



THE AUSTRALIAN PRINCIPAL HEALTH & WELLBEING SURVEY 2011 DATA FINAL REPORT

July 2013



MONASH University



PRINCIPAL
HEALTH & WELLBEING SURVEY



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The Australian Principal Health and Wellbeing Survey

Final Report

July 2013

Prepared by

Philip Riley, PhD



MONASH University



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Steering committee

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Gabrielle Leigh (President, AGPPA)

Frank Sal (President VASSP)

Liz Furler, (previous CEO, Principals Australia Institute)

Ted Brierley (Executive Secretary, ICP)

Nick Thornton (Director, Lauriston Institute)

Mark Merry (AHISA)

A/Professor Len Cairns, Associate Dean (Development) Faculty of Education, Monash University

Professor Jeff Richardson, Centre for Health Economics, Monash University

Professor Niki Ellis, CEO, Institute for Safety, Compensation and Recovery Research (ISCRR)

Professor Malcolm Sim, School of Epidemiology and Preventative Medicine, Monash University.

Contact Information

Monash University Development Office,

Faculty of Education,

Monash University,

Clayton, Victoria, Australia, 3800

Tel: 03 9905 2819

<http://www.education.monash.edu.au/contacts/>

Chief Investigator: Dr Philip Riley

Organizational Liaison: Rebecca Claire

Technical and Research Support: Aimee Maxwell



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Executive Summary

Aims and Background

The role of school principal in many parts of the “first world” world is rapidly changing (Matthews, Moorman, & Nusche, 2007). This has increased the stress levels of an already highly stressed population. In the UK, where schools have been increasingly accountable for results via the publication of league tables, Phillips and Sen (2011) reported that, “work related stress was higher in education than across all other industries... with work-related mental ill-health... almost double the rate for all industry” (p. 177-8). A significant stressor has been the increased emphasis by governments on accountability for uniform curriculum delivery along with the devolution of administrative tasks from central to local control.

Significant changes to the principals’ role are introduced regularly by the federal and state governments, such as the introduction of a national curriculum tied to national testing (NAPLAN) and public accountability via the My School website (ACARA, 2011). The work practices (role demands) imposed by these changes will further increase work volume and public accountability and decrease principals’ decision latitude through externally imposed reporting deadlines. More than 100 “Whitehall I and II” studies found adverse health outcomes including decreased life expectancy results from high role demand and concurrent low decision latitude. More disturbing is that under these conditions younger people appear to be at greater risk of coronary heart disease than their older colleagues (Kuper & Marmot, 2003).

Principals’ Australia Institute, estimates that as many as 70% of Australia’s 10,000 school principals will reach retirement age within the next five years. They will be replaced with much younger, less experienced individuals, potentially more at risk of adverse health outcomes from undertaking the role.

The Survey

Comprehensive school demographic items drawn from the Trends in International Mathematics and Science Study (TIMSS) (Williams et al., 2007), Program for International Student Assessment (PISA) (Thomson, Bortoli, Nicholas, Hillman, & Buckley, 2011), My School (ACARA, 2011) and International Confederation of Principals surveys are used to capture differences in OH&S associated with the diversity of Australian school settings and types. Principals’ quality of life is measured with the Australian Quality of Life Survey (AQoL-8D) (Richardson et al., 2009) and psychosocial coping is investigated by the Copenhagen Psycho Social Coping Scale (COPSOQ-II) (Jan Hyld Pejtersen, Kristensen, Borg, & Bjorner, 2010). The combination of items from these instruments allows opportunities for comprehensive analysis of variation in both OH&S and wellbeing as a function of school type, state and sector differences and the personal attributes of the principals themselves.

Innovation

This research project is innovative at both the individual and the organizational level. The principals who complete the survey receive interactive feedback on 42 dimensions of their



occupational health, safety and wellbeing, through a dedicated secure website. The project involved the design and implementation of new information access systems and feedback mechanisms (connected to sophisticated automatic analysis tools) for school leaders, affording them instant health and wellbeing checkups tailored to their specific work context. The instant benefit to individuals is likely to increase both participation rates and the veracity of the information they submit.

Occupational Health, Safety and Wellbeing

The occupational health and safety literature categorizes interventions to improve workplaces into three types: *primary*, *secondary* and *tertiary* (LaMontagne, Keegel, Louie, Ostry, & Lansbergis, 2007). *Primary interventions* are organizational, systematic approaches targeted toward prevention of exposure to stressors in the workplace. *Secondary interventions* are designed to help individuals better cope with the stressors they encounter, such as relaxation and mindfulness training. *Tertiary interventions* are designed to lessen the impact of stress related problems post occurrence through treatment or management of symptoms and rehabilitation. The *Australian principal health and wellbeing survey* and evidence-based interventions to reduce stress related disease will provide significant social and economic benefit to Australia. Psychosocial work conditions have a significant impact on health outcomes (Head et al., 2007; Kuper & Marmot, 2003; Marmot, 2006), while physical and psychological wellbeing have a significant effect on job performance (Lyubomirsky, King, & Diener, 2005).

The survey was conducted between the end of August and end of October 2011. All principal professional organisations were consulted prior to the survey being undertaken and each agreed to take part. Principal organisations sent email invitations to their members inviting them to participate. The following information is presented to create a picture of principal health and wellbeing across Australia in 2011. The survey was repeated in 2012 and will run again in 2013. Current respondents are able to update their information with a follow-up survey while principals who did not undertake the survey in 2011 or 2012 can commence in 2013.

Research Questions

1. Can recognizable occupational health, safety and wellbeing subgroups of principals be identified through the survey? These groups may be inferred from a number of criteria including: State; Sector (Government, Catholic, Independent); Location (Urban, Suburban, Large Town, Rural, Remote); Type (Primary, Secondary, Special, Early Childhood, P-12); Background (Family of Origin, School Education); Person Factors (Gender, Family of Procreation, Social Support, Educational Level); Role Factors (Hours worked, number and type of teachers, students and parents, resources, professional support); Occupational Constraints.
2. Do(es) any group(s) thrive in the role?
3. Do(es) any group(s) only just survive in the role?
4. Do(es) any group(s) show signs of adverse health, safety, and wellbeing outcomes.
5. Do(es) any factors affect these group(s), and in what ways?



Results Overview

The results paint a complex picture showing a diversity of settings and experiences of Australia's school principals. Data was obtained from every sector, state and region across the country. The group who responded to the survey put in very long hours at work, both during term time and during holiday periods. The number of hours worked appears to have no relation to salary: these people appear dedicated to the task of running schools as effectively as possible for its own intrinsic reward. The details of the personal costs of their work, their occupational health, safety and wellbeing are equally complex: from many who thrive in the job to those who are perhaps just surviving. These are reported in the bulk of the report by section.

Australia's School Principals: A Snapshot

- Responses from 2005 principals are reported. This represents a highly representative sample of principals from every state and territory and every educational sector.
 - Representativeness is determined by the closeness of the survey to the ACARA median ICSEA number. ACARA=1000 with a Standard Deviation of 100; This survey=1002 with a Standard Deviation of 94.5 (see http://www.acara.edu.au/verve/_resources/Guide_to_understanding_2012_ICSEA_values.pdf)
- 56% female and 44% males
- Average age 51.3 years
- Most had been in their current role for five years and leadership roles for 12 years, following 12 more years in teaching.
- Approximately 80% work upwards of 46 hours a week during term with just over one quarter working upwards of 61 hours per week. During school holidays, more than half work upwards of 25 hours per week.
- Annual salaries range from <\$50,000 - >\$160,00 per annum.
- 84% rate personal achievement as very important or higher.
- 97.3% rate personal relationships with family and friends as very important or higher.
- 83.2% are in a partner relationship, and 82% report that their greatest source of support comes from their partner. Almost half of their partners also work in the education sector.
- Approximately half have children living at home.
- Approximately one quarter of the principals have a family member with a long-term health condition, with serious impact on the family in 28% of the sample.
- They appear to come from stable backgrounds and have been upwardly mobile and value education for themselves as well as others: 87.9% were living with a mother and father at age 14. The families of origin appear to be largely working class with about one quarter of parents qualified with a university degree, whereas 34% of the principals have a masters degree or above, mostly in formal leadership courses.
- 46% volunteer their time for community support outside of their role, and approximately the same number are active members of a formal community or sporting association.
- Approximately one third of the sample conducts regular spiritual practice.



- There are large differences in their self-reported maintenance of healthy levels of exercise, diet and weight control.
- Only 82% of respondents rate their own happiness as very important or higher.
- They are generally positive about their job with only 2.6% becoming frequently depressed about it.
- 49% are taking prescription medication for a diagnosed condition.
- 43.4% report a diagnosed medical condition.
- Most maintain a healthy alcohol intake, and do not use it to manage stress.
- Principals experience nearly five times the incidence of threats of violence and six times the incidence of actual physical violence at work than other population groups measured on the COPSOQ-II. Government school principals working in large towns and rural locations appear most at risk.
- Overall levels of mental health range from very good to very poor. Principals overall score just less than the general population.

Recommendations

The recommendations that directly result from this research are presented below. Each is designed to help policy makers, (including: government; employer groups; principal professional associations and unions; school boards/councils) improve both working conditions for the paid work force and learning conditions for students, as the two are inseparable (Leithwood, 2006). The recommendations are grouped under headings that emerged from the evidence gathered for this report. While there are particular challenges to the occupational health, safety and wellbeing of principals which result from contextual and geographical determinates, the recommendations below, relate to occupational conditions found in every state and territory across the country and every school sector (Government, Catholic and Independent). Recommendation A is the most urgent: the need to look for the causes, and reduce the levels, of adult-to-adult bullying, threats and actual violence. If governments and other employer groups are committed to improving the quality of education in schools this issue needs immediate attention and is also likely to produce significant educational gains for students (Phillips & Sen, 2011). Previous research has shown that the most effective way to prevent or diminish bullying and violence is via a whole school approach (Antonio & Salzfas, 2007; Dake et al., 2003; de Wet, 2010; Espelage et al., 2013; Twemlow, Fonagy, & Sacco, 2001). The research presented in this report suggests a system-wide approach is needed. Recommendations B and C are less urgent, but are most likely interrelated with Recommendation A and may be most efficiently addressed in combination.

Recommendation A: Bullying and Violence

1. Each state and territory should establish an independent task force to investigate adult-adult bullying and violence in schools. Alternatively, a single federal task force might be established. The critical aspect of the task force structure should be its independence from all stakeholder groups in schools and government authorities.
 - a. The task force should investigate each system separately (Government, Catholic, Independent) to determine differences in the occupational risk of the principal, and whether/how the risk also extends to teachers and students.
 - b. Governance structures, information flow between adults, and external influences on school functioning should form part of the investigation, with the



aim of determining best practice to reduce offensive behavior in schools between all stakeholders.

- c. The task force should have powers to interview teachers, parents and students to determine their findings.
- d. The consequences of offensive behavior in schools are likely to become costly for employer groups, through time lost to ill health, OH&S claims against employers for not providing a safe working environment and reduced functioning while at work as a result of the high levels of offensive behavior in the workplace. Therefore the investment in such a taskforce may prove to be the least expensive option in relation to this issue.

Recommendation B: Emotional Labour, Emotion Regulation

Principals and teachers deal daily with parents' greatest hopes and deepest fears: the lives and potential futures of their children. While this is recognized in the law of *loco parentis*, the emotional aspects of this condition remain under-researched (Hargreaves, 2013; Woolfolk Hoy, 2013). This means high levels of emotion are attached to many aspects of school functioning, and principals have to learn how to deal with this on the job, rather than through systematic preparation. This can be particularly difficult for principals who must communicate the way education policy is both developed and practiced to parents, in emotionally charged situations. The difficulties between the adult stakeholders in schools that have been identified in the current research needs to be acknowledged and dealt with on a more systematic basis. The evidence from this report show:

1. More systematic attention needs to be paid to the professional learning of principals, and presumably teachers, in the emotional aspects of their roles and the emotional investment of parents in their children.
 - a. In-service provision of education on the emotional aspects of teaching, learning, organizational function, emotional labour, dealing with difficulties and conflicts in the workplace, employee assistance programs, debriefing self and others. This recommendation extends the Australian Institute of Teaching and School Leadership professional standard: *Developing Self and Others* (AITSL, 2011).

Recommendation C. Professional Support

The evidence from this study clearly points to the benefits of professional support for all principals. Those who receive the least have the greatest challenges to maintain their mental health. The cluster groups identified as coping least well with the daily tasks had the lowest levels of professional support from colleagues and superiors while those who coped the best reported the highest levels of professional support. This is an area of improvement that would be relatively easy for education systems to improve.

1. Provide opportunities for principals to engage in professional support networks.
 - a. Networks would need to be determined locally and contextually.
 - b. A provision of time for principals to build and maintain professional support networks would be needed.
 - c. This can be augmented by regional authorities visiting schools (particularly in remote parts of Australia) to provide support in the form of professional conversations ("agenda-less" meetings) that allow school principals to discuss the day-to-day functioning of his or her school with a sympathetic, experienced colleague.



Introduction

Aims and Background

The role of school principal in many parts of the “first world” world is rapidly changing (Matthews, et al., 2007). This has increased the stress levels of an already highly stressed population. In Victoria, the Department of Education and Training, conducted a survey of Government sector principals in 2004, reporting that members experienced “higher degrees of stress than those in comparable employment categories... Principals 79%, [other] white collar [groups] 43%” (Department of Education & Training, 2004, p. 11). Since that study was published many aspects of the role have changed increasing principals’ job demands. In the UK, where schools have been increasingly accountable for results via the publication of league tables, Phillips and Sen (2011) reported that, “work related stress was higher in education than across all other industries... with work-related mental ill-health... almost double the rate for all industry” (p. 177-8). A significant stressor has been the increased emphasis by governments on accountability for uniform curriculum delivery along with the devolution of administrative tasks from central to local control. For example, curriculum and timetabling, once the province of the principal and fundamental to the efficient running of a school, are now more centrally controlled, while many non-educational administrative tasks such as payroll, budgeting and teacher employment have been devolved to school leaders.

An extensive review of schools and school leadership in 25 countries the OECD reported,

School leaders’ roles have changed from practicing teachers with added responsibilities to full-time professional managers of human, financial and other resources accountable for their results. This has meant that more and more tasks have been added to the job description: instructional leadership, staff evaluation, budget management, performance assessment, accountability, and community relations, to name some of the most prominent ones. In this environment, the range of knowledge and skills that effective school leaders need today is daunting: curricular, pedagogical, student and adult learning in addition to managerial and financial skills, abilities in group dynamics, interpersonal relations and communications. (Matthews, et al., 2007).

In Australia, significant changes to principals’ roles have recently been introduced by both federal and state governments. The introduction of a national curriculum tied to national testing (NAPLAN) and public accountability via the My School website (ACARA, 2011) is one large example. The work practices (role demands) imposed by these changes further increase work volume and public accountability and decrease principals’ decision latitude through externally imposed reporting deadlines. Extensive research on similar professional populations, middle ranking public servants in the UK, reported in more than 100 Whitehall I and II studies found adverse health outcomes including decreased life expectancy results from high role demand and concurrent low decision latitude. Principals experiencing

concurrent low decision latitude and high [role] demands cannot moderate the stress caused by the high demands through time management or learning new skills, and so become subject to high stress at work and are at increased risk of disease. (Kuper & Marmot, 2003, p. 147)

More disturbing is that under these conditions younger people appear to be at greater risk of coronary heart disease than their older colleagues (Kuper & Marmot, 2003). This finding is a



real cause for concern because of the impending retirement of many of Australia's principals.

Principals' Australia Institute estimates that as many as 70% of Australia's 10,000 school principals will reach retirement age within the next five years. They will be replaced with much younger, less experienced individuals, potentially more at risk of adverse health outcomes from undertaking the role. However, this changeover also represents a significant renewal opportunity for the school sector. If changes can be made to principals' work practices that reduce the negative impacts of taking on the role, the opportunities for sustainable school improvement brought about by "new blood" can be advanced in the nation's education sector. But this must be done now. The time is ripe for systematic research of the current state of school leader occupational health, safety and wellbeing. Now is the only time that research will be able to gather baseline data for the new population of principals along with the incumbents for cross-sectional and longitudinal comparison.

The Survey

Workplace changes brought about either by changing community attitudes or government policy affects all schools and all school principals yet no systematic measurements of their effects have been conducted until now. This research project will collect data and monitor the health, safety and wellbeing of Australia's school principals annually. This report results from the first iteration of the survey, conducted in 2011. The data collected will be used to develop evidence-informed changes to work practices aimed at minimizing the adverse health impacts on the individuals. The research has a number of innovations built from research in related fields. Firstly, it is the first independent, national research project undertaken to take baseline measurements and compare the occupational risks of all school principals (Government, Catholic, Independent) longitudinally: to monitor the efficacy of stress reduction interventions.

The survey instrument designed for this project addresses a major limitation of previous studies in that they have been either state based, or targeted only one sector: usually the government sector. The survey captured three types of information drawn from existing robust and widely used instruments. First, comprehensive school demographic items drawn from the Trends in International Mathematics and Science Study (TIMSS) (Williams, et al., 2007), Program for International Student Assessment (PISA) (Thomson, et al., 2011), My School (ACARA, 2011) and International Confederation of Principals surveys are used to capture differences in OH&S associated with the diversity of Australian school settings and types. Second, personal demographic and historical information was also captured. Third, principals' quality of life and psychosocial coping were investigated, by employing two widely used measures, the *AQoL-8D* (Richardson, et al., 2009) and *COPSOQ-II* (Jan Hyld Pejtersen, et al., 2010). The combination of items from these instruments allows opportunities for comprehensive analysis of variation in both OH&S and wellbeing as a function of school type, state and sector differences and the personal attributes of the principals themselves.

The survey provides automatic feedback of the results to each individual who completes the survey, increasing the benefit to each participant. This method also allows for the identification and support of high-risk individuals through red flag items in the survey. Finally, aggregated survey information will be used to seed focus group discussions of school principals from every education sector (Government, Catholic, Independent) and every state



and territory in Australia. Focus groups will then develop primary interventions to reduce occupational stress at the source. Proven secondary interventions designed to help individuals better cope with stress, such as those developed for trainee doctors (Hassed, de Lisle, Sullivan, & Pier, 2009) will also be trialed with volunteer principals and evaluated through the annual survey. This conceptual framework, combining primary and secondary occupational health and injury prevention interventions with evidenced-based assessment has proven robust over hundreds of studies and is considered best practice for improving workplace safety (LaMontagne, et al., 2007).

Innovation

This research project is innovative at both the individual and the organizational level. The principals who complete the survey will receive interactive feedback through a dedicated secure website. The project involves the design and implementation of new information access systems and feedback mechanisms (connected to sophisticated automatic analysis tools) for school leaders, affording them instant health and wellbeing checkups tailored to their specific work context, and eventually, instant intervention strategies for dealing with the complexity of their roles. In future iterations of the survey it is hoped that we can incorporate feedback to individuals using like-group comparisons. For example, an individual principal will be able to compare his or her results with a matched group of principals in similar circumstances on a range of categories. These will include: small/medium/large schools; primary/secondary/P-12/special; urban, suburban, regional, rural and remote locations; low/high Socio Economic Status; indices of happiness, stress, job satisfaction, exercise, social support, coping and quality of life. The instant benefit to individuals is likely to increase both participation rates and the veracity of the information they submit. The aggregated data will be made available to government, employer bodies, unions and other interested parties through these annual reports.

Australia's federal system of government allows for a natural quasi-experiment investigating the changed work practices and accountability of school principals across a number of sectors. The comparators are similarities and differences in work requirements in each of the states and territories, and across sectors (Government, Catholic, Independent). Principals' health, safety and wellbeing in differing school types (urban; suburban; regional; rural; and remote) can be compared by level (primary, secondary, P-12, special schools) school size, and lifestyle choices such as exercise, diet and social support. The turnover of principals within schools allows investigations of moderator effects, such as years of experience prior to taking up the role. The longitudinal study will allow the mapping of health, safety and wellbeing outcomes on each of these dimensions over time.

Occupational Health, Safety and Wellbeing

The occupational health and safety literature categorizes interventions to improve workplaces into three types: *primary*, *secondary* and *tertiary* (LaMontagne, et al., 2007). *Primary interventions* are organizational, systematic approaches targeted toward prevention of exposure to stressors in the workplace. *Secondary interventions* are designed to help individuals better cope with the stressors they encounter, such as relaxation and mindfulness training. *Tertiary interventions* are designed to lessen the impact of stress related problems post occurrence through treatment or management of symptoms and rehabilitation. The *Australian principal health and wellbeing survey* and evidence-based interventions to reduce stress related disease will provide significant social and economic benefit to Australia. Psychosocial work conditions have a significant impact on health



outcomes (Head, et al., 2007; Kuper & Marmot, 2003; Marmot, 2006), while physical and psychological wellbeing have a significant effect on job performance (Lyubomirsky, et al., 2005).

The survey was conducted between the end of August and end of October 2011. All principal professional organisations were consulted prior to the survey being undertaken and each agreed to take part. Principal organisations sent email invitations to their members inviting them to participate. The following information is presented to create a picture of principal health and wellbeing across Australia in 2011. The survey will be repeated in 2012. Current respondents will be able to update their information with a short follow-up survey while principals who did not undertake the survey in 2011 will be able to commence in 2012.

Research Questions

The Australian Principal Health and Wellbeing Survey seeks to capture a holistic picture of the diversity of school principals across the country and monitor their occupational health, safety and wellbeing over time through an annual update of the information. Therefore all the principals who responded will be followed up annually with a short health, safety and wellbeing update survey each year. We are interested to map changes that might result from the introduction of policy changes at sector, state and federal level, and work practice changes that are designed to reduce occupational risk.

The specific research questions guiding the initial survey were:

1. Can recognizable occupational health, safety and wellbeing subgroups of principals be identified through the survey? These groups may be inferred from a number of criteria including: State; Sector (Government, Catholic, Independent); Location (Urban, Suburban, Large Town, Rural, Remote); Type (Primary, Secondary, Special, Early Childhood, P-12); Background (Family of Origin, School Education); Person Factors (Gender, Family of Procreation, Social Support, Educational Level); Role Factors (Hours worked, number and type of teachers, students and parents, resources, professional support); Occupational Constraints.
2. Do(es) any group(s) thrive in the role?
3. Do(es) any group(s) only just survive in the role?
4. Do(es) any group(s) show signs of adverse health, safety, and wellbeing outcomes.
5. Do(es) any factors affect these group(s), and in what ways?

Results Overview

The results paint a complex picture showing a diversity of settings and experiences of Australia's school principals. Data was obtained from every sector, state and region across the country. The group who responded to the survey put in very long hours at work, both during term time and during holiday periods. The number of hours worked appears to have no relation to salary: these people appear dedicated to the task of running schools as effectively as possible for its own intrinsic reward. The details of the personal costs of their work, their occupational health, safety and wellbeing are equally complex: from many who thrive in the job to those who are perhaps just surviving. These are reported in the bulk of



the report by section. The detailed analysis of the large and complex dataset is beginning. What appears below are “first cut” findings. More detailed reports will follow as data analysis is completed.

Note: Where the diversity of experience is best represented visually graphs have been used.

Australia's School Principals: A Snapshot

- Responses from 2005 principals are reported.
- 56% female and 44% males
- Average age 51.3 years
- Most had been in their current role for five years and leadership roles for 12 years, following 12 more years in teaching.
- Approximately 80% work upwards of 46 hours a week during term with just over one quarter working upwards of 61 hours per week. During school holidays, more than half work upwards of 25 hours per week.
- Annual salaries range from <\$50,000 - >\$160,00 per annum.
- 84% rate personal achievement as very important or higher.
- 97.3% rate personal relationships with family and friends as very important or higher.
- 83.2% are in a partner relationship, and 82% report that their greatest source of support comes from their partner. Almost half of their partners also work in the education sector.
- Approximately half have children living at home.
- Approximately one quarter of the principals have a family member with a long-term health condition, with serious impact on the family in 28% of the sample.
- They appear to come from stable backgrounds and have been upwardly mobile and value education for themselves as well as others: 87.9% were living with a mother and father at age 14. The families of origin appear to be largely working class with about one quarter of parents qualified with a university degree, whereas 34% of the principals have a masters degree or above, mostly in formal leadership courses.
- 46% volunteer their time for community support outside of their role, and approximately the same number are active members of a formal community or sporting association.
- Approximately one third of the sample conducts regular spiritual practice.
- There are large differences in their self-reported maintenance of healthy levels of exercise, diet and weight control.
- Only 82% of respondents rate their own happiness as very important or higher.
- They are generally positive about their job with only 2.6% becoming frequently depressed about it.
- 49% are taking prescription medication for a diagnosed condition.
- 43.4% report a diagnosed medical condition.
- Most maintain a healthy alcohol intake, and do not use it to manage stress.
- Principals experience nearly five times the incidence of threats of violence and six times the incidence of actual physical violence at work than other population groups measured on the COPSOQ-II. Government school principals working in large towns and rural locations appear most at risk.



- Overall levels of mental health range from very good to very poor. Principals overall score just less than the general population.

Detailed Results

Ethical Considerations

Australia has approximately 10,000 schools and therefore about 10,000 principals. It is more difficult to ascertain the number of assistant principals across the country (also known as deputy, vice and/or campus principals). Gathering a comprehensive set of data for each individual, including contact information allowing for annual follow-up participation, confronted the researchers with many ethical issues that needed to be dealt with before the survey could commence. Our main concern was protection of identity: that no participant could ever be identified from any of his or her responses to the survey in any year it was taken. While this is a relatively simple procedure for the aggregated results, a significant output for the survey annually is the production of a detailed individual report for each participant. The aim of this report is to allow each individual to track their own occupational health, safety and wellbeing both over time and in comparison to other principals. As researchers we are interested in analyzing aggregated results, but wanted the survey to be as useful a tool as possible to the individual participants.

A number of protocols were developed to provide arm's length distance between the researchers and participants. Individual, detailed reports to each principal were constructed automatically, by applying algorithms to each individual's responses to provide total scores on each subscale of the survey. This ensured that the individual reports were not be seen by any of the researchers. The individual reports were provided to each participant via a secure, password protected website. The researchers used de-identified data sets to conduct specific analyses on the aggregated data. However, this created a difficulty in calculating accurate response rates for the survey.

Response Rates

Across the country the principals and assistants are represented by approximately 60 professional organisations. For the initial survey in 2011, a total of 20,783 invitations and reminder emails were sent out by each of the principal organisations to their members, most of whom also include assistants as members, between August and October 2011. This kept the researchers at arms length from the principals. The researchers therefore do not know an essential element for determining the actual response rate to the survey: how many principals and assistants actually received an invitation to participate. This makes it impossible to determine the actual response rate as there is no divisor for the calculation. Approximately 3,600 principals registered to take the survey. Some withdrew after registering and any data they had entered was automatically deleted. Some principals were unable to complete the survey electronically due to technical issues. The main issue was browser incompatibility. The other issue preventing completion was a slow internet speed



connection between the principal and the survey server. This caused time-out problems preventing continuous connection to the survey. All principals who registered but did not complete the electronic survey while it was open received a .pdf file of the items so that they could fill it out on paper and thus were not excluded from the survey. These surveys are being returned and will be incorporated into the next report.

- 3593 principals registered
- 2598 incomplete surveys were received electronically
- 2008 completed the survey electronically
- 50 have been returned via mail so far.

This represents somewhere between 20-36% response rate nationally. Responses from 2005 principals are reported. This represents a highly representative sample of principals from every state and territory and every educational sector. Representativeness is determined by the closeness of the survey median to the ACARA median ICSEA number. ACARA = 1000 with a Standard Deviation of 100; This survey data = 1002 with a Standard Deviation of 94.5¹

Participants

Table 1. Number of participants willing to also be interviewed

Yes	67.10%
No	32.00%

Gender

Table 2. Gender

Female	55.60%
Male	44.40%

¹ http://www.acara.edu.au/verve/_resources/Guide_to_understanding_2012_ICSEA_values.pdf

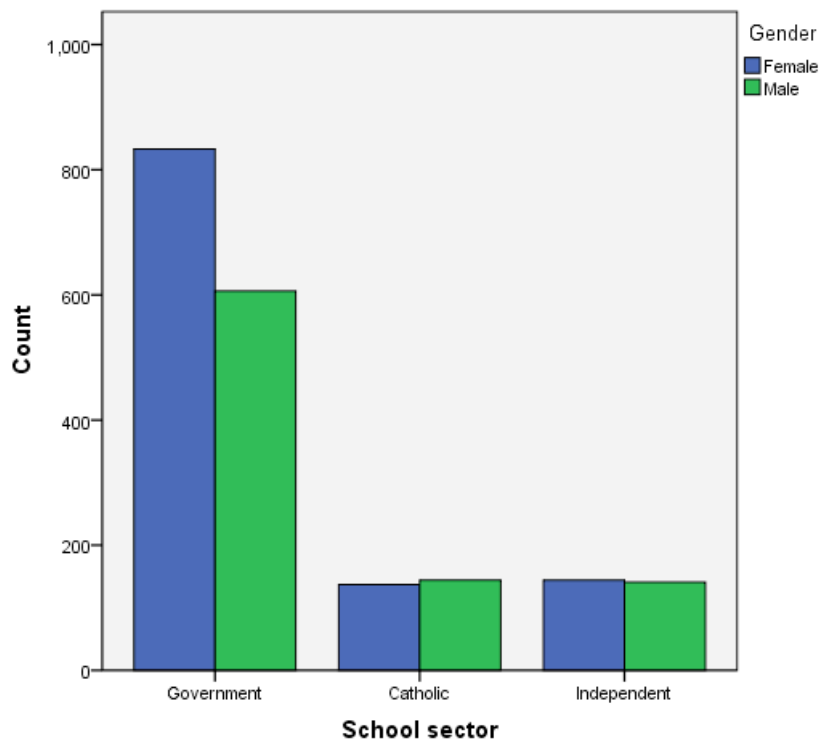


Figure 1. Principal Gender by School Sector

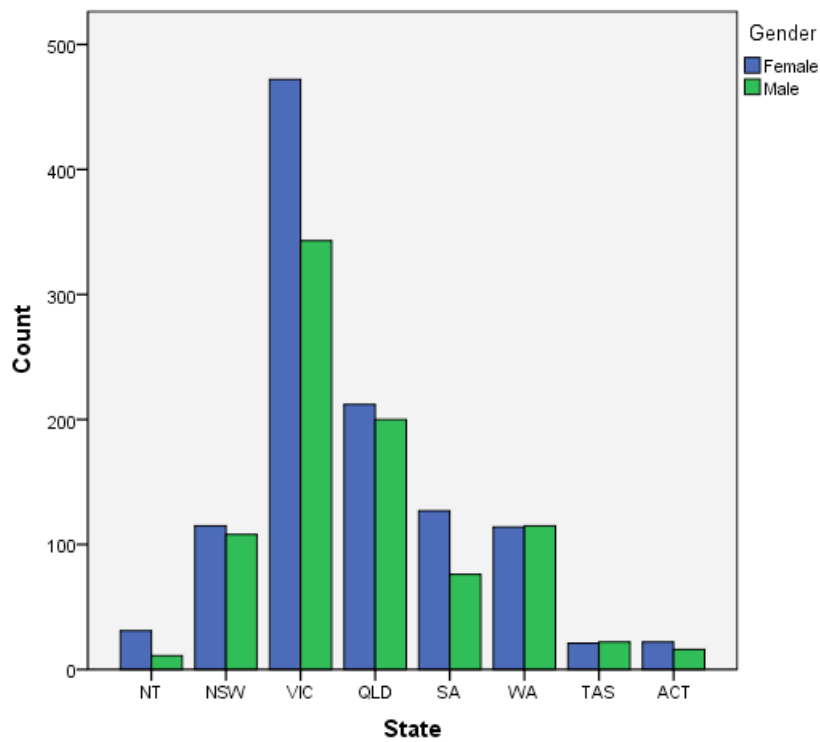


Figure 2. Principal Gender by State



Age

Range 24 – 75 years ($M = 51.35$ $SD = 7.49$)

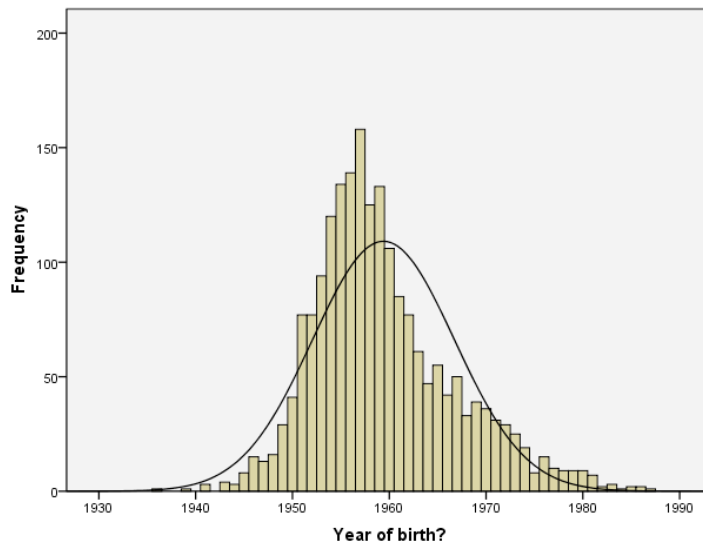


Figure 3. Year of Birth

Membership of Professional Organisations

Over 90% of the principals surveyed belong to at least one professional organization, with 88% belonging to more than one.

Table 3. Number of professional organisation memberships per individual principal

0	9.20%
1	38.60%
2	34.10%
3	12.60%
4	3.60%
5	1.50%
6	0.20%
8	0.10%

Role

Table 4. Principals' role

Principal	57.20%
Assistant/Deputy	
Principal	18.90%
Campus Principal	2.70%
Missing	21.30%



Time Fraction

Table 5. Time fraction spent on leadership

Full time	66.70%
0.8	5.00%
0.6	3.80%
0.4	3.00%
0.2	1.50%
Missing	19.90%

Years in Role and Current Position

Table 6. Years spent in current role

Mean	5.22
Standard Deviation	5.03
Percentile 25	2
Percentile 50	4
Percentile 75	7

Years in Leadership Roles

Table 7. Years spent in leadership roles (including current role)

Mean	12.48
Standard Deviation	10.29
Percentile 25	6
Percentile 50	11
Percentile 75	17

Years in Teaching Prior to Leadership

Table 8. Years spent in teaching prior to undertaking a leadership position

Mean	12.47
Standard Deviation	7.09
Percentile 25	7
Percentile 50	12
Percentile 75	17



Responsibilities

Table 9. Time spent on leadership duties

Full time	81.00%
0.8	6.00%
0.6	4.30%
0.4	3.30%
0.2	1.80%
Missing	3.40%

Year Level Responsibilities

Table 10. Leadership responsibilities: Student year levels

Primary years	60.50%
Secondary years 7/8-12	16.60%
Secondary junior years only	2.40%
Secondary senior years only	2.70%
Primary AND Secondary	11.60%
Early education & Primary	2.50%
Primary & Secondary to yr10	1.80%
Early education only	.60%
Grade 4 - secondary	.30%
Missing	.80%

Average hours worked per week

Table 11. Average number of hours worked per week by principals during school terms

Less than 25 hours	1.10%
25 – 30 hours	1.20%
31 – 35 hours	1.00%
36 – 40 hours	1.80%
41 – 45 hours	4.50%
46 – 50 hours	16.00%
51 – 55 hours	20.50%
56 – 60 hours	26.40%
61 – 65 hours	12.90%
66 – 70 hours	7.80%
> 70 hours	6.50%

Table 12. Average number of hours worked per week by principals during school holidays

< 25 hours	45.10%
25 – 30 hours	31.40%
31 – 35 hours	7.60%
36 – 40 hours	7.80%
41 – 45 hours	2.90%
46 – 50 hours	1.80%
51 – 55 hours	.80%
56 – 60 hours	.90%
61 – 65 hours	.20%
66 – 70 hours	.40%
> 70 hours	.80%

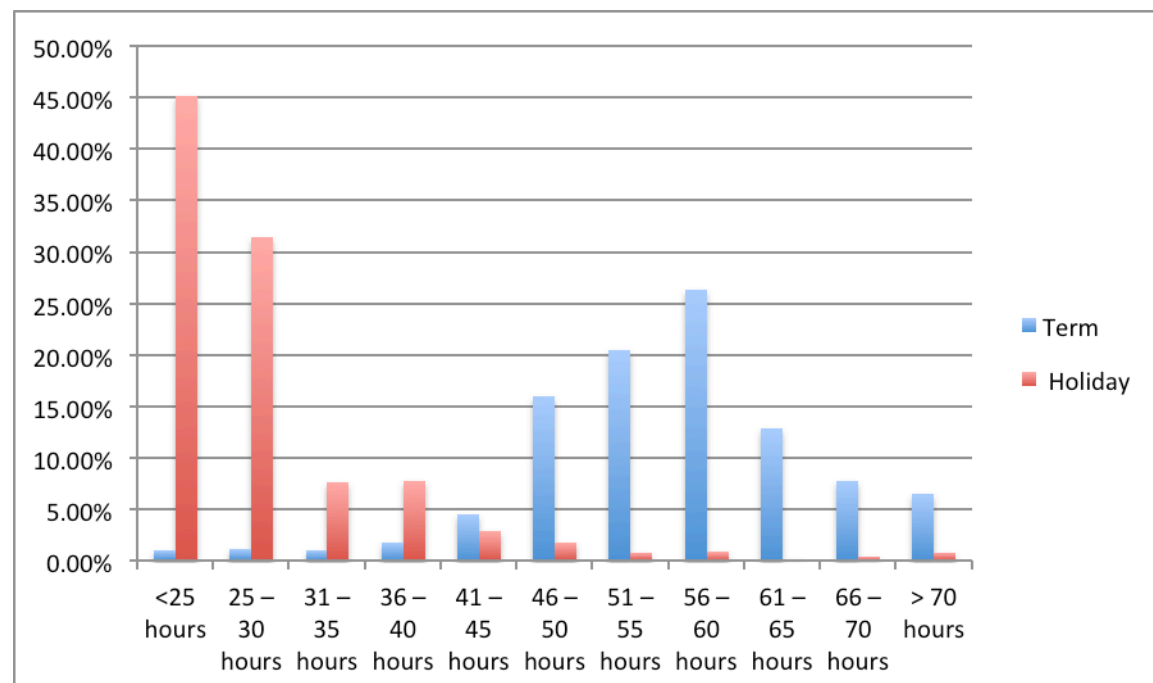


Figure 4: Total hours spent at work during term time and holiday periods

Time Usage whilst at work

Table 13. Time spent on internal administrative tasks

(including human resources & personnel issues, regulations, reports, school budgets & timetabling)

0%	0.10%
1-20%	16.40%
21-40%	33.40%
41-60%	32.10%
61-80%	15.20%
81-100%	2.70%



Table 14. Curriculum and teaching-related tasks

(including teaching, lesson preparation, classroom observations, mentoring teachers, supervising and evaluating teachers and other staff)

0%	1.80%
1-20%	55.00%
21-40%	29.90%
41-60%	8.70%
61-80%	3.90%
81-100%	0.50%

Table 15. Responding to requests/compliance requirements

(from district, state, or national education authorities)

0%	1.30%
1-20%	53.60%
21-40%	31.40%
41-60%	9.50%
61-80%	3.20%
81-100%	1.00%

Table 16. Representing the school at meetings or in the community and networking

0%	1.10%
1-20%	76.00%
21-40%	17.10%
41-60%	4.20%
61-80%	1.20%
81-100%	0.30%

Table 17. Public relations and fundraising

0%	5.70%
1-20%	80.80%
21-40%	10.40%
41-60%	2.00%
61-80%	0.80%
81-100%	0.30%

Table 18. Occupational Health and Safety compliance

0%	6.10%
1-20%	77.90%
21-40%	11.20%
41-60%	3.10%
61-80%	1.00%
81-100%	0.60%



Table 19. Other duties

0%	3.80%
1-20%	66.50%
21-40%	19.90%
41-60%	6.40%
61-80%	2.50%
81-100%	0.80%

Table 20. Percentage of work regarded as management rather than leadership orientated

10%	0.60%
20%	2.10%
30%	6.30%
40%	12.30%
50%	17.00%
60%	18.60%
70%	22.20%
80%	15.10%
90%	5.50%
100%	0.20%

Income – Per annum

Table 21. Annual income by quantum grouping

<\$50,000	6.80%
\$50,000 - \$90,000	10.40%
\$90,000 - \$100,000	7.90%
\$101,000 - \$110,000	27.20%
\$111,000 - \$120,000	18.70%
\$121,000 - \$130,000	13.10%
\$131,000 - \$140,000	7.60%
\$141,000 - \$150,000	3.60%
\$151,000 - \$160,000	1.70%
>\$160,000	2.60%

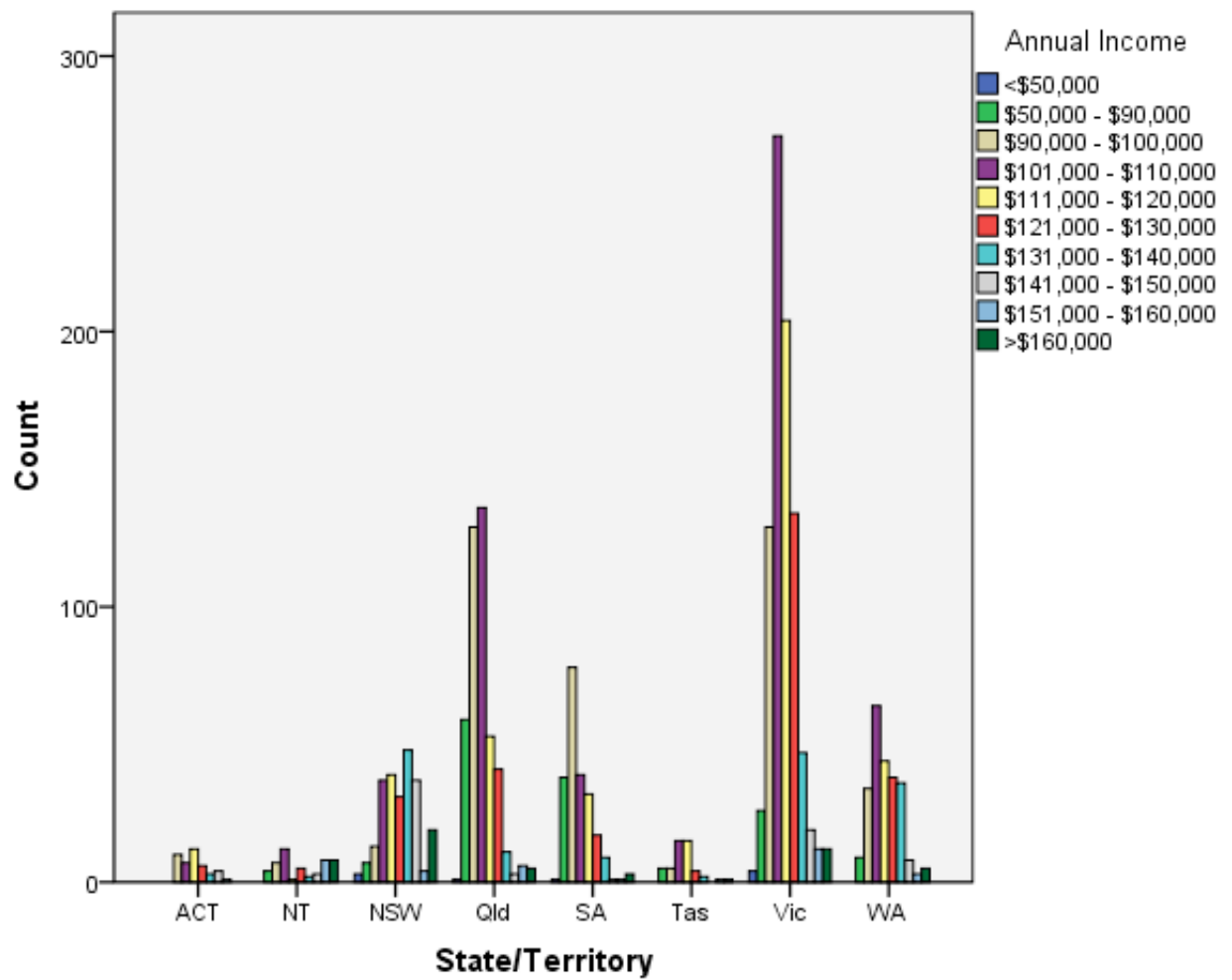


Figure 5. Annual Income by State

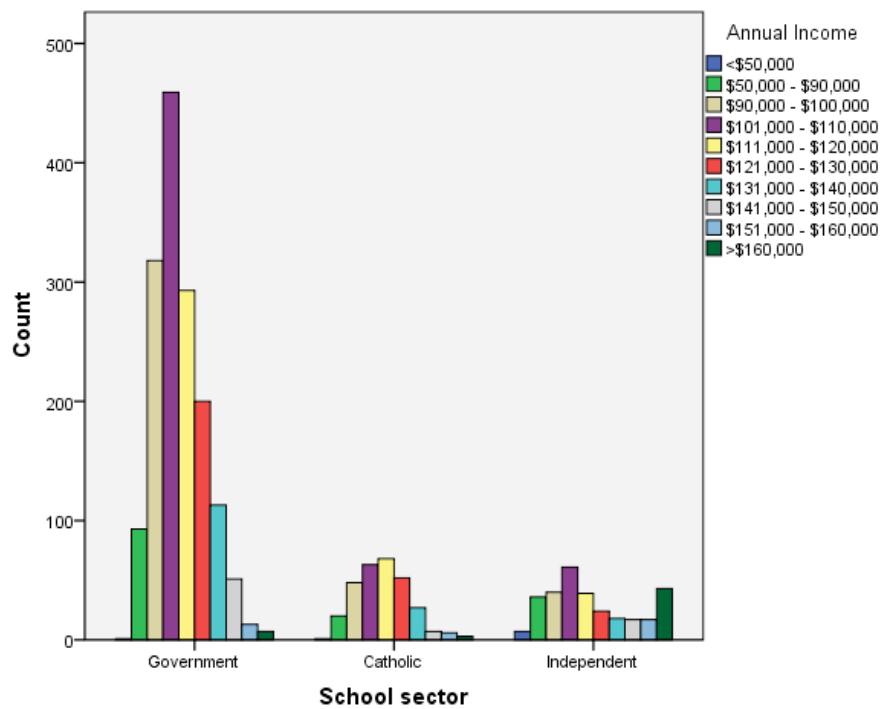


Figure 6. Annual Income by School Sector

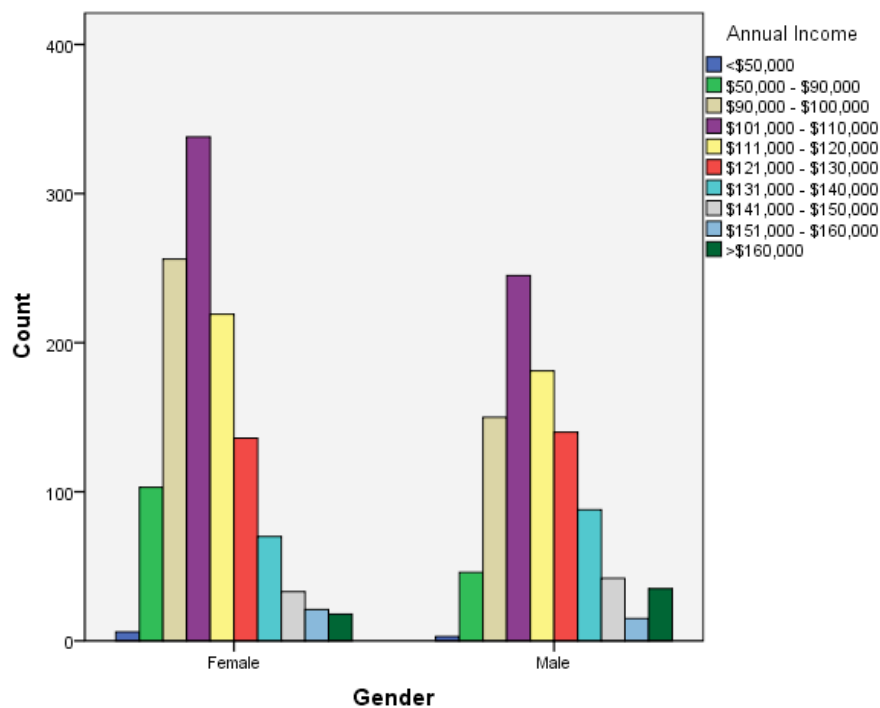


Figure 7. Annual Income by Gender

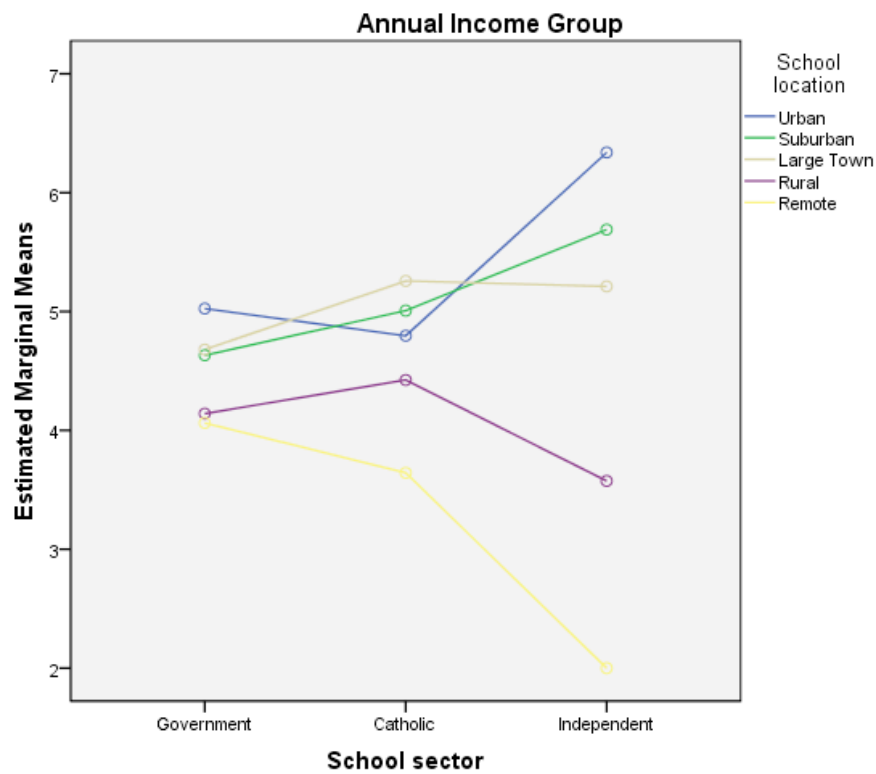


Figure 8. Annual Income by School Sector and School Location

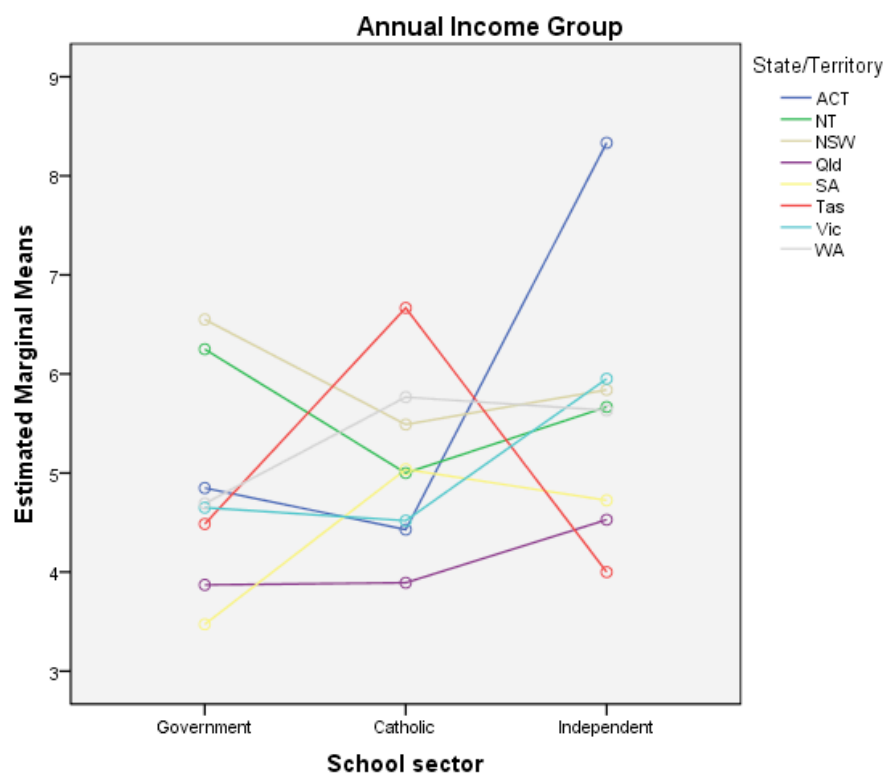


Figure 9. Annual Income by School Sector and State

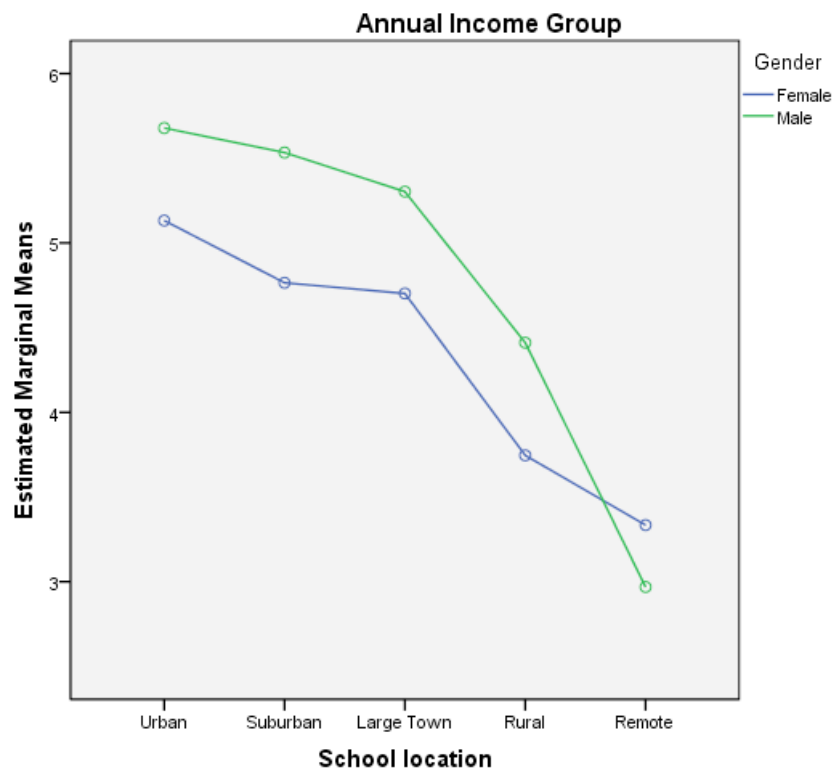


Figure 10. Annual Income by School Location and Gender

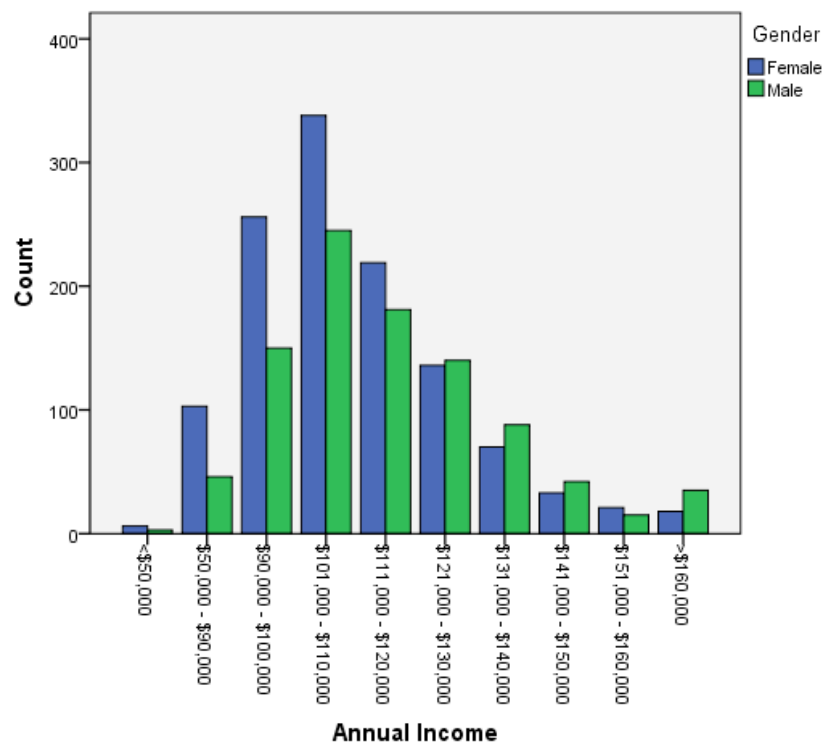


Figure 11. Annual Income by Quantum and Gender

Work Pressures

Table 22. Sources of stress during the last 3 months:

Source of stress	Sheer quantity of work	Lack of time to focus on teaching & learning	Resourcing needs	Expectations of the employer	Student related issues	Government initiatives	Poorly performing staff	Parent related issues	Mental Health Issues of Students	Teacher shortages	Mental health issues of staff	Lack of autonomy/authority	Financial management issues	Inability to get away from school/community	Critical Incidents	Declining enrolments	Union/industrial disputes	Complaints management	Interpersonal conflicts
1 minor	1.6	2.1	5.2	5.6	4.2	3.8	8.7	4.3	7.6	27.1	8.5	18.4	10.4	21.7	15.5	35.8	45.0	16.2	14.2
2	1.8	2.3	6.8	6.0	6.8	6.1	8.4	7.1	10.7	17.1	11.9	17.8	12.8	16.6	15.1	13.7	20.2	13.7	15.8
3	3.9	3.5	10.3	8.0	11.1	10.6	9.1	10.2	11.3	14.4	13.2	13.1	13.6	12.2	10.7	7.2	10.4	12.6	12.2
4	3.0	2.8	8.0	5.6	7.6	9.7	7.3	7.5	8.5	7.2	8.2	6.6	8.9	5.6	6.5	4.4	5.4	7.4	8.7
5	5.2	5.0	11.1	9.7	9.7	11.1	7.5	9.3	10.4	7.9	11.0	11.5	11.3	7.7	8.2	5.5	5.5	8.4	7.8
6	5.8	6.8	11.4	9.2	9.3	11.6	8.0	10.3	10.7	6.7	10.8	5.3	9.3	6.1	7.3	4.1	4.0	7.8	6.8
7	13.2	12.5	14.1	12.6	13.6	14.4	11.1	13.3	11.7	6.5	11.9	7.2	9.2	7.9	8.4	6.2	3.1	9.4	8.8
8	18.2	19.4	14.7	15.8	14.6	16.5	14.0	14.7	12.6	5.8	10.6	6.9	10.7	8.5	10.1	7.7	2.8	10.3	10.4
9	15.2	18.4	8.0	11.9	10.9	7.6	11.0	10.1	8.1	3.8	7.0	5.9	6.6	6.4	7.0	5.4	1.8	6.7	7.2
10 major	32.0	27.1	10.3	15.5	12.1	8.5	14.9	13.1	8.3	2.4	6.9	7.2	7.1	7.2	11.1	9.7	1.8	7.4	8.1

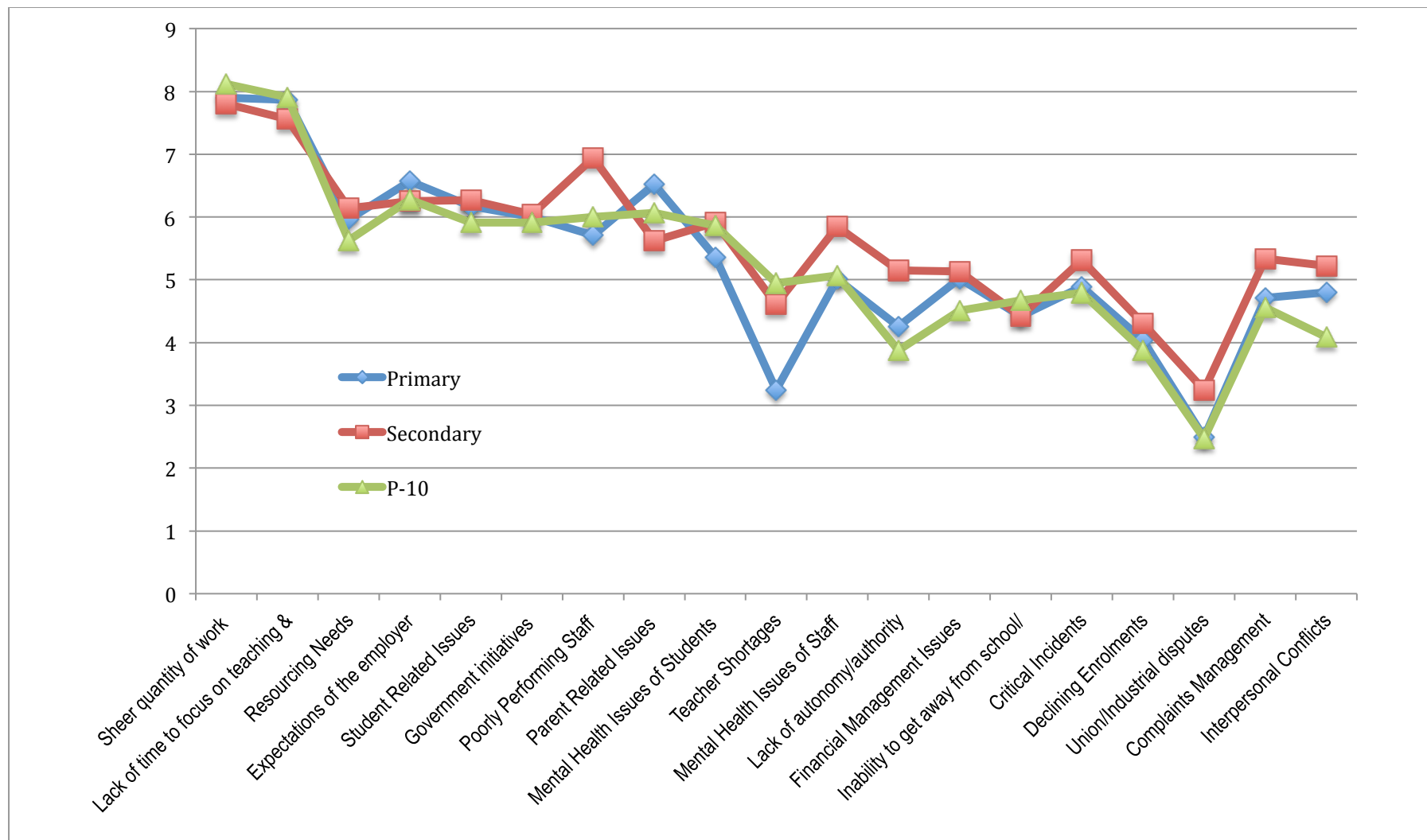


Figure 12: Sources of stress during the last 3 months disaggregated by School Type

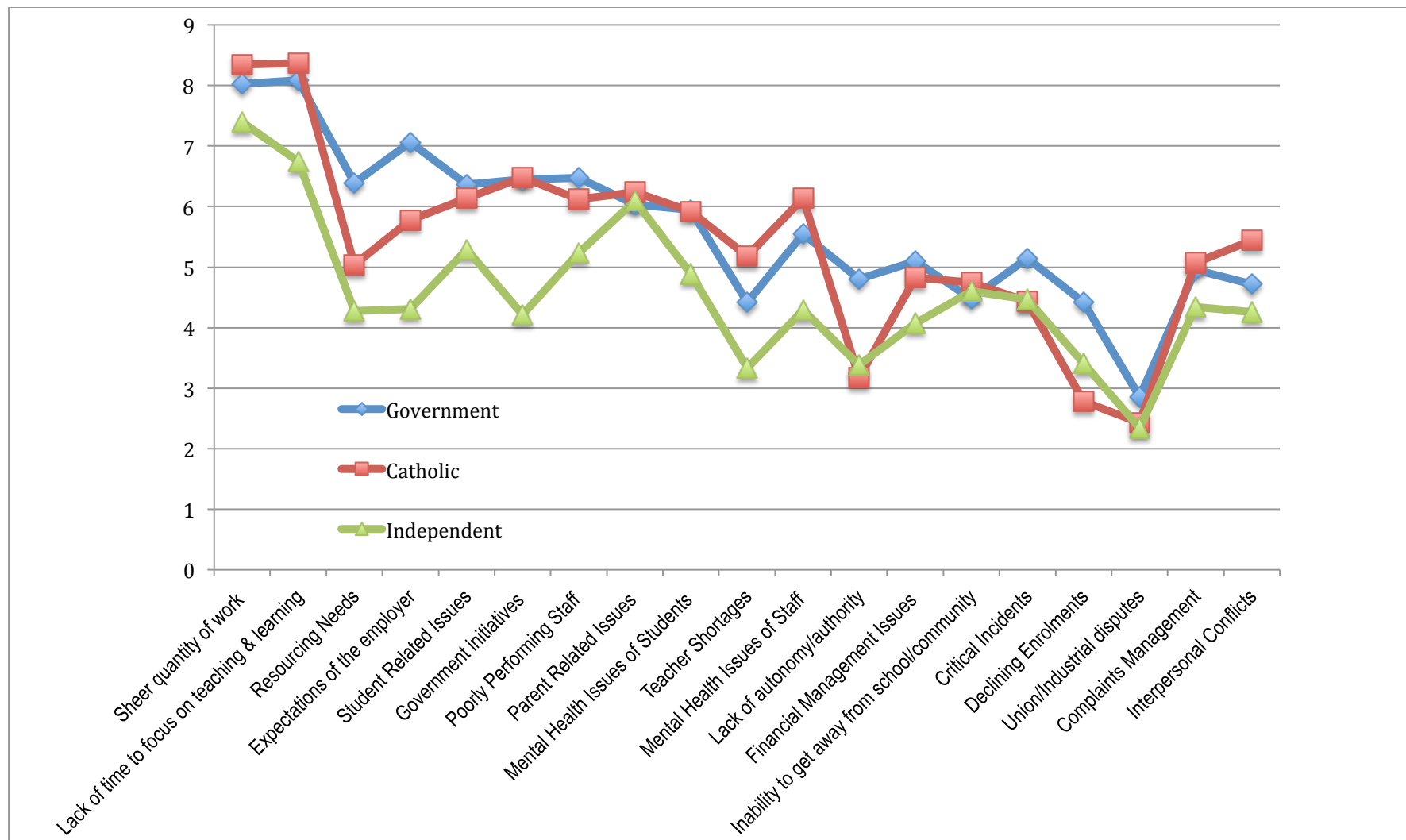


Figure 13: Sources of stress during the last 3 months School Sector

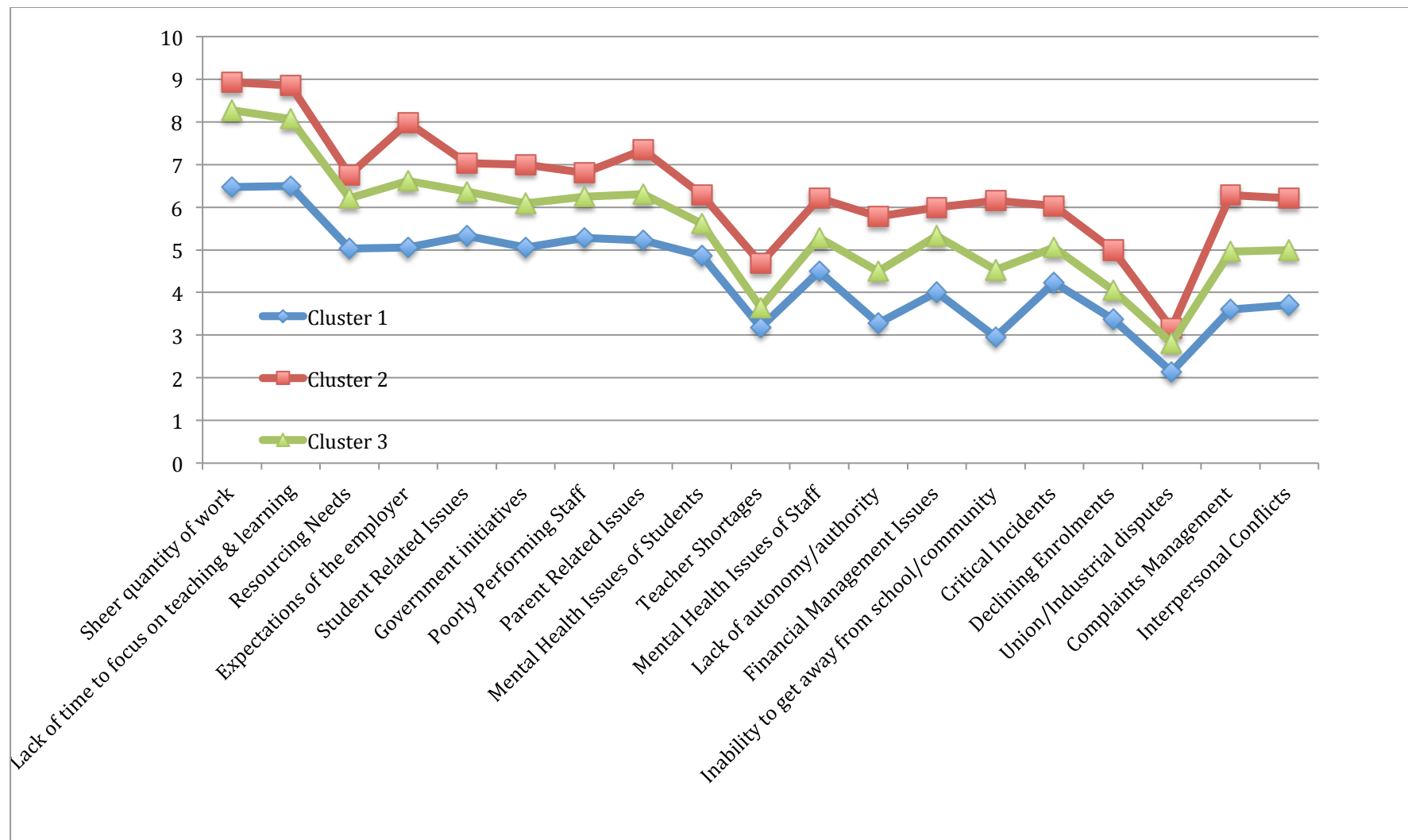


Figure 14: Sources of stress during the last 3 months disaggregated by cluster group



Levels of Autonomy in Carrying Out the Role

Table 23. Percieved autonomy in carrying out leadership tasks

Task	Providing strategic focus and direction to colleagues	Leading the development of teaching and learning	Managing teaching staff	Managing other staff	Managing school budgets	Building relationships with community agencies	Managing curriculum development	Working with parents	Problem solving	Managing school resources
	Autonomy (%)									
1 none	0.9	1.3	1.0	1.9	3.6	1.3	2.2	0.7	0.2	1.2
2	2.4	1.5	2.8	3.4	4.7	1.5	3.1	0.6	0.4	2.6
3	3.2	3.3	2.9	3.8	5.0	1.8	5.1	1.6	1.2	4.0
4	2.5	3.3	3.0	4.1	5.1	3.0	4.4	1.3	1.3	3.6
5	9.1	8.2	6.8	6.7	9.0	6.0	10.2	3.6	4.5	9.3
6	9.8	11.4	8.1	9.3	8.6	7.6	10.4	5.5	6.1	9.4
7	18.1	17.6	15.2	13.1	13.0	12.4	14.7	11.4	12.6	14.3
8	26.2	24.5	23.4	22.1	22.1	20.7	22.3	22.7	25.9	22.9
9	18.2	18.6	22.6	21.7	19.6	25.3	19.2	28.1	27.5	21.3
10 complete	9.6	10.2	14.4	13.9	9.2	20.4	8.4	24.6	20.2	11.3

Level of Confidence in Carrying Out Role

Table 24. Level of confidence in carrying out leadership tasks

Task	Provide strategic focus and direction to colleagues	Lead the development of teaching and learning	Manage teaching staff	Manage non-teaching staff	Manage school budgets	Build relationships with community agencies	Dealing with stress and pressure	Working with parents	Problem solving	Managing myself and my time
	Confidence (%)									
1 little	0.1	0.2	0.1	0.1	1.3	0.2	1.3	0.0	0.0	1.8
2	1.1	0.8	0.6	1.0	3.4	1.3	4.9	0.5	0.0	6.1
3	2.5	3.7	1.8	2.7	6.0	3.9	8.7	1.1	1.0	10.5
4	8.7	9.9	7.0	7.9	12.8	9.5	19.1	5.7	4.8	18.5
5	25.5	25.9	22.9	23.1	23.2	21.9	31.0	21.4	22.2	27.6
6	36.1	36.6	40.6	38.7	32.6	34.8	26.1	40.5	43.6	21.9
7 high	26.0	22.9	26.9	26.4	20.7	28.3	8.9	30.7	28.3	13.4

Background

Heritage

0.7% reported Aboriginal or Torres Straight Islander heritage.

7.1% did not report their heritage.

92.2% reported other than Aboriginal or Torres Straight Islander heritage.

High school attended (type)

Table 23. High school attended as a student

Government	64.90%
Catholic (under local Catholic Education Commission or Office)	20.70%
Independent (inc. Catholic schools outside Catholic Education Commission or Office)	14.40%

Background: Family of Origin

Table 24. Family unit at age 14

<i>Who were you living with around the time you were 14 years old?</i>	
Own mother and father together	87.90%
Father and stepmother	0.50%
Mother and stepfather	2.20%
Father only	1.00%
Mother only	4.90%
Boarding school/studying	2.50%

Table 25. Father's highest education qualification

Compulsory schooling only (until approximately age 15)	42.70%
Completed high school	11.90%
Completed vocational training (e.g. trade school/apprenticeship)	13.70%
Certificate level course (e.g. TAFE certificate)	6.70%
Undergraduate Diploma (e.g. Dip.Teach)	4.70%
Bachelor Degree (e.g. B.A., B. Ed)	8.50%
Post Graduate Diploma (e.g. Dip. Ed)	2.70%
Masters Degree (e.g. M Ed, MBA)	2.60%
Doctorate (e.g. PhD, Ed.D)	1.30%
Primary school only	5.20%

Table 26. Mother's highest education qualification

Compulsory schooling only (until approximately age 15)	48.70%
Completed high school	19.80%
Completed vocational training (e.g. trade school/apprenticeship)	7.20%
Certificate level course (e.g. TAFE certificate)	6.30%
Undergraduate Diploma (e.g. Dip.Teach)	6.80%
Bachelor Degree (e.g. B.A., B. Ed)	4.80%
Post Graduate Diploma (e.g. Dip. Ed)	2.00%
Masters Degree (e.g. M Ed, MBA)	0.90%
Doctorate (e.g. PhD, Ed.D)	0.20%
Primary school only	3.20%

Table 27. Highest level of formal education completed?

Undergraduate Diploma (e.g. Dip.Teach)	4.30%
Bachelor Degree (e.g. B.A., B. Ed)	36.10%
Post Graduate Diploma (e.g. Dip. Ed)	24.40%
Masters Degree (e.g. M Ed, MBA)	33.50%
Doctorate (e.g. PhD, Ed.D)	1.60%

Table 28. Formal leadership qualifications

None	66.40%
Master in School Leadership	14.10%
Master in Organisational Leadership	2.30%
Master in Business Administration	0.90%
Missing	16.30%

Table 29. Has your leadership education has helped you cope with the demands of the job?

Yes	66.00%
No	9.20%
Not sure	10.10%
Not applicable	14.70%

Volunteering/Charity Work (outside school hours/role)

Table 30. Participated in volunteer or charity work in the past 12 months

Yes	45.50%
No	54.50%

Table 31. Current active member of a sporting, hobby or community-based club or association

Yes	42.50%
No	57.50%

Spiritual Practice (outside school hours/role)

**Table 32. Regular spiritual practice or attendance at religious services or prayers
(apart from attendance that is part of your professional duties)**

Yes	31.40%
No	68.60%

Partner Status

Table 33. Partner status

Single	7.50%
Married	75.7%
De facto	7.50%
Divorced	8.20%
Widowed	1.10%

Table 34. Is your partner in paid employment?

Yes	84.60%
No	15.40%

Table 35. Partner's occupation by ABS type

Agriculture, Forestry and Fishing	3.20%
Mining	2.10%
Manufacturing	2.20%
Electricity, Gas and Water Supply	1.10%
Construction	4.30%
Wholesale Trade	0.80%
Retail Trade	3.30%
Accommodation and Food Services	0.60%
Transport, Postal and Warehousing	2.00%
Information, Media and Telecommunications	2.20%
Financial and Insurance Services	2.30%
Rental, Hiring and Real Estate Services	0.60%
Public Administration and Safety	1.70%
Education and Training	41.80%
Health Care and Social Assistance	7.80%
Arts and Recreation Services	0.90%
Other Services	6.10%
Homemaker	5.20%
No occupation	4.10%
Professional, Scientific and Technical Services	3.60%
Administrative and Support Services	4.10%

Table 36. Partner's occupational level by ABS type

Managers	19.90%
Professionals	35.30%
Technicians and Trades	6.00%
Community and Personal Service	2.90%
Clerical and Administrative	6.50%
Sales	1.50%
Machinery Operators and Drivers	2.10%
Labourers	2.10%
Missing	23.7

Children

Table 37. Do you have children currently living at home?

Yes	55.30%
No	44.70%



Table 38. Number of children living at home full time

Mean	1.79
Std. Deviation	.917
Minimum	0
Maximum	7
1	21.10%
2	21.50%
3	8.50%
4	1.40%
5	.30%
6	.00%
7	.10%

Table 39. Number of children living at home part time

0	44.50%
1	7.20%
2	2.60%
3	.70%
4	.10%
5	.10%

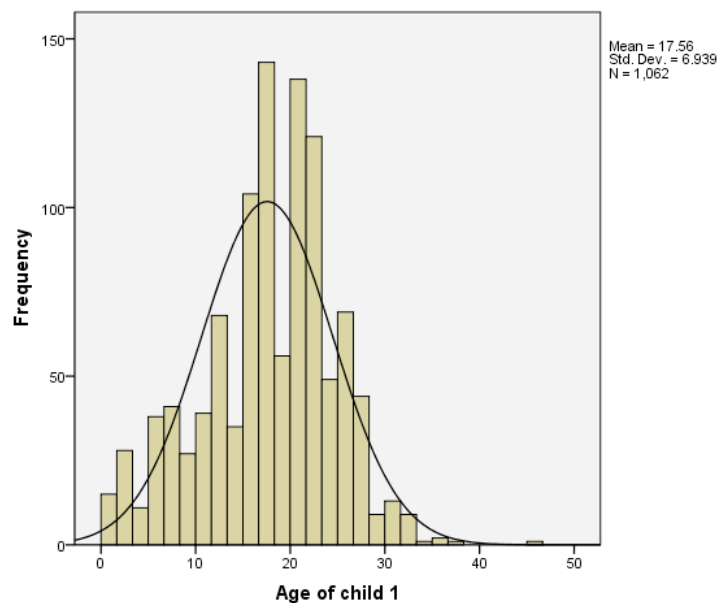


Figure 15. Age of Oldest Child Living at Home

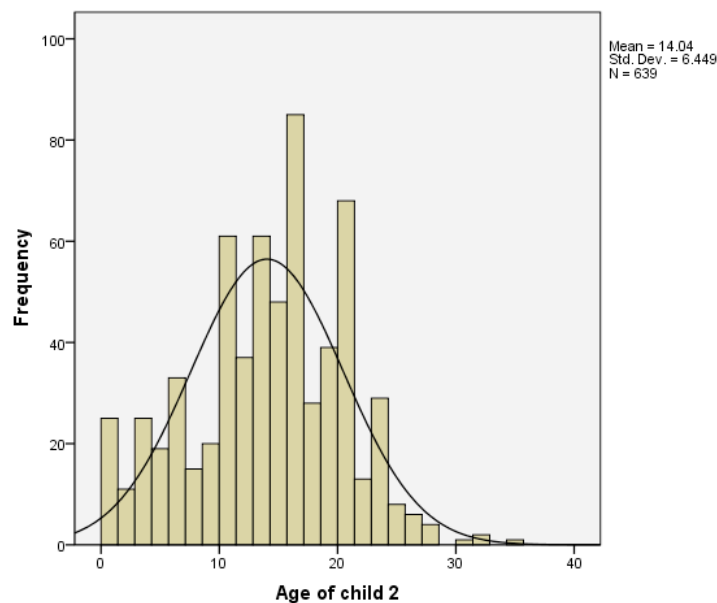


Figure 16. Age of Second Child Living at Home

Table 40. Members of immediate family with a long-term health condition

Yes	24.90%
No	75.10%

Table 41. Impact of the health condition on your child or partner's ability to study or work

Serious impact	28.10%
Moderate impact	51.60%
Little or no impact	20.30%

Personal Health Status

Table 42. Medical conditions diagnosed by a doctor

Cardio-vascular disease	13.00%
Psychological problems	6.70%
Gastro-intestinal disorder	10.50%
None	56.60%
Missing	13.2%

Table 43. Prescription medications taken

Cholesterol Control	10.20%
Sleep Problems	6.50%
Menopause	4.20%
Diabetes (Type I)	0.60%
Diabetes (Type II)	2.10%
Skin Condition	3.60%
Osteoporosis	1.40%
Arthritis	5.70%
Poor Appetite	0.20%
Depression	6.80%
Weight Loss	0.50%
Weight Gain	1.60%
Heart Condition	2.50%
Anxiety	4.70%
Blood Pressure Control	18.30%
Mental Condition (e.g. Bipolar Disorder)	0.10%
None	50.30%
Other	13.70%

General Health and Fitness

Table 44. Overall I maintain a satisfactory level of fitness

Strongly disagree	10.90%
	18.10%
	15.80%
	15.60%
	15.60%
	11.80%
Strongly Agree	12.30%

Table 45. Overall I maintain a healthy diet

Strongly disagree	4.10%
	8.90%
	12.20%
	17.50%
	23.70%
	21.30%
Strongly Agree	12.30%



Table 46. Overall I maintain a health weight

Stongly disagree	12.00%
	14.90%
	15.80%
	14.50%
	15.70%
	15.50%
Strongly Agree	11.70%

Table 47. Frequency of scheduled medical checkups (annual)

Never	21.50%
Once	47.50%
Twice	17.20%
Three times	4.60%
Four times	5.80%
Five times	0.70%
Six times	1.40%
Seven times	1.00%
Eight times	0.20%
More than 8 times	0.90%

Personal Values

Table 48. Importance to you of what you achieve in life

Could not be more important	12.80%
Very Important	71.20%
Somewhat important	13.90%
Slightly important	1.90%
Not important at all	0.10%

Table 49. Importance to you of close relationships with family and friends

Could not be more important	66.80%
Very Important	30.50%
Somewhat important	2.30%
Slightly important	0.30%
Not important at all	0.00%

Table 50. Importance to you of how safe you feel

Could not be more important	23.20%
Very Important	55.70%
Somewhat important	17.10%
Slightly important	3.60%
Not important at all	0.40%

Table 51. Importance to you of doing things with people outside your home

Could not be more important	8.70%
Very Important	43.70%
Somewhat important	35.80%
Slightly important	9.90%
Not important at all	1.90%

Table 52. Importance to you is your own happiness

Could not be more important	29.30%
Very Important	53.80%
Somewhat important	14.40%
Slightly important	2.30%
Not important at all	0.10%

Psychological Rating

Table 53. I am frequently depressed about my job

Strongly disagree	37.20%
	28.30%
	10.90%
	10.30%
	7.30%
	3.30%
Strongly Agree	2.60%

Table 54. I am frequently depressed about my job at certain times of the year

Strongly disagree	27.00%
	21.80%
	11.70%
	10.00%
	13.50%
	9.90%
Strongly Agree	6.00%

Sources of Support

Table 55. Sources of support
(participants were able to list multiple sources)

Partner	82.00%
Friend	65.70%
Family member	44.20%
Colleague in workplace	63.20%
School Leader/Colleague – Professional Relationship	56.20%
School Leader/Colleague – Also a friend	43.10%
Supervisor/Line Manager	23.60%
Department/Employer	6.40%
Professional Association	17.90%
Medical Practitioner	16.30%
Psychologist/Counsellor	10.80%

Alcohol Intake

Table 56. AUDIT 1: How often do you have a drink containing alcohol?

never	7.80%
monthly or less	13.90%
2-4 times a month	19.50%
2-3 times a week	28.80%
4 or more times a week	30.00%

Table 57. Degree of worry about the way I use alcohol to manage my stress

Strongly disagree	60.90%
	12.90%
	6.90%
	6.20%
	6.70%
	3.40%
Strongly Agree	2.90%

Table 58. Degree of worry about the way I use prescribed medication to manage my stress

Strongly disagree	86.60%
	7.50%
	1.50%
	1.40%
	1.40%
	0.60%
Strongly Agree	0.60%
Missing	21.70%

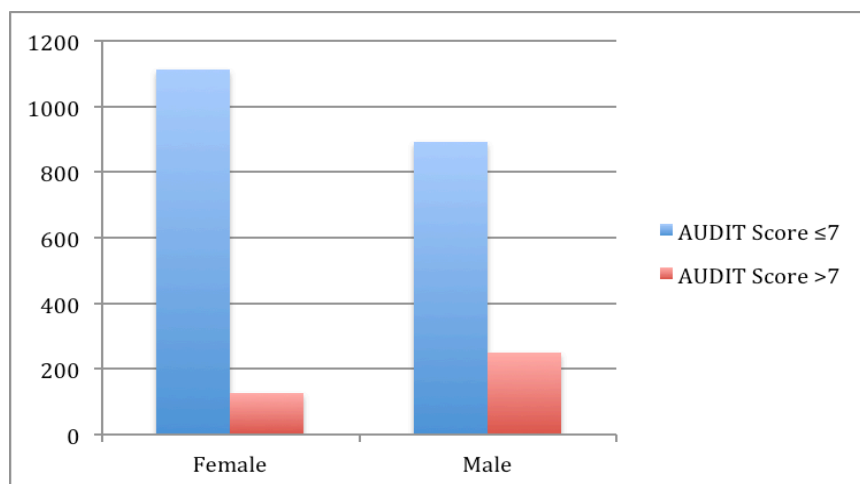


Figure 17. AUDIT scores disaggregated by Gender

According to the World Health Organisation scores >7 may indicate hazardous and harmful alcohol use, as well as possible alcohol dependence.

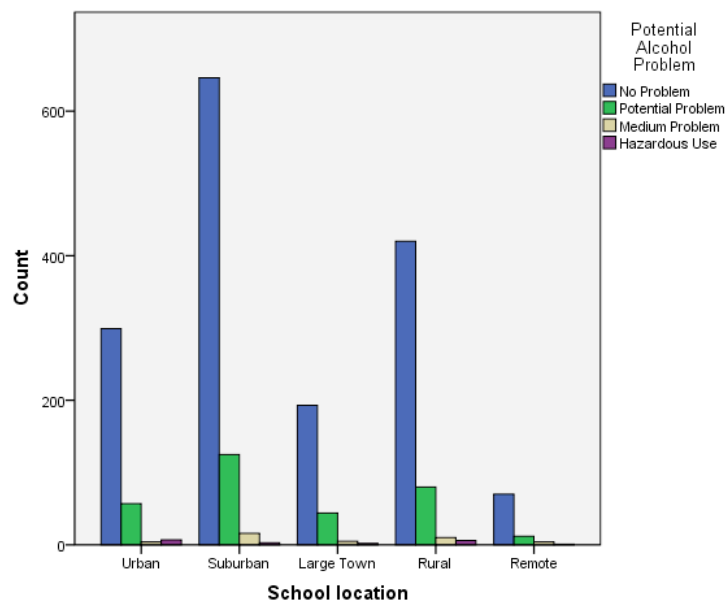


Figure 17. Alcohol Use Disorders Identification Test (AUDIT, WHO, 2001) Scores by School Location

School Information

Sector

Table 59. School sector of current school

<i>Government</i>	71.80%
<i>Catholic</i> (under the local Catholic Education Commission or Office)	14.00%
<i>Independent</i> (inc. Catholic not under Catholic Education Commission or Office)	14.20%

State

Table 60. State and territory of current school

Australian Capital Territory	1.90%
New South Wales	11.10%
Northern Territory	2.10%
South Australia	10.10%
Queensland	20.60%
Tasmania	2.10%
Victoria	40.70%
Western Australia	11.40%

Location

Table 61. Geographic location of current school

Urban	443	18.30%
Suburban	934	39.40%
Large Town	291	12.20%
Rural	598	25.70%
Remote	102	4.30%
Missing	233	9.00%

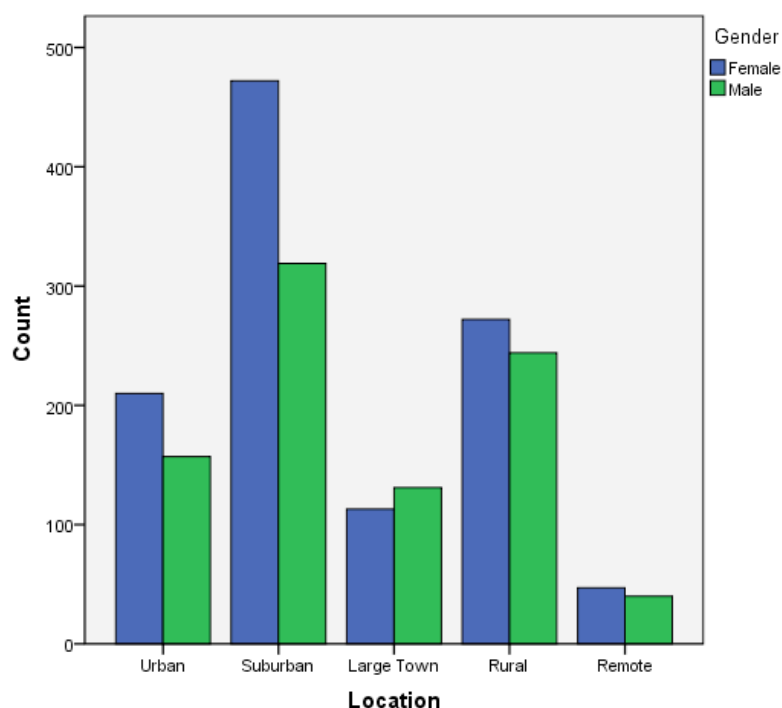


Figure 18. School Location by Gender

Table 62. Number of campuses at current school

1	85.00%
2	9.30%
3	3.40%
4	1.00%
5 or more	1.20%

Non Teaching Staff

Table 63. Percentage of your school's non-teaching staff providing pedagogical support
e.g., classroom aides

0%	2.70%
1-20%	45.50%
21-40%	13.70%
41-60%	14.20%
61-80%	15.40%
81-100%	8.50%

Administrative Support Staff

Table 64. Percentage of non-teaching staff in administrative or management roles

0%	1.00%
1-20%	67.40%
21-40%	15.30%
41-60%	9.30%
61-80%	3.90%
81-100%	3.00%

Teaching Staff: Experience and Demographics

Table 65. Percentage of teachers by level of experience in years

Experience in Years	<3	3-5	6-10	11-15	16-20	>20
<i>% teachers</i>						
<i>0</i>	15.90	19.10	16.10	22.20	23.80	9.40
<i>1-20</i>	69.10	59.70	52.40	48.10	45.80	46.50
<i>21-40</i>	10.90	17.20	25.50	22.40	20.80	19.40
<i>41-60</i>	2.90	3.20	4.60	5.50	7.00	14.40
<i>61-80</i>	0.70	0.40	0.90	1.40	1.90	7.20
<i>81-100</i>	0.50	0.40	0.40	0.40	0.60	3.10

Table 66. Teachers who hold a Masters degree or higher

0%	35.60%
1-20%	55.70%
21-40%	6.20%
41-60%	1.60%
61-80%	0.40%
81-100%	0.30%

Table 67. Teachers of Aboriginal or Torres Strait Islander background

0%	82.60%
1-20%	17.20%
21-40%	0.10%
41-60%	0.00%
61-80%	0.00%
81-100%	0.00%



Table 68. Teachers' first language is a language other than English

0%	54.20%
1-20%	41.10%
21-40%	3.20%
41-60%	0.90%
61-80%	0.30%
81-100%	0.30%

Table 69. Teachers currently employed on short-term contracts (up to one year)

0%	11.50%
1-20%	71.50%
21-40%	13.30%
41-60%	2.70%
61-80%	0.40%
81-100%	0.60%

Staff Turnover

Table 70. Percentage of teaching staff who leave the school in an average year

Less than 5%	50.90%
5-20%	41.20%
21-35%	4.50%
36-50%	2.40%
> 50%	0.90%

Table 71. Difficulty in fill teaching staff vacancies for this school year

Easy	39.60%
Somewhat difficult	39.90%
Very difficult	13.60%
No vacancies	7.00%

Principal Valued by the Community

Table 72. School council/board and community values the work you do

Always	15.30%
Most of the time	54.60%
Rarely	8.00%
Never	0.60%
Missing	21.50%

Student Profile

Table 73. Percentage of your students with a disability that qualifies for extra funding?

< 10%	76.40%
11-24 %	17.40%
25-50%	1.60%
> 50%	4.50%

Table 74. Percentage of your students with a disability that does not attract extra funding

< 10%	54.90%
11-24 %	37.10%
25-50%	7.20%
> 50%	.80%

Table 75. Percentage of student turnover each year (apart from graduates)

< 5%	38.20%
5% - 20%	50.90%
21% - 35%	8.60%
36% - 49%	1.10%
> 50%	1.20%

Table 76. Reasons for student exit (apart from graduating)

Reason For Exit	Academic achievement		Behavioural problems	Special learning needs	Family relocating	Other
	Low	High				
<i>% students</i>						
1-10	94.40	94.70	87.60	96.60	29.70	78.10
11-24	3.90	3.50	8.90	2.30	16.30	10.30
25-50	1.30	1.10	2.50	.70	13.40	6.20
>50	.40	.70	.90	.30	40.60	5.30

School Resources

Table 77. Resourcing inadequacies reported as percentage

Does your school have a shortage or inadequacy in the following areas?	% agreement								
	Instructional materials (e.g., textbooks)	Budget for supplies (e.g., paper, pencils)	School buildings and grounds	Heating/cooling lighting and security systems	Instructional space	Special equipment for inclusion of students with disabilities	ICT support	Qualified teachers	Library staff
1 not at all	47.50	39.00	23.50	31.90	37.40	27.10	15.30	60.20	47.20
2	17.50	16.30	14.40	18.10	17.70	20.70	13.60	16.70	15.80
3	11.80	12.60	11.40	11.50	11.30	13.50	13.10	7.00	6.70
4	8.00	10.00	9.60	8.50	8.60	11.50	11.10	6.10	5.00
5	7.20	8.20	10.50	10.50	8.40	9.50	12.80	3.70	5.30
6	3.40	6.70	11.90	8.30	7.80	8.90	13.30	2.70	4.30
7 a lot	3.30	6.30	18.20	10.50	8.30	6.50	20.30	2.50	9.70
N/A	1.30	.70	.50	.70	.50	2.20	.60	.90	5.80



School Culture

Staff

Table 78. Staff attributes

<i>To what extent does the following exist in your school?</i>	Teachers' low expectations of students	Poor student-teacher relations	Teachers not meeting individual students' needs	Teacher absenteeism	Staff resistance to change	Teachers' job satisfaction	Teachers' understanding of the school's curricular goals	Teachers' degree of success in implementing the school's curriculum	Teachers' expectations for student achievement
	% agreement								
<i>1 not at all</i>	27.50	30.50	10.30	25.00	8.30	.10	.30	.10	.30
<i>2</i>	26.60	46.00	31.30	37.60	23.70	2.00	1.30	1.30	2.40
<i>3</i>	17.90	12.60	23.80	18.40	24.00	6.00	6.30	6.20	9.10
<i>4</i>	10.80	5.70	14.60	8.10	15.00	14.50	11.80	15.10	15.60
<i>5</i>	9.50	3.30	11.40	5.70	14.50	31.10	27.10	31.50	26.60
<i>6</i>	5.20	1.20	5.90	3.30	9.50	32.60	37.70	35.30	31.00
<i>7 a lot</i>	2.00	.40	2.40	1.60	4.80	13.40	15.10	10.20	14.60
<i>N/A</i>	.30	.30	.20	.30	.20	.10	.20	.20	.10



Students

Table 79. Student attributes

To what extent does the following exist in your school?	% agreement						
	Students' desire to do well in school	Disruption of classes by students	Student absenteeism	Students lacking respect for teachers	Student use of alcohol or illegal drugs	Students intimidating or bullying other student	Students' regard for school property
1 not at all	.40	13.60	9.80	22.50	65.10	9.10	1.10
2	2.10	39.50	31.40	41.30	20.30	41.60	6.30
3	8.10	17.20	17.90	14.70	5.30	26.00	10.70
4	14.80	9.60	13.00	7.60	3.00	10.80	15.50
5	27.00	8.80	11.60	6.50	2.00	7.10	22.60
6	32.90	6.80	8.30	4.30	1.00	3.70	30.40
7 a lot	14.00	4.00	7.20	2.70	.70	1.10	12.60
N/A	.60	.40	.60	.30	2.30	.40	.70



Parents

Table 80. Parental support for, and involvement in, school activities

<i>How would you characterize each of the following within your school?</i>	Parental support for student achievement	Parental involvement in school activities
	% agreement	
<i>1 not at all</i>	.70	1.40
<i>2</i>	7.80	19.10
<i>3</i>	12.50	17.60
<i>4</i>	16.90	16.50
<i>5</i>	20.90	19.40
<i>6</i>	27.10	16.90
<i>7 a lot</i>	13.50	8.60
<i>N/A</i>	.40	.40

Which statement below best characterises parental expectations towards your school?

There is constant pressure from many parents, who expect high academic achievement	15.40%
Some parents put pressure on the school to achieve higher academic standards	51.50%
Few or no parents put pressure on the school to achieve higher academic standards	33.00%



COPSOQ Subscale Scores

The COPSOQ II (Pejtersen, Kristensen, Borg, & Bjorner, 2010) was developed in response to the need for a validated and standardized instrument that would accurately measure a broad range of psychosocial factors across many occupations. It has seven scales, each containing between 4-8 subscales. In most cases high levels are healthy. The exceptions are *Amount of Work*, *Work Pace*, *Emotional Demands*, *Hiding Emotions*, *Role Conflicts*, *Job Insecurity*, *Work-Family Conflict*, *Family-Work Conflict*, *Burnout*, *Stress*, *Sleeping Problems*, *Depressive Symptoms*, *Physical Symptoms of Stress*, and *Cognitive Stress*. High levels of cognitive demands are considered healthy and stimulating.

Table 81. Copenhagen Psychosocial Questionnaire subscale scores

	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>S. D.</i>
COPSOQ Demands at work				
Quantitative demands	12.50	100.00	56.35	12.11
Work pace	8.33	100.00	69.75	18.23
Cognitive demands	25.00	100.00	82.38	12.61
Emotional demands	6.25	100.00	67.57	16.16
Hiding emotions	0.00	100.00	82.33	15.24
COPSOQ Work organisation and job contents				
Influence	0.00	100.00	56.94	16.86
Possibilities for development	6.25	100.00	80.08	14.39
Variation	25.00	100.00	63.02	10.87
Meaning of work	8.33	100.00	85.49	15.02
Commitment to the workplace	0.00	100.00	74.84	20.38
COPSOQ Interpersonal relations and leadership				
Job predictability	0.00	100.00	62.00	19.88
Job rewards	0.00	100.00	68.08	22.45
Role clarity	0.00	100.00	79.76	16.78
Role conflicts	0.00	100.00	49.22	21.40
Quality of leadership	0.00	100.00	55.94	24.65
Social support from colleagues	0.00	100.00	56.92	19.85
Social support from supervisor	0.00	100.00	51.60	24.36
Social community	0.00	100.00	79.42	14.70
COPSOQ Work-Individual Interface				
Job insecurity	0.00	87.50	9.06	14.53
Job satisfaction	0.00	100.00	72.20	18.30
Work-family conflict	0.00	100.00	72.04	23.54
Family-work conflict	0.00	100.00	8.67	17.62
Trust in management	18.75	87.50	61.97	9.71
Mutual trust between employees	0.00	100.00	42.12	11.92
Justice	0.00	100.00	73.64	16.71
Social responsibility	0.00	100.00	77.51	20.70



	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>S. D.</i>
COPSOQ Health				
General health rating	0.00	100.00	61.65	22.62
Burnout	0.00	100.00	55.36	21.78
Stress	0.00	100.00	45.97	20.35
Trouble sleeping	0.00	100.00	43.43	23.61
Depressive symptoms	0.00	93.75	27.86	18.61
Somatic stress symptoms	0.00	87.50	22.33	16.72
Cognitive stress symptoms	0.00	100.00	28.20	17.99
COPSOQ personality self-efficacy	0.00	100.00	69.31	14.02

Table 82. Prevalence rates for Offensive Behaviour subscales of the COPSOQ-II
(school principals compared to general population)

<i>Prevalence (%)</i>	Sexual Harrassment	Threats of Violence	Actual Physical Violence	Bullying by a Colleague or Superior	Unpleasant Teasing	Conflicts and Quarrels	Gossip and Slander
Principals	2.64	37.76	26.98	34.16	6.83	61.55	46.43
Population	2.90	7.80	3.90	8.30	8.30	51.20	38.90

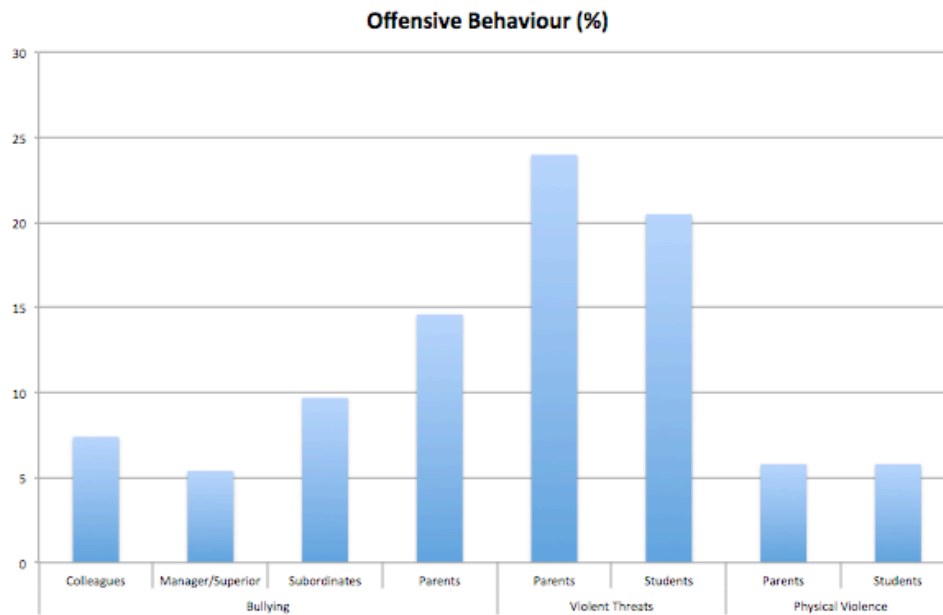


Figure 19. Percentage of Principals experiences of Offensive Behaviours disaggregated by perpetrator group

COPSOQ Counts: Frequency of Offensive Behaviours, Bullying, Threats of Violence, Actual Physical Violence

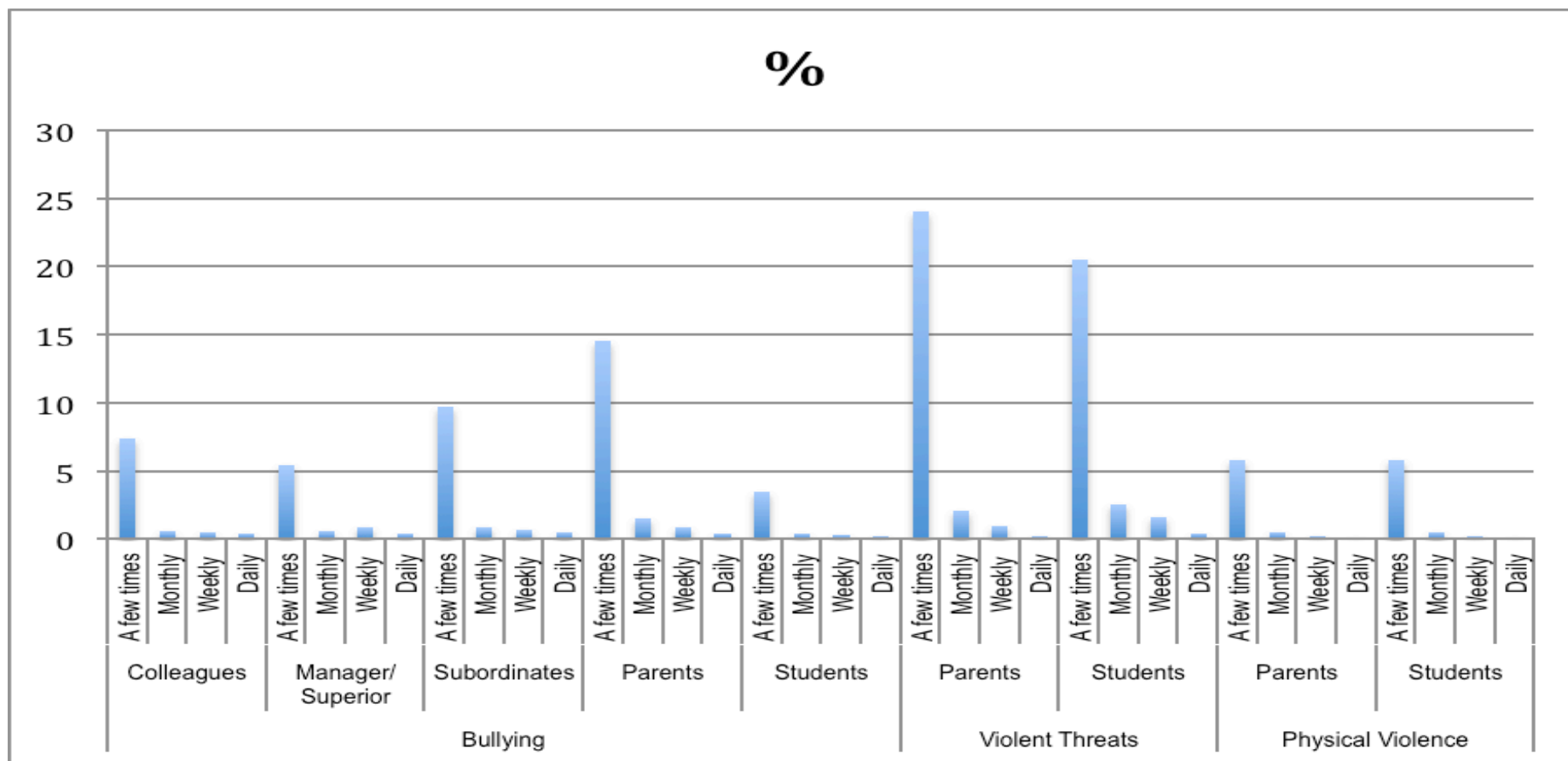


Figure 20. Frequency of Offensive Behaviour disaggregated by perpetrator group.



COPSOQ Counts: Incidence of Offensive Behaviour by Subgroup

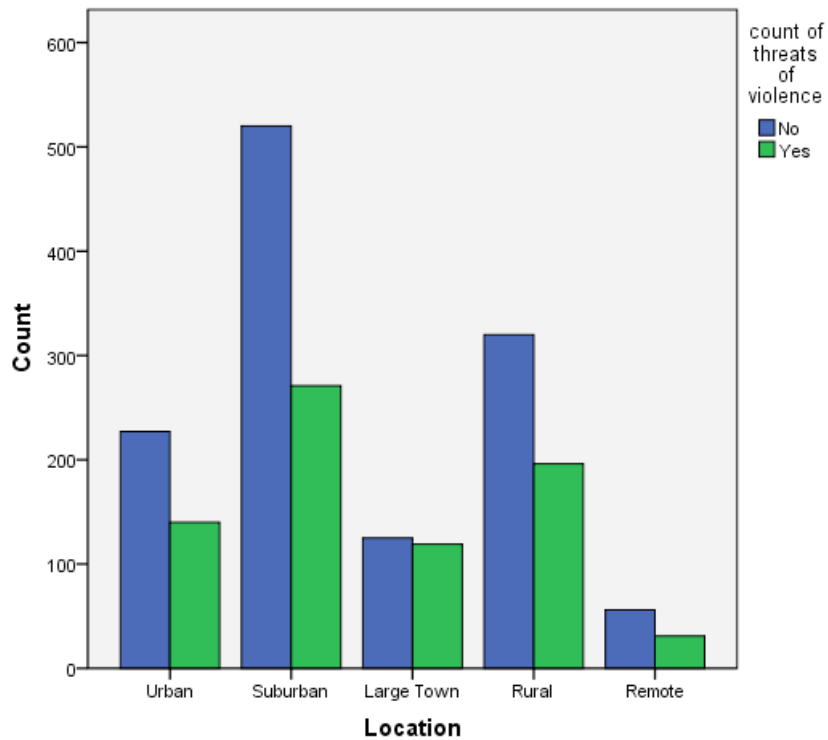


Figure 21. Count of Threats of Physical Violence by School Location

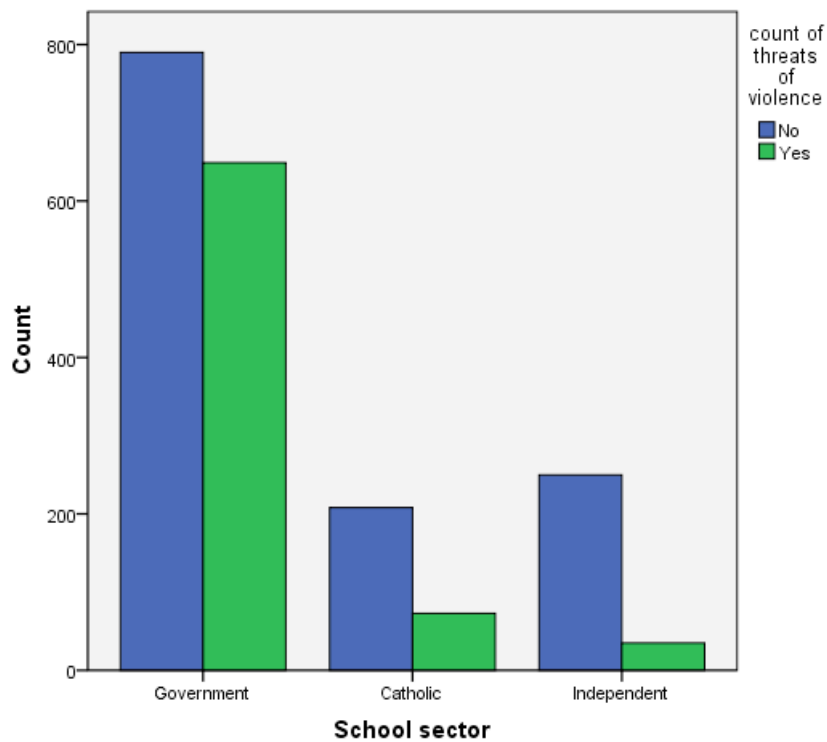


Figure 22. Count of Threats of Physical Violence by School Sector

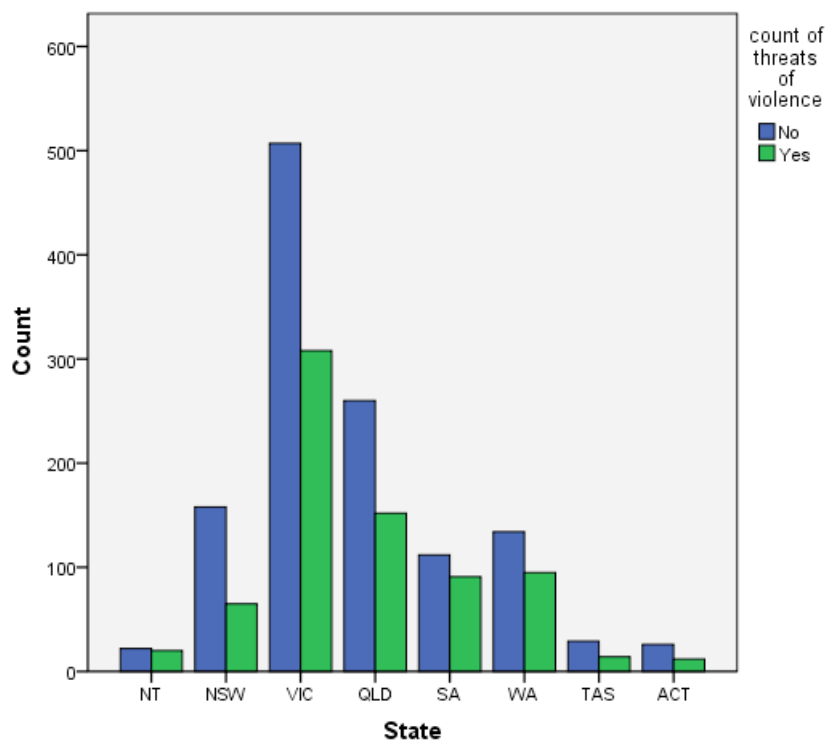


Figure 23. Count of Threats of Physical Violence by State

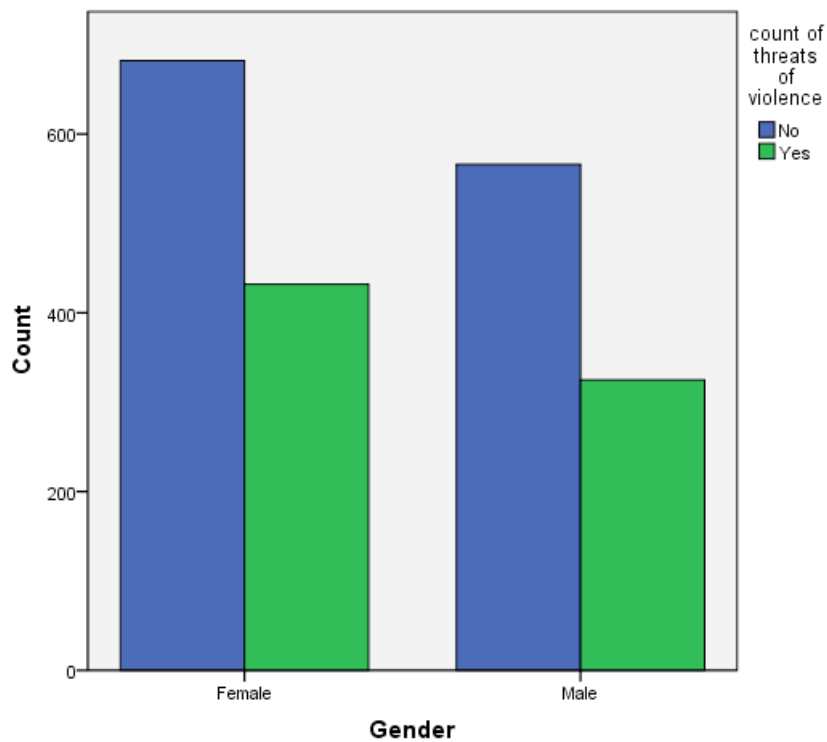


Figure 24. Count of Threats of Physical Violence by Gender

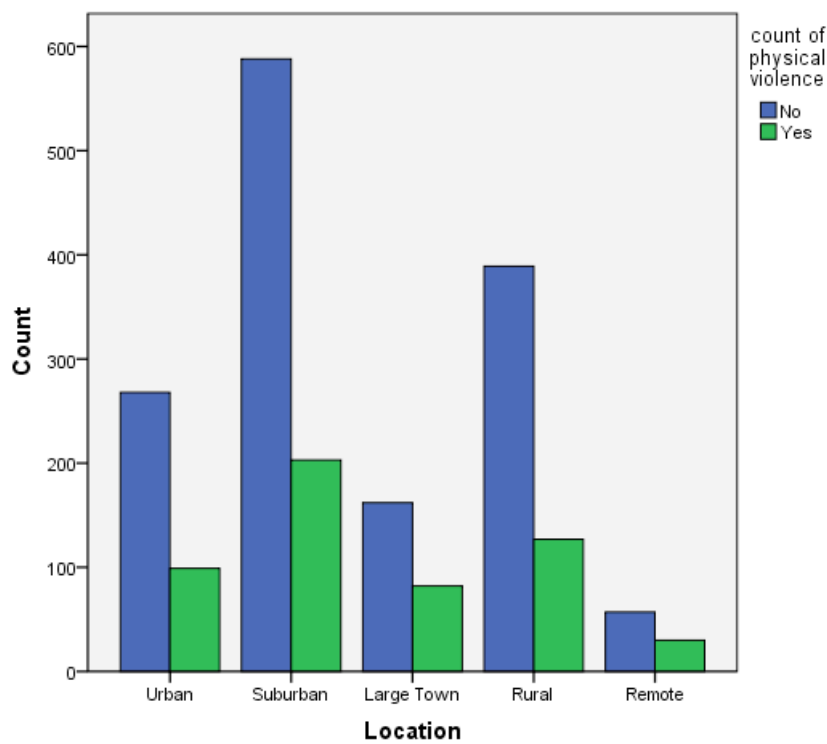


Figure 25. Count of Physical Violence by School Location

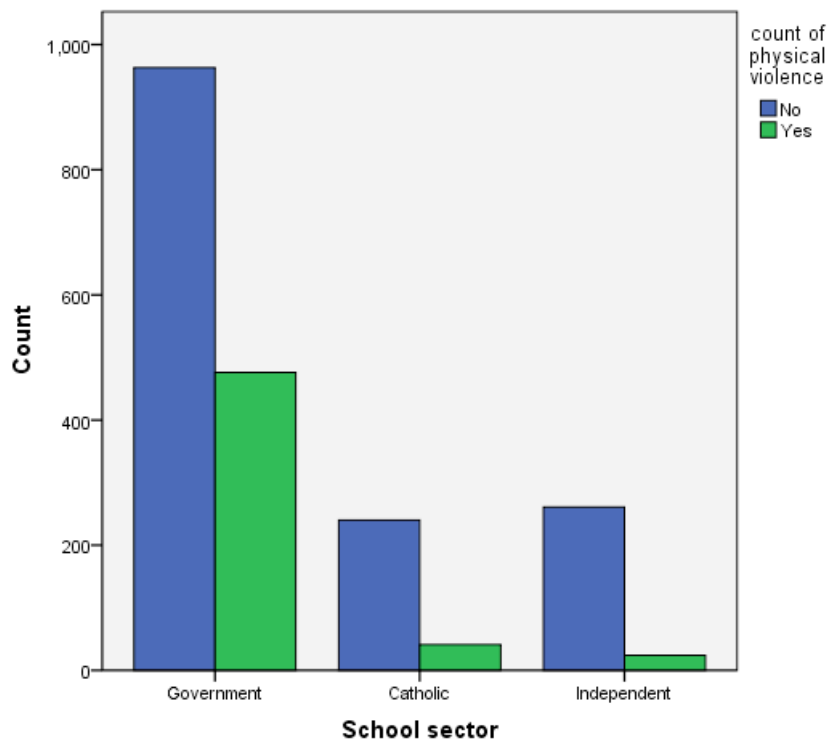


Figure 26. Count of Physical Violence by School Sector

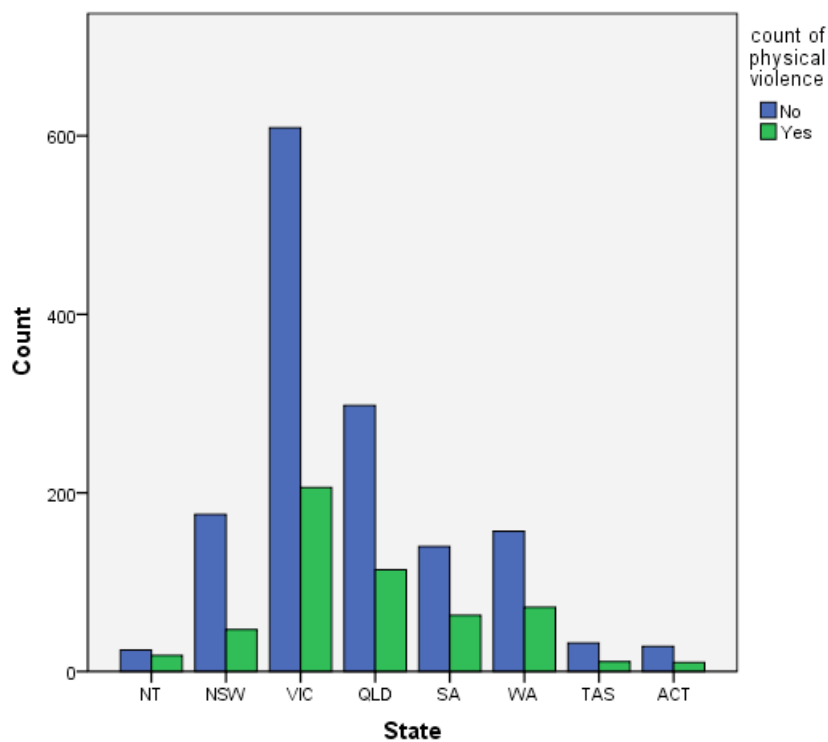


Figure 27. Count of Physical Violence by State

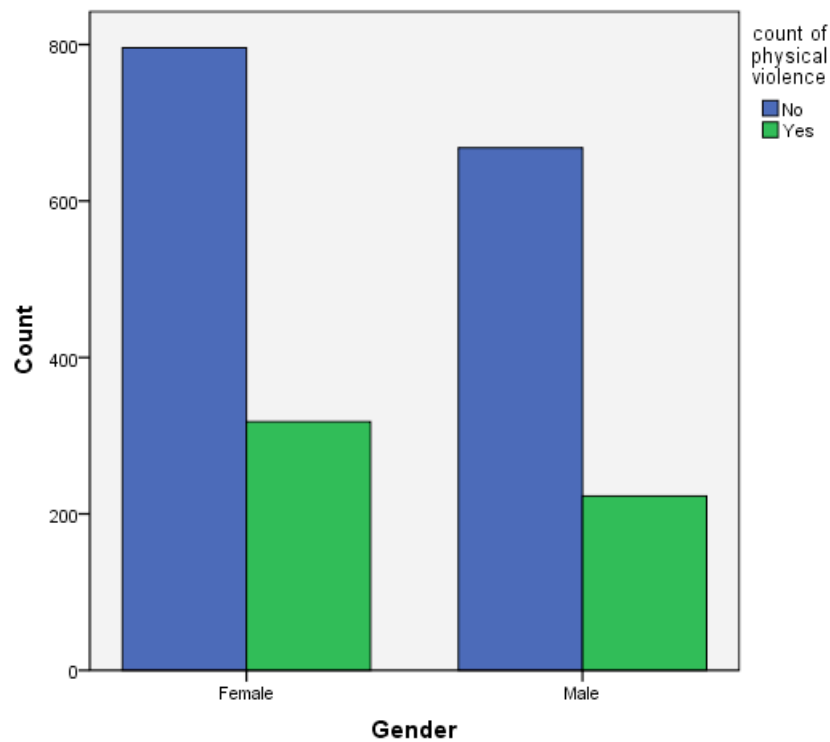


Figure 28. Count of Physical Violence by Gender

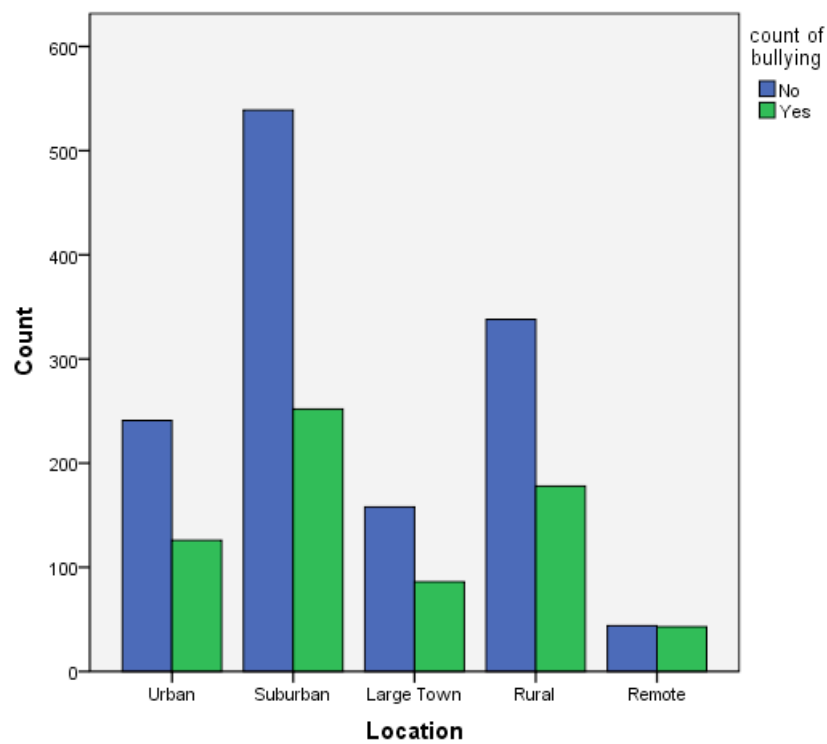


Figure 29. Count of Bullying by School Location

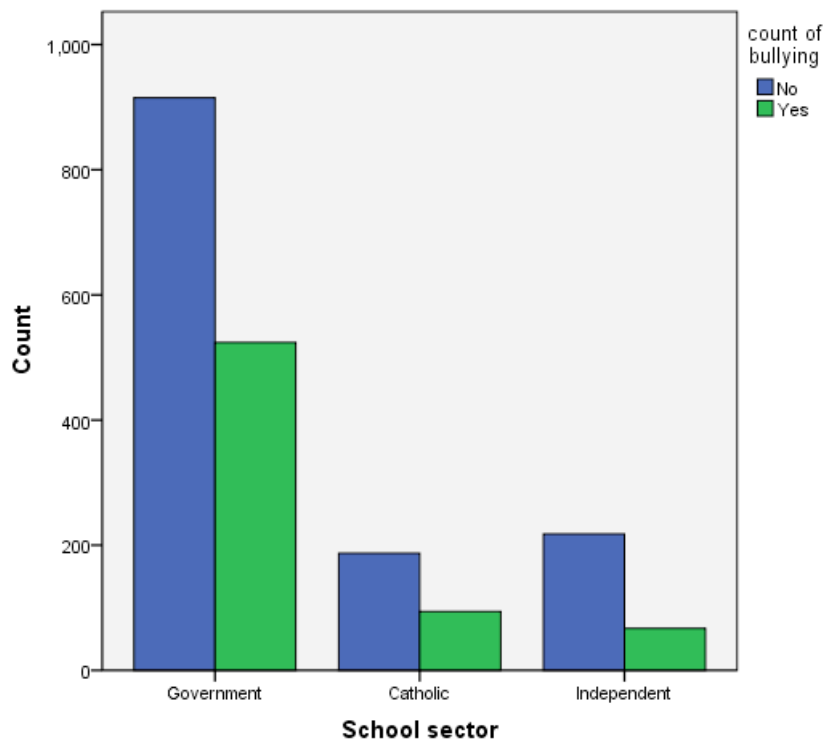


Figure 30. Count of Bullying by School Sector

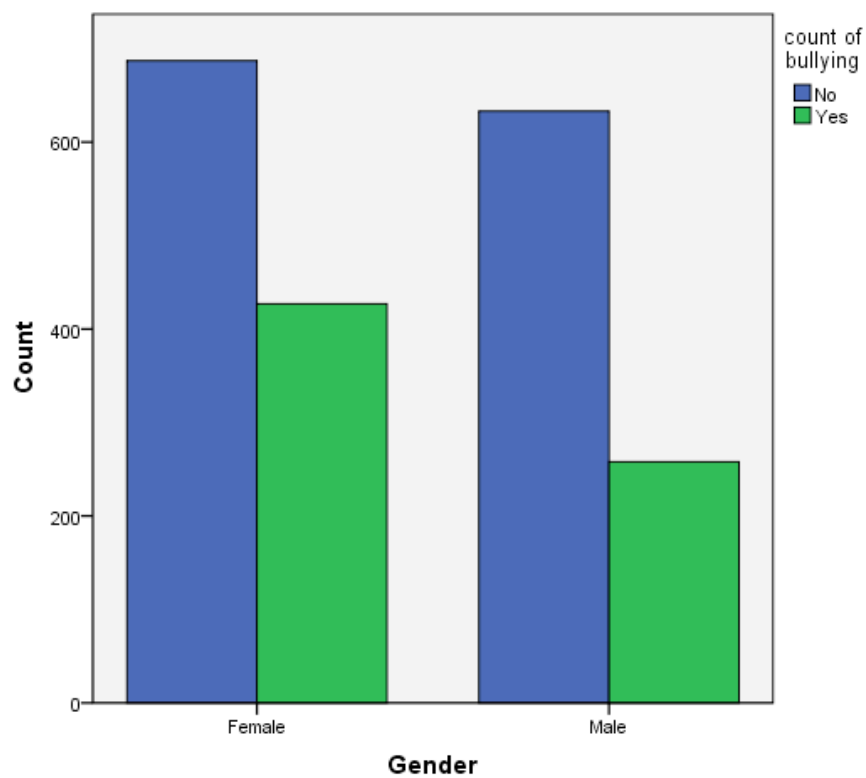


Figure 31. Count of Bullying by Gender

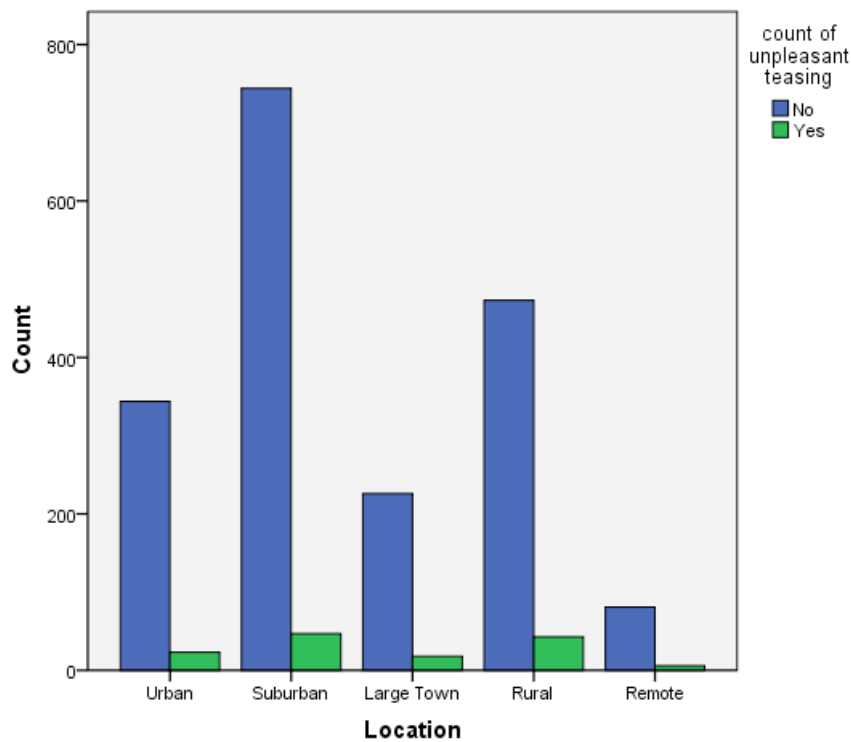


Figure 32. Count of Unpleasant Teasing by School Location

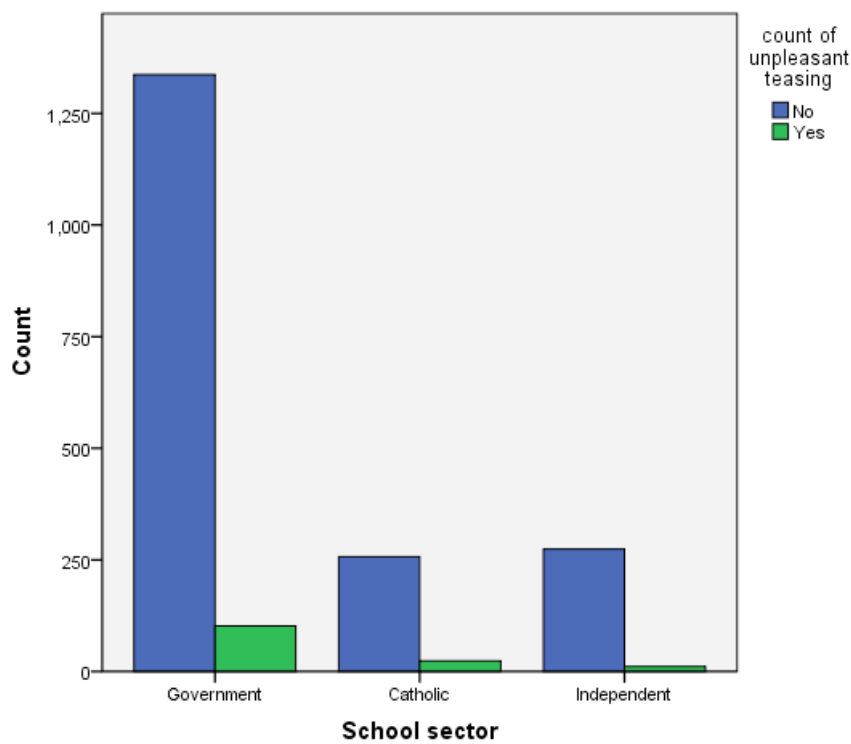


Figure 33. Count of Unpleasant Teasing by School Sector

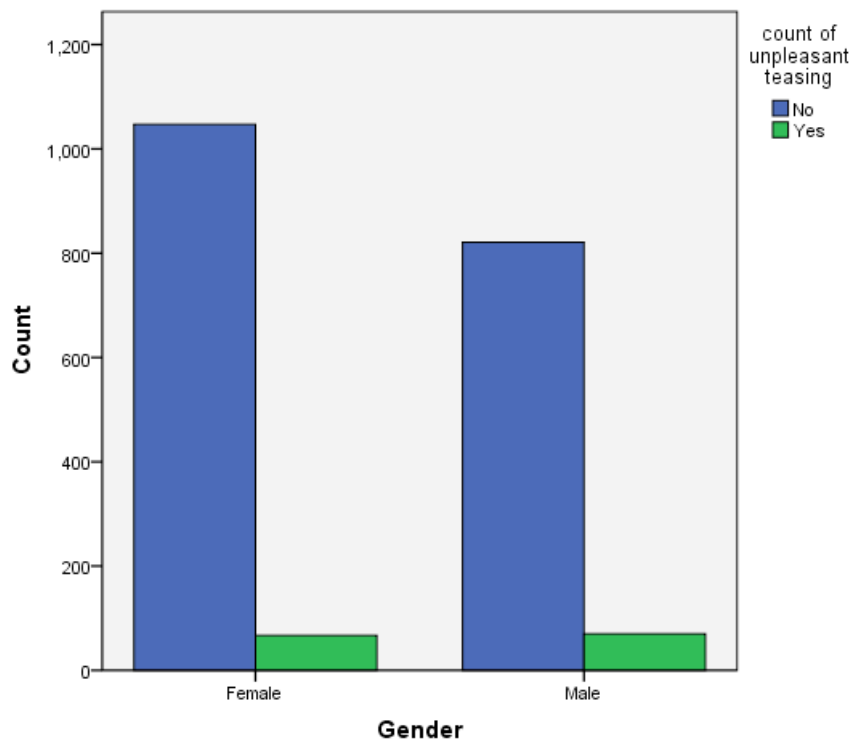


Figure 34. Count of Unpleasant Teasing by Gender

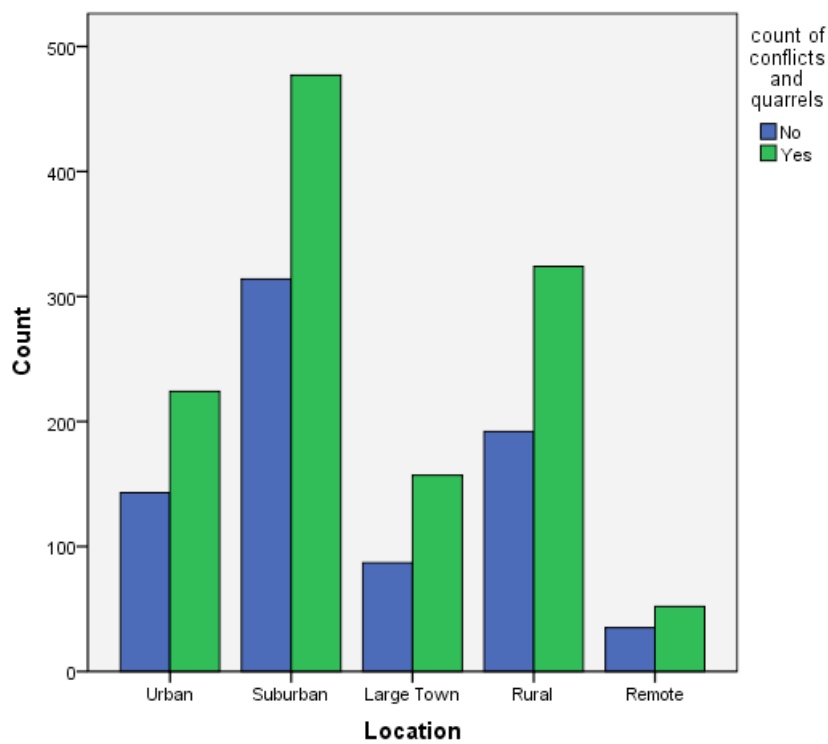


Figure 35. Count of Conflicts and Quarrels by School Location

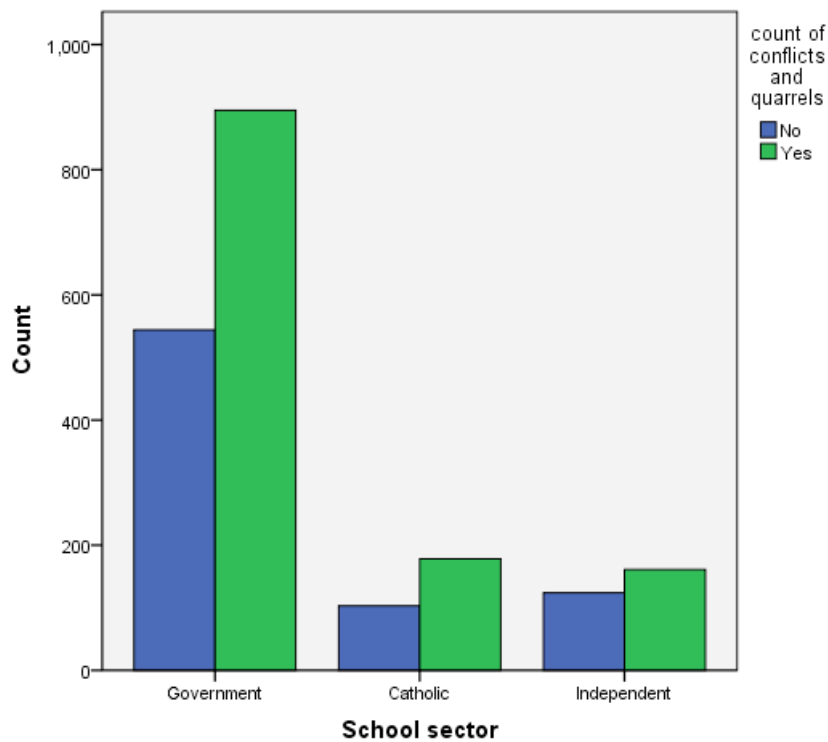


Figure 36. Count of Conflicts and Quarrels by School Sector

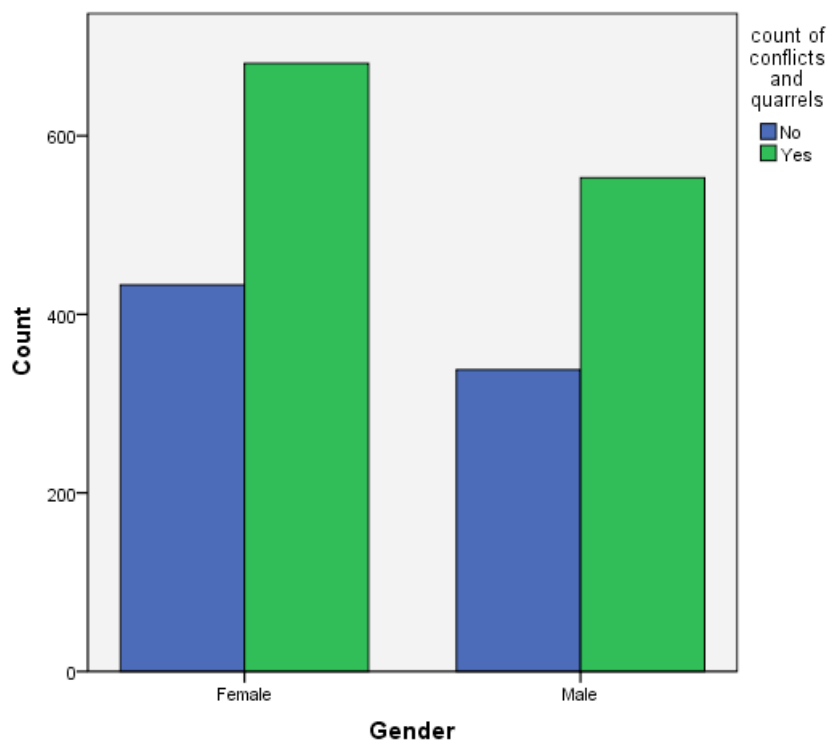


Figure 37. Count of Conflicts and Quarrels by Gender

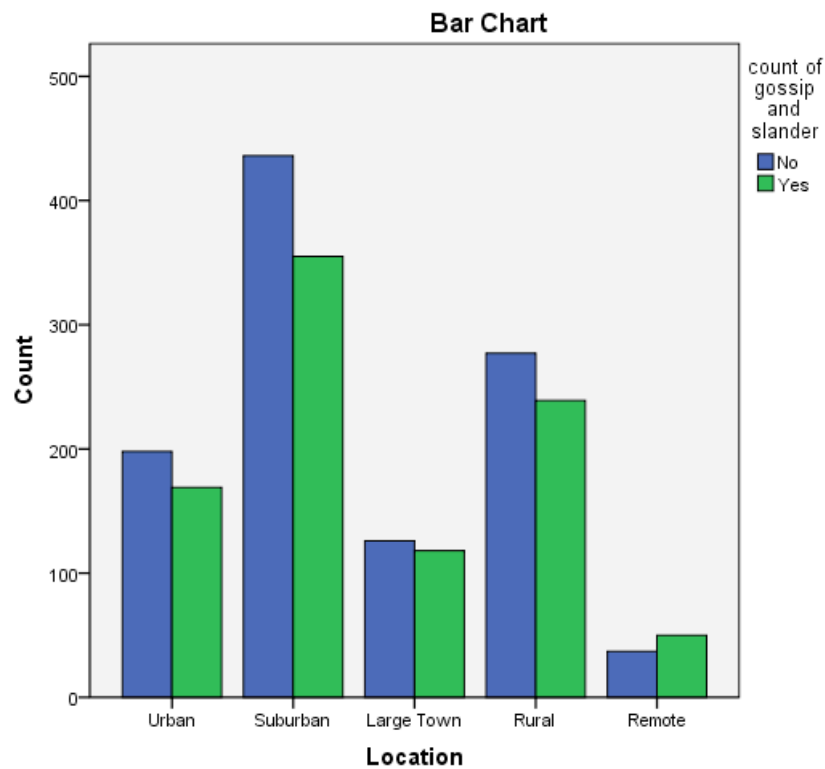


Figure 38. Count of Gossip and Slander by School Location

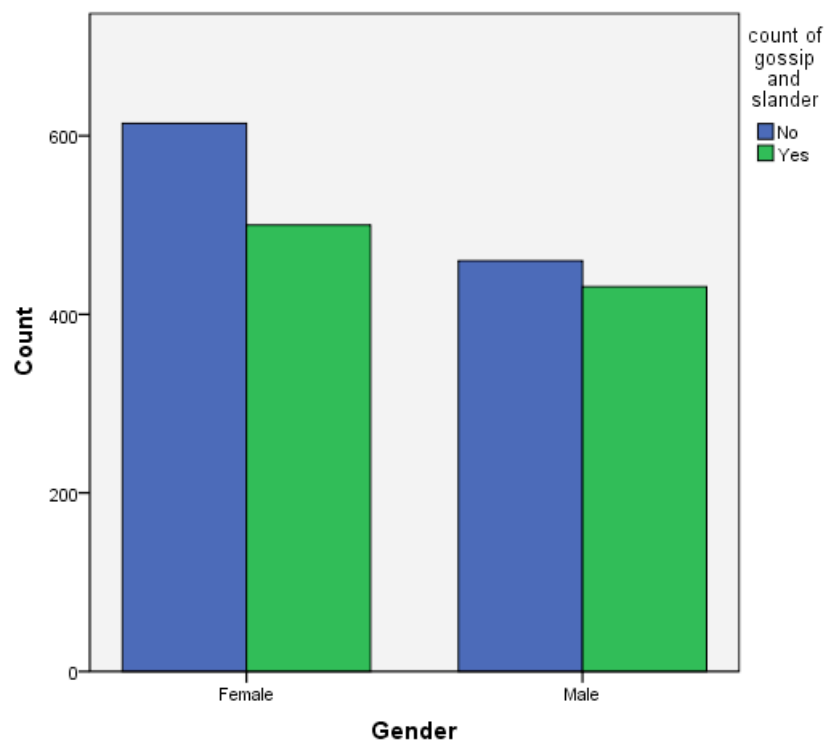


Figure 39. Count of Gossip and Slander by Gender



AQoL-8D

Note these figures are econometric weighted utility scores, not psychometric. For more information on the construction of the instrument and population norms (currently under construction) please visit <http://www.aqol.com.au/choice-of-aqol-instrument/58.html>.

Table 83. Australian Quality of Life - 8D subscale scores

	Independent Living utility score	Happiness dimension utility score	Mental Health dimension utility score	Coping dimension utility score	Relationships dimension utility score	Self Worth dimension utility score	Pain dimension utility score	Senses dimension utility score	Psychological super dimension (Happiness + Mental Health + Coping + Relationships + Self Worth) utility score	Physical super dimension (Indep living + Pain + Senses) utility score	AQoL8D Utility Score
Mean	0.95	0.81	0.64	0.80	0.75	0.86	0.90	0.87	0.44	0.82	0.82
Std. Dev.	0.08	0.12	0.12	0.12	0.14	0.11	0.12	0.09	0.17	0.13	0.13
Minimum	0.41	0.23	0.29	0.31	0.31	0.25	0.37	0.38	0.04	0.30	0.23
Maximum	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

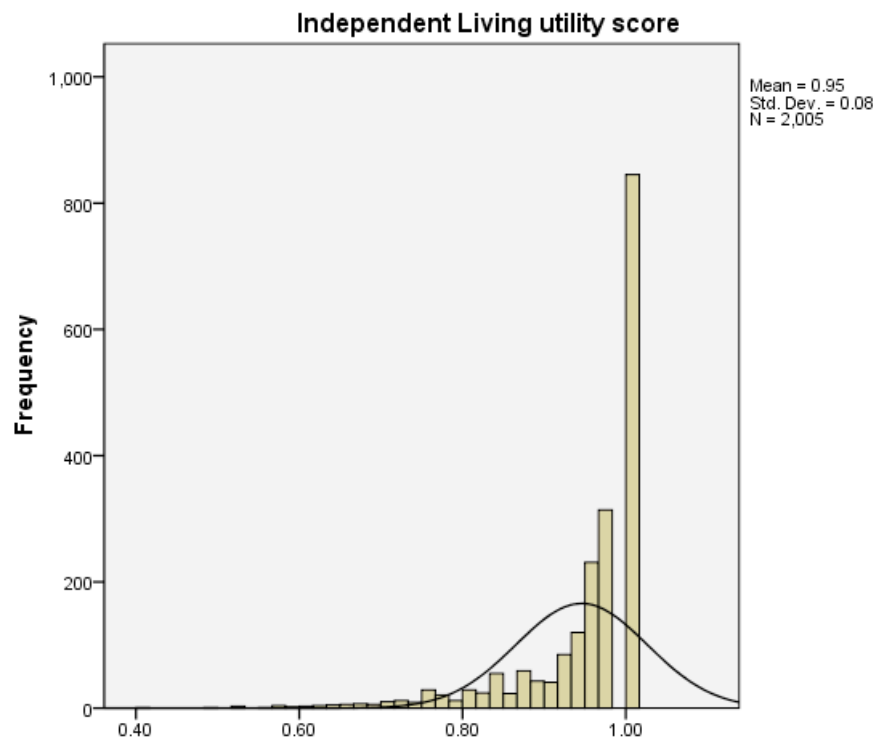


Figure 40. AQoL Independent Living Utility Score

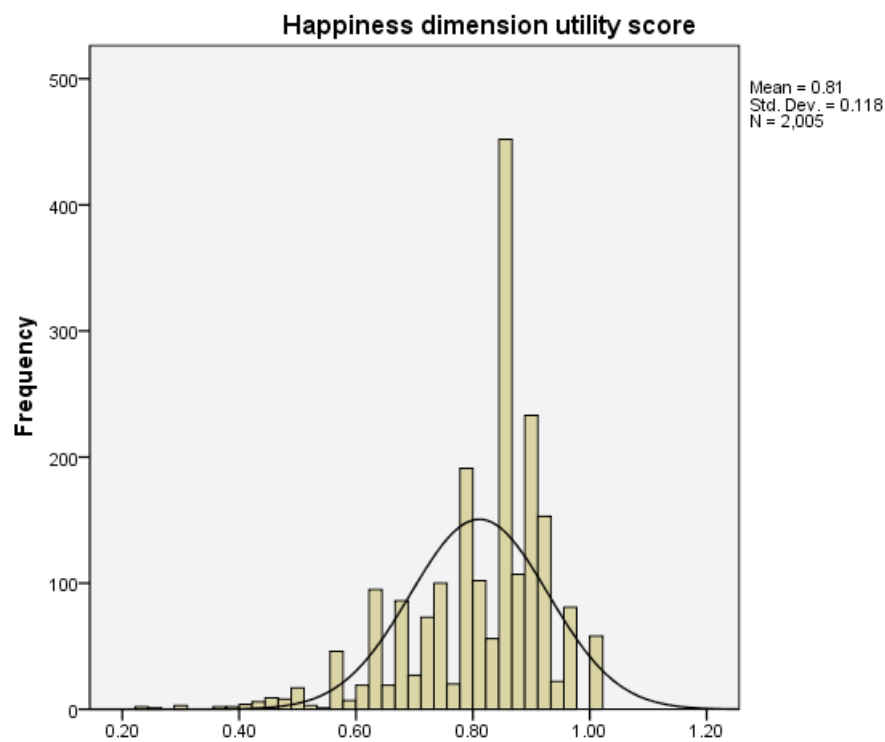


Figure 41. AQoL Happiness Utility Score

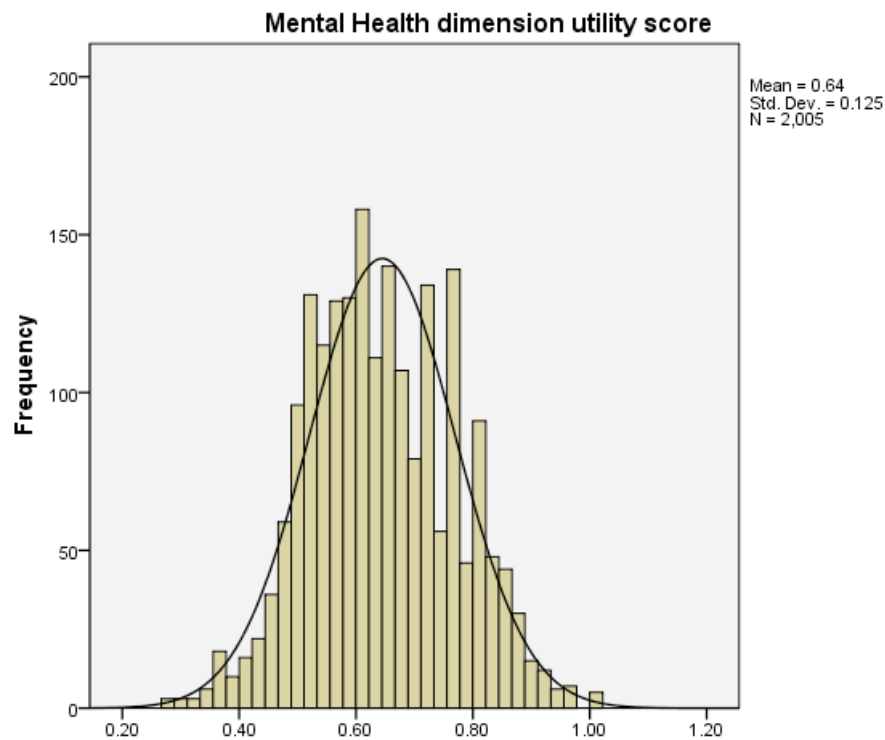


Figure 42. AQoL Mental Health Utility Score

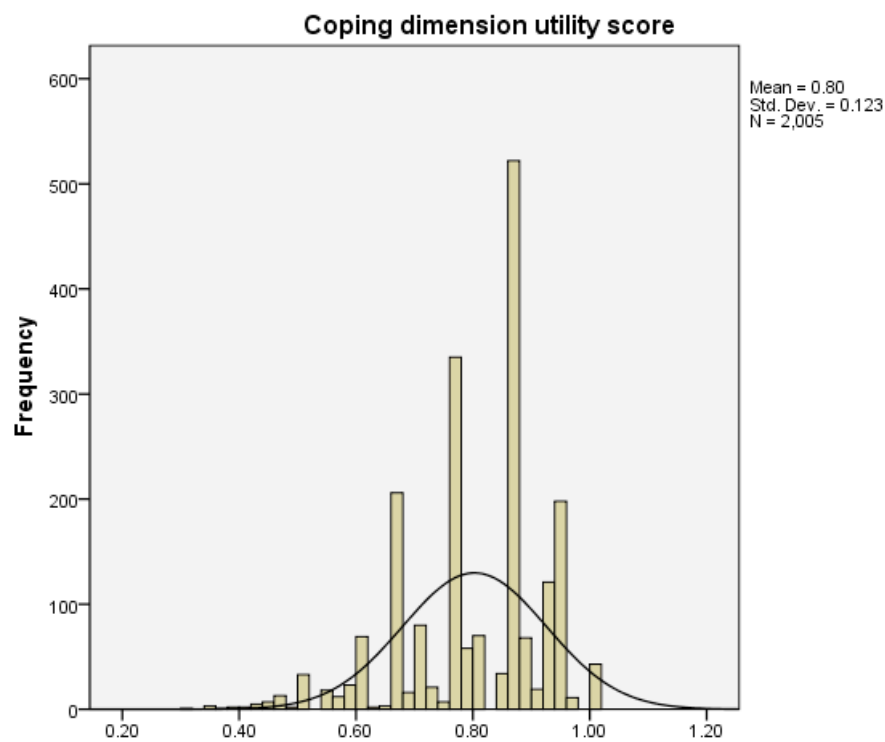


Figure 43. AQoL Coping Utility Score

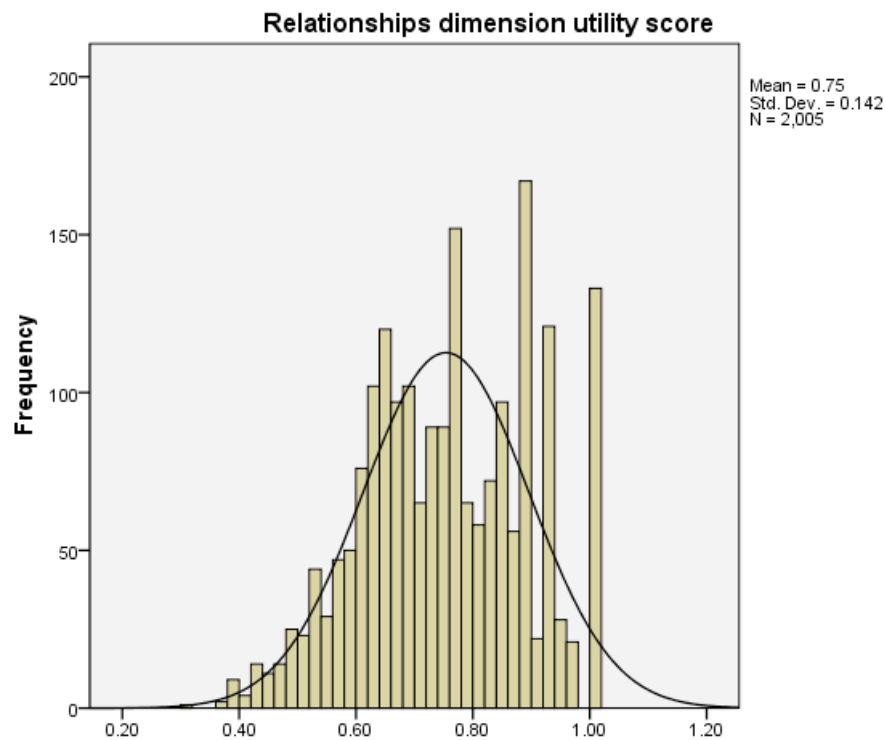


Figure 44. AQoL Relationships Utility Score

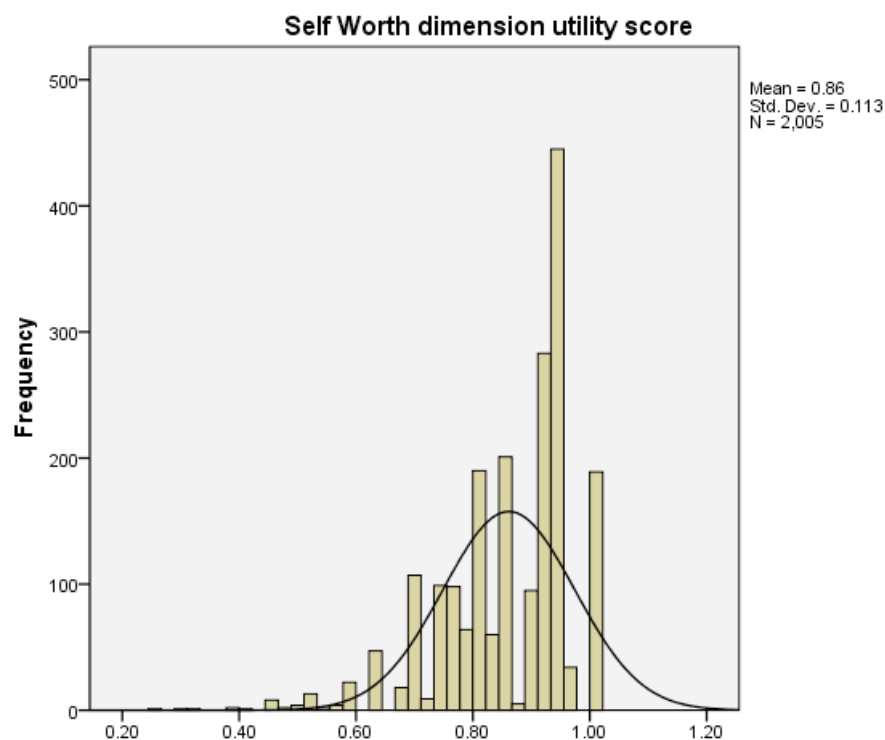


Figure 45. AQoL Self Worth Utility Score

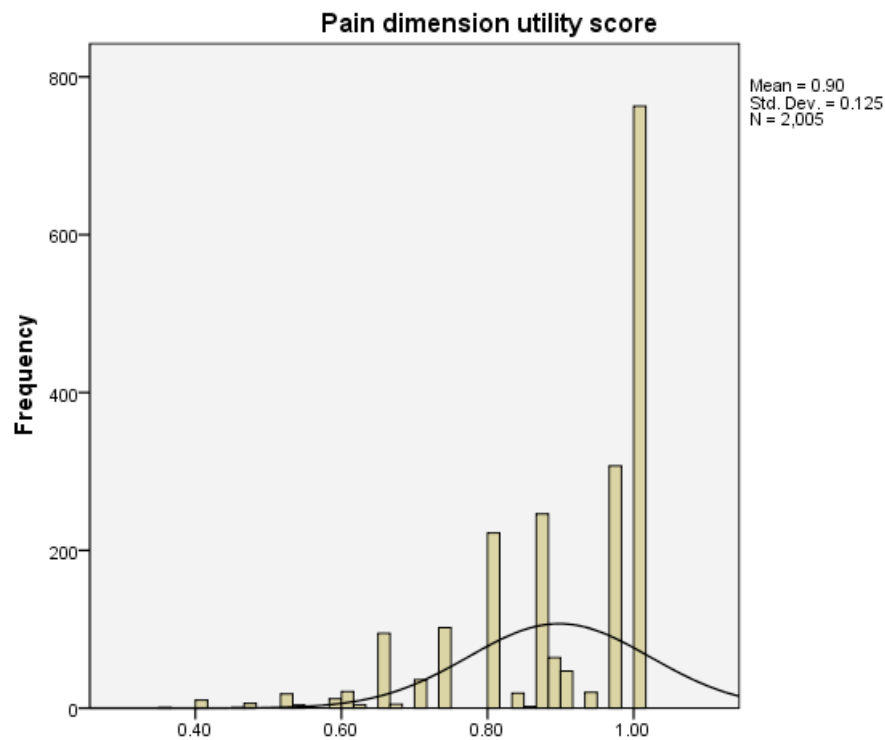


Figure 46. AQL Pain Utility Score

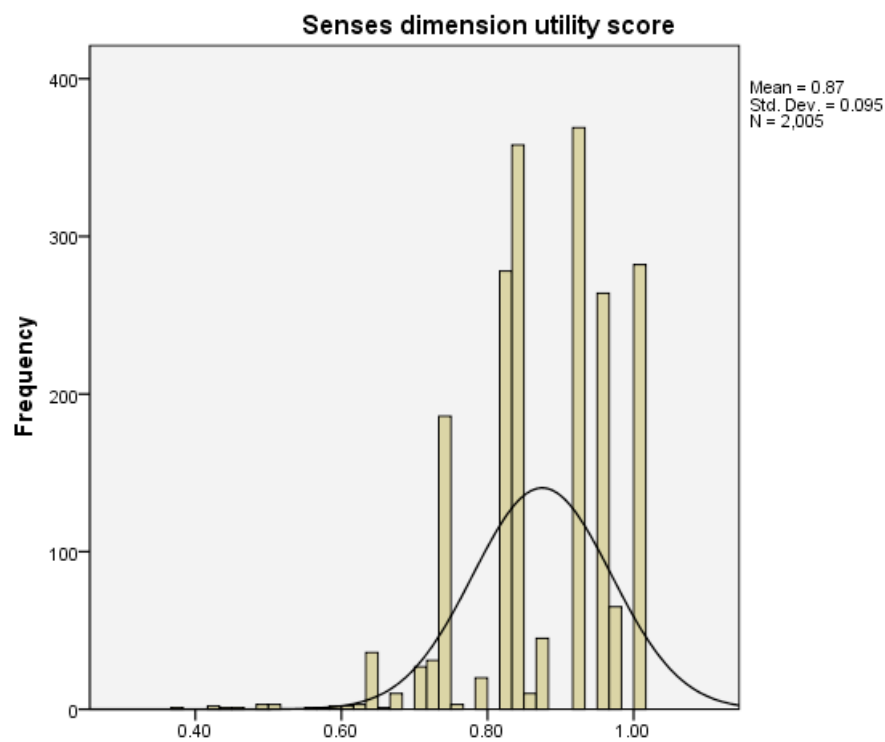


Figure 47. AQL Pain Utility Score

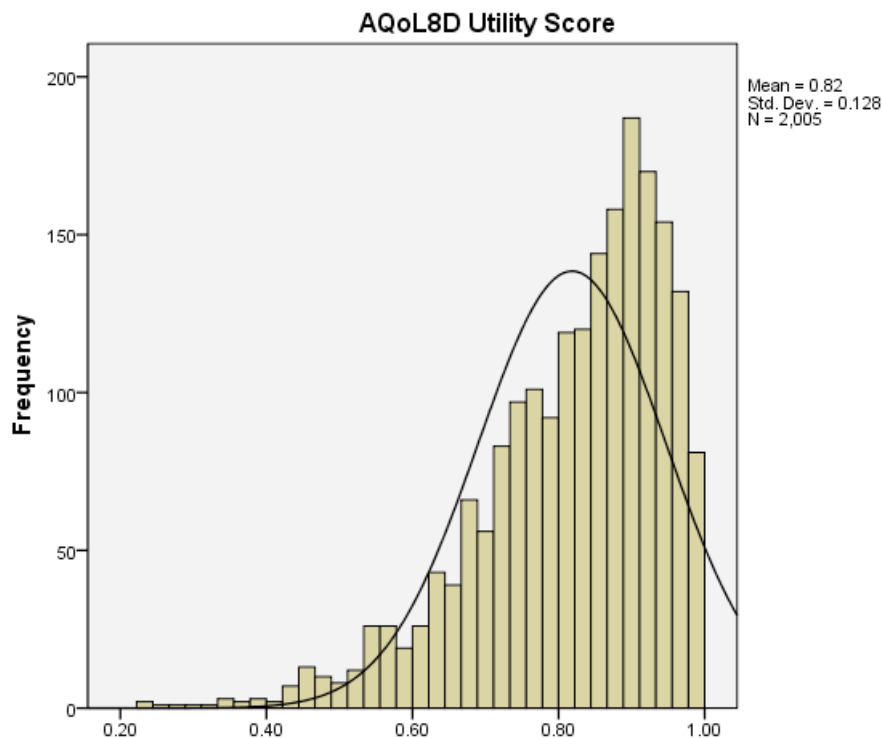


Figure 48. AQL Global Utility Score

Cluster Analysis

To address the research questions (p. 11) a cluster analysis was conducted. Three clusters of principals were statistically and theoretically supported based on the participants' scores for: Confidence in 'Managing myself and my time' and 'Dealing with stress and pressure'; AQL-8D subscales (Happiness, Mental Health, Coping, Relationships and Self Worth); and, COPSOQ subscales (Interpersonal Relations and Leadership; Social Support from Colleagues; Job Insecurity; Job Satisfaction; Work-Family Conflict; General Health, Burnout, Stress, Sleeping Problems, Depressive Symptoms, Somatic Stress Symptoms, Cognitive Stress Symptoms, and Self-Efficacy). There were significant main effects of cluster on each variable included in the clustering algorithm. These are represented graphically in figures 49-51. Cluster 1 contained 487 participants who gave the highest ratings for all positive factors and the lowest scores for all the negative factors (see Figures 14, 50-1). They appeared to be reasonably well suited to their working conditions, manage their time well and enjoyed strong, supportive relationships at home and from colleagues in the workplace. Cluster 2 contained 651 participants whose responses were opposite to Cluster 1, due to high scores on Work-Family Conflict, Stress, Burnout, Somatic and Depressive symptoms, Emotional Demands and Hiding Emotions, and low scores on Mental Health, Support from Colleagues, Job Rewards, and Commitment to the Workplace. They did not appear well suited to, or well supported in their work or home environments. Cluster 3 contained 896 participants, who were positioned roughly equidistant from the two other groups, but with interesting variations on the stress subscales. This group reported the same perceived ability to deal with stress as Cluster 1, and significantly higher Social Support from Colleagues ($M = 57.25$) than the

Cluster 2 principals ($M = 43.80$), but not as high as Cluster 1 ($M = 64.41$). Cluster 3 showed similar aspects of functioning to each of the other two groups. They also reported high levels of Emotional Demands and having to Hide Emotions at work, less support from colleagues, and high levels of Family-Work Conflict.

An interesting finding is that Cluster 1 had the greatest level of professional collegial support, suggesting that professional collegial support may be a very important element in a principal's occupational health and safety. Cluster 2, who reported the least amount of professional support sought more support from allied health professionals than the other two cluster groups (see Figure 50). This aspect of the research will be closely monitored for longitudinal trends as principals complete the annual updates of their occupational health, safety and wellbeing.

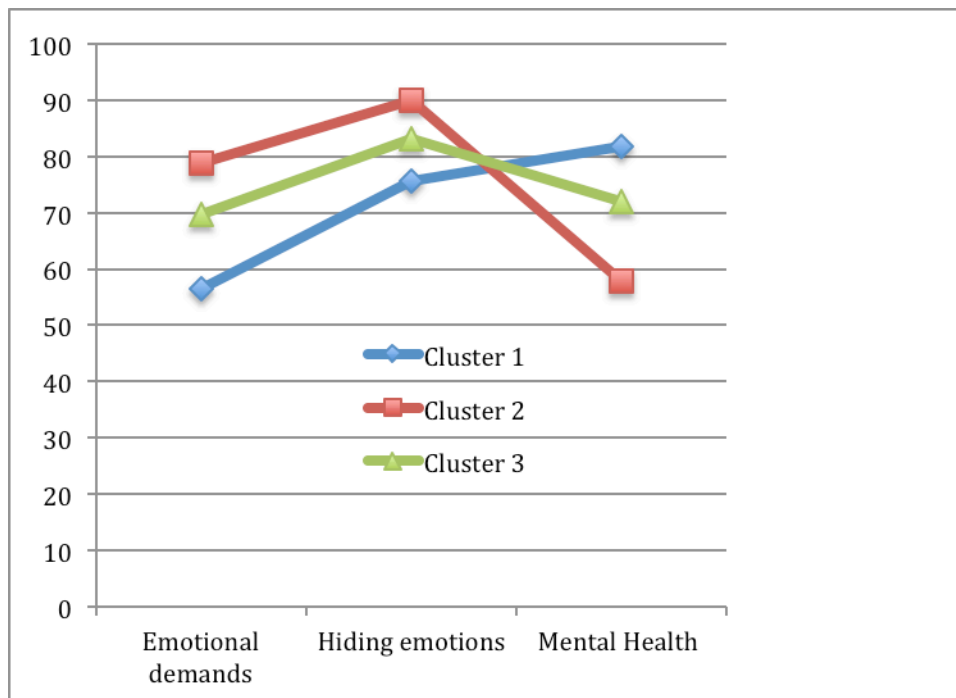


Figure 49. Principals' mean scores on emotional demands, emotional labour and the relations with Mental Health by cluster grouping

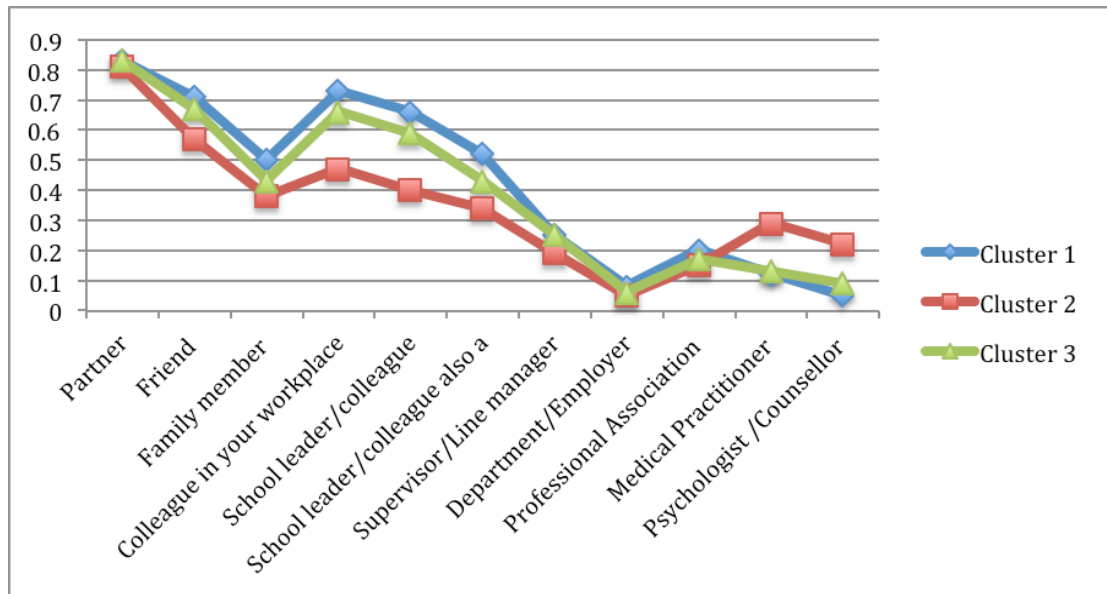


Figure 50. Sources of support for principals

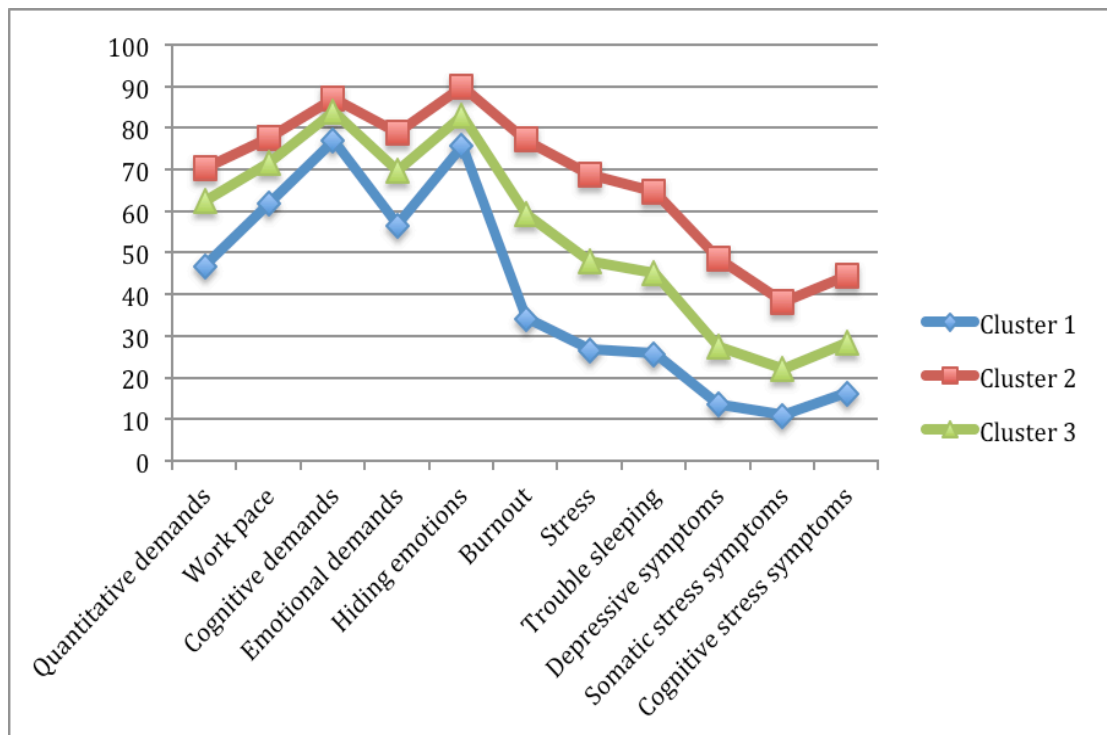


Figure 51. COPSOQ subscale scores disaggregated by cluster group



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