

Staff Survey for all school staff

Greetings / Kia ora / Kia orana / Malo e lelei / Talofa lava

Information about this survey

This Staff Survey is for **all school staff**. It is also for people who work at school (e.g., RTL, psychologists) to support school staff and **all** students.

This survey asks questions about the extent to which this **school includes every student in all aspects of school life**.

There are 70 questions in this survey. Each question asks how much you **agree or disagree that a particular practice happens at school**. These answer options are provided.

Please answer every question you can. If you are not sure about an answer, please choose the option that is closest to your experience of school life.

- **Agree strongly**
- **Agree moderately**
- **Agree a bit**
- **Disagree**
- **Not applicable to my role***

***Depending on your role at school not all questions may be relevant. If this is the case, please select *Not Applicable*.**

Think about **ALL staff** and what the **WHOLE school** is like **this year** when you are answering these questions. At the end of the survey there is a space for you to write any extra comments.

This survey is **completely anonymous**. No names are recorded. The survey does ask one question about your role at school. This question is used to place you in a group for reporting purposes. Group reports are only produced if five or more people in any group have completed the survey.

I am a... (please tick one only)

- | | |
|--|---|
| <input type="radio"/> School leader (principal, AP, DP, Head of Department, SENCO, holder of management units) | <input type="radio"/> Resource teacher (e.g., RTL, Resource teacher: Blind and low vision, Resource teacher: Deaf and hearing impaired) |
| <input type="radio"/> Classroom or subject teacher | <input type="radio"/> Social worker or liaison coordinator (e.g., Kaitakawaenga) |
| <input type="radio"/> Teacher's aide | <input type="radio"/> Provider of specialist services (e.g., Psychologist, Speech language therapist, Physiotherapist) |
| <input type="radio"/> Administration or support staff (e.g., reception, caretaker) | <input type="radio"/> Board of Trustees |
| <input type="radio"/> Specialist school staff (e.g., Nurse, Guidance counsellor, Librarian) | |

Including all learners		How much do you agree?				
		Agree strongly	Agree moderately	Agree a bit	Disagree	Not applicable to my role
1	This school is a safe place for all students and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/A
2	At this school, all forms of student diversity are seen as a resource and a strength, not as a difficulty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/A
3	Staff believe it is the school's responsibility to adapt to a student's needs – rather than 'fit' a student to the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/A
4	This school encourages parents to value their child relating to a range of other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/A
5	Staff make an effort to learn the names of students, parents, and whānau.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/A
6	Staff make sure all students feel this school is a place where they belong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/A
7	This school has a set of well known values which focus on concepts like respect for diversity and inclusion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/A
8	Staff avoid using stereotypes or labelling to talk about students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/A

Inclusive enrolment practices		How much do you agree?				
		Agree strongly	Agree moderately	Agree a bit	Disagree	Not applicable to my role
9	Transition plans, that make sure students feel welcome and well prepared, are developed for students who may experience barriers to joining this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/A
10	Once students have made the transition to school, every student attends school for the whole day (including when people like teachers' aides are not present).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/A
11	Staff work hard to minimise the number of stand-downs, suspensions, or expulsions at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/A
12	School charter, website, and other documents clearly show this school welcomes all learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/A