



PRINCIPAL
HEALTH & WELLBEING SURVEY

The Australian Principal Health and Wellbeing Survey

2011 Interim Report

Prepared by

Philip Riley, PhD



MONASH University



Produced and Published by:
Faculty of Education
Monash University
Clayton, Victoria, Australia, 3800
Printed January 2012

© Copyright 2012

NOT FOR RESALE. All materials produced for this course of study are protected by copyright. Use of these materials including copying or resale may infringe copyright unless written permission has been obtained from the copyright owners. Enquiries should be made to the publisher.



Acknowledgements

Projects on this scale do not happen without a number of dedicated people's support. Firstly I would like to thank Professor Edwina Cornish, Deputy Vice Chancellor (Research), and the senior management team at Monash University for having the vision to fund the project through the Monash Researcher Accelerator Program.

I would also like to thank all the Principal organisations that supported the project and facilitated access to the survey for the principals. Special thanks go to the research assistants Aimee Maxwell (now PhD candidate on the project) and Rebecca Claire who worked tirelessly to tight deadlines time and again. For Web development and report construction I would like to thank Mark Allen and Jason Cleeland. For project management from the Faculty of Education, Monash University Development Office I would like to thank in particular, Associate Professor Len Cairns, Bronwyn Smith, Andrew Jackson.

Steering committee

A big thank you also goes to the members of the project steering committee.

Gabrielle Leigh (President, AGPPA)

Frank Sal (President VASSP)

Liz Furler, (CEO, Principals Australia Institute)

Ted Brierley (Executive Secretary, ICP)

Nick Thornton (Director, Lauriston Institute)

Mark Merry (AHISA)

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 (ISCR)

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



Table of Contents

Acknowledgements 3

Steering committee 3

Contact Information 3

Introduction **8**

Aims and Background 8

The Survey 9

Research Questions 11

Results Overview **12**

Australia’s School Principals: A Snapshot 12

Detailed Results **13**

Ethical Considerations 13

Response Rates 14

Participants 14

Gender 14

Age 16

Membership of Professional Organisations 16

Role 16

Time Fraction 17

Years in Role and Current Position 17

Years in Leadership Roles 17

Years in Teaching Prior to Leadership 17

Responsibilities 18

Year Level Responsibilities 18

Average hours worked per week 18

Time Usage whilst at work 19

Income – Per annum 21

Work Pressures 26

Levels of Autonomy in Carrying Out the Role 27

Level of Confidence in Carrying Out Role 28

Background 28

Heritage 28

High school attended (type) 28

Background: Family of Origin 29

Volunteering/Charity Work (outside school hours/role) 30

Spiritual Practice (outside school hours/role) 30

Partner Status 30

Children 31

Personal Health Status 33

General Health and Fitness 34

Personal Values 35

Psychological Rating 36

Sources of Support 37

Alcohol Intake 37

School Information **39**

Sector 39



State..... 39

Location..... 39

Non Teaching Staff..... 40

Administrative Support Staff..... 41

Teaching Staff: Experience and Demographics..... 41

Staff Turnover..... 42

Principal Valued by the Community..... 42

Student Profile..... 43

School Resources..... 44

School Culture..... 45

Staff..... 45

Students..... 46

Parents..... 47

COPSOQ Subscale Scores..... 48

 COPSOQ Counts: Incidence of Offensive Behaviour by Subgroup..... 50

AQoL-8D..... 60

References..... 66

 Whitehall Studies..... 67

Tables

Table 1. Number of participants willing to also be interviewed..... 14

Table 2. Gender..... 14

Table 3. Number of professional organisation memberships per individual principal..... 16

Table 4. Principals' role..... 16

Table 5. Time fraction spent on leadership..... 17

Table 6. Years spent in current role..... 17

Table 7. Years spent in leadership roles (including current role)..... 17

Table 8. Years spent in teaching prior to undertaking a leadership position..... 17

Table 9. Time spent on leadership duties..... 18

Table 10. Leadership responsibilities: Student year levels..... 18

Table 11. Average number of hours worked per week by principals during school terms..... 18

Table 12. Average number of hours worked per week by principals during school holidays..... 19

Table 13. Time spent on internal administrative tasks..... 19

Table 14. Curriculum and teaching-related tasks..... 19

Table 15. Responding to requests/compliance requirements..... 19

Table 16. Representing the school at meetings or in the community and networking..... 20

Table 17. Public relations and fundraising..... 20

Table 18. Occupational Health and Safety compliance..... 20

Table 19. Other duties..... 20

Table 20. Percentage of work regarded as management rather than leadership orientated..... 21

Table 21. Annual income by quantum grouping..... 21

Table 22. Sources of stress during the last 3 months:..... 26

Table 23. High school attended as a student..... 28

Table 24. Family unit at age 14..... 29

Table 25. Father's highest education qualification..... 29

Table 26. Mother's highest education qualification..... 29

Table 27. Highest level of formal education completed?..... 29



Table 28. Formal leadership qualifications.....	30
Table 29. Has your leadership education has helped you cope with the demands of the job?	30
Table 30. Participated in volunteer or charity work in the past 12 months	30
Table 31. Current active member of a sporting, hobby or community-based club or association	30
Table 32. Regular spiritual practice or attendance at religious services or prayers.....	30
Table 33. Partner status.....	30
Table 34. Is your partner in paid employment?	31
Table 35. Partner’s occupation by ABS type.....	31
Table 36. Partner’s occupational level by ABS type.....	31
Table 37. Do you have children currently living at home?	31
Table 38. Number of children living at home full time	32
Table 39. Number of children living at home part time	32
Table 40. Members of immediate family with a long-term health condition.....	33
Table 41. Impact of the health condition on your child or partner’s ability to study or work.....	33
Table 42. Medical conditions diagnosed by a doctor	33
Table 43. Prescription medications taken	34
Table 44. Overall I maintain a satisfactory level of fitness	34
Table 45. Overall I maintain a healthy diet	34
Table 46. Overall I maintain a health weight.....	35
Table 47. Frequency of scheduled medical checkups (annual)	35
Table 48. Importance to you of what you achieve in life	35
Table 49. Importance to you of close relationships with family and friends.....	35
50. Importance to you of how safe you feel	36
Table 51. Importance to you of doing things with people outside your home	36
Table 52. Importance to you is your own happiness	36
Table 53. I am frequently depressed about my job.....	36
Table 54. I am frequently depressed about my job at certain times of the year	37
Table 55. Sources of support	37
Table 56. AUDIT 1: How often do you have a drink containing alcohol?.....	37
Table 57. Degree of worry about the way I use alcohol to manage my stress.....	38
Table 58. Degree of worry about the way I use prescribed medication to manage my stress.....	38
Table 59. School sector of current school.....	39
Table 60. State and territory of current school	39
Table 61. Geographic location of current school.....	39
Table 62. Number of campuses at current school.....	40
Table 63. Percentage of your school’s non-teaching staff providing pedagogical support.....	40
Table 64. Percentage of non-teaching staff in administrative or management roles	41
Table 65. Percentage of teachers by level of experience in years	41
Table 66. Teachers who hold a Masters degree or higher	41
Table 67. Teachers of Aboriginal or Torres Strait Islander background	41
Table 68. Teachers’ first language is a language other than English.....	42
Table 69. Teachers currently employed on short-term contracts (up to one year)	42
Table 70. Percentage of teaching staff who leave the school in an average year	42
Table 71. Difficulty in fill teaching staff vacancies for this school year	42
Table 72. School council/board and community values the work you do	42
Table 73. Percentage of your students with a disability that qualifies for extra funding?.....	43
Table 74. Percentage of your students with a disability that does not attract extra funding	43
Table 75. Percentage of student turnover each year (apart from graduates)	43
Table 76. Reasons for student exit (apart from graduating)	43
Table 77. Resourcing inadequacies reported as percentage	44
Table 78. Staff attributes.....	45
Table 79. Student attributes	46



Table 80. Parental support for, and involvement in, school activities.....	47
Table 81. Copenhagen Psychosocial Questionnaire subscale scores	48
Table 82. Prevalence rates for Offensive Behaviour subscales of the COPSOQ-II.....	49
Table 83. Australian Quality of Life - 8D subscale scores.....	60

Figures

Figure 1. Principal Gender by School Sector	15
Figure 2. Principal Gender by State.....	15
Figure 3. Year of Birth.....	16
Figure 4. Annual Income by State	22
Figure 5. Annual Income by School Sector.....	23
Figure 6. Annual Income by Gender	23
Figure 7. Annual Income by School Sector and School Location.....	24
Figure 8. Annual Income by School Sector and State	24
Figure 9. Annual Income by School Location and Gender	25
Figure 10. Annual Income by Quantum and Gender.....	25
Figure 11. Age of Oldest Child Living at Home	32
Figure 12. Age of Second Child Living at Home.....	33
Figure 13. Alcohol Use Disorders Identification Test.....	38
Figure 14. School Location by Gender.....	40
Figure 15. Count of Threats of Physical Violence by School Location	50
Figure 16. Count of Threats of Physical Violence by School Sector	50
Figure 17. Count of Threats of Physical Violence by State.....	51
Figure 18. Count of Threats of Physical Violence by Gender.....	51
Figure 19. Count of Physical Violence by School Location.....	52
Figure 20. Count of Physical Violence by School Sector.....	52
Figure 21. Count of Physical Violence by State.....	53
Figure 22. Count of Physical Violence by Gender	53
Figure 23. Count of Bullying by School Location	54
Figure 24. Count of Bullying by School Sector	54
Figure 25. Count of Bullying by Gender	55
Figure 26. Count of Unpleasant Teasing by School Location.....	55
Figure 27. Count of Unpleasant Teasing by School Sector.....	56
Figure 28. Count of Unpleasant Teasing by Gender.....	56
Figure 29. Count of Conflicts and Quarrels by School Location	57
Figure 30. Count of Conflicts and Quarrels by School Sector	57
Figure 31. Count of Conflicts and Quarrels by Gender.....	58
Figure 32. Count of Gossip and Slander by School Location	58
Figure 33. Count of Gossip and Slander by Gender.....	59
Figure 34. AQoL Independent Living Utility Score.....	61
Figure 35. AQoL Happiness Utility Score	61
Figure 36. AQoL Mental Health Utility Score	62
Figure 37. AQoL Coping Utility Score	62
Figure 38. AQoL Relationships Utility Score	63
Figure 39. AQoL Self Worth Utility Score	63
Figure 40. AQoL Pain Utility Score	64
Figure 41. AQoL Pain Utility Score	64
Figure 42. AQoL Global Utility Score	65



Introduction

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 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 the principals’ role has recently been introduced by the federal government. This year sees 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. 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, 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 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 captures three types of information drawn from existing robust and widely used instruments. Firstly, 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. Secondly, personal demographic and historical information will also be captured. Thirdly, principals' quality of life and psychosocial coping will be investigated, drawn from two widely used measures, the *AQoL-8D* (Richardson et al., 2009) and *COPSOQ-II* (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.

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, 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, Keegel, Louie, Ostry, & Lansbergis, 2007).

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.

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, 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 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 health 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.

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%

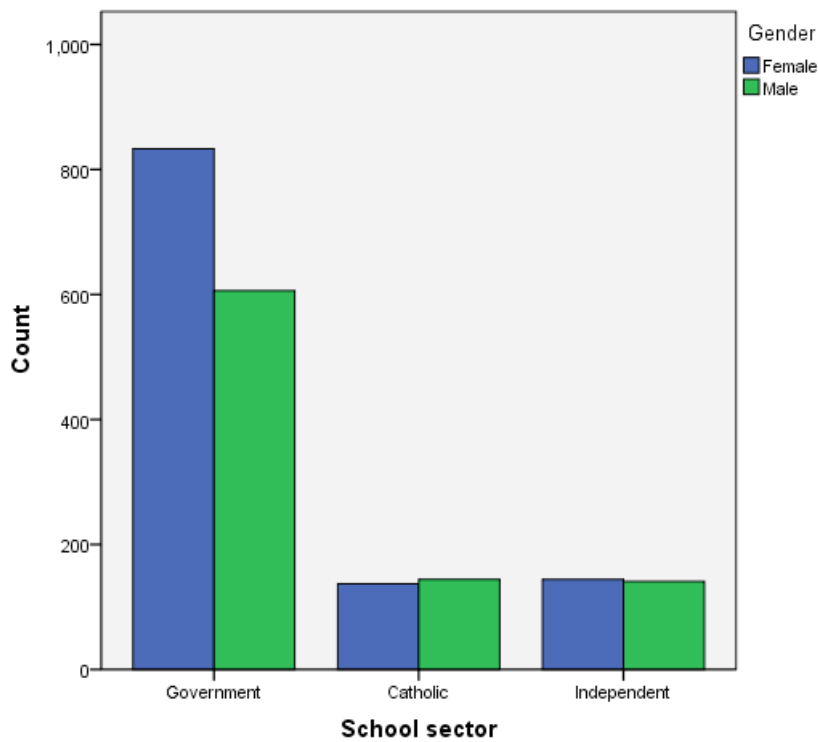


Figure 1. Principal Gender by School Sector

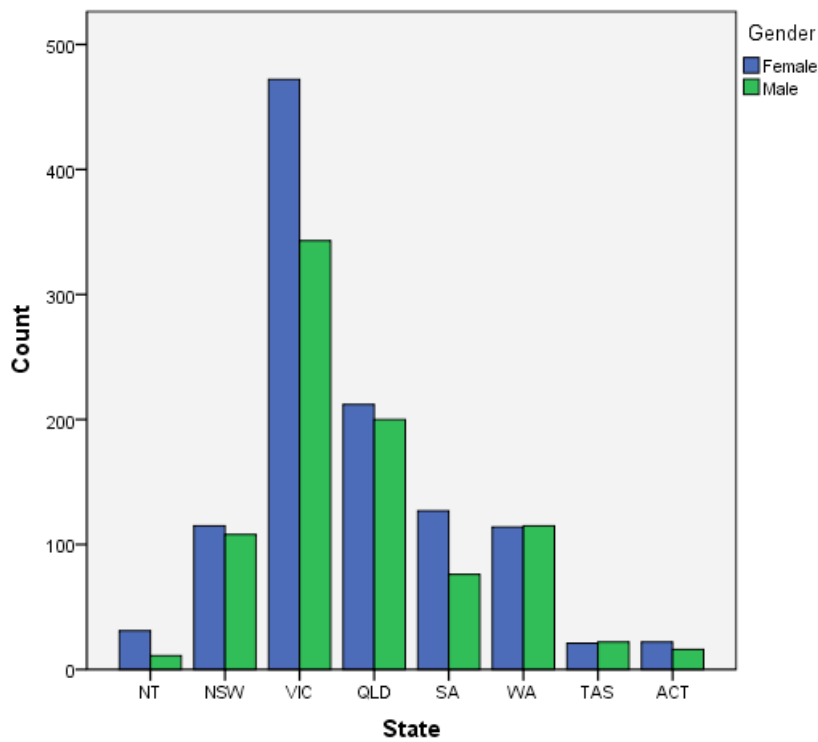


Figure 2. Principal Gender by State



Age

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

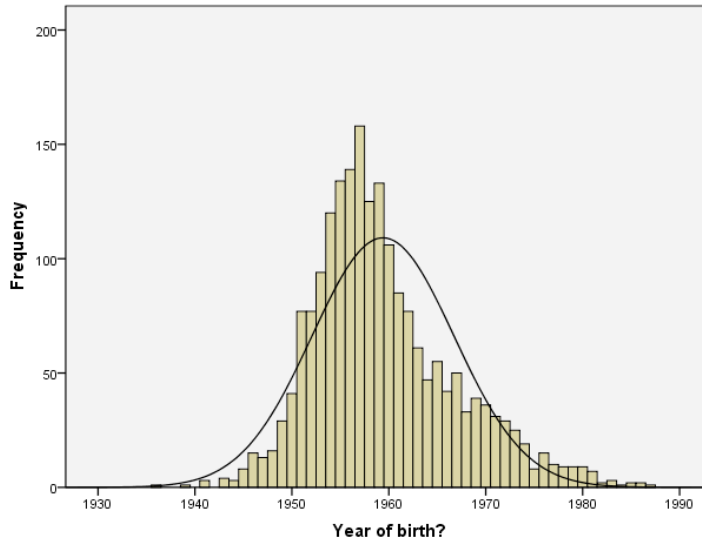


Figure 3. Year of Birth

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%

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%

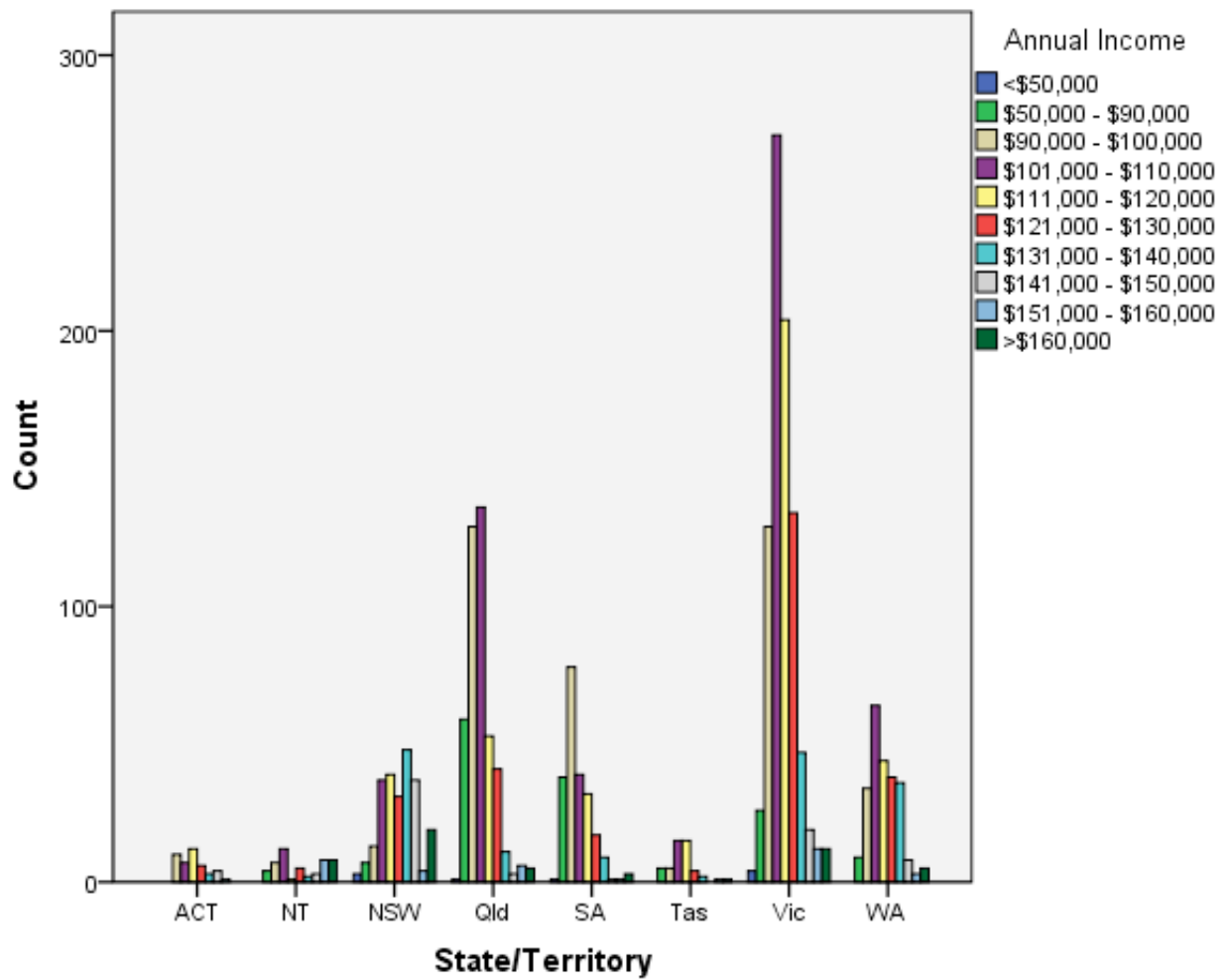


Figure 4. Annual Income by State

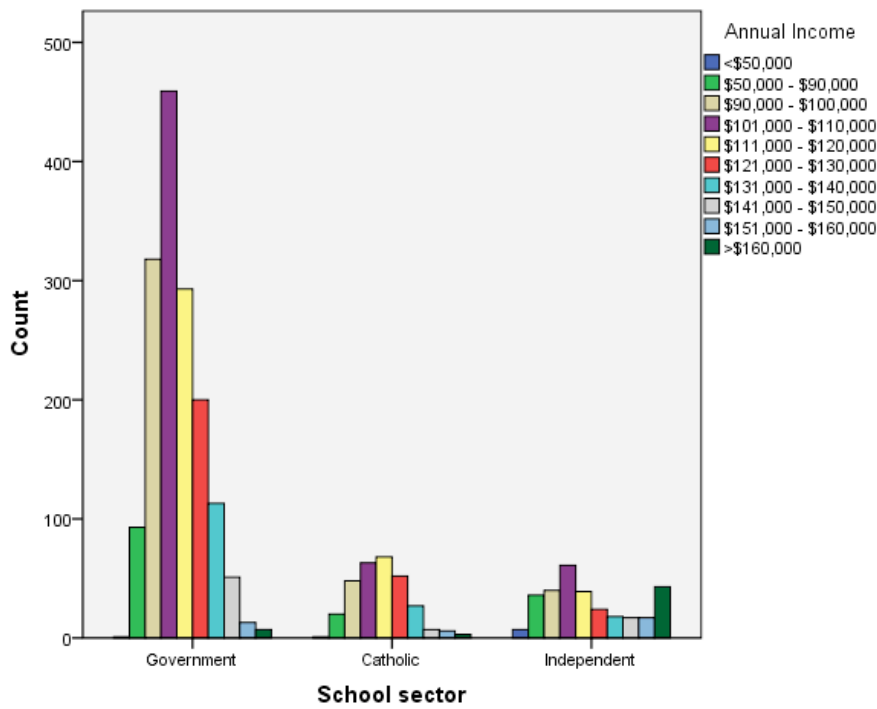


Figure 5. Annual Income by School Sector

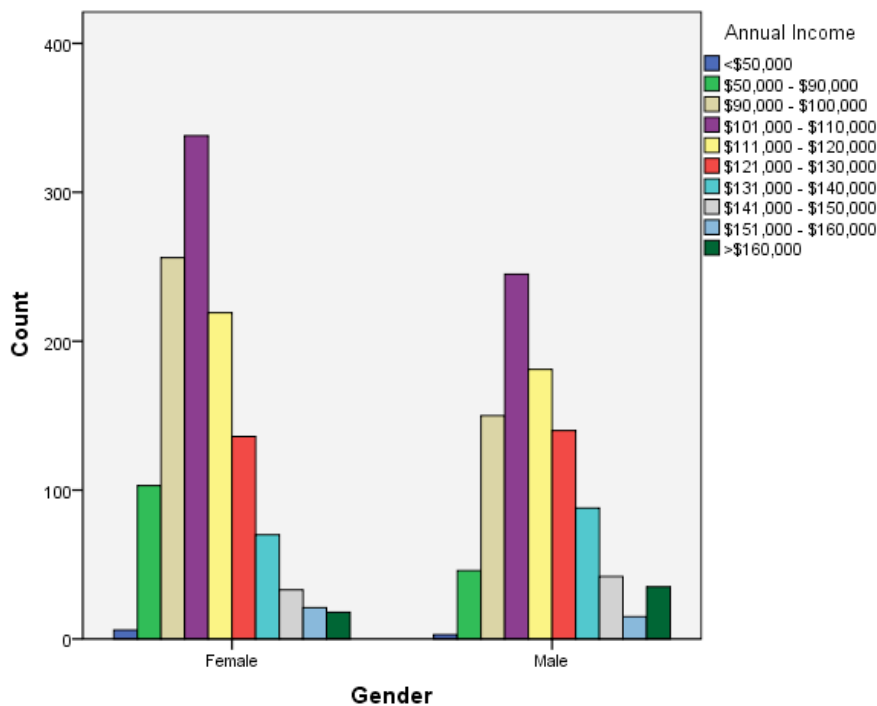


Figure 6. Annual Income by Gender

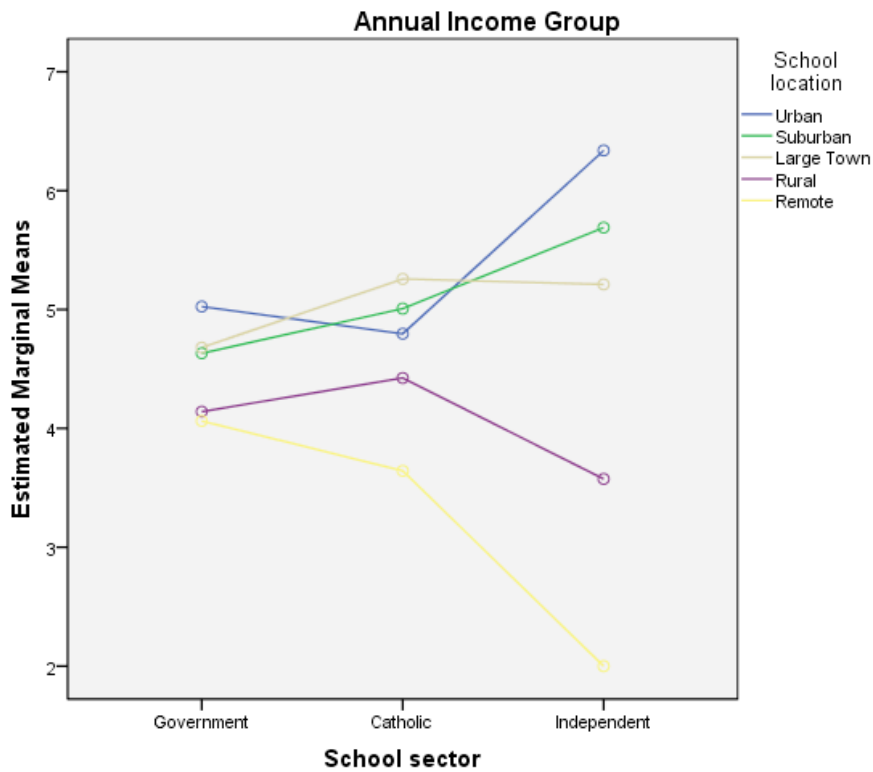


Figure 7. Annual Income by School Sector and School Location

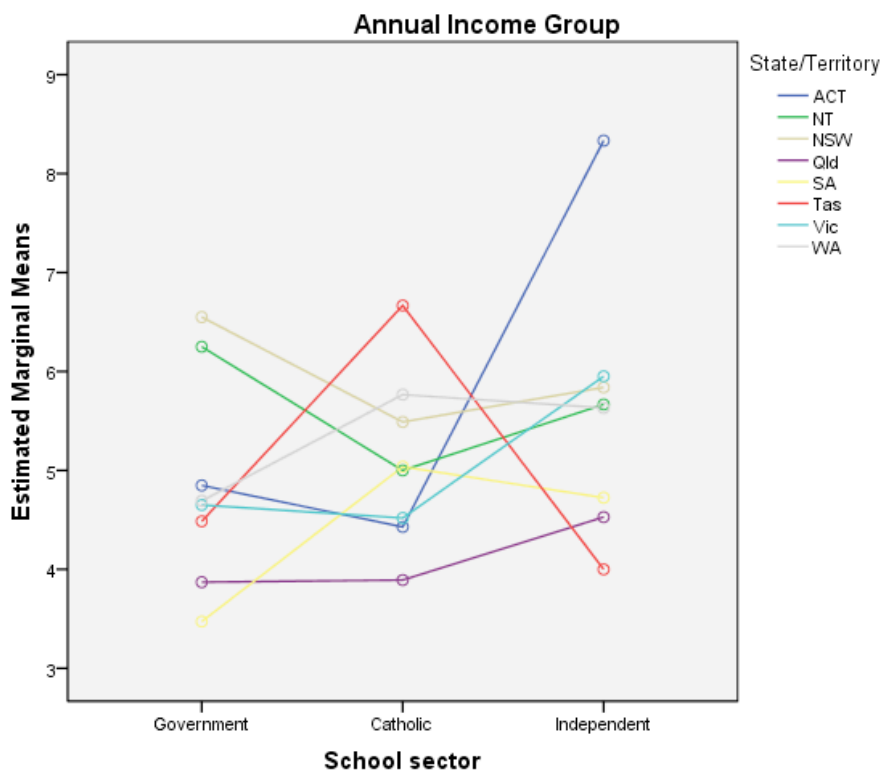


Figure 8. Annual Income by School Sector and State

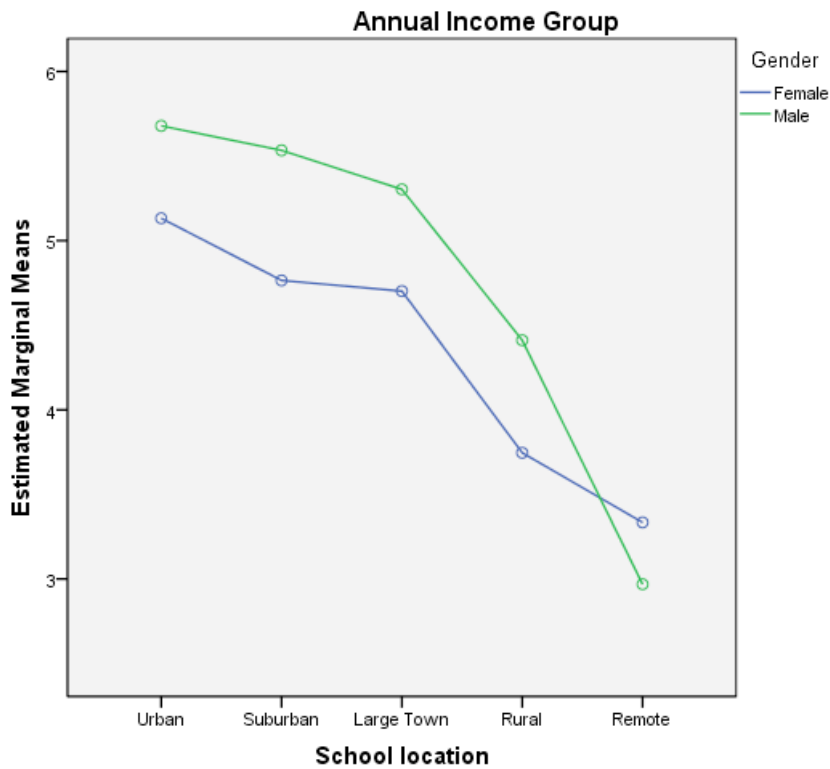


Figure 9. Annual Income by School Location and Gender

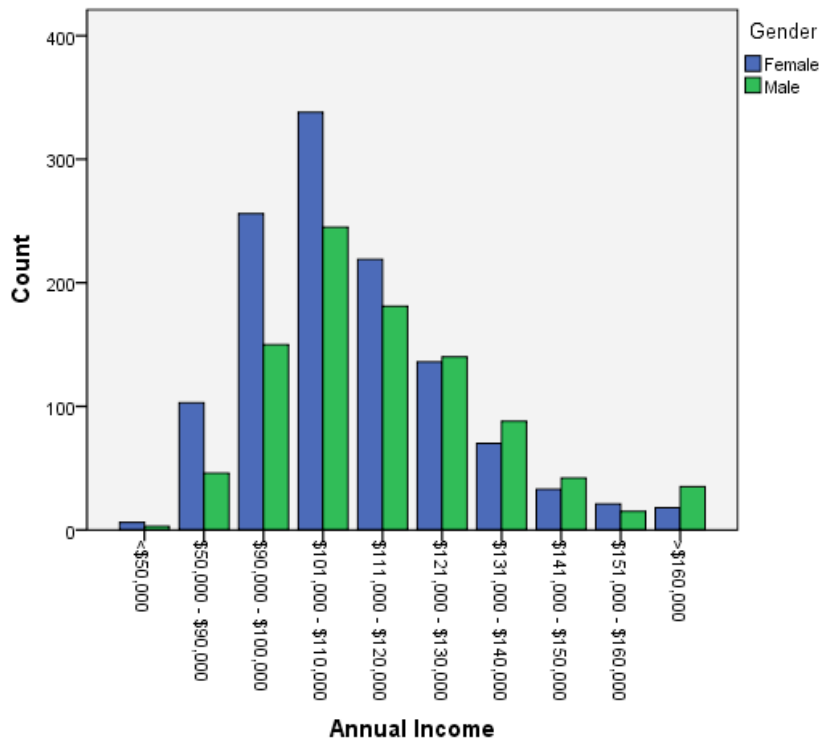


Figure 10. Annual Income by Quantum and Gender

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



Levels of Autonomy in Carrying Out the Role

Table 23. Perceived 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
	<i>Autonomy (%)</i>									
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%

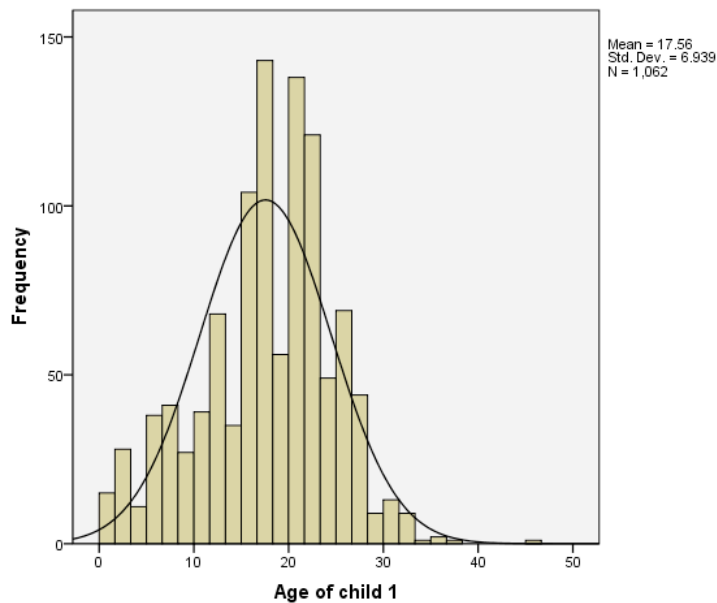


Figure 11. Age of Oldest Child Living at Home

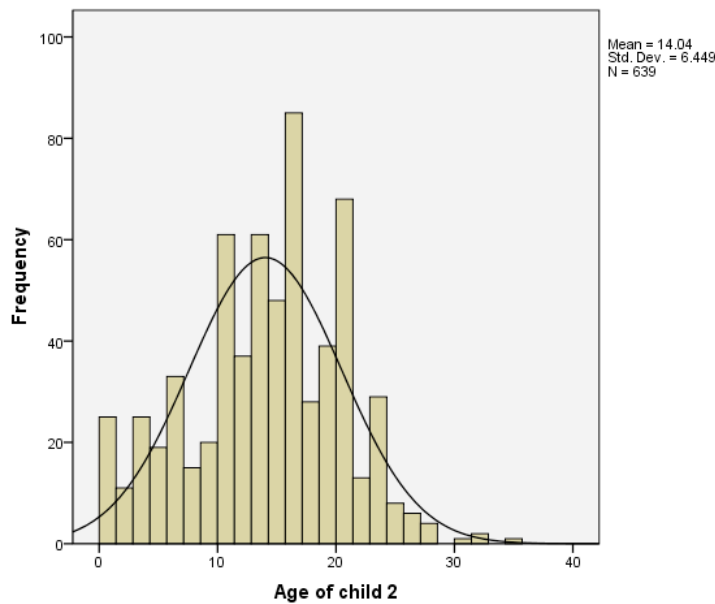


Figure 12. Age of Second Child Living at Home

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%



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%

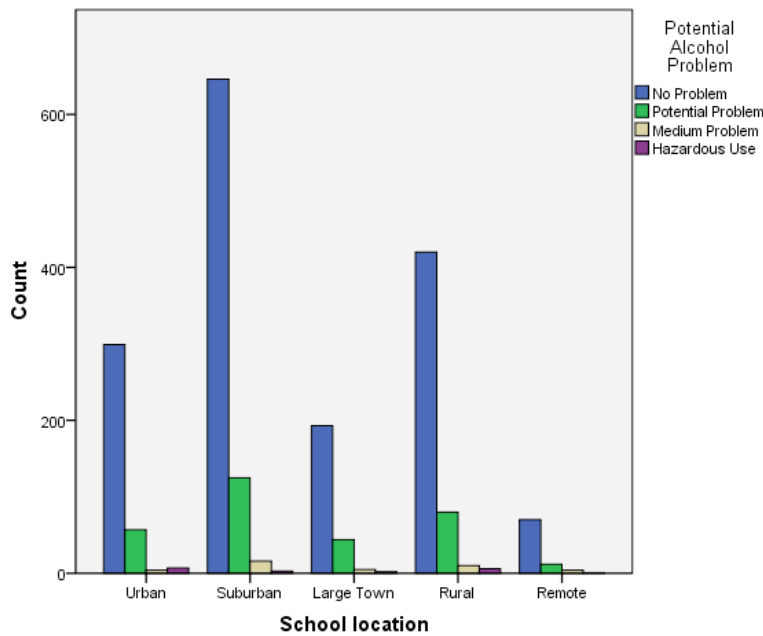


Figure 13. Alcohol Use Disorders Identification Test (AUDIT, WHO, 2001) Scores by School Location

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%



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%

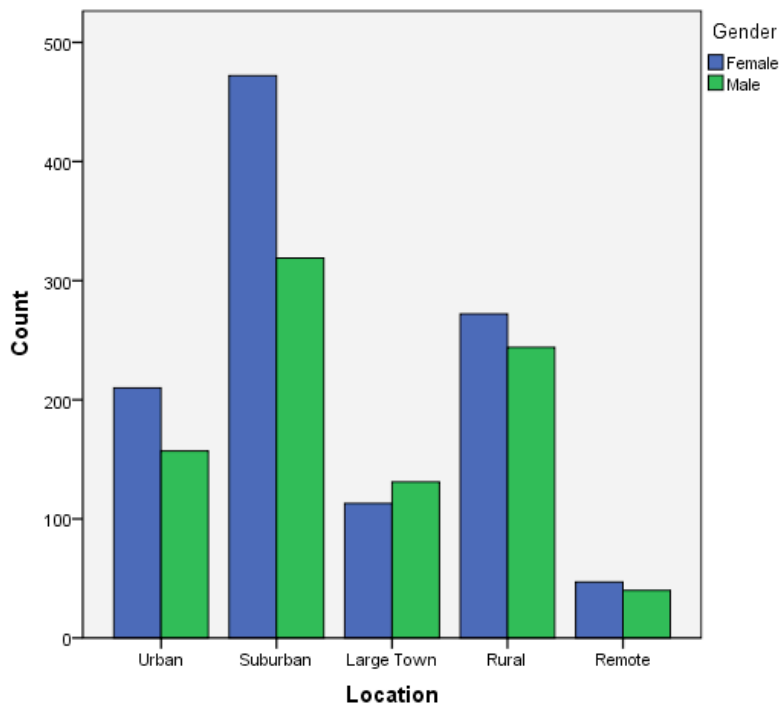


Figure 14. School Location by Gender

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

To what extent does the following exist in your school?									
	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								
1 not at all	27.50	30.50	10.30	25.00	8.30	.10	.30	.10	.30
2	26.60	46.00	31.30	37.60	23.70	2.00	1.30	1.30	2.40
3	17.90	12.60	23.80	18.40	24.00	6.00	6.30	6.20	9.10
4	10.80	5.70	14.60	8.10	15.00	14.50	11.80	15.10	15.60
5	9.50	3.30	11.40	5.70	14.50	31.10	27.10	31.50	26.60
6	5.20	1.20	5.90	3.30	9.50	32.60	37.70	35.30	31.00
7 a lot	2.00	.40	2.40	1.60	4.80	13.40	15.10	10.20	14.60
N/A	.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

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

COPSOQ Counts: Incidence of Offensive Behaviour by Subgroup

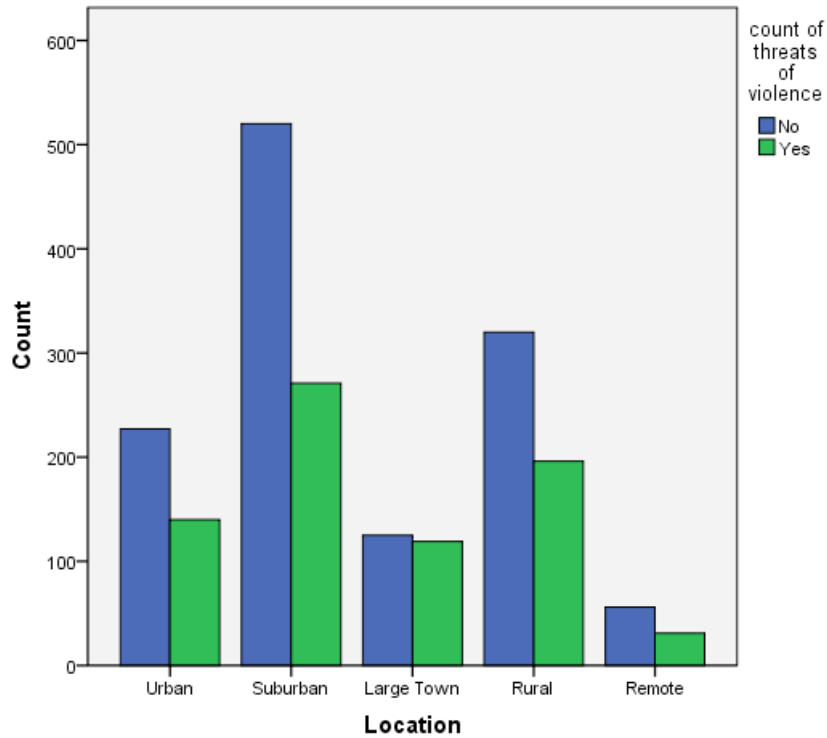


Figure 15. Count of Threats of Physical Violence by School Location

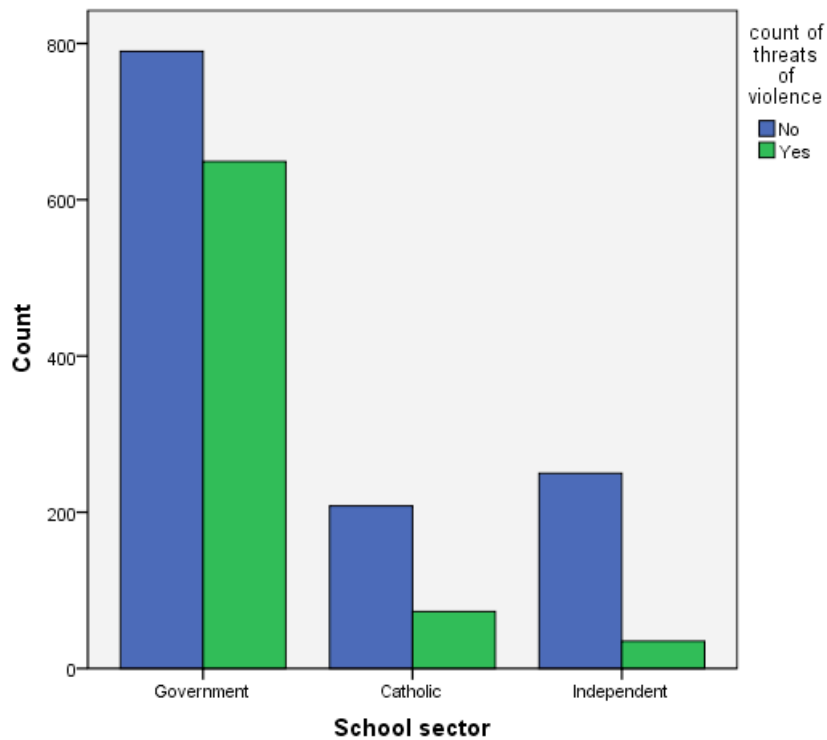


Figure 16. Count of Threats of Physical Violence by School Sector

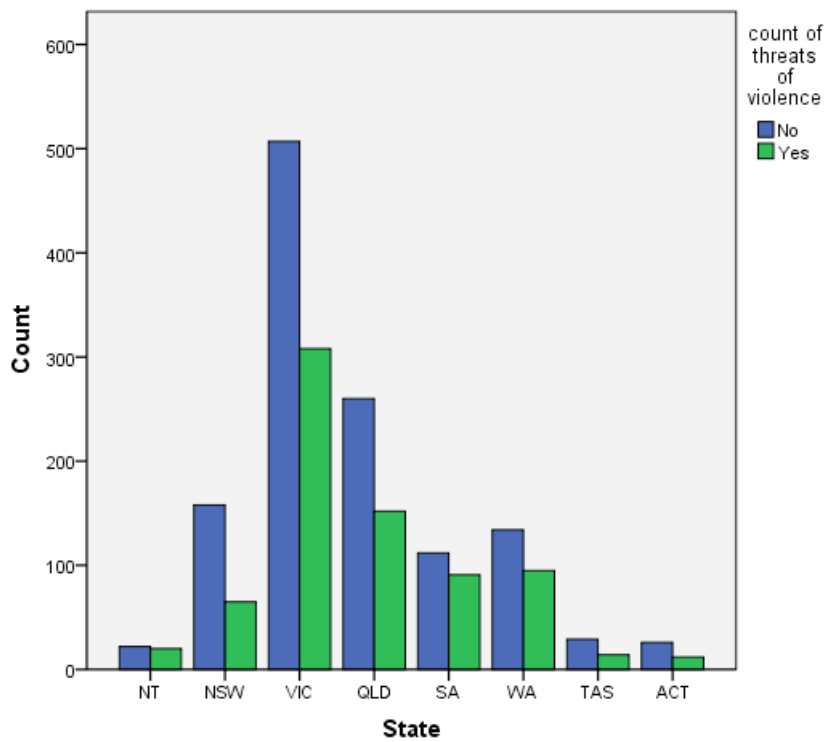


Figure 17. Count of Threats of Physical Violence by State

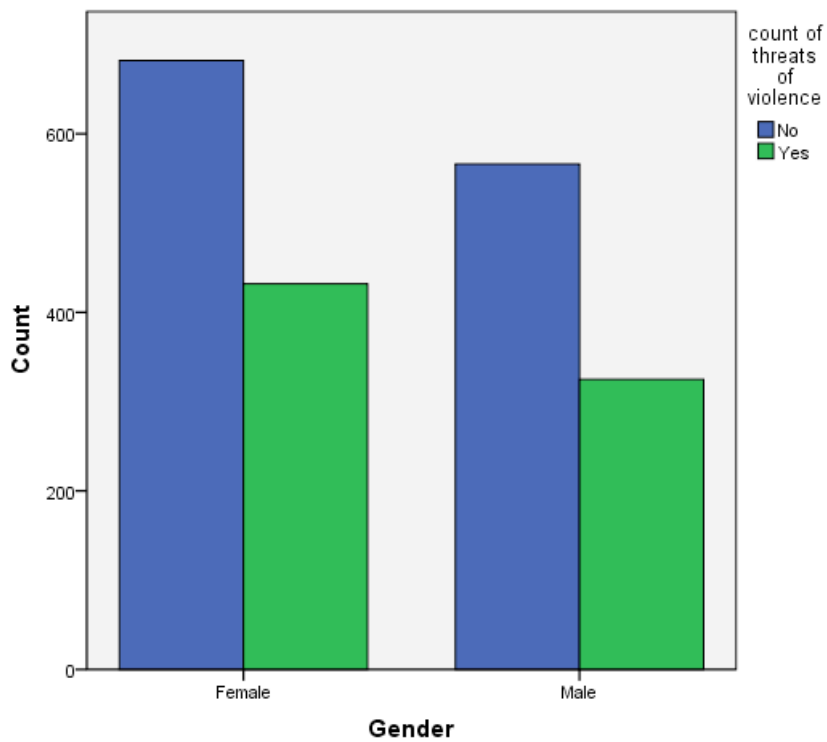


Figure 18. Count of Threats of Physical Violence by Gender

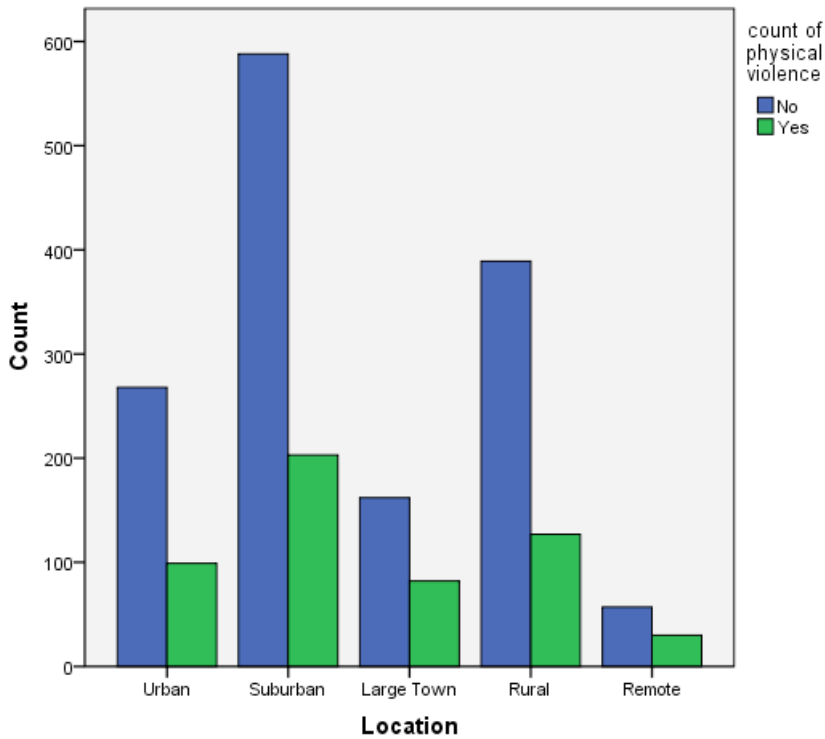


Figure 19. Count of Physical Violence by School Location

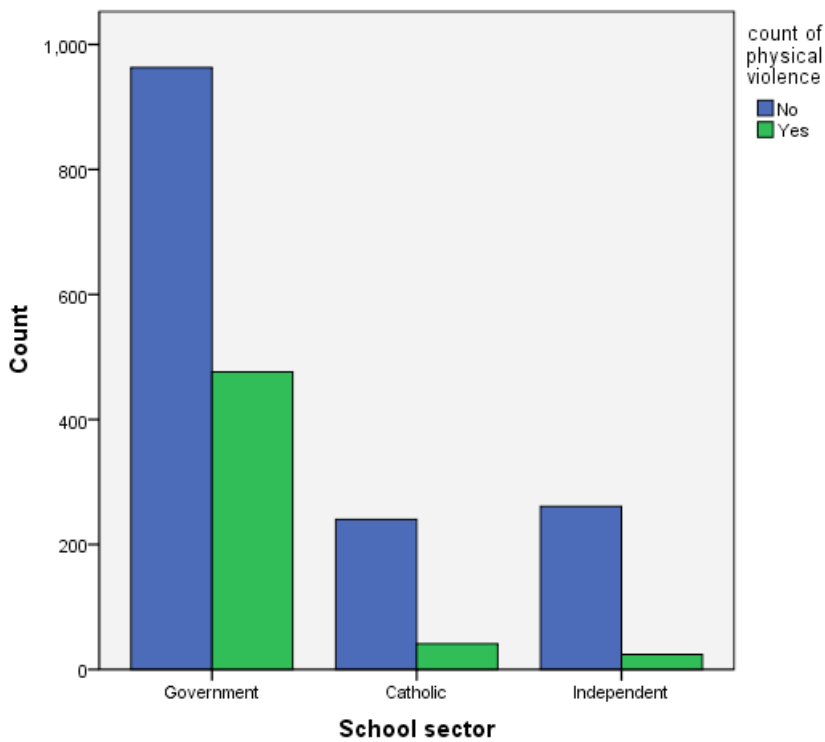


Figure 20. Count of Physical Violence by School Sector

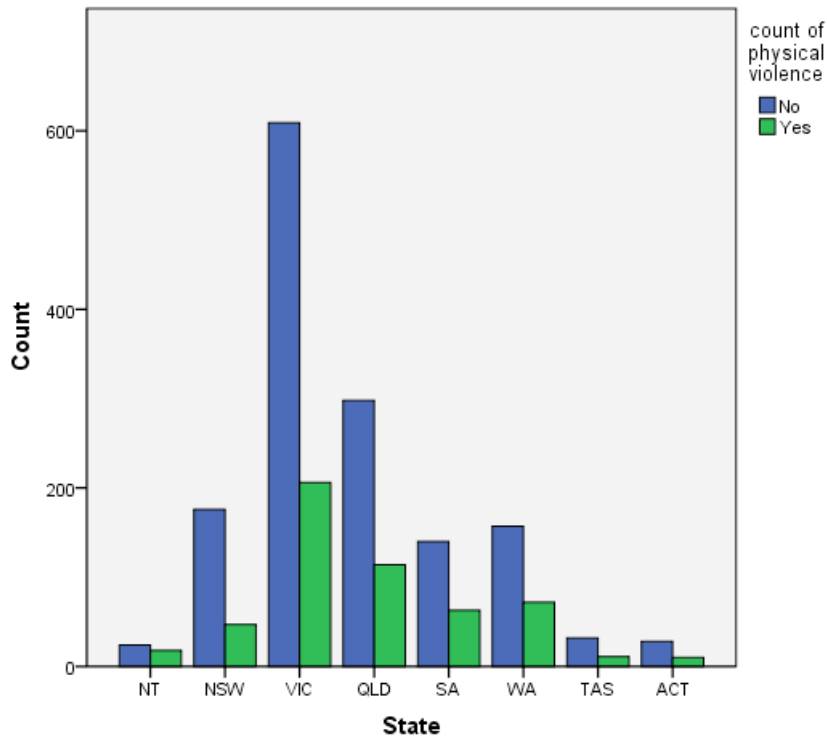


Figure 21. Count of Physical Violence by State

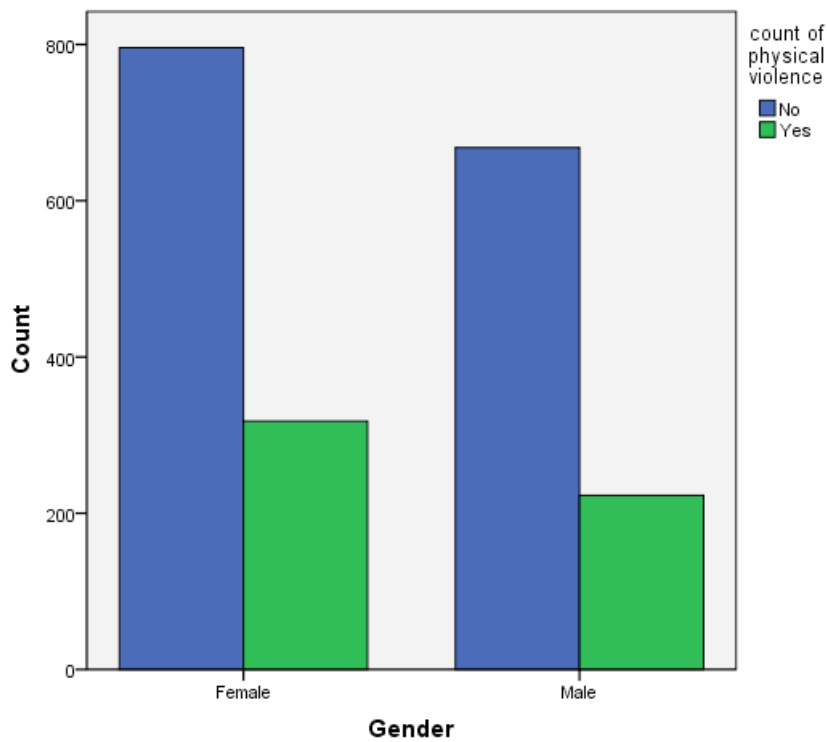


Figure 22. Count of Physical Violence by Gender

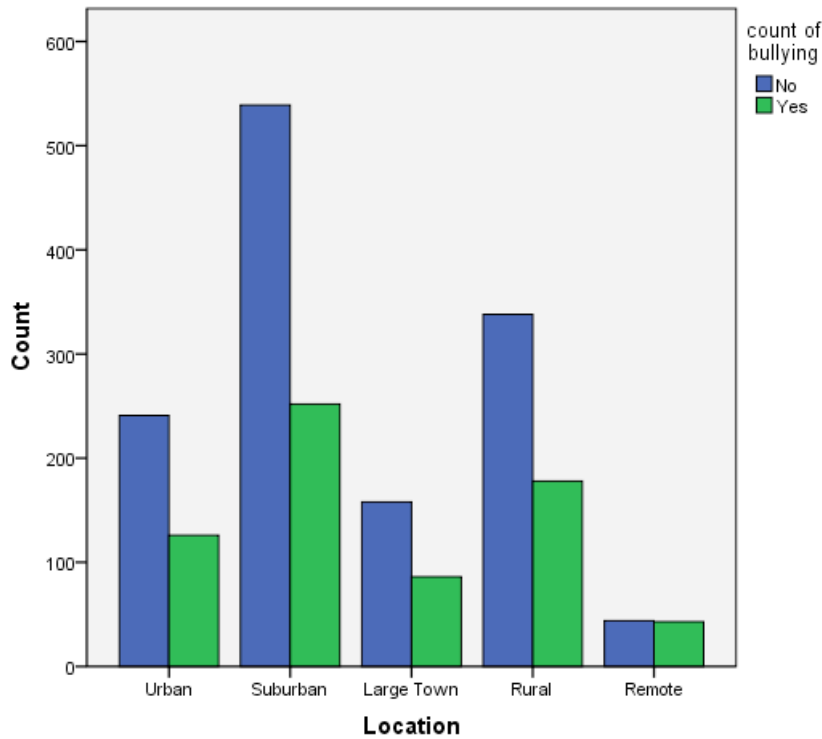


Figure 23. Count of Bullying by School Location

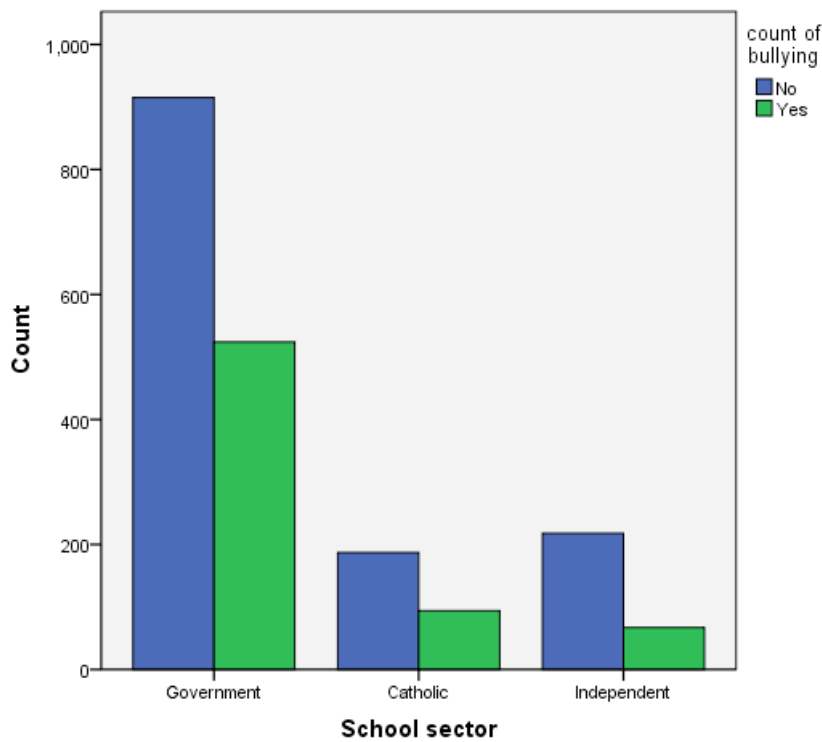


Figure 24. Count of Bullying by School Sector

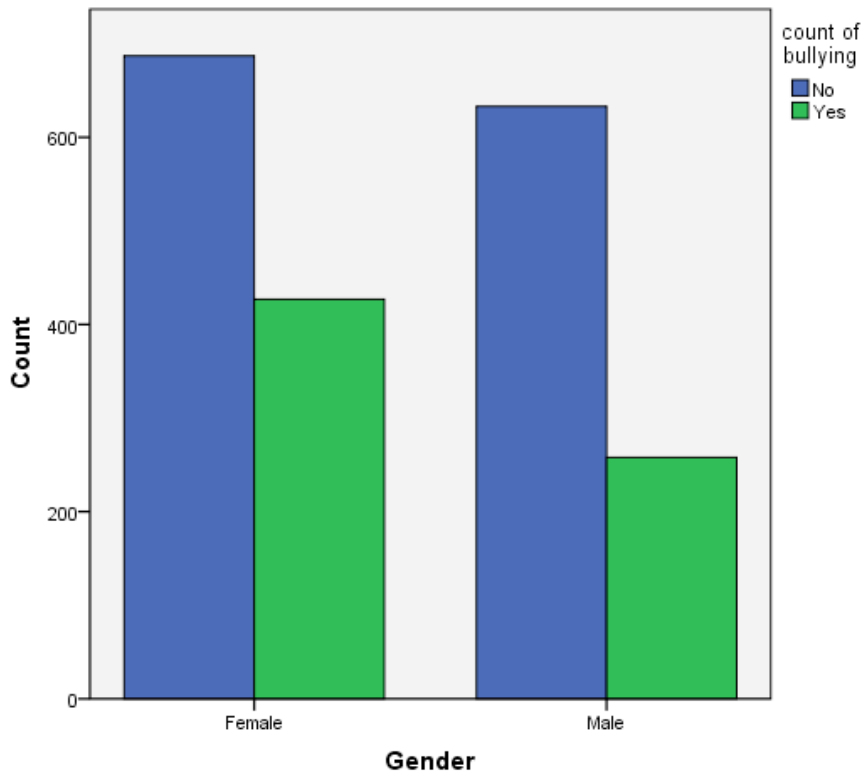


Figure 25. Count of Bullying by Gender

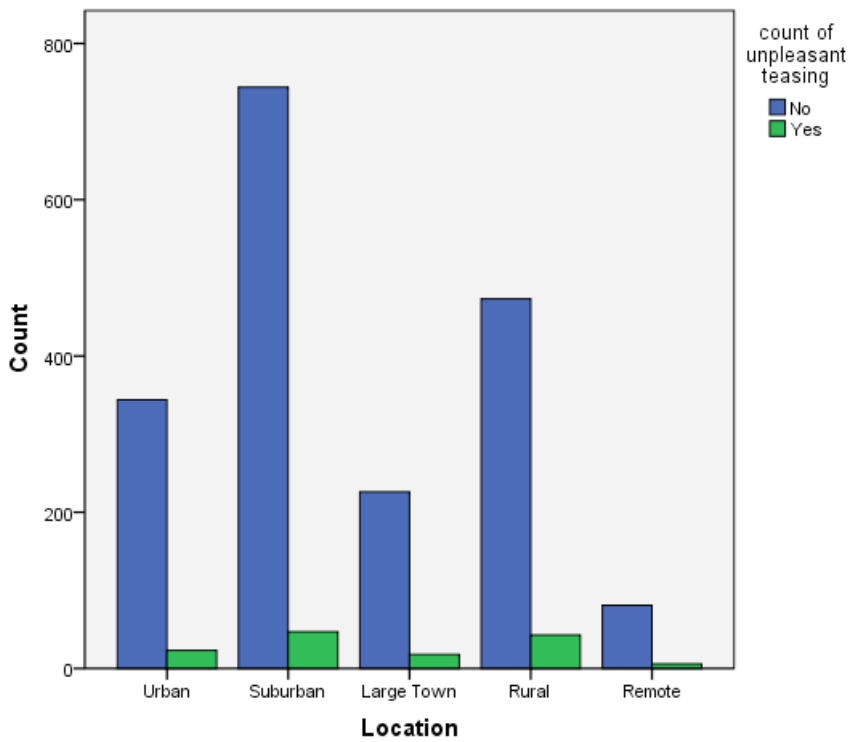


Figure 26. Count of Unpleasant Teasing by School Location

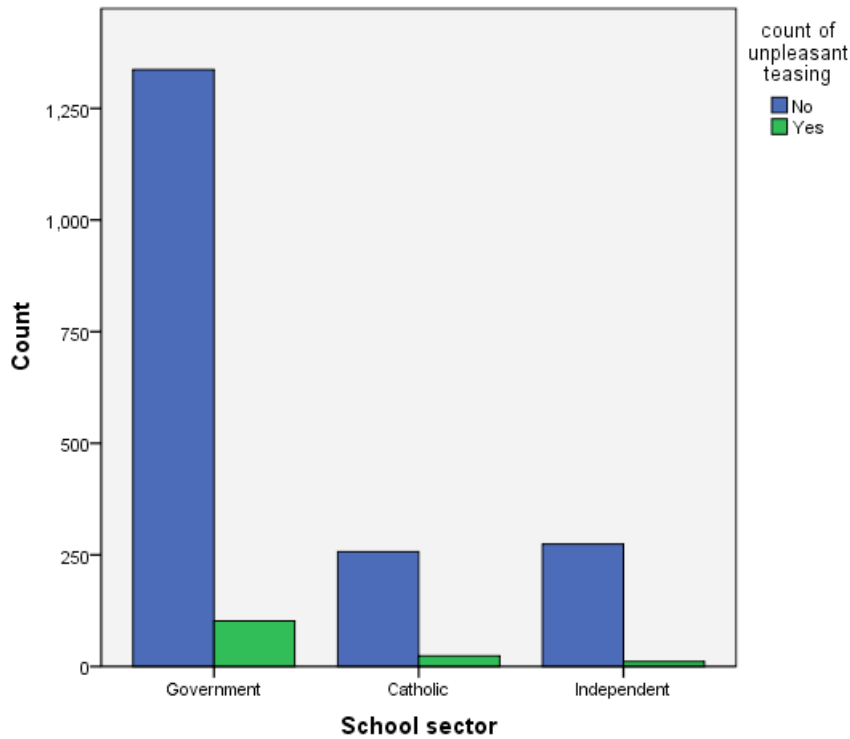


Figure 27. Count of Unpleasant Teasing by School Sector

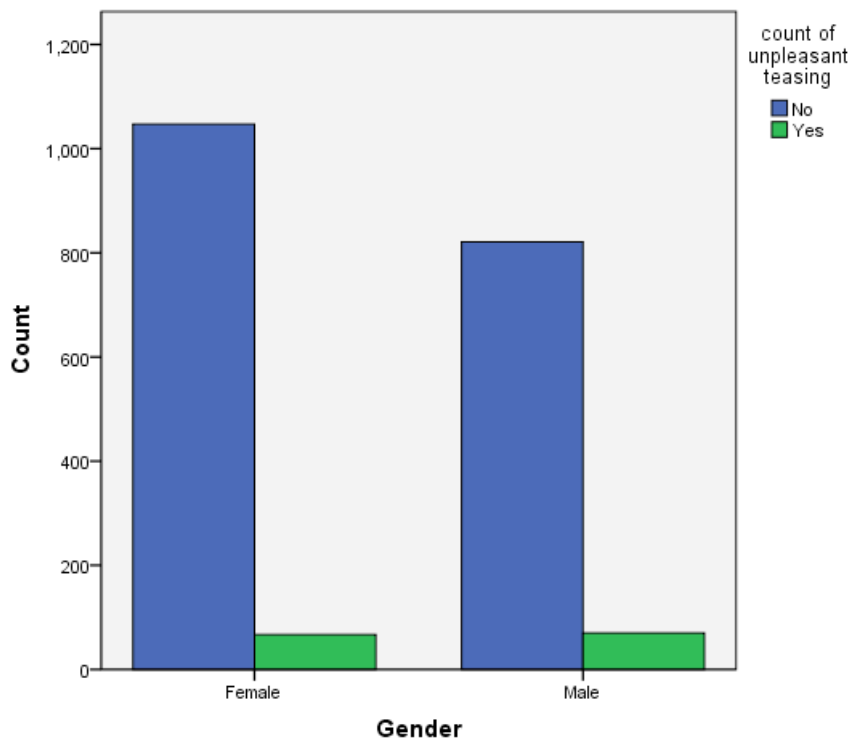


Figure 28. Count of Unpleasant Teasing by Gender

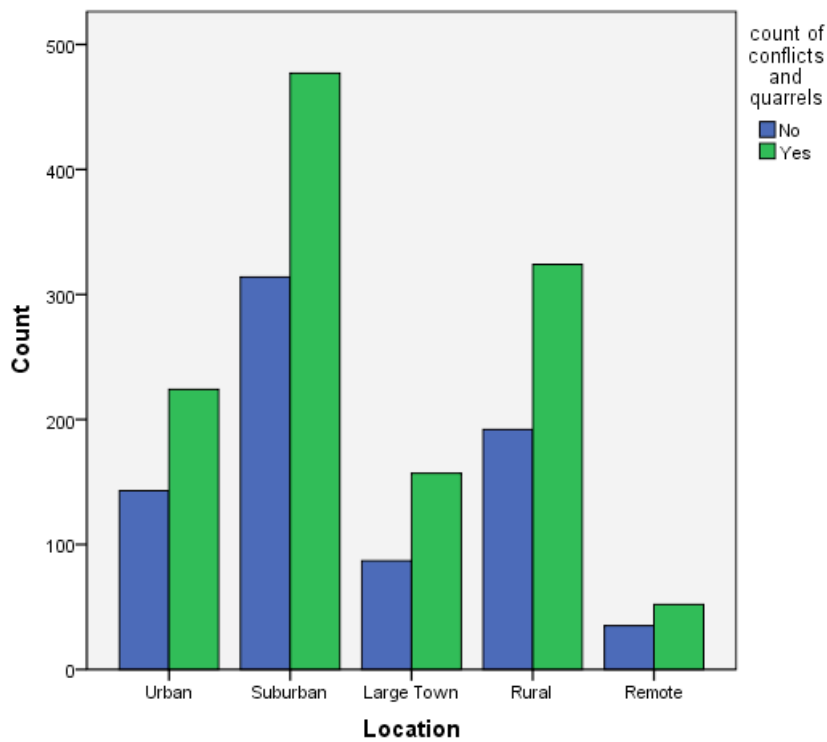


Figure 29. Count of Conflicts and Quarrels by School Location

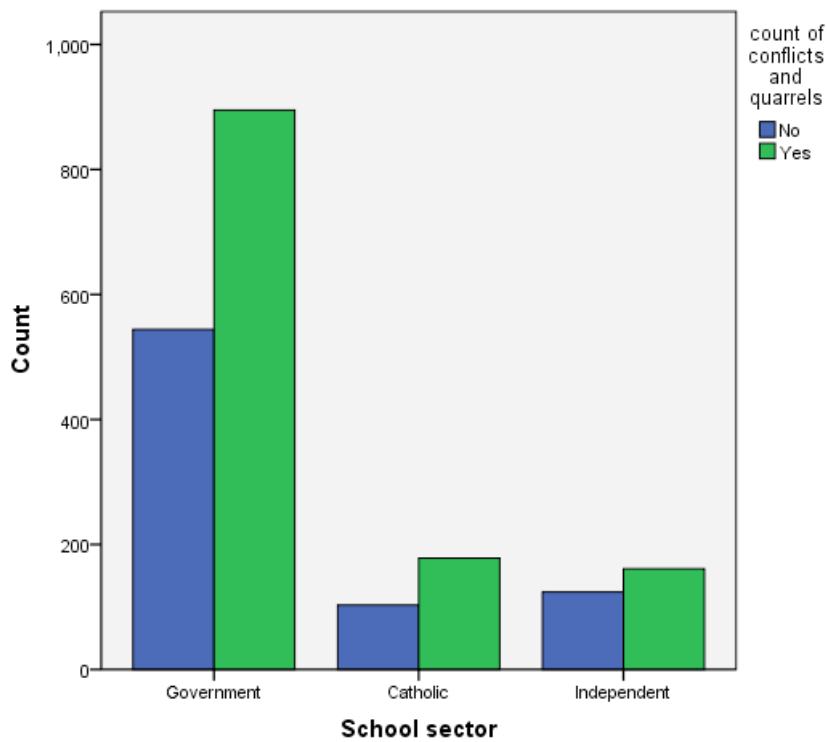


Figure 30. Count of Conflicts and Quarrels by School Sector

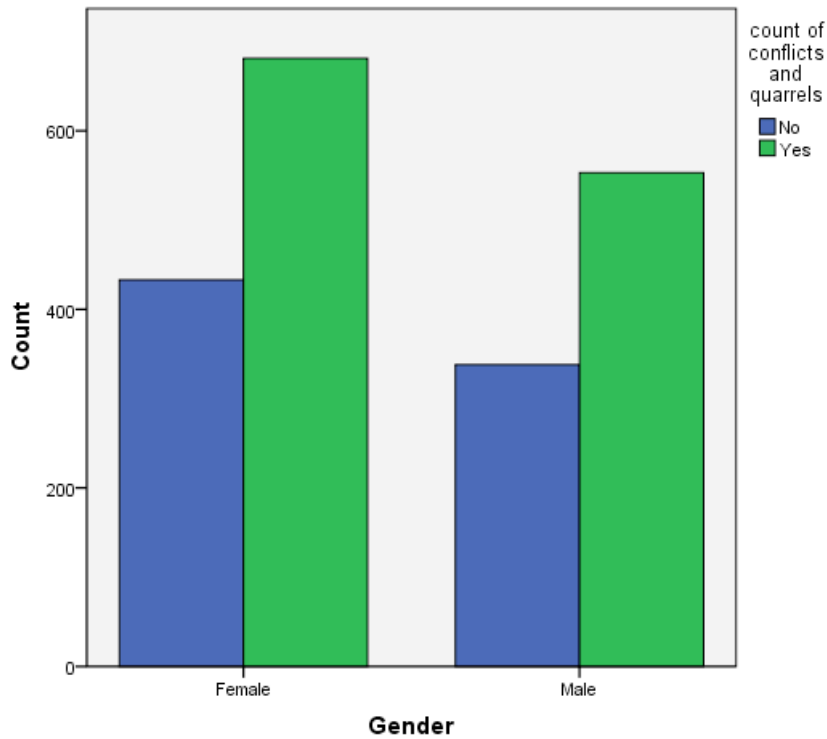


Figure 31. Count of Conflicts and Quarrels by Gender

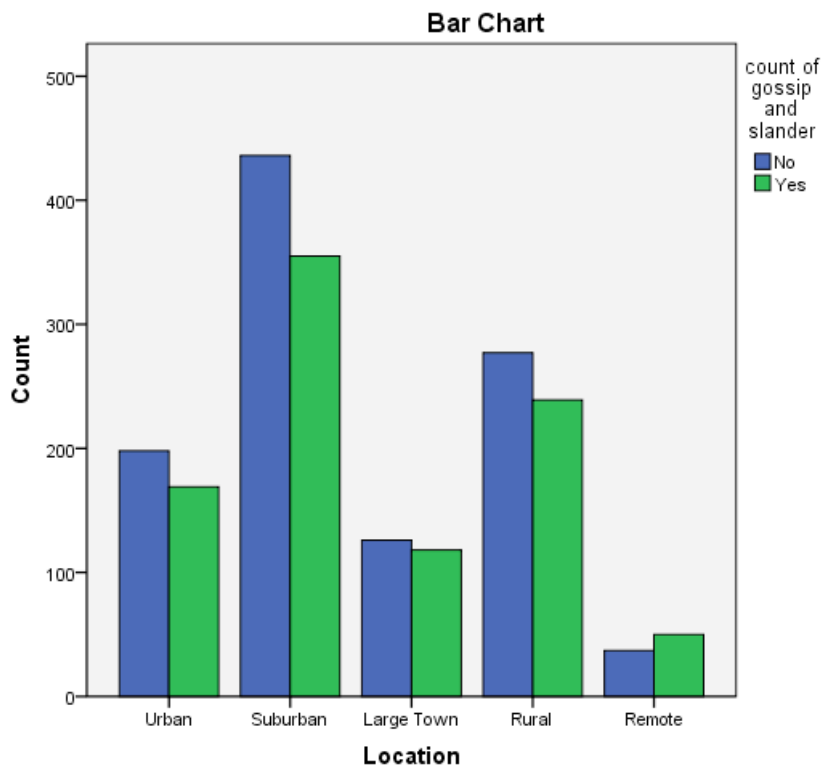


Figure 32. Count of Gossip and Slander by School Location

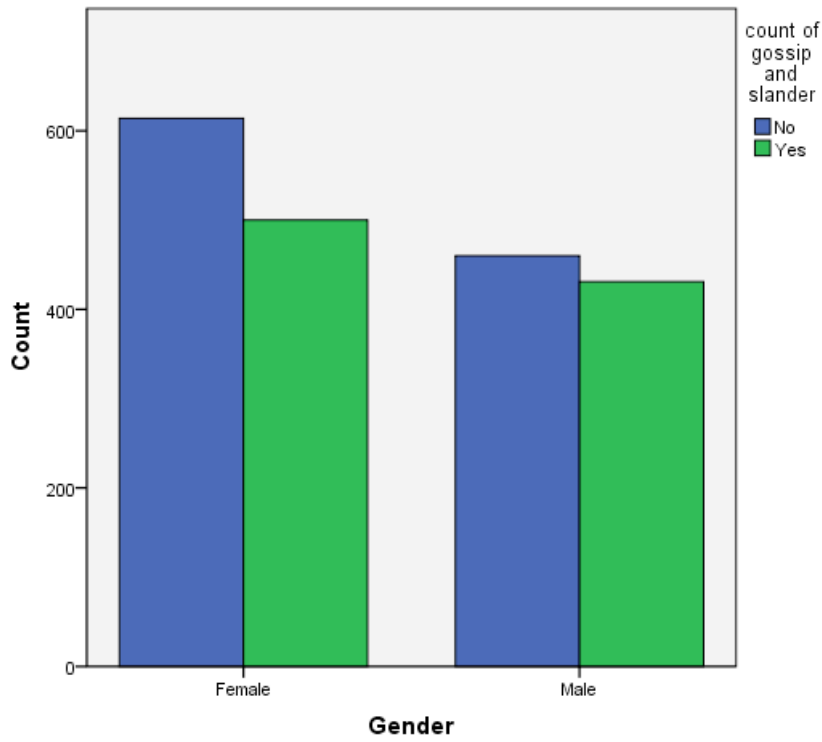


Figure 33. Count of Gossip and Slander by Gender



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

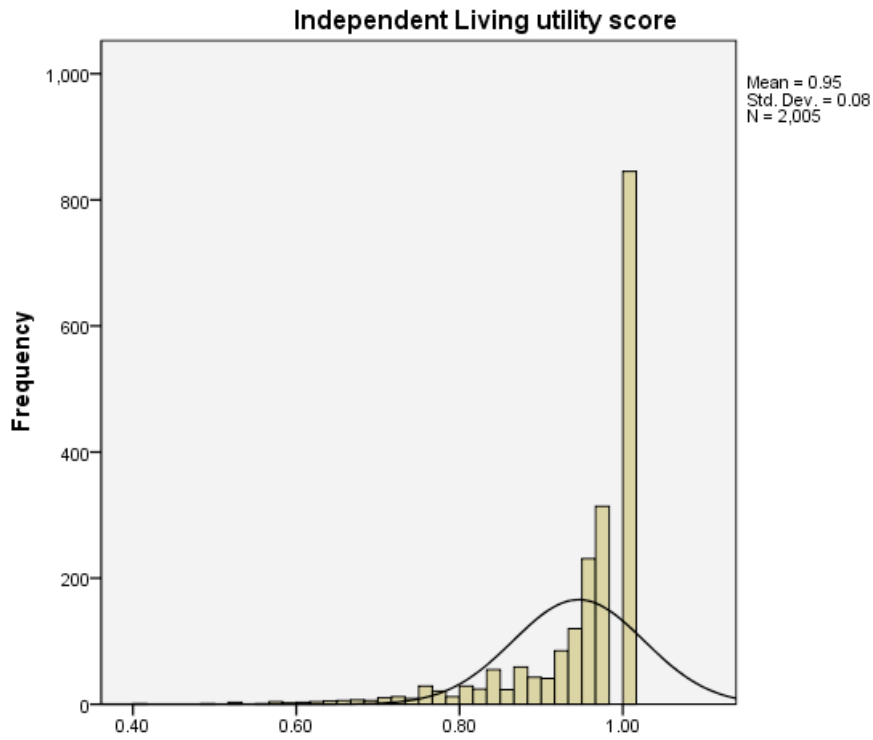


Figure 34. AQoL Independent Living Utility Score

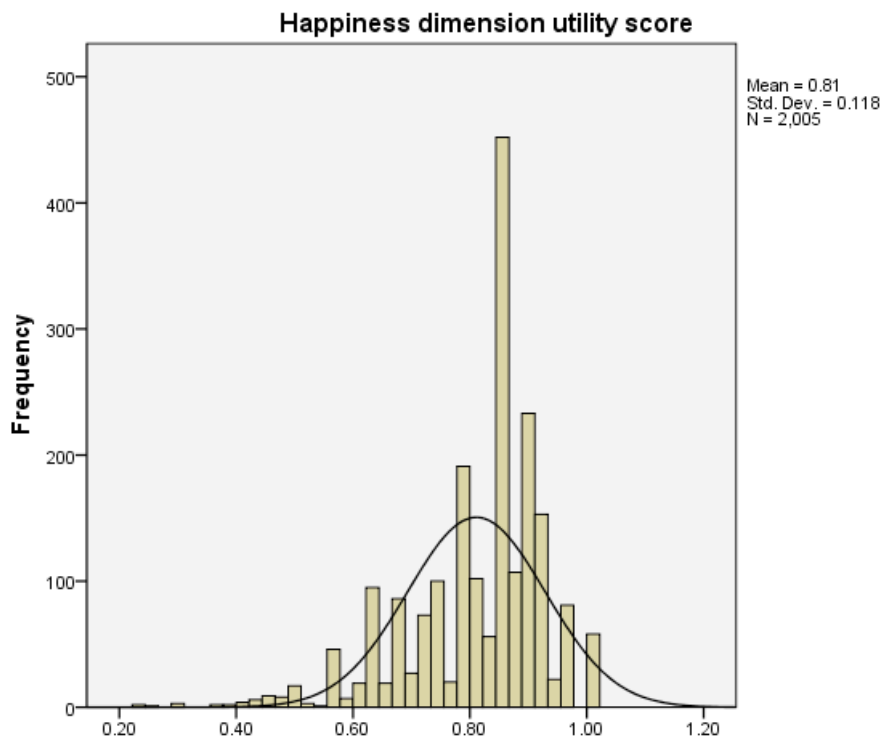


Figure 35. AQoL Happiness Utility Score

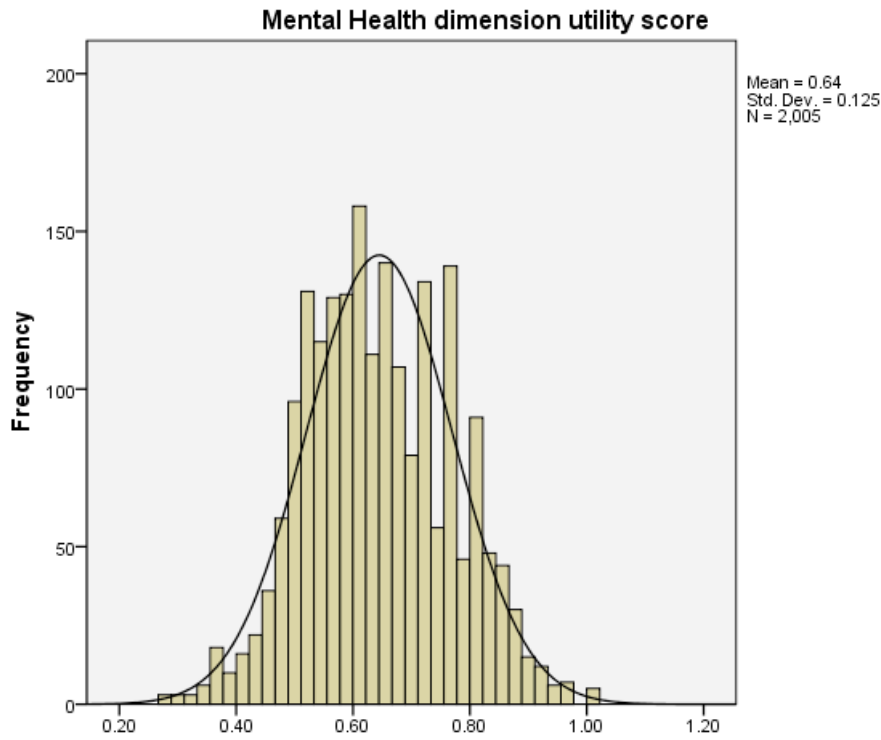


Figure 36. AQoL Mental Health Utility Score

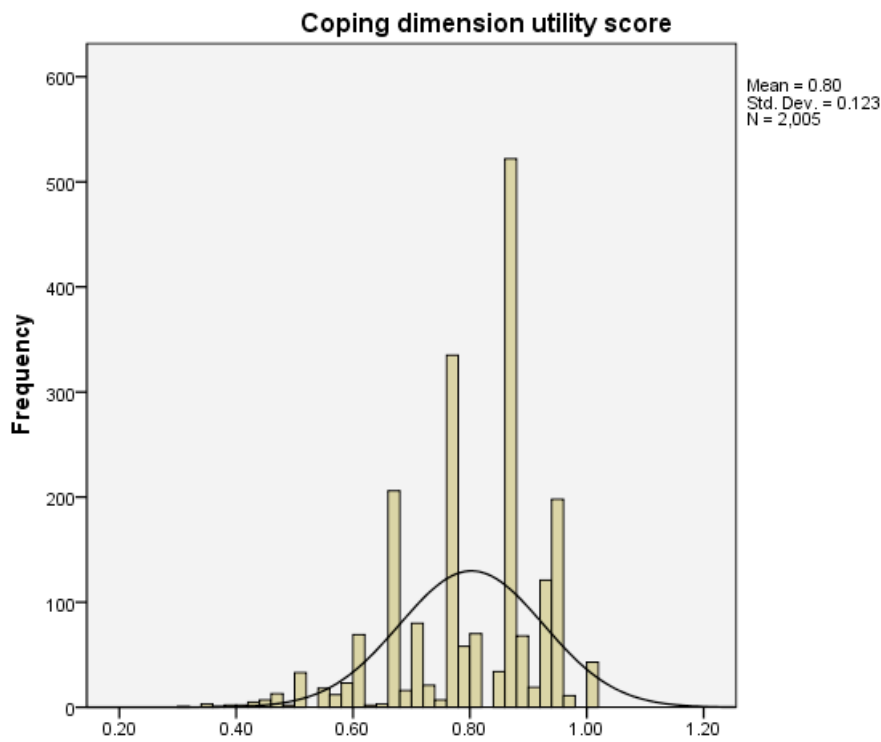


Figure 37. AQoL Coping Utility Score

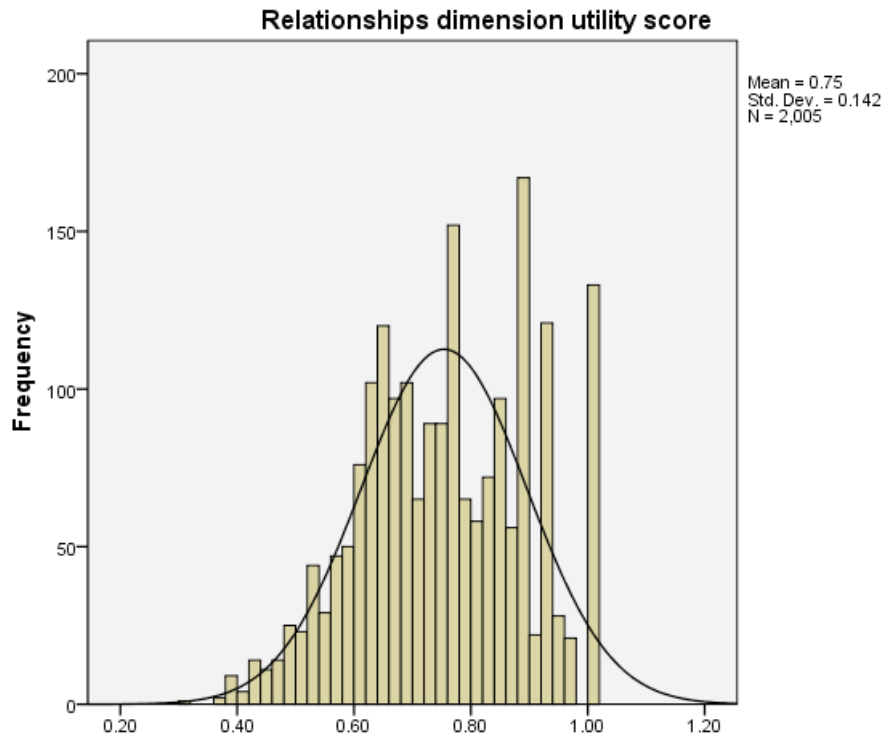


Figure 38. AQoL Relationships Utility Score

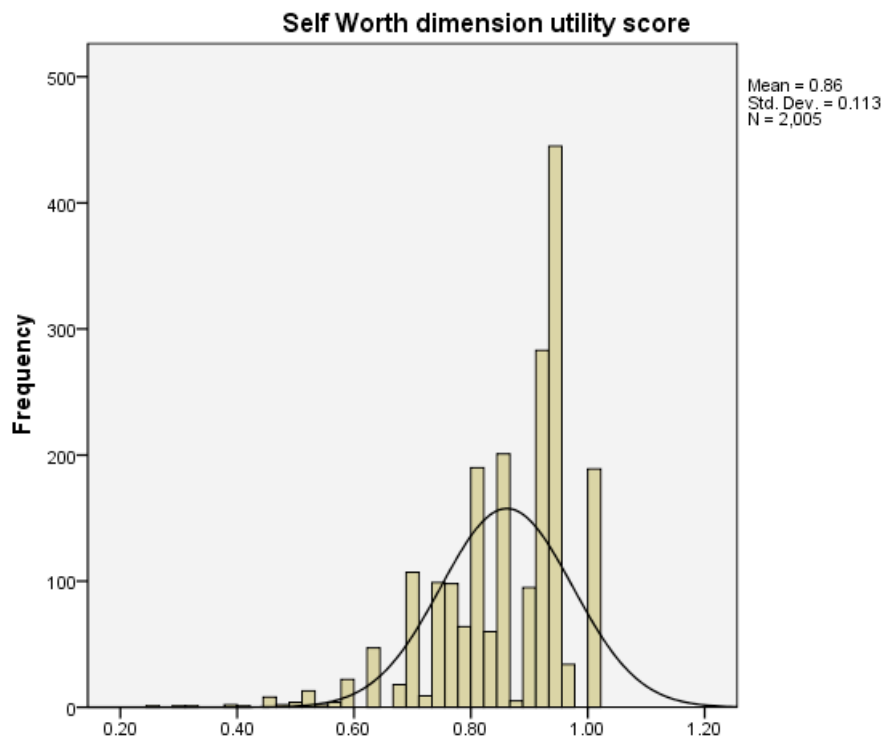


Figure 39. AQoL Self Worth Utility Score

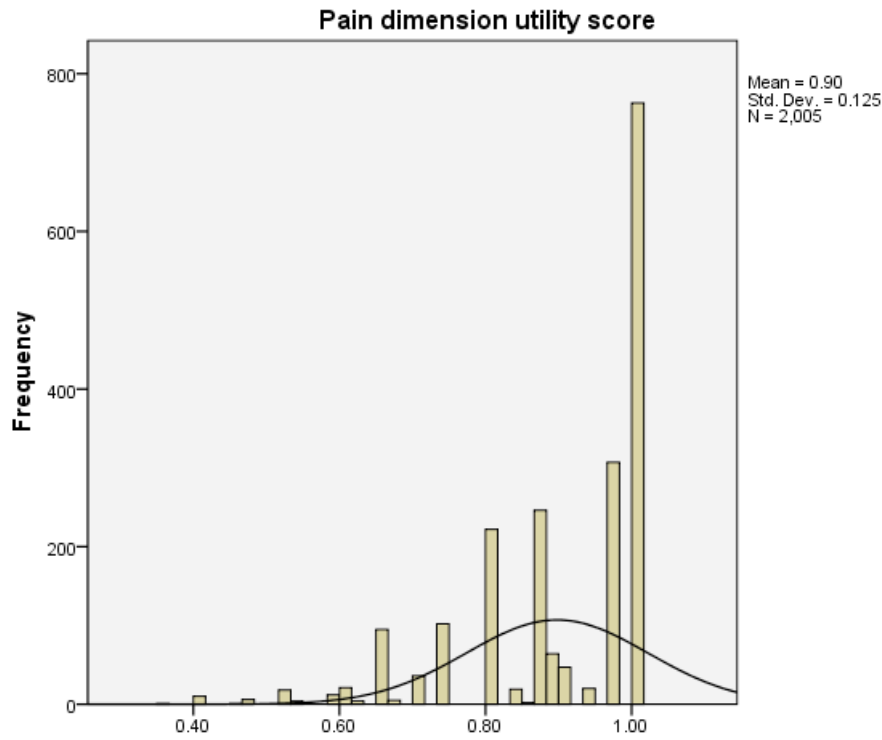


Figure 40. AQoL Pain Utility Score

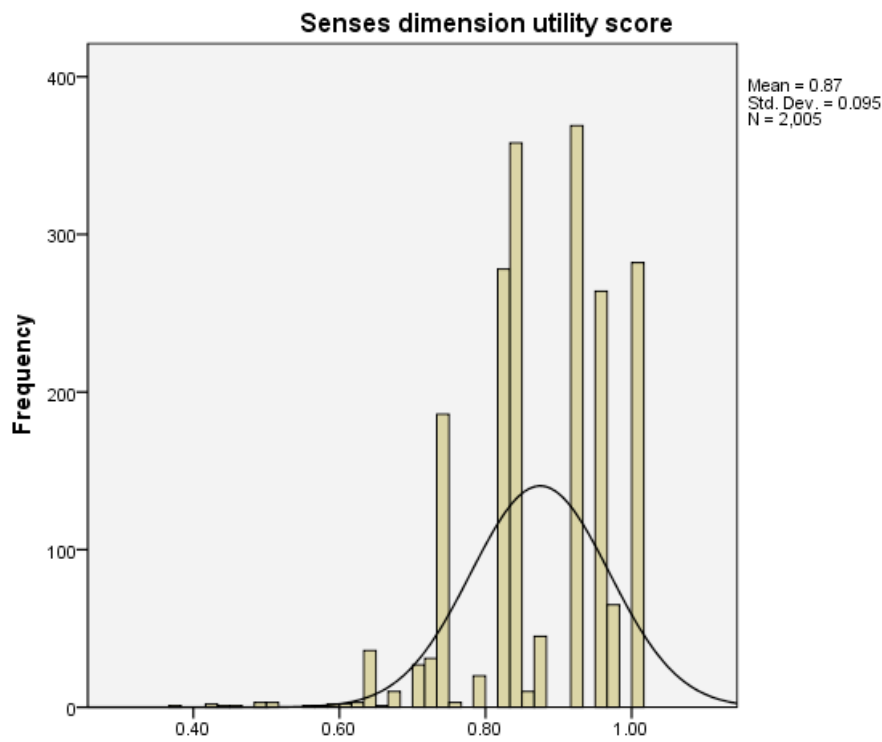


Figure 41. AQoL Pain Utility Score

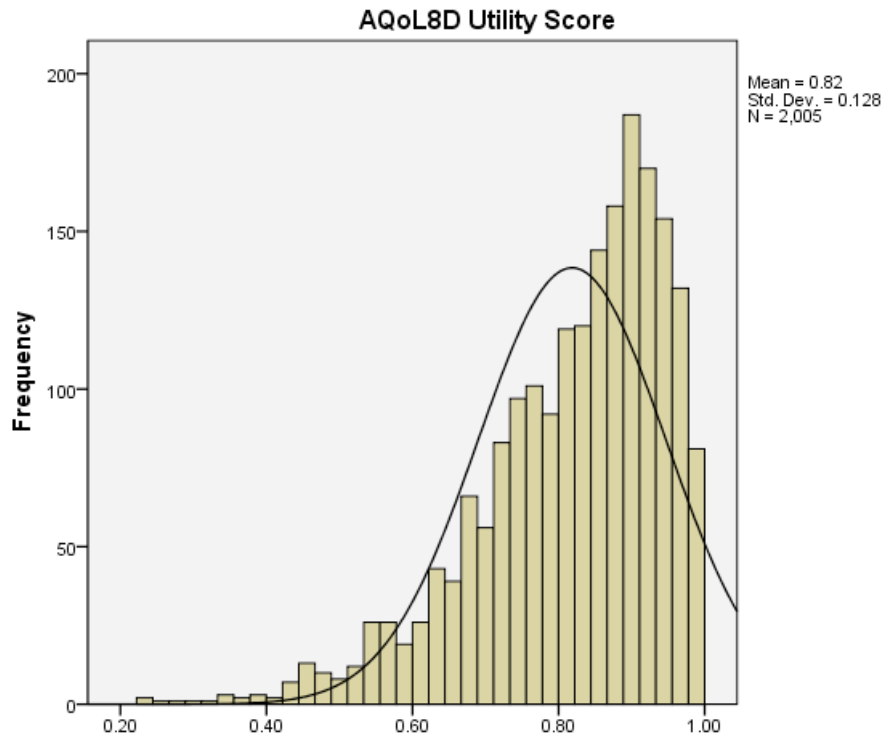


Figure 42. AQL Global Utility Score



References

- ACARA. (2011). My School. Retrieved 12.5.2011, 2011, from <http://www.myschool.edu.au/>
- Adler, N., Singh-Manoux, A., Schwartz, J., Stewart, J., Matthews, K., & Marmot, M. G. (2008). Social status and health: A comparison of British civil servants in Whitehall-II with European- and African-Americans in CARDIA. *Social Science & Medicine*, 66(5), 1034-1045.
- Babor, T. F., Higgins-Biddle, J. C., Saunders, J. B., & Monteiro, M. G. (2001). *AUDIT: The alcohol use disorders identification test. Guidelines for use in primary care* (2nd ed.). Geneva.
- Bosma, H., Stansfeld, S. A., & Marmot, M. G. (1998). Job control, personal characteristics, and heart disease. *Journal of Occupational Health Psychology*, 3(4), 402-409.
- Chandola, T., Brunner, E., & Marmot, M. (2006). Chronic stress at work and the metabolic syndrome: prospective study. *BMJ: British Medical Journal*, 332(7540), 521-525.
- De Vogli, R., Ferrie, J. E., Chandola, T., Kivimaki, M., & Marmot, M. G. (2007). Unfairness and health: Evidence from the Whitehall II study. *Journal of Epidemiology and Community Health*, 61(6), 513-518.
- Department of Education & Training. (2004). *The privilege and the price: A study of principal class workload and its impact on health and wellbeing*. Melbourne: Department of Education and Training.
- Elovainio, M., Ferrie, J. E., Gimeno, D., De Vogli, R., Shipley, M., Brunner, E. J., et al. (2009). Organizational justice and sleeping problems: The Whitehall II study. *Psychosomatic Medicine*, 71(3), 334-340.
- Ferrie, J. E., Shipley, M. J., Newman, K., Stansfeld, S. A., & Marmot, M. (2005). Self-reported job insecurity and health in the Whitehall II study: Potential explanations of the relationship. *Social Science & Medicine*, 60(7), 1593-1602.
- Fuhrer, R., Stansfeld, S., Chemali, J., & Shipley, M. (1999). Gender, social relations and mental health: Prospective findings from an occupational cohort (Whitehall II study). *Social Science & Medicine*, 48(1), 77-87.
- Hassed, C., Lisle, S. d., Sullivan, G., & Pier, C. (2009). Enhancing the health of medical students: Outcomes of an integrated mindfulness and lifestyle program. *Advances in Health Sciences Education*, 14(3), 387-398.
- Head, J., Kivimaki, M., Siegrist, J., Ferrie, J. E., Vahtera, J., Shipley, M. J., et al. (2007). Effort-reward imbalance and relational injustice at work predict sickness absence: The Whitehall II study. *Journal of Psychosomatic Research*, 63(4), 433-440.
- Kivimaki, M., Head, J., Ferrie, J., Shipley, M., Brunner, E., Vahtera, J., et al. (2006). Work stress, weight gain and weight loss: Evidence for bidirectional effects of job strain on body mass index in the Whitehall II study. *International Journal of Obesity*, 30(6), 982-987.
- Kuper, H., & Marmot, M. (2003). Job strain, job demands, decision latitude, and risk of coronary heart disease within the Whitehall II study. *Journal of Epidemiology and Community Health*, 57(2), 147-153.
- LaMontagne, A. D., Keegel, T., Louie, A. M., Ostry, A., & Lansbergis, P. A. (2007). A systematic review of the job-stress intervention evaluation literature, 1990–2005. *International Journal of Occupational and Environmental Health*, 13, 268–280.
- Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, 131(6), 803-855.
- Marmot, M. G. (2006). Status syndrome: A challenge to medicine. [Editorial]. *JAMA: Journal of the American Medical Association*, 295(11), 1304-1307.



- Matthews, P., Moorman, H., & Nusche, D. (2007). *School leadership development strategies: Building leadership capacity in Victoria, Australia*: OECD.
- Nabi, H., Kivimaki, M., De Vogli, R., Marmot, M. G., & Singh-Manoux, A. (2008). Positive and negative affect and risk of coronary heart disease: Whitehall II prospective cohort study. *BMJ: British Medical Journal*, 337(7660), No Pagination Specified.
- North, F. M., Syme, S., Feeney, A., Shipley, M., & al, e. (1996). Psychosocial work environment and sickness absence among British civil servants: The Whitehall II study. *American Journal of Public Health*, 86(3), 332-340.
- Pejtersen, J. H., Kristensen, T. S., Borg, V., & Bjorner, J. B. (2010). The second version of the Copenhagen Psychosocial Questionnaire. *Scandinavian Journal of Public Health*, 38(Suppl 3), 8-24.
- Richardson, J., Khan, M., Iezzi, A., Sinha, K., Mihalopoulos, C., Herrman, H., et al. (2009). *The AQoL-8D (PsyQoL) MAU Instrument: Overview September 2009*. Melbourne: Centre for Health Economics, Monash University.
- Stansfeld, S. A., Fuhrer, R., Head, J., Ferrie, J., & et al. (1997). Work and psychiatric disorder in the Whitehall II Study. *Journal of Psychosomatic Research*, 43(1), 73-81.
- Stansfeld, S. A., Smith, G. D., & Marmot, M. (1993). Association between physical and psychological morbidity in the Whitehall II study. *Journal of Psychosomatic Research*, 37(3), 227-238.
- Thomson, S., Bortoli, L. D., Nicholas, M., Hillman, K., & Buckley, S. (2011). *Challenges for Australian Education: Results from PISA 2009*. Camberwell: Australian Council for Educational Research.
- Virtanen, M., Ferrie, J. E., Gimeno, D., Vahtera, J., Elovainio, M., Singh-Manoux, A., et al. (2009). Long working hours and sleep disturbances: The Whitehall II prospective cohort study. *Sleep: Journal of Sleep and Sleep Disorders Research*, 32(6), 737-745.
- Westerlund, H., Kivimaki, M., Ferrie, J. E., Marmot, M., Shipley, M. J., Vahtera, J., et al. (2009). Does working while ill trigger serious coronary events? The Whitehall II study. *Journal of Occupational and Environmental Medicine*, 51(9), 1099-1104.
- Williams, T., Ferraro, D., Roey, S., Brenwald, S., Kastberg, D., Jocelyn, L., et al. (2007). *TIMSS 2007 U.S. technical report and user guide*. Washington DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.

Whitehall Studies

- Adler, N., Singh-Manoux, A., Schwartz, J., Stewart, J., Matthews, K., & Marmot, M. G. (2008). Social status and health: A comparison of British civil servants in Whitehall-II with European- and African-Americans in CARDIA. *Social Science & Medicine*, 66(5), 1034-1045,
- Bosma, H., Stansfeld, S. A., & Marmot, M. G. (1998). Job control, personal characteristics, and heart disease. *Journal of Occupational Health Psychology*, 3(4), 402-409,
- Chandola, T., Brunner, E., & Marmot, M. (2006). Chronic stress at work and the metabolic syndrome: prospective study. *BMJ: British Medical Journal*, 332(7540), 521-525,
- De Vogli, R., Ferrie, J. E., Chandola, T., Kivimaki, M., & Marmot, M. G. (2007). Unfairness and health: Evidence from the Whitehall II study. *Journal of Epidemiology and Community Health*, 61(6), 513-518,
- Elovainio, M., Ferrie, J. E., Gimeno, D., De Vogli, R., Shipley, M., Brunner, E. J., et al. (2009). Organizational justice and sleeping problems: The Whitehall II study. *Psychosomatic Medicine*, 71(3), 334-340,



- Ferrie, J. E., Shipley, M. J., Newman, K., Stansfeld, S. A., & Marmot, M. (2005). Self-reported job insecurity and health in the Whitehall II study: Potential explanations of the relationship. *Social Science & Medicine*, 60(7), 1593-1602,
- Fuhrer, R., Stansfeld, S., Chemali, J., & Shipley, M. (1999). Gender, social relations and mental health: Prospective findings from an occupational cohort (Whitehall II study). *Social Science & Medicine*, 48(1), 77-87,
- Head, J., Kivimaki, M., Siegrist, J., Ferrie, J. E., Vahtera, J., Shipley, M. J., et al. (2007). Effort-reward imbalance and relational injustice at work predict sickness absence: The Whitehall II study. *Journal of Psychosomatic Research*, 63(4), 433-440,
- Kivimaki, M., Head, J., Ferrie, J., Shipley, M., Brunner, E., Vahtera, J., et al. (2006). Work stress, weight gain and weight loss: Evidence for bidirectional effects of job strain on body mass index in the Whitehall II study. *International Journal of Obesity*, 30(6), 982-987,
- Kuper, H., & Marmot, M. (2003). Job strain, job demands, decision latitude, and risk of coronary heart disease within the Whitehall II study. *Journal of Epidemiology and Community Health*, 57(2), 147-153,
- Nabi, H., Kivimaki, M., De Vogli, R., Marmot, M. G., & Singh-Manoux, A. (2008). Positive and negative affect and risk of coronary heart disease: Whitehall II prospective cohort study. *BMJ: British Medical Journal*, 337(7660), No Pagination Specified,
- North, F. M., Syme, S., Feeney, A., Shipley, M., & al, e. (1996). Psychosocial work environment and sickness absence among British civil servants: The Whitehall II study. *American Journal of Public Health*, 86(3), 332-340,
- Stansfeld, S. A., Fuhrer, R., Head, J., Ferrie, J., & et al. (1997). Work and psychiatric disorder in the Whitehall II Study. *Journal of Psychosomatic Research*, 43(1), 73-81,
- Stansfeld, S. A., Smith, G. D., & Marmot, M. (1993). Association between physical and psychological morbidity in the Whitehall II study. *Journal of Psychosomatic Research*, 37(3), 227-238,
- Virtanen, M., Ferrie, J. E., Gimeno, D., Vahtera, J., Elovainio, M., Singh-Manoux, A., et al. (2009). Long working hours and sleep disturbances: The Whitehall II prospective cohort study. *Sleep: Journal of Sleep and Sleep Disorders Research*, 32(6), 737-745,
- Westerlund, H., Kivimaki, M., Ferrie, J. E., Marmot, M., Shipley, M. J., Vahtera, J., et al. (2009). Does working while ill trigger serious coronary events? The Whitehall II study. *Journal of Occupational and Environmental Medicine*, 51(9), 1099-1104.