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A Study of Work Practices in Tasmanian Government Schools: Final report to the Australian Education Union – Tasmanian Branch

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Improving Learning

A Study of Work Practices in Tasmanian Government Schools

Final report to the Australian Education Union – Tasmanian Branch

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ACER

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ABBREVIATIONS AND ACRONYMS

ABS	Australian Bureau of Statistics
ACER	Australian Council for Educational Research
AEU	Australian Education Union
AST	Advanced Skills Teacher
FTE	Full Time Equivalent
ICT	Information and Communication Technology
SiAS	The Staff in Australia's Schools Surveys

EXECUTIVE SUMMARY

The Australian Council for Educational Research (ACER) conducted an online survey of members on behalf of the Tasmanian Branch of the Australian Education Union (AEU). The survey, which was open to teachers, school leaders (principals and assistant principals) and education support staff working in Tasmanian government schools and offices, was available to the majority of members of the Union in August 2017, and remained open for four weeks during Term 3. The survey was based on one conducted for the Victorian branch of the AEU in 2016.

The survey of the work of union members in Tasmanian government schools focussed on the hours of work by school staff, staff perceptions of their work, and the relationship between work practices and the quality of teaching. More than 3000 teachers, school leaders and education support staff completed the survey, a response rate of 60%.

TEACHERS

Teachers' work

Teachers in Tasmanian government schools are required to be on site 35 hours per week. Primary teachers have a face-to-face instructional load of 22 hours per week; secondary teachers have a face-to-face instructional load of 20 hours per week.

- Full-time primary teachers responding to the survey worked 45.8 hours in the week before the survey.
- Full-time secondary teachers responding to the survey worked 46.2 hours in the week before the survey.
- One in six teachers had worked more than 60 hours in the week before the survey.

Primary teachers

- In addition to face-to-face teaching, 92% of primary teachers worked planning and preparing lessons during non-required time on weekdays, spending 5 hours on average per week.
- 87% of primary teachers planning and preparing lessons during weekends, spending more than 3 hours on average on this task.
- 67% of primary teachers used an average of 1.3 hours of their required time to communicate with parents.
- 55% communicated with parents for an average of 1.2 hours during non-required time during the week.
- 64% of primary teachers used after-school time on weekdays to mark and assess their students' work, at an average of 2.3 hours per week.

Secondary teachers

- In addition to face-to-face teaching, 83% of secondary teachers worked planning and preparing lessons during non-required time on weekdays, spending 4 hours on average per week.
- 70% of secondary teachers planning and preparing lessons during weekends, spending close to 3 hours on average on this task.

- 65% of secondary teachers used after-school time on weekdays to mark and assess their students' work, using an average of 3.2 hours per week. In addition, 58% used weekends as well, for an average of 3 hours.
- 75% of secondary teachers used an average of 1.4 hours of their required time to communicate with parents.

Out-of-field teaching

School staffing arrangements often necessitate teachers working outside their field of expertise. Out-of-field teaching occurs in all secondary learning areas, in both the lower secondary years (Years 7–10) and the upper secondary years (Years 11–12).

- In Years 7–10, approximately one-quarter of teachers in The Arts, English/Literacy and Health & Physical Education were not trained in those learning areas.
- In Years 7–10, more than one-half of those teaching in the Technologies learning area were not trained in that learning area.
- In Years 11–12, only 9% of Science teachers were not trained in that learning area.
- In Years 11–12, 30% of Humanities teachers were not trained in that learning area.
- At both lower and upper secondary levels, the learning areas of Integrated Studies, Environmental Education, Vocational Education and Training, and other non-grouped subjects had the highest percentage of teachers who were out-of-field.
- Higher percentages of less experienced teachers were out-of-field, relative to teachers with more experience in the classroom.

Class sizes

Primary class sizes

- Teachers at the primary level reported an average class size of 23.8 students.
- One-half of primary classes had between 21 and 25 students, inclusive.
- The average class size ranged from 20.4 students in Kindergarten to 26.9 in Year 2.
- Composite (multi-grade) classes had an average size of 23.9 students.
- Overall, 38% of teachers reported that they had at least one student on the severe disability in their class.
- 81% of primary teachers reported that they had at least one student with a recognised additional need in their class.
- 91% of primary teachers reported that they had at least one student with an individual learning plan in their class.

Secondary class sizes

- Teachers at the secondary level reported an average class size of 26.4 students.
- 45% of secondary classes had between 26 and 30 students, inclusive.
- The average class size ranged from 21.0 students in non-grouped subjects, such as Vocational Education and Training, to 30.1 in The Arts learning area.
- 91% of secondary teachers reported that they had at least one student with an individual learning plan in their class.

Managing work

- Only one-quarter of teachers believe that their workload is manageable, or that they have a good work-life balance. Teachers in combined primary-secondary schools are more positive about these two aspects.
- Approximately one-quarter of teachers think about leaving the teaching profession.
- Nevertheless, more than half of all teachers look forward to the school day, with the highest percentages among teachers in specialist/support schools and primary schools.
- Only 19% of teachers in primary schools and 13% in secondary schools believe the performance and development process improves their teaching practice.

Quality of teaching

- More than one-half of teachers in all school types believe they teach well, know their students, set challenging goals for students, identify appropriate activities and resources for learning, and manage student behaviour effectively.
- Less than one-half of teachers in all school types believe they are able to meet individual students' learning needs, particularly the needs of less engaged students.
- Only a small percentage of teachers–17% or primary teachers and 12% of secondary teachers–are able to keep up with professional reading.

Teachers' suggestions for managing work

- Teachers most frequently agreed that protecting their non-contact time for teaching-related tasks–such as planning and marking–would help them manage their work.
- 80% or more of teachers agreed that a reduction in the number of government initiatives and in 'bureaucracy' would help manage their work.
- More than 80% of primary school teachers suggested that more support, from teaching assistants or education professionals, would help them; 78% agreed that more teachers would help; and 76% agreed that smaller classes would help.
- 72% of secondary teachers agreed that more teachers would help manage their work.
- In combined primary-secondary schools, 75% of teachers agreed that more teaching assistants would help manage their work.
- If teachers had more non-contact time, more than half would use it to plan more effectively to meet students' individual learning needs.

Work environment

Teachers were asked about their work environment in the month the survey, including engagement, satisfaction, support, challenging behaviours and stress.

- The most frequently cited item was dealing with challenging student behaviour, cited by 38% of primary school teachers, 33% of secondary school teachers, 42% of teachers in combined primary-secondary schools and 36% of teachers in specialist schools.
- Approximately 30% of teachers overall felt supported by their colleagues.
- Less than one-quarter of teachers felt engaged in their work.
- Only 5% of teachers felt they were on top of things at work.
- Teachers in specialist/support settings have a greater sense of purpose than do teachers in other settings.

PRINCIPALS

Principals' work

- Principals work approximately 59 hours per week during term time, including weekends, and assistant principals work 55 hours.
- Between school terms, principals work on average 28 hours per week; assistant principals work on average 25 hours per week.
- The most common tasks for primary school principals and assistant principals are managing internal administration, working with students and parents, and tasks related to the curriculum and teaching.
- Among secondary school principals and assistant principals, curriculum matters take up more time than do internal administration and working with students and parents.

Managing work

- More than three-quarters of principals and two-thirds of assistant principals look forward to the school day.
- Only 20% of principals and 25% of assistant principals believe their work is manageable and that they have a good work–life balance.
- A greater percentage of assistant principals than principals spend time leading teaching and learning at their schools.
- Slightly greater percentages of principals than assistant principals spend a majority of time on administration requirements, and are spending more time than previously on compliance requirements.
- Both principals and assistant principals believe that the performance and development reviews take a lot of time, more so for their staff than for their own reviews.
- Principals and assistant principals most frequently stated that they have developed and supported collaborative school culture and a culture of high expectations at their schools.
- Principals and assistant principals believe that they have not been able to keep up-to-date with research on student learning as much as they would like.

Principals' suggestions for managing work

- Principals and assistant principals most frequently agreed that more specialist staff are required for student wellbeing, and that the ability to attract and retain effective teachers is important.
- Principals would also prefer to have simplified compliance requirements.
- Assistant principals would also prefer to have increased budgets.
- Principals and assistant principals are less concerned about greater community involvement in schools or better access to information technology networks.

Work environment

Principals and assistant principals were asked about their work environment in the month the survey, including engagement, satisfaction, support, challenging behaviours and stress.

- More than 80% of principals and assistant principals felt supported by their administrative staff and their leadership team.

- Approximately three-quarters of principals and assistant principals felt supported by their teaching staff.
- Principals and assistant principals felt least supported by the Department.

EDUCATION SUPPORT STAFF

Two-thirds of respondents in this category are teacher support staff, working in classrooms as teacher assistants, Aboriginal education workers or special needs assistants, among other classifications. Ninety per cent of these staff are female.

Education support staff work

- 80% of support staff are in permanent positions, with the remainder on either fixed-term contracts or in a combination of fixed-term and permanent positions.
- 72% of support staff in administration positions work full-time.
- 47% of teacher support staff work part-time greater than 0.5 FTE.
- Nearly one-half of teacher support staff in primary schools never, seldom or sometimes are able to complete their work during formal work hours.
- Among administration staff in primary schools, 88% rarely finish their work
- All professional services staff stated that they never, seldom or sometimes are able to complete their work during formal work hours.
- The majority of staff in Education Support roles were required to undertake duties in addition to the work normally required of them each day.
- Support staff worked, on average, three hours per week outside paid time, with higher averages among professional services staff and support staff in specialist/support settings.

Managing work

- Approximately three-quarters of teacher support staff believe that their work is manageable, that they have a good work–life balance, and look forward to work each day.
- Among professional services staff, 17% of those in primary schools and 25% of those in secondary schools feel that their work is manageable; and 35% of those in primary schools and 27% of those in secondary schools believe they have a good work–life balance.
- Less than one-third of support staff believe that the performance and development process improves the way they do their jobs.

1 INTRODUCTION AND METHODOLOGY

1.1 Overview of the project

The Study of Work Practices in Tasmanian Government Schools was commissioned by the Tasmanian branch of the Australian Education Union (the Union) in June 2017. The study was based on a study conducted one year earlier for the Victorian branch of the Union. The study involved the design and delivery of an online survey by the Australian Council for Educational Research (ACER). The survey was available to the majority of members of the Union in August 2017, and remained open for four weeks during Term 3. Union membership comprises teachers, school leaders (principals and assistant principals) and education support staff working in Tasmanian government schools and offices.

The survey was intended to provide a detailed picture of the work done by Union members and, by extension, Tasmanian government school staff. Attention was paid to the hours spent by staff in different aspects of their work. Perceptions of workload and of its effect on staff wellbeing were considered, as were views of the school environment. The Union was particularly interested in the relationship between workload and quality of teaching, on the basis that anything that affects the quality of teaching will be likely to affect student outcomes at some level.

1.2 Organisation of the report

This report is organised into six chapters. The first chapter provides an introduction and overview of the report and the project methodology. The chapter also provides an overview of the characteristics of survey respondents and the extent to which they represent the population: the membership of the Tasmanian branch of the Union.

The survey targeted four groups: teachers, school leaders (principals and assistant principals), school support staff and educational professionals. The report considers the first three groups separately. Chapters 2-4 look at teachers, Chapter 5 looks at principals and Chapter 6 considers education support staff. There were too few educational professional staff to allow separate reporting. For each group, the demographics and characteristics of the respondents are presented, followed by perceptions and management of workload.

1.3 Questionnaire development

The Union expressed an interest in both work practices and their effects, particularly in the hours spent in different aspects of teaching and the extent of administrative work and work carried out at home. The Union was also interested in the extent to which work may affect the wellbeing of respondents and have an influence on student learning.

A survey of teachers is not easily able to collect direct evidence of student learning, however it was possible to consider how work and work perceptions might correlate with other variables affecting teachers that are known to have links with performance and therefore with student outcomes, such as job satisfaction in different areas (autonomy, mastery and purpose[1]), the extent to which activities associated with quality teaching were being undertaken, and the working environment.

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[1] After the work of Daniel Pink (e.g. Pink, 2009).

The questionnaire was developed through a process of reference to research undertaken in the workload area by ACER and others, nationally and internationally, and through interviews and focus groups with target groups. Reference work included workforce surveys conducted in Australia,[2] New Zealand[3] and England.[4] The survey used in Tasmania was adapted from one used with the Victorian branch of the Union in 2016.

In the development of the Victorian survey, ACER conducted focus groups organised by the Union, which included Union representatives of each group, including teachers and principals at both primary and secondary level. For the present survey, the Tasmanian branch of the Union reviewed the instrument and recommended changes.

The complete questionnaire is provided in Appendix 1.

1.4 Survey methodology

The population of school staff available for this study was the membership of the Union. It would have been possible to draw a sample representative of Tasmanian government schools; however, such a sample would have been limited to Union membership. The Union also indicated that it would be appropriate to allow all their members the opportunity to participate (a census) rather than a representative sample.

The survey population for this study was therefore the membership of the Union. Because the study was about work practices. Members who had not provided an email address or details of their current school were omitted.

1.4.1 Survey administration

The survey was conducted online. It was promoted by the Union through its website and member publications. ACER sent eligible participants an invitation to participate in the survey via email, and reminder emails were sent out at regular intervals to those who had not completed the survey. The key dates in the survey administration were as follows:

- 8 August 2017: Survey went live online; email invitations were sent over two days.
- 14 August: ACER sent email reminders. The Union sent a general email reminding members about the survey.
- 18 August: ACER sent second reminders, distinguishing between those who had started the survey and those who had not.
- 22 August: ACER sent third reminders.
- 25 August: ACER sent final reminders.
- 28 August: Online survey closed.

Throughout the survey, ACER provided contact information and assistance via email. The Union website also provided plain language responses to frequently asked questions.

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[2] The Staff in Australia's Schools (SiAS) surveys, see McKenzie, Weldon, Rowley, Murphy & McMillan (2014) and Weldon, McMillan, Rowley & McKenzie (2014).

[3] Ingvarson, Kleinhenz, Beavis, Barwick, Carthy, Wilkinson (2005); Wilkinson, Beavis, Ingvarson, Kleinhenz (2005); Beavis (2005)

[4] Gibson, Oliver & Dennison (2015)

1.5　Response rates and population characteristics

The response rates to the census survey are reported in Table 1.1. In total, there were 3042 respondents, representing 60 per cent of Union members. Additional tables reporting on the attributes of the respondents are presented in Appendix 2.

Teachers form the largest membership group and had a longer survey to complete than the other groups. The overall response rate of 60 per cent is much higher than the rate achieved in the Victorian survey conducted in 2016 and in the Staff in Australia's Schools survey (SiAS) conducted in 2013, which nationally achieved a final response rate of about 33 per cent.[5] Among principals and assistant principals, the response rate was extremely high at 92 per cent.

Table 1.1　Distribution of AEU membership and survey respondents rates by employment type

	AEU Membership		Survey Respondents		Response rate (%)
	Number	(%)	Number	(%)	
Education support staff	775	15.3	400	13.1	51.6
Teacher	3962	78.4	2349	77.2	59.3
Principal/Assistant principal	318	6.3	293	9.6	92.1
Total	**5055**	**100.0**	**3042**	**100.0**	**60.2**

Notes:　Advanced Skills Teachers included with all teachers. Education professionals included with Education support staff.

1.5.1　Population and survey respondent characteristics

The SiAS survey was a sample survey whereas the present survey is a census survey. As such, achieving a response of one third or more of the total population surveyed has led to a large dataset. Because a full census was not achieved the possibility exists that the responding population is not representative. The following tables compare the eligible AEU membership population to the survey respondents in several demographic areas as a means to establish, at least for those areas that it is possible to measure, that survey respondents match the population proportionally.

Table 1.2 looks at employment type by gender. Female membership and survey response is very high in Education Support. Overall, 80 per cent of respondents are female, with support staff showing the lowest representation of males (9%) and principals the highest representation, at just 26 per cent.

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[5] McKenzie, et al. (2014).

Table 1.2   AEU membership and survey respondents by gender and employment type

| | AEU Membership | | Survey Respondents | |
	Male (%)	Female (%)	Male (%)	Female (%)
Education Support Staff	11.2	88.8	9.9	90.1
Teacher	22.3	77.7	21.1	78.9
Principal/Assistant Principal	33.3	66.7	26.2	73.8
Total	**21.3**	**78.7**	**20.1**	**79.9**

Notes: Advanced Skills Teachers included with all teachers. Education professionals included with Education support staff.

Table 1.3 shows the type of school for each group of respondents in the survey. As per agreement with the Union, four types of school are used: primary schools, secondary schools, combined primary and secondary schools and specialist/support schools. In the analyses that follow, these four categories are used consistently. In some cases, however, the number of respondents in the combined primary/secondary schools and the specialist/support schools are too low to include in the analyses. Colleges are included with secondary schools.

Table 1.3   Survey respondents by school type and employment type

	Primary (%)	Secondary (%)	Primary and Secondary (%)	Specialist/ support (%)	Total (%)
Education Support Staff	50.5	31.8	11.5	6.3	100.0
Teacher	53.2	34.4	9.6	2.9	100.0
Principal/Assistant Principal	48.1	34.5	13.3	4.1	100.0
Total	**52.3**	**34.0**	**10.2**	**3.4**	**100.0**

Note: Advanced Skills Teachers are included with all teachers. Education professionals included with Education support staff.

1.6   Additional demographic background of survey respondents

Primary and secondary schools tend to be quite different environments. The majority of teachers at a primary school are generalists and teach all subjects to one class of students. The students generally spend the majority of their time in a given year with one teacher in one classroom. At secondary level teachers tend to teach in discipline or learning areas and students move to different classrooms and have different teachers for each subject area. Primary schools are generally smaller than their secondary counterparts and there are more of them as a result.

As such, analysis of the teacher workforce tends to separate the primary and secondary levels, as has been the case in the SiAS surveys and reports. This report also considers primary and secondary schools separately in analysis. In addition, combined schools (primary and secondary) and special schools are considered separately. A large majority of respondents were from primary or secondary schools (see Table 2.1) and the majority of the analysis therefore considers these two groups. While there are many combined primary/secondary schools in Tasmania, they tend to be smaller schools and have fewer teachers. As such, where only primary and secondary schools are reported, these figures do not include teachers in combined and special schools.

2   TEACHERS: DESCRIPTION OF RESPONDENTS

2.1   Introduction

This chapter provides a description of the teaching population represented by the AEU Workload Survey. It contains demographic information on the distribution of teachers, and analyses by school type (Primary, Secondary, Combined and Specialist School).

2.2   Demographics

Teachers could indicate four school types. As shown in Table 2.1, the majority were either in a primary school or a secondary school. In these two groups, there were more than 2000 respondents. There were approximately 300 teachers in combined (primary and secondary) schools and specialist schools together. These respondents numbered in the hundreds.[6]

Table 2.1   Distribution of teachers by school type

School type	Per cent of respondents
Primary	53.2
Secondary	34.3
Primary and secondary	9.6
Specialist/support	2.9
Total	100.0
n	2363

Note: Colleges are included with Secondary schools.

ABS figures for Tasmanian government primary schools show that the proportion of full-time equivalent (FTE) teachers who are male was 19 per cent in 2016.[7] Headcount figures may be lower due to different levels of part-time work amongst male and female teachers. Table 2.2 shows a lower proportion of males in primary schools at 12 per cent. Among teachers in government secondary schools in 2016, 40 per cent were male; in the Union survey, 35 per cent were male. The figures here differ from the ABS figures because of the teachers in combined primary/secondary schools, who are recorded by the ABS at the appropriate level of schooling.

Table 2.2 also shows a lower average age for male teachers compared to female in primary, secondary and specialist schools, but not in combined schools, where the average ages are lower than in other school types. The SiAS survey reported a similar difference for secondary teachers nationally (males 46 years, females 44 years) but little difference at the primary level.

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[6] The teachers most commonly considered in tables through this report are those in primary, secondary and specialist schools. Where these are indicated, teachers in combined schools have not been included, unless otherwise stated.

[7] ABS (2017) 4221.0 Table 51a

Table 2.2   Distribution and average age of teachers, by gender and school type

	Proportion in survey		Average age	
	Male (%)	Female (%)	Male (years)	Female (years)
Primary	12.3	87.7	41.5	44.9
Secondary	34.7	65.3	43.8	45.6
Primary and secondary	22.6	77.4	41.9	40.5
Specialist/support	13.0	87.0	45.4	47.6
Total	**21.0**	**79.0**	**42.9**	**44.7**

Note: Colleges are included with Secondary schools.

2.3   Experience

The average number of years teaching reported for the Union member population in Table 2.3 is much the same as that reported at the national (all sectors) levels in the SiAS survey.[8] The average length of time employed at current school reported in the SiAS survey is also similar and shows that males tend to have a slightly lower average than females at the primary level and a slightly higher average at the secondary level.[9] Teachers at secondary schools tend to have stayed at their current school for longer, on average, than their primary counterparts.

Table 2.3   Average years teaching and at current school, by gender and school type

	Average years teaching		Average years at school	
	Male	Female	Male	Female
Primary	13.2	18.1	4.6	6.2
Secondary	15.0	17.7	7.6	8.5
Primary and Secondary	13.1	13.5	7.2	6.7
Specialist/support	14.0	16.2	4.0	7.3
Total	**14.2**	**17.5**	**6.6**	**6.9**

Note: Colleges are included with Secondary schools.

2.4   Basis of employment

Teachers were asked about the nature of their employment, including their time fraction and the type of employment. Table 2.4 shows that the majority of teachers are employed on a permanent basis, with a slightly higher proportion of secondary teachers (85%) in a permanent position. The proportions are slightly higher than the national proportions in SiAS 2013.[10] Fixed-term contracts are more common in the smaller school types (combined primary/secondary and specialist/support schools) than in primary or secondary schools.

Overall slightly more than 60 per cent of teachers work full time, which is lower than in Victoria (approximately 75%) and at the national as noted in SiAS.[11] Of those who work part time, the majority work at least three days per week (0.6 FTE or above).

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[8] McKenzie, et al (2014), Table 7.4.

[9] McKenzie, et al (2014), Table 5.6.

[10] McKenzie, et al (2014), Table 5.2.

[11] McKenzie, et al (2014), Table 5.2.

Table 2.4   Teachers' basis of current employment, by school type

	Primary (%)	Secondary (%)	Primary and secondary (%)	Specialist/ support (%)
Type of position				
Permanent	84.2	84.7	75.2	77.9
Fixed term contract	8.9	7.8	15.0	17.6
Permanent and fixed term contracts	2.7	3.3	-.-	-.-
Flexible teaching pool	3.8	3.1	7.5	-.-
Relief	-.-	1.0	-.-	-.-
Total	**100.0**	**100.0**	**100.0**	**100.0**
Time fraction				
Part-time: 0.1 to 0.5 FTE	9.6	7.3	7.1	8.8
Part-time: 0.6 to 0.9 FTE	29.4	29.0	29.2	36.8
Full-time	60.9	63.7	63.7	54.4
Total	**100.0**	**100.0**	**100.0**	**100.0**

Notes: Cells with 5 or fewer respondents are not shown. Colleges are included with Secondary schools.

Teachers in part-time positions were asked if they would like to change their time fraction. Table 2.5 shows that the majority (78-79%) wanted to remain at their current time fraction, suggesting that their hours of work were their choice. Of those who wanted to change, the majority in both primary and secondary schools would prefer to increase their current time-fraction. In combined and special schools, a slightly higher proportion would prefer to decrease their time-fraction.

Table 2.5   Part-time teachers' preference for change in time fraction, by school type

Preference	Primary (%)	Secondary (%)	Primary and secondary (%)	Specialist/ support (%)
Increase	13.8	10.9	9.8	9.7
Decrease	7.2	11.3	14.6	12.9
No change	78.9	77.8	75.6	77.4
Total	**100.0**	**100.0**	**100.0**	**100.0**

Notes: Cells with 5 or fewer respondents are not shown. Colleges are included with Secondary schools.

Table 2.6 indicates the proportion of teachers responding to the survey by the levels they currently teach. The majority are either generalist primary teachers (39%) or secondary teachers (37%). About 8 per cent teach a specialist subject at primary level and 4 per cent are specialist subject teachers across primary and secondary grades. Three per cent of respondents stated that they did not have a teaching load at the time of the survey.

Table 2.6   Distribution of teachers by level of teaching

Level of teaching	Per cent of teachers
Generalist primary	39.0
Generalist/specialist primary	8.2
K-6 subject specialist	7.8
K-12 subject specialist	3.8
Secondary (7-10)	21.8
Secondary (7-12)	3.8
Senior secondary (11-12)	11.1
Ungraded classes	1.4
No face-to-face load	3.0
Total	**100.0**

2.5   Secondary teaching areas

Secondary teachers were asked to indicate which subjects they taught within the broad learning areas specified by the Tasmanian curriculum, which is the required F-10 curriculum in Tasmanian government schools. Table 2.7 indicates the proportions of teachers teaching in each area at Years 7-10 and Years 11-12. As teachers tend to teach more than one subject, columns total to more than 100 per cent.

Table 2.7   Distribution of secondary teachers by learning area and year levels taught: all respondents and full-time respondents

Learning area	All secondary teachers		Full-time teachers	
	Years 7-10 (%)	Years 11-12 (%)	Years 7-10 (%)	Years 11-12 (%)
The Arts	21.4	18.4	16.7	17.5
English/Literacy	34.9	24.3	37.1	26.8
Health and Physical Education	20.0	13.6	21.4	14.4
The Humanities	32.1	20.5	34.5	22.2
Languages	3.6	5.0	3.6	4.1
Mathematics/Numeracy	32.6	19.3	39.5	21.6
Science	28.6	11.9	32.9	13.9
Technologies	20.3	17.5	20.5	20.6
Other	25.0	29.1	27.6	29.4
Total	**100.0**	**100.0**	**100.0**	**100.0**

Notes: Columns sum to more than 100 because some respondents teach in more than one learning area. 'Other' includes Integrated Studies, Environmental Education, Library, Vocational Education and Training, School Support and other subjects.

3 TEACHERS' WORK

3.1 Introduction

This chapter reports the results of a question that asked teachers to indicate how much time they spent on 14 different activities in a typical week, in three different time periods: during their regular working hours (35 hours for a full-time teacher); outside their regular hours during the week (before school and during the evening); and on weekends. The question is reported separately for full-time generalist primary teachers and full-time secondary teachers.[12]

Teachers were also asked how many hours they had spent on all job-related activities in the week before completing the survey (Monday to Sunday). This question is not comparable to the 'usual' week questions, because it may not have been a standard week. Two possible reasons for the differences are the timing of the survey, which may have been after report-writing, and the nature of the question asked. In asking teachers to break down the time they spend on 14 different activities in three different times during the week (a total of 42 possible entries), the tendency to average to the nearest hour and to include as an average activities that may not occur every week (but the average time when they do occur is included as typical) may result in higher estimations.

3.2 Full time teachers: hours worked in a week

Teachers were asked to indicate how many hours they spent on all job-related activities in the previous week (Monday to Sunday). That is, in this case, teachers were asked about a specific work week rather than to provide an average number of hours worked in a typical week, which is the question asked in the SiAS survey.

Table 3.1 shows that the average hours worked over the previous week for full-time teachers at primary (45.8 hours) and secondary (46.2 hours) were similar to the average hours indicated for a typical week in the SiAS surveys, which were 48 hours per week for primary and secondary teachers at the national level for all sectors, government and non-government. A 2005 survey of New Zealand teachers found an average of 49.9 hours per week for full-time teachers.[13] A more recent survey in New Zealand found that full-time secondary teachers were working 52.4 hours per week on average.[14]

Approximately 70 per cent of teachers worked up to 50 hours over the previous week, and approximately one in six teachers worked more than 60 hours that week.

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[12] All teachers are required to be 'on site' 35 hours per week. Primary teachers' instructional load is 44 hours per fortnight and high school teachers' instructional load 40 hours per fortnight. *Teaching Service (Tasmanian Public Sector) Award* http://www.tic.tas.gov.au/__data/assets/pdf_file/0018/270540/Teaching_Service_Tasmanian_Public_Sector_Award_Consolidated.pdf

[13] Beavis (2005), p. 26.

[14] PPTA (2016), p. 24.

Table 3.1   Full-time teachers' average hours per week, by school type

	Primary (%)	Secondary (%)	Primary and secondary (%)	Specialist/ support (%)
Up to 45 hours	42.9	46.2	45.5	76.9
45.1 to 50 hours	27.7	22.7	24.2	23.1
50.1 to 55 hours	10.8	11.5	12.1	0.0
55.1 to 60 hours	3.0	2.7	0.0	0.0
More than 60 hours	15.6	16.9	18.2	0.0
Total	**100.0**	**100.0**	**100.0**	**100.0**
Average hours per week	*45.8*	*46.2*	*45.8*	*41.7*

Note: Colleges are included with Secondary schools.

Table 3.2 shows that in the week considered, primary school teachers on fixed-term contracts worked an additional five hours on average compared to those in permanent positions, and secondary school teachers on fixed-term contracts worked an additional two hours.

Table 3.2   Full-time teachers average hours per week, by employment classification

	Primary	Secondary	Primary and secondary	Ungraded
Permanent	45.0	46.4	47.1	41.7
Fixed term contract	49.9	48.5	-.-	-.-
Permanent and fixed term	49.6	41.5	-.-	-.-
Flexible teaching pool and relief	48.6	39.7	-.-	-.-

Notes: Cells with 5 or fewer respondents are not shown. Colleges are included with Secondary schools.

3.3   Time on task

Teachers were asked to indicate how much time they spent on a given activity in a typical week. Within that week, they were asked to consider three different times. Required time is the time they are paid to work. In the case of a full-time teacher, required time is 35 hours per week. Much of this time is spent at school. Weekday non-required time is that time outside of the 38 hours spent working. This may include time before the school day but the majority of the time would be during the evening. Teachers were also asked to indicate the amount of time they spent on activities during the weekend.

3.3.1   Full-time generalist classroom primary teachers

The first group considered are full-time generalist classroom primary teachers. Full-time teachers were chosen as they are a majority and are most likely to have a full teaching load. Leading teachers and paraprofessionals were not included. Table 3.3 shows the proportion of full-time generalist primary teachers undertaking each activity during the three time periods. The table is split into teaching-related tasks and other school activities, and activities in each section are ordered by the highest proportions undertaking them during required hours.

All full-time generalist primary teachers were spending some of their required hours teaching face to face. Very high proportions were also able to use some of their required time for planning and preparing (87%), and for communicating with parents (67%). Outside the required hours, planning

and preparing, and developing and documenting lesson plans were common tasks during weekdays and weekends.

Work during weekends was primarily teaching related, with high proportions of teachers spending time planning (87%), developing lessons (69%) and marking work (48%). Almost half of all generalist primary teachers typically spent some of their weekend on administration (41%). These results are similar to those found in the Victorian Union survey in 2016.

Only 13 per cent of primary teachers were typically involved in co- or extra-curricular activities during required time and less than 10 per cent outside required time.

Table 3.3   Percentage of full-time primary generalist teachers undertaking activities over a typical week

	Time period		
	Weekday required time (%)	Weekday non-required time (%)	Weekend (%)
Teaching-related tasks			
Face-to-face teaching hours	100.0	-.-	-.-
Planning and preparing	86.6	92.4	86.7
Communicating with parents	67.3	54.9	16.7
Developing and documenting lesson plans	63.5	74.0	68.7
Marking and assessment	61.7	64.3	47.9
Preparing and giving feedback outside class time	43.3	52.6	25.0
Talking to students about subject-related issues	40.8	14.3	4.6
Managing teaching-related issues	36.5	19.1	5.0
Other school activities			
Yard duty and supervision roles	84.6	7.8	1.2
Talking to students about non-subject issues	63.8	21.9	3.3
Additional duties	44.3	32.7	15.3
Mentoring and supervision of teachers	28.4	17.9	6.1
Extra-curricular activities	13.3	9.3	4.6
All other meetings	57.9	29.7	2.7
All other admin duties	57.2	59.7	40.8

Having established the proportions of teachers undertaking each task in Table 3.3, Table 3.4 shows the average hours those teachers spent on each activity.[15] The maximum instructional hours of work in government primary schools is 22 hours[16] and it is clear that the majority of full-time generalist primary teachers do spend about 22 hours teaching. As such, there is about 13 hours of required time during the week for other activities.

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[15] Only teachers who spent time on the activity are included in the average hours, so the averages are of hours spent and do not include teachers with zero hours. The hours in the table will sum to more than the required hours, as teachers indicated that they spent no time on some activities.

[16] http://www.tic.tas.gov.au/__data/assets/pdf_file/0018/270540/Teaching_Service_Tasmanian_Public_Sector_Award_Consolidated.pdf

Proportionally, about 79 per cent of required time is spent on teaching (56% or 22 hours) and teaching related activities (23% or about 9 hours). The most common activity outside of face-to-face teaching during required time is planning and preparing, with teachers typically spending four hours per week in this activity. The 28 per cent of teachers who mentor or supervise other teachers spend approximately 3 hours per week on this activity.

The activity that uses most time outside of required hours is planning and preparing materials for teaching, with teachers spending five hours during the week and an additional three hours on the weekend. Teachers use this outside time as well to develop and document lesson plans as part of the planning process.

Table 3.4   Average hours spent on activities by full-time primary generalist teachers over a typical week

	Time period		
	Weekday required time (hours)	Weekday non-required time (hours)	Weekend (hours)
Teaching-related tasks			
Face-to-face teaching hours	22.0	-.-	-.-
Planning and preparing	3.9	5.1	3.3
Communicating with parents	1.3	1.2	1.0
Developing and documenting lesson plans	2.3	3.0	2.5
Marking and assessment	2.0	2.3	1.9
Preparing and giving feedback outside class time	1.5	1.4	1.5
Talking to students about subject-related issues	2.5	1.5	1.6
Managing teaching-related issues	1.3	1.3	1.3
Other school activities			
Yard duty and supervision roles	2.5	1.8	2.6
Talking to students about non-subject issues	2.1	2.6	1.8
Additional duties	2.3	1.9	1.7
Mentoring and supervision of teachers	3.2	1.8	1.5
Extra-curricular activities	1.5	1.4	2.1
All other meetings	2.2	1.9	2.1
All other admin duties	1.8	1.9	1.5

Note: Columns will not sum to the total required hours, as only teachers who spent time on the activity are included in the average hours.

3.3.2   Full time secondary teachers

Table 3.5 shows the proportion of full-time secondary teachers undertaking work-related activities in a typical week. The teaching-related tasks and other activities are ordered differently from those of primary teachers and the proportions indicate some of the differences in the primary and secondary environments, although the first three activities are the same at both levels. For example, a much higher proportion of secondary teachers spend required time managing issues related to teaching (62%) than do their primary colleagues (37%). The same goes for talking to students about their work outside of face-to-face teaching time, with 69 per cent of secondary teachers and 41 per cent of primary teachers doing so.

Table 3.5   Percentage of full-time secondary teachers undertaking activities over a typical week

	Time period		
	Weekday required time (%)	Weekday non-required time (%)	Weekend (%)
Teaching-related tasks			
Face-to-face teaching hours	100.0	-.-	-.-
Planning and preparing	86.4	83.0	70.0
Communicating with parents	74.7	43.4	9.2
Developing and documenting lesson plans	72.3	67.1	50.6
Talking to students about subject-related issues	68.7	29.3	11.6
Managing teaching-related issues	66.4	24.8	4.5
Marking and assessment	62.0	65.3	57.5
Preparing and giving feedback outside class time	58.8	48.5	24.2
Other school activities			
Yard duty and supervision roles	87.7	7.8	0.9
Talking to students about non-subject issues	79.0	23.3	4.0
Additional duties	61.7	36.7	13.9
Mentoring and supervision of teachers	44.5	17.2	3.4
Extra-curricular activities	23.3	20.8	7.2
All other meetings	71.1	23.7	1.8
All other admin duties	72.9	51.9	30.4

As with primary teachers and apart from teaching itself, planning and preparing, and developing and documenting lesson plans are the most common activities undertaken by secondary teachers during and outside required hours. Marking and assessment is also common outside required hours, particularly on weekends.

The proportion of teachers undertaking other (non-teaching related) school activities is similar to primary teachers during required hours. In most cases, slightly lower proportions of secondary teachers spend time on other school activities outside required hours.

The maximum face-to-face hours of work for secondary teachers in government schools is 20 hours. Table 3.6 shows that secondary face-to-face hours is slightly lower than the maximum on average, at just over 18 hours. As with primary teachers, the most time is spent on planning and preparing, developing lesson plans and marking, although the proportion of teachers who do marking in required hours is lower. Teachers spend about an hour each typically, on managing teaching related issues, talking to students about teaching-related issues and communicating with parents.

Table 3.6   Average hours spent on activities by full-time secondary teachers over a typical week

	Time period		
	Weekday required time (hours)	**Weekday non-required time (hours)**	**Weekend (hours)**
Teaching-related tasks			
Face-to-face teaching hours	20.0	-.-	-.-
Planning and preparing	3.9	4.0	2.8
Communicating with parents	1.4	1.5	1.4
Developing and documenting lesson plans	2.4	2.7	2.3
Talking to students about subject-related issues	2.0	1.4	1.3
Managing teaching-related issues	1.4	1.3	1.0
Marking and assessment	2.3	3.2	3.0
Preparing and giving feedback outside class time	1.8	1.6	1.5
Other school activities			
Yard duty and supervision roles	1.7	2.4	4.3
Talking to students about non-subject issues	2.3	1.7	1.3
Additional duties	2.8	2.3	2.1
Mentoring and supervision of teachers	1.8	1.7	1.1
Extra-curricular activities	1.7	2.0	4.7
All other meetings	2.3	1.7	1.1
All other admin duties	2.4	2.2	1.8

Note: Columns will not sum to the total required hours, as only teachers who spent time on the activity are included in the average hours.

Secondary teachers spend less time than primary teachers on planning and preparing during non-required time on both weekdays and weekends, but they spend more time on marking and assessment. Secondary teachers also spend more time outside required hours working with students in extra-curricular activities and in supervision roles.

Secondary teachers spend time on administrative duties outside school hours at a level similar to the time spent by primary teachers.

3.4   Out-of-field teaching

One area of concern with regard to the quality of teaching, but also relevant to workload issues, is the extent to which teachers are teaching subjects other than those in which they have specialised. The Staff in Australia's Schools (SiAS) surveys have provided data on this issue[17] and a recent report noted that teachers in their first two years of teaching were more likely to be teaching out-of-field (37%) than their colleagues with more than five years of experience (25%).[18] As beginning teachers are usually still finding their way around all the requirements of teaching, it would seem likely that being required to teach outside their subject specialisations would add to their planning and preparation workload.

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[17] Weldon, McMillan, Rowley & McKenzie (2014).

[18] Weldon (2016), Figure 5.

The SiAS surveys collected data on qualifications and tertiary study as well as information on over 40 individual subjects taught in schools. The present survey condensed the number of subjects based on the Tasmanian curriculum (see section 2.5) and did not ask for details of qualifications and tertiary study. Instead, the survey provided a definition of in-field teaching as having 'completed at least one year of tertiary studies in the subject' and 'tertiary studies or professional development in methods of teaching in this subject area'. To account for professional development and experience the question went on to ask that if teachers had been teaching a subject 'for two years or more and feel comfortable and capable teaching the subject' they should also indicate that they were in-field in that subject area.

Table 3.7 shows the proportions of secondary teachers who indicated that they were teaching out-of-field in one or more subjects in each of the Tasmanian learning areas, based on the definition above. Results are split by Years 7-10 and Years 11-12. Teachers in Years 11-12 may be working in colleges, extension high schools or district schools. Subjects outside the first eight learning areas include environmental education, Library, and vocational education and training had the highest number of teachers teaching out-of-field at 64 per cent in Years 7-10 and at 35 per cent in Years 11-12. The learning areas of humanities (46%) and technologies (53%) had the highest number of teachers teaching out-of-field in Years 7-10. This is similar to the SiAS findings, where geography and history in the humanities, and media and information technology in technologies were the subjects with most out-of-field teachers nationally.[19] In Years 11-12, only 9 per cent of teachers were teaching out-of-field in science.

Table 3.7   Percentage of secondary teachers teaching out-of-field, by learning area

Learning area	Years 7-10 (%)	Years 11-12 (%)
The Arts	24.4	11.9
English/Literacy	25.5	11.3
Health and Physical Education	25.8	22.0
The Humanities	46.1	29.9
Languages	36.8	26.7
Mathematics/Numeracy	35.7	28.8
Science	33.9	8.6
Technologies	52.8	28.6
Other	64.1	34.8

Notes: 'Other' includes Integrated Studies, Environmental Education, Library, Vocational Education and Training, School Support and other subjects.

Table 3.8 shows the proportion of secondary teachers in the survey by their years of experience and their years at their current school, with teachers in colleges separate from all other secondary teachers. While the highest proportion of teachers in both locations are those with 16 or more years of experience, more than one-half of teachers in colleges have at least 16 years of experience. In addition, 23 per cent of teachers in colleges have remained at the school for at least 16 years.

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[19] Weldon (2016), Figure 3.

Table 3.8   Percentage of secondary teachers by years of experience, years at current school and secondary school type

	Total teaching experience		Years at school	
	High school (%)	College (%)	High school (%)	College (%)
Up to 2 years	6.6	5.8	22.7	15.1
3-5 years	11.5	10.8	24.6	28.6
6-10 years	23.1	16.2	25.7	22.0
11-15 years	18.6	13.9	12.3	11.6
16 years or more	40.2	53.3	14.8	22.8
Total	**100.0**	**100.0**	**100.0**	**100.0**

The differences between high school and college teachers helps to understand the differences at Years 11-12 in the percentage of teachers who are teaching out-of-field. Table 3.9 shows the proportion of teachers teaching out-of-field based on their years of experience and years at their current school. Teachers in the colleges are less frequently teaching a subject out of their field of expertise, as are teachers with more years of service.

Table 3.9   Percentage of teachers teaching out-of-field, by years of experience, years at current school and secondary school type

	Total teaching experience		Years at school	
	High school (%)	College (%)	High school (%)	College (%)
Up to 2 years	82.2	66.7	77.9	64.9
3-5 years	76.3	53.6	76.4	47.2
6-10 years	81.1	48.8	76.2	56.1
11-15 years	72.4	57.1	70.9	53.6
16 years or more	70.2	47.8	67.0	40.7
Total	**74.6**	**51.0**	**74.6**	**51.0**

3.5   Class sizes

The number of students in a class is one issue that has been debated in education circles for many years. Teachers have argued that a reduction in the number of students in a class gives the teacher more opportunities to cater to individual students' needs. Education authorities, on the other hand, argue that smaller classes do not change teaching practices, but add to the staffing budget.

How class sizes are calculated differs according to the collection. For *Schools, Australia*, the annual publication of the Australian Bureau of Statistics, class sizes are not reported. As an alternative, the publication includes student to teaching staff ratios, calculated as the number of students at a level (primary or secondary) divided by the number of teachers at that level. In 2016, the student to teaching staff ratio for Tasmanian government schools was 15.0 at the primary level and 13.2 at the secondary level (ABS, 2017). The primary ratio was equal to the national ratio for government schools, and the secondary ratio was higher by 0.6 students. Between 2001 and 2016, the decrease in the ratio in Tasmanian government primary schools was smaller than the decrease in government schools in all other states. Over the same period, the decrease in government secondary schools

was 0.2 students. In only one jurisdiction—the ACT—was the secondary decrease higher, at 0.3 students. Individual jurisdictions report actual class sizes, based on data collected from each school on the number of students in each class in each school, regardless of the number of teachers in the school.

3.5.1 Primary class sizes

For the current survey, primary teachers were asked to indicate the number of students in their classes and the number of students with additional needs. The results reported in Table 3.10 indicate that the average class size is 23.8 students across the primary grades. The smallest classes, on average, are in Kindergarten, with an average of 20.4 students. The largest classes are in Year 2, with an average of 26.9 students.

Table 3.10 also shows the percentage of classes with at least one student in each of the categories for accommodating students with additional needs. Overall, 38 per cent of primary classes have at least one student who is on the severe disability register, 81 per cent of classes have at least one student with a recognised additional need, and 91 per cent of classes have at least one student with an individualised learning plan.

Table 3.10 Average number of students in primary classes and number of classes with students with additional needs, by year level

Year level	Average number of students	Per cent of classes with students on severe disability register	Per cent of classes with students with recognised additional needs	Per cent of classes with students on an individual learning plan
Preschool	22.7	34.0	67.0	83.5
Kindergarten	20.4	23.9	65.0	72.6
Year 1	24.5	23.7	76.3	94.7
Year 2	26.9	46.7	77.8	93.3
Year 3	24.6	49.1	80.0	92.7
Year 4	24.6	47.2	86.1	100.0
Year 5	25.2	26.3	89.5	94.7
Year 6	24.2	32.7	76.9	92.3
Composite classes	23.9	41.7	87.2	95.1
All classes	**23.8**	38.2	81.2	91.3

Note: Where a year level is listed, the class comprises students in that year level only. Classes with students in multiple year levels are included with Composite classes.

Table 3.11 reports the number of classes in each of five bands. One-half of classes have 21 to 25 students and one-third of classes have 26 or more students, including 8 classes with 31 or more students.

Table 3.11   Primary classes by class size bands

Class size band	Number of classes	Per cent of classes
15 or fewer students	42	3.9
16 to 20 students	130	12.1
21 to 25 students	540	50.2
26 to 30 students	356	33.1
31 or more students	8	0.7
Total	**1076**	**100.0**

3.5.2   Secondary class sizes

In secondary schools, students move among different subjects, with class sizes varying by subject. Secondary teachers were asked to indicate the number of students in their largest classes, then to indicate the subject taught for that class. They were also asked how many students they taught who had an individual learning plan. As shown in Table 3.12, the average class size varies by learning area. The largest classes (30.1 students) are in Arts subjects; the smallest classes (21.0 students) are in non-classified subjects, such as Integrated Studies and Vocational Education and Training. The overall average class size is 26.4 students, higher than the 23.8 in primary classes. In addition, 91 per cent of secondary teachers worked with at least one student with an individual learning plan; that percentage was lowest in the Language learning area (81%) and highest in both the Science and Technologies learning areas (96%).

Table 3.12   Average number of students in secondary classes, by learning area

Learning area	Average number of students in largest class	Per cent of teachers with students with individual learning plans
The Arts	30.1	90.2%
English/Literacy	25.7	90.4%
Health and Physical Education	26.5	90.4%
The Humanities	26.3	89.9%
Languages	27.4	81.2%
Mathematics/Numeracy	26.7	90.1%
Science	29.0	96.2%
Technologies	24.5	96.2%
Other	21.0	86.2%
All learning areas	**26.4**	**90.9%**

Notes: Includes all classes in Years 7 to 12. 'Other' includes Integrated Studies, Environmental Education, Library, Vocational Education and Training, School Support and other subjects.

Class sizes vary across Tasmanian government schools, depending on the year levels in the school. Many of the extension high schools have small classes, as the program is still new and many students from these smaller communities still travel to the larger colleges. Colleges, which were included in the data collection, may have smaller classes for languages and larger classes for English and Science. Across all secondary year levels, from Year 7 to Year 12, 45 per cent of classes have 26 to 30 students, and another 13 per cent have 31 or more students (see Table 3.13).

Table 3.13   Secondary classes by class size bands

Class size band	Number of classes	Per cent of classes
15 or fewer students	87	8.1
16 to 20 students	78	7.3
21 to 25 students	292	27.2
26 to 30 students	477	44.5
31 or more students	139	13.0
Total	**1073**	**100.0**

4 TEACHERS' WORKLOAD PERCEPTION AND MANAGEMENT

4.1 Introduction

This chapter considers teachers' views about their workload, its impact and management. These perceptions are considered by school type and in light of average hours worked. Teacher responses to suggestions for the better management of workload are presented as well as the areas teachers would prioritise if time allowed. The chapter closes with a consideration of teachers' perceptions of their working environment.

4.2 Perception of workload

Teachers were asked to indicate the extent to which a series of statements applied to them on a 4-point scale where 1 = Never or seldom, 2 = Sometimes, 3 = Often, 4 = Nearly always or always. Table 4.1 shows the proportion of teachers who indicated 3 Often or 4 Nearly always or always, for teachers in primary, secondary, combined and special schools.

Only about one quarter of teachers think that their workload is often or nearly always manageable, and about the same proportion feel that they often or nearly always had a good balance between home and work. Nevertheless, only 30 per cent of teachers in primary schools and 38 per dent in secondary schools indicated that their workload at some stage had a negative effect on their quality of teaching. Approximately one third of teachers in all schools indicated that their workload often or nearly always adversely affected their health, but overall more than one-half of teachers regularly look forward to the school day. Just over one quarter of teachers regularly think about leaving the teaching profession.

Questions were also asked about the performance and development review process. Approximately 40 per cent of teachers feel that the process takes up a lot of time, while less than 20 per cent of teachers feel that the process regularly improves their teaching.

Table 4.1   Teachers' perceptions of workload and workload issues, by school type

Perceptions	Primary (%)	Secondary (%)	Primary and secondary (%)	Specialist/ support (%)
My workload is manageable	22.3	26.4	39.3	21.4
I have a good balance between home and work	21.9	26.0	45.9	28.6
My workload at school has a negative effect on the quality of my teaching	30.0	37.8	27.9	21.4
I think about leaving the teaching profession	26.9	27.6	24.2	28.6
I look forward to the school day	63.0	52.5	46.8	64.3
My workload leaves me little time to provide necessary additional support for my colleagues	53.4	56.6	51.6	50.0
My workload adversely affects my health	33.2	33.9	25.8	35.7
I have enough time to ensure that the vast majority of my lessons are well planned	31.8	23.3	26.2	35.7
I am expected to deliver too much curriculum content	65.8	52.2	32.3	28.6
The Performance and Development process/review takes up a lot of time	40.7	41.4	38.7	28.6
The Performance and Development process/review improves the way I teach in the classroom	19.2	12.7	22.6	8.3

Notes: Figures indicate the percentage of respondents who indicated often or always to each item. Colleges are included with Secondary schools.

4.3   Perception of workload and quality of teaching

Teachers were asked to indicate the extent to which they felt they had been able to meet 18 demands of quality teaching this year. The question used a 7-point scale, from 1 (Not at all) to 7 (To a great extent), with the options from 2 to 6 simply numbered. Table 4.2 shows the percentages who indicated 5-7 on the scale, by type of school.

In most cases, a higher proportion of primary teachers than secondary teachers indicated that they have been able to undertake these teaching tasks to a reasonable extent this year. The highest proportions indicated that they knew their students as well as they needed to, and two-thirds felt that they had been teaching as well as they were able to. Secondary teachers more commonly than primary teachers felt they were able to meet the needs of highly engaged students and set challenging goals for students. Very few teachers (15-20%) felt that they had been able to keep up with professional reading and research in their field.

Table 4.2   Percentage of teachers who stated they have been able to undertake various teaching tasks this year, by school type

	Primary (%)	Secondary (%)	Primary and secondary (%)	Specialist/ support (%)
Teach as well as you can	68.6	64.4	65.0	78.6
Know students as well as you need to	74.2	65.3	66.7	85.7
Meet students' individual learning needs	48.0	38.8	43.3	71.4
Plan effectively for students' individual learning needs	45.6	32.0	37.3	64.3
Meet needs of students less motivated to learn	32.5	18.9	18.3	57.1
Meet the needs of students struggling with their learning	34.1	25.4	20.3	57.1
Meet the needs of highly engaged students	52.9	54.1	50.0	64.3
Set challenging and worthwhile learning goals for students	62.7	64.5	61.0	85.7
Implement suitable and engaging learning activities to meet learning goals	65.3	62.0	61.7	78.6
Select appropriate and interesting teaching and learning resources	64.1	58.9	65.0	64.3
Monitor and assess student progress effectively	52.9	51.6	50.0	57.1
Manage student behaviour effectively	67.9	62.7	56.7	100.0
Share and analyse resources, activities and student work with colleagues	37.7	30.7	33.3	64.3
Keep up with professional reading and research in your field of teaching	16.6	11.9	16.7	35.7
Provide timely and useful feedback to students about their learning	45.0	40.8	43.3	50.0
Reflect on and evaluate the quality of your teaching	41.5	30.9	45.8	57.1
Develop your professional expertise as a teacher	40.1	25.0	36.7	50.0
Meet the needs of less engaged students	36.1	22.8	25.0	64.3

Note: Includes responses of 5, 6 and 7 on a 7-point scale asking the extent of agreement. Colleges are included with Secondary schools.

It is also interesting to consider teachers' responses to the same questions based on the hours they actually work. Table 4.3 does this for full-time primary teachers and Table 4.4 for full-time secondary teachers. As the average hours worked is based on a specific week, it is not necessarily the case that these hours relate to how teachers perceive their workload overall.

Teachers may work longer hours in order to ensure that those aspects of their teaching role that they do not have time to complete within working hours are still completed. Some teachers working longer hours may consider that they are able to achieve to their satisfaction within that time. Others may feel that, even working long hours, they are unable to achieve to their satisfaction. Teachers working fewer hours may feel that they are able to manage their work requirements within that time or may be content with what they can achieve.

The point here is that the extent to which teachers perceive that they have been able to undertake activities related to quality teaching is related to more than the hours they work. This is clear from Table 4.3, where high, and similar proportions of primary teachers have indicated that they are able to undertake many activities to a great extent regardless of the amount of time they spend working

on average. It is worth noting that, of those teachers who have indicated they worked over 55 hours on average, lower proportions feel that they have been able to undertake these teaching tasks, particularly those in the latter half of the table, than teachers working 50 hours or less.

Table 4.3   **Percentage of primary teachers who stated they were able to undertake teaching tasks this year, by average hours worked**

	Up to 45 hours (%)	45.1-50 hours (%)	50.1-55 hours (%)	More than 55 hours (%)
Teach as well as you can	76.1	67.6	61.0	62.4
Know students as well as you need to	78.6	73.0	72.9	80.0
Meet students' individual learning needs	51.6	41.7	50.8	45.9
Plan effectively for students' individual learning needs	50.2	36.2	45.8	43.5
Meet needs of students less motivated to learn	33.0	23.7	27.1	39.3
Meet the needs of students struggling with their learning	35.8	27.7	28.8	37.6
Meet the needs of highly engaged students	54.9	46.8	54.2	52.9
Set challenging and worthwhile learning goals for students	68.8	51.1	55.9	67.1
Implement suitable and engaging learning activities to meet learning goals	70.2	60.0	57.6	66.7
Select appropriate and interesting teaching and learning resources	67.4	55.0	59.3	63.5
Monitor and assess student progress effectively	58.6	46.4	50.8	50.6
Manage student behaviour effectively	70.0	61.9	61.0	75.3
Share and analyse resources, activities and student work with colleagues	39.1	36.4	32.2	42.4
Keep up with professional reading and research in your field of teaching	17.2	10.0	15.3	17.6
Provide timely and useful feedback to students about their learning	49.1	37.1	40.7	54.1
Reflect on and evaluate the quality of your teaching	43.0	31.4	39.0	45.2
Develop your professional expertise as a teacher	43.3	31.7	39.0	38.1
Meet the needs of less engaged students	36.9	31.9	27.1	40.0

Note: Includes responses of 5, 6 and 7 on a 7-point scale asking the extent of agreement.

Table 4.4 shows the extent to which secondary teachers have been able to undertake teaching tasks, based on average hours worked. The patterns are similar to teachers in primary schools and it can again be seen that teachers working up to 45 hours are proportionally more likely to indicate that they are able to undertake these activities than teachers working more than 55 hours.

Table 4.4   Percentage of secondary teachers who stated they were able to undertake teaching tasks this year, by average hours worked

	Up to 45 hours (%)	45.1-50 hours (%)	50.1-55 hours (%)	More than 55 hours (%)
Teach as well as you can	67.9	68.5	54.9	57.9
Know students as well as you need to	68.9	69.2	57.7	64.5
Meet students' individual learning needs	40.4	44.6	32.7	34.7
Plan effectively for students' individual learning needs	33.5	38.0	28.8	25.3
Meet needs of students less motivated to learn	19.9	24.4	19.6	10.5
Meet the needs of students struggling with their learning	25.9	27.5	23.1	18.4
Meet the needs of highly engaged students	55.6	55.4	69.2	46.1
Set challenging and worthwhile learning goals for students	67.3	65.2	69.2	57.9
Implement suitable and engaging learning activities to meet learning goals	63.0	65.6	59.6	60.5
Select appropriate and interesting teaching and learning resources	64.6	64.4	52.9	51.3
Monitor and assess student progress effectively	48.8	58.9	50.0	46.1
Manage student behaviour effectively	56.8	66.7	70.6	61.8
Share and analyse resources, activities and student work with colleagues	37.3	33.3	21.6	29.3
Keep up with professional reading and research in your field of teaching	16.7	7.8	7.8	11.8
Provide timely and useful feedback to students about their learning	47.5	40.0	43.1	28.9
Reflect on and evaluate the quality of your teaching	32.1	37.8	27.5	27.6
Develop your professional expertise as a teacher	28.4	31.1	17.6	25.0
Meet the needs of less engaged students	23.5	25.0	15.4	17.1

Note: Includes responses of 5, 6 and 7 on a 7-point scale asking the extent of agreement. Includes teachers in Colleges.

4.4   Methods of managing workload

Teachers were provided with a list of 10 suggestions that could potentially make their workload more manageable and were asked to indicate the extent to which they felt each suggestion would assist them. Responses were on a five-point scale from 1 (Not at all) to 5 (To a great extent). Table 4.5 shows the percentages of teachers who responded with a 4 or 5 on the scale.

Protecting non-contact time came top of the list overall and was considered to assist with workload management to a great extent by 88 per cent of primary teachers and 87 per cent of secondary teachers. The next most common suggestion among primary and secondary school teachers was to reduce the number of government initiatives, in the context of a flow of initiatives replacing others and requiring change. The greatest differences between primary and secondary school teachers were found in the issue of smaller classes, the number of teaching assistants and the number of education professionals.

Table 4.5   Teachers' suggestions for managing workload, by school type

Suggestion	Primary (%)	Secondary (%)	Primary and secondary (%)	Specialist/ support (%)
Protect non-contact time for teaching-related tasks	88.1	87.2	85.2	78.6
Fewer contact hours per week	44.3	51.5	40.0	28.6
Greater clarity about roles and responsibilities	33.9	43.7	45.0	14.3
Smaller class sizes	75.8	62.3	55.7	50.0
More teachers	77.8	72.2	73.8	71.4
More teaching assistants	83.9	66.9	75.0	57.1
Reduce bureaucracy	79.0	82.2	80.3	78.6
Reduce government initiatives	85.8	84.6	78.7	78.6
Reduce digital communication load	50.8	53.9	53.3	57.1
Better use of ICT, less duplication	58.5	61.7	58.6	57.1
More education professionals support	81.7	67.3	71.7	78.6
More leadership support	65.6	67.1	73.8	64.3

Note: Includes responses of 4 and 5 on a 5-point scale asking the extent of agreement. Colleges are included with Secondary schools.

4.5   Teaching priorities

Teachers were asked what aspects of teaching they would prioritise if they were given additional time to do so. They could select up to five areas (see Table 4.6). The most commonly selected task, indicated by over half of teachers from all school types was planning effectively to meet the individual learning needs of students, which was the most commonly selected task among Victorian Union members. Tables 3.3 to 3.6 showed that, other than face-to-face teaching, the most time spent by teachers at primary and secondary level, including week nights and evenings, is on planning and preparing, followed by developing and documenting lesson plans and units of work.

Table 4.6   Teaching priorities for using additional time for teaching-related tasks, by school type

	Primary (%)	Secondary (%)	Primary and secondary (%)	Specialist/ support (%)
Getting to know students' individual learning needs better	30.4	33.0	33.3	21.4
Meeting needs of students struggling with learning	57.3	45.8	36.7	21.4
Meeting needs of less-engaged students	31.5	37.9	35.0	42.9
Meeting needs of highly engaged students	33.3	30.7	28.3	7.1
Planning effectively to meet students' individual learning needs	64.6	57.0	50.0	64.3
Setting challenging and worthwhile learning goals for students	28.0	26.1	26.7	21.4
Implementing suitable and engaging learning activities to meet learning goals	34.9	34.0	53.3	42.9
Selecting appropriate and interesting teaching and learning resources	32.7	34.2	41.7	21.4
Monitoring and assessing student progress more effectively	41.5	33.3	35.0	35.7
Managing student behaviour more effectively	15.8	18.7	16.7	21.4
Sharing and analysing students' work with colleagues	18.6	18.1	18.3	21.4
Keeping up with professional reading and research in your field of teaching	17.7	18.9	11.7	28.6
Providing timely and useful feedback to students about their learning	22.8	36.5	25.0	21.4
Reflecting on and evaluating the quality of teaching	12.9	18.4	21.7	28.6
Developing your professional expertise as a teacher	26.3	24.5	35.0	35.7
Communicating with parents to support student learning	14.3	14.0	13.3	28.6

Note: Figures indicate percentage of teachers who selected each priority. Respondents could select more than one priority. Colleges are included with Secondary schools.

It is the case that effective planning to meet individual learning needs covers several of the other tasks in the table, including meeting the needs of struggling, less and highly motivated students, selecting resources and implementing suitable learning activities, and setting challenging goals for students, and this may in part explain the higher proportions selecting it.

4.6   Workplace environment

Teachers were asked about their work environment, including how engaged in and satisfied they were with their work, how well supported they felt, whether they were dealing with challenging behaviour from students and parents, and the extent to which they were stressed or struggling with the demands of the job. The questions were asked on a 5-point scale (1 Never, 2 Almost never, 3 Sometimes, 4 Fairly often, 5 Very often) and related to the previous month.

The results are shown in Table 4.7, which reports the proportion of teachers indicating 4 Fairly often or 5 Very often. The most frequently cited item was dealing with challenging student behaviour, cited by 38 per cent of primary school teachers, 33 per cent of secondary school teachers and 42 per

cent of teachers in combined schools. Less than one-third of teachers felt stressed by work in the previous month, which is much lower than reported in the Victorian Union survey.

Only one-third of teachers reported that they felt supported by their colleagues and less than 30 per cent felt supported by the school leadership.

Table 4.7   Teachers' perceptions of their workplace environment in the previous month, by school type

Perception	Primary (%)	Secondary (%)	Primary and secondary (%)	Specialist/ support (%)
Felt supported by colleagues	35.5	28.0	25.9	28.6
Felt supported by school leadership	30.0	17.0	22.4	42.9
Felt stressed by work	29.1	30.5	15.8	28.6
Felt confident about your ability to handle your work responsibilities	16.8	15.3	17.2	0.0
Had to deal with challenging student behaviour	37.7	32.7	42.1	35.7
Had to deal with challenging behaviour from parents	8.2	8.9	2.4	0.0
Felt that you were on top of things at work	6.4	3.8	5.5	0.0
Felt engaged in your work	23.6	21.4	19.0	14.3
Felt satisfied by your work	16.4	12.6	15.5	21.4
Felt work requirements piling up	22.3	25.2	8.8	35.7
Not received your non-contact time	11.6	14.4	2.2	20.0
Had a lunch break	16.1	13.5	19.3	8.3

Note: Includes responses of 4 and 5 on a 5-point scale asking the extent of agreement. Colleges are included with Secondary schools.

4.6.1 *Purpose, autonomy, mastery and professional community*

Three aspects of the work environment that influence the drive to improve are a sense of purpose, the level of autonomy and one's sense of mastery.[20] Teachers were asked a series of questions based on these aspects. Their responses were scaled to scores with a mean of zero and standard deviation of one, and then plotted on a horizontal axis equal to the lowest score. Figure 4.1 shows these results according to the setting in which teachers work. There is no vertical axis in Figure 4.1 as there is no meaningful interpretation of the scores: they can be understood only in relation to one another. It is important to understand that these comparisons are based on the average for each aspect and that the bars represent relativities only.

Figure 4.1 indicates that teachers working in specialist/support settings have a greater sense of purpose in their teaching compared to teachers in all other settings. Teachers in K-6 primary schools and in K-10 district schools (combined primary-secondary schools) also have a higher sense of purpose in their teaching. Teachers in secondary colleges have a higher sense of purpose than teachers in other secondary settings.

Figure 4.1 also indicates that teachers in specialist/support settings have a relatively higher sense of autonomy, mastery and professional community than do teachers in other settings. Only in K-10 district schools do teachers have a greater sense of autonomy.

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[20] Pink (2009).
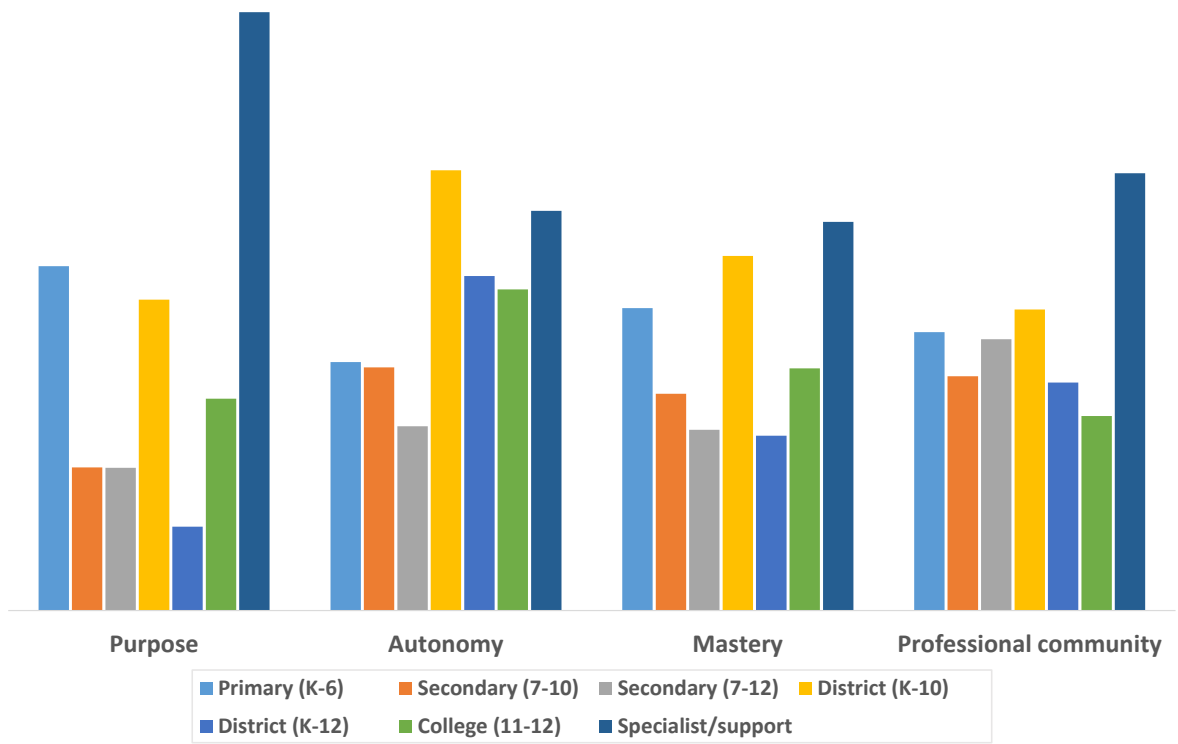
Notes: The bars above the horizontal axis are above the overall average for each aspect; bars below the horizontal axis are below the overall average for each aspect.

Figure 4.1   Teachers' sense of purpose, autonomy, mastery and professional community, by school type

5   PRINCIPALS

5.1   Introduction

This chapter looks at the workload of principals and assistant principals at primary, secondary, combined and specialist schools. The chapter first considers demographics before looking at the average hours worked and the proportion of time spent on different tasks. The chapter closes with a consideration of ways to manage principal workload, and the extent to which principals feel supported in their role.

5.2   Demographics

Staff employed as principals are most commonly in the role of Principal or Assistant principal at a primary school, as presented in Table 5.1. Two-thirds of principals responding to the survey are at primary schools, as are one-third of assistant principals.

Table 5.1   Percentage of principal and assistant principal respondents by school type

School type	Principal (%)	Assistant principal (%)
Campus	-.-	-.-
Primary school (K-6)	66.7	34.0
Secondary school (7-10)	4.4	24.7
Secondary school (11-12)	8.1	10.0
District school (K-10)	5.2	-.-
District school (K-12)	5.2	8.7
Secondary college (11-12)	4.4	13.3
Non-school based	-.-	-.-
Total	**100.0**	**100.0**

Notes: Cells with 5 or fewer respondents are not shown. Colleges are included with Secondary schools.

Overall, close to three-quarters of survey respondents (74%) are female, with smaller percentages at secondary level (see Table 5.2). This can be contrasted with teachers of whom 79 per cent are female (refer to Table 2.2). Male principals and assistant principals are younger on average, by more than five years overall. In primary schools, male principals are on average close to eight years younger than female principals.

Table 5.2   Percentage of principals and assistant principals by gender and average age, by school type

	Percentage of respondents		Average age	
	Male (%)	Female (%)	Male (years)	Female (years)
Primary	17.7	82.3	43.9	51.5
Secondary	34.7	65.3	46.6	50.5
Primary and secondary	35.9	64.1	44.4	47.5
Specialist/support	25.0	75.0	-.-	51.9
Total	**26.3**	**73.7**	**45.3**	**50.8**

Notes: Cells with 5 or fewer respondents are not shown. Colleges are included with Secondary schools.

The percentages of assistant principals and principals differ by school level due mainly to the size of schools at each level, and this is reflected in the percentages of survey respondents shown in Table 5.3. Primary schools are generally smaller than secondary schools and are more likely to have just one assistant principal. Secondary schools are larger and often have more than one assistant principal. In this instance 75 per cent of respondents in secondary schools (including colleges) are assistant principals.

Table 5.3   Percentage of principal and assistant principal respondents by school type

School type	Principal (%)	Assistant principal (%)
Primary	63.6	36.4
Secondary	25.5	74.5
Primary and secondary	41.7	58.3
Specialist/support	54.5	45.5
Total	47.4	52.6

Note: Colleges are included with Secondary schools.

The Staff in Australia's Schools (SiAS) survey undertaken in 2010 noted that, nationally, there were more males than females in leadership positions with the exception of assistant principals at primary level (62%). By the 2013 survey, males were only in the majority as principals of secondary schools (58%).[21] The proportions represented in this survey differ greatly. There is a balance of about half and half in secondary schools among principals, as shown in Table 5.4, but only 30 per cent of assistant principals in secondary schools are male, as shown in Table 5.5. At primary level, 18 per cent of principals and assistant principals are male.

Table 5.4   Percentage and average age of principals by gender and school type

	Percentage of respondents		Average age	
	Male (%)	Female (%)	Male (years)	Female (years)
Primary	18.0	82.0	44.6	51.5
Secondary	48.0	52.0	52.2	55.4
Primary and secondary	60.0	40.0	46.3	47.2
Specialist/support	16.7	83.3	43.0	53.6
Total	28.1	71.9	47.3	51.9

Note: Colleges are included with Secondary schools.

National figures from the SiAS survey for 2013 indicated that the average age of male leaders in primary schools was 51 and females at 50.5, while for secondary, males averaged 51.4 years and females 51.7 years.[22] Table 5.4 and Table 5.5 show that for both principals and assistant principals, at all school types, females are older on average than males, overall by more than four years. Assistant principals are younger than principals by four years among males and two years among females. Overall average ages for female school leaders are similar to the national averages in SiAS.

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[21] McKenzie, et al (2014), Table 3.10.

[22] McKenzie, et al (2014), Table 3.5.

Table 5.5   Percentage and average age of assistant principals by gender and school type

	Percentage of respondents		Average age	
	Male (%)	Female (%)	Male (years)	Female (years)
Primary	17.6	82.4	42.7	51.4
Secondary	30.1	69.9	43.2	49.3
Primary and secondary	19.0	81.0	41.8	46.8
Specialist/support	40.0	60.0	49.0	48.0
Total	24.7	75.3	43.2	49.7

Note: Colleges are included with Secondary schools.

5.3   Workload

Principals were asked about the number of hours they worked on average per weekday and per weekend in term time and during the holidays. Table 5.6 shows that, during terms, principals work 10.4 hours per weekday during term time and 3.5 hours per day over the weekend, and assistant principals work 9.9 hours per weekday during term time and 2.3 hours per day over the weekend. Using these figures to calculate weekly hours, principals work approximately 59 hours per week during term time and assistant principals work 55 hours.

During school holidays principals worked five hours per weekday on average and 1.4 hours per day on weekends, for a total of 28 hours per week on average. Assistant principals work 25 hours during school holidays.

Table 5.6   Average hours worked per day by principal type

	Average hours per weekday		Average hours per day, weekends	
Principal type	School term	School holiday	School term	School holiday
Principal	10.4	5.1	3.5	1.4
Assistant principal	9.9	4.5	2.3	1.2

Table 5.7 provides additional disaggregation of average hours by school level, for primary and secondary schools.[23] Principals recorded slightly higher average hours than did assistant principals. Similarly, secondary staff recorded slightly higher average hours than primary staff and again differences are small. The average weekly hours calculated from these figures, of 57-58 hours, are similar to those recorded in the SiAS 2013 survey, of 57 hours at primary level and 58.5 hours at secondary level.[24]

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[23] Combined school and special school respondents were not included in the data analysed for Table 5.7.

[24] McKenzie, et al (2014), Table 5.11.

Table 5.7   Average hours worked per day by school principals and assistant principals, by school level

	Principal		Assistant principal	
	Primary	**Secondary**	**Primary**	**Secondary**
Hours per day: school term	10.3	10.6	9.9	9.9
Hours per day (weekend): school term	5.2	5.1	4.1	4.6
Hours per day: school holidays	3.7	2.9	2.2	2.4
Hours per day (weekend): school holidays	1.3	1.7	1.0	1.3

Notes: Too few respondents in Primary and secondary schools and Specialist schools to include in table. Colleges are included with Secondary schools.

Principals were also asked about hours spent on all school-related activities in the previous week (Monday to Sunday). The average of responses for those who worked full-time, shown in Table 5.8, are slightly higher than those calculated from the average daily hours (see previous paragraphs), with principals in primary, secondary and combined schools recording averages of 59-60 hours.

Table 5.8   Average hours worked in the previous week by full-time principals and assistant principals, by school type

School type	Principal	Assistant principal
Primary	59.8	53.2
Secondary	60.5	55.1
Primary and secondary	59.1	55.9
Specialist/support	56.0	55.2
Total	59.7	54.6

Note: Colleges are included with Secondary schools.

The principal health and wellbeing survey (Riley, 2014) presented data on the percentages of principals working within five-hour bands of weekly hours. The 2014 data were compared with the Victorian AEU data (2016) and are compared with the current survey, which asked Principals for details of a specific week (the previous week). Riley (2014) reported that 50 per cent of principals were working over 55 hours per week on average.[25] The current survey indicates that 56 per cent of principals had worked over 55 hours in the previous week (see Table 5.9).

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[25] Riley (2014), Table 16.

Table 5.9   Principals' hours worked in the previous week, compared to average hours per week from Riley (2014) and Victorian AEU survey (2016)

Hours per week	Riley (2014) (%)	Victorian AEU (2016) (%)	Tasmanian AEU (2017) (%)
Less than 25	0.7	1.1	2.0
25-30	0.4	0.4	0.3
31-35	0.6	0.2	0.7
36-40	1.9	1.3	1.7
41-45	5.3	2.9	6.5
46-50	16.2	11.9	17.0
51-55	24.3	19.3	16.0
56-60	24.5	28.3	17.3
61-65	12.4	14.5	12.9
66-70	9.2	10.1	8.5
More than 70	4.4	10.0	17.0
Total	**100.0**	**100.0**	**100.0**

Principals were also asked to indicate what proportion of their time was spent on different tasks. Table 5.10 provides results for principals and assistant principals in primary, secondary and combined schools.

Three tasks—administrative tasks, curriculum and teaching-related tasks, and working with students and parents—were most frequently cited by both principals and assistant principals, in all schools, each taking up about one-quarter of their work time. Principals more frequently than assistant principals represented the school, spoke with the public and raised funds for the school.

Table 5.10   Distribution of administrative tasks, by principal type and school type

	Principal			Assistant principal		
Tasks	Primary (%)	Secondary (%)	Primary and secondary (%)	Primary (%)	Secondary (%)	Primary and secondary (%)
Internal administrative tasks	27.7	26.3	22.9	24.9	29.4	26.3
Curriculum and teaching-related tasks	19.0	28.4	18.2	30.6	25.8	28.4
Compliance requirements	12.4	9.4	14.8	5.9	8.5	9.4
Representing the school	7.2	5.2	8.0	5.9	5.0	5.2
Public relations and fundraising	3.3	0.5	4.6	1.1	1.8	0.5
Occupational health and safety compliance	3.6	0.8	3.7	0.9	1.3	0.8
Grounds and maintenance	2.9	0.2	3.5	0.6	0.4	0.2
Working with students and parents	22.1	26.1	19.3	28.7	25.3	26.1
Other tasks	1.8	3.2	5.1	1.4	2.4	3.2

Notes: Principals were asked to ensure the sum of the tasks was 100%. Columns do not sum to 100% due to rounding.
Colleges are included with Secondary schools.

5.4 Perceptions of workload

Principals and assistant principals were asked some general questions about their workload, some questions about specific aspects of their workload, and some questions about health and wellbeing. Results for principals and assistant principals in primary, secondary and combined schools are presented in Table 5.11.

Even though only 20 per cent of principals felt that their workload was often or always manageable and a similar percentage believe they have a good work-life balance, more than 75 per cent look forward to the school day. Only 13 per cent would consider stepping down from their role as a school leader and 16 per cent would consider leaving the teaching profession.

Between one-quarter and one-third of principals indicated that their workload adversely affects their health. Lower proportions of assistant principals were so affected. A slightly higher proportion of primary school principals appear to be struggling with their workload and its consequences.

There are some differences between principals and assistant principals. Greater percentages of primary school and secondary school assistant principals stated that their workload is manageable, and a greater percentage of primary school principals stated that they often consider leaving the teaching profession. However, a much greater percentage of assistant principals spend time leading teaching and learning at their schools than do principals, and this occurs more frequently in primary schools than in secondary schools.

Among both principals and assistant principals, the majority of the work day is spent on administration tasks, and more time is spent on compliance requirements.

Table 5.11   Principals' perceptions of workload and workload issues, by principal type and school type

Perceptions	Principal			Assistant principal		
	Primary (%)	Secondary (%)	Primary and secondary (%)	Primary (%)	Secondary (%)	Primary and secondary (%)
My workload is manageable	19.0	20.8	21.4	30.4	25.0	21.1
I have a good balance between home and work	16.7	25.0	21.4	24.4	28.4	15.8
I think about leaving the teaching profession	15.0	21.7	15.4	26.7	19.4	36.8
I think about relinquishing my role as a network or school leader	13.8	12.5	14.3	11.4	16.2	21.1
I look forward to the school day	71.2	79.2	85.7	66.7	63.2	73.7
My workload adversely affects my health	32.9	25.0	38.5	17.4	19.1	26.3
I spend a reasonable amount of time on leading teaching and learning at my school	38.8	33.3	53.8	63.0	48.5	57.9
The majority of my work day is spent managing school administration requirements	56.2	54.2	69.2	50.0	53.7	63.2
I spend more time than I used to on compliance requirements	65.0	66.7	84.6	46.7	58.8	57.9
I have enough time to provide necessary professional support for my colleagues	26.2	16.7	30.8	30.4	23.5	21.1

Notes: Figures indicate the percentage of respondents who indicated often or always to each item. Colleges are included with Secondary schools. Specialist/support schools not included due to small numbers.

Principals were also asked about the performance and development process for themselves and their staff. Table 5.12 shows that between 10 and 20 per cent of assistant principals think that their own performance and development process regularly takes up a lot of time, compared to more than 25 per cent of principals. More than one-half of principals and assistant principals think that the performance and development process for staff takes up a lot of time. Nevertheless, more than one-third of both principals and assistant principals believe that the performance and development process improves the way they lead their schools.

Table 5.12 Principals' perceptions of the performance and development process, by principal type and school type

	Principal			Assistant principal		
	Primary (%)	Secondary (%)	Primary and secondary (%)	Primary (%)	Secondary (%)	Primary and secondary (%)
My performance and development process/review takes up a lot of time	25.3	29.2	38.5	10.9	19.1	21.1
My performance and development process/review improves the way I lead my school	37.5	37.5	23.1	34.8	30.9	26.3
The staff performance and development process/review takes up a lot of time	55.0	58.3	84.6	52.2	31.8	36.8
The staff performance and development process/review improves staff performance at my school	36.2	29.2	53.8	32.6	23.5	21.1

Notes: Figures indicate the percentage of respondents who indicated often or always to each item. Colleges are included with Secondary schools. Specialist/support schools not included due to small numbers.

5.5 Managing workload

Principals and assistant principals were asked to indicate to what extent they have been able to judge their work on 10 items during the year. Table 5.13 shows the results, based on those who answered 5, 6 or 7 on a 7-point scale where 1 represents 'Not at all' and 7 represents 'To a great extent'. Most items received support from more than one-half of principals and assistant principals, with the highest response for two items relating to school culture: collaboration and high expectations for lifelong learning.

Table 5.13   Principals' and assistant principals' reflections on their work during the year, by principal type and school type

	Principal			Assistant principal		
Perceptions of their work	**Primary (%)**	**Secondary (%)**	**Primary and secondary (%)**	**Primary (%)**	**Secondary (%)**	**Primary and secondary (%)**
Lead teaching and learning in your school	61.3	58.3	57.1	71.7	53.8	68.4
Develop or support collaborative school culture	78.5	75.0	85.7	80.4	57.8	73.7
Develop or support a culture of high expectations and life-long learning	75.0	79.2	85.7	73.9	52.3	73.7
Analyse student learning and development with teaching staff	49.4	43.5	64.3	71.7	40.0	52.6
Identify and prioritise areas of learning needs across the school	70.0	58.3	85.7	70.5	52.3	66.7
Take active part in planning and developing curriculum and instruction	52.5	37.5	64.3	69.6	58.5	52.6
Work with staff to identify and strategically resource programs	55.7	50.0	50.0	58.7	46.2	57.9
Design and play an active role in programs to build teacher capacity	46.2	50.0	50.0	68.9	56.9	57.9
Keep up to date with the latest research on student learning	30.0	37.5	28.6	52.2	41.5	57.9
Communicate with parents to support student learning	66.2	58.3	42.9	54.3	53.8	52.6

Notes: Figures indicate the percentage of responses of 5, 6 or 7 on a 7-point scale asking the extent of agreement.
Colleges are included with Secondary schools. Specialist/support schools not included due to small numbers.

Table 5.14 presents principals' and assistant principals' suggestions for managing their workloads. the most frequently cited items would enable others, including students, in their roles, such as more specialist staff to work with students and more effective teachers. Simplified compliance requirements and more administrative support were considered important by most principals. Principals and assistant principals were less favourable to greater community involvement in the school.

Table 5.14   Suggestions for managing workload, by principal type and school type

Perceptions	Principal			Assistant principal		
	Primary (%)	Secondary (%)	Primary and secondary (%)	Primary (%)	Secondary (%)	Primary and secondary (%)
More administrative support	65.8	70.8	76.9	60.0	64.6	52.6
More specialist staff for student wellbeing work	83.8	87.5	78.6	89.1	86.4	94.7
More staff at leadership level	70.0	66.7	85.7	71.7	63.1	68.4
An increased budget	61.3	66.7	78.6	84.8	71.2	84.2
An increased capacity to attract and retain effective teachers	86.2	83.3	92.9	87.0	89.4	89.5
Better access to ICT and school ICT networks	41.2	41.7	64.3	56.5	57.6	73.7
Better facilities	45.0	62.5	71.4	54.3	51.5	73.7
Greater community involvement in the school	33.8	33.3	64.3	43.5	40.9	68.4
More teachers	67.5	66.7	78.6	76.1	74.2	68.4
Simplified compliance requirements	81.2	83.3	85.7	63.0	69.7	50.0
More teacher assistants	42.5	54.2	57.1	68.9	64.6	66.7
Greater Learning Services or departmental support	53.2	54.2	50.0	48.9	51.5	52.6
Fewer / more strategic departmental communications	53.8	62.5	85.7	47.8	47.0	52.6

Notes: Figures indicate the percentage of responses of 4 or 5 on a 5-point scale asking the extent of agreement.
Colleges are included with Secondary schools. Specialist/support schools not included due to small numbers.

Principals were also asked to suggest ways to manage the workload of teachers in their schools. They could indicate manageable, manageable except for short periods and unmanageable most of the time. Table 5.15 shows the proportion who agreed with each suggestion. Most frequently principals and assistant principals cited time for planning and preparation, more specialists and additional staffing in general.

Table 5.15 Principals' suggestions for managing teachers' workload, by principal type and school type

Suggestions	Principal			Assistant principal		
	Primary (%)	Secondary (%)	Primary and secondary (%)	Primary (%)	Secondary (%)	Primary and secondary (%)
Transferring routine administrative tasks to support staff	62.8	66.7	64.3	60.0	68.3	63.2
Transferring student wellbeing work to specialist staff	70.5	75.0	61.5	75.6	76.2	77.8
Additional staffing	78.2	83.3	92.9	77.8	82.8	84.2
Smaller classes	48.7	33.3	21.4	55.6	58.7	70.6
Less face-to-face teaching time	42.3	62.5	21.4	40.9	42.9	15.8
Better access to ICT and school ICT networks	46.2	41.7	57.1	58.1	48.4	73.7
Creation of more guaranteed time for planning and preparation	82.1	70.8	92.9	86.7	85.9	84.2
An overall limit to the length of the working week	47.4	58.3	61.5	60.5	54.0	57.9
Reduced compliance requirements	51.3	75.0	57.1	46.7	53.1	42.1
Transferring routine tasks to support staff	43.6	29.2	42.9	44.4	51.6	52.6
More in-class support for teachers	78.2	56.5	78.6	86.7	78.1	94.7
More specialists	88.5	75.0	92.9	95.6	85.9	94.7

Notes: Figures indicate the percentage of responses of 4 or 5 on a 5-point scale asking the extent of agreement.
        Colleges are included with Secondary schools. Specialist/support schools not included due to small numbers.

Principals were asked to what extent they felt supported in their role. Table 5.16 shows that principals and assistant principals feel most supported by their administrative staff and executive team—the people they generally work most closely with—and their teaching staff. Only 24 per cent of primary school principals and 38 per cent of secondary school principals felt supported to a great extent by the Department of Education; assistant principals felt even less supported by the Department.

Table 5.16 Percentage of principals and assistant principals who feel supported in their role, by principal type and school type

	Principal			Assistant principal		
	Primary (%)	Secondary (%)	Primary and secondary (%)	Primary (%)	Secondary (%)	Primary and Secondary (%)
By your administrative staff	83.8	83.3	78.6	84.8	88.9	78.9
By your teaching staff	79.7	66.7	78.6	73.9	76.6	63.2
By your leadership team	88.2	87.0	85.7	91.3	82.8	73.7
By other principals	67.5	75.0	64.3	42.4	62.3	53.8
By your learning services	38.0	50.0	50.0	31.8	32.8	27.8
By the Department	23.8	37.5	28.6	20.5	17.7	23.5

Notes: Figures indicate the percentage of responses of 4 or 5 on a 5-point scale asking the extent of agreement.
        Colleges are included with Secondary schools. Specialist/support schools not included due to small numbers.

6   EDUCATION SUPPORT STAFF

6.1   Introduction

This final chapter considers the views of education support staff about their workload. In comparison to teachers and school leaders, support staff in schools tend not to be surveyed about their work. In part this may be due to the broad range of roles undertaken in schools and the difficulty in designing questions that are relevant to all. In part it may be because teachers and school leaders tend to face greater scrutiny, and there are greater concerns about issues of supply and demand considered in surveys such as the Staff in Australia's Schools (SiAS) surveys.

This survey included a number of questions for support staff about workload and perceptions of workload, some of which were the same as those for teachers and principals and serve as possible points of comparison. This chapter starts with a description of the education support roles and survey respondents, including employment data, and then considers questions of workload and workload perception.

6.2   Demographics

Table 6.1 shows the overall proportions of respondents by the Education Support area in which they are employed. As well as indicating which of these broad roles they belonged in, respondents were asked to write in the title or a brief description of their role. Table 6.2 lists some examples taken from these descriptions.

The largest group, covering two-thirds of all respondents to the educational support section, comprises those involved in direct support of teachers, generally as teacher assistant or aide. The majority of these appear to be classroom aides, although a proportion of respondents are involved in other duties around the school.

The second largest group, covering 14 per cent of respondents, includes those involved in technical positions, such as laboratory assistants or ICT support. The smallest group comprises those in administration and operational positions, from office assistants and grounds workers to business managers and registrar.

Table 6.1   Distribution of respondents by education support role

Education support role	Per cent
Teacher Support	66.2
Administration / Operations	9.0
Technical	14.2
Professional Services	10.7
Total	**100.0**

Table 6.2   Example roles within the four broad Education Support areas

Teacher support	Administration/Operations
Teacher assistant	School business manager
Support teacher	Administration clerk
Aboriginal education worker	Coordinator, Trade Training Centre
Kindergarten aide	Finance clerk
Librarian	Office assistant
Special needs assistant	
Technical	**Professional Services**
Library technician	School psychologist
Laboratory technician	Assessment and counselling
Laboratory manager	Careers advisor
Network officer	Senior social worker
	Youth worker

The percentages of survey respondents by the Education Support area and type of school in which they are employed are shown in Table 6.3. Proportions are notably different in primary and secondary settings, with the majority of technical roles likely to be in secondary schools. Special schools had the greatest percentage of classroom aides (teacher support positions).

Table 6.3   Distribution of respondents by education support role, by school type

Education support role	Primary (%)	Secondary (%)	Primary and secondary (%)	Specialist/ support (%)
Teacher support	73.3	55.6	56.5	80.0
Administration/Operations	8.4	8.7	13.0	-.-
Technical	9.4	23.0	19.6	-.-
Professional services	8.9	12.7	-.-	-.-
Total	**100.0**	**100.0**	**100.0**	**100.0**

Notes: Cells with 5 or fewer respondents are not shown. Colleges are included with Secondary schools.

Table 6.4 shows that a high percentage of education support roles (90%) are held by females. This is particularly the case at primary schools. ABS data for 2016 agrees, with males taking only three per cent of Education Support roles in Tasmanian government primary schools.[26] Ten per cent of Education Support roles are taken by male respondents in all schools, which is lower than the 21 per cent shown in ABS data.

Female staff are less than three years older on average than their male counterparts in primary schools and slightly younger in secondary schools. The average age for all male support staff is 50.4 and for female support staff is 50.7.

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[26] ABS (2017), 4221.0, Table 51a.

Table 6.4   Percentage of education support respondents by gender and average age, by school type

	Percentage of respondents		Average age	
School type	Male (%)	Female (%)	Male (years)	Female (years)
Primary	3.5	96.5	47.9	50.6
Secondary	18.1	81.9	51.7	51.0
Primary and secondary	13.0	87.0	48.0	50.2
Specialist/support	16.0	84.0	51.3	50.9
Total	10.0	90.0	50.4	50.7

Note: Colleges are included with Secondary schools.

Tables 6.5 and 6.6 provide further breakdowns of gender and age by the four broad education support roles and school types. Table 6.5 shows that there is a higher percentage of males in a technical support role at the secondary level than in any other role. Females make up 98 per cent of education support respondents in primary schools. Due to the low number of males in education support roles, and hence responding to the survey, there were too few respondents to provide reliable averages by age in many cases. Table 6.6 shows the average age of staff in these roles.

Table 6.5   Education support respondents by school type and gender, by education support role

	Primary		Secondary		Primary and secondary		Specialist/ support	
Education support role	Male (%)	Female (%)	Male (%)	Female (%)	Male (%)	Female (%)	Male (%)	Female (%)
Teacher support	1.4	98.6	18.6	81.4	11.5	88.5	15.0	85.0
Administration/Operations	0.0	100.0	9.1	90.9	0.0	100.0	-.-	-.-
Technical	5.3	94.7	27.6	72.4	22.2	77.8	-.-	-.-
Professional services	22.2	77.8	6.2	93.8	-.-	-.-	-.-	-.-
Total	3.5	96.5	18.3	81.7	13.0	87.0	16.0	84.0

Notes: Cells with 5 or fewer respondents are not shown. Colleges are included with Secondary schools.

Table 6.6   Average age of education support respondents, by school type and gender, by education support role

	Primary		Secondary		Primary and secondary		Specialist/ support	
Education support role	Male (years)	Female (years)	Male (years)	Female (years)	Male (years)	Female (years)	Male (years)	Female (years)
Teacher support	48.0	50.6	52.8	52.2	50.3	51.0	53.0	51.9
Administration/Operations	-.-	50.0	51.0	48.1	-.-	48.2	-.-	-.-
Technical	39.0	54.4	49.4	52.4	43.0	52.7	-.-	-.-
Professional services	50.0	46.1	57.0	45.9	-.-	-.-	-.-	-.-
Total	**47.9**	**50.6**	**51.7**	**50.9**	**48.0**	**50.2**	**51.3**	**50.9**

Notes: Cells with 5 or fewer respondents are not shown. Colleges are included with Secondary schools.

On average, those in the area of teacher support had 11-12 years of experience in their current role, as shown in Table 6.7. Administration and operations staff had less experience on average at eight

years. Those in technical positions and professional services positions at secondary level had an average of 16 years of experience.

Table 6.7 Average years of experience in current role, by school type and education support role

Education support role	Primary (years)	Secondary (years)	Primary and secondary (years)	Specialist/support (years)
Teacher support	11.3	12.6	12.0	10.9
Administration/Operations	7.9	7.9	6.3	-.-
Technical	14.2	16.1	14.9	-.-
Professional services	10.3	15.7	-.-	-.-
Total	**11.2**	**13.4**	**12.4**	**9.8**

Notes: Cells with 5 or fewer respondents are not shown. Colleges are included with Secondary schools.

6.3 Basis of employment

Education support staff were asked about the nature of their employment, including their time-fraction, the type of contract they were on and their salary range. Table 6.8 shows some differences based on the broad area of work, although most were in permanent positions (approximately 80%). Close to three-quarters of those in administration and operations roles were working full-time; among all other roles, staff tended to work part-time between 0.6 FTE and 0.9 FTE.

Table 6.8 Basis of current employment, by education support role

	Teacher support (%)	Administration/ Operations (%)	Technical (%)	Professional services (%)
Type of position				
Permanent	80.0	80.6	78.9	79.1
Fixed term contract	7.2	5.6	5.3	11.6
Permanent and fixed term contracts	12.5	13.9	15.8	9.3
Relief	-.-	-.-	-.-	-.-
Total	100.0	100.0	100.0	100.0
Time fraction				
Part-time 0.1-0.5 FTE	23.7	8.3	19.3	9.3
Part-time 0.6-0.9 FTE	46.6	19.4	49.1	41.9
Full-time	29.7	72.2	31.6	48.8
Total	**100.0**	**100.0**	**100.0**	**100.0**

Notes: Cells with 5 or fewer respondents are not shown.

6.4 Workload

Education support staff were asked to indicate the extent to which they were able to complete their work during their formal working hours. Results are presented in Table 6.9. More than one-half of all teacher support staff were often or always able to complete their work during their paid hours and 10-17 per cent indicated that they were never or seldom able to do so. Professional services staff, however, very rarely completed their work during formal hours.

Table 6.9   Education support staff ability to complete work during formal work hours, by education support role

	Teacher support		Administration/ Operations		Technical		Professional services	
	Primary (%)	Secondary (%)	Primary (%)	Secondary (%)	Primary (%)	Secondary (%)	Primary (%)	Secondary (%)
Never or seldom	17.8	10.3	23.5	27.3	38.9	20.7	77.8	56.2
Sometimes	31.5	29.4	64.7	27.3	38.9	27.6	22.2	37.5
Often, nearly always or always	50.7	60.3	11.8	45.5	22.2	51.7	0.0	6.2
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Notes: Too few respondents in primary and secondary schools and specialist schools to include in table. Colleges are included with Secondary schools.

The majority of staff in Education Support roles were required to undertake duties in addition to the work normally required of them each day. More than one-half of teacher support staff, and more than 80 per cent of professional services staff were required to do so, as shown in Table 6.10.

Table 6.10   Percentage of education support staff required to undertake additional duties, by education support role and school type

	Primary (%)	Secondary (%)
Teacher support	57.2	51.5
Administration/Operations	75.0	72.7
Technical	33.3	62.1
Professional Services	81.2	81.2

Notes: Too few respondents in primary and secondary schools and specialist schools to include in table. Too few respondents in Professional services roles to include in table. Colleges are included with Secondary schools.

Table 6.11 shows how often support staff were required to be at school beyond their paid hours. More than one-quarter of primary staff and 44 per cent of secondary staff in teacher support roles were not required to be at school beyond their paid hours. In general, extra hours were required no more than twice per week, except among administration staff in secondary schools, and more frequently among professional services staff.

Table 6.11 Frequency of education support staff required to be at school outside of paid time

	Teacher support		Administration/ Operations		Technical		Professional services	
	Primary (%)	Secondary (%)	Primary (%)	Secondary (%)	Primary (%)	Secondary (%)	Primary (%)	Secondary (%)
Never	27.9	44.1	23.5	45.5	44.4	41.4	5.6	0.0
Less than once per week	38.8	35.3	23.5	9.1	0.0	20.7	22.2	18.8
Once or twice per week	20.4	14.7	29.4	0.0	38.9	17.2	38.9	43.8
Three or more times per week	12.9	5.9	23.5	45.5	16.7	20.7	33.3	37.5
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Notes: Too few respondents in primary and secondary schools and specialist schools to include in table. Colleges are included with Secondary schools.

Table 6.12 shows that in a typical week, Education Support staff spend on average three hours working at school beyond their paid time. Professional services staff indicated higher average hours compared to the other roles.

Table 6.12 Average hours worked per week at school outside paid time, by school type and education support role

Education support role	Primary (hours)	Secondary (hours)	Specialist/support (hours)
Teacher support	2.8	2.6	2.7
Administration/Operations	2.4	4.0	-.-
Technical	2.9	2.8	-.-
Professional Services	6.1	4.9	-.-
Total	**3.2**	**3.3**	**4.2**

Notes: Too few respondents in primary and secondary schools to include in table. Colleges are included with Secondary schools.

6.5 Perceptions of workload

Education Support staff were asked five questions about their perceptions of their workload, on a four point scale (Never or seldom, Sometimes, Often, Nearly always or always). Table 6.13 shows the proportion of support staff who indicated often or always. Staff in teacher support roles were more positive about the manageability of their workload, with nearly three quarters of primary and 71 per cent of secondary staff indicating that their workload was manageable often or always. In comparison, professional services staff were least likely to say their workload was manageable.

Most support staff felt they often or always had a good balance between home and work, and most look forward to the school day. Only small percentages stated that their workload adversely affected their health, with the highest percentage among administration staff in secondary schools (30%).

A small but consistent proportion of Education Support staff – about 10-14 per cent – indicated that they felt their workload often or always adversely affected their health. The proportion was notably higher among professional services staff (28%).

Table 6.13 shows that, as was the case with teachers, higher percentages of staff in primary schools look forward to the school day than do staff in secondary schools, except among professional services ataff.

Table 6.13 Education support staff perceptions of workload, by education support role and school type

	Teacher support		Administration/ Operations		Technical		Professional services	
	Primary (%)	Secondary (%)	Primary (%)	Secondary (%)	Primary (%)	Secondary (%)	Primary (%)	Secondary (%)
My workload is manageable	73.8	70.6	47.1	44.4	52.9	58.6	16.7	25.0
I have a good balance between home and work	74.8	83.3	64.7	66.7	76.5	69.0	35.3	26.7
I think about finding other work outside schools	15.4	23.9	17.6	33.3	11.1	22.2	16.7	6.2
I look forward to the school day	80.4	65.7	76.5	55.6	82.4	69.0	64.7	68.8
My workload adversely affects my health	6.9	12.1	11.8	30.0	12.5	20.7	33.3	25.0

Notes: Figures indicate the percentage of respondents who indicated often or always to each item. Too few respondents in primary and secondary schools and specialist schools to include in table. Colleges are included with Secondary schools.

The survey also asked about support staff views of the performance and development process (see Table 6.14). Less than one-half of Education Support staff felt that the process took up a lot of time. But even though education support staff did not think the process took too much time, less than one-third felt the process improved the way they do their jobs.

Table 6.14 Education support staff perceptions of the performance and development process

	Teacher support		Administration/ Operations		Technical		Professional services	
	Primary (%)	Secondary (%)	Primary (%)	Secondary (%)	Primary (%)	Secondary (%)	Primary (%)	Secondary (%)
It takes up a lot of time	19.0	22.4	17.6	0.0	35.3	28.6	16.7	25.0
It improves the way I do my job	31.7	24.2	29.4	33.3	11.8	6.9	38.9	12.5

Notes: Figures indicate the percentage of respondents who indicated often or always to each item. Too few respondents in primary and secondary schools and specialist schools to include in table. Colleges are included with Secondary schools.

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APPENDIX 1: THE AEU SCHOOL STAFF WORKLOAD QUESTIONNAIRE

AEU Tasmania Member Workload Study

Version 4 – 8 August 2017

   ○   Radio button – only one option can be chosen
   ☐   Tick box – multiple options can be chosen
   ____   Text or numeric response – direct input

Welcome page
Welcome to the AEU Tasmania School Staff Workload Survey 2017.

This survey is for Union members currently working in government schools in Tasmania. It includes Education Support Staff, Teaching Staff and Principal Class Staff.

The purpose of the survey is to provide comprehensive, reliable data about the level and nature of the work (regulated and unregulated) of teachers, principals and education support staff to inform enterprise bargaining negotiations.

No individual or school will be identified in any reporting.

The survey should take 15-20 minutes to complete. If you are unable to complete it in one session, you can save it by clicking on the 'Resume later' button, which will appear at the bottom left of each page. To complete the survey, return to this page and click on the 'Load unfinished survey' button in the bottom left corner. Please make a note of the name and password you use, as we will be unable to assist if you misplace it.

To move backwards and forwards please use the buttons provided at the bottom of the survey. Please do not use the browser back and forward buttons as this will cause the survey to drop out.

The survey is NOT suitable for small screens such as on phones.

About you and your current employment
The following questions are shown to all participants:
1   Please indicate your age:
        _____

2   What is your gender?
        ○ Male
        ○ Female
        ○ I identify as _____

3   For how many years have you been working for the Tasmanian Department of Education in total *(counting this year as one)*?
        _____years

4   Please indicate your current employment classification:
        ○ Support staff
        ○ Teacher (including Advanced Skills Teacher)
        ○ Principal or Assistant Principal
        ○ Education Professionals (e.g. School Psychologist, Social Worker, Speech & Language Therapist)

4a   *The following question is shown to participants who selected 'Support Staff'.* Counting
        this year as one, for how many years have you been in the role of support staff?   _____years
4b   *The following question is shown to participants who selected 'Teacher'.* Counting this
        year as one, for how many years have you been in the role of teacher?   _____years
4c   *The following question is shown to participants who selected 'Principal or Assistant
        Principal'.* Counting this year as one, for how many years have you been in the role of
        principal or assistant principal?   _____years
4d   *The following question is shown to participants who selected 'Education Professional'.*
        Counting this year as one, for how many years have you been in the role of education
        professional?   _____years

The following question is shown to all participants.
5   Are you working at more than one school this term?
        ○ Yes
        ○ No

The following question is shown to participants working at more than one school this term.
6a   Thinking about the school in which you work the most hours, in which kind of school do you work?
        ○ Primary (K-6)
        ○ Secondary (7-10)
        ○ Secondary (7-12)
        ○ District (K-10)
        ○ District (K-12)
        ○ Secondary College (11-12)
        ○ Support / special setting

The following question is shown to participants working in only one school this term.
6b   In which kind of school do you work?
        ○ Primary (K-6)
        ○ Secondary (7-10)
        ○ Secondary (7-12)
        ○ District (K-10)
        ○ District (K-12)
        ○ Secondary College (11-12)
        ○ Support / special setting

The following questions are shown to all participants.

7   How many students are enrolled in this school?
          o Up to 150 students
          o 151 to 400 students
          o 401 to 750 students
          o More than 750 students

8   How long have your worked at this school (*counting this year as one*)?
          ____years

The following question is shown to all participants except for Principals or Assistant Principals.

9   What is your current employment arrangement?
          o Permanent
          o Fixed Term/Contract
          o Permanent and Fixed Term Contracts
          o Flexible Teaching Pool
          o Relief

The following questions are shown to all participants:

10   At what time fraction are you currently employed? *(Please round to the nearest fraction)*
          o 1.0 full-time   o 0.5
          o 0.9   o 0.4
          o 0.8   o 0.3
          o 0.7   o 0.2
          o 0.6   o 0.1

The following questions are shown to participants currently working part-time:

11   You are currently working part-time. Do you wish to change your time-fraction?
          o Yes, decrease it
          o No, keep it the same
          o Yes, increase it

The following questions are shown to participants who responded 'Yes, decrease it'.

I would prefer to decrease my current time-fraction because:	Does not apply 1	2	3	Strongly applies 4
12a I can better meet the needs of my family	o	o	o	o
13a I don't want to retire yet, but want to lessen my workload	o	o	o	o
14a The workload is too much for me at my present time-fraction	o	o	o	o
15a I would have a better work-life balance	o	o	o	o
16a Other *(please specify below)*	o	o	o	o
Other reasons I would prefer to decrease my current time-fraction:				

_____

I prefer working at my present time-fraction because:	Does not apply			Strongly applies
	1	2	3	4
12b I can better meet the needs of my family	○	○	○	○
13b I don't want to retire yet, but do not want the workload of a higher time-fraction	○	○	○	○
14b The workload would be too much for me at a higher time-fraction	○	○	○	○
15b I have a better work-life balance	○	○	○	○
16b Other (*please specify below*)	○	○	○	○

Other reasons I prefer working at my present time-fraction:

_____

I would prefer to increase my time-fraction but I have not as yet because:	Does not apply			Strongly applies
	1	2	3	4
12c The only position available was at this time-fraction	○	○	○	○
13c I work at this time-fraction so that I have additional time to manage my workload	○	○	○	○
14c The workload would be too much for me at a higher time-fraction	○	○	○	○
15c I have a better work-life balance	○	○	○	○
16c Other (*please specify below*)	○	○	○	○

Other reasons I would prefer to increase my time-fraction:

_____

For Teachers: Your Teaching Workload

The following questions are shown to all teachers.

17   Please indicate if, this term you:

A   ○ Are a generalist primary teacher with responsibility for one class

B   ○ Are a generalist primary teacher working mostly with one class but also running classes for other groups in a specific subject area during normal class time

C   ○ Are a subject specialist working with classes across the primary year levels (K-6)

D   ○ Are a subject specialist working with classes across the primary and secondary year levels (K-12)

E   ○ Are a secondary teacher (7-10)

F   ○ Are a secondary teacher (7-12)

G   ○ Are a senior secondary teacher (11-12)

H   ○ Are working with ungraded students

I   ○ Do not have a face-to-face teaching load this term

The following questions are shown if participant responded either A or B.

18   How many hours do you spend with your class in a week *(timetabled class time)*? *Please round to the nearest hour.*

_____hours per week

19 What year level is your class?

☐ K ☐ 3

☐ P ☐ 4

☐ 1 ☐ 5

☐ 2 ☐ 6

20 How many students are in your class?

_____students

How many students in your class:

21a are on the Severe Disability Register (SDR)? _____students

21b have recognised Additional Needs? _____students

21c have an Individual Learning Plan (ILP)? _____students

The following question is shown if participant responded B.

22 How many hours do you spend teaching as a specialist in a week *(timetabled class time)*? *Please round to the nearest hour.*

_____hours per week

The following question is shown if participant responded C, D, E, F, G or H.

23 How many hours do you spend teaching in a week *(timetabled class time)*? *Please round to the nearest hour.*

_____hours per week

24 How many students are in your largest class?

_____students

25 In which subject do you have your largest class?

○ The Arts (Dance, Drama, Media Arts, Music, Visual Arts, Visual Communication, Design)

○ English / literacy

○ Health and Physical Education

○ The Humanities (Civics and Citizenship, Economics and Business, Geography, History)

○ Languages

○ Mathematics / numeracy

○ Science

○ Technologies (Design and Technologies, Digital Technologies)

○ Other (e.g. Integrated Studies, Environmental Education, Library, VET, VCAL, Special Needs)

26 How many of the students you teach each week have an Individual Learning Plan (ILP) that requires you to address their learning needs accordingly?

_____students

27	Which learning areas are you teaching this term?			
	Subject areas taught as part of a primary generalist class should not be included here.	Years K-6	Years 7-10	Years 11-12
	The Arts (Dance, Drama, Media Arts, Music, Visual Arts, Visual Communication, Design)	☐	☐	☐
	English / literacy	☐	☐	☐
	Health and Physical Education	☐	☐	☐
	The Humanities (Civics and Citizenship, Economics and Business, Geography, History)	☐	☐	☐
	Languages	☐	☐	☐
	Mathematics / numeracy	☐	☐	☐
	Science	☐	☐	☐
	Technologies (Design and Technologies, Digital Technologies)	☐	☐	☐
	Other (e.g. Integrated Studies, Environmental Education, Library, VET, VCAL, Special Needs)	☐	☐	☐

(Note that only answers selected in Q27 will appear in Q28)

28	Are you teaching out-of-field in any of the subjects within these learning areas?			
	You are teaching in-field if you have completed at least one year of tertiary studies in the subject and have completed tertiary studies or professional development in methods of teaching in this subject area.		One subject out-of-field	More than one subject out-of-field
	If you do not fit into the above definition but have been teaching the subject for two years or more and feel comfortable and capable teaching the subject to the year level(s) you are in, choose 'in-field'.	In-field		
	The Arts (Dance, Drama, Media Arts, Music, Visual Arts, Visual Communication, Design)	☐	☐	☐
	English / literacy	☐	☐	☐
	Health and Physical Education	☐	☐	☒
	The Humanities (Civics and Citizenship, Economics and Business, Geography, History)	☐	☐	☐
	Languages	☐	☐	☐
	Mathematics / numeracy	☐	☐	☐
	Science	☐	☐	☐
	Technologies (Design and Technologies, Digital Technologies)	☐	☐	☐
	Other (e.g. Integrated Studies, Environmental Education, Library, VET, VCAL, Special Needs)	☐	☐	☐

Additional duties

The following questions are shown to all teachers.

29   Do you undertake any organisational duties in addition to your classroom role?

Examples include managing a year level or learning area, managing a specialist function such as sport, student support, managing a school transition program, leading development of curriculum policies and programs, managing professional development, timetabling.

○ Yes

○ No

The following questions are shown if participant responded 'Yes'.

30   How many hours per week are you released from face-to-face teaching to do these duties? *Please round to the nearest hour. If none, enter '0'.*

_____hours per week

31   On average, how many hours per week do you actually spend on these duties? *Please round to the nearest hour. If none, enter '0'.*

_____hours per week

32   Has the amount of allocated time for these duties changed in the time that you have been responsible for them? *If you have been doing these duties for many years, please only consider the last five years.*

○ No changes

○ More time has been allocated

○ Less time has been allocated

33   In the last week (from Monday to Sunday), in <u>total</u> how many hours did you spend on all job-related activities?

_____hours

Your workload in a typical week

The following questions are shown to all teachers:

In a typical week this term, on average how much time have you spent on the following activities <u>outside of class time</u>? *Required hours are 35 hours per week of duty for full-time, or equivalent for part time.* *Please round to the nearest half hour (0.5)*	During required hours	Weekday hours outside required hours	Hours during the weekend
34 Planning and preparing (individually or collaboratively) – include time searching for materials, photocopying class materials, etc.	____	____	____
35 Developing and documenting lesson plans and/or units of work	____	____	____
36 Marking and tasks related to assessment	____	____	____
37 Preparing and giving feedback outside class time (including via email)	____	____	____
38 Talking to students about curriculum content / classroom work (other than as part of formal feedback) – include email correspondence or other digital tools	____	____	____
39 Communicating with parents / guardians (including digital communication)	____	____	____
40 Managing issues related to your teaching, e.g. chasing late assignments	____	____	____
41 Yard duty and other supervisory roles	____	____	____
42 Co- / extra-curricular activities (e.g. sports and clubs)	____	____	____
43 Talking to students about issues outside of curriculum content / classroom work (e.g. student welfare / wellbeing issues, student engagement and behaviour issues) – include all forms of digital communication	____	____	____
44 Mentoring of other teachers, supervision of student teachers	____	____	____
45 Work related to any specific additional duties you are responsible for, including meetings and all forms of digital communication related to these duties	____	____	____
46 All other meetings	____	____	____
47 All other administrative duties including record-keeping, reading and responding to all forms of digital communication, etc.	____	____	____

You have indicated that your face-to-face teaching load is X hours per week.

If primary teacher:
Your total required hours for a week are 22 teaching hours and 13 other hours = 35 hours. If you work full-time, your total should be 35 hours.

If secondary or senior secondary teacher:
Your total required hours for a week are 20 teaching hours and 15 other hours = 35 hours. If you work full-time, your total should be 35 hours.

All teachers:
Your total weekday hours outside required hours, for a week, are: Y
Your total during the weekends are: Z
Your total hours in a typical week are: X+Y+Z

There are periods of time over the course of a year when you undertake additional tasks.
Please estimate the amount of hours you spent on these tasks over the last year.

	Leave blank those tasks not relevant to you in the last year. *Do not include tasks that you have already included as part of your typical week.*	Estimated hours spent on tasks
48	Work associated with report writing and parent/teacher interviews	____
49	Work associated with examination periods	____
50	Camps	____
51	Supervising student teachers	____
52	Concerts or drama productions	____
53	NAPLAN	____
54	Parent information sessions	____
55	Sporting events	____
56	Performance and Development process	____
57	Analysing student data	____
58	Other (*please indicate nature of duty below*)	____
	Please indicate the nature of the other duties for which you have estimated hours: _____	

Perceptions of workload – teachers

	How often would you say the following statements apply to you?	Never or seldom	Sometimes	Often	Nearly always or always
59	My workload is manageable	o	o	o	o
60	I have a good balance between home and work	o	o	o	o
61	My workload at school has a negative effect on the quality of my teaching	o	o	o	o
62	I think about leaving the teaching profession	o	o	o	o
63	I look forward to the school day	o	o	o	o
64	My workload leaves me little time to provide necessary additional support for my colleagues	o	o	o	o
65	My workload adversely affects my health	o	o	o	o
66	I have enough time to ensure that the vast majority of my lessons are well planned	o	o	o	o

67	I am expected to deliver too much curriculum content	o		o		o		o	
68	The Performance and Development process / review takes up a lot of time	o		o		o		o	
69	The Performance and Development process / review improves the way I teach in the classroom	o		o		o		o	

Managing workload effectively

	Please indicate the extent to which you think the following suggestions would make your workload more manageable and enable you to focus more on providing quality opportunities for your students to learn.	Not at all 1	2	3	4	To a great extent 5
70	Increase and/or protect non-contact time for planning, marking and classroom observation	o	o	o	o	o
71	Fewer face-to-face teaching hours per week	o	o	o	o	o
72	Greater clarity about teaching roles and responsibilities	o	o	o	o	o
73	Smaller class sizes	o	o	o	o	o
74	More teachers	o	o	o	o	o
75	More teaching assistants	o	o	o	o	o
76	Reduce bureaucracy (e.g. extent of monitoring, testing, recording, reporting and accountability practices)	o	o	o	o	o
77	Reduce the number of government initiatives (e.g. changing requirements in areas such as curriculum, assessment and reporting)	o	o	o	o	o
78	Policies reducing and managing all forms of digital communication	o	o	o	o	o
79	Better use of ICT to improve access to, and prevent replication of, data	o	o	o	o	o
80	More education professionals' support (e.g. School Psychologists, Social Worker)	o	o	o	o	o
81	More leadership support (e.g. with student re-engagement and behaviour management)	o	o	o	o	o

About your teaching

	Thinking about your teaching this year, to what extent have you been able to:	Not at all 1	2	3	4	5	6	To a great extent 7
82	teach as well as you can	o	o	o	o	o	o	o
83	know your students as well as you need to	o	o	o	o	o	o	o
84	meet your students' individual learning needs	o	o	o	o	o	o	o
85	plan effectively to meet your students' individual learning needs	o	o	o	o	o	o	o
86	meet the needs of students who are less engaged	o	o	o	o	o	o	o
87	meet the needs of students who are struggling with their learning	o	o	o	o	o	o	o
88	meet the needs of highly engaged students	o	o	o	o	o	o	o
89	set challenging and worthwhile learning goals for your students	o	o	o	o	o	o	o
90	implement suitable and engaging learning activities to meet learning goals	o	o	o	o	o	o	o
91	select appropriate and interesting teaching and	o	o	o	o	o	o	o

	learning resources							
92	monitor and assess student progress effectively	o	o	o	o	o	o	o
93	manage student behaviour effectively	o	o	o	o	o	o	o
94	share and analyse with colleagues: teaching resources, teaching activities, pedagogy, student work	o	o	o	o	o	o	o
95	keep up with professional reading and research in your field of teaching	o	o	o	o	o	o	o
96	provide timely and useful feedback to your students about their learning	o	o	o	o	o	o	o
97	reflect on and evaluate the quality of your teaching	o	o	o	o	o	o	o
98	develop your professional expertise as a teacher	o	o	o	o	o	o	o

If you were given additional time for teaching-related tasks, what would be your priorities for using that time? *Choose up to five areas.*

99	Getting to know your students' individual learning needs better	☐
100	Meeting the needs of students who are struggling with their learning	☐
101	Meeting the needs of students who are less engaged	☐
102	Meeting the needs of highly engaged students	☐
103	Planning effectively to meet your students' individual learning needs	☐
104	Setting challenging and worthwhile learning goals for your students	☐
105	Implementing suitable and engaging learning activities to meet learning goals	☐
106	Selecting appropriate and interesting teaching and learning resources	☐
107	Monitoring and assessing student progress more effectively	☐
108	Managing student behaviour more effectively	☐
109	Sharing and analysing students' work with colleagues	☐
110	Keeping up with professional reading and research in your field of teaching	☐
111	Providing timely and useful feedback to your students about their learning	☐
112	Reflecting on and evaluating the quality of your teaching	☐
113	Developing your professional expertise as a teacher	☐
114	Communicating with parents to support student learning	☐

To what extent do the following statements apply in your situation?		Not at all 1	2	3	4	To a great extent 5
115	I decide how I am going to teach the curriculum	o	o	o	o	o
116	I have a fair degree of control over my choice of professional development activity	o	o	o	o	o
117	I'm trusted to plan my units of work in the way I think is best for my students	o	o	o	o	o
118	I choose the methods I will use to assess my students' learning	o	o	o	o	o
119	I'm encouraged to innovate, take a few risks and experiment with my teaching	o	o	o	o	o
120	I have the support that I need to constantly improve my teaching practice	o	o	o	o	o
121	I and my colleagues help each other to identify and	o	o	o	o	o

assess our students' learning needs and progress

122	Teachers at this school share ideas about how to teach a concept or skill	○	○	○	○	○
123	I have sufficient opportunities to participate in effective professional development	○	○	○	○	○
124	I participate in observations of my colleagues' classrooms	○	○	○	○	○
125	Our school has clear educational goals and vision	○	○	○	○	○
126	I feel I can make a difference at this school	○	○	○	○	○
127	Teachers in this school believe that they can engage all students	○	○	○	○	○
128	We have a common approach to support our students	○	○	○	○	○
129	We solve problems, we don't just talk about them	○	○	○	○	○
130	I get a lot of satisfaction from my current teaching	○	○	○	○	○

Your future in teaching

131   Which of the following statements applies to you?

A   ○ I do not intend to leave teaching before retirement

B   ○ I sometimes think about leaving teaching

C   ○ I often think about leaving teaching

D   ○ I have decided to leave teaching

The following questions are shown if participant responded B, C or D.

To what extent do the following factors affect your thinking about leaving, or decision to leave teaching?		Not at all				To a great extent
		1	2	3	4	5
132	Short contracts and lack of ongoing, permanent positions	○	○	○	○	○
133	I never intended teaching to be a long term career	○	○	○	○	○
134	I do not enjoy, or no longer enjoy teaching	○	○	○	○	○
135	Class sizes too large	○	○	○	○	○
136	Having to deal with student management	○	○	○	○	○
137	The non-teaching workload – administration	○	○	○	○	○
138	The non-teaching workload – other duties and demands on my time	○	○	○	○	○
139	Excessive requirements for monitoring, assessment, recording, reporting and accountability	○	○	○	○	○
140	Insufficient non face-to-face teaching time	○	○	○	○	○
141	Stress and concerns about my health as a result of the job	○	○	○	○	○
142	New or changing school and system initiatives – too many, too time consuming, lack of coordination, constant change	○	○	○	○	○
143	Few opportunities to increase my salary significantly	○	○	○	○	○
144	Quality of school leadership / management	○	○	○	○	○
145	Lack of support	○	○	○	○	○

146	Insufficient recognition or reward for teachers	○	○	○	○	○
147	Poor work / life balance	○	○	○	○	○
148	Salary does not adequately reflect the complexity of the role and responsibility	○	○	○	○	○
149	*Other (please specify below)*	○	○	○	○	○

What other reasons do you have for thinking about leaving?

_____

For Principals

The following question is shown to all principals and assistant principals.

150   What is your employment classification?

A   ○ Assistant Principal
B   ○ Principal
C   ○ Network Leader
D   ○ Principal Project / Curriculum Officer

The following question is shown to all principals.

151a   Please choose the category that best fits your role:
          ○ Principal in a campus (i.e. multiple workplaces / locations)
          ○ Principal in a primary school (K-6)
          ○ Principal in a secondary school (7-10)
          ○ Principal in a secondary school (7-12)
          ○ Principal in a district school (K-10)
          ○ Principal in a district school (K-12)
          ○ Principal in a secondary college (11-12)
          ○ Non-school based

The following question is shown to all assistant principals.

151b   Please choose the category that best fits your role:
          ○ Assistant Principal in a campus (i.e. multiple workplaces / locations)
          ○ Assistant Principal in a primary school (K-6)
          ○ Assistant Principal in a secondary school (7-10)
          ○ Assistant Principal in a secondary school (7-12)
          ○ Assistant Principal in a district school (K-10)
          ○ Assistant Principal in a district school (K-12)
          ○ Assistant Principal in a secondary college (11-12)
          ○ Non-school based

The following questions are shown to all principals and assistant principals.

152   In addition to your work as a network or school leader, do you also have teaching responsibilities?
          ○ Yes
          ○ No

During Term 2, on average how many hours did you work per week:		
Please round to the nearest hour. If none, enter '0'.	Hours per weekday	Hours per weekend
153 During the school term	____	____
154 During the school holiday	____	____

155　In the last week (from Monday to Sunday), in <u>total</u> how many hours did you spend on <u>all</u> job-related activities?

　　　____hours

About what proportion of time did you spend on the following in Term 2 this year:	Total should add up to 100%
156 Internal administrative tasks	____
157 Curriculum and teaching-related tasks	____
158 Working with students and parents	____
159 Compliance requirements from regional, state or national education authorities / departments	____
160 Representing the school at meetings, in the community and networking	____
161 Public relations and fundraising	____
162 Occupational Health and Safety compliance	____
163 Grounds and maintenance	____
164 Other duties, odd jobs, etc. (*please specify below*)	____

Please indicate other duties:

_____

How often would you say the following statements apply to you?	Never or seldom	Sometimes	Often	Nearly always or always
165 My workload is manageable	o	o	o	o
166 I have a good balance between home and work	o	o	o	o
167 I think about leaving the teaching profession	o	o	o	o
168 I think about relinquishing my role as a network or school leader	o	o	o	o
169 I look forward to the school day	o	o	o	o
170 My workload adversely affects my health	o	o	o	o
171 I spend a reasonable amount of time on leading teaching and learning at my school	o	o	o	o
172 The majority of my work day is spent managing school administration requirements	o	o	o	o
173 I spend more time than I used to on compliance requirements	o	o	o	o
174 I have enough time to provide necessary professional support for my colleagues	o	o	o	o
175 My Performance and Development process / review takes up a lot of time	o	o	o	o
176 My Performance and Development process / review improves the way I lead my school	o	o	o	o
177 The staff Performance and Development process / review takes up a lot of time	o	o	o	o

		Not at all 1	2	3	4	5	6	7
178	The staff Performance and Development process / review improves staff performance at my school	○		○		○		○

Thinking about your year so far, to what extent have you been able to:		Not at all 1	2	3	4	5	6	To a great extent 7
179	Lead teaching and learning in your school	○	○	○	○	○	○	○
180	Further develop or support a collaborative culture for school improvement at your school	○	○	○	○	○	○	○
181	Further develop or support a culture of high expectations and life-long learning at your school	○	○	○	○	○	○	○
182	Analyse student learning and development with teaching staff	○	○	○	○	○	○	○
183	Identify and prioritise areas of learning needs across the school	○	○	○	○	○	○	○
184	Take an active part in planning and developing curriculum programs and instructional approaches to help ensure all students are successful	○	○	○	○	○	○	○
185	Work with staff to identify and strategically resource programs to meet the needs of students who are less engaged and those who are struggling with their learning	○	○	○	○	○	○	○
186	Design and play an active role in programs to build teacher capacity to enhance student learning	○	○	○	○	○	○	○
187	Keep up to date with the latest research on student learning to engage staff in professional conversations	○	○	○	○	○	○	○
188	Communicate with parents to support student learning	○	○	○	○	○	○	○

To what extent would the following assist in making your workload as principal more manageable in your school?		Not at all 1	2	3	4	To a great extent 5
189	More administrative support	○	○	○	○	○
190	More specialist staff for student wellbeing work	○	○	○	○	○
191	More staff at leadership level	○	○	○	○	○
192	An increased budget	○	○	○	○	○
193	An increased capacity to attract and retain effective teachers	○	○	○	○	○
194	Better access to ICT and school ICT networks	○	○	○	○	○
195	Better facilities	○	○	○	○	○
196	Greater community involvement in the school	○	○	○	○	○
197	More teachers	○	○	○	○	○
198	Simplified compliance requirements	○	○	○	○	○
199	More teacher assistants	○	○	○	○	○

200	Greater Learning Services or departmental support	○	○	○	○	○
201	Fewer / more strategic departmental communications	○	○	○	○	○
202	Other (*please specify below*)	○	○	○	○	○

What else would help to make your workload more manageable?

_____

—

To what extent would the following assist in making the workload of *teachers* more manageable in your school?	Not at all				To a great extent
	1	2	3	4	5
203 Transferring routine administrative tasks to support staff	○	○	○	○	○
204 Transferring student wellbeing work to specialist staff	○	○	○	○	○
205 Additional staffing	○	○	○	○	○
206 Smaller classes	○	○	○	○	○
207 Less face-to-face teaching time	○	○	○	○	○
208 Better access to ICT and school ICT networks	○	○	○	○	○
209 Creation of more guaranteed time for planning and preparation within the working week	○	○	○	○	○
210 An overall limit to the length of the working week	○	○	○	○	○
211 Reduced compliance requirements	○	○	○	○	○
212 Transferring routine tasks such as exam supervision and student supervision outside contact time to support staff	○	○	○	○	○
213 More in-class support for teachers	○	○	○	○	○
214 More specialists such as IT technicians, Lab technicians, school psychologists, and social workers	○	○	○	○	○
215 Other (*please specify below*)	○	○	○	○	○

What other assistance would help make the teacher workload at your school more manageable?

_____

—

Overall, how manageable or unmanageable is the workload of the following groups in your school?	Manageable	Manageable most of the time	Unmanageable most of the time
216 Principals and Assistant Principals	○	○	○
217 Advanced Skills Teachers	○	○	○
218 Teachers	○	○	○
219 Support Staff	○	○	○

To what extent do you feel supported in your role?		Not applicable	Not at all 1	2	3	4	To a great extent 5
220	By your administrative staff	○	○	○	○	○	○
221	By your teaching staff	○	○	○	○	○	○
222	By your leadership team	○	○	○	○	○	○
223	By other principals	○	○	○	○	○	○
224	By your learning services	○	○	○	○	○	○
225	By the Department	○	○	○	○	○	○

For Support Staff

The following questions are shown to all support staff and education professionals.

226   Which of the following best describes your role?
        ○ Teacher Support (e.g. Teacher Assistant, Aboriginal Education Officer, Education Support Specialist)
        ○ Administration / Operations (e.g. office, finance, business, facilities)
        ○ Technical (e.g. laboratory, library, IT)
        ○ Professional Services (e.g. HR, social worker, educational psychologist, speech therapists)

227   Please indicate the title of your role, or your main responsibility if it is not clear from your job title what you do:
        Please be brief and use key words or common descriptions of your role.

        _____

228   For how many years have you been doing this kind of role in schools (*counting this year as one*)?
        _____years

229   Are you required to do duties within the work day in addition to the work that is normally required of you?
        ○ Yes
        ○ No

230   In a typical week, are you able to complete your work during your formal working hours?
        ○ Never or seldom
        ○ Sometimes
        ○ Often
        ○ Always or nearly always

231   How often does your work require you to be at school outside of or in addition to your paid attendance hours?
        ○ Never
        ○ Less than once per week
        ○ Once or twice per week
        ○ Three or more times per week

This question will be shown if participant responded 'Less than once per week', 'Once or twice per week' or 'Three or more times per week'

232   Please identify the duties you carry out at school outside of or in addition to your paid attendance hours.
☐ Work associated with report writing
☐ Camps
☐ Parent / teacher interviews
☐ Excursions
☐ Concerts or drama productions
☐ Open days / nights
☐ Sporting events
☐ Communicating / planning with teaching staff
☐ Resource development
☐ Student work (e.g. classroom displays, individual portfolios)
☐ Professional development
☐ Other (*please specify below*)

232a   Please identify any other duties you carry out at school in addition to your paid hours:
_____

233   How many hours would you work *at school* outside your paid attendance hours in a typical week?
Please round to the nearest hour. If none, enter '0'.
_____hours

234   Are you provided with time in lieu (TIL) for these hours?
○ Yes
○ No

235   Do you undertake school-related work at home?
○ Never or seldom
○ Sometimes
○ Often
○ Always or nearly always

236   What kind of work do you usually take home?
_____

237   Are you provided with time in lieu (TIL) for these hours?
○ Yes
○ No

How often would you say the following statements apply to you?	Never or seldom	Sometimes	Often	Nearly always or always
238 My workload is manageable	○	○	○	○
239 I have a good balance between home and work	○	○	○	○
240 I think about finding other work outside schools	○	○	○	○

		Never	Almost never	Someti mes	Fairly often	Very often
241	I look forward to the school day	○	○	○	○	
242	My workload adversely affects my health	○	○	○	○	
243	The Performance and Development process / review takes up a lot of time	○	○	○	○	
244	The Performance and Development process / review improves the way I do my job to support student learning and / or the operation of the school	○	○	○	○	

Workplace environment

The following questions are shown to all participants.

	The questions in this scale ask you about aspects of your work environment over the last month. In the last month, how often have you:	Never	Almost never	Someti mes	Fairly often	Very often
245	felt supported by your colleagues?	○	○	○	○	○
246	felt supported by the school leadership? *(only shown to Teachers / Support Staff)*	○	○	○	○	○
247	felt supported by the Department? *(only shown to Principals / Assistant Principals)*	○	○	○	○	○
248	felt stressed by work?	○	○	○	○	○
249	felt confident about your ability to handle your responsibilities at work?	○	○	○	○	○
250	had to deal with challenging student behaviour?	○	○	○	○	○
251	had to deal with challenging behaviour from parents?	○	○	○	○	○
252	felt that you were on top of things at work?	○	○	○	○	○
253	felt engaged in your work?	○	○	○	○	○
254	felt satisfied by your work?	○	○	○	○	○
255	felt work requirements were piling up so high that you could not overcome them?	○	○	○	○	○
256	not received your non-contact time?	○	○	○	○	○
257	had a lunch break?	○	○	○	○	○

If you would like to talk to Union representatives about work-related issues, call the AEU on 1800 001 313.

258   If you would like to provide any additional comments about your workload, please do so here:

_____
_____
_____
_____

Thank you for taking the time to complete this survey. We appreciate your participation.

If you would like to check anything before submitting, please use the 'Previous' button below to do so, otherwise, please click 'Submit' to finalise your response.

APPENDIX 2: SAMPLE CHARACTERISTICS

Tables A.1 to A.4 show the distribution of survey respondents by school size for each school type.

Table A.1   Survey respondents by enrolment and employment type, primary schools

	Up to 150 students (%)	151 to 400 students (%)	401 to 750 students (%)	More than 750 students (%)	Total (%)
Education Support Staff	11.4	53.7	34.3	-.-	100.0
Teacher	10.0	58.2	31.3	-.-	100.0
Principal/Assistant Principal	19.4	59.0	21.6	-.-	100.0
Total	**11.0**	**57.7**	**30.9**	**0.4**	**100.0**

Notes: Cells with 5 or fewer respondents are not shown. Colleges are included with Secondary schools. Education professionals included with Education support staff.

Table A.2   Survey respondents by enrolment and employment type, secondary schools

	Up to 150 students (%)	151 to 400 students (%)	401 to 750 students (%)	More than 750 students (%)	Total (%)
Education Support Staff	-.-	25.4	37.3	35.7	100.0
Teacher	1.1	17.4	41.2	40.3	100.0
Principal/Assistant Principal	-.-	21.8	47.5	29.7	100.0
Total	1.2	18.8	41.3	38.7	100.0

Notes: Cells with 5 or fewer respondents are not shown. Colleges are included with Secondary schools. Education professionals included with Education support staff.

Table A.3   Survey respondents by enrolment and employment type, combined primary and secondary schools

	Up to 150 students (%)	151 to 400 students (%)	401 to 750 students (%)	More than 750 students (%)	Total (%)
Education Support Staff	15.2	56.5	26.1	-.-	100.0
Teacher	9.3	54.7	30.2	5.8	100.0
Principal/Assistant Principal	-.-	53.8	28.2	-.-	100.0
Total	10.0	54.8	29.4	5.8	100.0

Notes: Cells with 5 or fewer respondents are not shown. Colleges are included with Secondary schools. Education professionals included with Education support staff.

Table A.4   Survey respondents by enrolment and employment type, specialist/support schools

	Up to 150 students (%)	151 to 400 students (%)	401 to 750 students (%)	More than 750 students (%)	Total (%)
Education Support Staff	87.5	-.-	-.-	-.-	100.0
Teacher	60.3	33.3	-.-	-.-	100.0
Principal/Assistant Principal	83.3	-.-	-.-	-.-	100.0
Total	69.7	23.2	3.0	4.0	100.0

Notes: Cells with 5 or fewer respondents are not shown. Colleges are included with Secondary schools. Education professionals included with Education support staff.

Table A.5 provides information about the age of teachers who responded to the survey, by school type and employment type.

Table A.5   Average age in years of staff by school type, gender and employment type

	Male (years)	Female (years)	Persons (years)
Primary schools			
Education Support Staff	47.9	50.6	50.5
Teacher	41.3	44.8	44.4
Principal/Assistant Principal	43.9	51.5	50.2
Secondary schools			
Education Support Staff	51.7	51.0	51.1
Teacher	43.8	45.6	45.0
Principal/Assistant Principal	46.6	50.5	49.2
Primary and secondary schools			
Education Support Staff	48.0	50.2	50.0
Teacher	41.9	40.5	40.8
Principal/Assistant Principal	44.4	47.5	46.4
Specialist/support schools			
Education Support Staff	51.3	50.9	50.9
Teacher	45.4	47.6	47.3
Principal/Assistant Principal	47.0	51.9	50.7

Notes: Colleges are included with Secondary schools. Education professionals included with Education support staff.