



New South Wales Secondary Deputy Principals Association Inc.

Website: <http://www.nswsdpa.asn.au>

DEPUTY PRINCIPAL WELFARE SURVEY (NO 2)– TERM 2, 2005

The NSWSDPA has been conscious of the need to identify:

- work-related stressors that impact on the performance and health of deputy principals
- processes and procedures that can be adopted to make the work of deputy principals more effective
- provisions to maintain the health, safety and welfare at work of deputy principals.

**Fill in ONE BOX only in each question. Use a black pen and keep within lines.
Responses should relate to your experiences over 2004/2005.**

A1. BACKGROUND INFORMATION

M F Male Female

Length of time as a deputy principal

A B C D A = up to 2 years B = 2-4 years C = 5-8 years D = more than 8 years

Size of school

A B C D A = less than 400 B = 400-700 C = 700-1000 D = more than 1000

Location of school

A B C D E A = isolated B = rural town C = regional centre D = outer metropolitan E = metropolitan

Socio-economic level

A B C D A = PSFP B = low C = average/middle D = above average

Significant student enrolments

A B C D A = Aboriginal B = Aboriginal and NESB C = NESB D = other

Teaching staff

A B C D A = experienced and functional B = less experienced
C = some experiencing difficulties D = dysfunctional

A2. SUPPORT NETWORKS

Do you have a support network to foster collegiality and share learning experiences?

A B C D

A = strong locally B = good network but not local C = not strong D = no network

Professional visits to see other schools in operation

A B C

A = have reciprocal visits with colleagues B = have visited another school
C = have not visited another school

School leadership team:

A B C D

A = shares issues, co-manages situations, mutually supports each other
B = has regular professional discussions
C = only meets on administrative matters
D = rarely meets

A3. As deputy principal, there are times when you need to seek support on significant work-related matters. Please indicate whether you have approached the following and indicate the value of their response to you.

A = exceeded expectation
C = did not meet expectation

B = met expectation
D = not approached

A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D

- Principal
- Other deputy principals
- NSWSDPA Welfare Officer
- School executive
- Staff within school
- School Education Director
- Regional welfare officer
- Other Regional staff
- EAP providers
- Other welfare providers
- Federation officers
- Family and friends

What would be the best support that could be provided for you when you have major issues?

Please describe the quality of professional dialogue between yourself and the following.

A = exceeded expectation
C = one-way

B = met expectation
D = low-level or poor quality

A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D

- Principal
- Other deputy(if applicable)
- Regional student welfare/equity staff
- Other regional staff
- Your head teachers
- School PL Team
- School student welfare team
- SASS
- Other staff

Describe the most efficient strategy you have used for promoting dialogue.

A4. How useful do you find the following communication strategies?

A = informative and easy to use
C = difficult to digest and process

B = varying in quality
D = not valued

E = not known

A	B	C	D	E	NSWSDPA website
A	B	C	D	E	DET memoranda
A	B	C	D	E	EAP provision for Deputy Principals
A	B	C	D	E	<i>In Schools</i> (or equivalent)
A	B	C	D	E	Legal Issues Bulletin
A	B	C	D	E	Taking Safety Seriously (OHS)
A	B	C	D	E	DET email
A	B	C	D	E	DET website
A	B	C	D	E	DET curriculum support materials
A	B	C	D	E	Regional/district office publications
A	B	C	D	E	TaLE
A	B	C	D	E	BOS publications
A	B	C	D	E	BOS website
A	B	C	D	E	Principals Council bulletins and newsletters

Other:

A5. WORKLOAD OF DEPUTY PRINCIPALS

- Are you the only deputy principal? Y = yes N = no
 Y N
- At your school: Student population = _____
Official Staffing Entitlement = _____
- Teaching time:
 - No. periods taught each fortnight = _____
 - No. minutes in each period = _____
 - Total minutes taught each fortnight =
 [(i)x(ii)] _____
- Impact of teaching on your performance as a deputy principal.
 Respond by answering: Y = yes S = sometimes N = no

Y S N Does teaching affect your capacity to optimally manage/complete tasks assigned to you as deputy principal (eg preparation & marking)?

Y S N Are you often in conflict between managing school emergency situations and teaching your class? (Does your teaching become 'disposable'?)

Y S N Is the quality of lessons taught compromised?

Y S N Does teaching reduce time for extra-curricular activities?

Y S N Does being a deputy principal often impact negatively on classes taught?

Y S N Opportunities for your own professional learning are reduced?

Comments: _____

A6. OCCUPATIONAL HEALTH OF DEPUTY PRINCIPALS

1. **“The role of a deputy principal leads to great personal satisfaction.”**

A	B	C	D
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What is your reaction? A = strongly agree B = agree C = occasionally D = rarely

2. **Professionally, how are you coping?**

A	B	C	D
---	---	---	---

A = managing well B = OK C = having problems D = need support

3. **Personally, how are you coping?**

A	B	C	D
---	---	---	---

A = managing well B = OK C = having problems D = need support

4. **Can you describe your health:**

A = good

B = affected by my role

C = affected by other factors

D = receiving treatment for work-related problems

A	B	C	D
A	B	C	D
A	B	C	D

Physically

Psychologically

Socially

5. **Respond to the following by answering:**

Y = yes

S = sometimes

N = no

Y	S	N
Y	S	N
Y	S	N
Y	S	N
Y	S	N
Y	S	N
Y	S	N
Y	S	N
Y	S	N

Are you unreasonably stressed at work?

Are you able to relax?

Can you switch off at work?

Can you switch off at home?

Do you have regular exercise?

Do you have good sleep patterns?

Do you regularly attend DPs meetings?

Do you enjoy professional interaction?

Can you talk socially with your colleagues?

What coping strategies do you use?

6. **Have you experienced any of the following in your time as deputy principal?**

A = high level/consistent B = regularly

C = occasionally

D = not at all

A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D

Sexual harassment by other deputy principals

Sexual harassment by staff at school or region/district

Sexual harassment by students/parents

Physical/emotional harassment by other fellow deputy principals

Physical/emotional harassment by staff at school or region/district

Physical/emotional harassment by students/parents

Unprofessional behaviour by senior officers

Unprofessional behaviour by executive staff

Unprofessional behaviour by school staff

Have you felt threatened in your professional role?

Comments: _____

7. **Do you feel valued by:**

Y = yes

S = sometimes

N = no

Y	S	N
Y	S	N
Y	S	N
Y	S	N
Y	S	N
Y	S	N

Students

Parents

Staff

Executive

Principal

The system

B. POLICIES AND PROCEDURES

B1. For each of the policies listed, indicate whether you have:

A = been trained and are confident in their use B = been trained but not confident
 C = not trained but confident in their use D = little knowledge of procedures
 E = not seen the procedures

A	B	C	D	E	Responding to suggestions, complaints, allegations (yellow – 4/01)
A	B	C	D	E	Internal reporting of protected disclosures (cream – 4/01)
A	B	C	D	E	Managing teachers experiencing difficulties (green – 11/99)
A	B	C	D	E	Developing improvement programs (light teal – 1/01)
A	B	C	D	E	Managing SASS having performance difficulties (red – 7/01)
A	B	C	D	E	Managing probationary teachers (gold – 7/01)
A	B	C	D	E	Teacher assessment and review (4/01)
A	B	C	D	E	Protecting and supporting young children (blue and grey – 12/00)
A	B	C	D	E	Responding to Allegations against Employees in the Area) of Child Protection (purple – 4/04)
A	B	C	D	E	Suspension and expulsion of students (sky blue and yellow – 10/98)
A	B	C	D	E	Enrolment of students with special learning needs
A	B	C	D	E	Management of serious incidents (96 page yellow folder – 2000)
A	B	C	D	E	Occupational health, safety, injury management (grey folder – 5/00)
A	B	C	D	E	Leading and managing the school (white – 6/00)
A	B	C	D	E	School development policy (white – 11/99)
A	B	C	D	E	Money matters (green folder)
A	B	C	D	E	School Manual on Financial Matters (red and green – 3/02)
A	B	C	D	E	Professional Learning Policy for Schools (blue, orange and white – 2/04)
A	B	C	D	E	Gifted and Talented Students (purple & white – 11/04)

B2. If you were to relieve as principal, could you:

A = use the procedures with confidence
 B = use the procedures with some difficulty
 C = not adequately use the procedures

A	B	C	Responding to suggestions, complaints, allegations (yellow)
A	B	C	Managing teachers experiencing difficulties (green)
A	B	C	Developing improvement programs (light teal)
A	B	C	Managing SASS having performance difficulties (red)
A	B	C	Protecting and supporting young children (grey)
A	B	C	Responding to Allegations against Employees in the Area) of Child Protection (purple)
A	B	C	Suspension and expulsion of students (sky blue and yellow)
A	B	C	Enrolment of students with special learning needs
A	B	C	Management of serious incidents (96 page yellow folder)
A	B	C	Occupational health, safety, injury management (grey folder)
A	B	C	Leading and managing the school (white)
A	B	C	Money matters (green folder)
A	B	C	School Manual on Financial Matters (red and green)
A	B	C	Professional Learning Policy for Schools (blue, orange and white)
A	B	C	Gifted and Talented Students (purple & white)

B3. RESPONDING TO SUGGESTIONS, COMPLAINTS AND ALLEGATIONS

Each section listed below is referred to in the procedures. Indicate for each whether you have:

A = used this section successfully
 C = not used this section but understand its relevance

B = use this section with difficulty
 N = not familiar with this section

A	B	C	N	Attempting resolution prior to lodging a complaint
A	B	C	N	Identifying exclusions
A	B	C	N	Assessing seriousness of the complaint or allegation
A	B	C	N	Selecting procedure for use in school context
A	B	C	N	Remedy or systems improvement
A	B	C	N	Negotiation
A	B	C	N	Investigation
A	B	C	N	Procedural fairness
A	B	C	N	Timeframe
A	B	C	N	List of possible outcomes
A	B	C	N	Appeals procedures
A	B	C	N	Glossary

a. What has worked for you in this area? _____

b. What difficulties have you experienced? _____

B4. SUSPENSION AND EXPULSION PROCEDURES

Indicate for each reference whether you have:

A = used the process successfully
 C = not used the process but understand its relevance

B = used the process with difficulty
 N = not familiar with this reference

A	B	C	N	General principles
A	B	C	N	Immediate suspension – safety, violence, threats, illegal drugs
A	B	C	N	Requirements to be followed before other suspensions
A	B	C	N	Formal disciplinary interview prior to suspension
A	B	C	N	Choice of appropriate observer by student
A	B	C	N	Notification to parents in writing
A	B	C	N	Suspension resolution meetings
A	B	C	N	New description of role of parent support person (11/01)
A	B	C	N	When School Education Director is to be notified
A	B	C	N	Prior warning and development of program of improvement before expulsion
A	B	C	N	Requirement to have placed the student on a long suspension
A	B	C	N	Parents given the reasons for expulsion and all documentation
A	B	C	N	Review and appeals process
A	B	C	N	Procedural fairness

a. What has worked for you in this area? _____

b. What difficulties have you experienced? _____

B5. MANAGING TEACHERS EXPERIENCING DIFFICULTIES

Indicate for each reference whether you have:

A = used the process successfully
 C = not used the process but understand its relevance

B = used the process with difficulty
 N = not familiar with this reference

A	B	C	N	Explained to all staff the basic principles
A	B	C	N	Ensured teacher performance is monitored and feedback given
A	B	C	N	Trained executive to act as supervisor
A	B	C	N	Organised an initial meeting
A	B	C	N	Developed an improvement program
A	B	C	N	Structured support for teachers
A	B	C	N	Monitored implementation of the improvement program
A	B	C	N	Worked through the various attachments
A	B	C	N	Prepared a report at completion of a program
A	B	C	N	Prepared documentation for an independent review

a. What has worked for you in this area? _____

b. What difficulties have you experienced? _____

B6. CRITICAL INCIDENT PROCEDURES

Y	N	Are you familiar with the current guidelines?
Y	N	Do you have a critical incident management plan?
Y	N	Is the current reporting form easy to use?
Y	N	Have you had adequate support from the School Education Director?
Y	N	Have you had adequate support from a Regional/SED office team?
Y	N	Have you used EAP to work on-site with staff?
Y	N	Do you have staff still traumatised from previous critical incidents?

Comment. _____

C. THE DEPUTY PRINCIPALSHIP

C1. When you took up duty in your current school, were the following in place?

Y = yes S = some initiatives N = no

Y	S	N	Current management plan
Y	S	N	Role statements for executives
Y	S	N	Guidelines/roles for committees
Y	S	N	Procedures for collaborative decision making
Y	S	N	Sufficient information to assess the school's financial situation
Y	S	N	Budget for the current year
Y	S	N	Procedures for ordering and authorising payments
Y	S	N	Processes for annual stock take
Y	S	N	Published HSC assessment programs
Y	S	N	Analysis of previous years' results
Y	S	N	Accurate student enrolment data
Y	S	N	Records of staff and executive meetings
Y	S	N	Data re current staffing operation

Comment on your first impressions. _____

C2. How is information e-mailed to you retained in your school?

A	B	C	D	E	N	A = hard copy/photocopy	B = filed on principal's computer	C = filed on SASS computer
						D = filed on intranet for staff to use	E = left in the e-mail	N = not filed

C3. For deputy principals in their first two years

a. How could your preparation for the position be enhanced? _____

b. Comment on your first six months in the role. _____

c. Identify significant initiatives in your first six months in the role. _____

C4. For experienced deputy principals

a. What have been your most successful contributions in your current school? _____

b. What are the challenges for experienced deputy principals? _____

c. How do you stay revitalised in the role? _____

C5. Future directions of deputy principals

a. Do you anticipate applying for principal positions? _____

b. Do you anticipate applying for other DET positions? _____

c. What is your intended date of retirement? _____

C6. FOLLOW-UP TO SURVEY (Give your name and school if applicable)

Y	N
Y	N

Would you like the Association's Executive/Welfare Officer to contact you?

Would you be prepared to share with colleagues strategies you have developed or successes you have had.

In what areas: _____

Optional - Name: _____ School: _____

All information supplied will remain private and confidential