School Culture Checklist - **Key Factors**

PURPOSE

**Mission**

A laser sharp, succinct, engaging statement that clearly communicates the BIG picture or why the school needs to be successful (eg purpose or mission statement), focuses effort, is motivating for staff and widely known.

**Alignment**

Staffing, structures and resourcing are aligned to the school’s mission and identified priorities.

**Agreed Priorities**

A limited number of priorities are identified and clearly communicated to staff (recommend a maximum of 3 each year).

**Celebrating success**

The school celebrates successful teaching and learning and improvements in school results.

PEOPLE  
**Relationships**

People get along with each other, within and across teams. Interactions are positive, supportive and collegial. People work together collaboratively and constructively and make decisions based on the best interests of the students rather than for themselves personally.

**Role clarity**

Teachers, leaders and support staff are clear on exactly what their role is and their responsibilities.

**Teamwork**

Teamwork supports staff to be *efficient* (eg sharing the load and not reinventing the wheel), *effective* (eg sharing skills and expertise) and *consistent* (eg good practice are agreed and consistently applied across classes. “Every student gets a good deal, it doesn’t matter which class they are put in or which teacher they have, all students get a good deal”).

**Recognition**

All staff receive regular feedback and appreciation in a format that resonates with them.

**Leadership**

Leaders are present and actively support their teams to do their best work.

Leaders are approachable and receptive to staff input.

Leaders know their team and foster a positive and supportive culture.

Leaders are united, supportive of each other and positive about the school.

**Engagement**

Staff pitch in, help each other and share ideas. They ‘go the extra mile’ and offer solutions and encouragement

**Staff Well-being**

Staff have a sense of belonging to their team and the school as a whole.

Processes are in place to provide appropriate and timely support to staff.

Suitable strategies that build social networks are regularly provided for teams of staff.

**Professional Development**

Staff have access to professional development to enhance their effectiveness in accordance with the school’s programs and priorities.

PROCESSES

**Procedures**

Streamlined procedures are in place (eg for referring students, purchasing resources, handling complaints, contacting parents etc.)

**Use of time**

Meetings are purposeful, lead to outcomes and an efficient use of time

**Communication**

Communication strategies are proactive and ensure staff are aware of operational events ahead of time.

**Managing Student Behaviour**

Processes are in place to support staff to maintain effective learning environments and maintain positive, caring and respectful relationships with students.

**Student Well-being**

Processes are in place to identify and provide appropriate and timely support to students.

**Change Initiatives**

A limited number of new initiatives are undertaken and are well managed. These initiatives have a clearly communicated purpose, are well planned and clearly communicated to staff.

PROGRAMS

**Agreement on excellent practice**

Programs and agreed teaching and learning approaches are consistently delivered.

**Ownership**

Staff have ownership of the agreed strategies and processes. They understand and support why we do what we do.

RESOURCING

Staff have the resources they require to effectively deliver the programs and agreed practices.

* Learning environment
* Classroom resources
* Teaching resources
* Suitable IT
* Connectivity
* Facilities
* Grounds

**Steve Francis steve@stevefrancis.net.au 0421 705 693**