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**Supporting positive school culture through interpersonal
engagement: Phase two report: Hampton Senior High School
December 2017**

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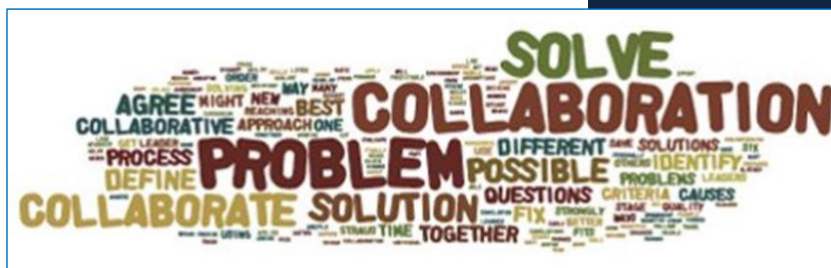
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Supporting Positive School Culture Through Interpersonal Engagement



PHASE TWO REPORT
HAMPTON SENIOR HIGH
SCHOOL
December 2017



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Project Summary

The Industry Collaboration Project, 'Supporting Positive School Culture Through Interpersonal Engagement' is a joint project between Edith Cowan University, Hampton Senior High School, Kinross College and Mindarie Senior College. The project aims to empower school leaders to co-create, implement and evaluate professional learning programs that promote enhanced staff relationships. Supporting school leaders to improve staff relationships is important because staff (both teaching and school support) are key stakeholders in children's educational outcomes (Stringer, 2013). Ensuring school staff feel valued in their school community is also of ongoing importance, particularly as staff accountability and burnout rises in the teaching profession both within Australia and internationally (Gurd, 2013; Sterrett & Irizarry, 2015).

The project has two phases. Phase One included collecting and analysing baseline data across the three participant schools, as each school presents a different context, school community and organisational structure. Phase Two was the 'action' stage of the research project. In this phase, the researchers worked with each school's leadership team to decide on one or two key areas for improvement in the school staff culture. The school leadership team then effected changes to the school culture in 2016 and 2017, and data collection was repeated in 2017 to elicit feedback from the school staff. Leadership staff at each school informally kept records of staff feedback throughout the process, so that ownership of the project and the outcomes rested with the specific leadership staff within each unique school context.

The emphasis for the action stage was on creating sustainable practices that enhance the school community. Based on the findings given to each school in Phase Two it is possible that the researchers can conduct a cross-case analysis that examines the school health factors that consistently arose in each school and begin to explore a list of key principles that are important to fostering a positive staff culture.

The uniqueness of the three case study schools involved provides an opportunity to explore school culture and relationships in diverse contexts, strengthening the generalisability of key principles developed, while also recognising school differences linked to other factors in school organisations.

Project Methodology

This project is guided by four research questions, investigated through participatory action research. The research questions being investigated are:

1. How can researchers and school leadership staff work collaboratively to sustain positive school communities?
2. What factors affect the development of positive staff relationship opportunities within their school context?
3. Does the development of positive staff relationship opportunities improve a sense school culture and community over time?
4. Does enhancing positive staff relationships increase teacher self-efficacy?

These questions are centred on both the process of collaboration between researchers and schools, and the school staff culture within each school. The inclusion of a collaborative approach between researchers and school leadership to effect change is crucial to the success of this project, as the importance of leadership staff in developing a positive school culture is frequently cited in the literature (Hoff Minckler, 2013; Mascall, Leithwood, Straus, & Sacks, 2008; Sterrett & Irizarry, 2015; Stringer, 2013).

Participatory Action Research

Participatory action research (PAR), “has a social and community orientation and an emphasis on research that contributes to emancipation or change in our society” (Creswell, 2014, p. 614). PAR goes beyond the traditional notion of action research, in which research is often limited to individual teachers solving classroom problems or small groups working to solve an internal issue within a school (Creswell, 2014). Instead PAR engages a community-based approach to solving problems or making changes within an organisation (Creswell, 2014; Kindon, Pain, & Kesby, 2007). This research project used PAR as it involved the whole school staff community giving feedback to the school organisation and any changes made within the school. Instead of researchers giving recommendations from the perspective of an ‘independent outsider’, this research sought to engage researchers and school staff in meaningful collaboration. Therefore, the approach supported active participation from the school to create sustainable change that is driven from within the school itself.

Two primary sources of data were collected in giving feedback on school staff culture in each case study school. First, quantitative data were collected through two online surveys (one completed by all staff, and an additional survey for teaching staff). Second, leadership, teaching and school support staff participated in qualitative focus groups or qualitative survey questions to further explain the areas evaluated by the whole school survey. Specific details of these data collection methods are outlined in the subsequent sections of this report. All

data collected within this phase of the study are an evaluation of the leadership-driven changes made as a result of the workshop day on 9th December 2016.

Quantitative Evaluation of Current School Culture

Two online surveys were administered at Hampton Senior High School in 2017. All staff were invited to participate in the surveys. The whole school survey was based on the School Organisational Health Questionnaire, established by the University of Melbourne (Hart, Wearing, Conn, Carter, & Dingle, 2000). This survey measures staff morale and 11 factors that affect morale:

1. Appraisal and recognition,
2. Curriculum coordination,
3. Effective discipline policy,
4. Excessive work demands,
5. Goal congruence,
6. Participative decision making,
7. Professional growth,
8. Professional interaction,
9. Role clarity,
10. Student orientation, and
11. Supportive leadership (Hart et al., 2000).

The researchers also hypothesised that staff culture will affect teachers' efficacy to teach, as goal congruence, collaboration and quality of interactions with other staff members have been shown to increase self-efficacy (Devos, Dupriez, & Paquay, 2012; Kelm & McIntosh, 2012). Therefore, the teaching staff were also invited to complete a teacher self-efficacy survey based on the Science Teaching Efficacy Belief Instrument (Riggs & Enochs, 1989). This survey was generalised so that it was applicable for all teachers; subsequently, the word 'science' was replaced with 'my subject area' throughout the questionnaire. Different subject versions of Science Teaching Efficacy Belief Instrument (Riggs & Enochs, 1989) have been validated since the original publication (Enochs, Smith, & Huinker, 2000; Roberts & Henson, 2000); however, a generalised version of the questionnaire has not yet been created. This research will determine the validity of the measurement, as well as report any significant correlation between teacher efficacy and school staff culture.

Qualitative Evaluation Using Focus Groups

A focus group was conducted with the leadership staff at the conclusion of the project. To minimise impost on staff time, teaching staff and school support staff were given the opportunity to give extended written feedback within the survey instrument. Engaging in giving feedback through the survey ensured anonymity, which was a requirement of the

project due to the sensitive nature of school culture discussion and adherence to ethics requirements, as per the National Statement on Ethical Conduct in Human Research (National Health and Medical Research Council, The Australian Research Council, & The Australian Vice-Chancellors' Committee, 2007).

Each focus group interview was audio recorded and then transcribed by an independent organisation. The researchers conducted a thematic analysis of the transcripts, combining the data for the focus groups and qualitative survey responses, until a schema of common themes emerged from the data.

Phase Two Findings

The Phase Two findings represent the response to the interventions conducted within the school. The presentation of the quantitative findings are organised by the participant demographic information, then the main factors identified as areas of improvement in the Phase One delivery of the School Organisational Health Questionnaire (Hart et al., 2000), and lastly, the indications of teacher efficacy from the Teaching Efficacy Belief Instrument. The qualitative data were used to expand on and explain the findings from the School Organisational Health Questionnaire, and therefore, the qualitative thematic analysis is presented alongside each scale of the questionnaire. Additional qualitative data can be found in an appendix as it does not pertain specifically to the intervention measures enacted by the staff.

Participant Demographic Information

Thirty-four individuals commenced the questionnaire; however, 11 responses were unusable as a result of missing data. This low number of responses inhibits the use of a number of statistical analyses. An analysis of the remaining 23 respondents indicated the following demographics:

- Nine respondents were male.
- Ten were female.
- Four preferred not to indicate gender.
- The majority of respondents were aged 46 years or more (42.9%).

The following learning areas were represented within the respondents:

- The Arts
- English
- Health and Physical Education
- Humanities and Social Sciences

- Mathematics
- Sciences
- Technologies
- Work Studies.

School Organisational Health Questionnaire

The School Organisational Health Questionnaire (SOHQ) measures morale and 11 indicators of morale in the school culture (Hart et al., 2000). The data collected from the whole school staff were initially analysed for normality of distribution and reliability. Any items that were negatively worded (e.g., There is no time for teachers to relax in this school) were reverse coded, so that a higher score indicated a higher level of school health and positive morale. The recoding particularly applies to the Excessive Work Demands scale of the instrument. The SOHQ includes the following factors that were used in the analyses for this sample:

1. Morale
2. Appraisal and recognition
3. Curriculum coordination
4. Effective discipline
5. Excessive work demands
6. Goal congruence
7. Participative decision making
8. Professional growth
9. Professional interaction
10. Role clarity
11. Student orientation
12. Supportive leadership

Where possible comparisons have been made with the Phase One data to determine if there are differences in the key factors that were the focus of Phase Two (i.e., the PAR intervention). An overall quantitative comparison is made initially, and qualitative data are then presented in the themes identified within Phase Two of the study.

Cohen's *d* effect size

In view of the small sample size ($n = 23$), a pre and post comparison was made using Cohen's effect size calculations (Cohen, 1992), rather than tests for significance.

Cohen's *d* was used to compute effect sizes as it is not subject to the size of the sample,

- Whereas, measures of significance can be so affected (Sullivan & Feinn, 2012).
- Additionally, a significant result does not inform the size of the difference between mean scores.

Comparison of pre and post PAR intervention means and standard deviations using Cohen's *d*

Two factors indicated significant growth: role clarity and supportive leadership

The three key areas for improvement identified in Phase One were:

1. Professional growth;
2. Role clarity; and,
3. Professional interactions.

All of these areas improved between Phase One and Two.

Cohen's effect size (Cohen, 1992) was calculated to determine the size of the difference, pre to post the PAR intervention period. Cohen's effect cut-offs indicate that a:

- Small effect size was .30;
- Medium effect size was .50; and
- Large effect size was .80.

Table 1. Cohen's effect size: Hampton SHS pre and post PAR intervention

	Pre	Post	Effect size
Morale	3.36 (SD .83)	3.84 (SD .68)	.63 (M)
Appraisal and recognition	3.40 (SD.81)	3.69 (SD .66)	.39 (S)
Curriculum coordination	3.53 (SD 1.06)	3.70 (SD .76)	.19
Effective discipline policy	2.89 (SD1.12)	3.23 (SD .81)	.35 (S)
Excessive work demands	2.85 (SD .74)	3.28 (SD.80)	.56* (M)
Goal congruence	3.65 (SD.68)	3.82 (SD .55)	.28
Participative decision making	3.28 (SD .90)	3.67 (SD .78)	.46 (S)
Professional growth	3.10 (SD .74)	3.60 (SD .69)	.70 (M)
Professional interaction	3.53 (SD .71)	3.95 (SD .46)	.72 (M)
Role clarity	3.24 (SD .49)	3.76 (SD .53)	1.02 (L)
Student orientation	3.90 (SD .45)	4.10 (SD .45)	.44 (S)
Supportive leadership	3.14 (SD.31)	3.81 (SD .80)	.95 (L)

*This is a negative as it suggests that work demands are perceived to have increased.

There appears to be an improvement in Hampton SHS's culture across all dimensions, **with the exception of excessive work demand**. Effect sizes that range from small through medium and large. It is of note that excessive work demands as a factor is in opposition to the other results due to the negative wording of the items; therefore, the items in this factor worked in the opposite manner to those in the others, so the increased mean post PAR intervention indicates increased work demands. The other means for the post intervention measures indicate better school health overall.

Whilst all the scales were not applied in the pre-intervention analyses, given that organisational change can have both intended and unintended effects, it is useful to see what has changed across all aspects of the instrument.

As there were three key areas for improvement, these factors will be discussed in the subsequent qualitative data presentation. The remaining factors are included as an appendix for the school's information only as these factors were not specifically targeted in the leadership staff's intervention.

In addition to providing feedback on the specific factors for improvement, the staff were asked to comment on changes they had noticed in the school. A total of 41 staff commented on changes they had noticed. Within this question (*Have you noticed changes in the College within the three areas identified? If so, please comment on the impact of these change.*) only six participants indicated they had not seen any changes and some reported only small changes: *"Very minimal changes-positive impact still not quite tangible ... yet. Change takes time."*

Four of the 41 respondents indicated that they were new to the Hampton SHS; however, one of these indicated that they had observed activities across the three key areas identified for the project during the Phase One analyses. In addition, different respondents presented a variety of items that they had observed, and this appears to be related to the specific:

- Area in which they work, or
- Learning area in which they work.

Overall, **positive comments (15)** outnumbered the **negatives (5)**. The 15 quotations that follow support a range of positive perceptions:

1. *"Principal meets regularly with staff."*
2. *"Classroom observation of these areas has also been a factor."*
3. *"More focus on school business plan."*
4. *"Performance management has set clear guidelines, providing clarity of my job description and role as a teacher."*
5. *"Professional interaction between learning areas is helping to build positive relations with others."*
6. *"Some members of executive have been more hands on than others."*
7. *"Learning Area/Senior Leadership Team meetings have greater focus."*
8. *"Increased collaboration in STEM areas."*

9. *"I see more cohesion-not only within learning areas, but across learning areas, and better communication to all stakeholders ..."*
10. *"Sharing of Professional Learning has been evident and valuable."*
11. *"There [has been] an increased amount of collaboration between departments."*
12. *"Better leadership."*
13. *"I have taken part in more formal classroom observations this year, and the process of self-reflection is stronger in the department that I work in."*
14. *"Yes, as the year has progressed, I have noticed the changes in professional growth, role clarity and professional interaction. I have noticed a particular focus on professional interactions (principal/teacher meetings) and the School is keeping on top of staff knowing their roles. Attention to addressing essential information within meetings has improved in the most recent GSM's."*
15. *"Yes, there has been changes in the three areas. The changes have resulted in some improvements in terms of: greater accountability for staff; staff gaining additional knowledge through Professional Learning (PL) shared during staff meetings and PL days; staff feeling valued and supported by the executive team, and a focus on professional conversations around effective teaching and learning practice."*

Some comments reflected items that were not noted by particular staff, or that staff reported negatively upon. Some of these comments are in opposition to positive comments made by others suggesting that changes may be sporadic and not organisation wide. The following quotations support a range of negative perceptions:

1. *"[I have] not seen any class observations take place in my learning area."*
2. *"[There is] inequity across the School in regards to workload and task distribution."*
3. *"Disengaged teachers are still working to rule."*
4. *"It is hard to find time to interact with other departments due to workload commitments."*
5. *"I have not noticed role clarity, job descriptions, or review of workload."*

In addition, staff were asked to suggest any further recommendations. This question generated less responses compared to Question 1. Staff had less to say regarding potential improvements. Seven of the 25 responses were just "no"; however, important aspects raised by a number of respondents included:

- Workload in general.
- Equitable workload.
- Role clarity.

Comments included:

1. *"Still workload and equity of task distribution concerns [me], if a staff is a high performer, they tend to be allocated more work than others. Some staff still feel as though they lack role clarity."*
2. *"The workload is still unevenly distributed between departments. More collaboration and assistance between colleagues needs to occur."*

These issues raised by some colleagues at Hampton SHS may impact upon the time available for collaboration.

“While there has been some improvement in terms of learning areas/departments within the School collaborating with each other, there needs to be greater uptake of collaboration across all areas within the School. Job descriptions and workload distribution needs some clarity and further development as I believe this is not always clear and fair.”

Another issue that is important to note is the response to change by some staff:

“Some staff are reluctant to embrace change. [The School needs to] find ways to engage them.”

These data provide some information for the leadership team to consider to support continuous improvement around the School.

Professional Growth

The first question covered the area of professional growth and the use of information and communications technology (ICT) equipment known as swivel cameras. This technology will assist an individual teacher look and analyse their own teaching practice. Such analysis will inform discussions with the line manager to accommodate some proactive steps to increase teaching effectiveness and also professional learning. The video technology (‘Swivel’) will allow critical friends to observe their teaching follow up discussions.

[A participant claimed that someone] is ordering in some ‘Swivels’ ... [the Swivel cameras had] arrived only recently ... we’ve not had a chance to use them yet ... designed for classroom observation with the English staff to begin.

The participants claimed that after staff members had been to professional learning, they were required to present a summary of their learning to the rest of the School teaching staff. Some colleagues were presenting professional learning for a number of weeks. Classroom management strategies were a major priority for the School, and Swivel ICT was deemed a positive extension of the CMS.

The School has invested quite a lot of money in [DoE’s Classroom Management Strategies (CMS)] this year ... and past [years also] ... [The School’s priority is] getting new staff into the CMS ... part of [meeting] our ongoing commitment.

The participants felt the investment was important to support all teachers, as well as preservice teachers.

Professional learning is a priority at Hampton SHS and seeking relevant professional opportunities for learning is deemed an important professional responsibility by the School and the leadership team.

[For example] ... that involves keeping up with cutting edge developments ... [and] people come back and share it ... to have that person take us through online resources and so forth ... staff found that very valuable.

Participants explained how external providers visited the school and that professional learning was very useful. Staff members were participating in professional learning with a number of schools as part of the 'Morley Schools Network', particularly in exploring new resources and strategies to deliver the curriculum.

We had some specific sessions where we had all the Maths ... English ... and the S&E departments ... together and exchanged resources ... discussed latest cutting edge things so that was quite valuable. So we do a lot of [professional learning].

The participants said being a 'Teacher Development School' provided other schools with the opportunity to access Hampton SHS expertise in Technology, Science and STEM.

We've been doing a lot of STEM [professional learning] over the last couple of years and we have a meeting for that coming up shortly for implementation [2018]. The school has invested quite heavily in resourcing those [professional learning].

Professional learning also extends into student services and year coordinators. Hampton SHS continues to invest in a range of professional learning to enhance the professional culture of the School.

We have put a lot of time and money into the professional development of the student services team ... year coordinators have been offered at least one professional learning activity and they're sharing their [professional learning] at the student services meetings ... we have special reports ... we've run two training sessions ... we've got an external provider coming in to actually run through that process with our staff.

Hampton SHS has identified ICT as an area of professional learning that is important for all students. The aim is to broaden the expertise and the qualifications of more staff members in this learning area. In addition, this will moderate the workload of those associated classes, because it can be shared amongst a number of colleagues, as well fostering collegially in the future.

So for a few people it's new apart from the fact that VET is ongoing and ever-changing ... an additional aspect to our professional learning this year ... we're a TDS for Technology.

We've presented a lot of work around digital technologies which is a new curriculum ... opportunity for ... our school to ... be reflective, so that we share that with others ... broaden ... the team members rather than it being just a couple.

Staff are required to do currency with their VET ... actually doing relevant [professional learning] that's reflected in the classroom ... what they're teaching ... [Now]they're actually doing their [Learning Area Plans] for the following year ...

thinking about that in advance ... planning where there are gaps in their [professional learning] that's going to be a requirement in order to be able to deliver VET qualifications ... [and it is] coming together quite nicely.

Professional Interaction

One of the themes that had emerged from the PAR intervention covered professional interactions. In this area Hampton SHS staff members identified key considerations: for example, how do you structure professional conversations in a periodic way? Other things that were identified related to the issue of scaffolding interactions around STEM. In addition, talking across learning areas and staff meetings was an important strategy. Furthermore, executive staff were investing in individual conversations:

[The principal] has just spent quite a large proportion of his time interviewing Heads of Learning Area and teaching staff ... So he's spent quite a lot of time making a point of actually talking one-on-one with teachers about how they're going, how they see what they're doing fitting in with the Learning Area Plan and the School Business Plan so on a personal level ... So that's really quite time consuming, but nonetheless a valuable experience.

The general consensus from the participants was that the professional conversations with executive leaders were deemed positive. The feedback from staff members overall was beneficial because the staff got an opportunity to express how they felt their personal contribution to Hampton SHS. There were able to direct voice their perspective on how they were adding value to the students' learning and wellbeing experience.

[By] preparing for the questions ... all teachers ... [made] sure they also engaged with the policy ... they may be doing, but don't really necessarily always see how it fits into the bigger picture ... [The professional conversations have] worked both ways ... giving [Staff] a direct voice to the man ... or the woman at the top ... In addition ... [the] Executive being part of Learning Area meetings ... is another opportunity to make sure that that link from top to bottom is a little bit more seamless and an opportunity to voice concerns ... clarify things.

The participants explained how Hampton SHS had engaged in a great deal of professional cross-curricula conversations covering STEM. There had been numerous meetings initiated between Mathematics Science, and ICT departments. Teachers from those departments also were invited into different departments to observe other colleagues teaching:

Every teacher in Maths, Science and ICT department [engage in professional dialogue] and look for specific things such as common themes in presenting work in an effort to standardise ... the STEM approach ... there's been a lot of interaction

among staff and peer observation has happened quite regularly across those three learning areas.

There was a great deal of positive feedback from the staff about the exercise of going into another colleagues' area and observing their learning and teaching perspective. This allowed colleagues to move outside their traditional silos and observe an alternative learning area and its learning culture.

Staff found it interesting to go into another area ... [to] see how things were done in a subject that they weren't in ... I think that was valuable for staff ... there was perceived value in getting that sort of alternate perspective.

I interviewed the grads at the beginning of this term and just asked how they were all ... I got some feedback and was able to just adjust [things] and make sure they all had their mentor and [check that all was] just ticking along nicely ... it came out that one of the teachers wanted to get Connect so I mentioned to [a senior colleague] such and such wanted Connect and by the time I actually got the email out ... it had already been done.

Another occasion ... a second year out teacher actually asked a question; 'well that's the letter of commendation you want us to use but why do we have to go to T:/ drive? Why can't we actually access it from SIS?' So we thought well why not so we've actually got that set up now and then when I was talking to her later on and said that's because you brought that point up and she was really, really chuffed that as a second year grad teacher she could bring something up to [a senior colleague] who is in charge of Student Services and actually get a whole school change which was ... really good.

The participants reinforced that the above approach is part of that professional learning style at Hampton SHS. There is a consensus that a lot of professional conversations having been positive and ongoing.

Role Clarity

With respect to the theme of role clarity, participants identified several key issues including:

- More clarity of job descriptions.
- Review of workload needed.
- The re-assignment tasks, so there is more equity between staff.

The participants were asked what interventions were put in place for the above, and to comment on how they perceived these initiative were proceeding. A number of comments were made, including:

Job clarity work within the Indigenous [area has progressed] ... having a new Deputy of Student Services, [resulted in] a new strategic plan ... [to] clarify roles.

There has been a restructure in Student Services ... we have ... a Level 4 Deputy in charge of Student Services and we listened to what people have to say about the previous structure and gone back to a structure where each year group has a year coordinator ... that's been implemented ... that's working ... well.

The support structures with that in place have been good ... two school psychologists who've divided a job and created another role ... very successful and timely in [2017].

Role clarity, a lot of it does come down to Student Services ... we have actually changed the structure of Student Services ... changed the physical rooms that they use ... took another classroom and changed that from being a classroom into Student Services so we could actually triage our students.

Participants noted that at the beginning of the year the staff had several discussions on who was taking on the new roles. The planning of these changes was seen to be developing, but this varied from where teachers worked within the School.

There is that clarity ... I can certainly see and that I know where to go when I'm working ... that's happening with Student Services, but it's also happening in other areas ... it's not a quick thing that's happening overnight, but it certainly is developing ... fairly well ... it's becoming quite clear.

The staff indicated that they are getting to that point where they know what areas have to be addressed and what roles or restructuring is required: *"There is that clarity that wasn't perhaps ... there before."*

The theme of mentoring emerged from the qualitative responses. There seemed to be positive outcomes observed in this area. This comment was linked to the new support structures being implemented at Hampton SHS:

I think the mentoring of new staff is going very well as well in terms of making sure that they are up with what's going on in the school and they've got sufficient support structures and things like that so I think that mentoring system is working really well.

Teaching Efficacy Belief Instrument

The Teaching Efficacy Belief Instrument, amended from the Science Teaching Belief Instrument (Riggs & Enochs, 1989), measured teachers' efficacy against two scales:

1. Outcome expectancy: Efficacy linked to positive student learning outcomes, and
2. Teaching efficacy: Personal efficacy about teaching in their main subject area.

In analysing the Teaching Efficacy Scale, there were positive changes in this measure from pre to post PAR intervention with small to almost medium effect sizes.

Table 2. Teaching Efficacy Scale at Hampton SHS

	Pre	Post	Effect size
Outcome Expectancy Scale	3.08 (SD .43)	3.25 (.32)	.45 (S-M)
Teaching Efficacy Scale	4.05 (SD .29)	4.18 (SD .43)	.36 (S)

Correlations between the teaching efficacy scale and the morale subscale of the School Organisational Health Questionnaire were:

1. Non-significant:
 - a. Given 41 at pre-intervention, and
 - b. 34 at post-intervention.
2. Given the range of scores (1 to 5) and the mean on the scale of above four at both points in time, this would suggest that teaching efficacy was already high and that there was little room for movement, or small sample sizes may have affected these data.

Conclusions and Recommendations

Overall, analysis of the School Organisational Health Questionnaire (Hart et al., 2000) suggested that the Hampton Senior High School participants are pleased with the positive movement in the areas that were identified in Phase One, namely:

1. Professional growth;
2. Professional interaction; and,
3. Role clarity.

The investment in professional growth was acknowledged by the staff, and ICT played a role in improving reflective practices across the school. There is also a desirability for more investment in behaviour management, although it was acknowledged that the new Student Services approach was having a positive impact within the school. Collaboration and enhanced interactions on a school-wide basis was a particularly positive point of note from the Phase Two data. This level of collegiality should be acknowledged and celebrated by the school staff.

There were still issues in workload and equity across learning areas, and it recommended that these are areas that might continue to be explored by the leadership staff at Hampton SHS.

However, the staff should note the significant increase in role clarity and supportive leadership throughout the PAR intervention process. An effect size close to or over 1 in this short period of time is a significant achievement and this is due to the commitment of the staff to improving school culture.

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Appendix A: Glossary of Statistical Terms and Symbols

Term/Symbol	Definition
Cronbach's alpha coefficient (α)	A measure of the internal consistency of a measurement scale (Cronbach, 1951). This coefficient tells the researcher how closely the items (statements) in the scale are related.
Delta (d)	The variance of each factor in the model, that is, the random error parameter for the measurement (Rungie, Coote, & Louviere, 2011).
Number (n)	The number of participants in a sample.
Significance level (p)	A measurement of change between the actual sample and the hypothesis model, resulting in the determination that the factors measured are causing an effect on the sample. A p value closer to 0 indicates a statistically strong relationship.

Appendix B: Additional Qualitative Data Themes

Morale

The participants explained that the start of 2017 had been very difficult for the Hampton SHS and its local community. The participants reflected upon the role that performance management in accommodating operational sustainability, getting in extra professional support to cover essential wellness issues. This included the professional coaching that Jill Dare (Director of 'Intrinsic') provided at the School arranged workshops. It was noted that the Senior Leadership Team were instrumental in helping staff member grow professionally and cope with the stress experienced at the beginning of the year. The following quotations from the participants summarise the professional situation at Hampton SHS.

So we've also had quite a lot of professional support and growth and I think I would make mention of the contribution not only of Student Services, but also of the two [psychologists] and the work that they have done with staff ... the Mental Health and Wellbeing Committee who have put some strategies in place to be supportive of staff in times of stress.

[In addition] To talk about the sorts of supports that can go on during the time of reporting when people get worn down ... they were talking about things like ... there's some board games in the staffroom and just things that would normally offer a bit of relief from stress ... they have been quite supportive but ... the Mental Health and Wellbeing Committee has been doing, not just this year but ongoing, has been quite significant in terms of procedures and things that they've put in place for students ... but also staff.

The Social Committee...over the last couple of years tried to get us...to a better place...sometimes a little bit of a challenge...But they persisted like recently organising [special function].

After the presentation I came back to school and spoke to one of my staff [and] ... asked her if [they] would like to take on a wellbeing role ... because she kind of does it anyway ... it was nice coming in after having had my birthday on the long weekend and I know she has also been off ... so we both came in this morning with a bottle of wine and present on her table and a card from the rest of the staff so we all sat around and had a bit of a cake at lunchtime and stuff and it was nice.

The overall consensus during the interview was that the major wellbeing issue that had occurred at the being of the year saw the Hampton SHS staff pull together, to be proactive and support each other through their formal and informal systems. They invested personally and professionally in each other. The professional learning is ongoing and is an essential focus of the Senior Leadership Team.

Further to that Jill Dare professional learning that we did on stress management and mental health and wellbeing a few of us from Senior Learning Team [went on]

to go to the leading optimal wellbeing in schools, Leading Cultural Optimal Wellbeing in Schools ... run through the Institute of Professional Learning in there and they contacted KAYA ... to deliver it ... I've done four days of that and I've got to present it back to SLT and I'll probably work with the Mental Health and Wellbeing Team to see how we can get some of those strategies in place as well.

The final conversations with the participants were covered professional conversations and the new curriculum changes coming through at Hampton SHS. It was noted that the School was in its third phase in digital technology. The participants noted there was an opportunity at the learning area level to use the meetings to stay focussed on curriculum rather than operational issues. The final discussions were reflective, concluding that there never seems to be enough time to have the long in-depth conversation about anything; however, it was suggested that these learning area meetings kept colleagues focussed, rather than drifting into the irritating aspects of the teaching day. Overall, the participants seemed to be optimistic about building better communication channels between team members, or as people come in and leave teams at different times. The following quotation offers a succinct summary of the collective position.

There's that tradition if you like of keeping focussed on what the objectives of why we are here, and hopefully that will get better over time.

Excessive Work Demands

One of the key issues that the staff members had raised during the PAR intervention was the reassignment of tasks and the notion of facilitating more equity between staff. The participants were asked if they had detected any reassignment of different tasks or levels of equity at Hampton SHS.

A level of equity seems to be ... [however] there are some departments that have got a very, very heavy [workloads] ... for example ... the Arts ... English, tend to have ... heavier loads in many, many ways ... that across the school ... becomes an equity issue because at times you see that overload with so much going on ... I agree with that ... somehow we ... need to address that.

The participants were quick to acknowledge that this workload issue could be applied to a number of learning areas. In particular, there was all the after school classes associated with science, physical education, and the various competitions being organised. Other colleagues added comments about all the preparation work that goes on, the support provide by the ICT people. The 'distinctive school' focus became part of the discussion with the success of science as a learning area being acknowledged.

In addition, the participants explained that at Hampton SHS staff were both professional and generous, and that the successes being made were not limited to a particular learning area, but were also an outcome of the support structures and behaviour management processes that were engaged and developed.

Each area ... has quite significant workloads ... because they want to value-add to what the kids do. So you say English for the marking ... Every learning area ... is just doing Market Day with the kids so every learning area adds things that they actually present as part of the curriculum.

When we talked about value-adding ... every single person said when the question was asked ... looking at the Strategic Plan review, which priority would you rate that we do the best and every person rated distinctive school because of the things that we do to value-add in terms of the education for our kids ... comes ... at a sacrifice for people in all different learning areas.

It's a really difficult one with our workload issues because I think we've got a fantastic staff ... [who] work really, really hard and we do have a lot of learning areas who are doing extra things outside of school time ... huge amounts of value-added with our distinctive school focus.

Student Orientation

Hampton SHS now has two specialist areas where students can go to. They enter one area and then they can get put into other areas where their needs can be met. This is a better situation from the previous arrangement where all students were going in and sitting in one area. This made it very difficult for the year coordinators who were trying to make telephone calls.

[We now have] a separate classroom [where students] can actually move to ... for a little bit of quiet time, their 10-minute 'chillout', then back to class and things like that. So that was a big move for the school because we actually had that room as a computer lab so we had to shift that computer lab to another classroom, which we had converted into a computer lab and then that was another classroom which actually was taken out of the function of a classroom.

The participants were also asked how the PAR space interventions were going overall. The consensus was positive.

I think really good ... it gives the kids a central place to go and ... the year coordinators utilise it quite a lot so they come out of their offices and come in there and do a day or a period or whatever and can work with the students...separate to their offices and [the] Aboriginal ... areas ... are right near the Deputy who is on hand all the time.

I think it's working well ... in there ... having the two rooms adjacent to each other with all stakeholders from Student Services ... located there ... is helpful.

In particular, the separation of those students who are there possibly for behavioural issues,

as opposed to those who are there for mental health and stress-related issues so they are separate, not all in the same room.

So it's identifying that [students have] ... different needs and different people to assist them...That's what I'm seeing.

Supportive Leadership

As an outcome from recommendations from the 'Expert Review Group' (ERG), a classification document was produced in 2017 to ensure common understandings around Hampton SHS's performance management processes.

We were going to go with the standardised process; however, we actually have deviated away from that slightly because if somebody has got a system which is very, very successful then why change it just to be the same as the next learning area. So we've actually got slightly different performance management processes; a lot of it still involves the growth coaching model but all of it is underpinned by the AITSL Standard so that's the one thing which is not negotiable ... the AITSL Standard leading to self-reflection.

How the actual Head of Department ... is actually implementing that can vary slightly, but that has been one thing which has been a common denominator through our performance management ... moving completely onto AITSL Standard as the beginning, self-reflection then moving into slightly different ways of implementing the performance management.