

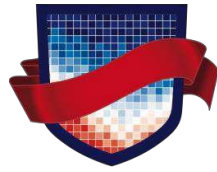


SCHOOL
SURVEYS



2021 Staff Wellbeing Survey

Highview College



SCHOOL SURVEYS

The National School Surveys organisation is a division of Victorian Counselling & Psychological Services (VCPS). VCPS has been in operation for more than 25 years, providing psychological and 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 Wellbeing Survey

Staff Wellbeing Survey

Parent Opinion Survey

Student Satisfaction Survey

Student Wellbeing Survey

Exiting Student Survey

Alumni Survey

Marketing Survey

Board Member Survey

Sustainable Schools Survey

Teacher Quality Survey

Customised Surveys

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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 overall atmosphere.

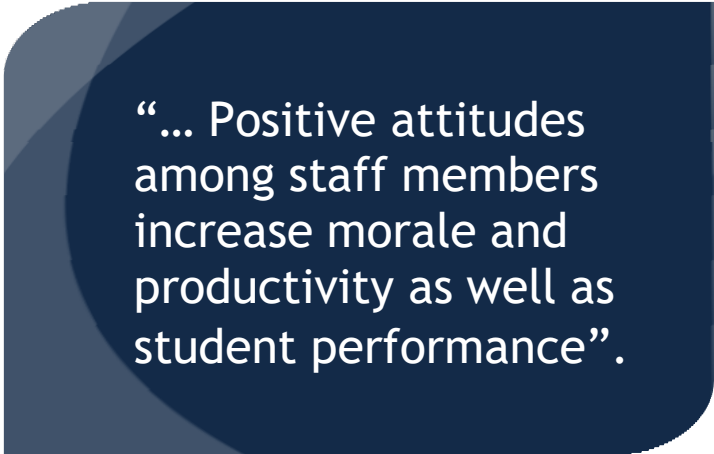
A positive school environment empowers members of the school community to contribute to the ongoing improvement of the school and eliminating negative behaviours. The Staff Wellbeing Survey is designed to provide schools with data useful for fostering a positive learning and working environment that 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.

Performance of students is frequently reviewed; however, this only offers a snapshot and can often overlook the range of experiences, values and qualities that make up a school.

Aims of Staff Wellbeing Survey

The survey aims to provide your school with the ability to:

- Demonstrate areas in your school where there are high levels of satisfaction, and identify 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
- Make comparisons across stakeholders (e.g., parents, staff, students, school executives).



“... Positive attitudes among staff members increase morale and productivity as well as student performance”.

Survey Development

These surveys have been designed to assess areas of your school, identify your school's strengths, and make recommendations to facilitate improvement. We understand that providing the best education possible to your students will be your primary objective. In a climate where the pursuit of academic excellence and teaching is often assessed based on student performance; schools often neglect to assess the degree to which they offer student programs that foster rich and enlivening environments.

The Staff Wellbeing Survey has been developed by a team of professionals at National School Surveys. The process included conducting staff focus groups, discussions 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 the 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 Wellbeing 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 item. Furthermore, these mean scores were analysed according to demographic variables.

2021 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 within Australia who have completed the Staff Wellbeing Survey. This sample has been selected based on demographical variables to ensure that it is representative of the general population of staff in schools within Australia. The information regarding the general population of staff in schools within Australia has been obtained from the Australian Council of Educational Research (ACER) and the Australian Bureau of Statistics (ABS). Charts in this report present the mean levels of satisfaction (as percentages). Please note: the mean levels of satisfaction have been calculated by converting staff members' responses on the scale of 0-5 (strongly disagree to strongly agree to percentage mean scores.

Advantages of Benchmarking

Benchmarking is a way of defining improvement goals and measuring progress against those goals in concrete terms. The benchmarking process is useful in a variety of ways:

- Defining clear stages of implementation with goals, guideposts, and the performance indicators that correspond to the priorities of that stage and current capacities of participants to effect change
- Establishing clear roles and responsibilities for all schools and communities
- Partnering in a collaborative process that holds the staff collectively accountable for student outcomes
- Creating an environment which protects and nurtures innovation by holding off premature judgment, even as it maintains improving student outcomes as the ultimate measure of success
- Broadening the range of measures used to judge student outcomes.

Highview College Summary Data

In this report, your school is compared to the overall National School Surveys benchmark data, consisting of 5,000 respondents, which is a representative sample of staff in schools across Australia. In addition, your school has been compared with a representative sample of 2,000 staff from selected "like" schools across Australia.

The table below presents the distribution of respondents across according to teachers and general staff members.

	Number	Percent
Teacher	35	67%
General Staff Member	12	23%
Undisclosed	5	10%
Leader	15	29%
Non-leader	32	61%
Undisclosed	5	10%
Overall	52	100%



Executive Summary

Staff members at Highview College showed an overall mean satisfaction level of 70%. This figure matches the overall mean satisfaction level of the Independent Schools Benchmark. There was a remarkable increase in the mean level of agreement with regard to the school being well managed (+14%). The survey also recorded a substantial increase in staff members' happiness with their decision to work at Highview College (+8%). Percentage scores in brackets below indicate mean levels of satisfaction.

The highest rated items were for:

- I have a strong commitment to this school (88%).
- I have an appreciation for the school's mission and values (87%).

The lowest rated items were for:

- I am always consulted about changes at work that may affect me (45%).
- I rarely have to bring work home to keep up with my responsibilities (47%).

The largest positive differences between Highview College and Independent Schools were for:

- My stress levels are affected by the behaviour of the students at this school* (+19%).
- I sometimes feel that I am unable to cope with the pressures of this position* members (+9%).

The largest negative differences between Highview College and Independent Schools were for:

- I am always consulted about changes at work that may affect me (-18%).
- I have engaged in professional development activities that primarily focus on staff wellbeing (-17%).

Overall, general staff members displayed slightly higher ratings than teachers (+1%). The largest difference was for the item 'I rarely have to bring work home to keep up with my responsibilities' where there was a 36% difference (general staff members 74% vs teachers 38%).

Furthermore, leaders displayed significantly higher ratings than non-leaders (+4%). The largest difference was for the item 'I have engaged in professional development activities that primarily focus on staff wellbeing' where there was a 25% difference (leaders 75% vs non-leaders 50%).

Open-ended comments related to the following themes: leadership and staff relationship challenges; professional development; facility improvements; consistency with student discipline; and reducing the workload.

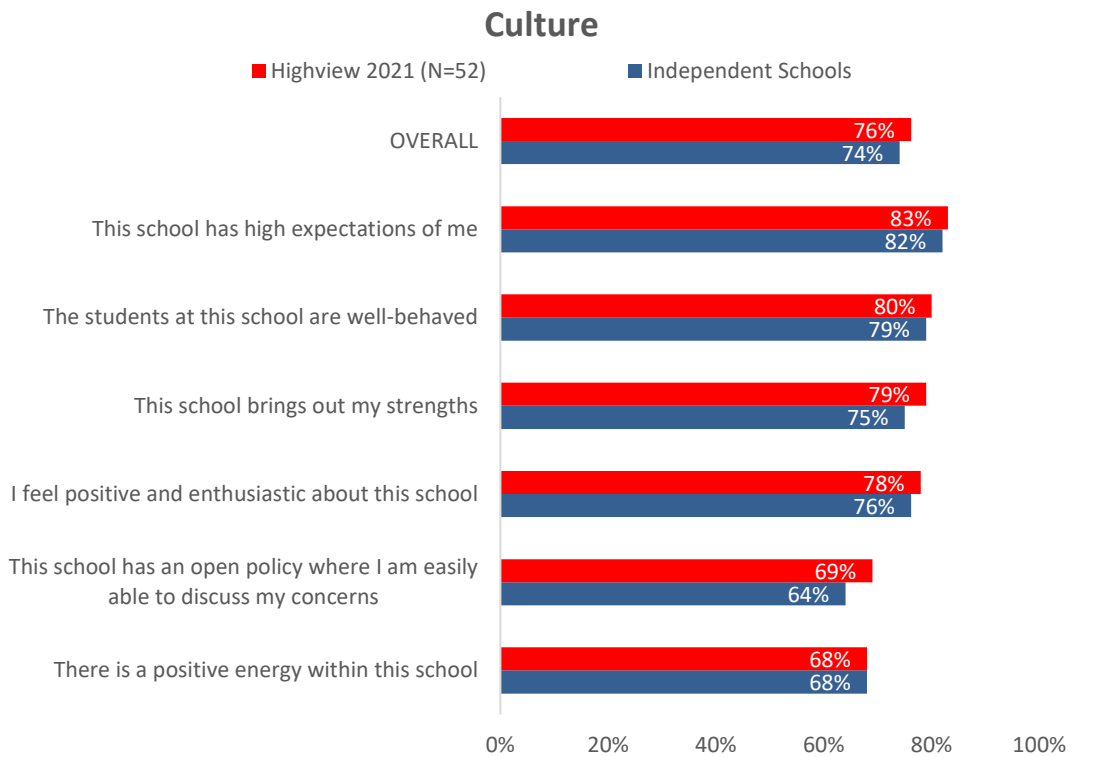
Highview College's 2021 Key Area Results (N=52) compared with Independent School Benchmarks

Your school's results have been compared with the National Benchmark and the Independent Schools Benchmarks. The final column shows the difference between the Independent Schools Benchmarks and your school's 2021 results. Green percentage scores indicate that your school is higher than the Independent Schools Benchmarks and red percentage scores indicate that your school's results are lower.

Key Area	Independent Schools	Highview 2021 (N=52)	Variance
Culture	74%	76%	+2%
Support	73%	71%	-2%
Stress	55%	62%	+7%
Welfare	72%	68%	-4%
Empathy	72%	72%	0%
Attitudes	82%	82%	0%
Inclusiveness	69%	57%	-12%
Staff Relationships	76%	75%	-1%
Role Clarity	77%	73%	-4%
Workload	56%	60%	+4%
OVERALL	70%	70%	0%

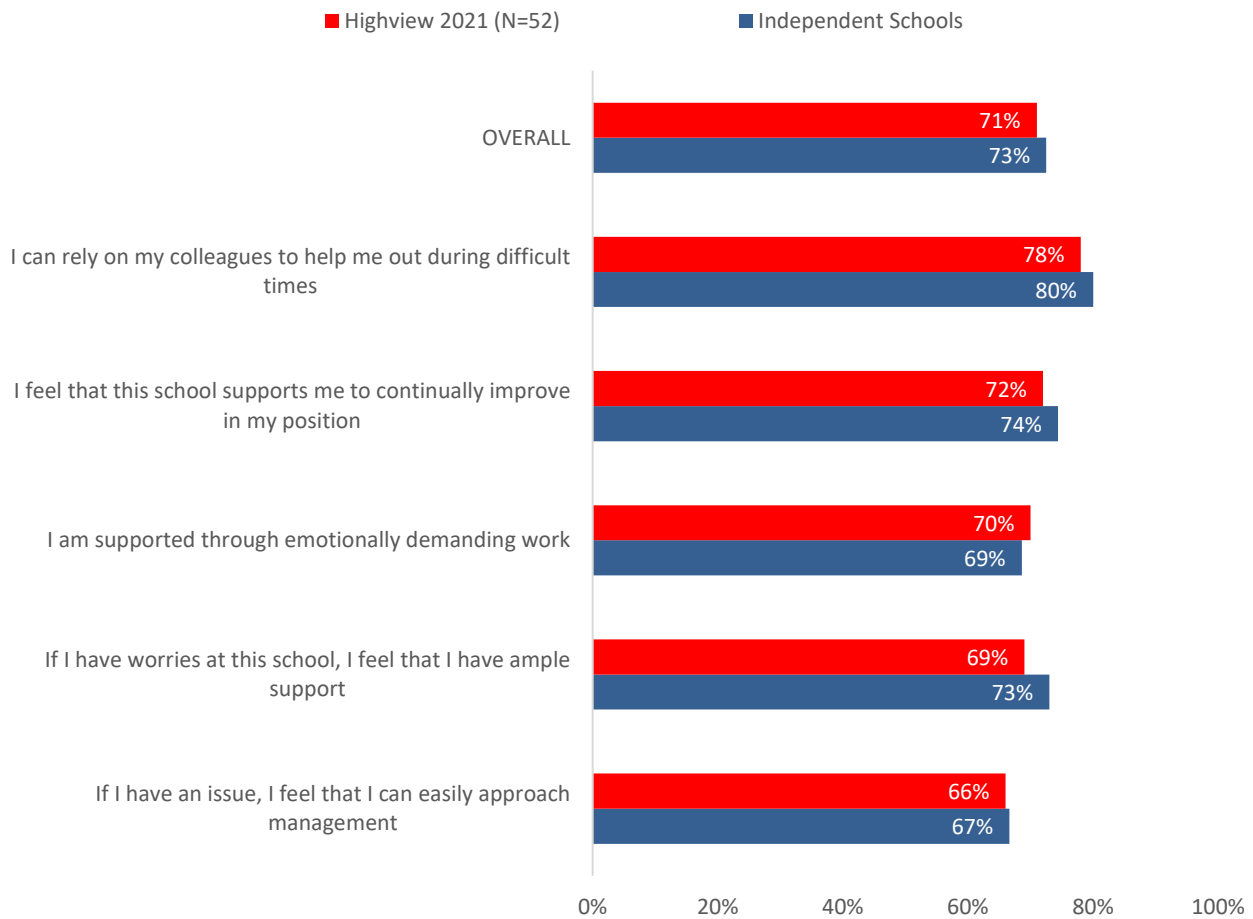
Highview College's 2021 Results

Results according to benchmarks are presented on the following pages for each of the key areas of the Wellbeing Survey. The table below each chart shows the number of respondents at Highview College who answered the following: Strongly disagree; Disagree; Slightly disagree; Slightly agree; Agree; and Strongly agree.



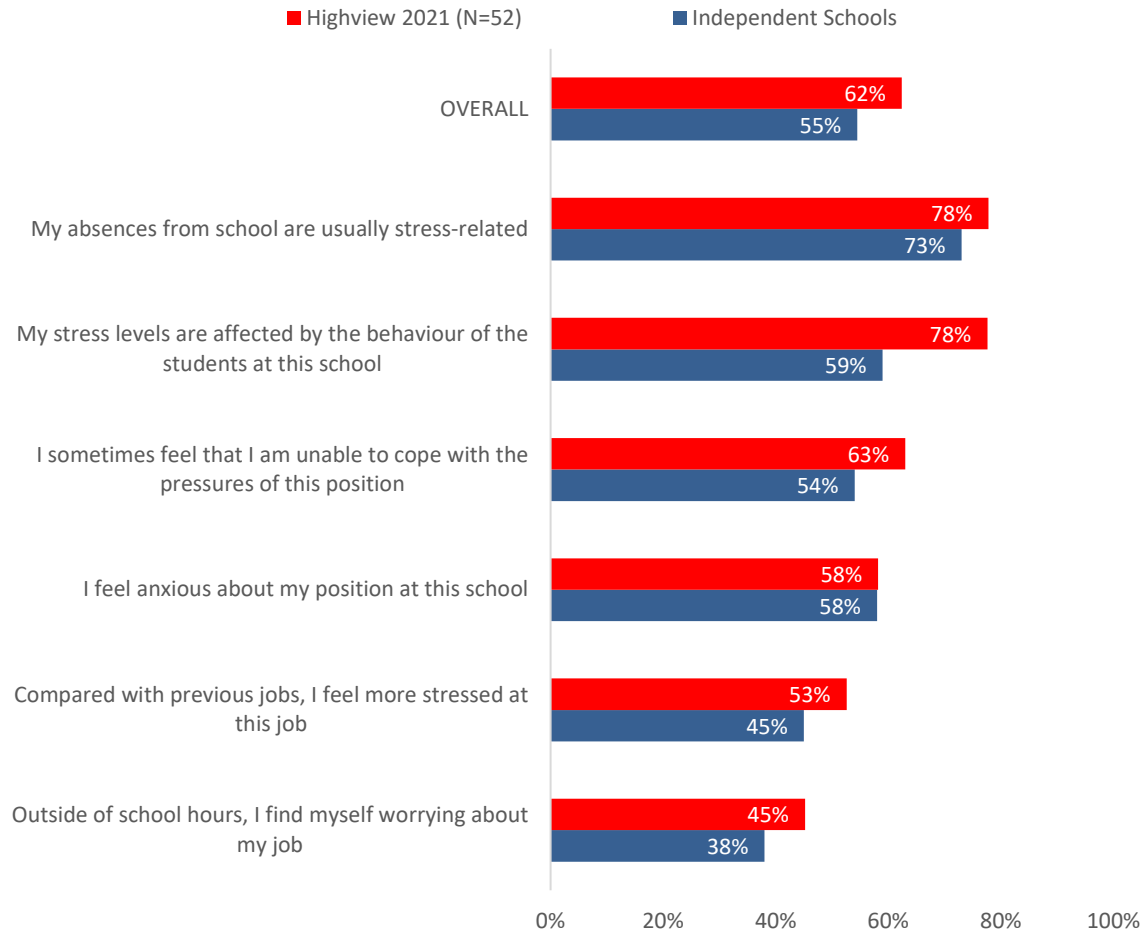
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
This school has high expectations of me	0	2	2	2	22	19
The students at this school are well-behaved	0	1	2	10	18	16
This school brings out my strengths	1	0	2	9	19	15
I feel positive and enthusiastic about this school	1	2	2	7	19	16
This school has an open policy where I am easily able to discuss my concerns	4	3	5	3	20	12
There is a positive energy within this school	3	4	5	6	18	11

Support



	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
I can rely on my colleagues to help me out during difficult times	1	1	3	7	19	16
I feel that this school supports me to continually improve in my position	2	2	6	6	17	14
I am supported through emotionally demanding work	1	3	6	9	17	11
If I have worries at this school, I feel that I have ample support	3	4	1	11	16	12
If I have an issue, I feel that I can easily approach management	5	3	3	8	18	10

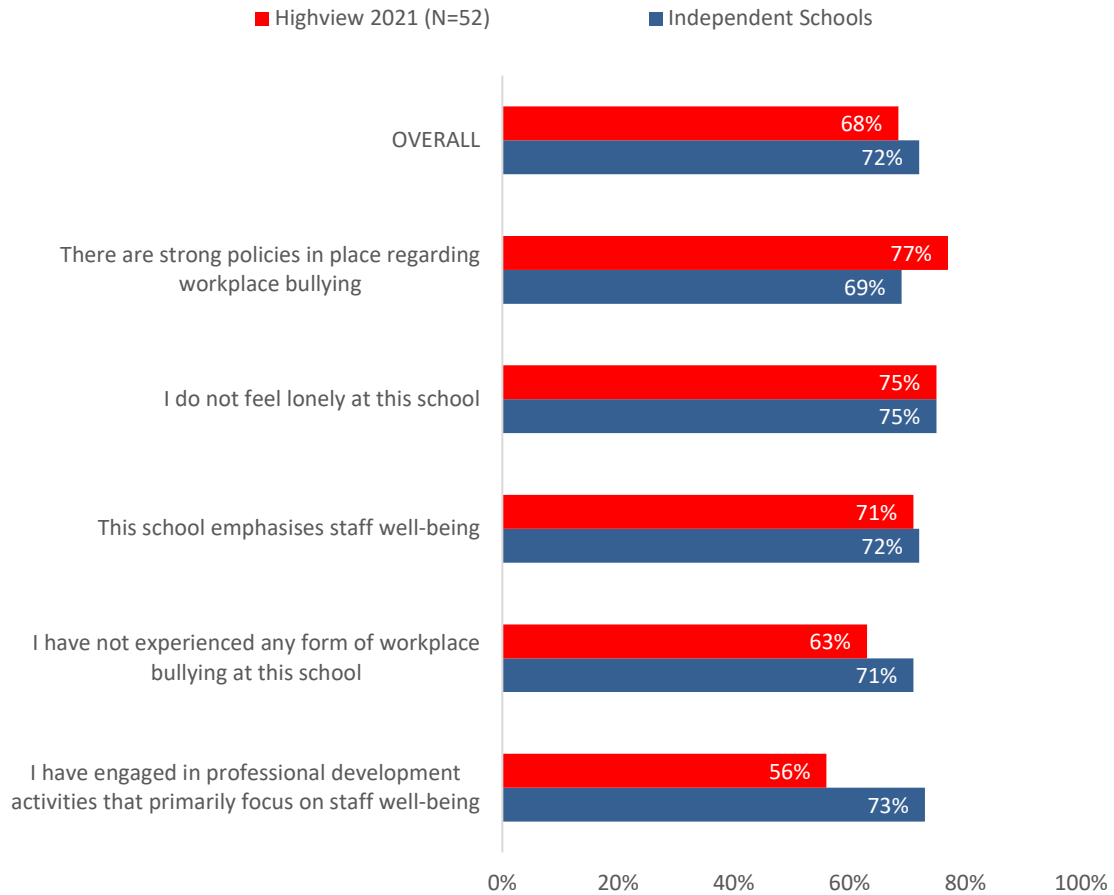
Stress



	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
My absences from school are usually stress-related*	18	16	3	1	2	3
My stress levels are affected by the behaviour of the students at this school*	20	14	5	5	2	1
I sometimes feel that I am unable to cope with the pressures of this position*	7	21	4	7	3	5
I feel anxious about my position at this school*	7	17	1	14	3	5
Compared with previous jobs, I feel more stressed at this job*	7	9	8	10	6	6
Outside of school hours, I find myself worrying about my job*	5	9	3	13	10	7

*All of the 'Stress' items indicate negative-phrased items. Percentage values have been reversed in the charts to ensure consistency across all items and key areas when measuring overall wellbeing. Despite the wording of the question, higher percentage values indicate more favourable results, showing lower levels of stress. Lower percentage values indicate higher levels of stress. The results in the table have not been reversed.

Welfare

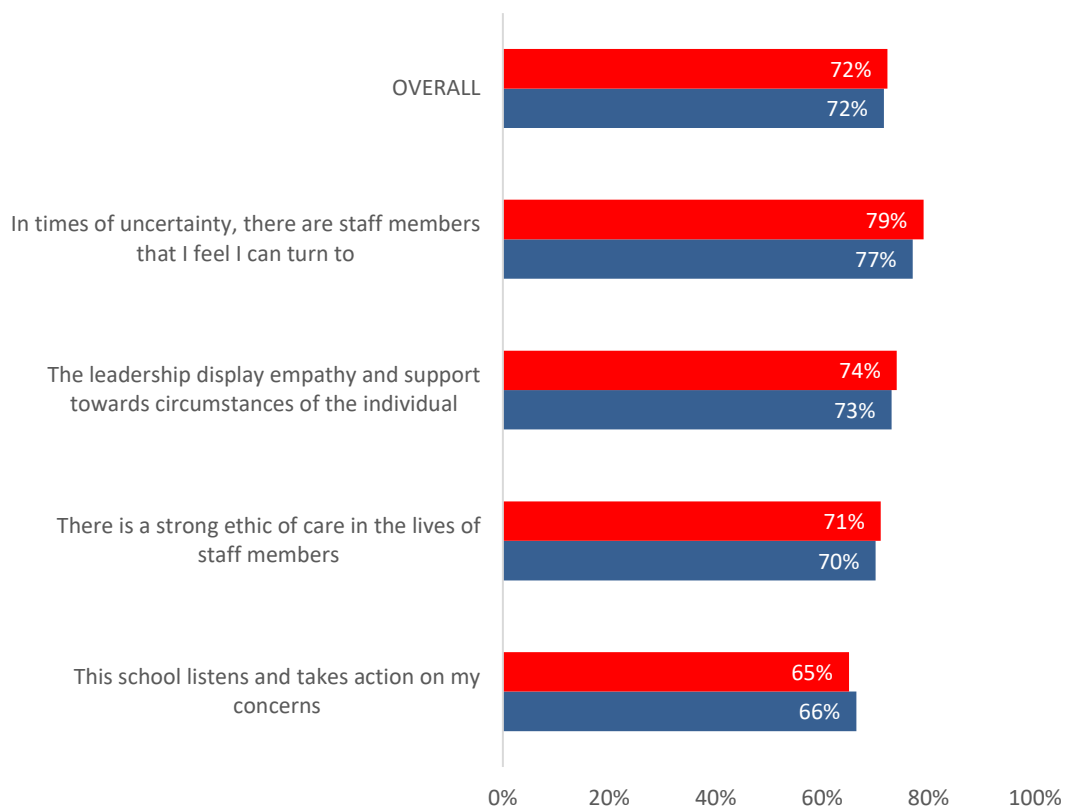


	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
There are strong policies in place regarding workplace bullying	1	3	0	4	25	11
I do not feel lonely at this school	1	1	7	8	13	17
This school emphasises staff wellbeing	1	4	3	8	21	10
I have not experienced any form of workplace bullying at this school	3	8	5	5	12	13
I have engaged in professional development activities that primarily focus on staff wellbeing	1	7	11	9	10	5

Empathy

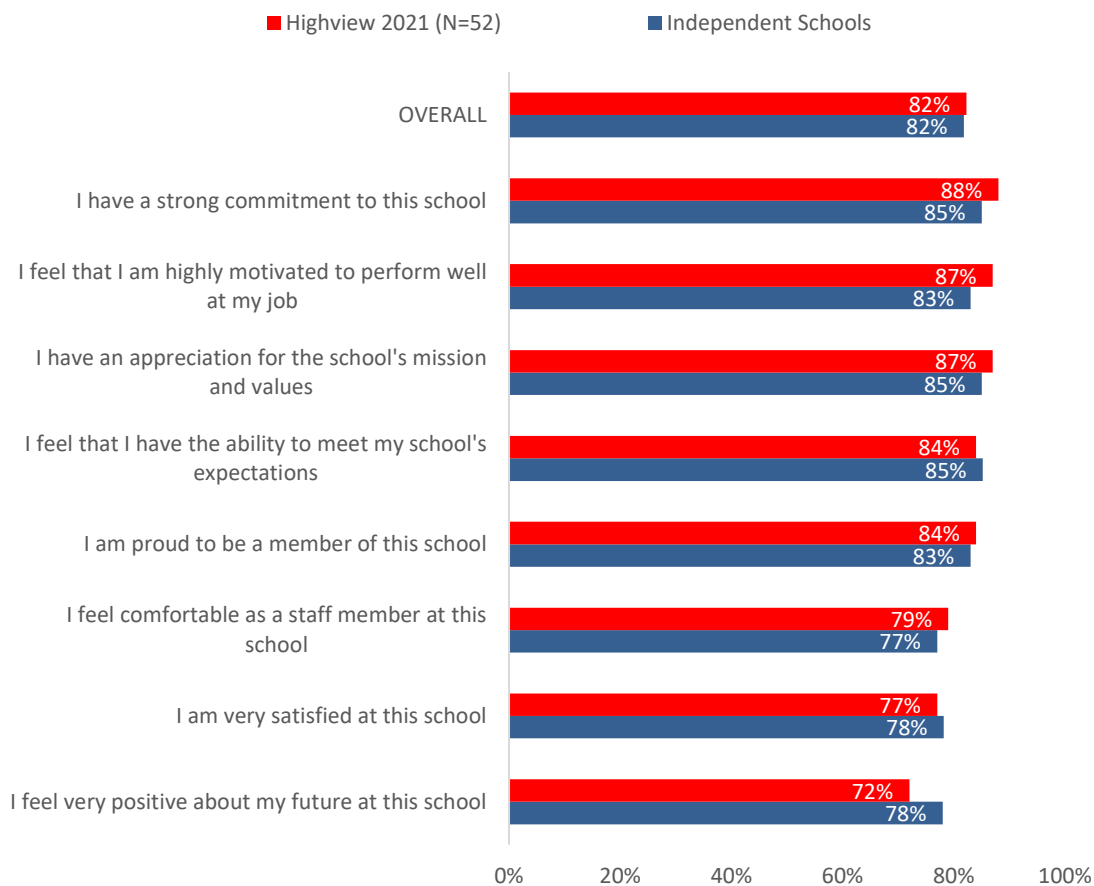
■ Highview 2021 (N=52)

■ Independent Schools



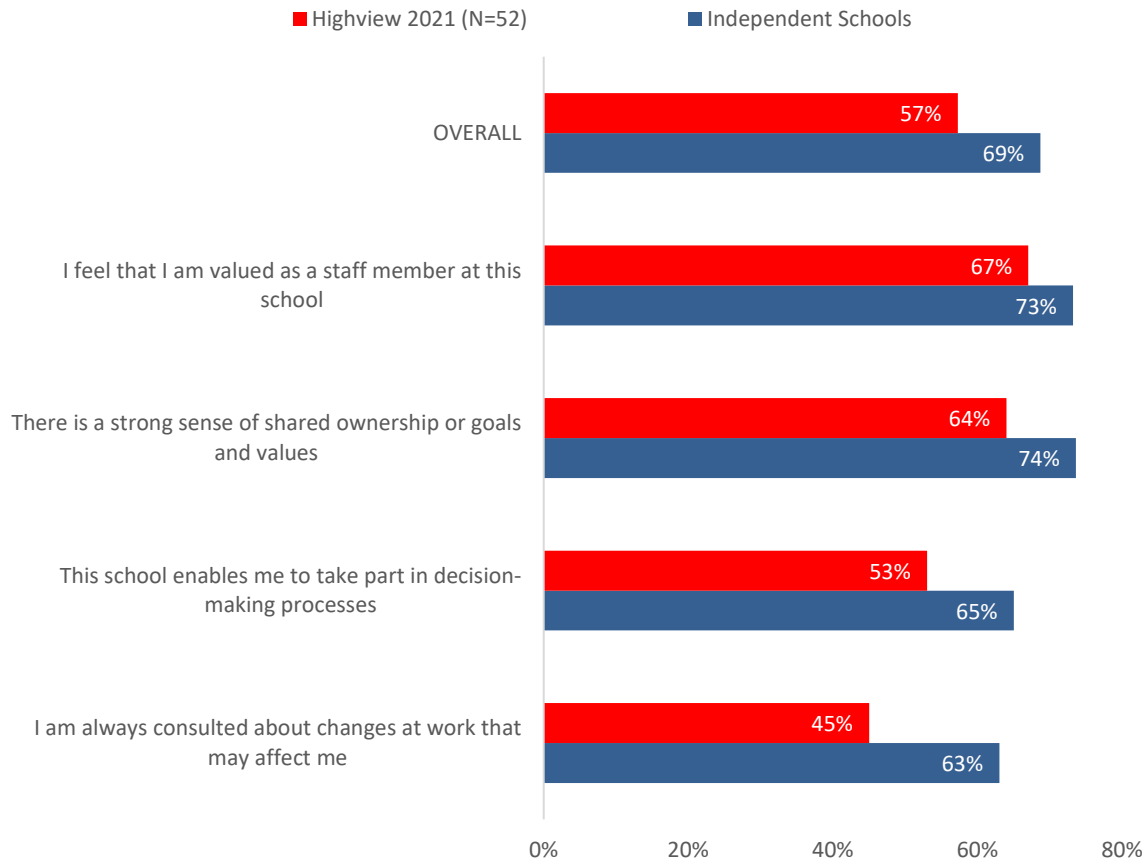
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
In times of uncertainty, there are staff members that I feel I can turn to	1	2	1	5	24	14
The leadership display empathy and support towards circumstances of the individual	3	2	2	8	16	16
There is a strong ethic of care in the lives of staff members	2	2	2	13	17	10
This school listens and takes action on my concerns	3	5	6	9	12	12

Attitudes



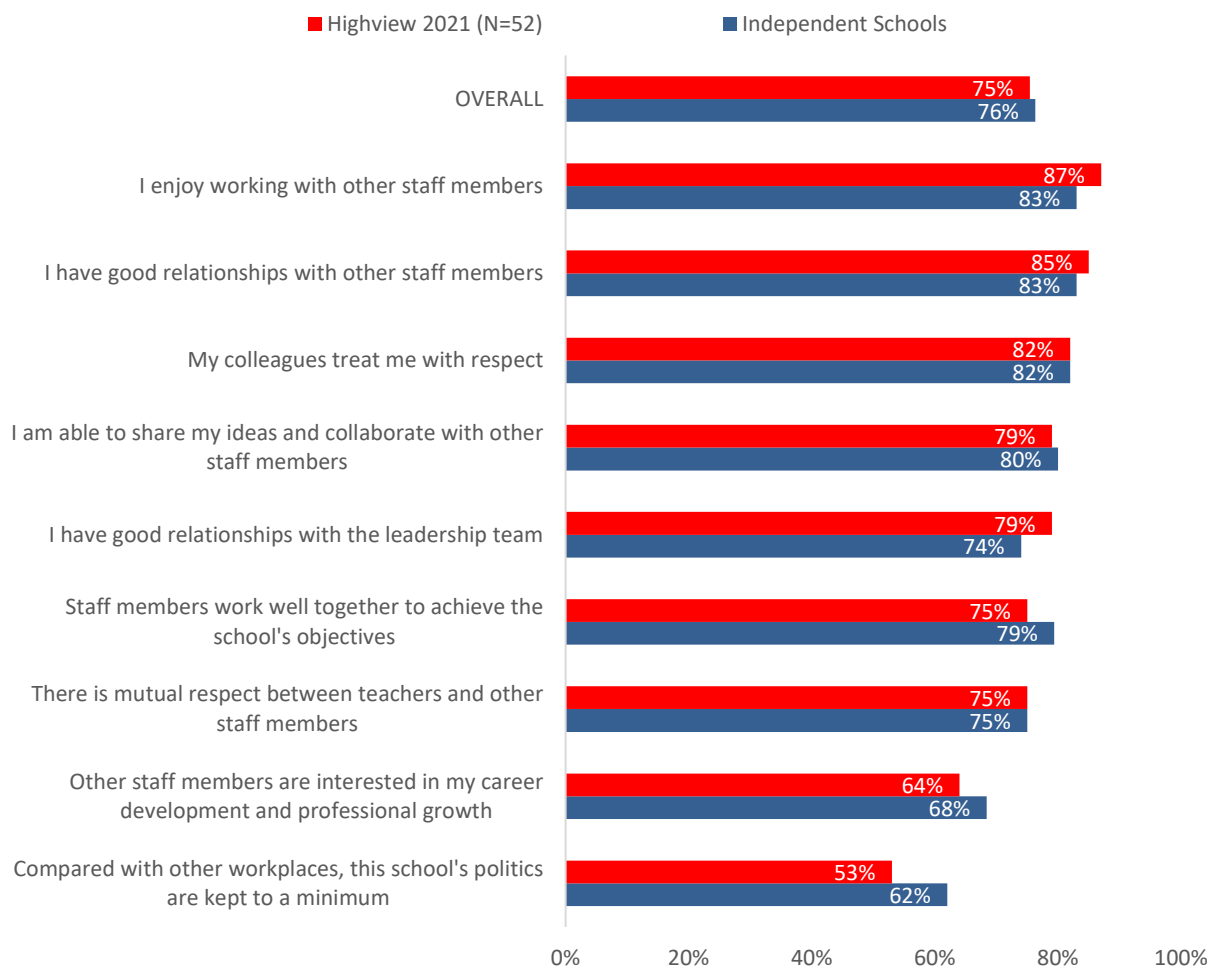
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
I have a strong commitment to this school	0	0	1	2	19	23
I feel that I am highly motivated to perform well at my job	0	0	1	4	18	21
I have an appreciation for the school's mission and values	1	0	1	1	19	23
I feel that I have the ability to meet my school's expectations	0	0	3	3	21	18
I am proud to be a member of this school	1	0	2	5	15	22
I feel comfortable as a staff member at this school	1	3	0	6	20	16
I am very satisfied at this school	1	2	4	7	16	17
I feel very positive about my future at this school	1	2	4	13	11	14

Inclusiveness



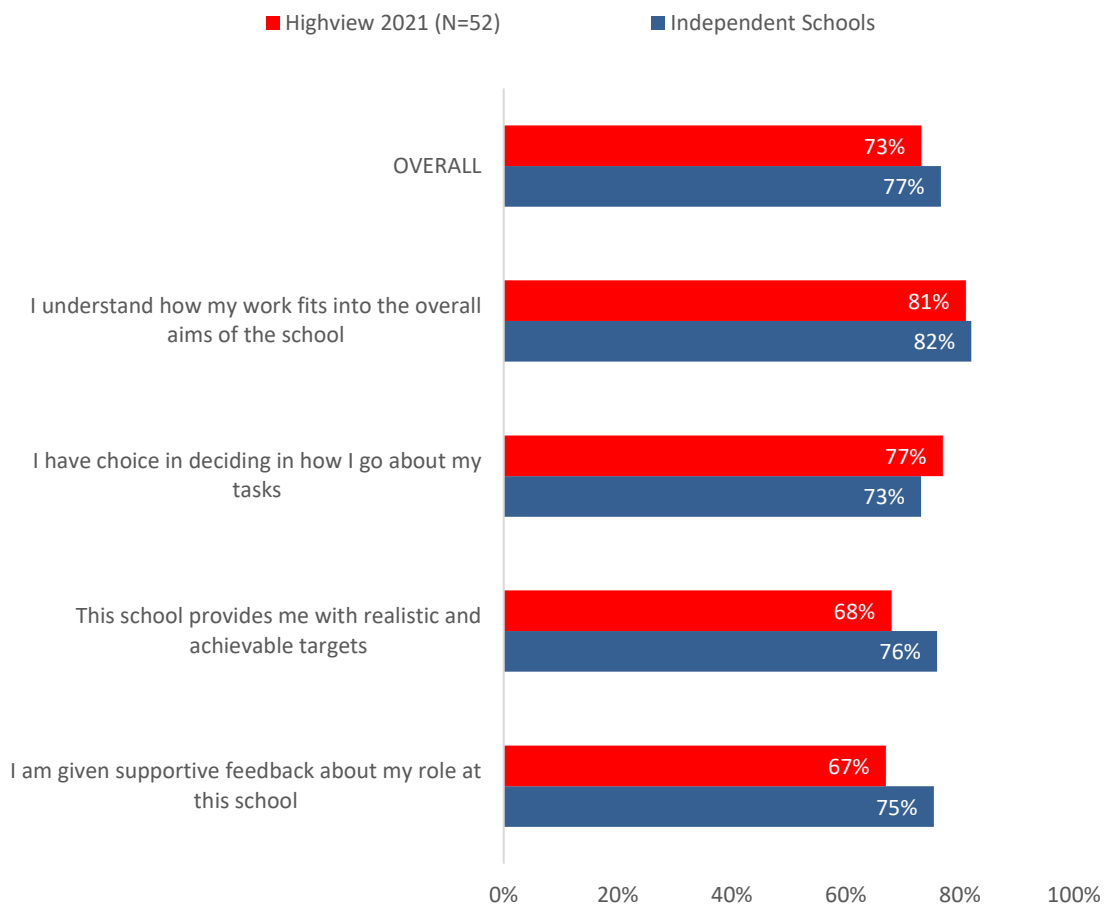
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
I feel that I am valued as a staff member at this school	2	2	7	13	10	11
There is a strong sense of shared ownership or goals and values	2	4	5	12	15	7
This school enables me to take part in decision-making processes	5	8	7	5	15	4
I am always consulted about changes at work that may affect me	7	12	6	4	11	4

Staff Relationships



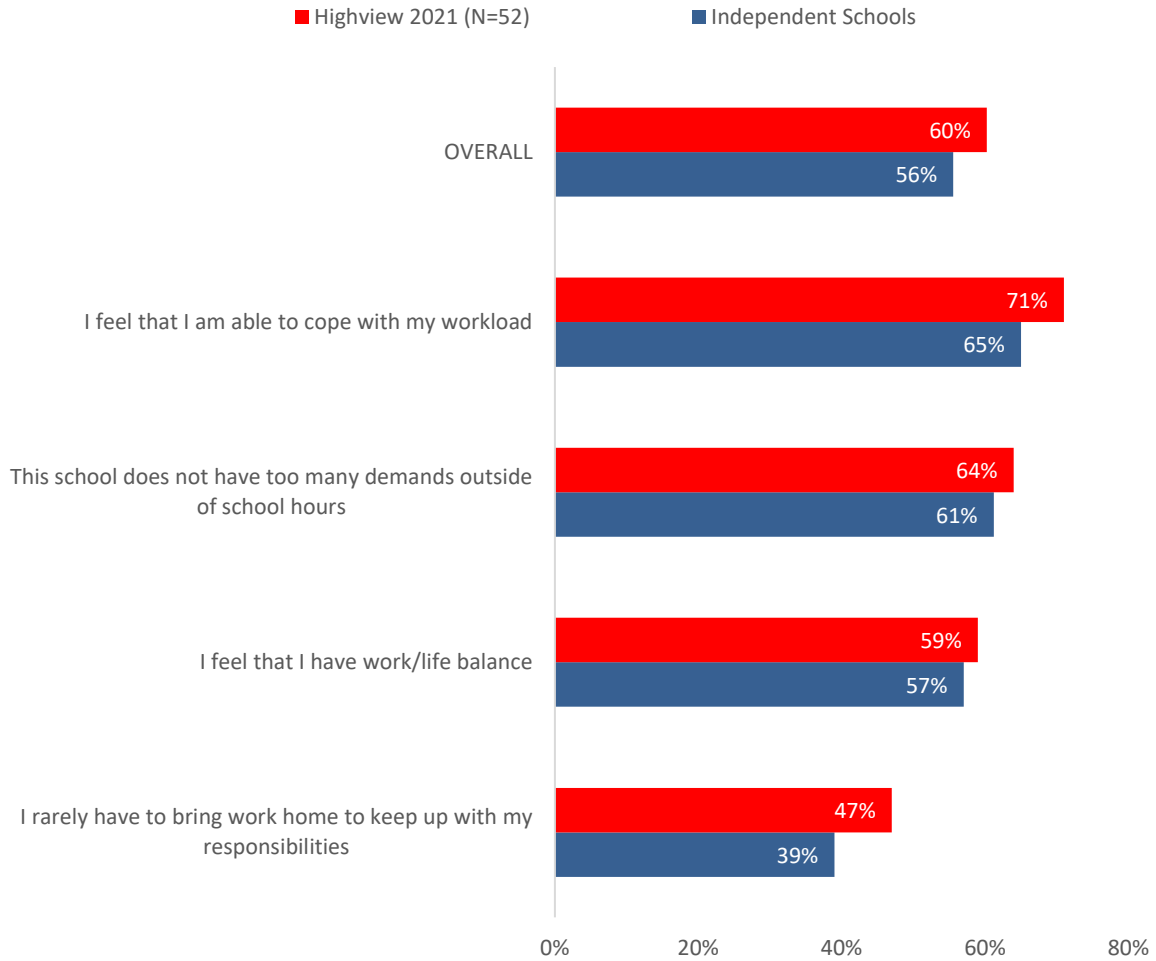
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
I enjoy working with other staff members	0	1	0	1	23	20
I have good relationships with other staff members	0	0	0	6	22	16
My colleagues treat me with respect	0	1	2	5	20	17
I am able to share my ideas and collaborate with other staff members	0	1	2	9	20	13
I have good relationships with the leadership team	1	2	0	5	22	13
Staff members work well together to achieve the school's objectives	1	1	2	10	22	9
There is mutual respect between teachers and other staff members	0	4	2	6	23	10
Other staff members are interested in my career development and professional growth	1	5	7	7	18	5
Compared with other workplaces, this school's politics are kept to a minimum	3	5	13	9	5	6

Role Clarity



	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
I understand how my work fits into the overall aims of the school	1	0	2	3	24	14
I have choice in deciding in how I go about my tasks	1	3	1	5	22	13
This school provides me with realistic and achievable targets	1	2	9	7	17	8
I am given supportive feedback about my role at this school	2	4	5	10	14	10

Workload



	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
I feel that I am able to cope with my workload	1	2	6	10	15	11
This school does not have too many demands outside of school hours	1	3	7	13	17	4
I feel that I have work/life balance	5	5	4	10	15	6
I rarely have to bring work home to keep up with my responsibilities	6	9	10	9	6	5

Strengths and Areas for Improvement

Your school's results have been analysed for each question and compared with Independent Schools benchmarks. The percentage difference between your school's 2021 results and the Independent Schools benchmarks were sorted and presented below.

Top 10 Strengths (compared with benchmark)

	Independent Schools	2021 Highview (N=52)	Variance
<i>My stress levels are affected by the behaviour of the students at this school.*</i>	59%	78%	+19%
<i>I sometimes feel that I am unable to cope with the pressures of this position.*</i>	54%	63%	+9%
There are strong policies in place regarding workplace bullying.	69%	77%	+8%
I rarely have to bring work home to keep up with my responsibilities.	39%	47%	+8%
<i>Compared with previous jobs, I feel more stressed at this job.*</i>	45%	53%	+8%
<i>Outside of school hours, I find myself worrying about my job.*</i>	38%	45%	+7%
I feel that I am able to cope with my workload.	65%	71%	+6%
I have good relationships with the leadership team.	74%	79%	+5%
This school has an open policy where I am easily able to discuss my concerns.	64%	69%	+5%
My absences from school are usually stress-related.*	73%	78%	+5%

*These items indicate negative-phrased items. Percentage values have been reversed in the tables to ensure consistency across all items and key areas when measuring overall wellbeing. Despite the wording of the question, a high percentage value indicates a favourable result.

Top 10 Areas for Improvement (compared with benchmark)

	Independent Schools	2021 Highview (N=52)	Variance
I am always consulted about changes at work that may affect me.	63%	45%	-18%
I have engaged in professional development activities that primarily focus on staff wellbeing.	73%	56%	-17%
This school enables me to take part in decision-making processes.	65%	53%	-12%
There is a strong sense of shared ownership or goals and values.	74%	64%	-10%
Compared with other workplaces, this school's politics are kept to a minimum.	62%	53%	-9%
I am given supportive feedback about my role at this school.	75%	67%	-8%
I have not experienced any form of workplace bullying at this school.	71%	63%	-8%
This school provides me with realistic and achievable targets.	76%	68%	-8%
I feel that I am valued as a staff member at this school.	73%	67%	-6%
I feel very positive about my future at this school.	78%	72%	-6%

Differences between General Staff Members and Teachers

Mean scores were calculated for both general staff members and teachers for each of the items and presented in the table below. Please note: there were five staff members who did not disclose whether they were a general staff member or teacher; these results have not been included in the below table.

Item	Teachers (n=35)	General Staff Members (n=12)	Variance
I rarely have to bring work home to keep up with my responsibilities	38%	74%	+36%
I feel that I have work/life balance	53%	84%	+31%
I feel that I am able to cope with my workload	68%	84%	+16%
This school does not have too many demands outside of school hours	63%	72%	+9%
I am very satisfied at this school	76%	84%	+8%
Compared with other workplaces, this school's politics are kept to a minimum	52%	60%	+8%
The leadership display empathy and support towards circumstances of the individual	73%	80%	+7%
I have choice in deciding in how I go about my tasks	75%	82%	+7%
I feel that I have the ability to meet my school's expectations	83%	88%	+5%
This school has an open policy where I am easily able to discuss my concerns	69%	74%	+5%
If I have an issue, I feel that I can easily approach management	67%	72%	+5%
I have good relationships with the leadership team	78%	82%	+4%
There is a positive energy within this school	68%	72%	+4%
This school listens and takes action on my concerns	66%	70%	+4%
I have a strong commitment to this school	88%	91%	+3%
There is mutual respect between teachers and other staff members	75%	78%	+3%
This school provides me with realistic and achievable targets	67%	70%	+3%
This school has high expectations of me	82%	84%	+2%
I feel positive and enthusiastic about this school	78%	80%	+2%
This school emphasises staff wellbeing	72%	74%	+2%
There is a strong ethic of care in the lives of staff members	72%	74%	+2%
I feel comfortable as a staff member at this school	80%	82%	+2%
I have an appreciation for the school's mission and values	87%	88%	+1%
There are strong policies in place regarding workplace bullying	79%	80%	+1%
I do not feel lonely at this school	77%	78%	+1%
Staff members work well together to achieve the school's objectives	75%	76%	+1%
If I have worries at this school, I feel that I have ample support	73%	74%	+1%
I understand how my work fits into the overall aims of the school	81%	82%	+1%

Item	Teachers (n=35)	General Staff Members (n=12)	Variance
I feel that I am highly motivated to perform well at my job	87%	87%	0%
I am proud to be a member of this school	84%	84%	0%
I feel very positive about my future at this school	73%	73%	0%
This school brings out my strengths	79%	78%	-1%
I am supported through emotionally demanding work	71%	70%	-1%
I have good relationships with other staff members	86%	84%	-2%
There is a strong sense of shared ownership or goals and values	66%	64%	-2%
The students at this school are well-behaved	82%	78%	-4%
I enjoy working with other staff members	90%	86%	-4%
My colleagues treat me with respect	86%	82%	-4%
This school enables me to take part in decision-making processes	56%	52%	-4%
In times of uncertainty, there are staff members that I feel I can turn to	83%	76%	-7%
I am able to share my ideas and collaborate with other staff members	83%	76%	-7%
I have not experienced any form of workplace bullying at this school	69%	62%	-7%
I have engaged in professional development activities that primarily focus on staff wellbeing	57%	50%	-7%
My stress levels are affected by the behaviour of the students at this school	21%	14%	-7%
I feel that this school supports me to continually improve in my position	76%	68%	-8%
I am given supportive feedback about my role at this school	68%	60%	-8%
I can rely on my colleagues to help me out during difficult times	85%	76%	-9%
I am always consulted about changes at work that may affect me	47%	38%	-9%
I feel that I am valued as a staff member at this school	71%	60%	-11%
I feel anxious about my position at this school	43%	28%	-15%
Other staff members are interested in my career development and professional growth	70%	54%	-16%
My absences from school are usually stress-related	25%	6%	-19%
I sometimes feel that I am unable to cope with the pressures of this position	39%	18%	-21%
Outside of school hours, I find myself worrying about my job	58%	36%	-22%
Compared with previous jobs, I feel more stressed at this job	51%	26%	-25%
AVERAGE	70%	69%	-1%

Differences between Non-Leaders and Leaders

Mean scores were calculated for both non-leaders and leaders for each of the items and presented in the table below. Please note: there were five staff members who did not disclose whether they hold a position of leadership; these results have not been included in the below table.

Item	Leaders (n=15)	Non-leaders (n=32)	Variance
My stress levels are affected by the behaviour of the students at this school	7%	26%	+19%
I feel anxious about my position at this school	30%	45%	+15%
I rarely have to bring work home to keep up with my responsibilities	39%	53%	+14%
I feel that I have work/life balance	53%	63%	+10%
Staff members work well together to achieve the school's objectives	73%	80%	+7%
This school does not have too many demands outside of school hours	61%	67%	+6%
Compared with previous jobs, I feel more stressed at this job	44%	49%	+5%
I feel that I am able to cope with my workload	69%	73%	+4%
My absences from school are usually stress-related	17%	21%	+4%
I have an appreciation for the school's mission and values	85%	88%	+3%
In times of uncertainty, there are staff members that I feel I can turn to	79%	81%	+2%
There is a strong ethic of care in the lives of staff members	73%	75%	+2%
Outside of school hours, I find myself worrying about my job	53%	55%	+2%
I am proud to be a member of this school	86%	86%	0%
I feel comfortable as a staff member at this school	83%	82%	-1%
I feel that I have the ability to meet my school's expectations	86%	84%	-2%
This school has high expectations of me	87%	85%	-2%
There is mutual respect between teachers and other staff members	79%	77%	-2%
I feel positive and enthusiastic about this school	83%	80%	-3%
This school provides me with realistic and achievable targets	71%	68%	-3%
I have a strong commitment to this school	91%	88%	-3%
I have good relationships with other staff members	87%	84%	-3%
I do not feel lonely at this school	79%	76%	-3%
The students at this school are well-behaved	84%	80%	-4%
I am very satisfied at this school	83%	79%	-4%
I have choice in deciding in how I go about my tasks	80%	76%	-4%

Item	Leaders (n=15)	Non-leaders (n=32)	Variance
This school brings out my strengths	83%	78%	-5%
Compared with other workplaces, this school's politics are kept to a minimum	58%	53%	-5%
I enjoy working with other staff members	93%	88%	-5%
I feel very positive about my future at this school	77%	72%	-5%
I understand how my work fits into the overall aims of the school	87%	81%	-6%
There are strong policies in place regarding workplace bullying	84%	78%	-6%
The leadership display empathy and support towards circumstances of the individual	83%	76%	-7%
Other staff members are interested in my career development and professional growth	70%	63%	-7%
I feel that I am highly motivated to perform well at my job	92%	85%	-7%
This school emphasises staff wellbeing	79%	72%	-7%
There is a positive energy within this school	77%	70%	-7%
I have good relationships with the leadership team	86%	78%	-8%
I am able to share my ideas and collaborate with other staff members	86%	78%	-8%
My colleagues treat me with respect	90%	81%	-9%
I can rely on my colleagues to help me out during difficult times	86%	77%	-9%
There is a strong sense of shared ownership or goals and values	74%	65%	-9%
I sometimes feel that I am unable to cope with the pressures of this position	43%	33%	-10%
I am supported through emotionally demanding work	79%	69%	-10%
If I have an issue, I feel that I can easily approach management	77%	66%	-11%
If I have worries at this school, I feel that I have ample support	81%	68%	-13%
This school has an open policy where I am easily able to discuss my concerns	83%	69%	-14%
I am given supportive feedback about my role at this school	80%	65%	-15%
This school listens and takes action on my concerns	79%	64%	-15%
I have not experienced any form of workplace bullying at this school	76%	61%	-15%
This school enables me to take part in decision-making processes	67%	52%	-15%
I feel that I am valued as a staff member at this school	80%	62%	-18%
I feel that this school supports me to continually improve in my position	87%	66%	-21%
I am always consulted about changes at work that may affect me	61%	38%	-23%
I have engaged in professional development activities that primarily focus on staff wellbeing	75%	50%	-25%
OVERALL	73%	69%	-4%

A final note:

The numerical data and comments from staff suggest that stress levels at Highview are low and that staff are very proud to be a part of this school. It is very important that Highview continues to improve the school environment for staff by encouraging open communication. This will have a positive impact on Highview College's staff wellbeing and serve to improve relationships among staff.