PRINCIPAL
HEALTH & WELLBEING SURVEY

Australian Principal Occupational Health, Safety & Wellbeing Survey

2011 – 2014 Data

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Introduction

Background

This is a short summary of the background to the project, which was published in the 2011 Data Report (available at: www.principalhealth.org.au/reports).

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. 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).*

The work practices (role demands) imposed by these changes further increase work volume and public accountability and decrease principals and deputy/assistant 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 and deputy/assistant 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 Australia's principals and deputy/assistant principals. This longitudinal research project has been designed to collect baseline data and monitor the health and wellbeing of Australia's school principals and deputy/assistant principals and deputy/assistant principals and deputy/assistant principals and to contribute to the development of work practices designed to minimize the adverse health impacts on the individuals.

Project Aims

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

Participant Care

Voluntary participation was sought by email invitation by every State or National Association of Principals deputy/assistant allowing them to keep membership information secure from the researchers. Personal information of association members was not provided to the researchers. Principals and deputy/assistant principals who accepted the invitation to participate voluntarily provided contact details to the researchers to be used for subsequent invitations to participate in annual updates. This information was not provided to the associations, thus keeping the researchers, participants and professional organisations at arm's length, to protect the privacy of the participants. Participants were also asked to provide contact details for an alternative contact person, to be used if the participants' contact details change between annual surveys. The invitation included a recruitment flyer (available at: www.principalhealth.org/au.info.php) outlining the study and a hyperlink to the survey website. The invitations and reminder emails were sent out regularly, approximately two weeks apart while the survey was open. The survey website opened for 12 weeks to collect each wave of data, during Term 2 in 2001 and Term 3 in each subsequent year. When participants chose to take the survey they were directed firstly to the Explanatory Statement on the project website. By clicking the "next" box at the end of the statement the survey commenced. All principals and deputy/assistant principals who complete one survey will be contacted annually and invited to complete an update survey.

Each survey participant received a comprehensive, individual report from his/her own survey responses. Participants were advised in the Explanatory Statement to seek individual help such as counselling if they experienced distress following the survey. Survey results returned to participants included contact details of local support agencies and providers tailored to the individual's needs resulting from their survey responses. The Chief Investigator was available to arrange individual assistance for participants if required. The survey also included a "red flag" item "Do you ever feel like hurting yourself". Principals and deputy/assistant principals who answered "sometimes", "often", or "all the time" activated an automatic alert to the Chief Investigator who followed up these individuals with more personalised advice.

Chief Investigator

Associate Professor Philip Riley, from Australian Catholic University, a registered psychologist with the Australian Health Practitioner Regulation Agency oversaw the project. He is a former school principal and is also the Chief Investigator for *The Irish Principals and Deputy Principals Health and Wellbeing Survey.* The Irish survey was conducted using the same protocols as the Australian survey.

The Survey

Workplace changes brought about either by changing community attitudes or government policy affect all schools and all school principals and deputy/assistant principals yet no systematic measurements of the effects have been conducted until now. This research project will collect data and monitor the health, safety and wellbeing of school principals and deputy/assistant principals annually. This report covers the complete datasets from 2011-2013 and all data except that provided by the Australian Curriculum and Assessment Authority (ACARA) for 2014. ACARA's policy is to release this data 18months after collection, so the 2014 data is not yet available.
This survey is the first independent, national research project undertaken to take baseline measurements and compare the occupational risks of all school principals and deputy/assistant principals longitudinally. Over time it will be used to monitor the efficacy of stress reduction interventions, for individuals and policy changes imposed on principals and deputy/assistant principals.

The survey captured three types of information drawn from existing robust and widely used instruments. First, comprehensive school demographic items drawn from the *Trends in International Mathematics and Science Study* (TIMSS) (Williams, et al., 2007), *Program for International Student Assessment* (PISA) (Thomson, et al., 2011), The MySchool Website (ACARA) and *International Confederation of Principals* surveys were used to capture differences in occupational heatlh and safety (OH&S) associated with the diversity of school settings and types. Second, personal demographic and historical information was captured. Third, principals and deputy/assistant principals' quality of life and psychosocial coping were investigated, by employing three widely used measures, the *Assessment of Quality of Life* – 8D (*AQoL-8D:* Richardson, et al., 2009; Richardson, Iezzi & Maxwell, 2014), *The Copenhagen PsychoSocial Questionnaire – II* (*COPSOQ-II:* Pejtersen, et al., 2010) and *The Personal Wellbeing Index* (*PWI*: Cummins, et al., 2003). Alcohol use was measured using *The Alcohol Use Disorders Identification Test* (*AUDIT*: Babour et al., 2001), developed for the World Health Organization. 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, sector differences and the personal attributes of the principals themselves.

Finally, it is envisaged that aggregated survey information will be used to seed focus group discussions of school principals and deputy/assistant principals across the country. Focus groups will then develop primary interventions (policy changes) 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 deputy/assistant 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 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, and eventually, instant intervention strategies for dealing with the complexity of their roles. In this way the survey also has the capacity to act as an intervention. Principals who complete the survey received interactive feedback on 43 separate dimensions of occupational health, safety and wellbeing, through a dedicated secure website, affording instant health and wellbeing checkups tailored to their specific work context. The survey provides detailed

feedback which might prompt principals' to make changes to their behaviour. In future iterations of the survey it is hoped that we can incorporate feedback to individuals using like-group comparisons. For example, an individual principals and deputy/assistant principals will be able to compare his or her results with a matched group of principals and deputy/assistant principals in similar circumstances on a range of categories. These include: small/medium/large schools; primary/secondary/ 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, Department of Education and Skills, Management bodies, unions and other interested parties through these annual reports.

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 the country. 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). Price Waterhouse Coopers have recently conducted a Return on Investment (RoI) for addressing mental health in the workplace. They found that the impact of not addressing it amounted to $10.6 billion annually (see, http://www.headsup.org.au/creating-a-mentally-healthy-workplace/the-business-case). However, they also reported that every dollar spent on addressing the issue returned $2.30. The annual updates of the survey can be used to monitor the role and effectiveness of stress reduction interventions.

Research Questions

The specific research questions guiding the initial survey were:
Can recognizable occupational health, safety and wellbeing subgroups of principals and deputy/assistant principals be identified through the survey? These groups may be inferred from a number of criteria including: Sector; Location (Urban, Suburban, Large Town, Rural, Remote); Type (Primary, Secondary, Special, Early Childhood); Background (Family of Origin, School Education); Person Factors (Gender, Family of Procreation, Social Support, Educational Level); Role Factors (Hours worked, number and type of teachers, students and parents, resources, professional support); Occupational Constraints.
Do(es) any group(s) thrive in the role?
Do(es) any group(s) only just survive in the role?
Do(es) any group(s) show signs of adverse health, safety, and wellbeing outcomes.
Do(es) any factors affect these group(s), and in what ways?
Are changes to educational policy or policy implementation suggested by the results?

Results Overview

The participants in the survey have very demanding jobs. They spend 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. They 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 a complex mix of personal and environmental factors: from those who appear to 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" longitudinal findings. More detailed reports will follow as data analysis is completed.

For most of the results reported the data is presented firstly in broad outline and then by sector. Some issues that have emerged from the data cut across sectors. Some differences based on gender, sector, location, school type and principal type are also presented. Where the diversity of experience is best represented visually graphs have been used.

Australia's School Principals: A 4-year Longitudinal Snapshot

1. Over the 4-years of the survey to date, responses have been collected from 2,621 Principals and 1,024 Deputy/assistant principals. This represents approximately 26% of all principals in the country with ~20-25% completing the survey each year. It is impossible to calculate the number of assistants/deputies in the country as they are not in all schools, and many large schools have more than one deputy/assistant, so no divisor exists to make the calculation. However the raw numbers suggest a good proportion of those eligible to take part did.
2. 64.8% primary;
3. ~19% in urban locations, 39-42% in suburban locations, ~13% in large towns, ~25% in rural and ~3.5-4% in remote locations;
4. 55.6-57.1% female;
5. Average age 51-53 years: Ranging from 24 years in 2011 – 78 years in 2014.
6. Most had been in their current role for 5-5.6 years and leadership roles for ~13 years, following ~12 more years in teaching.
7. Approximately 50% work upwards of 56 hours per week during term with ~13% working upwards of 66 hours per week. During school holidays, ~55% work upwards of 25 hours per week.
8. Annual salaries range from <$50,000 - >$160,000 per annum with a disproportionate number of women in lower paid roles.
9. ~86% rate personal achievement as very important or higher.
10. ~97% rate personal relationships with family and friends as very important or higher.
11. >90% are in a partner relationship, and ~82% report that their greatest source of support comes from their partner. ~40% of their partners also work in the education sector.
12. ~56% have children living at home.
13. ~25% of the principals and deputy/assistant principals have a family member with a long-term health condition, with serious impact on the family in 20-25% of the sample.
14. They appear to come from stable backgrounds ~88% were living with a mother and father at age 14.
15. They have been upwardly mobile and value education for themselves as well as others: The families of origin appear to be largely working class with about 63% of participants' parents qualified with a university degree, whereas 33% of the principals and deputy/assistant principals have a masters degree or above, mostly in formal leadership courses.

16. ~45% volunteer their time for community support outside of their role, and approximately the same number are active members of formal community or sporting associations.
17. ~30% conduct regular spiritual practice.
18. There are large differences in their self-reported maintenance of healthy levels of exercise, diet and weight control.
19. Only ~80% of respondents rate their own happiness as very important or higher.
20. They are generally positive about their job and report higher job satisfaction than the population
21. 49% are taking prescription medication for a diagnosed condition.
22. Most maintain a healthy alcohol intake, and do not use it to manage stress.
23. Principals experience high levels of emotional demands and emotional labour when compared to the general population. This is correlated with higher levels of burnout and stress symptoms (difficulty sleeping, somatic symptoms)
24. The greatest source of stress for all principals and deputies/assistants in every state and every sector is the sheer quantity of work, closely followed by a lack of time to focus on teaching and learning.
25. Principals and deputy/assistant principals experience far higher prevalence of offensive behaviour at work than the general population: adult-adult bullying (4-times higher); threats of violence (5-times higher); and, actual violence (7-times the rate of the general population) measured on the COPSOQ-II. The prevalence rates vary from state to state with the Northern Territory and Western Australia reporting the highest levels.
26. Despite having many predictive attributes for high scores on health and wellbeing (COPSOQ-II; Personal Wellbeing Index) and quality of life (Assessment of Quality of Life-8D) measures, collectively principals and deputy/assistant principals score less than the general population on all positive measures (self-rated heatlh; happiness; mental health; coping; relationships; self-worth; personal wellbeing index) and higher on all negative measures (burnout; stress; sleeping troubles; depressive symptoms; somatic stress symptoms; cognitive stress symptoms). The differences are detailed in the full report.

Recommendations

The recommendations are designed to help policy makers, (including: government; employer groups; professional associations; unions; school boards and governors) 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 thematic headings that emerged from the data analysis. While there are particular challenges to the occupational health, safety and wellbeing of principals and deputy/assistant principals which result from contextual and geographical determinates, the recommendations below, relate to more general occupational conditions found across the country in every state and school sector. Recommendations A-C are relatively straightforward and consistent with evidence from other countries showing that professional support for principals provides many benefits that flow through to improved student learning outcomes.

Recommendation D addresses the most complex and challenging findings from the first longitudinal analysis carried out on the data collected to date: maintenance of dignity at work. The results suggest that the need to look for the causes, and reduce the levels, of adult-to-adult bullying, threats of, and actual physical violence in schools is required. Given that this report reflects four years of consistent results drawn from approximately one-third of all principals in the country, the need to address these issues is important. If subsequent waves of data collection show a similar pattern, repeating consistently over time, stakeholders responsible for addressing these issues can be even more confident of the findings and the need to implement Recommendation D in a timely manner.

With regard to Recommendation D, the results may reflect Australian society more broadly, rather than school culture specifically. Evidence of offensive behaviour in other Australian social workplaces, such as hospitals, suggests that this might be the case. The population figures used for comparisons are drawn from a number of large population studies conducted in Europe. However, if governments and employer groups are committed to improving the quality of school education for all stakeholders, this issue needs attention. Reducing levels of offensive behaviour will produce significant educational gains for students. Previous research has shown that the most effective ways to prevent or diminish bullying and violence are through whole school approaches (Antonio & Salzfass, 2007; Dake et al., 2003; de Wet, 2010; Espelage et al., 2013; Twemlow, Fonagy, & Sacco, 2001). The research presented in this report suggests the problem is system-wide and therefore a system-wide approach is also needed.

Recommendation A: Improving the wellbeing of principals and deputy/assistant principals through Professional Support

Principals and deputy/assistant principals mostly learn how to deal with the demanding emotional aspects of the role on the job, rather than through systematic preparation. In other professions, such as psychology and social work, where highly charged emotional interactions occur, high levels of professional support and debriefing are standard procedure. This is not so in education. As a result, the average principals' and deputy/assistant principals' wellbeing survey scores are lower than the average citizen. However, there is a lot of variation and distinct differences between the principals and deputy/assistant principals who appear to be coping well with the complexity of the role and those who are not. Professional support is a strong predictor of coping with the stresses of the role (job demands). Therefore, policies need to be developed that address this issue directly. In the 21st Century, no principals and deputy/assistant principals should feel unsupported in the face of growing job complexity, increased scrutiny stress from public accountability and decreased control over the ways in which the accountability targets are met (Riley & Langan-Fox, 2013).

The evidence from the cluster analysis in the 2011 report and the findings of this survey clearly point to the benefits of professional support for all principals and deputy/assistant principals. Those who receive the least have the greatest challenges to maintain their mental health. The principals and deputy/assistant principals identified as coping least well with their daily tasks had the lowest levels of professional support from colleagues and superiors while those who coped the best reported the highest levels of professional support. This is an area of improvement that would be relatively easy for education systems to improve.

1. Provide opportunities for principals and deputy/assistant principals to engage in professional support networks on a regular basis.
2. Networks would need to be determined locally, contextually and formally, and provide opportunities for informal support alongside formal support, outlined in Recommendation B.
3. A provision of time for principals and deputy/assistant principals to build and maintain professional support networks would be needed.
4. This could be augmented by experienced principal mentors, perhaps retired principals, visiting schools to provide support in the form of professional conversations ("agenda-less" meetings) allowing school principals and deputy/assistant principals time to discuss the day-to-day functioning of their schools with a sympathetic, experienced colleague.

Recommendation B. Professional Learning

Systematic attention needs to be paid to the professional learning of principals and deputy/assistant principals, as targeted professional support. There is a considerable need for skill development in the emotional aspects of the leadership role outlined in Recommendation A: dealing with the highs and lows associated with the emotional investment of parents in their children. 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 would be a great benefit.

Targeted professional learning is likely to make principals and deputy/assistant principals feel better supported than they currently report. Provision of ongoing professional learning is likely to assist all principals and deputy/assistant principals in two ways. First, by skill improvement and secondly through the benefits of increased perceptions of support outlined in Recommendation A.

Recommendation C. Review the work practices of Principals and deputy/assistant principals in light of the Job Demands-Resources Model of organizational health

Stress and psychological risk at work can be conceptualised through the balance of job *demands* (e.g., workload, time pressures, physical environment, emotional labour) and job *resources* (e.g., feedback, rewards, control, job security, support). The Job Demands-Resources model (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001) along with the Conservation of Resources theory (Hobfoll, 1989 (Halbesleben, 2006; Hobfoll & Freedy, 1993) posit that work demands and available resources need to be in balance for good psychological health at work. High job demands lead to exhaustion while low job resources lead to disengagement, both symptoms of job burnout. However, high job resources buffer job demands, reducing their negative impact on individuals. Principals and deputies/assistants report very high demands, out of balance with available resources to buffer the demands.

The average hours spent at work by principals and deputies/assistants ranges between 51-60 hours per week during term time and 25-30 hours per week during gazetted holiday periods. Too many participants in the survey are working too many hours and it is taking a toll on their greatest support group; their families. Work-Family conflict occurs at approximately double the rate for the population generally. The amount of emotional labour expected of principals and deputies/assistants is 1.7-times that of the population. When job demands are this high, they need to be balanced with significant resources to buffer the demands. Therefore all stakeholders need to be consulted about ways in which this can be achieved. Obvious, but unlikely to be funded, examples of reducing job demands would be job sharing. However, working groups tasked with addressing the issues of job demands may identify lower cost and equally effective solutions to job sharing. What is clear is that this level of demand is dangerous to the long-term health and wellbeing of principals who find consistently that the resources available to them are not concomitant with the demands.

Recommendation D: Address Bullying and Violence

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

1. adult-adult bullying (occurring at 4-times the rate of the general population);
2. threats of violence (occurring at 5-times the rate of the general population); and,
3. actual violence (occurring at 7-times the rate of the general population).

The authority should be independent from all stakeholder groups in schools and government.

Specifically, the authority should have powers to interview teachers, parents and students and should investigate:

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

The consequences of offensive behaviour in schools are likely to become costly for employers, through time lost to ill health, OH&S claims against employers' responsibility 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. The cost to mental health is high. Price Waterhouse Coopers have recently conducted a Return on Investment for addressing mental health in the workplace. They found that the impact of not addressing it amounted to $10.6 billion annually (see, http://www.headsup.org.au/creating-a-mentally-healthy-workplace/the-business-case). However, they also reported that every dollar spent on addressing the issue returned $2.30. So addressing the problem in schools is also a good investment for the future of the nation.

Summary

Principals, deputy/assistant 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 consequences remain under-researched (Hargreaves, 2013; Woolfolk Hoy, 2013). This means high levels of emotion are attached to many aspects of school functioning, and principals and deputy/assistant principals have to learn how to deal with this on the job, rather than through systematic preparation. This can be particularly difficult for principals and deputy/assistant principals who must communicate the way education policy is both developed and practiced to teachers, parents and students, sometimes in emotionally charged situations. The difficulties between the adult stakeholders in schools that have been consistently reported in every year of the survey need to be acknowledged and dealt with on a more systematic basis. Systematic attention also needs to be paid to the professional learning of principals and deputy/assistant principals, and presumably teachers, in the emotional aspects of their roles and the emotional investment of parents in their children, which may underlie the high rate of violence and threats principals and deputy/assistant principals are experiencing. 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 appears to be urgently needed.

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 deputy/assistant/ principals across the country. 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 his or her own occupational health, safety and wellbeing both over time and in comparison to other principals and deputy/assistant 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 participant were constructed automatically, by applying algorithms to each individual's responses. This provided total scores on each subscale of the survey. This, in turn 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.

Response Rates

For the initial survey invitations and reminder emails were sent out by each of the principals' organisations to their members. This kept the researchers at arms length from the participants. The researchers therefore do not know an essential element for determining the actual response rate to the survey: how many principals and deputy/assistant/assistant principals actually received an invitation to participate. This makes it impossible to determine the actual response rate as there is no divisor for the calculation. Table 1 and Figure 1 show the participation rates for 2011-2014 broken down by years completed. In total, 3,675 principals and deputies/assistants have completed at least one year of the survey and 956 have completed all four years. Our estimation is that approximately one quarter of all principals and the same number of assisstants/deputies have completed at least one year of the survey. Given the length of time these busy people must commit to completing it (mean completion time = 1 hour) this is a strong message of support for the project from the participants.

Table 1. Participation Rates 2011-2014

Year	Participants	%
1 year	1303	35.5
2 years non-consecutive	174	4.7
2 consecutive - 11,12	226	6.1
2 consecutive - 12, 13	103	2.8
2 consecutive - 13,14	262	7.1
3 years	92	2.5
3 consecutive - 11-13	278	7.6
3 consecutive - 12-14	281	7.6
2011-2014	956	26
Total	3675	100

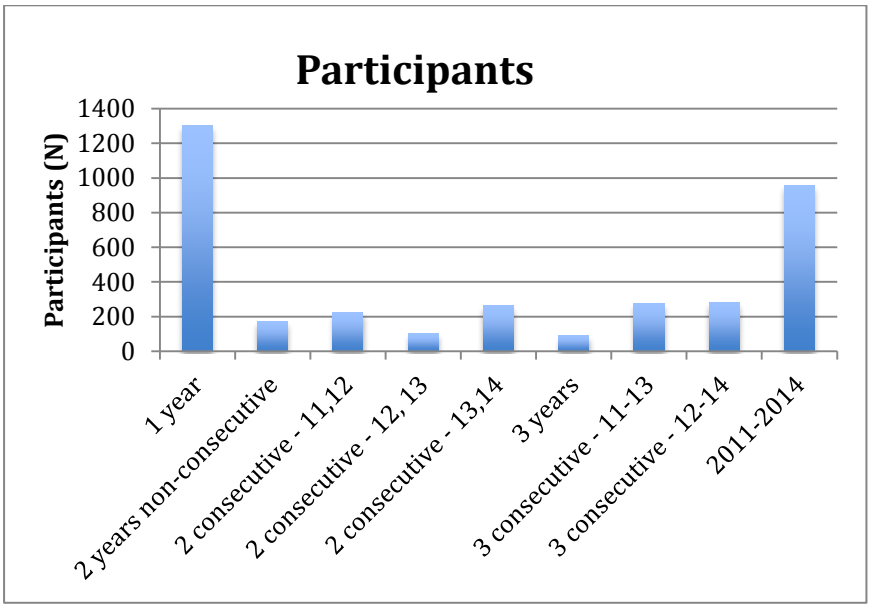

Figure 1. Participation Rates 2011-2014

Representativeness of the data

The data reported is a good representative sample of principals and deputy/assistant principals from across the country. As can be seen from the graphs below the sample is directly proportional to the whole of the Australian school population. This is based on the comparison of the Index of Community Socio-Educational Advantage scores. An explanation of how these scores are derived is presented below.

The Index of Community Socio-Educational Advantage (ICSEA)

The Index of Community Socio-Educational Advantage (ICSEA) is a scale that enables meaningful comparisons to be made across schools. It has been developed specifically for the *My School* website for the purpose of identifying schools serving similar student populations. The variables used in calculating a value on the ICSEA scale include student-level data on the occupation and education level of parents/carers, and/or socio-economic characteristics of the areas where students live, whether a school is in a metropolitan, regional or remote area, proportion of students from a language background other than English, as well as the proportion of Indigenous students enrolled at the school. ICSEA should be interpreted with the assistance of the *About ICSEA* Fact Sheet, the *Guide to understanding ICSEA*, the *2010*

ICSEA Generation Report and relevant FAQs, provided on the *My School* website under 'More information.'
http://www.acara.edu.au/myschool/myschool_glossary.html

ICSEA values are calculated on a scale which has a median of 1000 and a standard deviation of 100. ICSEA values range from around 500 (representing extremely educationally disadvantaged backgrounds) to about 1300 (representing schools with students with very educationally advantaged backgrounds). ACARA calculates an ICSEA value for all schools for which sufficient aggregate-level data is available. ICSEA values are usually not generated for specialist schools as many of their students typically do not participate in NAPLAN testing. (ACARA, 2013)

Table 2. Comparisons of ICSEA scores for All Australian Schools and the 2011-2013 participants' schools. Note: Not all schools have an ICSEA value calculated by ACARA.

Index of Socio-Educational Advantage (ICSEA)						
	2011		2012		2013	
	All Schools	*Sample*	*All Schools*	*Sample*	*All Schools*	*Sample*
N	8996	1918	8937	1923	8813	1832
Mean	999.27	1013.48	1000.42	1010.10	1000.28	1008.55
Min	510.00	511.40	533.18	533.00	315.09	411.00
Max	1286.56	1237.66	1240.53	1221.00	1389.9	1225.00
Percentile						
10	903.10	925.58	908.93	925.97	905.40	915.90
20	939.76	949.84	944.32	951.23	940.78	944.85
30	962.47	968.04	965.31	966.68	964.87	965.02
40	980.31	983.12	982.23	983.07	985.09	984.15
50	999.98	1002.71	1000.59	1001.54	1004.36	1004.08
60	1019.97	1022.57	1019.49	1020.57	1023.25	1025.42
70	1043.50	1052.43	1042.57	1047.42	1044.51	1050.20
80	1076.02	1094.45	1073.85	1079.15	1074.10	1080.10
90	1125.16	1147.73	1122.95	1134.68	1116.71	1125.2

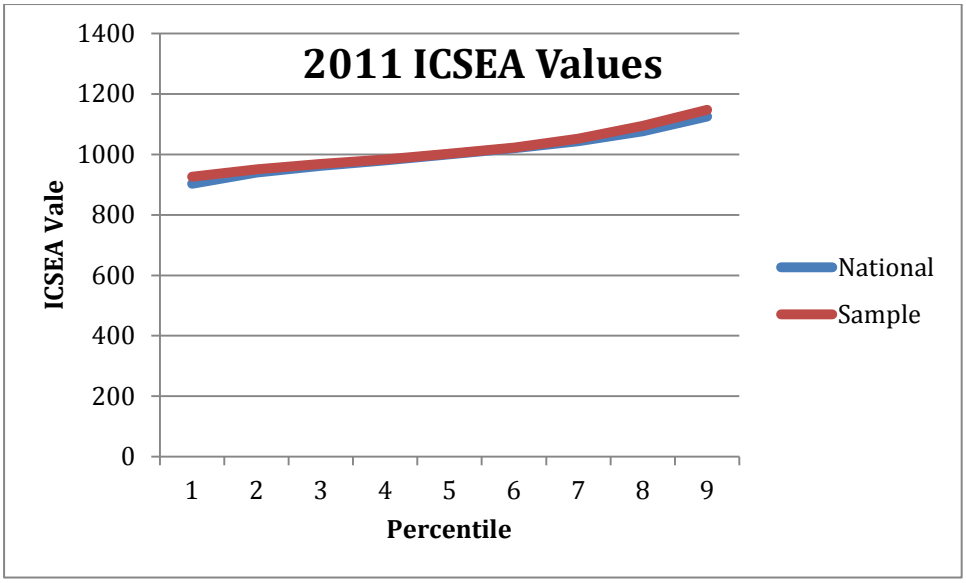

Figure 2. 2011 ICSEA Values for Australia and the Sample of schools.

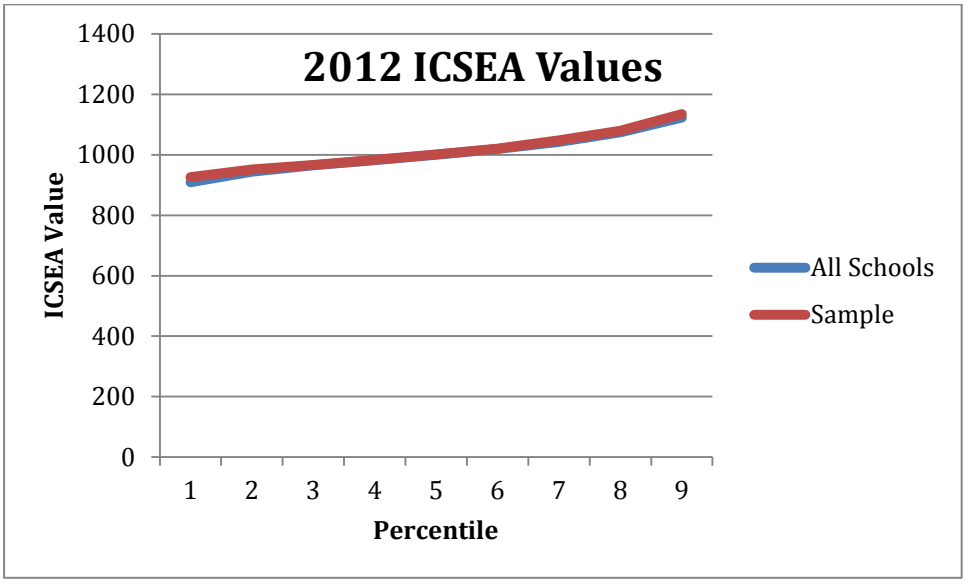

Figure 3. 2012 ICSEA Values for Australia and the Sample of schools.

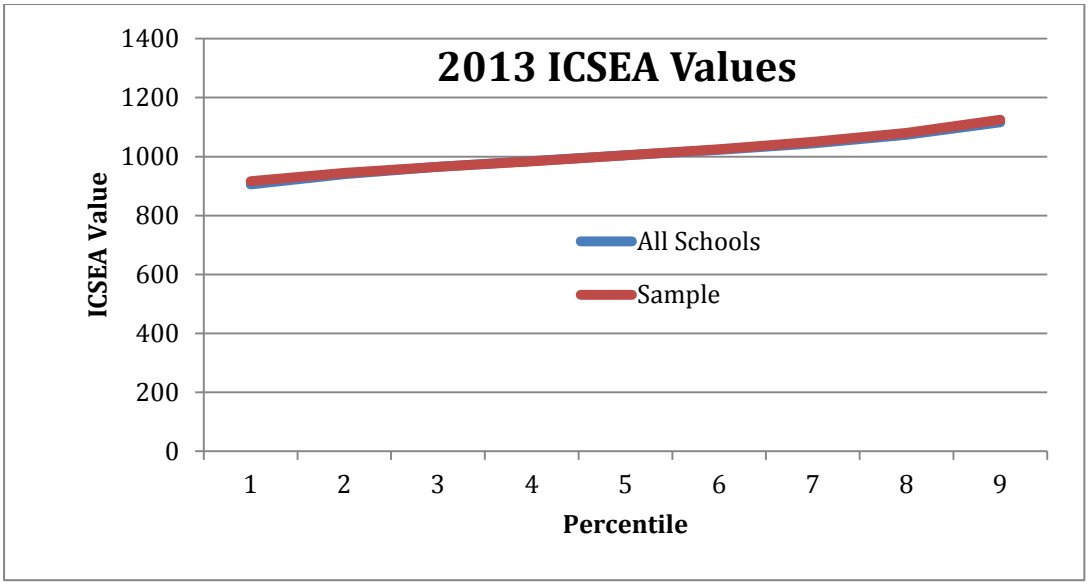

Figure 4. 2013 ICSEA Values for Australia and the Sample of schools.

Data for 2014 Australian Schools will become available from ACARA in the 3rd quarter of 2015.

Reliability

The reliability of each of the scales and subscales used were checked for internal consistency of responses. The following tables report the Cronbach alpha coefficients for each subscale.

Table 3. Cronbach Alpha coefficients for the Assessment of Quality of Life–8 Dimension Scale (AQoL–8D: Richardson, et al., 2012) reported for two samples of principals and deputy/assistant principals.

Sub Scale	Cronbach's Alpha	
	Ireland	Australia
Happiness	0.82	0.80
Relationships	0.80	0.79
Self Worth	0.70	0.67
Independent Living	0.64	0.62
Coping	0.67	0.66
Mental Health	0.85	0.84
Senses	0.36	0.38
Pain	0.82	0.82

Table 4: Cronbach Alpha coefficients for Emotional Labour Scale – Revised (Lee & Brotheridge, 2011)

Scale	Sub Scale	Cronbach's Alpha
Surface Acting	Faking	0.82
	Hiding	0.86
Deep Acting		0.80

The reliability (Cronbach's α) for the AUDIT scale (Babor, Higgins-Biddle, Saunders, & Monteiro, 2001) was .74.

Table 5: Cronbach Alpha coefficients for the Copenhagen Psycho-Social Questionnaire – Second Edition (COPSOQ-II) (Pejtersen, et al., 2010) reported for two samples of principals and deputy/assistant principals.

Item Statistics				
Scale	**Sub Scale**	**Cronbach's Alpha**		
		Ireland	**Australia**	**Population**
Demands at Work				
	Quantitative Demands	0.81	0.82	0.82
	Work Pace	0.87	0.87	0.84
	Cognitive Demands	0.77	0.76	0.74
	Emotional Demands	0.80	0.79	0.87
	Hiding Emotions	0.62	0.66	0.57
Work Organisation & Job Contents				
	Influence	0.72	0.74	0.73
	Possibilities for Development	0.79	0.79	0.77
	Variation	0.48	0.49	0.50
	Meaning of work	0.74	0.85	0.74
	Commitment to the Workplace	0.76	0.76	0.76
Interpersonal Relations & Leadership				
	Predictability	0.82	0.81	0.74
	Recognition	0.86	0.86	0.83
	Role Clarity	0.83	0.85	0.78
	Role Conflicts	0.82	0.83	0.67
	Quality of Leadership	0.91	0.91	0.89
	Social Support from Supervisors	0.86	0.87	0.79
	Social Support from Colleagues	.81/.86*	0.72	0.70
	Social Community at Work	0.86	0.80	0.85
Work - Individual Interface				
	Job Insecurity	#	0.70	0.77
	Job Satisfaction	0.79	0.77	0.82
	Work - Family Conflict	0.86	0.86	0.80
	Family - Work Conflict	0.91	0.88	0.79
Values at the Workplace				
	Trust Regarding Management	0.73	0.74	0.80
	Mutual Trust between Employees	0.82	0.84	0.77
	Justice	0.78	0.84	0.83
	Social Inclusiveness	0.77	0.80	0.63
Health & Wellbeing				
	Self-rated health	#	#	#
	Burnout	0.92	0.91	0.83
	Stress	0.89	0.88	0.81
	Sleeping Troubles	0.92	0.89	0.86
	Depressive Symptoms	0.84	0.81	0.76
	Somatic Stress	0.70	0.71	0.68
	Cognitive Stress	0.88	0.87	0.83
	Self Efficacy	0.82	0.78	0.80

* Not reported in the Australian or population samples.

#Jan Hyld Pejtersen, et al., 2010

Participants

Gender

Table 6. Gender breakdown by year

	Gender							
	2011		2012		2013		2014	
	N	%	N	%	N	%	N	%
Female	1140	55.6	1158	55.6	1130	56.02	1408	57.1
Male	909	44.4	926	44.4	888	43.98	1059	43.9
Total	2049	100	2084	100	2018	100	2467	100

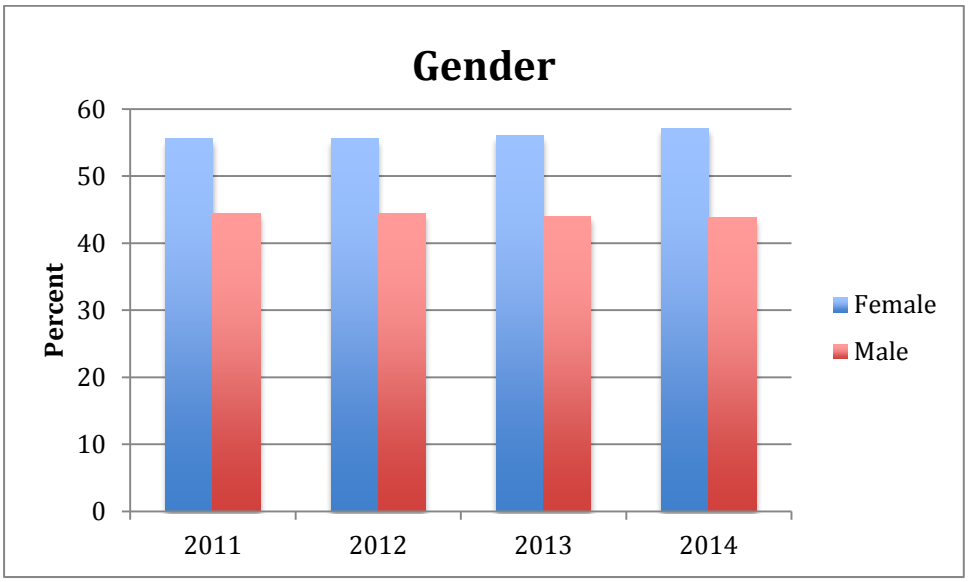

Figure 5. Gender breakdown by year

Age

Table 7. Participant minimum, maximum and mean age

	Age				
	N	Min	Max	*M*	*SD*
2011	2048	24	75	51.61	7.29
2012	2083	25	73	52.15	7.18
2013	2017	26	70	51.79	7.44
2014	2466	27	78	53.33	7.44

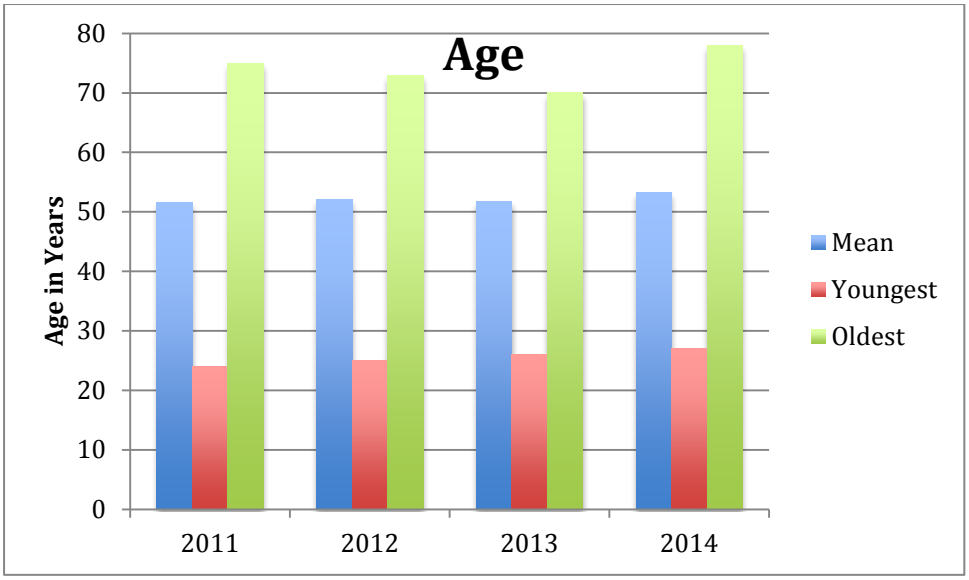

Figure 6. Participant mean, minimum and maximum, age

Roles and Responsibilities

The following tables and figures report the distribution of roles and responsibilities for 2011-2014

Table 8. Leadership position held

Leadership Position 2011-2014	N	%
Principal	2565	69.8
Deputy/Assistant Principal	964	26.2
Campus Principal of a multi-campus school	95	2.6
Teaching principal	4	0.1
Acting principal	18	0.5
Director Early Childhood	14	0.4
Total	3660	99.6
Missing	15	0.4
Total	3675	100

Table 9. Leadership position held by year and gender

		Leadership Position									
		Principal		*Deputy/ Assistant*		*Campus Principal*		*Teaching Principal*		*Acting Principal*	
	Gender	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*
2011	Female	747	65.5	340	29.9	37	2.3	2	0.1	9	0.6
	Male	692	76.1	182	20.1	30	2.2	2	0.2	1	0.1
2012	Female	777	67.1	336	29	34	2.9	2	0.1	3	0.3
	Male	728	78.6	163	17.6	31	2.3	2	0.2	1	0.1
2013	Female	761	67.6	326	29	28	2.5	2	0.2	3	0.3
	Male	699	79	156	17.6	26	2.9	2	0.2	1	0.1
2014	Female	947	67.5	408	29.9	34	2.4	1	0.1	6	0.4
	Male	820	77.7	207	19.6	25	2.4	4	0.4	1	0.1

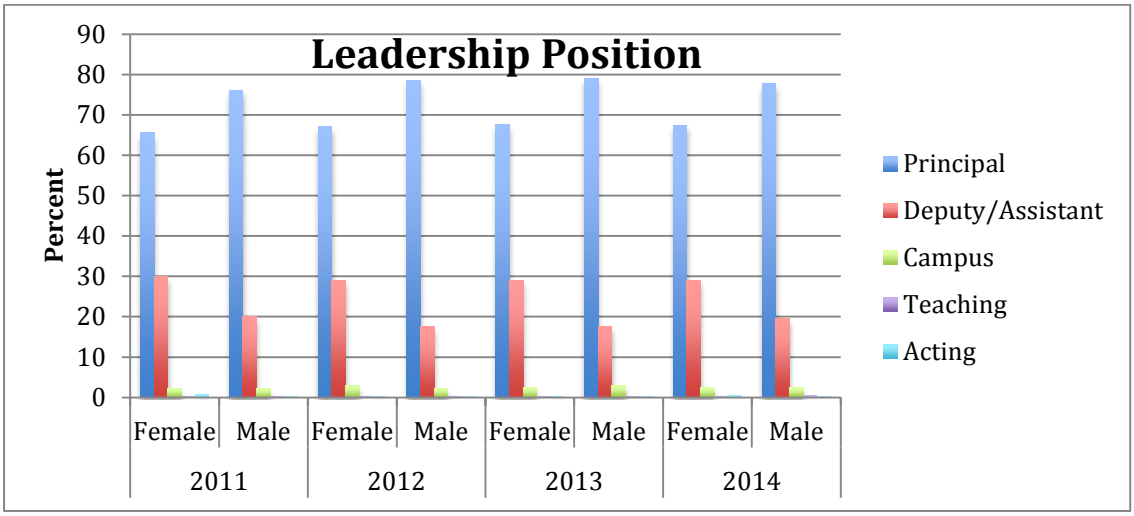

Figure 7. Leadership position held by year and gender

Table 10. Leadership responsibilities by year

Level Responsibilities	2011		2012		2013		2014	
	N	%	N	%	N	%	N	%
Primary	1251	61.1	1262	60.6	1188	59.1	1410	57.2
Secondary: Years 7/8-12	339	16.5	362	17.4	368	18.3	492	19.9
Secondary: junior years only	47	2.3	47	2.3	43	2.1	57	2.3
Secondary: senior years only	57	2.8	68	3.3	67	3.3	83	3.4
K/P - 10/12	244	11.9	250	12	233	11.6	283	11.5
Early Education & Primary	48	2.3	41	2	34	1.7	37	1.5
P-10	32	1.6	22	1.1	16	0.8	18	0.7
Early Education	13	0.6	8	0.4	7	0.3	8	0.3
Grade 4 - secondary	7	0.3	7	0.3	5	0.2	5	0.2
Missing	11	0.5	17	0.8	49	2.4	74	3
Total	2049	100	2084	100	2010	100	2393	97

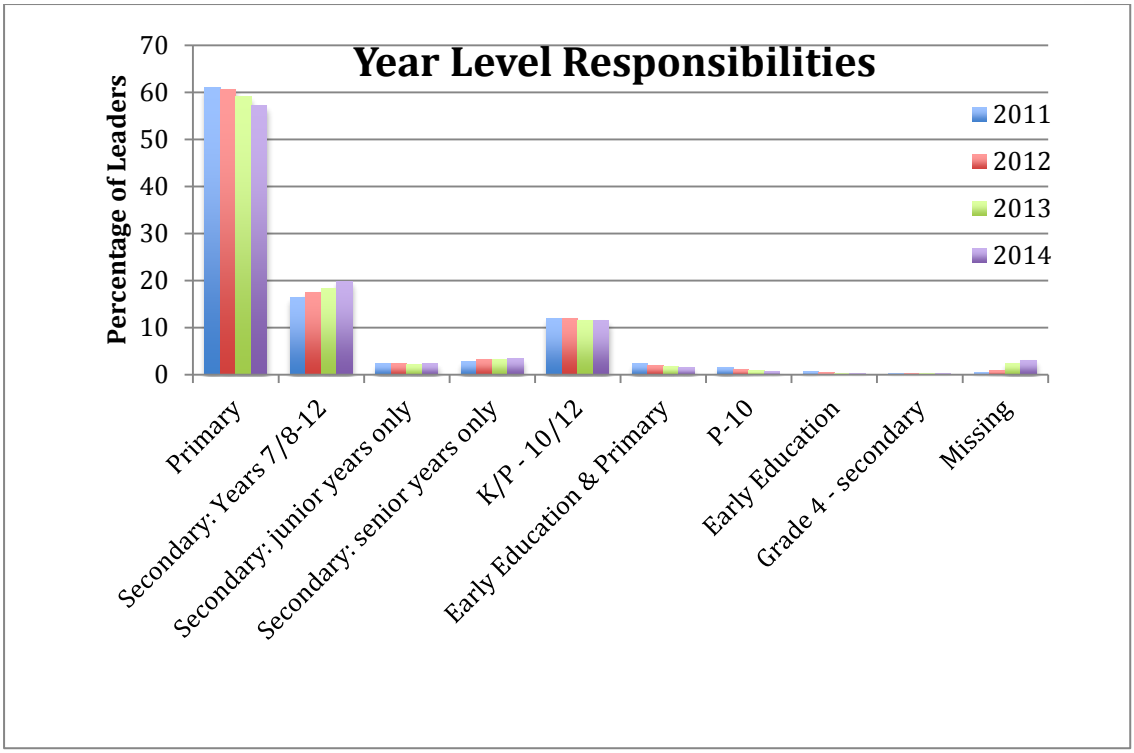

Figure 8. Leadership responsibilities by year

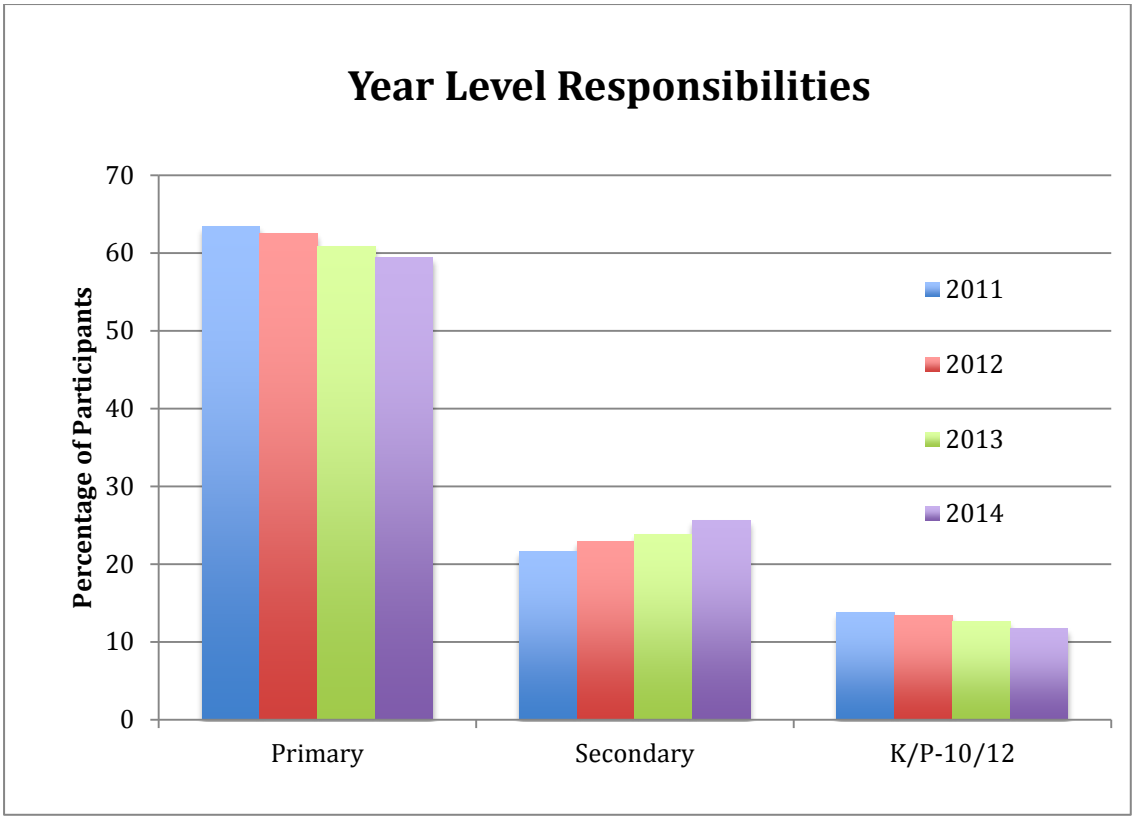

Figure 9. Leadership responsibilities by year (aggregated)

Time Fraction

Table 11. Time fraction spent on leadership duties while at work

Role	Time Fraction Spent on Leadership Duties	2011		2012		2013		2014	
		N	%	N	%	N	%	N	%
Principal	0.2	25	1.6	23	1.5	18	1.2	25	1.7
	0.4	36	2.4	37	2.3	32	2.1	37	2.5
	0.6	51	3.4	49	3.1	48	3.2	44	3
	0.8	56	3.7	49	3.1	50	3.3	64	4.4
	F/T	1327	87.3	1399	88.7	1359	89.3	1284	88.3
Deputy/Assistant	0.2	12	2.3	10	2	7	1.5	13	2.4
	0.4	25	4.8	19	3.8	16	3.3	32	6
	0.6	41	7.9	38	7.6	34	7.1	44	8.3
	0.8	59	11.3	50	10	39	8.1	63	11.8
	F/T	366	70.1	365	73.1	374	77.6	381	71.5

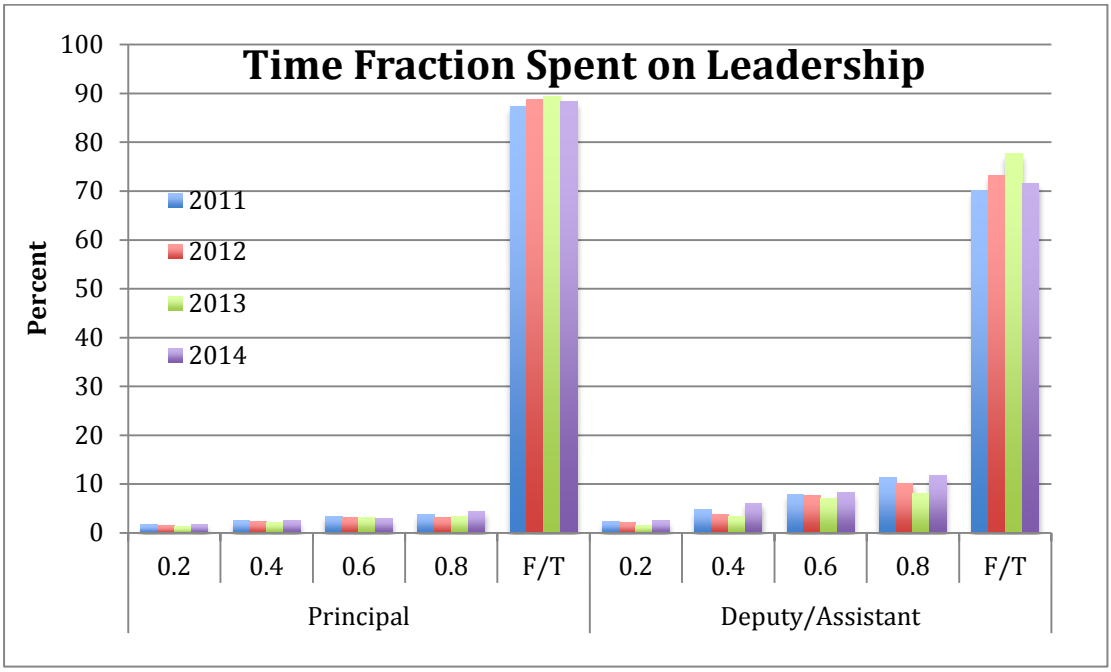

Figure 10. Time fraction spent on leadership duties while at work

Years in Roles and Positions

Table 12. Minimum, maximum and mean number of years spent in participants' current role

Years in Current Role					
Year	N	Min	Max	Mean	SD
2011	2049	0	52	5.62	4.95
2012	2049	0	52	5.47	4.91
2013	2010	0	36	5.09	4.58
2014	2467	0	42	5.03	5.14

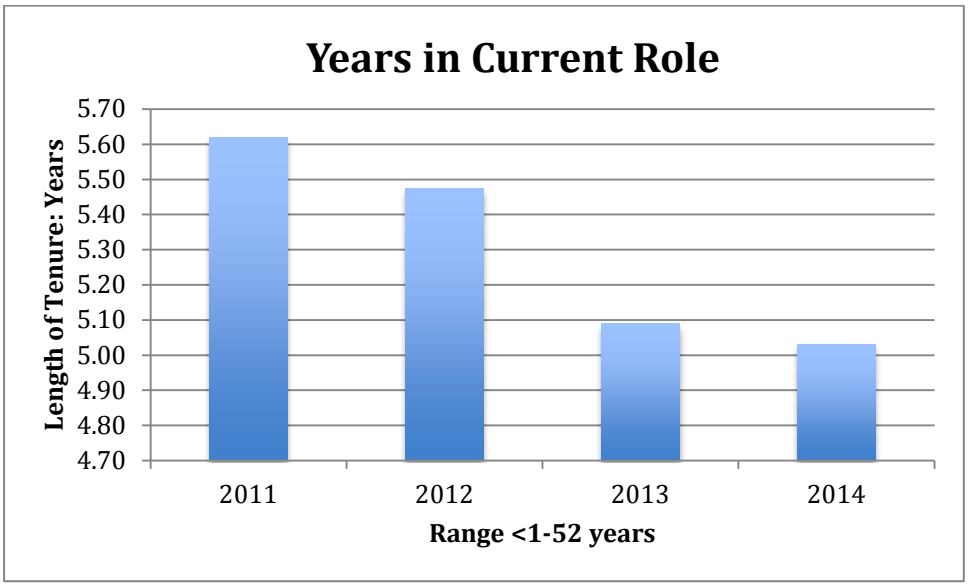

Figure 11. Mean number of years spent in participants' current role

Table 13. Minimum, maximum and mean number of years spent in leadership roles

Years in Leadership Roles					
Year	N	Min	Max	Mean	SD
2011	2049	0	55	13.29	7.79
2012	2084	0	55	13.37	7.69
2013	2010	0	55	12.95	7.49
2014	2467	0	55	12.90	7.39

Figure 12. Mean number of years spent in leadership roles

Table 14. Minimum, maximum and mean number of years spent in teaching prior to leadership

	Years Teaching Prior to Leadership				
Year	N	Min	Max	Mean	SD
2011	2049	0	40	12.45	7.11
2012	2084	0	40	12.28	7.00
2013	2010	0	38	12.37	7.01
2014	2467	0	38	12.43	6.99

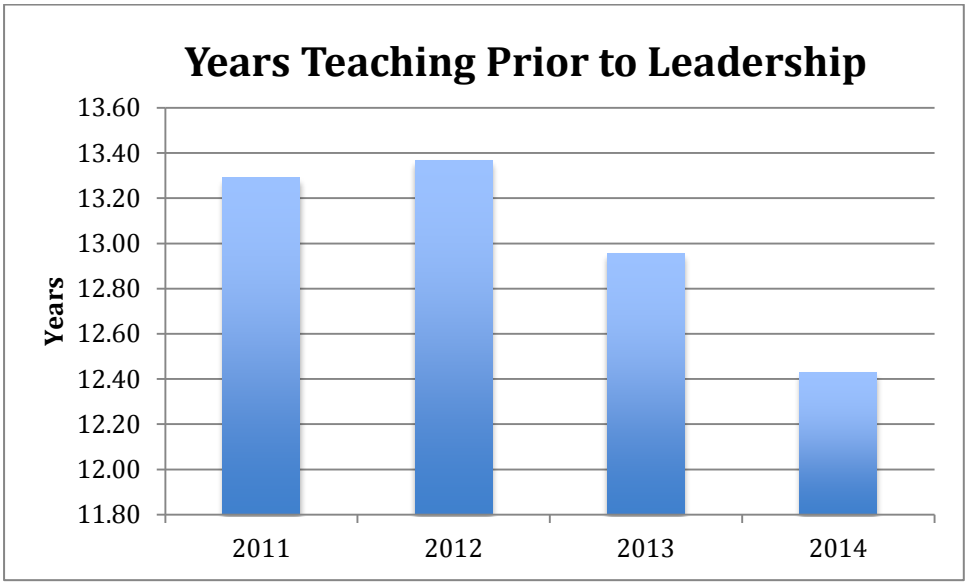

Figure 13. Mean number of years spent in teaching prior to leadership

Location

Table 15. Location of participants' current school

	Location							
	2011		2012		2013		2014	
	N	%	N	%	N	%	N	%
Urban	390	19	382	18.3	374	18.6	444	18
Suburban	806	39.3	844	40.5	821	40.8	1027	41.6
Large Town	261	12.7	275	13.2	254	12.6	305	12.4
Rural	512	25	506	24.3	492	24.5	602	24.4
Remote	79	3.9	76	3.6	69	3.4	89	3.6

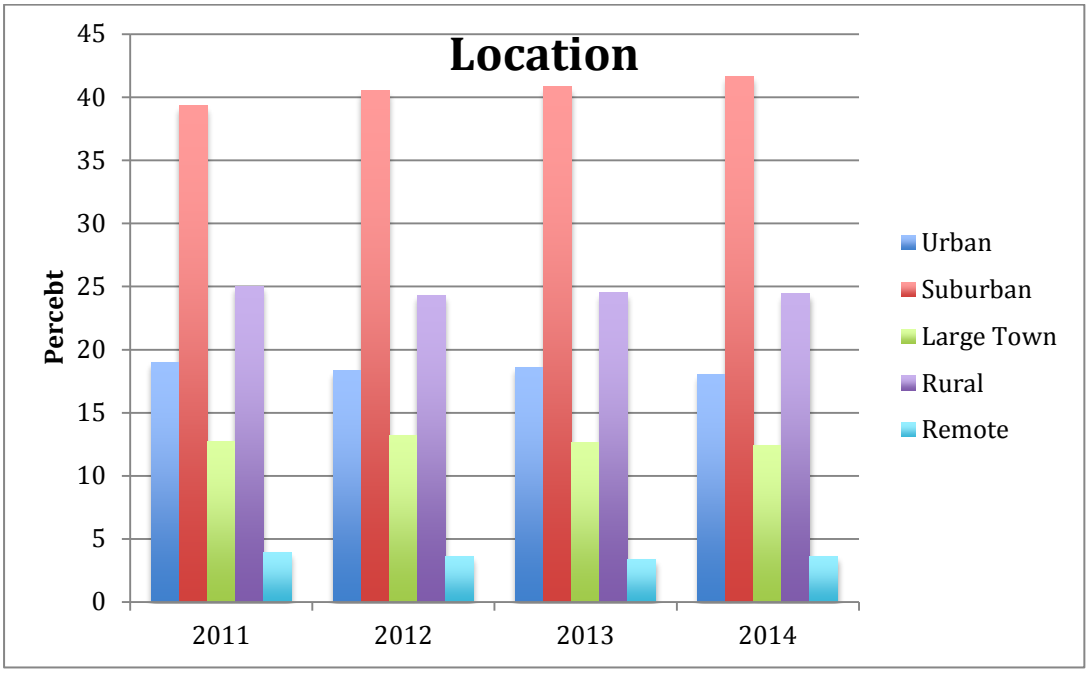

Figure 14. Location of participants' current school

Workload

Hours at Work

Table 16. Average hours worked per week during school terms

	Average Hours Worked Per Week: Term							
Hours	2011		2012		2013		2014	
per week	N	%	N	%	N	%	N	%
<25	22	1.1	21	1	18	0.9	17	0.7
25 - 30	17	0.8	9	0.4	11	0.5	11	0.4
31 - 35	13	0.6	9	0.4	9	0.4	15	0.6
36 - 40	40	2	37	1.8	30	1.5	47	1.9
41 - 45	134	6.5	137	6.6	135	6.7	130	5.3
46 - 50	385	18.8	400	19.2	381	19	400	16.2
51 - 55	461	22.5	475	22.8	460	22.9	599	24.3
56 - 60	482	23.5	493	23.7	466	23.2	605	24.5
61 - 65	240	11.7	263	12.6	259	12.9	307	12.4
66 - 70	152	7.4	151	7.2	154	7.7	227	9.2
>70	103	5	89	4.3	87	4.3	109	4.4
Total	2049	100	2084	100	2010	100	2467	100

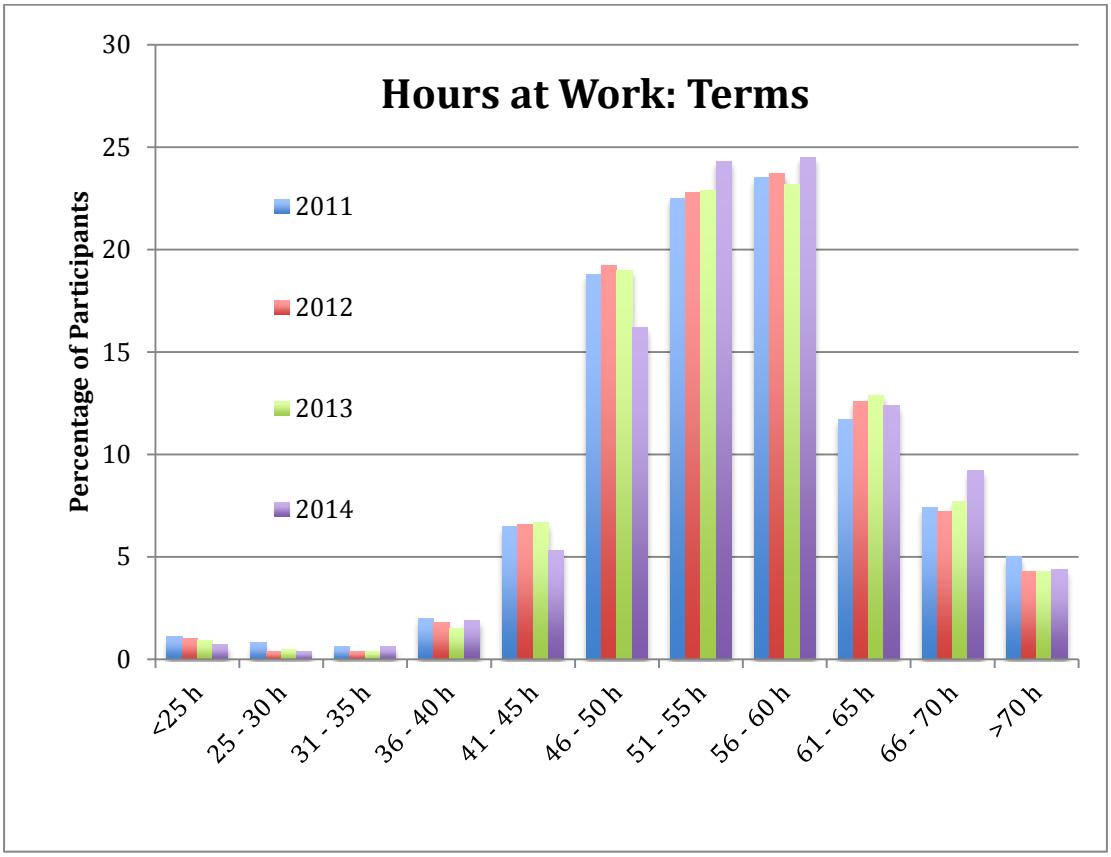

Figure 15. Average hours worked per week during school terms

Table 17. Average hours worked per week during gazetted school holidays

Average Hours Worked Per Week: Holidays								
Hours	2011		2012		2013		2014	
per week	N	%	N	%	N	%	N	%
<25	919	44.9	946	45.4	908	45.2	1136	46
25 - 30	644	31.4	651	31.2	625	31.1	731	29.6
31 - 35	158	7.7	167	8	172	8.6	227	9.2
36 - 40	161	7.9	163	7.8	150	7.5	172	7
41 - 45	59	2.9	50	2.4	51	2.5	75	3
46 - 50	39	1.9	46	2.2	48	2.4	54	2.2
51 - 55	17	0.8	10	0.5	11	0.5	20	0.8
56 - 60	20	1	17	0.8	15	0.7	31	1.3
61 - 65	5	0.2	6	0.3	6	0.3	5	0.2
66 - 70	9	0.4	8	0.4	9	0.4	6	0.2
>70	18	0.9	20	1	15	0.7	10	0.4
Total	2049	100	2084	100	2010	100	2467	100

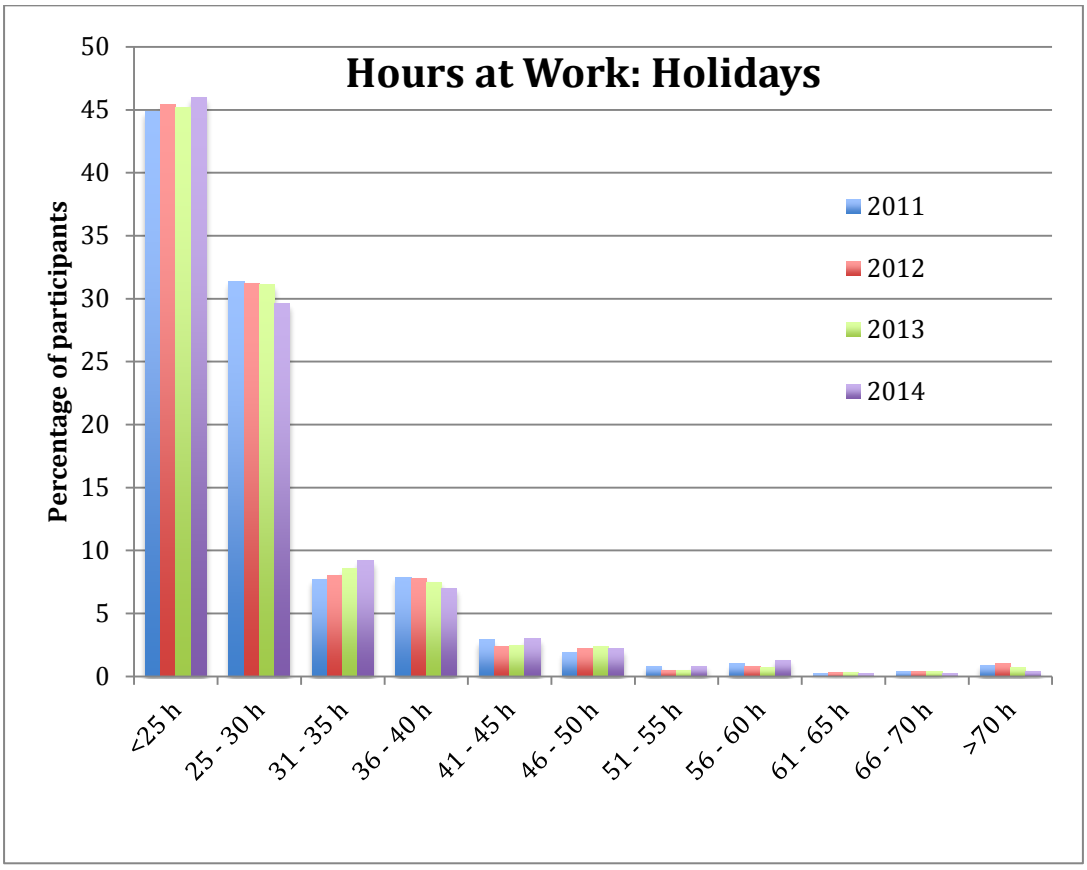

Figure 16. Average hours worked per week during gazetted school holidays

Table 18. Comparison of average hours worked in 2011 and 2014 per week during school terms

Average Hours Worked per week 2011 vs 2014 (%)	2011	2014
<25 h	1.1	0.7
25 - 30 h	0.8	0.4
31 - 35 h	0.6	0.6
36 - 40 h	2	1.9
41 - 45 h	6.5	5.3
46 - 50 h	18.8	16.2
51 - 55 h	22.5	24.3
56 - 60 h	23.5	24.5
61 - 65 h	11.7	12.4
66 - 70 h	7.4	9.2
>70 h	5	4.4

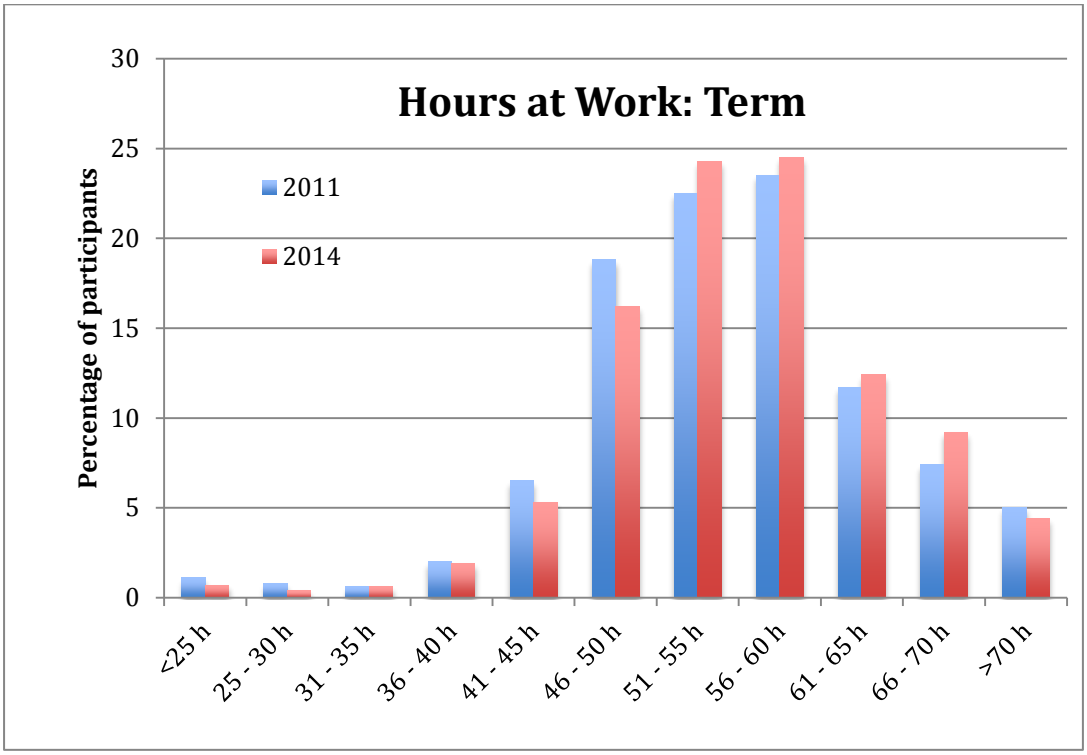

Figure 17. Comparison of average hours worked in 2011 and 2014 per week during school terms

Table 19. Comparison of average hours worked in 2011 and 2014 per week during gazette holiday periods

Average Hours Worked per week 2011 vs 2014 (%)		
	2011	2014
<25 h	44.9	46
25 - 30 h	31.4	29.6
31 - 35 h	7.7	9.2
36 - 40 h	7.9	7
41 - 45 h	2.9	3
46 - 50 h	1.9	2.2
51 - 55 h	0.8	0.8
56 - 60 h	1	1.3
61 - 65 h	0.2	0.2
66 - 70 h	0.4	0.2
>70 h	0.9	0.4

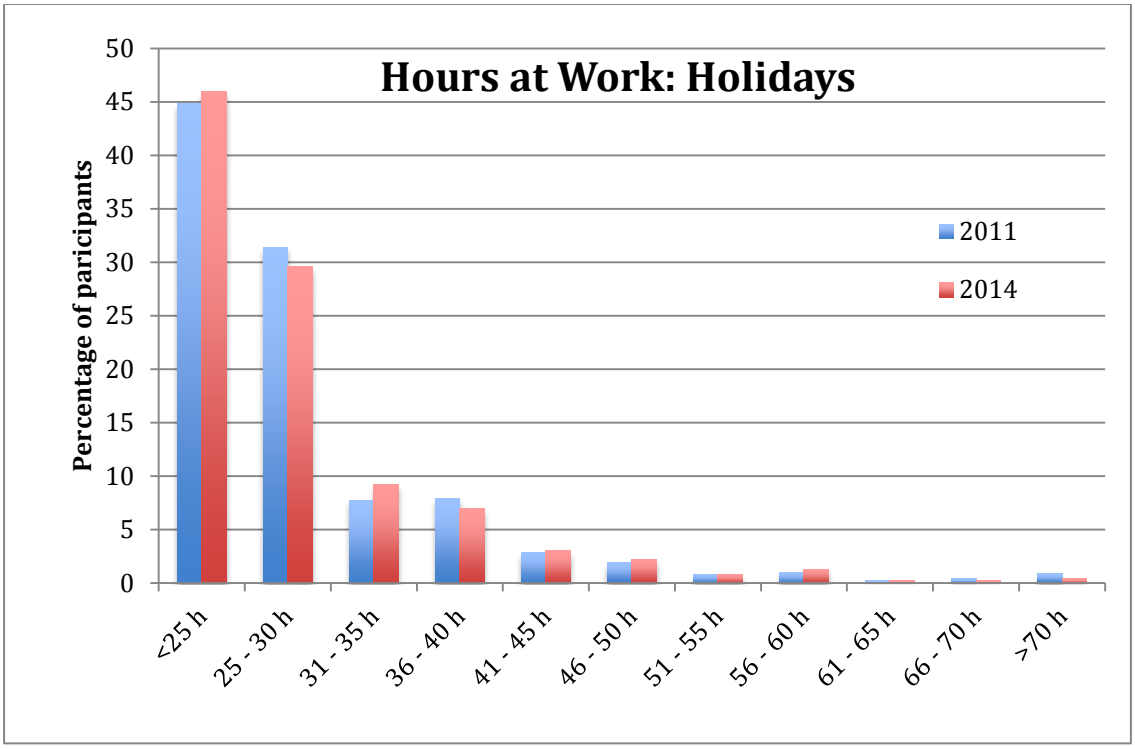

Figure 18. Comparison of average hours worked in 2011 and 2014 per week during gazetted holiday periods

Table 20. Comparison of average hours worked per week during school terms and holiday periods

Average Hours at Work 2014 (%)		
	Term	Holiday
<25 h	0.7	46
25 - 30 h	0.4	29.6
31 - 35 h	0.6	9.2
36 - 40 h	1.9	7
41 - 45 h	5.3	3
46 - 50 h	16.2	2.2
51 - 55 h	24.3	0.8
56 - 60 h	24.5	1.3
61 - 65 h	12.4	0.2
66 - 70 h	9.2	0.2
>70 h	4.4	0.4

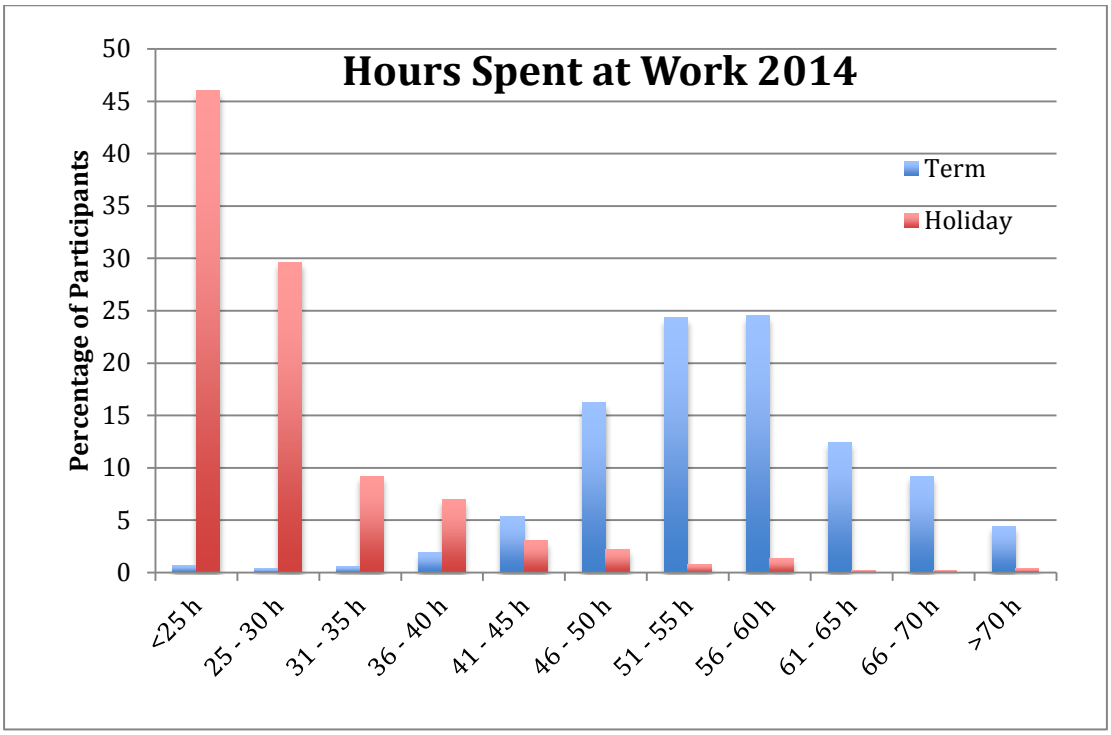

Figure 19. Comparison of average hours worked per week during school terms and holiday periods

Table 21. Comparison of average hours worked in per week during school terms by school type

Average Hours at Work by School Type: Term 2011-2013						
Hours	Primary		Secondary		K/P-10/12	
	N	%	N	%	N	%
<25 h	26	1.2	6	0.7	4	0.9
25 - 30 h	21	1	1	0.1	3	0.7
31 - 35 h	19	0.9	5	0.6	1	0.2
36 - 40 h	49	2.2	17	1.9	11	2.5
41 - 45 h	142	6.4	46	5.1	17	3.8
46 - 50 h	401	18.2	159	17.5	54	12.2
51 - 55 h	528	23.9	190	21	89	20.1
56 - 60 h	527	23.9	223	24.6	112	25.3
61 - 65 h	257	11.7	106	11.7	69	15.6
66 - 70 h	152	6.9	90	9.9	51	11.5
>70 h	84	3.8	63	7	32	7.2
Total	2206	100	906	100	443	100

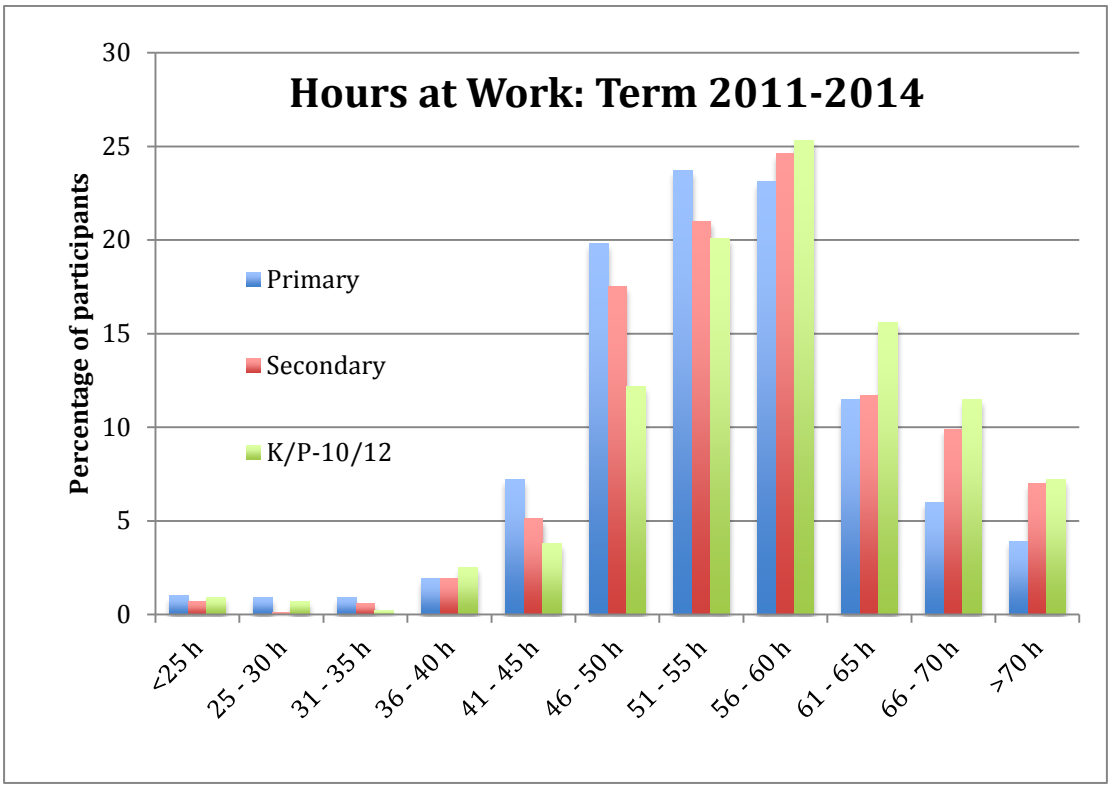

Figure 20. Comparison of average hours worked in per week during school terms by school type

Table 22. Comparison of average hours worked in per week during school holidays by school type

Average Hours at Work by School Type: Holidays 2011-13						
Hours	Primary		Secondary		K/P-10/12	
	N	%	N	%	N	%
<25 h	1053	47.7	435	48	145	32.7
25 - 30 h	672	30.5	274	30.2	136	30.7
31 - 35 h	195	8.8	61	6.7	42	9.5
36 - 40 h	150	6.8	65	7.2	56	12.6
41 - 45 h	44	2	26	2.9	24	5.4
46 - 50 h	36	1.6	19	2.1	17	3.8
51 - 55 h	11	0.5	8	0.9	6	1.4
56 - 60 h	16	0.7	7	0.8	7	1.6
61 - 65 h	4	0.2	1	0.1	2	0.5
66 - 70 h	6	0.3	4	0.4	4	0.9
>70 h	19	0.9	6	0.7	4	0.9
Total	2206	100	906	100	443	100

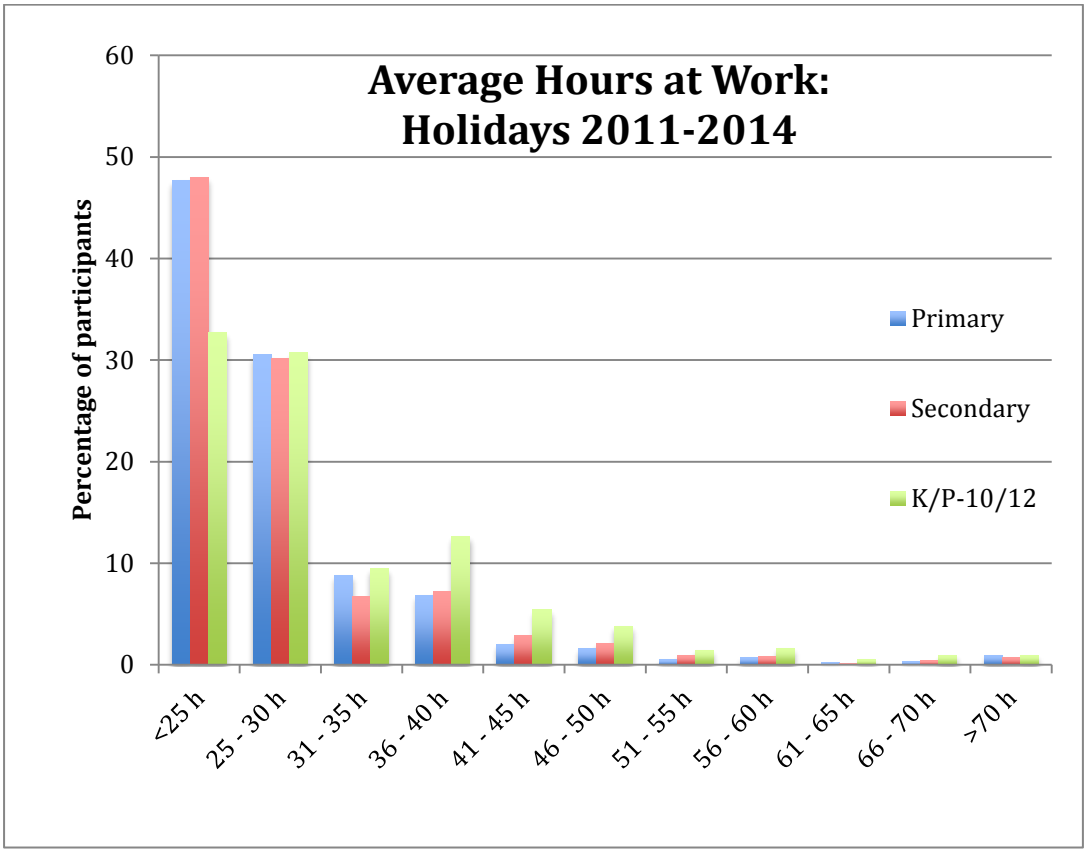

Figure 21. Comparison of average hours worked in per week during school holidays by school type

Table 23. Comparison of average hours worked in per week during school terms by role

Average Hours at Work by Role: Term 2011-14				
Hours	Principal		Deputy/Assistant	
	N	%	N	%
<25 h	14	0.5	23	2.2
25 - 30 h	10	0.4	13	1.3
31 - 35 h	9	0.3	16	1.6
36 - 40 h	41	1.6	38	3.7
41 - 45 h	124	4.7	89	8.7
46 - 50 h	403	15.4	224	21.9
51 - 55 h	599	22.9	226	22.1
56 - 60 h	692	26.4	193	18.8
61 - 65 h	341	13	104	10.2
66 - 70 h	242	9.2	59	5.8
>70 h	146	5.6	39	3.8
Total	2199	100	1024	100

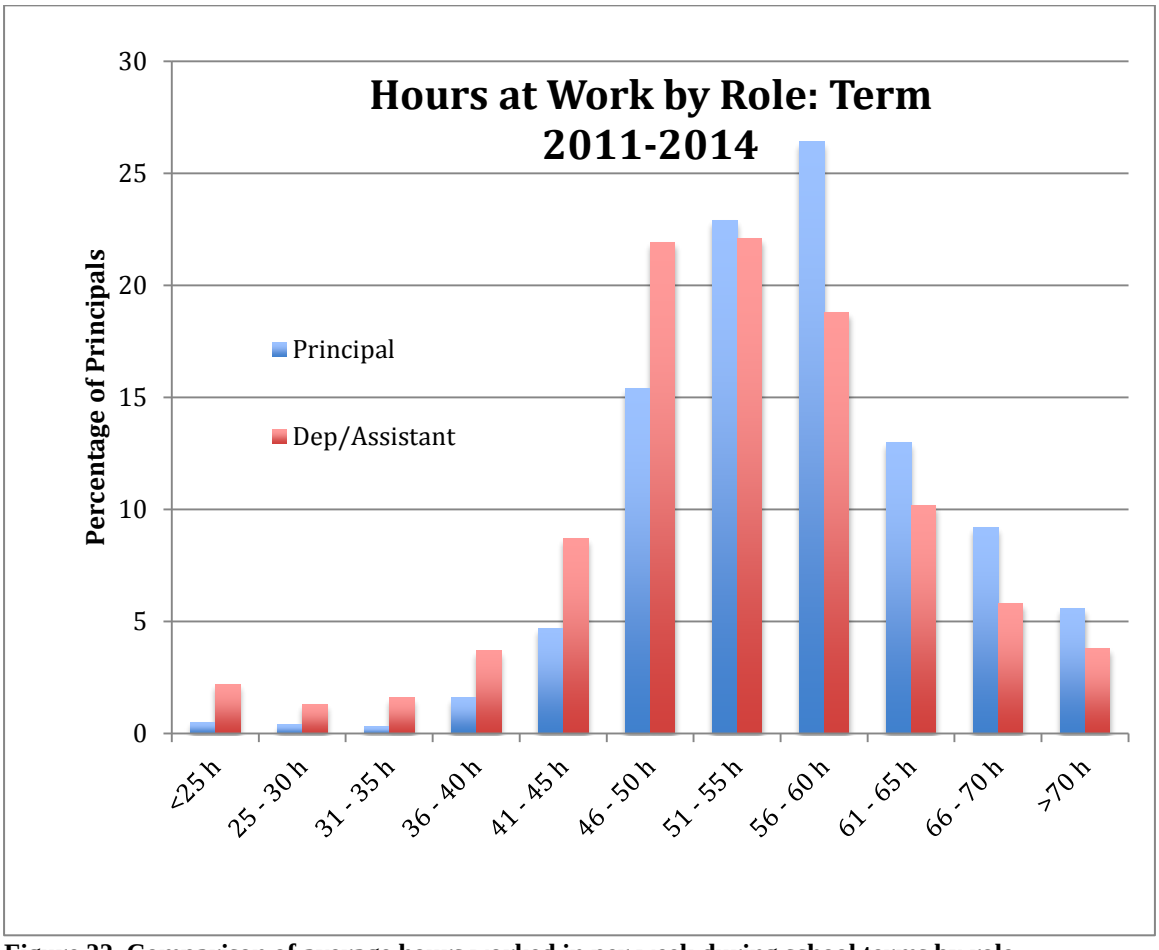

Figure 22. Comparison of average hours worked in per week during school terms by role

Table 24. Comparison of average hours worked in per week during school holidays by role

Average Hours at Work by Role: Holiday 2011-14				
Hours	**Principal**		**Deputy/Assistant**	
	N	**%**	**N**	**%**
<25 h	1150	43.9	519	50.7
25 - 30 h	800	30.5	315	30.8
31 - 35 h	235	9	68	6.6
36 - 40 h	205	7.8	77	7.5
41 - 45 h	80	3.1	15	1.5
46 - 50 h	60	2.3	14	1.4
51 - 55 h	22	0.8	3	0.3
56 - 60 h	29	1.1	3	0.3
61 - 65 h	5	0.2	2	0.2
66 - 70 h	9	0.3	5	0.5
>70 h	26	1	3	0.3
Total	2621	100	1024	100

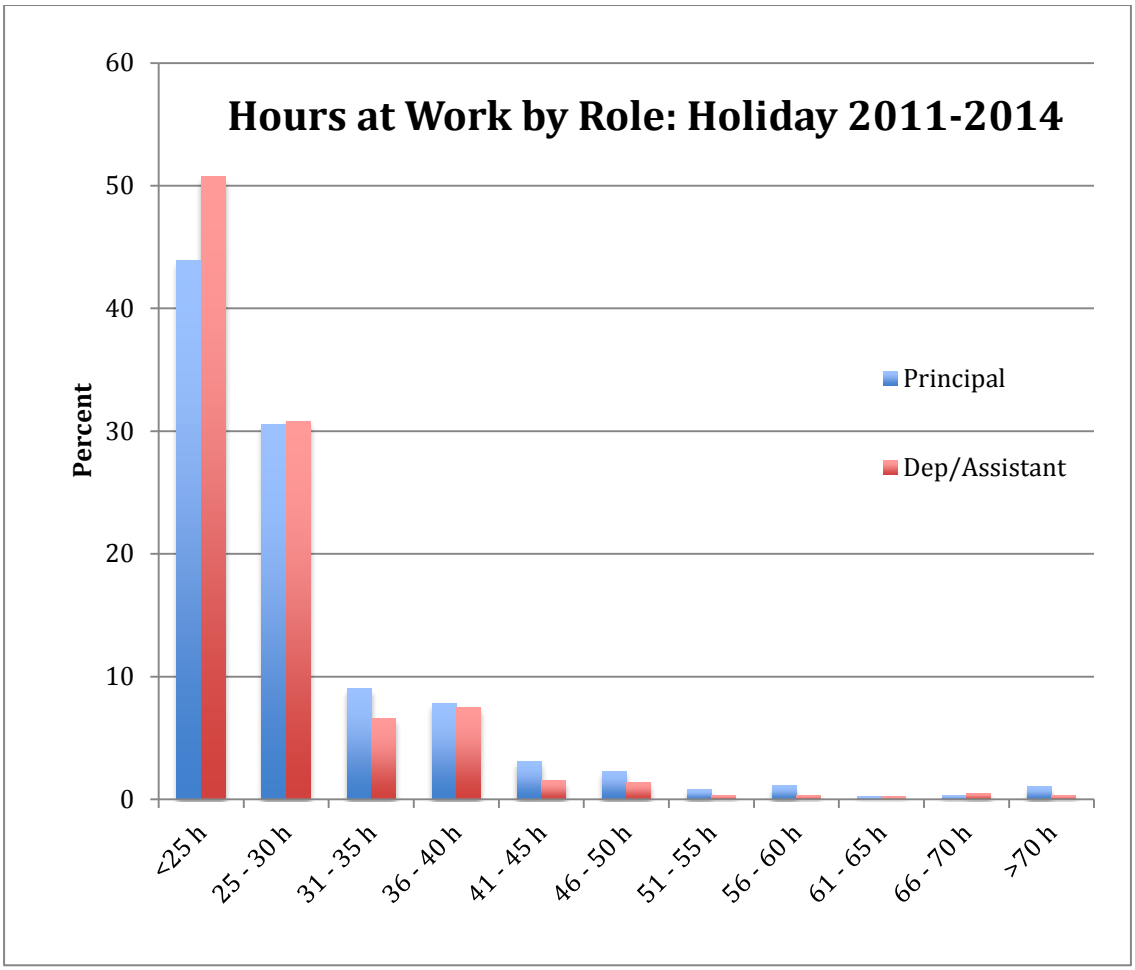

Figure 23. Comparison of average hours worked in per week during school holidays by role

Table 25. Comparison of average hours worked in per week during school terms by gender

Average Hours at Work by Gender: Term 2011-13				
Hours	Female		Male	
	N	%	N	%
<25 h	26	1.3	15	0.9
25 - 30 h	23	1.1	5	0.3
31 - 35 h	14	0.7	14	0.9
36 - 40 h	56	2.7	25	1.5
41 - 45 h	125	6.1	90	5.6
46 - 50 h	344	16.7	287	17.8
51 - 55 h	440	21.4	387	24
56 - 60 h	469	22.8	419	25.9
61 - 65 h	268	13	179	11.1
66 - 70 h	192	9.3	110	6.8
>70 h	103	5	84	5.2
Total	2060	100	1615	100

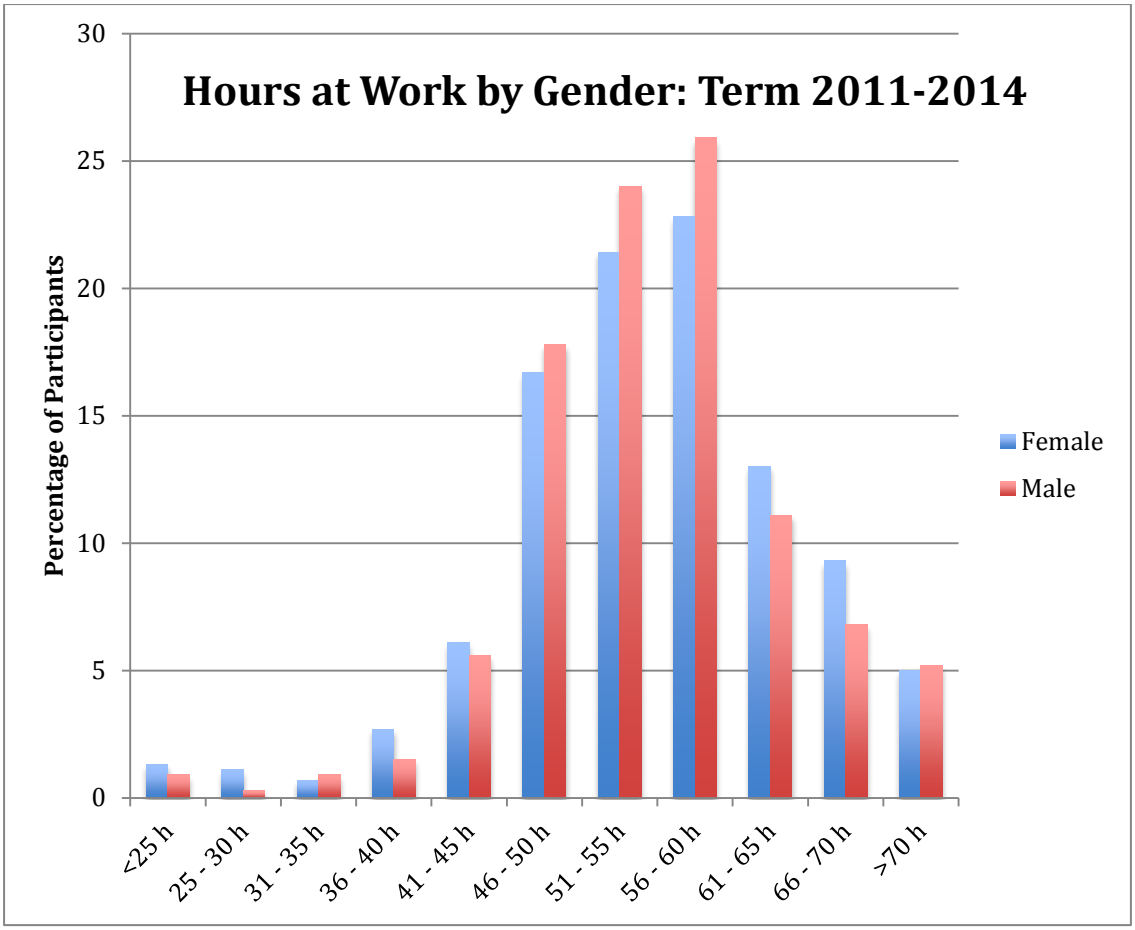

Figure 24. Comparison of average hours worked in per week during school terms by gender

Table 26. Comparison of average hours worked in per week during school holidays by gender

Average Hours at Work by Gender: Holiday 2011-14				
Hours	**Female**		**Male**	
	N	**%**	**N**	**%**
<25 h	851	41.3	836	51.8
25 - 30 h	645	31.3	475	29.4
31 - 35 h	199	9.7	107	6.6
36 - 40 h	181	8.8	103	6.4
41 - 45 h	61	3	34	2.1
46 - 50 h	54	2.6	21	1.3
51 - 55 h	17	0.8	8	0.5
56 - 60 h	21	1	11	0.7
61 - 65 h	3	0.1	4	0.2
66 - 70 h	8	0.4	6	0.4
>70 h	20	1	10	0.6
Total	2060	100	1615	100

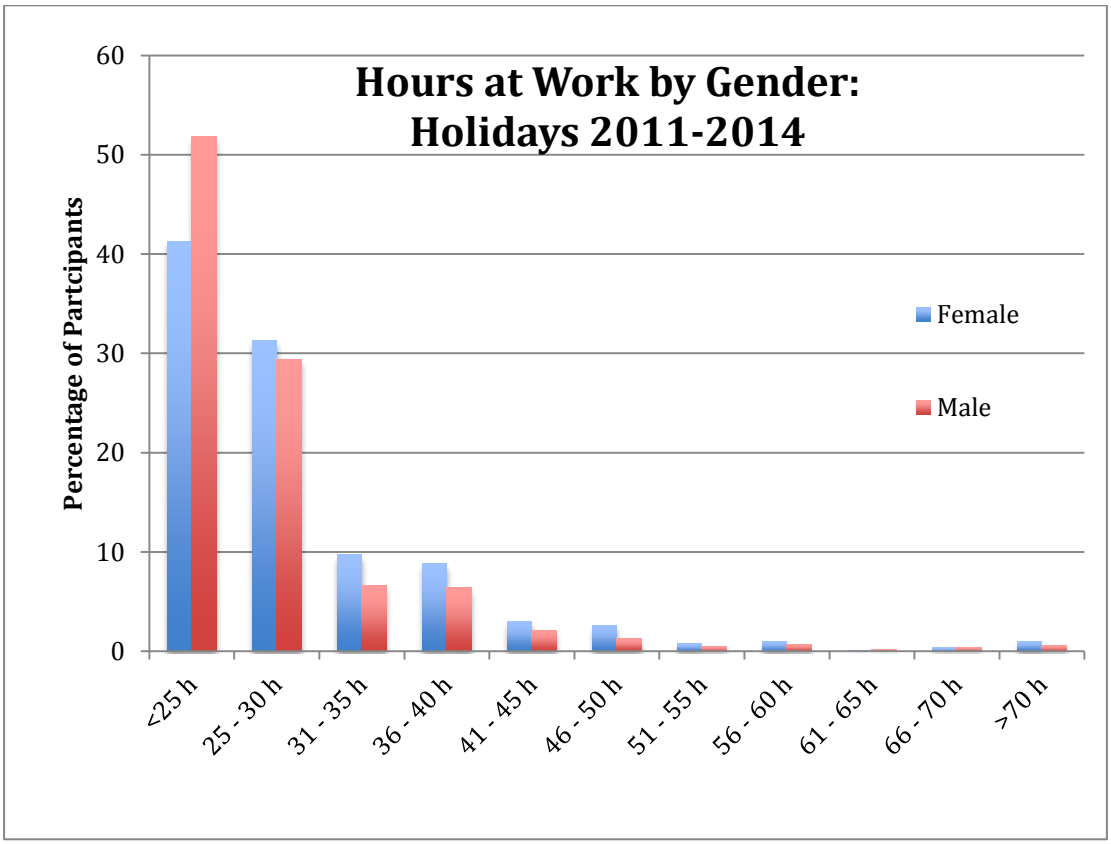

Figure 25. Comparison of average hours worked in per week during school holidays by gender

Table 27. Comparison of average hours worked in per week during school terms by school sector

Average Hours at Work by School Sector: Term 2001-2014						
Hours	Government		Catholic		Independent	
	N	%	N	%	N	%
<25 h	20	0.7	9	1.8	12	2.5
25 - 30 h	18	0.7	4	0.8	6	1.3
31 - 35 h	20	0.7	4	0.8	4	0.8
36 - 40 h	55	2	13	2.6	13	2.7
41 - 45 h	165	6.1	35	6.9	15	3.1
46 - 50 h	489	18.2	70	13.8	72	15
51 - 55 h	636	23.7	109	21.5	82	17.1
56 - 60 h	652	24.2	130	25.6	106	22.1
61 - 65 h	306	11.4	59	11.6	82	17.1
66 - 70 h	212	7.9	45	8.9	45	9.4
>70 h	116	4.3	29	5.7	42	8.8
Total	2689	100	507	100	479	100

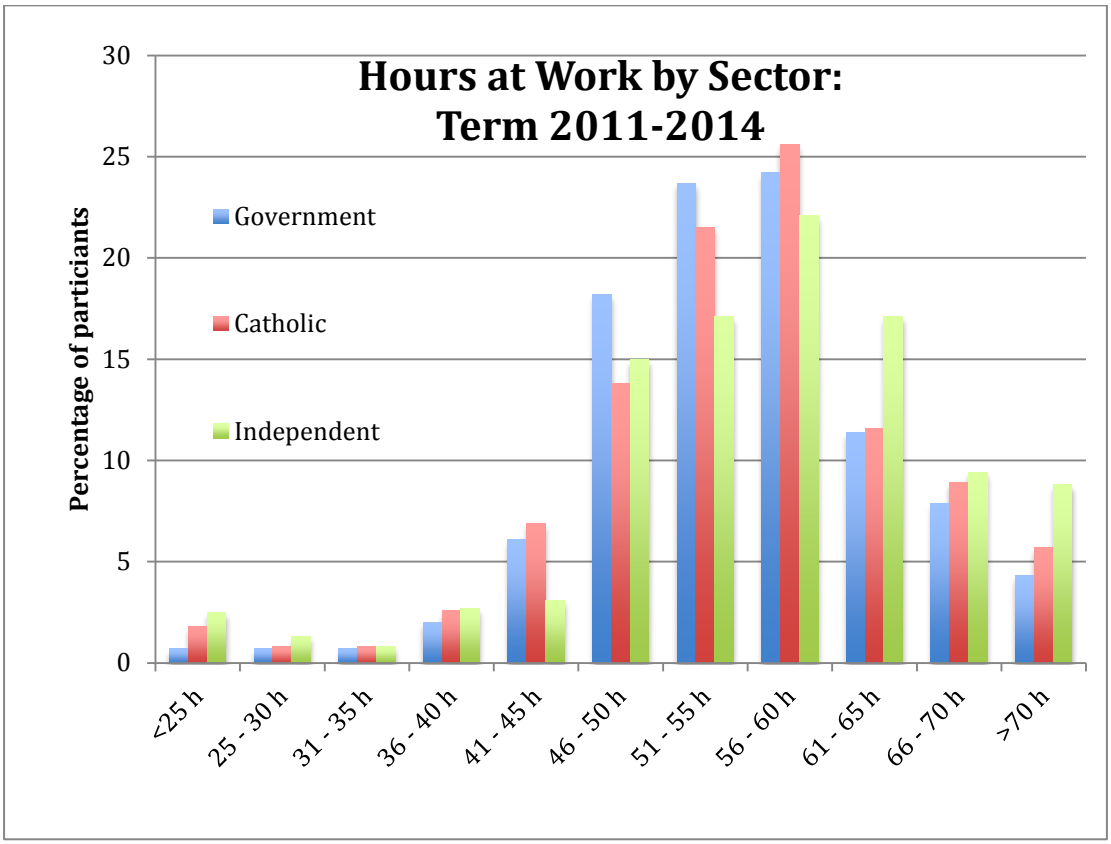

Figure 26. Comparison of average hours worked in per week during school terms by school sector

Table 28. Comparison of average hours worked in per week during school holidays by school sector

Average Hours at Work by School Sector: Holidays 2001-2013						
Hours	Government		Catholic		Independent	
	N	%	N	%	N	%
<25 h	1306	48.6	245	48.3	136	28.4
25 - 30 h	818	30.4	161	31.8	141	29.4
31 - 35 h	212	7.9	44	8.7	50	10.4
36 - 40 h	169	6.3	31	6.1	84	17.5
41 - 45 h	59	2.2	9	1.8	27	5.6
46 - 50 h	49	1.8	5	1	21	4.4
51 - 55 h	17	0.6	4	0.8	4	0.8
56 - 60 h	24	0.9	2	0.4	6	1.3
61 - 65 h	6	0.2	0	0	1	0.2
66 - 70 h	10	0.4	0	0	4	0.8
>70 h	19	0.7	6	1.2	5	1
Total	2689	100	507	100	479	100

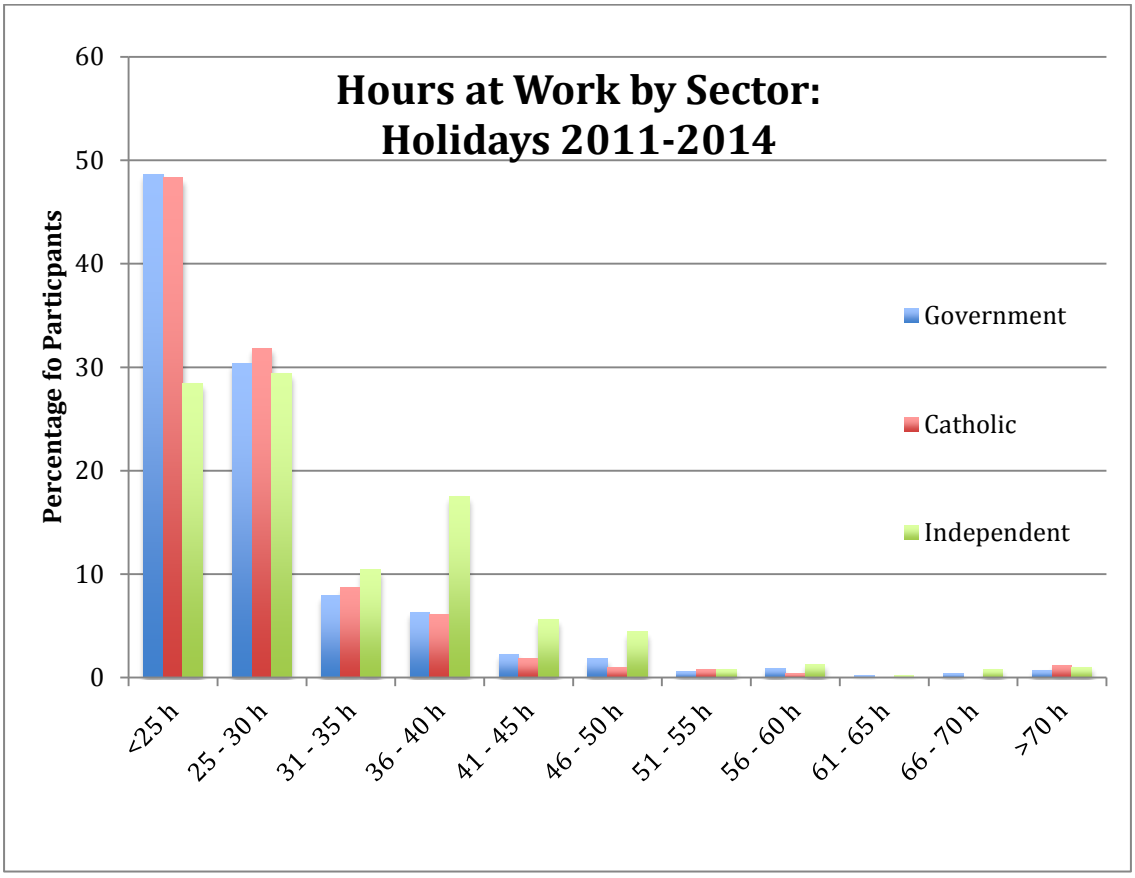

Figure 27. Comparison of average hours worked in per week during school holidays by school sector

Table 29. Comparison of average hours worked in per week during school terms by school location

Average Hours at Work by School Location: Term 2001-2013										
Hours	Urban		Suburban		Large Town		Rural		Remote	
	N	%	N	%	N	%	N	%	N	%
<25 h	5	0.8	16	1.1	7	1.6	13	1.4	0	0
25 - 30 h	4	0.6	13	0.9	1	0.2	10	1.1	0	0
31 - 35 h	1	0.2	13	0.9	2	0.5	9	1	3	2
36 - 40 h	10	1.5	33	2.2	10	2.3	26	2.8	2	1.4
41 - 45 h	37	5.6	95	6.4	21	4.7	55	6	6	4.1
46 - 50 h	117	17.6	285	19.1	67	15.1	140	15.2	22	15
51 - 55 h	153	23	335	22.4	100	22.5	206	22.3	33	22.4
56 - 60 h	147	22.1	360	24.1	123	27.7	224	24.3	34	23.1
61 - 65 h	94	14.2	188	12.6	44	9.9	106	11.5	15	10.2
66 - 70 h	55	8.3	107	7.2	43	9.7	82	8.9	15	10.2
>70 h	41	6.2	51	3.4	26	5.9	52	5.6	17	11.6
Total	664	100	1496	100	444	100	923	100	147	100

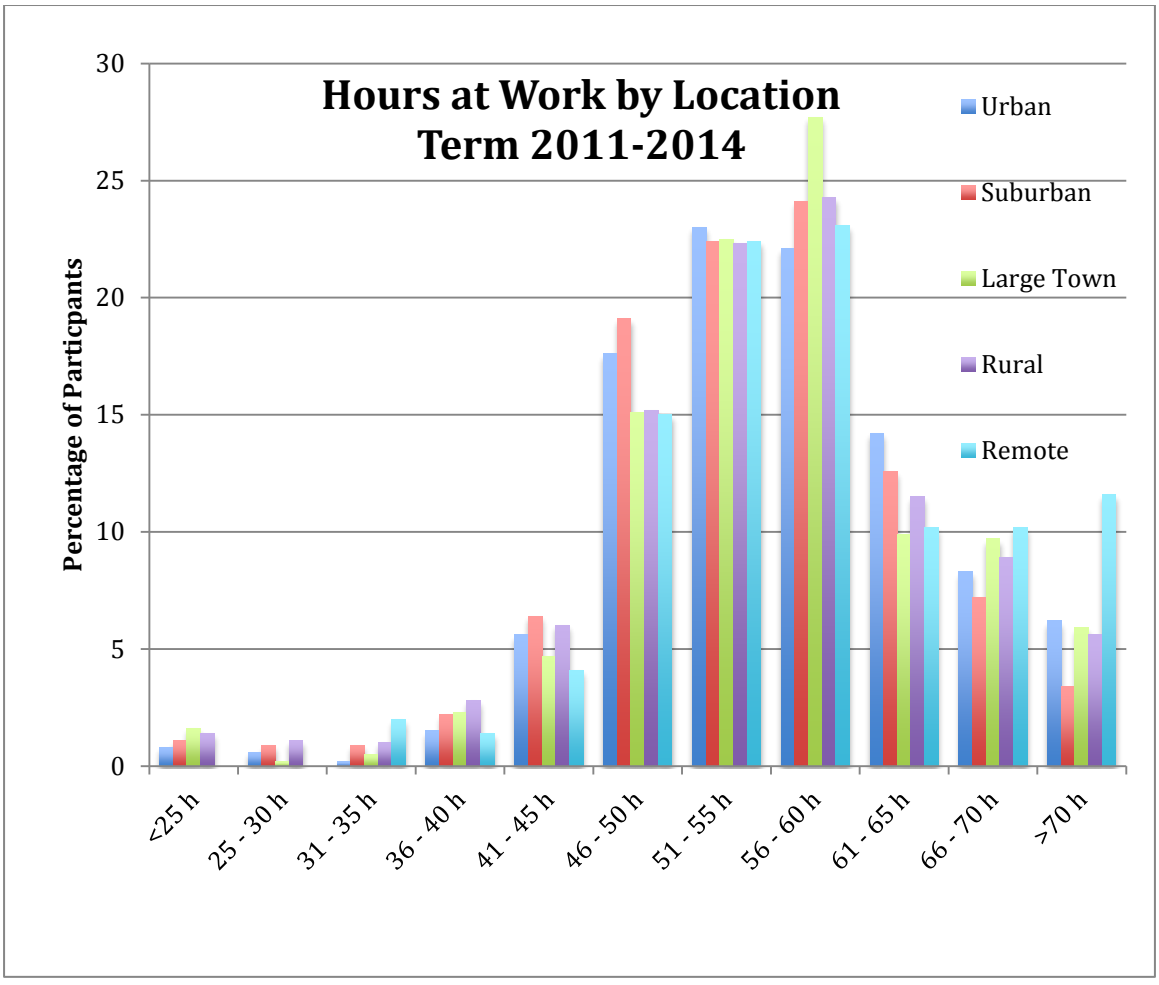

Figure 28. Comparison of average hours worked in per week during school terms by school location

Table 30. Comparison of average hours worked in per week during school holidays by school location

Average Hours at Work by School Location: Holidays 2001-2013										
Hours	Urban		Suburban		Large Town		Rural		Remote	
	N	%	N	%	N	%	N	%	N	%
<25 h	298	44.9	722	48.3	205	46.2	330	43.9	64	43.9
25 - 30 h	202	30.4	442	29.5	131	29.5	242	32.2	45	32.2
31 - 35 h	50	7.5	122	8.2	37	8.3	59	7.8	13	7.8
36 - 40 h	47	7.1	118	7.9	36	8.1	63	8.4	10	8.4
41 - 45 h	25	3.8	36	2.4	8	1.8	17	2.3	4	2.3
46 - 50 h	17	2.6	30	2	8	1.8	13	1.7	4	1.7
51 - 55 h	8	1.2	5	0.3	3	0.7	7	0.9	2	0.9
56 - 60 h	7	1.1	6	0.4	7	1.6	8	1.1	3	1.1
61 - 65 h	3	0.5	4	0.3	0	0	0	0	0	0
66 - 70 h	3	0.5	4	0.3	2	0.5	3	0.4	2	0.4
>70 h	4	0.6	7	0.5	7	1.6	10	1.3	0	1.3
Total	664	100	1496	100	444	100	752	100	147	100

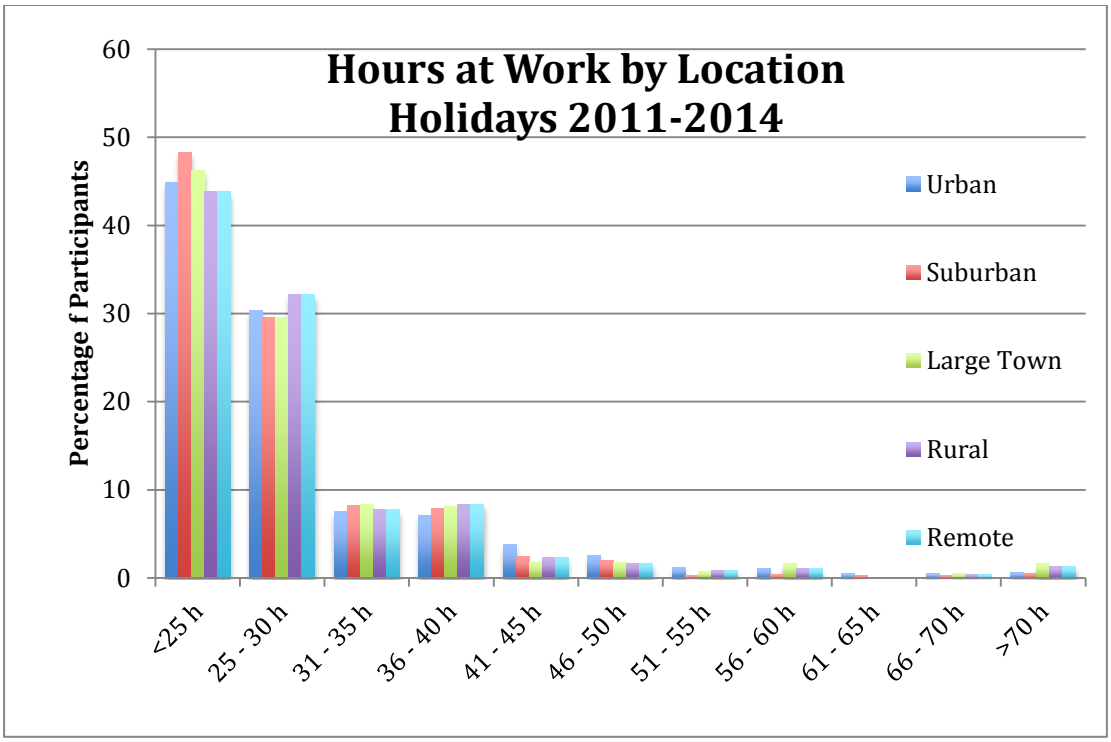

Figure 29. Comparison of average hours worked in per week during school holidays by school location

Time Usage whilst at work

Table 31. Time spent on leadership tasks whilst at work

Time usage whilst at work	2011		2012		2013		2014	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Internal administrative tasks	2.54	1.03	2.57	1.02	2.64	1.02	2.55	1.07
Curriculum and teaching-related tasks	1.6	0.87	1.62	0.91	1.66	0.91	1.63	0.90
Compliance requirements from district, state, or national education authorities	1.63	0.88	1.61	0.83	1.61	0.83	1.62	0.88
Representing the school at meetings, in the community and networking	1.29	0.66	1.31	0.69	1.25	0.61	1.23	0.56
Public relations and fundraising	1.12	0.60	1.13	0.62	1.07	0.65	1.07	0.53
Occupational Health and Safety compliance	1.17	0.69	1.17	0.71	1.14	0.63	1.14	0.62
Other duties	1.4	0.84	1.39	0.88	1.32	0.79	1.39	0.83

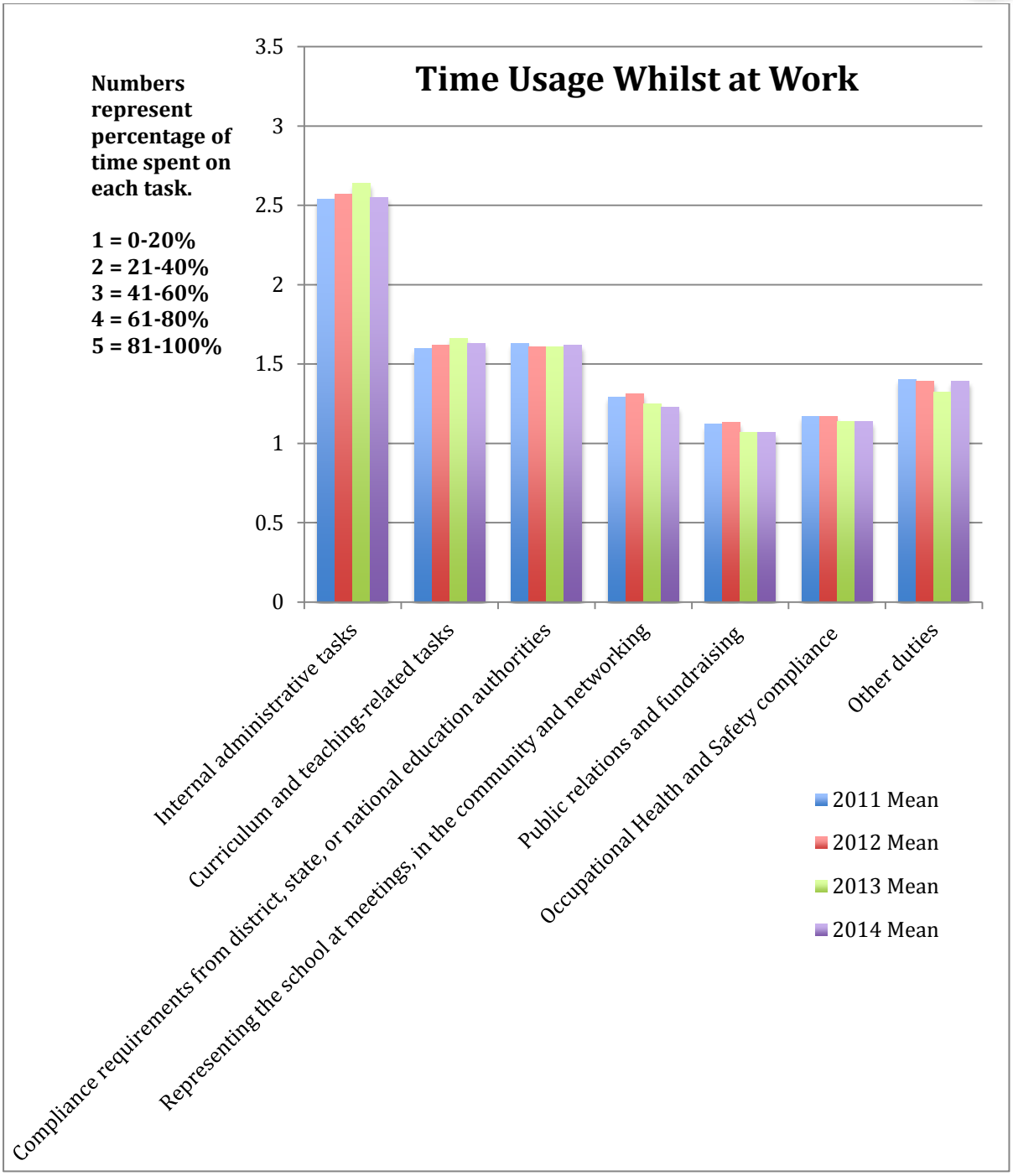

Figure 30. Time spent on leadership tasks whilst at work

Income

Table 32. Income per annum for combined participants

Income per annum (% of participants)	2011	2012	2013	2014
<$50,000	0.3	0.2	0.2	0.3
$50,000 - $90,000	6.8	4.9	4.1	3
$90,000 - $100,000	18.3	16.3	14.3	10.4
$101,000 - $110,000	27	27.8	27.8	24.1
$111,000 - $120,000	18.6	19.8	19.7	20.1
$121,000 - $130,000	13.1	13.8	14.4	16.6
$131,000 - $140,000	7.6	8.3	8.9	11.1
$141,000 - $150,000	3.7	4.2	5.8	7.3
$151,000 - $160,000	1.8	2.2	2.3	3.7
>$160,000	2.8	2.5	2.4	3.5
Total	100	100	100	100

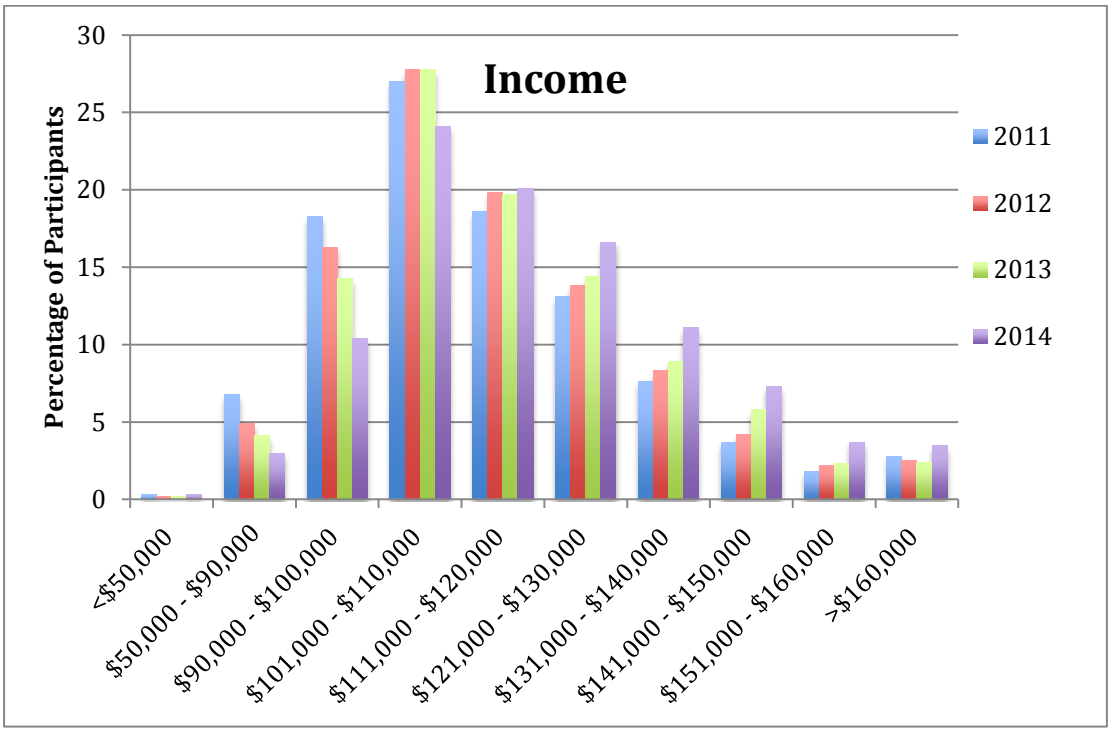

Figure 31. Income per annum for combined participants

Table 33. Comparison of income per annum aggregated over 4 years X Gender

Income per annum	2011 - 2014			
	Female		Male	
	N	%	N	%
<$50,000	6	0.3	4	0.2
$50,000 - $90,000	126	6.1	50	3.1
$90,000 - $100,000	306	14.9	163	10.1
$101,000 - $110,000	569	27.6	353	21.9
$111,000 - $120,000	417	20.2	305	18.9
$121,000 - $130,000	274	13.3	281	17.4
$131,000 - $140,000	165	8	190	11.8
$141,000 - $150,000	104	5	127	7.9
$151,000 - $160,000	50	2.4	64	4
>$160,000	43	2.1	78	4.8
Total	2060	100	1615	100

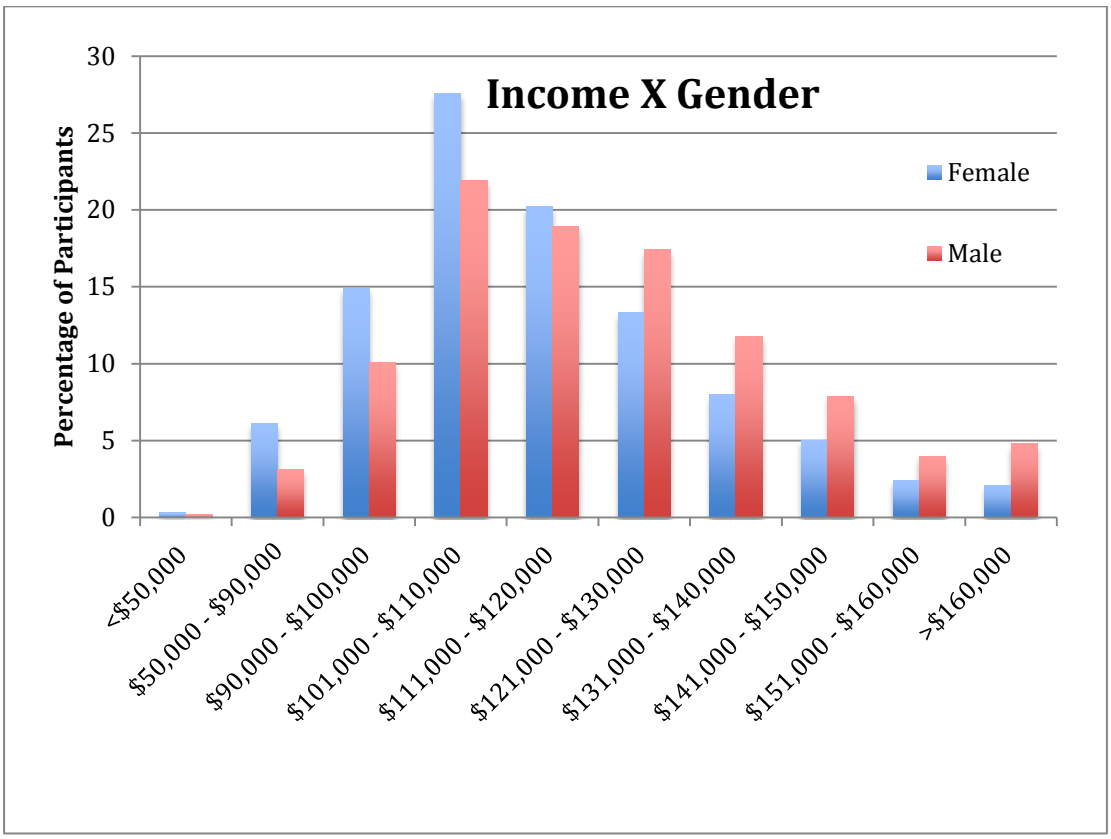

Figure 32. Comparison of income per annum aggregated over 4 years X Gender

Table 34. Comparison of income per annum aggregated over 4 years X School Sector

Income by Sector: 2011-2014	Government		Catholic		Independent	
	N	%	N	%	N	%
<$50,000	93	3.5	1	0.2	9	0.2
$50,000 - $90,000	0	0	27	5.3	56	5.3
$90,000 - $100,000	371	13.8	48	9.5	50	9.5
$101,000 - $110,000	738	27.4	100	19.7	84	19.7
$111,000 - $120,000	552	20.5	105	20.7	65	20.7
$121,000 - $130,000	416	15.5	94	18.5	45	18.5
$131,000 - $140,000	270	10	54	10.7	31	10.7
$141,000 - $150,000	160	6	38	7.5	33	7.5
$151,000 - $160,000	66	2.5	22	4.3	26	4.3
>$160,000	23	0.9	18	3.6	80	3.6
Total	2689	100	507	100	479	100

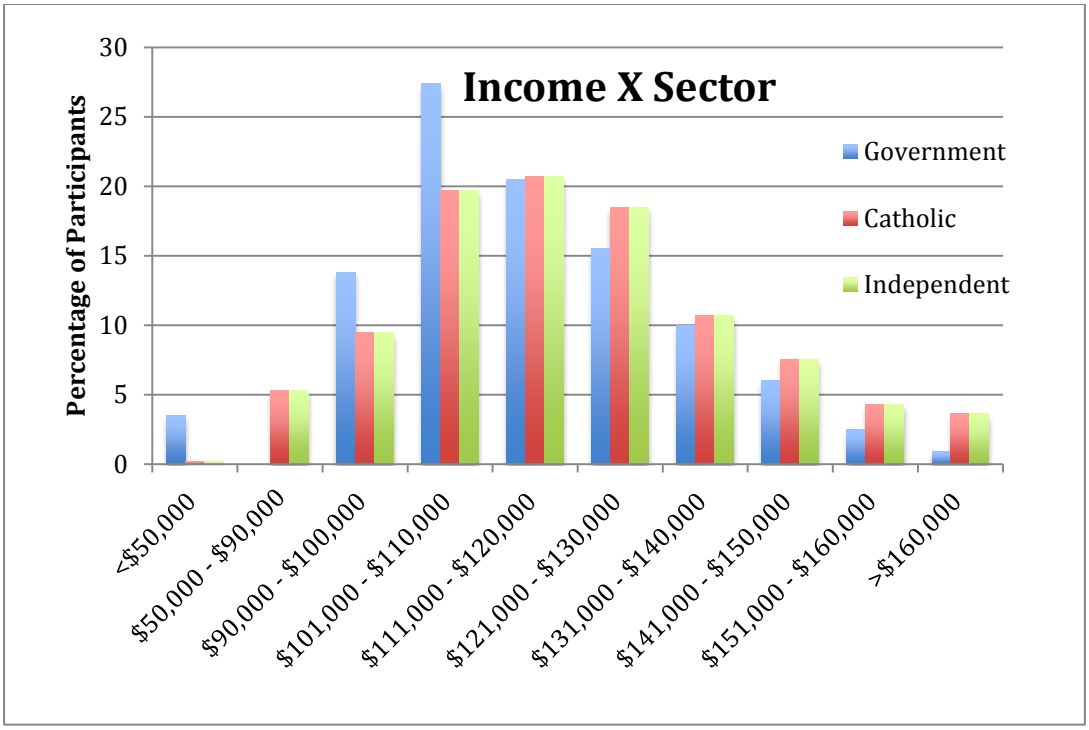

Figure 33. Comparison of income per annum aggregated over 4 years X School Sector

Table 35. Income X School Type

	Primary	Secondary	K/P-10/12
<$50,000	0.2	0.3	0.7
$50,000 - $90,000	5.7	1.9	3.8
$90,000 - $100,000	14.9	10	6.5
$101,000 - $110,000	30.3	16.9	18.1
$111,000 - $120,000	21.4	16.3	19
$121,000 - $130,000	15	13.9	17.4
$131,000 - $140,000	7.2	15.5	10.6
$141,000 - $150,000	2.8	14.5	6.5
$151,000 - $160,000	1.3	6.8	5
>$160,000	1.3	3.9	12.4

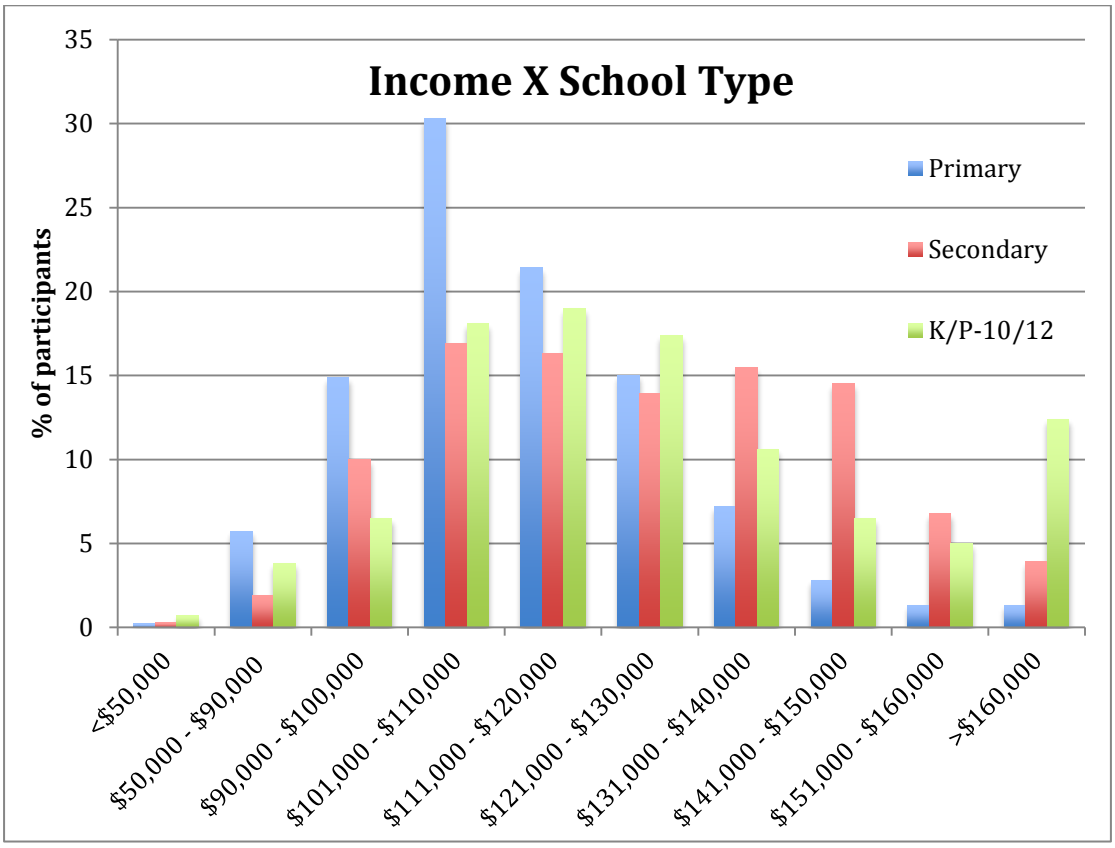

Figure 34. Income X School Type

Male, Secondary, K/P-10/12, Catholic and Independent school principals and deputy/assistant principals are over-represented in higher paying positions and Female, Government, Primary principals and deputy/assistant principals are over-represented in lower and middle-income positions.

Work Pressures

Table 36. Sources of stress for all principals and deputy/assistants X year

Sources of Stress	2011 (N=2049)		2012 (N=2084)		2013 (N=2010)		2014 (N=2467)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Sheer quantity of work	7.85	2.26	7.81	2.13	7.7	2.1	7.64	2.21
Lack of time to focus on teaching & learning	7.75	2.28	7.67	2.14	7.53	2.2	7.56	2.25
Resourcing Needs	5.96	2.62	6.55	2.45	6.43	2.4	6.06	2.59
Expectations of the employer	6.44	2.74	6.79	2.52	6.8	2.5	6.76	2.63
Student Related Issues	6.18	2.68	6.25	2.50	6.2	2.5	6.07	2.55
Government initiatives	5.98	2.51	6.52	2.43	6.55	2.4	6.42	2.49
Poorly Performing Staff	6.06	2.96	6.42	2.74	6.28	2.7	6.07	2.75
Parent Related Issues	6.2	2.69	6.42	2.49	6.36	2.5	6.18	2.54
Mental Health Issues of Students	5.53	2.75	6.01	2.60	6.07	2.6	5.98	2.63
Teacher Shortages	3.74	2.70	3.76	2.59	3.86	2.7	3.6	2.63
Mental Health Issues of Staff	5.24	2.72	5.65	2.64	5.64	2.6	5.61	2.59
Lack of autonomy/authority	4.41	2.92	4.56	2.68	4.51	2.6	4.36	2.62
Financial Management Issues	5.05	2.78	5.29	2.69	5.12	2.6	4.96	2.61
Inability to get away from school/community	4.41	3.02	4.78	2.86	4.7	2.8	4.42	2.82
Critical Incidents	5.02	3.09	4.68	2.74	4.7	2.7	4.47	2.74
Declining Enrolments	4.06	3.27	4.18	3.13	4.03	3.1	3.97	3.09
Union/Industrial disputes	2.69	2.30	3.71	2.68	3.33	2.5	2.81	2.21
Complaints Management	4.84	2.94	5.05	2.77	4.86	2.7	4.8	2.75
Interpersonal Conflicts	4.88	2.96	4.77	2.75	4.56	2.7	4.52	2.75

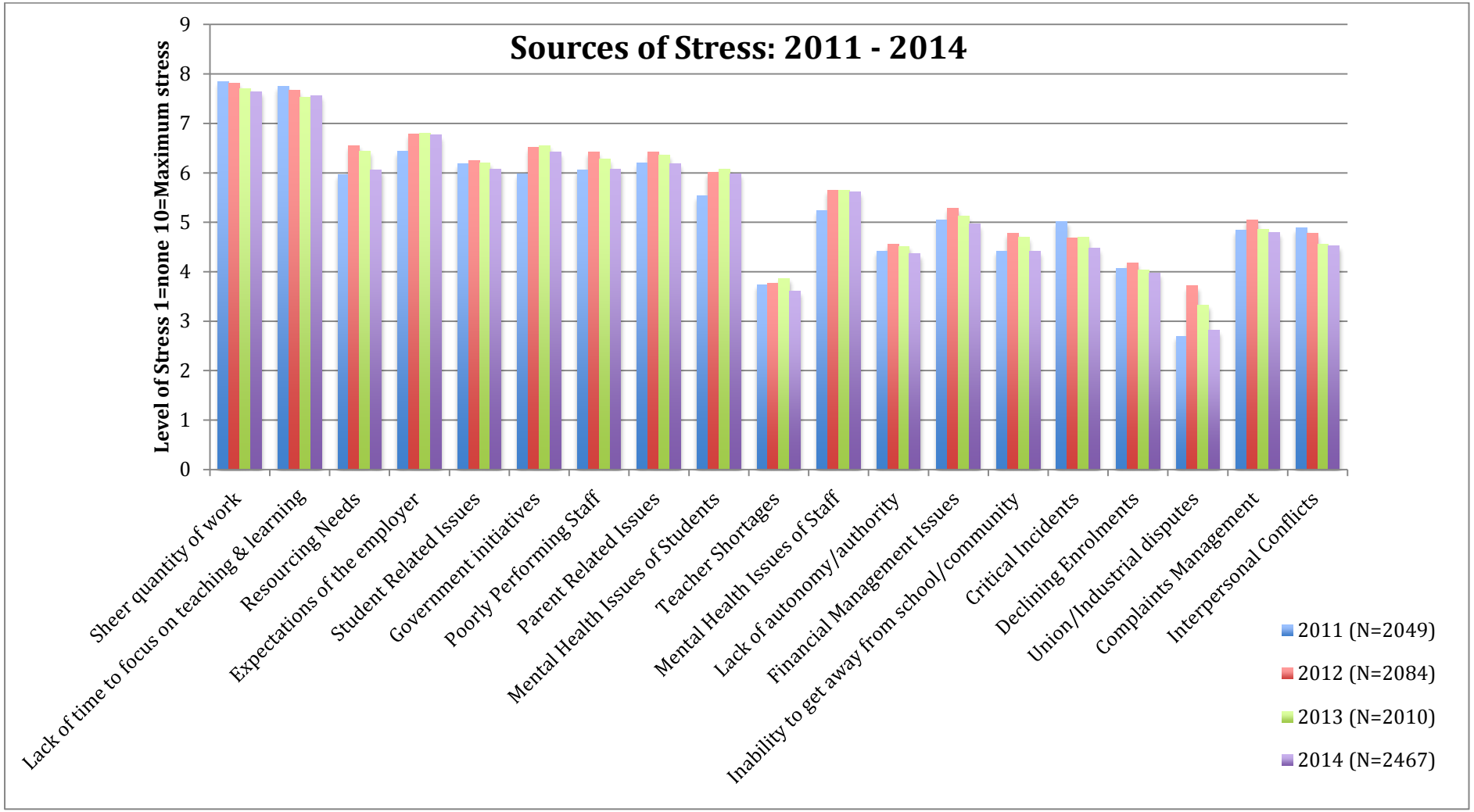

Figure 35. Sources of stress for all principals and deputy/assistants X year

Table 37. Sources of Stress for Government school principals and deputies/assistants

Souces of Stress	2011 (N=1474)		2012 (N=1528)		2013 (N=1497)		2014 (N=1840)	
Government (N=1474)	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**
Sheer quantity of work	8.04	2.16	7.86	2.13	7.79	2.10	7.8	2.18
Lack of time to focus on teaching & learning	7.98	2.15	7.75	2.14	7.62	2.17	7.75	2.17
Resourcing Needs	6.32	2.55	6.81	2.40	6.63	2.39	6.28	2.57
Expectations of the employer	6.92	2.52	7.16	2.38	7.14	2.38	7.21	2.44
Student Related Issues	6.35	2.69	6.34	2.53	6.3	2.53	6.17	2.55
Government initiatives	6.31	2.40	6.68	2.39	6.69	2.40	6.75	2.43
Poorly Performing Staff	6.18	2.97	6.42	2.81	6.3	2.75	6.06	2.80
Parent Related Issues	6.18	2.73	6.35	2.55	6.32	2.60	6.15	2.56
Mental Health Issues of Students	5.69	2.79	6.14	2.62	6.23	2.61	6.14	2.65
Teacher Shortages	3.89	2.76	3.82	2.65	3.91	2.69	3.65	2.67
Mental Health Issues of Staff	5.38	2.72	5.74	2.66	5.7	2.59	5.69	2.60
Lack of autonomy/authority	4.71	2.93	4.8	2.70	4.71	2.65	4.58	2.63
Financial Management Issues	5.22	2.76	5.4	2.73	5.18	2.57	5.05	2.64
Inability to get away from school/community	4.22	2.99	4.62	2.87	4.55	2.81	4.24	2.82
Critical Incidents	5.17	3.12	4.71	2.76	4.74	2.77	4.55	2.78
Declining Enrolments	4.18	3.32	4.2	3.17	3.98	3.08	3.86	3.07
Union/Industrial disputes	2.73	2.33	3.93	2.74	3.4	2.53	2.75	2.15
Complaints Management	4.96	2.98	5.13	2.81	4.95	2.78	4.85	2.79
Interpersonal Conflicts	4.88	2.99	4.76	2.78	4.46	2.70	4.45	2.74

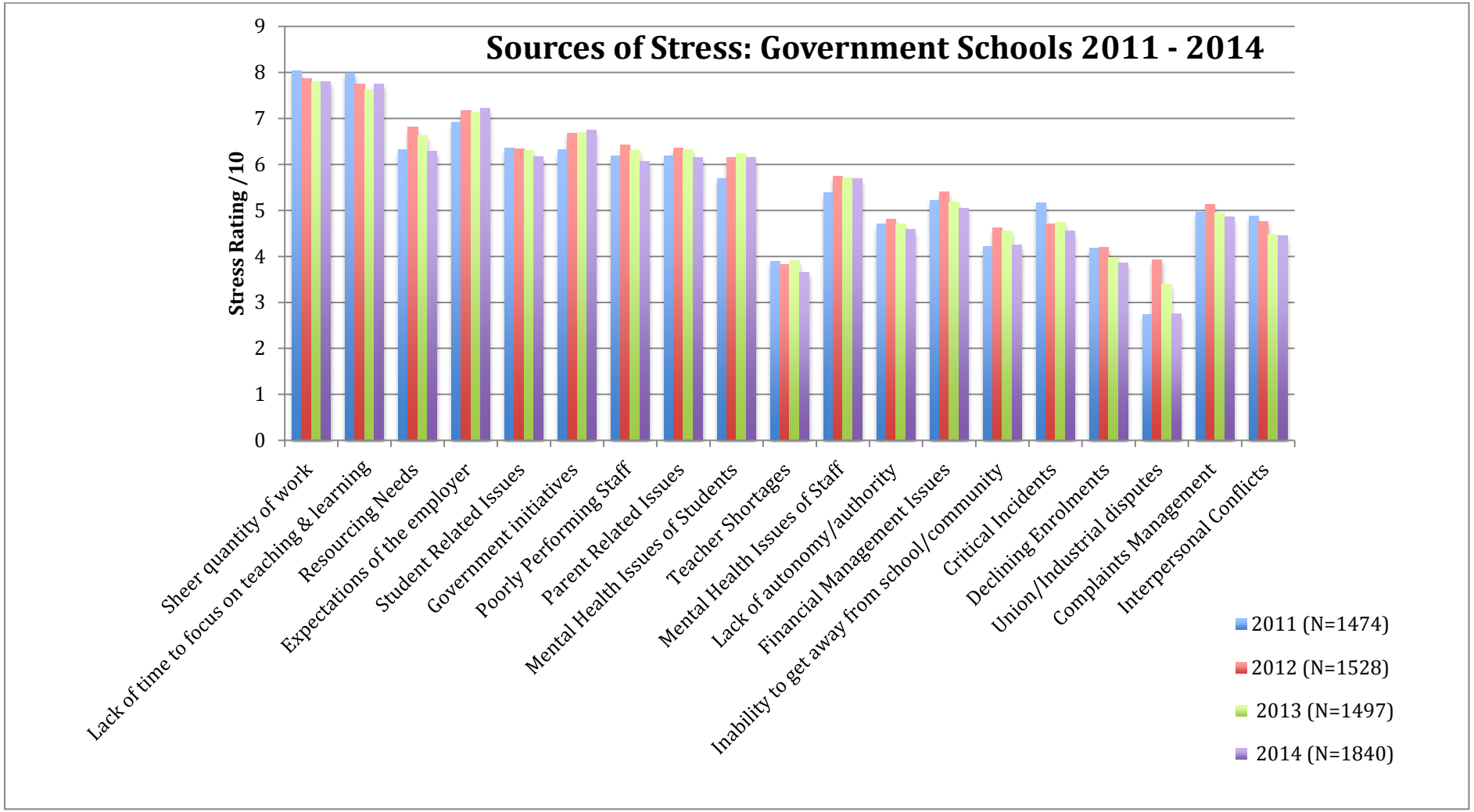

Figure 36. Sources of Stress for Government school principals and deputies/assistants

Table 38. Sources of Stress for Catholic school principals and deputies/assistants

Souces of Stress	2011 (N=286)		2012 (N=294)		2013 (N=267)		2014 (N=348)	
Catholic	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**
Sheer quantity of work	7.57	2.33	7.75	2.01	7.43	1.97	7.36	2.18
Lack of time to focus on teaching & learning	7.69	2.22	7.84	1.93	7.62	1.97	7.54	2.17
Resourcing Needs	5.53	2.50	6.11	2.37	5.96	2.33	5.68	2.4
Expectations of the employer	5.64	2.88	5.94	2.61	5.97	2.50	5.79	2.69
Student Related Issues	6.22	2.51	6.28	2.40	6.19	2.39	6.02	2.60
Government initiatives	5.77	2.53	6.48	2.41	6.43	2.23	5.8	2.41
Poorly Performing Staff	6.1	2.93	6.62	2.50	6.39	2.47	6.22	2.61
Parent Related Issues	6.39	2.54	6.77	2.34	6.6	2.27	6.4	2.57
Mental Health Issues of Students	5.56	2.57	6	2.40	5.98	2.37	5.86	2.54
Teacher Shortages	3.85	2.63	3.8	2.39	3.93	2.61	3.64	2.55
Mental Health Issues of Staff	5.33	2.70	5.76	2.50	5.75	2.41	5.6	2.56
Lack of autonomy/authority	3.9	2.73	3.93	2.40	3.99	2.31	4.02	2.56
Financial Management Issues	4.94	2.84	5.11	2.54	4.92	2.51	4.84	2.41
Inability to get away from school/community	5.17	3.06	5.35	2.79	5.27	2.73	5.01	2.77
Critical Incidents	5.11	3.05	4.9	2.66	4.84	2.68	4.47	2.71
Declining Enrolments	3.82	3.16	3.8	2.84	3.76	2.81	4.14	3.15
Union/Industrial disputes	2.86	2.37	3.64	2.53	3.42	2.31	3.24	2.48
Complaints Management	4.91	2.88	5.17	2.64	4.87	2.56	4.91	2.78
Interpersonal Conflicts	5.29	2.91	5.31	2.71	5.18	2.73	5.02	2.83

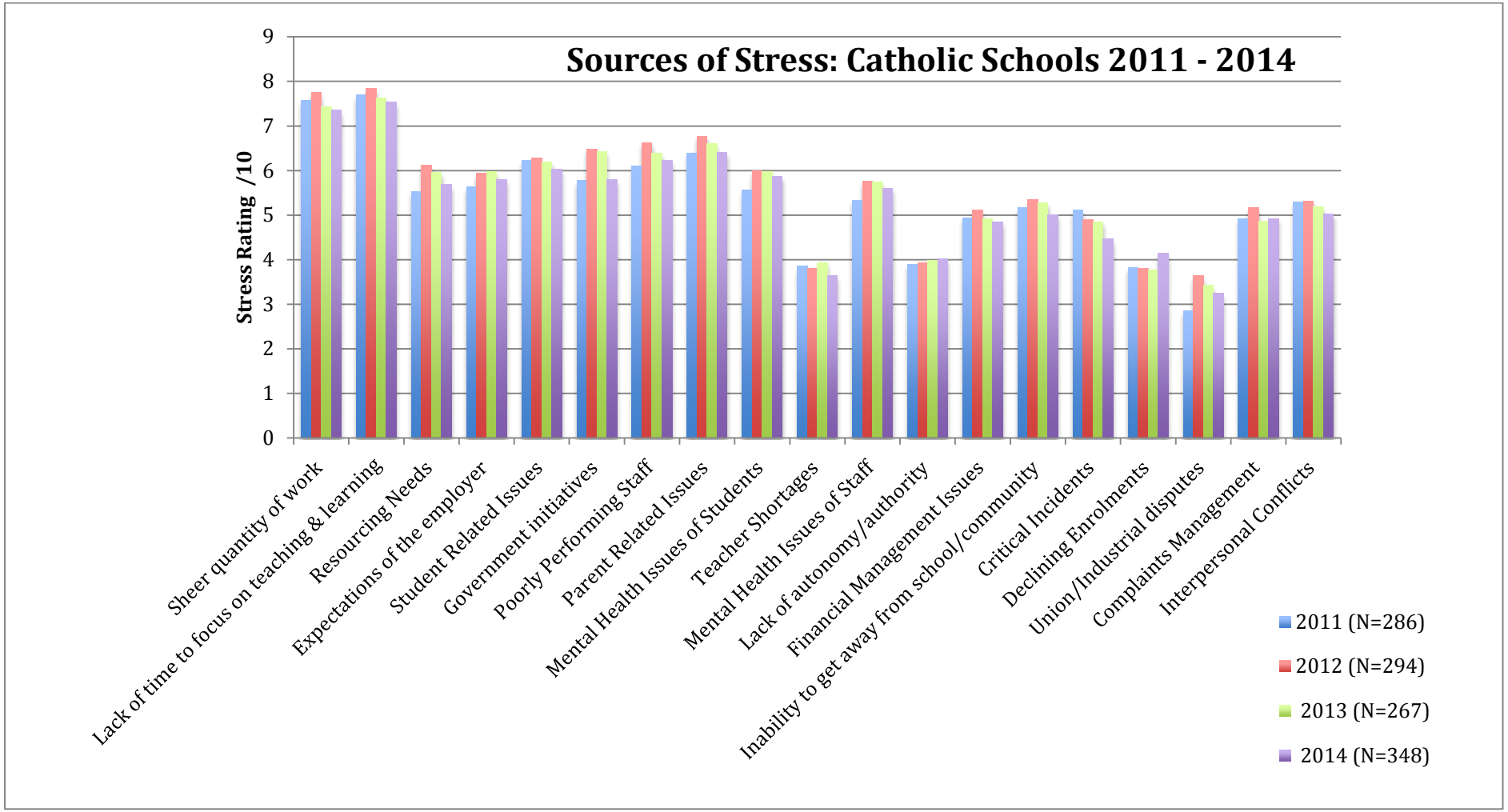

Figure 37. Sources of Stress for Catholic school principals and deputies/assistants

Table 39. Sources of Stress for Independent school principals and deputies/assistants

Souces of Stress	2011 (N=289)		2012 (N=262)		2013 (N=246)		2013 (N=279)	
Independent	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**
Sheer quantity of work	7.16	2.53	7.56	2.24	7.41	2.09	6.97	2.29
Lack of time to focus on teaching & learning	6.63	2.62	7.06	2.21	6.92	2.29	6.3	2.50
Resourcing Needs	4.52	2.52	5.54	2.54	5.72	2.54	5.05	2.63
Expectations of the employer	4.8	2.88	5.58	2.58	5.65	2.58	4.97	2.67
Student Related Issues	5.25	2.61	5.67	2.39	5.59	2.32	5.49	2.39
Government initiatives	4.52	2.47	5.69	2.52	5.8	2.50	5.09	2.45
Poorly Performing Staff	5.36	2.83	6.2	2.56	6	2.47	5.98	2.56
Parent Related Issues	6.11	2.63	6.39	2.26	6.36	2.38	6.09	2.38
Mental Health Issues of Students	4.69	2.55	5.26	2.57	5.18	2.44	5.09	2.45
Teacher Shortages	2.92	2.25	3.39	2.40	3.47	2.52	3.2	2.39
Mental Health Issues of Staff	4.44	2.55	5.03	2.62	5.14	2.49	5.13	2.45
Lack of autonomy/authority	3.4	2.77	3.85	2.68	3.89	2.70	3.35	2.34
Financial Management Issues	4.27	2.67	4.87	2.56	4.96	2.58	4.52	2.60
Inability to get away from school/community	4.65	3.03	5.08	2.73	5.02	2.65	4.86	2.79
Critical Incidents	4.13	2.83	4.29	2.70	4.33	2.52	3.92	2.49
Declining Enrolments	3.71	3.07	4.45	3.21	4.59	3.11	4.48	3.07
Union/Industrial disputes	2.28	2.00	2.52	2.12	2.76	2.21	2.68	2.20
Complaints Management	4.12	2.70	4.43	2.58	4.33	2.57	4.31	2.43
Interpersonal Conflicts	4.43	2.81	4.21	2.51	4.51	2.47	4.35	2.66

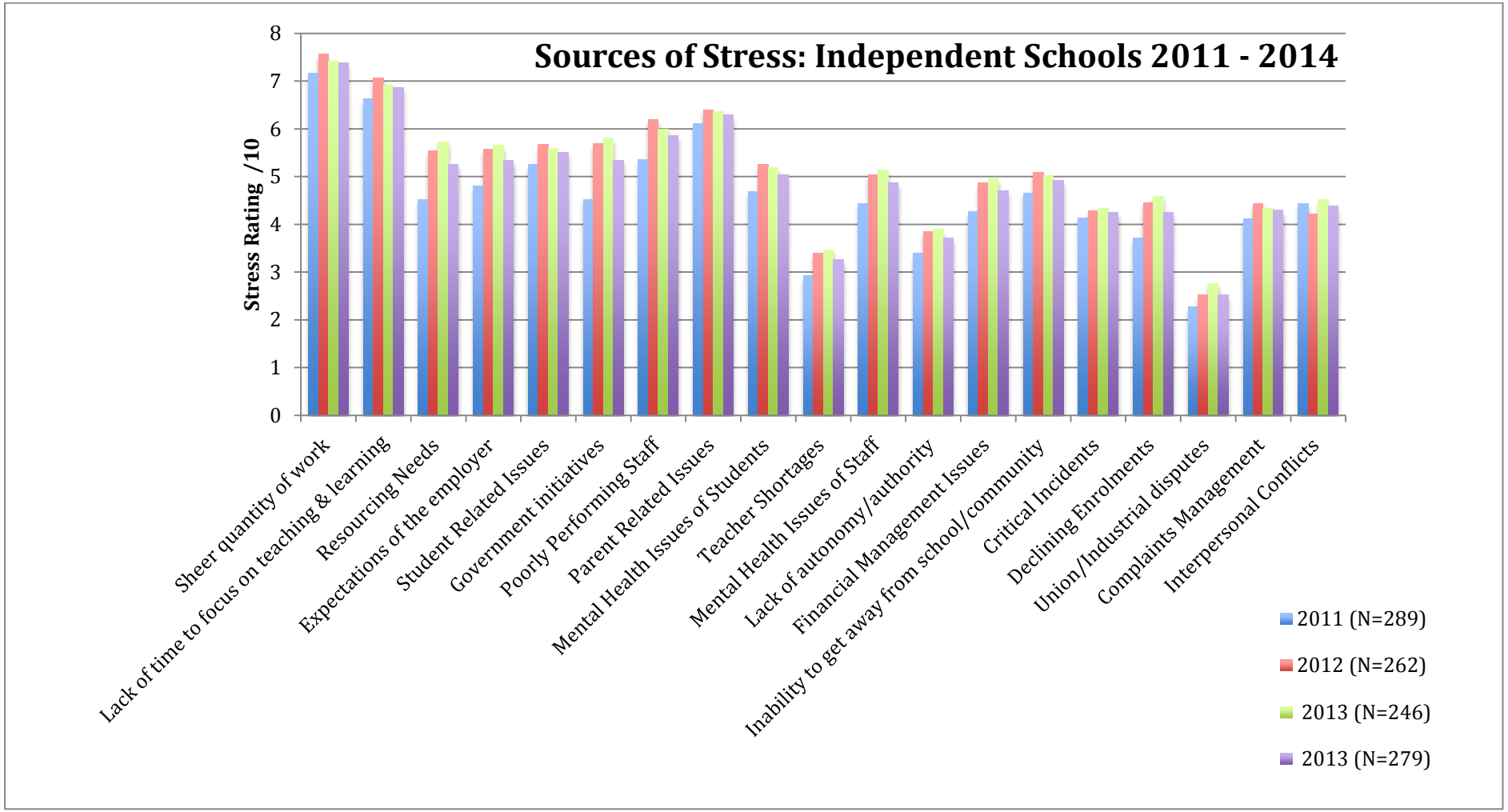

Figure 38. Sources of Stress for Independent school principals and deputies/assistants

The following table compares Sources of Stress results for school sector using data collected from the 956 participants who have completed all four years of the survey to date.

Table 40. Sources of Stress for all school principals and deputies/assistants who completed the survey every year (averaged over 4 years)

Sources of Stress 2011-2014 (N=956)	Government	Catholic	Independent
Sheer quantity of work	7.78	7.62	7.17
Lack of time to focus on teaching & learning	7.76	7.75	6.56
Resourcing Needs	6.62	5.98	5.07
Expectations of the employer	7.15	5.95	5.21
Student Related Issues	6.20	6.17	5.39
Government initiatives	6.64	6.37	5.46
Poorly Performing Staff	6.14	6.38	5.85
Parent Related Issues	6.22	6.45	6.38
Mental Health Issues of Students	6.05	5.91	5.03
Teacher Shortages	3.69	3.80	3.21
Mental Health Issues of Staff	5.55	5.49	4.99
Lack of autonomy/authority	4.65	3.96	3.43
Financial Management Issues	5.20	4.92	4.43
Inability to get away from school/community	4.37	5.28	4.93
Critical Incidents	4.74	4.89	4.07
Declining Enrolments	3.97	3.90	4.03
Union/Industrial disputes	3.26	3.36	2.52
Complaints Management	4.93	4.88	4.23
Interpersonal Conflicts	4.47	5.15	4.33

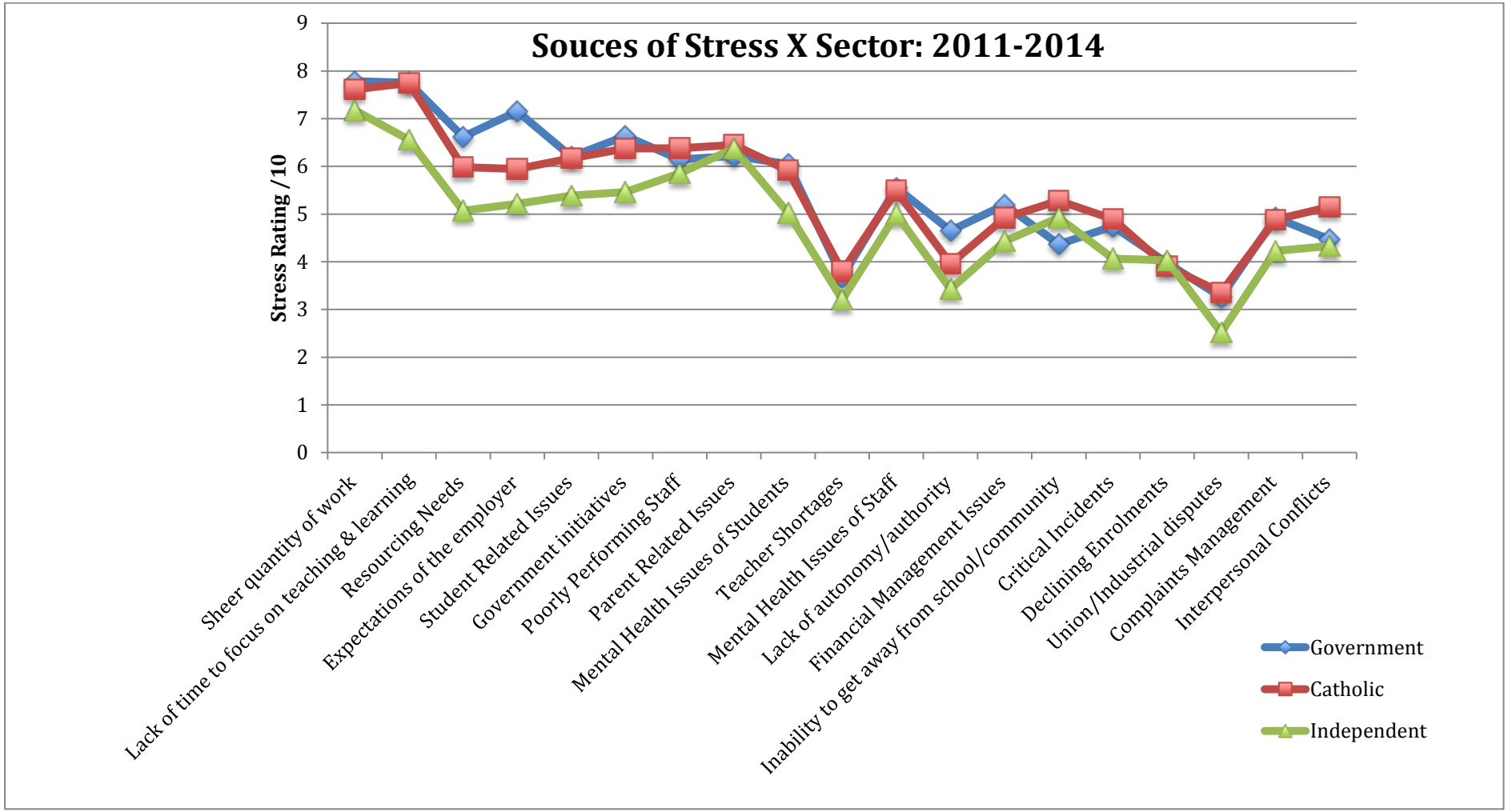

Figure 39. Sources of Stress for all school principals and deputies/assistants who completed the survey every year (averaged over 4 years)

The following table and graph show there are virtually no differences in percieved stress by Gender.

Table 41. Sources of stress for all participants disaggregated by gender averaged over 4 years

Sources of Stress x Gender	Female		Male	
	Mean	SD	Mean	SD
Sheer quantity of work	7.88	2.18	7.66	2.13
Lack of time to focus on teaching & learning	7.75	2.20	7.53	2.19
Resourcing Needs	6.22	2.56	6.42	2.41
Expectations of the employer	6.68	2.63	6.68	2.53
Student Related Issues	6.19	2.62	6.24	2.48
Government initiatives	6.26	2.48	6.47	2.40
Poorly Performing Staff	6.25	2.86	6.25	2.70
Parent Related Issues	6.37	2.61	6.27	2.52
Mental Health Issues of Students	5.98	2.70	5.73	2.57
Teacher Shortages	3.79	2.70	3.79	2.57
Mental Health Issues of Staff	5.67	2.69	5.30	2.55
Lack of autonomy/authority	4.41	2.77	4.59	2.71
Financial Management Issues	5.05	2.71	5.29	2.62
Inability to get away from school/community	4.60	2.93	4.67	2.83
Critical Incidents	4.74	2.93	4.87	2.75
Declining Enrolments	4.10	3.19	4.08	3.11
Union/Industrial disputes	3.24	2.54	3.24	2.41
Complaints Management	4.89	2.88	4.95	2.73
Interpersonal Conflicts	4.66	2.86	4.83	2.71

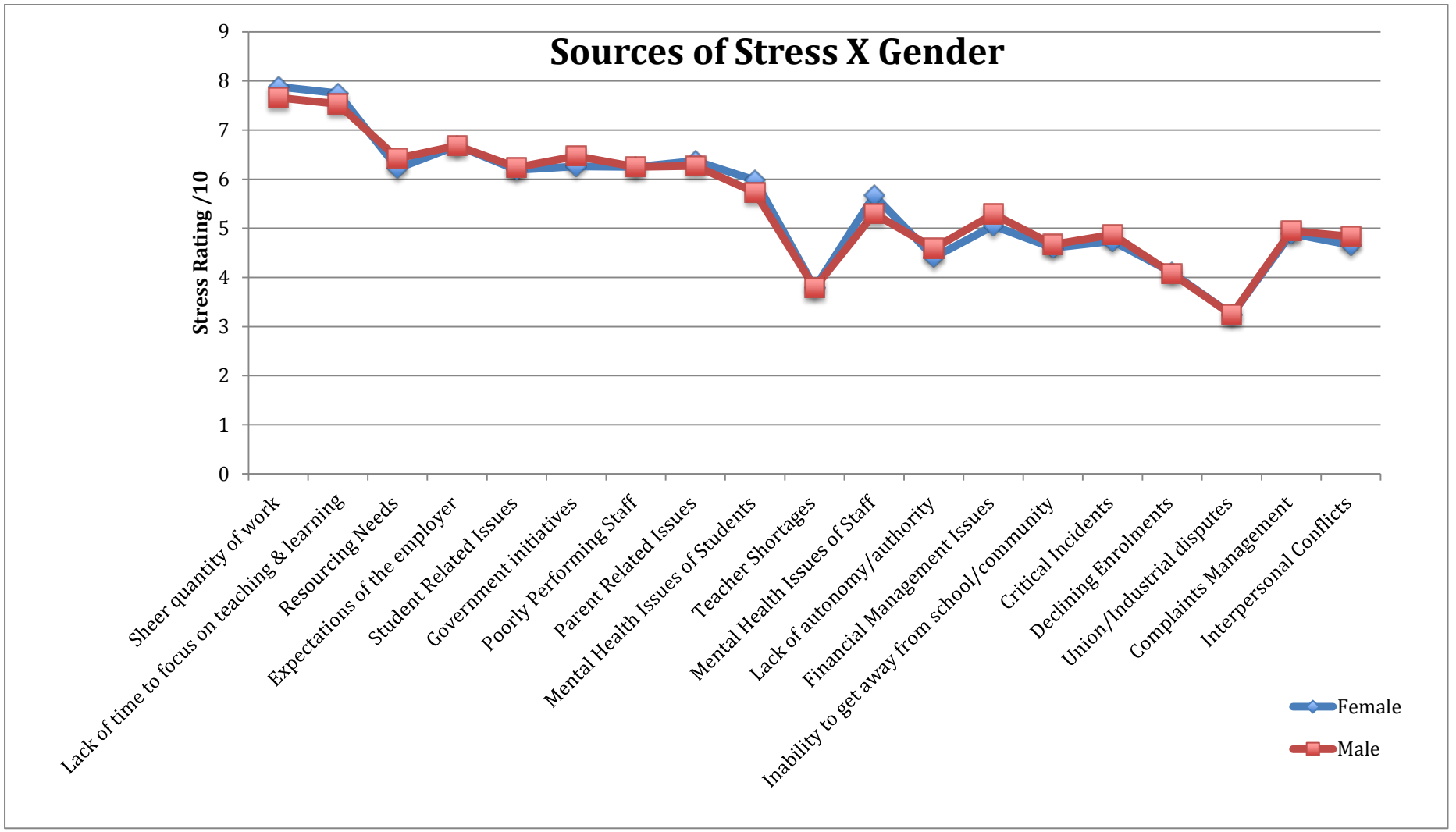

Figure 40. Sources of stress for all participants disaggregated by gender averaged over 4 years

Table 42. Sources of stress for all participants disaggregated by role averaged over 4 years

Sources of Stress x Role	Principal		Deputy/Assistant	
	Mean	SD	Mean	SD
Sheer quantity of work	7.89	2.12	7.50	2.25
Lack of time to focus on teaching & learning	7.79	2.14	7.23	2.30
Resourcing Needs	6.48	2.48	5.80	2.50
Expectations of the employer	6.78	2.56	6.35	2.64
Student Related Issues	6.17	2.56	6.33	2.56
Government initiatives	6.48	2.41	5.96	2.54
Poorly Performing Staff	6.21	2.86	6.38	2.57
Parent Related Issues	6.32	2.60	6.35	2.49
Mental Health Issues of Students	5.86	2.66	5.91	2.58
Teacher Shortages	3.71	2.65	4.05	2.64
Mental Health Issues of Staff	5.49	2.68	5.58	2.52
Lack of autonomy/authority	4.41	2.73	4.75	2.77
Financial Management Issues	5.33	2.70	4.62	2.49
Inability to get away from school/community	4.65	2.91	4.59	2.82
Critical Incidents	4.82	2.88	4.75	2.76
Declining Enrolments	4.28	3.23	3.51	2.82
Union/Industrial disputes	3.33	2.56	2.96	2.21
Complaints Management	4.98	2.85	4.71	2.69
Interpersonal Conflicts	4.72	2.82	4.76	2.72

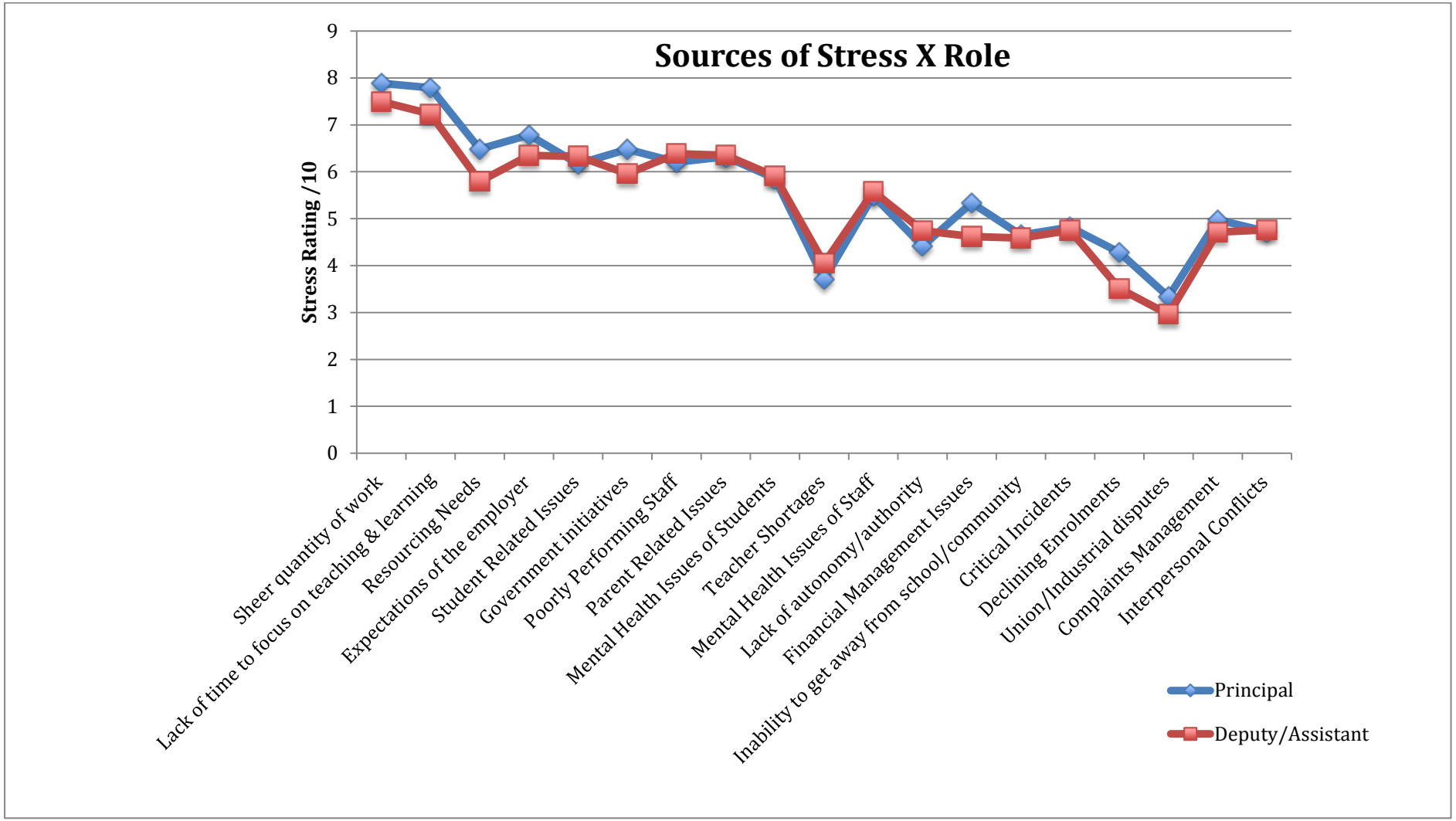

Figure 41. Sources of stress for all participants disaggregated by role averaged over 4 years

Table 43. Sources of stress for all participants disaggregated by school type averaged over 4 years

Sources of Stress x School Type	Primary		Secondary		K/P-10/12	
	Mean	SD	Mean	SD	Mean	SD
Sheer quantity of work	7.80	2.16	7.71	2.17	7.84	2.12
Lack of time to focus on teaching & learning	7.76	2.17	7.43	2.21	7.56	2.22
Resourcing Needs	6.30	2.51	6.44	2.41	6.19	2.58
Expectations of the employer	6.77	2.58	6.54	2.55	6.48	2.63
Student Related Issues	6.26	2.58	6.15	2.45	6.12	2.60
Government initiatives	6.31	2.47	6.44	2.38	6.33	2.43
Poorly Performing Staff	5.93	2.91	7.00	2.37	6.55	2.59
Parent Related Issues	6.61	2.54	5.82	2.51	5.98	2.60
Mental Health Issues of Students	5.70	2.72	6.30	2.39	5.95	2.58
Teacher Shortages	3.40	2.53	4.46	2.66	4.45	2.73
Mental Health Issues of Staff	5.34	2.69	5.91	2.42	5.64	2.63
Lack of autonomy/authority	4.40	2.74	4.98	2.70	4.17	2.74
Financial Management Issues	5.12	2.69	5.25	2.62	5.20	2.67
Inability to get away from school/community	4.61	2.91	4.61	2.82	4.86	2.91
Critical Incidents	4.70	2.91	4.97	2.67	5.10	2.86
Declining Enrolments	4.01	3.15	4.32	3.12	4.13	3.22
Union/Industrial disputes	3.10	2.43	3.63	2.54	3.31	2.58
Complaints Management	4.82	2.86	5.23	2.64	4.93	2.84
Interpersonal Conflicts	4.64	2.84	4.98	2.71	4.82	2.72

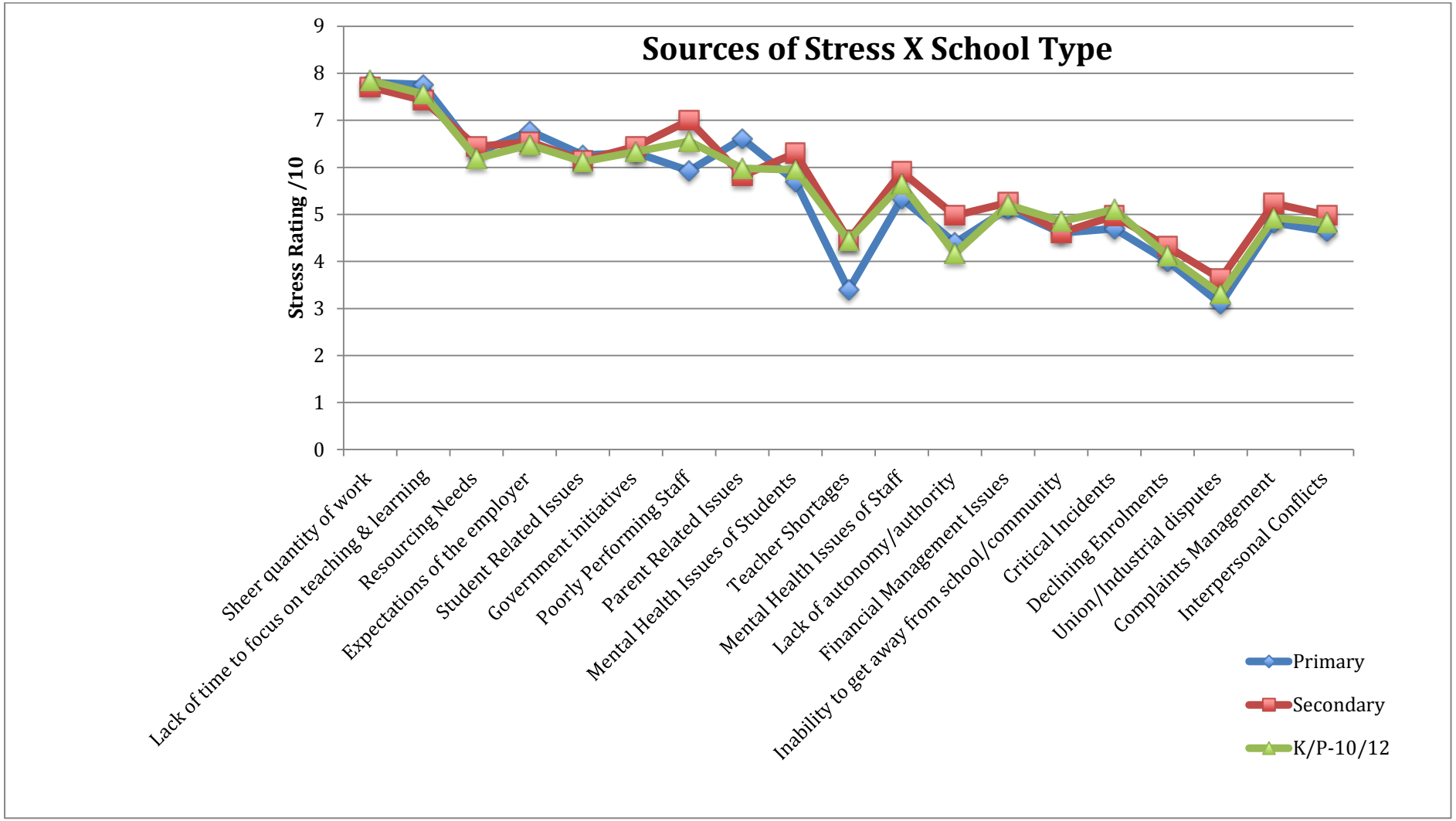

Figure 42. Sources of stress for all participants disaggregated by school type averaged over 4 years

Table 44. Sources of stress for all participants disaggregated by location averaged over 4 years

Sources of Stress x Location	Urban		Suburban		Large Town		Rural		Remote	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Sheer quantity of work	7.78	3.95	7.61	4.06	7.83	4.05	8.06	4.00	7.78	4.11
Lack of time to focus on teaching & learning	7.63	3.96	7.44	3.97	7.64	3.99	7.99	4.00	7.90	3.96
Resourcing Needs	6.36	3.84	6.24	3.82	6.49	3.85	6.35	3.84	5.94	3.77
Expectations of the employer	6.59	4.02	6.46	3.98	6.76	4.04	7.02	4.05	6.92	4.14
Student Related Issues	5.98	3.71	6.18	3.79	6.50	3.83	6.33	3.85	5.86	3.68
Government initiatives	6.27	3.87	6.18	3.77	6.42	3.82	6.64	3.86	6.42	3.91
Poorly Performing Staff	6.42	3.89	6.45	3.99	6.29	3.96	5.82	4.02	5.94	4.00
Parent Related Issues	6.31	3.86	6.32	3.82	6.42	3.81	6.37	3.90	5.84	3.83
Mental Health Issues of Students	5.71	3.71	5.89	3.82	6.18	3.81	5.82	3.85	5.62	3.75
Teacher Shortages	3.55	2.85	3.54	2.90	4.20	3.21	3.97	3.17	5.13	3.82
Mental Health Issues of Staff	5.51	3.50	5.59	3.70	5.66	3.64	5.26	3.70	5.70	3.80
Lack of autonomy/authority	4.76	3.41	4.51	3.40	4.51	3.36	4.26	3.25	4.43	3.52
Financial Management Issues	5.11	3.42	5.08	3.53	5.39	3.60	5.25	3.58	4.71	3.42
Inability to get away from school/community	4.62	3.52	4.42	3.43	4.80	3.51	4.81	3.62	5.23	3.93
Critical Incidents	4.68	3.38	4.88	3.53	5.11	3.63	4.61	3.51	4.64	3.51
Declining Enrolments	3.47	3.11	3.84	3.34	3.77	3.35	5.03	3.85	4.73	3.88
Union/Industrial disputes	3.28	2.74	3.35	2.84	3.20	2.77	3.13	2.72	2.74	2.26
Complaints Management	5.01	3.48	4.96	3.54	5.14	3.53	4.69	3.51	4.64	3.56
Interpersonal Conflicts	4.84	3.37	4.74	3.45	4.85	3.48	4.56	3.38	4.87	3.54

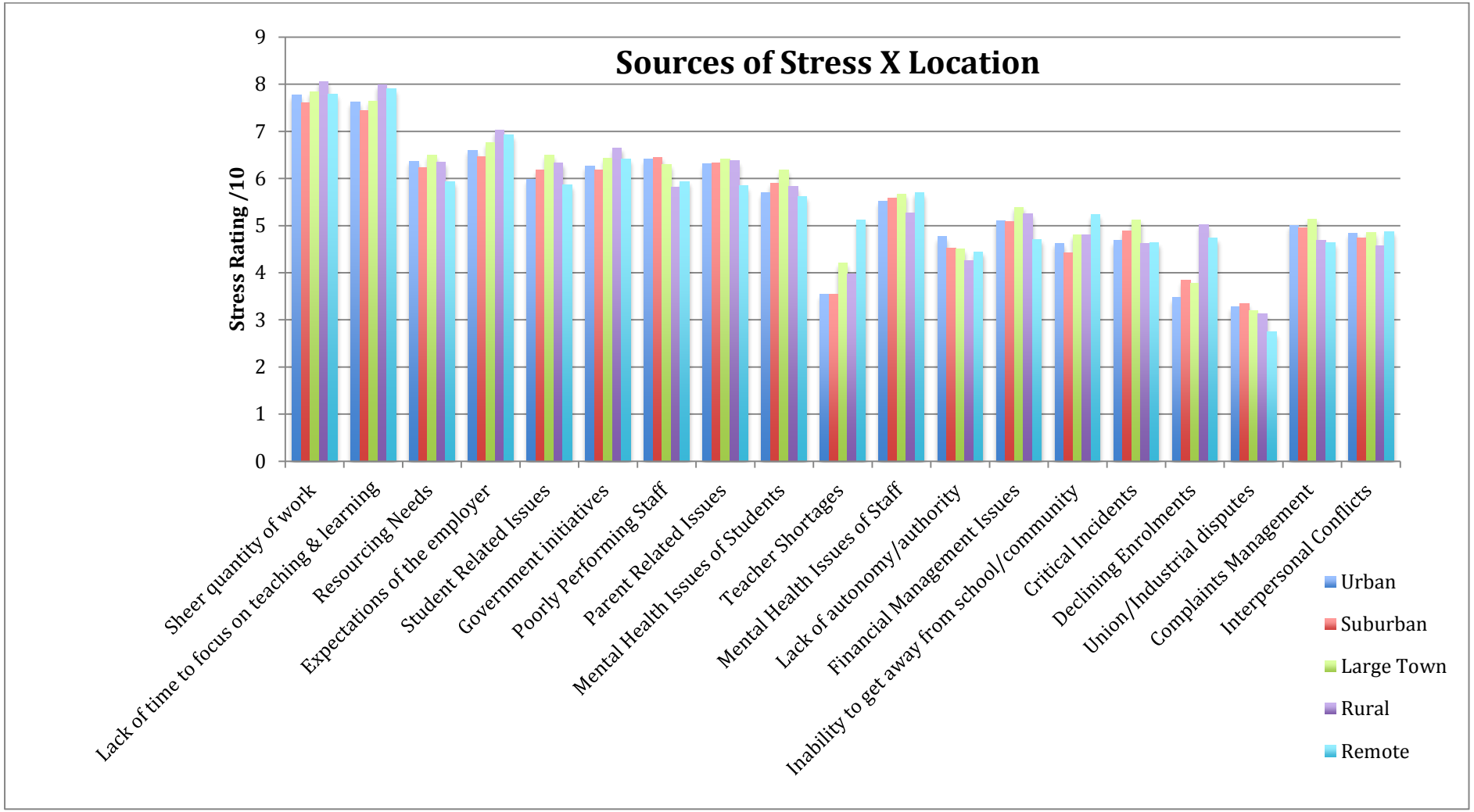

Figure 43. Sources of stress for all participants disaggregated by location averaged over 4 years

Sources of Stress in each state and territory

Table 45 presents data from unspecified states. The states for participants who joined the study in 2014 are not yet known and will be distributed to each state following the release of the 2014 ARACA My School data in 2015. They are presented here for completeness of reporting. Tables 46-53.

Table 45. Sources of stress in unspecified states.

Stressor	State Not Specified							
Stressor / Year (N)	2011(0)		2012 (7)		2013 (11)		2014 (717)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Sheer quantity of work			6.86	2.41	8.73	1.19	7.8	2.21
Lack of time to focus on teaching & learning			6.43	2.37	7.91	2.21	7.71	2.21
Resourcing Needs			5.71	3.35	6.09	2.91	5.59	2.59
Expectations of the employer			5.71	2.81	7.09	2.91	6.35	2.77
Student Related Issues			5.57	2.23	4.64	2.62	6.26	2.65
Government initiatives			5	2.38	7	2.86	5.84	2.58
Poorly Performing Staff			5.57	2.99	3.36	3.08	6.2	2.83
Parent Related Issues			4.86	3.02	4.36	2.94	6.26	2.61
Mental Health Issues of Students			5.14	2.80	3.91	2.88	6.08	2.75
Teacher Shortages			2.29	1.25	3.18	2.52	3.68	2.71
Mental Health Issues of Staff			3.71	2.14	2.73	2.15	5.72	2.73
Lack of autonomy/authority			2.71	1.50	3.27	2.76	4.36	2.73
Financial Management Issues			4.86	3.13	5.64	2.62	4.81	2.60
Inability to get away from school/community			3.71	2.56	3.91	2.59	4.34	2.95
Critical Incidents			4.29	2.14	2.91	2.02	4.52	2.86
Declining Enrolments			2.71	1.98	4.36	2.98	3.97	3.12
Union/Industrial disputes			3.43	2.70	2.73	1.79	2.68	2.25
Complaints Management			4.14	2.19	3.73	2.83	5.01	2.86
Interpersonal Conflicts			4	2.89	3.18	2.23	4.72	2.93

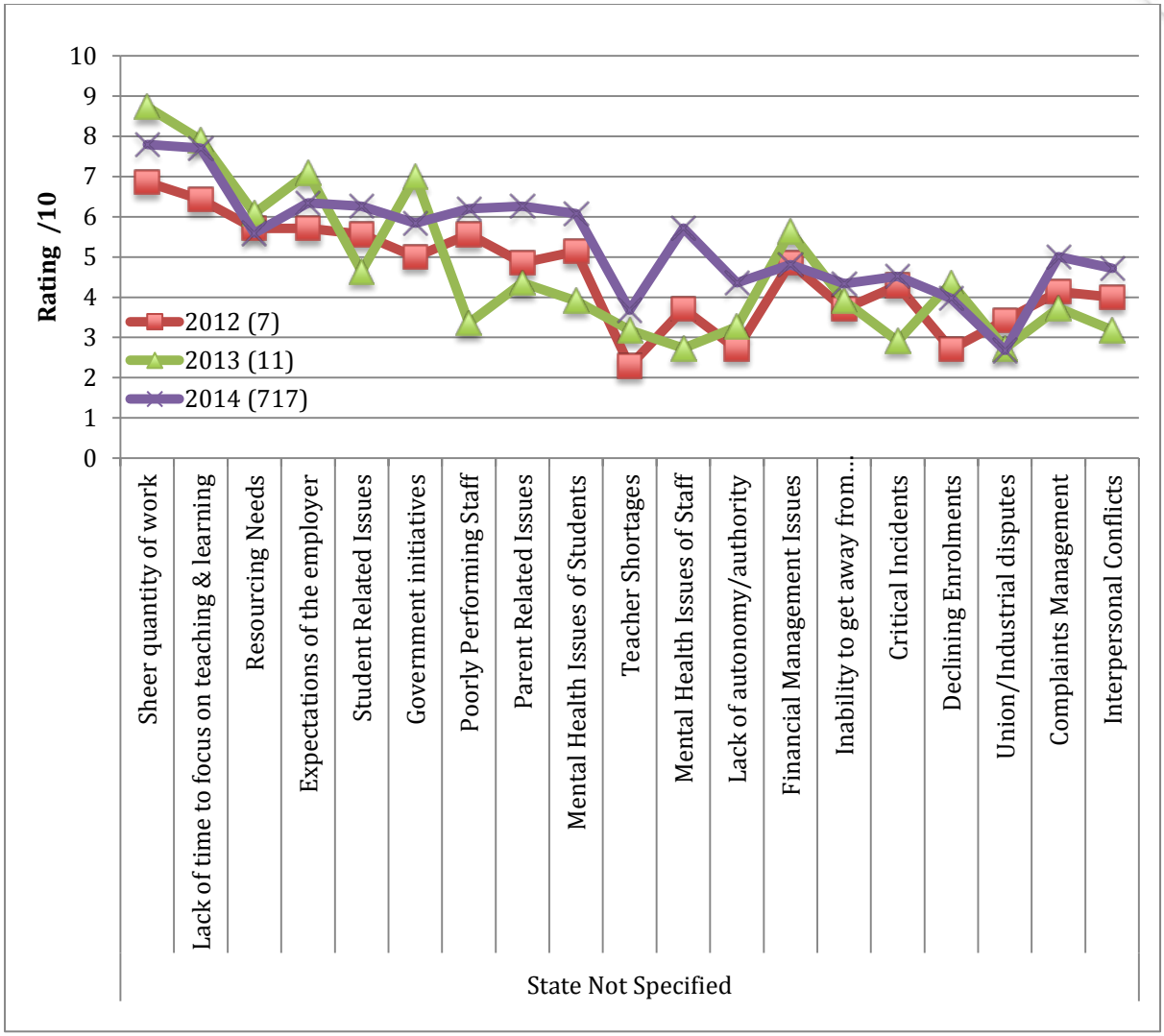

Figure 44. Sources of stress in unspecified states

Table 46. Sources of stress in the Northern Territory

Stressor / Year (N)	Northern Territory							
	2011(43)		2012 (35)		2013 (29)		2014 (21)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Sheer quantity of work	7.12	2.61	7.8	1.88	7.76	2.06	7.24	2.34
Lack of time to focus on teaching & learning	7.28	2.26	7.51	2.08	8	1.95	7.48	2.32
Resourcing Needs	5.26	2.85	6.4	2.60	6.59	2.24	5.24	2.70
Expectations of the employer	5.81	2.84	7.09	2.20	6.86	2.23	6.86	2.35
Student Related Issues	6.4	2.48	6.09	2.53	5.07	2.20	5.57	2.50
Government initiatives	5.81	2.45	6.86	2.33	6.59	2.38	6.81	2.48
Poorly Performing Staff	6.77	2.60	7.03	2.49	5.97	2.24	6.33	2.03
Parent Related Issues	5.47	2.64	6	2.52	4.69	2.06	5.62	2.13
Mental Health Issues of Students	5.53	2.39	6.26	2.59	5.83	2.21	5.67	2.31
Teacher Shortages	5.65	3.11	5.46	2.91	5.52	2.73	6.48	2.93
Mental Health Issues of Staff	5.91	2.43	6.43	2.45	5.69	2.16	5.81	2.66
Lack of autonomy/authority	4.35	3.05	4.69	2.51	4.34	2.84	5.67	2.71
Financial Management Issues	4.49	2.69	5.09	2.83	4.48	2.57	4.62	2.91
Inability to get away from school/community	4.12	3.01	4.86	3.13	5.17	2.61	3.62	2.31
Critical Incidents	5.3	3.01	4.03	2.86	3.83	2.56	4.19	2.66
Declining Enrolments	3.49	3.10	4.71	2.95	3.31	2.80	4.29	3.17
Union/Industrial disputes	2.37	2.04	2.97	2.29	3.03	2.41	3.76	3.11
Complaints Management	4.07	2.80	4.29	2.61	2.97	2.08	3.95	2.85
Interpersonal Conflicts	4.51	2.81	4.63	2.59	3.62	2.31	4.57	2.91

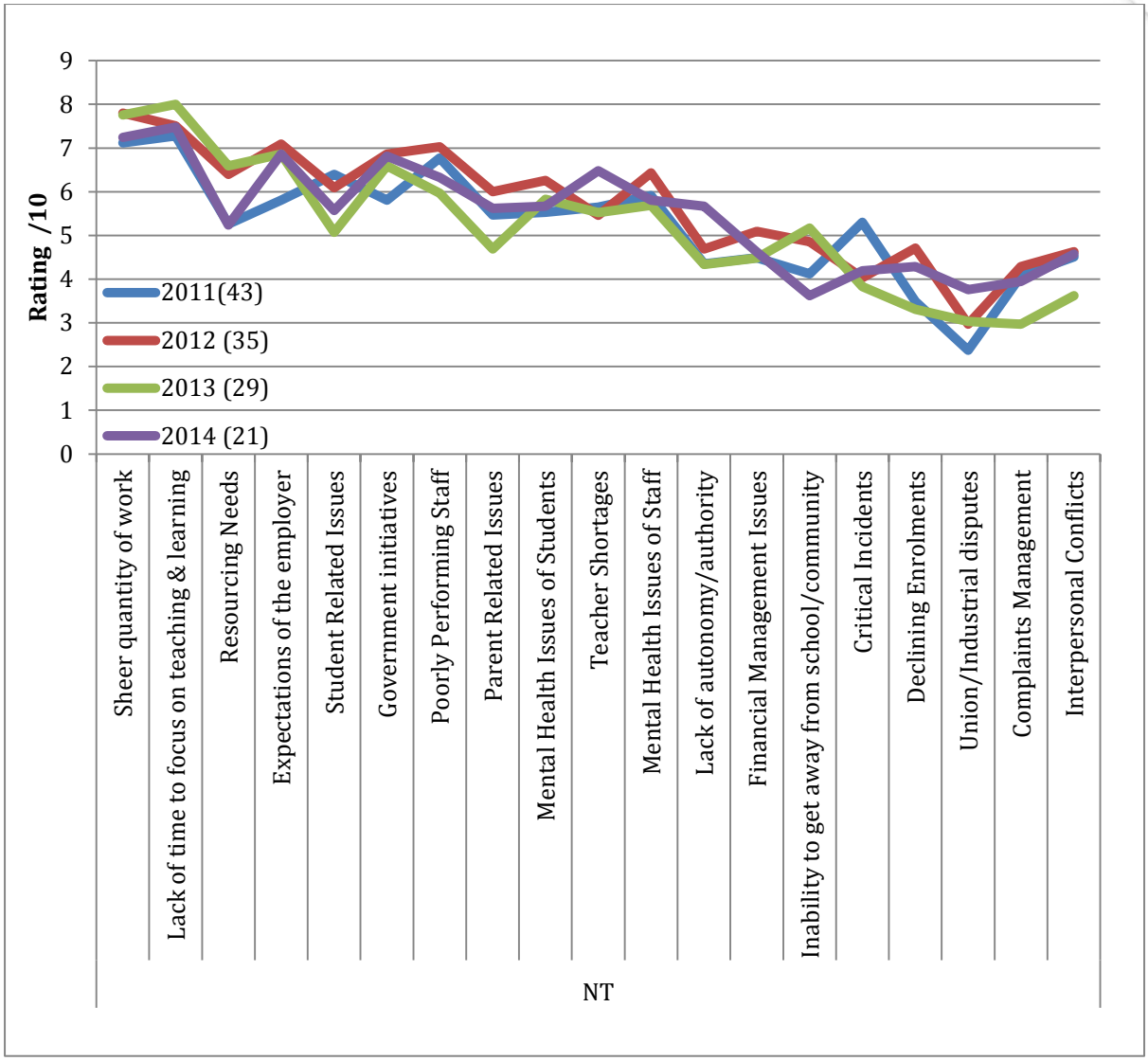

Figure 45. Sources of stress in the Northern Territory

Table 47. Sources of stress in New South Wales

	New South Wales							
Stressor / Year (N)	**2011(228)**		**2012 (235)**		**2013 (190)**		**2014 (160)**	
	Mean	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**
Sheer quantity of work	7.76	2.39	8.11	1.89	7.69	2.10	7.74	2.08
Lack of time to focus on teaching & learning	7.66	2.52	7.98	1.95	7.58	2.21	7.48	2.30
Resourcing Needs	5.85	2.62	6.33	2.52	6.41	2.38	5.83	2.48
Expectations of the employer	6.34	2.83	6.83	2.47	6.94	2.46	6.6	2.39
Student Related Issues	6.56	2.54	6.65	2.29	6.33	2.43	6.36	2.51
Government initiatives	5.7	2.59	7.06	2.39	6.67	2.40	6.43	2.31
Poorly Performing Staff	6.43	2.91	6.88	2.53	6.74	2.56	6.76	2.42
Parent Related Issues	6.46	2.65	6.97	2.24	6.84	2.28	6.71	2.34
Mental Health Issues of Students	6.21	2.72	6.52	2.53	6.55	2.52	6.53	2.42
Teacher Shortages	4	2.74	4.08	2.44	4.32	2.66	4	2.58
Mental Health Issues of Staff	5.47	2.79	6	2.58	5.94	2.52	6.23	2.41
Lack of autonomy/authority	4.99	3.13	4.91	2.72	5.08	2.75	4.84	2.78
Financial Management Issues	5.25	2.69	5.4	2.67	5.15	2.55	5.13	2.46
Inability to get away from school/community	4.56	3.12	4.89	2.69	4.98	2.70	4.73	2.82
Critical Incidents	4.96	3.02	4.78	2.76	4.97	2.65	4.51	2.63
Declining Enrolments	4.07	3.23	4.36	3.20	4.52	3.21	4.17	3.02
Union/Industrial disputes	3	2.37	3.6	2.59	3.25	2.18	3.35	2.44
Complaints Management	5.3	2.93	5.3	2.76	5.34	2.60	5.47	2.55
Interpersonal Conflicts	5.35	3.00	5.18	2.83	4.88	2.74	4.99	2.71

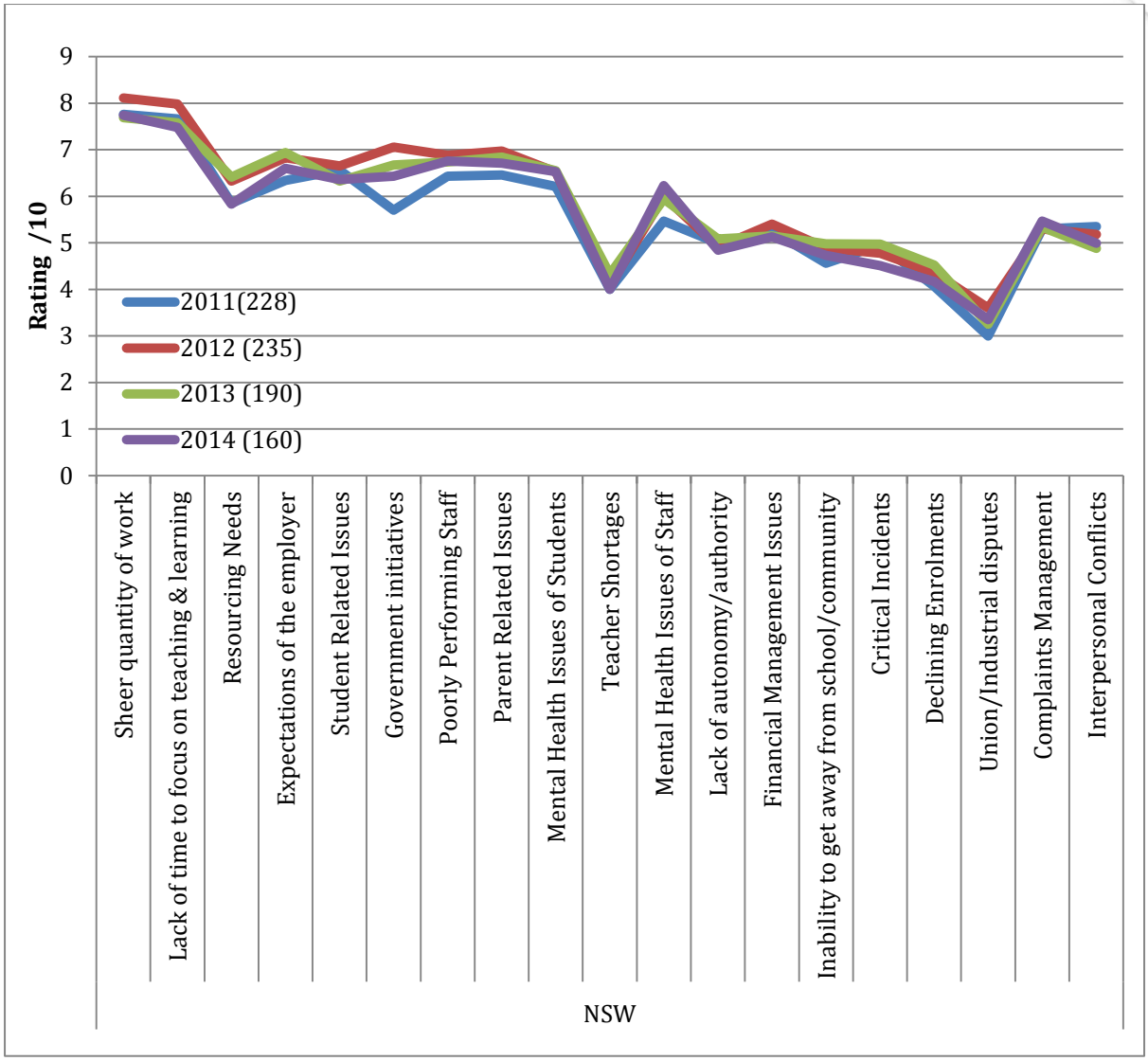

Figure 46. Sources of stress in New South Wales

Table 48. Sources of stress in Victoria

	Victoria							
Stressor / Year (N)	**2011(827)**		**2012 (875)**		**2013 (822)**		**2014 (762)**	
	Mean	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**
Sheer quantity of work	7.79	2.37	7.69	2.25	7.5	2.16	7.66	2.22
Lack of time to focus on teaching & learning	7.71	2.35	7.63	2.22	7.4	2.29	7.66	2.28
Resourcing Needs	6.36	2.63	6.84	2.50	6.65	2.44	6.62	2.62
Expectations of the employer	6.46	2.84	6.65	2.65	6.42	2.60	7.2	2.64
Student Related Issues	5.91	2.71	6.18	2.54	6.16	2.59	5.88	2.55
Government initiatives	6.05	2.53	6.42	2.43	6.24	2.46	6.91	2.43
Poorly Performing Staff	5.92	3.07	6.11	2.86	6.13	2.78	5.78	2.77
Parent Related Issues	6.21	2.74	6.42	2.54	6.42	2.63	6.13	2.54
Mental Health Issues of Students	5.28	2.84	5.9	2.59	5.91	2.67	5.82	2.63
Teacher Shortages	3.24	2.44	3.23	2.38	3.16	2.38	2.93	2.31
Mental Health Issues of Staff	5.05	2.71	5.51	2.72	5.55	2.68	5.39	2.55
Lack of autonomy/authority	4.26	2.91	4.49	2.72	4.22	2.62	4.3	2.58
Financial Management Issues	5.35	2.89	5.6	2.82	5.28	2.68	5.22	2.75
Inability to get away from school/community	4.42	3.09	4.95	2.93	4.64	2.84	4.56	2.85
Critical Incidents	5.13	3.14	4.87	2.77	4.69	2.78	4.42	2.69
Declining Enrolments	4.3	3.41	4.32	3.26	4.11	3.18	4.06	3.21
Union/Industrial disputes	2.48	2.25	4.26	2.91	3.77	2.69	2.76	2.16
Complaints Management	4.7	3.00	5.23	2.86	5.05	2.82	4.69	2.79
Interpersonal Conflicts	4.68	2.99	4.68	2.77	4.48	2.70	4.24	2.67

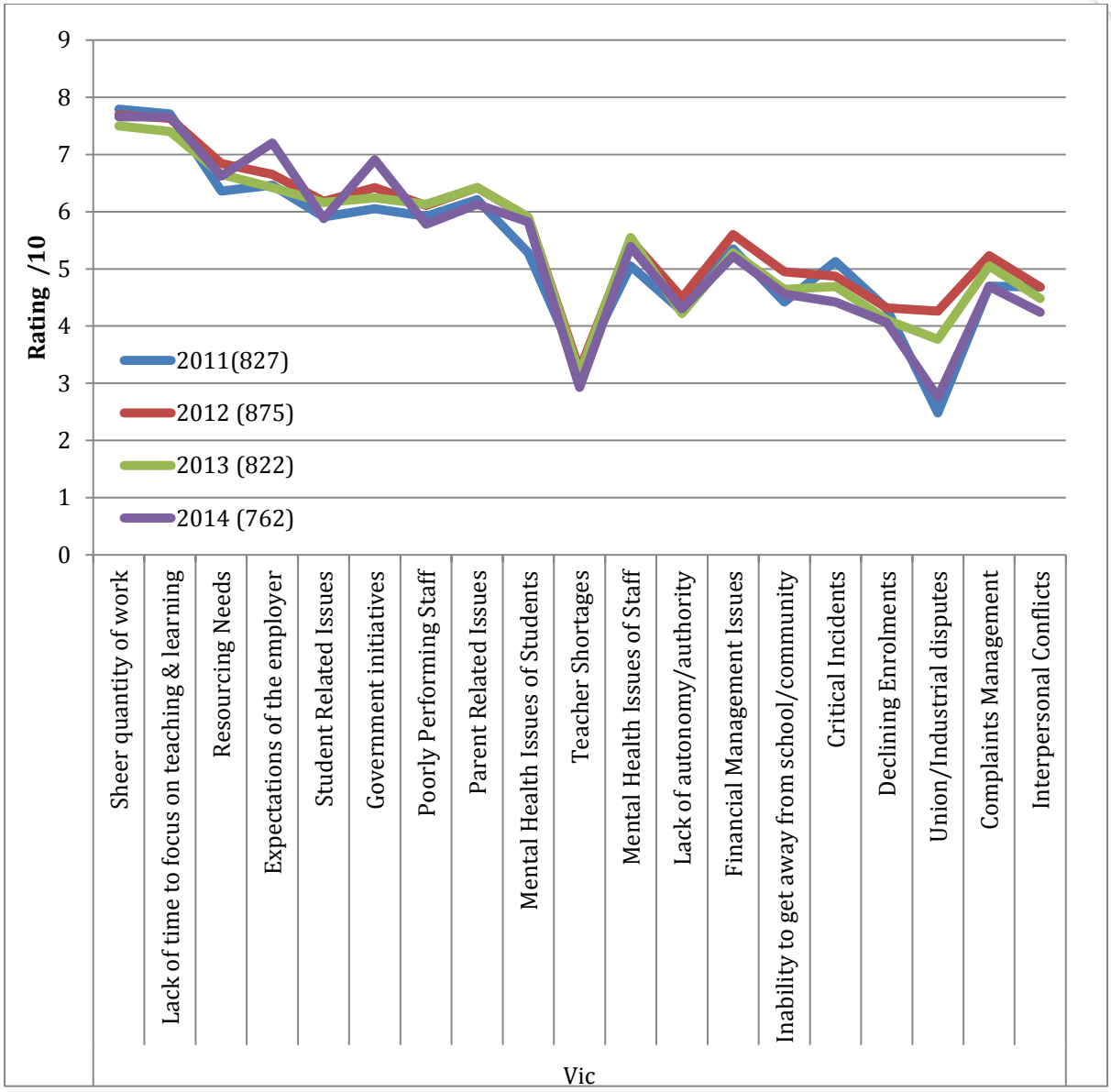

Figure 47. Sources of stress in Victoria

Table 49. Sources of stress in Queensland

	Queensland							
Stressor / Year (N)	**2011(423)**		**2012 (382)**		**2013 (366)**		**2014 (313)**	
	Mean	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**
Sheer quantity of work	8.04	2.04	7.81	2.13	7.78	2.14	7.18	2.37
Lack of time to focus on teaching & learning	7.82	2.25	7.6	2.19	7.48	2.13	7.09	2.37
Resourcing Needs	5.26	2.51	6.13	2.41	5.88	2.42	5.58	2.53
Expectations of the employer	6.64	2.65	6.86	2.41	7.09	2.31	6.63	2.48
Student Related Issues	6.19	2.77	6.16	2.47	6.2	2.38	5.89	2.45
Government initiatives	5.96	2.53	6.45	2.52	6.62	2.50	6.03	2.57
Poorly Performing Staff	5.98	2.83	6.28	2.69	6.32	2.58	6.2	2.70
Parent Related Issues	6.06	2.69	6.3	2.50	6.4	2.41	6.06	2.55
Mental Health Issues of Students	5.42	2.71	5.63	2.61	5.92	2.56	5.65	2.55
Teacher Shortages	4.33	2.87	4.44	2.79	4.74	2.81	4.49	2.84
Mental Health Issues of Staff	5.36	2.74	5.54	2.69	5.62	2.49	5.61	2.53
Lack of autonomy/authority	4.36	2.89	4.33	2.58	4.73	2.49	4.22	2.63
Financial Management Issues	4.58	2.69	4.82	2.55	4.86	2.39	4.41	2.45
Inability to get away from school/community	4.5	3.01	4.68	2.82	4.88	2.84	4.47	2.73
Critical Incidents	4.75	2.99	4.32	2.70	4.61	2.67	4.24	2.61
Declining Enrolments	3.74	3.11	4.02	2.99	3.86	2.88	3.69	2.92
Union/Industrial disputes	2.61	2.25	3.56	2.43	3.04	2.28	2.81	2.17
Complaints Management	5.01	2.90	5.02	2.65	4.97	2.64	4.92	2.64
Interpersonal Conflicts	4.91	2.96	4.62	2.70	4.69	2.64	4.56	2.72

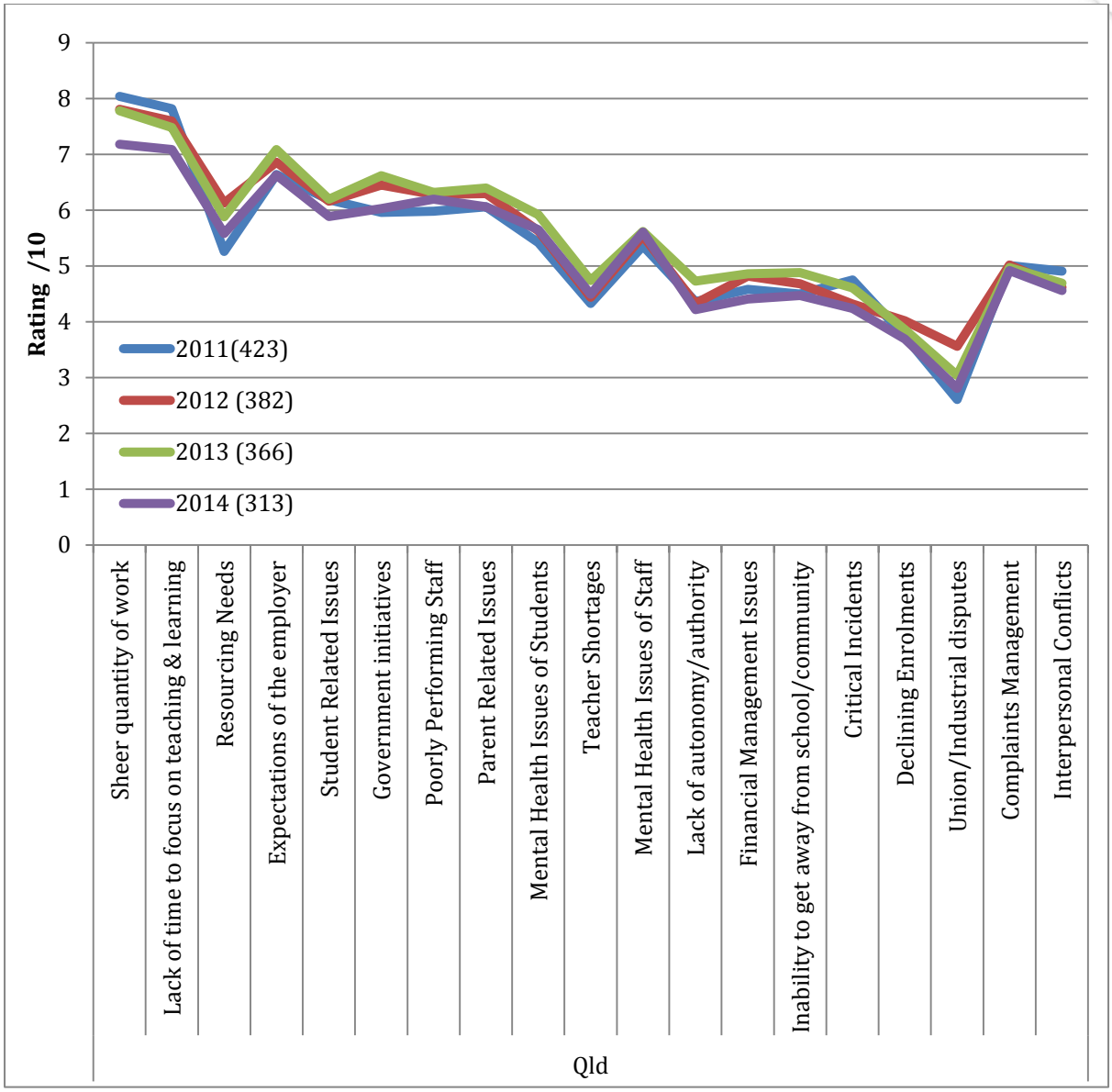

Figure 48. Sources of stress in Queensland

Table 50. Sources of stress in South Australia

	South Australia							
Stressor / Year (N)	**2011(205)**		**2012 (193)**		**2013 (196)**		**2014 (155)**	
	Mean	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**
Sheer quantity of work	8.18	2.15	8.07	1.96	8.16	1.85	7.77	2.15
Lack of time to focus on teaching & learning	8.14	1.97	7.79	1.89	7.96	1.94	7.57	2.38
Resourcing Needs	6.32	2.59	6.62	2.27	6.42	2.54	6.15	2.45
Expectations of the employer	6.44	2.73	7.13	2.45	7.35	2.40	6.97	2.57
Student Related Issues	6.64	2.65	6.21	2.56	6.39	2.45	6.14	2.52
Government initiatives	6.28	2.49	6.78	2.34	7.08	2.21	6.74	2.21
Poorly Performing Staff	6.06	3.05	6.71	2.74	6.18	2.73	5.93	2.94
Parent Related Issues	6.45	2.52	6.23	2.65	6.26	2.64	6.06	2.54
Mental Health Issues of Students	5.8	2.61	6.25	2.63	6.23	2.57	6.03	2.70
Teacher Shortages	3.71	2.63	4.03	2.70	4.09	2.69	3.59	2.42
Mental Health Issues of Staff	5.33	2.77	5.96	2.51	5.67	2.62	5.59	2.66
Lack of autonomy/authority	4.55	3.01	4.92	2.79	4.77	2.69	4.45	2.53
Financial Management Issues	5.25	2.71	5.51	2.51	5.11	2.60	4.83	2.54
Inability to get away from school/community	4.5	2.84	5.1	3.02	4.84	2.76	4.39	2.78
Critical Incidents	5.19	3.17	4.9	2.72	5.15	2.95	5.05	2.89
Declining Enrolments	3.95	3.15	4.28	3.14	4.15	3.11	4.15	3.16
Union/Industrial disputes	2.91	2.35	2.99	2.33	2.92	2.23	2.95	2.16
Complaints Management	4.95	2.90	4.94	2.79	4.74	2.70	4.5	2.53
Interpersonal Conflicts	5.05	2.91	4.87	2.77	4.52	2.72	4.48	2.55

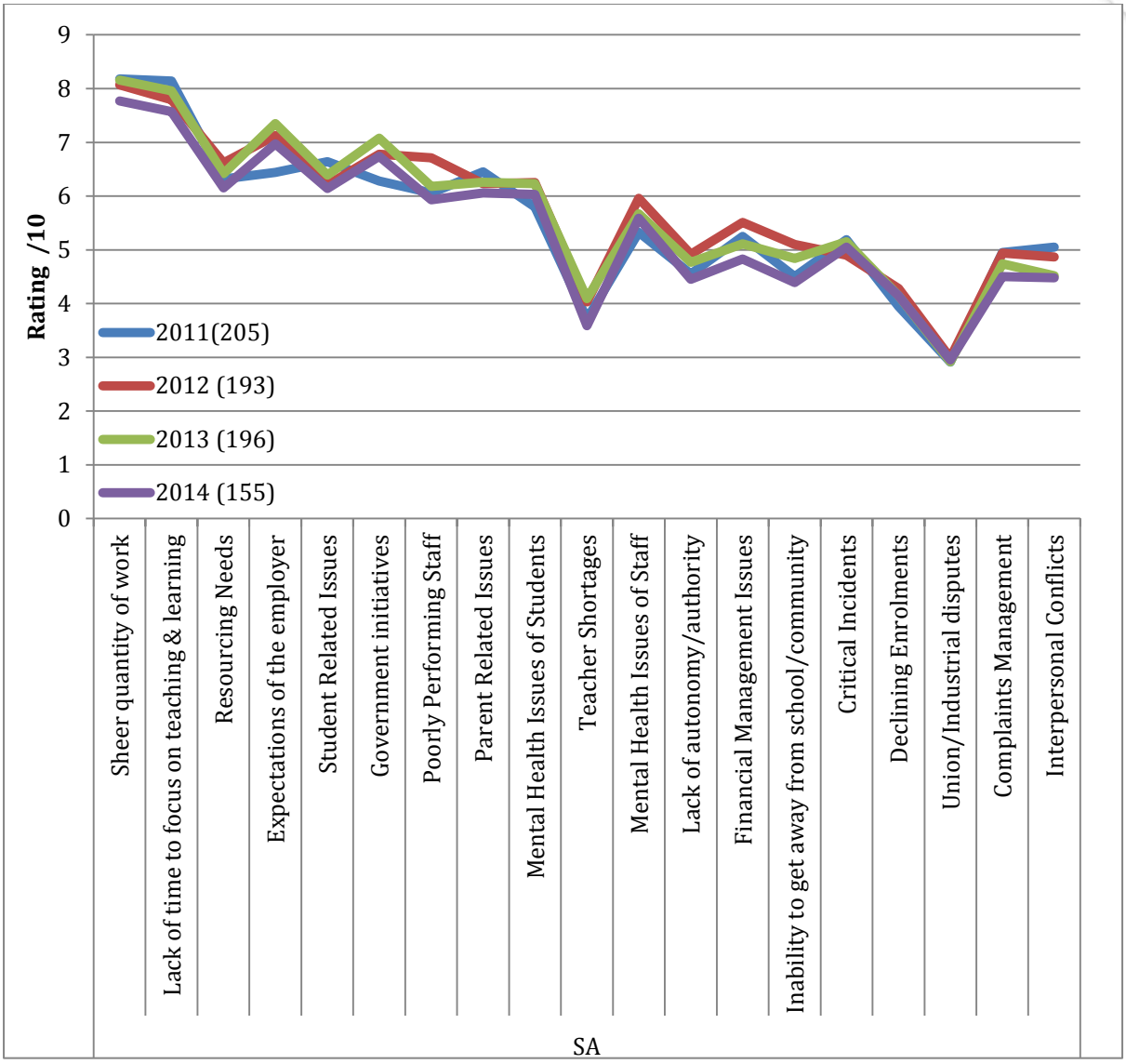

Figure 49. Sources of stress in South Australia

Table 51. Sources of stress in Western Australia

	Western Australia							
Stressor / Year (N)	**2011(237)**		**2012 (282)**		**2013 (318)**		**2014 (268)**	
	Mean	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**
Sheer quantity of work	7.75	2.19	7.8	2.10	7.79	1.99	7.72	2.02
Lack of time to focus on teaching & learning	7.62	2.14	7.7	2.11	7.62	1.97	7.52	2.05
Resourcing Needs	5.72	2.46	6.5	2.27	6.57	2.24	6.53	2.34
Expectations of the employer	6.48	2.56	6.95	2.33	7.05	2.36	6.88	2.37
Student Related Issues	6.45	2.58	6.51	2.47	6.39	2.37	6.26	2.45
Government initiatives	5.96	2.32	6.42	2.34	6.88	2.15	7.04	2.19
Poorly Performing Staff	6.36	2.84	6.94	2.52	6.69	2.45	6.1	2.58
Parent Related Issues	6.27	2.61	6.47	2.32	6.37	2.36	6.26	2.47
Mental Health Issues of Students	5.84	2.58	6.41	2.52	6.38	2.33	6.31	2.52
Teacher Shortages	3.77	2.70	4.01	2.60	4.12	2.67	3.73	2.64
Mental Health Issues of Staff	5.45	2.66	5.86	2.44	5.86	2.31	5.68	2.40
Lack of autonomy/authority	4.54	2.73	4.69	2.62	4.69	2.63	4.36	2.41
Financial Management Issues	4.76	2.58	5.04	2.46	5.11	2.42	5.48	2.42
Inability to get away from school/community	4.13	2.95	4.25	2.66	4.54	2.75	4.22	2.59
Critical Incidents	5.22	3.11	4.71	2.66	4.73	2.56	4.55	2.67
Declining Enrolments	4.05	3.18	3.8	2.88	3.76	2.80	3.91	2.88
Union/Industrial disputes	2.98	2.40	3.22	2.33	3.12	2.32	2.85	2.05
Complaints Management	4.77	2.84	4.86	2.66	4.51	2.64	4.45	2.59
Interpersonal Conflicts	5.1	2.90	5.04	2.74	4.73	2.70	4.63	2.64

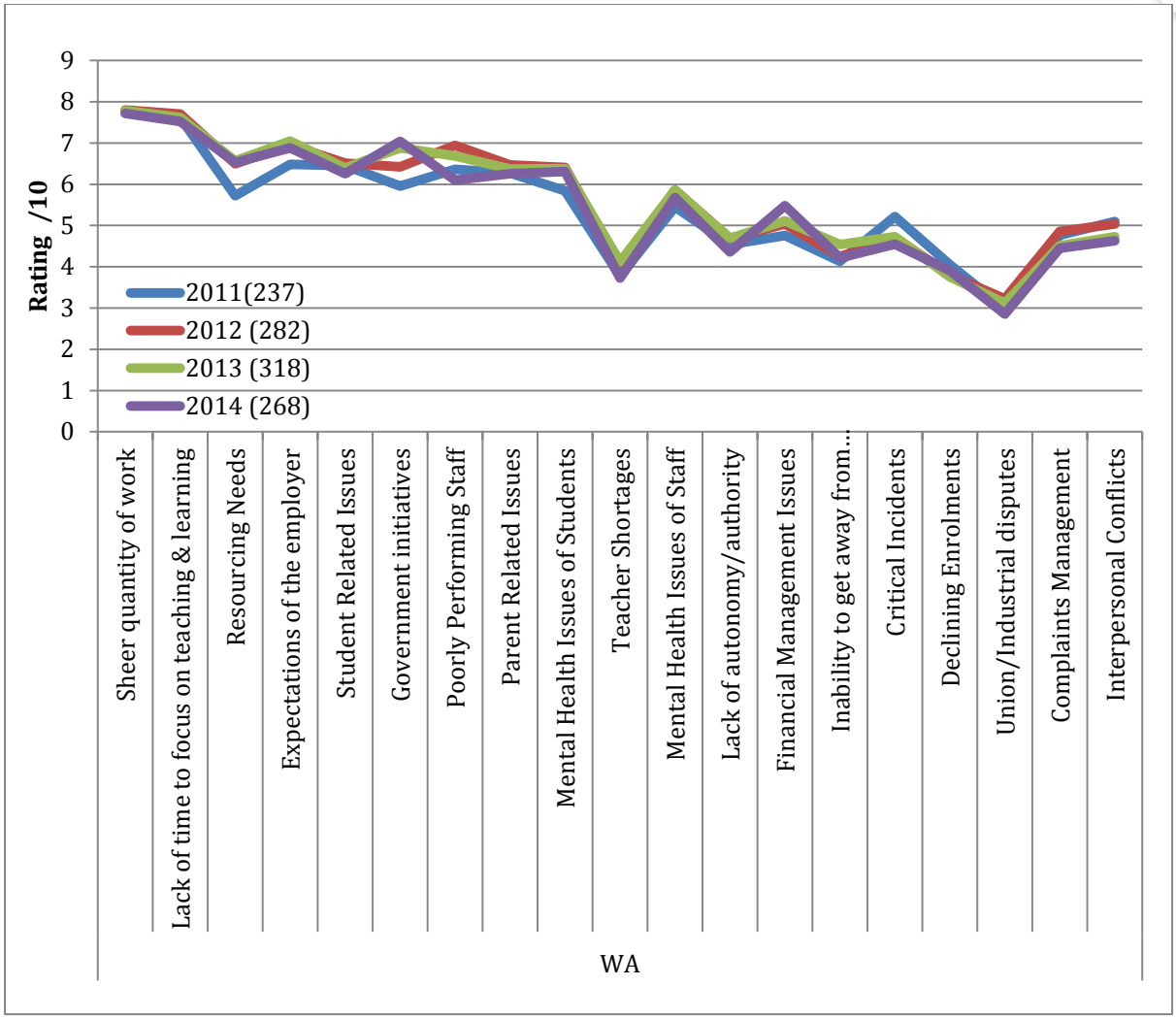

Figure 50. Sources of stress in Western Australia

Table 52. Sources of stress in Tasmania

	Tasmania							
Stressor / Year (N)	**2011(45)**		**2012 (50)**		**2013 (50)**		**2014 (40)**	
	Mean	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**
Sheer quantity of work	7.62	1.86	7.6	1.84	7.84	1.81	7.13	2.12
Lack of time to focus on teaching & learning	7.29	2.17	7.38	1.83	7.72	2.05	7.23	1.98
Resourcing Needs	5.73	2.87	6.54	2.38	6.44	2.37	5.73	2.57
Expectations of the employer	5.04	2.30	6.46	2.54	6.98	2.45	6.43	2.46
Student Related Issues	5.62	2.47	5.2	2.59	5.72	2.75	5.98	2.71
Government initiatives	4.69	2.22	5.78	2.48	6.34	2.59	5.93	2.20
Poorly Performing Staff	5.24	2.84	6.12	2.53	5.48	2.74	5.6	2.92
Parent Related Issues	4.98	2.75	5.8	2.48	5.54	2.71	5.23	2.58
Mental Health Issues of Students	4.93	2.72	5.22	2.64	6.08	2.63	5.9	2.54
Teacher Shortages	3.07	2.43	2.88	2.12	3.48	2.52	3.4	2.52
Mental Health Issues of Staff	4.24	2.24	4.66	2.41	5.4	2.35	5.1	2.39
Lack of autonomy/authority	3.36	2.23	4.1	2.53	3.86	2.46	3.78	2.07
Financial Management Issues	4.91	2.66	4.66	2.46	4.92	2.56	3.93	2.21
Inability to get away from school/community	4.36	2.67	4.36	2.71	4	2.63	3.75	2.84
Critical Incidents	3.76	2.92	3.68	2.50	3.9	2.63	3.7	2.87
Declining Enrolments	3.8	3.31	4.14	3.06	4.06	3.04	3.6	2.93
Union/Industrial disputes	2.49	2.06	2.4	2.10	2.28	1.73	3	2.38
Complaints Management	3.42	2.71	3.74	2.12	3.34	2.40	3.6	2.39
Interpersonal Conflicts	4.11	2.68	4.08	2.28	3.64	2.38	3.33	2.20

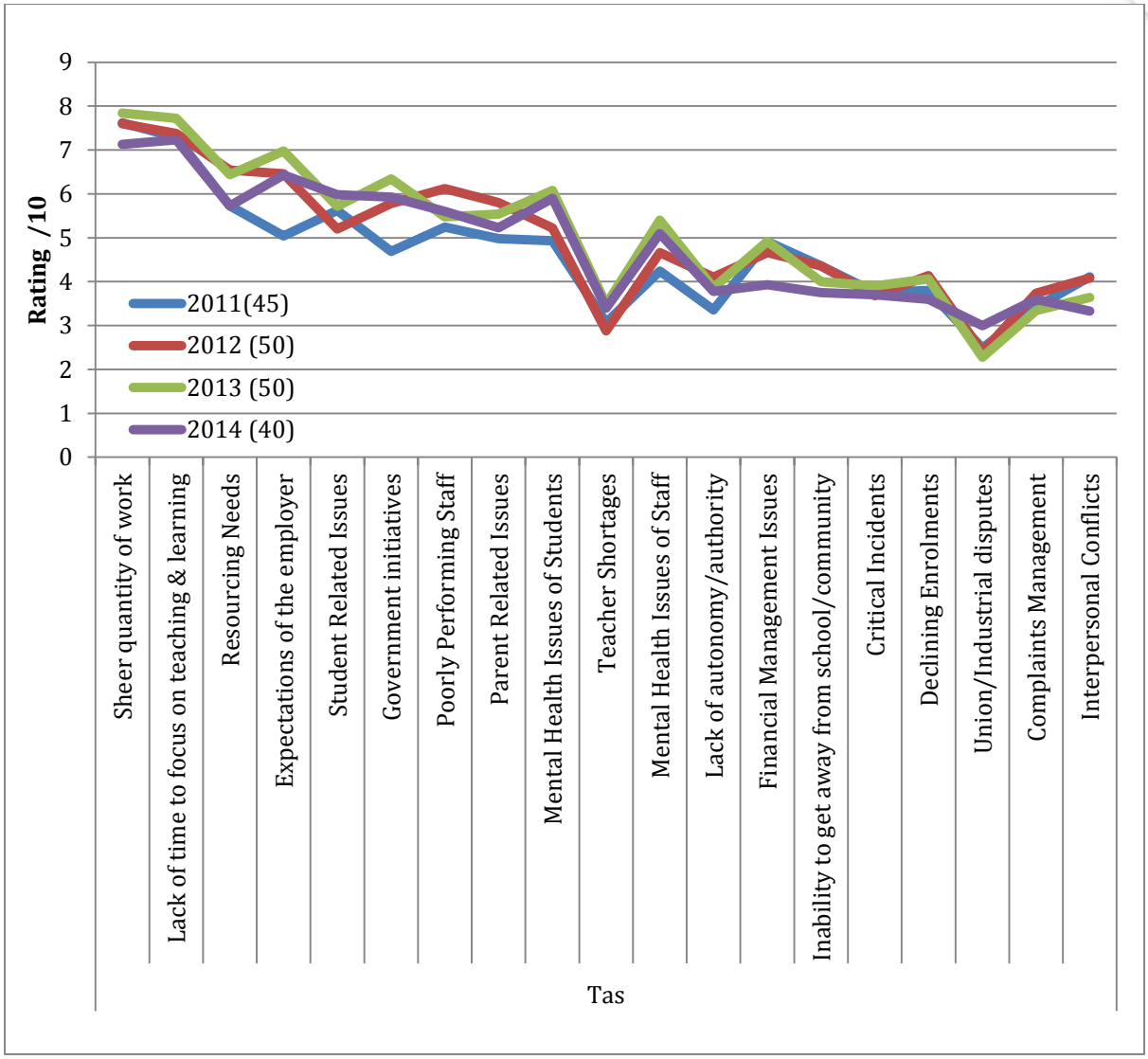

Figure 51. Sources of stress in Tasmania

Table 53. Sources of stress in The Australian Capital Territory

	Australian Capital Territory							
Stressor / Year (N)	**2011(41)**		**2012 (25)**		**2013 (28)**		**2014 (31)**	
	Mean	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**
Sheer quantity of work	7.83	2.17	7.52	1.76	7.29	2.23	7.39	2.28
Lack of time to focus on teaching & learning	8.05	2.01	7.44	2.36	7.04	2.66	7.35	1.96
Resourcing Needs	6.15	2.34	5.56	2.52	5.5	2.58	5.39	2.28
Expectations of the employer	6.61	2.44	6.24	2.49	6	2.39	5.71	2.58
Student Related Issues	5.85	2.52	6.04	2.54	5.57	2.67	5.35	2.04
Government initiatives	6.51	2.43	6.88	2.26	6.64	2.48	5.61	2.43
Poorly Performing Staff	5.95	2.57	6.72	2.17	5.75	2.85	6.1	2.63
Parent Related Issues	6.41	2.65	6.12	2.71	5.79	2.73	5.23	2.22
Mental Health Issues of Students	5.39	2.63	6	2.65	5.61	2.44	5.68	2.27
Teacher Shortages	5.27	2.93	4.36	2.74	4.43	2.83	4.16	2.18
Mental Health Issues of Staff	5.27	2.51	5.72	2.41	5.43	2.40	5.42	2.59
Lack of autonomy/authority	4.44	2.88	3.96	2.67	4.11	2.47	4.32	2.54
Financial Management Issues	4.1	2.57	3.64	2.43	4.39	2.47	4.81	2.01
Inability to get away from school/community	4.22	2.82	3.88	2.40	4.43	2.53	4.23	2.39
Critical Incidents	4.93	3.11	3.64	2.58	4.07	2.60	4.06	2.59
Declining Enrolments	3.93	3.25	3.12	2.99	3.25	2.85	3.26	2.54
Union/Industrial disputes	3.51	2.65	2.68	2.53	2.43	2.55	2.45	2.22
Complaints Management	5.34	2.90	3.72	2.61	4.5	2.63	4.35	2.94
Interpersonal Conflicts	4.85	3.03	4.04	2.54	4.64	2.74	4.45	2.80

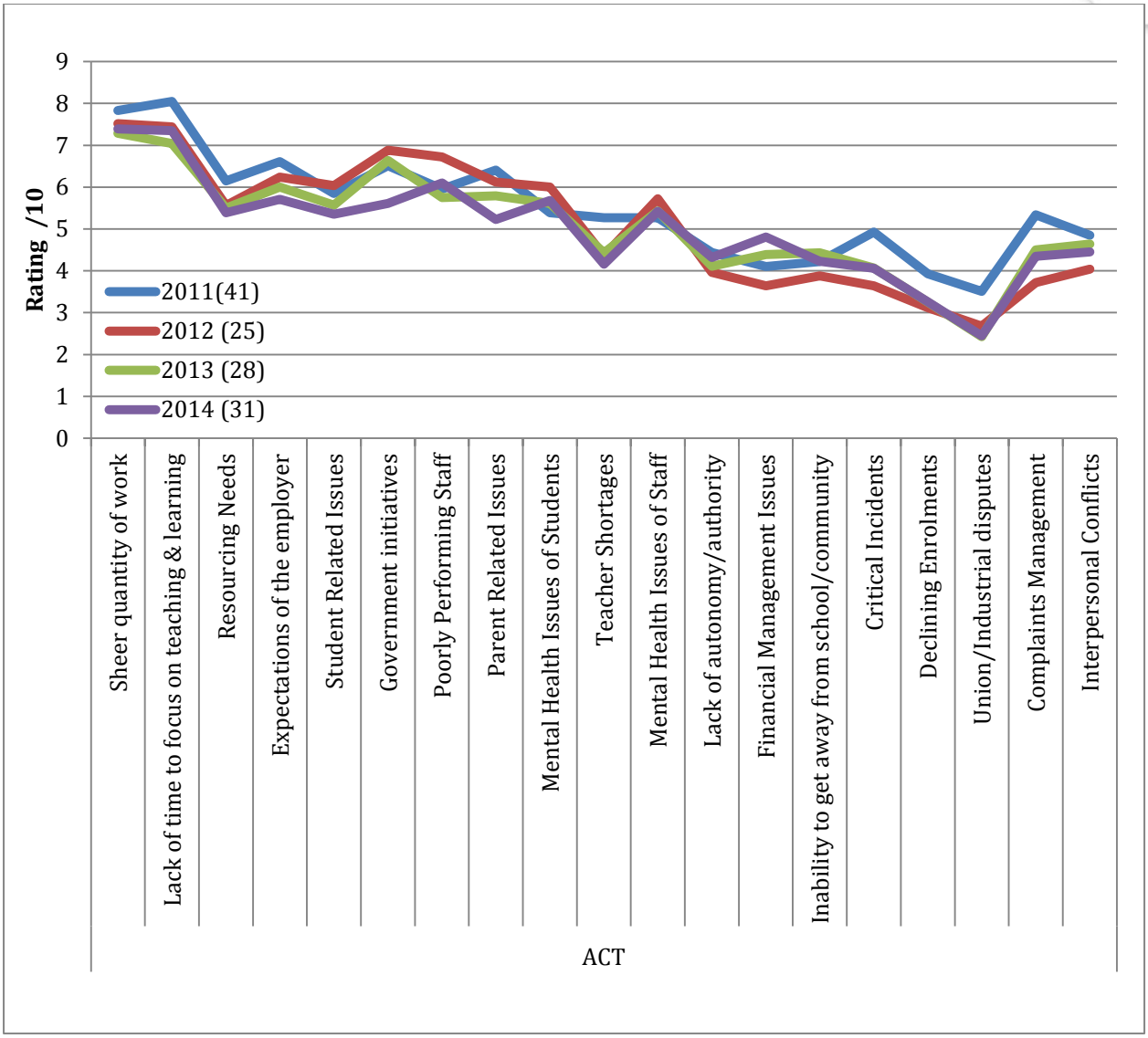

Figure 52. Sources of stress in The Australian Capital Territory

Levels of Autonomy in Carrying Out the Role

Table 54. Perceived levels of autonomy to carry out the leadership role

Level of Autonomy	2011		2012		2013		2014	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Providing strategic focus and direction to colleagues	7.24	2.0	7.49	1.89	7.4	1.81	7.38	1.86
Leading the development of teaching and learning	7.25	2.0	7.51	1.93	7.51	1.80	7.51	1.81
Managing teaching staff	7.46	2.1	7.61	1.95	7.39	2.01	7.48	2.01
Managing other staff	7.28	2.3	7.41	2.15	7.23	2.12	7.25	2.18
Managing school budgets	6.79	2.5	7.03	2.37	6.95	2.26	7.02	2.33
Building relationships with community agencies	7.79	2.0	7.94	1.89	7.82	1.92	7.84	1.96
Managing curriculum development	6.91	2.3	7.17	2.13	7.05	2.10	7.09	2.13
Working with parents	8.21	1.8	8.21	1.73	8.11	1.64	8.18	1.66
Problem solving	8.13	1.6	8.08	1.66	8.04	1.62	8.08	1.63
Managing school resources	7.22	2.1	7.47	1.99	7.31	1.99	7.43	2.05

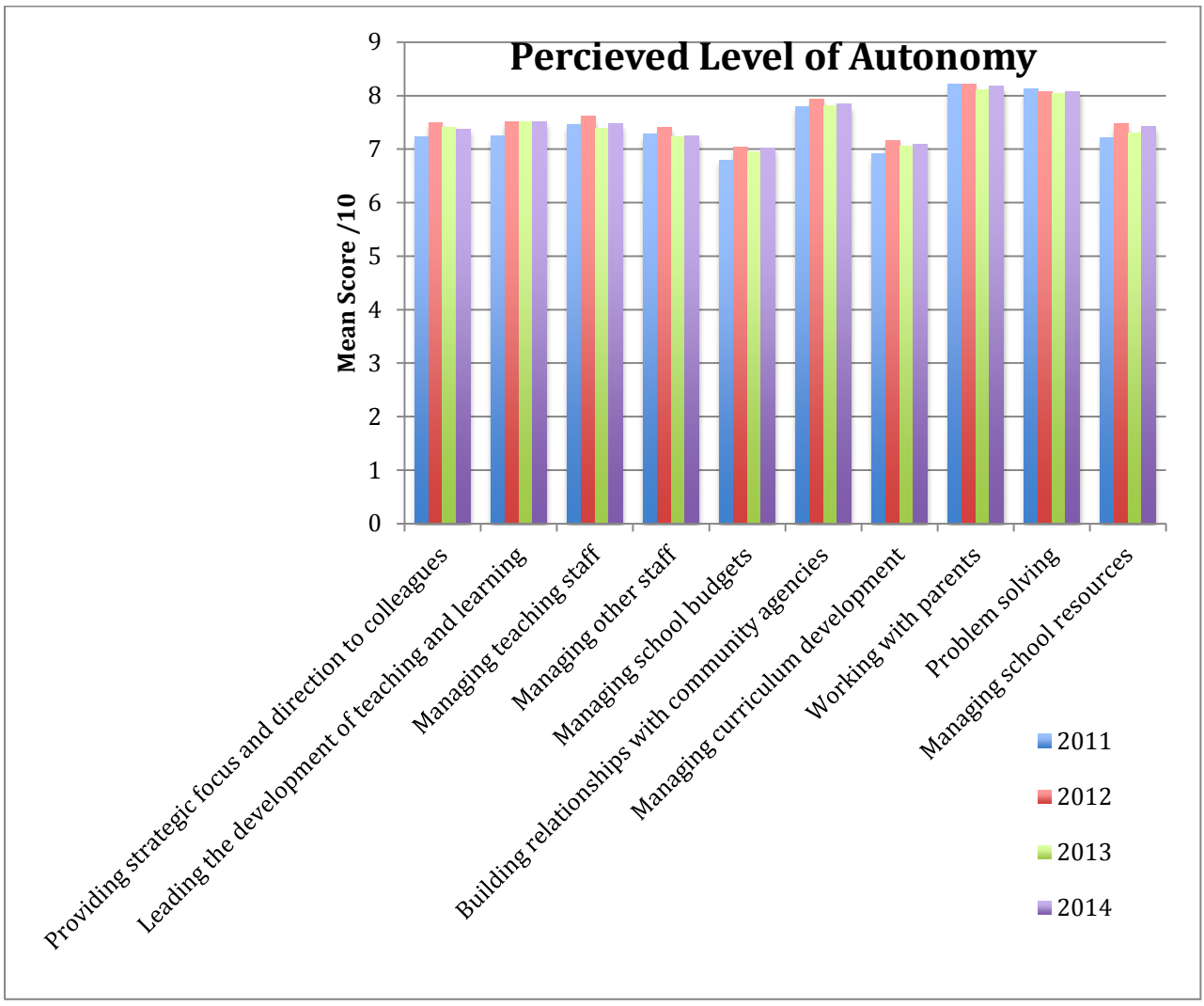

Figure 53. Perceived levels of autonomy to carry out the leadership role

Level of Confidence in Carrying Out Role

Consistent with the Demand-Control literature (Philips & Sen, 2011; Wildy, Clarke, Styles & Becioglu, 2010), principals' and deputy/assistant principals level of confidence in carrying out their duties is directly correlated to the level of perceived autonomy. Greater autonomy is associated with higher levels of confidence to perform the tasks satisfactorily.

Table 55. Level of confidence to perform various leadership tasks

Level of Confidence	2011		2012		2013		2014	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Providing strategic focus and direction to colleagues	5.71	1.10	8.06	1.62	8.23	1.49	8.21	1.53
Leading the development of teaching and learning	5.61	1.13	7.98	1.71	8.07	1.57	8.06	1.58
Managing teaching staff	5.82	1.02	8.29	1.46	8.3	1.48	8.31	1.35
Managing other staff	5.75	1.09	8.1	1.64	8.1	1.70	8.21	1.48
Managing school budgets	5.33	1.40	7.6	2.05	7.67	2.01	7.83	1.81
Building relationships with community agencies	5.7	1.46	8.19	1.68	8.03	1.79	8.14	1.62
Managing curriculum development	4.87	1.35	7.05	2.02	7.13	1.97	7.14	2.00
Working with parents	5.92	0.97	8.34	1.40	8.31	1.49	8.32	1.38
Problem solving	5.93	0.90	8.44	1.31	8.48	1.36	8.52	1.22
Manage myself and my time	4.83	1.48	6.81	2.37	7.15	2.08	7.15	2.14

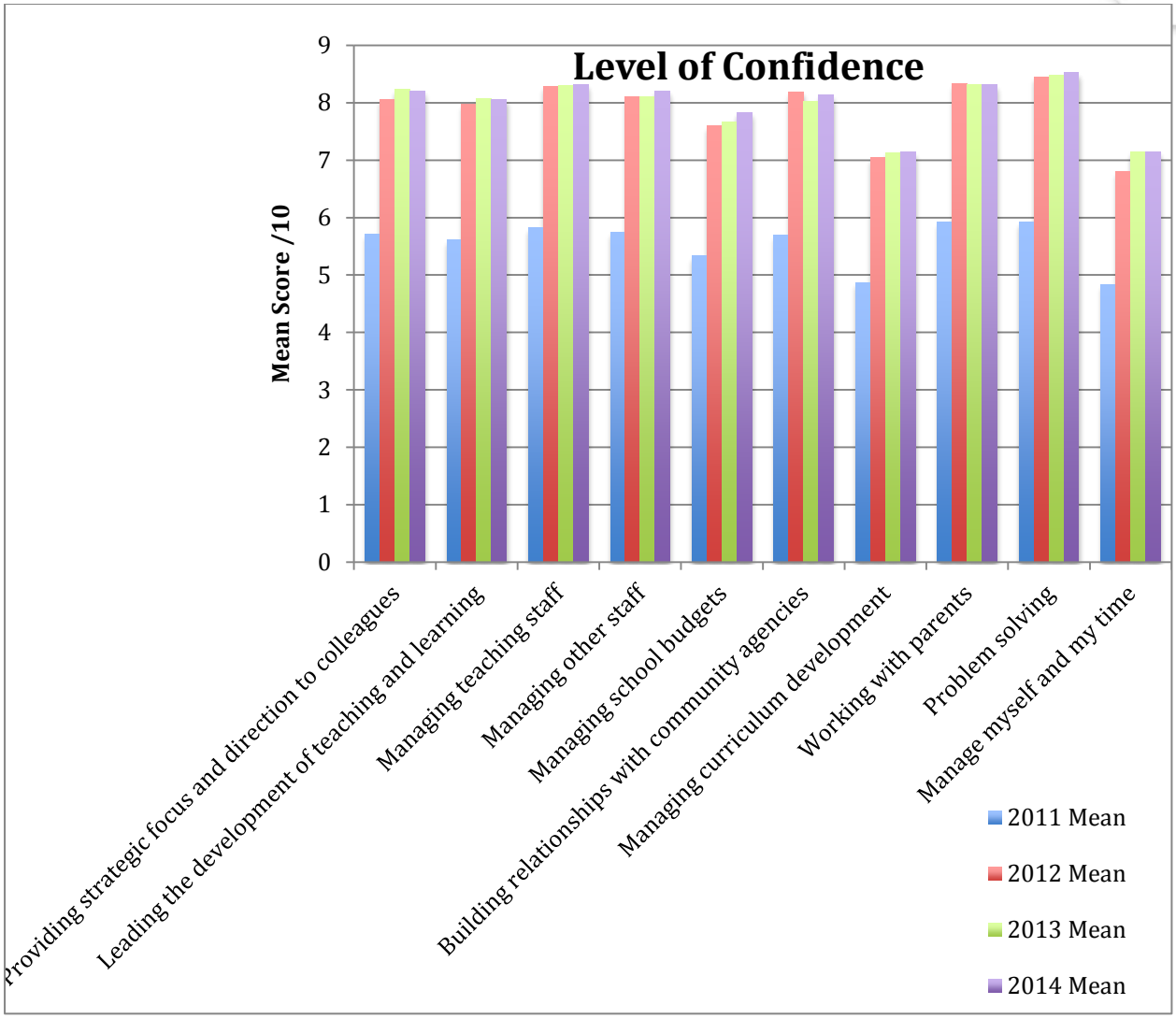

Figure 54. Level of confidence to perform various leadership tasks

Participants' Background

Table 56. Participants' background

		%
High school attended		
	Government	65.78
	Catholic	19.73
	Independent	14.55
Who were you living with around the time you were 14 years old?		
	Own mother and father together	87.95
	Part-time with mother and part-time with father in separate homes Father and stepmother Mother and stepfather Father only Mother only Boarding school/studying Other family (not parents)	Combined 12.05
Father's highest level of formal education		
	Primary school only	11.55
	Compulsory schooling only (until approximately age 15)	36.70
	Completed high school	12.30
	Completed vocational training (e.g. trade school/apprenticeship)	12.28
	Certificate level course (e.g. TAFE certificate)	6.63
	Undergraduate Diploma (e.g. Dip.Teach)	5.15
	Bachelor Degree (e.g. B.A., B. Ed)	8.05
	Post Graduate Diploma (e.g. Dip. Ed)	2.70
	Masters Degree (e.g. M Ed, MBA)	3.08
	Doctorate (e.g. PhD, Ed.D)	1.40
	N/A	0.20
Mother's highest level of formal education		
	Primary school only	8.18
	Compulsory schooling only (until approximately age 15)	41.93
	Completed high school	19.40
	Completed vocational training (e.g. trade school/apprenticeship)	6.78
	Certificate level course (e.g. TAFE certificate)	7.10
	Undergraduate Diploma (e.g. Dip.Teach)	7.28
	Bachelor Degree (e.g. B.A., B. Ed)	5.70
	Post Graduate Diploma (e.g. Dip. Ed)	2.15
	Masters Degree (e.g. M Ed, MBA)	1.23
	Doctorate (e.g. PhD, Ed.D)	0.13
Own education level		
	Undergraduate Diploma (e.g. Dip.Teach)	4.83
	Bachelor Degree (e.g. B.A., B. Ed)	36.15
	Post Graduate Diploma (e.g. Dip. Ed)	23.83
	Masters Degree (e.g. M Ed, MBA)	33.58
	Doctorate (e.g. PhD, Ed.D)	1.68
Formal leadership education completed		
	None	77.93
	Master in School Leadership	18.63
	Master in Organisational Leadership	2.23
	Master in Business Administration	1.23
Do you feel your leadership education has helped you cope with the demands of the job?		
	No	9.40
	Not sure	10.18
	Yes	28.23
	Not Applicable	52.19

Partner Status

Table 57. Participants' partner status

Partner Status	%	*Partner's occupation*	%
Single	7.63	Agriculture, Forestry and Fishing	3.28
Married	75.73	Mining	2.05
De facto	8.23	Manufacturing	1.83
Divorced	6.63	Electricity, Gas and Water Supply	1.05
Widowed	1.23	Construction	4.18
Separated	0.55	Wholesale Trade	1.05
Partner in paid employment		Retail Trade	2.63
Yes	83.65	Accommodation and Food Services	0.75
No	16.45	Transport, Postal and Warehousing	1.75
Partner's occupational level		Information, Media and Telecommunications	2.08
Managers	28.23	Financial and Insurance Services	2.78
Professionals	45.3	Rental, Hiring and Real Estate Services	0.58
Technicians and Trades Workers	6.6	Public Administration and Safety	2.15
Community and Personal Service Workers	4.33	Education and Training	40.55
Clerical and Administrative Workers	7.9	Health Care and Social Assistance	7.8
Sales Workers	2.1	Arts and Recreation Services	0.93
Machinery Operators and Drivers	2.38	Other Services	7.08
Labourers	0	Homemaker	4.8
		No occupation	4.45
		Professional, Scientific and Technical Services	3.83
		Administrative and Support Services	4.58
		Accommodation and Food Services	0.75
		Transport, Postal and Warehousing	1.75
		Information, Media and Telecommunications	2.08
		Financial and Insurance Services	2.78
		Rental, Hiring and Real Estate Services	0.58
		Public Administration and Safety	2.15
		Education and Training	40.55
		Health Care and Social Assistance	7.8
		Arts and Recreation Services	0.93
		Other Services	7.08
		Homemaker	4.8
		No occupation	4.45
		Professional, Scientific and Technical Services	3.83
		Administrative and Support Services	4.58

Children

Missing values are not reported. Therefore not all totals add to 100%

Table 58. Particpants' with and without children

	2011	2012	2013	2014
No. of Children				
0	3.1	3.5	2.2	3.3
1	38.7	37.8	38.7	39.6
2	39.3	39.1	43.1	39.6
3	15.5	15.4	13.8	14.7
4	2.5	3.4		2.2
5	0.6	0.6	1.8	0.6
6	0.1	0.1	0.4	0
7	0.2	0	0	0
	Percentage of participants with part-time children living at home			
0	80.2	80.8	82.7	83.1
1	13.4	13.2	13.8	10.8
2	4.8	4.8	3.1	4.7
3	1.3	0.9	0.4	1.1
4	0.2	0.2	0	0.3
5	0.2	0.1	0	0

Community engagement outside school hours/role

Table 59. Community engagement outside of role requirements

	%
Participated in volunteer or charity work in the past 12 months	45.7
Active member of a sporting, hobby or community-based club or association	42.4
Regular spiritual practice (outside professional duties)	31.5

Family Health Status

Table 60. Family members with chronic health condition impacting work

Chronic Health Condition	%
Does any member of your immediate family (children and partner) have a long-term health condition?	
No	74.07
Yes	25.03
If yes, what impact does their health condition have on your child or partner's ability to study or work?	
Little or no impact	23.83
Moderate impact	50.35
Serious impact	25.85

Personal Health Status

Table 61. Medical conditions diagnosed by a medical practitioner

Diagnosed Conditions	%
Cardio-vascular disease	8.9
Psychological problems	6.43
Gastro-intestinal disorder	8.83
Other	0.1
None	55.25

Table 62. Prescription mediation taken regularly

Prescribed Medication	%				TOTAL
	2011	2012	2013	2014	2011-2014
Cholesterol Control	13.1	14	14.2	14.3	13.90
Sleep Problems	6.6	5.6	5.3	5.4	5.73
Menopause	4.3	3.7	3.8	3.5	3.83
Type 1 Diabetes	0.6	0.4	0.6	0.5	0.53
Type 2 Diabetes	2.1	2.8	2.7	2.4	2.50
Skin Conditions	3.8	3.1	3.5	2.1	3.13
Osteoporosis	1.4	1.2	1.2	1.8	1.40
Arthritis	5.7	5.2	5.7	5.8	5.60
Poor Appetite	0.3	0.1	0.1	0	0.13
Depression	6.9	6.6	6.7	5.8	6.50
Weight Loss	0.5	0.5	0.3	0.3	0.40
Weight Gain	1.6	1.4	1.6	1.2	1.45
Heart Condition	2.5	2.5	2.9	2.8	2.68
Anxiety	4.8	4.9	5.1	5	4.95
Blood Pressure Control	18.2	18.8	18.2	19.5	18.68
Mental condition	0.1	0.3	0.5	0.3	0.30
None	50.3	49.6	50.1	50.1	50.03

General Health and Fitness

Table 63. Participants' self assessments of general health and fitness

Personal lifestyle and work rating	2011		2012		2013		2014		2011-2014	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Overall I maintain a satisfactory level of fitness	3.92	1.90	5.48	2.73	5.63	2.73	5.59	2.73	5.16	2.52
Overall I maintain a healthy diet	4.61	1.64	6.52	2.37	6.65	2.28	6.68	2.29	6.12	2.14
Overall I maintain a healthy weight	4.01	1.92	5.45	2.81	5.63	2.77	5.72	2.78	5.20	2.57
Frequency of scheduled medical check-ups per year	2.42	1.46	2.43	1.42	2.51	1.49	2.49	1.47	2.46	1.46
I am frequently depressed about my job.	2.43	1.60	3.32	2.56	3.26	2.46	3.24	2.41	3.06	2.26
I am frequently depressed about my job at certain times of the year	3.15	1.94	4.28	3.03	4.26	2.90	4.17	2.89	3.97	2.69
I am worried about the way I use alcohol to manage my stress	2.08	1.68	2.67	2.57	2.57	2.38	2.45	2.29	2.44	2.23
I am worried about the way I use prescription mediacation to manage my stress	1.3	0.96	1.43	1.44	1.41	1.34	1.39	1.29	1.38	1.26

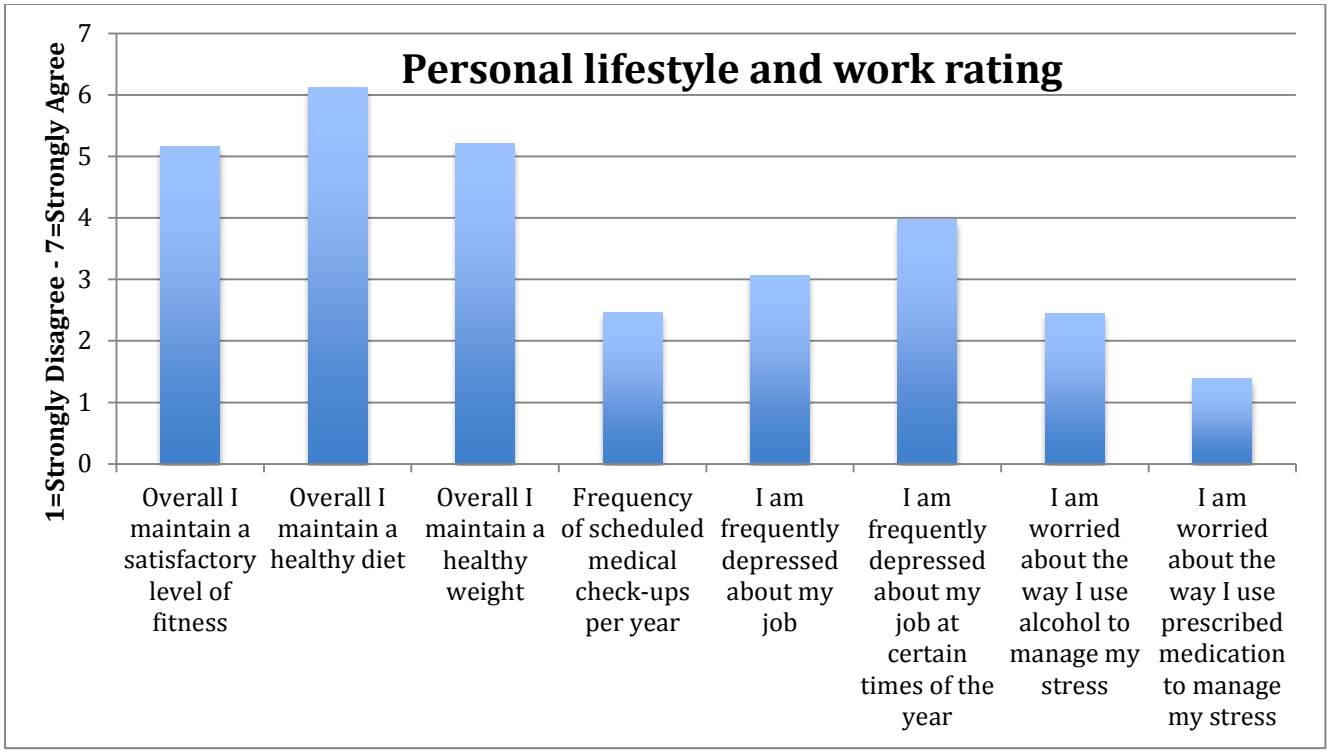

Figure 55. Participants' self assessments of general health and fitness

Personal Values

Table 64. Personal Wellbeing Index averaged over 4 years

			Participants		Population	
Personal Wellbeing Index	Min	Max	Mean	S.D.	Mean	S.D.
Satisfied with life	0	10	74.30	15.93	76.00	12.32
Satisfied with standard of living	0	10	80.10	14.74	78.45	16.27
Satisfied with health	0	10	66.40	19.74	73.65	19.32
Satisfied with achievement in life	0	10	75.43	16.24	73.08	18.93
Satisfied with personal relationships	0	10	77.60	19.10	79.88	20.87
Satisfied with how safe you feel	0	10	84.60	16.15	80.64	16.54
Satisfied with feeling part of your community	0	10	75.43	18.13	72.60	18.98
Satisfied with future security	0	10	72.90	19.91	72.24	19.45
Satisfied with spirituality or religion	0	10	78.73	19.46	79.70	18.27

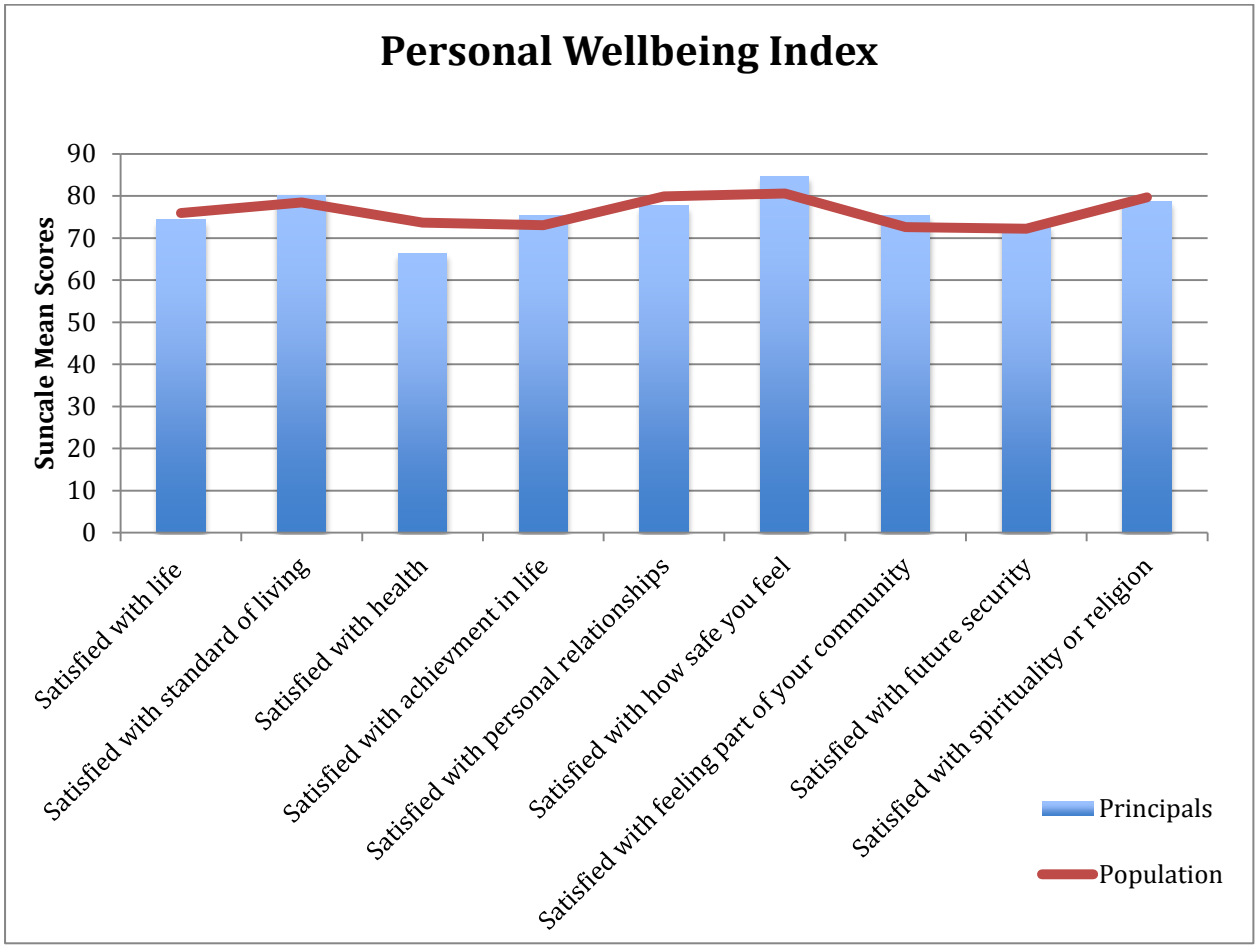

Figure 56. Personal Wellbeing Index averaged over 4 years

Table 65. Personal values

Importance Value	Mean	SD
what you achieve in life	4.22	0.68
close relationships	4.74	0.50
how safe you feel	4.21	0.78
doing things outside your home	3.64	0.92
your own happiness	4.30	0.73

Table 66. Acute signs of strain

Do you ever feel like hurting yourself?

	%			
	2011	2012	2013	2014
never	90	90.5	91.2	90.8
rarely	7.6	7.5	7.1	7
sometimes	2.3	1.8	1.4	2
often	0	0.1	0.1	0.2
all the time	0	0.1	0.1	0

Sources of Support

Table 67. Sources of support for all participants X year

Sources of Support	2011 (N=2049)		2012 (N=2084)		2013 (N=2010)		2014 (N=2467)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Partner	82	38.3	82	38	83	37.8	82	38.5
Friend	66	47.4	68	46.7	69	46.4	66	47.4
Family member	44	49.7	49	50	50	50	45	49.7
Colleague in your workplace	63	48.2	68	46.8	70	45.6	68	46.6
School leader/colleague – professional relationship	57	49.6	58	49.4	61	48.8	60	49.1
School leader/colleague also a friend	43	49.6	46	49.8	49	50	47	49.9
Supervisor/Line manager	24	42.5	26	43.7	26	43.7	24	42.9
Department/Employer	6	24.4	7	25.8	8	27.6	6	24.5
Professional Association	18	38.2	22	41.5	23	42.4	21	40.9
Medical Practitioner	16	37	19	38.9	20	39.8	18	38.1
Psychologist /Counsellor	11	31.1	11	31.1	11	31.8	10	29.6
I do not have any sources of support					1	8	1	7.8

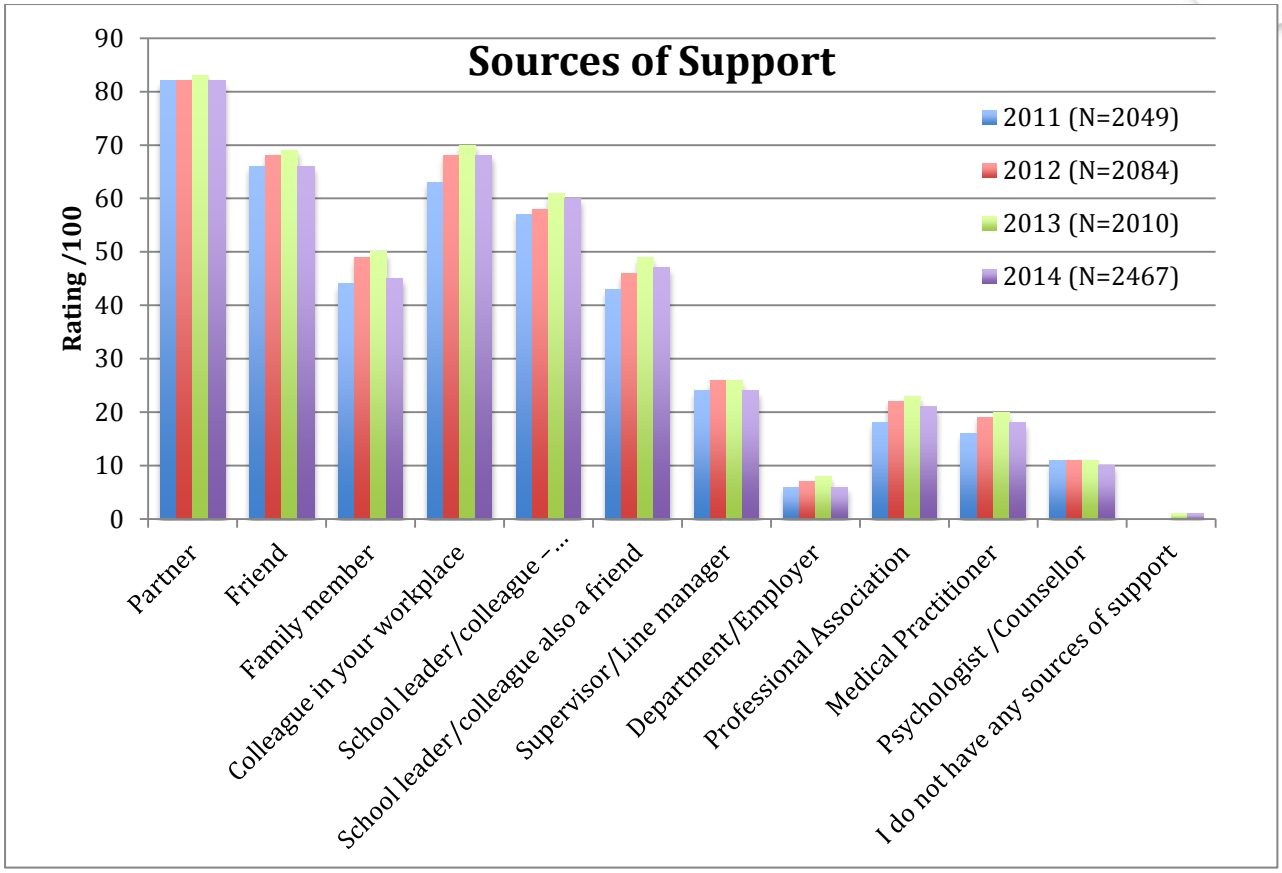

Figure 57. Sources of support for all participants X year

Table 68. Sources of support for all participants disaggregated X Gender and year

Sources of Support X Gender	2011		2012		2013		2014	
Female	**M**	**SD**	**M**	**SD**	**M**	**SD**	**M**	**SD**
Partner	7.6	4.27	7.5	4.31	7.7	4.23	7.7	4.24
Friend	7.4	4.38	7.6	4.29	7.6	4.27	7.2	4.48
Family member	5.4	4.99	6	4.9	6.1	4.88	5.4	4.99
Colleague in your workplace	6.6	4.75	7.1	4.53	7.5	4.35	7.2	4.49
School leader/colleague – professional relationship	5.8	4.93	6	4.91	6.2	4.85	6	4.9
School leader/colleague also a friend	4.6	4.99	4.9	5	5.4	4.99	5	5
Supervisor/Line manager	2.4	4.26	2.6	4.39	2.8	4.47	2.5	4.32
Department/Employer	0.7	2.61	0.7	2.59	0.9	2.86	0.7	2.48
Professional Association	1.6	3.67	2.1	4.1	2.3	4.23	1.9	3.95
Medical Practitioner	1.5	3.61	1.8	3.85	1.9	3.95	1.8	3.83
Psychologist /Counsellor	1.1	3.19	1.3	3.33	1.3	3.36	1.1	3.12
Male								
Partner	9	3	9.1	2.79	9.1	2.93	8.9	3.12
Friend	5.5	4.97	5.8	4.94	5.9	4.92	5.8	4.94
Family member	3.3	4.69	3.5	4.78	3.6	4.79	3.3	4.69
Colleague in your workplace	6	4.9	6.3	4.82	6.5	4.77	6.3	4.83
School leader/colleague – professional relationship	5.4	4.98	5.6	4.97	5.9	4.92	5.9	4.92
School leader/colleague also a friend	4	4.9	4.1	4.92	4.3	4.96	4.3	4.95
Supervisor/Line manager	2.4	4.24	2.5	4.34	2.3	4.21	2.4	4.26
Department/Employer	0.5	2.19	0.7	2.56	0.7	2.63	0.6	2.4
Professional Association	2	4	2.3	4.22	2.4	4.25	2.4	4.25
Medical Practitioner	1.8	3.81	1.9	3.93	2	4.02	1.7	3.78
Psychologist /Counsellor	1	3	0.9	2.79	0.9	2.93	0.8	2.72

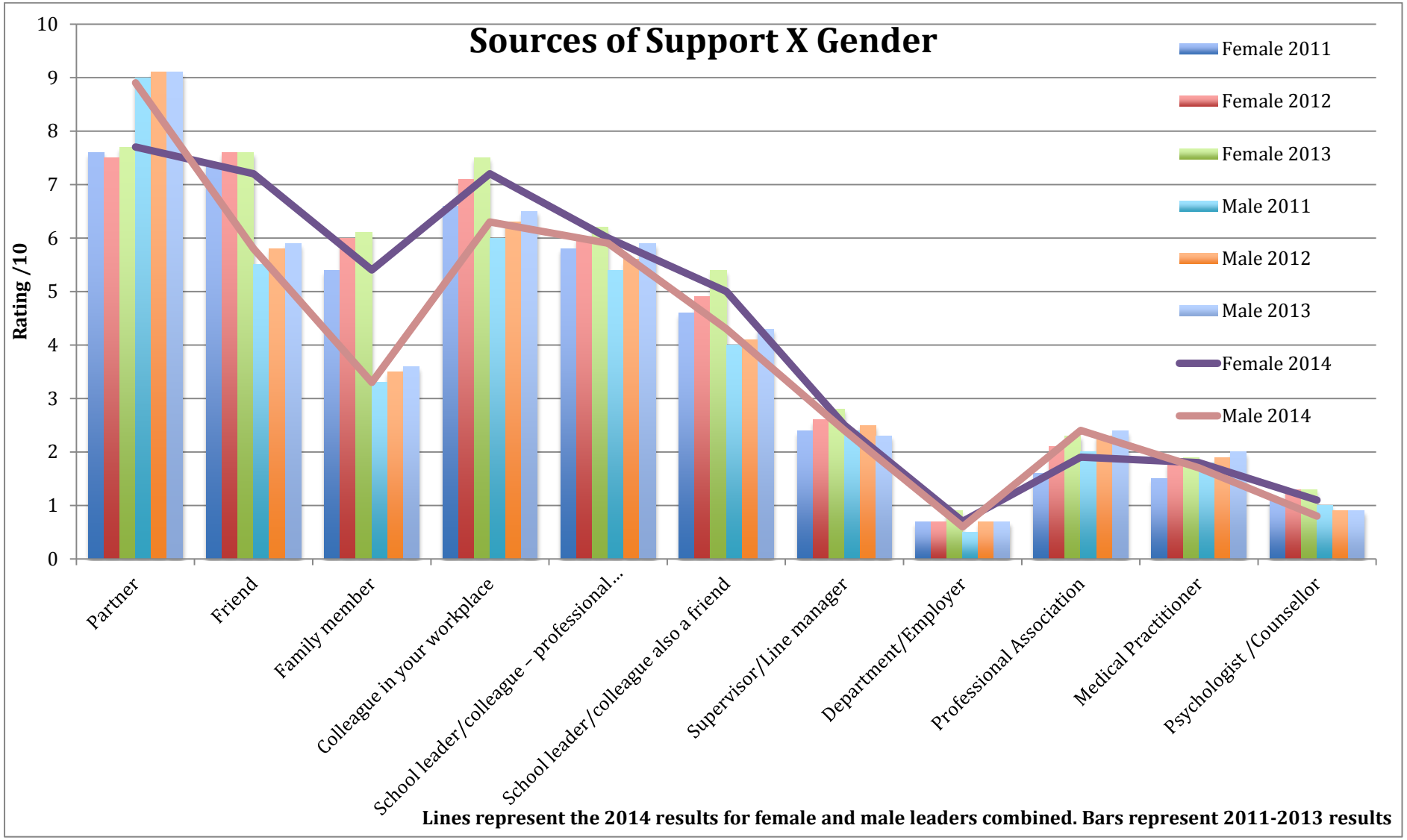

Figure 58. Sources of Support X Gender.

Table 69. Sources of support for all participants disaggregated X Role and year

Sources of Support X Role	2011		2012		2013		2014	
	M	SD	M	SD	M	SD	M	SD
Principal								
Partner	8.27	3.79	8.34	3.72	8.37	3.69	8.20	3.85
Friend	6.41	4.80	6.66	4.72	6.68	4.71	6.42	4.80
Family member	4.32	4.95	4.86	5.00	4.86	5.00	4.39	4.96
Colleague in your workplace	6.24	4.85	6.74	4.69	7.01	4.58	6.81	4.66
School leader/colleague – professional relationship	5.85	4.93	5.89	4.92	6.19	4.86	6.11	4.88
School leader/colleague also a friend	4.42	4.97	4.80	5.00	5.12	5.00	4.86	5.00
Supervisor/Line manager	2.74	4.46	2.94	4.56	2.80	4.49	2.70	4.44
Department/Employer	0.74	2.62	0.84	2.77	0.99	2.98	0.77	2.67
Professional Association	2.02	4.01	2.54	4.35	2.68	4.43	2.46	4.31
Medical Practitioner	1.58	3.65	1.80	3.85	1.87	3.90	1.69	3.75
Psychologist /Counsellor	1.10	3.13	1.03	3.05	1.05	3.07	0.94	2.92
I do not have any sources of support					0.06	0.77	0.06	0.78
Deputy/Assistant								
Partner	8.12	3.91	7.98	4.02	7.99	4.01	8.17	3.87
Friend	7.08	4.55	7.14	4.52	7.38	4.40	7.07	4.56
Family member	4.73	5.00	5.04	5.00	5.29	5.00	4.70	5.00
Colleague in your workplace	6.52	4.77	6.85	4.65	7.16	4.51	6.80	4.67
School leader/colleague – professional relationship	5.11	5.00	5.48	4.98	5.75	4.95	5.60	4.97
School leader/colleague also a friend	4.12	4.93	3.87	4.88	4.33	4.96	4.26	4.95
Supervisor/Line manager	1.39	3.46	1.41	3.49	1.77	3.82	1.68	3.74
Department/Employer	0.34	1.82	0.34	1.82	0.38	1.92	0.27	1.61
Professional Association	1.08	3.11	1.20	3.26	1.31	3.38	1.18	3.22
Medical Practitioner	1.77	3.82	1.93	3.95	2.23	4.17	1.88	3.91
Psychologist /Counsellor	1.03	3.04	1.20	3.26	1.39	3.46	1.00	3.01
I do not have any sources of support					0.08	0.89	0.06	0.79

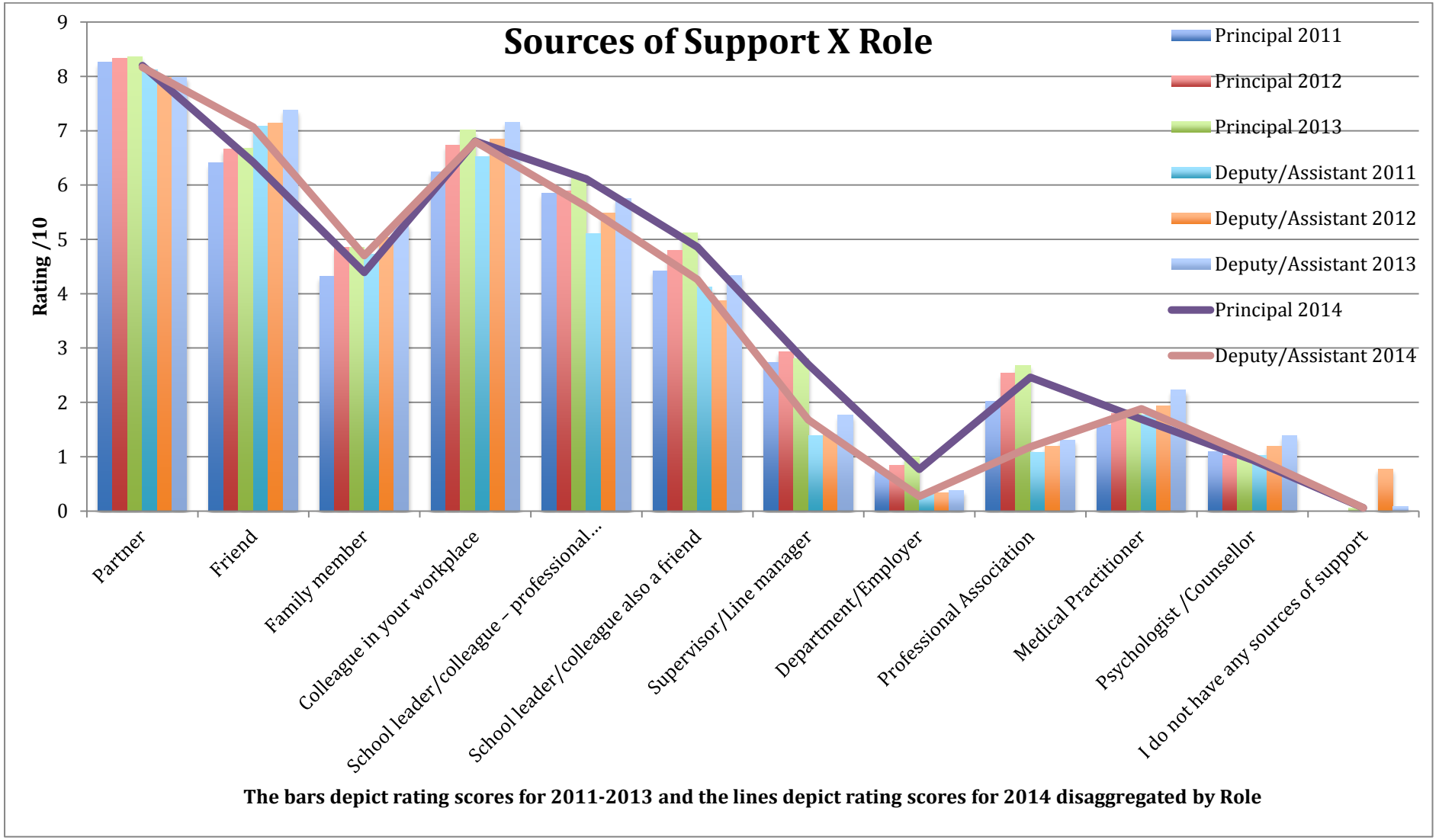

Figure 59. Sources of Support X Role.

Table 70. Sources of support for all participants disaggregated X School Sector and year

Sources of Support X School Sector	2011		2012		2013		2014	
	M	SD	M	SD	M	SD	M	SD
Government								
Partner	8.22	3.83	8.28	3.78	8.26	3.79	8.13	3.90
Friend	6.61	4.74	6.84	4.65	6.82	4.66	6.52	4.76
Family member	4.33	4.96	4.91	5.00	4.81	5.00	4.40	4.96
Colleague in your workplace	6.28	4.83	6.77	4.68	6.97	4.60	6.74	4.69
School leader/colleague – professional relationship	5.58	4.97	5.68	4.95	5.88	4.92	5.92	4.92
School leader/colleague also a friend	4.41	4.97	4.72	4.99	4.94	5.00	4.84	5.00
Supervisor/Line manager	2.62	4.40	2.67	4.43	2.56	4.37	2.45	4.30
Department/Employer	0.57	2.32	0.68	2.51	0.78	2.68	0.61	2.39
Professional Association	1.88	3.90	2.35	4.24	2.48	4.32	2.34	4.24
Medical Practitioner	1.80	3.84	2.02	4.02	2.15	4.11	1.87	3.90
Psychologist /Counsellor	1.07	3.09	1.05	3.06	1.09	3.12	0.96	2.94
I do not have any sources of support					0.06	0.77	0.07	0.81
Catholic								
Partner	8.17	3.87	8.11	3.92	8.34	3.73	8.12	3.91
Friend	6.80	4.67	6.98	4.60	7.25	4.48	6.97	4.60
Family member	4.61	4.99	4.91	5.01	5.55	4.98	4.80	5.00
Colleague in your workplace	6.23	4.85	6.80	4.67	7.28	4.46	6.79	4.67
School leader/colleague – professional relationship	5.74	4.95	6.12	4.88	6.53	4.77	6.01	4.90
School leader/colleague also a friend	4.54	4.99	4.16	4.94	5.17	5.01	4.45	4.98
Supervisor/Line manager	2.36	4.25	3.06	4.62	3.43	4.76	2.69	4.44
Department/Employer	1.06	3.08	1.07	3.09	1.40	3.47	0.98	2.98
Professional Association	1.09	3.12	1.41	3.49	1.28	3.35	0.92	2.90
Medical Practitioner	1.23	3.29	1.51	3.59	1.58	3.66	1.62	3.69
Psychologist /Counsellor	1.27	3.33	1.20	3.26	1.51	3.59	1.04	3.06
I do not have any sources of support					0.04	0.61	0.09	0.93
Independent								
Partner	8.26	3.80	8.24	3.82	8.27	3.79	8.66	3.42
Friend	6.28	4.84	6.29	4.84	6.67	4.72	6.68	4.72
Family member	4.78	5.00	4.91	5.01	5.34	5.00	4.59	4.99
Colleague in your workplace	6.59	4.75	6.78	4.68	7.27	4.46	7.31	4.44
School leader/colleague – professional relationship	5.94	4.92	5.96	4.92	6.87	4.65	6.25	4.85
School leader/colleague also a friend	3.79	4.86	4.04	4.92	4.58	4.99	4.10	4.93
Supervisor/Line manager	1.16	3.21	1.42	3.50	1.65	3.72	2.05	4.04
Department/Employer	0.55	2.28	0.56	2.31	0.56	2.31	0.42	2.02
Professional Association	1.95	3.97	2.32	4.23	2.69	4.44	2.16	4.12
Medical Practitioner	1.19	3.25	1.27	3.34	1.29	3.35	1.20	3.26
Psychologist /Counsellor	0.99	2.99	1.16	3.21	1.08	3.12	0.95	2.94
I do not have any sources of support					0.12	1.09	0.00	0.00

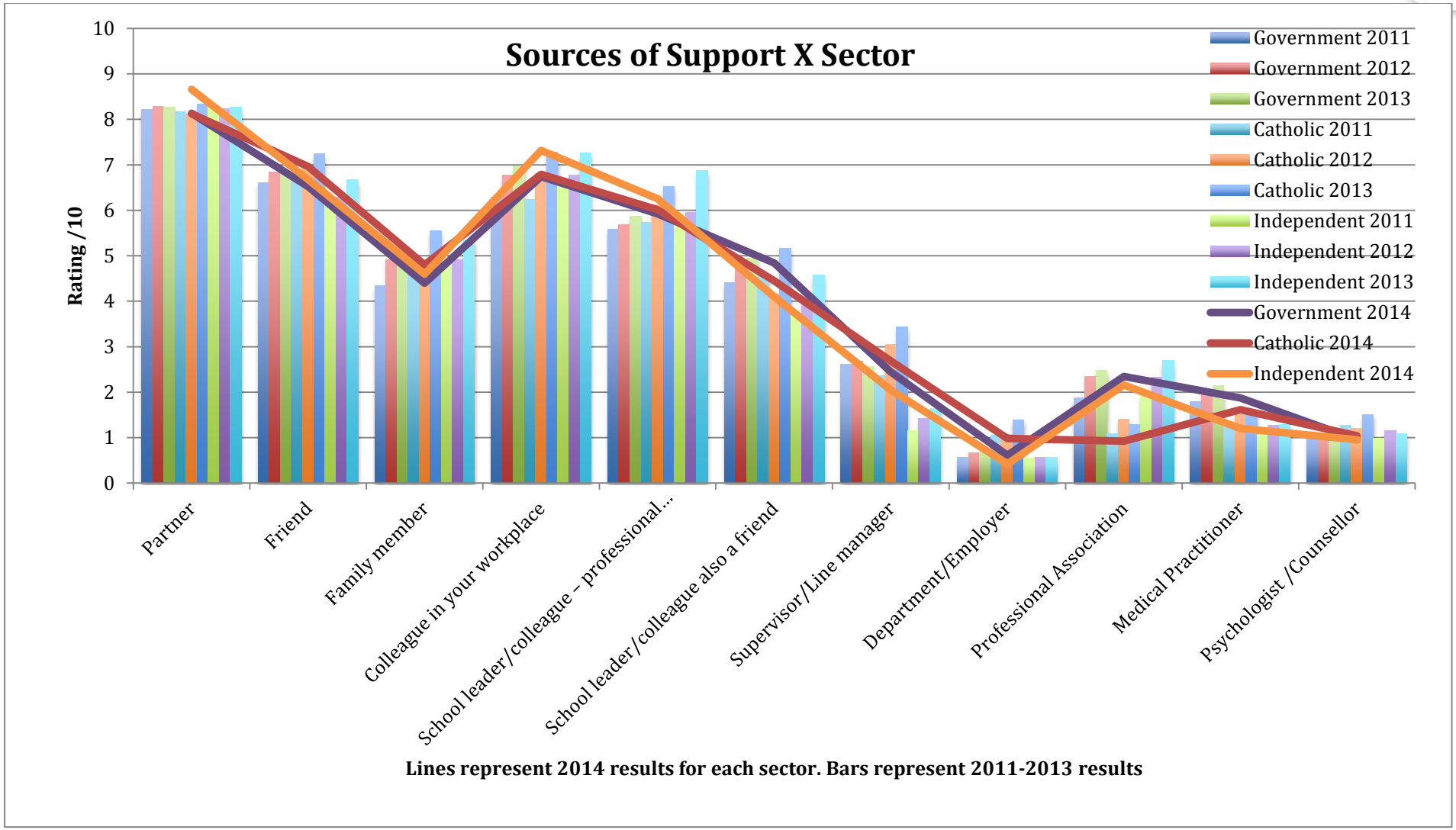

Figure 60. Sources of Support disaggregated by school sector and year. The lines depict 2014 results for each sector and the bars depict all other years.

Table 71. Sources of support for all participants disaggregated X Location and year

Sources of Support X Location	2011-2014				
	Urban	Suburban	Large Town	Rural	Remote
Partner	8.49	8.10	8.59	8.21	7.36
Friend	6.92	6.91	6.34	6.48	6.16
Family member	4.82	4.78	4.44	4.55	4.99
Colleague in your workplace	7.16	6.86	6.69	6.41	5.75
School leader/colleague – professional relationship	6.21	6.04	5.82	5.45	5.27
School leader/colleague also a friend	4.76	4.78	4.55	4.38	4.22
Supervisor/Line manager	2.59	2.21	2.77	2.59	3.37
Department/Employer	0.72	0.68	0.72	0.70	0.89
Professional Association	2.39	2.19	2.28	1.68	2.30
Medical Practitioner	1.74	1.92	1.76	1.73	1.45
Psychologist /Counsellor	1.08	1.18	1.02	0.91	1.05

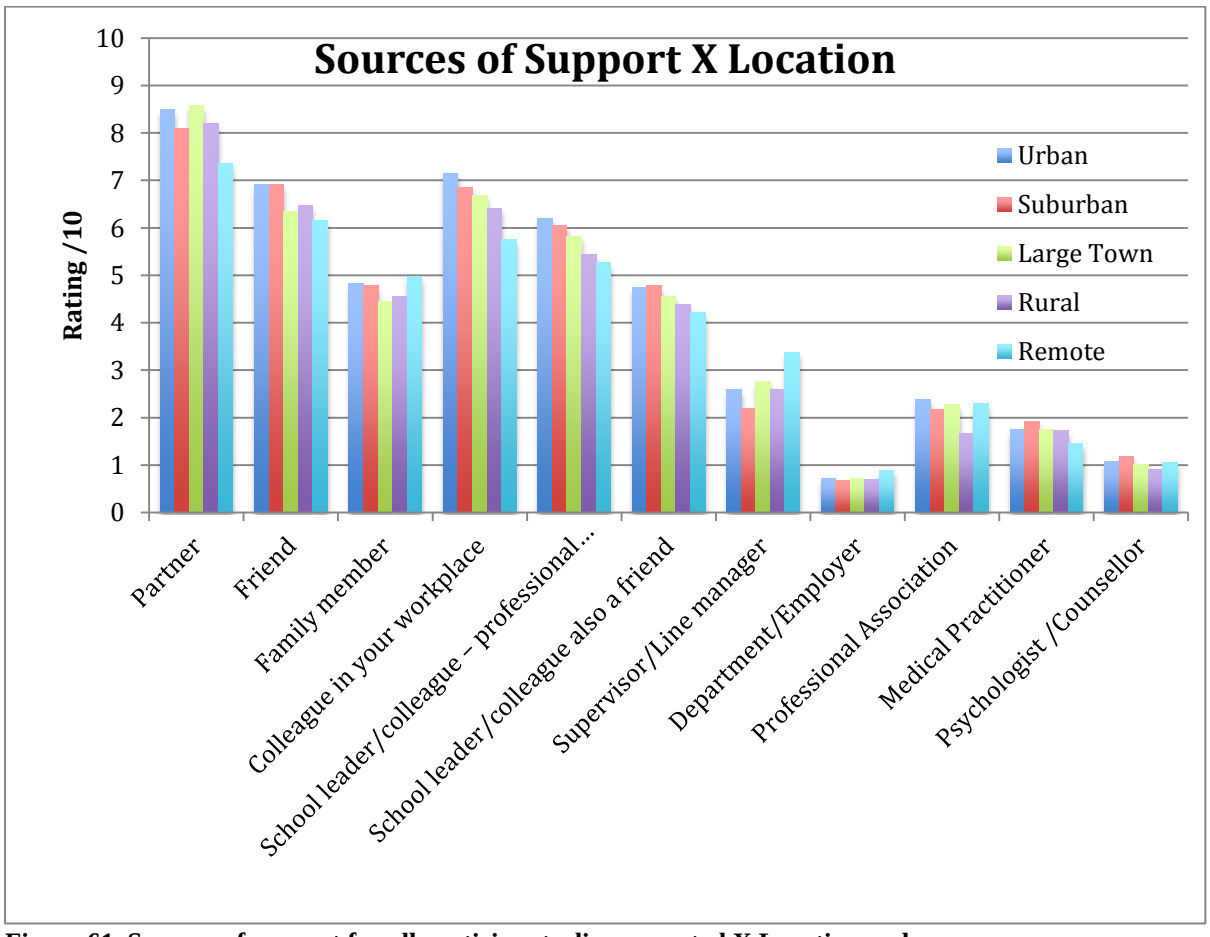

Figure 61. Sources of support for all participants disaggregated X Location and year

Table 72. Sources of support for all participants disaggregated X School Type and year

Sources of Support X School Type	2011		2012		2013		2014	
	M	SD	M	SD	M	SD	M	SD
Primary								
Partner	8.23	3.81	8.23	3.81	8.29	3.77	8.06	3.95
Friend	6.66	4.72	7.02	4.58	6.98	4.59	6.71	4.70
Family member	4.53	4.98	5.13	5.00	5.17	5.00	4.70	4.99
Colleague in your workplace	6.23	4.85	6.73	4.69	7.16	4.51	6.85	4.65
School leader/colleague – professional relationship	5.69	4.95	5.74	4.95	6.09	4.88	5.83	4.93
School leader/colleague also a friend	4.30	4.95	4.62	4.99	5.12	5.00	4.82	5.00
Supervisor/Line manager	2.25	4.18	2.55	4.36	2.35	4.24	2.22	4.16
Department/Employer	0.58	2.34	0.69	2.53	0.71	2.57	0.59	2.35
Professional Association	1.69	3.75	2.07	4.05	2.18	4.13	2.01	4.01
Medical Practitioner	1.63	3.70	1.95	3.96	1.96	3.97	1.72	3.78
Psychologist /Counsellor	1.09	3.12	1.15	3.20	1.24	3.29	0.98	2.98
Secondary								
Partner	8.41	3.67	8.48	3.59	8.46	3.62	8.35	3.71
Friend	6.42	4.80	6.46	4.79	6.89	4.63	6.42	4.80
Family member	3.90	4.88	4.30	4.96	4.32	4.96	3.96	4.89
Colleague in your workplace	6.49	4.78	6.94	4.61	6.89	4.63	6.77	4.68
School leader/colleague – professional relationship	5.26	5.00	5.91	4.92	5.97	4.91	5.98	4.91
School leader/colleague also a friend	4.40	4.97	4.41	4.97	4.51	4.98	4.65	4.99
Supervisor/Line manager	2.53	4.35	2.62	4.40	2.76	4.47	2.66	4.42
Department/Employer	0.55	2.28	0.63	2.44	1.00	3.01	0.59	2.35
Professional Association	1.87	3.90	2.41	4.28	2.44	4.30	2.23	4.17
Medical Practitioner	1.80	3.85	1.67	3.73	2.11	4.08	1.91	3.94
Psychologist /Counsellor	1.14	3.18	0.80	2.72	0.92	2.89	0.90	2.87
K/P-10/12								
Partner	7.77	4.17	7.82	4.14	7.90	4.08	8.44	3.64
Friend	6.52	4.77	6.25	4.85	6.09	4.89	6.08	4.89
Family member	4.77	5.00	4.83	5.01	4.75	5.00	4.31	4.96
Colleague in your workplace	6.37	4.82	6.55	4.76	6.64	4.73	6.56	4.76
School leader/colleague – professional relationship	6.09	4.89	5.82	4.94	6.34	4.83	6.49	4.78
School leader/colleague also a friend	4.34	4.97	4.48	4.98	4.75	5.00	4.31	4.96
Supervisor/Line manager	2.73	4.47	2.57	4.38	3.11	4.64	2.85	4.52
Department/Employer	1.09	3.13	0.96	2.95	1.18	3.23	0.94	2.92
Professional Association	1.95	3.97	2.64	4.42	3.07	4.62	2.57	4.38
Medical Practitioner	1.37	3.44	1.65	3.72	1.76	3.82	1.53	3.60
Psychologist /Counsellor	0.86	2.81	1.15	3.20	1.01	3.02	0.87	2.82

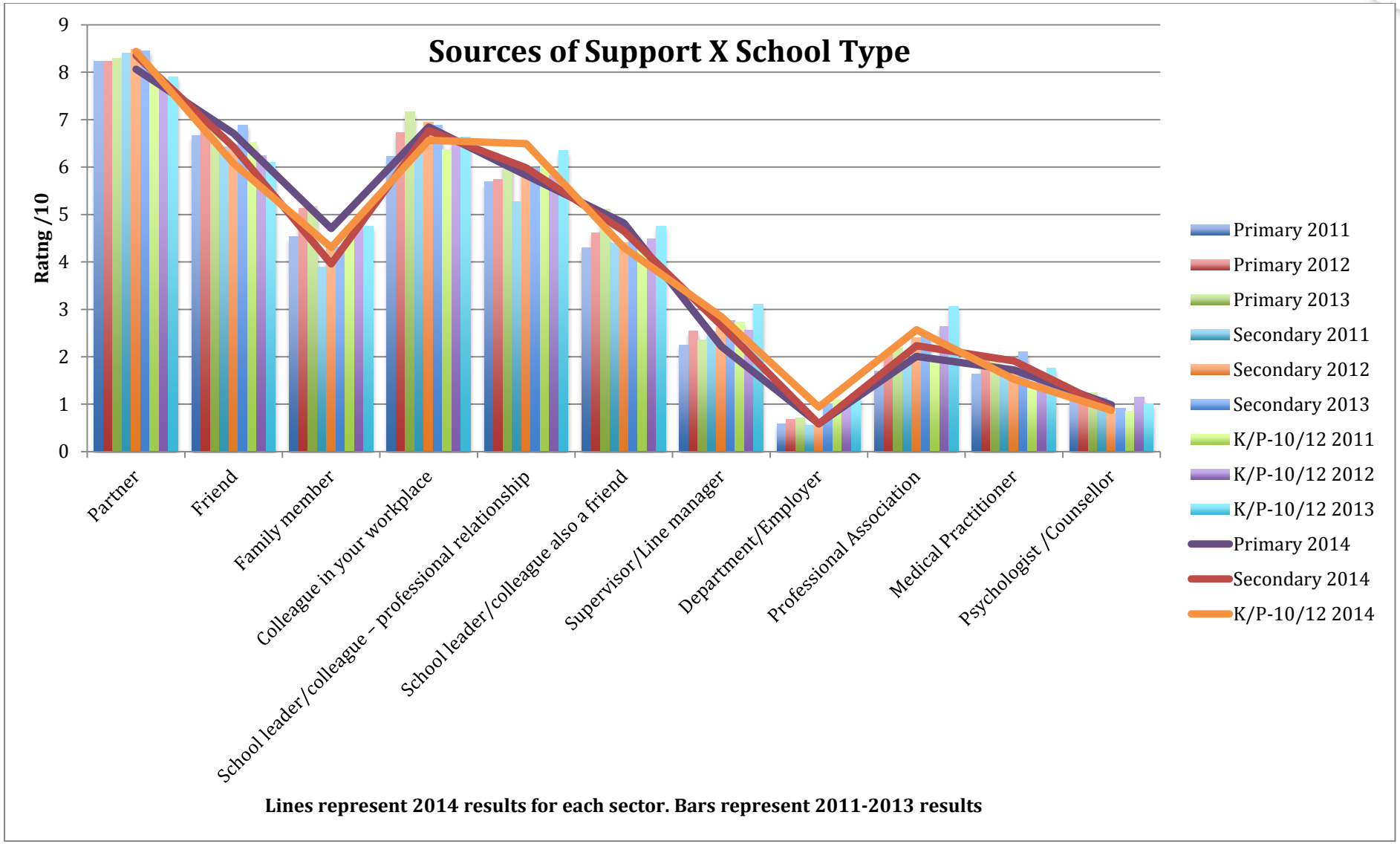

Figure 62. Sources of Support disaggregated by school type and year. The lines depict 2014 results for each school type and the bars depict all other years.

Alcohol Intake

Alcohol Use Disorders Identification Test (AUDIT): Scoring and Interpretation. The World Health Organisation (WHO, 2001) Department of Mental Health and Substance Dependence developed the items related to alcohol used in the current survey. The recommended interpretation of an individual score appears below.

Table 73. World Health Organisation Recommendations based on reported AUDIT scores

Risk Level	Score	Recommendation
Zone I	0-7	No harm; stay educated about alcohol use and continue to abstain or drink responsibly.
Zone II	8-15	Alcohol use is in excess of low-risk guidelines. Please visit this link to learn more about the risks of excessive alcohol consumption http://www.health.gov.au/internet/alcohol/publishing.nsf/Content/guide-adult - and you might consider seeking professional advice.
Zone III	16-19	Scores in this zone indicate a high level of alcohol problems. Please see your GP for counseling to discuss the effects of alcohol, and receive advice about how to reduce hazardous drinking.
Zone IV	20-40	Scores in this zone are indicative of a very high level of alcohol problems and professional advice is strongly recommended. Please see your GP to discuss information about effects of alcohol and how to reduce hazardous drinking.

According to the World Health Organisation AUDIT scores >7 may indicate hazardous and harmful alcohol use, as well as possible alcohol dependence. Therefore analyses were conducted to examine differences between principals and deputy/assistant principals reporting scores above and below the cut-off. The two groups were labeled Low Risk and High Risk, as there is some conjecture about the safe lower limit of alcohol consumption.

Table 74. AUDIT Zone membership, based on raw scores from Table 73

AUDIT group (Zone)	2011		2012		2013		2014	
	N	%	N	%	N	%	N	%
Zone I	1667	81.4	1714	82.2	1692	84.2	2068	83.8
Zone II	322	15.7	321	15.4	276	13.7	341	13.8
Zone III	40	2	31	1.5	27	1.3	40	1.6
Zone IV	20	1	18	0.9	15	0.7	18	0.7
Total	2049	100	2084	100	2010	100	2467	100

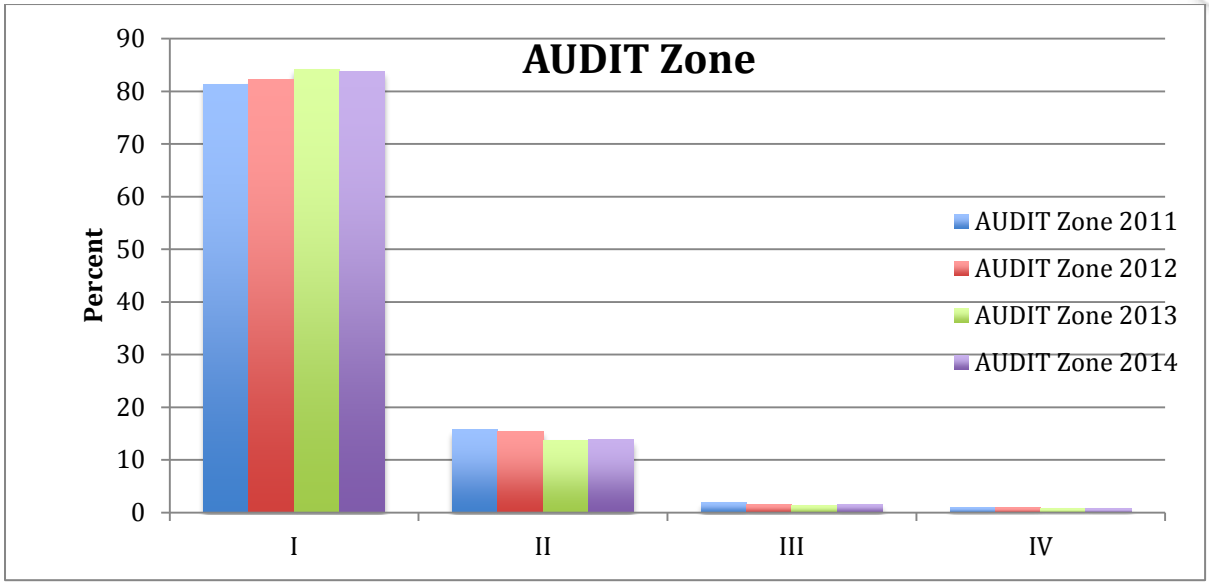

Figure 63. AUDIT Zone membership, based on raw scores from Table 73

Table 75. AUDIT Mean scores disaggregated by participant subgrouping

AUDIT ZONES X Subgroups		Mean
Gender	Female	3.68
	Male	5.66
Sector	Government	4.64
	Catholic	4.81
	Independent	3.74
Role	Principal	4.70
	Deputy/Assistant	4.11
Location	Urban	3.92
	Suburban	4.50
	Large Town	4.72
	Rural	4.49
	Remote	4.38
School Type	Primary	4.47
	Secondary	4.90
	K/P-10/12	4.28

The results show that the vast majority of principals and deputy/assistant principals are moderate consumers of alcohol. Male principals and deputy/assistant principals average AUDIT score is statistically significantly higher than Female principals and deputy/assistant principals in each category.

School Profiles

The data for this section was partly provided by the Australian Curriculum and Assessment Authority (ACARA). Their support of the research is greatly appreciated.

Table 76. Characteristics of principals' and deputy/assistant principals' schools

	2011		2012		2013	
	N	%	N	%	N	%
School state						
NT	43	2.1	35	1.7	29	1.5
NSW	227	11.1	235	11.3	190	9.5
VIC	828	40.4	875	42.1	822	41.1
QLD	422	20.6	382	18.4	366	18.3
SA	207	10.1	193	9.3	196	9.8
WA	236	11.5	282	13.6	318	15.9
TAS	45	2.2	50	2.4	50	2.5
ACT	41	2	25	1.2	28	1.4
School sector						
Government	1450	71.7	1480	72.8	1451	74.2
Catholic	298	14.7	299	14.7	269	13.8
Independent	275	13.6	253	12.5	235	12
School Type						
Combined	372	18.3				
Secondary	403	19.8				
Primary	1155	56.9				
Special	95	4.7				

Student and Staff Profiles

Table 77. Student background profile

	2011					2012					2013				
	N	Min	Max	Mean	SD	N	Min	Max	Mean	SD	N	Min	Max	Mean	SD
LBOTE Proportion	1931	0	100	17.02	22.428	1691	0	100	20.85	23.17	1651	0	100	20.96	22.80
% Indigenous students	1889	0	100	5.99	13.081	1892	0	100	6.18	12.72	1809	0	100	6.45	12.58
FTE Total enrolments	2014	5	4008	477.23	436.813	2028	5	3035	478.47	428.21	1953	7	3326	490.81	428.84

Table 78. Student needs profiles

Student Profiles	2011				2012		2013		2014	
	Min	Max	Mean	SD	Mean	SD	Mean	SD	Mean	SD
% students have a disability that qualifies for extra funding	1	4	1.34	0.73	1.39	0.76	1.42	0.77	1.4	0.73
% students have a disability that does NOT attract extra funding	1	4	1.54	0.66	1.59	0.71	1.65	0.76	1.8	0.76
% student turnover each year (apart from graduates):	1	4	1.76	0.75	1.83	0.79	1.89	0.85	1.82	0.78
Low academic achievement - students leave	1	4	1.08	0.35	1.11	0.4	1.13	0.47	1.09	0.39
High academic achievement - students leave	1	4	1.08	0.37	1.12	0.46	1.12	0.47	1.1	0.40
Behavioural problems - students leave	1	4	1.17	0.50	1.22	0.57	1.23	0.58	1.2	0.56
Special learning needs - students leave	1	4	1.05	0.29	1.09	0.38	1.08	0.38	1.06	0.30
Family relocating - students leave	1	4	2.65	1.28	2.61	1.26	2.59	1.25	2.57	1.30
Other - students leave	1	4	1.39	0.83	1.4	0.83	1.37	0.82	1.32	0.75

1 < 10%
2 11-24 %
3 25-50%
4 > 50%

Table 79. Staff profile

Staff Profile	Primary								Secondary								K/P-10/12							
	2011		2012		2013		2014		2011		2012		2013		2014		2011		2012		2013		2014	
	N	SD	N	SD	N	SD	N	SD	N	SD	N	SD	N	SD	N	SD	N	SD	N	SD	N	SD	N	SD
% non-teaching staff provide pedagogical support	3.36	1.49	3.34	1.50	3.5	1.52	3.46	1.54	2.52	0.94	2.48	0.97	2.62	1.06	2.44	0.92	3.34	1.46	3.45	1.43	3.7	1.56	3.22	1.39
% non-teaching staff in administration or management	2.41	0.86	2.35	0.87	2.29	0.73	2.36	0.85	3.07	1.31	3.15	1.39	3.01	1.26	3.09	1.36	2.54	0.99	2.59	1.06	2.64	1.07	2.57	1.07
Teachers with <3 years experience	2.02	0.77	2.02	0.67	2.02	0.72	2.01	0.71	2.11	0.57	2.06	0.52	2.12	0.63	2.09	0.46	2.14	0.68	2.09	0.76	2.17	0.80	2.22	0.85
Teachers with 3-5 years experience	2.04	0.83	2.07	0.83	2.08	0.79	2.08	0.76	2.2	0.55	2.18	0.56	2.29	0.69	2.21	0.60	2.13	0.72	2.2	0.89	2.23	0.73	2.06	0.68
Teachers with 6-10 years experience	2.21	1.05	2.26	0.86	2.33	0.88	2.31	0.90	2.31	0.58	2.36	0.65	2.46	0.83	2.41	0.67	2.3	0.81	2.24	0.80	2.46	0.92	2.23	0.80
Teachers with 11-15 years experience	2.11	0.94	2.12	0.92	2.32	0.94	2.15	0.91	2.35	0.77	2.29	0.72	2.56	0.83	2.44	0.78	2.21	0.90	2.21	0.94	2.12	0.80	2.27	0.87
Teachers with 16-20 years experience	2.1	1.00	2.18	1.02	2.18	1.01	2.19	1.04	2.5	0.86	2.47	0.85	2.72	0.93	2.45	0.85	2.21	0.93	2.38	1.01	2.01	0.81	2.22	0.87
Teachers with more than 20 years experience	2.76	1.29	2.76	1.27	2.59	1.17	2.64	1.15	2.76	1.02	2.77	1.02	2.64	1.02	2.56	0.93	2.52	1.02	2.51	1.02	2.33	0.98	2.31	1.03
Teachers who hold a Masters degree or higher	1.63	0.69	1.71	0.67	1.81	0.71	1.68	0.65	2	0.55	1.94	0.44	1.99	0.47	2.02	0.55	2.07	0.85	2.05	0.84	1.94	0.91	2.01	0.82
Teachers of Aboriginal and/or Torres Strait Islander background	1.11	0.31	1.15	0.41	1.17	0.46	1.19	0.43	1.33	0.48	1.3	0.46	1.4	0.49	1.47	0.57	1.31	0.54	1.26	0.47	1.3	0.55	1.27	0.47
Teachers whose first language is a language other than English	1.42	0.64	1.49	0.71	1.52	0.75	1.46	0.69	1.76	0.60	1.75	0.55	1.84	0.62	1.78	0.64	1.73	0.86	1.64	0.87	1.54	0.66	1.63	0.78
Teachers currently employed on short-term contracts (up to one year)	2.12	0.73	2.21	0.75	2.3	0.83	2.24	0.85	2.08	0.50	2.04	0.58	2.07	0.40	2.07	0.41	2.15	0.75	2.02	0.65	2.33	0.95	2.35	0.73
Staff turnover: % teaching staff leaves the school in an average year	1.59	0.78	1.61	0.78	1.62	0.80	1.6	0.82	1.63	0.68	1.56	0.63	1.57	0.68	1.49	0.55	1.71	0.77	1.69	0.77	1.87	0.98	1.78	0.85
Difficulty filling teaching staff vacancies for this school year	1.45	0.80	1.44	0.77	1.56	0.83	1.46	0.76	1.87	0.74	1.75	0.73	1.8	0.77	1.74	0.74	1.91	0.76	1.8	0.73	1.93	0.71	1.94	0.81

	2011					2012					2013				
	N	Min	Max	Mean	SD	N	Min	Max	Mean	SD	N	Min	Max	Mean	SD
FTE teaching staff numbers	2014	1	344	36.35	35.611	2028	1	345	36.14	34.85	1953	1	403	36.55	34.95
Non-teaching staff numbers	2013	0	268	20.64	22.801	2028	0	202	14.75	16.33	1953	0	202	15.25	16.49

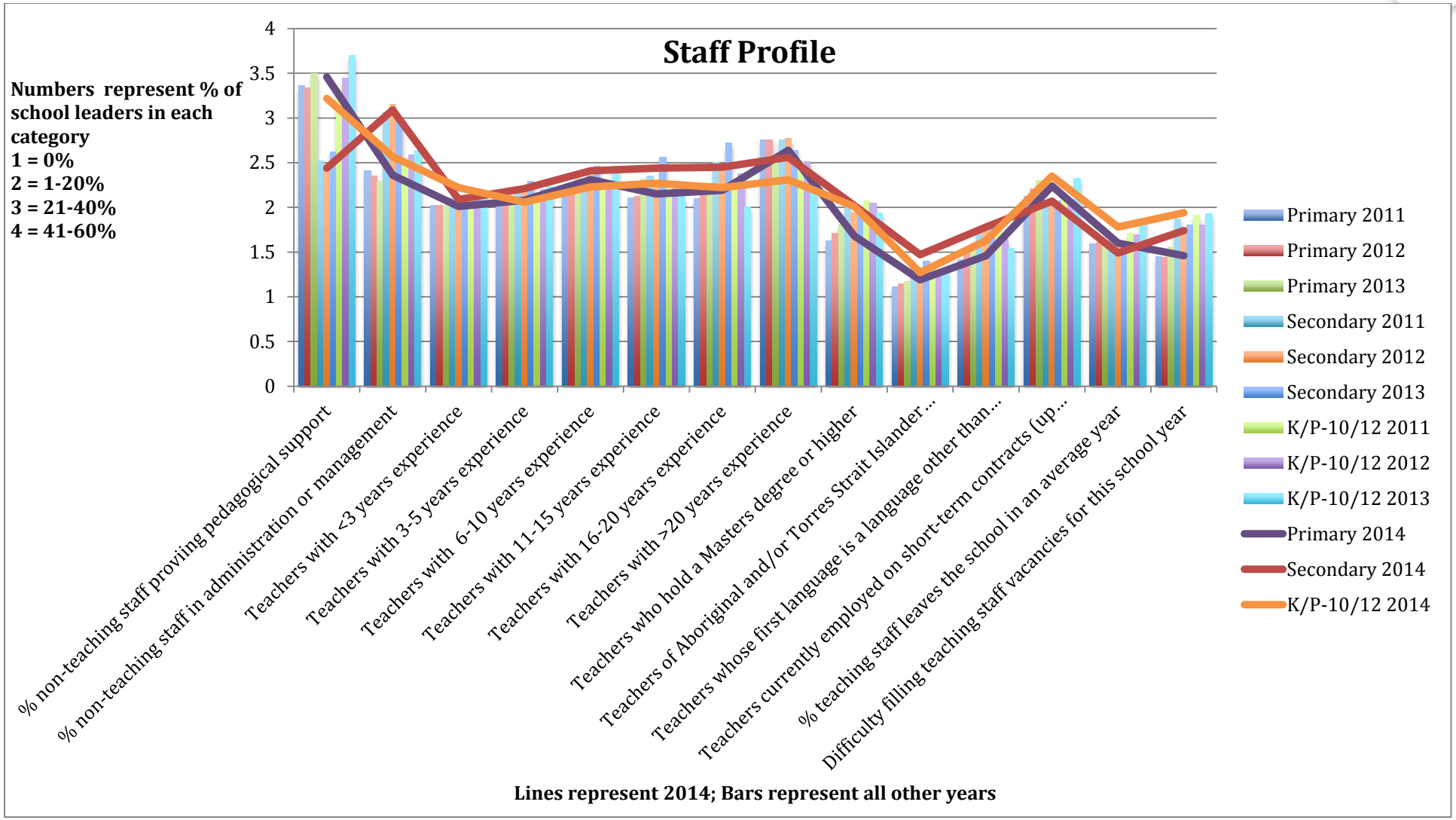

Figure 64. Staff profile

Student Profile

School Resources

Table 80. School resources shortages

Resource Shortages	2011				2012		2013		2014	
	Min	Max	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Instructional materials (e.g., textbooks)	1	7	2.47	1.74	2.47	1.74	2.36	1.69	2.28	1.69
Budget for supplies (e.g., paper, pencils)	1	7	2.88	1.98	2.88	1.98	2.70	1.84	2.54	1.83
School buildings and grounds	1	7	3.84	2.25	3.84	2.25	3.75	2.26	3.68	2.19
Heating/cooling lighting and security systems	1	7	3.23	2.12	3.23	2.12	3.01	2.02	2.94	1.96
Instructional space (e.g., classrooms)	1	7	3.06	2.10	3.06	2.10	2.89	2.02	2.94	2.03
Special equipment for inclusion of students with disabilities	1	7	3.26	1.93	3.26	1.93	3.04	1.97	2.97	1.89
ICT support	1	7	4.18	2.15	4.18	2.15	4.02	2.17	3.98	2.11
Qualified teachers	1	7	2.00	1.57	2.00	1.57	2.01	1.55	1.85	1.42
Library staff	1	7	2.44	2.02	2.44	2.02	2.30	2.02	2.12	1.91

1 = No Shortage, 7 = Extreme shortage

School Culture

Table 81. Existing conditions in each participants' school

	Min	Max	2011		2012		2013		2014	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
Teachers										
Teachers' low expectations of students	1	7	2.73	1.615	2.96	1.726	3	1.724	2.82	1.597
Teachers not meeting individual students' needs	1	7	3.14	1.497	3.41	1.6	3.28	1.501	3.22	1.485
Teacher absenteeism	1	7	2.48	1.403	2.57	1.356	2.69	1.474	2.62	1.369
Teachers' job satisfaction	1	7	5.26	1.179	5.21	1.193	5.04	1.266	5.22	1.114
Teachers' understanding of the school's curricular goals	1	7	5.38	1.176	5.23	1.239	5.16	1.332	5.3	1.213
Teachers' degree of success in implementing the school's curriculum	1	7	5.23	1.122	5.15	1.149	5.01	1.291	5.18	1.134
Teachers' expectations for student achievement	1	7	5.18	1.288	5.09	1.341	4.94	1.372	5.11	1.288
Students										
Student absenteeism	1	7	3.4	1.754	3.59	1.777	3.58	1.874	3.48	1.782
Poor student-teacher relations	1	7	2.11	1.123	2.36	1.248	2.37	1.245	2.25	1.152
Disruption of classes by students	1	7	2.98	1.637	3.28	1.692	3.19	1.74	3.1	1.663
Students lacking respect for teachers	1	7	2.59	1.522	2.74	1.575	2.86	1.668	2.67	1.563
Staff resistance to change	1	7	3.52	1.64	3.65	1.753	3.7	1.773	3.56	1.702
Student use of alcohol or illegal drugs	1	7	1.59	1.102	1.71	1.14	1.69	1.23	1.8	1.342
Students intimidating or bullying other students	1	7	2.82	1.297	3.12	1.451	3.06	1.476	2.89	1.369
Students' regard for school property	1	7	4.94	1.47	4.91	1.465	4.84	1.597	5.01	1.416
Students' desire to do well in school	1	7	5.22	1.254	5.13	1.3	5.02	1.424	5.18	1.284
Parents										
Parental support for student achievement	1	7	4.84	1.515	4.78	1.458	4.6	1.609	4.81	1.469
Parental involvement in school activities	1	7	4.18	1.644	4.09	1.619	4.03	1.672	4.15	1.626

COPSOQ-II Subscale Scores

The Copenhagen PsychoSocial Questionnaire – II (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*.

Table 82. Copenhagen Psychosocial Questionnaire-II subscale scores

Subscale	*Population*[*]		2011 (N=2049)		2012 (N=2084)		2013 (N=2010)		2014 (N=2467)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Demands at Work										
Quantitative demands	40.2	20.5	59.35	19.43	58.98	19.05	58.66	19.64	58.16	19.29
Work pace	59.5	19.1	69.94	18.21	70.35	18.63	70.26	18.90	69.49	18.38
Cognitive demands	63.9	18.7	82.38	12.62	82.78	12.49	83.04	12.17	82.80	12.49
Emotional demands	40.7	24.3	67.69	16.20	68.34	16.32	68.59	15.93	67.83	16.47
Demands for hiding emotions	50.6	20.8	82.39	15.24	82.95	14.97	82.82	14.43	81.95	15.84
Work Organisation & Job Contents										
Influence	49.8	21.2	56.82	16.79	58.41	17.32	58.88	17.09	58.90	17.47
Possibilities for development	65.9	17.6	80.07	14.38	82.21	14.96	81.96	14.40	81.88	15.02
Variation	60.4	21.4	66.64	15.22	67.28	15.28	66.83	14.92	67.10	15.04
Meaning of work	73.8	15.8	85.50	15.00	86.20	15.22	85.84	14.64	85.87	14.77
Commitment to the workplace	60.9	20.4	72.40	19.27	73.04	19.79	73.45	19.52	73.81	19.07
Interpersonal Relations & Leadership										
Predictability	57.7	20.9	61.86	19.97	62.91	21.25	62.24	21.14	58.97	22.86
Recognition (Reward)	66.2	19.9	67.97	22.33	67.23	22.71	66.44	23.03	64.81	24.25
Role clarity	73.5	16.4	79.66	16.73	80.07	17.45	80.07	17.65	79.34	17.39
Role conflicts	42	16.6	49.44	21.44	49.93	21.71	48.17	21.25	47.21	20.86
Quality of leadership	55.3	21.1	55.99	24.62	55.00	25.29	52.92	26.36	52.45	25.65
Social support: colleagues inside school	57.3	19.7	56.46	20.06	59.20	20.14	60.12	19.77	60.17	19.65
Social support: colleagues outside school	[#]	[#]	[#]	[#]	49.94	21.56	50.44	20.89	50.42	21.11
Social support from supervisor	61.6	22.4	51.53	24.33	49.38	25.23	46.77	26.02	46.68	25.27
Social community at work	78.7	18.9	79.42	14.64	78.44	15.75	78.98	15.19	78.52	14.97
Work - Individual Interface										
Job insecurity	23.7	20.8	9.04	14.49	[#]	[#]	[#]	[#]	[#]	[#]
Job satisfaction	65.3	18.2	71.80	18.65	73.27	18.84	74.09	18.74	74.01	18.66
Work–family conflict	33.5	24.3	72.13	23.50	70.69	23.16	69.61	23.79	68.23	24.04
Family–work conflict	7.6	15.3	8.63	17.61	8.89	17.37	9.61	18.97	9.53	18.31
Values at the Workplace										
Trust regarding management	67	17.7	75.62	14.90	74.60	15.84	74.33	15.74	70.96	17.66
Mutual trust between employees	68.6	16.9	71.99	18.61	70.74	19.84	71.68	18.86	72.17	18.45
Justice	59.2	17.7	73.64	16.72	73.40	17.24	73.73	17.13	68.74	19.64
Social inclusiveness	67.5	16.3	77.50	20.71	79.12	19.94	79.42	19.74	79.42	18.81
Health & Wellbeing										
Self-rated health	66	20.9	61.71	22.66	59.63	23.30	59.95	23.71	59.76	23.51
Burnout	34.1	18.2	55.51	21.82	55.96	21.36	54.23	21.50	53.84	21.78
Stress	26.7	17.7	46.07	20.36	45.87	20.26	45.11	19.89	44.38	20.07
Sleeping troubles	21.3	19	43.57	23.66	45.96	25.38	46.02	24.88	45.08	25.05
Depressive symptoms	21	16.5	27.95	18.57	27.52	19.63	27.11	19.14	26.67	19.25
Somatic stress symptoms	17.8	16	22.37	16.72	22.29	16.17	22.25	16.19	21.65	16.02
Cognitive stress symptoms	17.8	15.7	28.23	17.97	27.92	18.79	27.76	18.65	26.76	18.59
Self-efficacy	67.5	16	69.38	14.09	72.32	14.60	72.23	14.50	74.47	14.65

[*] (Pejtersen, et al, 2010); [#] Information not collected in that year.

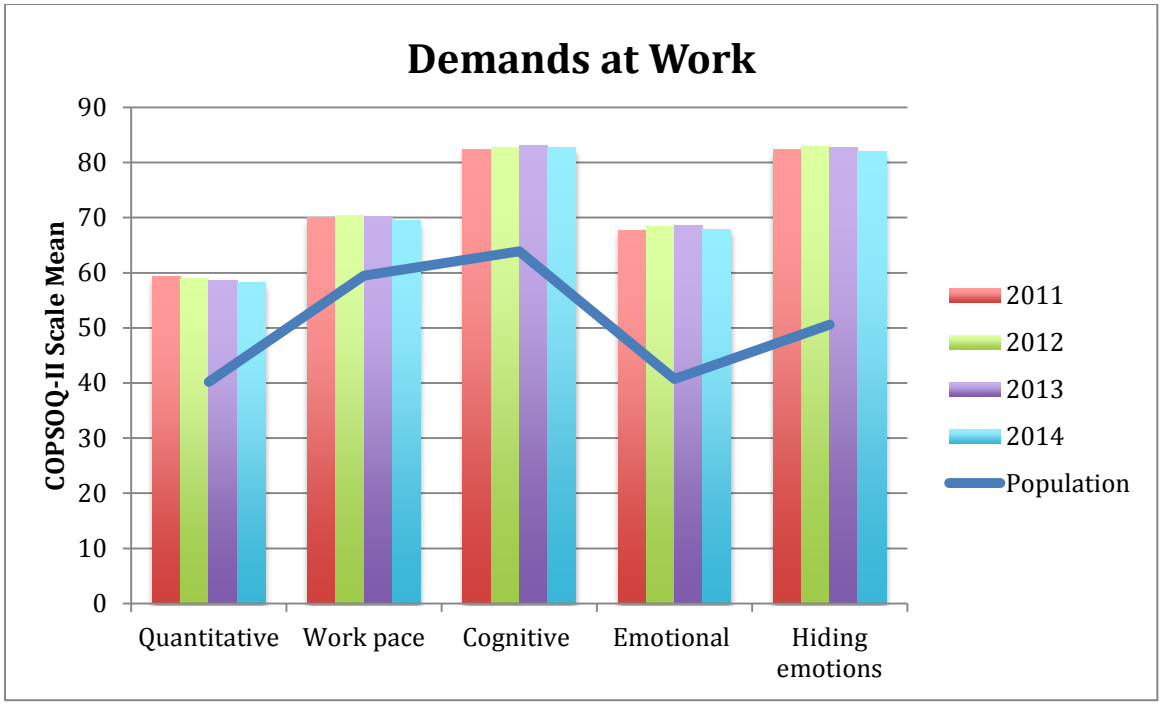

Figure 65. Copenhagen Psychosocial Questionnaire-II subscale scores: Demands at Work

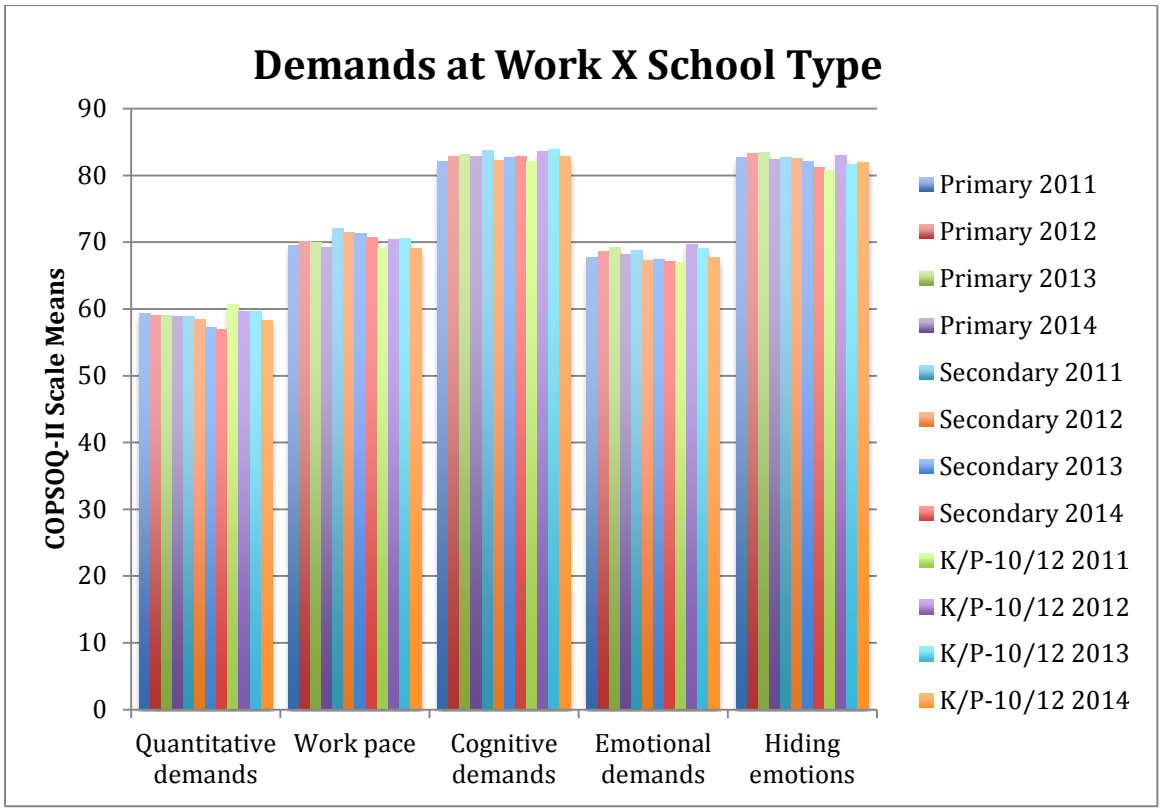

Figure 66. Copenhagen Psychosocial Questionnaire-II subscale scores: Demands at Work X School Type

Figure 66 shows very little change over the 4-year period in Demands at Work despite a significant number of leaders entering and exiting the survey, suggesting it is the role rather than the individuals that creates the demands.

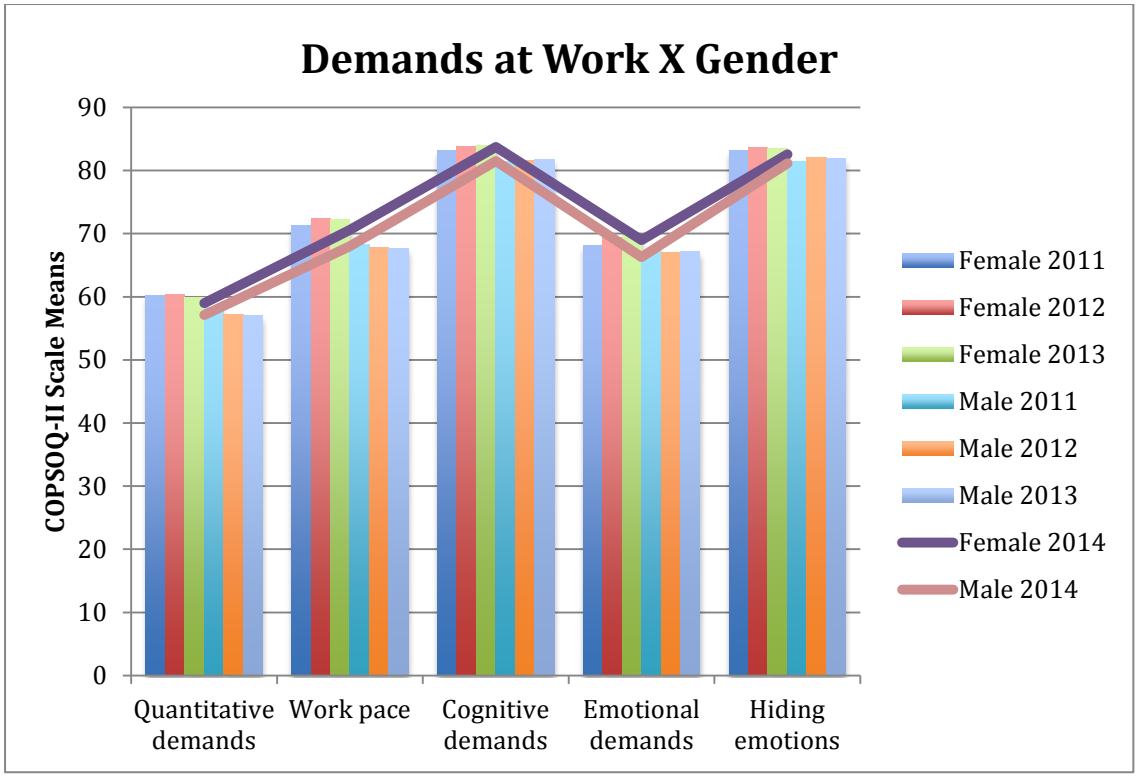

Figure 67. Copenhagen Psychosocial Questionnaire-II subscale scores: Demands at Work X Gender

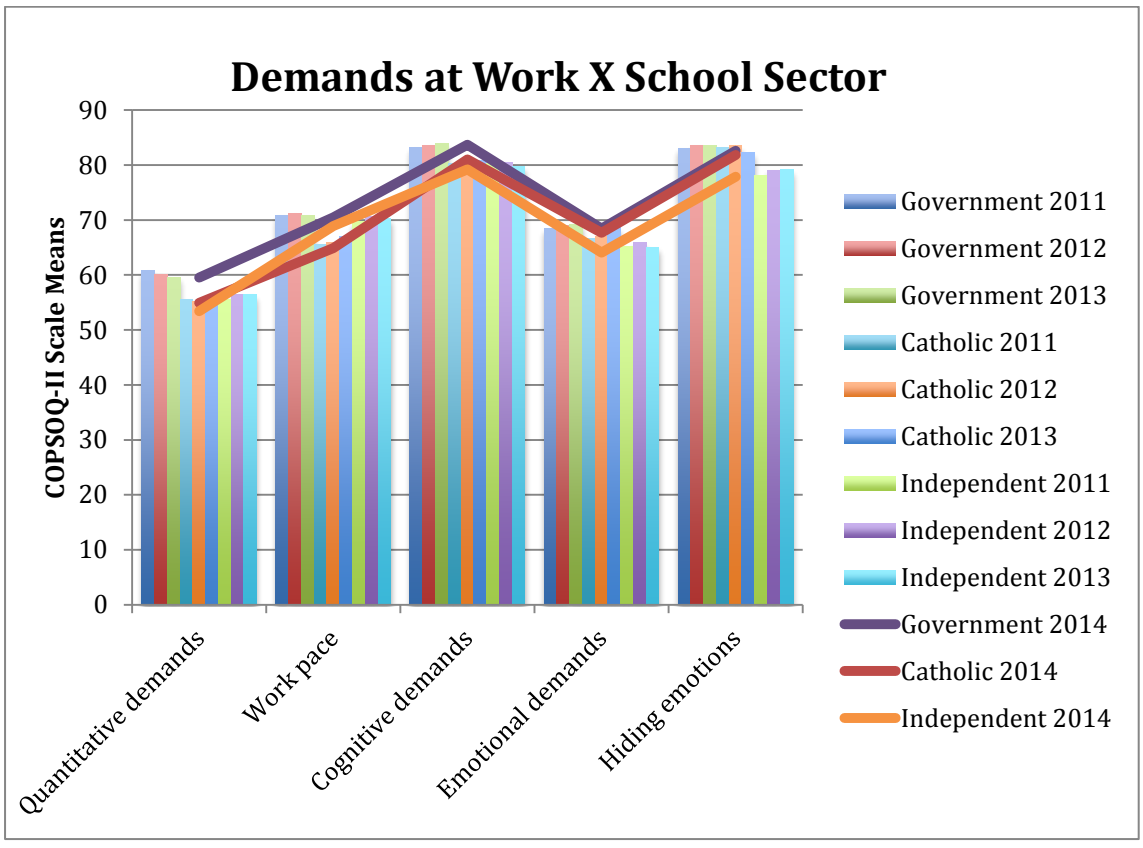

Figure 68. Copenhagen Psychosocial Questionnaire-II subscale scores: Demands at Work X School Sector

Figure 68 shows that schools have very similar demands across the whole system, and that sectorial differences are slight.

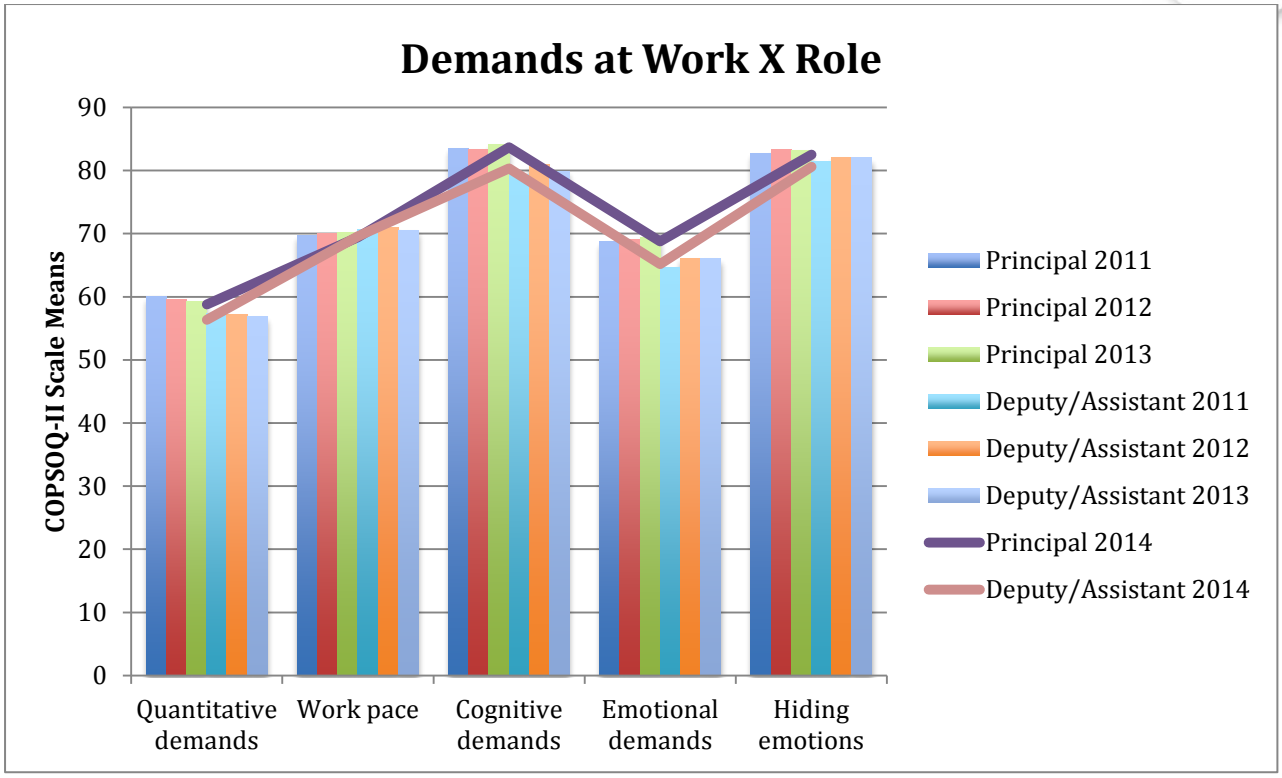

Figure 69. Copenhagen Psychosocial Questionnaire-II subscale scores: Demands at Work X Role

Figure 69 shows that there is very little difference in the levels of work demands experienced by principals and deputies/assistants as a result of the role difference.

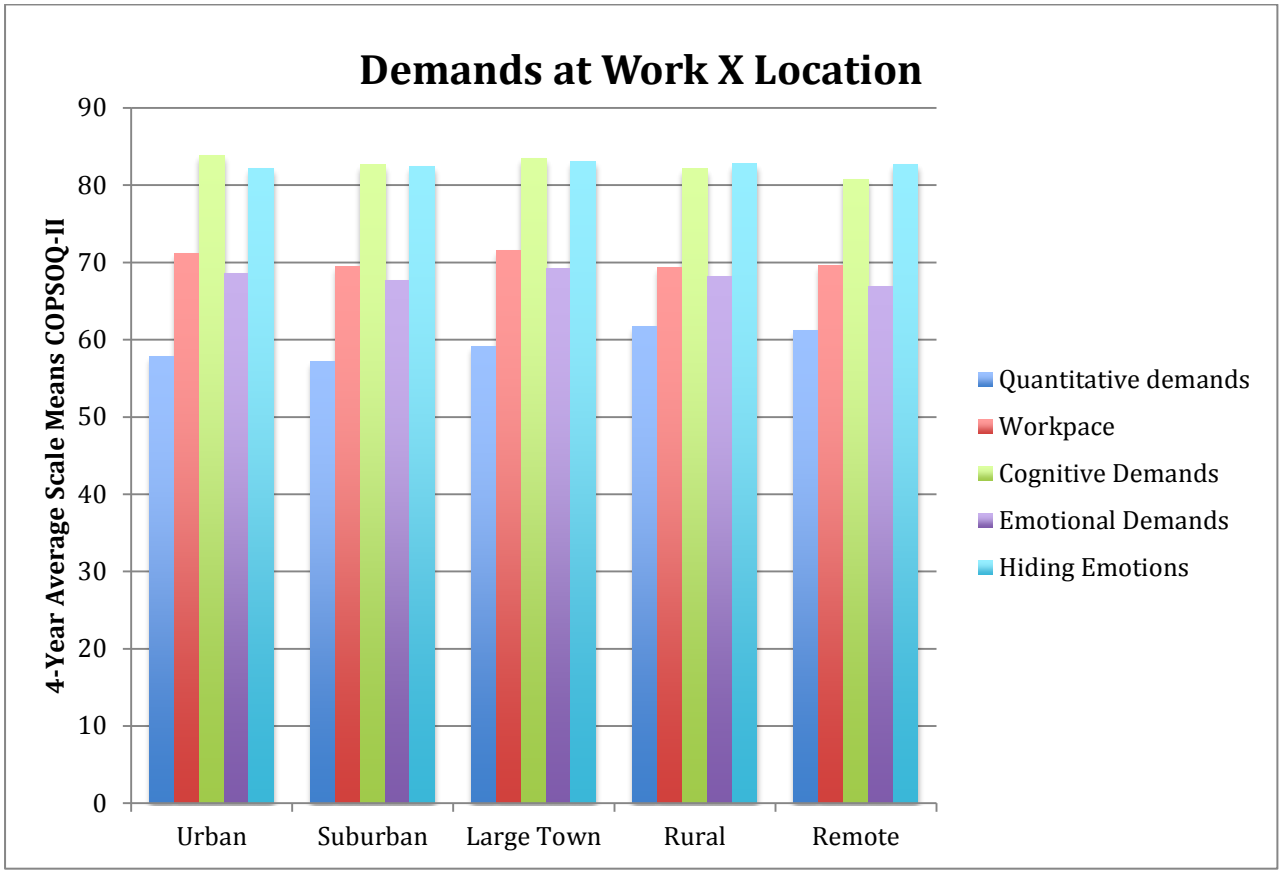

Figure 70. Copenhagen Psychosocial Questionnaire-II subscale scores: Demands at Work X Location

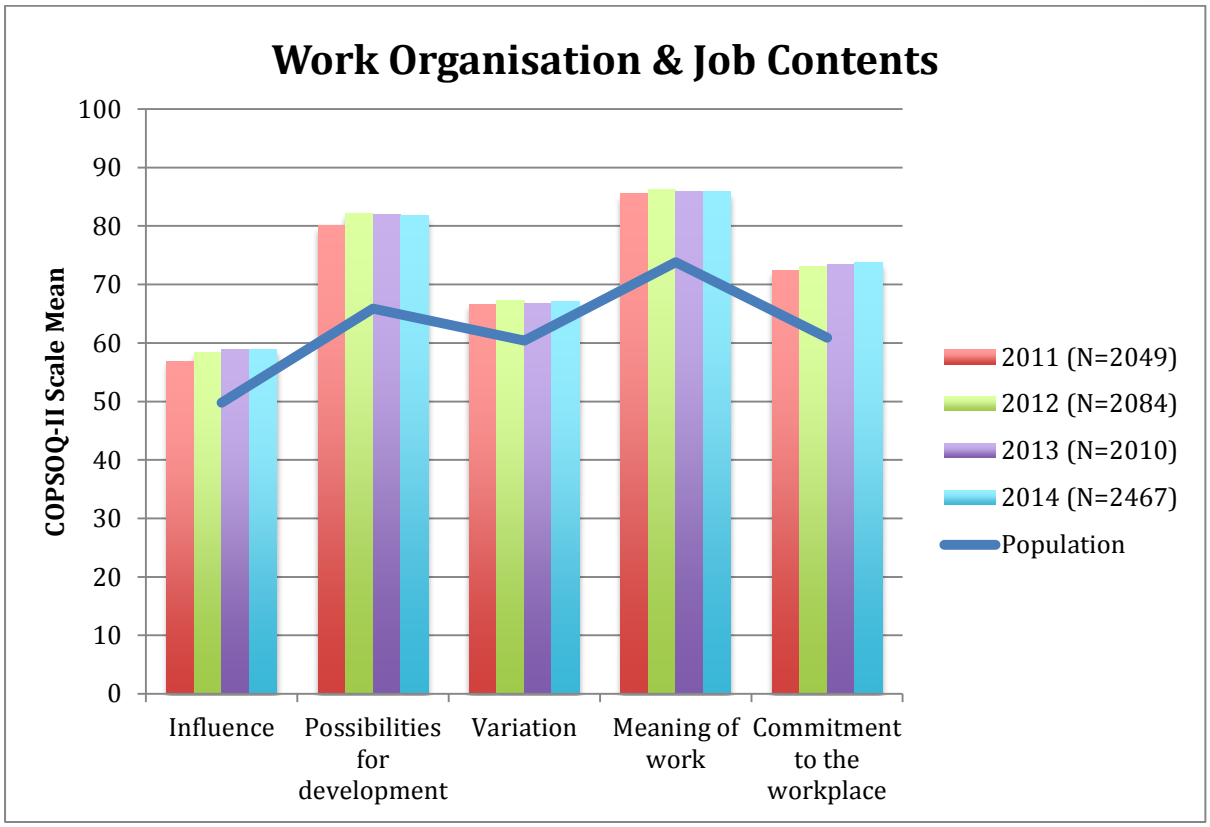

Figure 71. Copenhagen Psychosocial Questionnaire-II subscale scores: Work Organization & Job Contents

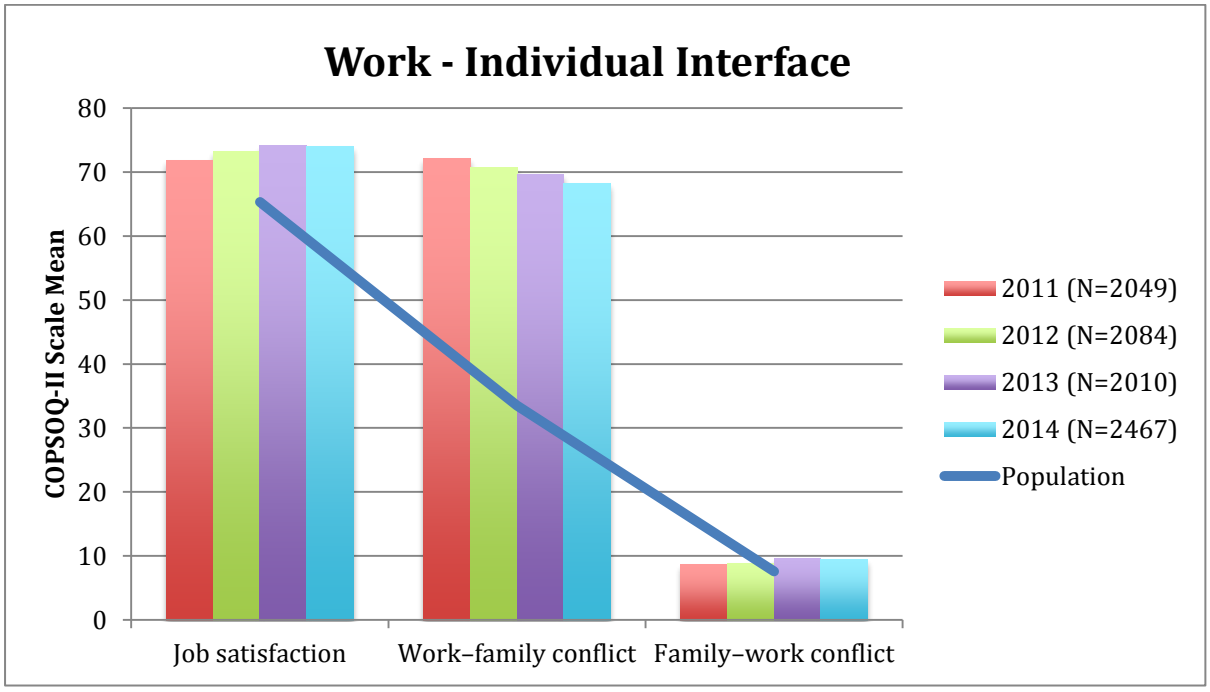

Figure 72. Copenhagen Psychosocial Questionnaire-II subscale scores: Work-Individual Interface

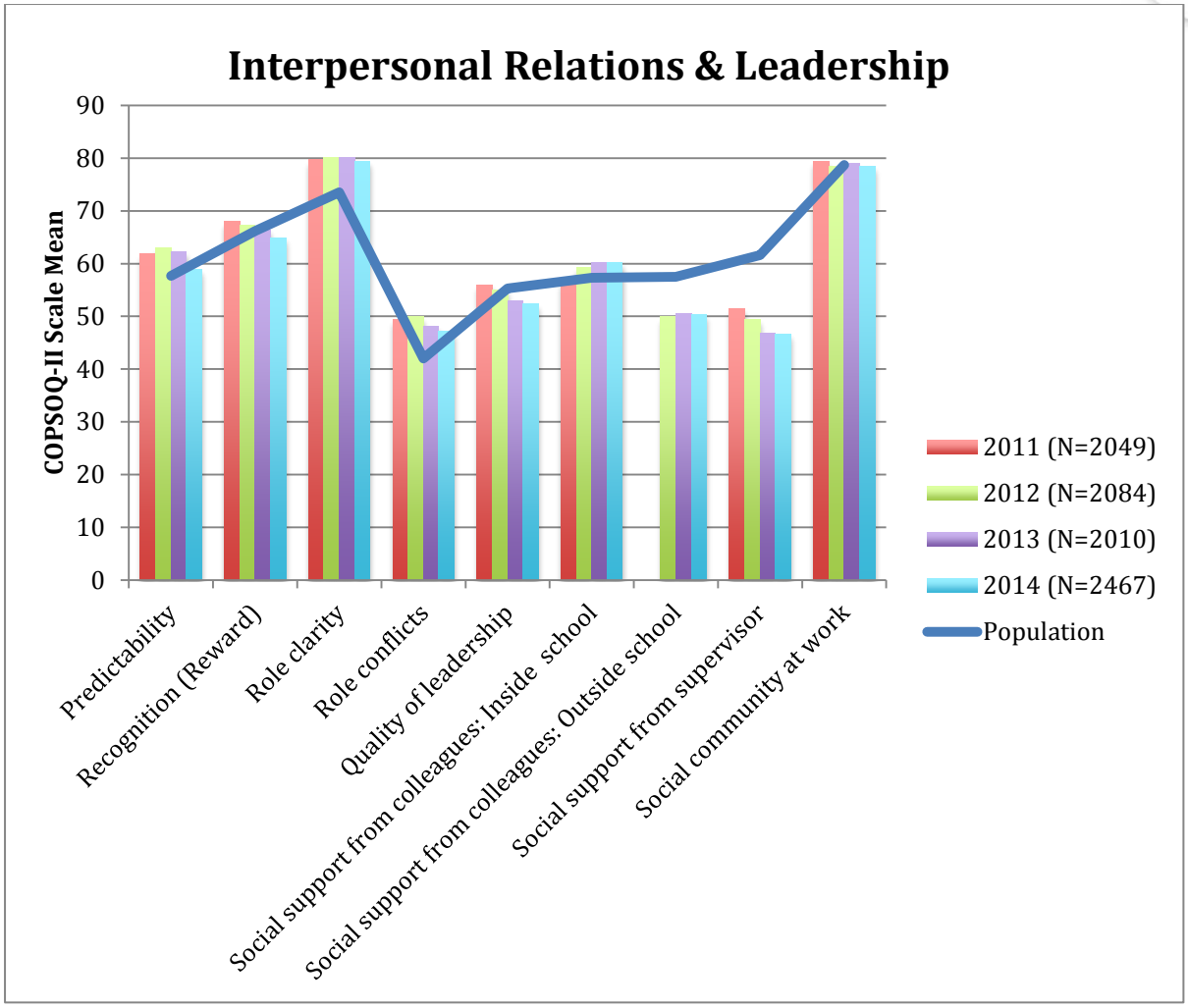

Figure 73. Copenhagen Psychosocial Questionnaire-II subscale scores: Interpersonal Relations & Leadership

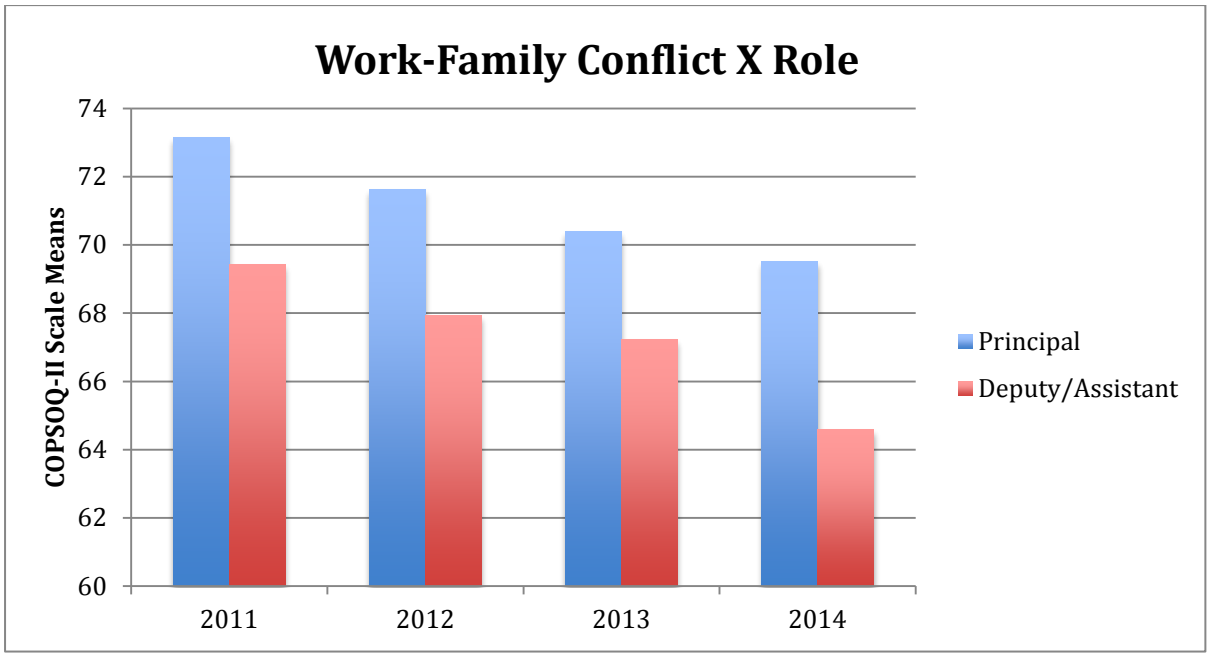

Figure 74. Copenhagen Psychosocial Questionnaire-II subscale scores: Work-Family Conflict X Role

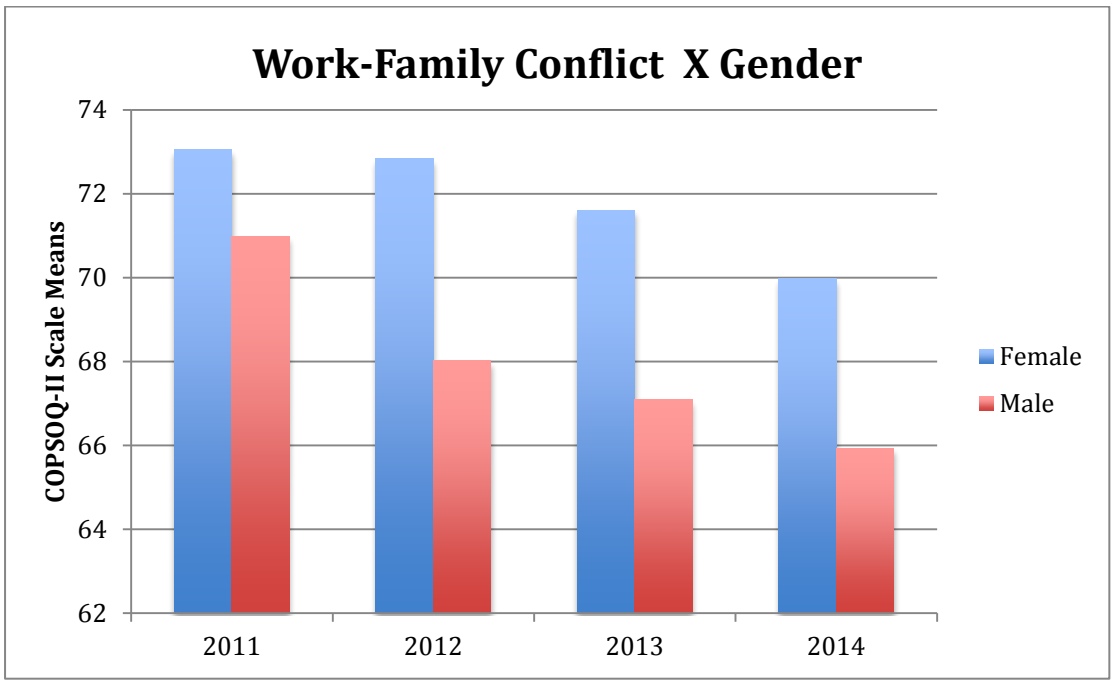

Figure 75. Copenhagen Psychosocial Questionnaire-II subscale scores: Work-Family Conflict X Gender

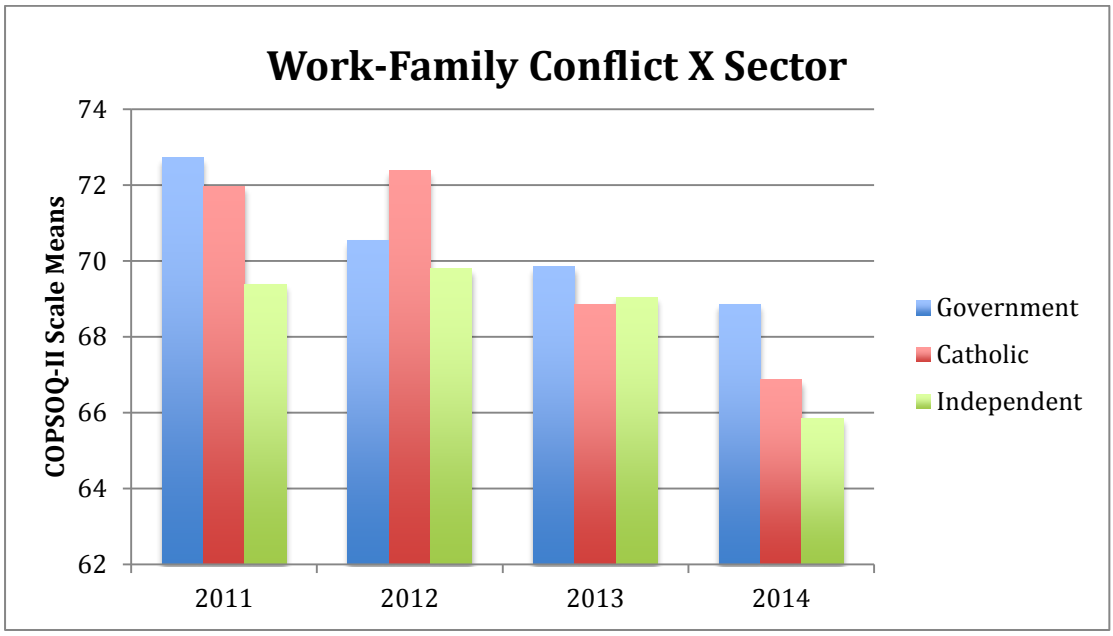

Figure 76. Copenhagen Psychosocial Questionnaire-II subscale scores: Work-Family Conflict X Sector

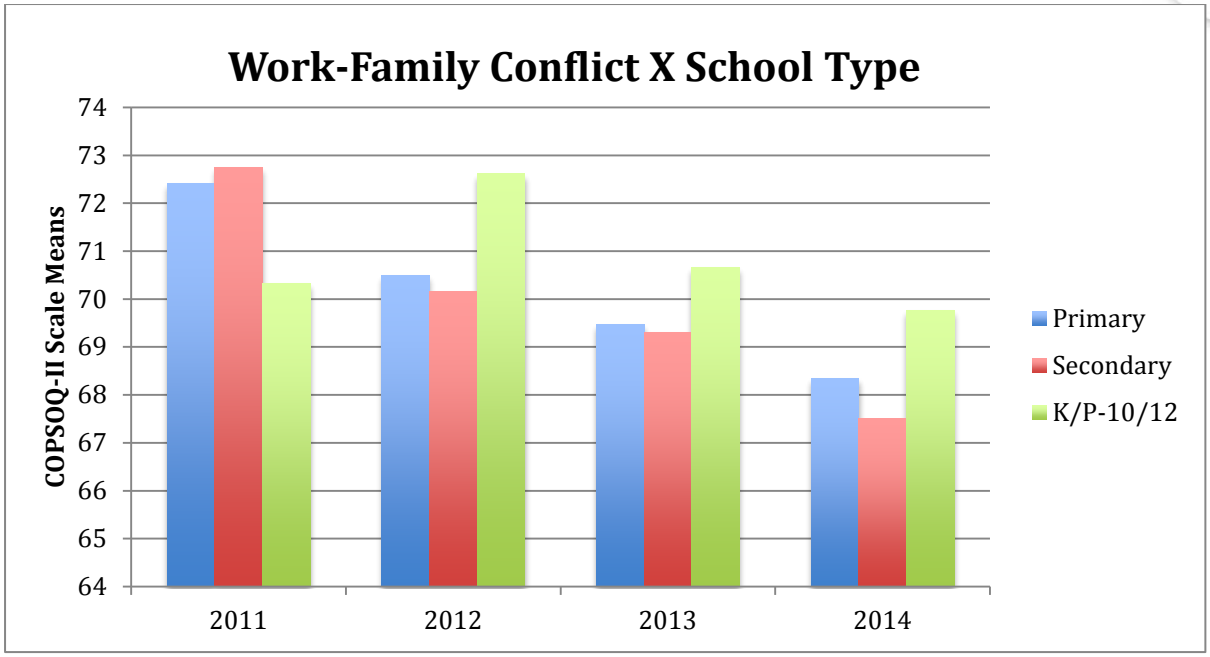

Figure 77. Copenhagen Psychosocial Questionnaire-II subscale scores: Work-Family Conflict X School Type

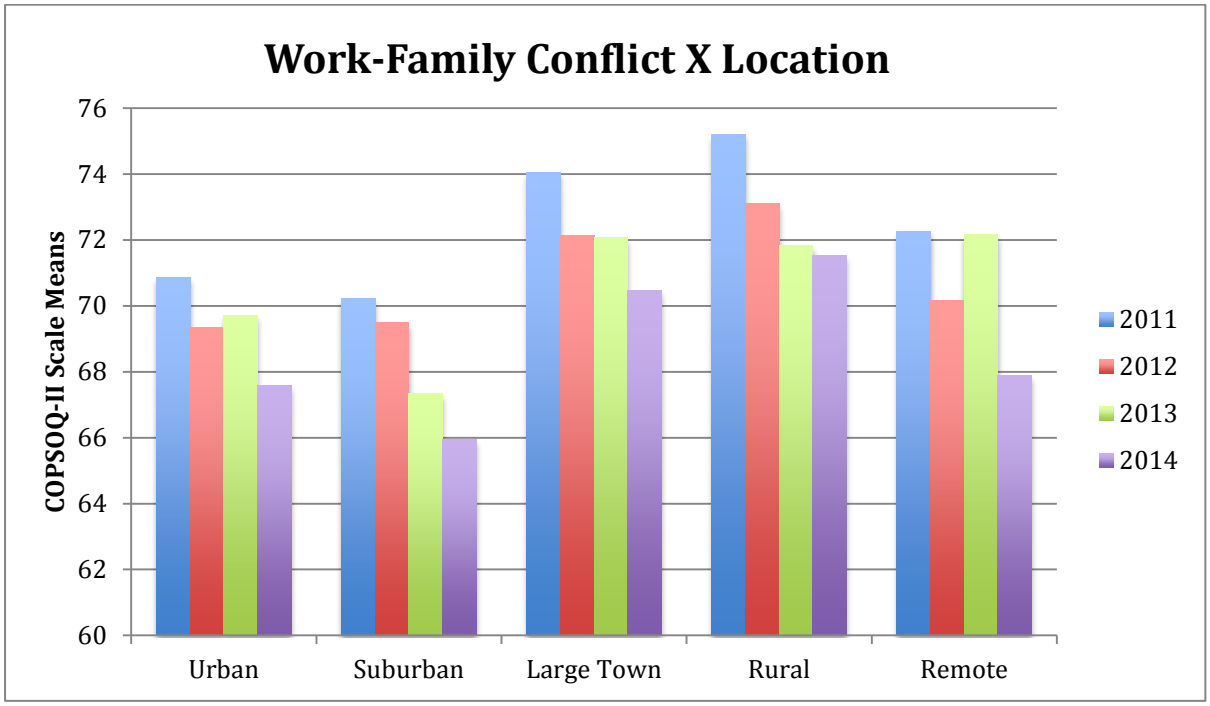

Figure 78. Copenhagen Psychosocial Questionnaire-II subscale scores: Work-Family Conflict X Location

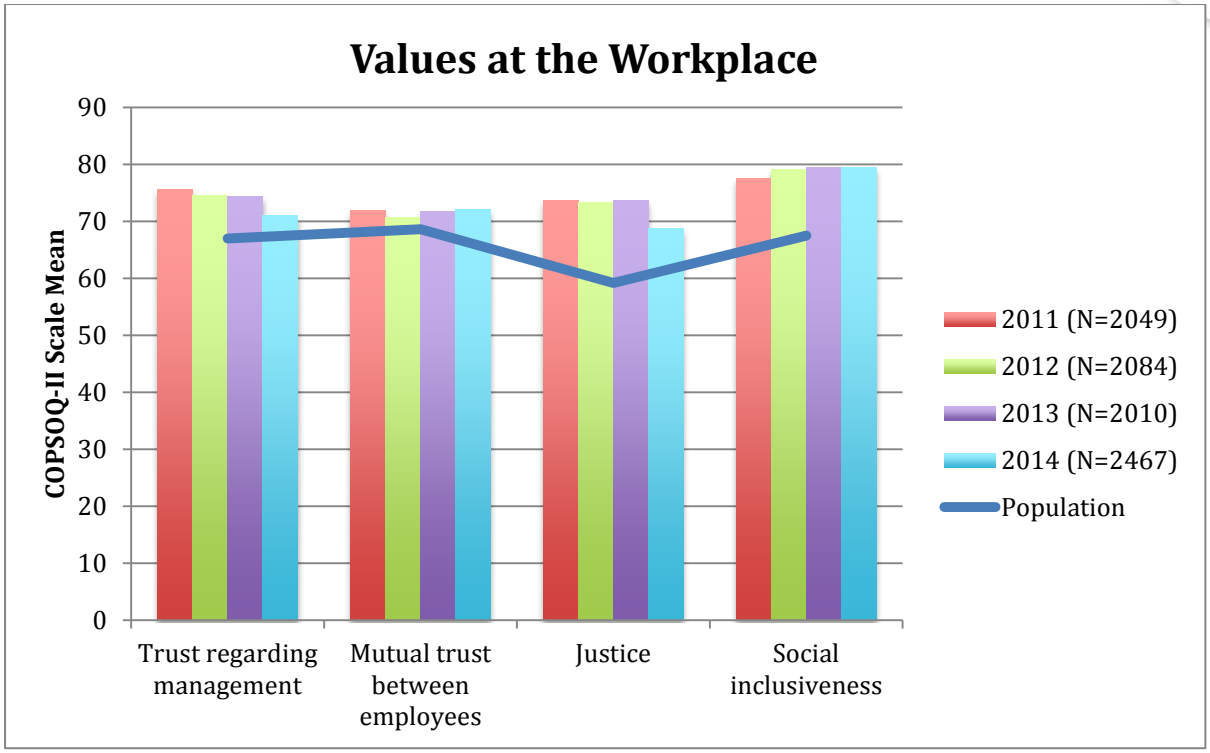

Figure 79. Copenhagen Psychosocial Questionnaire-II subscale scores: Values at the Workplace

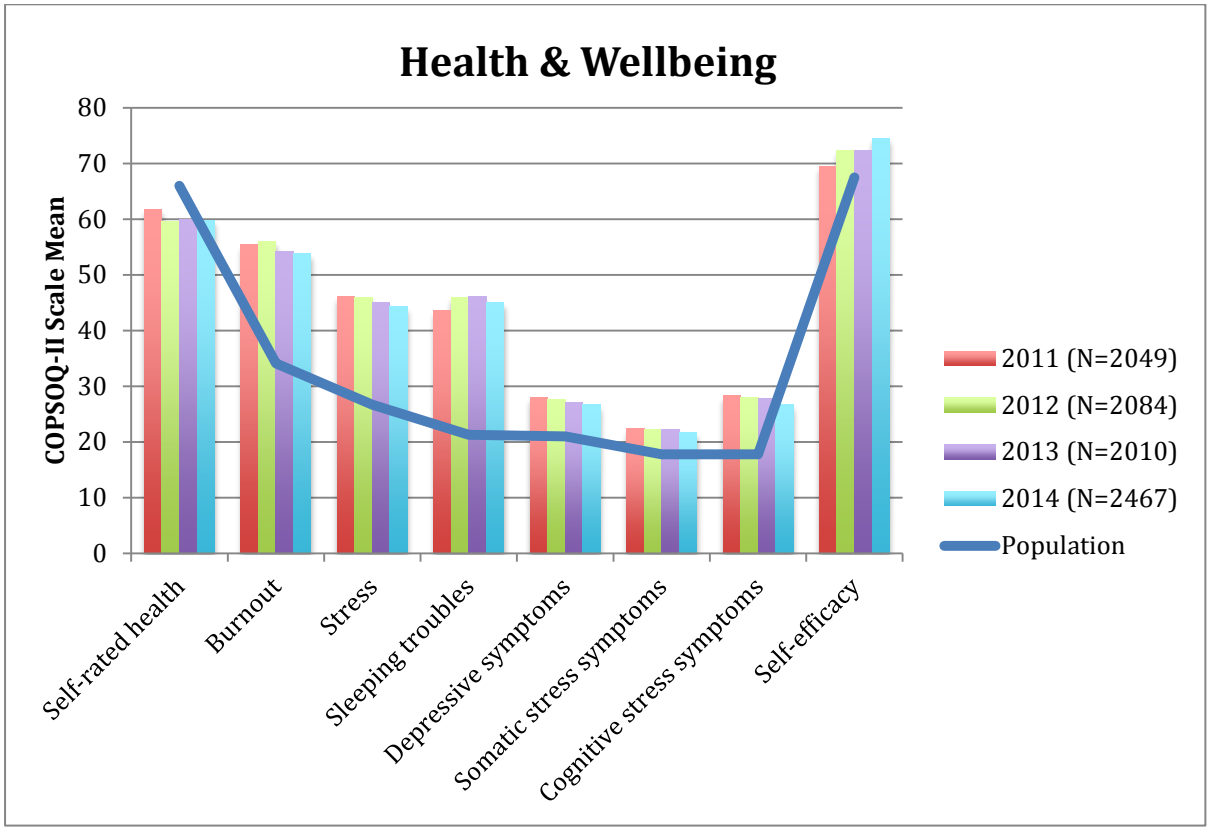

Figure 80. Copenhagen Psychosocial Questionnaire-II subscale scores: Health and Wellbeing

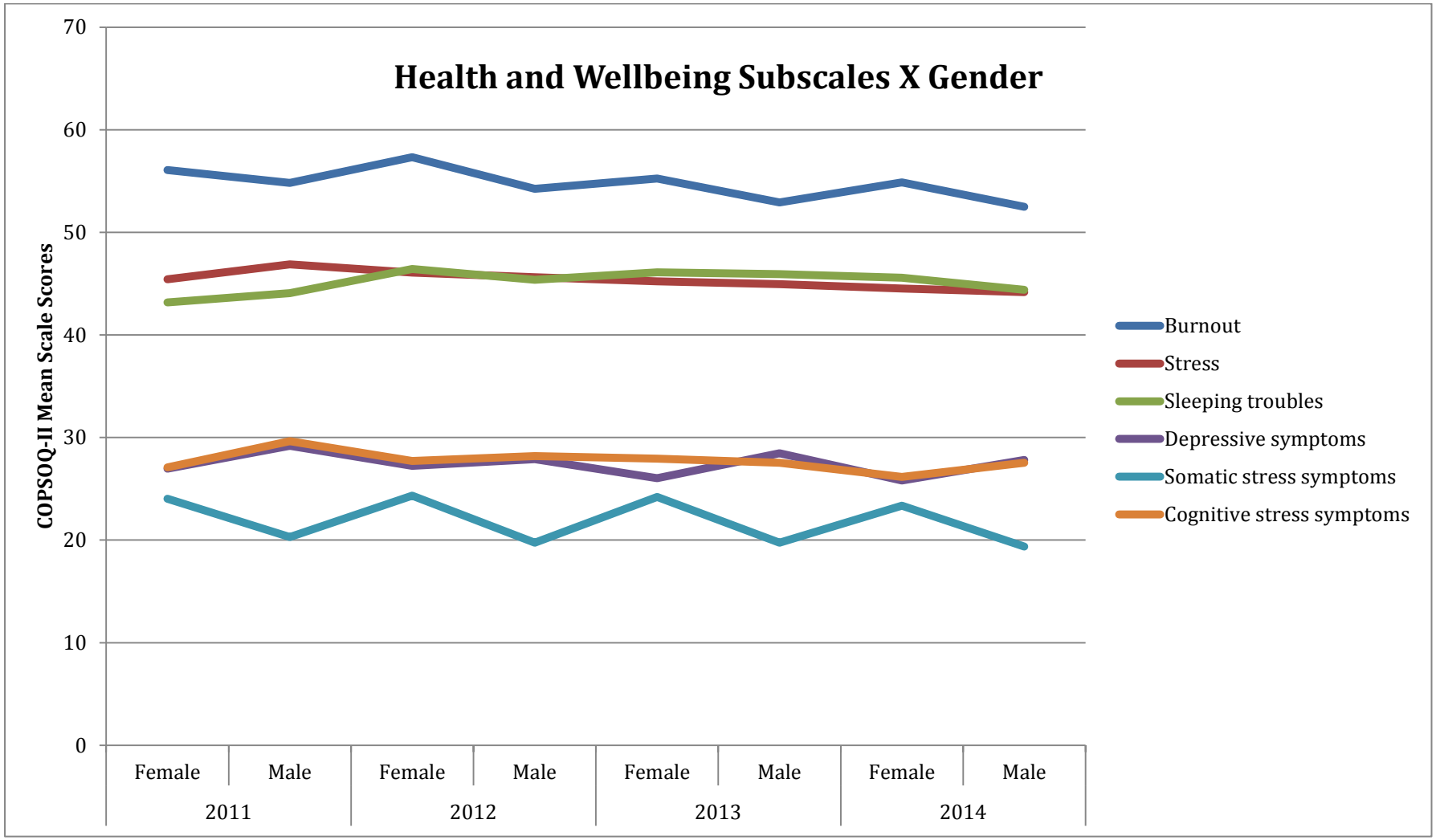

Figure 81. Copenhagen Psychosocial Questionnaire-II subscale scores: Health and Wellbeing X Gender

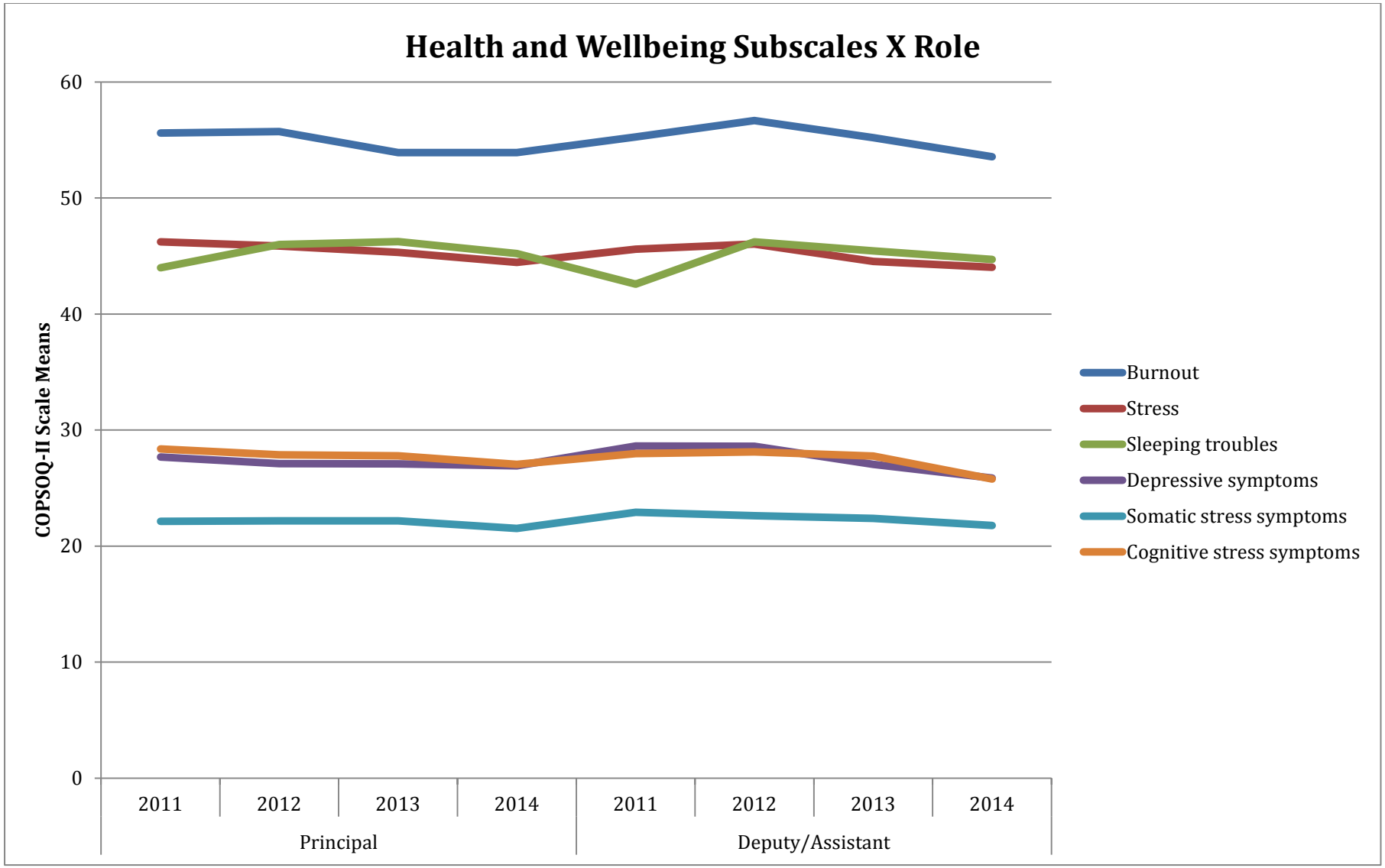

Figure 82. Copenhagen Psychosocial Questionnaire-II subscale scores: Health and Wellbeing X Role

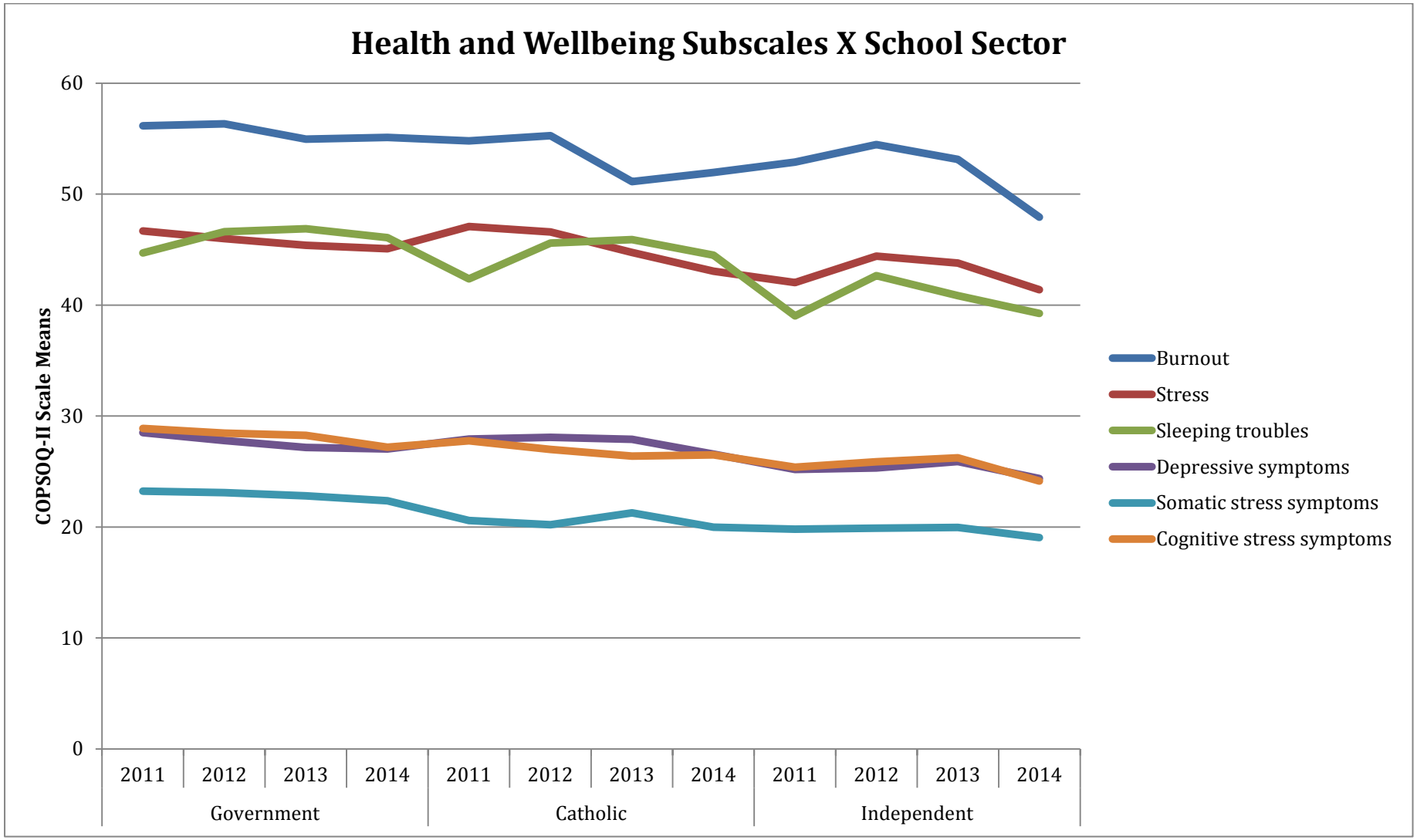

Figure 83. Copenhagen Psychosocial Questionnaire-II subscale scores: Health and Wellbeing X School Sector

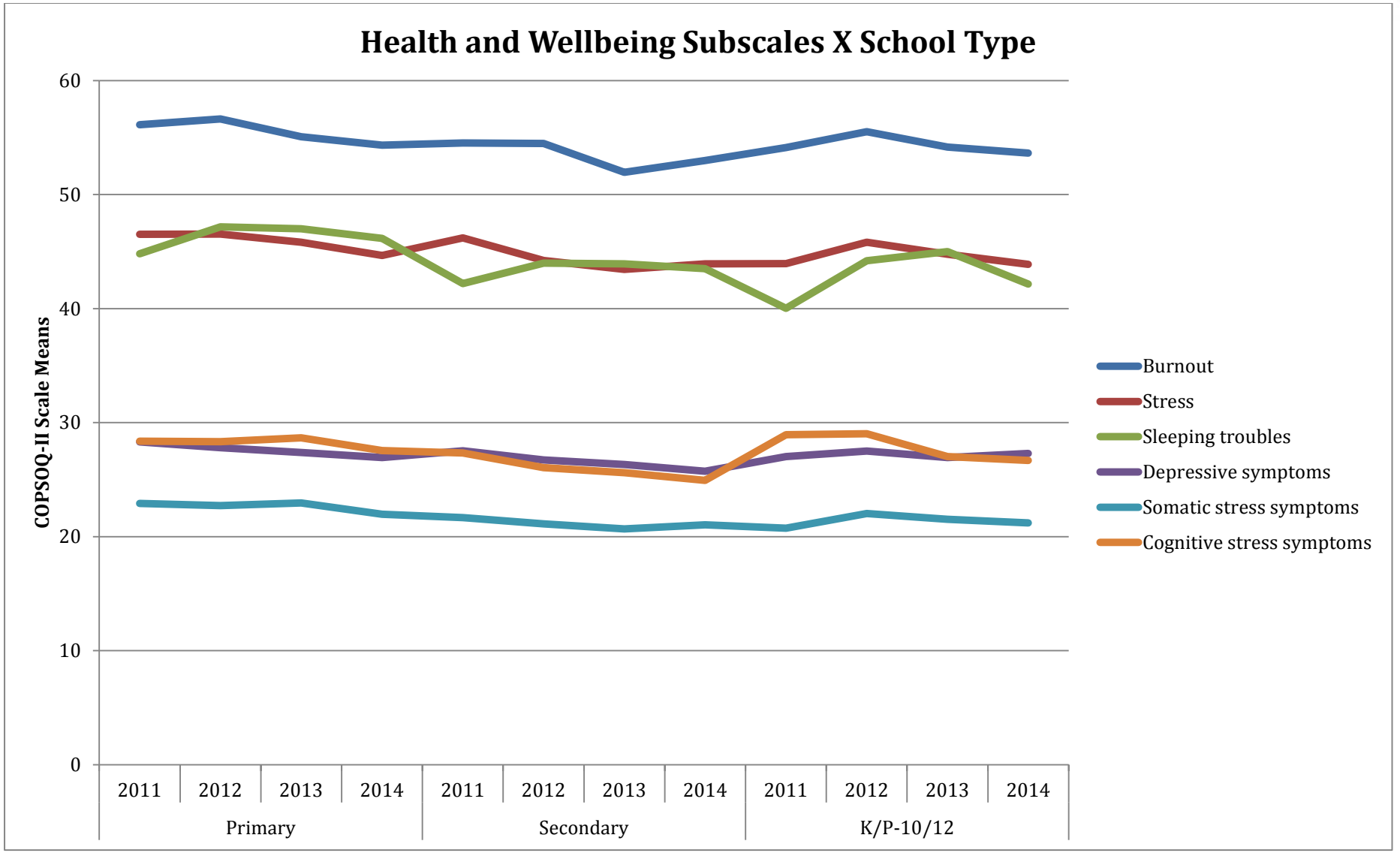

Figure 84. Copenhagen Psychosocial Questionnaire-II subscale scores: Health and Wellbeing X School Type

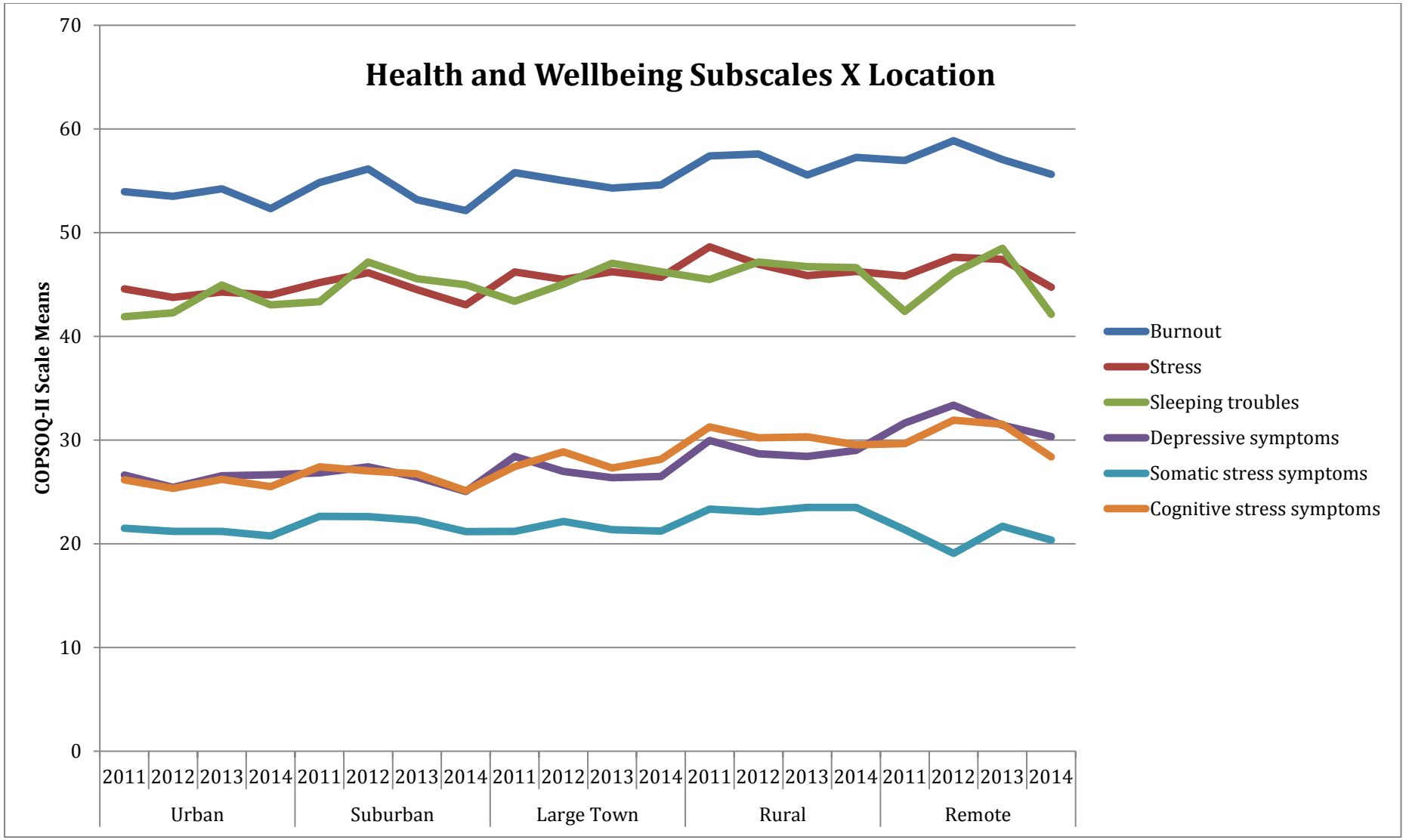

Figure 85. Copenhagen Psychosocial Questionnaire-II subscale scores: Health and Wellbeing X Location

Offensive Behaviour

These figures are derived from the COPSQ-II subscales of offensive behavior experienced during the previous 12 months.

Table 83. Offensive behavior at work subscales reported by frequency, perpetrator and year

Offensive Behaviour		2011 (N=2049)		2012 (N=2084)		2013 (N=2010)		2014 (N=2418)	
		N	%	N	%	N	%	N	%
Sexual harrassment									
Frequency	A few times	49	1.7	47	1.6	40	1.3	41	1.7
	Monthly	3	0.1	1	0	2	0.1	4	0.2
	Weekly	2	0.1	0	0	2	0.1	3	0.1
	Daily	1	0	2	0.1	2	0.1	1	0
Perpetrator	Colleagues	15	0.5	21	0.7	14	0.5	19	0.8
	Manager/ Superior	6	0.2	2	0.1	4	0.1	2	0.1
	Subordinates	19	0.6	23	0.8	14	0.5	15	0.6
	Parents	18	0.6	16	0.5	25	0.8	22	0.9
	Students	7	0.2	5	0.2	14	0.5	6	0.2
Threats of violence									
Frequency	A few times	665	22.4	646	21.8	619	20.9	734	29.8
	Monthly	67	2.3	83	2.8	76	2.6	92	3.7
	Weekly	36	1.2	42	1.4	55	1.9	50	2
	Daily	9	0.3	9	0.3	7	0.2	9	0.4
Perpetrator	Colleagues	14	0.5	11	0.4	3	0.1	9	0.4
	Manager/ Superior	7	0.2	5	0.2	4	0.1	5	0.2
	Subordinates	18	0.6	22	0.7	19	0.6	21	0.9
	Parents	562	19	555	18.7	566	19.1	622	25.2
	Students	515	17.4	517	17.4	478	16.1	587	23.8
Physical violence									
Frequency	A few times	478	16.1	476	16.1	465	15.7	542	22
	Monthly	38	1.3	52	1.8	57	1.9	71	2.9
	Weekly	37	1.2	46	1.6	50	1.7	45	1.8
	Daily	7	0.2	8	0.3	7	0.2	9	0.4
Perpetrator	Colleagues	2	0.1	0	0	4	0.1	0	0
	Manager/ Superior	2	0.1	1	0	1	0	1	0
	Subordinates	2	0.1	3	0.1	7	0.2	4	0.2
	Parents	135	4.6	152	5.1	154	5.2	166	6.7
	Students	513	17.3	525	17.7	512	17.3	608	24.6

Bullying									
Frequency	A few times	572	19.3	563	19	551	18.6	648	26.3
	Monthly	51	1.7	67	2.3	66	2.2	63	2.6
	Weekly	52	1.8	55	1.9	33	1.1	54	2.2
	Daily	23	0.8	24	0.8	18	0.6	24	1
Perpetrator	Colleagues	183	6.2	149	5	143	4.8	181	7.3
	Manager/ Superior	150	5.1	134	4.5	127	4.3	121	4.9
	Subordinates	243	8.2	262	8.8	226	7.6	286	11.6
	Parents	357	12	405	13.7	383	12.9	438	17.8
	Students	92	3.1	94	3.2	85	2.9	95	3.9
Unpleasant teasing									
Frequency	A few times	120	4	107	3.6	112	3.8	128	5.2
	Monthly	9	0.3	12	0.4	16	0.5	6	0.2
	Weekly	8	0.3	12	0.4	6	0.2	8	0.3
	Daily	6	0.2	5	0.2	4	0.1	5	0.2
Perpetrator	Colleagues	51	1.7	45	1.5	43	1.5	53	2.1
	Manager/ Superior	18	0.6	12	0.4	10	0.3	15	0.6
	Subordinates	48	1.6	51	1.7	57	1.9	54	2.2
	Parents	28	0.9	42	1.4	36	1.2	30	1.2
	Students	37	1.2	40	1.3	38	1.3	29	1.2
Conflicts and quarrels									
Frequency	A few times	1081	36.5	1102	37.2	1008	34	1191	48.3
	Monthly	116	3.9	100	3.4	114	3.8	136	5.5
	Weekly	55	1.9	66	2.2	52	1.8	87	3.5
	Daily	14	0.5	16	0.5	16	0.5	17	0.7
Perpetrator	Colleagues	479	16.2	443	14.9	388	13.1	501	20.3
	Manager/ Superior	154	5.2	138	4.7	109	3.7	147	6
	Subordinates	610	20.6	657	22.2	600	20.2	707	28.7
	Parents	750	25.3	785	26.5	765	25.8	838	34
	Students	386	13	398	13.4	358	12.1	406	16.5
Gossip and slander									
Frequency	A few times	774	26.1	818	27.6	782	26.4	903	36.6
	Monthly	104	3.5	101	3.4	84	2.8	106	4.3
	Weekly	53	1.8	66	2.2	50	1.7	69	2.8
	Daily	23	0.8	14	0.5	16	0.5	19	0.8
Perpetrator	Colleagues	310	10.5	294	9.9	229	7.7	265	10.7
	Manager/ Superior	46	1.6	53	1.8	49	1.7	53	2.1
	Subordinates	401	13.5	446	15	394	13.3	456	18.5
	Parents	598	20.2	626	21.1	614	20.7	689	27.9

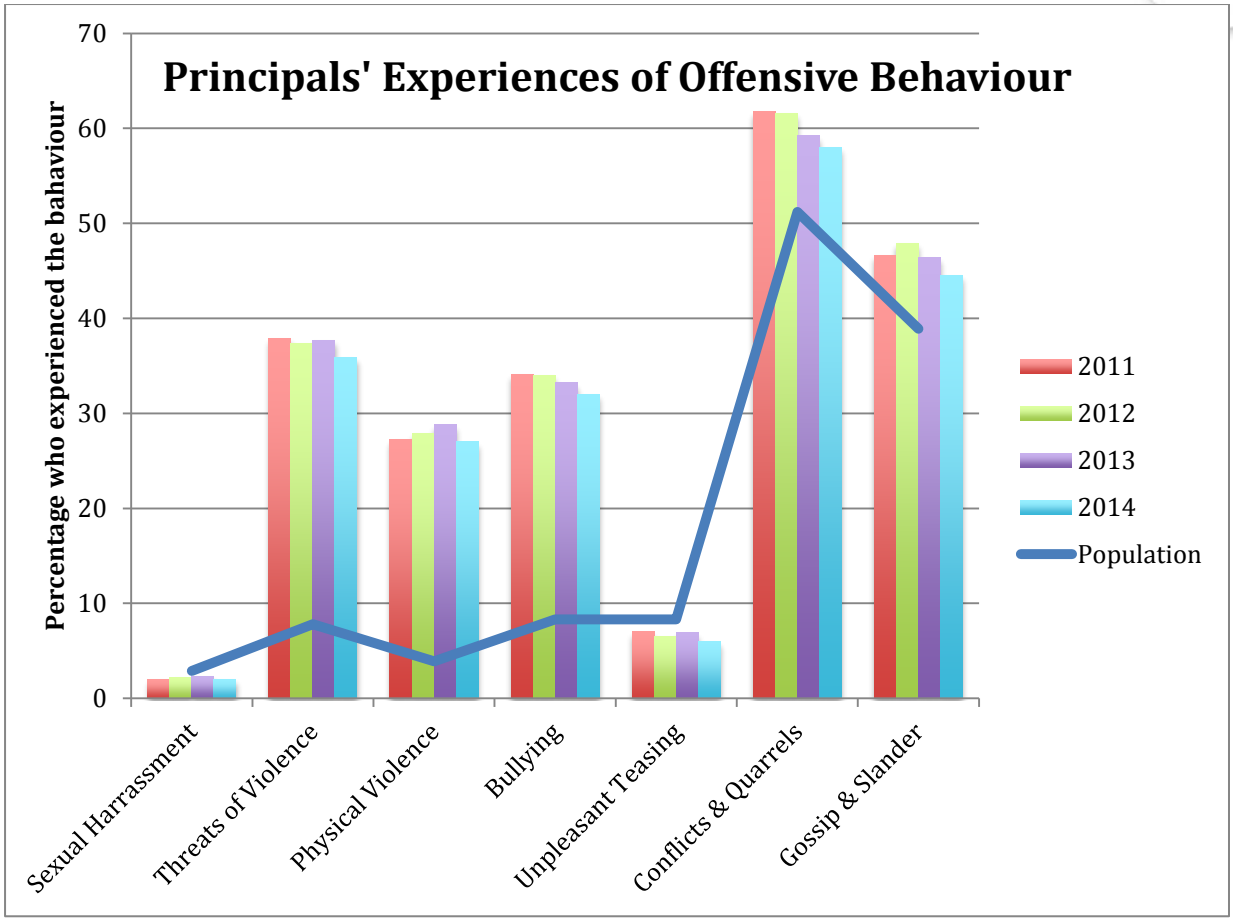

Figure 86. Copenhagen Psychosocial Questionnaire-II subscale scores: Offensive Behaviour

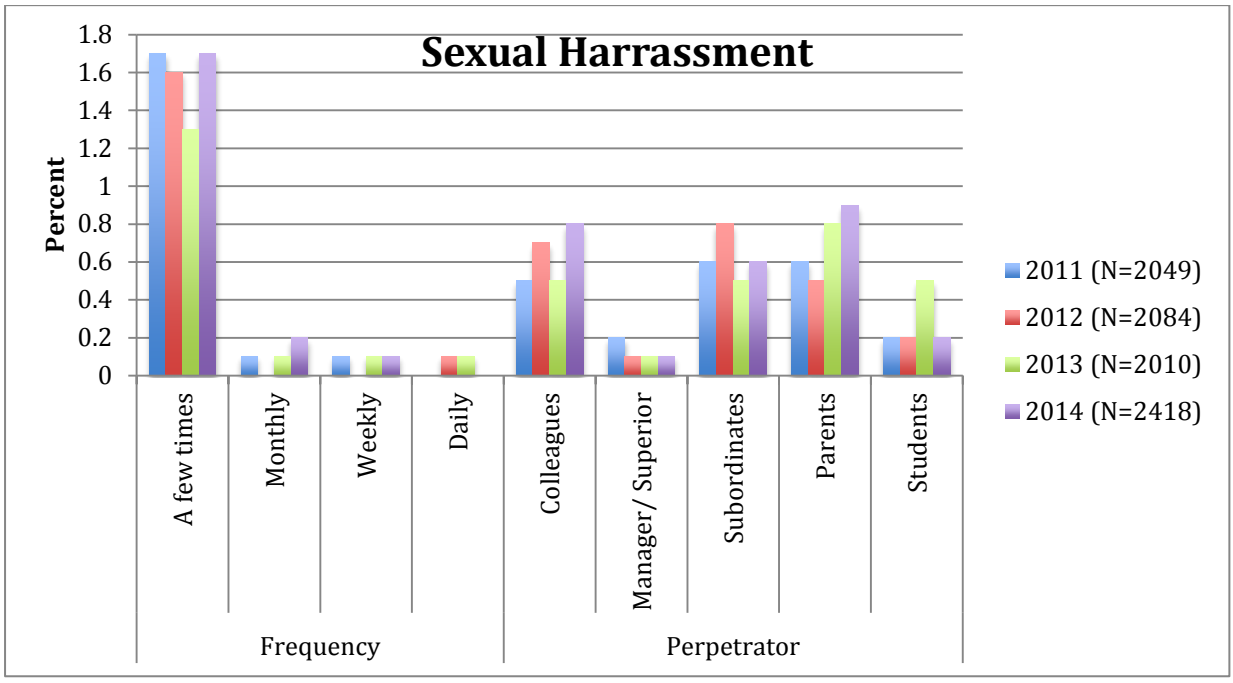

Figure 87. Copenhagen Psychosocial Questionnaire-II subscale scores: Sexual Harrassment

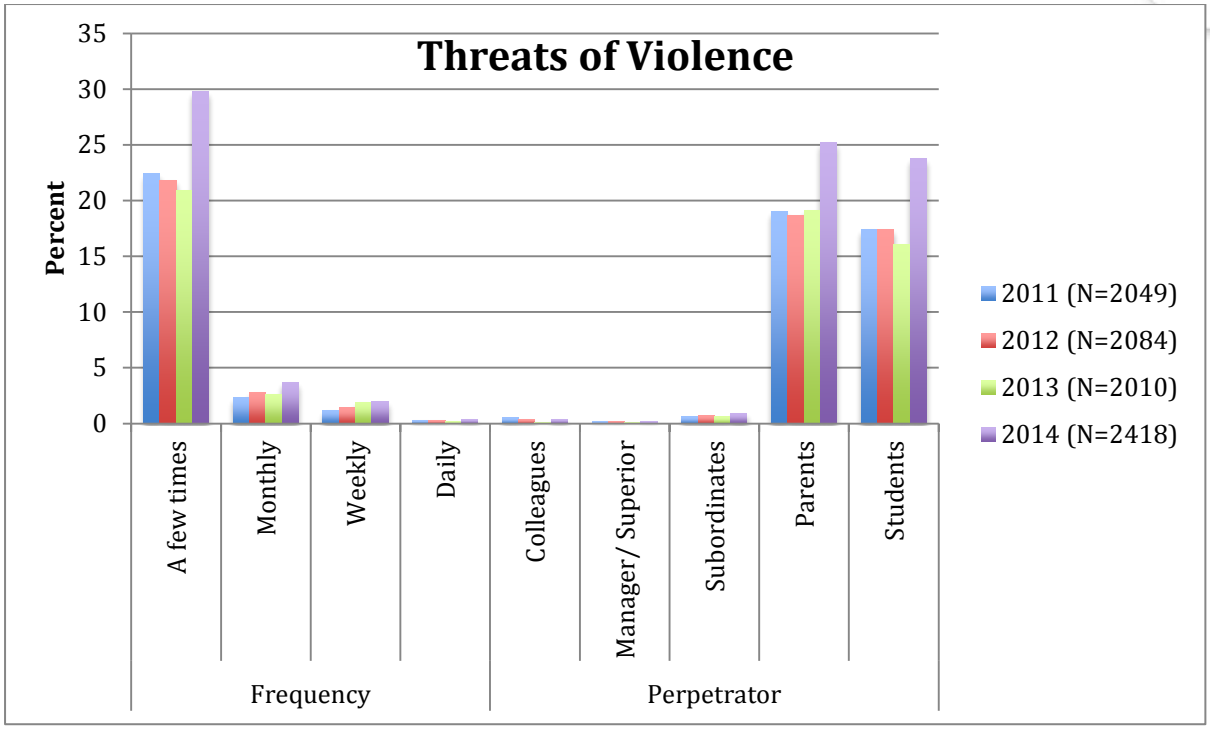

Figure 88. Copenhagen Psychosocial Questionnaire-II subscale scores: Threats of Violence

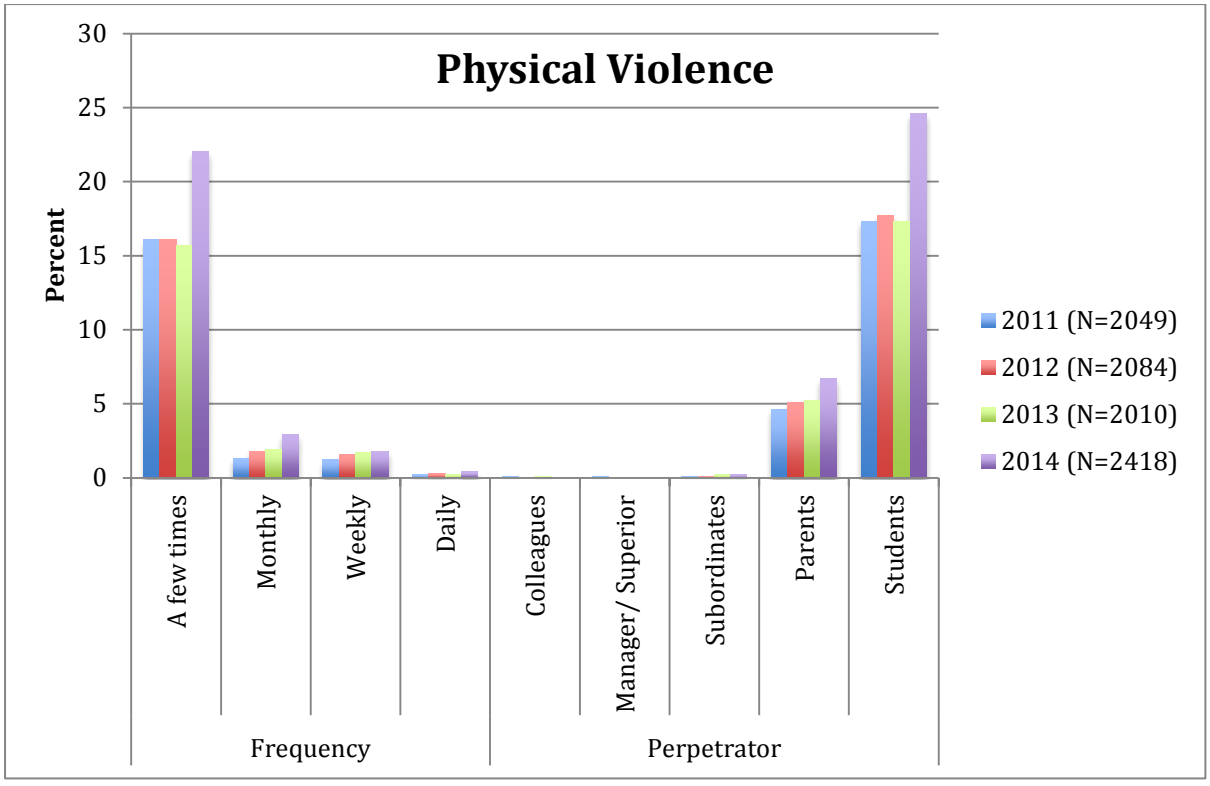

Figure 89. Copenhagen Psychosocial Questionnaire-II subscale scores: Physical Violence

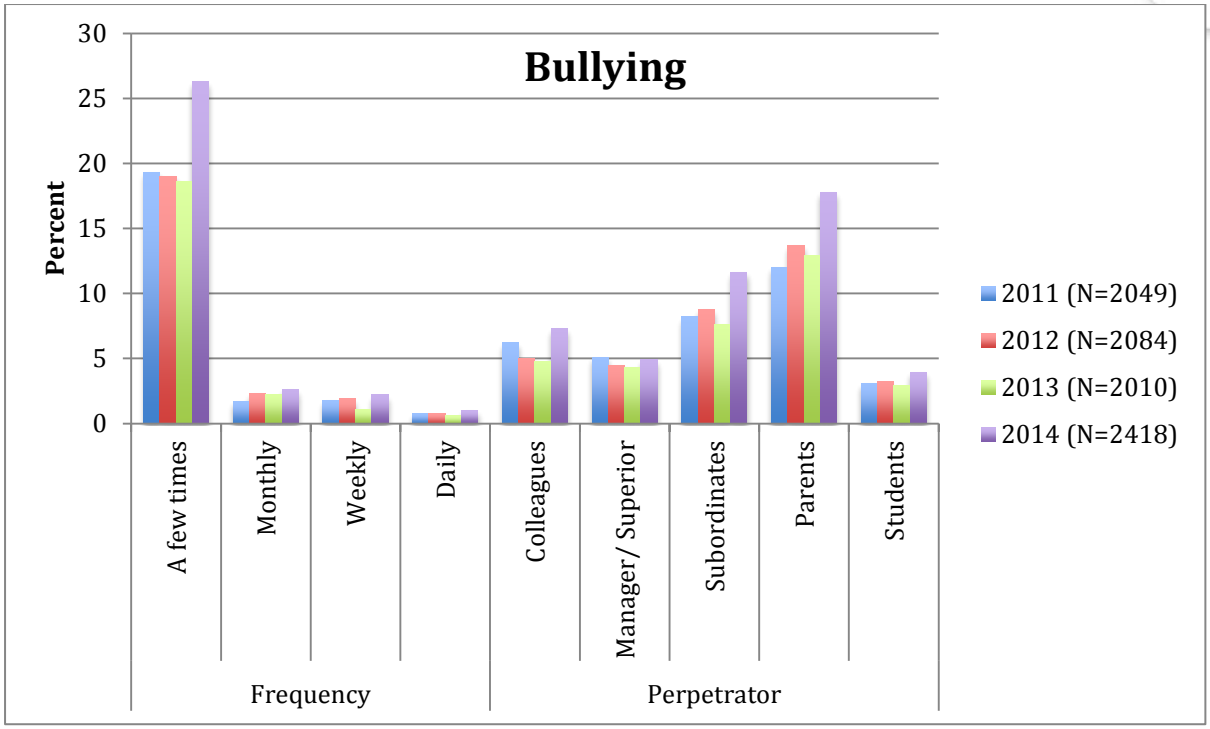

Figure 90. Copenhagen Psychosocial Questionnaire-II subscale scores: Bullying

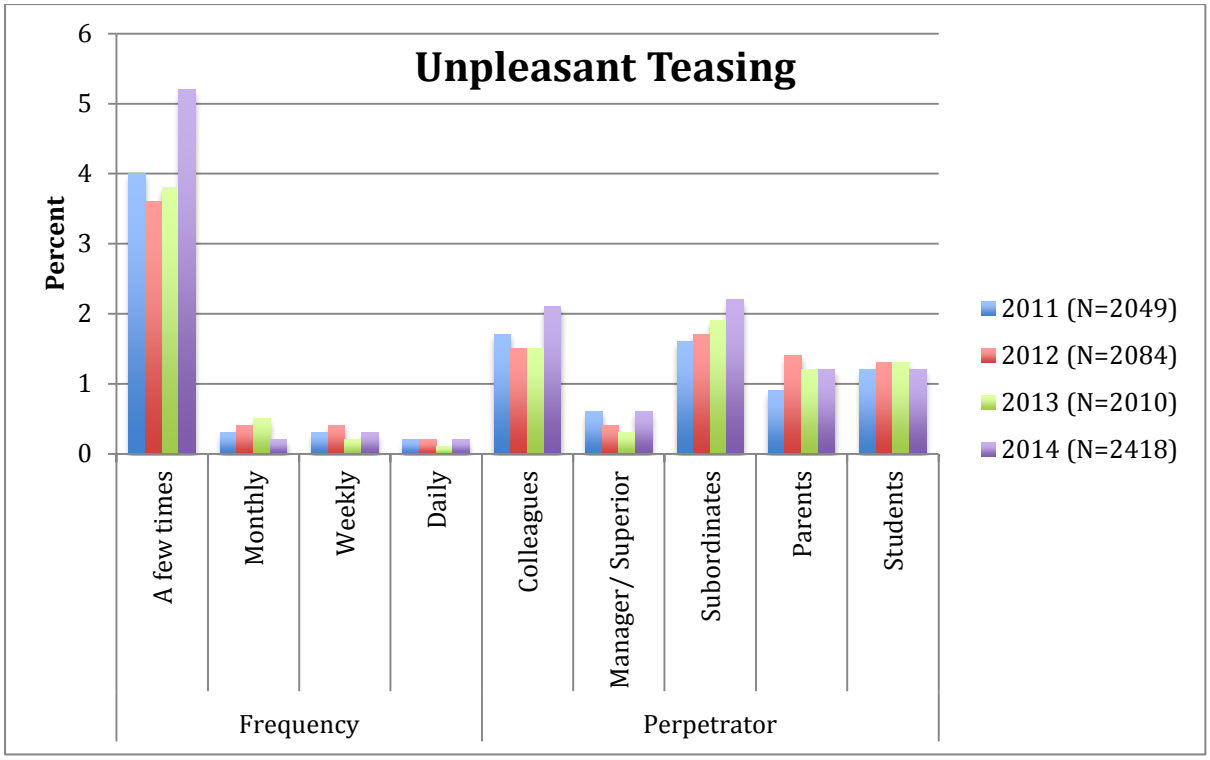

Figure 91. Copenhagen Psychosocial Questionnaire-II subscale scores: Unpleasant Teasing

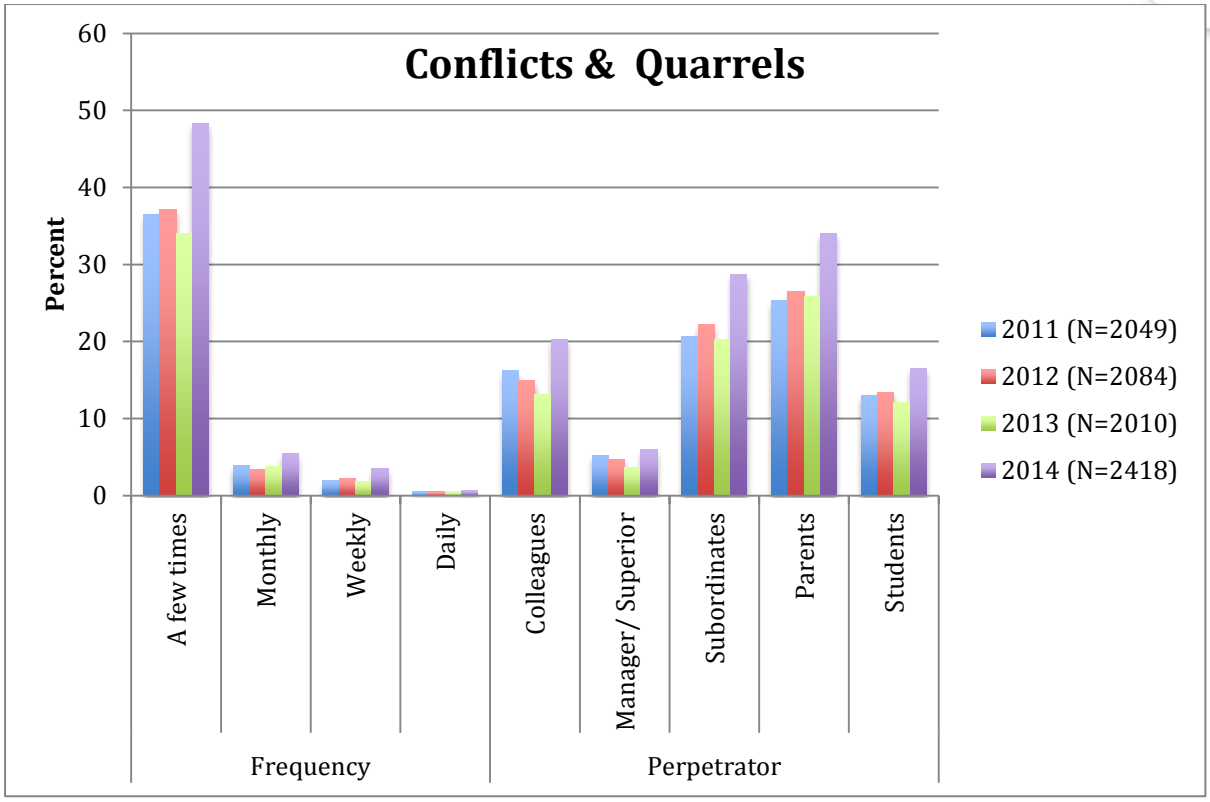

Figure 92. Copenhagen Psychosocial Questionnaire-II subscale scores: Conflicts & Quarrels

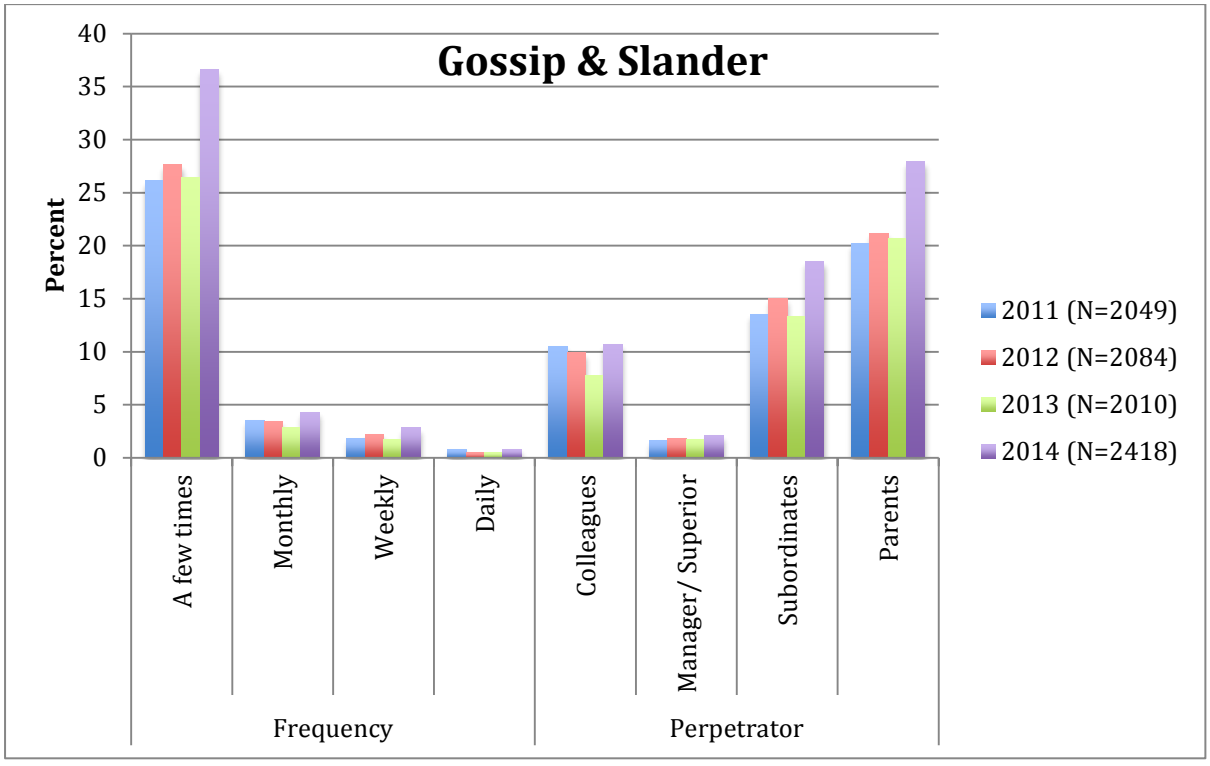

Figure 93. Copenhagen Psychosocial Questionnaire-II subscale scores: Gossip & Slander

Table 84. Prevalence of Offensive Behaviour: Threats of Violence

Threats of Violence % in each location experiencing the Offensive Behaviour				
Location	**2011**	**2012**	**2013**	**2014**
Urban	37.5	37.1	31	30.4
Suburban	34.7	33.7	37.9	34.1
Large Town	46.4	44.5	45.1	45.2
Rural	40	40.6	39.5	37.9
Remote	31.6	35.1	30	38.2

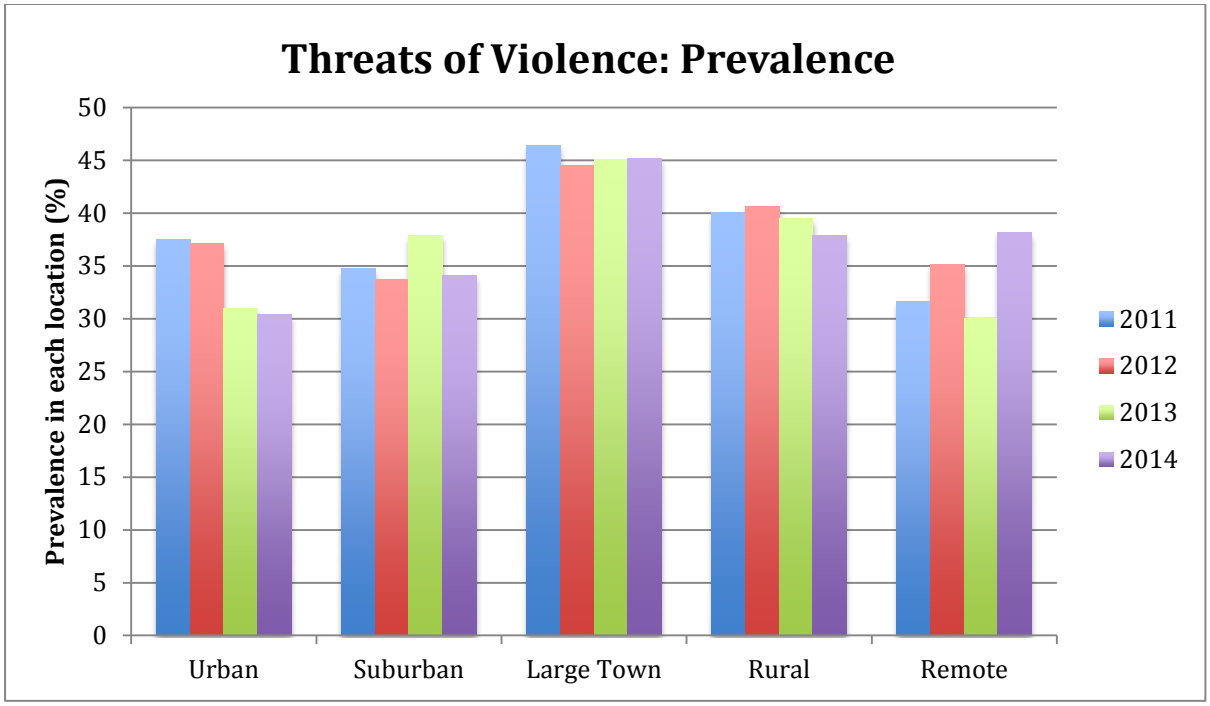

Figure 94. Prevalence of Offensive Behaviour: Threats of Violence

Table 85. Prevalence of Offensive Behaviour: Physical Violence

Physical Violence % in each location experiencing the Offensive Behaviour				
Location	**2011**	**2012**	**2013**	**2014**
Urban	27.6	25	26.6	25.7
Suburban	25.7	27.6	28.9	26.6
Large Town	33.5	35.8	35.2	33.4
Rural	26	25.9	27.7	25.1
Remote	31.6	31.1	24.3	30.3

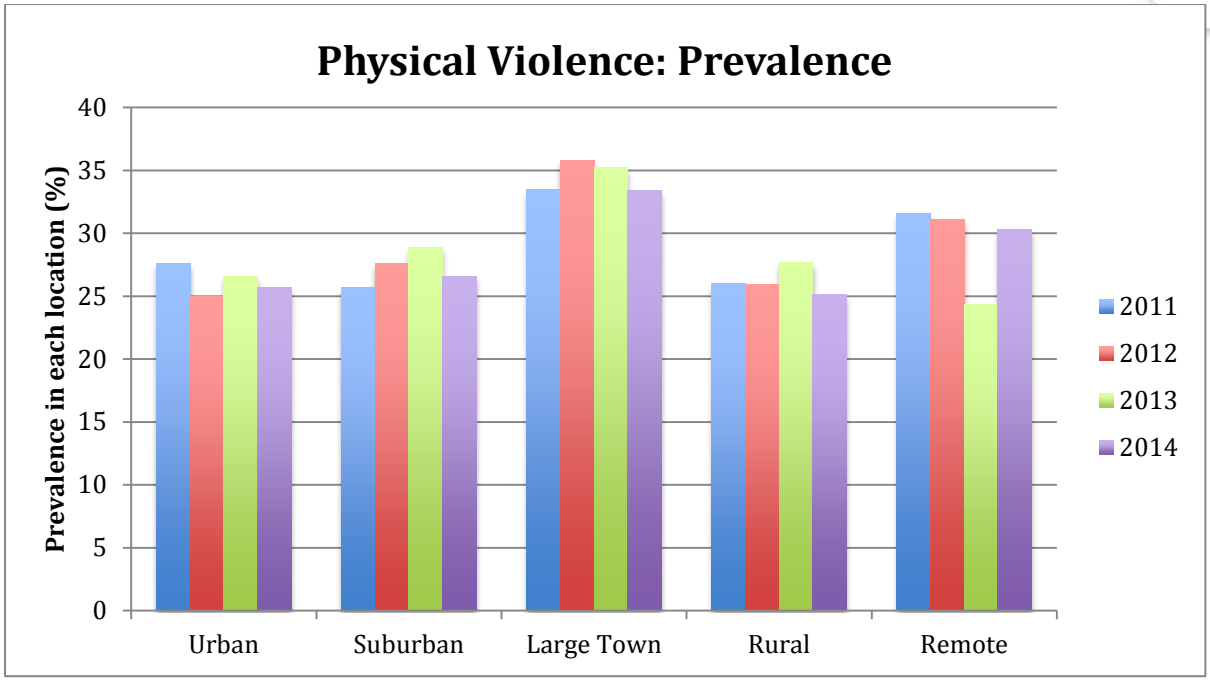

Figure 95. Prevalence of Offensive Behaviour: Physical Violence

Table 86. Prevalence of Offensive Behaviour: Bullying

Bullying				
% in each location experiencing the Offensive Behaviour				
Location	**2011**	**2012**	**2013**	**2014**
Urban	33.3	33.9	28.3	35.1
Suburban	32.3	34.5	33.1	29.1
Large Town	35.7	29.9	35.7	36.7
Rural	35.3	35.2	34.4	32.1
Remote	41.8	36.5	44.3	32.6

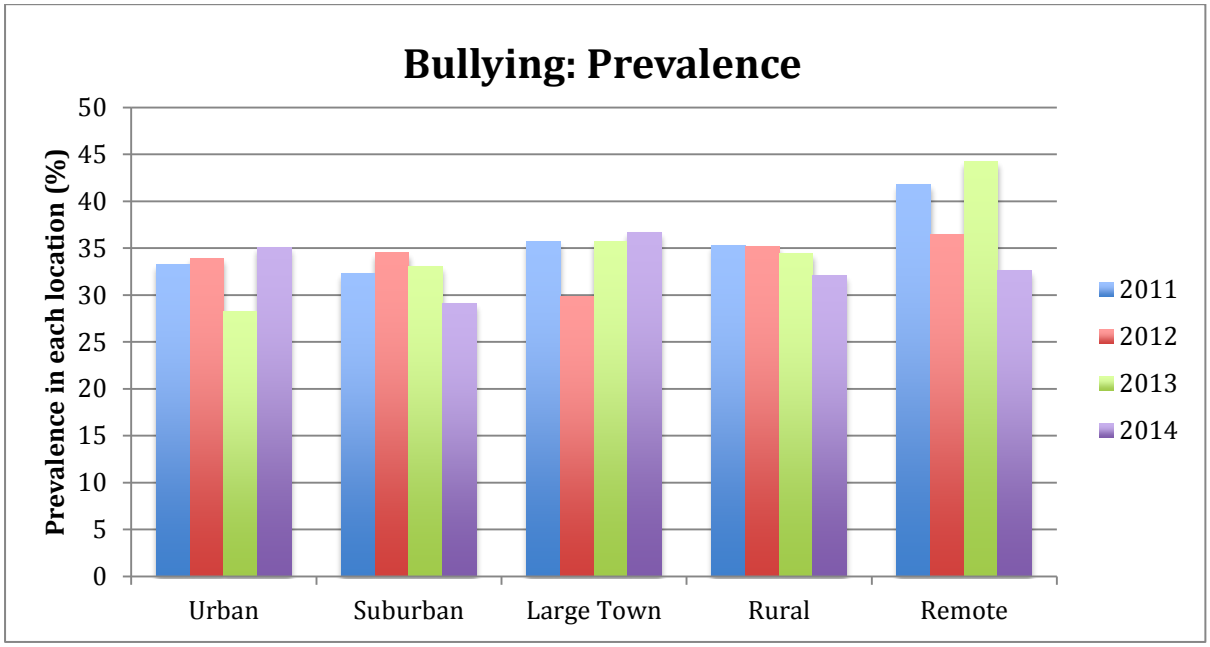

Figure 96. Prevalence of Offensive Behaviour: Bullying

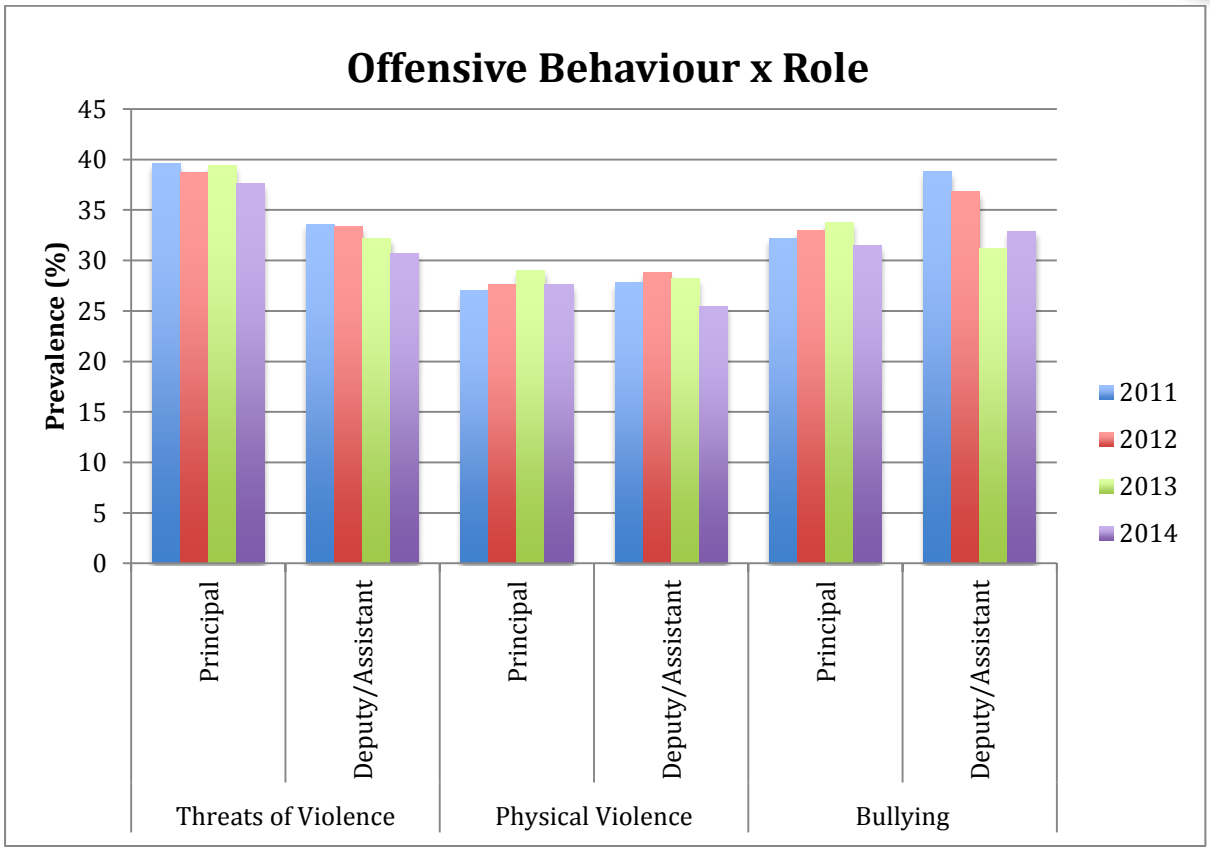

Figure 97. Prevalence of Offensive Behaviour X Role

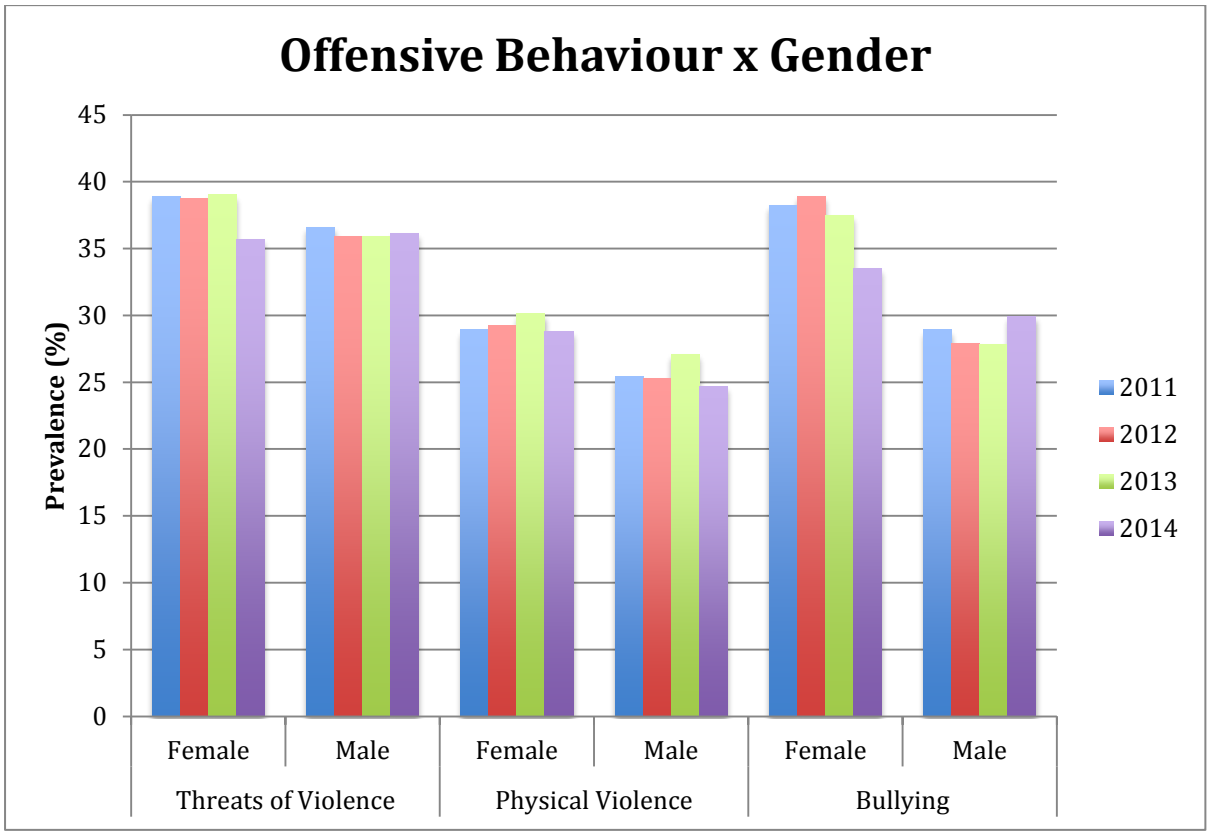

Figure 98. Prevalence of Offensive Behaviour X Gender

Offensive Behaviour by State

Table 87. Offensive Behaviour: Threats of Violence X State

State	Threats of Violence Prevalence by Year (%)		
	2011	2012	2013
NT	48.8	54.3	48.3
NSW	28.9	34.5	31.1
Vic	37.6	36.8	36.1
Qld	37.4	33.8	36.3
SA	46.3	46.1	45.4
WA	41.4	38.7	41.8
Tas	31.1	40	42
ACT	34.1	32	25

Most state data for 2014 will not be available from ACARA until 2015. Thus the 2014 data is not reported here.

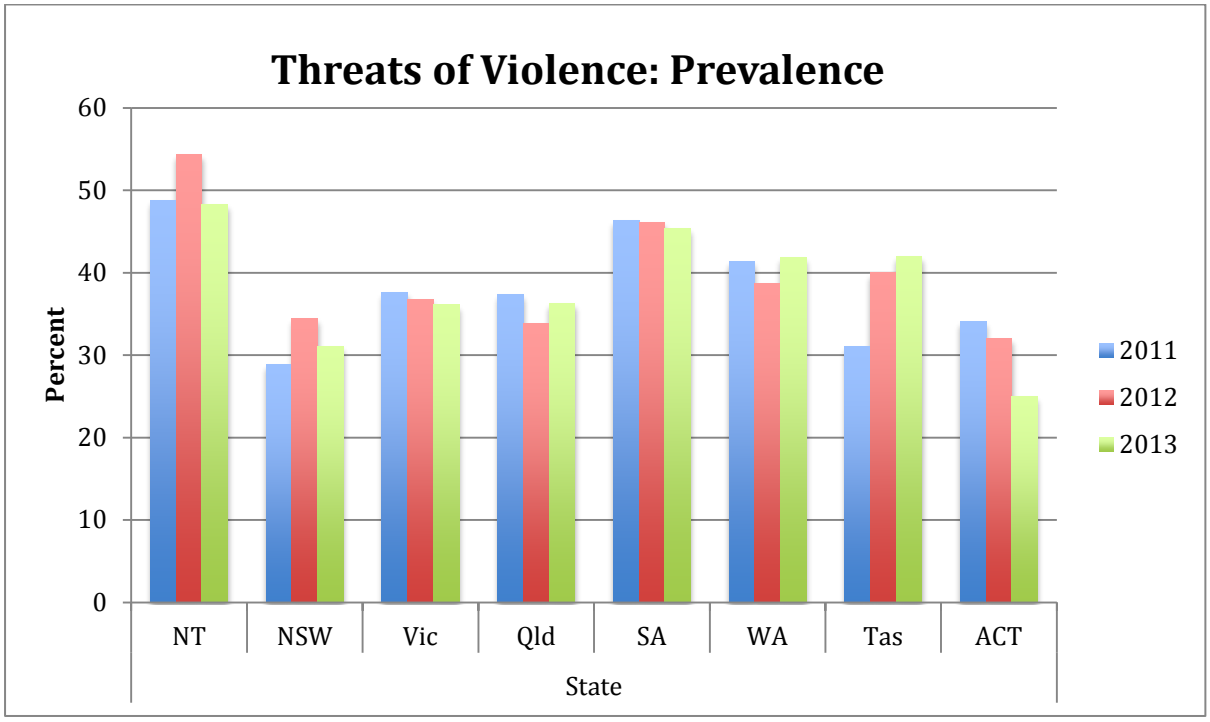

Figure 99. Offensive Behaviour: Threats of Violence X State

Table 88. Offensive Behaviour: Physical Violence X State

State	Physical Violence Prevalence by Year (%)		
	2011	2012	2013
NT	41.9	45.7	37.9
NSW	21.9	25.1	22.6
Vic	25	25.1	26.6
Qld	27.9	25.9	28.1
SA	32.7	32.6	34.2
WA	32.1	35.1	32.7
Tas	26.7	34	42
ACT	29.3	36	32.1

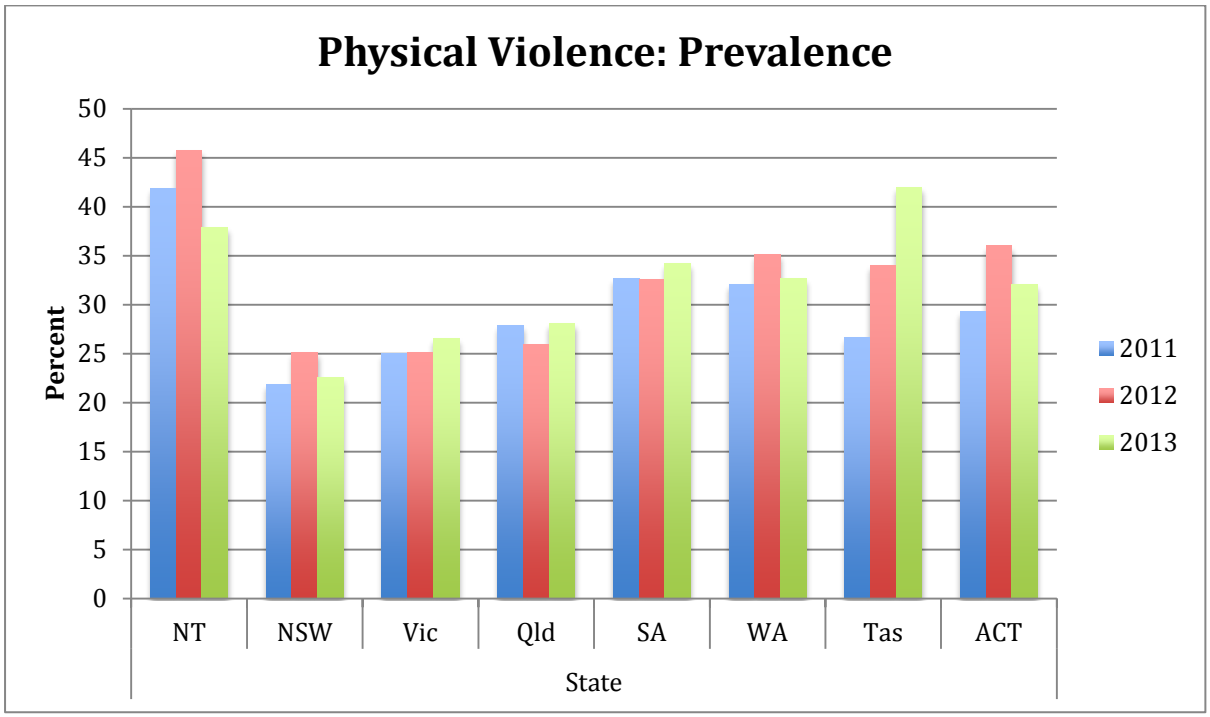

Figure 100. Offensive Behaviour: Physical Violence X State

Table 89. Offensive Behaviour: Bullying X State

State	Bullying Prevalence by Year (%)		
	2011	2012	2013
NT	44.2	28.6	37.9
NSW	40.4	46	42.1
Vic	29.7	33.7	31.3
Qld	34	29.3	29.2
SA	38	33.7	38.3
WA	34.6	32.6	33.3
Tas	40	32	42
ACT	46.3	40	28.6

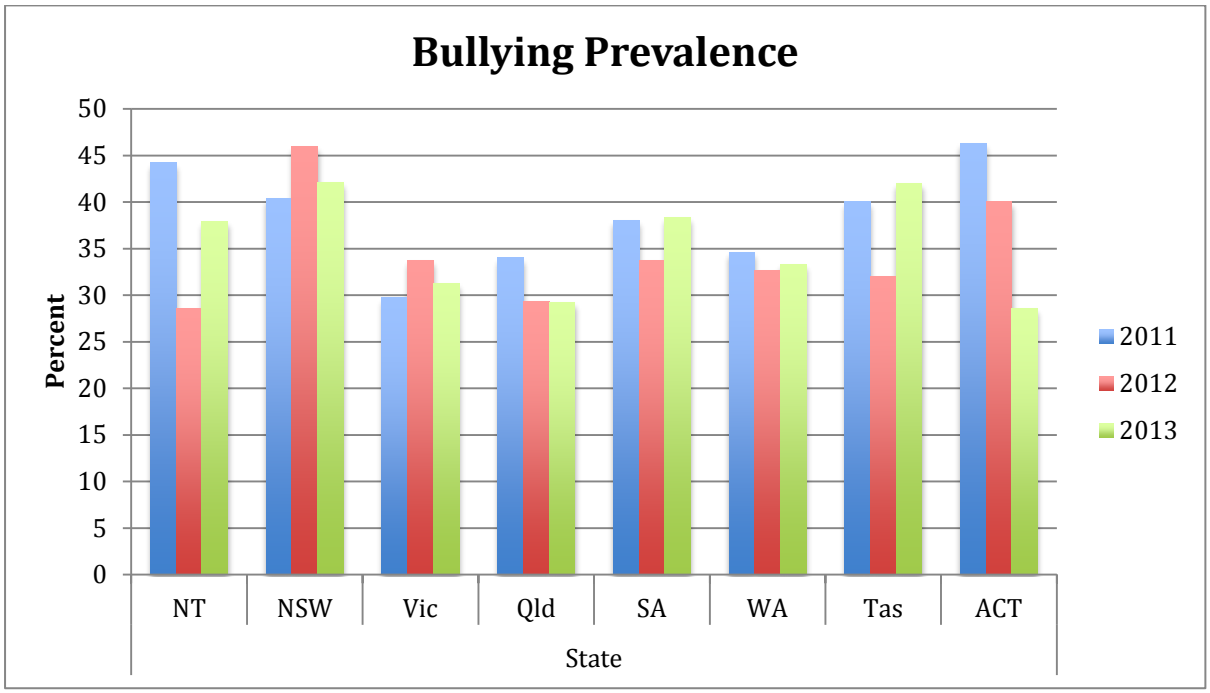

Figure 101. Offensive Behaviour: Bullying X State

Emotional Labour

The data from the 2011 report indicated that emotional labour was a significant aspect of the principal and deputy's role. In the 2012 and subsequent iterations the Emotional Labour Scale (Brotheridge, & Lee, 2003) was added to the COPSOQ-II to allow for more detailed analysis of this aspect of the role. Three years' data confirmes the continuous nature of emotional labour. It is the most stable of all aspects measured.

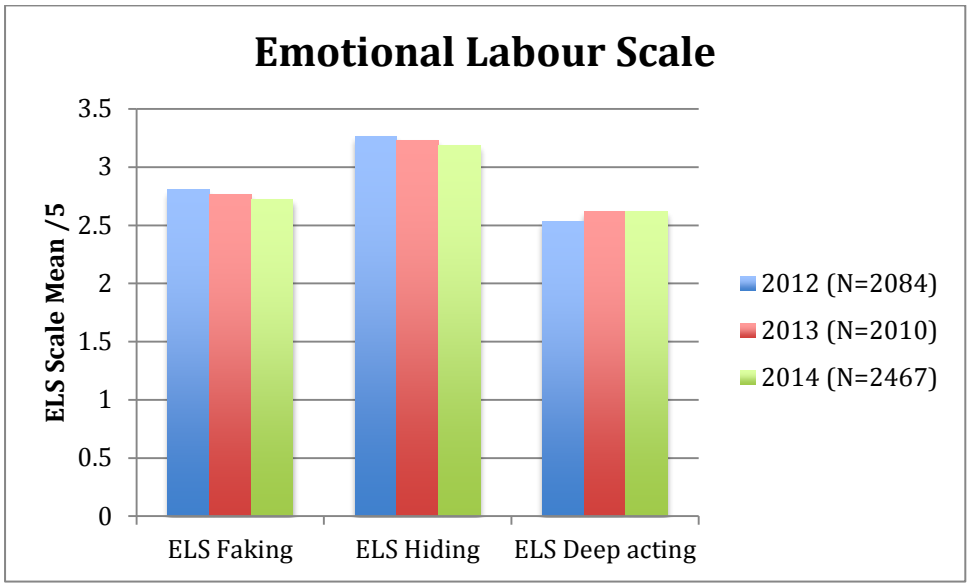

Figure 102. Emotional Labour Scale

Assessment of Quality of Life

Note these figures are psychometric weighted utility scores, not econometric. 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 90. Assessment of Quality of Life (AQoL-8D) mean scores by subscales and super-dimensions

	Assessment of Quality of Life (AQoL-8D)									
	Population		2011 (N=2049)		2012 (N=2084)		2013 (N=2010)		2014 (N=2467)	
	Mean	*SD*	Mean	SD	Mean	SD	Mean	SD	Mean	SD
AQoL8D score	81.66	9.66	79.22	9.47	78.92	9.89	78.86	10.03	79.30	10.05
Subscale										
Independent Living	93.3	10.56	93.09	8.86	92.56	9.74	92.75	9.94	92.92	9.71
Happiness	72.91	14.19	71.99	14.03	71.63	14.72	71.09	14.82	71.58	14.79
Mental Health	76.08	12.43	71.74	12.73	72.03	12.85	72.40	12.79	72.71	13.00
Coping	74.92	14.38	71.34	13.73	70.87	14.30	70.68	14.32	70.94	14.47
Relationships	84.85	11.69	82.74	11.82	82.23	12.76	82.04	12.95	82.90	12.76
Self Worth	81.71	15.21	79.72	13.93	79.65	14.64	79.44	14.70	80.19	14.89
Pain	84.5	18.43	83.83	17.95	82.86	18.49	82.29	19.10	82.67	19.16
Senses	87.79	10.1	83.84	10.10	83.36	10.01	83.31	9.98	83.45	9.81
Super Dimensions										
Psycho-Social	89.41	9.92	87.90	8.62	87.27	8.94	87.21	9.30	87.42	9.21
Physical	78.48	11.21	75.66	11.17	75.49	11.79	75.43	11.82	75.97	11.84

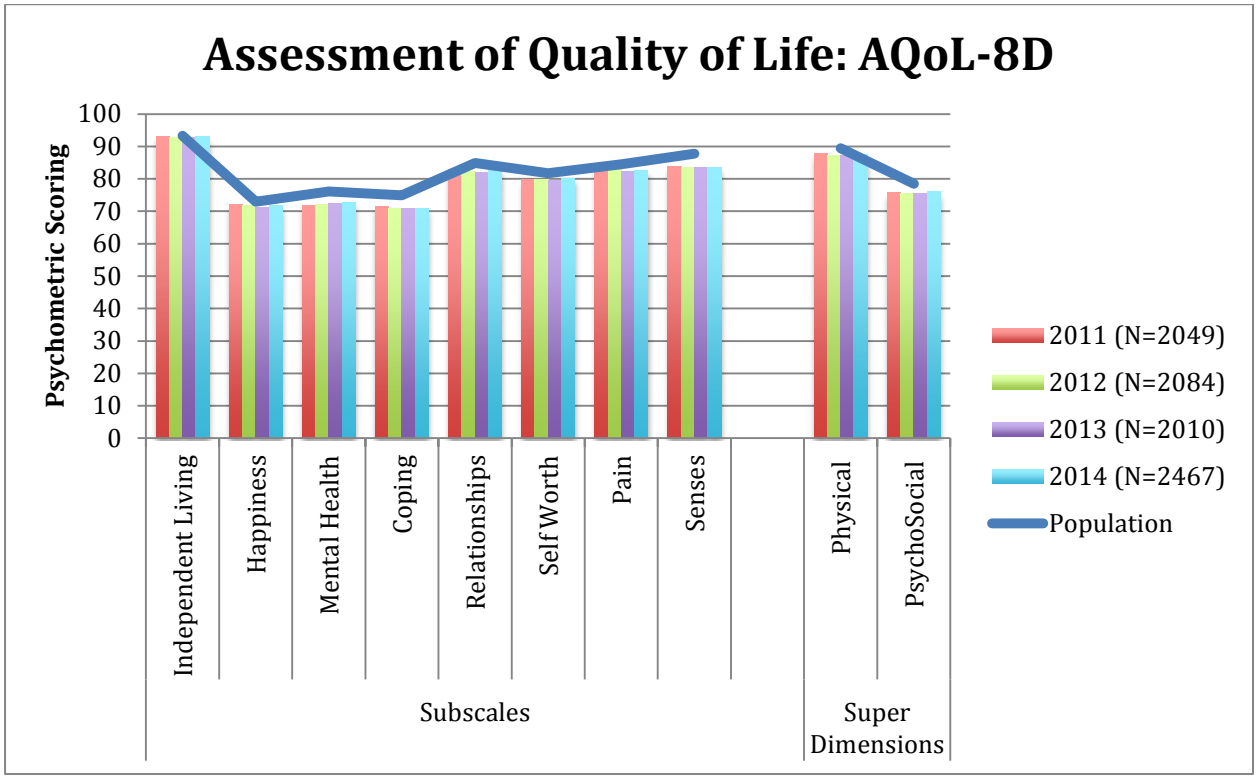

Figure 103. Assessment of Quality of Life (AQoL-8D) mean scores by subscales and super-dimensions

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