Improving Learning

School Staff Workload Study

Final Report

to the Australian Education Union – Victorian Branch

Policy Research and Practice

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ACER

ACKNOWLEDGEMENTS

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ABBREVIATIONS AND ACRONYMS

ABS	Australian Bureau of Statistics
ACER	Australian Council for Educational Research
AEU	Australian Education Union
DET	Victorian Government Department of Education and Training
FTE	Full Time Equivalent
ICT	Information and Communication Technology
SEIFA	Socioeconomic Indices for Areas
SES	Socioeconomic Status
SiAS	The Staff in Australia's Schools Surveys

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EXECUTIVE SUMMARY

The School Staff Workload Study was commissioned by the Victorian branch of the Australian Education Union (the Union) in March 2016. The study involved the design and delivery of an online survey by the Australian Council for Educational Research (ACER). The survey was a census of the Union membership and was open to the majority of members in Term 2, June 2016. The survey targeted three groups: teachers, school leaders (Principal class), and education support staff.

For reasons of commercial confidentiality, the total Union membership and the number of respondents by target group have been redacted from this report. In total, there were over 13,000 respondents. The final response rate for teachers was 34 per cent, for principals was 55 per cent and for education support staff was 41 per cent.

Respondent characteristics are representative of the Union membership in all areas considered: age, gender, geolocation, SES, school level (primary and secondary) and school size. A large majority of respondents were from primary or secondary schools (rather than combined or special schools) and the majority of the analysis therefore considers these two groups. Where only primary and secondary schools are reported, these figures do not include teachers in combined and special schools.

Teacher characteristics

Table A lists the general characteristics of primary and secondary teachers. At primary level, 84 per cent of teachers are female, with an average age of 42 years. The majority of primary teachers are in permanent positions and work full time. Women have been teaching for 16 years on average while male primary teachers tend to be younger and have been teaching for 12 years on average.

At secondary level the majority of teachers are also female (65%) and average 43 years of age. Men are slightly older at 45 years of age on average. Secondary teachers are also mostly in permanent positions and working full time.

Table A: Population characteristics: primary and secondary teachers

Characteristics	Primary teacher	Secondary teacher
Average age (years)	Female 42, Male 39 years	Female 43, Male 45 years
Gender	83.5% Female	65.2% Female
Ongoing/permanent position	80.8%	87.9%
Full time	78.3%	73.8%
Average years teaching	Female 16, Male 12 years	Female 16, Male 17 years
Average years at current school	Female 10, Male 7 years	Female 10, Male 11 years
Classroom Teacher	93.3%	87.2%
Leading Teacher	6.4%	12.4%

Teacher workload

The survey indicated that full-time primary teachers averaged 52.8 hours per week and full-time secondary teachers averaged 53.2 hours per week. Leading teachers worked a slightly longer week, averaging about 55 hours per week. Proportionally, teachers spent just under 80 per cent of their time on teaching and teaching-related tasks, or about 41 hours per week. Just over one-fifth of their time, or about 11 hours per week, was spent on other activities. This time was largely spent on additional duties, meetings and administration.

Full-time teachers work about 14 to 15 hours per week over their required hours, on average. When working outside of required hours, including 5 to 6 hours over the weekend, teachers spend the majority of that time on teaching-related activities, including planning, preparing and, particularly at secondary level, marking.

Table B: Teacher workload, selected averages and proportions, primary and secondary full-time teachers

Workload (Full-time teachers)	Primary teacher	Secondary teacher
Average hours per week	52.8 hours	53.2 hours
Average hours per week – Classroom teachers	52.7 hours	52.9 hours
Average hours per week – Leading teachers	54.9 hours	54.8 hours
Proportion of required time spent on teaching and teaching-related activities	79% (31 hours)	76% (27 hours)
Proportion of required time spent on other school activities	21% (8 hours)	24% (9 hours)
Proportion of weekday time outside required hours spent on teaching-related activities	71% (7.5 hours)	79% (7.5 hours)
Proportion of weekday time outside required hours spent on other activities	29% (3 hours)	21% (2 hours)
Proportion of weekend time spent on teaching-related activities	84% (4 hours)	90% (5.5 hours)
Proportion of weekend time spent on other activities	16% (1.5 hours)	10% (0.5 hours)
Overall, proportion of time spent teaching and teaching-related activities	78% (41 hours)	79% (42 hours)
Overall, proportion of time spent on other activities	22% (11.5 hours)	21% (11 hours)

Teaching out-of-field

Subjects in the Humanities are most often taught out-of-field at years 7-10, with 28.5 per cent of teachers indicating that they were currently teaching out-of-field in this area. About 14 per cent were teaching mathematics out-of-field in years 7-10 and 11 per cent were teaching out-of-field in science. Teachers new to teaching are most likely to be teaching out-of-field, with 41 per cent of teachers in their first two years teaching out-of-field compared to 20 per cent of teachers with 16 or more years of experience. Similarly, teachers new to a school were more likely to be teaching out-of-field, with 35 per cent of those at a school for two years or less teaching out-of-field compared to 23 per cent of those who had been at the school for 11-15 years.

Teachers' perception of workload

Only about one fifth of teachers think that their workload is often or nearly always manageable, and about the same proportion felt that they often or nearly always had a good balance between home and work. Around 90 per cent of teachers indicated that their workload at some stage has had a negative effect on their quality of teaching. Just over one third of teachers in all schools indicated that their workload often or nearly always adversely affected their health. About half of secondary teachers and 61 per cent of primary teachers regularly look forward to the school day. About one third of teachers regularly think about leaving the teaching profession.

Workload and quality of teaching

Teachers were asked to indicate the extent to which they felt they had been able to meet 17 of the demands of quality teaching this year. This included knowing students well, selecting appropriate and interesting teaching and learning resources, teaching well, and meeting the needs of struggling students, highly motivated students and those less motivated to learn. Over two thirds of primary teachers and half of secondary teachers felt that they had been able to undertake these tasks to a great extent.

Only about one third of teachers felt that they had been able (to a great extent) to reflect on and evaluate their teaching, monitor and asses student progress effectively, manage student behaviour effectively, and provide timely and useful feedback to students about their learning.

Differences by SES were not large in most areas, although the ability to select appropriate and interesting teaching and learning resources does appear to differ by SES, with 58 per cent of teachers at low SES schools able to do this to a great extent compared to 63 per cent at medium SES schools and 73 per cent at high SES schools.

Managing workload

Teachers were provided with a list of 10 suggestions that could potentially make their workload more manageable. Increasing and protecting non-contact time came top of the list overall and was considered to assist with workload management to a great extent by over 90 per cent of secondary teachers. The top suggestion for primary and special school teachers was to reduce the number of government initiatives, in the context of a flow of initiatives replacing others and requiring change. The third suggestion, to reduce bureaucracy, was also popular with over 80 per cent of teachers indicating that this would assist to a great extent. Over 80 per cent of primary teachers also indicated that more teaching assistants would make their workload more manageable to a great extent.

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. Almost three quarters of teachers have felt stressed by work in the last month fairly often or very often, and two thirds often felt that work requirements were piling up so high that they could not overcome them. Over half of primary and secondary teachers had often dealt with challenging behaviour from students and less than half had often felt satisfied by their

work in the last month. Nearly one third of teachers had not often felt supported by their colleagues and less than one half had often felt supported by the school leadership.

Principal characteristics

Staff employed in the Principal Class are most commonly in the role of Assistant Principal or Principal at a school and this is reflected in the proportions of respondents by role. Assistant Principals accounted for 44 per cent of the respondents while school principal (including principals of a small school) made up 50 per cent. A further 4.5 per cent were campus principals.

The proportions of Assistant Principals and Principals differs by school level due mainly to the size of schools at each level. Primary schools are generally smaller than secondary schools and are more likely to have just one Assistant Principal, and respondents are evenly distributed (48% Assistant Principal, 52% Principal). Secondary schools are larger and often have more than one Assistant Principal, and there was a higher proportion of Assistant Principal respondents (68% Assistant Principal, 32% Principal).

Table C: Population characteristics: primary principals and assistant principals

Characteristics	Primary Assistant Principal	Primary Principal
Proportion	48.3%	51.7%
Average age (years)	Female 51, Male 46 years	Female 54, Male 53 years
Gender	79.3% Female	61.3% Female

Table D: Population characteristics: secondary principals and assistant principals

Characteristics	Secondary Assistant Principal	Secondary Principal
Proportion	68.2%	31.8%
Average age (years)	Female 49, Male 48 years	Female 55, Male 54 years
Gender	50.9% Female	49.3% Female

Principals' workload

On average, principals in both primary and secondary schools worked 60.6 hours per week. Assistant principals in primary schools averaged 59.4 hours per week and in secondary schools averaged 60.3 hours per week. All indicated that they worked on average over 10 hours per day during school terms and two to three hours per weekday during the holidays.

About one third of principals' time (principals and assistant principals, in Term 1) is taken up with school-based administrative tasks. Assistant principals spend about one fifth of their time on curriculum and teaching-related tasks while principals spend slightly less time in this area. Principals at both primary and secondary levels, and assistant principals in secondary schools also spend about one fifth of their time on compliance requirements.

About one quarter of principals consider their workload to be manageable often or always and at the primary level, about three quarters look forward to the school day often or always. Over 80 per cent or secondary principals regularly look forward to the school day compared to about two thirds of secondary assistant principals.

Table E: Principal workload, selected averages and proportions, primary full-time principals and assistant principals

Workload	Primary Assistant Principal	Primary Principal
Average hours per weekday, school term	10.4 hours	10.7 hours
Average hours per weekend, school term	4.8 hours	5.1 hours
Average hours per weekday, school holiday	2.4 hours	2.8 hours
Average hours per weekend, school holiday	1.4 hours	1.5 hours
Average full-time hours in previous week	59.4 hours	60.6 hours
Proportion of time spent on internal administrative tasks in Term 1 this year	34.7%	31.1%
Proportion of time spent on curriculum and teaching-related tasks in Term 1 this year	21.0%	15.7%
Proportion of time spent on Compliance requirements tasks in Term 1 this year	12.2%	18.1%
My workload is manageable, often/always	23.4%	17.9%
I look forward to the school day, often/always	76.5%	72.5%

Table F: Principal workload, selected averages and proportions, secondary full-time principals and assistant principals

Workload	Secondary Assistant Principal	Secondary Principal
Average hours per weekday, school term	10.5 hours	10.9 hours
Average hours per weekend, school term	5.1 hours	5.4 hours
Average hours per weekday, school holiday	3.0 hours	3.3 hours
Average hours per weekend, school holiday	1.6 hours	1.3 hours
Average full-time hours in previous week	60.3	60.6
Proportion of time spent on internal administrative tasks in Term 1 this year	37.9%	31.6%
Proportion of time spent on curriculum and teaching-related tasks in Term 1 this year	21.4%	18.9%
Proportion of time spent on Compliance requirements tasks in Term 1 this year	21.4%	18.9%
My workload is manageable, often/always	27.0%	25.3%
I look forward to the school day, often/always	66.9%	81.3%

Principals – managing workload

Principals were asked to indicate to what extent 13 items would assist in making their workload as principal more manageable. Most items received majority support (i.e. over 50%). An increased budget and simplified compliance requirements received the highest levels of support (over 80%), as did more specialised staff for student wellbeing work and more administrative support. At the secondary level there was very high support for an increased capacity to attract and retain effective teachers, while at the primary level there was higher support for more teacher aides.

There were only minimal differences by SES, with the exception at primary level of greater community involvement, which principals at lower SES schools (54%) were more likely to have indicated than their high SES counterparts (32%). At secondary level as well as greater community involvement, there is a notable difference in the effect of an increased capacity to attract and retain effective teachers, with 95 per cent of principals in low SES schools indicating that this would have a great effect compared to 77 per cent of principals in high SES schools.

Principals were asked to what extent they felt supported in their role. Assistant principals and Principals feel most supported by their administrative staff and executive team (over 80%). A majority (about 70%) feel supported to a great extent by other principals and their teaching staff. About one third of primary principals and one half of secondary principals feel supported to a great extent by their regional office.

Education Support Staff

Education Support staff are grouped into four broad areas, identified by the Victorian Department of Education and Training (DET). The largest number of respondents was in the Student/Teacher Support group (49%). This group commonly included teacher aides in a variety of roles (integration, learning support, literacy support, multicultural education, Auslan education, language support).

The second largest group (34.5%) included those involved in school administration and operations. This category appeared to include the widest range of job titles, descriptions and levels, from office assistants and grounds workers to business managers and registrar. About 12 per cent of respondents indicated they were in technical positions, which tended to be laboratory or ICT based. Very few respondents indicated they provided professional services (4%). These tended to be in student welfare and careers counselling positions although there were therapists as well. In many cases there were crossovers, with people indicating the same job title choosing a different education support area.

Student/Teacher Support staff

Student and teacher support staff are almost entirely female and over 50 years of age on average. About one third are in an ongoing position at primary level and almost 50 per cent at secondary level. The position as largely part time, with only 22 per cent working full time.

About one half of support staff are often or always able to complete work during their formal working hours and of those who do work at school outside their paid attendance hours, they typically work an additional 2.6 hours. Three quarters of primary support staff and two thirds of secondary support staff consider their workload to be manageable often or always and about the same proportions look forward to the school day.

Table G: Population characteristics: student/teacher support staff

Characteristics	Student/Teacher Support	
Level	**Primary**	**Secondary**
Average age (years)	Female 51 years	Female 52, Male 45 years
Gender	98.0% Female	92.3% Female
Ongoing/permanent position	36.6%	48.6%
Full time	Overall (primary and secondary) 22.2%	
Average years of experience	10.6 years	10.2 years
Often/always able to complete work during formal work hours	50.6%	49.4%
Required to do duties within the work day in addition to the work normally required	71.9%	67.6%
Required to be at school outside paid attendance hours three or more times per week	13.2%	13.5%
Average hours worked at school outside paid attendance hours in a typical week	2.6 hours	2.7 hours
My workload is manageable, often/always	73.0%	67.1%

I look forward to the school day, often/always	75.3%	64.7%

Administration/Operations staff

Administration and operations staff are also almost entirely female and over 50 years of age on average. Nearly all are in ongoing positions and about two thirds work full time.

About one third of administration and operations staff at the primary level, and 42 per cent at the secondary level are often or always able to complete work during their formal working hours and of those who do work at school outside their paid attendance hours, they typically work an additional three to four hours. About 50 per cent of administration and operations staff consider their workload to be manageable often or always and 60-70 per cent look forward to the school day.

Table H: Population characteristics: administration/operations staff

Characteristics	Administration/Operations	
Level	**Primary**	**Secondary**
Average age (years)	Female 52 years	Female 52, Male 51 years
Gender	98.3% Female	93.1% Female
Ongoing/permanent position	92.5%	94.6%
Full time	Overall (primary and secondary) 65.2%	
Average years of experience	11.5 years	9.4 years
Often/always able to complete work during formal work hours	31.7%	42.1%
Required to do duties within the work day in addition to the work normally required	77.3%	76.1%
Required to be at school outside paid attendance hours three or more times per week	22.7%	18.2%
Average hours worked at school outside paid attendance hours in a typical week	3.9 hours	3.3 hours
My workload is manageable, often/always	47.1%	53.8%
I look forward to the school day, often/always	68.9%	57.2%

Technical staff

At the primary level, technical staff are almost all female and over 50 years of age on average. At the secondary level, three quarters of staff are female and over 50 years of age. The 25 per cent of male staff are slightly younger on average, at 46 years.

About one third of technical staff at the primary level, and 45 per cent at the secondary level are often or always able to complete work during their formal working hours and of those who do work at school outside their paid attendance hours, they typically work an additional three hours. About 50 per cent of primary and 60 per cent of secondary administration and operations staff consider their workload to be manageable often or always and 60-70 per cent look forward to the school day.

Table I: Population characteristics: technical staff

Characteristics	Technical	
Level	**Primary**	**Secondary**
Average age (years)	Female 54 years	Female 53, Male 46 years
Gender	92.2% Female	75.3% Female
Ongoing/permanent position	Overall (primary and secondary) 88.5%	
Full time	Overall (primary and secondary) 52.3%	
Average years of experience	11.6 years	12.7 years
Often/always able to complete work during formal work hours	32.5%	44.9%
Required to do duties within the work day in addition to the work normally required	67.5%	61.4%
Required to be at school outside paid attendance hours three or more times per week	15.6%	12.1%
Average hours worked at school outside paid attendance hours in a typical week	3.0 hours	2.8 hours
My workload is manageable, often/always	53.3%	61.8%
I look forward to the school day, often/always	72.0%	63.0%

1. INTRODUCTION AND METHODOLOGY

1.1 Overview of the project

The School Staff Workload Study was commissioned by the Victorian branch of the Australian Education Union (the Union) in March 2016. The study involved the design and delivery of an online survey by the Australian Council for Educational Research (ACER). The survey was open to the majority of members of the Union in June 2016, during the final weeks of Term 2. Union membership is constituted of teachers, school leaders (Principal Class) and education support staff working in Victorian government schools.

The survey was intended to provide a detailed picture of the workload of the Union membership and, by extension, Victorian 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 seven 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 Victorian branch of the Union.

The School Staff Workload survey targeted three groups: teachers, school leaders (Principal class), and education support staff. The report considers the three groups separately. Chapters 2-5 look at teachers, Chapter 6 looks at principals and Chapter 7 considers education support staff. For each group, the demographics and characteristics of the respondents is presented, followed by perceptions of workload. An additional chapter for teachers and section for principals then looks at the management of workload.

The complete questionnaire is provided in Appendix 1.

1.3 Questionnaire development

The Union expressed an interest in both workload and its 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 workload may affect the wellbeing of respondents, and student learning.

A survey of teachers is not easily able to collect direct evidence of student learning, however it was possible to consider how workload and workload 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

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

to which activities associated with quality teaching were being undertaken, and the working environment.

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 carried out in Australia,[2] a New Zealand study of workload[3] and workload surveys carried out in England.[4]

The questionnaire targets three separate groups:
- Teachers – Classroom and Leading teachers
- School leaders – Principal Class staff
- Education Support Staff

In each case, 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.
With regard to teachers we first talked to a selection of secondary teachers in order to get a sense of current teacher views of their workload, and some of the issues current in the workforce. Leading Teachers appeared to have a particularly high administrative load. All teachers we spoke to commonly worked about 50 hours a week or more. None of them worked more than the required amount of face-to-face teaching and Lead teachers had slightly fewer hours than other teachers so it was of interest to us to understand what kind of work was taking up the non-face time load.

In developing the questionnaire we needed to collect actual data on workload, and also to collect data enabling us to consider both causes (workload as a dependent variable) and effects (workload as an independent variable). Causes of higher workload may include, for example, the use of Information and Communication Technologies (ICT), the availability of support staff, teaching out-of-field, additional and non-teaching duties, student engagement and behaviour. Levels of workload may have effects on job satisfaction, working with students, stress, quality of teaching and intentions to leave the profession. It was important to consider areas such as job satisfaction and how they relate to workload: high levels of workload in a highly supportive environment may well result in teachers who enjoy their work, whereas a teacher with a reasonable workload in a difficult environment may be less satisfied and more likely to consider leaving the profession as a result.

Questions asked of teachers in focus groups included:
- How much face-to-face teaching do you do, and how much planning and assessment?
- How much time do you spend on teaching-related tasks in the evening and at weekends?
- What other duties do you have and how much time do they take?
- Over the past year or two, has any part of your workload increased? What and by how much?
- Does your workload affect your health and wellbeing? In what way?
- What issues affect the quality of your teaching?

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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)

Drafts of the questionnaire were provided to the Union and also discussed in focus groups for each of the target groups. Once the questions were finalised on paper they were written into ACER's online survey software. The online survey was then made available to Union employees representing each target group as a pilot. This ensured that the online version of the survey was error-free, that the questions were easily understood and answered, and that the data collected was in the right format.

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 Victorian government schools, however such a sample would still 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 workload it was decided not to include members who were in casual and emergency positions due to the level of variability these members can experience in their work. Members who had not provided an email address or details of their current school were also omitted. All other members were included.

Survey administration

The survey was conducted online. It was promoted by the Union through their website and member publications. ACER sent eligible participants an invitation to participate in the survey via email, and reminder emails were sent out to those who had not completed the survey. The key dates in the survey administration were as follows:
- 23 May 2016: Survey went live online, email invitations were sent out over three days;
- 6 June: ACER sent out email reminders. The Union sent a general email reminding members about the survey;
- 14 June: ACER sent out final email reminders were sent out. The Union sent text messages to the same members;
- 17 June: 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.

1.5 Response rates and population characteristics

The response rates to the census survey are reported in Table 1.1. For reasons of commercial confidentiality, the total Union membership and the number of respondents by target group have been redacted from this report. In total, there were over 13,000 respondents.

Teachers form the largest membership group and they also had a longer survey to complete than the other groups. In addition, the survey was sent out towards the end of Term 2, which for many is a busy time of report-writing. These issues may explain the lower response rate in comparison with the other target groups. The final response rate for teachers of 34 per cent is slightly higher than that achieved in the Staff in Australia's schools survey (SiAS) conducted in 2013, which nationally

achieved a final response rate of about 33 per cent of the population sample and, in Victoria, 28 per cent at primary level and 32 per cent at secondary level.[5]

The next largest group were Education Support staff. There were fewer questions asked and the response rate was 41 per cent. The response rate for Principal Class was a majority, at 55 per cent.

Table 1.1: AEU membership proportions and response rates by school staff employment type

| | AEU Membership | | Survey Respondents | | |
	Number	%	Number	%	Response rate %
Education Support					41.3
Teacher					33.6
Principal Class					55.0
Total		**100.0**	**13,454**	**100.0**	

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 shows that teachers and education support staff in secondary schools have a slightly higher representation in the survey than in the population. The proportions are not large enough to warrant any weighting, particularly as several thousand respondents are included in each group, and primary and secondary levels are treated separately in all analyses.

Table 1.2: AEU membership and survey respondents by schooling level and staff employment type

| | AEU Membership | | Survey Respondents | |
	Primary %	Secondary %	Primary %	Secondary %
Education Support	66.0	34.0	61.1	38.9
Teacher	58.3	41.7	54.8	45.2
Principal Class	66.8	33.2	68.5	31.5
Total	**60.1**	**39.9**	**57.1**	**42.9**

Table 1.3 looks at gender and differences here are within two percentage points. Female membership and survey response is very high in Education Support. This is similar to the overall proportions for Education Support Staff in Victorian government schools which, in 2015, was 87 per cent female. The proportion of males (28%) and females (72%) in government schools in 2015 was also similar to that of AEU membership.[6]

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[5] McKenzie, et al. (2014).
[6] ABS (2016) 4221.0 Table 50a.

Table 1.3: AEU membership and survey respondents by gender and staff employment type

	AEU Membership		Survey Respondents	
	Male	Female	Male	Female
	%	%	%	%
Education Support	8.3	91.7	7.0	92.9
Teacher	26.2	73.8	24.8	75.1
Principal Class	40.7	59.3	39.0	61.0
Total	**23.6**	**76.4**	**22.0**	**77.8**

The proportion of each target group working in metropolitan and non-metropolitan areas was also representative of the overall Union membership, as shown in Table 1.4. This is similar to the national metropolitan distribution for teachers (73% primary, 71% secondary) recorded in the SiAS survey.[7]

Table 1.4: AEU membership and survey respondents by school location and staff employment type

	AEU Membership		Survey Respondents	
	Metro	Non-metro	Metro	Non-metro
	%	%	%	%
Education Support	70.0	30.0	67.6	32.4
Teacher	72.6	27.4	72.7	27.3
Principal Class	65.3	34.7	66.2	33.8
Total	**71.8**	**28.2**	**71.1**	**28.9**

School socioeconomic status (SES) was developed by linking school postcodes to the ABS Socio-Economic Indexes for Areas (SEIFA), which is a measure ranking locations based on the 2011 census.[8] As this study is state-based, the SEIFA rankings for Victoria were used. Each school was allocated the SEIFA decile associated with its postcode. The deciles were then grouped into three broad SES groups: High (deciles 8-10), Medium (deciles 4-7) and Low (deciles 1-3). Table 1.5 again shows that the survey response was representative of the Union membership in terms of the proportions of responses by SES.

Table 1.5: AEU membership and survey respondents by SES and staff employment type

	AEU Membership			Survey Respondents		
SES	Low	Medium	High	Low	Medium	High
SEIFA State	%	%	%	%	%	%
Education Support	39.7	35.8	24.6	41.2	35.3	23.5
Teacher	32.4	35.0	32.6	31.9	35.1	33.0
Principal Class	33.7	36.3	29.9	33.5	36.0	30.5
Total	**33.8**	**35.2**	**31.0**	**34.0**	**35.2**	**30.8**

Another measure of the representation of respondents is in proportion to school size. School size is based on student enrolment data for each school. Schools have been grouped into four size

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[7] McKenzie, et al (2014), Table 3.1.
[8] For more information on SEIFA and the indexes that make up the summary measure, see:
http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/2033.0.55.001~2011~Main%20Features~Main%20Page~1

categories. Primary and secondary school categories differ due to the differences in enrolment; most primary schools have a smaller enrolment than their secondary counterparts.

Tables 1.6 and 1.7 show that the proportion of survey respondents by schools size is very similar to that of the membership population, less than one percentage point difference in most cases.

Table 1.6: AEU membership and survey respondents by primary school size and staff employment type

Primary school enrolment size	AEU Membership				Survey Respondents			
	<200 %	200.1-400 %	400.1-600 %	>600 %	<200 %	200.1-400 %	400.1-600 %	>600 %
Education Support	32.5	29.9	19.6	18.0	32.0	31.0	18.7	18.3
Teacher	19.6	29.4	26.5	24.4	19.0	30.0	26.6	24.3
Principal Class	36.1	31.3	19.9	12.8	36.3	32.3	18.9	12.5
Total	**23.0**	**29.6**	**24.8**	**22.5**	**23.4**	**30.4**	**24.2**	**22.0**

Table 1.7: AEU membership and survey respondents by secondary school size and staff employment type

Secondary school enrolment size	AEU Membership				Survey Respondents			
	<400 %	400.1-800 %	800.1-1200 %	>1200 %	<400 %	400.1-800 %	800.1-1200 %	>1200 %
Education Support	19.6	31.1	28.7	20.6	19.6	31.5	29.1	19.8
Teacher	16.3	27.5	30.0	26.2	15.6	28.6	30.1	25.7
Principal Class	21.4	31.0	28.0	19.6	23.6	28.7	27.4	20.3
Total	**17.0**	**28.2**	**29.8**	**25.0**	**16.8**	**29.2**	**29.8**	**24.3**

Tables 1.2 to 1.7 show that in those areas for which data is available – employment type, gender, schooling level, location, SES and school size – the proportions of respondents to the survey are representative of the proportions found in the population of union members.

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. As such, where only primary and secondary schools are reported, these figures do not include teachers in combined and special schools.

The rest of the report splits into separate analyses of the three employment types. Chapters 2 to 5 look at teachers, Chapter 6 at principals and Chapter 7 at education support staff. Tables 1.8 to 1.10

provide some additional demographic information by school level and employment type together, for comparative purposes.

Table 1.8: Proportions of staff in primary and secondary settings by employment type and geolocation

Geolocation	Primary			Secondary		
	Metro %	Provincial %	Remote %	Metro %	Provincial %	Remote %
Education Support	71.1	24.2	4.6	69.9	23.2	6.9
Teacher	76.2	20.5	3.3	73.2	22.0	4.7
Principal Class	65.0	28.2	6.8	75.8	17.8	6.4
Total	**74.1**	**22.0**	**3.9**	**72.7**	**22.0**	**5.2**

Table 1.9: Proportions of staff in primary and secondary settings by employment type and SES

SES SEIFA State	Primary			Secondary		
	Low %	Medium %	High %	Low %	Medium %	High %
Education Support	40.0	36.3	23.7	43.2	33.7	23.1
Teacher	30.7	36.4	32.9	33.3	33.5	33.2
Principal Class	33.6	38.4	27.9	33.3	30.6	36.1
Total	**33.0**	**36.6**	**30.4**	**35.2**	**33.4**	**31.4**

Table 1.10: Average age in years of staff in primary and secondary settings by employment type and gender

Average age in years	Primary (years)			Secondary (years)		
	Male	Female	Persons	Male	Female	Persons
Education Support	47.1	51.0	50.8	47.1	51.7	51.2
Teacher	39.6	42.3	41.9	45.3	43.1	43.8
Principal Class	49.8	52.1	51.3	50.0	51.3	50.7

2. TEACHERS: POPULATION DESCRIPTION

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 breakdowns by variables such as Classroom teacher and Leading teacher, and by school type (Primary, Secondary, Combined and Specialist School). Where possible, the Union membership population is compared to the overall population of Victorian government school teachers using data from the ABS Schools Australia collection, the Staff in Australia's Schools (SiAS) 2013 survey and state government data from 2013 collected in the Victorian Teacher Supply and Demand Report.[9]

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 both cases, this numbers several thousand respondents. Smaller proportions were in combined (primary and secondary) schools and specialist schools. These respondents numbered in the hundreds.[10]

Table 2.1: Proportion of teachers by school type

School type	%
Primary	47.4
Primary and Secondary	7.1
Secondary	41.4
Specialist school	4.1
Total	**100.0**

ABS 2015 figures for Victorian government primary schools show that the proportion of full-time equivalent (FTE) teachers who are male is 22 per cent.[11] Headcount figures may be lower due to different levels of part-time work amongst male and female teachers. The SiAS survey reported that the proportion of male primary teachers in Victoria (all sectors) in 2013 was 20 per cent. Table 2.2 shows a slightly lower proportion of males in primary schools at 16 per cent.

Table 2.2 also records a lower average age for male (39 years) compared to female (42 years) primary teachers, while at the secondary level male teachers (45 years) were slightly older on average than their female (43 years) counterparts. The SiAS survey reported a similar difference for secondary teachers nationally (males 46 years, females 44 years) but little difference at the primary

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[9] For ABS 4221.0 Schools Australia, see
http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4221.02015?OpenDocument; for SiAS see McKenzie, Weldon, Rowley, Murphy & McMillan (2014): https://www.education.gov.au/school-teacher-workforce-data-reports; for the Victorian report see Weldon, Shah & Rowley (2015): http://www.education.vic.gov.au/about/careers/teaching/Pages/demand.aspx

[10] 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.

[11] ABS (2016) 4221.0 Table 51a

level.[12] The most recent Victorian Teacher Supply and Demand Report does not disaggregate age by gender but does indicate a rise in the 25-34 age group at the primary level between 2010 and 2013.[13]

Table 2.2: Proportion of male and female teachers and average age by school type

	Proportion in survey (%)		Average age (years)	
	Male	**Female**	**Male**	**Female**
Primary	16.4	83.5	38.8	42.2
Primary and Secondary	26.7	73.3	45.1	41.9
Secondary	34.5	65.2	45.2	43.1
Specialist school	18.6	81.2	45.7	44.2
Total	**24.7**	**75.1**	**43.2**	**42.6**

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 and Victorian (all sectors) levels in the SiAS survey.[14] 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.[15] 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	12.1	15.8	7.2	9.7
Primary and Secondary	17.6	14.9	9.8	8.6
Secondary	17.2	16.0	10.7	10.4
Specialist school	17.0	16.3	7.7	8.5
Total	**15.6**	**15.9**	**9.4**	**9.8**

2.4 Basis of employment

Teachers were asked about the nature of their employment, including their time-fraction, the type of contract they were on and their salary range. Table 2.4 shows that the majority of teachers are employed on a permanent/ongoing basis, with a slightly higher proportion of secondary teachers (88%) in a permanent position. The proportions are slightly higher than the national proportions in SiAS 2013.[16] Of those in contract positions, the most common contract length is one year (13.5% primary, 8% secondary). In special schools, contracts of three years or more (9.5%) are slightly more common than other contracts lengths.

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[12] McKenzie, et al (2014), Table 3.2.
[13] Weldon, Shah & Rowley (2015), Figure 3.12.
[14] McKenzie, et al (2014), Table 7.4.
[15] McKenzie, et al (2014), Table 5.6.
[16] McKenzie, et al (2014), Table 5.2.

About three quarters of teachers work full time, with primary (78%) slightly higher than secondary (74%). These data are similar to SiAS, although at the national level, part time work is slightly higher in primary settings (73% primary, 80.5% secondary).[17] Of those who work part time, the majority work at least three days per week (0.6 FTE).

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

	Primary %	Primary & Secondary %	Secondary %	Specialist school %
Type of position				
Ongoing/permanent	80.8	82.0	87.9	73.1
Contract 3+ years	0.7	2.5	1.2	9.5
Contract 2 years	1.3	2.2	1.0	5.3
Contract 1 year	13.5	9.0	7.7	8.3
Contract <1 year	1.0	1.9	1.1	2.0
Family leave Contract	2.7	2.4	1.2	1.8
Total	**100.0**	**100.0**	**100.0**	**100.0**
Time fraction				
Part time <0.6 FTE	5.9	3.8	2.4	5.5
Part time 0.6-0.9 FTE	15.0	21.2	23.2	20.4
Full time 1.0 FTE	78.3	74.6	73.8	73.1
On leave	0.8	0.4	0.5	1.0
Total	**100.0**	**100.0**	**100.0**	**100.0**

Teachers in part time positions were asked about their time-fraction. Table 2.5 shows that the majority (about 80%) 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 at both primary and secondary levels would prefer to increase their current time-fraction. In special schools, a slightly higher proportion would prefer to decrease their time-fraction.

Table 2.5: Time-fraction preferences for teachers, by school type

Part-time, would like to:	Primary %	Primary & Secondary %	Secondary %	Specialist school %
Decrease time-fraction	6.2	14.1	8.9	8.9
Retain current time-fraction	80.0	68.8	80.8	86.1
Increase time-fraction	13.8	17.1	10.4	5.0
Total	**100.0**	**100.0**	**100.0**	**100.0**

Table 2.6 shows that the majority of survey respondents were classified as Classroom Teachers. About six per cent of respondents at the primary level were Leading Teachers, as were 12 per cent at secondary level. Paraprofessionals are usually people with professional expertise employed for fixed periods in circumstances where a registered teacher is not available.[18] This employment class is also used in certain circumstances to allow participants who are not fully registered as teachers to teach

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[17] McKenzie, et al (2014), Table 5.2.
[18] See: http://www.education.vic.gov.au/hrweb/careers/Pages/career_structure_ts.aspx

while undertaking study (e.g. Teach for Australia). Those in the paraprofessional category represent a very small proportion of the teacher workforce.

Table 2.6: Proportion of teachers by employment classification and school type

	Primary %	Primary & Secondary %	Secondary %	Specialist school %
Paraprofessional	0.3	0.4	0.4	1.0
Classroom teacher	93.3	89.3	87.2	89.4
Leading teacher	6.4	10.3	12.4	9.5
Total	**100.0**	**100.0**	**100.0**	**100.0**

Table 2.7 indicates the proportion of teachers responding to the survey by the year levels they currently teach. The majority are either generalist primary teachers (36%) or secondary teachers (43%). About 10 per cent teach a specialist subject at primary level and four per cent are both generalist and specialist at primary level. A small proportion teach across the year levels in combined schools and 3.5 per cent teach ungraded students, which will most commonly be in special schools.

Table 2.7: Proportion of teachers by generalist or specialist and year levels currently teaching

	%
Generalist primary teacher	36.2
Generalist/specialist primary teacher	3.8
P-6 subject specialist	9.7
P-12 subject specialist	2.4
Secondary teacher	43.0
Ungraded student teacher	3.5
No face-to-face load	1.5
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 Victorian curriculum, which is the required F-10 curriculum in Victorian government schools.[19] Table 2.8 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.

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[19] See: http://victoriancurriculum.vcaa.vic.edu.au/overview/curriculum-design/learning-areas-and-capabilities

Table 2.8: Proportion of secondary teachers by learning area, for all respondents and full-time respondents

	Secondary teachers			
	All Secondary teachers %		Full-time Classroom teachers (N>2,000) %	
	Yr 7-10	Yr 11-12	Yr 7-10	Yr 11-12
The Arts (Dance, Drama, Media Arts, Music, Visual Arts, Visual Communication, Design)	13.6	9.3	13.1	8.9
English/literacy	25.3	16.8	25.6	16.9
Health and Physical Education	11.7	6.9	12.4	6.9
The Humanities (Civics and Citizenship, Economics and Business, Geography, History)	21.5	11.8	22.9	12.5
Languages	6.3	2.6	6.1	2.7
Mathematics/numeracy	21.5	12.8	24.7	14.5
Science	18.3	15.0	21.1	17.1
Technologies (Design and Technologies, Digital Technologies)	11.7	6.2	12.6	7.2
Other (e.g. Integrated Studies, Environmental Education, Library, VET, VCAL, Special Needs)	7.8	10.9	8.2	11.3

3. TEACHERS' WORKLOAD

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 (38 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.

In a follow-up mini-survey run by the Union, in week five of Term 3, teachers were asked a single additional question: how many hours they spent on all job-related activities in the past week (Monday to Sunday). This additional question was run separately as the original survey had asked for hours worked on different activities in a typical week and the results, when summed to achieve a total amount, were considerably higher on average than equivalent surveys such as the Staff in Australia's Schools (SiAS) surveys.

Two possible reasons for the high average hours were the timing of the survey, which was at the end of Term 2 during report-writing, and the nature of the question asked. In asking teachers to break down the time they spent 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 have resulted in higher estimations, even though a summed total was shown on the page as times were entered.

Responses to the single additional question were matched to the main survey responses. The results are discussed in Section 3.2.

3.2 5711 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 past 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. For the majority of respondents, the 'past week' would have been week five of Term 3 (8-14 August). This was unlikely to be an unusual working week for most teachers – it was not right at the beginning or end of a term for example, no national exams were happening, and report writing had been done towards the end of Term 2. As such, this week could reasonably be considered a typical week.

Table 3.1 shows that the average hours worked over the week for full-time teachers at primary (52.8 hours) and secondary (53.2 hours) were about five hours higher than 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 and 45.5 hours for primary, 47 hours for secondary at Victorian state level (all sectors).[20] That said, SiAS did show figures as high as 50.5 hours per week for South Australia and 50.2 hours per week for NSW and the ACT. A 2005 survey of New Zealand teachers

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[20] McKenzie et al. (2014), Table 5.12.

found an average of 49.9 hours per week for full-time teachers.[21] A more recent survey in New Zealand found that full-time secondary teachers were working 52.4 hours per week on average.[22]

The current figures suggest that there has been a rise of about three hours in the average time spent working over a typical week. Previous work has shown that workload in schools can be cyclical, with higher levels of work at certain times of year.[23] It is worth noting that SiAS data is collected over a period of months (May-August), which encompasses the end of Term 2, which can often be a busy time of report-writing, but also includes May and August, which, in comparison, are somewhat quieter. Given that the current figures were collected in what should be a relatively quiet period, the high average is potentially of some concern.

About 48 per cent of primary teachers and 46 per cent of secondary teachers worked up to 50 hours over the week. About one quarter of teachers at both levels worked between 50 and 55 hours. One third of secondary teachers and 29 per cent of primary teachers worked over 55 hours.

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

Full time teachers, hours per week	Primary %	Primary & Secondary %	Secondary %	Specialist school %
Up to 45 hours	17.4	22.2	19.0	28.3
45.1 to 50 hours	31.1	25.4	27.0	28.3
50.1 to 55 hours	23.2	22.8	21.1	24.5
55.1 to 60 hours	15.5	18.5	17.9	10.4
Over 60 hours	12.9	11.1	15.0	8.5
Total	**100.0**	**100.0**	**100.0**	**100.0**
Average hours per week	*52.8*	*52.3*	*53.2*	*51.0*

Table 3.2 shows that in the week considered, Leading teachers worked an additional two hours on average than did Classroom teachers, at about 55 hours per week.

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

Full time teachers, Average hours per week	Primary Hours	Secondary Hours
Classroom teachers	52.7	52.9
Leading teachers	54.9	54.8
Full time average	52.8	53.2

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[21] Beavis (2005), p. 26.
[22] PPTA (2016), p. 24.
[23] Beavis (2005), p.27.

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 38 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.

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 times. 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 (98%), and for developing and documenting lesson plans and units of work (88%). Planning and preparing was also undertaken by a large majority of teachers during evenings (93%) and weekends (83%). Marking and tasks related to assessment were also commonly done during the school day, evenings and weekends.

Work during weekends was primarily teaching related, with high proportions of teachers spending time planning (83%), developing lessons (70%) and marking work (64%). Almost half of all generalist primary teachers typically spent some of their weekend on administration (48%) and just under one quarter spent time working on tasks related to additional duties for which they were responsible (22%).

Only about one third of primary teachers were typically involved in co- or extra-curricular activities during required time and only about one in ten outside required time.

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

Full-time Primary Generalist Teachers (N>1,000) *Average participation rates – proportion of teachers indicating that they spent time on each activity*	% teachers doing activity		
	Required time	Weekday non-req time	Weekend time
Teaching-related tasks			
Face-to-face teaching hours	100.0	-	-
Planning and preparing (individually or collaboratively) - include time searching for materials, photocopying class materials, etc.	98.0	92.8	82.6
Developing and documenting lesson plans and/or units of work	88.3	79.6	70.4
Communicating with parents/guardians (including digital communication)	79.0	53.1	10.0
Marking and tasks related to assessment	77.8	81.9	64.0
Managing issues related to your teaching, e.g. chasing late assignments	54.4	21.4	2.0
Preparing and giving feedback outside class time (including via email)	52.3	54.7	23.9
Talking to students about curriculum content/classroom work (other than as part of formal feedback). Include email correspondence or other digital tools	45.3	14.8	4.4
Other school activities			
Yard duty and other supervisory roles	98.9	3.6	-
Talking to students about issues outside of curriculum content/ classroom work (eg student welfare/wellbeing issues, student engagement and management issues) Include all forms of digital communication	82.5	21.6	2.0
All other meetings	80.1	34.3	1.0
All other administrative duties, including record-keeping, reading and responding to all forms of digital communication, etc.	75.4	71.1	47.8
Work related to any specific additional duties you are responsible for, including meetings and all forms of digital communication related to these duties	71.1	53.6	22.4
Mentoring of other teachers, supervision of student teachers	54.2	29.2	7.2
Co/extra-curricular activities (e.g. sports and clubs)	35.1	12.5	3.1
Additional duties – allocated time	17.3	-	-

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.[24] The maximum face-to-face hours of work in government primary schools is 22.5 hours[25] and it is clear that the majority of full-time generalist primary teachers at Classroom level (i.e. not Leading teachers) do spend about 22 hours teaching. As such, there is about 16 hours of required time during the week for other activities.

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). One fifth of required time is typically spent on other school activities (21% or about 8 hours) and one third of that time (i.e. 7% out of 21% or just under 3 hours) is spent on administration and in meetings.

Evenings, or time during weekdays outside of required hours, spent working averages about 11 hours in a typical week. Most of this time is spent on teaching-related tasks (71% or about 7.5

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[24] 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.
[25] http://www.education.vic.gov.au/hrweb/Documents/Management_of_teacher_work-guide.pdf

hours). The time is primarily used for planning and preparing (29% or about 3 hours), developing lesson plans (16% or about 1.5 hours) and marking (14% or about 1.5 hours). About 29 per cent of weekday time outside required hours is spent on other activities, the largest of which is administration (10% or about 1 hour).

On average, generalist primary teachers spend about five hours working over the weekend. The vast majority of this time, about 84 per cent or over four hours, is spent on teaching-related tasks, again primarily planning and preparing, developing lessons plans and marking. About 16 per cent, or one hour, is spent on administrative tasks and work related to additional duties.

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

| | Average hours | | |
	Required hours	Weekday non-req hours	Weekend hours
Full-time Primary Generalist Teachers (N>1,000) *Average hours do not include those who indicated 0 hours*			
Teaching-related tasks			
Face-to-face teaching hours	21.6	-	-
Planning and preparing (individually or collaboratively) - include time searching for materials, photocopying class materials, etc.	3.3	3.5	2.2
Developing and documenting lesson plans and/or units of work	2.1	2.2	1.9
Communicating with parents/guardians (including digital communication)	1.1	1.0	0.8
Marking and tasks related to assessment	1.7	1.9	1.6
Managing issues related to your teaching, e.g. chasing late assignments	1.0	0.9	-
Preparing and giving feedback outside class time (including via email)	1.1	1.2	1.0
Talking to students about curriculum content/classroom work (other than as part of formal feedback). Include email correspondence or other digital tools	1.4	0.9	0.8
Other school activities			
Yard duty and other supervisory roles	1.4	-	-
Talking to students about issues outside of curriculum content/classroom work (eg student welfare/wellbeing issues, student engagement and management issues) Include all forms of digital communication	1.4	1.1	-
All other meetings	2.1	1.4	-
All other administrative duties, including record-keeping, reading and responding to all forms of digital communication, etc.	1.5	1.6	1.3
Work related to any specific additional duties you are responsible for, including meetings and all forms of digital communication related to these duties	1.7	1.5	1.2
Mentoring of other teachers, supervision of student teachers	2.0	1.5	-
Co/extra-curricular activities (e.g. sports and clubs)	1.1	1.1	-
Additional duties – allocated time	1.3	-	-

Overall, in a typical week full-time generalist primary teachers spend about 39 per cent of their time teaching and an equal amount of time on teaching-related activities (39%) for a total of 78 per cent on teaching and teaching-related activities. Other activities took up a total of 22 per cent of a typical week. That is, full-time generalist primary teachers spend about 41 hours on teaching and teaching-related tasks in a typical week and a further 11.5 hours on other activities.

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. For example, a much higher proportion of secondary teachers spend time managing issues related to teaching (86%) than do their primary colleagues (54%). It is likely that primary teachers teaching higher year levels are more likely to spend time on this than teachers in the early years. The same goes for talking to students about their work outside of face-to-face teaching time (80% secondary, 45% primary).

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

Full-time Secondary Teachers (N>1,000) *Average participation rates – proportion of teachers indicating that they spent time on each activity*	**% teachers doing activity**		
	Required time	**Weekday non-req time**	**Weekend time**
Teaching-related tasks			
Face-to-face teaching hours	100.0	-	-
Planning and preparing (individually or collaboratively) - include time searching for materials, photocopying class materials, etc.	96.7	84.8	73.4
Managing issues related to your teaching, e.g. chasing late assignments	86.3	28.0	5.6
Developing and documenting lesson plans and/or units of work	87.0	69.0	54.6
Talking to students about curriculum content/classroom work (other than as part of formal feedback). Include email correspondence or other digital tools	80.2	43.7	20.4
Communicating with parents/guardians (including digital communication)	78.6	41.7	12.2
Marking and tasks related to assessment	79.8	81.8	77.0
Preparing and giving feedback outside class time (including via email)	75.9	63.3	39.0
Other school activities			
Yard duty and other supervisory roles	95.9	4.0	-
All other meetings	83.8	22.1	-
Talking to students about issues outside of curriculum content/classroom work (eg student welfare/wellbeing issues, student engagement and management issues) Include all forms of digital communication	80.5	19.4	-
All other administrative duties, including record-keeping, reading and responding to all forms of digital communication, etc.	80.7	56.4	34.3
Work related to any specific additional duties you are responsible for, including meetings and all forms of digital communication related to these duties	71.6	36.6	15.2
Mentoring of other teachers, supervision of student teachers	51.0	16.0	-
Additional duties – allocated time	44.9	-	-
Co/extra-curricular activities (e.g. sports and clubs)	37.4	17.0	3.9

As with primary teachers, planning and preparing is the most common activity undertaken during (apart from teaching itself) and outside required hours. Next to planning, marking and assessment is most common outside required hours, and is the most common activity undertaken on the weekend (77%) at secondary level.

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

Full-time Secondary Teachers (N>1,000) *Average hours do not include those who indicated 0 hours*	Average hours		
	Required hours	**Weekday non-req hours**	**Weekend hours**
Teaching-related tasks			
Face-to-face teaching hours	18.3	-	-
Planning and preparing (individually or collaboratively) - include time searching for materials, photocopying class materials, etc.	3.9	3.0	2.2
Managing issues related to your teaching, e.g. chasing late assignments	1.1	1.0	-
Developing and documenting lesson plans and/or units of work	2.3	2.1	1.9
Talking to students about curriculum content/classroom work (other than as part of formal feedback). Include email correspondence or other digital tools	1.3	1.0	0.8
Communicating with parents/guardians (including digital communication)	1.1	1.0	0.8
Marking and tasks related to assessment	2.2	2.5	2.6
Preparing and giving feedback outside class time (including via email)	1.4	1.3	1.2
Other school activities			
Yard duty and other supervisory roles	1.1	-	-
All other meetings	2.1	1.3	-
Talking to students about issues outside of curriculum content/classroom work (eg student welfare/wellbeing issues, student engagement and management issues) Include all forms of digital communication	1.5	1.1	-
All other administrative duties, including record-keeping, reading and responding to all forms of digital communication, etc.	1.7	1.5	1.2
Work related to any specific additional duties you are responsible for, including meetings and all forms of digital communication related to these duties	2.1	1.6	1.3
Mentoring of other teachers, supervision of student teachers	1.6	1.3	-
Additional duties – allocated time	2.6	-	-
Co/extra-curricular activities (e.g. sports and clubs)	1.4	1.8	-

Proportionally, about 76 per cent of required time is spent on teaching (about 18 hours) and teaching-related activities (about 11 hours), and 24 per cent on other activities (about 9 hours). Meetings and administrative duties take about eight per cent of required time (about 3 hours). About seven per cent of time is spent on additional duties (about 2.5 hours), for which about half of the time is allocated to additional duties.

Secondary teachers spend about 10 hours working outside required hours during weekdays. About 79 per cent of this time (7.5 hours) is spent on teaching-related tasks, particularly planning and preparing (25% or about 2.5 hours) and marking and assessment (20% or about 2 hours). Of the other 21 per cent (about 2 hours), about 14 per cent (over 1 hour) is spent on administrative and additional duties.

Typically, secondary teachers spend about six hours working over the weekend. The most common task is marking and assessment which takes about one third of weekend working time, closely followed by planning and preparing (27%). Tasks relating to teaching take up about 90 per cent of time on the weekend, with the majority of the rest of the time spent on administration.

Overall, in a typical week full-time secondary teachers spend about one third of their time teaching and 45 per cent of their time on teaching-related activities for a total of 79 per cent of time spent on teaching and teaching-related activities. Other activities took up a total of 21 per cent of a typical week. That is, full-time secondary teachers spend about 42 hours on teaching and teaching-related tasks in a typical week and a further 11 hours on other activities.

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[26] 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%).[27] 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.

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 Victorian 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 Victorian learning areas. Results are split by years 7-10 and years 11-12. Areas outside the learning areas, which would include environmental education, Library, VET and VCAL, had the highest number of teachers teaching out-of-field at over one third (38%). The learning areas of humanities (29%) and technologies (24%) had the highest number of teachers teaching out-of-field in all years. This is similar to the SiAS findings, where geography and

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

[27] Weldon (2016), Figure 5.

history in the humanities, and media and information technology in technologies were the subjects with most out-of-field teachers nationally (about 40% each except history, 27%).[28]

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

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. 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'.	Secondary teachers out-of-field %	
	Yr 7-10	**Yr 11-12**
The Arts (Dance, Drama, Media Arts, Music, Visual Arts, Visual Communication, Design)	16.9	12.1
English/literacy	14.6	7.4
Health and Physical Education	18.0	8.0
The Humanities (Civics and Citizenship, Economics and Business, Geography, History)	28.5	18.1
Languages	13.0	3.8
Mathematics/numeracy	14.1	5.9
Science	11.3	5.6
Technologies (Design and Technologies, Digital Technologies)	24.0	15.9
Other (e.g. Integrated Studies, Environmental Education, Library, VET, VCAL, Special Needs)	37.8	36.7

Table 3.8 shows the proportion of secondary teachers in the survey by their years of experience and their years at their current school. The highest proportion of teachers are those with more than 15 years of experience (44%).

Table 3.8: Proportion of secondary teachers by years of experience and years at current school

Secondary teachers	Years of experience %	Years at school %
<= 2 years	6.3	15.1
3-5 years	11.4	17.8
6-10 years	21.8	30.2
11-15 years	16.6	15.1
16+ years	43.9	21.8
Total	**100.0**	**100.0**

Table 3.9 then shows the proportion of teachers teaching out-of-field based on their years of experience and years at their current school. The results are similar to those noted in further analysis of SiAS 2013, with the highest proportion of out-of-field teaching (41%) amongst those with the least experience, of two years or less. Given that the question asked took into account experience and additional education, it is interesting to note that one fifth of those with more than 15 years of experience are teaching out-of-field: that is, 20 per cent of experienced teachers are teaching a subject for which they have not completed tertiary studies or professional development, have not been teaching for more than two years, and do not feel comfortable or capable of teaching that subject.

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[28] Weldon (2016), Figure 3.

Level of seniority at a school also appears to have an impact on the extent of out-of-field teaching a teacher undertakes, with those who have been at a school for less time more likely to be teaching a subject out-of-field.

Table 3.9: Proportion of teachers teaching out-of-field, by years of experience and years at current school

Secondary teachers	Teaching out-of-field	
	Years of experience %	**Years at school %**
<= 2 years	40.6	34.9
3-5 years	30.5	27.1
6-10 years	26.3	24.2
11-15 years	25.6	22.5
16+ years	20.1	18.5
Total	**100.0**	**100.0**

4. WORKLOAD PERCEPTION AND MANAGEMENT

4.1 Introduction

This chapter considers teachers' views about their workload, its impact and management. These perceptions are considered in the light of the average hours worked, and by socioeconomic status (SES). 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 responses across the scale for teachers in primary and secondary schools.

Only about one fifth of teachers think that their workload is often or nearly always manageable, and about the same proportion felt that they often or nearly always had a good balance between home and work. Around 90 per cent of teachers indicated that their workload at some stage has had a negative effect on their quality of teaching. Just over one third of teachers in all schools indicated that their workload often or nearly always adversely affected their health. About half of secondary teachers and 61 per cent of primary teachers regularly look forward to the school day. About one third of teachers regularly think about leaving the teaching profession.

Questions were also asked about the performance and development review process. A majority of teachers felt that the process takes up a lot of time, while only a small proportion (12-22%) felt that the process regularly improved their teaching.

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

How often would you say the following statements apply to you?		Primary %	Secondary %	Total %
My workload is manageable	Never/seldom	20.6	24.1	21.7
	Sometimes	57.9	57.5	57.9
	Often	18.9	15.8	17.6
	Nearly always/always	2.7	2.6	2.8
I have a good balance between home and work	Never/seldom	27.7	28.7	27.5
	Sometimes	51.4	52.3	52.1
	Often	17.4	15.5	16.8
	Nearly always/always	3.5	3.4	3.6
My workload at school has a negative effect on the quality of my teaching	Never/seldom	12.3	8.6	11.0
	Sometimes	52.2	42.2	47.6
	Often	24.9	31.6	27.7
	Nearly always/always	10.6	17.6	13.7
I think about leaving the teaching profession	Never/seldom	27.2	24.4	26.0
	Sometimes	39.8	40.8	40.4
	Often	22.7	23.8	23.0
	Nearly always/always	10.3	11.0	10.7
I look forward to the school day	Never/seldom	4.0	6.6	5.3
	Sometimes	35.0	44.9	39.4
	Often	41.7	37.0	39.4
	Nearly always/always	19.2	11.5	15.9
My workload leaves me little time to provide necessary additional support for my colleagues	Never/seldom	6.8	4.8	6.0
	Sometimes	38.2	33.4	36.1
	Often	41.7	44.4	42.8
	Nearly always/always	13.4	17.4	15.1
My workload adversely affects my health	Never/seldom	14.1	13.0	13.6
	Sometimes	50.5	49.5	50.3
	Often	25.3	25.6	25.2
	Nearly always/always	10.1	11.9	10.9
I have enough time to ensure that the vast majority of my lessons are well planned	Never/seldom	16.5	27.6	21.6
	Sometimes	51.4	52.3	51.7
	Often	25.5	16.4	21.4
	Nearly always/always	6.6	3.7	5.3
I am expected to deliver too much curriculum content curriculum content	Never/seldom	8.8	8.9	9.1
	Sometimes	25.9	32.4	29.3
	Often	31.9	34.5	33.0
	Nearly always/always	33.4	24.1	28.6
The Performance and Development process/review takes up a lot of time	Never/seldom	9.5	5.8	8.1
	Sometimes	34.2	27.4	31.2
	Often	32.0	33.6	32.7
	Nearly always/always	24.4	33.2	28.0
The Performance and Development process/review improves the way I teach in the classroom	Never/seldom	37.8	44.5	40.7
	Sometimes	46.3	43.4	44.7
	Often	13.2	9.7	11.8
	Nearly always/always	2.8	2.4	2.7

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 17 of the demands of quality teaching this year. The question used a 7-point Likert scale, from 1 (Not at all) to 7 (To a great extent), with the five options between 1 and 7 simply numbered. Table 4.2 shows the results for primary, secondary and specialist teachers, by the proportions who indicated 5-7 on the scale. The questions have been ordered by overall responses, however there are some differences between primary, secondary and special school teachers.

In all cases, a higher proportion of primary teachers than secondary teachers have 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 about 60-68 per cent felt that they had been teaching as well as they were able to. At the other end of the scale, very few teachers (15-20%) felt that they had been able to provide timely and useful feedback to their students about their learning.

Table 4.2: Extent teachers have been able to undertake teaching tasks this year, by school type

Thinking about your teaching this year, to what extent have you been able to:	5 to 7-To a great extent		
	Primary %	Secondary %	Specialist %
know your students as well as you need to	71.7	60.6	77.6
select appropriate and interesting teaching and learning resources	68.4	65.3	62.2
teach as well as you can	68.1	59.8	67.1
meet the needs of students who are struggling with their learning	65.4	53.0	63.9
meet the needs of highly motivated students	62.4	52.5	59.5
meet the needs of students who are less motivated to learn	59.8	51.4	67.8
share and analyse with colleagues: teaching resources, teaching activities, pedagogy, student work	57.7	53.8	60.3
set challenging and worthwhile learning goals for your students	58.2	48.4	49.9
implement suitable and engaging learning activities to meet learning goals	46.2	42.9	47.1
meet your students' individual learning needs	51.3	33.5	62.8
plan effectively to meet your students' individual learning needs	48.7	26.2	55.5
keep up with professional reading and research in your field of teaching	42.6	34.7	35.8
develop your professional expertise as a teacher	38.8	29.9	41.5
monitor and assess student progress effectively	38.9	27.0	54.3
reflect on and evaluate the quality of your teaching	36.6	29.8	36.5
manage student behaviour effectively	34.9	21.3	49.6
provide timely and useful feedback to your students about their learning	19.6	14.7	19.2

Table 4.3 shows the extent that primary teachers have been able to undertake teaching tasks, by SES. The table has been ordered by the highest proportions at high SES. Differences between teachers at high and low SES schools are not much more the two or three percentage points in most cases.

Table 4.4 shows the extent that secondary teachers have been able to undertake teaching tasks, by SES. The ability to select appropriate and interesting teaching and learning resources does appear to differ by SES, with 58 per cent of teachers at low SES schools able to do this to a great extent

compared to 63 per cent at medium SES schools and 73 per cent at high SES schools. In most cases, slightly higher proportions of secondary teachers in high SES schools have been able to undertake these teaching tasks to a great extent compared to their colleagues in low SES schools.

At both primary and secondary levels, the provision of timely and useful feedback to students and the effective management of student behaviour are areas where teachers are least likely to feel they been greatly successful, and the differences across SES levels are not large.

Table 4.3: Extent primary teachers have been able to undertake teaching tasks this year, by SES

Thinking about your teaching this year, to what extent have you been able to:	Primary by State SEIFA, 5 to 7-To a great extent %		
	Low	Medium	High
know your students as well as you need to	72.5	71.8	70.8
select appropriate and interesting teaching and learning resources	67.8	67.1	70.2
teach as well as you can	68.5	68.0	67.8
meet the needs of students who are struggling with their learning	65.3	65.1	65.7
meet the needs of highly motivated students	63.0	61.5	62.8
share and analyse with colleagues: teaching resources, teaching activities, pedagogy, student work	57.3	55.9	60.0
meet the needs of students who are less motivated to learn	59.4	60.6	59.2
set challenging and worthwhile learning goals for your students	58.7	59.0	57.0
meet your students' individual learning needs	52.8	51.4	49.9
plan effectively to meet your students' individual learning needs	49.4	49.1	47.6
implement suitable and engaging learning activities to meet learning goals	47.4	45.8	45.7
keep up with professional reading and research in your field of teaching	45.6	40.8	41.9
develop your professional expertise as a teacher	40.7	37.3	38.8
monitor and assess student progress effectively	40.8	39.3	37.1
reflect on and evaluate the quality of your teaching	38.9	35.7	35.8
manage student behaviour effectively	34.5	35.7	34.4
provide timely and useful feedback to your students about their learning	22.7	18.3	18.2

Table 4.4: Extent secondary teachers have been able to undertake teaching tasks this year, by SES

Thinking about your teaching this year, to what extent have you been able to:	Secondary by State SEIFA, 5 to 7-To a great extent %		
	Low	Medium	High
select appropriate and interesting teaching and learning resources	58.4	63.4	73.1
teach as well as you can	55.6	59.6	63.7
know your students as well as you need to	61.3	58.1	62.4
meet the needs of students who are struggling with their learning	51.3	51.1	56.0
share and analyse with colleagues: teaching resources, teaching activities, pedagogy, student work	51.9	53.4	55.9
meet the needs of highly motivated students	50.3	51.5	55.3
meet the needs of students who are less motivated to learn	49.2	50.4	54.2
set challenging and worthwhile learning goals for your students	47.3	47.6	50.0
implement suitable and engaging learning activities to meet learning goals	40.7	42.5	45.5
keep up with professional reading and research in your field of teaching	32.3	34.7	36.6
meet your students' individual learning needs	32.7	33.5	34.4
develop your professional expertise as a teacher	29.7	28.9	31.3
reflect on and evaluate the quality of your teaching	30.1	28.9	30.4
monitor and assess student progress effectively	25.7	26.8	27.8
plan effectively to meet your students' individual learning needs	25.3	26.0	27.4
manage student behaviour effectively	18.6	21.6	23.1
provide timely and useful feedback to your students about their learning	14.7	14.5	14.9

It is also interesting to consider teachers' responses to the same questions based on the hours they actually work. Table 4.5 does this for full-time primary teachers and Table 4.6 for full-time secondary teachers (Classroom teachers only, not Leading 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 4.5, 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 60 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 fewer.

Table 4.5: Extent primary teachers have been able to undertake teaching tasks this year, by average hours worked

Primary, 5 to 7-To a great extent	Workload hours %				
Thinking about your teaching this year, to what extent have you been able to:	Up to 45 hours	45.1-50 hours	50.1-55 hours	55.1-60 hours	Over 60 hours
teach as well as you can	86.6	80.0	77.1	83.5	71.4
know your students as well as you need to	85.2	84.2	81.8	85.3	78.2
meet the needs of students who are struggling with their learning	84.3	77.1	74.7	79.3	76.3
meet the needs of highly motivated students	82.5	74.0	73.7	79.0	74.5
meet the needs of students who are less motivated to learn	76.8	71.3	71.6	79.1	70.3
select appropriate and interesting teaching and learning resources	83.5	80.3	79.2	77.9	79.5
set challenging and worthwhile learning goals for your students	83.3	73.1	73.1	71.0	70.1
share and analyse with colleagues: teaching resources, teaching activities, pedagogy, student work	76.1	69.6	66.5	69.1	59.5
meet your students' individual learning needs	70.0	64.0	60.3	63.3	56.9
plan effectively to meet your students' individual learning needs	66.7	61.8	55.8	62.7	51.5
implement suitable and engaging learning activities to meet learning goals	65.6	62.5	59.3	57.7	49.6
keep up with professional reading and research in your field of teaching	68.5	52.6	52.6	56.6	45.2
develop your professional expertise as a teacher	56.5	46.9	43.2	48.5	44.0
monitor and assess student progress effectively	52.5	46.2	41.7	45.7	41.3
manage student behaviour effectively	48.4	38.5	41.3	43.0	37.5
reflect on and evaluate the quality of your teaching	50.9	42.3	40.2	49.3	35.8
provide timely and useful feedback to your students about their learning	25.7	21.7	16.5	24.6	16.1

Table 4.6 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 over 60 hours.

Table 4.6: Extent secondary teachers have been able to undertake teaching tasks this year, by average hours worked

Secondary, 5 to 7-To a great extent	Workload hours %				
Thinking about your teaching this year, to what extent have you been able to:	Up to 45 hours	45.1-50 hours	50.1-55 hours	55.1-60 hours	Over 60 hours
teach as well as you can	81.4	75.6	77.8	74.2	64.1
know your students as well as you need to	76.1	74.9	75.7	76.0	67.7
select appropriate and interesting teaching and learning resources	75.8	76.3	76.5	78.3	68.6
meet the needs of students who are struggling with their learning	70.3	66.7	70.5	68.2	60.9
meet the needs of students who are less motivated to learn	64.7	66.7	69.9	64.6	64.1
share and analyse with colleagues: teaching resources, teaching activities, pedagogy, student work	72.8	62.5	64.5	65.2	59.0
meet the needs of highly motivated students	65.7	64.9	67.4	70.7	62.1
set challenging and worthwhile learning goals for your students	66.4	58.0	69.9	71.7	57.4
implement suitable and engaging learning activities to meet learning goals	57.7	52.2	55.6	59.4	46.2
meet your students' individual learning needs	38.5	36.6	40.9	39.0	35.6
keep up with professional reading and research in your field of teaching	41.4	40.3	42.5	45.0	37.8
plan effectively to meet your students' individual learning needs	26.4	27.5	27.7	33.1	28.9
reflect on and evaluate the quality of your teaching	63.8	30.3	36.0	37.8	38.4
develop your professional expertise as a teacher	35.0	33.5	36.8	33.3	33.7
monitor and assess student progress effectively	33.1	27.0	29.9	36.0	24.7
manage student behaviour effectively	24.3	20.9	22.4	25.8	15.2
provide timely and useful feedback to your students about their learning	12.8	15.2	7.6	15.2	11.5

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 Likert scale from 1 (Not at all) to 5 (To a great extent). Table 4.7 shows the proportions of teachers who responded with a 4 or 5 on the scale, in order of the suggestions with the highest proportions answering 4 or 5 overall.

Increasing and protecting non-contact time came top of the list overall and was considered to assist with workload management to a great extent by over 90 per cent of secondary teachers. The top suggestion for primary and special school teachers was to reduce the number of government initiatives, in the context of a flow of initiatives replacing others and requiring change. The third suggestion, to reduce bureaucracy, was also popular with over 80 per cent of teachers indicating

that this would assist to a great extent. Over 80 per cent of primary teachers also indicated that more teaching assistants would make their workload more manageable to a great extent.

Table 4.7: Teachers' perceptions of methods for managing workload, by school type

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.	4/5-To a great extent		
	Primary %	Secondary %	Specialist %
Increase and protect non-contact time for planning, marking and classroom observation	86.3	90.3	83.1
Reduce the number of government initiatives (e.g. changing requirements in areas such as curriculum, assessment and reporting)	89.1	85.9	87.0
Reduce bureaucracy (e.g. extent of monitoring, testing, recording, reporting and accountability practices)	85.3	82.2	82.2
More teaching assistants	81.4	61.5	69.7
Smaller class sizes	73.1	64.5	53.2
More teachers	70.2	66.1	63.5
Better use of ICT to improve access to, and prevent replication of, data	69.2	65.0	72.4
Policies reducing and managing all forms of digital communication	58.1	59.9	56.6
Fewer face-to-face teaching hours per week	46.6	68.6	44.4
Greater clarity about teaching roles and responsibilities	46.1	47.0	46.9

Table 4.8 shows primary teacher responses to the same suggestions by the SES of their school. Proportions rating each suggestion were much the same across schools in low, medium and high SES areas, suggesting that the perceived management of workload issues do not differ greatly across the socioeconomic spectrum.

Table 4.8: Primary teachers' perceptions of methods for managing workload, by SES

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.	Primary by State SEIFA, 4/5-To a great extent %		
	Low	Medium	High
Increase and protect non-contact time for planning, marking and classroom observation	86.1	86.9	86.1
Reduce the number of government initiatives (e.g. changing requirements in areas such as curriculum, assessment and reporting)	88.8	89.4	89.1
Reduce bureaucracy (e.g. extent of monitoring, testing, recording, reporting and accountability practices)	84.6	85.6	85.7
More teaching assistants	80.1	82.5	81.3
Smaller class sizes	71.2	74.5	73.4
More teachers	69.0	72.6	68.8
Better use of ICT to improve access to, and prevent replication of, data	69.3	69.2	69.0
Policies reducing and managing all forms of digital communication	56.6	58.2	59.3
Fewer face-to-face teaching hours per week	45.4	48.2	46.2
Greater clarity about teaching roles and responsibilities	47.0	45.4	46.1

Table 4.9 shows secondary teacher responses by school SES. There are some minor differences which may suggest a slightly different focus for teachers in school serving different SES communities. Slightly more teachers in low SES schools indicated that more teaching assistants would be helpful, while a higher proportion of teachers in high SES schools indicated that fewer face-to-face teaching hours, and policies to improve the use of digital communication.

Table 4.9: Secondary teachers' perceptions of methods for managing workload, by SES

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.	Secondary by State SEIFA, 4/5-To a great extent %		
	Low	Medium	High
Increase and protect non-contact time for planning, marking and classroom observation	88.5	91.4	91.1
Reduce the number of government initiatives (e.g. changing requirements in areas such as curriculum, assessment and reporting)	86.2	87.1	84.5
Reduce bureaucracy (e.g. extent of monitoring, testing, recording, reporting and accountability practices)	81.2	82.9	82.8
More teaching assistants	65.5	61.2	58.6
Smaller class sizes	65.4	64.1	64.2
More teachers	68.6	64.9	65.1
Better use of ICT to improve access to, and prevent replication of, data	66.7	65.4	62.7
Policies reducing and managing all forms of digital communication	57.2	59.5	62.6
Fewer face-to-face teaching hours per week	66.5	66.9	72.4
Greater clarity about teaching roles and responsibilities	49.6	47.4	43.7

4.5 Teaching priorities

Teachers were asked what areas of teaching they would prioritise if they were given additional time to do so. They could tick up to five areas. Table 4.10 presents the tasks in the order of the highest overall proportion of teachers who ticked each task. The most commonly ticked task, indicated by over half of teachers from all school types was planning effectively to meet the individual learning needs of students. 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 4.10: Teaching priorities, by school type

If you were given additional time for teaching-related tasks, what would be your priorities for using that time?	Proportion ticked		
	Primary %	Secondary %	Specialist %
Planning effectively to meet your students' individual learning needs	57.8	54.4	59.5
Meeting the needs of students who are struggling with their learning	54.4	47.3	35.7
Implementing suitable and engaging learning activities to meet learning goals	38.1	39.6	49.0
Selecting appropriate and interesting teaching and learning resources	31.8	39.0	40.7
Monitoring and assessing student progress more effectively	37.5	31.4	41.0
Providing timely and useful feedback to your students about their learning	29.9	42.6	6.8
Meeting the needs of highly motivated students	30.7	32.3	10.6
Getting to know your student's individual learning needs better	26.5	29.6	28.4
Meeting the needs of students who are less motivated to learn	26.3	27.7	26.4
Setting challenging and worthwhile learning goals for your students	28.9	24.5	22.6
Developing your professional expertise as a teacher	28.3	22.1	28.9
Keeping up with professional reading and research in your field of teaching	22.8	20.6	30.2
Sharing and analysing students' work with colleagues	20.8	21.7	26.4
Reflecting on and evaluating the quality of your teaching	14.6	16.7	16.1
Managing student behaviour more effectively	13.8	13.9	28.4
Communicating with parents to support student learning	9.6	13.1	10.8

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 (0 Never, 1 Almost never, 2 Sometimes, 3 Fairly often, 4 Very often).

The results are shown in Table 4.11, which reports the proportion of teachers indicating 3 Fairly often or 4 Very often. Almost three quarters of teachers have felt stressed by work in the last month fairly often or very often, and two thirds often felt that work requirements were piling up so high that they could not overcome them. Over half of primary and secondary teachers had often dealt with challenging behaviour from students and less than half had often felt satisfied by their work in the last month. Nearly one third of teachers had not often felt supported by their colleagues and less than one half had often felt supported by the school leadership.

Table 4.11: Teachers' perceptions of their workplace environment, by school type

	Fairly often/Very often		
	Primary %	**Secondary %**	**Specialist %**
In the last month, how often have you felt satisfied by your work?	48.0	39.2	54.4
In the last month, how often have you felt engaged in your work?	60.1	57.6	67.6
In the last month, how often have you felt supported by your colleagues?	69.8	63.5	71.7
In the last month, how often have you felt supported by the school leadership?	45.1	32.8	44.4
In the last month, how often have you felt stressed by work?	72.3	73.0	66.7
In the last month, how often have you felt work requirements were piling up so high that you could not overcome them?	62.6	64.1	55.8
In the last month, how often have you had to deal with challenging behaviour from parents?	22.1	16.6	25.3
In the last month, how often have you had to deal with challenging student behaviour?	56.7	54.3	85.3
In the last month, how often have you felt that you were on top of things at work?	21.2	19.1	27.5
In the last month, how often have you felt confident about your ability to handle your responsibilities at work?	55.9	56.2	60.3

5. PRINCIPALS

5.1 Introduction

This chapter looks at the workload of Principal Class staff, particularly Assistant Principals and Principals at primary and secondary 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 in the Principal Class are most commonly in the role of Assistant Principal or Principal at a school and this is reflected in the proportions of respondents by role presented in Table 5.1. Assistant Principals accounted for 44 per cent of the respondents while school principal (including principals of a small school) made up 50 per cent. A further 4.5 per cent were campus principals.

Table 5.1: Proportion of Principal Class survey respondents by job descriptions

Principal type	%
Assistant Principal	44.4
Campus Principal	4.5
Small school teaching Principal	12.7
School Principal	37.4
Executive Principal	0.9
Liaison Principal	0.2
Total	**100.0**

Overall, Table 5.2 shows that survey respondents were just over one third male and just under two thirds female, although at the secondary level the gender distribution was more nearly half and half. This can be contrasted with teachers where the overall proportions are one quarter male to three quarters female and at secondary level, one third male to two thirds female (see Table 2.2).

Males are slightly younger on average, by about two years, and Principal Class respondents from special schools were older on average than in other schools, by about one year for males and three years for females.

Table 5.2: Proportion of Principal Class respondents by gender, and average age, by school type

	Proportion in survey		Average age (years)	
	Male %	**Female %**	**Male**	**Female**
Primary	35.4	64.6	49.6	51.9
Primary and Secondary	37.0	63.0	49.4	50.0
Secondary	48.9	51.1	49.9	51.2
Specialist school	25.0	75.0	50.8	55.2
Total	**38.7**	**61.3**	**49.7**	**51.9**

The proportions 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 proportions 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, and respondents are evenly distributed at nearly half and half. Secondary schools are larger and often have more than one Assistant Principal. In this instance slightly over two thirds of respondents are Assistant Principals, and one third are Principals.

Table 5.3: Proportion of Assistant Principal and Principal respondents by school type

	Primary	Primary & Secondary	Secondary	Specialist school
	%	%	%	%
Assistant Principal	48.3	65.8	68.2	41.8
School Principal	51.7	34.2	31.8	58.2
Total	**100.0**	**100.0**	**100.0**	**100.0**

The Staff in Australia's Schools (SiAS) survey undertaken in 2010 noted that, nationally, males were in the majority 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%).[29] The proportions represented in this survey are similar, as shown in Table 5.4. There is a balance of about half and half at secondary level in both roles. At primary level, one in five Assistant Principals are male and about one third of Principals are male. There is some evidence that the proportion of males in these roles continues to decline.

Table 5.4: Proportion of Assistant Principal and Principal respondents by gender and school type

	Primary		Primary & Secondary		Secondary		Specialist school	
	Male	Female	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%	%	%
Assistant Principal	20.7	79.3	32.0	68.0	49.1	50.9	17.4	82.6
School Principal	38.7	61.3	53.8	46.2	50.7	49.3	28.1	71.9
Total	**30.1**	**69.9**	**39.5**	**60.5**	**49.6**	**50.4**	**23.6**	**76.4**

Government data show that the largest proportion of Principal-class staff were in the 50-59 age group, and the proportion of those over 60 had increased noticeably since about 2008. In 2001, about 12 per cent of Principal-class staff were 55 or over and by 2013 that proportion had risen to about 45 per cent.[30] The SiAS survey national figures for 2013 put the average age of male leaders in primary at 51 and females at 50.5, while for secondary, males averaged 51.4 years and females 51.7 years.[31]

Table 5.5 shows that for both Assistant Principals and Principals, at all school types, females are older on average than males, in most cases by about two years. Assistant Principals are younger than Principals by three to six years, and tend to be in their forties, on average. Overall average ages are similar to the national averages in SiAS, though females in primary schools are about two years older than the national average.

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[29] McKenzie, et al (2014), Table 3.10.
[30] Weldon, et al (2015), Figure 3.14.
[31] McKenzie, et al (2014), Table 3.5.

Table 5.5: Average age of Assistant Principal and Principal respondents by gender and school type

	Primary		Primary & Secondary		Secondary		Specialist school	
	Male Age	Female Age	Male Age	Female Age	Male Age	Female Age	Male Age	Female Age
Assistant Principal	45.8	50.7	44.5	48.1	48.4	49.3	46.5	55.2
School Principal	52.7	54.1	53.6	54.2	53.9	55.3	51.8	56.0
Total	**50.5**	**52.2**	**48.7**	**49.7**	**50.2**	**51.2**	**50.2**	**55.7**

The Principal Health and Wellbeing survey found that, nationally, 'a disproportionate number of women [were] in lower paid roles'.[32] This was not borne out amongst the Principal-class in Victorian government schools. As Figure 1 shows, female Assistant Principals in primary schools had higher proportions in salary ranges 2 and 4 and a lower proportion in the lowest range. This may correspond in part to age, as females are slightly older than males on average, however there are proportionally more females in the role and there is no evidence that males are paid more highly at the primary level. The secondary level, where the proportions of males and females are similar, does show considerably more females at the lowest salary range (20% male, 33% female at range 1) and a correspondingly lower number in ranges 2-3. Females were better represented at the highest salary range at secondary level (6% male, 10% female).
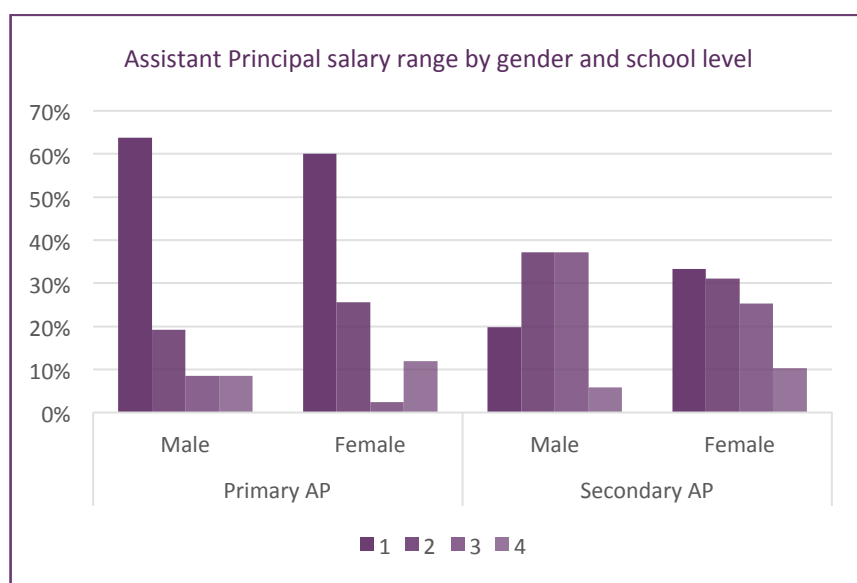
Figure 1: Assistant Principal salary range by gender and school level

At the Principal level, Figure 2 shows that proportionally, female Principals at primary schools are paid at a higher salary range than their male counterparts. Over one third of male Principals are at salary range 1 whereas over one third of female Principals are at salary range 3. The differences in salary range at secondary level favour males slightly, although for both genders, over half of Principals are in range 4. About one third of male secondary Principals are on a range 5 salary compared to just over one quarter of female Principals.

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[32] Riley (2014), p. 13.
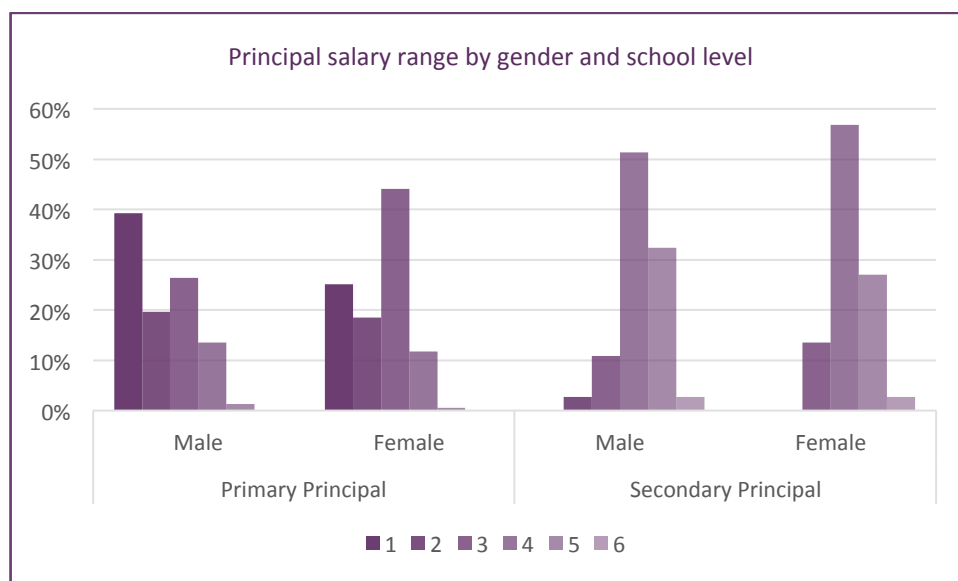
Figure 2: Principal salary range by gender and school level

5.3 Workload

Principal-class staff were asked how many hours they worked on average per weekday and per weekend in term time and during the holidays. Table 5.6 shows that Principal-class school staff work about 10.5 hours per weekday during term time and about five hours over the weekend. Using these figures to calculate weekly hours, Principals work about 57.5 hours per week during term time. There was very little reported difference in average hours per day between Principal types.

During school holidays Principals worked about three hours per weekday on average and 1.5 hours during weekends, for a total of 16 hours per week on average.

Table 5.6: Average hours worked by principal type

Principal type	Average hours per weekday		Average hours per weekend	
	School term	**School holiday**	**School term**	**School holiday**
Assistant Principal	10.4	2.7	4.9	1.5
Campus Principal	10.3	3.5	4.9	1.5
Small school teaching Principal	10.1	3.0	4.8	1.9
School Principal	10.7	3.0	5.2	1.4
Total	**10.5**	**2.9**	**5.0**	**1.5**

Table 5.7 provides additional disaggregation of average hours by school level, for primary and secondary schools.[33] Principals recorded slightly higher average hours than Assistant Principals although the differences are small. Similarly, secondary staff recorded slightly higher average hours than primary staff and again differences are small. The average weekly hours calculated from these

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[33] Combined school and special school respondents were not included in the data analysed for Table 5.6

figures, of 56.8-59.9 hours, are similar to those recorded in the SiAS 2013 survey, of 56.2 hours at primary level (Assistant Principals and Principals) and 58.5 hours at secondary level.[34]

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

	Assistant Principal		School Principal	
	Primary	Secondary	Primary	Secondary
Hours per day: school term	10.4	10.5	10.7	10.9
Hours per weekend: school term	4.8	5.1	5.1	5.4
Hours per day: school holiday	2.4	3.0	2.8	3.3
Hours per weekend: school holiday	1.4	1.6	1.5	1.3

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

Table 5.8: Average full-time hours worked in the last week, by principal type and school type

Schooling level	Principal type	Average hours worked last week
Primary	Assistant Principal	59.4
	Campus Principal	60.1
	Small school teaching Principal	59.0
	School Principal	60.6
Primary and Secondary	Assistant Principal	56.5
	School Principal	60.2
Secondary	Assistant Principal	60.3
	Campus Principal	56.5
	School Principal	60.6
Specialist School	Assistant Principal	58.7
	School Principal	59.7

The Principal health and wellbeing survey presented data on the proportion of principals working within five-hour bands of weekly hours. The 2014 data is compared with the current survey, which asked Principals for details of a specific week (last week). The health and wellbeing survey reported that 50 per cent of principals were working over 55 hours per week on average.[35] The current survey indicated that 63 per cent of Principals worked over 55 hours 'last week'.

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[34] McKenzie, et al (2014), Table 5.11.
[35] Riley (2014), Table 16.

Table 5.9: Principal's average hours per week from Riley 2014 compared to hours worked in the last week

Hours per week	Riley 2014 %	AEU 2016 %
<25	0.7	1.1
25-30	0.4	0.4
31-35	0.6	0.2
36-40	1.9	1.3
41-45	5.3	2.9
46-50	16.2	11.9
51-55	24.3	19.3
56-60	24.5	28.3
61-65	12.4	14.5
66-70	9.2	10.1
>70	4.4	10.0
	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 Assistant Principals and Principals at primary and secondary levels while Table 5.11 provides results for primary teaching Principals in small schools.

Administration is the most prominent task for both Principals and Assistant Principals, at primary and secondary levels, taking up about one third of their work time. This differs for teaching Principals at small schools, who spend about one third of their time on teaching-related tasks and one quarter on administrative tasks. Assistant Principals spend about one fifth of their time on teaching-related tasks.

Table 5.10: Proportion of time on different tasks, by principal type and school level

About what proportion of time did you spend on the following in Term 1 this year:	Assistant Principal		School Principal	
	Primary %	Secondary %	Primary %	Secondary %
Internal administrative tasks	34.7	37.9	31.1	31.6
Curriculum and teaching-related tasks	21.0	21.4	15.7	18.9
Compliance requirements from regional, state or national education authorities	12.2	21.4	18.1	18.9
Representing the school at meetings, in the community and networking	9.0	9.8	9.3	13.4
Public relations and fundraising	6.2	4.4	6.5	5.8
Occupational Health and Safety compliance	5.7	5.0	8.1	5.1
Grounds and maintenance	6.2	6.2	7.6	5.2
Other duties, odd jobs, etc.	13.7	11.7	9.6	9.2

Note: Principals were asked to total the 8 tasks to 100%. Figures presented are averages of the proportions provided for each task and so do not total to 100%.

Table 5.11: Proportion of time on different tasks by small school teaching principal

About what proportion of time did you spend on the following in Term 1 this year:	Primary, small school teaching Principal %
Internal administrative tasks	25.0
Curriculum and teaching-related tasks	33.9
Compliance requirements from regional, state or national education authorities	14.0
Representing the school at meetings, in the community and networking	7.1
Public relations and fundraising	5.2
Occupational Health and Safety compliance	4.6
Grounds and maintenance	6.0
Other duties, odd jobs, etc.	8.2

Note: Principals were asked to total the 8 tasks to 100%. Figures presented are averages of the proportions provided for each task and so do not total to 100%.

5.4 Perceptions of workload

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 Assistant Principals and Principals in primary and secondary schools are presented in Table 5.12. About one quarter of principals felt that their workload was manageable often or always, except for primary school principals, of whom less than one fifth felt that their workload was manageable often or always. Over three quarters felt at most that their workload was only manageable sometimes. Similarly, about one fifth of principals felt that they often or always had a good balance between home and work.

About one quarter of principals indicated that their workload adversely affects their health often or always, and similar numbers often think about leaving the teaching profession. A slightly higher proportion of Primary Principals appear to be struggling with their workload and its consequences.

On a more positive note, the majority of principals, about three quarters, look forward to the school day often or always. A slightly higher proportion of secondary Principals do so (81%) while secondary Assistant Principals are slightly lower (67%).

Table 5.12 shows some differences between principals in the extent to which they are able to spend a reasonable amount of time leading teaching and learning. About 22 per cent of primary Principals are able to spend a reasonable amount of time leading teaching and learning often or always compared with 39 per cent of secondary Principals. Assistant Principals are slightly higher than their Principals (37% primary, 42% secondary); a higher proportion of secondary principals are able to spend time leading teaching than at the primary level.

Only about one fifth of secondary school principals regularly have time to provide necessary professional support to their colleagues, while fewer primary principals have this time (15% primary Assistant Principals, 12% Principals).

About three quarters of principals regularly spend the majority of their work day managing school administration requirements. A majority also indicated that they regularly spend more time than they used to on compliance requirements.

Table 5.12: Principal perceptions of workload and workload issues, by school level

How often would you say the following statements apply to you?	Often/Always			
	Assistant Principal		**School Principal**	
	Primary	**Secondary**	**Primary**	**Secondary**
	%	**%**	**%**	**%**
My workload is manageable	23.4	27.0	17.9	25.3
I have a good balance between home and work	21.8	22.2	18.1	20.3
My workload adversely affects my health	22.3	24.4	28.8	24.0
I think about leaving the teaching profession	21.7	24.5	27.1	21.6
I think about relinquishing my role as principal/assistant principal	16.0	21.4	22.7	14.7
I look forward to the school day	76.5	66.9	72.5	81.3
I spend a reasonable amount of time on leading teaching and learning at my school	36.9	42.4	22.1	38.7
I have enough time to provide necessary professional support for my colleagues	14.6	20.8	11.7	21.3
The majority of my work day is spent managing school administration requirements	76.7	72.5	84.7	72.0
I spend more time than I used to on compliance requirements	67.0	62.9	84.7	72.0

Principals were also asked about the performance and development process for themselves and their staff. Table 5.13 shows that about one third of Assistant Principals think that their performance and development process regularly takes up a lot of time, and a slightly higher proportion think that their review often or always improves the way they lead. There is little difference between primary and secondary Assistant Principals. About two thirds of Assistant Principals think that staff reviews regularly take up a lot of time and just under half think that these reviews regularly improve staff performance.

Table 5.13: Principal views of performance and development process, by school level

How often would you say the following statements apply to you?	Often/Always			
	Assistant Principal		**School Principal**	
	Primary	**Secondary**	**Primary**	**Secondary**
	%	**%**	**%**	**%**
My Performance and Development process/review takes up a lot of time	35.4	34.4	44.8	28.0
My Performance and Development process/review improves the way I lead my school	36.3	38.8	31.1	37.8
The staff Performance and Development process/review takes up a lot of time	69.4	61.9	81.1	69.3
The staff Performance and Development process/review improves staff performance at my school	45.4	44.4	48.6	46.7

Primary and secondary principal proportions differed in this area. A higher proportion of primary Principals felt that their performance and development review regularly takes up a lot of time (45%) compared to their secondary counterparts (28%). About the same proportion of secondary principals (38%) as secondary Assistant Principals (39%) felt that the review often or always improved their leadership, while the proportion of primary Principals (31%) was somewhat lower than other principals.

A large majority of primary Principals (81%) felt that the staff review regularly took up a lot of time compared to 69 per cent of secondary Principals, and about half of primary (49%) and secondary (47%) Principals felt that the review process often or always improved staff performance at their school.

5.5 Managing workload

Principals were asked to indicate to what extent 13 items would assist in making their workload as principal more manageable. Results are shown in Table 5.14, based on those who answered 4 or 5 on a 5-point likert scale where 1='Not at all' and 5='To a great extent'. Responses differ in some ways both by schooling level and by position (as Assistant Principal or Principal) although in most cases, a large majority have indicated that all items would greatly assist.

Some items would enable others, so an increased budget would assist with most, such as more staff. Simplified compliance requirements and more administrative support were considered important by most principals, as was more specialist staff for student wellbeing work. Secondary principals were somewhat higher than their primary counterparts on the importance of an increased capacity to attract and retain effective teachers.

Table 5.14: Methods of managing workload, by principal role and school level

To what extent would the following assist in making your workload as principal more manageable in your school?	4/5-To a great extent			
	Primary		Secondary	
	AP %	Prin %	AP %	Prin %
An increased budget	88.1	90.2	84.3	91.9
Simplified compliance requirements	92.5	94.0	81.0	87.8
More specialist staff for student wellbeing work	92.0	86.4	83.7	82.4
More administrative support	82.0	86.0	80.9	77.0
An increased capacity to attract and retain effective teachers	75.1	63.6	90.8	80.8
More teacher aides	82.1	74.0	58.2	68.9
More staff at leadership level	67.0	80.5	56.9	70.3
Better facilities	61.4	70.1	68.0	82.4
Greater regional or departmental support	73.5	71.2	66.7	60.8
Fewer/more strategic Departmental communications	67.5	74.4	58.9	73.0
More teachers	64.8	63.8	62.1	68.9
Better access to ICT and school ICT networks	55.0	56.3	52.3	58.1
Greater community involvement in the school	45.5	41.1	51.0	54.1

Methods of managing workload are considered by SES in Table 5.15 and Table 5.16. The items are listed in the order by which they have been considered most important overall. At the primary level, simplified compliance requirements and an increased budget are the two items considered most likely to assist in making principal workload more manageable, with overall response rates above 90 per cent. In most cases, there are only small difference between schools serving different SES communities at the primary level. The most notable difference, though considered the least effective overall is greater community involvement in the school, where over half of principals in low SES schools would like to see greater community involvement, compared to under one third of principals in high SES schools. This may reflect lower community involvement generally in schools in low SES communities.

Table 5.15: Methods of managing workload, primary principals by SES

To what extent would the following assist in making your workload as principal more manageable in your school?	Primary - 4/5-To a great extent			
	Low SES %	Medium SES %	High SES %	Total %
Simplified compliance requirements	92.7	96.0	91.8	93.7
An increased budget	89.3	91.6	89.9	90.4
More specialist staff for student wellbeing work	87.6	88.2	85.4	87.2
More administrative support	79.0	85.2	83.5	82.7
More teacher aides	71.9	80.2	79.7	77.3
Greater regional or departmental support	71.8	75.9	69.0	72.5
More staff at leadership level	71.2	71.4	70.7	71.1
Fewer/more strategic Departmental communications	71.8	70.8	65.8	69.6
An increased capacity to attract and retain effective teachers	71.9	60.1	69.2	66.7
More teachers	58.8	60.9	68.6	62.4
Better facilities	61.2	59.6	65.8	62.0
Better access to ICT and school ICT networks	55.2	51.7	57.6	54.6
Greater community involvement in the school	53.9	42.1	32.1	43.0

At the secondary level, as well as greater community involvement, there is a notable difference in the effect of an increased capacity to attract and retain effective teachers, with 95 per cent of principals in low SES schools indicating that this would have a great effect compared to 77 per cent of principals in high SES schools.

Table 5.16: Methods of managing workload, secondary principals by SES

To what extent would the following assist in making your workload as principal more manageable in your school?	Secondary - 4/5-To a great extent			
	Low SES %	Medium SES %	High SES %	Total %
An increased budget	86.9	88.0	87.2	87.4
An increased capacity to attract and retain effective teachers	95.2	90.7	77.4	87.3
More specialist staff for student wellbeing work	83.3	88.0	78.7	83.0
Simplified compliance requirements	79.8	85.3	81.9	82.2
More administrative support	76.2	83.8	76.6	78.6
Better facilities	66.7	82.7	70.2	72.7
Greater regional or departmental support	66.7	64.0	63.8	64.8
More teachers	72.6	60.0	60.6	64.4
Fewer/more strategic Departmental communications	63.9	61.3	63.4	62.9
More teacher aides	63.1	61.3	62.8	62.5
More staff at leadership level	63.1	62.7	57.4	60.9
Better access to ICT and school ICT networks	56.0	56.0	52.1	54.5
Greater community involvement in the school	61.9	52.0	42.6	51.8

Principals were asked to what extent they felt supported in their role. Table 5.17 shows that Assistant Principals and Principals feel most supported by their administrative staff and executive team – the people they generally work most closely with. A majority (about 70%) feel supported to a great extent by other principals and their teaching staff. About one third of primary Principals and one half of secondary Principals feel supported to a great extent by their regional office, which may reflect changes in the capacity of these offices over the past few years. Only about one or two in ten principals feels supported to a great extent by the Department.

Table 5.17: Extent to which principals feel supported in their role, by school level

To what extent do you feel supported in your role?	4/5-To a great extent			
	Primary		Secondary	
	AP %	Prin %	AP %	Prin %
By your administrative staff	86.4	85.4	86.6	89.2
By your executive team	83.2	88.2	81.2	87.7
By other principals	66.0	71.7	73.9	78.4
By your teaching staff	68.9	71.8	68.7	68.9
By your regional office	29.8	34.4	21.8	48.6
By the Department	13.9	9.0	12.9	14.9

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. The four broad areas are those identified by the Victorian Department of Education and Training (DET).[36] 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 nearly half of all respondents to the Educational Support section, is composed of those involved in direct (i.e. in-class) support of teachers and/or students. The majority of these appear to be classroom aides although a proportion of respondents are involved in outside school hours care.

Table 6.1: Proportion of respondents by Education Support area

Education Support Role	%
Student/Teacher Support	48.7
Administration/Operations	34.5
Technical	12.4
Professional Services	4.4
Total	**100.0**

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[36] DET (2015)

Table 6.2: Example roles within the four broad Education Support areas

Student/Teacher Support	Administration/Operations
Teacher Aide	Business Manager/Finance Manager/HR Manager
Integration Aide/Learning Support Aide	Accounts Payable/Receivable/Payroll
Literacy Support	Admin Assistant/Officer/Support/Reception
Multicultural Education Aide	Bus driver/coordinator
Coordinator, Outside School Hours Care	Bursar/Office Manager
Auslan Education Support	Daily Organiser/Registrar
EAL Aide/ Language Support Aide	Facilities/Maintenance Manager
Speech Therapy Assistant	Library Manager
Home Economics Aide	Grounds worker
Technical	**Professional Services**
Library Technician/Library Assistant	Careers Coordinator/Counsellor
Art Technician/Laboratory Technician	Occupational Therapist
Computer Technician/Audio Visual Technician	Physiotherapist
ICT Manager/Network Manager	Psychologist /Social Worker/Student Welfare
Resource Centre Manager	Speech Pathologist

The second largest group, covering about one third of respondents, includes those involved in school administration and operations. This category appeared to include the widest range of job titles, descriptions and levels, from office assistants and grounds workers to business managers and registrar.

About 12 per cent of respondents indicated they were in technical positions, which tended to be laboratory or ICT based, although some managers also ticked the technical option. Very few respondents indicated they provided professional services. These tended to be in student welfare and careers counselling positions although there were therapists as well. In many cases there were crossovers, with people indicating the same job title choosing a different education support area.

The proportions of survey respondents by the Education Support area 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 a higher proportion of classroom aides.

Table 6.3: Proportion of respondents in each Education Support area by school type

	Primary	Primary & Secondary	Secondary	Specialist school
	%	%	%	%
Student/Teacher Support	54.9	43.6	34.3	71.0
Administration/Operations	37.9	34.6	35.0	20.1
Technical	6.1	17.7	22.5	2.7
Professional Services	1.1	4.1	8.2	6.1
Total	**100.0**	**100.0**	**100.0**	**100.0**

Table 6.4 shows that a high proportion of Education Support roles are undertaken by females. This is particularly the case at primary schools. ABS data for 2015 agrees, with males taking only one per cent of Education Support roles in Victorian government primary schools.[37] About 11 per cent of Education Support roles are taken by male respondents in secondary schools, which is lower than the 19 per cent shown in ABS data.

Female staff are about five years older on average than their male counterparts at primary and secondary level. The average age for female support staff is over 50, which is similar to principals and about eight years older than the average for teachers.

Table 6.4: Proportion of Education Support respondents by gender, and average age, by school type

	Proportion in survey		Average age (years)	
	Male %	**Female %**	**Male**	**Female**
Primary	2.2	97.6	45.6	51.4
Primary and Secondary	13.2	86.8	47.6	50.9
Secondary	10.9	89.0	46.7	51.7
Specialist school	9.2	90.8	48.6	49.1
Total	**7.0**	**92.9**	**47.0**	**51.2**

Tables 6.5 and 6.6 provide further breakdowns of gender and age by the four broad education support roles. Table 6.5 shows that there is a higher proportion of males in a technical support role at the secondary level than in any other role and, with the exception of student/teacher support in combined schools, females make up 90 per cent or more of the population in all other roles.

Table 6.5: Male and female Education Support respondents by school type

	Primary		Primary & Secondary		Secondary		Specialist school	
	Male %	**Female %**	**Male %**	**Female %**	**Male %**	**Female %**	**Male %**	**Female %**
Student/Teacher Support	1.7	98.0	12.1	87.9	7.7	92.3	7.7	92.3
Administration/Operations	1.7	98.3	7.6	92.4	6.9	93.1	8.5	91.5
Technical	7.8	92.2	27.7	72.3	24.2	75.3	-	-
Professional Services	-	-	-	-	5.1	94.9	11.1	88.9
Total	**2.2**	**97.6**	**13.2**	**86.8**	**10.9**	**89.0**	**9.2**	**90.8**

Note: Missing proportions are due to low response rates at this level of disaggregation

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 does suggest that males in administration/operations roles in secondary schools are about the same age on average as females in the same role. In special schools, male aides were slightly older on average while in primary and secondary settings they were about five years younger on average. Males in a technical role were about seven years younger on average than females. A closer look at job descriptions would be necessary to look further into possible reasons for the age differences.

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[37] ABS (2016), 4221.0, Table 51a.

Table 6.6: Average age (in years) of male and female Education Support respondents by school type

	Primary		Primary & Secondary		Secondary		Specialist school	
	Male Age	Female Age	Male Age	Female Age	Male Age	Female Age	Male Age	Female Age
Student/Teacher Support	45.5	50.6	-	50.2	45.2	51.9	50.2	48.9
Administration/Operations	-	52.2	-	50.9	50.8	51.9	-	51.0
Technical	-	54.3	-	53.3	45.9	53.1	-	-
Professional Services	-	-	-	-	-	47.1	-	43.4
Total	**45.6**	**51.4**	**47.6**	**50.9**	**46.7**	**51.7**	**48.6**	**49.1**

Note: Missing averages are due to low response rates at this level of disaggregation

On average, those in the area of student/teacher support had 10 years of experience, as shown in Table 6.7. Administration and operations staff had slightly more years of experience on average at primary level (11 years) than at secondary level (9 years). Those in technical positions at secondary level had slightly more years of experience on average than other roles (13 years).

Table 6.7: Average years of experience in Education Support area by school type

	Years in role			
	Primary	Primary & Secondary	Secondary	Specialist school
Student/Teacher Support	10.6	10.1	10.2	9.9
Administration/Operations	11.5	10.6	9.4	9.1
Technical	11.6	10.6	12.7	-
Professional Services	11.5	-	8.4	7.9
Total	**11.0**	**10.3**	**10.3**	**9.5**

Note: Missing averages are due to low response rates at this level of disaggregation

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, with those in student/teacher support more likely to be in a contract position (30%) than those in other areas (6-17%). Similarly, a higher proportion of those in student/teacher support (16%) were working fewer than three days per week (< 0.6 FTE) compared to 3-9 per cent of those in other roles. Only 22 per cent of those in student/teacher support were working full-time, compared to 65 per cent of those in administration/operations.

Table 6.8: Basis of current employment, by Education Support area

	Student/teacher support %	Admin/ Operations %	Technical %	Professional services %
Type of position				
Ongoing/permanent	47.2	92.9	88.5	82.4
Contract 3+ years	19.0	3.3	2.6	4.0
Contract 2 years	3.3	0.7	2.6	5.6
Contract 1 year	5.7	1.9	4.9	5.6
Contract <1 year	1.8	0.8	0.9	1.6
Contract Family leave	1.0	0.2	0	0.8
Contract SSP[38]	22.0	0.2	0.6	0
Total	**100.0**	**100.0**	**100.0**	**100.0**
Time fraction				
Less than 0.6 FTE	16.4	4.2	8.6	3.2
Part-time 0.6 FTE or higher	61.1	30.2	38.9	32.0
Full-time	22.2	65.2	52.3	63.2
Total	**100.0**	**100.0**	**100.0**	**100.0**

Given the lower proportions of those in student/teacher support who are in full-time, ongoing positions, Table 6.9 disaggregates the extent of ongoing positions by primary and secondary schooling levels, with the administration/operations roles as a point of comparison. About half of secondary student/teacher support staff are in ongoing roles compared to just over one third of primary staff. About one fifth of each are on longer contracts (of three years or more).

Table 6.9: Proportion of selected position types by primary and secondary school, student/teacher support and admin/operations

	Student/ teacher support		Admin/ operations	
	Primary %	Secondary %	Primary %	Secondary %
Ongoing/permanent	36.6	48.6	92.5	94.6
Contract 3+ years	21.7	19.0	3.6	2.1
Contract SSP	29.6	20.5	0.2	0.3

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[38] Contract SSP (Student Support Program) refers to a 7-year contract in line with Program for Students with Disability (PSD) funding for a given student. If the student leaves or ceases to attract funding, the contract is terminated with 10 weeks' notice.

Proportions of Education Support roles by salary scale are reported in Table 6.10. There are six salary ranges within two levels (level one includes ranges 1-5, level 2 is range 6). Each range has five or six increments within it.[39] The majority of student/teacher support staff are on the lowest salary range which, as of August 2015, was from $40,286-$47,110. For comparison, the gross weekly earnings for Education Support staff on the highest increment of range 1 (about $906 pw) was more than $300 below the average gross weekly earnings for persons in administrative and support services across Australia ($1,243 pw) and more than $250 below the average earning for females in administrative and support services ($1,185 pw).[40]

The majority of technical staff are in the first two ranges, while administration/operations staff were spread more widely across the first four ranges. Higher proportions of professional services staff were in range three.

Table 6.10: Proportion of Education Support roles by salary range

Salary Range as at 8/2015	Student/teacher support		Admin/ operations		Technical		Professional services	
	Pri %	Sec %	Pri %	Sec %	Pri %	Sec %	Pri %	Sec %
1: $40,286-$47,110	64.7	61.0	23.5	29.8	40.3	32.8	-	10.4
2: $48,688-$56,354	7.6	16.1	25.5	33.8	45.8	43.6	-	24.7
3: $59,074-$69,138	3.2	7.4	29.8	14.2	9.7	15.7	-	40.3
4: $75,501-$89,022	3.5	1.9	11.8	11.1	0	3.9	-	18.2
5: $92,006-$105,046	16.3	11.6	6.5	8.9	4.2	2.5	-	3.9
6: $108,565-$125,505	4.7	1.9	2.8	2.2	0	1.5	-	2.6
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

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 6.11. About half of all student/teacher support staff were often or always able to complete their work during their paid hours and 15-18 per cent indicated that they were seldom able to do so. One third of primary and one quarter of secondary administration/operations staff were seldom able to complete their work and among professional services staff, 42 per cent were seldom able to complete their work within formal working hours.

Table 6.11: Proportion of Education Support roles able to complete work during formal work hours

In a typical week, are you able to complete your work during your formal working hours?	Student/teacher support		Admin/ operations		Technical		Professional services	
	Pri %	Sec %	Pri %	Sec %	Pri %	Sec %	Pri %	Sec %
Never or seldom	15.4	18.6	33.1	25.7	26.0	16.8	-	42.3
Sometimes	34.0	32.0	35.2	32.2	41.6	38.3	-	28.2
Often/Always or nearly always	50.6	49.4	31.7	42.1	32.5	44.9	-	29.5
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

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[39] Most recent salary levels available are from August 2015. See http://www.education.vic.gov.au/hrweb/Documents/Salary-ESC.pdf

[40] ABS 6302.0, November 2015 figures. See http://www.abs.gov.au/ausstats/abs@.nsf/Latestproducts/6302.0Main%20Features4Nov%202015?opendocument&tabname=Summary&prodno=6302.0&issue=Nov%202015&num=&view.

Note: Missing proportions are due to low response rates at this level of disaggregation

The majority of staff in Education Support roles were required to undertake duties within their work day in addition to the work normally required of them. In the case of student/teacher support staff, proportions went up somewhat with an increase in salary range, as shown in Table 6.12, which is linked to an increase in the autonomy and responsibility of the role. The same did not follow for administration/operations at primary level, although the proportions are high in both cases and the broad range of jobs included in the area makes it more difficult to suggest a trend linked to salary range.

Table 6.12: Proportion of Education Support roles required to undertake additional duties

Are you required to do duties within the work day in addition to the work that is normally required of you? - Yes	Student/teacher support		Admin/ operations		Technical		Professional services	
	Pri %	**Sec %**	**Pri %**	**Sec %**	**Pri %**	**Sec %**	**Pri %**	**Sec %**
Salary range 1	69.3	64.7	81.0	72.6	69.0	66.7	-	-
Salary range 2	80.4	79.6	72.4	75.2	58.5	62.7	-	-
All	71.9	67.6	77.3	76.1	67.5	61.4	-	74.0

Note: Missing proportions are due to low response rates at this level of disaggregation

About one in five primary staff and one quarter of secondary staff in student/teacher support and administration/operations roles were not required to be at school beyond their paid hours. Table 6.13 shows that the majority were required less often than once a week, although about one quarter were at school beyond their paid hours once or twice per week. A notable proportion (13-28%) were required to be at school in addition to their paid hours three or more times a week.

Table 6.13: Proportion of Education Support roles required to be at school outside of paid time

How often does your work require you to be at school outside of/in addition to your paid attendance hours?	Student/teacher support		Admin/ operations		Technical		Professional services	
	Pri %	**Sec %**	**Pri %**	**Sec %**	**Pri %**	**Sec %**	**Pri %**	**Sec %**
Never	19.1	27.5	18.8	24.8	31.2	40.0	-	12.8
Less than once per week	46.5	37.9	30.4	34.2	39.0	33.5	-	33.3
Once or twice per week	21.2	21.1	28.1	22.7	14.3	14.4	-	25.6
Three or more times per week	13.2	13.5	22.7	18.2	15.6	12.1	-	28.2
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Note: Missing proportions are due to low response rates at this level of disaggregation

Table 6.14 shows that in a typical week, Education Support staff spend on average three hours working at school beyond their paid time. Administration/operations staff at primary level indicated a slightly higher average number of hours (4 hours), as did professional services staff in secondary and specialist schools (also 4 hours).

Table 6.14: Average hours worked at school outside paid time, by Education Support roles

How many hours would you work *at school* outside your paid attendance hours in a typical week?	Average hours		
	Primary	**Secondary**	**Specialist**
Student/Teacher Support	2.6	2.7	2.6
Administration/Operations	3.9	3.3	3.4
Technical	3.0	2.8	2.6
Professional Services	3.2	4.1	4.1
Total	**3.2**	**3.1**	**2.9**

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 6.15 shows the proportion of support staff who indicated often or always. Staff in student/teacher support roles were more positive about the manageability of their workload, with nearly three quarters of primary and 67 per cent of secondary staff indicating that their workload was manageable often or always. In comparison, only about half of staff in administration/operations roles said the same. Only one in five professional learning staff in secondary schools felt that their workload was manageable often or always.

With the exception of professional services staff, a much higher proportion of education support staff consider their workload to be manageable often or always than is the case for teachers (22% primary, 18% secondary). About the same proportion of teachers consider the balance between home and work to be good often or always.

Among staff in the student/teacher support role, similar proportions felt they often or always had a good balance between home and work to those who felt their workload was often or always manageable. Administration/operations, technical and professional services staff all had higher proportions who felt that they had a good balance between home and work often or always than those who indicated that their workload was often or always manageable. This suggests that for some, even if their workload is only sometimes manageable, the effect on the balance between home and work is not large.

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%).

Education Support staff were also asked how often they looked forward to the school day. While this question was asked in the context of other questions specifically about workload it is worth noting that responses to this question may be affected by factors with no relation to workload or even to the school environment. Similarly, the question about finding work outside schools may not be linked to workload issues.

Table 6.15 shows that, as was the case with teachers, higher proportions of staff in primary schools look forward to the school day than do staff in secondary schools. About 60-70 per cent of staff look forward to the school day often or always. About one in five to one quarter of Education Support staff regularly think about finding work outside schools.

Table 6.15: Education Support staff perceptions of workload

How often would you say the following statements apply to you? (Often/Always)	Student/teacher support		Admin/ operations		Technical		Professional services	
	Pri %	Sec %	Pri %	Sec %	Pri %	Sec %	Pri %	Sec %
My workload is manageable	73.0	67.1	47.1	53.8	53.3	61.8	-	17.9
I have a good balance between home and work	79.8	73.7	60.7	65.1	74.7	74.4	-	57.3
My workload adversely affects my health	9.4	14.1	12.0	13.8	13.2	11.4	-	27.6
I look forward to the school day	75.3	64.7	68.9	57.2	72.0	63.0	-	64.0
I think about finding other work outside schools	17.5	22.5	16.0	20.7	24.3	19.0	-	20.4

Note: Missing proportions are due to low response rates at this level of disaggregation

The survey also asked about staff views of the performance and development process. About 40-50 per cent of Education Support staff felt that the process took up a lot of time, with staff in Secondary schools slightly more likely to think so. With the exception of student/teacher support staff in primary schools (28%), less than one in five Education Support staff would say that the performance and development process improved the way they did their job.

Table 6.16: Education support staff perceptions of the performance and development process

How often would you say the following statements apply to you? (Often/Always)	Student/teacher support		Admin/ operations		Technical		Professional services	
	Pri %	Sec %	Pri %	Sec %	Pri %	Sec %	Pri %	Sec %
The Performance and Development process/review takes up a lot of time	42.6	49.5	41.3	44.6	44.7	50.2	-	50.0
The Performance and Development process/review improves the way I do my job to support student learning and/or the operation of the school	27.7	18.6	19.9	20.2	16.0	17.1	-	12.8

Note: Missing proportions are due to low response rates at this level of disaggregation

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APPENDIX 1: THE AEU SCHOOL STAFF WORKLOAD QUESTIONNAIRE

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

For all: About you and your current employment

1   Please indicate your age   _____
2   What is your gender?   ○ Male   ○ Female   ○ I identify as _____

3   Please indicate your role:
     ○ Education Support
     ○ Teacher (including Paraprofessional, Leading Teacher)
     ○ Principal class position

4   What level of schooling does your school cater for?
     ○ Primary   ○ Secondary
     ○ Primary and Secondary   ○ Specialist school

5   How long have you worked at this school?   _____ years
6   Are you working at more than one school this term?   ○ Yes ○ No

7   What is your employment classification?
     ○ Paraprofessional   ○ Classroom Teacher (7a)   ○ Leading Teacher (7b)

7a   What is your salary range?
     ○ 1 ○ 2 ○ 3 ○ 4

7b   What is your salary range?
     ○ 1 ○ 2

8   What is your current employment arrangement? *(not shown for principal class)*
     ○ On-going/Permanent
     ○ Fixed-term/Contract 3 years or more
     ○ Fixed-term/Contract 2 years
     ○ Fixed-term/Contract 1 year
     ○ Fixed-term/Contract less than 1 year
     ○ Fixed-term/Contract Family Leave (up to 7 years)
     ○ Fixed-term/Contract Student Support Program (SSP) (up to 7 years)

9   At what time fraction are you currently employed? (please round to the nearest fraction)
     ○ 1.0 Full-time   ○ 0.4
     ○ 0.9   ○ 0.3
     ○ 0.8   ○ 0.2
     ○ 0.7   ○ 0.1
     ○ 0.6   ○ I am currently on leave
     ○ 0.5   ○ I am not currently working

10   (For part-timers) You are currently working part-time. Do you wish to   ○ Yes, decrease it

change your time-fraction?

○ No, keep it the same
○ Yes, increase it

	(10 answered decrease) I would prefer to decrease my current time-fraction because:	Does not apply 1	2	3	Strongly applies 4
11c	I can better meet the needs of my family	○	○	○	○
12c	I don't want to retire yet, but want to lessen my workload	○	○	○	○
13c	The workload is too much for me at my present time-fraction	○	○	○	○
14c	I would have a better work-life balance	○	○	○	○
15c	Other _____	○	○	○	○

	(10 answered keep same) I prefer working at my present time-fraction because:	Does not apply 1	2	3	Strongly applies 4
11b	I can better meet the needs of my family	○	○	○	○
12b	I don't want to retire yet, but do not want the workload of a higher time-fraction	○	○	○	○
13b	The workload is too much for me at a higher time-fraction	○	○	○	○
14b	I have a better work-life balance	○	○	○	○
15b	Other _____	○	○	○	○

	(10 answered increase) I would prefer to increase my time-fraction but I have not as yet because:	Does not apply 1	2	3	Strongly applies 4
11a	The only position available is at this time-fraction	○	○	○	○
12a	I work at this time-fraction so that I have additional time to manage my workload	○	○	○	○
13a	The workload would be too much for me at a higher time-fraction	○	○	○	○
14a	I have a better work-life balance	○	○	○	○
15a	Other _____	○	○	○	○

16	For how many years have you been teaching in total (Counting this year as one)?	_____ years
	Counting this year as one, for how many years have you been in the role of:	
17a	Assistant Principal	_____ years
17b	Principal (of a school or campus)	_____ years
17c	Executive Principal	_____ years
17d	Liaison Principal	_____ years
18	(if teaching less than 7 years) In what year did you complete your initial teacher education program?	20____

For teachers: Your Teaching Workload

19	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 (P-6)	
D	○ Are a subject specialist working with classes across the primary and secondary year levels (P-12)	
E	○ Are a secondary teacher (7-12)	
F	○ Are working with ungraded students	
G	○ Do not have a face-to-face teaching load this term	
20	(if A or B) How many hours do you spend with your class in a week (timetabled class time)? *Please round to the nearest hour*	_____ Hours per week
21	(if A or B) What year level is your class?	○ P ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ Class is multi-year
22	(if B) 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
23	(if C, D, E or F) How many hours do you spend teaching in a week (timetabled class time)? *Please round to the nearest hour*	_____ Hours per week

		Years P-6	Years 7-10	Years 11-12
24	(if B, C, D, E or F) Which learning areas are you teaching this term? *Subject areas taught as part of a primary generalist class should not be included here*	**Years P-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)	☐	☐	☐

		In-field	One subject out-of-field	More than one subject out-of-field
25	(Only answers to previous will appear) 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. 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'.*			
	Chosen from Q24…a	○	○	○
	Chosen from Q24…b, etc	○	○	○

Additional duties

26	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 welfare, managing a school transition program, leading development of curriculum policies and programs, managing professional development, timetabling.*	○ Yes ○ No
27	(If yes) How many hours per week are you released from face-to-face teaching to do these duties?	_____ Hours per week
28	(If yes) On average, how many hours per week do you actually spend on these duties?	_____ Hours per week
29	(If yes) 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 change ○ More time has been allocated ○ Less time has been allocated

Your workload in a typical week

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

There are periods of time over the course of a year when you undertake additional	**Estimated**

		hours spent on tasks
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

44	Work associated with report writing and parent/teacher nights	_____
45	Work associated with examination periods	_____
46	Camps	_____
47	Supervising student teachers	_____
48	Concerts or drama productions	_____
49	NAPLAN	_____
50	Open nights	_____
51	Sporting events	_____
52	Performance and Development process	
53	Analysing student data	_____
54	Other (please indicate nature of duty)_____	_____

Perceptions of workload

	How often would you say the following statements apply to you?	Never or seldom	Sometimes	Often	Nearly always or always
55	My workload is manageable	○	○	○	○
56	I have a good balance between home and work	○	○	○	○
57	My workload at school has a negative effect on the quality of my teaching	○	○	○	○
58	I think about leaving the teaching profession	○	○	○	○
59	I look forward to the school day	○	○	○	○
60	My workload leaves me little time to provide necessary additional support for my colleagues	○	○	○	○
61	My workload adversely affects my health	○	○	○	○
62	I have enough time to ensure that the vast majority of my lessons are well planned	○	○	○	○
63	I am expected to deliver too much curriculum content	○	○	○	○
64	The Performance and Development process/review takes up a lot of time	○	○	○	○
65	The Performance and Development process/review improves the way I teach in the classroom	○	○	○	○

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				To a great extent
		1	2	3	4	5
66	Increase and/or protect non-contact time for planning, marking and classroom observation	o	o	o	o	o
67	Fewer face-to-face teaching hours per week	o	o	o	o	o
68	Greater clarity about teaching roles and responsibilities	o	o	o	o	o
69	Smaller class sizes	o	o	o	o	o
70	More teachers	o	o	o	o	o
71	More teaching assistants	o	o	o	o	o
72	Reduce bureaucracy (e.g. extent of monitoring, testing, recording, reporting and accountability practices)	o	o	o	o	o
73	Reduce the number of government initiatives (e.g. changing requirements in areas such as curriculum, assessment and reporting)	o	o	o	o	o
74	Policies reducing and managing all forms of digital communication	o	o	o	o	o
75	Better use of ICT to improve access to, and prevent replication of, data	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						To a great extent
		1	2	3	4	5	6	7
76	teach as well as you can	o	o	o	o	o	o	o
77	know your students as well as you need to	o	o	o	o	o	o	o
78	meet your students' individual learning needs	o	o	o	o	o	o	o
79	plan effectively to meet your students' individual learning needs	o	o	o	o	o	o	o
80	meet the needs of students who are less motivated to learn	o	o	o	o	o	o	o
81	meet the needs of students who are struggling with their learning	o	o	o	o	o	o	o
82	meet the needs of highly motivated students	o	o	o	o	o	o	o
83	set challenging and worthwhile learning goals for your students	o	o	o	o	o	o	o
84	implement suitable and engaging learning activities to meet learning goals	o	o	o	o	o	o	o
85	select appropriate and interesting teaching and learning resources	o	o	o	o	o	o	o
86	monitor and assess student progress effectively	o	o	o	o	o	o	o
87	manage student behaviour effectively	o	o	o	o	o	o	o
88	share and analyse with colleagues: teaching resources, teaching activities, pedagogy, student work	o	o	o	o	o	o	o
89	keep up with professional reading and research in your field of teaching	o	o	o	o	o	o	o
90	provide timely and useful feedback to your students about their learning	o	o	o	o	o	o	o
91	reflect on and evaluate the quality of your teaching	o	o	o	o	o	o	o
92	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

93	Getting to know your student's individual learning needs better	☐
94	Meeting the needs of students who are struggling with their learning	☐
95	Meeting the needs of students who are less motivated to learn	☐
96	Meeting the needs of highly motivated students	☐
97	Planning effectively to meet your students' individual learning needs	☐
98	Setting challenging and worthwhile learning goals for your students	☐
99	Implementing suitable and engaging learning activities to meet learning goals	☐
100	Selecting appropriate and interesting teaching and learning resources	☐
101	Monitoring and assessing student progress more effectively	☐
102	Managing student behaviour more effectively	☐
103	Sharing and analysing students' work with colleagues	☐
104	Keeping up with professional reading and research in your field of teaching	☐
105	Providing timely and useful feedback to your students about their learning	☐
106	Reflecting on and evaluating the quality of your teaching	☐
107	Developing your professional expertise as a teacher	☐
108	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
109	I decide how I am going to teach the curriculum	○	○	○	○	○
110	I have a fair degree of control over my choice of professional development activity	○	○	○	○	○
111	I'm trusted to plan my units of work in the way I think is best for my students	○	○	○	○	○
112	I choose the methods I will use to assess my students' learning	○	○	○	○	○
113	I'm encouraged to innovate, take a few risks and experiment with my teaching	○	○	○	○	○
114	I have the support that I need to constantly improve my teaching practice	○	○	○	○	○
115	I and my colleagues help each other to identify and assess our students' learning needs and progress	○	○	○	○	○
116	Teachers at this school share ideas about how to teach a concept or skill	○	○	○	○	○
117	I have sufficient opportunities to participate in effective professional development	○	○	○	○	○
118	I participate in observations of my colleagues' classrooms	○	○	○	○	○
119	Our school has clear educational goals and vision	○	○	○	○	○
120	I feel I can make a difference at this school	○	○	○	○	○
121	Teachers in this school believe they can engage all students	○	○	○	○	○
122	We have a common approach to support our students	○	○	○	○	○
123	We solve problems, we don't just talk about them	○	○	○	○	○
124	I get a lot of satisfaction from my current teaching	○	○	○	○	○

Your future in teaching

125	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					

(if 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**
126 Short contracts and lack of ongoing, permanent positions	○	○	○	○	○
127 I never intended teaching to be a long term career	○	○	○	○	○
128 I do not enjoy, or no longer enjoy teaching	○	○	○	○	○
129 Class sizes too large	○	○	○	○	○
130 Having to deal with student management	○	○	○	○	○
131 The non-teaching workload – administration	○	○	○	○	○
132 The non-teaching workload – other duties and demands on my time	○	○	○	○	○
133 Excessive requirements for monitoring, assessment, recording, reporting and accountability	○	○	○	○	○
134 Insufficient non face-to-face teaching time	○	○	○	○	○
135 Stress and concerns about my health as a result of the job	○	○	○	○	○
136 New or changing school and system initiatives – too many, too time consuming, lack of coordination, constant change	○	○	○	○	○
137 Few opportunities to increase my salary significantly	○	○	○	○	○
138 Quality of school leadership/management	○	○	○	○	○
139 Lack of support	○	○	○	○	○
140 Insufficient recognition or reward for teachers	○	○	○	○	○
141 Other (please specify) _____	○	○	○	○	○

For Principals

142   Please choose the category below that best fits your role:
        ○ Assistant Principal
        ○ Principal of a campus
        ○ Principal of a small school – with teaching responsibilities
        ○ Principal of a school
        ○ Executive Principal
        ○ Liaison Principal

143   What is your employment classification?
a   ○ Assistant Principal
b   ○ Principal
c   ○ Executive Principal
d   ○ Liaison Principal

143a   What is your salary range?
        ○ 1 ○ 2 ○ 3 ○ 4

143b,d   What is your salary range?
         ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

         Average hours worked per week in Term 1:
144   During the school term: _____ hours per weekday
145   During the school term: _____ hours per weekend
146   During the school holiday: _____ hours per weekday
147   During the school holiday: _____ hours per weekend

148   How many hours did you spend on all job-related activities in the last week (Monday to Sunday)?
         _____ hours

About what proportion of time did you spend on the following in Term 1 this year:	Total should add up to 100%
149 Internal administrative tasks	____
150 Curriculum and teaching-related tasks	____
151 Compliance requirements from regional, state or national education authorities/departments	____
152 Representing the school at meetings, in the community and networking	____
153 Public relations and fundraising	____
154 Occupational Health and Safety compliance	____
155 Grounds and maintenance	____
156 Other duties, odd jobs, etc. (Please specify)_____	____
Total	100

How often would you say the following statements apply to you?	Never or seldom	Sometimes	Often	Nearly always or

					always
157	My workload is manageable	o	o	o	o
158	I have a good balance between home and work	o	o	o	o
159	I think about leaving the teaching profession	o	o	o	o
160	I think about relinquishing my role as principal/assistant principal	o	o	o	o
161	I look forward to the school day	o	o	o	o
162	My workload adversely affects my health	o	o	o	o
163	I spend a reasonable amount of time on leading teaching and learning at my school	o	o	o	o
164	The majority of my work day is spent managing school administration requirements	o	o	o	o
165	I spend more time than I used to on compliance requirements	o	o	o	o
166	I have enough time to provide necessary professional support for my colleagues	o	o	o	o
167	My Performance and Development process/review takes up a lot of time	o	o	o	o
168	My Performance and Development process/review improves the way I lead my school	o	o	o	o
169	The staff Performance and Development process/review takes up a lot of time	o	o	o	o
170	The staff Performance and Development process/review improves staff performance at my school	o	o	o	o

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
171 Lead teaching and learning in your school	o	o	o	o	o	o	o
172 Further develop or support a collaborative culture for school improvement at your school	o	o	o	o	o	o	o
173 Further develop or support a culture of high expectations and life-long learning at your school	o	o	o	o	o	o	o
174 Analyse student learning and development with teaching staff	o	o	o	o	o	o	o
175 Identify and prioritise areas of learning needs across the school	o	o	o	o	o	o	o
176 Take an active part in planning and developing curriculum programs and instructional approaches to help ensure all students are successful	o	o	o	o	o	o	o
177 Work with staff to identify and strategically resource programs to meet the needs of students who are less motivated to learn and those who are struggling with their learning	o	o	o	o	o	o	o
178 Design and play an active role in programs to build teacher capacity to enhance student learning	o	o	o	o	o	o	o
179 Keep up to date with the latest research on student learning to engage staff in professional conversations	o	o	o	o	o	o	o
180 Communicate with parents to support student learning	o	o	o	o	o	o	o

To what extent would the following assist in making your workload as principal more manageable in your school?	Not at all	2	3	4	To a great extent

		1				5
181	More administrative support	o	o	o	o	o
182	More specialist staff for student wellbeing work	o	o	o	o	o
183	More staff at leadership level	o	o	o	o	o
184	An increased budget	o	o	o	o	o
185	An increased capacity to attract and retain effective teachers	o	o	o	o	o
186	Better access to ICT and school ICT networks	o	o	o	o	o
187	Better facilities	o	o	o	o	o
188	Greater community involvement in the school	o	o	o	o	o
189	More teachers	o	o	o	o	o
190	Simplified compliance requirements	o	o	o	o	o
191	More teacher aides	o	o	o	o	o
192	Greater regional or departmental support	o	o	o	o	o
193	Fewer/more strategic Departmental communications	o	o	o	o	o
194	Other_____	o	o	o	o	o

To what extent would the following assist in making the workload of *teachers* more manageable in your school?		Not at all 1	2	3	4	To a great extent 5
195	Transferring routine administrative tasks to support staff	o	o	o	o	o
196	Transferring student wellbeing work to specialist staff	o	o	o	o	o
197	Additional staffing	o	o	o	o	o
198	Smaller classes	o	o	o	o	o
199	Less face-to-face teaching time	o	o	o	o	o
200	Better access to IT and school networks	o	o	o	o	o
201	Creation of more guaranteed time for planning and preparation within the working week	o	o	o	o	o
202	An overall limit to the length of the working week	o	o	o	o	o
203	Reduced compliance requirements	o	o	o	o	o
204	Transferring routine tasks such as exam supervision and student supervision outside contact time to support staff	o	o	o	o	o
205	More in-class support for teachers	o	o	o	o	o
206	More specialists such as IT technicians, Lab technicians, education psychologists, welfare officers and social workers	o	o	o	o	o
207	Other_____					

Overall, how manageable or unmanageable is the workload of following groups in your school?		Manageable	Manageable except for short periods	Unmanageable most of the time
208	Principal Class Team	o	o	o
209	Leading Teachers	o	o	o
210	Teachers	o	o	o
211	Education Support Staff	o	o	o

To what extent do you feel supported in your role?		Not applicable	Not at all 1	2	3	4	To a great extent 5
212	By your administrative staff	o	o	o	o	o	o
213	By your teaching staff	o	o	o	o	o	o
214	By your leadership team	o	o	o	o	o	o
215	By other principals	o	o	o	o	o	o
216	By your regional office personnel	o	o	o	o	o	o
217	By the Department	o	o	o	o	o	o

For Education Support Staff

218   Which of the following best describes your role?
○ Student/Teacher Support *(e.g. classroom, aides, secondary teacher assistant, educational programs)*
○ Administration/Operations *(e.g. office, finance, business, facilities, general maintenance)*
○ Technical *(e.g. laboratory, library, IT)*
○ Professional Services *(e.g. HR, careers)*

219   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

_____

220   What is your current salary range?
○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

221   For how many years have you been doing this kind of role in schools
(Counting this year as one)?   _____ years

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

223   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

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

225   (if not never) Please identify the duties you carry out at school outside of/in addition to your paid attendance hours
☐ Work associated with report writing
☐ Camps
☐ Parent/teacher nights
☐ Excursions
☐ Concerts or drama productions
☐ Open days/nights
☐ Sporting events
☐ Other (Please specify below)_____

226   How many hours would you work *at school* outside your paid attendance hours in a typical week?
_____ Hours

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

228   Do you undertake school-related work at home?
○ Never or seldom
○ Sometimes

○ Often
○ Always or nearly always

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

230   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	Some times	Often	Nearly always or always
231 My workload is manageable	○	○	○	○
232 I have a good balance between home and work	○	○	○	○
233 I think about finding other work outside schools	○	○	○	○
234 I look forward to the school day	○	○	○	○
235 My workload adversely affects my health	○	○	○	○
236 The Performance and Development process/review takes up a lot of time	○	○	○	○
237 The Performance and Development process/review improves the way I do my job to support student learning and/or the operation of the school	○	○	○	○

For all: Workplace environment

The questions in this scale ask you about aspects of your work environment over the last month.	Never	Almost never	Sometimes	Fairly often	Very often
238 In the last month, how often have you felt supported by your colleagues?	○	○	○	○	○
239 (Teachers/ES) In the last month, how often have you felt supported by the school leadership?	○	○	○	○	○
240 (Principals) In the last month, how often have you felt supported by the Department	○	○	○	○	○
241 In the last month, how often have you felt stressed by work?	○	○	○	○	○
242 In the last month, how often have you felt confident about your ability to handle your responsibilities at work?	○	○	○	○	○
243 In the last month, how often have you had to deal with challenging student behaviour?	○	○	○	○	○
244 In the last month, how often have you had to deal with challenging behaviour from parents?	○	○	○	○	○
245 In the last month, how often have you felt that you were on top of things at work?	○	○	○	○	○
246 In the last month, how often have you felt engaged in your work?	○	○	○	○	○
247 In the last month, how often have you felt satisfied by your work?	○	○	○	○	○
248 In the last month, how often have you felt work requirements were piling up so high that you could not overcome them?	○	○	○	○	○

If you would like to talk to Union representatives about work-related issues, call the AEU on 9417 2822 (Press 1)

249   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.