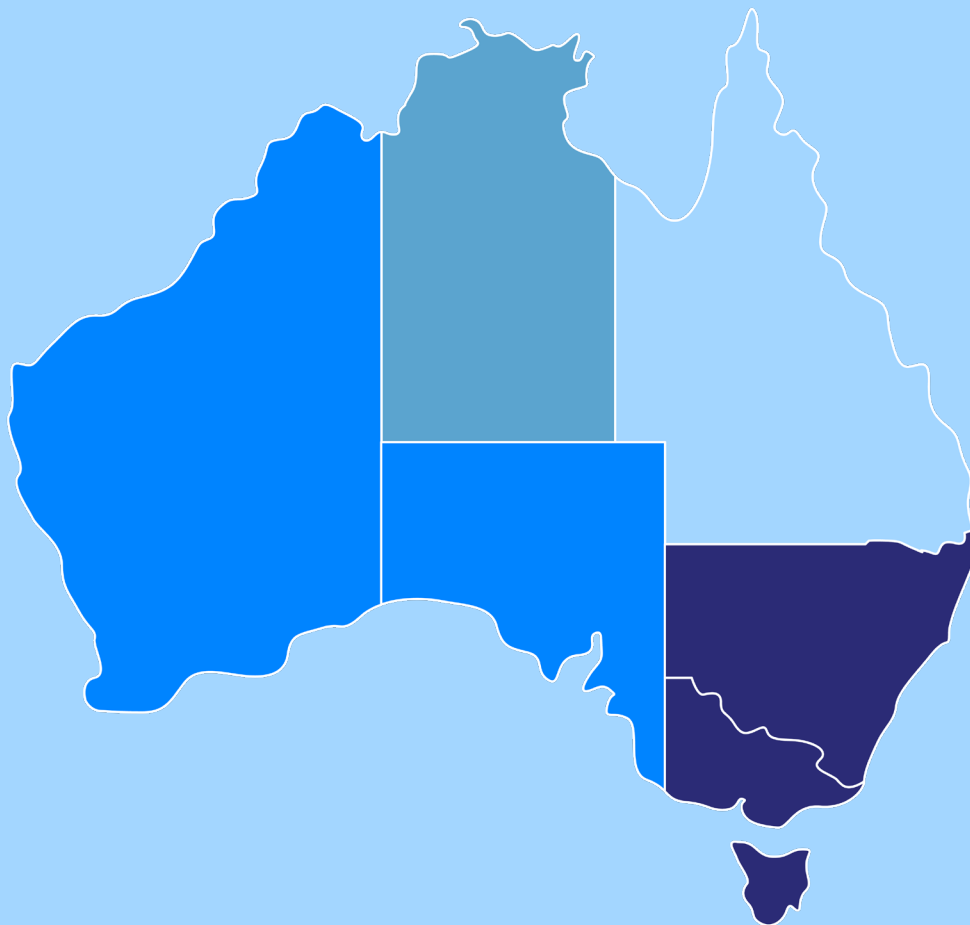




Principal Perspectives on the Impact of COVID-19: Pathways Toward Equity in Australian Schools

Research Overview



In late 2020, Pivot Professional Learning, in partnership with the Coalition of Australian Principals, surveyed 456 school leaders across the country about how their work changed during the COVID-19 pandemic, what they are planning for 2021, and what types of support would be most valuable. A formal whitepaper will be released in February 2021 detailing our findings and recommendations.

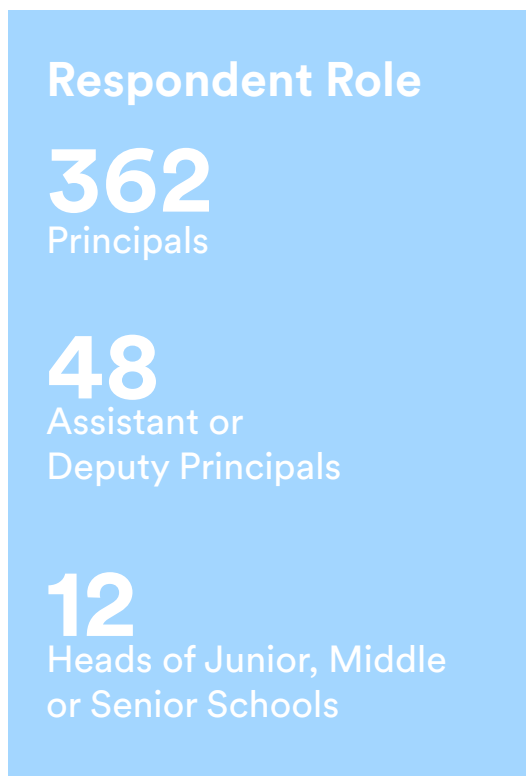


In partnership with

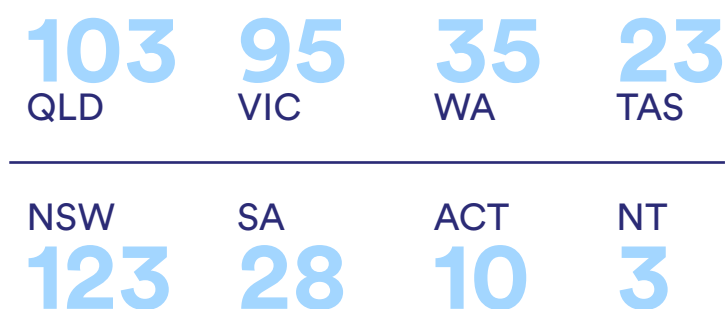


Respondents

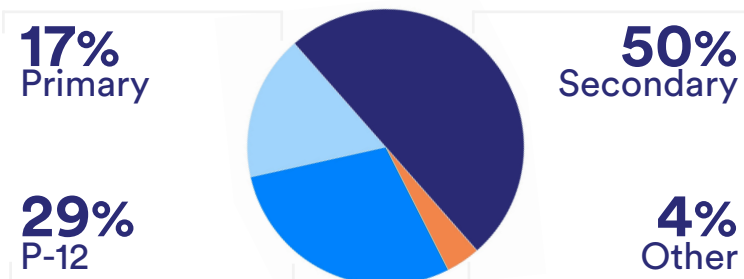
Respondents* served in a range of leadership roles in a variety of school settings across Australia.



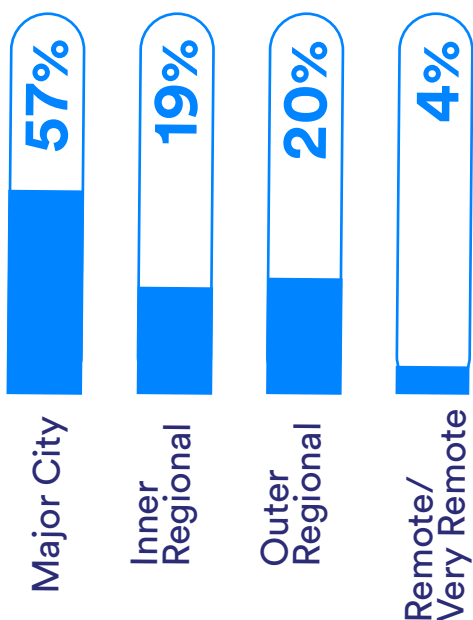
Number of Respondents by State



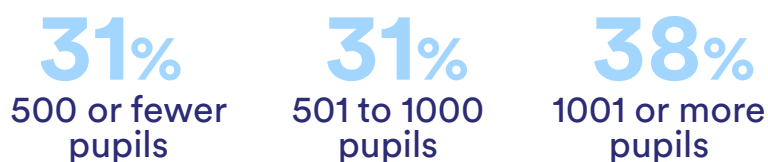
School Configuration



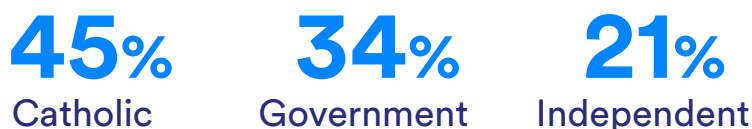
Location Profile



School Enrolment



School Sector



*62 respondents held positions other than leadership roles. These responses are not reported in this document.

Respondent Role

191

Principals

12

Assistant or
Deputy Principals

15

Heads of School

Number of Respondents by State

103

QLD

95

VIC

35

WA

23

TAS

NSW

123

SA

28

ACT

10

NT

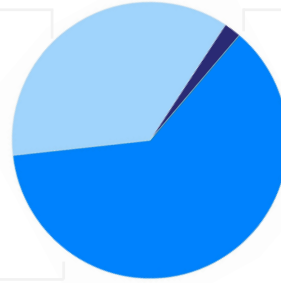
3

School Configuration

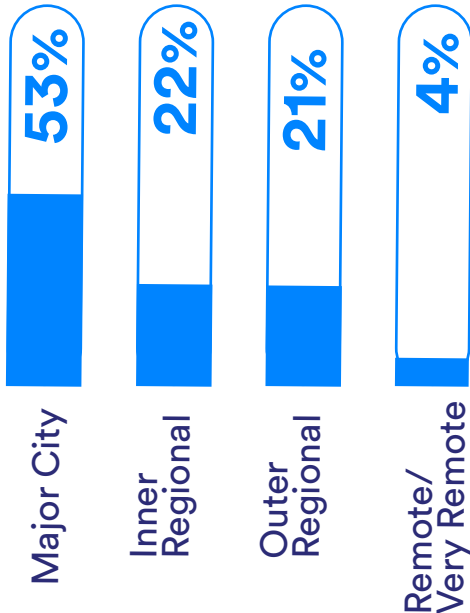
36%
Primary

62%
P-12

2%
P-Year 9



Location Profile



School Enrolment

31%

500 or fewer
pupils

31%

501 to 1000
pupils

38%

1001 or more
pupils

School Sector

40%

Catholic

19%

Government

41%

Independent

Rising to the Challenge

Leader Relationships



76%

Reported stronger relationships with their teachers

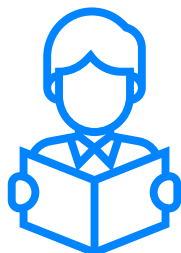


72%

Reported stronger relationships with families

59%

Reported stronger relationships with students



Many schools expanded services to their wider school communities



59%

Increased mental health support

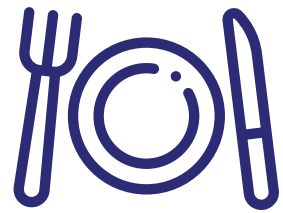
49%

Increased community advocacy



24%

Increased meals or food support



Family Engagement with School



68%

Reported increased family engagement with teachers



68%

Reported increased family engagement in academic learning



73%

Reported increased family engagement in student wellbeing

Impact on Leaders



97% reported that their workload had increased as a result of the COVID-19 pandemic



30% reported a decrease in their job satisfaction



15% said they were less likely to continue working in school leadership

Top three skills for leading during the pandemic

Knowledge of Staff



Crisis Planning



Communication



Top three sources of support for leaders during the pandemic

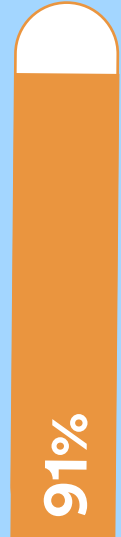
Professional Association



The Government body that employs you



Colleagues



The Pandemic's Impact on Teachers and Students

Impact on Teachers

8 out of 10
thought the impact on teachers' mental health was **negative**



2 out of 3
thought there was a **positive** impact on teachers' relationships with students



6 out of 10
thought there was a **negative** impact on teachers' work-life balance



2 out of 3
thought there was a **positive** impact on the quality of teachers' instructional practice



Impact on Students



73%
of leaders thought the pandemic had a **negative** impact on student mental health.

Leaders thought the top three challenges students faced during the pandemic were all related to social-emotional wellbeing.

- Top Challenges for Students:**
1. A lack of face-to-face contact with friends
 2. Fewer social activities
 3. A lack of consistency/routine



Differences by Socioeconomic Status of Schools

Leaders of schools with an ICSEA* score higher than 1000 were **more than twice as likely** to report a successful transition to remote learning than those leading schools with ICSEA less than 1000.

Leaders of lower ICSEA schools were **significantly more likely** to say that their school had insufficient technology access.

Access to Technology Concerns

	ICSEA <1000	ICSEA >1000
Devices for staff and students	26%	4%
Home internet access for staff and students	45%	11%
Information technology support	30%	8%
Online learning programs/software	26%	7%
Professional learning	30%	13%

*ICSEA Value: Index of Community Socio-Educational Advantage (ICSEA) is a scale that represents levels of educational advantage. The ICSEA score is derived directly from information in student enrolment records, such as parental occupation and their educational level.

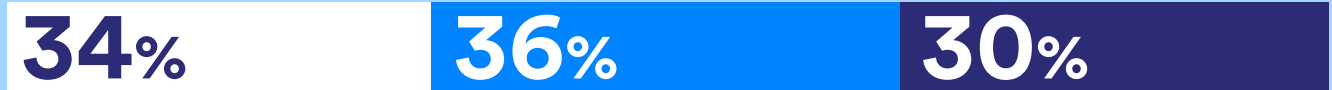


COVID-19's Impact on Student Learning

ICSEA <1000



ICSEA >1000

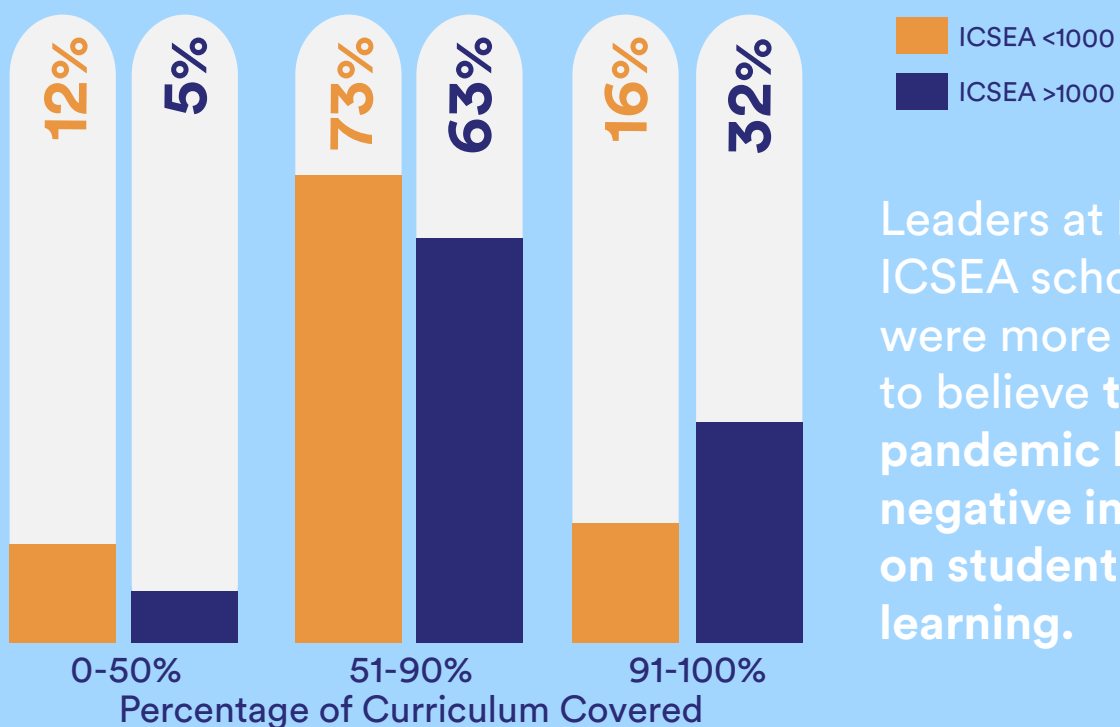


Positive Neutral Negative

Most leaders estimated that students had learnt **51-90%** of the curriculum in the past six months.

Leaders at higher ICSEA schools were **twice as likely** to report that students had learnt **91-100%** of the curriculum.

Impact of the Pandemic on Student Learning



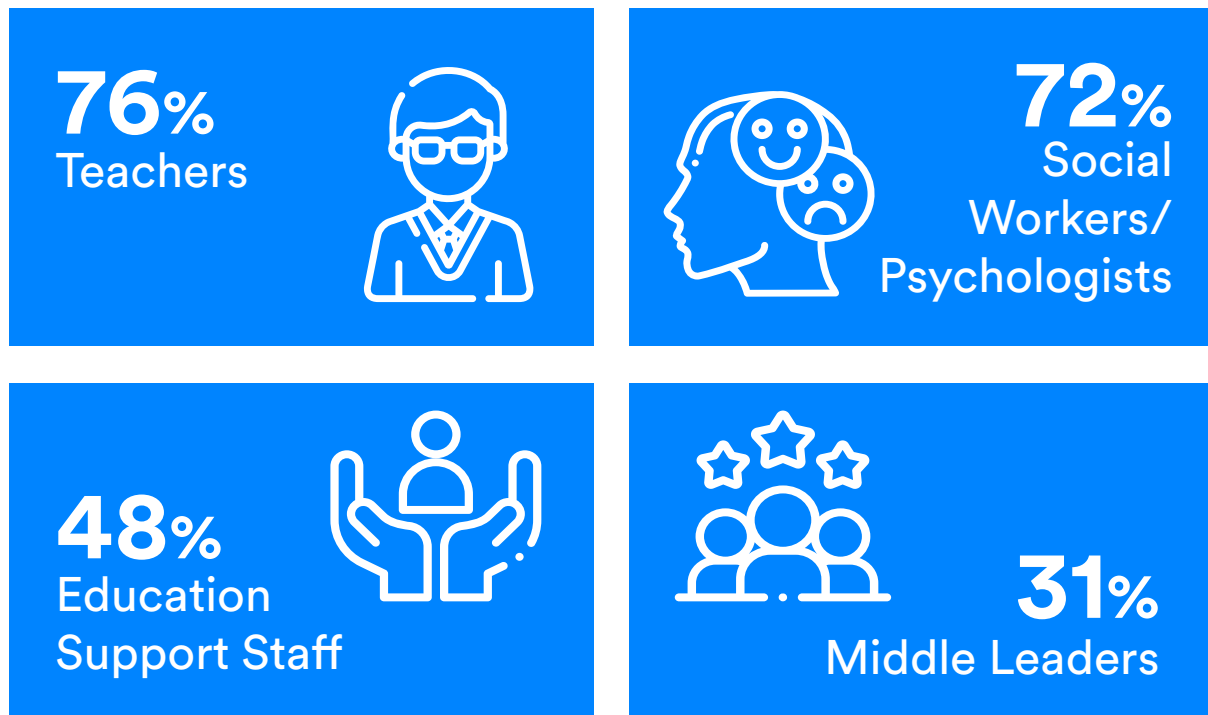
Leaders at lower ICSEA schools were more likely to believe the pandemic had a negative impact on student learning.



Highest Needs for 2021

The top three most frequent priorities for investment in 2021 were related to **school staffing**.

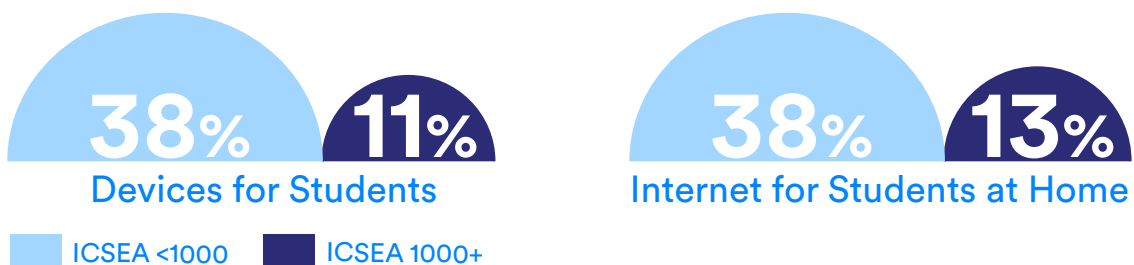
Most Important Roles for Staffing Investment:



Leaders at low ICSEA schools more frequently selected **investment in technology** as one of their top three priorities for investment in 2021.



Priorities for Investment in 2021



With the exception of technology investments, leaders' top priorities in terms of preparing for additional closures in 2021 were very similar, irrespective of school ICSEA level.

Top Two Priorities

80% Digital pedagogy training Training in supporting student wellbeing **74%**

For Further Information

Register for updates and to receive the whitepaper directly to your inbox via our website:
www.pivotpl.com/landscape-of-school-leadership-2020/

Whitepaper launch: **19th February 2021**

Contact Us: hello@pivotpl.com | 0481 874 868

