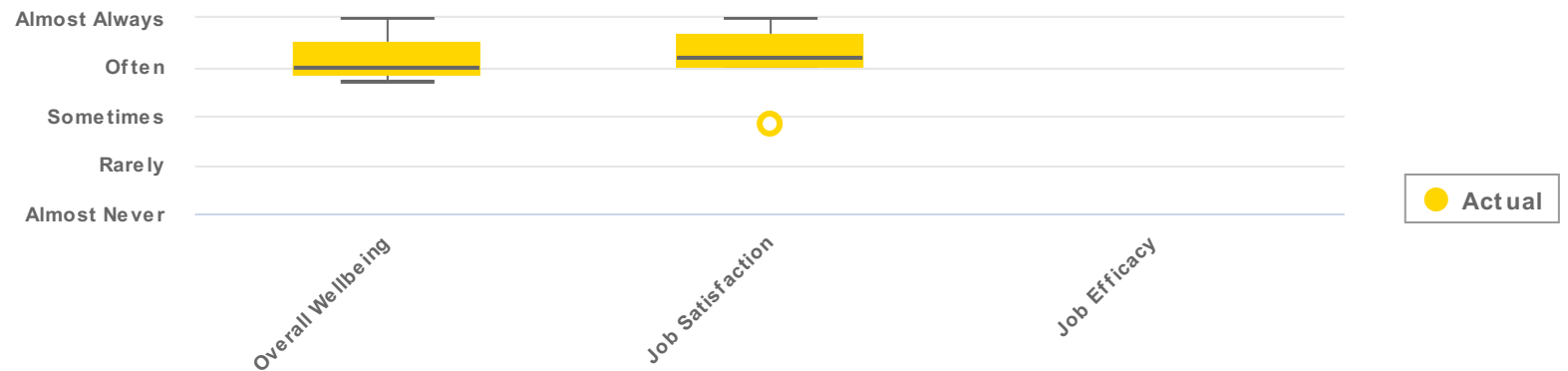
Category:
Administration (N=12)



Category:
Education assistant
(including lab.
technician) (N=7)

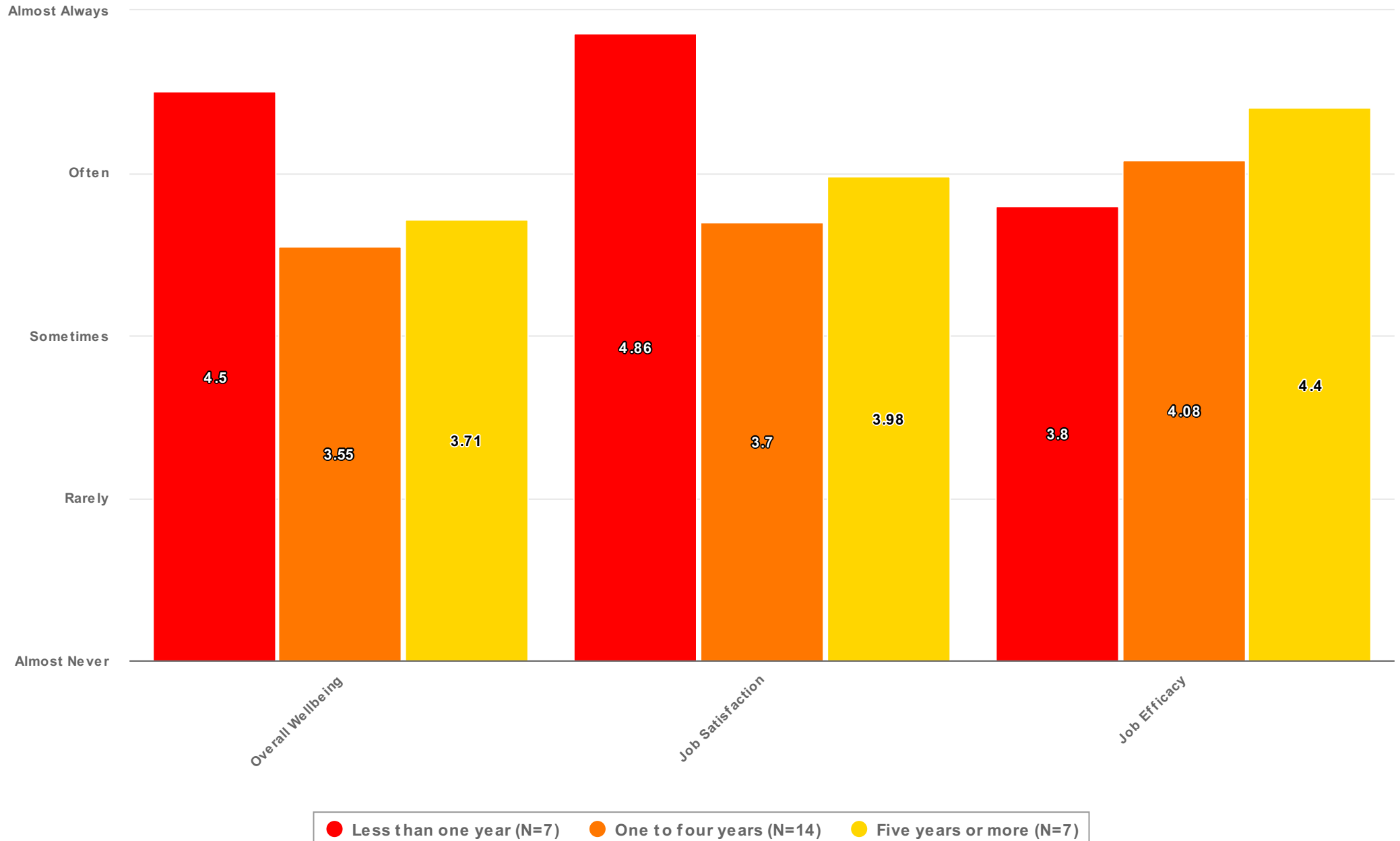


Category:
Other (N=5)



Wellbeing, Satisfaction and Efficacy: By Years at the School

Means for each scale. Please note that the Job Efficacy scale is only responded to by Education Assistants. Categories with less than four responses have been omitted.



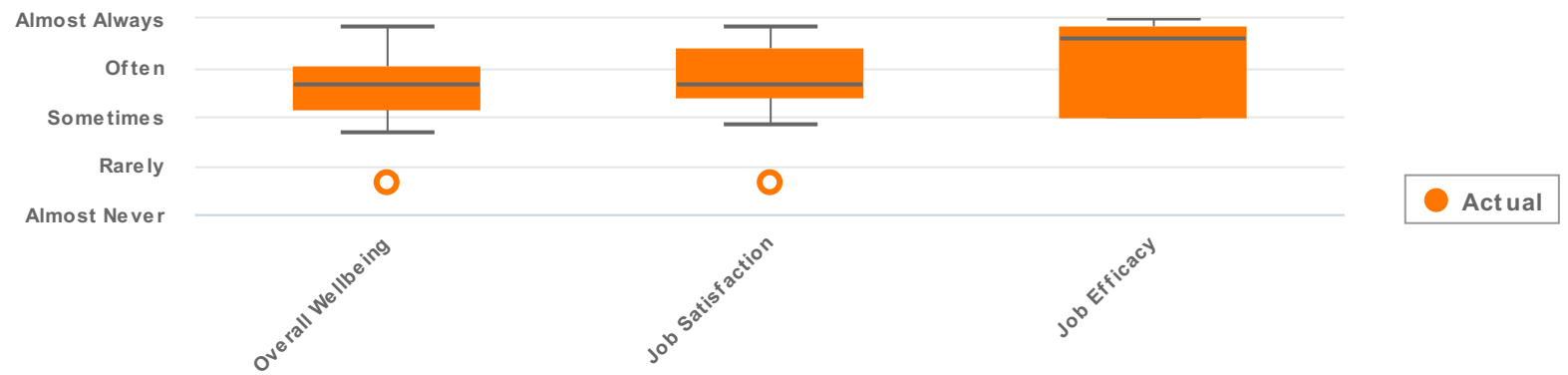
Wellbeing, Satisfaction and Efficacy: By Years at the School

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

Category:
Less than one year (N=7)



Category:
One to four years (N=14)

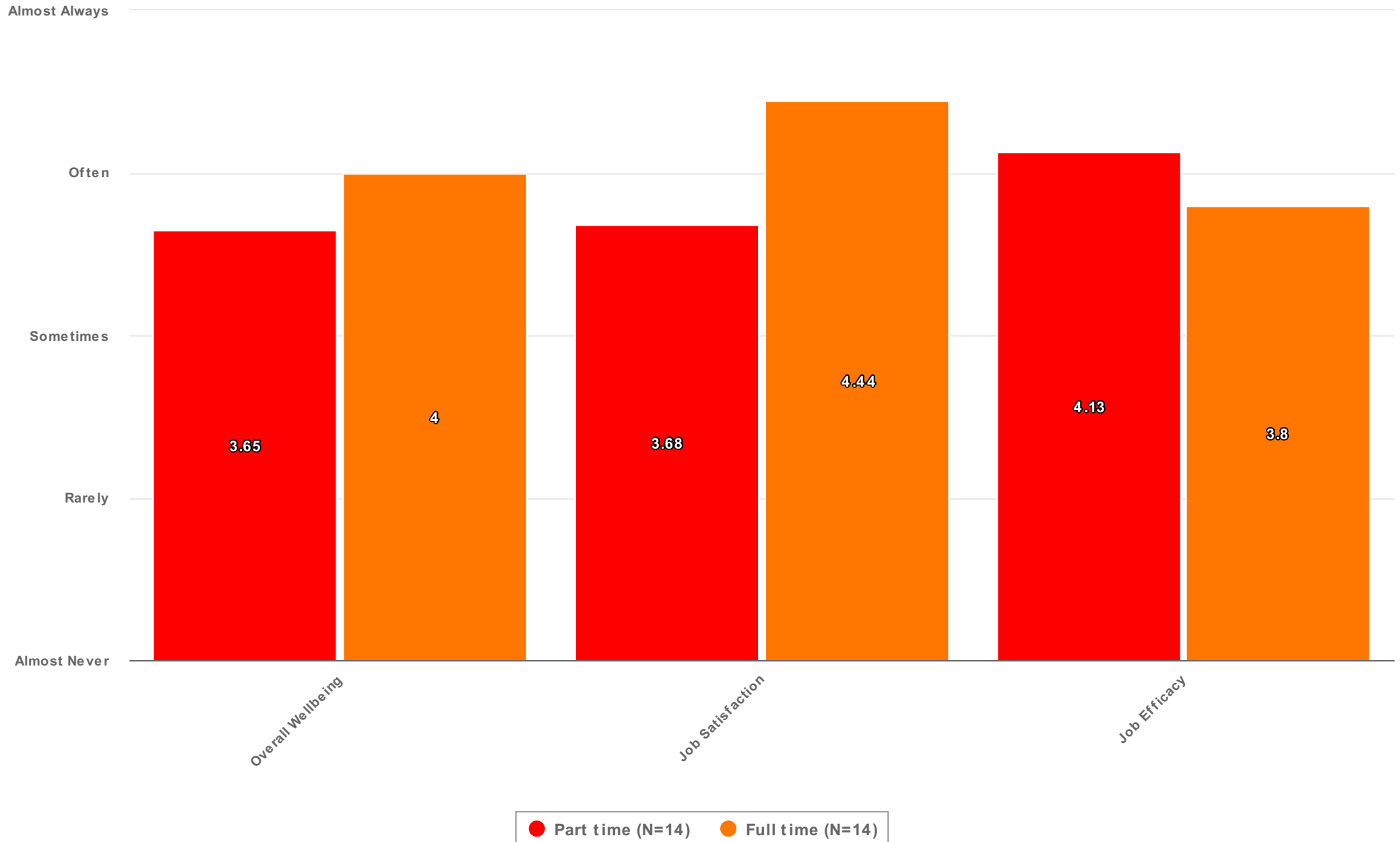


Category:
Five years or more (N=7)



Wellbeing, Satisfaction and Efficacy: By Time Fraction

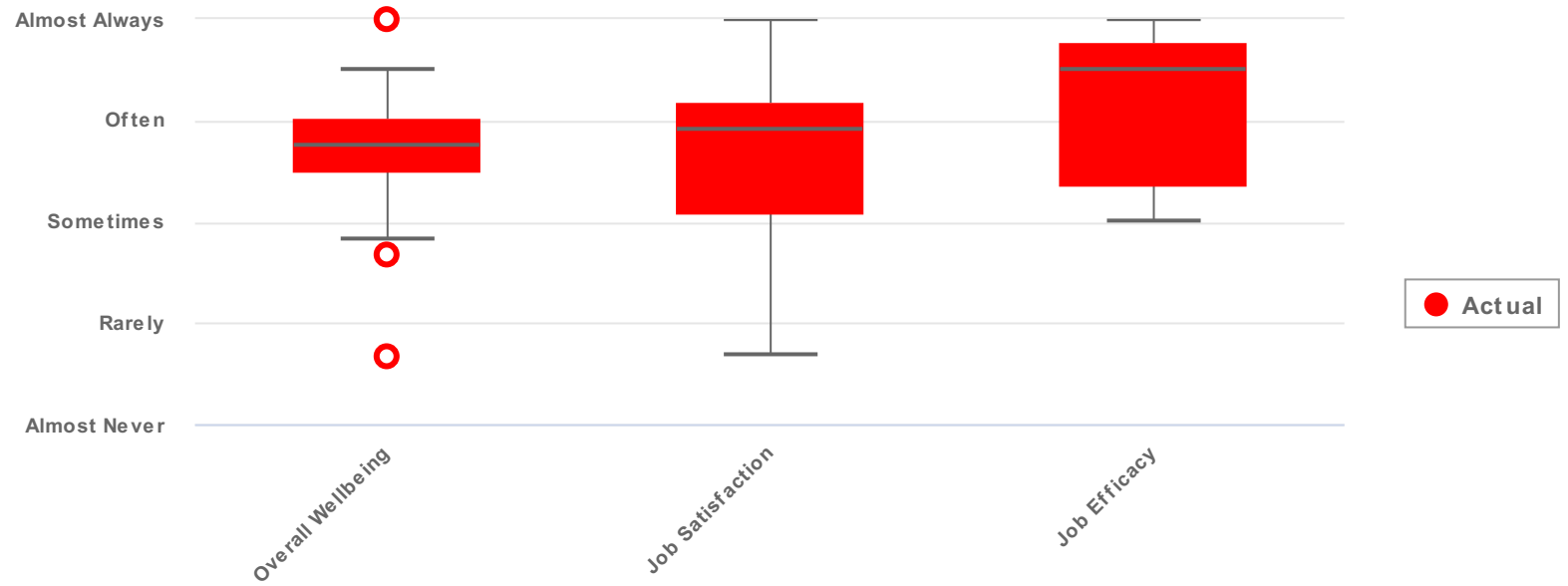
Means for each scale. Please note that the Job Efficacy scale is only responded to by Education Assistants. Categories with less than four responses have been omitted.



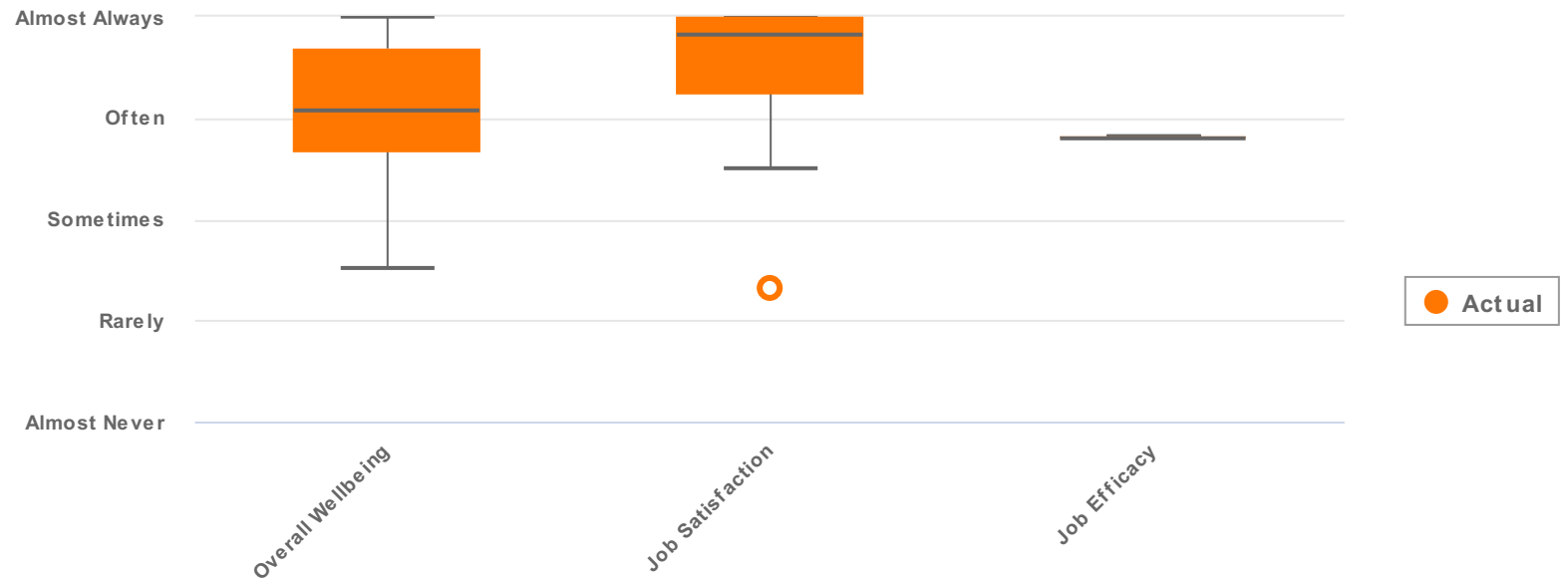
Wellbeing, Satisfaction and Efficacy: By Time Fraction

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

Category:
Part time (N=14)

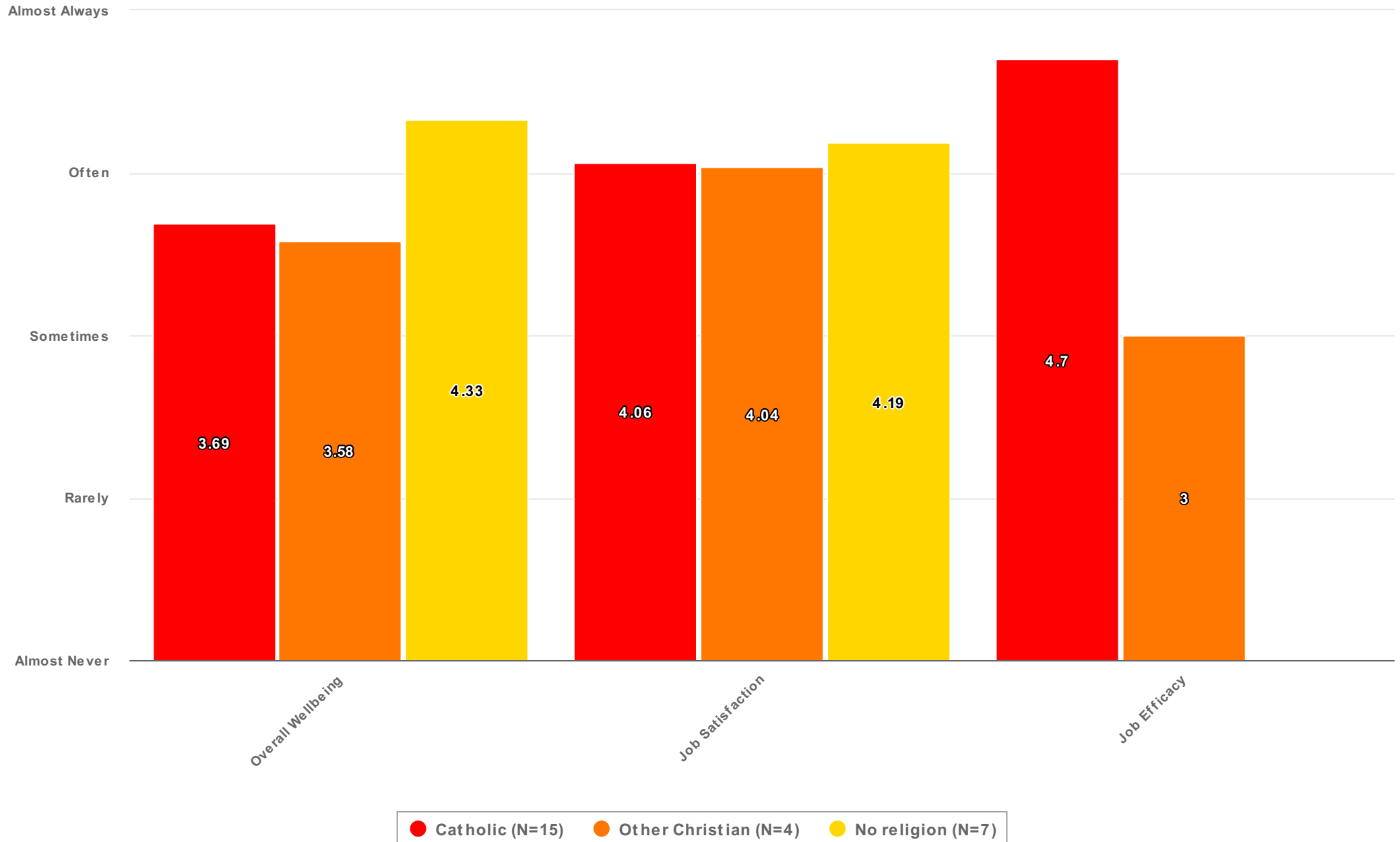


Category:
Full time (N=14)



Wellbeing, Satisfaction and Efficacy: By Religion

Means for each scale. Please note that the Job Efficacy scale is only responded to by Education Assistants. Categories with less than four responses have been omitted.



Wellbeing, Satisfaction and Efficacy: By Religion

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

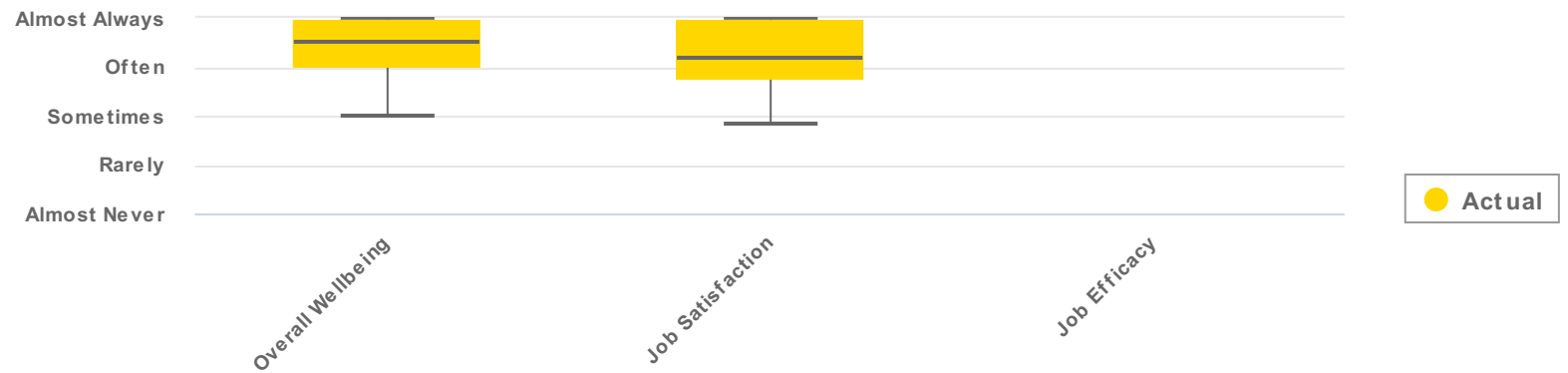
Category:
Catholic (N=15)



Category:
Other Christian (N=4)

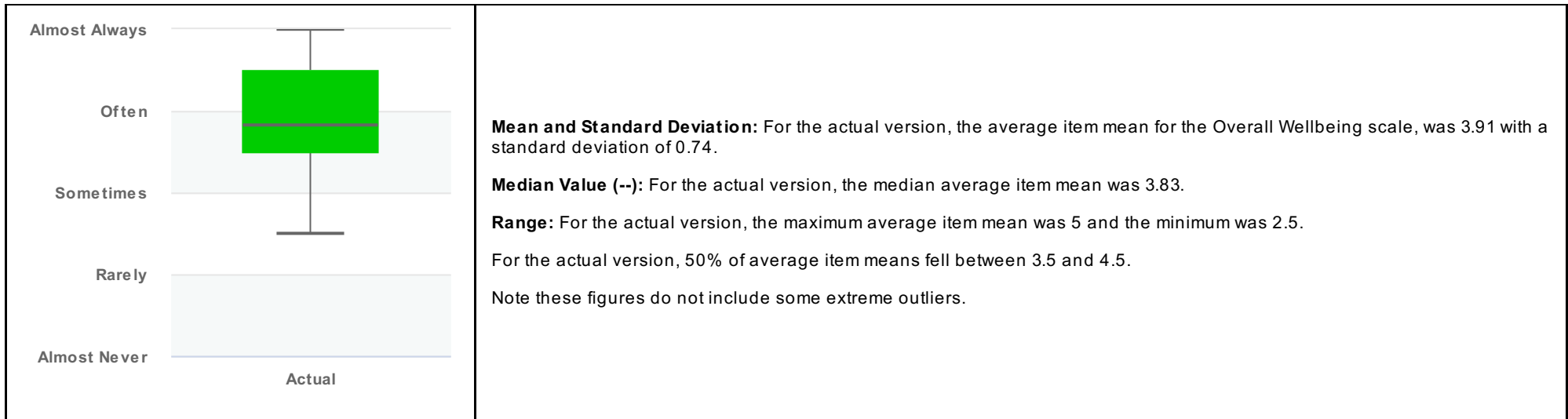


Category:
No religion (N=7)



Overall Wellbeing

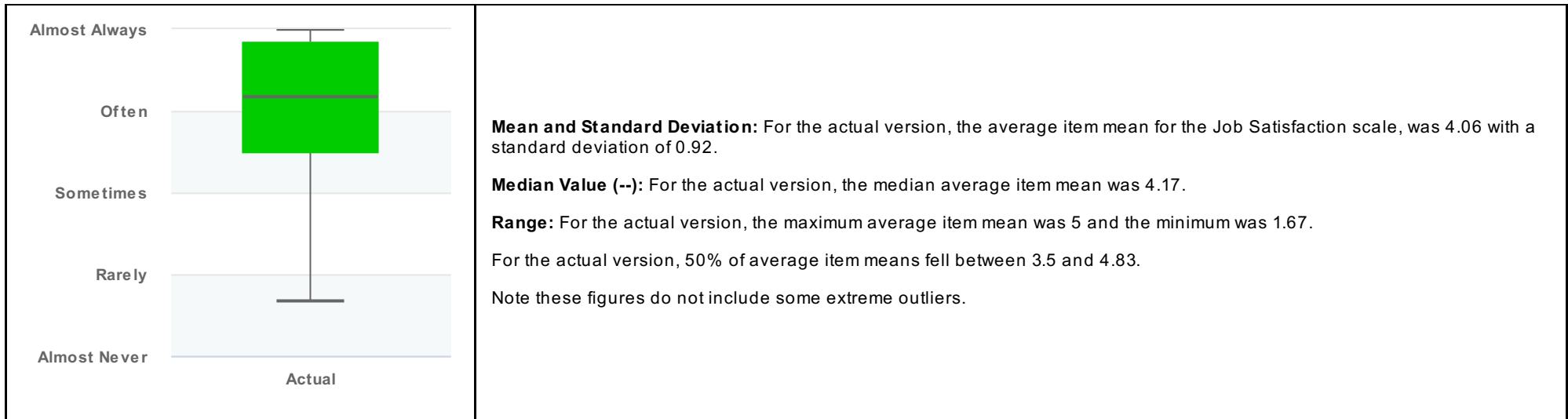
The OVERALL WELLBEING scale assesses extent to which staff are in a healthy, comfortable state.



Percentage of each response	Items included in the scale	Average response for each item
	Actual I have felt positive. Actual	3.86
	Actual I have been optimistic. Actual	3.96
	Actual I have felt at peace. Actual	3.75
	Actual I have been energetic. Actual	3.96
	Actual I have woken up feeling refreshed and rested. Actual	3.46
	Actual I have looked forward to the day ahead. Actual	3.96

Job Satisfaction

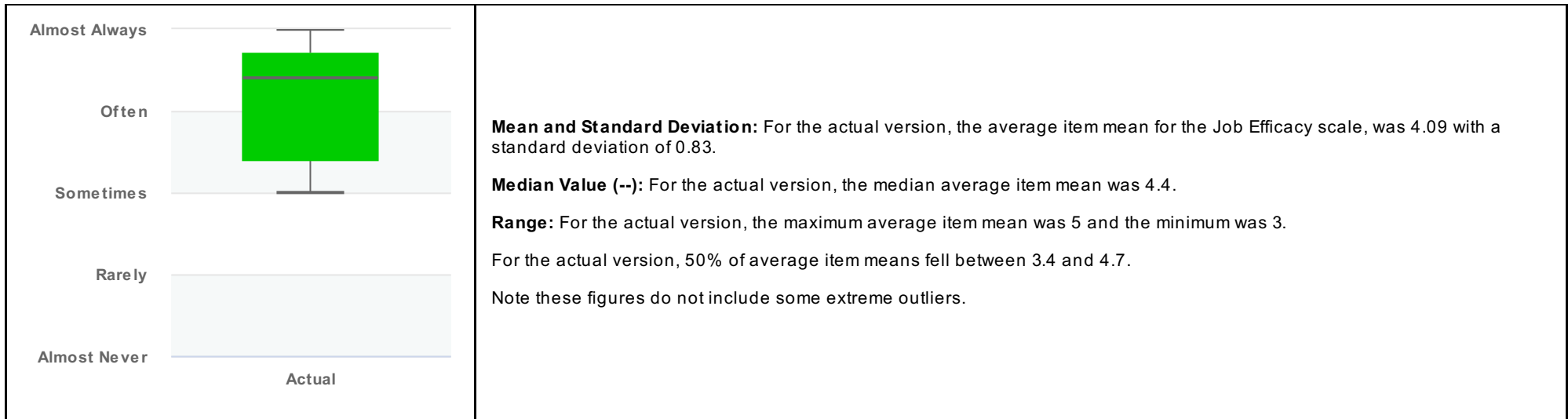
The JOB SATISFACTION scale assesses the extent to which staff find working at the school satisfying and enjoyable.



Percentage of each response	Items included in the scale		Average response for each item
	Actual	I enjoy working at this school.	Actual 4.29
	Actual	Working at this school is personally satisfying.	Actual 4.18
	Actual	Working at this school is professionally satisfying.	Actual 3.75
	Actual	I want to continue working at this school.	Actual 4.43
	Actual	I feel that I am moving forward professionally at this school.	Actual 3.46
	Actual	I am pleased that I chose to work at this school.	Actual 4.25

Job Efficacy

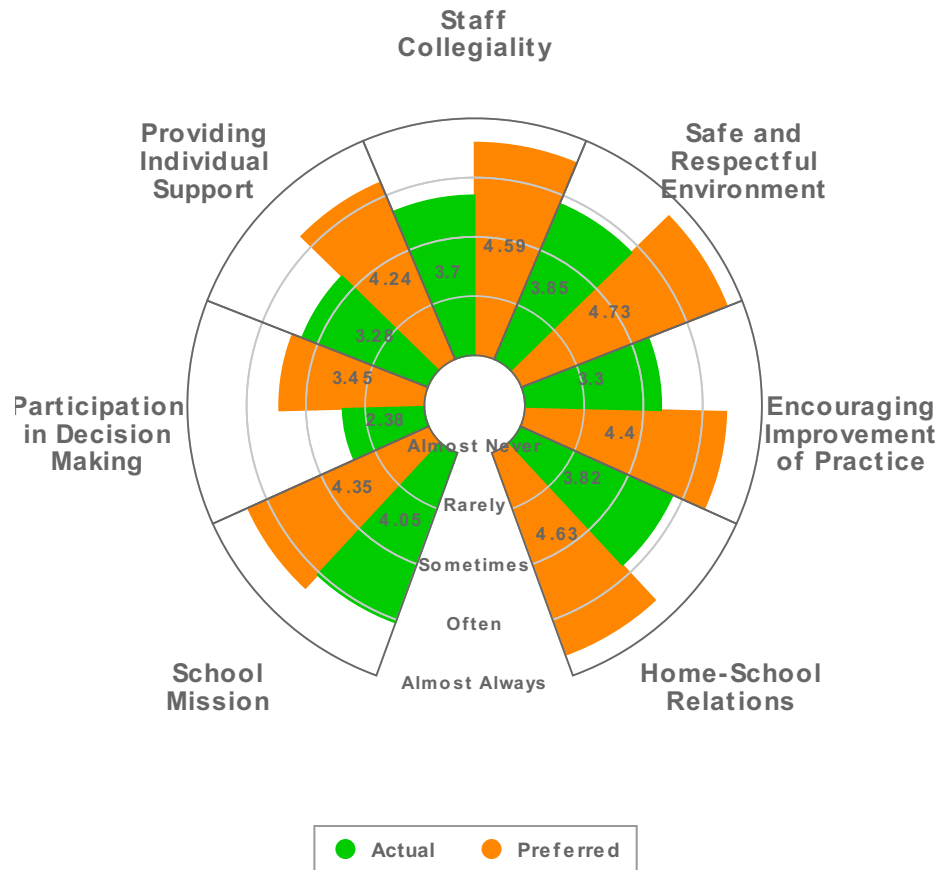
The JOB EFFICACY scale assesses the extent to which education assistants rate their ability to teach well, particularly in difficult or trying situations.



Percentage of each response	Items included in the scale		Average response for each item
	Actual	I can successfully help even the most challenging students.	Actual 4
	Actual	I can maintain a positive relationship with students even when tensions arise.	Actual 4.43
	Actual	When I try hard, I can get through to even the most difficult students.	Actual 3.86
	Actual	Even when there are disruptions, I can stay calm and assist my students.	Actual 4.29
	Actual	I can motivate my students to participate in innovative projects.	Actual 3.86

Overview

Support Staff: Views of the School Climate



Overview

Support Staff: Wellbeing, Satisfaction and Efficacy

