



## Staff Survey Feedback 2014

### ASHMORE Guardian Angels' Primary School

In July 2014 Brisbane Catholic Education conducted its second staff survey, as a follow up from the same survey in 2012. The purpose of the survey is to promote and inform discussions about the quality of working life in schools, including topics such as staff satisfaction, engagement and wellbeing.

This report shows the survey feedback from your school.

Response rates for the 2014 survey:

All Staff:	76 invited, 63 responded (83%)
Teachers and Leadership:	48 invited, 42 responded (88%)
Sch. Officers and Ancillary:	28 invited, 21 responded (75%)

The survey consists of 60 questions organised into 19 topics. Each topic consists of three to five questions on a common theme. This report shows the average responses for each topic.

For each topic, four averages are shown:

- The average for this school in 2012 (medium blue)
- The average for this school in 2014 (dark blue)
- The average for "similar schools" in 2014 (light blue "watermark")
- The average for all schools 2014 (table only)

The "similar schools" are other large sized primary schools, defined as primary schools with more than 440 students.

Topic averages are reported on a five point scale, where 1.00 indicates "strongly disagree" and 5.00 indicates "strongly agree". Higher averages indicate greater agreement and greater satisfaction. Most schools average between 3.00 and 5.00 for any given topic. Differences between averages of 0.25 or more can be regarded as reliable and significant. For example, a school that averaged 4.00 in job satisfaction in 2012 and 4.25 in job satisfaction in 2014 would be genuinely more satisfied in 2014 compared to 2012.

When comparing feedback from 2012 to 2014, remember that a wide range of factors can cause changes in survey feedback over time, such as changes in personnel, changes in the work environment, changes in the structure or organisation of the school and changes in duties for school staff.

## Sharing and Discussing Staff Survey Feedback in Your School

The best way to use the survey is to share the feedback and discuss it in your school. This discussion can then inform goal setting and renewal planning for the following year. The survey feedback is especially relevant for schools reviewing Priority 3, *Professional Practice and Collaborative Relationships*, in the Cyclical Review process. Further resources on using staff survey feedback can be found on KWeb by searching 'Staff Survey'.

I recommend a two-step approach to sharing and discussing survey feedback in schools, spread across at least two meetings.

### Step 1: Distribute Feedback

[Supporting Facilitators Notes](#)

[Supporting PowerPoint Presentation](#)

Distribute the staff survey feedback reports to the staff in your school and ask them to read and reflect on the survey feedback. Advise staff members that the next meeting will include a discussion about the topics that are most important for the school, and how the feedback on those topics can inform goal setting and renewal.

### Step 2: Identify Priority Topics and Goal Setting

[Supporting Facilitators Notes](#)

In the second meeting, you should identify the priority topics that are most important to staff in your school. I suggest identifying about three topics to focus on. The facilitator notes include a suggested 'voting' activity that you can use within your school to facilitate this prioritisation task.

Having identified the priority topics, you can have a discussion around the following questions in order to inform subsequent goal setting and renewal:

- 1: What do we currently do that contributes positively to our satisfaction and effectiveness in relation to the priority topics?
- 2: Think of a hypothetical school that has the most positive ratings possible for these priority topics. What do the staff members do in that school that produces such high ratings for the priority topics?
- 3: Is there anything that we could learn from that hypothetical school and apply here? What could we do differently in our school to maintain or enhance satisfaction and effectiveness in the priority topics?

You may need to have a few meetings to complete the discussion of these three questions. Once the discussion has been completed, you can use the suggestions, ideas and feedback to set goals for the following year.

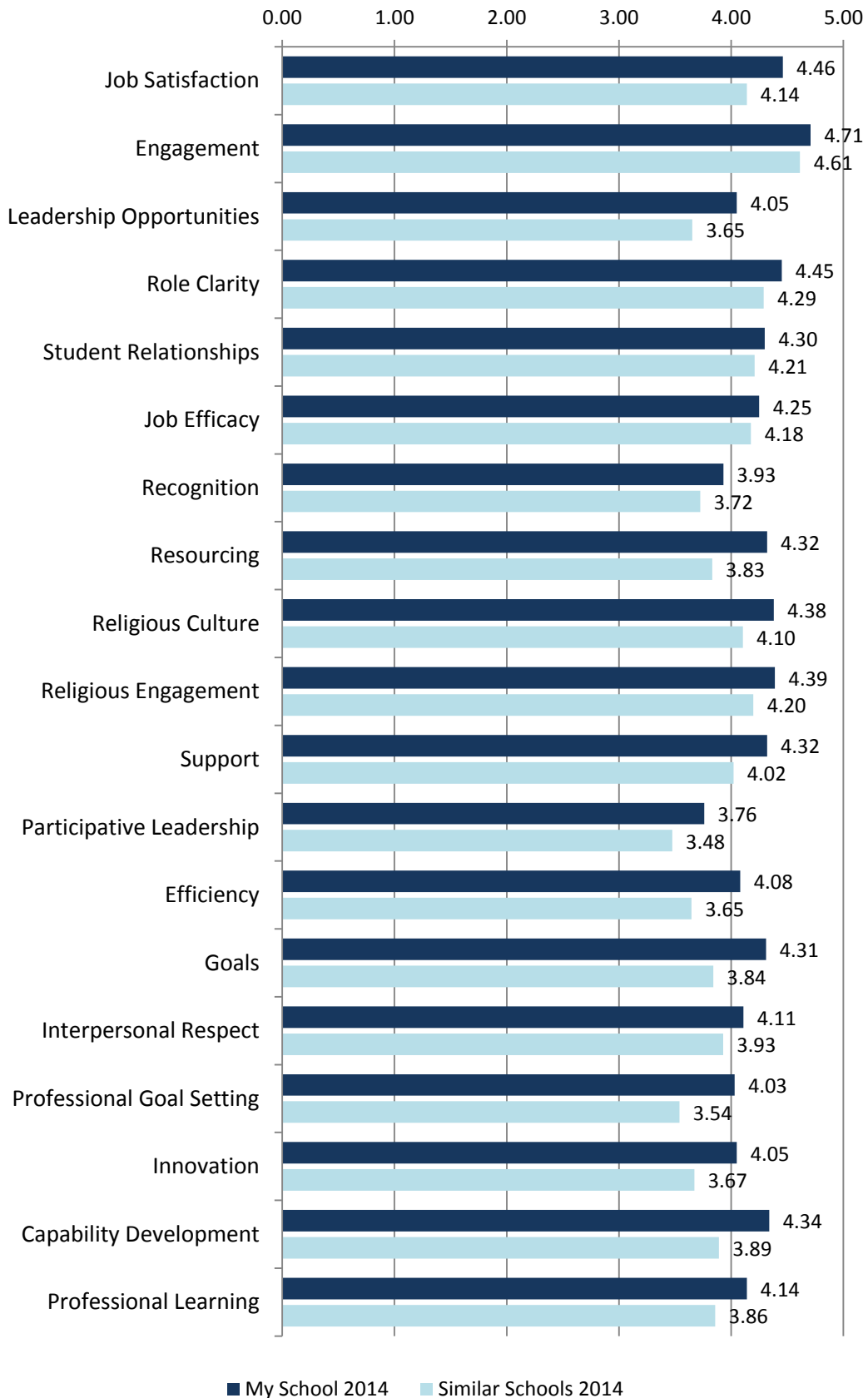
The *Staff Survey* resources on the KWeb include profiles of schools that had very strong feedback from the 2012 survey. These profiles describe the practices at those schools that led to the strong results. These profiles may provide some ideas and inspiration for schools that wish to set goals and improve in specific staff survey topics.

All staff survey resources can be found here:

[Staff Survey KWeb Page](#)

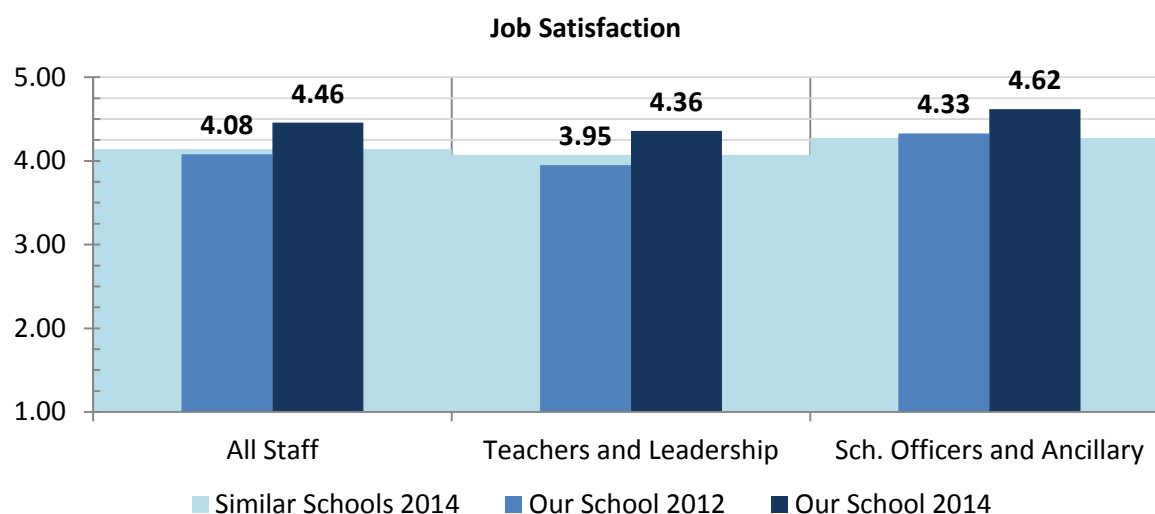
## Your School at a Glance

The graph below shows your school's feedback for 2014, in comparison to the average feedback from "similar schools". The following pages of the report go through each survey topic separately, and in more detail.



## ASHMORE Guardian Angels' Primary School - Job Satisfaction

Overall job satisfaction can be influenced by a wide range of “head” and “heart” factors including pay level, job security, the enjoyableness of day to day tasks, the location of the school and the quality of relationships at school. This topic provides an overall indicator of how satisfied staff are in general.



The questions for this topic were asked in the following way:

*Each statement below refers to some aspect of your work. Think about your work during the current year and indicate the extent to which you agree or disagree with each statement:*

- Overall, I am satisfied with my current work duties
- Overall, I am satisfied with the school (or schools) I work in.
- Overall, I am satisfied with my current job

Averages are reported on a five point scale:

(1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree.

Higher averages indicate greater agreement and more positive perceptions.

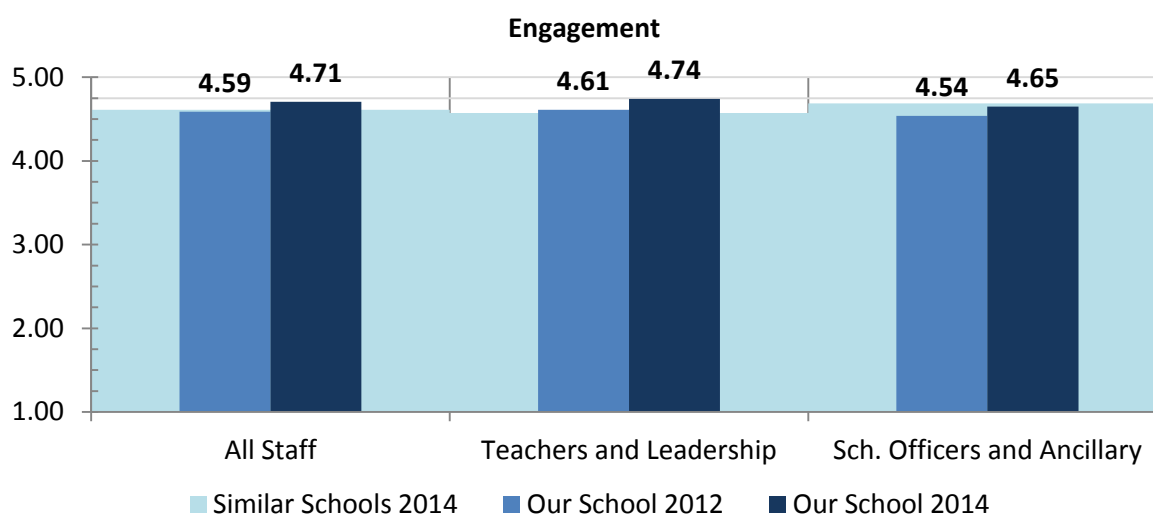
### **Averages for this school (as shown in the graph above)**

Job Satisfaction	Our School 2012	Our School 2014	Similar Schools 2014	All Schools 2014
All Staff	4.08	<b>4.46</b>	4.14	4.16
Teachers and Leadership	3.95	<b>4.36</b>	4.07	4.11
School Offices and Ancillary	4.33	<b>4.62</b>	4.28	4.25

Differences of 0.25 or more are regarded as significant differences. Any significant differences between your school in 2014 and the "similar schools" in 2014 are indicated in the table above by shading and bold type.

## ASHMORE Guardian Angels' Primary School - Engagement

The engagement topic measures how often staff experience positive and energetic emotions while at work. Staff members feel more engaged when their day to day tasks are interesting, meaningful and enjoyable for them.



The questions for this topic were asked in the following way:

*The following questions ask you how you feel about work. Think back over the course of the current year and indicate how often you have felt this way about work:*

- *Enthusiastic about my work*
- *Absorbed in my work*
- *Excited about my work*
- *Energetic in my work*
- *Dedicated to my work*

Averages are reported on a five point scale. Higher averages indicate greater engagement.

(1)Never; (2) A few times a year - once a month; (3) A few times a month;

(4) Once a week - A few times a week (5) Every day

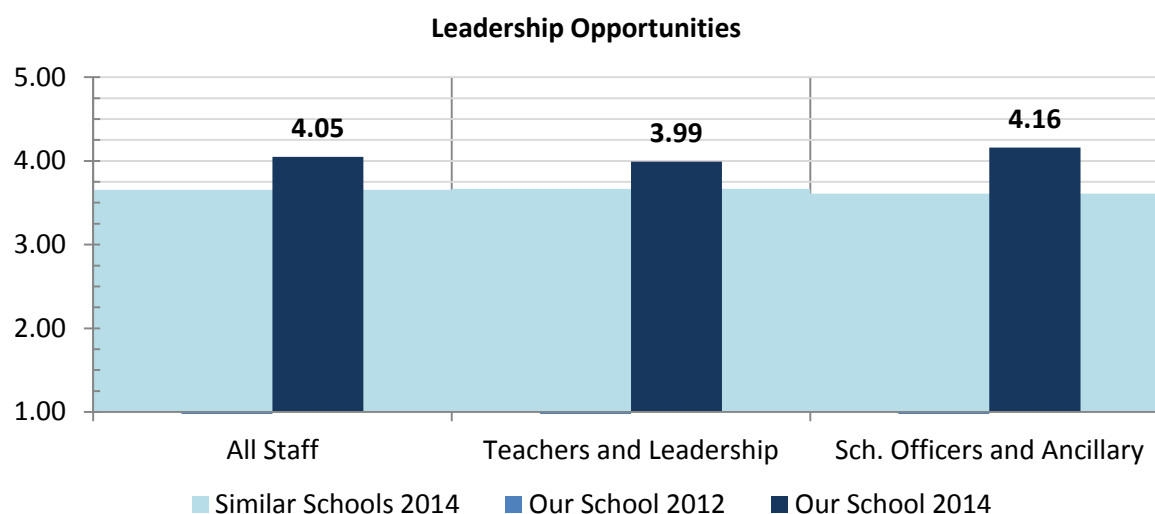
### **Averages for this school (as shown in the graph above)**

	Our School 2012	Our School 2014	Similar Schools 2014	All Schools 2014
All Staff	4.59	4.71	4.61	4.61
Teachers and Leadership	4.61	4.74	4.57	4.58
School Offices and Ancillary	4.54	4.65	4.69	4.65

Differences of 0.25 or more are regarded as significant differences. Any significant differences between your school in 2014 and the "similar schools" in 2014 are indicated in the table above by shading and bold type.

## ASHMORE Guardian Angels' Primary School - Leadership Opportunities

Staff members who want to move into leadership positions are more likely to remain engaged in a school or system that provides leadership opportunities. This topic addresses the extent to which the school supports staff to develop leadership skills and move into leadership positions.



The questions for this topic were asked in the following way:

*Each statement below refers to some aspect of your work. Think about your work during the current year and indicate the extent to which you agree or disagree with each statement:*

- *Staff in my school are encouraged to seek leadership opportunities in my school or in BCE*
- *There are opportunities for staff to develop leadership skills in my school*
- *My school provides staff with leadership opportunities in a fair and unbiased way*

Averages are reported on a five point scale:

(1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree.

Higher averages indicate greater agreement and more positive perceptions.

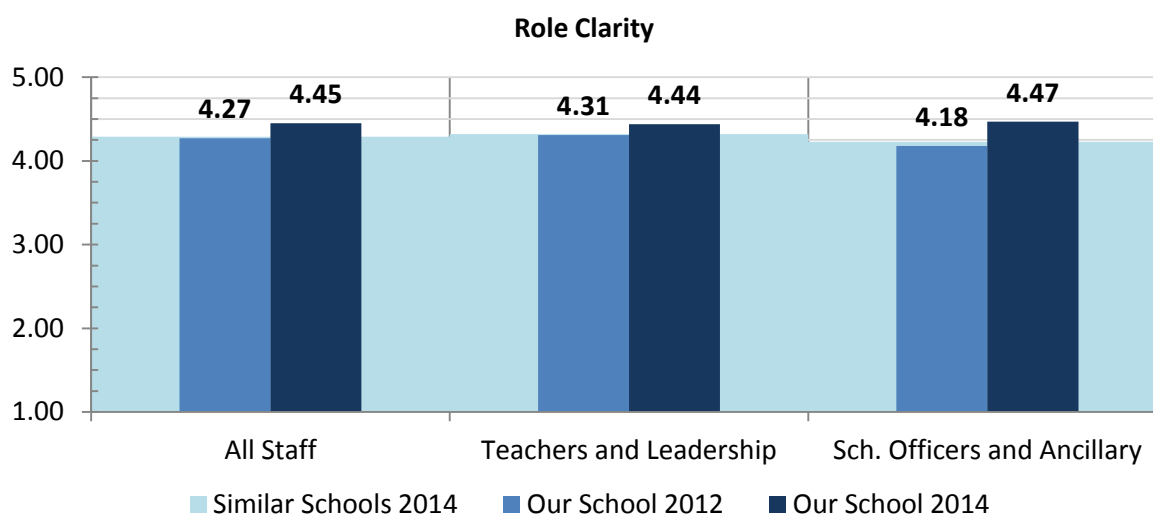
### Averages for this school (as shown in the graph above)

Job Satisfaction	Our School 2012	Our School 2014	Similar Schools 2014	All Schools 2014
All Staff		<b>4.05</b>	3.65	3.71
Teachers and Leadership		<b>3.99</b>	3.67	3.73
School Offices and Ancillary		<b>4.16</b>	3.61	3.66

Differences of 0.25 or more are regarded as significant differences. Any significant differences between your school in 2014 and the "similar schools" in 2014 are indicated in the table above by shading and bold type.

## ASHMORE Guardian Angels' Primary School - Role Clarity

The role clarity topic measures the extent to which staff members have a clear understanding of what is expected of them in their role. Staff members who are clear about their roles are usually more effective and less stressed, because have a clear set of priorities to focus on at work.



The questions for this topic were asked in the following way:

*Each statement below refers to some aspect of your work. Think about your work during the current year and indicate the extent to which you agree or disagree with each statement:*

- *I know exactly what is expected of me at work*
- *I have a clear understanding of my duties and responsibilities*
- *I have a clear understanding of how my role fits in with the roles of my colleagues*

Averages are reported on a five point scale:

(1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree.

Higher averages indicate greater agreement and more positive perceptions.

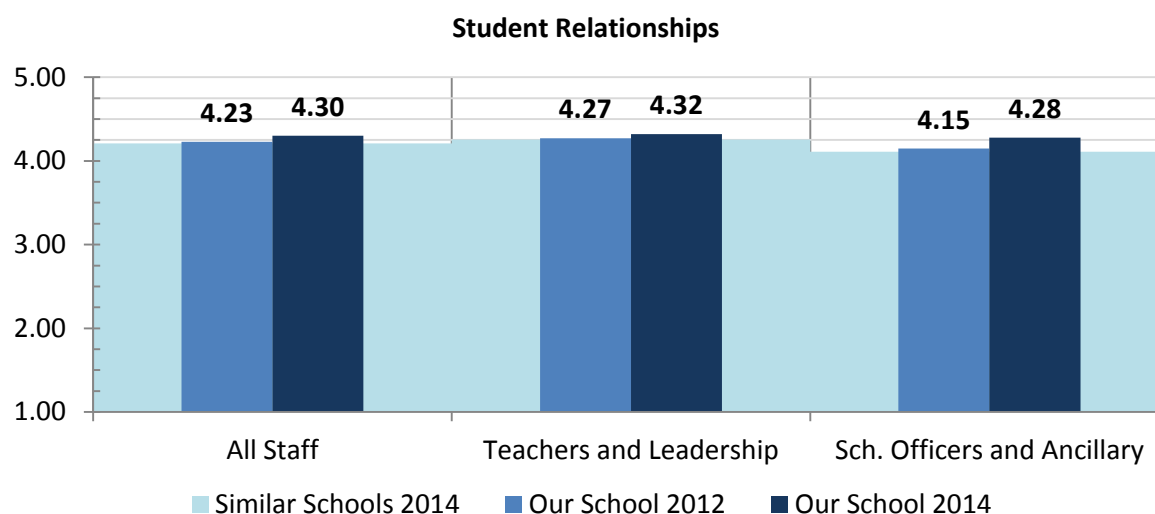
### **Averages for this school (as shown in the graph above)**

Job Satisfaction	Our School 2012	Our School 2014	Similar Schools 2014	All Schools 2014
All Staff	4.27	4.45	4.29	4.30
Teachers and Leadership	4.31	4.44	4.32	4.33
School Offices and Ancillary	4.18	4.47	4.23	4.23

Differences of 0.25 or more are regarded as significant differences. Any significant differences between your school in 2014 and the "similar schools" in 2014 are indicated in the table above by shading and bold type.

## ASHMORE Guardian Angels' Primary School - Student Relationships

Student interaction is an important component of most roles in schools. When staff feel that their relationships with students are positive, and that they can manage challenging student behaviour, they are more likely to feel satisfied and engaged at work.



The questions for this topic were asked in the following way:

*Each statement below refers to some aspect of your work. Think about your work during the current year and indicate the extent to which you agree or disagree with each statement:*

- *I am able to manage disruptive student behaviour*
- *I am able to motivate students to do their very best at school*
- *I am able to develop positive relationships with even the most difficult students*

Averages are reported on a five point scale:

(1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree.

Higher averages indicate greater agreement and more positive perceptions.

### **Averages for this school (as shown in the graph above)**

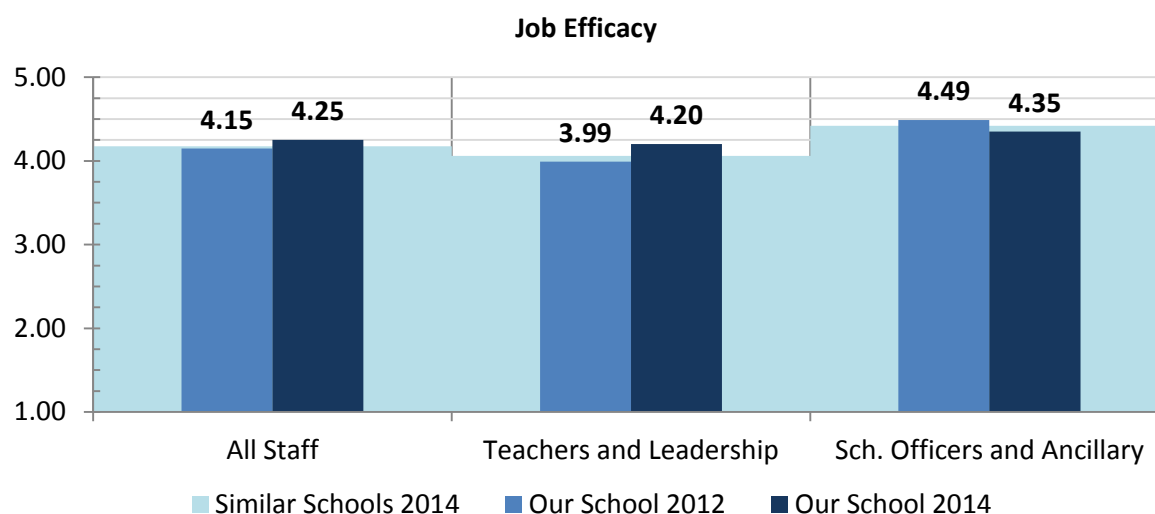
Job Satisfaction	Our School 2012	Our School 2014	Similar Schools 2014	All Schools 2014
All Staff	4.23	4.30	4.21	4.19
Teachers and Leadership	4.27	4.32	4.25	4.25
School Offices and Ancillary	4.15	4.28	4.11	4.05

Differences of 0.25 or more are regarded as significant differences. Any significant differences between your school in 2014 and the "similar schools" in 2014 are indicated in the table above by shading and bold type.



## ASHMORE Guardian Angels' Primary School - Job Efficacy

The job efficacy topic measures the extent to which staff members feel they can achieve what's required of them in their jobs. Higher levels of personal efficacy usually lead to more positive feelings of engagement and satisfaction at work.



The questions for this topic were asked in the following way:

*Each statement below refers to some aspect of your work. Think about your work during the current year and indicate the extent to which you agree or disagree with each statement:*

- *I can cope with the responsibilities I have in my job*
- *I am able to achieve what is required of me in my job*
- *I can manage the demands that are made of me in my job*

Averages are reported on a five point scale:

(1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree.

Higher averages indicate greater agreement and more positive perceptions.

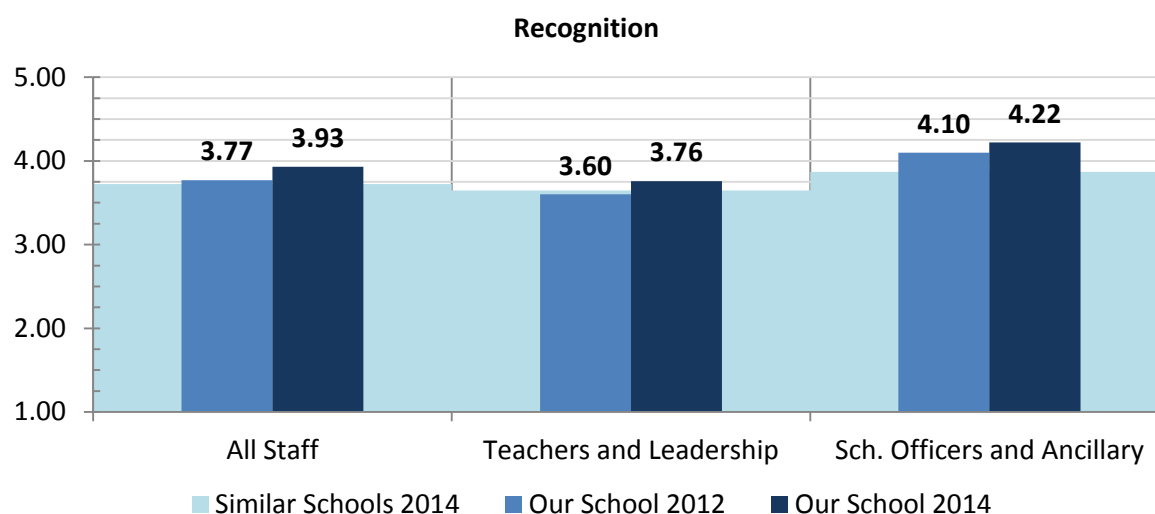
### **Averages for this school (as shown in the graph above)**

Job Satisfaction	Our School 2012	Our School 2014	Similar Schools 2014	All Schools 2014
All Staff	4.15	4.25	4.18	4.20
Teachers and Leadership	3.99	4.20	4.06	4.10
School Offices and Ancillary	4.49	4.35	4.42	4.40

Differences of 0.25 or more are regarded as significant differences. Any significant differences between your school in 2014 and the "similar schools" in 2014 are indicated in the table above by shading and bold type.

## ASHMORE Guardian Angels' Primary School - Recognition

The recognition topic measures the extent to which staff members feel that their own views and contributions within the workplace are actually recognised and valued by their colleagues.



The questions for this topic were asked in the following way:

*Each statement below refers to some aspect of your work. Think about your work during the current year and indicate the extent to which you agree or disagree with each statement:*

- *The work I do is recognised and appreciated*
- *My colleagues notice when I've achieved something at work*
- *My contribution at work is valued*

Averages are reported on a five point scale:

(1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree.

Higher averages indicate greater agreement and more positive perceptions.

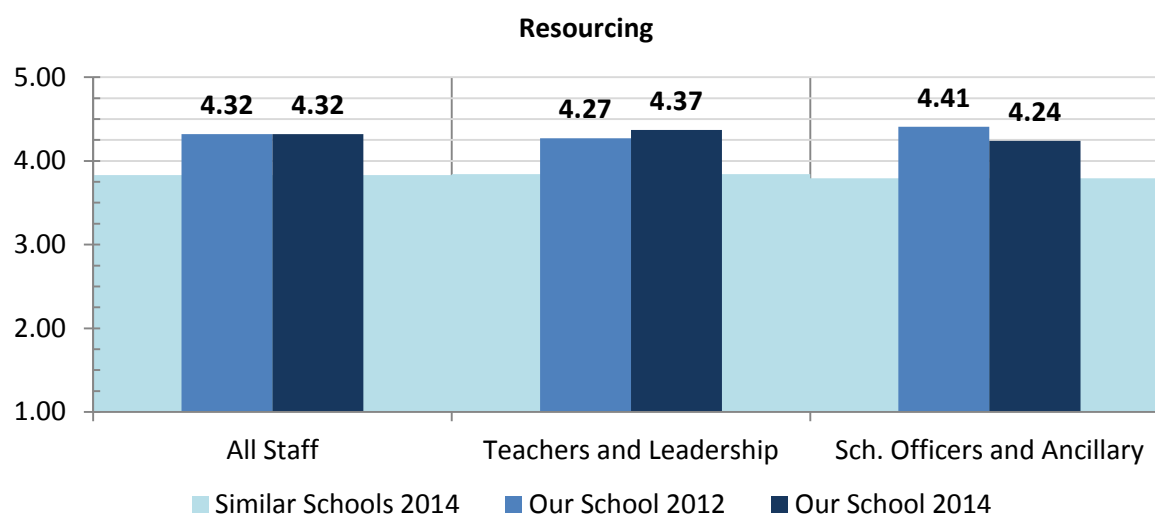
### Averages for this school (as shown in the graph above)

Job Satisfaction	Our School 2012	Our School 2014	Similar Schools 2014	All Schools 2014
All Staff	3.77	3.93	3.72	3.79
Teachers and Leadership	3.60	3.76	3.65	3.74
School Offices and Ancillary	4.10	<b>4.22</b>	3.87	3.89

Differences of 0.25 or more are regarded as significant differences. Any significant differences between your school in 2014 and the "similar schools" in 2014 are indicated in the table above by shading and bold type.

## ASHMORE Guardian Angels' Primary School - Resourcing

Resourcing measures the extent to which staff feel that their school has the physical and human resources that are required to meet the needs of the students.



The questions for this topic were asked in the following way:

*Each statement below refers to some aspect of the school you work in. If you work in more than one school, please answer in terms of the school you are most strongly involved with.*

- Staff have the resources needed to do their job to the best of their ability
- We have the staff required to manage the administrative demands of our school
- We have the specialist teaching staff required to meet the educational needs of our students

Averages are reported on a five point scale:

(1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree.

Higher averages indicate greater agreement and more positive perceptions.

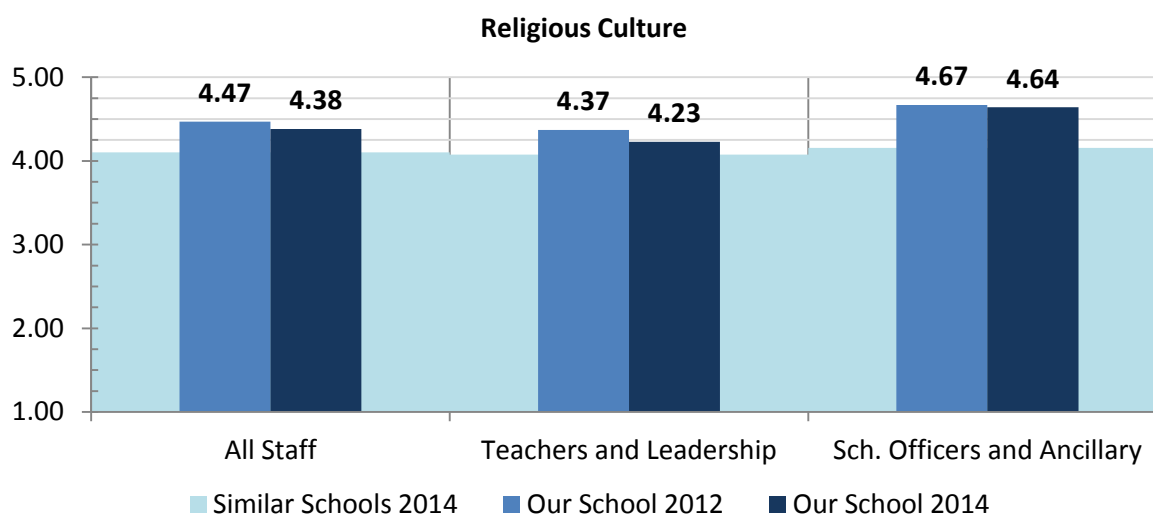
### Averages for this school (as shown in the graph above)

Job Satisfaction	Our School 2012	Our School 2014	Similar Schools 2014	All Schools 2014
All Staff	4.32	<b>4.32</b>	3.83	3.75
Teachers and Leadership	4.27	<b>4.37</b>	3.84	3.74
School Offices and Ancillary	4.41	<b>4.24</b>	3.79	3.75

Differences of 0.25 or more are regarded as significant differences. Any significant differences between your school in 2014 and the "similar schools" in 2014 are indicated in the table above by shading and bold type.

## ASHMORE Guardian Angels' Primary School - Religious Culture

The religious culture topic measures the extent to which religious activity and a concern for faith development are embedded in the culture of the school.



The questions for this topic were asked in the following way:

*Each statement below refers to some aspect of the school you work in. If you work in more than one school, please answer in terms of the school you are most strongly involved with.*

- *Gatherings for prayer, liturgy and religious celebrations are important parts of the culture*
- *Staff support each other's spiritual growth or faith development*
- *Staff are encouraged to participate in faith formation activities and experiences*

Averages are reported on a five point scale:

(1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree.

Higher averages indicate greater agreement and more positive perceptions.

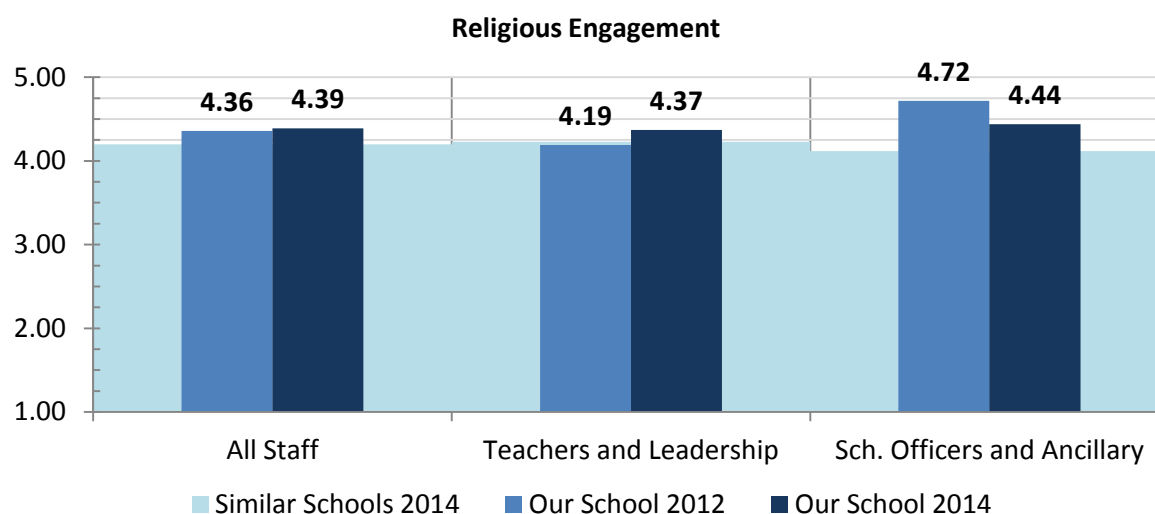
### Averages for this school (as shown in the graph above)

Job Satisfaction	Our School 2012	Our School 2014	Similar Schools 2014	All Schools 2014
All Staff	4.47	<b>4.38</b>	4.10	4.12
Teachers and Leadership	4.37	4.23	4.08	4.11
School Offices and Ancillary	4.67	<b>4.64</b>	4.16	4.13

Differences of 0.25 or more are regarded as significant differences. Any significant differences between your school in 2014 and the "similar schools" in 2014 are indicated in the table above by shading and bold type.

## ASHMORE Guardian Angels' Primary School - Religious Engagement

Religious Engagement measures the extent to which staff members find the religious aspects of working life to be personally meaningful and engaging.



The questions for this topic were asked in the following way:

*Each statement below refers to some aspect of the school you work in. If you work in more than one school, please answer in terms of the school you are most strongly involved with.*

- *I enjoy participating in prayer, liturgy and religious celebrations at my school*
- *I feel welcomed and included in prayer, liturgy and religious celebrations at my school*
- *The prayer, liturgy and religious celebrations in my school are personally meaningful to me*

Averages are reported on a five point scale:

(1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree.

Higher averages indicate greater agreement and more positive perceptions.

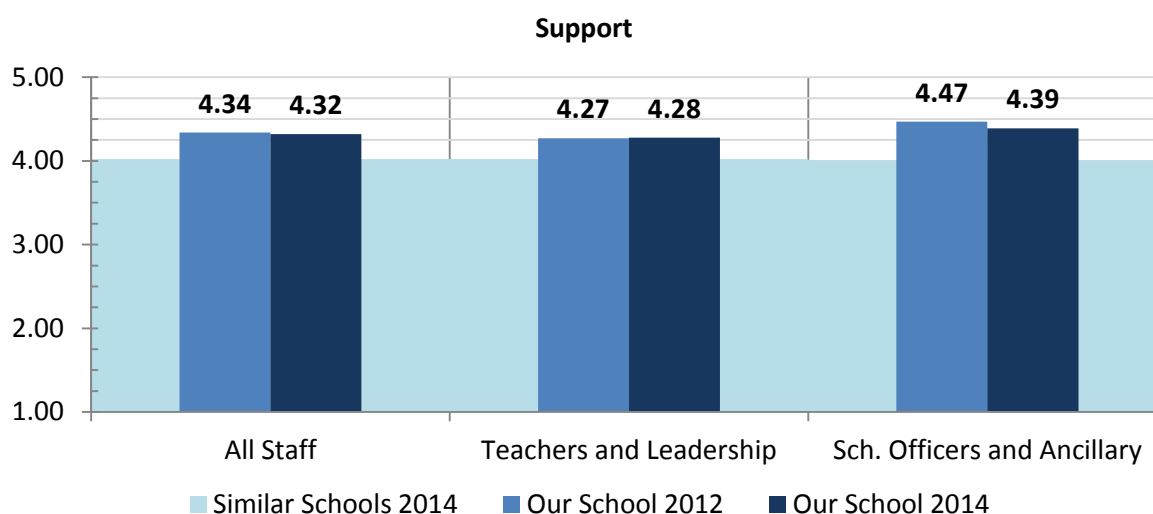
### **Averages for this school (as shown in the graph above)**

Job Satisfaction	Our School 2012	Our School 2014	Similar Schools 2014	All Schools 2014
All Staff	4.36	4.39	4.20	4.22
Teachers and Leadership	4.19	4.37	4.23	4.28
School Offices and Ancillary	4.72	<b>4.44</b>	4.12	4.09

Differences of 0.25 or more are regarded as significant differences. Any significant differences between your school in 2014 and the "similar schools" in 2014 are indicated in the table above by shading and bold type.

## ASHMORE Guardian Angels' Primary School - Support

The support topic measures the extent to which staff feel they can rely on their colleagues for practical support, such as assistance during challenging times, as well as social and emotional support at work.



The questions for this topic were asked in the following way:

*Each statement below refers to some aspect of the school you work in. If you work in more than one school, please answer in terms of the school you are most strongly involved with.*

- *I feel supported when I am working through difficult situations with parents*
- *Help is available when I'm facing challenging situations in my school*
- *Staff in my school really care about my wellbeing*

Averages are reported on a five point scale:

(1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree.  
Higher averages indicate greater agreement and more positive perceptions.

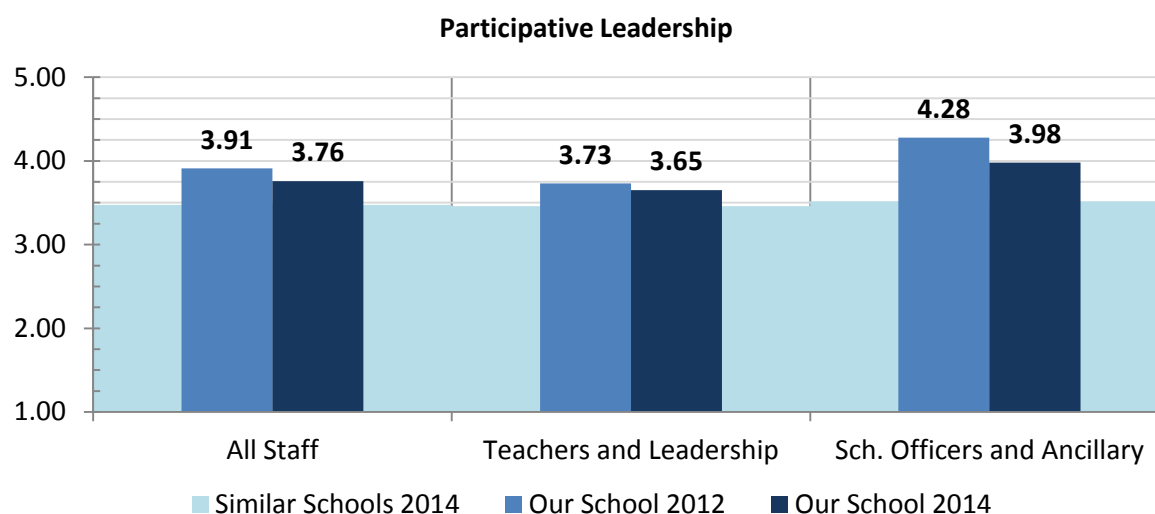
### Averages for this school (as shown in the graph above)

Job Satisfaction	Our School 2012	Our School 2014	Similar Schools 2014	All Schools 2014
All Staff	4.34	<b>4.32</b>	4.02	4.07
Teachers and Leadership	4.27	<b>4.28</b>	4.02	4.09
School Offices and Ancillary	4.47	<b>4.39</b>	4.01	4.00

Differences of 0.25 or more are regarded as significant differences. Any significant differences between your school in 2014 and the "similar schools" in 2014 are indicated in the table above by shading and bold type.

## ASHMORE Guardian Angels' Primary School - Participative Leadership

Leadership is participative when staff have appropriate opportunities to contribute to decision making within a school. Participative leadership builds feelings of ownership and commitment among staff and is a strong determinant of staff satisfaction and engagement.



The questions for this topic were asked in the following way:

*Each statement below refers to some aspect of the school you work in. If you work in more than one school, please answer in terms of the school you are most strongly involved with.*

- *Important decisions are made in a shared and collaborative manner*
- *Staff are involved in planning for change*
- *Staff and leaders work together to decide on administrative procedures or work processes*

Averages are reported on a five point scale:

(1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree.

Higher averages indicate greater agreement and more positive perceptions.

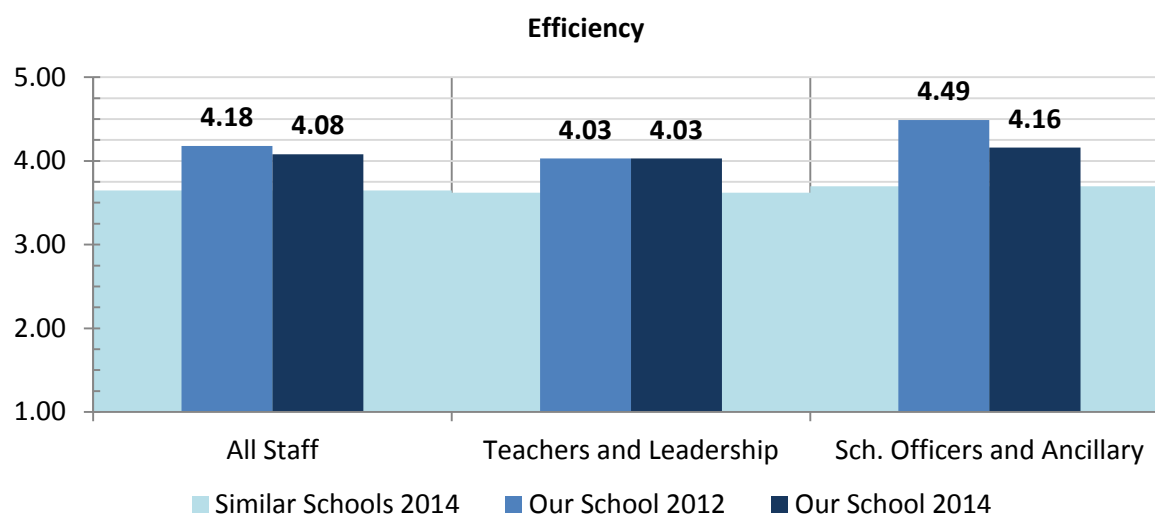
### **Averages for this school (as shown in the graph above)**

Job Satisfaction	Our School 2012	Our School 2014	Similar Schools 2014	All Schools 2014
All Staff	3.91	<b>3.76</b>	3.48	3.54
Teachers and Leadership	3.73	3.65	3.46	3.54
School Offices and Ancillary	4.28	<b>3.98</b>	3.52	3.51

Differences of 0.25 or more are regarded as significant differences. Any significant differences between your school in 2014 and the "similar schools" in 2014 are indicated in the table above by shading and bold type.

## ASHMORE Guardian Angels' Primary School - Efficiency

Efficiency represents the extent to which a school is effectively organised and operates in an efficient manner. Key aspects include communication effectiveness, meeting effectiveness and the time taken to reach decisions.



The questions for this topic were asked in the following way:

*Each statement below refers to some aspect of the school you work in. If you work in more than one school, please answer in terms of the school you are most strongly involved with.*

- *Staff are kept informed about things that are relevant to their work*
- *Meetings and committees are useful and effective*
- *We make decisions efficiently and effectively*

Averages are reported on a five point scale:

(1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree.

Higher averages indicate greater agreement and more positive perceptions.

### **Averages for this school (as shown in the graph above)**

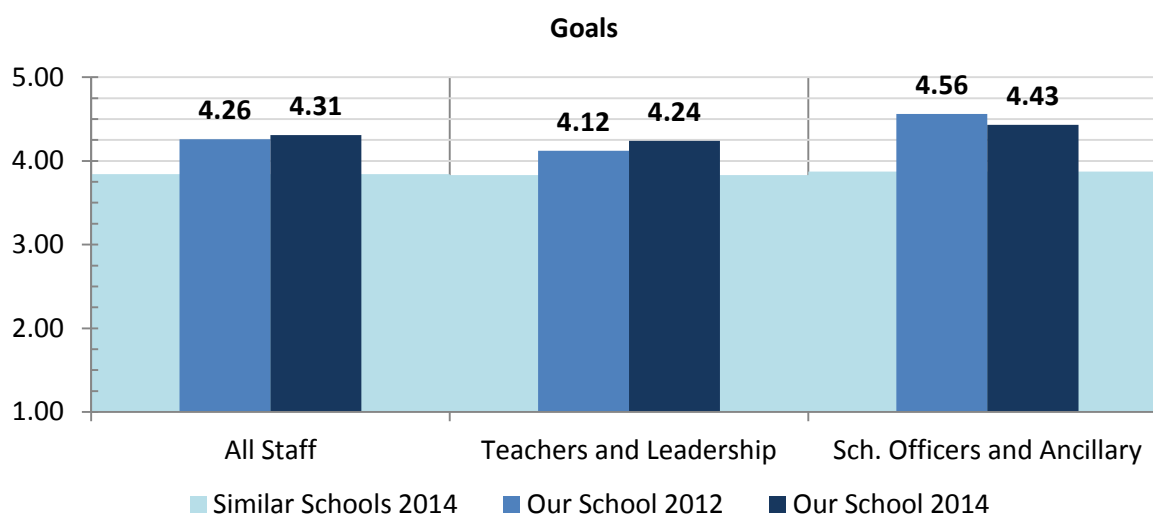
Job Satisfaction	Our School 2012	Our School 2014	Similar Schools 2014	All Schools 2014
All Staff	4.18	<b>4.08</b>	3.65	3.66
Teachers and Leadership	4.03	<b>4.03</b>	3.62	3.65
School Offices and Ancillary	4.49	<b>4.16</b>	3.70	3.68

Differences of 0.25 or more are regarded as significant differences. Any significant differences between your school in 2014 and the "similar schools" in 2014 are indicated in the table above by shading and bold type.



## ASHMORE Guardian Angels' Primary School - Goals

The School Goals topic measures the extent to which staff feel that the school has a clear set of goals or a vision for the future. A clear and exciting school goal can enhance feelings of staff engagement and also helps staff to plan and prioritise their own work.



The questions for this topic were asked in the following way:

*Each statement below refers to some aspect of the school you work in. If you work in more than one school, please answer in terms of the school you are most strongly involved with.*

- *Our school has clear goals for the future*
- *Our school has an exciting vision for the future*
- *Staff are all committed to the school's vision for the future*

Averages are reported on a five point scale:

(1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree.

Higher averages indicate greater agreement and more positive perceptions.

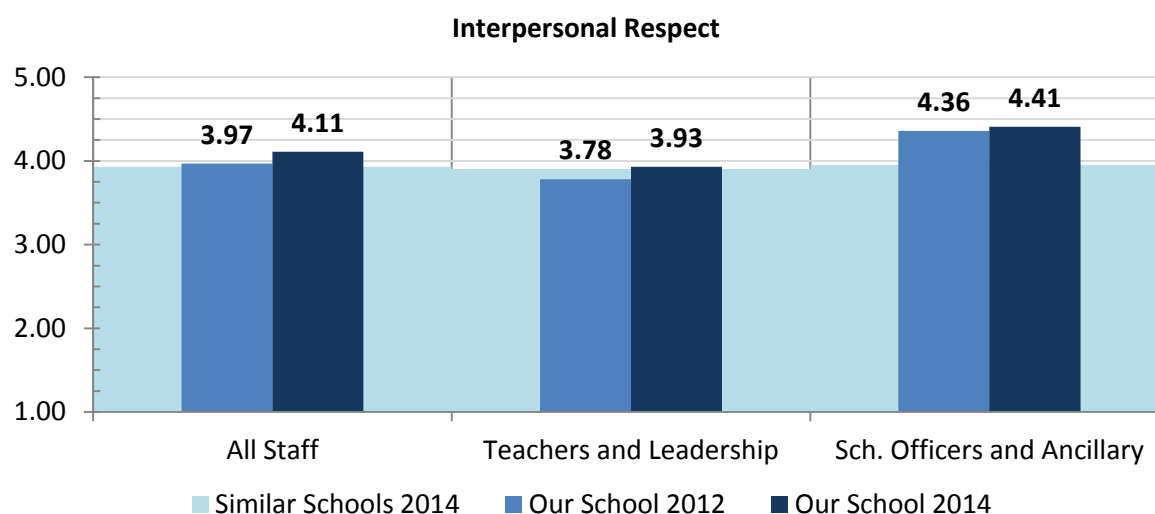
### Averages for this school (as shown in the graph above)

Job Satisfaction	Our School 2012	Our School 2014	Similar Schools 2014	All Schools 2014
All Staff	4.26	<b>4.31</b>	3.84	3.91
Teachers and Leadership	4.12	<b>4.24</b>	3.83	3.90
School Offices and Ancillary	4.56	<b>4.43</b>	3.87	3.92

Differences of 0.25 or more are regarded as significant differences. Any significant differences between your school in 2014 and the "similar schools" in 2014 are indicated in the table above by shading and bold type.

## ASHMORE Guardian Angels' Primary School - Interpersonal Respect

The respect topic measures the extent to which the staff behaviour is appropriate, interpersonally respectful and free from bullying and harassment.



The questions for this topic were asked in the following way:

*The following questions ask you about **bullying, harassment** and other forms of **inappropriate behaviour** among staff at your school. If you work in more than one school, please answer in terms of the school you are most strongly involved with.*

- *Staff consistently treat each other with respect*
- *Staff agree on what constitutes appropriate behaviour among staff*
- *Appropriate steps would be taken to stop any bullying or harassment of staff*

Averages are reported on a five point scale:

(1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree.

Higher averages indicate greater agreement and more positive perceptions.

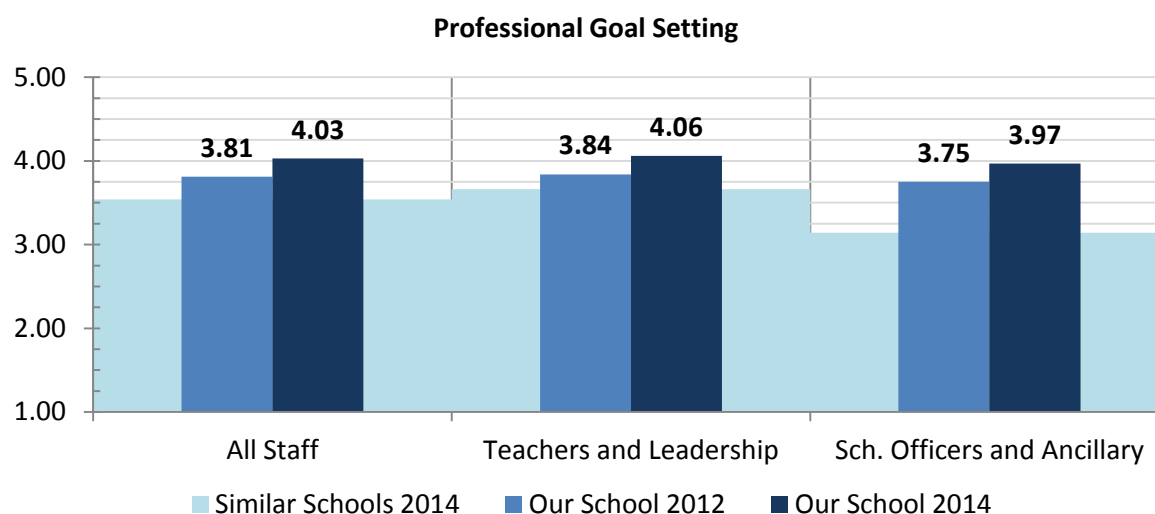
### **Averages for this school (as shown in the graph above)**

Job Satisfaction	Our School 2012	Our School 2014	Similar Schools 2014	All Schools 2014
All Staff	3.97	4.11	3.93	3.97
Teachers and Leadership	3.78	3.93	3.90	3.95
School Offices and Ancillary	4.36	<b>4.41</b>	3.95	3.96

Differences of 0.25 or more are regarded as significant differences. Any significant differences between your school in 2014 and the "similar schools" in 2014 are indicated in the table above by shading and bold type.

## ASHMORE Guardian Angels' Primary School - Professional Goal Setting

The professional goal setting topic measures the extent to which the annual goal setting and review process is regarded as mature, well established and useful.



The questions for this topic were asked in the following way:

*The following questions ask you about the **goal setting and review** process in your school, in which staff members meet with a leader to set and review their individual goals.*

- *There is a well understood process for individual goal setting and review*
- *I get constructive feedback on my work in the goal setting and review process*
- *Time is dedicated to our goal setting and review process*
- *I have found the goal setting and review process to be useful and beneficial*

Averages are reported on a five point scale:

(1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree.  
Higher averages indicate greater agreement and more positive perceptions.

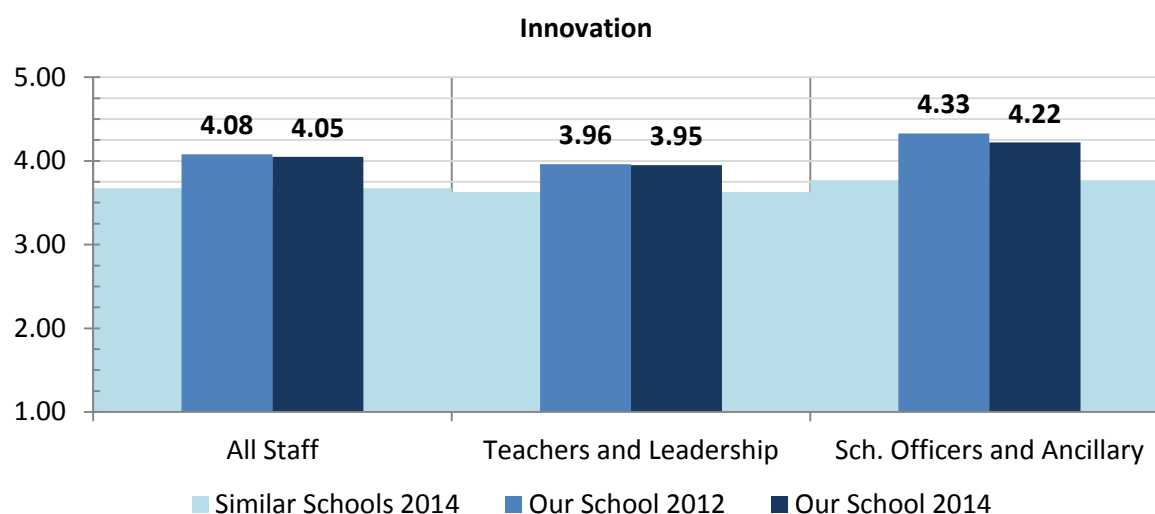
### **Averages for this school (as shown in the graph above)**

Job Satisfaction	Our School 2012	Our School 2014	Similar Schools 2014	All Schools 2014
All Staff	3.81	<b>4.03</b>	3.54	3.60
Teachers and Leadership	3.84	<b>4.06</b>	3.66	3.72
School Offices and Ancillary	3.75	<b>3.97</b>	3.14	3.21

Differences of 0.25 or more are regarded as significant differences. Any significant differences between your school in 2014 and the "similar schools" in 2014 are indicated in the table above by shading and bold type.

## ASHMORE Guardian Angels' Primary School - Innovation

The innovation topic measures the extent to which staff engage in processes that support creativity and innovation. Innovation is an important component of a learning community.



The questions for this topic were asked in the following way:

*Each statement below refers to some aspect of the school you work in. If you work in more than one school, please answer in terms of the school you are most strongly involved with.*

- *Staff are always looking for creative solutions to problems*
- *Staff are encouraged to think about and suggest new ways of working*
- *Staff engage in constructive debates about how to improve student learning*

Averages are reported on a five point scale:

(1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree.

Higher averages indicate greater agreement and more positive perceptions.

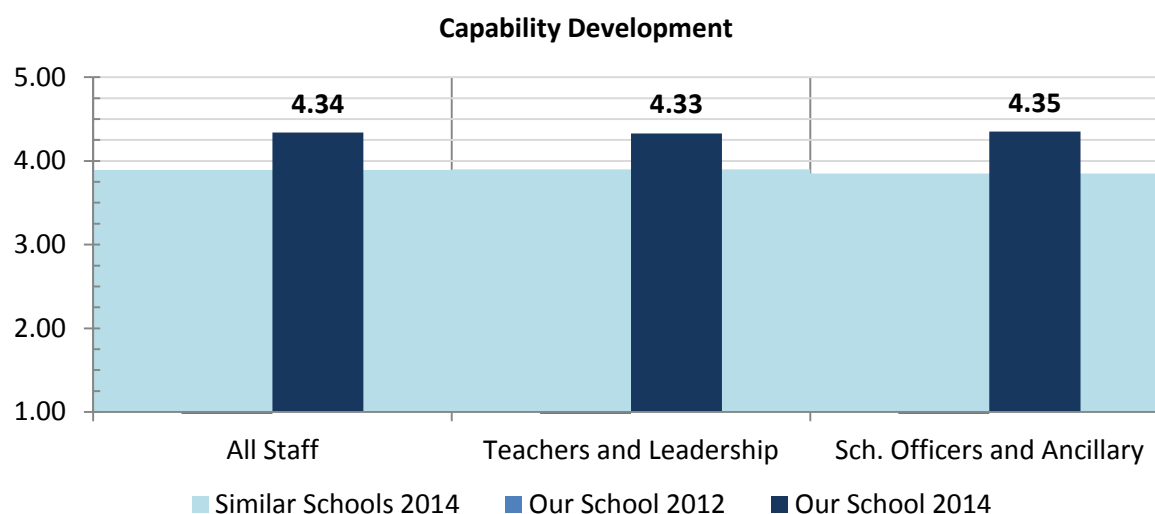
### **Averages for this school (as shown in the graph above)**

Job Satisfaction	Our School 2012	Our School 2014	Similar Schools 2014	All Schools 2014
All Staff	4.08	<b>4.05</b>	3.67	3.74
Teachers and Leadership	3.96	<b>3.95</b>	3.63	3.72
School Offices and Ancillary	4.33	<b>4.22</b>	3.77	3.78

Differences of 0.25 or more are regarded as significant differences. Any significant differences between your school in 2014 and the "similar schools" in 2014 are indicated in the table above by shading and bold type.

## ASHMORE Guardian Angels' Primary School - Capability Development

The capability development topic addresses the extent to which the school as a whole has a focused and planned approach to developing the capabilities and skills of staff members.



The questions for this topic were asked in the following way:

*Each statement below refers to some aspect of the school you work in. If you work in more than one school, please answer in terms of the school you are most strongly involved with.*

- Professional learning in my school is clearly focused on student learning and wellbeing
- My school has clearly identified priorities for professional learning
- My school provides effective ways for staff to learn from each other's experience

Averages are reported on a five point scale:

(1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree.

Higher averages indicate greater agreement and more positive perceptions.

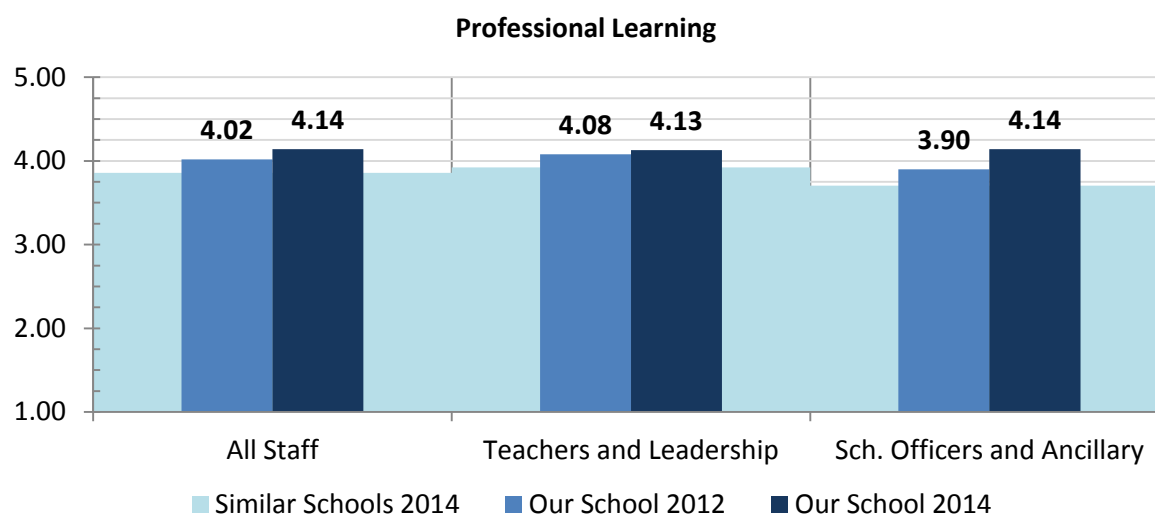
### Averages for this school (as shown in the graph above)

Job Satisfaction	Our School 2012	Our School 2014	Similar Schools 2014	All Schools 2014
All Staff		<b>4.34</b>	3.89	3.89
Teachers and Leadership		<b>4.33</b>	3.90	3.90
School Offices and Ancillary		<b>4.35</b>	3.85	3.85

Differences of 0.25 or more are regarded as significant differences. Any significant differences between your school in 2014 and the "similar schools" in 2014 are indicated in the table above by shading and bold type.

## ASHMORE Guardian Angels' Primary School - Professional Learning

The professional learning topic measures the extent to which staff members have access to high quality professional learning or training which is useful in their work.



The questions for this topic were asked in the following way:

*Each statement below refers to some aspect of your work. Think about your work during the current year and indicate the extent to which you agree or disagree with each statement:*

- *I am encouraged to develop my skills or professional capabilities*
- *I am able to access the professional learning or training that I need in order to do my job*
- *The professional learning or training that I attend helps me to work more effectively*

Averages are reported on a five point scale:

(1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree.

Higher averages indicate greater agreement and more positive perceptions.

### **Averages for this school (as shown in the graph above)**

Job Satisfaction	Our School 2012	Our School 2014	Similar Schools 2014	All Schools 2014
All Staff	4.02	<b>4.14</b>	3.86	3.93
Teachers and Leadership	4.08	4.13	3.92	4.00
School Offices and Ancillary	3.90	<b>4.14</b>	3.70	3.76

Differences of 0.25 or more are regarded as significant differences. Any significant differences between your school in 2014 and the "similar schools" in 2014 are indicated in the table above by shading and bold type.

