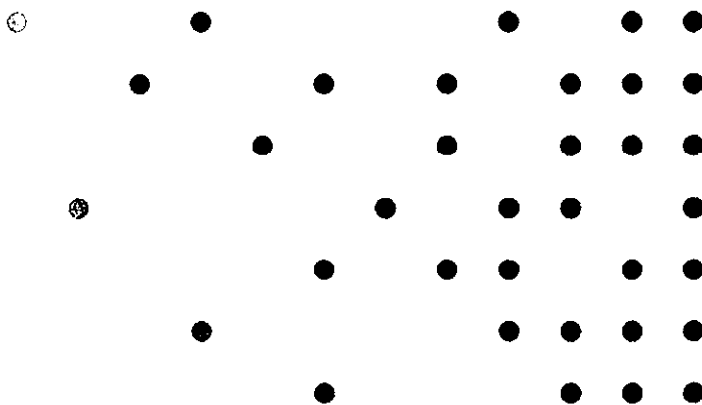


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# Department for Education Communications Survey: 2018



Department for Education  
Communications Survey: 2018

**Date:** 18 June 2018  
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**Prepared By:**  Essential Research  
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**AMSRS**  Our researchers are members of the Australian Market and Social Research Society.

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## Survey Reliability

Properly constructed sample surveys can provide results that are described as statistically reliable. The level of statistical reliability is dependent upon the sample size and (except where it is extremely small) the size of the population has no practical effect.

A survey that has 1000 respondents will provide results that are – at the 95% confidence level – subject to a sampling variation of between 2% and 3% at the total response level. Sub-samples, because of their smaller size, will exhibit larger sampling variances. The following table shows the sampling variances at the 95% confidence level for a range of sample sizes and response levels.

Sample Size	Variation where the answer is near the percentage of				
	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
100	6%	8%	9%	9%	10%
200	4%	5%	6%	7%	7%
300	3%	5%	5%	6%	6%
400	3%	4%	4%	5%	5%
500	3%	4%	4%	4%	4%
600	2%	3%	4%	4%	4%
700	2%	3%	3%	4%	4%
800	2%	3%	3%	3%	3%
900	2%	3%	3%	3%	3%
1000	2%	3%	3%	3%	3%

Overall the confidence level was set as 95%. In this report where variation in sub-samples is statistically significant a comment has been made.

For the purposes of simplicity, we have rounded percentages to the nearest whole number. This may result in some percentage totals being 99% or 101%.





## Content

When asked directly to select from a list, the most commonly selected topics of interest were:

1. Training and development programs (66%)
2. New Department for Education policies and procedures (57%)
3. Issues affecting the Department for Education (49%)
4. The Department for Education's strategies and vision for the future (37%)
5. Successful school programs and initiatives (37%)

In total, more than three-quarters (77%) of staff said they would find it beneficial to hear tips and helpful information from staff who are experts. Teachers (82%) and those in leadership teams (89%) displayed the highest levels of interest.

## Format and frequency

Overall, email is clearly the preferred method of communication; 94% selected it in their top 5, and 76% selected it as their most preferred.

Almost all (97%) of staff access DfE communications on their computer. Although they are using smart devices, most (80%) prefer to use a computer.

The three most commonly selected preferred formats for receiving information were:

1. Written content/stories (80%)
2. Infographics (55%)
3. Verbal briefings from my leader (47%)

Overall, a slim majority (52%) of staff think DfE send a 'just right' number of emails – 37% think they send too many (this rise to 62% of leaders)

The largest proportion of staff (at 43% almost half) prefer weekly internal communications. A further 26% would prefer fortnightly, with only 6% preferring monthly.

Overall, and amongst the key staff segments, almost all (87%) staff would prefer to be informed of a major announcement straight away.

Overall, just over half (58%) of staff said they would be interested in interacting with communications they receive.

## Specific Communication Channels

### DECD Update

88% of all staff say they are aware of DECD Update – a figure that is consistent across the various staff segments, except for corporate staff, 95% of whom are aware.

Overall, just over half (58%) of DfE staff are reading all or most of the DECD Update. Readership is lowest for teaching staff, with just 47% saying they read all or most of it (this compared to 74% of leaders).

Not having the time was the key reason selected for not reading it by all staff, except school support staff who most commonly said they don't find it relevant.

Three quarters (76%) find this communication channel to be useful (the same figure as was achieved for the LinkED, below). Teaching staff are significantly less likely than any other group to find the DECD Update to be useful – just 65% said it was useful compared to 78% overall.

## LinkED

The open comments in this survey indicated that staff had heard 'anecdotally' that many staff were not receiving or were not aware of LinkED because it is not being passed on by leadership, something the results of this survey indicate to be true.

Although overall 75% are aware of LinkED, this drops to just 61% of teachers and 65% of schools support staff. By comparison 98% of leaders are aware of LinkED.

Along this theme, few say they regularly receive LinkED; just under half (49%) of staff are receiving LinkED every or most weeks. Less than a third receive it every week.

Although 88% of Principals say they read LinkED each week, only just over half (51%) say that the 'for all staff' section is forwarded on each week.

Three quarters (76%) find this communication channel to be useful (the same figure as was achieved for the DECD update).

## CE Communiques

Overall, 84% are aware of the CE Communiques. However, awareness is highest for leaders (94%) and corporate staff (95%) and lower for all other staff segments (around 75%).

Just under half (49%) of staff said that they read the CE communiques all or most of the time. The two most commonly selected reasons for not reading the CE communiques were 'I don't have time' (38%) and 'I don't find it relevant to my work' (23%).

Staff appear to appreciate the brief, personal and 'easy to read' style of the CE communiques. However others complained that this communication channel is 'wordy' and 'fake', and irrelevant to teachers.

## Social Media

Just 58% are aware of the DfE Facebook page and 40% of the Twitter account. In addition to low levels of awareness, those that are aware of the social media accounts don't commonly find them useful in the context of all DfE communication; just 22% rated the Twitter account as useful and 42% the Facebook page.

However, in terms of the posts on the page specifically, at least three-quarters find them useful, highlighting the idea that the social media channels are seen to serve a different purpose and should not be compared to other channels such as LinkED or DECD Update.

Less than one in ten (9%) DfE staff follow or check the Twitter account regularly.

Just 28% of staff say they follow or check the Facebook page regularly; although the most commonly selected reason for not following the page is because they are not on Facebook, 27% said they weren't aware it existed.

In addition to the general feedback listed above, and understanding that they see the page as a 'promotional tool' and more suited to having parents as an audience, staff had a number of suggestions relevant to the Facebook page;

- Share information on places for excursions, opportunities for learning, competitions and grants



- Provide resources and information for parents in a format that can also be shared on specific school pages
- Include profiles of educators in a format that assists in building respect for educators and the profession
- Seek feedback or input from parents (short polls, interactive posts)
- Share stories or content from the view of or produced by parents and or children.

## Summary of Findings

### Section 1: DECD's Communications

#### 1.1 Awareness of communications channels

Question: Are you aware of the following corporate communications channels?

	%	Teach.	SSO	Leaders	L. Team	Other	Corp.
The Department for Education staff intranet	98%	95%	98%	99%	94%	97%	99%
The Department for Education website	99%	98%	99%	99%	98%	100%	99%
Internal e-newsletter DECD Update	88%	84%	85%	88%	87%	87%	95%
Weekly operational e-newsletter LinkED	75%	61%	65%	98%	78%	72%	85%
CE communiques	84%	71%	74%	94%	78%	77%	95%
The Department for Education's Facebook page	58%	48%	44%	58%	59%	64%	71%
The Department for Education's twitter account	40%	30%	15%	43%	52%	47%	54%

#### Key insights

Overall, almost all staff are aware of both the DfE:

- Staff intranet (98%)
- Website (99%)

There are also very high levels of awareness of the DECD Update (88%) and the CE communiques (84%), and moderately high levels of awareness of LinkED (75%).

**However**, just over half of staff are aware of the DfE Facebook page (58%) and only 40% are aware of the Twitter account.

#### Differences

There appears to be a far lower awareness of LinkED amongst teaching (61%) and school support staff (65%); these figures compare to 98% for leaders, 78% for leadership team members and 85% for corporate staff. It is also higher for 'other' staff (72%).

The trend is repeated for CE communiques and even the Facebook and Twitter accounts.

## 1.2 Usefulness of communications channels

Note: this question was only asked of those that said they were aware in 1.1.

Question: And how useful do you find the following?

	TOTAL Useful	TOTAL Not useful	Very useful	Somewhat at useful	Not very useful	Not useful at all	Do not use	Not sure
The Department for Education staff intranet	88%	10%	44%	44%	8%	2%	2%	1%
The Department for Education website	76%	18%	22%	54%	14%	4%	6%	1%
Internal e-newsletter DECD Update	78%	17%	25%	53%	14%	3%	3%	2%
Weekly operational e-newsletter LinkED	76%	15%	34%	42%	12%	3%	8%	2%
CE communiques	74%	20%	25%	49%	16%	4%	4%	2%
The Department for Education's Facebook page	42%	23%	10%	32%	19%	4%	32%	3%
The Department for Education's twitter page	22%	21%	5%	17%	14%	7%	53%	4%

### Key insights

Of those that were aware of each communication channel, the majority (excluding social media channels) found them to be useful.

The communication channel most commonly selected as useful was the staff intranet (88%). Between 74-78% rated the remaining channels (excluding social media) as useful.

A large number of staff indicated that while they were aware of the social media channels, they did not use the Facebook page (32%) or Twitter account (53%). This said, the Facebook page is considered useful by 42% of those that use it.



### 1.3 Information sources currently used

Question: Please select all the ways you find out about what is happening across the Department for Education (please choose all that apply).

Question: Now, please select the top 3 ways **you'd most like** to receive information about what is happening across the Department for Education.

	All (current)	Top 3 (would like)
Along the grapevine/informally through other staff	83%	10%
My line manager	75%	52%
The Department for Education staff intranet	57%	47%
Local or workgroup staff meetings/forums	55%	27%
The Department for Education website	31%	15%
Internal e-newsletter DECD Update	64%	58%
Weekly operational newsletter LinkED	49%	38%
CE communiques	53%	23%
The Department for Education's Facebook page	13%	8%
The Department for Education's twitter page	4%	1%
Other (please specify)	7%	5%
None of these	<1%	1%

#### Key insights

By far, the most common way that DfE staff currently receive information is via:

4. 'the grapevine/informally' (selected by 83%)

This is followed by:

5. Their line manager (75%)

6. DECD Update (64%)

Other commonly selected items are staff intranet (57%), local or workgroup staff meetings (55%) and CE communiques (53%).

**However**, although it is the most commonly selected current way of receiving information, just 10% of DfE staff selected 'the grapevine/informally' as one of their top three most preferred ways of receiving communications. Preferred ways of receiving communications are the DECD Update (58%) followed by their line manager (52%) and the staff intranet (47%).

These results were repeated across the staff types, with only leaders and leadership team members differing in their higher preference for LinkED over other methods.



## 2.2 Reason for not reading the DECD Update

Note: this question was only asked of those that said they were read 'some of it' or 'don't read it at all' in 2.1.

Question: Which of the following best describes why you don't read it or don't read all of it?

	%	Teach.	SSO	Leaders	L. Team	Other	Corp.
I don't have time	42%	44%	28%	45%	50%	55%	38%
I don't find it interesting	10%	13%	10%	6%	6%	7%	12%
I don't find it relevant	31%	25%	49%	18%	22%	17%	37%
I didn't know we had an internal e-newsletter	10%	8%	8%	24%	17%	14%	9%
I can't access the full stories because I don't know how to log in to the intranet	1%	2%	-	-	-	-	1%
Other (please specify)	6%	8%	5%	6%	6%	7%	4%

### Key insights

Overall – and for all but the school support staff – **not having the time was the key reason why staff do not read or do not read all of the DECD Update.**

For school support staff the fact that it was not relevant to them (49%) was more commonly selected. This was also the second most commonly selected reason overall (31%).

There was a significant number of staff who said they were not aware there was an internal e-newsletter (10%).

This figure was surprisingly highest for leaders, almost one quarter (24%) of whom who didn't read the DECD Update said it was because they weren't aware there was an internal e-newsletter.

There were no significant differences across the other segments.

## 2.3 Feedback on DECD Update

Question: Do you have any feedback about DECD Update and how we can make it better?

### What do you like? What can we do more of? (n=278 responses)

Many who responded to this question used it as an opportunity to discuss DfE communications in general – possibly because it was the first open comments box in the survey. Others appeared to confuse DECD Update with LinkED. This said, there were a number of themes that emerged in the comments about DECD Update, including:

- DECD Update and LinkED should be combined into one, regular email.
- The format of main headings with a brief summary is appreciated.
- Links to appropriate resources is also an aspect that is valued.
- Staff enjoy reading about success stories (student or schools).

In terms of **content**, staff suggested including:

- More PD and training opportunities, including more free courses.
- Short updates from each district or from different sections in the DfE as to what they are working on or towards.
- More coverage of ‘classrooms at work’, including initiatives and programs that are having success, and success stories from students.
- Improve the grouping of stories along more thematic lines.
- Include international best practice and research.
- Include more ‘hints and tips’ (particularly ICT tips).
- Clearly highlight or flag the critical information, do not mix it with the other less important topics.
- Highlight changes or new initiatives that are ‘in the pipeline’ both to alert people to coming changes, and to allow for feedback.

Additionally, several relief teachers commented that it is really the only information about the DfE that they receive.

### What don't you like? What should we do less of? (n=203 responses)

The responses to this question reiterated some of the criticisms above, but also included new suggestions and comments such as:

- There is significant overlap between the communications channels, with information referred to or repeated in three separate channels.
- There are too many emails and they are often overlook or deleted without reading.
- There is a lack of specificity and relevance in some content; staff want to only be sent things relevant to them.
- DECD Update is poorly written and the links often don't work or there are ‘too many clicks’ to access information. Others also complained that the login process to the intranet is cumbersome.
- It is difficult to feedback information, or to ‘advertise’ items of interest in DECD Update (or other communication) such as high profile speakers.





### 3.2 Feedback on LinkED

Question: Do you have any feedback about LinkED and how we can make it better?

#### What do you like? What can we do more of? (n=51 responses)

The key thing that **people like** about LinkED is the **format**, particularly the use of headings and the fact it is 'skim-able' for relevant information and there are actionable items next to each article.

There were however a number of suggestions to improve this format, including:

- Searches or flags to indicate new policies or practices.
- Being able to adjust relevance filters, or level of relevance to different sectors and levels of staff.

In terms of **content**, staff suggested:

- Items of more relevance to them specifically; i.e. items for SSO's, for finance staff or for country schools.
- Listing and/or providing more training and development opportunities, including online training and training in country areas.
- More information on what is happening in their district and celebrating or explain success staff may be having in relevant areas.

There were additionally some **complaints** that while they appreciate LinkED they don't always receive it as it is not always forwarded on to them, and the DfE should just send it to their email directly. This was a comment from both staff and leaders.

#### What don't you like? What should we do less of? (n=37 responses)

Staff complained about the **volume of communication** they receive in general, and the fact that much of LinkED overlaps with what they receive in the DECD Update and in 'other newsletters'.

In addition to the volume, staff also complained that having **multiple communication channels** made it difficult to locate information when they needed it.

Another key complaint was the 'jumble' of critical/frivolous information and relevant/irrelevant information. This makes it more difficult to scan for relevant information, and to focus on and absorb essential information. These staff reiterate the request to have information split by sector or role.

Additional suggestions and feedback included:

- Having LinkED sent to all staff, not just leadership
- Ensure more people are aware of it
- Make articles more concise
- Links to Facebook are inappropriate as Facebook is most often blocked in schools.



#### 4.2 Reason for not reading CE communiques

Note: this question was only asked of those that said they were read 'some of it' or 'don't read it at all' in 4.1

Question: Which of the following best describes why you don't read them?

	%	Teach.	SSO	L. Team	Less than 100 students	100-500 students	500+ students
I don't have time	38%	41%	31%	47%	19%	47%	35%
I don't find it relevant to my work	23%	20%	34%	29%	29%	14%	33%
I don't find them interesting	17%	17%	13%	18%	10%	17%	19%
I don't find them relevant	16%	14%	19%	-	29%	17%	8%
Other (please specify)	6%	7%	3%	6%	14%	5%	4%

#### Key insights

The two most commonly selected reasons for not reading the CE communiques were:

1. I don't have time (38%)
2. I don't find it relevant to my work (23%)

These were the most commonly selected reasons across the segments. However, school support staff (34%) and those with 500+ students in their schools (33%) were far more likely to indicate that they don't find it relevant to their work.





## Section 6: Social Media

### 6.1 Following the Department for Education’s Facebook Page

Question: Do you follow the Department for Education’s Facebook page?

	%	Teach.	SSO	Leaders	L. Team	Other	Corp.
<b>Follow or check regularly</b>	<b>28%</b>	<b>28%</b>	<b>24%</b>	<b>29%</b>	<b>42%</b>	<b>36%</b>	<b>28%</b>
Yes	22%	24%	19%	22%	35%	28%	22%
I don’t follow it but I check it regularly	6%	4%	5%	7%	7%	8%	6%
No	70%	68%	74%	69%	54%	63%	72%
Not sure	2%	4%	2%	2%	4%	1%	<1%

#### Key insights

Overall, just 28% of staff follow or check the DfE Facebook page regularly. This figure is primarily made up of people who follow the page (22%).

Although just 29% of leaders follow or check the Facebook page, 42% of leadership team members said that they followed or checked it regularly (including 35% who follow the page).

There were no significant differences across the other segments, other than for age where the younger the respondent the more likely they were to check or follow the page (31% of those aged under 45, 25% aged 45 to 54 and just 8% of those aged 55+).

### 6.2 Reason for not following the Facebook Page

Question: Why don’t you follow the Department for Education Facebook page?

Note: this question was only asked of those that said they don’t follow it at 6.1

	%	Teach.	SSO	Leaders	L. Team	Other	Corp.
I don’t have time	14%	12%	8%	21%	14%	26%	14%
I am not on Facebook, or I don’t use Facebook regularly	40%	34%	32%	40%	38%	34%	47%
I don’t find the page interesting	6%	7%	3%	2%	7%	6%	8%
I wasn’t aware it existed	27%	35%	49%	26%	31%	21%	15%
Other (please specify)	13%	13%	8%	12%	10%	13%	15%

#### Key insights

The most commonly selected reason as to why staff do not follow or check the Facebook page was because they are not on Facebook or don’t use it regularly (40%).

However, a significant proportion (27% overall) were unaware it existed; this figure is highest for school support staff (49%) and teachers (35%).





### 6.4 Following the Department of Education’s Twitter account

Question: Do you follow the Department for Education’s Twitter account?

	%	Teach.	SSO	Leaders	L. Team	Other	Corp.
<b>Follow or check regularly</b>	9%	7%	6%	8%	12%	12%	10%
Yes	6%	5%	3%	6%	6%	11%	7%
No	90%	92%	94%	92%	89%	88%	89%
Not sure	<1%	1%	-	-	-	-	*
I don't follow it but I check it regularly	3%	2%	3%	2%	6%	1%	3%

#### Key insights

Less than one in ten (9%) DfE staff follow or check the Twitter account regularly. This result was not significantly different across the segments (including age).

### 6.5 Reason for not following the Twitter account

Question: Why don't you follow the Department for Education Twitter account?

Note: this question was only asked of those that said they don't follow it at 6.4

	%	Teach.	SSO	Leaders	L. Team	Other	Corp.
I don't have time	6%	6%	3%	8%	10%	9%	5%
I am not on Twitter, or I don't use Twitter regularly	76%	72%	73%	77%	67%	74%	80%
I don't find the page interesting	2%	2%	2%	3%	6%	5%	3%
I wasn't aware it existed	10%	12%	18%	8%	13%	5%	8%
Other (please specify)	6%	7%	3%	5%	4%	8%	5%

#### Key insights

The key reason for not following or checking the Twitter account is that they are not on Twitter or don't use Twitter regularly (76%). This result was not significantly different across the segments.



### 6.6 Usefulness of accounts

Question: Do you find the posts on these pages useful and/or interesting??

Note: each question was only asked of those that said they follow it or check it regularly.

	Yes TOTAL	Yes, very	Yes, some what	No, not really	No, not at all	Not sure
Facebook (n=259)	79%	18%	61%	16%	1%	3%
Twitter (n=84)	75%	17%	58%	15%	7%	2%

#### Key insights

Despite the low numbers of staff following of checking the social media accounts regularly, the clear majority of those that are find them to be useful and/or interesting (79% for Facebook and 75% for Twitter).

Interestingly, those in Adelaide were far more likely to find the accounts useful and or interesting:

- 80% for Facebook (compared to 73% for regional SA)
- 87% for Twitter (compared to 66% for regional SA).

There were no significant differences across the other segments.



## Section 7: Information

### 7.1 Topics of interest

Question: Which of the following topics are you most interested in receiving information about?  
Please select up to 5.

	%
Government announcements	25%
Training and development programs	66%
Getting to know staff at the Department for Education (staff profiles)	11%
Issues affecting the Department for Education	49%
New infrastructure projects (updates on new school builds e.g. Adelaide Botanic High School)	15%
The Department for Education's strategies and vision for the future	37%
New Department for Education policies and procedures	57%
Successful school programs and initiatives	37%
Human resources initiatives	20%
Promotions and appointments	11%
Grant opportunities	30%
Specific days being recognised (e.g. safer internet day, walk safely to school day etc)	13%
Practical tips from business units within corporate office (how to farewell a retiring staff member, how to respond to negative Facebook comments etc)	15%
Staff awards	4%
New resources and classroom activities	27%
Tips for behavioural support in the classroom	16%
Classroom resources	19%
Other	5%

## Key insights

The top five most commonly selected topics of interest to all staff were:

1. Training and development programs (66%)
2. New Department for Education policies and procedures (57%)
3. Issues affecting the Department for Education (49%)
4. The Department for Education's strategies and vision for the future (37%)
5. Successful school programs and initiatives (37%)

The following page contains a table with the results for the key teaching segments are listed below. The key insights for these segments are:

- Training and development programs is the most or second most commonly selected topic for all segments except for corporate staff (where it ranks third).
- New DfE policies and procedures is the most or second most commonly selected for school support staff, leaders, leadership team members, corporate and other staff

	Teach.	SSO	Leaders	L. Team	Other	Corp.
Government announcements	12%	14%	19%	6%	24%	42%
Training and development programs	78%	70%	67%	76%	72%	55%
Getting to know staff at the DfE	4%	8%	4%	6%	9%	19%
Issues affecting the DfE	32%	41%	34%	41%	39%	68%
New infrastructure projects	7%	24%	4%	15%	8%	25%
The DfE's strategies and vision for the future	21%	26%	44%	37%	36%	49%
New DfE policies and procedures	40%	61%	74%	54%	57%	62%
Successful school programs and initiatives	37%	29%	42%	52%	44%	32%
Human resources initiatives	13%	28%	23%	13%	19%	23%
Promotions and appointments	9%	7%	10%	9%	8%	15%
Grant opportunities	45%	31%	60%	50%	41%	7%
Specific 'days' being recognised	19%	16%	13%	19%	17%	9%
Practical tips from business units within corporate office	6%	14%	24%	7%	8%	19%
Staff awards	4%	8%	3%	6%	1%	4%
New resources and classroom activities	53%	24%	23%	43%	31%	9%
Tips for behavioural support in the classroom	30%	23%	9%	24%	21%	5%
Classroom resources	48%	16%	14%	31%	16%	4%
Other (please specify)	4%	6%	5%	2%	9%	7%
None of these	1%	<1%	1%	<1%	1%	1%

There were no significant differences based on location of school.

## 7.2 Information outside of the department: type

Question: What information do you look for outside of the department's internal channels to help you do your job?

**There were n=421 responses to this question.**

The spectrum of what staff seek outside the department's internal channels was incredibly broad, but most commonly fell into the following themes:

- Information
- Resources
- Research
- Support
- Development
- Opportunities
- Ideas

Outlined below are the commonly mentioned items that were specific (rather than simply broadly 'research' or 'resources'):

- |   |   |  |
|---|---|--|
| ▪ Topics their students are interested in                         | ▪ Behavioural management strategies               | ▪ Medical information to do with specific needs of children they work with |
| ▪ Trends in education   | ▪ Various professional associations (SASPA, ACEL) | ▪ Community news and events  |
| ▪ Legal information (i.e. re bullying)                            | ▪ NAPLAN  | ▪ Curriculum support   |
| ▪ Microsoft office tips   | ▪ Teaching plans or ideas                         | ▪ Mental health support  |
| ▪ Productivity tips   | ▪ Leadership strategies                           | ▪ Community supports for families/children/young people in need            |
| ▪ Classroom resources   | ▪ Coaching and mentoring strategies               | ▪ Strategies to support staff personal health and wellbeing                |
| ▪ Organisational charts and staff contact information             | ▪ Policy writing                                  | ▪  |
| ▪ Nature play or outdoor education resources                      | ▪ Project tracking templates and approaches       |  |
| ▪ Departmental changes  | ▪ National Quality Standards                      |  |
| ▪ PD or training opportunities (particularly those that are free) | ▪ Interagency support networks                    |  |

Many of those that commented also mentioned that they seek information from other sources that they know DfE provides already.

### 7.3 Information outside of the department: sources

Question: Where do you go for this information (e.g. from SAPPA, SASPA and EDSAS talk groups, other organisations)? Please list all those you can think of.

There were n=567 responses to this question.

The most commonly listed sources were

- SAPPA
- Google
- SASPA
- EDSAS
- AEU
- Various associations
- Peers, colleagues
- SASSLA
- Facebook

A sample of the additional resources listed (by 10 or fewer staff) are outlined below:

- |                                  |                                   |   |                                     |
|----------------------------------|-----------------------------------|---|-------------------------------------|
| ▪ Education Review               | ▪ Reading Rockets                 | ▪ ATSIL                                   | ▪ Circle of Security International  |
| ▪ Principals Australia Institute | ▪ Sue Larkey                      | ▪ ACARA                                   | ▪ Asia EdNet                        |
| ▪ IB School Australia            | ▪ Edutopia                        | ▪ JLTASa                                  | ▪ REAIE                             |
| ▪ FASC Training & Development    | ▪ Edtalks                         | ▪ Teach Starter                           | ▪ ASCD Smartbrief                   |
| ▪ ANCA                           | ▪ Dan Myer                        | ▪ ACEL                                    | ▪ CEASA                             |
| ▪ Kodaly                         | ▪ Fairy Dust Teaching             | ▪ Illustrated Mathematics                 | ▪ SACE Board                        |
| ▪ AATE                           | ▪ NRM                             | ▪ Twinkl                                  | ▪ Headspace                         |
| ▪ ACARA                          | ▪ Nature Ed                       | ▪ Makers Empire                           | ▪ KidsMatter                        |
| ▪ TRB                            | ▪ Austim SA                       | ▪ Kesab                                   | ▪ MindMatters                       |
| ▪ TES                            | ▪ Early Childhood Association     | ▪ Schools Plus                            | ▪ Science Daily                     |
| ▪ SPEVI                          | ▪ Australian Childhood Foundation | ▪ ECHO                                    | ▪ MHPN                              |
| ▪ SPELD                          | ▪ Aboriginal Literacy             | ▪ NAEYC                                   | ▪ HPD                               |
| ▪ IPPA                           | ▪ Communities for Children        | ▪ eLearning Guild                         | ▪ Teacher Magazine                  |
| ▪ RTA                            | ▪ Pyramid Educational Consultants | ▪ Dyslexia SA                             | ▪ Global Digital Citizen Foundation |
| ▪ SAETA                          |                                   | ▪ GGSC Education                          | ▪ Fair Work Commission              |
| ▪ ALEA                           |                                   | ▪ The Conversation                        |                                     |
| ▪ SLASA                          |                                   | ▪ ARACY                                   |                                     |
| ▪ Firefly Education              |                                   | ▪ Harvard Centre for the Developing Child |                                     |
| ▪ The Two Sisters                |                                   |   |                                     |

As the list above demonstrates, staff are seeking information from many and diverse sources; most who commented listed four or five additional sources or said 'too many to mention'.



### 7.4 Email subscriptions

Question: Do you subscribe to any email alerts from other education related associations or groups?

	%	Teach.	SSO	Leaders	L. Team	Other	Corp.
Yes	39%	44%	34%	50%	48%	43%	30%
No	61%	56%	66%	50%	52%	57%	70%

#### Key insights

Overall, more than one in three staff subscribe to email alerts from other education related associations.

Leaders (50%) and those in the leadership team (48%) were more likely to subscribe to email alerts.

This question was not entirely understood by staff, many of whom simply listed sources that emailed them, rather than subscriptions. Commonly listed subscriptions were to:

- The AEU
- SAPPA
- AITSL
- ACER
- Autism Australia
- Early Childhood Australia
- SASTA
- SASPA
- ACARA
- ACEL

### 7.5 Interest in hearing from experts

Question: Would you find it beneficial to hear tips and helpful information from staff who are experts on key topics (e.g. an anti-bullying expert, student wellbeing expert etc)?

	%	Teach.	SSO	Leaders	L. Team	Other	Corp.
<b>TOTAL Yes</b>	<b>77%</b>	<b>82%</b>	<b>73%</b>	<b>71%</b>	<b>89%</b>	<b>83%</b>	<b>71%</b>
Yes, definitely	39%	41%	33%	39%	59%	44%	36%
Yes, probably	38%	41%	40%	32%	30%	39%	35%
No	9%	8%	8%	10%	4%	5%	11%
Not sure	14%	10%	18%	18%	7%	12%	17%

#### Key insights

In total, more than three-quarters (77%) of staff said they would find it beneficial to hear tips and helpful information from staff who are experts.

This figure was consistently high across the segments, but was highest for:

- Those in the leadership team (89%)
- Other staff (83%)
- Teachers (82%)

Commonly listed topics of interest were:

- Wellbeing (staff and students)
- Behaviour management
- Bullying
- STEM
- Literacy
- ICT
- Leadership
- 'Latest and Relevant Research'
- Staff management/HR/Dealing with difficult people
- Learning difficulties
- Student engagement





## Section 8: Methods of communication

### 8.1 Delivery methods

Question: What channels do you like to receive or retrieve information related to your work from? Please select all that apply. Now, which is your preferred method?

	Top 5	Preferred	Preferred					
			Teach.	SSO	Leaders	L. Team	Other	Corp.
email	94%	76%	72%	84%	80%	80%	71%	75%
social media (including Facebook and twitter)	17%	2%	3%	1%	-	2%	5%	2%
my manager	60%	8%	6%	3%	6%	2%	5%	11%
staff intranet	53%	6%	6%	6%	4%	7%	8%	7%
blog	4%	<1%	-	-	1%	-	-	-
mobile phone notifications	11%	2%	2%	3%	2%	2%	2%	1%
mail (hard copy information)	14%	2%	3%	3%	4%	2%	2%	1%
The Department for Education website	31%	2%	5%	-	1%	4%	2%	*
apps	9%	2%	2%	1%	1%	-	5%	1%
other (please specify)	4%	1%	1%	-	1%	-	3%	1%
None of these	0%	-	-	-	-	-	-	-

#### Key insights

Overall, email is clearly the preferred method of communication; 94% selected it in their top 5, and 76% selected it as their most preferred.

Following email, the next most commonly selected 'top 5' options were:

- My manager (60%)
- Staff intranet (53%)
- The DfE website (31%)

## 8.2 Devices

Question: Which of the following do you use to access Department for Education information online? Please select all that apply.

Question: And, which of the following do you use most commonly to access Department for Education information online? Please select only one.

	All	Preferred	Preferred					
			Teach.	SSO	Leaders	L. Team	Other	Corp.
Computer (desktop or laptop)	97%	80%	74%	78%	78%	88%	81%	86%
Mobile phone	42%	11%	16%	16%	12%	6%	13%	6%
Tablet	28%	9%	9%	5%	10%	6%	6%	8%
Other (please specify)	1%	<1%	-	-	-	-	-	-

### Key insights

Almost all (97%) of staff access DfE communications on their computer.

However, a significant number also access communications on their smart devices, with 42% using a mobile phone and 28% using a tablet.

Although they are using smart devices, most (80%) prefer to use a computer. This said, one in five prefer to use something other than a computer to access DfE communications (11% would prefer to use a mobile and 9% would prefer to use a tablet).

Although a computer remains the preferred option amongst the staff segments, a larger number than the overall average of teachers and school support staff (both 16%) would prefer to use a mobile phone.

Surprisingly, younger staff are not significantly more likely to prefer smart devices; 80% of those under 45 prefer email, compared to 78% of those aged 45-55 and 79% of those aged 55+. There was however a slight difference in terms of their preference between smart devices, with those aged 45 being more likely to prefer a mobile over a table (15% v. 4%), and those aged 45+ being more likely to prefer a tablet over a mobile (12% v. 9%).

### 8.3 Format

Question: In what format do you like receiving information? Please select all that apply.

	%	Teach.	SSO	Leaders	L. Team	Other
Written content/stories	80%	73%	83%	79%	81%	79%
Videos	39%	39%	37%	37%	43%	48%
Info graphics (graphic visual representation of information or data)	55%	51%	48%	54%	61%	59%
Podcasts/audio	20%	18%	22%	18%	20%	24%
Physical newsletters/newspapers or magazines	29%	30%	40%	43%	31%	27%
Verbal briefings from my leader	47%	32%	31%	53%	41%	40%
Other (please specify)	2%	2%	<1%	2%	2%	4%
None of these	1%	2%	1%	2%	2%	<1%

#### Key insights

The three most commonly selected preferred formats for receiving information were:

1. Written content/stories (80%)
2. Infographics (55%)
3. Verbal briefings from my leader (47%)

The results across staff segments reflected the overall preferences.

There were three key differences based on whether staff were in Adelaide or regional SA:

- Those in Adelaide (42%) were more likely than those in regional SA (33%) select 'videos'.
- Those in regional SA (41%) were more likely than those in Adelaide (33%) to select physical newsletters
- Those in regional SA (45%) were more likely than those in Adelaide (33%) to select verbal briefings

Younger staff appear to be less interested than older staff in most forms of communication, including:

- Verbal briefings (42% of those under 45, compared to 53% of those over 55+)
- Physical newsletter (22% of those under 45, compared to 35% of those over 55+)
- Podcasts (14% of those under 45, compared to 21% of those over 55+)
- Videos (34% of those under 45, compared to 42% of those over 55+)

### 8.4 Opinion on volume of emails

Question: How do you feel about the number of emails you receive from the Department for Education central office?

	%	Teach.	SSO	Leaders	L. Team	Other	Corporate
<b>TOTAL 'too many'</b>	<b>37%</b>	<b>46%</b>	<b>18%</b>	<b>62%</b>	<b>38%</b>	<b>36%</b>	<b>24%</b>
Far too many	14%	17%	4%	30%	7%	12%	7%
A few too many	23%	29%	14%	32%	31%	24%	17%
Just right	52%	46%	58%	36%	56%	52%	62%
Not enough	12%	8%	24%	2%	6%	12%	14%

#### Key insights

Overall, a slim majority (52%) of staff think DfE send a 'just right' number of emails. A further 12% believe they don't send enough.

However, more than one in three (37%) think they send too many, including 14% who think they send far too many.

There were however significant differences across the staff segments:

- Leaders (62%) were far more likely to think that DfE send too many emails (30% think they send far too many).
- Teaching staff were also slightly more likely to think they send too many (46%).
- School support staff were far less likely to think they send 'too many' and more likely to think they don't send enough (24%).

The results by other segment appear to be heavily influenced by the number of Principals that fall into them (i.e. those aged 55+ were more likely to think there were too many emails).

### 8.5 Preferred frequency of emails

Question: How often would you like to be sent internal communications?

	%	Teach.	SSO	Leaders	L. Team	Other
Weekly	43%	36%	53%	53%	46%	43%
Fortnightly	26%	31%	17%	24%	30%	28%
Monthly	6%	9%	5%	4%	11%	5%
Quarterly	1%	1%	-	-	-	1%
As required	23%	22%	23%	18%	9%	19%
Other (please specify)	1%	1%	2%	2%	4%	4%

#### Key insights

The largest proportion of staff (at 43% almost half) prefer weekly internal communications.

A further 26% would prefer fortnightly, with only 6% preferring monthly. A significant proportion would prefer communications to only be sent as required (23%).

There were some key differences by segments:

- Although teaching staff were most likely to select 'weekly' (36%), they were significantly less likely than the other segment to select this, and were more likely than the average to select 'fortnightly' (31%).
- School support staff (53%) and leaders (53%) were more likely to prefer weekly communication.

Those in smaller schools were also more likely to prefer weekly communication compared to those in larger schools; 48% of those in schools of less than 100 students compared to 39% of those in schools of 500+ students.

### 8.6 Preferred notification of major announcement

Question: If there was a major announcement, would you like to be told about this straight away or be told when one of our existing bulletins (DECD Update/LinkED) is sent?

	%	Teach.	SSO	Leaders	L. Team	Other	Corp.
Informed straight away	87%	84%	83%	79%	81%	85%	94%
Informed in one of the existing bulletins	8%	10%	10%	15%	17%	7%	4%
Not sure	5%	7%	7%	6%	2%	8%	2%

#### Key insights

Overall, and amongst the key staff segments, almost all (87%) staff would prefer to be informed of a major announcement straight away.

## Section 9: Overall view of communications

### 9.1 Rating of communication

Question: How would you rate the way in which the Department for Education communicates internally with its employees, in general?

	%	Teach.	SSO	Leaders	L. Team	Other	Corp.
<b>TOTAL Good</b>	<b>41%</b>	<b>36%</b>	<b>30%</b>	<b>54%</b>	<b>46%</b>	<b>54%</b>	<b>41%</b>
<b>TOTAL Poor</b>	<b>18%</b>	<b>21%</b>	<b>22%</b>	<b>11%</b>	<b>15%</b>	<b>13%</b>	<b>17%</b>
Very good	7%	4%	5%	11%	11%	9%	8%
Good	34%	32%	25%	43%	35%	45%	33%
Fair	39%	40%	43%	34%	39%	32%	42%
Poor	12%	15%	16%	8%	13%	8%	10%
Very poor	6%	6%	6%	3%	2%	5%	7%
Not sure	2%	3%	4%	1%	-	-	1%

#### Key insights

Overall, under half (41%) would rate the way DfE communicates internally with its employees as 'good'. Just 7% would rate them as 'very good'.

The next largest proportion would rate them as 'fair' (39%) with just 18% rating them as 'poor'.

The highest good rating was given by leaders (54%) and 'other' staff (54%), followed by leadership team members (46%).

As the table below demonstrates, the ratings were fairly consistent regardless of location or size of school.

	Adelaide	Other SA	Less than 100 students	100-500 students	500+ students
<b>TOTAL Good</b>	<b>41%</b>	<b>39%</b>	<b>43%</b>	<b>40%</b>	<b>38%</b>
<b>TOTAL Poor</b>	<b>17%</b>	<b>22%</b>	<b>17%</b>	<b>20%</b>	<b>18%</b>
Very good	5%	10%	10%	6%	5%
Good	36%	29%	33%	34%	33%
Fair	40%	37%	39%	37%	42%
Poor	13%	16%	13%	15%	12%
Very poor	4%	6%	4%	5%	6%
Not sure	3%	2%	2%	3%	2%

Results by age appear to be heavily influenced by the number of leaders in each age group, with those over 55 more likely to give a 'good' rating.

## 9.2 Suggested improvements

Question: What – if anything - could be improved about how the Department for Education communicates with its employees?

**There were n=338 responses to this question**

The most commonly mentioned overall suggestions were:

- Distribute LinkED to all staff (not just Principals)
- More 'open and honest' communication
- More concise information, but also alternatively more frequent information
- Provide a 'real person' to talk to
- Centralise information, and avoid overlap
- More information (and input) in terms of policies in development
- Provide in an appropriate format (i.e. videos are blocked in schools)
- Allow staff control over preferences (opt in etc.).

Other suggestions included:

- Remove old or out dated content from the website
- Communications should visit schools and sites in person
- Include relief teachers in communications
- Ensure that corporate staff receive the same information as school staff
- Inform staff before they are informed by the media

## 9.3 Areas of achievement

Question: What is the Department for Education doing well in regards to how it communicates with its employees? If you would rather not say, please just click 'next question'

**There were n=214 responses to this question**

The most commonly mentioned overall items that DfE is considered to be doing well are listed below. Most comments also contained a rider that something that DfE is doing well could also be seen as a negative:

- A lot of information is provided (but it is not always relevant)
- Various channels are used (but this does lead to fragmenting of information and overload, and not all channels are appropriate)
- LinkED (but only when it is received)
- DfE is constantly making efforts to improve
- CE Communique is well received
- The new website is popular.

### 9.4 Perceived success in communications

Question: Would you agree or disagree that the Department for Education's internal communications help bring you closer to your colleagues and the overall workforce?

	%	Teach.	SSO	Leaders	L. Team	Other	Corp.
<b>TOTAL Agree</b>	<b>37%</b>	<b>28%</b>	<b>33%</b>	<b>41%</b>	<b>48%</b>	<b>37%</b>	<b>41%</b>
<b>TOTAL Disagree</b>	<b>22%</b>	<b>32%</b>	<b>16%</b>	<b>17%</b>	<b>21%</b>	<b>21%</b>	<b>17%</b>
Strongly agree	3%	1%	4%	1%	-	1%	4%
Agree	34%	27%	29%	40%	48%	36%	37%
Neither	37%	35%	40%	38%	31%	37%	39%
Disagree	17%	25%	15%	12%	19%	13%	14%
Strongly disagree	5%	7%	1%	5%	2%	8%	3%
Not sure	5%	5%	10%	4%	-	4%	3%

#### Key insights

Overall, staff are almost equally split in their response to whether DfE internal communications help bring them closer to their colleagues; 37% agree, 22% disagree and 37% selected neither, with 5% selecting not sure. There were some differences by staff segment:

- Teaching staff (28%) and to a lesser extent school support staff (33%) were less likely to agree.
- Leadership team members (48%) and to a lesser extent leaders (41%) were more likely to agree.

As the table below demonstrates, while there is no significant difference based on location, those in smaller schools (39%) were more likely than those in larger schools (28%) to agree. Additionally, the older the staff members the more likely they were to agree, with 42% of those aged 55+ agreeing compared to 32% of those aged under 45.

	Adelaide	Other SA	Less than 100 students	100-500 students	500+ students	Under 45	45 to 54	55+
<b>TOTAL Agree</b>	<b>33%</b>	<b>32%</b>	<b>39%</b>	<b>32%</b>	<b>28%</b>	<b>32%</b>	<b>39%</b>	<b>42%</b>
<b>TOTAL Disagree</b>	<b>23%</b>	<b>25%</b>	<b>13%</b>	<b>27%</b>	<b>29%</b>	<b>25%</b>	<b>18%</b>	<b>19%</b>
Strongly agree	2%	1%	1%	1%	3%	1%	3%	4%
Agree	31%	31%	38%	31%	25%	31%	36%	38%
Neither	39%	36%	42%	35%	36%	39%	38%	34%
Disagree	19%	19%	10%	22%	22%	21%	14%	14%
Strongly disagree	4%	6%	3%	5%	7%	4%	4%	5%
Not sure	5%	7%	7%	6%	6%	4%	5%	5%

The key reason why people disagreed was that the communications are too 'top down', impersonal and often irrelevant. For those that agreed, announcements and interesting articles often prompted discussions with their colleagues.





### 9.5 Interest in

Question: How interested would you be in interacting with communications you receive (via commenting on stories/posts, undertaking polls, completing surveys, using forums)?

	%	Teach.	SSO	Leaders	L. Team	Other	Corp.
<b>TOTAL Interested</b>	<b>58%</b>	<b>51%</b>	<b>72%</b>	<b>50%</b>	<b>59%</b>	<b>62%</b>	<b>68%</b>
Very interested	11%	7%	13%	10%	13%	9%	16%
Somewhat interested	47%	44%	59%	40%	46%	53%	52%
Not very interested	27%	27%	23%	35%	24%	25%	22%
Not interested at all	10%	16%	3%	10%	13%	7%	6%
Not sure	5%	5%	2%	5%	4%	5%	3%

#### Key insights

Overall, just over half (58%) of staff said they would be interested in interacting with communications they receive.

School support staff (72%), corporate staff (68%) and other staff (62%) were most likely to be interested in this. Teachers (51%) and leaders (50%) were less likely.

Younger staff were more likely to be interested than older staff; 63% of those aged under 45 said they were interested compared to 57% of those aged 55+.

## Section 10: Final questions

### 10.1 Gaps in knowledge

Question: What gap/s - if any - exist in your knowledge, or what interests you at the moment that you would like the Department for Education to provide more information on (and in what format)?

**There were n=250 responses to this question**

The majority of responses to this question repeated earlier comments and requests. Staff asked for more information on:

- Bullying, mental health and student wellbeing
- DfE policies and their vision for education, and any new initiatives
- Information specific to their work; i.e. a focus on rural school, Aboriginal education initiatives, STEM training, early years education etc.
- Information for new starters to the DfE (i.e. policies, contact information)
- Promotion and job opportunities information.

## 10.2 Final comments

Question: Do you have any other comments, suggestions or feedback about how we can better communicate with you and your colleagues?

### There were n=120 responses to this question

Many of the comments noted that they had said 'all they needed to say' in earlier questions. Others commended DfE for undertaking a survey to seek feedback for further improvements.

Those comments that were made generally reiterated earlier themes. Key quotes representing the main themes have been included below:

*I think I've said it all, make it relevant, make it easy to scan, make it centralised and make it not add more time to our already flat out roles.*

*Share more of the thinking that goes into changes, ideally by working with focus groups/expert groups of teachers, not just so-called experts in the department, some of whom have never taught or whose practice is well in the past.*

*Ensure that information is going to teachers and their direct line managers rather than just through leaders.*

*Listen and respond to the people at the bottom of the food chain, who actually educate and support. Who have contact with students and families beyond policy and paperwork. If you had an idea of the day to day you wouldn't implement such out of context policies.*

*Personally visit and talk and see what happens not just see the directors.*

*Just keep it succinct and relevant- the tsunami of information is drowning your staff to the point where I see teachers everyday reading/responding to emails during class instead of active teaching.*

*I feel that we are inundated with communiques and it can take time to sort through them to determine what is relevant to me and my role.*

*There have been some very positive movement in the communications Directorate in the past couple of years. Continue to push forward.*

### 10.3 Feedback group

Question: Would you be interested in joining a group of DECD staff that provides feedback on internal communications quarterly throughout the year?

	%
Yes	18%
No, not at this time	82%

Contact details for those that are interested will be provided separately

## Demographics

Demographic	%
<b>Position</b>	
Primary school teacher	13%
Secondary school teacher	9%
Preschool or early childhood teacher or other educator	2%
Support or administration staff at a school or preschool	11%
Principal or preschool director	14%
Allied health professional	6%
Corporate office staff	32%
Education director/partnership staff	4%
Other (please specify)	8%
<b>Member of leadership team</b>	
Yes	24%
No	72%
I'd rather not say	4%
<b>Type of school</b>	
Primary school only	40%
Secondary school only	20%
Standalone preschool	8%
Early childhood, primary and high school (i.e. Birth to year 12 school)	4%
Specialist school	4%
Area school	6%
Children's centre	4%
Aboriginal school	<1%
Preschool to Year 7	6%
Other (please specify)	8%
<b>Location of school</b>	
Metropolitan Adelaide	61%
Country/regional/rural South Australia	37%

I'd rather not say	2%
<b>Size of school</b>	
Less than 50 students	8%
51 to 100 students	15%
101 to 300 students	22%
301 to 500 students	25%
501 to 1000 students	20%
1001+ students	9%
<b>Gender</b>	
Male	21%
Female	75%
Other	<1%
I'd rather not say	4%
<b>Length of DfE employment</b>	
Less than 1 year	5%
1 to less than 3 years	10%
3 to less than 5 years	8%
5 to less than 10 years	15%
10 to less than 20 years	25%
20+ years	35%
I'd rather not say	2%
<b>Age</b>	
Under 30	7%
30 to 44	29%
45 to 54	33%
55 to 64	25%
65+	2%
I'd rather not say	5%

## Profiles

### Profile: Teachers

#### Preferences

The **most common** way teachers currently receive information is 'along the grapevine', but their **preferred** channels are the intranet, their line manager and DECD Update.

In terms of **delivery** most would prefer email, with the largest proportion (36%) preferring weekly (but 31% would prefer fortnightly and 22% only 'as required').

Most prefer to **check** DfE communications on their computer (laptop or desktop) and the preferred format is 'written content/stories', followed by infographics. Just over half however are interested in interacting with communications (undertaking polls etc.)

Almost half (46%) think DfE send them **too many emails**.

#### Content

The top three **topics of interest** to teachers were:

1. Training and development programs
2. New resources and classroom activities
3. Classroom resources

A large majority (82%) are **interested in hearing tips and information** from staff who are experts on key topics.

#### Channels

- Only half (47%) read all/most of **DECD Update**. The most common reason for not reading it is 'I don't have time'.
- Again, only half (49%) receive **LinkED** every/most weeks. Almost one in three (29%) never receive it or don't know what it is.
- Again, only half (48%) read the **CE communiques** all/most of the time. The most common reason for not reading them is 'I don't have time'.

#### Social Media

Less than one in three (28%) follow or check the DfE **Facebook** page. Just 7% follow the DfE **Twitter** account. In both instances the most common reasons for not following DfE on social media was not having an account – however a significant number (35%) said they were not aware of the Facebook page.

#### Quality of communications

Just 36% would describe the way DfE communicates as 'good'.

In order, the most **useful** DfE communication channels were seen to be:

1. The intranet
2. DECD Update
3. LinkED and the DfE website

## Profile: School Support Staff

### Preferences

The **most common** way school support staff currently receive information is 'along the grapevine', but their **preferred** channels are the intranet, LinkED and DECD Update.

In terms of **delivery** most would prefer email, and most would prefer weekly communication.

Most prefer to **check** DfE communications on their computer (laptop or desktop) and the preferred format is 'written content/stories', followed by infographics. Almost three-quarters (72%) are interested in interacting with communications (undertaking polls etc.)

Most (58%) think that DfE send '**just the right amount**' of emails.

### Content

The top three **topics of interest** to school support staff were:

1. Training and development programs
2. New DfE policies and procedures
3. Issues affecting the DfE

Nearly three-quarters (73%) are **interested in hearing tips and information** from staff who are experts on key topics.

### Channels

- 60% read all/most of **DECD Update**. The most common reason for not reading it is 'I don't find it relevant'.
- Only half (51%) receive **LinkED** every/most weeks. A quarter say (24%) they never receive it or don't know what it is.
- Again, only half (54%) read the **CE communiques** all/most of the time. The most common reason for not reading them is 'I don't find it relevant'.

### Social Media

Less than one a quarter (24%) follow or check the DfE **Facebook** page. The most common reason for not following the page is 'I wasn't aware it existed'. Just 6% follow the DfE **Twitter** account. In both instances the most common reasons for not following DfE on Twitter was not having an account.

### Quality of communications

Just 30% would describe the way DfE communicates as 'good'.

In order, the most **useful** DfE communication channels were seen to be:

1. The intranet
2. LinkED
3. DECD Update



## Profile: Leaders

### Preferences

The **most common** ways leaders currently receive information is via LinkED and their line manager. However, their **preferred** channel is clearly LinkED, followed by DECD Update and their line manager.

In terms of **delivery** most would prefer email, with the most (52%) preferring weekly communications.

Most prefer to **check** DfE communications on their computer (laptop or desktop) and the preferred format is 'written content/stories', followed by infographics and verbal briefings. Half however are interested in interacting with communications (undertaking polls etc.)

Almost two-thirds (62%) think DfE send them **too many emails**.

### Content

The top three **topics of interest** to leaders were

1. New DfE policies and procedures
2. Training and development programs
3. Grant opportunities

Just under three-quarters (71%) are **interested in hearing tips and information** from staff who are experts on key topics.

### Channels

- Three-quarters (74%) read all/most of **DECD Update**. The most common reason for not reading it is 'I don't have time'.
- A large majority (88%) read all/most of **LinkED**. However just half (51%) said that someone in their leadership team always forwards the 'for all staff' section.

### Social Media

Less than one in three (29%) follow or check the DfE **Facebook** page. Just 8% follow the DfE **Twitter** account. In both instances the most common reasons for not following DfE on social media was not having an account.

### Quality of communications

Over half (54%) would describe the way DfE communicates as 'good'.

In order, the most **useful** DfE communication channels were seen to be:

1. The intranet
2. LinkED
3. DECD Update



## Profile: Corporate

### Preferences

The **most common** ways corporate staff currently receive information is 'along the grapevine' and via their line manager. However, their **preferred** channels are DECD Update and via their line manager.

In terms of **delivery** most would prefer email, with the largest proportion (36%) preferring weekly communication.

Most prefer to **check** DfE communications on their computer (laptop or desktop) and the preferred format is 'written content/stories', followed by infographics. Over two-thirds however are interested in interacting with communications (undertaking polls etc.)

### Content

The top three **topics of interest** to corporate staff were:

1. Issues affecting the DfE
2. New DfE policies and procedures
3. Training and development programs

Just under three-quarters (71%) are **interested in hearing tips and information** from staff who are experts on key topics.

Most (62%) think DfE send them **just the rights amount** of emails.

### Channels

- Just under three-quarters (64%) read all/most of **DECD Update**. The most common reasons for not reading it are 'I don't have time' and 'I don't find it relevant'.

### Social Media

28% follow or check the DfE **Facebook** page. Just 10% follow the DfE **Twitter** account. In both instances the most common reasons for not following DfE on social media was not having an account.

### Quality of communications

Under half 41% would describe the way DfE communicates as 'good'.

In order, the most **useful** DfE communication channels were seen to be:

1. The intranet
2. DECD Update
3. CE communique

## Profile: Other

### Preferences

The **most common** ways 'other' staff (allied health professional, Education director/partnership staff or other) currently receive information is 'along the grapevine' and via their line manager. However their **preferred** channel is the intranet.

In terms of **delivery** most would prefer email, with the largest proportion (36%) preferring weekly communication.

Most prefer to **check** DfE communications on their computer (laptop or desktop) and the preferred format is 'written content/stories', followed by infographics. More than two-thirds however are interested in interacting with communications (undertaking polls etc.)

Just over a third (36%) think DfE send them **too many emails**.

### Content

The top three **topics of interest** to other staff were:

1. Training and development programs
2. New DfE policies and procedures
3. Successful school programs and initiatives

A large majority (83%) are **interested in hearing tips and information** from staff who are experts on key topics.

### Channels

- Less than three-quarters (61%) read all/most of **DECD Update**. The most common reason for not reading it is 'I don't have time'.

### Social Media

Just 36% follow or check the DfE **Facebook** page. 12% follow the DfE **Twitter** account. In both instances the most common reasons for not following DfE on social media was not having an account.

### Quality of communications

Over half 54% would describe the way DfE communicates as 'good'.

In order, the most **useful** DfE communication channels were seen to be:

1. The intranet
2. DECD Update
3. CE communiques

## Profile: Allied Health Workers

### Preferences

The **most common** ways allied health professionals currently receive information is 'along the grapevine' and via their line manager. However their **preferred** channel is the DECD Update.

In terms of **delivery** most would prefer email, with the largest proportion (36%) preferring fortnightly communication.

Most prefer to **check** DfE communications on their computer (laptop or desktop) and the preferred format is 'written content/stories', followed by infographics. More than two-thirds however are interested in interacting with communications (undertaking polls etc.)

Nearly half (47%) think DfE send them **too many emails**.

### Content

The top three **topics of interest** to other staff were:

1. Issues affecting the Department for Education
2. New Department for Education policies and procedures
3. Training and development programs

A large majority (84%) are **interested in hearing tips and information** from staff who are experts on key topics.

### Channels

- Less than half (37%) read **all/most of DECD Update**. The most common reason for not reading it is 'I don't have time'.

### Social Media

Just 12% follow or check the DfE **Facebook** page. None follow the DfE **Twitter** account. In both instances the most common reasons for not following DfE on social media was not having an account.

### Quality of communications

Just 36% would describe the way DfE communicates as 'good'.

In order, the **most useful** DfE communication channels were seen to be:

1. The intranet
2. CE communiques
3. DECD Update

## Appendix A: Survey

- = single response
- = multiple response

OE = open-ended question

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Thank you for agreeing to participate in this survey being conducted by Essential Research on behalf of the Department for Education Please help the Department for Education to better communicate with you by completing this survey and encouraging your colleagues to do the same. The survey is for research purposes only, and your answers will be anonymous and confidential. This survey will take about 8 to 10 minutes to complete. If you encounter any problems with this survey, please email

Please click the 'Next question' button to begin.

### Block 1: Demographics (ALL)

To begin, please answer a few short questions about yourself and your workplace. Your answers will remain confidential, and will only be used to assist in the analysis of results.

Which of the following best describes your current position in the Department for Education?

- Primary school teacher
- Secondary school teacher
- Preschool or early childhood teacher or other educator
- Support or administration staff at a school or preschool
- Principal or preschool director
- Allied health professional
- Corporate office staff
- Education director/partnership staff
- Other (please specify)

Are you a member of your school or preschool leadership team?

- Yes
- No
- I'd rather not say

Which of the following best describes your preschool or school?

- Primary school only
- Secondary school only
- Standalone preschool

- Early childhood, primary and high school (i.e. Birth to year 12 school)
- Specialist school
- Area school
- Children's centre
- Aboriginal school
- Preschool to Year 7
- Other (please specify)

Where is your preschool or school located?

- Metropolitan Adelaide
- Country/regional/rural South Australia
- I'd rather not say

Approximately how many students do you have in your preschool or school?

- Less than 50 students
- 51 to 100 students
- 101 to 300 students
- 301 to 500 students
- 501 to 1000 students
- 1001+ students

And what is your gender?

- Male
- Female
- Other
- I'd rather not say

To help us analyse the results, what is your approximate age?

- Under 30
- 30 to 44
- 45 to 54
- 55 to 64
- 65+
- I'd rather not say



How long have you worked for the Department for Education?

- Less than 1 year
- 1 to less than 3 years
- 3 to less than 5 years
- 5 to less than 10 years
- 10 to less than 20 years
- 20+ years
- I'd rather not say

**Block 2: Communications (ALL)**

Are you aware of the following corporate communications channels?

SCALE: Yes, no, unsure

- The Department for Education staff intranet
- The Department for Education website
- Internal e-newsletter DECD Update
- Weekly operational e-newsletter LinkED
- CE communiques
- The Department for Education's Facebook page

And how useful do you find the following?

SCALE: Very useful, somewhat useful, not very useful, not useful at all, do not use, not sure

- The Department for Education staff intranet
- The Department for Education website
- Internal e-newsletter DECD Update
- Weekly operational e-newsletter LinkED
- CE communiques
- The Department for Education's Facebook page
- The Department for Education's twitter page

Please select all the ways you find out about what is happening across the Department for Education (please choose all that apply).

- Along the grapevine/informally through other staff
- My line manager
- The Department for Education staff intranet
- Local or workgroup staff meetings/forums
- The Department for Education website
- Internal e-newsletter DECD Update
- Weekly operational newsletter LinkED
- CE communiques
- The Department for Education 's Facebook page
- The Department for Education 's twitter page
- Other (please specify)

- None of these

Now, please select the top 3 ways you'd most like to receive information about what is happening across the Department for Education.

- Along the grapevine/informally through other staff
- My line manager
- The Department for Education staff intranet
- Local or workgroup staff meetings/forums
- The Department for Education website
- Internal e-newsletter DECD Update
- Weekly operational newsletter LinkED
- CE communiques
- The Department for Education's Facebook page
- The Department for Education's twitter page
- Other (please specify)
- None of these

How much of our internal all staff e-newsletter DECD Update do you usually read?

- All of it
- Most of it
- Some of it
- I don't read it at all

Which of the following best describes why you don't read it or don't read all of it?

- I don't have time
- I don't find it interesting
- I don't find it relevant
- I didn't know we had an internal e-newsletter
- I can't access the full stories because I don't know how to log in to the intranet
- Other (please specify)

Do you have any feedback about DECD Update and how we can make it better? What do you like? What can we do more of? What don't you like? What should we do less of? If you would rather not say, please just click 'next question'.

How often do you receive the 'for all staff' section of LinkED

- Every week
- Most weeks
- Only sometimes
- I never receive it
- I don't know what LinkED is
- I don't read it at all



Which of the following best describes why you don't read it, or don't read all of it?

- I don't have time
- I don't find it interesting
- I don't find it relevant
- I didn't know we we had a weekly operational e-newsletter
- I can't access the links because I don't know how to log in to the intranet
- Other (please specify)

Do you have any feedback or suggestions about LinkED and how we can make it better? Please comment in the boxes below. What do you like? What can we do more of? What don't you like? What can we do less of? If you would rather not say, please just click 'next question'. **OE**

How often do you read CE communiqués (emails)?

- All the time
- Most of the time
- Sometimes
- Never
- I didn't know CE communiqués existed

Which of the following best describes why you don't read them?

- I don't have time
- I don't find it relevant to my work
- I don't find them interesting
- I don't find them relevant
- Other (please specify)

Do you have any feedback or suggestions about the CE communiqués (emails) and how we can make it better? Please comment in the boxes below. What do you like? What can we do more of? What don't you like? What can we do less of? If you would rather not say, please just click 'next question'. **OE**

### Block 3: Principals (Principals Only)

How much of LinkED do you read?

- All of it
- Most of it
- Some of it
- I don't read it at all

Which of the following best describes why you don't read it or don't read all of it?

- I don't have time
- I don't find it relevant to my work
- I didn't know LinkED existed
- I can't access the links because I don't know how to log in to the intranet
- Other (please specify)

Does someone in your leadership team email the 'for all staff information on to the rest of the staff?

- Yes, always
- Yes, sometimes
- No, never
- Not sure

If never, why?

- I didn't know we were supposed to do this
- The format makes this too hard
- Relevant items are brought up in staff meetings rather than emailed
- Other (please specify)

### Block 4: Social (ALL)

Do you follow the Department for Education's Facebook page?

- Yes
- I don't follow it but I check it regularly
- No
- Not sure

Why don't you follow the Department for Education Facebook page?

- I don't have time
- I am not on Facebook, or I don't use Facebook regularly
- I don't find the page interesting
- I wasn't aware it existed
- Other (please specify)

What sort of posts would you like to see more of on this page? What would you like to see less of? If you would rather not say, please just click 'next question'. **OE**





Do you follow the Department for Education's Twitter account?

- Yes
- I don't follow it but I check it regularly
- No
- Not sure

Why don't you follow the Department for Education Twitter account?

- I don't have time
- I am not on Twitter, or I don't use Twitter regularly
- I don't find the page interesting
- I wasn't aware it existed
- Other (please specify)

Do you find the posts on these pages useful and/or interesting?

SACLE: Yes, very, yes, somewhat, no, not really, no, not at all, not sure

- Facebook
- Twitter

#### Block 5: Type of information (ALL)

Which of the following topics are you most interested in receiving information about? Please select up to 5.

- Government announcements
- Training and development programs
- Getting to know staff at the Department for Education (staff profiles)
- Issues affecting the Department for Education
- New infrastructure projects (updates on new school builds e.g. Adelaide Botanic High School)
- The Department for Education's strategies and vision for the future
- New Department for Education policies and procedures
- Successful school programs and initiatives
- Human resources initiatives
- Promotions and appointments
- Grant opportunities
- Specific 'days' being recognised (e.g. safer internet day, walk safely to school day etc)
- Practical tips from business units within corporate office (how to farewell a retiring staff member, how to respond to negative Facebook comments etc)
- Staff awards
- New resources and classroom activities
- Tips for behavioural support in the classroom

- Classroom resources
- Other (please specify)
- None of these

What information do you look for outside of the department's internal channels to help you do your job? OE

Where do you go for this information (e.g from SAPPA, SASPA and EDSAS talk groups, other organisations)? Please list all those you can think of. If you would rather not say please click 'next question'. OE

Do you subscribe to any email alerts from other education related associations or groups?

- Yes (please list)
- No

Would you find it beneficial to hear tips and helpful information from staff who are experts on key topics (e.g. an anti-bullying expert, student wellbeing expert etc)?

- Yes, definitely
- Yes, probably
- No
- Not sure

If yes, who would you like to hear from, and about what topics? If you would rather not say just click 'next question'. OE

#### Block 6: Receiving information (ALL)

What channels do you like to receive or retrieve information related to your work from? Please select all that apply.

- email
- social media (including Facebook and twitter)
- my manager
- staff intranet
- blog
- mobile phone notifications
- mail (hard copy information)
- The Department for Education website
- apps
- other (please specify)
- None of these

Now, which is your preferred method?

- email
- social media (including Facebook and twitter)
- my manager



- Disagree
- Strongly disagree
- Not sure

Why do you say that? If you would rather not say, just click 'next question'. **OE**

How interested would you be in interacting with communications you receive (via commenting on stories/posts, undertaking polls, completing surveys, using forums)?

- Very interested
- Somewhat interested
- Not very interested
- Not interested at all
- Not sure

What gap/s – if any – exist in your knowledge, or what interests you at the moment that you would like the Department for Education to provide more information on (and in what format)? If you would rather not say please just click 'next question'. **OE**

Would you be interested in joining a group of Department for Education staff that provides feedback on internal communications quarterly throughout the year?

- Yes
- No, not at this time

Please leave your details below so that someone from the Department for Education can contact you. These will not be linked to the rest of your answers.

First name

Last name

Email

Best contact number

Do you have any other comments, suggestions or feedback about how we can better communicate with you and your colleagues? If you would rather not say, please just click 'next question'. **OE**

**--END OF SURVEY--**





## Music Education Strategy - Survey for Department of Education staff

Music education offers many benefits to South Australian children and young people in our public education system.

These benefits include the development of cognitive and creative learning skills, of self-confidence and of self-efficacy. Music education has been shown to improve literacy and numeracy achievement and support social and interpersonal skill development.

The Department for Education is developing a Music Education Strategy, to find tangible ways to improve the music education system so it can provide equitable, quality music education for all.

*Eight areas have been identified as relevant to achieving these goals - you can find these on the Department for Education website. This survey has been designed to help you respond to those eight important areas.*

Our aim is to better understand the current music education environment from the perspectives of those delivering, accessing and supporting music education through the public education system. We also aim to better understand how students master their craft, how they benefit from their learnings and, in some cases, how they move into music-related industries as professionals.

*Your thoughts, ideas, experiences and expertise will help identify the challenges and opportunities for a Music Education Strategy.*

We welcome your participation in this survey, and invite you to also provide more detailed responses in our call for submission, should you wish.

Thank you for taking the time to provide input into this policy initiative.

Responses are due by xxxxxxxx

## Music Education Strategy - Survey for Department of Education staff

1. What is your role(s) in the Department for Education? Please select as many as apply.

- |   |  |
|---|--|
| <input type="checkbox"/> Early childhood teacher              | <input type="checkbox"/> Primary teacher - not a music specialist            |
| <input type="checkbox"/> Other early years educator           | <input type="checkbox"/> Secondary teacher - not a music specialist          |
| <input type="checkbox"/> Primary teacher - music specialist   | <input type="checkbox"/> Leader/co-ordinator                                 |
| <input type="checkbox"/> Secondary teacher - music specialist | <input type="checkbox"/> SSO   |
| <input type="checkbox"/> Principal/director                   | <input type="checkbox"/> Department for Education Instrumental Music teacher |
| <input type="checkbox"/> Other (please specify)               |  |

2. What type of setting(s) do you work in? Please select as many as apply.

- Preschool
- Early childhood services (other than preschool)
- Primary-only school
- Secondary-only school
- Combined primary and secondary school (e.g. R-12, B-12, area school)
- Aboriginal/Anangu
- Special school
- Other (please specify)

3. Where do you work? Please select as many as apply.

- |  |  |
|--|--|
| <input type="checkbox"/> Adelaide (city and suburbs)               | <input type="checkbox"/> Flinders Ranges and Outback |
| <input type="checkbox"/> Adelaide Hills                            | <input type="checkbox"/> Limestone Coast             |
| <input type="checkbox"/> Barossa Valley                            | <input type="checkbox"/> River Murray                |
| <input type="checkbox"/> Clare Valley and Southern Flinders Ranges | <input type="checkbox"/> Yorke Peninsula             |
| <input type="checkbox"/> Other (please specify)                    |  |

Music Education Strategy - Survey for Department of Education staff

4. What unstructured activities do you think are most important for children and young people if they are to engage with music for the long term? Please select as many as apply.

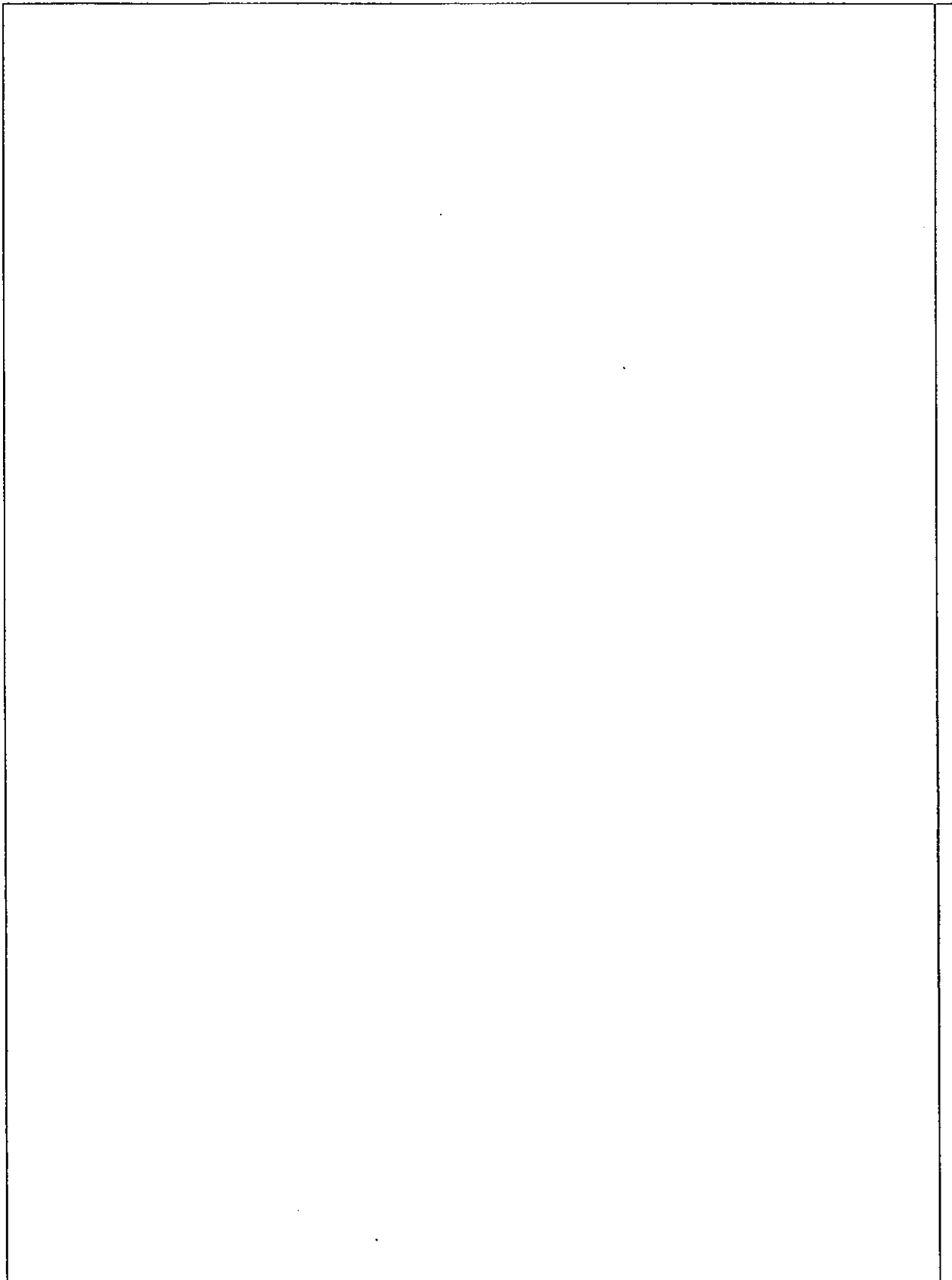
- Experiencing music in the home
- Experiencing a range of musical styles and activities
- Experiencing specific musical styles and activities
- Prioritising musical proficiency (high achievement)
- Prioritising musical participation (regardless of skill level)
- Easy access to musical performances (e.g. cost, location, transport)
- Aspirational role models (high visibility, high success musicians)
- Relatable role models (ordinary people participating in music)

Please tell us about any other suggestions you have.

5. What structured activities do you think are most important for children and young people if they are to engage with music for the long term? Please select as many as apply.

- Doing music before they start preschool (e.g. at childcare)
- Doing music in preschool
- Doing music as a primary school subject
- Doing music as a school subject in Years 8 to 10
- Doing music as a SACE subject
- Learning about digital technology and music
- Learning about how to get into the music industry
- Doing music outside school (e.g. in a choir, in a band, learning an instrument)
- Learning an instrument in primary school (including singing)
- Learning an instrument in high school (including singing)
- Being in the audience at musical performances
- Performing music (group or solo, formal or informal)

Please tell us about any other suggestions you have.





Music Education Strategy - Survey for Department of Education staff

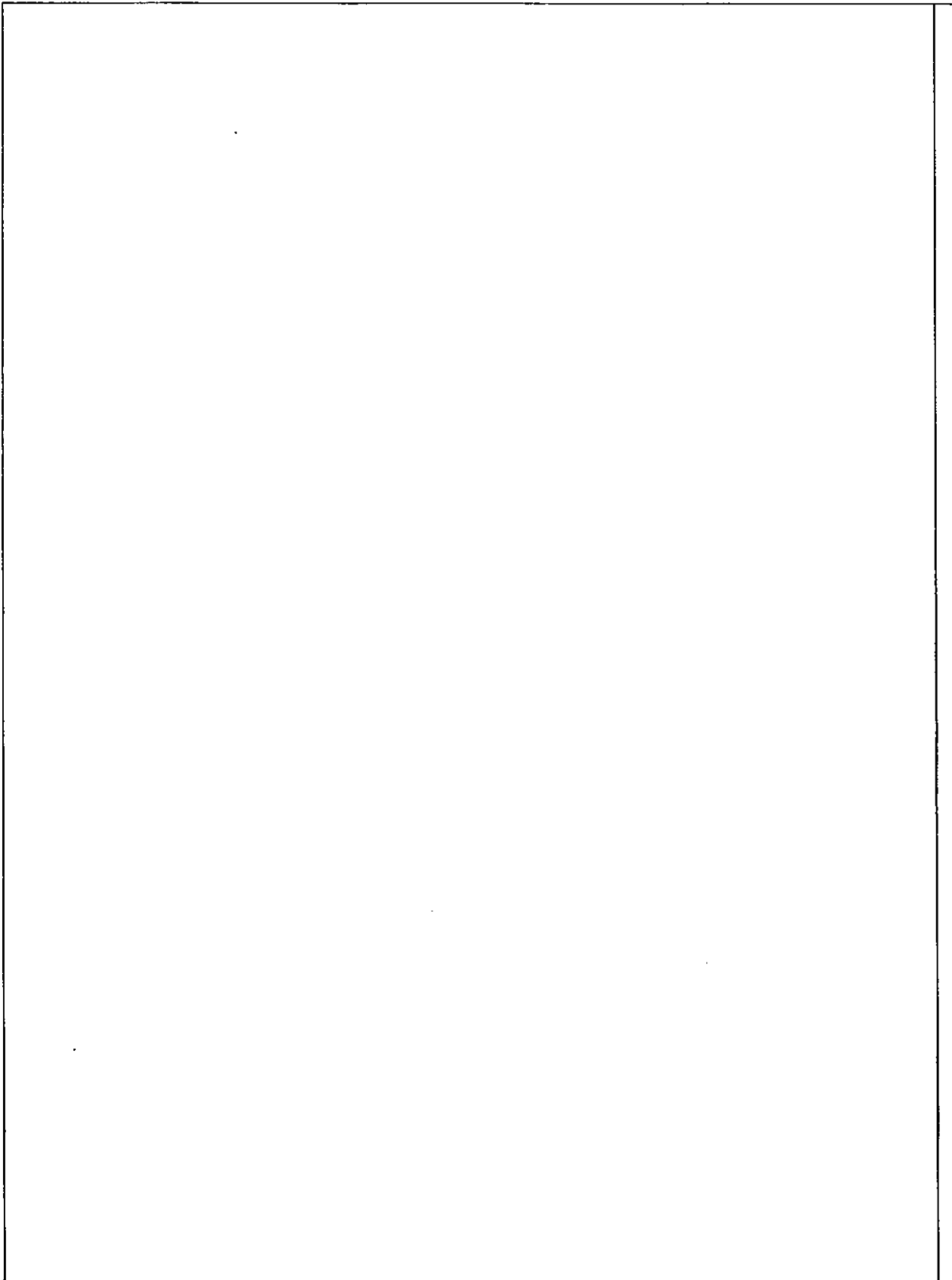
6. Do you believe that, in an ideal world:

- Music should be taught to every child, every year from R-10?
- Music should be taught to every child, every year from R-12?
- Music should be taught to every child, every year from B-12?
- Other (please specify)

7. What do you think are the most important outcomes of music education in public schools, preschools and early childhood services? Please rank the following from 1 to 11 (where 1 is most important).

- ⋮  Learning to value music
- ⋮  Learning to play an instrument (this includes learning to sing)
- ⋮  Learning the technical skills of creating, performing and understanding music
- ⋮  Learning about music, including musical theory and appreciation
- ⋮  Developing attributes that contribute to the development of a well-rounded citizen
- ⋮  Developing literacy and numeracy skills
- ⋮  Developing information technology and computing skills
- ⋮  Developing critical and creative thinking skills (e.g. problem solving, imagination)
- ⋮  Developing personal and social skills (e.g. team work, working independently, resilience)
- ⋮  Understanding other cultures and societies
- ⋮  Exploring ideas about ethical values, rights and responsibilities

8. Please tell us about any other suggestions you have for important outcomes of music education in public schools, preschools and early childhood services.



Music Education Strategy - Survey for Department of Education staff

9. In your experience, why is there a wide variation in how schools, preschools and early childhood services offer music to their students? Please select as many as apply.

- Because student demand varies
- Because parental demand varies
- Because prioritisation within schools, preschools and early learning centres vary
- Because availability of qualified staff varies
- Because curriculum crowding/timetable pressures vary
- Because costs to the school or centre vary
- Because costs to families vary
- Because availability of equipment and/or resources varies
- Because confidence of staff to teach music varies

Please tell us about any other suggestions you have.

10. There are variations between schools, preschools and early childhood services in the proportion of children that participate in music activities. Why do you think this is? Please select as many as apply.

- Because children's interest varies
- Because it can cost children/families too much money to participate in music
- Because different schools, preschools and early childhood services offer different types of music (e.g. traditional, contemporary), which appeal to different children
- Because the skills and experience of teachers and staff varies between schools, preschools and early childhood services.
- Because schools, preschools and early childhood services differ in how and when they make music available (e.g. during classes, lunch times, after school)
- Because parent and/or community expectations vary

Please tell us about any other suggestions you have.

Music Education Strategy - Survey for Department of Education staff

11. Why do you think children choose to and/or like to participate in music activities, of any sort (compulsory, voluntary, intra- or extra-curricular), in public education? Please select as many as apply.

- Because their friends are participating
- Because they find it fun and enjoyable
- Because they are encouraged by their parents and families
- Because they see future career possibilities in music
- Because they are encouraged by their teachers

Please tell us about any other suggestions you have.

12. Why do you think children choose NOT to and/or DON'T like to participate in music activities, of any sort (compulsory, voluntary, intra- or extra-curricular), in public education? Please select as many as apply.

- Because they find it too challenging / confusing
- Because their friends don't participate
- Because it takes too much time and they are busy with other activities
- Because they don't find it fun or enjoyable
- Because they are reluctant to "give it a go"
- Please tell us about any other suggestions you have.

**Music Education Strategy - Survey for Department of Education staff**

13. Who have you collaborated with (or tried to collaborate with) to support music education in schools, preschools or early childhood services? Collaborators could come from within or outside the education system. (Please leave blank if not applicable).

- 1.
- 2.
- 3.
- 4.
- 5.

14. What were the opportunities, challenges and outcomes of your collaborations, or attempts to collaborate? (Please leave blank if not applicable).

- 1.
- 2.
- 3.
- 4.
- 5.

15. Please tell us anything you would like to add, about your experiences collaborating to support music education in schools, preschools or early childhood services.

16. Music is offered in South Australian public education by either specialist or non-specialist music teachers.

What do you think would be the top three items on the wish-list of a specialist music teacher to support their delivery of a quality music education?

1.
2.
3.

17. What do you think would be the top three items on the wish-list of a teacher who isn't a music specialist, but who teaches music, to support their delivery of a quality music education?

1.
2.
3.

Music Education Strategy - Survey for Department of Education staff

18. What do you think are the best ways for the Department for Education and site leaders to support music education in schools, preschools or early childhood services? Please rank the following from 1 to 9 (where 1 is most important).

- ⋮  By providing low/no cost instruments for children to take home
- ⋮  By providing classroom based instruments (e.g. class sets of instruments)
- ⋮  By providing supportive leadership (e.g. communicating the value of music to the school community)
- ⋮  By encouraging a whole site approach to music education
- ⋮  By providing other music equipment (e.g. playing/recording equipment, choir/ensemble music, music technology hardware and software, tutor books, teaching /curriculum resources )
- ⋮  By facilitating access to excursions, incursions and performances
- ⋮  By allocating hours for music in the timetable
- ⋮  By providing access to specialist music teachers (e.g specialist classroom teachers, instrumental teachers, support staff)
- ⋮  By providing access to music-specific professional learning

19. Please provide your insights into what is required from leadership and resourcing perspectives to deliver quality music education.



20. In your experience, what do you think motivates children and young people to want to work in the music industry, or keep studying music, after their public education?

This might mean traditional music activities (e.g. *composing, performing, teaching*), contemporary music activities (e.g. *digital music, gaming, multimedia*), complementary activities (e.g. *production, radio station programming, promotion, journalism*), allied activities (e.g. *music copyright law, music therapy, event management*) or many other fields.

- |   |   |
|---|---|
| <input type="checkbox"/> A wish to become famous  | <input type="checkbox"/> The imagined earning potential                                   |
| <input type="checkbox"/> The an imagined lifestyle  | <input type="checkbox"/> Related interests (e.g. music technology, music therapy, gaming) |
| <input type="checkbox"/> The Influence of parents and family  | <input type="checkbox"/> The influence of a mentor, celebrity or other influential figure |
| <input type="checkbox"/> The influence of peers   | <input type="checkbox"/> A love of music  |
| <input type="checkbox"/> The influence of teachers  | <input type="checkbox"/> Being a gifted or talented musician                              |
| <input type="checkbox"/> What do you think might activate these motivations in children and young people? |   |

21. Please tell us about any examples of young people who have gone on from school to study music or pursue a music-related career. What kinds of things do you believe may have encouraged and sustained their motivation? *(Please do not provide names of individual students.)*

**Music Education Strategy - Survey for Department of Education staff**

22. The department is committed to working in partnership with parents, employers and the community to prepare children and young people for a successful future.

Do you know of any people, groups or organisations that you think could work with schools, preschools or early childhood services and their teachers/staff in South Australia to support quality music education?

Yes

No

23. If yes, please tell us about them, and how you think they could work with parents, children, teachers, staff, schools or the department?

24. In an ideal world, how would people and systems within public education work together to support quality music education?

## Music Education Strategy - Survey for children, young people and their families

Music education offers many benefits to South Australian children and young people in our public education system.

These benefits include the development of cognitive and creative learning skills, of self-confidence and of self-efficacy. Music education has been shown to improve literacy and numeracy achievement and support social and interpersonal skill development.

The Department for Education is developing a Music Education Strategy, to find tangible ways to improve the music education system so it can provide equitable, quality music education for all.

*Eight areas have been identified as relevant to achieving these goals - you can find these on the Department for Education website. This survey has been designed to help you respond to those eight important areas.*

Our aim is to better understand the current music education environment from the perspectives of those delivering, accessing and supporting music education through the public education system. We also aim to better understand how students master their craft, how they benefit from their learnings and, in some cases, how they move into music-related industries as professionals.

*Your thoughts, ideas, experiences and expertise will help identify the challenges and opportunities for a Music Education Strategy.*

We welcome your participation in this survey, and invite you to also provide more detailed responses in our call for submission, should you wish.

Thank you for taking the time to provide input into this policy initiative.

Responses are due by xxxxxxxx

## Music Education Strategy - Survey for children, young people and their families

1. What year are you, or the child/children you care for, in? Please select as many as apply.

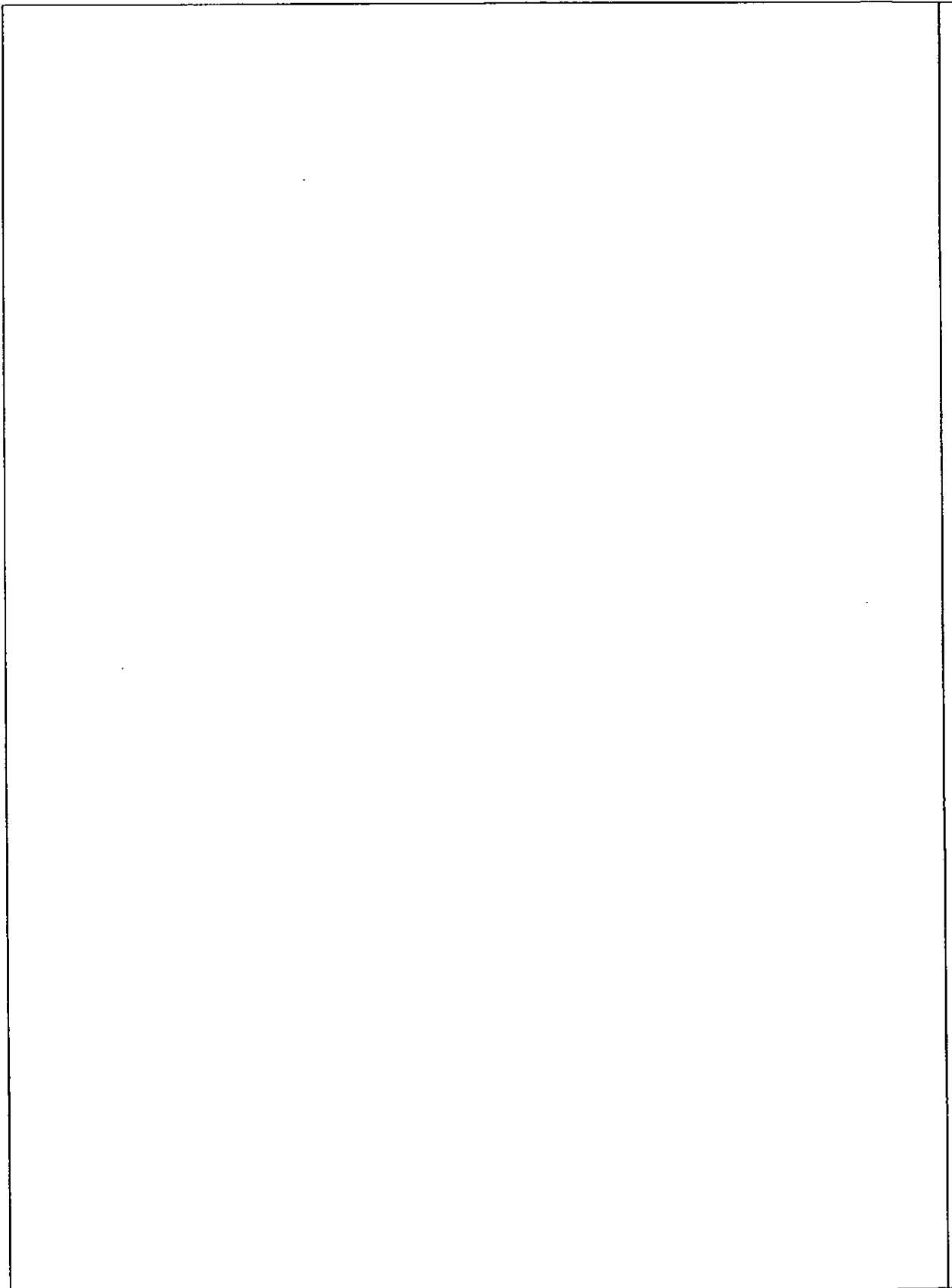
- |  |  |
|--|--|
| <input type="checkbox"/> Children's centre                 | <input type="checkbox"/> Year 6          |
| <input type="checkbox"/> Early years (including preschool) | <input type="checkbox"/> Year 7          |
| <input type="checkbox"/> Reception/Foundation              | <input type="checkbox"/> Year 8          |
| <input type="checkbox"/> Year 1                            | <input type="checkbox"/> Year 9          |
| <input type="checkbox"/> Year 2                            | <input type="checkbox"/> Year 10         |
| <input type="checkbox"/> Year 3                            | <input type="checkbox"/> Year 11         |
| <input type="checkbox"/> Year 4                            | <input type="checkbox"/> Year 12         |
| <input type="checkbox"/> Year 5                            | <input type="checkbox"/> Finished school |

2. What type of school do you, or the child/children you care for, go to? Please select as many as apply.

- Preschool-only service
- Early childhood service (other than preschool)
- Primary-only school
- Secondary-only school
- Combined primary and secondary school (e.g. R-12, area school, B-12)
- Aboriginal/Anangu
- Special school
- Other (please specify)

3. What region do you, or the child/children in your care, go to school in? Please select as many as apply.

- |  |  |
|--|--|
| <input type="checkbox"/> Adelaide (city and suburbs)               | <input type="checkbox"/> Flinders Ranges and Outback |
| <input type="checkbox"/> Adelaide Hills                            | <input type="checkbox"/> Limestone Coast             |
| <input type="checkbox"/> Barossa Valley                            | <input type="checkbox"/> River Murray                |
| <input type="checkbox"/> Clare Valley and Southern Flinders Ranges | <input type="checkbox"/> Yorke Peninsula             |
| <input type="checkbox"/> Other (please specify)                    |  |



4. What general experiences do you think are best at helping children and young people develop a lifelong interest in music? Please select as many as apply.

- |  |   |
|--|---|
| <input type="checkbox"/> Experiencing music at home                    | <input type="checkbox"/> Being encouraged to participate in lots of music, regardless of ability                                |
| <input type="checkbox"/> Experiencing lots of different types of music | <input type="checkbox"/> Being able to access to music easily (e.g. activities that don't cost too much and are easy to get to) |
| <input type="checkbox"/> Experiencing certain types of music           | <input type="checkbox"/> Wanting to be like a successful musician (e.g. famous artists)   |
| <input type="checkbox"/> Being encouraged to get really good at music  | <input type="checkbox"/> Seeing people they know enjoying music (e.g. family and friends)                                       |

Please tell us about any other suggestions you have.

5. What *specific* activities do you think are best at helping children and young people develop a lifelong interest in music? Please select as many as apply.

- |  |  |
|--|--|
| <input type="checkbox"/> Doing music before they start preschool (e.g. at childcare) | <input type="checkbox"/> Learning about how to get into the music industry                               |
| <input type="checkbox"/> Doing music in preschool                                    | <input type="checkbox"/> Doing music outside school (e.g. in a choir, in a band, learning an instrument) |
| <input type="checkbox"/> Doing music as a primary school subject                     | <input type="checkbox"/> Learning an instrument in primary school (including singing)                    |
| <input type="checkbox"/> Doing music as a school subject in Years 8 to 10            | <input type="checkbox"/> Learning an instrument in high school (including singing)                       |
| <input type="checkbox"/> Doing music as a SACE subject                               | <input type="checkbox"/> Being in the audience at musical performances                                   |
| <input type="checkbox"/> Learning about digital technology and music                 | <input type="checkbox"/> Performing music (group or solo, formal or informal)                            |

Please tell us about any other suggestions you have.

6. Do you believe that:

- Children should have to learn music in the early years (this includes preschool)?
- Children and young people should have to learn music every year they are in school?
- Children and young people should have to learn music every year they are in primary school, and should be able to choose whether to do music in high school?
- Children and young people should be able to, but should not have to, learn music in both primary school and high school
- None of the above (please tell us what you think)



7. What do you think are the most important things that children and young people can get from music education in public schools, preschools and early childhood services? Please rank the following from 1 to 10 (where 1 is most important).

- ⋮  Learning to enjoy music
- ⋮  Learning to play an instrument (this can include learning to sing)
- ⋮  Learning how to write, perform and understand music
- ⋮  Becoming a well-rounded individual
- ⋮  Developing literacy and numeracy skills
- ⋮  Developing information technology and computing skills
- ⋮  Developing critical and creative thinking skills (e.g. problem solving, imagination)
- ⋮  Developing personal and social skills (e.g. team work, working independently, resilience)
- ⋮  Understanding other cultures and societies
- ⋮  Exploring ideas about ethical values, rights and responsibilities

8. What else do you think children and young people can get from learning music at school?

9. Why do you think that schools teach music in different ways? Please select as many as apply.

- Because students want different things, so schools teach what students want
- Because parents want different things, so schools teach what parents want
- Because schools want to specialise in different things, so teach what they want
- Because not all schools have someone who can teach music
- Because some schools are too busy teaching other subjects to be able to fit music in
- Because it's expensive to teach music (for example, because schools have to buy lots of instruments)
- Because it's expensive to learn music (for example, because families have to buy instruments or pay for music teachers)

Please tell us about any other suggestions you have.

10. Why do you think children and young people choose to and/or like to participate in music activities, of any sort. Music activities can include ones that happen during classes, before or after school or at lunch times. Please select as many as apply.

- Because their friends are participating
- Because music is fun
- Because their parents and families encourage them to participate
- Because they want a career in music when they leave school
- Because their teachers encourage them to participate

Please tell us about any other suggestions you have.

11. Why do you think children and young people choose NOT to and/or DON'T like to participate in music activities, of any sort? Please select as many as apply.

- Because learning or doing music is too hard
- Because their friends are not participating
- Because it takes too much time and they are busy doing other things
- Because they don't find music fun
- Because they're embarrassed to "give it a go"

Please tell us about any other suggestions you have.

12. Have any people or groups from outside your school helped with music at your school?

Yes

No

If yes, please tell us about them.

13. How do you think the Department for Education and/or decision makers at your school could further support music education? Please rank the following from 1 to 7 (where 1 is most important).

- ⋮  By providing low/no cost instruments for children to take home
- ⋮  By providing instruments for classrooms (that children don't take home, e.g. class sets of keyboards or ukuleles)
- ⋮  By encouraging the whole school to enjoy and participate in music
- ⋮  By providing other music equipment (e.g. recording equipment, music books, teaching resources)
- ⋮  By making it easier for children and young people to be part of excursions and performances
- ⋮  By increasing the amount of time that children and young people spend studying music at school
- ⋮  By helping teachers learn more about music

14. Please tell us about any other ideas you have for how the department and/or decision makers can support music education at your school?

15. Why do you think young people continue to study music, or pursue music careers, after they finish school?

This might mean traditional music activities (e.g. *composing, performing, teaching*), contemporary music activities (e.g. *digital music, gaming, multimedia*), complementary activities (e.g. *production, radio station programming, promotion, journalism*), allied activities (e.g. *music copyright law, music therapy, event management*) or many other fields.

- |  |  |
|--|--|
| <input type="checkbox"/> Wanting to make lots of money               | <input type="checkbox"/> Their teachers encouraging them                             |
| <input type="checkbox"/> Wanting to be famous                        | <input type="checkbox"/> Being interested in things that involve music (e.g. gaming) |
| <input type="checkbox"/> A love of music                             | <input type="checkbox"/> Wanting to be like someone they admire                      |
| <input type="checkbox"/> Their friends encouraging them              | <input type="checkbox"/> Wanting to have the lifestyle of a musician                 |
| <input type="checkbox"/> Their parents and families encouraging them | <input type="checkbox"/> Being good at music   |

Please tell us about any other suggestions you have.

16. Please tell us about any examples of young people who have gone on from school to study music or pursue a music-related career. What kinds of things do you believe may have encouraged them to do so? (Please do not provide names of individual students).

17. The department is committed to working in partnership with parents, employers and the community to prepare children and young people for a successful future.

Do you know of any people, groups or organisations that you think could work with schools, preschools or early childhood services and their teachers/staff in South Australia to support quality music education?

Yes

No

18. If yes, please tell us about them, and how you think they could work with parents, children, teachers, staff, schools or the department?

19. In an ideal world, how do you think people within public education could work together to support quality music education?

## Music Education Strategy - Survey for industry and the community

Music education offers many benefits to South Australian children and young people in our public education system.

These benefits include the development of cognitive and creative learning skills, of self-confidence and of self-efficacy. Music education has been shown to improve literacy and numeracy achievement and support social and interpersonal skill development.

The Department for Education is developing a Music Education Strategy, to find tangible ways to improve the music education system so it can provide equitable, quality music education for all.

*Eight areas have been identified as relevant to achieving these goals - you can find these on the Department for Education website. This survey has been designed to help you respond to those eight important areas.*

Our aim is to better understand the current music education environment from the perspectives of those delivering, accessing and supporting music education through the public education system. We also aim to better understand how students master their craft, how they benefit from their learnings and, in some cases, how they move into music-related industries as professionals.

*Your thoughts, ideas, experiences and expertise will help identify the challenges and opportunities for a Music Education Strategy.*

We welcome your participation in this survey, and invite you to also provide more detailed responses in our call for submission, should you wish.

Thank you for taking the time to provide input into this policy initiative.

Responses are due by xxxxxxxx



## Music Education Strategy - Survey for industry and the community

1. How would you best describe yourself?

- I am a music teacher, but am not a registered Department for Education teacher
- I work in the music industry, but am not primarily a music teacher
- Neither of the above

Please tell us anything else you would like to about yourself.

2. If you engage with music in schools in any way, what type(s) of schools do you engage with? Please select as many as apply.

- Preschool
- Early childhood services (other than preschool)
- Primary-only school
- Secondary-only school
- Combined primary and secondary school (e.g. R-12, area school, B-12)
- Aboriginal/Anangu
- Special school
- Other (please specify)

3. If you engage with music in schools in any way, in what region(s) are the schools you engage with? Please select as many as apply.

- |  |  |
|--|--|
| <input type="checkbox"/> Adelaide (city and suburbs)               | <input type="checkbox"/> Flinders Ranges and Outback |
| <input type="checkbox"/> Adelaide Hills                            | <input type="checkbox"/> Limestone Coast             |
| <input type="checkbox"/> Barossa Valley                            | <input type="checkbox"/> River Murray                |
| <input type="checkbox"/> Clare Valley and Southern Flinders Ranges | <input type="checkbox"/> Yorke Peninsula             |
| <input type="checkbox"/> Other (please specify)                    |  |

4. What unstructured activities do you think are most important for children and young people if they are to engage with music for the long term? Please select as many as apply.

- |  |   |
|--|---|
| <input type="checkbox"/> Experiencing music in the home                        | <input type="checkbox"/> Prioritising musical participation (regardless of skill level)       |
| <input type="checkbox"/> Experiencing a range of musical styles and activities | <input type="checkbox"/> Easy access to musical performances (e.g. cost, location, transport) |
| <input type="checkbox"/> Experiencing specific musical styles and activities   | <input type="checkbox"/> Aspirational role models (high visibility, high success musicians)   |
| <input type="checkbox"/> Prioritising musical proficiency (high achievement)   | <input type="checkbox"/> Relatable role models (ordinary people participating in music)       |

Please tell us about any other suggestions you have.

5. What *structured* activities do you think are most important for children and young people if they are to engage with music for the long term? Please select as many as apply.

- |  |  |
|--|--|
| <input type="checkbox"/> Doing music before they start preschool (e.g. at childcare) | <input type="checkbox"/> Learning about how to get into the music industry                               |
| <input type="checkbox"/> Doing music in preschool                                    | <input type="checkbox"/> Doing music outside school (e.g. in a choir, in a band, learning an instrument) |
| <input type="checkbox"/> Doing music as a primary school subject                     | <input type="checkbox"/> Learning an instrument in primary school (including singing)                    |
| <input type="checkbox"/> Doing music as a school subject in Years 8 to 10            | <input type="checkbox"/> Learning an instrument in high school (including singing)                       |
| <input type="checkbox"/> Doing music as a SACE subject                               | <input type="checkbox"/> Being in the audience at musical performances                                   |
| <input type="checkbox"/> Learning about digital technology and music                 | <input type="checkbox"/> Performing music (group or solo, formal or informal)                            |

Please tell us about any other suggestions you have.

6. Do you believe that:

- Children should have to learn music in the early years (this includes preschool)?
- Children and young people should be able to, but should not have to, learn music in both primary school and high school
- Children and young people should have to learn music every year they are in school?
- None of the above (please tell us what you think)
- Children and young people should have to learn music every year they are in primary school, and should be able to choose whether to do music in high school?

Other (please specify)

7. What do you think are the most important things that children and young people can get from music education in public schools, preschools and early childhood services? Please rank the following from 1 to 11 (where 1 is most important).

- ⋮  Learning to enjoy music
- ⋮  Learning to play an instrument (this can include learning to sing)
- ⋮  Learning how to write, perform and understand music
- ⋮  Becoming a well-rounded individual
- ⋮  Developing literacy and numeracy skills
- ⋮  Developing information technology and computing skills
- ⋮  Developing critical and creative thinking skills (e.g. problem solving, imagination)
- ⋮  Developing personal and social skills (e.g. team work, working independently, resilience)
- ⋮  Understanding other cultures and societies
- ⋮  Exploring ideas about ethical values, rights and responsibilities

8. Please tell us about anything else you think children and young people can get from learning music at school.

## Music Education Strategy - Survey for industry and the community

9. Why do you think that schools teach music in different ways? Please select as many as apply.

- Because students want different things, so schools teach what students want
- Because parents want different things, so schools teach what parents want
- Because schools want to specialise in different things, so the teach what they want
- Because not all schools have someone who can teach music
- Because some schools are too busy teaching other subjects to be able to fit music in
- Because it's expensive to teach music (for example, because schools have to buy lots of instruments)
- Because it's expensive to learn music (for example, because families have to buy instruments or pay for music teachers)
- Because the availability of equipment and/or resources varies
- Because the confidence of staff to teach music varies

Please tell us about any other suggestions you have.

10. Why do you think children and young people choose to and/or like to participate in music activities, of any sort. Music activities can include ones that happen during classes, before or after school or at lunch times. Please select as many as apply.

- Because their friends are participating
- Because music is fun
- Because their parents and families encourage them to participate
- Because they want a career in music when they leave school
- Because their teachers encourage them to participate

Please tell us about any other suggestions you have.

11. Why do you think children and young people choose NOT to and/or DON'T like to participate in music activities, of any sort? Please select as many as apply.

- Because learning or doing music is too hard
- Because their friends are not participating
- Because it takes too much time and they are busy doing other things
- Because they don't find music fun
- Because they're embarrassed to "give it a go"

Please tell us about any other suggestions you have.

**Music Education Strategy - Survey for industry and the community**

12. Have you worked with (or tried to work with) schools, preschools or early childhood services to support music education?

Yes

No

13. If yes, what were the opportunities, challenges and outcomes of your collaborations, or attempts to work together?

14. Please tell us anything you would like to add, about your experiences working to support music education in schools, preschools or early childhood services.



## Music Education Strategy - Survey for industry and the community

15. How do you think the Department for Education department and/or decision makers in schools, preschools and early childhood services could further support music education? Please rank the following from 1 to 9 (where 1 is most important).

- ⋮  By providing low/no cost instruments for children to take home
- ⋮  By providing instruments for classrooms (that children don't take home, e.g. class sets of keyboards or ukuleles)
- ⋮  By providing supportive leadership (e.g. communicating the value of music to the school community)
- ⋮  By encouraging the whole school to enjoy and participate in music
- ⋮  By providing other music equipment (e.g. playing/recording equipment, choir/ensemble music, music technology hardware and software, tutor books, teaching /curriculum resources )
- ⋮  By making it easier for children and young people to be part of excursions, incursions and performances
- ⋮  By increasing the amount of time that children and young people spend studying music at school
- ⋮  By providing access to specialist music teachers (e.g specialist classroom teachers, instrumental teachers, support staff)
- ⋮  By helping teachers learn more about music

16. Please tell us about any other ideas you have for how the department and/or decision makers can support music education in schools, preschools and early childhood services.

17. Why do you think young people continue to study music, or pursue music careers, after they finish school?

This might mean traditional music activities (e.g. *composing, performing, teaching*), contemporary music activities (e.g. *digital music, gaming, multimedia*), complementary activities (e.g. *production, radio station programming, promotion, journalism*), allied activities (e.g. *music copyright law, music therapy, event management*) or many other fields.

- |  |  |
|--|--|
| <input type="checkbox"/> Wanting to make lots of money               | <input type="checkbox"/> Their teachers encouraging them                             |
| <input type="checkbox"/> Wanting to be famous                        | <input type="checkbox"/> Being interested in things that involve music (e.g. gaming) |
| <input type="checkbox"/> A love of music                             | <input type="checkbox"/> Wanting to be like someone they admire                      |
| <input type="checkbox"/> Their friends encouraging them              | <input type="checkbox"/> Wanting to have the lifestyle of a musician                 |
| <input type="checkbox"/> Their parents and families encouraging them | <input type="checkbox"/> Being good at music   |

Please tell us about any other suggestions you have.

18. Please tell us about any examples of young people who have gone on from school to study music or pursue a music-related career. What kinds of things do you believe may have encouraged or led them to do so? (Please do not provide names of individuals).

19. The department is committed to working in partnership with parents, employers and the community to prepare children and young people for a successful future.

Do you know of any people, groups or organisations that you think could work with schools, preschools or early childhood services and their teachers/staff in South Australia to support quality music education?

Yes

No

20. If yes, please tell us about them, and how you think they could work with parents, children, teachers, staff, schools or the Department?

21. In an ideal world, how do you think people within public education could work together to support quality music education?

## Music Education Strategy - Call for Submissions

Music education offers many benefits to South Australian children and young people in our public education system.

These benefits include the development of cognitive and creative learning skills, of self-confidence and of self-efficacy. Music education has been shown to improve literacy and numeracy achievement and support social and interpersonal skill development.

The Department for Education is developing a Music Education Strategy, to find tangible ways to improve the music education system so it can provide equitable, quality music education for all.

*Eight areas have been identified as relevant to achieving these goals. You are invited to provide comment on these through the below submission.*

Our aim is to better understand the current music education environment from the perspectives of those delivering, accessing and supporting music education through the public education system. We also aim to better understand how students master their craft, how they benefit from their learnings and, in some cases, how they move into music-related industries as professionals.

*Your thoughts, ideas, experiences and expertise will help identify the challenges and opportunities for a Music Education Strategy.*

We have provided the eight areas, along with questions to prompt your thinking. You are welcome to provide responses to some or all of these questions.

Thank you for taking the time to provide input into this policy initiative.

Responses are due by xxxxxxxx

## Music Education Strategy - Call for Submissions

### 1. HOW DOES MUSIC EDUCATION BENEFIT CHILDREN AND YOUNG PEOPLE WITHIN AND BEYOND THE MUSIC CLASSROOM?

- *How does music relate to the learning outcomes for children in the early years?*
- *How does music relate to a student's education generally?*
- *What are the most important outcomes from music education in public education?*
- *How does music relate to other arts subjects (dance, drama, media arts and visual arts) and how important is it in this context?*

**2. WHAT MAKES MUSIC EDUCATION HIGH QUALITY?**

- *Are enough South Australian children and young people receiving high quality music education?*
- *What is working well, and what could be done better?*
- *Where high quality music education is available, what is it that makes students want to participate?*
- *What makes students choose not to participate?*
- *In an ideal world, at what ages and stages should children and young people learn music at school?*

**3. HOW CAN COLLABORATORS FROM WITHIN AND OUTSIDE THE EDUCATION SYSTEM SUPPORT MUSIC EDUCATION?**

- *What collaborations currently exist that support high quality music education in South Australian schools, preschools and early childhood services?*
- *What makes these collaborations successful?*
- *What has prevented other collaborations from succeeding and what opportunities might be available to improve this?*

**4. HOW CAN MUSIC BE OFFERED BY DEPARTMENT OF EDUCATION TEACHERS IN SOUTH AUSTRALIAN SCHOOLS, PRESCHOOLS AND EARLY CHILDHOOD SERVICES?**

- *What might specialist music teachers want or need, to support their delivery of a quality music education?*
- *What might teachers who are not music specialists, but who teach music, want or need to deliver more successfully?*



**5. HOW CAN LEADERSHIP AT EVERY LEVEL PROVIDE THE FOUNDATION FOR QUALITY MUSIC EDUCATION?**

- *How could decision-makers in the Department for Education, and leaders in schools, preschools and early childhood services, better and further support music education?*

6. HOW CAN LONG-TERM ENGAGEMENT WITH MUSIC ENCOURAGED?

- *What experiences could generate, stimulate or perpetuate a lasting interest in music? Are there any ages or stages at which these activities are especially critical?*

**7. DOES THE MUSIC INDUSTRY OFFER A WIDE RANGE OF EMPLOYMENT PATHWAYS FOR STUDENTS?**

- *What motivates young people to want to work in the music industry, or to keep studying music, after their schooling years?*
- *What music related career paths are, or could be, available to them?*
- *Do you know of any examples of young people making successful transitions from school music education to careers or further study in music?*
- *What could be done to improve these opportunities?*

**8. CAN EXPERTISE IN THE COMMUNITY BE A VALUABLE RESOURCE FOR QUALITY MUSIC EDUCATION?**

- *Do you know of any people, groups or organisations that could work with schools, preschools and early childhood services in South Australia to help deliver quality music education?*
- *In an ideal world, how would people and systems within education work together to support quality music education?*

## Permanent Relief Teacher site leader survey

Site:

Name:

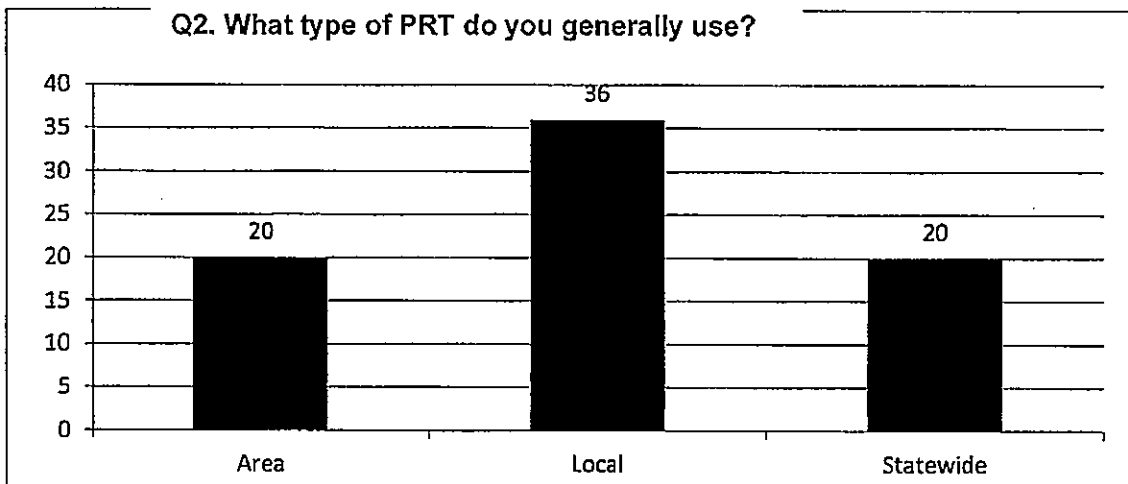
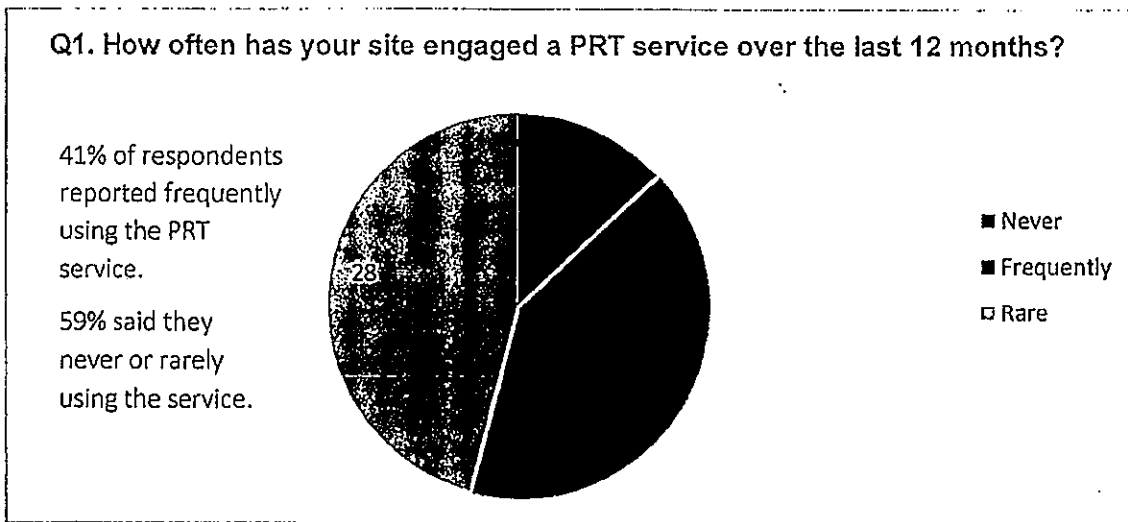
1. How often has your site engaged a PRT service over the last 12 months?
2. What type of PRT do you generally use? (circle more than one if needed)
  - Local
  - Area
  - Statewide
3. Are you able to access a PRT service in a timely manner?                      YES    NO  
If no, how often have you had difficulty accessing a PRT service in the last 12 months?
4. When are you most likely to need a PRT service? (circle more than one if needed)
  - Term 1
  - Term 2
  - Term 3
  - Term 4
  - Any time, depending on staff absences.
5. Are there specific areas that you would like to see improved as part of the PRT service? (circle more than one if needed)
  - Increased access to training and development opportunities for PRTs
  - Greater availability and choice
  - Increased subject specialisation
  - Improved induction processes for sites
  - Clear protocols and expectations of PRTs and schools
  - Other
6. Do you have any further comments or suggestions about ways the department can improve the delivery of the PRT service?

# Permanent Relief Teacher Survey analysis

On 4 May 2018, all current principals of zone 2 to zone 5 schools (178 principals in total) were invited to complete a survey about their experience using the department's Permanent Relief Teacher (PRT) service. The survey closed on 25 May 2018.

61 principals completed the survey (1 started the survey but did not complete it). The list of schools that responses were received from is provided at attachment 1.

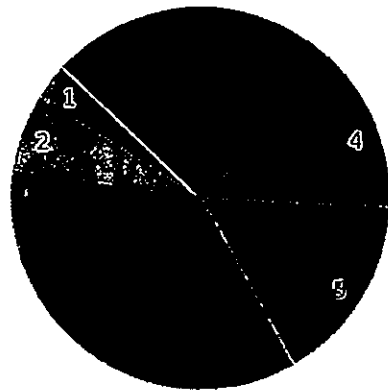
## Analysis of responses



76 responses were received as some respondents chose more than 1 PRT type.

74% of responses indicate that Area and Local PRTs are generally used.

**Q3. Are you able to access a PRT service in a timely manner?**



- Murray Bridge 1
- Port Lincoln 2
- Pirie / Kadina
- Port Augusta 1
- Kadina 1
- Port Lincoln 1
- Port Augusta / Whyalla 2
- Gawler 3
- Lands
- Mount Gambier 1
- Murray Bridge 2
- Gawler 2 / Riverland

Of the 61 responses, 34 (56%) selected that they were not able to access a PRT service in a timely manner.

Responses were spread across portfolios, however multiple respondents from Port Augusta 1 (5), the Anangu Lands (4) and Port Augusta / Whyalla 2 (4) said they were not able to access a PRT service in a timely manner.

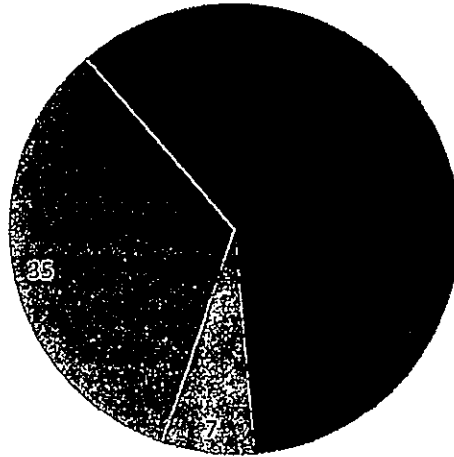
Q4. When are you most likely to need a PRT service?	
Term 1	1
Term 2	11
Term 3	10
Term 4	2
All times	50

There were 74 responses to this question as more than 1 response could be selected by respondents.

Whilst the vast majority indicated that a PRT service is likely to be needed at all times, however term 2 and term 3 were identified as a time that a PRT service is most likely to be needed.



Q5. Are there specific areas that you would like to see improved as part of the PRT service?



- Greater availability and choice
- Improved induction processes for sites
- Increase subject specialisation
- Clear protocols and expectations of PRT's and schools
- Increased access to training and development opportunities for PRTs

105 responses were received for this question as respondents could select more than 1 response. Greater availability and choice and clear protocols and expectations of PRTs and schools were the 2 areas that the majority of respondents wanted to see improvement in. In comparison, there were few respondents who would like to see improvement in providing increased access to training and development, increased subject specialisation and improved induction processes.

### Specific comments and suggestions received by portfolio

#### **Murray Bridge 1**

- PRT's are never available
- I was not made aware that I could access a PRT so I have been using TRTs when I can get them. Inform site leaders as part of their induction that they are able to access this service.
- Quality of PRT's is lacking
- Do not use the service as they are based in the Riverland and it is too far for them to travel and PRT performance is an issue.
- We have an aging group of TRT in our local area who are often booked. At times we are just required to push classes together
- There are very few that do the travel to our area, and if they do they are hard to engage as they are often busy at other sites.
- We are fortunate to have quality PRTs in our area. The general quality of TRTs however is a different matter - at times we are relieved (pun intended) that no TRT is available/suitable and we can seek a PRT.



### **Murray Bridge 2**

- Have to book ahead quite a length of time. Emergency bookings are often unfilled due to not enough people
- All PRTs need to have access to Professional performance sessions with leadership
- There has been several times in the last 12 months where a PRT is unavailable due to high demand
- We haven't tried as never available

### **Port Lincoln 2**

- More PRT's are needed to provide an adequate service in the Far West. Some sites are relying on local TRT's as no PRT available

### **Pirie / Kadina**

- PRT availability is not accessible in our area due to bookings
- We need more PRTs as we have very limited TRTs in regional SA and there are days where we cannot get any coverage for absences
- Put more PRTs in the country in place as we never seem to have enough
- A review of roles & responsibilities of PRTs is needed. Access to T&D if they are to keep up with the changes in curriculum
- We do not always have access to the limited number of PRT's in our area
- We need PRT's who can also work in Preschools

### **Port Augusta 1**

- We regularly have difficulty accessing them and have times this term we have known absences but have not been able to have a PRT. This would happen at least once a term.
- Can be very difficult to secure a PRT, even with 5 weeks' notice
- Increase the numbers of PRTs available - probably the most obvious answer as I have to give more than three weeks' notice to access a PRT
- Need to give lots of notice but because of being so remote sometimes unable to be allocated one
- I do wonder, given the expense of running the PRT service, whether we as a system, would be better off allocating some additional funds to schools for attraction of TRTs
- PRT availability across the Partnership is always an issue
- Increase the number of PRTs so all absences can be covered.

### **Kadina 1**

- In general, PRTs and TRTs across the Peninsula are in high demand.

- Has the department considered how long a teacher can be a PRT? I have concerns that these teachers are becoming de-skilled as they do not engage in much planning and programming, assessment and reporting.
- Performance Management is challenging but can be achieved for PRT's. Would like to see an on-going online approach
- The PRT's are often booked up in advance in the larger schools.
- We don't have access to the local PRT as more than 45km

#### **Port Augusta / Whyalla 2**

- As a regional centre, we normally experience a chronic shortage of PRT availability, especially during the typically more demanding terms (2&3) due to the prolific illness that seems to be prevalent at this time.
- There appears to be inconsistency in the distribution of PRTs across sites; i.e. how do you prioritise which sites get the PRT when there are often multiple requests.
- We very rarely get a PRT/TRT when requested due the lack available PRT/TRTs in this town, more PRT/TRTs would be great.
- In the Whyalla Partnership we have a chronic shortage of PRTs
- As a rural city location, we have 12 schools, yet only 4 PRT's. We requested a PRT for a planned staff absence...this was the 17th request for a PRT for that day. We need MANY MORE PRTs/TRTs.

#### **Port Lincoln 1**

- We need more PRTs in this area, particularly full time people. It is difficult when so many PRTs are part time as they cannot fill whole week vacancies.
- It is difficult at times to give the PRT NIT especially if the teacher they are filling in for does not have NIT on that day.
- You have to pre-book a PRT very early or they are usually all booked. We have limited TRTs in Port Lincoln in winter
- We could have a couple more PRT's for Lower Eyre Peninsula. Often it can be difficult to source a replacement teacher especially if it is an emergency situation.

#### **Mount Gambier 2**

- Specialist teachers are in high demand. PRT do a wonderful job but difficult if not in the curriculum area
- TRT booking office is only manned a couple of hours a day.

#### **Mount Gambier 1**

- Their availability is invaluable to our region as TRTs are in short supply



### **Gawler 3**

- It is very difficult with only 1 PRT and many schools to service. We have only recently become aware that we are able to access this service

### **Aboriginal Lands**

- Lands PRT are not shared. Seems like a first in best dressed approach which lives small and medium sized schools out of the loop.
- Often they are unavailable for the week you need. Higher quality PRTs are required and ensuring they are always available when sites need them. Especially in remote or rural areas.

### **Attachment 1 – List of schools who responded to survey**

1. Cobdogla Primary School
2. East Murray Area School
3. Streaky Bay Area School
4. Jamestown Community Site
5. Roxby Downs Area School
6. Ardrossan Area School
7. Memorial Oval Primary School
8. Murputja Anangu School
9. Lake Wangary Primary
10. Edward John Eyre High School
11. Kirton Point Primary School
12. Marree Aboriginal School
13. Mil Lei Primary School
14. Risdon Park PS
15. Oodnadatta Aboriginal School
16. Kimba Area School
17. Kingston Community School
18. Kingston-on-Murray Primary School
19. Kadina Memorial School
20. Karcultaby Area School
21. Port Lincoln Primary School
22. Poonindie Community Learning Centre
23. Stansbury PS
24. Oak Valley Anangu School
25. Waikerie Primary School
26. Mulga Street Primary School
27. Brinkworth Primary School
28. Fregon
29. Melrose Primary School
30. Port Pirie West PS
31. Grant High school
32. Raukkan Aboriginal School



33. Allendale East Area School
34. Cadell Primary School
35. Woomera Area School
36. Yorketown Area School
37. Mimili Anangu School
38. Mintabie Area School
39. Coober Pedy Area School
40. Port Augusta Secondary School
41. Ramco Primary School
42. Tintinara Area School
43. Port Augusta Special School
44. Nanwarry Primary School
45. Spalding Primary School
46. McDonald Park School
47. Bordertown High
48. Barmera Primary School
49. Warooka Primary School and School Based Preschool
50. Conalpyn Primary
51. Keith Area School
52. Stirling North Primary School
53. millicent north primary
54. Whyalla Town Primary
55. Airdale Primary School
56. Riverland Special School
57. Fisk Street Primary School (whyalla)
58. Napperby Primary School
59. Morgan PS
60. Pinnaroo Primary School
61. Loxton North School
62. Indulkana Anangu



# Early Career Teachers survey 1

04 - 31 Jul 2018

Poll results

slido

## **Table of contents**

- Early Career Teacher Development program

Multiple-choice poll (Multiple answers)

Early Career Teacher Development program (1/15)

085

**1. How has attending the Early Career Teacher - Setting up for Success workshop supported your development? Select relevant statements below**  
(1/2)

increased confidence and capacity as an effective teacher

52 %

provided opportunity to network with other early career teachers

68 %

clarified understanding of the teacher standards

74 %

increased understanding of the transition from 'graduate' to 'proficient'

81 %

Multiple-choice poll (Multiple answers)

Early Career Teacher Development program (1/15)



**1. How has attending the Early Career Teacher - Setting up for Success workshop supported your development? Select relevant statements below**  
(2/2)

- supported building the professional portfolio  62 %
- helped guide conversations with a mentor  27 %
- other  0 %



Open text poll

Early Career Teacher Development program (2/15)

**Please provide further comment if required**  
(1/2)



6(1)

Open text poll

Early Career Teacher Development program (2/15)

**Please provide further comment if required**  
(2/2)



6(1)

Multiple-choice poll

Early Career Teacher Development program (3/15)



**2. Have you used the resources of the Early Career Teacher Development program including the online 'Perspectives on Practice' learning modules and 'The Guide' to support your development and induction into the profession?**

yes

64 %



no

23 %



unsure

13 %




Multiple-choice poll (Multiple answers)

Early Career Teacher Development program (4/15)




**If yes, which resources have supported you? Please select relevant statements below**


(1/2)

attended Early Career Teachers - Setting up for Success  97 %

attended Early Career Teachers - Being a Powerful Educator  13 %

attended the Wellbeing Gathering for Early Career Teachers  13 %

Perspectives on Practice online learning modules  36 %

The Guide - Information for early career teachers to support professional growth  36 %

Multiple-choice poll (Multiple answers)

Early Career Teacher Development program (4/15)



**If yes, which resources have supported you? Please select relevant statements below**

(2/2)

The Early Career Teacher page on the Department Intranet

24 %

other

3 %

Open text poll

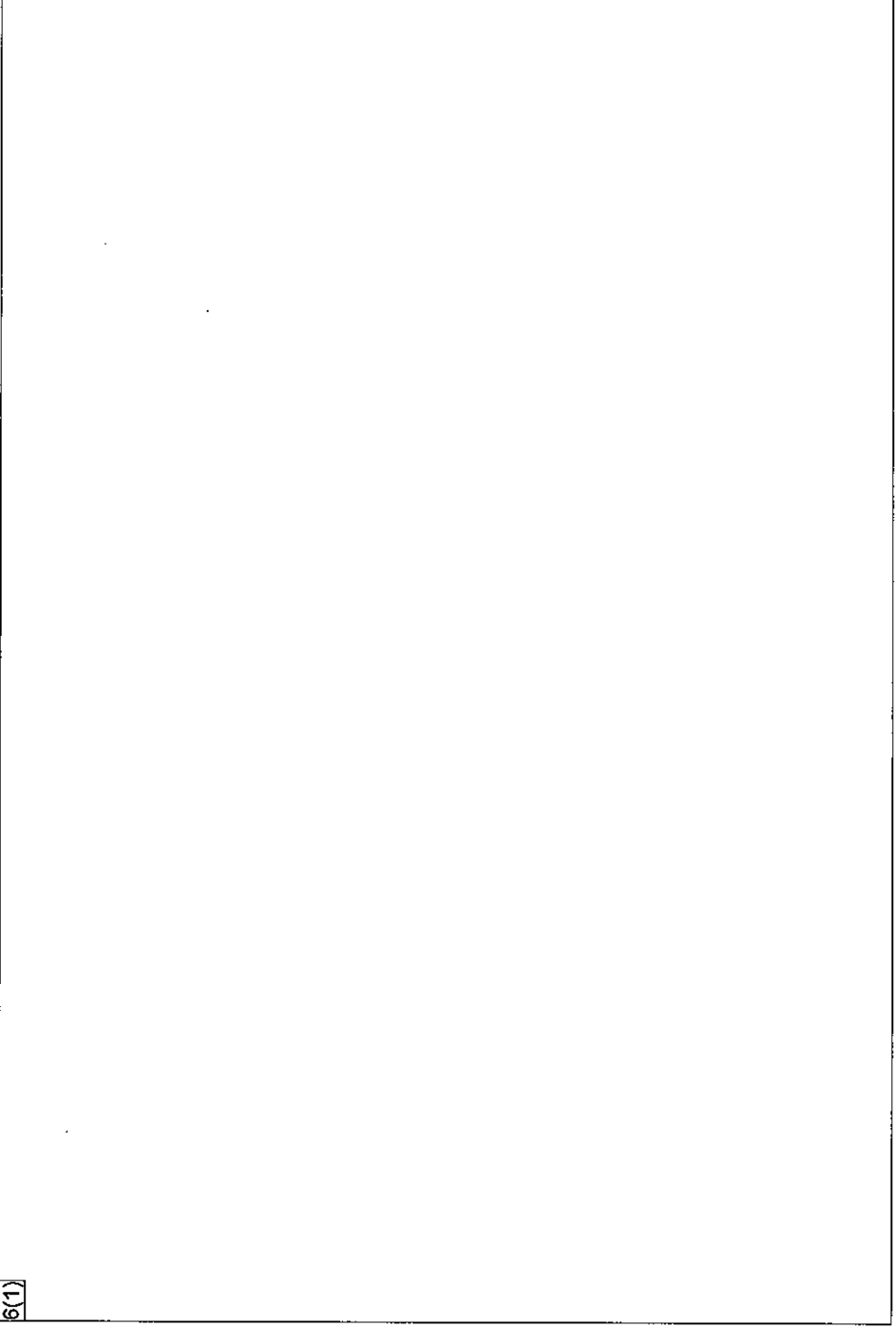
Early Career Teacher Development program (5/15)

**Please provide further comment if required**

(1/2)

005

6(1)



slido

Open text poll

Early Career Teacher Development program (5/15)

**Please provide further comment if required**  
(2/2)

005

6(1)

Multiple-choice poll

Early Career Teacher Development program (6/15)



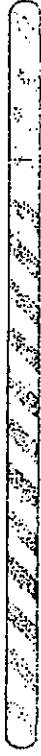
**3. Do you have a mentor?**

yes



65 %

no



35 %



Multiple-choice poll

Early Career Teacher Development program (7/15)

061

**If yes, what is your mentor's role?**

line manager



21 %

an experienced teacher



57 %

another early career teacher



3 %

unsure



2 %

other



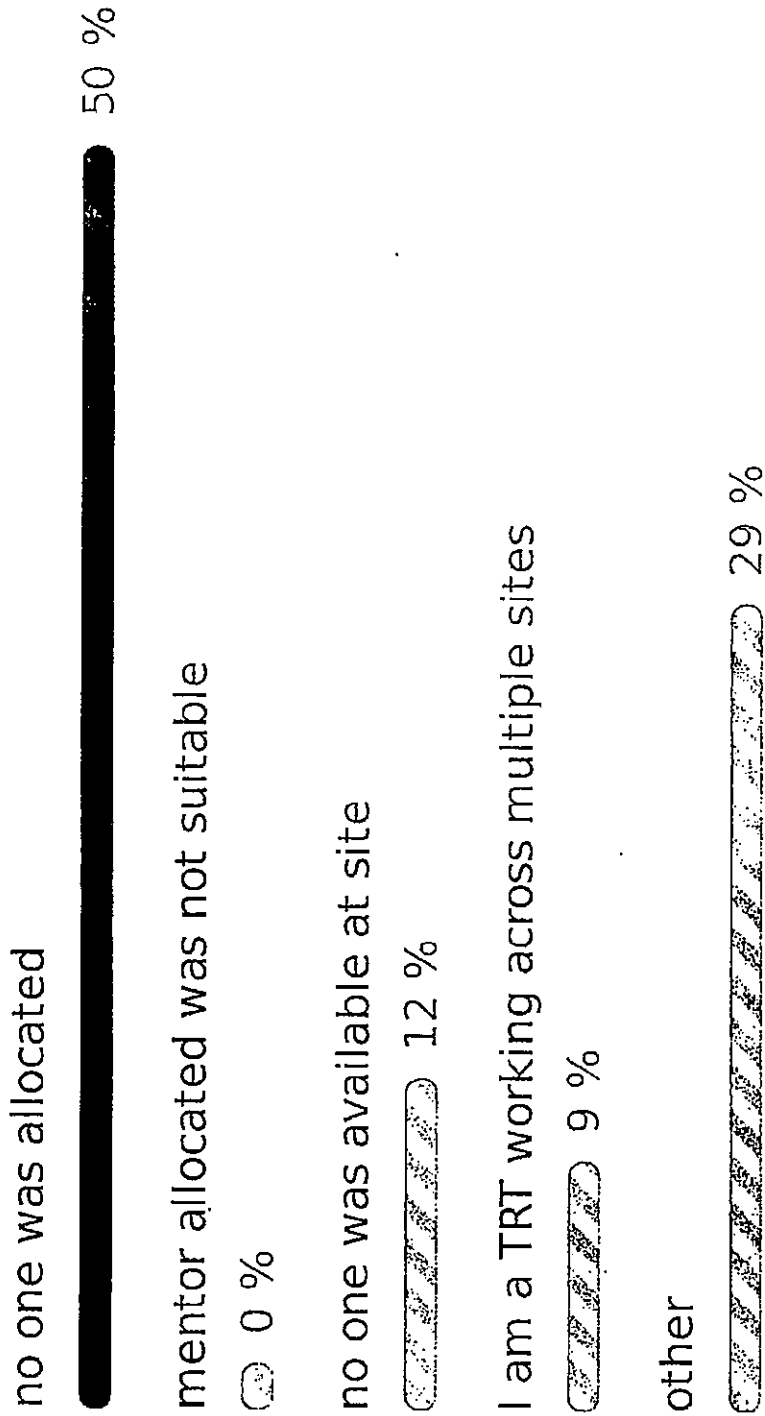
16 %

Multiple-choice poll

Early Career Teacher Development program (8/15)



**If no, why not?**



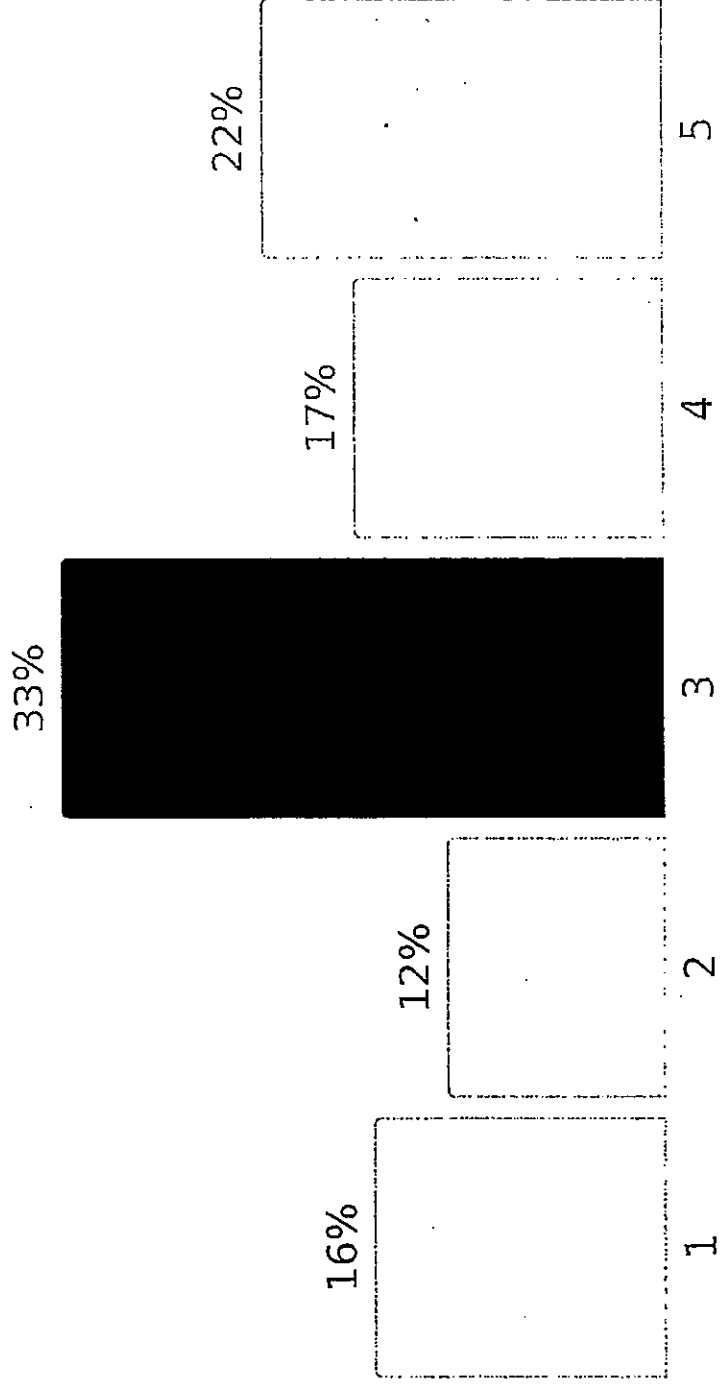
Rating poll

Early Career Teacher Development program (9/15)



**Please rate your mentor's understanding and knowledge of the resources available within the Early Career Teacher Development program to support your**

**Score: 3.1**



Open text poll

Early Career Teacher Development program (10/15)

**Please provide further comment if required**

(1/3)



6(1)

Open text poll

Early Career Teacher Development program (10/15)

**Please provide further comment if required**  
(2/3)



6(1)

Open text poll

Early Career Teacher Development program (10/15)

**Please provide further comment if required**

(3/3)



6(1)

Multiple-choice poll

Early Career Teacher Development program (11/15)



**4. How confident are you to move to full registration?**

extremely confident - I have moved to full registration



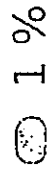
very confident - I am on track



somewhat - making progress



not confident - I need further support



other



Multiple-choice poll

Early Career Teacher Development program (12/15)



**5. After attending the Early Career Teacher - Setting up for Success how confident do you feel in using the teacher standards to articulate your outcomes and reflect on your practice?**

(1/2)

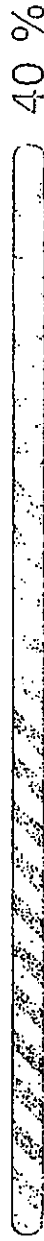
extremely confident



very confident



somewhat



not confident





Multiple-choice poll

Early Career Teacher Development program (12/15)



**5. After attending the Early Career Teacher - Setting up for Success how confident do you feel in using the teacher standards to articulate your outcomes and reflect on your practice?**

(2/2)

other

0 %

Open text poll

Early Career Teacher Development program (13/15)

**Please provide further comment if required**  
(1/3)



6(1)

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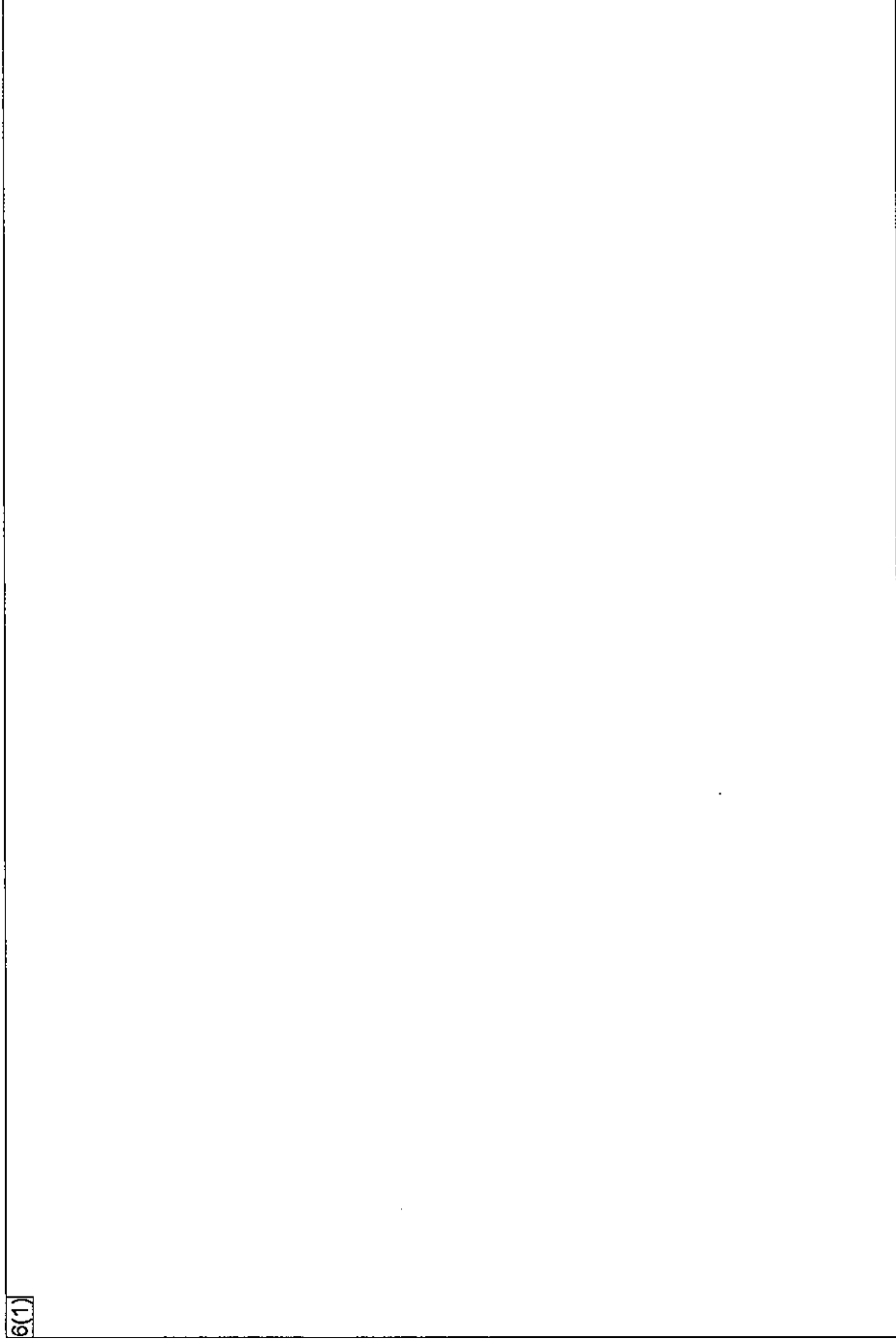
Open text poll

Early Career Teacher Development program (13/15)

**Please provide further comment if required**  
(2/3)

005

6(1)



Open text poll

Early Career Teacher Development program (13/15)



**Please provide further comment if required**

(3/3)

6(1)

Multiple-choice poll (Multiple answers)

Early Career Teacher Development program (14/15)



**6. Where do I see myself in five years?  
Please select relevant statements below**

(1/2)

I see myself remaining in the profession - teaching is the career for me

74 %



I am thinking about National Teacher Certification at the highly accomplished or lead career stage.

20 %



I would like to pursue the opportunity for leadership

22 %



I am thinking about pursuing a career other than teaching

7 %



Multiple-choice poll (Multiple answers)

Early Career Teacher Development program (14/15)

**6. Where do I see myself in five years?  
Please select relevant statements below**  
(2/2)

unsure



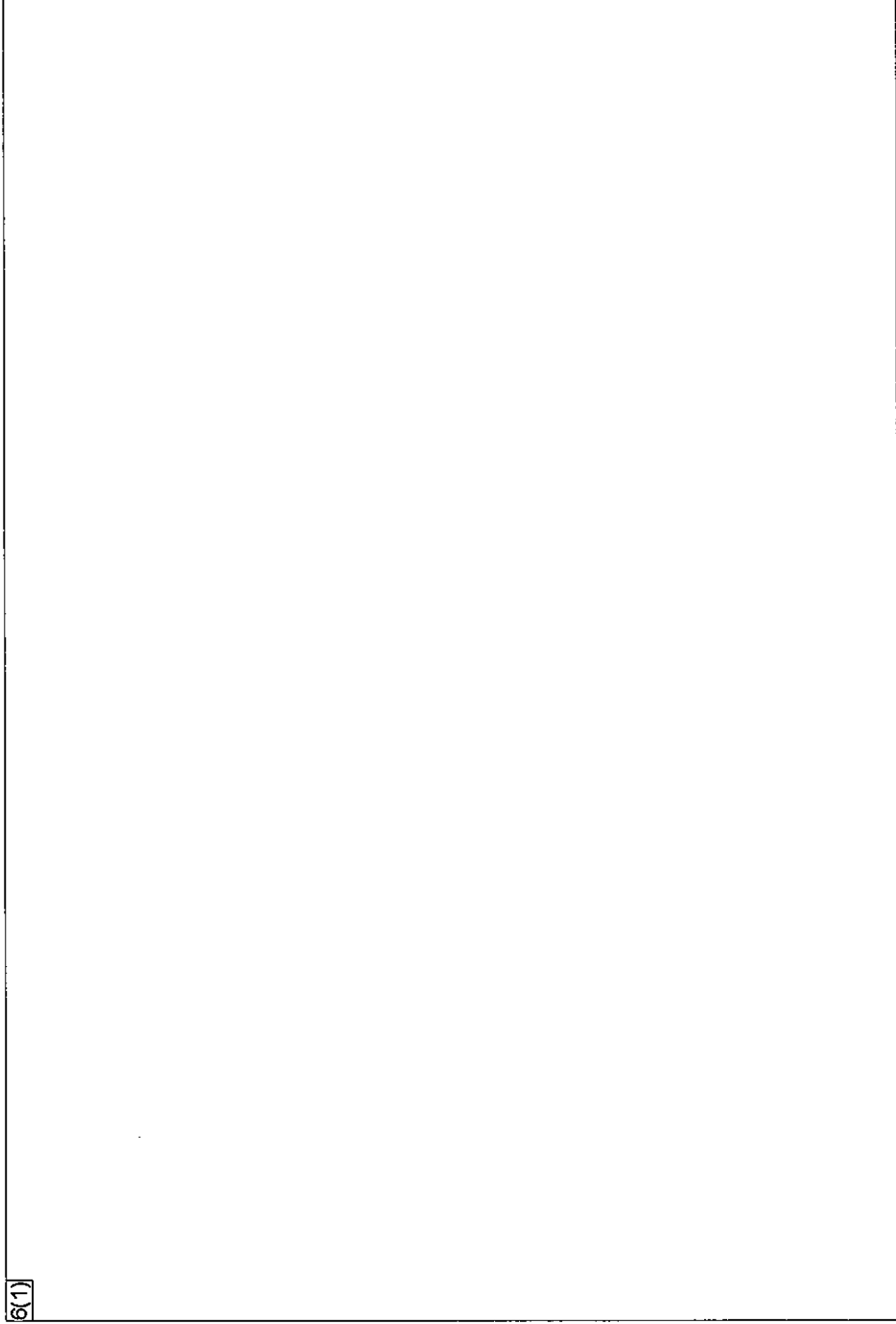
Open text poll

Early Career Teacher Development program (15/15)

**Please provide further comment if required**  
(1/3)

005

6(1)



Open text poll

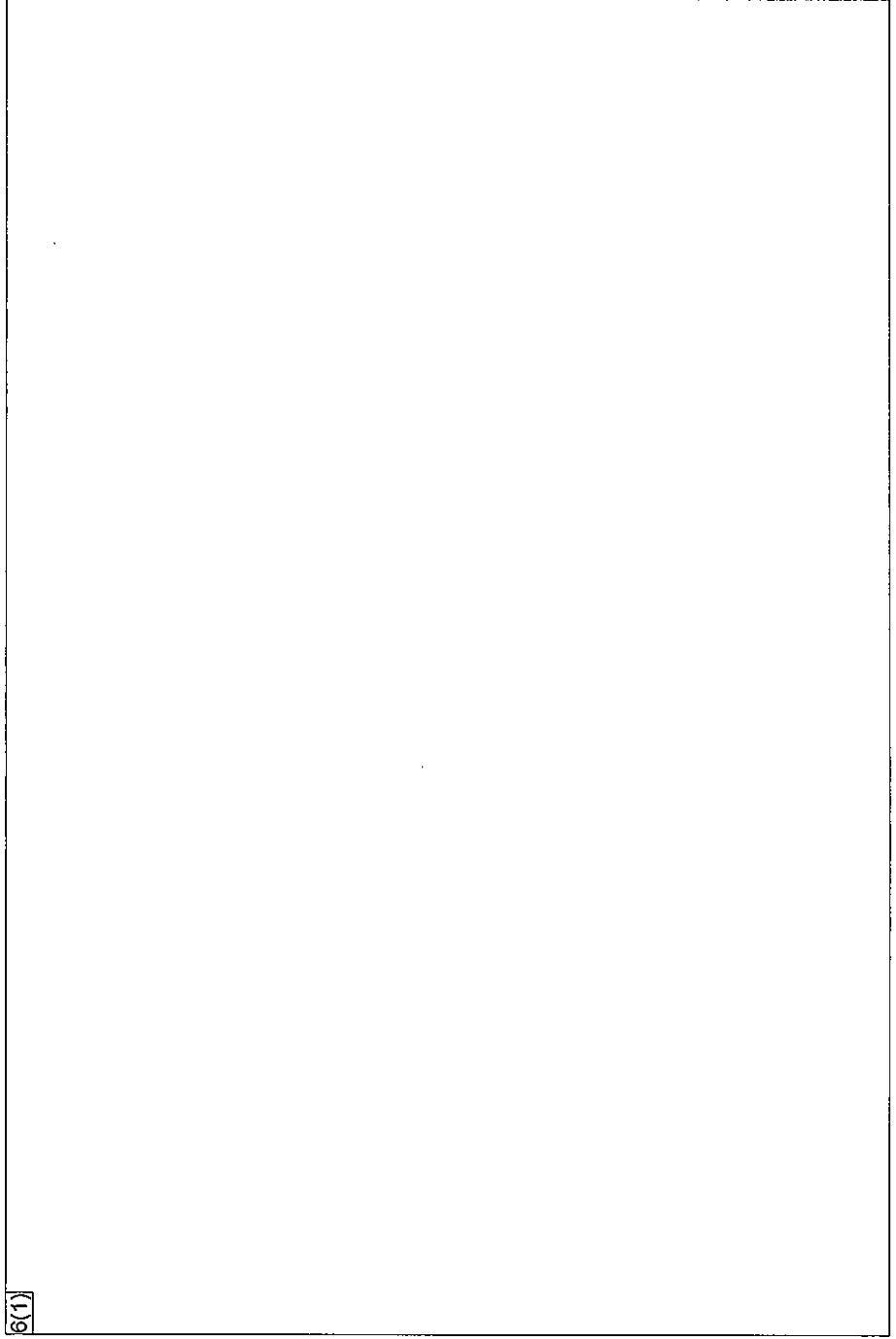
Early Career Teacher Development program (15/15)

**Please provide further comment if required**

(2/3)

005

6(1)





Open text poll

Early Career Teacher Development program (15/15)



**Please provide further comment if required**  
(3/3)

8(1)

slido

# Early Career Teachers survey 2

04 - 31 Jul 2018

Poll results

slido

## **Table of contents**

- Early Career Teacher Development program

Multiple-choice poll (Multiple answers)

Early Career Teacher Development program (1/13)

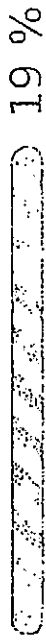
1 4 4

**1. Are you aware of the workshops and resources available within the Early Career Teacher Development program?**

yes



no



unsure



Multiple-choice poll (Multiple answers)

Early Career Teacher Development program (2/13)



**If yes, which resources have supported your development? Please select the relevant statements**

(1/2)

- The Guide - information for early career teachers to support professional growth  31 %
- I attended a site based information session 'Moving from Graduate to Proficient'  19 %
- I attended Early Career Teachers - Setting up for Success  31 %
- I attended Early Career Teachers - Being a Powerful Educator  7 %

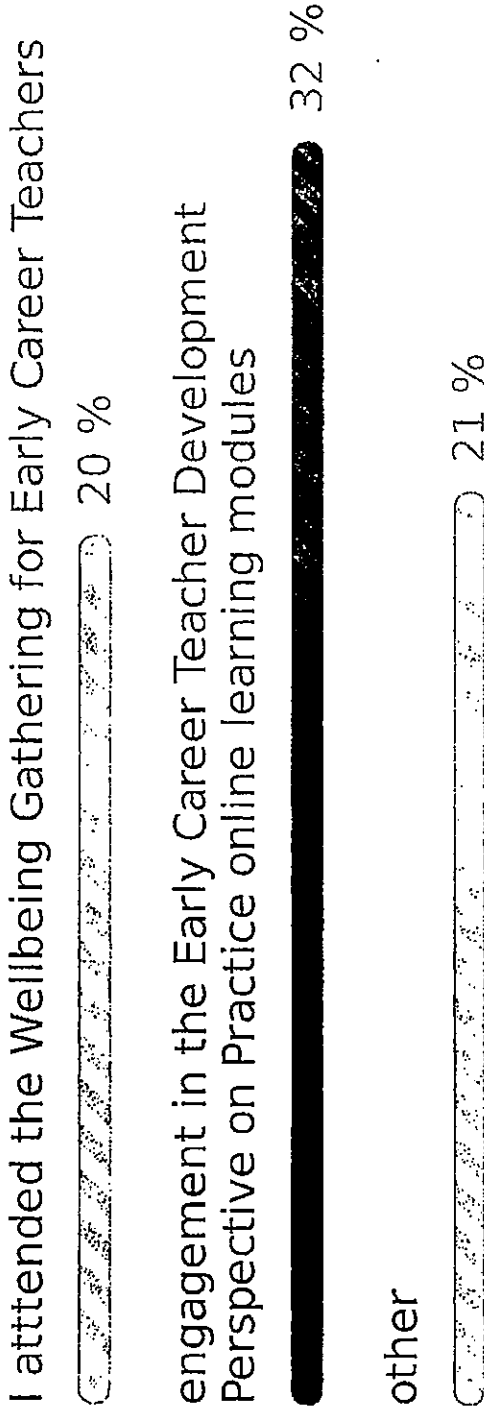
Multiple-choice poll (Multiple answers)

Early Career Teacher Development program (2/13)

081

**If yes, which resources have supported your development? Please select the relevant statements**

(2/2)



Open text poll

Early Career Teacher Development program (3/13)

**Please provide further information if required**  
(1/3)



6(1)

Open text poll

Early Career Teacher Development program (3/13)

**Please provide further information if required**  
(2/3)



6(1)



Open text poll

Early Career Teacher Development program (3/13)

**Please provide further information if required**  
(3/3)



6(1)

Multiple-choice poll

Early Career Teacher Development program (4/13)

1 4 3

**2. Do you have a mentor?**

yes



no



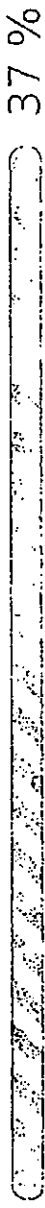
Multiple-choice poll

Early Career Teacher Development program (5/13)

097

**If yes, what is your mentor's role?**

line manager



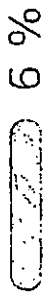
37 %

experienced colleague



49 %

peer



6 %

unsure



2 %

other



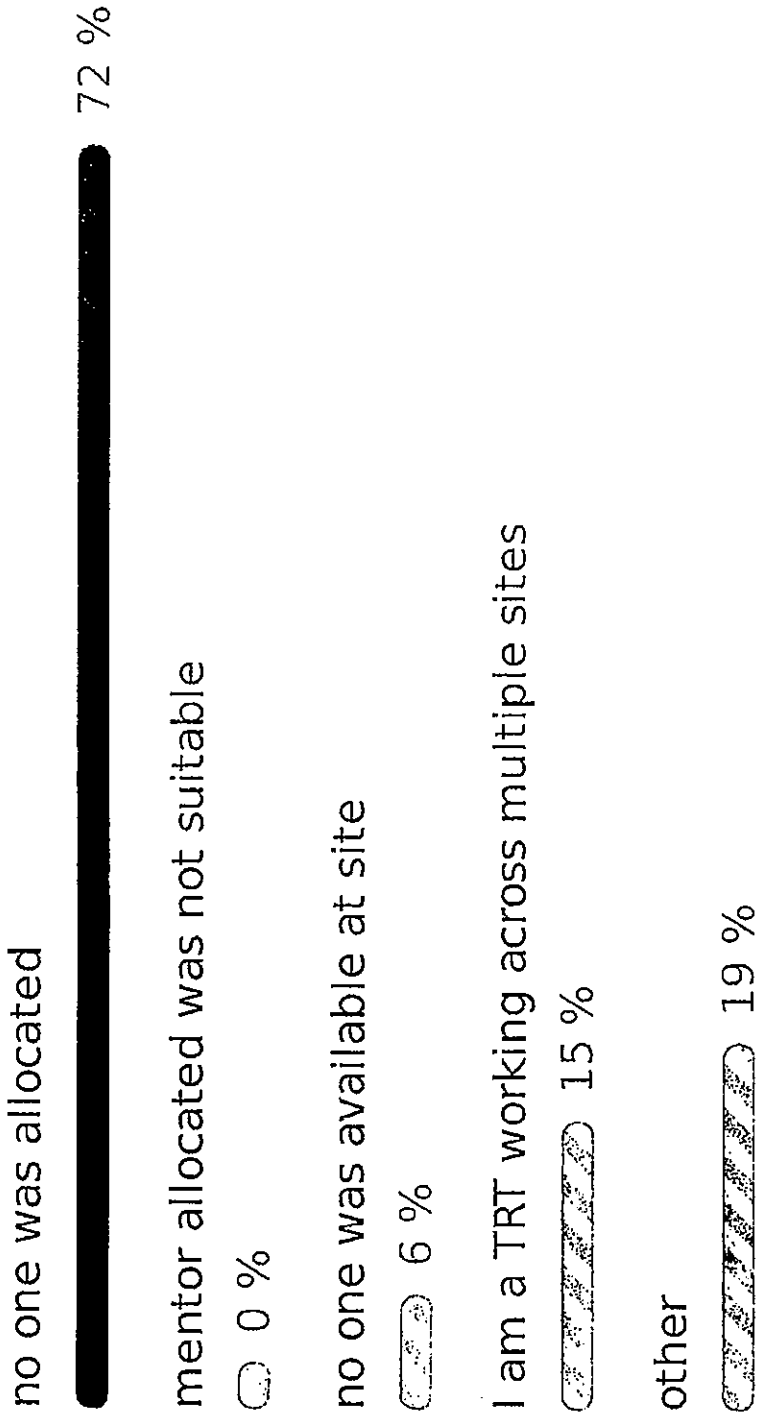
5 %

Multiple-choice poll (Multiple answers)

Early Career Teacher Development program (6/13)

053

**If no, why not?**



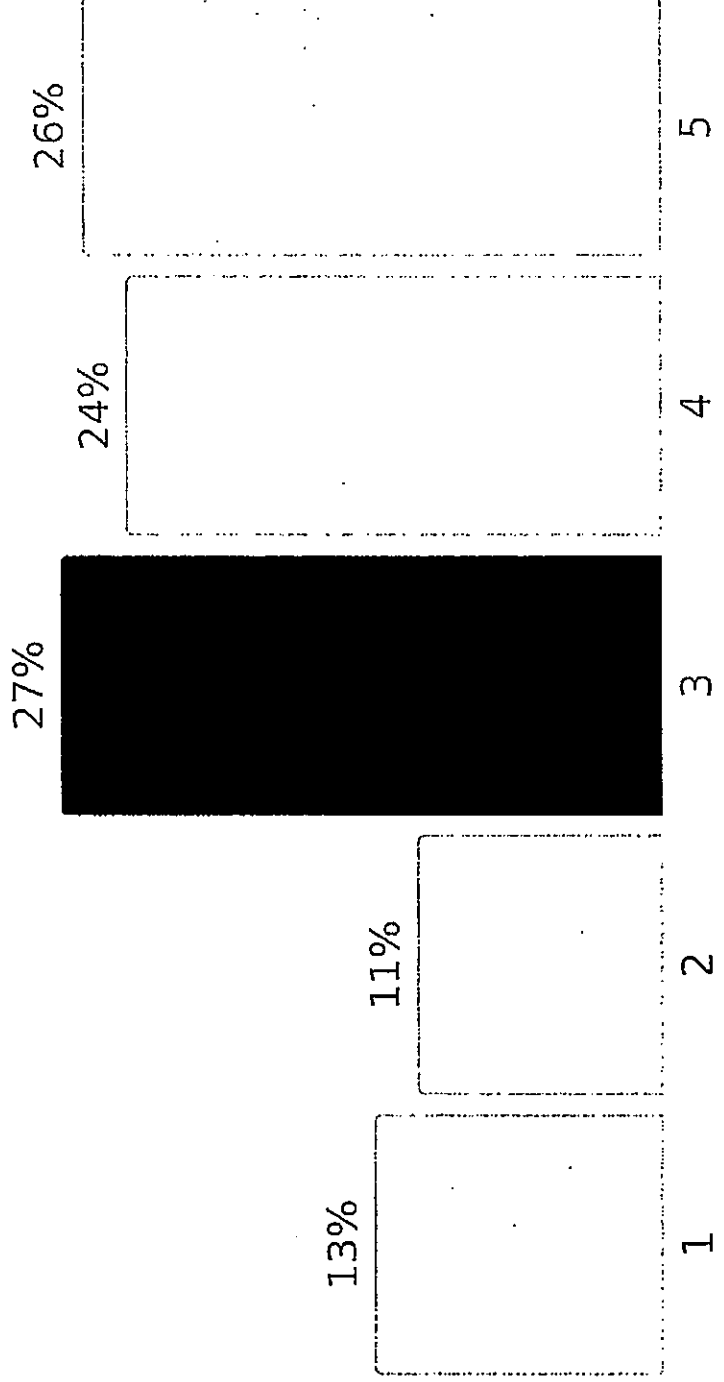
Rating poll

Early Career Teacher Development program (7/13)



**Please rate your mentor's understanding and knowledge of the resources available within the Early Career Teacher Development program to support your**

**Score: 3.4**



Open text poll

Early Career Teacher Development program (8/13)

**Please provide further comment if required**

(1/4)



6(1)

Open text poll

Early Career Teacher Development program (8/13)

**Please provide further comment if required**

(2/4)



6(1)

Open text poll

Early Career Teacher Development program (8/13)

**Please provide further comment if required**  
(3/4)



6(1)



Open text poll

Early Career Teacher Development program (8/13)

**Please provide further comment if required**  
(4/4)



6(1)

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Multiple-choice poll

Early Career Teacher Development program (9/13)

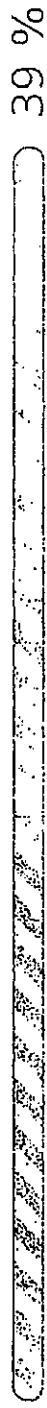
144

**3. How confident are you to move to full registration?**

extremely confident - I have moved to full registration



very confident - I am on track



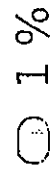
somewhat - making progress



not confident - I need further support



other



Multiple-choice poll

Early Career Teacher Development program (10/13)



**4. How confident do you feel in using the teacher standards to articulate outcomes and reflect on your practice?**

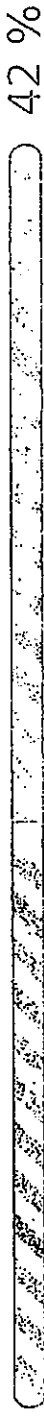
extremely confident



very confident



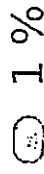
somewhat



not confident



other



Open text poll

Early Career Teacher Development program (11/13)



**Please provide further comment if required**  
(1/3)

6(1)

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Open text poll

Early Career Teacher Development program (11/13)

**Please provide further comment if required**  
(2/3)



6(1)

slido

Open text poll

Early Career Teacher Development program (11/13)

**Please provide further comment if required**

(3/3)



6(1)

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Multiple-choice poll (Multiple answers)

Early Career Teacher Development program (12/13)

144

**5. Where do you see yourself in five years?  
Please select relevant statements**

I see myself remaining in the profession - teaching is the career for me

76 %

I am thinking about National Teacher Certification at the highly accomplished and lead career stage

14 %

I would like to pursue the opportunity for leadership

22 %

I am thinking about pursuing a career other than teaching

14 %

Open text poll

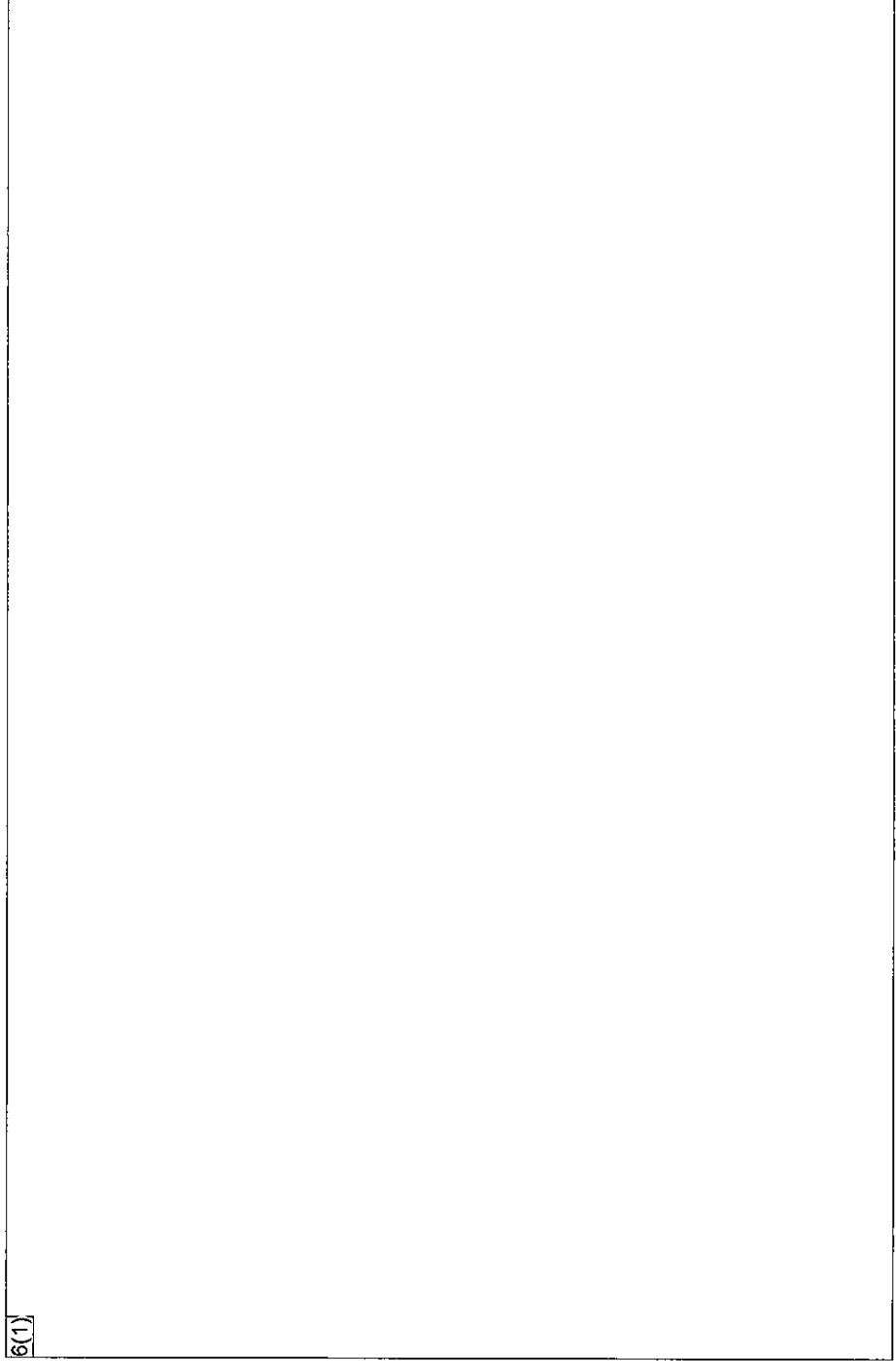
Early Career Teacher Development program (13/13)

**Please provide further comment if required**

(1/4)

013

8(1)





Open text poll

Early Career Teacher Development program (13/13)



**Please provide further comment if required**  
(2/4)

6(1)

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Open text poll

Early Career Teacher Development program (13/13)

**Please provide further comment if required**

(3/4)



6(1)

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slido

Open text poll

Early Career Teacher Development program (13/13)

**Please provide further comment if required**  
(4/4)

013

6(1)

slido

Order	Survey Questions	Dimensions
1	At our site, staff members are valued and acknowledged for their contributions	Reward & Recognition
2	At our site, high performing staff members are recognised for their work	Reward & Recognition
3	Our site actively supports the professional growth and learning of its staff	Staff development: Performance feedback
4	My line manager provides valuable feedback throughout the year that supports me to improve my performance	Staff development: Performance feedback
5	Performance conversations with my line manager support my development for future success	Staff development: Performance feedback
6	At our site, our resources are allocated in line with our key priorities	Decision Making
7	At our site, we make high quality decisions to achieve our improvement goals	Decision Making
8	At our site, improvement decisions are supported by available evidence/data	Decision Making
9	At our site, we challenge the practice of colleagues in a robust way	Voice
10	Staff opinions and suggestions are given significant consideration in our site's decision-making processes	Voice
11	At our site, we feel safe to speak up about ways in which we can improve	Voice
12	My colleagues collaborate effectively to achieve our goals	Collaboration
13	My colleagues share professional expertise and best practices with each other	Collaboration
14	At our site, there are structures and processes in place to facilitate collaboration between colleagues	Collaboration
15	At our site, staff are always willing to lend a helping hand to each other	Connectedness
16	At our site, we have trust and mutual respect amongst staff	Connectedness
17	At our site, we respectfully manage conflict when we have a difference in opinion	Connectedness
18	I know what is expected of my role	Personal Job Perceptions
19	At our site, I receive the necessary resources to meet my job/role expectations	Personal Job Perceptions
20	We have a shared understanding of our site's objectives	Goal Focus
21	We have a clear site improvement plan	Goal Focus
22	At our site, the improvement priorities we set translate into and influence practice	Goal Focus
23	At our site, we regularly evaluate our progress to adjust our plans and approaches	Decision Making
24	At our site, we set ambitious improvement targets/goals	High Expectations
25	At our site, we have high expectations for every child/student's learning	High Expectations
26	Our site leaders challenge the status quo to be more ambitious in our goals	High Expectations
27	At our site, major change initiatives are well managed and help us to deliver better performance (f.e. improved learner outcomes)	Change
28	At our site, staff understand how site changes will impact their practice	Change
29	At our site, leaders provide the support we need to implement changes effectively	Change
30	Our site leaders help us to understand the reasons for change	Change
31	Our site leaders keep staff informed of important matters	Communication

32	At our site, we get sufficient information about policies and procedures	Communication
33	At our site, leaders actively seek feedback from staff	Communication
34	Our site leaders are visible and accessible to staff	Leadership
35	Our site leaders provide clear direction for the future	Leadership
36	Decisions made by site leaders are consistent with the department's strategic directions	Leadership
37	There is strong evidence of effective leadership from site leaders	Leadership
38	We are confident that the results from this survey will be acted upon by our site leaders	Leadership
39	Our site leaders effectively monitor the quality of instruction	Instructional Leadership
40	Our site leaders monitor the implementation of curriculum/early years framework standards	Instructional Leadership
41	Our site leaders are primarily focused on the quality of teaching and learning	Instructional Leadership
42	Our site maintains a supportive environment to deal with the needs/challenges of children/students	Policy climate / Safety
43	A site-wide behavioural support policy is consistently applied	Policy climate / Safety
44	At our site, every staff member demonstrates leadership behaviour within the scope of their role	Shared Leadership
45	At our site, staff members share responsibility for improving outcomes for children/students	Shared Leadership
46	Our site effectively distributes leadership responsibility among staff for improving teaching practice	Shared Leadership
47	Compared to last year, the quality of teaching and learning has improved at this site	School Improvement Perceptions
48	Compared to last year, we are more effective at adapting to the needs of children/students	School Improvement Perceptions
49	I am confident our site's improvement goals will be achieved as planned	School Improvement Perceptions
50	It would take a lot to get me to leave this site	Engagement
51	This site inspires me to do my best work every day	Engagement
52	I rarely think about leaving this site to work somewhere else	Engagement
53	Given the opportunity, I tell others great things about working at this site	Engagement
54	This site motivates me to contribute more than is normally required to complete my work	Engagement
55	I would not hesitate to recommend this site to a friend seeking employment	Engagement

### Teacher-specific questions

Because you directly teach students, we would appreciate your responses to the following teaching-specific questions:

56	We routinely check in with children/students to gather evidence of learning to inform next instructional steps	Expert Teaching
57	We work alongside children/students to provide timely feedback that moves their learning forward	Expert Teaching
58	We design learning plans with clear learning intentions referenced to the Australian Curriculum/SACE/Early Years Learning Framework	Expert Teaching
59	We effectively model the thought processes of an expert learner	Expert Teaching
60	We design learning tasks with an appropriate level of challenge that develops all children/students as self-regulated learners	Expert Teaching
61	Our learning design promotes and develops meta-cognitive talk in the learning environment	Expert Teaching

### Open-Ended questions

In a few words, please provide your feedback regarding the following questions, including specific examples or suggestions where possible:

62	What could be done differently at your site to better support you and your colleagues	
63	What could the department do differently to better support you and your site	
64	Any other comments	



**Leadership Aspirations - Early Childhood Qualified Employees**

**\* 1. Personal Information**

First Name

Family Name

DECD Email Address

Best Contact Phone Number

Your Site Name

**\* 2. Your Partnership**

**\* 3. What is your current role/classification?**

- Principal
- Preschool Director
- Deputy Principal
- Assistant Principal
- Coordinator
- Nationally Certified Teacher (HAT/Lead)
- Other (please specify)
- AST/Step 9 Teacher
- Teacher
- Student Support Officer
- Early Childhood Worker
- Aboriginal Education Worker

**\* 4. Who do you seek career planning advice from?**

	Never	Sometimes	Frequently
My line manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentor/s	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HR employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family/friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**\* 5. How long have you been in your current role/classification?**

Less than 6 months

2-3 years

6-12 months

3-5 years

1-2 years

More than 5 years

**\* 6. Do you, or have you ever aspired to become a Preschool Director?**

Yes

No

Maybe



## Leadership Aspirations - Early Childhood Qualified Employees

7. Which statement best describes you?

*Please provide comments for your selection*

- I am applying for vacancies now
- I will start applying for vacancies in the next 12 months
- I will start applying for vacancies beyond 12 months
- I don't know if I'm ready to take on the position yet

Comments

\* 8. Would you be interested in attending an information session about developing a career as a  
Preschool Director?

- Yes
- No

9. What would you like to see/hear at the information session about developing a career as a  
Preschool Director?

10. Are you available to attend an information session on Thursday 19 April in Adelaide?

- Yes
- No





## Leadership Aspirations - Early Childhood Qualified Employees

**\* 11. What is your career aspiration?**

*You can select more than one option.*

- |   |  |
|---|--|
| <input type="checkbox"/> I don't have career aspirations  | <input type="checkbox"/> I want to develop in leadership positions in school sites           |
| <input type="checkbox"/> I want to stay in my current role  | <input type="checkbox"/> I want to explore opportunities in central office/education offices |
| <input type="checkbox"/> I want to build my capacity as an educator e.g. obtain National Certification (HAT/Lead) | <input type="checkbox"/> I am interested in exploring opportunities outside of DECD          |

**12. If you were to consider a role of Preschool Director, what would the circumstances need to be?**

**\* 13. Would you be interested in attending an information session about developing your career as a Preschool Director?**

- Yes  
 No

**14. What would you like to see/hear at the information session about developing a career as a Preschool Director?**

**15. Are you available to attend an information session on Thursday 19 April in Adelaide?**

- Yes  
 No

# Identifying Aspiring Preschool Directors

2018



Out of scope

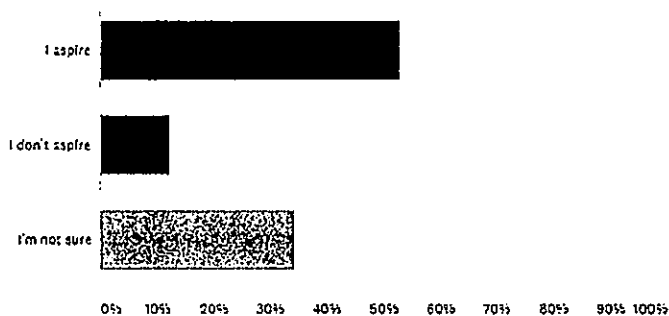
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## Career Aspiration Survey

The career aspirations survey was based on the original pilot survey for the Berri portfolio in 2017 (see [Appendix A](#) for the full list survey questions). A total of 202 (13.9%) early childhood qualified employees responded.

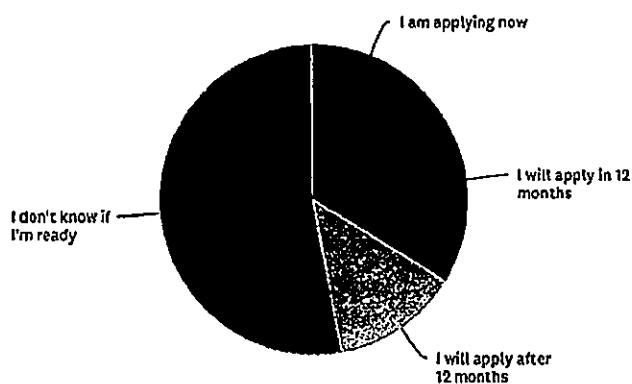
Survey respondents were asked where and how often they seek career advice. 18.85% of respondents indicated they “never seek advice from their line manager” while 59.69% sometimes do, and only 21.46% regularly ask their line manager for advice. Other more favourable options included colleagues (65.95% sometimes seek advice and only 8.65% never seek advice), and family and friends (61.41% sometimes seek advice and only 9.24% never seek advice).

Graph 1



22 survey respondents indicated they never aspired to the role (Graph 1), however 5 of those employees were interested in attending an information session to find out more about the role.

Graph 2



Of those who indicated that they “aspire”, or were “not sure” (Graph 1), more than half (52.87%) commented that they didn’t know if they were ready for the role due to a “lack of understanding about the role and requirements” (Graph 2).

The results indicate that while career advice is sometimes sought, career conversations and relevant action are not consistent enough to provide aspiring leaders the required support for progressing their career.

## Information Session

167 (83%) survey respondents indicated they would be interested in attending an information session to learn more about the role of Preschool Director and those respondents identified a range of topics (below) that they were interested in getting more information about as a part of that information session.

### Before the role:

- What training is available/required (pre-role)
- How to bridge qualification gaps for those who don't have the "green dot"
- What experience and skills are required
- How to get short-term opportunities to build experience and acting director roles
- How to make the transition from a school to a preschool environment
- How to get more leadership skills (the transition) – feeling safe before taking the "plunge"/ how to "get prepared"
- What is the incentive to become a Preschool Director if they are already a HAT/lead teacher
- What's involved in the application and interview process

### The role:

- Details of the role – balancing admin & teaching (time management) and unknown areas
- What is the reality of the role in today's world
- School-based preschool leadership v Preschool Director
- How does leading in different preschool settings differ (child care, rural care, etc.)
- What is expected (from the EDs) and how to succeed – workload, expectations and support
- Want to hear from leaders – challenges, successes, their role (day in the life of) and their advice
- Managing the responsibility of conflicting demands

### Support in the role:

- Support available in-role e.g. staffing procedures, finance management, systems, etc.
- Training – post appointment e.g. Graduate Diploma of Strategic Leadership
- What networks are available for Preschool Directors
- How country preschool directors can be supported (accessible information)
- Truths – do you miss your connection and relationships with children and families
- What is happening "behind the scenes"
- What are the challenges that can/will be faced
- How do you gain work/life balance – time "off the floor"

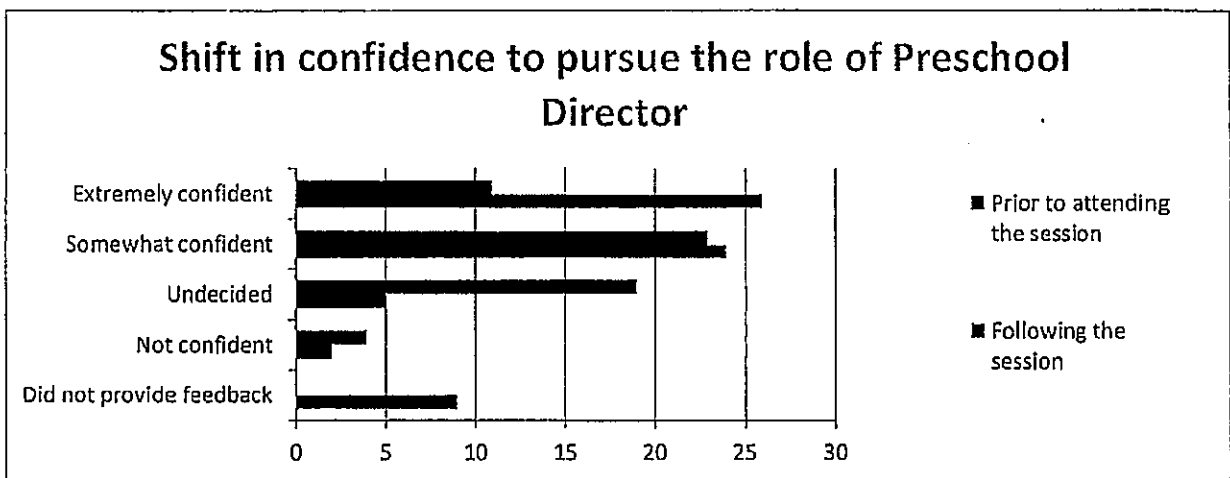
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## Feedback received

76 aspiring Preschool Directors (a total of 45.5% of those who indicated in the survey that they were interested in attending) attended the information session on Thursday 19 April 2018 at the Lakes Hotel, West Lakes. All Early Childhood Leaders were invited to attend of which 11 participated in the day.

Participants were asked to rate their level of confidence to pursue a Preschool Director role coming into the session, then again at the end of the session. The positive shift from indecisiveness to confidence was notable.



## Net promotor score

Not all attendees completed the NPS question on the feedback form, however the results are as follows:



Feedback received from detractors of the session was specifically related to the lack of detail we were able to provide regarding the Graduate Diploma of Strategic Leadership which is currently under review.

Biggest takeaway comments include:

- *"I need to ask more questions. Directors are willing to help."*
- *"Now I can use the AITSL tool to reflect and plan my development."*
- *"I know now that leadership is more about your qualities and values than knowing how to do all the tasks."*
- *"I'm so happy I was able to hear from many speakers encouraging me to "take the plunge", ask questions. I enjoyed the honesty."*
- *"I'm glad I got some information about how to transfer my skills from school to kindy. It is not only common, but is also a positive continuity of learning process that can be enriching and successful."*
- *"Career development is important."*
- *"Never be afraid to ask questions. No-one knows everything."*
- *"I got some great advice about time management and putting purpose before the task."*

## Future Leaders – preschool cohort

The term 3 2018 Future Leaders process will be dedicated to aspiring Preschool Directors (24 employees). When seeking nominations for this cohort, Education Directors were advised who from their portfolio had participated in the career aspiration survey and/or information session as a means to assist them in putting forward their nominations. Of the 24 participants selected, 16 (66.67%) either completed the survey and/or attended the information session. Content, activities and simulations used as a part of the term 3 Future Leaders process will be tailored specifically to a Preschool context to maximise the value of the process for participants and to ensure the highest quality observation data is gathered for each.

## Conclusion

Leadership Executive Teams (LET's) within most portfolios are relatively new since the addition of 10 portfolios earlier this year, therefore the information gathered from the career aspiration survey and information session has assisted the group to better understand where aspirants are located and identify the support they may require for their ongoing development.

Similarly to the Berri portfolio pilot, this survey identified the need for:

- Clarity of where/who aspiring leaders are (and where they are not)
- Understanding of perceived gaps in knowledge/skill of aspirants

The information session helped to answer aspirants' questions about the role, increased their understanding of the realities of the role and provided them with important information for planning and achieving their career goals. The level of confidence of aspirants rose significantly as a result of the information session including for those who were unsure about the role coming in to the information session. Early Childhood Leaders in attendance were able to gain a better understanding of the challenges in identifying and sourcing aspirants and will now be able to engage with the aspirant in a more informed way.



Out of scope

Out of scope

Out of scope

## Appendix A – Career Aspiration Survey

1. Personal information

First Name: \_\_\_\_\_  
 Family Name: \_\_\_\_\_  
 DECD email address: \_\_\_\_\_  
 Best contact phone number: \_\_\_\_\_  
 Your site name: \_\_\_\_\_

2. Your partnership: (drop list)

3. What is your current role/classification?

- Principal
- Preschool Director
- Deputy Principal
- Assistant Principal
- Coordinator
- Nationally Certified Teacher (HAT/Lead)
- AST/Step 9 Teacher
- Teacher
- Student Support Officer
- Early Childhood Worker
- Aboriginal Education Worker
- Other (please specify) \_\_\_\_\_

4. How long have you been in your current role/classification?

- Less than 6 months
- 6-12 months
- 1-2 years
- 2-3 years
- 3-5 years
- More than 5 years

5. Who do you seek career planning advice from?

	Never	Sometimes	Frequently
My line manager			
Mentor/s			
HR employees			
Colleagues			
Family/friends			

6. Do you, or have you ever aspired to become a Preschool Director?

- Yes
- No
- Maybe

If answered "yes" or "unsure" in question 6

7. Which statement best describes you?

Please provide comments for your selection.

- I am applying for vacancies now
- I will start applying for vacancies in the next 12 months
- I will start applying for vacancies beyond 12 months
- I don't know if I am ready to take on the position yet
- Other

Comments: \_\_\_\_\_

8. Would you be interested in attending an information session about developing your career as a Preschool Director?

- Yes
- No

9. What would you like to see/hear at the information session about developing a career as a Preschool Director?

Comments: \_\_\_\_\_

10. Are you available to attend an information session on Thursday 19 April in Adelaide?

- Yes
- No

If answered "no" in question 6

7. What is your career aspiration? *You can select more than one option.*

- I don't have career aspirations
- I want to stay in my current role
- I want to build my capacity as an educator e.g. obtain National Certification (HAT/Lead)
- I want to develop in leadership positions in school sites
- I want to explore opportunities in central office/education offices
- I am interested in exploring opportunities outside of DECD

8. If you were to consider a role of Preschool Director, what would the circumstances need to be?

Comments: \_\_\_\_\_

9. Would you be interested in attending an information session about developing your career as a Preschool Director?

- Yes
- No

10. What would you like to see/hear at the information session about developing a career as a Preschool Director?

Comments: \_\_\_\_\_

11. Are you available to attend an information session on Thursday 19 April in Adelaide?

- Yes
- No



Out of scope

Out of scope

# ORG XYZ Logo

## You are rating: Psychosocial Risk Assessment Survey

### Welcome

Thank you for participating in this survey.

This survey will take most people about 20-25 minutes to complete.

The following questions incorporate the People at Work Survey, developed by Workplace Health and Safety Queensland\*. Your workplace is participating in this process to identify and understand the various psychological and social factors that influence employee health, psychological safety and wellbeing. Results from this survey will be compiled to provide a summary report of the psychosocial hazards in your workplace to enable the creation of an action plan to address any hazards.

This survey is administered by Voice Project on behalf of the Department for Education, South Australia. Voice Project is an external organisation that specialises in workplace surveys. For further information about Voice Project please visit our [website](#).

*\*Questions within this survey are used with permission of Workplace Health and Safety Queensland.*

### Completing the survey:

- You can leave this survey at any stage and return to your answers at a later time using the "Survey Access Link" contained in your invitation email.
- You must reach Section 3 (Titled: 'Please tell us more') of this survey for your responses to be included in the final report. A partially completed survey will not be included in the final results.
- Completion of this survey will assist to foster a mentally healthy workplace, however, your participation is optional.

### Confidentiality & access to data:

Your individual responses will be pooled with the responses from your work colleagues and analysed by Voice Project.

Following the survey an aggregate summary report of the psychosocial hazards identified at your workplace will be provided to your Site Leader/Manager. A copy of this report will also be made available to your Education Director/Director. Aggregate level reports will only be produced for groups with 5 or more respondents to ensure that confidentiality is maintained.

The de-identified data will be stored securely, treated with confidentiality, and may be used by Voice Project for research and benchmarking purposes.

The Department will also be provided with the de-identified data so that more detailed analyses of employee wellbeing can occur across the entire workforce. Voice Project will remove individual identifiers such as your name and email address, however, demographic data collected via the survey will be linked with survey responses in the de-identified data and provided to the Department.

### Questions?

- If you have any questions about this survey please contact Voice Project on 02 8875 2800, 1800 886 423, or [enquiries@voiceproject.com](mailto:enquiries@voiceproject.com).
- Alternatively, you may like to contact the Department for Education via the Survey Contact details listed below.

### Survey Contact

Name: Dr Romane Abell (Employee Psychology & Wellness)  
 Email: [Education.EmployeePsychologicalServices@sa.gov.au](mailto:Education.EmployeePsychologicalServices@sa.gov.au)  
 Phone: (08) 8226 0744

### Privacy & Consent

For more detailed information about this survey and how your data will be used please [click here](#).



## SECTION 1: WORKPLACE & ROLE CLASSIFICATION

The Department would like to provide targeted feedback to different workplaces (e.g. different schools, non-school sites). Your answers to the questions below will NOT be used to identify individuals.

[NOTE: all questions within this section are compulsory]

**1. Do you work in an Executive Team at an Education Office/Regional Office?**

(Note, Executive team comprises the following roles: Education Director, Principal Consultant, Early Childhood Leader, Senior Leader Learning Improvement, Administrative Support Officer (ASO), Finance Officer)

-1	1	2
Not Selected	Yes - I work in an Executive Team Go to Section 2 (Q100)	No - I do not work in an Executive Team Go to Question 2

**2. Which type of workplace do you work in within the Department?**

(Note, if you are a permanent relief teacher, please select the type of workplace you are currently based in)

-1	Not Selected	
1	Integrated Site (refers to a Children Centre that also comprises a Pre-school or Kindergarten that is a Department site located along side services that are independently owned & managed)	Go to Question 3
2	Preschool/ Kindergarten / Early Learning Centre	Go to Question 4
3	Primary School	Go to Question 5
4	Combined Primary & Secondary School	Go to Question 6
5	Secondary School	Go to Question 7
6	Aboriginal Site (The Anangu Lands)	Go to Question 8
7	Riverland Special School	Go to Question 9
8	Beafield Education Centre	Go to Question 9
9	Education Office	Go to Question 10
10	People & Culture Division	Go to Question 11
11	Learning Improvement Division	Go to Question 12

**3. INTEGRATED SITE: Which site do you work in?**

-1	Not Selected
1	CaFE Enfield Children's Centre
2	Gabmididi Manoo Children & Family Centre
3	John Hartley B-7 Children's Centre
4	Kangaroo Island CS Kingscote
5	Kaurna Plains Children's Centre
6	Lockleys Children's Centre
7	Pennington Children's Centre
8	Port Augusta Children's Centre
9	Woodville Gardens School B-7 Children's Centre
10	Permanent relief teacher in an Integrated site whose current site is <u>not included</u> in the list above

Go to Question 9

**4. PRESCHOOL: Which school/site do you work in?**

-1	Not Selected	
1	Preschool - Site Name A-K	Go to Question 4.1
2	Preschool - Site Name L-Z	Go to Question 4.2

**a. PRESCHOOL A-K: Which site/school do you work in?**

-1	Not Selected
1	Aldgate Kindergarten Inc
2	Andrews Farm Community Preschool
3	Angaston Kindergarten
4	Ardrossan Area School

5	Augusta Park Childhood Services Centre
6	Ballara Park Kindergarten
7	Belair Jean Bonython Kindergarten
8	Brinkworth Preschool Centre
9	Christies North Kindergarten
10	Coonalpyn Preschool
11	Crystal Brook Kindergarten
12	Eden Hills Kindergarten
13	Fairview Park Kindergarten
14	Gawler East Preschool Centre
15	Glencoe & District Kindergarten
16	Highbury Preschool
17	Holden Hill Kindergarten
18	Kalangadoo Kindergarten
19	Kingston Early Learning Centre
20	Kirinarl Kindergarten
21	Kura Yerlo Preschool
22	Permanent relief teacher for a Preschool/Kindergarten/Early Learning Centre whose current site/school is not included in the list above

Go to Question 9

b. PRESCHOOL L-Z: Which site/school do you work in?

-1	Not Selected
1	Lameroo and District Kindergarten
2	Lyndoch Valley Family Centre
3	Manor Farm Kindergarten
4	Melaleuca Park Kindergarten
5	Minlaton District Early Learning Centre
6	Morphett Vale East Kindergarten
7	Munno Para Kindergarten
8	Norrie Stuart Childhood Services Centre
9	Oak Valley Aboriginal School CPC
10	Orroroo Kindergarten
11	Poonindie Early Childhood Centre
12	Port Wakefield Kindergarten
13	Riverton Kindergarten
14	Roxby Downs Kindergarten
15	Snowtown School Based Preschool
16	Somerton Park Kindergarten
17	The Briars Special ELC
18	Warradale Kindergarten
19	Win Newby Kindergarten
20	Yorketown Community Children's Centre
21	Permanent relief teacher for a Preschool/Kindergarten/Early Learning Centre whose current site/school is not included in the list above

Go to Question 9

5. PRIMARY SCHOOL: Which school do you work in?

-1	Not Selected	
1	Primary School - Site Name A-K	Go to Question 5.1
2	Primary School - Site Name L-P	Go to Question 5.2
3	Primary School - Site Name Q-Z	Go to Question 5.3

a. PRIMARY SCHOOL A-K: Which school do you work in?

-1	Not Selected
1	Alberton Primary School
2	Andamooka Primary School
3	Ascot Park Primary School
4	Augusta Park Primary School
5	Balaklava Primary School
6	Birdwood Primary School
7	Crafers Primary School
8	Fisk Street Primary School

9	Fulham North Primary School
10	Gladstone Primary School
11	Glencoe Central Primary School
12	Gleneig Primary School
13	Golden Grove Primary School
14	Grange Primary School
15	Greenwith Primary School
16	Happy Valley Primary School
17	Heathfield Primary School
18	Hewett Primary School
19	Hincks Avenue Primary School
20	Ingle Farm Primary School
21	John Hartley School (B-7)
22	Keithcot Farm Primary School
23	Keller Road Primary School
24	Kingston-on-Murray Primary School
25	Permanent relief teacher for a Primary School whose current school is not included in the list above

Go to Question 9

b. PRIMARY SCHOOL L-P: Which school do you work in?

-1	Not Selected
1	Long Street Primary School
2	Loxton Primary School
3	Madison Park School
4	Marryatville Primary School
5	McLaren Vale Primary School
6	Memorial Oval Primary School
7	Millicent North Primary School
8	Modbury School Preschool to Year 7
9	Morphett Vale East School R-7
10	Morphett Vale Primary School
11	Mount Barker Primary School
12	Mount Gambier North Primary School
13	Mount Pleasant Primary School
14	Mundulla Primary School
15	Murray Bridge North School
16	Nairne Primary School
17	Nangwarry Primary School
18	Naracoorte Primary School
19	North Haven Primary School
20	Northfield Primary School
21	Paradise Primary School
22	Parafield Gardens R-7 School
23	Penong Primary School
24	Pimpala Primary School
25	Poonindie Community Learning Centre
26	Port Augusta West Primary School
27	Port Lincoln Primary School
28	Permanent relief teacher for a Primary School whose current school is not included in the list above

Go to Question 9

c. PRIMARY SCHOOL Q-Z: Which school do you work in?

-1	Not Selected
1	Rapid Bay Primary School
2	Renmark West Primary School
3	Reynella South Primary School
4	Riverdale Primary School
5	Robertstown Primary School
6	Salisbury Heights Primary School
7	Seaview Downs Primary School
8	Settlers Farm Campus R-7
9	South Downs Primary School

10	Stradbroke Elementary School
11	Stradbroke School
12	Sturt Street Community School
13	Surrey Downs R-7 School
14	Tea Tree Gully Primary School
15	Unley Primary School
16	Waikerie Primary School
17	West Lakes Shore School R-7
18	Whyalla Town Primary School
19	Woodcroft Primary School
20	Woodside Primary School
21	Permanent relief teacher for a Primary School whose current school is not included in the list above

Go to Question 9

6. COMBINED PRIMARY & SECONDARY SCHOOL: Which school do you work in?

-1	Not Selected
1	Charles Campbell College
2	Cummins Area School
3	Leigh Creek Area School
4	Mark Oliphant College (B-12)
5	Oakbank Area School
6	Plympton International College
7	Quorn Area School
8	Reynella East College
9	Seaford Secondary College
10	Streaky Bay Area School
11	Swan Reach Area School
12	Tintinara Area School
13	Woomera Area School
14	Wudinna Area School
15	Yorke town Area School
16	Permanent relief teacher at a Combined Primary & Secondary School whose current school is <u>not included</u> in the list above

Go to Question 9

7. SECONDARY SCHOOL: Which school do you work in?

-1	Not Selected
1	Adelaide High School
2	Adelaide Secondary School of English
3	Heathfield High School
4	Marryatville High School
5	Modbury High School
6	Para Hills High School
7	Parafield Gardens High School
8	Playford International College
9	Renmark High School
10	Riverton and District High School
11	Salisbury East High School
12	Valley View Secondary School
13	Victor Harbor High School
14	Whyalla High School
15	Permanent relief teacher at a Secondary School whose current school is <u>not included</u> in the list above

Go to Question 9

8. ABORIGINAL SITE (The Anangu Lands): Which school do you work in?

-1	Not Selected
1	Amata Anangu School
2	Ernabella Anangu School
3	Indulkana Anangu School
4	Kurna Plains School
5	Kenmore Park Anangu School

6	Marree Aboriginal School
7	Mimili Anangu School
8	Pipalyatjara Anangu School
9	Yalata Anangu School
10	Permanent relief teacher at an Aboriginal Site whose current school is <u>not included</u> in the list above

Go to Question 9

9. INTEGRATED SITE/ PRESCHOOL/ SCHOOL: Which Portfolio do you work in? .

[NOTE: this question is shown to respondents who selected options 1-8 on Question 2]

-1	Not Selected	
1	Felixstow 1	Go to Question 9.01
2	Felixstow 2	Go to Question 9.02
3	Felixstow 3	Go to Question 9.03
4	Flinders Park 1	Go to Question 13
5	Flinders Park 2	Go to Question 9.04
6	Flinders Park 3	Go to Question 9.05
7	Flinders Park 4	Go to Question 9.06
8	Gawler 1	Go to Question 9.07
9	Gawler 2/ Riverland (Berri)	Go to Question 9.08
10	Gawler 3	Go to Question 9.09
11	Kadina	Go to Question 13
12	Mount Barker 1	Go to Question 9.10
13	Mount Barker 2	Go to Question 13
14	Mount Gambier 1	Go to Question 9.11
15	Mount Gambier 2	Go to Question 13
16	Murray Bridge 1	Go to Question 9.12
17	Murray Bridge 2	Go to Question 9.13
18	Noarlunga 1	Go to Question 9.14
19	Noarlunga 2	Go to Question 9.15
20	Noarlunga 3	Go to Question 9.16
21	Noarlunga 4	Go to Question 9.17
22	Para Hills 1	Go to Question 9.18
23	Para Hills 2	Go to Question 9.19
24	Para Hills 3	Go to Question 13
25	Para Hills 4	Go to Question 9.20
26	Port Augusta 1	Go to Question 9.21
27	Port Augusta 2/ Whyalla	Go to Question 9.22
28	Port Lincoln 1	Go to Question 9.23
29	Port Lincoln 2	Go to Question 13
30	Port Pirie/ Kadina 2	Go to Question 13

9.01 FELIXSTOW 1: Which Partnership do you work in?

-1	Not Selected
1	Adelaide - Prospect
2	Central East
3	Greenhill South

Go to Question 13

9.02 FELIXSTOW 2: Which Partnership do you work in?

-1	Not Selected
1	Campbell
2	Modbury
3	Morialta

Go to Question 13

9.03 FELIXSTOW 3: Which Partnership do you work in?

-1	Not Selected
1	Golden Way
2	Tea Tree Gully

Go to Question 13

9.04 FLINDERS PARK 2: Which Partnership do you work in?

-1	Not Selected
1	Le Fevre Peninsula
2	West Torrens

Go to Question 13

9.05 FLINDERS PARK 3: Which Partnership do you work in?

-1	Not Selected
1	Holdfast
2	Western Adelaide Shores

Go to Question 13

9.06 FLINDERS PARK 4: Which Partnership do you work in?

-1	Not Selected
1	Inner West
2	Torrens

Go to Question 13

9.07 GAWLER 1: Which Partnership do you work in?

-1	Not Selected
1	Barossa Valley
2	Goyder & Light
3	Greater Gawler

Go to Question 13

9.08 GAWLER 2/ RIVERLAND (BERRI): Which Partnership do you work in?

-1	Not Selected
1	Berri & Barmera
2	Renmark Loxton

Go to Question 13

9.09 GAWLER 3: Which Partnership do you work in?

-1	Not Selected
1	Lower Mid North
2	Mid North Clare

Go to Question 13

9.10 MOUNT BARKER 1: Which Partnership do you work in?

-1	Not Selected
1	Heysen
2	Mount Lofty

Go to Question 13

9.11 MOUNT GAMBIER 1: Which Partnership do you work in?

-1	Not Selected
1	Blue Lake
2	Wrattonbully

Go to Question 13

9.12 MURRAY BRIDGE 1: Which Partnership do you work in?

-1	Not Selected
1	Coorong & Mallee
2	Tatiara

Go to Question 13

9.13 MURRAY BRIDGE 2: Which Partnership do you work in?

-1	Not Selected
1	Murraylands
2	Walkerie

Go to Question 13

9.14 NOARLUNGA 1: Which Partnership do you work in?

-1	Not Selected
1	Kangaroo Island
2	Marion Island
3	South Valley

Go to Question 13

9.15 NOARLUNGA 2: Which Partnership do you work in?

-1	Not Selected
1	Marion Coast
2	Panalatinga

Go to Question 13

9.16 NOARLUNGA 3: Which Partnership do you work in?

-1	Not Selected
1	Beach Road
2	River Hub

Go to Question 13

9.17 NOARLUNGA 4: Which Partnership do you work in?

-1	Not Selected
1	Fleurieu
2	Sea & Vines

Go to Question 13

9.18 PARA HILLS 1: Which Partnership do you work in?

-1	Not Selected
1	Elizabeth
2	Hollywood Lakes & Gardens

Go to Question 13

9.19 PARA HILLS 2: Which Partnership do you work in?

-1	Not Selected
1	Peachey
2	Salisbury

Go to Question 13

9.20 PARA HILLS 4: Which Partnership do you work in?

-1	Not Selected
1	Torrens Valley
2	Uleybury

Go to Question 13

9.21 PORT AUGUSTA 1: Which Partnership do you work in?

-1	Not Selected
1	Far North
2	Port Augusta - Quorn

Go to Question 13

9.22 PORT AUGUSTA 2/ WHYALLA: Which Partnership do you work in?

-1	Not Selected
1	Flinders
2	Whyalla

Go to Question 13

9.23 PORT LINCOLN 1: Which Partnership do you work in?

-1	Not Selected
1	Central Eyre 1
2	Port Lincoln

Go to Question 13

10. EDUCATION OFFICE: Which site do you work in?

-1	Not Selected
1	Felixstow
2	Clare
3	Ceduna
4	Fleurieu
5	Murry Bridge
6	Para Hills Channel 1
7	Para Hills Channel 2
8	Para Hills Other
9	Port Augusta
10	Port Lincoln
11	Port Pirie
12	Whyalla

Go to Question 13

11. PEOPLE & CULTURE DIVISION: Which site/area do you work in?

-1	Not Selected	
1	Employee Relations	Go to Question 11.1
2	Leadership and Development - Teacher Standards & Certification	Go to Question 13
3	Leadership and Development - Registered Training Organisation (RTO)	Go to Question 13
4	Organisational Culture & Capacity	Go to Question 11.2
5	Executive Services	Go to Question 13
6	Operations	Go to Question 11.3
7	Work Health & Safety	Go to Question 11.4

a. P&C - EMPLOYEE RELATIONS: Which area do you work in?

-1	Not Selected
1	Employee Relations Director Services
2	Employee Relations
3	Ethical Conduct Unit
4	Performance Improvement & Incapacity

Go to Question 13

b. P&C - ORGANISATIONAL CULTURE & CAPACITY: Which area do you work in?

-1	Not Selected
1	Organisational Culture & Capacity Director Services
2	Employee Psychology & Wellness
3	Engagement Programs
4	Performance & Talent Development
5	Leadership Strategy

Go to Question 13



c. P&C - OPERATIONS: Which area do you work in?

-1	Not Selected
1	P&C Operations Director Services
2	Systems & Services
3	Corporate
4	Recruitment Centre
5	Education & Early Childhood
6	Workforce Planning & Reporting

Go to Question 13

d. P&C - WORK HEALTH & SAFETY: Which area do you work in?

-1	Not Selected
1	Work Health & Safety Director Services
2	Work Health & Safety
3	Injury Management

Go to Question 13

12. LEARNING IMPROVEMENT DIVISION: Which site/area do you work in?

-1	Not Selected
1	Early Years Learners Directorate
2	English Additional Language Dialect
3	Languages Education
4	Learning Improvement Division
5	Primary Learners Directorate
6	Professional Practice Directorate
7	Secondary Learners Directorate
8	Sport Swimming & Aquatics
9	Strategic Design Directorate

Go to Question 13

13. What is your classification?

[NOTE: this question is shown to everyone who selected No on Question 1]

-1	Not Selected
1	Aboriginal Education Worker (AEW)
2	Administrative Services Officer (ASO)
3	Allied Health Professional (AHP)
4	Bus Driver/Driver
5	Early Childhood Worker
6	Government Services Employee (e.g. grounds person/ maintenance workers, etc.)
7	Hourly Paid Instructor
8	Manager/ Team Leader/ Supervisor (non-teaching)
9	Operational Services Officer (e.g. youth workers, residential caretaker, recreation coordinator, Aboriginal Family Support workers, etc.)
10	Professional Officer
11	SA Executive Service (SAES)
12	School Services Officer (SSO)
13	Swimming Instructor
14	Student Wellbeing Leader
15	Teacher - Junior Primary
16	Teacher - Preschool
17	Teacher - Primary
18	Teacher - Secondary
19	Teacher - Seconded
20	Teacher - Senior/Leader
21	Teacher - Special School
22	Teacher - Temporary Relieving Teacher (TRT)
23	Teacher - Permanent Relieving Teacher (PRT)
24	Deputy Principal/Assistant Principal
25	Principal
26	Preschool Director
27	None of the above but employed under the Education Act

Go to Question 100

**SECTION 2: PEOPLE AT WORK SURVEY****How to fill in this section:**

- Answer the questions based on your personal experience within the last 12 months. Don't try to think how other people might answer the questions, or what might be happening in other parts of the Department.
- Answer questions based on your current job, or the job that occupies the majority of your working week.
- Some of the questions may appear to be similar or the same, however these items are somewhat different so please ensure you answer every question.
- When you don't feel as though a question is appropriate for you, don't have an opinion, or don't know the answer, select "Not Applicable/Don't Know".

**Part A: Your job and workplace**

[For programming reasons (to facilitate changes of demographics between surveys), the first question of Section 2 starts at Q100]

The following items concern various aspects of your current job.

Q	Job Control	Never	Rarely	Once in a while	Some of the time	Fairly often	Often	Always	Not Applicable /Don't Know
100.	I have a choice in deciding what I do at work	1	2	3	4	5	6	7	0
101.	I have some say over the way I get the job done	1	2	3	4	5	6	7	0
102.	I have a say in my own work speed	1	2	3	4	5	6	7	0

The following items concern the amount of time pressure you have in your current job.

Q	Role Overload	Never	Rarely	Once in a while	Some of the time	Fairly often	Often	Always	Not Applicable /Don't Know
103.	I am pressured to work long hours	7	6	5	4	3	2	1	0
104.	I have unachievable deadlines	7	6	5	4	3	2	1	0
105.	I have unrealistic time pressures	7	6	5	4	3	2	1	0
106.	I have to neglect some tasks because I have too much to do	7	6	5	4	3	2	1	0

The following items concern the support you receive from your manager.

(Note: 'Your Manager' is the person to whom you directly report, that is, your Line Manager)

Q	Supervisor Support	Never	Rarely	Once in a while	Some of the time	Fairly often	Often	Always	Not Applicable /Don't Know
107.	I can rely on my manager to help me out with a work problem	1	2	3	4	5	6	7	0
108.	If the work gets difficult, my manager will help me	1	2	3	4	5	6	7	0
109.	I get the help and support I need from my manager	1	2	3	4	5	6	7	0
110.	My manager is willing to listen to my work-related problems	1	2	3	4	5	6	7	0

The following items concern various aspects of your current job.

Q	Role Ambiguity	Never	Rarely	Once in a while	Some of the time	Fairly often	Often	Always	Not Applicable /Don't Know
111.	I am clear about what is expected of me at work	1	2	3	4	5	6	7	0
112.	I know how to go about getting my job done	1	2	3	4	5	6	7	0
113.	I am clear about what my duties and responsibilities are	1	2	3	4	5	6	7	0
114.	I understand how my work fits into the overall aim of the Department	1	2	3	4	5	6	7	0

The following items concern the support you receive from your co-workers.

Q	Co-Worker Support	Never	Rarely	Once in a while	Some of the time	Fairly often	Often	Always	Not Applicable /Don't Know
115.	I can rely on my co-workers to help me out with a work problem	1	2	3	4	5	6	7	0
116.	If the work gets difficult, my co-workers will help me	1	2	3	4	5	6	7	0
117.	I get the help and support I need from my co-workers	1	2	3	4	5	6	7	0
118.	My co-workers are willing to listen to my work-related problems	1	2	3	4	5	6	7	0

The following items concern various aspects of your current job.

Q	Role Conflict	Never	Rarely	Once in a while	Some of the time	Fairly often	Often	Always	Not Applicable /Don't Know
119.	I do things, which are accepted by one person, but not by another	7	6	5	4	3	2	1	0
120.	Different groups at work demand things from me that are difficult to do at the same time	7	6	5	4	3	2	1	0
121.	Different people at work expect conflicting things from me	7	6	5	4	3	2	1	0
122.	I receive incompatible requests from two or more people	7	6	5	4	3	2	1	0

The following items concern your relationship with your manager.

(Note: 'Your Manager' is the person to whom you directly report, that is, your Line Manager)

Q	Praise & Recognition	Never	Rarely	Once in a while	Some of the time	Fairly often	Often	Always	Not Applicable /Don't Know
123.	I feel that my manager values my contributions to this Department	1	2	3	4	5	6	7	0
124.	My manager gives me sufficient credit for my hard work	1	2	3	4	5	6	7	0
125.	My manager encourages me in my work with praise and thanks	1	2	3	4	5	6	7	0

The following items concern various aspects of your current job.

Q	Cognitive Demand	Never	Rarely	Once in a while	Some of the time	Fairly often	Often	Always	Not Applicable /Don't Know
126.	My work requires my undivided attention	7	6	5	4	3	2	1	0
127.	I have to keep track of more than one process at a time	7	6	5	4	3	2	1	0
128.	I have to concentrate all the time to watch for things going wrong	7	6	5	4	3	2	1	0

The following items refer to the processes used to respond to task and relationship conflicts in your workgroup.

Q	Procedural Justice	Never	Rarely	Once in a while	Some of the time	Fairly often	Often	Always	Not Applicable /Don't Know
129.	Processes are applied consistently in my workgroup	1	2	3	4	5	6	7	0
130.	Processes are free from bias in my workgroup	1	2	3	4	5	6	7	0
131.	Employees in my workgroup are able to express their view and feelings during these processes	1	2	3	4	5	6	7	0
132.	Processes are based on accurate information about my workgroup	1	2	3	4	5	6	7	0

The following items concern various aspects of your current job.

Q	Emotional Demand	Never	Rarely	Once in a while	Some of the time	Fairly often	Often	Always	Not Applicable /Don't Know
133.	My work puts me in emotionally disturbing situations	7	6	5	4	3	2	1	0
134.	My work is emotionally demanding	7	6	5	4	3	2	1	0
135.	I get emotionally involved in my work	7	6	5	4	3	2	1	0

The following items concern how change is managed at your site/workplace.

Q	Change Consultation	Never	Rarely	Once in a while	Some of the time	Fairly often	Often	Always	Not Applicable /Don't Know
136.	I am consulted about proposed changes at work	1	2	3	4	5	6	7	0
137.	When changes are made at work, I am clear about how they will work out in practice	1	2	3	4	5	6	7	0
138.	I am clearly informed about the nature of the changes that take place in this site/workplace	1	2	3	4	5	6	7	0
139.	I can voice concerns about changes that affect my job	1	2	3	4	5	6	7	0

The following items concern your physical work environment and the equipment that you use to do your work.

Q	Physical Environment & Equipment	Never	Rarely	Once in a while	Some of the time	Fairly often	Often	Always	Not Applicable /Don't Know
140.	I have access to varied working spaces that suit my individual needs	1	2	3	4	5	6	7	0
141.	I have access to varied working spaces that suit the type of work I perform	1	2	3	4	5	6	7	0
142.	I have adequate equipment to perform my work	1	2	3	4	5	6	7	0
143.	I have adequate lighting to perform my work	1	2	3	4	5	6	7	0
144.	I am consulted when building planning processes directly impact on my work (e.g. where upgrades to buildings are proposed)	1	2	3	4	5	6	7	0
145.	I have adequate access to designated spaces for private and/or confidential purposes, when required	1	2	3	4	5	6	7	0
146.	There is adequate noise management to allow me to perform my work	1	2	3	4	5	6	7	0
147.	There are adequate feedback channels provided for me to log concerns regarding my physical work environment	1	2	3	4	5	6	7	0

## Part B: Relationships at work

The following items concern the interactions that you have with your workgroup about tasks.

Q	Group Tasks	Never	Rarely	Once in a while	Some of the time	Fairly often	Often	Always	Not Applicable /Don't Know
148.	Members of my workgroup and I disagree about the work being done	7	6	5	4	3	2	1	0
149.	There are conflicts about ideas between members of my workgroup and me	7	6	5	4	3	2	1	0
150.	There are conflicts between members of my workgroup and me about the work that we do	7	6	5	4	3	2	1	0
151.	There are differences of opinion between members of my workgroup and me	7	6	5	4	3	2	1	0

The following items concern the relationships within your workgroup.

Q	Group Relationships	Never	Rarely	Once in a while	Some of the time	Fairly often	Often	Always	Not Applicable /Don't Know
152.	There are bad feelings among members of my workgroup	7	6	5	4	3	2	1	0
153.	Personality conflicts are evident in my workgroup	7	6	5	4	3	2	1	0
154.	There is tension among members of my workgroup	7	6	5	4	3	2	1	0
155.	There is emotional conflict among members of my workgroup	7	6	5	4	3	2	1	0

Workplace bullying is repeated, unreasonable behaviour directed towards a worker or a group of workers that creates a risk to health and safety. (also report as graph)

Q	Workplace Behaviours	Never	Rarely	Once in a while	Some of the time	Monthly	Weekly	Almost daily	Not Applicable /Don't Know
156.	In the past 6 months I have been subjected to workplace bullying in my workgroup	7	6	5	4	3	2	1	0

The following items refer to behaviours you may have experienced in the workplace in the past 6 months. (also report as graph)

Q	Workplace Behaviours	Never	Rarely	Once in a while	Some of the time	Monthly	Weekly	Almost daily	Not Applicable /Don't Know
157.	In the past 6 months I have been subjected to: Verbal abuse	7	6	5	4	3	2	1	0
158.	In the past 6 months I have been subjected to: Threats of punishment for no reason	7	6	5	4	3	2	1	0
159.	In the past 6 months I have been subjected to: Ridicule and being put down	7	6	5	4	3	2	1	0
160.	In the past 6 months I have been subjected to: Offensive messages via telephone, written, or electronic means	7	6	5	4	3	2	1	0
161.	In the past 6 months I have been subjected to: Sabotage of my work	7	6	5	4	3	2	1	0
162.	In the past 6 months I have been subjected to: Exclusion or isolation from workplace activities	7	6	5	4	3	2	1	0
163.	In the past 6 months I have been subjected to: Persistent and unjustified criticisms	7	6	5	4	3	2	1	0
164.	In the past 6 months I have been subjected to: Humiliation through gestures, sarcasm, criticism, or insults	7	6	5	4	3	2	1	0
165.	In the past 6 months I have been subjected to: Being the subject of gossip or false, malicious rumours	7	6	5	4	3	2	1	0

166. You have indicated that in the past 6 months, you have been subjected to workplace bullying and/or experienced one of more of the behaviours listed above. Please select the source(s).  
 (Select Yes using the dropdown menu for as many as apply)  
 (Question shown only to those who respond Rarely-Almost Daily for at least one question from Q156-165)  
 (Also report as graph; not included in Weather Map Report)

		0	1
1	Manager (to whom you report)	Please select...	Yes
2	Colleague more senior than you (not your Manager)	Please select...	Yes
3	Colleague less senior than you (your direct report)	Please select...	Yes
4	Colleague less senior than you (not your direct report)	Please select...	Yes
5	Colleague at the same level as you	Please select...	Yes
6	Student	Please select...	Yes
7	Parent/Caregiver	Please select...	Yes
8	External Service Provider	Please select...	Yes
9	Other	Please select...	Yes

(also report as graph or table)

Q	Workplace Behaviours	Never	Rarely	Once in a while	Some of the time	Monthly	Weekly	Almost Daily	Not Applicable /Don't Know
167.	In the past 6 months I have witnessed workplace bullying in my workgroup	7	6	5	4	3	2	1	0

**Part C: Your general wellbeing**

How often over the past 4 weeks, have you had an ache, pain, or discomfort in your: (also report as graph or table)

Q	Musculoskeletal Symptoms	Never	Rarely	Once in a while	Some of the time	Fairly often	Often	Always	Not Applicable /Don't Know
168.	Head	7	6	5	4	3	2	1	0
169.	Neck	7	6	5	4	3	2	1	0
170.	Shoulders	7	6	5	4	3	2	1	0
171.	Chest	7	6	5	4	3	2	1	0
172.	Arms, Wrists, Hands	7	6	5	4	3	2	1	0
173.	Upper Back	7	6	5	4	3	2	1	0
174.	Lower Back	7	6	5	4	3	2	1	0
175.	Legs, Ankles, Feet	7	6	5	4	3	2	1	0
176.	Other	7	6	5	4	3	2	1	0

For the following statements, please indicate how often you feel this way about your job. (also report as graph or table)

Q	Vitality	Never or almost never	Very infrequently	Quite infrequently	Sometimes	Quite frequently	Very frequently	Always or almost always	Not Applicable /Don't Know
177.	I feel tired	7	6	5	4	3	2	1	0
178.	I have no energy for going to work in the morning	7	6	5	4	3	2	1	0
179.	I feel physically drained	7	6	5	4	3	2	1	0
180.	I feel fed up	7	6	5	4	3	2	1	0
181.	I feel like my batteries are dead	7	6	5	4	3	2	1	0
182.	I feel burned out	7	6	5	4	3	2	1	0
183.	My thinking process is slow	7	6	5	4	3	2	1	0
184.	I have difficulty concentrating	7	6	5	4	3	2	1	0
185.	I feel I'm not thinking clearly	7	6	5	4	3	2	1	0
186.	I feel I'm not focused in my thinking	7	6	5	4	3	2	1	0
187.	I have difficulty thinking about complex things	7	6	5	4	3	2	1	0
188.	I feel I'm unable to be sensitive to the needs of students, parents/ caregivers and co-workers	7	6	5	4	3	2	1	0
189.	I feel I'm not capable of investing emotionally in students, parents/ caregivers and co-workers	7	6	5	4	3	2	1	0

190.	I feel I'm not capable of being sympathetic to students, parents/ caregivers and co-workers	7	6	5	4	3	2	1	0
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For each of the following statements, please select the answer that best describes your sleep patterns over the past 4 weeks

Q	Sleep Patterns	No, not in the past 4 weeks	Yes, less than once a week	Yes, 1 or 2 times a week	Yes, 3 or 4 times a week	Yes, 5 or more times a week	Not Applicable/ Don't Know
191.	I had trouble falling asleep	5	4	3	2	1	0
192.	I woke up several times a night	5	4	3	2	1	0
193.	I woke up earlier than I had planned	5	4	3	2	1	0
194.	I had trouble getting back to sleep after I woke up too early	5	4	3	2	1	0

The following items refer to leave intentions.

Q	Leave Intentions	Extremely unlikely	Very unlikely	Unlikely	Unsure	Likely	Very likely	Extremely likely	Not Applicable/ Don't Know
195.	I seriously believe that, in the near future, I will: Take sick leave for a stress-related problem	7	6	5	4	3	2	1	0
196.	I seriously believe that, in the near future, I will: Seek medical advice for a stress-related problem	7	6	5	4	3	2	1	0
197.	I seriously believe that, in the near future, I will: Change jobs within the Department because of a stress-related problem	7	6	5	4	3	2	1	0
198.	I seriously believe that, in the near future, I will: Resign from the Department because of a stress-related problem	7	6	5	4	3	2	1	0

The following items refer to how you feel about your current job.

Q	Job Satisfaction	Strongly disagree	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree	Strongly agree	Not Applicable/ Don't Know
199.	I enjoy my job	1	2	3	4	5	6	7	0
200.	I am satisfied with my job	1	2	3	4	5	6	7	0
201.	I am happy with my job	1	2	3	4	5	6	7	0



On an average work day, how many hours do you spend on each of the following devices (within a 24 hour period):  
 (report as graph or table ONLY)

Q	Screen Time	None	Less than 2 hours/day	From 2-4 hours/day	From 4-6 hours/day	From 6-8 hours/day	From 8-10 hours/day	More than 10 hours/day	Don't Know
202.	Television	1	2	3	4	5	6	7	0
203.	Computer Screen and/or Laptop	1	2	3	4	5	6	7	0
204.	Tablet	1	2	3	4	5	6	7	0
205.	Smart Phone	1	2	3	4	5	6	7	0
206.	Smart Watch	1	2	3	4	5	6	7	0

The following questions concern your mental health and the support you have received from your workplace.

207. Have you experienced any mental health issues in the past 12 months?

0	1	2	3
Not Selected Go to Q103	Yes Go to Q208	No Go to Q218	Rather not say Go to Q218

208. Did you receive adequate workplace support for your mental health issue?

0	1	2	3
Not Selected	Yes	No	Rather not say

Please share how satisfied you were with the following support services:

Q	Mental Health Support	Not at all satisfied	Somewhat dissatisfied	Mixed feelings	Somewhat satisfied	Very satisfied	Not Accessed/ Not Applicable
209.	Support from: My Workplace Co-workers	1	2	3	4	5	0
210.	Support from: My Peer Network	1	2	3	4	5	0
211.	Support from: My Manager	1	2	3	4	5	0
212.	Support from: Education Director/ Director	1	2	3	4	5	0
213.	Support from: People & Culture - Work Health & Safety	1	2	3	4	5	0
214.	Support from: People & Culture - Employee Psychology & Wellness	1	2	3	4	5	0
215.	Support from: People and Culture - Other	1	2	3	4	5	0
216.	Support from: Another service within the Department for Education	1	2	3	4	5	0
217.	Support from: EAP Counselling Service	1	2	3	4	5	0

The following questions concern your exposure to violent or traumatic events in your workplace and the support that you received.

218. Have you been exposed to a workplace trauma or traumas in the past 12 months?

0	1	2	3
Not Selected Go to Q103	Yes Go to Q219	No Go to Q230	Rather not say Go to Q230

219. Did you receive adequate psychological support after any or all of the traumatic experiences?

0	1	2	3
Not Selected	Yes	No	Rather not say

Please share how satisfied you were with the following support services:

Q	Trauma Support	Not at all satisfied	Somewhat dissatisfied	Mixed feelings	Somewhat satisfied	Very satisfied	Not Accessed/ Not Applicable
220.	Support from: My Workplace Co-workers	1	2	3	4	5	0
221.	Support from: My Peer Network	1	2	3	4	5	0
222.	Support from: My Manager	1	2	3	4	5	0
223.	Support from: Education Director/ Director	1	2	3	4	5	0
224.	Support from: People & Culture - Work Health & Safety	1	2	3	4	5	0
225.	Support from: People & Culture - Employee Psychology & Wellness	1	2	3	4	5	0
226.	Support from: People and Culture - Other	1	2	3	4	5	0
227.	Support from: Another service within the Department for Education	1	2	3	4	5	0
228.	Support from: EAP Counselling Service	1	2	3	4	5	0
229.	Support from: EAP Trauma Support Service	1	2	3	4	5	0

### SECTION 3: PLEASE TELL US MORE

Your responses to the following questions will be included verbatim in the final reports for individual workplaces (i.e. grouped by site/school/work area etc where there are 5 more responses).

Please don't mention names or provide any information that would enable either you or others to be identified.

230. What are the three best initiatives your workplace does to positively support the wellbeing of employees?

231. How could your workplace better support employees with mental health issues?

## SECTION 4: WORKFORCE DEMOGRAPHICS

The following demographic questions are used to analyse differences in employee experience across different employee groups within the Department. This information will help us to identify and target support to areas in need.

Individual responses are not reported. Reports will only be produced for groups with 5 or more respondents. While the Department will receive a copy of the de-identified data; individual confidentiality will still be maintained.

All demographic responses are optional.

232. Teaching Career Stage: What is your career stage as a teacher?

[NOTE: this question is shown to everyone who selected options 15-25 on Question 13 - Classification]

0	Not Selected
1	Less than 2 years
2	2 - 4 years
3	4 - 6 years
4	6 - 8 years
5	8 - 10 years
6	Greater than 10 years

233. Teaching Registration Status: What is your registration status as a teacher?

[NOTE: this question is shown to everyone who selected options 15-25 on Question 13 - Classification]

0	1	2
Not Selected	Provisionally registered	Fully registered

234. How long have you worked in your current school/site/work area?

0	1	2	3	4	5
Not Selected	Less than 1 year	1 - 2 years	2 - 5 years	5 - 10 years	10 or more years

235. What is your employment status?

0	1	2
Not Selected	Full-Time	Part-Time

236. What is your employment contract type?

0	1	2	3	4
Not Selected	Casual/ Temporary Relieving Teacher	Fixed-term Contract	Permanent	Executive

237. Gender identity (I identify as):

0	1	2	3
Not Selected	Female	Male	Other gender identity

238. Age:

0	1	2	3	4	5	6
Not Selected	Under 30	30-39	40-49	50-59	60-69	70 or over

239. Is English your first language?

0	1	2
Not Selected	Yes	No

240. Do you identify as Aboriginal and/or Torres Strait Islander?

0	1	2
Not Selected	Yes	No

241. In how many years do you plan to retire:

0	1	2	3	4	5
Not Selected Go to Q243	Less than 1 year Go to Q242	1-2 years Go to Q242	2-5 years Go to Q243	5-10 years Go to Q243	More than 10 years Go to Q243

242. Which of the following are most likely to influence your retirement date?

0	1	2	3	4	5	6	7	8
Not Selected	Financial security	Reaching eligible retirement age	Coincide with partner's retirement	Lack of interesting work	Pursue leisure activities	My own sickness, injury or disability	Need to care for ill, disabled, elderly or other dependent	Job stress/pressure/wellbeing

## SECTION 5: SURVEY FEEDBACK

Your responses to the following questions will be included verbatim in the final reports for individual workplaces (i.e. grouped by site/school/work area etc). Please don't mention names or provide any information that would enable either you or others to be identified.

243. This online survey is a new initiative by the Department to better identify psychosocial hazards in the workplace. Do you have any feedback about your survey experience, or the administration of the survey at your worksite, to help improve the overall process?

## SELF-CARE

If any aspect of this survey has triggered any concerns for you, please seek support from any of the following people/ services:

- Your Manager
- EAP (Employee Assistance Program) counselling: 1300 687 237
- The Department's Employee Psychology & Wellness unit: 08 8226 0744
- Lifeline: 13 11 14 (for crisis telephone support)
- SANE: 1800 187 263 (for a discussion with a mental health professional)

## [SURVEY EXIT PAGE]

**Survey Complete** Thank you for taking the time to complete this survey.

Your responses have been saved. You can now choose to review or edit your responses, return at a later time, or finalise the survey as follows:

**RETURN LATER:** If you would like to return later, you can now close your browser window to exit the survey. To return to the survey click the "Survey Access Link" found in your invitation (or reminder) email. Your "Survey Access Link" will remain active until you either "Finalise" the survey or the survey period closes.

**REVIEW RESPONSES:** You have two options to revise your responses prior to submission:

- Click the "Previous Section" button, found below, to move backwards one page at a time.
- Click the "Review" button, found below, to return to the beginning of the survey.

**FINALISE:** If you are happy with your responses, please click the "Finalise" button below. This will lock your survey and prevent any further changes from being made. You will be unable to return to your survey answers after you Finalise.

If you have any further questions about this survey please contact the Department's survey contact via the details below.

**Survey Contact** Name: Dr Romane Abell (Employee Psychology & Wellness)  
Email: [DECD.EmployeePsychologicalServices@sa.gov.au](mailto:DECD.EmployeePsychologicalServices@sa.gov.au)  
Phone: (08) 8226 0744

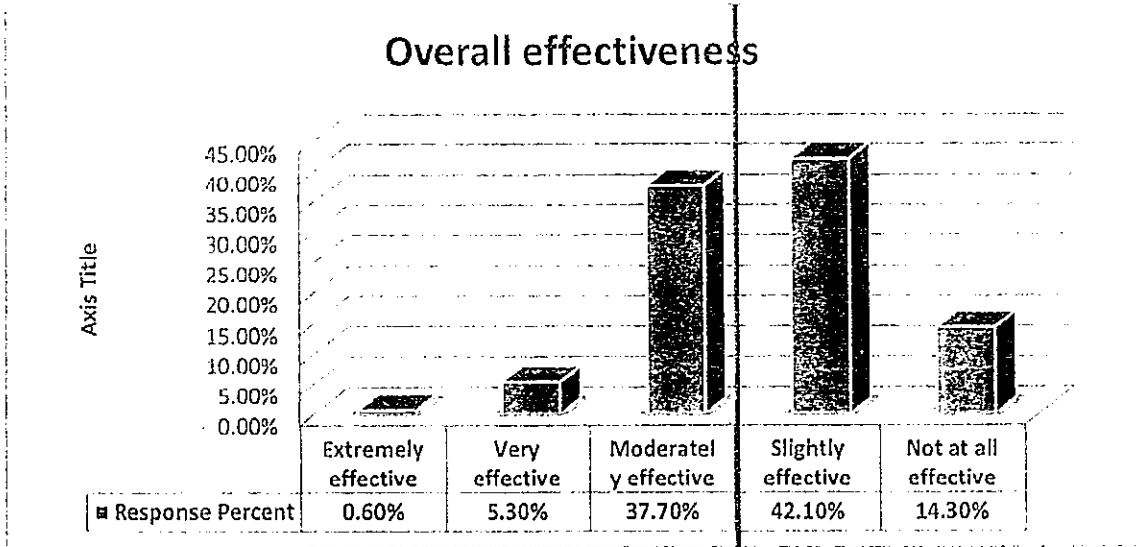
**Privacy & Consent** For more detailed information about this survey and how your data will be used please [click here](#).

16(1)(a)(i)

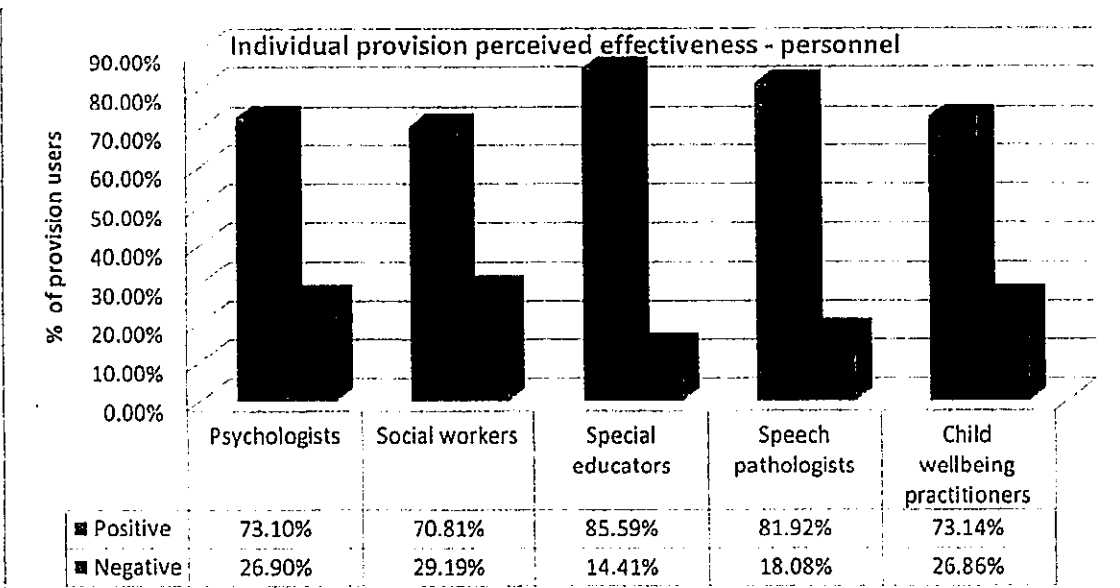
Attachment 1

Perception data survey trends

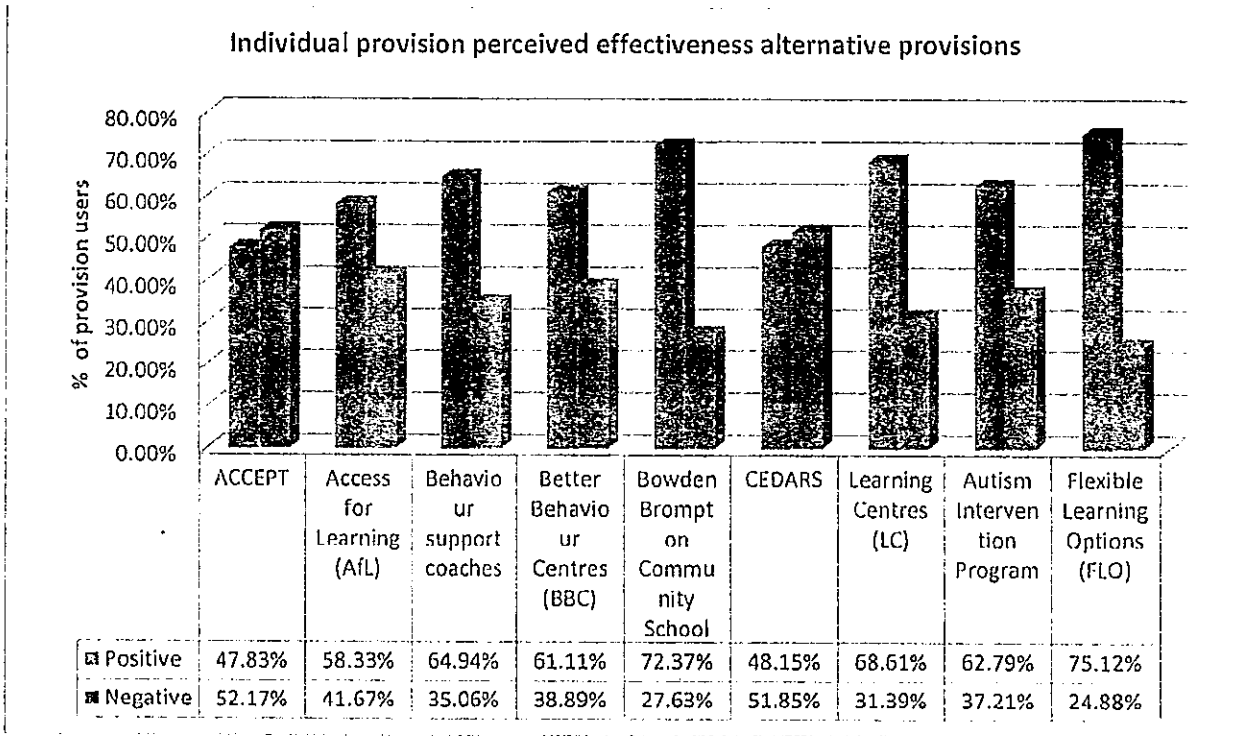
Overall rating of current DECD provision catering for children with behavioural needs.



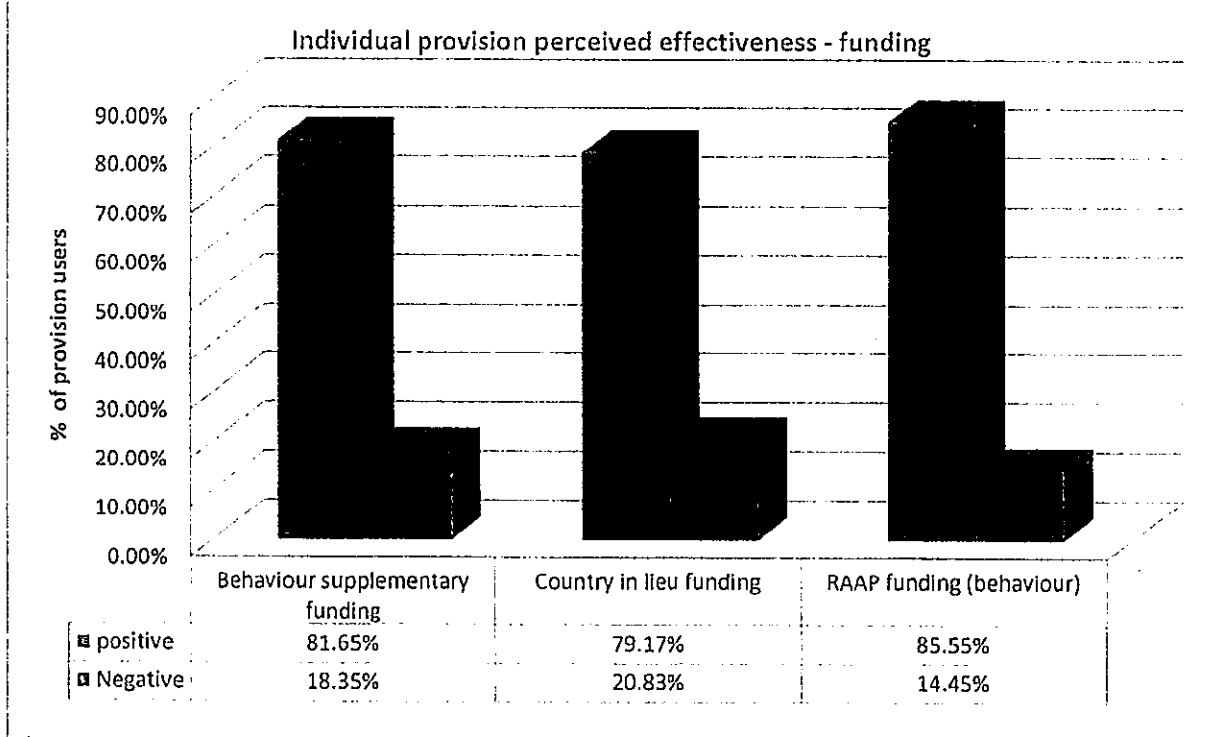
Perceptions of personnel effectiveness



Perception of alternative provision effectiveness



Perception of funding effectiveness



Trends from survey questions

(items in bold denote a dominant theme across a majority of reponses) :



## What works well

1. Relationships and the time and resources to build these.
2. Funding, when it is also accompanied by expertise being available.
3. Early identification; planned and coordinated intervention.
4. Evidence-based interventions, training and information.
5. Team approach to catering for the child or family (TAC, Case management, lead professionals) – meaningful involvement from other professionals.
6. Staff training – a pool of well-trained staff (including ECW): The right training for the right staff at the right time.
7. Long term commitment to support and flexibility in using funding (e.g. commissioning services in sites).
8. Evidence-based alternatives to mainstream for critical children, available state-wide.
9. Increase access to support for preschool as well as high school students.
9. Speech Pathologists' input.
10. Support learning, improve teaching to support behaviour.
11. Understanding underlying causes of behaviours.
12. Building parental capacity
13. Spaces designed with population and purpose in mind (classrooms and playgrounds)
14. Supported transitions
15. Culturally appropriate programs and approaches.
16. Clear direction in the provision of support (n.b. agency-wide direction): policies and practices that align.

## What we could do differently/ improve on

1. Support for staff: systematic and high quality professional development and training for all staff (a series of suggestions included co and self-regulation, PBIS, SMART training, managing bullying, trauma), with particular emphasis on this being available in regional areas, for SSOs, ECWs and relief teachers.
2. More on-site support available to children, families and staff from Allied-Health professions (speech path, OT, psychologists amongst the most frequently suggested)
3. Qualified staff to work on 1:1 programs, when required (emphasis on qualified – suggestions of requirement for a variety of formal qualifications)
4. Access to specialised programs on site ('limit the removal of children to a program'; limit the use of punitive suspension –but recognise and support respite in a constructive way to allow staff and students to 'recharge and refocus')
5. Reduce waiting times for support services.
6. Hands-on support in sites by Behaviour coaches (and ensures that they are experts with recent experience in the classroom).
7. Sustainable funding models - better models of assessment for funding.
8. Multi-disciplinary approaches and input into supporting challenging young people (including better links with DCP, juvenile justice and CAMHS).
9. Using data to inform interventions
10. New models of provision that are evidence-based (Boxall, Berry Street, Starr Commonwealth were those mentioned by name).

