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HEALTH & WELLBEING

The Australian Principal Occupational Health, Safety and Wellbeing Survey

2019 Data

Philip Riley & Sioau-Mai See

Australian Research Council Project (LP160101056)

ACU INSTITUTE FOR POSITIVE PSYCHOLOGY & EDUCATION

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1. Executive Summary

The aim of this research project is to conduct a longitudinal study monitoring school leaders' (principals and deputy/assistant principals) health and wellbeing annually.

Since its inception in 2011, the annual Australian Principal Occupational Health, Safety and Wellbeing Survey (The survey) has engaged over 50% of Australia's school leaders. In 2019, approximately 94.5% of participants have participated in the survey multiple times.

Upon completion of the survey, each participant received a comprehensive, individualised report from his/her survey responses benchmarked against the general population and their peers. Returning participants were also able to compare their 2019 results against their results from previous years.

The survey utilised three "red flag" risk indicators: Self-harm; Quality of Life; and Occupational Health. Any individual or combination of the three triggers resulted in the participant receiving a red flag notification, informing him or her of the indicator(s). The notification also included contact details of Employee Assistance Programs and local support services that are available. In 2019, 28.1% of participants received a red flag email.

School leaders self-reported working an average of approximately 55.2 hours a week during the school term, with approximately 97.3% reported working over 40 hours a week, and approximately 72.4% reported working over 50 hours a week. School leaders continue to report sheer quantity of work, lack of time to focus on teaching and learning, and student mental health, as their main sources of stress. Mental health of students and staff has become an increasing source of stress for participants in recent years, with it being highest in 2019.

Over 84% of school leaders reported being subjected to an offensive behaviour over the last year, with 51% reported having received threats of violence, and over 42% being exposed to physical violence. Compared to the general population, school leaders reported huge effect size higher for Emotional Demands, Demands for Hiding Emotions, and Work-Family Conflict. For Health and Wellbeing subscales, school leaders reported very large effect sizes for Burnout, Sleeping Troubles and Stress compared to the general population.

The factors which contribute to lower principal's health and wellbeing are not isolated to school sector, school type, socioeconomic background or geolocation, only the degree of occurrence differs.

Recommendations have been provided at government, employer, professional association and unions, community, school, individual and research community levels to help improve the working environment for school leaders and educators. Communities can support their local school and curb offensive behaviour. Schools can increase internal social capital. Individual educators can increase personal capital, respectfully speak back to moral harassment, ensure their passion for the vocation is harmonious rather than obsessive, and take responsibility for their work-life balance.

1.1 FIFTEEN RECOMMENDATIONS, THEIR STRATEGIES AND FOUNDATIONS

Offered in the spirit of a national conversation starter, the following recommendations list what can be done, and who can do it, to improve the health and wellbeing of our school leaders.

The recommendations rest on six foundations:

1. No single stakeholder group is responsible for the state of education in Australia, nor do they hold the power to effect much change to the system on their own.
2. Many issues impacting negatively on the education system are entrenched in the wider Australian culture.
3. Taking a long-term rather than short-term focus on improvements to the education system is essential for success.
4. Taking a holistic inquiry approach to both the successes and failures in the Australian education system is also essential. We can learn a great deal from both if we do not limit our gaze or look for quick fixes.
5. De-politicising education at the macro-, meso-, and micro-political levels will promote equity, continuity and transparency. For example, the Gonski (2011) report was universally agreed by educators to provide a sensible and equitable way forward in education. It should have set the conditions for a decade of educational development. Instead, its politicisation has seen many educationally sensible reforms in Australia suffer, and its potential is being diminished. This becomes demotivating to educators. It is an example of the 'moral harassment' suffered by educators (Burens, 2015).
6. Australian education needs a change of mindset: moving beyond sectorised thinking. The problems and their solutions are very similar in all sectors, highlighting that differences between the sectors are more superficial than substantive. The variation in social capital inside schools demonstrates that simple resourcing, while important, is not going to fix intractable issues. A change of mindset is also needed if the state of Australia's education system is to improve.

Aligning Australia's education systems to these fundamentals may be difficult, particularly de-politicisation. However, the combined adoption of these six foundations holds the greatest opportunity for long-term improvement to Australian education, and there is strong international evidence to support this notion.

What the governments can do:

1. *Adopt a holistic government approach to education*. Federal, state, and territory governments should come together to maintain a single education budget in a managerial way. All school funding should be transparent so that anyone, at any level of the system, can confidently know how much money a school will have at their disposal. This would beneficially allow for long term budgeting. The role of government should be to fairly set the global amount to be spent on the education system only. Detailing how the budget should be spent should be the responsibility of specialist education bureaucrats working collaboratively across jurisdictions. The current mixed jurisdiction model is antiquated, complex, obscure, and difficult to traverse. Australia needs bipartisan and cross-jurisdictional agreement regarding school funding with a transparent mechanism that is simple to understand. The demolition of the Gonski funding model had a significant symbolic and financial impact on schools. It is presently demotivating for educators who have learnt from this example that education policy can change significantly whenever governments change. Therefore, this recommendation should not viewed as naïve; we need highly motivated educators if we are to have the best school system possible.
2. *Stop looking for short-term quick fixes* and concentrate on getting a better grip of the fundamentals (collaboration, creativity, trust-based responsibility, professionalism and equity). These conditions underpin the whole of society, not simply schools.

What employers can do:

3. *Take the moral choice* of reducing job demands or increase job resources to allow school leaders to cope with the increased demands. Better still, do both. This will help to increase the level of social capital in schools.
4. *Trust rather than rule educators*. Leave the mechanisms for producing the best educators to the experienced educators themselves. This will also increase social capital. Long-term increases in social capital helped Finland become the world leader in education.

What the professional associations and unions can do:

5. *Collaborate and speak with one voice*. Peak bodies and stakeholder groups can discuss their differences privately and then speak with one voice publicly about the standing of the profession to governments and communities. The sheer weight of numbers they collectively represent would ensure their message is heard. Currently the system is atomised into primary and secondary associations x 3 sectors x 9 states and territories + 2 unions. While each of these bodies have important functions and close connections with their membership, their individual voices on the big picture issues is diminished while we live in a politicised education system. A united voice would be stronger for achieving change. In Finland, for example, there is one union, which advocates for everyone.

What the community can do:

6. *Support local schools in the community*. Schools are an essential and integral part of every community. Schools and communities thrive when they work together. This is ensured when support is given even by those who do not have children attending their local school. The high variance in social capital across the country is powerful evidence of its benefits and the risks associated with its absence. Individuals who value their local school and want it to be the best it can be for children should offer to help make it happen.
7. *Stop the offensive behaviour*. This is beyond debate. Offensive behaviour simply must stop. The real issue is how to achieve this outcome. The steadily increasing levels of offensive behaviour across the country in schools of all types should give us pause. This is not just occurring in schools, with increases noted in all frontline professions and domestic violence rates that we should be nationally ashamed about. Australia needs to have an adult conversation about the root causes of this behaviour and set about addressing them at every level of society.

What schools can do:

8. *Increase internal social capital*. This recommendation intersects with Recommendation 7. Social capital can be achieved by looking to schools with school leaders that are reporting high levels of social capital and emulating these environments. Each school needs to do this as best they can in relation to their own resources and context. Greater school collaboration and rapid dissemination of successful strategies will contribute to significant improvement in schools.

What individual educators can do:

9. *Increase personal capital (social, human and decisional)*. At the individual level this means increasing possibilities for development and exerting influence over work, based on sound values and moral judgements.
10. *Respectfully speak back* when faced with “moral harassment”, which can lead to moral stress, an occupational threat. Moral stress stems from not being able to perform the role that one feels morally

obliged to do. This is quite demotivating (Burke, 2013; Gonzalez-Morales, Rodriguez, & Peiro, 2010; Nias, 1999; Pfeffer, 2018). Moral stress is generated when interference or even blocking of professional behaviours guided by moral purpose occurs (Dewey, Tufts, & American Psychological Association., 1914; Fullan, 1999; Hargreaves & Fullan, 1998; Nias, 1999; Nichols & Berliner, 2007; Whitehead, 1929).

11. *Ensure your passions are harmonious, not obsessive*. Love your work but do not let it dominate your life. A way to determine if passion is harmonious rather than obsessive is to monitor energy levels. Harmonious passion energises, individuals feel better after engaging in their passion than when they began. Harmonious passion "leads to a pervasive level of self-growth", while obsessive passion has "corrosive effects" (Vallerand, 2015, p.334). For example, educators should monitor and maintain friendships and relationships with family and loved ones, be sure to flag unrealistic work burdens and take the time they need in order to rest.
12. *Take responsibility for your personal work-life balance*. Only you can know what is reasonable for your long-term health and wellbeing. It is therefore incumbent on the individual to find and maintain a healthy work-life balance. A work-life balance should not be imposed by others. The negative impact of poor work-life balance highlights that establishing one's own balance is far too important to be left in someone else's control. Educators must seek professional help where necessary, such as employer provided professional Employee Assistance Programs.

What the research community can do:

13. *Provide high quality longitudinal evidence* of the differential impact of variables associated with our education systems and its stakeholders. Researchers need to be careful that they are not contributing to the problem by conducting short-term research without appropriate follow up studies. An example of the deficiencies of short-term research relates to dieting. Many diets are successful in the short-term. However, the long-term outcome is often weight gain. Educational interventions that work in the short-term but lead to worse outcomes long-term are not detected with short-term cross-sectional research. The process of education is longitudinal in nature. Students are in the system for over a decade, and the benefits are life-long. Therefore, well-designed longitudinal research that is well translated for educators is required for informed change making to the education system. This will ensure only the most efficacious policies and procedures are widely adopted. This standard of research will take time and the considered and coordinated efforts of numerous people in the field working together toward better long-term outcomes.
14. Adopt the *EMU* methodology (Ryan, 2015) to rapidly identify *Exemplars* of best practice, accurately and fully *Measure* the determinants of success, and *Utilise* the knowledge gained in the most efficacious way. This may involve determining thresholds to identify school communities that will require more resources than they currently have available to arrest the diminishing returns and reset back to a positive trajectory. This would allow the targeted use of resources and create the greatest return on investment for employers and government.
15. *Look for thresholds* that may be the key to administering limited resources. The variance in social capital suggests that while there are many examples of best practice from which we can and should learn. However, the small percentage of schools who are able to successfully implement these best practices in an effective and timely manner, suggest that there is a threshold which make it not possible for the schools with lower social capital. These low social capital schools probably need outside support to begin the improvement process. The identification of robust thresholds by research would enable the concentration of resources to schools most in need, preventing the unnecessary stretch of resources across schools that did not require resources to the same extent.

School leaders and teachers are Australia's nation builders. They need to be well resourced logistically, symbolically, emotionally, and intellectually. If we make courageous decisions about our national future, we will be able to make positive changes to our education system as the Finnish experience suggests. It is time we began the conversation in earnest (Sahlberg, 2015).

The following strategies are designed to help governmental and non-governmental policy makers improve both working and learning conditions, which are inseparable from one another (Leithwood, 2006). Working and learning conditions are grouped under thematic headings that emerged from the data analysis. While there remain challenges pertaining to the occupational health, safety and wellbeing of school leaders which result from contextual and geographical determinates, the strategies below relate to general findings from the data and are relevant to every state and school sector. Strategies A-C are supported by evidence from other countries showing that professional support for school leaders provides many benefits that flow through to improved student learning outcomes.

Strategy D addresses the most complex and challenging findings: maintenance of dignity at work. The results suggest that the need to urgently look for the causes and reduce the levels of: adult-to-adult bullying, threats of, and actual physical violence in schools. If subsequent waves of data collection show similar patterns of consistent growth in reported offensive behaviour, we are likely to see violence in schools at 10 times that of the general population by 2019/20.

The population figures used for comparisons are drawn from a number of large population studies conducted in Europe. Reducing levels of offensive behaviour will produce significant educational gains for students. Previous research indicates that the most effective ways to prevent or diminish bullying and violence are through whole school approaches (Antonio & Salzfass, 2007; Dake et al., 2003; de Wet, 2010; Espelage et al., 2013; Twemlow, Fonagy, & Sacco, 2001). The research presented in this report suggests the problem is systemic and therefore a system-wide approach is needed.

Strategy A: Improving the wellbeing of school leaders through professional support

School leaders mostly learn how to deal with the demanding emotional aspects of their roles from experience, rather than through systematic preparation. In other emotional demanding professions, such as psychology and social work, high levels of professional support and debriefing are standard procedure. This is not so in education. As a result, the average school leaders' wellbeing is less optimal than the average citizen. However, there are some distinct differences between the school leaders who appear to be coping well with the complexity of the role, and those who are not. Professional support is a strong predictor of coping with the demands of the role. Therefore, policies need to be developed that address this issue directly. No school leaders in the 21st Century should feel unsupported in the face of growing job complexity, increased public scrutiny and accountability, and decreased control over the ways in which the accountability targets are met (Riley & Langan-Fox, 2013).

Evidence from the findings of the surveys conducted since 2011 clearly point to the benefits of professional support for all school leaders. Those who received the least professional support have reported the greatest challenges in maintaining their mental health. The school leaders who identified as coping least well with their daily tasks had the lowest levels of professional support from colleagues and superiors, while those who coped the best reported the highest levels of professional support.

- Opportunities for school leaders to engage in professional support networks on a regular basis need to be provided. Networks need to be determined locally, contextually and formally, and should provide opportunities for informal support alongside formal support, outlined in Strategy B below.
- A provision of time for school leaders to build and maintain professional support networks is needed. This could be augmented by experienced principal mentors, perhaps retired principals, visiting schools to provide support in the form of professional conversations ("agenda-less" meetings) allowing school leaders time to discuss the day-to-day functioning of their schools with a sympathetic and experienced colleague.

Strategy B: Professional learning

Systematic attention needs to be paid to the professional learning of school leaders. There is a considerable need for skill development in the emotional aspects of the leadership role outlined in Strategy A. For example, school leaders should undergo professional learning in dealing with the highs and lows associated with the emotional investment of parents in their children. Of great benefit to school leaders would be in-service provision of education on such topics as:

1. the emotional aspects of teaching and learning,
2. organisational function impacting emotional labour,
3. dealing with difficulties and conflicts in the workplace,
4. employee assistance programs, and
5. debriefing self and others.

This is currently being trialled, or is about to be trialled in Victoria, the Northern Territory and Queensland, and may be contributing to the improvement in Victoria where it has been established longest.

Targeted professional learning is likely to make school leaders feel better supported than they currently report. Provision of ongoing professional learning is likely to assist all school leaders in two ways. First, by providing the skills necessary for school leaders to perform and cope with their tasks well, and second, through the benefits of increased perceptions of support outlined in Strategy A.

Strategy C: Review work practices

Stress and psychological risk at work can be conceptualised through the balance of job demands (e.g., workload, time pressures, physical environment, emotional labour) and job resources (e.g., feedback, rewards, control, job security, support). The Job Demands-Resources model (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001) along with the Conservation of Resources theory (Hobfoll, 1989, Halbeslesben, 2006) posit that work demands and available resources need to be in balance for good psychological health at work. High job demands lead to exhaustion while low job resources lead to disengagement, both being symptoms of job burnout. However, increased job resources mitigate the negative outcomes associated with job demands. School leaders report very high job demands, which are out of balance with the resources available to buffer these demands.

The average hours spent at work by school leaders ranges between 51-60 hours per week during term time and 25-30 hours per week during gazetted holiday periods. Too many participants in the survey are working too many hours and it is taking a toll on their greatest support group; their families. Work-Family conflict for school leaders occurs at approximately double the rate of that in the general population. The amount of emotional labour expected of school leaders is 1.7 times the rate of that in the general population. When job demands are this high, they need to be balanced with significant resources to buffer the demands. All stakeholders need to be consulted about ways in which this can be achieved.

Strategy D: Address bullying and violence

There is an urgent need to establish an independent authority to investigate three types of offensive behaviour identified as consistently occurring in schools:

- adult-on-adult bullying;
- threats of violence; and
- actual violence

The authority should be independent from all stakeholder groups in schools and government. A task force authority should have powers to interview teachers, parents and students, to investigate:

- differences in the occupational risk of the different types of school leaders to determine who are most at risk, why, and what can be done to protect them;
- whether and how the risk also extends to teachers and students; and
- governance structures, information flow between adults, and external influences on school functioning.

The consequences of offensive behaviour in schools are likely to become costly for employers due to:

- absenteeism;
- OH&S claims against the employers for failure to provide a safe working environment; and
- associated reduced productivity.

Therefore, the investment in such a task force may prove to be the least expensive option in relation to this issue. The cost to mental health from offensive behaviour is high. PriceWaterhouseCoopers recently conducted a Return on Investment review detailing the consequences of employers failing to address mental health in the workplace. They found that the financial impact of not addressing mental health amounted to $10.6 billion annually (see, PricewaterhouseCoopers Australia. (2014)). They also reported that every dollar spent on addressing the issue returned $2.30. So, addressing the problem in schools is also a good investment for the future of the nation.

1.2 SCHOOL LEADERS: UNIQUE WORK DYNAMICS AND CONFLICTING PRIORITIES

School leaders and teachers deal with complex stakeholder relationships daily. They work with the children as primary caregivers during the day, but ultimately report to the parents about each child's progress, setbacks and achievements. As a result, the issue of "who is the client" is constant, which can sometimes impede communication between teachers and parents. Educators deal with parents' greatest hopes and deepest fears – the lives and potential futures of their children. This situation is recognised as *in loco parentis*, where the teacher acts in the place of the parent during the day. This responsibility means high levels of emotion are attached to many aspects of school functioning, and school leaders must learn how to deal with this on the job, rather than through systematic preparation. This can be particularly difficult for school leaders who must communicate the way education policy is both developed and practiced to teachers, parents, and students. The difficulties between adult stakeholders in schools are consistently reported in the survey annually and these difficulties need to be acknowledged and dealt with on a more systematic basis. Systematic attention also needs to be paid to the professional learning of school leaders and presumably teachers, in the emotional aspects of their roles and the emotional investment of parents in their children.

The recommendations in this report are designed to help the many stakeholders who are responsible for the quality of education in Australia. There is much to be done if we are to achieve our potential as a nation. The recommendations in the present 2020 report are framed in such a way that all stakeholders are provided with potential action items. These are clustered under headings of responsible bodies: Government, Employers, Community, Schools, Individuals and the Research Community. If we improve the working conditions for school leaders and teachers, we also improve the learning conditions for students, as the two are inseparable (Leithwood, 2006). The recommendations are addressed to each stakeholder group, because many of the issues identified during the last six years represent issues for the nation, not just schools. Therefore, we must all be involved if we are to build on the positive factors and diminish the entrenched problems. While there are some challenges to the occupational health, safety and wellbeing of school leaders which result from contextual and geographical determinates, most relate to more general occupational conditions found across the country in every state and school sector.

The recommendations were developed in response to trends identified over the nine waves of data collection and build on the 2014 recommendations, which have been recast as strategies following the

recommendations. Some of the strategies are beginning to be implemented in various jurisdictions. Considering these developments, the current recommendations extend to the aspirational. They are provocative, and some, perhaps many experts would say unachievable.

The present recommendations are based on the best available evidence from both Australia and internationally. As recommendations, they will not be easily adopted, and will need coordinated and staged implementation. However, they are presented this way in the hope that they will begin a full and frank national conversation about what we want for our future as a nation. Today's children are tomorrow's nation builders. We owe it to them and ourselves to give them the best opportunities for development as possible. Countless studies show the transformative nature of education. If we, as a nation, are serious about the key role of education in the growth and development of Australia, then as custodians of the future we ignore the powerful evidence contained in this, and many other reports, at our peril. The results of this project demonstrate that the educational landscape has shifted over recent times, and the reassessment of the foundations upon which we build our education systems for maximum national benefit.

We can learn a great deal from how Finland, a country now admired for its educational outcomes, coped with a similar cross-roads moment in their history. At a time of economic difficulty approximately 40 years ago, they made a powerful and radical decision to invest in their people: the most important resource any country has. The major policy shift Finland collectively decided upon was to depoliticise education. Since then they have had over 20 changes of government, but education was not a political issue and did not feature much in election rhetoric. As a result, steadily Finland has become one of the best education systems in the world. It took a long time. It will take time in Australia too. Education systems are simply too complex for quick fixes.

Since Finland ascended to the top of the PISA table at the turn of this century, researchers from many other countries have been trying to find the 'secret' of their success. Local Finnish academics such as Pasi Sahlberg, know the education systems of Finland and others worldwide. These academics suggest that the educational success of Finland and other countries at the top of the table is largely due to forces outside of education directly. These outside forces of collaboration, creativity, trust-based responsibility, professionalism and equity. This was confirmed by large studies carried out by the Organisation for Economic Cooperation and Development (OECD). The "highest performing education systems are those that combine excellence with equity" (OECD, 2013). Sahlberg (2015) has also identified the forces that impede school system improvement: competition, standardisation, test-based accountability, de-professionalisation and school choice. These forces are all on the increase in Australia, and in many other countries (Sellar & Lingard, 2014), in the absence of evidence of long-term positive effect.

> Sahlberg's (2015) "Finnish Lessons … portrays an alternate universe, one that respects educators and enables them to do their best work, one that recognises that society has an obligation to ensure the health and well-being of children. Sahlberg knew that the Finnish story stood in sharp contrast with what was happening in the United States and other countries." Diane Ravich (2015, Foreword, para 8).

If Australia was to adopt a similarly courageous decision to the one Finland took five decades ago, and use the best minds in the country to develop, elaborate, and evaluate effective, context-derived, educational policy in a cycle of continuous improvement, we could expect to achieve similar national gains. However, Australia's mix of 3- and 4-year political cycles that intersect across states, territories and nationally does not lend itself to the development of long-term solutions or long-term evaluation and declaration of best practice. Therefore, Australian reform must start with the fundamentals. If we do not, we are simply deluding ourselves that we can effect significant change.

Short-term political cycles coupled with heavily politicised educational standpoints from major parties has led to slogans and short-term interventions which are open to further politicisation and polemic rather than policy. This is no surprise as politicians are not experts in education. The progression of Australian education requires the healthy clash of ideas in a complex discussion where experts and communities share the common goal of making schools able to provide students with the best opportunities in life. This would also provide the nation with sustainable social, and therefore economic, benefit. Depoliticising education would allow conversations which are not driven by short-term political advantage, but aimed at building cases for change based upon highest quality evidence drawn from successful sources.

The evidence from the present study, in addition to other evidence found by the Australian research community, demonstrates that the successful ingredients responsible for the continuously improving education system in Finland are generally diminishing in Australia. However, the good news from this project is that this is not universally true. The social capital data, in particular, show that many Australian schools, from all sectors, states and territories, have been able to thrive despite the issues outlined in the main report. We need to learn from the practices of these schools and rapidly mobilise the knowledge so that the other school leaders can adopt and adapt their schools with the new knowledge. It appears we are currently enclosed in a system that nobody wants. It is important that no single stakeholder is blamed for the present negative landscape of our education system. Instead, it should be recognised that all stakeholders are responsible for the present state of our education system, as we co-create and continue unhelpful practices every day. Evidence from this year's summary of the survey, in conjunction with evidence from the study in previous years, highlights that Australia would do well to have a national conversation about the best way forward to achieve an improved education system in the future. The recommendations are offered in the spirit of seeding that debate.

1.3 AIM: FACTORS THAT IMPROVE SCHOOL LEADERS' HEALTH AND WELLBEING

The aim of this research project is to conduct a longitudinal study monitoring school leaders' health and wellbeing annually. School leaders' health and wellbeing in differing school types, levels, and size are being monitored, along with their lifestyle choices including exercise and diet, and the professional and personal social support networks available to individuals. The turnover of school leaders within schools will allow investigations of moderator effects, such as years of experience prior to taking up the role. The longitudinal nature of the study will allow the mapping of health outcomes on each of these dimensions over time.

1.4 PARTICIPANT CARE

> I have benefitted from this survey and its results over a number of years. I truly believe that the role is becoming more complex and that there is often discussion from others of burn out and less candidates applying for these roles. I have been involved in the Wellbeing course that was trialled a few years ago. This should be available for all Principals
>
> - *Female, VIC*

Each participant received a unique and comprehensive report of his/her survey responses benchmarked against responses of their peers and members of the general population upon their completion of the Survey. Returning participants were also provided a comparison of their 2019 results against their results from previous years.

The Survey included the assessment of three "red flag" risk indicators: Self-harm; Quality of Life; and Occupational Health. The report of any individual or combination of the three triggers resulted in the participant receiving a red flag notification, informing him or her of the indicator(s). The notification also

Note: Quotes used throughout this report are reflective of the results of the section in which it appears. Selected quotes are often more tempered in nature. These quotes are also a reflection of more emotive narratives which have been provided by their peers.

included contact details of Employee Assistance Programs and local services that were available to access for support.

The red flag indicators are calculated as follows:

- Self-harm – a participant response of “sometimes”, “often” or “all the time” to the question “Do you ever feel like hurting yourself?”
- Quality of Life – when aggregate scores on quality of life items fell two standard deviations below the mean for the school leader population; and
- Occupational Health – when the composite psychosocial risk score fell into the high or very high-risk groups.

1.5 CHIEF INVESTIGATORS

Professor Phil Riley, a former school principal, spent 16 years in schools before moving to the tertiary sector. He researches the overlapping space of psychology, education and leadership. In 2010, he received an inaugural Monash University Researcher Accelerator award, which funded the first two years of *The Australian Principal Health and Wellbeing Survey.* Phil has provided regular, detailed school leadership advice to every department of education in Australia, New Zealand, Ireland and Finland. Phil also provides regular advice to the International Confederation of Principals’ Executive.

Professor Herb Marsh has been recognised as the most productive educational psychologist in the world. From 2006–2011 he was Professor of Education at Oxford University where he holds an Emeritus Professorship. He coined the phrase ‘substantive-methodological research synergy’, which underpins his substantive and methodological research interests. He is the founder of the International SELF Research Centre.

1.6 THE SURVEY

The survey captured three types of information drawn from existing robust and widely used instruments. First, comprehensive school demographic items drawn from the *Trends in International Mathematics and Science Study* (TIMSS; Williams, et al., 2007), *Program for International Student Assessment* (PISA; Thomson, et al., 2011), The MySchools Website (ACARA), and *International Confederation of Principals* surveys were used to capture differences in occupational health and safety (OH&S) associated with the diversity of school settings and types. Second, personal demographic and historical information was captured. Third, principals’ quality of life and psychosocial coping were investigated by employing two widely used measures, the *Assessment of Quality of Life* – 8D (*AQoL-8D*; Richardson, et al., 2009; Richardson, Iezzi & Maxwell, 2014), and *The Copenhagen Psychosocial Questionnaire-II* (*COPSOQ-II*; Jan Hyld Pejtersen, et al., 2010). Alcohol use was measured using *The Alcohol Use Disorders Identification Test* (*AUDIT*: Babour et al., 2001), developed for the World Health Organization. In 2016 two new scales were added to the survey instrument (The Positive and Negative Affect Scale (PANAS: Watson, Clark, and Tellegen, 1988), and the short form of the Basic Psychological Needs at Work Scale (BPNWS: Deci & Ryan, 2004; Van den Broeck, Ferris, Chang, & Rosen, 2016). In 2017 the Job Crafting Scale (Tims, Bakker & Derks, 2011) was added. The outcome of ‘Passion’ (its presence, or absence, and harmonious vs obsessional) was added in 2015, as it links to both job demands and resources (Trepanier, Fernet, Austin, Forest & Vallerand, 2014; Vallerand, 2015). The outcomes of ‘Life Events’ and ‘Prosocial’ were also added in 2018 (Atkins, Sloan-Wilson & MacDonald, 2019).

The combination of items from these instruments allows for comprehensive analysis of variation in both Occupational Health and Safety, and wellbeing, as a function of geolocation, school type, sector differences and the personal attributes of the school leaders themselves.

1.7 RESEARCH QUESTIONS

The following specific research questions guiding the initial survey remain:

Can recognisable occupational health, safety and wellbeing subgroups of school leaders be identified through the survey? These groups may be inferred from a number of criteria including: Sector; Location (Urban, Suburban, Large Town, Rural, Remote); Type (Primary, Secondary, Special, Early Childhood); Background (Family of Origin, School Education); Person Factors (Gender, Family of Origin and Procreation, Social Support, Educational Level); Role Factors (Hours worked, number and type of teachers, students and parents, resources, professional support); and Occupational Constraints.

- Do(es) any group(s) thrive in the role?
- Do(es) any group(s) only just survive in the role?
- Do(es) any group(s) show signs of adverse health, safety, and wellbeing outcomes.
- Do(es) any factors affect these group(s), and in what ways?

Are changes to educational policy or policy implementation suggested by the results?

1.8 IMPACT: PARTICIPATION AND INDUSTRY ENGAGEMENT

The survey has received continuous funding through a combination of industry partnerships and grants:

- Initial Funding: Monash University Researcher Accelerator Award (2010-2013).
- Current Funding: ARC Linkage Project (LP160101056: 2016-2019) to extend the study to nine waves of data collection.
- All national principal organisations are co-funding the research, along with the Teachers Health Fund, the education industry's health insurer.

Within Australia, roughly 55% of Australian school leaders have participated in the survey at least once.

We expanded the research base and have been engaged by the Northern Territory Government to conduct a territory wide Teachers' Occupational Health and Wellbeing Report in 2019. Approximately 35% of NT teachers participated in the survey. We also began a survey of New Zealand primary teachers at the end of 2019.

1.9 IMPACT: POLITICAL AND POLICY

Following the release of the 2014 research report, two policy changes were enacted by the Teachers Health Fund:

1. Reducing the waiting periods for psychological services from 12 months to 8 weeks; and
2. Rebating telepsychology for remote area members.

Chief Investigator Professor Phil Riley (CI Riley) has been engaged in various industry entities and government departments for his expertise regarding principals' health and wellbeing, as a direct result from this research:

- CI Riley was one of only three academics invited to attend the Federal Education Ministers' 2017 School Leadership Roundtable, facilitated by the Australian Institute for Teaching and School Leadership (AITSL). "The Roundtable has been planned to develop understandings as to how the Australian Government can best support school principals. It is envisaged that the Roundtable will be the starting point for broad consultation around principal preparation, including discussion of the pre-appointment certification of principals."

- CI Riley has recently been appointed to the principal health and wellbeing expert advisory panels for the South Australian Department for Education and Child Development, and the Victorian Department of Education and Training.
- CI Riley's research was debated in the Tasmanian parliament on April 29th, 2015. The Tasmanian Education Minister publicly committed to implementing all the recommendations from the 2015 principal health and wellbeing report in a written communique to all principals in conjunction with the Tasmanian Branch of the Australian Education Union and the Tasmanian Principals Association, delivered on June 5th, 2015.
- The Western Australian parliament debated CI Riley's research on September 23rd, 2015. He briefed both the Minister and Shadow Minister for Education following the debate. He has since been asked to brief the WA Department of Education twice. They subsequently released a wellbeing strategy document in 2015, and a pilot wellbeing program for principals began in 2016.
- After the change of government in Victoria in November 2014, the new Education Minister's first pronouncement was to commit to better support for principals and the appointment of a dedicated bureaucrat to oversee changes to policy and practice. CI Riley was one of the first people to brief this bureaucrat, at his request. In 2017 $4 million was allocated to principal health checks and a wellbeing strategy was released.
- In 2017 NSW committed $50 million to support principals. In 2018 they committed a further $50 million to support beginning principals.
- CI Riley has personally advised every State Department of Education in Australia, Ireland and New Zealand on implementing new policies to address issues uncovered by the research, at their request.
- Better support for school principals became Green Party policy in 2013 following an invited briefing to the Party's then Education spokesperson, Senator Penny Wright.

1.10 PROGRESS ON RECOMMENDATIONS

The recommendations that follow have not changed for the last four years of the survey as the working conditions of school leaders on which they were derived have remained relatively stable since that time. However, progress is being made as some of the recommendations are being implemented in various jurisdictions and are having a positive effect. The jurisdictions that addressed the issues raised by the research are showing improvements in their results in comparison to those jurisdictions who have not.

For example, while Western Australia, South Australia and Tasmania implemented some changes to work practices in response to the annual reports of the survey, in 2017, Victoria was the first state to implement substantial changes to work practices that are consistent with the recommendations of this report. As a result, Victoria holds the equal lowest number of red flags of any state or territory in response to the survey, and Victorian school leaders reported the highest job satisfaction. In 2019, both the Northern Territory and Queensland also implemented substantial, co-ordinated, evidence-based changes to their systems in line with the recommendations of this report. The Northern Territory now reports the equal lowest number of red flags with Victoria, and the second highest level of job satisfaction in the country. The data collection period for the 2019 survey closed before Queensland implemented their workplace changes. It is likely that the positive effects experienced in Queensland will be displayed in the 2020 survey results, similar to that which has occurred in Victoria and the Northern Territory.

These results suggest that it is the systematic approaches to the challenges of education that make the greatest difference to school leaders, and not approaches which seek to address challenges of any specific school setting. This is a potentially very powerful finding but will need further substantiation as there are so many extraneous variables in school settings that may also be influencing these results. Future waves of data collection will help in this respect.

2. Snapshot of 2019 School Leaders

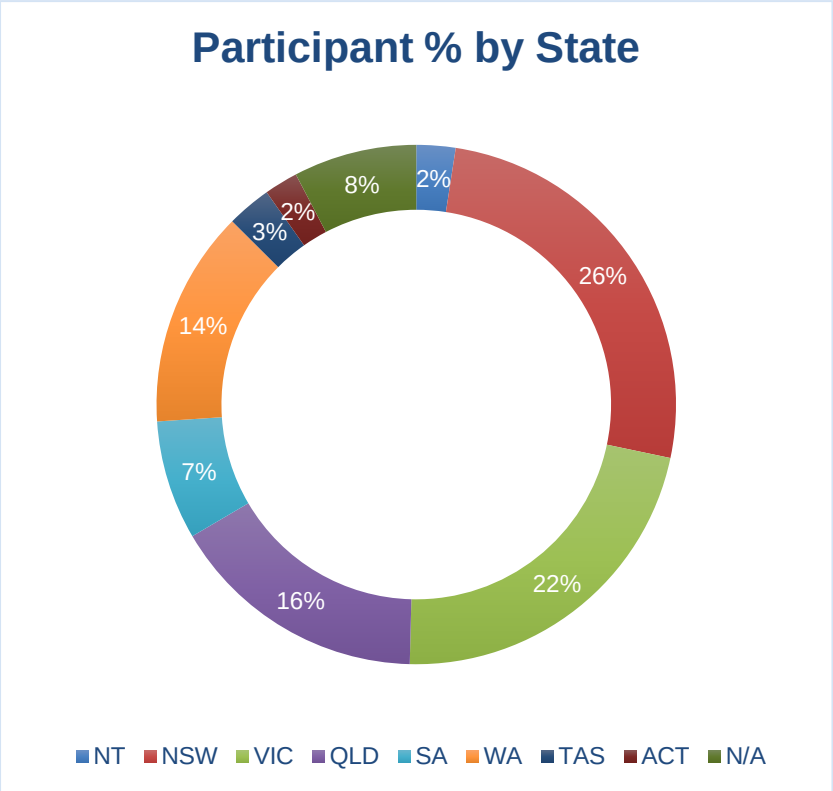
In 2019, 2,385 participants took part in the survey, with 1,980 completing the entire survey and 405 partially completing the survey. Of the 2,385 participants, 94.8% of which were returning school leaders from previous years.

2.1 SAMPLE SIZE

To maintain the anonymity of participants, aggregate data is reported at demographic grouping levels. Some subgroups were unable to be reported due to insufficient size. Reporting results of subgroups of insufficient size may not provide a true reflection of the subgroup; and risk identifying school leaders if reported by small subgroup. As some participants only partially completed the survey, some of the participant numbers for domains and subscales may vary. Subgroup distributions will be reported as a percentage of the data sample size.

2.2 PARTICIPANT DEMOGRAPHIC SNAPSHOT

Of the 2019 participants, 58.0% identified as female, 38.2% as males, and 3.7% did not specify their gender. The average age of participants was approximately 54.7 years; with an average of approximately 55.2 years for female and 53.9 years for male participants.



Most participants came from three states: New South Wales (25.9%), Victoria (22.1%), and Queensland (16.1%). Tasmania (2.8%), the Northern Territory (2.4%), and the Australian Capital Territory (2.1%) are the three states/territories which had the smallest number of participants, in line with their smaller comparative population size.

The school leader positions include principals, deputy/assistant principals, head of school or head of campus, make up 81.1% of 2019 participants. School leaders who are on-leave, retired, or career changers continue to participate in the study. This report concentrates on the current 2019 participants (school leaders).

FIGURE 2.2.1: 2019 PARTICIPANT DISTRIBUTION BY STATE

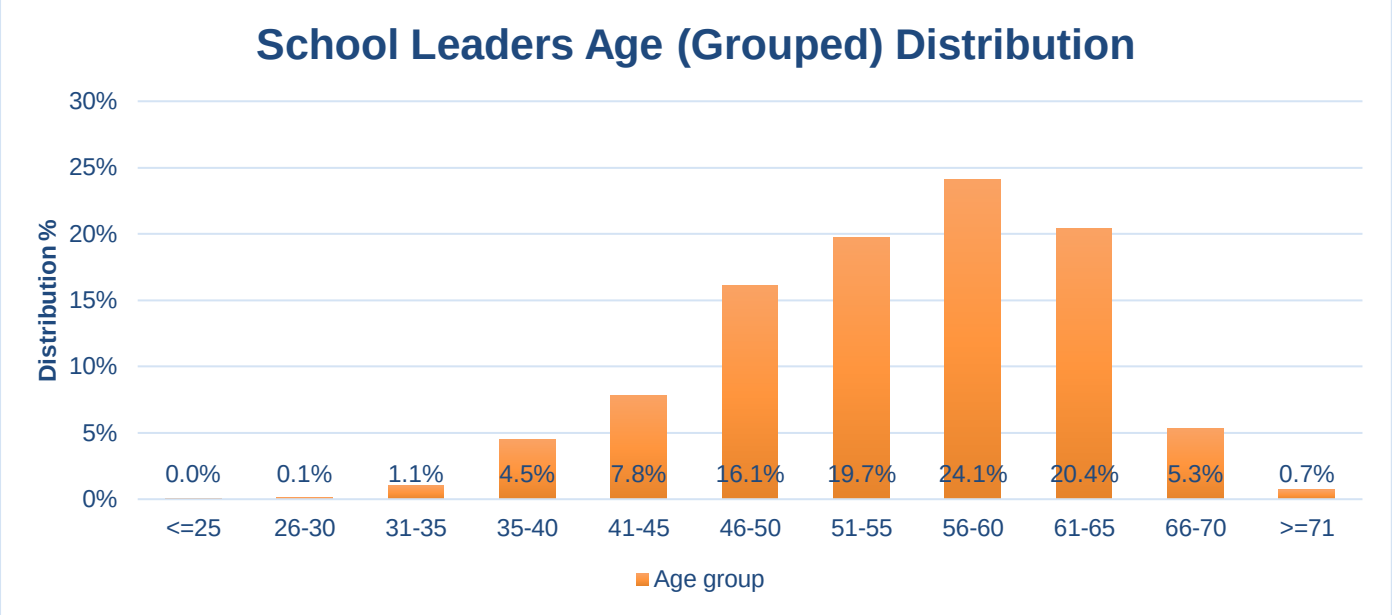


FIGURE 2.2.2: 2019 SCHOOL LEADERS AGE CATEGORY DISTRIBUTION

The age distribution of school leaders is skewed to the right, with 70.3% of school leaders over the age of 50. Those aged between 51-60 years made up 43.8% of the sample, and 29.7% of the sample were under the age of 50 years. The age group of 56-60 years had the largest number of school leaders, making up 24.1% of the sample.

Figure 2.2.3 highlights school leaders had on average a total of approximately 26.6 years of experience within the education sector combined; with an average of approximately 10.9 years spent as a classroom teacher and approximately 15.7 years spent in a leadership role within schools. Female school leaders on average spent 2.2 years more in the classroom compared to their male counterparts.

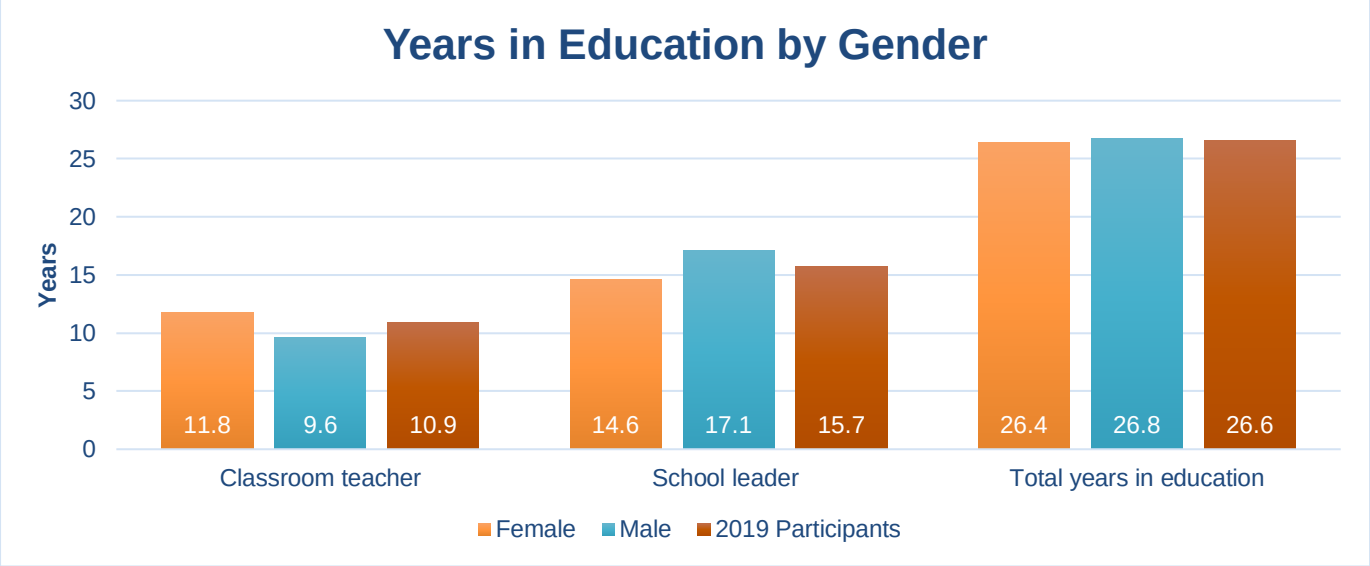


FIGURE 2.2.3: AVERAGE YEARS SPENT IN EDUCATION BY GENDER

Gender distribution: Female 58.2%; Male 39.2%

Table 2.2.1 below show that 62% of participants are in a relationship, with 55.7% married and 6.3% in a *de facto* relationship. Divorced individuals made up 4.4% of the sample, while 1.7% of participants reported being separated.

TABLE 2.2.1: 2019 PARTICIPANT DISTRIBUTION BY GENDER AND MARITAL STATUS

	Single	Married	De facto	Divorced	Widowed	Separated	N/A
Female	4.8%	29.4%	4.2%	4.0%	0.8%	1.1%	13.7%
Male	1.6%	24.7%	2.0%	0.4%	0.4%	0.5%	8.7%
Did not specify	0.0%	1.6%	0.1%	0.0%	0.1%	0.1%	1.8%
Total	6.4%	55.7%	6.3%	4.4%	1.3%	1.7%	24.1%

The survey participation has the following sector distribution:

- ≈73.5% from Government schools;
- ≈11.9% from Catholic schools; and
- ≈7.1% from Independent schools.

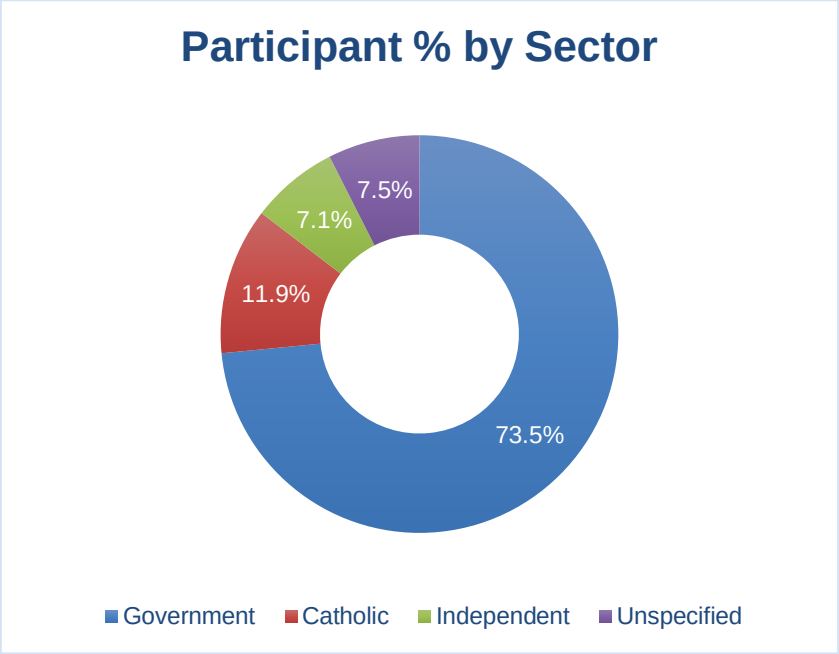


FIGURE 2.2.4: 2019 PARTICIPANT DISTRIBUTION BY SCHOOL SECTOR

2.3 HIGH HOURS WORKED, SOURCES OF STRESS AND SUPPORT

During the school term, school leaders self-reported working an average of ≈55.2 hours a week, with ≈97.3% reported working over 40 hours a week, and ≈72.4% reported working over 50 hours a week. Female school leaders reported working an average of ≈55.4 hours a week, 0.5 hours more than their male counterparts, who reported working ≈54.9 hours a week.

49.7% worked more than 56 hours a week. Over 97% of participants worked over 40 hours a week during a school term.

School leaders self-reported working on average ≈21.4 hours a week during the school holidays. Female school leaders reported working ≈22.5 hours a week, which was 3.5 hours more than their male counterparts, who reported working ≈19 hours a week.

School leaders were asked to rate the different sources of stress as listed in the table below on a scale of 1-10. The sources are listed in descending order.

TABLE 2.3.1: SCHOOL LEADERS SOURCES OF STRESS

Order	Sources of Stress	Mean
1	Sheer quantity of work	8.21
2	Lack of time to focus on teaching & learning	7.87
3	Mental health issues of students	7.24
4	Expectations of the employer	7.14
5	Parent related issues	6.92
6	Student related issues	6.82
7	Mental health issues of staff	6.74
8	Poorly performing staff	6.58
9	Resourcing needs	6.35
10	Government initiatives	6.19
11	Complaints management	5.31
12	Critical incidents	5.28
13	Teacher shortages	5.14
14	Financial management issues	4.82
15	Interpersonal conflicts	4.82
16	Lack of autonomy/authority	4.69
17	Inability to get away from school/community	4.68
18	Declining enrolments	3.72
19	Union/industrial disputes	3.16

Sources of stress has continued to trend higher for school leaders in the recent years, with 2019 being the highest scores reported in the following 10 of the 19 sources:

- Sheer quantity of work
- Expectations of the employer
- Student related issues

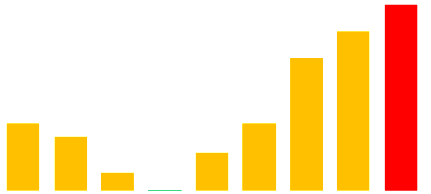
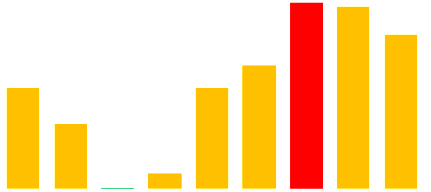
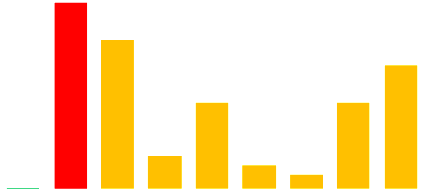
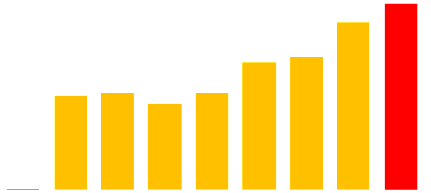
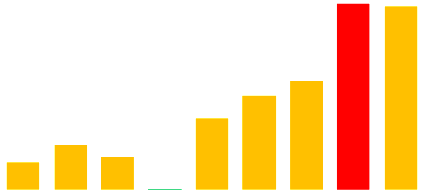
- Poor performing staff
- Parent related issues
- Mental health issues of students
- Teacher shortages
- Mental health issues of staff
- Lack of autonomy/authority
- Critical incidents
- Complaints management.

> … I have significant concerns with the prevalence of students, staff and parents that are now presenting with a myriad of mental health conditions within the workplace. The management of these conditions/situations constitutes a significant part of my job on a daily basis. It takes a large toll on my own mental health and wellbeing, and that of my wife who has to listen to the vast amount of war stories on a daily basis.
>
> - *Male, government secondary school, NSW*

In the tables below, the first trendline is magnified to show the change for the source of stress annually. The second trendline shows the score of the stress source (out of 10) throughout the survey.

For the magnified histogram trendlines, the year with the highest reported score is red, and the year with the lowest score is green.

TABLE 2.3.2: LONGITUDINAL TREND FOR SOURCES OF STRESS

Sources of Stress	2011	2012	2013	2014	2015	2016	2017	2018	2019	Trendlines (scaled)	Trendlines (zoomed)
Sheer quantity of work	7.85	7.81	7.70	7.65	7.76	7.85	8.05	8.13	8.21		
Lack of time to focus on teaching and learning	7.75	7.67	7.53	7.56	7.75	7.80	7.94	7.93	7.87		
Resourcing needs	5.96	6.55	6.43	6.06	6.23	6.03	6.00	6.23	6.35		
Expectations of the employer	6.44	6.79	6.80	6.76	6.80	6.92	6.94	7.07	7.14		
Student related issues	6.18	6.25	6.20	6.07	6.36	6.45	6.51	6.83	6.82		

highest score lowest score

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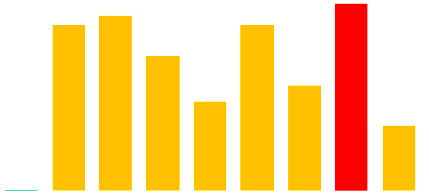
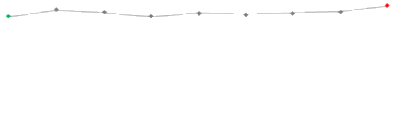
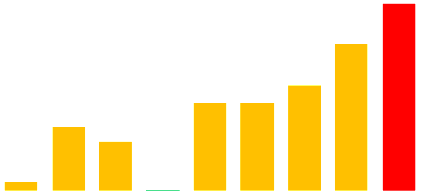
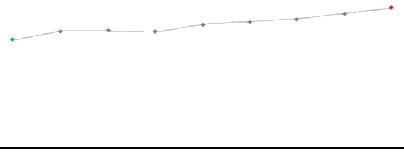
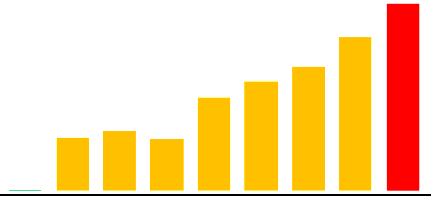
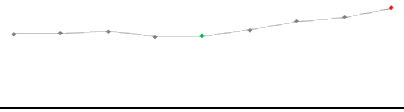
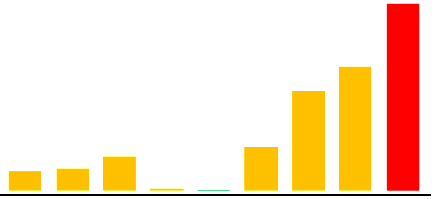
Sources of Stress	2011	2012	2013	2014	2015	2016	2017	2018	2019	Trendlines (scaled)	Trendlines (zoomed)
Government initiatives	5.98	6.52	6.55	6.42	6.27	6.52	6.32	6.59	6.19		
Poorly performing staff	6.06	6.42	6.28	6.07	6.24	6.17	6.24	6.29	6.58		
Parent related issues	6.20	6.42	6.36	6.17	6.52	6.52	6.59	6.76	6.92		
Mental health issues of students	5.53	6.01	6.07	5.99	6.38	6.52	6.66	6.93	7.24		
Teacher shortages	3.74	3.76	3.86	3.60	3.59	3.94	4.41	4.62	5.14		

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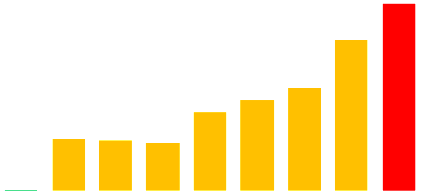
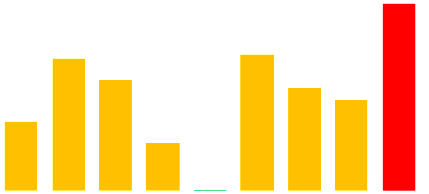
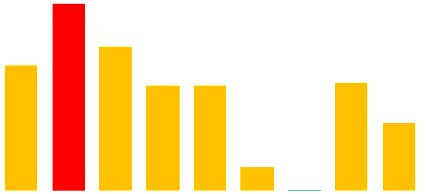
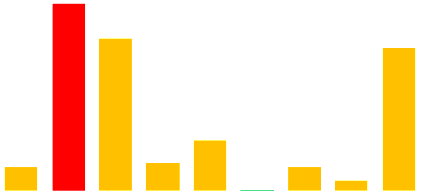
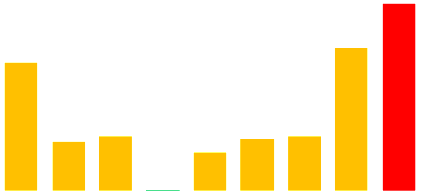
Sources of Stress	2011	2012	2013	2014	2015	2016	2017	2018	2019	Trendlines (scaled)	Trendlines (zoomed)
Mental health issues of staff	5.24	5.65	5.64	5.61	5.86	5.96	6.06	6.45	6.74		
Lack of autonomy/ authority	4.41	4.56	4.51	4.36	4.25	4.57	4.49	4.46	4.69		
Financial management issues	5.05	5.29	5.12	4.97	4.97	4.65	4.56	4.98	4.82		
Inability to get away from school/community	4.41	4.78	4.70	4.42	4.47	4.36	4.41	4.38	4.68		
Critical incidents	5.02	4.68	4.70	4.47	4.63	4.69	4.70	5.09	5.28		

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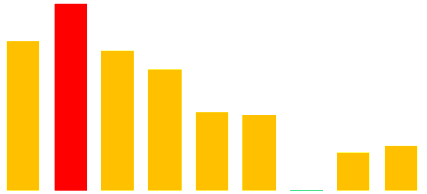
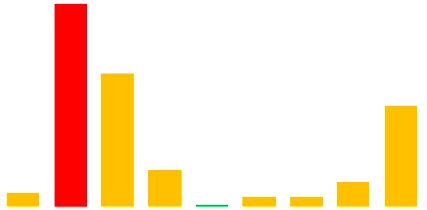
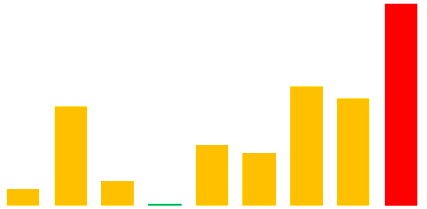
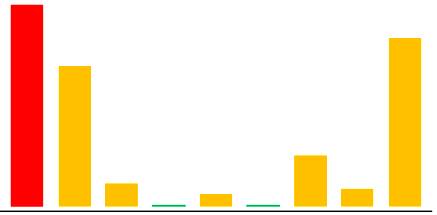
Sources of Stress	2011	2012	2013	2014	2015	2016	2017	2018	2019	Trendlines (scaled)	Trendlines (zoomed)
Declining enrolments	4.06	4.18	4.03	3.97	3.83	3.82	3.58	3.70	3.72		
Union/industrial disputes	2.69	3.71	3.33	2.81	2.62	2.67	2.67	2.75	3.16		
Complaints management	4.84	5.05	4.86	4.80	4.95	4.93	5.10	5.07	5.31		
Interpersonal conflicts	4.88	4.77	4.56	4.52	4.54	4.52	4.61	4.55	4.82		

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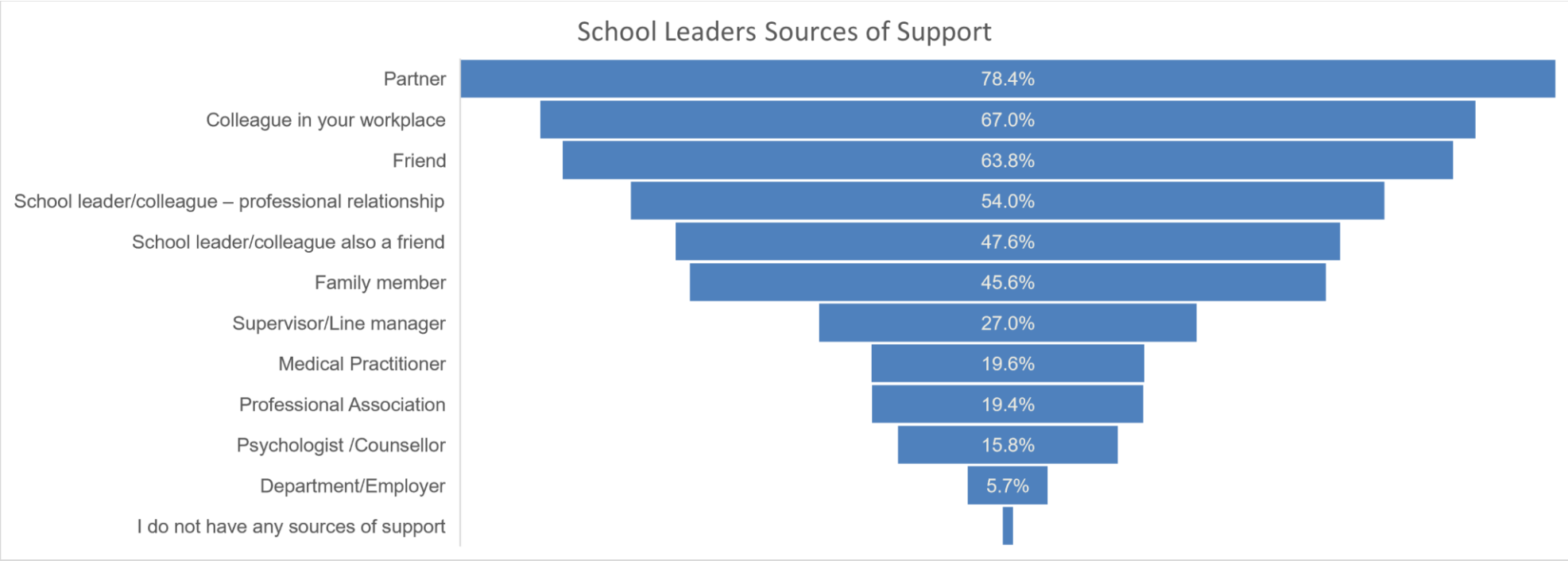

FIGURE 2.3.1: SOURCES OF SUPPORT BY PERCENTAGE OF SCHOOL LEADERS POPULATION

The figure above shows that the top five sources of support for school leaders are:

1. Partner (78.4%)
2. Colleague in your workplace (67%)
3. Friend (63.8%)
4. School leader/colleague – professional relationship (54.0%)
5. School leader/colleague also a friend (47.6%)

94.4% of school leaders have two or more sources of support. Only 0.8% of school leaders reported having zero sources of support.

3. Technical Report: COPSOQ, Offensive Behaviour and Red Flag

The Copenhagen Psychosocial Questionnaire (COPSOQ-II)

The following section reports the results from the COPSOQ-II (Pejtersen, et al., 2010). This questionnaire is regarded as the "gold standard" in occupational health and safety self-report measures. It has been translated into more than 25 languages and is filled out by hundreds of thousands of workers each year.

The structure of the COPSOQ-II consists of higher order domains and contributing sub-domains/scales. These have been found to be very robust and stable measures, by both ourselves (Dicke et al., 2018) and others (Bjorner & Pejtersen, 2010; Burr, Albertsen, Rugulies, & Hannerz, 2010; Dupret, Bocerean, Teherani, Feltrin, & Pejtersen, 2012; Hanne, Jari, Tage Søndergård, Anneli, & Hugo, 2016; Kiss, De Meester, Kruse, Chavee, & Braeckman, 2013; Kristensen, Hannerz, Høgh, & Borg, 2005; Nübling, Stößel, Hasselhorn, Michaelis, & Hofmann, 2006; Nuebling & Hasselhorn, 2010; Pejtersen, Bjorner, & Hasle, 2010; Pejtersen, Kristensen, Borg, & Bjorner, 2010; Thorsen & Bjorner, 2010). The following section outlines the subscales of what each domain measures. We then report the key findings across all domains before reporting each domain and its subscales in detail.

Demands at Work

- **Quantitative Demands** assesses how much one must achieve in one's work. They can be assessed as an incongruity between the number of tasks and the time available to perform the tasks in a satisfactory manner.
- **Work Pace** assesses the speed at which tasks must be performed. It is a measure of the intensity of work.
- **Cognitive Demands** assesses demands involving the cognitive abilities of the worker. This is the only subscale of Demands where higher scores are better.
- **Emotional Demands** assesses when the employee must deal with or is confronted with other people's feelings at work or placed in emotionally demanding situations. Other people comprise both people not employed at the workplace (e.g., parents and students) and people employed at the workplace (e.g., colleagues, superiors or subordinates).
- **Demands for Hiding Emotions** assesses when an employee must conceal her or his own feelings at work from other people. Other people comprise both people not employed at the workplace (e.g., parents and students) and people employed at the workplace (e.g., colleagues, superiors, or subordinates). The scale shows the amount of time individuals spend in surface acting (pretending an emotion that is not felt) or down-regulating (hiding) felt emotions.

Work Organisation and Job Contents

- **Influence at Work** assesses the degree to which the employee can influence aspects of work itself, ranging from planning of work, to the order of tasks.
- **Possibilities for Development** assesses if the tasks are challenging for the employee and if the tasks provide opportunities for learning, and thus opportunities for development, not only in the job but also on a personal level. Lack of development can create apathy, helplessness, and passivity.
- **Variation of Work** assesses the degree to which work (tasks, work process) is varied, that is if tasks are or are not repetitive.
- **Meaning of Work** assesses both the meaning of the aim of work tasks and the meaning of the context of work tasks. The aim is "vertical": that the work is related to a more general purpose, such as providing

students with a good education. Context is “horizontal”: that one can see how one’s own work contributes to the overall product of the organisation.
- **Commitment to the Workplace** assesses the degree to which one experiences being committed to ones’ workplace. It is not the work by itself or the work group that is the focus here, but the organisation in which one is employed.

Interpersonal Relations and Leadership

- **Predictability** assesses the means to avoid uncertainty and insecurity. This is achieved if employees receive the relevant information at the right time.
- **Recognition (Reward)** assesses the recognition by the management of your effort at work.
- **Role Clarity** assesses the employee's understanding of her or his role at work (e.g., content of tasks, expectations to be met and her or his responsibilities).
- **Role Conflicts** assesses conflicts which stem from two sources. The first source is about possible inherent conflicting demands within a specific task. The second source is about possible conflicts when prioritising different tasks.
- **Quality of Leadership** assesses the next higher managers’ leadership in different contexts and domains.
- **Social Support from Colleagues Inside and Outside the School** assesses school leaders’ impressions of the possibility to obtain support from colleagues if one should need it.
- **Social Community at Work** assesses whether there is a feeling of being part of the group of employees at the workplace (e.g., if employee’s relations are good and if they work well together).

Work – Individual Interface

- **Job Insecurity** deals with school leaders’ worries with job security, whereby the lower the result the higher the job security.
- **Job Satisfaction** assesses a school leaders’ experience of satisfaction with various aspects of work.
- **Work-Family Conflict** assesses the possible consequences of work on family/personal life. The focus is on two areas, namely conflict regarding energy (mental and physical) and conflict regarding time.
- **Family-Work Conflict** assesses the possible consequences of family/personal life on work. The focus is on two areas, namely conflict regarding energy (mental and physical) and conflict regarding time.

Values at the Workplace

- **Trust Regarding Management (Vertical Trust)** assesses whether the employees can trust the management and vice versa. Vertical trust can be observed in the communication between the management and the employees.
- **Mutual Trust between Employees (Horizontal Trust)** assesses whether the employees can trust each other in daily work or not. Trust can be observed in the communication in the workplace; e.g., if one freely can express attitudes and feelings without fear of negative reactions.
- **Justice** assesses with whether workers are treated fairly. Four aspects are considered: First, the distribution of tasks and recognition; second, the process of sharing; third, the handling of conflicts; and, fourth the handling of suggestions from the employees.
- **Social Inclusiveness** assesses an aspect of organisational justice: how fairly people are treated in the workplace in relation to their gender, race, age and ability.

- **General Health** is the person's assessment of her or his own general health. It is one global item, which has been used in numerous questionnaires, and has been shown to predict many different endpoints including mortality, cardiovascular diseases, hospitalisations, use of medicine, absence from work, and early retirement (Idler & Benyamini, 1997).
- **Burnout** assesses the degree of physical and mental fatigue/exhaustion of the employee.
- **Stress** assesses a reaction of the individual, or the combination of tension or strain, resulting from exposure to adverse or demanding circumstances. As elevated stress levels over a longer period are detrimental to health, it is necessary to determine long-term, or chronic stress.
- **Sleeping Troubles** assesses sleep length, determined by factors such as over or under sleeping, waking up, interruptions, and of quality of sleep.
- **Somatic Stress** is assessed as a physical health indicator of a sustained stress reaction of the individual.
- **Cognitive Stress** assesses cognitive indicators of a sustained stress reaction of the individual.
- **Depressive Symptoms** assesses various factors which together indicate depression.
- **Self-efficacy** assesses the extent of one's belief in one's own ability to complete tasks and reach goals. Here self-efficacy is understood as global self-efficacy not distinguishing between specific domains of life.

3.1 COPSOQ EFFECT SIZE DIFFERENCES AGAINST THE GENERAL POPULATION

Throughout the technical report, effect size differences are reported for ease of comparison. These are calculated using Cohen's *d.* Cohen's *d* is the difference between two mean sores (usually school leaders compared to the general population) divided by the standard deviation of the general population. Effect size calculations standardise the difference between the scores, providing consistent interpretation of results across multiple domains.

All COPSOQ domain scores are transformed to 0-100 aiding comparisons across domains.[1]

We have used the following colour key and descriptive classifications for effect size, with arrows indicating whether it is higher or lower than the general population:

Cohen's *d*	Effect Size	Colour
between 0 and 0.01	Very small	
between 0.01 and 0.2	Small	
between 0.2 and 0.5	Medium	
between 0.5 and 0.8	Large	
between 0.8 and 1.2	Very large	
greater than 1.2	Huge	

Compared to the general population figures, school leaders reported huge effect size differences in:

- Emotional Demands (*d* = 1.26)
- Demands for Hiding Emotions (*d* = 1.63)
- Work-Family Conflict (*d* = 1.37).

[1] *Note: From this point onward, where numbers are compared or stated in parentheses, for example: (X versus Y), these numbers are reference to the mean score of the groups being compared in text. Further, Cohen's d will now be reported in parentheses as d.*

TABLE 3.1.1: SCHOOL LEADERS COMPARATIVE EFFECT SIZE TO THE GENERAL POPULATION

Domain	Subscale	Difference	
		Cohen's *d*	Effect size
Demands at Work	Quantitative Demands	0.92	Very large
	Work Pace	0.61	Large
	Cognitive Demands	1.11	Very large
	Emotional Demands	1.26	Huge
	Demands for Hiding Emotions	1.63	Huge
Work Organisation and Job Contents	Influence	0.35	Medium
	Possibilities for Development (skill discretion)	0.88	Very large
	Variation	0.19	Small
	Meaning of Work	0.68	Large
	Commitment to the Workplace	0.62	Large
Interpersonal Relations and Leadership	Predictability	0.06	Small
	Recognition	0.00	Very small
	Role Clarity	0.48	Medium
	Role Conflict	0.50	Medium
	Quality of Leadership	-0.08	Small
	Social Support from Internal Colleagues	0.25	Medium
	Social Support from External Colleagues	-0.33	Medium
	Social Support from Colleagues	-0.04	Small
	Social Support from Supervisors	-0.57	Large
	Social Community at Work	-0.02	Small
Work-Individual Interface	Job Insecurity	-0.76	Large
	Job Satisfaction	0.50	Medium
	Work-Family Conflict	1.37	Huge
	Family-Work Conflict	0.10	Small
Values at the Workplace	Mutual Trust between Employees	0.19	Small
	Trust Regarding Management	0.22	Medium
	Justice	0.51	Large
	Social Inclusiveness	0.83	Very large
Health and Wellbeing	General Health Perception	-0.35	Medium
	Burnout	1.10	Very large
	Sleeping Troubles	0.96	Very large
	Stress	1.11	Very large
	Depressive Symptoms	0.15	Small
	Somatic Stress	0.23	Medium
	Cognitive Stress	0.56	Large
	Self-efficacy	0.42	Medium

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

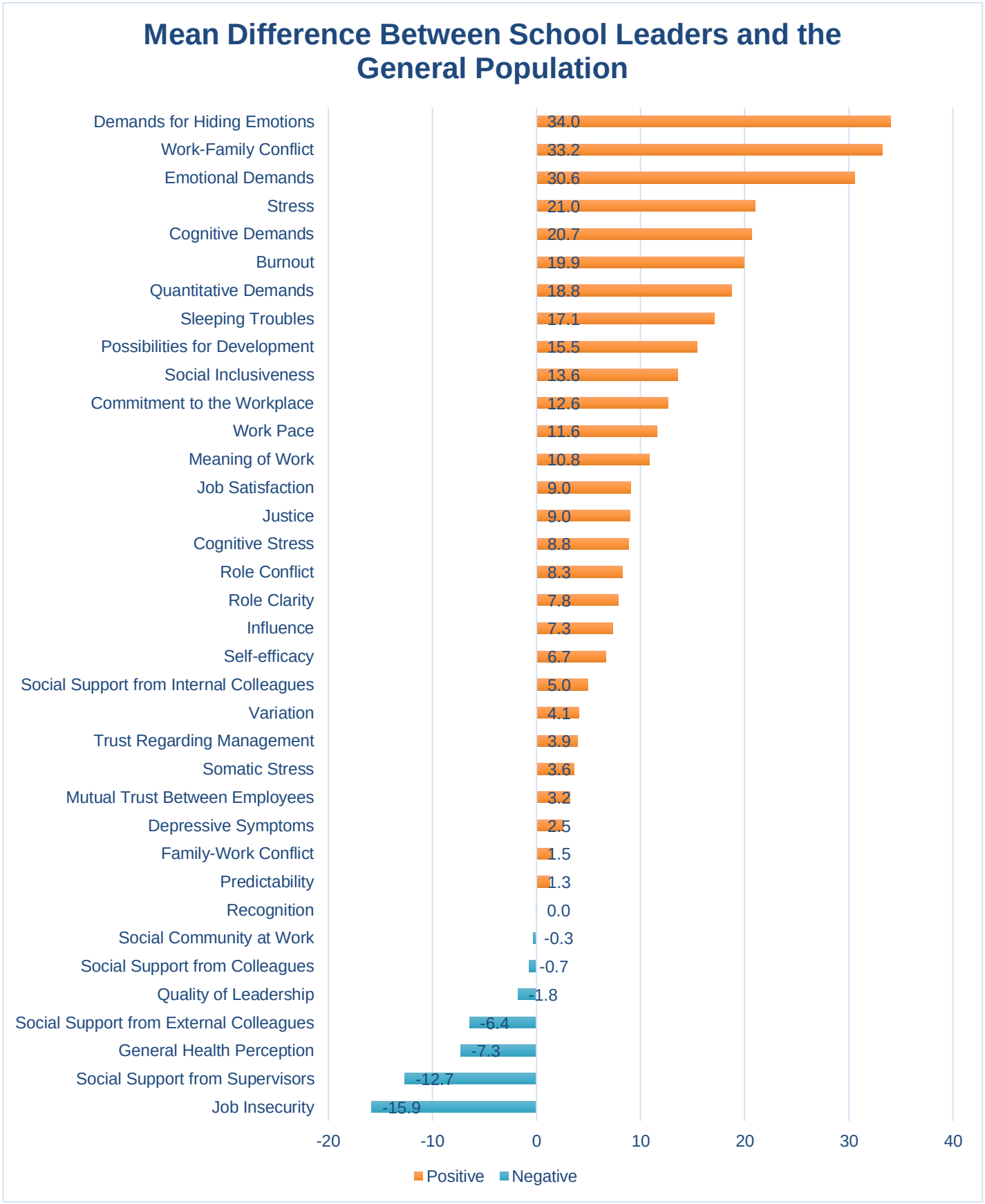

FIGURE 3.1.1: MEAN DIFFERENECE BETWEEN SCHOOL LEADERS AND THE GENERAL POPULATION – DESCENDING SUBSCALE ORDER

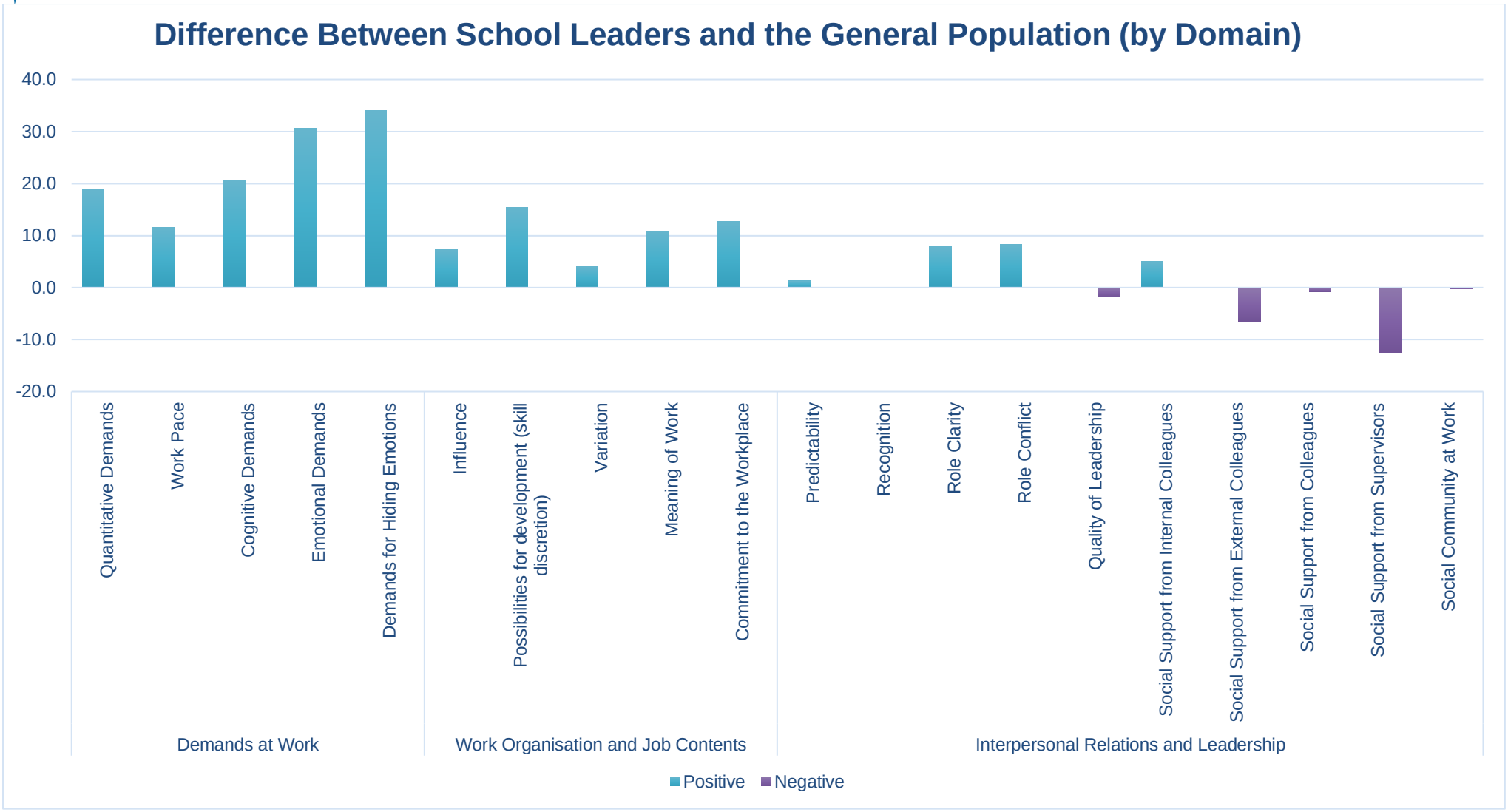

FIGURE 3.1.2: MEAN DIFFERENCE BETWEEN SCHOOL LEADERS AND THE GENERAL POPULATION – BY DOMAIN (PART 1)

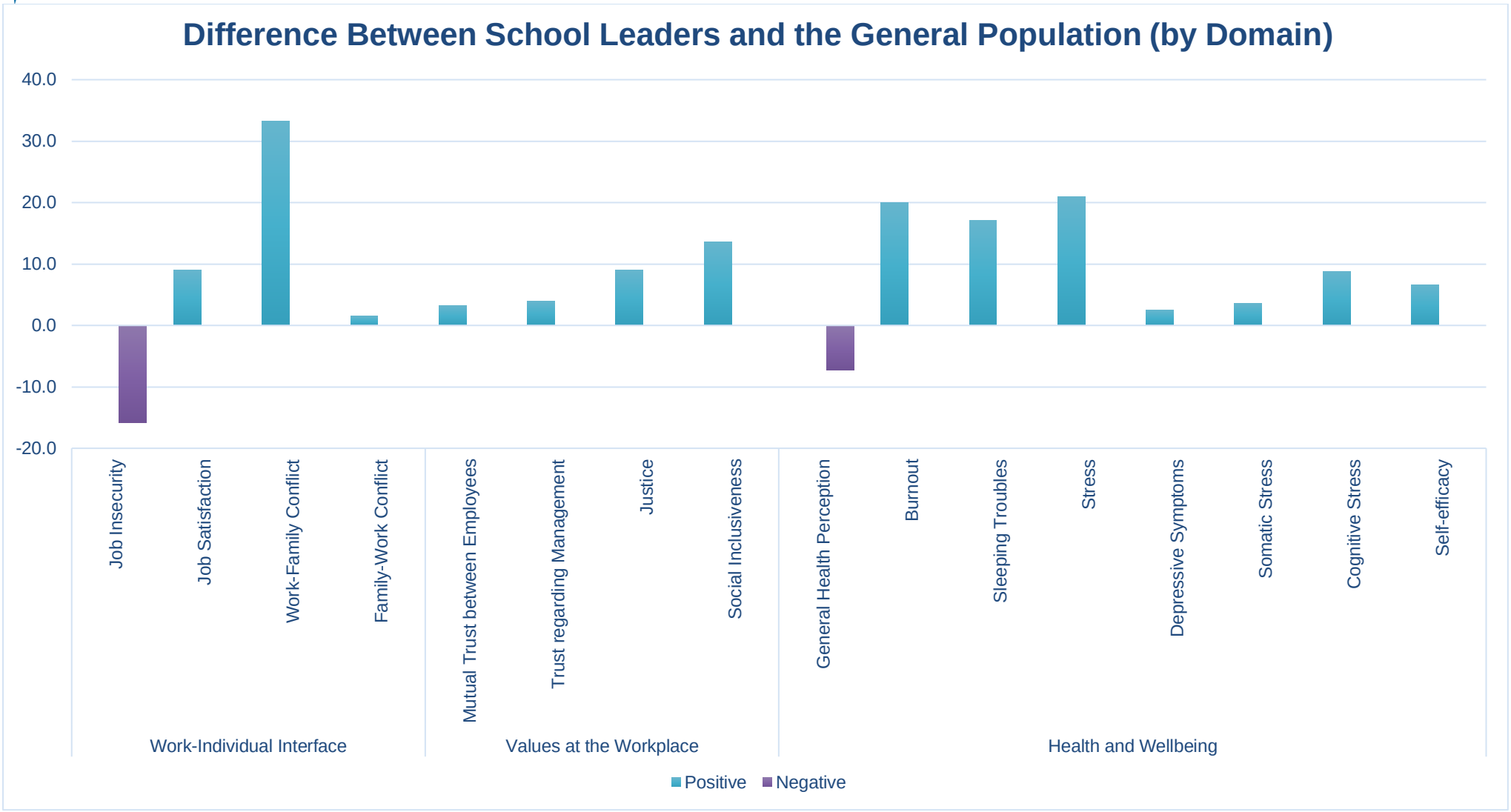

FIGURE 3.1.3: MEAN DIFFERENCE BETWEEN SCHOOL LEADERS AND THE GENERAL POPULATION – BY DOMAIN (PART 2)

TABLE 3.1.2: COPSOQ MEAN SCORES BY SCHOOL SECTOR, GENDER, ROLE, SCHOOL TYPE OF SCHOOL SECTORS

	General Population	All	School Sector			Gender		Role		School Sector and School Type					
										Government		Catholic		Independent	
			Gov	Cath	Ind	F	M	Prin	Dep	Prim	Sec	Prim	Sec	Prim	Sec
Quantitative Demands	40.20	58.98	59.83	56.01	55.23	59.90	57.48	61.01	58.51	59.69	59.74	55.24	55.43	52.53	55.08
Work Pace	59.50	71.09	71.83	67.27	69.92	71.74	70.04	72.66	71.31	70.70	75.09	66.50	65.79	69.44	63.02
Cognitive Demands	63.90	84.60	85.16	83.82	81.76	85.18	83.81	86.77	81.89	84.96	86.34	83.74	82.57	80.65	76.95
Emotional Demands	40.70	71.27	72.03	69.26	68.29	72.19	69.99	73.66	67.98	71.59	72.34	69.72	65.95	66.07	60.16
Demands for Hiding Emotions	50.60	84.60	85.10	83.53	81.64	84.90	84.05	86.99	83.68	85.85	84.56	84.23	82.02	82.94	72.92
Influence	49.80	57.12	55.39	62.71	64.50	55.83	58.59	58.44	51.68	55.64	54.02	62.08	65.13	61.74	60.94
Possibilities for Development	65.90	81.36	80.72	84.07	81.87	82.80	78.89	83.73	77.99	81.28	79.54	85.14	81.08	81.09	76.95
Variation	60.40	64.46	63.75	66.69	67.05	65.33	63.02	66.24	60.16	64.45	62.50	65.96	67.57	66.25	67.97
Meaning of Work	73.80	84.62	84.24	86.69	85.06	85.61	82.95	86.14	79.34	84.25	83.68	86.99	84.46	82.71	82.81
Commitment to the Workplace	60.90	73.54	73.09	74.33	76.39	74.87	71.28	73.98	64.91	71.90	74.35	74.28	73.31	73.75	74.61
Predictability	57.70	59.01	56.92	64.28	70.63	58.30	59.92	58.04	59.38	57.32	56.95	65.15	63.18	65.31	65.63
Recognition	66.20	66.15	64.55	68.24	76.39	65.82	66.02	66.37	72.31	63.19	67.95	69.04	68.29	72.29	76.56
Role Clarity	73.50	81.33	80.89	83.58	81.13	82.04	79.93	81.18	70.75	81.97	79.73	84.65	82.43	76.88	78.65
Role Conflict	42.00	50.27	51.36	47.70	45.92	50.15	50.90	54.40	51.99	50.63	52.12	48.29	47.13	42.66	42.19
Quality of Leadership	55.30	53.52	52.52	56.39	57.96	54.27	52.28	55.58	57.80	51.76	55.06	57.78	54.36	54.01	55.80
Social Support from Internal Colleagues	57.30	62.26	62.55	60.99	59.71	63.45	60.29	61.78	60.02	62.84	61.51	61.19	59.91	58.75	54.69
Social Support from External Colleagues	57.30	50.86	50.63	54.53	48.48	51.99	49.08	54.81	47.16	51.35	47.92	55.71	50.00	46.88	38.54
Social Support from Colleagues	57.30	56.56	56.59	57.76	54.10	57.72	54.68	58.29	53.59	57.10	54.71	58.45	54.96	52.81	46.61
Social Support from Supervisors	61.60	48.93	47.86	51.41	54.13	49.61	47.54	49.40	57.45	45.93	51.35	52.29	47.34	55.56	49.48
Social Community at Work	78.70	78.41	78.21	79.11	78.82	78.80	77.68	77.56	73.32	78.45	77.52	79.02	79.05	78.54	78.13
Job Insecurity	23.70	7.85	7.09	9.78	11.41	6.97	9.00	7.48	9.91	7.13	6.13	11.11	5.74	13.28	7.42
Job Satisfaction	65.30	74.33	73.05	78.88	80.00	74.91	73.21	75.43	69.68	72.73	73.40	78.41	79.73	77.08	78.65
Work-Family Conflict	33.50	66.72	66.71	65.84	65.97	68.36	64.27	68.71	66.58	65.85	67.74	66.72	60.36	62.71	66.67
Family-Work Conflict	7.60	9.14	9.57	7.59	7.50	8.19	10.67	10.30	11.65	9.69	8.15	7.29	10.36	6.25	9.38
Mutual Trust between Employees	68.60	71.80	71.28	73.75	73.68	71.72	71.73	69.17	65.57	72.71	68.96	74.84	70.95	73.09	72.92
Trust Regarding Management	67.70	71.61	71.22	72.52	74.79	71.73	71.32	71.25	67.72	72.18	69.83	72.87	70.78	73.23	70.44
Justice	59.20	68.17	67.79	70.35	71.82	67.76	68.66	67.18	63.07	68.00	67.94	71.17	70.27	71.25	69.92
Social Inclusiveness	67.50	81.08	82.76	74.69	77.14	79.40	83.77	81.84	79.05	82.48	85.29	73.36	79.95	72.86	78.26
General Health Perception	66.00	58.71	58.00	62.61	61.52	59.24	57.79	58.02	60.60	58.29	59.13	58.68	70.27	65.00	64.06
Burnout	34.10	54.04	54.65	48.76	53.46	55.27	52.30	58.73	57.74	56.98	57.11	54.77	43.58	57.50	56.25
Sleeping Troubles	26.70	43.76	44.22	42.27	40.82	44.02	43.45	47.38	40.49	45.98	44.49	47.14	35.64	44.38	32.81
Stress	21.30	42.30	42.58	39.84	42.07	42.66	41.83	46.99	46.33	44.06	44.92	43.97	35.81	44.22	42.58
Depressive Symptoms	21.00	23.54	23.62	20.88	23.89	22.99	24.40	27.03	23.17	23.78	23.66	22.40	18.92	24.53	19.53
Somatic Stress	17.80	21.41	21.95	18.18	19.64	23.34	18.46	22.58	22.83	22.91	21.65	19.97	15.88	21.72	16.41
Cognitive Stress	17.80	26.63	26.82	24.16	25.69	26.66	26.48	31.75	25.68	27.71	27.01	26.56	20.61	27.19	24.22
Self-efficacy	67.50	74.16	74.27	74.68	74.22	74.69	73.36	75.31	74.03	74.52	75.70	74.16	77.18	74.86	70.49

TABLE 3.1.3: PERCENTAGES OF SCHOOL LEADERS WHO HAVE BEEN SUBJECTED TO OFFENSIVE BEHAVIOUR COMPARED TO THE GENERAL POPULATION

			School Sector			Gender		Role		School Sector and School Type					
										Government		Catholic		Independent	
	General Population	All	Gov	Cath	Ind	F	M	Prin	Dep	Prim	Sec	Prim	Sec	Prim	Sec
Sexual Harassment	2.9%	3.0%	3.2%	1.0%	1.7%	2.7%	3.2%	2.8%	5.4%	2.8%	2.8%	1.4%	0.0%	2.5%	0.0%
Threats of Violence	7.8%	51.0%	57.0%	33.2%	21.0%	50.2%	53.6%	55.2%	45.7%	55.2%	55.1%	34.7%	29.7%	25.0%	25.0%
Physical Violence	3.9%	42.2%	48.8%	21.8%	12.6%	44.0%	41.1%	45.3%	44.6%	46.5%	48.2%	22.9%	13.5%	15.0%	12.5%
Bullying	8.3%	37.6%	37.5%	38.6%	35.3%	38.0%	37.1%	40.1%	38.0%	34.0%	41.6%	37.5%	37.8%	42.5%	43.8%
Unpleasant Teasing	8.3%	9.1%	9.5%	8.9%	5.0%	7.4%	11.7%	9.0%	13.0%	8.5%	10.5%	8.3%	10.8%	5.0%	12.5%
Conflicts and Quarrels	51.2%	57.5%	56.8%	58.9%	60.5%	55.2%	60.7%	63.2%	58.7%	53.5%	61.7%	55.6%	70.3%	62.5%	62.5%
Gossip and Slander	38.9%	50.9%	50.3%	54.0%	49.6%	49.0%	54.1%	56.1%	47.8%	50.2%	47.1%	55.6%	45.9%	47.5%	50.0%

Compared to the general population, larger percentages of school leaders reported being subjected to all seven measures of offensive behaviours. The largest differences were seen in:

- Threats of violence;
- Exposure to physical violence; and
- Bullying.

The following percentages of school leaders reported having received the offensive behaviour:

- Unwanted sexual attention – 3.0%
- Threats of violence – 51.0%
- Physical violence – 42.2%
- Bullying – 37.6%
- Unpleasant teasing – 9.1%
- Conflicts and quarrels – 57.5%
- Gossip and slander – 50.9%.

3.2 DEMANDS AT WORK: SUBSCALE LONGITUDINAL AND SUBGROUP COMPARISONS

TABLE 3.2.1: DEMANDS AT WORK – SCHOOL LEADERS AND THE GENERAL POPULATION

	School leader			General population		Difference		
	N	M	SD	M	SD	M difference	Cohen's *d*	Effect size
Quantitative Demands	1708	58.98	19.76	40.20	20.50	18.78	0.92	Very large
Work Pace	1705	71.09	19.67	59.50	19.10	11.59	0.61	Large
Cognitive Demands	1704	84.60	12.26	63.90	18.70	20.70	1.11	Very large
Emotional Demands	1704	71.27	16.68	40.70	24.30	30.57	1.26	Huge
Demands for Hiding Emotions	1704	84.60	15.09	50.60	20.80	34.00	1.63	Huge

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

The Demands at Work subscale consists of:

- **Quantitative Demands** assesses how much one must achieve in one's work. They can be assessed as an incongruity between the number of tasks and the time available to perform the tasks in a satisfactory manner.
- **Work Pace** assesses the speed at which tasks must be performed. It is a measure of the intensity of work.
- **Cognitive Demands** assesses demands involving the cognitive abilities of the worker. This is the only subscale of Demands where higher scores are better.
- **Emotional Demands** assesses when the employee must deal with or is confronted with other people's feelings at work or placed in emotionally demanding situations. Other people comprise both people not employed at the workplace (e.g., parents and students) and people employed at the workplace (e.g., colleagues, superiors or subordinates).
- **Demands for Hiding Emotions** assesses when an employee must conceal her or his own feelings at work from other people. Other people comprise both people not employed at the workplace (e.g., parents and students) and people employed at the workplace (e.g., colleagues, superiors, or subordinates). The scale shows the amount of time individuals spend in surface acting (pretending an emotion that is not felt) or down-regulating (hiding) felt emotions.

Demands at Work: School leader longitudinal snapshot

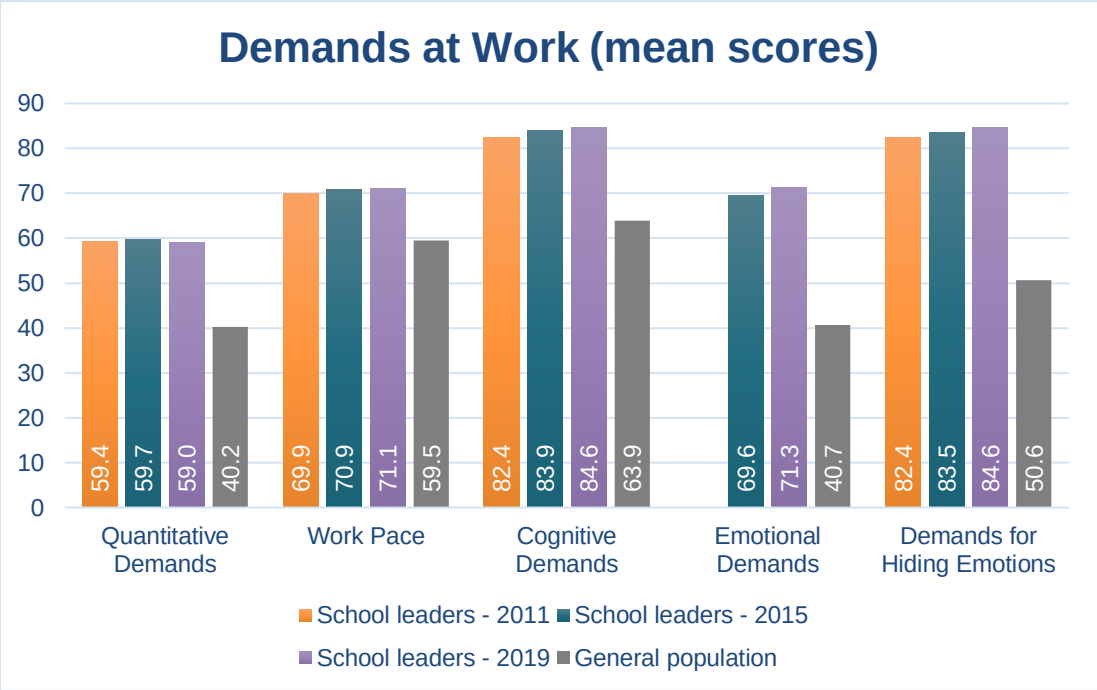

FIGURE 3.2.1: DEMANDS AT WORK MEAN SCORES: SCHOOL LEADER RESULTS FOR 2011, 2015 AND 2019 AGAINST THE GENERAL POPULATION

> The job of principal in a school is becoming more and more complex. I am concerned for the next generation of young principals coming through...
>
> - *Male, Catholic primary school, WA*

Quantitative Demands: School leaders reported very large effect size higher for work volume than the general public (58.98 versus 40.20, *d* = 0.92). Work volume has remained steady from 2011-2019 for school leaders.

Work Pace: School leaders reported a large effect size higher for Work Pace than the general population (71.09 versus 59.90, *d* = 0.61). School leaders' self reported work pace has consistently increased from 2011 to 2019.

Cognitve Demands: School leaders reported a very large effect size higher for Cognitive Demands than the general population (84.60 versus 63.90, *d* = 1.11). School leaders' Cognitive Demands have increased from 2011 to 2015 to 2019.

Emotional Demands: School leaders reported a huge effect size higher for Emotional Demands than the general population (71.27 versus 40.70, *d* = 1.26). School leaders' Emotional Demands have increased from 2015 to 2019.

Demands for Hiding Emotions: School leaders reported a huge effect size higher for Demands for Hiding Emotions than the general population (84.60 versus 50.60, *d* = 1.63). School leaders' Demands for Hiding Emotions have increased from 2011 to 2015 to 2019.

Demands at Work: School leader subgroup results

The following findings for Demands at Work are from Table 3.2.2 to Table 3.2.9

Female school leaders reported higher results than their male counterparts for all Demands at Work subscales.

Government school leaders reported higher results than their Catholic and Independent school leaders for all subscales:

- Quantitative Demands 59.83 (*d* = 0.96) versus 56.01 (*d* = 0.77) versus 55.23 (*d* = 0.73)
- Emotional Demands 72.03 (*d* = 1.29) versus 69.26 (*d* = 1.18) versus 68.29 (*d* = 1.14)

School leaders between the age of 31-40 reported higher Quantitative Demands, Work Pace, Cognitive Demands, and Emotional Demands compared to other age group counterparts. This age group also reported huge effect size higher for Quantitative Demands, Cognitive Demands, Emotional Demands, and Demands for Hiding Emotions compared to the general population.

Participants with more than 20 years' experience in a school leader role reported lower results for all Demands at Work subscales compared to their less experienced counterparts.

School leaders in New South Wales (59.95, *d* = 0.96), Victoria (59.96, *d* = 0.96), Queensland (60.41, *d* = 0.99) and South Australia (59.87, *d* = 0.96) reported similar Quantitative Demands scores, that are very large effect sizes higher than the general population (40.20). Additionally, school leaders in the Northern Territory (67.22, *d* = 0.40) and Western Australia (66.60, *d* = 0.37) reported a lower Work Pace compared to their counterparts from other states.

School leaders in very remote geolocations reported higher Quantitative Demands (64.01, *d* = 1.16), but lower Work Pace (65.52, *d* = 0.32), Cognitive Demands (81.90, *d* = 0.96), Emotional Demands (68.10, *d* = 1.13), and Demands for Hiding Emotions (81.61, *d* = 1.49) compared to their counterparts in other geolocations.

TABLE 3.2.2: MEAN DEMANDS AT WORK BY GENDER, SCHOOL SECTOR AND ROLE

	Gender			School Sector			Role	
	Female	Male	Did not specify	Government	Catholic	Independent	Principal	Deputy
Quantitative Demands	59.90	57.48	61.28	59.83	56.01	55.23	61.01	58.51
Work Pace	71.74	70.04	72.28	71.83	67.27	69.92	72.66	71.31
Cognitive Demands	85.18	83.81	83.83	85.16	83.82	81.76	86.77	81.89
Emotional Demands	72.19	69.99	69.97	72.03	69.26	68.29	73.66	67.98
Demands for Hiding Emotions	84.90	84.05	86.05	85.10	83.53	81.64	86.99	83.68

TABLE 3.2.3: COHEN'S D DEMANDS AT WORK BY GENDER, SCHOOL SECTOR AND ROLE

	Gender			School Sector			Role	
	Female	Male	Did not specify	Government	Catholic	Independent	Principal	Deputy
Quantitative Demands	0.96	0.84	1.03	0.96	0.77	0.73	1.02	0.89
Work Pace	0.64	0.55	0.67	0.65	0.41	0.55	0.69	0.62
Cognitive Demands	1.14	1.06	1.07	1.14	1.07	0.96	1.22	0.96
Emotional Demands	1.30	1.21	1.20	1.29	1.18	1.14	1.36	1.12
Demands for Hiding Emotions	1.65	1.61	1.70	1.66	1.58	1.49	1.75	1.59

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

TABLE 3.2.4: MEAN DEMANDS AT WORK BY AGE AND SCHOOL LEADER EXPERIENCE

	Age					School leader experience				
	<=30	31-40	41-50	51-60	61+	<=5	6-10	11-15	16-20	More than 20
Quantitative Demands	62.50	65.43	61.81	59.21	53.35	62.65	61.21	58.76	58.66	56.47
Work Pace	69.44	80.10	75.15	71.58	62.72	77.28	72.85	71.74	71.77	66.16
Cognitive Demands	72.92	88.91	85.71	85.10	81.34	84.57	85.29	84.74	85.27	83.24
Emotional Demands	64.58	76.80	72.89	72.17	65.70	71.24	73.01	72.18	71.70	68.36
Demands for Hiding Emotions	75.00	86.56	87.20	84.57	81.47	83.72	85.22	85.81	85.16	82.43

TABLE 3.2.5: COHEN'S D DEMANDS AT WORK BY AGE AND SCHOOL LEADER EXPERIENCE

	Age					School leader experience				
	<=30	31-40	41-50	51-60	61+	<=5	6-10	11-15	16-20	More than 20
Quantitative Demands	↑ 1.09	↑ 1.23	↑ 1.05	↑ 0.93	↑ 0.64	↑ 1.10	↑ 1.02	↑ 0.91	↑ 0.90	↑ 0.79
Work Pace	↑ 0.52	↑ 1.08	↑ 0.82	↑ 0.63	0.17	↑ 0.93	↑ 0.70	↑ 0.64	↑ 0.64	0.35
Cognitive Demands	0.48	↑ 1.34	↑ 1.17	↑ 1.13	↑ 0.93	↑ 1.11	↑ 1.14	↑ 1.11	↑ 1.14	↑ 1.03
Emotional Demands	↑ 0.98	↑ 1.49	↑ 1.32	↑ 1.30	↑ 1.03	↑ 1.26	↑ 1.33	↑ 1.30	↑ 1.28	↑ 1.14
Demands for Hiding Emotions	↑ 1.17	↑ 1.73	↑ 1.76	↑ 1.63	↑ 1.48	↑ 1.59	↑ 1.66	↑ 1.69	↑ 1.66	↑ 1.53

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

TABLE 3.2.6: MEAN DEMANDS AT WORK BY STATE

	State							
	NSW	VIC	QLD	SA	WA	TAS	ACT	NT
Quantitative Demands	59.95	59.96	60.41	59.87	54.93	54.90	56.74	58.75
Work Pace	72.50	72.26	72.80	69.66	66.60	69.93	73.25	67.22
Cognitive Demands	85.81	85.61	84.74	82.84	83.14	84.07	84.70	82.36
Emotional Demands	72.96	72.04	72.11	69.02	69.01	71.94	68.42	68.33
Demands for Hiding Emotions	86.22	84.16	86.02	81.36	83.84	85.62	81.36	80.56

TABLE 3.2.7: COHEN'S D DEMANDS AT WORK BY STATE

	State							
	NSW	VIC	QLD	SA	WA	TAS	ACT	NT
Quantitative Demands	0.96	0.96	0.99	0.96	0.72	0.72	0.81	0.90
Work Pace	0.68	0.67	0.70	0.53	0.37	0.55	0.72	0.40
Cognitive Demands	1.17	1.16	1.11	1.01	1.03	1.08	1.11	0.99
Emotional Demands	1.33	1.29	1.29	1.17	1.17	1.29	1.14	1.14
Demands for Hiding Emotions	1.71	1.61	1.70	1.48	1.60	1.68	1.48	1.44

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

TABLE 3.2.8: MEAN DEMANDS AT WORK BY GEOLOCATION AND SCHOOL TYPE

	Geolocation						School Type		
	Major Cities	Inner Regional	Outer Regional	Remote	Very Remote	N/A	Primary	Secondary	Combined
Quantitative Demands	58.20	60.58	60.91	61.70	64.01	58.00	58.64	59.20	58.63
Work Pace	71.28	72.62	71.71	69.02	65.52	70.30	70.02	73.77	71.13
Cognitive Demands	85.60	85.08	84.80	82.69	81.90	83.33	84.47	85.47	83.66
Emotional Demands	71.82	73.61	72.97	72.28	68.10	68.88	70.96	71.05	72.62
Demands for Hiding Emotions	84.83	86.09	87.43	84.62	81.61	82.73	85.41	83.90	82.71

TABLE 3.2.9: COHEN'S D DEMANDS AT WORK BY GEOLOCATION AND SCHOOL TYPE

	Geolocation						School Type		
	Major Cities	Inner Regional	Outer Regional	Remote	Very Remote	N/A	Primary	Secondary	Combined
Quantitative Demands	0.88	0.99	1.01	1.05	1.16	0.87	0.90	0.93	0.90
Work Pace	0.62	0.69	0.64	0.50	0.32	0.57	0.55	0.75	0.61
Cognitive Demands	1.16	1.13	1.12	1.00	0.96	1.04	1.10	1.15	1.06
Emotional Demands	1.28	1.35	1.33	1.30	1.13	1.16	1.25	1.25	1.31
Demands for Hiding Emotions	1.65	1.71	1.77	1.64	1.49	1.54	1.67	1.60	1.54

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

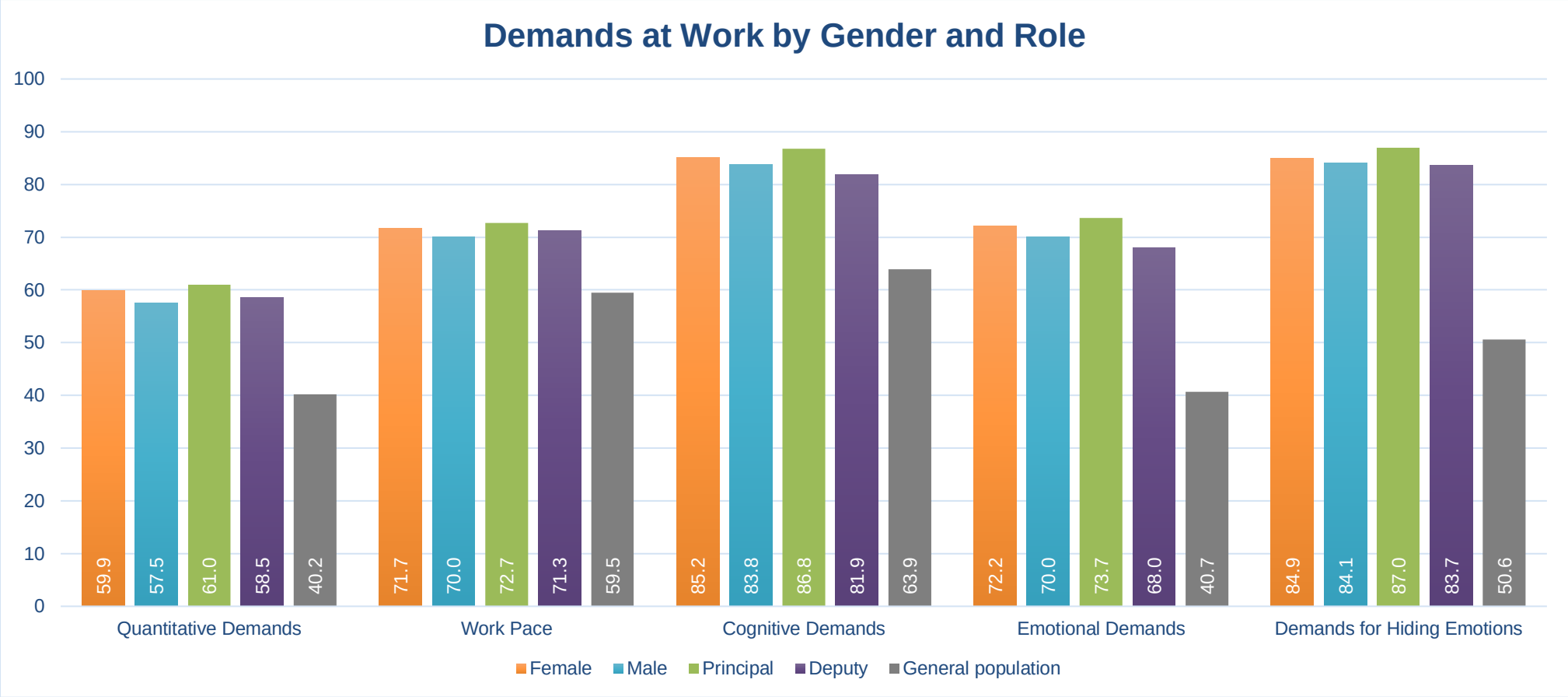

FIGURE 3.2.2: BAR CHART: DEMANDS AT WORK BY GENDER AND ROLE

Male and female school leaders self-reported higher mean results for all Demands at Work subscales than the general population. Male and Female school leaders reported huge effect size higher results for Emotional Demands and Demands for Hiding Emotions compared to the general population.

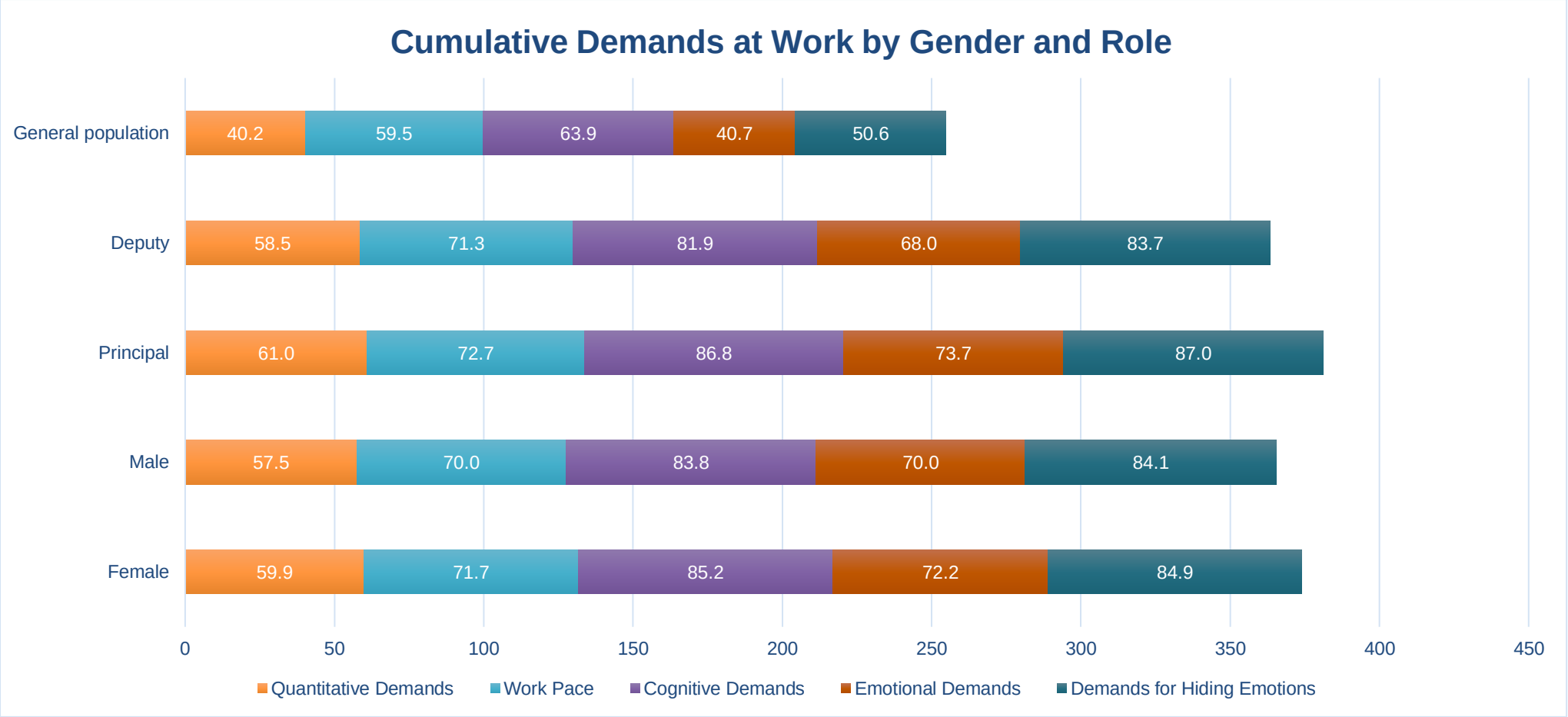

FIGURE 3.2.3: STACKED BAR CHART: CUMULATIVE DEMANDS AT WORK BY GENDER AND ROLE

Cumulatively, male and female school leaders reported higher results for Demands at Work compared to the general population. Cumulatively, female school leaders reported higher score than their male counterparts.

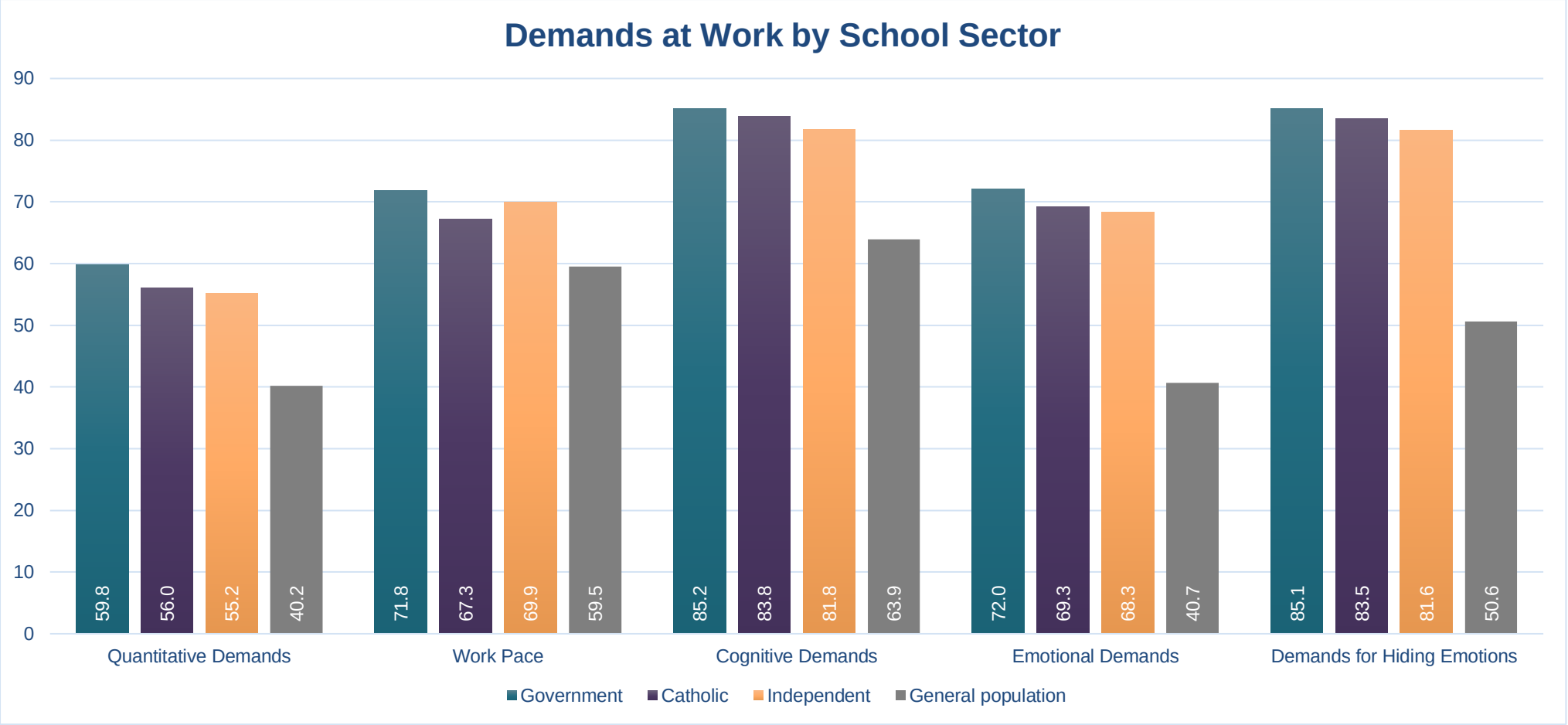

FIGURE 3.2.4: BAR CHART: DEMANDS AT WORK BY SCHOOL SECTOR

Government school leaders reported higher results for all subscales for Demands at Work compared to their Catholic and Independent school counterparts. School leaders of all sectors reported higher results than the general population for all Demands at Work subscales.

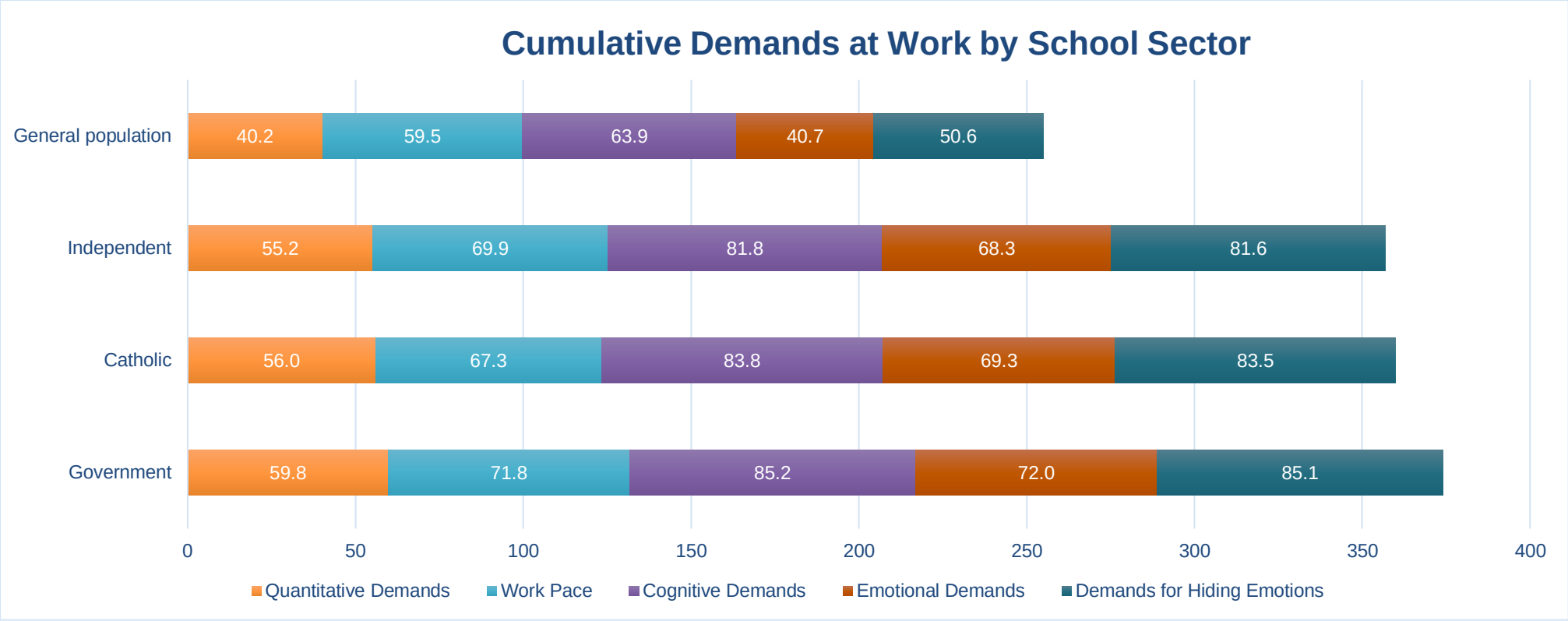

FIGURE 3.2.5: STACKED BAR CHART: CUMULATIVE DEMANDS AT WORK BY SCHOOL SECTOR

Cumulatively, government school leaders reported higher results than their Catholic and Independent school counterparts. Cumulatively, school leaders of all sectors reported higher results than the general population.

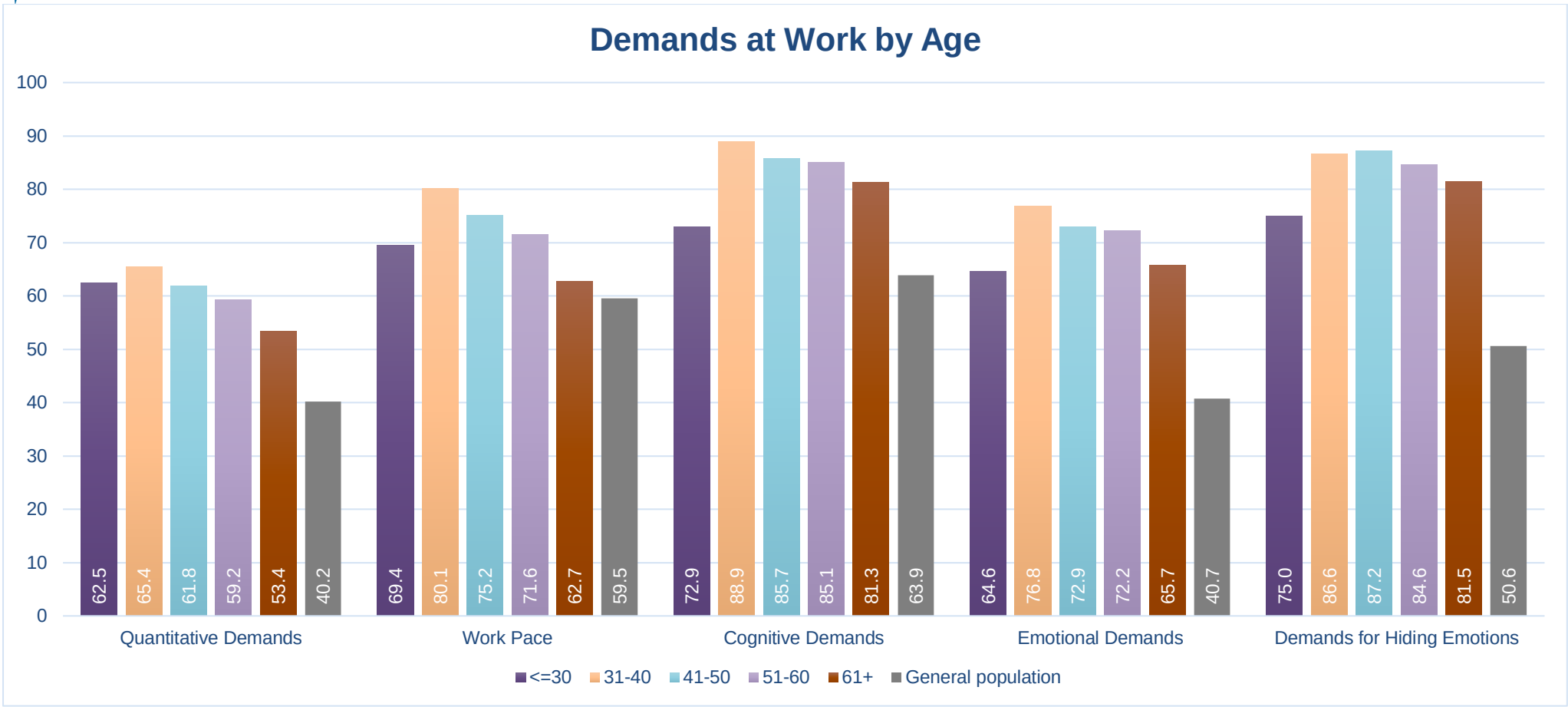

FIGURE 3.2.6: BAR CHART: DEMANDS AT WORK BY AGE GROUPS

School leaders aged 31-40 years reported higher results for Quantitative Demands, Work Pace, Cognitive Demands and Emotional Demands than other age groups and the general population. School leaders of all age category reported higher results for all subscales compared to the general population.

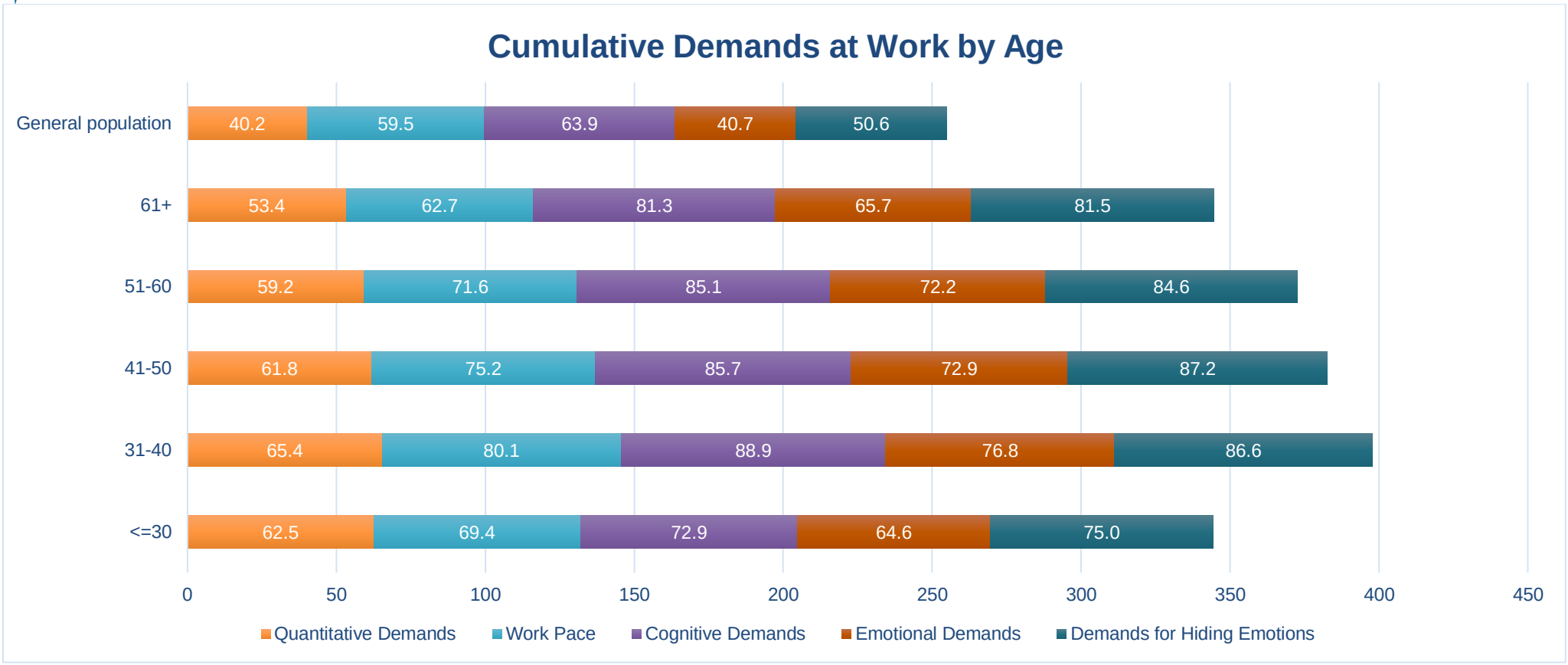

FIGURE 3.2.7: STACKED BAR CHART: CUMULATIVE DEMANDS AT WORK BY AGE GROUPS

Cumulatively, school leaders aged 31-40 years scored higher than other age groups for Demands at Work. Cumulatively, school leaders of all age groups scored higher for Demands at Work than the general population.

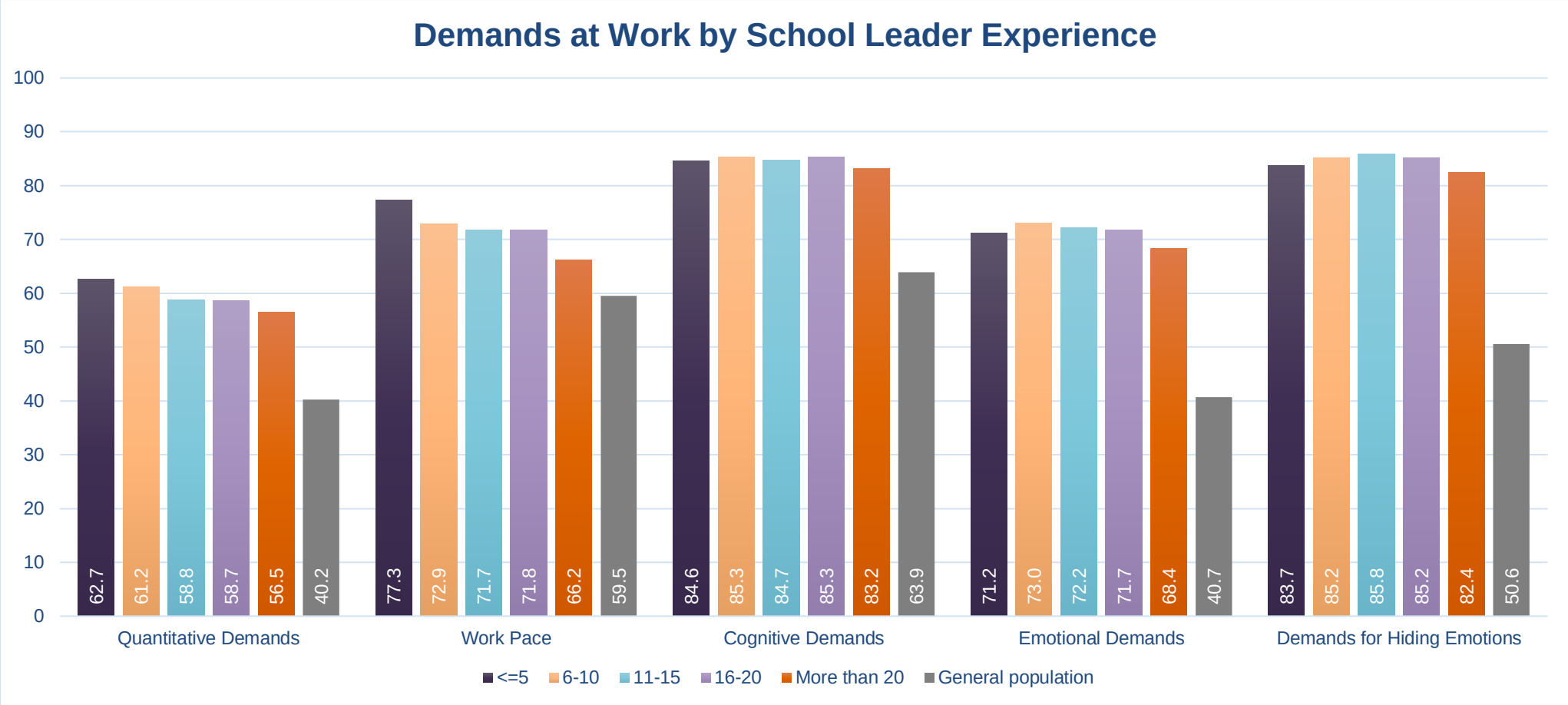

FIGURE 3.2.8: BAR CHART: DEMANDS AT WORK BY YEARS OF EXPERIENCE AS A SCHOOL LEADER

School leaders with less than 5 years' experience in their leadership position reported higher Quantitative Demands and Work Pace than their more experienced counterparts. School leaders with more than 20 years' experience reported lower Work Pace, Cognitive Demands, Emotional Demands and Demands for Hiding Emotions than their less experienced counterparts.

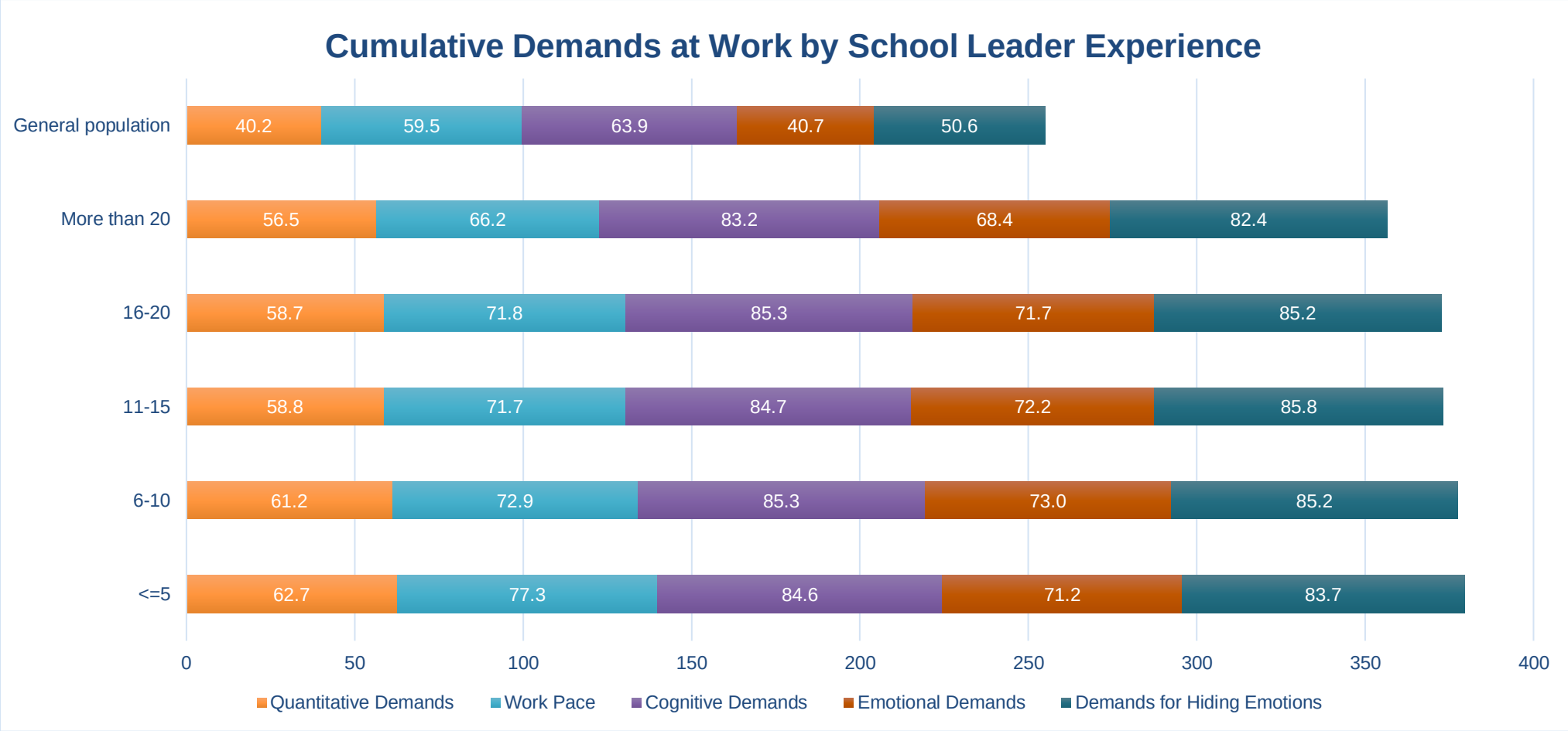

FIGURE 3.2.9: STACKED BAR CHART: CUMULATIVE DEMANDS AT WORK BY YEARS OF EXPERIENCE AS A SCHOOL LEADER

Cumulatively, school leaders with more than 20 years' experience in a school leader role reported lower Demands at work result than their less experienced counterparts. Cumulatively, school leaders with less than 5 years' experience reported similar Demands at Work result to school leaders with 6-10 years' experience. School leaders with 11-15 and 16-20 years' experience reported similar cumulative scores for Demands at Work to each other.

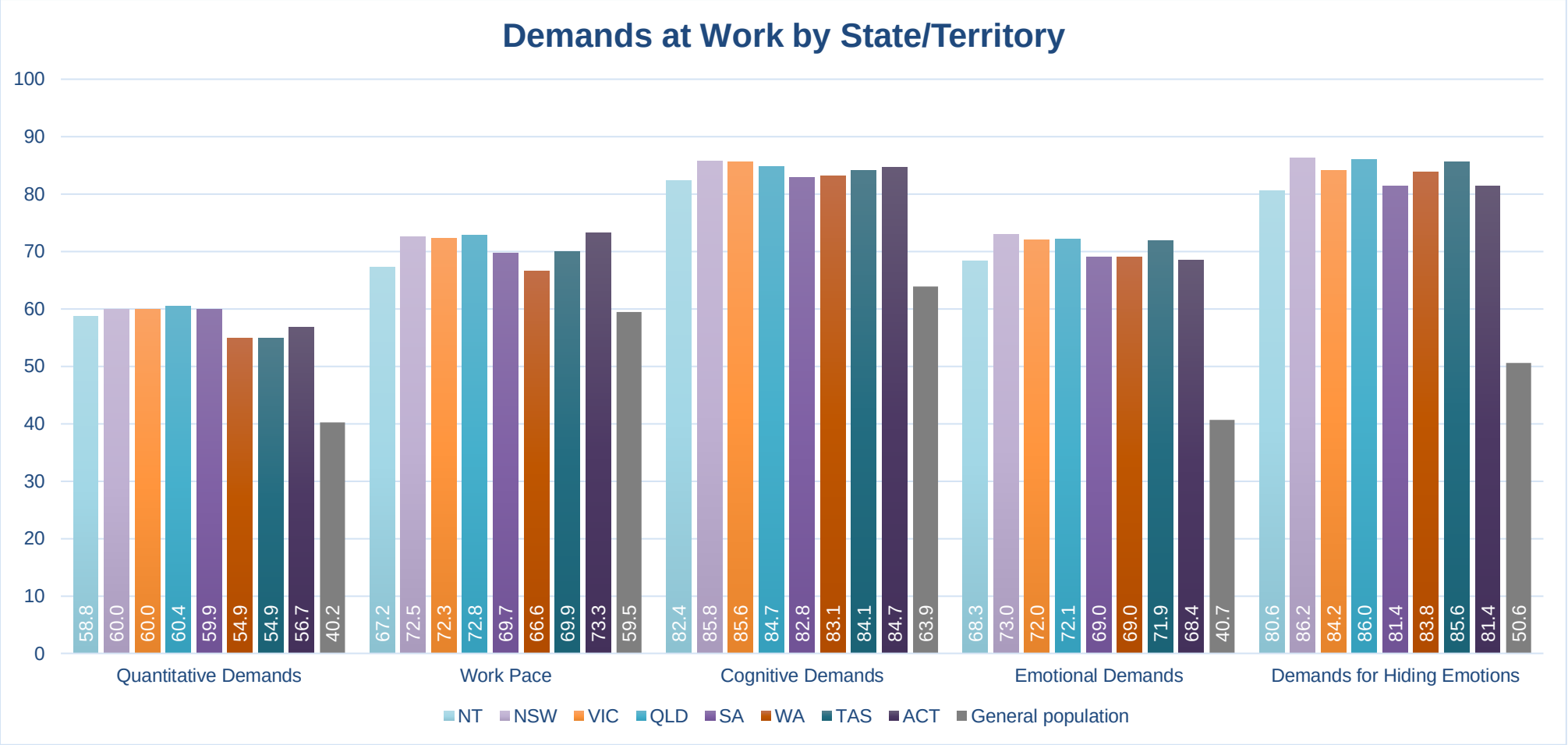

FIGURE 3.2.10: BAR CHART: DEMANDS AT WORK BY STATE/TERRITORY

School leaders in Western Australia and Tasmania reported lower Quantitative Demands than their counterparts in other states/territories. School leaders in the Northern Territory and Western Australia reported lower Work Pace than their counterparts in other states/territories. School leaders in the Northern Territory reported lower Cognitive Demands and Emotional Demands than other state and territory school leaders.

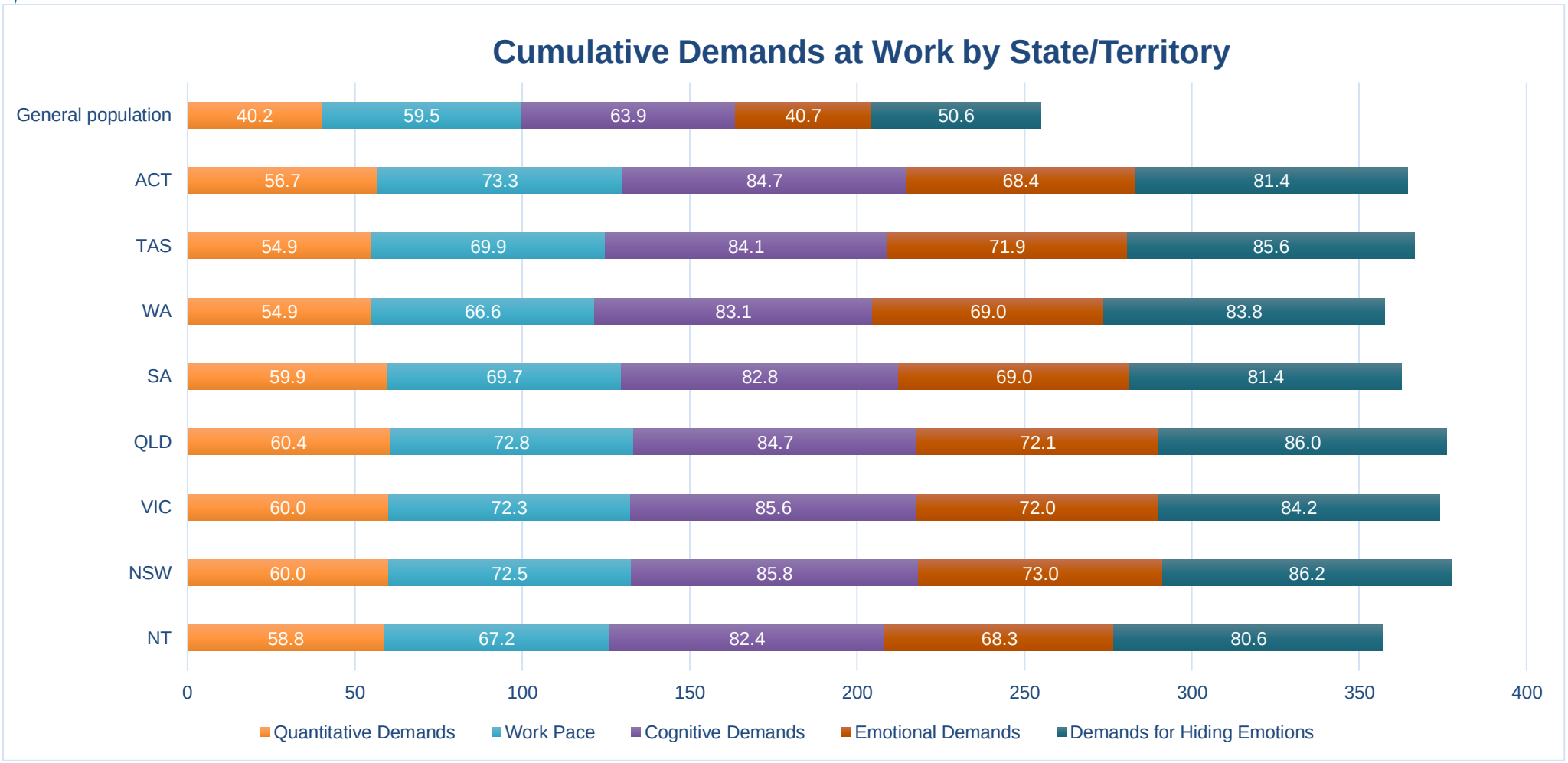

FIGURE 3.2.11: STACKED BAR CHART: CUMULATIVE DEMANDS AT WORK BY STATE/TERRITORY

Cumulatively, school leaders in the Northern Territory and Western Australia reported lower results Demands at Work than their counterparts in other states and territories. Cumulatively, school leaders across the country reported higher Demands at Work than the general population.

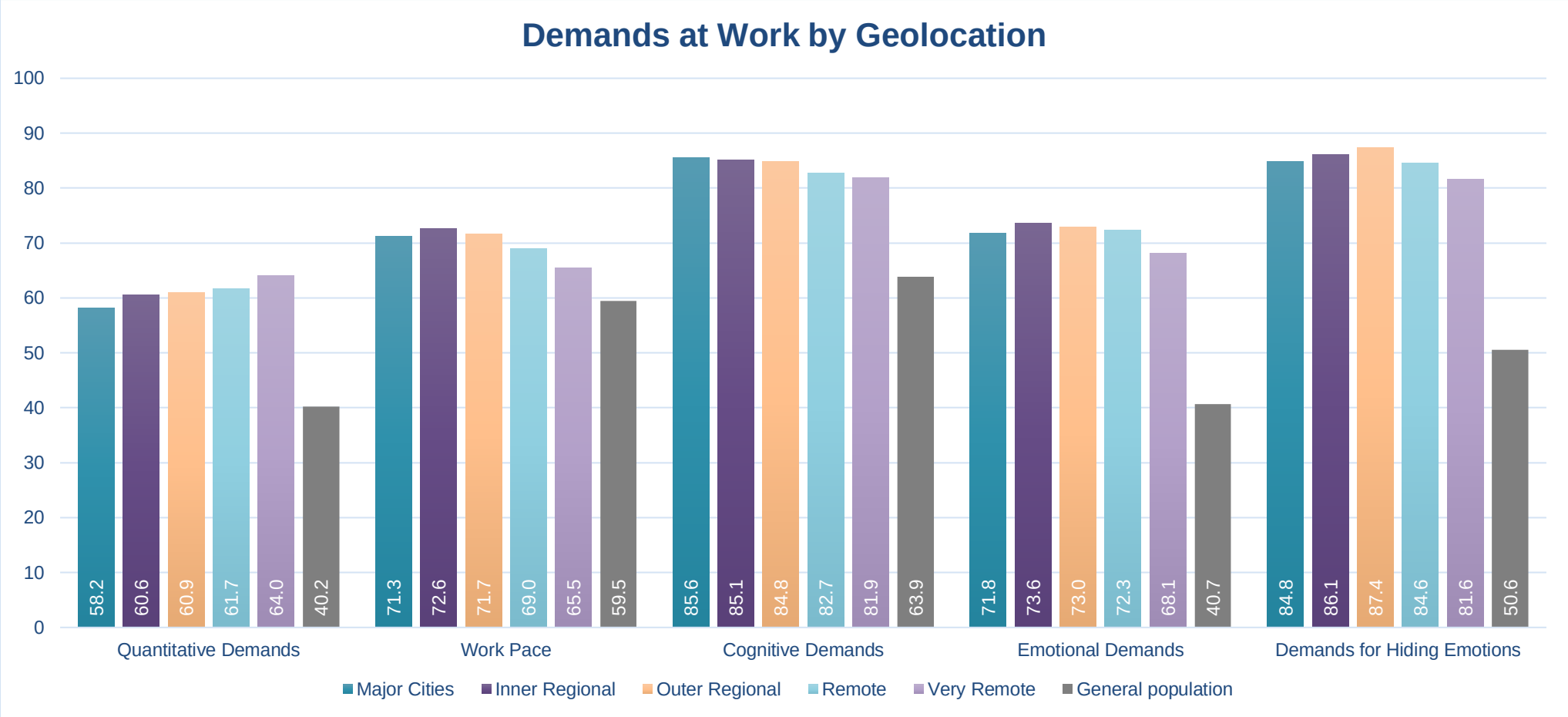

FIGURE 3.2.12: BAR CHART: DEMANDS AT WORK BY SCHOOL GEOLOCATION

Very remote school leaders reported lower Work Pace, Cognitive Demands, Emotional Demands and Demands for Hiding Emotions, and higher Quantitative Demands, than school leaders from other geolocations.

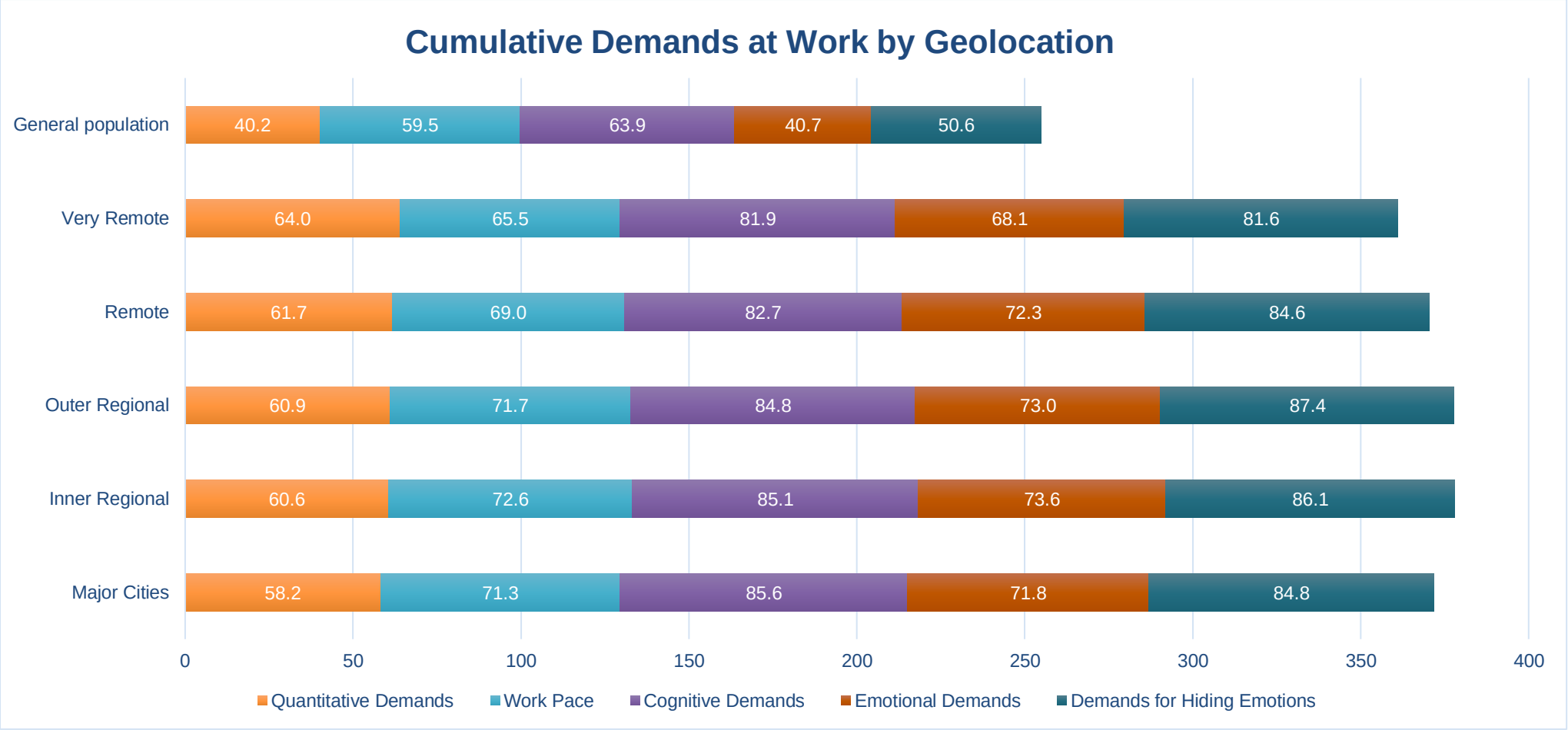

FIGURE 3.2.13: STACKED BAR CHART: CUMULATIVE DEMANDS AT WORK BY SCHOOL GEOLOCATION

Cumulatively, school leaders in very remote schools scored lower than their counterparts in other geolocations. Cumulatively, school leaders of all geolocations scored higher than the general population.

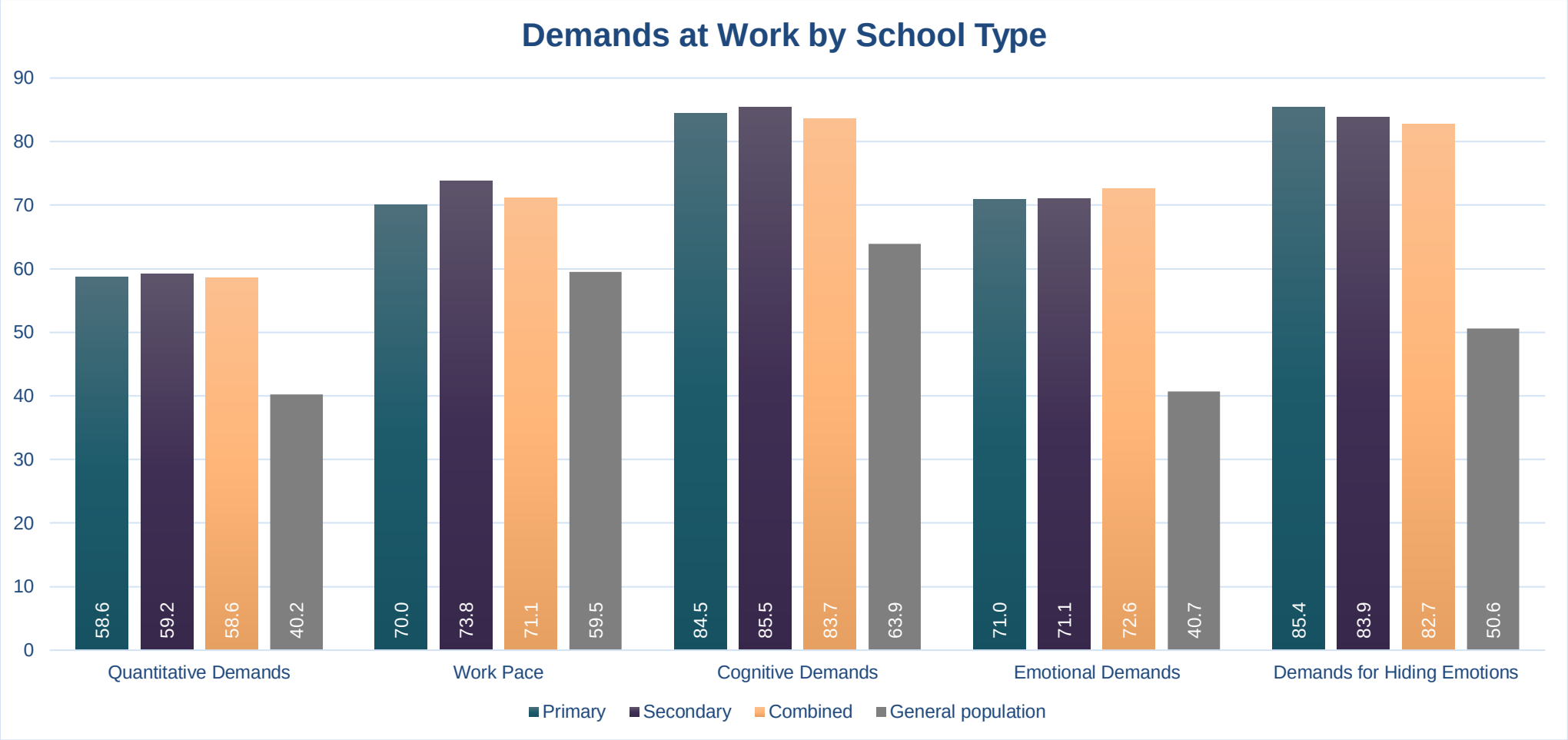

FIGURE 3.2.14: BAR CHART: DEMANDS AT WORK BY SCHOOL TYPE

Secondary school leaders reported higher Work Pace than their primary school counterparts. Secondary school leaders reported lower Demands for Hiding Emotions than their primary school counterparts.

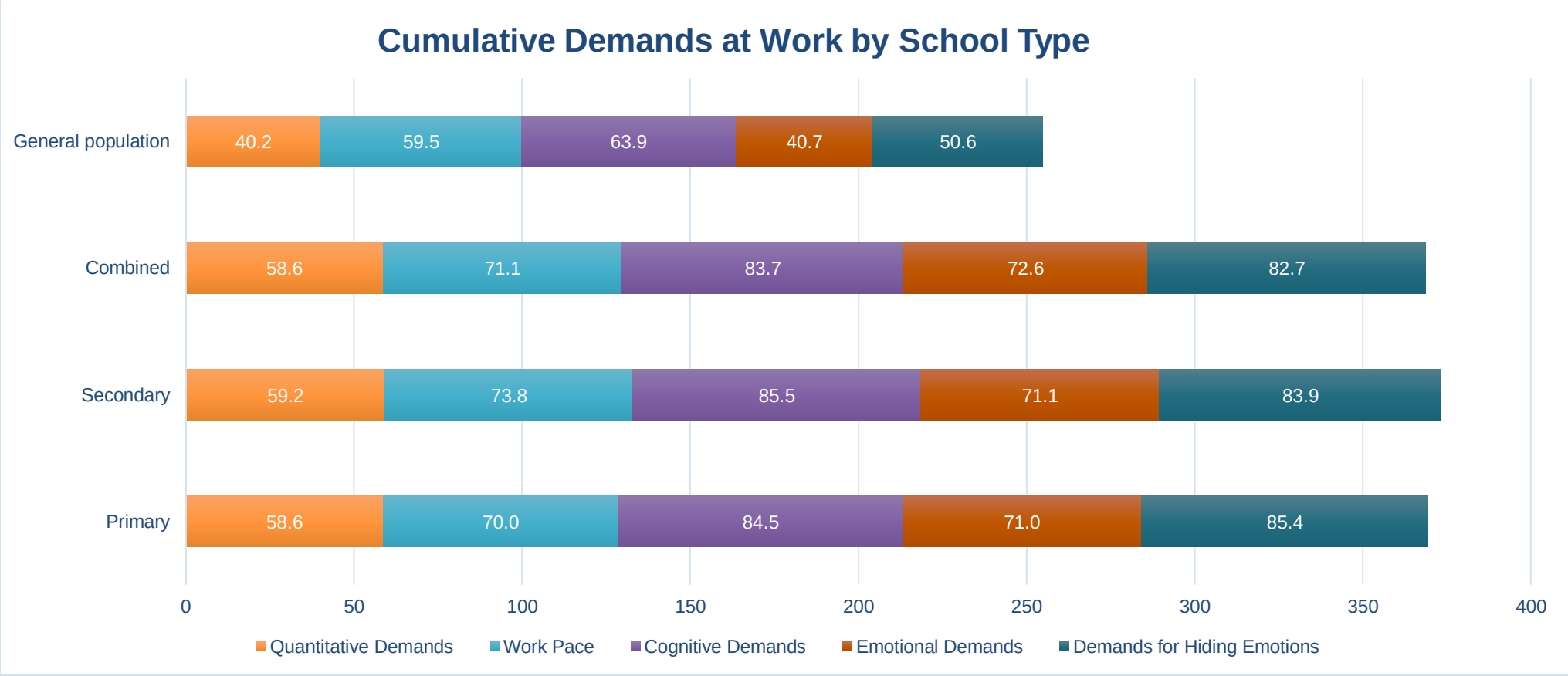

FIGURE 3.2.15: STACKED BAR CHART: CUMULATIVE DEMANDS AT WORK BY SCHOOL TYPE

Cumulatively, primary and secondary school leaders scored roughly the same for Demands at Work.

3.3 WORK ORGANISATION AND JOB CONTENTS: SUBSCALE LONGITUDINAL AND SUBGROUP COMPARISONS

TABLE 3.3.1: WORK ORGANISATION AND JOB CONTENTS – SCHOOL LEADERS AND THE GENERAL POPULATION

	School leader			General population		Difference		
	N	M	SD	M	SD	M difference	Cohen's *d*	Effect size
Influence	1702	57.12	17.17	49.80	21.20	7.32	0.35	Medium
Possibilities for Development (skill discretion)	1700	81.36	14.53	65.90	17.60	15.46	0.88	Very large
Variation	1700	64.46	16.07	60.40	21.40	4.06	0.19	Small
Meaning of Work	1700	84.62	14.83	73.80	15.80	10.82	0.68	Large
Commitment to the Workplace	1700	73.54	19.33	60.90	20.40	12.64	0.62	Large

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

Work Organisation and Job Contents subscale are:

- **Influence at Work** assesses the degree to which the employee can influence aspects of work itself, ranging from planning of work, to the order of tasks.
- **Possibilities for Development** assesses if the tasks are challenging for the employee and if the tasks provide opportunities for learning, and thus opportunities for development, not only in the job but also on a personal level. Lack of development can create apathy, helplessness, and passivity.
- **Variation of Work** assesses the degree to which work (tasks, work process) is varied, that is if tasks are or are not repetitive.
- **Meaning of Work** assesses both the meaning of the aim of work tasks and the meaning of the context of work tasks. The aim is "vertical": that the work is related to a more general purpose, such as providing students with a good education. Context is "horizontal": that one can see how one's own work contributes to the overall product of the organisation.
- **Commitment to the Workplace** assesses the degree to which one experiences being committed to ones' workplace. It is not the work by itself or the work group that is the focus here, but the organisation in which one is employed.

Work Organisation and Job Contents: School leader longitudinal snapshot

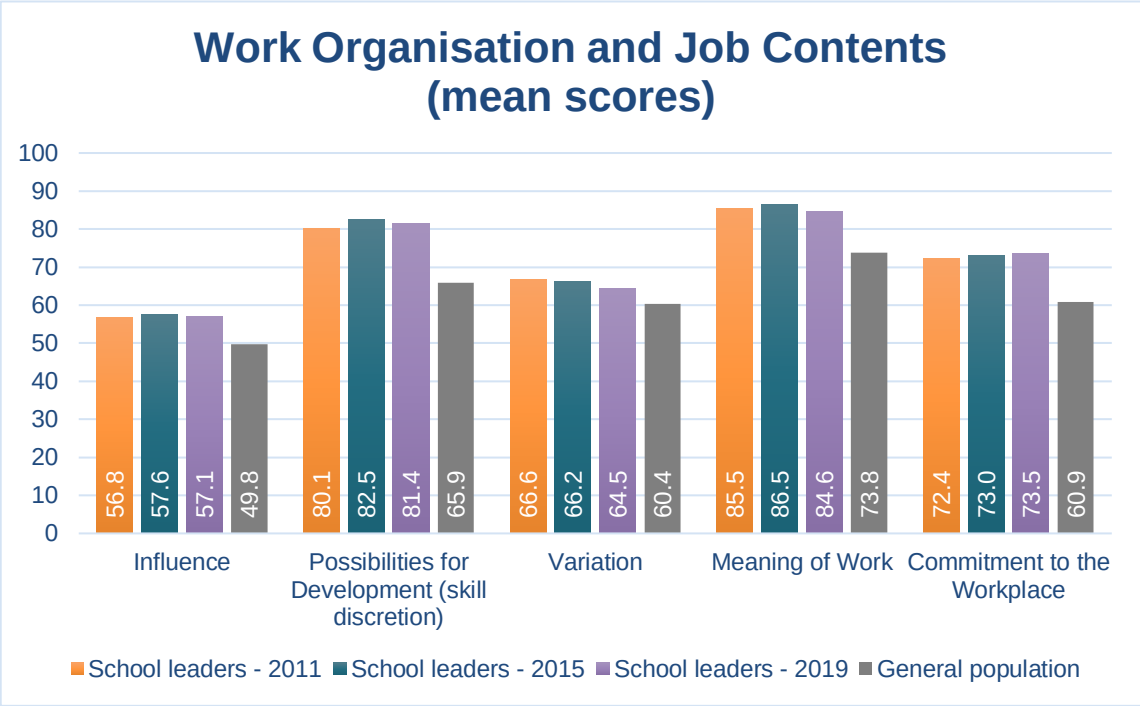

FIGURE 3.3.1: WORK ORGANISATION AND JOB CONTENTS: SCHOOL LEADERS RESULTS FOR 2011, 2015 AND 2019 AGAINST THE GENERAL POPULATION

> It is a very stressful job. Most principals are committed to the job, but we need more support…
>
> - *Female, government primary school, VIC*

Influence: School leaders in 2019 reported medium effect size higher than the general population (57.12 versus 49.80 *d* = 0.35).

Possibility for Development: School leaders in 2019 reported very large effect size higher than the general population (81.36 versus 65.90, *d* = 0.88).

Variation: School leaders in 2019 reported small effect size higher than the general population (64.46 versus 45.90, *d* = 0.19). School leaders reported a small decline in Variation from 2011 to 2015 to 2019.

Meaning of Work: School leaders in 2019 reported large effect size higher than the general population (84.62 versus 73.80, *d* = 0.68). However, school leaders of 2019 reported the lowest score for Meaning of Work in nine years.

Commitment to the Workplace: School leaders reported large effect size higher than the general population (73.54 versus 60.90, *d* = 0.62). There was a small increase in Commitment to the Workplace experienced by school leaders from 2011 to 2015 to 2019.

Work Organisation and Job Contents: School leader subgroup results

The following findings for Work Organisation and Job Contents are from Table 3.3.2 to Table 3.3.9

Male school leaders reported higher results for Influence than their female counterparts, 58.59 (*d* = 0.41) versus 55.83 (*d* = 0.28). Female school leaders reported higher scores for Possibilities for Development, Variation, Meaning of Work and Commitment to the Workplace compared to their male counterparts.

Government school leaders reported lower scores for all five subscales of Work Organisation and Job Contents compared to leaders in other school sectors. The highest difference between Government school leaders and their Catholic and Independent school counterparts was found in their experience of Influence in the work place (55.39 (*d* = 0.26), versus 62.71 (*d* = 0.61), versus 64.50 (*d* = 0.69), respectively).

Deputy principals reported lower scores for all five subscales compared to principals. The difference of scores between deputy principals and principals was largest in Commitment to the Workplace (64.91 (*d* = .20) versus 73.98 (*d* = .64)), Meaning of Work (79.3 (*d* = .35) versus 86.14 (*d* = .78)) and Influence (51.68 (*d* = 0.09) versus 58.44 (*d* = 0.41)). Deputy principals reported similar Variation in their work to that of the general population.

School leaders aged over 61 years reported significantly higher scores for Influence in their work than other age groups. Each school leader age group increment reported higher results for Influence, Variation and Meaning of Work than their younger counterparts. School leaders aged between 31-40 years reported lower Commitment to the Workplace than other age groups (*d* = 0.27).

Tasmanian and Australian Capital Territory school leaders reported very large effect size higher scores (*d* = 0.97 and *d* = 0.84) for Meaning of Work compared to the general population. School leaders in WA reported lower Commitment to Work than school leaders from other states and territories.

School leaders in very remote geolocations reported higher scores for Influence and Commitment to the Workplace than their counterparts in other geolocations. Compared to other geolocations, remote school leaders reported higher scores for Meaning of Work and Variation, and lower score for Commitment to the Workplace.

For Possibility for Development, primary school leaders reported a very large effect size higher (82.05, *d* = 0.92) and secondary school leaders reported a large effect size higher (79.64, *d* = 0.78) compared to the general population.

TABLE 3.3.2: MEAN WORK ORGANISATION AND JOB CONTENTS BY GENDER, SCHOOL SECTOR AND ROLE

	Gender			School Sector			Role	
	Female	Male	Did not specify	Government	Catholic	Independent	Principal	Deputy
Influence	55.83	58.59	63.32	55.39	62.71	64.50	58.44	51.68
Possibilities for Development (skill discretion)	82.80	78.89	86.28	80.72	84.07	81.87	82.80	78.89
Variation	65.33	63.02	66.58	63.75	66.69	67.05	66.24	60.16
Meaning of Work	85.61	82.95	87.68	84.24	86.69	85.06	86.14	79.34
Commitment to the Workplace	74.87	71.28	77.85	73.09	74.33	76.39	73.98	64.91

TABLE 3.3.3: COHEN'S D WORK ORGANISATION AND JOB CONTENTS BY GENDER, SCHOOL SECTOR AND ROLE

	Gender			School Sector			Role	
	Female	Male	Did not specify	Government	Catholic	Independent	Principal	Deputy
Influence	0.28	0.41	0.64	0.26	0.61	0.69	0.41	0.09
Possibilities for Development (skill discretion)	0.96	0.74	1.16	0.84	1.03	0.91	0.96	0.74
Variation	0.23	0.12	0.29	0.16	0.29	0.31	0.27	-0.01
Meaning of Work	0.75	0.58	0.88	0.66	0.82	0.71	0.78	0.35
Commitment to the Workplace	0.68	0.51	0.83	0.60	0.66	0.76	0.64	0.20

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

TABLE 3.3.4: MEAN WORK ORGANISATION AND JOB CONTENTS BY AGE AND SCHOOL LEADER EXPERIENCE

	Age					School leader experience				
	<=30	31-40	41-50	51-60	61+	<=5	6-10	11-15	16-20	More than 20
Influence	50.00	55.00	55.28	56.27	61.46	52.34	54.96	56.50	57.04	61.33
Possibilities for Development (skill discretion)	81.25	83.05	80.63	81.09	81.20	82.23	81.45	81.51	80.99	81.14
Variation	54.17	62.19	63.86	64.47	65.60	63.77	64.57	63.78	64.40	65.40
Meaning of Work	80.56	82.19	82.64	84.60	87.03	84.77	84.28	83.76	84.38	86.03
Commitment to the Workplace	72.92	66.41	69.77	73.40	79.25	73.39	71.86	71.61	73.75	77.04

TABLE 3.3.5: COHEN'S D WORK ORGANISATION AND JOB CONTENTS BY AGE AND SCHOOL LEADER EXPERIENCE

	Age					School leader experience				
	<=30	31-40	41-50	51-60	61+	<=5	6-10	11-15	16-20	More than 20
Influence	0.01	0.25	0.26	0.31	0.55	0.12	0.24	0.32	0.34	0.54
Possibilities for Development (skill discretion)	0.87	0.97	0.84	0.86	0.87	0.93	0.88	0.89	0.86	0.87
Variation	-0.29	0.08	0.16	0.19	0.24	0.16	0.19	0.16	0.19	0.23
Meaning of Work	0.43	0.53	0.56	0.68	0.84	0.69	0.66	0.63	0.67	0.77
Commitment to the Workplace	0.59	0.27	0.43	0.61	0.90	0.61	0.54	0.53	0.63	0.79

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

TABLE 3.3.6: MEAN WORK ORGANISATION AND JOB CONTENTS BY STATE

	State							
	NSW	VIC	QLD	SA	WA	TAS	ACT	NT
Influence	53.55	59.79	56.72	57.73	58.86	56.00	58.55	55.97
Possibilities for Development (skill discretion)	80.29	83.08	81.38	79.71	80.63	80.51	82.40	80.83
Variation	62.76	65.65	64.86	65.35	62.69	69.61	66.45	65.56
Meaning of Work	83.96	86.37	83.88	82.89	83.37	89.05	87.06	85.37
Commitment to the Workplace	73.03	74.98	73.71	72.97	70.14	76.72	77.47	76.94

TABLE 3.3.7: COHEN'S D WORK ORGANISATION AND JOB CONTENTS BY STATE

	State							
	NSW	VIC	QLD	SA	WA	TAS	ACT	NT
Influence	0.18	0.47	0.33	0.37	0.43	0.29	0.41	0.29
Possibilities for Development (skill discretion)	0.82	0.98	0.88	0.78	0.84	0.83	0.94	0.85
Variation	0.11	0.25	0.21	0.23	0.11	0.43	0.28	0.24
Meaning of Work	0.64	0.80	0.64	0.58	0.61	0.97	0.84	0.73
Commitment to the Workplace	0.59	0.69	0.63	0.59	0.45	0.78	0.81	0.79

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

TABLE 3.3.8: MEAN WORK ORGANISATION AND JOB CONTENTS BY GEOLOCATION AND SCHOOL TYPE

	Geolocation						School Type		
	Major Cities	Inner Regional	Outer Regional	Remote	Very Remote	N/A	Primary	Secondary	Combined
Influence	57.22	54.72	53.74	51.12	57.97	59.80	57.09	55.21	61.00
Possibilities for Development (skill discretion)	81.80	81.25	80.43	79.65	79.96	81.38	82.05	79.64	81.90
Variation	63.37	64.99	63.65	66.03	63.36	65.77	64.93	63.16	65.49
Meaning of Work	84.47	84.27	82.38	85.26	84.20	85.73	84.60	83.68	87.25
Commitment to the Workplace	72.25	73.66	72.21	70.83	75.00	75.68	72.44	74.19	77.11

TABLE 3.3.9: COHEN'S D WORK ORGANISATION AND JOB CONTENT BY GEOLOCATION AND SCHOOL TYPE

	Geolocation						School Type		
	Major Cities	Inner Regional	Outer Regional	Remote	Very Remote	N/A	Primary	Secondary	Combined
Influence	0.35	0.23	0.19	0.06	0.39	0.47	0.34	0.26	0.53
Possibilities for Development (skill discretion)	0.90	0.87	0.83	0.78	0.80	0.88	0.92	0.78	0.91
Variation	0.14	0.21	0.15	0.26	0.14	0.25	0.21	0.13	0.24
Meaning of Work	0.68	0.66	0.54	0.73	0.66	0.76	0.68	0.63	0.85
Commitment to the Workplace	0.56	0.63	0.55	0.49	0.69	0.72	0.57	0.65	0.79

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

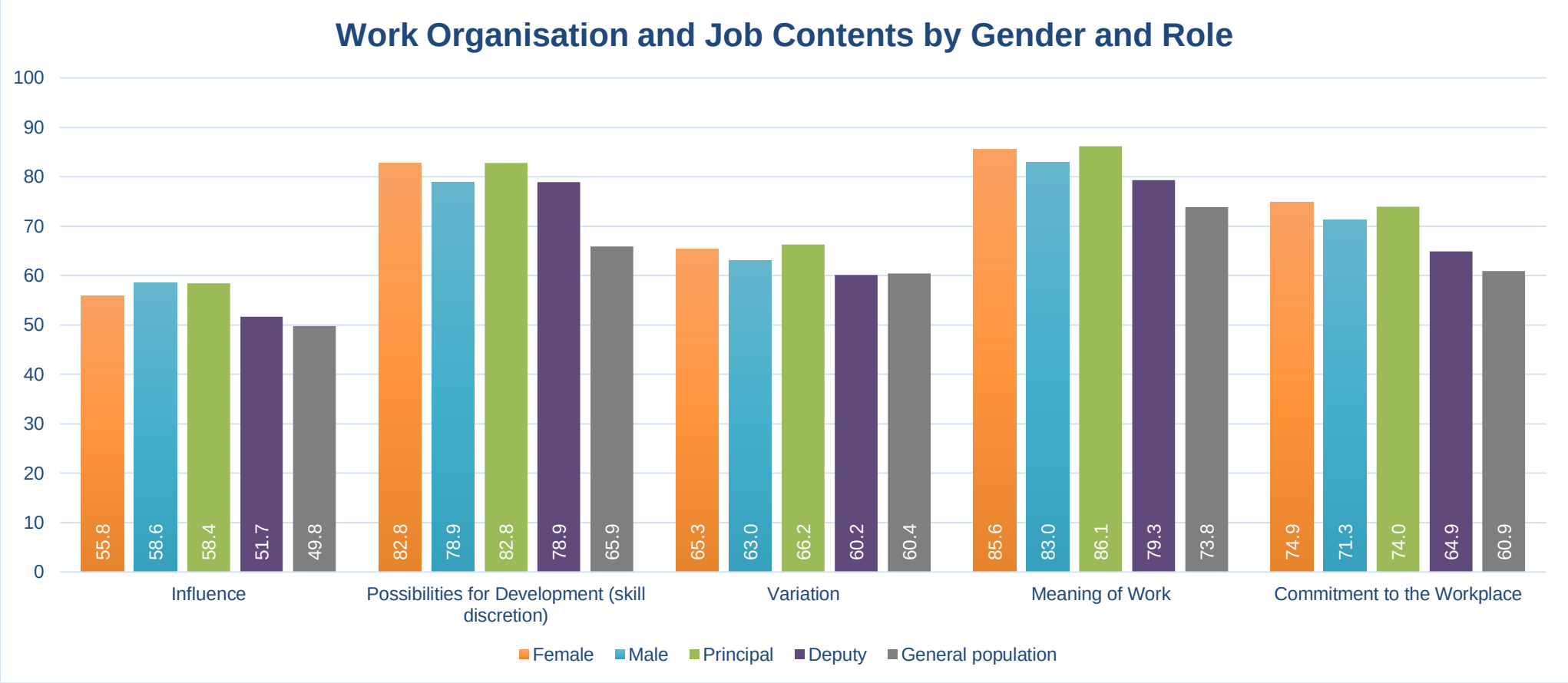

FIGURE 3.3.2: BAR CHART: WORK ORGANISATION AND JOB CONTENTS BY GENDER

Principals reported higher scores for Influence and Variation compared to deputy principals, who reported similar scores to the general population for these two subscales. Male school leaders reported higher scores for Influence than their female counterparts.

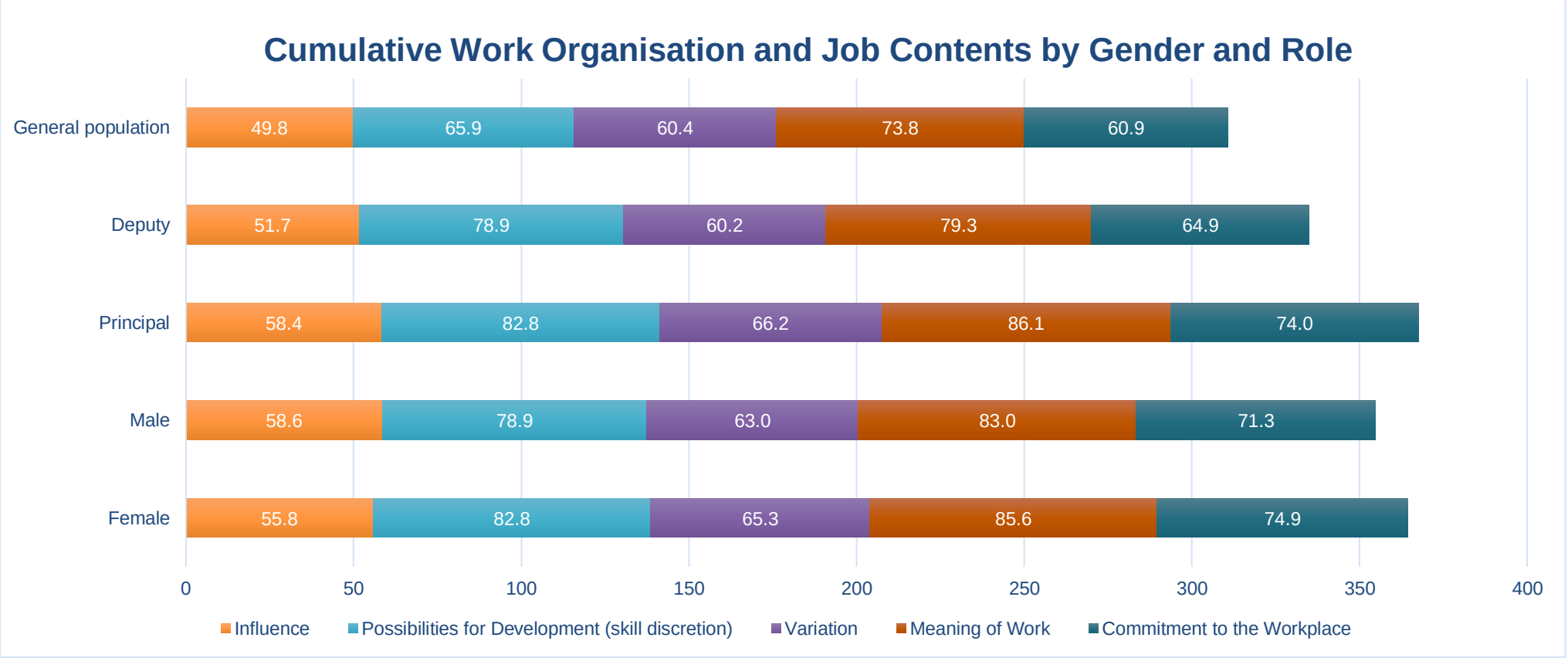

FIGURE 3.3.3: STACKED BAR CHART: CUMULATIVE WORK ORGANISATION AND JOB CONTENTS BY GENDER AND ROLE

Cumulatively, all school leader subgroups of gender and role reported higher scores than the general population for Work Organisation and Job Contents. Female school leaders reported higher cumulative scores than their male counterparts.

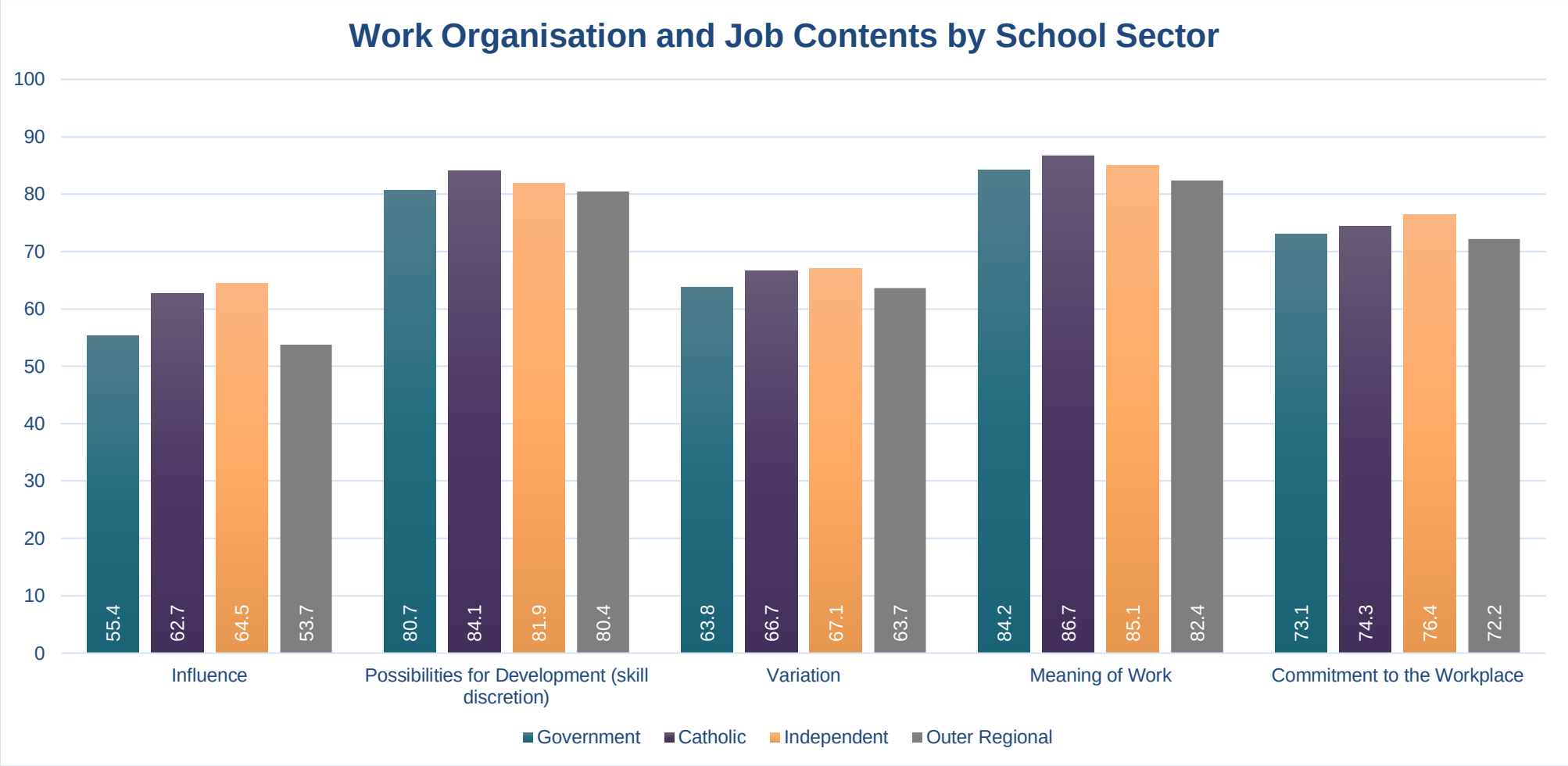

FIGURE 3.3.4: BAR CHART: WORK ORGANISATION AND JOB CONTENTS BY SCHOOL SECTOR

Government school leaders reported lower scores for all five subscales compared to their Catholic and Independent school counterparts. Government school leaders reported significantly lower score for Influence than their Catholic and Independ school counterparts.

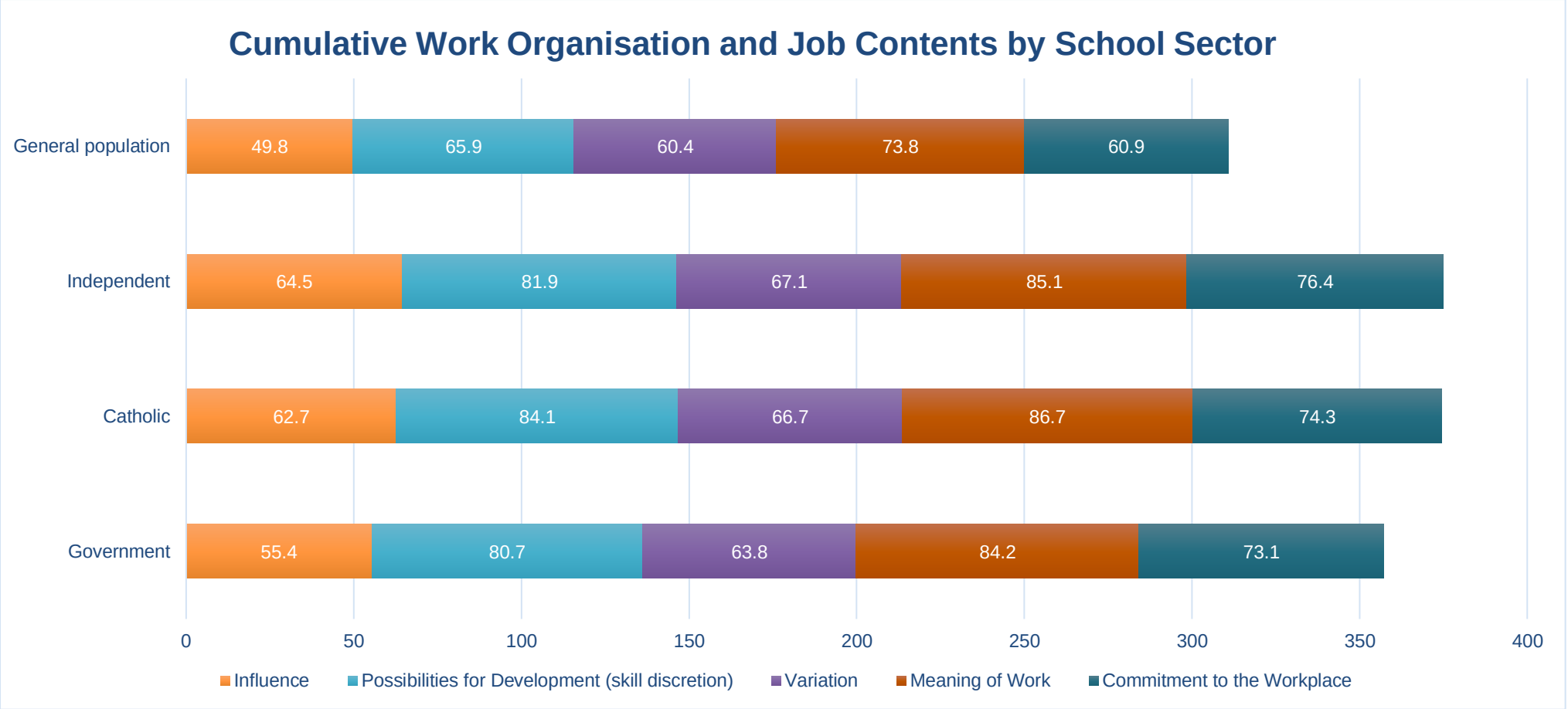

FIGURE 3.3.5: STACKED BAR CHART: CUMULATIVE WORK ORGANISATION AND JOB CONTENTS BY SCHOOL SECTOR

Cumulatively, government school leaders reported lower scores for Work Organisation and Job Contents than their Catholic and Independent school counterparts.

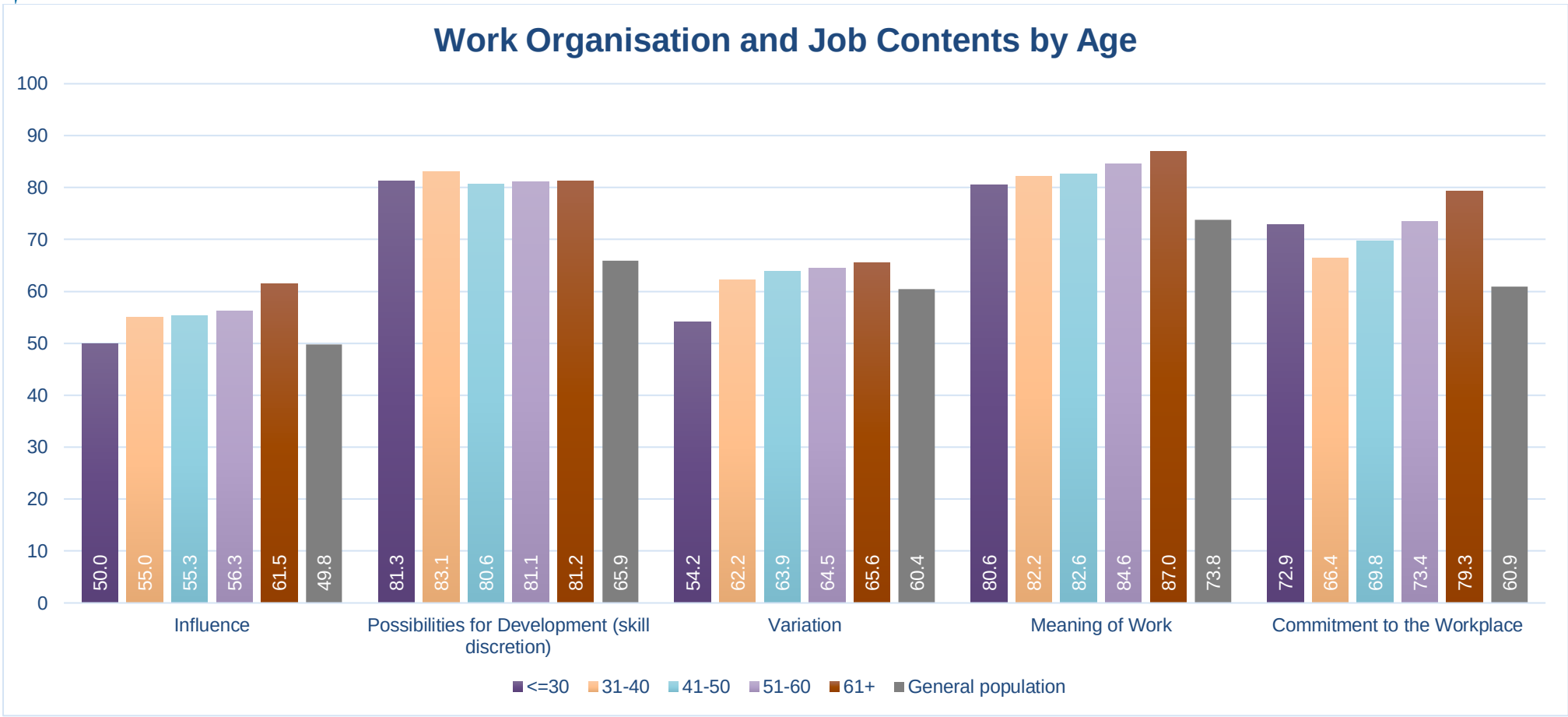

FIGURE 3.3.6: BAR CHART: WORK ORGANISATION AND JOB CONTENTS BY AGE GROUPS

School leaders reported increasing scores for Influence, Variation and Meaning of Work as age category increased.

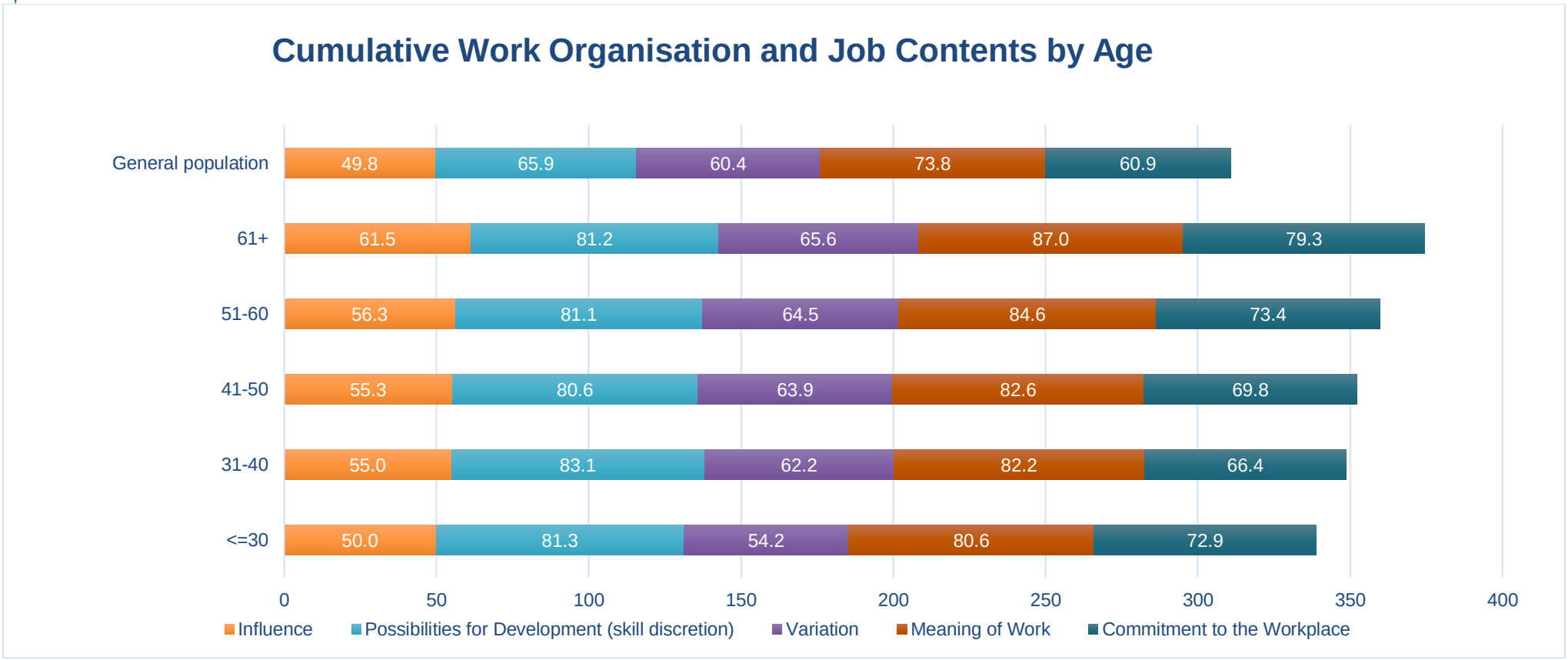

FIGURE 3.3.7: STACKED BAR CHART: CUMULATIVE WORK ORGANISATION AND JOB CONTENTS BY AGE GROUPS

Cumulatively, Work Organisation and Job Content scores increased with each increase in age category increased.

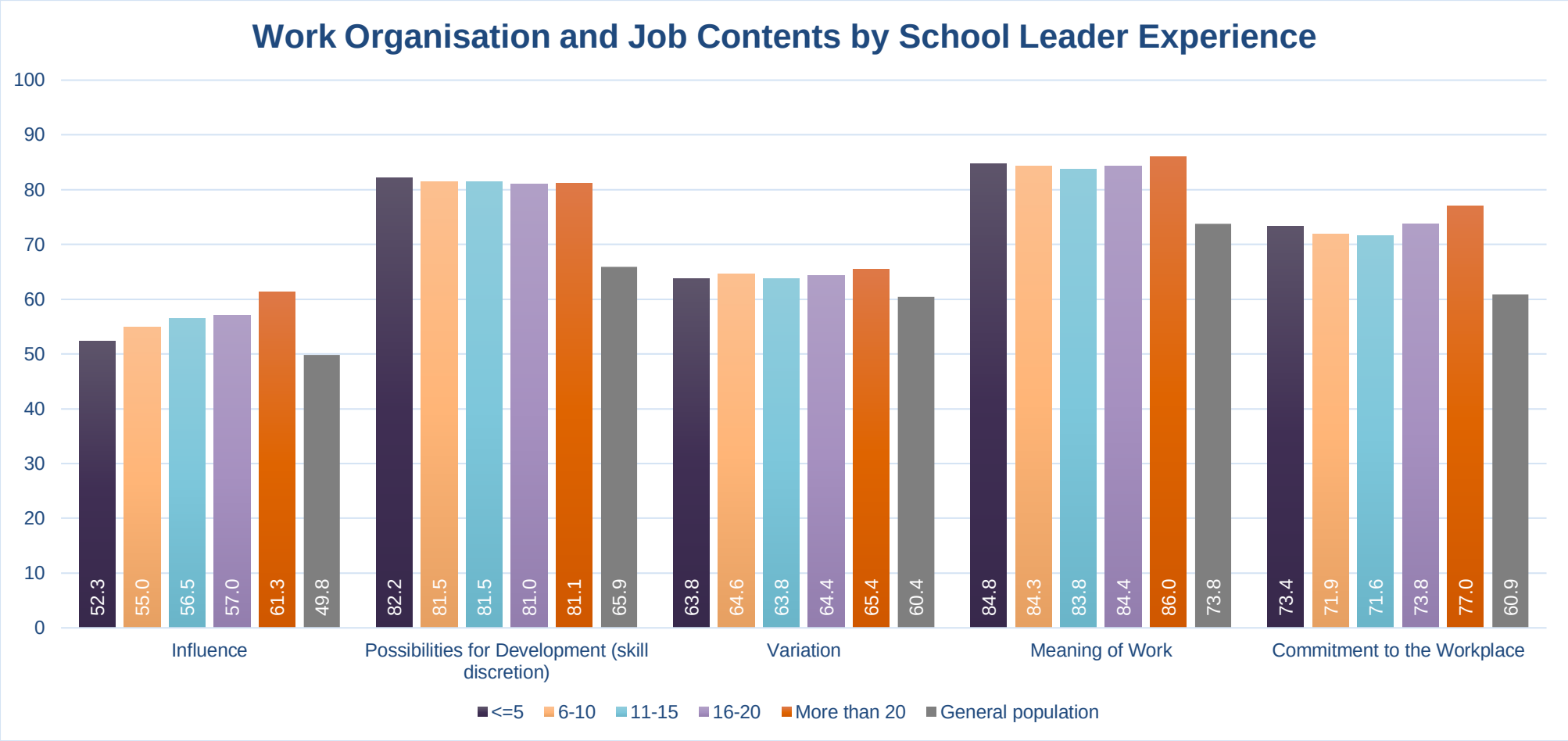

FIGURE 3.3.8: BAR CHART: WORK ORGANISATION AND JOB CONTENTS BY YEARS OF EXPERIENCE AS A SCHOOL LEADER

School leaders reported an increase in Influence with increased experience working as a school leader. School leaders reported similar scores for Possibilities for Development and Variation across all levels of experience.

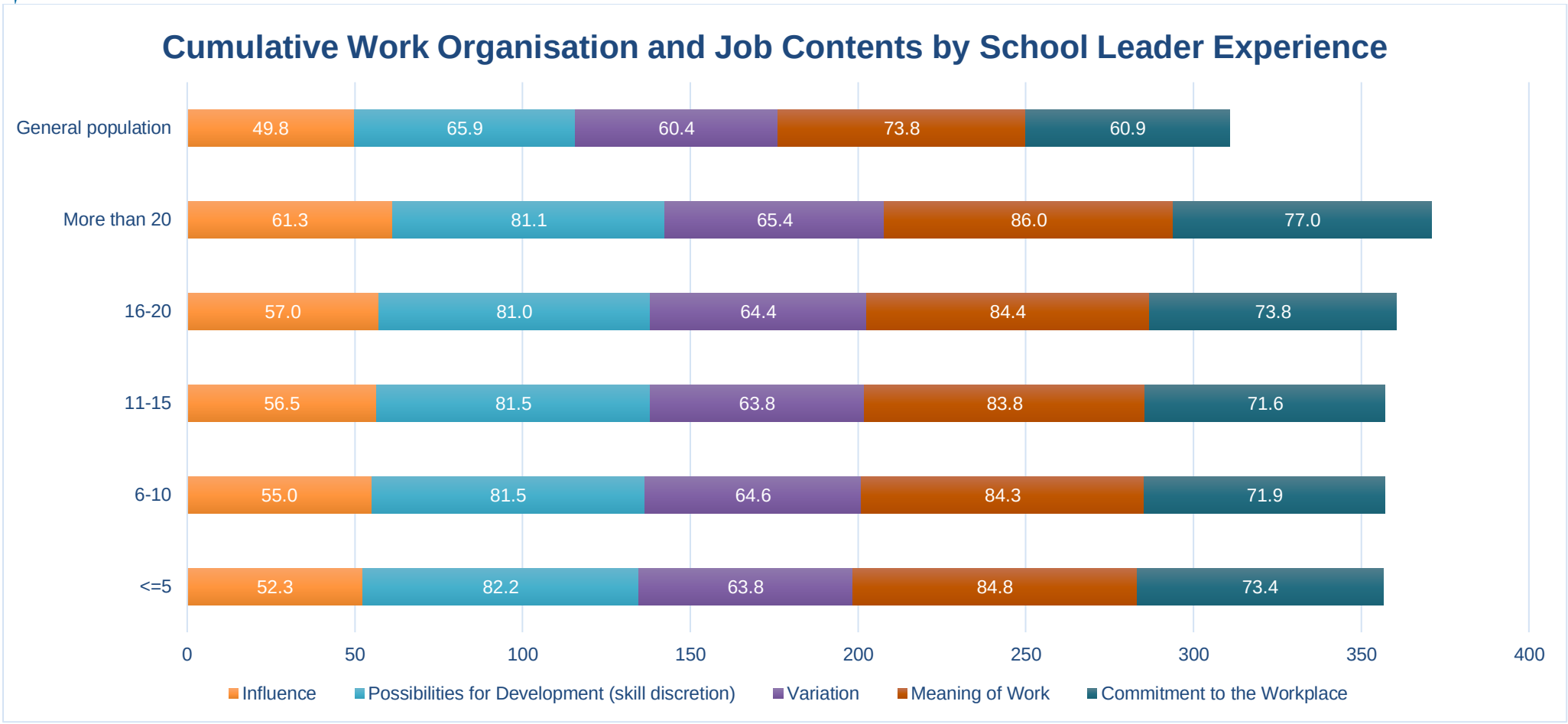

FIGURE 3.3.9: STACKED BAR CHART: CUMULATIVE WORK ORGANISATION AND JOB CONTENTS BY YEARS OF EXPERIENCE AS A SCHOOL LEADER

School leaders with less than 5 years' experience, 6-10 years' experience and 11-15 years' experience reported similar cumulative scores for Work Organisation and Job Contents. School leaders of all experience groups reported higher cumulative scores than the general population.

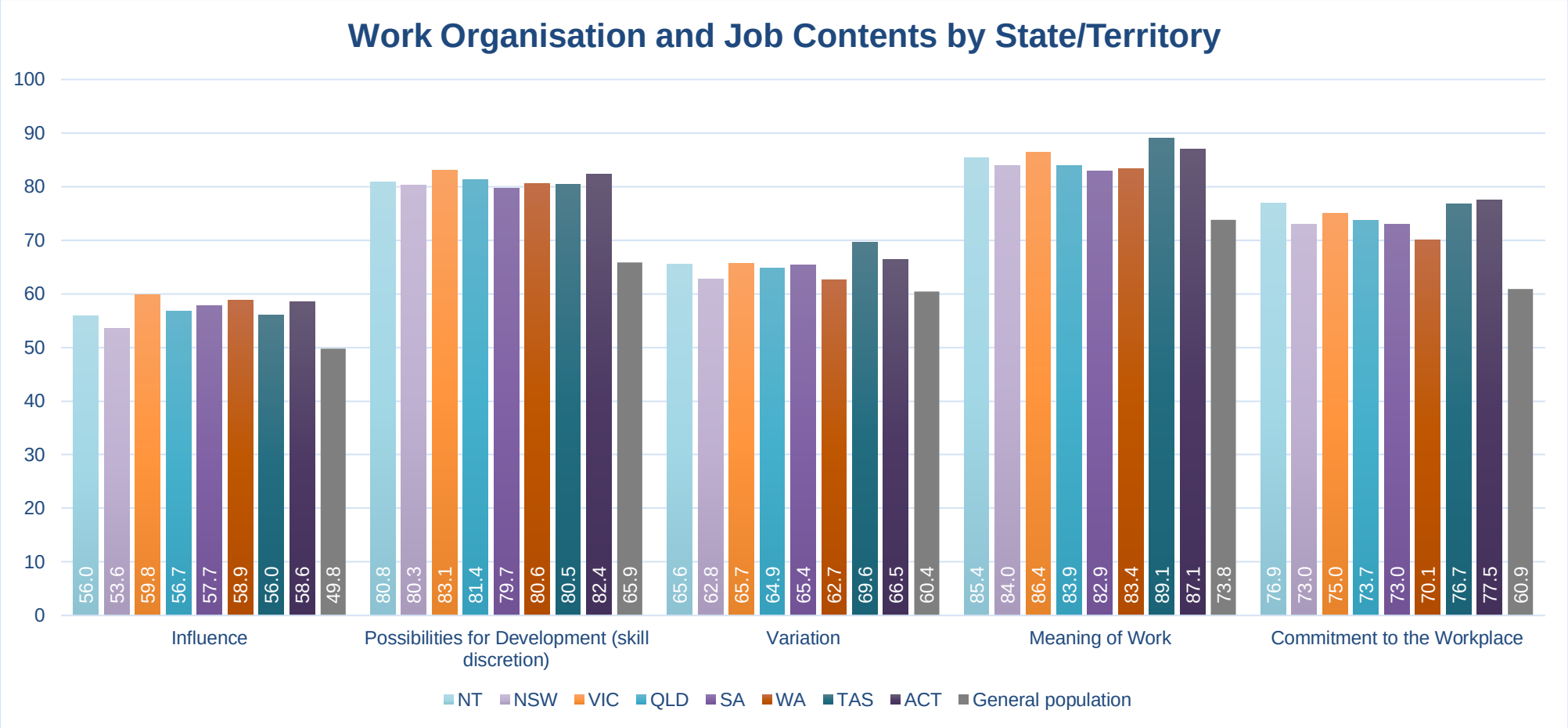

FIGURE 3.3.10: BAR CHART: WORK ORGANISATION AND JOB CONTENTS BY STATE/TERRITORY

School leaders in Tasmania reported the highest scores for Variation and Meaning of Work compared to their counterparts in other states and territories.

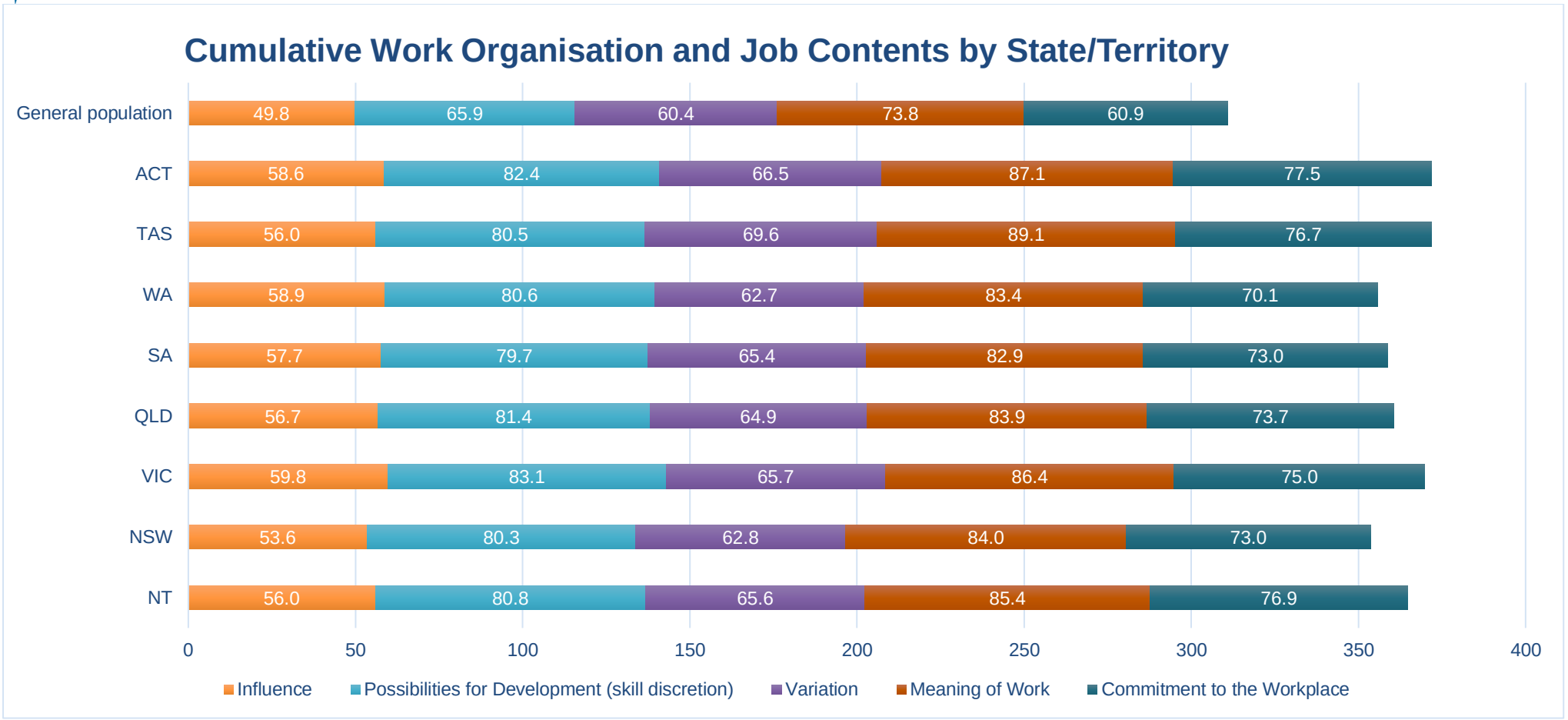

FIGURE 3.3.11: STACKED BAR CHART: CUMULATIVE WORK ORGANISATION AND JOB CONTENTS BY STATE/TERRITORY

School leaders in New South Wales reported lower cumulative scores for Work Organisation and Job Contents than their counterparts in other states and territory. School leaders in the Australian Capital Territory, Tasmania and Victoria reported similar cumulative scores for Work Organisation and Job Contents.

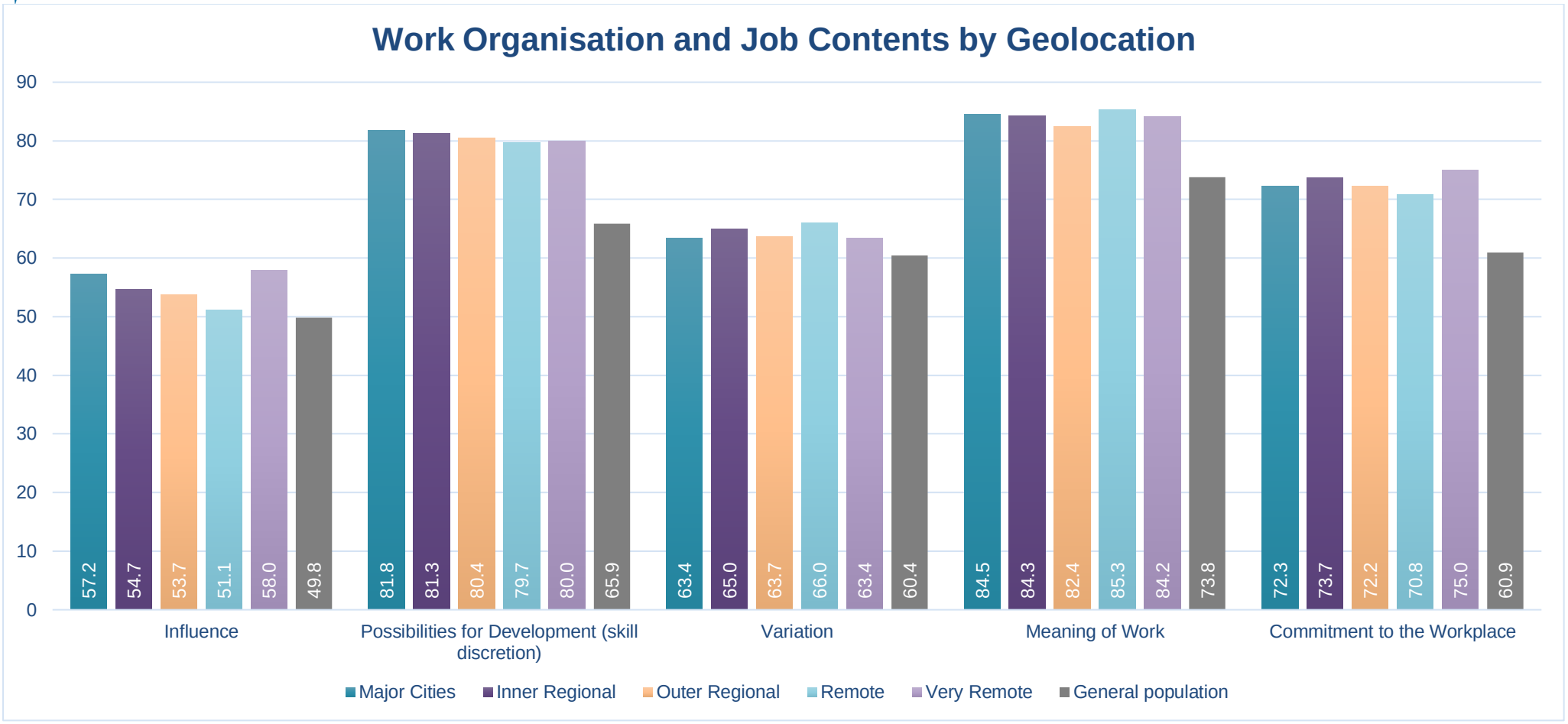

FIGURE 3.3.12: BAR CHART: WORK ORGANISATION AND JOB CONTENTS BY SCHOOL GEOLOCATION

School leaders in very remote geolocations reported higher Influence and Commitment to the Workplace than their counterparts in other geolocations.

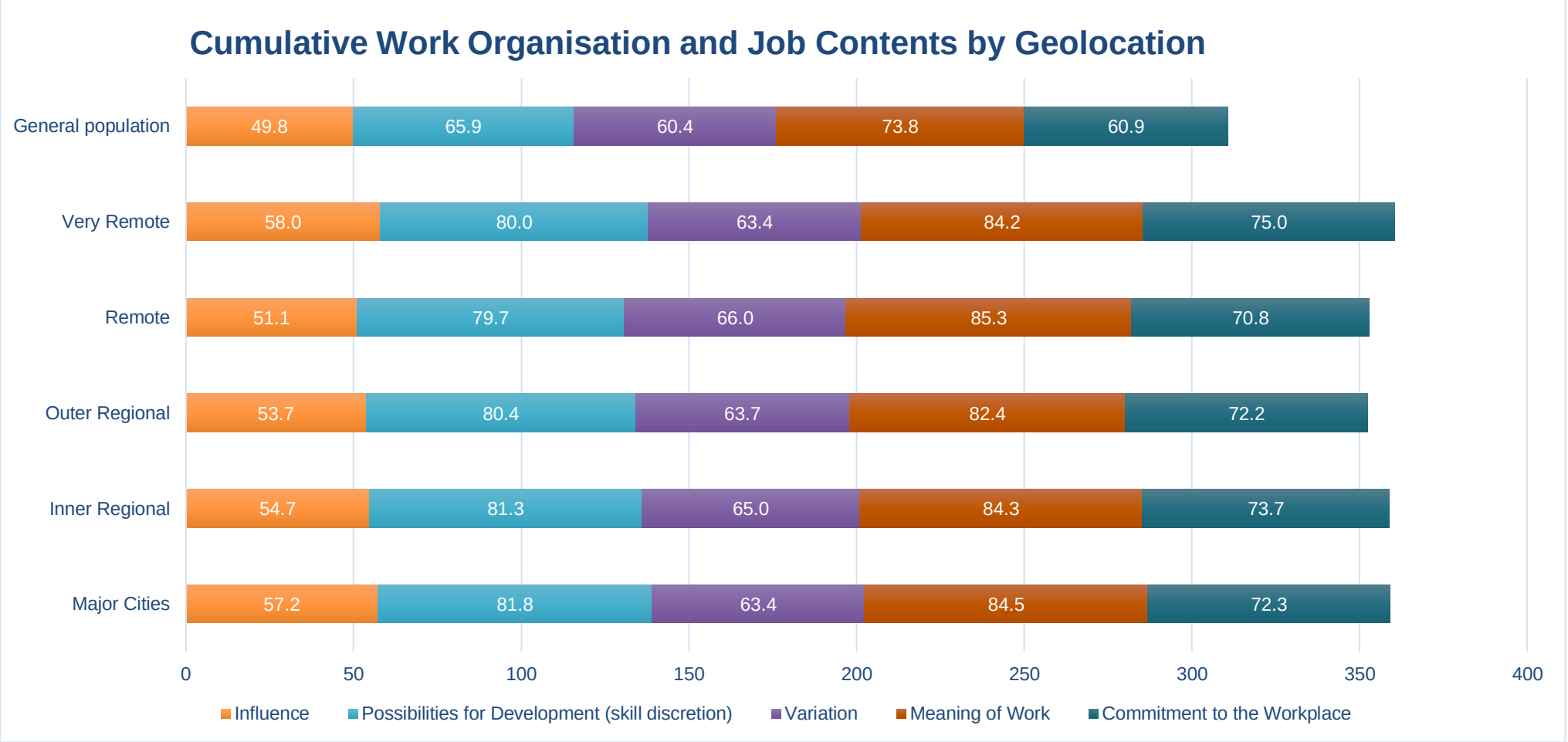

FIGURE 3.3.13: STACKED BAR CHART: CUMULATIVE WORK ORGANISATION AND JOB CONTENTS BY SCHOOL GEOLOCATION

School leaders across all geolocations reported similar cumulative scores for Work Organisation and Job Contents.

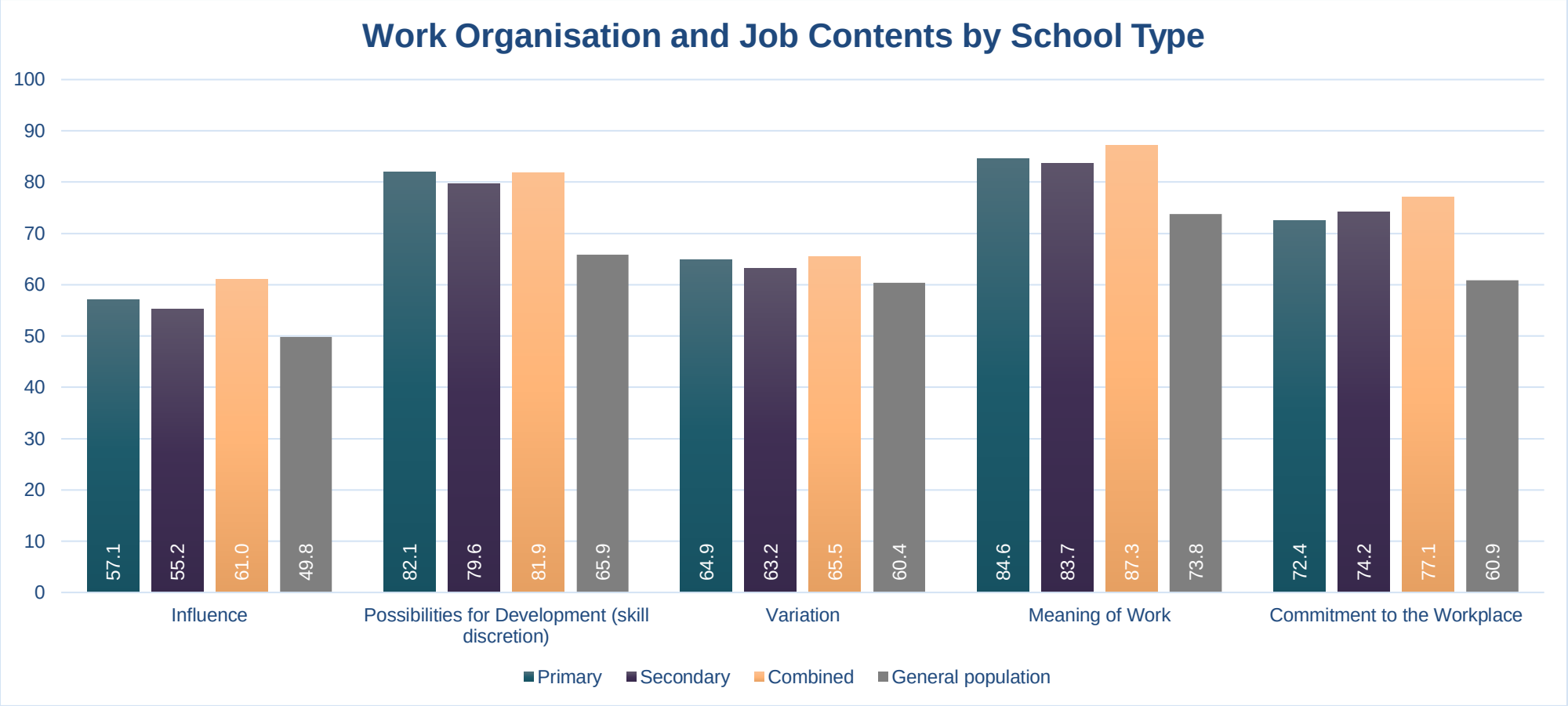

FIGURE 3.3.14: BAR CHART: WORK ORGANISATION AND JOB CONTENTS BY SCHOOL TYPE

Primary school leaders reported higher Influence, Possibilities for Development, Variation and Meaning of Work compared to their secondary school leader counterparts.

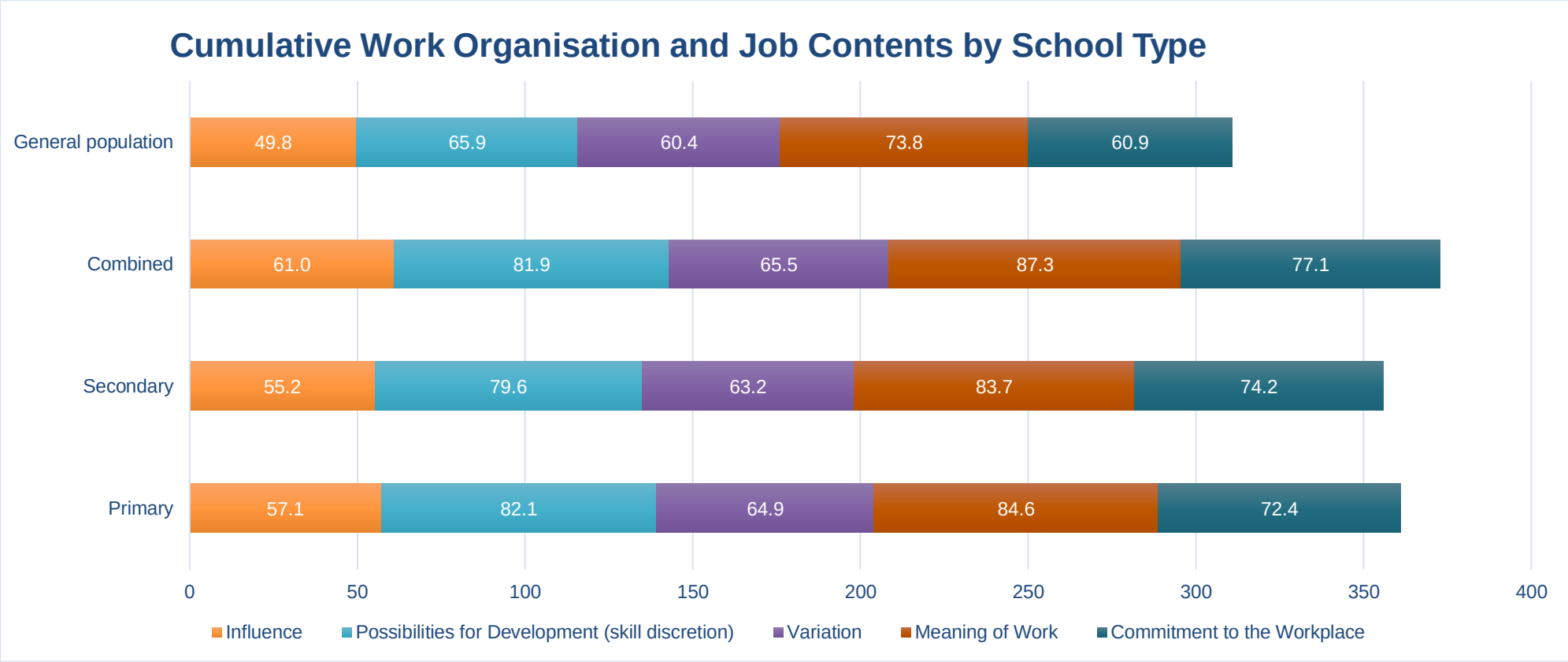

FIGURE 3.3.15: STACKED BAR CHART: CUMULATIVE WORK ORGANISATION AND JOB COTENTS BY SCHOOL TYPE

Combined school leaders reported higher cumulative Work Organisation and Job Content results than their primary and secondary counterparts.

3.4 INTERPERSONAL RELATIONS AND LEADERSHIP: SUBSCALE LONGITUDINAL AND SUBGROUP COMPARISONS

TABLE 3.4.1: INTERPERSONAL RELATIONS AND LEADERSHIP – SCHOOL LEADERS AND THE GENERAL POPULATION

	School leader			General population		Difference		
	N	M	SD	M	SD	M difference	Cohen's *d*	Effect size
Predictability	1696	59.01	22.34	57.70	20.90	1.31	0.06	Small
Recognition	1674	66.15	22.46	66.20	19.90	-0.05	0.00	Very small
Role Clarity	1697	81.33	17.16	73.50	16.40	7.83	0.48	Medium
Role Conflict	1695	50.27	21.40	42.00	16.60	8.27	0.50	Medium
Quality of Leadership	1619	53.52	25.97	55.30	21.10	-1.78	-0.08	Small
Social Support from Internal Colleagues	1694	62.26	19.91	57.30	19.70	4.96	0.25	Medium
Social Support from External Colleagues	1694	50.86	21.64	57.30	19.70	-6.44	-0.33	Medium
Social Support from Colleagues	1694	56.56	16.70	57.30	19.70	-0.74	-0.04	Small
Social Support from Supervisors	1671	48.93	25.21	61.60	22.40	-12.67	-0.57	Large
Social Community at Work	1689	78.41	15.57	78.70	18.90	-0.29	-0.02	Small

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

Interpersonal Relations and Leadership subscales are:

- **Predictability** assesses the means to avoid uncertainty and insecurity. This is achieved if employees receive the relevant information at the right time.
- **Recognition (Reward)** assesses the recognition by the management of your effort at work.
- **Role Clarity** assesses the employee's understanding of her or his role at work (e.g., content of tasks, expectations to be met and her or his responsibilities).
- **Role Conflicts** assesses conflicts which stem from two sources. The first source is about possible inherent conflicting demands within a specific task. The second source is about possible conflicts when prioritising different tasks.
- **Quality of Leadership** assesses the next higher managers' leadership in different contexts and domains.
- **Social Support from Colleagues Inside and Outside the School** assesses school leaders' impressions of the possibility to obtain support from colleagues if one should need it.
- **Social Community at Work** assesses whether there is a feeling of being part of the group of employees at the workplace (e.g., if employee's relations are good and if they work well together).

Interpersonal Relations and Leadership: School leader longitudinal snapshot

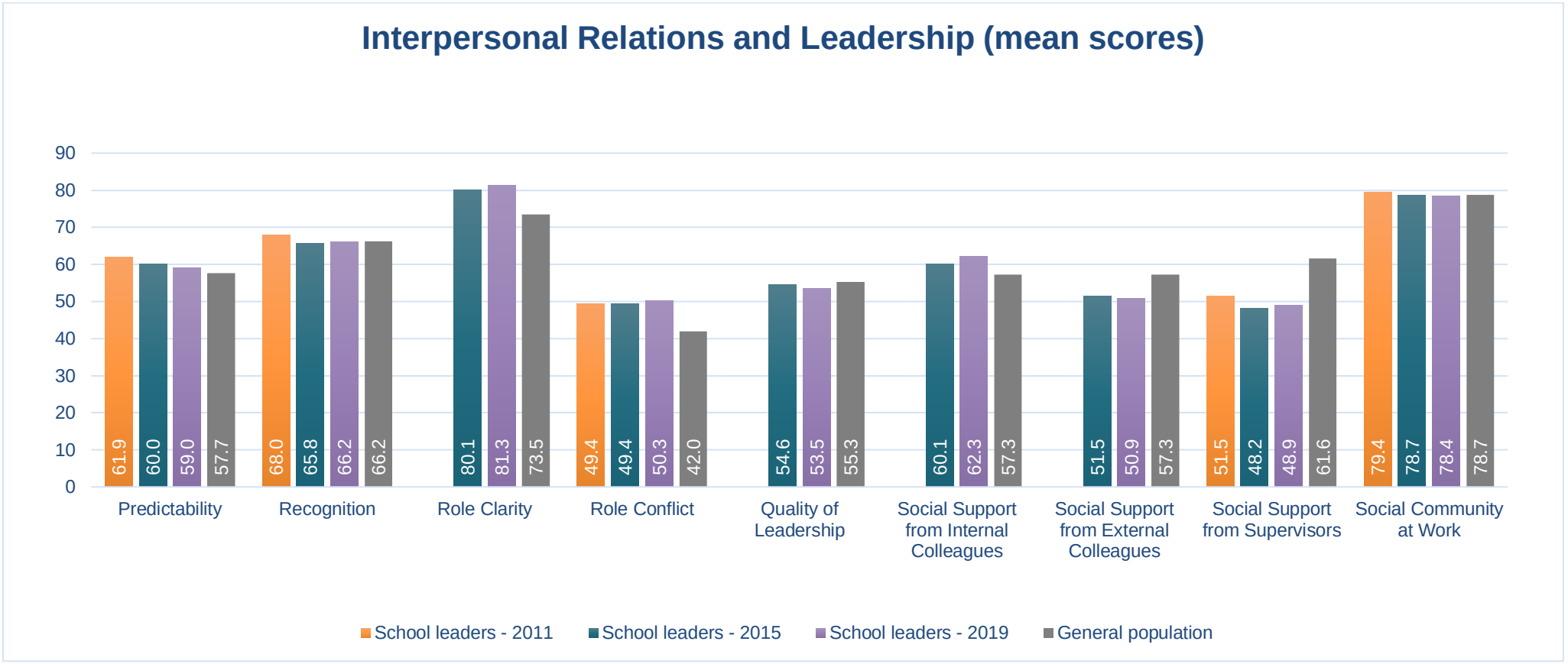

FIGURE 3.4.1: INTERPERSONAL RELATIONS AND LEADERSHIP MEAN SCORES: SCHOOL LEADER RESULTS FROM 2011, 2015 AND 2019 AGAINST THE GENERAL POPULATION

> The role of Principal is becoming increasingly complex and difficult. Some of this is due to the unrealistic expectations from parents and their lack of support for the school in regard to behaviour management. I feel we have become a toothless tiger. The department of education also places unrealistic expectations on schools with many mandated administrative tasks that take us away from our core business of leading a school.
>
> - *Female, government primary school, WA*

Predictability: School leaders reported small effect size higher compared to the general population (59.01 versus 57.70, *d* = 0.06). School leaders' Predictability has decreased from 2011 to 2019.

Recognition: School leaders reported similar results for Recognition as the general population (66.15 versus 66.20, *d* = 0). School leaders have consistently report similar results for Recognition with the general population from 2011 to 2019.

Role Clarity: School leaders reported medium effect size higher compared to the general population (81.33 versus 73.50, *d* = 0.48). School leaders reported higher Role Clarity in 2019 compared to 2015.

Quality of Leadership: School leaders reported small effect size lower compared to the general population (53.52 versus 55.30, *d* = -0.08). School leaders reported lower Quality of Leadership in 2019 compared to their reported experience in 2015.

Social Support from Internal Colleagues: School leaders reported medium effect size higher compared to the general (62.26 versus 57.30, *d* = 0.25). School leaders reported experiencing higher Social Support from Internal Colleagues in 2019 than that reported in 2015.

Social Support from External Colleagues: School leaders reported medium effect size lower compared to the general population's Social Support from Colleagues (50.86 versus 57.30, *d* = -0.33). School leaders reported experiencing lower Social Support from External Colleagues in 2019 than that reported in 2015.

Social Support from Supervisors: School leaders reported large effect size lower compared to the general population (48.93 versus 61.60, *d* = -0.57). School leaders Social Support from Supervisors decreased from 2011 to 2015 and remained similar from 2015 to 2019.

Social Community at Work: School leaders reported similar scores compared to the general population (78.41 versus 78.70). From 2011 to 2019, school leaders reported similar scores compared to the general population for Social Community at Work.

Interpersonal Relations and Leadership: School leader subgroup results

The following findings for Interpersonal Relations and Leadership are from Table 3.4.2 to Table 3.4.9.

Female school leaders reported higher Role Clarity than their male counterparts (82.04 versus 79.93), with a large effect size higher than the general population (*d* = 0.52).

Government school leaders reported higher Role Conflicts than their Catholic and Independent school counterparts (51.36 versus 47.70 and 45.92, *d* = 0.56). Independent school leaders reported higher Predictability (*d* = 0.62) and Recognition (*d* = 0.51) than their government and Catholic school counterparts.

School leaders over 41 years old reported large effect sizes lower scores for Social Support from Supervisors compared to the general population. School leaders aged between 31-40 years reported a lower score for Social Community at Work compared to other age groups.

School leaders with 11-15 (*d* = -0.61), 16-20 (*d* = -0.71) and 20+ (*d* = -0.71) years' experience as a school leader reported large effect size lower scores for Social Support from Supervisors compared to the general population. School leaders with 16-20 (*d* = 0.55) and 20+ (*d* = 0.65) years' school leader experience reported large effect size higher scores for Role Clarity compared to the general population.

School leaders in Western Australia reported very large effect size lower (*d* = -1.04) for Social Support from Supervisors compared to the general population.

School leaders in very remote schools reported very large effect size higher for Role Conflict (*d* = 0.87), and very large effect size lower for Social Support from Supervisors (*d* = -0.92) compared to general population.

TABLE 3.4.2: MEAN INTERPERSONAL RELATIONS AND LEADERSHIP BY GENDER AND SCHOOL SECTOR

	Gender			School Sector			Role	
	Female	Male	Did not specify	Government	Catholic	Independent	Principal	Deputy
Predictability	58.30	59.92	61.14	56.92	64.28	70.63	58.04	59.38
Recognition	65.82	66.02	74.82	64.55	68.24	76.39	66.37	72.31
Role Clarity	82.04	79.93	86.59	80.89	83.58	81.13	81.18	70.75
Role Conflict	50.15	50.90	43.89	51.36	47.70	45.92	54.40	51.99
Quality of Leadership	54.27	52.28	55.80	52.52	56.39	57.96	55.58	57.80
Social Support from Internal Colleagues	63.45	60.29	65.58	62.55	60.99	59.71	61.78	60.02
Social Support from External Colleagues	51.99	49.08	52.72	50.63	54.53	48.48	54.81	47.16
Social Support from Colleagues	57.72	54.68	59.15	56.59	57.76	54.1	58.29	53.59
Social Support from Supervisors	49.61	47.54	54.55	47.86	51.41	54.13	49.4	57.45
Social Community at Work	78.80	77.68	80.62	78.21	79.11	78.82	77.56	73.32

TABLE 3.4.3: COHEN'S D INTERPERSONAL RELATIONS AND LEADERSHIP BY GENDER AND SCHOOL SECTOR

	Gender			School Sector			Role	
	Female	Male	Did not specify	Government	Catholic	Independent	Principal	Deputy
Predictability	0.03	0.11	0.16	-0.04	0.31	0.62	0.02	0.08
Recognition	-0.02	-0.01	0.43	-0.08	0.10	0.51	0.01	0.31
Role Clarity	0.52	0.39	0.80	0.45	0.61	0.47	0.47	-0.17
Role Conflict	0.49	0.54	0.11	0.56	0.34	0.24	0.75	0.60
Quality of Leadership	-0.05	-0.14	0.02	-0.13	0.05	0.13	0.01	0.12
Social Support from Internal Colleagues	0.31	0.15	0.42	0.27	0.19	0.12	0.23	0.14
Social Support from External Colleagues	-0.27	-0.42	-0.23	-0.34	-0.14	-0.45	-0.13	-0.51
Social Support from Colleagues	0.02	-0.13	0.09	-0.04	0.02	-0.16	0.05	-0.19
Social Support from Supervisors	-0.54	-0.63	-0.31	-0.61	-0.45	-0.33	-0.54	-0.19
Social Community at Work	0.01	-0.05	0.10	-0.03	0.02	0.01	-0.06	-0.28

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

TABLE 3.4.4: MEAN INTERPERSONAL RELATIONS AND LEADERSHIP BY AGE AND SCHOOL LEADER EXPERIENCE

	Age					School leader experience				
	<=30	31-40	41-50	51-60	61+	<=5	6-10	11-15	16-20	More than 20
Predictability	62.50	61.41	55.52	59.92	60.85	59.77	59.27	57.78	57.98	60.91
Recognition	75.00	64.79	63.36	66.94	67.05	73.40	66.65	64.99	64.49	66.20
Role Clarity	83.33	76.77	77.70	81.80	84.86	78.58	79.24	80.30	82.46	84.16
Role Conflict	64.58	57.50	54.25	49.52	45.47	53.08	51.57	49.69	51.61	47.62
Quality of Leadership	45.83	53.67	51.30	54.25	53.60	62.20	56.17	52.88	50.88	51.32
Social Support from Internal Colleagues	63.89	61.77	62.49	61.22	64.45	62.37	61.60	62.62	60.70	63.90
Social Support from External Colleagues	66.67	55.00	51.29	49.63	50.34	53.84	50.00	51.22	49.54	51.48
Social Support from Colleagues	65.28	58.39	56.89	55.42	57.40	58.11	55.80	56.92	55.12	57.69
Social Support from Supervisors	47.22	55.06	47.74	48.66	47.47	60.56	52.93	47.95	45.80	45.68
Social Community at Work	75	71.94	76.60	78.97	80.71	77.34	78.18	77.19	78.14	80.60

TABLE 3.4.5: COHEN'S D INTERPERSONAL RELATIONS AND LEADERSHIP BY AGE AND SCHOOL LEADER EXPERIENCE

	Age					School leader experience				
	<=30	31-40	41-50	51-60	61+	<=5	6-10	11-15	16-20	More than 20
Predictability	0.23	0.18	-0.10	0.11	0.15	0.10	0.08	0.00	0.01	0.15
Recognition	0.44	-0.07	-0.14	0.04	0.04	0.36	0.02	-0.06	-0.09	0.00
Role Clarity	↑ 0.60	0.20	0.26	↑ 0.51	↑ 0.69	0.31	0.35	0.41	↑ 0.55	↑ 0.65
Role Conflict	↑ 1.36	↑ 0.93	↑ 0.74	0.45	0.21	↑ 0.67	↑ 0.58	0.46	↑ 0.58	0.34
Quality of Leadership	-0.45	-0.08	-0.19	-0.05	-0.08	0.33	0.04	-0.11	-0.21	-0.19
Social Support from Internal Colleagues	0.33	0.23	0.26	0.20	0.36	0.26	0.22	0.27	0.17	0.34
Social Support from External Colleagues	0.48	-0.12	-0.31	-0.39	-0.35	-0.18	-0.37	-0.31	-0.39	-0.30
Social Support from Colleagues	0.41	0.06	-0.02	-0.10	0.01	0.04	-0.08	-0.02	-0.11	0.02
Social Support from Supervisors	↓ -0.64	-0.29	↓ -0.62	↓ -0.58	↓ -0.63	-0.05	-0.39	↓ -0.61	↓ -0.71	↓ -0.71
Social Community at Work	-0.20	-0.36	-0.11	0.01	0.11	-0.07	-0.03	-0.08	-0.03	0.10

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

TABLE 3.4.6: MEAN INTERPERSONAL RELATIONS AND LEADERSHIP BY STATE

	State							
	NSW	VIC	QLD	SA	WA	TAS	ACT	NT
Predictability	55.98	60.04	59.92	57.46	61.49	60.54	54.93	59.44
Recognition	67.41	67.05	65.71	65.49	63.55	62.25	65.57	61.67
Role Clarity	79.22	83.47	81.13	81.14	82.15	83.50	77.41	79.07
Role Conflict	53.94	48.69	51.12	51.15	47.70	51.23	44.90	46.25
Quality of Leadership	57.69	52.32	52.79	58.01	47.51	47.50	53.56	50.05
Social Support from Internal Colleagues	61.79	64.51	60.17	61.62	61.24	63.24	65.57	60.56
Social Support from External Colleagues	50.02	54.36	47.87	53.87	51.02	45.42	50.22	52.22
Social Support from Colleagues	55.91	59.43	54.02	57.75	56.13	54.33	57.89	56.39
Social Support from Supervisors	54.94	49.89	47.04	52.78	38.21	46.24	46.71	44.44
Social Community at Work	78.16	81.63	76.01	74.27	78.93	76.31	79.82	76.67

TABLE 3.4.7: COHEN'S D INTERPERSONAL RELATIONS AND LEADERSHIP BY STATE

	State							
	NSW	VIC	QLD	SA	WA	TAS	ACT	NT
Predictability	-0.08	0.11	0.11	-0.01	0.18	0.14	-0.13	0.08
Recognition	0.06	0.04	-0.02	-0.04	-0.13	-0.20	-0.03	-0.23
Role Clarity	0.35	↑ 0.61	0.47	0.47	↑ 0.53	↑ 0.61	0.24	0.34
Role Conflict	↑ 0.72	0.40	↑ 0.55	↑ 0.55	0.34	↑ 0.56	0.17	0.26
Quality of Leadership	0.11	-0.14	-0.12	0.13	-0.37	-0.37	-0.08	-0.25
Social Support from Internal Colleagues	0.23	0.37	0.15	0.22	0.20	0.30	0.42	0.17
Social Support from External Colleagues	-0.37	-0.15	-0.48	-0.17	-0.32	↓ -0.60	-0.36	-0.26
Social Support from Colleagues	-0.07	0.11	-0.17	0.02	-0.06	-0.15	0.03	-0.05
Social Support from Supervisors	-0.30	↓ -0.52	↓ -0.65	-0.39	↓ -1.04	↓ -0.69	↓ -0.66	↓ -0.77
Social Community at Work	-0.03	0.16	-0.14	-0.23	0.01	-0.13	0.06	-0.11

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

TABLE 3.4.8: MEAN INTERPERSONAL RELATIONS AND LEADERSHIP BY GEOLOCATION

	Geolocation	School Type

	Major Cities	Inner Regional	Outer Regional	Remote	Very Remote	N/A	Primary	Secondary	Combined
Predictability	58.35	58.92	55.43	60.26	56.03	61.23	59.02	57.68	62.09
Recognition	66.89	66.76	62.84	62.71	56.32	66.88	64.76	68.50	67.98
Role Clarity	80.85	82.52	78.53	79.06	82.47	82.42	82.20	79.97	81.42
Role Conflict	51.35	52.59	52.62	52.40	56.47	46.41	49.58	51.48	50.73
Quality of Leadership	54.08	56.28	53.25	48.79	49.00	52.09	53.07	55.03	53.22
Social Support from Internal Colleagues	63.28	59.59	59.92	55.98	60.63	63.73	62.66	61.07	63.11
Social Support from External Colleagues	51.53	53.3	49.09	51.71	50.57	49.36	51.83	47.61	52.54
Social Support from Colleagues	57.4	56.45	54.51	53.85	55.6	56.55	57.25	54.34	57.82
Social Support from Supervisors	49.43	52.89	47.71	46.05	41.09	47.33	47.52	51.1	50.48
Social Community at Work	77.93	75.85	77.46	76.07	75.57	80.98	78.53	77.66	78.99

TABLE 3.4.9: COHEN'S D INTERPERSONAL RELATIONS AND LEADERSHIP BY GEOLOCATION

	Geolocation						School Type		
	Major Cities	Inner Regional	Outer Regional	Remote	Very Remote	N/A	Primary	Secondary	Combined
Predictability	0.03	0.06	-0.11	0.12	-0.08	0.17	0.06	0.00	0.21
Recognition	0.03	0.03	-0.17	-0.18	-0.50	0.03	-0.07	0.12	0.09
Role Clarity	0.45	↑ 0.55	0.31	0.34	↑ 0.55	↑ 0.54	↑ 0.53	0.39	0.48
Role Conflict	↑ 0.56	↑ 0.64	↑ 0.64	↑ 0.63	↑ 0.87	0.27	0.46	↑ 0.57	↑ 0.53
Quality of Leadership	-0.06	0.05	-0.10	-0.31	-0.30	-0.15	-0.11	-0.01	-0.10
Social Support from Internal Colleagues	0.30	0.12	0.13	-0.07	0.17	0.33	0.27	0.19	0.29
Social Support from External Colleagues	-0.29	-0.20	-0.42	-0.28	-0.34	-0.40	-0.28	-0.49	-0.24
Social Support from Colleagues	0.01	-0.04	-0.14	-0.18	-0.09	-0.04	0.00	-0.15	0.03
Social Support from Supervisors	↓ -0.54	-0.39	↓ -0.62	↓ -0.69	↓ -0.92	↓ -0.64	↓ -0.63	-0.47	-0.50
Social Community at Work	-0.04	-0.15	-0.07	-0.14	-0.17	0.12	-0.01	-0.06	0.02

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

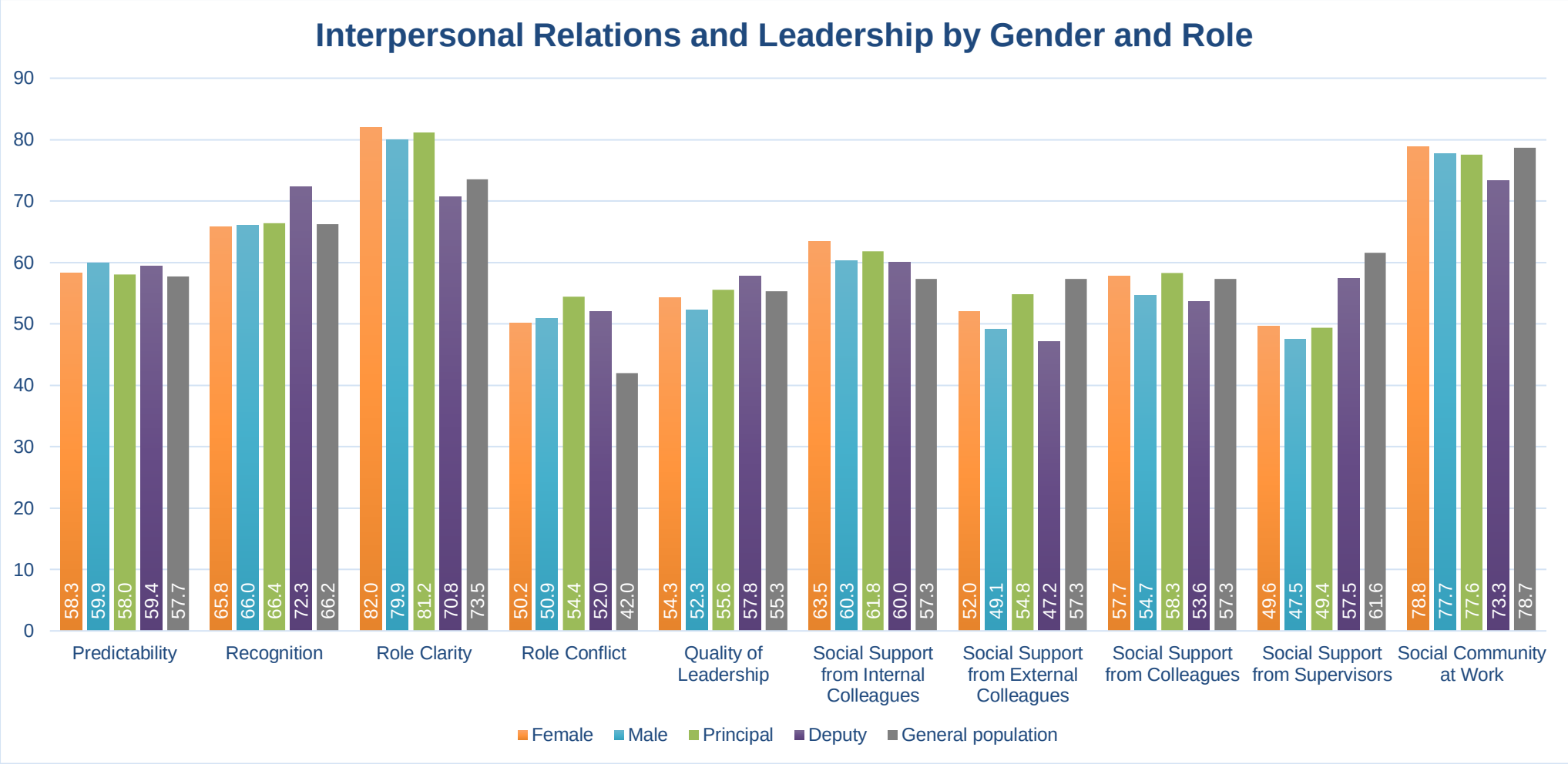

FIGURE 3.4.2: BAR CHART: INTERPERSONAL RELATIONS AND LEADERSHIP BY GENDER AND ROLE

Both male and female school leaders reported higher scores for Role Clarity than the general population, whilst deputy principals reported a lower score than the general population. Principal school leaders reported higher Role Conflict than their Deputy counterparts.

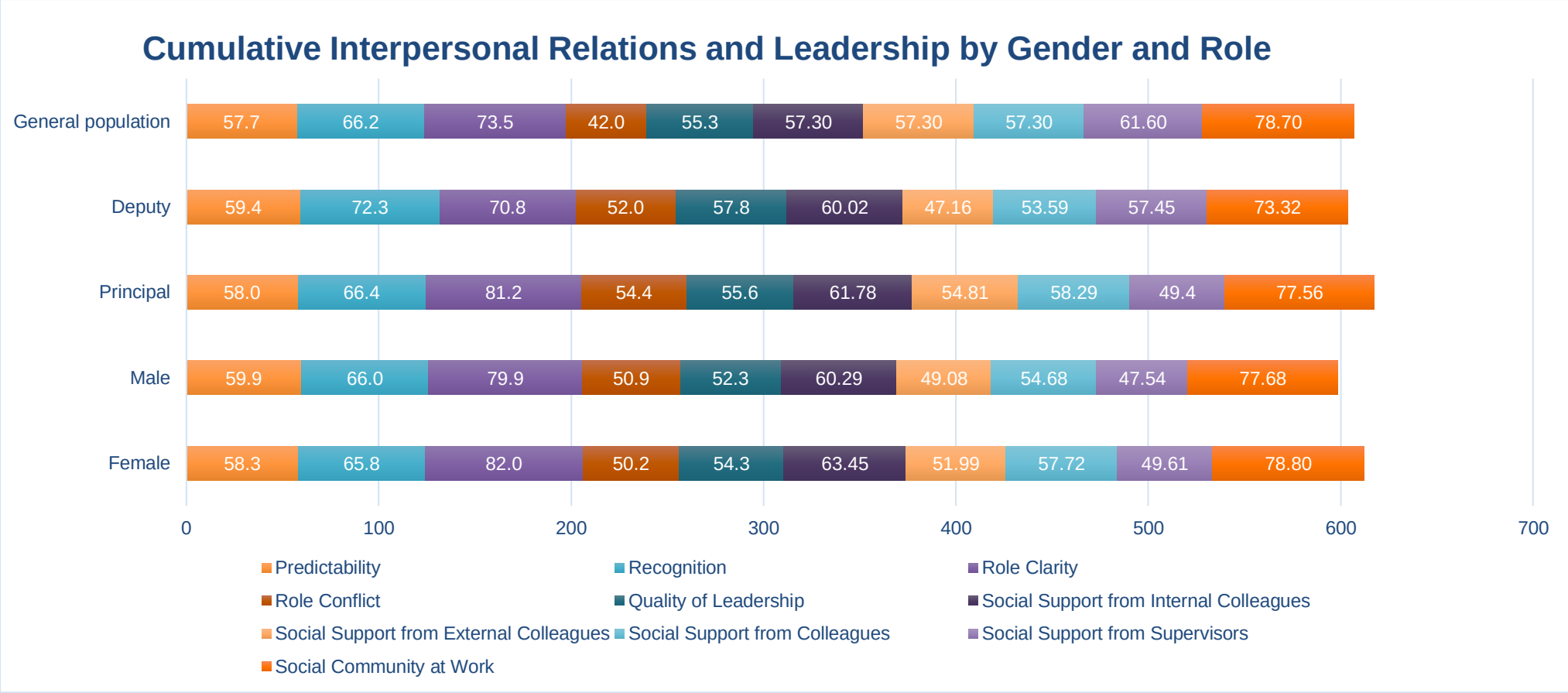

FIGURE 3.4.3: STACKED BAR CHART: CUMULATIVE INTERPERSONAL RELATIONS AND LEADERSHIP BY GENDER AND ROLE

Cumulatively, gender and role subgroups of school leaders reported similar scores for Interpersonal Relations and Leadership to each other and the general population.

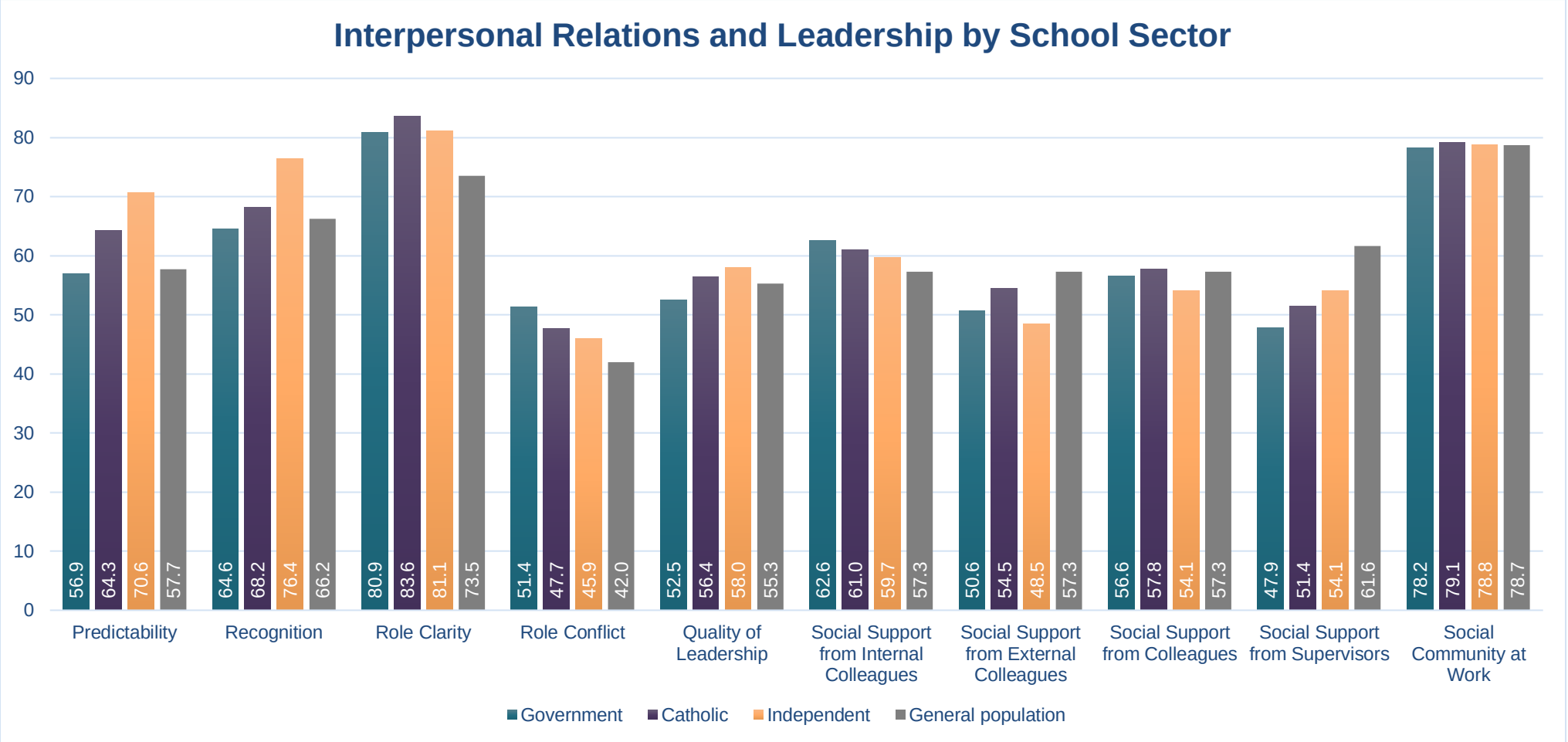

FIGURE 3.4.4: BAR CHART: INTERPERSONAL RELATIONS AND LEADERSHIP BY SCHOOL SECTOR

Independent school leaders reported higher scores for Predictability, Recognition and Quality of Leadership than their Catholic and government school counterparts, as well as the general population. Independent school leaders also reporter lower Role Conflict than their Catholic and government school counterparts.

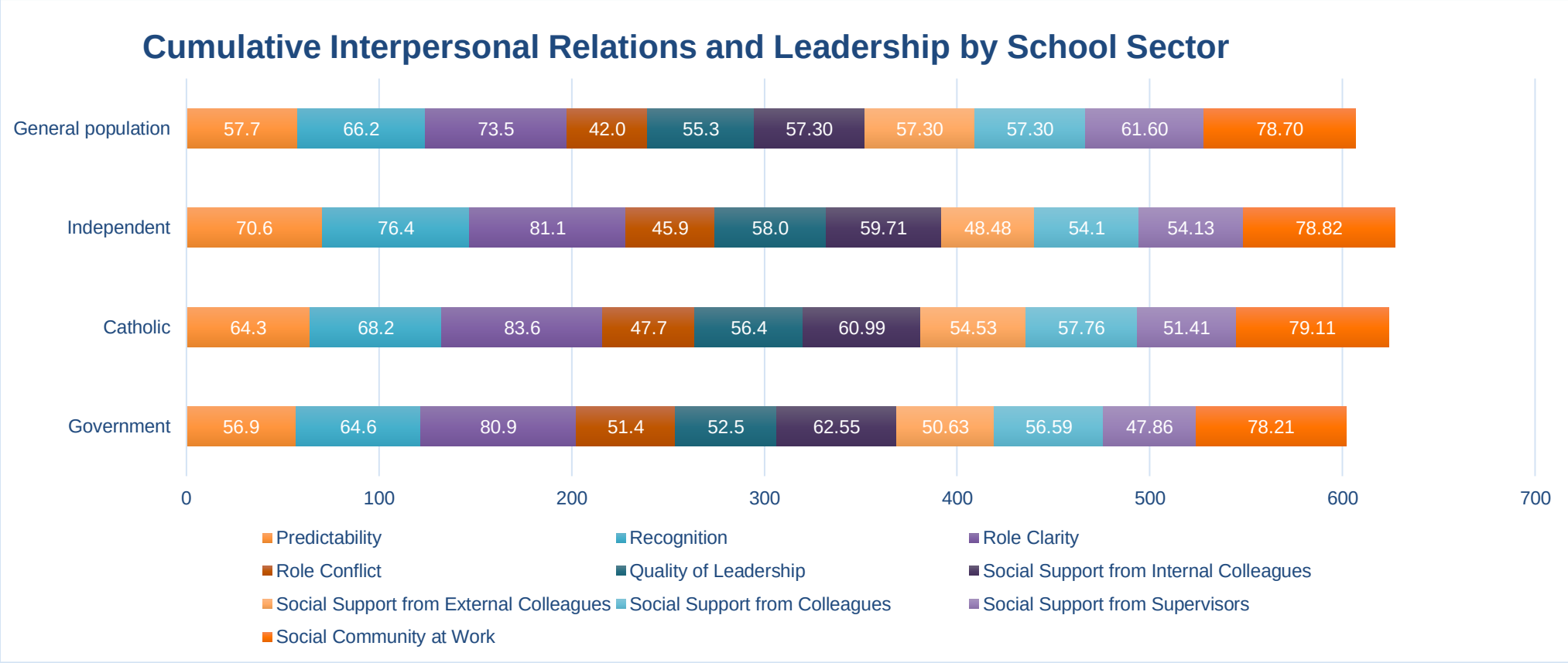

FIGURE 3.4.5: STACKED BAR CHART: CUMULATIVE INTERPERSONAL RELATIONS AND LEADERSHIP BY SCHOOL SECTOR

Independent and Catholic school leaders reported higher cumulative results for Interpersonal Relations and Leadership than their government school counterparts.

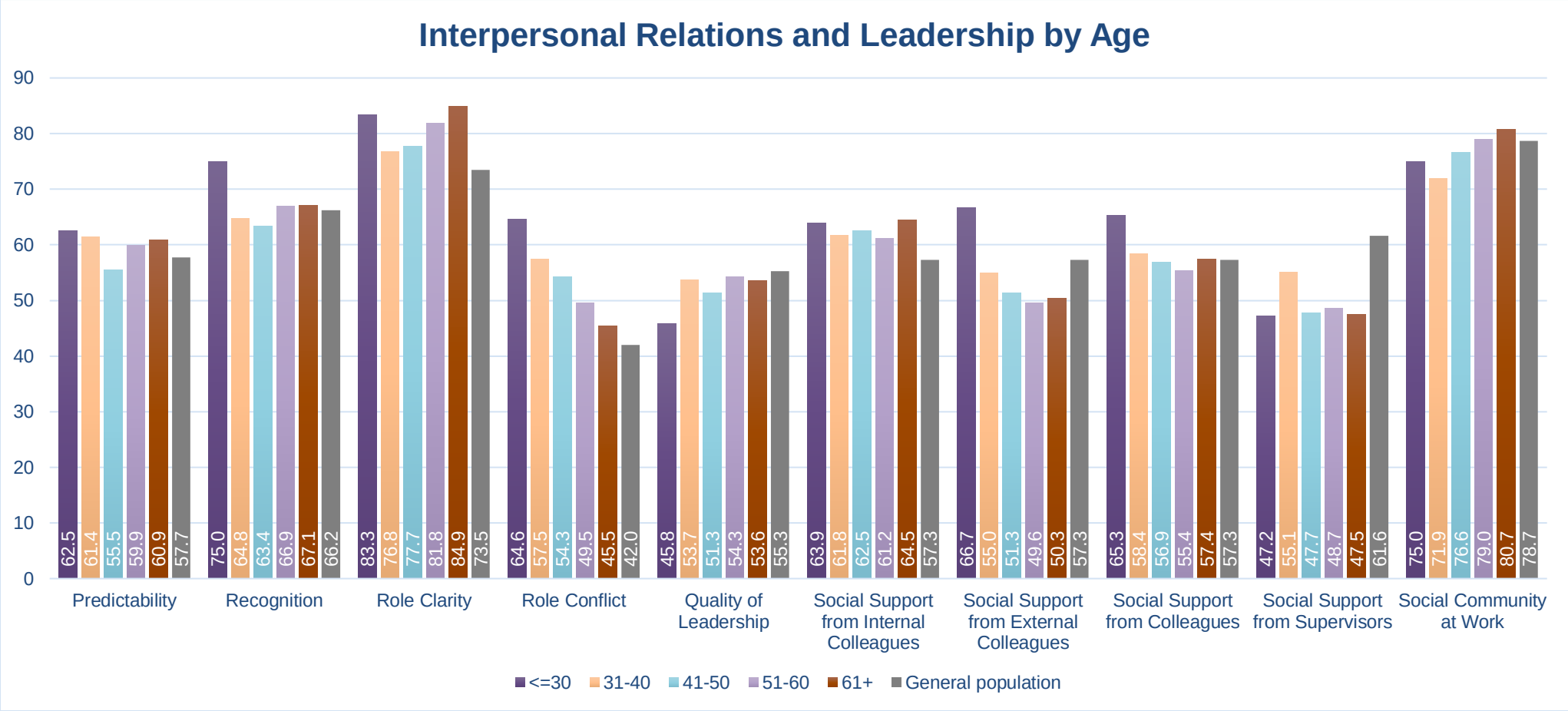

FIGURE 3.4.6: BAR CHART: INTERPERSONAL RELATIONS AND LEADERSHIP BY AGE GROUP

As age category increased, school leaders reported lower scores for Role Conflict. School leaders aged 31-40 years reported higher Social Support from Supervisors than their counterparts in other age groups.

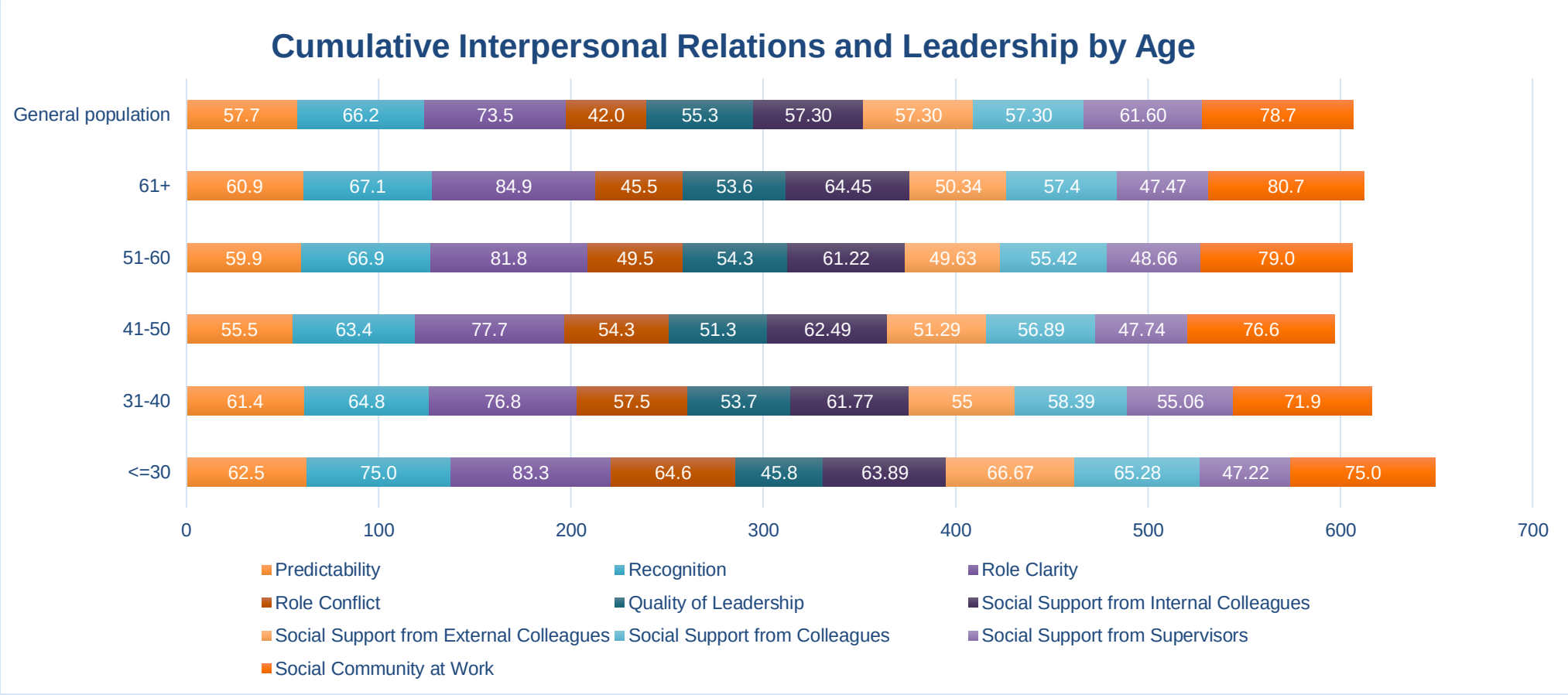

FIGURE 3.4.7: STACKED BAR CHART: INTERPERSONAL RELATIONS AND LEADERSHIP BY AGE GROUP

School leaders age groups of 31-40, 41-50, 51-60, and 60+ years reported similar cumulatively scores to the general population for Interpersonal Relations.

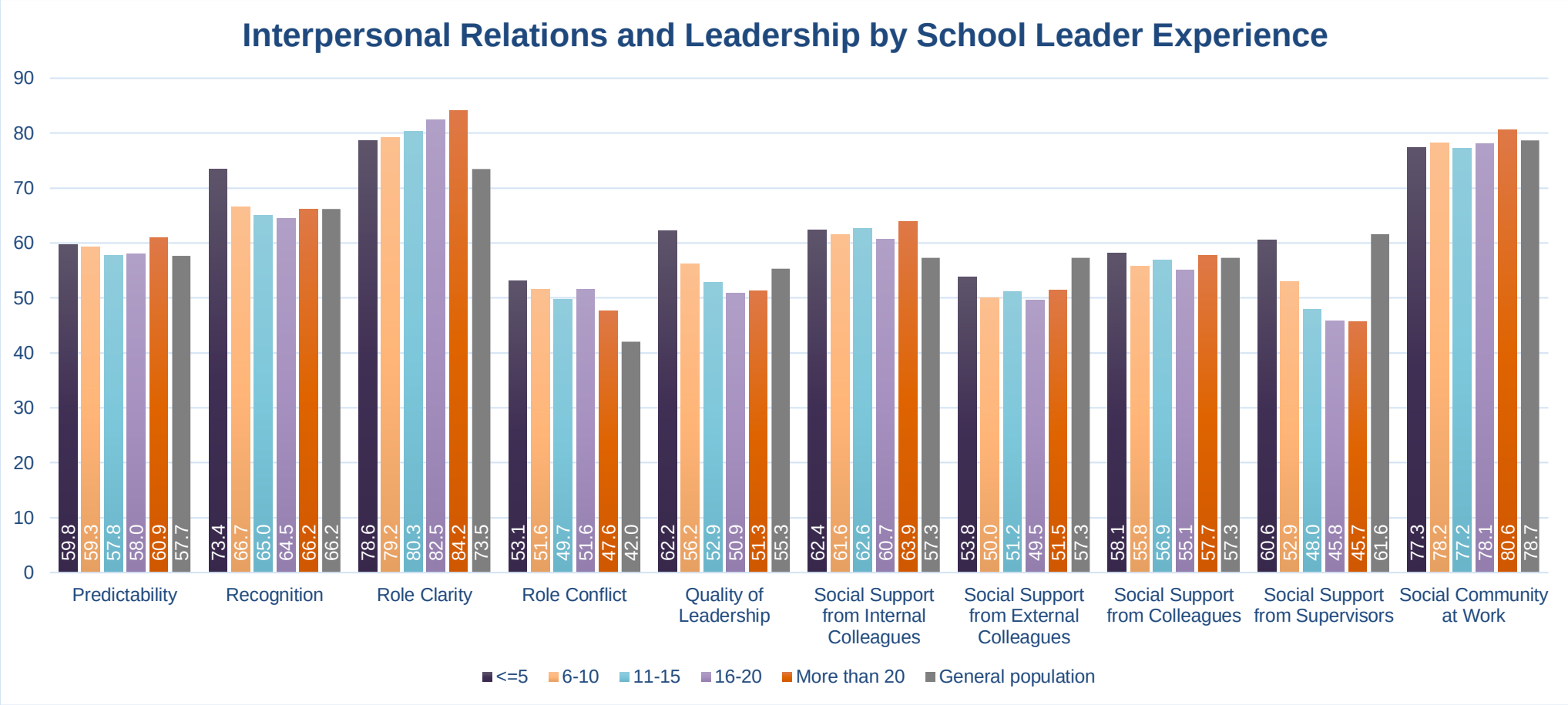

FIGURE 3.4.8: BAR CHART: INTERPERSONAL RELATIONS AND LEADERSHIP BY YEARS OF EXPERIENCE AS A SCHOOL LEADER

With increased school leader experience, participants reported higher results for Role Clarity, but lower results for the Quality of Leadership and Social Support from Supervisors subscales.

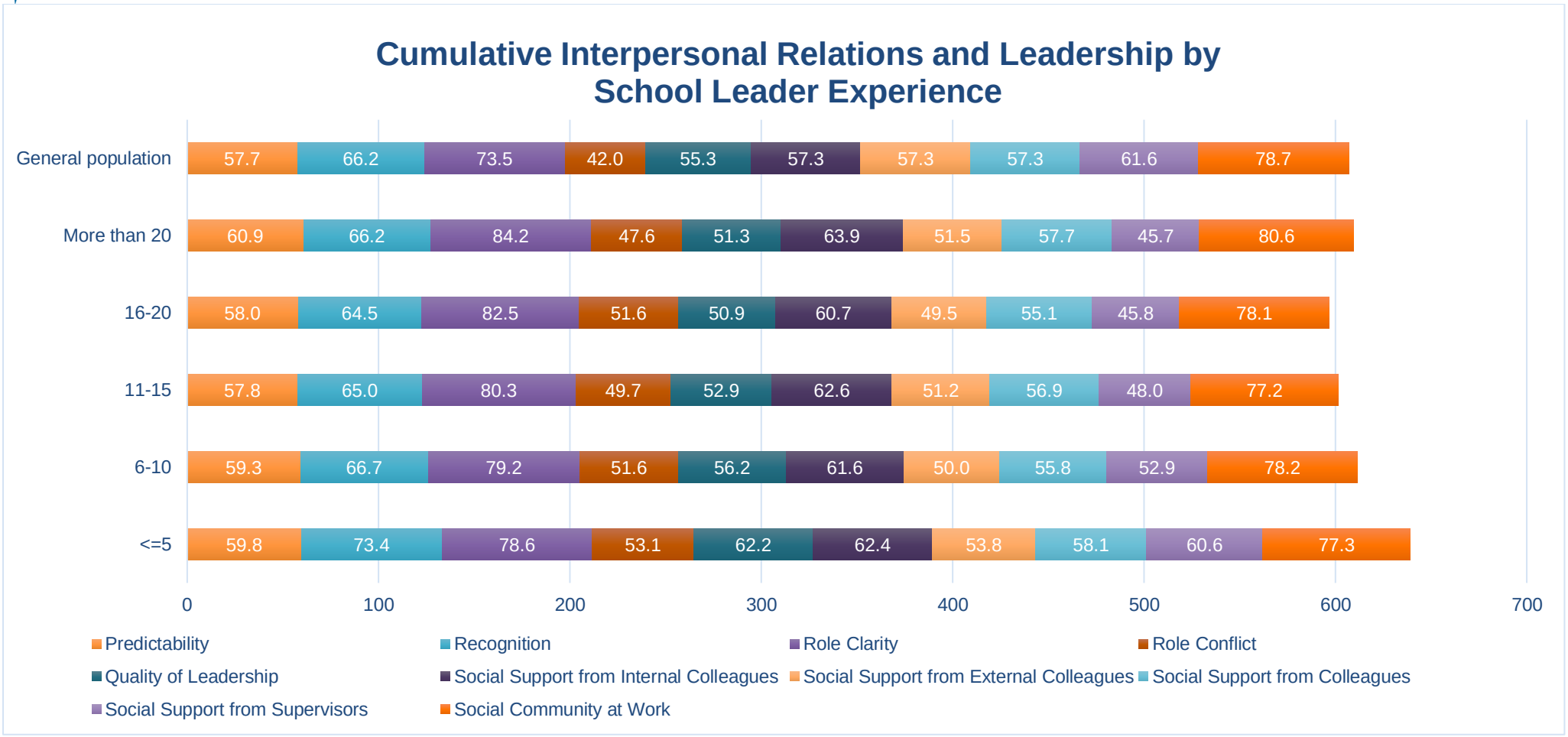

FIGURE 3.4.9: STACKED BAR CHART: CUMULATIVE INTERPERSONAL RELATIONS AND LEADERSHIP BY YEARS OF EXPERIENCE AS A SCHOOL LEADER

School leaders with less than 5 years' experience cumulatively scored higher for Interpersonal Relations and Leadership than other experience groups and the general population.

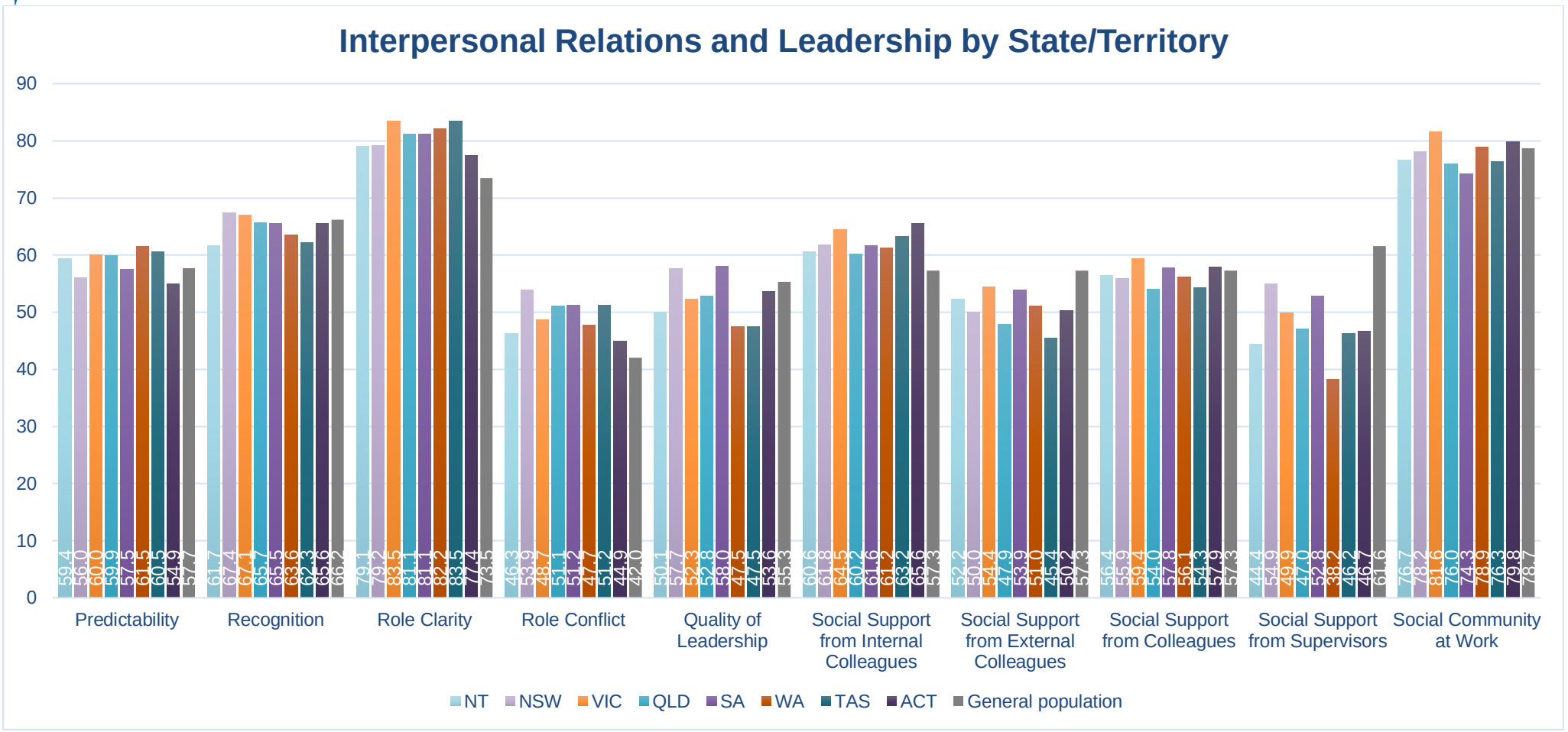

FIGURE 3.4.10: BAR CHART: INTERPERSONAL RELATIONS AND LEADERSHIP BY STATE/TERRITORY

The general population scored higher in Social Support from Supervisors than school leaders from all states and territories, with school leaders from Western Australia reporting the lowest score for this subscale. School leaders in the Northern Territory reported the lowest Recognition score compared to their counterparts from other states, territory and the general population

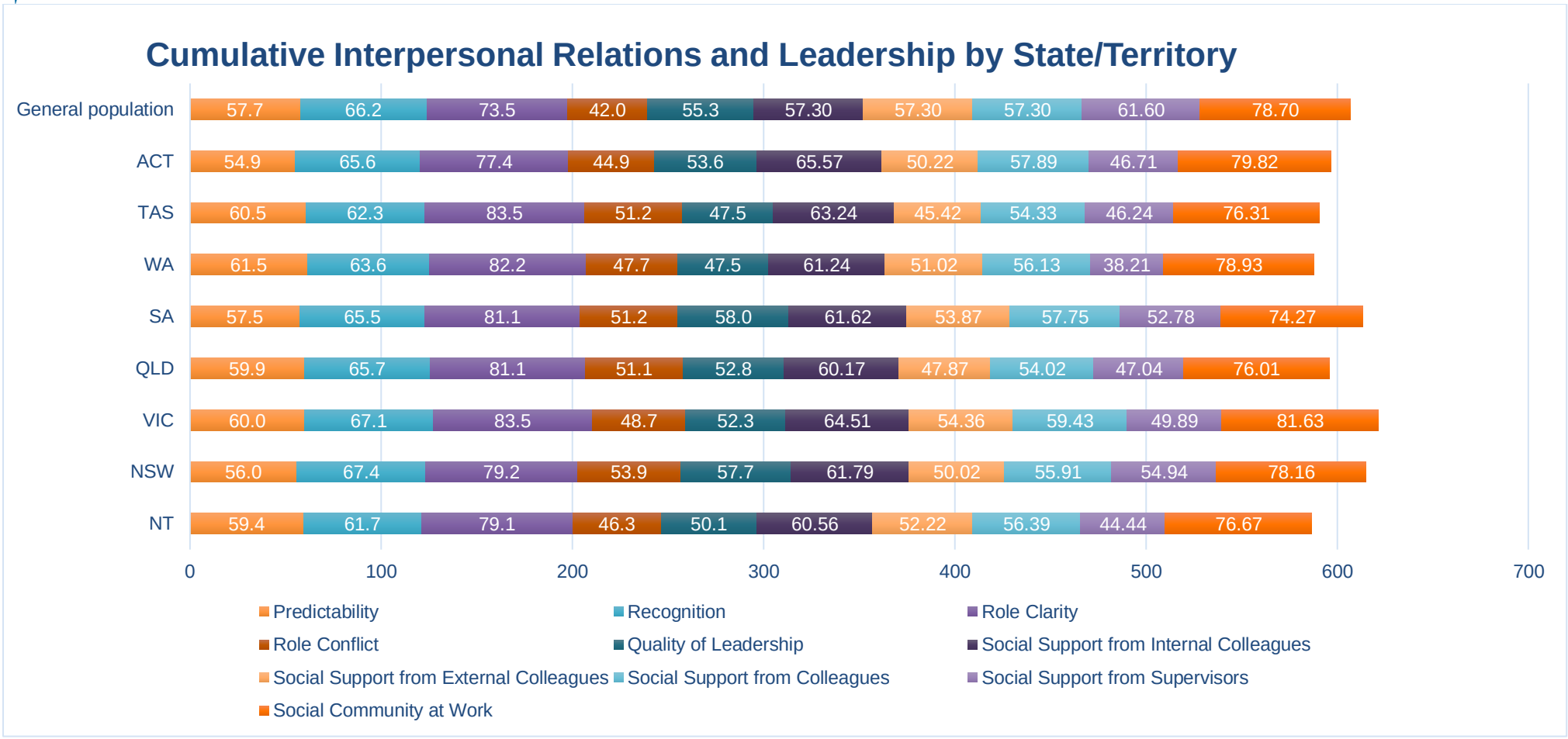

FIGURE 3.4.11: STACKED BAR CHART: CUMULATIVE INTERPERSONAL RELATIONS AND LEADERSHIP BY STATE/TERRITORY

Cumulatively, school leaders from the Northern Territory and Western Australia reported the lowest scores for Interpersonal Relations and Leadership in comparison to all other groups.

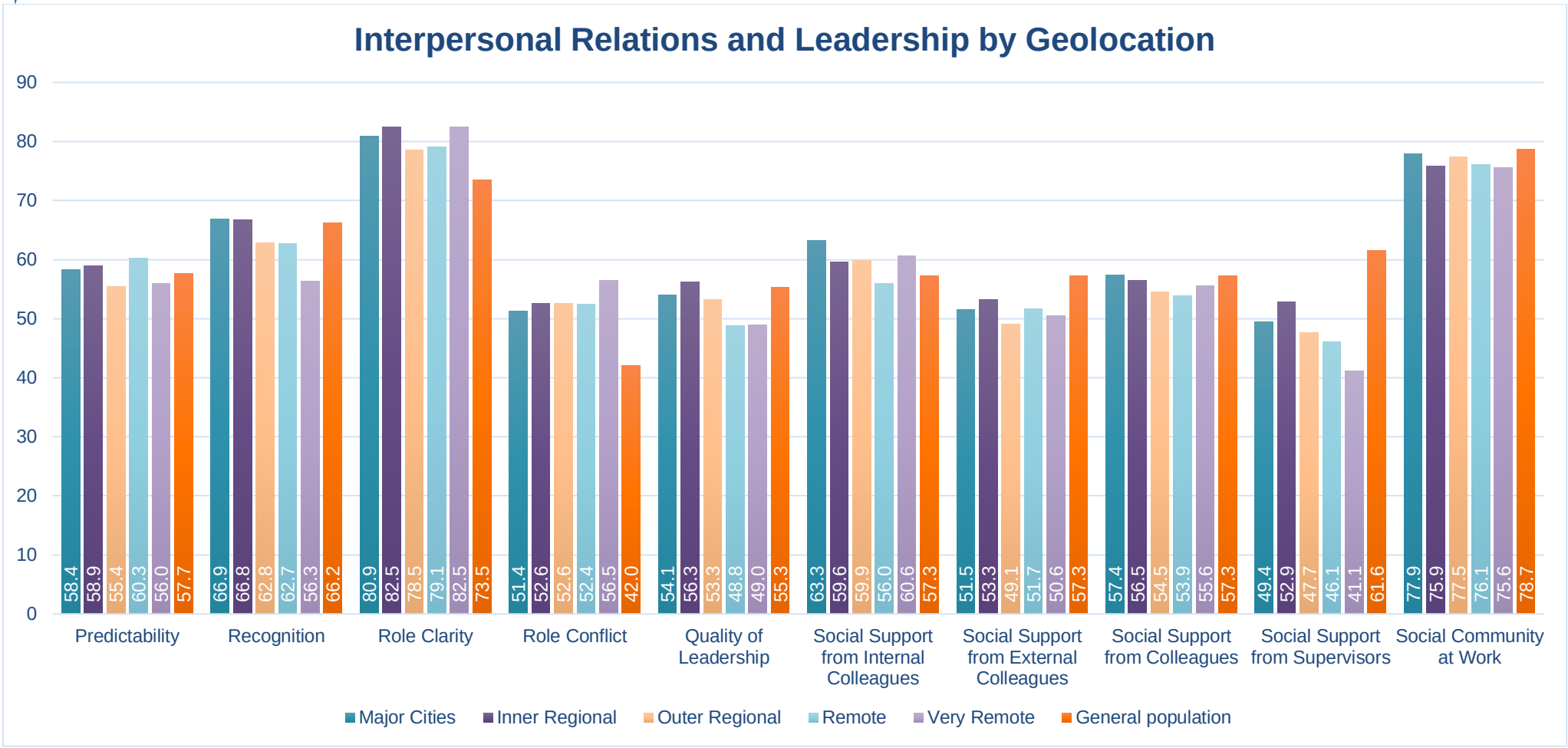

FIGURE 3.4.12: BAR CHART: INTERPERSONAL RELATIONS AND LEADERSHIP BY SCHOOL'S GEOLOCATION

School leaders in very remote schools reported higher Role Conflict and lower Social Support from Supervisors scores than their counterparts from other geolocations. School leaders in major city schools reported higher Social Support from Internal Colleagues scores than their counterparts from other geolocations.

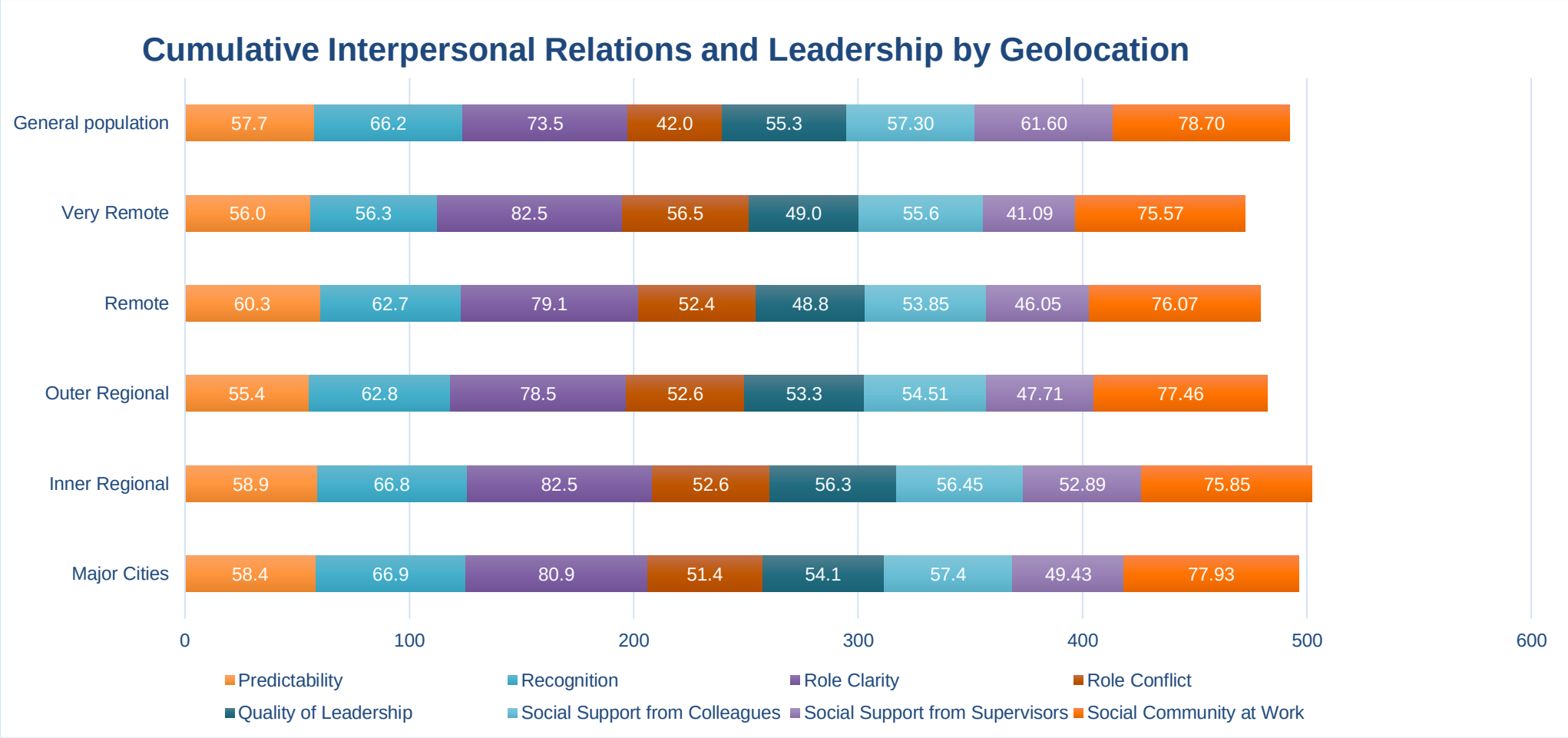

FIGURE 3.4.13: STACKED BAR CHART: CUMULATIVE INTERPERSONAL RELATIONS AND LEADERSHIP BY SCHOOL'S GEOLOCATION

Very remote, remote and outer regional school leaders reported lower cumulative Interpersonal Relations and Leadership scores than the general population.

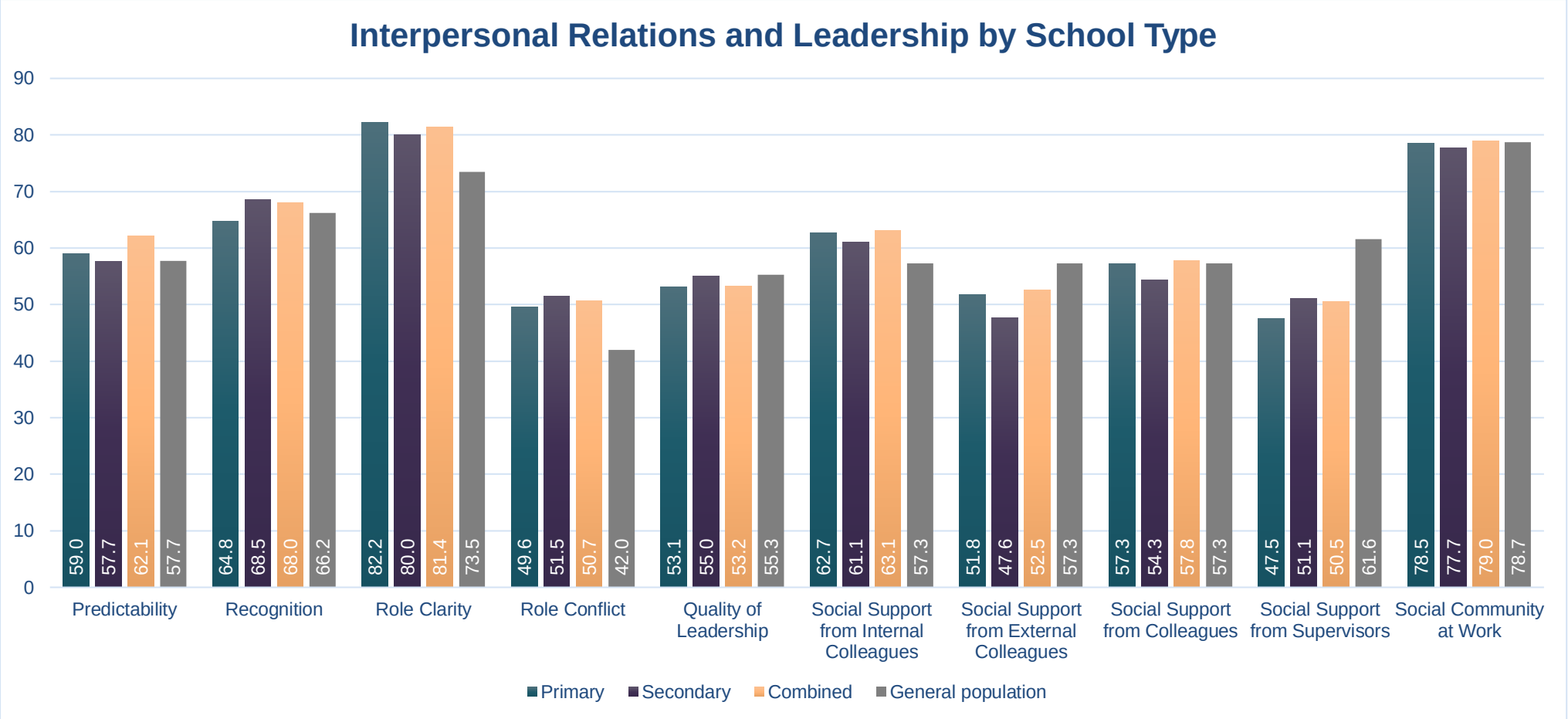

FIGURE 3.4.14: BAR CHART: INTERPERSONAL RELATIONS AND LEADERSHIP BY SCHOOL TYPE

Secondary school leaders reported higher scores for Recognition, Role Clarity, Quality of Leadership and Social Support from Supervisors than their primary school counterparts.

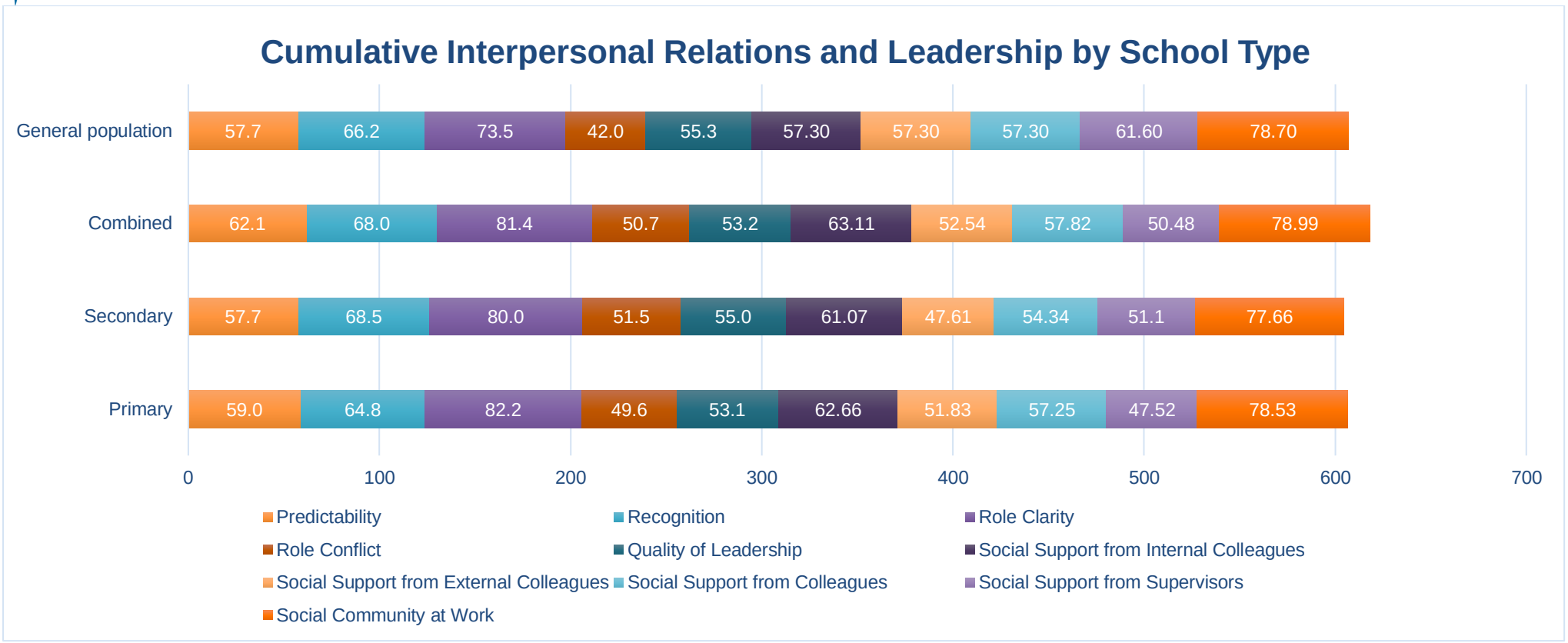

FIGURE 3.4.15: STACKED BAR CHART: CUMULATIVE INTERPERSONAL RELATIONS AND LEADERSHIP BY SCHOOL TYPE

Primary and secondary school leaders reported similar cumulative scores for Interpersonal Relations and Leadership as the general population.

3.5 WORK-INDIVIDUAL INTERFACE: SUBSCALE LONGITUDINAL AND SUBGROUP COMPARISONS

TABLE 3.5.1: WORK-INDIVIDUAL INTERFACE – SCHOOL LEADERS AND THE GENERAL POPULATION

	School leader			General population		Difference		
	N	M	SD	M	SD	M difference	Cohen's *d*	Effect size
Job Insecurity	1690	7.85	13.26	23.70	20.80	-15.85	-0.76	Large
Job Satisfaction	1690	74.33	17.91	65.30	18.20	9.03	0.50	Medium
Work-Family Conflict	1689	66.72	24.89	33.50	24.30	33.22	1.37	Huge
Family-Work Conflict	1688	9.14	17.67	7.60	15.30	1.54	0.10	Small

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

Work-Individual Interface subscales are:

- **Job Insecurity** deals with school leaders' worries with job security, whereby the lower the result the higher the job security.
- **Job Satisfaction** deals with school leaders' experience of satisfaction with various aspects of work.
- **Work-Family Conflict** deals with the possible consequences of work on family/personal life. The focus is on two areas, namely conflict regarding energy (mental and physical) and conflict regarding time.
- **Family-Work Conflict** deals with the possible consequences of family/personal life on work. The focus is on two areas, namely conflict regarding energy (mental and physical) and conflict regarding time.

Work-Individual Interface: School leader longitudinal snapshot

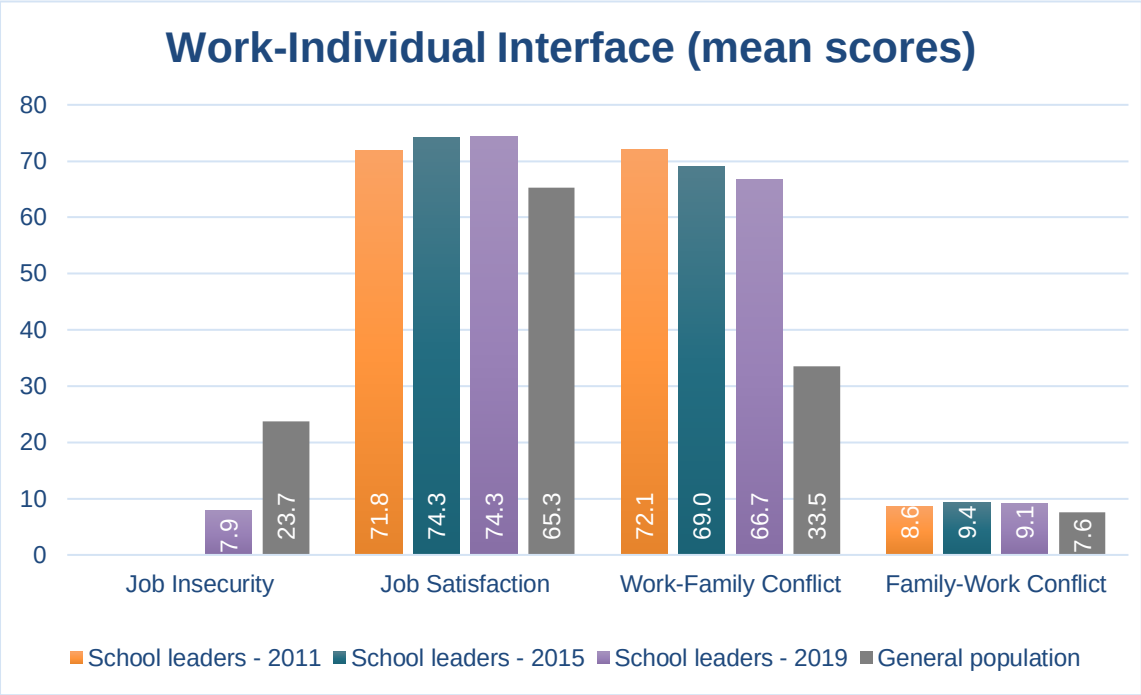

FIGURE 3.5.1: WORK-INDIVIDUAL INTERFACE MEAN SCORES: SCHOOL LEADERS RESULTS 2011, 2015 AND 2019 AGAINST THE GENERAL POPULATION

Managing competing demands of professional, family and personal life is extremely challenging. The role of Principal is becoming increasingly complex, with no subsequent/commensurate increase in resourcing and support. There is little to no incentive for middle managers/leaders in schools to take on greater levels of responsibility and/or higher-level roles.

- *Male, government primary school, SA*

Job Insecurity: School leaders in 2019 reported large effect size lower than the general population (7.85 versus 23.70, *d* = -0.76).

Job Satisfaction: School leaders in 2019 reported medium effect size higher than the general population (74.33 versus 65.3, *d* = 0.50). School leaders' Job Satisfaction has increased from 2011, to 2015, and now in 2019.

Work-Family Conflict: School leaders reported huge effect size higher than the general population (66.72 versus 33.50, *d* = 1.37). School leaders reported lower Work-Family Conflict from 2011 to 2015 to 2019.

Family-Work Conflict: School leaders reported small effect size higher than the general population (9.14 versus 7.60, *d* = 0.10). School leaders reported a small rise from 2011 to 2015, and a small decrease from 2015 to 2019.

Work-Individual Interface: School leader subgroup results

The following findings for Work-Individual Interface are from Table 3.5.2 to Table 3.5.9.

Female school leaders reported a lower result for Job Insecurity than their male counterparts (6.97 versus 9.00), which is a very large effect size lower than the general population (*d* = -0.80). Female school leaders also reported higher Family-Work Conflict than their male counterparts (68.36 versus 64.27). Both genders' scores for Family-Work Conflict are huge effect sizes higher than the general population (female *d* = 1.43, male *d* = 1.27).

Independent school leaders reported higher Job Satisfaction (80.00, *d* = 0.81) than their government (73.05, *d* = 0.43) and Catholic (78.88, *d* = 0.75) school counterparts. Government school leaders reported lower Job Security (7.09, *d* = -0.80) than their Catholic (9.78, *d* = -0.67) and Independent (11.41, *d* = -0.59) counterparts.

Principals reported higher Job Satisfaction (75.43, *d* = 0.56) than their Deputy counterparts (69.68, *d* = 0.24). Deputy principals reported higher Family-Work Conflict (11.65, *d* = 0.26) than their principal counterparts (10.30, *d* = 0.18).

School leaders aged over 61 years reported the highest Job Satisfaction (78.71, *d* = 0.74), whilst school leaders aged 41-50 years reported the lowest Job Satisfaction (72.19, *d* = 0.38). School leaders aged over 61 years are the only age group who reported a similar result to the general population for Family-Work Conflict; other age groups of school leaders reported higher scores than the general population.

School leaders with more than 20 years' experience reported the highest Job Satisfaction (76.63, *d* = 0.62). They also reported the lowest Work-Family Conflict (64.74, *d* = 1.29) compared to other experience groups.

School leaders in Victoria reported the highest result for Job Satisfaction (77.52, *d* = 0.67), with school leaders in the Northern Territory reporting the second highest result (76.85, *d* = 0.63). School leaders in Western Australia reported the lowest result for Work-Family Conflict (61.96, *d* = 1.17) and school leaders in Queensland reported the highest result (68.89, *d* = 1.46).

School leaders in very remote schools in comparison to other geolocations reported:

- higher result for Job Insecurity (13.58, *d* = -0.49);
- higher result for Job Satisfaction (75.86, *d* = 0.58);
- higher result for Work-Family Conflict (74.14, *d* = 1.67); and
- lower result for Family-Work Conflict (4.02, *d* = -0.23).

TABLE 3.5.2: MEAN WORK-INDIVIDUAL INTERFACE BY GENDER, SCHOOL SECTOR AND ROLE

	Gender			School Sector			Role	
	Female	Male	Did not specify	Government	Catholic	Independent	Principal	Deputy
Job Insecurity	6.97	9.00	10.05	7.09	9.78	11.41	7.48	9.91
Job Satisfaction	74.91	73.21	78.26	73.05	78.88	80.00	75.43	69.68
Work-Family Conflict	68.36	64.27	67.57	66.71	65.84	65.97	68.71	66.58
Family-Work Conflict	8.19	10.67	7.25	9.57	7.59	7.50	10.30	11.65

TABLE 3.5.3: COHEN'S D WORK-INDIVIDUAL INTERFACE BY GENDER, SCHOOL SECTOR AND ROLE

	Gender			School Sector			Role	
	Female	Male	specify	Government	Catholic	Independent	Principal	Deputy
Job Insecurity	-0.80	-0.71	-0.66	-0.80	-0.67	-0.59	-0.78	-0.66
Job Satisfaction	0.53	0.43	0.71	0.43	0.75	0.81	0.56	0.24
Work-Family Conflict	1.43	1.27	1.40	1.37	1.33	1.34	1.45	1.36
Family-Work Conflict	0.04	0.20	-0.02	0.13	0.00	-0.01	0.18	0.26

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

TABLE 3.5.4: MEAN WORK-INDIVIDUAL INTERFACE BY AGE AND SCHOOL LEADER EXPERIENCE

	Age					School leader experience				
	<=30	31-40	41-50	51-60	61+	<=5	6-10	11-15	16-20	More than 20
Job Insecurity	18.75	8.54	8.02	8.06	6.96	8.11	7.11	7.28	7.83	9.10
Job Satisfaction	75.00	72.26	72.19	74.17	78.71	74.67	73.22	73.32	73.99	76.63
Work-Family Conflict	83.33	75.32	67.31	68.12	60.02	70.08	66.47	67.58	66.82	64.74
Family-Work Conflict	27.78	11.39	10.57	8.70	7.38	11.15	8.28	9.16	10.86	7.59

TABLE 3.5.5: COHEN'S D WORK-INDIVIDUAL INTERFACE BY AGE AND SCHOOL LEADER EXPERIENCE

	Age					School leader experience				
	<=30	31-40	41-50	51-60	61+	<=5	6-10	11-15	16-20	More than 20
Job Insecurity	-0.24	-0.73	-0.75	-0.75	-0.80	-0.75	-0.80	-0.79	-0.76	-0.70
Job Satisfaction	0.53	0.38	0.38	0.49	0.74	0.51	0.44	0.44	0.48	0.62
Work-Family Conflict	2.05	1.72	1.39	1.42	1.09	1.51	1.36	1.40	1.37	1.29
Family-Work Conflict	1.32	0.25	0.19	0.07	-0.01	0.23	0.04	0.10	0.21	0.00

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

TABLE 3.5.6: MEAN WORK-INDIVIDUAL INTERFACE BY STATE

	State							
	NSW	VIC	QLD	SA	WA	TAS	ACT	NT
Job Insecurity	7.85	6.20	8.02	10.20	8.51	6.00	7.73	9.58
Job Satisfaction	72.70	77.52	72.92	73.98	73.97	75.82	69.74	76.85
Work-Family Conflict	67.36	67.12	68.89	67.62	61.96	64.71	63.82	64.63
Family-Work Conflict	8.97	8.98	9.11	10.38	8.97	7.84	12.28	8.15

TABLE 3.5.7: COHEN'S D WORK-INDIVIDUAL INTERFACE BY STATE

	State							
	NSW	VIC	QLD	SA	WA	TAS	ACT	NT
Job Insecurity	-0.76	-0.84	-0.75	-0.65	-0.73	-0.85	-0.77	-0.68
Job Satisfaction	0.41	0.67	0.42	0.48	0.48	0.58	0.24	0.63
Work-Family Conflict	1.39	1.38	1.46	1.40	1.17	1.28	1.25	1.28
Family-Work Conflict	0.09	0.09	0.10	0.18	0.09	0.02	0.31	0.04

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

TABLE 3.5.8: MEAN WORK-INDIVIDUAL INTERFACE BY GEOLOCATION AND SCHOOL TYPE

	Geolocation						School Type		
	Major Cities	Inner Regional	Outer Regional	Remote	Very Remote	N/A	Primary	Secondary	Combined
Job Insecurity	7.45	7.00	10.52	10.42	13.58	7.33	8.33	6.03	8.40
Job Satisfaction	73.66	73.68	72.04	71.79	75.86	76.43	73.84	74.31	77.04
Work-Family Conflict	65.10	67.08	69.67	71.79	74.14	66.75	66.00	67.35	68.04
Family-Work Conflict	9.39	8.49	10.38	10.68	4.02	8.90	9.27	8.24	9.36

TABLE 3.5.9: COHEN'S D WORK-INDIVIDUAL INTERFACE BY GEOLOCATION AND SCHOOL TYPE

	Geolocation						School Type		
	Major Cities	Inner Regional	Outer Regional	Remote	Very Remote	N/A	Primary	Secondary	Combined
Job Insecurity	-0.78	-0.80	-0.63	-0.64	-0.49	-0.79	-0.74	-0.85	-0.74
Job Satisfaction	0.46	0.46	0.37	0.36	0.58	0.61	0.47	0.50	0.65
Work-Family Conflict	1.30	1.38	1.49	1.58	1.67	1.37	1.34	1.39	1.42
Family-Work Conflict	0.12	0.06	0.18	0.20	-0.23	0.08	0.11	0.04	0.12

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

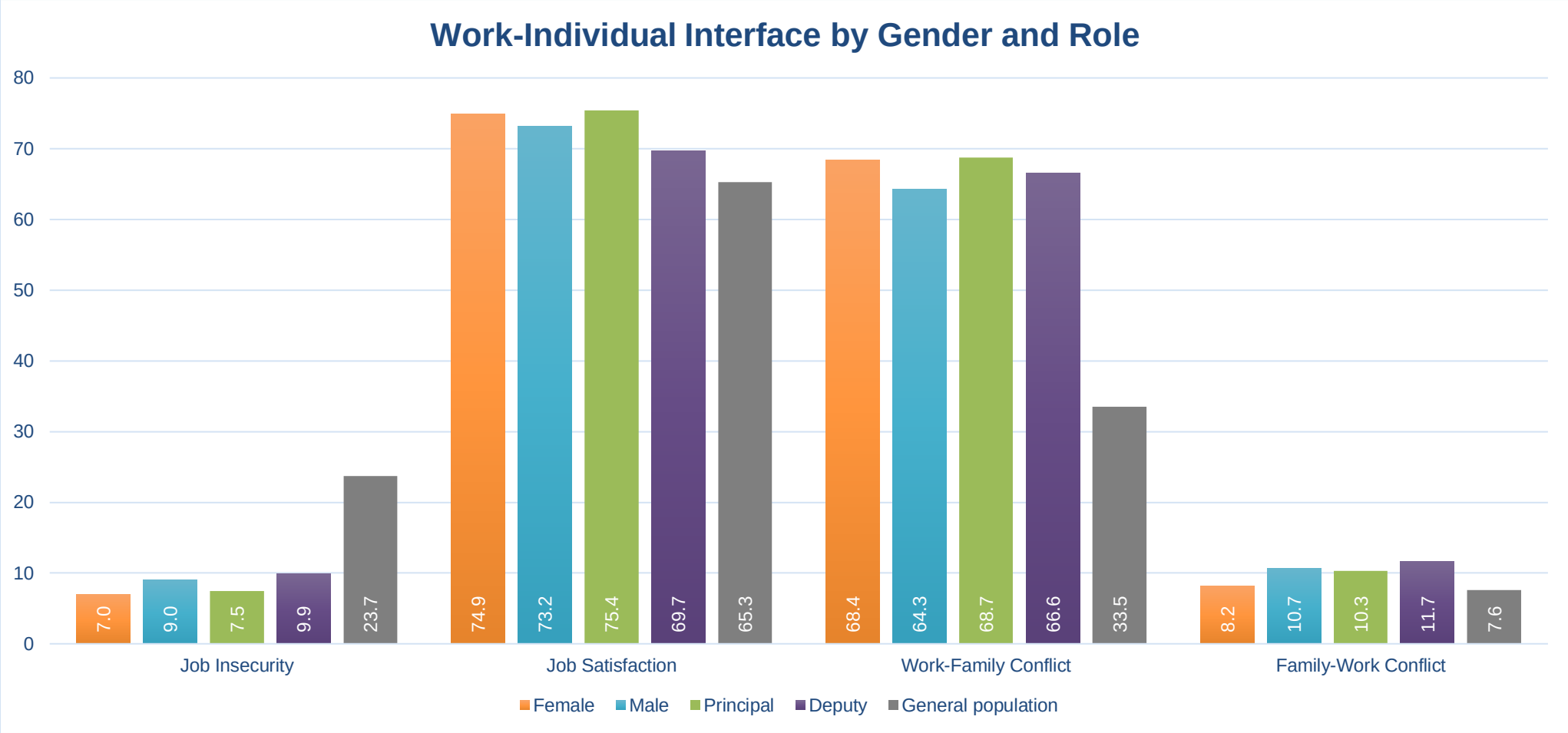

FIGURE 3.5.2: BAR CHART: WORK-INDIVIDUAL INTERFACE BY GENDER AND ROLE

Female school leaders reported higher Job Satisfaction and Work-Family Conflict than their male counterparts. Principals reported higher Job Satisfaction and Work-Family Conflict than their deputy principal counterparts. Male school leaders reported higher Family-Work Conflict than their female counterparts.

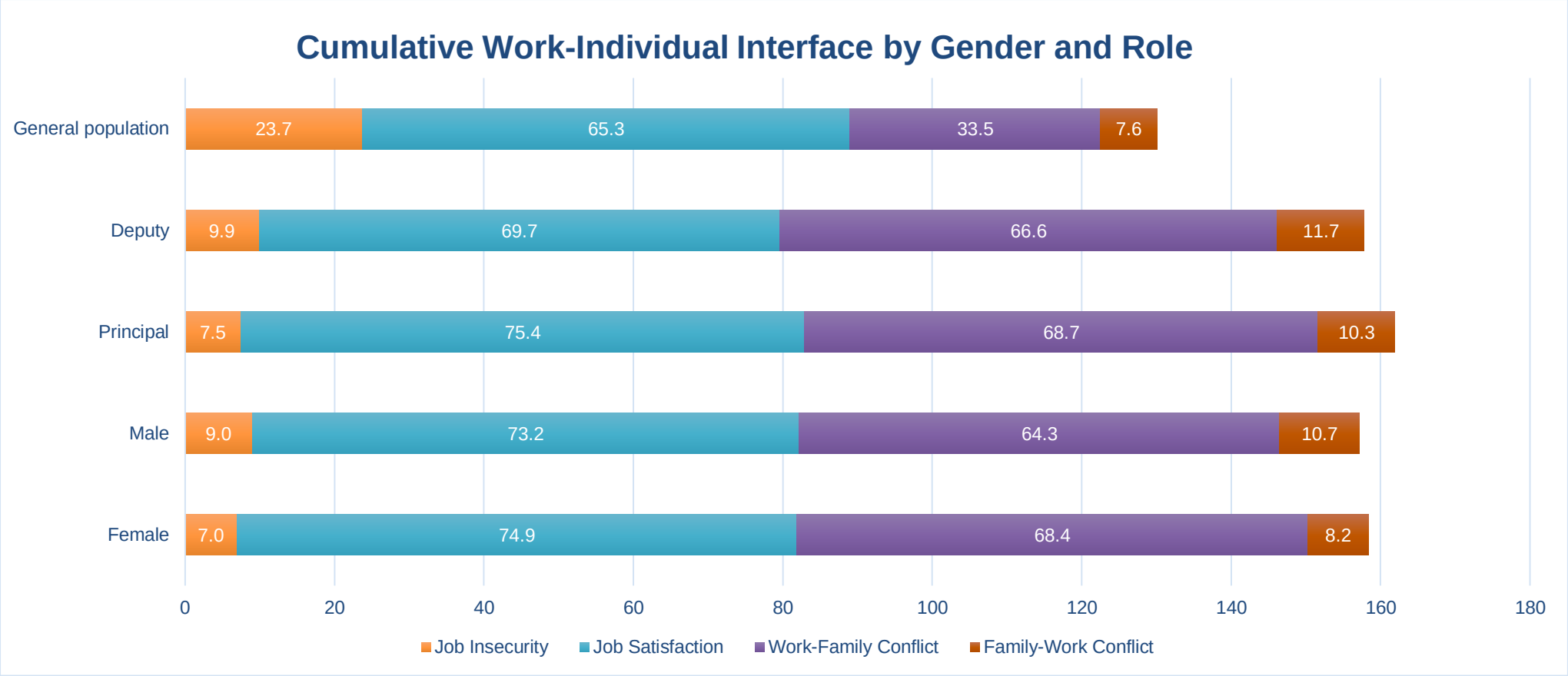

FIGURE 3.5.3: STACKED BAR CHART: CUMULATIVE WORK-INDIVIDUAL INTERFACE BY GENDER AND ROLE

Gender and role subgroups reported higher cumulative scores for the Work-Individual Interface domain than the general population.

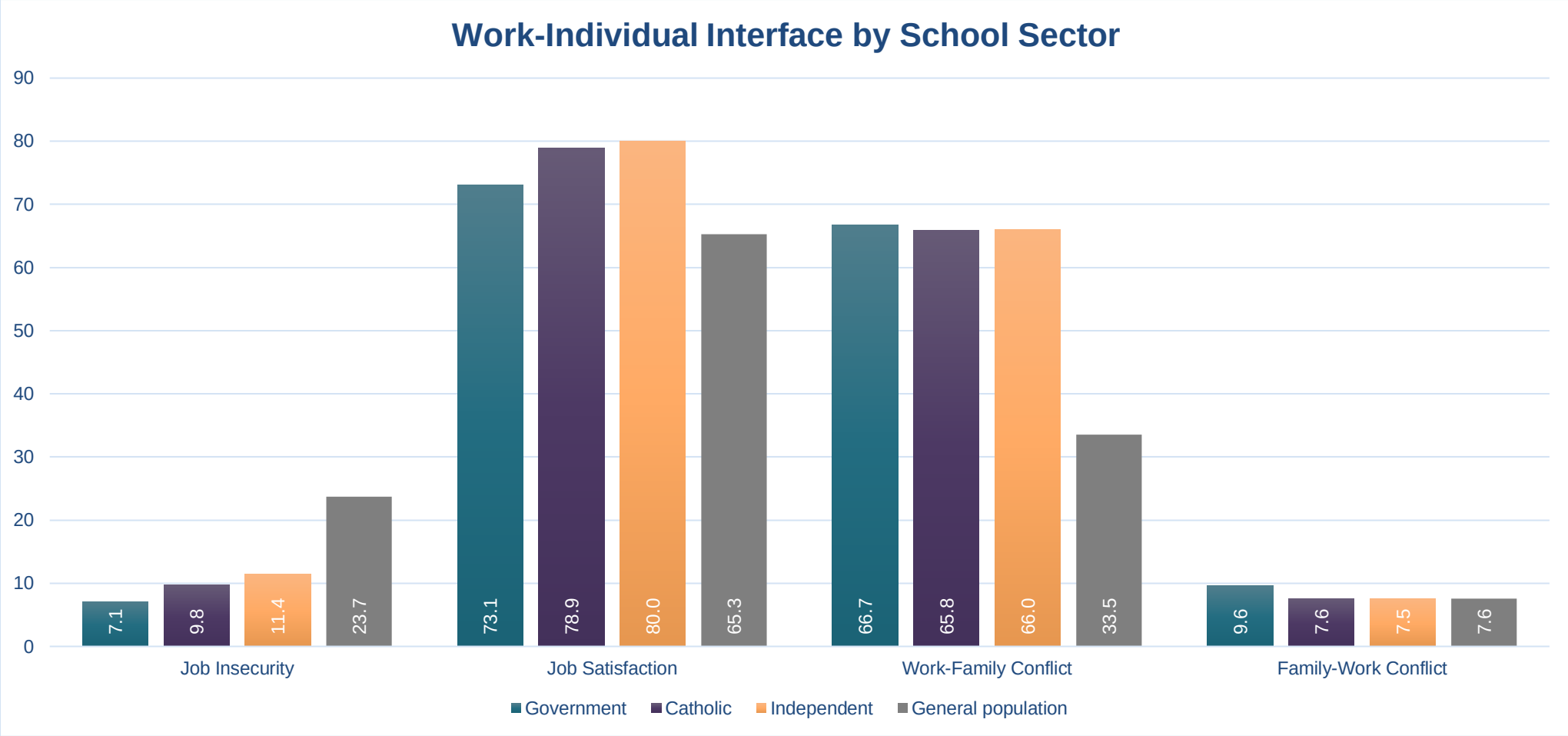

FIGURE 3.5.4: BAR CHART: WORK-INDIVIDUAL INTERFACE BY SCHOOL SECTOR

Government school leaders reported lower Job Insecurity than their Catholic and Independent school counterparts. Independent school leaders reported higher Job Satisfaction than their government and Catholic school counterparts.

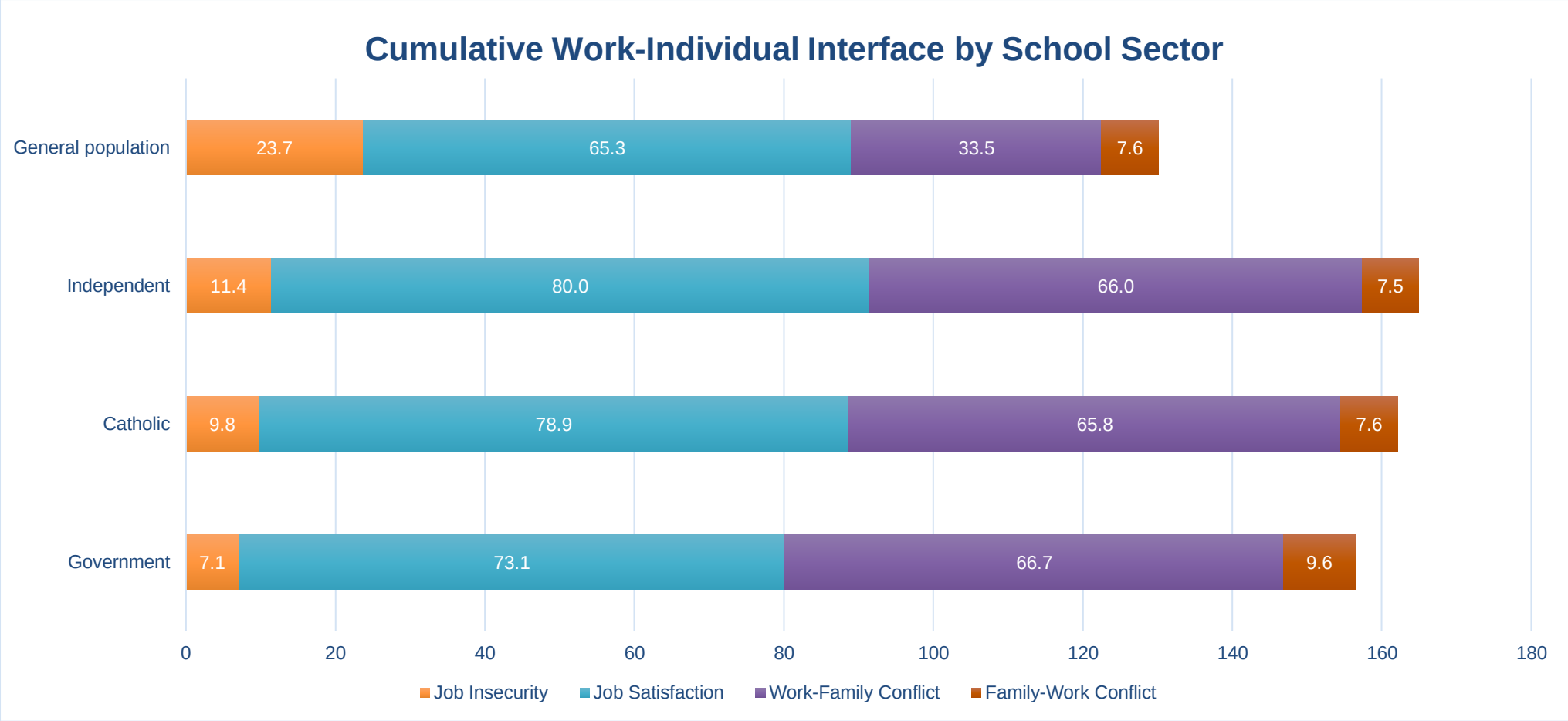

FIGURE 3.5.5: STACKED BAR CHART: CUMULATIVE WORK-INDIVIDUAL INTERFACE BY SCHOOL SECTOR

Cumulatively, Independent school leaders reported higher Work-Individual Interface results than their government and Catholic school counterparts.

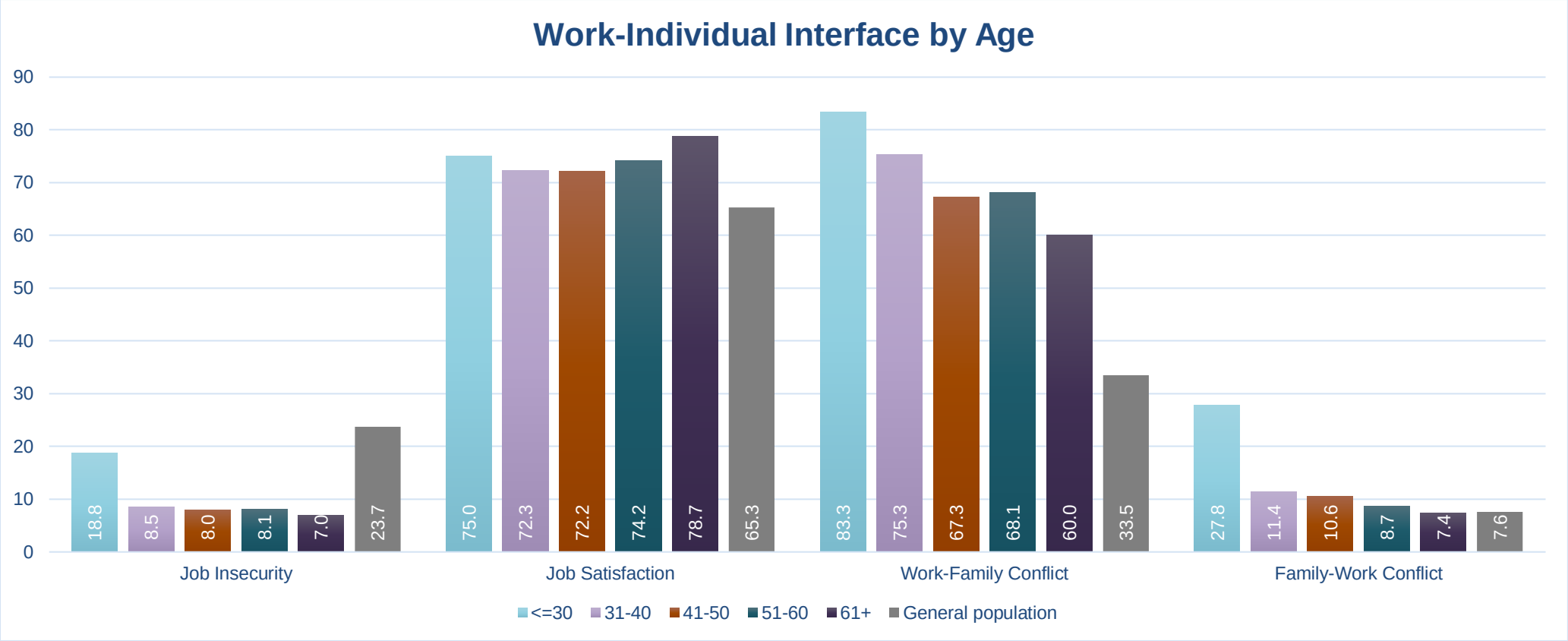

FIGURE 3.5.6: BAR CHART: WORK-INDIVIDUAL INTERFACE BY AGE GROUP

The trend for Job Insecurity, Work-Family Conflict and Family-Work Conflict among school leaders decreased as age groups increased.

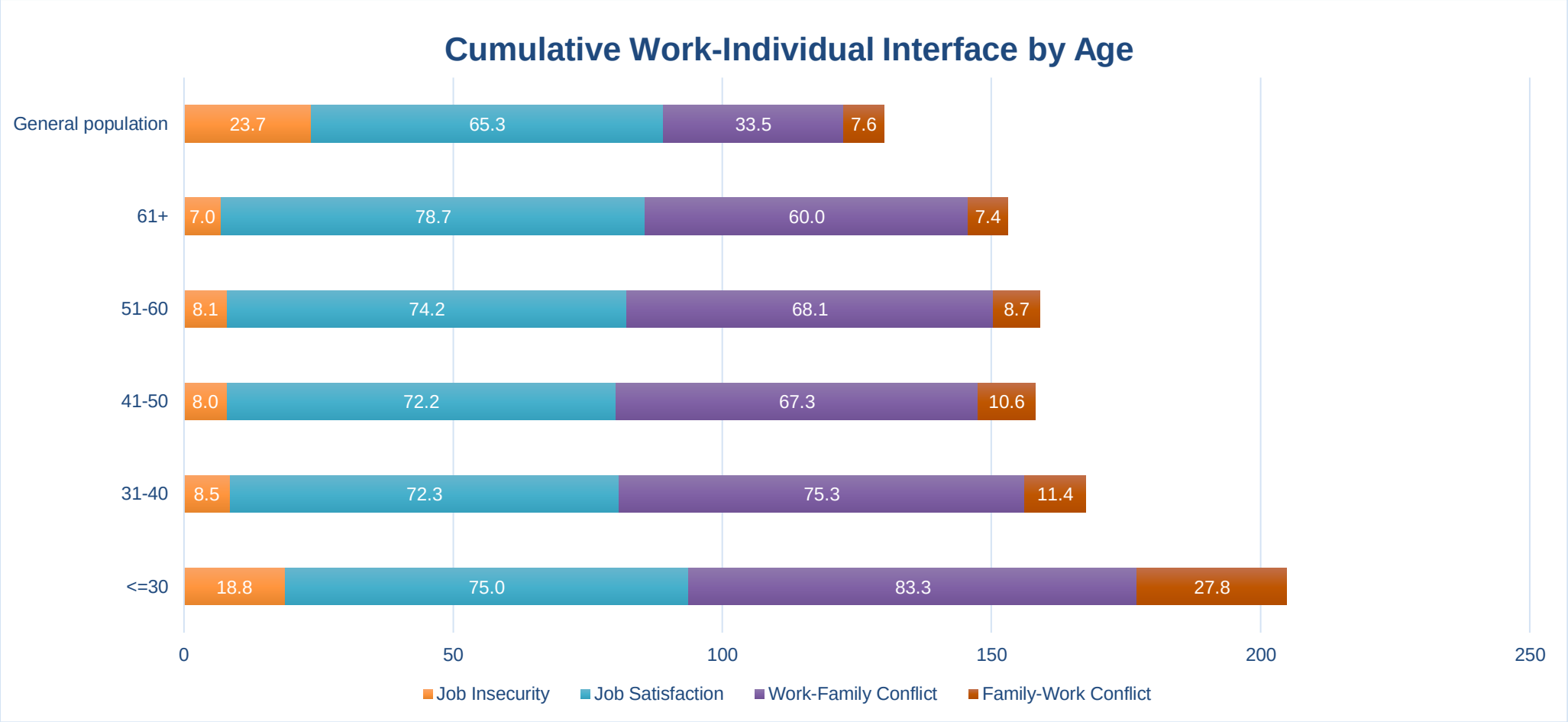

FIGURE 3.5.7: STACKED BAR CHART: CUMULATIVE WORK-INDIVIDUAL INTERFACE BY AGE GROUP

Cumulatively, school leaders aged 31-40 years scored higher than their older peers for Work-Individual Interface.

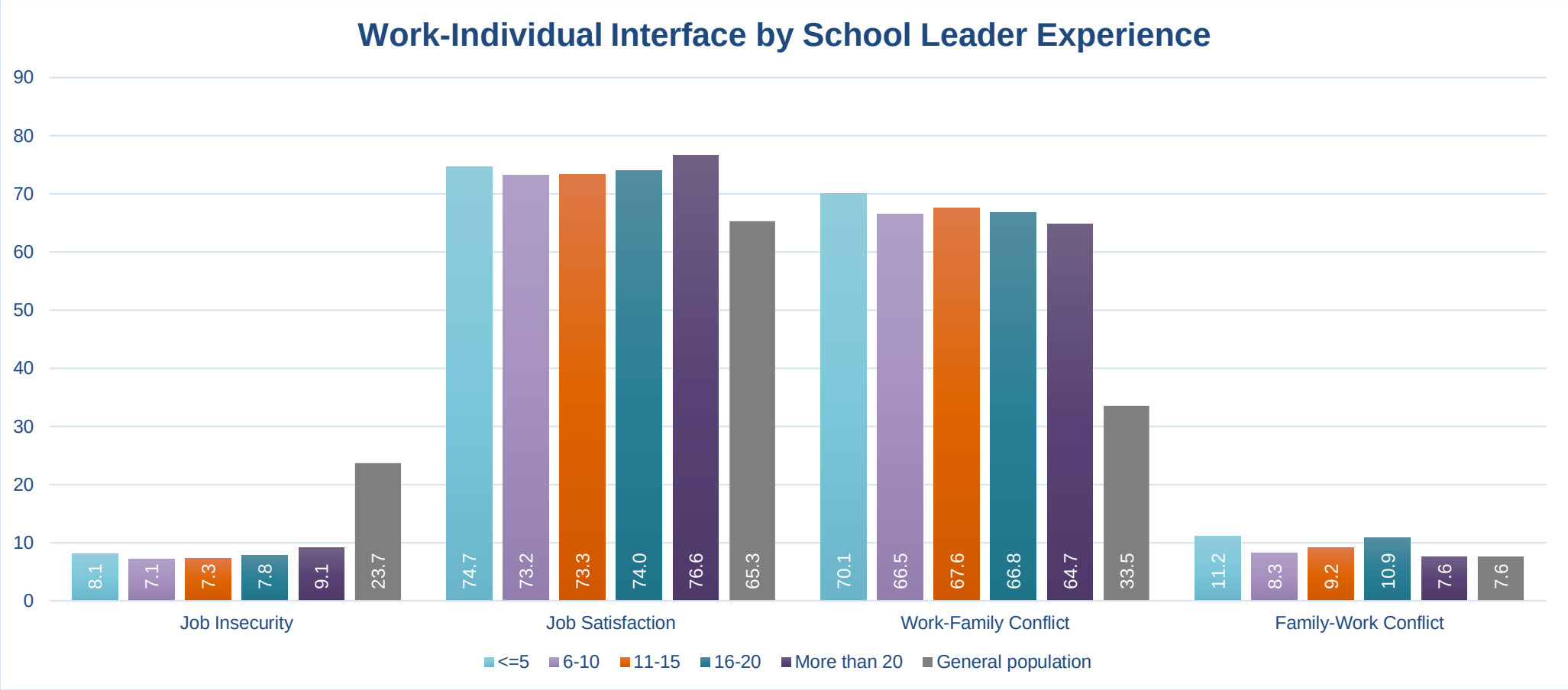

FIGURE 3.5.8: BAR CHART: WORK-INDIVIDUAL INTERFACE YEARS OF EXPERIENCE AS A SCHOOL LEADER

School leaders with less than five years' experience reported higher Work-Family Conflict and Family-Work Conflict than their more experienced counterparts. School leaders with more than twenty years' experience reported higher Job Insecurity and Job Satisfaction than their less experienced counterparts.

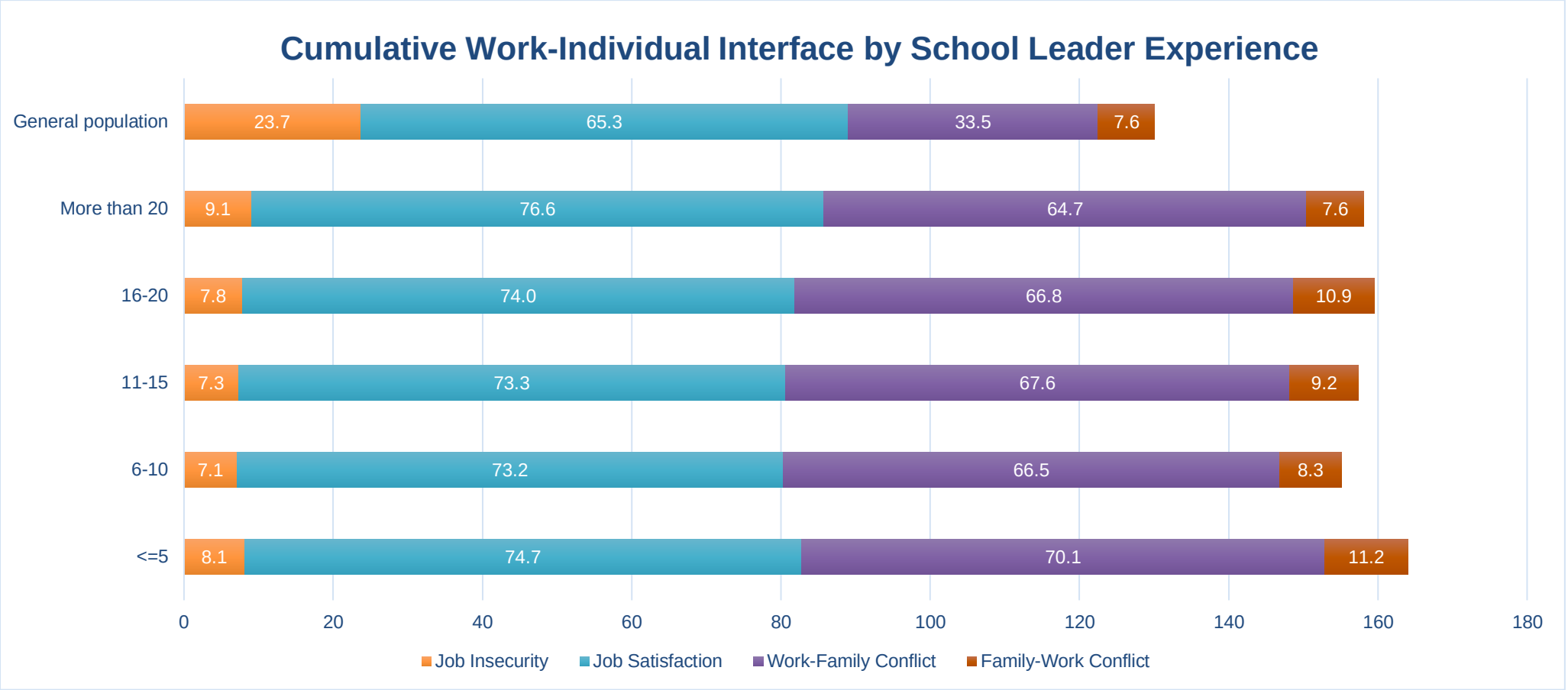

FIGURE 3.5.9: STACKED BAR CHART: CUMULATIVE WORK-INDIVIDUAL INTERFACE BY YEARS OF EXPERIENCE AS A SCHOOL LEADER

Cumulatively, school leaders with less than five years' experience scored higher for Work-Individual Interface than their more experienced counterparts.

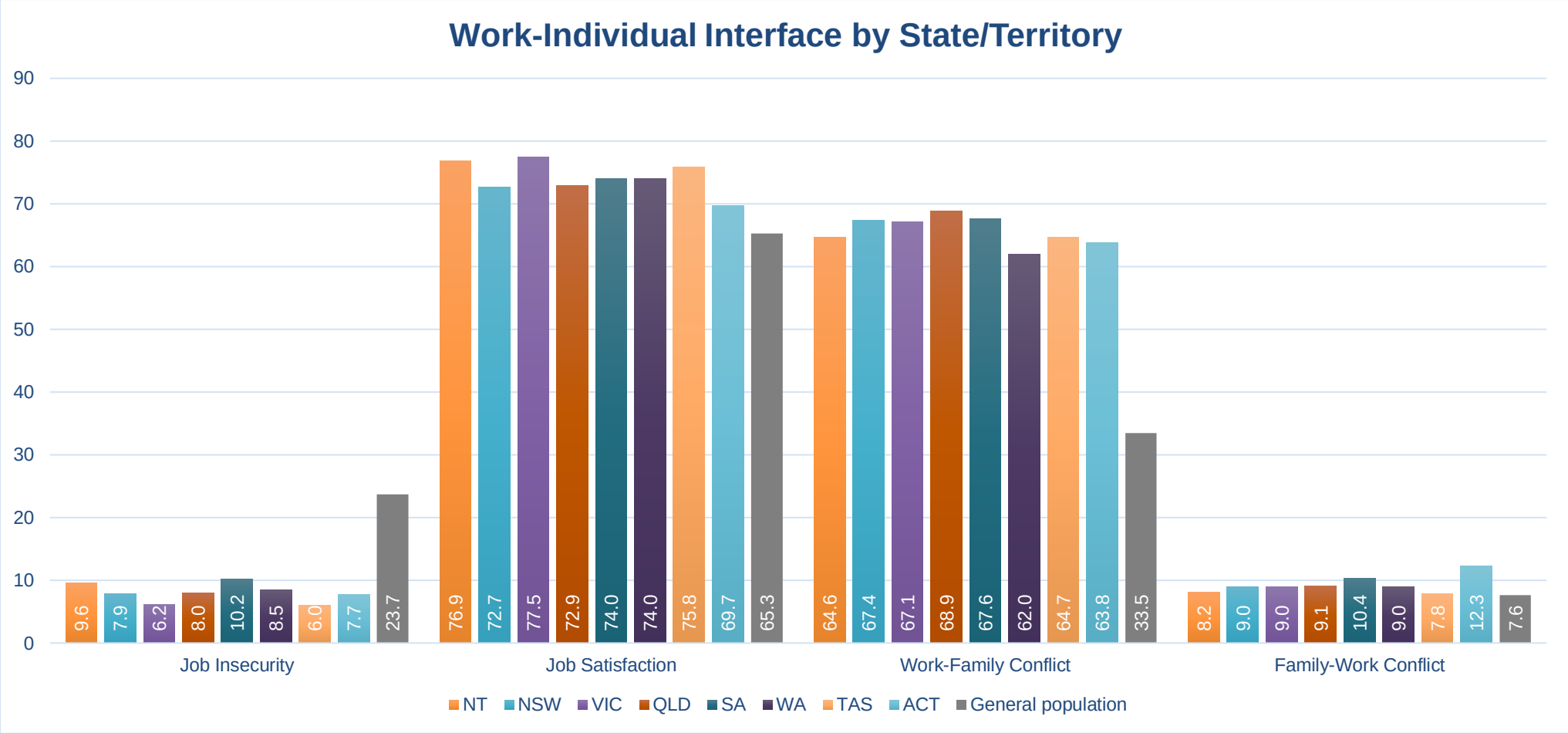

FIGURE 3.5.10: BAR CHART: WORK-INDIVIDUAL INTERFACE BY STATE/TERRITORY

School leaders in South Australia and the Northern Territory reported the two highest scores for Job Insecurity compared to school leaders in other states and the Australian Capital Territory. School leaders in the Australian Capital Territory reported lower Job Satisfaction and higher Family-Work conflict than the school leaders in other states and the Northern Territory.

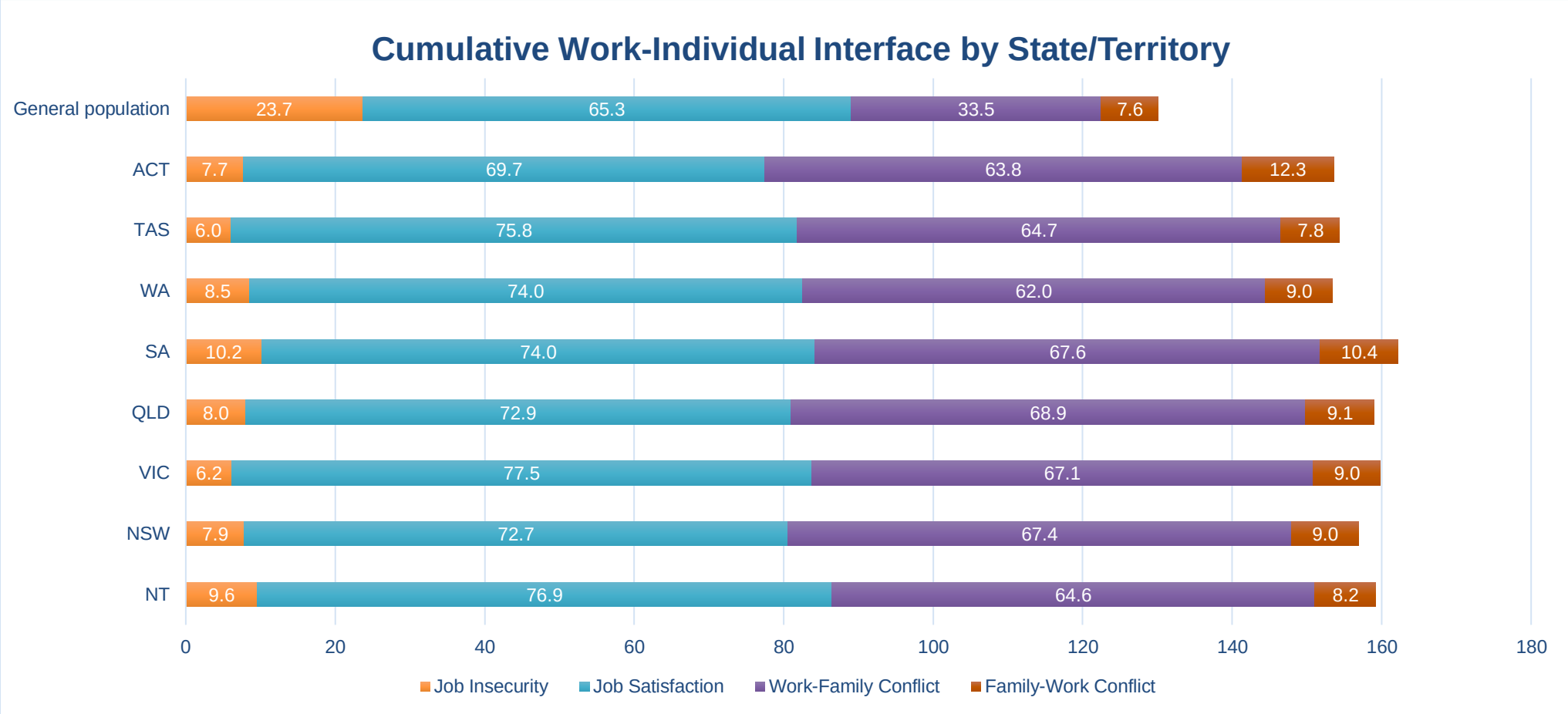

FIGURE 3.5.11: STACKED BAR CHART: CUMULATIVE WORK-INDIVIDUAL INTERFACE BY STATE/TERRITORY

School leaders in South Australia cumulatively reported the highest scores for Work-Individual Interface.

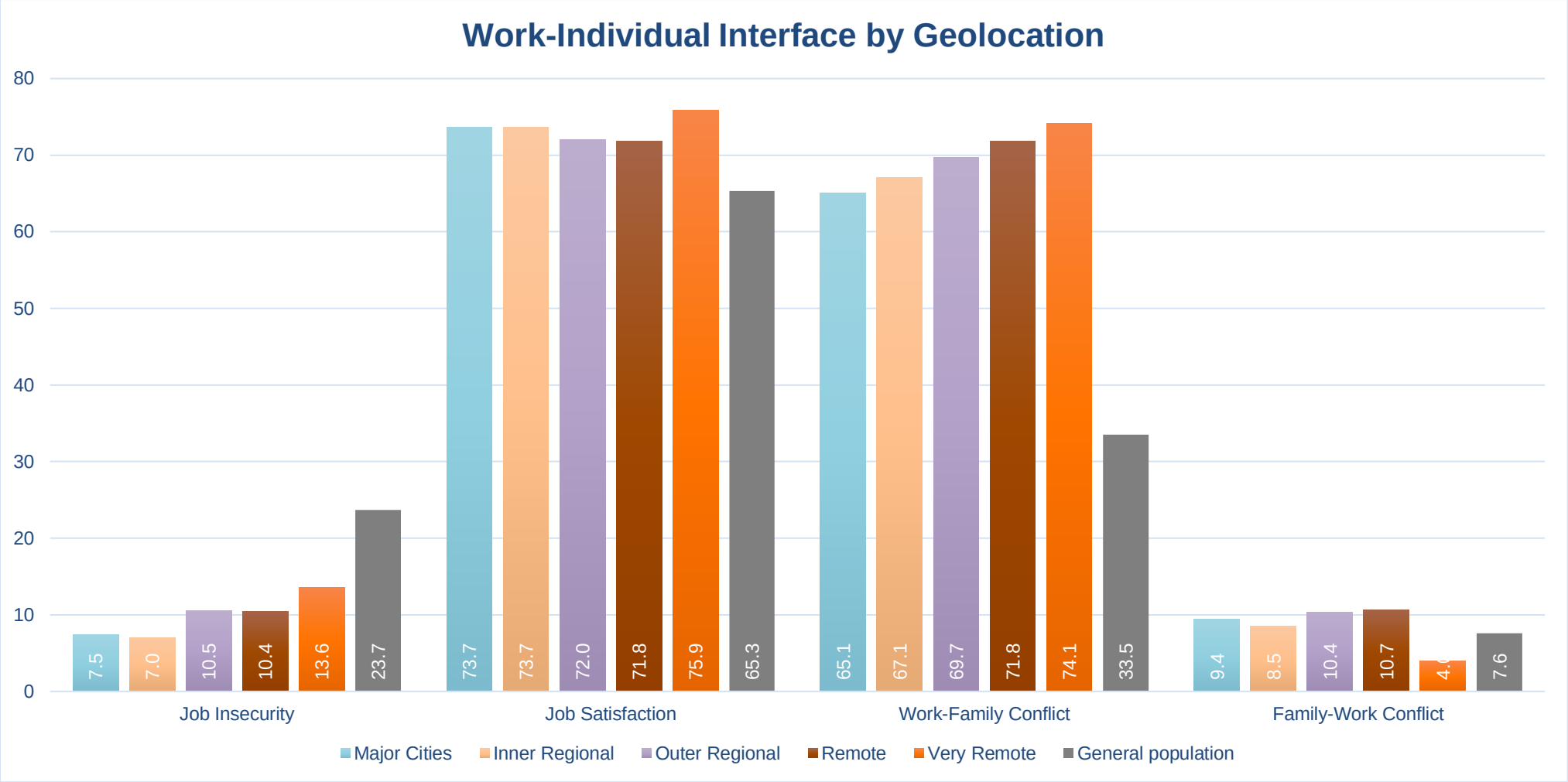

FIGURE 3.5.12: BAR CHART: WORK-INDIVIDUAL INTERFACE BY GEOLOCATION

School leaders in very remote schools reported higher scores for Job Security, Job Satisfaction and Work-Family Conflict than their counterparts from other geolocations.

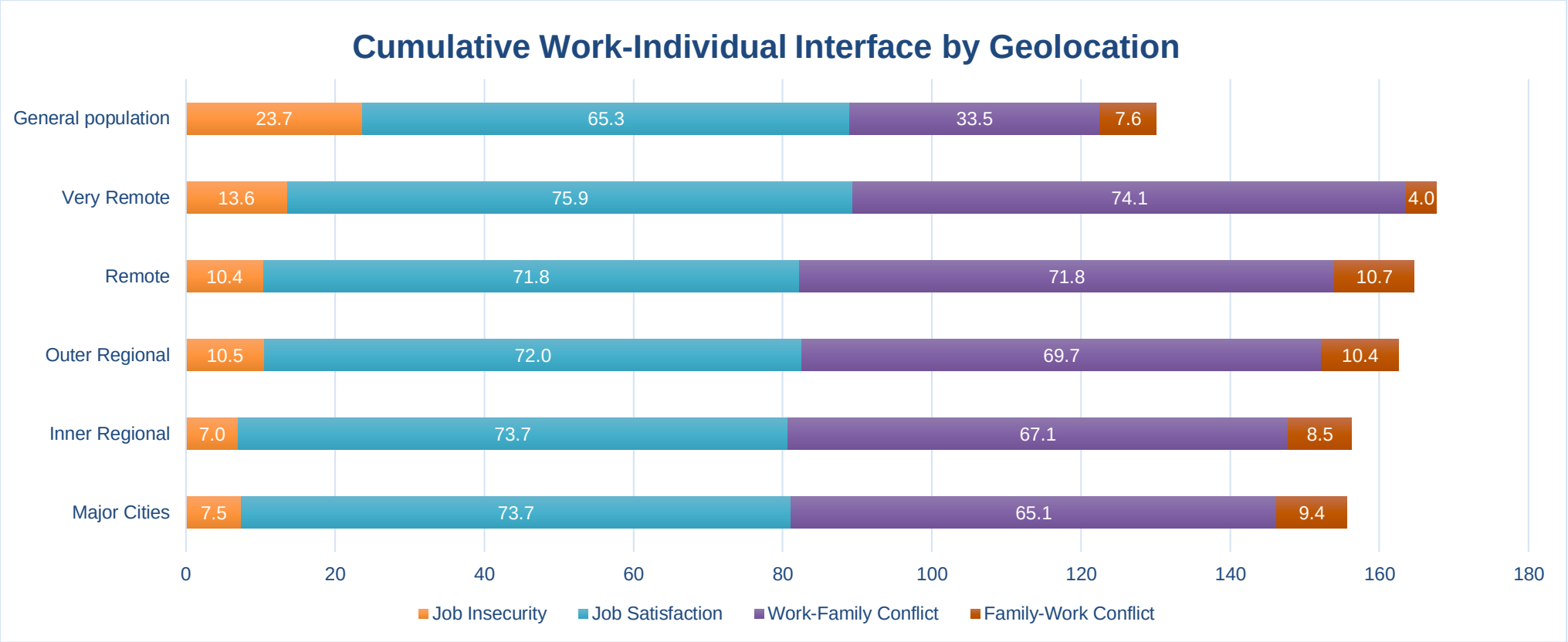

FIGURE 3.5.13: STACKED BAR CHART: CUMULATIVE WORK-INDIVIDUAL INTERFACE BY GEOLOCATION

Cumulatively, school leaders from very remote schools scored higher for Work-Individual Interface.

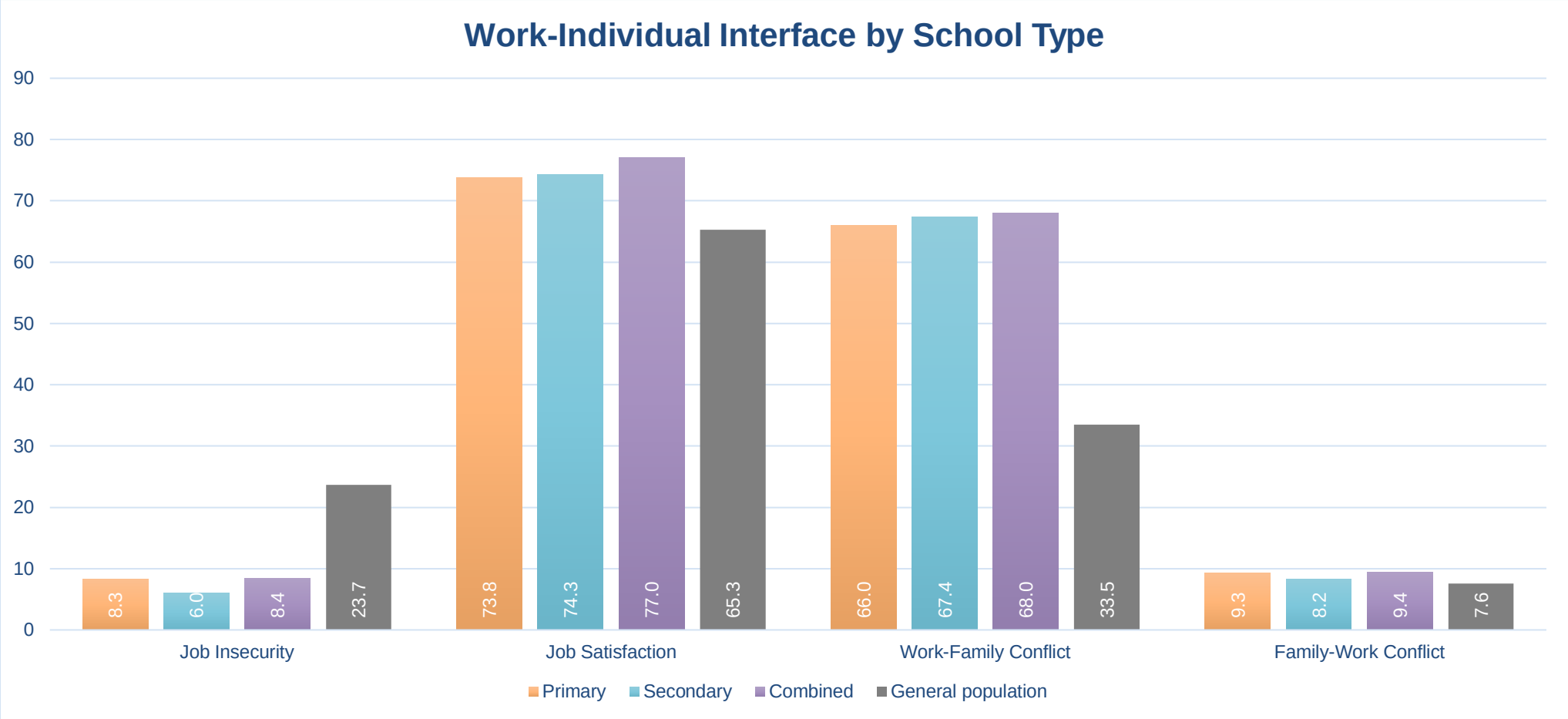

FIGURE 3.5.14: BAR CHART: WORK-INDIVIDUAL INTERFACE BY SCHOOL TYPE

Secondary school leaders reported higher Job Satisfaction and Work-Family Conflict than their primary school counterparts. Primary school leaders reported higher Job Insecurity and Family-Work Conflict than their secondary school counterparts.

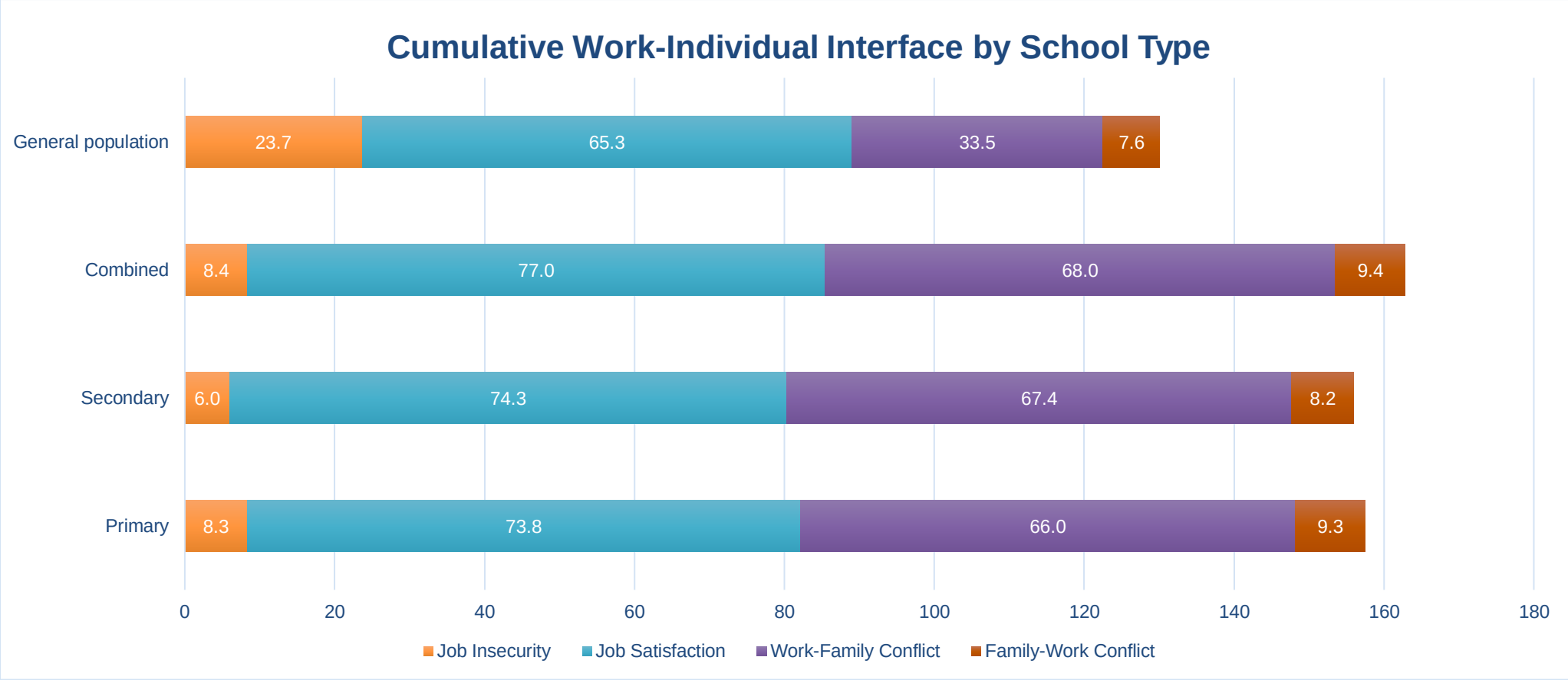

FIGURE 3.5.15: STACKED BAR CHART: CUMULATIVE WORK-INDIVIDUAL INTERFACE BY SCHOOL TYPE

Cumulatively, combined school leaders reported higher Work-Individual Interface than their primary and secondary principal counterparts.

3.6 VALUES AT THE WORKPLACE: SUBSCALE LONGITUDINAL AND SUBGROUP COMPARISONS

TABLE 3.6.1: VALUES AT THE WORKPLACE – SCHOOL LEADERS AND THE GENERAL POPULATION

	School leader			General population		Difference		
	N	M	SD	M	SD	M difference	Cohen's *d*	Effect size
Mutual Trust between Employees	1554	71.80	18.93	68.60	16.90	3.20	0.19	Small
Trust Regarding Management	1674	71.61	17.23	67.70	17.70	3.91	0.22	Medium
Justice	1681	68.17	19.51	59.20	17.70	8.97	0.51	Large
Social Inclusiveness	1640	81.08	19.66	67.50	16.30	13.58	0.83	Very large

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

Values at the Workplace subscales are:

- **Trust Regarding Management (Vertical Trust)** assesses whether the employees can trust the management and vice versa. Vertical trust can be observed in the communication between the management and the employees.
- **Mutual Trust between Employees (Horizontal Trust)** assesses whether the employees can trust each other in daily work or not. Trust can be observed in the communication in the workplace; e.g., if one freely can express attitudes and feelings without fear of negative reactions.
- **Justice** assesses with whether workers are treated fairly. Four aspects are considered: First, the distribution of tasks and recognition; second, the process of sharing; third, the handling of conflicts; and, fourth the handling of suggestions from the employees.
- **Social Inclusiveness** assesses an aspect of organisational justice: how fairly people are treated in the workplace in relation to their gender, race, age and ability.

Values at the Workplace: School leader longitudinal snapshot

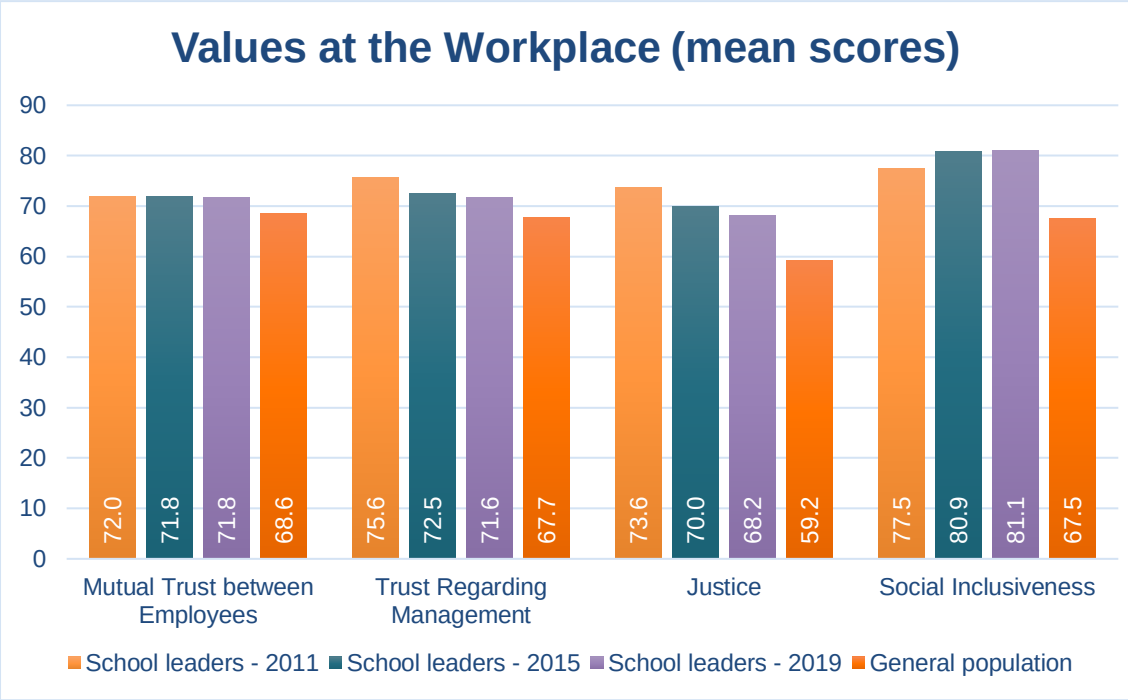

FIGURE 3.6.1: VALUES AT THE WORKPLACE MEAN SCORES: SCHOOL LEADERS RESULTS FOR 2011, 2015 AND 2019 AGAINST THE GENERAL POPULATION

> ... Workload is huge. It needs to be reduced. Student welfare issues are huge we need social workers! I deal with everything. I am competent I have a generally happy school environment. I am currently feeling the wear and tear of having to deal with a huge workload over a prolonged period with many many serious student, parent and sometimes staff issues. I work them all out, but it is a constant battering!! Thank goodness I have supports, mostly great staff and parents, family, friends etc and beautiful smiling students!!
>
> - *Female, government primary school, VIC*

Mutual Trust between Employees (Horizontal Trust): School leaders reported small effect size higher compared to the general population on Horizontal Trust (71.80 versus 68.60, *d* = 0.19). School leaders reported consistent scores for Mutual Trust between Employees across 2011, 2015 and 2019.

Trust Regarding Management (Vertical Trust): School leaders reported medium effect size higher compared to the general population (71.61 versus 67.70, (*d* = 0.22). School leaders reported decreasing results for Trust Regarding Management from 2011 to 2019.

Justice: School leaders reported large effect size higher compared to the general population (68.17 versus 59.20, *d* = 0.51). School leaders reported decreasing scores for Justice from 2011 to 2019.

Social Inclusiveness: School leaders reported very large effect size higher for Social Inclusiveness compared to the general population (81.08 versus 67.50, *d* = 0.83). School leaders reported an increase in Social Inclusiveness from 2011 to 2015, with similar scores reported in 2015 and 2019.

Values at the Workplace: School leader subgroup results

The following findings for Values at the Workplace are from Table 3.6.2 to Table 3.6.9.

Male school leaders reported higher results for Social Inclusiveness (83.77, *d* = 1.00) than their female counterparts (79.40, *d* = 0.73).

Government school leaders reported lower results for Justice (67.79, *d* = 0.49) than their Catholic (70.35, *d* = 0.63) and Independent (71.82, *d* = 0.71) counterparts.

Deputy principals reported lower results for Mutual Trust between Employees (65.57, *d* = -0.18) than their Principal school leader counterparts (69.17, *d* = 0.03). They also reported lower results for Justice (63.07, *d* = 0.22) than their Principal counterparts (67.18, *d* = 0.45).

School leaders aged 31-40 years reported significantly lower results for Mutual Trust between Employees (66.01, *d* = -0.15) than school leaders over 61 years of age (75.49, *d* = 0.41). They also report significantly lower results for Justice (65.19, *d* = 0.34) than school leaders over 61 years of age (72.38, *d* = 0.74).

School leaders with less than five years' experience reported significantly lower results for Mutual Trust between Employees (68.24, *d* = -0.02) than their counterparts with more than 20 years' experience (75.16, *d* = 0.39). They also reported significantly higher Social Inclusiveness (85.89, *d* = 1.13) than their counterparts with more than 20 years' experience (80.31, *d* = 0.79).

School leaders in the Australian Capital Territory reported the highest Mutual Trust between Employees (77.59, *d* = 0.53) and Social Inclusiveness (85.03, *d* = 1.08) compared to their counterparts from other states and the Northern Territory. School leaders in the Northern Territory reported the lowest scores for Trust Regarding Management (65.72, *d* = -0.11) and Justice (63.43, *d* = 0.24) amongst their peers in comparison to other states and the Australian Capital Territory.

School leaders in very remote schools reported significantly lower scores for all subscales of Values at the Workplace domain than their counterparts. Very remote school leaders reported a low of 65.03 (*d* = -0.15) compared to their remote counterparts' 73.25 (*d* = 0.31) for Trust Regarding Management.

Secondary school leaders reported higher Social Inclusiveness (84.60, *d* = 1.05) than their primary school counterparts (80.21, *d* = 0.78).

TABLE 3.6.2: MEAN VALUES AT THE WORKPLACE BY GENDER, SCHOOL SECTOR AND ROLE

	Gender			School Sector			Role	
	Female	Male	Did not specify	Government	Catholic	Independent	Principal	Deputy
Mutual Trust between Employees	71.72	71.73	74.07	71.28	73.75	73.68	69.17	65.57
Trust Regarding Management	71.73	71.32	73.37	71.22	72.52	74.79	71.25	67.72
Justice	67.76	68.66	69.97	67.79	70.35	71.82	67.18	63.07
Social Inclusiveness	79.40	83.77	77.40	82.76	74.69	77.14	81.84	79.05

TABLE 3.6.3: COHEN'S D VALUES AT THE WORKPLACE BY GENDER, SCHOOL SECTOR AND ROLE

	Gender			School Sector			Role	
	Female	Male	Did not specify	Government	Catholic	Independent	Principal	Deputy
Mutual Trust between Employees	0.18	0.19	0.32	0.16	0.30	0.30	0.03	-0.18
Trust Regarding Management	0.23	0.20	0.32	0.20	0.27	0.40	0.20	0.00
Justice	0.48	0.53	0.61	0.49	0.63	0.71	0.45	0.22
Social Inclusiveness	0.73	1.00	0.61	0.94	0.44	0.59	0.88	0.71

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

TABLE 3.6.4: MEAN VALUES AT THE WORKPLACE BY AGE AND SCHOOL LEADER EXPERIENCE

	Age					School leader experience				
	<=30	31-40	41-50	51-60	61+	<=5	6-10	11-15	16-20	More than 20
Mutual Trust between Employees	63.89	66.01	68.82	72.60	75.49	68.24	70.96	70.53	71.74	75.16
Trust Regarding Management	72.92	71.39	69.31	71.89	74.00	73.31	72.81	70.74	69.77	72.70
Justice	56.25	65.19	65.67	67.95	72.38	69.55	68.29	67.30	66.47	70.22
Social Inclusiveness	79.17	82.60	80.46	81.19	82.01	85.89	82.11	79.97	80.67	80.31

TABLE 3.6.5: COHEN'S D VALUES AT THE WORKPLACE BY AGE AND SCHOOL LEADER EXPERIENCE

	Age					School leader experience				
	<=30	31-40	41-50	51-60	61+	<=5	6-10	11-15	16-20	More than 20
Mutual Trust between Employees	-0.28	-0.15	0.01	0.24	0.41	-0.02	0.14	0.11	0.19	0.39
Trust Regarding Management	0.29	0.21	0.09	0.24	0.36	0.32	0.29	0.17	0.12	0.28
Justice	-0.17	0.34	0.37	0.49	0.74	0.58	0.51	0.46	0.41	0.62
Social Inclusiveness	0.72	0.93	0.80	0.84	0.89	1.13	0.90	0.77	0.81	0.79

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

TABLE 3.6.6: MEAN VALUES AT THE WORKPLACE BY STATE

	State							
	NSW	VIC	QLD	SA	WA	TAS	ACT	NT
Mutual Trust between Employees	71.60	72.32	69.70	72.28	71.68	73.37	77.59	75.00
Trust Regarding Management	70.44	72.79	71.25	73.73	73.82	68.83	66.39	65.72
Justice	68.43	70.39	67.74	69.16	67.92	64.58	65.35	63.43
Social Inclusiveness	80.58	84.19	80.13	79.50	80.22	79.75	85.03	80.81

TABLE 3.6.7: COHEN'S D VALUES AT THE WORKPLACE BY STATE

	State							
	NSW	VIC	QLD	SA	WA	TAS	ACT	NT
Mutual Trust between Employees	0.18	0.22	0.07	0.22	0.18	0.28	0.53	0.38
Trust Regarding Management	0.15	0.29	0.20	0.34	0.35	0.06	-0.07	-0.11
Justice	0.52	0.63	0.48	0.56	0.49	0.30	0.35	0.24
Social Inclusiveness	0.80	1.02	0.77	0.74	0.78	0.75	1.08	0.82

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

TABLE 3.6.8: MEAN VALUES AT THE WORKPLACE BY GEOLOCATION AND SCHOOL TYPE

	Geolocation						School Type		
	Major Cities	Inner Regional	Outer Regional	Remote	Very Remote	N/A	Primary	Secondary	Combined
Mutual Trust between Employees	70.22	70.88	72.05	74.77	68.27	74.14	73.08	69.04	71.84
Trust Regarding Management	71.46	72.96	71.09	73.25	65.03	71.52	72.18	69.77	72.60
Justice	68.57	68.92	67.48	70.57	62.00	67.69	68.39	68.06	67.92
Social Inclusiveness	80.75	82.44	82.12	85.42	73.81	80.55	80.21	84.60	79.78

TABLE 3.6.9: COHEN'S D VALUES AT THE WORKPLACE BY GEOLOCATION AND SCHOOL TYPE

	Geolocation						School Type		
	Major Cities	Inner Regional	Outer Regional	Remote	Very Remote	N/A	Primary	Secondary	Combined
Mutual Trust between Employees	0.10	0.13	0.20	0.37	-0.02	0.33	0.27	0.03	0.19
Trust Regarding Management	0.21	0.30	0.19	0.31	-0.15	0.22	0.25	0.12	0.28
Justice	↑ 0.53	↑ 0.55	0.47	↑ 0.64	0.16	0.48	↑ 0.52	↑ 0.50	0.49
Social Inclusiveness	↑ 0.81	↑ 0.92	↑ 0.90	↑ 1.10	0.39	↑ 0.80	↑ 0.78	↑ 1.05	↑ 0.75

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

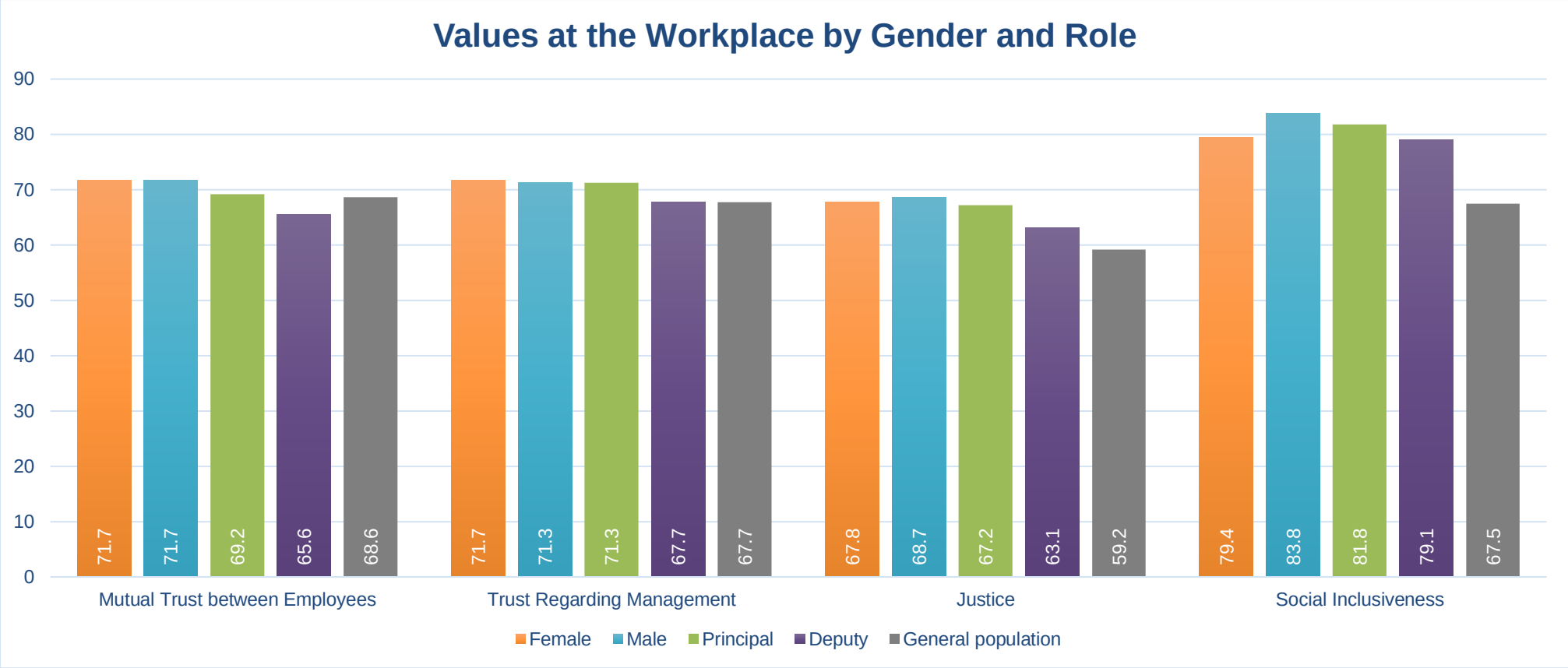

FIGURE 3.6.2: BAR CHART: VALUES AT THE WORKPLACE BY GENDER AND ROLE

Male and female school leaders reported similar results for Mutual Trust between Employees and Trust Regarding Management. Male school leaders reported higher results for Social Inclusiveness than their female counterparts.

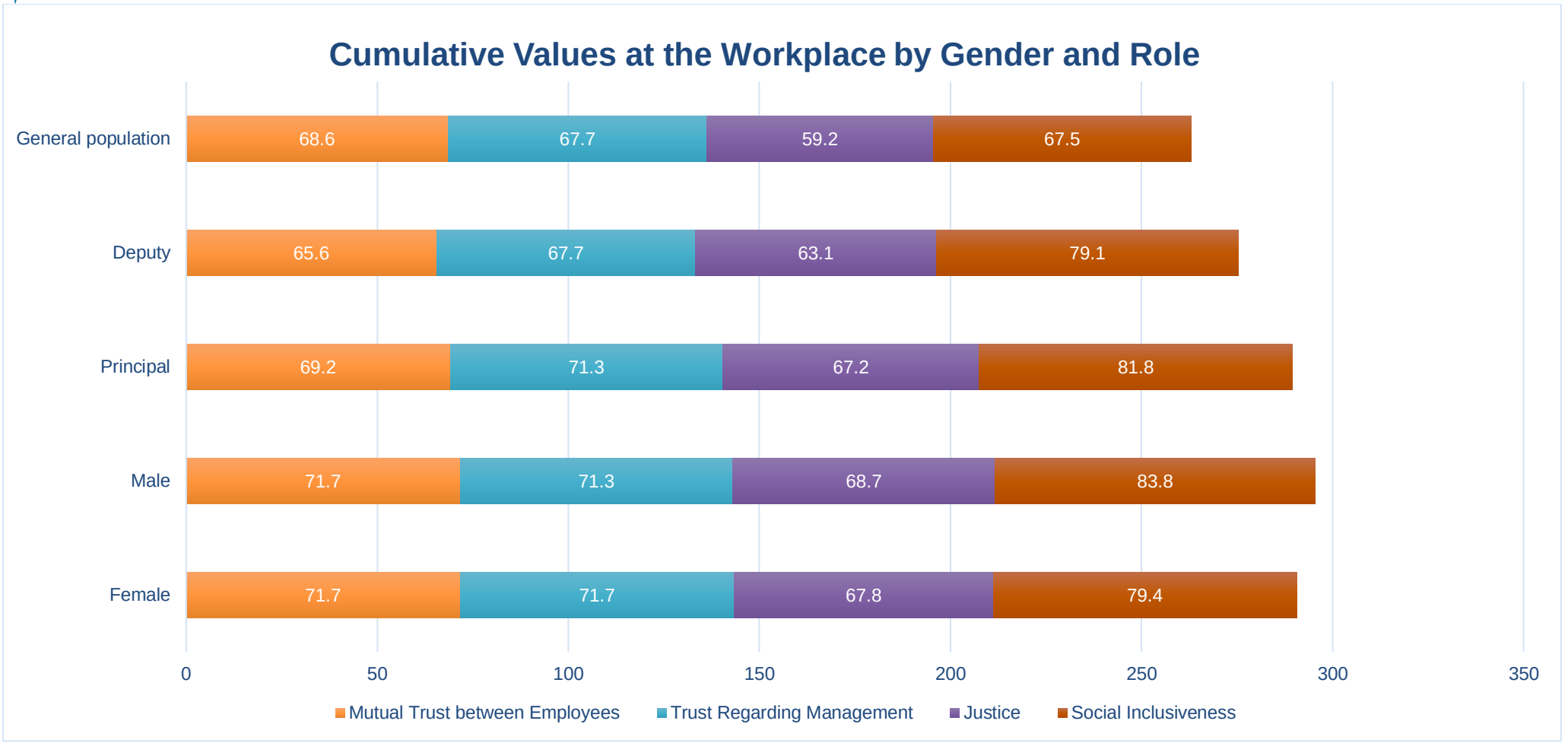

FIGURE 3.6.3: STACKED BAR CHART: CUMULATIVE VALUES AT THE WORKPLACE BY GENDER AND ROLE

Cumulatively, school leader subgroups reported higher scores for Values at the Workplace than the general population. Principals reported higher cumulative scores than deputy principals for Values at the Workplace.

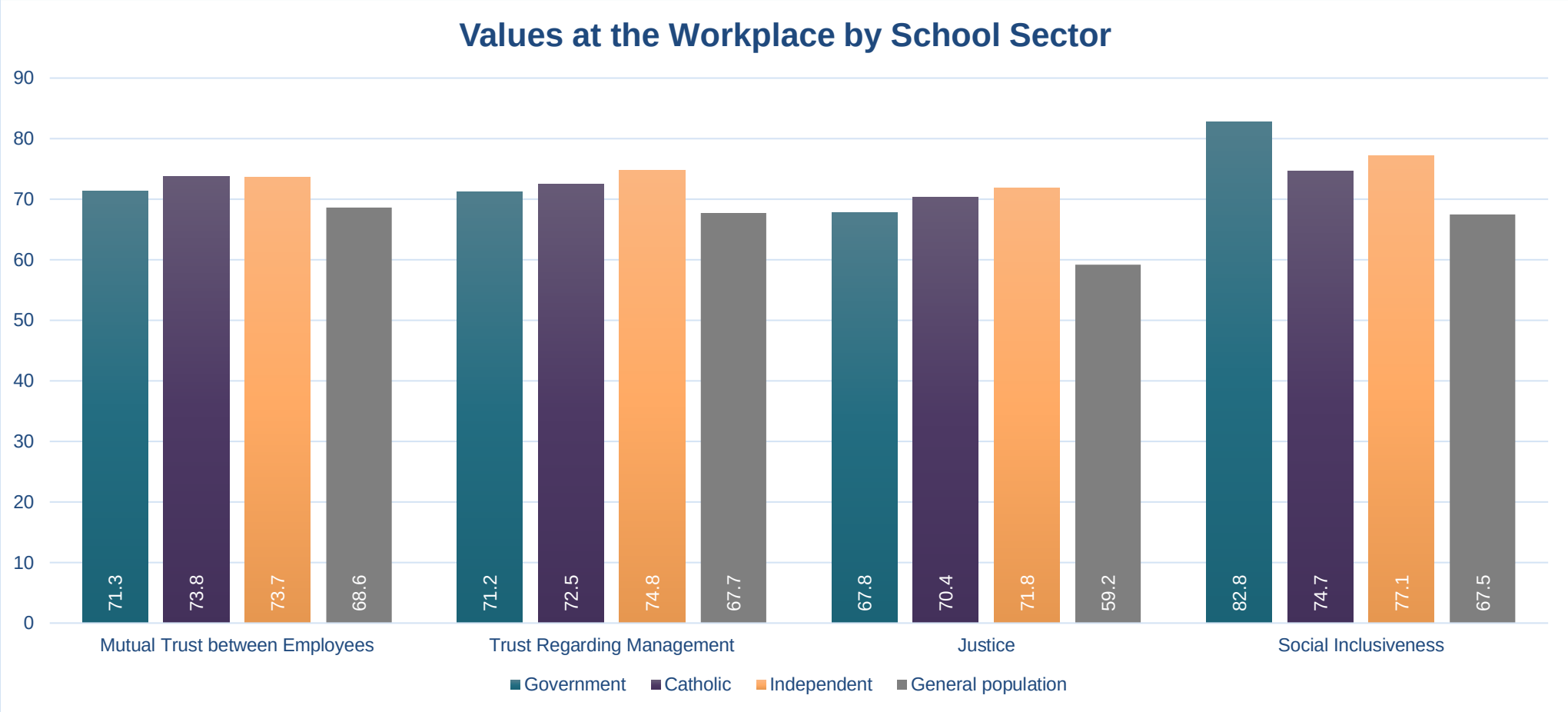

FIGURE 3.6.4: BAR CHART: VALUES AT THE WORKPLACE BY SCHOOL SECTOR

Government school leaders reported lower Mutual Trust between Employees, Trust Regarding Management, and Justice than their Catholic and Independent school counterparts. Government school leaders also reported higher results for Social Inclusiveness than their Catholic and Independent school counterparts.

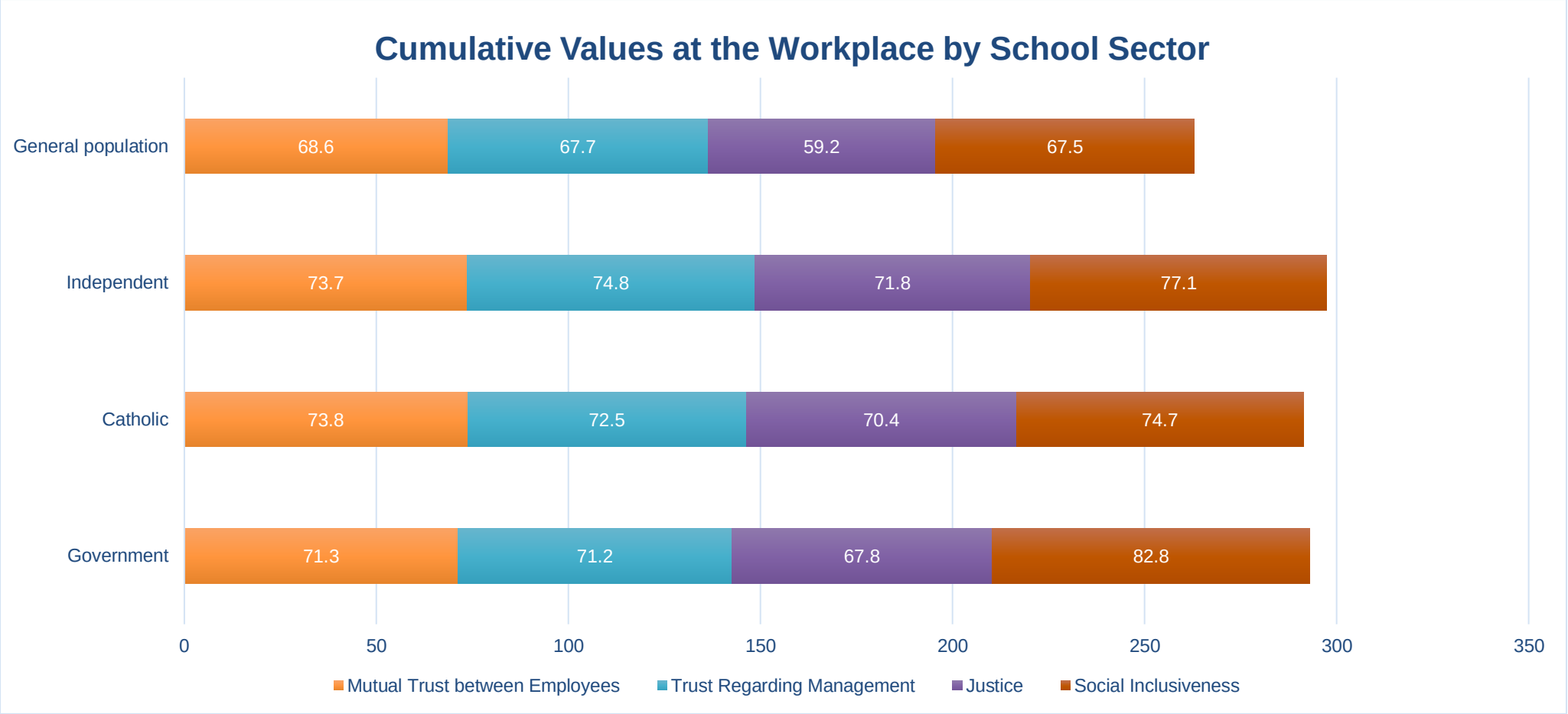

FIGURE 3.6.5: STACKED BAR CHART: CUMULATIVE VALUES AT THE WORKPLACE BY SCHOOL SECTOR

Cumulatively, Independent school leaders reported higher scores for Values at the Workplace than government and Catholic school leaders, who reported similar cumulative scores.

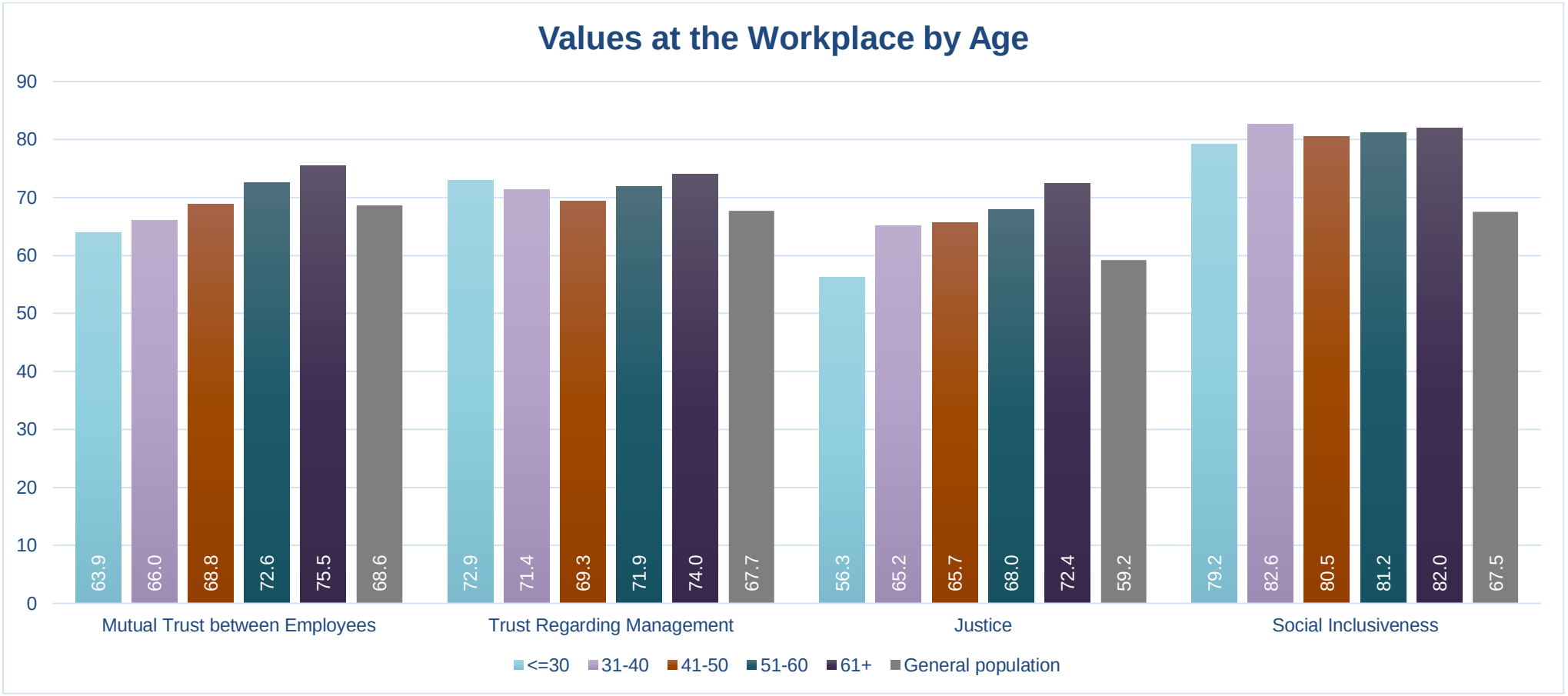

FIGURE 3.6.6: BAR CHART: VALUES AT THE WORKPLACE BY AGE GROUP

Mutual Trust between Employees and Justice scores increased with the age of school leaders. School leaders aged 31-40 years reported higher results for Social Inclusiveness than other age groups.

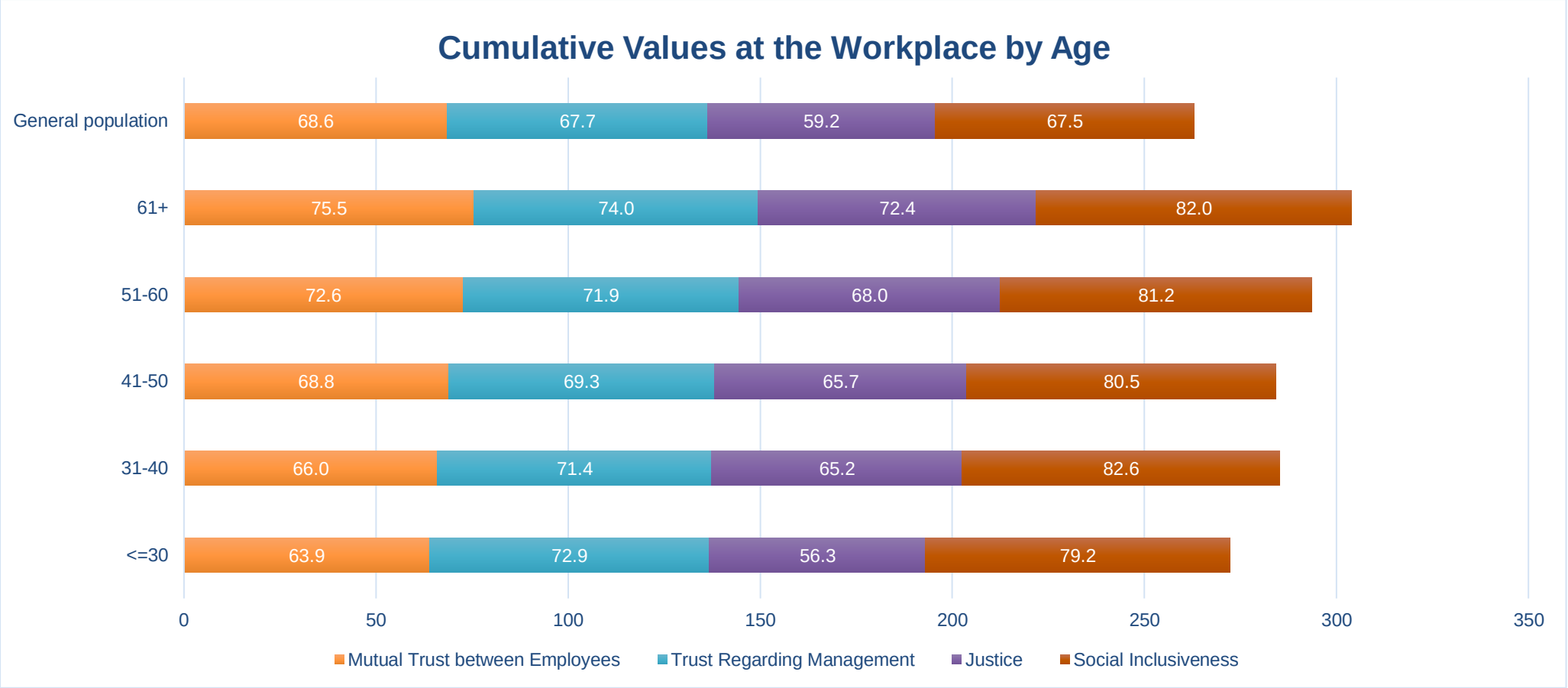

FIGURE 3.6.7: STACKED BAR CHART: CUMULATIVE VALUES AT THE WORKPLACE BY AGE GROUP

Cumulatively, school leaders aged over 61 years reported higher Values at the Workplace than their younger counterparts.

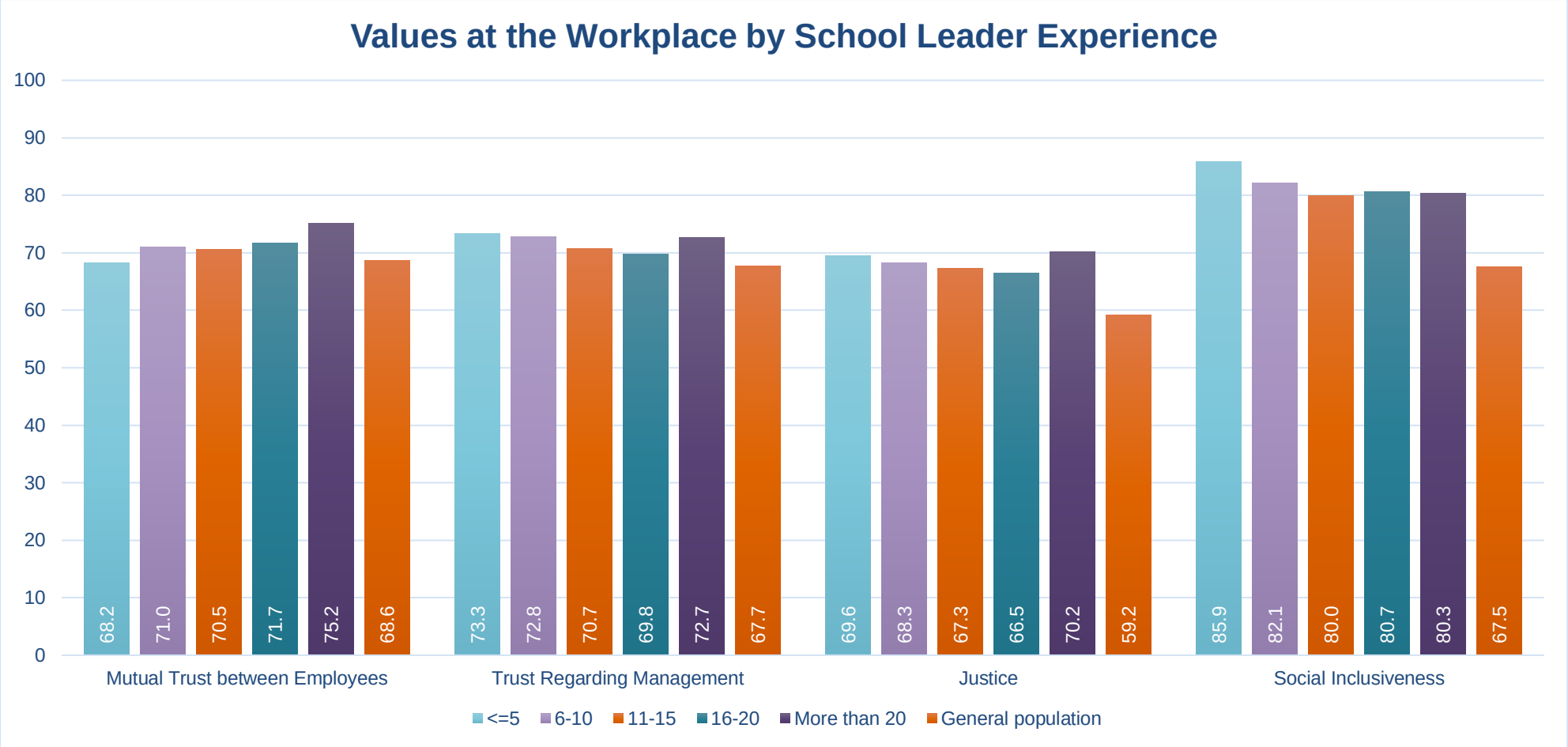

FIGURE 3.6.8: BAR CHART: VALUES AT THE WORKPLACE BY YEARS OF EXPERIENCE AS A SCHOOL LEADER

School leaders with more than 20 years' experience reported higher results than the general population. Mutual Trust between Employees was reported the lowest in school leaders with less than 5 years' experience.

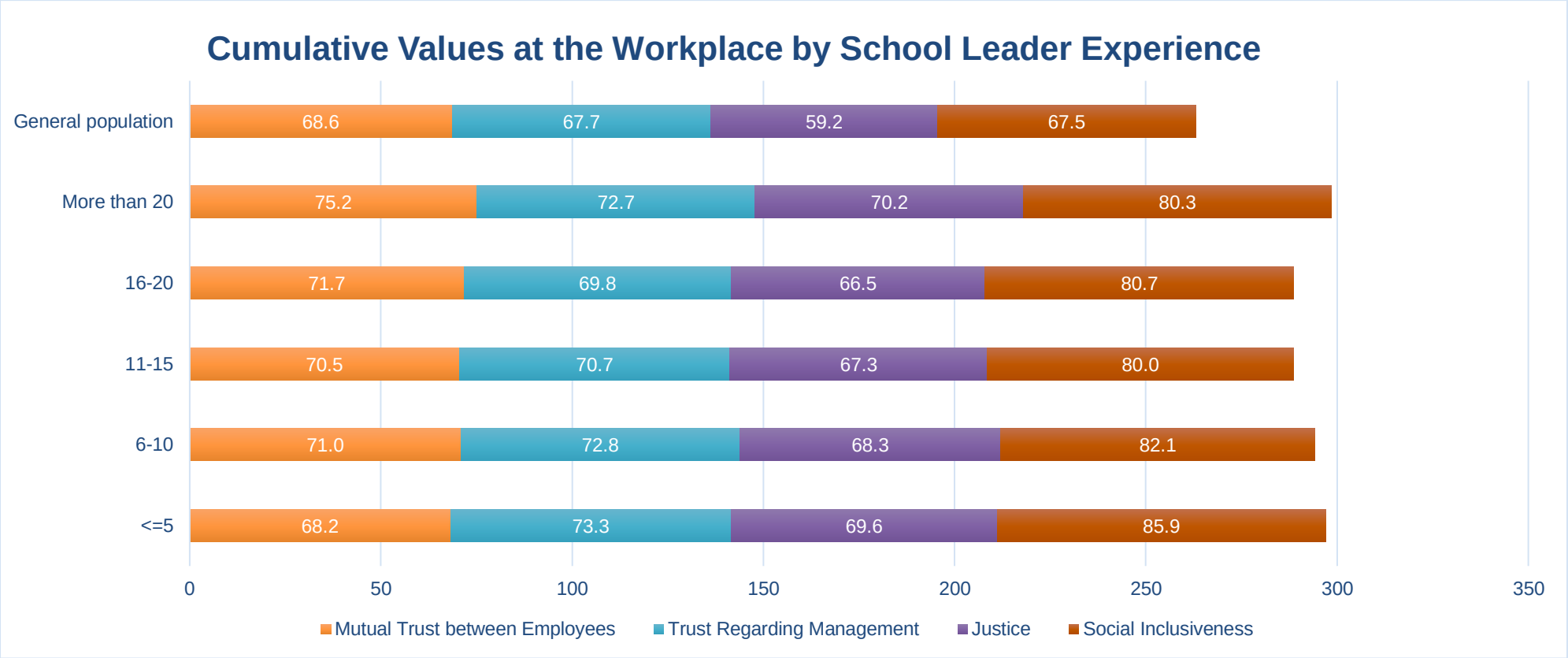

FIGURE 3.6.9: STACKED BAR CHART: CUMULATIVE VALUES AT THE WORKPLACE BY YEARS OF EXPERIENCE AS A SCHOOL LEADER

School leaders had a higher cumulative score for Values at the Workplace than the general population. Cumulatively, school leaders reported similar scores for Values at the Workplace.

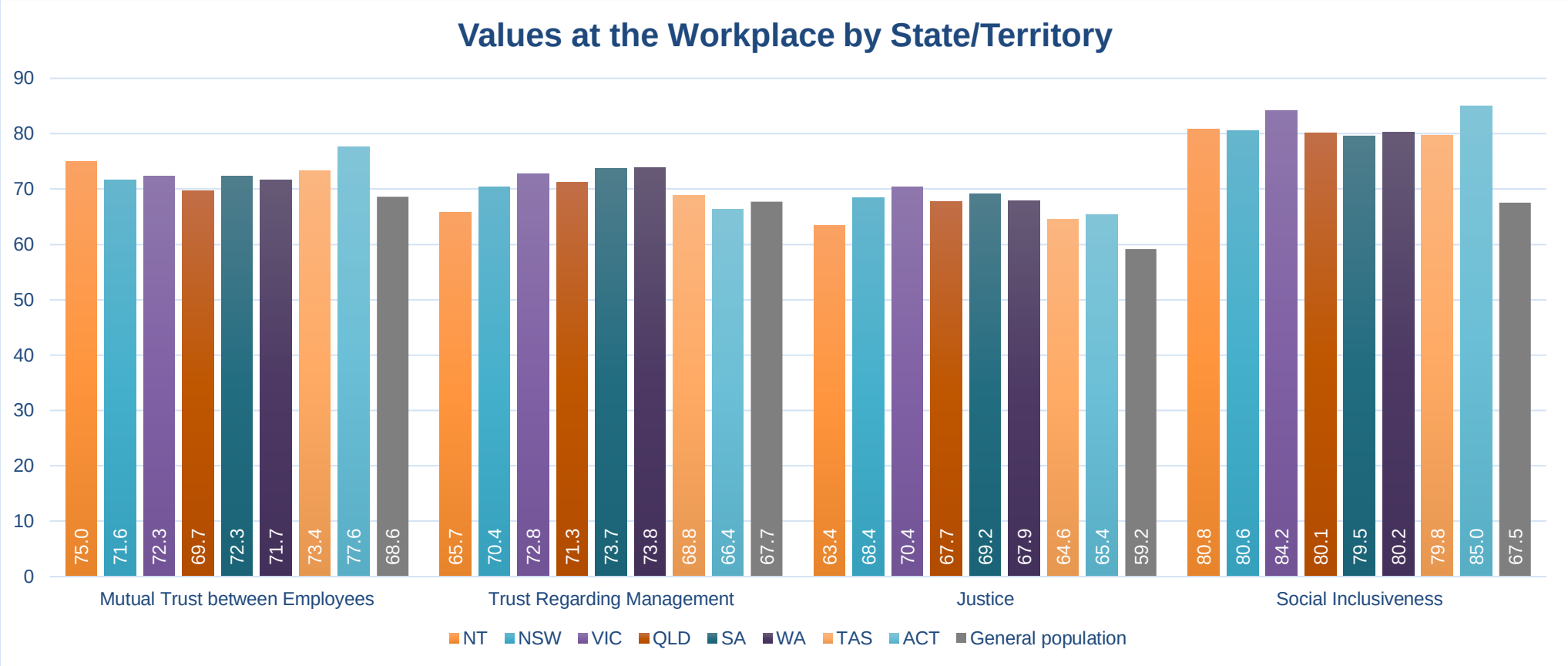

FIGURE 3.6.10: BAR CHART: VALUES AT THE WORKPLACE BY STATE/TERRITORY

School leaders in the Australian Capital Territory reported higher Mutual Trust between Employees and Social Inclusiveness than their counterparts in other states and the Northern Territory. School leaders in the Northern Territory and the Australian Capital Territory reported lower scores for Trust Regarding Management than the general population.

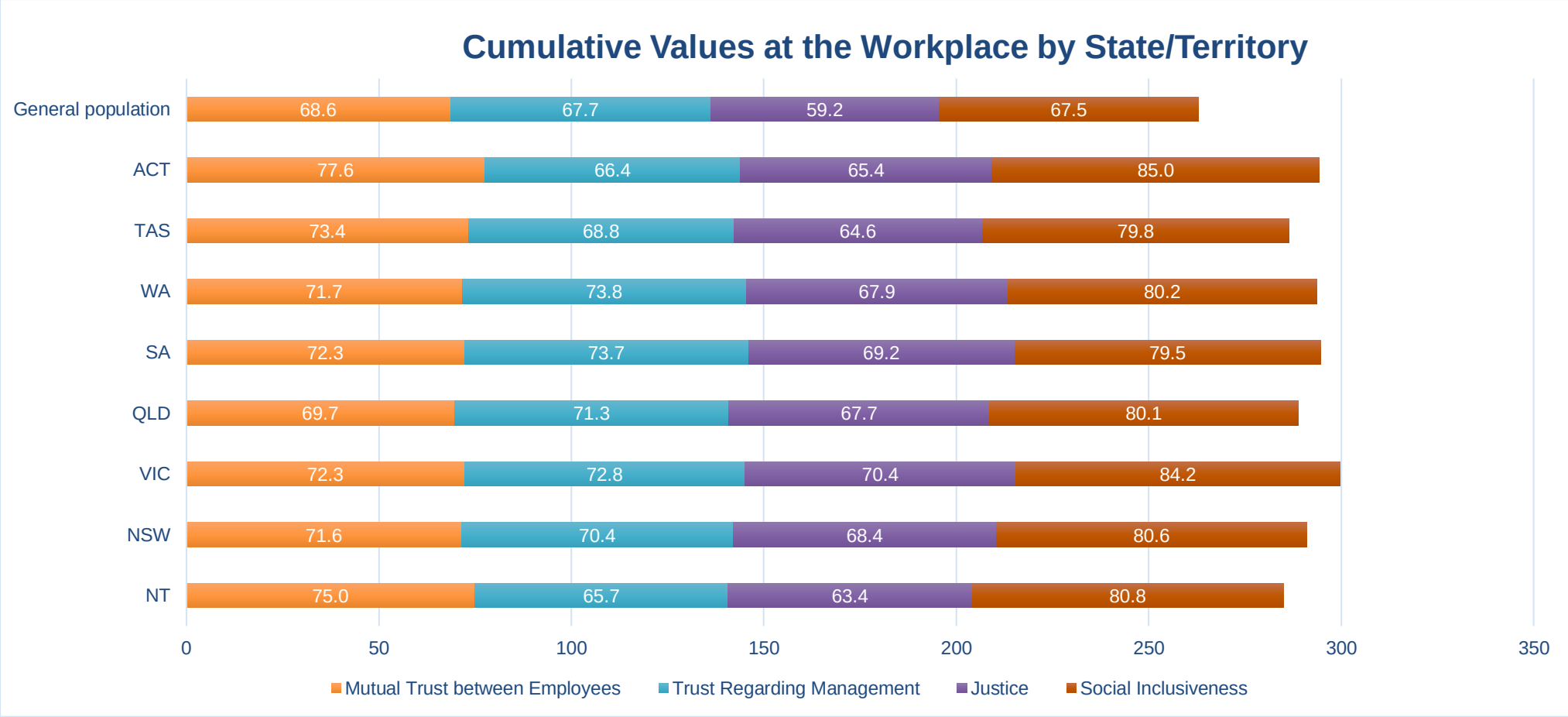

FIGURE 3.6.11: STACKED BAR CHART: CUMULATIVE VALUES AT THE WORKPLACE BY STATE/TERRITORY

Victorian school leaders had a higher cumulative score for Values at the Workplace than their counterparts from other states and territories.

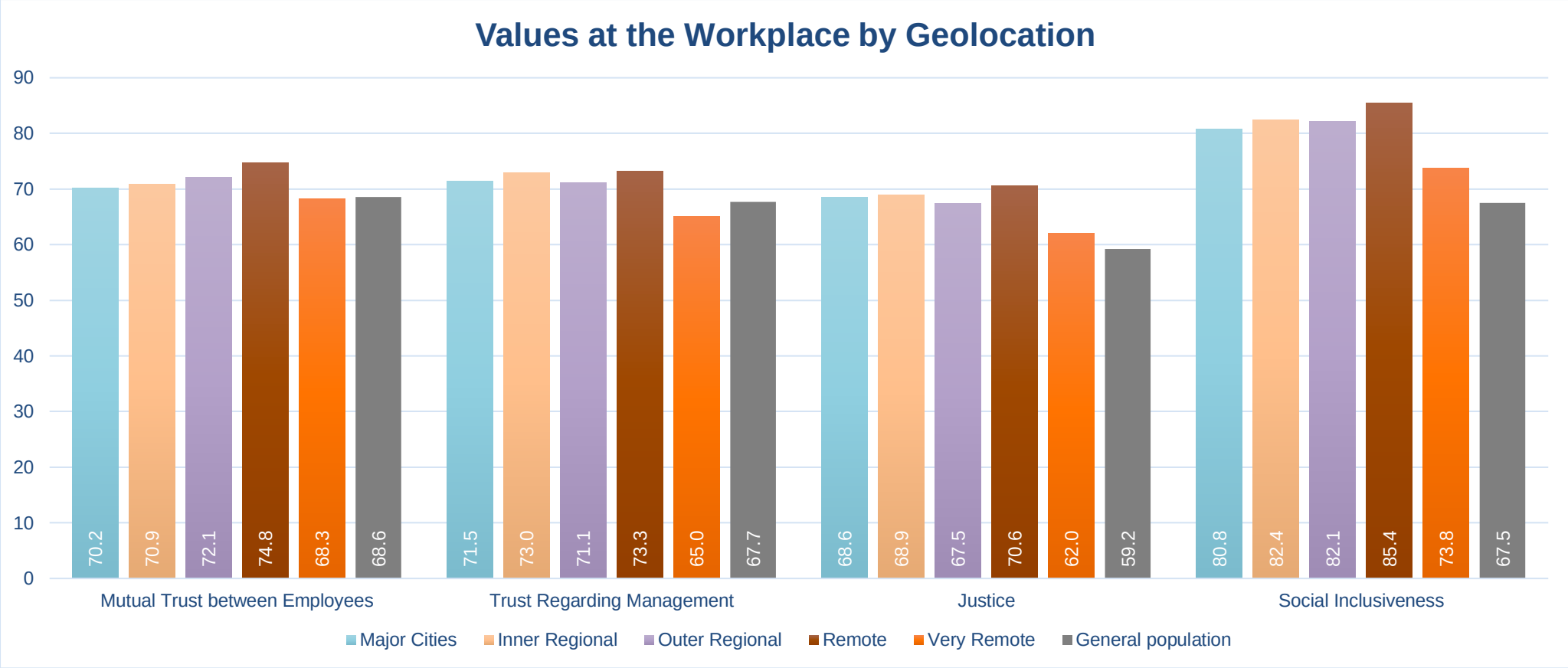

FIGURE 3.6.12: BAR CHART: VALUES AT THE WORKPLACE BY GEOLOCATION

Remote school leaders reported higher results for all subscales of the Values at the Workplace domain than their counterparts from other geolocations. Very remote school leaders reported lower scores for Mutual Trust between Employees and Trust Regarding Management than other geolocational counterparts and the general population.

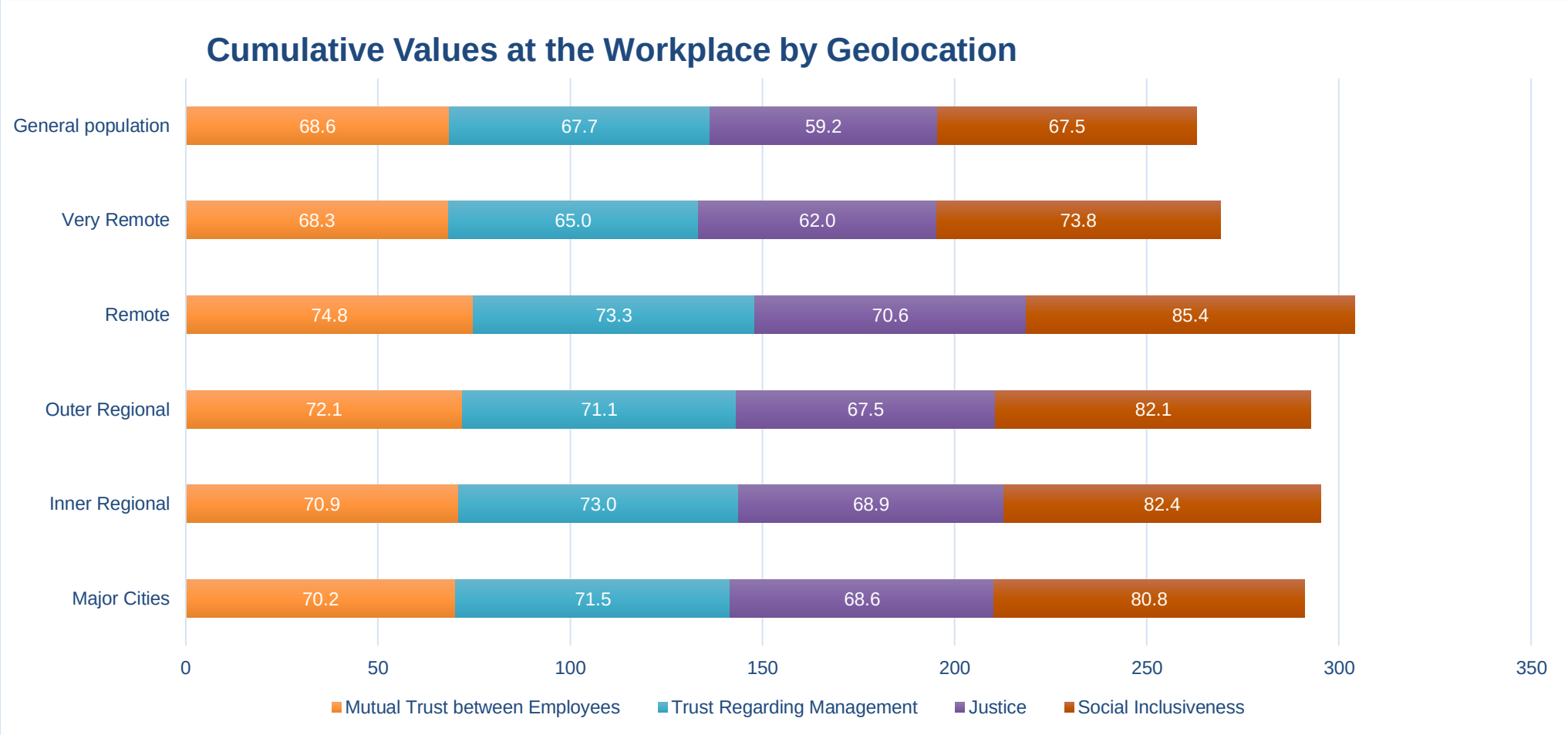

FIGURE 3.6.13: STACKED BAR CHART: CUMULATIVE VALUES AT THE WORKPLACE BY GEOLOCATION

While cumulatively very remote school leaders reported the lowest scores for Values at the Workplace, remote school leaders reported the highest scores within the five geolocations.

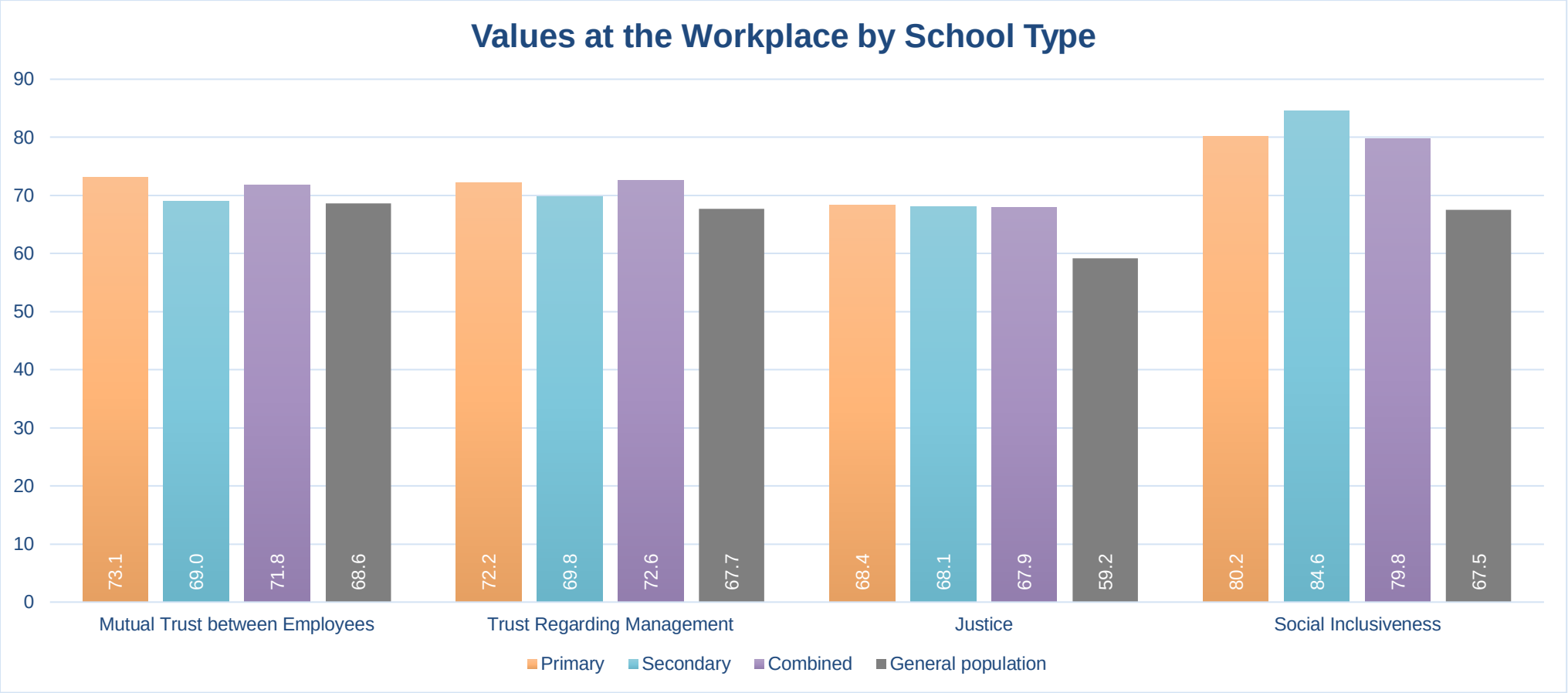

FIGURE 3.6.14: BAR CHART: VALUES AT THE WORKPLACE BY SCHOOL TYPE

Secondary school leaders reported higher results for Social Inclusiveness than their primary and combined school counterparts. Primary school leaders reported higher scores for Mutual Trust between Employees and Trust Regarding Management than their secondary school counterparts.

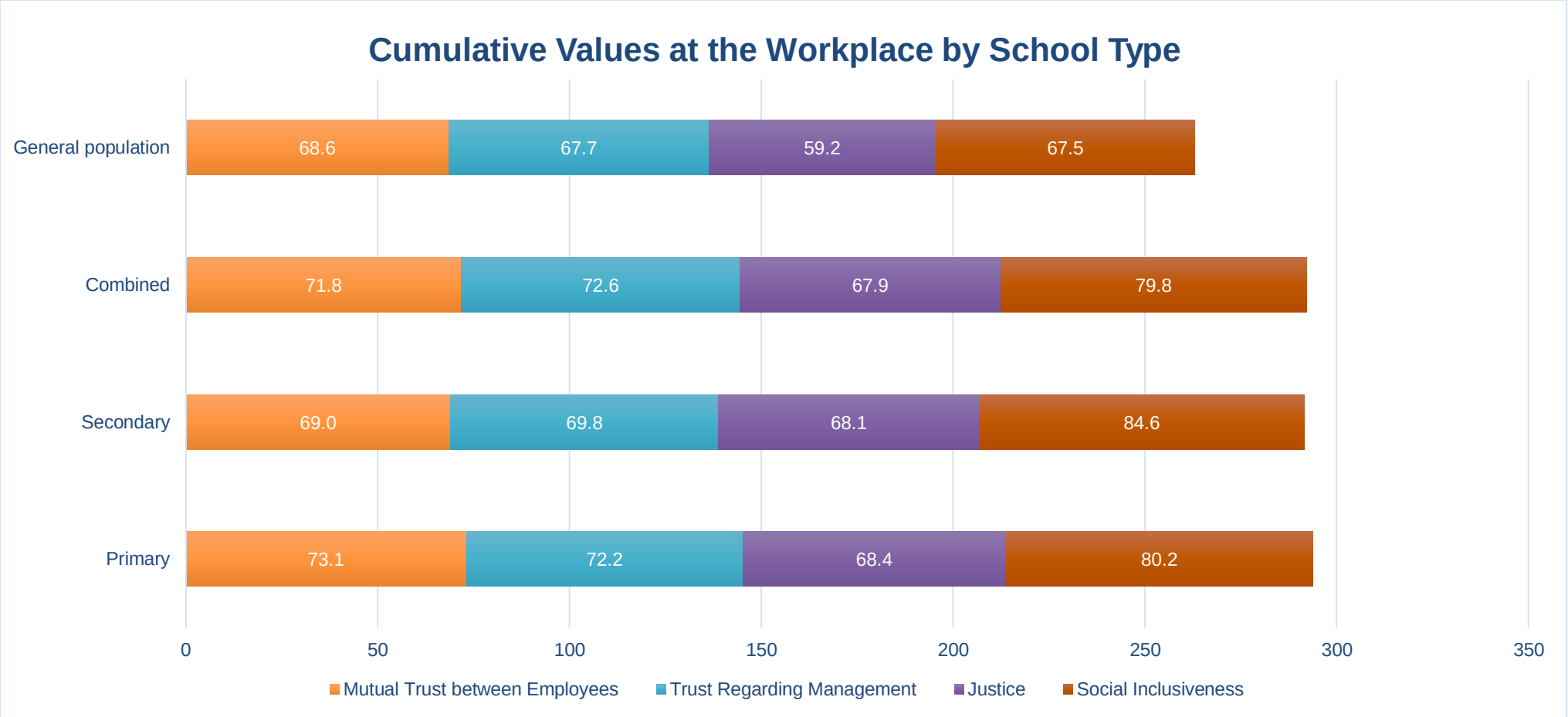

FIGURE 3.6.15: STACKED BAR CHART: CUMULATIVE VALUES AT THE WORKPLACE BY SCHOOL TYPE

Cumulatively, primary and secondary school leaders reported similar scores for Values at the Workplace.

3.7 HEALTH AND WELLBEING: SUBSCALE LONGITUDINAL AND SUBGROUP COMPARISONS

TABLE 3.7.1: HEALTH AND WELLBEING - SCHOOL LEADERS AND THE GENERAL POPULATION

	School leader			General population		Difference		
	N	M	SD	M	SD	M difference	Cohen's *d*	Effect size
General Health Perception	1949	58.71	24.06	66.00	20.90	-7.29	-0.35	Medium
Burnout	1949	54.04	24.29	34.10	18.20	19.94	1.10	Very large
Sleeping Troubles	1949	43.76	24.31	26.70	17.70	17.06	0.96	Very large
Stress	1949	42.30	21.71	21.30	19.00	21.00	1.11	Very large
Depressive Symptoms	1949	23.54	19.00	21.00	16.50	2.54	0.15	Small
Somatic Stress	1949	21.41	16.27	17.80	16.00	3.61	0.23	Medium
Cognitive Stress	1949	26.63	19.52	17.80	15.70	8.83	0.56	Large
Self-efficacy	1943	74.16	15.04	67.50	16.00	6.66	0.42	Medium

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

Health and Wellbeing subscales are:

- **General Health** is the person's assessment of her or his own general health. It is one global item, which has been used in numerous questionnaires, and has been shown to predict many different endpoints including mortality, cardiovascular diseases, hospitalisations, use of medicine, absence from work, and early retirement (Idler & Benyamini, 1997).
- **Burnout** assesses the degree of physical and mental fatigue/exhaustion of the employee.
- **Stress** assesses a reaction of the individual, or the combination of tension or strain, resulting from exposure to adverse or demanding circumstances. As elevated stress levels over a longer period are detrimental to health, it is necessary to determine long-term, or chronic stress.
- **Sleeping Troubles** assesses sleep length, determined by factors such as over or under sleeping, waking up, interruptions, and of quality of sleep.
- **Somatic Stress** is assessed as a physical health indicator of a sustained stress reaction of the individual.
- **Cognitive Stress** assesses cognitive indicators of a sustained stress reaction of the individual.
- **Depressive Symptoms** assesses various factors which together indicate depression.
- **Self-efficacy** assesses the extent of one's belief in one's own ability to complete tasks and reach goals. Here self-efficacy is understood as global self-efficacy not distinguishing between specific domains of life.

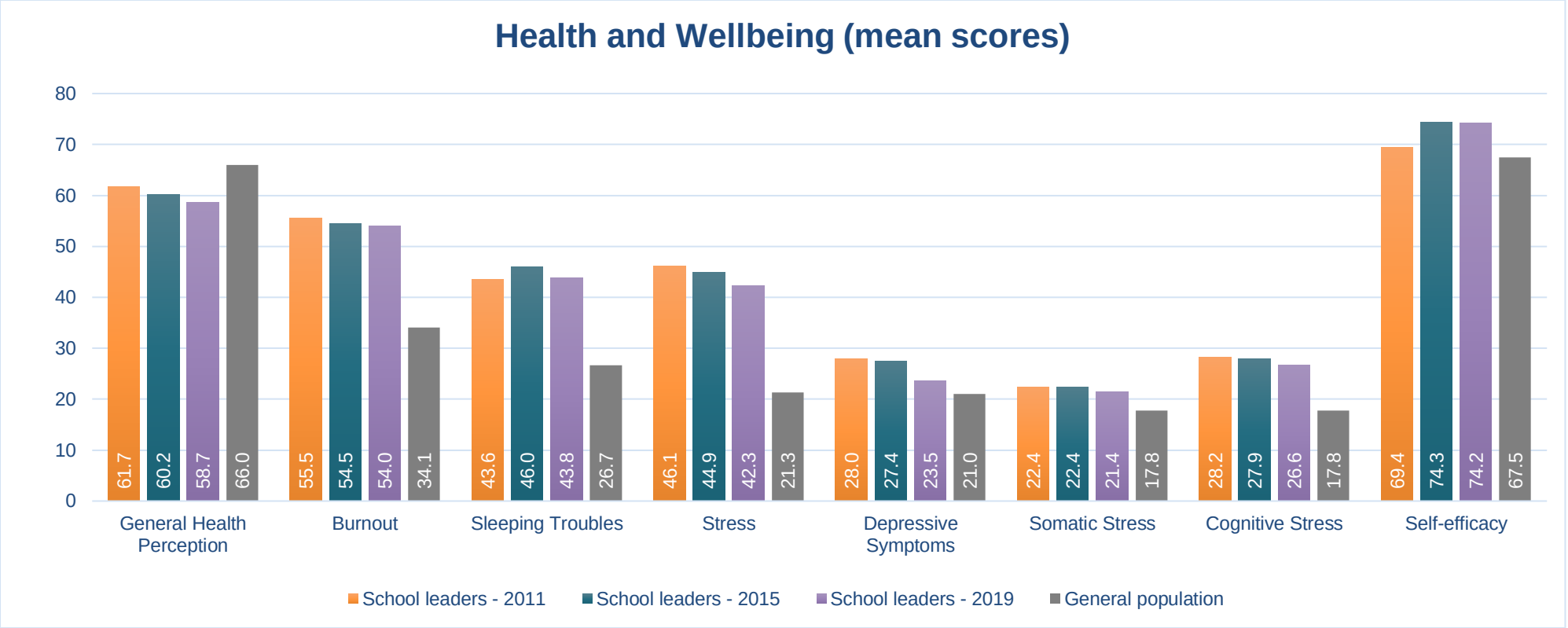

FIGURE 3.7.1: HEALTH AND WELLBEING MEAN SCORES: SCHOOL LEADERS RESULTS FOR 2011, 2015 AND 2019 AGAINST THE GENERAL POPULATION

> … moving to a different role with hopefully less stress and the extreme pressures of the Principal role…
>
> - *Male, VIC*

General Health: School leaders reported medium effect size lower for General Health Perception than the general population (58.71 versus 66.00, *d* = -0.35). School leaders have reported decreasing scores for General Health Perception from 2011 to 2019.

Burnout: School leaders reported very large effect size higher for Burnout than the general population (54.04 versus 34.10, with *d* = 1.10). School leaders have reported results which have slightly decreased from 2011 to 2015 to 2019.

Sleeping Troubles: School leaders reported very large effect size higher for Sleeping Troubles than the general population (43.76 versus 26.70, *d* = 0.96). The school leaders' 2019 score for Sleeping Troubles is lower than their 2015 result but similar to their 2011 result.

Stress: School leaders reported very large effect size higher for Stress than the general population (42.30 versus 21.30, *d* = 1.11). Stress results of school leaders have decreased from 2011 to 2015 to 2019.

Depressive Symptoms: School leaders reported small effect size higher for Depressive Symptoms than the general population (23.54 versus 21.00, *d* = 0.15). School leaders have reported decreasing results for Depressive Symptoms from 2011 to 2015 to 2019.

Somatic Stress: School leaders reported medium effect size higher for Somatic Stress than the general population (21.41 versus 17.80, *d* = 0.23). School leaders reported a decrease in Somatic Stress results from 2015 to 2019.

Cognitive Stress: School leaders reported large effect size higher for Cognitive Stress than the general population (26.63 versus 17.80, *d* = 0.56). School leaders have displayed decreasing results in Cognitive Stress from 2011 to 2015 to 2019.

Self-efficacy: School leaders reported medium effect size higher for Self-efficacy than the general population (74.16 versus 67.50, *d* = 0.42). School leaders reported increased Self-efficacy from 2011 to 2015, however this decreased from 2015 to 2019.

> … I love my job, I love what I do HOWEVER, this same job creates a high level of stress, brings with it level of abuse I have previously not experienced and makes me anxious. …
>
> - *Male, WA*

Note: Cumulative stacked bar charts are not shown for Health and Wellbeing, as the subscales have a mixture of positive and negative measures.

Health and Wellbeing: School leader subgroup results

The following findings for Health and Wellbeing are from Table 3.7.2 to Table 3.7.9.

Female school leaders reported higher results for Somatic Stress (26.66, *d* = 0.35) than their male counterparts (18.46, *d* = 0.04).

Government school leaders reported higher results on the following subscales in comparison to their Catholic counterparts:

- Burnout (54.65, *d* = 1.13 versus 48.76, *d* = 0.81)
- Sleeping Troubles (44.22, *d* = 0.99 versus 42.27, *d* = 0.88)
- Stress (42.58, *d* = 1.12 versus 39.84, *d* = 0.98)
- Depressive Symptoms (23.62, *d* = 0.16 versus 20.88, *d* = -0.01)
- Somatic Stress (21.95 *d* = 0.26 versus 18.18, *d* = 0.02)
- Cognitive Stress (26.82, *d* = 0.57 versus 24.16, *d* = 0.41)

Principals reported significantly higher results for Cognitive Stress (31.75, *d* = 0.89) compared to deputy principals (25.68, *d* = 0.50).

School leaders aged 31-40 years scored highest for Burnout (69.25, *d* = 1.93), and school leaders aged over 61 years scored the lowest (43.72, *d* = 0.53). School leaders aged 31-40 years also reported significantly higher results for Cognitive Stress (33.31, *d* = 0.99) compared to their counterparts aged over 61 years (21.03, *d* = 0.21).

With increased principal/leadership experience, school leaders reported the following trends:

- decreasing Burnout, Stress, Depressive Symptoms; Stress and Cognitive Stress; and
- increasing Self-efficacy.

Queensland school leaders reported higher scores for Burnout, Sleeping Troubles, Stress, Depressive Symptoms, Somatic Stress and Cognitive Stress.

Inner regional and outer regional school leaders reported higher Burnout and Stress than school leaders from other geolocations.

TABLE 3.7.2: MEAN HEALTH AND WELLBEING BY GENDER, SCHOOL SECTOR AND ROLE

	Gender			School Sector			Role	
	Female	Male	Did not specify	Government	Catholic	Independent	Principal	Deputy
General Health Perception	59.24	57.79	60.58	58.00	62.61	61.52	58.02	60.60
Burnout	55.27	52.30	52.64	54.65	48.76	53.46	58.73	57.74
Sleeping Troubles	44.02	43.45	42.79	44.22	42.27	40.82	47.38	40.49
Stress	42.66	41.83	41.47	42.58	39.84	42.07	46.99	46.33
Depressive Symptoms	22.99	24.40	22.96	23.62	20.88	23.89	27.03	23.17
Somatic Stress	23.34	18.46	22.48	21.95	18.18	19.64	22.58	22.83
Cognitive Stress	26.66	26.48	28.25	26.82	24.16	25.69	31.75	25.68
Self-efficacy	74.69	73.36	74.47	74.27	74.68	74.22	75.31	74.03

TABLE 3.7.3: COHEN'S D HEALTH AND WELLBEING BY GENDER, SCHOOL SECTOR AND ROLE

	Gender			School Sector			Role	
	Female	Male	Did not specify	Government	Catholic	Independent	Principal	Deputy
General Health Perception	-0.32	-0.39	-0.26	-0.38	-0.16	-0.21	-0.38	-0.26
Burnout	1.16	1.00	1.02	1.13	0.81	1.06	1.35	1.30
Sleeping Troubles	0.98	0.95	0.91	0.99	0.88	0.80	1.17	0.78
Stress	1.12	1.08	1.06	1.12	0.98	1.09	1.35	1.32
Depressive Symptoms	0.12	0.21	0.12	0.16	-0.01	0.18	0.37	0.13
Somatic Stress	0.35	0.04	0.29	0.26	0.02	0.12	0.30	0.31
Cognitive Stress	0.56	0.55	0.67	0.57	0.41	0.50	0.89	0.50
Self-efficacy	0.45	0.37	0.44	0.42	0.45	0.42	0.49	0.41

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

TABLE 3.7.4: MEAN HEALTH AND WELLBEING BY AGE AND SCHOOL LEADER EXPERIENCE

	Age	School leader experience

	<=30	31-40	41-50	51-60	61+	<=5	6-10	11-15	16-20	More than 20
General Health Perception	58.33	51.70	56.12	58.14	63.49	62.40	58.85	58.03	57.92	57.70
Burnout	66.67	69.25	58.90	54.94	43.72	61.42	58.90	58.06	56.15	51.81
Sleeping Troubles	33.33	41.62	45.06	46.19	38.54	46.21	44.81	46.25	46.27	44.20
Stress	50.00	54.33	47.25	42.85	32.98	50.34	46.09	46.43	43.45	39.73
Depressive Symptoms	25.00	32.46	26.56	23.19	17.87	27.07	25.82	25.84	22.63	20.47
Somatic Stress	41.67	27.06	24.54	21.75	16.3	24.7	23.17	24.19	22	17.86
Cognitive Stress	45.83	33.31	29.40	26.81	21.03	29.33	28.11	29.40	26.74	24.87
Self-efficacy	61.11	72.16	74.10	74.18	75.51	71.78	73.73	74.63	74.87	75.38

TABLE 3.7.5: COHEN'S D HEALTH AND WELLBEING BY AGE AND SCHOOL LEADER EXPERIENCE

	Age					School leader experience				
	<=30	31-40	41-50	51-60	61+	<=5	6-10	11-15	16-20	More than 20
General Health Perception	-0.37	-0.68	-0.47	-0.38	-0.12	-0.17	-0.34	-0.38	-0.39	-0.40
Burnout	1.79	1.93	1.36	1.15	0.53	1.50	1.36	1.32	1.21	0.97
Sleeping Troubles	0.37	0.84	1.04	1.10	0.67	1.10	1.02	1.10	1.11	0.99
Stress	1.51	1.74	1.37	1.13	0.61	1.53	1.30	1.32	1.17	0.97
Depressive Symptoms	0.24	0.69	0.34	0.13	-0.19	0.37	0.29	0.29	0.10	-0.03
Somatic Stress	1.49	0.58	0.42	0.25	-0.09	0.43	0.34	0.40	0.26	0.00
Cognitive Stress	1.79	0.99	0.74	0.57	0.21	0.73	0.66	0.74	0.57	0.45
Self-efficacy	-0.40	0.29	0.41	0.42	0.50	0.27	0.39	0.45	0.46	0.49

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

TABLE 3.7.6: MEAN HEALTH AND WELLBEING BY STATE

	State							
	NSW	VIC	QLD	SA	WA	TAS	ACT	NT
General Health Perception	59.43	61.30	56.42	53.85	59.43	59.48	63.04	56.25
Burnout	54.96	53.58	56.90	51.57	52.25	48.71	51.49	47.12
Sleeping Troubles	44.49	43.19	46.29	41.78	43.14	42.78	40.76	37.38
Stress	43.70	40.27	46.27	40.17	40.51	39.33	40.49	36.90
Depressive Symptoms	23.80	21.90	25.32	24.52	21.78	23.49	24.59	20.91
Somatic Stress	21.74	20.23	23.97	20.76	20.29	20.26	18.75	19.11
Cognitive Stress	26.56	25.58	30.31	26.31	23.81	25.00	24.86	23.68
Self-efficacy	73.53	75.26	72.83	73.47	76.16	74.81	74.32	75.32

TABLE 3.7.7: COHEN'S D HEALTH AND WELLBEING BY STATE

	State							
	NSW	VIC	QLD	SA	WA	TAS	ACT	NT
General Health Perception	-0.31	-0.22	-0.46	-0.58	-0.31	-0.31	-0.14	-0.47
Burnout	1.15	1.07	1.25	0.96	1.00	0.80	0.96	0.72
Sleeping Troubles	1.01	0.93	1.11	0.85	0.93	0.91	0.79	0.60
Stress	1.18	1.00	1.31	0.99	1.01	0.95	1.01	0.82
Depressive Symptoms	0.17	0.05	0.26	0.21	0.05	0.15	0.22	-0.01
Somatic Stress	0.25	0.15	0.39	0.19	0.16	0.15	0.06	0.08
Cognitive Stress	0.56	0.50	0.80	0.54	0.38	0.46	0.45	0.37
Self-efficacy	0.38	0.49	0.33	0.37	0.54	0.46	0.43	0.49

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

TABLE 3.7.8: MEAN HEALTH AND WELLBEING BY GEOLOCATION AND SCHOOL TYPE

	Geolocation						School Type		
	Major Cities	Inner Regional	Outer Regional	Remote	Very Remote	N/A	Primary	Secondary	Combined
General Health Perception	59.18	57.07	55.24	53.57	56.62	60.43	58.40	60.34	56.60
Burnout	55.56	57.03	57.04	51.34	53.31	50.34	56.83	56.05	57.10
Sleeping Troubles	44.45	44.07	47.87	47.77	41.18	41.48	46.12	43.38	45.78
Stress	43.53	44.94	45.30	42.11	41.54	38.92	44.20	44.14	45.43
Depressive Symptoms	23.12	26.21	25.85	28.57	24.82	21.72	23.83	23.22	24.94
Somatic Stress	22.33	22.37	23.66	22.62	24.26	19.07	22.62	20.98	21.46
Cognitive Stress	26.90	28.15	29.21	28.12	29.41	24.63	27.86	26.28	27.79
Self-efficacy	74.79	74.08	72.52	73.41	71.41	74.22	74.30	75.61	73.64

TABLE 3.7.9: COHEN'S D HEALTH AND WELLBEING BY GEOLOCATION AND SCHOOL TYPE

	Geolocation						School Type		
	Major Cities	Inner Regional	Outer Regional	Remote	Very Remote	N/A	Primary	Secondary	Combined
General Health Perception	-0.33	-0.43	↓ -0.51	↓ -0.59	-0.45	-0.27	-0.36	-0.27	-0.45
Burnout	↑ 1.18	↑ 1.26	↑ 1.26	↑ 0.95	↑ 1.06	↑ 0.89	↑ 1.25	↑ 1.21	↑ 1.26
Sleeping Troubles	↑ 1.00	↑ 0.98	↑ 1.20	↑ 1.19	↑ 0.82	↑ 0.84	↑ 1.10	↑ 0.94	↑ 1.08
Stress	↑ 1.17	↑ 1.24	↑ 1.26	↑ 1.10	↑ 1.07	↑ 0.93	↑ 1.21	↑ 1.20	↑ 1.27
Depressive Symptoms	0.13	0.32	0.29	0.46	0.23	0.04	0.17	0.13	0.24
Somatic Stress	0.28	0.29	0.37	0.30	0.40	0.08	0.30	0.20	0.23
Cognitive Stress	↑ 0.58	↑ 0.66	↑ 0.73	↑ 0.66	↑ 0.74	0.44	↑ 0.64	↑ 0.54	↑ 0.64
Self-efficacy	0.46	0.41	0.31	0.37	0.24	0.42	0.43	↑ 0.51	0.38

Cohen's *d* is compared against the general population. Effect size indicator: large very large huge

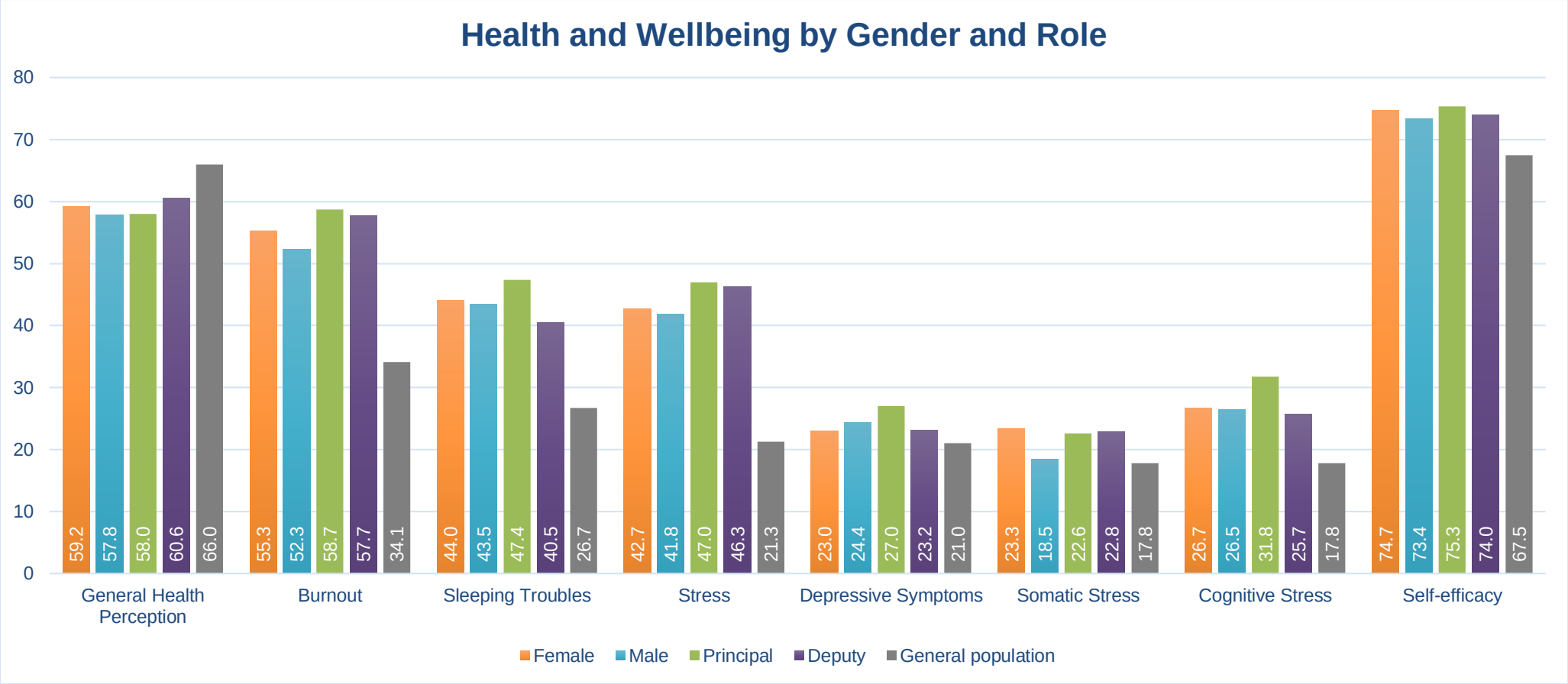

FIGURE 3.7.2: BAR CHART: HEALTH AND WELLBEING BY GENDER AND ROLE

Female school leaders reported higher scores for General Health Perception, Burnout, Sleeping Troubles, Stress, Somatic Stress and Self-efficacy than their male counterparts. Principals reported higher Cognitive Stress than their Deputy counterparts. All school leader subgroups reported lower General Health Perception than the general population.

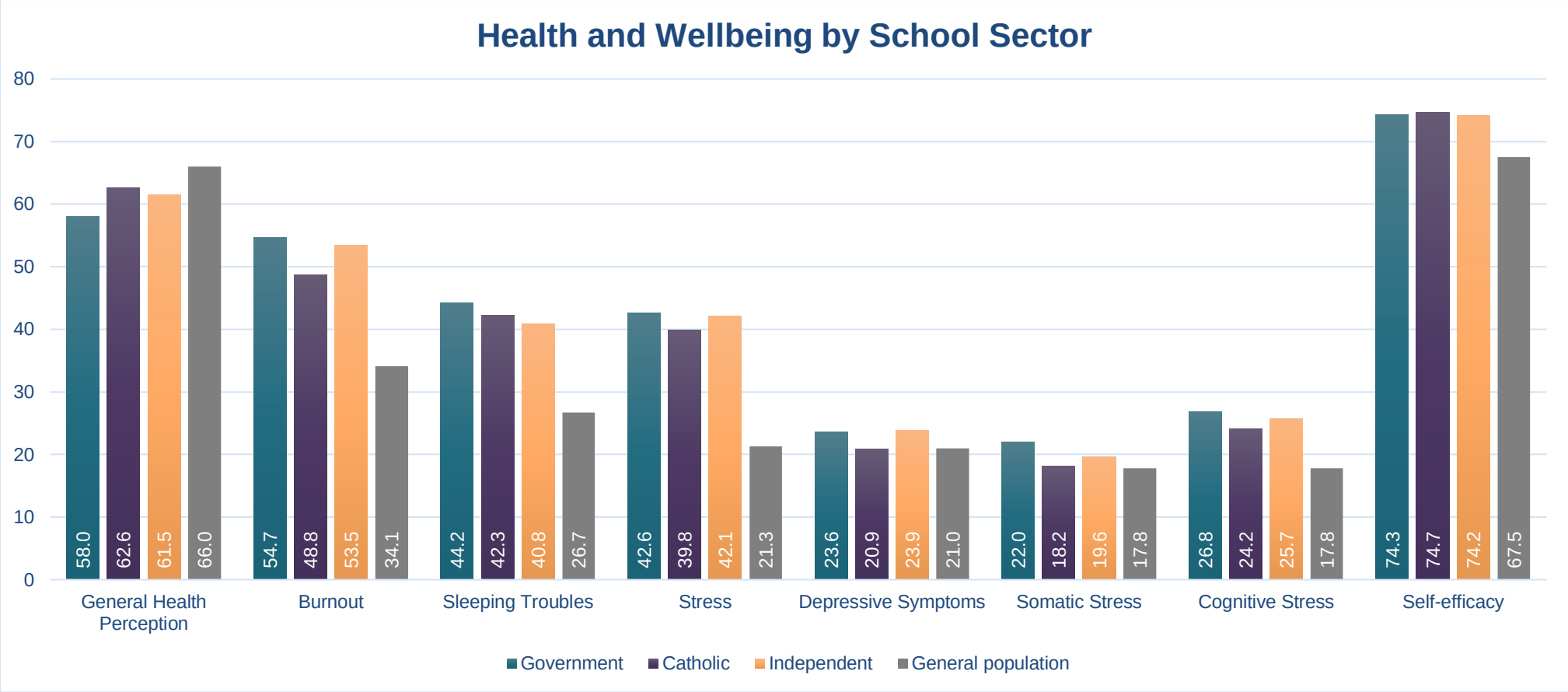

FIGURE 3.7.3: BAR CHART: HEALTH AND WELLBEING BY SCHOOL SECTOR

Government school leaders reported lower General Health Perception than their Catholic and Independent school counterparts. Government school leaders reported higher Burnout, Sleeping Troubles, Stress, Somatic Stress and Cognitive Stress than their Catholic and Independent school counterparts, as well as the general population.

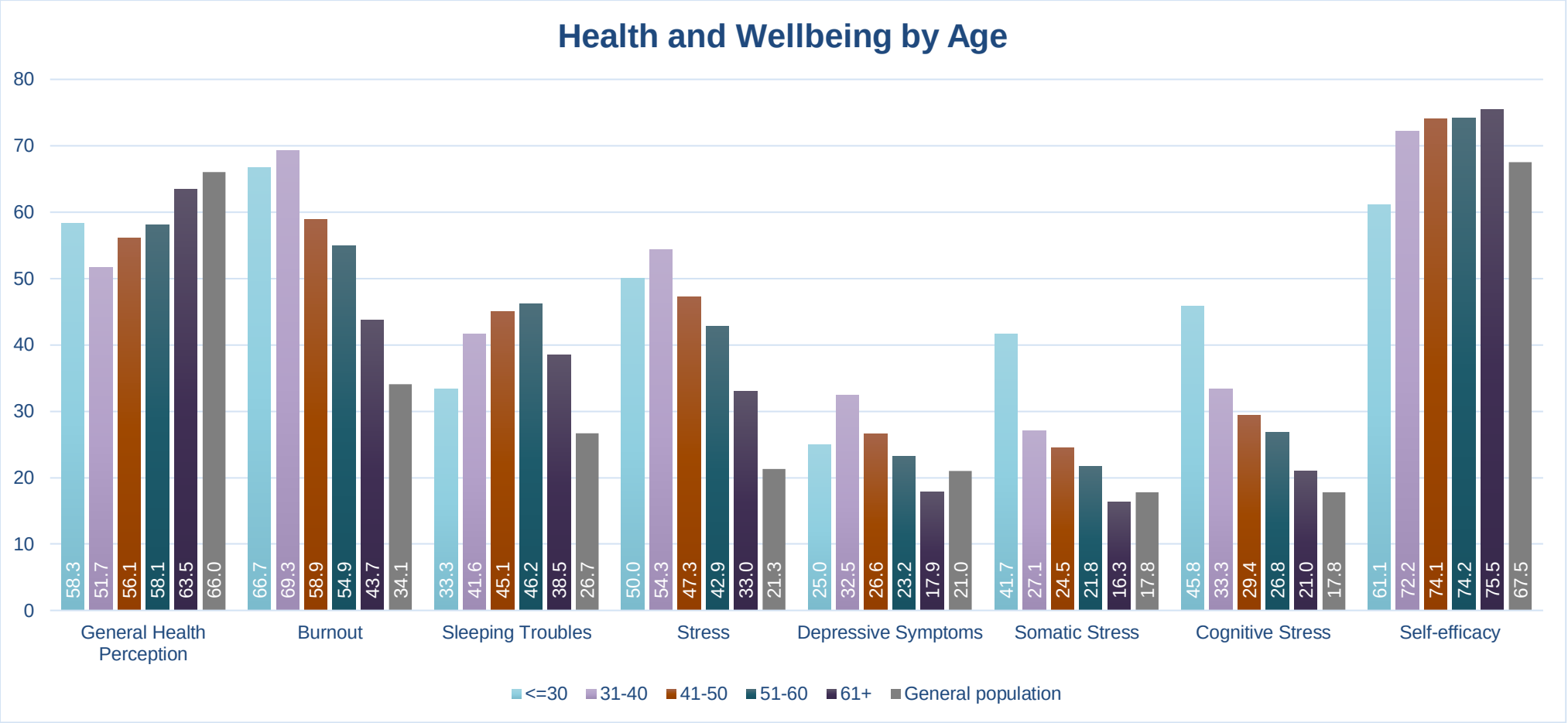

FIGURE 3.7.4: BAR CHART: HEALTH AND WELLBEING BY AGE GROUP

School leaders aged 31-40 years reported higher scores for Burnout, Stress, Depressive Symptoms, Somatic Stress and Cognitive Stress than their older counterparts. School leaders aged over 61 years were the only age group to report lower scores for Depressive Symptoms and Somatic Stress than the general population.

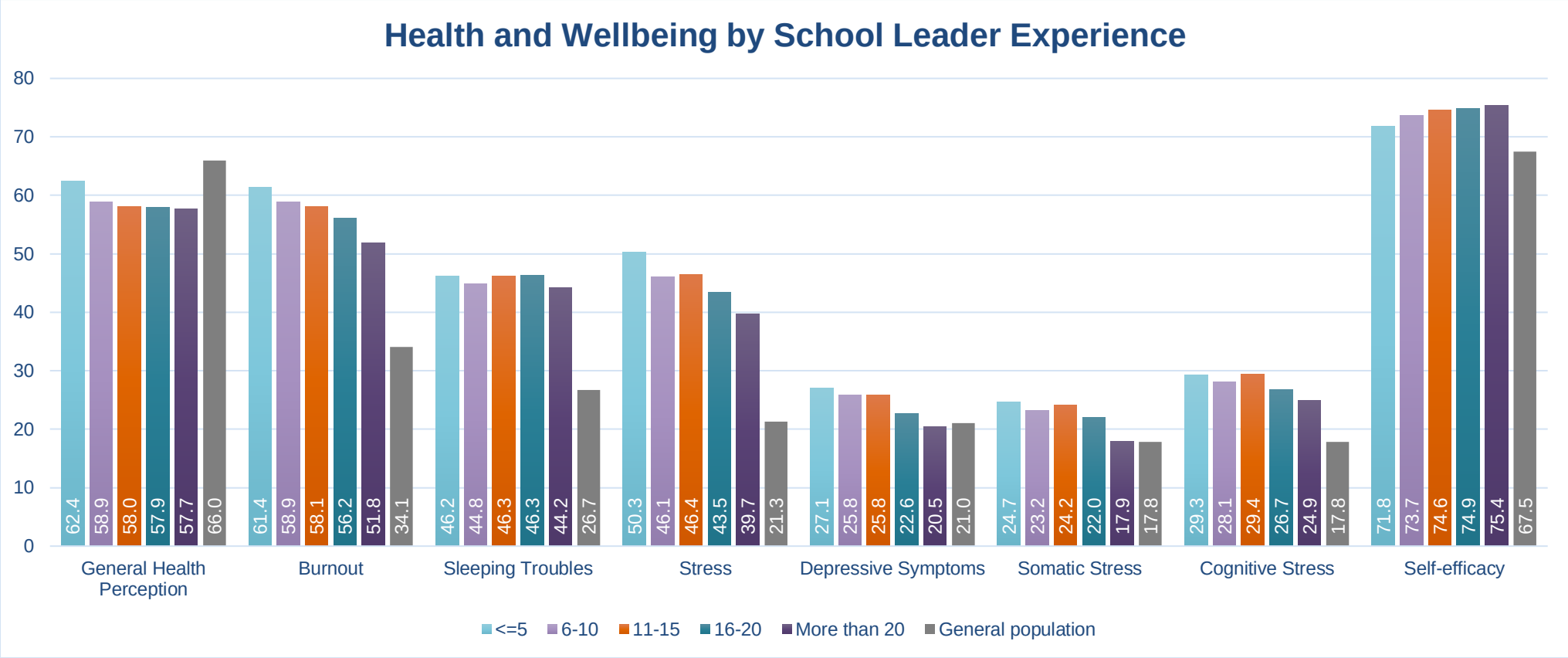

FIGURE 3.7.5: BAR CHART: HEALTH AND WELLBEING BY YEARS OF EXPERIENCE AS A SCHOOL LEADER

With increased experience, school leaders reported decreasing results for General Health Perception, Burnout, Stress, Depressive Symptoms, Somatic Stress and Cognitive Stress.

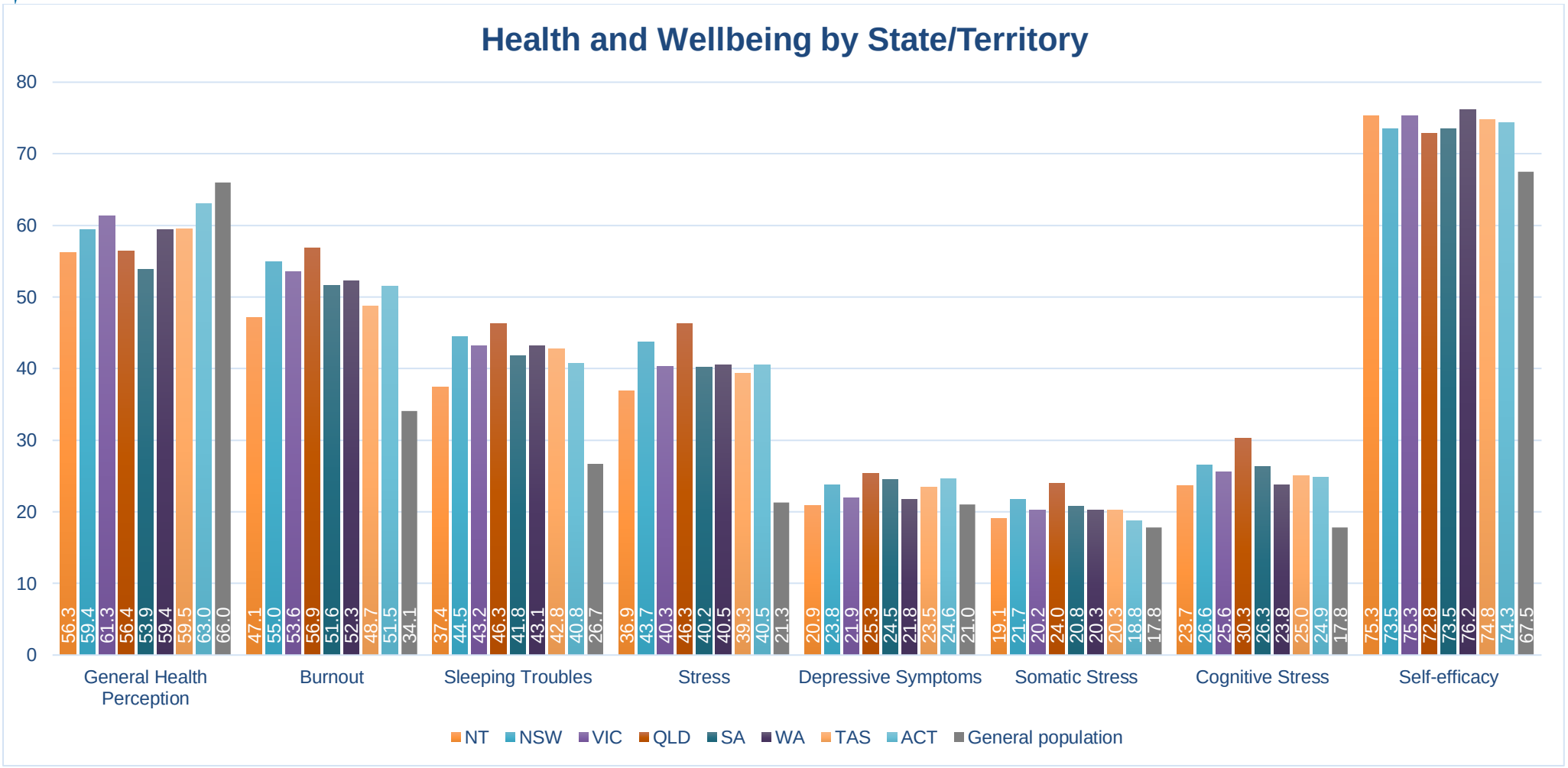

FIGURE 3.7.6: BAR CHART: HEALTH AND WELLBEING BY STATE/TERRITORY

Queensland school leaders reported the highest scores for Burnout, Sleeping Troubles, Stress, Depressive Symptoms, Somatic Stress and Cognitive Stress. Queensland school leaders also reported the lowest score for Self-efficacy.

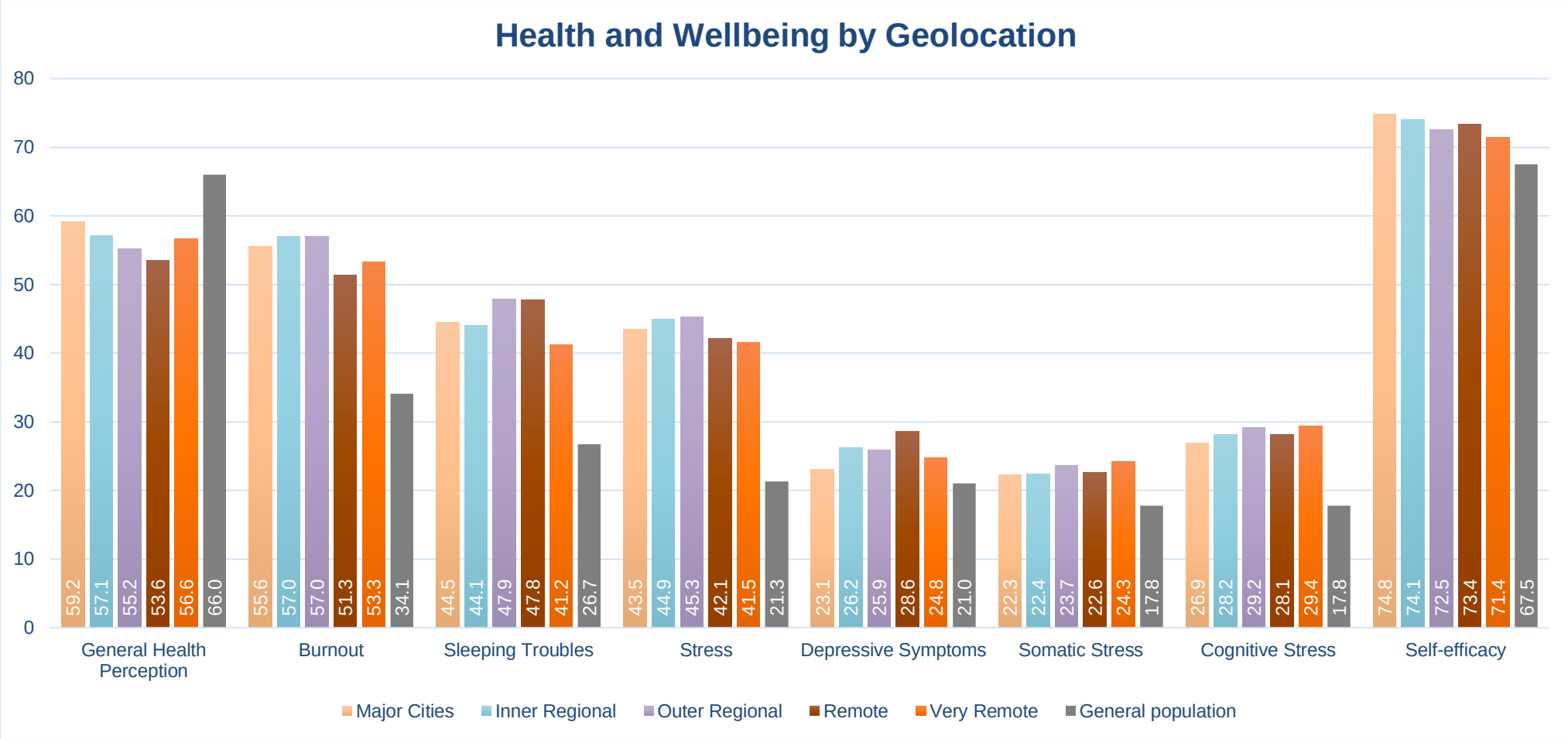

FIGURE 3.7.7: BAR CHART: HEALTH AND WELLBEING BY SCHOOL GEOLOCATION

Remote school leaders reported the lowest results for General Health Perception and Burnout compared to other geolocational counterparts. School leaders in Outer Regional schools reported higher Burnout, Sleeping Troubles and Stress results compared to other geolocational counterparts.

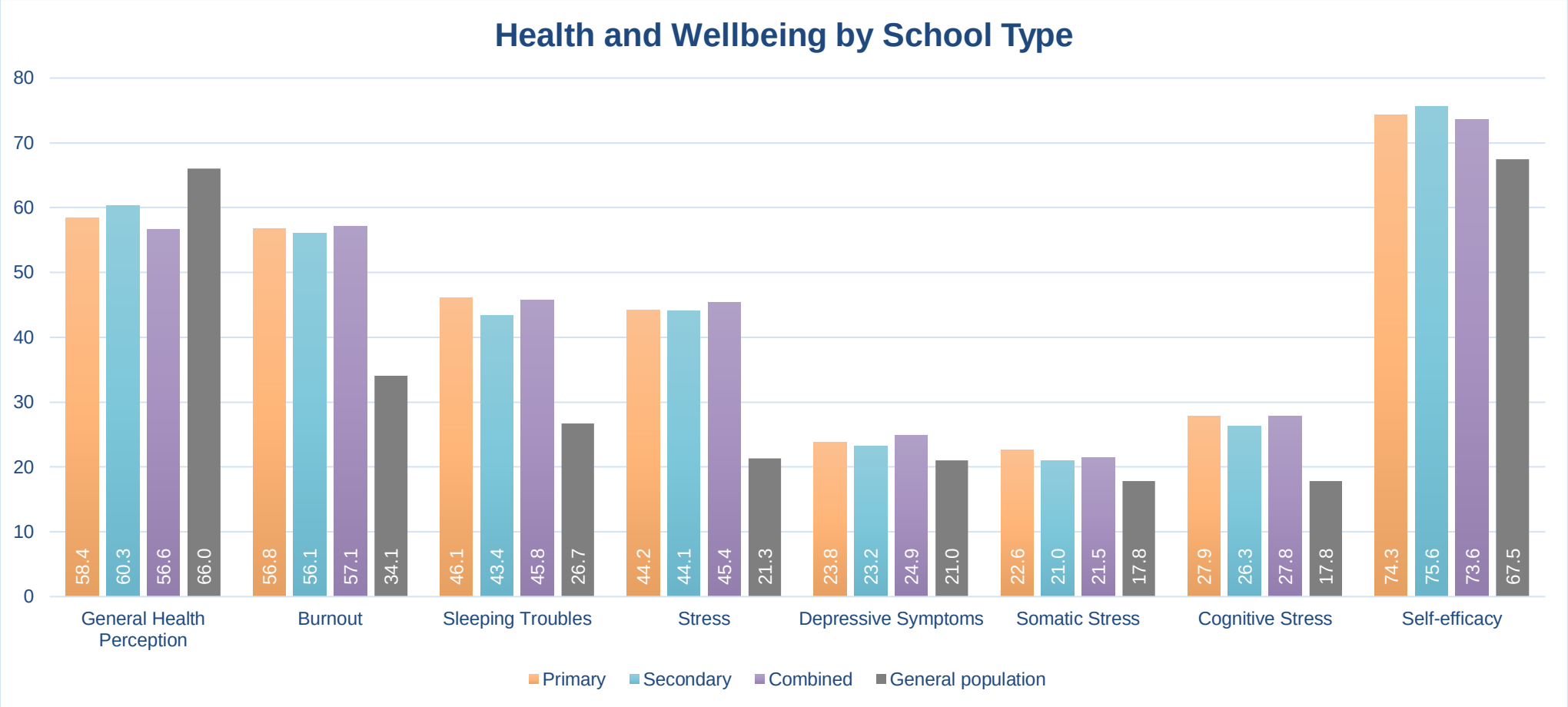

FIGURE 3.7.8: BAR CHART: HEALTH AND WELLBEING BY SCHOOL TYPE

Secondary school leaders reported better scores across the Health and Wellbeing subscales. That is, secondary school leaders reported higher General Health Perception and Self-efficacy, but lower Burnout, Stress, Depressive Symptoms, Somatic Stress and Cognitive Stress than their primary school counterparts.

3.8 OFFENSIVE BEHAVIOUR: SCHOOL LEADERS SUBJECTED TO OFFENSIVE BEHAVIOUR AT WORK

Most school leaders (69.5%) reported having been subjected to two or more types of offensive behaviour in the last 12 months.

Compared to the general population, a much higher percentage of school leaders reported being subjected to threats of violence (51% versus 7.8%), physical violence (42.2% versus 3.9%), bullying (37.6% versus 8.3%), conflicts and quarrels (57.5% versus 51.2%), and gossip and slander (50.9% versus 38.9%).

- 84.1% reported being subjected to 1 or more offensive behaviour.
- 15.9% were not subjected to offensive behaviour in the workplace.

A larger percentage of government school leaders, compared to their Catholic and Independent school counterparts, reported being subjected to:

- unwanted sexual attention (3.2% versus 1.0% versus 1.7%)
- threats of violence (57.0% versus 33.2% versus 21.0%)
- physical violence (48.8% versus 21.8% versus 12.6%)
- unpleasant teasing (9.5% versus 8.9% versus 5.0%).

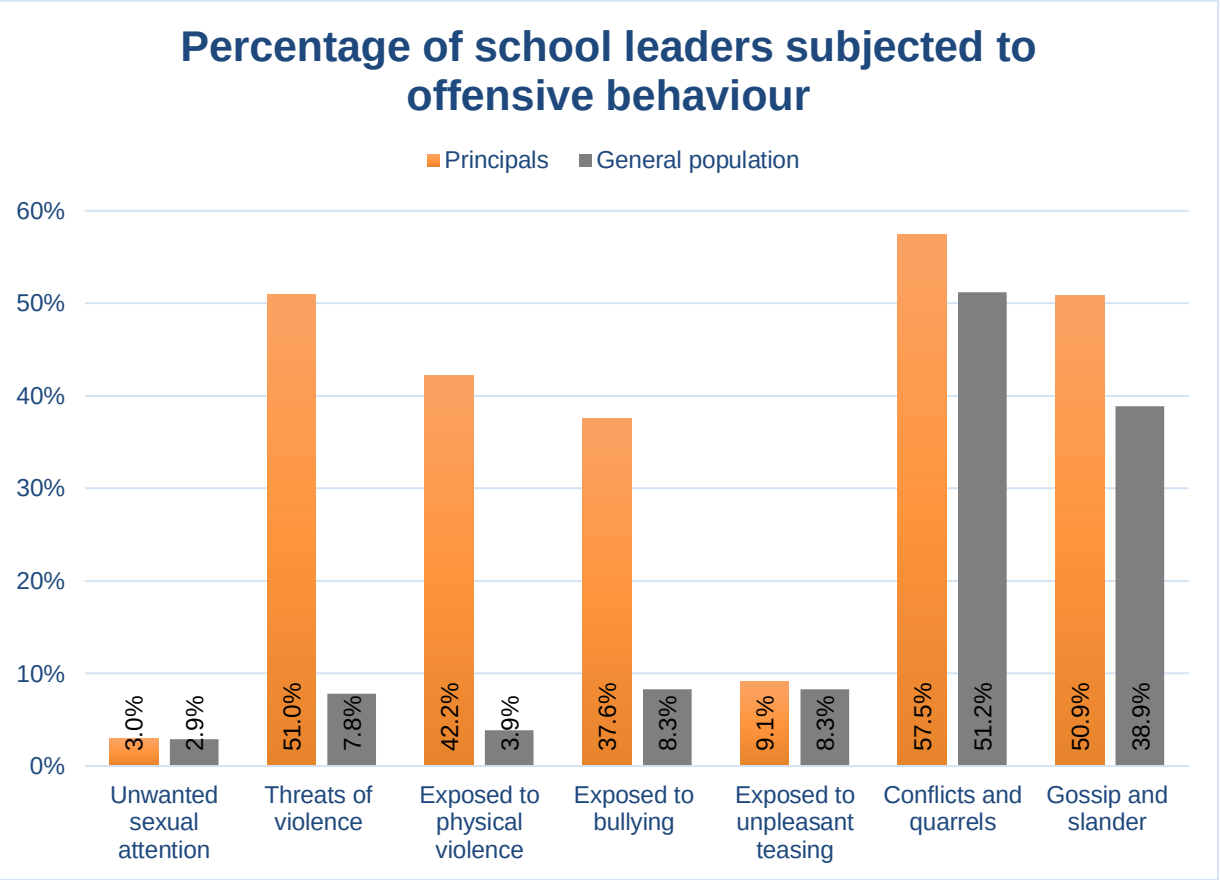

FIGURE 3.8.1: SCHOOL LEADERS (%) SUBJECTED TO OFFENSIVE BEHAVIOUR AT WORK

Over the last 9 years, an increasing percentage of school leaders have been exposed to physical violence, with 27.3% (7 times the general population rate) being exposed to physical violence in 2011 to 42.4% (10.8 times the population rate) being exposed in 2019.

The increase in physical violence and verbal abuse from students continues to be the largest risk factor for myself at school. In particular the physical violence from being the immediate supervisor to action restrictive practices on student behaviour plans. Being the person who needs to conduct this action places me in direct physical contact with students in meltdown or loss of self-control. These students can be Primary or High School age, the older students can present as physically strong. Last week I had broken glass thrown at me whilst trying to de-escalate a student and exit them safely. In the last fortnight I have been hit by students in meltdown and dealt with several Riskman claims by staff who have also been physically or psychologically injured by student behaviour and actions. The increasing demand for students with complex needs to have positions within mainstream settings is growing and so is the frequency of staff injury.

- *Male, government combined school, ACT*

Occupational violence has become an increasingly concerning factor in my work. The mental health and emotional wellbeing of staff is increasingly a problem and my workload has increased trying to mitigate both the OV and staff wellbeing. Unfortunately, the impact is my own wellbeing and family suffers and undoubtedly my ability to perform my job to the best of my ability.

- *Female, ACT*

My job has become more stressful over the last 12 months. A big increase in levels of violence and drug use among students, with a small group developing a gang mentality. Increasing amounts of time for me and my leadership team are spent dealing with extreme violent and abusive/aggressive behaviour from students, to the detriment of long-term planning and curriculum focus.

- *Female, government secondary school, WA*

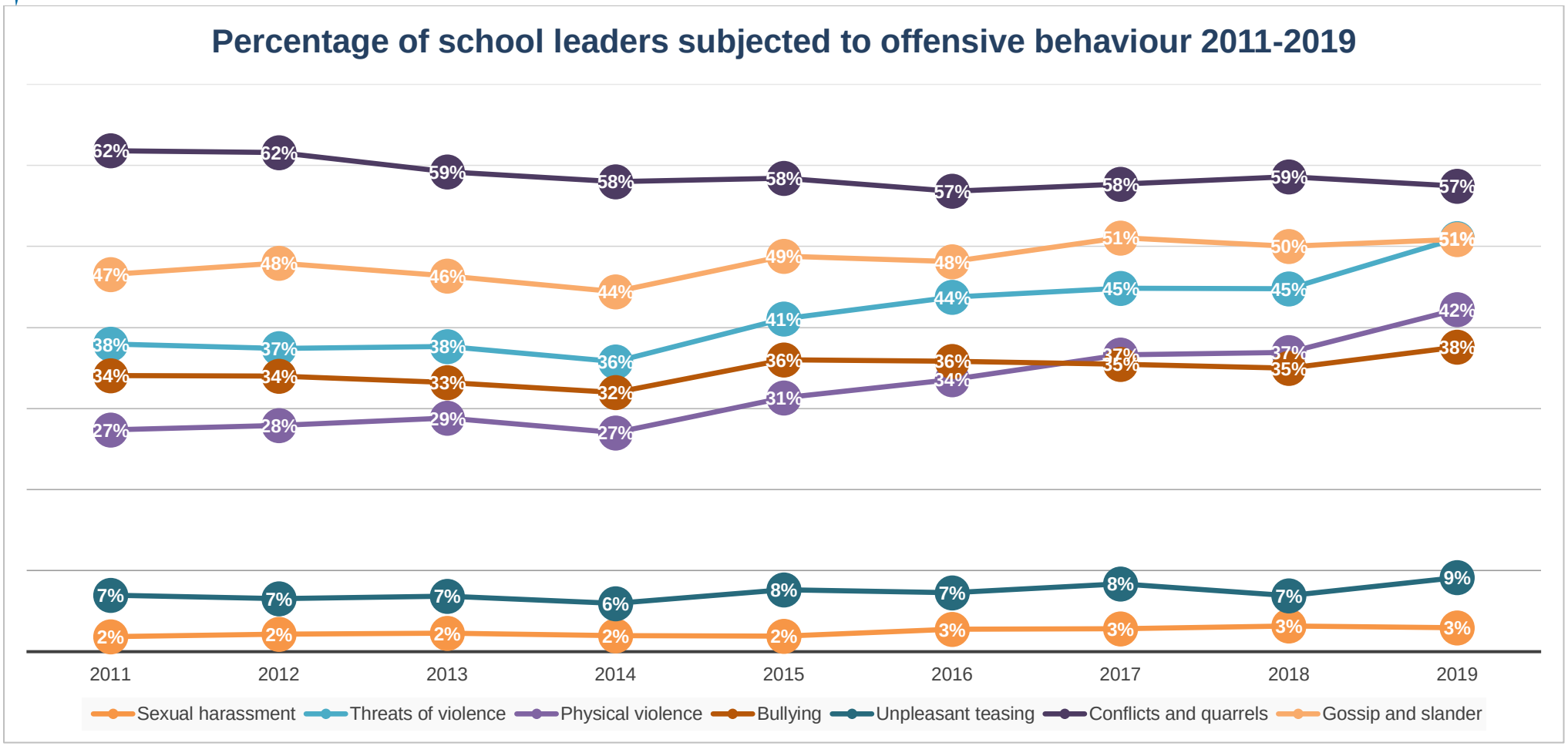

FIGURE 3.8.2: 2011-2019 SCHOOL LEADERS (%) SUBJECTED TO OFFENSIVE BEHAVIOUR

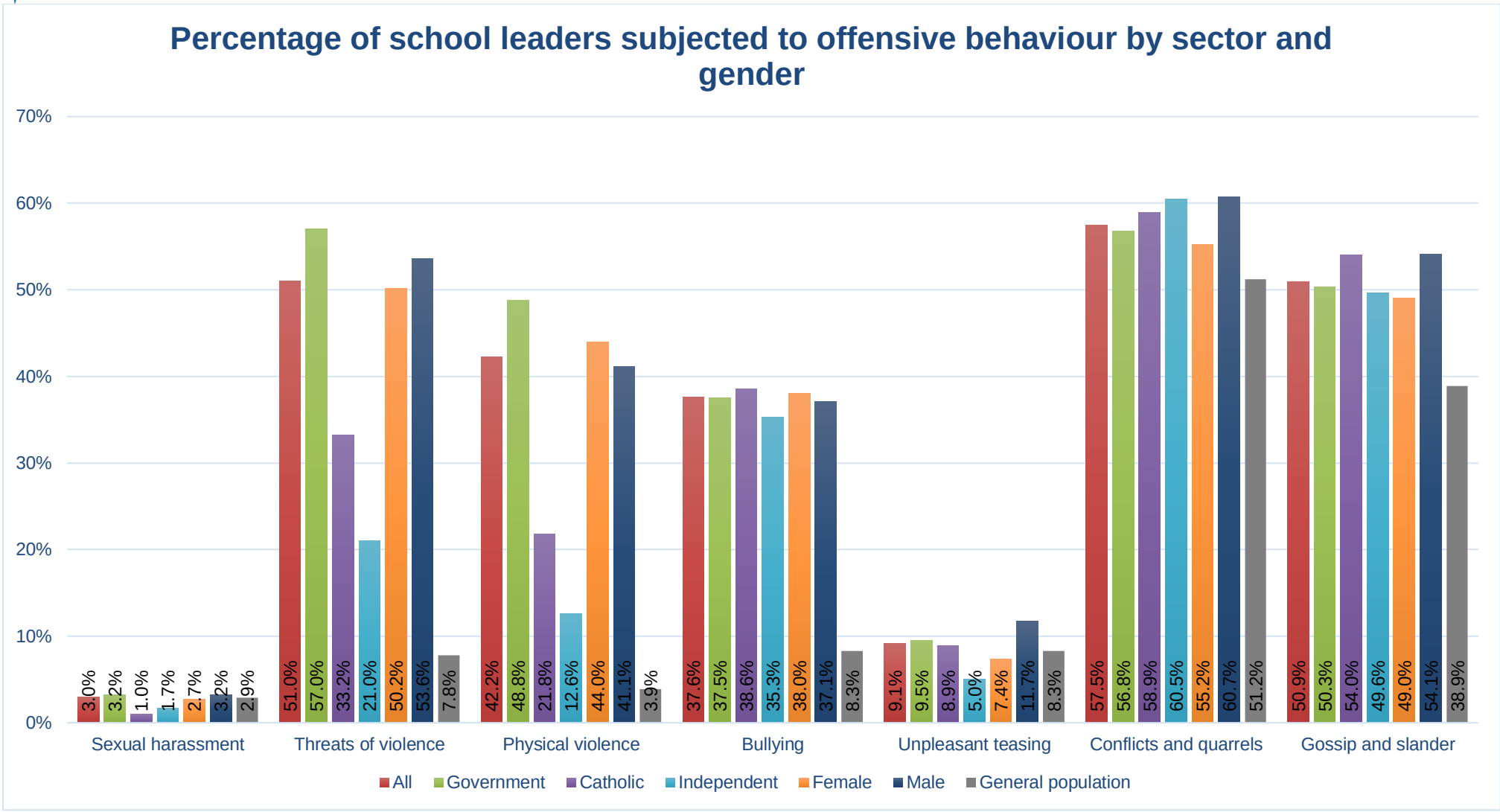

FIGURE 3.8.3: SCHOOL LEADERS (%) AND SUBGROUPS SUBJECTED TO OFFENSIVE BEHAVIOUR

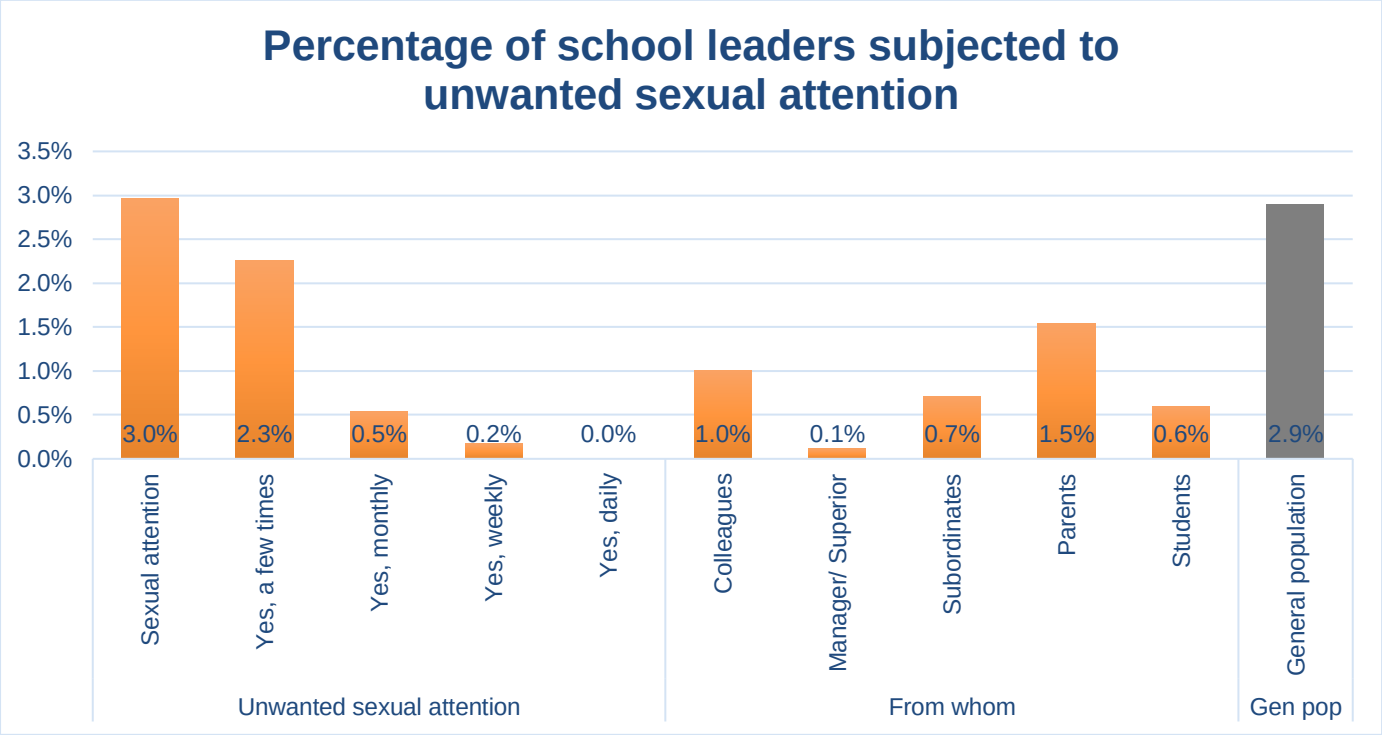

FIGURE 3.8.4: SCHOOL LEADERS (%) SUBJECTED TO UNWANTED SEXUAL ATTENTION

Parents subjected 1.5% of school leaders to unwanted sexual attention.

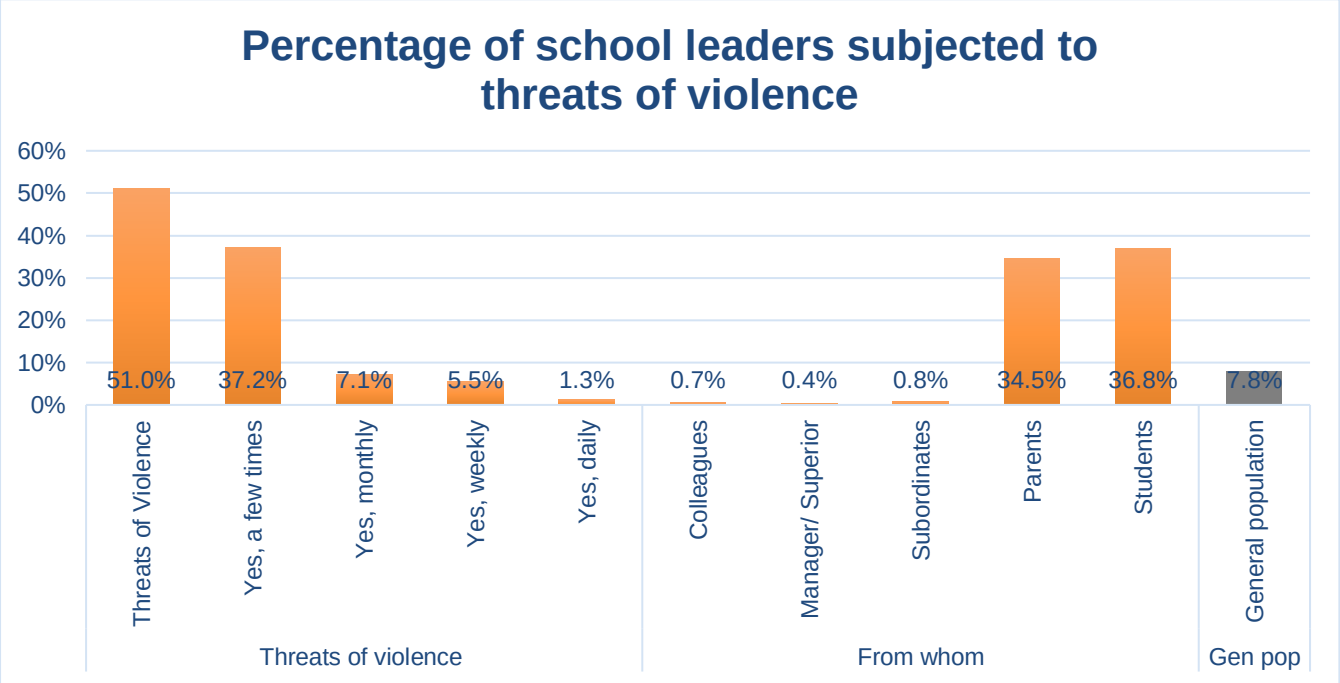

FIGURE 3.8.5: SCHOOL LEADERS (%) SUBJECTED THREATS OF VIOLENCE

Students subjected 36.8% of school leaders to threats of violence, and parents subjected 34.5% of school leaders to threats of violence.

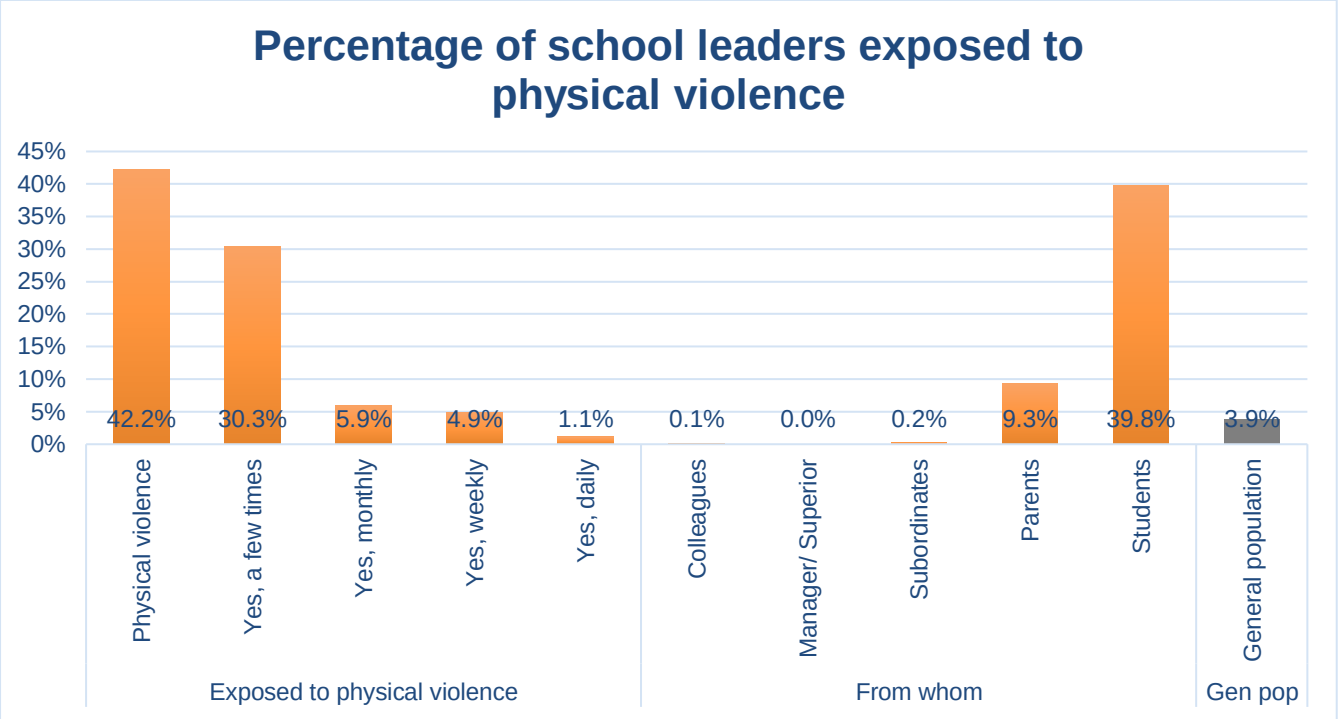

FIGURE 3.8.6: SCHOOL LEADERS (%) EXPOSED TO PHYSICAL VIOLENCE

Students exposed 39.8% of school leaders to physical violence, and parents exposed 9.3% of school leaders to physical violence.

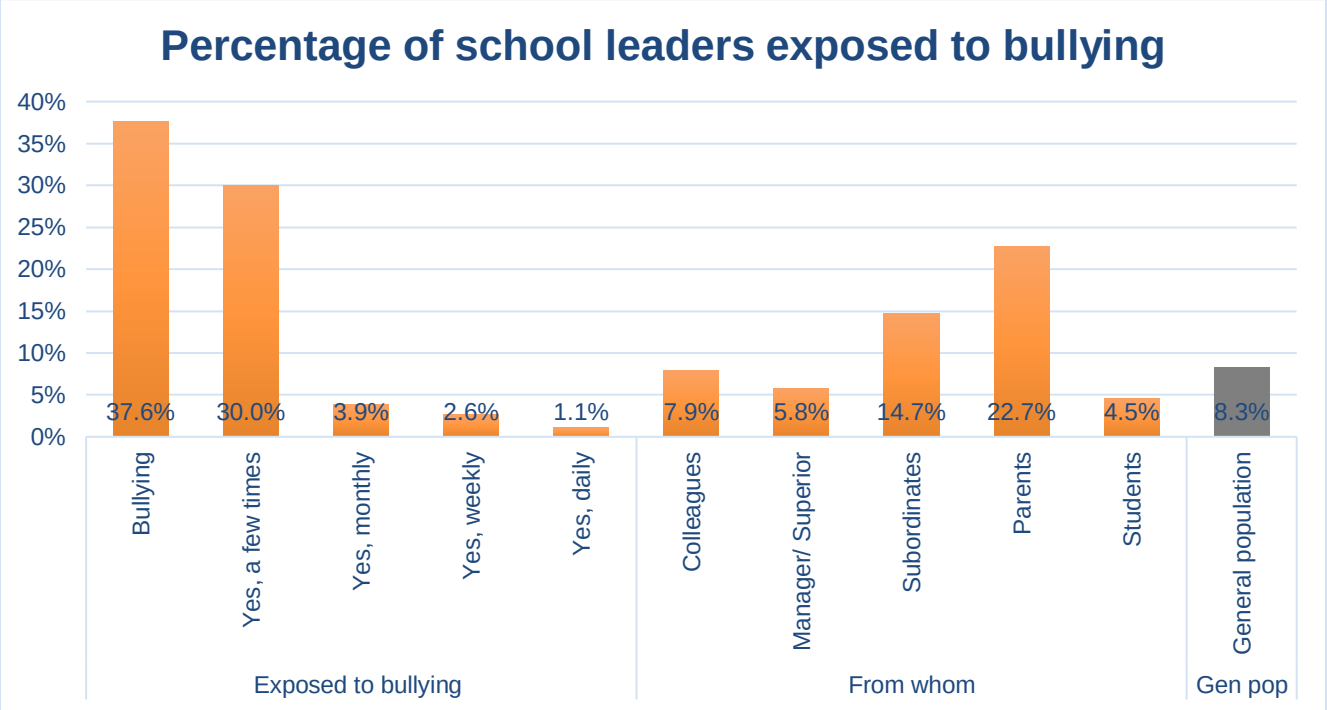

FIGURE 3.8.7: SCHOOL LEADERS (%) EXPOSED TO BULLYING

Parents exposed 22.7% of school leaders to bullying.

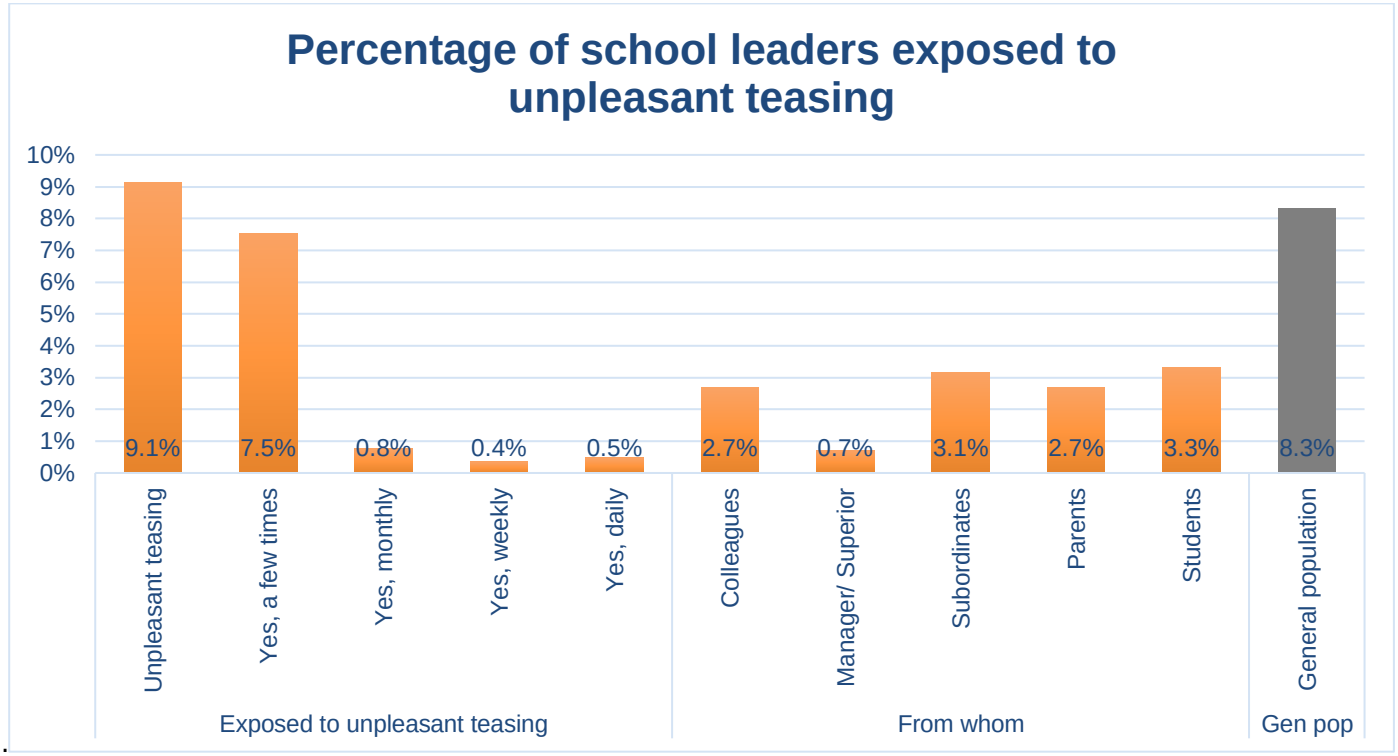

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FIGURE 3.8.8: SCHOOL LEADERS (%) EXPOSED TO UNPLEASANT TEASING

Subordinates exposed 3.1% of school leaders to unpleasant teasing, parents exposed 2.7% of school leaders to unpleasant teasing.

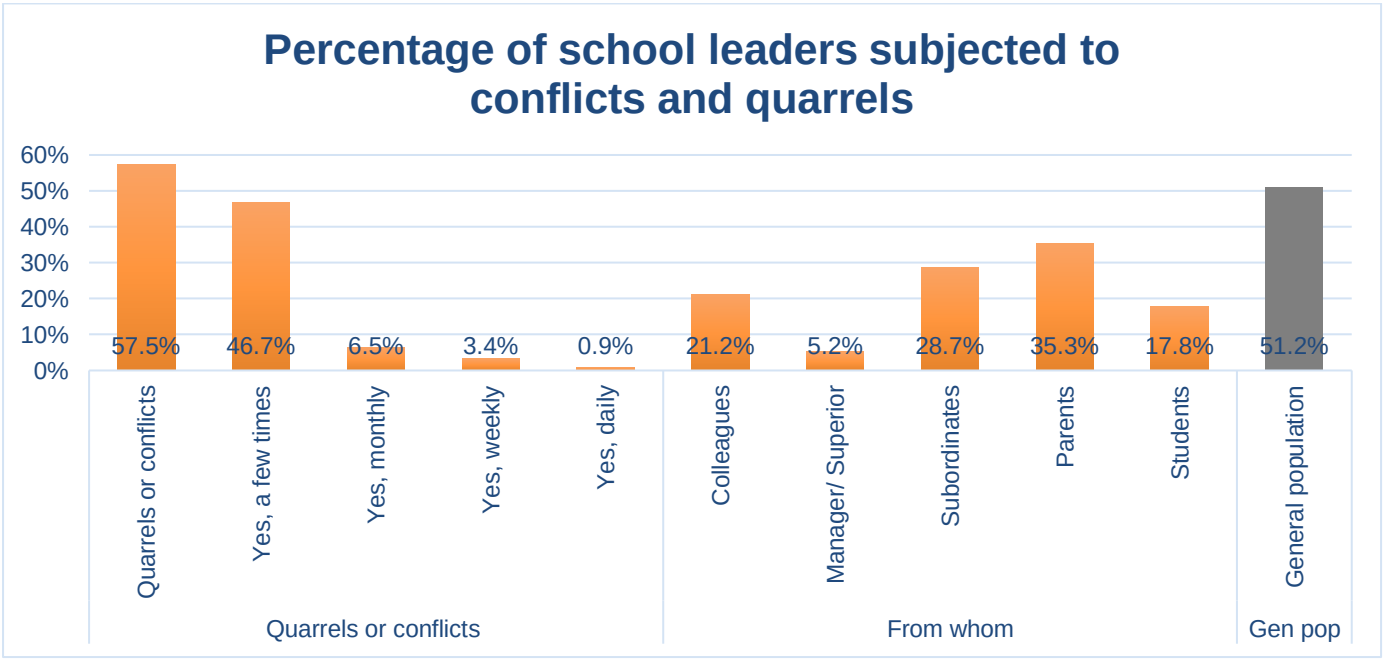

FIGURE 3.8.9: SCHOOL LEADERS (%) SUBJECTED TO CONFLICTS AND QUARRELS

Parents subjected 35.3% of school leaders to conflicts and quarrels.

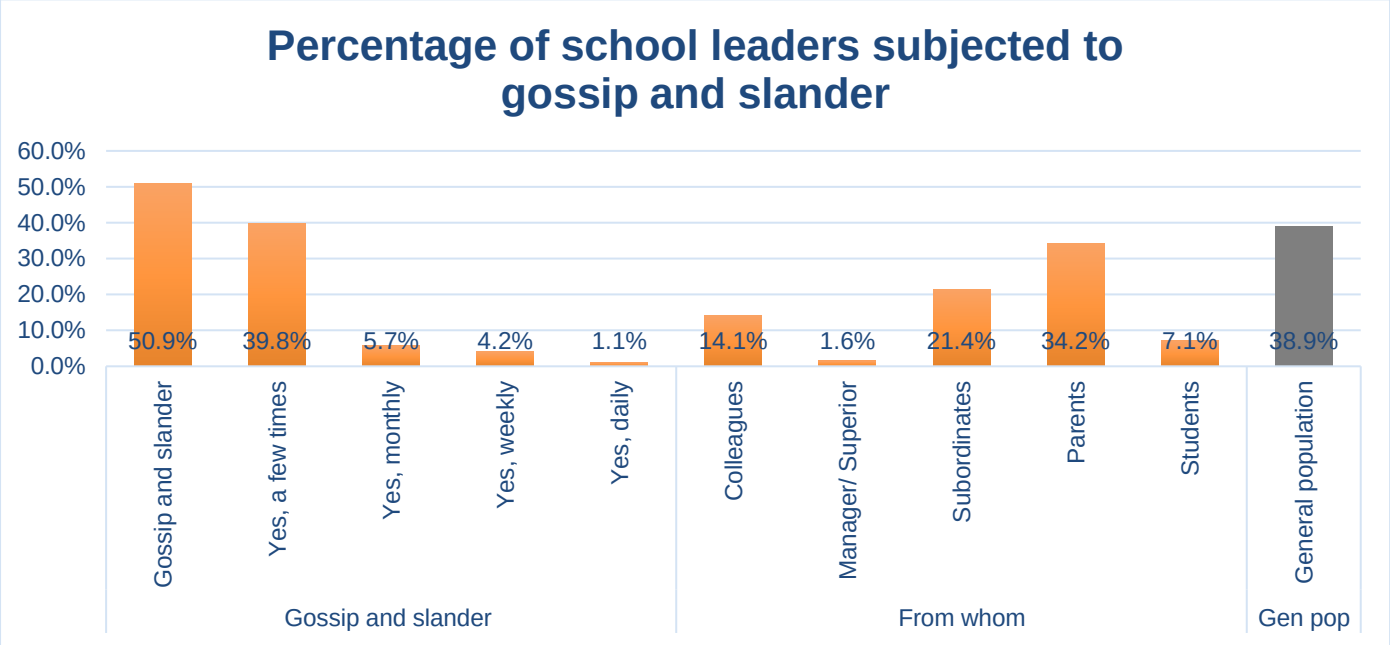

FIGURE 3.8.10: SCHOOL LEADERS (%) SUBJECTED TO GOSSIP AND SLANDER

Parents subjected 34.2% of school leaders to gossip and slander, and subordinates exposed 21.4% of school leaders to gossip and slander.

3.9 RED FLAG EMAILS: TRIGGERS AND COMPARISONS

From the outset of this project one aim of the survey was to produce an immediate alert to individuals reporting signs of concerning stress levels. We call these Red Flag emails. Following the publication of a new study into occupational risks by Adrienne Stauder and colleagues (2017), a trigger for composite psychosocial risk score (CPRS) was added to the 2018 survey.

The Red Flag email used the following trigger algorithms:

1. Self-harm risk – participants who reported they had thoughts of hurting themselves over the course of the previous week;
2. Quality of Life risk (AQoL) – composite AQoL psychosocial quality of risk score fell into the “high” or “very high” risk groups;
3. CPRS – a trigger threshold mechanism that reduces scores for each strain and resource variable to “High Risk” vs “Not High Risk”. For variables where lower scores indicate better working conditions (generally, but not always, strain variables) a score of 75/100 is the threshold for concern, and coded high risk. On the other hand, where lower scores indicate worse working conditions (all resource and two strain variables) a score of ≤25/100 is the threshold for concern, and coded high risk. The aggregate of high-risk scores is obtained for everyone, with benchmarks triggers for “high” or “very high” risk for each individual; and
4. Any combination of the three triggers.

Roughly 28.1% of school leaders received a Red Flag notification in 2019. A larger percentage of secondary school leaders triggered Red Flag emails than their primary school counterparts (31.6% versus 28.2%).

TABLE 3.9.1: RED FLAG TRIGGERS FOR SCHOOL LEADERS BY GENDER AND SCHOOL TYPE

		Gender		School Type		
	All	Female	Male	Primary	Secondary	Combined
Red Flag	28.1%	26.8%	30.7%	28.2%	31.6%	28.9%
No Red Flag	71.9%	73.2%	69.3%	71.8%	68.4%	71.1%
Self-harm	0.4%	0.3%	0.5%	0.5%	0.0%	0.5%
AQoL	9.3%	8.8%	10.3%	8.2%	9.5%	7.1%
AQoL + Self-harm	1.1%	0.8%	1.4%	0.3%	0.5%	3.3%
CPRS	11.3%	11.8%	11.2%	12.4%	15.7%	10.4%
CPRS + Self-harm	0.2%	0.0%	0.4%	0.1%	0.2%	0.5%
CPRS + AQoL	4.8%	4.4%	5.4%	6.3%	3.9%	5.2%
CPRS + AQoL + Self-harm	1.0%	0.8%	1.4%	0.4%	1.8%	1.9%

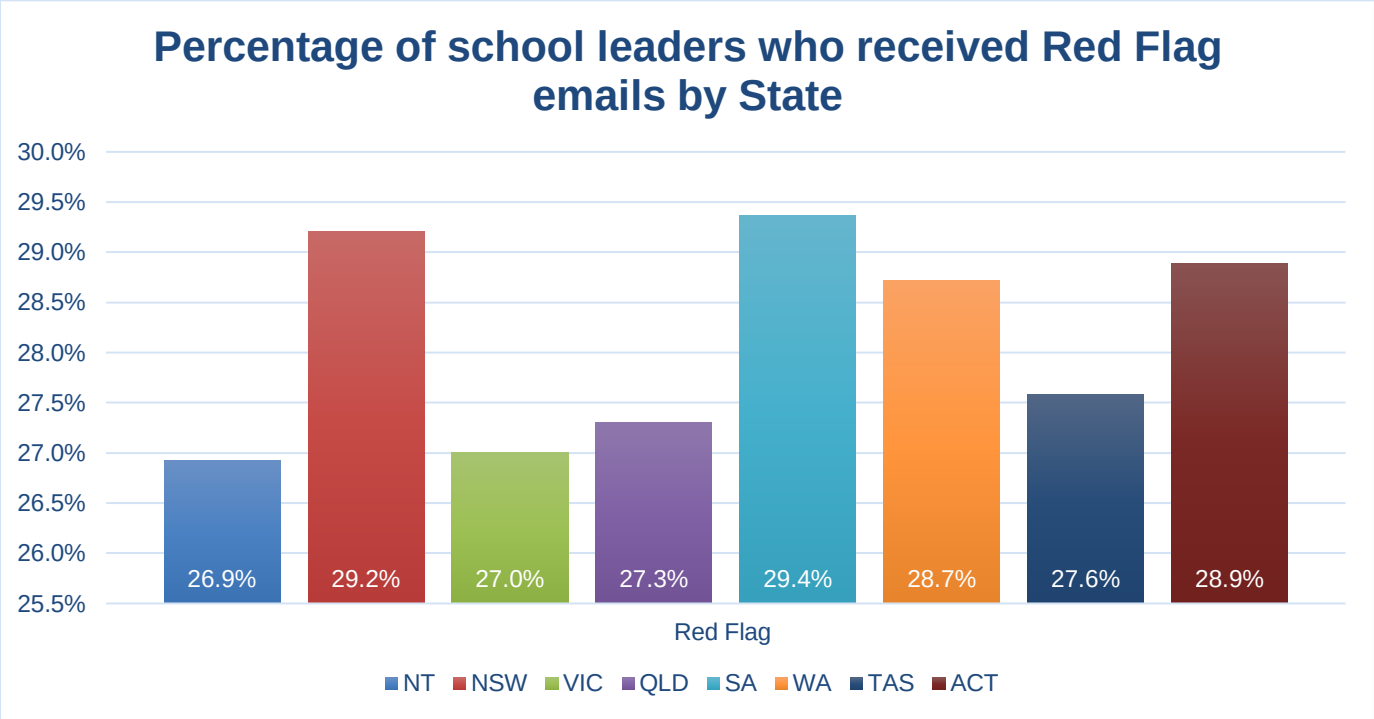

FIGURE 3.9.1: SCHOOL LEADERS (%) WHO RECEIVED RED FLAGS BY STATE (ZOOMED IN)

TABLE 3.9.2: RED FLAG TRIGGERS FOR SCHOOL LEADERS BY STATE/TERRITORY

	NT	NSW	VIC	QLD	SA	WA	TAS	ACT
Red Flag	26.9%	29.2%	27.0%	27.3%	29.4%	28.7%	27.6%	28.9%
No Red Flag	73.1%	70.8%	73.0%	72.7%	70.6%	71.3%	72.4%	71.1%
Self-harm	0.0%	0.4%	0.5%	0.3%	1.4%	0.0%	0.0%	0.0%
AQoL	7.7%	9.9%	10.3%	7.4%	12.6%	8.0%	5.2%	8.9%
AQoL + Self-harm	1.9%	0.8%	1.6%	0.9%	0.7%	0.3%	1.7%	0.0%
CPRS	13.5%	13.0%	9.8%	10.4%	7.7%	14.2%	8.6%	13.3%
CPRS + Self-harm	0.0%	0.2%	0.0%	0.3%	0.0%	0.0%	0.0%	2.2%
CPRS + AQoL	3.8%	3.7%	4.1%	6.4%	5.6%	5.2%	12.1%	4.4%
CPRS + AQoL + Self-harm	0.0%	1.2%	0.7%	1.5%	1.4%	1.0%	0.0%	0.0%

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