The Australian Principal Occupational Health, Safety and Wellbeing Survey

2020 Data

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Australian Research Council Project (LP160101056)

ACU INSTITUTE FOR POSITIVE PSYCHOLOGY & EDUCATION

Produced and Published by:
Institute for Positive Psychology and Education
Australian Catholic University
North Sydney, New South Wales, Australia, 2060
Printed February 2021

Suggested Citation: Riley, P., See, S-M., Marsh, H., & Dicke, T. (2021) *The Australian Principal Occupational Health, Safety and Wellbeing Survey* (IPPE Report). Sydney: Institute for Positive Psychology and Education, Australian Catholic University

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Acknowledgements

The project is funded by the Australian Research Council Linkage Grant (LP160101056) in conjunction with our industry partners who are also still substantially contributing monetary and in-kind support to the project (Teachers Health Fund, Catholic Church Insurance, The Australian Primary Principals Association, The New South Wales Secondary Principals Council, and the Association of Heads of Independent Schools of Australia). The whole team is very grateful for this wonderful support.

We would like to thank the ongoing and new principals and school executives for taking part in this important research. Demonstrating their trust and commitment to this study and its contribution to improving the lives of principals and school executives across Australia.

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1. Executive Summary

> 2020 has obviously been an extreme year with our local area impacted by smoke, bushfires, COVID and remote learning.
>
> - *Male, government school, ACT*

A stressful year filled with challenges, 2020 was a year unlike any other. At the beginning of the year, uncontained bushfires ravaged much of the country, making the sky red and the air dense with smoke across major cities. State emergency workers and volunteers struggled to contain the wildfires, as schools and premises came under threat. A large portion of school leaders ended 2019 and started 2020 under these stressful conditions.

COVID-19 was declared a pandemic in March 2020. The majority of Australian schools remained open throughout government lockdowns, with state governments declaring schools an essential service. During the first half of 2020, school leaders learned of operational changes and updates through press conferences, at the same time as their fellow Australians. As the pandemic progressed and operational procedures were put into place, school leaders stayed on top of the evolving operational conditions that affected their schools and communities. Schools across Australia put in place various measures to ensure the safety of students, educators, and staff, based on their state, geolocation, and the number of COVID-19 within their community. As schools moved to online education, the socioeconomic disparity between city and rural schools; government, Independent, and Catholic schools became more evident.

Due to the pandemic's unprecedented burden on school leaders, our survey was conducted later in 2020 than in previous years (term 3). By term 3, school leaders had navigated their schools through an uncertain and evolving educational landscape (in terms 1 and 2). School governing bodies had provided operational protocols, enabling school leaders to implement changes and engage their students and their school communities, including stage 4 lockdown for Victoria. School leaders, educators, students, parents, and guardians understood what to expect under a changing climate.

Schools leaders have endured continuous stress during 2020, having navigated their schools through uncertainty from constant change, and long hours in terms 1 and 2 of 2020. The results show that school leaders were fatigued from constant exposure to occupational stressors. School leaders reported worsening results for long-term health indicators. Compared to 2019, our school leaders report showed:

- Worsening results for short-term measures of Quantitative Demands, Work Pace, Role Clarity and Justice.
- Worsening results for long-term health indicators of Burnout, Sleeping Troubles, stress, Depressive Symptoms, and Somatic Stress.
- But surprisingly, better results for short-term measures of Influence, Commitment to the Workplace, Role Conflict, Social Support from Internal/External Colleagues, Social Support from Supervisors, and Work-Family Conflict.

School leaders continue to work long hours, working an average of 54.5 hours a week, over 14 hours longer than the standard 40-hour workweek. During the school term, 22.1% of school leaders worked more than 60 hours a week, over 20 hours longer than the standard 40-hour workweek.

An alarming percentage of school leaders (83 in 100) continue to be subjected to at least one form of offensive behaviour in the last 12 months:

- Approximately 43 in 100 school leaders have been subjected to Threats of Violence (5.5x more than the general population);
- Approximately 37 in 100 school leaders have been subjected to Physical Violence (9.4x more than the general population); and
- Approximately 33 in 100 school leaders have been subjected to Bullying (4.0x more than the general population.

In 2020, 3 out of 10 participants received a red flag email alerting them to contact details of Employee Assistance Programs and local support services. These emails are triggered when participants are at risk of at least one of the following measures: Self-harm; Quality of Life; and Occupational Health.

Perhaps the most prominent result from this year's survey was how consistent the results were from 2019. It is unsurprising that the sources of stress and short-term occupational measures though different do resemble previous years' results. Historically, school leaders are at risk of burnout, working in demanding and stressful environments with multiple stakeholders, who often have conflicting priorities and demands. School leaders are heavily burdened with the management of the education, safety, health, and wellbeing of their pupils, staff, and school community. The position requires them to always be alert and aware of all matters that relate to their schools, communities, and the reporting requirements, at times dealing with the most stressful of situations in life. The continual strain of having to deal with an emotionally and physically demanding work environment was reflected in the worsening of school leaders' long-term health indicators in 2020, when compared to 2019. School leaders, as a group, are at risk of fatigue, mental health decline, and burnout.

Having navigated their schools through the tough and uncertain conditions of 2020, the combination of continuous stress and eligibility for retirement has resulted in 6.8% of school leaders reporting their intention to retire in 2021. Combining the higher risk of burnout, high exposure to Offensive Behaviours, the continuous strain of health and wellbeing, high demands, overwhelming responsibilities of the job, the current aging workforce, and retirement intentions, Australia will soon experience recruitment and retention problems. The results of our survey point to the importance of our recommendations below, and the need for a long-term move toward reforming the Australian education system, now more than ever.

> This year has been more challenging than last. Fires, storms, COVID, have all interrupted what should have been Summer break to [sic] Easter Break. Keeping staff morale up has been a big priority, but who looks after the Principal? Where is there time to step aside for a breather? Small schools with only one deputy are pushed to the limit with all of the changes we have needed to make to keep educating our students to the best standard we can. It is now being felt. Staff absences increased in Term 3, stress levels, fear of catching COVID in classrooms, parent expectations and increased family stresses mean that parents are needing more care than previously. It is getting very hard to maintain the level of calm and clarity needed.
>
> - *Female, Independent school, NSW*

1.1 SIXTEEN 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 be 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.
5. *Online meetings with parents and guardian.* Have all online meetings recorded and kept for quality control and educational purposes. This will enable parents/guardians to schedule meetings accordingly to their schedule, save travel time and the meeting's impact on their day-to-day activities/employment. Recorded meetings will also minimise slander and contest over inappropriate behaviour, protecting both parents/guardians and school leaders. It will also minimise the exposure to offensive behaviour. Parents/guardians not having to sit outside the school leader's office with their child/charge will also take away much anxiety and tension build up.

What the professional associations and unions can do:

6. *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:

7. *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.
8. *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:

9. *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:

10. *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.
11. *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).
12. *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.
13. *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:

14. *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.
15. 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.
16. *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 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 COVID-19 – ONE NATION, DIFFERENT PANDEMIC EXPERIENCES

In 2020, severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2 or COVID-19) was declared a pandemic on the 11th of March. Countries around the world moved to implement policies in attempt to keep their citizens safe by 'flattening the curve' to prevent stress on their health care systems and safeguard their economies. In Australia, the national borders were shut down. This meant prevention of international travel outside of the country, and the commencement of repatriation of stranded citizens overseas. Returning Australians were subject to two weeks hotel quarantine.

Many Australian State and Territory borders were also closed, as each government implemented different public health and safety policies, social and economic restrictions, and lockdown measures. Australia's federal, state and territory governing bodies established a COVID-19 taskforce to advise on how to best combat and manage the pandemic at the state and territory level. As a matter of urgency, government policies were established with rapid speed in response to increasing COVID-19 infection and growing medical knowledge of the virus' symptoms and how to prevent its spread. For example, some States and Territories saw little to no restrictions for their residents (SA, WA, NT), while other states were subjected to prolonged periods of Stage 3 (NSW) and Stage 4 (Victoria) restrictions, where only essential workers were able to physically go to work.

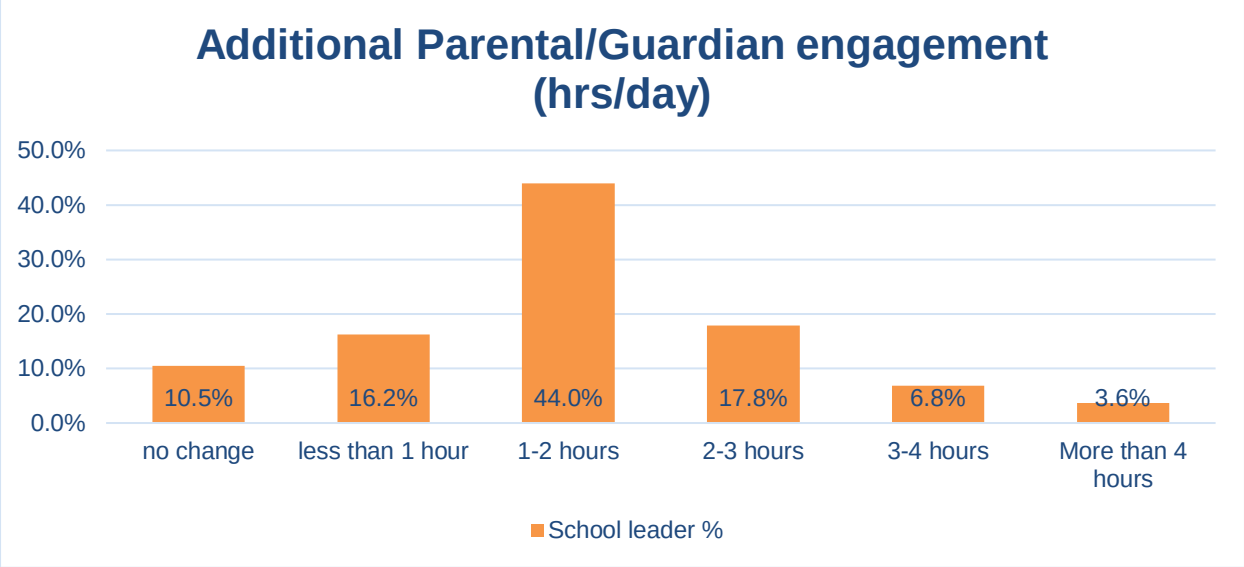
Throughout 2020, some states and territories saw little to no restrictions of its residents (SA, WA, NT), whilst other states were subjected to prolonged periods of Stage 3 and Stage 4 restrictions (Victoria, NSW), where only essential workers were able to physically go to work.

Schools were deemed an essential service at the onset of the pandemic. Many jurisdictions shut down face-to-face teaching for weeks or months for most or all students, with education moving to entirely online delivery for at least some time in 2020. Many of these changes to school functioning resulted from rapid policy changes as the extent of the pandemic and the dynamics of its spread were becoming understood. Inconsistencies in policies for educators across states caused some questioning around concerns for safety; face-to-face teaching was required for some teachers, but not for others; staff must social distance from each other but students did not. At the current time of writing, the situation is still dynamic in Australia even though it has one of the lowest infection rates in the world. In line with the significant changes to work practices that resulted from the pandemic, in 2020 we asked school leaders a series of questions relating to COVID-19, and its impact on them, their staff, their students and the school community.

> It was a difficult time and overall I think the government had a number of difficult decisions to make. That said, I feel that teachers' health and wellbeing was compromised. They were expected to socially distance from other adults but social distancing didn't apply for students in classrooms. There were no additional expectations about PPE. I worked closely with my leadership team through a range of scenarios as the moved towards full lockdown, including ones where we could be faced with multiple lockdowns over time (a W instead of L shaped transmission of the virus).
>
> - *Female school leader*

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

TABLE 1.2.1: SCHOOL LEADERS ESTIMATED NUMBER OF ADDITIONAL HOURS SPENT ON PARENTAL/GUARDIAN ENGAGEMENT WITHIN A DAY.



Roughly 88% of school leaders reported an increase in parental/guardian engagement in 2020. Roughly 28% of school leaders reported having spent an additional 2+ hours per day on parental/guardian engagement, due to the pandemic.

School leaders were asked to rate their school governing body's performance and communication about COVID-19 out of 10. School leaders in NSW and Victoria consistently reported the lowest scores for the overall level of communication (6.4 and 6.6), quality of communication (5.4 and 6.2), and ability to effectively act on the communication (5.9 and 6.3) that was given to them from the school governing body. These results are unsurprising, given that NSW and Victoria were the two states most impacted by COVID-19 when data was collected in 2020.

School leaders were asked what support they would have liked to have received from their school governing body in relations to COVID-19, the most common answer was to be provided with information in a timely and effective manner (27.9%). School leaders reported learning of operational changes from the news (at the same time as the general public) and social media. School leaders reported frustration and with how frequently operational information changed (18.5%), having to be always stay up to date with the news, social media, and communications, especially in the early stages of the pandemic. A small percentage of school leaders (2.6%) reported a lack of financial support to deal with the extra costs associated with implementing the extra hygiene protocols in their schools. School leaders reported that there was good support made available to them both online and via the phone (12.1%).

> Once guidelines arrived, they were helpful and did provide the clarity we needed particularly in the second shut down. The information in recent weeks regarding Year 12 assessment has been particularly good. The issue was the timing and the fact that information was provided or changed after implementation had begun. Announcements often appeared in the media before we received official information which was challenging.
>
> - *Female, government secondary school, Vic*

Nationally, 26.1% of school leaders reported partial and/or complete school closure, with schools of every state and territory effected. At the time that this survey was conducted (Term 3, July-October), Victoria had been the Australian state/territory which had been most effected by COVID-19.

Victorian school leader's reported school closure were reflective of this with:

- 13.2% reported complete school closure, with 22.6% of these being completely closed for over 10 weeks;
- 8.4% reported partial school closure, with 47.3% of these being partially closed for over 10 weeks;

A larger percentage of Independent (51.3%) school leaders reported school premise closure to students than their Catholic (27.7%) and government (22.7%) counterparts.

> 2020 is a year where schools have worn a great deal of responsibility and pressure to look after the safety and well-being of staff & students and to support them and their families through the upheavals of COVID. This has generally been done with a lot of guidelines and expectations by the system, but little real assistance (sanitizers and equipment, financial assistance) which has mostly been placed onto schools themselves. Even support for staff & students re. coping their way through the social and mental health issues associated with the pandemic seems mostly platitudes rather than genuine and meaningful. 2020 has been anything but 'business as usual', however, this is does not seem to be truly understood, recognized and considered at systemic levels. School leadership or management staff have copped the vast impact of this and are struggling to continue to do this over an extended period of time. This has had significant impact on morale for these staff members in 2020.
>
> - *Male, government secondary school, Qld*

During lockdown, nationally on average, school leaders estimate that 21% of students continued to attend school and 81% of students had access to online resources. The Northern Territory had the highest percentage of continued attendance (53%), and the lowest percentage of students with access to online resources (44%). The socioeconomic divide can be seen in access to access to online resources, with an estimated 77% of government school students having access compared to 91% of their Catholic and 94% of their Independent student counterparts. The chart below shows an increased attendance and decreased access to online resources as the school's geolocation becomes more remote. School leaders in Major Cities reported that 85% of their students had access to online resources, whilst school leaders in Very Remote schools reported only 30% of their students had access to online resources.

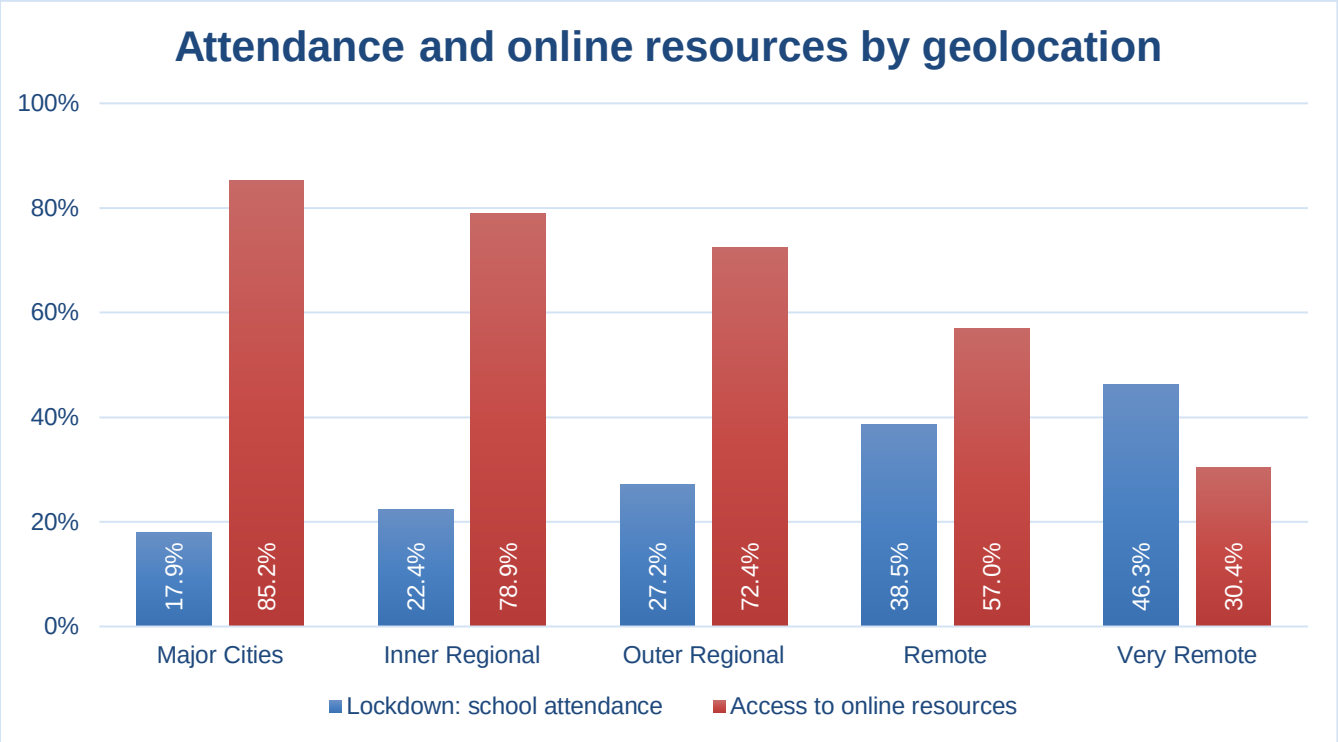


FIGURE 1.2.1: ESTIMATED SCHOOL ATTENDANCE AND ACCESS TO ONLINE LEARNING RESOURCES DURING LOCKDOWN BY GEOLOCATION

School leaders reported use of the following measures in their schools:

1. increased staff and student hygiene (88.4%);
2. regular disinfectant cleaning (81.4%);
3. social distancing in classrooms (69.4%);
4. social distancing in the playground (49.0%);
5. online learning (47.3%);
6. rostered class attendance (13.9%);
7. one unit classes [1](10.2%).

Some of the other measures taken by school leaders included:

- banning parents, guardians and visitors from school premises;
- masks in school and on public transport;
- closing playground equipment and playground restrictions;
- staggered start, finish, and break times;
- temperature checks;
- cancelled activities involving mass gatherings, such as assemblies, excursions, and extra-curricular activities;
- one way passage ways;
- delivery and pickup of student learning packages;
- regular staff and parent/guardian updates;
- online parent/guardian meetings.

[1] one unit classes is when the classroom cohort stays the same with the same teacher. It is typically implemented in high school, i.e. students being with their science teacher for the entire day/week.

> …we allowed parents to keep children at home from the first announcements and supported parents with work packages to prevent the children falling too far behind. Staff began developing hard copy work packages from week 4 in preparation of school closures. We introduced hand sanitising immediately at the gate each morning and afternoon, (already using classroom sanitising for recess and lunch), Employed extra staff to free staff (with co-morbidities) to prepare basic work packages, sent home any/every child who presented with sore throat, cough, temperature. Introduced saturation coverage of new communication app Compass and in-class communication app Seesaw. Regular weekly staff meetings to provide updates. Staff instructed to contact every child absent every week. Admin contacted every staff member absent every week by phone.
>
> - *Male, government primary school, WA*

Australian school leaders adapted to the changing educational climate, implementing the recommendations and protocols provided by their state/territory government and school governing bodies, and applying it to their schools and school community. The priority for school leaders has been the health, safety and continued education of their students, staff and community.

1.3 COVID-19'S SHIFT IN KEY WORK MEASURES, COMPARISON OF 2020 AGAINST 2019

At the time of this survey, school leaders across the nation had established health and safety protocols within their schools using the guidelines and recommendations provided to them by the government, health authorities, and school governing bodies. Data for the survey was collected whilst Victoria was in the midst of a Stage 4 lockdown, where only essential workers able to physically attend their work premises. The change in educational landscape in Victoria provided a significant shift in their comparable COPSOQ[2] is used to assess occupational health risks. The figures below highlight how each state and territory performed in both 2019 and 2020, pre- and during COVID-19.

The pandemic has affected school leaders in each state differently, with shifts in reported results for different subscales. School leaders reported higher Recognition in 2020 than in 2019, with communities developing a better understanding and appreciation of the important service that educators provide. School leaders reported more Social Support from Internal Colleagues, Social Support from External Colleagues and Social Support from Supervisors in 2020 than in 2019. They also reported less Work-Family Conflict, Quantitative Demands, Work Pace and Justice in 2020 compared to 2019.

> After almost 20 years as a principal, this has been one of the most challenging times in my career. General fatigue and routine-ness - without the joy of hope and anticipation of special events have taken their toll! However, I also acknowledge that for my colleagues in other Australian States this journey out of COVID-19 still has no end! There is so little we can do remotely to offer our support - I wish this was not the case!
>
> - *Female, Catholic combined school, Tas*

> I am interested to see the impact of COVID on myself compared to last year. COVID has definitely increased my work load this year in trying to keep the school running, looking after staff, student and community issues, re-imagining events so students can get an outstanding experience. I do pray for school leaders in other states who I am sure are doing it tougher than me.
>
> - *Male, Independent combined school, Qld*

[2] See section 3.1 for further information on COPSOQ scales and subscales

A comparison between NSW and Victoria, 2020 vs 2019

NSW and Victoria had comparable results in 2019 and comparable school demographics, and vastly different COVID-19 scenario at the point of data collection for this survey in 2020. NSW was "business as usual" for schools, whilst Victoria was in stage 4 lockdown. The below reflect some surprising relative positive COVID-19 lockdown results between Victorian and NSW school leaders.

> COVID-19 has been an extraordinary year in the life of a leader and I have found my inner calmness as life is too short. Gratitude and kindness have become important aspects of life in our community.
>
> - *Female, government secondary school, Vic*

> 2020 has been an extremely challenging year with a constant state of change and uncertainty created by the pandemic. The majority of normal daily routines and social interactions outside the school environment have been minimal. The relentless workload and support required for students, their families and staff has had a significant impact on my energy levels and ability to find 'me' time. At odds with this I have at times been energized by and proud of the amount and quality of educational provision and wellbeing support myself and my team have provided to our students, their families and colleagues.
>
> - *Female, government special school, Vic*

In 2019, Victorian and NSW school leaders reported similar results for the following subscales, and in 2020, Victorian school leaders report more positive comparable results than their NSW counterparts, as Victoria went into its second lockdown:

- Quantitative Demands (lower results are preferred)
  - 2019: NSW = 60.0 and Vic = 60.0
  - 2020: NSW = 56.8 and ***Vic = 52.5***
- Work Pace (lower results are preferrable)
  - 2019: NSW = 72.5 and Vic = 72.3
  - 2020: NSW = 70.5 and ***Vic = 67.1***
- Cognitive Demands (lower results are preferred)
  - 2019: NSW = 85.8 and Vic = 85.6
  - 2020: NSW = 86.5 and ***Vic = 82.9***
- Emotional Demands (lower results are preferred)
  - 2019: NSW = 73.0 and Vic = 72.0

  - 2020: NSW = 73.0 and ***Vic = 67.4***
- Recognition (higher results are preferrable)
  - 2019: NSW = 73 and Vic = 72
  - 2020: NSW = 73 and ***Vic = 67.4***
- Work-Family Conflict (lower results are preferred)
  - 2019: NSW = 67.4 and Vic = 67.1
  - 2020: NSW = 64.4 and ***Vic = 60.9***
- Mutual Trust between Employees (higher results are preferred)
  - 2019: NSW = 71.6 and Vic = 72.3
  - 2020: NSW = 70.2 and ***Vic = 74.2***

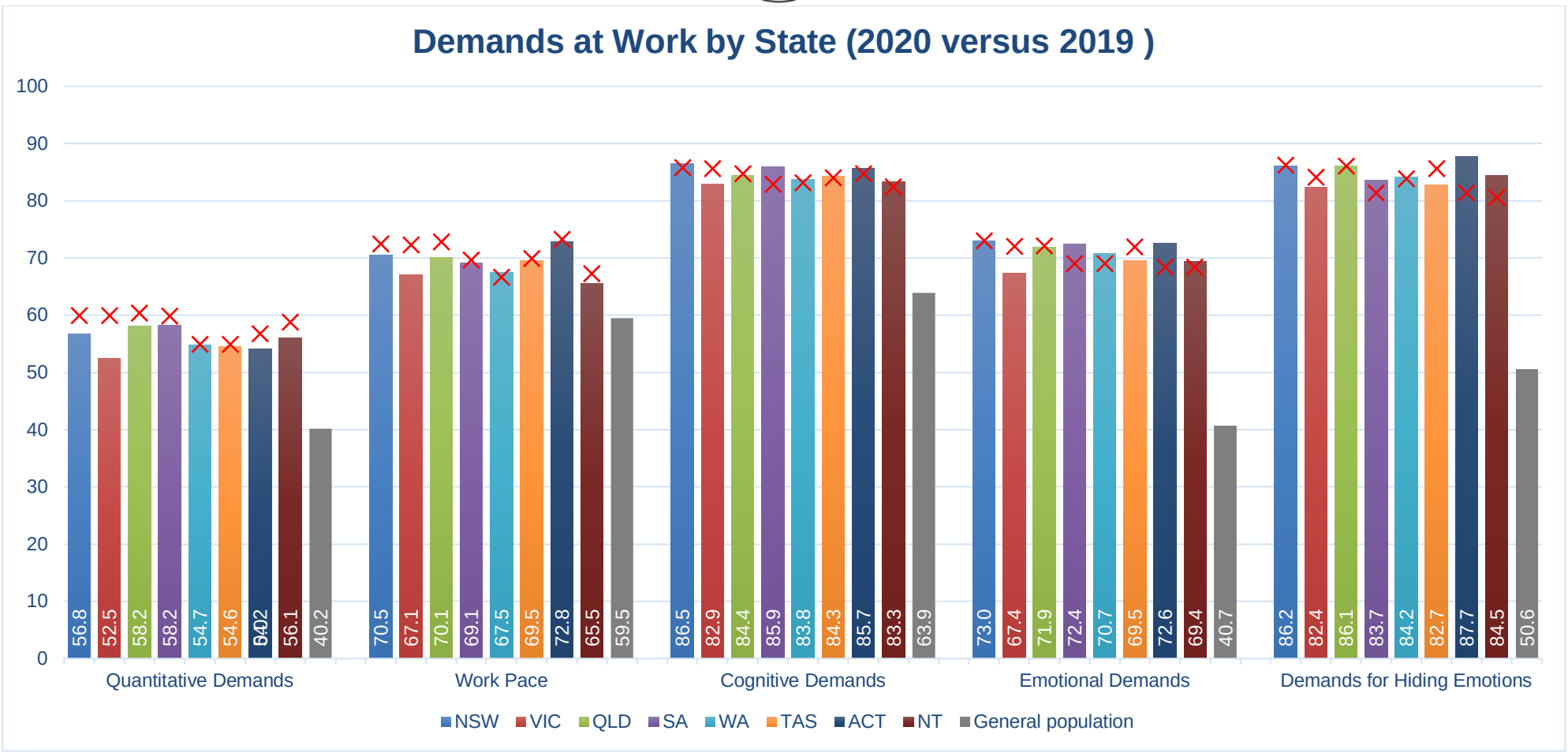
For the following negative Health and Wellbeing subscales, Victorian school leaders reported similar or minor changed results in 2020 as they did in 2019, whilst NSW school leaders reported higher results (lower results are preferred) in 2020 compared to 2019:

- Burnout
- Sleeping Troubles
- Stress
- Depressive Symptoms, and
- Somatic Stress

> The immense pressure on me as a school leader from staff students and community was enormous. There was very little, if any acknowledgement from the senior executives about what was really happening in schools with regards to staff morale. Nightly emails and constant changes expected immediately was ridiculous and unfair to expect principals to act on. So many of my principal colleagues are suffering from mental and physical health issues due to the way that we have been treated throughout this whole thing.
>
> - *Female, government primary school, NSW*

> During the COVID period I was fine and just worked to meet the emerging needs. Post COVID (post the shutdown period) I have struggled with things that normally wouldn't affect me.
>
> - *Male, government primary school, NSW*

As Victorian school leaders led their schools and communities into the second lockdown, they were better prepared and knew more about what to expect, had infrastructure in place to cater to the changed educational landscape. Some schools had partially and/or completely closed their premises to students, parents and guardians, and school community.



[3]FIGURE 1.3.1: 2020 (BAR CHART) AND 2019 (RED X) DEMANDS AT WORK BY STATE.

School leaders in NSW, Victoria, and Queensland reported lower results in Quantitative Demands and Work Pace in 2020 compared to 2019. School leaders in SA, ACT and NT reported higher results for Emotional Demands and Demands for Hiding Emotions in 2020 compared to 2019.

[3] All COPSOQ scales are scored from 0-100.

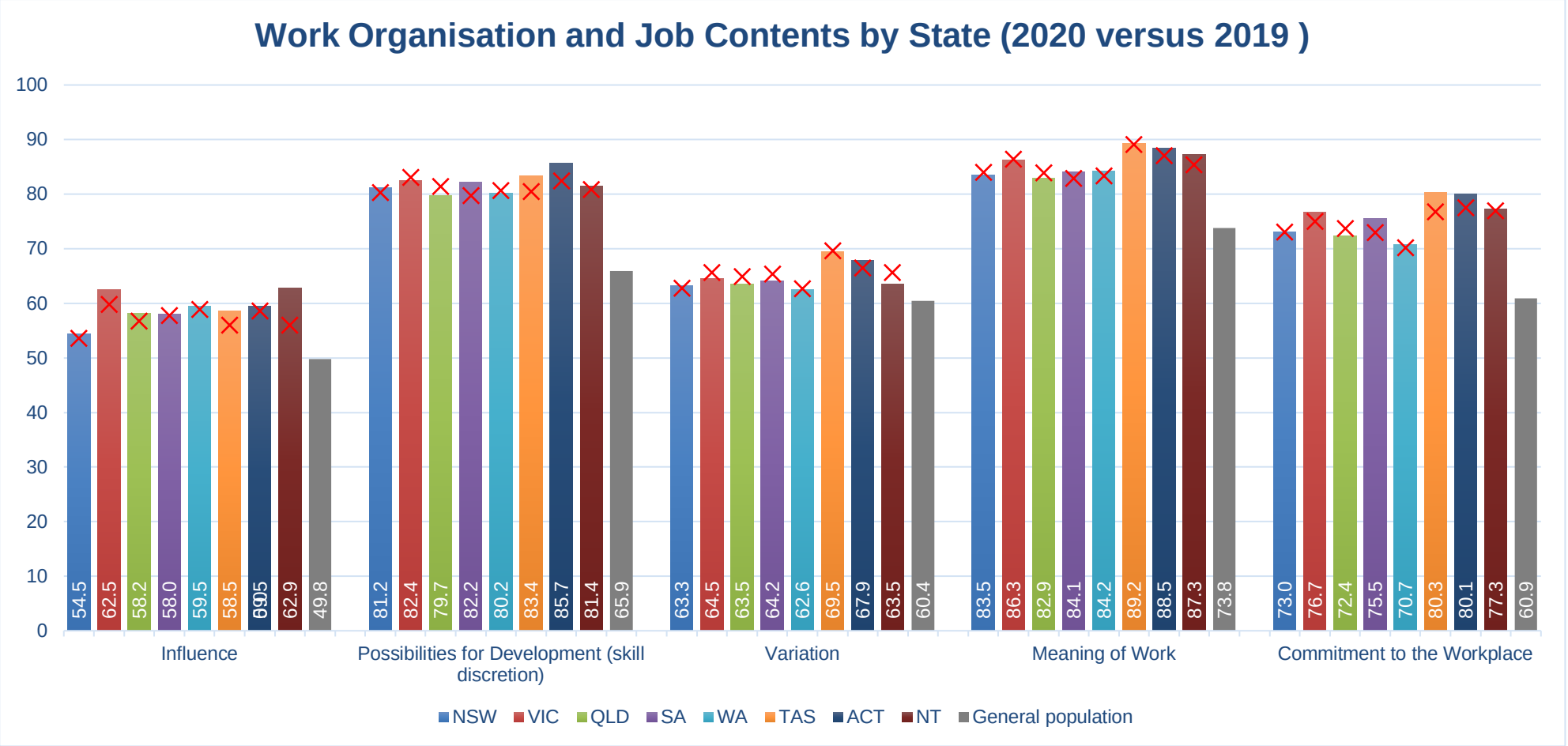


FIGURE 1.3.2: 2020 (BAR CHART) AND 2019 (RED X) WORK ORGANISATION AND JOB CONTENTS BY STATE.

School leaders in Victoria, SA, Tasmania and the ACT reported higher Commitment to the Workplace in 2020 compared to 2019.

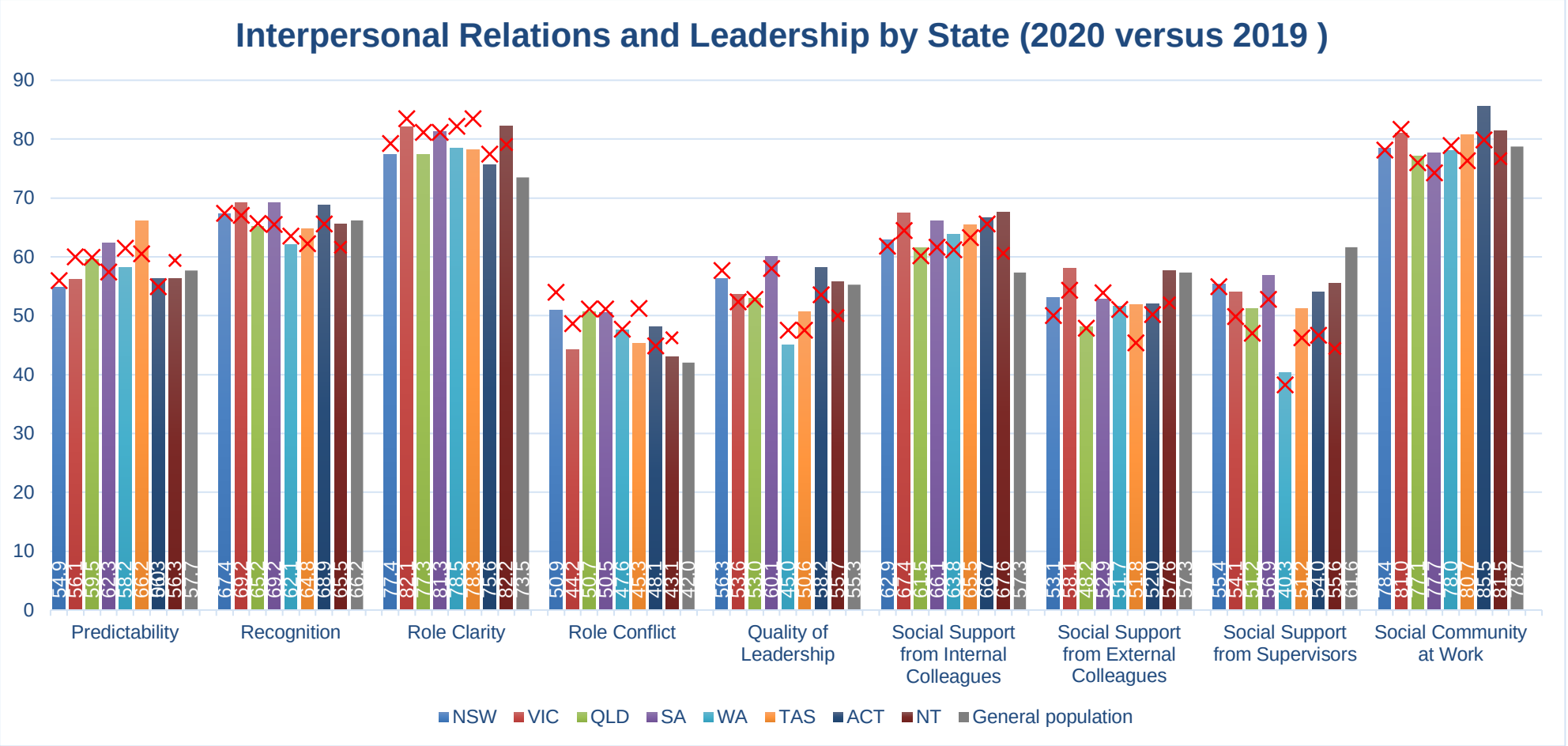


FIGURE 1.3.3: 2020 (BAR CHART) AND 2019 (RED X) INTERPERSONAL RELATIONS AND LEADERSHIP BY STATE.

School leaders in NSW, Victoria, Queensland, WA, Tasmania, and the ACT reported lower results for Role Clarity in 2020 compared to 2019. School leaders from all states and the NT reported lower Role Conflict in 2020 compared to 2019. School leaders from all states and territories reported higher Social Support from Internal Colleagues in 2020 compared to 2019.

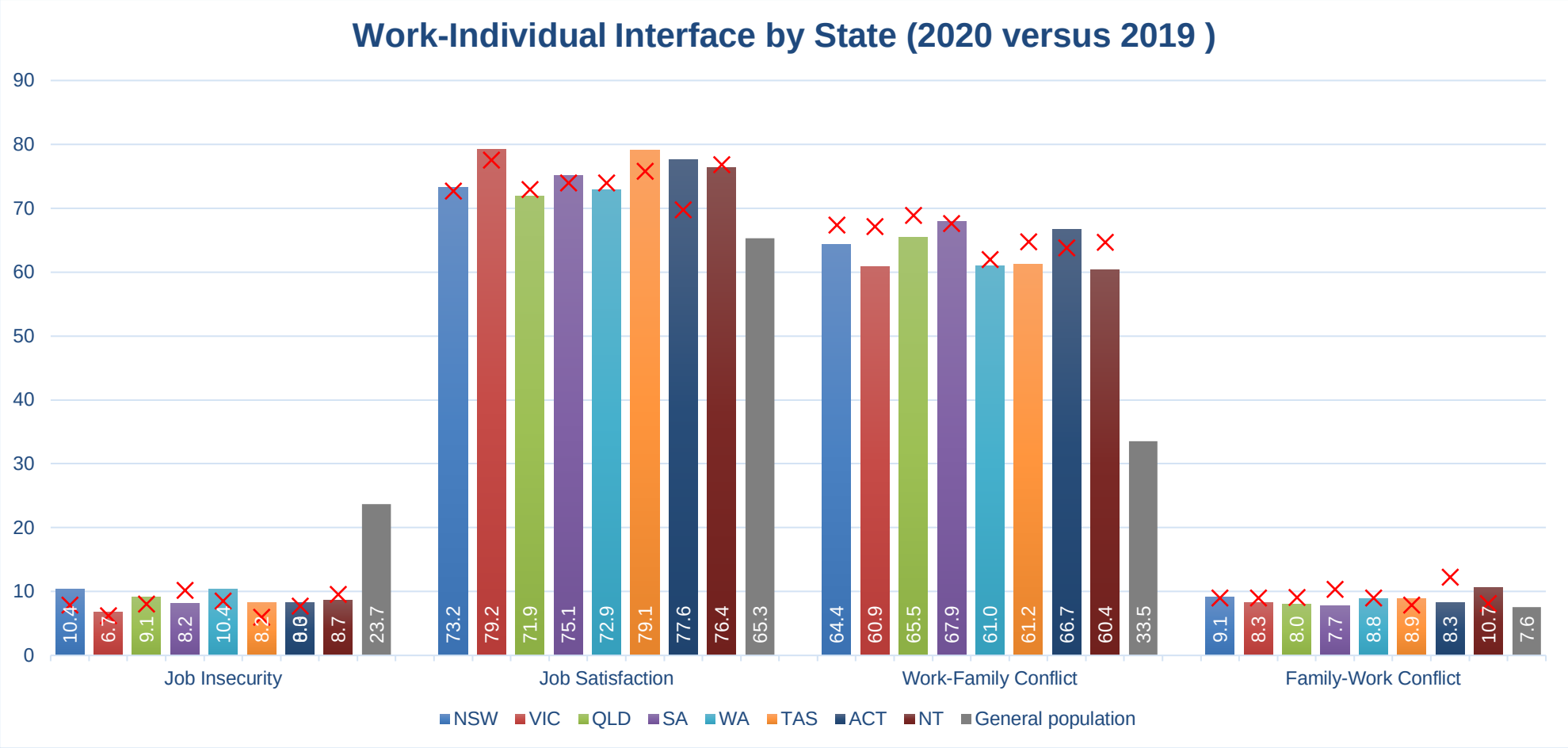


FIGURE 1.3.4: 2020 (BAR CHART) AND 2019 (RED X) WORK-INDIVIDUAL INTERFACE BY STATE.

School leaders in NSW, Victoria, Queensland, WA, Tasmania, and the NT reported lower Work-Family Conflict in 2020 compared to 2019.

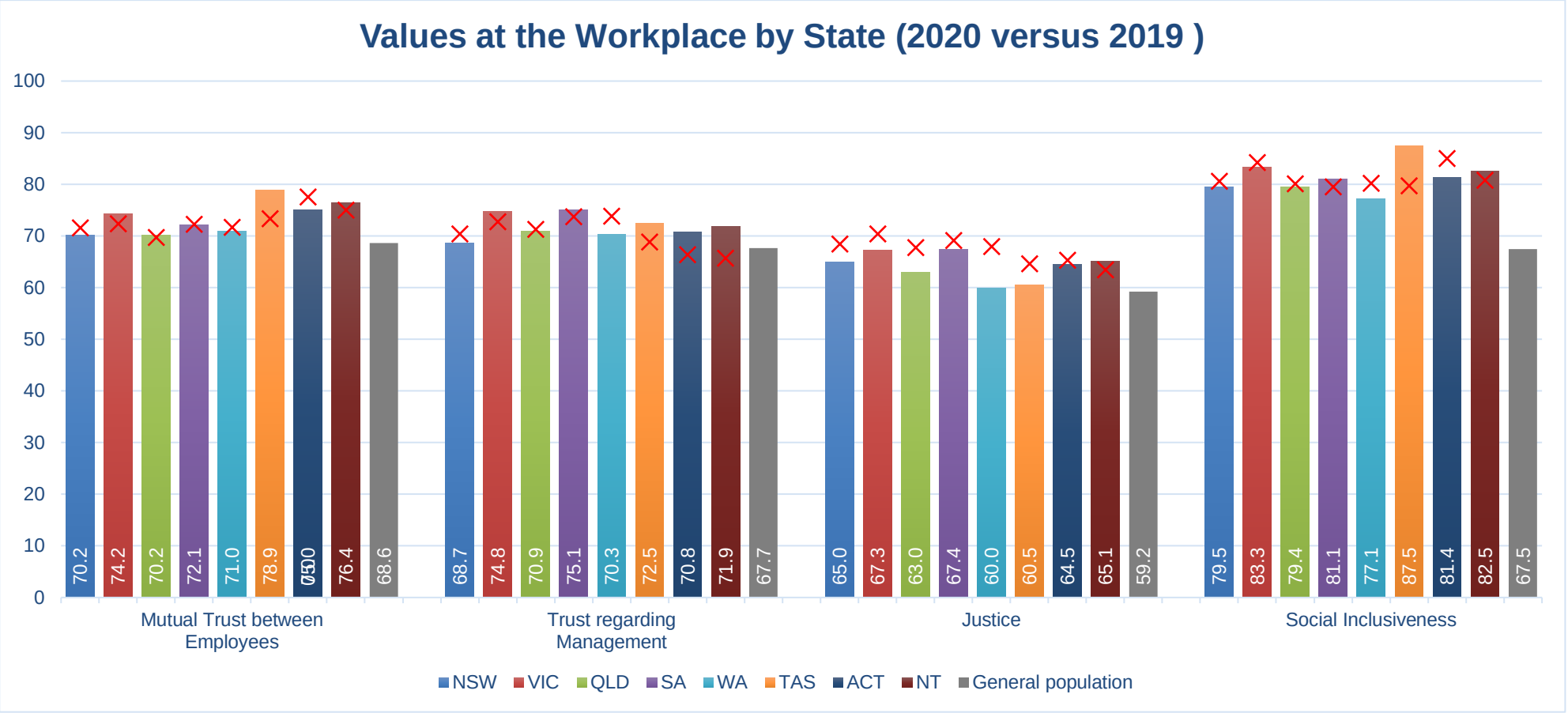


FIGURE 1.3.5: 2020 (BAR CHART) AND 2019 (RED X) VALUES AT THE WORKPLACE BY STATE.

School leaders in all states and the ACT reported lower results for Justice in 2020 compared to 2019.

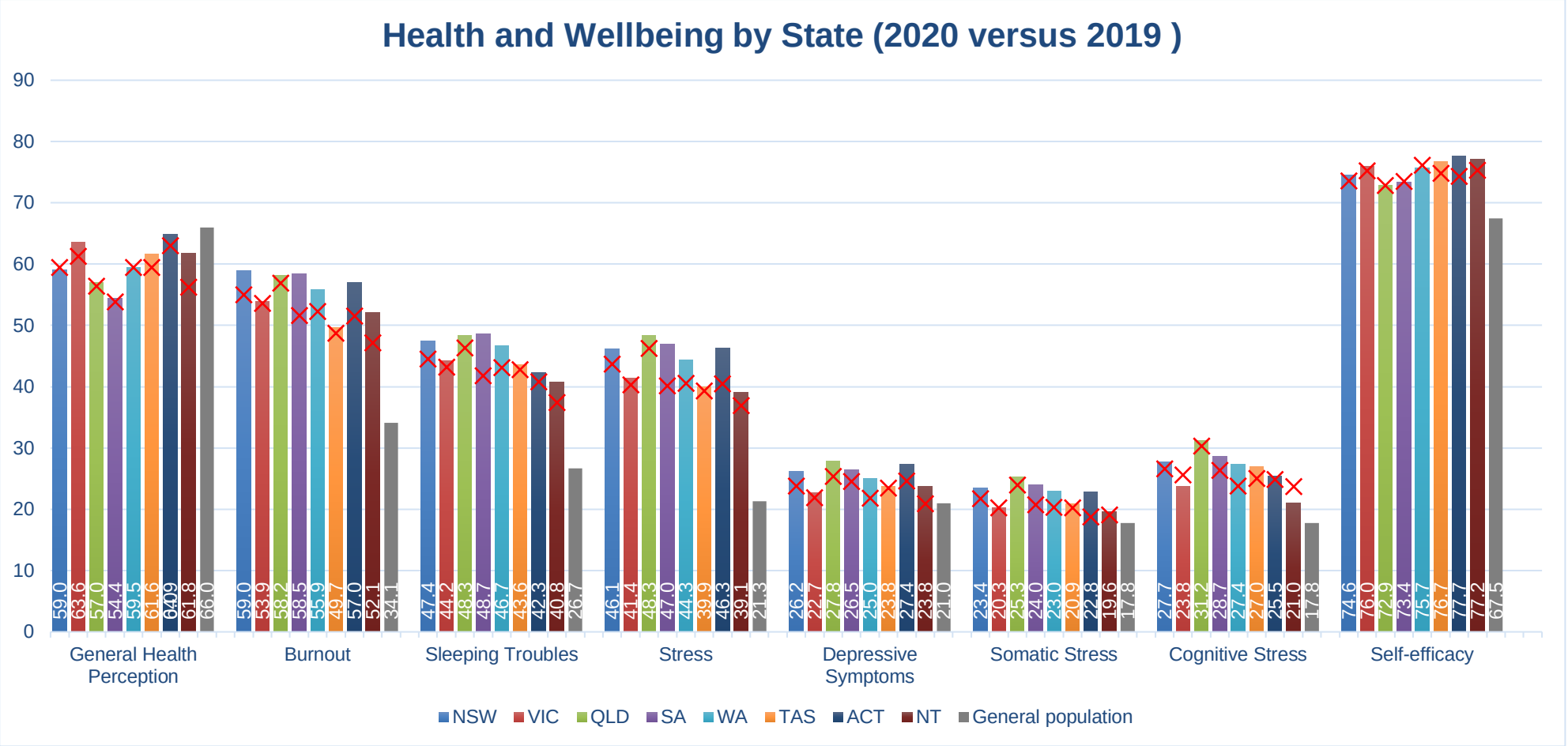


FIGURE 1.3.6: 2020 (BAR CHART) AND 2019 (RED X) HEALTH AND WELLBEING BY STATE.

School leaders from all states and territories reported higher results for the negative subscales of Health and Wellbeing in 2020 compared to 2019 (with the exception of Victoria and the NT for Cognitive stress). The negative subscales are: Burnout, Sleeping Troubles, Stress, Depressive Symptoms, Somatic Stress, and Cognitive Stress.

1.4 AIM – TO FIND 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.

1.5 PARTICIPANT CARE

> Being a school leader is a complex task. We spend much of our time worrying/managing the wellbeing of our staff. I have a good supervisor, but I do get concerned for other Principals that don't have that support from above. Completing this survey has made me be very reflective of how I am travelling, which is possibly not as well as I thought when I started the survey!
>
> - *Female, Independent special school, Qld*

Each participant received an interactive, user specific 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 2020 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 included links to Employee Assistance Programs and local support services.

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.

1.6 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.

Dr Theresa Dicke is an expert in performance and wellbeing of students, teachers, and school principals. She has published extensively in the area of (disadvantaged) student self-beliefs, and achievement and particularly contributed to research on (early career) teacher burnout. Most recently she has started linking all perspectives (students, teachers, principals) in a holistic model of school wellbeing.

1.7 THE SURVEY

The survey captured three types of information drawn from existing robust and widely used instruments.

1. Comprehensive school demographic items drawn from:
    a. the *Trends in International Mathematics and Science Study* (TIMSS; Williams, et al., 2007);
    b. *Program for International Student Assessment* (PISA; Thomson, et al., 2011);
    c. the MySchools Website (ACARA); and
    d. *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.
2. Personal demographic and historical information.
3. Principals' quality of life and psychosocial coping were investigated by employing two widely used measures:
    a. the *Assessment of Quality of Life* – 8D (*AQoL-8D*; Richardson, et al., 2009; Richardson, Iezzi & Maxwell, 2014);
    b. *The Copenhagen Psychosocial Questionnaire-II* (*COPSOQ-II*; Pejtersen, et al., 2010);
    c. *The Alcohol Use Disorders Identification Test* (*AUDIT*: Babour et al., 2001), developed for the World Health Organization;
    d. In 2015, Passion (Trepanier, Fernet, Austin, Forest & Vallerand, 2014; Vallerand, 2015) was added;
    e. In 2016, 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) were added;
    f. In 2018, 'Life Events'; and
    g. In 2020, COVID-19 related questions were added.

In response to the COVID-19 pandemic and its effect on the Australian education system, questions relating to the direct effects of COVID-19 on the school leader's community and workload were incorporated into the 2020 survey.

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

1.8 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?

1.9 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: 2016-2020) to extend the study to ten 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.

1.10 IMPACT – POLITICAL AND POLICY IMPACT

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 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."
- In 2017 NSW committed $50 million to support principals. In 2018 they committed a further $50 million to support beginning 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.
- 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.

1.11 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. In 2019, 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.

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 2020 school leaders

2.1 PARTICIPATION AND SAMPLE SIZE

In 2020, 2,248 participants took part in the survey, with 1,801 completing the entire survey and 447 partially completing the survey. Of the 2,248 participants, 88.4% of which were returning school leaders from previous years. Participant with positions of principal, deputy/assistant principal, head teacher (school leaders) make up 87.9% of participants in 2020. Participants who have retired, on leave, non-school leader position in education, or career changes, continue to take part in a shorter version of the survey. This report concentrates on the aggregated results of 2020 school leaders.

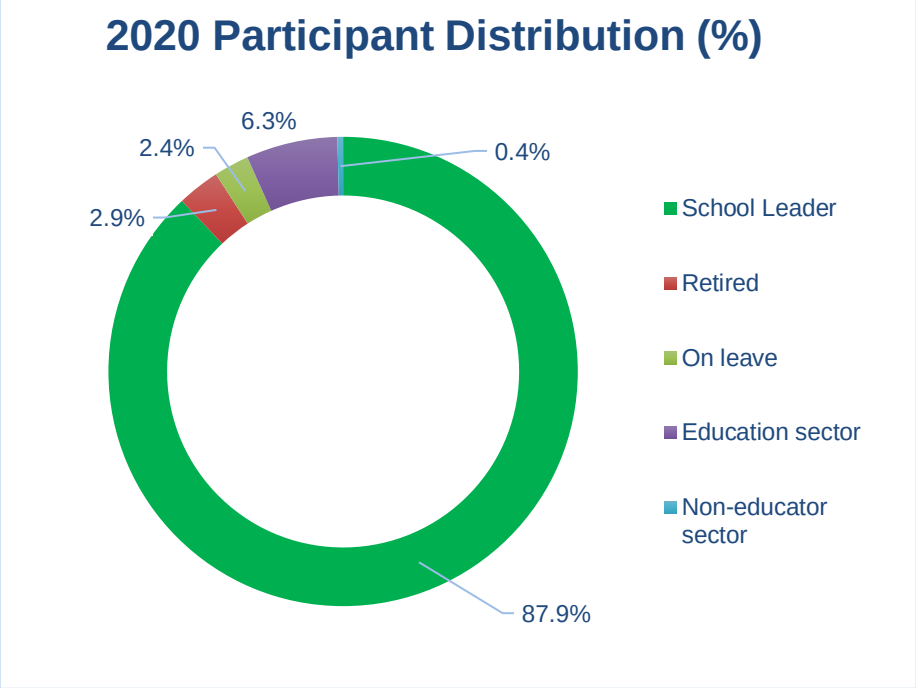


FIGURE 2.1.1: 2020 SURVEY PARTICIPANT DISTRIBUTION

To maintain the participant anonymity, aggregate data is reported at demographic grouping levels. Some sub-groups were unable to be reported due to insufficient sample size. Reporting results of sub-groups of insufficient size may not provide a true reflection of the sub-group; 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. Sub-group distributions will be reported as a percentage of the data sample size.

2.2 PARTICIPANT DEMOGRAPHIC SNAPSHOT

Over half of the participants were from NSW (21.8%), Victoria (22.3%) and Queensland (18.9%).

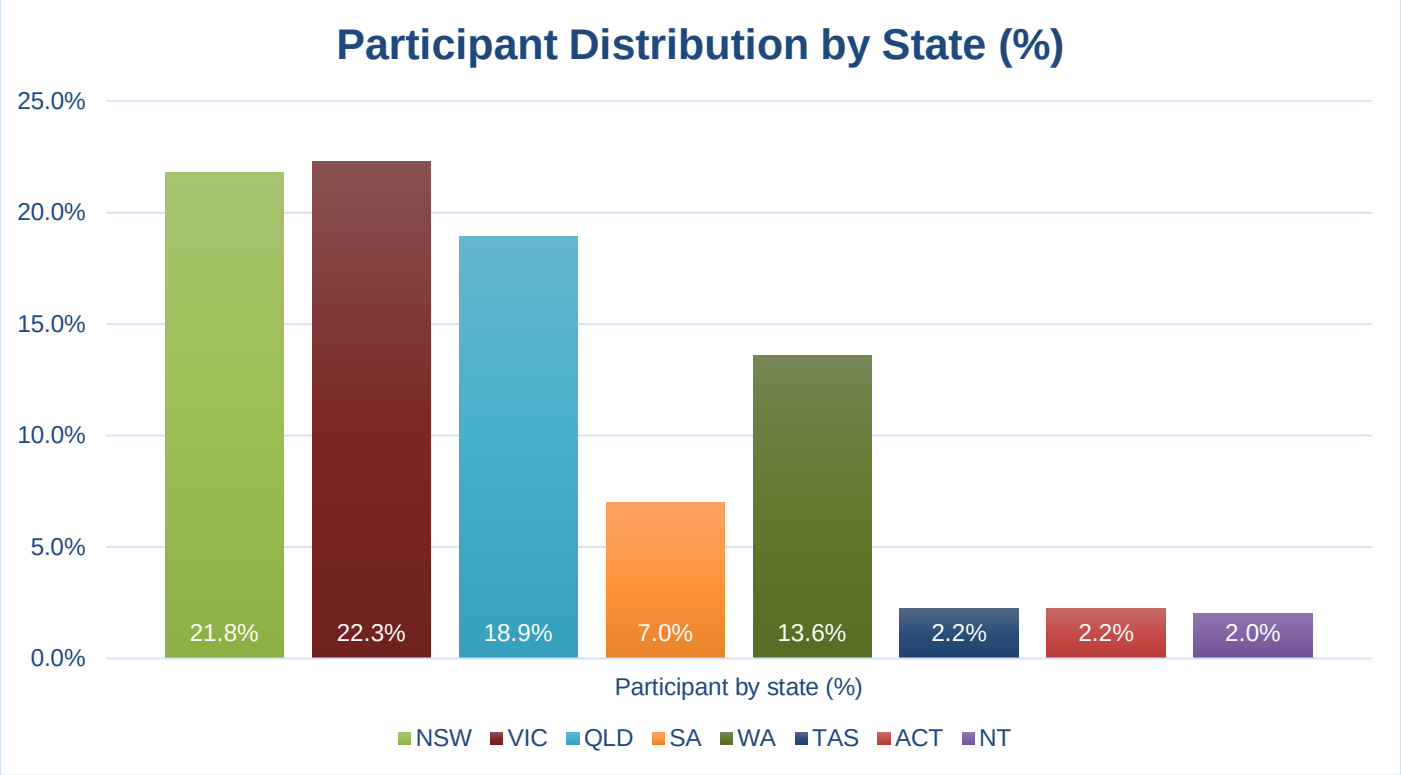


FIGURE 2.2.1: SCHOOL LEADER PARTICIPATION DISTRIBUTION BY STATE

The overall average age of school leaders is 54.5 years, with 55.0 years for females and 53.6 years for males. On average, female school leaders have 27.0 years' experience within the school environment, whilst their male counterpart had 27.4 years' experience in the school environment. Female school leaders spent 11.8 years as a classroom teacher, 2.3 years more than their male counterparts, who spent 9.5 years as a classroom teacher. Female school leaders have 15.2 years of experience in a school leadership role, 2.7 years less than their male counterpart, who have had an average of 17.9 years of experience in a school leadership role. The average age difference between males and female school leaders, and the difference in their experience in the classroom and school leadership roles implies that female school leaders on average take 1.8 years leave from their career, most likely due to maternity leave.

47.5% of school leaders are over 56 years of age.

5.5% of school leaders are over 66 years of age.

6.8% of school leaders plan to retire in 2021.

School leaders on average have 27 years' experience in the school environment.

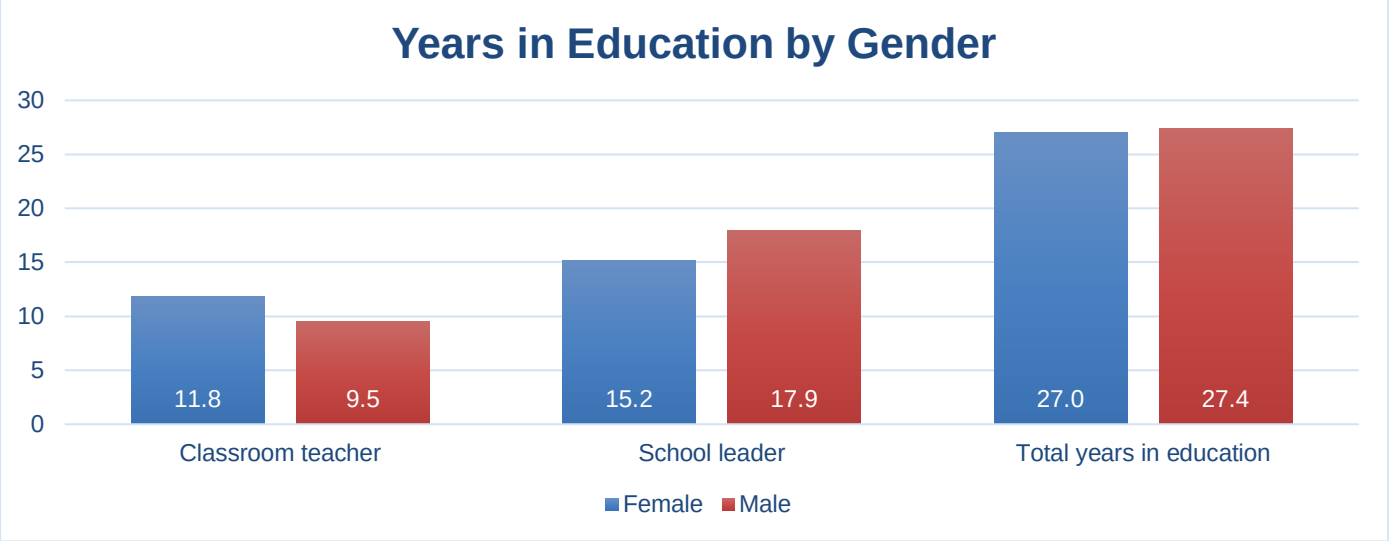


FIGURE 2.2.2: AVERAGE YEARS SPENT IN EDUCATION BY GENDER

School leader age ranges from 29 to 77 years. As shown in the graph below, the age distribution for school leaders is skewed to the right, with 23.3% of school leaders aged 56-60 years, and 24.2% aged greater than 61 years. Approximately 6.8% of school leaders plan to retire next year, leaving a significant number of positions which will need to be filled.

> I became a principal in 2000; prior to that I had 18 months as an acting principal so I am close to 22 years in this role. It has given me immense joy over those years but also heartbreak, exhaustion, frustration and even anger. It is such a complex role that demands you give 100% of yourself. I am retiring at the end of this year and what a year it has been…
>
> - *Female, Catholic primary school, WA*

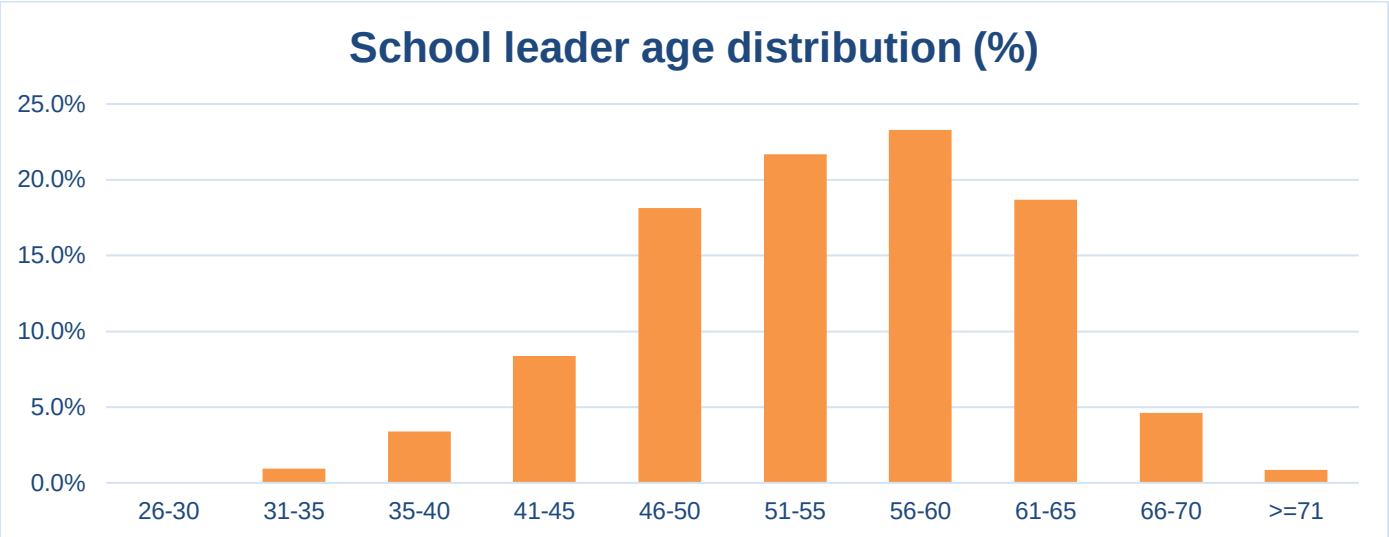


FIGURE 2.2.3: SCHOOL LEADER AGE DISTRUBTION

Female school leaders made up 58.6% of participants, male school leaders made up 39.2%, and 2.2% of school leaders preferred not to state their gender. The table below shows the gender distribution of each school type. More male school leaders worked in combined (47.0%) and secondary schools (47.5%) compared to the overall percentage of male school leaders (39.2%). More female school leaders worked in special schools (75.5%) compared to the over percentage of female school leaders (58.6%).

TABLE 2.2.1: SCHOOL TYPE DISTRIBUTION BY GENDER (ROW %)

	Female	Male
Combined	52.6%	47.0%
Primary	62.0%	37.6%
Secondary	52.3%	47.5%
Special	75.7%	24.3%

The table below shows the gender distribution by school sector. More male school leaders worked in Catholic (50.4%) and Independent schools (47.5%) compared to the overall percentage of male school leaders (39.2%). More female school leaders worked in Government schools (62.3%) compared to the overall percentage of female school leaders (62.3%).

TABLE 2.2.2: SCHOOL SECTOR DISTRIBUTION BY GENDER (ROW %)

	Female	Male
Catholic	49.2%	50.4%
Government	62.3%	37.4%
Independent	51.9%	47.5%

More male school leaders are in a relation (85.6% married, 5.3% de facto, 90.9% combined) compared to their female counterparts (66.5% married, 9.4% de facto, 75.8% combined). A larger percentage of female school leaders are divorced compared to the male counterparts (7.7% vs 1.6%).

TABLE 2.2.3: MARITAL STATUS DISTRIBUTION BY GENDER (ROW %)

	Single	Married	De facto	Divorced	Widowed	Separated
Female	11.4%	66.5%	9.4%	7.7%	1.9%	3.2%
Male	3.9%	85.6%	5.3%	1.6%	1.1%	2.4%
Prefer not to say	12.2%	70.7%	9.8%	4.9%	2.4%	0.0%
All school leaders	8.5%	74.1%	7.8%	5.3%	1.6%	2.8%

Approximately 83.4% of school leaders grew up in a home environment with their own mother and father. School leaders are highly educated, 96.5% hold at least a Bachelor degree, 40.8% of whom had a Masters (or equivalent) and 1.6% have a Doctorate.

A large portion of school leaders have carer responsibility and/or are affected by immediate family member(s) who have a long-term medical condition:

- 41.2% have an immediate family member who has a long-term medical condition:

- 30.3% of school leaders reported that the immediate family members' long-term medical condition has a moderate or serious impact on the individual's ability to study or work.
- 34.7% of school leaders reported that the immediate family member's long-term medical condition has a moderate or serious impact on the school leader themselves.
- A larger percentage of female school leaders reported having an immediate family member who has a long-term health condition compared to their male counterpart (45.2% vs 35.9%).

2.3 HIGH HOURS WORKED, SOURCES OF STRESS AND SUPPORT

69.8% of school leaders worked more than 50 hours a week during the school term.

22.1% of school leaders worked more than 60 hours a week during the school term.

During the school term, school leaders reported working on average 54.5 hours per week (hrs/wk), working approximately 11 hours a day. Male and female school leaders reported working roughly the same hours (male: 54.5 hrs/wk, female: 54.6 hrs/wk). During the school holidays, school leaders reported working an average of 20.2 hours per week. Male school leaders worked less hours than their female counterparts during the school holidays (male:18.4 hrs/wk, female: 21.5 hrs/wk).

Differences in hours worked during the school term are most noticeable in the following demographic subgroups:

- School leaders of combined schools reported working longer hours (56.9 hrs/wk) compared to their primary (54.0 hrs/wk), secondary (55.3 hrs/wk) and special (52.1 hrs/wk) school counterparts.
- School leaders from Independent schools reported working longer hours (≈57.8 hrs/wk) than their Catholic (55.7 hrs/wk) and government (54.0 hrs/wk) school counterparts.
    - Independent school leaders also reported higher working hours (30.3 hrs/wk) during school holidays, compared to their Catholic (21.4 hrs/wk) and government (19.1 hrs/wk) school counterparts.

During the school holidays, NT school leaders reported working the longest hours at 29.3 hrs/wk, and Tasmanian school leaders reporting the lowest number of hours worked at 17.4 hrs/wk.

TABLE 2.3.1: AVERAGE HOURS WORKED DURING THE SCHOOL TERM AND SCHOOL HOLIDAYS BY STATE

	Hours worked	
	School term	School holidays
NSW	56.0	20.8
VIC	54.8	22.0
QLD	55.0	18.2
SA	55.7	24.3
WA	51.0	17.6
TAS	54.4	17.4
ACT	55.0	21.6
NT	54.5	29.3
Prefer not to say	53.6	17.9

The four main sources of stress continues to be the same for school leaders in 2020 as it was in 2019:

1. Sheer quantity of work
2. Lack of time to focus on teaching and learning
3. Mental health issues of students
4. Expectations of the employer.

Teacher shortages is the 4th major source of stress for very remote school leaders.

School leaders from the different school types (primary, secondary, combined and special) have given very similar scores to the sources of stress, with the exception of teacher shortages. Primary school leaders rated it 3.60, combined school leaders rated it 4.62, secondary school leaders rated it 5.00, and their special school leaders rate it 5.92 out of 10.

The difference in stress that teacher shortages can have is also seen in the school's geolocation. School leaders of very remote schools rank it as the 4th highest source of stress (6.86), compared to 14th at the aggregated national level (4.22).

School leaders scored and ranked expectations of the employer quite differently depending on their school's sector. As a source of stress, government school leaders ranked it 3rd (7.05), Catholic school leaders ranked it 7th (6.45), and Independent school leaders ranked it 8th (5.27).

TABLE 2.3.2: 2020 SOURCES OF STRESS AND ITS ORDER CHANGE FROM 2019

Order	Sources of stress	Mean	Order change from 2019
1	Sheer quantity of work	7.87	
2	Lack of time to focus on teaching & learning	7.36	
3	Mental Health Issues of Students	6.92	
4	Expectations of the employer	6.80	
5	Student Related Issues	6.72	up by 1 rank order
6	Parent Related Issues	6.55	down by 1 rank order
7	Mental Health Issues of Staff	6.48	
8	Poorly Performing Staff	6.26	
9	Government initiatives	6.10	up by 1 rank order
10	Resourcing Needs	5.92	down by 1 rank order
11	Complaints Management	5.38	
12	Critical Incidents	5.31	
13	Lack of autonomy/authority	4.64	up by 3 rank order
14	Interpersonal Conflicts	4.58	up by 1 rank order
15	Inability to get away from school/community	4.44	up by 2 rank order
16	Financial Management Issues	4.43	down by 2 rank order
17	Teacher Shortages	4.22	down by 4 rank order
18	Declining Enrolments	3.79	
19	Union/Industrial disputes	2.87	

COVID-19 has shifted the order of approximately half of the sources of stress, as shown in the table above, with significant movement in rank order for:

- Lack of autonomy/authority, which has moved up three places; and
- Teachers shortages, which is down by four places.

> COVID-19 has made the year very challenging. I think most of us have been pushed significantly outside of our comfort zone - heightened levels of family conflict and mental health issues for students have made it tough. I love my job BUT I am exhausted and don't feel that I have had a chance to turn off this year.
>
> *-Female, government secondary school, NSW*

> COVID has had a significant impact on wellbeing, increasing work load, creating fragmentation in the school community and work tasks, goals and priorities, dividing community…
>
> - *Female, government primary school, SA*

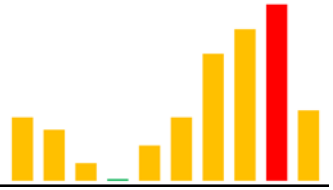
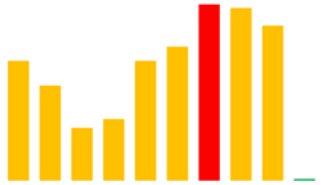
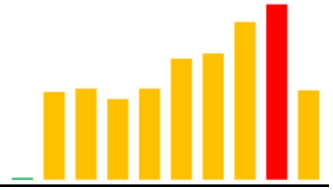
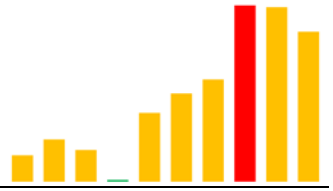
Though the top ten sources of stress for school leaders remain the same in 2020 as it was in 2019, the change in trend for each is indicative of the shift in climate, workload and prioritisation for school leaders. In 2019, 10 of the 19 sources of stress were the highest they had been since the inception of the survey, the growth trend indicative of a working environment where school leaders' workload, expectations, responsibilities and commitment continued to become more demanding. COVID-19 has changed the growth trend, with the following sources of stress scoring its lowest result since the survey's inception:

- Lack of time to focus on teaching and learning (2nd highest source of stress);
- Resourcing needs (10th highest source of stress); and
- Financial management issues (16th highest source of stress).

The following sources of stress scored its highest result since the survey's inception:

- Critical incidents (12th highest source of stress); and
- Complaints management (11th highest source of stress).

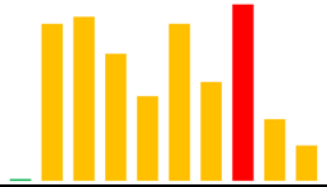
TABLE 2.3.3: SOURCES OF STRESS (PART 1)

	Sources of Stress	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Trendlines (scaled)	Trendlines (zoomed)
1	Sheer quantity of work	7.85	7.81	7.70	7.65	7.76	7.85	8.05	8.13	8.21	7.87		
2	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	7.36		
3	Resourcing needs	5.96	6.55	6.43	6.06	6.23	6.03	6.00	6.23	6.35	5.92		
4	Expectations of the employer	6.44	6.79	6.80	6.76	6.80	6.92	6.94	7.07	7.14	6.80		
5	Student related issues	6.18	6.25	6.20	6.07	6.36	6.45	6.51	6.83	6.82	6.72		

highest score lowest score

Note: table continues on the next page.

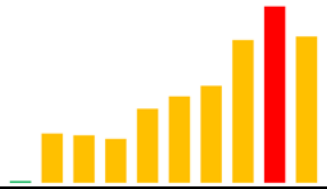
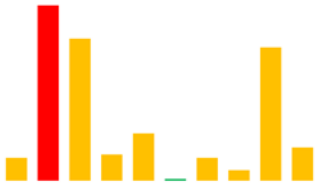
TABLE 2.3.4: SOURCES OF STRESS (PART 2)

Sources of Stress	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Trendlines (scaled)	Trendlines (zoomed)
6 Government initiatives	5.98	6.52	6.55	6.42	6.27	6.52	6.32	6.59	6.19	6.10		
7 Poorly performing staff	6.06	6.42	6.28	6.07	6.24	6.17	6.24	6.29	6.58	6.26		
8 Parent related issues	6.20	6.42	6.36	6.17	6.52	6.52	6.59	6.76	6.92	6.55		
9 Mental health issues of students	5.53	6.01	6.07	5.99	6.38	6.52	6.66	6.93	7.24	6.92		
10 Teacher shortages	3.74	3.76	3.86	3.60	3.59	3.94	4.41	4.62	5.14	4.22		

highest score lowest score

Note: table continues on the next page.

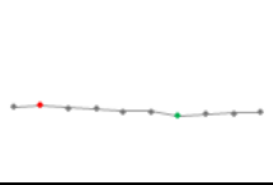
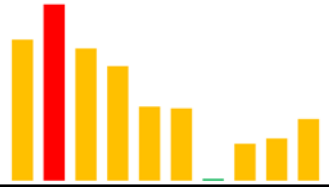
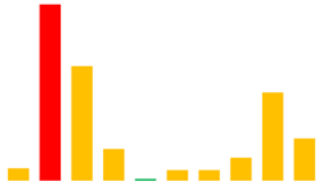
TABLE 2.3.5: SOURCES OF STRESS (PART 3)

	Sources of Stress	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Trendlines (scaled)	Trendlines (zoomed)
11	Mental health issues of staff	5.24	5.65	5.64	5.61	5.86	5.96	6.06	6.45	6.74	6.48		
12	Lack of autonomy/ authority	4.41	4.56	4.51	4.36	4.25	4.57	4.49	4.46	4.69	4.64		
13	Financial management issues	5.05	5.29	5.12	4.97	4.97	4.65	4.56	4.98	4.82	4.43		
14	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	4.44		
15	Critical incidents	5.02	4.68	4.70	4.47	4.63	4.69	4.70	5.09	5.28	5.31		

highest score lowest score

Note: table continues on the next page.

TABLE 2.3.6: SOURCES OF STRESS (PART 4)

	Sources of Stress	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Trendlines (scaled)	Trendlines (zoomed)
16	Declining enrolments	4.06	4.18	4.03	3.97	3.83	3.82	3.58	3.70	3.72	3.79		
17	Union/industrial disputes	2.69	3.71	3.33	2.81	2.62	2.67	2.67	2.75	3.16	2.87		
18	complaints management	4.84	5.05	4.86	4.80	4.95	4.93	5.10	5.07	5.31	5.38		
19	Interpersonal conflicts	4.88	4.77	4.56	4.52	4.54	4.52	4.61	4.55	4.82	4.58		

highest score lowest score

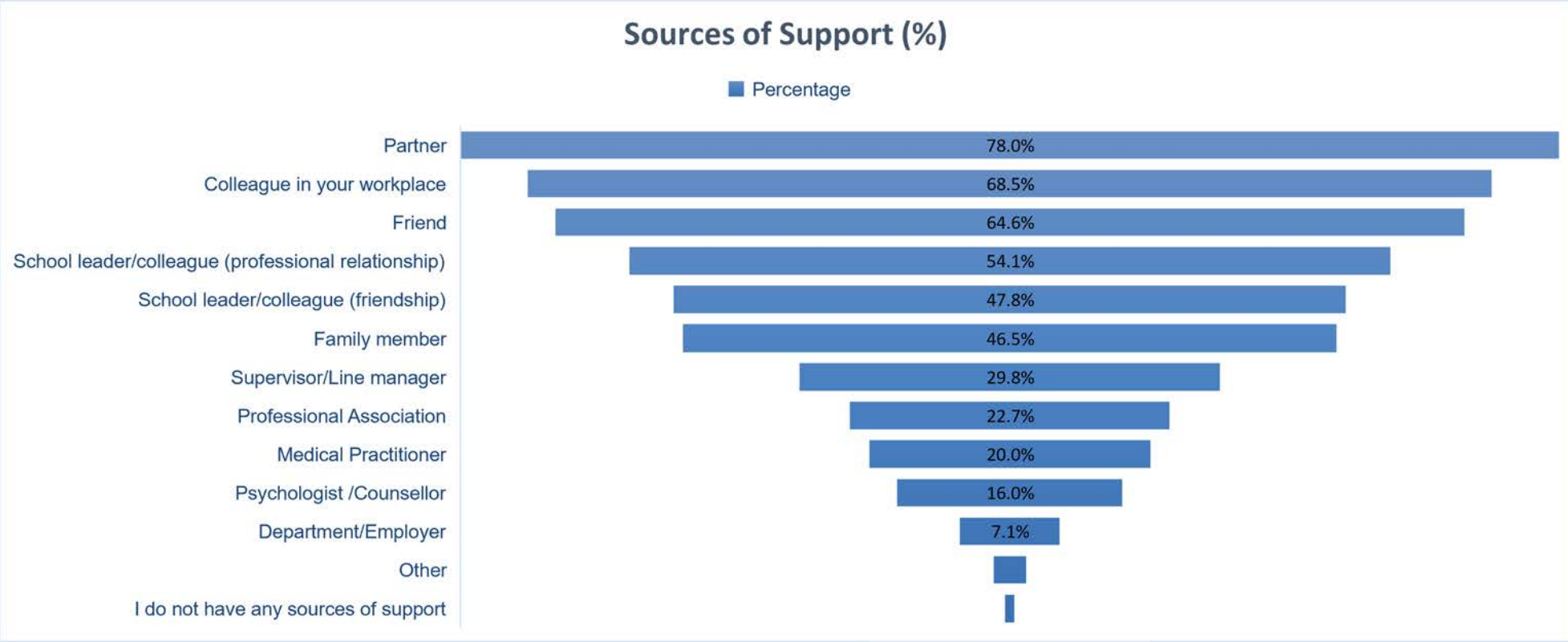


FIGURE 2.3.1: SOURCES OF SUPPORT AND THE PERCENTAGE OF SCHOOL LEADERS WHO HAVE THEM[4]

School leaders' top five main sources of support continues to be:

1. Partner (78.0%)
2. Colleague in your workplace (68.5%)
3. Friend (64.6%)
4. School leader/colleague - professional relationship (54.1%)
5. School leader/colleague who is also a friend (47.8%).

94.8% of school leaders had 2 or more sources of support.

48.5% of school leaders had five or more sources of support.

[4] 2.3% of school leaders reported "Other" source of support, whilst 0.6% 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; Berthelsen, Hakanen, Kristensen, Lönnblad, & Westerlund, 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. The domains are:

1. Demands at Work (section 3.2)
2. Work Organisation and Job Contents (section 3.3)
3. Interpersonal Relations and Leadership (section 3.4)
4. Work-Individual Interface (section 3.5)
5. Values at the Workplace (section 3.6)
6. Health and Wellbeing (section 3.7)
7. Offensive Behaviour (section 3.8)

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.[5]

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	

[5] *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.*

3.1 COPSOQ EFFECT SIZE DIFFERENCES AGAINST THE GENERAL POPULATION

School leaders reported huge effect size higher scores in Emotional Demands, Demands for Hiding Emotions, Work-Family Conflict, Burnout and Stress.

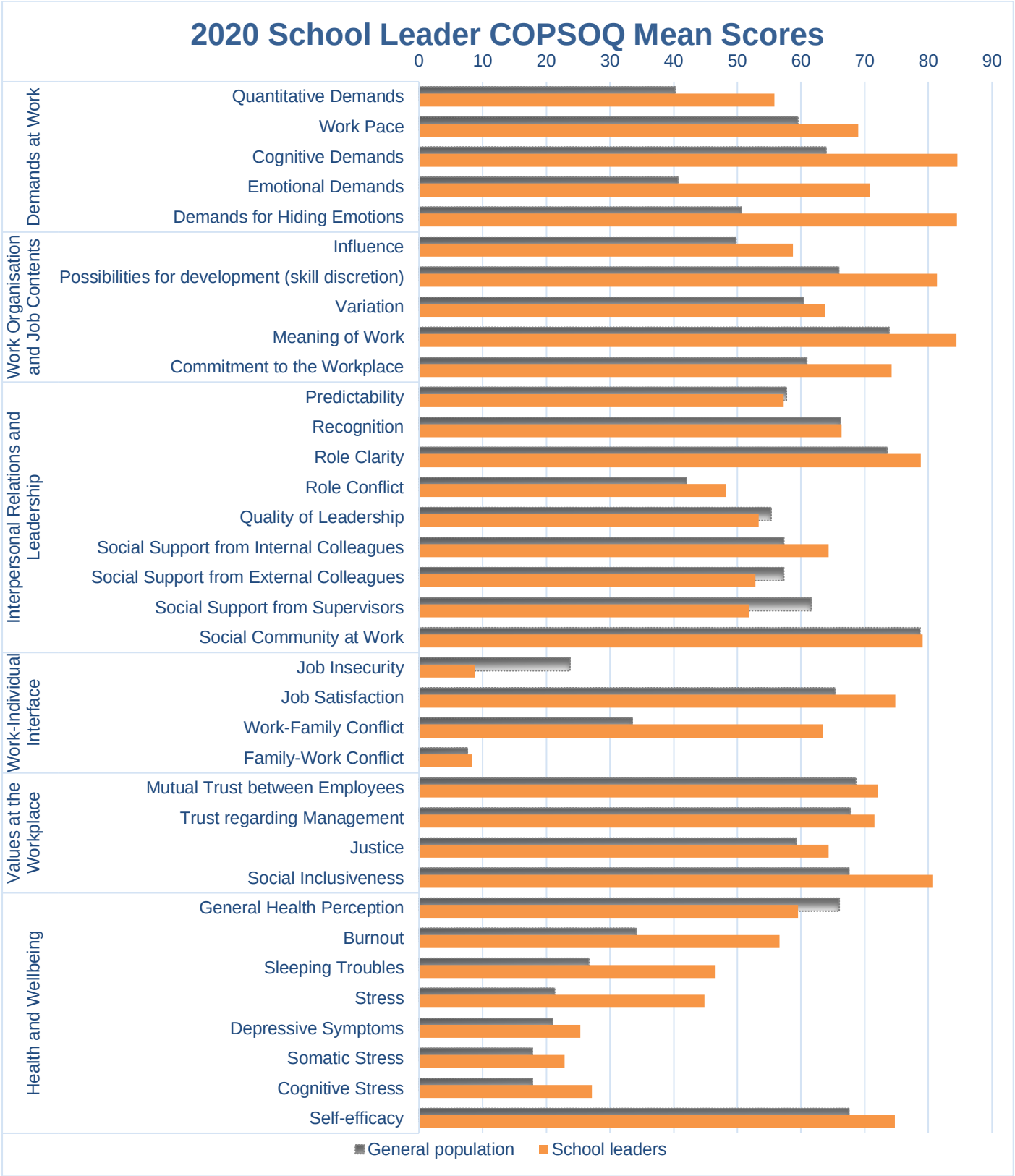


FIGURE 3.1.1: 2020 MEAN SCORES SNAPSHOT OF SCHOOL LEADERS COMPARED TO THE GENERAL POPULATION

Table 3.1.1: School leaders comparative effect size against the general population (part 1)

Domain	Subscale	School leader	General population		Difference		
		M	M	SD	M difference	Cohen's *d*	Effect size
Demands at Work	Quantitative Demands	55.82	40.20	20.50	15.62	0.76	Large
	Work Pace	68.98	59.50	19.10	9.48	0.50	Medium
	Cognitive Demands	84.54	63.90	18.70	20.64	1.10	Very large
	Emotional Demands	70.79	40.70	24.30	30.09	1.24	Huge
	Demands for Hiding Emotions	84.49	50.60	20.80	33.89	1.63	Huge
Work Organisation and Job Contents	Influence	58.74	49.80	21.20	8.94	0.42	Medium
	Possibilities for Development (skill discretion)	81.32	65.90	17.60	15.42	0.88	Very large
	Variation	63.83	60.40	21.40	3.43	0.16	Small
	Meaning of Work	84.41	73.80	15.80	10.61	0.67	Large
	Commitment to the Workplace	74.25	60.90	20.40	13.35	0.65	Large
Interpersonal Relations and Leadership	Predictability	57.27	57.70	20.90	-0.43	-0.02	Small
	Recognition	66.39	66.20	19.90	0.19	0.01	Very small
	Role Clarity	78.83	73.50	16.40	5.33	0.33	Medium
	Role Conflict	48.26	42.00	16.60	6.26	0.38	Medium
	Quality of Leadership	53.37	55.30	21.10	-1.93	-0.09	Small
	Social Support from Internal Colleagues	64.32	57.30	19.70	7.02	0.36	Medium
	Social Support from External Colleagues	52.83	57.30	19.70	-4.47	-0.23	Medium
	Social Support from Supervisors	51.86	61.60	22.40	-9.74	-0.43	Medium
	Social Community at Work	79.10	78.70	18.90	0.40	0.02	Small
Work-Individual Interface	Job Insecurity	8.73	23.70	20.80	-14.97	-0.72	Large
	Job Satisfaction	74.84	65.30	18.20	9.54	0.52	Large
	Work-Family Conflict	63.44	33.50	24.30	29.94	1.23	Huge
	Family-Work Conflict	8.39	7.60	15.30	0.79	0.05	Small
Values at the Workplace	Mutual Trust between Employees	72.05	68.60	16.90	3.45	0.20	Medium
	Trust Regarding Management	71.50	67.70	17.70	3.80	0.21	Medium
	Justice	64.32	59.20	17.70	5.12	0.29	Medium
	Social Inclusiveness	80.60	67.50	16.30	13.10	0.80	Very large

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

Note: the table continues on the next page.

TABLE 3.1.2: SCHOOL LEADERS COMPARATIVE EFFECT SIZE AGAINST THE GENERAL POPULATION (PART 2)

Domain	Subscale	School leader	General population		Difference		
		M	M	SD	M difference	Cohen's *d*	Effect size
Health and Wellbeing	General Health Perception	59.50	66.00	20.90	-6.50	-0.31	Medium
	Burnout	56.59	34.10	18.20	22.49	1.24	Huge
	Sleeping Troubles	46.58	26.70	17.70	19.88	1.12	Very large
	Stress	44.81	21.30	19.00	23.51	1.24	Huge
	Depressive Symptoms	25.32	21.00	16.50	4.32	0.26	Medium
	Somatic Stress	22.88	17.80	16.00	5.08	0.32	Medium
	Cognitive Stress	27.15	17.80	15.70	9.35	0.60	Large
	Self-efficacy	74.75	67.50	16.00	7.25	0.45	Medium

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

Compared to the general population figures (Pejtersen et al., 2010), school leaders reported differences of higher huge effect sizes in:

- Emotional Demands (d =1.24)
- Demands of Hiding Emotions (d =1.63)
- Work-Family Conflict (d =1.23)
- Burnout (d =1.24)
- Stress (d =1.24)

School leaders report five subscales with huge effect size higher, compared to three from 2019 (Emotional Demands, Demands of Hiding Emotions and Work-Family Conflict).

TABLE 3.1.3: COPSOQ MEAN SCORES BY SCHOOL SECTOR, GENDER, ROLE, SCHOOL TYPE OF SCHOOL SECTOR

										School Sector and School Type					
	General		School sector			Gender		Role		Government		Catholic		Independent	
	population	All	Gov	Cath	Ind	F	M	Prin	Dep	Prim	Sec	Prim	Sec	Prim	Sec
Quantitative Demands	40.20	55.82	56.63	51.51	54.61	56.78	54.32	56.00	53.82	56.65	56.65	51.52	50.42	56.58	50.00
Work Pace	59.50	68.98	69.29	66.44	70.14	69.43	68.39	69.37	66.72	68.86	72.56	67.14	64.17	73.25	60.42
Cognitive Demands	63.90	84.54	84.82	84.55	82.49	85.14	83.75	85.43	80.48	84.77	84.71	84.45	83.75	83.88	84.38
Emotional Demands	40.70	70.79	71.19	70.23	68.71	71.81	69.25	71.38	67.63	71.28	70.20	71.97	65.30	67.11	60.16
Demands for Hiding Emotions	50.60	84.49	85.04	84.00	82.43	85.14	83.63	84.72	83.60	85.62	83.60	84.07	83.19	84.65	73.96
Influence	49.80	58.74	56.91	62.73	66.27	57.69	60.44	60.16	53.06	57.88	54.88	61.87	63.47	71.71	65.63
Possibilities for development (skill discretion)	65.90	81.32	80.37	84.06	84.38	82.31	79.78	82.47	76.04	81.09	78.86	83.65	83.62	83.55	85.94
Variation	60.40	63.83	63.11	66.97	64.90	64.97	62.22	64.77	60.33	63.89	62.06	66.27	67.89	64.47	64.06
Meaning of Work	73.80	84.41	83.75	86.98	87.34	85.16	83.41	85.52	79.92	84.14	83.04	86.43	85.92	87.72	87.50
Commitment to the Workplace	60.90	74.25	73.16	75.90	78.93	75.04	73.12	75.74	68.16	72.70	74.50	74.88	75.22	78.62	87.50
Predictability	57.70	57.27	55.62	57.96	72.28	57.09	57.70	56.66	60.63	56.22	55.69	55.66	62.28	77.63	71.88
Recognition	66.20	66.39	64.81	69.07	77.35	65.96	67.49	65.98	69.39	63.94	68.30	67.04	72.77	72.37	89.58
Role Clarity	73.50	78.83	78.74	79.81	80.72	79.39	78.41	80.43	72.46	79.58	77.79	79.25	79.68	80.70	82.29
Role Conflict	42.00	48.26	49.85	46.55	38.54	47.73	48.78	49.06	44.30	49.57	50.38	47.21	46.93	32.89	32.81
Quality of Leadership	55.30	53.37	53.49	49.44	60.03	53.70	52.96	52.87	55.77	52.84	54.93	47.74	48.10	58.22	65.18
Social Support from Internal Colleagues	57.30	64.32	64.44	64.08	64.48	65.28	62.97	64.85	61.80	64.67	63.55	64.05	63.16	68.42	71.88
Social Support from External Colleagues	57.30	52.83	53.08	55.11	50.43	54.43	50.61	54.73	44.89	53.11	51.09	55.77	55.12	57.02	53.13
Social Support from Supervisors	61.60	51.86	51.67	49.92	57.20	52.09	51.63	51.32	54.27	50.70	54.99	49.66	47.62	48.25	70.24
Social Community at Work	78.70	79.10	78.58	78.95	82.26	79.64	78.40	80.15	74.60	79.23	77.91	78.46	77.53	83.77	85.42
Job Insecurity	23.70	8.73	8.00	12.75	9.90	7.99	9.79	8.40	9.20	7.91	7.67	14.47	10.38	11.51	3.91
Job Satisfaction	65.30	74.84	73.20	79.42	80.50	74.90	75.00	75.95	70.65	73.72	73.24	78.46	79.46	77.63	88.54
Work-Family Conflict	33.50	63.44	63.18	63.26	65.12	64.92	60.96	63.95	59.61	63.26	63.41	64.88	60.27	69.30	68.75
Family-Work Conflict	7.60	8.39	8.85	6.82	8.87	7.74	9.24	8.04	9.50	8.25	9.83	6.39	10.12	13.16	2.08
Mutual Trust between Employees	68.60	72.05	71.08	72.29	77.32	72.12	71.96	73.76	64.84	72.91	66.87	72.71	70.02	77.08	75.00
Trust regarding Management	67.70	71.50	71.19	69.58	77.87	71.58	71.58	71.88	70.43	72.15	69.11	68.03	69.96	78.84	82.29
Justice	59.20	64.32	63.61	62.75	73.76	64.14	64.61	64.77	62.52	63.73	63.68	61.37	63.91	70.39	82.03
Social Inclusiveness	67.50	80.60	81.90	74.81	78.63	78.80	83.61	81.11	79.22	80.88	85.74	71.08	83.07	70.29	86.72
General Health Perception	66.00	59.50	58.60	63.97	61.86	59.88	59.13	59.58	59.46	58.60	60.45	61.64	67.41	59.21	62.50
Burnout	34.10	56.59	57.46	52.94	55.65	57.49	54.98	56.39	55.75	57.85	56.27	55.39	48.88	61.51	46.88
Sleeping Troubles	26.70	46.58	46.89	46.58	42.31	47.07	45.41	46.39	46.33	47.25	46.36	48.31	42.97	47.04	47.66
Stress	21.30	44.81	45.28	43.22	44.27	45.57	43.44	44.57	44.57	45.48	44.31	44.93	39.06	46.38	39.06
Depressive Symptoms	21.00	25.32	25.76	24.39	24.28	24.85	25.73	24.98	25.78	26.30	23.89	25.59	21.54	27.96	12.50
Somatic Stress	17.80	22.88	23.28	21.51	21.43	24.88	19.86	22.49	23.83	23.86	21.48	23.11	19.75	22.37	10.94
Cognitive Stress	17.80	27.15	27.69	25.63	26.32	27.51	26.45	26.91	27.02	28.13	25.24	27.87	23.21	38.16	13.28
Self-efficacy	67.50	74.75	74.57	74.81	77.07	75.22	74.32	75.24	73.39	74.10	75.96	74.39	76.88	77.78	78.47

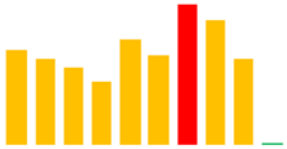
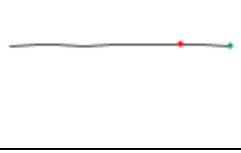
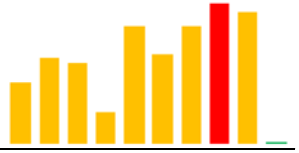
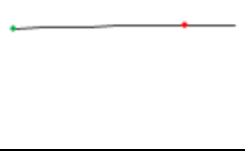
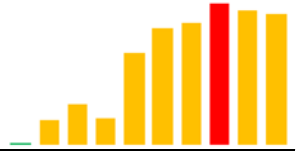
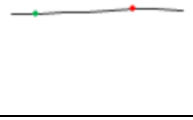
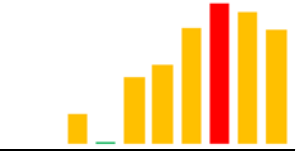
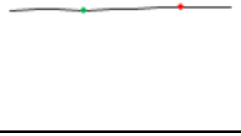
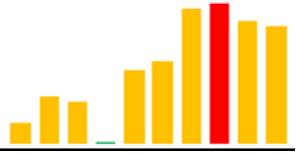
3.2 DEMANDS AT WORK: SUBSCALE LONGITUDINAL AND SUBGROUP COMPARISONS

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

TABLE 3.2.1: SCHOOL LEADER LONGITUDINAL DEMANDS AND WORK TREND

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Trendlines (scaled)	Trendlines (zoomed)
Quantitative Demands	59.35	58.98	58.66	58.17	59.74	59.16	61.05	60.44	58.98	55.82		
Work Pace	69.94	70.35	70.26	69.48	70.87	70.41	70.86	71.24	71.09	68.98		
Cognitive Demands	82.38	82.78	83.04	82.80	83.91	84.30	84.41	84.73	84.60	84.54		
Emotional Demands			68.59	67.82	69.56	69.88	70.82	71.48	71.27	70.79		
Demands for Hiding Emotions	82.39	82.95	82.82	81.95	83.54	83.72	84.84	84.97	84.60	84.49		

highest score lowest score

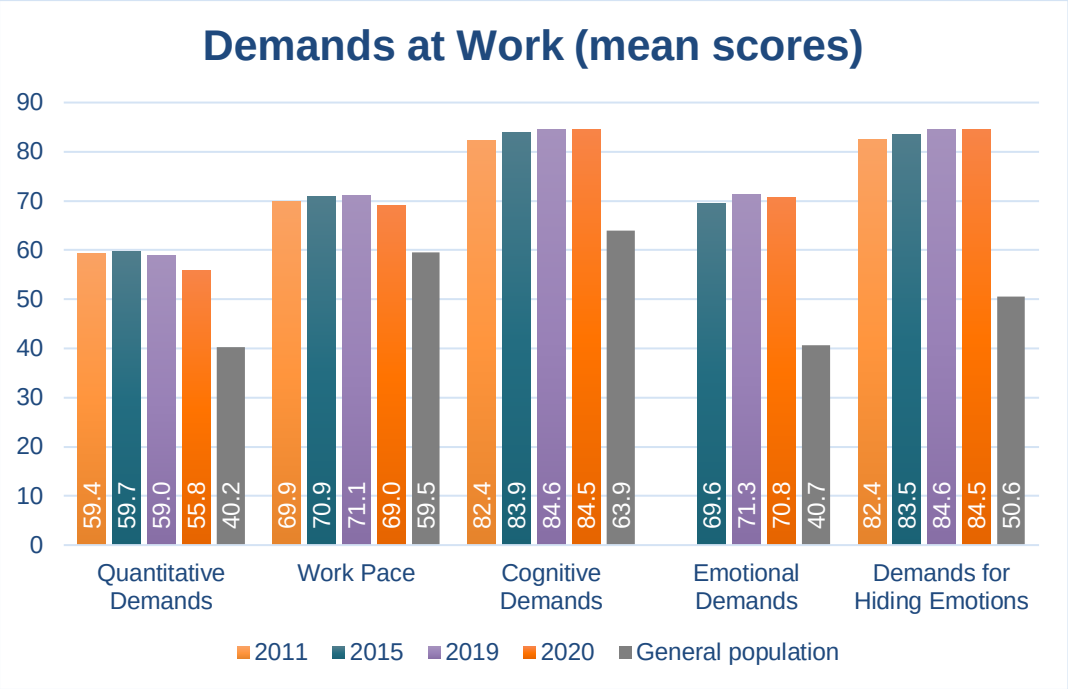


FIGURE 3.2.1: DEMANDS AT WORK MEAN SCORES: SCHOOL LEADER RESULTS 2011, 2015, 2019, 2020 AGAINST THE GENERAL POPULATION

Quantitative Demands: school leaders in 2020 reported large effect size higher than the general population (55.82 versus 40.20, $d = 0.76$). Compared to previous years, school leaders reported the lowest level of Quantitative Demand in 2020, and a high in 2017 (61.05).

Work Pace: school leaders in 2020 reported medium effect size higher than the general population (68.98 versus 59.50, $d = 0.50$). Compared to previous years, school leaders reported the lowest level of Work Pace in 2020, and a high in 2018 (71.24).

Cognitve Demands: school leaders in 2020 reported very large effect size higher than the general population (84.54 versus 63.90, $d = 1.10$). School leaders reported very similar Cognitive Demands in 2020 to 2019 (84.60).

Emotional Demands: school leaders in 2020 reported huge effect size higher than the general population (70.79 versus 40.70, $d = 1.24$).

Demands for Hiding Emotions: school leaders in 2020 reported huge effect size higher than the general population (84.49 versus 50.60, $d = 1.63$). school leaders reported similar Demands for Hiding Emotions in 2020 and 2019 (84.60).

> The job becomes more complex with every passing year and the volume of work required of a school principal continues to grow. This is clearly unsustainable. A new term I have coined is 'complex decision fatigue' - a phenomenon that seems to be more evident in myself and my colleagues. The resourcing levels in primary schools are totally unsatisfactory to deliver the sheer size of the agenda expected by our employer, and then when coupled with the increasing complexity of the job makes for a particularly concerning situation that is also unsustainable.
>
> - *Male, government primary school, Qld*

Demands at Work: school leader sub-group 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 five Demands at Work subscales:

- For Quantitative Demands, female school leaders reported a very large effect size higher (56.78, $d = 0.81$) than the general population, whilst male school leaders reported a large effect size higher (54.32 $d = 0.60$) than the general population (40.20).
- For Emotional Demands, female school leaders reported a huge effect size higher (71.81, $d = 1.28$) than the general population, whilst male school leaders reported a very large effect size higher (69.25, $d = 1.17$) than the general population (40.70).
- For Demands for Hiding Emotions, both female (85.14, $d = 1.66$) and male (83.63, $d = 1.59$) school leaders reported huge effect size higher than the general population (50.60).

Catholic school leaders reported lower Work Pace (66.44, $d = 0.36$) compared to their government (69.29, $d = 0.51$) and Independent (70.14, $d = 0.56$) counterparts. Government school leaders reported higher Quantitative Demands, Cognitive Demands, Emotional Demands, and Demands for Hiding Emotions than their Catholic and Independent counterparts.

School leaders aged between 31-40 years reported higher Quantitative Demands (61.15, $d = 1.02$) and Work Pace (74.55, $d = 0.79$) than other age groups. School leaders aged between 41-50 reported the highest Cognitive Demands (86.28, $d = 1.20$), Emotional Demands (74.17, $d = 1.38$), and Demands for Hiding Emotions (86.35, $d = 1.72$) than other age groups.

School leaders with 6-10 years' leadership experience reported higher scores for Work Pace (71.53, $d = 0.63$) and Emotional Demands (72.82, $d = 1.32$) than other leadership experience groups. School leaders with <=5 years' leadership experience reported higher Quantitative Demands (58.02, $d = 0.87$) and lower Cognitive Demand (81.12, $d = 1.15$) than other leadership experience groups.

In 2019, Victorian and NSW school leaders reported very similar results for the first four Demands at Work subscales. Comparing Victorian and NSW results in 2020, Victorian school leaders reported noticeable lower results for all five subscales compared to NSW.

- For Quantitative Demands, Victorian school leaders reported a large effect size higher (52.49, $d = 0.60$) than the general population, and NSW school leaders reported a very large effect size higher (56.76, $d = 0.81$) than the general population.
- For Work Pace, Victorian school leaders reported a medium effect size higher (67.07, $d = 0.40$) than the general population, and NSW school leaders reported a large effect size higher (70.53, $d = 0.58$) than the general population.
- For Cognitive Demands, Victorian school leaders reported a very large effect size higher (82.87, $d = 1.01$) than the general population, and NSW school leaders reported a huge effect size higher (86.50, $d = 1.21$) than the general population.

- For Emotional Demands, Victorian school leaders reported a very large effect size higher (67.37, $d = 1.10$) than the general population, and NSW school leaders reported huge effect size higher (72.95, $d = 1.33$) than the general population.
- For Demands for Hiding Emotions, both Victorian (82.38, $d = 1.53$) and NSW (86.15, $d = 1.71$) school leaders reported huge effect size higher than the general population.

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

	Gender			School sector			Role	
	Female	Male	Prefer not to say	Government	Catholic	Independent	Principal	Deputy
Quantitative Demands	56.78	54.32	56.89	56.63	51.51	54.61	56.00	53.82
Work Pace	69.43	68.39	67.31	69.29	66.44	70.14	69.37	66.72
Cognitive Demands	85.14	83.75	82.37	84.82	84.55	82.49	85.43	80.48
Emotional Demands	71.81	69.25	71.47	71.19	70.23	68.71	71.38	67.63
Demands for Hiding Emotions	85.14	83.63	82.48	85.04	84.00	82.43	84.72	83.60

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

	Gender			School sector			Role	
	Female	Male	Prefer not to say	Government	Catholic	Independent	Principal	Deputy
Quantitative Demands	0.81	0.69	0.81	0.80	0.55	0.70	0.77	0.66
Work Pace	0.52	0.47	0.41	0.51	0.36	0.56	0.52	0.38
Cognitive Demands	1.14	1.06	0.99	1.12	1.10	0.99	1.15	0.89
Emotional Demands	1.28	1.17	1.27	1.25	1.22	1.15	1.26	1.11
Demands for Hiding Emotions	1.66	1.59	1.53	1.66	1.61	1.53	1.64	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				
	31-40	41-50	51-60	61+	<=5	6-10	11-15	16-20	21+
Quantitative Demands	61.15	59.04	56.12	50.56	58.02	57.18	56.22	55.38	54.13
Work Pace	74.55	73.60	68.84	63.16	68.43	71.53	69.26	68.82	66.84
Cognitive Demands	84.29	86.28	84.93	81.95	81.12	85.47	84.45	85.64	83.55
Emotional Demands	73.73	74.17	70.56	66.81	68.69	72.82	71.47	70.42	69.18
Demands for Hiding Emotions	85.25	86.35	84.50	82.24	83.25	84.74	85.34	84.10	83.87

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

	Age				School leader experience				
	31-40	41-50	51-60	61+	<=5	6-10	11-15	16-20	21+
Quantitative Demands	1.02	0.92	0.78	0.51	0.87	0.83	0.78	0.74	0.68
Work Pace	0.79	0.74	0.49	0.19	0.47	0.63	0.51	0.49	0.38
Cognitive Demands	1.09	1.20	1.12	0.97	0.92	1.15	1.10	1.16	1.05
Emotional Demands	1.36	1.38	1.23	1.07	1.15	1.32	1.27	1.22	1.17
Demands for Hiding Emotions	1.67	1.72	1.63	1.52	1.57	1.64	1.67	1.61	1.60

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 SCHOOL STATE

	State							
	NSW	VIC	QLD	SA	WA	TAS	ACT	NT
Quantitative Demands	56.76	52.49	58.16	58.19	54.74	54.57	54.17	56.08
Work Pace	70.53	67.07	70.08	69.12	67.51	69.51	72.82	65.54
Cognitive Demands	86.50	82.87	84.38	85.90	83.77	84.30	85.71	83.28
Emotional Demands	72.95	67.37	71.92	72.38	70.74	69.51	72.62	69.44
Demands for Hiding Emotions	86.15	82.38	86.13	83.66	84.17	82.72	87.70	84.49

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

	State							
	NSW	VIC	QLD	SA	WA	TAS	ACT	NT
Quantitative Demands	0.81	0.60	0.88	0.88	0.71	0.70	0.68	0.77
Work Pace	0.58	0.40	0.55	0.50	0.42	0.52	0.70	0.32
Cognitive Demands	1.21	1.01	1.10	1.18	1.06	1.09	1.17	1.04
Emotional Demands	1.33	1.10	1.28	1.30	1.24	1.19	1.31	1.18
Demands for Hiding Emotions	1.71	1.53	1.71	1.59	1.61	1.54	1.78	1.63

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 SCHOOL GEOLOCATION AND SCHOOL TYPE

	Geolocation					School type		
	Major cities	Inner regional	Regional	Remote	Very remote	Primary	Secondary	Combined
Quantitative Demands	54.70	56.10	58.04	57.35	64.69	55.73	55.54	56.15
Work Pace	68.86	69.60	69.43	66.34	61.67	68.66	70.87	69.48
Cognitive Demands	84.37	85.01	85.28	83.58	80.00	84.67	84.50	83.74
Emotional Demands	69.87	72.70	72.47	68.75	68.75	71.29	69.26	70.82
Demands for Hiding Emotions	84.31	84.87	85.53	86.76	81.14	85.28	83.18	84.73

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

	Geolocation					School type		
	Major cities	Inner regional	Regional	Remote	Very remote	Primary	Secondary	Combined
Quantitative Demands	0.71	0.78	0.87	0.84	1.19	0.76	0.75	0.78
Work Pace	0.49	0.53	0.52	0.36	0.11	0.48	0.60	0.52
Cognitive Demands	1.09	1.13	1.14	1.05	0.86	1.11	1.10	1.06
Emotional Demands	1.20	1.32	1.31	1.15	1.15	1.26	1.18	1.24
Demands for Hiding Emotions	1.62	1.65	1.68	1.74	1.47	1.67	1.57	1.64

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

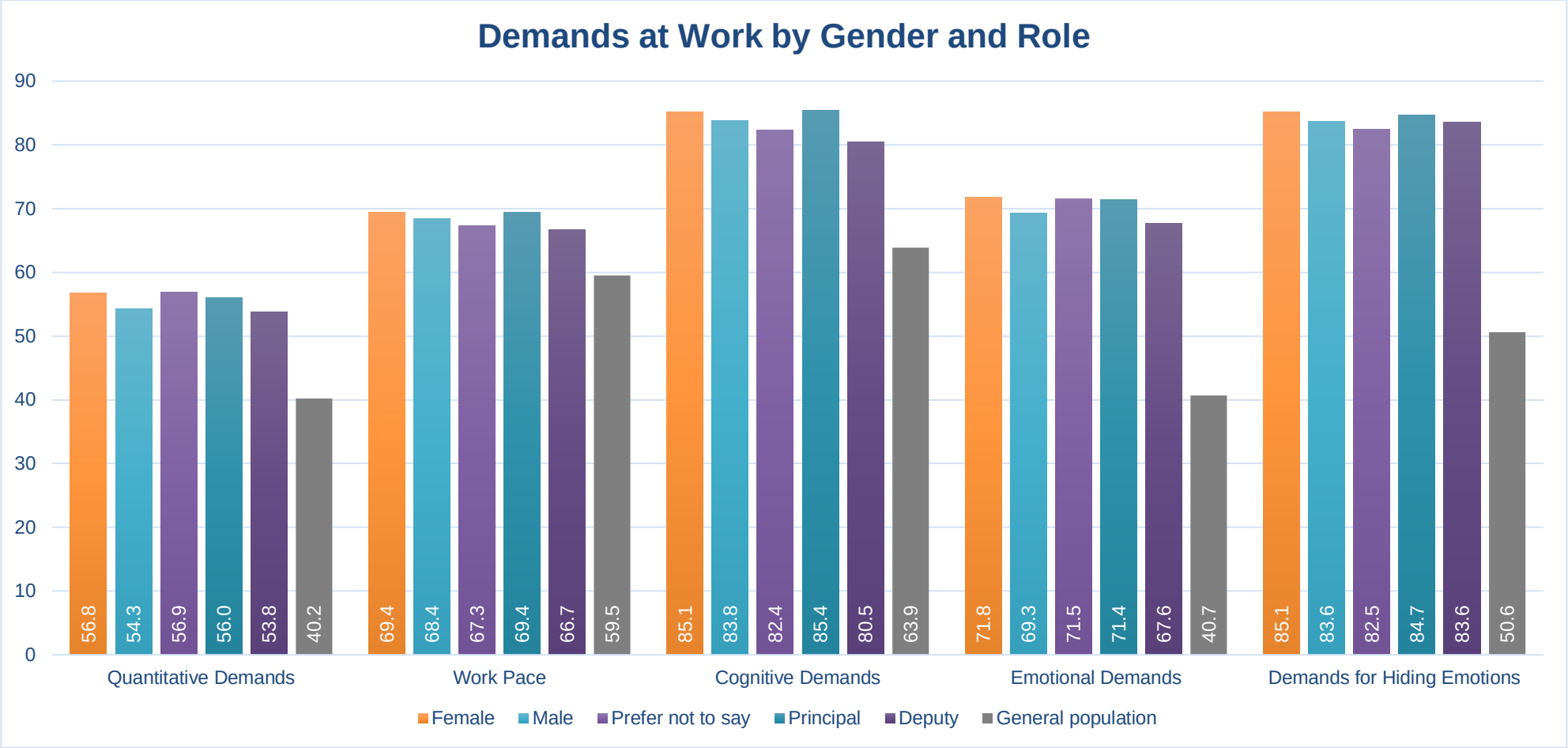


FIGURE 3.2.2: BAR CHART: DEMANDS AT WORK BY GENDER AND ROLE

School leaders, regardless of gender or role, reported higher results for all Demands at Work subscales than the general population. Female school leaders reported higher results than their male counterparts for all Demands at Work subscales. Principals reported higher results than their deputy counterparts for all subscales.

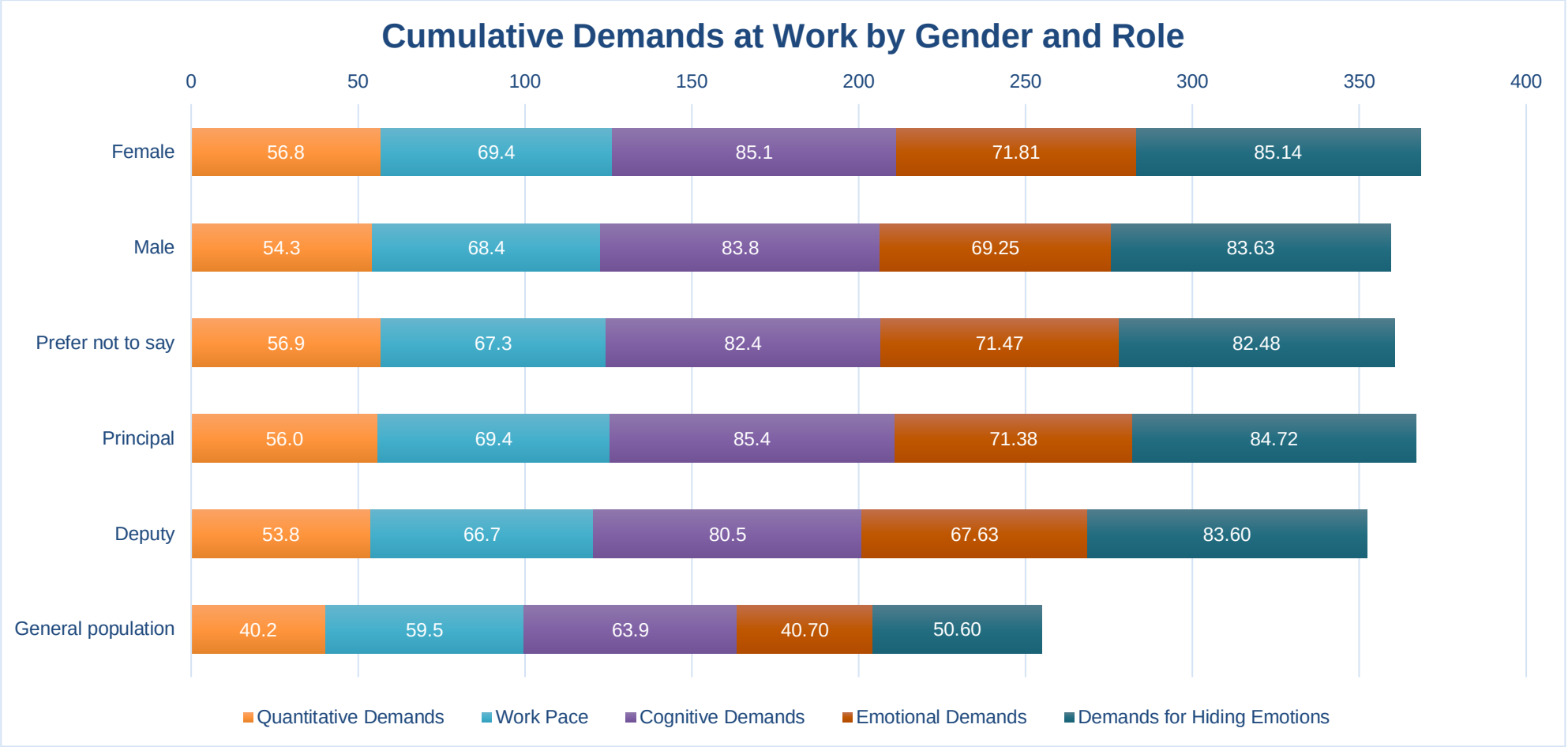


FIGURE 3.2.3: STACKED BAR CHART: CUMULATIVE DEMANDS AT WORK BY GENDER AND ROLE

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

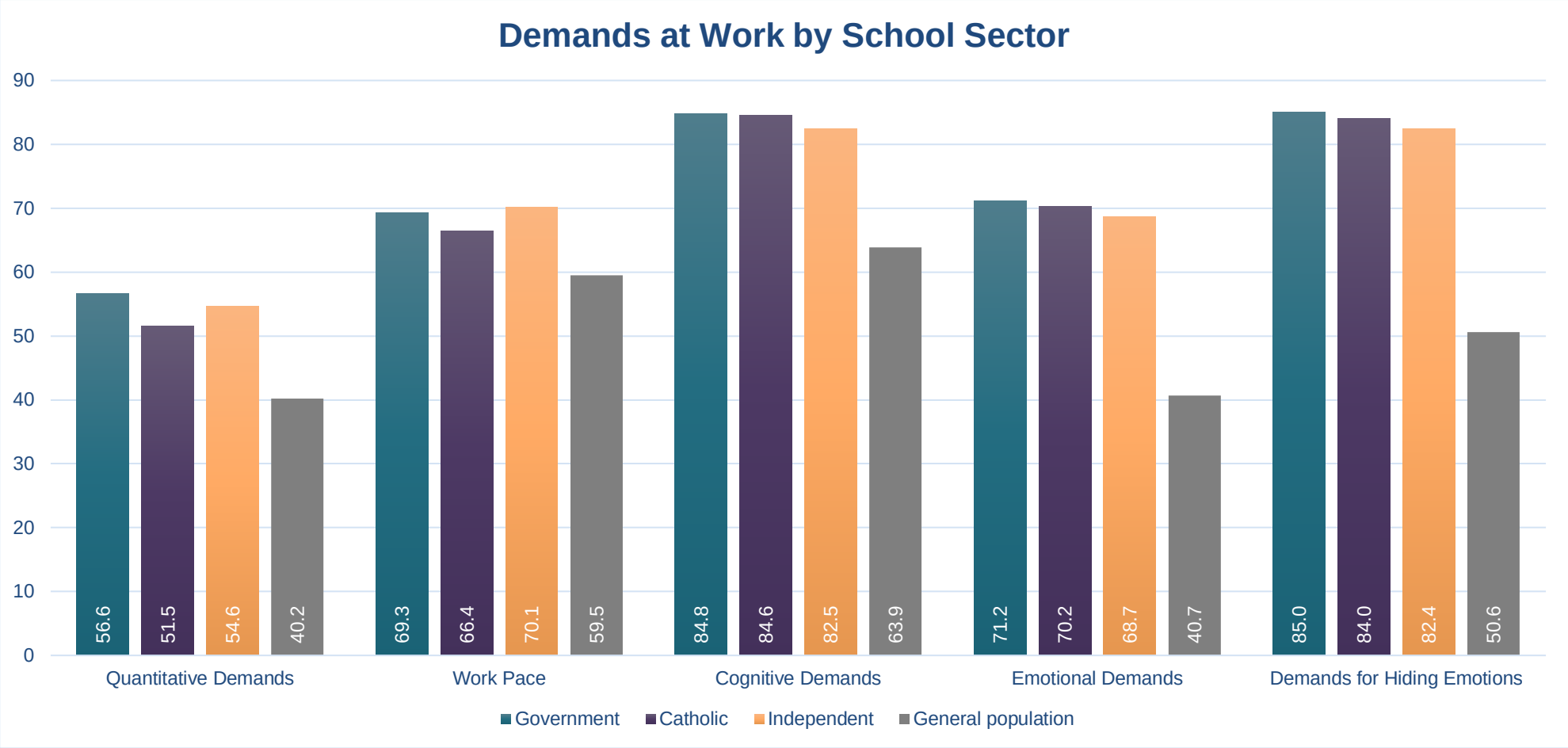


FIGURE 3.2.4: BAR CHART: DEMANDS AT WORK BY SCHOOL SECTOR

School leaders of all sectors reported higher results than the general population for all Demands at Work subscales. Independent school leaders reported higher Work Pace than their government and Catholic school counterparts. Government school leaders continue to report higher Quantitative Demands, Cognitive Demands, Emotional Demands, and Demands for Hiding Emotions than their Catholic and Independent school counterparts. Government and Catholic school leaders report a huge effect size higher for Emotional Demands than the general population. School leaders from all three school sectors reported a huge effect size higher for Demands for Hiding Emotions than the general population.

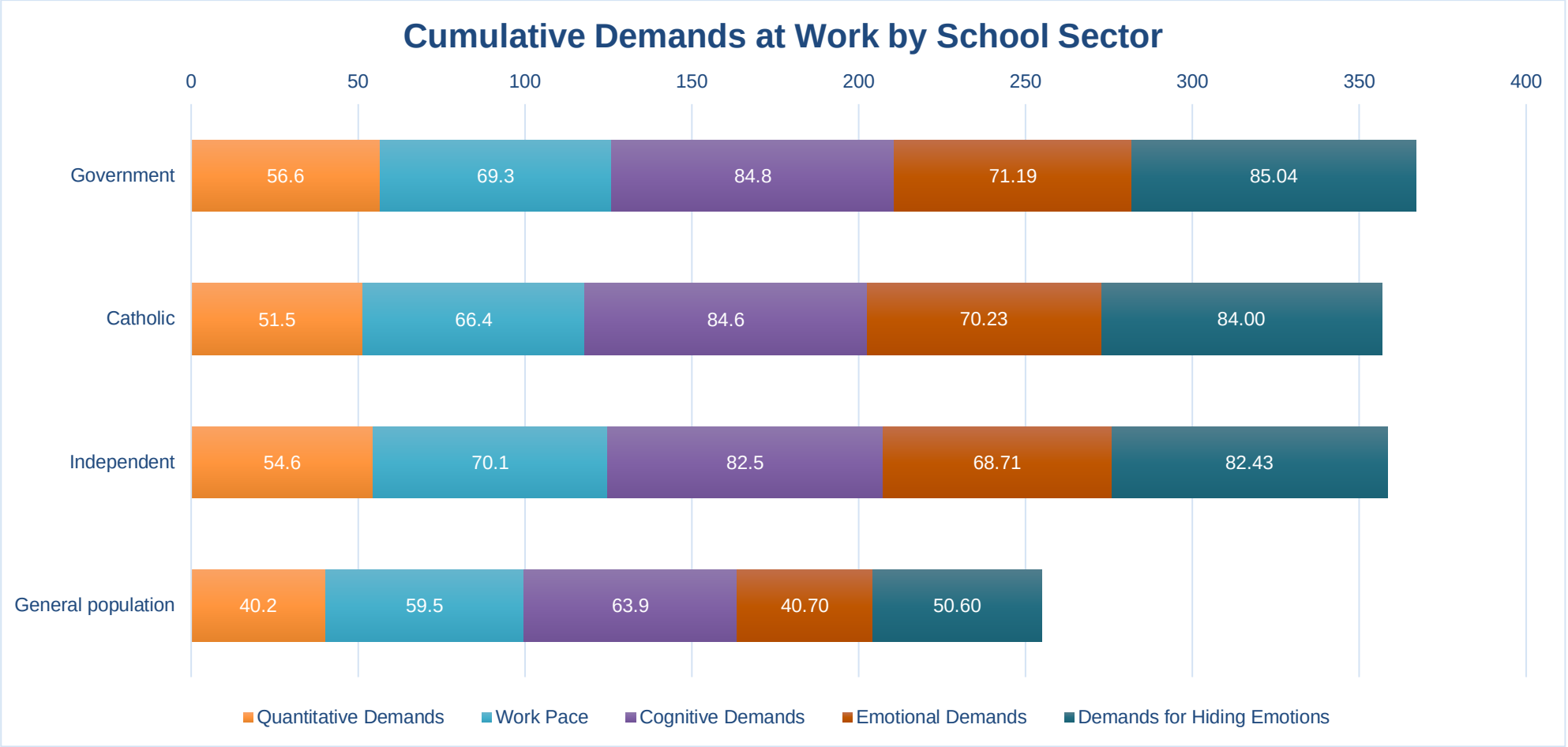


FIGURE 3.2.5: STACKED BAR CHART: CUMULATIVE DEMANDS AT WORK BY SCHOOL SECTOR

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.

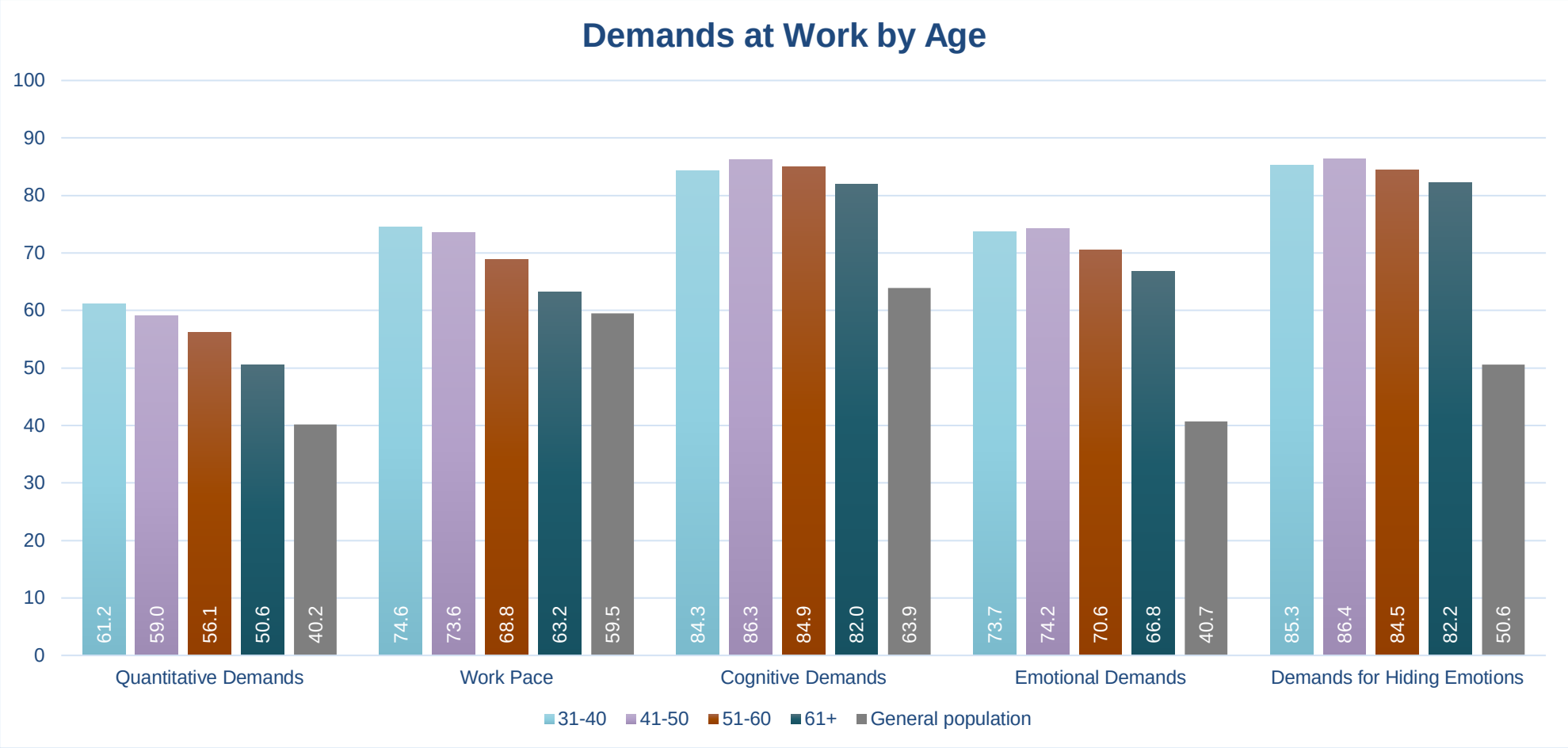


FIGURE 3.2.6: BAR CHART: DEMANDS AT WORK BY AGE GROUPS

School leaders aged 31-40 reported higher results for Quantitative Demands and Work Pace than their counterparts in other age groups and the general population. School leaders aged 41-50 reported higher results for Cognitive Demands, Emotional Demands, and Demands for Hiding Emotions than other age groups and the general population. School leaders from age groups 31-40, 41-50, and 51-60 reported a huge effect size higher for Emotional Demands compared to the general population. All age groups reported a huge effect size higher for Demands for Hiding Emotions compared to the general population.

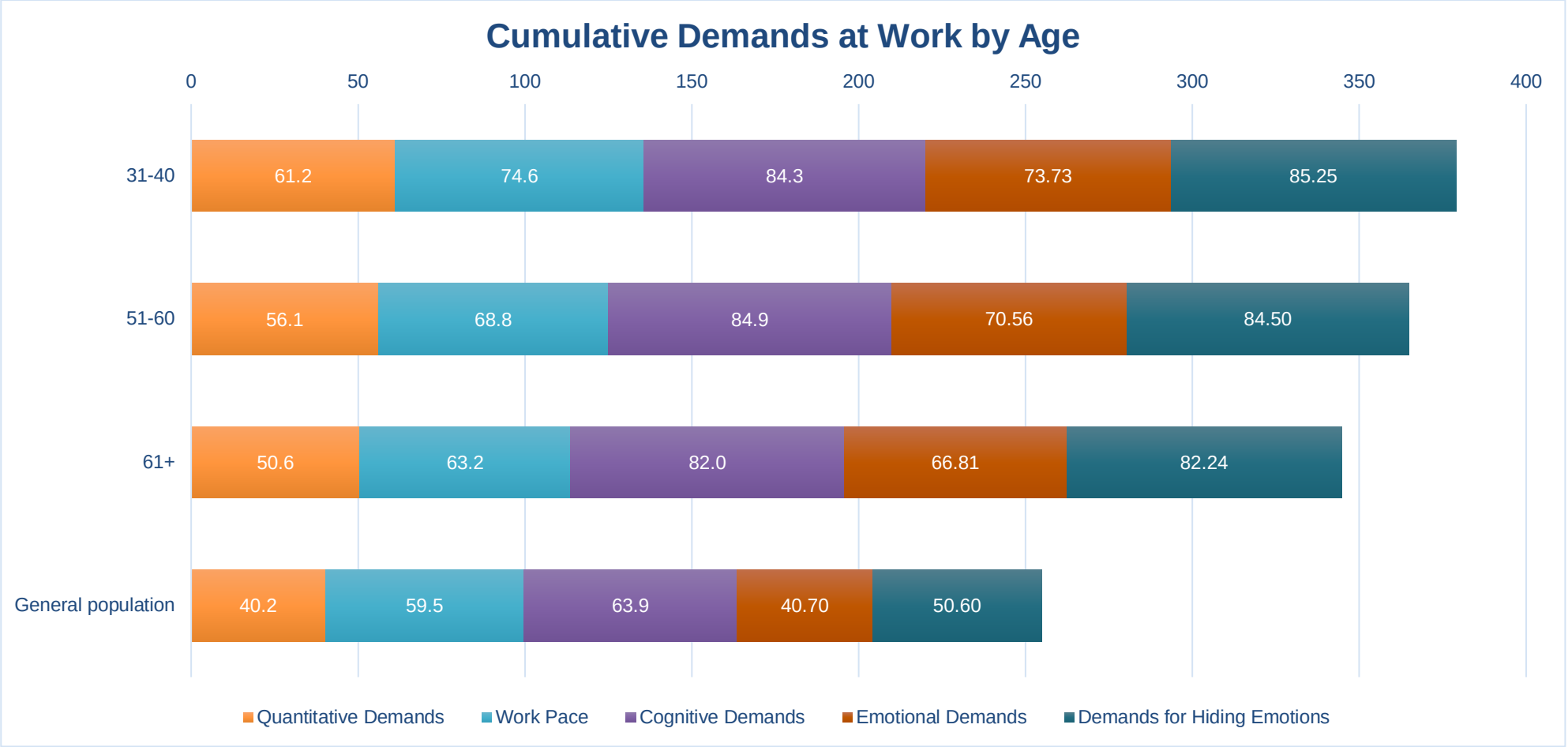


FIGURE 3.2.7: STACKED BAR CHART: CUMULATIVE DEMANDS AT WORK BY AGE GROUPS

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.

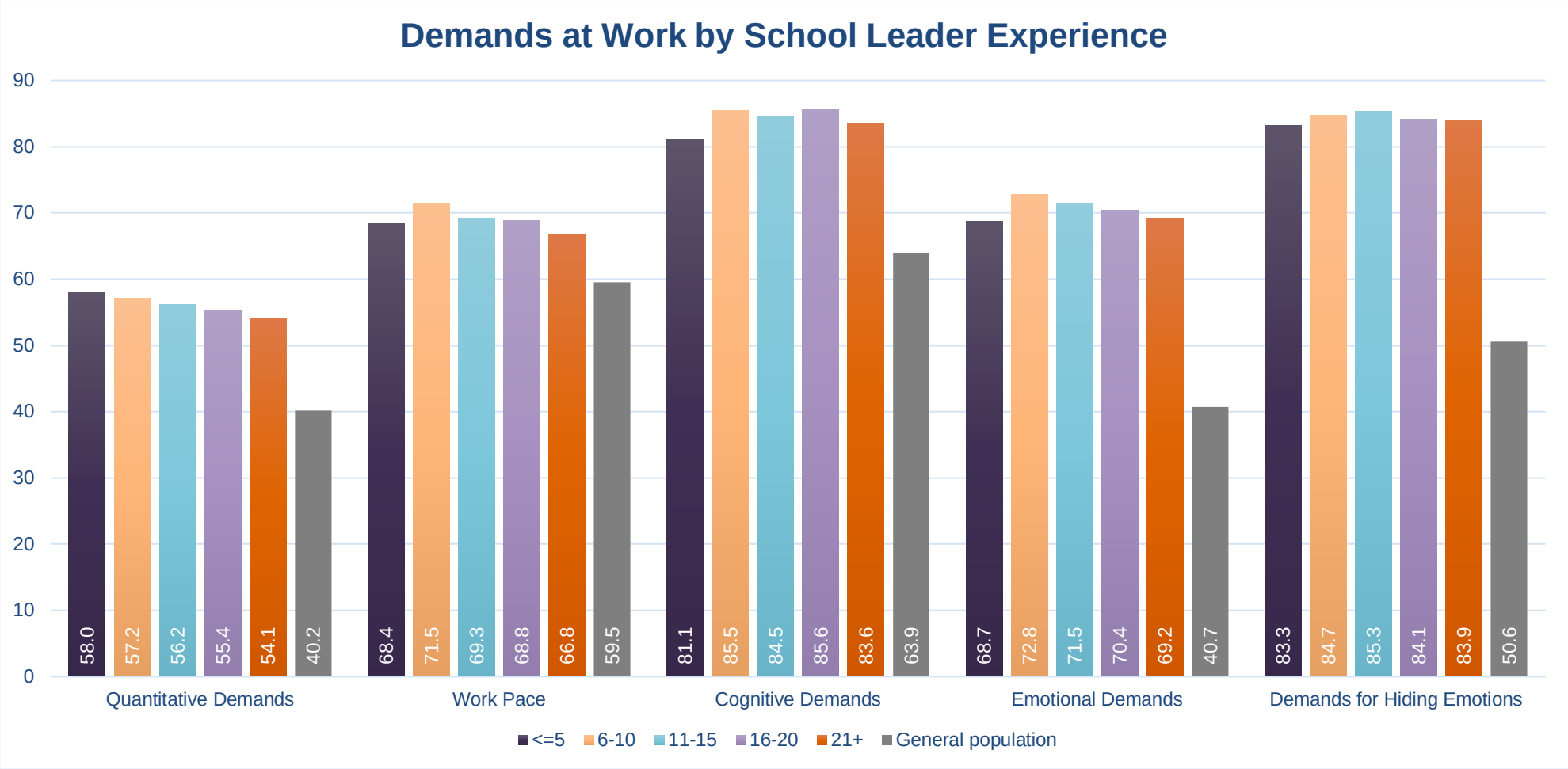


FIGURE 3.2.8: STACKED BAR CHART: CUMULATIVE DEMANDS AT WORK BY SCHOOL LEADER EXPERIENCE

The school leader experience subgroup trend shape for Quantitative Demands, Emotional Demands, and Demands for Hiding Emotions is the same in 2020 as was seen in 2019. School leaders with less than 5 years' experience reported lower Work Pack than their more experienced counterparts (excluding the 21+ group), whereas it was significantly higher in 2019. School leaders with less than 5 years' experience also reported lower Cognitive Demands than their more experienced counterparts, this was comparable in 2019. Huge effect size higher in Emotional Demands for participants with 6-10, 11-15, and 16-20 years' school leader experience.

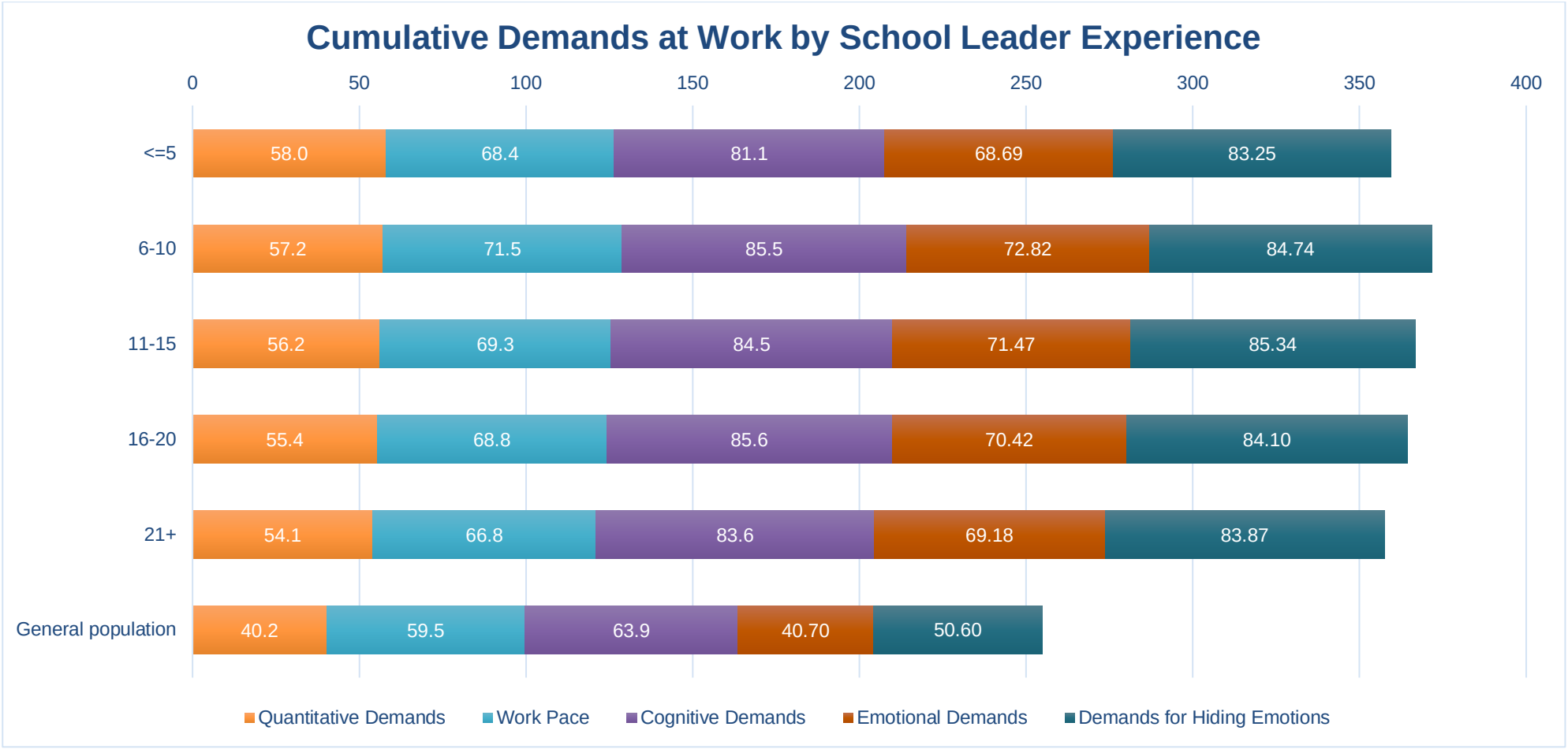


FIGURE 3.2.9: STACKED BAR CHART: CUMULATIVE DEMANDS AT WORK BY SCHOOL LEADER EXPERIENCE

Cumulatively, school leaders with 6-10 years' experience in a school leader role reported higher Demands at Worth than their counterparts in other school leader experience subgroups. Cumulatively, school leaders with 11-15 and 16-20 year's school leader experience reported similar results.

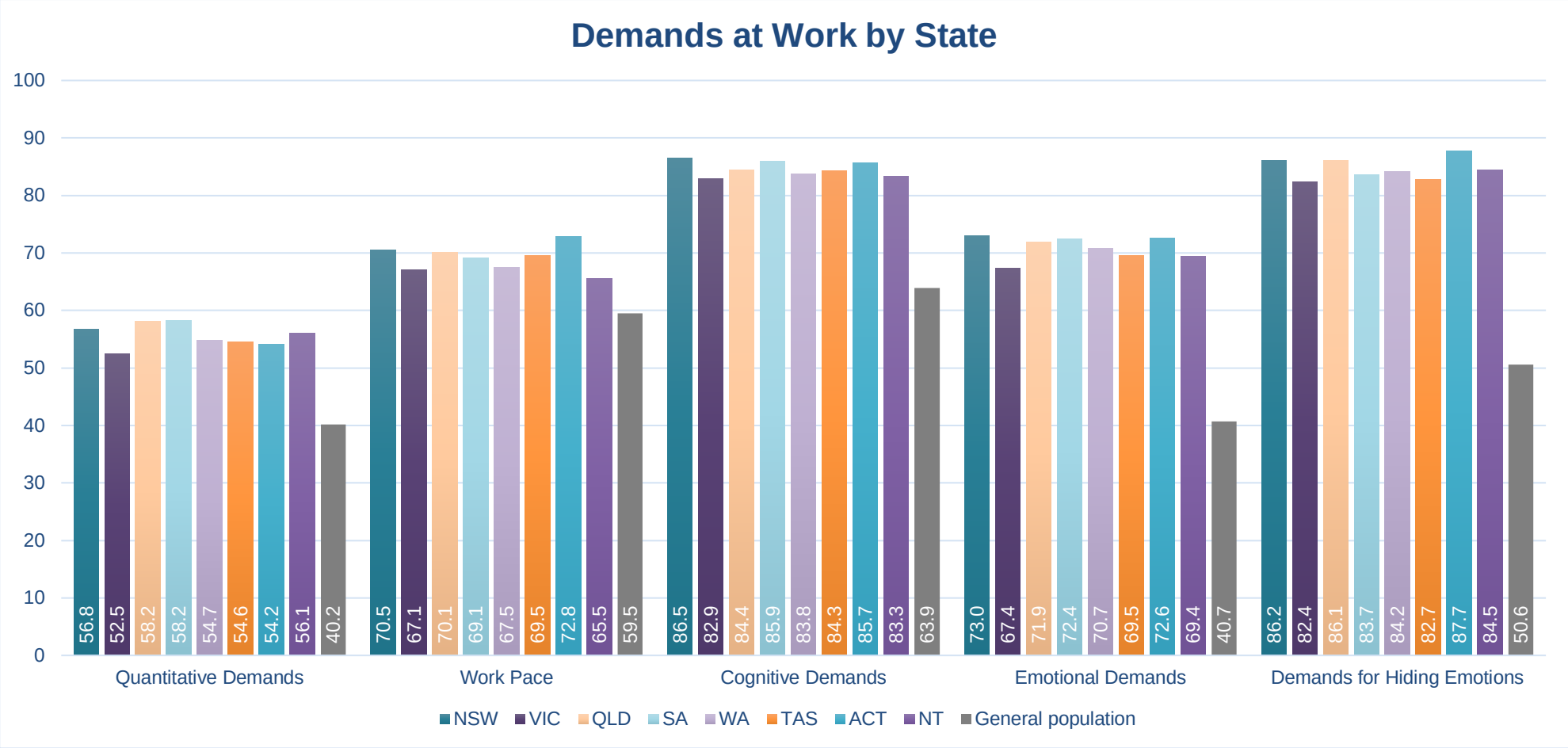


FIGURE 3.2.10: BAR CHART: DEMANDS AT WORK BY STATE

Victorian school leaders reported lower Work Pace, Cognitive Demands, Emotional Demands, and Demands for Hiding Emotions than their counterparts from other states and territories. School leader from NSW reported higher Cognitive Demands than their counterparts in other states and territories, and huge effect size higher than the general population.

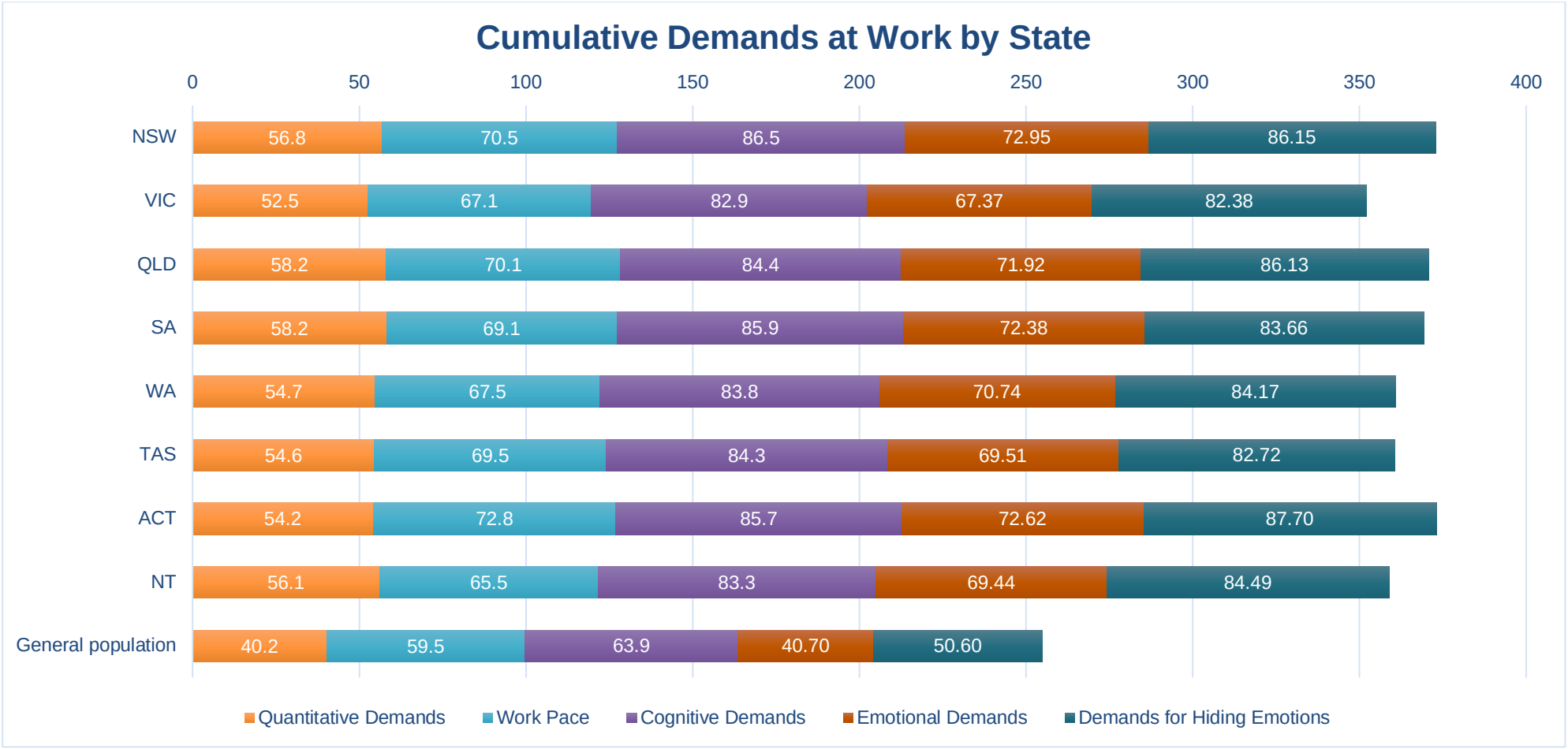


FIGURE 3.2.11: STACKED BAR CHART: CUMULATIVE DEMANDS AT WORK BY STATE

Cumulatively, school leaders in Victoria reported lower results for Demands at Work compared to their counterparts from other states and territories. Cumulatively, school leaders from all states and territories reported higher Demands at work than the general population.

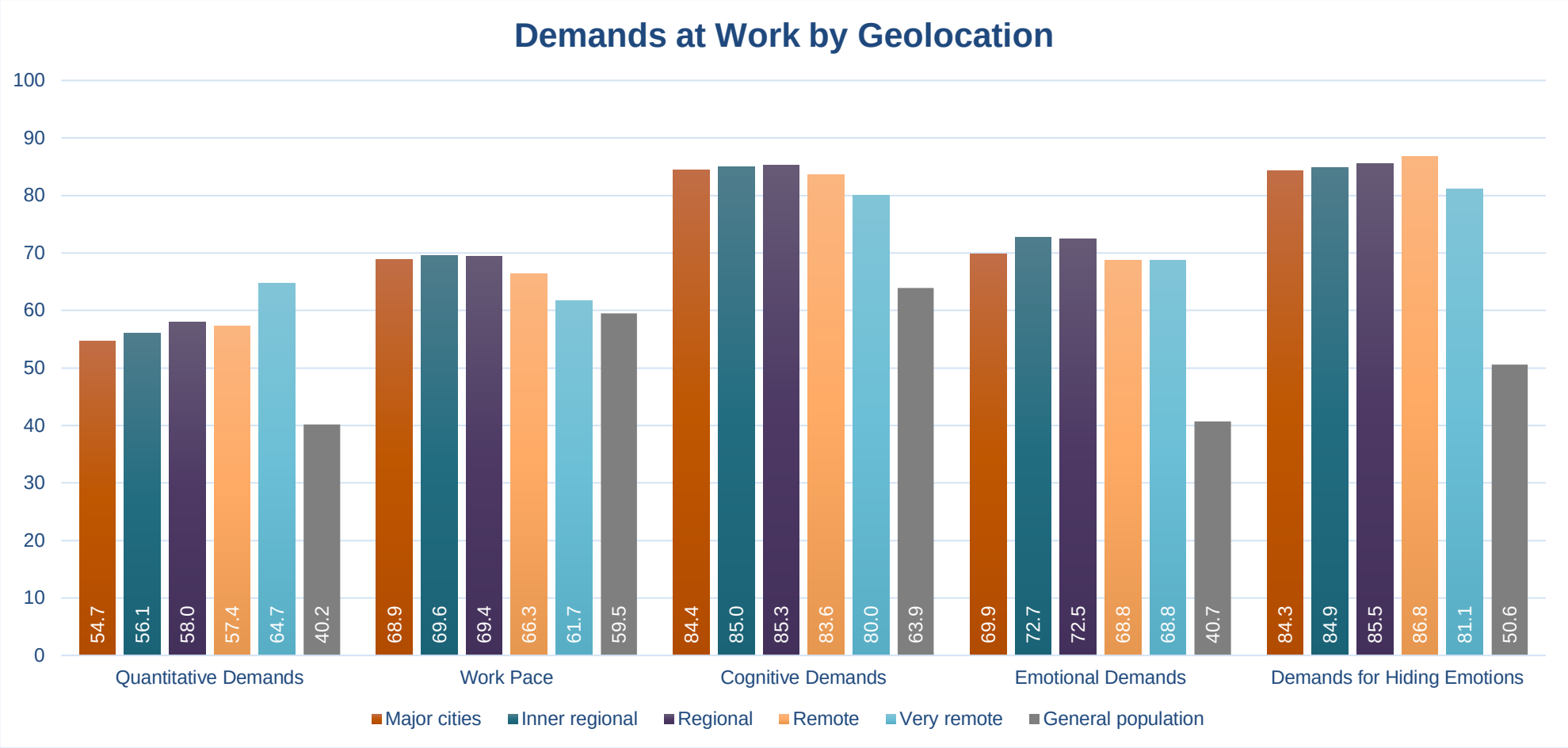


FIGURE 3.2.12: BAR CHART: DEMANDS AT WORK BY GEOLOCATION

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.

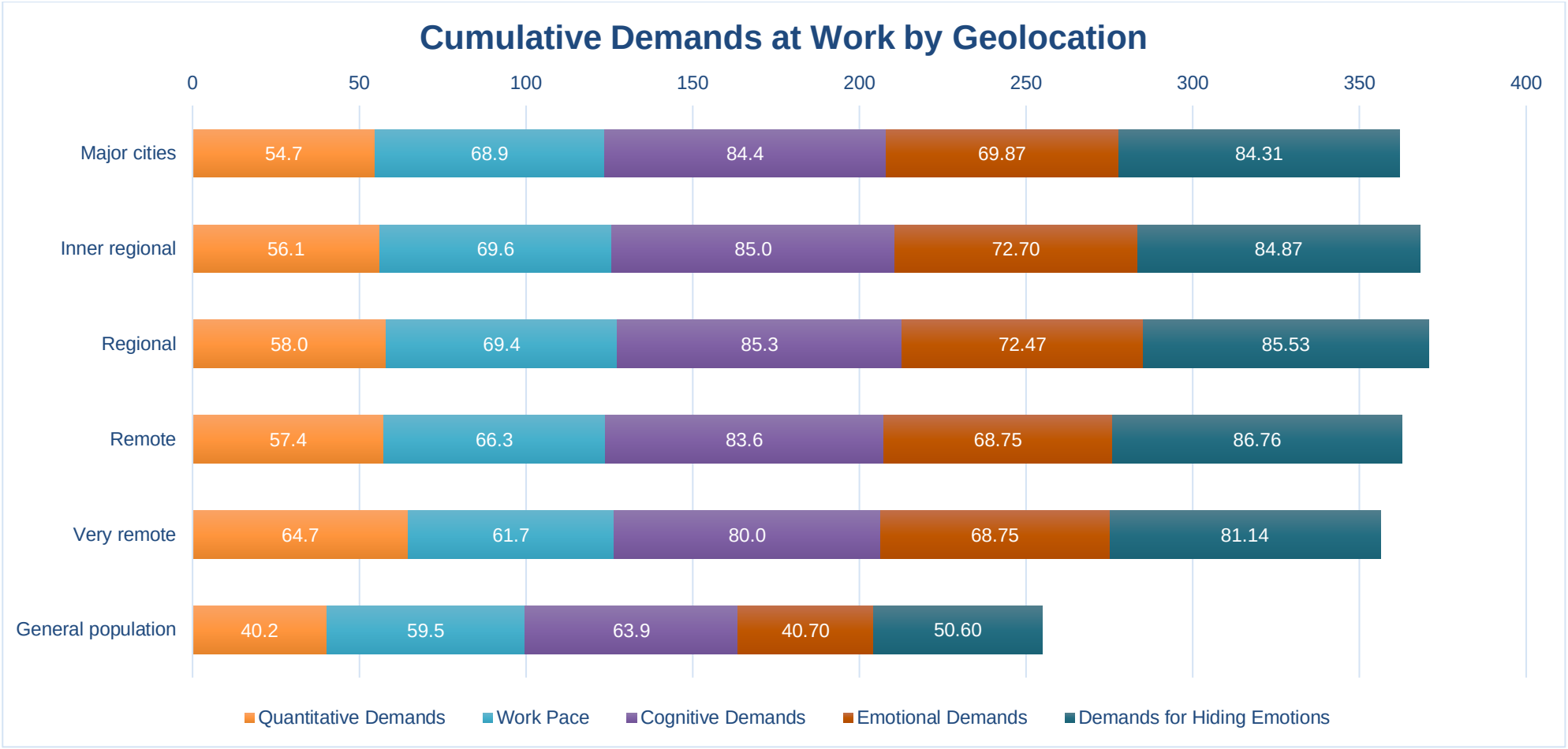


FIGURE 3.2.13: STACKED BAR CHART: CUMULATIVE DEMANDS AT WORK BY GEOLOCATION

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.

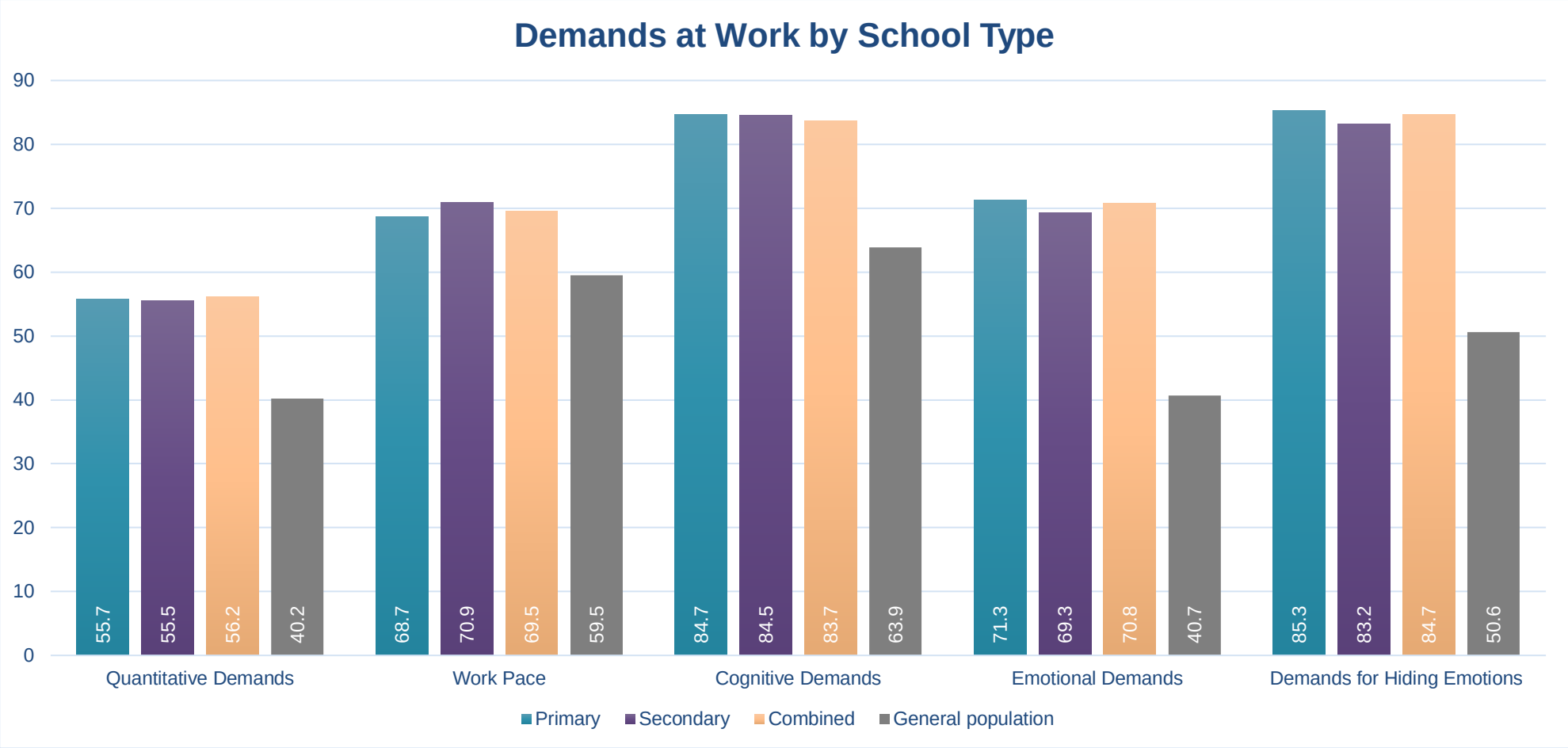


FIGURE 3.2.14: BAR CHART: DEMANDS AT WORK BY SCHOOL TYPE

Secondary school leaders reported higher Work Pace than their primary and combined school counterparts. Primary and combined school leaders reported huge effect size higher for Emotional Demands than the general population.

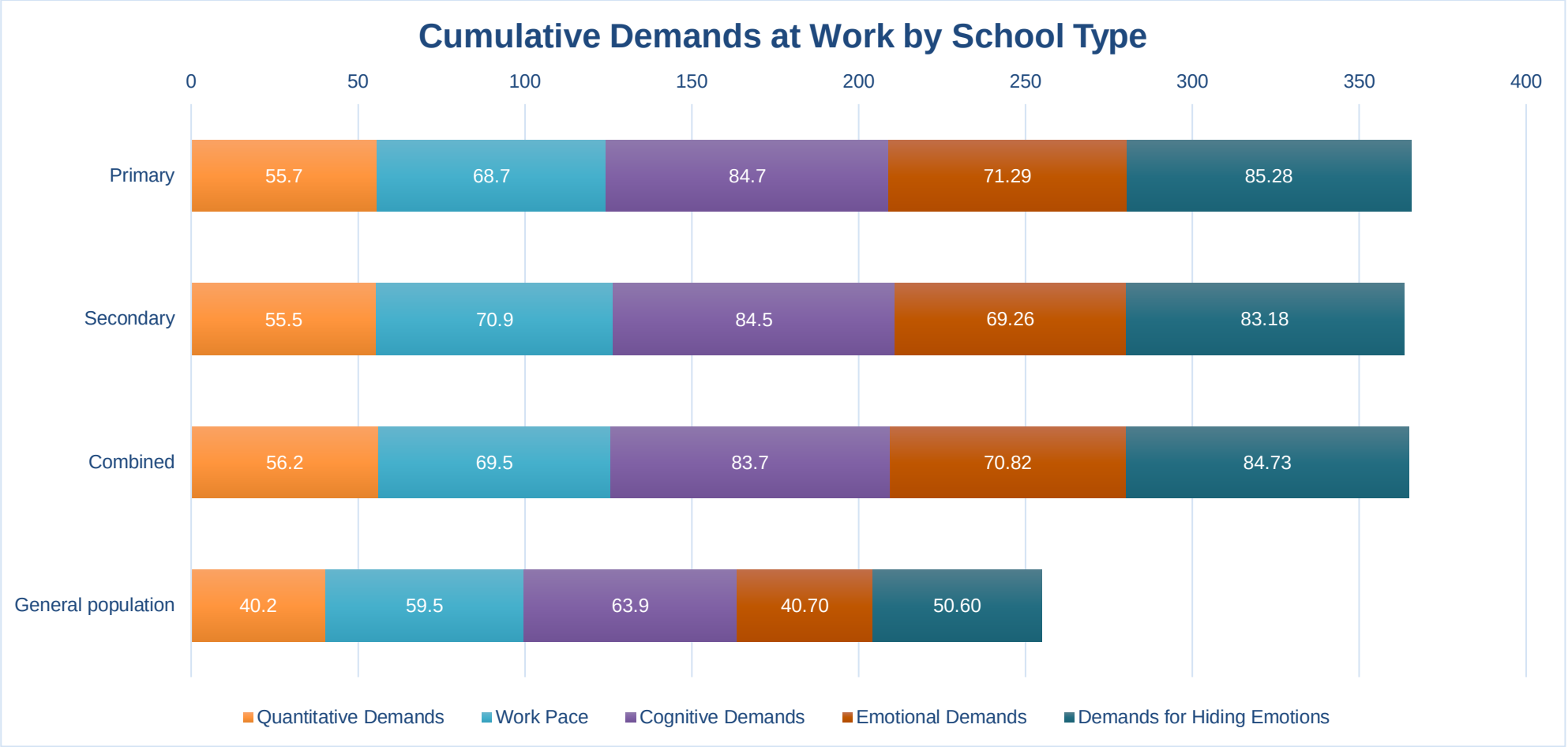


FIGURE 3.2.15: STACKED BAR CHART: CUMULATIVE DEMANDS AT WORK BY SCHOOL TYPE

Cumulatively, primary, secondary and combined school leaders reported similar results for Demands at Work.

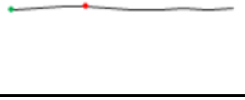
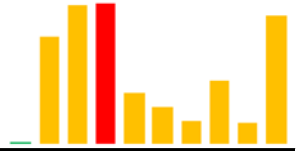
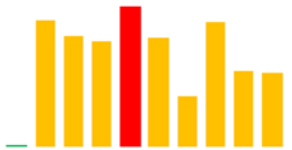
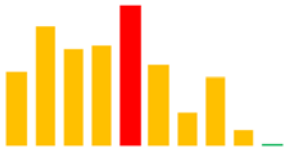
3.3 WORK ORGANISATION AND JOB CONTENTS: SUBSCALE LONGITUDINAL AND SUBGROUP COMPARISONS

Work Organisation and Job Contents subscale are:

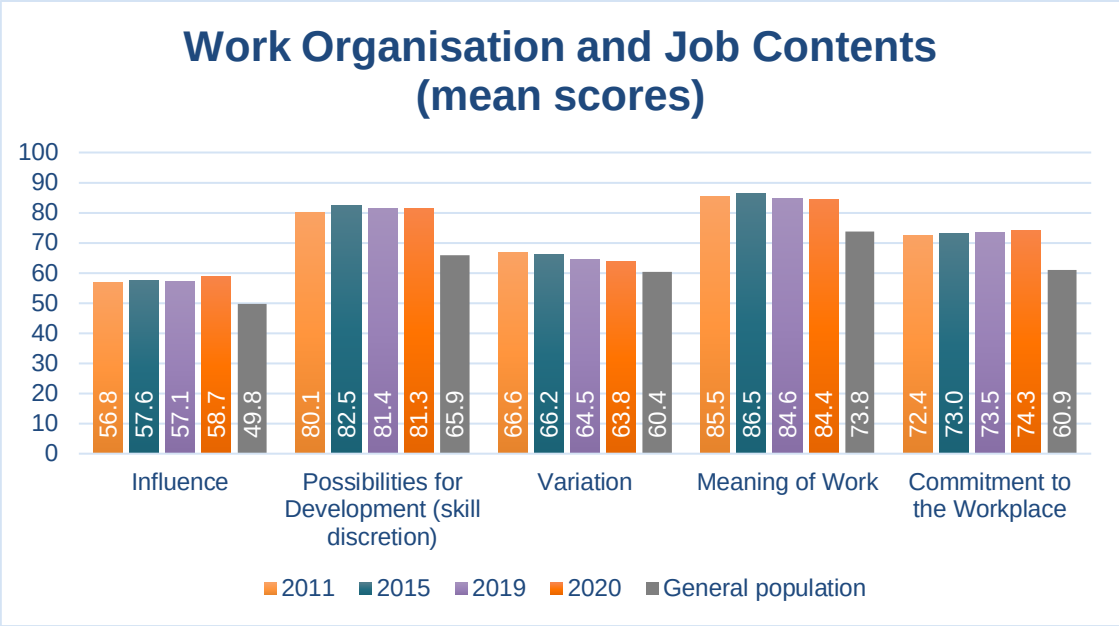
- **Influence at Work** assesses the degree to which the employee can influence aspects of work itself, ranging from planning of work, to the order of tasks.
- **Possibilities for Development** assesses if the tasks are challenging for the employee and if the tasks provide opportunities for learning, 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

TABLE 3.3.1: SCHOOL LEADER LONGITUDINAL WORK ORGANISATION AND JOB CONTENTS TREND

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Trendlines (scaled)	Trendlines (zoomed)
Influence	56.82	58.41	58.88	58.92	57.56	57.36	57.15	57.76	57.12	58.74		
Possibilities for Development (skill discretion)	80.07	82.21	81.96	81.87	82.46	81.92	80.93	82.21	81.36	81.32		
Variation	66.64	67.28	66.83	67.12	66.23	65.49	65.48	65.33	64.46	63.83		
Meaning of Work	85.50	86.20	85.84	85.91	86.51	85.61	84.89	85.44	84.62	84.41		
Commitment to the Workplace	72.40	73.04	73.45	73.85	73.04	72.40	71.84	73.08	73.54	74.25		

highest score lowest score



Influence: school leaders in 2020 reported a medium effect size higher than the general population (58.74 versus 49.80, $d = 0.42$). School leaders report a small increase in Influence from 2019 to 2020.

Possibility for Development: school leaders in 2020 reported very large effect size higher than the general population (81.32 versus 65.90, $d = 0.88$). School leaders have consisted reported the same results for Possibility for Development from 2011-2020.

Variation: school leaders in 2020 reported a small effect size higher than the general population (63.83 versus 60.40, $d = 0.16$). School leaders reported a small decline in Variation from 2011 to 2015 to 2020.

Meaning of Work: school leaders in 2020 reported a large effect size higher than the general population (84.41 versus 73.80, $d = 0.67$). School leaders reported similar results in 2020 for Meaning of Work as 2019.

Commitment to the Workplace: school leaders in 2020 reported large effect size higher than the general population (74.25 versus 60.90, $d = 0.65$). School leaders reported their highest result for Commitment to the Workplace in 2020.

> I am very happy in my job. It is a hard job with long hours and the pressure is high, but the rewards from staff, families and students are also considerable. I do not wish to do another job or be in another workplace. This community is one that I am very happy to work with and for.
>
> - *Female, government primary school, NT*

Work Organisation and Job Contents: school leader sub-group results

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

Male (60.44, $d = 0.50$) school leaders reported higher results for Influence than their female (57.69, $d = 0.37$). Female school leaders reported higher Possibilities for Development (82.31 versus 79.78, $d = 0.93$ versus $d = 0.79$), Variation (64.97 versus 62.22, $d = 0.21$ versus $d = 0.09$), Meaning of Work (85.16 versus 83.41, $d = 0.72$ versus $d = 0.61$), and Commitment to the Workplace (75.04 versus 73.12, $d = 0.69$ versus $d = 0.60$) than their male counterparts.

Catholic (84.06, $d = 1.03$) school leaders reported higher Possibilities for Development than their government (80.37, $d = 0.82$) and Independent (84.38, $d = 1.05$) counterparts. Catholic (66.97, $d = 0.31$) school leaders also reported higher Variation than their government (63.11, $d = 0.13$) and Independent (64.90, $d = 0.21$) counterparts.

Principal class school leaders reported significantly higher results for Meaning of Work (85.52 versus 79.92, $d = 0.74$ versus $d = 0.39$) and Commitment to the Workplace (75.74 versus 68.16, $d = 0.73$ versus $d = 0.36$) than their Deputy counterparts.

School leaders aged 61+ reported higher Influence (60.47, $d = 0.50$), Variation (65.50, $d = 0.24$), Meaning of work (86.28, $d = 0.79$), and Commitment to the Workplace (78.11, $d = 0.84$) than their counterparts in other age groups.

Victorian school leaders reported higher results than their NSW counterparts for all Work Organisation and Job Content subscale, Influence (62.48 versus 54.46, $d = 0.60$ versus $d = 0.22$) being the largest subscale difference between the two subgroups.

Remote school leaders reported higher Influence (60.66, $d = 0.51$), Possibility for Development (82.84, $d = 0.96$), Variation (64.95, $d = 0.21$), and Meaning of Work (58.29, $d = 0.73$) than their counterparts in other geolocations. Remote school leaders also reported the lowest Commitment to the Workplace (69.12, $d = 0.40$) compared to their counterparts in other geolocations.

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

	Gender			School sector			Role	
	Female	Male	Prefer not to say	Government	Catholic	Independent	Principal	Deputy
Influence	57.69	60.44	56.09	56.91	62.73	66.27	60.16	53.06
Possibilities for Development (skill discretion)	82.31	79.78	82.85	80.37	84.06	84.38	82.47	76.04
Variation	64.97	62.22	62.18	63.11	66.97	64.90	64.77	60.33
Meaning of Work	85.16	83.41	82.48	83.75	86.98	87.34	85.52	79.92
Commitment to the Workplace	75.04	73.12	73.56	73.16	75.90	78.93	75.74	68.16

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

	Gender			School sector			Role	
	Female	Male	Prefer not to say	Government	Catholic	Independent	Principal	Deputy
Influence	0.37	0.50	0.30	0.34	0.61	0.78	0.49	0.15
Possibilities for Development (skill discretion)	0.93	0.79	0.96	0.82	1.03	1.05	0.94	0.58
Variation	0.21	0.09	0.08	0.13	0.31	0.21	0.20	0.00
Meaning of Work	0.72	0.61	0.55	0.63	0.83	0.86	0.74	0.39
Commitment to the Workplace	0.69	0.60	0.62	0.60	0.74	0.88	0.73	0.36

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 CONTENT BY AGE AND SCHOOL LEADER EXPERIENCE

	Age				School leader experience				
	31-40	41-50	51-60	61+	<=5	6-10	11-15	16-20	21+
Influence	57.01	58.10	58.47	60.47	55.49	58.05	58.03	58.85	60.88
Possibilities for Development (skill discretion)	82.77	81.57	81.17	81.08	82.26	82.68	80.33	81.87	80.66
Variation	62.33	62.66	63.87	65.50	62.75	65.35	62.94	63.50	64.22
Meaning of Work	81.08	82.88	84.75	86.28	83.75	84.53	83.13	85.75	84.70
Commitment to the Workplace	70.44	72.21	73.83	78.11	73.23	73.61	72.90	75.18	75.70

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

	Age				School leader experience				
	31-40	41-50	51-60	61+	<=5	6-10	11-15	16-20	21+
Influence	0.34	0.39	0.41	0.50	0.27	0.39	0.39	0.43	0.52
Possibilities for Development (skill discretion)	0.96	0.89	0.87	0.86	0.93	0.95	0.82	0.91	0.84
Variation	0.09	0.11	0.16	0.24	0.11	0.23	0.12	0.14	0.18
Meaning of Work	0.46	0.57	0.69	0.79	0.63	0.68	0.59	0.76	0.69
Commitment to the Workplace	0.47	0.55	0.63	0.84	0.60	0.62	0.59	0.70	0.73

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 CONTENT BY SCHOOL STATE

	State							
	NSW	VIC	QLD	SA	WA	TAS	ACT	NT
Influence	54.46	62.48	58.20	57.99	59.50	58.54	59.52	62.85
Possibilities for Development (skill discretion)	81.20	82.43	79.73	82.18	80.24	83.38	85.71	81.42
Variation	63.27	64.52	63.49	64.16	62.55	69.51	67.86	63.54
Meaning of Work	83.52	86.25	82.92	84.12	84.24	89.23	88.49	87.27
Commitment to the Workplace	73.04	76.74	72.39	75.54	70.74	80.34	80.06	77.26

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

	State							
	NSW	VIC	QLD	SA	WA	TAS	ACT	NT
Influence	0.22	0.60	0.40	0.39	0.46	0.41	0.46	0.62
Possibilities for Development (skill discretion)	0.87	0.94	0.79	0.93	0.81	0.99	1.13	0.88
Variation	0.13	0.19	0.14	0.18	0.10	0.43	0.35	0.15
Meaning of Work	0.62	0.79	0.58	0.65	0.66	0.98	0.93	0.85
Commitment to the Workplace	0.60	0.78	0.56	0.72	0.48	0.95	0.94	0.80

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 CONTENT BY SCHOOL GEOLOCATION AND SCHOOL TYPE

	Geolocation					School type		
	Major cities	Inner regional	Regional	Remote	Very remote	Primary	Secondary	Combined
Influence	59.79	57.82	54.63	60.66	58.55	58.85	56.28	62.22
Possibilities for Development (skill discretion)	81.64	81.63	79.35	82.84	75.99	81.53	79.60	82.93
Variation	63.90	64.27	62.84	64.95	63.16	64.22	62.83	63.88
Meaning of Work	85.13	84.76	81.74	85.29	83.33	84.63	83.36	85.34
Commitment to the Workplace	74.28	74.92	73.24	69.12	74.34	73.18	74.69	75.97

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

	Geolocation					School type		
	Major cities	Inner regional	Regional	Remote	Very remote	Primary	Secondary	Combined
Influence	0.47	0.38	0.23	0.51	0.41	0.43	0.31	0.59
Possibilities for Development (skill discretion)	0.89	0.89	0.76	0.96	0.57	0.89	0.78	0.97
Variation	0.16	0.18	0.11	0.21	0.13	0.18	0.11	0.16
Meaning of Work	0.72	0.69	0.50	0.73	0.60	0.69	0.61	0.73
Commitment to the Workplace	0.66	0.69	0.60	0.40	0.66	0.60	0.68	0.74

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

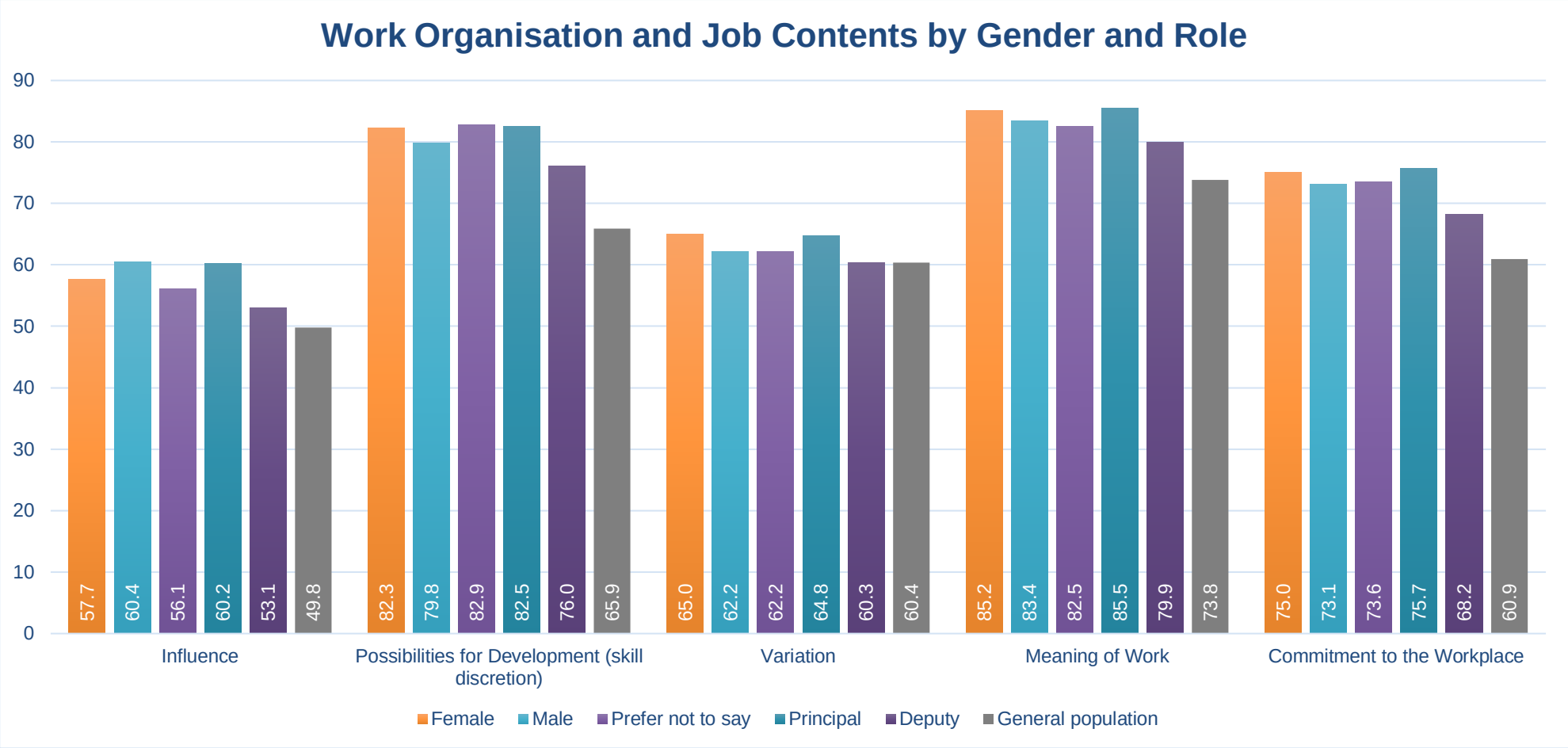


FIGURE 3.3.1: BAR CHART: WORK ORGANISATION AND JOB CONTENTS BY GENDER AND ROLE

Male school leaders reported higher Influence than their female counterparts. Female school leaders reported higher Possibilities for Development, Variation, Meaning of Work and Commitment to the Workplace than their male counterparts. Principals reported higher results for all subscales of Work Organisation and Job Contents compared their Deputy counterparts and the general population.

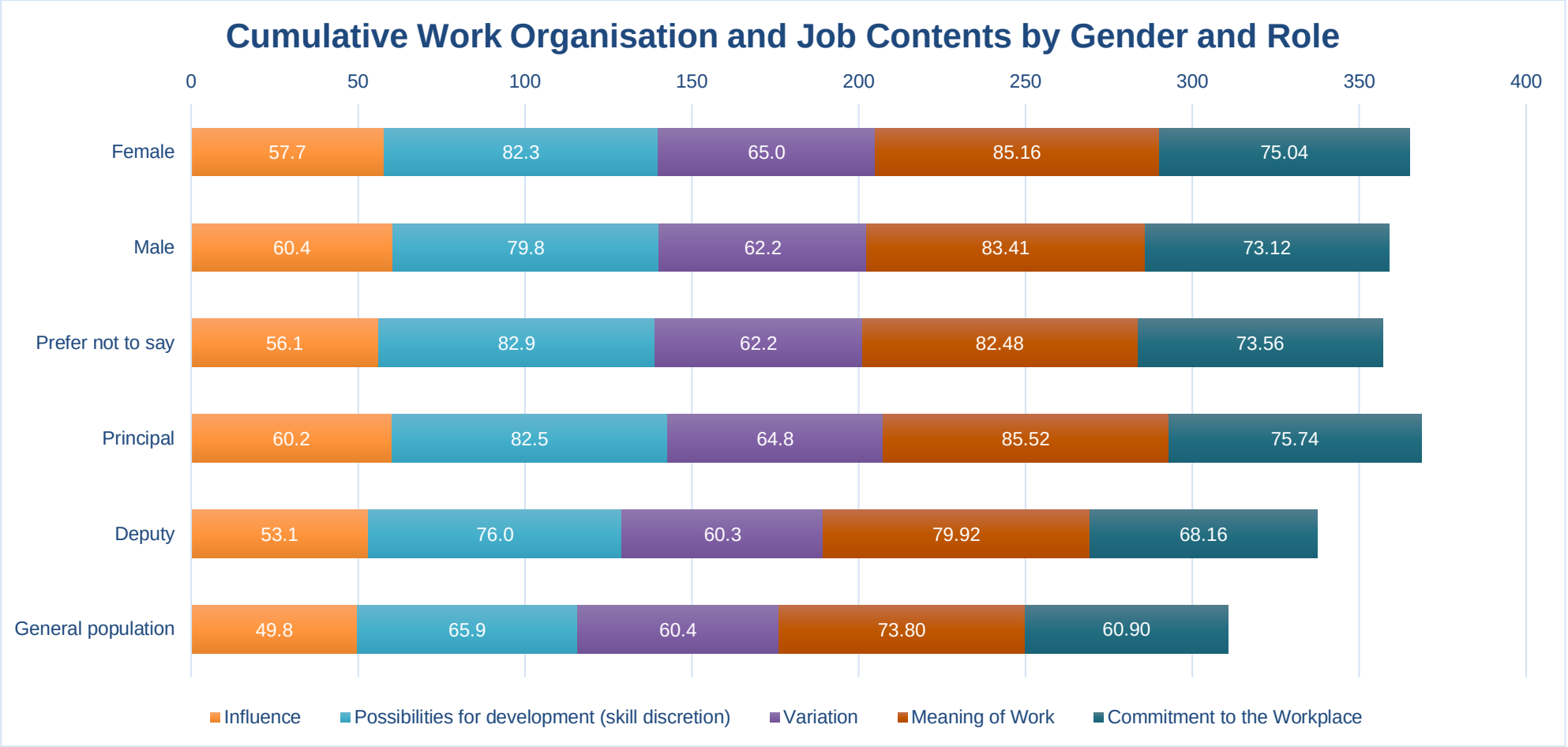


FIGURE 3.3.2: STACKED BAR CHART: CUMULATIVE WORK ORGANISATION AND JOB CONTENTS BY GENDER AND ROLE

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.

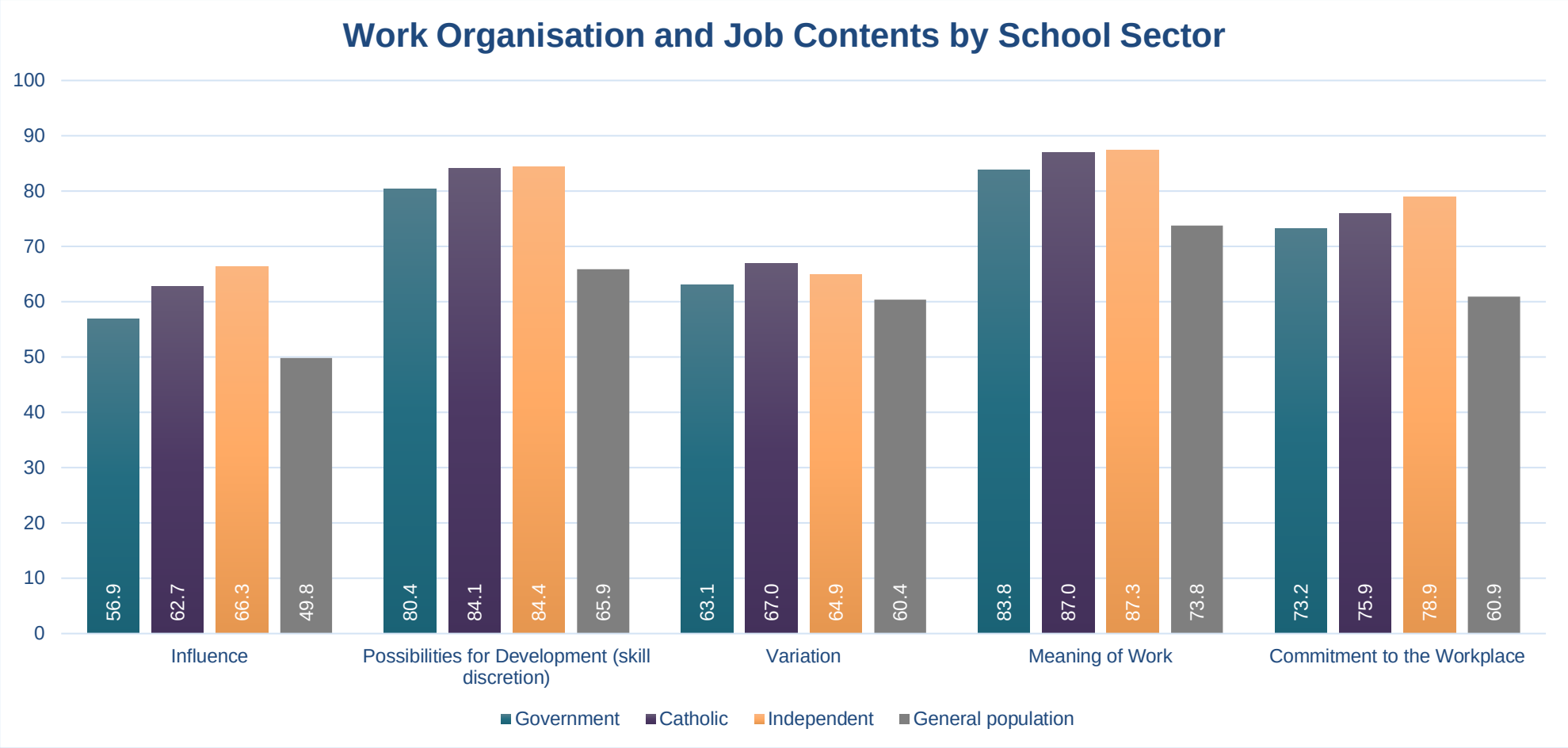


FIGURE 3.3.3: BAR CHART: WORK ORGANISATION AND JOB CONTENTS BY SCHOOL SECTOR

Independent school leaders reported higher Influence, Possibilities for Development, Meaning of Work, and Commitment to the Workplace than their Catholic and government school counterparts. School leaders from all school sectors reported higher results for all Work Organisation and Job Content subscales when compared to the general population.

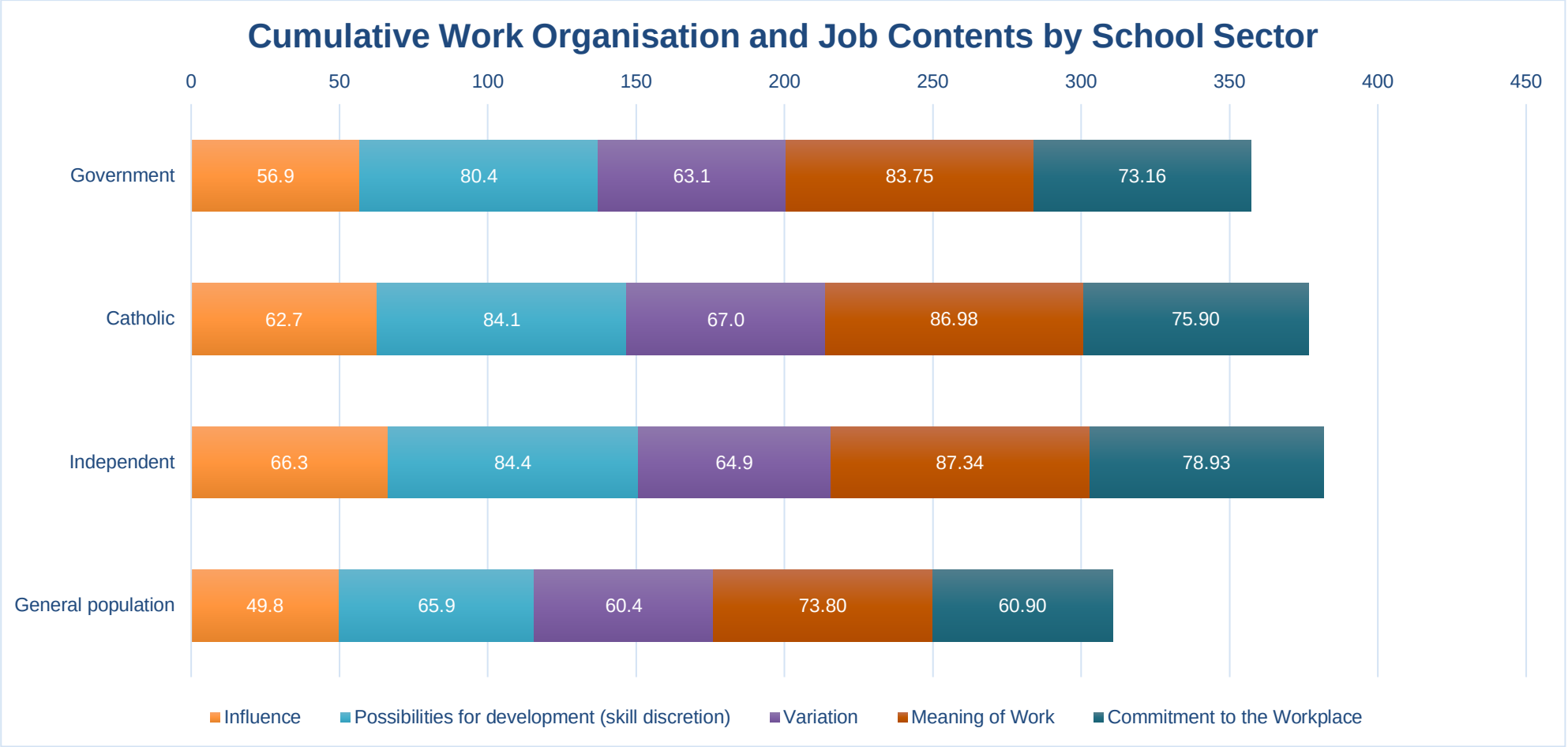


FIGURE 3.3.4: STACKED BAR CHART: CUMULATIVE WORK ORGANISATION AND JOB CONTENTS BY SCHOOL SECTOR

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

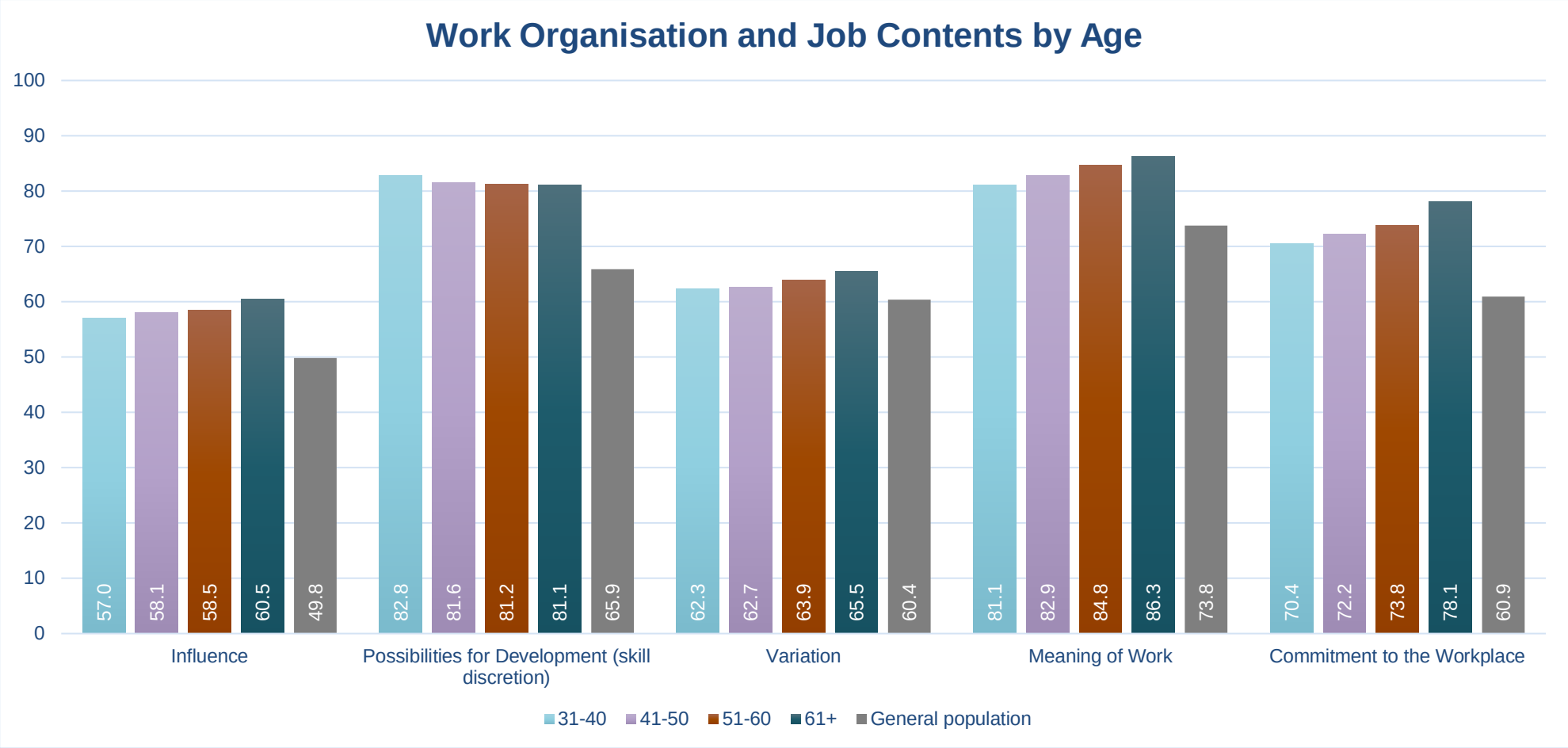


FIGURE 3.3.5: BAR CHART: WORK ORGANISATION AND JOB CONTENTS BY AGE GROUPS

School leaders reported increasing scores for Influence, Variation, Meaning of Work, and Commitment to the Workplace as age group increased. School leaders also reported decreasing scores for Possibilities of Development as age group increased.

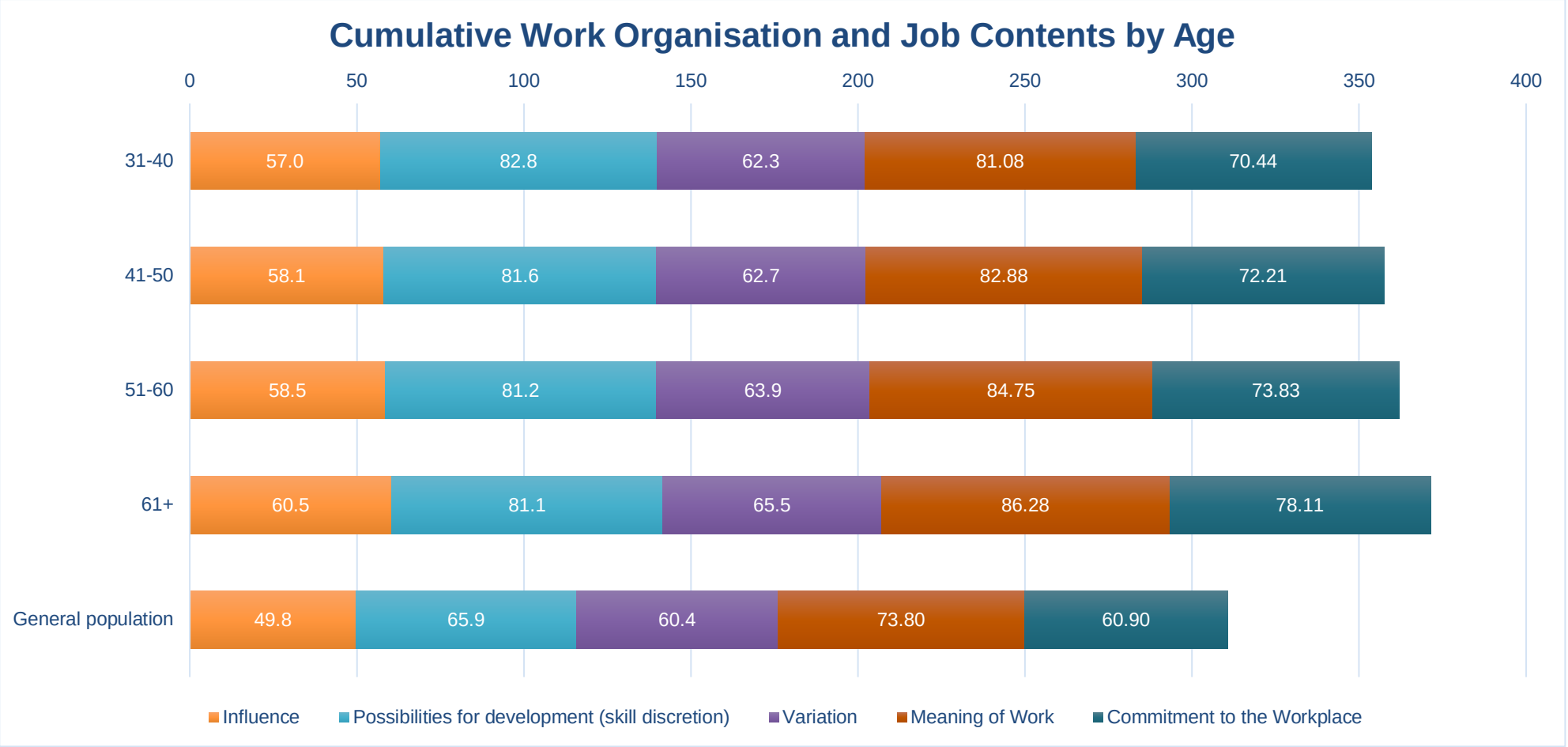


FIGURE 3.3.6: STACKED BAR CHART: CUMULATIVE WORK ORGANISATION AND JOB CONTENTS BY AGE GROUPS

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

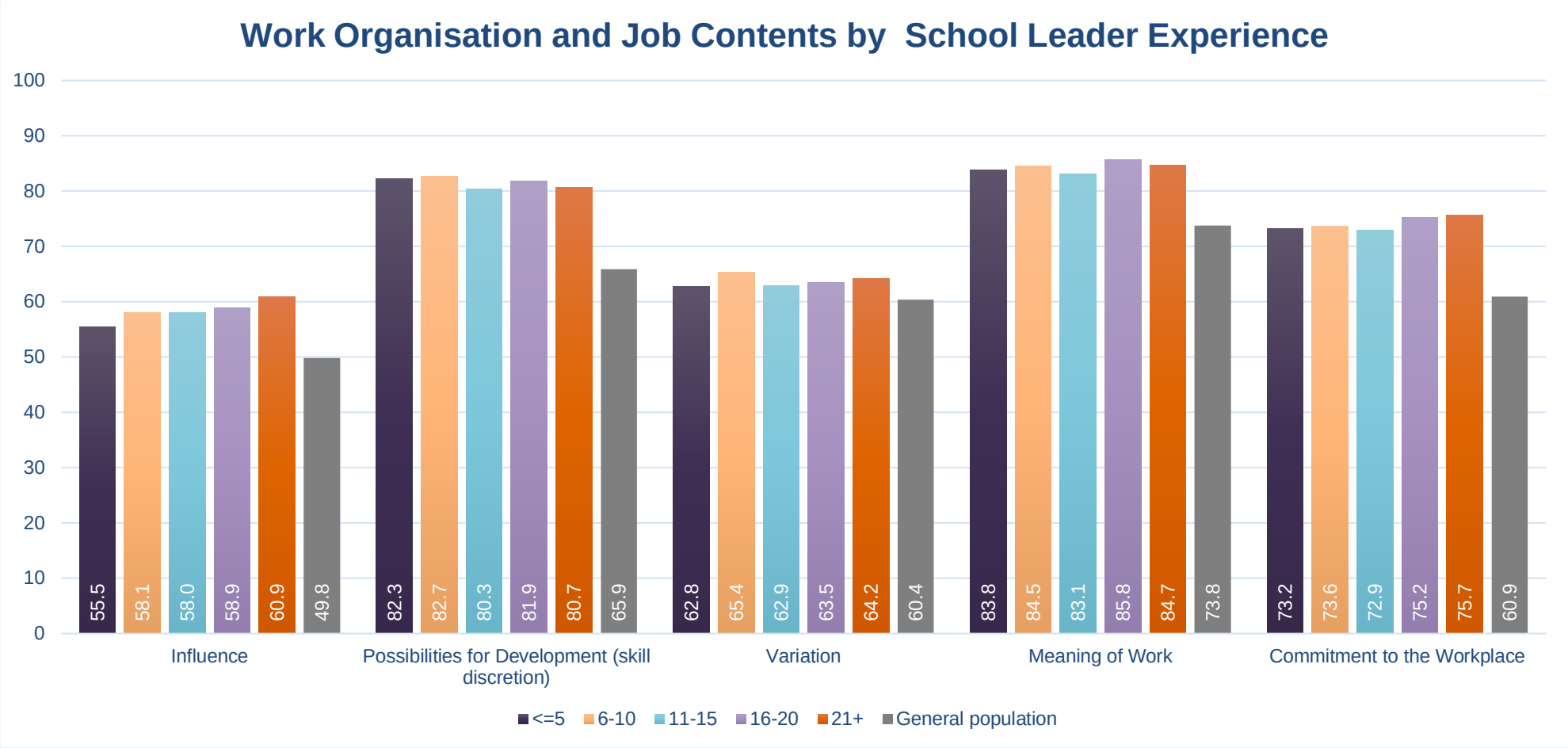


FIGURE 3.3.7: BAR CHART: WORK ORGANISATION AND JOB CONTENTS BY SCHOOL LEADER EXPERIENCE

School leaders reported increasing scores in Influence and Commitment to the Workplace as their experience in a leadership position increased.

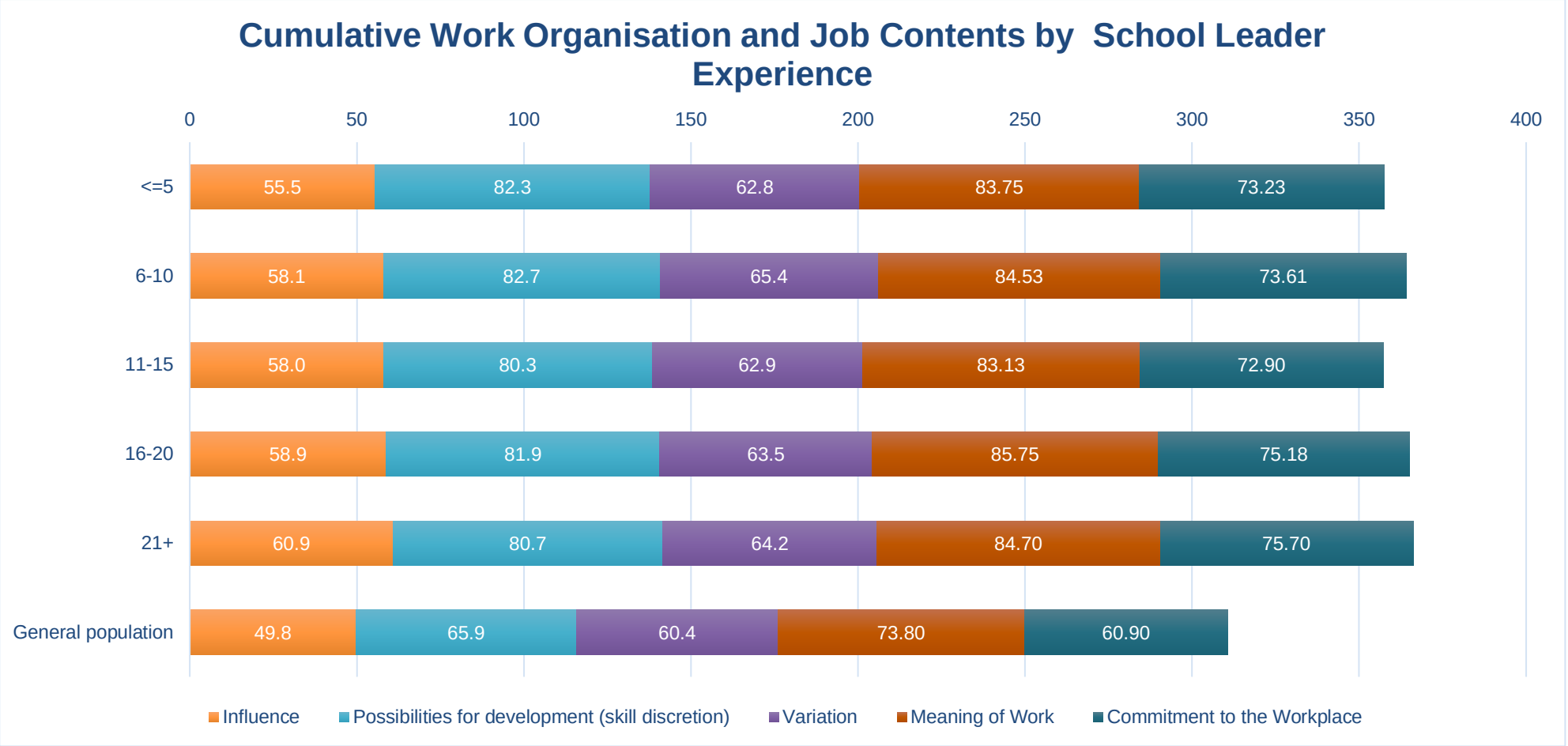


FIGURE 3.3.8: STACKED BAR CHART: CUMULATIVE WORK ORGANISATION AND JOB CONTENTS BY SCHOOL LEADER EXPERIENCE

School leaders with less than 5 years' 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.

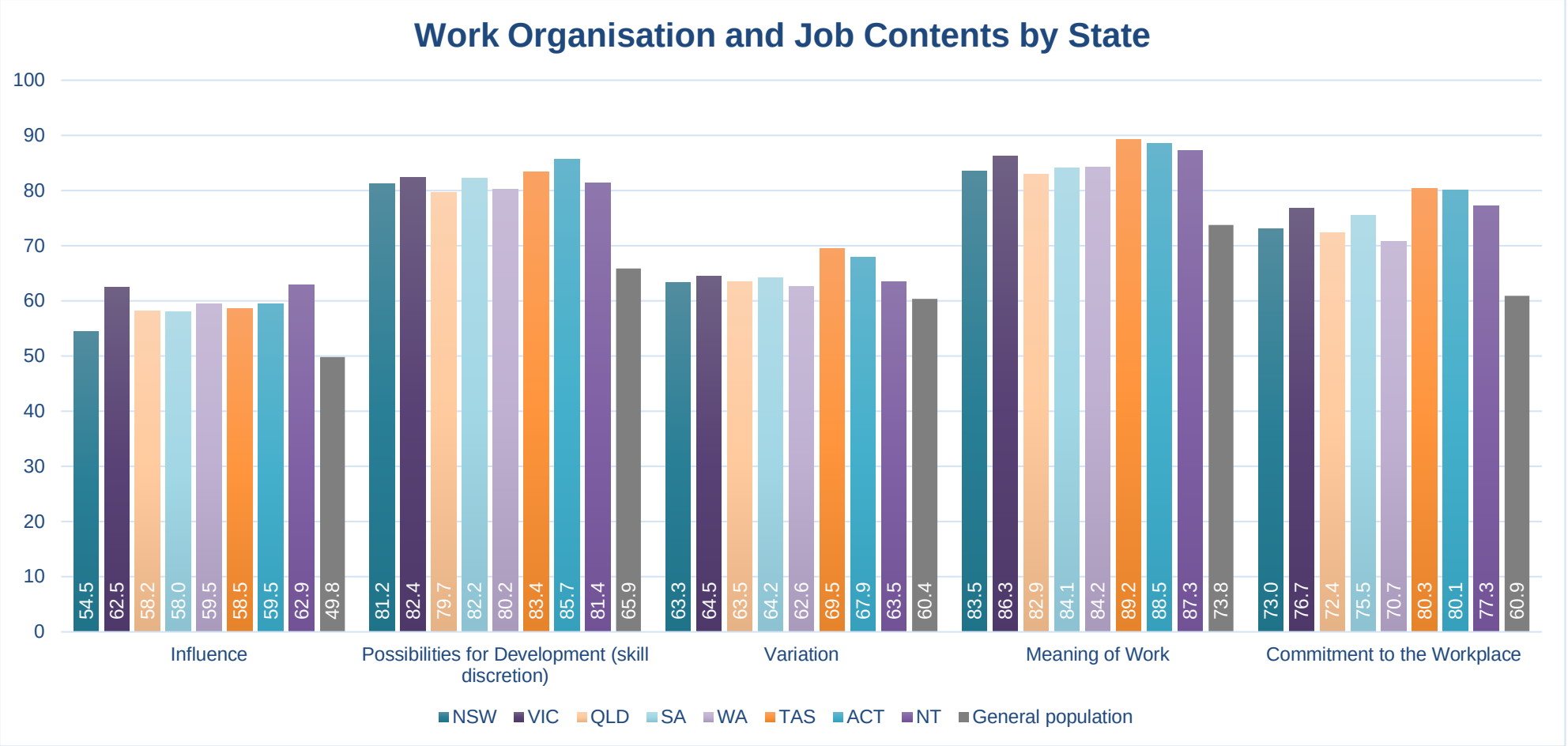


FIGURE 3.3.9: BAR CHART: WORK ORGANISATION AND JOB CONTENTS BY STATE

Victorian school leaders reported higher results for all Work Organisation and Job Contents subscales than their NSW counterparts. NT school leaders reported higher result for Influence than their counterparts in other states and territories. WA school leaders reported lower results for Variation and Commitment to the Workplace than their counterparts from other states and territories.

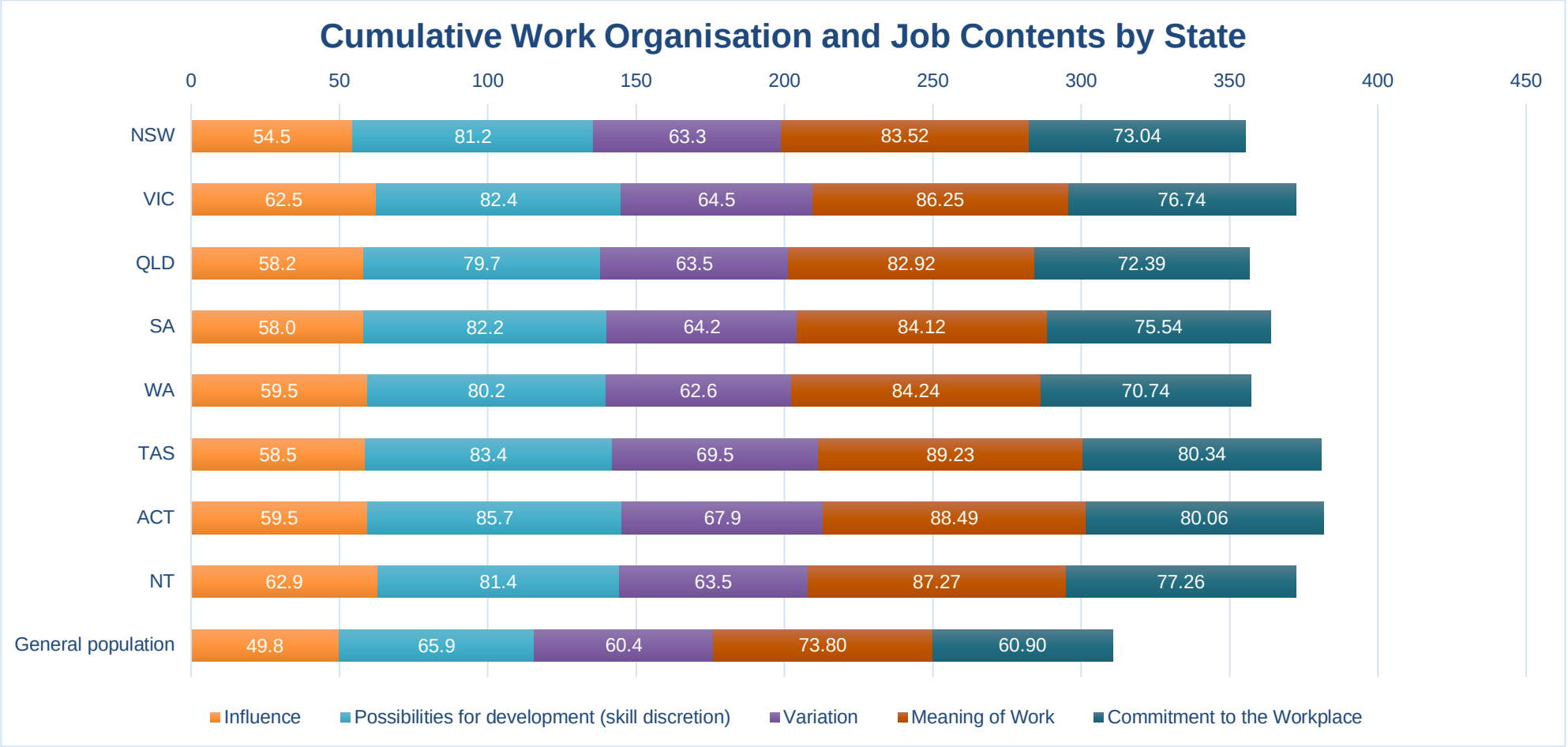


FIGURE 3.3.10: STACKED BAR CHART: CUMULATIVE WORK ORGANISATION AND JOB CONTENTS BY STATE

Cumulatively Tasmanian and ACT school leaders retorted higher results than their counterparts from other states and territories. Cumulatively, Victorian school leaders reported higher results than their NSW counterparts.

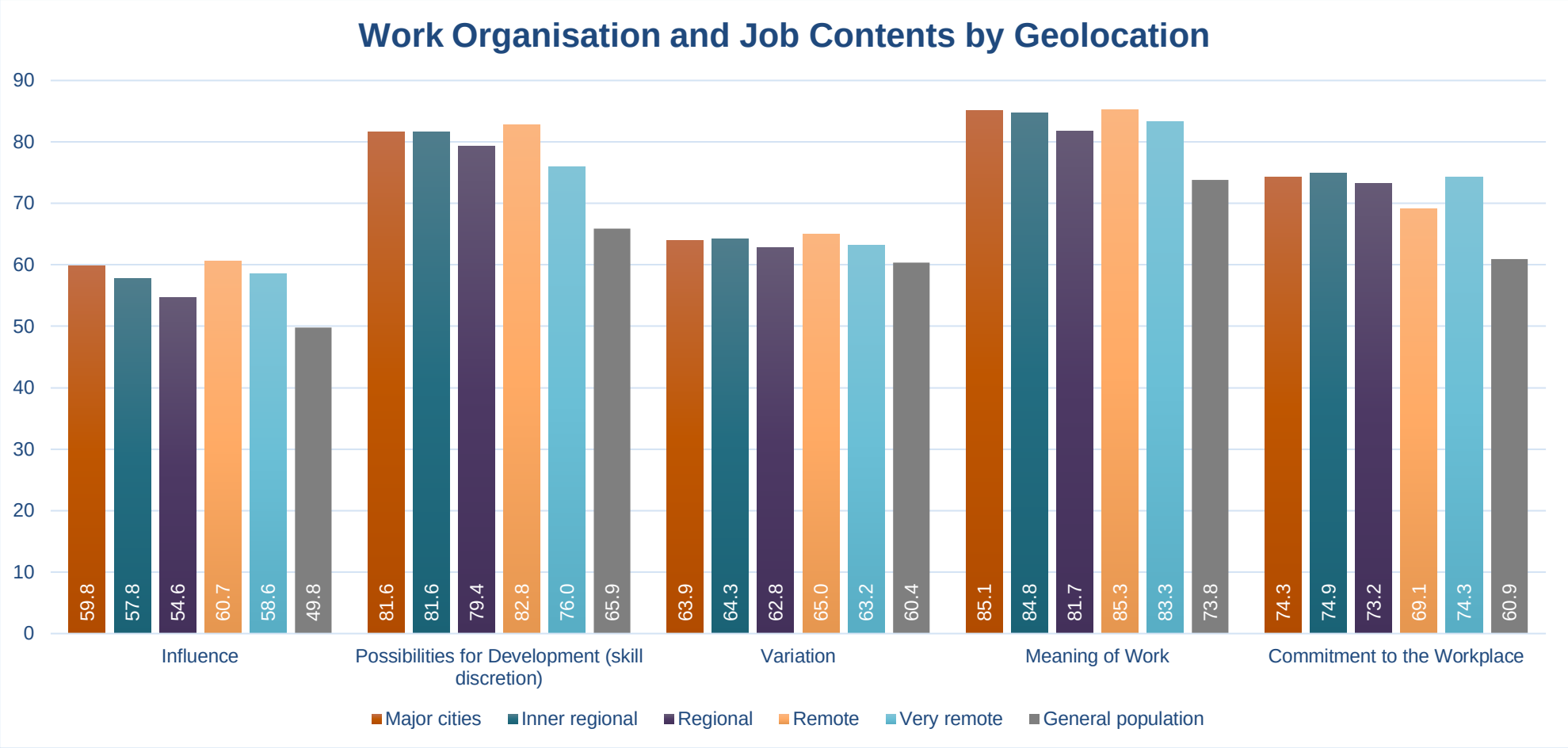


FIGURE 3.3.11: BAR CHART: WORK ORGANISATION AND JOB CONTENTS BY GEOLOCATION

Regional school leaders reported lower results for Influence, Variation, and Meaning of Work than their counterparts from other geolocations.

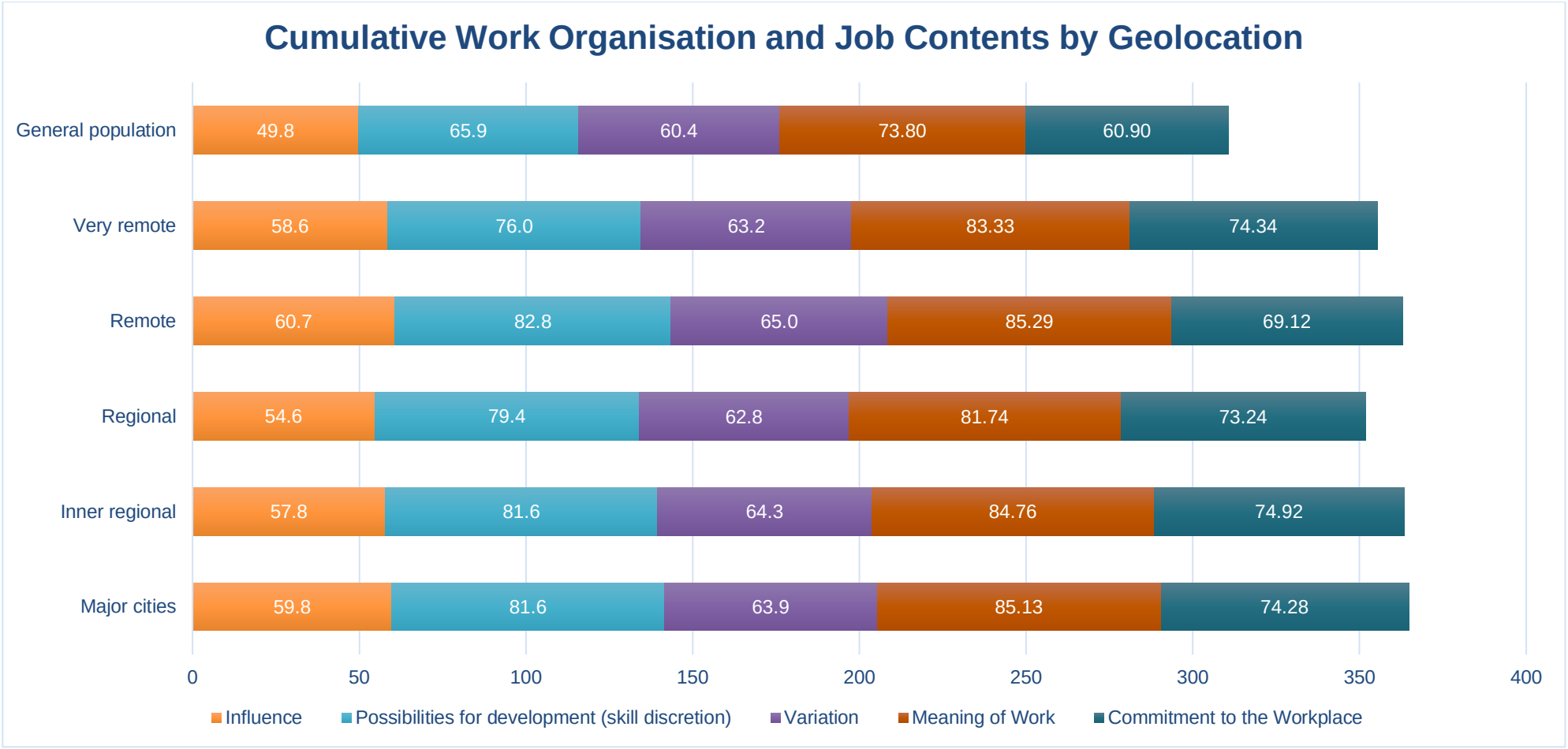


FIGURE 3.3.12: STACKED BAR CHART: CUMULATIVE WORK ORGANISATION AND JOB CONTENTS BY GEOLOCATION

Cumulatively, major cities, inner regional, and remote school leaders reported similar results for Work Organisation and Job Contents. School leaders from all geolocations reported higher results than the general population.

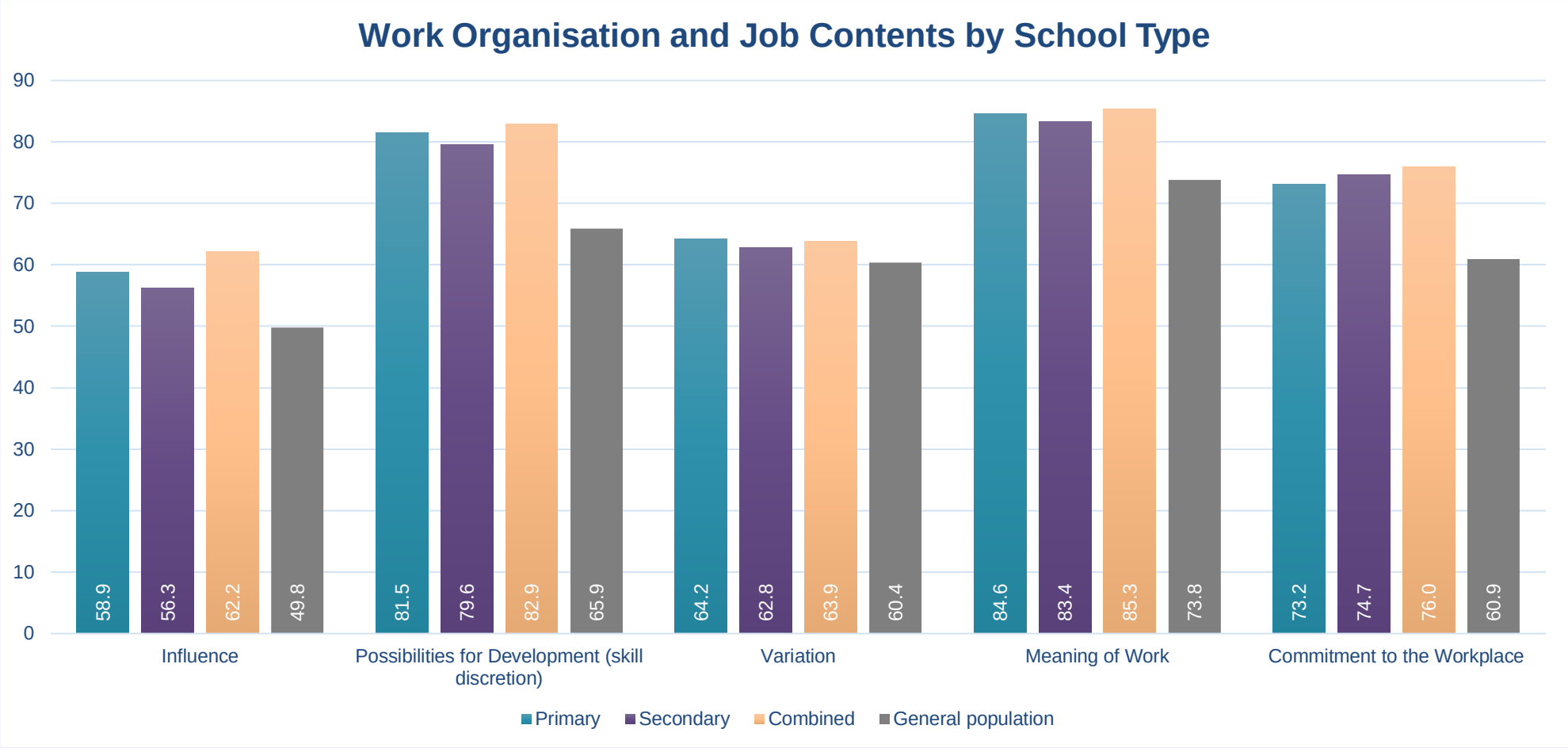


FIGURE 3.3.13: BAR CHART: WORK ORGANISATION AND JOB CONTENTS BY SCHOOL TYPE

Primary school leaders retorted higher results than their secondary counterparts for Influence, Possibilities for Development, Variation, and Meaning of Work. Secondary school leaders reported higher results for Commitment to the Workplace and then as their primary school counterpart. Combined school leaders reported higher results for Influence, Possibilities for Development, Meaning of Work, and Commitment to the Workplace than their primary and secondary counterparts.

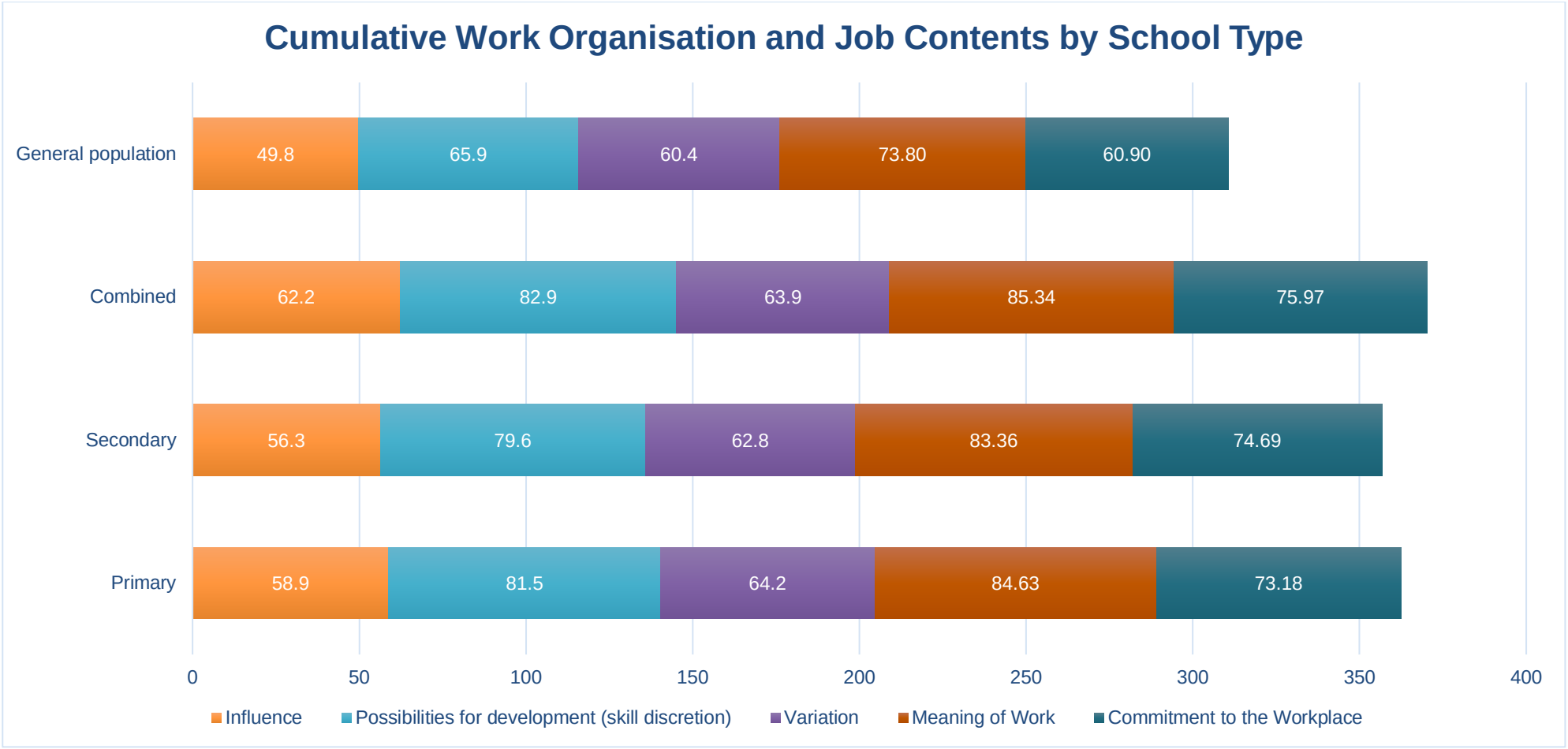


FIGURE 3.3.14: STACKED BAR CHART: CUMULATIVE WORK ORGANISATION AND JOB CONTENTS BY SCHOOL TYPE

Cumulatively, combined school leaders reported higher results than their primary and secondary counterparts.

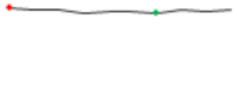
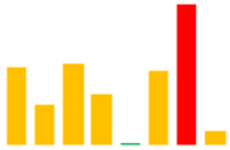
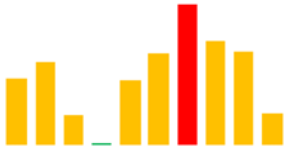
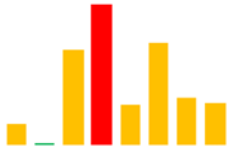
3.4 INTERPERSONAL RELATIONS AND LEADERSHIP: SUBSCALE LONGITUDINAL AND SUBGROUP COMPARISONS

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 that 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

TABLE 3.4.1: SCHOOL LEADER LONGITUDINAL INTERPERSONAL RELATIONS AND LEADERSHIP TREND (PART 1)

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Trendlines (scaled)	Trendlines (zoomed)
Predictability	61.86	62.91	62.24	59.00	60.03	59.03	57.71	58.94	59.01	57.27		
Recognition	67.97	67.23	66.44	64.86	65.76	65.47	64.82	66.29	66.15	66.39		
Role Clarity			80.07	79.35	80.14	79.57	78.59	80.00	81.33	78.83		
Role Conflict	49.44	49.93	48.17	47.22	49.36	50.21	51.88	50.64	50.27	48.26		
Quality of Leadership			52.92	52.46	54.59	55.62	53.35	54.73	53.52	53.37		

highest score lowest score

Note: table continues on the next page.

TABLE 3.4.2: SCHOOL LEADER LONGITUDINAL INTERPERSONAL RELATIONS AND LEADERSHIP TREND (PART 2)

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Trendlines (scaled)	Trendlines (zoomed)
Social Support from Internal Colleagues		59.20	60.12	60.17	60.15	60.72	60.66	62.30	62.26	64.32		
Social Support from External Colleagues		49.94	50.44	50.44	51.53	50.58	51.27	51.89	50.86	52.83		
Social Support from Supervisors	51.53	49.38	46.77	46.68	48.21	49.35	48.20	49.38	48.93	51.86		
Social Community at Work	79.42	78.44	78.98	78.53	78.74	78.15	78.18	78.68	78.41	79.10		

highest score lowest score

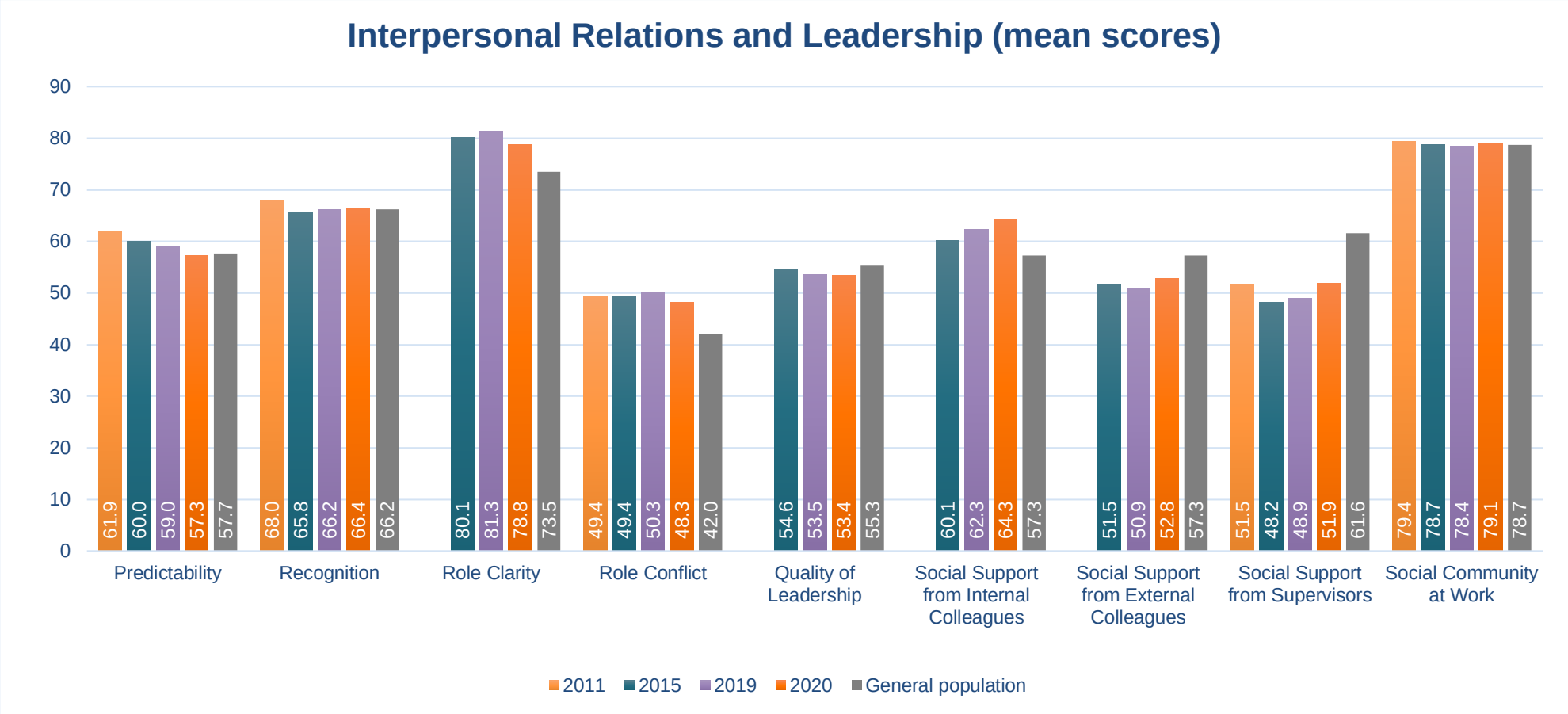


FIGURE 3.4.1: INTERPERSONAL RELATIONS AND LEADERSHIP MEAN SCORES: SCHOOL LEADER RESULTS 2011, 2015, 2019, 2020 AGAINST THE GENERAL POPULATION

> It was an extremely stressful time, however the resiliency of the staff and students was inspiring. A very good reminder of the things we can do when needed and when the right supports are in place. We have worked hard for the previous 5 years on increasing students and staff wellbeing and this helped us immensely with the stresses of possible COVID shutdown.
>
> - *Female, Independent combined school, NT*

Predictability: school leaders in 2020 reported similar result than the general population (57.27 versus 57.70, d = -0.02). This is the first recorded school leader result that is lower than the general population in this survey's history.

Recognition: school leaders in 2020 reported similar results to 2015, 2019 and the general population.

Role Clarity: school leaders in 2020 reported medium effect size higher result than the general population (78.83 versus 73.50, $d = 0.33$). School leaders Role Clarity was highest in 2019 (81.33, $d = 0.48$).

Role Conflict: school leaders in 2020 reported medium effect size higher than the general population (48.26 versus 42.00, $d = 0.38$). The 2020 result is the second lowest reported result for Role Conflict in the survey's history.

Quality of Leadership: school leaders in 2020 reported small effect size lower than the general population (53.37 versus 55.30, d = -0.09). School leaders have consistently reported lower results for Quality of Leadership than the general population.

Social Support from Internal Colleagues: school leaders in 2020 reported a medium effect size higher than the general population (64.32 versus 57.30, $d = 0.36$). School leaders have reported steadily increasingly results for Social Support from Internal Colleagues from 2012 to 2020, with 2020 recording the highest result to date.

Social Support from External Colleagues: school leaders in 2020 reported medium effect size lower than the general population (52.83 versus 57.30, d = -0.23), the highest recorded result to date.

Social Support from Supervisors: school leaders in 2020 reported a medium effect size lower than the general population (51.86 versus 61.60, d = -0.43), the highest recorded result to date. School leaders have consistently reported lower Social Support from Supervisors than the general population.

Social Community at Work: school leaders in 2020 reported similar results to the general population (79.10 versus 78.70, $d = 0.02$). School leaders have reported consistent results for Social Community at Work from 2011 to 2020.

Interpersonal Relations and Leadership: school leader sub-group results

The following findings for Interpersonal Relations and Leadership are from Table 3.4.3 to Table 3.4.10.

School leaders who preferred not to say their gender reported significantly negative impact results than their female and male counterparts for the following subscales:

- Lower Recognition (57.77, d = -0.42) versus female (65.96, d =-0.01) versus male (67.49, d = 0.06)
- Lower Role Clarity (71.17, d = -0.14) versus female (79.39, d = 0.36) versus male (78.41, d = 0.30)
- Higher Role Conflict (52.96, d = 0.66) versus female (47.73, d = 0.35) versus male (48.78, d = 0.41)
- Lower Social Support from Supervisors (49.77, d = -0.53) versus female (52.09, d = -0.42) versus male (51.63, d = -0.45)

Independent school leaders reported significantly positive impact results than their government and Catholic counterparts for the following subscales:

- Higher Predictability (72.28, d= 0.70) versus government (55.62, d = -0.10) versus Catholic (57.96, d = 0.01)
- Higher Recognition (77.35, d =0.56) versus government (64.81, d = -0.07) versus Catholic (69.07, d =0.14)
- Lower Role Conflict (38.54, d = -0.20) versus government (49.85, d = 0.47) versus Catholic (46.55, d = 0.27)
- Higher Quality of Leadership (60.03, d = 0.22) versus government (53.49, d = -0.09) versus Catholic (49.44, d = -0.28)
- Higher Social Support from Supervisors (57.20, d = -0.20) versus government (51.67, d = -0.44) versus Catholic (49.92, d = -0.52)
- Higher Social Community at Work (82.26, d = 0.19) versus government (78.58, d = -0.01) versus Catholic (78.95, d = 0.01)

School leaders aged over 61 reported higher results for Role Clarity and lower result for Role Conflict than their younger counterparts. School leaders aged 31-40 reported lower Role Clarity and higher Role Conflict than their older counterparts.

WA school leaders reported significantly lower results for Recognition (62.11, d = -0.21), Quality of Leadership (44.99, d = -0.49), and Social Support from Supervisors (40.32, d = -0.95) than their counterparts from other states and territories. NT school leaders reported the highest results for Role Clarity (82.18, d = 0.53) and Social Support from Internal Colleagues (67.59, d = 0.52), and the lowest result for Role Conflict (43.06, d = 0.06).

TABLE 3.4.3: MEAN INTERPERSONAL RELATIONS AND LEADERS BY GENDER, SCHOOL SECTOR AND ROLE

	Gender			School sector			Role	
	Female	Male	Prefer not to say	Government	Catholic	Independent	Principal	Deputy
Predictability	57.09	57.70	54.05	55.62	57.96	72.28	56.66	60.63
Recognition	65.96	67.49	57.77	64.81	69.07	77.35	65.98	69.39
Role Clarity	79.39	78.41	71.17	78.74	79.81	80.72	80.43	72.46
Role Conflict	47.73	48.78	52.96	49.85	46.55	38.54	49.06	44.30
Quality of Leadership	53.70	52.96	51.91	53.49	49.44	60.03	52.87	55.77
Social Support from Internal Colleagues	65.28	62.97	62.84	64.44	64.08	64.48	64.85	61.80
Social Support from External Colleagues	54.43	50.61	50.23	53.08	55.11	50.43	54.73	44.89
Social Support from Supervisors	52.09	51.63	49.77	51.67	49.92	57.20	51.32	54.27
Social Community at Work	79.64	78.40	77.08	78.58	78.95	82.26	80.15	74.60

TABLE 3.4.4: COHEN'S D INTERPERSONAL RELATIONS AND LEADERS BY GENDER, SCHOOL SECTOR AND ROLE

	Gender			School sector			Role	
	Female	Male	Prefer not to say	Government	Catholic	Independent	Principal	Deputy
Predictability	-0.03	0.00	-0.17	-0.10	0.01	↑ 0.70	-0.05	0.14
Recognition	-0.01	0.06	-0.42	-0.07	0.14	↑ 0.56	-0.01	0.16
Role Clarity	0.36	0.30	-0.14	0.32	0.38	0.44	0.42	-0.06
Role Conflict	0.35	0.41	↑ 0.66	0.47	0.27	-0.21	0.43	0.14
Quality of Leadership	-0.08	-0.11	-0.16	-0.09	-0.28	0.22	-0.12	0.02
Social Support from Internal Colleagues	0.41	0.29	0.28	0.36	0.34	0.36	0.38	0.23
Social Support from External Colleagues	-0.15	-0.34	-0.36	-0.21	-0.11	-0.35	-0.13	↓ -0.63
Social Support from Supervisors	-0.42	-0.45	↓ -0.53	-0.44	↓ -0.52	-0.20	-0.46	-0.33
Social Community at Work	0.05	-0.02	-0.09	-0.01	0.01	0.19	0.08	-0.22

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

TABLE 3.4.5: MEAN INTERPERSONAL RELATIONS AND LEADERS BY AGE AND SCHOOL LEADER EXPERIENCE

	Age				School leader experience				
	31-40	41-50	51-60	61+	<=5	6-10	11-15	16-20	21+
Predictability	56.16	56.28	57.98	57.57	59.41	58.42	56.25	56.28	58.03
Recognition	67.13	66.56	66.54	66.64	71.99	69.15	65.63	65.17	65.23
Role Clarity	73.06	76.55	79.68	81.42	77.15	77.21	78.27	79.11	80.90
Role Conflict	53.17	51.80	47.44	44.50	46.30	49.45	48.12	49.00	47.20
Quality of Leadership	55.15	54.73	53.34	51.83	61.58	57.57	53.93	50.81	50.19
Social Support from Internal Colleagues	64.16	64.39	63.75	65.58	63.52	64.12	63.82	64.64	64.83
Social Support from External Colleagues	60.05	55.63	51.04	52.29	54.76	55.20	53.28	51.78	51.40
Social Support from Supervisors	54.75	53.01	50.39	53.12	57.72	56.55	51.32	50.18	49.14
Social Community at Work	75.68	77.03	79.46	81.49	76.37	79.42	77.93	79.69	80.21

TABLE 3.4.6: COHEN'S D INTERPERSONAL RELATIONS AND LEADERS BY AGE AND SCHOOL LEADER EXPERIENCE

	Age				School leader experience				
	31-40	41-50	51-60	61+	<=5	6-10	11-15	16-20	21+
Predictability	-0.07	-0.07	0.01	-0.01	0.08	0.03	-0.07	-0.07	0.02
Recognition	0.05	0.02	0.02	0.02	0.29	0.15	-0.03	-0.05	-0.05
Role Clarity	-0.03	0.19	0.38	0.48	0.22	0.23	0.29	0.34	0.45
Role Conflict	↑ 0.67	↑ 0.59	0.33	0.15	0.26	0.45	0.37	0.42	0.31
Quality of Leadership	-0.01	-0.03	-0.09	-0.16	0.30	0.11	-0.06	-0.21	-0.24
Social Support from Internal Colleagues	0.35	0.36	0.33	0.42	0.32	0.35	0.33	0.37	0.38
Social Support from External Colleagues	0.14	-0.08	-0.32	-0.25	-0.13	-0.11	-0.20	-0.28	-0.30
Social Support from Supervisors	-0.31	-0.38	↓ -0.50	-0.38	-0.17	-0.23	-0.46	↓ -0.51	↓ -0.56
Social Community at Work	-0.16	-0.09	0.04	0.15	-0.12	0.04	-0.04	0.05	0.08

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

TABLE 3.4.7: MEAN INTERPERSONAL RELATIONS AND LEADERS BY SCHOOL STATE

	State							
	NSW	VIC	QLD	SA	WA	TAS	ACT	NT
Predictability	54.87	56.14	59.50	62.30	58.17	66.16	56.25	56.25
Recognition	67.38	69.19	65.15	69.18	62.11	64.79	68.85	65.51
Role Clarity	77.40	82.05	77.34	81.28	78.51	78.25	75.60	82.18
Role Conflict	50.90	44.19	50.70	50.50	47.58	45.27	48.07	43.06
Quality of Leadership	56.27	53.58	52.99	60.09	44.99	50.63	58.18	55.71
Social Support from Internal Colleagues	62.94	67.42	61.50	66.13	63.80	65.45	66.67	67.59
Social Support from External Colleagues	53.14	58.07	48.17	52.87	51.65	51.83	51.98	57.64
Social Support from Supervisors	55.38	54.06	51.20	56.87	40.32	51.22	53.97	55.56
Social Community at Work	78.43	81.04	77.06	77.67	78.04	80.69	85.52	81.48

TABLE 3.4.8: COHEN'S D INTERPERSONAL RELATIONS AND LEADERS BY SCHOOL STATE

	State							
	NSW	VIC	QLD	SA	WA	TAS	ACT	NT
Predictability	-0.14	-0.07	0.09	0.22	0.02	0.40	-0.07	-0.07
Recognition	0.06	0.15	-0.05	0.15	-0.21	-0.07	0.13	-0.03
Role Clarity	0.24	↑ 0.52	0.23	0.47	0.31	0.29	0.13	↑ 0.53
Role Conflict	↑ 0.54	0.13	↑ 0.52	↑ 0.51	0.34	0.20	0.37	0.06
Quality of Leadership	0.05	-0.08	-0.11	0.23	-0.49	-0.22	0.14	0.02
Social Support from Internal Colleagues	0.29	↑ 0.51	0.21	0.45	0.33	0.41	0.48	↑ 0.52
Social Support from External Colleagues	-0.21	0.04	-0.46	-0.22	-0.29	-0.28	-0.27	0.02
Social Support from Supervisors	-0.28	-0.34	-0.46	-0.21	↓ -0.95	-0.46	-0.34	-0.27
Social Community at Work	-0.01	0.12	-0.09	-0.05	-0.03	0.11	0.36	0.15

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

TABLE 3.4.9: MEAN INTERPERSONAL RELATIONS AND LEADERS BY SCHOOL GEOLOCATION AND SCHOOL TYPE

	Geolocation					School type		
	Major cities	Inner regional	Regional	Remote	Very remote	Primary	Secondary	Combined
Predictability	57.05	59.34	57.08	57.84	53.29	56.50	56.87	64.39
Recognition	67.20	67.19	64.87	60.95	64.04	64.65	69.20	71.22
Role Clarity	79.93	78.76	77.14	74.67	76.32	79.43	78.03	79.32
Role Conflict	47.52	48.48	50.80	50.61	48.03	48.82	49.54	44.03
Quality of Leadership	52.89	54.72	54.28	53.47	52.31	51.99	53.92	58.14
Social Support from Internal Colleagues	65.13	64.35	61.38	65.03	60.09	64.61	63.56	62.59
Social Support from External Colleagues	53.75	52.30	50.04	56.54	64.47	53.70	51.57	50.85
Social Support from Supervisors	51.24	53.92	52.30	48.67	52.78	50.42	54.06	55.19
Social Community at Work	79.89	78.20	76.45	78.10	79.82	79.13	77.88	79.71

TABLE 3.4.10: COHEN'S D INTERPERSONAL RELATIONS AND LEADERS BY SCHOOL GEOLOCATION AND SCHOOL TYPE

	Geolocation					School type		
	Major cities	Inner regional	Regional	Remote	Very remote	Primary	Secondary	Combined
Predictability	-0.03	0.08	-0.03	0.01	-0.21	-0.06	-0.04	0.32
Recognition	0.05	0.05	-0.07	-0.26	-0.11	-0.08	0.15	0.25
Role Clarity	0.39	0.32	0.22	0.07	0.17	0.36	0.28	0.35
Role Conflict	0.33	0.39	0.53	0.52	0.36	0.41	0.45	0.12
Quality of Leadership	-0.11	-0.03	-0.05	-0.09	-0.14	-0.16	-0.07	0.13
Social Support from Internal Colleagues	0.40	0.36	0.21	0.39	0.14	0.37	0.32	0.27
Social Support from External Colleagues	-0.18	-0.25	-0.37	-0.04	0.36	-0.18	-0.29	-0.33
Social Support from Supervisors	-0.46	-0.34	-0.42	-0.58	-0.39	-0.50	-0.34	-0.29
Social Community at Work	0.06	-0.03	-0.12	-0.03	0.06	0.02	-0.04	0.05

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

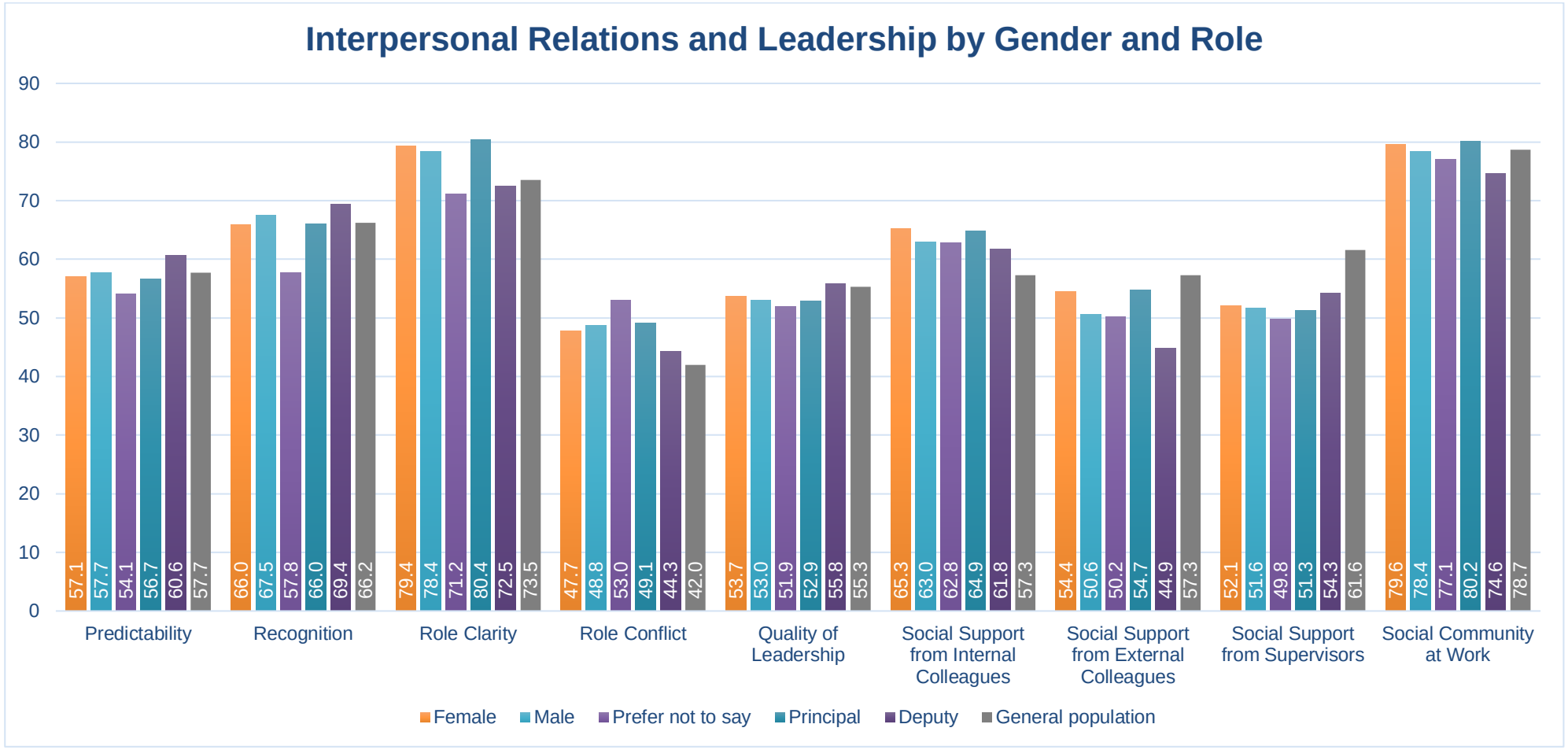


FIGURE 3.4.2: BAR CHART: INTERPERSONAL RELATIONS AND LEADERSHIP BY GENDER AND ROLE

Male school leaders reported higher results for Recognition than their female counterparts. Female school leaders reported higher results for both Social Support from internal and external colleagues. School leaders irrespective of gender identification and position reported lower results for Social Support from Supervisors than the general population.

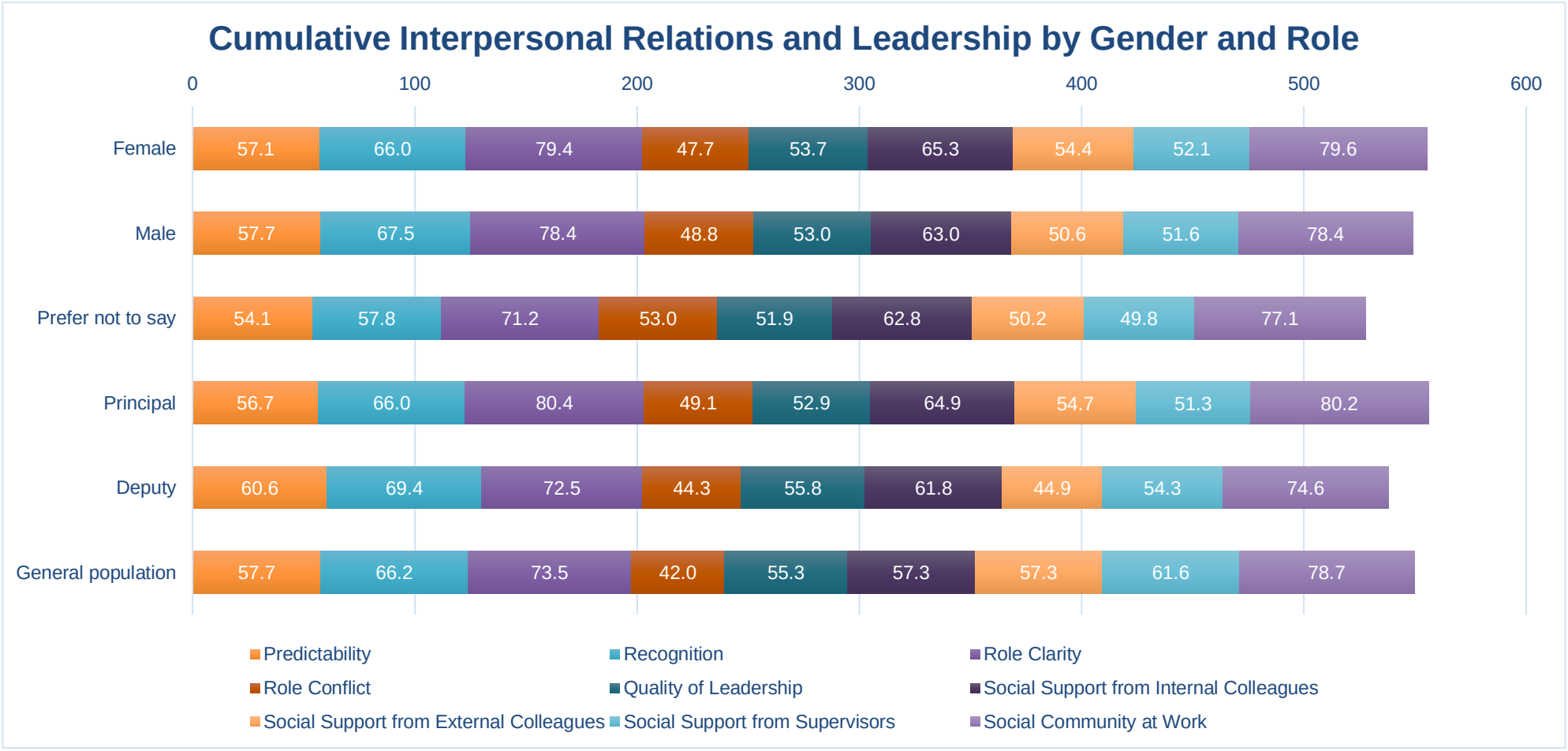


FIGURE 3.4.3: STACKED BAR CHART: CUMULATIVE INTERPERSONAL RELATIONS AND LEADERSHIP BY GENDER AND ROLE

Cumulatively, school leaders who preferred not the specify their gender reported lower Interpersonal Relations and Leadership than the general population.

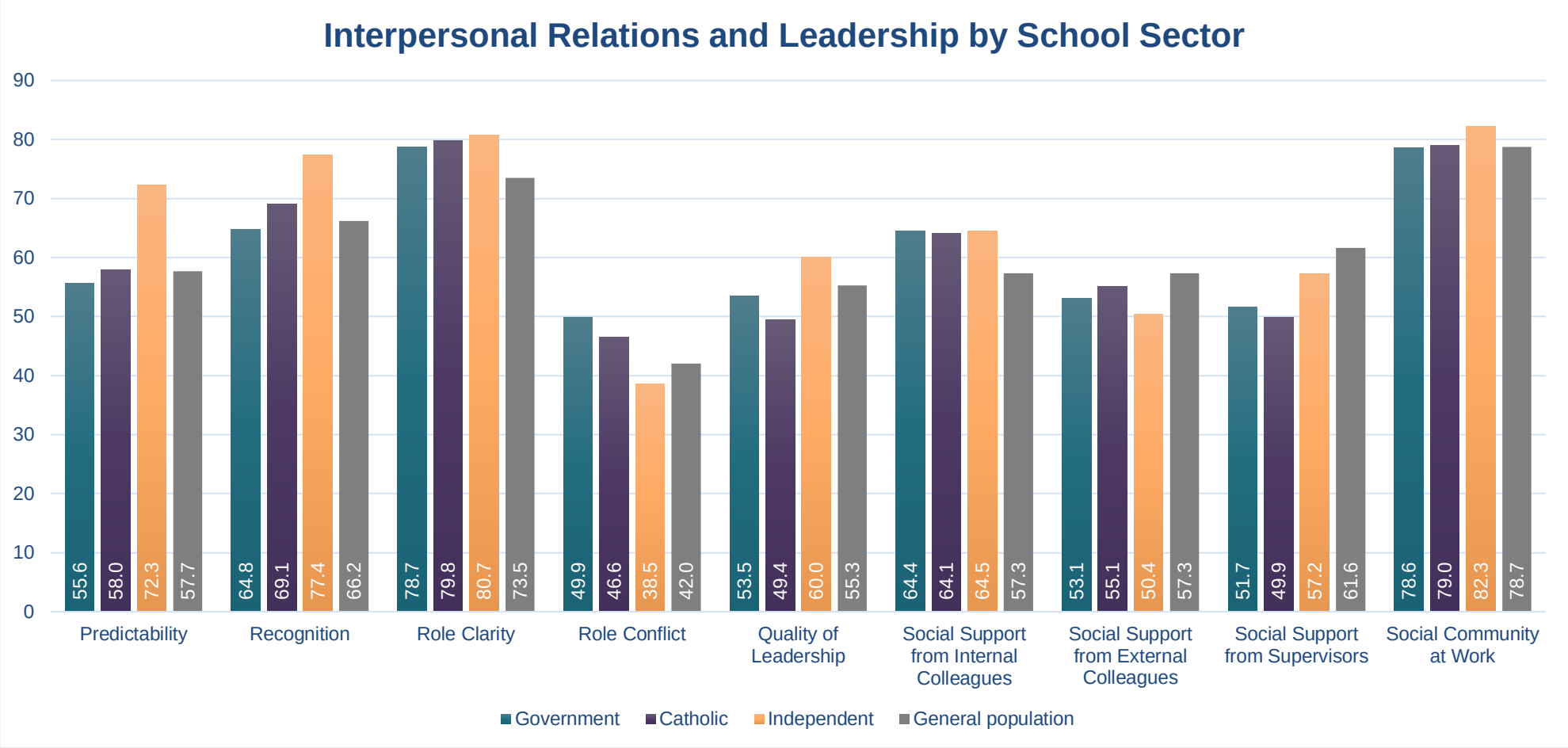


FIGURE 3.4.4: BAR CHART: INTERPERSONAL RELATIONS AND LEADERSHIP BY SCHOOL SECTOR

Compared to their government and Catholic counterparts, Independent school leaders reported significantly higher results for Predictability, Recognition and Quality of Leadership; and lower results for Role Conflict and Social Support from External Colleagues. Compared to their government counterparts, Catholic school leaders report higher results for Predictability, Recognition, Role Clarity, Social Support from External Colleagues; and lower scores for Role Conflict, Quality of Leadership and Social Support from Supervisors.

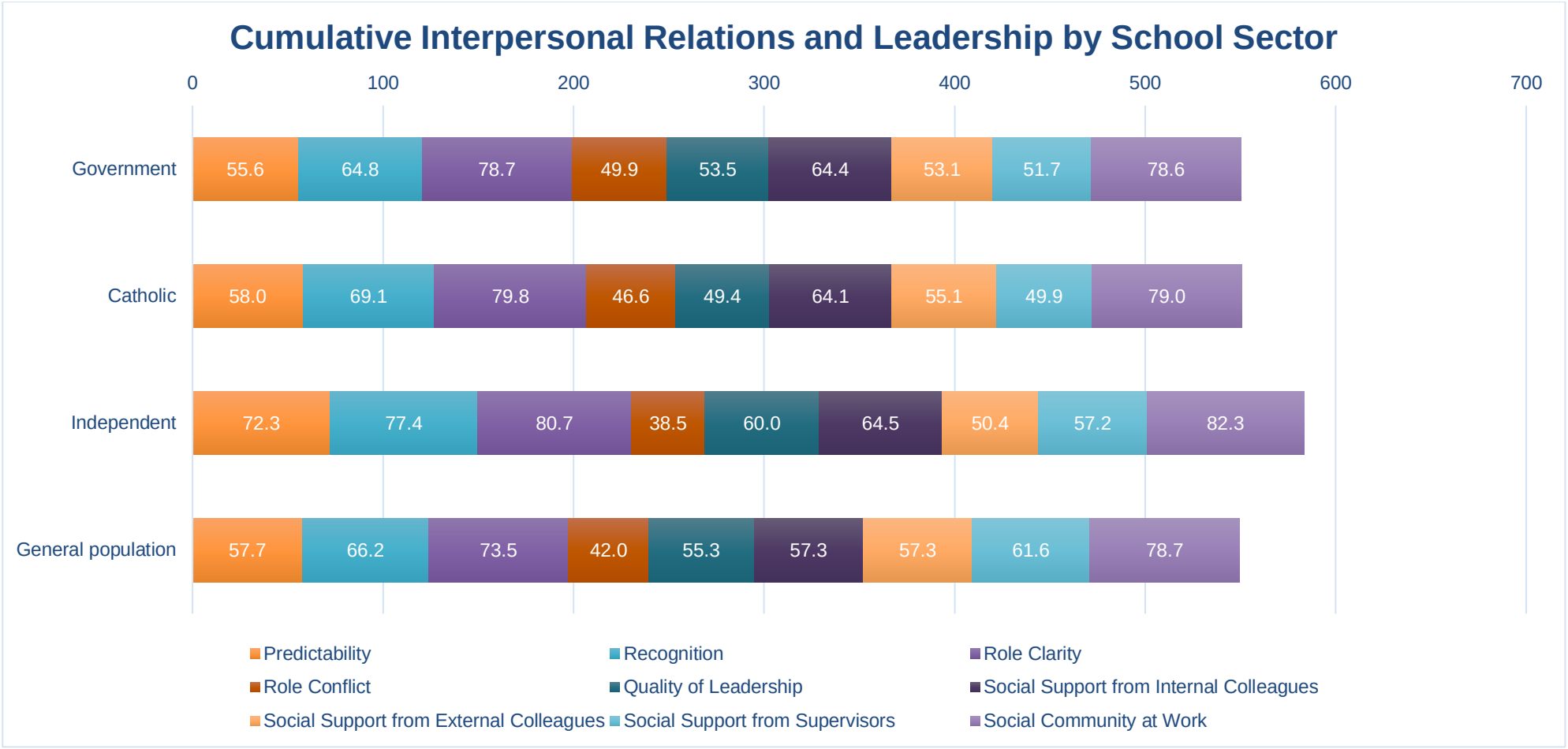


FIGURE 3.4.5: STACKED BAR CHART: CUMULATIVE INTERPERSONAL RELATIONS AND LEADERSHIP BY SCHOOL SECTOR

Cumulatively, Independent school leaders reported higher results for Interpersonal Relations and Leadership than their government and Catholic school counterparts, and higher than the general population. Catholic and government school leaders reported similar cumulative results for Interpersonal Relations and Leadership.

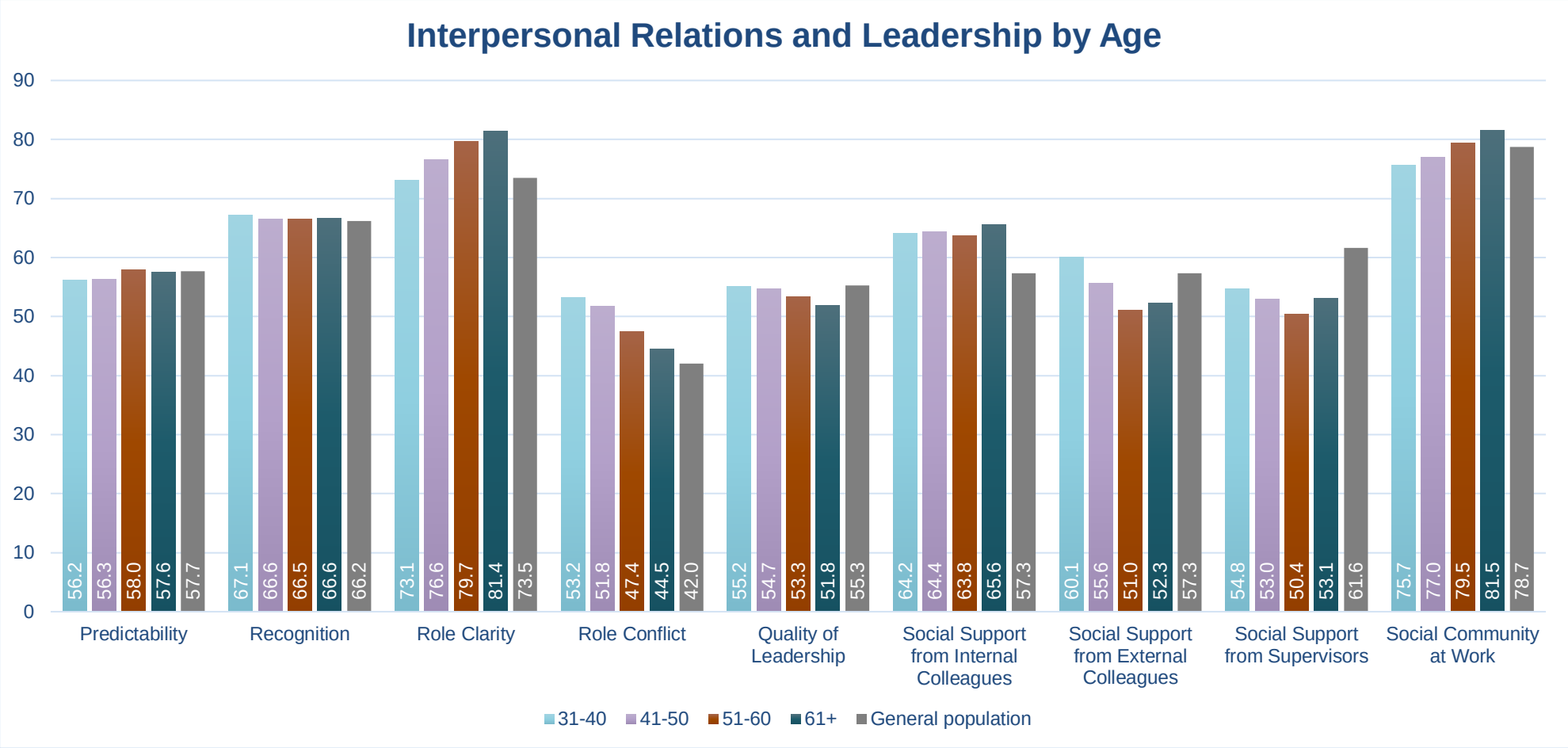


FIGURE 3.4.6: BAR CHART: INTERPERSONAL RELATIONS AND LEADERSHIP BY AGE GROUPS

As school leader age increase, their reports scores also increased for Role Clarity and Social Community at Work; and their reported scores for Role Conflict decreased. School leaders of all age groups reported similar results to the general public for Recognition.

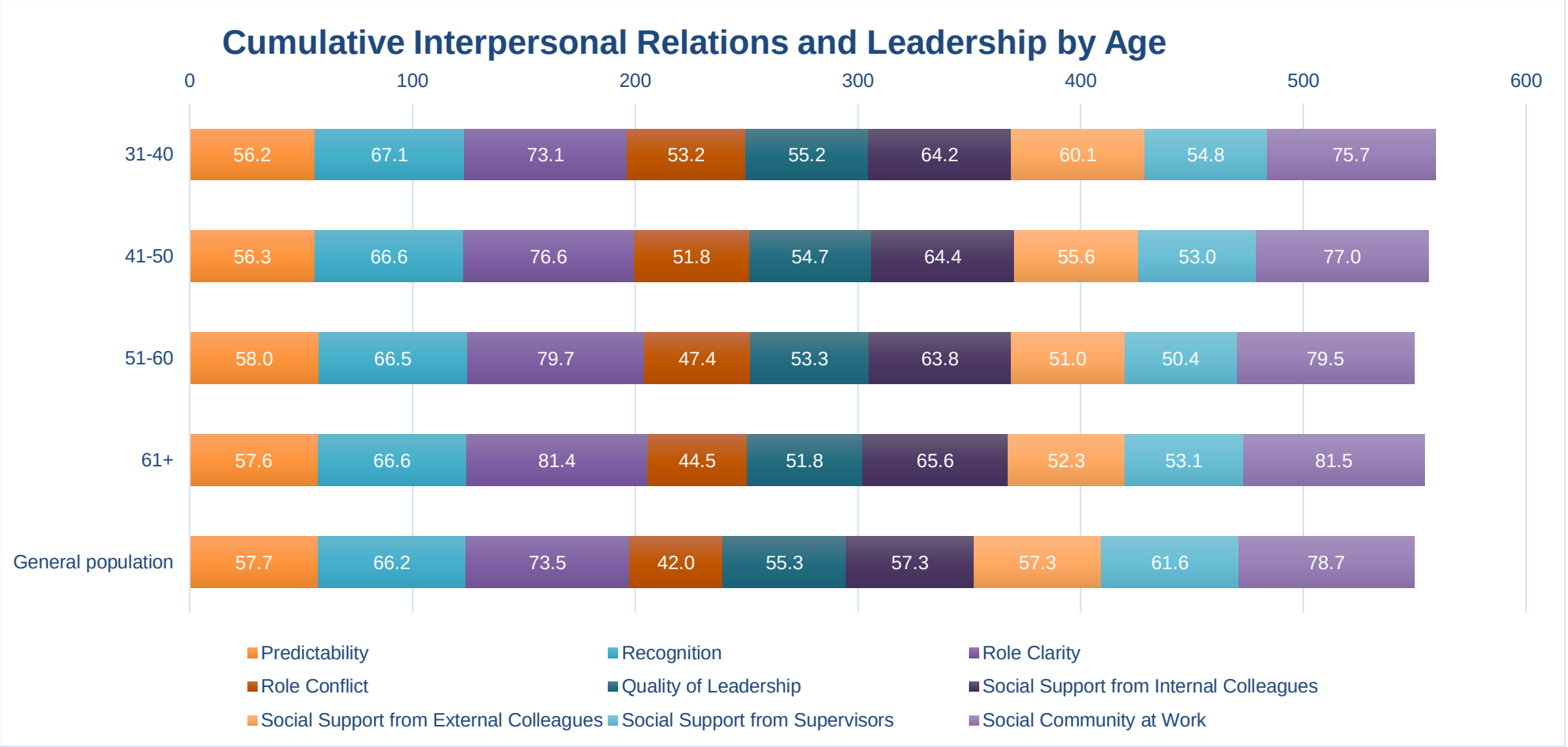


FIGURE 3.4.7: STACKED BAR CHART: CUMULATIVE INTERPERSONAL RELATIONS AND LEADERSHIP BY AGE GROUPS

Cumulatively, school leaders of all age categories reported similar results to each other and to the general population.

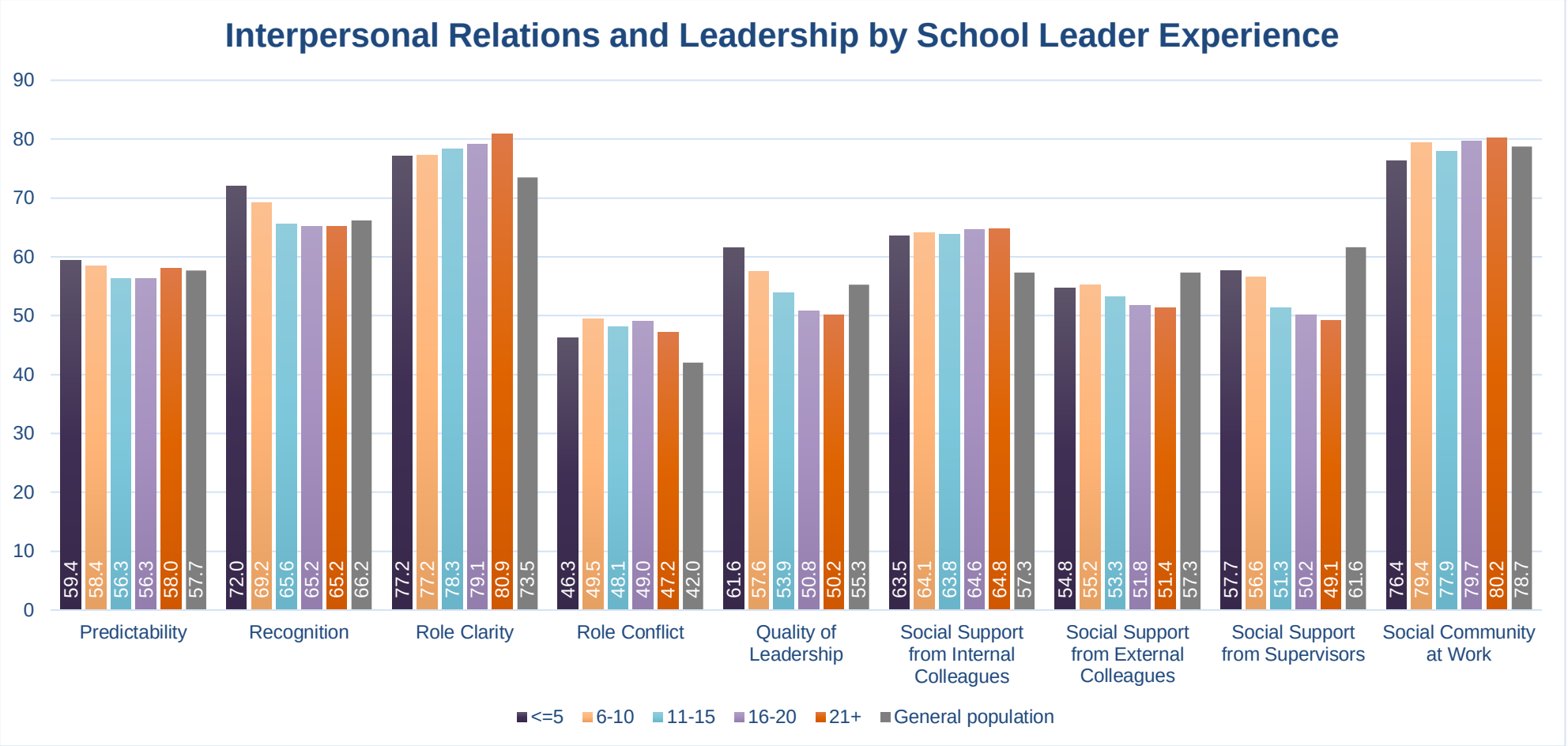


FIGURE 3.4.8: BAR CHART: INTERPERSONAL RELATIONS AND LEADERSHIP BY SCHOOL LEADER EXPERIENCE

School leaders with less than 5 years' experience reported higher Predictability, Recognition, and Quality of Leadership than their more experienced counterparts and the general population.

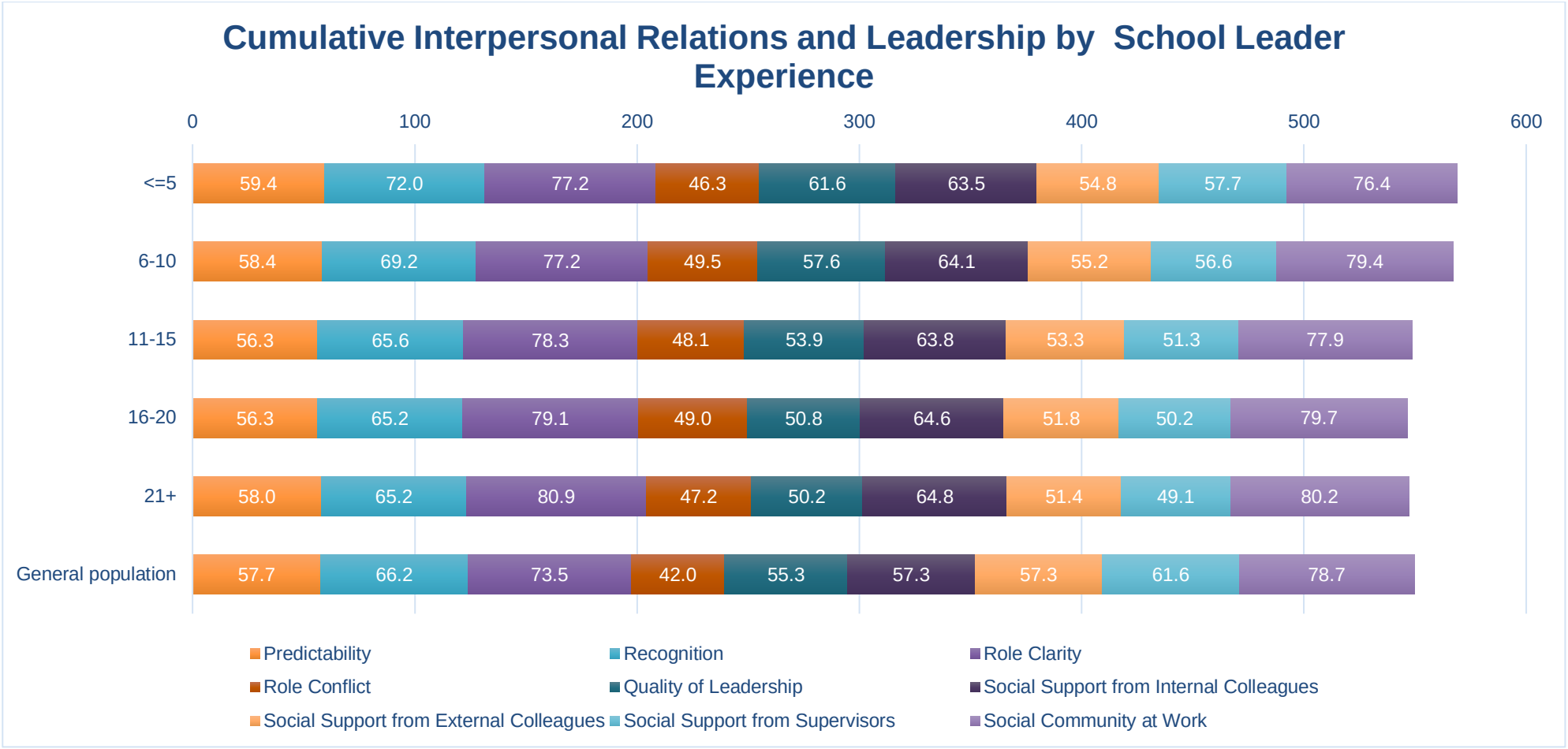


FIGURE 3.4.9: STACKED BAR CHART: CUMULATIVE INTERPERSONAL RELATIONS AND LEADERSHIP BY SCHOOL LEADER EXPERIENCE

School leaders with less than 5 years' and 6-10 years' experience reported higher cumulative results for Interpersonal Relations and Leadership than their more experienced counterparts and the general population.

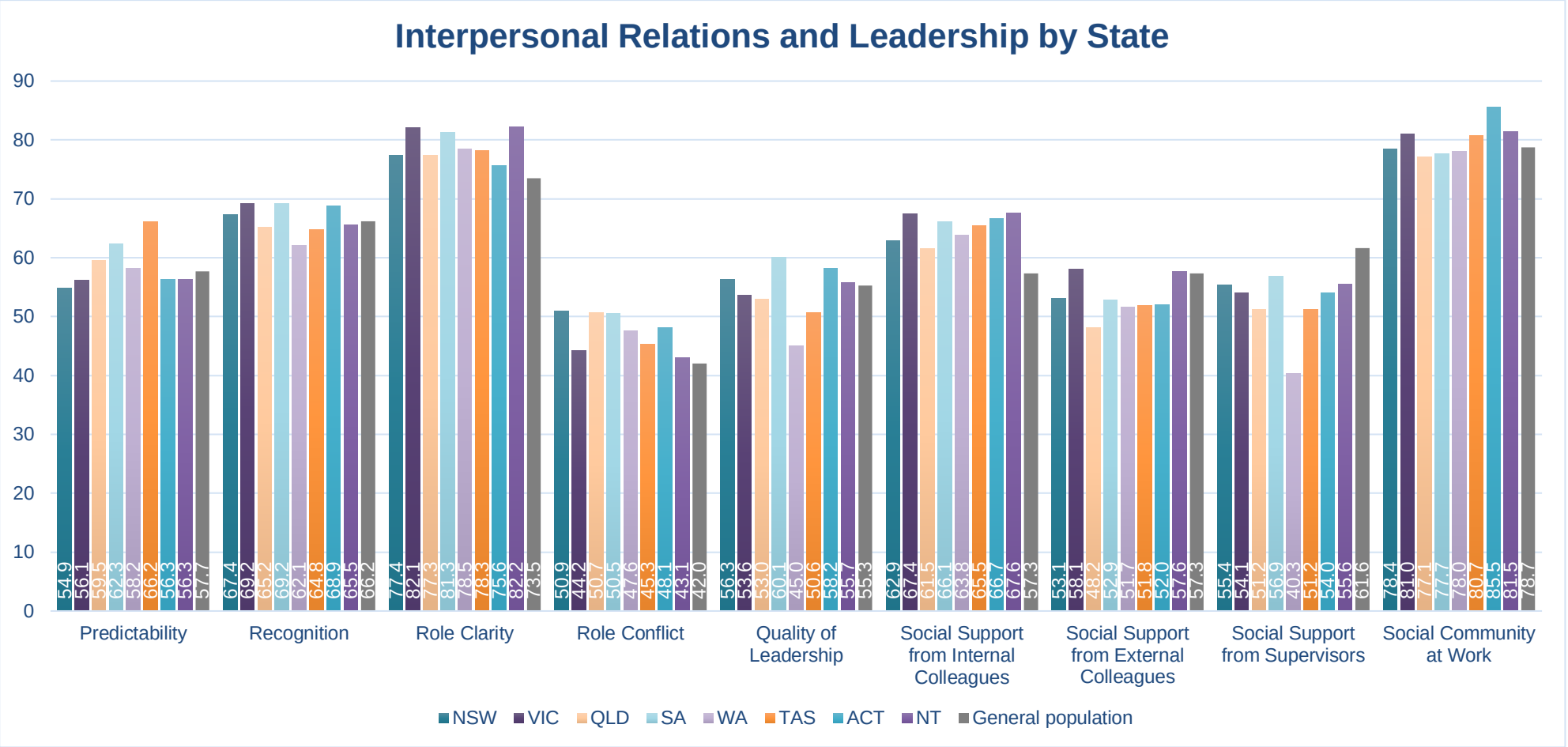


FIGURE 3.4.10: BAR CHART: INTERPERSONAL RELATIONS AND LEADERSHIP BY STATE

School leaders from WA reported the lowest results in Recognition, Quality of Leadership, and Social Support from Supervisors compared to their counterparts from other states and territories. School leaders in the NT reported the highest result for Role Clarity and lowest result for Role Conflict compared to their counterparts from other states and territory.

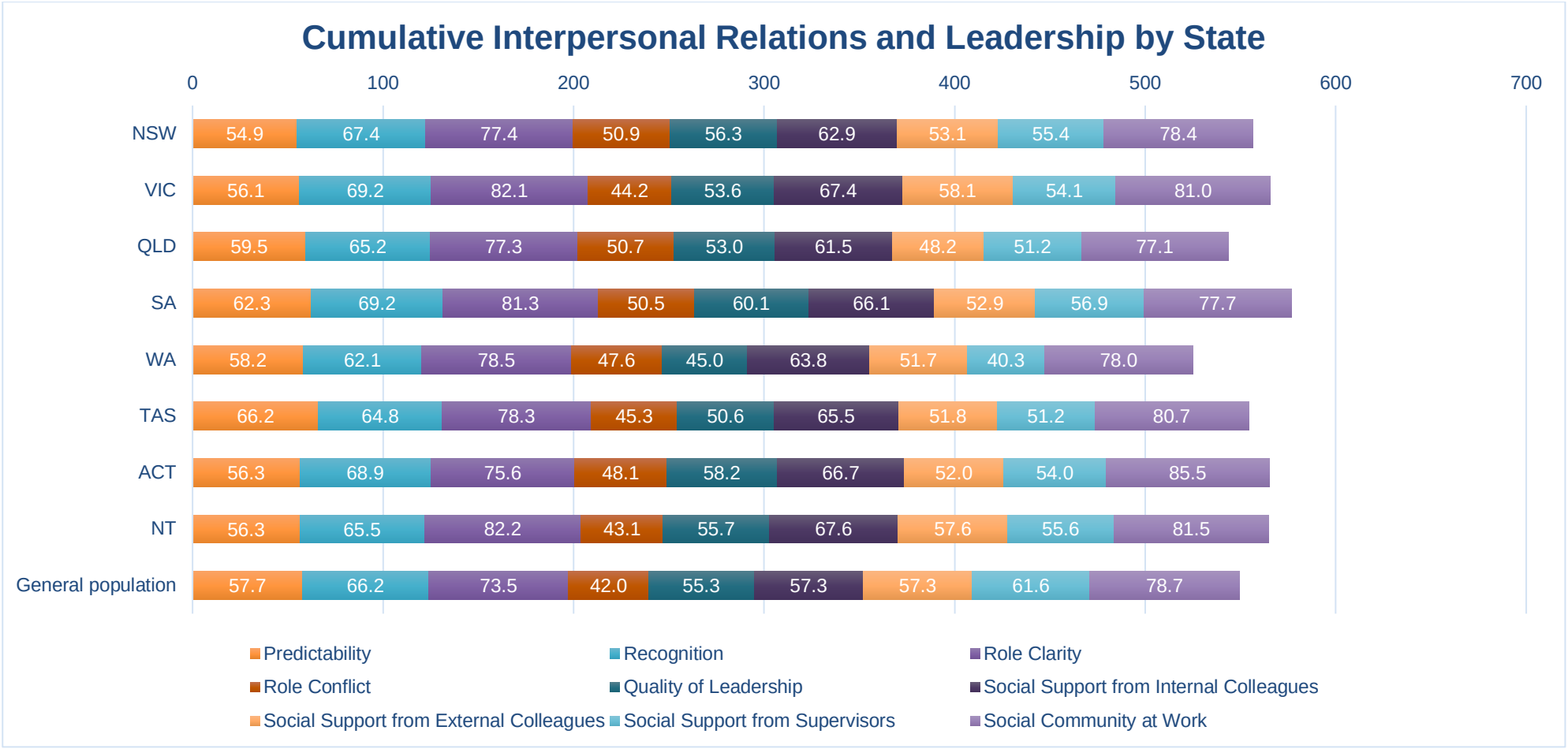


FIGURE 3.4.11: STACKED BAR CHART: CUMULATIVE INTERPERSONAL RELATIONS AND LEADERSHIP BY STATE

Cumulatively, school leaders from WA reported lower results for Interpersonal Relations and Leadership than their counterparts from other states and territories.

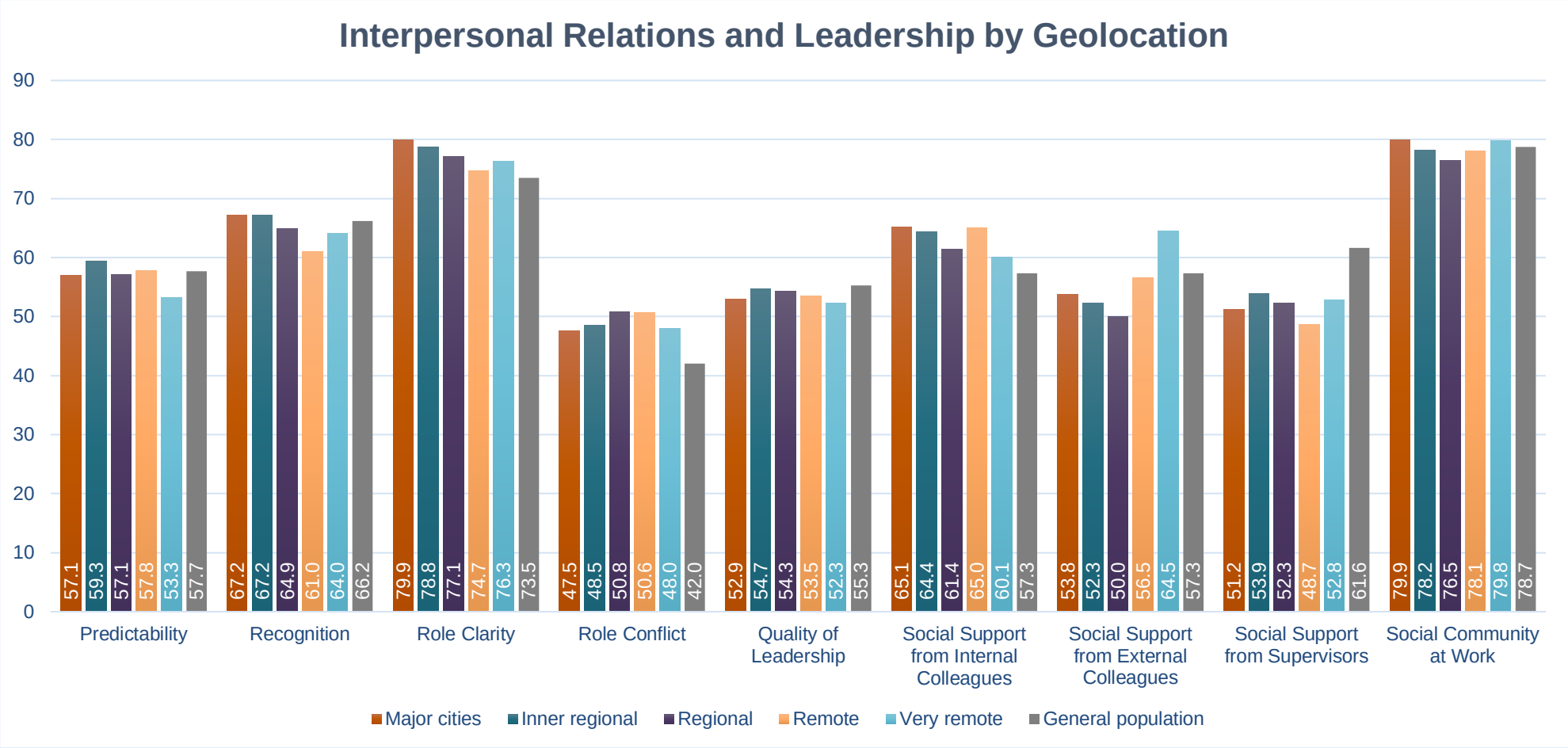


FIGURE 3.4.12: BAR CHART: INTERPERSONAL RELATIONS AND LEADERSHIP BY GEOLOCATION

Very remote school leaders reported significantly higher result for Social Support from External Colleagues compared to their counterparts from other geolocations and the general population.

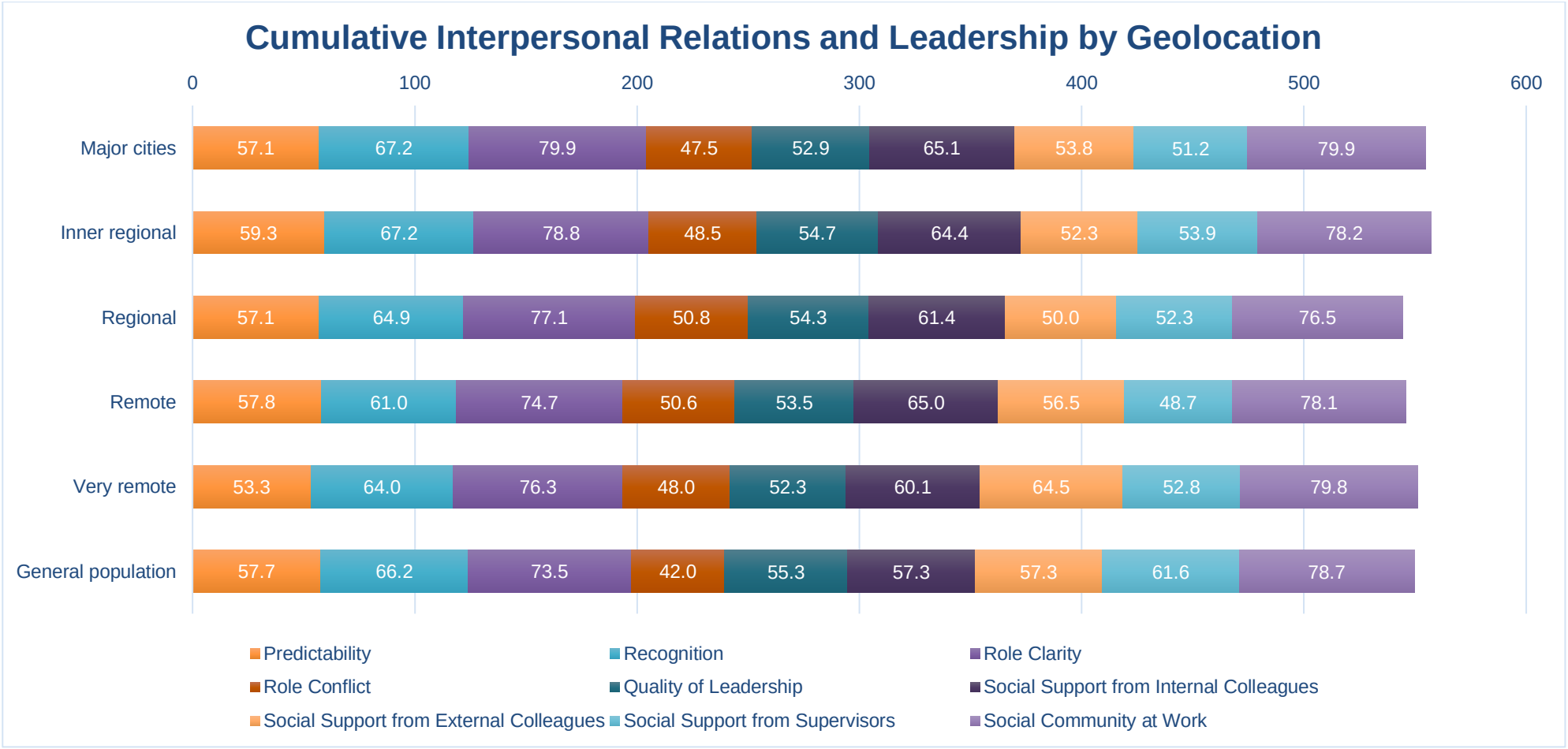


FIGURE 3.4.13: STACKED BAR CHART: CUMULATIVE INTERPERSONAL RELATIONS AND LEADERSHIP BY GEOLOCATION

Cumulatively, school leaders from all geolocation subgroups reported similar scores to the general population for Interpersonal Relations and Leadership.

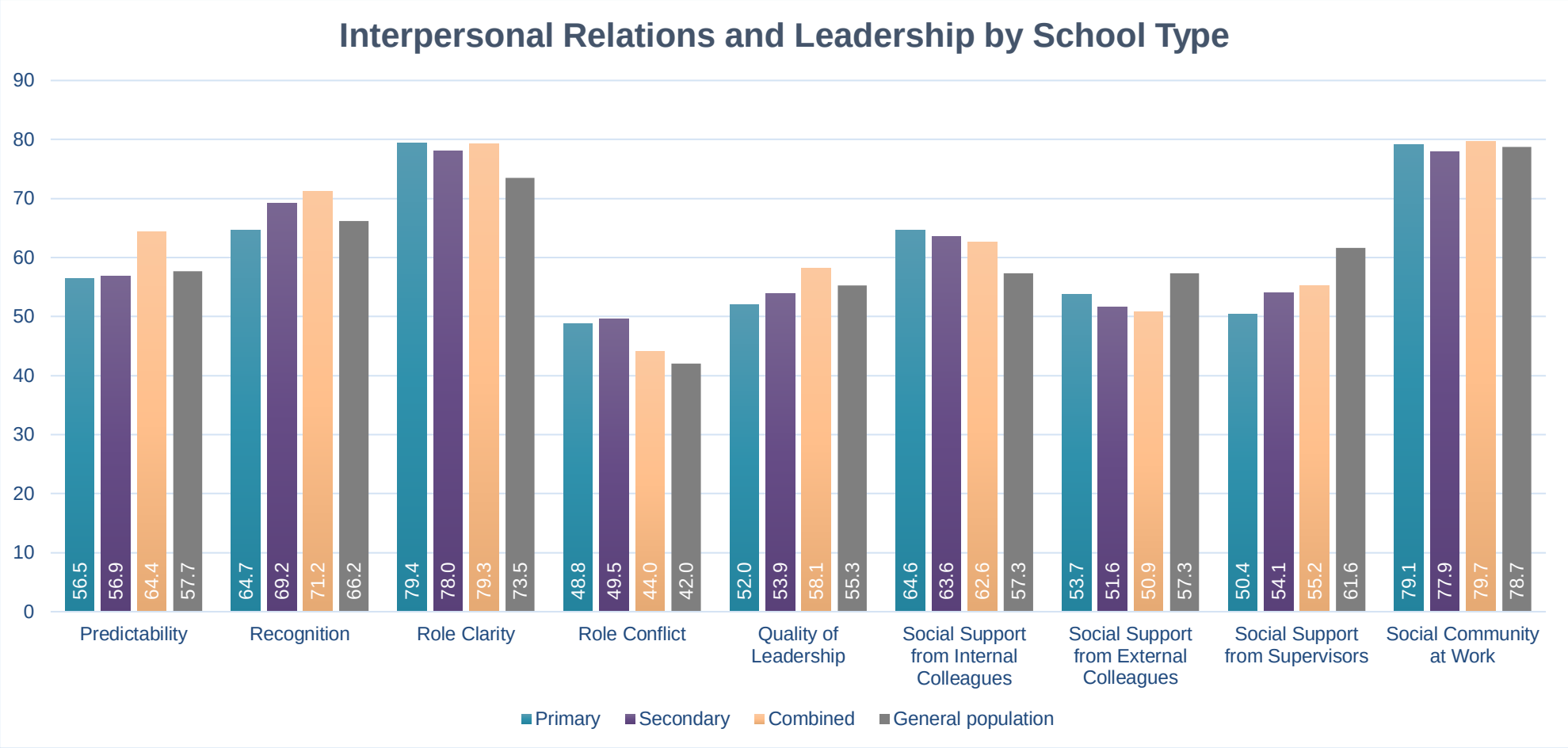


FIGURE 3.4.14: BAR CHART: INTERPERSONAL RELATIONS AND LEADERSHIP BY SCHOOL TYPE

School leaders from combined schools reported higher Predictability, Recognition, Quality of Leadership, and Social Support from Supervisors than their primary and secondary counterparts.

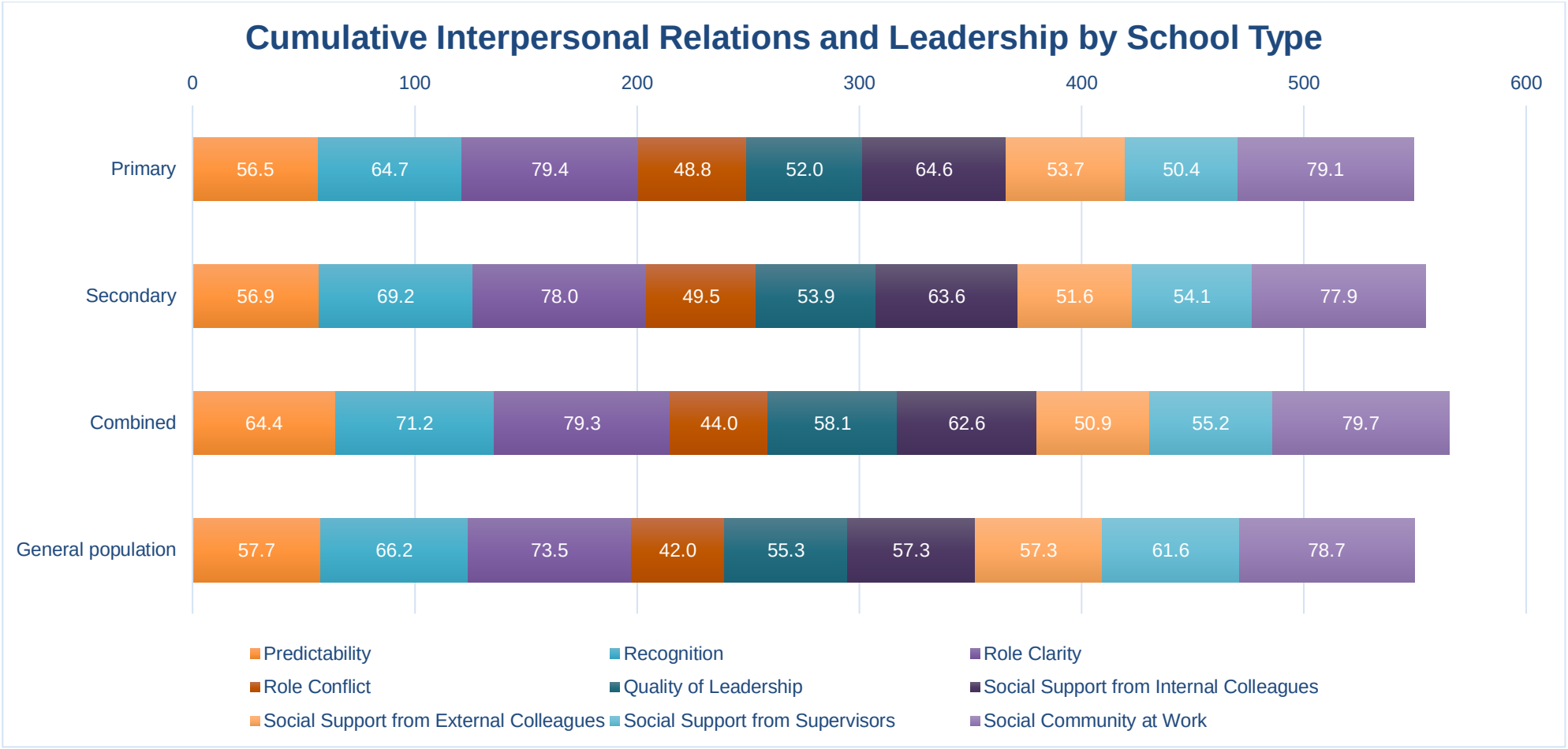


FIGURE 3.4.15: STACKED BAR CHART: CUMULATIVE INTERPERSONAL RELATIONS AND LEADERSHIP BY SCHOOL TYPE

Cumulatively, school leaders of combined school reported higher results than their primary and secondary counterparts. Primary and secondary school leaders reported similar results to the general population.

3.5 WORK-INDIVIDUAL INTERFACE: SUBSCALE LONGITUDINAL AND SUBGROUP COMPARISONS

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

TABLE 3.5.1: SCHOOL LEADER LONGITUDINAL WORK-INDIVIDUAL INTERFACE

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Trendlines (scaled)	Trendlines (zoomed)
Job Insecurity								8.43	7.85	8.73		
Job Satisfaction	71.80	73.27	74.09	74.05	74.25	74.12	72.76	73.29	74.33	74.84		
Work-Family Conflict	72.13	70.69	69.61	68.25	68.96	68.52	69.08	67.26	66.72	63.44		
Family-Work Conflict	8.63	8.89	9.61	9.52	9.37	8.99	9.00	8.91	9.14	8.39		

highest score lowest score

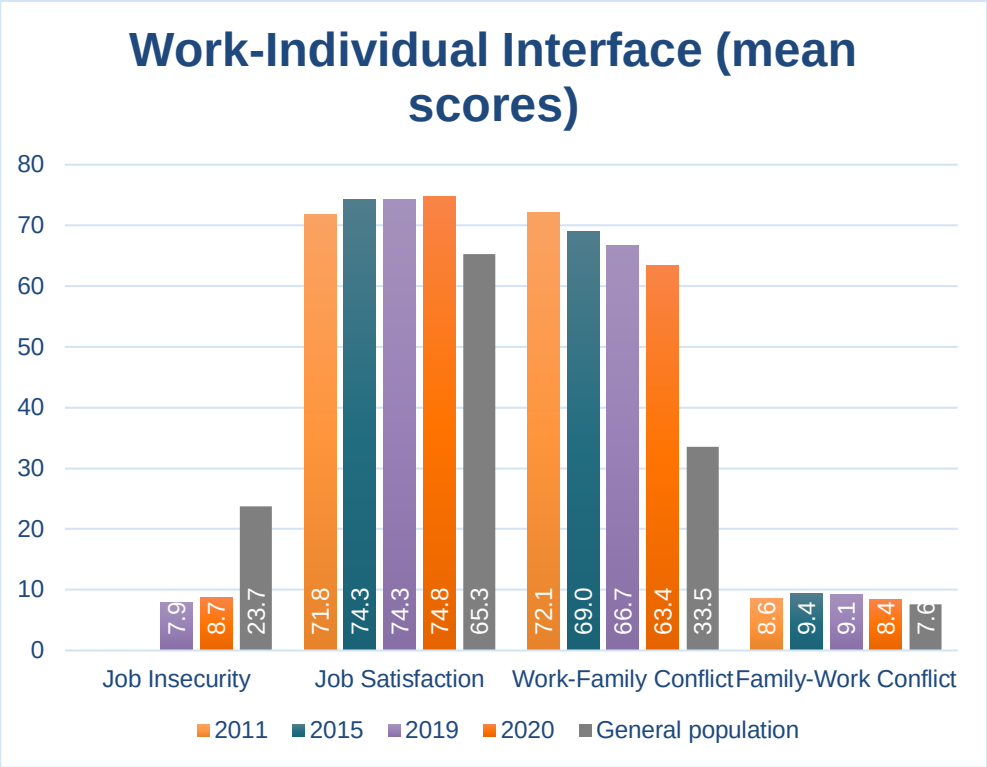


FIGURE 3.5.1: WORK-INDIVIDUAL INTERFACE MEAN SCORES: SCHOOL LEADER RESULTS 2011, 2015, 2019, 2020 AGAINST THE GENERAL POPULATION

Job Insecurity: school leaders in 2020 reported large effect size lower than the general population (8.73 versus 23.70, d = -0.72).

Job Satisfaction: school leaders in 2020 reported large effect size higher than the general population (74.84 versus 65.30, d = 0.52). School leaders reported the highest score in 2020 for Job Satisfaction.

Work-Family Conflict: school leaders in 2020 reported huge effect size higher than the general population (63.44 versus 33.50, d =1.23). Since 2011, school leaders' Work-Family Conflict results trended down, from a high in 2011 of 71.13 (d = 1.59), and a low in 2020.

Family-Work Conflict: school leaders reported small effect size higher than the general population (8.39 versus 7.60, d = 0.05). School leaders have reported very similar results for Family-Work Conflict from 2011-2020, with 2020 being the lowest result to date.

> Being a Principal is a role and professional choice that requires significant personal (family, personal wellbeing) sacrifice. Without the amazing support of my wife and immediate family in caring for me and my dependents on a daily basis, it would be impossible to undertake with any degree of personal safety or satisfaction. Schools, and primary schools in particular, are under resourced, especially when it comes to leadership density and administration time and support. As a young/early career Principal, I am becoming increasingly concerned about the demand that the role places on my family and self and increasingly contemplate what a return to middle management and/or classroom teaching would mean for me, my family, my personal and professional identity and my health and wellbeing.
>
> - *Male, government primary school, SA*

Work-Individual Interface: school leader sub-group results

The following findings for Work-Individual Interface are from Mean Work-Individual Interface by gender, school sector and role Table 3.5.2 to Table 3.5.9.

School leaders who preferred not to specify their gender reported the highest result for Work-Family Conflict (69.14, $d = 1.47$) compare to their female (64.92, $d = 1.29$) and male (60.96, $d = 1.13$) counterparts. School leaders who preferred not to specify their gender reported lower Job Satisfaction (70.05, $d = 0.26$) than their female (74.90, $d = 0.53$) and male (75.00, $d = 0.53$) counterparts.

Independent school leaders reported higher Job Satisfaction (80.50, $d = 0.84$) than their Catholic (79.42, $d = 0.78$) and government (73.20, $d = 0.43$) counterparts. Independent school leaders also reported higher Work-Family Conflict (65.12, $d = 1.30$) than their Catholic (63.26, $d = 1.22$) and government (63.18, $d = 1.22$) counterparts.

Principals reported higher Job Satisfaction (75.95, $d = 0.59$) and Work-Family Conflict (63.95, $d = 1.25$) than their Deputy (70.65, $d = 0.29$; 59.61, $d = 1.07$) counterparts.

School leaders aged over 61 years reported higher Job Satisfaction (77.92, $d = 0.69$), lower Job Insecurity (7.45, $d =$ -0.78) and Work-Family Conflict (58.18, $d = 1.02$) than their younger counterparts.

Victorian school leaders reported lower Job Insecurity (6.73, $d =$ -0.82) and higher Job Satisfaction (79.17, $d = 0.76$) than their counterparts from other states and territories. SA school leaders reported higher Work-Family Conflict (67.93, $d = 1.42$) and lower Family-Work Conflict (7.73, $d = 0.01$) than their counterparts from other states and territories.

School leaders in regional schools reported higher Work-Family Conflict (67.43, $\mathrm{d} = 1.40$) than their counterparts from other geolocations. School leaders in remote school reported lower Job Satisfaction (70.42, $\mathrm{d} = 0.28$) than their counterparts from other geolocations

School leaders in regional schools reported higher Work-Family Conflict (67.43, $d = 1.40$) than their counterparts from other geolocations. School leaders in remote school reported lower Job Satisfaction (70.42, $d = 0.28$) than their counterparts from other geolocations.

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

	Gender			School sector			Role	
	Female	Male	Prefer not to say	Government	Catholic	Independent	Principal	Deputy
Job Insecurity	7.99	9.79	9.12	8.00	12.75	9.90	8.40	9.20
Job Satisfaction	74.90	75.00	70.05	73.20	79.42	80.50	75.95	70.65
Work-Family Conflict	64.92	60.96	69.14	63.18	63.26	65.12	63.95	59.61
Family-Work Conflict	7.74	9.24	10.36	8.85	6.82	8.87	8.04	9.50

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

	Gender			School sector			Role	
	Female	Male	Prefer not to say	Government	Catholic	Independent	Principal	Deputy
Job Insecurity	-0.76	-0.67	-0.70	-0.75	-0.53	-0.66	-0.74	-0.70
Job Satisfaction	0.53	0.53	0.26	0.43	0.78	0.84	0.59	0.29
Work-Family Conflict	1.29	1.13	1.47	1.22	1.22	1.30	1.25	1.07
Family-Work Conflict	0.01	0.11	0.18	0.08	-0.05	0.08	0.03	0.12

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				
	31-40	41-50	51-60	61+	<=5	6-10	11-15	16-20	21+
Job Insecurity	9.46	8.92	9.16	7.45	9.86	8.09	8.15	8.68	9.42
Job Satisfaction	73.03	72.49	75.01	77.92	74.14	75.21	73.25	74.80	76.52
Work-Family Conflict	66.78	66.60	63.76	58.18	64.69	62.69	65.57	63.63	61.30
Family-Work Conflict	11.34	9.34	7.73	7.83	12.20	9.13	7.36	8.05	8.41

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

	Age				School leader experience				
	31-40	41-50	51-60	61+	<=5	6-10	11-15	16-20	21+
Job Insecurity	-0.68	-0.71	-0.70	-0.78	-0.67	-0.75	-0.75	-0.72	-0.69
Job Satisfaction	0.42	0.40	0.53	0.69	0.49	0.54	0.44	0.52	0.62
Work-Family Conflict	1.37	1.36	1.25	1.02	1.28	1.20	1.32	1.24	1.14
Family-Work Conflict	0.24	0.11	0.01	0.02	0.30	0.10	-0.02	0.03	0.05

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 SCHOOL STATE

	State							
	NSW	VIC	QLD	SA	WA	TAS	ACT	NT
Job Insecurity	10.38	6.73	9.14	8.15	10.37	8.23	8.33	8.68
Job Satisfaction	73.21	79.17	71.87	75.07	72.87	79.07	77.58	76.39
Work-Family Conflict	64.38	60.86	65.50	67.93	60.96	61.18	66.67	60.42
Family-Work Conflict	9.14	8.25	8.01	7.73	8.84	8.94	8.33	10.65

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

	State							
	NSW	VIC	QLD	SA	WA	TAS	ACT	NT
Job Insecurity	-0.64	-0.82	-0.70	-0.75	-0.64	-0.74	-0.74	-0.72
Job Satisfaction	0.43	0.76	0.36	0.54	0.42	0.76	0.67	0.61
Work-Family Conflict	1.27	1.13	1.32	1.42	1.13	1.14	1.37	1.11
Family-Work Conflict	0.10	0.04	0.03	0.01	0.08	0.09	0.05	0.20

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 SCHOOL GEOLOCATION AND SCHOOL TYPE

	Geolocation					School type		
	Major cities	Inner regional	Regional	Remote	Very remote	Primary	Secondary	Combined
Job Insecurity	8.69	8.63	9.82	11.64	7.24	9.15	8.10	9.49
Job Satisfaction	75.44	75.29	72.49	70.42	74.12	74.57	74.25	77.04
Work-Family Conflict	62.67	62.70	67.43	65.52	60.53	63.61	62.95	64.73
Family-Work Conflict	8.30	9.28	7.76	9.80	12.28	7.99	9.81	8.44

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

	Geolocation					School type		
	Major cities	Inner regional	Regional	Remote	Very remote	Primary	Secondary	Combined
Job Insecurity	-0.72	-0.72	-0.67	-0.58	-0.79	-0.70	-0.75	-0.68
Job Satisfaction	0.56	0.55	0.40	0.28	0.48	0.51	0.49	0.65
Work-Family Conflict	1.20	1.20	1.40	1.32	1.11	1.24	1.21	1.29
Family-Work Conflict	0.05	0.11	0.01	0.14	0.31	0.03	0.14	0.05

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

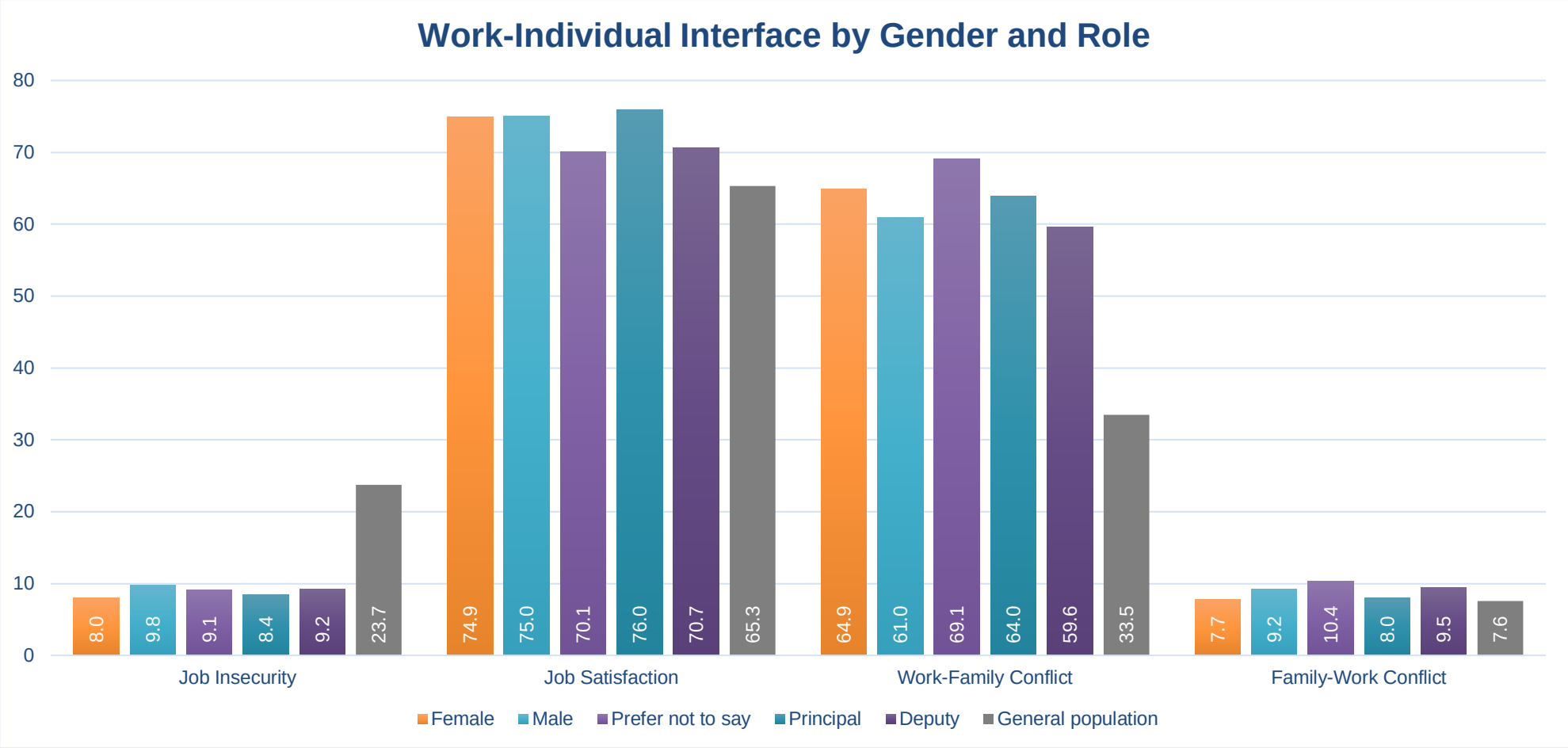


FIGURE 3.5.2: BAR CHART: WORK-INDIVIDUAL INTERFACE BY GENDER AND ROLE

School leaders who preferred not to specify their gender reported lower Job Satisfaction, higher Work-Family Conflict and Family-Work Conflict than their male and female counterparts. School leaders of all gender and role subgroups reported significantly lower Job Insecurity and higher Work-Family Conflict compared to the general population.

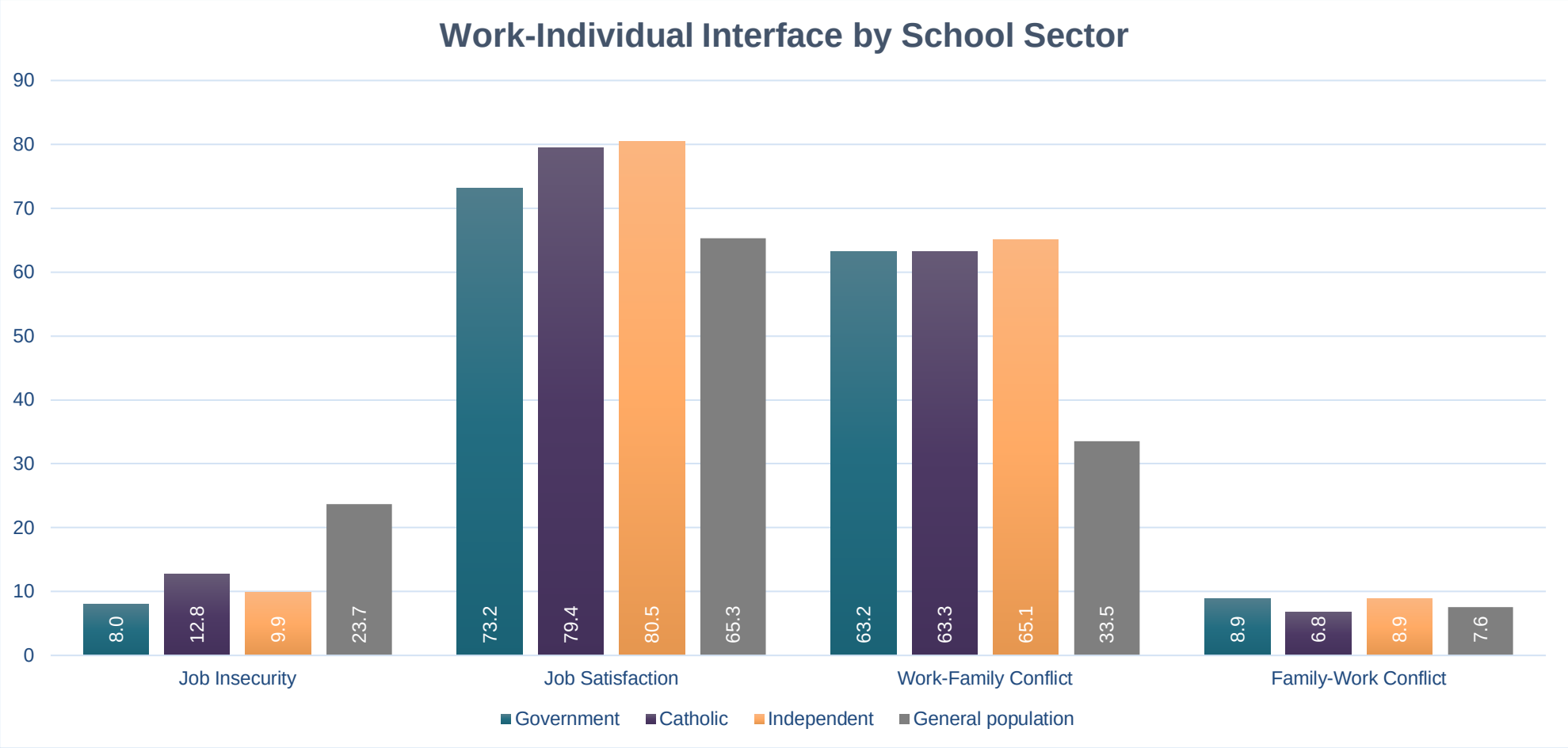


FIGURE 3.5.3: BAR CHART: WORK-INDIVIDUAL INTERFACE BY SCHOOL SECTOR

Independent school leader reported higher Job Satisfaction and Work-Family Conflict than their Catholic and government counterparts. Catholic school leaders reported higher Job Insecurity than their Independent and government counterparts.

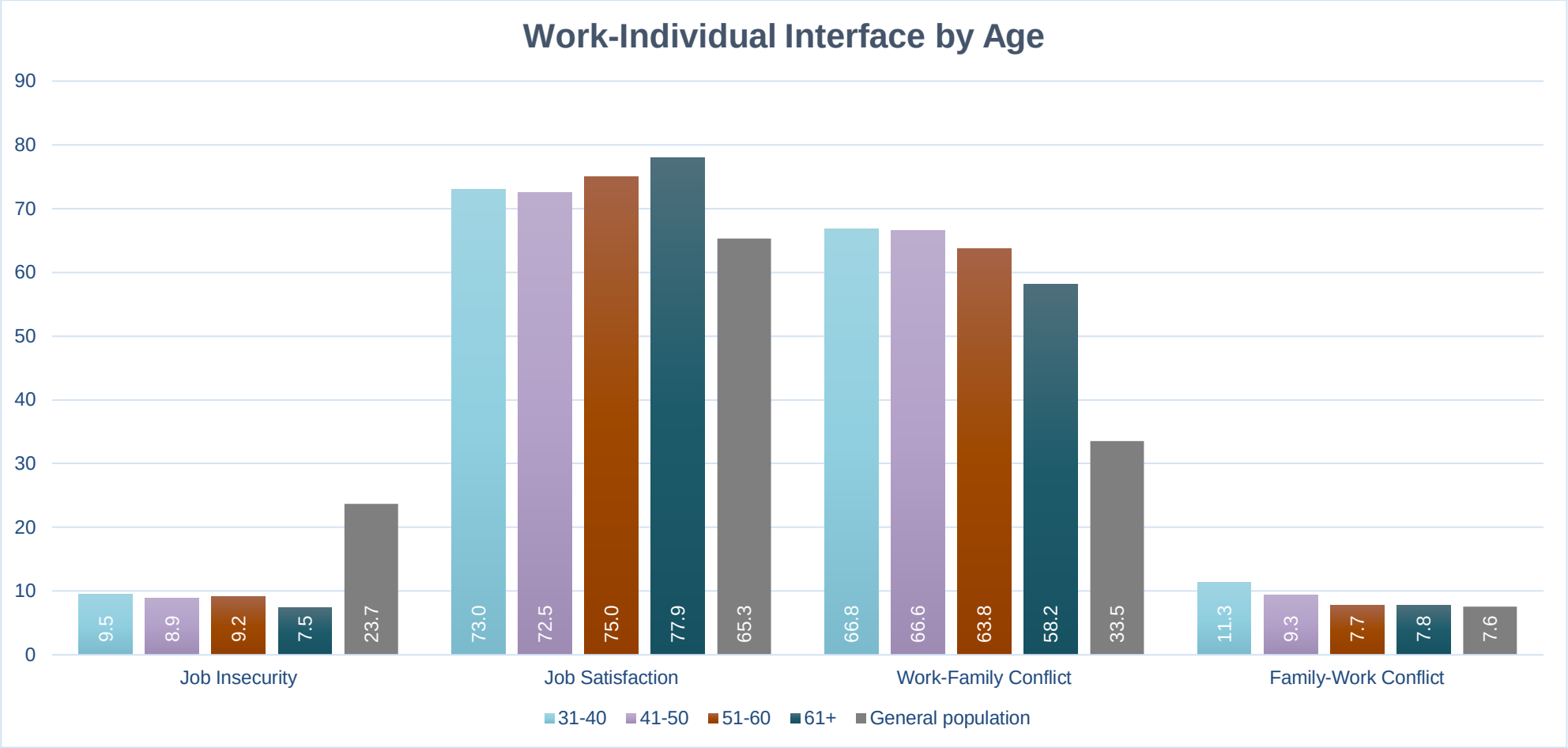


FIGURE 3.5.4: BAR CHART: WORK-INDIVIDUAL INTERFACE BY AGE GROUPS

School leaders aged 61+ reported lower results for Job Insecurity and Work-Family Conflict, and higher Job Satisfaction than their younger counterparts. School leaders aged 31-40 reported higher results for Job Insecurity, Work-Family Conflict and Family-Work Conflict than their older counterparts.

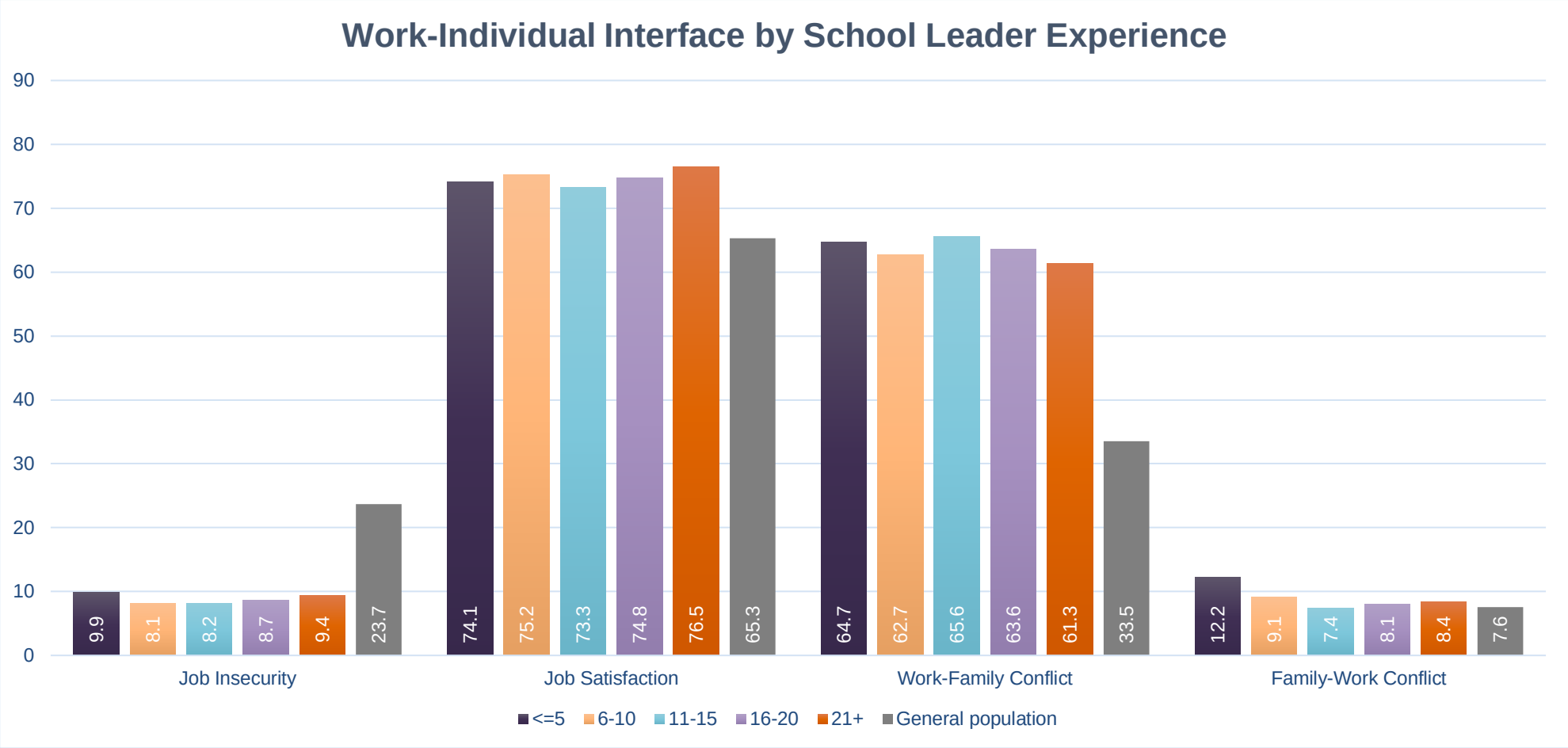


FIGURE 3.5.5: BAR CHART: WORK-INDIVIDUAL INTERFACE BY SCHOOL LEADER EXPERIENCE

School leaders with less than 5 years' experience reported higher Job Insecurity and Family-Work Conflict than their more experienced counterparts. School leaders with 21+ years' experience reported higher Job Satisfaction and lower Work-Family Conflict than their less experienced counterparts.

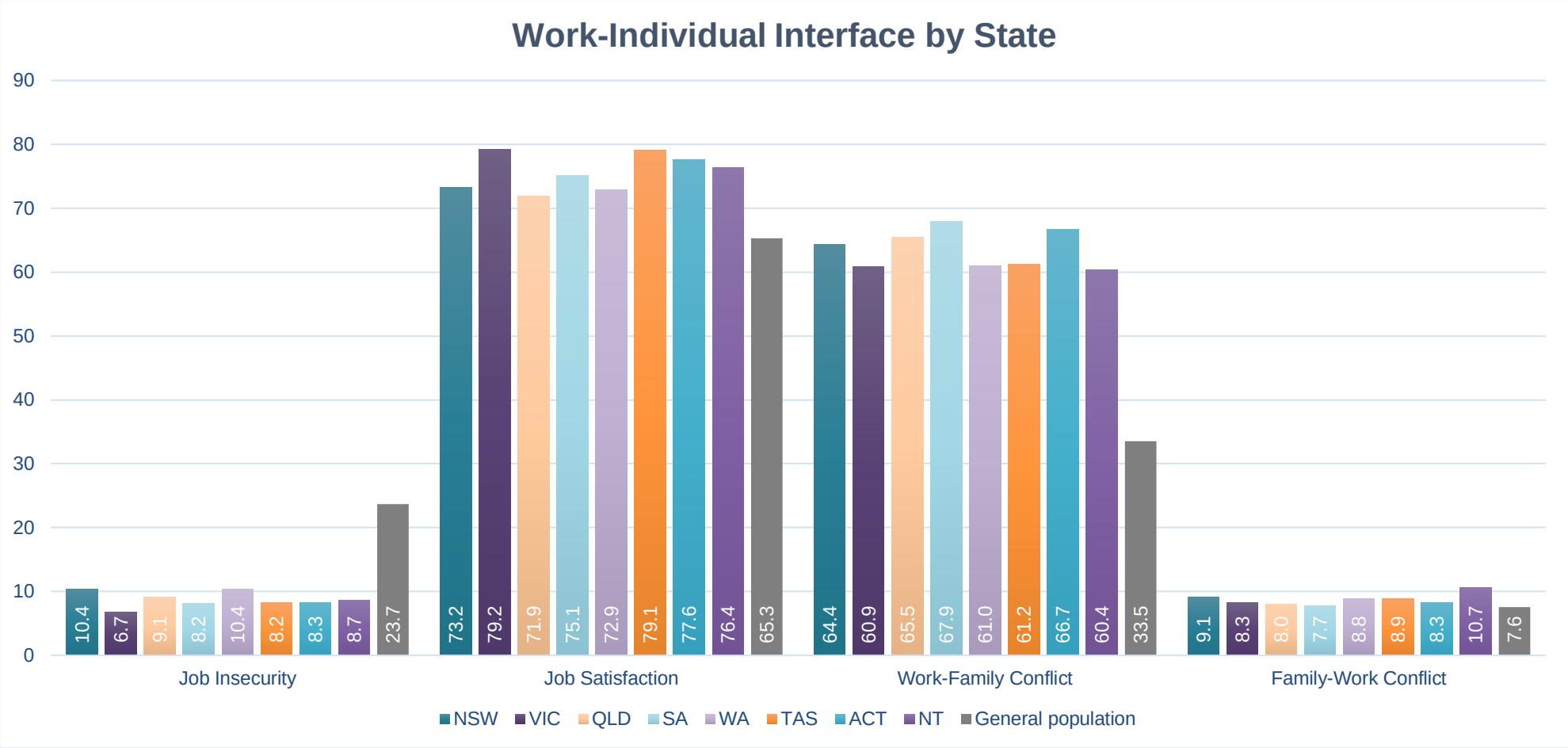


FIGURE 3.5.6: BAR CHART: WORK-INDIVIDUAL INTERFACE BY STATE

Victorian school leaders reported lower Job Insecurity and higher Job Satisfaction than their counterparts from other states and territories. NT school leaders reported lower Work-Family Conflict and higher Family-Work Conflict than their counterparts from other states and territories.

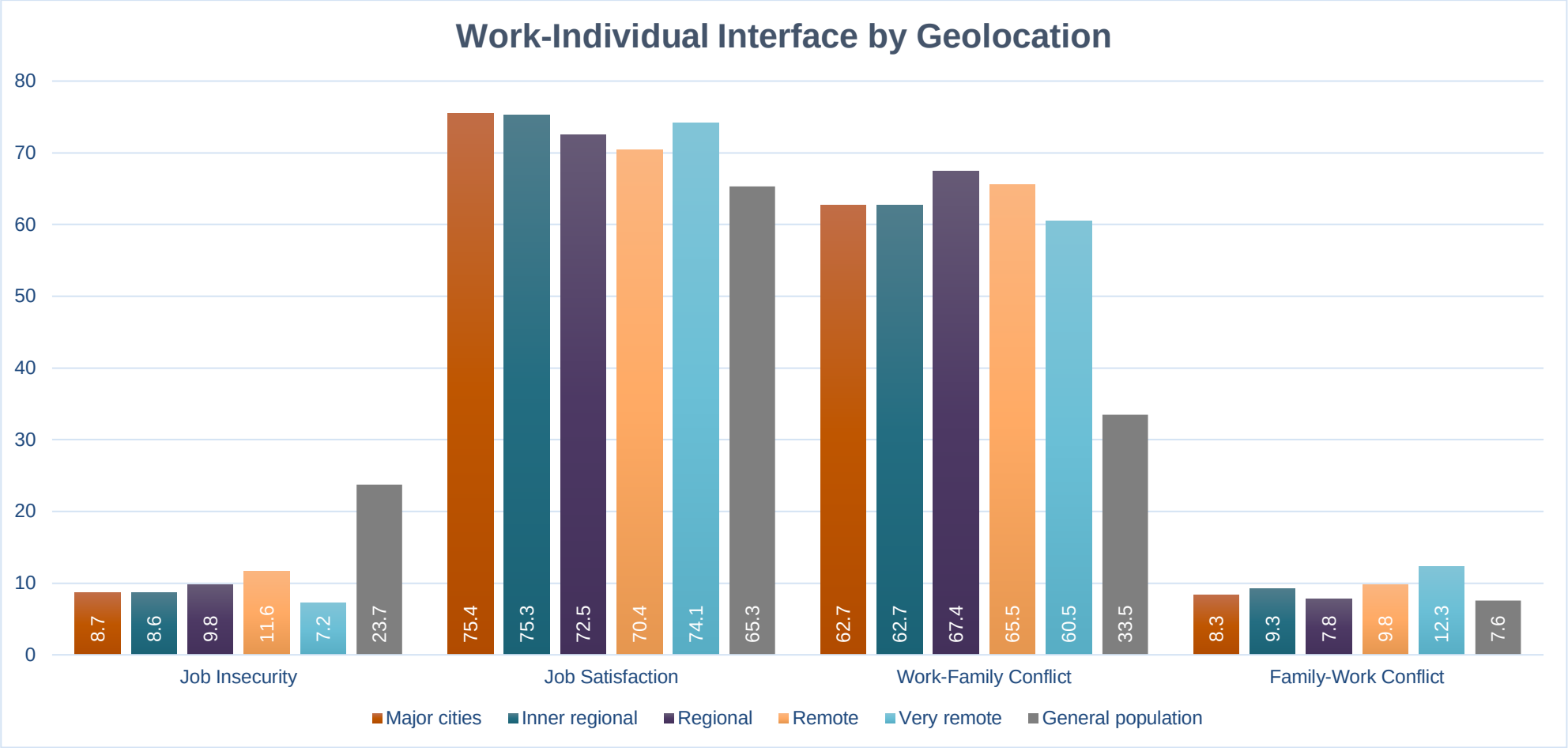


FIGURE 3.5.7: BAR CHART: WORK-INDIVIDUAL INTERFACE BY GEOLOCATION

Remote school leaders reported higher Job Insecurity and lower Job Satisfaction than their counterparts from other geolocations. Regional school leaders reported higher Work-Family Conflict and lower Family-Work Conflict than their counterparts from other geolocations. Very remote school leaders reported higher Family-Work Conflict than their counterparts from other geolocations.

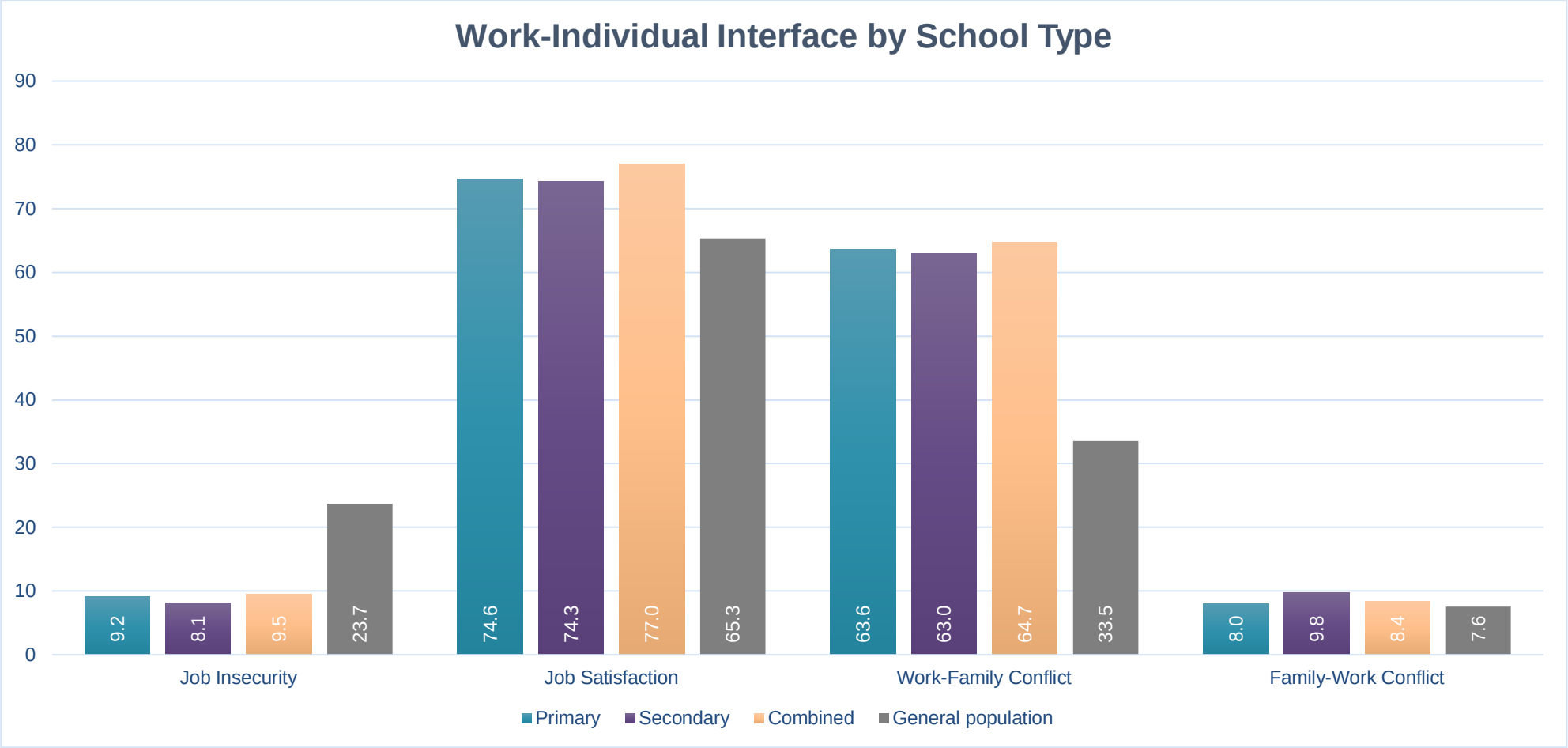


FIGURE 3.5.8: BAR CHART: WORK-INDIVIDUAL INTERFACE BY SCHOOL TYPE

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

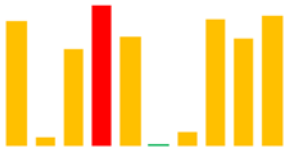
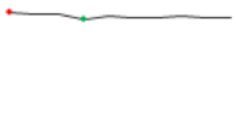
3.6 VALUES AT THE WORKPLACE: SUBSCALE LONGITUDINAL AND SUBGROUP COMPARISONS

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

TABLE 3.6.1: SCHOOL LEADER LONGITUDINAL VALUES AT THE WORKPLACE

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Trendlines (scaled)	Trendlines (zoomed)
Mutual Trust between Employees	71.99	70.74	71.68	72.16	71.83	70.66	70.80	72.01	71.80	72.05		
Trust Regarding Management	75.62	74.60	74.33	70.98	72.53	72.28	71.80	72.76	71.61	71.50		
Justice	73.64	73.40	73.73	68.76	69.99	69.47	68.60	70.56	68.17	64.32		
Social Inclusiveness	77.50	79.12	79.42	79.40	80.92	80.95	80.62	81.49	81.08	80.60		

highest score lowest score

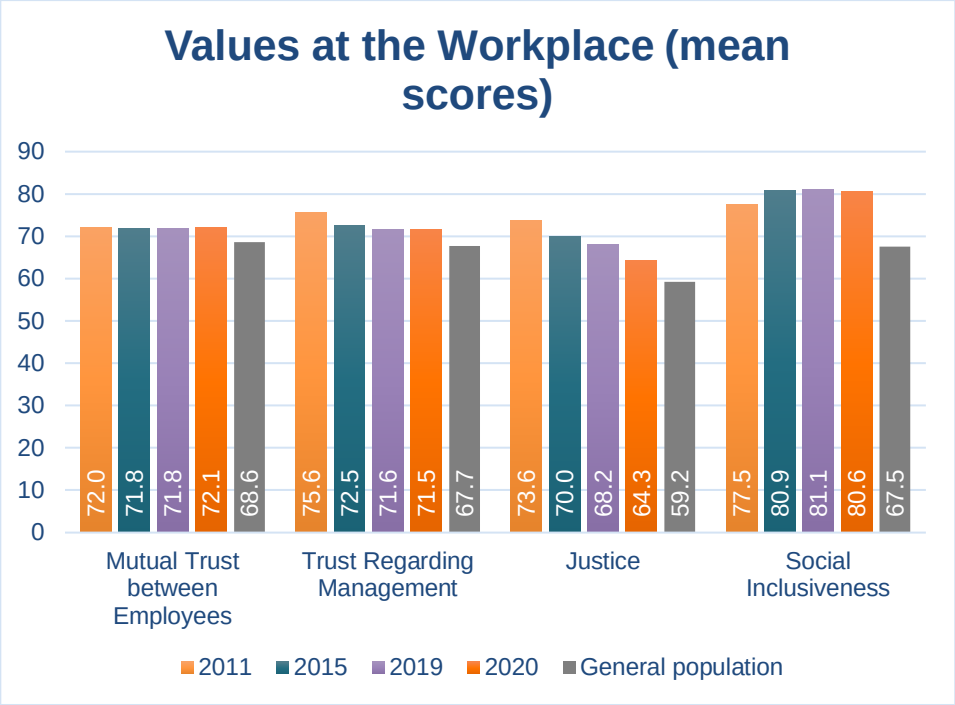


FIGURE 3.6.1: VALUES AT THE WORKPLACE MEAN SCORES: SCHOOL LEADER RESULTS 2011, 2015, 2019, 2020 AGAINST THE GENERAL POPULATION

Mutual Trust between Employees (Horizontal Trust): school leaders in 2020 reported medium effect size higher than the general population (72.05 versus 68.60, $d = 0.20$). School leaders have reported fairly consistent results for Mutual Trust between Employees from 2011 to 2020.

Trust Regarding Management (Vertical Trust): school leaders in 2020 reported medium effect size higher than the general population (71.50 versus 67.70, $d = 0.21$). School leaders have reported a decline in Trust Regarding Management from 2011 to 2015 to 2019.

Justice: school leaders in 2020 reported medium effect size higher than the general population (64.32 versus 59.20, $d = 0.29$). School leaders reported similar results for Justice from 2011-2013, lower similar range from 2014-2019, and the lowest reported result in 2020.

Social Inclusiveness: school leaders in 2020 reported very large effect size higher than the general population (80.60 versus 67.50, $d = 0.80$). School leaders have reported similar results from Social Inclusiveness from 2015 to 2020.

Covid19 has made for an extremely challenging year, however it has also provided a chance to go back to basics regarding teaching & learning. I believe that the principal team at our college have managed very well and it is appreciated by the staff.

- *Female, government secondary school, Vic*

Values at the Workplace: school leader sub-group 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 Social Inclusiveness (83.61, $d = 0.99$) than their female (78.80, $d = 0.69$) and prefer not to say (74.59, $d = 0.43$) counterparts. Female and male school leaders reports similar results for Mutual Trust between Employees (72.12 versus 71.96, $d = 0.21$ versus $d = 0.20$), Trust Regarding Management (71.58 versus 71.58, $d = 0.22$ versus $d = 0.22$), and Justice (64.14 versus 64.61, $d = 0.28$ versus $d = 0.31$).

Catholic school leaders reported higher results for Mutual Trust between Employees (77.32, $d = 0.52$), Trust Regarding Management (77.87, $d = 0.57$), and Justice (73.76, $d = 0.82$). Deputy school leaders reported lower result for Mutual Trust between Employees (64.84, $d = -0.22$) than their principal counterparts and the general population.

As age group increased, school leaders reported higher results for Mutual Trust between Employees (31-40: 68.75, $d = 0.01$; 61+: 74.70, $d = 0.37$), Trust Regarding Management (31-40: 68.63, $d = 0.05$; 61+: 72.99, $d = 0.30$), and Justice (31-40: 61.12, $d = 0.11$; 61+: 65.91, $d = 0.38$).

School leaders with less than five years' experience reported higher results for Trust Regarding Management (74.65, $d = 0.39$) and Justice (69.47, $d = 0.58$) than their more experienced counterparts.

Tasmanian school leaders reported higher Mutual Trust between Employees (78.91, $d = 0.61$) and Social Inclusiveness (87.50, $d = 1.23$) than their counterparts from other states and territories. NSW school leaders reported the lowest Trust Regarding Management (68.65, $d = 0.05$) amongst their counterparts from other states and territories.

Very remote school leaders reported lower Justice (57.79, $d = -0.08$) than their counterparts from other geolocations and the general population. Very remote school leaders reported higher result for Mutual Trust between Employees (76.82, $d = 0.49$) and lower result for Trust Regarding Management (70.07, $d = 0.13$) than their counterparts from other geolocations.

Combined school leaders reported higher Mutual Trust between Employees (74.59, $d = 0.35$), Trust Regarding Management (74.38, $d = 0.38$), and Justice (68.06, $d = 0.50$) than their primary and secondary counterparts.

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

	Gender			School sector			Role	
	Female	Male	Prefer not to say	Government	Catholic	Independent	Principal	Deputy
Mutual Trust between Employees	72.12	71.96	71.90	71.08	72.29	77.32	73.76	64.84
Trust Regarding Management	71.58	71.58	67.71	71.19	69.58	77.87	71.88	70.43
Justice	64.14	64.61	63.54	63.61	62.75	73.76	64.77	62.52
Social Inclusiveness	78.80	83.61	74.59	81.90	74.81	78.63	81.11	79.22

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

	Gender			School sector			Role	
	Female	Male	Prefer not to say	Government	Catholic	Independent	Principal	Deputy
Mutual Trust between Employees	0.21	0.20	0.20	0.15	0.22	0.52	0.31	-0.22
Trust Regarding Management	0.22	0.22	0.00	0.20	0.11	0.57	0.24	0.15
Justice	0.28	0.31	0.25	0.25	0.20	0.82	0.31	0.19
Social Inclusiveness	0.69	0.99	0.43	0.88	0.45	0.68	0.83	0.72

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				
	31-40	41-50	51-60	61+	<=5	6-10	11-15	16-20	21+
Mutual Trust between Employees	68.75	69.32	72.61	74.79	72.50	70.95	70.66	73.43	73.25
Trust Regarding Management	68.63	70.77	71.61	72.99	74.65	71.71	71.62	70.78	71.33
Justice	61.12	63.83	64.13	65.91	69.47	66.20	63.44	63.18	63.90
Social Inclusiveness	79.88	81.92	80.71	79.56	81.62	82.20	80.65	80.40	79.24

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

	Age				School leader experience				
	31-40	41-50	51-60	61+	<=5	6-10	11-15	16-20	21+
Mutual Trust between Employees	0.01	0.04	0.24	0.37	0.23	0.14	0.12	0.29	0.28
Trust Regarding Management	0.05	0.17	0.22	0.30	0.39	0.23	0.22	0.17	0.21
Justice	0.11	0.26	0.28	0.38	0.58	0.40	0.24	0.22	0.27
Social Inclusiveness	0.76	0.88	0.81	0.74	0.87	0.90	0.81	0.79	0.72

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 SCHOOL STATE

	State							
	NSW	VIC	QLD	SA	WA	TAS	ACT	NT
Mutual Trust between Employee	70.15	74.24	70.19	72.12	70.95	78.91	75.00	76.44
Trust Regarding Management	68.65	74.75	70.91	75.05	70.28	72.46	70.83	71.87
Justice	64.97	67.26	63.02	67.42	59.96	60.52	64.48	65.05
Social Inclusiveness	79.45	83.26	79.43	81.10	77.14	87.50	81.40	82.50

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

	State							
	NSW	VIC	QLD	SA	WA	TAS	ACT	NT
Mutual Trust between Employee	0.09	0.33	0.09	0.21	0.14	0.61	0.38	0.46
Trust Regarding Management	0.05	0.40	0.18	0.42	0.15	0.27	0.18	0.24
Justice	0.33	0.46	0.22	0.46	0.04	0.07	0.30	0.33
Social Inclusiveness	0.73	0.97	0.73	0.83	0.59	1.23	0.85	0.92

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 SCHOOL GEOLOCATION AND SCHOOL TYPE

	Geolocation					School type		
	Major cities	Inner regional	Regional	Remote	Very remote	Primary	Secondary	Combined
Mutual Trust between Employees	71.57	72.80	71.16	71.56	76.82	72.93	67.25	74.59
Trust Regarding Management	71.41	72.43	71.11	71.63	70.07	71.52	69.35	74.38
Justice	64.23	65.80	63.61	65.03	57.79	63.40	63.93	68.06
Social Inclusiveness	79.45	81.64	82.63	83.51	79.75	78.90	85.18	80.82

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

	Geolocation					School type		
	Major cities	Inner regional	Regional	Remote	Very remote	Primary	Secondary	Combined
Mutual Trust between Employees	0.18	0.25	0.15	0.18	0.49	0.26	-0.08	0.35
Trust Regarding Management	0.21	0.27	0.19	0.22	0.13	0.22	0.09	0.38
Justice	0.28	0.37	0.25	0.33	-0.08	0.24	0.27	↑ 0.50
Social Inclusiveness	↑ 0.73	↑ 0.87	↑ 0.93	↑ 0.98	↑ 0.75	↑ 0.70	↑ 1.08	↑ 0.82

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

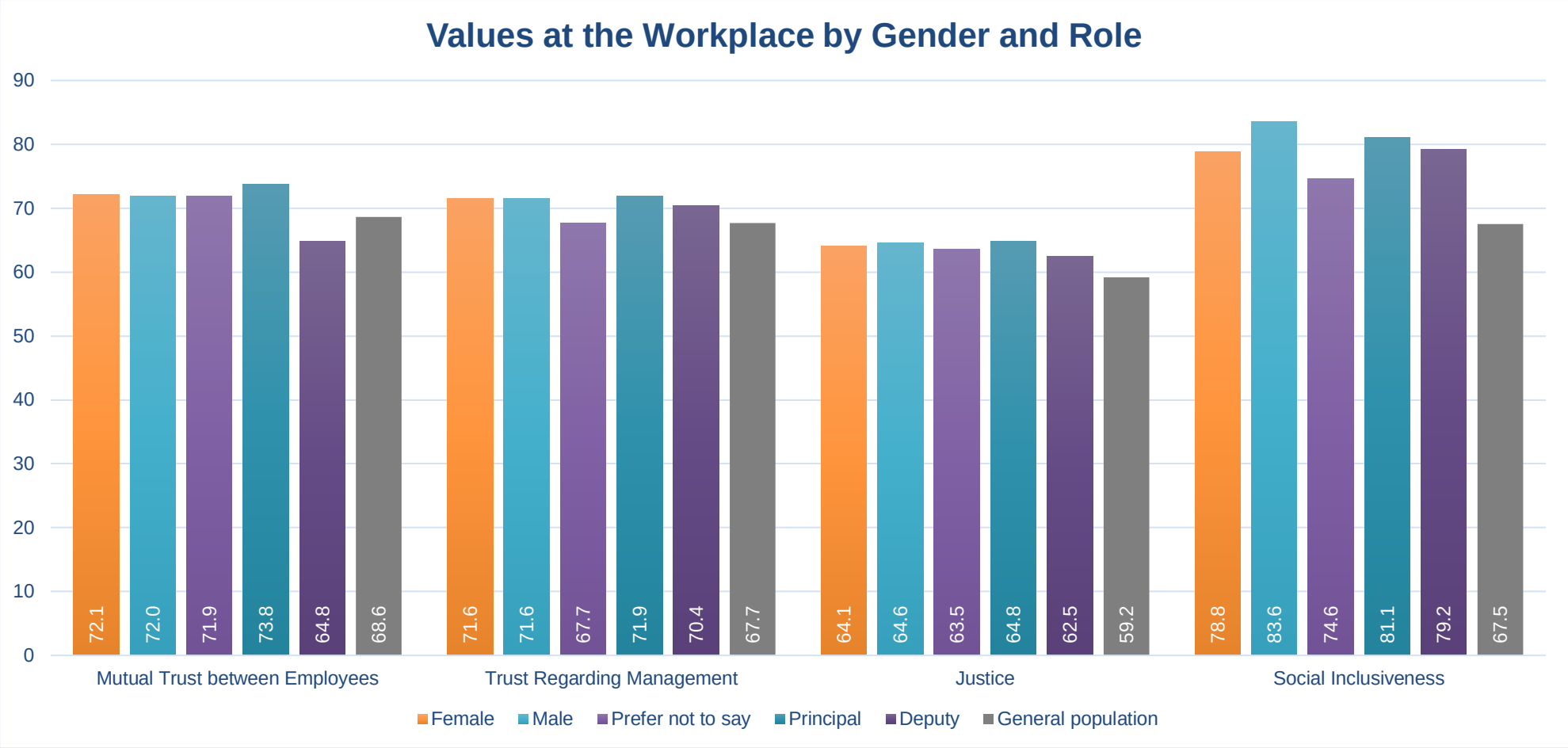


FIGURE 3.6.2: BAR CHART: VALUES AT THE WORKPLACE BY GENDER AND ROLE

School leaders who did prefer not to specify their gender reported lower results for Trust Regarding Management, Justice, and Social Inclusiveness compared to their female and male counterparts. Deputy school leaders reported lower results than their principal counterparts for all subscales of Values at the Workplace. Deputy school leaders reported lower Mutual Trust between Employees than the general population.

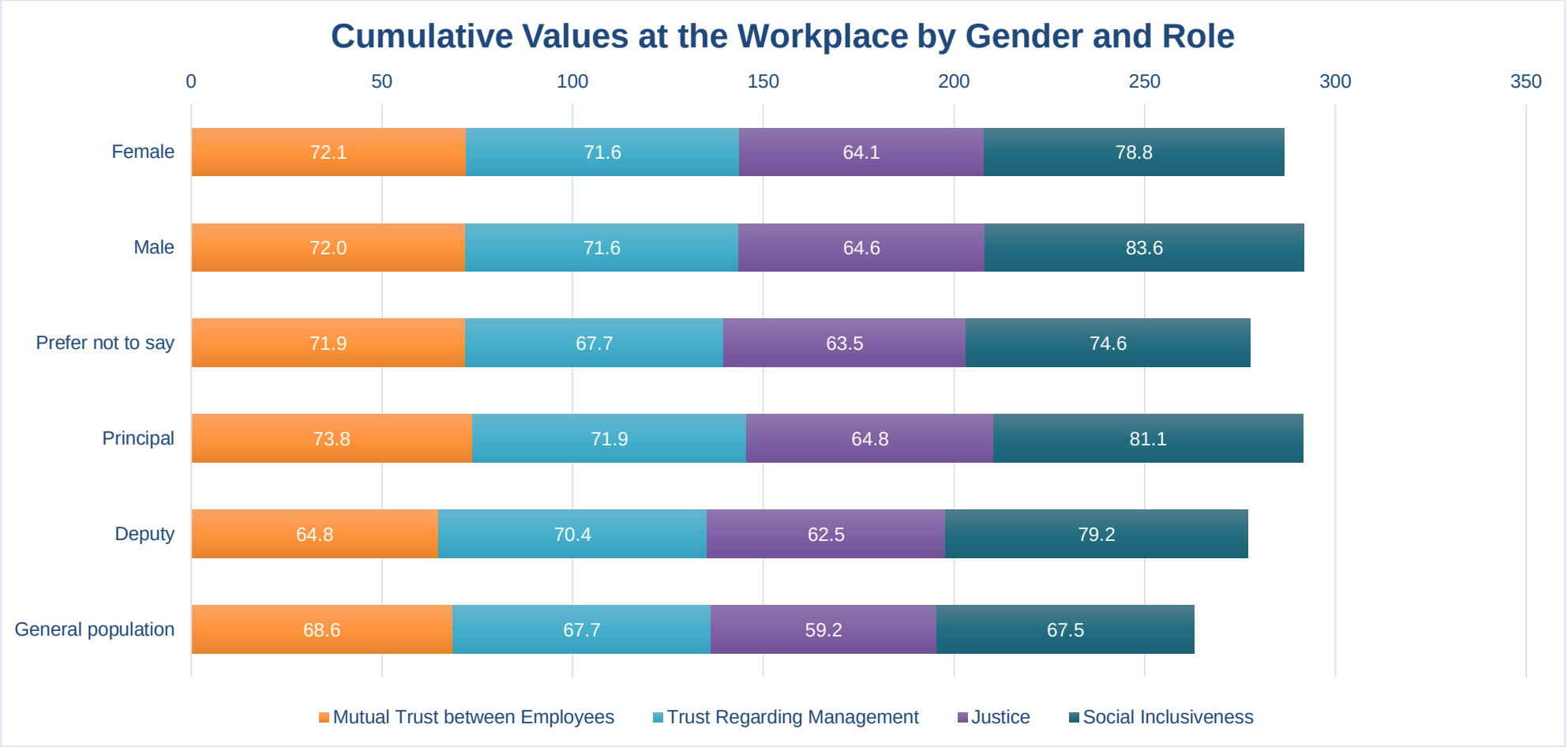


FIGURE 3.6.3: STACKED BAR CHART: CUMULATIVE VALUES AT THE WORKPLACE BY GENDER AND ROLE

Cumulatively, male school leaders reported higher results for Values at the Workplace than their female counterparts. Cumulatively, all school leader subgroups reported higher results for Values at the Workplace than the general population.

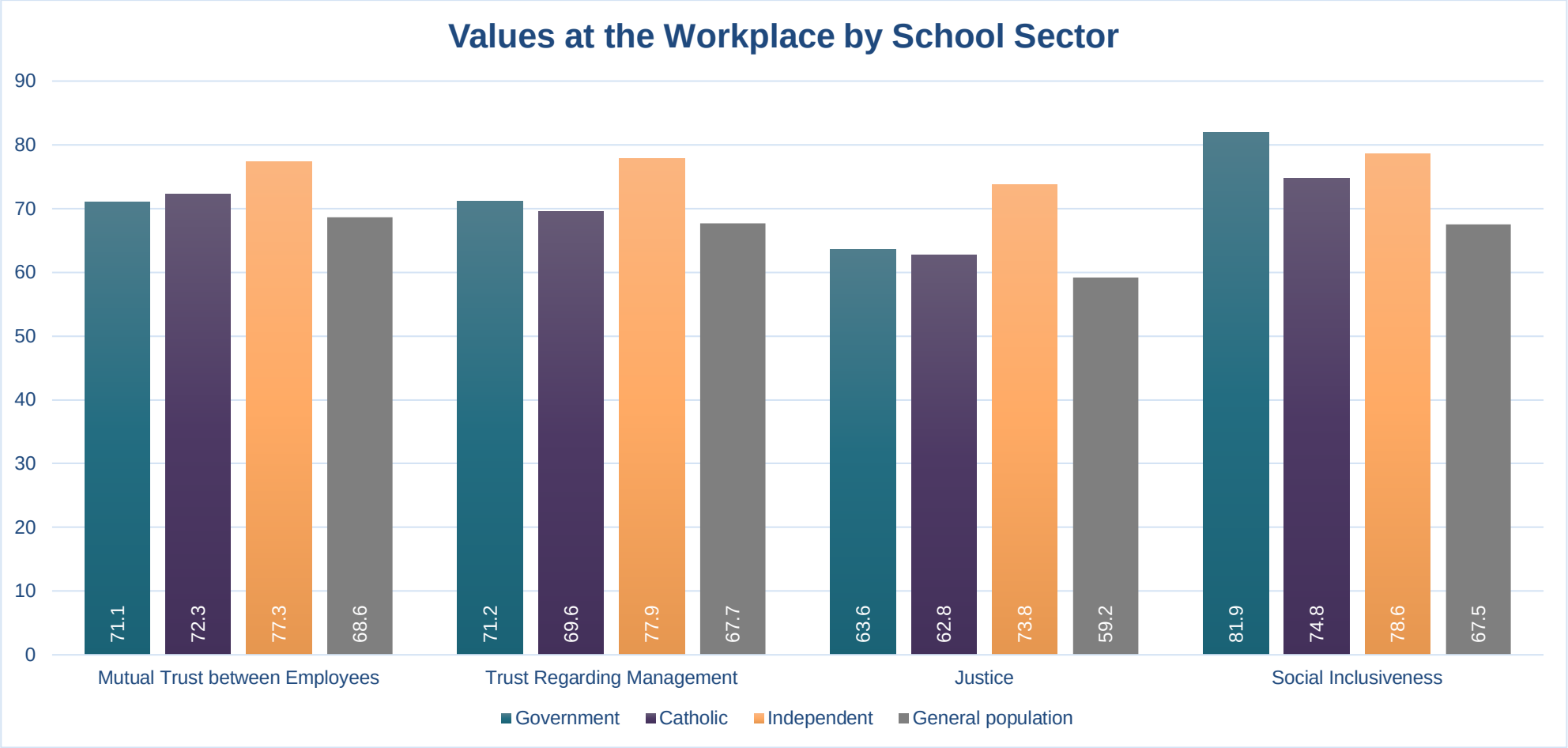


FIGURE 3.6.4: BAR CHART: VALUES AT THE WORKPLACE BY SCHOOL SECTOR

Independent school leaders reported higher results for Mutual Trust between Employees, Trust Regarding Management, and Justice than their government and Catholic counterparts.

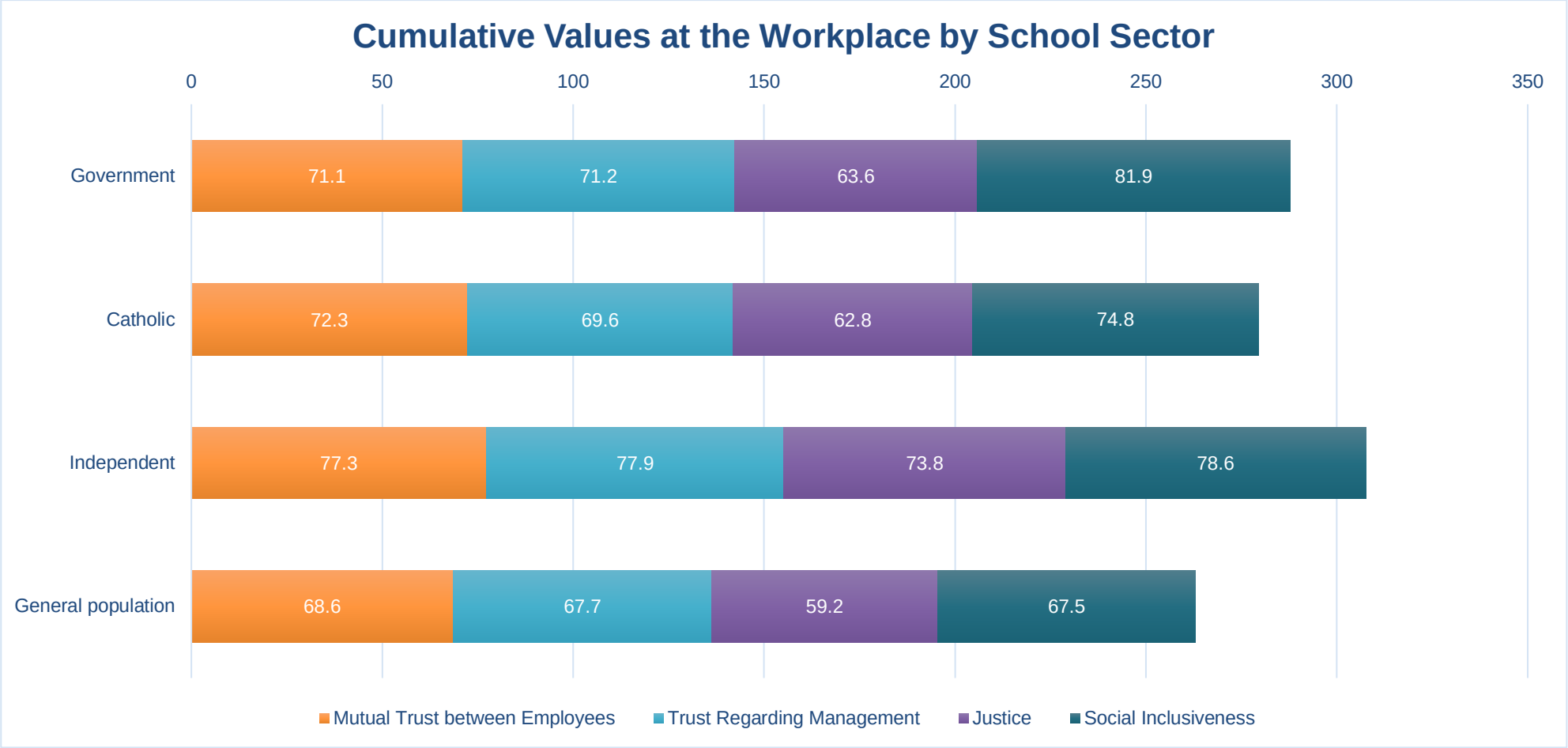


FIGURE 3.6.5: STACKED BAR CHART: CUMULATIVE VALUES AT THE WORKPLACE BY SCHOOL SECTOR

Cumulatively, Independent school leaders reported higher results for Values at the Workplace than their Government and Catholic counterparts.

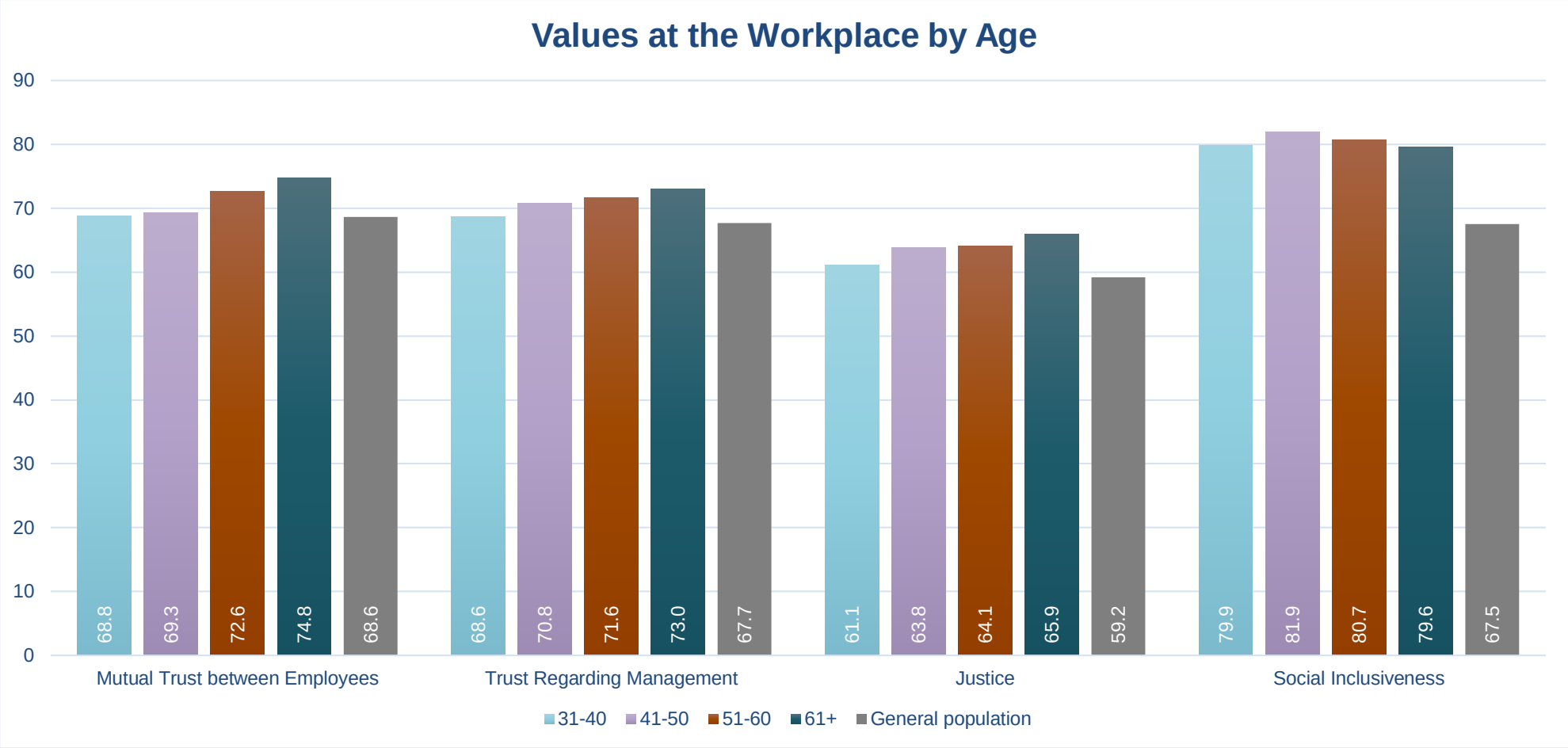


FIGURE 3.6.6: BAR CHART: VALUES AT THE WORKPLACE BY AGE GROUPS

As age increased, school leaders reported higher results for Mutual Trust between Employees, Trust Regarding Management, and Justice.

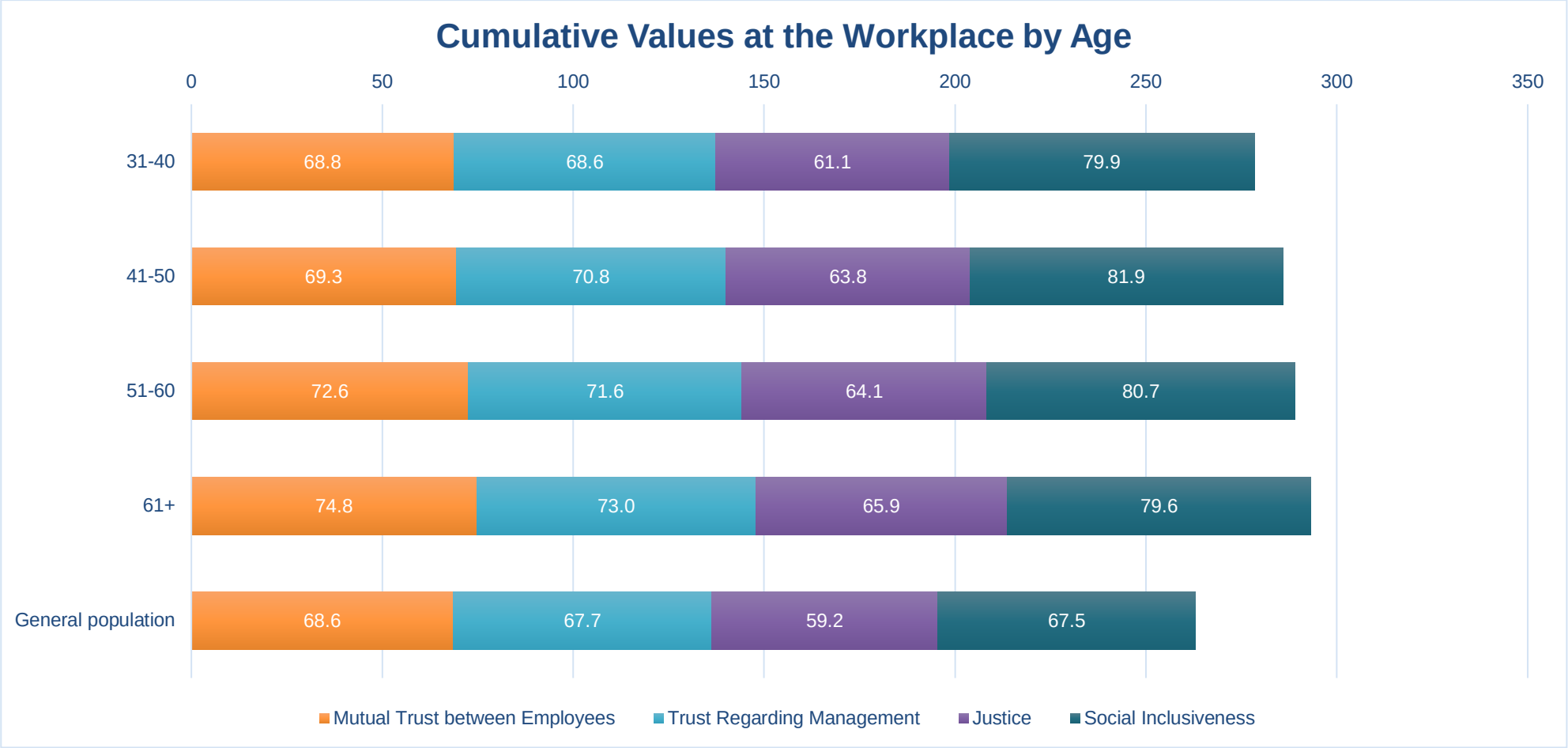


FIGURE 3.6.7: STACKED BAR CHART: CUMULATIVE VALUES AT THE WORKPLACE BY AGE GROUPS

As school leaders age groups increased, their cumulative scores for Values at the Workplace increased. School leaders of all age groups reported higher cumulative results than the general population.

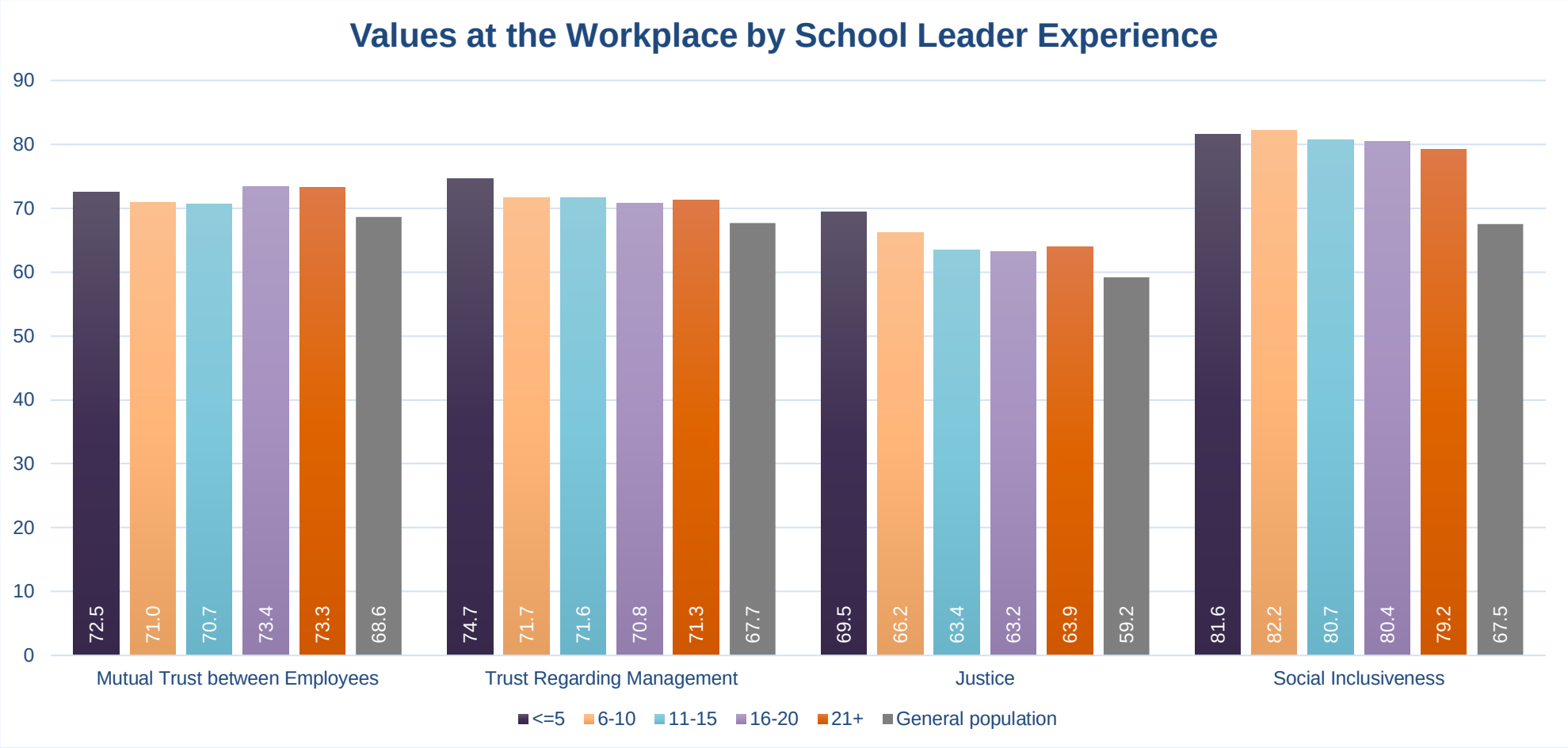


FIGURE 3.6.8: BAR CHART: VALUES AT THE WORKPLACE BY SCHOOL LEADER EXPERIENCE

School leaders with less than five years' experience reported higher results for Trust Regarding Management and Justice than their more experienced counterparts.

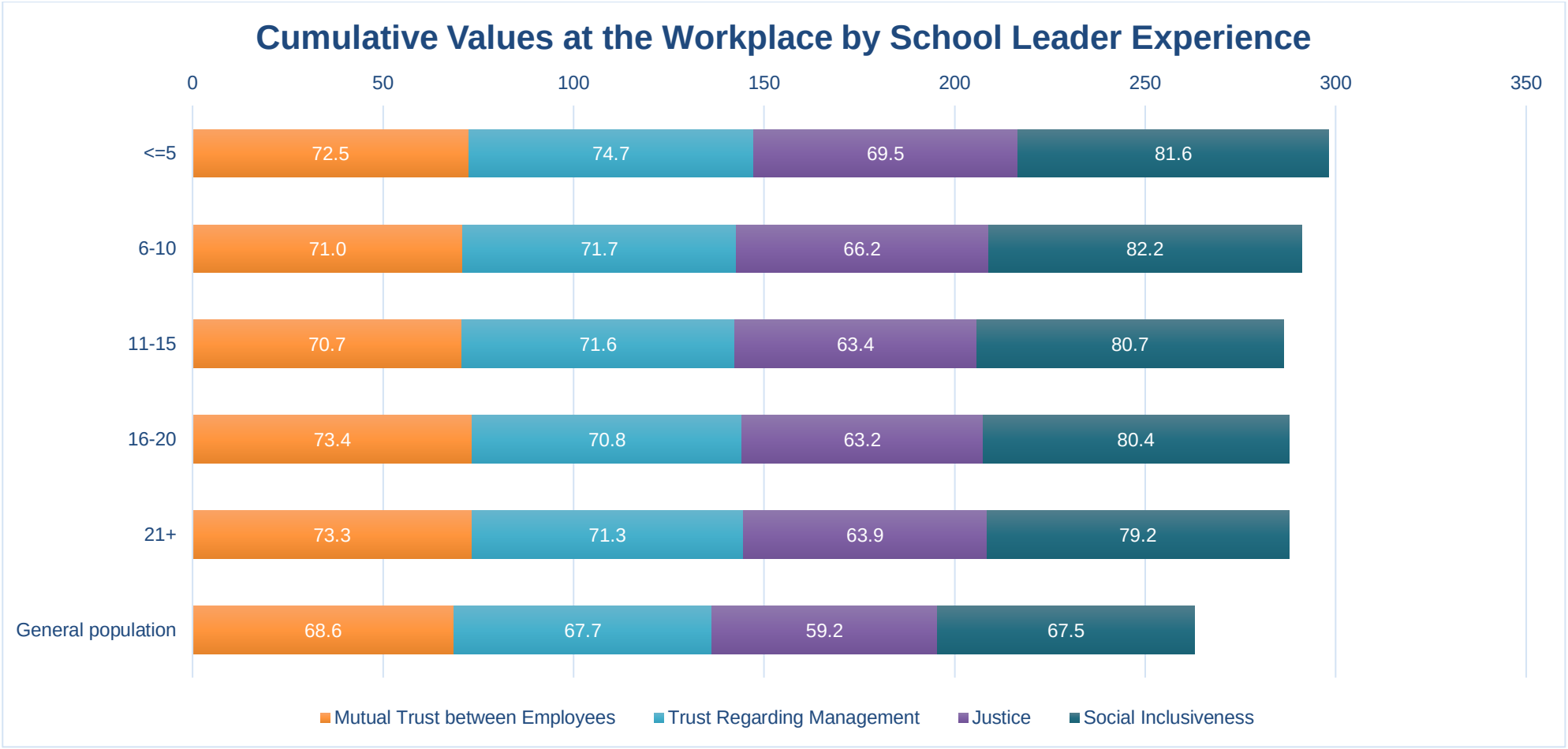


FIGURE 3.6.9: STACKED BAR CHART: CUMULATIVE VALUES AT THE WORKPLACE BY SCHOOL LEADER EXPERIENCE

School leaders with less than five years' experience reported higher cumulative results Values at the Workplace than their more experienced counterparts. School leaders of all school leader experience subgroups reported higher cumulative results than the general population.

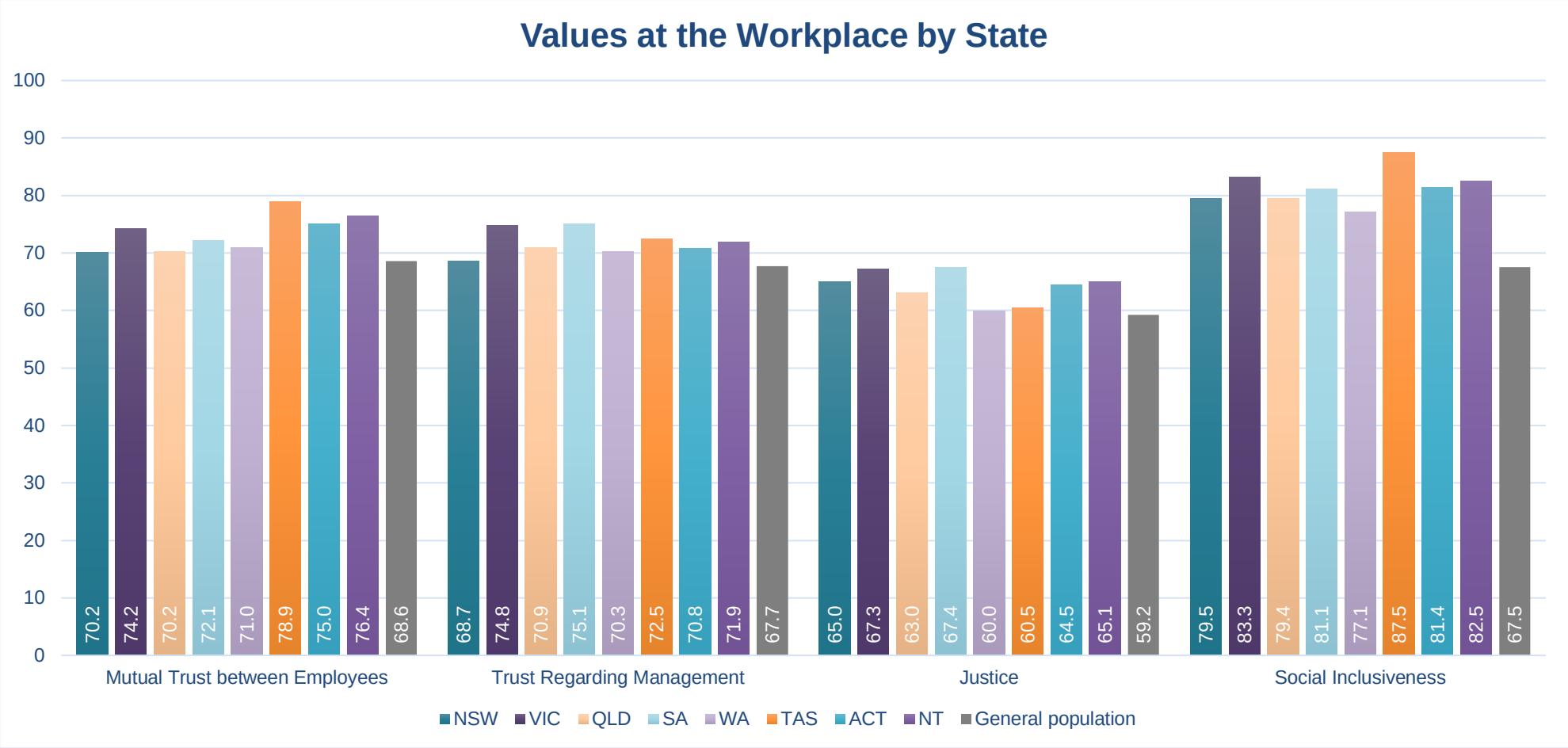


FIGURE 3.6.10: BAR CHART: VALUES AT THE WORKPLACE BY STATE

School leaders in Victoria reported higher results for all subscales of Values at the Workplace than their NSW counterparts. School leaders in Tasmania reported higher results for Mutual Trust between Employees and Social Inclusiveness than their counterparts from other states and territories, as well as the general population.

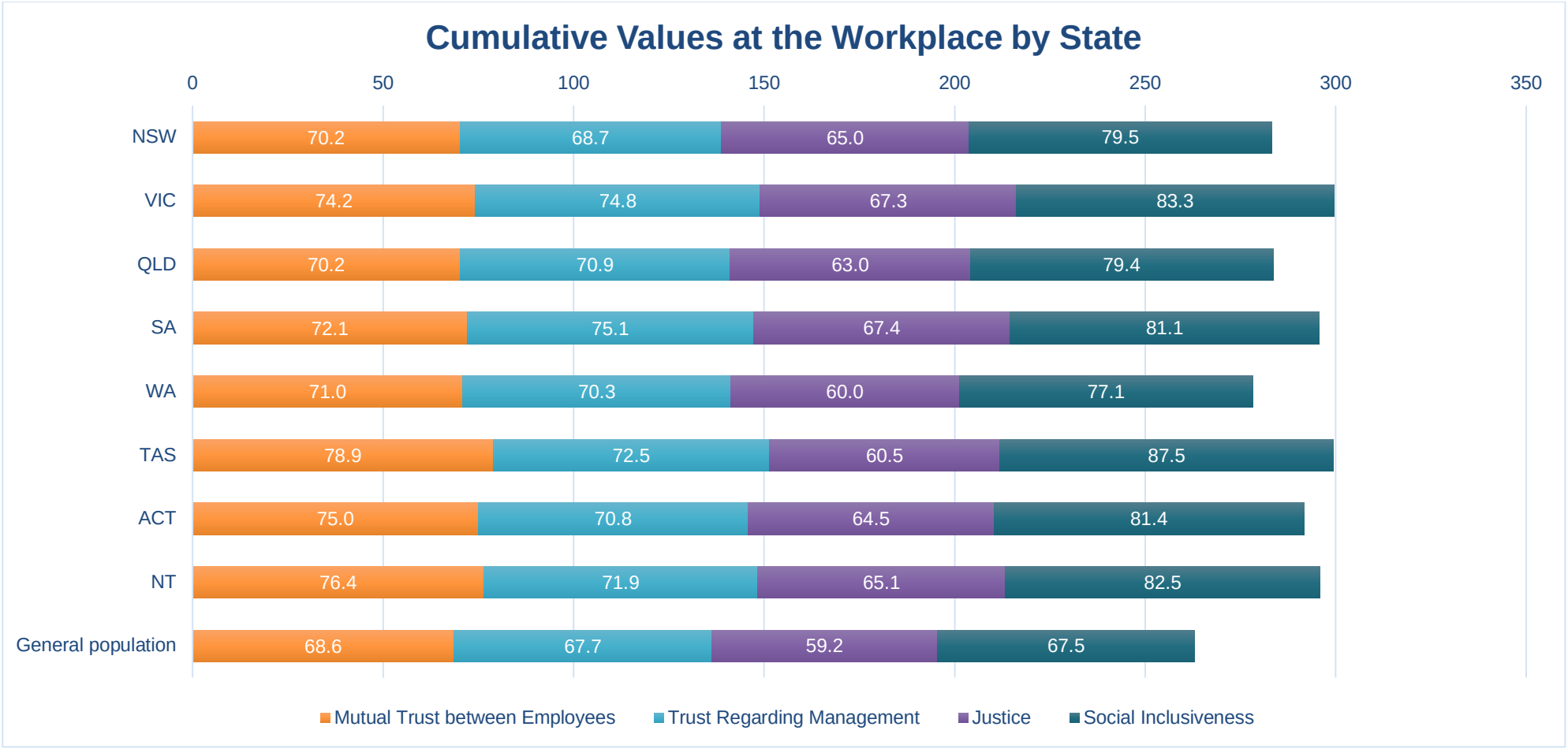


FIGURE 3.6.11: STACKED BAR CHART: CUMULATIVE VALUES AT THE WORKPLACE BY STATE

Cumulatively, school leaders in Victoria and Tasmania reported similar results for Values at the Workplace. Cumulatively, school leaders from all states and territories reported higher results for Values at the Workplace than the general population.

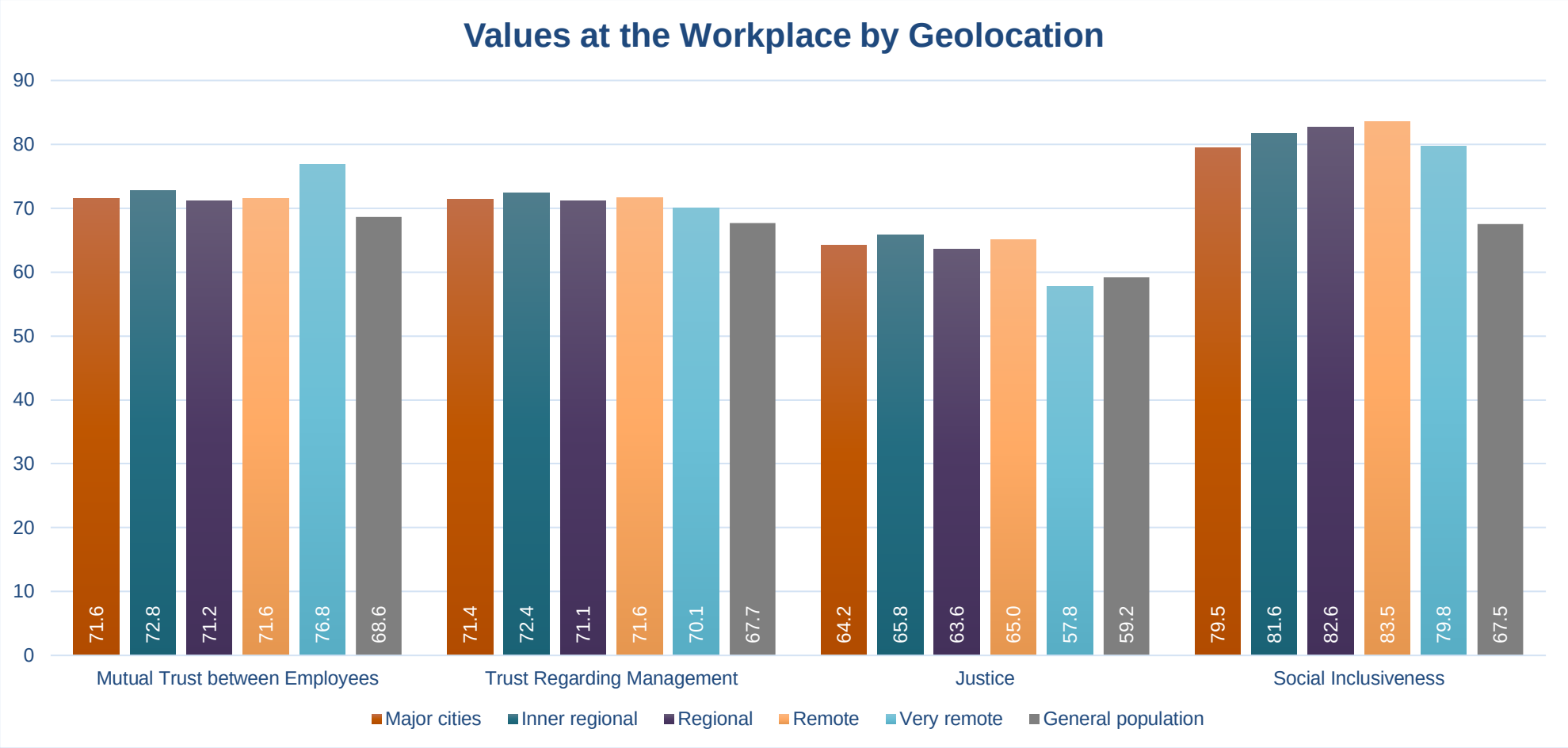


FIGURE 3.6.12: BAR CHART: VALUES AT THE WORKPLACE BY GEOLOCATION

Very remote school leaders reported higher Mutual Trust between Employees than their counterparts from other geolocations. Very remote school leaders also reported lower Justice than their counterparts from other geolocations and the general population.

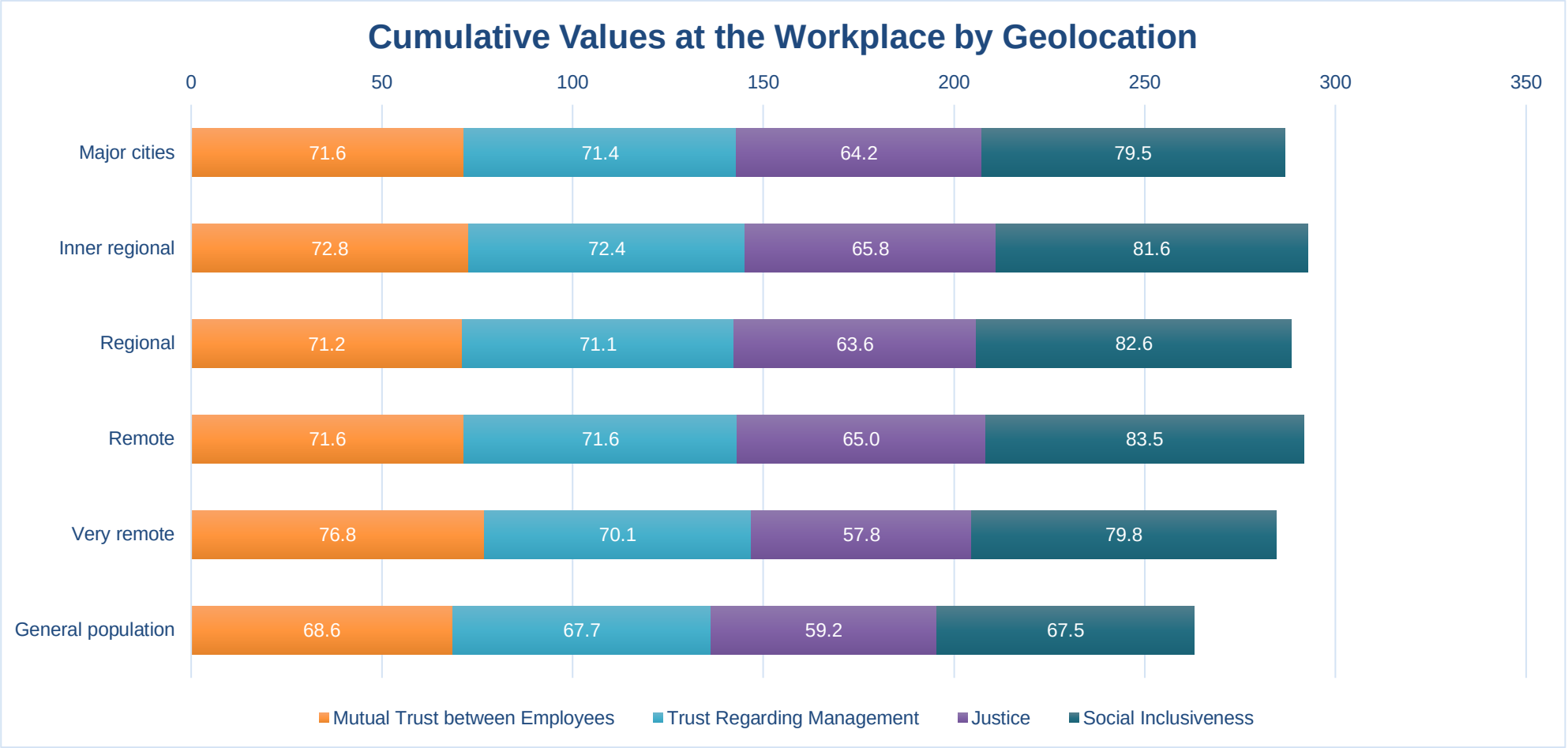


FIGURE 3.6.13: STACKED BAR CHART: CUMULATIVE VALUES AT THE WORKPLACE BY GEOLOCATION

Cumulatively, school leaders from all geolocations reported higher results than the general population.

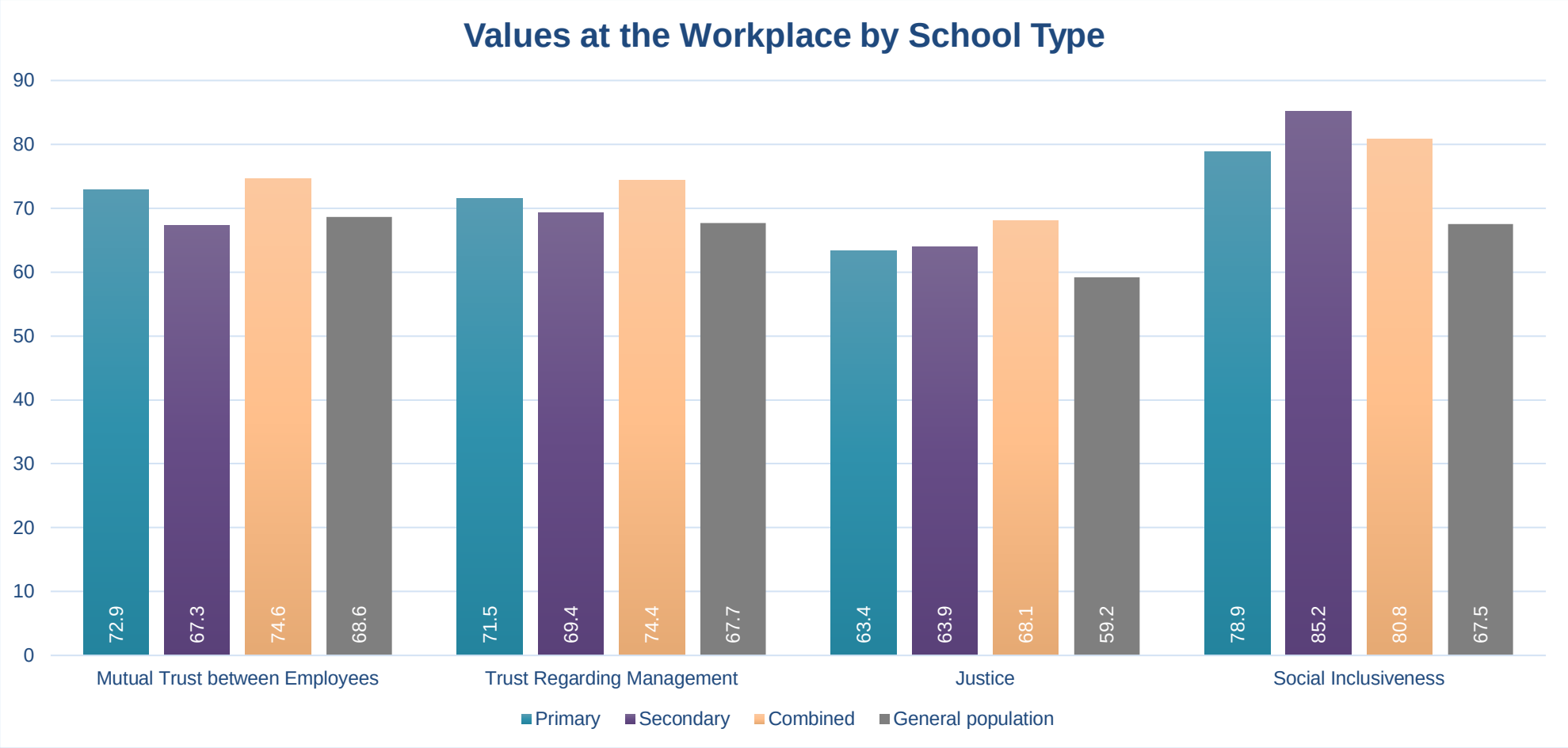


FIGURE 3.6.14: BAR CHART: VALUES AT THE WORKPLACE BY SCHOOL TYPE

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

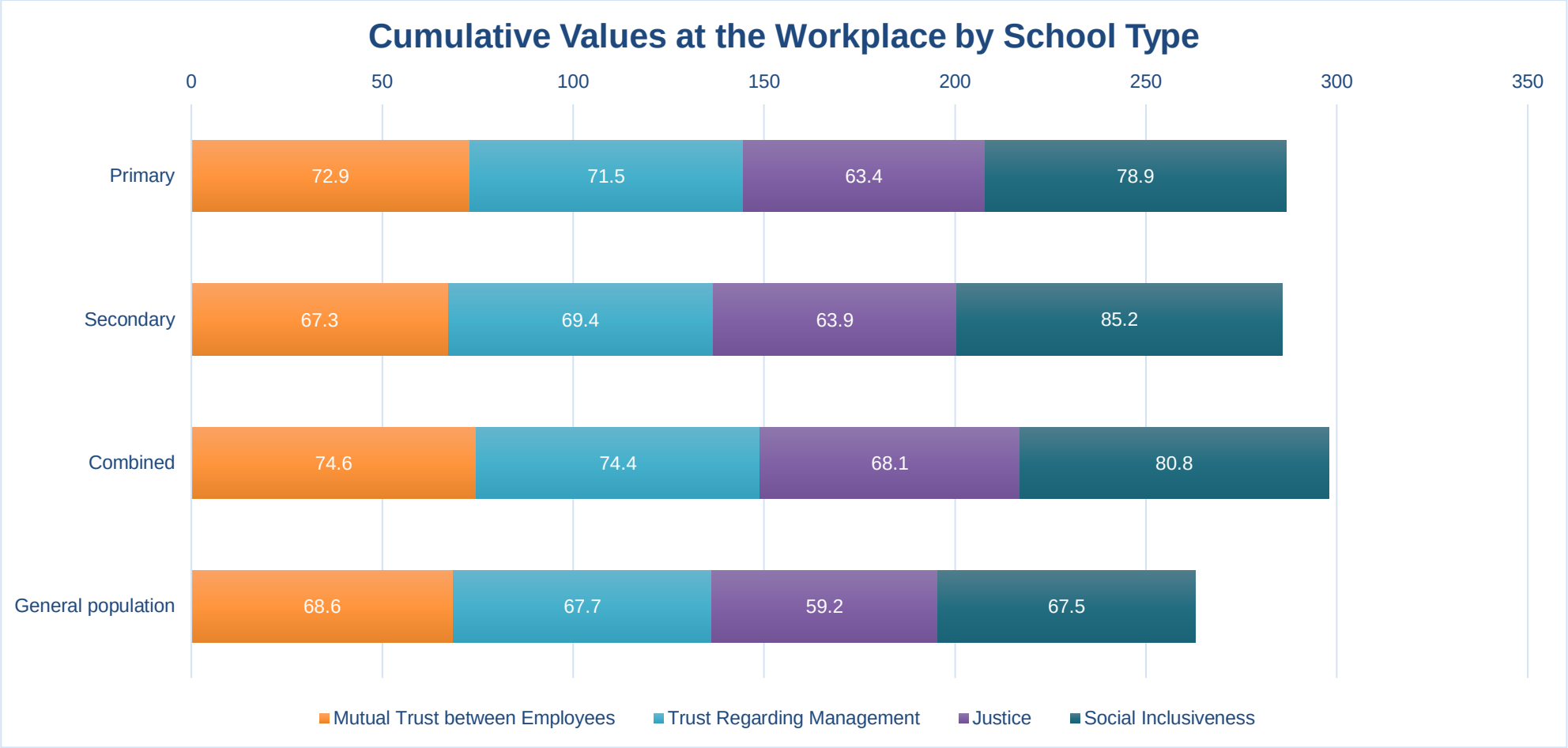


FIGURE 3.6.15: STACKED BAR CHART: CUMULATIVE VALUES AT THE WORKPLACE BY SCHOOL TYPE

Cumulatively, combined school leaders reported higher results for Values at the Workplace than their primary and secondary counterparts. School leaders of all school types reported higher cumulative results for Values at the Workplace than the general population.

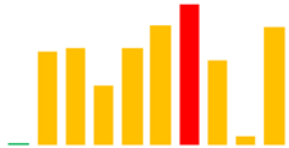
3.7 HEALTH AND WELLBEING: SUBSCALE LONGITUDINAL AND SUBGROUP COMPARISONS

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.

Health and Wellbeing: school leader longitudinal snapshot

TABLE 3.7.1: SCHOOL LEADER LONGITUDINAL HEALTH AND WELLBEING TREND (PART 1)

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Trendlines (scaled)	Trendlines (zoomed)
General Health Perception	61.71	59.63	59.95	59.79	60.20	59.88	58.91	59.24	58.71	59.50		
Burnout	55.51	55.96	54.23	53.84	54.51	55.19	55.76	54.67	54.04	56.59		
Sleeping Troubles	43.57	45.96	46.02	45.07	46.03	46.60	47.17	45.72	43.76	46.58		
Stress	46.07	45.87	45.11	44.36	44.92	45.17	44.75	43.58	42.30	44.81		
Depressive Symptoms	27.95	27.52	27.11	26.67	27.42	26.90	25.81	26.08	23.54	25.32		
Somatic Stress	22.37	22.29	22.25	21.63	22.43	22.59	22.69	22.68	21.41	22.88		

highest score lowest score

TABLE 3.7.2: SCHOOL LEADER LONGITUDINAL HEALTH AND WELLBEING TREND (PART 2)

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Trendlines (scaled)	Trendlines (zoomed)
Cognitive Stress	28.23	27.92	27.76	26.75	27.89	27.38	27.67	27.11	26.63	27.15		
Self-efficacy	69.38	72.32	72.23	74.46	74.31	74.03	72.62	73.33	74.16	74.75		

highest score lowest score

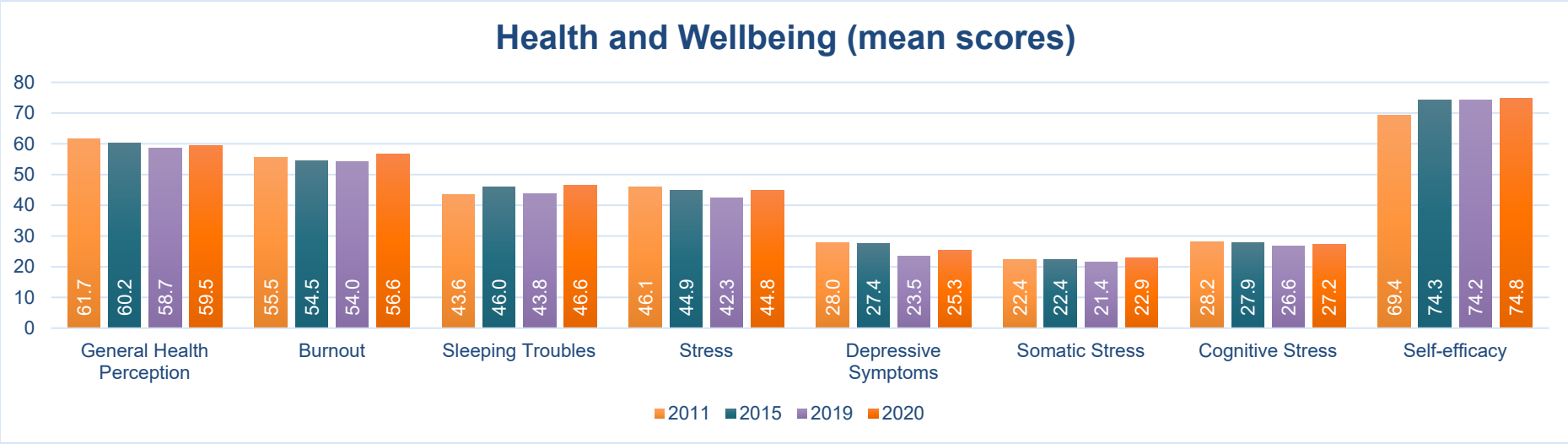


FIGURE 3.7.1: HEALTH AND WELLBEING MEAN SCORES: SCHOOL LEADER RESULTS 2011, 2015, 2019, 2020 AGAINST THE GENERAL POPULATION

General Health: school leaders in 2020 reported medium effect size lower than the general population (59.50 versus 66.00, d = -0.31). School leaders have reported consistent results for General Health from 2012 to 2020, with the lowest reported result in 2019.

Burnout: school leaders in 2020 reported huge effect size higher than the general population (56.59 versus 34.10, d = 1.24). School leaders reported the highest result for Burnout in 2020 (56.50).

Sleeping Troubles: school leaders in 2020 reported very large effect size higher than the general population (46.58 versus 26.70, d = 1.12). School leaders reported higher results for Sleeping Trouble in 2020 than in 2011, 2015 and 2019.

Stress: school leaders in 2020 reported huge effect size higher than the general population (44.81 versus 21.30, d = 1.24). School leaders reported higher results for stress in 2020 than the lowest result reported in 2019 (42.30).

Depressive Symptoms: school leaders in 2020 reported medium effect size higher than the general population (25.32 versus 21.00, d = 0.26). School leaders reported higher Depressive Symptoms in 2020 than the lowest result reported in 2019 (23.54). Depressive Symptoms had been trending down from 2011 to 2019.

Somatic Stress: school leaders in 2020 reported medium effect size higher than the general population (22.88 versus 17.80, d = 0.32). School leaders reported similar results for Somatic Stress from 2011 to 2020, with 2020's result being the highest.

Cognitive Stress: school leaders in 2020 reported large effect size higher than the general population (27.15 versus 17.80, d = 0.6). School leaders reported similar results for Cognitive Stress from 2011-2020.

Self-efficacy: school leaders in 2020 reported medium effect size higher than the general population (74.75 versus 67.50, d = 0.45). School leaders have reported similar results for Self-efficacy from 2014-2020, with 2020's result being the highest.

> The roles/duties and responsibilities of a Principal are become increasingly more demanding. As a Principal of many years experiences it seems to me, that society in general is demanding more and more, with less and less remuneration both monetary and respect. Unfortunately, I would not recommend a principalship to someone 'close' to me. The demands from Government and in particular from sector authorities, has become extremely demanding and in many cases so time-wasting.
>
> - *Male, Catholic primary school, WA*

> This year has been exhausting and continues to be so. Not just for me but staff, students and parents.
>
> - *Male, Independent school, Tas*

> The role of the Principal is undervalued. It is complex, overwhelming at times, rewarding most of the time. The expectation to be a fastidious financial and business manager alongside being educational instructional leader is too much. There is a reason for our burnout…
>
> - *Female, government primary school, NSW*

Health and Wellbeing: school leader sub-group results

The following findings for Health and Wellbeing are from Table 3.7.3 to Table 3.7.10.

School leaders who preferred not to specify their gender reported:

- Higher results for Burnout (62.15, d = 1.54) than their female (57.49, d = 1.29) and male (54.98, d = 1.15) counterparts;
- Higher results for Sleeping Troubles (55.56, d = 1.63) than their female (47.07, d = 1.15) and male (45.41, d = 1.06) counterparts;
- Higher results for Stress (49.83, d = 1.5) than their female (45.57, d = 1.28) and male (43.44, d = 1.17) counterparts;
- Higher results for Depressive Symptoms (30.73, d = 0.59) than their female (24.85, d = 0.23) and male (25.73, d = 0.29) counterparts;
- Higher results for Cognitive Stress (30.38, d = 0.8) than their female (27.51, d = 0.62) and male (26.45, d = 0.55) counterparts;
- Lower results for General Health Perception (55.56, d = -0.5) than their female (59.88, d = -0.29) and male (59.13, d = -0.33) counterparts; and
- Lower results for Self-efficacy (69.44, d = 0.12) than their female (75.22, d = 0.48) and male (74.32, d = 0.43) counterparts.

Catholic school leaders report higher results for General Health Perception (63.97, d = -0.1) than their government (58.6, d = -0.35) and Independent school counterparts. Catholic school leaders also reported lower results for Burnout (52.94, d = 1.04), Stress (43.22, d = 1.15) and Cognitive Stress (25.63, d = 0.5) compared to their government and Independent school counterparts.

School leaders reported increasing results for General Health Perception as age groups increased, with 31-40 year old reporting the lowest results (55.28, d = -0.51) and 61+ reporting the highest (62.56, d = -0.16). School leaders reported decreasing results as age group increased for Burnout, Stress, Depressive Symptoms, and Cognitive Stress.

ACT school leaders reported higher result for General Health Perception (64.88, d = -0.05) than their counterparts from other states and territory. Queensland school leaders reported the highest results for Stress (48.31, d = 1.42), Depressive Symptoms (27.82, d = 0.41), Somatic Stress (25.26, d = 0.47), and Cognitive Stress (31.17, d = 0.85) than their counterparts from other states and territories.

For Sleeping Troubles, very remote school leaders reported the lowest result (39.47, d = 0.72), and regional school leaders reported the highest result (50.03, d = 1.32). Very remote school leaders reported lower results for Somatic Stress (16.45, d = -0.08) than their geolocational counterparts and the general population. Very remote school leaders reported lower results for Self-efficacy (69.59, d = 0.13) than their geolocational counterparts.

Secondary school leaders reported higher results for General Health Perception (61.31, d = -0.22) than their primary (59.08, d = -0.33) and combined schools (59.39, d = -0.32) counterparts. Secondary school leaders reported lower results for Burnout (54.99, d = 1.15), Stress (43.50, d = 1.17), Depressive Symptoms (23.41, d = 0.15), Somatic Stress (21.06, d = 0.20), and Cognitive Stress (24.72, d = 0.44) than their primary and combined school counterparts.

TABLE 3.7.3: MEAN HEALTH AND WELLBEING BY GENDER, SCHOOL SECTOR AND ROLE

	Gender			School sector			Role	
	Female	Male	Prefer not to say	Government	Catholic	Independent	Principal	Deputy
General Health Perception	59.88	59.13	55.56	58.60	63.97	61.86	59.58	59.46
Burnout	57.49	54.98	62.15	57.46	52.94	55.65	56.39	55.75
Sleeping Troubles	47.07	45.41	55.56	46.89	46.58	42.31	46.39	46.33
Stress	45.57	43.44	49.83	45.28	43.22	44.27	44.57	44.57
Depressive Symptoms	24.85	25.73	30.73	25.76	24.39	24.28	24.98	25.78
Somatic Stress	24.88	19.86	24.65	23.28	21.51	21.43	22.49	23.83
Cognitive Stress	27.51	26.45	30.38	27.69	25.63	26.32	26.91	27.02
Self-efficacy	75.22	74.32	69.44	74.57	74.81	77.07	75.24	73.39

TABLE 3.7.4: COHEN'S D HEALTH AND WELLBEING BY GENDER, SCHOOL SECTOR AND ROLE

	Gender			School sector			Role	
	Female	Male	Prefer not to say	Government	Catholic	Independent	Principal	Deputy
General Health Perception	-0.29	-0.33	-0.50	-0.35	-0.10	-0.20	-0.31	-0.31
Burnout	1.29	1.15	1.54	1.28	1.04	1.18	1.22	1.19
Sleeping Troubles	1.15	1.06	1.63	1.14	1.12	0.88	1.11	1.11
Stress	1.28	1.17	1.50	1.26	1.15	1.21	1.22	1.22
Depressive Symptoms	0.23	0.29	0.59	0.29	0.21	0.20	0.24	0.29
Somatic Stress	0.44	0.13	0.43	0.34	0.23	0.23	0.29	0.38
Cognitive Stress	0.62	0.55	0.80	0.63	0.50	0.54	0.58	0.59
Self-efficacy	0.48	0.43	0.12	0.44	0.46	0.60	0.48	0.37

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

TABLE 3.7.5: MEAN HEALTH AND WELLBEING BY AGE AND SCHOOL LEADER EXPERIENCE

	Age				School leader experience				
	31-40	41-50	51-60	61+	<=5	6-10	11-15	16-20	21+
General Health Perception	55.28	58.07	59.27	62.56	60.00	60.95	59.81	58.21	59.10
Burnout	66.64	61.48	56.55	49.03	61.45	59.68	58.49	55.57	51.79
Sleeping Troubles	44.37	48.46	47.29	42.74	48.09	46.82	47.70	46.24	44.95
Stress	55.99	49.84	44.06	38.25	50.33	47.69	45.90	43.73	41.03
Depressive Symptoms	32.57	29.08	24.50	20.93	28.92	28.11	25.39	24.26	23.18
Somatic Stress	23.94	26.48	22.82	18.57	23.94	24.05	23.81	23.53	19.91
Cognitive Stress	32.66	30.98	26.83	22.16	31.85	29.54	27.58	26.12	24.48
Self-efficacy	74.33	74.27	74.71	75.90	71.51	74.75	74.55	75.00	75.37

TABLE 3.7.6: COHEN'S D HEALTH AND WELLBEING BY AGE AND SCHOOL LEADER EXPERIENCE

	Age				School leader experience				
	31-40	41-50	51-60	61+	<=5	6-10	11-15	16-20	21+
General Health Perception	-0.51	-0.38	-0.32	-0.16	-0.29	-0.24	-0.30	-0.37	-0.33
Burnout	1.79	1.50	1.23	0.82	1.50	1.41	1.34	1.18	0.97
Sleeping Troubles	1.00	1.23	1.16	0.91	1.21	1.14	1.19	1.10	1.03
Stress	1.83	1.50	1.20	0.89	1.53	1.39	1.29	1.18	1.04
Depressive Symptoms	0.70	0.49	0.21	0.00	0.48	0.43	0.27	0.20	0.13
Somatic Stress	0.38	0.54	0.31	0.05	0.38	0.39	0.38	0.36	0.13
Cognitive Stress	0.95	0.84	0.58	0.28	0.89	0.75	0.62	0.53	0.43
Self-efficacy	0.43	0.42	0.45	0.53	0.25	0.45	0.44	0.47	0.49

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

TABLE 3.7.7: MEAN HEALTH AND WELLBEING BY SCHOOL STATE

	State							
	NSW	VIC	QLD	SA	WA	TAS	ACT	NT
General Health Perception	59.04	63.55	56.96	54.40	59.49	61.59	64.88	61.81
Burnout	58.98	53.89	58.17	58.45	55.87	49.70	56.99	52.08
Sleeping Troubles	47.41	44.20	48.32	48.65	46.66	43.60	42.26	40.80
Stress	46.13	41.38	48.31	46.95	44.31	39.94	46.28	39.06
Depressive Symptoms	26.18	22.69	27.82	26.50	25.00	23.78	27.38	23.78
Somatic Stress	23.44	20.29	25.26	24.00	22.96	20.88	22.77	19.62
Cognitive Stress	27.74	23.77	31.17	28.65	27.40	26.98	25.45	21.01
Self-efficacy	74.56	75.97	72.89	73.42	75.69	76.69	77.65	77.16

TABLE 3.7.8: COHEN'S D HEALTH AND WELLBEING BY SCHOOL STATE

	State							
	NSW	VIC	QLD	SA	WA	TAS	ACT	NT
General Health Perception	-0.33	-0.12	-0.43	-0.56	-0.31	-0.21	-0.05	-0.20
Burnout	1.37	1.09	1.32	1.34	1.20	0.86	1.26	0.99
Sleeping Troubles	1.17	0.99	1.22	1.24	1.13	0.95	0.88	0.80
Stress	1.31	1.06	1.42	1.35	1.21	0.98	1.31	0.93
Depressive Symptoms	0.31	0.10	0.41	0.33	0.24	0.17	0.39	0.17
Somatic Stress	0.35	0.16	0.47	0.39	0.32	0.19	0.31	0.11
Cognitive Stress	0.63	0.38	0.85	0.69	0.61	0.58	0.49	0.20
Self-efficacy	0.44	0.53	0.34	0.37	0.51	0.57	0.63	0.60

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

TABLE 3.7.9: MEAN HEALTH AND WELLBEING BY SCHOOL GEOLOCATION AND SCHOOL TYPE

	Geolocation					School type		
	Major cities	Inner regional	Regional	Remote	Very remote	Primary	Secondary	Combined
General Health Perception	61.24	58.67	55.41	56.86	59.21	59.08	61.31	59.39
Burnout	56.43	55.72	59.46	55.51	52.63	57.49	54.99	55.99
Sleeping Troubles	46.23	45.14	50.03	46.08	39.47	47.44	45.97	43.67
Stress	44.42	44.56	47.44	44.61	45.39	45.40	43.50	44.95
Depressive Symptoms	24.54	25.85	28.28	27.70	22.37	26.23	23.41	25.64
Somatic Stress	22.12	23.54	25.63	21.69	16.45	23.70	21.06	22.04
Cognitive Stress	26.26	27.02	31.02	31.86	26.64	28.28	24.72	26.07
Self-efficacy	75.66	74.30	72.53	75.05	69.59	74.20	75.97	76.30

TABLE 3.7.10: COHEN'S D HEALTH AND WELLBEING BY SCHOOL GEOLOCATION AND SCHOOL TYPE

	Geolocation					School type		
	Major cities	Inner regional	Regional	Remote	Very remote	Primary	Secondary	Combined
General Health Perception	-0.23	-0.35	-0.51	-0.44	-0.32	-0.33	-0.22	-0.32
Burnout	1.23	1.19	1.39	1.18	1.02	1.29	1.15	1.20
Sleeping Troubles	1.10	1.04	1.32	1.09	0.72	1.17	1.09	0.96
Stress	1.22	1.22	1.38	1.23	1.27	1.27	1.17	1.24
Depressive Symptoms	0.21	0.29	0.44	0.41	0.08	0.32	0.15	0.28
Somatic Stress	0.27	0.36	0.49	0.24	-0.08	0.37	0.20	0.27
Cognitive Stress	0.54	0.59	0.84	0.90	0.56	0.67	0.44	0.53
Self-efficacy	0.51	0.43	0.31	0.47	0.13	0.42	0.53	0.55

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

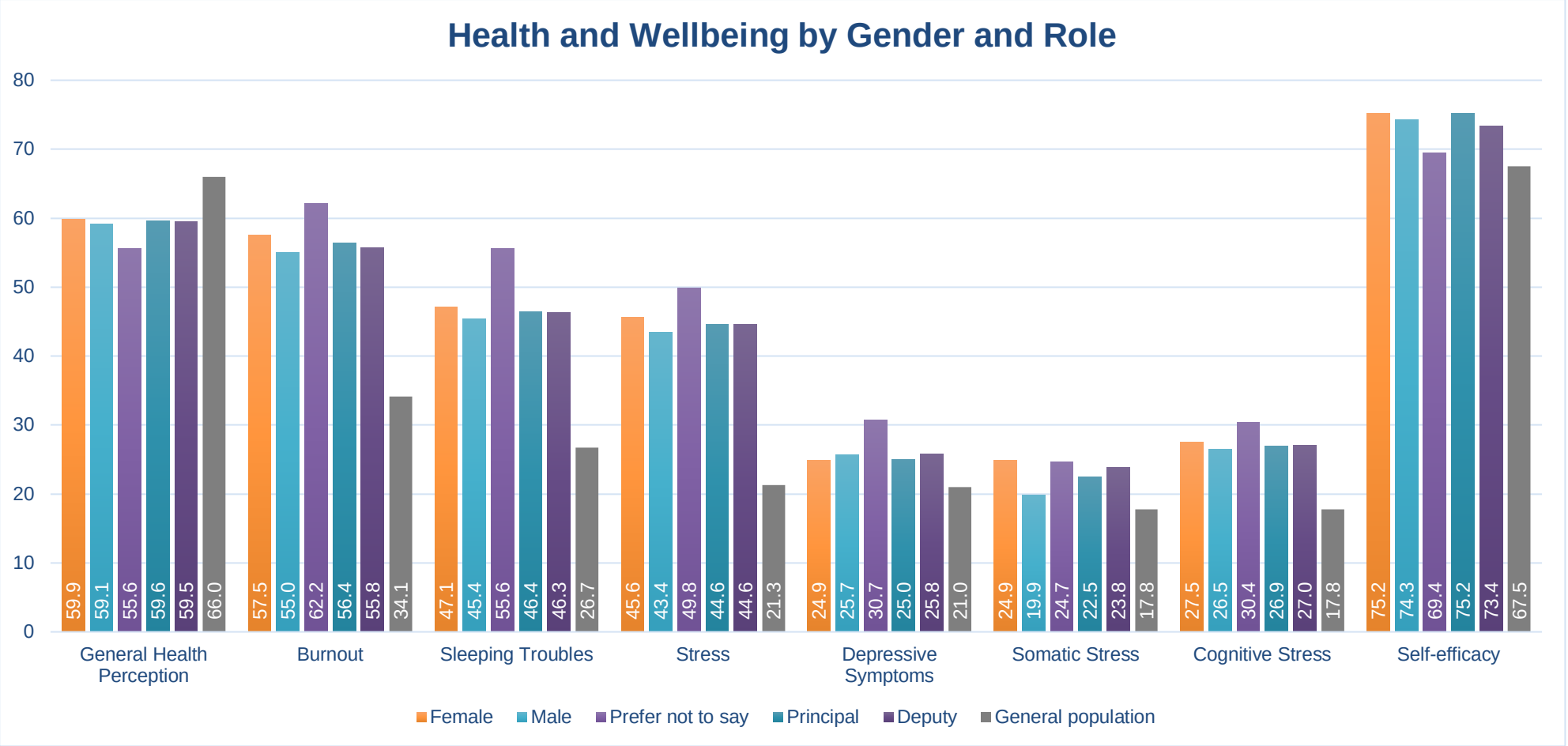


FIGURE 3.7.2: BAR CHART: HEALTH AND WELLBEING BY GENDER AND ROLE

School leaders who preferred not to specify their gender reported more negative results than their male and female counterparts for the Health and Wellbeing subscales (other than Somatic Stress). School leaders who did not specify their gender reported significantly higher Burnout, Sleeping troubles and Depressive Symptoms than their male and female counterparts. School leaders of all gender reported lower General Health Perception than the general population.

The cumulative stacked bar charts for Health and Wellbeing has been divided into two charts. The first stacked bar chart consists of negative impacting subscales of Health and Wellbeing: Burnout, Sleeping Troubles, Stress, Depressive Symptoms, Comatic Stress and Cognitive Stress. The higher the value for these six subscales, the more negative its impact on Health and Wellbeing. The second stacked bar chart consists of positive impacting subscales of Health and Wellbeing: General Health Perception and Self-efficacy. The higher the values for these two subscales, the more positive its impact on Health and Wellbeing.

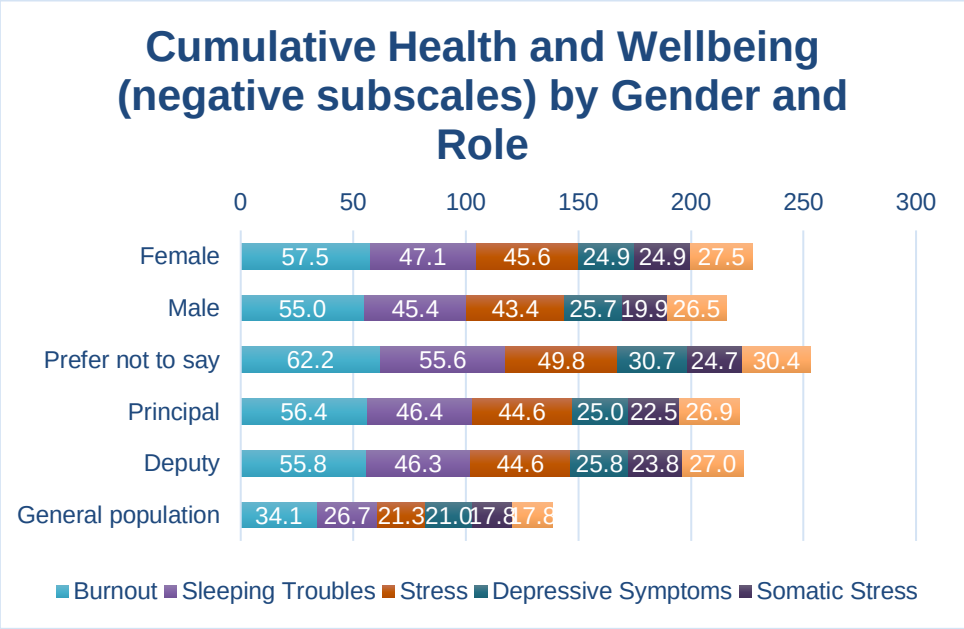


FIGURE 3.7.4: STACKED BAR CHART: CUMULATIVE NEGATIVE HEALTH AND WELLBEING SUBSCALES BY GENDER AND ROLE

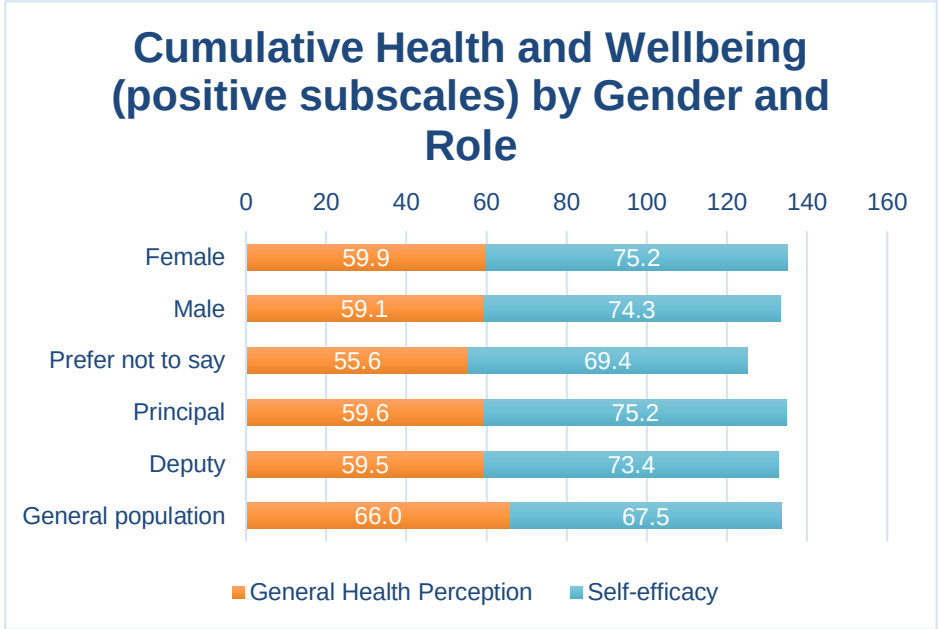


FIGURE 3.7.3: STACKED BAR CHART: CUMULATIVE POSITIVE HEALTH AND WELLBEING SUBSCALES BY GENDER AND ROLE

Cumulatively, school leaders of all gender and role subgroups reported higher results for the negative subscales of Health and Wellbeing than the general population. Female school leaders reported higher cumulative results for negative Health and Wellbeing subscales than their male counterparts. Principals and deputies reported similar cumulative results for the negative and positive subscales for Health and Wellbeing.

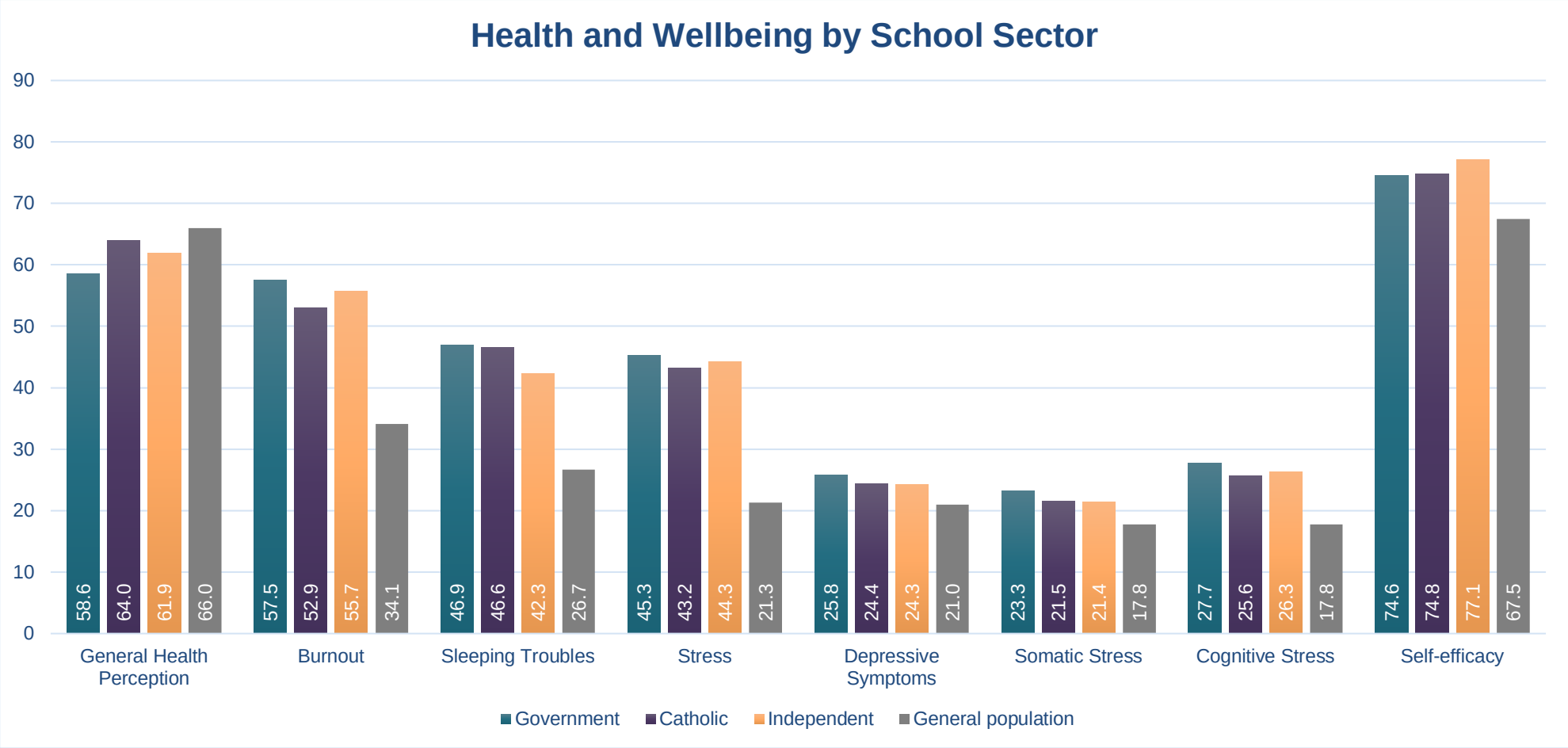


FIGURE 3.7.5: BAR CHART: HEALTH AND WELLBEING BY SCHOOL SECTOR

Government school leaders reported lower results for General Health Perception and Self-efficacy than their Catholic and Independent school counterparts. Government school leaders report higher results for the negative subscales of Health and Wellbeing than their Catholic and Independent school counterparts. School leaders reported significantly higher results (very large to huge effect sizes higher) than the general population for Burnout, Sleeping Troubles and Stress.

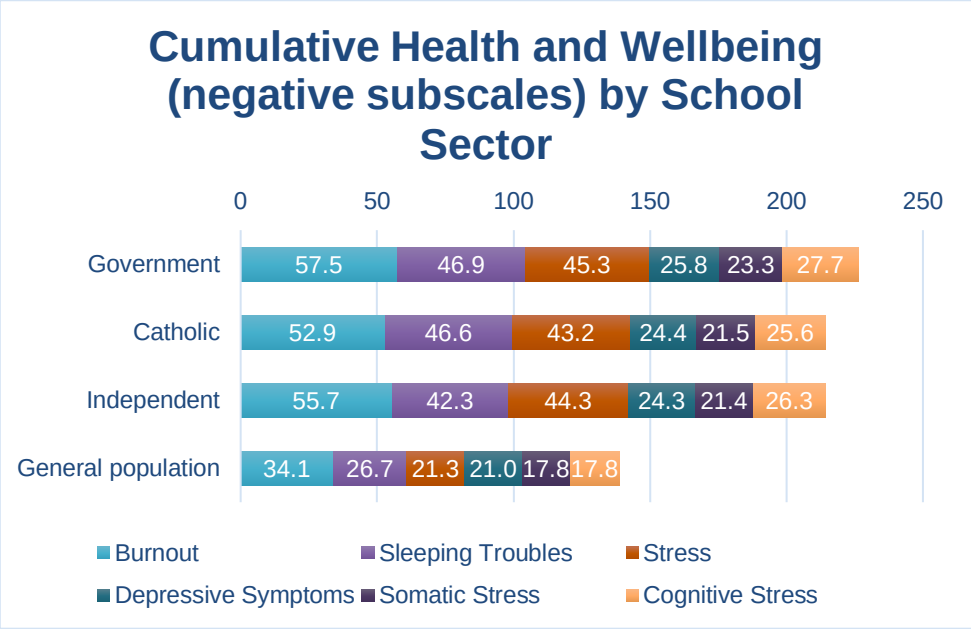


FIGURE 3.7.7: STACKED BAR CHART: CUMULATIVE NEGATIVE HEALTH AND WELLBEING SUBSCALES BY SCHOOL SECTOR

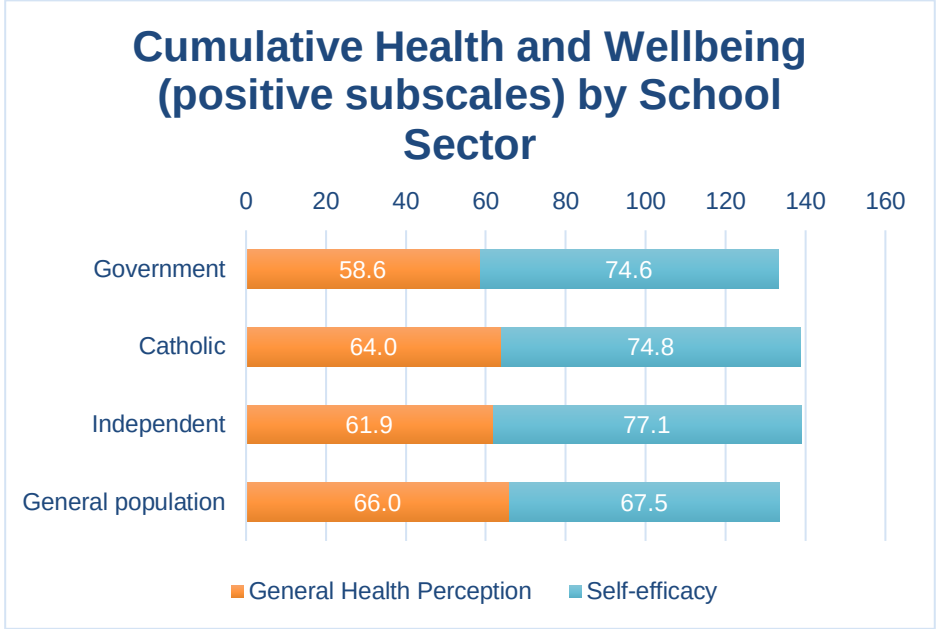


FIGURE 3.7.6: STACKED BAR CHART: CUMULATIVE POSITIVE HEALTH AND WELLBEING SUBSCALES BY SCHOOL SECTOR

Government school leaders reported higher cumulative negative subscale results of Health and Wellbeing than their Catholic and Independent school counterparts. Catholic and Independent school leaders reported similar cumulative negative subscale results of Health and Wellbeing. School leaders from all school sectors reported significantly higher cumulative negative subscale results of Health and wellbeing than the general population.

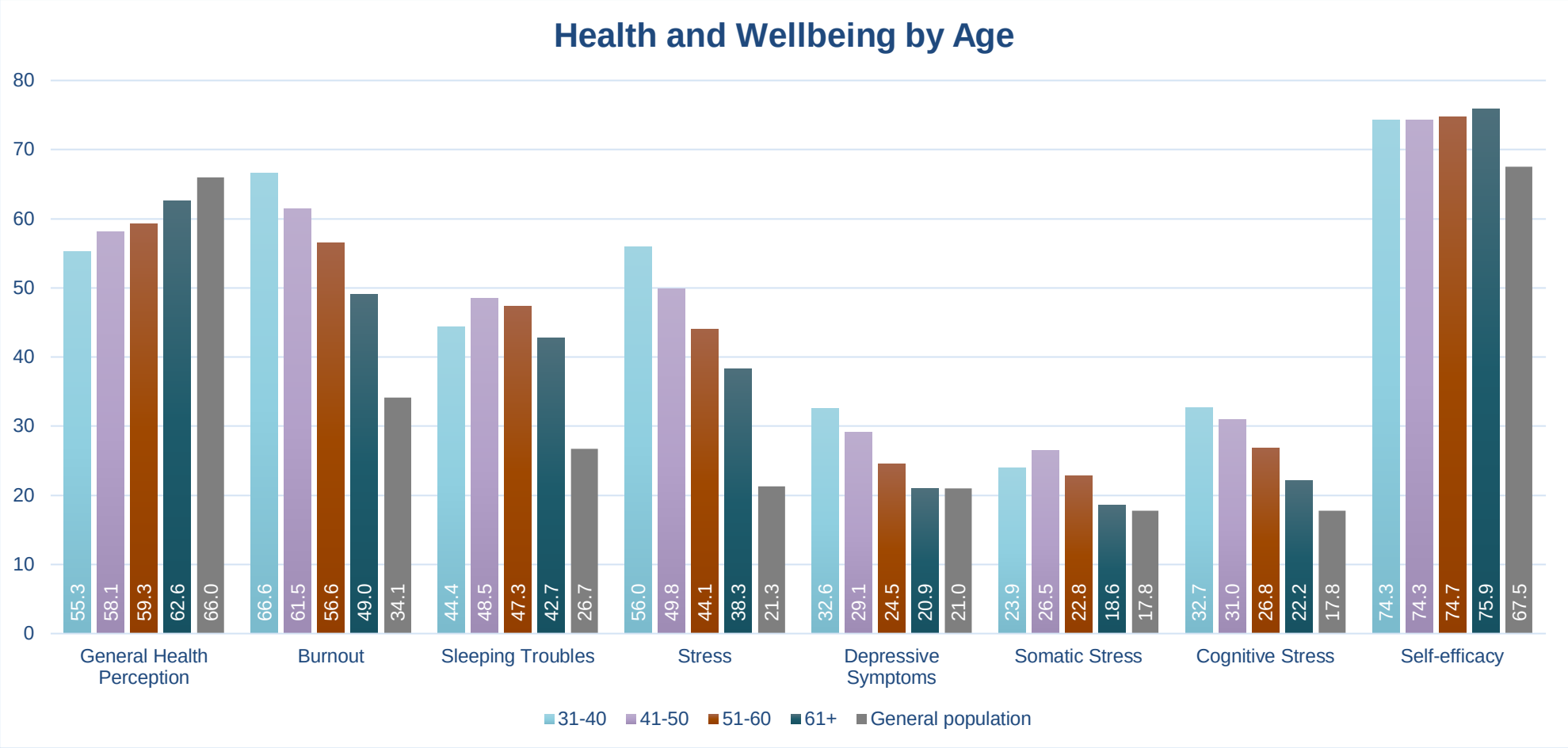


FIGURE 3.7.8: BAR CHART: HEALTH AND WELLBEING BY AGE GROUPS

School leaders in increasing age groups reported increasing results for General Health and Self-efficacy, and decreasing results for Burnout, Stress, Depressive Symptoms and Cognitive Stress.

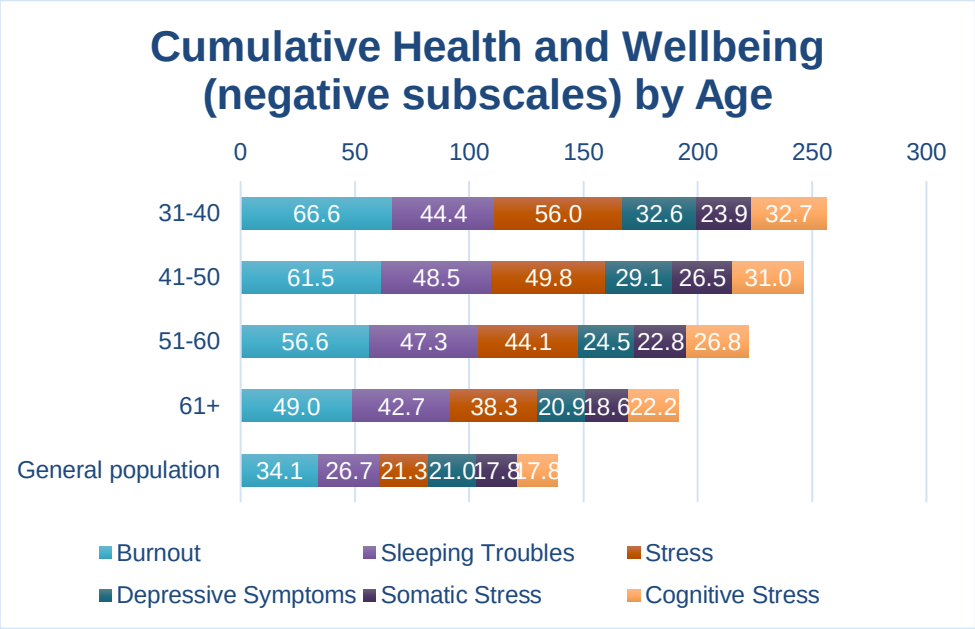


FIGURE 3.7.10: STACKED BAR CHART: CUMULATIVE NEGATIVE HEALTH AND WELLBEING SUBSCALES BY AGE

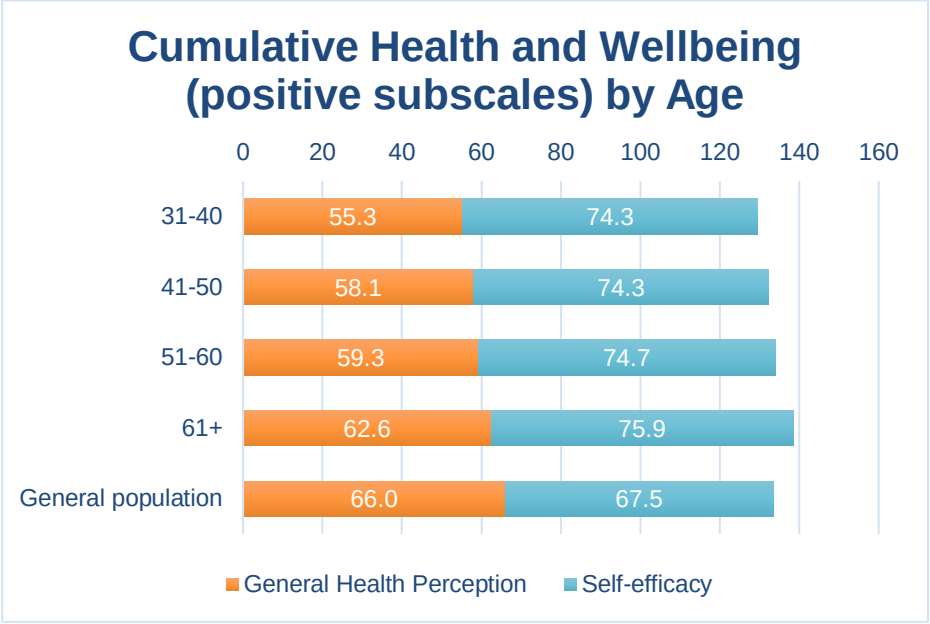


FIGURE 3.7.9: STACKED BAR CHART: CUMULATIVE POSITIVE HEALTH AND WELLBEING SUBSCALES BY AGE

School leaders aged 31-40 reported higher cumulative negative subscale results for Health and Wellbeing compared to the their older counterparts. As school leaders age increased, the cumulative negative subscale results decreased. School leaders irrespective of age group reported higher cumulative negative subscale results for Health and Wellbeing compared to the general population.

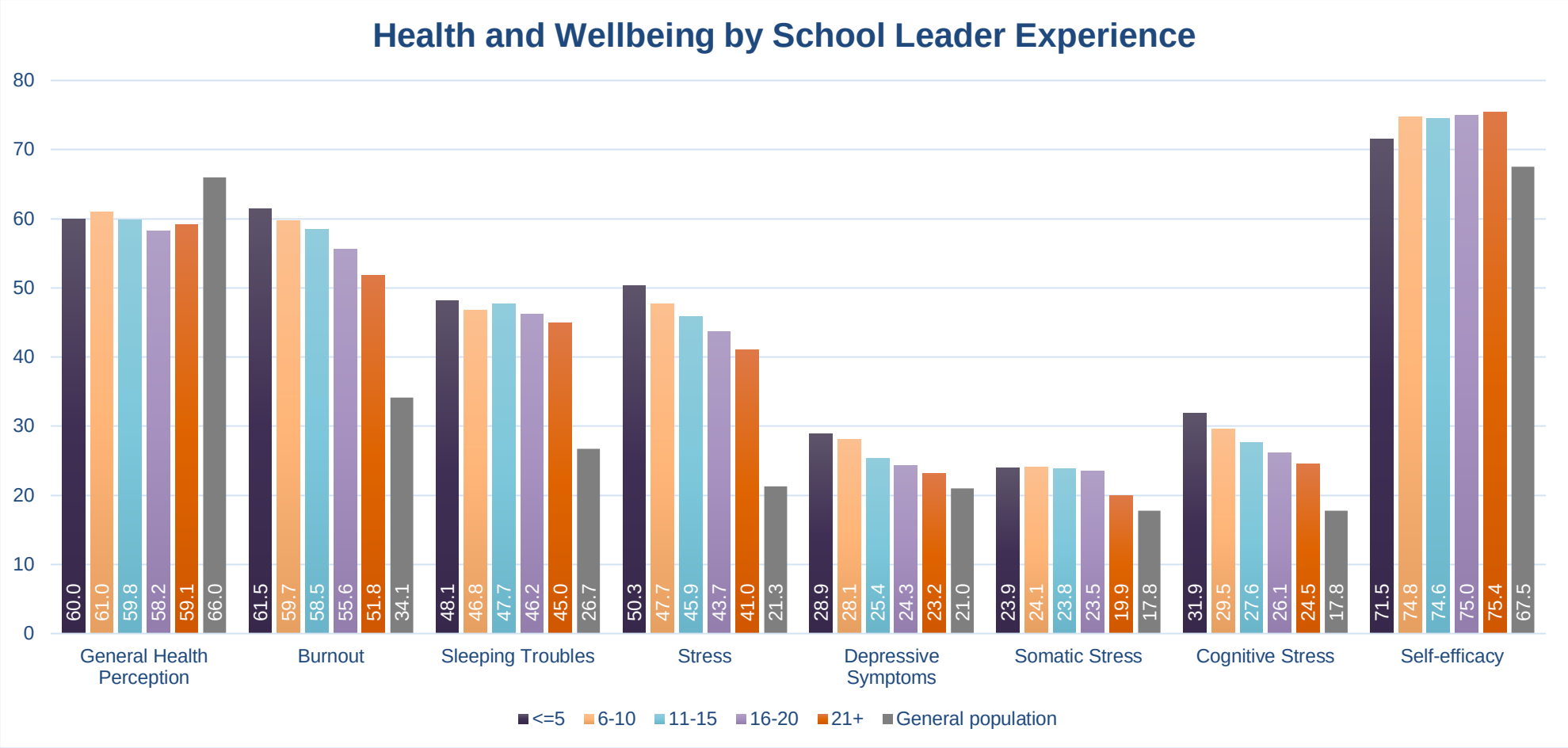


FIGURE 3.7.11: BAR CHART: HEALTH AND WELLBEING BY SCHOOL LEADER EXPERIENCE

As school leaders experience group increased, they reported decreasing results for Burnout, Stress, Depressive Symptoms, Comatic Stress and Cognitive Stress.

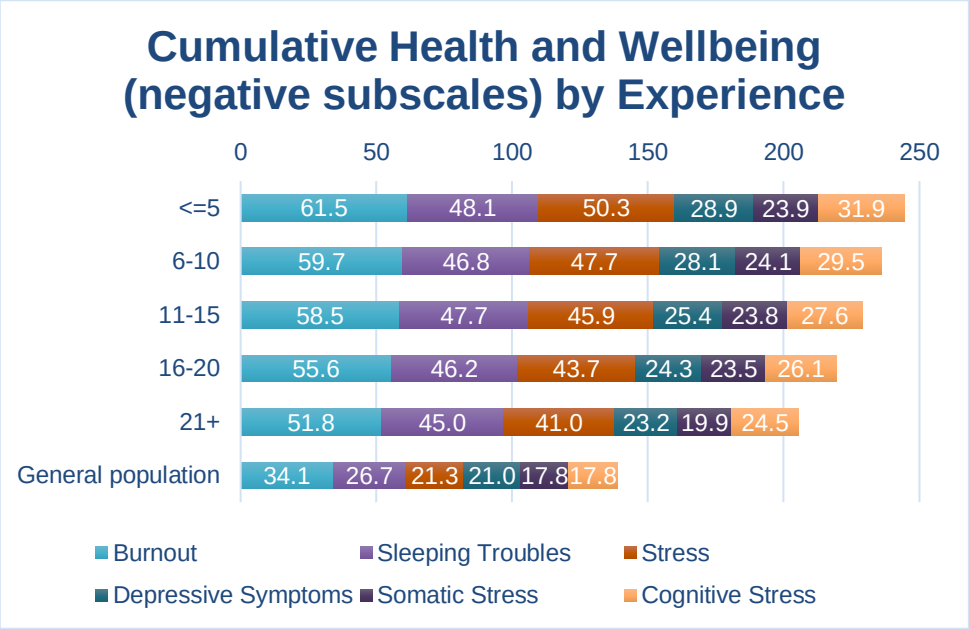


FIGURE 3.7.13: STACKED BAR CHART: CUMULATIVE NEGATIVE HEALTH AND WELLBEING SUBSCALES BY SCHOOL LEADER EXPERIENCE

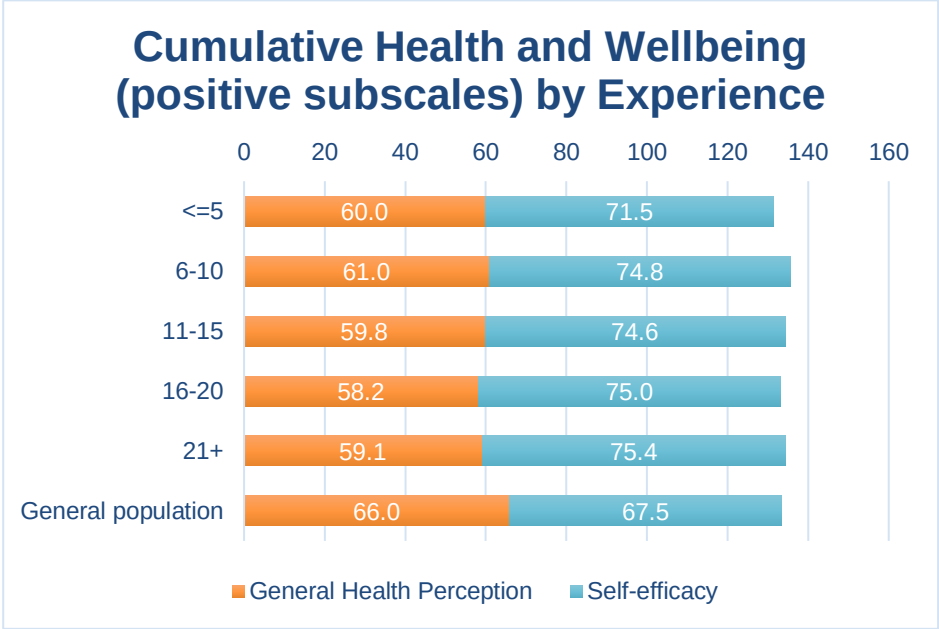


FIGURE 3.7.12: STACKED BAR CHART: CUMULATIVE POSITIVE HEALTH AND WELLBEING SUBSCALES BY SCHOOL LEADER EXPERIENCE

School leaders with less than five years' laedership experience reported higher cumulative negative subscale results for Health and Wellbeing compared to the their more experienced counterparts. As school leaders leadership experience increased, the cumulative negative subscale results decreased. School leaders irrespective of leadership experience group reported higher cumulative negative subscale results for Health and Wellbeing compared to the general population.

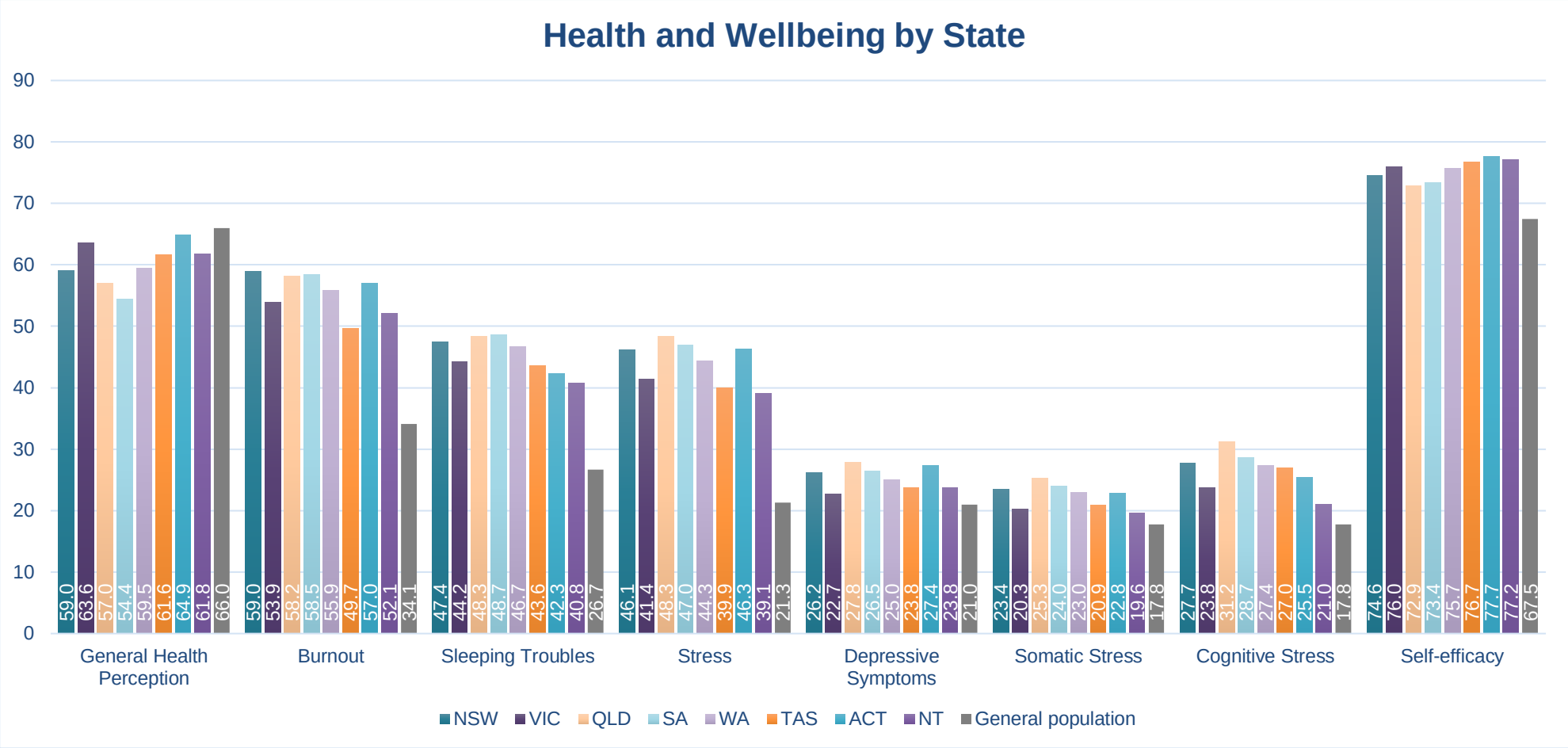


FIGURE 3.7.14: BAR CHART: HEALTH AND WELLBEING BY STATE

Victorian school leaders reported higher results for General Health Perception and Self-efficacy than their NSW counterparts. Victorian school leaders reported lower results than their NSW counterparts for the negative subscales: Burnout, Sleeping Troubles, Stress, Depressive Symptoms, Somatic Stress, and Cognitive Stress. NT school leaders reported lower results than their WA counterparts for the negative subscales: Burnout, Sleeping Troubles, Stress, Depressive Symptoms, Somatic Stress, and Cognitive Stress.

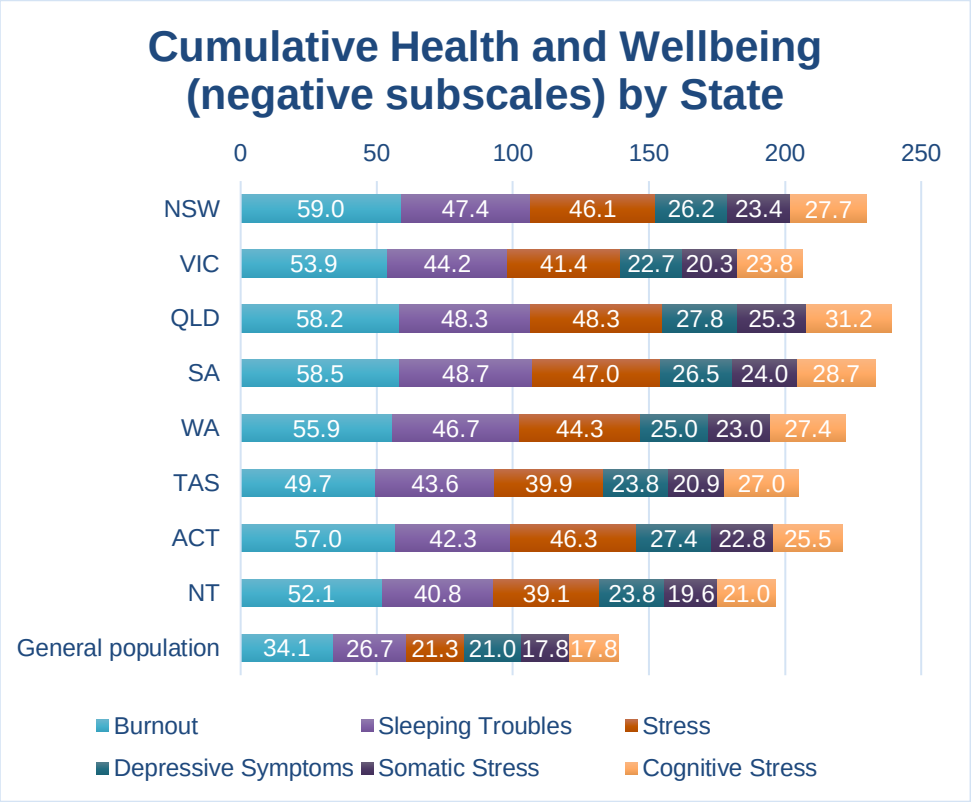


FIGURE 3.7.16: STACKED BAR CHART: CUMULATIVE NEGATIVE HEALTH AND WELLBEING SUBSCALES BY STATE

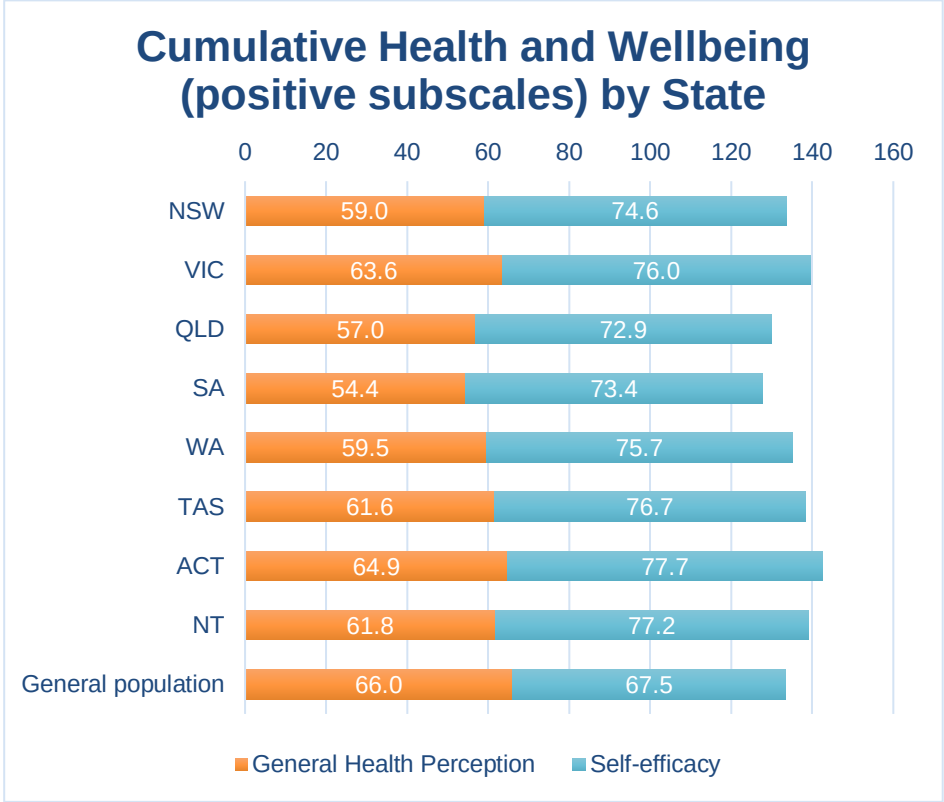


FIGURE 3.7.15: STACKED BAR CHART: CUMULATIVE POSITIVE HEALTH AND WELLBEING SUBSCALES BY STATE

Cumulatively, NT school leaders reported lower negative subscales results of Health and Wellbeing than their counterparts in other states and territories. Cumulatively, compared to their NSW counterparts, Victorian school leaders reported lower negative subscales results and higher positive subscale results of Health and wellbeing. Cumulatively, school leaders from all states and territories reported significantly higher results than the general population for negative subscales of Health and Wellbeing.

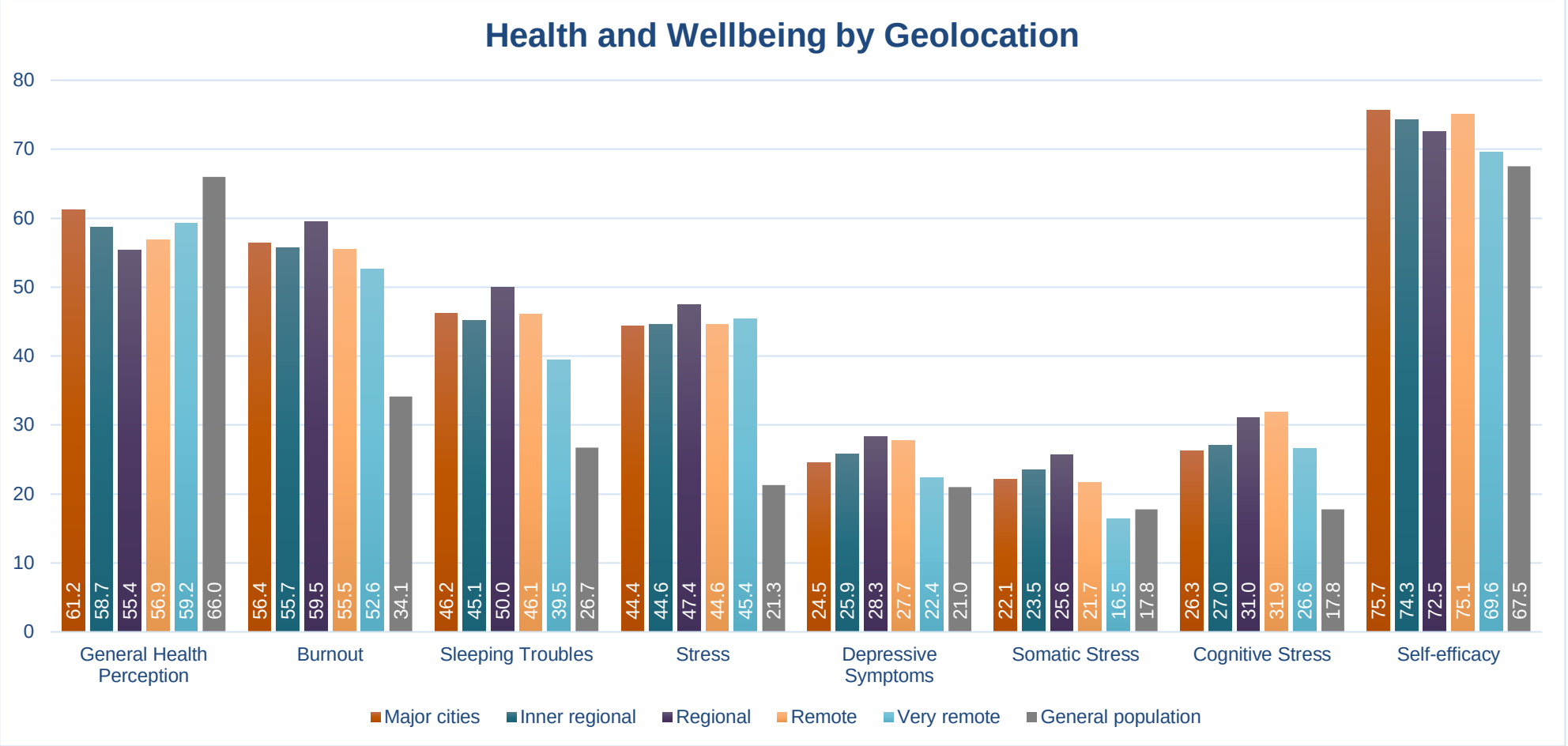


FIGURE 3.7.17: BAR CHART: HEALTH AND WELLBEING BY GEOLOCATION

Regional school leaders reported lower result for General Health Perception than their geolocational counterparts. Regional school leaders reported higher results for Burnout, Sleeping Troubles, Stress, Depressive Symptoms and Somatic Stress than their geolocational counterparts and the general population. School leaders in very remote schools reported lower Somatic Stress than the general population.

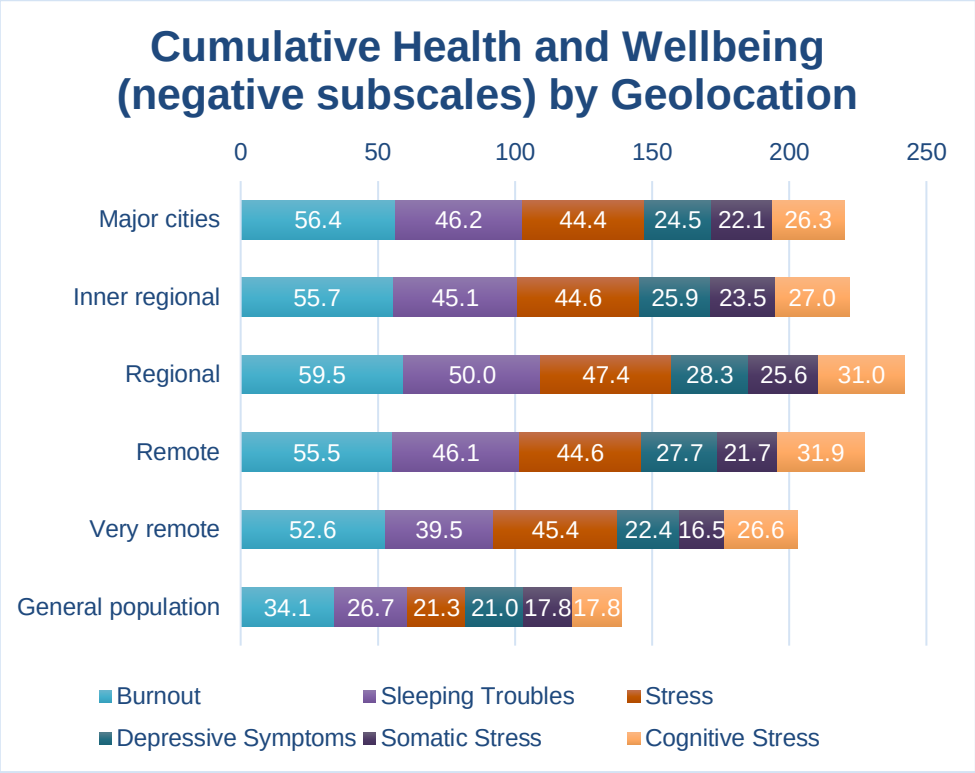


FIGURE 3.7.19: STACKED BAR CHART: CUMULATIVE NEGATIVE HEALTH AND WELLBEING SUBSCALES BY GEOLOCATION

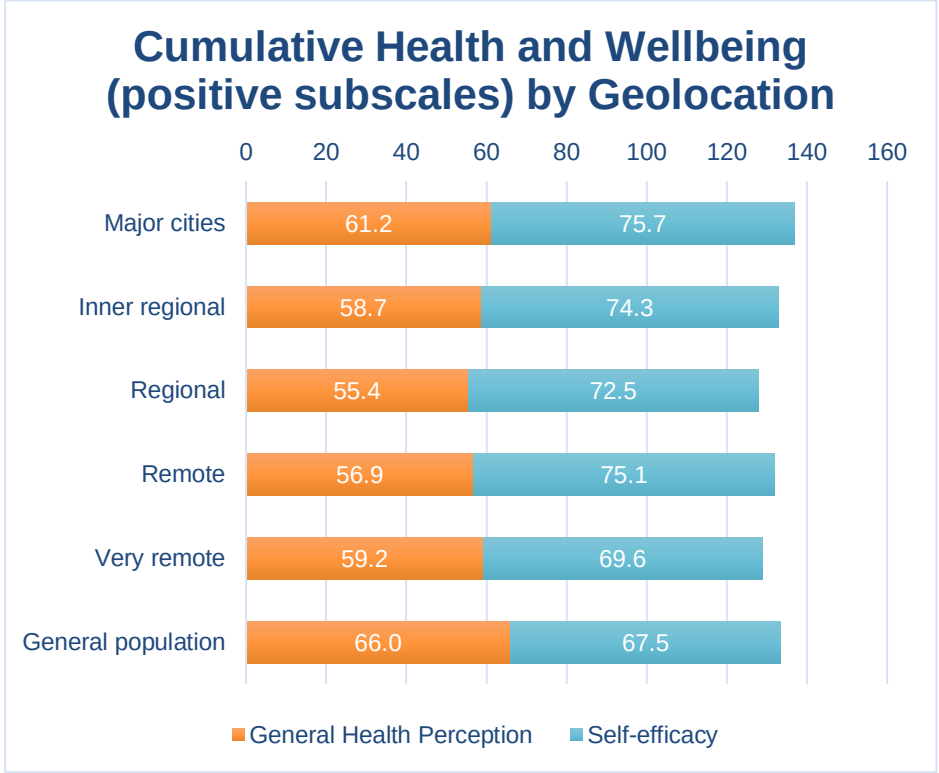


FIGURE 3.7.18: STACKED BAR CHART: CUMULATIVE POSITIVE HEALTH AND WELLBEING SUBSCALES BY GEOLOCATION

Cumulatively, regional school leaders reported higher negative subscale results for Health and Wellbeing than their geolocational counterparts. Cumulatively, very remote school leaders reported lower negative subscale results for Health and Wellbeing than their geolcational counterparts. School leaders from all gelocationals reported significatly higher negative subscale results than the general population.

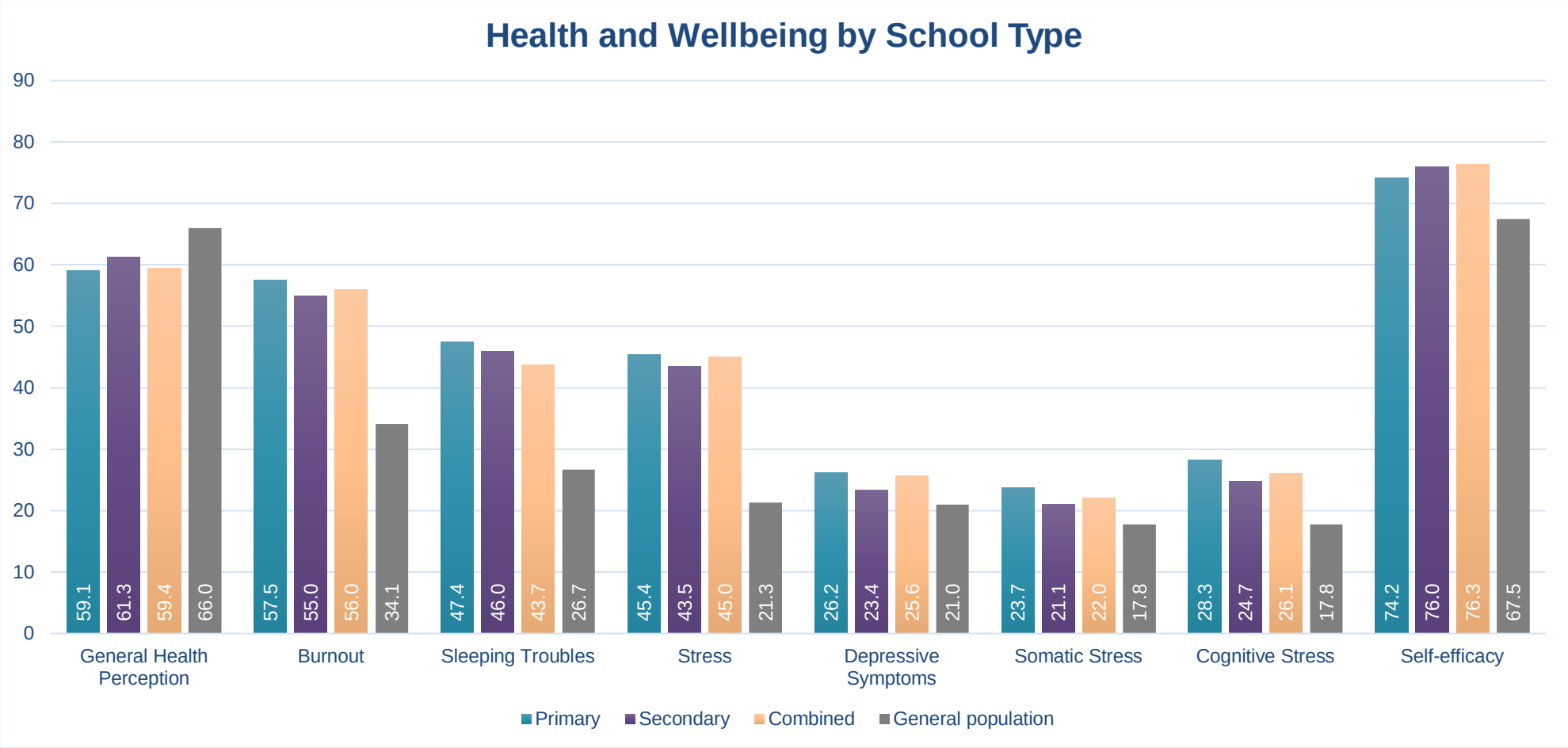


FIGURE 3.7.20: BAR CHART: HEALTH AND WELLBEING BY SCHOOL TYPE

Primary school leaders reported higher results for the negative subscales than their secondary and combined school counterparts: Burnout, Sleeping Troubles, Stress, Depressive Symptoms, Somatic Stress, and Cognitive Stress.

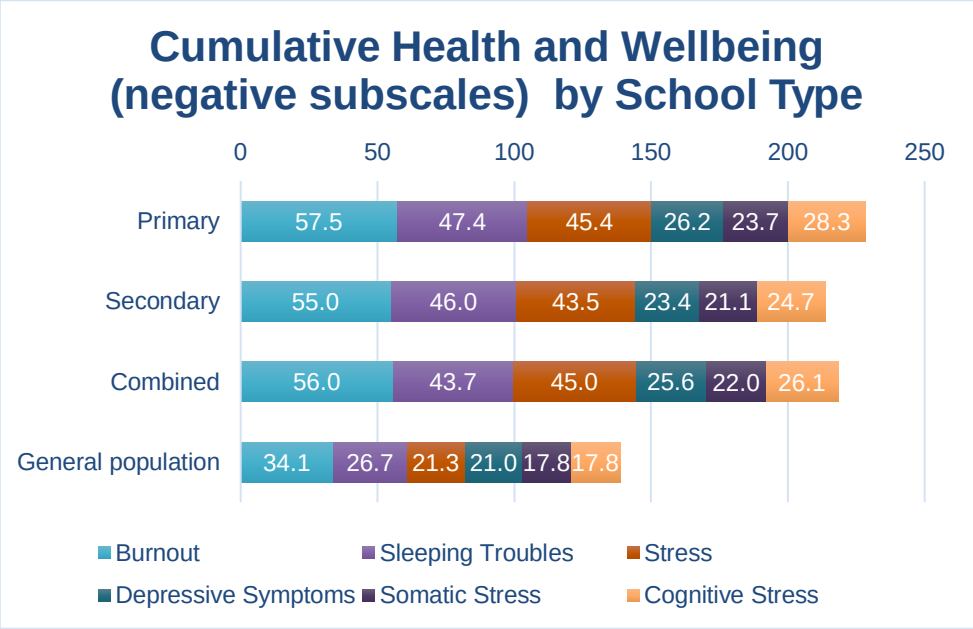


FIGURE 3.7.22: STACKED BAR CHART: CUMULATIVE NEGATIVE HEALTH AND WELLBEING SUBSCALES BY SCHOOL TYPE

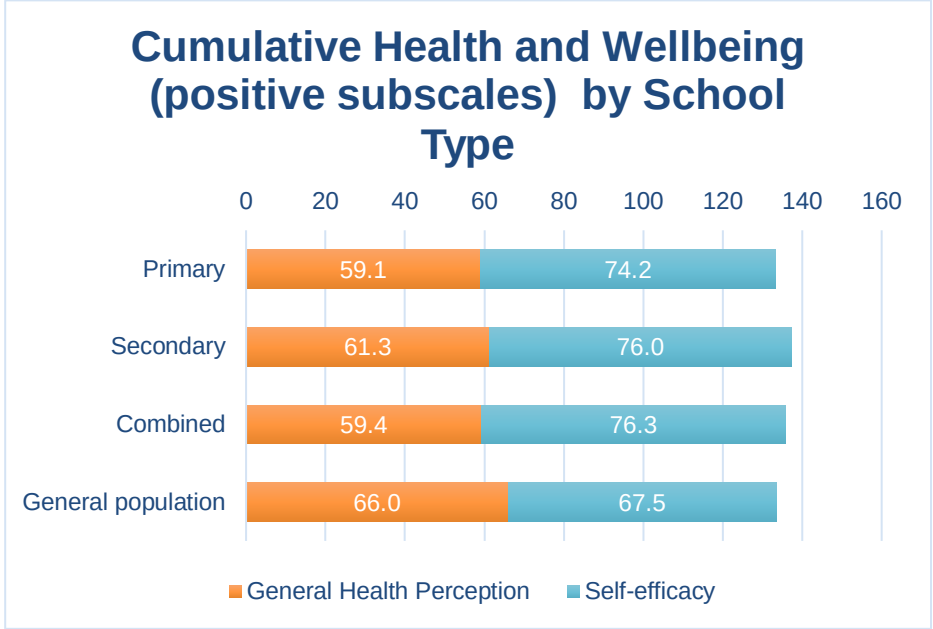


FIGURE 3.7.21: STACKED BAR CHART: CUMULATIVE POSITIVE HEALTH AND WELLBEING SUBSCALES BY SCHOOL TYPE

Cumulatively, primary school leaders reported higher negative subscales results of Health and Wellbeing, and lower results for positive subscale results of Health and Wellbeing compared to their secondary and combined school counterparts. School leaders from all school types reported significantly higher cumulative negative Health and Wellbeing subscale results than the general population.

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

School leaders were asked the following questions relating to their exposure to Offensive Behaviour in the workplace in the last twelve months, the frequency and from whom:

- **Sexual Harassment** is exposure to unwanted and undesired sexual attention in the workplace.
- **Threats of Violence** is the exposure to a threat of violence in the workplace.
- **Physical Violence** is the exposure to physical violence in the workplace.
- **Bullying** is the repeated exposure to unpleasant or degrading treatment in the workplace, and the person finds it difficult to defend themselves against it.
- **Unpleasant Teasing** is the exposure to unpleasant teasing in the workplace.
- **Conflicts and Quarrels** is being involved in conflicts and quarrels in the workplace.
- **Gossip and Slander** is the exposure to gossip and slander in the workplace.
- **Cyber Bullying** is the exposure of work-related harassment on social media, email or text.

Australian school leaders continue to report higher occurrences of Offensive Behaviour, with 83.5% reported being subject to at least one of the above forms of Offensive Behaviour in the last 12 months. Approximately 62.1% of school leaders reported being subjected to at least one Offensive Behaviour from parents (and carers), with approximately 39.9% of school leaders reported being subjected to at least two offensive behaviours from parents.

Approximately 48.5% of school leaders reported having been exposed to Threats of Violence and/or Physical Violence, with 31.3 % having been exposed to both Threats of Violence and Physical Violence over the last twelve months. Approximately 29.0% of school leaders reported being exposed to either Threats of Violence or Physical Violence from parents (and carers), with approximately 7.4% of school leaders reported being subject to both Threats of Violence and Physical Violence from parents.

School leaders experienced Threats of Violence at 5.5x greater than the general population, Physical Violence at 9.4x greater than the population and Bullying at 4x more than the general population.

Over the course of this survey, we had seen an alarming increase in the number of school leaders who have been subjected to Threats of Violence (37.9% in 2011, and 51.0% in 2019), and Physical Violence (27.3% in 2011, and 42.2% in 2019). Smaller increasing trends in other Offensive Behaviour were also observerd from 2011 to 2019. In 2020, with COVID-19's impact on the educational landscape, increased safety measures, and an understanding of what educators are faced with, we have observed a notable decrease in Threats of Violence (-7.9%), Physical Violence (-5.6%), Bullying (-4.5%), and Gossip and Slander (-7.7%).

> …The amount of verbal abuse directed at school Principals and DPs has risen in our school, and two of our DPs were struck by students in a 12 month period. I can actually feel scared on some days, and the frequency of these sort of days, and days when I am 'on edge' has increased this year. I believe COVID-19 has not helped anyone be less edgy than they had been in the past…
>
> - *Male, government secondary school, Qld*

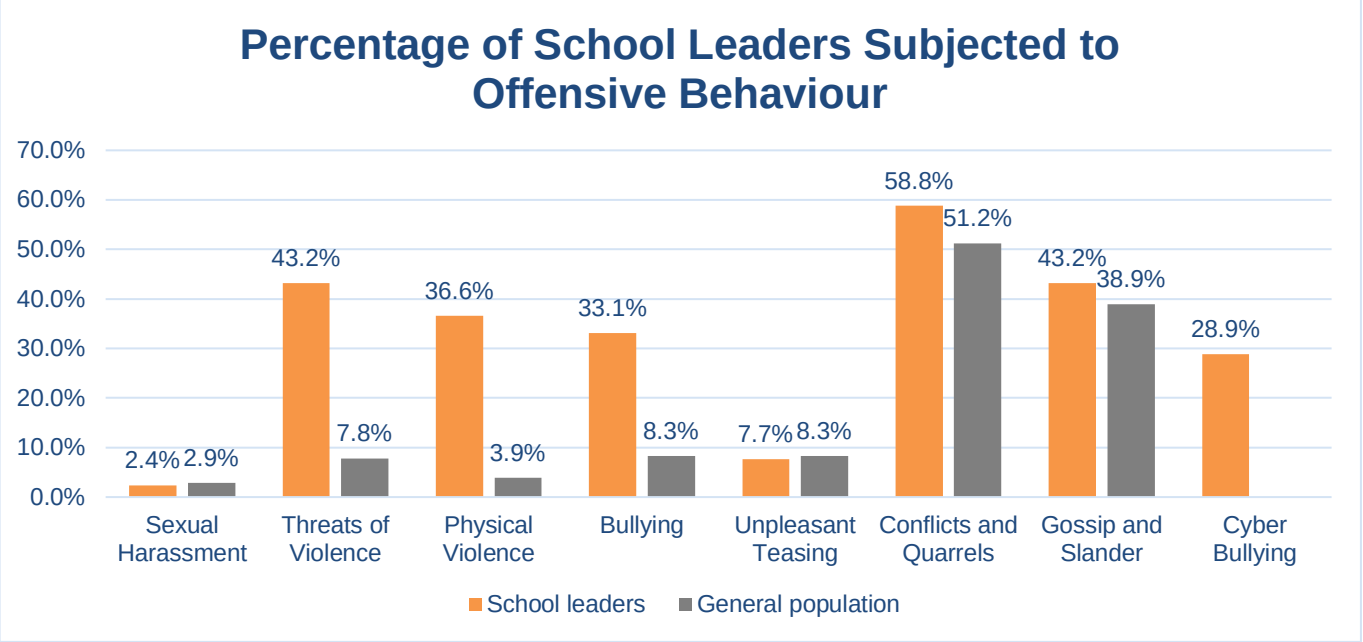


FIGURE 3.8.1: SCHOOL LEADERS (%) SUBJECTED TO OFFENSIVE BEHAVIOUR AT WORK

Larger percentages of school leaders reported being subjected to Threats of Violence, Physical Violence, Bullying, Conflicts and Quarrels, and Gossip and Slander than the general population, as shown in the charts below.

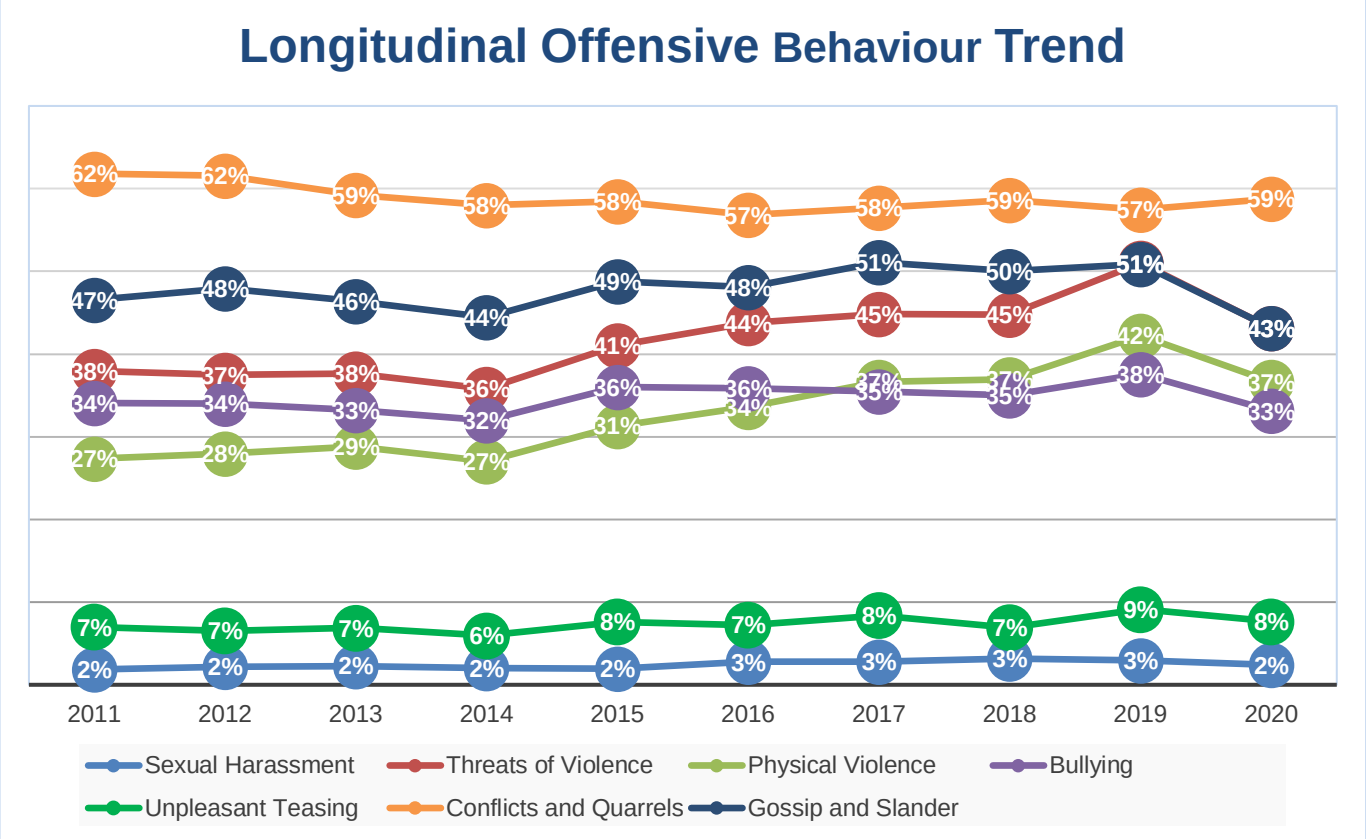


FIGURE 3.8.2: PERCENTAGE OF SCHOOL LEADERS SUBJECTED TO OFFENSIVE BEHAVIOUR FROM 2011-2020

The increasing trend of school leaders being subjected to Threats of Violence, Physical Violence, Gossip and Slander, and Bullying, decreased in 2020.

The charts below show the percentage of school leaders who reported having been subjected to the offensive behaviour within the last year, the frequency to which they have been subjected to it, and by whom. School leaders were able to select more than one perpetrator of the offensive behaviour.

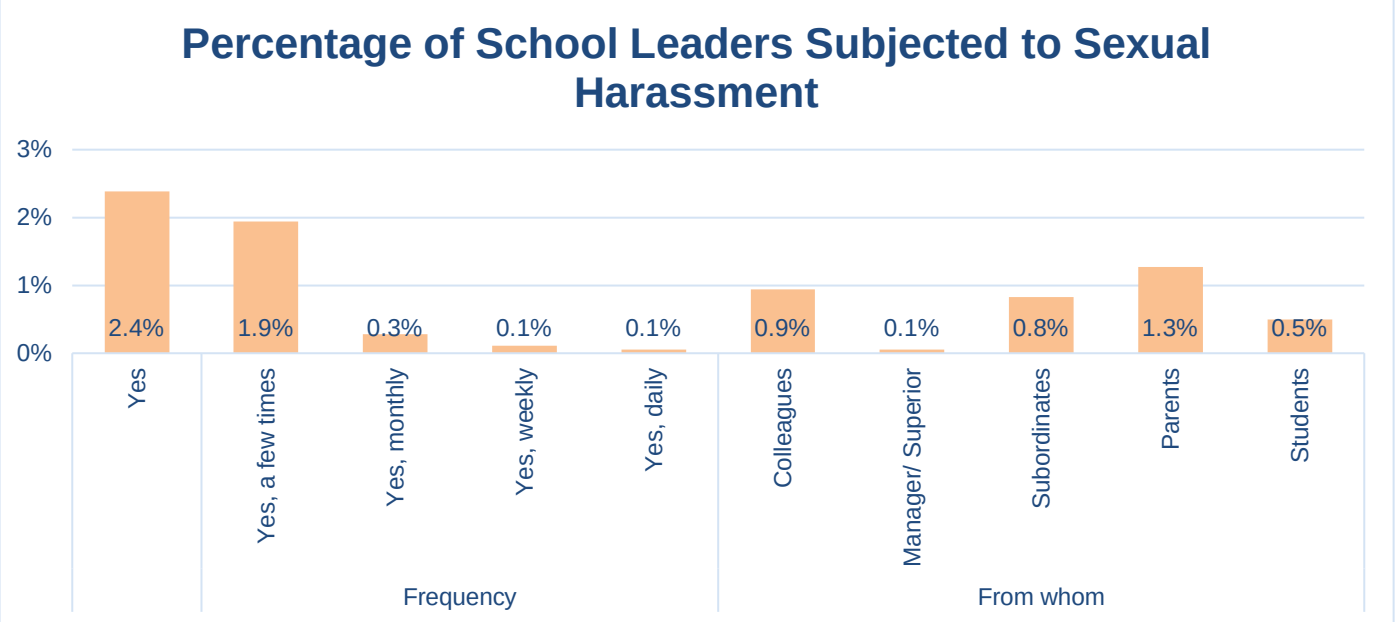


FIGURE 3.8.3: PERCENTAGE OF SCHOOL LEADERS SUBJECTED TO SEXUAL HARASSMENT

Approximately 2.4% of school leaders reported having been exposed to Sexual Harassment in the workplace. 1.3% of school leaders reported being exposed to Sexual Harassment from parents, and 0.9% reported being exposed to it from colleagues.

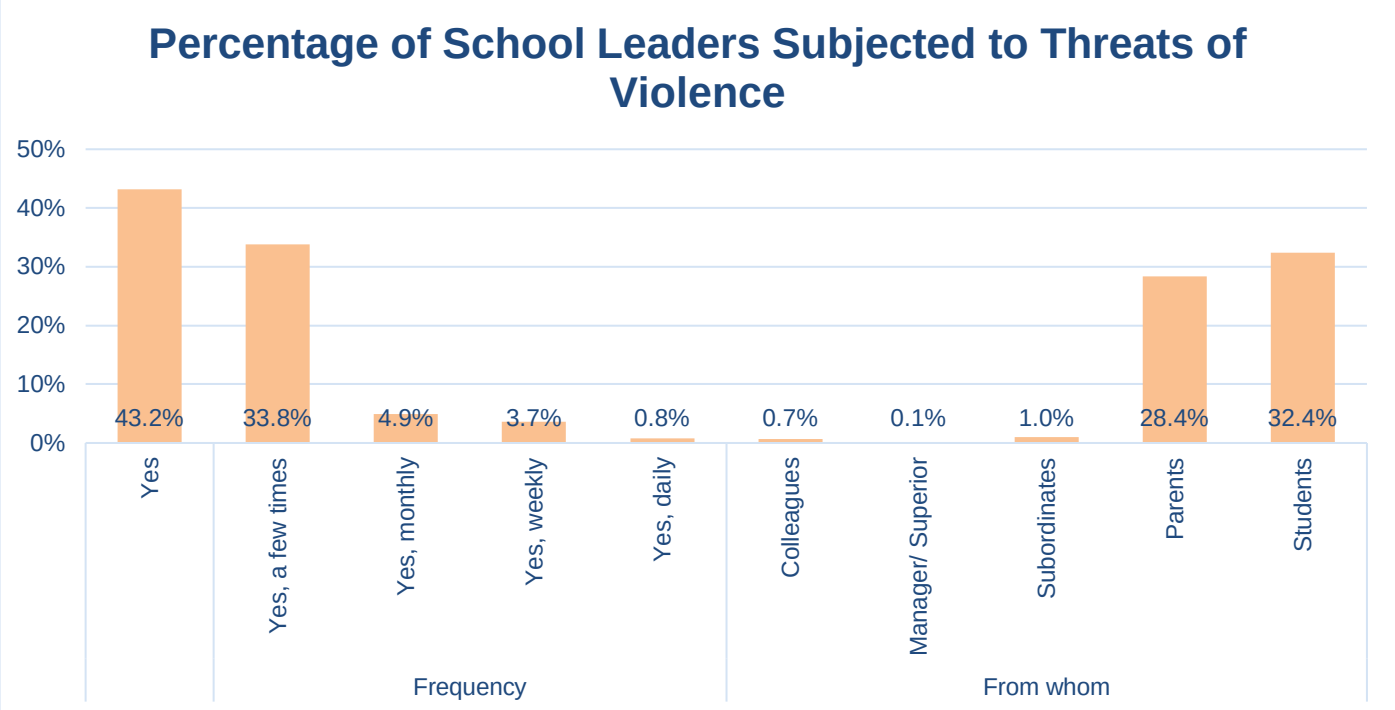


FIGURE 3.8.4: PERCENTAGE OF SCHOOL LEADERS SUBJECTED TO THREATS OF VIOLENCE

Approximately 43.2% of school leader reported having been exposed to Threats of Violence in the workplace. 32.4% of school leaders reported being exposed to Threats of Violence from student, and 28.4% reported being exposed to it from parents.

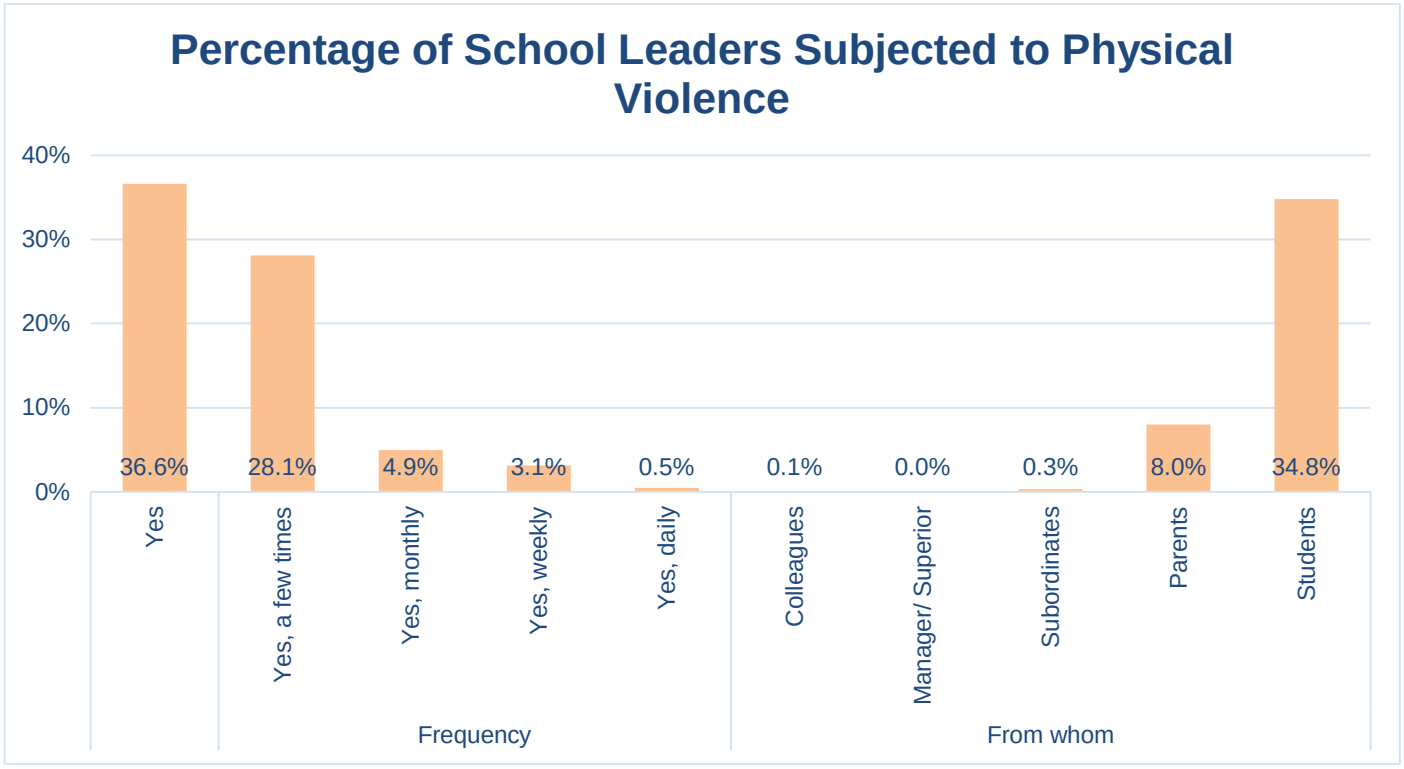


FIGURE 3.8.5: PERCENTAGE OF SCHOOL LEADERS SUBJECTED TO PHYSICAL VIOLENCE

Approximately 36.6% of school leaders were subjected to Physical Violence in the workplace. 34.8% of school leaders reported being exposed to Physical Violence from students, and 8.0% reported being exposed to it from parents.

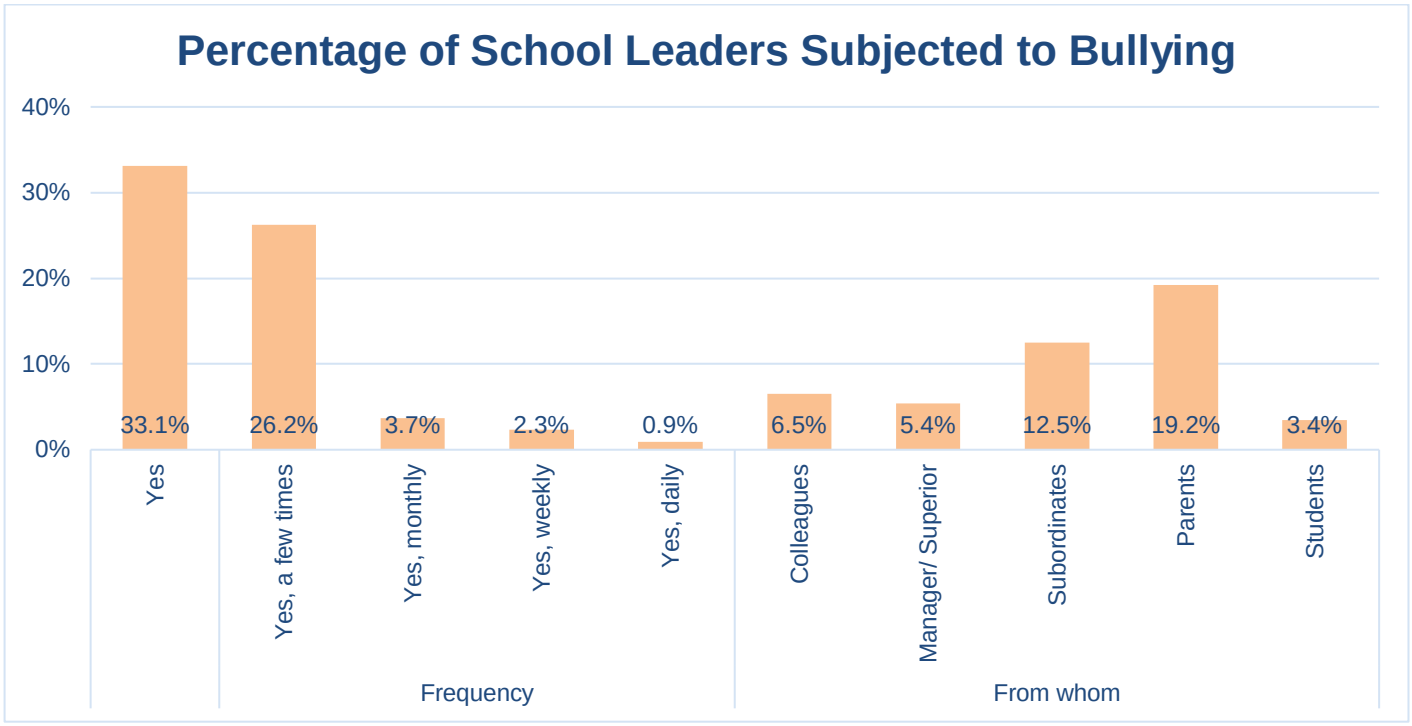


FIGURE 3.8.6: PERCENTAGE OF SCHOOL LEADERS SUBJECTED TO BULLYING

Approximately 33.1% of school leaders were subjected to Bullying in the workplace. 19.2% of school leaders reported being exposed to Bullying from parents, and 12.5% reported being exposed to it from subordinates.

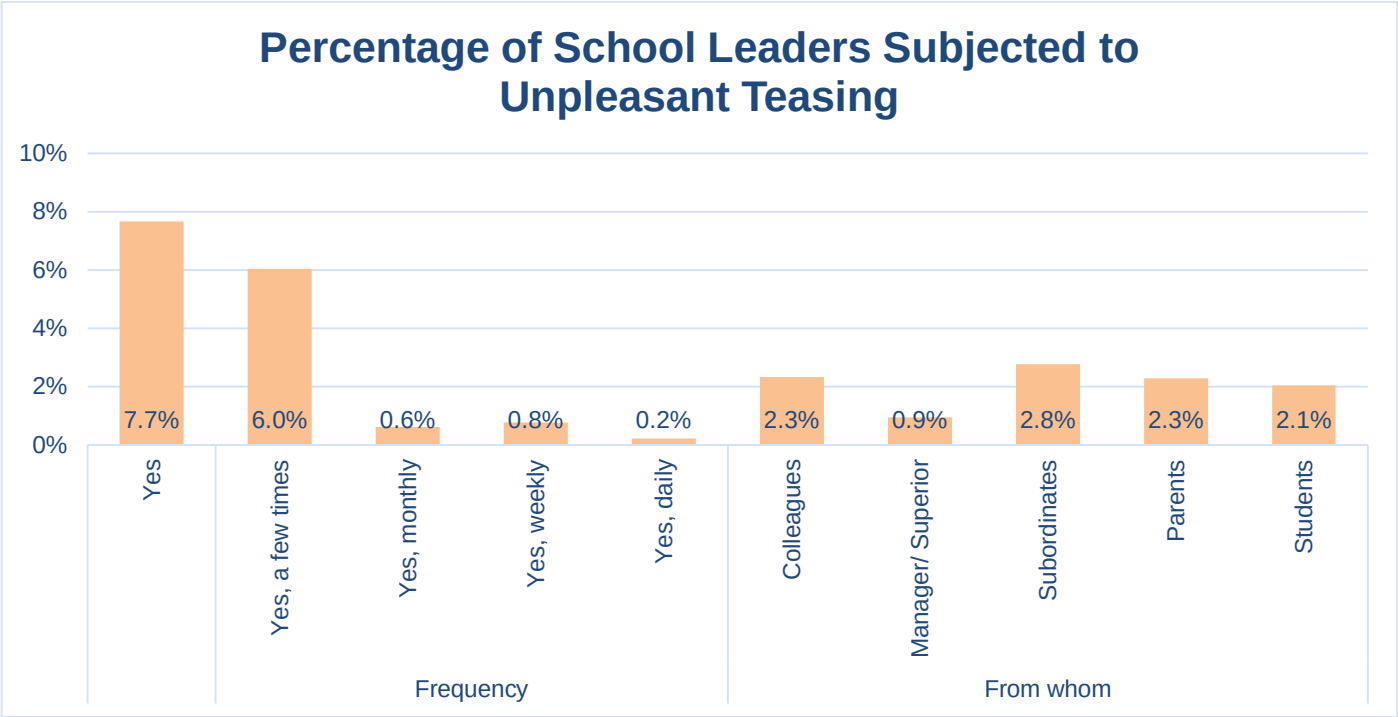


FIGURE 3.8.7: PERCENTAGE OF SCHOOL LEADERS SUBJECTED TO UNPLEASANT TEASING

Approximately 7.7% of school leaders were subjected to Unpleasant Teasing in the workplace. 2.8% of school leaders reported being exposed to Unpleasant Teasing from subordinates, and 2.3% of school leaders reported being exposed to it from colleagues and parents.

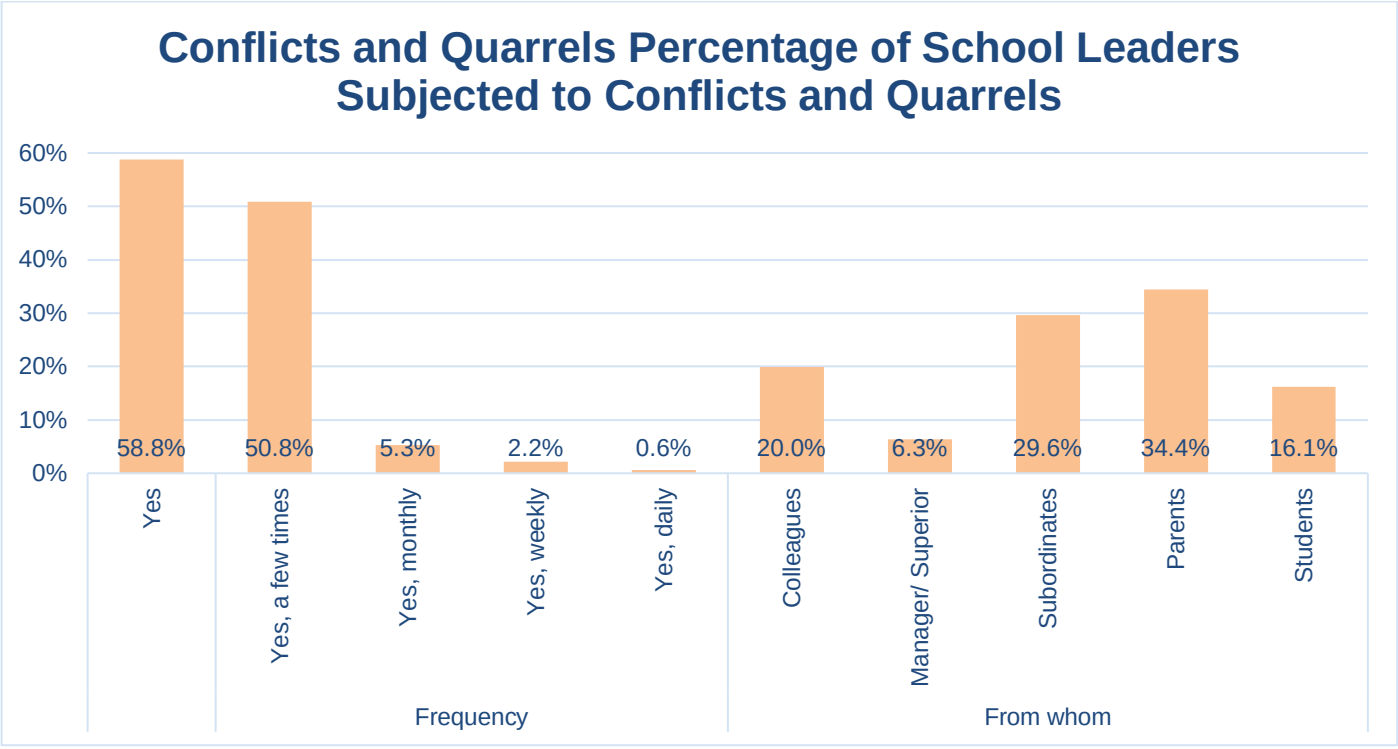


FIGURE 3.8.8: PERCENTAGE OF SCHOOL LEADERS SUBJECTED TO CONFLICTS AND QUARRELS

Approximately 58.8% of school leaders were subjected to Conflicts and Quarrels in the workplace. 34.4% of school leaders reported being exposed to Conflicts and Quarrels from parents, and 29.6% reported being exposed to it from subordinates.

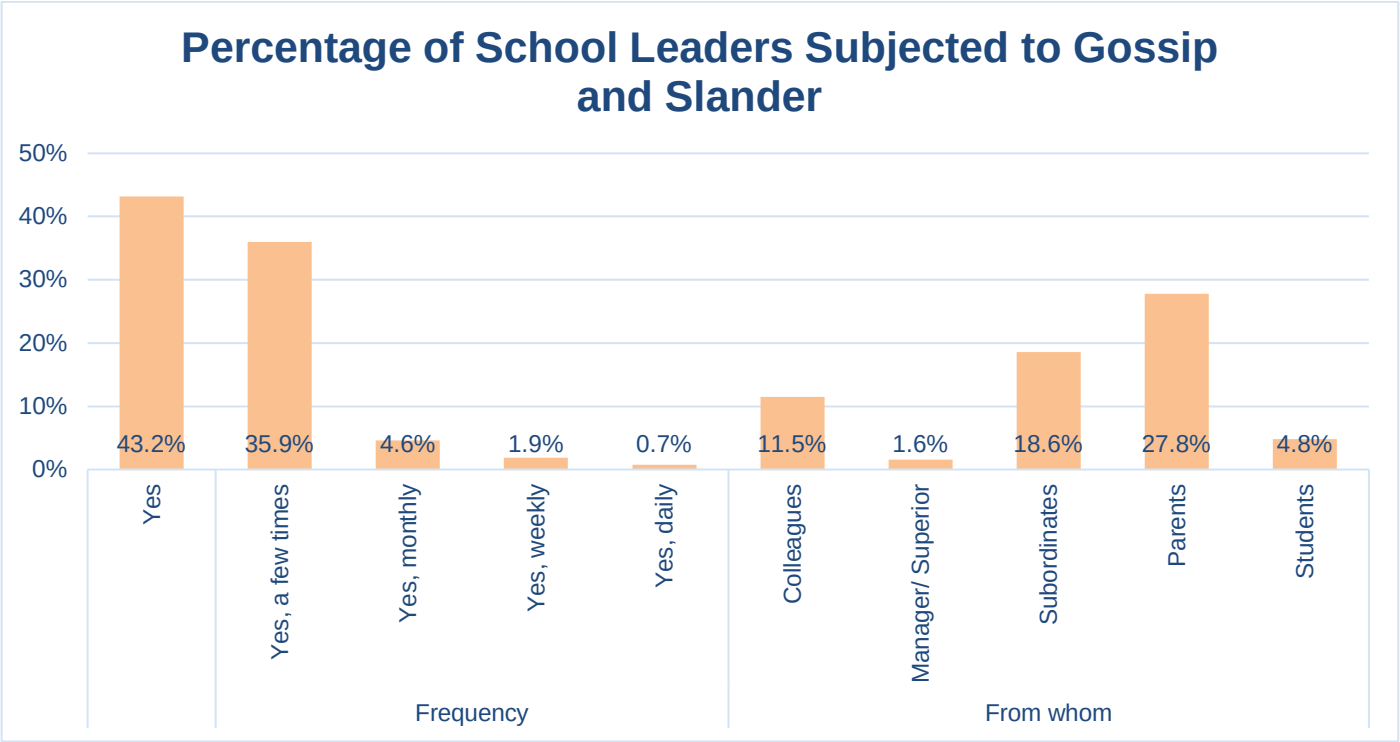


FIGURE 3.8.9: PERCENTAGE OF SCHOOL LEADERS SUBJECTED TO GOSSIP AND SLANDER

Approximately 43.2% of school leaders were subjected to Gossip and Slander in the workplace. 27.8% of school leaders reported being exposed to Gossip and Slander from parents, and 18.6% reported being exposed to it from subordinates.

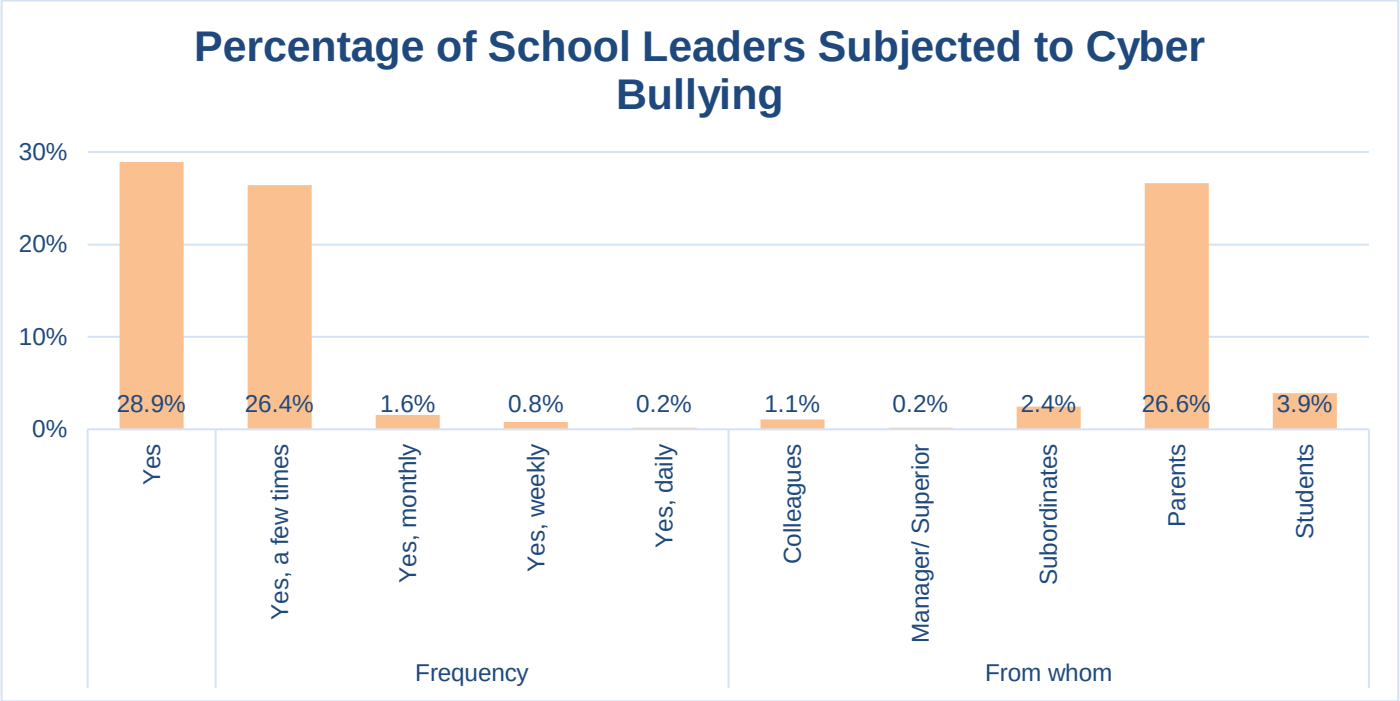


FIGURE 3.8.10: PERCENTAGE OF SCHOOL LEADERS SUBJECTED TO CYBER BULLYING

Approximately 28.9% of school leaders were subjected to Cyber Bullying. 26.6% of school leaders reported being subjected to Cyber Bullying from parents, and 3.9% reported being exposed to it from students.

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.

The following findings are for Red Flag notifications from Table 3.9.1 to Table 3.9.3:

- In 2020, 29.4% of school leaders received a Red Flag notification, up from 2019's 28.1%.
- A larger percentage of female school leaders received a Red Flag notification compared to their male counterparts (29.7% versus 28.1%).
- A larger percentage of primary school leaders received a Red Flag than secondary school leaders (30.6% versus 25.9%).
- Victorian school leaders triggered the least relative percentage of Red Flag notifications at 21.9%.
- A larger percentage of government school leaders triggered Red Flag emails (32.0%) compared to their Catholic (21.9%) and Independent (18.6%) counterparts.
- As school leaders age increased, the percentage of school leaders triggering Red Flag notifications decreased. School leaders aged 31-40 had the highest percentage of triggers (43.7%) and school leaders aged 61+ had the lowest had the lowest (20.5%).
- 11.5% of school leaders triggered only the CPRS (work related risk), and 10.6% triggered only the AQoL (quality of life risk) risk measures.

Table 3.9.1 to Table 3.9.3 detail the breakdown of Red Flag notifications and the percentage of school leaders for each trigger combination within each subgroup.

> My general health and wellbeing is directly linked to the demands of being a Principal. The increasing demands of workload and expectations make day to day survival very difficult. The almost complete disregard there is for Principals and their workload by those high up in the Department is increasingly apparent and quite frankly hurtful…
>
> - *Female, government primary school, NSW*

TABLE 3.9.1: PERCENTAGE OF SCHOOL LEADERS WHO TRIGGERED A RED FLAG, AND THE PERCENTAGE BREAKDOWN OF THE TRIGGERS BY GENDER AND SCHOOL TYPE

		Gender			School Type			
	All	Female	Male	Prefer not to say	Combined	Primary	Secondary	Special
Red Flag	29.4%	29.7%	28.1%	47.2%	26.1%	30.6%	25.9%	37.0%
No Red Flag	70.6%	70.3%	71.9%	52.8%	73.9%	69.4%	74.1%	63.0%
CPRS only	11.5%	12.0%	10.6%	13.9%	7.3%	12.2%	10.8%	16.0%
Self-harm only	0.6%	0.7%	0.6%	0.0%	1.2%	0.6%	0.0%	2.0%
AQoL only	10.6%	10.1%	10.8%	22.2%	11.4%	11.5%	7.7%	12.0%
CPRS and Self-harm	0.2%	0.3%	0.1%	0.0%	0.0%	0.0%	1.1%	0.0%
CPRS and AQoL	5.1%	5.4%	4.6%	5.6%	4.5%	4.7%	5.8%	5.0%
Self-harm and AQoL	0.9%	0.8%	0.8%	5.6%	1.2%	0.8%	0.5%	2.0%
CPRS, Self-harm and AQoL	0.5%	0.5%	0.6%	0.0%	0.4%	0.9%	0.0%	0.0%

TABLE 3.9.2: PERCENTAGE OF SCHOOL LEADERS WHO TRIGGERED A RED FLAG, AND THE PERCENTAGE BREAKDOWN OF THE TRIGGERS BY STATE

		State							
	All	NSW	VIC	QLD	SA	WA	TAS	ACT	NT
Red Flag	29.4%	34.3%	21.9%	30.9%	26.4%	30.6%	26.8%	31.0%	38.9%
No Red Flag	70.6%	65.8%	78.1%	69.1%	73.6%	69.4%	73.2%	69.0%	61.1%
CPRS only	11.5%	13.0%	6.2%	12.3%	10.4%	15.9%	14.6%	9.5%	13.9%
Self-harm only	0.6%	1.3%	0.5%	0.6%	0.0%	0.4%	0.0%	0.0%	2.8%
AQoL only	10.6%	12.3%	11.8%	10.5%	9.6%	7.8%	4.9%	7.1%	13.9%
CPRS and Self-harm	0.2%	0.3%	0.0%	0.3%	0.0%	0.4%	0.0%	2.4%	0.0%
CPRS and AQoL	5.1%	6.8%	2.5%	5.1%	1.6%	5.3%	4.9%	11.9%	8.3%
Self-harm and AQoL	0.9%	0.5%	0.5%	1.5%	4.0%	0.0%	0.0%	0.0%	0.0%
CPRS, Self-harm and AQoL	0.5%	0.3%	0.5%	0.6%	0.8%	0.8%	2.4%	0.0%	0.0%

TABLE 3.9.3: PERCENTAGE OF SCHOOL LEADERS WHO TRIGGERED A RED FLAG, AND THE PERCENTAGE BREAKDOWN OF THE TRIGGERS BY SCHOOL SECTOR AND AGE GROUP

		School Sector			Age			
	All	Catholic	Government	Independent	31-40	41-50	51-60	61+
Red Flag	29.4%	21.9%	32.0%	18.6%	43.7%	35.0%	28.8%	20.5%
No Red Flag	70.6%	78.1%	68.0%	81.4%	56.3%	65.0%	71.2%	79.5%
CPRS only	11.5%	5.3%	13.5%	4.5%	12.7%	13.4%	11.8%	8.5%
Self-harm only	0.6%	0.4%	0.5%	2.6%	2.8%	1.3%	0.4%	0.0%
AQoL only	10.6%	10.9%	10.7%	9.6%	22.5%	11.3%	10.6%	6.8%
CPRS and Self-harm	0.2%	0.0%	0.3%	0.0%	0.0%	0.4%	0.3%	0.0%
CPRS and AQoL	5.1%	4.0%	5.6%	0.6%	2.8%	6.4%	5.1%	4.0%
Self-harm and AQoL	0.9%	0.8%	0.8%	1.3%	1.4%	1.7%	0.3%	0.7%
CPRS, Self-harm and AQoL	0.5%	0.4%	0.7%	0.0%	1.4%	0.4%	0.4%	0.5%

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