# The Australian Principal Occupational Health, Safety and Wellbeing Survey 2021 Data

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# Executive Summary

The **Australian Principal Occupational Health & Wellbeing Survey** involves principals, assistant principals, and deputy principals from every school sector, state, and territory. It commenced in 2011 and is the longest-running survey of its type. It is one of the most comprehensive longitudinal data sets of school leader health and wellbeing in the world.

The survey captures three types of information drawn from existing research instruments:

- Comprehensive school demographic items;
- Personal demographic and historical information;
- Quality of life and psychosocial coping measures.

We analyse variation in school leaders' occupational health, safety, and wellbeing. We analyse these across geolocation, school type, school sector, and personal attributes.

In 2021, 2,590 participants took part in the survey, with a gender breakdown of female (53.5%), male (34.4%) and preferred not to say (12.1%). Principals made up 72% of participants, 17.6% were deputy principals, and 10.3% were other school leaders (e.g., headteacher).

The technical report details further scale breakdowns.

## Some Welcomed Insights

Australian school leaders exhibited many strengths during 2021. Extended COVID-19 lockdowns required open and continuous communication from school leaders. Principals increased their accessibility to families. They provided critical support to students, staff, parents, and their communities. 82% of school leaders reported **increased parent/carer engagement** in 2021 compared to pre-pandemic years.

The pandemic resulted in greater public recognition of school principals. Schools and communities thrive when they work together. Moving instruction to at-home learning presented challenges for everyone, especially school leaders. Through the uncertainty and change, principals continued to lead, guide and support their school communities.

School leaders continued to report high satisfaction with **Meaning of Work**, **Commitment to the Workplace**, and **Self-efficacy**. Support from professional colleagues continued to increase. **Social Support from External Colleagues** is at its highest since the survey began. Taken together, these suggest school leaders coped better than expected. This is particularly encouraging, given the challenge of the pandemic.

## Some Ongoing Concerns

In spite of these findings, principals' rates of psychological ill-health remain a concern. School leaders worked an average of 55.6 hours a week in 2021, more than the standard 40-hour workweek. In 2021, 62.4% of school leaders reported partial and/or complete school closures, an increase of 36.3% from 2020 (26.1%). With COVID-19 still causing challenges, our concern is how long they can sustain this.

**Burnout** and **Cognitive Stress** were the highest since this survey commenced. We know that principals' work is busy, but the scale of the pandemic and other challenges increased it. 29% of school leaders received a red flag email alerting them of their risk to at least one of **Quality of Life, Occupational Health**, and **Self-harm**.

The value of professional support for principals is well known. The findings from this year's report highlight an emerging trend in younger and less-experienced principals. They reported higher levels of stress from

**Work Demands** and much greater negative **Health and Wellbeing** results than those of experienced principals. It also seems different for female school leaders. They reported higher results for **Demands at Work**. We need to understand what contributes to these differences.

## Recommendations

The resilience and dedication of Australian school leaders is encouraging. Nonetheless, underlying causes of ongoing stresses remain. The renewed appreciation for school leaders which emerged through COVID-19 presents a unique opportunity to redress these concerns. The 2021 results show that we need to:

1. **Support school leaders by reshaping work practices, role demands, and targeting professional learning.**
    - The number one stress is the sheer quantity of work. Qualitative comments reported concerns about increasing bureaucratic and compliance work. There is frustration with administrative work that does not improve student learning. We need a national conversation with system and school leaders to develop comprehensive reform of the role.
    - Teacher shortages are now at their highest rank as a source of stress since the survey commenced. Cooperative system planning across all sectors can redress these shortages.
    - There are significant differences in levels of **Burnout**, Stress, and Job Satisfaction between inexperienced and experienced principals. Associations and governments can provide more targeted principal preparation and early career support.
    - Female school leaders reported higher results than male school leaders for all five COPSOQ **Demands at Work** subscales. This trend may result in more female principals experiencing higher levels of Stress and Burnout. We need further research to understand these differences and their causes.
2. **Create a shared dialogue to address bullying and violence.**
    - It is good there were minor declines in adult-on-adult bullying, threats of violence, and actual violence. Nonetheless, these remain **too high**, and far more than that experienced by the general population. Government policies to support principals are only part of the solution. Some wider community members need to change personal and online behaviour towards principal.
    - 84% of Australian school leaders reported at least one form Offensive Behaviour.

## Next Steps

2022 is the year we need a broader national conversation about these findings. School leaders told us their concerns. We now need collective action to investigate and change the causes. Positive learning communities need healthy principals. We need further research to investigate improving and sustaining school leaders' wellbeing. We need safe school communities that treat principals with professional respect.

The challenge of leading schools through COVID will subside. The crisis will ease. Schools have changed because of the pandemic, and it is time to do the same with the work of our school leaders.

> "I will be pleased when we are managing to live with COVID without such an impact on students, schools and communities. It has been challenging to navigate this remote learning climate to the satisfaction of all parties, maintaining equity of access and providing support for all who need it."
>
> *Female, government primary school, NSW*

# The Research Team

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Through our research partners' generous efforts, ACU has been able to continue this important longitudinal study. We need continuing financial support to maintain this research this and the whole team is very grateful to our research partners for substantially contributing monetary and in-kind support to this project. Our personal thanks go to **Catholic Schools New South Wales** (CSNSW), **Australian Primary Principals Association** (APPA), **Australian Secondary Principals' Association** (ASPA), **Association of Heads of Independent Schools of Australia** (AHISA), **NSW Secondary Principals' Council** (NSWSPC), **Catholic Secondary Principals Australia** (CaSPA), and **Victorian Principal Associations** (VPA).

Emeritus Professor Phil Riley was a catalyst in establishing the Australian Principals' Health & Wellbeing Survey. As a former school principal, he provided specialized expertise on the compounding pressures impacting school leaders across the nation. The research team would like to give special acknowledgement to Emeritus Professor Riley for his ground-breaking work on principal wellbeing and wish him all the best in his retirement.

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.

# Consultative Committee

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# 1 Review, Recommendations and Survey Background

## 1.1 2021 – A YEAR IN REVIEW

The second year of the pandemic proved to be a year of halves for most of Australia. The first half of the year, we experienced a relatively normal life, businesses were open and operated with minor (if any) restrictions, social restrictions lifted, and schools operated similarly to pre-pandemic with parents/carers welcomed back on premises. Australia even hosted the largest COVID-safe outdoor gathering in the world, the Sydney Royal Easter Show.

As Delta arrived and surged through communities, the second half of the year was one with strict localised lockdowns and restrictions, school closures, and diminished operational capacity or suspension for businesses. State and territory governments coordinated strict health measures as the nation raced towards mass vaccination. In 2020, Australia's objective to tackling COVID-19 was to "flatten the curve" and have "donut days" (zero community infection). With the approval and availability of vaccines in 2021, and the higher infectious nature of the Delta variant, Australia's COVID-19 strategy was to work towards a "pathway to freedom".

Most schools across the country were affected by partial or full school closures, moving to online and blended education. We saw schools closed from a few days to several months. School leaders once again had to lead their schools through uncertain times as the nation watched Delta breach borders and containment protocols. The period proceeding and during the survey, Delta moved from Sydney to regional NSW, Victoria, Queensland, and the Australian Capital Territory, it became apparent to school leaders across the nation that their school community was one health breach away from closure at any given time. The nation raced to vaccinate and protect the most vulnerable.

> "I am concerned by the direction that education seems to be heading in with many initiatives and directions being imposed by the NSW DoE/Government without the necessary consultation and respect to hear the voice of the profession. I am concerned that there is a genuine lack of respect for the profession in the community and as a whole, with the job of teaching now being one that is undesirable to prospective school leavers and postgraduate people due to its unsustainable workload, poor working conditions, a significant increase in students and their families presenting with the most of complex of problems that schools do not have the resources to manage effectively. The system is broken and on its knees. I dread to think what it will look like over the next 5 - 10 years?"
>
> *Male, government secondary school, NSW*

School leaders worked 55.6 hours a week, over 15 and a half hours over the standard 40-hour workweek. This is equivalent of them working from 8am to 7:30pm. During the school term, 1 in 4 school leaders reported working more than 60 hours a week, which equates to working from 8am to after 8pm day in a standard work week. School leaders reported increasing concerns for the mental health of their students and staff, as well as the highest results for themselves for **Burnout**, **Somatic Stress** (long-term physical health stress) and **Cognitive Stress** (long-term cognitive stress) in the last 11 years. Qualitative comments, such as those below, highlight the tension experienced by a number of participants in the late stages of their career.

> "I have answered no to the retirement question, however a better response would be I'm unsure. Must see COVID through and not leave a mess for someone else to fix - staffing, student anxiety, parent stress, declining enrolments, etc."
>
> *Female, government primary school, VIC*

2020 saw an encouraging drop in offensive behaviour towards school leaders, but an increasing growth trend in offensive behaviour has returned in 2021:

- 44% of school leaders have been subjected to **Threats of Violence** (5.7x more than the general population);
- 39% of school leaders have been subjected to **Physical Violence** (10.1x more than the general population);
- 33% of school leaders have been subjected to **Bullying** (4x more than the general population);
- 31% of school leaders have been subjected to **Cyber Bullying**; and
- 31% of school leaders have been subjected to both **Threat of Violence** and **Physical Violence**.

29% of school leaders received a "red flag" email alerting them of their risk to at least one of the following risk measures for health and wellbeing: **Quality of Life**, **Occupational Health**, and **Self-harm**. This suggests school leaders are more at risk of burnout than ever before. Remarkably, school leaders continue to turn up for the job despite the health and wellbeing pressures they experience. They are dedicated to their students, their staff, their school and the wider school community. They prolonged retirement to ensure their schools are going to be fine. They've learned to live with the continued stress and strain of the job. Our ongoing concern remains that they are, arguably, sacrificing their own long-term health and wellbeing and their families for the job.

Our report serves as a warning sign: our education system as a collective, both Commonwealth and state/territory levels, is overburdening school leaders. It stands to reason that system wide solutions are required. Future policy needs to harness the wisdom and experience of school leaders, tackling problems which most impact their ability to perform their job, and which have negative impacts on their health and wellbeing.

## 1.2 FOURTEEN RECOMMENDATIONS

These wider system concerns underscore our view that, while the findings in this report exist within contemporary events, they also sit in a wider historical context. 2021 coincides with two significant 10-year anniversaries, and both sharpen the focus of this year's recommendations.

- In 2011, this survey commenced with over 2,000 participants and has continued every year since. It is the longest-running survey of its type and one of the most comprehensive longitudinal data sets of principal leadership across the globe. Some findings have been consistent across this time, most notably the combination of long work hours with continued dedication to improving the learning for students in their care. However, the rank ordering of sources of stress has altered during this time, highlighting the dynamic nature of school leadership. As these sources of stress change, so too does the nature of principals' work. The causes of these changes also shift, and often lie well beyond the principal's control. Understanding these causes informs these recommendations.
- 2011 was also the release year of the final report of the Commonwealth Review of Funding for Schooling, generally referred to as the Gonski Review after its Chair, David Gonski AC. Educators universally agreed that the report provides a sensible and equitable way forward in education and should have set the conditions for a decade of educational development. This has not occurred. Rather, educational inequity continues to grow in Australia, despite warnings from the OECD (2019) and the research community (Connors & McMorrow, 2012; Bonnor et al., 2021), and school resourcing differences still fuel political and community debate.

Both anniversaries symbolise what has recently been referred to as the "paradox" (Dolan, 2020; Horwood et al., 2021) of principal leadership. The ecosystem of principal leadership has altered significantly through the last decade, and these changes continue to shift "how principals are implicated in policies and structures" (Dolan, 2020, p. 3). The tensions they experience, and which contribute to principals' overall health and wellbeing, are evident in the following suite of priorities sampled from the last decade:

- external performance measures (e.g., NAPLAN, PISA), combined with wider public discourse, have intensified scrutiny on principals and their performance;
- technology advances and social media proliferation have altered approaches to learning and teaching, even before compulsory shifts to blended and remote learning brought on by the COVID-19 pandemic;
- the positive benefits from social and emotional learning recommend their adoption within schools (Gore et al, 2021; Hattie 2021); and
- administrative work has increased in response to various disability and child protection Royal Commissions, as well as extensive compliance reporting obligations for expanding policy suites across jurisdictions.

While few of these developments seem contentious, their cumulative impact on the work of principals cannot be ignored.

On a positive note, it is pleasing to see increased community support for principals and the teaching profession more broadly, flowing from their responsiveness to remote learning periods since the pandemic's onset. It is essential to maintain this, given that the pandemic remains unpredictable in its trajectory. At the same time, the pandemic opens fresh opportunities to renew, reconfigure, and reimagine the purposes and processes of education. The rise of blended modes of learning, compressed curriculum, and flexible scheduling are only three of many implications now active in discussions among policy makers, professional associations, and the wider community. Principals have significant contributions to make to these discussions, and it is essential principals contribute to co-design of responses to these, particularly at the policy level. Furthermore, the pandemic resulted in greater public recognition of school principals. In 2020, a lower number of school leaders reported being subjected to offensive behaviour (Riley, See, Marsh, &

Dicke, 2020). However, the increasing trend of **Physical Violence** and **Threats of Violence** prior to the pandemic has returned in 2021 (Figure 5.1). Considering all the above, it is encouraging that our report shows principals continue in their commitment and overall job satisfaction. The concern is how long this can be sustained.

During the decade this survey has run, our reports have consistently called for increasing professional support for principals. However, the findings from this year's report highlight an emerging trend with younger and less-experienced principals. They report significantly higher levels of stress from **Work Demands** and much greater negative **Health and Wellbeing** results than those of experienced principals. This suggests that more focused support for aspiring and early career principals is critical to ensure they transition smoothly into an experienced principal. Failure to do so will compound the supply issues arising from demographic changes due to retirement of current principals.

Finally, the recent *Alice Springs (Mparntwe) Education Declaration* (Education Council, 2019) initiated the use of "education system" as a framing term; previous declarations used the more process and experience terms *education*, *school*, and *schooling*. This change is significant, in our view. It invites the opportunity for a systemic conversation about how the work of principals is designed and enacted (Hunter et al., 2022), how principals sustain their health and wellbeing, and what positive policy changes can flow in response to the findings.

Responses to COVID-19 show that principals are creative, passionate, and resilient. Their contextual responses address the needs of their immediate communities and show extraordinary capability and capacity. These recommendations acknowledge this situational leadership, yet also reflect wider contextual assumptions:

1. Australia's education system is complex, multi-layered, and highly segmented. Although constitutionally the responsibility of states and territories, the Commonwealth has become an increasingly dominant education policy agent since the establishment of this survey;
2. Change in Australian educational priorities continually shift in response to political priorities and personnel. As one example only, six Commonwealth Ministers for Education have been appointed across the last decade, and none has served longer than three years. Despite the publication of updated national goals for Australian education, inconsistent policy priorities remain between Commonwealth and state/territory jurisdictions. This does not reflect a coherent national "system";
3. Taking a holistic inquiry approach to the work of principals across the Australian education system is essential. Qualitative and quantitative evaluation is needed. We can learn a great deal from both if we do not limit our gaze or look for quick fixes;
4. The purpose of Australian education must be repositioned as a common and social good as a necessary contributor to national economic priority. The problems and their solutions are very similar in all sectors, highlighting the differences between the sectors are more superficial than substantive. The establishment of a National Cabinet in March 2020 in response to the pandemic signals opportunity to reconceptualise national education policy governance. A change of governance mindset is needed if Australia's education system is to improve; and,
5. Changes in policy should be based on research, trialled, and evaluated before it is implemented across the board, to ensure its efficacy.

**What governments can do:**

1. ***Develop systematic and coherent educational policy that contributes to achieving the agreed Educational Goals for Young Australians***. Governance of school education in Australia has undergone significant change during the last decade, seen very evidently in the rise of Commonwealth policy and governance mechanisms. Confusion has arisen about policy priorities,

particularly evident in tensions between the responsibilities of the Commonwealth and states and territories (Savage, 2021). Qualitative participant comments highlight the impact this has on their work, particularly where it is not perceived to support teaching and learning directly. Explicit linkage of new policy to agreed *Goals* should be prioritised, including the social, emotional, and community contexts evident in Goal 2:

> All young Australians become confident and creative individuals, successful lifelong learners, and active and informed community members (Education Council, 2019, p. 6).

2. ***Develop and implement coherent national teaching workforce training, supply, retention, and remuneration policies and practices***. Teacher shortages are now at their highest rank as a source of stress across the decade of this survey (see also Wilson & Carabetta, 2022). Principals in regional and remote locations now report this is as their fourth-highest source of stress. Coordinated policies across jurisdictions is needed.

**What employers can do:**

3. ***Engage directly with principals on reducing job demands or increasing job resources*** to allow school leaders to cope with the increased demands (Hunter et al., 2022). 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.

**What professional associations and unions can do:**

5. ***Engage in constructive and common dialogue***. Peak bodies and stakeholder groups should be encouraged to speak confidently and cooperatively about their concerns to governments and their communities. There are common aspirations and priorities across an atomised landscape of primary and secondary associations: 3 sectors x 9 states and territories + 2 unions. Each of these bodies has essential functions and close connections with their membership, and bringing their voices together represents a powerful voice for achieving change.
6. ***Calibrate professional learning priorities for differing career contexts***. This year's survey highlights significant differences in levels of burnout, stress, and job satisfaction between inexperienced and experienced principals. Targeted principal preparation and early career support is warranted.

**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, and the myriad stories emerging from how they managed COVID-19 testifies to this strength.
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 (see Figure 1.2.1; the decrease in 2020 has sadly reversed in 2021). This is not just occurring in schools, with increases noted in all frontline professions and domestic violence rates that we should be nationally ashamed. Australia needs to have an adult conversation about the root causes of this behaviour and set about addressing them at every level of society.

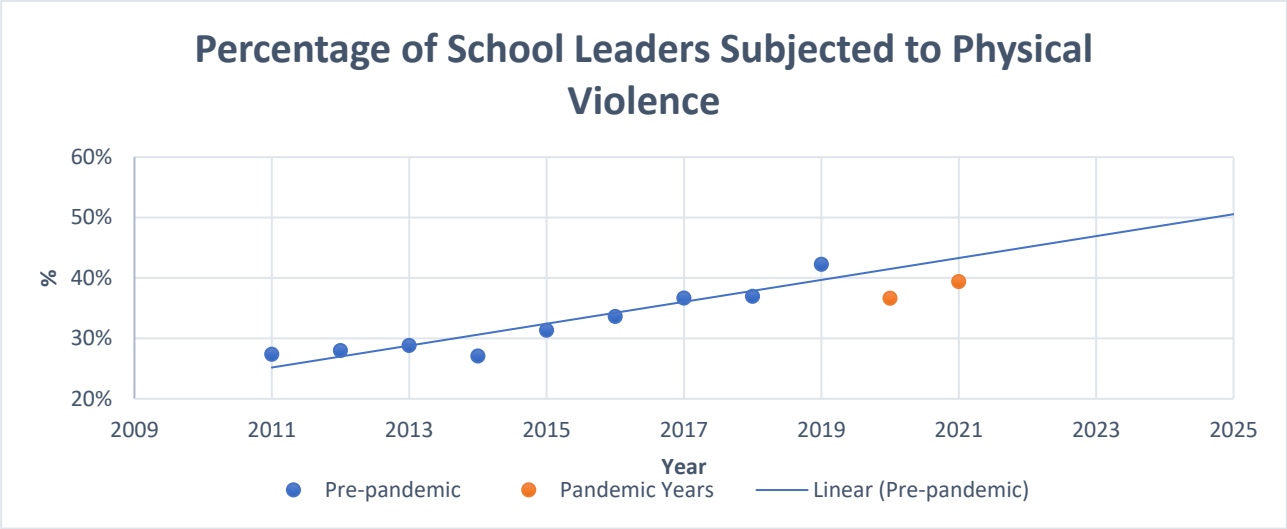



**FIGURE 1.2.1: MODEL OF PERCENTAGE OF SCHOOL LEADERS SUBJECTED TO PHYSICAL VIOLENCE**

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, and from Thomson & Hillman (2019; Figure 1.2.2), suggests the problem is systemic and therefore a system-wide approach is needed (Hunter et al., 2022). Our own research (Dicke et al., 2020, pp. 1061) showed that "students, teachers, and principals influence each other and highlight the importance of targeting interventions and policies at the whole school."

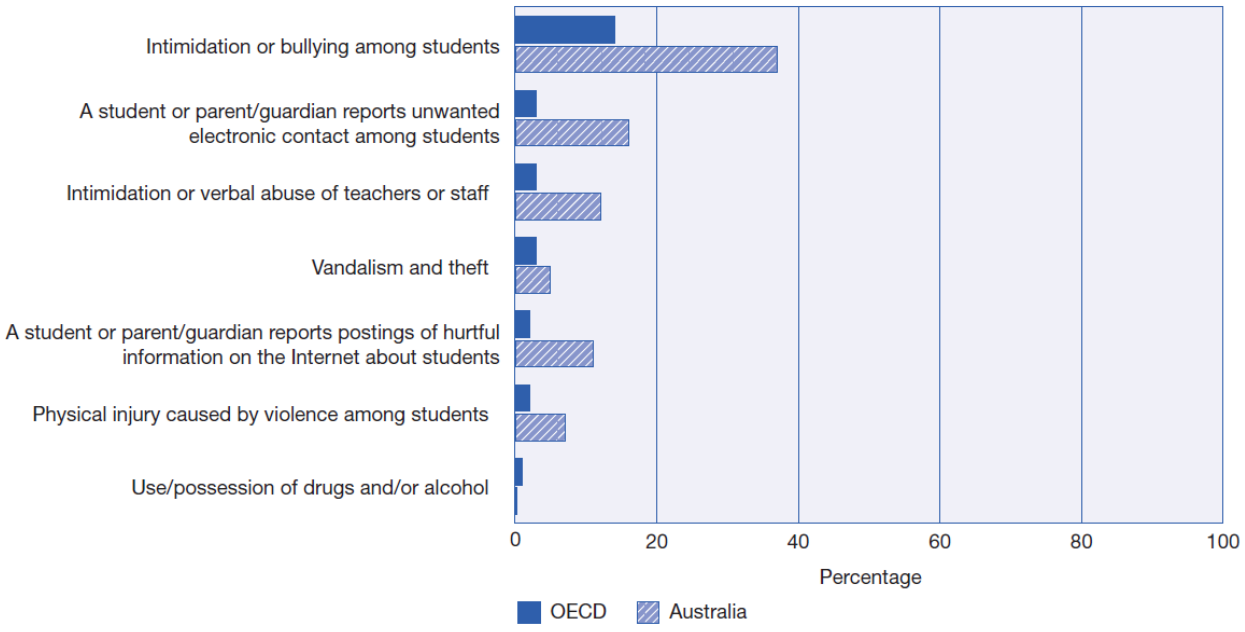



**FIGURE 1.2.1: PERCENTAGE OF PRINCIPALS REPORTING THAT THESE INCIDENTS OCCURRED AT LEAST WEEKLY IN THEIR SCHOOLS, SOURCE: TALIS 2018: AUSTRALIAN REPORT (THOMSON & HILLMAN, 2019)**

**What individual educators can do:**

9. ***Respectfully speak back when faced with "moral harassment", leading 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 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).
10. ***Ensure your passions are either general or harmonious, not obsessive*** (Horwood et al., 2021). General and harmonious passion helps you avoid burnout. 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 to rest.
11. ***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:**

12. ***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. 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 that 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.
13. ***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 the government.
14. ***Look for thresholds that may be the key to administering limited resources.*** The variance in social capital suggests there are many examples of effective practice from which we can and should learn. However, the small percentage of schools who can successfully implement these practices suggest there is a threshold that makes it not possible for the schools with lower social capital. These low social capital schools probably need outside support to begin improving. 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. This is supported by qualitative analysis from this years' participants, with school

leaders referring to the 'one size fits all' programs and reporting requirements which do not work for or benefit their school environment.

### 1.3 AIM – IMPROVE SCHOOL LEADERS' HEALTH AND WELLBEING

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

### 1.4 PARTICIPANT CARE

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 2021 results against their results from previous years.

> "Having done this survey a few times before I recognise a deterioration in my responses, I do think this is related to workload and exhaustion. I appreciate the opportunity to undertake the survey as a means of reflecting on my current state and whilst I am sure it is related to the Covid experience but I realise the importance of seeking supports - so thanks"
>
> *Female, government special school, VIC*

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.

## 1.5 CHIEF INVESTIGATORS

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.

Emeritus 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.

## 1.6 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' was added;
    g. In 2020, COVID-19 related questions were added; and
    h. In 2021, Sources of Stress breakdown 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 and 2021 surveys.

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.

## 1.7 RESEARCH QUESTIONS

The following specific research questions guiding the initial survey remain:

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

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

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

## 1.8 IMPACT – PARTICIPATION AND INDUSTRY ENGAGEMENT

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

- Initial Funding: Monash University Researcher Accelerator Award (2010-2013)
- Previous 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.
- Our industry partners whose invaluable contributions allow ACU to research the occupational health, safety and wellbeing of school leaders: Catholic Schools New South Wales (CSNSW), Australian Secondary Principals' Association (ASPA), Catholic Secondary Principals Australia (CaSPA), NSW Secondary Principals' Council (NSWSPC), Australian Primary Principals Association (APPA), Victorian Principals Association (VPA), and Association of Heads of Independent Schools of Australia (AHISA).

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

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

## 1.9 IMPACT – POLITICAL AND POLICY

The Victorian government passed the Education and Training Reform Amendment (Protection of School Communities) Bill 2021 in June 2021.

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.
- Better support for school principals became Green Party policy in 2013 following an invited briefing to the Party's then Education spokesperson, Senator Penny Wright.

## 1.10 PROGRESS ON RECOMMENDATIONS

The recommendations that follow have mostly remained unchanged over the years. Working conditions of school leaders on which they were derived have remained relatively stable, even in light of the pandemic. 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.

In December 2020, Australian Institute for Teaching and School Leadership (2020) released a national strategy to combat the increasing trend of abuse faced by school leaders, teachers and school staff. The strategy addresses five key areas of priority: 1. Building the evidence base; 2. Wellbeing; 3. Strengthening school communities; 4. Raising the status of the profession; and 5. Responding to future challenges.

To combat the increasing adult-on-adult offensive behaviour from parents/carers, in June 2021, Victoria implemented the community safety order. Due to the pandemic and lockdown of schools after the bill was passed, its use and effectiveness will be known in the coming years.

# 2 COVID-19, the Second Year of the Pandemic

## 2.1 COVID-19 – ONE NATION, DIFFERENT PANDEMIC EXPERIENCES

To combat the COVID-19 pandemic in 2020, Australia closed its international border to the world. States and territories across Australia took a protectionism approach to safeguard their citizens and economies. To protect their high Indigenous population, the Northern Territory government closed their borders to all domestic and foreign travellers, imposing a strict two-week hotel quarantine (paid by the individual) for anyone entering The Territory regardless of where they came from nationally.

The state/territory governments tackled the second year of the pandemic quite differently to the first. In 2021, Australians saw more localised actions, with cities and local government areas (LGAs) being subjected to different restrictions and lockdowns, not entire states. Across all parts of Australia, school leaders felt the loom of COVID-19 and its imposing effects irrespective of whether their communities saw infection or not, as demonstrated in the quote below.

> "…I choose to live and work where I do because I am passionate about equity of education for all, but COVID and other demands on Educational Leaders result in exhaustion and not a lot of ways to refill the bucket. I know a lot of my colleagues are running on less than empty and merely surviving (I often feel this way myself). The new normal needs to see the letting go of obsolete, repetitive, time wasting demands made on educational leaders and educators, or we will see good people leaving the profession in droves. Recruitment and retention are going to be challenging going forward (they already are in our location, but I predict it is going to be worse across the country and world)."
>
> *Female, government combined school, NT*

State/territory governments implemented snap lockdown upon the discovery of locally acquired or locally active COVID-19 infections. Australian states and territories had managed to flatten the curve and had zero community transmission for large parts of 2020 and the first half of 2021. The 2021 Sydney Easter Show was lauded as the largest COVID-safe outdoor gathering in the world.

In response to the pandemic, the states and territories' various public health and safety measures enabled the majority of Australian to live a relatively normal life. The restrictions on social movement, interactions and gatherings, public health restrictions, business operational standards varied significantly from towns to cities, and state to state.

We have had states which have continued to experience relatively normal non-pandemic affected life, with the continued ban on interstate and international travel being the main notable difference. And we have had entire cities and LGAs who have been under strict lockdown requirements, with movements restricted to a 5km radius, non-essential retail outlets forced to close for varying lengths of time, ranging from 3 days (Adelaide, Darwin) to months at a time (Melbourne, Sydney). At the time of writing this report, Melbourne was the city that had been in lockdown for the longest in in the world.

> "Even though Tasmania has escaped the worst of the impact of COVID, there is still quite a bit of stress and anxiety amongst the staff due to the worry about COVID causing a lockdown here in Tasmania. Managing others stress is a stressful job."
>
> *Male, Independent combined school, TAS*

On the 16th of June, 2021, a local Sydney man was diagnosed with the Delta variant and had been in the community whilst infectious for several days. By the 26th of June, 2021, multiple LGAs across Sydney were put under strict 'stay at home order'. Delta surged through Sydney, quickly spreading to other areas of NSW and interstate, leading to snap lockdowns to areas affected. State governments scrambled to get ahead of the Delta variant spreading through their communities. Premiers, their ministers and health officials (of affected states) held schedule daily COVID press briefings, each lasting between 30 minutes to 1 hour. The press conferences were stream on national television and online platforms, and covered by all the domestic channels. Information regarding community testing and transmission rates; vaccination; hospital and intensive care unit admissions; school, work and social restrictions were disseminated through the press briefings. A race to vaccinate as much of the population as possible was quickly adopted by the government as we adopt a "live with COVID" approach in 2021.

With Delta spreading throughout the community, many schools shut down face-to-face teaching and moved to online delivery.

School leaders were asked to rate their school governing body's performance and communication for COVID-19 out of 10. School leaders in Victoria, NSW, and the ACT consistently reported lower scores for overall level of communication to school leaders (6.3, 6.8, and 6.6); guidance on school operations (6.2, 6.4, and 6.0); and communication to the community (6.2, 6.2, and 6.4). These results are similar to that in 2020, with school leaders from states most impacted by COVID-19 reporting lower scores for their school governing body's communication and performance.

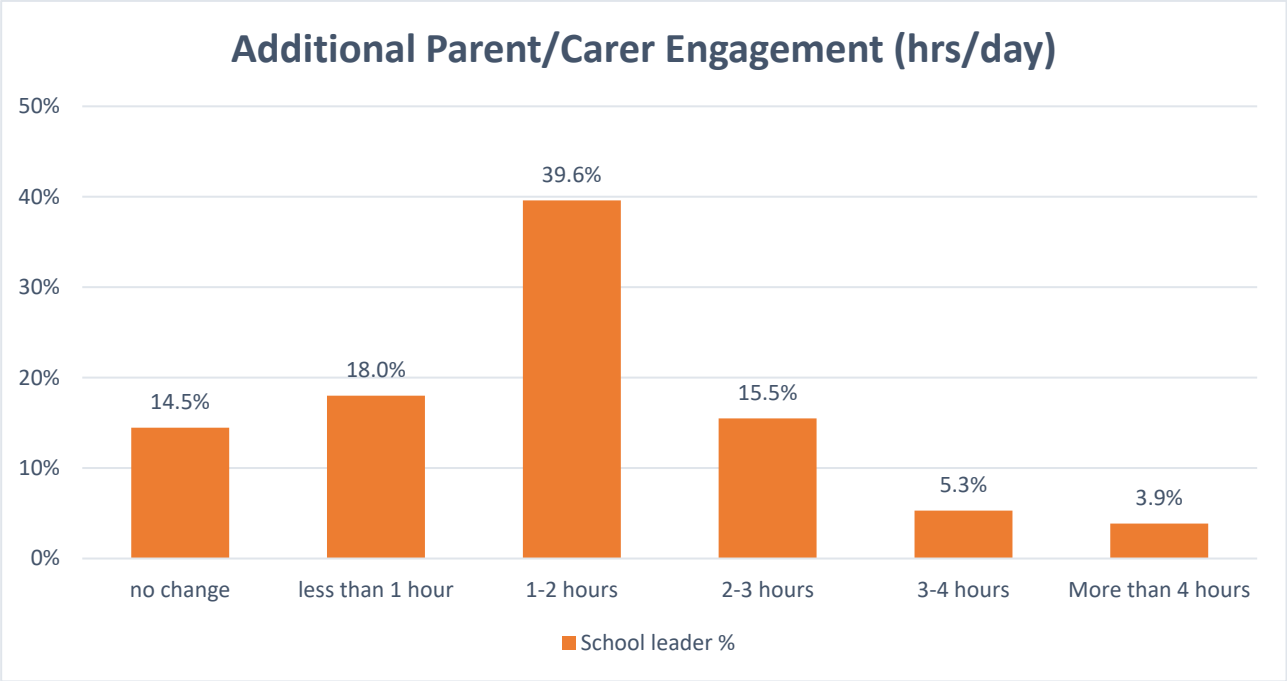



**FIGURE 2.1.1: SCHOOL LEADERS ESTIMATED NUMBER OF ADDITIONAL HOURS SPENT ON PARENT/CARER ENGAGEMENT WITHIN A DAY**

Roughly 82.3% of school leaders reported an increased in parent/carer engagement in 2021 compared to pre-pandemic years. Roughly 24.7% of school leaders having spent more than 2 additional hours a day on parent/carer engagement in 2021. More government school leaders (25.3%) reported spending more than 2 additional hours on parent/carer engagement than their Catholic (22.0%) and Independent (21.7%) counterparts.

> "COVID-19 [sic] has presented a range of challenges. The workload has been increased due to the reduction of staff on site and dealing with a constantly changing COVID landscape. Extended lockdown requires school leaders continuously supporting students, staff and parents. In addition, there added strains due to mental health in the community already under increased pressure, with indicators that anxiety levels heightened as well. The determination to maintain quality delivery of remote learning, manage and support staff, students and families has been all consuming. My heart goes out to colleagues in Victoria and overseas who have had to endure much greater time in lockdown and remote learning for students."
>
> *Female, Catholic primary school, NSW*

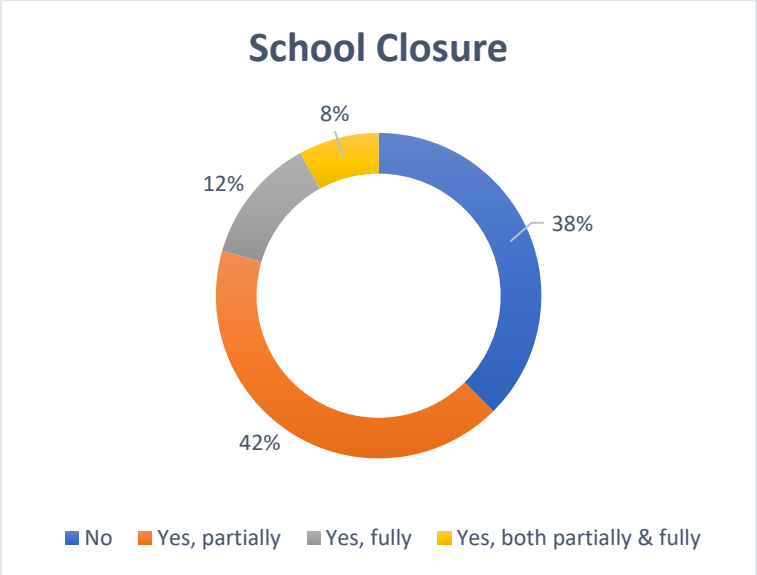



**FIGURE 2.1.2: 2021 SCHOOL LEADERS REPORTED SCHOOL CLOSURE**

In 2021, nationally 62.4% of school leaders reported partial and/or complete school closures, an increase of 36.3% from 2020 (26.1%). Over 50% of school leaders in every state and territory (other than Tasmania) reported partial and/or complete school closures.

More Independent school leaders reported partial and/or complete school closure (79.2%) compared to their Catholic 68.7%) and government counterparts (59.6%).

> "…The staff was and is (we're in lockdown again as I write) so impressive; helping one another, running training sessions for each other on quick tricks to engage kids in remote, running Zoom and assessment strategies that were manageable. Our staff were allocated a list of students to make pastoral calls to in their own time, and we kept records of their chats on Compass Chronicle. This alerted us to students that needed more support. In this 4 weeks alone they've made literally thousands of calls to our students. Their work on Zoom, vigilance and care is why the majority of our students have been able to adjust so well to moving in and out of lockdowns, and why our parents are so appreciative of the efforts that the teachers make. As principal, I feel inspired by our teachers and support staff and this is energising."
>
> *Female, government secondary school, VIC*

At the time of the survey, 34.5% of ACT, 33.5% of NSW, and 39.9% of Victorian school leaders reported partial and/or full school closure for longer than weeks. School leaders in NSW (19.8%) and Victoria (27.0%) reported school partial and/or complete closure for more than ten weeks. Very few (if any) school leaders in other states/territories reported school closure more than ten weeks. This is reflective of the longer lockdown experienced by Victoria and NSW.

Nationally, 79.6% of school leaders reported their schools being able to facilitate online classes. During lockdown, school leaders reported 26% of students continued to physically attend school, and 80% of students having access to online learning resources. Catholic and Independent school leaders reported 92.2% of their students having access to online learning resources, whilst the government school leader

counterparts reported 76.4% of students having access to online learning resources. As shown in the chart below, school leaders reported that as schools became more remote, percentage of students' physical attendance increased and students' access to online learning resources decreased.

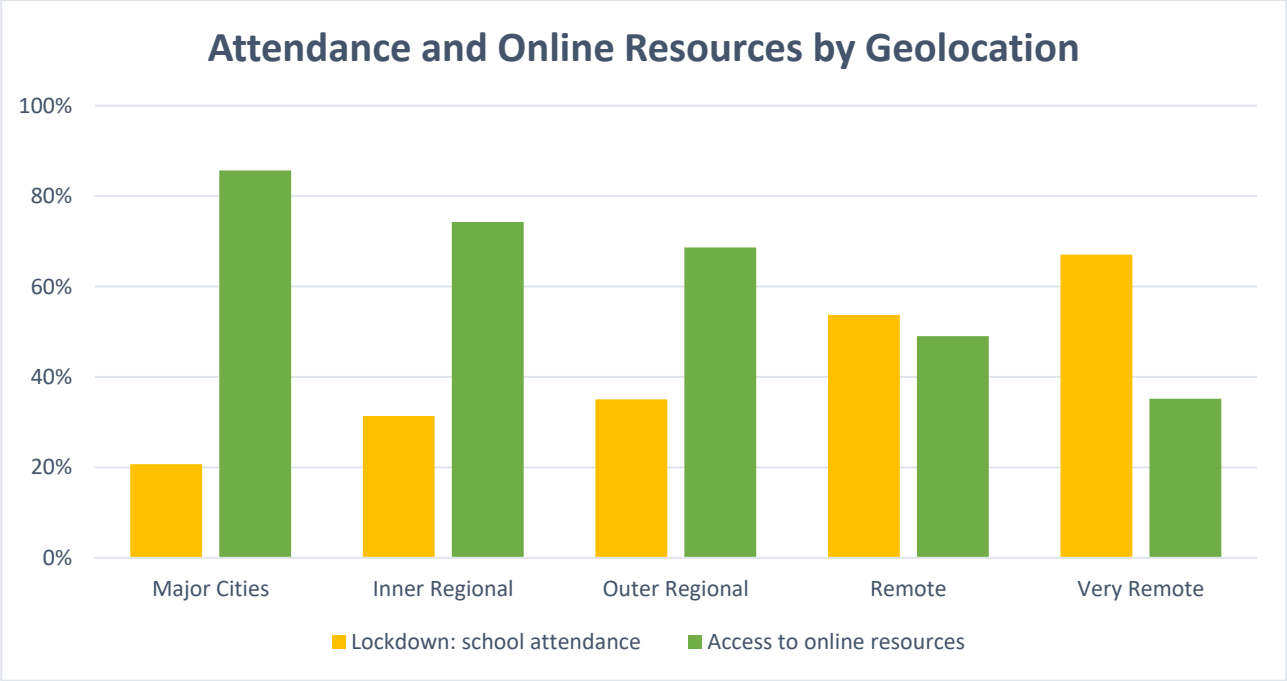



**FIGURE 2.1.3: ESTIMATED SCHOOL ATTENDANCE AND ACCESS TO ONLINE LEARNING RESOURCES DURING LOCKDOWN BY GEOLOCATION**

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

1. regular disinfectant cleaning (89.5%)
2. increased staff and student hygiene (85.6%)
3. cancelled out of school activities (excursions, camps) (79.3%)
4. no parents/guardians on site (74.0%)
5. social distancing in the classroom, where possible (60.8%)
6. online parent/guardian teacher interviews (57.8%)
7. online learning (50.4%)
8. social distancing in the playground (44.0%)
9. online parent/guardian meetings with school leaders (42.9%)
10. masks in classrooms (36.1%)
11. rostered class attendance (14.9%)
12. one unit classes (8.8%)

## 2.2 COVID-19'S SHIFT IN KEY WORK MEASURES, COMPARISON OF 2021 AGAINST 2019

At the time of data collection in 2021, Delta had arrived on Australian shores and had spread to several states. For the duration of the survey, the ACT, Victorian, and NSW state governments implemented targeted lockdowns across the states/territories. At the start of the survey, parts of Queensland and the NT were also subjected to shorter lockdowns. Schools in affected areas moved to online learning for the duration of lockdown and sometimes beyond, schools remained partially open to students who were unable to stay home for various reasons.

Schools across the country continued to implement COVID safe protocols, which included cancelling excursions and assemblies, not permitting parents/carers onsite, conducting parent-educator meetings online, and increased hygiene and disinfectant cleaning.

> "COVID 19 has had more of a delayed impact for me personally. In the beginning I felt in a strong position to cope with the fallout from this pandemic. As it continues to evolve the long term effects have caught up with me and my mental health."
>
> *Female, government primary school, NSW*

The guidelines for state and territory governments affected by Delta across Australia had daily schedule televised and streamed press conferences informing their citizens of the spread and vaccination rate; commercial, social and health restrictions implemented; and the roadmap out of lockdown as governments move from a COVID-19 elimination plan to one where we will "live with COVID". Communication had become more streamlined and consistent.

School leaders in the ACT reported higher results in 2021 compared to 2019 for the following COPSOQ subscales[1]:

- Quantitative Demands: $61.81, d^2 = 1.05$ (2021) versus $56.74, d = 0.81$ (2019)
- Work Pace: $76.54, d = 0.89$ (2021) versus $73.25, d = 0.72$ (2019)
- Cognitive Demands: $85.42, d = 1.15$ (2021) versus $82.84, d = 1.01$ (2019)
- Demands for Hiding Emotions: $84.26, d = 1.62$ (2021) versus $81.36, d = 1.48$ (2019)
- Work-Family Conflict: $69.23, d = 1.47$ (2021) versus $63.82, d = 1.25$ (2019)
- Role Conflict: $51.39, d = 0.57$ (2021) versus $44.90, d = 0.17$ (2019)
- **Burnout:** $59.38, d = 1.39$ (2021) versus $51.49, d = 0.96$ (2019)
- Sleeping Troubles: $44.71, d = 1.02$ (2021) versus $40.76, d = 0.79$ (2019)
- **Stress:** $52.40, d = 1.64$ (2021) versus $40.49, d = 1.01$ (2019)
- Depressive Symptoms: $28.61, d = 0.46$ (2021) versus $24.59, d = 0.22$ (2019)
- Somatic Stress: $21.39, d = 0.22$ (2021) versus $18.75, d = 0.06$ (2019)

[1] More information on COPSOQ can be found in section 6.1 to 6.7 of this report.
[2] Information on Cohen's $d$ can be found in the Technical report – COPSOQ, Offensive Behaviour and Red Flag

School leaders in the ACT reported significantly higher results for Burnout and Stress in 2021 then they did in 2019.

> "COVID has had a significant impact on work and personal life and feelings of satisfaction. There is so much uncertainty. I am certainly very grateful for job security, access to health services and means of communication that enable us to stay connected with people when we can't be together physically."
>
> *Female, government primary school, ACT*

School leaders in NSW and Victoria had reported similar results for the following negative subscales[3] in 2019, and lower results for these subscales in 2021 (compared to 2019):

- Quantitative Demands
  - NSW: $56.72, d = 0.81$ (2021) versus $59.95, d = 0.96$ (2019)
  - Victoria: $54.99, d = 0.72$ (2021) versus $59.96, d = 0.96$ (2019)
- Work Pace
  - NSW: $69.95, d = 0.55$ (2021) versus $72.50, d = 0.68$ (2019)
  - Victoria: $66.78, d = 0.38$ (2021) versus $72.26, d = 0.67$ (2019)
- Cognitive Stress
  - NSW: $85.34, d = 1.15$ (2021) versus $85.81, d = 1.17$ (2019)
  - Victoria: $83.40, d = 1.04$ (2021) versus $85.61, d = 1.16$ (2019)
- Emotional Demands
  - NSW: $71.79, d = 1.28$ (2021) versus $72.96, d = 1.33$ (2019)
  - Victoria: $68.27, d = 1.13$ (2021) versus $72.04, d = 1.29$ (2019)
- Work-Family Conflict
  - NSW: $64.08, d = 1.26$ (2021) versus $67.36, d = 1.39$ (2019)
  - Victoria: $60.45, d = 1.11$ (2021) versus $67.12, d = 1.38$ (2019)

School leaders in NSW and Victoria also reported lower results for following subscales in 2021 compared to 2019:

- Predictability
  - NSW: $54.33, d = -0.16$ (2021) versus $55.98, d = -0.08$ (2019)
  - Victoria: $55.05, d = -0.13$ (2021) versus $60.04, d = 0.11$ (2019)
- Role Clarity
  - NSW: $78.29, d = 0.29$ (2021) versus $79.22, d = 0.35$ (2019)
  - Victoria: $80.48, d = 0.43$ (2021) versus $83.47, d = 0.61$ (2019)
- Role Conflict (negative subscale)
  - NSW: $52.00, d = 0.60$ (2021) versus $53.94, d = 0.72$ (2019)
  - Victoria: $46.63, d = 0.28$ (2021) versus $48.69, d = 0.40$ (2019)

[3] The higher the result, the worse it is.

- Justice
  - NSW: $63.75, d = 0.26$ (2021) versus $68.43, d = 0.52$ (2019)
  - Victoria: $65.99, d = 0.38$ (2021) versus $70.39, d = 0.63$ (2019)

Even though school leaders in NSW and Victoria reported lower results for the negative subscales mentioned above, they reported higher results for the negative long-term Health and Wellbeing subscales in 2021 compared to 2019:

- **Burnout**
  - NSW: $57.36, d = 1.28$ (2021) versus $54.96, d = 1.15$ (2019)
  - Victoria: $55.04, d = 1.15$ (2021) versus $53.58, d = 1.07$ (2019)
- Sleeping Troubles
  - NSW: $45.66, d = 1.07$ (2021) versus $44.49, d = 1.01$ (2019)
  - Victoria: $44.42, d = 1.00$ (2021) versus $43.19, d = 0.93$ (2019)
- **Stress**
  - NSW: $45.98, d = 1.30$ (2021) versus $43.70, d = 1.18$ (2019)
  - Victoria: $42.54, d = 1.12$ (2021) versus $40.27, d = 1.00$ (2019)
- Depressive Symptoms
  - NSW: $24.79, d = 0.23$ (2021) versus $23.80, d = 0.17$ (2019)
  - Victoria: $23.35, d = 0.14$ (2021) versus $21.90, d = 0.05$ (2019)

> "I feel that the current covid situation has caused me to feel more down and distressed than I normally would."
>
> *Female, Catholic primary school, NSW*

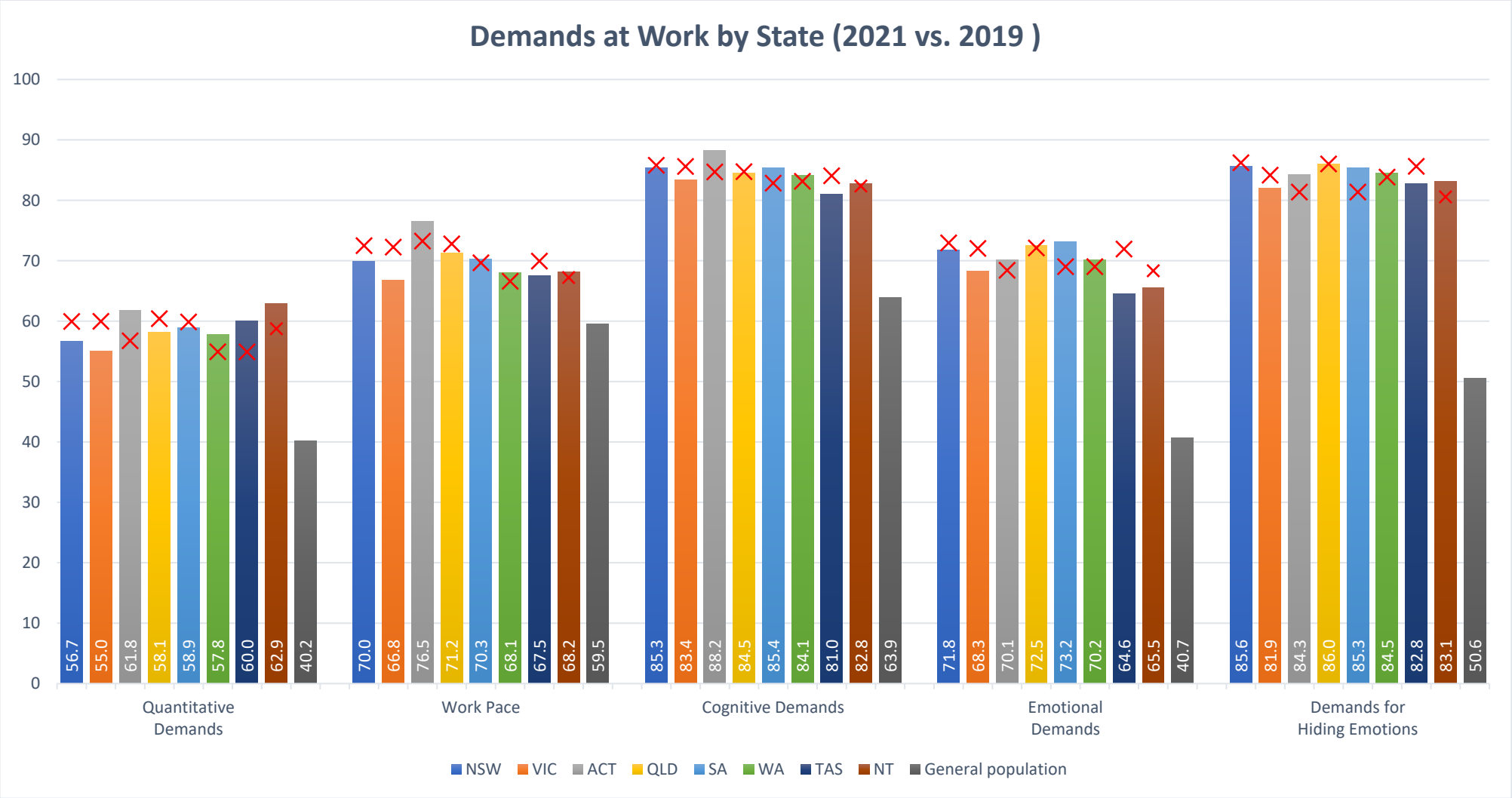



**FIGURE 2.2.1: 2021 (BAR CHART) AND 2019 (RED X) DEMANDS AT WORK BY STATE.**

School leaders across Australia have reported mixed results for the Demands and Work scale in 2021 compared to 2019 (last pre-pandemic year). Victorian school leaders have reported lower results in 2021 for all five subscales, whilst ACT school leaders reported higher results in 2021 for all five subscales.

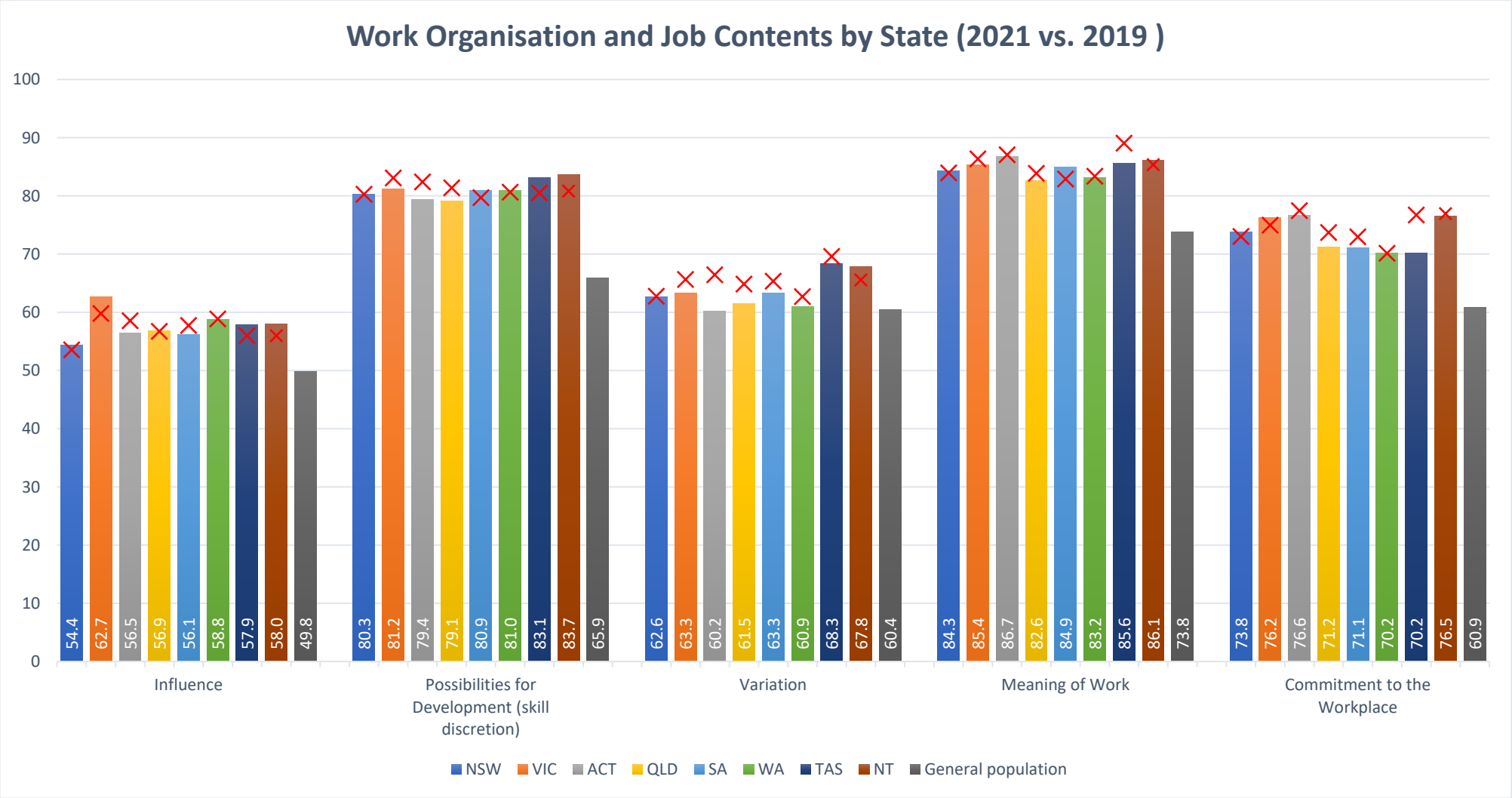



**FIGURE 2.2.2: 2021 (BAR CHART) AND 2019 (RED X) WORK ORGANISATION AND JOB CONTENTS BY STATE.**

Victorian school leaders reported higher results for Influence than their counterparts both in 2021 and pre-pandemic 2019. ACT school leaders reported lower results for Influence, Possibilities for Development and Variation in 2021 than in 2019.

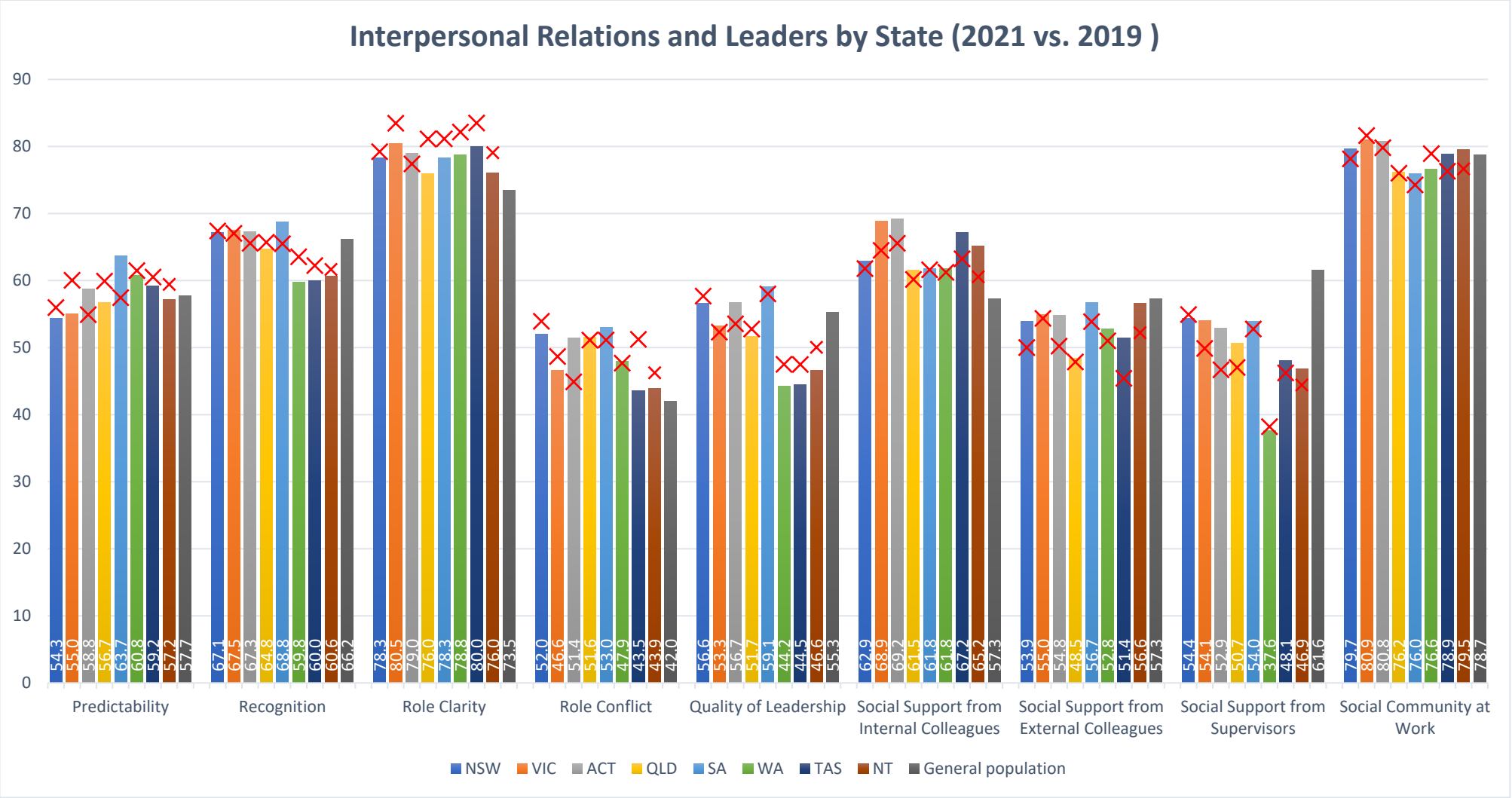



**FIGURE 2.2.3: 2021 (BAR CHART) AND 2019 (RED X) INTERPERSONAL RELATIONS AND LEADERSHIP BY STATE.**

Victorian and NSW school leaders reported results for Predictability, Role Clarity and Role Conflict in 2021 than in 2019, whilst ACT school leaders reported higher results for the same three subscales. All school leaders (excluding the ACT) reported lower results for Role Clarity and higher results for Social Support from Internal and External Colleagues in 2021 compared to 2019.

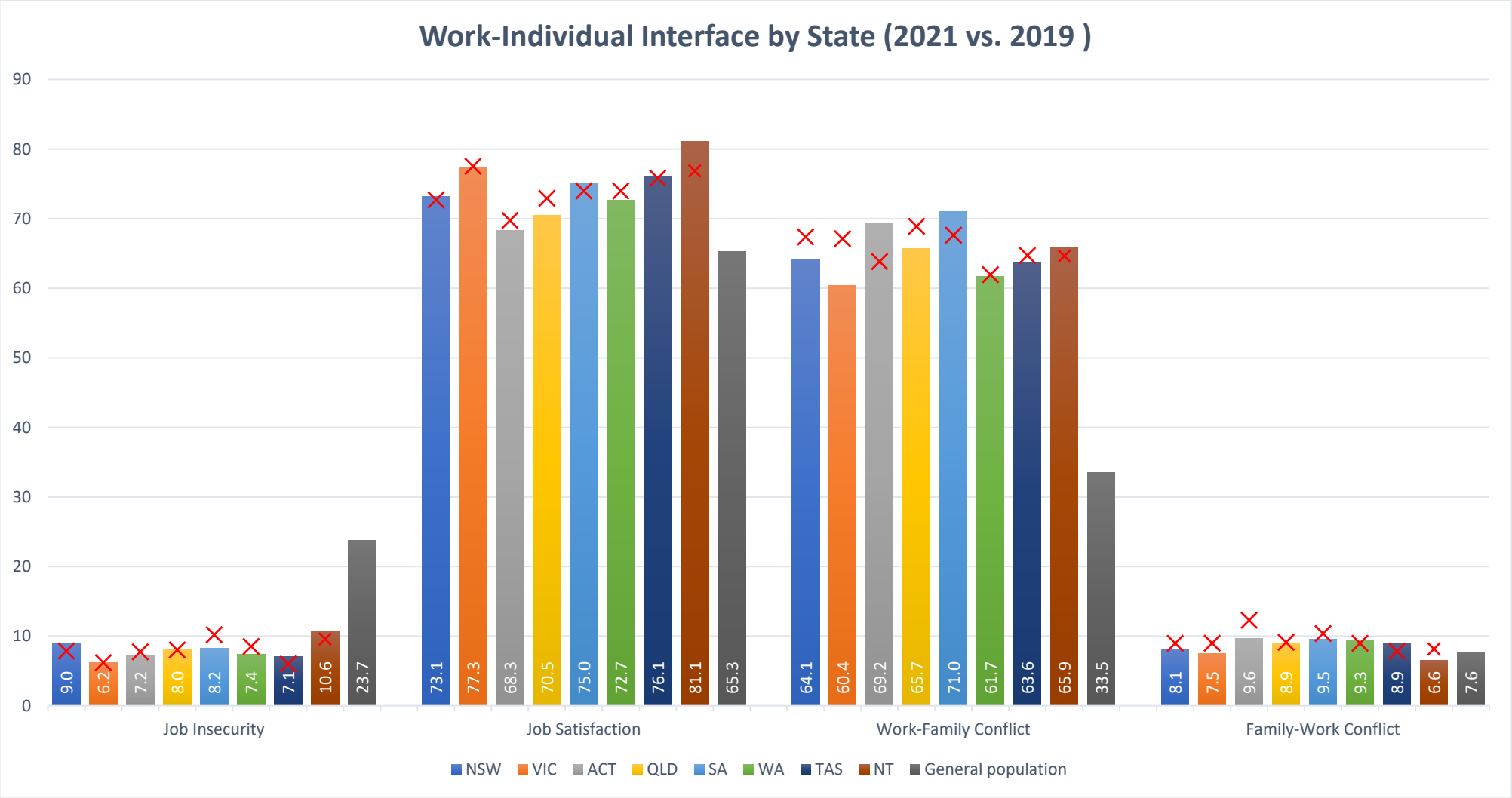



**FIGURE 2.2.4: 2021 (BAR CHART) AND 2019 (RED X) WORK-INDIVIDUAL INTERFACE BY STATE.**

Victorian and NSW school leaders reported lower results for Work-Family Conflict in 2021 compared to 2019, whilst their ACT counterparts reported higher results in 2021 compared to 2019.

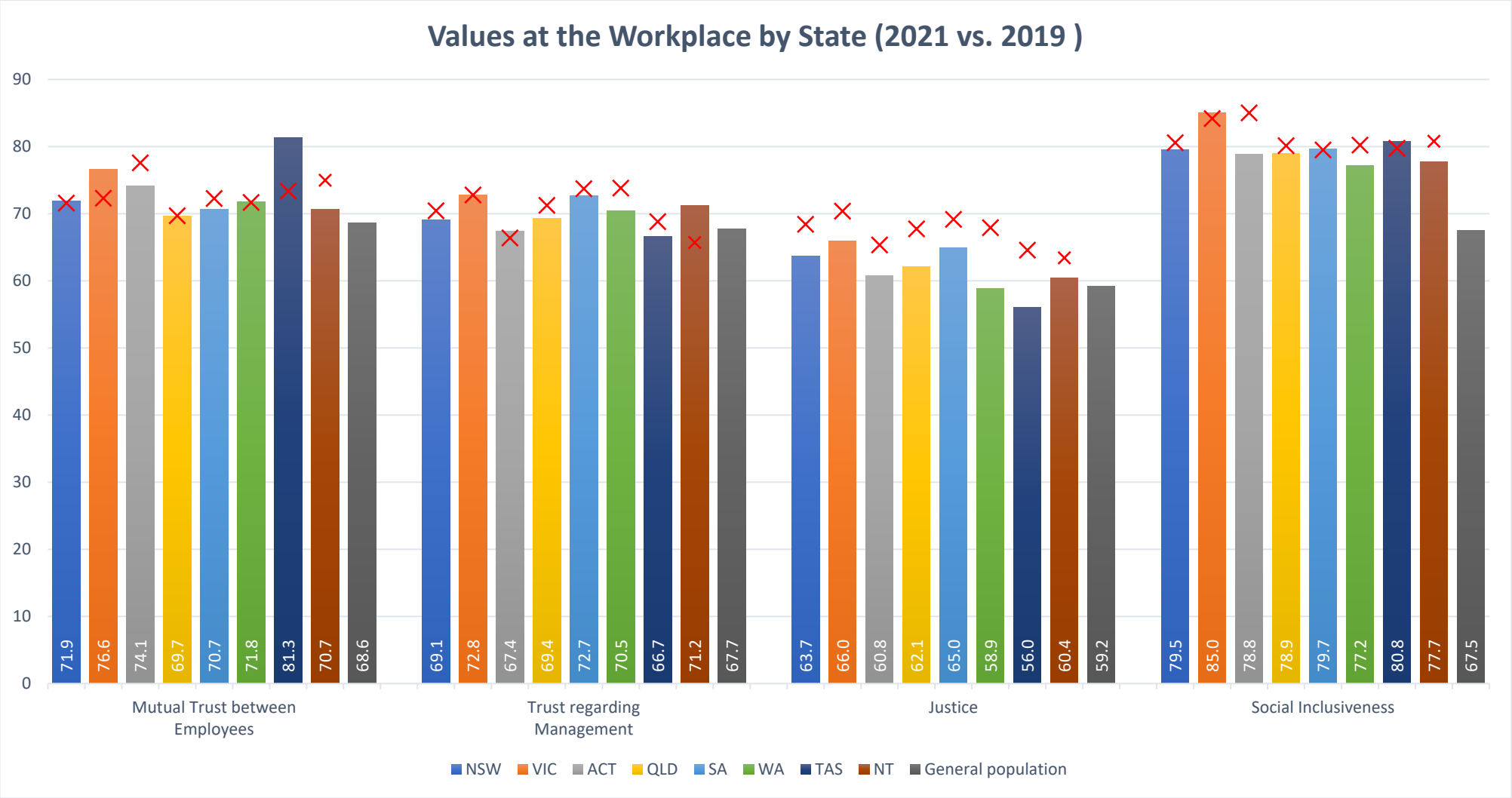



**FIGURE 2.2.5: 2021 (BAR CHART) AND 2019 (RED X) VALUES AT THE WORKPLACE BY STATE.**

School leaders from all states reported lower results for Justice in 2021 than in 2019. Tasmanian school leaders reported higher results for Mutual Trust between Employees in 2021 than in 2019.

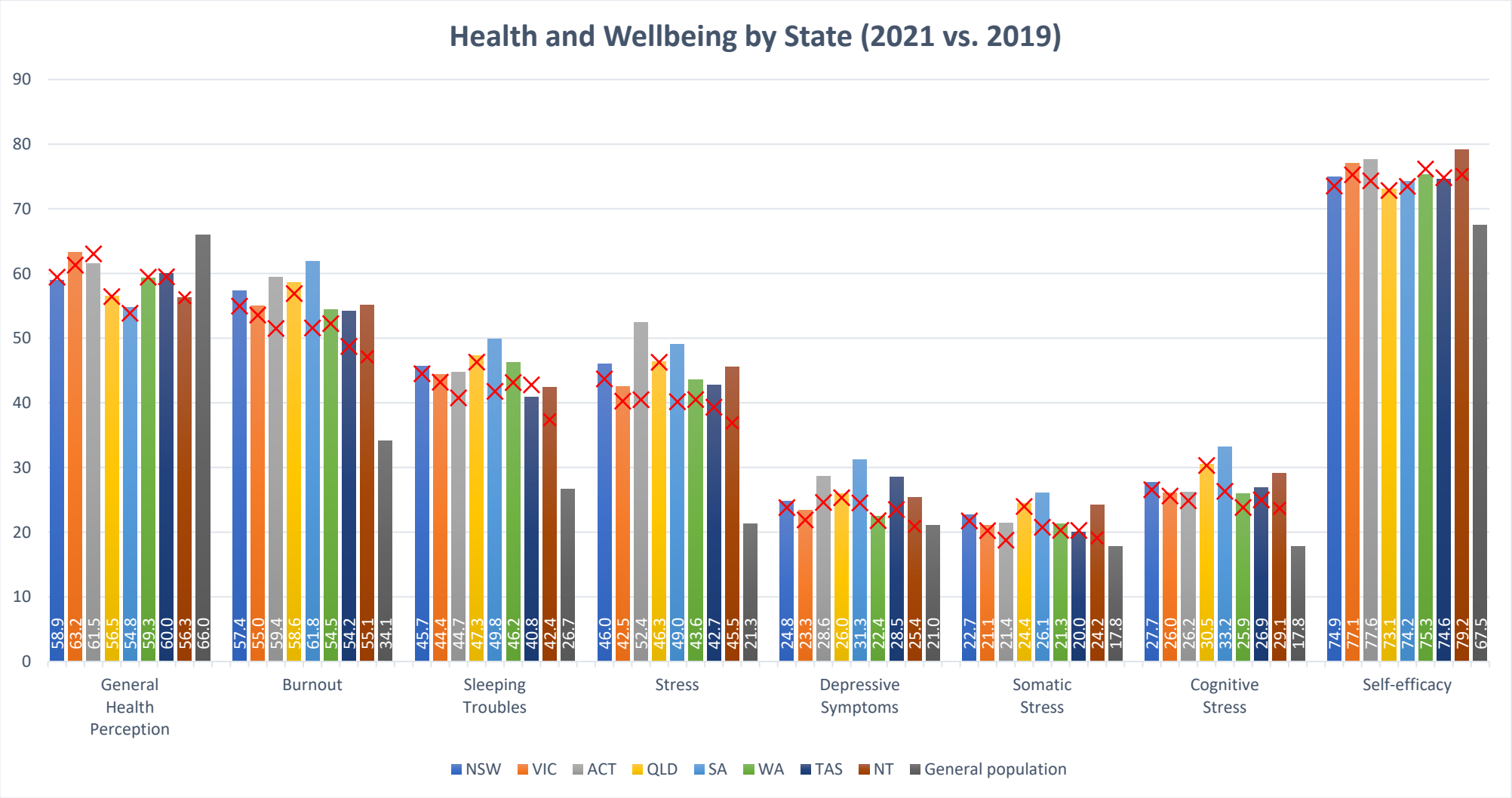



**FIGURE 2.2.6: 2021 (BAR CHART) AND 2019 (RED X) HEALTH AND WELLBEING BY STATE.**

School leaders from all states reported higher results for the negative subscales of Health and Wellbeing in 2021 than in 2019. School leaders in the ACT and SA reported significantly higher results in 2021 for Burnout, Sleeping Troubles, Stress, and Depressive Symptoms. School leaders in Queensland continue to report similar results in 2021 as they did in 2019 for most Health and Wellbeing subscales.

# 3 Snapshot of 2021 School Leaders

## 3.1 PARTICIPATION AND SAMPLE SIZE

In 2021, 2,590 participants took part in the survey, with 2,066 participants completing the survey and 549 partially completing the survey. Returning participants made up 87.0% of the participants, and new participants making up the remaining 13.0%. Participant with positions of principal, deputy/assistant principal and head teacher (school leaders) made up 86.6% of participants. This report concentrates on the aggregated results of 2021 school leaders.

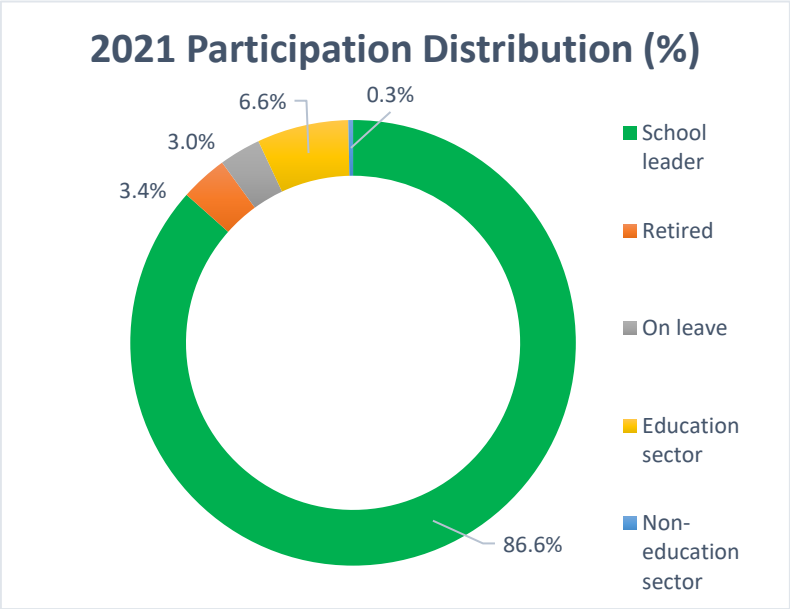



**FIGURE 3.1.1: 2021 SURVEY PARTICIPATION DISTRIBUTION**

Participants who have retired, are on leave, employed in the education sector in a non-school leader capacity, or career changes, continue to take part in a shorter version of the survey.

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.

## 3.2 PARTICIPANT DEMOGRAPHIC SNAPSHOT

During the data collection period of survey, 43.9% of the participants were from states/territories with long lockdowns (NSW, Victoria, and the ACT). NSW, Victorian and Queensland participants made up 60.3% of the participants.

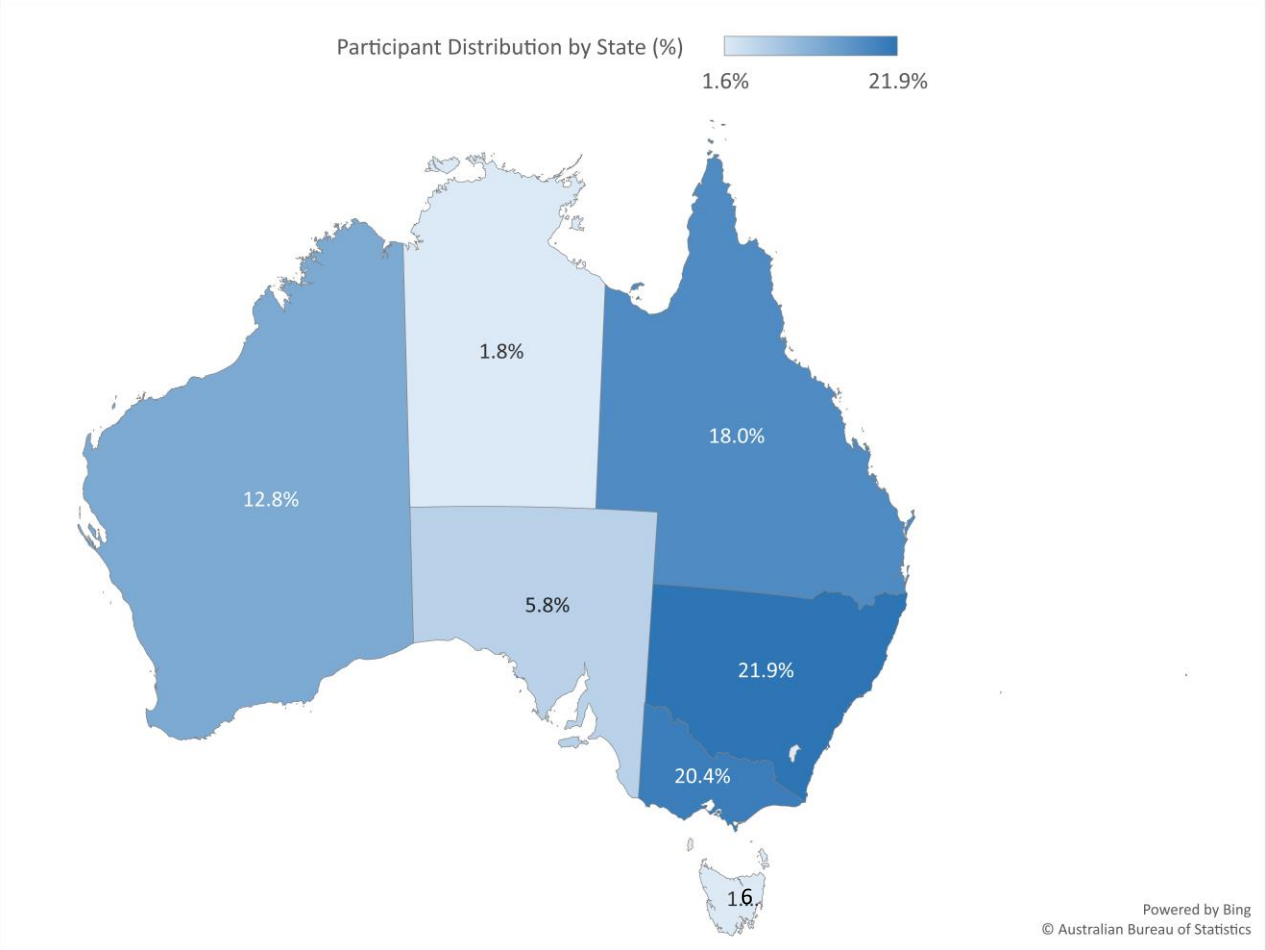



**FIGURE 3.2.1: SCHOOL LEADER PARTICIPATION DISTRIBUTION BY STATE**

Female school leaders made up 53.5% of school leaders, whilst male school leaders made up 34.4% and 12.1% preferred not to say their gender. Principals made up 72% of participants, 17.6% are deputies and 10.3% are comprised of school leaders who preferred not to say or are in other school leadership position (e.g. head teacher).

The average age of school leaders in 54.6 years, with 55.2 years for females, and 53.7 years for males. Female school leaders, on average, spent 2.3 years more teaching in the classroom than their male counterparts. Female school leaders, despite being 1.5 years older, have 3 years less experience than their male counterparts in school leadership positions. The difference in average age and years in education experience, implies that female school leaders (2021 sample) on average had taken 2.2 years leave from their career, most likely due to maternity leave.

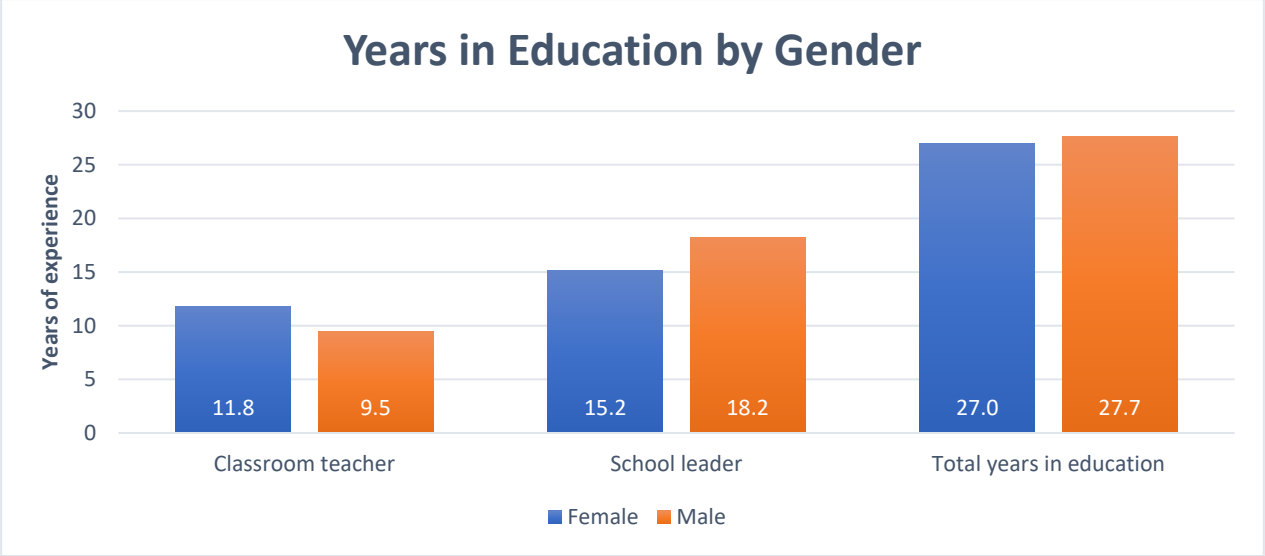



**FIGURE 3.2.2: AVERAGE YEARS SPENT IN EDUCATION BY GENDER**

School leaders age ranged from 30 to 78 years. As show in Figure 3.2.3 below, age distribution is skewed towards the right, with an increase in school leaders aged 66 and above from 2020 to 2021. School leaders aged 61 and over make up 24.4% of school leaders. Approximately 8.5% school leaders plan to retire in 2022, with school leaders aged between 61-65 making up almost half (4%) of the school leaders who are planning to retire in 2022. This is the largest percentage of school leaders to indicate their intent to retire, effectively making 1 in 12 school leader positions vacant.

> "I'd love to retire ASAP 😊 The job is hard, undervalued & overwhelming at times, I'd love not to feel guilty when I enjoy a family weekend & don't do any school work"
>
> *Female, government primary school, WA*

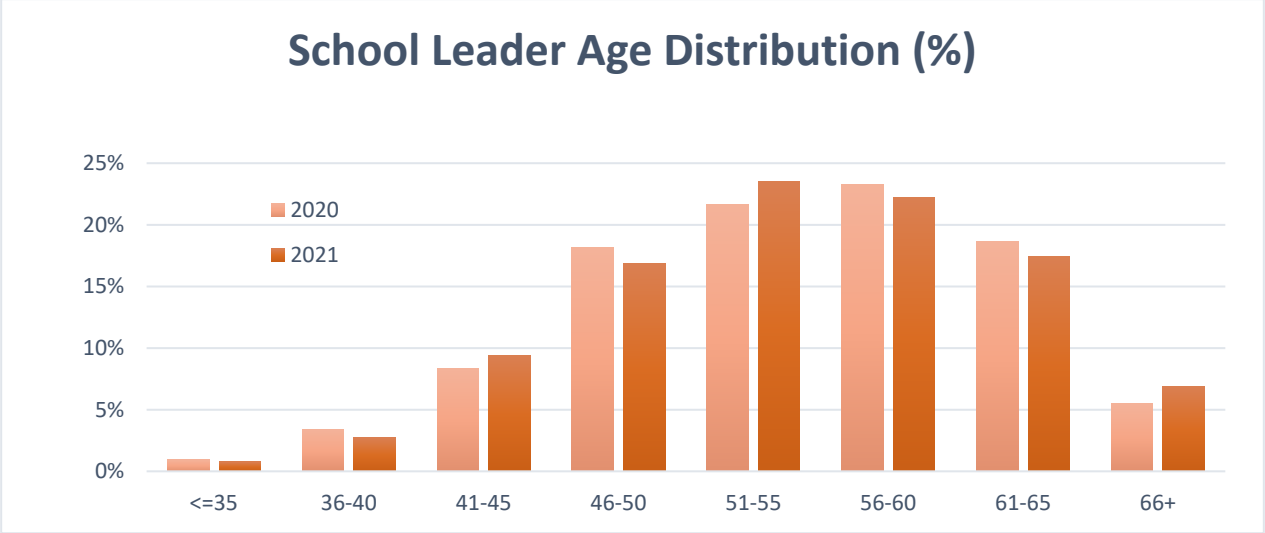



**FIGURE 3.2.3: SCHOOL LEADER AGE DISTRIBUTION 2020 AND 2021**

The table below shows the gender distribution of school leaders for each school sector compared to the gender distribution of school leaders. Catholic schools employ roughly the same amount of male and female school leaders (44.1% versus 45.1%), given the higher portion of female educations and school leaders within the population and survey, this implies a gender imbalance of school leaders within the Catholic education sector. Independent schools also have a gender imbalance in school leaders, albeit a smaller imbalance than in Catholic schools.

**TABLE 3.2.1: SCHOOL SECTOR (ROW%) BY GENDER DISTRIBUTION**

| | Female | Male | Prefer not to say |
|---|---|---|---|
| Gender distribution | 53.5% | 34.4% | 12.1% |
| Catholic | 45.1% | 44.1% | 10.8% |
| Government | 55.7% | 33.0% | 11.2% |
| Independent | 45.3% | 40.6% | 14.2% |

The majority of school leaders work in primary (47.7%) and secondary (20.3%) schools, with 10.7% working in combined schools and 5.4% working in special schools, as defined by ACARA. More female school leaders are employed in special schools than their male counterparts, with female school leaders making up 60% of school leaders in the school type.

**TABLE 3.2.2: SCHOOL TYPE (ROW %) BY GENDER DISTRIBUTION**

| | Female | Male | Prefer not to say |
|---|---|---|---|
| Gender distribution | 53.5% | 34.4% | 12.1% |
| Combined | 51.3% | 38.7% | 10.1% |
| Primary | 55.2% | 32.7% | 12.0% |
| Secondary | 46.7% | 43.2% | 10.1% |
| Special | 69.0% | 18.0% | 13.0% |

A larger percentage of male school leaders are in committed relationships than their female counterpart (91.8% versus 73.73%). A larger percentage of female school leaders are divorced or separated compared to their male counterparts (13.4% versus 3.8%).

**TABLE 3.2.3: GENDER (ROW %) BY MARITAL STATUS DISTRIBUTION**

| | Single | Married | De facto | Divorced | Widowed | Separated |
|---|---|---|---|---|---|---|
| Female | 11.2% | 64.3% | 8.9% | 9.3% | 2.1% | 4.1% |
| Male | 3.8% | 85.4% | 6.5% | 2.4% | 0.6% | 1.4% |
| Prefer not to say | 9.8% | 72.8% | 9.4% | 4.0% | 2.2% | 1.8% |

School leaders are highly educated, 96.6% hold at least a bachelor's degree, 40.2% of whom had a Masters (or equivalent) and 1.7% 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:

- 39.8% have an immediate family member who has a long-term medical condition:
- 27.4% 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.
- 30.8% 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 (43.3% vs 35.7%).

## 3.3 HIGH HOURS WORKED, SOURCES OF STRESS AND SUPPORT

During the school term, school leaders reported working on average 55.6 hours per week (hrs/wk), working over 11 hours a day. Male and female school leaders reported working similar hours per week (male: 55.1 hrs/wk, female: 55.8 hrs/wk). During the school holidays, school leaders reported working an average of 22.6 hours per week. Male school leaders worked less hours than their female counterparts during the school holidays (male:19.5 hrs/wk, female: 22.6 hrs/wk).

More school leaders in 2021 are working longer hours during the school term, with 74.7% reported working more than 50 hours a week, and 25.7% reported working more than 60 hours a week. A larger percentage of school leaders are reporting to have worked longer hours in 2021 compared to 2020:

- 74.7% versus 69.8% reported working more than 50 hours a week, and
- 25.7% versus 22.1% reported working more than 60 hours a week.

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 (57.8 hrs/wk) compared to their primary (55.1 hrs/wk), secondary (56.1 hrs/wk) and special (53.7 hrs/wk) school counterparts.
- Independent school leaders reported working longer hours (57.8hrs/wk) than their Catholic (56.4 hrs/wk) and government (55.2hrs/wk) school counterparts.
    - Independent school leaders also reported higher working hours (29.2 hrs/wk) during school holidays, compared to their Catholic (21.2 hrs/wk) and government (20.3 hrs/wk) school counterparts.
- NT school leaders reported more working hours than their counterparts from other states and territories, as shown in the table below.

**TABLE 3.3.1: AVERAGE HOURS WORKED DURING THE SCHOOL TERM AND SCHOOL HOLIDAYS BY STATE**

| | Hours worked | |
|---|---|---|
| | School term | School holidays |
| ACT | 53.1 | 20.9 |
| NSW | 56.5 | 22.5 |
| NT | 58.0 | 28.5 |
| QLD | 55.7 | 19.5 |
| SA | 57.3 | 23.3 |
| TAS | 55.3 | 16.9 |
| VIC | 55.7 | 21.3 |
| WA | 52.9 | 18.6 |

> "My job has become more complex with departmental expectations, data driven stress, students with trauma and significant behaviour/emotional issues…"
>
> "…from dealing with the immediate situation to phone calls, documentation, required reporting on the department portals to track behaviours and consequences. Often I feel that I am in a vulnerable situation because there are no clearcut answers to some issues and I am left to the best I can for the child first."
>
> *Female, government primary school, SA*

The four main sources of stress continue to be the same for school leaders in 2021 as it was in 2020:

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

Very remote school leaders reported different leading sources of stress than their less counterparts from other geolocations, the biggest difference being in poor performing staff, having reported it as being their 2$^{nd}$ largest sources of stress, whilst their counterparts ranked it as being between 8-10$^{th}$ position. Teacher shortages is reported as the 4$^{th}$ source of stress for remote and very remote school leaders, whilst major city school leaders reported it as their 13$^{th}$ source of stress.

Teacher shortages went up five ranks to 12th as a source of stress, reverting closer to its former rank of 13th in 2019.

> "…I work longer hours and have higher stress levels now, this is without the added stress that Covid has created. I have dealt with some very difficult issues over the years, have had some periods of high stress, but it feels like that is more sustained and as I come into each holiday period, I am absolutely exhausted. Curriculum is crowded and unrealistic in some areas, expectations are much more demanding. Feel this is the same for teachers and leaders, as a leader I am very concerned by expectations being put on teachers, we are losing more young people from the profession, don't think the job is worth the pressure - I agree with them. This does not help our children in the classroom to love learning, we are putting more children off than winning them over."
>
> *Female, government primary school, QLD*

**TABLE 3.3.2: 2021 SOURCES OF STRESS AND ITS ORDER CHANGE FROM 2020**

| Order | Sources of stress | Mean | Order change from 2020 |
|---|---|---|---|
| 1 | Sheer quantity of work | 7.98 | |
| 2 | Lack of time to focus on teaching & learning | 7.54 | |
| 3 | Mental health issues of students | 7.05 | |
| 4 | Expectations of the employer | 6.96 | |
| 5 | Student related issues | 6.75 | |
| 6 | Mental health issues of staff | 6.69 | up by 1 rank order |
| 7 | Parent related issues | 6.56 | down by 1 rank order |
| 8 | Government initiatives | 6.27 | up by 1 rank order |
| 9 | Poorly performing staff | 6.13 | down by 1 rank order |
| 10 | Resourcing needs | 5.97 | |
| 11 | Complaints management | 5.41 | |
| 12 | Teacher shortages | 5.35 | up by 5 rank order |
| 13 | Critical incidents | 5.31 | down by 1 rank order |
| 14 | Lack of autonomy/authority | 4.68 | down by 1 rank order |
| 15 | Inability to get away from school/community | 4.61 | |
| 16 | Interpersonal conflicts | 4.55 | down by 2 rank order |
| 17 | Financial management issues | 4.44 | down by 1 rank order |
| 18 | Declining enrolments | 3.78 | |
| 19 | Union/industrial disputes | 2.72 | |

From the table below, school leaders report a drop in the following in 2020 (first pandemic year) and an increase in 2021:

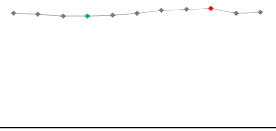
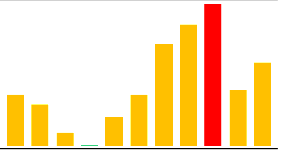
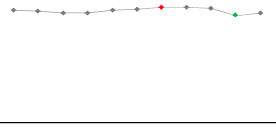
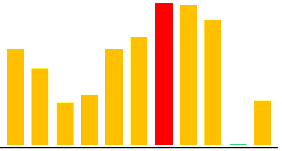
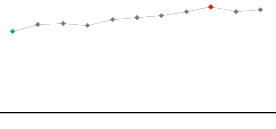
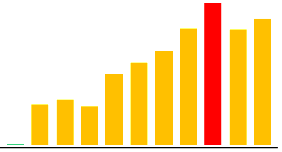
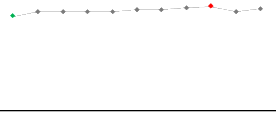
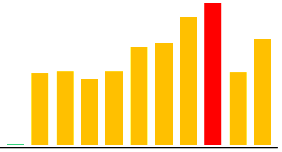
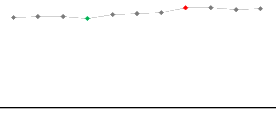
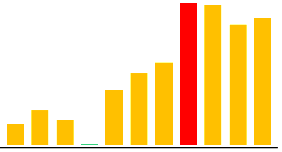
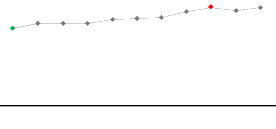
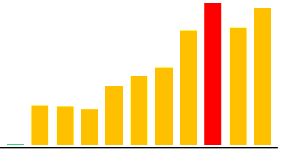
- Sheer quantity of work (1st),
- Lack of time to focus on teaching and learning (2nd),
- Expectations of the employer (4th),
- Teacher shortages(12th), and
- Inability to get away from school/community (15th).

The following sources of stress have received their highest result since the survey's inception:

- Complaint management (11th),
- Teacher shortages (12th), and
- Critical incidents (13th).

- An average work week of 55.6 hrs
- 74.7% work more than 50 hrs a week
- 25.7% work more than 60 hrs a week
- Sheer quantity of work is the number 1 stress factor

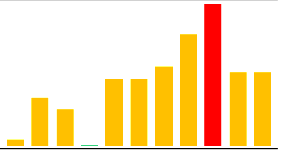
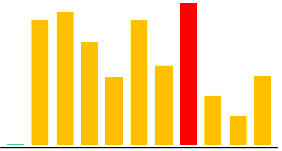
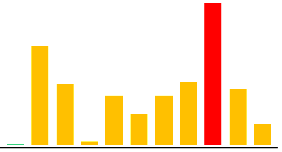
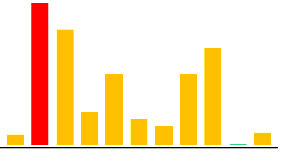
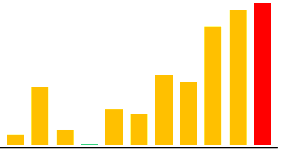
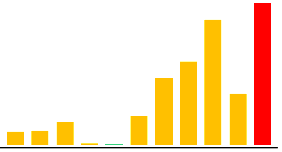
**TABLE 3.3.3: SOURCES OF STRESS (PART 1 OF 3)**

| Rank | Sources of Stress | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | Trendlines (scales) | 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 | 7.98 |  |  |
| 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 | 7.54 |  |  |
| 3 | 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 | 7.05 |  |  |
| 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 | 6.96 |  |  |
| 5 | Student related issues | 6.18 | 6.25 | 6.20 | 6.07 | 6.36 | 6.45 | 6.51 | 6.83 | 6.82 | 6.72 | 6.75 |  |  |
| 6 | 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 | 6.69 |  |  |

highest score lowest score

Note: this table continues on the next two pages.

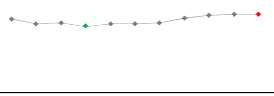
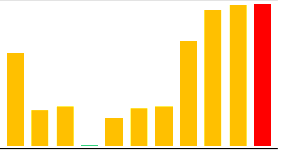
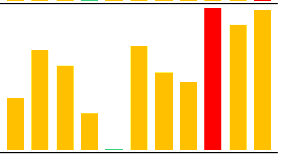
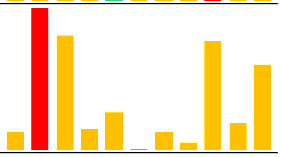
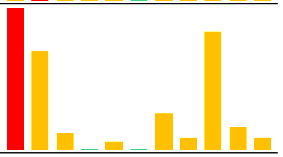
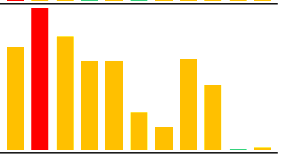
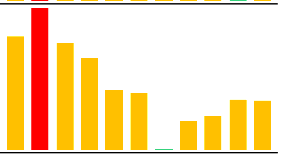
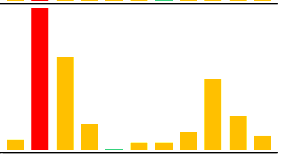
**TABLE 3.3.4: SOURCES OF STRESS (PART 2 OF 3)**

| Rank | Sources of Stress | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | Trendlines (scales) | Trendlines (zoomed) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 7 | Parent related issues | 6.20 | 6.42 | 6.36 | 6.17 | 6.52 | 6.52 | 6.59 | 6.76 | 6.92 | 6.55 | 6.56 |  |  |
| 8 | Government initiatives | 5.98 | 6.52 | 6.55 | 6.42 | 6.27 | 6.52 | 6.32 | 6.59 | 6.19 | 6.10 | 6.27 |  |  |
| 9 | Poorly performing staff | 6.06 | 6.42 | 6.28 | 6.07 | 6.24 | 6.17 | 6.24 | 6.29 | 6.58 | 6.26 | 6.13 |  |  |
| 10 | Resourcing needs | 5.96 | 6.55 | 6.43 | 6.06 | 6.23 | 6.03 | 6.00 | 6.23 | 6.35 | 5.92 | 5.97 |  |  |
| 11 | Complaints management | 4.84 | 5.05 | 4.86 | 4.80 | 4.95 | 4.93 | 5.10 | 5.07 | 5.31 | 5.38 | 5.41 |  |  |
| 12 | Teacher shortages | 3.74 | 3.76 | 3.86 | 3.60 | 3.59 | 3.94 | 4.41 | 4.62 | 5.14 | 4.22 | 5.35 |  |  |

highest score lowest score

Note: this table continues on the next page.

**TABLE 3.3.5: SOURCES OF STRESS (PART 3 OF 3)**

| Rank | Sources of Stress | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | Trendlines (scales) | Trendlines (zoomed) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 13 | Critical incidents | 5.02 | 4.68 | 4.70 | 4.47 | 4.63 | 4.69 | 4.70 | 5.09 | 5.28 | 5.31 | 5.31 |  |  |
| 14 | Lack of autonomy/ authority | 4.41 | 4.56 | 4.51 | 4.36 | 4.25 | 4.57 | 4.49 | 4.46 | 4.69 | 4.64 | 4.68 |  |  |
| 15 | 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 | 4.61 |  |  |
| 16 | Interpersonal conflicts | 4.88 | 4.77 | 4.56 | 4.52 | 4.54 | 4.52 | 4.61 | 4.55 | 4.82 | 4.58 | 4.55 |  |  |
| 17 | Financial management issues | 5.05 | 5.29 | 5.12 | 4.97 | 4.97 | 4.65 | 4.56 | 4.98 | 4.82 | 4.43 | 4.44 |  |  |
| 18 | Declining enrolments | 4.06 | 4.18 | 4.03 | 3.97 | 3.83 | 3.82 | 3.58 | 3.70 | 3.72 | 3.79 | 3.78 |  |  |
| 19 | Union/industrial disputes | 2.69 | 3.71 | 3.33 | 2.81 | 2.62 | 2.67 | 2.67 | 2.75 | 3.16 | 2.87 | 2.72 |  |  |

highest score  lowest score

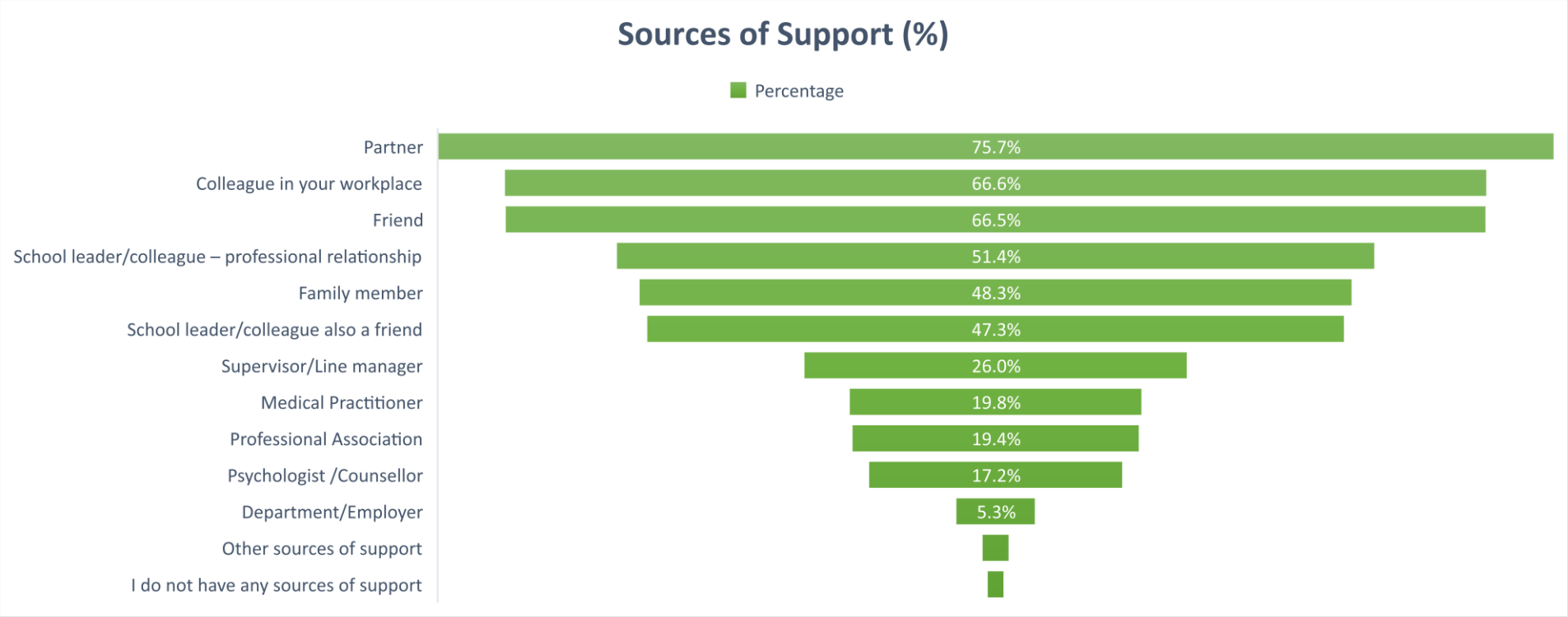



**FIGURE 3.3.1: SOURCES OF SUPPORT AND THE PERCENTAGE OF SCHOOL LEADERS WHO HAVE THEM**

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

1. Partner (75.7%),
2. Colleague in your workplace (66.6%),
3. Friend (66.5%),
4. School leader/colleague - professional relationship (51.4%), and
5. Family member (48.3%).

A small percentage of school leaders (1.1%) reported having no sources of support.

# 4 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 $\geq 75/100$ 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 $\leq 25/100$ 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.

- 3 out of 10 school leaders received a Red Flag notification, alerting them of their health and wellbeing being at risk.
- 4 out of 10 younger school leaders' health and wellbeing is at risk (31-40yrs).
- More school leaders triggered Red Flags in 2021 than in 2020.

The following findings are for Red Flag notifications from Table 4.1 to Table 4.4, in 2021:

- 29.1% of school leaders received a Red Flag notification, a slight decrease from 2020's 29.4% and an increase from 2019's 28.1%.
    - 21.5% of school leaders only trigger one risk measure, and 7.5% of school leaders triggered 2 or 3 risk measures.
    - 11.1% of school leaders triggered only CPRS (occupation related), and 10.0% triggered only AQoL (quality of life) risk measures. 5.9% of school leaders triggered both CPRS and AQoL.
- Roughly the same percentage of male and female school leaders received Red Flag notifications in 2021 (28.8% versus 29.0%).
- 31.0% of government school leaders continue to receive Red Flag notifications, significantly higher than their Catholic (22.4%) and Independent (18.0%) counterparts.
- 31.6% of deputies received Red Flag notifications compared to 28.2% of principals.
- 40.7% of school leaders aged 31-40 received Red Flag notifications, and 35.5% of school leaders aged 41-50 received Red Flag notifications. As school leaders age group increased, the percentage of school leaders triggering a Red Flag notification decreased.

- A lower percentage (26.0%) of Victorian school leaders received a Red Flag notification compared to the counterparts from other states and territories. 28.4% of NSW school leaders received a Red Flag notification, the third lowest amongst the states and territories.
- 35.0% of very remote school leaders received Red Flag notifications, whilst 28.7% of their major city counterparts received Red Flag notifications.
- 29.1% of primary school leaders received Red Flag notifications to 27.2% of secondary school leaders.

> "The increase in meaningless compliance administration, and the withdrawal of supports, and reduction in alternative services for high needs students, are the greatest sources of stress in the job. I feel like I am working longer and harder, but achieving less meaningful change for students."
>
> *Male, anonymous*

**TABLE 4.1: PERCENTAGE OF SCHOOL LEADERS WHO TRIGGERED A RED FLAG, AND THE PERCENTAGE BREAKDOWN OF THE TRIGGERS BY GENDER, SCHOOL SECTOR, AND ROLE**

| | | Gender | | | School sector | | | Role | |
|---|---|---|---|---|---|---|---|---|---|
| | All | Female | Male | Prefer not to say | Government | Catholic | Independent | Principal | Deputy |
| Red Flag | 29.1% | 29.0% | 28.8% | 29.1% | 31.0% | 22.4% | 18.0% | 28.2% | 31.6% |
| No Red Flag | 70.9% | 71.0% | 71.2% | 70.9% | 69.0% | 77.6% | 82.0% | 71.8% | 68.4% |
| CPRS only | 11.1% | 11.5% | 11.7% | 7.1% | 12.8% | 7.8% | 3.0% | 11.7% | 10.9% |
| Self-harm only | 0.4% | 0.3% | 0.5% | 0.5% | 0.3% | 0.0% | 1.0% | 0.4% | 0.7% |
| AQoL only | 10.0% | 10.3% | 8.4% | 14.3% | 9.8% | 9.8% | 11.0% | 9.3% | 11.2% |
| CPRS and Self-harm | 0.3% | 0.2% | 0.3% | 0.5% | 0.3% | 0.0% | 0.0% | 0.2% | 0.7% |
| CPRS and AQoL | 5.9% | 5.4% | 6.3% | 5.6% | 6.7% | 2.9% | 1.0% | 5.3% | 7.2% |
| Self-harm and AQoL | 0.6% | 0.5% | 0.8% | 0.5% | 0.3% | 1.5% | 2.0% | 0.7% | 0.7% |
| CPRS, Self-harm and AQoL | 0.7% | 0.8% | 0.8% | 0.5% | 0.7% | 0.5% | 0.0% | 0.6% | 0.3% |

**TABLE 4.2: PERCENTAGE OF SCHOOL LEADERS WHO TRIGGERED A RED FLAG, AND THE PERCENTAGE BREAKDOWN OF THE TRIGGERS BY AGE GROUP AND SCHOOL LEADER EPERIENCE**

| | Age | | | | School leader experience | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 31-40 | 41-50 | 51-60 | 61+ | <=5 | 6-10 | 11-15 | 16-20 | 21+ |
| Red Flag | 40.7% | 35.5% | 28.7% | 20.6% | 33.7% | 29.2% | 31.9% | 29.5% | 24.7% |
| No Red Flag | 59.3% | 64.5% | 71.3% | 79.4% | 66.3% | 70.8% | 68.1% | 70.5% | 75.3% |
| CPRS only | 7.4% | 15.6% | 11.5% | 7.9% | 8.4% | 8.6% | 13.2% | 12.2% | 10.2% |
| Self-harm only | 1.9% | 0.5% | 0.1% | 0.5% | 1.1% | 1.5% | 0.0% | 0.0% | 0.2% |
| AQoL only | 13.0% | 9.8% | 9.8% | 8.5% | 17.9% | 8.6% | 11.6% | 9.7% | 8.1% |
| CPRS and Self-harm | 0.0% | 0.7% | 0.1% | 0.0% | 0.0% | 0.0% | 0.6% | 0.0% | 0.4% |
| CPRS and AQoL | 14.8% | 7.3% | 5.7% | 2.6% | 6.3% | 8.0% | 5.6% | 6.0% | 4.6% |
| Self-harm and AQoL | 1.9% | 0.5% | 0.6% | 0.8% | 0.0% | 1.5% | 0.0% | 0.9% | 0.6% |
| CPRS, Self-harm and AQoL | 1.9% | 1.0% | 0.9% | 0.3% | 0.0% | 0.9% | 0.8% | 0.9% | 0.6% |

**TABLE 4.3: PERCENTAGE OF SCHOOL LEADERS WHO TRIGGERED A RED FLAG, AND THE PERCENTAGE BREAKDOWN OF THE TRIGGERS BY STATE**

| | State | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **NSW** | **VIC** | **QLD** | **SA** | **WA** | **TAS** | **ACT** | **NT** |
| Red Flag | 28.4% | 26.0% | 31.6% | 30.8% | 28.3% | 30.0% | 34.6% | 34.4% |
| No Red Flag | 71.6% | 74.0% | 68.4% | 69.2% | 71.7% | 70.0% | 65.4% | 65.6% |
| CPRS only | 11.9% | 9.1% | 12.6% | 8.7% | 13.9% | 13.3% | 11.5% | 12.5% |
| Self-harm only | 0.5% | 0.0% | 1.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| AQoL only | 9.8% | 10.8% | 10.0% | 12.5% | 7.4% | 3.3% | 11.5% | 9.4% |
| CPRS and Self-harm | 0.0% | 0.3% | 0.3% | 0.0% | 0.4% | 0.0% | 3.8% | 0.0% |
| CPRS and AQoL | 4.7% | 4.7% | 5.8% | 8.7% | 6.5% | 10.0% | 7.7% | 12.5% |
| Self-harm and AQoL | 1.0% | 0.8% | 0.0% | 1.0% | 0.0% | 3.3% | 0.0% | 0.0% |
| CPRS, Self-harm and AQoL | 0.5% | 0.3% | 1.9% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |

**TABLE 4.4: PERCENTAGE OF SCHOOL LEADERS WHO TRIGGERED A RED FLAG, AND THE PERCENTAGE BREAKDOWN OF THE TRIGGERS BY SCHOOL GEOLOCATION AND SCHOOL TYPE**

| | Geolocation | | | | | School type | | |
|---|---|---|---|---|---|---|---|---|
| | **Major cities** | **Inner regional** | **Regional** | **Remote** | **Very remote** | **Primary** | **Secondary** | **Combined** |
| Red Flag | 28.7% | 28.0% | 31.4% | 27.8% | 35.0% | 29.1% | 27.2% | 30.5% |
| No Red Flag | 71.3% | 72.0% | 68.6% | 72.2% | 65.0% | 70.9% | 72.8% | 69.5% |
| CPRS only | 11.7% | 11.2% | 11.0% | 11.1% | 10.0% | 11.0% | 14.2% | 8.9% |
| Self-harm only | 0.2% | 0.0% | 1.6% | 0.0% | 0.0% | 0.1% | 0.0% | 1.6% |
| AQoL only | 10.7% | 8.4% | 9.4% | 5.6% | 5.0% | 9.8% | 8.1% | 11.6% |
| CPRS and Self-harm | 0.3% | 0.0% | 0.5% | 0.0% | 0.0% | 0.2% | 0.3% | 0.5% |
| CPRS and AQoL | 4.8% | 6.9% | 6.3% | 11.1% | 20.0% | 6.6% | 4.7% | 5.3% |
| Self-harm and AQoL | 0.5% | 0.9% | 0.5% | 0.0% | 0.0% | 0.7% | 0.0% | 1.1% |
| CPRS, Self-harm and AQoL | 0.3% | 0.6% | 2.1% | 0.0% | 0.0% | 0.7% | 0.0% | 1.6% |

# 5 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.

In 2021, 84 out of 100 Australian school leaders reported being subjected to at least one form Offensive Behaviour, up from 83.5% in 2020 to 84.2% in 2021. One in two school leaders (49.8%) have reported being subjected to 3 or more forms of Offensive Behaviour in 2021.

Australian school leaders experienced Threats of Violence at 5.7x greater than the general population, Physical Violence 10.1x greater than the general population, and Bullying 4x greater than the general population.

We reported in the first year of the pandemic (2020), the percentage of Australian school leaders being subjected to Physical Violence, Threats of Violence, Bullying, and Gossip and Slander decreased, bucking an alarming growth trajectory for these Offensive Behaviour. However, in 2021, more school leaders reported being subjected to these forms of Offensive Behaviour compared to 2020. As a new normal settles in between educators, students and carers, there is also a return growth to unacceptable behaviour. Almost 4 in 10 school leaders (39.4%) have been subjected to Physical Violence, the second highest since the inception of this survey.

In 2021, 6 out of 10 school leaders (59.2%) reported being subjected to an Offensive Behaviour from a parent/carer. Almost 3 out 10 school leaders (28.3%) reported being exposed to Threats of Violence or Physical Violence from parents/carers. Bullying and Cyber bullying is also prevalent, with 34 in 100 school leaders reported being subjected to either or both from parents/carers in 2021. Cyber Bullying from parents/carers has increased from 26.6% in 2020 to 27.4% in 2021.

**TABLE 5.1: SCHOOL LEADER LONGITUDINAL OFFENSIVE BEHAVIOUR TREND**

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | Trendlines (scaled) | Trendlines (zoomed) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Sexual Harassment | 1.9% | 2.2% | 2.3% | 2.0% | 1.9% | 2.8% | 2.8% | 3.2% | 3.0% | 2.4% | 2.8% | | |
| Threats of Violence | 37.9% | 37.4% | 37.7% | 35.8% | 41.1% | 43.7% | 44.8% | 44.8% | 51.0% | 43.2% | 44.3% | | |
| Physical Violence | 27.3% | 27.9% | 28.8% | 27.0% | 31.3% | 33.6% | 36.6% | 36.9% | 42.2% | 36.6% | 39.4% | | |
| Bullying | 34.1% | 34.0% | 33.2% | 32.0% | 36.0% | 35.9% | 35.5% | 35.0% | 37.6% | 33.1% | 33.2% | | |
| Unpleasant Teasing | 7.0% | 6.5% | 6.9% | 6.0% | 7.6% | 7.2% | 8.4% | 6.9% | 9.1% | 7.7% | 7.8% | | |
| Conflicts and Quarrels | 61.8% | 61.6% | 59.2% | 58.0% | 58.4% | 56.8% | 57.7% | 58.6% | 57.5% | 58.8% | 58.1% | | |
| Gossip and Slander | 46.5% | 48.0% | 46.4% | 44.4% | 48.8% | 48.1% | 51.1% | 50.0% | 50.9% | 43.2% | 45.5% | | |

highest score  lowest score

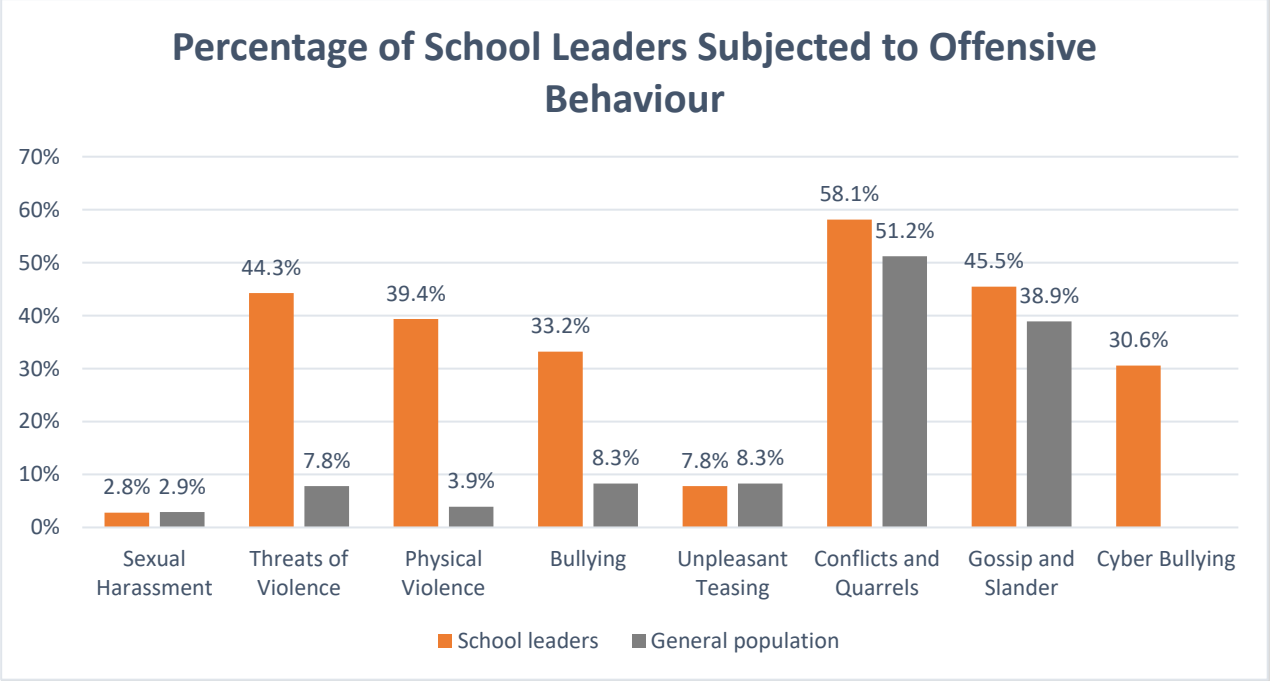



**FIGURE 5.1: SCHOOL LEADERS (%) SUBJECTED TO OFFENSIVE BEHAVIOUR AT WORK**

An alarming high percentage of Australian school leaders reported being subjected to Threats of Violence (5.7x higher), Physical Violence (10.1x higher) and Bullying (4x higher) compared to the general population.

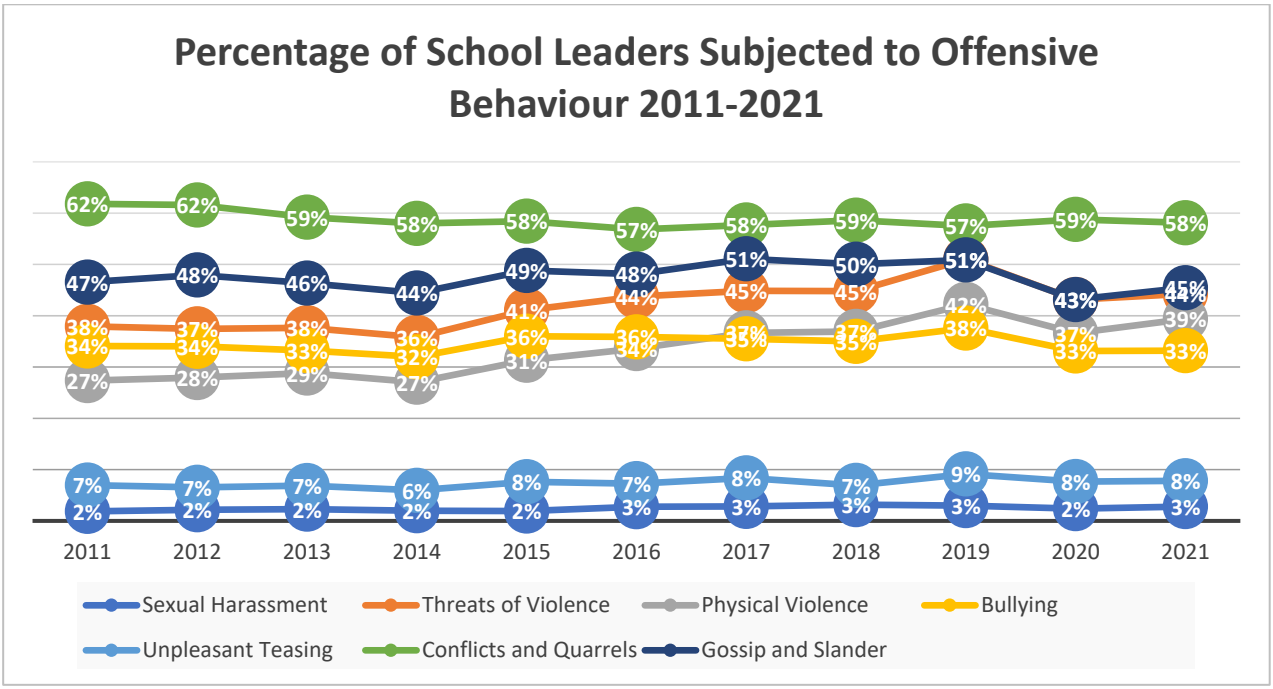



**FIGURE 5.2: PERCENTAGE OF SCHOOL LEADERS SUBJECTED TO OFFENSIVE BEHAVIOUR FROM 2011-2021**

The increasing trend of percentages of school leaders subjected to Physical Violence, Threats of Violence, and Gossip and Slander has returned in 2021.

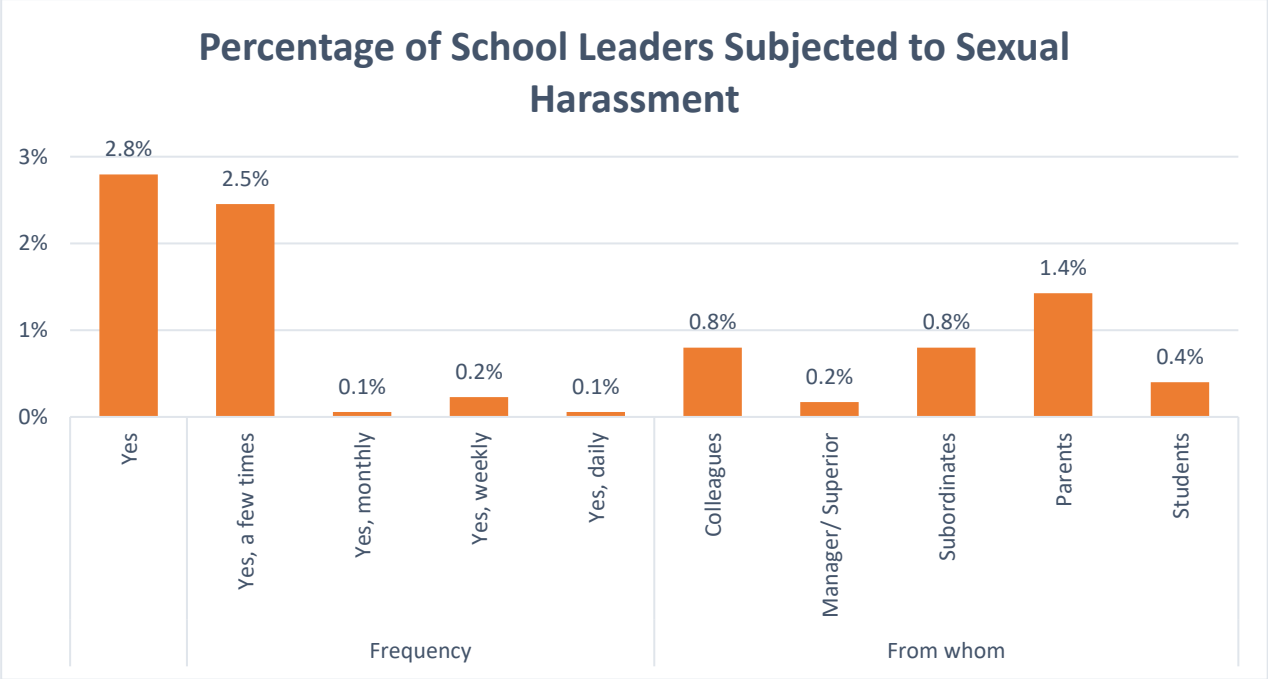



**FIGURE 5.3: PERCENTAGE OF SCHOOL LEADERS SUBJECTED TO SEXUAL HARASSMENT**

2.8% of school leaders reported having been exposed to Sexual Harassment in the workplace, an increase of 0.4% from 2020. 1.4% of school leaders reported being exposed to Sexual Harassment from parents/carers.

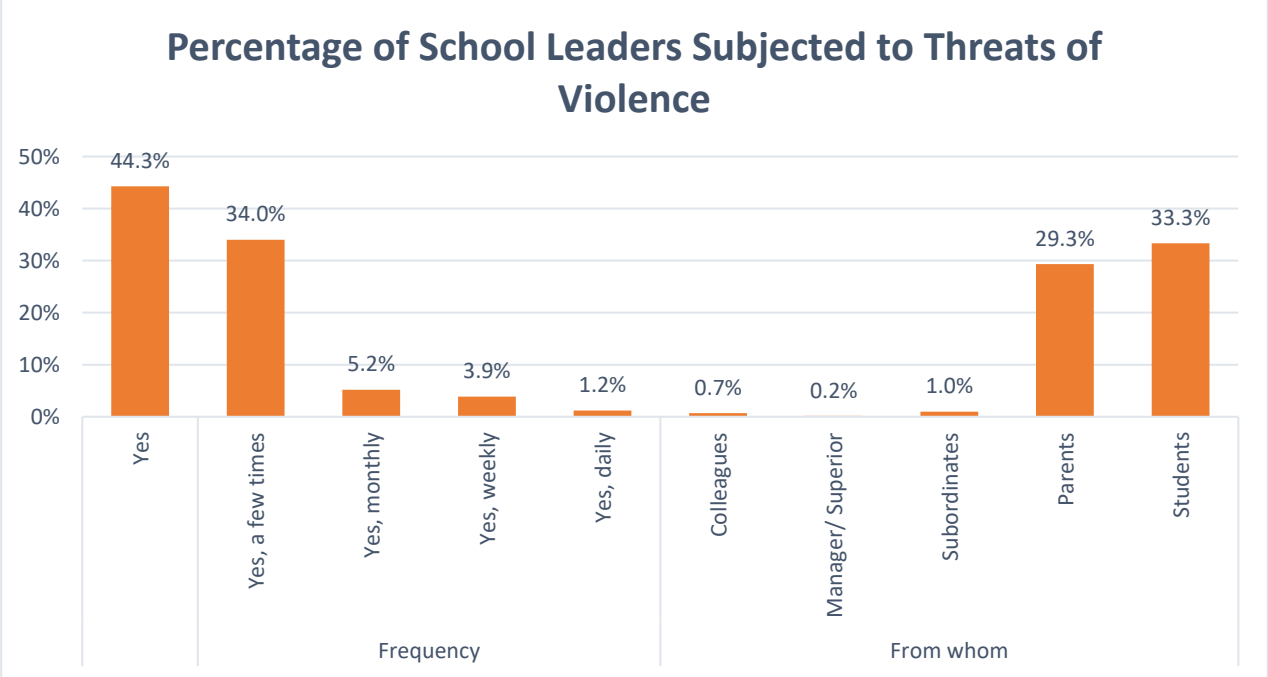



**FIGURE 5.4: PERCENTAGE OF SCHOOL LEADERS SUBJECTED TO THREATS OF VIOLENCE**

44.3% of school leaders reported having been exposed to Threats of Violence, an increase of 1.1% from 2020. 33.3% of school leaders reported being exposed to Threats of Violence from students, and 29.3% reported being exposed to it from parents/carers.

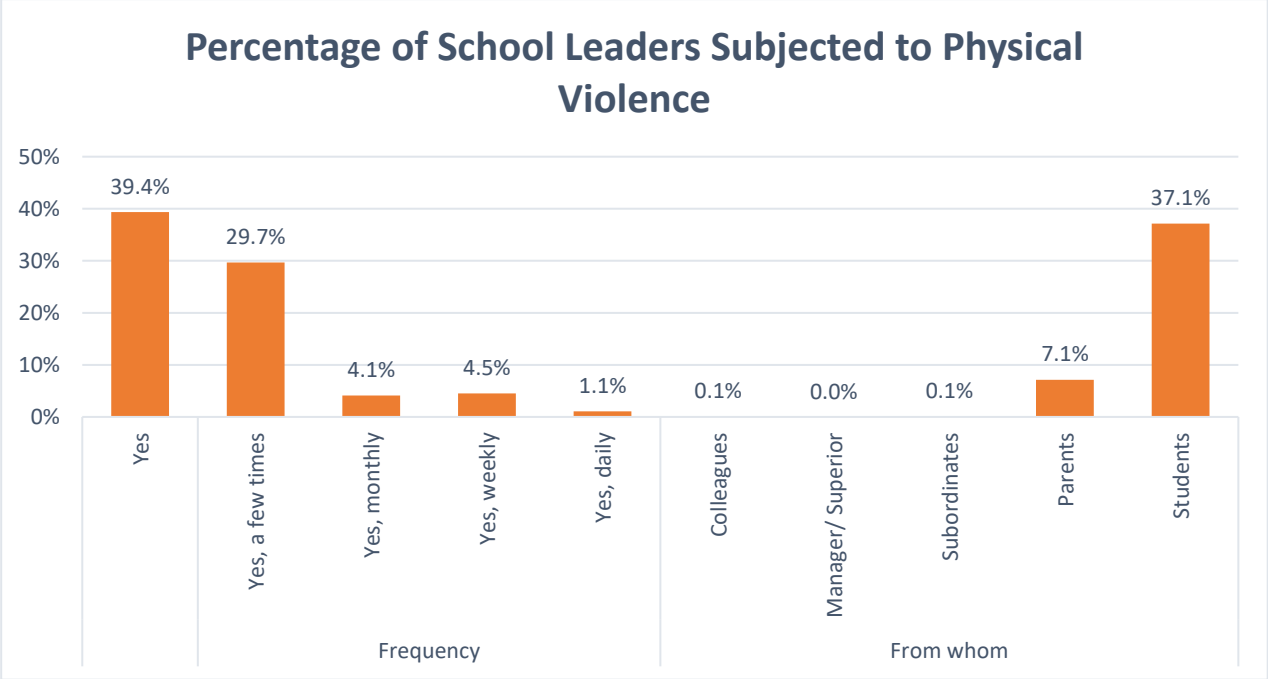



**FIGURE 5.5: PERCENTAGE OF SCHOOL LEADERS SUBJECTED TO PHYSICAL VIOLENCE**

39.4% of school leaders reported having been exposed to Physical Violence, an increase of 2.8% from 2020. 37.1% of school leaders reported being exposed to Threats of Violence from students, and 7.1% reported being exposed to it from parents/carers.

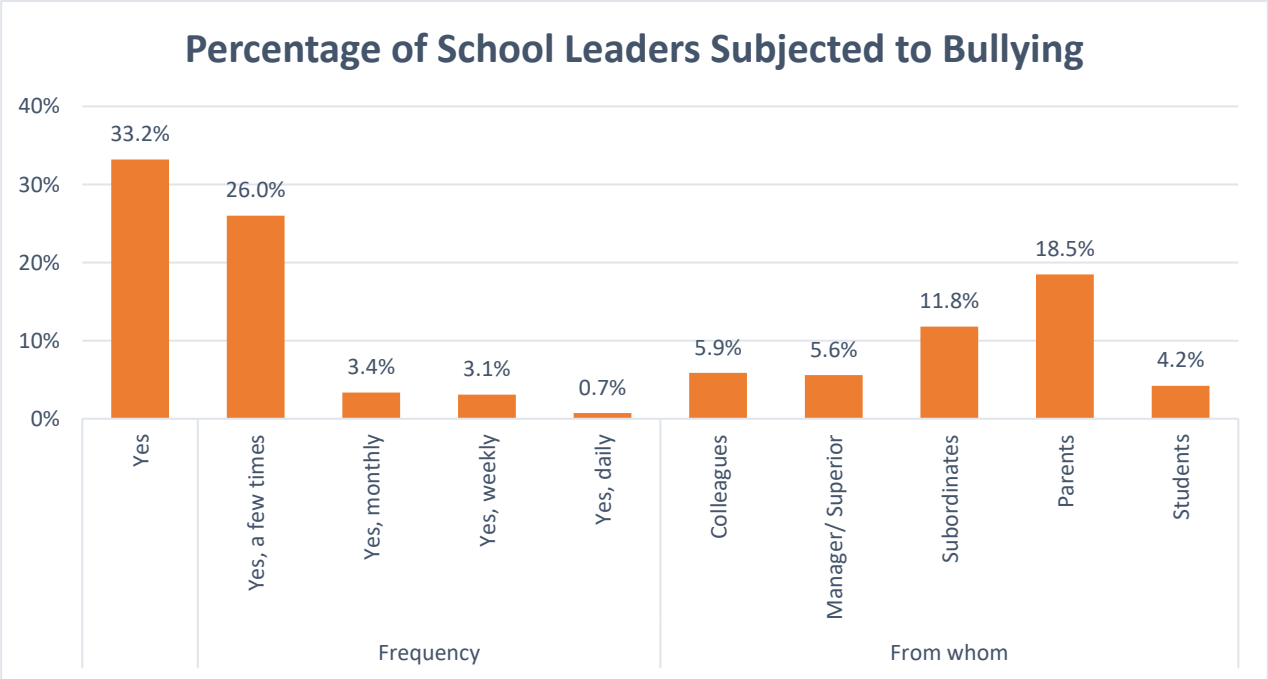



**FIGURE 5.6: PERCENTAGE OF SCHOOL LEADERS SUBJECTED TO BULLYING**

33.2% of school leaders reported having been exposed to Bullying, an increase of 0.1% from 2020. 18.5% of school leaders reported being exposed to Bullying from parents/carers, and 11.8% reported being exposed to it from subordinates.

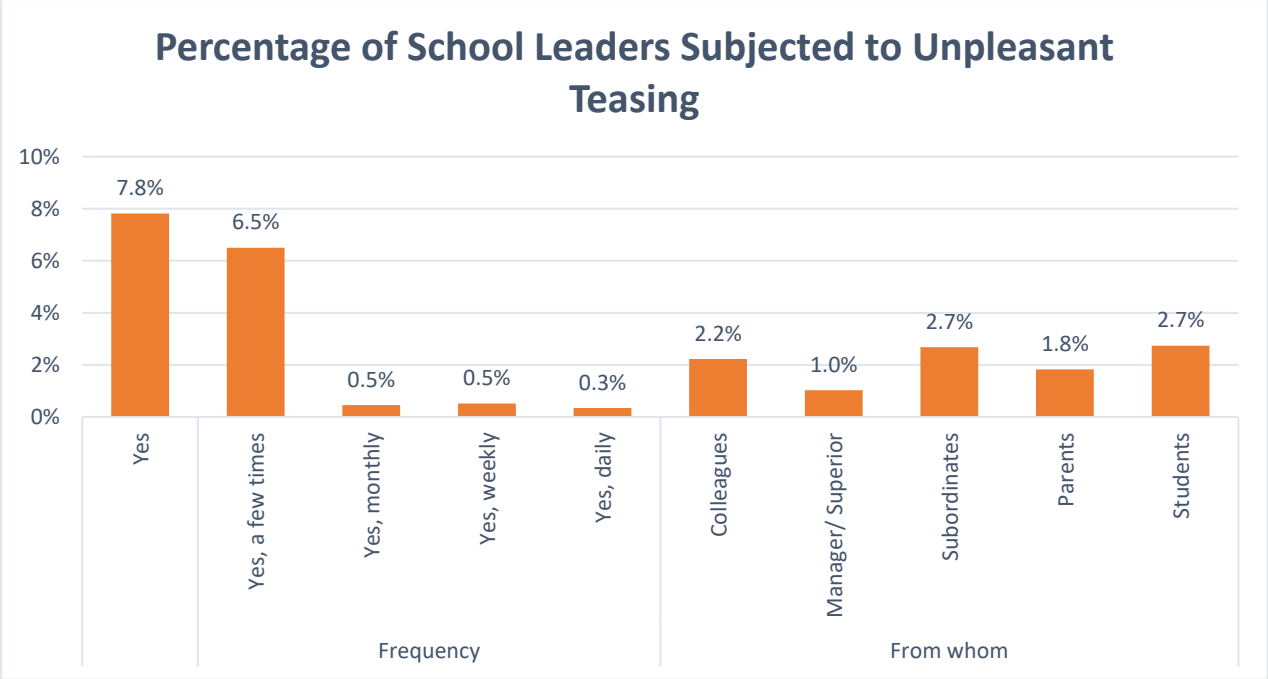



**FIGURE 5.7: PERCENTAGE OF SCHOOL LEADERS SUBJECTED TO UNPLEASANT TEASING**

7.8% of school leaders reported having been exposed to Unpleasant Teasing, an increase of 0.1% from 2020. 2.7% of school leaders reported being exposed to Unpleasant Teasing from students and subordinates.

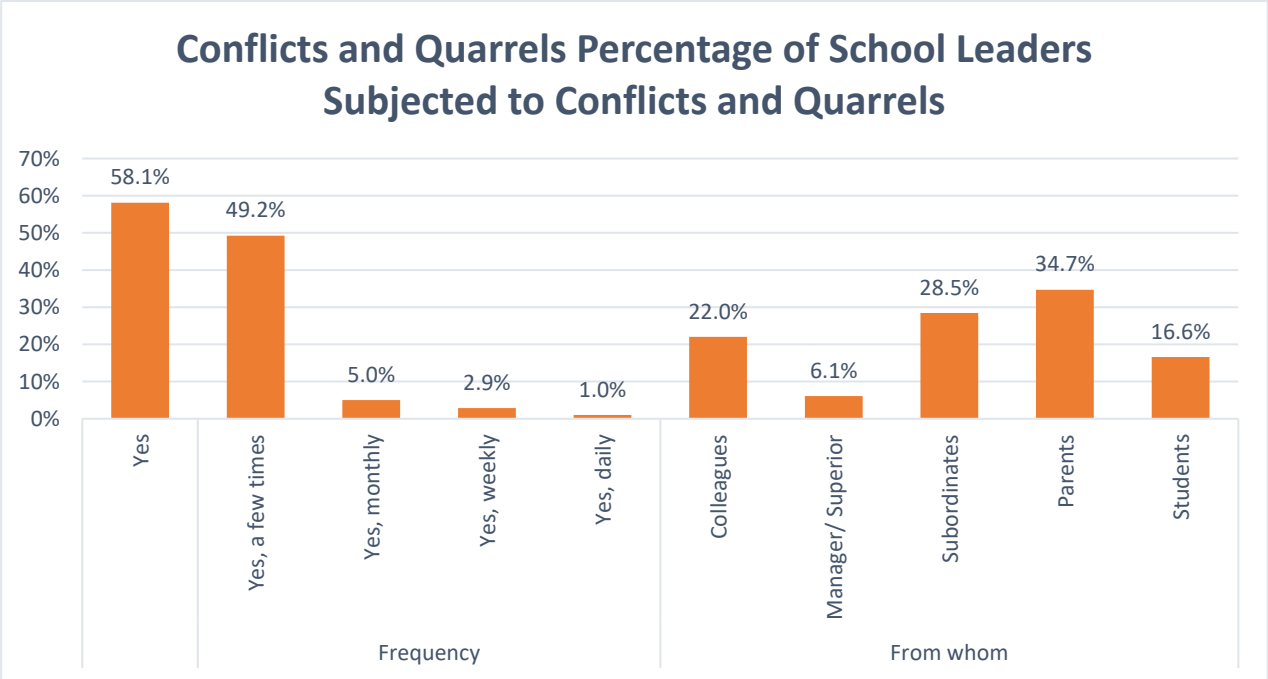



**FIGURE 5.8: PERCENTAGE OF SCHOOL LEADERS SUBJECTED TO CONFLICTS AND QUARRELS**

58.1% of school leaders reported having been exposed to Conflict and Quarrels, down 0.7% from 2020. 34.7% of school leaders reported being exposed to Conflict and Quarrels from parents, and 28.5% reported being exposed to it from subordinates.

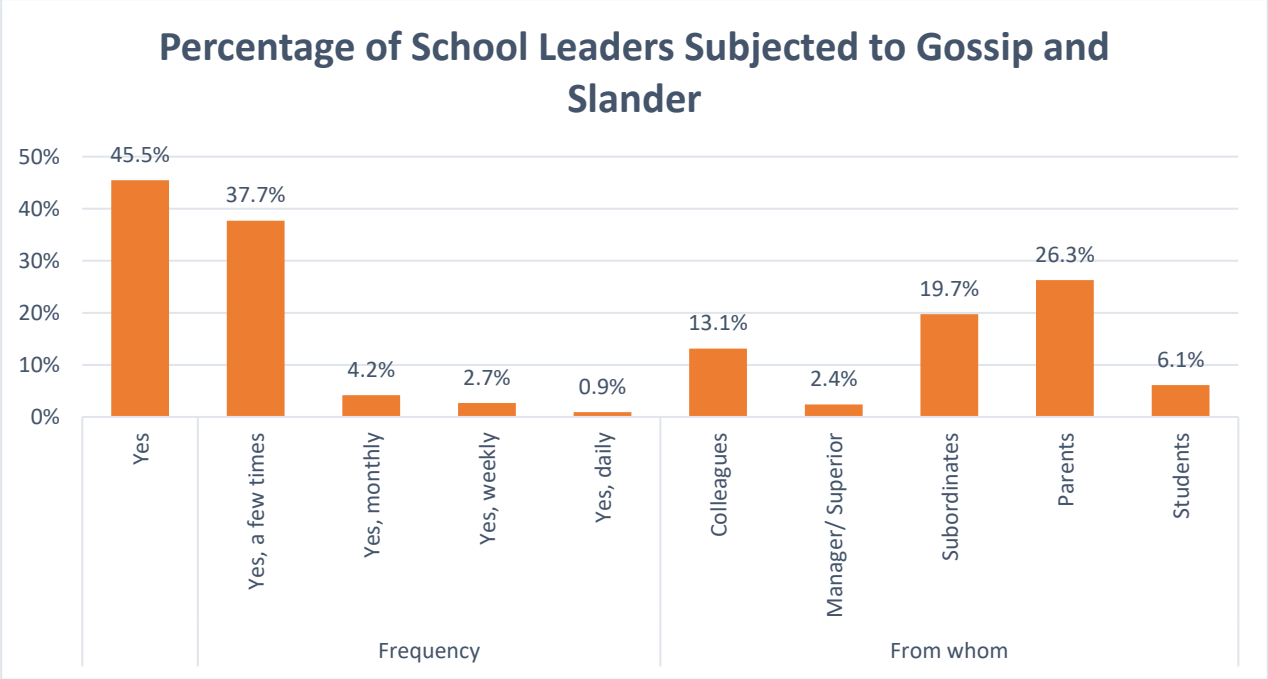



**FIGURE 5.9: PERCENTAGE OF SCHOOL LEADERS SUBJECTED TO GOSSIP AND SLANDER**

45.5% of school leaders reported having been exposed to Gossip and Slander, an increase of 2.3% from 2020. 26.3% of school leaders reported being exposed to Gossip and Slander from parents, and 19.7% reported being exposed to it from subordinates.

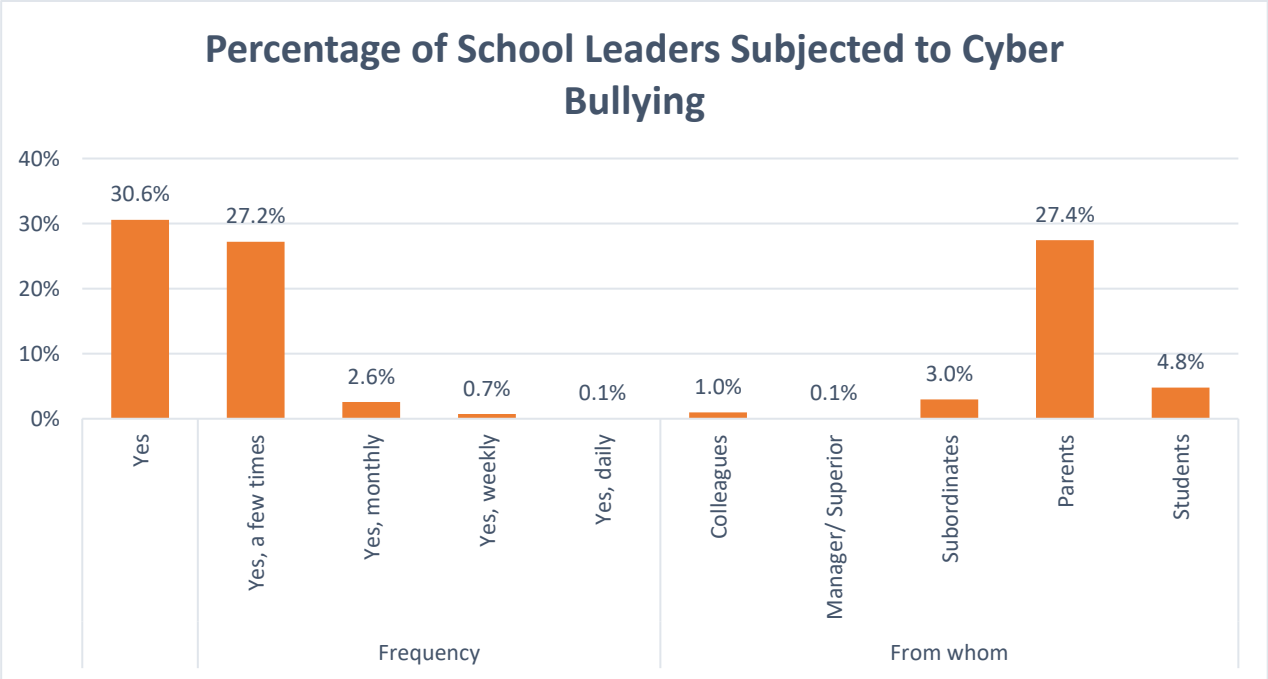



**FIGURE 5.10: PERCENTAGE OF SCHOOL LEADERS SUBJECTED TO CYBER BULLYING**

30.6% of school leaders reported having been exposed to Cyber Bullying, an increase of 1.7% from 2020. 27.4% of school leaders reported being exposed to Cyber Bullying from parents/carers, and 4.8% reported being exposed to it from students.

# 6 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. Offensive Behaviour: School Leaders Subjected to Offensive Behaviour at Work (5),
2. Health and Wellbeing: Subscale Longitudinal and Subgroup Comparisons (6.2),
3. Demands at Work: Subscale Longitudinal and Subgroup Comparisons (6.3)
4. Work Organisation and Job Contents: Subscale Longitudinal and Subgroup Comparisons (6.4),
5. Interpersonal Relations and Leadership: Subscale Longitudinal and Subgroup Comparisons (6.5),
6. Work-Individual Interface: Subscale Longitudinal and Subgroup Comparisons (6.6), and
7. Values at the Workplace: Subscale Longitudinal and Subgroup Comparisons (6.7).

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.[4]

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 | |

[4] *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.*

## 6.1 COPSOQ EFFECT SIZE DIFFERENCES AGAINST THE GENERAL POPULATION

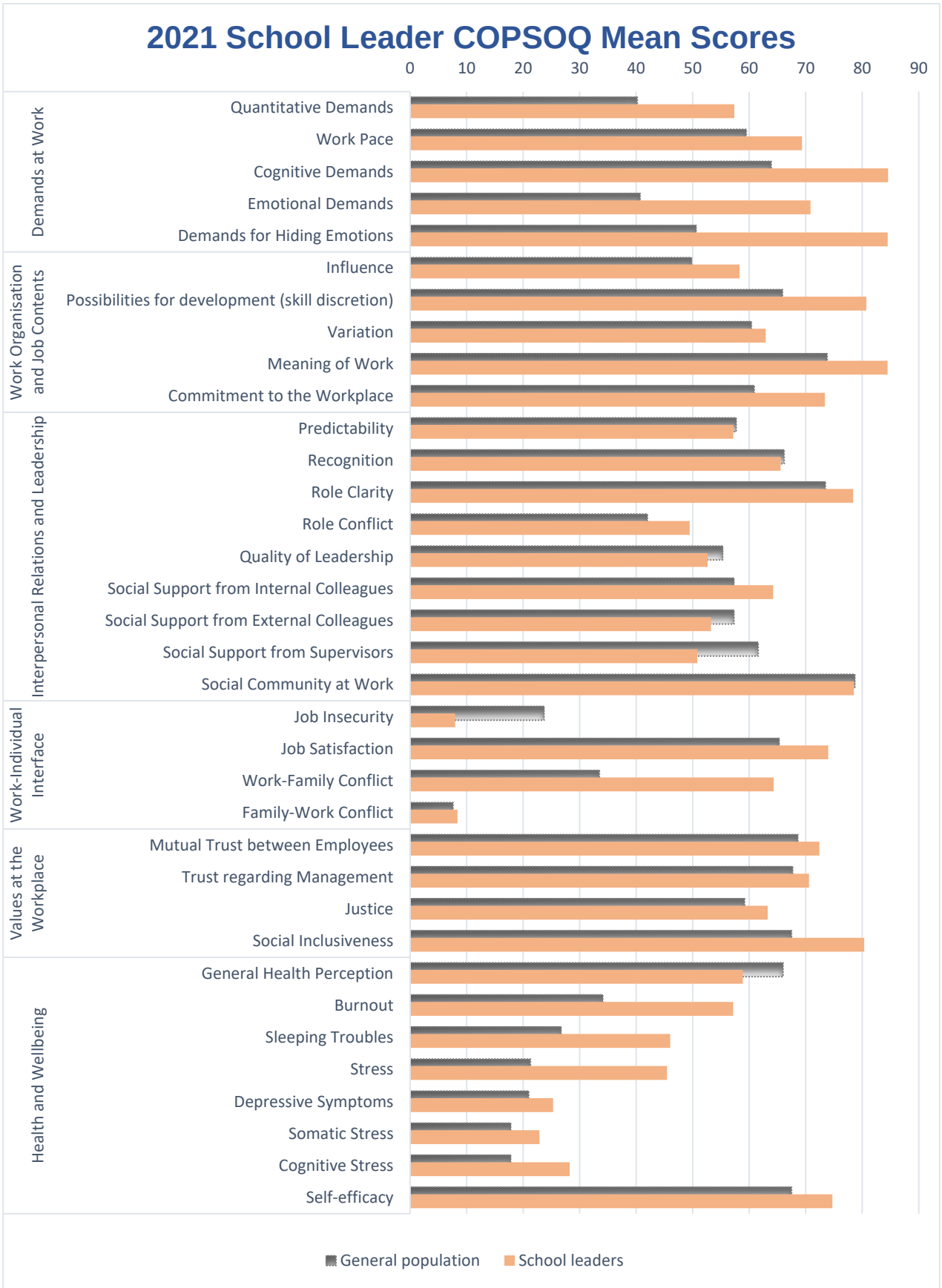



**FIGURE 6.1.1: 2021 MEAN SCORES SNAPSHOT OF SCHOOL LEADERS COMPARED TO THE GENERAL POPULATION**

**TABLE 6.1.1: SCHOOL LEADERS COMPARATIVE EFFECT SIZE AGAINST THE GENERAL POPULATION (PART 1 OF 2)**

| Domain | Subscale | School leader | General population | | Difference | | |
|---|---|---|---|---|---|---|---|
| | | M | M | SD | M difference | Cohen's *d* | Effect size |
| Demands at Work | Quantitative Demands | 57.36 | 40.20 | 20.50 | 17.16 | 0.84 | very large |
| | Work Pace | 69.35 | 59.50 | 19.10 | 9.85 | 0.52 | large |
| | Cognitive Demands | 84.56 | 63.90 | 18.70 | 20.66 | 1.10 | very large |
| | Emotional Demands | 70.85 | 40.70 | 24.30 | 30.15 | 1.24 | huge |
| | Demands for Hiding Emotions | 84.51 | 50.60 | 20.80 | 33.91 | 1.63 | huge |
| Work Organisation and Job Contents | Influence | 58.30 | 49.80 | 21.20 | 8.50 | 0.40 | medium |
| | Possibilities for Development (skill discretion) | 80.73 | 65.90 | 17.60 | 14.83 | 0.84 | very large |
| | Variation | 62.92 | 60.40 | 21.40 | 2.52 | 0.12 | small |
| | Meaning of Work | 84.48 | 73.80 | 15.80 | 10.68 | 0.68 | large |
| | Commitment to the Workplace | 73.40 | 60.90 | 20.40 | 12.50 | 0.61 | large |
| Interpersonal Relations and Leadership | Predictability | 57.18 | 57.70 | 20.90 | -0.52 | -0.03 | small |
| | Recognition | 65.56 | 66.20 | 19.90 | -0.64 | -0.03 | small |
| | Role Clarity | 78.40 | 73.50 | 16.40 | 4.90 | 0.30 | medium |
| | Role Conflict | 49.46 | 42.00 | 16.60 | 7.46 | 0.45 | medium |
| | Quality of Leadership | 52.64 | 55.30 | 21.10 | -2.66 | -0.13 | small |
| | Social Support from Internal Colleagues | 64.24 | 57.30 | 19.70 | 6.94 | 0.35 | medium |
| | Social Support from External Colleagues | 53.24 | 57.30 | 19.70 | -4.06 | -0.21 | medium |
| | Social Support from Supervisors | 50.81 | 61.60 | 22.40 | -10.79 | -0.48 | medium |
| | Social Community at Work | 78.51 | 78.70 | 18.90 | -0.19 | -0.01 | very small |
| Work-Individual Interface | Job Insecurity | 7.95 | 23.70 | 20.80 | -15.75 | -0.76 | large |
| | Job Satisfaction | 73.98 | 65.30 | 18.20 | 8.68 | 0.48 | medium |
| | Work-Family Conflict | 64.32 | 33.50 | 24.30 | 30.82 | 1.27 | huge |
| | Family-Work Conflict | 8.38 | 7.60 | 15.30 | 0.78 | 0.05 | small |
| Values at the Workplace | Mutual Trust Between Employees | 72.41 | 68.60 | 16.90 | 3.81 | 0.23 | medium |
| | Trust Regarding Management | 70.57 | 67.70 | 17.70 | 2.87 | 0.16 | small |
| | Justice | 63.28 | 59.20 | 17.70 | 4.08 | 0.23 | medium |
| | Social Inclusiveness | 80.35 | 67.50 | 16.30 | 12.85 | 0.79 | large |

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

**TABLE 6.1.2: SCHOOL LEADERS COMPARATIVE EFFECT SIZE AGAINST THE GENERAL POPULATION (PART 2 OF 2)**

| Domain | Subscale | School leader | General population | | Difference | | |
|---|---|---|---|---|---|---|---|
| | | M | M | SD | M difference | Cohen's *d* | Effect size |
| Health and Wellbeing | General Health Perception | 58.88 | 66.00 | 20.90 | -7.12 | -0.34 | medium |
| | Burnout | 57.16 | 34.10 | 18.20 | 23.06 | 1.27 | huge |
| | Sleeping Troubles | 46.03 | 26.70 | 17.70 | 19.33 | 1.09 | very large |
| | Stress | 45.46 | 21.30 | 19.00 | 24.16 | 1.27 | huge |
| | Depressive Symptoms | 25.30 | 21.00 | 16.50 | 4.30 | 0.26 | medium |
| | Somatic Stress | 22.88 | 17.80 | 16.00 | 5.08 | 0.32 | medium |
| | Cognitive Stress | 28.24 | 17.80 | 15.70 | 10.44 | 0.67 | large |
| | Self-efficacy | 74.72 | 67.50 | 16.00 | 7.22 | 0.45 | medium |

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

School leaders reported huge effect size higher for Emotional Demands, Demands for Hiding Emotions, Work-Family Conflict, Burnout, and Stress. School leaders reported very large effect size higher for Quantitative Demands, Cognitive Demands, Possibilities for Development (skill discretion), and Sleeping Troubles.

Note: For the Health and Wellbeing scale, General Health Perception and Self-efficacy are positive subscales (higher the score the better) whilst the remaining six are negative subscales (higher the score the worse off).

"I have real concerns about the direction of Principal Class roles and expectations on educators in general. In 20 years the significant increase in workload, stress and emotional and physical demands to the role has to come to a head. With Principal Class working in excess of 60 hours a week and expected to work through holidays, it certainly makes it difficult to maintain both a good physical and mental health…"

"… The impact my career has on my young family is significant. The role is not what it used to be. The demands are unrealistic and the support is next to none. The compliance and non-student focuses tasks are distressing and not why educators were drawn to the industry. Please do not misunderstand this a winge. I am also speaking to colleagues who are [sic] also very concerned about the future demands on Principal class and the ability to sustain the role longer than a couple of years. Burnout is a reality and one where the DET may start to have severe work cover issues moving forward or a large volume of experience leaving the profession leaving inexperienced people to lead schools."

*Female, government primary school, VIC*

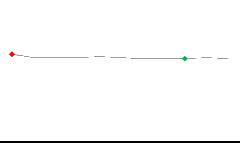
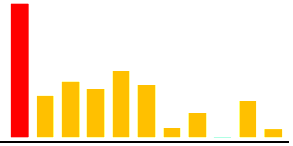
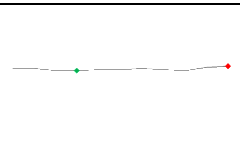
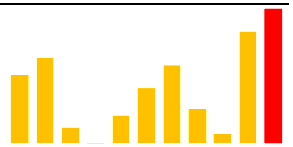
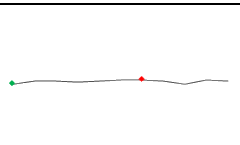
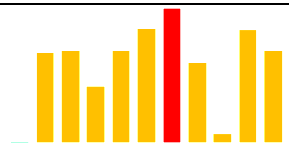
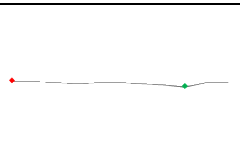
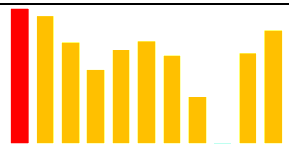
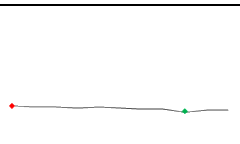
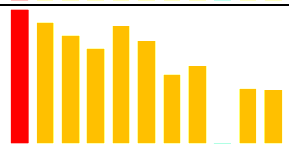
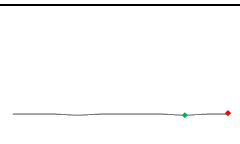
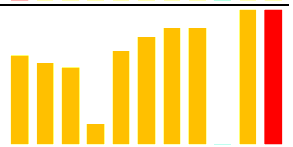
## 6.2 HEALTH AND WELLBEING: SUBSCALE LONGITUDINAL AND SUBGROUP COMPARISONS

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 6.2.1: SCHOOL LEADER LONGITUDINAL HEALTH AND WELLBEING TREND (PART 1 OF 2)**

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 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 | 58.88 |  |  |
| Burnout | 55.51 | 55.96 | 54.23 | 53.84 | 54.51 | 55.19 | 55.76 | 54.67 | 54.04 | 56.59 | 57.16 |  |  |
| Sleeping Troubles | 43.57 | 45.96 | 46.02 | 45.07 | 46.03 | 46.60 | 47.17 | 45.72 | 43.76 | 46.58 | 46.03 |  |  |
| Stress | 46.07 | 45.87 | 45.11 | 44.36 | 44.92 | 45.17 | 44.75 | 43.58 | 42.30 | 44.81 | 45.46 |  |  |
| Depressive Symptoms | 27.95 | 27.52 | 27.11 | 26.67 | 27.42 | 26.90 | 25.81 | 26.08 | 23.54 | 25.32 | 25.30 |  |  |
| Somatic Stress | 22.37 | 22.29 | 22.25 | 21.63 | 22.43 | 22.59 | 22.69 | 22.68 | 21.41 | 22.88 | 22.88 |  |  |

highest score lowest score

**TABLE 6.2.2: SCHOOL LEADER LONGITUDINAL HEALTH AND WELLBEING TREND (PART 2 OF 2)**

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 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 | 28.24 | | |
| Self-efficacy | 69.38 | 72.32 | 72.23 | 74.46 | 74.31 | 74.03 | 72.62 | 73.33 | 74.16 | 74.75 | 74.72 | | |

highest score lowest score

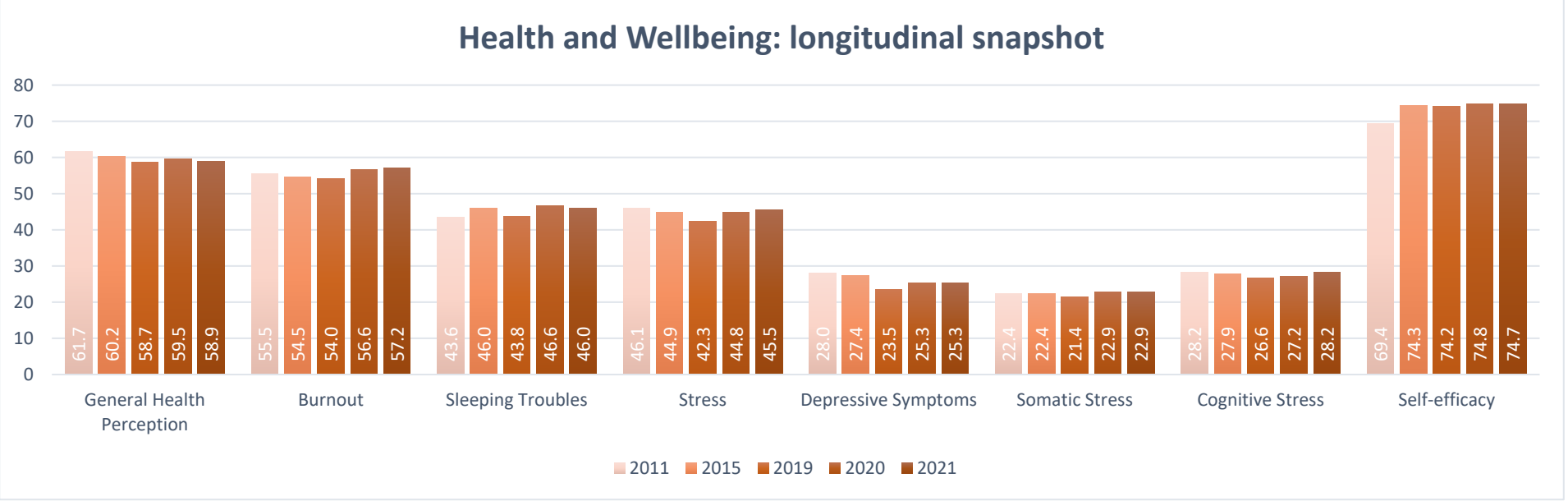



**FIGURE 6.2.1 HEALTH AND WELLBEING MEAN SCORES: SCHOOL LEADER RESULTS 2011, 2015, 2019, 2020 AND 2021**

**General Health:** school leaders in 2021 reported medium effect size lower than the general population (58.88 versus 66.00, $d$ = -0.34). School leaders have reported consistent results for General Health from 2012 to 2021, with the lowest reported result in 2019.

**Burnout:** school leaders in 2021 reported huge effect size higher than the general population (57.16 versus 34.10, $d = 1.27$). School leaders reported the highest result for Burnout in 2021 (57.16). The two years of the pandemic have shown an increase in Burnout results, with 2021 higher than 2020 (57.16 versus 56.59). School leaders reported the highest result for Burnout in 2021 since the inception of the survey.

**Sleeping Troubles:** school leaders in 2021 reported very large effect size higher than the general population (46.03 versus 26.70, $d = 1.09$). School leaders reported higher results for Sleeping Trouble in 2021 than in 2019 (46.03 versus 43.76).

**Stress:** school leaders in 2020 reported huge effect size higher than the general population (45.46 versus 21.30, $d = 1.27$). School leaders reported higher results for stress in 2021 than in 2019 (45.46 versus 42.30).

**Depressive Symptoms:** school leaders in 2021 reported medium effect size higher than the general population (25.30 versus 21.00, $d = 0.26$). School leaders reported similar Depressive Symptoms in 2021 and 2020. Depressive Symptoms had been trending down from 2011 to 2019, with it increasing in 2020 with the pandemic.

**Somatic Stress:** school leaders in 2021 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 2021, with 2021's result being the highest.

**Cognitive Stress:** school leaders in 2021 reported large effect size higher than the general population (28.24 versus 17.80, $d = 0.67$). School leaders reported an increase in Cognitive Stress in 2021 and 2020 (28.24 versus 27.15), with 2021's result the highest since the survey's inception.

**Self-efficacy:** school leaders in 2021 reported medium effect size higher than the general population (74.72 versus 67.50, $d = 0.45$). School leaders have reported similar results for Self-efficacy in 2021 and 2020 (74.72 versus 74.75).

"Just feel so tired of relentlessly working non-stop. I guess I always thought it would get easier but after 22 years as a school leader, it just seems to get harder and harder every year. Pretty horrible feeling."

*Female, government combined school, QLD*

"It's an emotional roller coaster being a teaching principal in a small isolated rural school - I have never worked harder in my career but in 35 years of teaching I have never had job satisfaction like I have most of the time either."

*Prefer not to say, government primary school, QLD*

## Health and Wellbeing: school leader sub-group results

The following findings for Health and Wellbeing are from Table 6.2.3 to Table 6.2.10 below.

Female school leaders reported higher results than their male counterparts for the following Health and Wellbeing negative effect subscales:

- For Burnout (compared to the general population), female school leaders reported a huge effect size higher ($58.57, d = 1.34$), whilst their male counterparts reported a very large effect size higher ($54.42, d = 1.12$).
- For Sleeping Troubles (compared to the general population), both female and male school leaders reported very large effect sizes higher (female: $46.15, d = 1.10$, and male: $44.46, d = 1.00$).
- For Stress, female school leaders reported a huge effect size higher ($46.08, d = 1.30$) and male school leaders reported a very large effect size higher ($43.00, d = 1.14$).
- For Depressive Symptoms, female school leaders reported higher results ($25.46, d = 0.27$) than their male counterparts ($24.00, d = 0.18$).
- For Somatic Stress, female school leaders reported higher results ($24.61, d = 0.43$) than their male counterparts ($19.36, d = 0.10$).
- For Cognitive Stress (compared to the general population), both female and male school leaders reported large effect sizes higher (female: $28.27, d = 0.67$, and male: $27.07, d = 0.59$).

Surprisingly, female school leaders report higher results for General Health Perception ($59.83, d = -0.30$) compared to their male counterparts ($58.35, d = -0.37$).

Government school leaders report higher results for Burnout ($57.53, d = 1.29$) than their Catholic ($53.99, d = 1.09$) and Independent ($54.64, d = 1.13$) counterparts. Compared to their Catholic and Independent counterparts, government school leaders also reported higher results for these negative Health and Wellbeing subscales: Sleeping Troubles, Depressive Symptoms, Somatic Stress, and Cognitive Stress. Compared to their Catholic and Independent school leaders, government school leaders also reported lower results for the positive Health and Wellbeing subscales for General Health Perception and Self-efficacy.

School leaders aged 61+ reported lower results than their younger counterparts for the negative subscales of Health and Wellbeing. For almost all of the Health and Wellbeing subscales (excluding Self-efficacy), the older the age group, the better the reported results. That is, older participants reported lower results for the negative subscales when compared to their younger counterparts, the largest differences are:

- Burnout (compared to the general population), participants aged 31-40 reported a huge effect size higher ($67.84, d = 1.85$) and participants aged 61+ reported a very large effect size higher ($50.57, d = 0.88$).
- Stress (compared to the general population), participants aged 31-40 reported a huge effect size higher ($57.16, d = 1.89$) and participants aged 61+ reported a very large effect size higher ($38.06, d = 0.88$).
- Cognitive Stress (compared to the general population), participants aged 31-40 reported a very large effect size higher ($35.34, d = 1.12$) and participants aged 61+ reported a medium effect size higher ($22.69, d = 0.31$).

School leaders from SA reported higher results than their counterparts for the following negative Health and Wellbeing subscale: Burnout, Sleeping Troubles, Depressive Symptoms, Somatic Stress and Cognitive Stress.

Remote school leaders reported more favourable results for all eight Health and Wellbeing subscales, compared to their counterparts from schools in other geolocations. They had reported lower scores for the negative subscales and higher scores for the positive subscales.

Note: The cumulative stacked bar charts (after the tables below) for Health and Wellbeing have 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.

**TABLE 6.2.3: 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 | 59.83 | 58.35 | 57.61 | 58.18 | 64.15 | 61.63 | 58.84 | 60.95 |
| Burnout | 58.57 | 54.42 | 57.52 | 57.53 | 53.99 | 54.64 | 56.90 | 55.45 |
| Sleeping Troubles | 46.15 | 44.46 | 49.52 | 46.52 | 43.48 | 43.63 | 46.24 | 42.79 |
| Stress | 46.08 | 43.00 | 49.14 | 45.25 | 43.90 | 45.98 | 44.90 | 45.35 |
| Depressive Symptoms | 25.46 | 24.00 | 27.98 | 25.32 | 23.48 | 23.58 | 24.45 | 26.33 |
| Somatic Stress | 24.61 | 19.36 | 24.55 | 23.27 | 20.24 | 20.06 | 22.56 | 21.91 |
| Cognitive Stress | 28.27 | 27.07 | 30.68 | 28.74 | 24.36 | 26.69 | 27.69 | 27.73 |
| Self-efficacy | 75.23 | 74.69 | 72.76 | 74.79 | 76.61 | 76.94 | 75.39 | 73.76 |

**TABLE 6.2.4: 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 | -0.30 | -0.37 | -0.40 | -0.37 | -0.09 | -0.21 | -0.34 | -0.24 |
| Burnout | 1.34 | 1.12 | 1.29 | 1.29 | 1.09 | 1.13 | 1.25 | 1.17 |
| Sleeping Troubles | 1.10 | 1.00 | 1.29 | 1.12 | 0.95 | 0.96 | 1.10 | 0.91 |
| Stress | 1.30 | 1.14 | 1.47 | 1.26 | 1.19 | 1.30 | 1.24 | 1.27 |
| Depressive Symptoms | 0.27 | 0.18 | 0.42 | 0.26 | 0.15 | 0.16 | 0.21 | 0.32 |
| Somatic Stress | 0.43 | 0.10 | 0.42 | 0.34 | 0.15 | 0.14 | 0.30 | 0.26 |
| Cognitive Stress | 0.67 | 0.59 | 0.82 | 0.70 | 0.42 | 0.57 | 0.63 | 0.63 |
| Self-efficacy | 0.48 | 0.45 | 0.33 | 0.46 | 0.57 | 0.59 | 0.49 | 0.39 |

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

**TABLE 6.2.5: 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 | 53.64 | 57.09 | 59.80 | 61.38 | 58.85 | 59.77 | 59.18 | 58.92 | 57.95 |
| Burnout | 67.84 | 61.16 | 57.32 | 50.07 | 65.23 | 59.48 | 59.12 | 55.49 | 53.18 |
| Sleeping Troubles | 49.09 | 46.88 | 46.98 | 40.69 | 51.69 | 46.35 | 47.34 | 45.17 | 43.96 |
| Stress | 57.16 | 49.31 | 44.97 | 38.06 | 54.17 | 48.58 | 46.99 | 44.74 | 40.57 |
| Depressive Symptoms | 34.20 | 27.95 | 24.89 | 20.19 | 33.46 | 27.38 | 27.14 | 23.58 | 21.62 |
| Somatic Stress | 27.05 | 26.38 | 22.13 | 18.47 | 27.41 | 25.00 | 23.74 | 22.41 | 20.01 |
| Cognitive Stress | 35.34 | 31.72 | 27.66 | 22.69 | 32.55 | 31.12 | 29.20 | 27.06 | 25.31 |
| Self-efficacy | 70.27 | 75.18 | 74.65 | 76.21 | 69.82 | 73.95 | 74.74 | 76.12 | 75.17 |

**TABLE 6.2.6: 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 | -0.59 | -0.43 | -0.30 | -0.22 | -0.34 | -0.30 | -0.33 | -0.34 | -0.39 |
| Burnout | 1.85 | 1.49 | 1.28 | 0.88 | 1.71 | 1.39 | 1.37 | 1.18 | 1.05 |
| Sleeping Troubles | 1.27 | 1.14 | 1.15 | 0.79 | 1.41 | 1.11 | 1.17 | 1.04 | 0.98 |
| Stress | 1.89 | 1.47 | 1.25 | 0.88 | 1.73 | 1.44 | 1.35 | 1.23 | 1.01 |
| Depressive Symptoms | 0.80 | 0.42 | 0.24 | -0.05 | 0.76 | 0.39 | 0.37 | 0.16 | 0.04 |
| Somatic Stress | 0.58 | 0.54 | 0.27 | 0.04 | 0.60 | 0.45 | 0.37 | 0.29 | 0.14 |
| Cognitive Stress | 1.12 | 0.89 | 0.63 | 0.31 | 0.94 | 0.85 | 0.73 | 0.59 | 0.48 |
| Self-efficacy | 0.17 | 0.48 | 0.45 | 0.54 | 0.15 | 0.40 | 0.45 | 0.54 | 0.48 |

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

**TABLE 6.2.7: MEAN HEALTH AND WELLBEING BY SCHOOL STATE**

| | State | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **NSW** | **VIC** | **QLD** | **SA** | **WA** | **TAS** | **ACT** | **NT** |
| General Health Perception | 58.91 | 63.22 | 56.49 | 54.76 | 59.35 | 60.00 | 61.54 | 56.25 |
| Burnout | 57.36 | 55.04 | 58.57 | 61.85 | 54.46 | 54.17 | 59.38 | 55.08 |
| Sleeping Troubles | 45.66 | 44.42 | 47.26 | 49.82 | 46.20 | 40.83 | 44.71 | 42.38 |
| Stress | 45.98 | 42.54 | 46.34 | 49.05 | 43.59 | 42.71 | 52.40 | 45.51 |
| Depressive Symptoms | 24.79 | 23.35 | 25.98 | 31.25 | 22.45 | 28.54 | 28.61 | 25.39 |
| Somatic Stress | 22.66 | 21.08 | 24.42 | 26.07 | 21.25 | 20.00 | 21.39 | 24.22 |
| Cognitive Stress | 27.68 | 26.02 | 30.53 | 33.21 | 25.92 | 26.88 | 26.20 | 29.10 |
| Self-efficacy | 74.91 | 77.06 | 73.10 | 74.20 | 75.29 | 74.63 | 77.56 | 79.17 |

**TABLE 6.2.8: COHEN'S D HEALTH AND WELLBEING BY SCHOOL STATE**

| | State | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **NSW** | **VIC** | **QLD** | **SA** | **WA** | **TAS** | **ACT** | **NT** |
| General Health Perception | -0.34 | -0.13 | -0.46 | ↓ -0.54 | -0.32 | -0.29 | -0.21 | -0.47 |
| Burnout | ↑ 1.28 | ↑ 1.15 | ↑ 1.34 | ↑ 1.52 | ↑ 1.12 | ↑ 1.10 | ↑ 1.39 | ↑ 1.15 |
| Sleeping Troubles | ↑ 1.07 | ↑ 1.00 | ↑ 1.16 | ↑ 1.31 | ↑ 1.10 | ↑ 0.80 | ↑ 1.02 | ↑ 0.89 |
| Stress | ↑ 1.30 | ↑ 1.12 | ↑ 1.32 | ↑ 1.46 | ↑ 1.17 | ↑ 1.13 | ↑ 1.64 | ↑ 1.27 |
| Depressive Symptoms | 0.23 | 0.14 | 0.30 | ↑ 0.62 | 0.09 | 0.46 | 0.46 | 0.27 |
| Somatic Stress | 0.30 | 0.21 | 0.41 | ↑ 0.52 | 0.22 | 0.14 | 0.22 | 0.40 |
| Cognitive Stress | ↑ 0.63 | ↑ 0.52 | ↑ 0.81 | ↑ 0.98 | ↑ 0.52 | ↑ 0.58 | ↑ 0.54 | ↑ 0.72 |
| Self-efficacy | 0.46 | ↑ 0.60 | 0.35 | 0.42 | 0.49 | 0.45 | ↑ 0.63 | ↑ 0.73 |

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

**TABLE 6.2.9: 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 | 60.38 | 58.67 | 55.24 | 60.81 | 51.25 | 58.00 | 60.97 | 59.55 |
| Burnout | 56.37 | 57.14 | 59.49 | 53.72 | 54.69 | 58.24 | 54.50 | 55.79 |
| Sleeping Troubles | 45.06 | 46.46 | 49.77 | 40.88 | 47.81 | 47.37 | 42.85 | 46.07 |
| Stress | 44.69 | 44.25 | 48.89 | 42.74 | 46.56 | 46.00 | 42.59 | 46.43 |
| Depressive Symptoms | 24.47 | 24.86 | 27.98 | 19.59 | 29.06 | 25.82 | 22.88 | 25.85 |
| Somatic Stress | 22.06 | 22.66 | 26.01 | 20.44 | 20.31 | 23.39 | 21.44 | 21.18 |
| Cognitive Stress | 27.31 | 27.67 | 32.10 | 24.16 | 32.50 | 28.78 | 26.09 | 27.60 |
| Self-efficacy | 76.11 | 73.76 | 73.12 | 76.23 | 74.17 | 74.44 | 76.71 | 76.11 |

**TABLE 6.2.10: 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 | -0.27 | -0.35 | ↓ -0.52 | -0.25 | ↓ -0.71 | -0.38 | -0.24 | -0.31 |
| Burnout | ↑ 1.22 | ↑ 1.27 | ↑ 1.40 | ↑ 1.08 | ↑ 1.13 | ↑ 1.33 | ↑ 1.12 | ↑ 1.19 |
| Sleeping Troubles | ↑ 1.04 | ↑ 1.12 | ↑ 1.30 | ↑ 0.80 | ↑ 1.19 | ↑ 1.17 | ↑ 0.91 | ↑ 1.09 |
| Stress | ↑ 1.23 | ↑ 1.21 | ↑ 1.45 | ↑ 1.13 | ↑ 1.33 | ↑ 1.30 | ↑ 1.12 | ↑ 1.32 |
| Depressive Symptoms | 0.21 | 0.23 | 0.42 | -0.09 | 0.49 | 0.29 | 0.11 | 0.29 |
| Somatic Stress | 0.27 | 0.30 | ↑ 0.51 | 0.16 | 0.16 | 0.35 | 0.23 | 0.21 |
| Cognitive Stress | ↑ 0.61 | ↑ 0.63 | ↑ 0.91 | 0.40 | ↑ 0.94 | ↑ 0.70 | ↑ 0.53 | ↑ 0.62 |
| Self-efficacy | ↑ 0.54 | 0.39 | 0.35 | ↑ 0.55 | 0.42 | 0.43 | ↑ 0.58 | ↑ 0.54 |

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

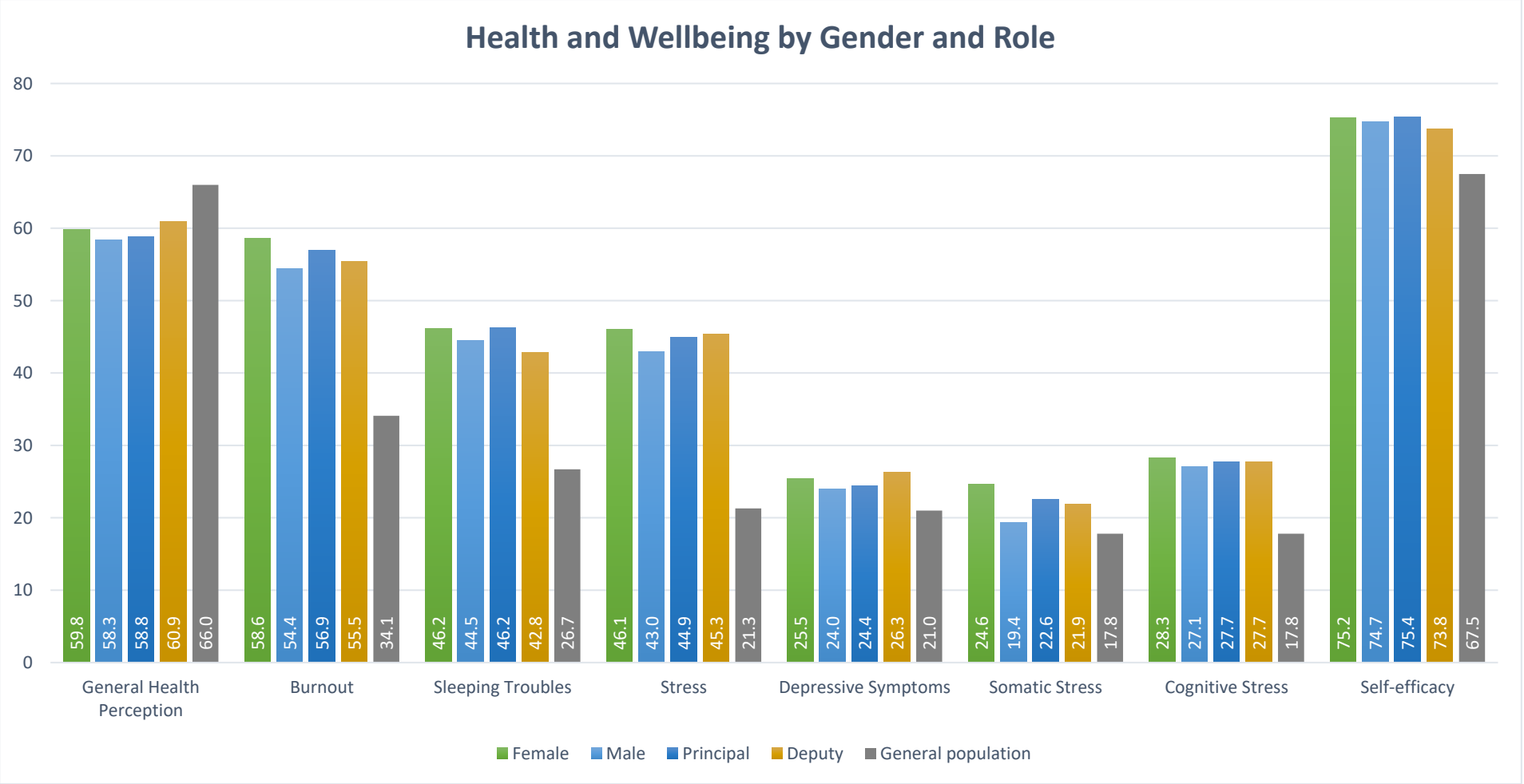



**FIGURE 6.2.2 BAR CHART: HEALTH AND WELLBEING BY GENDER AND ROLE**

Female school leaders reported higher results for all positive and negative subscales than their male counterparts. School leaders of all genders and roles reported lower results for General Health Perception and higher results for Self-efficacy than the general population. School leaders of all genders and roles reported higher results for Burnout, Sleeping Troubles, Stress and Cognitive Stress than the general population.

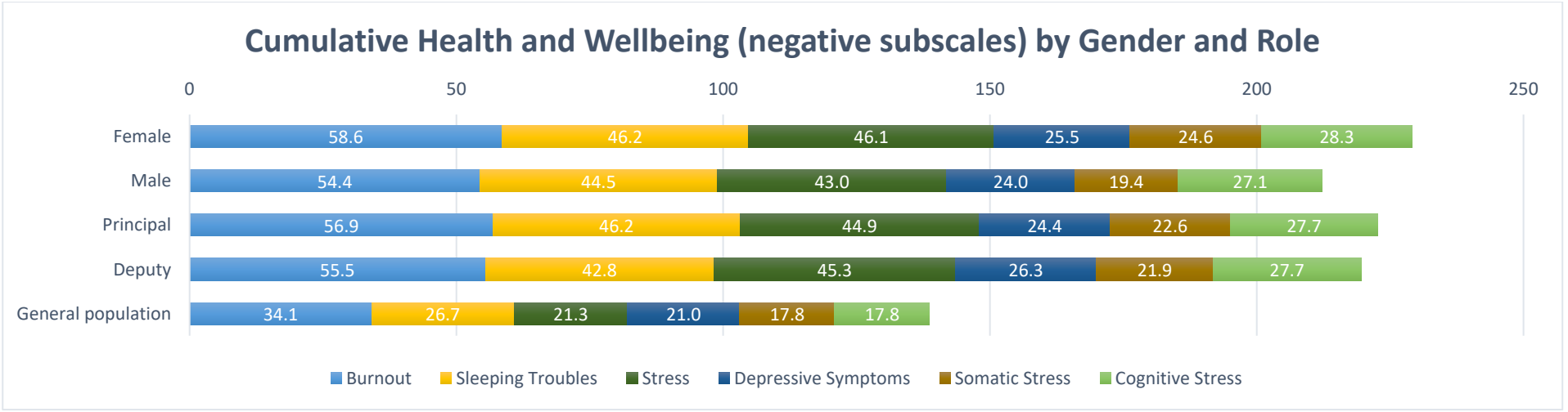



**FIGURE 6.2.3 STACKED BAR CHART: CUMULATIVE NEGATIVE HEALTH AND WELLBEING SUBSCALES BY GENDER AND ROLE**

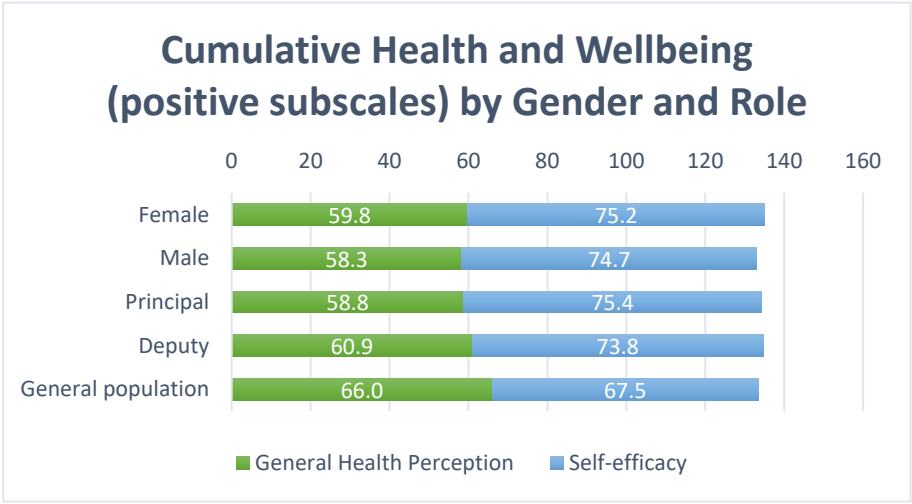



**FIGURE 6.2.4 STACKED BAR CHART: CUMULATIVE POSITIVE HEALTH AND WELLBEING SUBSCALES BY GENDER AND ROLE**

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.

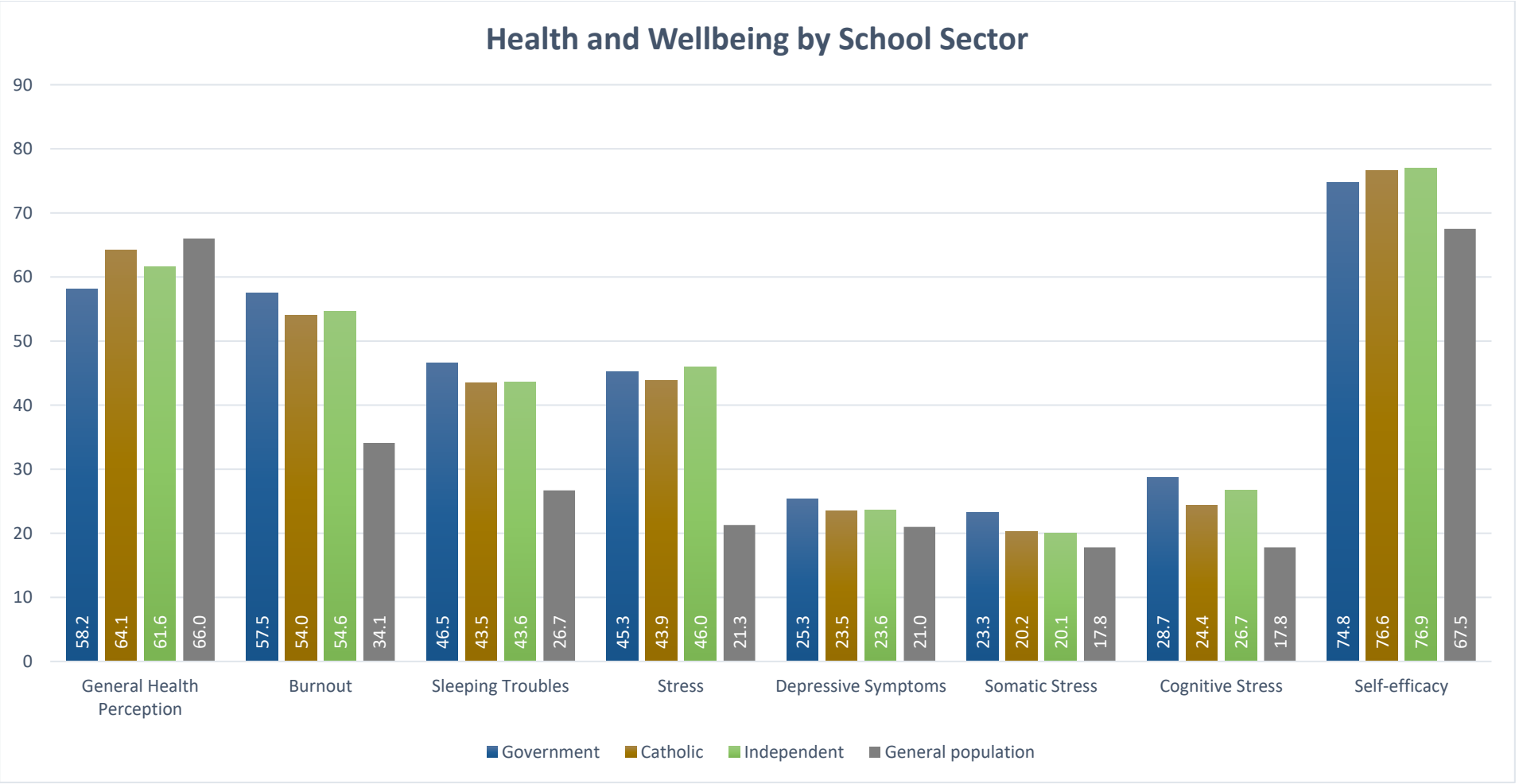



**FIGURE 6.2.5 BAR CHART: HEALTH AND WELLBEING BY SCHOOL SECTOR**

Government school leaders continue to report lower results for General Health Perception and Self-efficacy than their Catholic and Independent school counterparts. Independent school leaders reported high results for Stress than their government and Catholic counterparts.

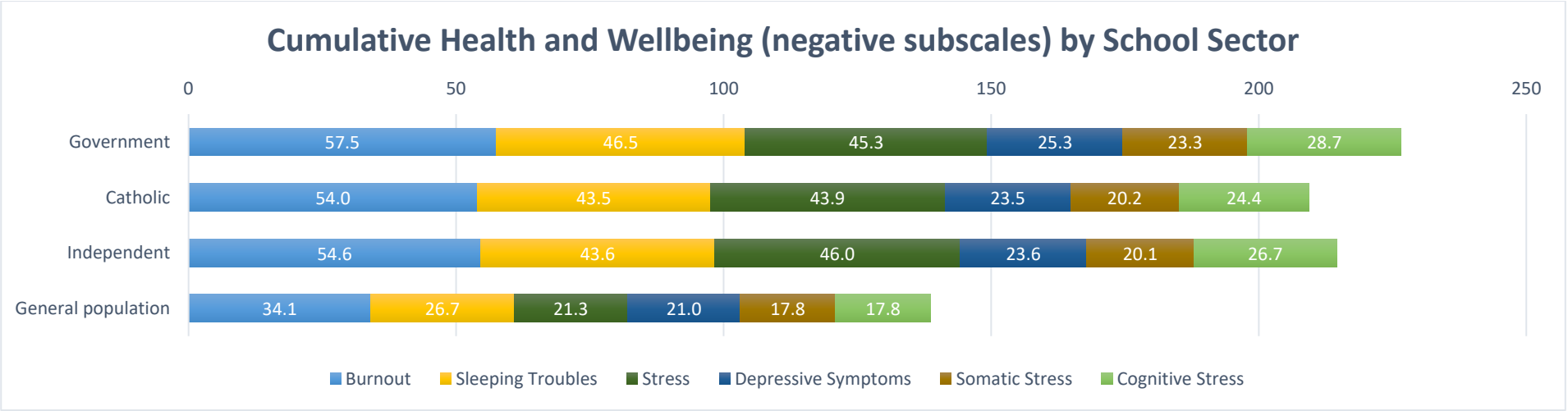



**FIGURE 6.2.6 STACKED BAR CHART: CUMULATIVE NEGATIVE HEALTH AND WELLBEING SUBSCALES BY SCHOOL SECTOR**

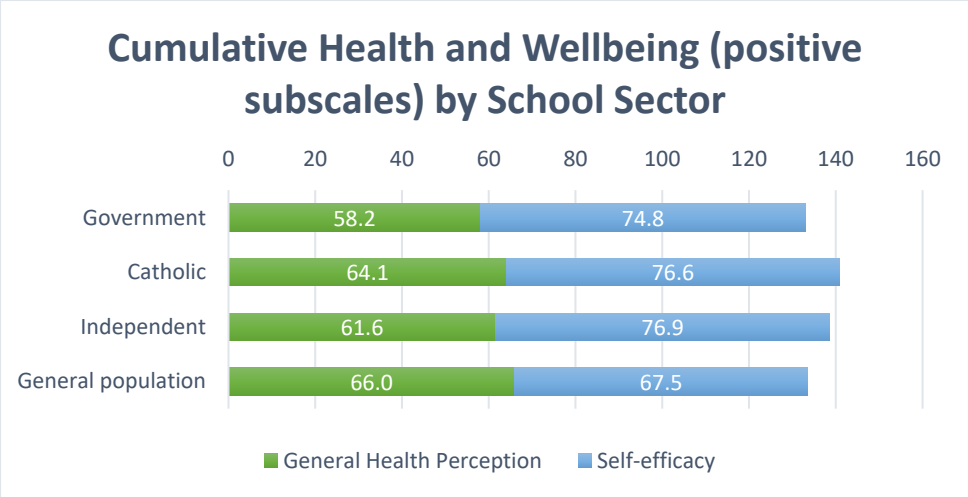



**FIGURE 6.2.7 STACKED BAR CHART: CUMULATIVE POSITIVE HEALTH AND WELLBEING SUBSCALES BY SCHOOL SECTOR**

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

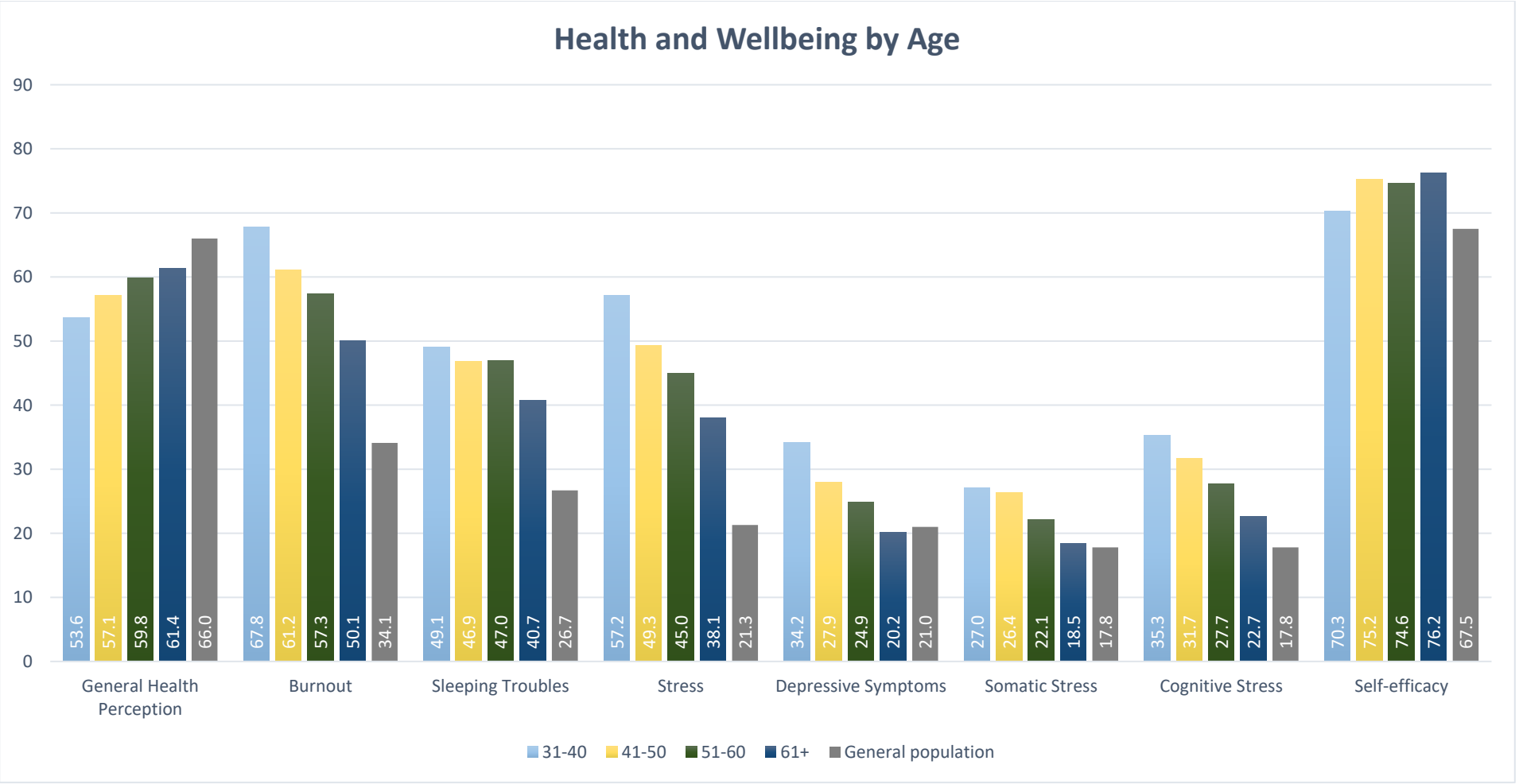



**FIGURE 6.2.8 BAR CHART: HEALTH AND WELLBEING BY AGE GROUPS**

School leaders in increasing age groups reported decreasing results for the negative Health and Wellbeing subscales: Burnout, Sleeping Troubles, Stress, depressive Symptoms, Somatic Stress and Cognitive Stress. School leaders aged 61+ reported lower Depressive Symptoms than the general population.

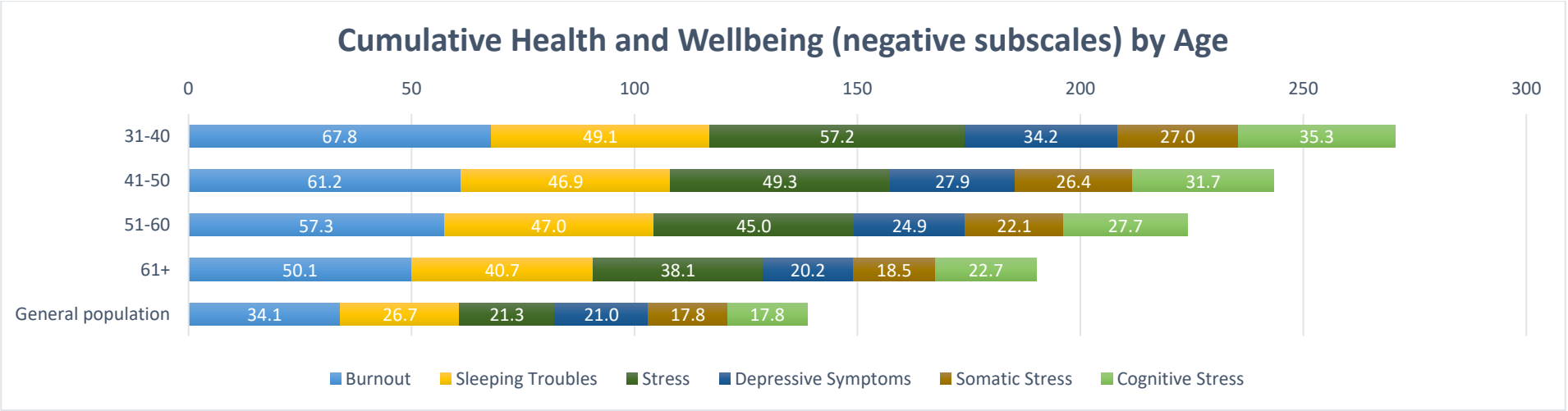



**FIGURE 6.2.9 STACKED BAR CHART: CUMULATIVE NEGATIVE HEALTH AND WELLBEING SUBSCALES BY AGE**

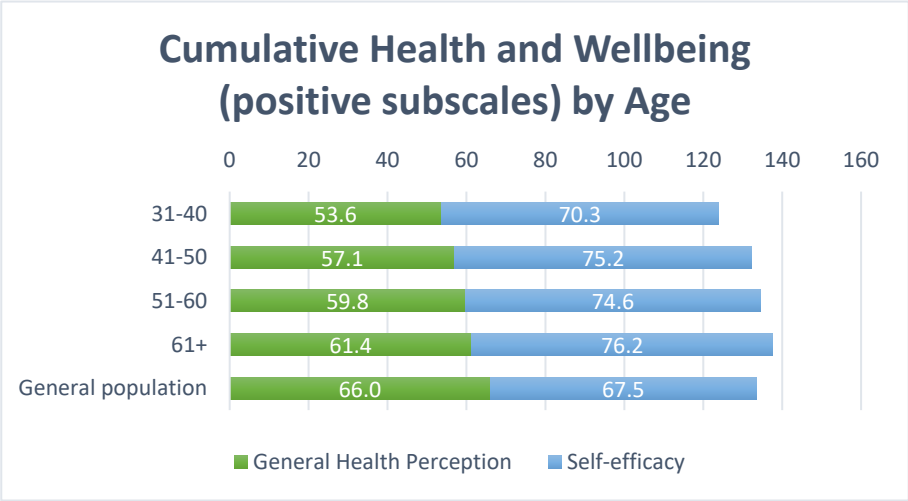



**FIGURE 6.2.10 STACKED BAR CHART: CUMULATIVE POSITIVE HEALTH AND WELLBEING SUBSCALES BY AGE**

As age group increased, the cumulative negative subscale results for Health and Wellbeing decreased, and the positive subscales for Health and Wellbeing increased.

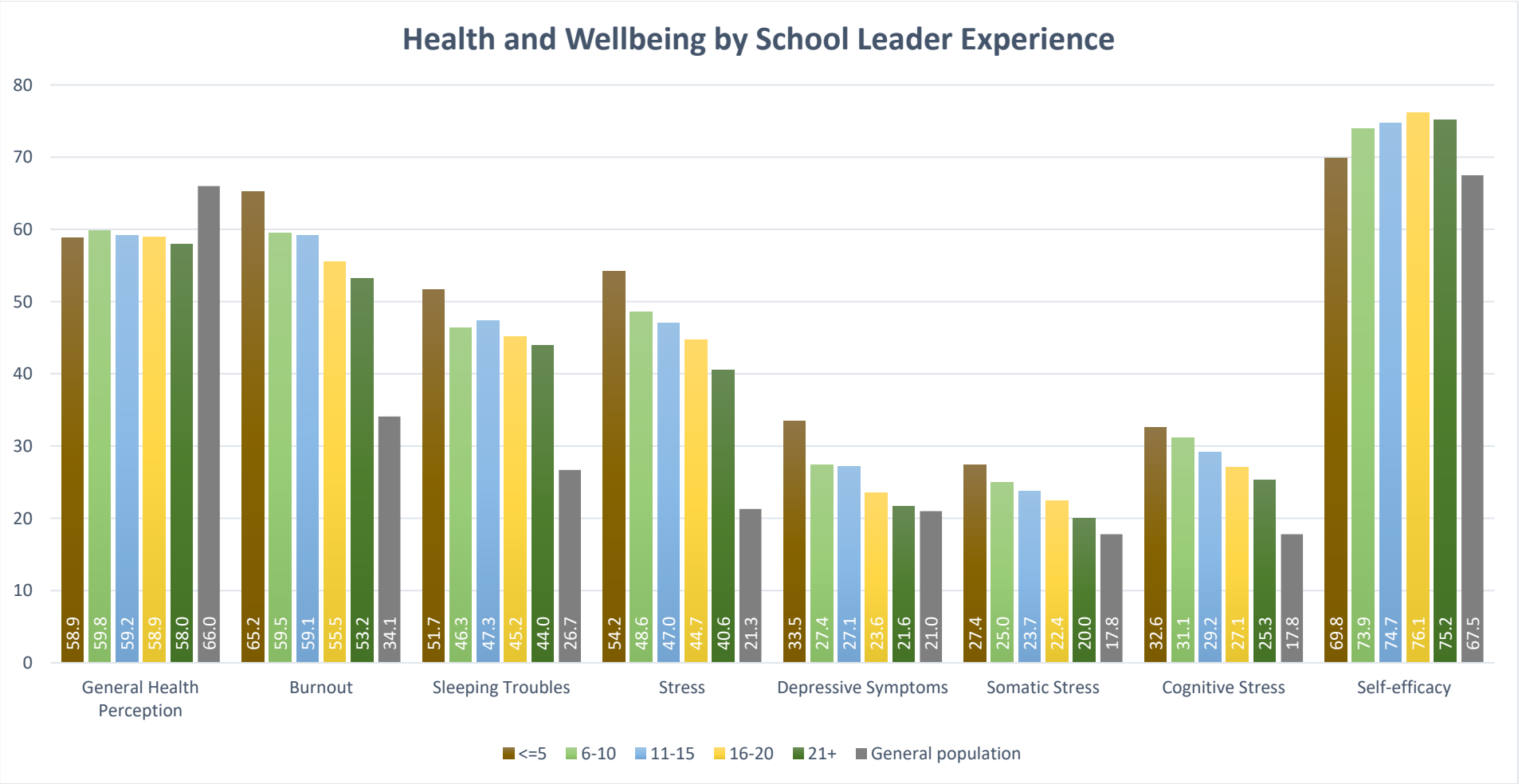



**FIGURE 6.2.11 BAR CHART: HEALTH AND WELLBEING BY SCHOOL LEADER EXPERIENCE**

As school leaders experience group increased, they reported decreasing results for the negative subscales of Health and Wellbeing: Burnout, Stress, Depressive Symptoms, Comatic Stress and Cognitive Stress.

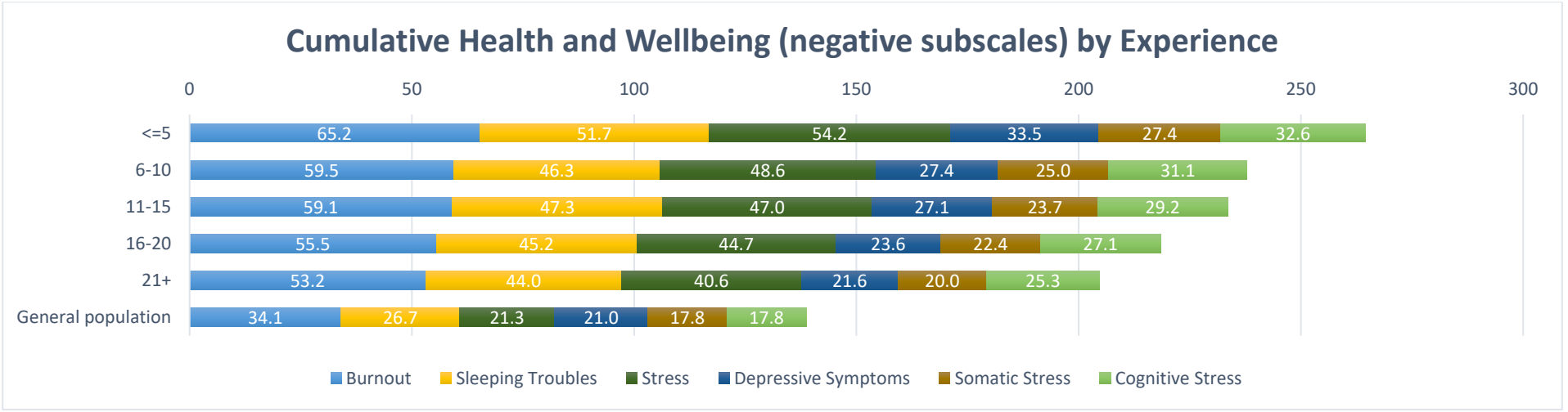
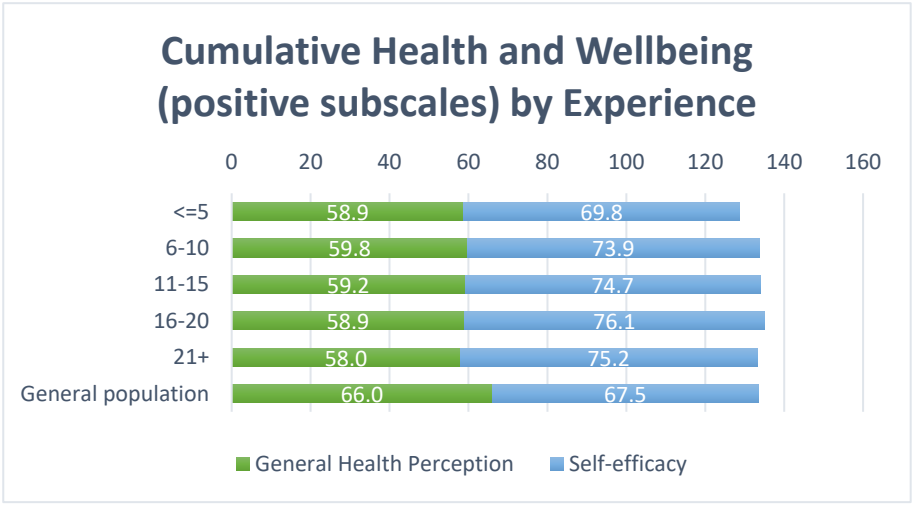



**FIGURE 6.2.12 STACKED BAR CHART: CUMULATIVE NEGATIVE HEALTH AND WELLBEING SUBSCALES BY SCHOOL LEADER EXPERIENCE**




School leaders with less than five years' leadership experience reported higher cumulative negative subscale results for Health and Wellbeing compared to their more experienced counterparts. As school 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 6.2.13 STACKED BAR CHART: CUMULATIVE POSITIVE HEALTH AND WELLBEING SUBSCALES BY SCHOOL LEADER EXPERIENCE**

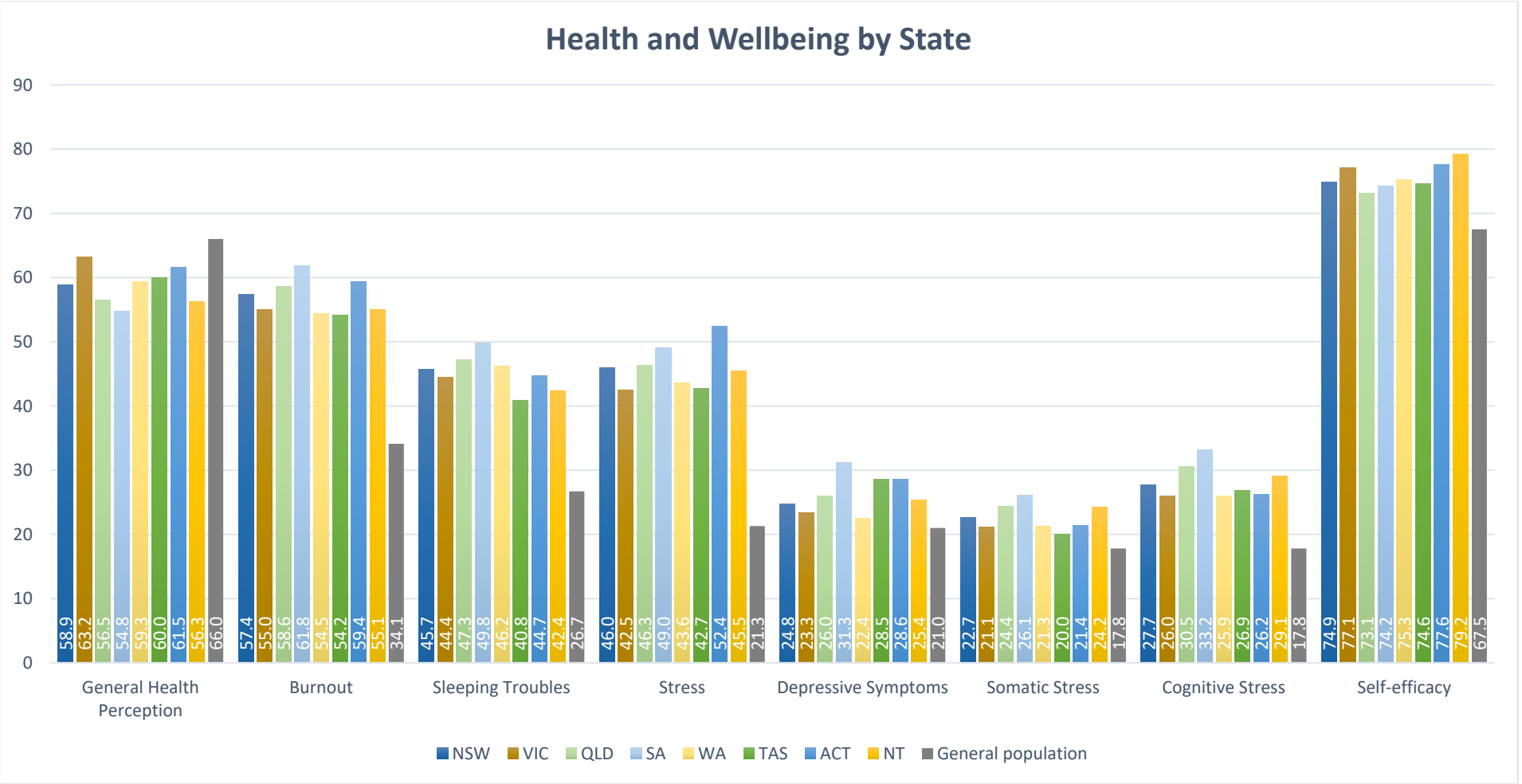



**FIGURE 6.2.14 BAR CHART: HEALTH AND WELLBEING BY STATE**

Victorian school leaders reported higher General Health Perception than their counterparts from other states and territories. Victorian school leaders, compared to their NSW and Queensland counterparts, reported lower results for Burnout, Sleeping Troubles, Stress, Depressive Symptoms, Somatic Stress and Cognitive Stress.

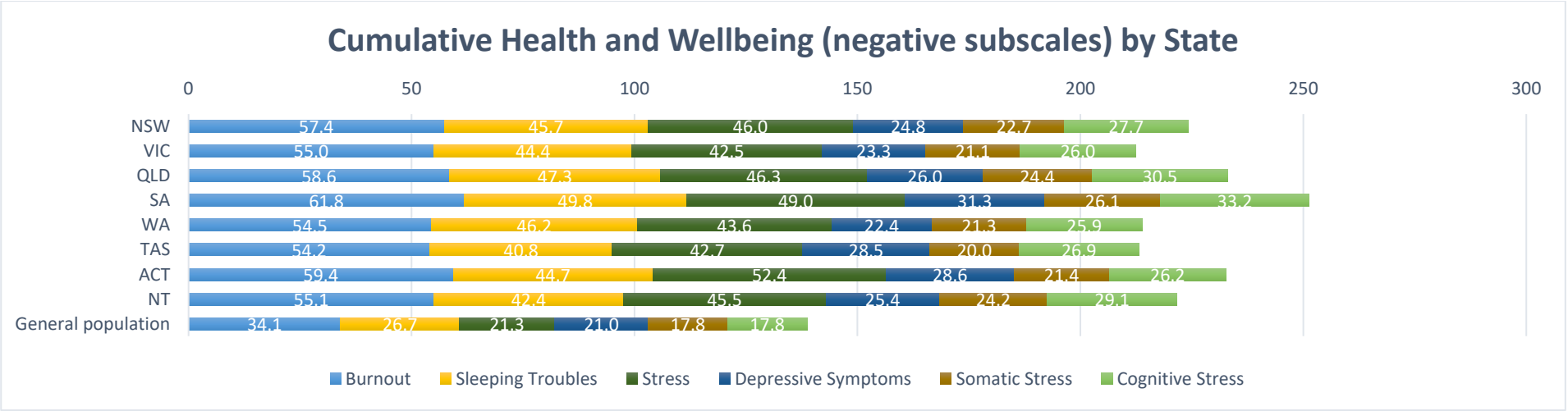



**FIGURE 6.2.15 STACKED BAR CHART: CUMULATIVE NEGATIVE HEALTH AND WELLBEING SUBSCALES BY STATE**

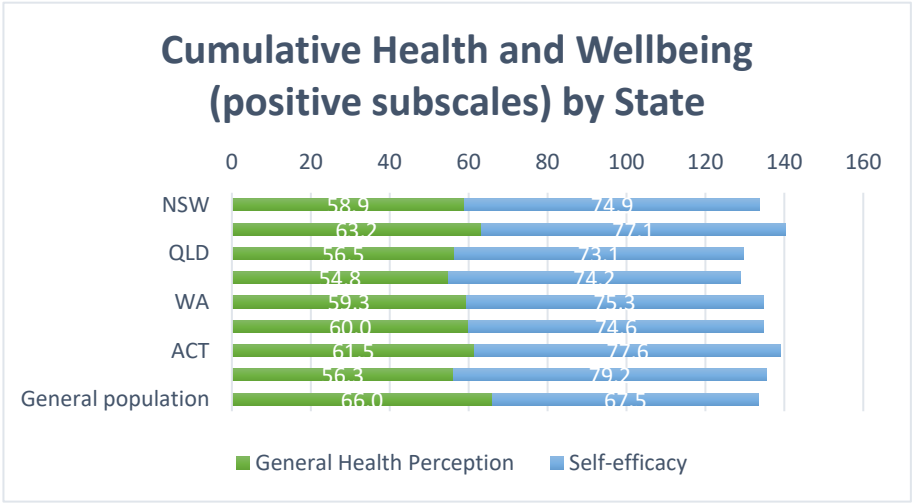



**FIGURE 6.2.16 STACKED BAR CHART: CUMULATIVE POSITIVE HEALTH AND WELLBEING SUBSCALES BY STATE**

Cumulatively, Victorian, Western Australian and Tasmanian school leaders reported similar results for the negative subscales.

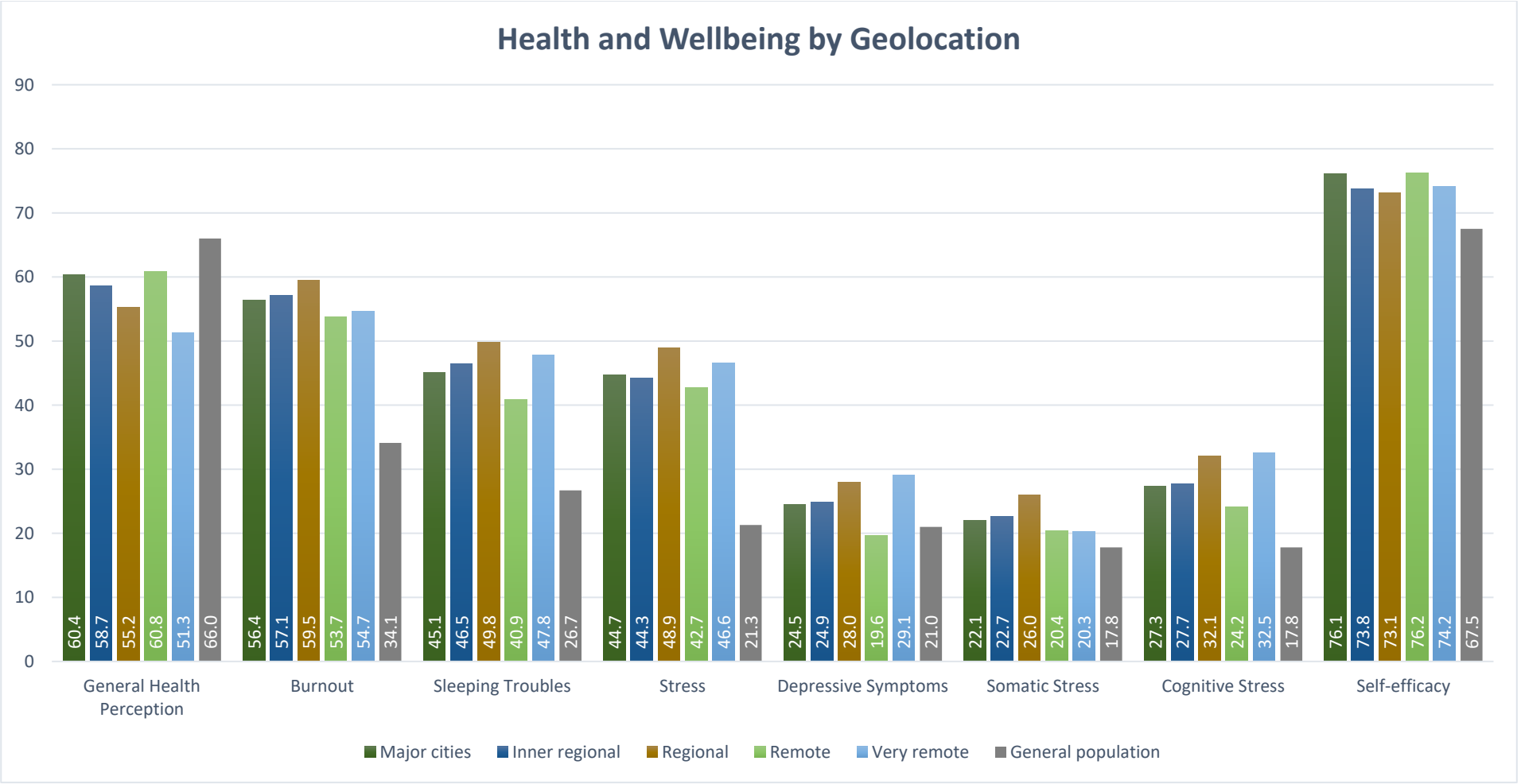



**FIGURE 6.2.17 BAR CHART: HEALTH AND WELLBEING BY GEOLOCATION**

Very remote school leaders reported lower General Health Perception, higher Depressive Symptoms and higher Cognitive Stress than their counterparts from other geolocations. Regional school leaders reported higher results for Burnout, Sleeping Trouble, Stress and Somatic Stress than their counterparts from other geolocations.

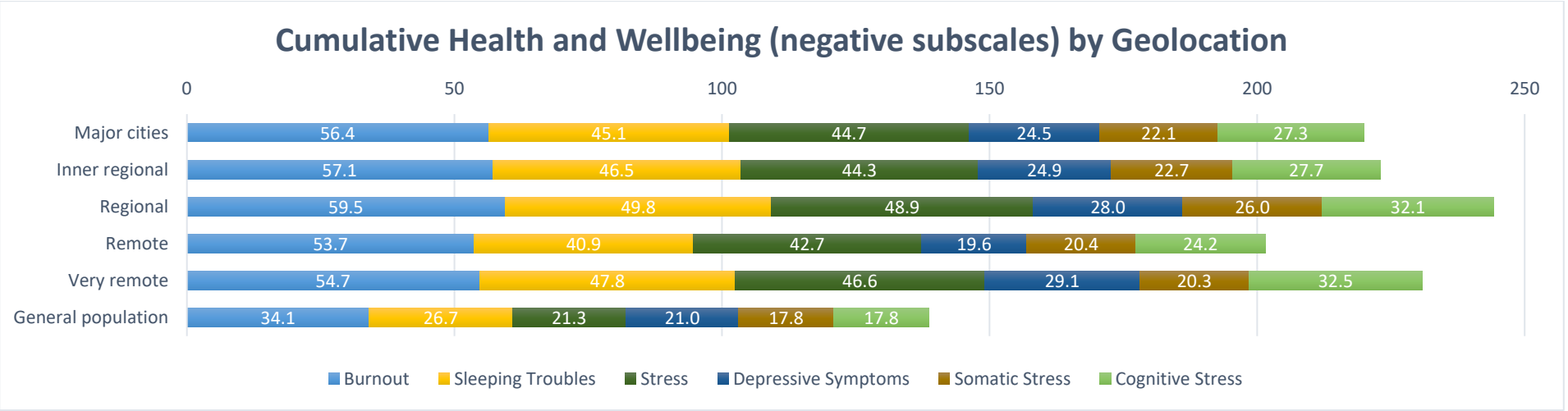



**FIGURE 6.2.18 STACKED BAR CHART: CUMULATIVE NEGATIVE HEALTH AND WELLBEING SUBSCALES BY GEOLOCATION**

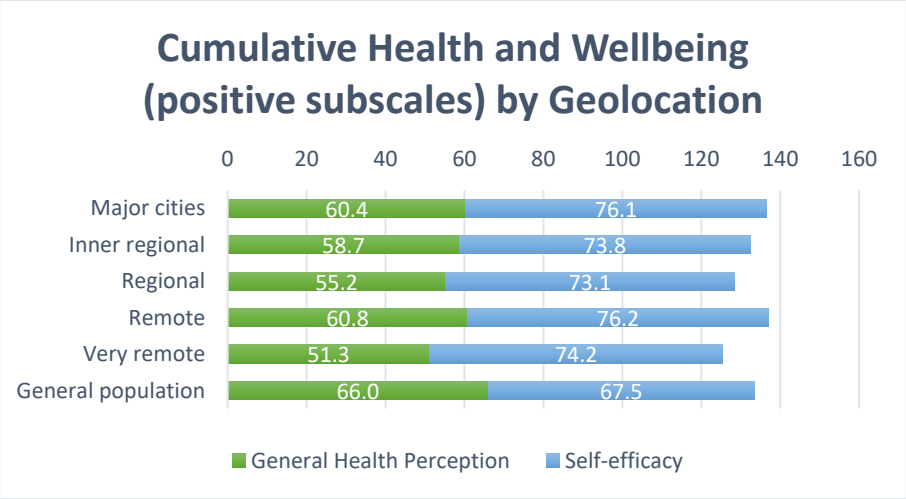



**FIGURE 6.2.19 STACKED BAR CHART: CUMULATIVE POSITIVE HEALTH AND WELLBEING SUBSCALES BY GEOLOCATION**

Cumulatively, regional school leaders reported higher negative subscale results for Health and Wellbeing than their geolocational counterparts. Cumulatively, remote school leaders reported lower negative subscale results for Health and Wellbeing than their counterparts from other geolocations. School leaders from all geolocations reported significantly higher negative subscale results than the general population.

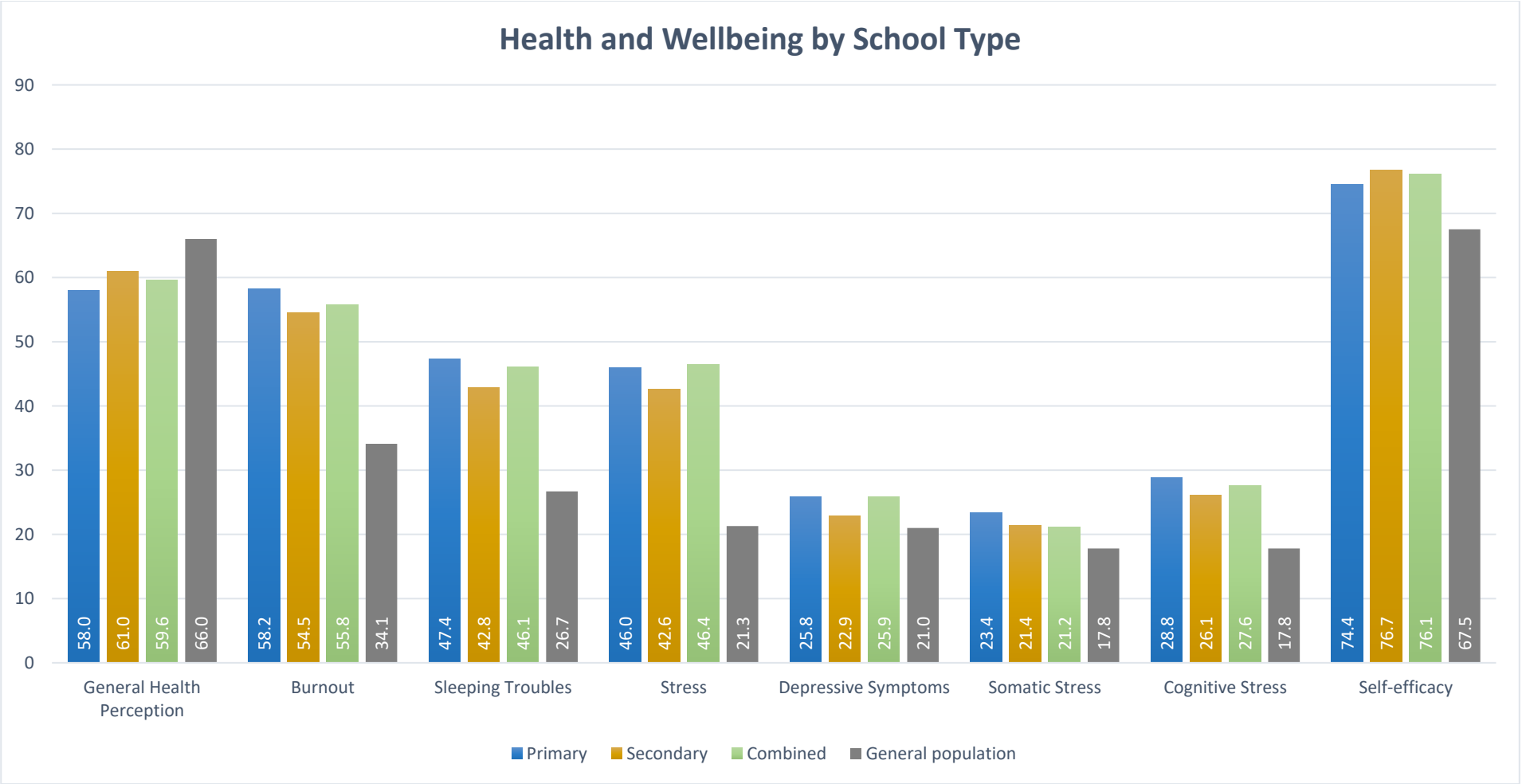



**FIGURE 6.2.20 BAR CHART: HEALTH AND WELLBEING BY SCHOOL TYPE**

Primary school leaders reported lower General Health Perception and Self-efficacy than their secondary and combined school counterparts. Primary school leaders reported higher results for Burnout, Sleeping Troubles, Somatic Stress, and Cognitive Stress than their secondary and combined school counterparts.

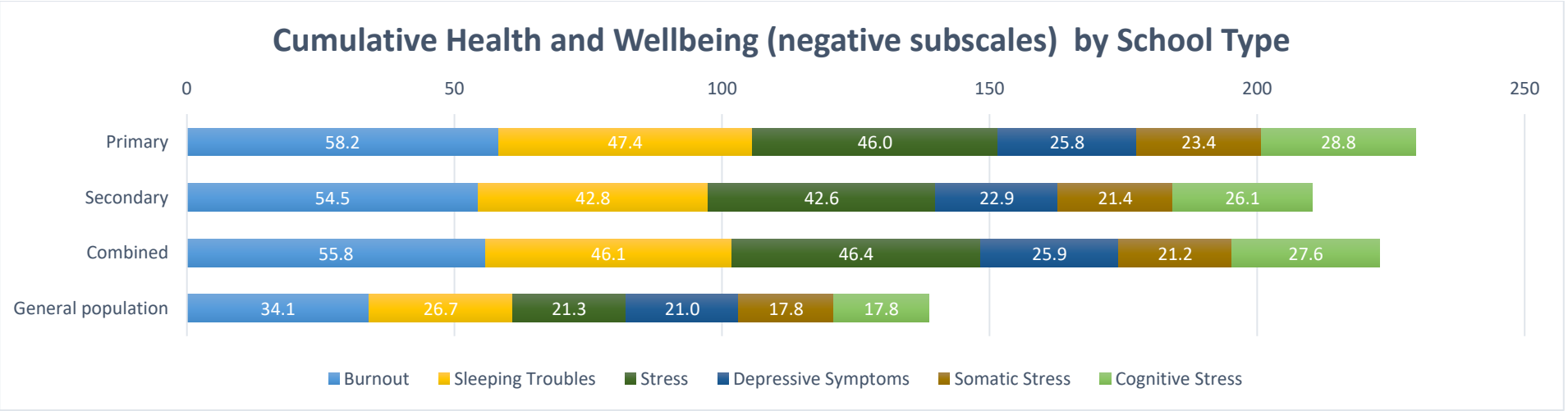



**FIGURE 6.2.21 STACKED BAR CHART: CUMULATIVE NEGATIVE HEALTH AND WELLBEING SUBSCALES BY SCHOOL TYPE**

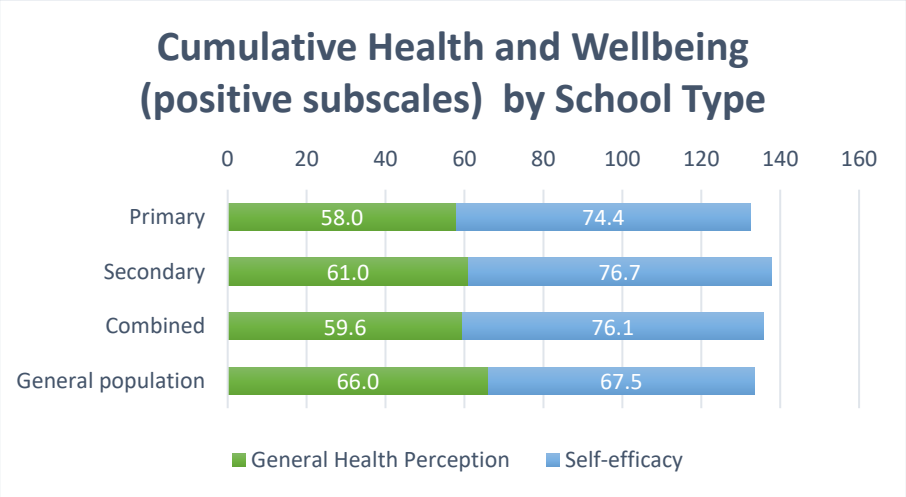



**FIGURE 6.2.22 STACKED BAR CHART: CUMULATIVE POSITIVE HEALTH AND WELLBEING SUBSCALES BY SCHOOL TYPE**

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.

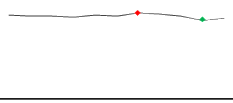
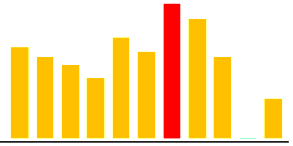
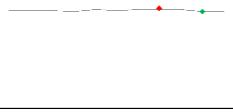
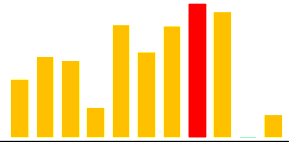
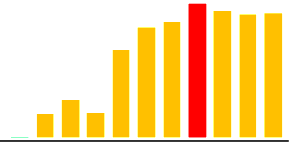
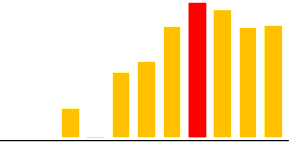
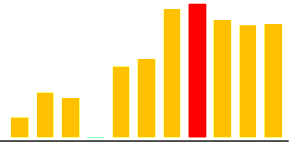
### 6.3 DEMANDS AT WORK: SUBSCALE LONGITUDINAL AND SUBGROUP COMPARISONS

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 6.3.1 SCHOOL LEADER LONGITUDINAL DEMANDS AND WORK TREND**

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 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 | 57.36 |  |  |
| Work Pace | 69.94 | 70.35 | 70.26 | 69.48 | 70.87 | 70.41 | 70.86 | 71.24 | 71.09 | 68.98 | 69.35 |  |  |
| Cognitive Demands | 82.38 | 82.78 | 83.04 | 82.80 | 83.91 | 84.30 | 84.41 | 84.73 | 84.60 | 84.54 | 84.56 |  |  |
| Emotional Demands | | | 68.59 | 67.82 | 69.56 | 69.88 | 70.82 | 71.48 | 71.27 | 70.79 | 70.85 |  |  |
| Demands for Hiding Emotions | 82.39 | 82.95 | 82.82 | 81.95 | 83.54 | 83.72 | 84.84 | 84.97 | 84.60 | 84.49 | 84.51 |  |  |

highest score lowest score

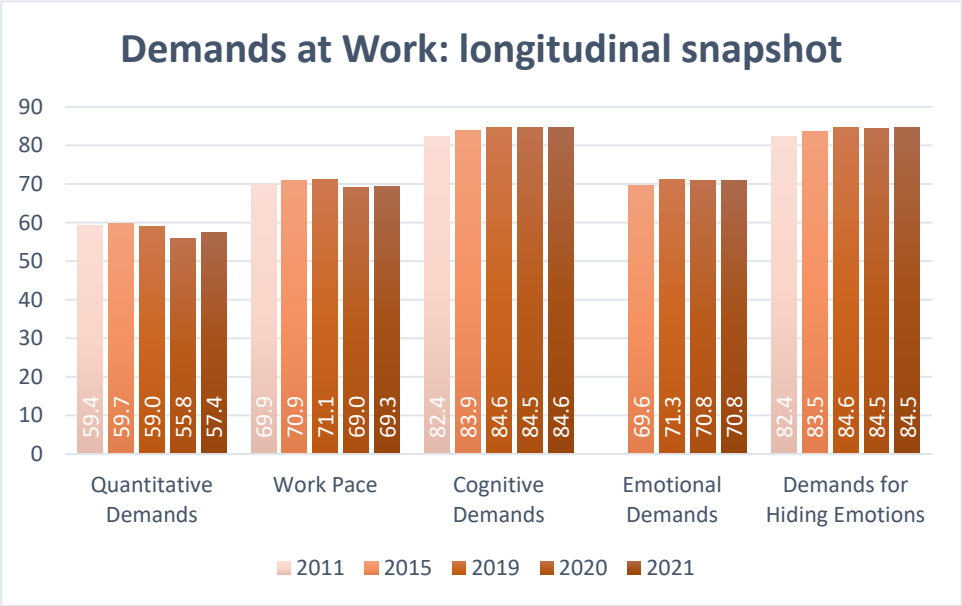



**FIGURE 6.3.1 DEMANDS AT WORK MEAN SCORES: SCHOOL LEADER RESULTS 2011, 2015, 2019, 2020 AND 2021**

**Quantitative Demands:** school leaders in 2021 reported a very large effect size higher than the general population ($57.36, d = 0.84$). School leaders report a minor increase compared to the first year of the pandemic, 2020 ($55.82, d = 0.76$). School leaders reported lower Quantitative Demands for the two pandemic years than in previous years.

**Work Pace:** school leaders in 2021 reported a large effect size higher than the general population ($69.35, d = 0.52$). School leaders reported similar results in 2021 as those reported in 2020 ($68.98\ d = 0.50$).

**Cognitive Demands:** school leaders in 2021 reported a very large effect size higher than the general population ($84.56, d = 1.10$). School leaders have reported very similar results for Cognitive Demands over the last three years.

**Emotional Demands:** school leaders reported a huge effect size higher than the general population ($70.85, d = 1.24$). School leaders have reported very similar results for Emotional Demands over the last two pandemic years.

**Demands for Hiding Emotions:** school leaders reported a huge effect size higher than the general population ($84.51, d = 1.63$). School leaders have reported very similar results for Demands for Hiding Emotions over the last two pandemic years.

"There are so many admin and compliance responsibilities that make it difficult to focus on supporting teaching and learning, being in the classroom etc. Principals [sic] are responsible for maintenance, compliance, OHS, WorkCover, managing building projects, delivery of curriculum, performance reviews etc. Any issues that come up generally go through the principal…"

"…Supporting people during difficult times such as this pandemic is very draining for principals because they invariably are the ones that need to be aware of other people's physical, mental health and wellbeing and take steps to protect them and support them."

*Prefer not to say, government primary school, VIC*

## Demands at Work: school leader sub-group results

The following findings for Demands at Work are from Table 6.3.2 to Table 6.3.9 below.

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

- For Quantitative Demands (compared to the general population), female school leaders reported a very large effect size higher ($58.23, d = 0.88$), and their male counterparts reported a large effect size higher ($55.42, d = 0.74$).
- For Emotional Demands (compared to the general population), female school leaders reported a huge effect size higher ($72.1, d = 1.29$), and their male counterparts reported a very large effect size higher ($68.52, d = 1.15$).
- For Demands for Hiding Emotions (compared to the general population), both female ($85.03, d = 1.66$) and male ($83.31, d = 1.57$) school leaders reported huge effect sizes higher.

Catholic school leaders reported lower Quantitative Demands and Work Pace ($52.42, d = 0.6$ and $65.62, d = 0.32$) than their government ($58.06, d = 0.87$ and $69.72, d = 0.54$), and Independent ($56.99, d = 0.82$ and $70.59, d = 0.58$) counterparts. Government school leaders continue to report higher Quantitative Demands, Cognitive Demands, Emotional Demands, and Demands for Hiding Emotions than their Catholic and Independent counterparts.

As school leaders' age group increases, the reported results for all five Demands at Work subscales decrease, hence the largest differences can be seen between school leaders aged 31-40 and 61+:

- For Quantitative Demands (compared to the general population), school leaders aged 31-40 reported a very large effect size higher ($64.77, d = 1.2$), and school leaders aged 61+ reported a large effect size higher ($51.71, d = 0.56$).
- For Cognitive Demands (compared to the general population), school leaders aged 31-40 reported a huge effect size higher ($88.07, d = 1.29$), and school leaders aged 61+ reported a very large effect size higher ($81.48, d = 0.94$).

Victorian school leaders report lower results for Quantitative Demands ($56.72, d = 0.81$), Work Pace ($69.95, d = 0.55$) and Demands of Hiding Emotions ($85.61, d = 1.68$) than their counterparts from other states and territories. School leaders in the NT reported the highest results for Quantitative Demands ($62.88, d = 1.11$) compared to their counterparties from other states and territories.

The largest difference in Quantitative Demands is seen between major cities ($56.07, d = 0.77$) and very remote ($66.67, d = 1.29$) school leaders. Very remote school leaders also reported higher results for Demands for Hiding Emotions ($88.1, d = 1.80$) than their counterparts from other geolocations.

**TABLE 6.3.2: 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 | 58.23 | 55.42 | 58.33 | 58.06 | 52.42 | 56.99 | 57.37 | 55.56 |
| Work Pace | 69.89 | 68.85 | 68.26 | 69.72 | 65.62 | 70.59 | 69.08 | 69.40 |
| Cognitive Demands | 85.20 | 83.62 | 84.44 | 84.80 | 83.73 | 81.37 | 85.17 | 81.62 |
| Emotional Demands | 72.10 | 68.52 | 71.51 | 71.02 | 70.65 | 65.75 | 71.15 | 68.22 |
| Demands for Hiding Emotions | 85.03 | 83.31 | 85.50 | 85.06 | 82.73 | 81.21 | 84.43 | 83.90 |

**TABLE 6.3.3: MEAN DEMANDS AT WORK BY AGE AND SCHOOL LEADER EXPERIENCE COHEN'S D DEMANDS AT WORK BY GENDER, SCHOOL SECTOR AND ROLE**

| | Female | Male | Prefer not to say | Government | Catholic | Independent | Principal | Deputy |
|---|---|---|---|---|---|---|---|---|
| Quantitative Demands | 0.88 | 0.74 | 0.88 | 0.87 | 0.60 | 0.82 | 0.84 | 0.75 |
| Work Pace | 0.54 | 0.49 | 0.46 | 0.54 | 0.32 | 0.58 | 0.50 | 0.52 |
| Cognitive Demands | 1.14 | 1.05 | 1.10 | 1.12 | 1.06 | 0.93 | 1.14 | 0.95 |
| Emotional Demands | 1.29 | 1.15 | 1.27 | 1.25 | 1.23 | 1.03 | 1.25 | 1.13 |
| Demands for Hiding Emotions | 1.66 | 1.57 | 1.68 | 1.66 | 1.54 | 1.47 | 1.63 | 1.60 |

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

**TABLE 6.3.4: 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 | 64.77 | 59.82 | 57.86 | 51.71 | 62.57 | 58.89 | 57.20 | 57.82 | 55.11 |
| Work Pace | 75.45 | 73.53 | 69.69 | 63.82 | 72.14 | 69.95 | 70.24 | 70.26 | 66.77 |
| Cognitive Demands | 88.07 | 86.41 | 84.90 | 81.48 | 86.26 | 85.37 | 84.82 | 84.89 | 83.16 |
| Emotional Demands | 78.64 | 73.95 | 70.77 | 65.86 | 74.67 | 72.77 | 72.12 | 70.48 | 67.72 |
| Demands for Hiding Emotions | 88.94 | 85.88 | 84.80 | 81.18 | 86.46 | 85.67 | 85.32 | 84.50 | 82.51 |

**TABLE 6.3.5: COHEN'S D DEMANDS AT WORK BY AGE AND SCHOOL LEADER EXPERIENCE**

| | **31-40** | **41-50** | **51-60** | **61+** | **<=5** | **6-10** | **11-15** | **16-20** | **21+** |
|---|---|---|---|---|---|---|---|---|---|
| Quantitative Demands | 1.20 | 0.96 | 0.86 | 0.56 | 1.09 | 0.91 | 0.83 | 0.86 | 0.73 |
| Work Pace | 0.84 | 0.73 | 0.53 | 0.23 | 0.66 | 0.55 | 0.56 | 0.56 | 0.38 |
| Cognitive Demands | 1.29 | 1.20 | 1.12 | 0.94 | 1.20 | 1.15 | 1.12 | 1.12 | 1.03 |
| Emotional Demands | 1.56 | 1.37 | 1.24 | 1.04 | 1.40 | 1.32 | 1.29 | 1.23 | 1.11 |
| Demands for Hiding Emotions | 1.84 | 1.70 | 1.64 | 1.47 | 1.72 | 1.69 | 1.67 | 1.63 | 1.53 |

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

**TABLE 6.3.6: MEAN DEMANDS AT WORK BY SCHOOL STATE**

| | State | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **NSW** | **VIC** | **QLD** | **SA** | **WA** | **TAS** | **ACT** | **NT** |
| Quantitative Demands | 56.72 | 54.99 | 58.14 | 58.87 | 57.81 | 60.00 | 61.81 | 62.88 |
| Work Pace | 69.95 | 66.78 | 71.24 | 70.32 | 68.07 | 67.50 | 76.54 | 68.18 |
| Cognitive Demands | 85.34 | 83.40 | 84.54 | 85.42 | 84.11 | 81.04 | 88.19 | 82.77 |
| Emotional Demands | 71.79 | 68.27 | 72.49 | 73.15 | 70.15 | 64.58 | 70.14 | 65.53 |
| Demands for Hiding Emotions | 85.61 | 81.95 | 86.02 | 85.32 | 84.48 | 82.78 | 84.26 | 83.08 |

**TABLE 6.3.7: COHEN'S D DEMANDS AT WORK BY SCHOOL STATE**

| | **NSW** | **VIC** | **QLD** | **SA** | **WA** | **TAS** | **ACT** | **NT** |
|---|---|---|---|---|---|---|---|---|
| Quantitative Demands | 0.81 | 0.72 | 0.88 | 0.91 | 0.86 | 0.97 | 1.05 | 1.11 |
| Work Pace | 0.55 | 0.38 | 0.61 | 0.57 | 0.45 | 0.42 | 0.89 | 0.45 |
| Cognitive Demands | 1.15 | 1.04 | 1.10 | 1.15 | 1.08 | 0.92 | 1.30 | 1.01 |
| Emotional Demands | 1.28 | 1.13 | 1.31 | 1.34 | 1.21 | 0.98 | 1.21 | 1.02 |
| Demands for Hiding Emotions | 1.68 | 1.51 | 1.70 | 1.67 | 1.63 | 1.55 | 1.62 | 1.56 |

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

**TABLE 6.3.8: 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 | 56.07 | 57.79 | 59.06 | 65.13 | 66.67 | 57.99 | 56.34 | 57.23 |
| Work Pace | 68.99 | 69.11 | 70.29 | 70.18 | 69.44 | 68.55 | 72.21 | 69.27 |
| Cognitive Demands | 84.31 | 84.78 | 84.55 | 83.06 | 84.52 | 84.70 | 84.83 | 83.11 |
| Emotional Demands | 70.25 | 71.13 | 71.73 | 70.39 | 68.45 | 71.37 | 69.70 | 69.40 |
| Demands for Hiding Emotions | 84.06 | 84.86 | 85.34 | 85.09 | 88.10 | 85.43 | 83.59 | 83.81 |

**TABLE 6.3.9: COHEN'S D DEMANDS AT WORK BY SCHOOL GEOLOCATION AND SCHOOL TYPE**

| | Major cities | Inner regional | Regional | Remote | Very remote | Primary | Secondary | Combined |
|---|---|---|---|---|---|---|---|---|
| Quantitative Demands | ↑ 0.77 | ↑ 0.86 | ↑ 0.92 | ↑ 1.22 | ↑ 1.29 | ↑ 0.87 | ↑ 0.79 | ↑ 0.83 |
| Work Pace | 0.50 | ↑ 0.50 | ↑ 0.56 | ↑ 0.56 | ↑ 0.52 | 0.47 | ↑ 0.67 | ↑ 0.51 |
| Cognitive Demands | ↑ 1.09 | ↑ 1.12 | ↑ 1.10 | ↑ 1.02 | ↑ 1.10 | ↑ 1.11 | ↑ 1.12 | ↑ 1.03 |
| Emotional Demands | ↑ 1.22 | ↑ 1.25 | ↑ 1.28 | ↑ 1.22 | ↑ 1.14 | ↑ 1.26 | ↑ 1.19 | ↑ 1.18 |
| Demands for Hiding Emotions | ↑ 1.61 | ↑ 1.65 | ↑ 1.67 | ↑ 1.66 | ↑ 1.80 | ↑ 1.67 | ↑ 1.59 | ↑ 1.60 |

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

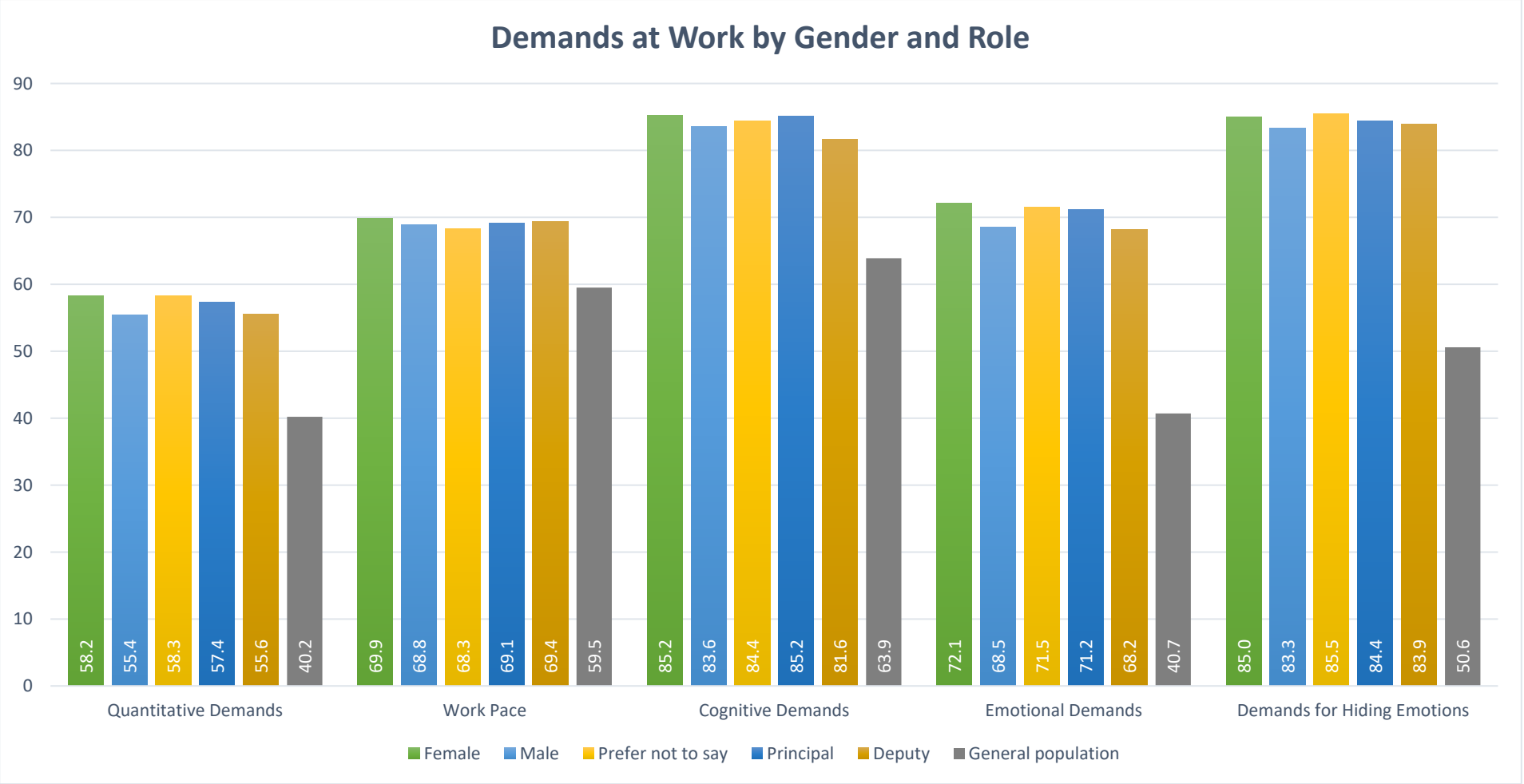



**FIGURE 6.3.2 BAR CHART: DEMANDS AT WORK BY GENDER AND ROLE**

Female school leaders reported higher results for all Demands at Work subscale than their male counterparts. Both male and female school leaders reported higher results for all Demands at Work subscale than the general population.

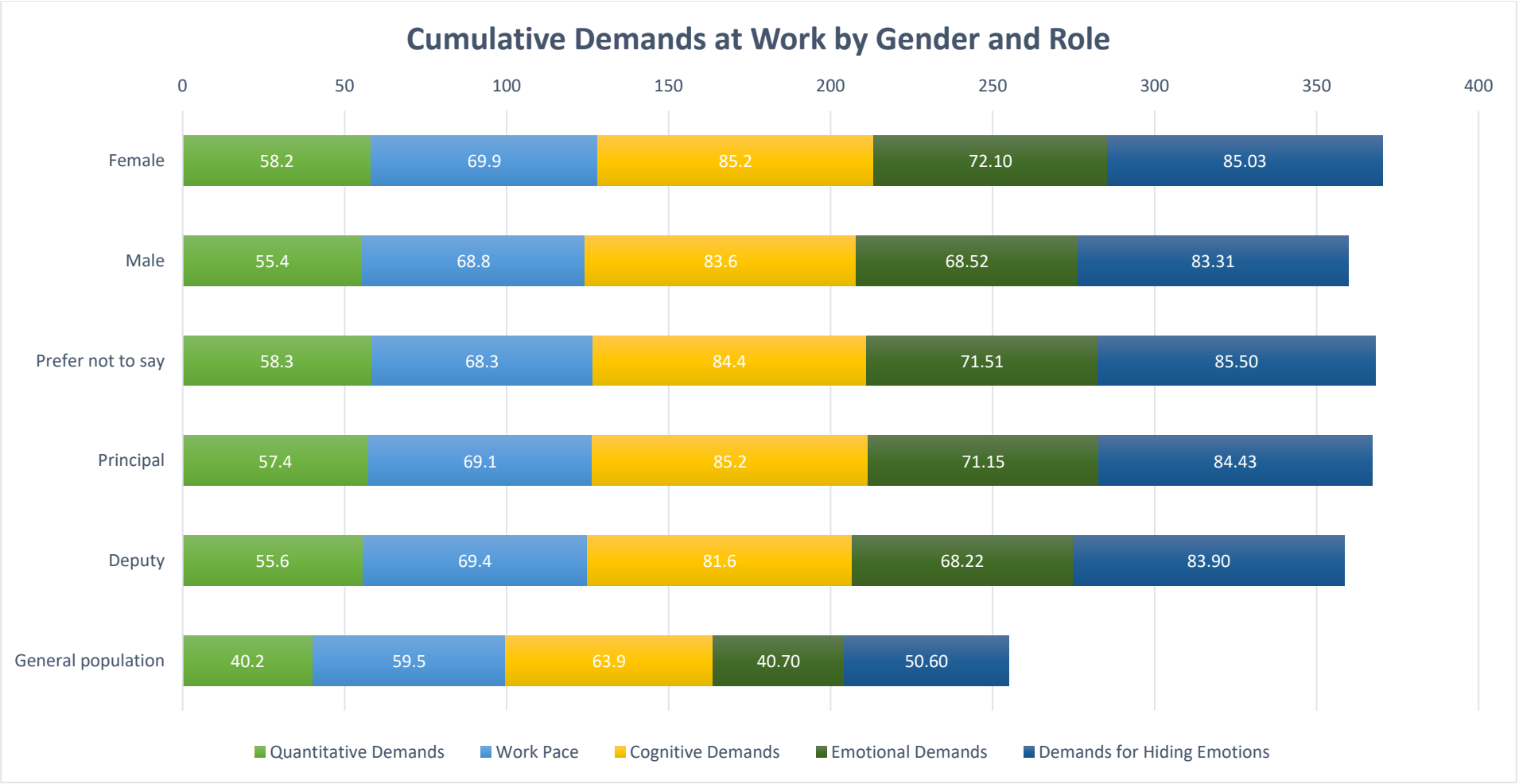



**FIGURE 6.3.3 STACKED BAR CHART: CUMULATIVE DEMANDS AT WORK BY GENDER AND ROLE**

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.

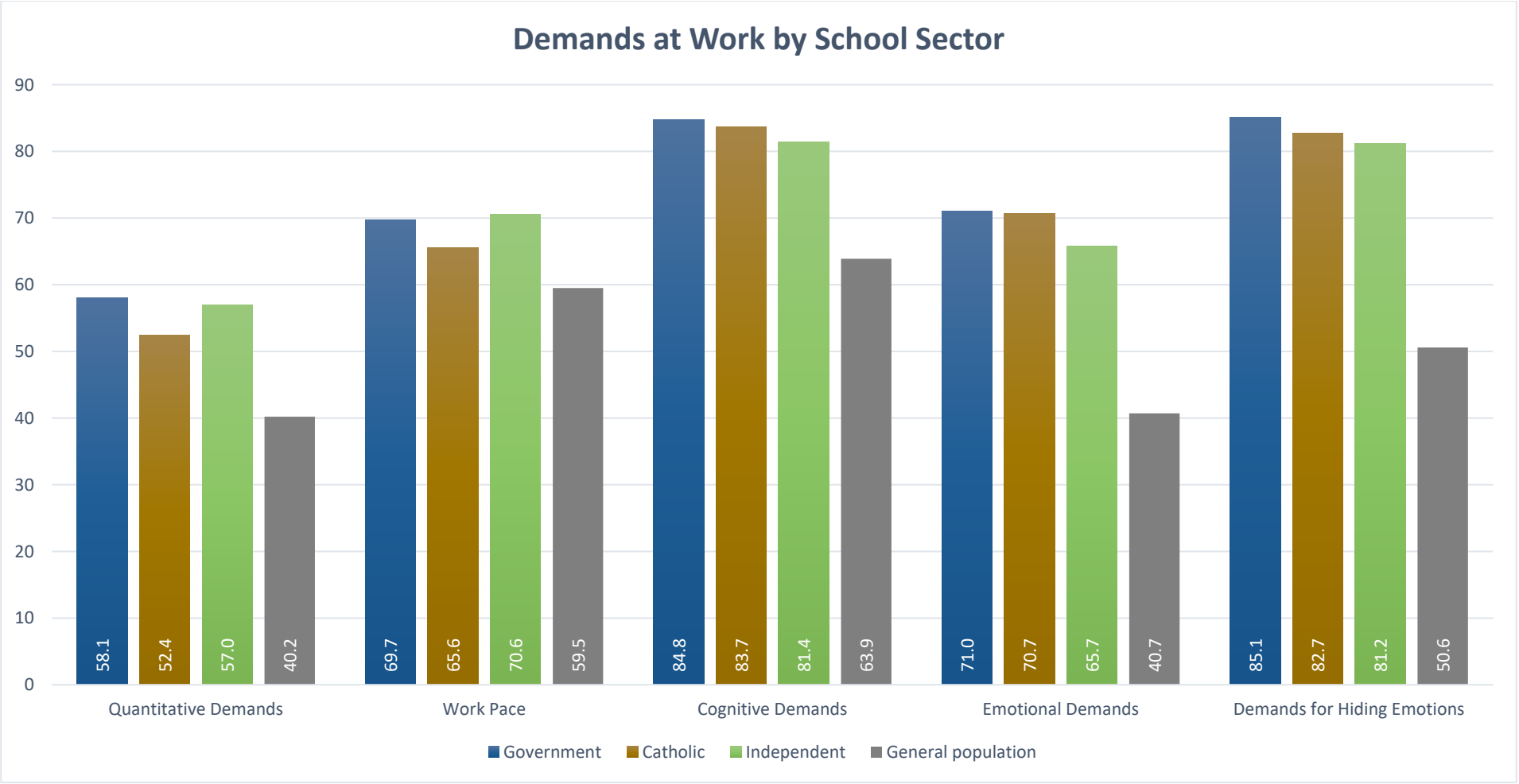



**FIGURE 6.3.4 BAR CHART: DEMANDS AT WORK BY SCHOOL SECTOR**

Catholic school leaders reported lower results for Quantitative Demands and Work Pace than their government and Independent school counterparts. Government school leaders reported higher Quantitative Demands, Cognitive Demands, Emotional Demands and Demands for Hiding Emotions than their Catholic and Independent school counterparts.

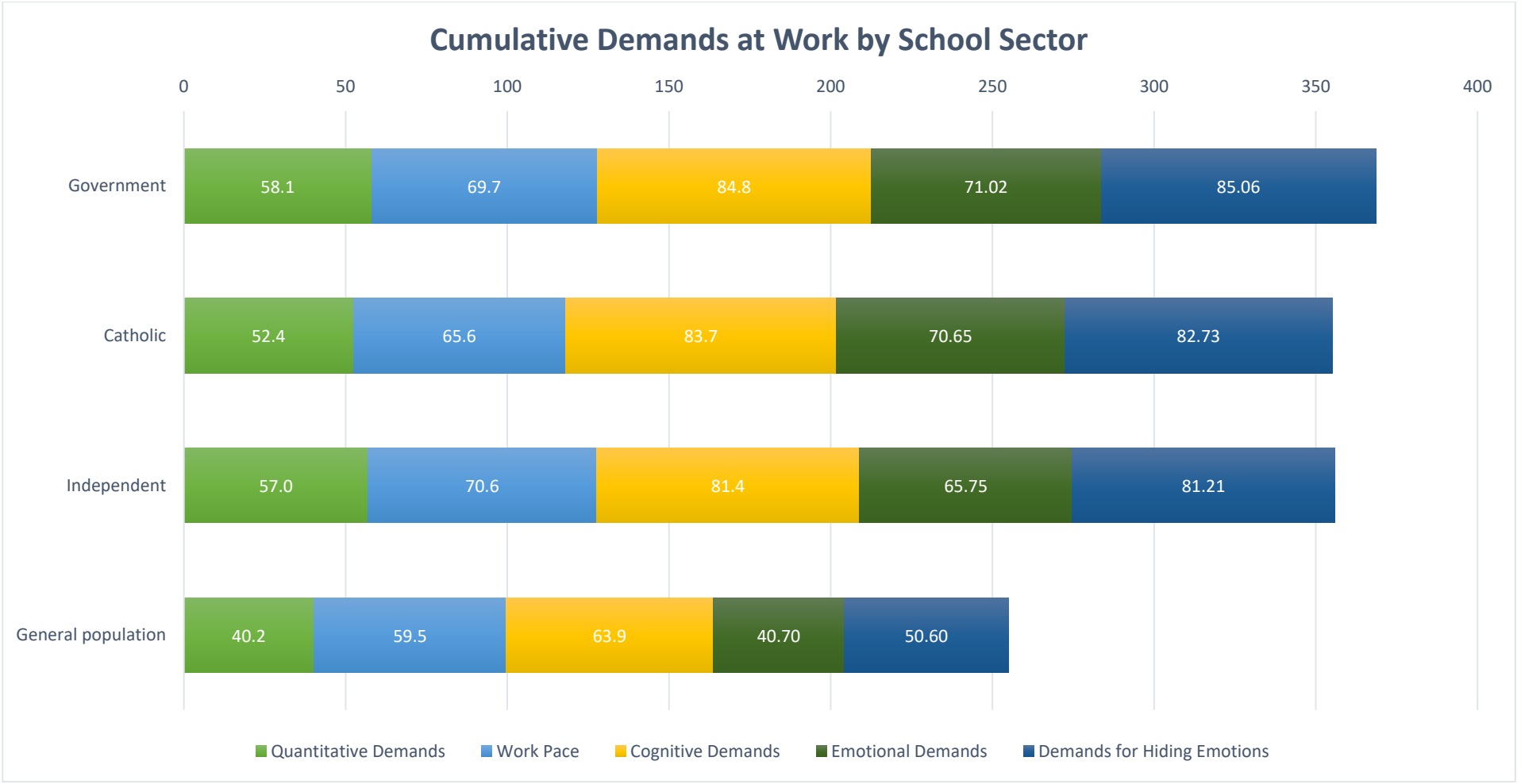



**FIGURE 6.3.5 STACKED BAR CHART: CUMULATIVE DEMANDS AT WORK BY SCHOOL SECTOR**

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.

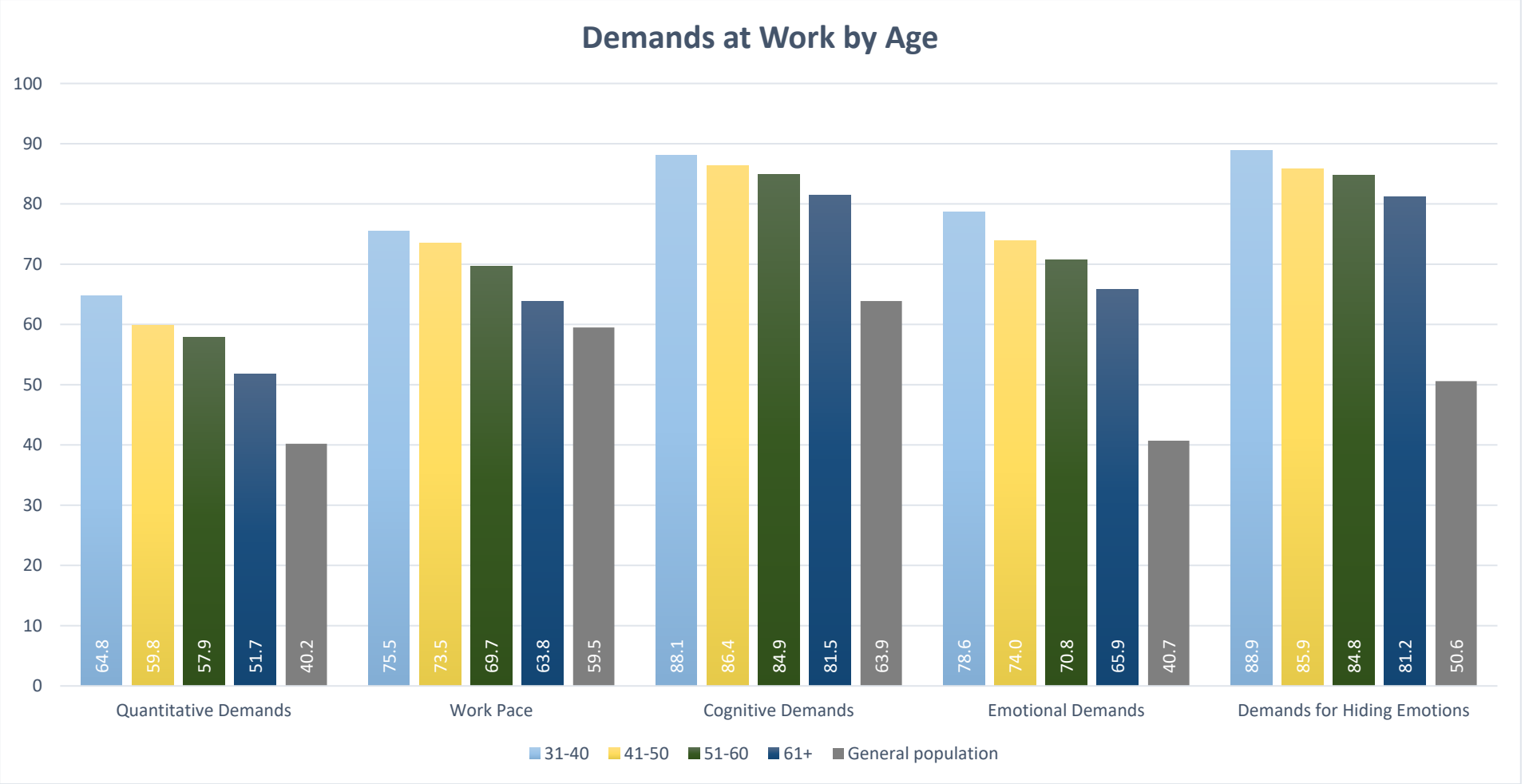



**FIGURE 6.3.6 DEMANDS AT WORK BY AGE GROUPS**

As school leaders age group increased, their reported results for all five Demands at Work subscales decreased. The difference in results for Quantitative Demands for school leaders aged 31-40 and 61+ has increased in 2021 compared to 2020 (difference: 13.1 versus 10.6).

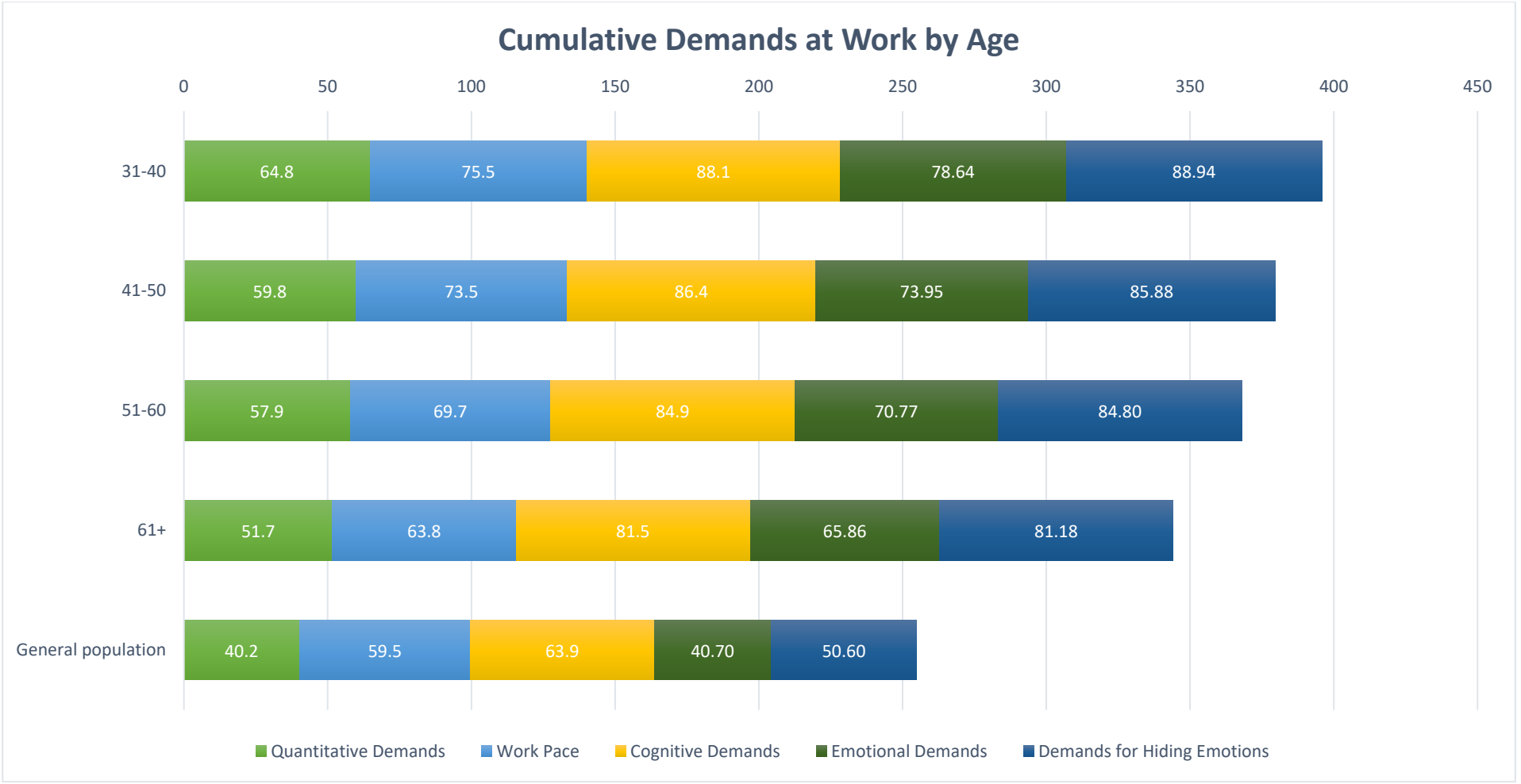



**FIGURE 6.3.7 STACKED BAR CHART: CUMULATIVE DEMANDS AT WORK BY AGE GROUPS**

As school leaders' age group increased, the cumulative results for Demands at Work decreased. Cumulatively, school leaders of all age groups scored higher for Demands at Work than the general population.

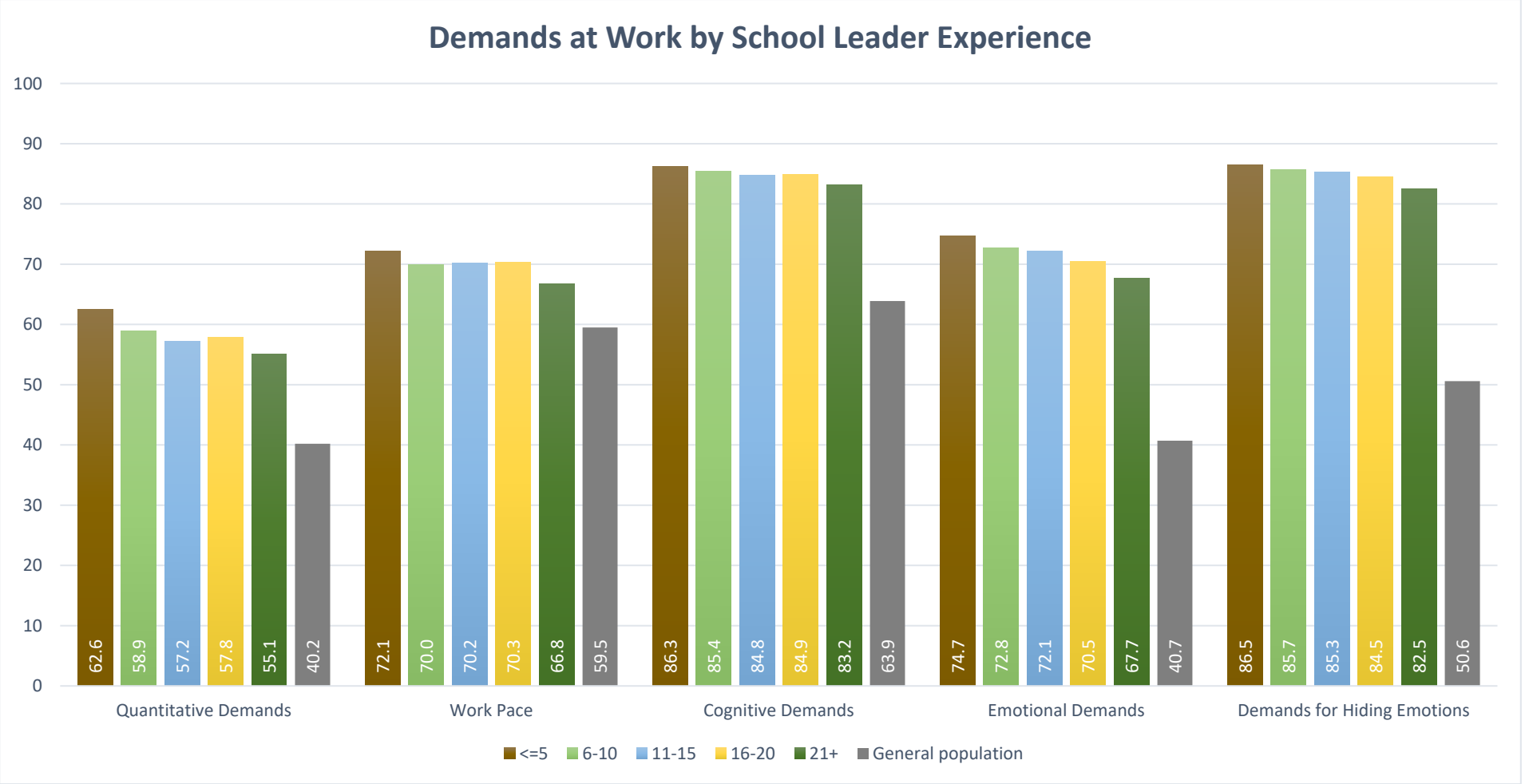



**FIGURE 6.3.8 CUMULATIVE DEMANDS AT WORK BY SCHOOL LEADER EXPERIENCE**

Generally, as school leadership experience increased, school leaders reported results for Demands at Work decreased. School leaders with less than 5 years' experience reported higher results for all five subscales of Demands at Work.

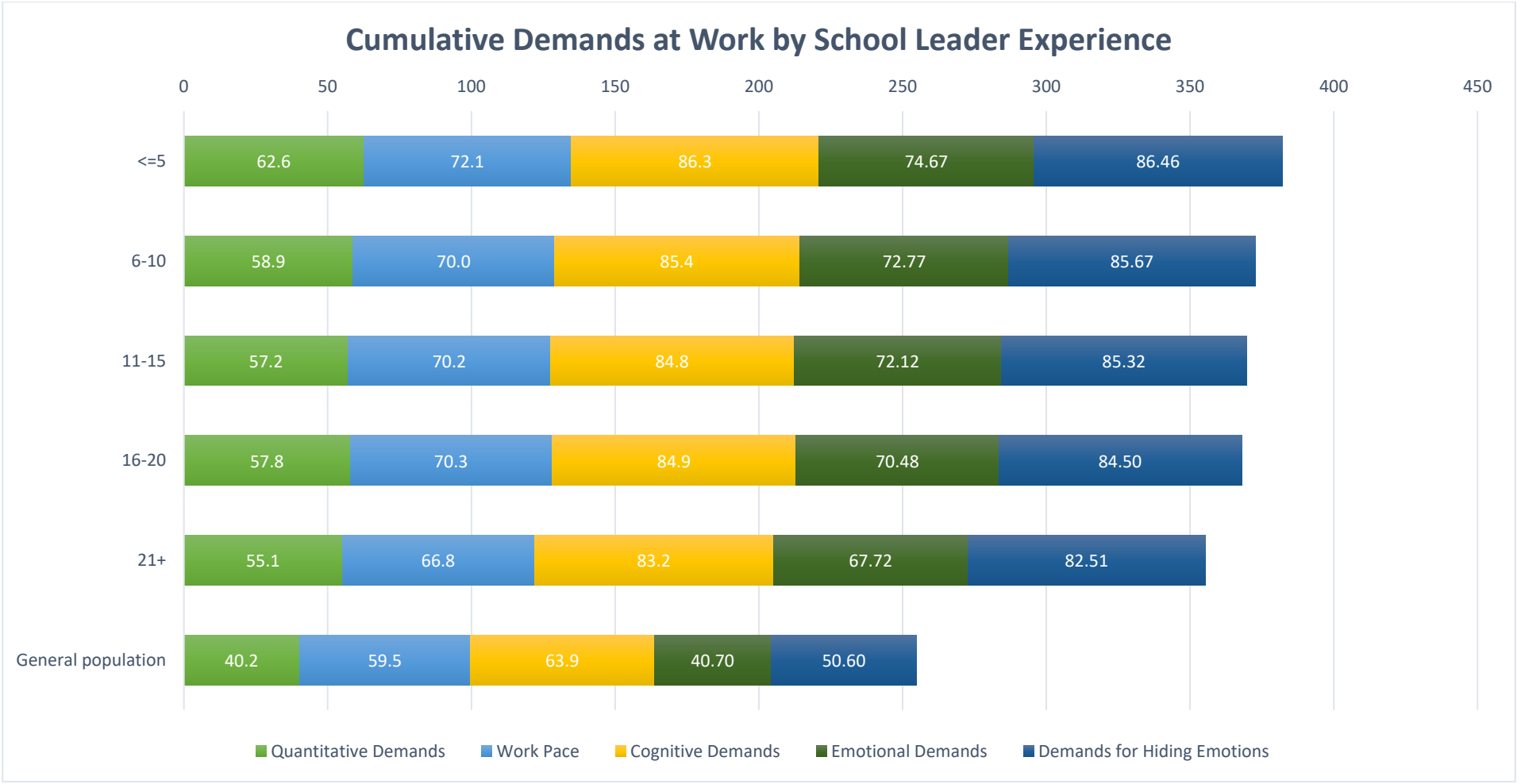



**FIGURE 6.3.9 STACKED BAR CHART: CUMULATIVE DEMANDS AT WORK BY SCHOOL LEADER EXPERIENCE**

Cumulatively, school leaders with <=5 years' experience in a school leader role reported higher Demands at Work than their counterparts in other school leader experience subgroups. Cumulatively, school leaders with 11-15 and 16-20 years of school leader experience reported similar results.

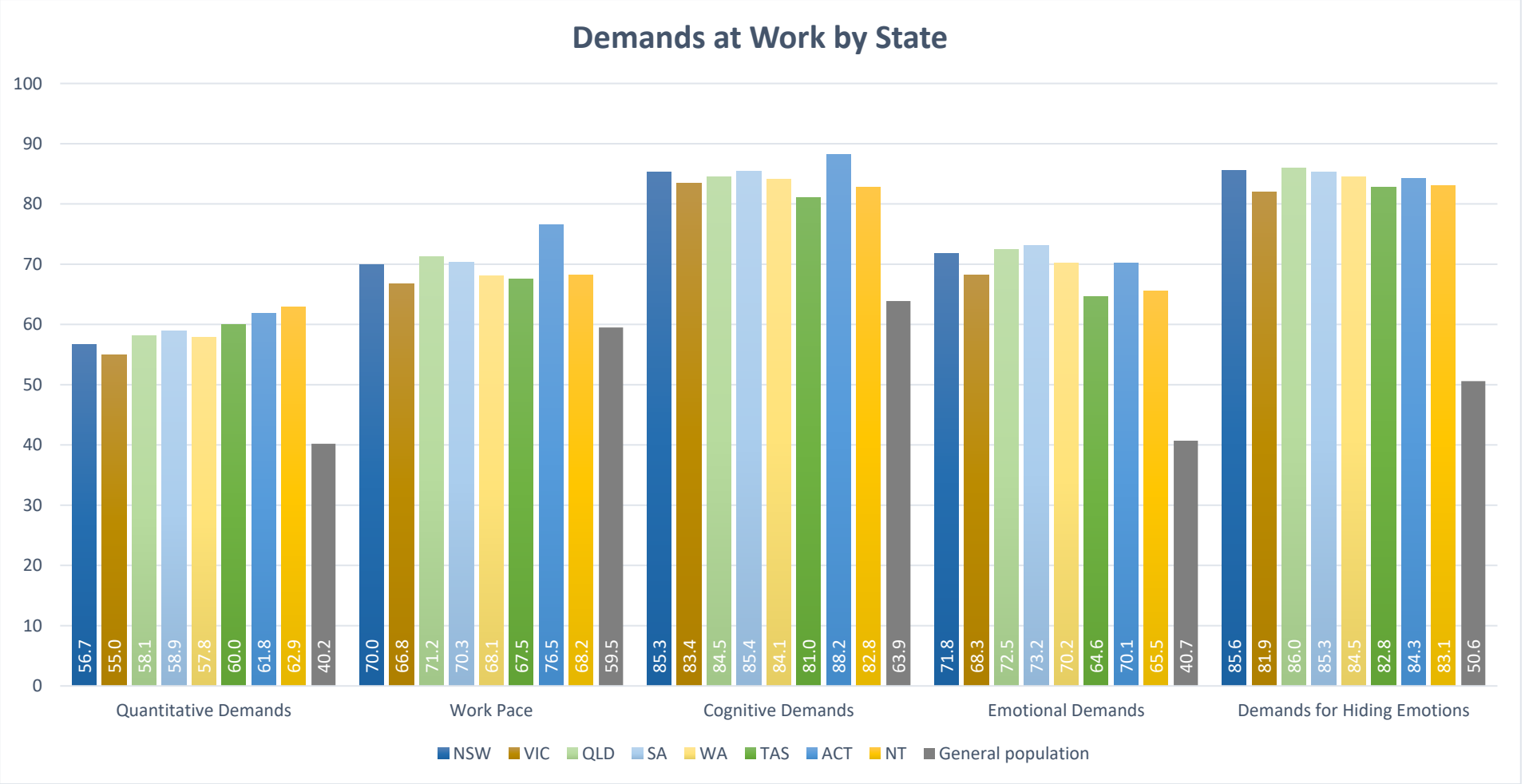



**FIGURE 6.3.10 BAR CHART: DEMANDS AT WORK BY STATE**

School leaders in Victoria reported lower Quantitative Demands, Work Pace and Demands for Hiding Emotions than their counterparts from other states and territories. School leaders in the ACT reported higher Work Pace and Cognitive Demands than their counterparts from other states and territories.

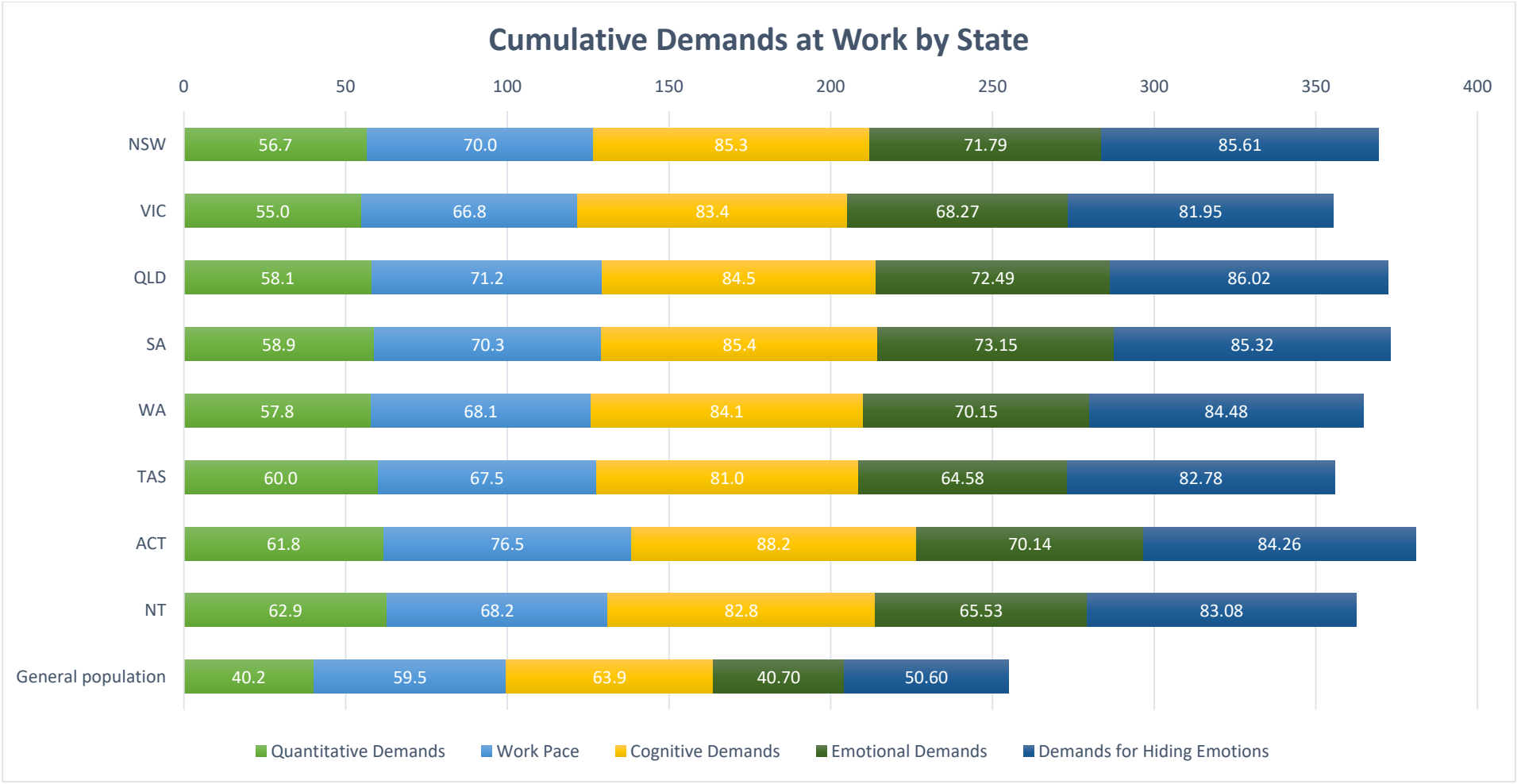



**FIGURE 6.3.11 STACKED BAR CHART: CUMULATIVE DEMANDS AT WORK BY STATE**

Cumulatively, Victorian and Tasmanian school leaders 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.

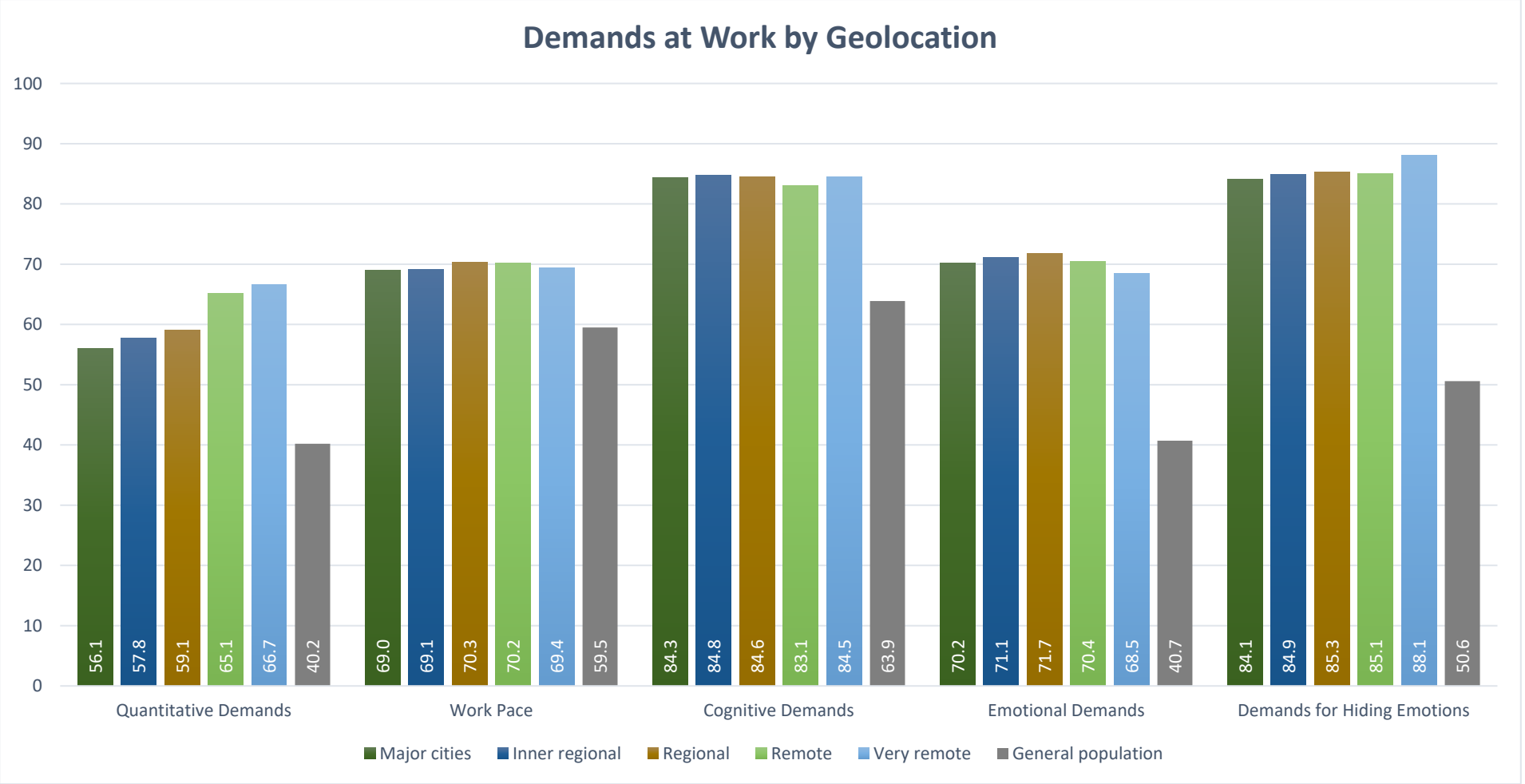



**FIGURE 6.3.12 BAR CHART: DEMANDS AT WORK BY GEOLOCATION**

Very remote school leaders reported higher for Quantitative Demands and Demands for Hiding Emotions than their counterparts from other geolocations. School leaders from all geolocations reported similar results for Work Pace and Cognitive Demands.

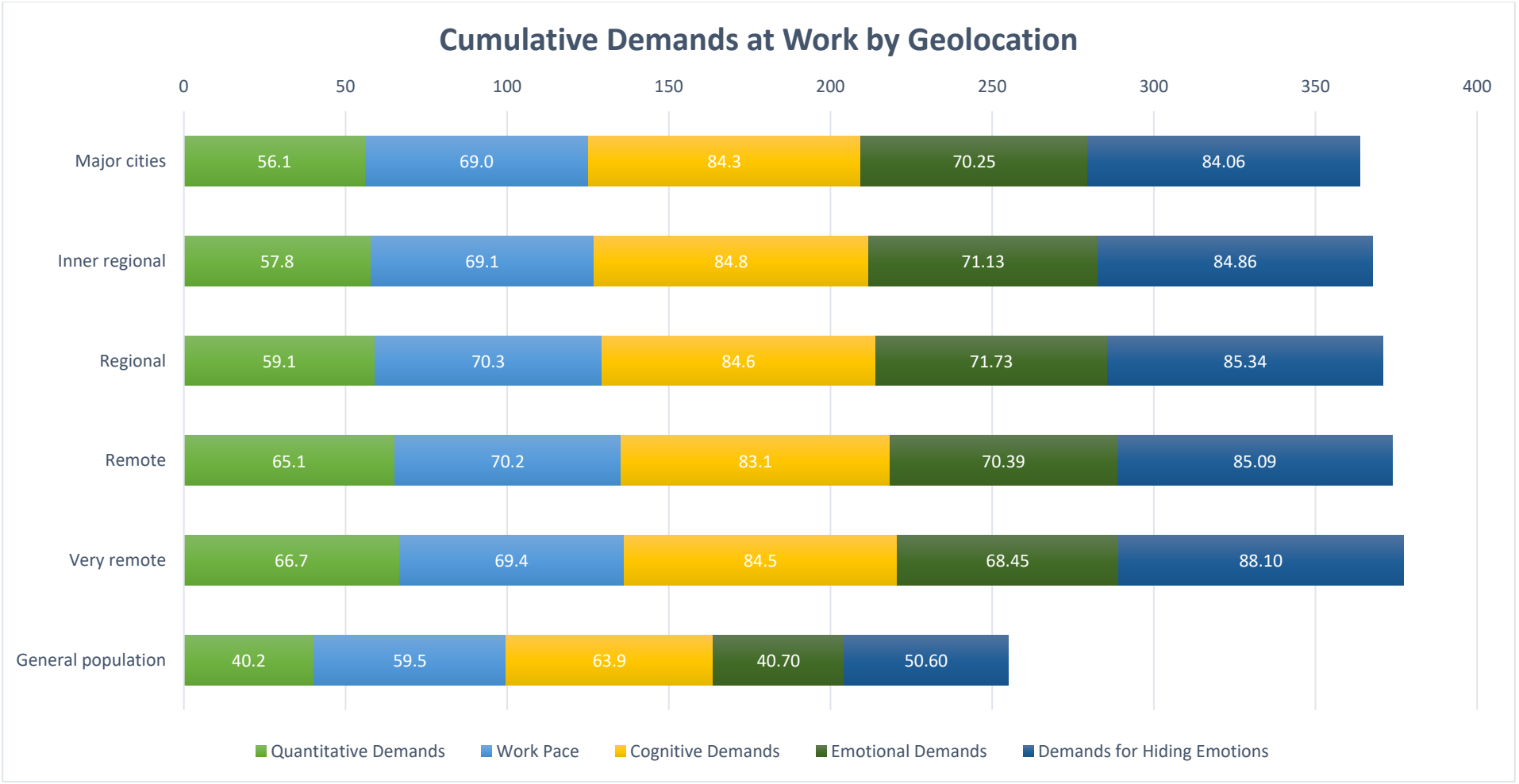



**FIGURE 6.3.13 STACKED BAR CHART: CUMULATIVE DEMANDS AT WORK BY GEOLOCATION**

Cumulatively, school leaders reported higher combined results for Demands at Work as their geolocation became more remote. Cumulatively, school leaders of all geolocations scored higher than the general population.

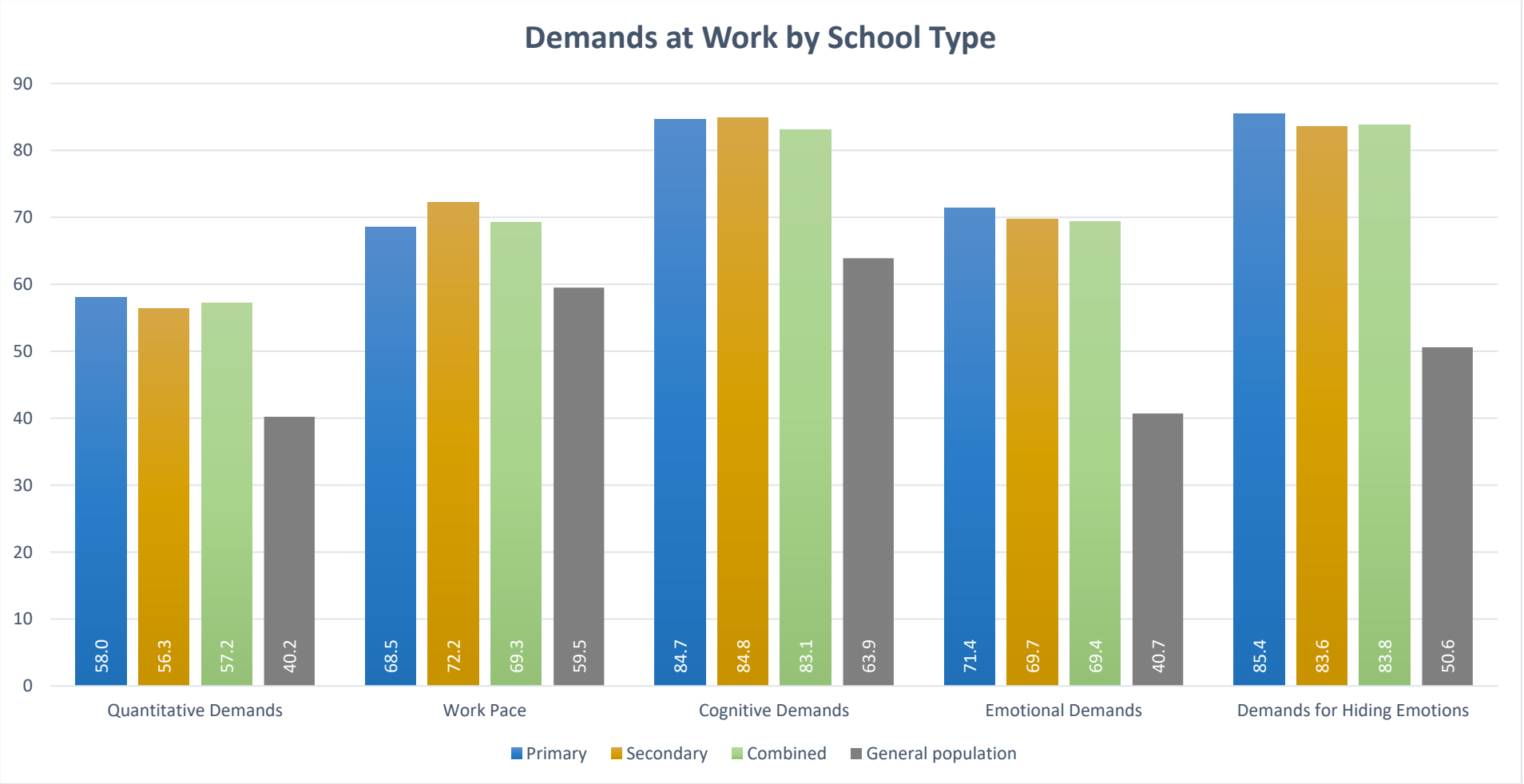



**FIGURE 6.3.14 BAR CHART: DEMANDS AT WORK BY SCHOOL TYPE**

Primary school leaders reported higher Quantitative Demands, Emotional Demands and Demands for Hiding Emotions than their secondary and combined school counterparts. Secondary school leaders reported higher Work Pace than their primary and combine school counterparts.

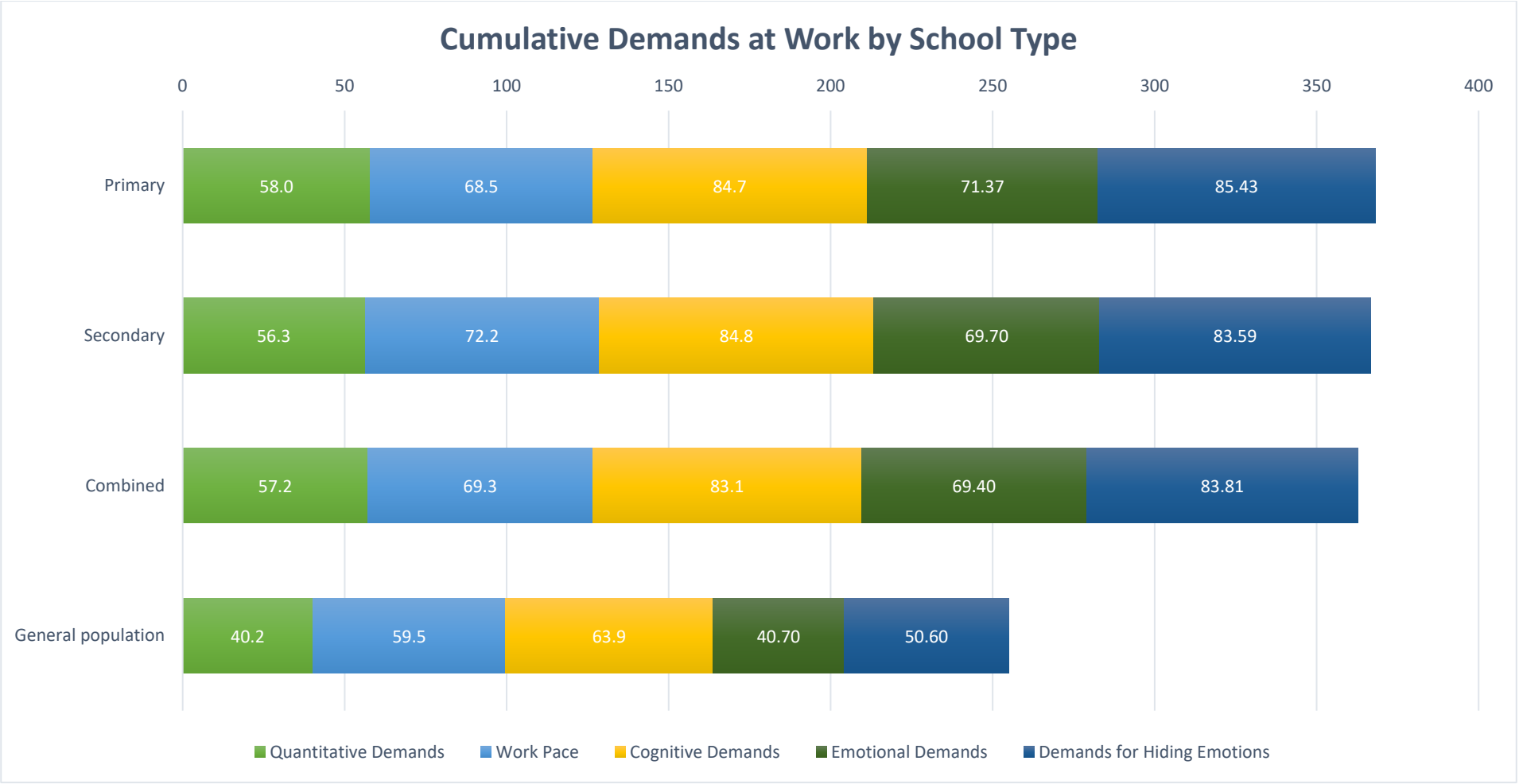



**FIGURE 6.3.15 STACKED BAR CHART: CUMULATIVE DEMANDS AT WORK BY SCHOOL TYPE**

Cumulatively, primary, secondary, and combined school leaders reported similarly results for Demands at Work. Cumulatively, school leaders from these three school types scored higher than the general population.

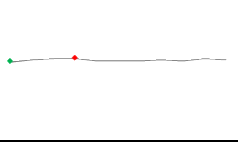
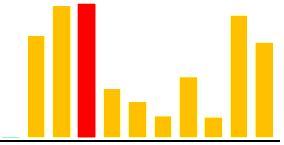
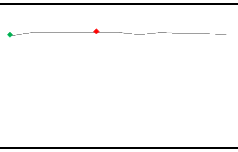
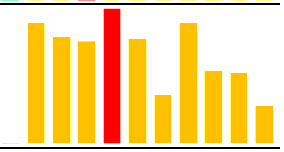
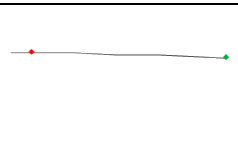
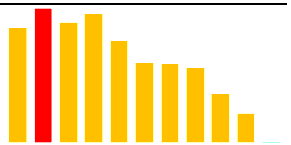
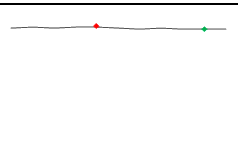
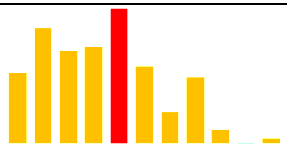
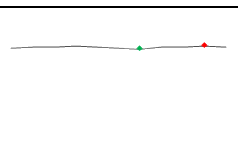
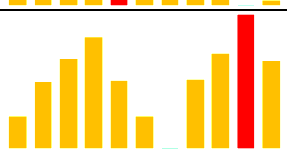
## 6.4 WORK ORGANISATION AND JOB CONTENTS: SUBSCALE LONGITUDINAL AND SUBGROUP COMPARISONS

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 6.4.1: SCHOOL LEADER LONGITUDINAL WORK ORGANISATION AND JOB CONTENTS TREND**

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 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 | 58.30 |  |  |
| Possibilities for Development (skill | 80.07 | 82.21 | 81.96 | 81.87 | 82.46 | 81.92 | 80.93 | 82.21 | 81.36 | 81.32 | 80.73 |  |  |
| Variation | 66.64 | 67.28 | 66.83 | 67.12 | 66.23 | 65.49 | 65.48 | 65.33 | 64.46 | 63.83 | 62.92 |  |  |
| Meaning of Work | 85.50 | 86.20 | 85.84 | 85.91 | 86.51 | 85.61 | 84.89 | 85.44 | 84.62 | 84.41 | 84.48 |  |  |
| Commitment to the Workplace | 72.40 | 73.04 | 73.45 | 73.85 | 73.04 | 72.40 | 71.84 | 73.08 | 73.54 | 74.25 | 73.40 |  |  |

highest score lowest score

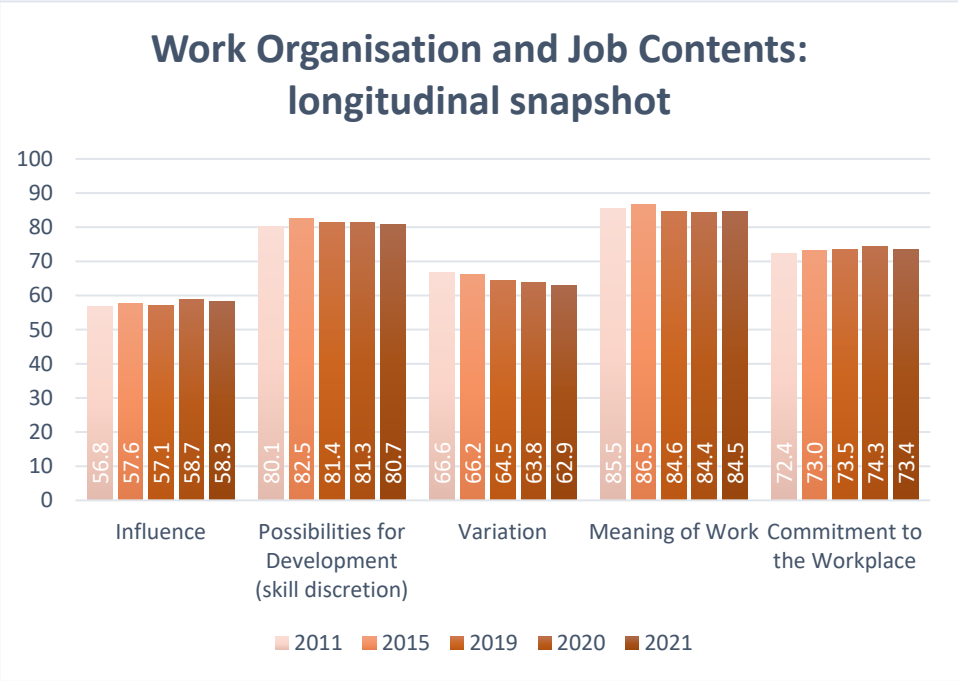



**FIGURE 6.4.1 WORK ORGANISATION AND JOB CONTENTS MEAN SCORES: SCHOOL LEADER RESULTS 2011, 2015, 2019, 2020 AND 2021**

**Influence:** school leaders in 2021 reported a medium effect size higher than the general population ($58.30, d = 0.40$). School leaders' results for Influence had decreased in recent pre-pandemic years, the results increased in 2020 and 2021.

**Possibility for Development:** school leaders in 2021 reported a very large effect size higher than the general population ($80.73, d = 0.84$). School in 2021 reported the second lowest result since 2011 ($80.07, d = 0.81$).

**Variation:** school leaders in 2020 reported a small effect size higher than the general population ($62.92, d = 0.12$). School leaders have reported a steady downward trend for Variation since 2014. School leaders reported their lowest result for Variation in 2021.

**Meaning of Work:** school leaders in 2021 reported a large effect size higher than the general population ($84.48, d = 0.68$). School leaders have reported similar Meaning of Work across both years of the pandemic.

**Commitment to the Workplace:** school leaders in 2021 reported a large effect size higher than the general population ($73.40, d = 0.61$). School leaders reported similar results in 2019 and 2021 for Commitment to the Workplace.

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

The following findings for Work Organisation and Job Contents are from Table 6.4.2 to Table 6.4.9 below.

Male school leaders reported higher results for Influence ($60.6, d = 0.51$) than their female counterparts ($57.29, d = 0.35$). Female school leaders compared to their male counterparts reported higher results for Possibilities for Development ($82.28, d = 0.93$ versus $78.78, d = 0.73$), Variation ($64.03, d = 0.17$ versus $61.74, d = 0.06$), Meaning of Work ($85.7, d = 0.75$ versus $83.03, d = 0.58$), and Commitment to the Workplace ($74.27, d = 0.66$ versus $72.66, d = 0.58$).

Independent school leaders reported higher results for Influence ($65.26, d = 0.73$) than their Catholic ($62.26, d = 0.59$) and government ($56.58, d = 0.32$) counterparts. Catholic school leaders reported higher possibilities for Development ($83.91, d = 1.02$) than their Independent ($82.72, d = 0.96$) and government ($79.76, d = 0.79$) counterparts.

Principals reported higher results for all Work Organisation and Job Contents subscales than their deputy counterparts. The biggest differences were reported in Influence ($59.69, d = 0.47$ versus $52.11, d = 0.11$), Meaning of Work ($85.63, d = 0.75$ versus $79.6, d = 0.37$), and Commitment to the Workplace ($74.93, d = 0.69$ versus $67.47, d = 0.32$).

Older aged group school leaders reported higher Influence than their younger counterparts. The largest difference in reported Influence results is seen between participants aged 61+ ($61.23, d = 0.54$) and aged 31-40 ($56.59, d = 0.32$). Older aged group school leaders reported higher Commitment to the Workplace than their younger counterparts. The largest difference in reported Commitment to the Workplace is seen between participants aged 61+ ($78.55, d = 0.86$) and participants aged 31-40 ($68.64, d = 0.38$).

Victorian school leaders reported higher Influence ($62.7, d = 0.61$) than their NSW counterparts ($54.41, d = 0.22$). NT school leaders reported higher Possibilities for Development ($83.71, d = 1.01$) than their counterparts from other states and territories.

Remote school leaders reported higher Possibilities of Development ($83.39, d = 0.99$), Meaning of Work ($88.16, d = 0.91$), and lower Commitment to the Workplace ($69.74, d = 0.43$) than their counterparts from other geolocations.

**TABLE 6.4.2: 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 | 57.29 | 60.60 | 56.10 | 56.58 | 62.26 | 65.26 | 59.69 | 52.11 |
| Possibilities for Development (skill discretion) | 82.28 | 78.78 | 79.74 | 79.76 | 83.91 | 82.72 | 81.50 | 76.50 |
| Variation | 64.03 | 61.74 | 61.88 | 61.96 | 63.83 | 66.42 | 63.64 | 59.29 |
| Meaning of Work | 85.70 | 83.03 | 83.70 | 83.63 | 86.21 | 86.88 | 85.63 | 79.60 |
| Commitment to the Workplace | 74.27 | 72.66 | 72.25 | 72.60 | 74.94 | 76.05 | 74.93 | 67.47 |

**TABLE 6.4.3: 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 | 0.35 | 0.51 | 0.30 | 0.32 | 0.59 | 0.73 | 0.47 | 0.11 |
| Possibilities for Development (skill discretion) | 0.93 | 0.73 | 0.79 | 0.79 | 1.02 | 0.96 | 0.89 | 0.60 |
| Variation | 0.17 | 0.06 | 0.07 | 0.07 | 0.16 | 0.28 | 0.15 | -0.05 |
| Meaning of Work | 0.75 | 0.58 | 0.63 | 0.62 | 0.79 | 0.83 | 0.75 | 0.37 |
| Commitment to the Workplace | 0.66 | 0.58 | 0.56 | 0.57 | 0.69 | 0.74 | 0.69 | 0.32 |

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

**TABLE 6.4.4: 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 | 56.59 | 56.93 | 58.30 | 61.23 | 51.76 | 57.52 | 57.17 | 57.59 | 61.83 |
| Possibilities for Development (skill discretion) | 86.36 | 81.42 | 80.42 | 80.46 | 81.05 | 81.57 | 80.92 | 79.40 | 80.89 |
| Variation | 63.86 | 62.29 | 62.70 | 64.74 | 62.63 | 63.67 | 62.23 | 61.42 | 64.31 |
| Meaning of Work | 84.39 | 82.77 | 84.28 | 87.42 | 83.25 | 83.94 | 83.52 | 84.48 | 86.09 |
| Commitment to the Workplace | 68.64 | 71.50 | 72.63 | 78.55 | 67.71 | 73.30 | 72.02 | 73.48 | 75.98 |

**TABLE 6.4.5: 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 | 0.32 | 0.34 | 0.40 | ↑ 0.54 | 0.09 | 0.36 | 0.35 | 0.37 | ↑ 0.57 |
| Possibilities for Development (skill discretion) | ↑ 1.16 | ↑ 0.88 | ↑ 0.82 | ↑ 0.83 | ↑ 0.86 | ↑ 0.89 | ↑ 0.85 | ↑ 0.77 | ↑ 0.85 |
| Variation | 0.16 | 0.09 | 0.11 | 0.20 | 0.10 | 0.15 | 0.09 | 0.05 | 0.18 |
| Meaning of Work | ↑ 0.67 | ↑ 0.57 | ↑ 0.66 | ↑ 0.86 | ↑ 0.60 | ↑ 0.64 | ↑ 0.61 | ↑ 0.68 | ↑ 0.78 |
| Commitment to the Workplace | 0.38 | ↑ 0.52 | ↑ 0.57 | ↑ 0.86 | 0.33 | ↑ 0.61 | ↑ 0.54 | ↑ 0.62 | ↑ 0.74 |

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

**TABLE 6.4.6: MEAN WORK ORGANISATION AND JOB CONTENT BY SCHOOL STATE**

| | State | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | NSW | VIC | QLD | SA | WA | TAS | ACT | NT |
| Influence | 54.41 | 62.70 | 56.86 | 56.13 | 58.78 | 57.92 | 56.48 | 57.95 |
| Possibilities for Development (skill discretion) | 80.35 | 81.16 | 79.07 | 80.89 | 80.95 | 83.13 | 79.40 | 83.71 |
| Variation | 62.63 | 63.28 | 61.51 | 63.33 | 60.94 | 68.33 | 60.19 | 67.80 |
| Meaning of Work | 84.35 | 85.40 | 82.65 | 84.92 | 83.15 | 85.56 | 86.73 | 86.11 |
| Commitment to the Workplace | 73.80 | 76.23 | 71.22 | 71.13 | 70.18 | 70.21 | 76.62 | 76.52 |

**TABLE 6.4.7: COHEN'S D WORK ORGANISATION AND JOB CONTENT BY SCHOOL STATE**

| | State | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | NSW | VIC | QLD | SA | WA | TAS | ACT | NT |
| Influence | 0.22 | 0.61 | 0.33 | 0.30 | 0.42 | 0.38 | 0.32 | 0.38 |
| Possibilities for Development (skill discretion) | 0.82 | 0.87 | 0.75 | 0.85 | 0.86 | 0.98 | 0.77 | 1.01 |
| Variation | 0.10 | 0.13 | 0.05 | 0.14 | 0.03 | 0.37 | -0.01 | 0.35 |
| Meaning of Work | 0.67 | 0.73 | 0.56 | 0.70 | 0.59 | 0.74 | 0.82 | 0.78 |
| Commitment to the Workplace | 0.63 | 0.75 | 0.51 | 0.50 | 0.46 | 0.46 | 0.77 | 0.77 |

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

**TABLE 6.4.8: 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 | 59.15 | 55.47 | 57.07 | 56.41 | 54.76 | 57.85 | 56.87 | 59.11 |
| Possibilities for Development (skill discretion) | 80.68 | 79.71 | 80.79 | 83.39 | 79.76 | 80.58 | 79.57 | 81.64 |
| Variation | 62.39 | 62.16 | 63.81 | 62.83 | 61.90 | 62.26 | 62.08 | 64.26 |
| Meaning of Work | 84.91 | 82.32 | 83.07 | 88.16 | 85.71 | 83.86 | 83.63 | 84.42 |
| Commitment to the Workplace | 74.05 | 71.40 | 72.51 | 69.74 | 73.21 | 72.93 | 72.65 | 72.97 |

**TABLE 6.4.9: 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 | 0.44 | 0.27 | 0.34 | 0.31 | 0.23 | 0.38 | 0.33 | 0.44 |
| Possibilities for Development (skill discretion) | 0.84 | 0.78 | 0.85 | 0.99 | 0.79 | 0.83 | 0.78 | 0.89 |
| Variation | 0.09 | 0.08 | 0.16 | 0.11 | 0.07 | 0.09 | 0.08 | 0.18 |
| Meaning of Work | 0.70 | 0.54 | 0.59 | 0.91 | 0.75 | 0.64 | 0.62 | 0.67 |
| Commitment to the Workplace | 0.64 | 0.51 | 0.57 | 0.43 | 0.60 | 0.59 | 0.58 | 0.59 |

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

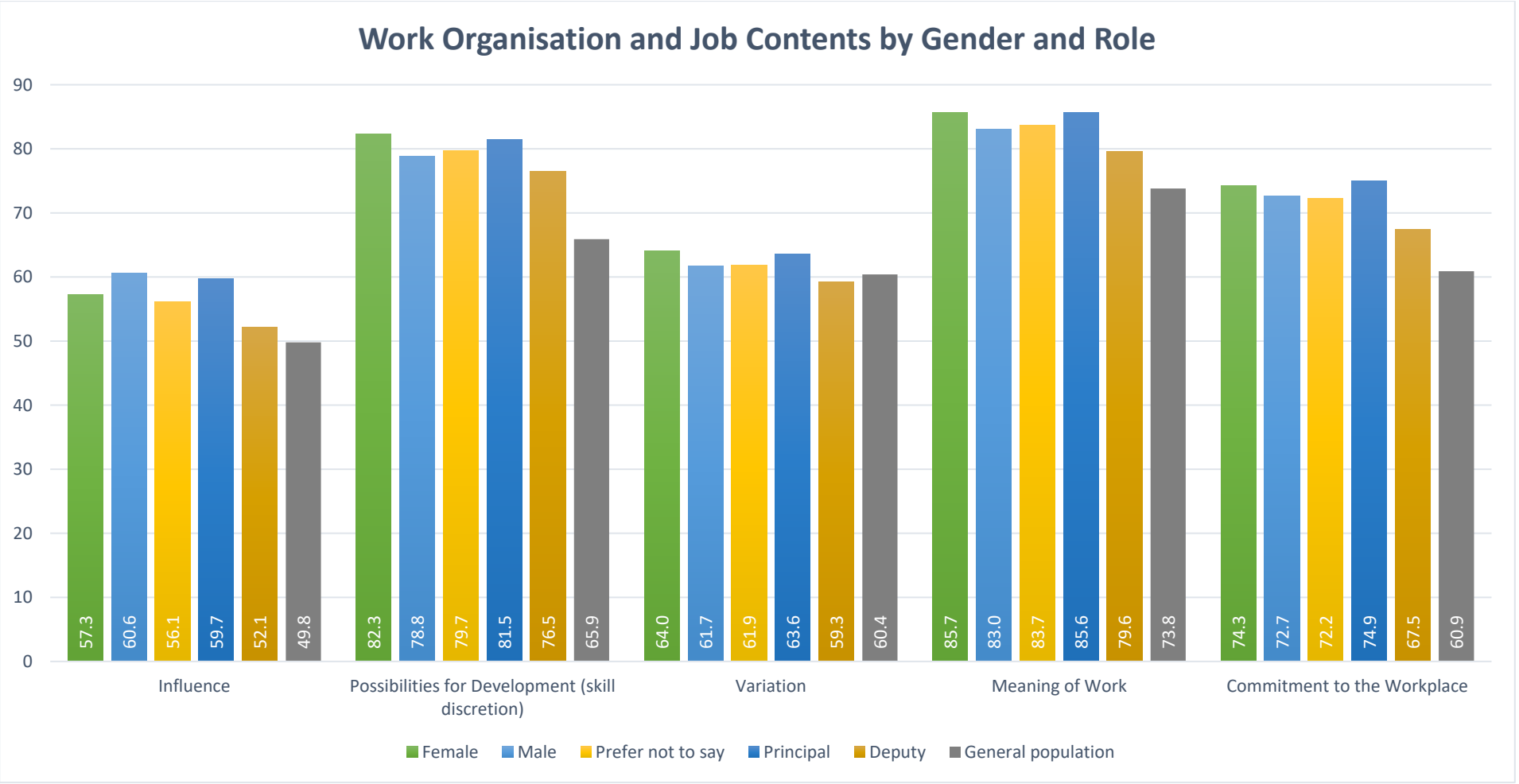



**FIGURE 6.4.2 BAR CHART: WORK ORGANISATION AND JOB CONTENTS BY GENDER AND ROLE**

Compared to their female counterparts, male school leaders report higher results for Influence, and lower results for the other subscales of Work Organisation and Job Contents. Principals reported higher results for all five subscales of Work Organisation and Job Content compared to their Deputy counterparts.

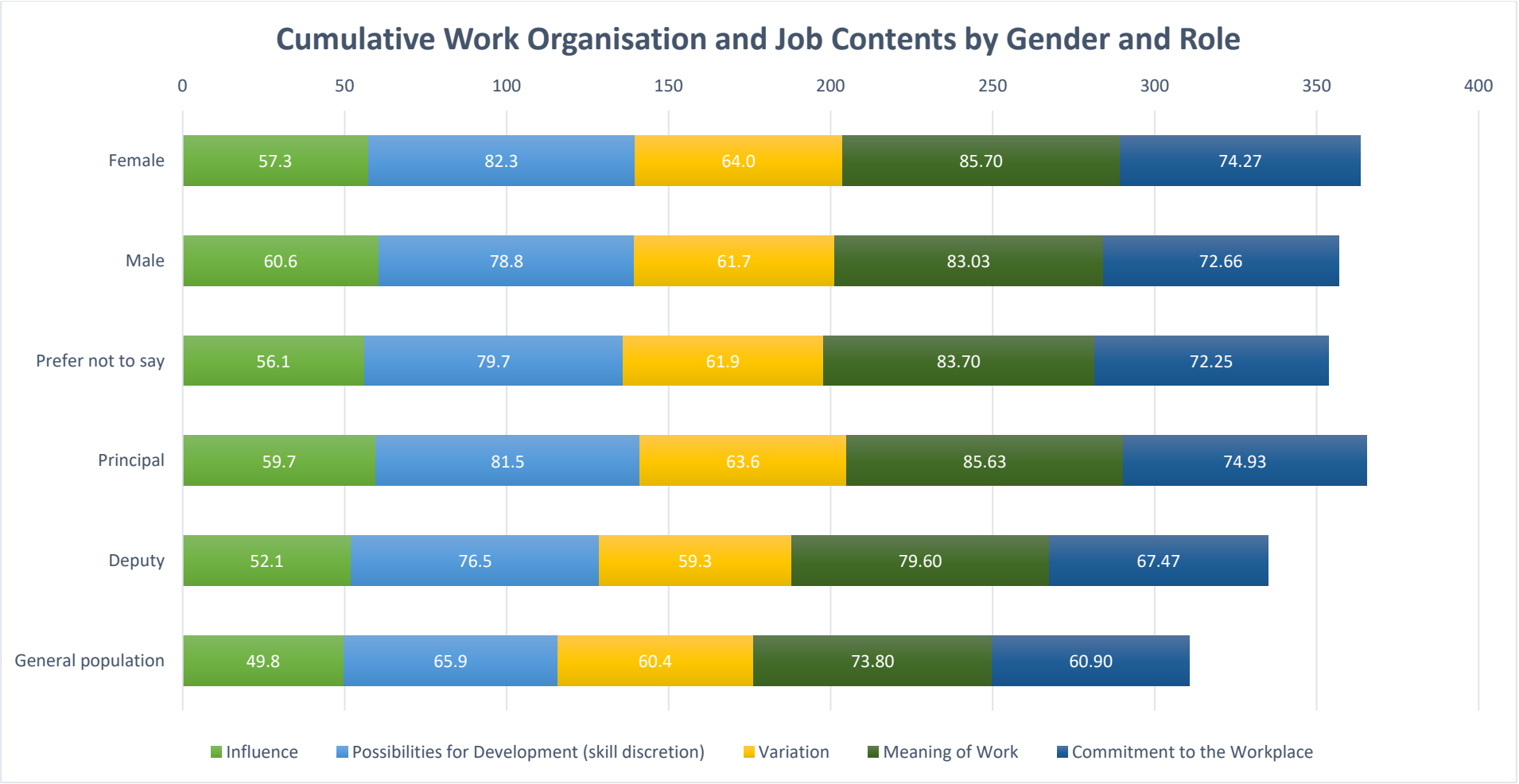



**FIGURE 6.4.3 STACKED BAR CHART: CUMULATIVE WORK ORGANISATION AND JOB CONTENTS BY GENDER AND ROLE**

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

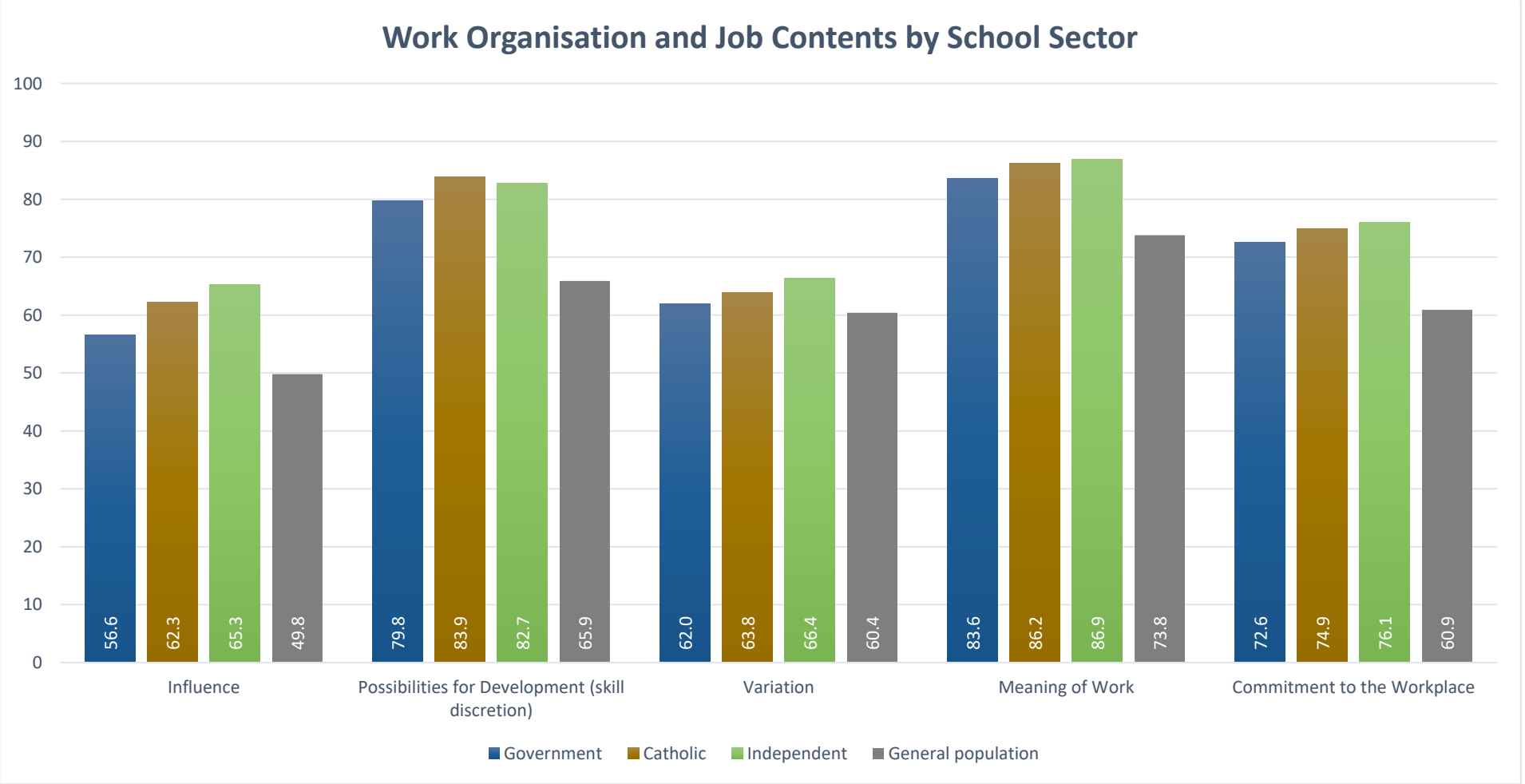



**FIGURE 6.4.4 BAR CHART: WORK ORGANISATION AND JOB CONTENTS BY SCHOOL SECTOR**

Independent school leaders reported higher Influence, Variation, Meaning of Work, and Commitment to the Workplace than their Catholic and government school counterparts. Catholic school leaders reported a large drop in results for Variation from 2020 (67.0) to 2021 (63.8). School leaders from all school sectors reported higher results for Influence, Possibility for Development compared to the general population.

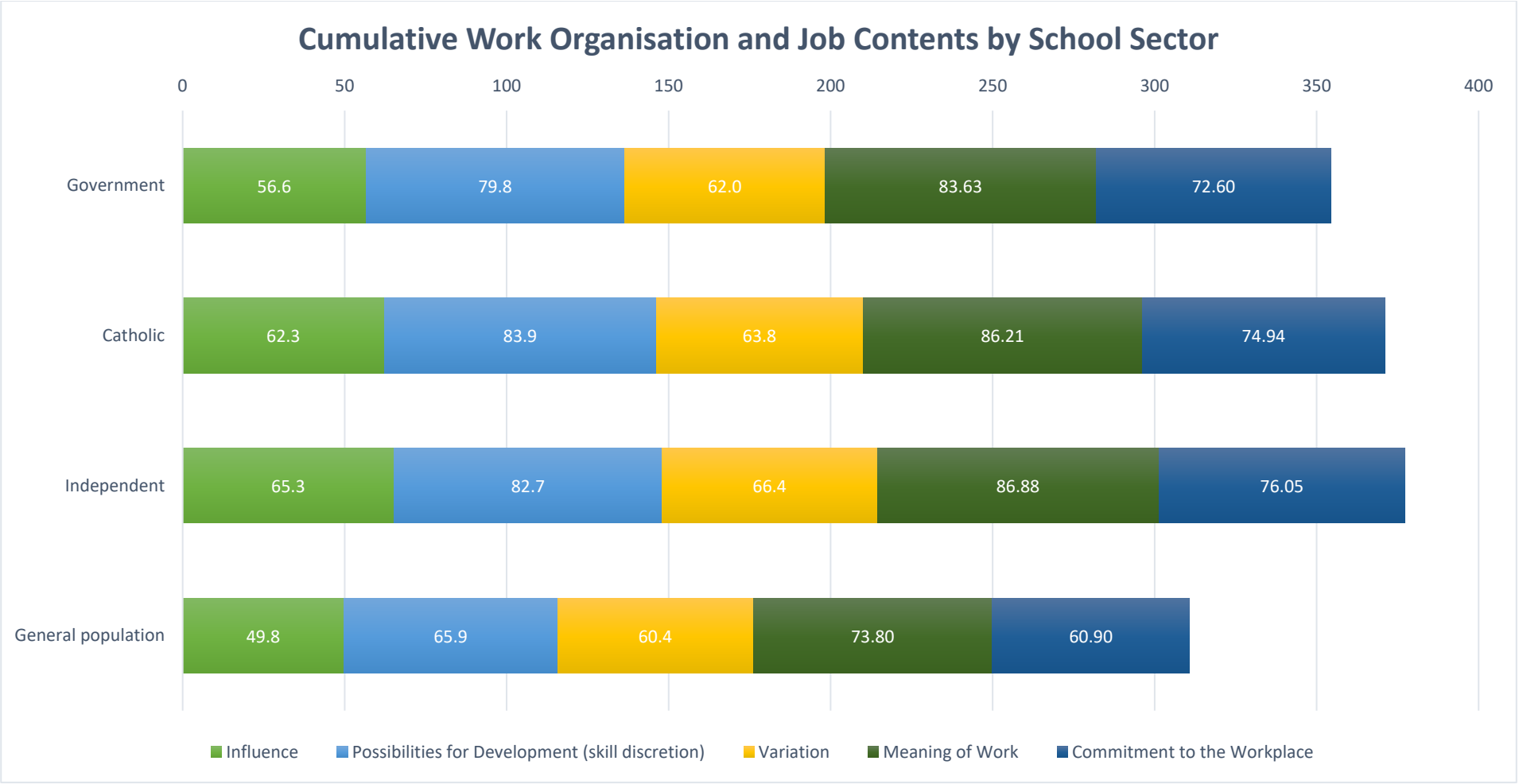



**FIGURE 6.4.5 STACKED BAR CHART: CUMULATIVE WORK ORGANISATION AND JOB CONTENTS BY SCHOOL SECTOR**

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

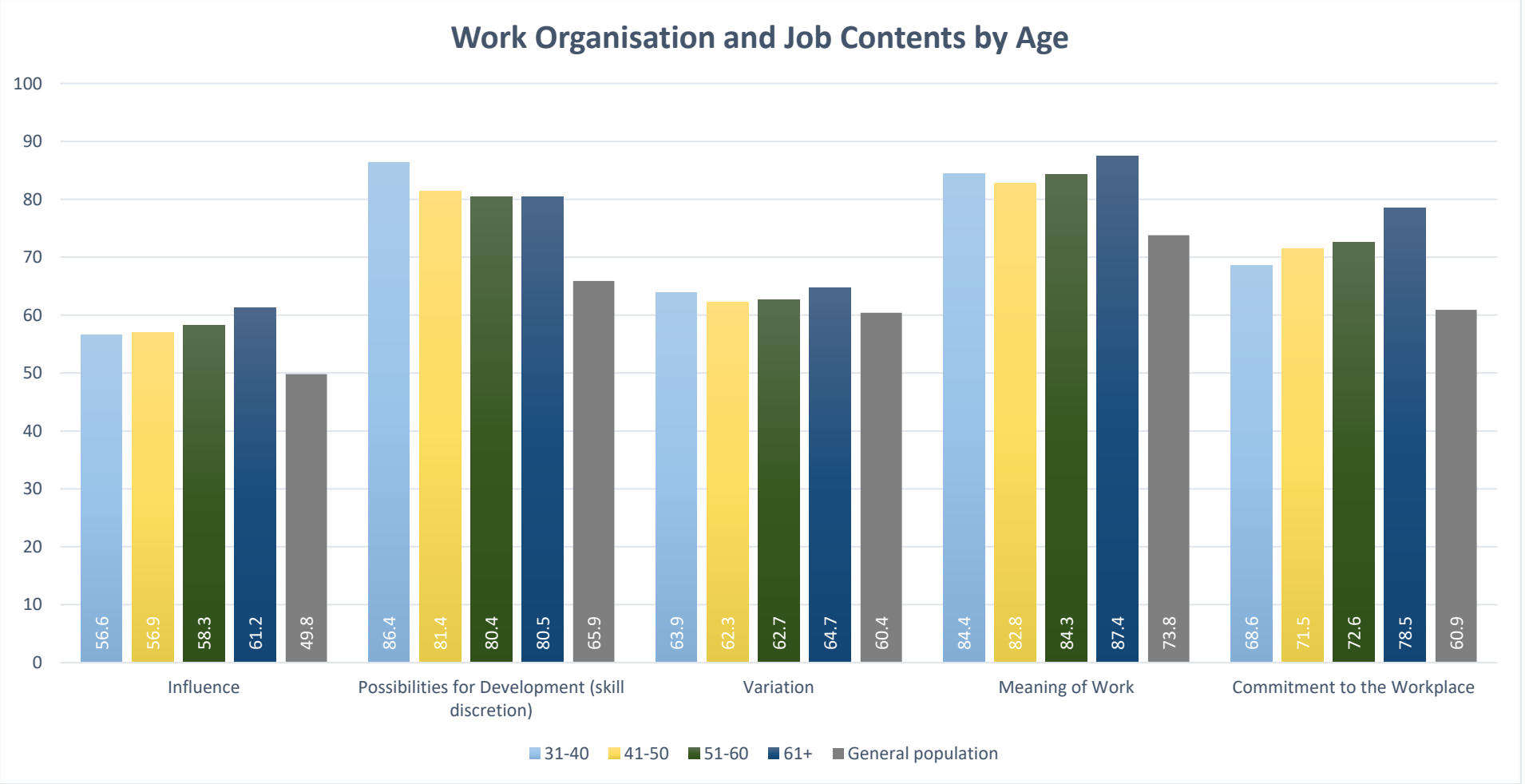



**FIGURE 6.4.6 BAR CHART: WORK ORGANISATION AND JOB CONTENTS BY AGE GROUPS**

As school leaders' age increased, their results for Influence and Commitment to the Workplace also increased. School leaders aged 31-40 reported higher Possibilities for Development than their older counterparts.

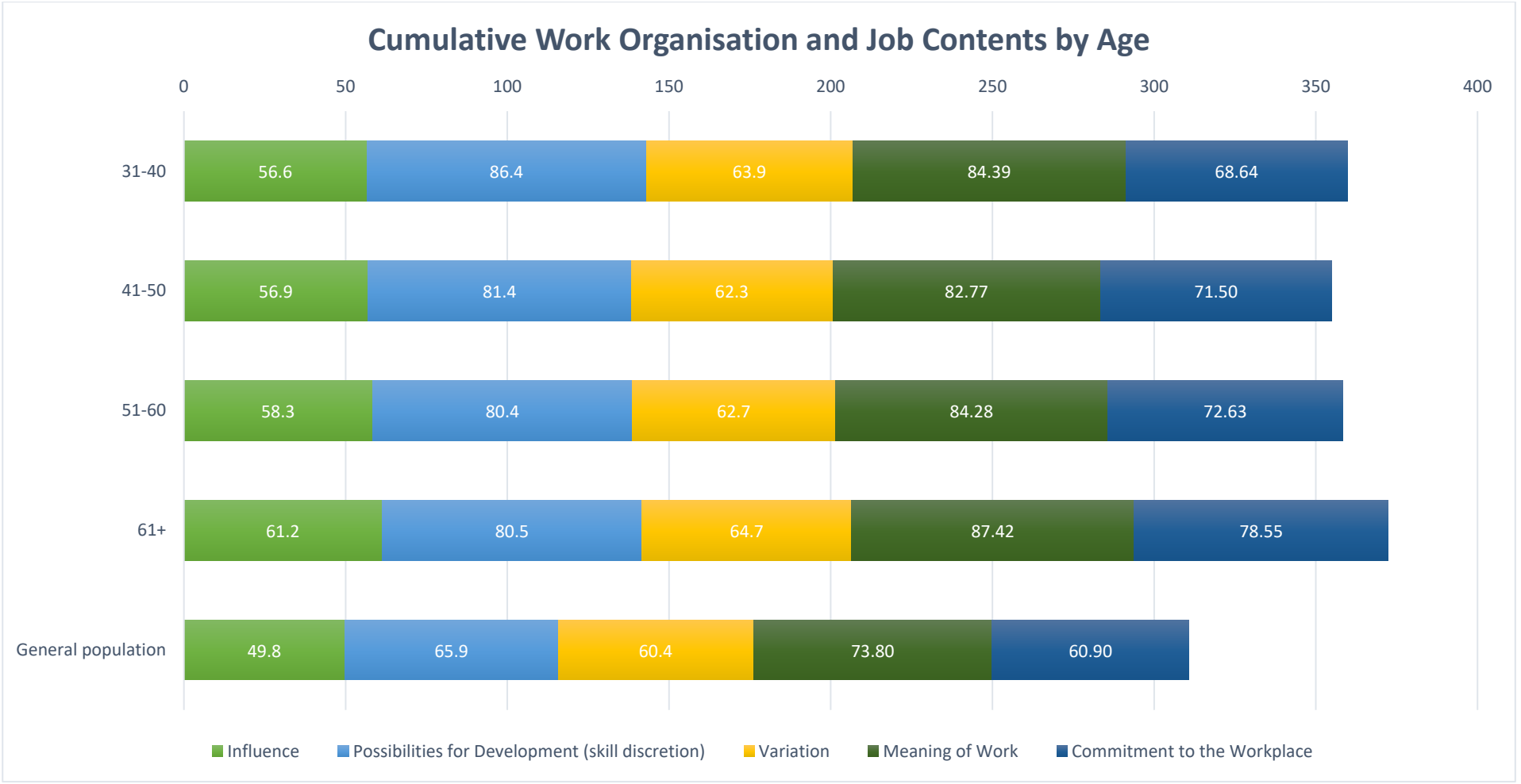



**FIGURE 6.4.7 STACKED BAR CHART: CUMULATIVE WORK ORGANISATION AND JOB CONTENTS BY AGE GROUPS**

Cumulatively, school leaders aged 61+ reported higher results than their younger counterparts. School leaders of all age groups reported higher cumulative scores than the general population.

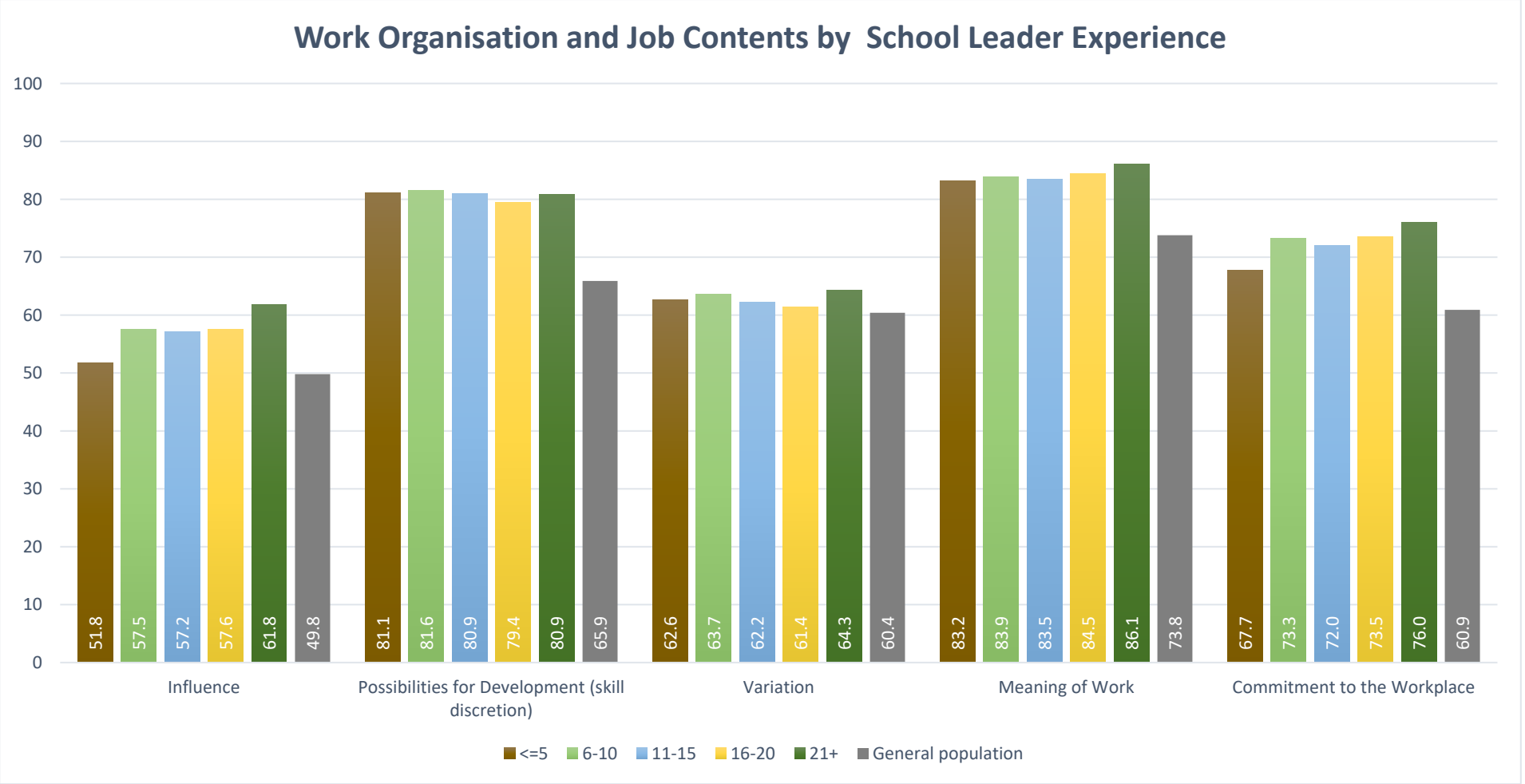



**FIGURE 6.4.8 BAR CHART: WORK ORGANISATION AND JOB CONTENTS BY SCHOOL LEADER EXPERIENCE**

School leaders with less than five years' experience reported lower results for Influence than their more experienced counterparts, and school leaders with 21+ years of experience reported higher results for Influence than their less experienced counterparts.

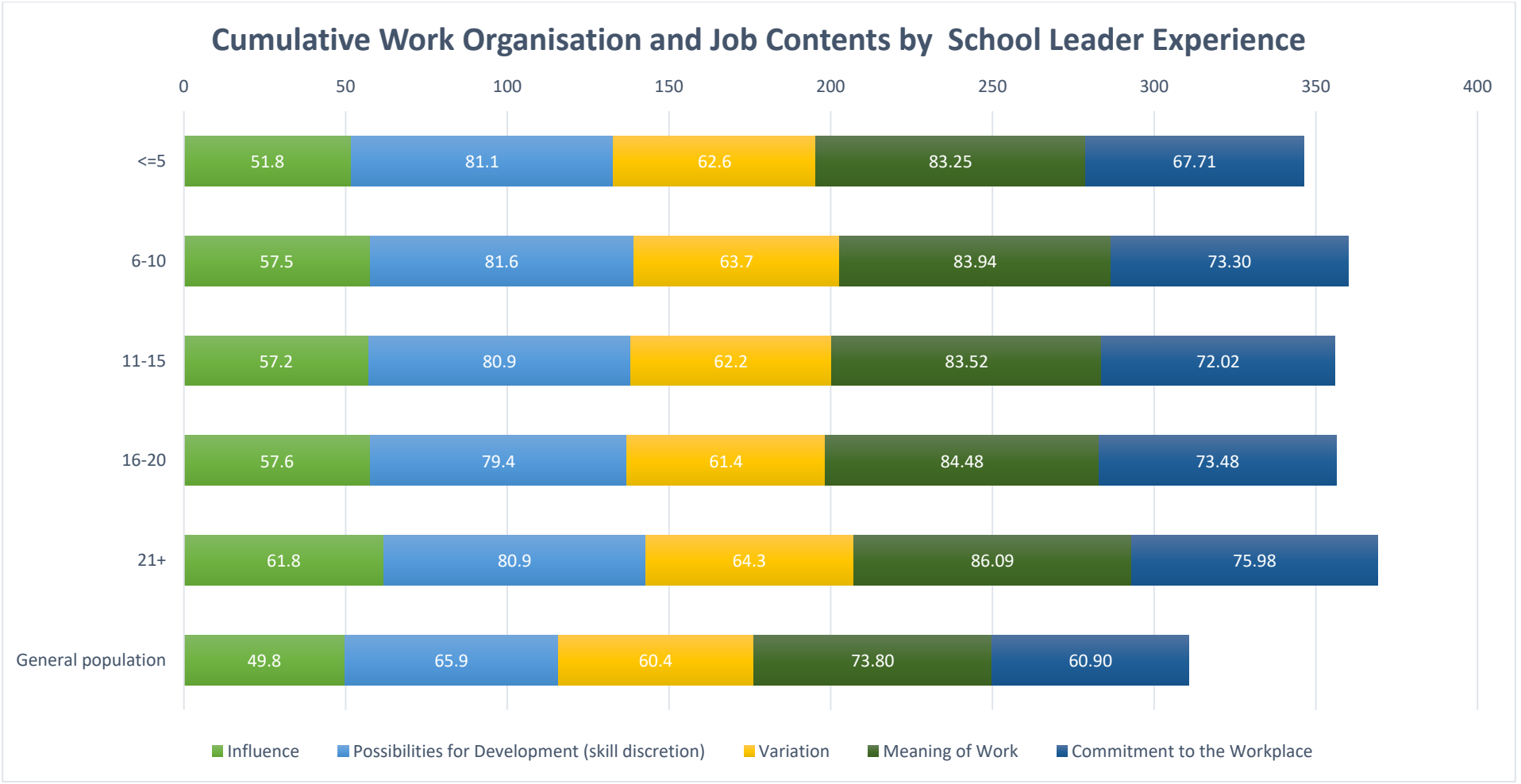



**FIGURE 6.4.9 STACKED BAR CHART: CUMULATIVE WORK ORGANISATION AND JOB CONTENTS BY SCHOOL LEADER EXPERIENCE**

School leaders with less than 5 years' experience reported lower cumulative scores for Work Organisation and Job Contents than their more experienced counterparts. School leaders of all experience groups reported higher cumulative scores than the general population.

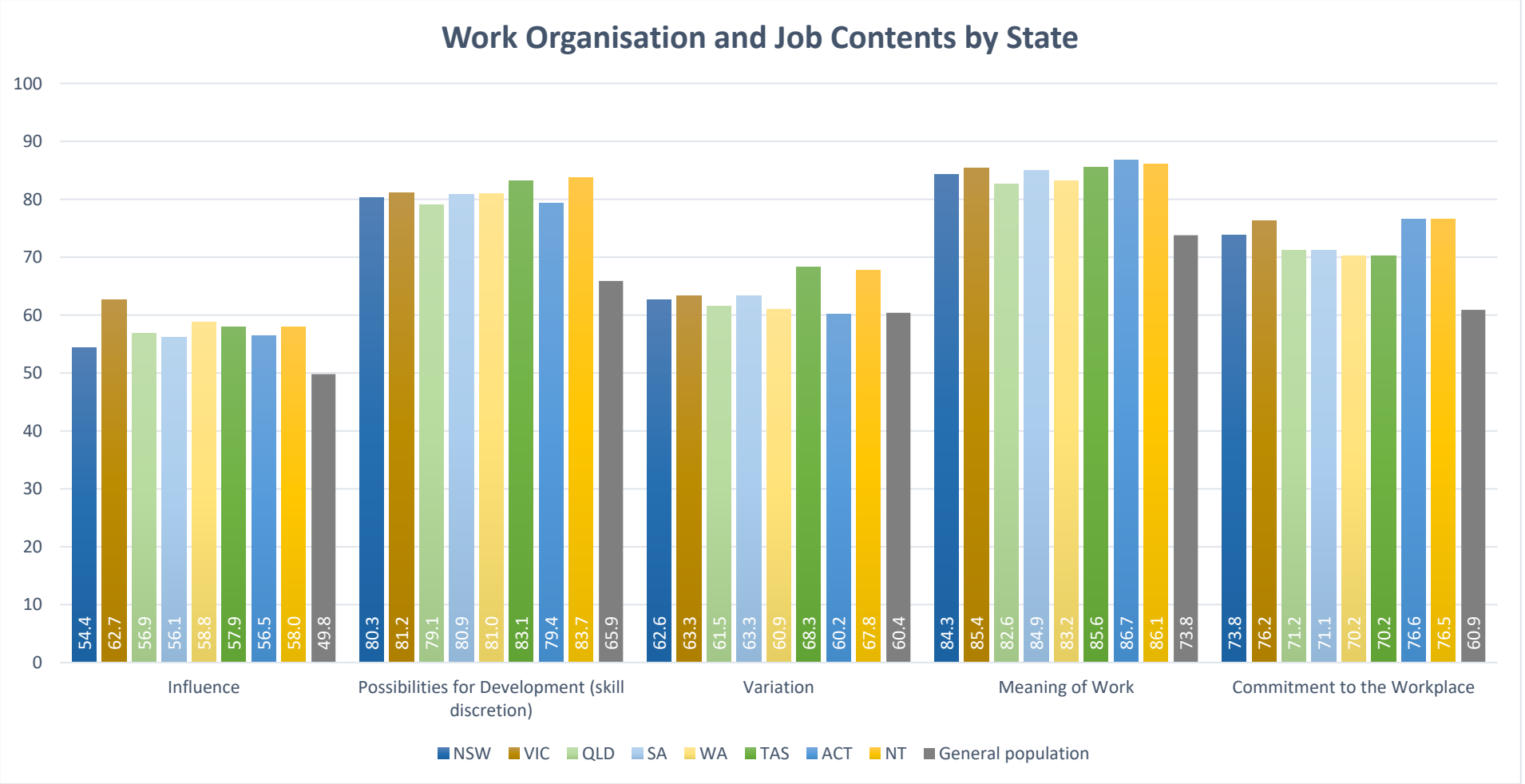



**FIGURE 6.4.10 BAR CHART: WORK ORGANISATION AND JOB CONTENTS BY STATE**

Victorian school leaders reported higher results for Influence whilst NSW school leaders reported the lowest results for Influence compared to their counterparts from other states and territories. These results for NSW and Victoria are similar to those reported in 2020. School leaders in Tasmania and the NT reported higher results for Variation than their counterparts from other states and territories.

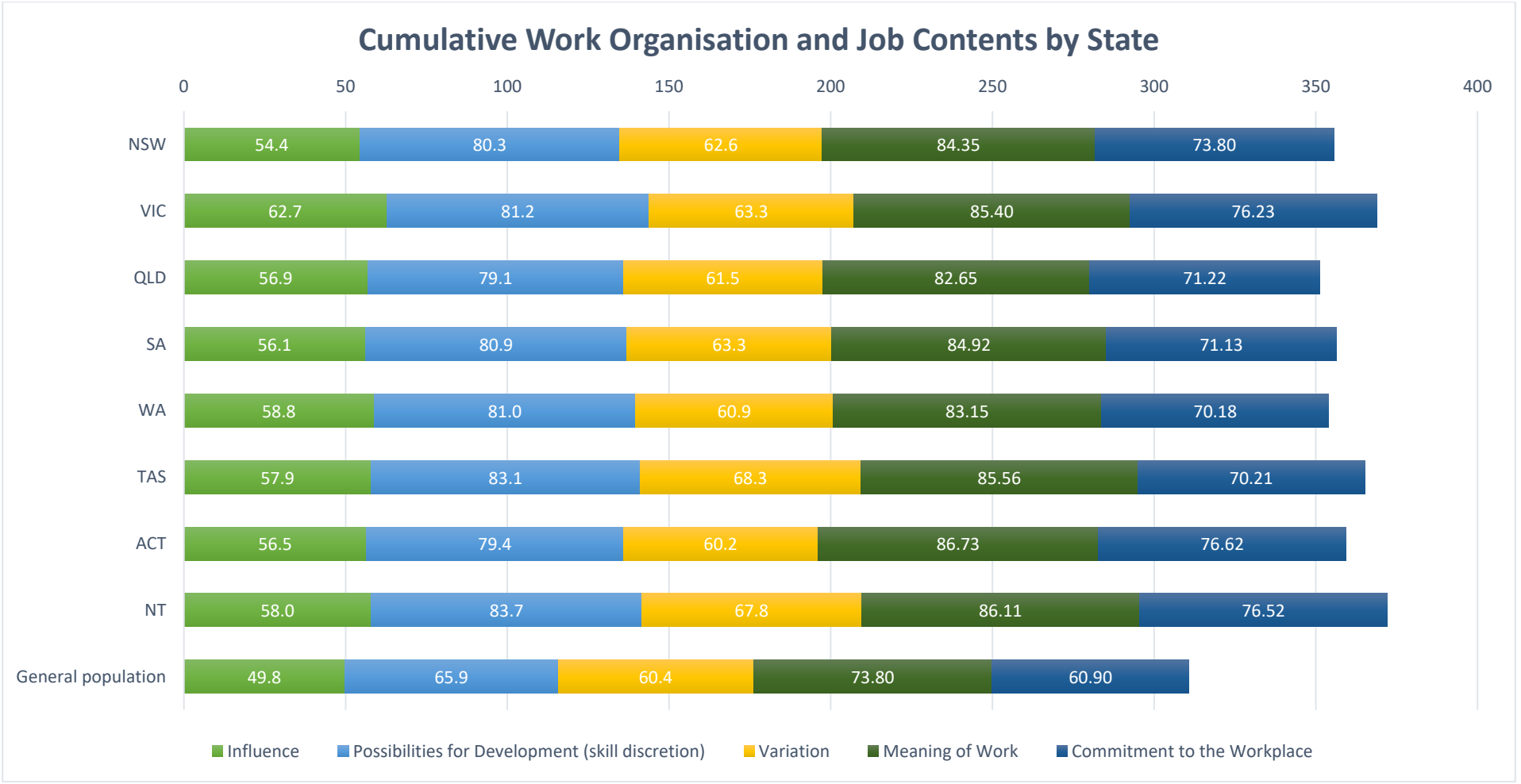



**FIGURE 6.4.11 STACKED BAR CHART: CUMULATIVE WORK ORGANISATION AND JOB CONTENTS BY STATE**

Cumulatively the NT school leaders reported higher results than their counterparts from other states and territories. Cumulatively, Victorian school leaders reported higher results than their NSW counterparts.

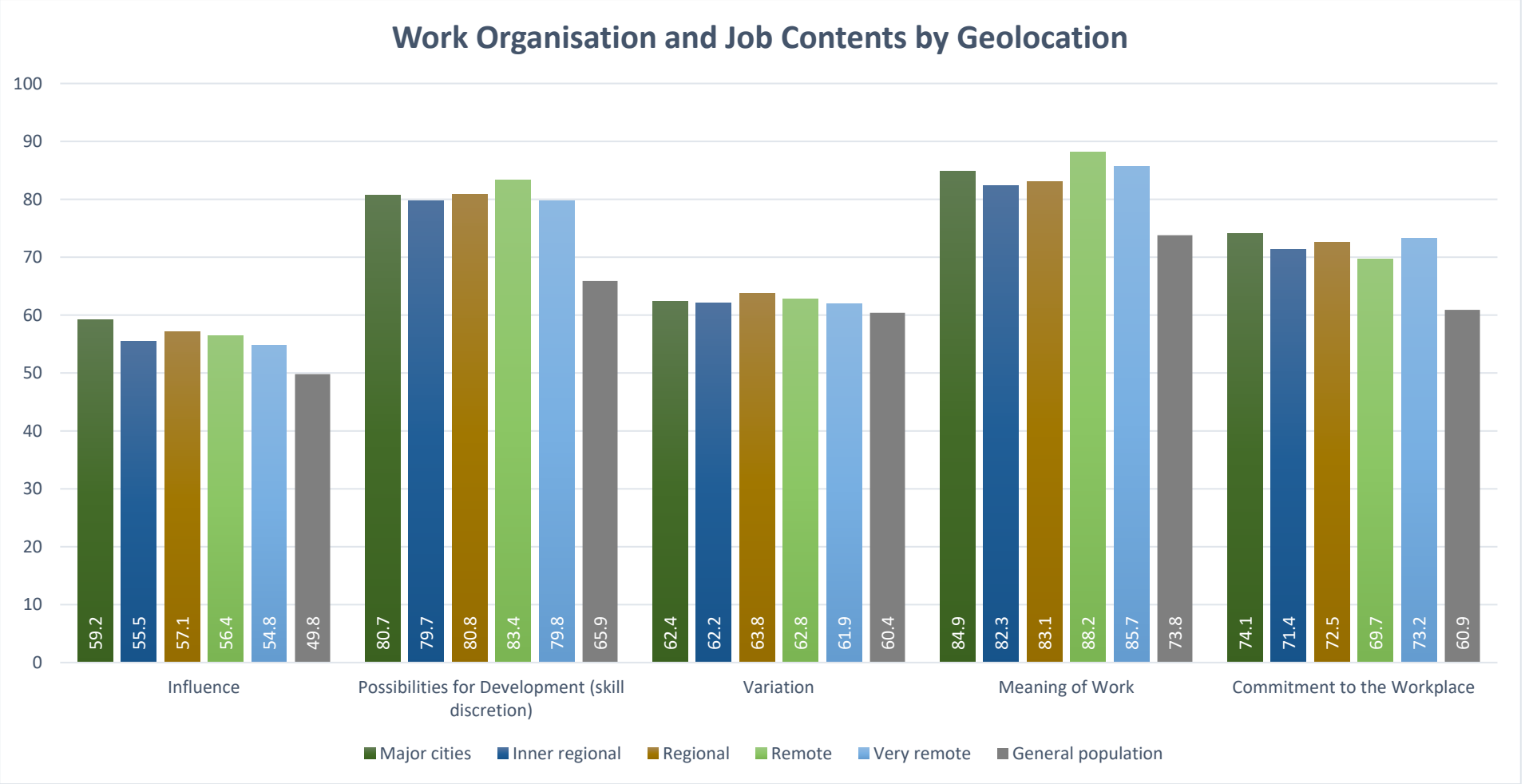



**FIGURE 6.4.12 BAR CHART: WORK ORGANISATION AND JOB CONTENTS BY GEOLOCATION**

In 2021, school leaders from all geolocations reported lower results for Influence than they did in 2020. School leaders in very remote schools reported lower results for Influence than their less remote counterparts. Remote school leaders reported higher results for Possibilities for Development and Meaning of Work and lower Commitment to the Workplace than their counterparts from other geolocations.

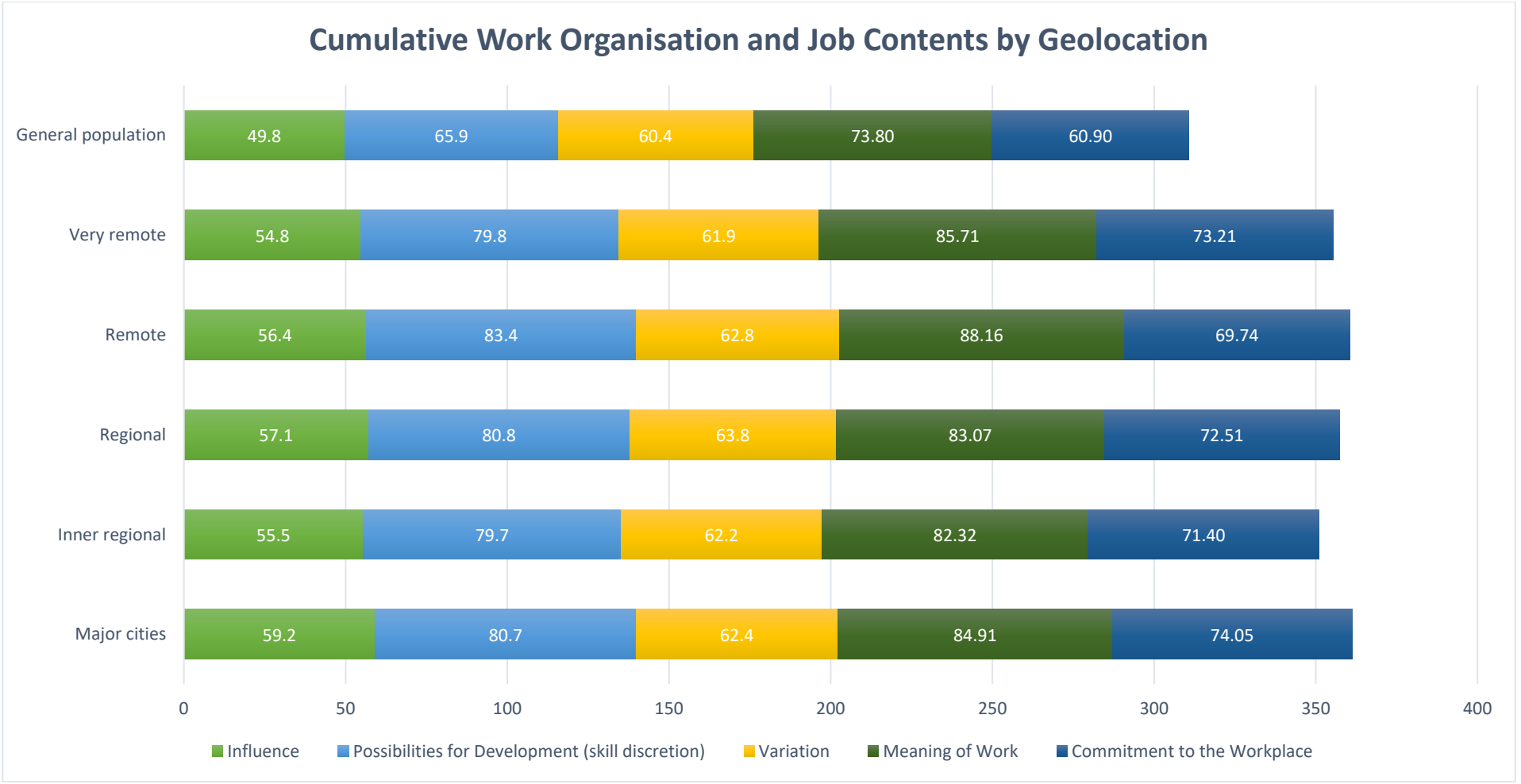



**FIGURE 6.4.13 STACKED BAR CHART: CUMULATIVE WORK ORGANISATION AND JOB CONTENTS BY GEOLOCATION**

Cumulatively 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.

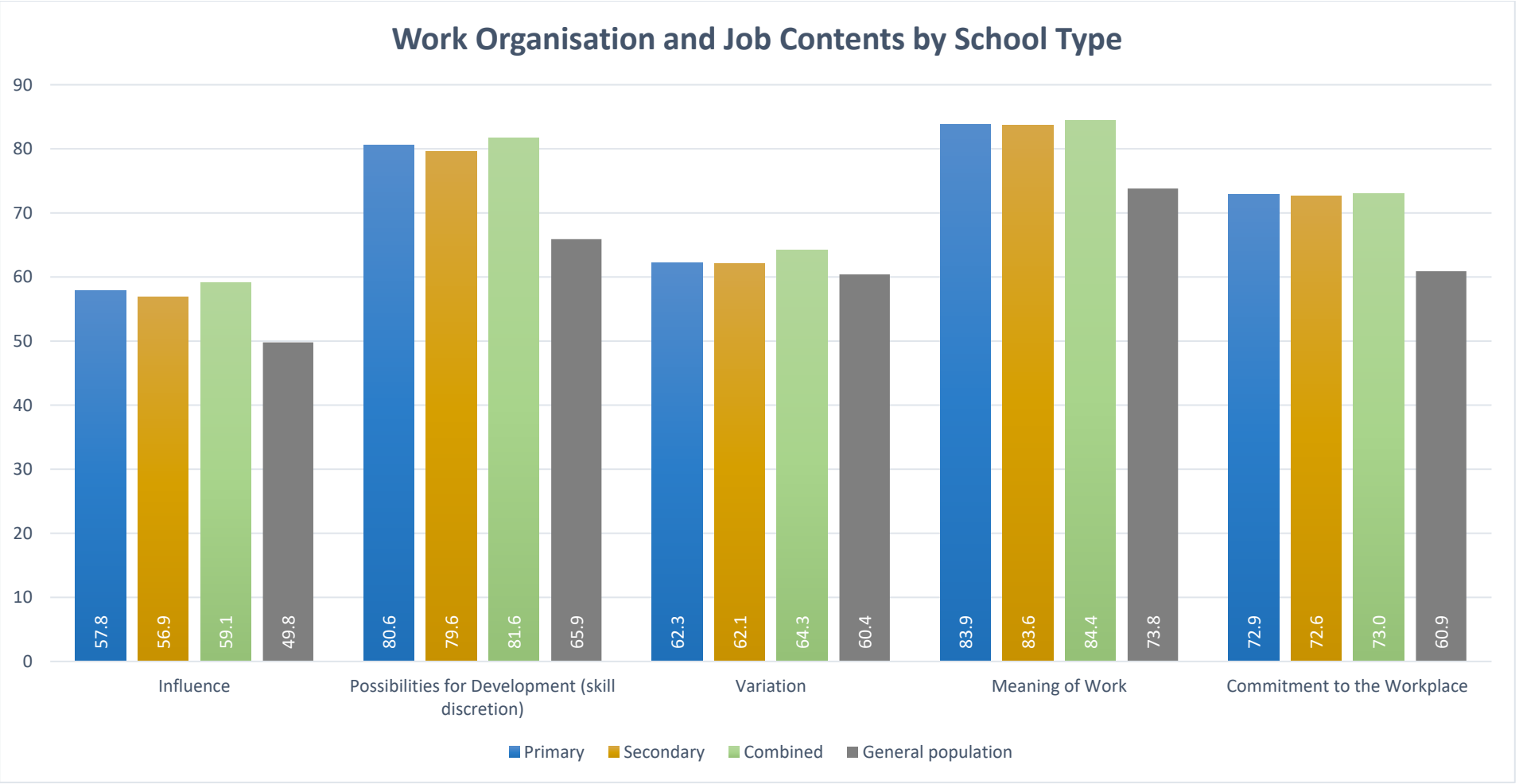



**FIGURE 6.4.14 BAR CHART: WORK ORGANISATION AND JOB CONTENTS BY SCHOOL TYPE**

Combined school leaders reported higher results for all Work Organisation and Job Contents subscales compared to their primary and secondary counterparts. School leaders from all school types reported similar results for Meaning of Work and Commitment to the Workplace.

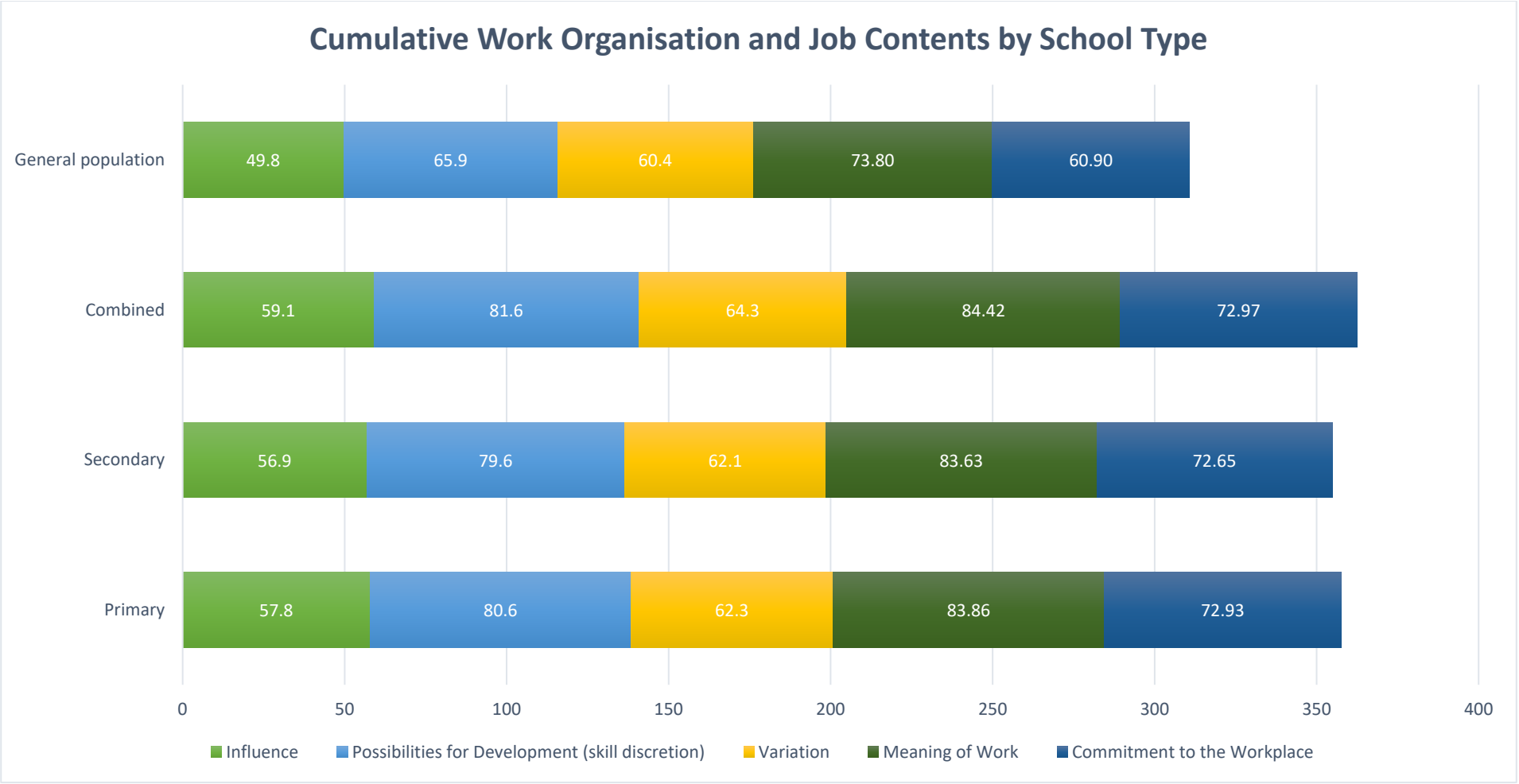



**FIGURE 6.4.15 STACKED BAR CHART: CUMULATIVE WORK ORGANISATION AND JOB CONTENTS BY SCHOOL TYPE**

Cumulatively, combined school leaders reported higher results than their primary and secondary counterparts. School leaders from all school types reported higher results than the general population.

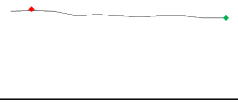
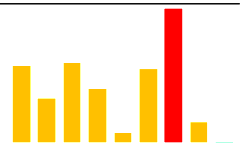
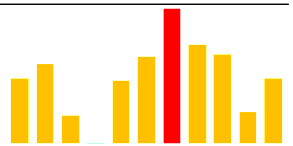
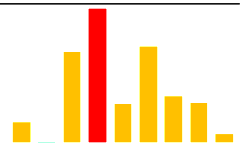
### 6.5 INTERPERSONAL RELATIONS AND LEADERSHIP: SUBSCALE LONGITUDINAL AND SUBGROUP COMPARISONS

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 which stem from two sources. The first source is about possible inherent conflicting demands within a specific task. The second source is about possible conflicts when prioritising different tasks.
- **Quality of Leadership** assesses the next higher managers' leadership in different contexts and domains.
- **Social Support from Colleagues Inside and Outside the School** assesses school leaders' impressions of the possibility to obtain support from colleagues if one should need it.
- **Social Community at Work** assesses whether there is a feeling of being part of the group of employees at the workplace (e.g., if employee's relations are good and if they work well together).

# Interpersonal Relations and Leadership: school leader longitudinal snapshot

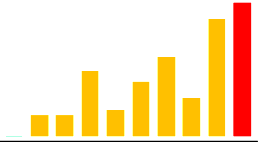
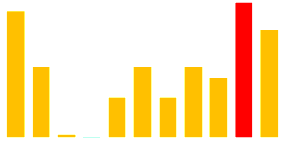
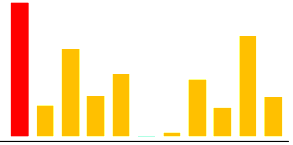
**TABLE 6.5.1 SCHOOL LEADER LONGITUDINAL INTERPERSONAL RELATIONS AND LEADERSHIP TREND (PART 1 OF 2)**

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 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 | 57.18 |  |  |
| Recognition | 67.97 | 67.23 | 66.44 | 64.86 | 65.76 | 65.47 | 64.82 | 66.29 | 66.15 | 66.39 | 65.56 |  |  |
| Role Clarity | | | 80.07 | 79.35 | 80.14 | 79.57 | 78.59 | 80.00 | 81.33 | 78.83 | 78.40 |  |  |
| Role Conflict | 49.44 | 49.93 | 48.17 | 47.22 | 49.36 | 50.21 | 51.88 | 50.64 | 50.27 | 48.26 | 49.46 |  |  |
| Quality of Leadership | | | 52.92 | 52.46 | 54.59 | 55.62 | 53.35 | 54.73 | 53.52 | 53.37 | 52.64 |  |  |

highest score lowest score

Note: table continues on the next page.

**TABLE 6.5.2: SCHOOL LEADER LONGITUDINAL INTERPERSONAL RELATIONS AND LEADERSHIP TREND (PART 2 OF 2)**

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 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 | 64.24 |  |  |
| Social Support from External Colleagues | | 49.94 | 50.44 | 50.44 | 51.53 | 50.58 | 51.27 | 51.89 | 50.86 | 52.83 | 53.24 |  |  |
| Social Support from Supervisors | 51.53 | 49.38 | 46.77 | 46.68 | 48.21 | 49.35 | 48.20 | 49.38 | 48.93 | 51.86 | 50.81 |  |  |
| Social Community at Work | 79.42 | 78.44 | 78.98 | 78.53 | 78.74 | 78.15 | 78.18 | 78.68 | 78.41 | 79.10 | 78.51 |  |  |

highest score lowest score

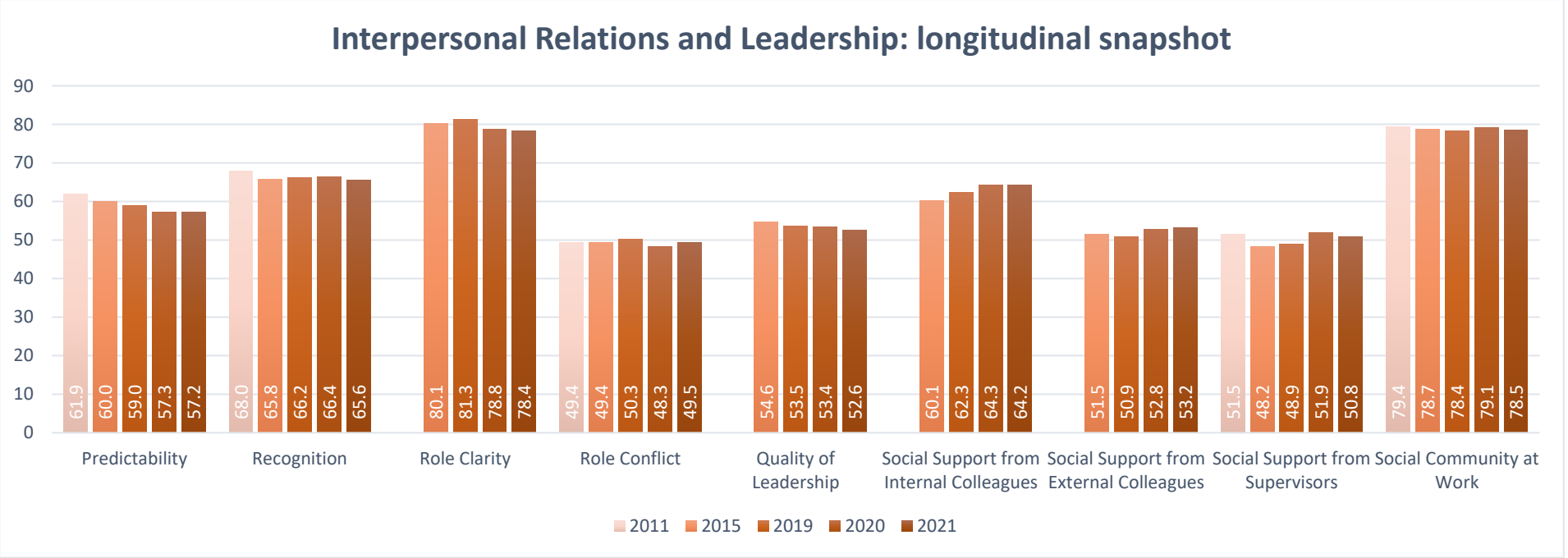



**FIGURE 6.5.1: INTERPERSONAL RELATIONS AND LEADERSHIP MEAN SCORES: SCHOOL LEADER RESULTS 2011, 2015, 2019, 2020 AND 2021**

**Predictability:** school leaders in 2021 reported similar results as the general population ($57.18, d = -0.03$). School leaders reported results for Predictability has decreased from 2011 to 2015 to 2021.

**Recognition:** school leaders in 2021 reported similar results as the general population ($65.56, d = -0.03$). School leaders reported a decrease in Recognition from 2020 to 2021.

**Role Clarity:** school leaders in 2021 reported a medium effect size higher than the general population ($78.4, d = 0.30$). School leaders in 2021 reported their lowest result for Role Clarity.

**Role Conflict:** school leaders in 2021 reported a medium effect size higher than the general population ($49.46, d = 0.45$). School leaders reported higher results for Role Conflict in 2021 than in 2020.

**Quality of Leadership:** school leaders in 2021 reported a small effect size lower than the general population ($52.64, d = -0.13$). School leaders reported the second lowest result for Quality of Leadership since the survey's inception.

**Social Support from Internal Colleagues:** school leaders in 2021 reported a medium effect size higher than the general population ($64.24, d = 0.35$). School leaders reported the second highest result for Social Support from Internal Colleagues in 2021, with 2020 being the highest. School leaders have reported their two highest results for this subscale during the two pandemic years.

**Social Support from External Colleagues:** school leaders in 2021 reported a medium effect size lower than the general population ($53.24, d = -0.21$). School leaders reported the highest result for Social Support from External Colleagues since the survey's inception. School leaders have reported their two highest results for this subscale during the two pandemic years.

**Social Support from Supervisors:** school leaders in 2021 reported a medium effect size lower than the general population ($50.81, d = -0.48$). School leaders reported a lower result for 2021 compared to 2020. School leaders have reported their two highest results for this subscale during the two pandemic years since 2011.

**Social Community at Work:** school leaders in 2021 reported similar results to the general population ($78.51, d = -0.01$). School leaders reported a decrease in results for 2021 compared to 2020.

"As a Principal I love my job and the opportunities it gives with students, staff, families and community. This job is complex, and always unique… it can be a very lonely job. The weight of decision-making (particularly during a pandemic) lays heavy. The responsibility for the health and wellbeing of my staff, during the pandemic, weighs heavily. It sometimes feels like I'm struggling to breathe with the stress of the responsibility. It has really helped to be a part of a community of like-minded Principals during this time."

*Anonymous*

## Interpersonal Relations and Leadership: school leader sub-group results

The following findings for Interpersonal Relations and Leadership are from Table 6.5.3 to Table 6.5.10 below.

Male school leaders reported lower results for Recognition ($63.97, d = -0.11$) than their female counterparts ($66.16, d = 0.00$). Male school leaders also reported lower result for Quality of Leadership ($48.81, d = -0.31$) than their female counterparts ($54.86, d = -0.02$).

Independent school leaders reported higher results for Recognition ($76.07, d = 0.5$) than their Catholic ($65.46, d = -0.04$) and government ($64.52, d = -0.08$) counterparts. Government school leaders reported higher Role Conflict ($51.02, d = 0.54$) than their Catholic ($46.66, d = 0.28$) and Independent ($40.1, d = -0.11$) counterparts.

Deputies reported lower results for Social Support from External Colleagues ($43.97, d = -0.68$) than their Principal counterparts ($55.43, d = -0.1$). Deputies reported higher results for Quality of Leadership ($58.53, d = 0.15$) than their Principal counterparts ($51.00, d = -0.20$).

For Role Conflict, school leaders aged 31-40 reported higher results ($61.48, d = 1.17$) than their older counterparts, and school leaders aged 61+ reported the lowest results ($44.05, d = 0.12$). For Social Community at Work, school leaders aged 31-40 reported lower results ($73.64, d = -0.27$) than their older counterparts, and school leaders aged 61+ reported higher results ($81.79, d = 0.16$) than their younger counterparts.

School leaders in WA reported lower results for Recognition ($59.75, d = -0.32$), Quality of Leadership ($44.23, d = -0.52$), and Social Support from Supervisors ($37.63, d = -1.07t$) than their counterparts from other states and territories.

Very remote school leaders reporter lower results for Recognition ($54.58, d = -0.58$), Role Clarity ($69.44, d = -0.25$), and Social Support from Supervisors ($39.91, d = -0.97$) than their counterparts from other geolocations.

Secondary school leaders reported higher Role Conflict ($51.44, d = 0.57$) than their primary ($50.21, d = 0.49$)and combined ($46.66, d = 0.28$) school counterparts. Primary school leaders reported lower Quality of Leadership ($51.04, d = -0.2$) than their secondary ($54.24, d = -0.05$) and combined ($55.13, d = -0.01$) school counterparts.

**TABLE 6.5.3: 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 | 58.15 | 55.84 | 56.44 | 55.26 | 58.98 | 72.28 | 56.23 | 60.39 |
| Recognition | 66.16 | 63.97 | 66.88 | 64.52 | 65.46 | 76.07 | 64.50 | 68.07 |
| Role Clarity | 79.54 | 76.31 | 79.04 | 78.40 | 78.32 | 78.71 | 79.70 | 72.86 |
| Role Conflict | 48.60 | 50.46 | 49.84 | 51.02 | 46.66 | 40.10 | 50.24 | 45.58 |
| Quality of Leadership | 54.86 | 48.81 | 53.77 | 52.78 | 49.78 | 57.10 | 51.00 | 58.53 |
| Social Support from Internal Colleagues | 65.78 | 62.43 | 63.35 | 64.16 | 64.19 | 62.95 | 64.84 | 62.36 |
| Social Support from External Colleagues | 55.29 | 50.90 | 50.58 | 53.17 | 54.35 | 49.17 | 55.43 | 43.97 |
| Social Support from Supervisors | 52.04 | 48.50 | 51.51 | 50.81 | 47.15 | 55.42 | 50.15 | 51.75 |
| Social Community at Work | 79.18 | 78.11 | 76.92 | 77.93 | 80.12 | 82.10 | 79.15 | 76.74 |

**TABLE 6.5.4: 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 | 0.02 | -0.09 | -0.06 | -0.12 | 0.06 | ↑ 0.70 | -0.07 | 0.13 |
| Recognition | 0.00 | -0.11 | 0.03 | -0.08 | -0.04 | 0.50 | -0.09 | 0.09 |
| Role Clarity | 0.37 | 0.17 | 0.34 | 0.30 | 0.29 | 0.32 | 0.38 | -0.04 |
| Role Conflict | 0.40 | ↑ 0.51 | 0.47 | ↑ 0.54 | 0.28 | -0.11 | 0.50 | 0.22 |
| Quality of Leadership | -0.02 | -0.31 | -0.07 | -0.12 | -0.26 | 0.09 | -0.20 | 0.15 |
| Social Support from Internal Colleagues | 0.43 | 0.26 | 0.31 | 0.35 | 0.35 | 0.29 | 0.38 | 0.26 |
| Social Support from External Colleagues | -0.10 | -0.32 | -0.34 | -0.21 | -0.15 | -0.41 | -0.10 | ↓ -0.68 |
| Social Support from Supervisors | -0.43 | ↓ -0.58 | -0.45 | -0.48 | ↓ -0.64 | -0.28 | ↓ -0.51 | -0.44 |
| Social Community at Work | 0.03 | -0.03 | -0.09 | -0.04 | 0.08 | 0.18 | 0.02 | -0.10 |

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

**TABLE 6.5.5: 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 | 58.18 | 55.37 | 57.73 | 58.21 | 60.94 | 58.02 | 55.80 | 55.93 | 58.20 |
| Recognition | 67.85 | 65.24 | 64.31 | 66.85 | 71.45 | 67.30 | 63.59 | 64.91 | 65.75 |
| Role Clarity | 75.30 | 75.34 | 78.64 | 81.18 | 75.35 | 77.46 | 76.98 | 78.64 | 80.94 |
| Role Conflict | 61.48 | 52.59 | 49.32 | 44.05 | 52.99 | 50.82 | 50.98 | 49.12 | 46.50 |
| Quality of Leadership | 56.68 | 54.96 | 50.51 | 52.81 | 64.54 | 57.17 | 52.29 | 51.35 | 48.44 |
| Social Support from Internal Colleagues | 62.27 | 64.64 | 63.43 | 66.49 | 59.90 | 63.15 | 64.14 | 63.97 | 66.16 |
| Social Support from External Colleagues | 57.88 | 56.29 | 52.19 | 52.51 | 55.12 | 55.14 | 52.92 | 52.43 | 52.48 |
| Social Support from Supervisors | 54.33 | 52.92 | 48.77 | 51.09 | 60.35 | 53.89 | 50.14 | 50.51 | 47.72 |
| Social Community at Work | 73.64 | 78.43 | 77.72 | 81.79 | 76.04 | 78.24 | 77.63 | 78.68 | 80.00 |

**TABLE 6.5.6: 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 | 0.02 | -0.11 | 0.00 | 0.02 | 0.15 | 0.02 | -0.09 | -0.08 | 0.02 |
| Recognition | 0.08 | -0.05 | -0.09 | 0.03 | 0.26 | 0.06 | -0.13 | -0.06 | -0.02 |
| Role Clarity | 0.11 | 0.11 | 0.31 | 0.47 | 0.11 | 0.24 | 0.21 | 0.31 | 0.45 |
| Role Conflict | ↑ 1.17 | ↑ 0.64 | 0.44 | 0.12 | ↑ 0.66 | ↑ 0.53 | ↑ 0.54 | 0.43 | 0.27 |
| Quality of Leadership | 0.07 | -0.02 | -0.23 | -0.12 | 0.44 | 0.09 | -0.14 | -0.19 | -0.33 |
| Social Support from Internal Colleagues | 0.25 | 0.37 | 0.31 | 0.47 | 0.13 | 0.30 | 0.35 | 0.34 | 0.45 |
| Social Support from External Colleagues | 0.03 | -0.05 | -0.26 | -0.24 | -0.11 | -0.11 | -0.22 | -0.25 | -0.24 |
| Social Support from Supervisors | -0.32 | -0.39 | ↓ -0.57 | -0.47 | -0.06 | -0.34 | ↓ -0.51 | -0.50 | ↓ -0.62 |
| Social Community at Work | -0.27 | -0.01 | -0.05 | 0.16 | -0.14 | -0.02 | -0.06 | 0.00 | 0.07 |

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

**TABLE 6.5.7: MEAN INTERPERSONAL RELATIONS AND LEADERS BY SCHOOL STATE**

| | State | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **NSW** | **VIC** | **QLD** | **SA** | **WA** | **TAS** | **ACT** | **NT** |
| Predictability | 54.33 | 55.05 | 56.71 | 63.69 | 60.82 | 59.17 | 58.80 | 57.20 |
| Recognition | 67.14 | 67.47 | 64.76 | 68.75 | 59.75 | 60.00 | 67.28 | 60.61 |
| Role Clarity | 78.29 | 80.48 | 75.95 | 78.33 | 78.79 | 80.00 | 79.01 | 76.01 |
| Role Conflict | 52.00 | 46.63 | 51.57 | 53.04 | 47.94 | 43.54 | 51.39 | 43.94 |
| Quality of Leadership | 56.61 | 53.27 | 51.69 | 59.09 | 44.23 | 44.51 | 56.71 | 46.59 |
| Social Support from Internal Colleagues | 62.90 | 68.88 | 61.53 | 61.83 | 61.80 | 67.22 | 69.23 | 65.15 |
| Social Support from External Colleagues | 53.88 | 54.95 | 48.47 | 56.75 | 52.81 | 51.39 | 54.81 | 56.57 |
| Social Support from Supervisors | 54.41 | 54.07 | 50.71 | 53.97 | 37.63 | 48.06 | 52.88 | 46.88 |
| Social Community at Work | 79.69 | 80.95 | 76.17 | 75.95 | 76.63 | 78.89 | 80.77 | 79.55 |

**TABLE 6.5.8: COHEN'S D INTERPERSONAL RELATIONS AND LEADERS BY SCHOOL STATE**

| | State | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **NSW** | **VIC** | **QLD** | **SA** | **WA** | **TAS** | **ACT** | **NT** |
| Predictability | -0.16 | -0.13 | -0.05 | 0.29 | 0.15 | 0.07 | 0.05 | -0.02 |
| Recognition | 0.05 | 0.06 | -0.07 | 0.13 | -0.32 | -0.31 | 0.05 | -0.28 |
| Role Clarity | 0.29 | 0.43 | 0.15 | 0.29 | 0.32 | 0.40 | 0.34 | 0.15 |
| Role Conflict | ↑ 0.60 | 0.28 | ↑ 0.58 | ↑ 0.66 | 0.36 | 0.09 | ↑ 0.57 | 0.12 |
| Quality of Leadership | 0.06 | -0.10 | -0.17 | 0.18 | ↓ -0.52 | ↓ -0.51 | 0.07 | -0.41 |
| Social Support from Internal Colleagues | 0.28 | ↑ 0.59 | 0.21 | 0.23 | 0.23 | ↑ 0.50 | ↑ 0.61 | 0.40 |
| Social Support from External Colleagues | -0.17 | -0.12 | -0.45 | -0.03 | -0.23 | -0.30 | -0.13 | -0.04 |
| Social Support from Supervisors | -0.32 | -0.34 | -0.49 | -0.34 | ↓ -1.07 | ↓ -0.60 | -0.39 | ↓ -0.66 |
| Social Community at Work | 0.05 | 0.12 | -0.13 | -0.15 | -0.11 | 0.01 | 0.11 | 0.04 |

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

**TABLE 6.5.9: 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 | 57.31 | 56.27 | 55.04 | 63.49 | 55.36 | 55.58 | 56.72 | 64.20 |
| Recognition | 65.98 | 65.39 | 64.27 | 64.36 | 54.58 | 63.66 | 66.40 | 68.71 |
| Role Clarity | 79.23 | 77.36 | 77.40 | 77.63 | 69.44 | 78.93 | 76.94 | 77.23 |
| Role Conflict | 48.92 | 50.15 | 52.45 | 48.68 | 52.38 | 50.21 | 51.44 | 46.66 |
| Quality of Leadership | 52.52 | 54.17 | 50.35 | 60.30 | 43.86 | 51.04 | 54.24 | 55.13 |
| Social Support from Internal Colleagues | 65.69 | 62.31 | 60.99 | 56.58 | 63.10 | 63.79 | 63.13 | 62.65 |
| Social Support from External Colleagues | 52.95 | 53.31 | 52.75 | 51.75 | 59.13 | 53.83 | 51.04 | 52.14 |
| Social Support from Supervisors | 50.42 | 52.55 | 49.16 | 51.75 | 39.91 | 48.12 | 53.32 | 54.79 |
| Social Community at Work | 79.77 | 76.23 | 77.14 | 74.34 | 79.17 | 78.17 | 78.12 | 79.10 |

**TABLE 6.5.10: 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 | -0.02 | -0.07 | -0.13 | 0.28 | -0.11 | -0.10 | -0.05 | 0.31 |
| Recognition | -0.01 | -0.04 | -0.10 | -0.09 | ↓ -0.58 | -0.13 | 0.01 | 0.13 |
| Role Clarity | 0.35 | 0.24 | 0.24 | 0.25 | -0.25 | 0.33 | 0.21 | 0.23 |
| Role Conflict | 0.42 | 0.49 | ↑ 0.63 | 0.40 | ↑ 0.63 | 0.49 | ↑ 0.57 | 0.28 |
| Quality of Leadership | -0.13 | -0.05 | -0.23 | 0.24 | ↓ -0.54 | -0.20 | -0.05 | -0.01 |
| Social Support from Internal Colleagues | 0.43 | 0.25 | 0.19 | -0.04 | 0.29 | 0.33 | 0.30 | 0.27 |
| Social Support from External Colleagues | -0.22 | -0.20 | -0.23 | -0.28 | 0.09 | -0.18 | -0.32 | -0.26 |
| Social Support from Supervisors | -0.50 | -0.40 | ↓ -0.56 | -0.44 | ↓ -0.97 | ↓ -0.60 | -0.37 | -0.30 |
| Social Community at Work | 0.06 | -0.13 | -0.08 | -0.23 | 0.02 | -0.03 | -0.03 | 0.02 |

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

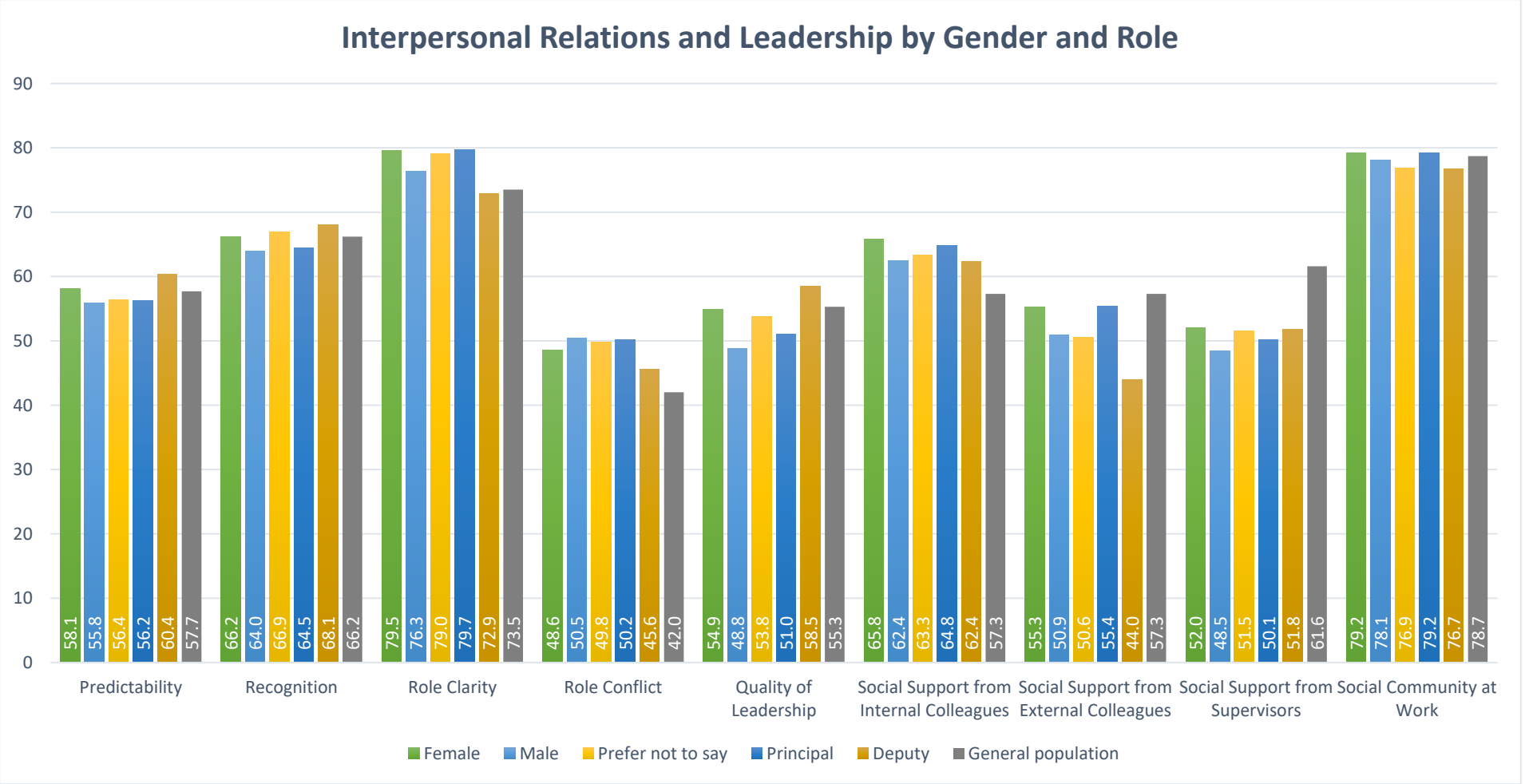



**FIGURE 6.5.2BAR CHART: INTERPERSONAL RELATIONS AND LEADERSHIP BY GENDER AND ROLE**

Compared to their male counterparts, female school leaders reported higher results for all the positive subscales (excluding Role Conflict) of Interpersonal Relations and Leadership. Deputies reported lower results for Role Clarity, Role Conflict, Social Support from External Colleagues than their principal counterparts. School leaders of all gender and role subgroups reported lower results for Social Support from Supervisors than the general population.

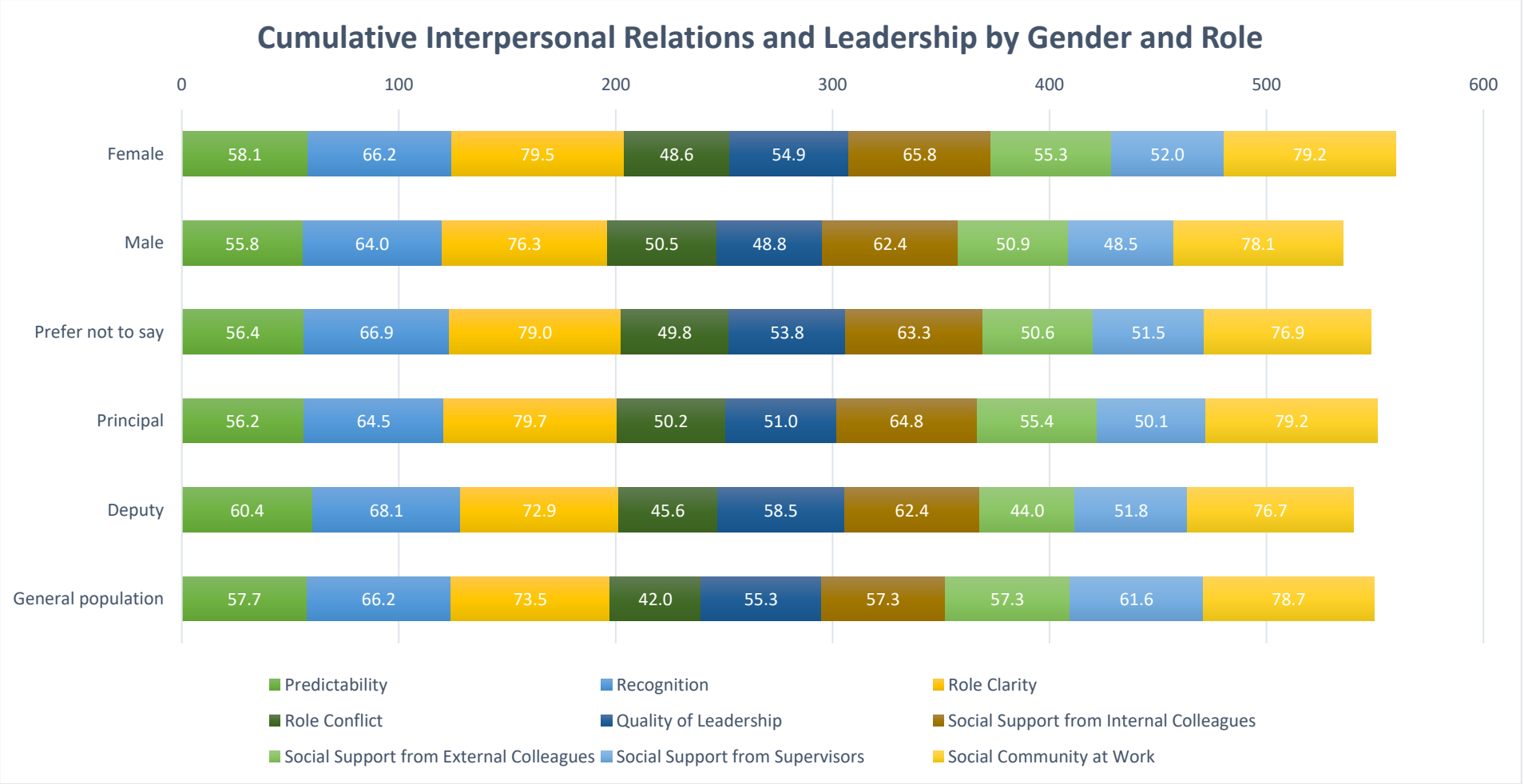



**FIGURE 6.5.3 STACKED BAR CHART: CUMULATIVE INTERPERSONAL RELATIONS AND LEADERSHIP BY GENDER AND ROLE**

Cumulatively, male and deputy school leaders reported lower Interpersonal Relations and Leadership than the general population.

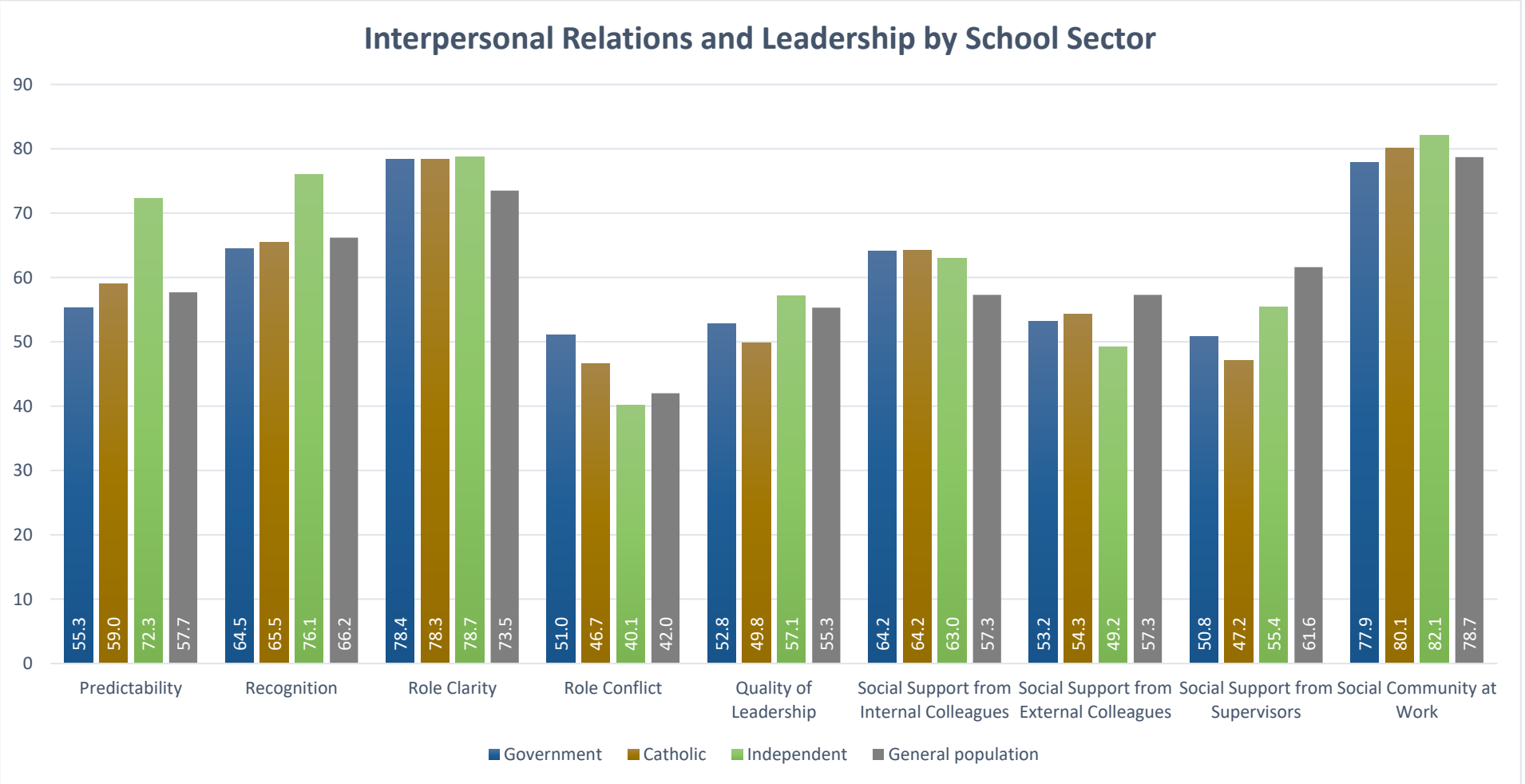



**FIGURE 6.5.4 BAR CHART: INTERPERSONAL RELATIONS AND LEADERSHIP BY SCHOOL SECTOR**

Independent school leaders reported higher results for Predictability, Recognition, Quality of Leadership and Social Community at Work than their public and Catholic counterparts. Government and Catholic school leaders reported lower results for Recognition , Quality of Leadership and Social Support from Supervisors than the general population.

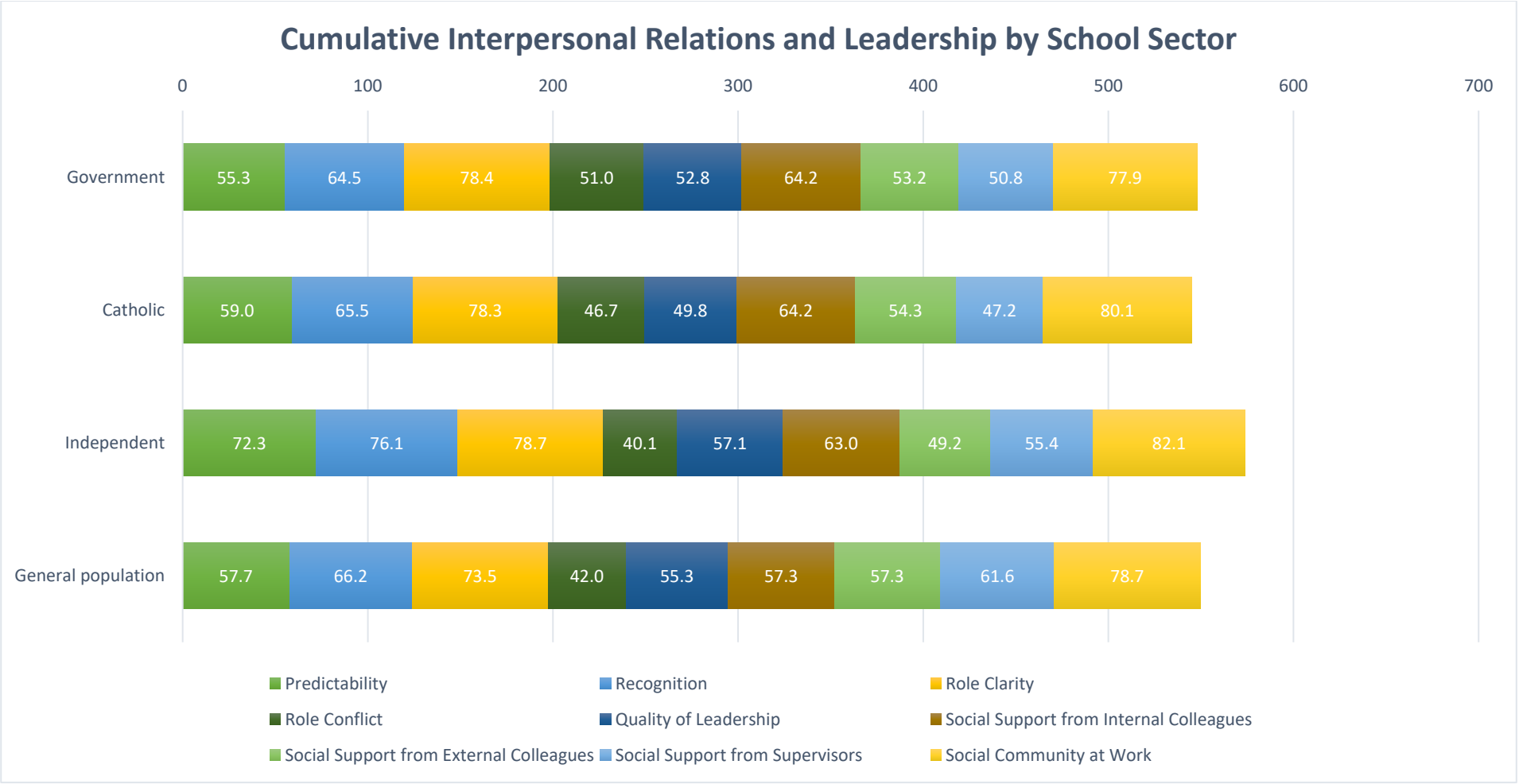



**FIGURE 6.5.5 STACKED BAR CHART: CUMULATIVE INTERPERSONAL RELATIONS AND LEADERSHIP BY SCHOOL SECTOR**

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

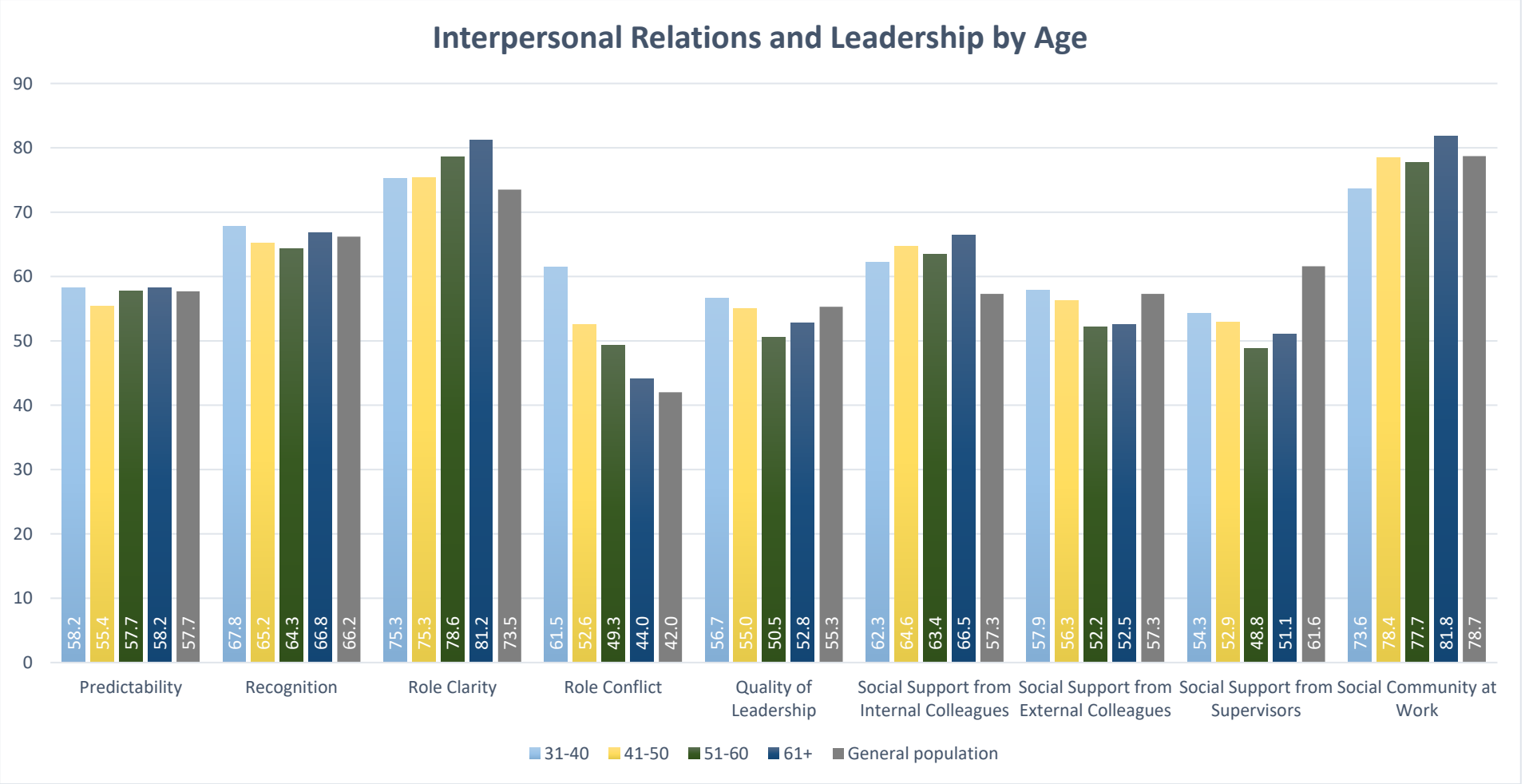



**FIGURE 6.5.6 BAR CHART: INTERPERSONAL RELATIONS AND LEADERSHIP BY AGE GROUPS**

School leaders aged 31-40 reported higher results for Predictability, Recognition, Quality of Leadership, Social Support from Supervisors and Role Conflict than their older counterparts. As age group increased, the results for Role Conflict decreased.

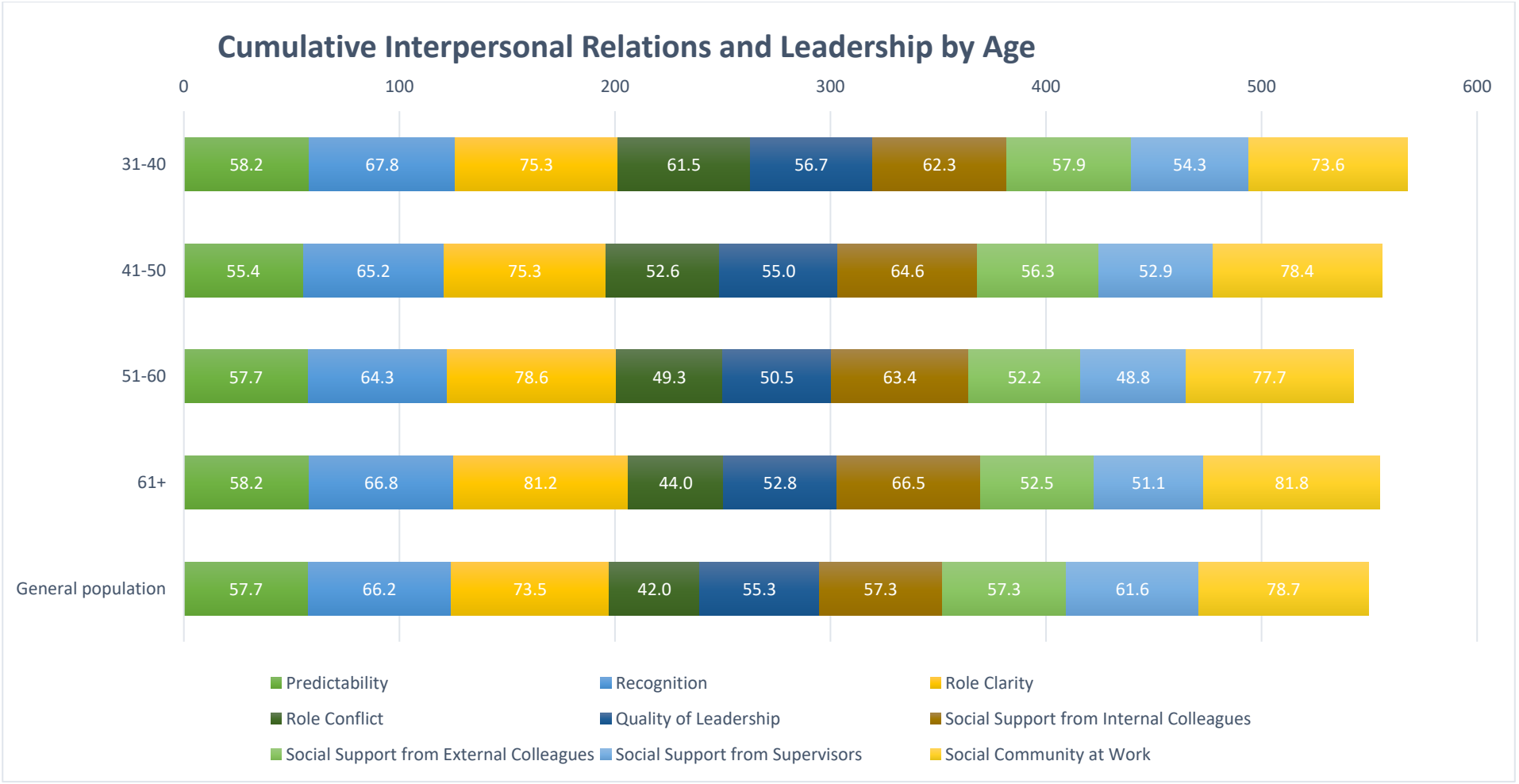



**FIGURE 6.5.7 STACKED BAR CHART: CUMULATIVE INTERPERSONAL RELATIONS AND LEADERSHIP BY AGE GROUPS**

Cumulatively, school leaders aged 51-60 reported lower results than their counterparts from other age groups. Cumulatively, school leaders from all age groups reported similar results as the general population.

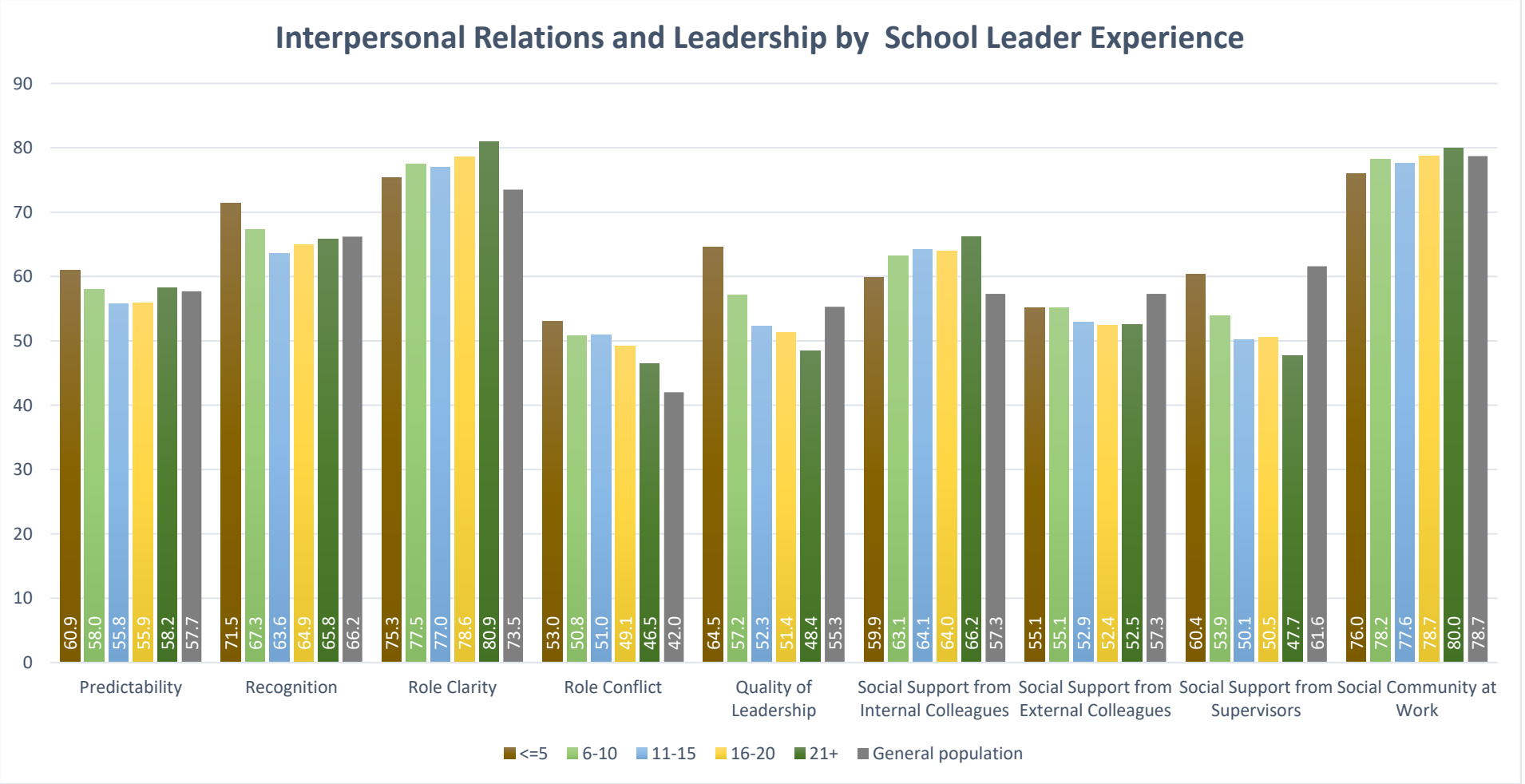



**FIGURE 6.5.8 BAR CHART: INTERPERSONAL RELATIONS AND LEADERSHIP BY SCHOOL LEADER EXPERIENCE**

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

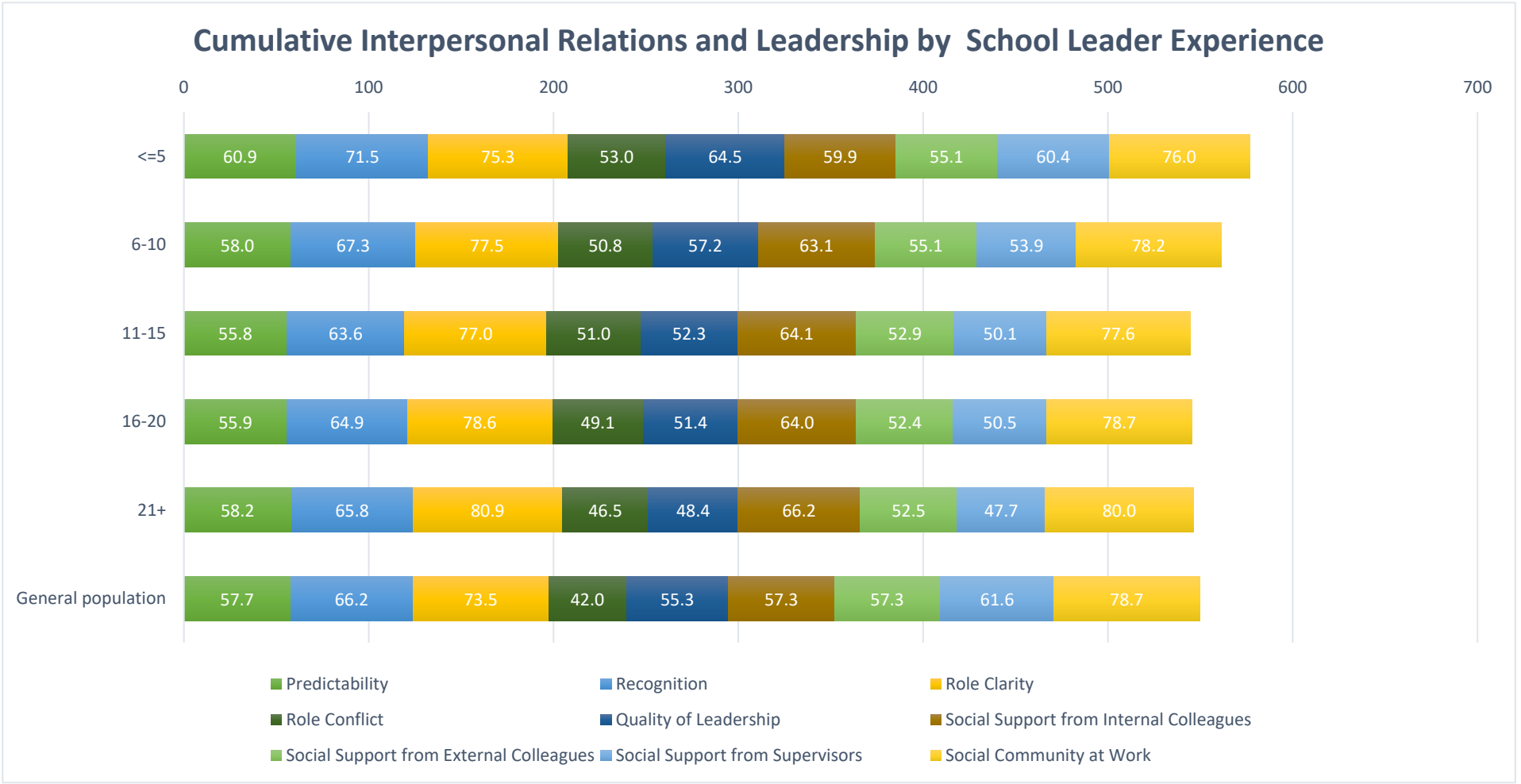



**FIGURE 6.5.9 STACKED BAR CHART: CUMULATIVE INTERPERSONAL RELATIONS AND LEADERSHIP BY SCHOOL LEADER EXPERIENCE**

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

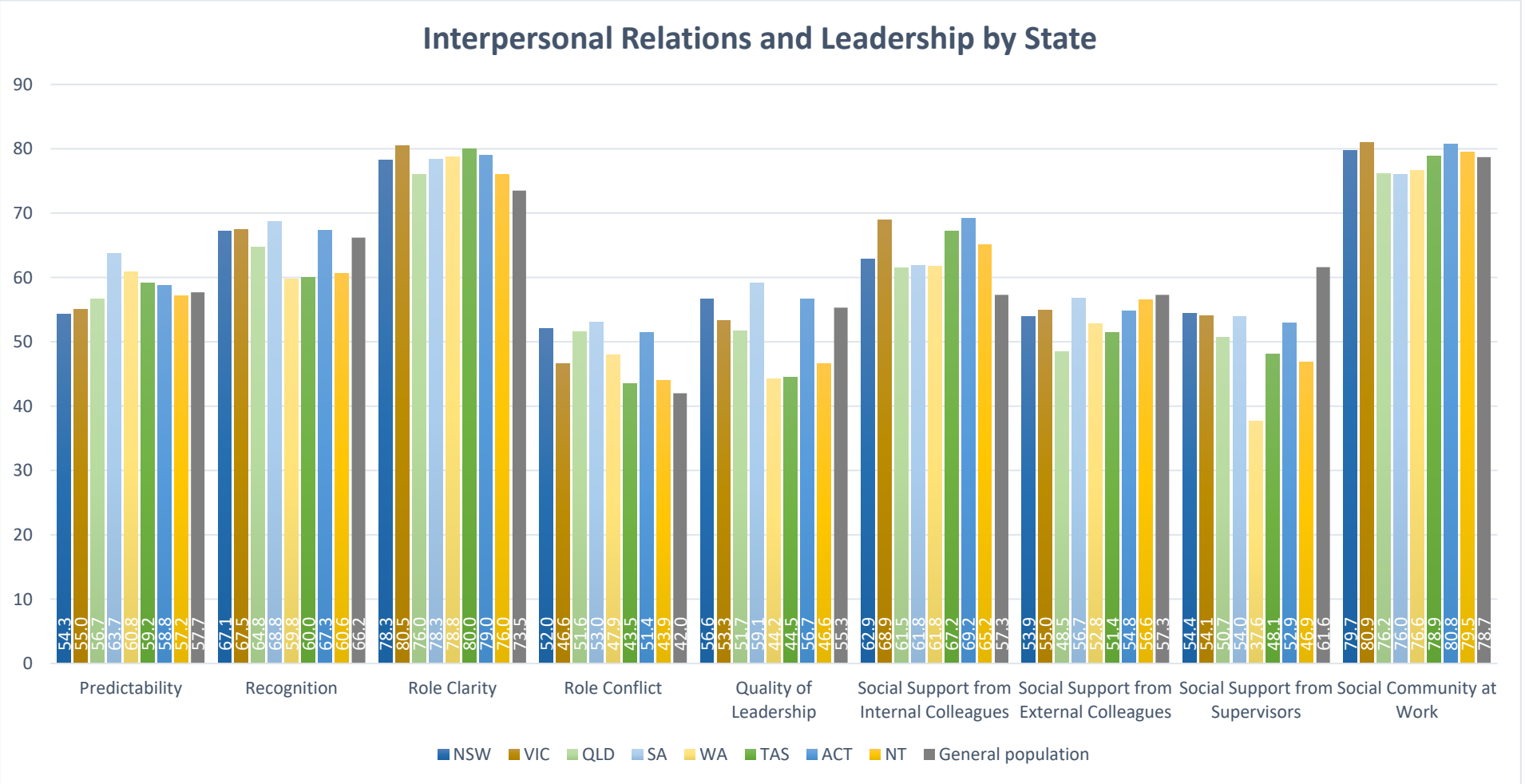



**FIGURE 6.5.10 BAR CHART: INTERPERSONAL RELATIONS AND LEADERSHIP BY STATE**

School leaders from WA and Tasmania reported similarly low results for Recognition and Quality of Leadership compared to the counterparts from other states and territories. Victorian school leaders reported higher results for Role Clarity and lower results for Role Conflict than their NSW counterparts.

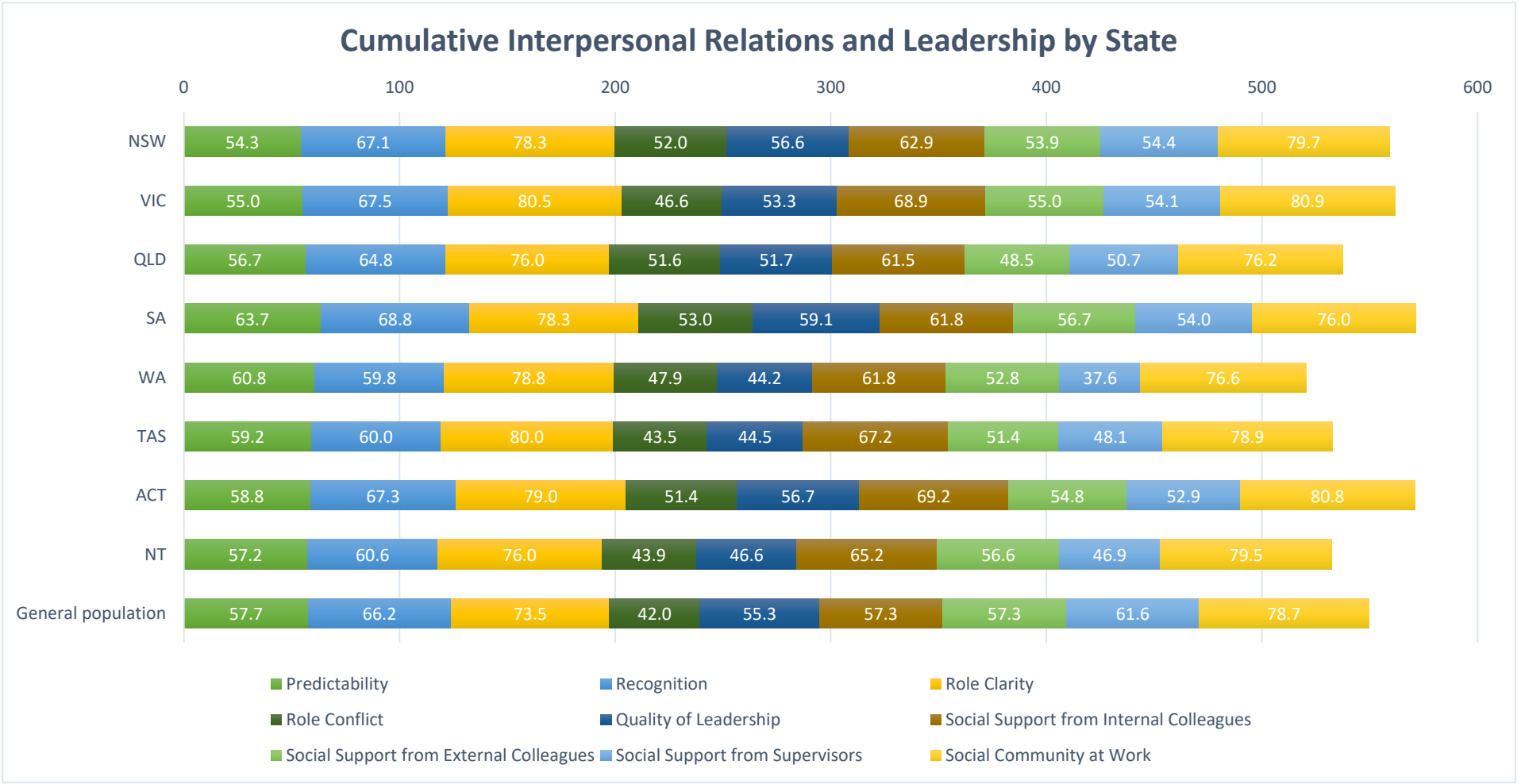



**FIGURE 6.5.11 STACKED BAR CHART: CUMULATIVE INTERPERSONAL RELATIONS AND LEADERSHIP BY STATE**

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

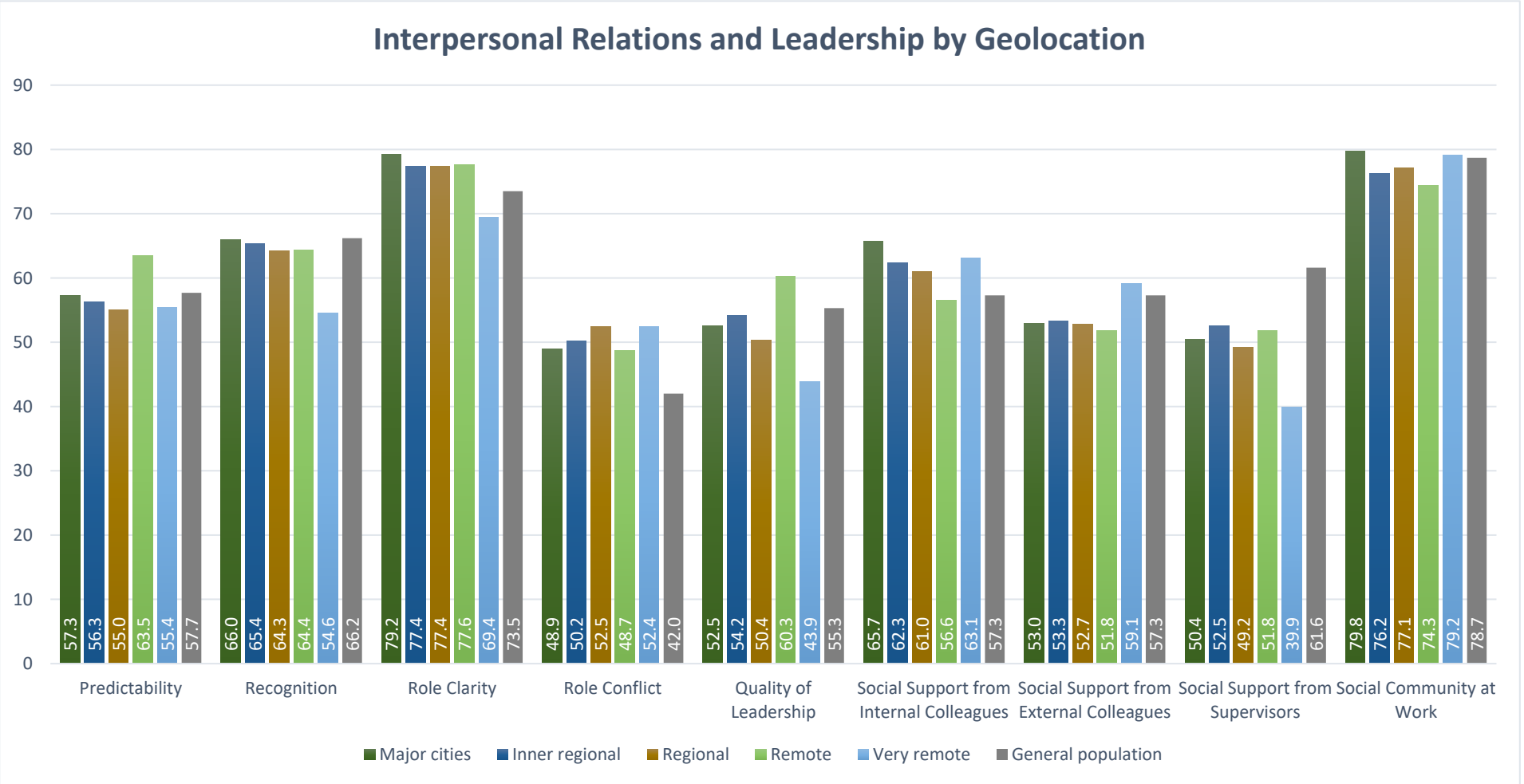



**FIGURE 6.5.12 BAR CHART: INTERPERSONAL RELATIONS AND LEADERSHIP BY GEOLOCATION**

Very remote school leaders reported lower results for Recognition, Role Clarity, Quality of Leadership and Social Support from Supervisors than their less remote and urban counterparts. Very remote school leaders reported higher results for Social Support from External Colleagues than their less remote and urban counterparts.

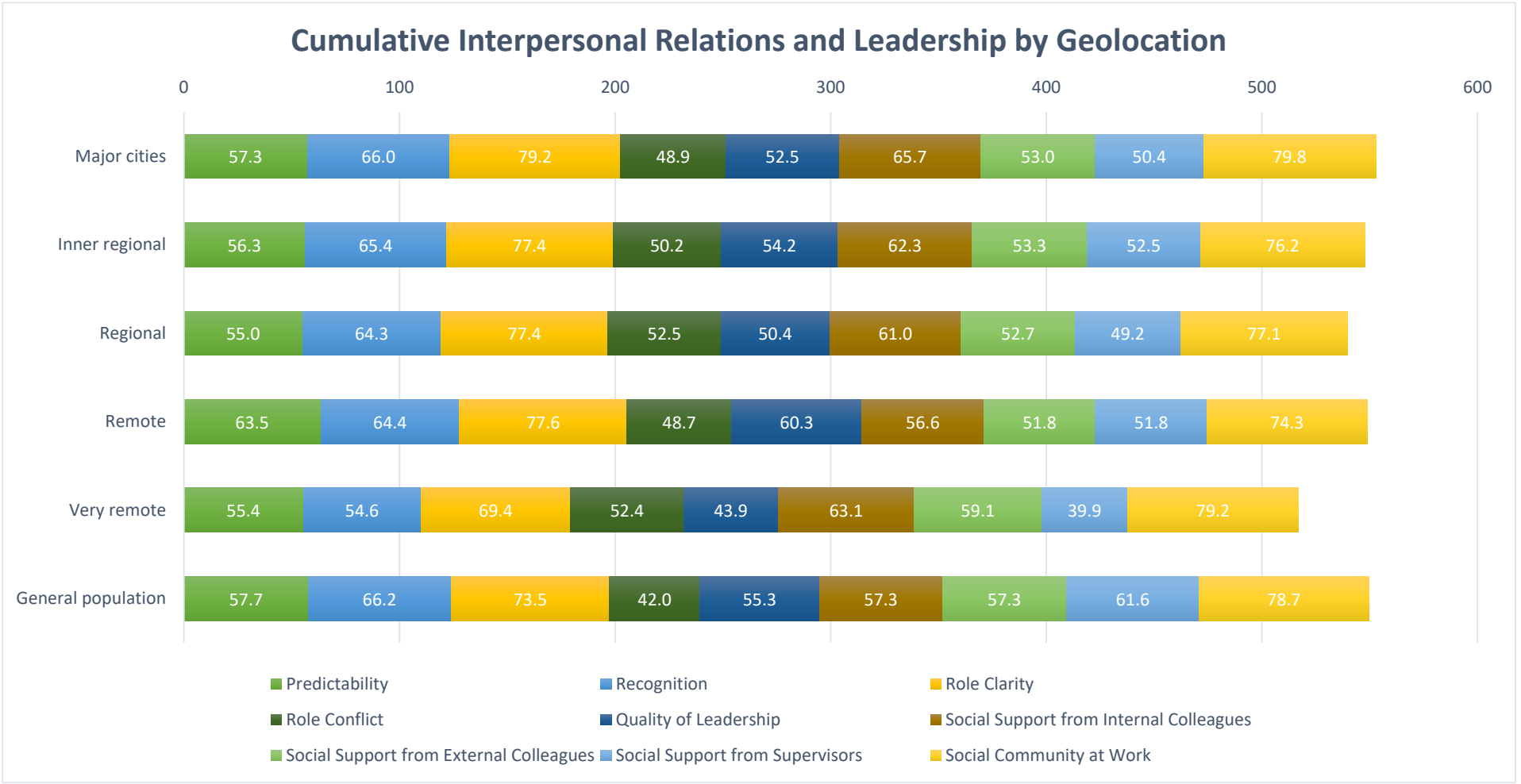



**FIGURE 6.5.13 STACKED BAR CHART: CUMULATIVE INTERPERSONAL RELATIONS AND LEADERSHIP BY GEOLOCATION**

Cumulatively, very remote school leaders reported lower results for Interpersonal Relations and Leadership than their counterparts from other geolocations.

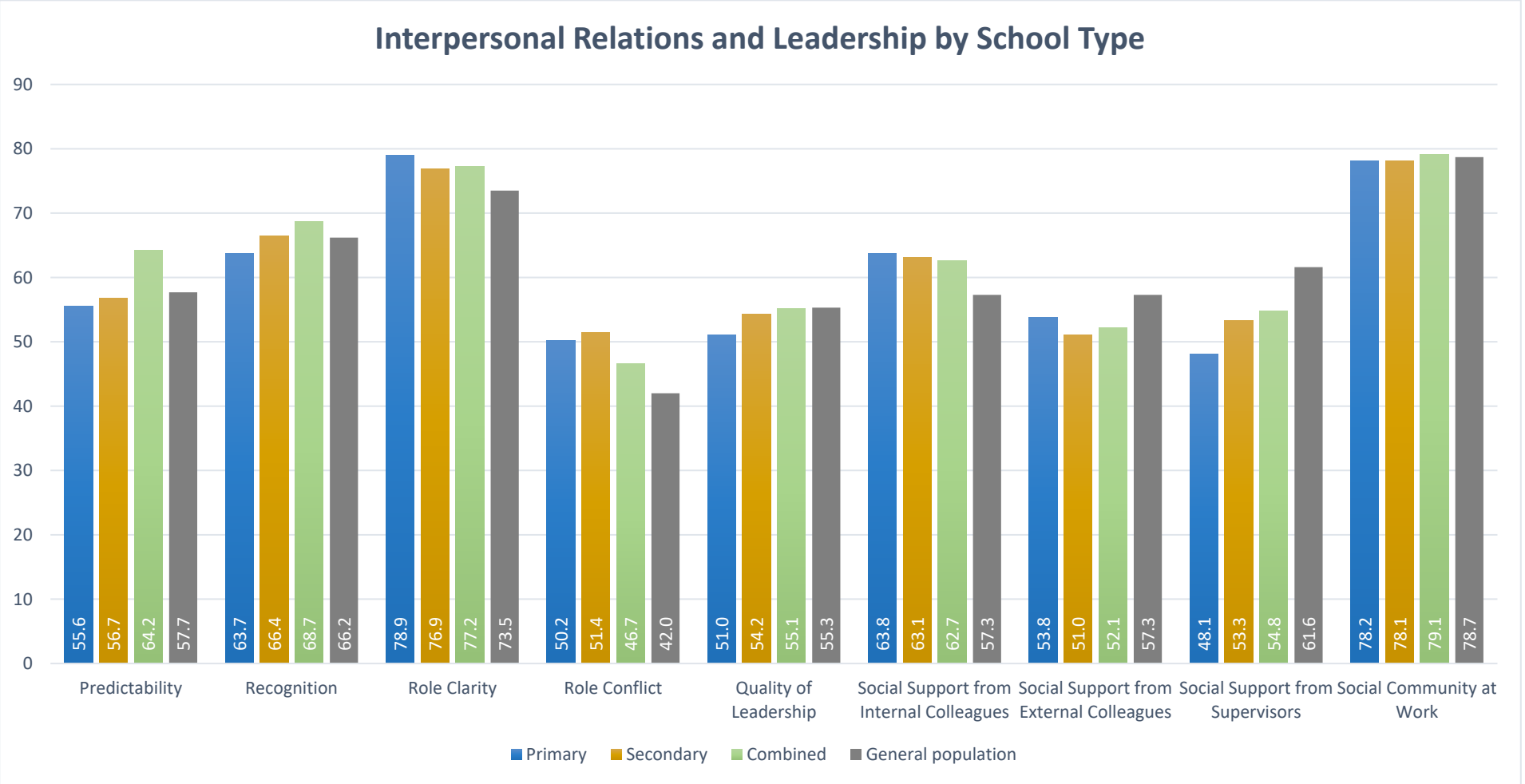



**FIGURE 6.5.14 BAR CHART: INTERPERSONAL RELATIONS AND LEADERSHIP BY SCHOOL TYPE**

Combined school leaders reported lower results for Role Conflict than their primary and secondary counterparts. Combined school leaders reported higher results for Predictability, Recognition, Quality of Leadership, Social Support from Supervisors and Social Community at Work than their primary and secondary counterparts.

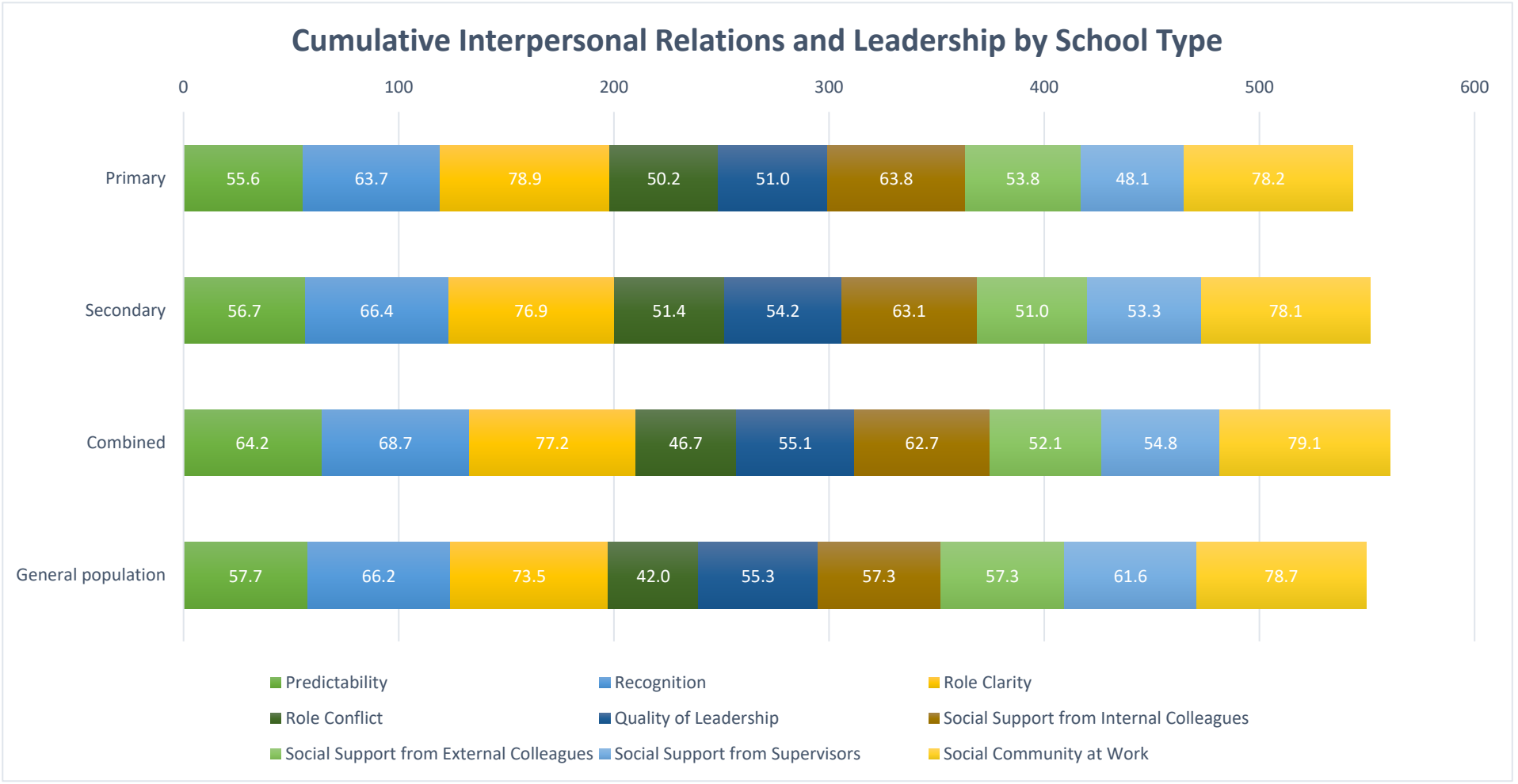



**FIGURE 6.5.15 STACKED BAR CHART: CUMULATIVE INTERPERSONAL RELATIONS AND LEADERSHIP BY SCHOOL TYPE**

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

## 6.6 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 6.6.1 SCHOOL LEADER LONGITUDINAL WORK-INDIVIDUAL INTERFACE**

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | Trendlines (scaled) | Trendlines (zoomed) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Job Insecurity | | | | | | | | 8.43 | 7.85 | 8.73 | 7.95 | | |
| Job Satisfaction | 71.80 | 73.27 | 74.09 | 74.05 | 74.25 | 74.12 | 72.76 | 73.29 | 74.33 | 74.84 | 73.98 | | |
| Work-Family Conflict | 72.13 | 70.69 | 69.61 | 68.25 | 68.96 | 68.52 | 69.08 | 67.26 | 66.72 | 63.44 | 64.32 | | |
| Family-Work Conflict | 8.63 | 8.89 | 9.61 | 9.52 | 9.37 | 8.99 | 9.00 | 8.91 | 9.14 | 8.39 | 8.38 | | |

highest score lowest score

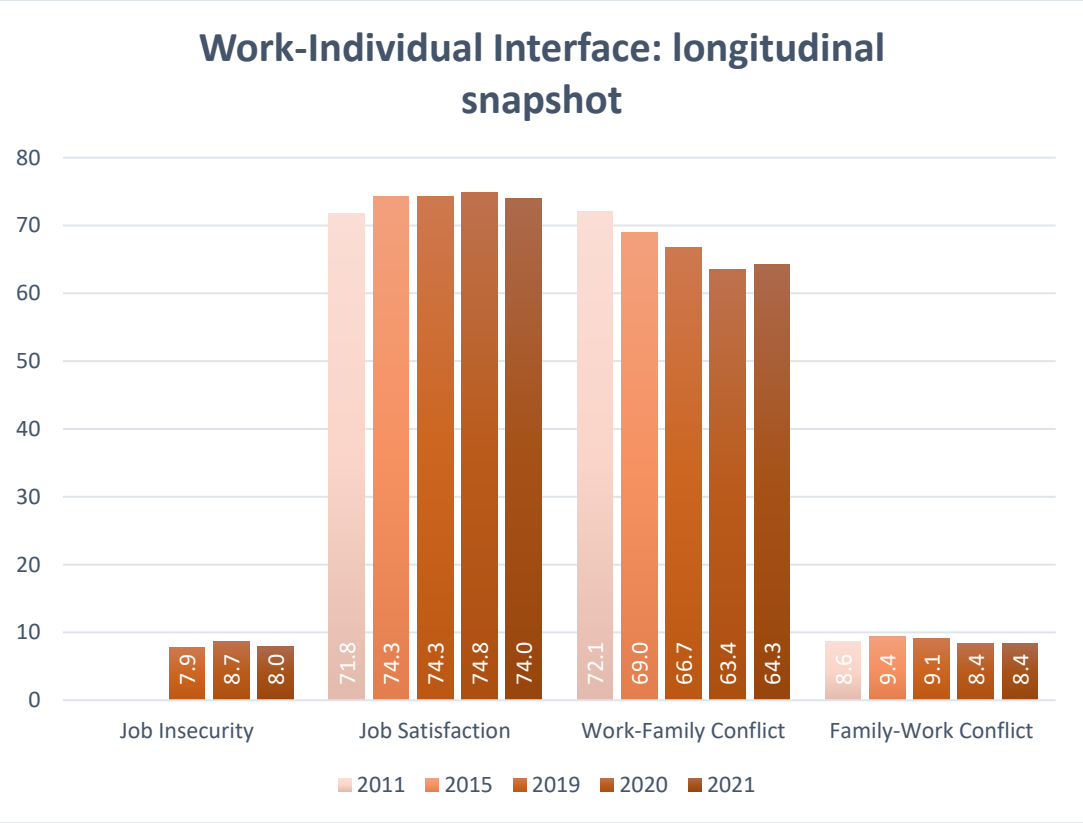



**FIGURE 6.6.1: WORK-INDIVIDUAL INTERFACE MEAN SCORES: SCHOOL LEADER RESULTS 2011, 2015, 2019, 2020 AND 2021**

**Job Insecurity:** school leaders in 2021 reported a large effect size lower than the general population ($7.95, d = -0.76$). School leaders reported lower results in 2021 compared to 2020.

**Job Satisfaction:** school leaders in 2021 reported a medium effect size higher than the general population ($73.98, d = 0.48$). In 2020, school leaders reported the highest results for Job Satisfaction since the inception of the survey.

**Work-Family Conflict:** school leaders in 2021 reported a huge effect size higher than the general population ($64.32, d = 1.27$). School leaders reported the two lowest results for Work-Family Conflict in 2020 and 2021.

**Family-Work Conflict:** school leaders in 2021 reported similar results as the general population ($8.38, d = 0.05$). School leaders reported the two lowest results for Family-Work Conflict in 2021 and 2020.

"The past 12 months have been extremely challenging, both personally and professionally. COVID-19 has intensified the nature and demands of my work, and managing competing demands, commitments and priorities across all areas of my life is becoming an increasing challenge. I love being an educator, but increasingly, the focus/demands of my work as a school leader have less to do with learning and more to do with social work, wellbeing, administration and conflict resolution. I worry that to perform my work as a Principal to the level I want to, my family life has to be compromised, which leads me to consider what other professional opportunities I might pursue both within and beyond education."

Male, government primary school, SA

## Work-Individual Interface: school leader sub-group results

The following findings for Work-Individual Interface are from Table 6.6.2 to Table 6.6.9 below.

Compared to their male counterparts, female schoo65.14, d=1.3l leaders reported higher Job Satisfaction ($74.58, d = 0.51$ versus $73.75, d = 0.46$), higher Work-Family Conflict ($65.14, d = 1.30$ versus $61.06, d = 1.13$), and lower Family-Work Conflict ($7.31, d = -0.02$ versus $9.52, d = 0.13$).

Independent school leaders reported higher results for Job Satisfaction ($81.11, d = 0.87$) than their Catholic ($77.24, d = 0.66$) and government ($72.59, d = 0.40$) school counterparts. Catholic school leaders reported lower Work-Family Conflict ($60.53, d = 1.11$) and Family-Work Conflict ($6.18, d = -0.09$) than their Independent and government counterparts.

Principals reported higher results for Job Satisfaction ($74.95, d = 0.53$) than their deputy counterparts ($70.14, d = 0.27$). They also reported higher Work-Family Conflict ($63.77, d = 1.25$) than their deputy counterparts ($61.19, d = 1.14$).

School leaders aged 61+ reported better results for Job Insecurity ($6.23, d = -0.84$), Job Satisfaction ($78.46, d = 0.72$), Work-Family Conflict ($58.66, d = 1.04$) and Family-Work Conflict ($6.79, d = -0.05$) than their younger counterparts.

NT school leaders reported high Job Satisfaction ($81.06, d = 0.87$) than their counterparts from other states and territory. Victorian school leaders reported lower Work-Family Conflict ($60.45, d = 1.11$) than their counterparts from other states and territories.

Remote school leaders reported higher Job Satisfaction ($75.00, d = 0.53$) and higher Work-Family Conflict ($70.61, d = 1.53$) than their counterparts from other geolocations.

Combined school leaders reported higher Job Satisfaction ($76.61, d = 0.62$) than their primary ($72.62, d = 0.40$) and secondary ($74.19, d = 0.49$) counterparts.

**TABLE 6.6.2: 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 | 7.45 | 8.32 | 8.98 | 7.40 | 9.79 | 8.23 | 7.33 | 9.85 |
| Job Satisfaction | 74.58 | 73.75 | 72.03 | 72.59 | 77.24 | 81.11 | 74.95 | 70.14 |
| Work-Family Conflict | 65.14 | 61.06 | 68.59 | 64.20 | 60.53 | 65.43 | 63.77 | 61.19 |
| Family-Work Conflict | 7.31 | 9.52 | 9.13 | 8.59 | 6.18 | 11.06 | 8.00 | 9.86 |

**TABLE 6.6.3: 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 | -0.78 | -0.74 | -0.71 | -0.78 | -0.67 | -0.74 | -0.79 | -0.67 |
| Job Satisfaction | 0.51 | 0.46 | 0.37 | 0.40 | 0.66 | 0.87 | 0.53 | 0.27 |
| Work-Family Conflict | 1.30 | 1.13 | 1.44 | 1.26 | 1.11 | 1.31 | 1.25 | 1.14 |
| Family-Work Conflict | -0.02 | 0.13 | 0.10 | 0.06 | -0.09 | 0.23 | 0.03 | 0.15 |

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

**TABLE 6.6.4: 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 | 7.95 | 8.80 | 8.04 | 6.23 | 11.13 | 8.28 | 9.18 | 6.90 | 6.60 |
| Job Satisfaction | 69.70 | 71.65 | 73.87 | 78.46 | 71.01 | 73.47 | 72.50 | 73.29 | 76.96 |
| Work-Family Conflict | 76.82 | 67.62 | 62.71 | 58.66 | 73.52 | 65.52 | 65.50 | 62.68 | 61.64 |
| Family-Work Conflict | 8.79 | 11.42 | 6.99 | 6.79 | 8.68 | 9.20 | 8.75 | 8.73 | 7.10 |

**TABLE 6.6.5: 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 | -0.76 | -0.72 | -0.75 | -0.84 | -0.60 | -0.74 | -0.70 | -0.81 | -0.82 |
| Job Satisfaction | 0.24 | 0.35 | 0.47 | 0.72 | 0.31 | 0.45 | 0.40 | 0.44 | 0.64 |
| Work-Family Conflict | 1.78 | 1.40 | 1.20 | 1.04 | 1.65 | 1.32 | 1.32 | 1.20 | 1.16 |
| Family-Work Conflict | 0.08 | 0.25 | -0.04 | -0.05 | 0.07 | 0.10 | 0.08 | 0.07 | -0.03 |

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

**TABLE 6.6.6: MEAN WORK-INDIVIDUAL INTERFACE BY SCHOOL STATE**

| | State | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | NSW | VIC | QLD | SA | WA | TAS | ACT | NT |
| Job Insecurity | 9.01 | 6.16 | 8.00 | 8.21 | 7.39 | 7.08 | 7.21 | 10.61 |
| Job Satisfaction | 73.15 | 77.27 | 70.46 | 75.00 | 72.69 | 76.11 | 68.27 | 81.06 |
| Work-Family Conflict | 64.08 | 60.45 | 65.71 | 71.03 | 61.74 | 63.61 | 69.23 | 65.91 |
| Family-Work Conflict | 8.05 | 7.53 | 8.92 | 9.52 | 9.35 | 8.89 | 9.62 | 6.57 |

**TABLE 6.6.7: COHEN'S D WORK-INDIVIDUAL INTERFACE BY SCHOOL STATE**

| | State | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | NSW | VIC | QLD | SA | WA | TAS | ACT | NT |
| Job Insecurity | -0.71 | -0.84 | -0.75 | -0.74 | -0.78 | -0.80 | -0.79 | -0.63 |
| Job Satisfaction | 0.43 | 0.66 | 0.28 | 0.53 | 0.41 | 0.59 | 0.16 | 0.87 |
| Work-Family Conflict | 1.26 | 1.11 | 1.33 | 1.54 | 1.16 | 1.24 | 1.47 | 1.33 |
| Family-Work Conflict | 0.03 | 0.00 | 0.09 | 0.13 | 0.11 | 0.08 | 0.13 | -0.07 |

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

**TABLE 6.6.8: 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 | 7.24 | 7.65 | 9.82 | 6.58 | 17.50 | 8.15 | 6.39 | 10.05 |
| Job Satisfaction | 74.45 | 72.92 | 72.21 | 75.00 | 71.67 | 72.62 | 74.19 | 76.61 |
| Work-Family Conflict | 62.54 | 63.82 | 68.32 | 70.61 | 63.33 | 64.63 | 61.89 | 65.92 |
| Family-Work Conflict | 8.11 | 9.03 | 9.25 | 8.33 | 5.83 | 8.17 | 7.85 | 10.56 |

**TABLE 6.6.9: 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 | -0.79 | -0.77 | -0.67 | -0.82 | -0.30 | -0.75 | -0.83 | -0.66 |
| Job Satisfaction | 0.50 | 0.42 | 0.38 | 0.53 | 0.35 | 0.40 | 0.49 | 0.62 |
| Work-Family Conflict | 1.20 | 1.25 | 1.43 | 1.53 | 1.23 | 1.28 | 1.17 | 1.33 |
| Family-Work Conflict | 0.03 | 0.09 | 0.11 | 0.05 | -0.12 | 0.04 | 0.02 | 0.19 |

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

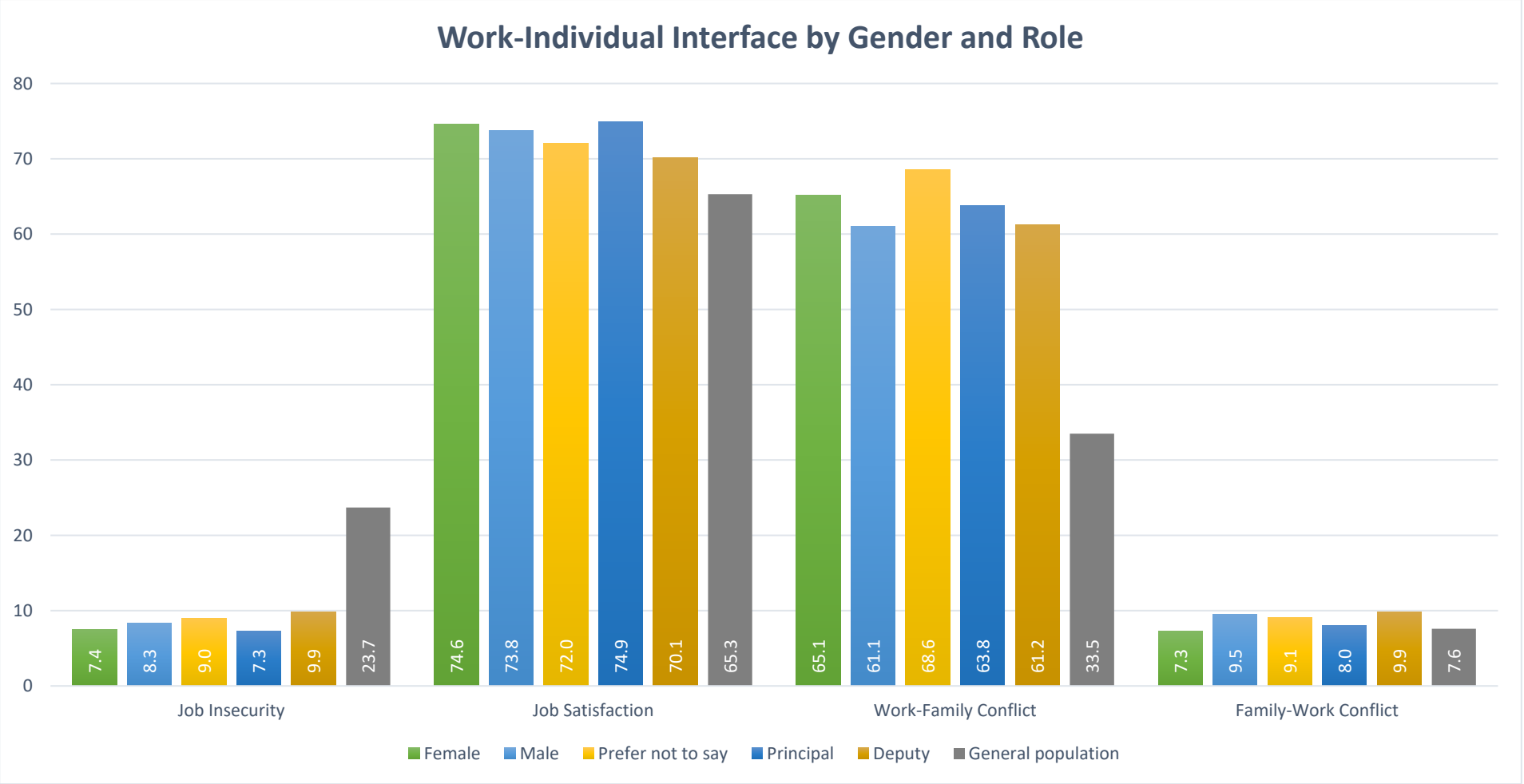



**FIGURE 6.6.2 BAR CHART: WORK-INDIVIDUAL INTERFACE BY GENDER AND ROLE**

Principals reported higher results for Job Satisfaction and Work-Family Conflict than their deputy counterparts. School leaders who preferred not to state their gender reported lower results for Job Satisfaction and high results for Work-Family Conflict and Job Insecurity than their male and female counterparts. All school leaders reported significantly higher results for Work-Family Conflict compared to the general population.

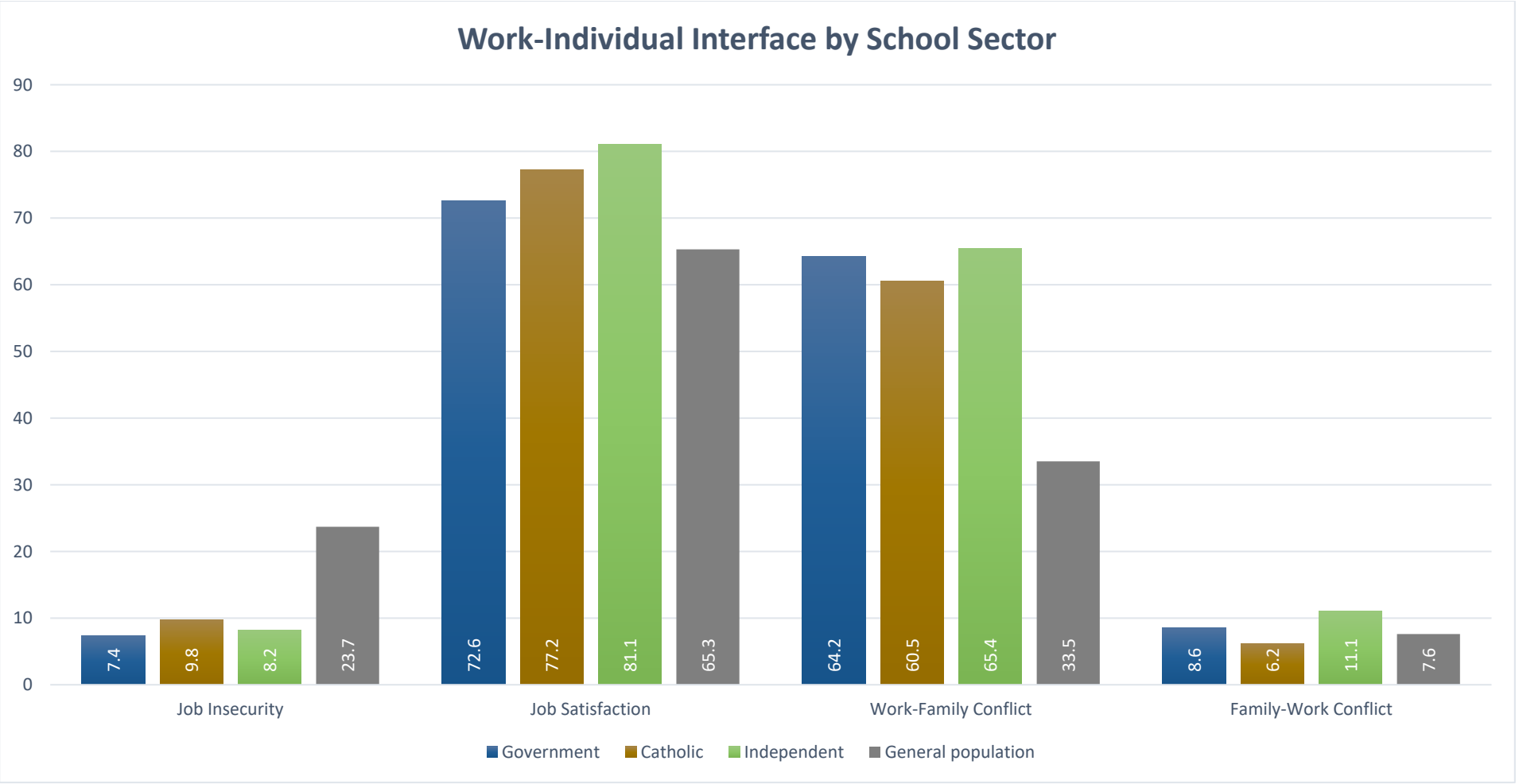



**FIGURE 6.6.3 BAR CHART: WORK-INDIVIDUAL INTERFACE BY SCHOOL SECTOR**

Catholic school leaders reported lower results for Work-Family Conflict than their government and Independent school counterparts. Independent school leaders reported higher results for Job Satisfaction, Work-Family Conflict and Family-Work Conflict than their government and Catholic counterparts. School leaders from all sectors reported significantly higher results for Work-Family Conflict than the general population.

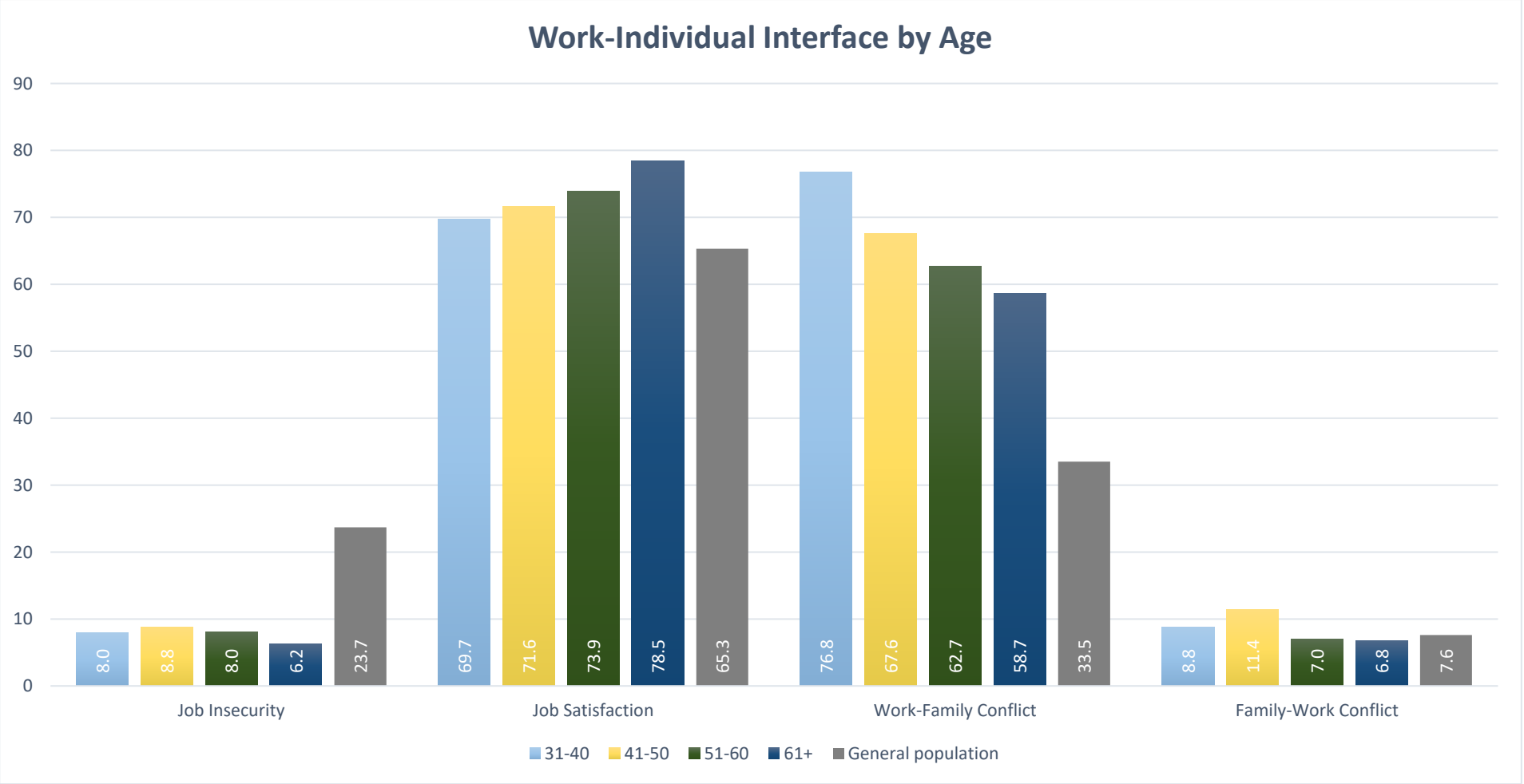



**FIGURE 6.6.4 BAR CHART: WORK-INDIVIDUAL INTERFACE BY AGE GROUPS**

As school leaders age group increased, their results for Job Satisfaction increased, and their results for Work-Family Conflict decreased. School leaders aged 41-50 had higher results for Family-Work Conflict than their counterparts from other age groups. All school leader age groups reported significantly higher results for Work-Family Conflict than the general population.

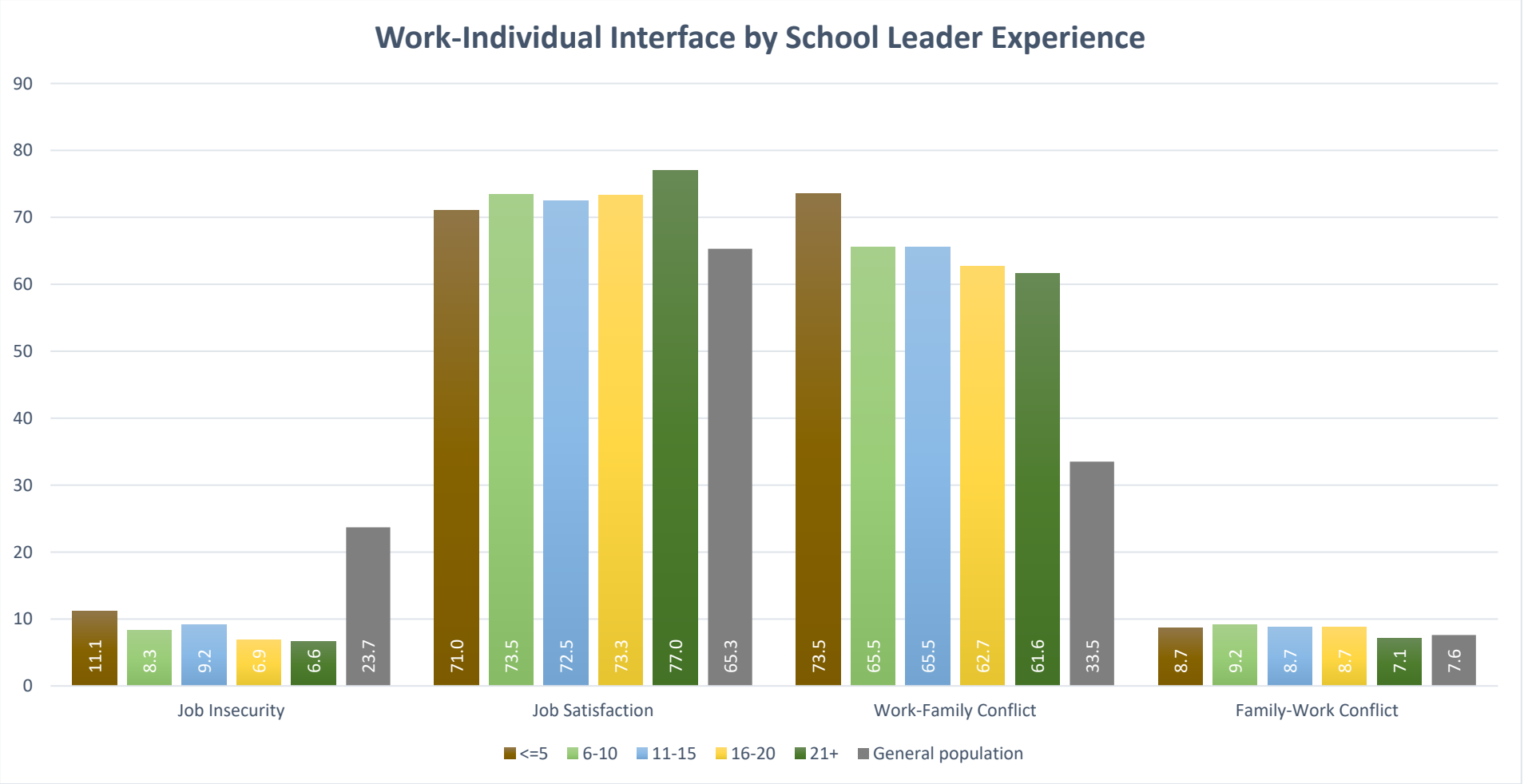



**FIGURE 6.6.5 BAR CHART: WORK-INDIVIDUAL INTERFACE BY SCHOOL LEADER EXPERIENCE**

School leaders with less than five years' experience reported higher results for Job Insecurity and Work-Family Conflict than their more experienced counterparts. All school leader experience groups reported significantly higher results for Work-Family Conflict than the general population.

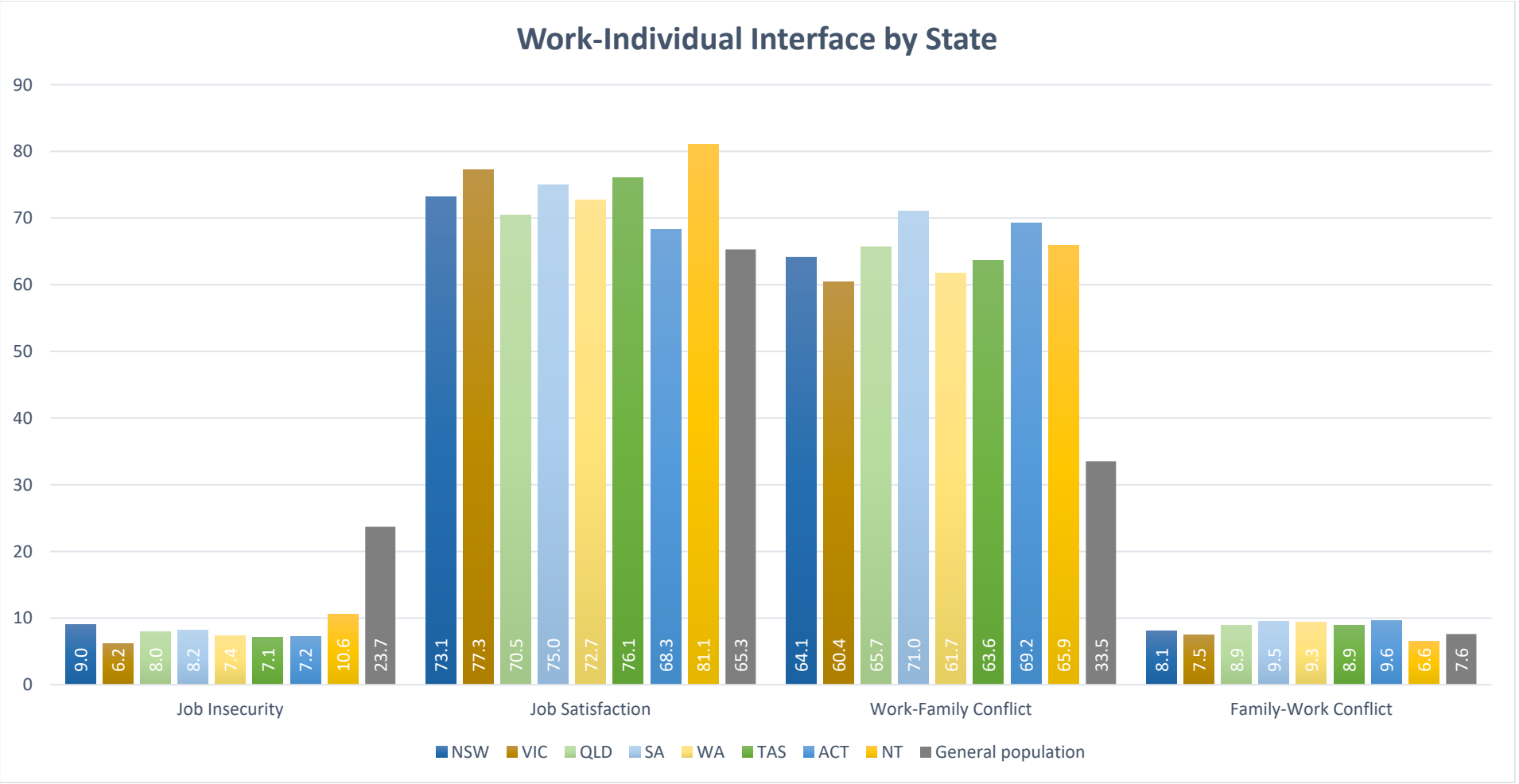



**FIGURE 6.6.6 BAR CHART: WORK-INDIVIDUAL INTERFACE BY STATE**

The NT school leaders reported higher results for Job Insecurity and Job Satisfaction than their counterparts from other states and territory. Victorian school leaders reported the lowest results for Job Insecurity and Work-Family Conflict compared to their counterparts from other states and territories. School leaders from all states and territories reported significantly higher results for Work-Family Conflict than the general population.

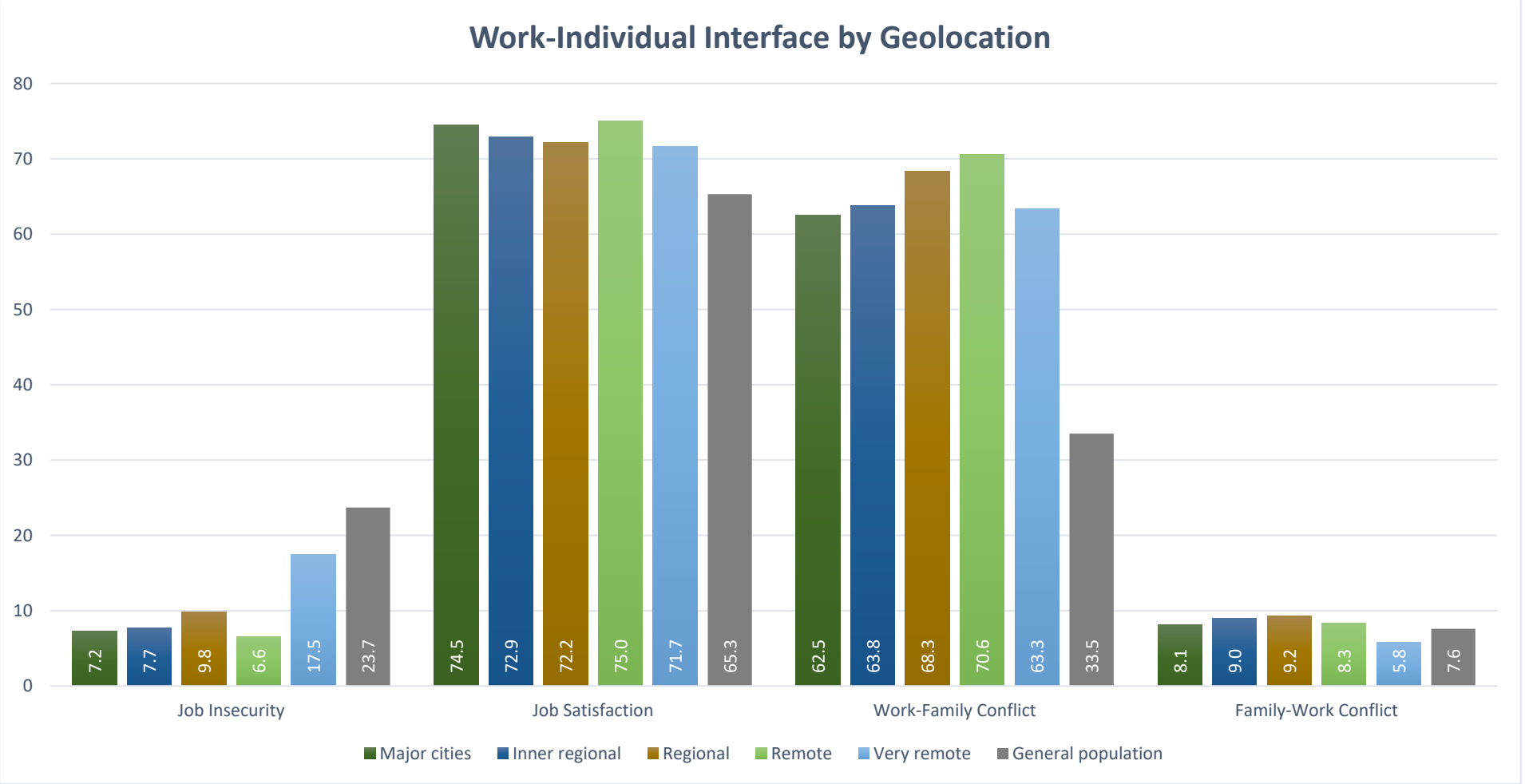



**FIGURE 6.6.7 BAR CHART: WORK-INDIVIDUAL INTERFACE BY GEOLOCATION**

Very remote school leaders reported higher results for Job Insecurity and Family-Work Conflict than their counterparts from other geolocations. School leaders from all geolocations reported significantly higher results for Work-Family Conflict than the general population.

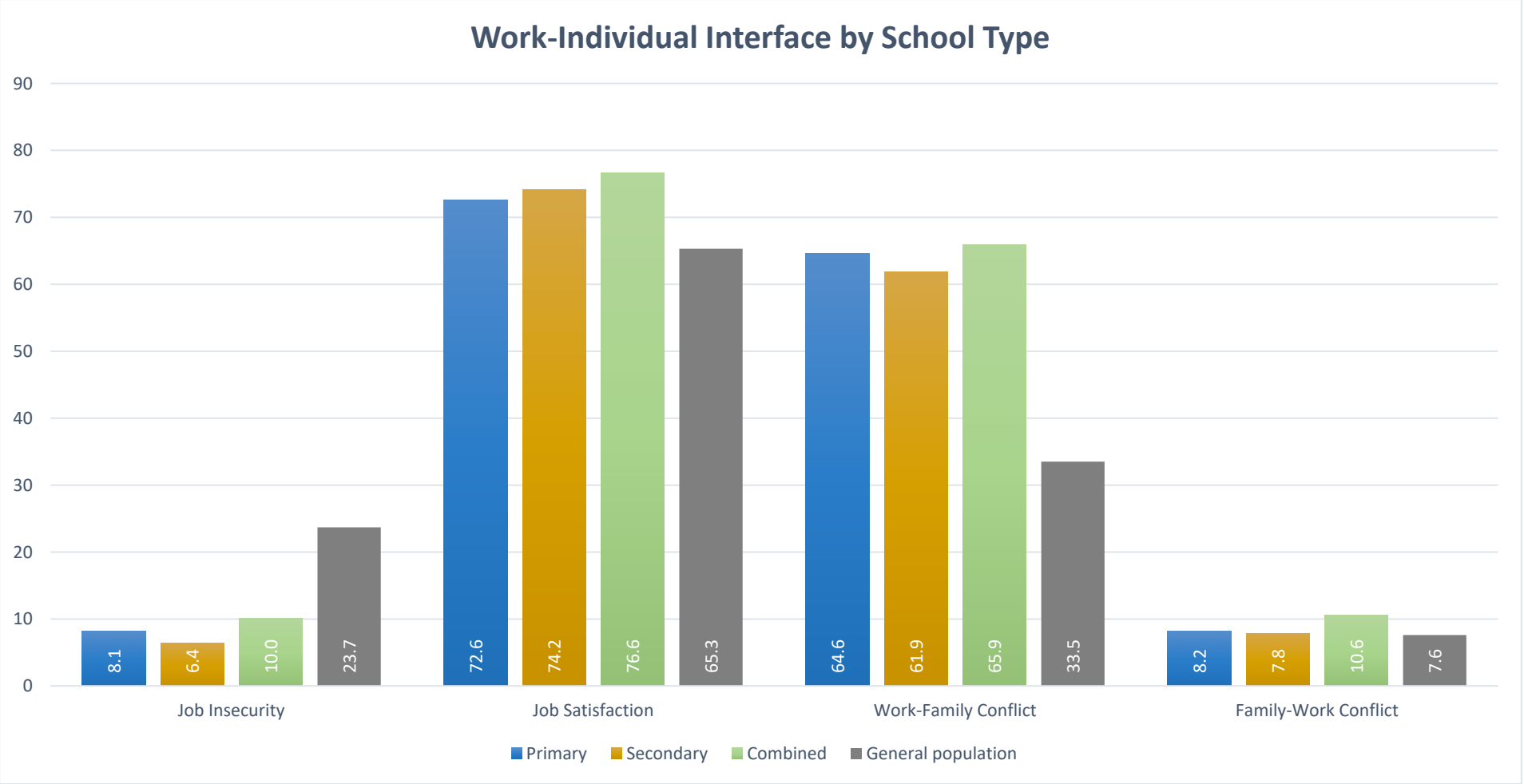



**FIGURE 6.6.8 BAR CHART: WORK-INDIVIDUAL INTERFACE BY SCHOOL TYPE**

Combined school leaders reported higher results for Job-Satisfaction, Work-Family Conflict and Family-Work Conflict than their primary and secondary counterparts. School leaders of all school types reported significantly higher results for Work-Family Conflict than the general population.

## 6.7 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 6.7.1: SCHOOL LEADER LONGITUDINAL VALUES AT THE WORKPLACE**

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 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 | 72.41 | | |
| Trust Regarding Management | 75.62 | 74.60 | 74.33 | 70.98 | 72.53 | 72.28 | 71.80 | 72.76 | 71.61 | 71.50 | 70.57 | | |
| Justice | 73.64 | 73.40 | 73.73 | 68.76 | 69.99 | 69.47 | 68.60 | 70.56 | 68.17 | 64.32 | 63.28 | | |
| Social Inclusiveness | 77.50 | 79.12 | 79.42 | 79.40 | 80.92 | 80.95 | 80.62 | 81.49 | 81.08 | 80.60 | 80.35 | | |

highest score lowest score

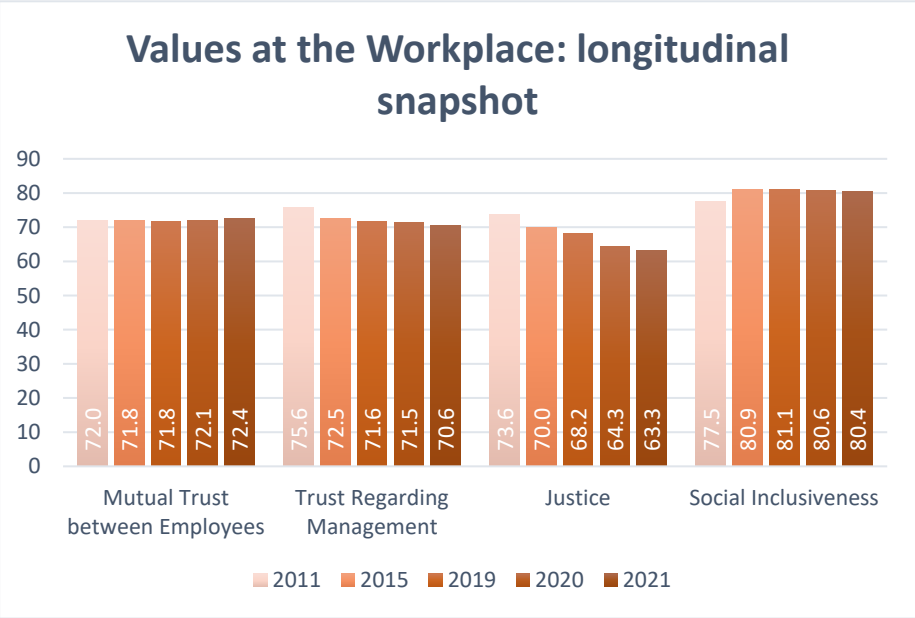



**FIGURE 6.7.1: VALUES AT THE WORKPLACE MEAN SCORES: SCHOOL LEADER RESULTS 2011, 2015, 2019, 2020**

**Mutual Trust Between Employees:** school leaders in 2021 reported a medium effect higher than the general population ($72.41, d = 0.23$). School leaders reported similar results for Mutual Trust between Employees in 2011 and 2021.

**Trust Regarding Management:** school leaders in 2021 reported a small effect size higher than the general population ($70.57, d = 0.16$). School leaders reported the lowest results in 2021 for Trust Regarding Management since the inception of the survey.

**Justice:** school leaders in 2021 reported a medium effect size higher than the general population ($63.28, d = 0.23$). School leaders reported the lowest results in 2021 for Justice since the inception of the survey.

**Social Inclusiveness:** school leaders in 2021 reported a large effect size higher than the general population ($80.35, d = 0.79$). School leaders reported similar results for Social Inclusiveness for the last seven years.

"… I am frustrated by the lack of support by the department to resource my school adequately and the way I need to manage this and keep families and staff content or to buffer them from these issues. Also, decisions are made by the department that directly impacts schools (eg the parent payment policy, the tutoring initiative, and the ICT devices) without consultation that schools need to manage quickly…"

*Government primary school, VIC*

## Values at the Workplace: school leader sub-group results

The following findings for Values at the Workplace are from Table 6.7.2 to Table 6.7.9 below.

Female school leaders report higher results for Trust Regarding Management ($71.53, d = 0.22$) than their male counterparts ($68.92, d = 0.07$). Male school leaders reported higher Social Inclusiveness ($82.68, d = 0.93$) than their female counterparts ($78.83, d = 0.69$).

Catholic school leaders reported lower results for Trust Regarding Management ($68.65, d = 0.05$) compared to their Independent ($78.21, d = 0.59$) and government ($70.15, d = 0.14$) school counterparts. Catholic school leaders reported lower results for Social Inclusiveness ($73.35, d = 0.36$) than their Independent ($77.08, d = 0.59$) and government ($81.88, d = 0.88$) school counterparts.

Principals reported higher results for Mutual Trust between Employees ($74.18, d = 0.33$) than their deputy ($68.15, d = -0.03$) counterparts.

As age group increased, school leaders reported higher results for Mutual Trust between Employees. The biggest difference in results was reported by school leaders aged 31-40 year ($67.82, d = -0.05$) and their 61+ counterparts ($74.45, d = 0.35$).

Tasmanian school leaders reported higher results for Mutual Trust between Employees ($81.33, d = 0.75$), lower results for Trust Regarding Management ($66.67, d = -0.06$), and lower results for Justice ($56.04, d = -0.18$) than their counterparts from other states and territories.

Very remote school leaders reported lower results for Mutual Trust between Employees ($66.18, d = -0.14$) and Trust Regarding Management ($66.78, d = -0.05$) than their counterparts from other geolocations.

**TABLE 6.7.2: 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 | 72.83 | 72.02 | 72.76 | 72.15 | 72.00 | 79.57 | 74.18 | 68.15 |
| Trust Regarding Management | 71.53 | 68.92 | 70.83 | 70.15 | 68.65 | 78.21 | 70.58 | 69.85 |
| Justice | 63.54 | 63.01 | 62.88 | 62.83 | 60.75 | 69.90 | 63.55 | 60.96 |
| Social Inclusiveness | 78.83 | 82.68 | 79.68 | 81.88 | 73.35 | 77.08 | 80.98 | 78.80 |

**TABLE 6.7.3: 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 | 0.25 | 0.20 | 0.25 | 0.21 | 0.20 | 0.65 | 0.33 | -0.03 |
| Trust Regarding Management | 0.22 | 0.07 | 0.18 | 0.14 | 0.05 | 0.59 | 0.16 | 0.12 |
| Justice | 0.25 | 0.22 | 0.21 | 0.21 | 0.09 | 0.60 | 0.25 | 0.10 |
| Social Inclusiveness | 0.69 | 0.93 | 0.75 | 0.88 | 0.36 | 0.59 | 0.83 | 0.69 |

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

**TABLE 6.7.4: 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 | 67.82 | 71.43 | 72.54 | 74.45 | 68.06 | 70.33 | 72.24 | 72.81 | 74.63 |
| Trust Regarding Management | 71.26 | 70.23 | 70.09 | 71.42 | 73.29 | 71.51 | 70.93 | 69.22 | 70.04 |
| Justice | 62.58 | 63.17 | 62.57 | 65.01 | 65.24 | 66.45 | 62.36 | 61.82 | 62.76 |
| Social Inclusiveness | 78.85 | 81.48 | 80.11 | 79.81 | 80.69 | 81.65 | 79.42 | 80.14 | 80.54 |

**TABLE 6.7.5: 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 | -0.05 | 0.17 | 0.23 | 0.35 | -0.03 | 0.10 | 0.22 | 0.25 | 0.36 |
| Trust Regarding Management | 0.20 | 0.14 | 0.14 | 0.21 | 0.32 | 0.22 | 0.18 | 0.09 | 0.13 |
| Justice | 0.19 | 0.22 | 0.19 | 0.33 | 0.34 | 0.41 | 0.18 | 0.15 | 0.20 |
| Social Inclusiveness | 0.70 | 0.86 | 0.77 | 0.76 | 0.81 | 0.87 | 0.73 | 0.78 | 0.80 |

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

**TABLE 6.7.6: MEAN VALUES AT THE WORKPLACE BY SCHOOL STATE**

| | State | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **NSW** | **VIC** | **QLD** | **SA** | **WA** | **TAS** | **ACT** | **NT** |
| Mutual Trust between Employees | 71.91 | 76.57 | 69.66 | 70.66 | 71.77 | 81.33 | 74.09 | 70.68 |
| Trust Regarding Management | 69.08 | 72.77 | 69.35 | 72.72 | 70.48 | 66.67 | 67.39 | 71.22 |
| Justice | 63.75 | 65.99 | 62.08 | 64.98 | 58.88 | 56.04 | 60.82 | 60.42 |
| Social Inclusiveness | 79.53 | 84.99 | 78.94 | 79.68 | 77.22 | 80.82 | 78.85 | 77.73 |

**TABLE 6.7.7: COHEN'S D VALUES AT THE WORKPLACE BY SCHOOL STATE**

| | State | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **NSW** | **VIC** | **QLD** | **SA** | **WA** | **TAS** | **ACT** | **NT** |
| Mutual Trust between Employees | 0.20 | 0.47 | 0.06 | 0.12 | 0.19 | ↑ 0.75 | 0.33 | 0.12 |
| Trust Regarding Management | 0.08 | 0.29 | 0.09 | 0.28 | 0.16 | -0.06 | -0.02 | 0.20 |
| Justice | 0.26 | 0.38 | 0.16 | 0.33 | -0.02 | -0.18 | 0.09 | 0.07 |
| Social Inclusiveness | ↑ 0.74 | ↑ 1.07 | ↑ 0.70 | ↑ 0.75 | ↑ 0.60 | ↑ 0.82 | ↑ 0.70 | ↑ 0.63 |

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

**TABLE 6.7.8: 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 | 72.81 | 72.72 | 72.18 | 73.18 | 66.18 | 73.82 | 69.46 | 72.12 |
| Trust Regarding Management | 70.24 | 71.35 | 69.95 | 73.59 | 66.78 | 70.32 | 69.30 | 71.58 |
| Justice | 62.51 | 64.22 | 62.79 | 67.12 | 61.25 | 62.14 | 63.54 | 64.56 |
| Social Inclusiveness | 80.16 | 81.26 | 79.78 | 80.77 | 80.21 | 79.05 | 84.35 | 79.07 |

**TABLE 6.7.9: 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 | 0.25 | 0.24 | 0.21 | 0.27 | -0.14 | 0.31 | 0.05 | 0.21 |
| Trust Regarding Management | 0.14 | 0.21 | 0.13 | 0.33 | -0.05 | 0.15 | 0.09 | 0.22 |
| Justice | 0.19 | 0.28 | 0.20 | 0.45 | 0.12 | 0.17 | 0.25 | 0.30 |
| Social Inclusiveness | ↑ 0.78 | ↑ 0.84 | ↑ 0.75 | ↑ 0.81 | ↑ 0.78 | ↑ 0.71 | ↑ 1.03 | ↑ 0.71 |

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

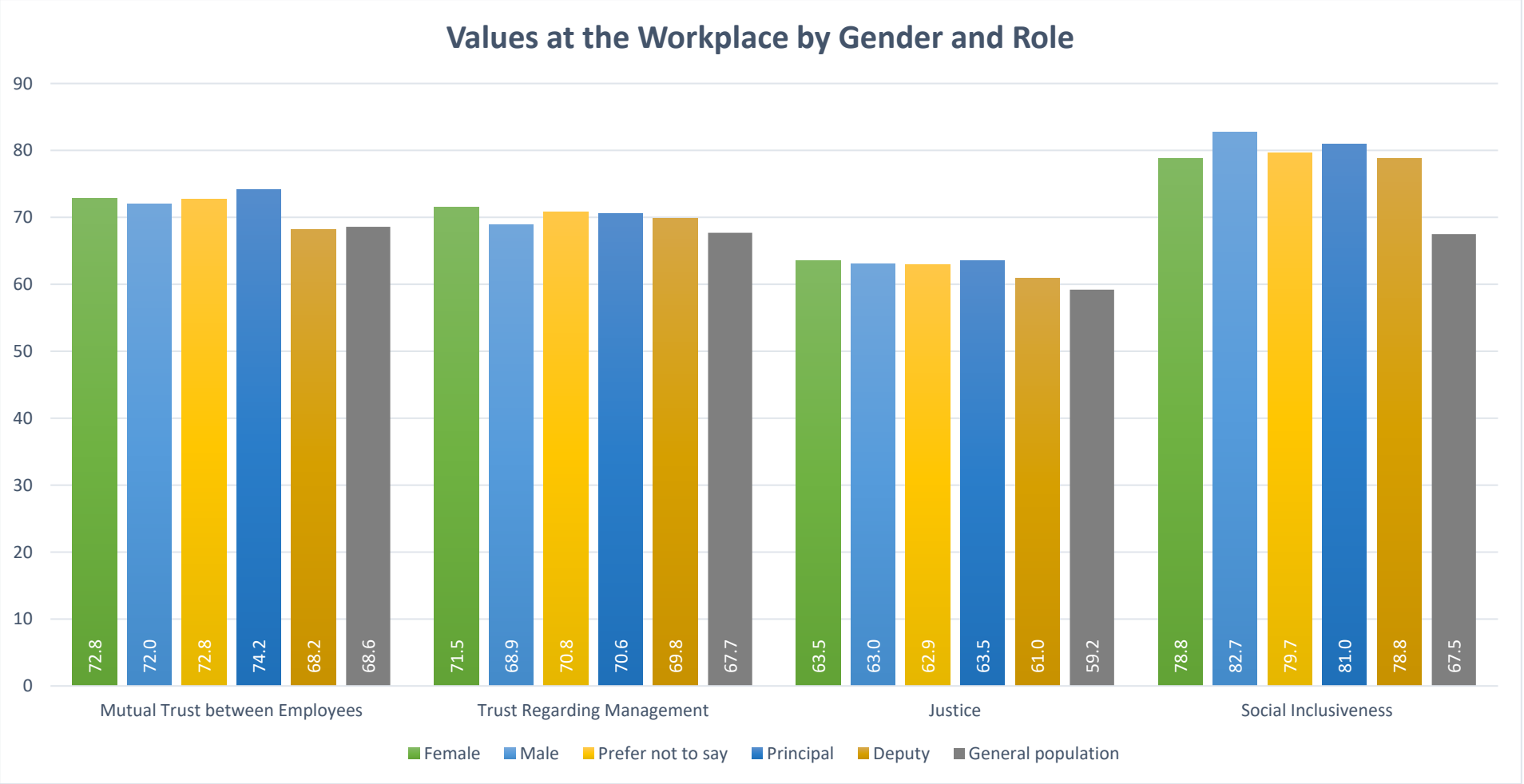



**FIGURE 6.7.2 BAR CHART: VALUES AT THE WORKPLACE BY GENDER AND ROLE**

Female school leaders reported higher results for Trust Regarding Management and lower results for Social Inclusiveness compared to their male counterparts. Deputies reported lower Mutual Trust between Employees than their principal counterparts.

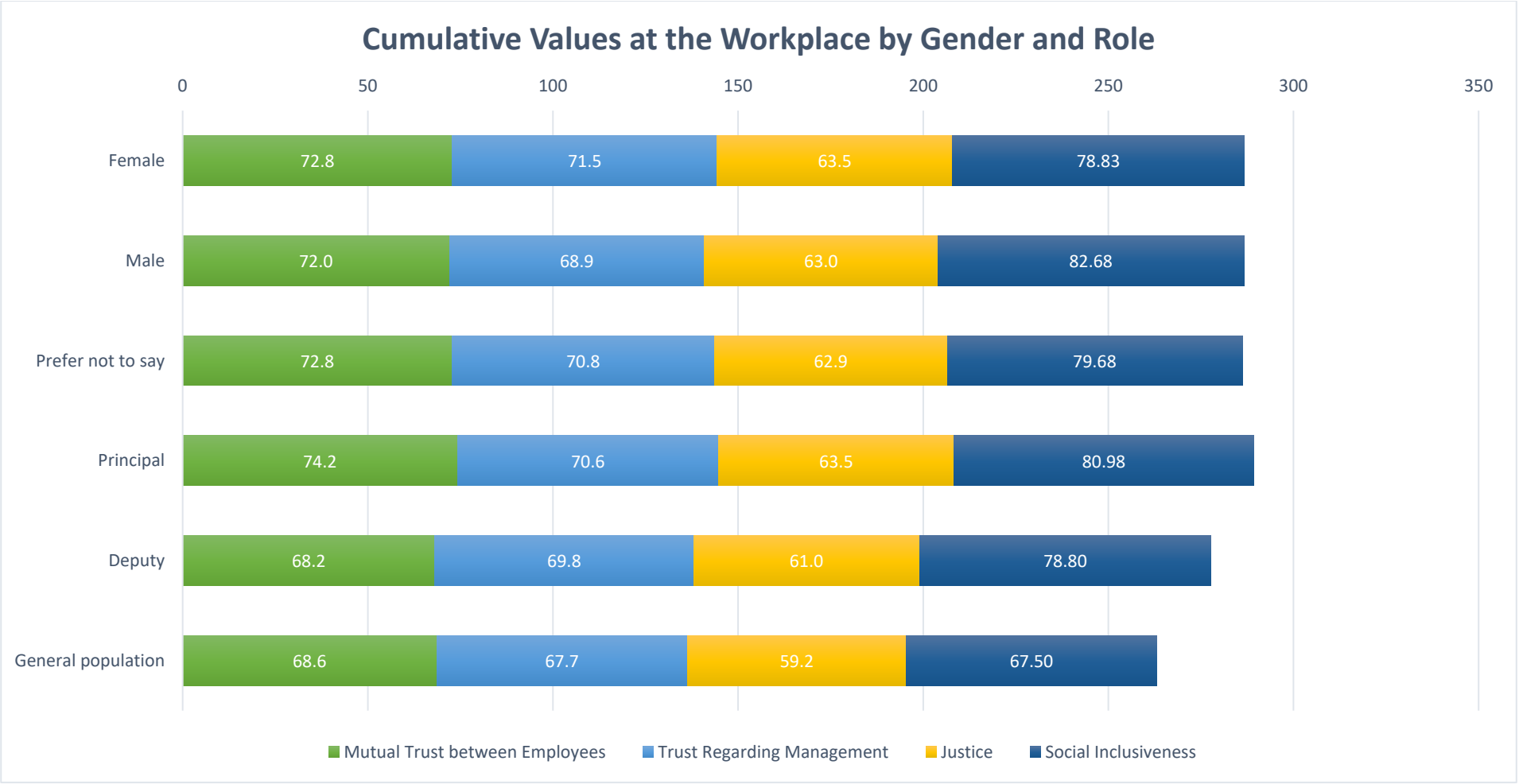



**FIGURE 6.7.3 STACKED BAR CHART: CUMULATIVE VALUES AT THE WORKPLACE BY GENDER AND ROLE**

Cumulatively, school leaders of all genders reported similar results for Values at the Workplace. Cumulatively, all school leader subgroups reported higher results for Values at the Workplace than the general population.

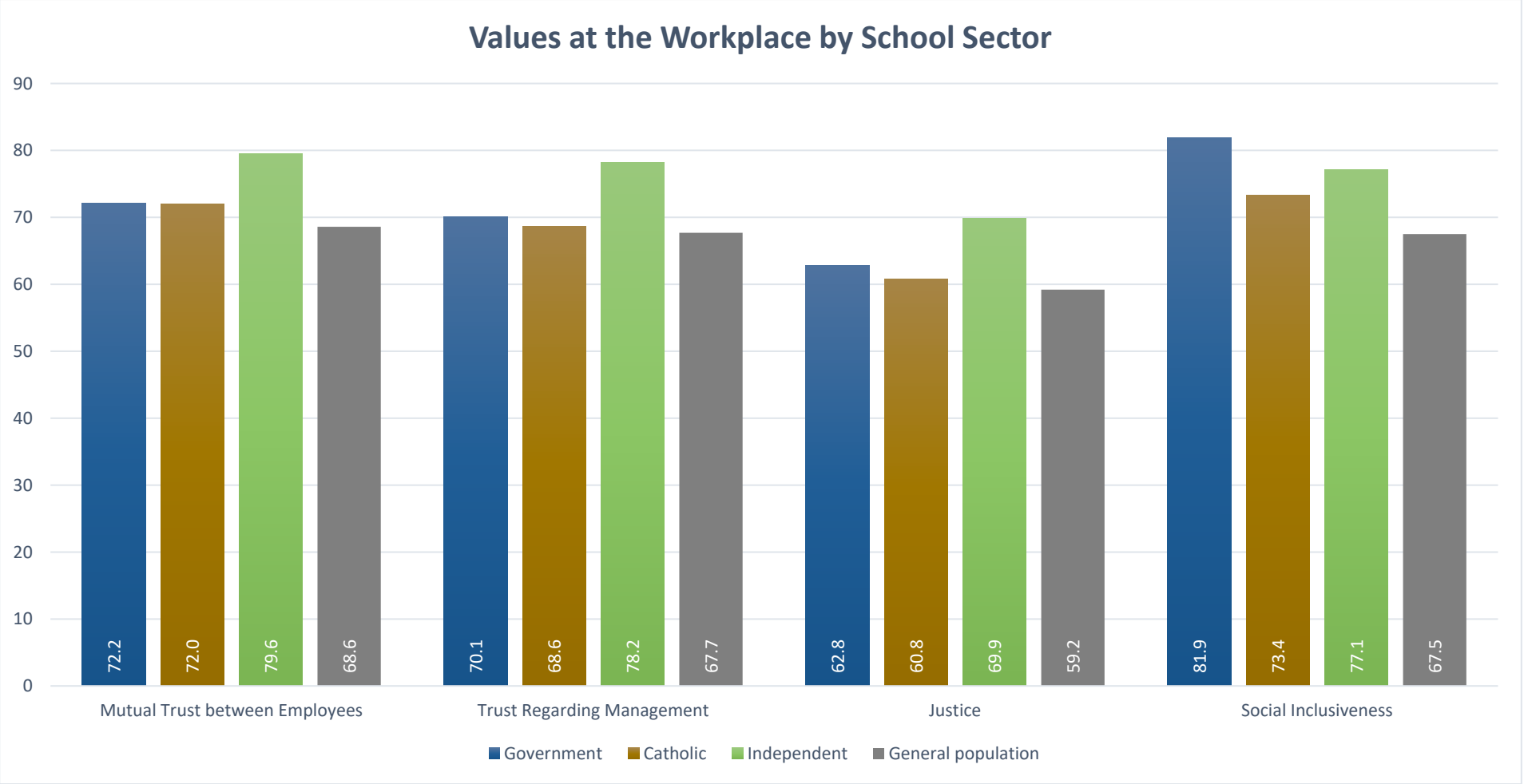



**FIGURE 6.7.4 BAR CHART: VALUES AT THE WORKPLACE BY SCHOOL SECTOR**

Catholic school leaders reported lower results for all four subscales of Values at the Workplace compared to their government and Independent school counterparts. Government school leaders reported higher results for Social Inclusiveness than their Catholic and Independent counterparts.

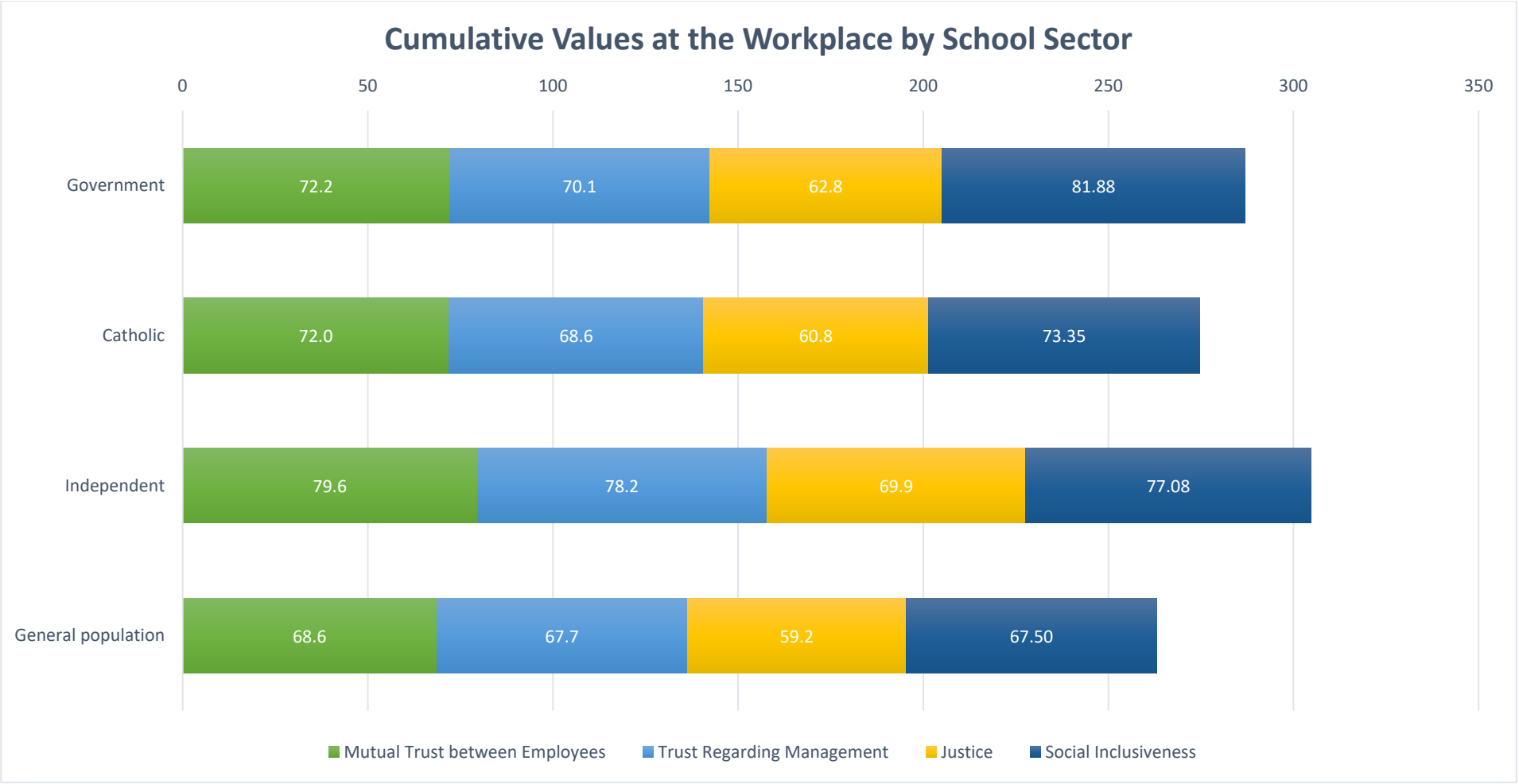



**FIGURE 6.7.5 STACKED BAR CHART: CUMULATIVE VALUES AT THE WORKPLACE BY SCHOOL SECTOR**

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

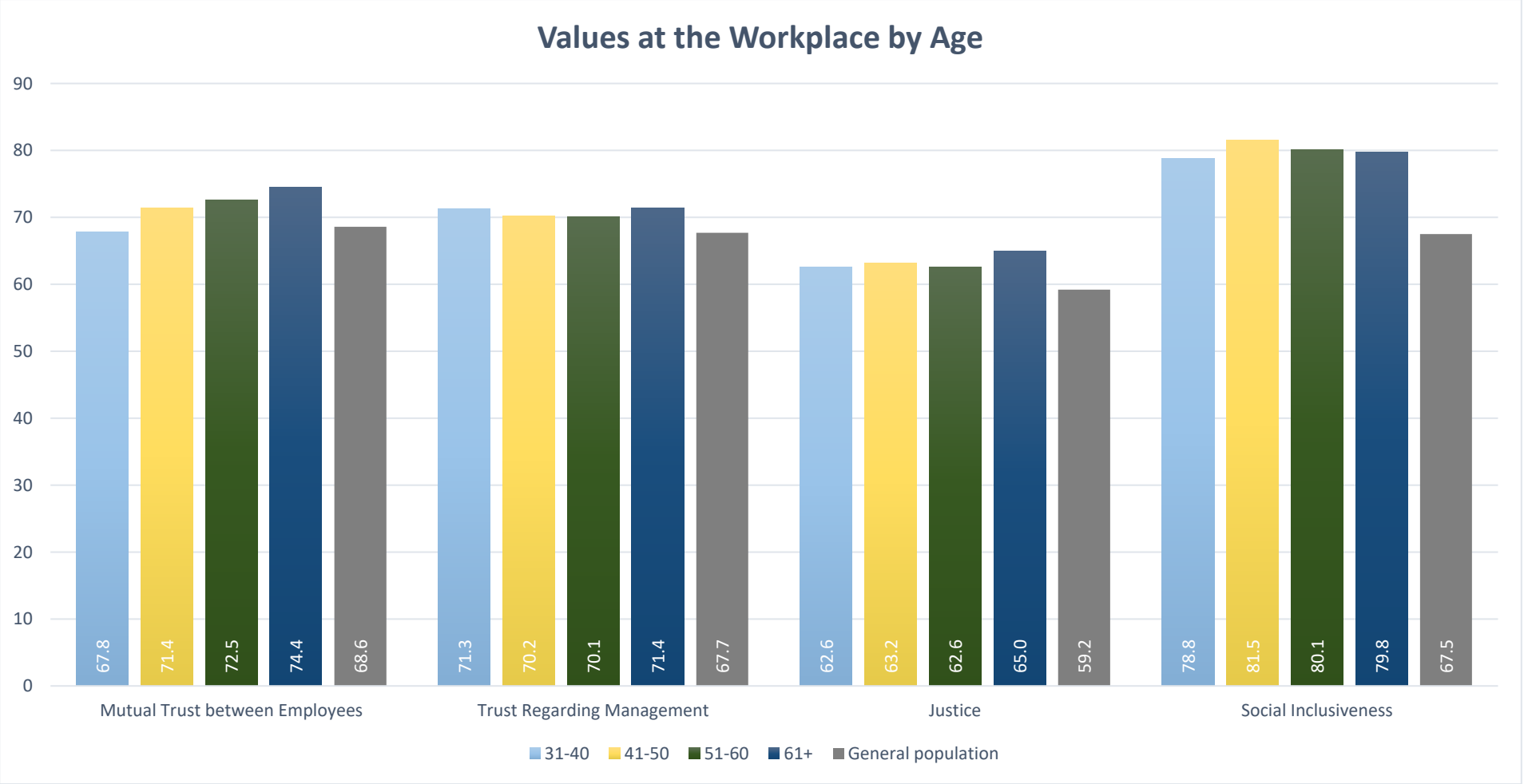



**FIGURE 6.7.6 BAR CHART: VALUES AT THE WORKPLACE BY AGE GROUPS**

As age increased, the reported results for Mutual Trust between Employees increased. School leaders aged 41-50 reported higher results for Social Inclusiveness than their counterparts from other age groups.

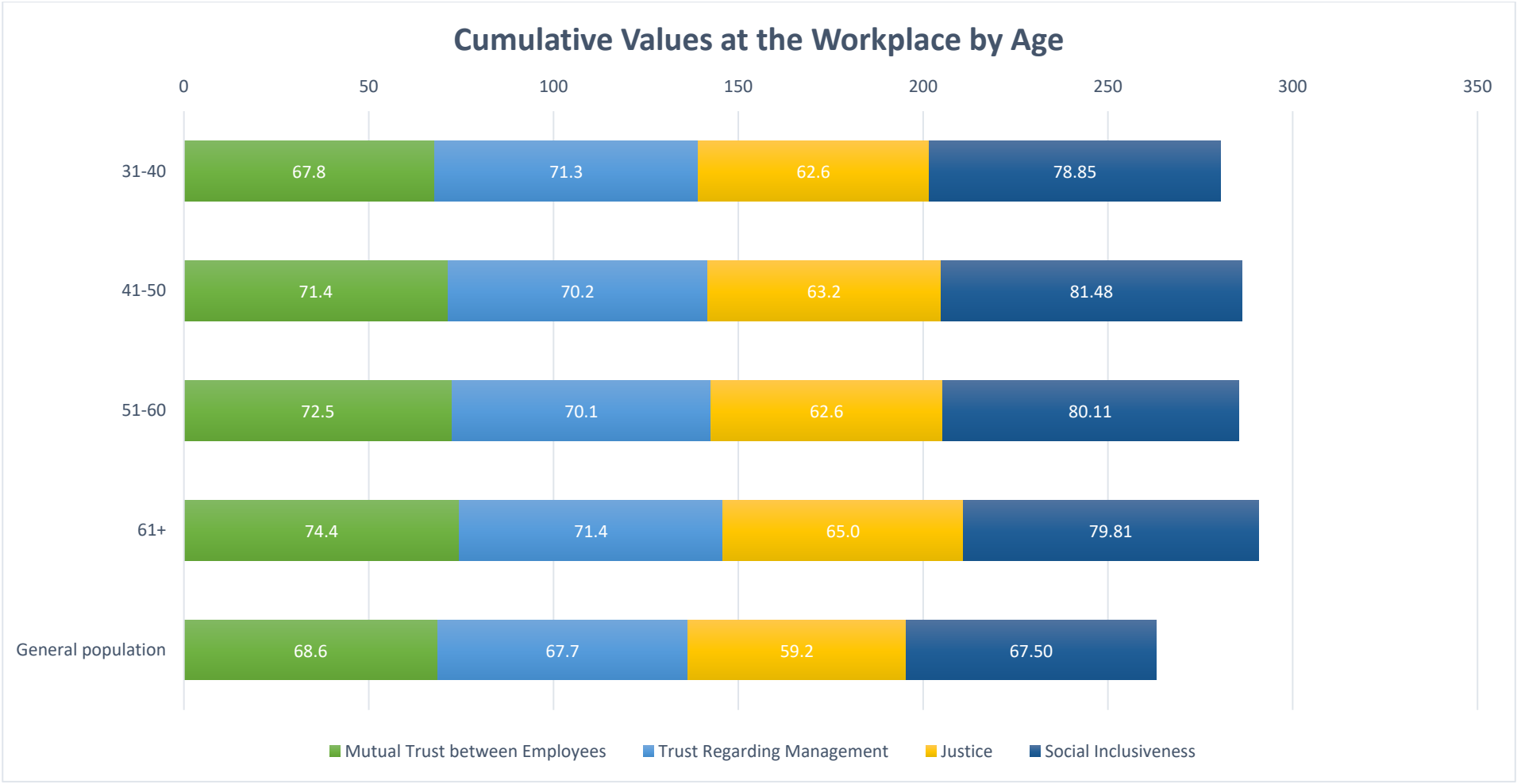



**FIGURE 6.7.7 STACKED BAR CHART: CUMULATIVE VALUES AT THE WORKPLACE BY AGE GROUPS**

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.

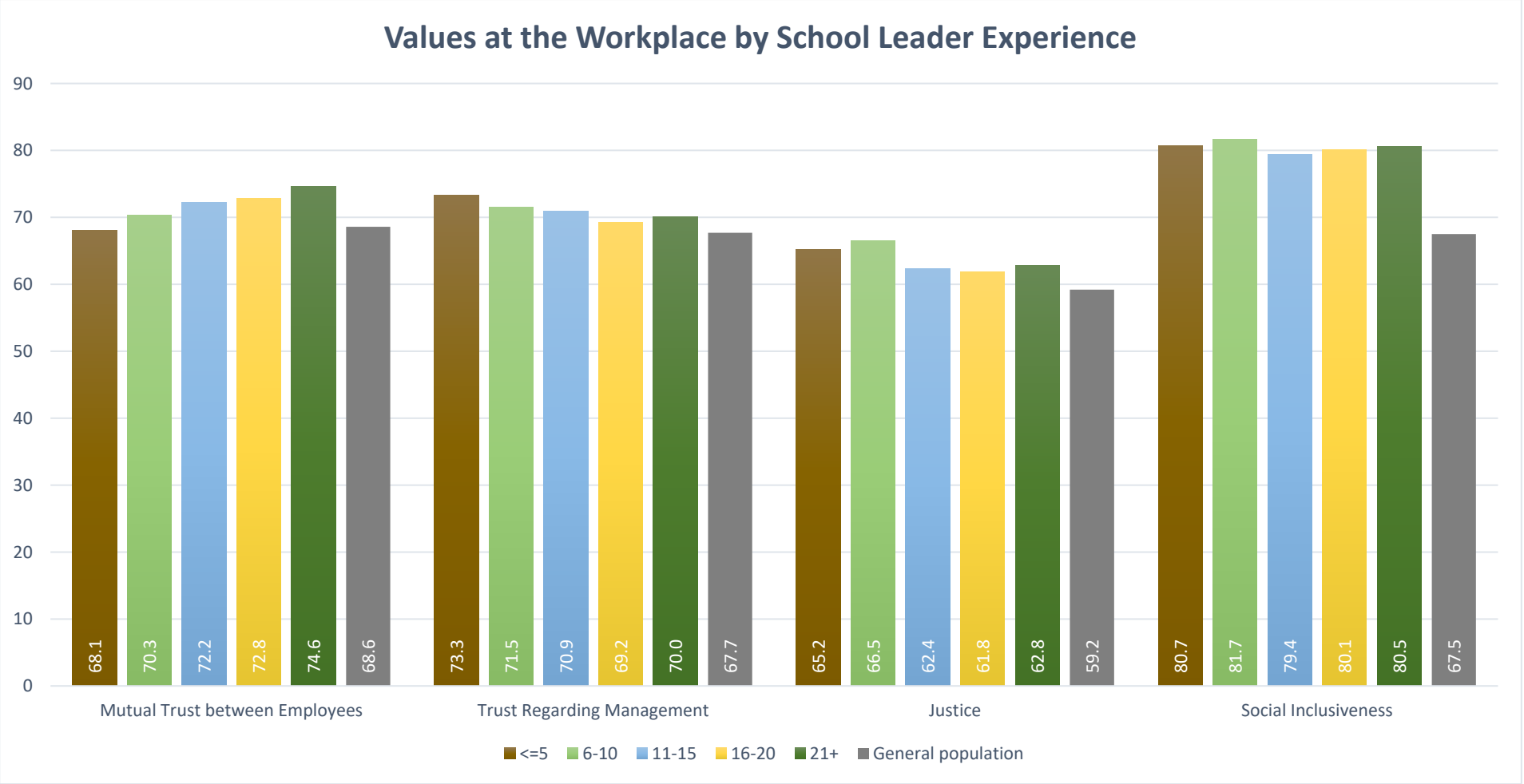



**FIGURE 6.7.8 BAR CHART: VALUES AT THE WORKPLACE BY SCHOOL LEADER EXPERIENCE**

As school leader experience increased, the reported results for Mutual Trust Between Employees increased and Trust Regarding Management decreased.

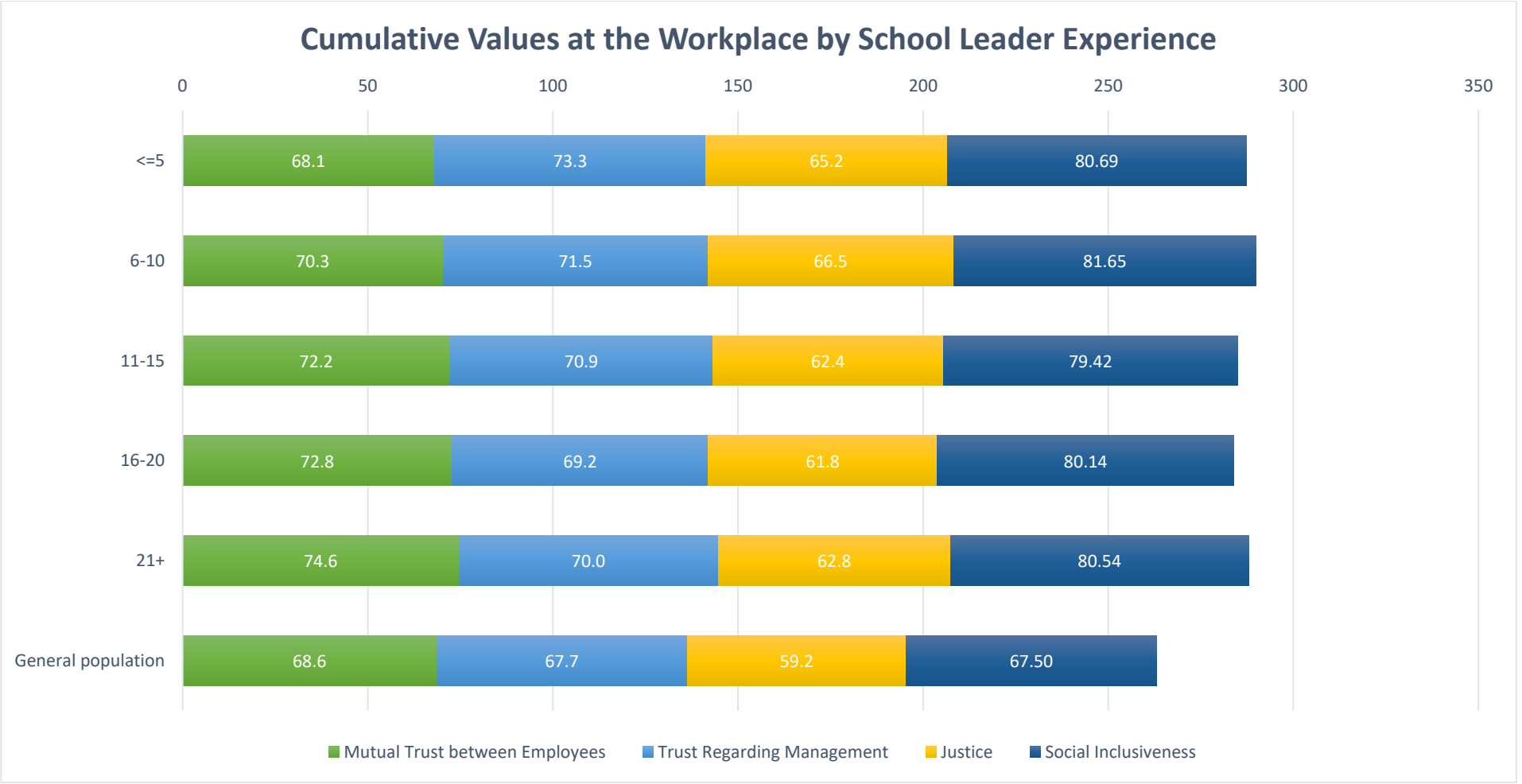



**FIGURE 6.7.9 STACKED BAR CHART: CUMULATIVE VALUES AT THE WORKPLACE BY SCHOOL LEADER EXPERIENCE**

School leaders from all experience subgroups reported similar cumulative results Values at the Workplace. School leaders of all school leader experience subgroups reported higher cumulative results than the general population.

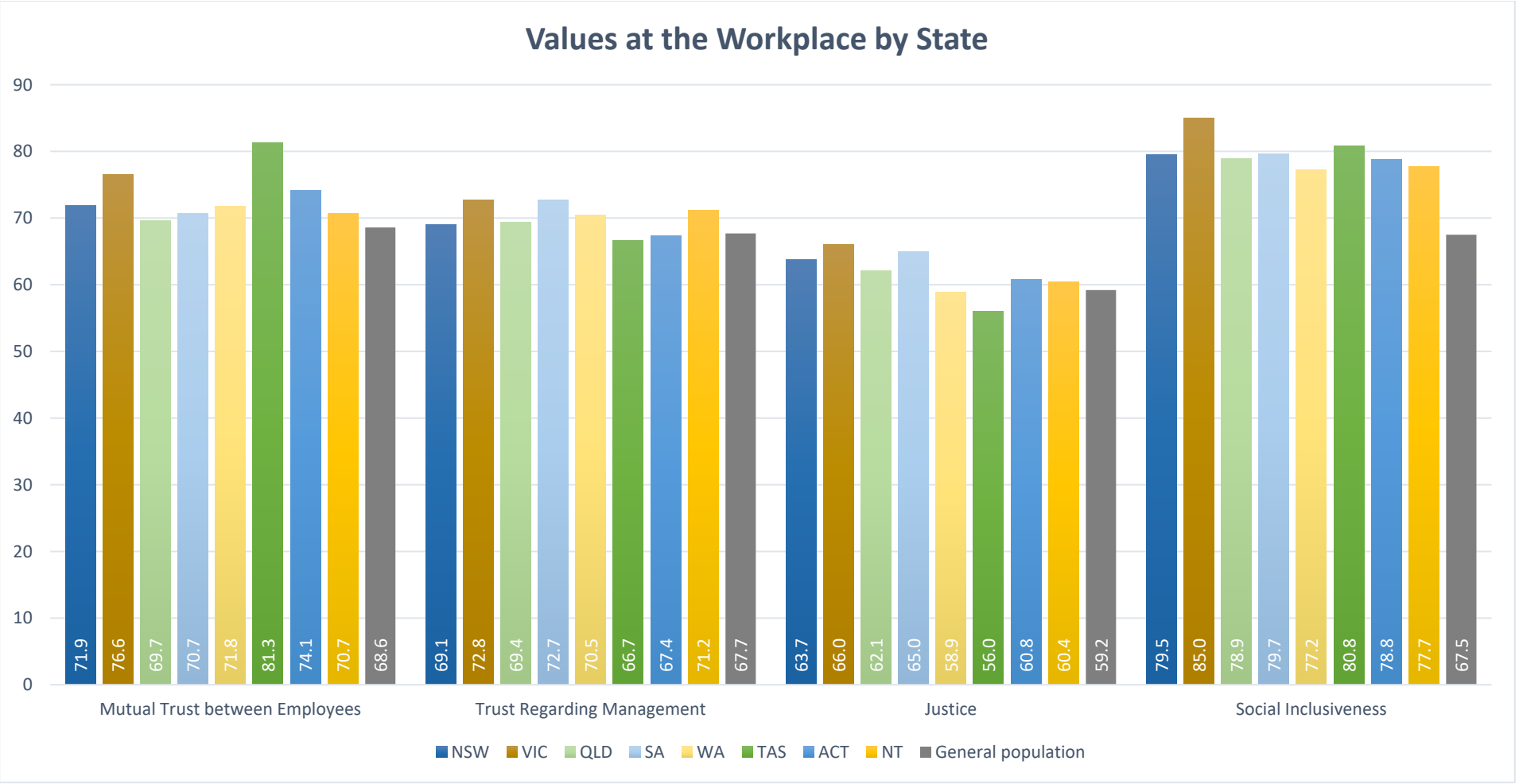



**FIGURE 6.7.10 BAR CHART: VALUES AT THE WORKPLACE BY STATE**

Tasmanian school leaders reported higher results for Mutual Trust between Employees, lower results for Trust Regarding Management and Justice than their counterparts from other states and territories.

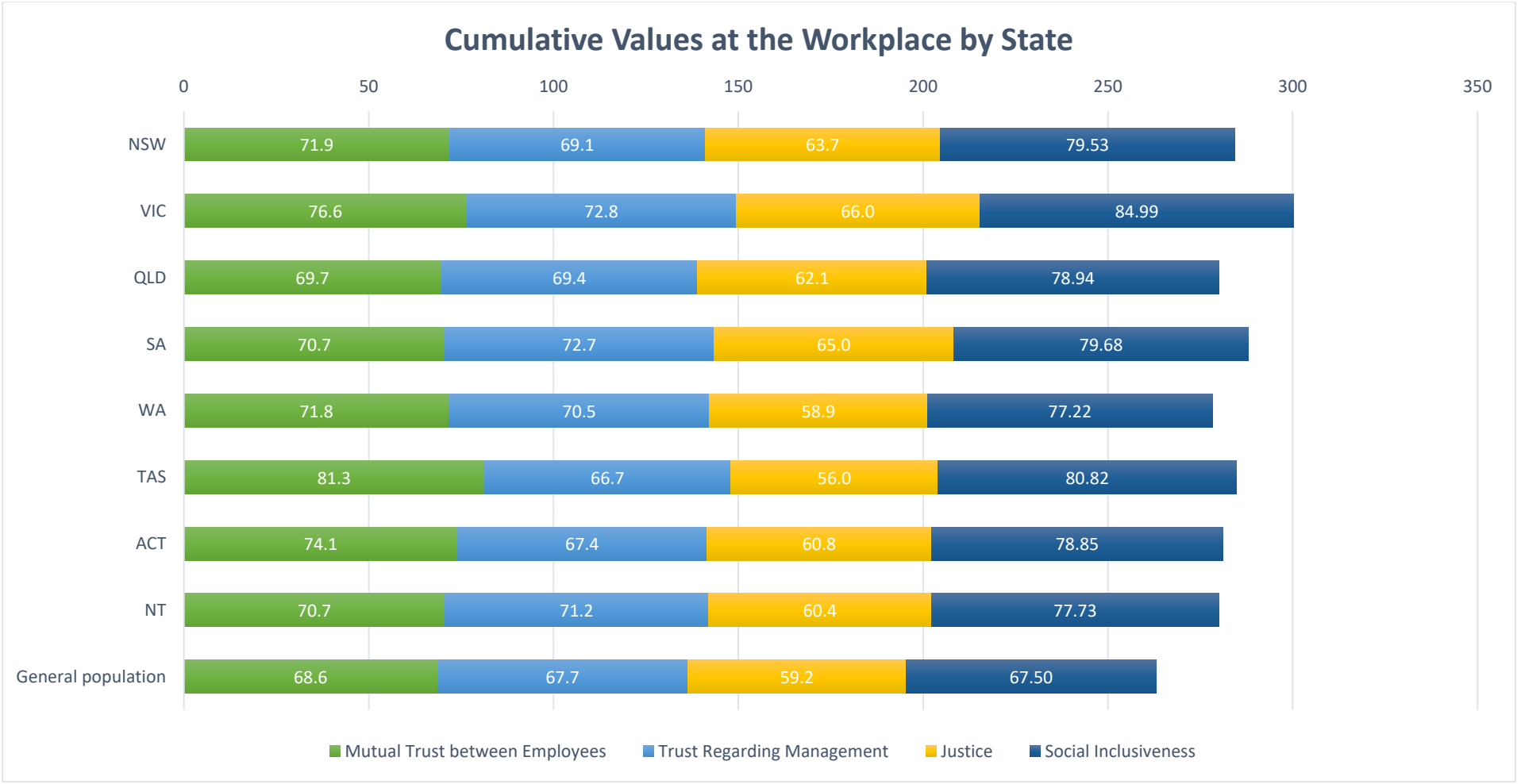



**FIGURE 6.7.11 STACKED BAR CHART: CUMULATIVE VALUES AT THE WORKPLACE BY STATE**

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

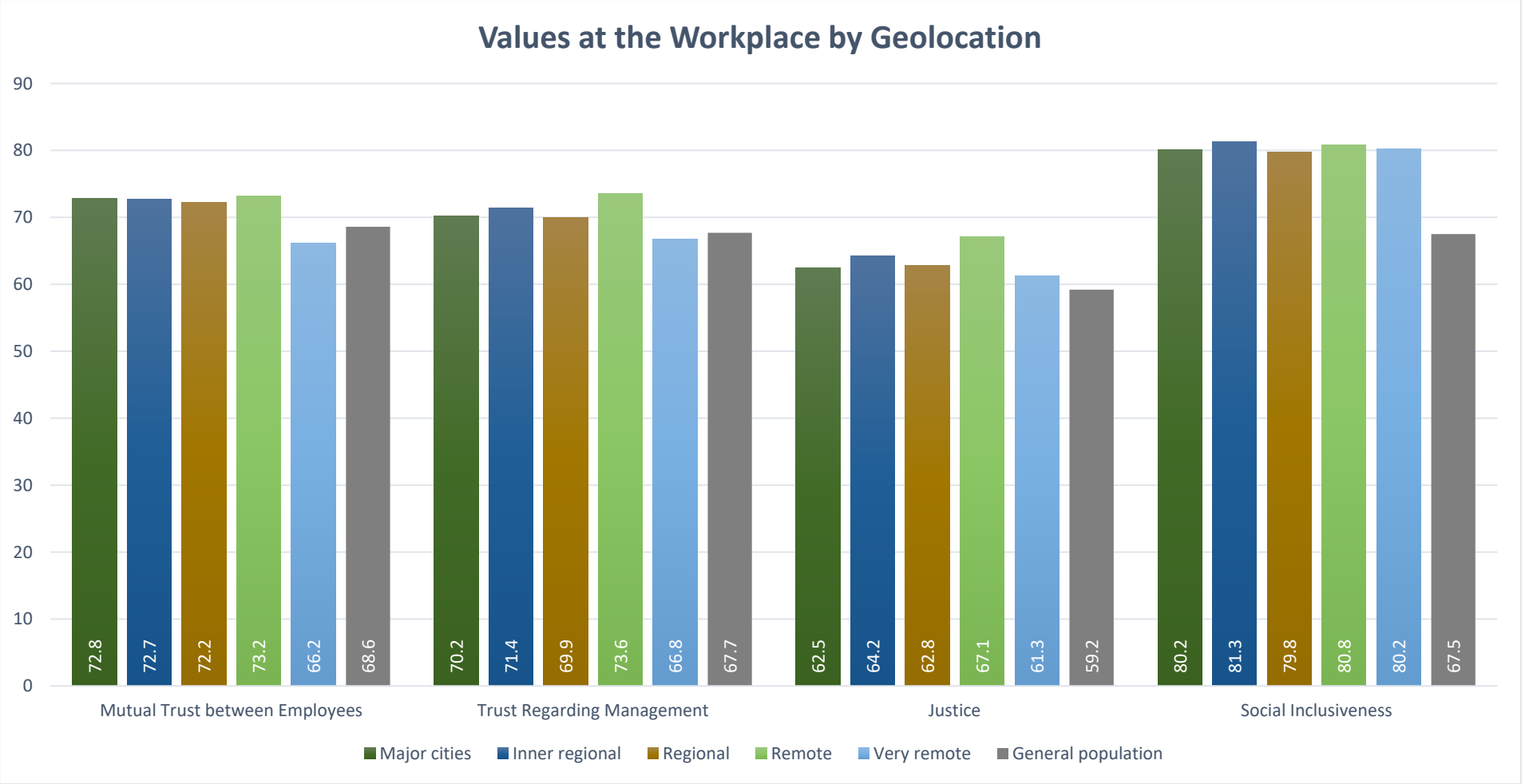



**FIGURE 6.7.12 BAR CHART: VALUES AT THE WORKPLACE BY GEOLOCATION**

Very remote school leaders reported lower results for Mutual Trust between Employees, Trust Regarding Management and Justice than their counterparts from other geolocations.

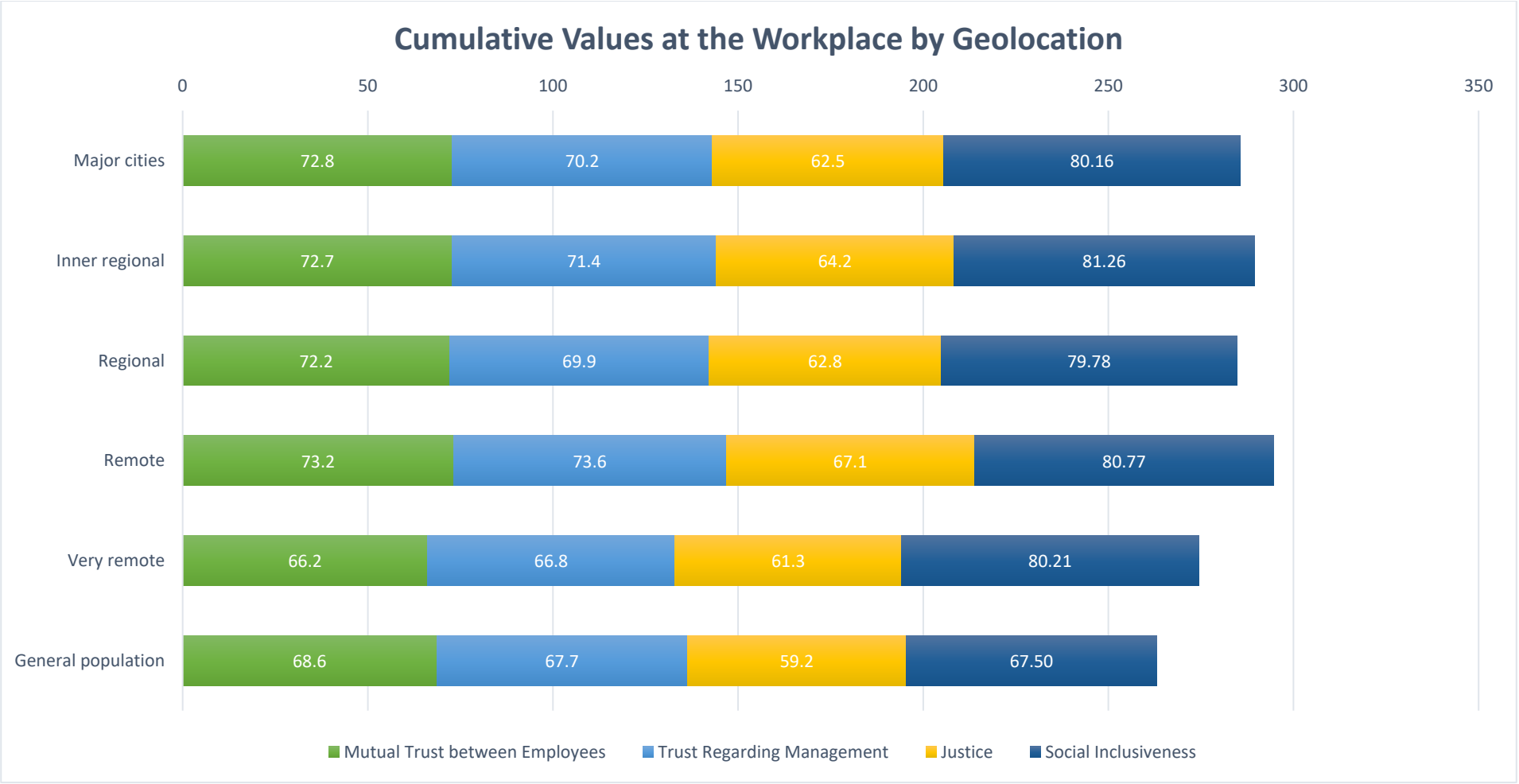



**FIGURE 6.7.13 STACKED BAR CHART: CUMULATIVE VALUES AT THE WORKPLACE BY GEOLOCATION**

Cumulatively, remote school leaders reported higher results for Values at the Workplace than their counterparts from other geolocations. Cumulatively, school leaders from all geolocations reported higher results for Values at the Workplace than the general population.

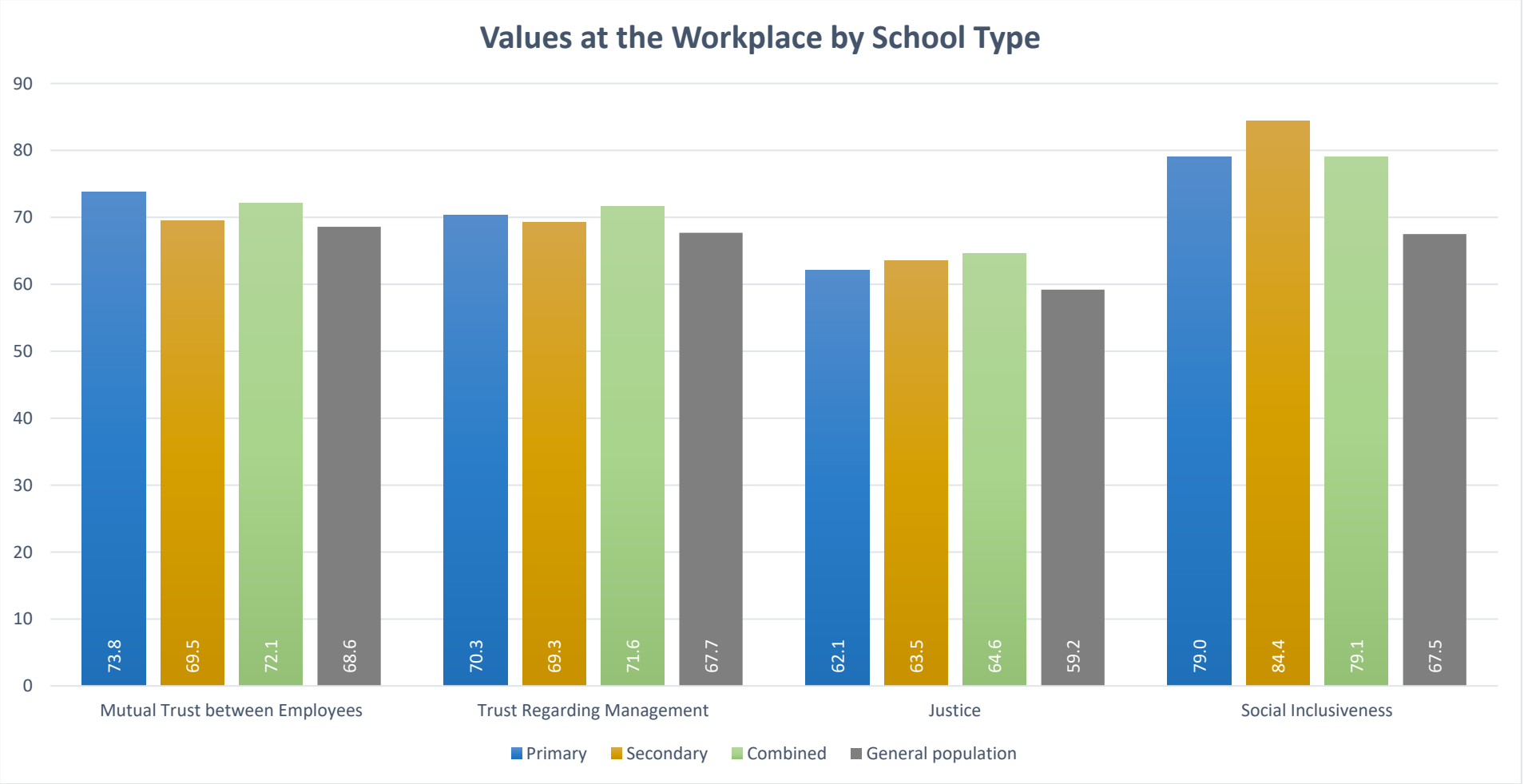



**FIGURE 6.7.14 BAR CHART: VALUES AT THE WORKPLACE BY SCHOOL TYPE**

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

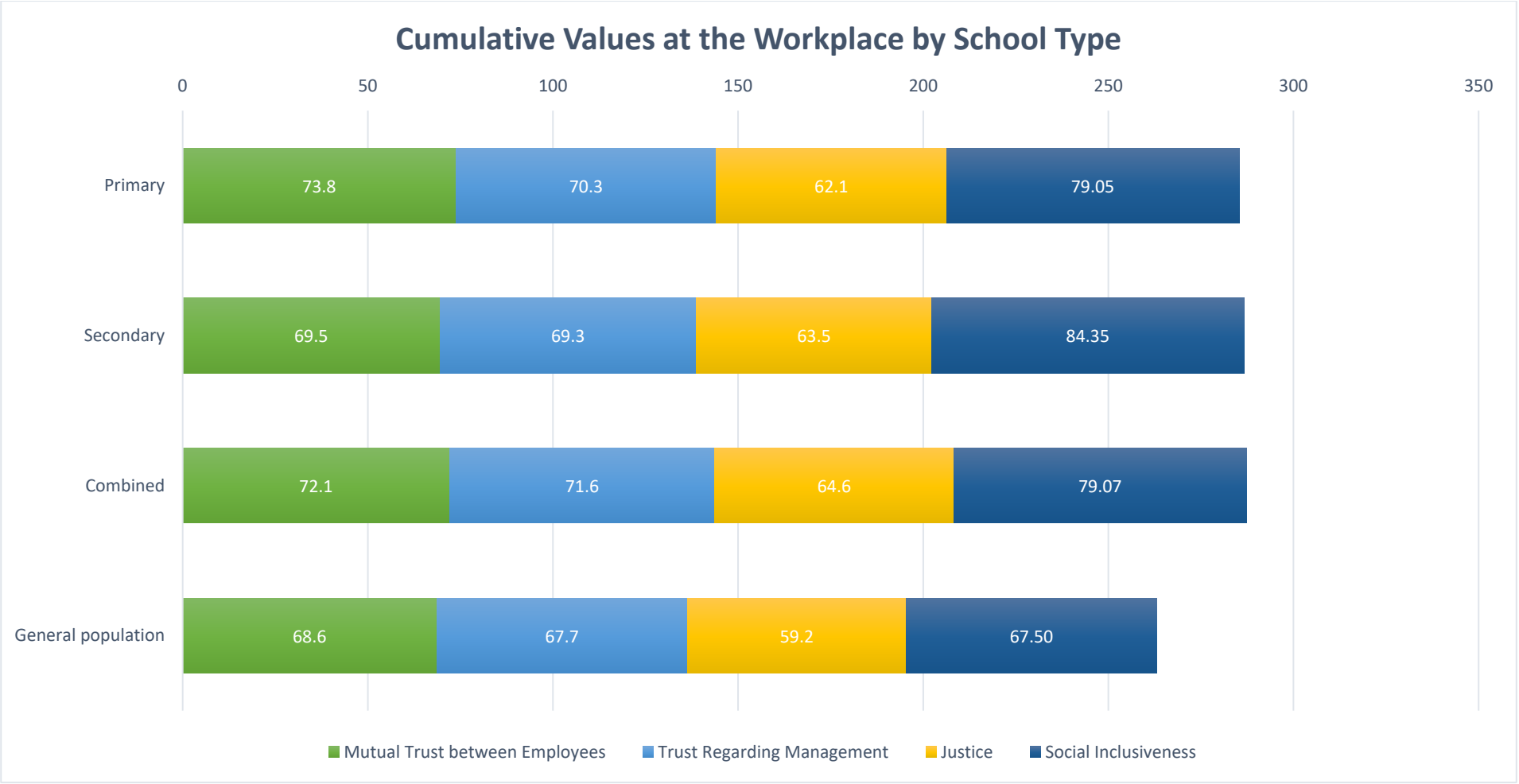



**FIGURE 6.7.15 STACKED BAR CHART: CUMULATIVE VALUES AT THE WORKPLACE BY SCHOOL TYPE**

Cumulatively, primary, secondary and combined school leaders reported similar results for Values at the Workplace. Cumulatively, school leaders from all school types reported higher results for Values at the Workplace than the general population.

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