STAFF IN AUSTRALIA'S SCHOOLS 2010: MAIN REPORT ON THE SURVEY

Phillip McKenzie
Glenn Rowley
Paul Weldon
Martin Murphy

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ACRONYMS

ABS	Australian Bureau of Statistics
ACDE	Australian Council of Deans of Education
ACE	Australian College of Educators
ACER	Australian Council for Educational Research
ACT	Australian Capital Territory
AEU	Australian Education Union
AHISA	Australian Heads of Independent Schools of Australia
APPA	Australian Primary Principals Association
ASPA	Australian Secondary Principals Association
ATSI	Aboriginal and Torres Strait Islander
CaSPA	Catholic Secondary Principals Australia
COAG	Council of Australian Governments
DEEWR	Department of Education, Employment and Workplace Relations
FTE	Full Time Equivalent
IEUA	Independent Education Union of Australia
ISCA	Independent Schools Council of Australia
LOTE	Languages other than English
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
MCEECDYA	Ministerial Council for Education, Early Childhood Development and Youth Affairs
NCEC	National Catholic Education Commission
NSW	New South Wales
NT	Northern Territory
QLD	Queensland
SA	South Australia
SEIFA	Socioeconomic Indices for Areas
SES	Socioeconomic Status
SiAS	Staff in Australia's Schools
SOSE	Studies of Society and the Environment
TAS	Tasmania
VIC	Victoria
WA	Western Australia

EXECUTIVE SUMMARY

OBJECTIVES AND SAMPLE DESIGN

This report provides an overview of the results obtained from the *Staff in Australia's Schools* (SiAS) 2010 survey commissioned by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR). The survey ran from August to December 2010.

The survey was structured around four populations: Primary Teachers; Secondary Teachers; Primary Leaders; and Secondary Leaders. 'Leaders' were defined as Principals, Deputy/Vice Principals, and their equivalents in the different school systems. The design meant that all eligible teachers in Australia had an approximately equal probability of selection.

Final survey responses were received from 4599 primary teachers (final response rate 34%), 10876 secondary teachers (32%), 741 primary leaders (44%) and 838 secondary leaders (39%). The response rates were generally higher than those achieved in 2007, and standard errors have been included to provide a guide to the precision of the estimates. All possible steps were taken to examine and minimise the potential impact of non-response bias and the data quality is likely to be at least equal to other teacher surveys conducted to date in Australia. Nevertheless, the figures reported are estimates of population values obtained from the SiAS sample and care needs to be taken in their interpretation, especially in regard to sub-groups of teachers, and Leaders, due to their much smaller numbers.

DEMOGRAPHIC CHARACTERISTICS

Age

Teachers: The average age for primary teachers is 42.1 years and secondary teachers 44.5 years. Teachers in remote schools are 2-3 years younger than in metropolitan and provincial schools. There is a higher proportion of primary teachers aged 30 or younger (23%) than was the case in 2007 (18%), while the proportion of secondary teachers remains much the same (17%). As in 2007, the modal age band is 51-55 years (16-17%). A further 11% of primary teachers and 19% of secondary teachers (compared to 15% in 2007) are aged more than 55 years. The proportion of teachers aged more than 50 has decreased slightly at primary level, as has the average age, however the proportion of secondary teachers aged more than 50 has increased, as has their average age.

Leaders: As in 2007, school leaders are aged 50 years on average. The modal age band is 51-55 years (29% of primary leaders and 27% of secondary leaders). A further 23-26% of leaders are aged 51 years or more.

Gender

Teachers: Teaching has a high proportion of females (81% of primary teachers, 57% of secondary teachers), which has increased very slightly (about 1%) since 2007.

Leaders: Females hold 57% of the leadership positions in primary schools, while males hold 61% of leadership posts in secondary schools. The proportions of females holding leadership positions are much lower than the proportions of female teachers. Females comprise higher proportions of Deputy Principal than Principal posts.

Country of birth

The large majority of teachers were born in Australia: 87% of primary teachers and 80% of secondary teachers. The next largest group were those born in the United Kingdom (6%). These proportions have remained stable since 2007.

Aboriginal and Torres Strait Islander origin
Less than 1% of teachers and leaders identified as being of Aboriginal and Torres Strait Islander (ATSI) origin. These proportions are much lower than in the Australian population as a whole.

QUALIFICATIONS AND TERTIARY STUDY

Qualifications at tertiary level in Education
A Bachelor degree is still the most common qualification held by teachers and primary leaders, with 61% of primary teachers holding either a Bachelor degree or Bachelor honours degree in Education as their highest qualification, as well as 45% of secondary teachers, 48% of primary leaders and 35% of secondary leaders. Primary teachers (12%) are more likely than secondary teachers (7%) to hold a Diploma or Advanced Diploma as their highest qualification. The Graduate Diploma is more common at secondary level (32%) than at primary (16%), as is the Masters degree (11% at secondary, 7% at primary).

In general, the most common entry-level qualification to teaching involves either a Bachelor degree in Education, or a Bachelor (Honours) degree in Education, or a Diploma in Education (e.g. where the first degree is in a field other than Education). There has been a slight increase in the number of teachers with higher degrees, with 7% of primary teachers holding a Masters or Doctoral degree and 11% of secondary teachers.

Qualifications at tertiary level in fields other than Education
Among both teachers and leaders having a Bachelor or Bachelor (Honours) degree is the most common form of qualification in a field other than Education (13% of primary teachers and 32% of secondary teachers).

Location of pre-service teacher qualifications
About 8% of secondary teachers and 4% of primary teachers had gained their main pre-service education in another country. These numbers are about the same as in the 2007 SiAS survey. A higher proportion of primary teachers (37%) than secondary teachers (28%) trained outside a capital city. The percentages of teachers training outside a capital city remain much the same as in SiAS 2007. The locations of pre-service education by state and territory are broadly in line with the population distribution of teachers.

Tertiary study in areas of schooling
Over half the primary teachers have received tertiary training in teaching methods in English (57%), Literacy (59%) and Mathematics (57%). Other areas in which relatively high proportions and numbers of primary teachers have received training in teaching methods are Literacy (50%), Science – General (41%), Physical Education (41%), Visual Arts (40%) and Music (34%). In the priority area of Languages other than English (LOTE), while 12% of primary teachers report that they have undertaken some LOTE studies at tertiary level, only 6% have received training in teaching methodology for LOTE. On the other hand in Computing, another priority area, 22% have received training in teaching methodology.

In terms of secondary teachers who have completed at least three years of tertiary study, the most commonly held qualifications are in English (24% or 29,600 teachers), Mathematics (17% or 20,300 teachers) and History (16% or 19,800 teachers).

Smaller proportions of secondary teachers have received training in teaching methodology in individual curriculum areas than have studied the subject at tertiary level. For example, while 17% of secondary teachers report some tertiary study in Computing, only 8% indicate that they have been trained in teaching methodology in Computing. This suggests that in Computing and other areas, it may be possible to help overcome shortages by encouraging more teachers who have undertaken tertiary study in the area(s) concerned to also complete training in teaching methodology in the relevant area(s).

CURRENT POSITION AND WORK

Basis of current employment

Teachers: Full-time employment is the most common type of employment for both primary (77%) and secondary teachers (82%). The proportion of secondary teachers employed full-time has not changed since the 2007 survey whereas among primary teachers full-time employment has increased slightly. Females are more likely to be employed part-time than males and ratios are similar across primary and secondary levels. Most teachers are employed on an on-going/permanent basis, with a higher proportion of primary teachers on contracts of 1 year or less (14%) than secondary teachers (9%).

Leaders: Lower proportions of leaders are employed on an ongoing/permanent basis compared to teachers: about 65% at primary level, 55% of Principals and 71% of Deputies at secondary level.

Role in the school

Teachers: The most common role was 'mainly classroom teaching': 73% primary (up from 66% in 2007) and 58% secondary. Around 10% of primary teachers and 5% of secondary teachers classify their role as 'mainly providing specialist support to students', while 12% of primary and 28% of secondary teachers combine classroom teaching and management, which is similar to 2007.

Leaders: Just over half (52%) of the primary leaders are Principals, as are 40% of secondary leaders. On average, primary schools had 2.3 leaders per school (1 Principal and 1.3 Deputies), and secondary schools tend to have a larger leadership team (average of 1 Principal and 2.1 Deputies).

Length of time at current school

On average, primary teachers have been at their current school for 7 years, and secondary teachers 8 years, as was the case in 2007. Primary principals have been at their current school for an average of 6.5 years, which is slightly less than deputies (8 years, on average). Secondary principals and deputies have been at their current school for slightly longer on average (7 years and 9 years, respectively).

Salary

Teachers: The most common gross teacher salary ranges are $71,000–$80,000 (32% primary, 30%; secondary) followed by $61,000–$70,000 for primary teachers (21%) and $81,000 - $90,000 for secondary teachers (27%).

Leaders: The most common gross salary range for primary Principals is $101,000–$110,000 (27%) with over 20% earning in each of the ranges immediately above and below. Secondary Principals earn a somewhat higher salary with 44% recording between $121,000–$140,000.

Workload

Teachers: On average, full-time primary school teachers spent 46 hours per week on all school-related activities (a slight drop from 48 hours in 2007), and secondary teachers 46 hours (from 49 hours in 2007). Full-time primary teachers report an average of 23 hours per week of face-to-face teaching, and secondary teachers 19 hours.

Leaders: On average, full-time primary leaders reported spending an average of 56 hours per week on all school-related activities, and secondary leaders 59 hours.

Teaching areas, teaching experience and professional learning

Primary teachers: It is estimated that there are 123 600 primary teachers (excluding leaders). Most primary teachers (80% or an estimated 96 300 teachers) are currently engaged in general classroom teaching (69% in 2007). Among the specialist areas, about 9% are teaching Literacy (an estimated 10 900), about 7% are teaching Numeracy (an estimated 9 100), 7% are teaching Health and Physical education (8 700), and 6% are teaching Computing (7 500).

The proportion of primary teachers who have 5 or more years teaching experience in general classroom teaching (68%) is lower than the proportion currently teaching in that aspect (78%). This proportion was higher in 2007, which suggests that there has been an influx of new teachers since the earlier survey and a corresponding drop in depth of experience.

Secondary teachers: A large range of different curriculum areas are evident in secondary teachers' work. The largest single areas in which secondary teachers are currently teaching are Mathematics (21% of secondary teachers report that they are teaching Mathematics in Years 7/8-10, and 14.6% in Years 11-12) and English (20.1% and 13.3%, respectively). In most of the secondary curriculum areas, the proportion of teachers with more than 5 years teaching experience is lower than the proportion currently teaching in the area concerned. This suggests that a number of the teachers are not very experienced in the areas they are teaching.

Participation in professional learning activities over the past 12 months is closely related to the areas in which secondary teachers are currently teaching. For example, the areas in which secondary teachers most commonly report having participated in professional learning activities in the past 12 months are English (15.7% of all secondary teachers) and Mathematics (12.8%). Compared to SiAS 2007 there seems to have been little change in the proportions of secondary teachers reporting participation in professional learning activities over the past 12 months.

PROFESSIONAL LEARNING ACTIVITIES

Participation

On average, teachers reported that they spent 8-9 days in professional learning over the previous 12 months, slightly lower than in 2007 (9-10 days). Leaders spent an average of 13-15 days (compared to 12-13 days in 2007).

Perceived benefits

The majority of teachers reported that the professional learning activities over the past 12 months had been beneficial in improving their skills and knowledge.

Perceived needs for professional learning

In most areas about 15-30% of teachers felt that they needed more opportunities for professional learning. The area of greatest need for primary teachers was 'methods for assessing student learning and development' (45%) followed by 'effective methods for engaging students in the subject matter' (38%), which was the greatest need for secondary teachers (45%).

Preparation of school leaders

Most (90%) current school leaders report that they have undertaken preparatory training for the leadership role. The most common form (55%) was a leadership development program organised by their employer, which over 80% found helpful. However, the majority of leaders did not feel well prepared for their *first* leadership post.

In terms of how well leaders *currently* feel prepared for different aspects of the job, around 70-90% feel either well prepared or very well prepared in most areas. The areas which they considered themselves less prepared for included 'managing external communications' (36-39%) 'managing school budgets and finance' (48-57%), and 'stress management' (55-58%). The findings suggest that there is great diversity in school leaders' professional learning needs.

CAREER PATHS IN TEACHING

Age commenced teaching

The majority of teachers started teaching in the age band 21-25 years: 56% of primary teachers and 63% of secondary teachers.

Length of teaching experience

On average, primary teachers have been teaching for 16 years and secondary teachers for 18 years. On average, teachers working in remote schools have about 2 years less experience than teachers in metropolitan and provincial schools (a smaller difference than was the case in 2007). On average, school leaders had between 15-19 years classroom experience, and Principals had a further 6 years experience as a Deputy.

Mobility

Teachers: Teachers are fairly mobile in their career. Among primary and secondary teachers, 79% reported that they have taught in more than one school. On average, teachers who have worked in more than one school have taught in 5 schools.

Movement of teachers between school sectors appears to have slowed somewhat since 2007, with about 81% of primary and 67% of secondary teachers currently working in the same sector as their first school (71% and 60% respectively in 2007). The movement away from government schools is lower (13% in primary, 22% in secondary) than was the case in 2007 (20% in primary, 28% in secondary).

Around 10% of teachers who have moved schools are currently teaching in a different state or territory from their first school. For around 6-10% of the teachers who are working in a different school, their first school was overseas.

Leaders: School leaders tend to be in their late 30s and early 40s when first appointed to formal leadership positions. On average it takes around 15-20 years to first gain a leadership post. About half the primary leaders and 60% of the secondary leaders were in their current position for the first time.

Only small numbers report that the first school where they held a leadership appointment was in another state or territory.

EARLY CAREER TEACHERS

In 2007, early career teachers were defined as those who had been teaching for less than 5 years (17% primary, 19% secondary). The 2010 survey defines early career teachers as those who have been teaching for 5 years or less (25% primary, 20% secondary).

Helpfulness of pre-service teacher education

Over three-quarters of early career teachers felt that their course had been helpful or very helpful in preparing them for 'reflecting on my own teaching practices' and developing and teaching a unit of work'. About two-thirds also assessed their course highly on 'Working effectively with other teachers' and 'teaching the subject matter I am expected to teach'. Higher proportions of primary

teachers rated their course highly on developing students literacy (61%) and numeracy skills (65%), compared to secondary teachers (21% and 30% respectively). Overall, the assessment was more positive in 2010 than in 2007.

Types of assistance provided
The provision of support for early career teachers has increased since 2007. The most commonly provided form of assistance for primary teachers was 'a designated mentor' (79%) and for secondary teachers was 'An orientation program designed for new teachers' (84%). Both forms of assistance were rated as helpful or very helpful by most early career teachers. An addition form of assistance canvassed in 2010, 'observation of experienced teachers teaching their classes' was also provided to over 72% of primary and secondary teachers and around three-quarters rated this assistance highly.

As was the case in 2007, 'follow-up from your teacher education institution' was least commonly experienced (about 34%)

ACTIVITIES OUTSIDE TEACHING

Main activity in the year before commencing teacher preparation
Most teachers decided to become teachers when studying at either secondary school (45% of primary and 23% of secondary) or tertiary education (31% and 57%, respectively). About 21% of primary teachers and 17% of secondary teachers indicated that their main activity was (employment at the time they made the decision. However, these proportions were higher among more recent entrants, which suggests a greater diversity of career backgrounds in more recent times.

Teachers who have resigned from teaching
Movement back into teaching is a potentially important source of recruits to the profession. Around one in six current teachers (15% primary, 18% secondary) have resigned at some stage and returned to teaching, which is slightly lower than was the case in 2007.

FUTURE CAREER INTENTIONS

Intentions to leave teaching
Teachers: On average, primary teachers intend to continue working in schools for another 14 years, and secondary teachers for another 12 years, implying that most intend to remain until retirement. However, 58% of primary teachers and 52% of secondary teachers are unsure how much longer they intend to continue working in schools. This suggests that career intentions are somewhat fluid, and difficult to predict with certainty.

Around 7% of primary teachers and 10% of secondary teachers intend to leave teaching permanently prior to retirement while about 57-59% do not. As in 2007, about one-third are unsure about their intentions in this regard. Males (11-12%) are more likely to indicate that they intend to leave teaching than females (6-8%). The most important factor for leaving prior to retirement for primary teachers is 'the workload is too heavy', and for secondary teachers is 'better opportunities outside schools'.

Leaders: On average, leaders intend to continue working in schools for another 10 years. However, 44% of primary and 30% of secondary leaders are unsure as to how much longer they intend to continue working in schools.

Future career within education
Teachers: Of those teachers who intend to work in schools for more than 3 years:
- about 65% intend to continue in their current position at their current school;
- about 24-28% intend to seek promotion within their current school;

- about 20% intend to move to a similar position at another school;
- about 14-17% intend to seek promotion at another school; and
- less than 7% intend to change school sectors.

Leaders: Of those leaders intending to work more than 3 years:

- about 60% intend to stay in their current position; and
- about 42-50% intend to move to another school.

Teachers' intentions regarding leadership positions

Of those teachers who intended to teach for more than 3 years, around 8% indicated that they intend to apply for a Deputy position and 1-2% for a Principal position within the next 3 years, with males more likely to apply than females. As in 2007, the most important factors for such teachers were confidence in their own ability to do the job and 'I want to lead school development'. Salary and financial benefits, and the 'high standing of school leaders in the community' were not strong factors in their intention.

In the main, teachers who intend to apply for a leadership position in the next 3 years feel well prepared. The major exception was in regard to 'managing school budgets and finances'.

The main factors for teachers who do not intend to apply for a leadership position within the next 3 years, are the desire to continue working in the classroom, 'I would have difficulty maintaining a satisfactory work/life balance', and 'the time demands of the job'.

Intentions of Deputy Principals

About 36% of primary Deputies and 24% of secondary Deputies indicated that they intend to apply for a Principal position within the next 3 years (about 22-25% were unsure of their intentions in this regard). The main factors for not intending to apply include workload and maintaining a work/life balance, family circumstances, and desire to remain in their current position.

VIEWS ON TEACHING AND LEADERSHIP

Job satisfaction

Teachers: Overall, teachers report high levels of job satisfaction: 88% of primary teachers and 86% of secondary teachers indicated that they were either satisfied or very satisfied with their current job, which was higher than in 2007. The highest level of satisfaction was in relation to 'your working relationships with your colleagues', and 'your working relationships with parents/ guardians'. The areas of least satisfaction were 'the value society places on teachers' work' and 'the amount of administrative and clerical work you are expected to do'.

Leaders: Over 92% of school leaders are satisfied or very satisfied with their job. The greatest levels of satisfaction were in relation to working relationships with colleagues and parents, and influencing student learning and development. As was the case in 2007, the only aspect in which more than half were dissatisfied was the balance between work and private life.

The attractiveness of school leadership positions

While school leaders themselves express a high level of job satisfaction, over one-third consider school leadership positions to be unattractive to qualified applicants. The strategies that were most strongly supported to retain school leaders were more support staff, a more positive public image of the leadership position, reduced workload, and fewer changes imposed on schools.

SCHOOL STAFFING ISSUES

Principals' authority for school staffing

In each of the areas of staffing examined, government school principals were least likely to report that they have extensive authority; in the majority of staffing areas Independent principals were the most likely to report they have extensive authority. Catholic school principals tended to be closer to independent principals than to government principals in the pattern of their responses. In the government sector it is noticeable that more primary principals reported having extensive authority than secondary principals in almost all the staffing areas. This may reflect the generally smaller staffing complements of primary schools.

When compared with the 2007 results, in most areas higher proportions of government school primary principals reported that they had extensive authority in 2010. However, the picture with government secondary principals is more mixed with most areas either showing no change since 2007 or a slight decline in the proportion who report they have extensive authority.

A new question in the 2010 survey asked principals whether they would like any more authority in the specified staffing areas. Across most staffing areas, more government school principals indicate that they would like more authority than do Catholic and independent principals.

Teacher vacancies

Just under 8% of primary school principals indicated that they had at least one unfilled vacancy for a General Classroom Teacher at the beginning of 2010. A little over 2% of primary principals reported that they had at least one unfilled General Classroom Teacher in late 2010, which suggests that across primary schools as a whole the staffing position improved during 2010. When viewed in the context of the number of Generalist Classroom Teachers working in schools, the estimated total number of unfilled positions at the time of the survey (610) is quite low.

While the proportion of principals reporting unfilled vacancies in specialist primary areas was much lower than in regard to General Classroom teaching at the start of 2010, the unfilled vacancy rates changed little during the 2010 school year. Just under 3% of primary schools reported an unfilled vacancy for a LOTE teacher at the beginning of 2010 and this proportion had not altered by the time of the survey. The proportion of schools reporting an unfilled vacancy for teachers of English as a Second Language actually rose slightly during the year (from 2.7% to 3.3%). While the total numbers of unfilled positions in these two areas are not high in absolute terms, they represent relatively high proportions of the current primary LOTE and ESL workforces: 9% and 6%, respectively.

In secondary schools the highest rates of unfilled vacancy were reported in Mathematics, with 8% of secondary principals reporting at least one unfilled teacher vacancy at the beginning of 2010 and a similar proportion at the time of the survey. Other curriculum areas with relatively high rates of unfilled vacancies at the time of the survey were English (5%) and LOTE (6%). The unfilled vacancy rates in most secondary areas seemed to change little during the 2010 school year which suggests that staffing shortages did not improve during the year.

Although English and Mathematics are the two areas with the highest number of unfilled positions (estimated at 340 and 390, respectively), the vacancies represent just under 1% of the teachers currently teaching in those subjects. By contrast, although secondary LOTE has a lower number of unfilled positions at the time of the survey (190) they represent 2% of those currently teaching LOTE.

The staffing position in schools seems to have improved since 2007. The report examined changes in the vacancy rates in nine areas that had reported relatively high rates in 2007 (four at primary level, and five at secondary). In eight of the nine areas fewer principals reported unfilled positions

in 2010 than in 2007, and the total number of unfilled positions declined in most cases. The major exception to this trend was in regard to secondary LOTE teachers where the proportion of schools reporting vacancies rose slightly between 2007 and 2010, as did the number of unfilled positions.

Principals' perceptions of staffing difficulties
Despite the relatively low numbers of principals reporting unfilled vacancies in individual curriculum areas there are still fairly large numbers who report that they have difficulties in suitably filling staff vacancies across all areas of the curriculum. About 6% of primary principals and 9% of secondary principals reported major difficulty in suitably filling staff vacancies during the past 12 months. These proportions are quite similar to those reported in SiAS 2007 and confirm that recruitment difficulties continue to be more acute in secondary schools. A further 21% of primary principals reported a moderate difficulty in recruiting staff as did 31% of secondary principals. Government schools generally report the greatest difficulties in recruiting staff, and independent schools the least.

There seem to be relatively fewer difficulties in retaining suitable staff than in recruiting staff in the first place. Around 5% of primary principals and 6% of secondary principals reported a major difficulty in retaining suitable staff during the past 12 months.

Strategies for dealing with staff shortages
As reported by primary principals, the most common strategies are to require teachers to teach outside their field of expertise (15% of government principals, 5% of Catholic and 19% of independent), combine classes across year levels (10%, 3% and 21% respectively) or recruit teachers on short-term contracts (9%, 7% and 12%). These strategies are also commonly used by secondary school principals, although to a much greater extent. For example, 47% of government secondary principals, 57% of Catholic and 14% of independent indicate that they ask teachers to teach outside their field of expertise in response to shortages, and about one-quarter recruit less qualified teachers, or teachers on short-term contracts. These figures are generally similar to those from 2007, which again indicates an easing of staffing concerns in recent years.

Teacher departures and arrivals
Most schools report experiencing teacher departures and arrivals during the past 12 months. In the main secondary schools are more likely to experience teacher departures and arrivals than primary schools (presumably because of their generally larger size). In the main, higher proportions of non-government schools experience teacher arrivals and departures than government schools.

In both primary and secondary schools the most common destination for teachers leaving was relocation to another school in the same sector in the same state/territory (average of 0.7 teachers per primary school and 1.4 per secondary school) followed by leave of greater than 12 months for primary teachers (0.4) and retirement for secondary teachers (1.1). In primary schools the most common type of arrival was relocation from another school in the same sector in the same state/territory (0.7) followed by a new graduate from teacher education (0.3). For secondary schools the most common was a new graduate (1.7) followed by relocation from another school in the same sector in the same state/territory (1.3).

Principals' perceptions of the preparation of recent teacher graduates
Over half the primary principals responded that recent teacher graduates were either very well prepared or well prepared in 'collaborating with teaching colleagues' (63%), 'engaging students in learning activities' (58%), 'accessing and using teaching materials and resources effectively' (57%) and 'understanding the subject matter they are expected to teach' (53%). Secondary principals rated recent graduates as better prepared in these regards (68%, 60%, 71% and 76%, respectively).

Salary structures
Principals indicated that classroom teachers are most commonly employed on a salary structure that is an incremental scale with progression based largely on years of experience. Around 85% of Government primary principals, 91% of Catholic primary principals and 75% of Independent primary principals felt that this best described the salary structure for the majority of classroom teachers, as did slightly higher proportions of secondary principals.

There is greater variety in the salary structures for teachers in leadership positions, with less than 50% at both primary and secondary levels reporting that an incremental scale based largely years of service applies to the majority of such posts.

TEACHER APPRAISAL

Who appraises teachers and how often
Primary teachers in over 85% of schools have their work appraised by the Principal or Deputy at least once a year, and in over half of schools they are appraised several times a year. Heads of Department (or equivalent) and teaching peers also appraise teachers several times a year in about one-third of primary schools. Secondary teachers are also appraised several times a year by the Principal (in about 30% of schools), the Deputy (30%) or, more commonly, by the Head of Department (45%). Over three-quarters of teachers are never appraised by external individuals or bodies, and then only when requested by the teacher.

Areas and method of teacher appraisal
Appraisals appear to take into account multiple dimensions of teachers' work and do not focus on a single or small set of indicators. The three aspects Principals ranked as of the highest importance were:

- relations between the teacher and students (79% of primary Principals, 59% of secondary);
- teachers' knowledge and understanding of teaching practices in their main subject fields (76% primary, 65% secondary); and
- teachers' knowledge and understanding of their main subject fields (74% primary, 64% secondary).

Teacher appraisal involves a range of activities. The two most common in both primary and secondary schools are formal interviews with the teacher (60% of primary Principals indicated this was undertaken nearly all or most of the time, as did 55% of secondary) and use of an individual plan setting out goals and development strategies (57% in both primary and secondary). Peer appraisal was the least likely to be used.

Actions taken following teacher appraisals
The majority of Principals report that there are four actions taken nearly all or most of the time. In practice these actions are likely to overlap to varying degrees:

- access to professional learning opportunities (82% primary, 77% secondary);
- feedback provided to individual teachers on their teaching performance (67% primary, 59% secondary);
- support from teaching colleagues such as mentoring or networking (64% primary, 64% secondary); and
- advice given to individual teachers on improving their teaching performance (61% primary, 60% secondary).

Over 95% of Principals reported that dismissal rarely or never followed teacher appraisal. Secondary Principals were more likely to report that promotion followed teacher appraisal in their school, although this was more likely to occur sometimes rather than nearly all or most of the time.

1. INTRODUCTION AND OBJECTIVES

1.1 Overview of the project

The *Staff in Australia's Schools* (SiAS) survey was commissioned by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) in April 2010. It was conducted by the Australian Council for Educational Research (ACER) from August to December 2010.

The survey is intended to provide a detailed picture of the Australian teacher workforce, and to gather information to assist in future planning of the workforce. It is also designed to provide comparative and updated data following on from the first SiAS survey conducted in 2006-07.[1]

The work was supported by an Advisory Committee[2] that included representatives from DEEWR, government education authorities from all states and territories, the National Catholic Education Commission (NCEC), the Independent Schools Council of Australia (ISCA), the Australian Bureau of Statistics (ABS), and the following national associations:

- Australian Council of Deans of Education (ACDE)
- Australian Education Union (AEU)
- Association of Heads of Independent Schools of Australia (AHISA)
- Australian Primary Principals Association (APPA)
- Australian Secondary Principals Association (ASPA)
- Catholic Secondary Principals Australia (CaSPA)
- Independent Education Union of Australia (IEUA)

1.2 Objectives

The SiAS 2010 survey is intended to build upon the data collected in the previous SiAS project undertaken in 2006-07.[3] Collecting new workforce data through a second national SiAS is important for supporting ongoing teacher workforce planning, such as in assessing current teacher shortages, future career intentions and the impact of significant events like the global financial crises on teacher labour markets.

A key facilitation reform under the *Smarter Schools – Teacher Quality National Partnership* (TQNP) agreement is to improve the quality and availability of teacher workforce data. Work under this reform includes the development of a national teaching workforce dataset and a teacher longitudinal study. SiAS 2010 is intended to contribute directly to the development of the national teacher workforce dataset.

It is also intended that SiAS data should assist jurisdictions in their own workforce planning and analysis, by involving them in developing data items which could be relevant to their own needs, providing national data which could be used as benchmarks, and providing them with data for their own teachers and school leaders participating in SiAS.

[1] McKenzie, Kos, Walker, & Hong, 2008
[2] See Appendix 1 for a list of committee members.
[3] The first SIAS study collected data in late 2006 and early 2007. For the sake of simplicity the earlier data are referred to in this report as "SiAS 2007" except where a specific reference to 2006 is made.

1.3 Organisation of the report

This report has an executive summary, 13 chapters and 7 appendices. For clarity and ease of comparison, this report follows much the same format found in the previous SiAS survey report. Chapter 2 discusses the methodology used in the SiAS survey, including questionnaire revision, sample design, survey administration, and achieved response rates. The response rates, which ranged from 32% to 44% were again considerably lower than the target rate of 65%. It has therefore been necessary to explore the potential impact of non-response bias, and to detail the cautions needed in interpreting the results. These issues are also discussed in Chapter 2.

Chapters 3 to 13 present the results from the 2010 survey. Where possible, the chapters retain the headings used in 2007 and consider the questions in the same order. Departures from the original 2007 report are noted below:

Chapter 3: Demographic background

Chapter 4: Qualifications
(The 2007 chapter was titled 'Qualifications and Current Study'. Questions concerning current study were not included in the 2010 survey.)

Chapter 5: Current position and work
(This was Chapter 6 in 2007. The questions covered in the 2007 Chapter 5 'Reasons for joining the profession' that were included in the 2010 survey can now be found in sections 7.5 and 8.3)

Chapter 6: Professional learning activities
(This was Chapter 7 in 2007.)

Chapter 7: Career paths in teaching
(This was Chapter 8 in 2007.)

Chapter 8: Early career teachers
(This was Chapter 9 in 2007.)

Chapter 9: Activities outside teaching
(This was Chapter 10 in 2007.)

Chapter 10: Future career intentions
(This was Chapter 11 in 2007.)

Chapter 11: Views on teaching and leadership
(This was Chapter 12 in 2007.)

Chapter 12: School staffing issues
(This was Chapter 13 in 2007.)

Chapter 13: Teacher appraisal
(This is a new chapter that provides results from new questions answered by Principals only in the Leader questionnaire.)

The seven appendices are as follows:

Appendix 1: Advisory Committee members and Central Liaison Officers

Appendix 2: The *Teacher* Questionnaire used in the survey

Appendix 3: The *Leader* Questionnaire used in the survey

Appendix 4: Technical Details on the survey and the analyses

The next three appendices provide more detailed results than are included in Chapters 3 to13:

Appendix 5: Additional tables that extend the analyses included in Chapters 6 to 8 and 10 to 13

Appendix 6: The profiles of teachers teaching in selected curriculum areas

Appendix 7 The characteristics of teachers and leaders working in Aboriginal and Torres Strait Islander focus schools and principals' perceptions of the staffing difficulties in those schools.

2. QUESTIONNAIRE DESIGN, SAMPLING AND RESPONSE RATES

2.1 Questionnaire development

The project commenced in May 2010 with the intention of implementing the survey at the beginning of Term 3. The questionnaires used for SiAS 2007 provide a basis for the SiAS 2010 instruments. Those questionnaires were developed through an extensive consultation and pilot testing process. In addition, it was important to preserve comparability between the surveys so that changes over time in key variables could be measured.

SiAS 2010 involved two questionnaires:

- a Teacher questionnaire; and
- a Leader questionnaire.

In SiAS 2007 the Teacher questionnaire comprised 51 questions and took on average about 25 minutes to complete. The Leader questionnaire comprised 60 questions and took Principals on average about 30 minutes to complete, and Deputy Principals about 20 minutes. About 40% of the questions were common to both questionnaires. Differences in completion time, particularly in the Leader questionnaire, were due in part to some questions or question sections being skipped as a result of logic functions in the online system. For example, in SiAS 2010, Leader questions 48-61 were to be answered by Principals only, so the Deputy Principals' questionnaire comprised a maximum of 47 questions.

There is a trade-off between questionnaire length and response rates. Longer questionnaires enable more comprehensive information to be collected, but at the risk of reducing respondents' willingness to start the questionnaire or to complete it. As a means of achieving higher response rates in SiAS 2010 than was the case in 2007, a reduction of questionnaire length and complexity was proposed.

After revision, the SiAS 2010 Teacher questionnaire also comprised 51 questions and the Leader questionnaire totalled 61 questions. While the number of questions remained much the same, the content of the questions was revised and the length and complexity of some questions were considerably reduced. As a result, the average length of the Teacher questionnaire was reduced by approximately 30% in comparison to 2007, reducing the average response time to about 20 minutes.[4] The 2010 Teacher questionnaire is reproduced in Appendix 2 and the Leader questionnaire in Appendix 3.

2.2 Sample design

2.2.1 *Two-stage sample*

The design for SiAS 2010 involved a two-stage stratified sample in which a sample of schools was selected in the first stage, followed by the selection of teachers and leaders from within the sampled schools.

Unlike in SiAS 2007, where schools were sampled with probability proportional to size, schools were sampled with equal probability, and all eligible teachers from the sampled schools were included (rather than randomly sampling up to 15 teachers from a list of eligible teachers provided by the school).

[4] As the SiAS 2010 survey was based on the 2007 project, the questions were similar and the length was reduced, it was not considered necessary to pilot the revised questionnaire. As such, average completion times are estimates only.

There were three reasons for this approach:

1. larger schools would not be overly represented in the survey and would therefore not need to be 'weighted down', leading to a small improvement in the precision of estimates, especially for the survey of Leaders;
2. it would be administratively easier on schools and save time in administering the survey – the simpler administrative process was expected to help with response rates; and
3. including all teachers from the sampled schools would lead to an increase in the actual number of teachers surveyed, especially at secondary level where schools are larger. This was intended to lead to some improvement in survey estimates, although because of the effect of clustering within schools, this particular improvement was likely to be small.

The two-stage cluster design meant that all eligible teachers and leaders within a stratum would have approximately equal probability of selection into the sample.

It was expected that subgroups such as male and female teachers, Aboriginal and Torres Strait Islander teachers, and teachers with different language backgrounds would appear in the sample in approximately the same proportion as they appear in the population. On this basis, the numbers of teachers to be sampled within each subgroup, and therefore the accuracy of estimates derived for these groups, could be estimated in advance.

2.2.2 *Population definitions*

SiAS 2010 collected representative and reliable sample data from two groups working in Australian schools:

- Teachers
- Leaders

The survey used the same working definitions for Teachers and Leaders as in SiAS 2007. These were well understood in the field in the earlier survey, and for comparative purposes, it was important to maintain consistency.

On this basis *Teachers* were defined as follows:

1. the staff member is qualified and employed as a teacher, including in non-classroom teaching roles;
2. the teacher is employed at the school for at least one day per week in the term concerned (Terms 3 and 4 in 2010); and
3. the teacher is not on long-term leave during the term concerned.

Leaders would be defined as staff members who:

1. satisfy the criteria for inclusion as a Teacher;
2. are members of the school's executive leadership i.e. the Principal and his or her immediate deputies; and
3. are classified as a Principal or Deputy/Vice or Assistant Principal.[5]

[5] For ease of reference these staff were referred to as "Deputy Principals".

The sample was designed to provide appropriate estimates for:

1. primary school Teachers within each State and Territory;
2. secondary school Teachers within each State and Territory;
3. primary school Teachers within each school sector (across Australia);
4. secondary school Teachers within each school sector (across Australia);
5. primary school Leaders across Australia; and
6. secondary school Leaders across Australia.

Estimates of standard errors are provided in section 2.6.

2.2.3 *The sample frames*

The ACER Sampling Frame was used for the selection of schools at the first stage of sampling. ACER maintains an up-to-date data set of all Australian schools by State and Territory and sector, with enrolment numbers by gender and year level, as well as location and contact details. It is developed annually by ACER by coordinating information from multiple sources, including the ABS and Commonwealth, State and Territory education department databases.

Two sampling frames were constructed, one with all schools containing primary students, and the other with all schools containing secondary students. Some schools (e.g. combined primary and secondary schools) appeared on both frames, and a small number of these were independently (i.e. coincidentally) selected for both primary and secondary samples. Combined primary-secondary schools were treated as separate schools for the purposes of drawing the samples: such schools were asked to identify the level of schooling at which the staff members concerned spent the majority of their time.

The population of schools were based on the same criteria as in SiAS 2007, which excluded the following types of educational institutions:

- Correctional facilities
- Distance education
- Hospital schools
- Environmental schools
- Language schools
- Mature age institutions
- Immigrant language centres
- Special schools[6]

For *combined primary-secondary schools*, primary and secondary components were treated as separate schools for sampling purposes. This was the procedure followed in SiAS 2007, however, combined school Principals have also been taken as a separate sample for some questions in the Leader questionnaire.

2.2.4 *Replacement schools*

Up to two replacement schools were designated in the sample frame for each originally sampled school. Where participation could not be secured from the originally sampled school for the teachers to be approached to participate, a designated replacement school was approached. Replacements were schools immediately preceding or following the sampled schools on the school frame within the same explicit stratum, provided that these schools were not themselves sampled.

[6] A small number of Special schools were included in the 2007 survey.

The theory behind replacement is that, since the neighbouring schools on the frame are similar to the original sampled school in terms of those characteristics determining the stratification, the replacement of one by the other should result in only minimal bias.

2.3 Survey administration

The SiAS 2010 survey was extensively promoted by ACER and ACE through their own publications, media releases, and information sheets distributed to school authorities in the states and territories, Advisory Committee members, and to professional associations of teachers and school leaders. In addition, a number of authorities and organisations prepared their own promotional materials and distributed them to schools. The promotion of the survey by all these groups is gratefully acknowledged.

In order to approach schools, permission was required from all school system authorities in Australia. This included all relevant government departments, all Catholic dioceses, and independent school systems. Approval was also required from the ABS Statistical Clearinghouse because the survey involved contacting more than 50 non-government schools.

Once permissions to approach schools were obtained, an invitation was emailed to all school principals in the sample. The body of the email contained an invitation letter. Attachments included a copy of the permission letter from the relevant authority for ACER to approach schools, an information sheet about the survey, a participation form and instructions about providing email addresses for relevant staff, where required.

Schools agreeing to participate sent back a signed participation form and a list of all teachers and leaders at the school. In a departure from the 2006-07 methodology, all eligible staff were then invited to participate, rather than a random within-school sample of 15 teachers. Eligible staff included:

- All teachers employed at the school for at least one day per week during July-August;
- Teachers employed on an on-going, fixed term/contractual or casual basis.

Teacher aides and assistants, and non-teaching support staff were not eligible. In addition, as the sampling frame separated primary and secondary students, combined schools and multi-campus schools that included students at both levels were asked to provide details of teachers at one or both levels, or at one or more campuses, as necessary.

Throughout the survey, ACER provided contact information and assistance via a freecall 1800 number, the SiAS email address, and the SiAS website,[7] which included plain language responses to frequently asked questions and a link to the report from the 2006-07 SiAS survey.

As part of the strategy to maximise survey participation and response, ACER liaised with Project Advisory Committee members and designated Liaison Officers provided by the majority of system authorities. Strategies to increase participation at the school level were varied and included some system authorities:

- providing the names and contact details of principals of sample schools;
- inviting sample schools to participate on ACER's behalf;

[7] The SiAS online survey (*sias.acer.edu.au*) enabled participants to complete the survey via a secure ID log-in. The SiAS website (*www.acer.edu.au/sias*) provided information about the survey's purposes, operations and outputs. The survey section included a Help Desk component to assist respondents who experienced technical difficulties in completing the questionnaire online, and staff were also available via email. Over 99% of participants used the online option. For those who preferred to complete a paper version, a PDF could be downloaded (from *www.acer.edu.au/siaspc*) and returned to ACER via a freepost address.

- forewarning sample schools of the arrival of ACER's invitation and the authority's support;
- distributing circulars promoting the survey;
- providing school teaching staff email lists.

The key dates in the survey administration were as follows:

- 11 August 2010: Teacher and leader surveys went live online, first email invitations to all sample school principals sent out;
- 16 August: Email invitations sent out to teachers/leaders of participating schools, first survey responses received;
- 23 August: First follow-up email invitations sent out to non-responding schools;
- 24 August: First follow-up phone calls to non-responding schools;
- 16 September: Sent request for extension to system authorities;
- 17 September: Email invitations sent to all first replacement schools of non-responding schools;
- 24 September: Mass mailing of hardcopy invitations to 1616 schools;
- 13 October: First follow-up (bulk) emails and phone calls to participating schools about providing staff details;
- 25 October: Mass mailing of hardcopy reminder invitations to 14,000 teachers;
- 15 November: Sent second request for extension to system authorities;
- 29 November: Mass email final reminder sent to all non-respondents;
- 14 December 2010: Online survey closed.

Throughout the period there was an on-going process of school and staff contact, follow-up of non-respondents, and drawing of replacement schools when original schools declined to participate or no response was received within a reasonable period. Email correspondence was used initially, supplemented by mass postal contact with both schools and individual participants. Two former school principals and four teachers were employed for the purposes of telephoning schools to encourage participation and answer any queries about the survey. On average, each non-responding school or staff member received four and three additional communications from ACER, respectively.

The survey system was partially automated, allowing administrators to send out invitation emails and up to two reminder emails at the press of a button. The system sent invitations only to participants who had not already received one, and first reminders only to those who had received an invitation seven days before and had not completed the survey. A final reminder email was sent to all non-respondents two weeks before the survey closed.

Responses to the initial email to schools were low but positive, with a high percentage of responding schools agreeing to participate. Progress in both school and individual participation rates was steady but slow, and the survey was hampered by a slowing response rate and a decline in acceptances in the weeks before the end of Term three and into the first week of Term four.

The decision to use both electronic and postal communication to schools, as well as direct personal contact by phone, had an impact on the response and acceptance rates, as did the postal reminder sent out to individual survey participants.

Anecdotal evidence suggests that since the previous SiAS survey in 2006-07, online surveys have become increasingly common. School staff are regularly required and requested to participate in surveys, at national, state and sectoral level, as well as ad hoc research conducted on a smaller scale. During the same period that the SiAS survey was live, a national questionnaire on teacher standards was also current, and some system authorities were running their own surveys. Many declining principals throughout the survey period felt that they were receiving and participating in too many

surveys, and that their teachers were 'surveyed out'. As such, it is becoming increasingly difficult to obtain permission to survey teachers.

That said, it does seem that many principals who agreed to participate promoted the survey to their teaching staff in meetings, and in-school response rates in these cases were on the whole higher than expected.

2.4 Response rates

2.4.1 *Teacher response rates*

The overall school response rates for the Teacher survey are reported in Table 2.1. There were 754 schools containing primary teachers originally sampled, compared to 1320 schools in 2006-07. Where a sample school was closed or merged with another school it was excluded, leading to a final sample figure of 743. Of these, 356 agreed to participate and 342 provided teacher contact details. Following replacement of non-responding sampled schools, a total of 571 schools agreed to participate and 531 provided contact details.

Responses were received from primary teachers at 505 schools. Due to late decisions to participate from some sample schools, there were cases where a sample and replacement school within the same stratum provided teacher responses. Where this occurred, both sets of responses were treated as one school and weighted accordingly. Also, because non-response bias within schools is increasingly likely as the within-school response rate decreases, it was decided to treat all schools where 20% or fewer teachers responded to the survey as a non-responding school.[8] After these reductions, a total of 447 schools participated (the reduction led to the omission of 37 primary teacher responses). The final school response rate for teachers at the primary level was 60%, somewhat higher than the 52% achieved in 2006-07.

The original secondary sample contained 713 schools, compared to 1070 in SiAS 2006-07. Exclusions lowered the sample to 689 eligible sample schools. In total, 332 sample schools agreed to participate and 302 provided teacher contact details. Following replacement of non-responding sampled schools, a total of 500 schools agreed to participate and 467 provided contact details.

Responses were received from secondary teachers at 453 schools. After reductions, a total of 406 schools participated (the reduction led to the omission of 93 secondary teacher responses). The final school response rate for teachers at the secondary level was 59%, slightly higher than the 55% achieved in 2006-07. Tables 2.1 to 2.4 provide overall teacher response rates from SiAS 2006-07 for comparative purposes.

Table 2.2 records the final school and teacher response rates for Australia. After excluding the responses from teachers where the within-school teacher response rate was less than 20%, 4599 primary teachers were classified as having responded (a within-school response rate of 56%) and 10876 secondary teachers (54%). After multiplying together the school and within-school response rates, Table 2.2 shows that the final response rate for primary teachers was 34% and for secondary teachers 32%.

Table 2.3 presents the final school and teacher response rates by state and territory. The final teacher response rate varies widely. At Primary school level the final teacher response rates ranged from 60% in the ACT to 21% in Victoria. At Secondary school level the teacher response rates ranged from 42% in the ACT to 22% in the Northern Territory.

[8] In SiAS 2006-07, schools with a response rate below 25% were treated as non-response schools. As the methodology this time was to invite all teachers in a school to respond, rather than a random sample of 15, a lower response rate (20%) was deemed appropriate.

In terms of school sector, the teacher response rates were highest in the Catholic sector (39% for primary schools and 38% for secondary). In primary schools, the government and independent sectors had a similar overall response rate of 32%, while in secondary, the government sector had the lowest response rate (29%), as shown in Table 2.4.

2.4.2 *Leader response rates*

The final school and leader response rates are shown in Table 2.5 and Table 2.6. These were calculated by following the same process detailed above for teacher response rates. After following this process, the final school response rate for the Leader survey was 57% at primary level, and 56% at secondary level. A total of 741 Primary Leaders were classified as having responded (a within-school response rate of 77%) and 838 Secondary Leaders (69%). By multiplying the school and within-school response rates together, the final Leader response rate was 44% at primary level and 39% at secondary level. These were higher than the final teacher response rates (see Table 2.2).

Table 2.7 presents the final school and leader response rates by state and territory. The final response rates for leaders also vary widely and in a similar pattern to that of teachers. At Primary school level the final leader response rates ranged from 75% in the ACT to 26% in Victoria. At Secondary school level the leader response rates ranged from 50% in WA to 26% in Victoria.

Table 2.8 presents leader responses by sector. As was the case with teachers, the response rates for leaders were highest in the Catholic sector for both primary (50%) and secondary (45%). The government sector was lowest in primary (41%) while the independent sector was lowest in secondary (35%).

Table 2.1: School response rates for Australia, before replacement, after replacement and after reduction for low within-school response rate

Level	Number of schools sampled	Number of schools responded (before replacement)	School response rate (before replacement)	Number of schools responded (after replacement)	School response rate (after replacement)	Number of schools responded (after reduction for low within-school response)	**Final school response rate 2010** (after reduction for low within-school response)	Final school response rate 2006-07 (after reduction for low within-school response)
Primary	743	342	46%	531	71%	447	**60**	52%
Secondary	689	302	44%	467	68%	406	**59**	55%

Table 2.2: Final school and teacher response rates for Australia

Level	Number of schools sampled	Number of schools responded	School response rate	Number of teachers sampled	Number of teachers responded	Within-school teacher response rate	**Final teacher response rate 2010**	Final teacher response rate 2006-07
Primary	743	447	60%	8250	4599	56%	**34%**	30%
Secondary	689	406	59%	20299	10876	54%	**32%**	33%

Table 2.3: Final school and teacher response rates by State and Territory

Level	State	Number of schools sampled	Number of schools responded	School response rate	Number of teachers sampled	Number of teachers responded	Within-school teacher response rate	**Final teacher response rate 2010**	Final teacher response rate 2006-07
Primary	ACT	60	50	83%	1004	717	71%	**60%**	19%
	NSW	98	44	45%	793	422	53%	**24%**	21%
	NT	99	62	63%	708	431	61%	**38%**	24%
	QLD	80	43	54%	1111	594	53%	**29%**	28%
	SA	103	66	64%	1046	607	58%	**37%**	39%
	TAS	104	74	71%	1459	785	54%	**38%**	19%
	VIC	98	51	52%	1038	422	41%	**21%**	51%
	WA	101	57	56%	1091	621	57%	**32%**	25%
Secondary	ACT	46	28	61%	1628	1127	69%	**42%**	25%
	NSW	86	51	59%	3227	1561	48%	**29%**	34%
	NT	104	37	36%	797	481	60%	**21%**	18%
	QLD	85	55	65%	3150	1647	52%	**34%**	28%
	SA	97	66	68%	3000	1820	61%	**41%**	38%
	TAS	91	58	64%	2015	1026	51%	**32%**	28%
	VIC	79	47	59%	3614	1519	42%	**25%**	46%
	WA	101	64	63%	2868	1695	59%	**37%**	27%

Table 2.4: Final school and teacher response rates by school sector

Level	State	Number of schools sampled	Number of schools responded	School response rate	Number of teachers sampled	Number of teachers responded	Within-school teacher response rate	**Final teacher response rate 2010**	Final teacher response rate 2006-07
Primary	Government	524	311	59%	5676	3088	54%	**32%**	29%
	Catholic	139	93	67%	1701	999	59%	**39%**	31%
	Independent	80	43	54%	873	512	59%	**32%**	38%
Secondary	Government	444	254	57%	11856	5935	50%	**29%**	30%
	Catholic	123	80	65%	5107	2965	58%	**38%**	36%
	Independent	122	72	59%	3336	1976	59%	**35%**	39%

Table 2.5: School response rates (Leaders) for Australia, before replacement, after replacement and after reduction for low within-school response rate

Level	Number of schools sampled	Number of schools responded (before replacement)	School response rate (before replacement)	Number of schools responded (after replacement)	School response rate (after replacement)	Number of schools responded (after reduction for low within-school response)	**Final school response rate 2010** (after reduction for low within-school response)	Final school response rate 2006-07 (after reduction for low within-school response)
Primary	743	330	44%	514	69%	420	**57%**	52%
Secondary	689	303	44%	450	65%	385	**56%**	55%

Table 2.6: Final school and Leader response rates for Australia[9]

Level	Number of schools sampled	Number of schools responded	School response rate	Number of leaders sampled	Number of leaders responded	Within-school leader response rate	**Final leader response rate 2010**	Final leader response rate 2006-07
Primary	743	420	57%	963	741	77%	**44%**	35%
Secondary	689	385	56%	1210	838	69%	**39%**	37%

[9] Table 2.6 corresponds to Table 2.5 in McKenzie et al. 2007, p. 13. Tables 2.1 – 2.4 correspond to their counterparts in the 2007 report, while tables 2.5, 2.7 and 2.8 report additional disaggregated figures for the Leader survey.

Table 2.7: Final school and Leader response rates by State and Territory

Level	State	Number of schools sampled	Number of schools responded	School response rate	Number of leaders sampled	Number of leaders responded	Within-school leader response rate	**Final leader response rate 2010**
Primary	ACT	60	49	82%	103	94%	91	**75%**
	NSW	98	48	49%	129	95%	74	**36%**
	NT	99	55	56%	105	93%	89	**49%**
	QLD	80	39	49%	87	64%	74	**36%**
	SA	103	63	61%	114	101%	89	**54%**
	TAS	104	66	63%	153	112%	73	**46%**
	VIC	98	46	47%	128	71%	55	**26%**
	WA	101	54	53%	144	111%	77	**41%**
Secondary	ACT	46	25	54%	88	75%	85	**46%**
	NSW	86	49	57%	141	101%	72	**41%**
	NT	104	37	36%	76	64%	84	**30%**
	QLD	85	52	61%	190	118%	62	**38%**
	SA	97	61	63%	192	138%	72	**45%**
	TAS	91	54	59%	157	103%	66	**39%**
	VIC	79	41	52%	161	82%	51	**26%**
	WA	101	66	65%	205	157%	77	**50%**

Table 2.8: Final school and Leader response rates by school sector

Level	State	Number of schools sampled	Number of schools responded	School response rate	Number of leaders sampled	Number of leaders responded	Within-school leader response rate	**Final leader response rate 2010**
Primary	Government	524	290	55%	655	484	74%	**41%**
	Catholic	139	83	60%	213	177	83%	**50%**
	Independent	80	47	59%	95	80	84%	**49%**
Secondary	Government	444	246	55%	776	531	68%	**38%**
	Catholic	123	76	62%	262	189	72%	**45%**
	Independent	122	63	52%	172	118	69%	**35%**

2.5 Sample weighting

Sample weighting ensures that the resulting data reflect the design of the sample. Weighting adjustments are made to account for the numeric effects of non-response, and the proportional effect of differential non-response across known populations. Weighting for SiAS 2010 follows internationally accepted best practice for nationally representative surveys. However, it should be noted that while weighting the data may ameliorate variations in non-response patterns across subcategories of the population, it does not remove the potential for non-response bias, for example from low response rates. The details of the sample weighting in SiAS are included in Appendix 4.

2.6 Reporting and interpreting the survey data

While the number of responding Teachers and Leaders across Australia is very substantial, the overall response rates of 34% for Primary Teachers, 32% for Secondary teachers, 44% for Primary Leaders and 39% for Secondary Leaders, although higher than SiAS 2007 and comparable with other Australian surveys, are lower than was intended.

Relatively low response rates were evident at both stages of the sample design: (1) when schools were invited to take part (e.g. 60% of Primary schools and 59% of Secondary schools in the Teacher survey responded with valid teacher lists); and (2) when teachers were sampled within schools (e.g. 56% of sampled Primary Teachers responded and 54% of sampled Secondary Teachers). The response rates also varied by gender, state and territory, and school sector.

2.6.1 *Missing data*

For most questions the missing data (i.e. where eligible respondents did not provide a response) were relatively low, and in the range 1% to 5%. Information on missing data is provided in Appendix 4, Tables A4.1 and A4.2.

In the report on the 2007 survey (McKenzie et al., 2008) the tables include figures for missing data where that applied to the questions concerned. In order to compare the 2007 and 2010 results where the questions are the same, it would be necessary to exclude the missing data figure from the relevant 2007 table and then adjust upwards the proportions of valid responses to a denominator of 100%. In most such instances this adjustment would make little or no difference to the published 2007 results because the extent of missing data was very small.

2.6.2 *Standard errors*

Statistics computed on the SiAS Teacher and Leader samples provide accurate accounts of the samples to which they refer. But they can only provide *estimates* of what the summary statistics would be if we had data from the complete population. These estimates can never be perfectly precise, and the degree of imprecision they contain is captured by a statistic known as the *standard error*.

If we were to draw several samples from the same population, using the same procedures and the same sampling frame, any statistic that we calculate (whether it be a percentage, a mean, or whatever) would vary a little from sample to sample. At the centre of the distribution would be the population value; surrounding it would be a number of sample estimates. If we were able to take hundreds (or even thousands) of repeated samples, we could calculate the standard deviation of those sample estimates with precision. The standard deviation of estimates that would be obtained by taking repeated samples in the same way is known as the *standard error*. It captures the amount of variation that we would expect to find among similarly-designed samples. In general, the sample estimate would be within one standard error of the population value *more often than not* (precisely, with probability 0.68). *Almost all* sample estimates would be within 1.96 standard errors of the population value (precisely, with probability 0.95).

Consequently, knowledge of standard errors enables us to construct confidence intervals around any reported statistic. A 95% confidence interval would extend from 1.96 standard errors below the sample value to 1.96 standard errors above the sample value, and would enable us to say that the population value is *almost certainly* (i.e. with 95% probability) within the range. A 68% confidence interval would extend from 1 standard error below the sample value to 1 standard error above the sample value, and would enable us to say that the population value is *more likely than not* (68% probability) within the range. Although 95% confidence intervals are more commonly used, we should be aware that they span a very wide range in order to capture the population value with a high degree of certainty.

For example, it will be reported in Table 3.11 that 87.2% of government primary teachers were born in Australia. The indicative standard error of this statistic is 2.4%, based on the figures provided in Table 2.9. It follows, then, that there would be a 68% probability that the actual value lies within 1 standard error of 87.2% (i.e. between 84.8% and 89.6%) and a 95% probability that the actual value lies within 1.96 standard errors of 87.2% (i.e. between 82.5% and 91.9%). The 68% confidence interval locates where the population value probably lies, but with less confidence. The 95% confidence interval locates the population value with a high degree of confidence, but within a very wide range.

The indicative standard errors provided in Table 2.9 below are calculated for a single measure, age. In calculating percentages, age has been recoded as near as possible into two categories with equal frequencies, separately for Teachers and Leaders. The standard errors calculated are for estimating this proportion overall, and within each of the subcategories listed. For means, the standard errors reported in Table 2.9 are simply measured in years.

Standard errors vary according to two factors:

- The proportion or per cent being estimated. The standard error is at its highest when the proportion is 50% and becomes smaller as the proportion estimated moves further away from 50 per cent. For a 70-30 split, the standard errors would be about 8 per cent less than the figures cited below; for an 80-20 split, about 20 per cent less. These figures, then, provide an approximate upper limit for the standard error of estimates provided in this report. If proportions were calculated separately for every response to every item on the survey, the errors are likely to be similar to those listed below, or better. In this sense they may be described as conservative estimates of error.

- The extent of clustering within the sampling units (i.e., schools). To the extent that respondents are alike within a school and different to those in other schools, the standard error will be greater. To the extent that respondents within a school are no more like one another than they are like respondents from other schools, the standard error would be smaller.

This means that the standard error, whether of reported percentages or of means, will not be identical from one measure to another. It is known, however, that the variation from measure to measure in percentages is typically quite small, and the standard errors listed below for percentages are likely to be typical of, if not identical to, the standard errors of other percentages.

There are few average scores reported in this survey, but the data on respondents' age is typical. For mean scores, of course, the standard error depends on the scale of measurement, but for age (and likely for other measures such as years of experience) the standard errors as reported below are quite small. In general, the reported mean ages could be thought of as accurate to within one year at the national level, or within a Primary/Secondary split. They are significantly less accurate than this in sector breakdowns (particularly for the independent sector, where 2-3 years would be a reasonable expectation). They are also less accurate in state/territory breakdowns and in two-way breakdowns such as Level by Sector. In all cases, the precision for Leader data is considerably less than that for the Teacher data.

Table 2.9: Illustrative standard errors

			Standard Errors of Reported Percentages		Standard Errors (years)	
			Teachers %	Leaders %	Teachers %	Leaders %
National estimates			1.1	2.1	0.3	0.4
By Level		Primary	1.9	3.0	0.5	0.7
		Secondary	0.9	3.0	0.2	0.5
By Sector	Primary	Government	2.4	3.9	0.6	0.9
		Catholic	3.3	4.6	0.6	0.7
		Independent	4.3	8.7	0.9	2.0
	Secondary	Government	1.3	3.9	0.3	0.6
		Catholic	1.5	5.3	0.4	0.9
		Independent	1.8	6.9	0.4	1.4
By State/Territory	Primary	ACT	2.6	5.2	0.5	0.8
		New South Wales	4.3	6.3	1.0	1.6
		Northern Territory	2.9	5.2	0.7	1.0
		Queensland	2.8	6.6	0.8	1.5
		South Australia	3.1	4.2	0.7	0.8
		Tasmania	2.2	6.9	0.5	0.9
		Victoria	4.5	6.8	1.0	1.3
		Western Australia	3.5	5.3	0.9	0.9
	Secondary	ACT	3.0	7.4	0.8	1.1
		New South Wales	1.9	5.7	0.4	0.9
		Northern Territory	1.7	7.0	0.4	0.9
		Queensland	1.7	5.1	0.4	0.8
		South Australia	2.6	5.1	0.6	0.7
		Tasmania	2.5	6.2	0.6	0.9
		Victoria	1.7	7.3	0.5	1.2
		Western Australia	2.2	5.4	0.5	0.9
By School Location	Primary	Metropolitan	2.3	3.9	0.6	0.9
		Provincial	2.8	4.9	0.6	0.8
		Remote	5.6	9.1	1.7	1.5
	Secondary	Metropolitan	1.1	3.7	0.3	0.6
		Provincial	1.6	5.4	0.4	0.8
		Remote	3.2	8.4	0.6	0.9
By School SES	Primary	High	3.6	4.9	1.0	0.7
		Medium	3.8	5.1	0.7	1.3
		Low	3.6	6.0	0.8	1.4
	Secondary	High	1.4	5.6	0.3	1.0
		Medium	1.5	5.0	0.3	0.9
		Low	1.7	5.3	0.4	0.6

Given this, there is certainly a case for reporting age and other measures such as length of service to the nearest year. Because rounding could sometimes create an unwarranted impression of change since 2007, these means are reported to a single decimal place, but the levels of precision reported in Table 2.9 (and summarised below in Table 2.10) should always be kept in mind.

In summary, there are two rules of thumb that can be useful in interpreting standard errors.

First, given any sample estimate, the population value is *probably* within one standard error of the sample estimate. In this case, "probably" is being used in the sense "more likely than not" (in reality, a probability of 68%, or in racing parlance, odds better than 2:1 on). For example, an estimate of 50.0 years for average Leader age from the SiAS survey can be thought of as indicating that the population mean is *probably* within one standard error (0.4 years) of the sample estimate, or within the range 49.6 to 50.4 years.

Second, given any sample estimate, the population value is *almost certainly* within 1.96 standard errors of the sample estimate. In this case, "almost certainly" is being used in the sense "more likely than not" (in reality, a probability of 95%, or in racing parlance, odds of almost 20:1 on). For example, an estimate of 50.0 years for average Leader age from the SiAS survey can be thought of as indicating that the population mean is *almost certainly* within 1.96 standard errors of the sample estimate, or within the range 49.2 to 50.8 years.

However the same computations conducted within a sub-sample of Leaders (e.g. a Sector, State/Territory or School SES level) will yield a standard error several times larger, and therefore a confidence interval several times wider. It should be apparent that these data are not well suited to making these types of comparisons, and we have not emphasised such comparisons in this report.

Table 2.10 provides a summary to guide readers in interpreting the tables included in this report. It outlines approximate rules of thumb that readers can apply to estimate the precision of the figures reported. From Chapter 3 onwards, footnotes to each table refer readers to Tables 2.9 and 2.10.

Table 2.10: A guide to the precision of reported means and percentages

Standard errors for reported percentages

1. **For national percentages** (i.e. ignoring the Primary-Secondary distinction), standard errors are likely to be about 1% for the Teacher sample and about 2% for the Leader sample.
2. **For percentages within school levels** (Primary and Secondary), the standard errors are likely to be about 1-2% for the Teacher survey and about 3% for the Leader survey.
3. **For percentages within sectors,** the standard errors are likely to be about 2-4% for Primary Teachers, 1-2% for Secondary Teachers, and 5-7% for both Primary and Secondary Leaders.
4. **For percentages within states and territories**, the standard errors are likely to be about 3-5% for Primary Teachers, 2-3% for Secondary Teachers, and 5-8% for Primary and Secondary Leaders.
5. **For percentages within school location groupings** (Metropolitan, Provincial and Remote), the standard errors for Metropolitan and Provincial samples are likely to be about 2-6% for Primary Teachers, 1-3% for Secondary Teachers, 4-9% for Primary Leaders and Secondary Leaders. The largest standard errors are for the remote locations because of the smaller numbers of schools.
6. **For percentages within school SES groupings**, the standard errors are likely to be about 3-4% for Primary Teachers, 1-2% for Secondary Teachers, 5-6% for Primary and Secondary Leaders and 5-8% for Secondary Leaders.

Standard errors for reported means (based on numbers of years)

7. **For national means**(i.e. ignoring the Primary-Secondary distinction), the standard errors are likely to be around 0.3 years for Teachers and 0.4 years for Leaders.
8. **For means within school levels** (Primary and Secondary), the standard errors are likely to be up to 0.5 years for Teachers and up to 0.7 years for Leaders.
9. **For means within sectors**, the standard errors are likely to be around 0.5 years for both Primary and Secondary Teachers and 0.7 years for Primary and Secondary Leaders.
10. **For means within states and territories**, the standard errors are likely to be around 0.5 years for Teachers and 0.7 years for Leaders.
11. **For means within school location groupings** (Metropolitan, Provincial and Remote, the standard errors are likely to be up to 1.0 years for Teachers and 1.5 years for Leaders. The largest standard errors are for the remote locations because of the smaller numbers of schools.
12. **For means within school SES groupings**, the standard errors are likely to be up to 1.0 years for Teachers and 1.4 years for Leaders.

Note: This table is based on the detailed standard errors provided in Table 2.9.

The survey was planned and conducted in a rigorous manner designed to yield representative samples of Australian teachers and school leaders at highly disaggregated levels. The steps involved in the survey are fully documented in this report to assist users in reporting and interpreting the data. With the large numbers of responding teachers and leaders at the national level, and the data

exclusions and weighting steps detailed in this report, the data quality is likely to be at least equal to the quality of other teacher surveys conducted to date in Australia.

The report primarily provides results at the national level. Given the variability of response rates at state and territory levels, results provided at this level should be treated with caution. The report also includes results for some variables at national level for school sector, school geographic location (metropolitan, provincial, and remote), and school socio-economic status (SES), based on ABS SEIFA data, which is further discussed below. Appendix 7 provides results for schools categorised by MCEECDYA as Aboriginal and Torres Strait Islander focus schools in comparison with other schools.

2.7 Socio-economic composition

The school postcode was used to develop an index of the socio-economic status (SES) of the area in which the school was located.[10] This involved linking the postcode to the ABS Socio-Economic Indices of Areas (SEIFA) index and allocating each school the SES decile associated with the postcode.

For the purposes of analysis the schools were grouped into three broad SES groups using the deciles by postcode. As shown in Table 2.11, teachers and leaders are fairly evenly distributed across the groups.

Table 2.11: SES deciles and percentages of teachers and leaders in each group

	Teachers		Leaders	
	Primary %	Secondary %	Primary %	Secondary %
High – deciles 8-10	32.6	33.9	34.3	30.2
Medium – deciles 4-7	36.5	39.4	35.8	39.3
Low – deciles 1-3	30.8	26.7	29.9	30.5
	100.0	100.0	100.0	100.0

It should be noted that the SES data is not for the school itself (such as average SES based on student postcodes), but the area in which the school is located. Further, the Postal Areas (POAs) used by the ABS are created by allocating whole Census Districts (CDs) to Australia Post postcodes on a best fit basis.[11] Australia Post does not currently publish postcode boundaries and those used here are the same as was the case in 2006. A proportion of schools in the Northern Territory and some schools in other states have postcodes that do not match current POAs. Teachers and leaders in these schools are not included in results provided by SES. As such, results disaggregated using this data within the report should be treated with caution, and the limitations of SES groupings should be considered.

[10] It was not possible to use a more finely grained measure of SES such as could be derived from students' home address or the occupations and/or education levels of their parents.

[11] See http://www.abs.gov.au/websitedbs/D3310114.nsf/home/census+geography.

3. DEMOGRAPHIC BACKGROUND

3.1 Introduction

This chapter presents the results from Section A of the Teacher and Leader questionnaires, *Your Background*. The section was identical in both questionnaires, and contained the same questions (with minor variations) asked in the 2007 SiAS Survey. The data relate to the demographic variables of age, gender, country of birth and Aboriginal and Torres Strait Islander (ATSI) origin.

To provide a context for the discussion, Table 3.1 summarises the distribution of the teacher sample by school sector, by school location, school SES (as measured by school postcode) and state and territory.

The distribution of government school teachers remained the same over both surveys at primary level, comprising 71% of the final weighted sample. Catholic school teachers (17%) have a slightly lower representation at primary level in 2010, while independent school teachers (12%) have a correspondingly higher percentage. Similarly, at secondary level, government school teachers (60%) comprised a lower proportion than in primary, and a percentage point lower than in 2007. Catholic school teachers (20%) were three percentage points lower than in 2007 while independent school teachers (20%) were four points higher.

Schools were again classified by geographic location using the same process used in the 2007 survey. School postcode was used to group the geographic locations into three broad classifications based on the *Geographical Location Classification for Reporting Purposes* (Jones, 2004; MCEETYA, 2001). Three classifications were used; metropolitan; provincial; and remote, and Table 3.1 reports the distribution of teachers in the sample among these locations. As was the case in 2007, the majority of respondents were teaching in metropolitan schools (72% primary and 70% secondary), just over one-quarter were teaching in provincial schools and a small proportion were teaching in remote schools (3% primary and 2% secondary).

Table 3.1 indicates that there are approximately equal proportions of the teacher sample working in schools classified as high, medium and low SES.[12] There were slightly more secondary teachers than primary teachers working in high and medium SES schools.

The distribution of teachers by state and territory reflects the distribution of population and students across the eight jurisdictions. After weighting, NSW has the largest proportion of teachers in the samples (30.1% primary and 33.2% secondary) and Victoria the second largest proportions (23.6% and 26.8% respectively). The changes in distribution since the 2007 survey reflect population changes since that time: the proportions of teachers in the sample in Queensland and Western Australia have increased, and the proportions in NSW, Victoria and South Australia (primary) have decreased slightly.

[12] The derivation of the school SES measure is described in Section 2.7; the distribution of teachers by school SES was not included in the 2007 report.

Table 3.1: Distribution of the teacher sample, by school sector, location, SES and state and territory

		Primary 2010 (2007) %	Secondary 2010 (2007) %
School Sector	Government	70.6 (71)	59.7 (61)
	Catholic	17.2 (19)	20.3 (23)
	Independent	12 .2 (10)	20.0 (16)
		100.0 (100)	***100 (100)***
School location	Metropolitan	71.6 (72)	70.4 (68)
	Provincial	25.6 (24)	27.6 (30)
	Remote	2.7 (4)	2.0 (2)
		100.0 (100)	***100.0 (100)***
School SES	High	32.6	33.9
	Medium	36.5	39.4
	Low	30.8	26.7
		100.0	***100.0***
State/ territory	NSW	30.1 (31.1)	33.2 (34.1)
	VIC	23.6 (23.7)	26.8 (27.2)
	QLD	22.0 (20.8)	18.0 (17.5)
	WA	11.1 (10.7)	9.8 (9.2)
	SA	7.9 (8.2)	6.7 (6.7)
	TAS	2.3 (2.3)	2.4 (2.5)
	NT	1.4 (1.5)	1.2 (1.0)
	ACT	1.7 (1.7)	1.9 (1.9)
		100.0 (100.0)	***100.0 (100.0)***

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

3.2 Age

The age distribution of the teacher workforce is important information for planning and there has been concern expressed about the aging teacher workforce in Australia for over a decade (e.g. ABS 2003, NSW Government 2010). The higher the proportion of teachers in their 50s, the greater the likely demand for replacement teachers in the near future as teachers retire. The age profile can also have budgetary implications, since there is a broad link between pay and years of teaching experience (although teacher salary scales in Australia do peak relatively early). It can also provide an indication of the range of teachers working in schools, the recency of their pre-service education, the likely demands for professional learning, and so on.

Table 3.2 reports the distribution of teachers' age in five-year bands, with 2007 comparative data in parentheses. Figure 3.1 provides a graphic representation of the 2007 and 2010 age data for all teachers at primary and secondary levels. The age distribution of primary and secondary teachers follows a similar pattern. Although there are slightly larger differences than was the case in 2007, most are only by two or three percentage points. The one exception is that of male primary teachers in age band 46-50, which, at 6%, is over 10% lower than in 2007, and at least 7% lower than the other teacher groups in that band.

About 23% of primary teachers are aged less than 30 years, rising from 18% in 2007, and 17% of secondary teachers (16% in 2007). The modal age band remains 51-55 years and includes 16% of primary and 17% of secondary teachers, a slight drop from 19% in 2007. A further 11% of primary teachers are aged more than 55 years (12% in 2007), as are 19% of secondary teachers (15% in 2007). The numbers of teachers aged over 50 years remains high, suggesting that large numbers of teachers will need to be recruited in the next few years to replace teachers who retire.

Table 3.2: Proportions of male and female teachers by age

	Primary Teachers			Secondary Teachers		
Age Band	Male 2010 (2007) %	Female 2010 (2007) %	Persons 2010 (2007) %	Male 2010 (2007) %	Female 2010 (2007) %	Persons 2010 (2007) %
21-25	3 (4)	9 (6)	8 (6)	3 (2)	7 (7)	6 (5)
26-30	17 (14)	15 (12)	15 (12)	9 (7)	12 (13)	11 (11)
31-35	14 (12)	10 (10)	11 (10)	10 (10)	10 (9)	10 (10)
36-40	13 (11)	13 (10)	13 (11)	11 (11)	12 (11)	12 (11)
41-45	15 (11)	13 (12)	14 (12)	11 (13)	14 (14)	13 (14)
46-50	6 (17)	13 (18)	12 (17)	15 (17)	14 (17)	15 (16)
51-55	18 (19)	16 (19)	16 (19)	18 (21)	16 (17)	17 (19)
56-60	10 (10)	9 (8)	9 (9)	15 (13)	11 (10)	13 (11)
61-65	2 (2)	2 (3)	2 (3)	6 (3)	4 (3)	5 (3)
66+	1 (<0.5)	0 (<0.5)	0 (<0.5)	1 (1)	1 (<0.5)	1 (1)
	100 (100)	***100 (100)***	***100 (100)***	***100 (100)***	***100 (100)***	***100 (100)***
Average Age	**42.6 (43)**	**42.0 (43)**	**42.1 (43)**	**46.1 (46)**	**43.4 (43)**	**44.5 (44)**

Note: Figures are rounded and may not add to 100. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

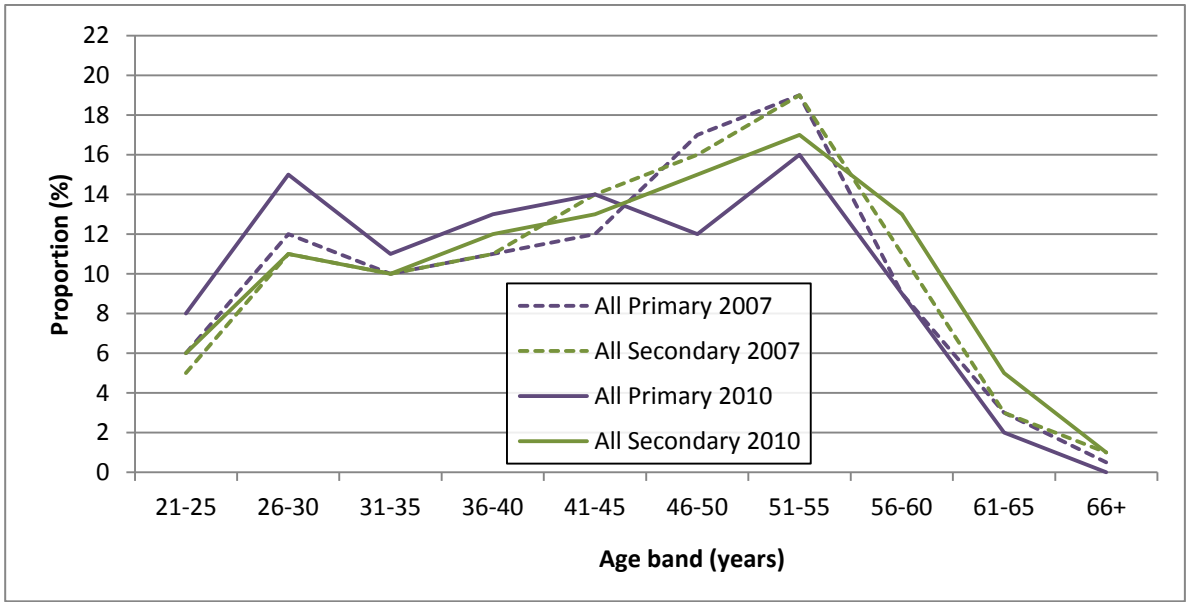

Figure 3.1: Proportions of 2007 and 2010 primary and secondary teachers by age

The age distribution varies somewhat by gender. A higher proportion of female secondary teachers (19%) are aged less than 30 years than are male teachers (12%), although the difference is less than was the case in 2007 (20% female, 9% male). Correspondingly, a higher proportion of male teachers are in the older age brackets: 40% of male secondary teachers are aged more than 50 years, compared to 32% of female secondary teachers. There is a slightly higher proportion of primary school teachers aged 30 or under than was the case in 2007.

On average, primary teachers are slightly younger (42 years) than secondary teachers (44.5 years). The data suggest a slight upward increase in the average age of secondary teachers since the SiAS 2007 survey, and a slight decrease in the average age of primary teachers. The ACE survey indicated that 18% of teachers were aged more than 50 years in 1999 (Dempster et al., 2000). Table 3.2 shows that this proportion remains substantially higher at about 27% for primary and 36% for secondary teachers.

The proportion of teachers aged more than 50 has remained high in the 2010 survey, and yet the average age of teachers appears to have stayed much the same, which suggests the need for caution in assessing the age profile of the teaching workforce and the resulting impact of future teacher retirements, as teachers enter and leave the profession at a wide variety of ages. The age profile will be influenced by a number of different factors including teacher recruitment policies of education authorities and the impact of economic conditions on teacher retirements.

Table 3.3 examines the differences in teachers' average age by school sector and school location, in comparison with data collected in the first SiAS survey.[13] There are only slight differences between the average ages at primary school in the Catholic, government and independent sectors. On average, government primary teachers are a little older. At secondary level, differences are very minor, although teachers at government schools are about two years older on average than in 2006. Teachers in remote locations were somewhat younger than teachers in metropolitan and provincial schools, though the difference was not as marked as in 2006. At primary level, teachers in metropolitan schools were slightly younger than in 2006, while teachers in provincial and remote schools were slightly older. At secondary level, teachers were older in all geographic locations in comparison with 2006.

The average ages of teachers teaching in selected curriculum areas (including English, Mathematics and LOTE) are provided in Appendix 6.

Table 3.3: Teachers' average age, by school location, and school sector, 2006/2010 comparison

		2006 Primary (Years)	2010 Primary (Years)	2006 Secondary (Years)	2010 Secondary (Years)
School Sector	Government	40.8	42.2	42.7	44.7
	Catholic	42.9	41.5	44.0	44.1
	Independent	41.0	41.4	43.2	44.3
School location	Metropolitan	42.7	41.7	43.6	44.4
	Provincial	41.5	43.0	43.4	44.7
	Remote	39.8	42.6	40.8	43.5
Mean average		***42.3***	***42.0***	***43.5***	***44.5***

Note: For comparability, ages for the 2006-2007 survey are reported as of September 1, 2006 and ages for the 2010 survey are reported as of September 1, 2010. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 3.4 details teachers' and leaders' average ages by school sector, location and SES, and teachers by state and territory. Leaders are aged about 50 years, on average, and are 6-8 years older than the average age of teachers (42-45 years). Primary teachers in the ACT and NSW are on average about 2 years younger than the Australian average, while those in SA and Tasmania are about 2 years older. Secondary teachers in the ACT and Queensland are about a year younger on average, while those in SA are about 2 years older.

[13] The first SiAS survey data was collected in late 2006 and 2007; the age data from that survey has been referenced to 1 September 2006 in order to provide as long a period as possible (4 years) for comparison with the age data in SiAS 2010.

Table 3.4: Teachers' and Leaders' average age, by school sector, location, SES, and state and territory

Average age (years)		Teachers		Leaders	
		Primary (Years)	Secondary (Years)	Primary (Years)	Secondary (Years)
School Sector	Government	42.2	44.7	49.5	50.4
	Catholic	41.5	44.1	49.9	51.5
	Independent	41.4	44.3	49.0	48.4
School location	Metropolitan	41.7	44.4	49.5	50.9
	Provincial	43.0	44.7	49.4	48.6
	Remote	42.6	43.5	50.8	50.9
School SES	High	42.1	45.2	50.9	50.9
	Medium	42.6	44.4	48.9	49.8
	Low	41.2	43.7	49.1	50.0
State/ territory	NSW	39.9	45.2		
	VIC	42.3	44.3		
	QLD	43.2	43.1		
	WA	43.0	44.1		
	SA	44.5	46.1		
	TAS	44.4	45.2		
	NT	41.4	44.4		
	ACT	39.6	43.3		
Mean average, Australia		***42.0***	***44.5***	***49.5***	***50.2***

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 3.5 reports the distribution of school leaders' age in five-year bands. Figure 3.2 provides a graphic representation of the 2007 and 2010 age data for all leaders at primary and secondary levels. The modal age band for school leaders is 51-55 years (29% of primary leaders and 27% of secondary leaders). On average, school leaders are aged 50 years, which is about 6-7 years higher than the average age of teachers. As can be seen in Figure 3.2, the distribution of primary leaders has remained much the same when compared to 2007 data, with slightly higher percentages in the younger age bands. At secondary level, leaders in the 41-45 age band have increased from 12% to 19% while those in the 46-50 age band have decreased from 23% to 18%.

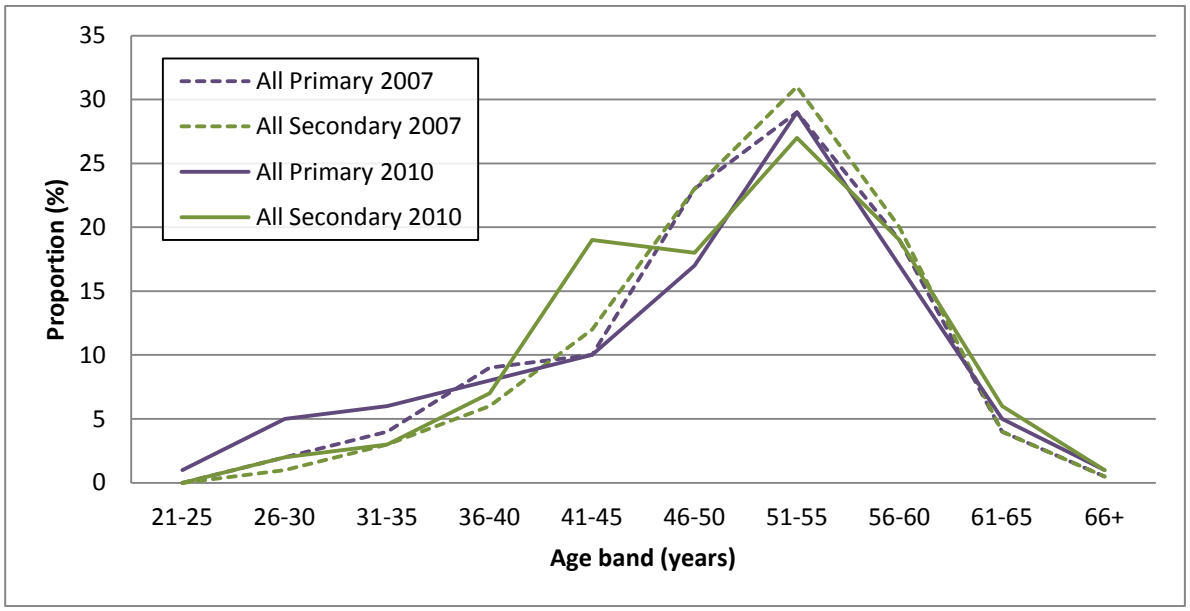

Figure 3.2: Proportions of 2007 and 2010 primary and secondary leaders by age

Table 3.5: Proportions of male and female leaders by age

	Primary Leaders			Secondary Leaders		
	Male 2010 (2007) %	Female 2010 (2007) %	Persons 2010 (2007) %	Male 2010 (2007) %	Female 2010 (2007) %	Persons 2010 (2007) %
21-25	1 (0)	1 (0)	1 (0)	0 (0)	0 (0)	0 (0)
26-30	2 (<0.5)	7 (3)	5 (2)	2 (0)	1 (2)	2 (1)
31-35	9 (3)	4 (7)	6 (4)	4 (2)	2 (6)	3 (3)
36-40	6 (8)	8 (11)	8 (9)	6 (6)	7 (5)	7 (6)
41-45	10 (13)	10 (8)	10 (10)	18 (9)	20 (16)	19 (12)
46-50	20 (19)	15 (25)	17 (23)	20 (25)	14 (18)	18 (23)
51-55	28 (31)	30 (27)	29 (29)	25 (31)	29 (30)	27 (31)
56-60	17 (20)	17 (17)	17 (19)	17 (20)	22 (18)	19 (20)
61-65	4 (5)	6 (5)	5 (5)	7 (4)	4 (4)	6 (4)
66+	2 (<0.5)	1 (1)	1 (1)	1 (<0.5)	1 (<0.5)	1 (<0.5)
	100 (100)	***100 (100)***	***100 (100)***	***100 (100)***	***100 (100)***	***100 (100)***
Average Age	**49.5 (50)**	**49.5 (49)**	**49.5 (50)**	**50.0 (51)**	**50.5 (50)**	**50.2 (50)**

Note: Figures are rounded and may not add to 100. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

3.3 Gender

Teaching has a high proportion of females in the profession. As Table 3.6 indicates, 81% of primary teachers and 57% of secondary teachers are female. The SiAS 2007 survey indicated a slight increase in the number of females in the profession and that trend has continued, although the percentage is very small. The gender composition of teachers remains similar across the sectors, although in both primary and secondary the independent sector has increased its share of male teachers slightly, while the Catholic and government sectors have both decreased their percentages.

There are 3-4% more male teachers in provincial areas than are in metropolitan areas (across both primary and secondary). There are 5% fewer male primary teachers in remote areas compared to metropolitan areas, and 2% fewer male secondary teachers. There are slightly higher numbers of males in schools in low SES areas.

Table 3.6: Proportions of female and male teachers, by school location, school sector and SES

		Primary Teachers		Secondary Teachers	
		Male 2010 (2007) %	Female 2010 (2007) %	Male 2010 (2007) %	Female 2010 (2007) %
School sector	Government	19 (20)	81 (80)	42 (43)	58 (57)
	Catholic	18 (20)	82 (80)	43 (44)	57 (56)
	Independent	21 (20)	79 (80)	45 (44)	55 (56)
School location	Metropolitan	18.5	81.5	41.5	58.5
	Provincial	21.8	78.2	45.9	54.1
	Remote	13.3	86.7	39.4	60.6
School SES	High	16.8	83.2	40.0	60.0
	Medium	19.7	80.3	44.9	55.1
	Low	21.3	78.7	42.7	57.3
Mean average, Australia		***19 (20)***	***81 (79)***	***43 (43)***	***57 (56)***

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 3.7 shows that the ACT has fewer male secondary teachers than the average. New South Wales and the NT have slightly fewer male primary teachers.

Table 3.7: Proportions of female and male teachers, by state and territory

		Primary Teachers		Secondary Teachers	
		Male %	Female %	Male %	Female %
State/ territory	NSW	17.1	82.9	44.0	56.0
	VIC	19.7	80.3	41.2	58.8
	QLD	20.2	79.8	41.5	58.5
	WA	20.9	79.1	44.1	55.9
	SA	21.3	78.7	46.9	53.1
	TAS	18.0	82.0	44.7	55.3
	NT	16.3	83.7	39.2	60.8
	ACT	20.1	79.9	31.3	68.7
Mean average, Australia		***19.2***	***80.8***	***42.7***	***57.3***

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 3.8 provides another perspective on the age and gender composition of the teacher workforce. It expresses the proportion of all teachers by age band and gender. There continue to be substantially more female than male teachers in all age bands at the primary level, and the difference in the two youngest age bands has increased since 2007. For example, there are now 7% of female teachers aged 25 or less (increasing from 5% in 2007) and only 1% of males.

Table 3.8: Proportions of primary and secondary teachers by age and gender

	Primary Teachers			Secondary Teachers		
	Male 2010 (2007) %	Female 2010 (2007) %	Persons 2010 (2007) %	Male 2010 (2007) %	Female 2010 (2007) %	Persons 2010 (2007) %
21-25	1 (1)	7 (5)	8 (6)	1 (1)	4 (4)	6 (5)
26-30	3 (3)	12 (10)	15 (12)	4 (3)	7 (7)	11 (11)
31-35	3 (2)	8 (8)	11 (10)	4 (4)	6 (5)	10 (10)
36-40	3 (2)	10 (8)	13 (11)	5 (5)	7 (6)	12 (11)
41-45	3 (2)	11 (10)	14 (12)	5 (6)	8 (8)	13 (14)
46-50	1 (3)	11 (14)	12 (17)	6 (7)	8 (9)	14 (16)
51-55	4 (4)	13 (15)	16 (19)	8 (9)	9 (9)	17 (19)
56-60	2 (2)	7 (7)	9 (9)	6 (6)	6 (5)	13 (11)
61-65	0 (<0.5)	2 (2)	2 (3)	2 (1)	2 (2)	5 (3)
66+	0 (<0.5)	0 (<0.5)	0 (<0.5)	0 (<0.5)	0 (<0.5)	1 (1)
Mean average, Australia	***19 (20)***	***81 (79)***	***100 (100)***	***43 (43)***	***57 (56)***	***100 (100)***

Note: Figures are rounded and may not add to 100. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 3.9 and Figure 3.3 report the gender composition of school leaders as indicated by the SiAS survey in 2007 and 2010. Females hold 59% of the leadership positions in primary schools (57% in 2007), and 41% of leadership posts in secondary schools. These proportions remain much lower than the proportions of female teachers at the two levels of schooling (81% and 57%, respectively). At primary school level the proportion of female leaders has decreased in non-government schools and increased in government schools. At secondary level, independent schools had the highest proportion of female leaders (44%) in 2007, but in 2010 have the lowest (29%), while the government (44%) and Catholic schools (41%) both have higher proportions of female leaders than in the 2007 survey.

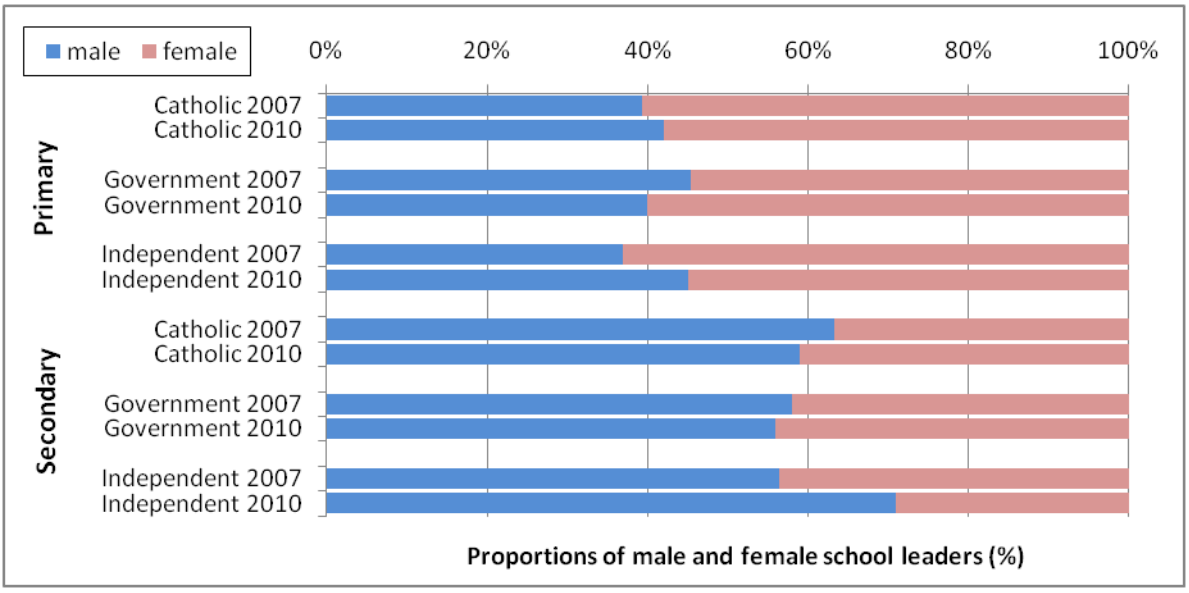

Figure 3.3: Proportions of male and female school leaders in 2007 and 2010

Table 3.9: Proportions of male and female leaders, by school sector, school location and SES

		Primary Leaders		Secondary Leaders	
		Male 2010 (2007) %	Female 2010 (2007) %	Male 2010 (2007) %	Female 2010 (2007) %
School sector	Government	40 (45)	60 (54)	56 (58)	44 (42)
	Catholic	42 (39)	58 (60)	59 (64)	41 (37)
	Independent	45 (37)	55 (63)	71 (57)	29 (44)
School location	Metropolitan	38.7	61.3	59.5	40.5
	Provincial	46.4	53.6	59.4	40.6
	Remote	39.1	60.9	59.5	40.5
School SES	High	41.0	59.0	53.2	46.8
	Medium	45.7	54.3	64.9	35.1
	Low	34.6	65.4	58.4	41.6
Mean average, Australia		***41 (42)***	***59 (57)***	***60 (59)***	***41 (41)***

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

As Table 3.10 shows, females comprise higher proportions of Deputy Principal than Principal posts at school leadership level. In primary schools, although females comprise the majority (57%) of leadership posts they hold a higher proportion of Deputy Principal positions (62%), than Principal posts (53%), although the proportion of females holding principal posts has risen in the 2010 survey. In secondary schools females comprise the minority of both Deputy Principals (45%) and Principals (32%).

Table 3.10: Proportions of males and females among Principals and Deputy Principals

		Male 2010 (2007) %	Female 2010 (2007) %
Primary Schools	Principal	47 (51)	53 (49)
	Deputy Principal	38 (35)	62 (65)
	All Leaders	43 (43)	57 (57)
Secondary Schools	Principal	69 (68)	32 (32)
	Deputy Principal	55 (54)	45 (46)
	All Leaders	61 (59)	40 (41)

Note: Figures are rounded and may not add to 100. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

3.4 Country of birth

About one-quarter of the estimated Australian population in 2009 was born overseas (ABS, 2010). The teacher workforce has a lower proportion of overseas-born people than the country as a whole.

The country of birth of Australian teachers is detailed in Table 3.11. The countries represented in the table were based on the most commonly indicated countries in the 2007 survey, which has reduced the proportion using the 'Other' category by up to 9%. They are listed in descending order of the number of estimated resident immigrants in 2009.

The proportions of teachers born in the top five countries in the table, including Australia, are much the same as was the case in 2007. The large majority of Australian teachers were born in Australia: 87% of primary teachers and 80% of secondary teachers. The next largest group were those born in the United Kingdom (6%), which remains much the same as the proportion of UK-born people in the Australian population as a whole. Teachers born in South Africa, Malaysia and Germany are also proportionate to those in the 2009 Australian population. The other countries have lower proportions of teachers born in that country than their respective proportion of the Australian population.

Table 3.11: Proportion of teachers by country of birth, across level and sector of schooling

	Primary Schools %				Secondary Schools %			
	Gov	**Cath**	**Ind**	**All**	**Gov**	**Cath**	**Ind**	**All**
Australia	87.2	91.3	81.7	87.2	80.5	82.2	74.4	79.6
United Kingdom	5.8	2.5	8.0	5.5	5.5	4.6	9.0	6.0
New Zealand	1.1	0.4	1.5	1.0	1.2	0.7	1.5	1.2
India	0.4	0.3	0.4	0.4	1.1	0.9	0.7	1.0
Italy	0	0.2	0.6	0.1	0.2	0.9	0.2	0.3
South Africa	0.3	1.6	3.1	0.8	0.9	1.8	3.4	1.6
Malaysia	0.3	0.1	0	0.2	0.5	0.5	0.6	0.5
Germany	0.6	0	0.1	0.4	0.8	0.2	0.7	0.6
Greece	0.1	0	0.1	0.1	0.5	0	0	0.3
U.S.A.	0.4	0.2	0.1	0.3	0.7	0.8	2.3	1.0
Canada	0.5	0.3	0.4	0.5	0.3	0.3	0.4	0.3
Other	3.3	3.1	4.1	3.4	7.9	7.1	6.9	7.5
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 3.12 explores the number of years that overseas-born teachers and leaders have lived in Australia. About 20% of the overseas-born primary teachers had lived in Australia for 10 years or less, and 22% of the overseas-born secondary teachers, which is much the same as in 2007. On average, overseas-born primary teachers had lived in Australia for 27 years, and overseas-born secondary teachers for an average of 26 years.

On average, overseas-born school leaders have lived in Australia for about 32 years. There are fewer leaders who have lived in Australia for less than five years, which suggests leaders take time to gain experience in Australian schools before obtaining a leadership position. That said, the number of leaders who have been in Australia for ten years or less is considerably higher than the 2% recorded in 2007.

Table 3.12: Proportion of overseas-born teachers and leaders by number of years lived in Australia

	Teachers		Leaders	
Years in Australia	**Primary %**	**Secondary %**	**Primary %**	**Secondary %**
Less than 5	11.8	12.4	3.9	2.1
6-10 years	8.2	9.8	7.4	12.9
11-15 years	11.7	10.1	10.7	4.0
16-20 years	7.5	9.3	6.7	8.8
21-25 years	10.2	12.2	8.2	8.1
26-30 years	8.2	8.0	8.8	4.4
31-35 years	7.7	8.1	9.1	11.2
36-40 years	11.5	7.8	11.0	12.6
41-45 years	8.7	8.6	9.7	24.6
46-50 years	8.8	7.0	10.9	7.9
51-55 years	4.5	3.6	10.6	2.4
56-60 years	1.1	3.1	3.1	1.3
	100	100	100	100
Mean average, Australia	***26.6***	***25.8***	***31.7***	***31.2***

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

3.5 Aboriginal and Torres Strait Islander origin

About 3% of the Australian population identifies as being of Aboriginal or Torres Strait Islander origin (ABS, 2006). However, as Table 3.13 indicates, much lower proportions of the SiAS samples identified as of Aboriginal or Torres Strait Islander origin: 1% of primary teachers and less than 1% of secondary teachers and school leaders.

Table 3.13: Proportions of teachers and leaders by Aboriginal and Torres Strait Islander origin

	Teachers		Leaders	
Origin	**Primary %**	**Secondary %**	**Primary %**	**Secondary %**
Non-Aboriginal and Torres Strait Islander	99.0	99.4	99.9	99.9
Aboriginal	0.7	0.5	0.1	0.1
Torres Strait Islander	0.1	0.1	0	0
Both Aboriginal and Torres Strait Islander	0.3	0.1	0	0
	100.0	100.0	100.0	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

4. QUALIFICATIONS AND TERTIARY STUDY

4.1 Introduction

This chapter presents the results from Section B of the Teacher and Leader questionnaires: *Your preparation for teaching*. The chapter begins with a look at qualifications in education and other fields, which were identical in both questionnaires and similar to some of the questions asked in SiAS 2007 and presented in chapter four of that report. The teacher questionnaire also asked about the location of the institution where teachers gained their main pre-service teacher qualification. The questions asked in 2007 about current study were not included in the 2010 questionnaire.

4.2 Qualifications at tertiary level

Table 4.1 presents information on qualifications in education held by teachers and leaders. In 2007, respondents were asked to indicate each qualification they held, and could indicate more than one qualification. In 2010, they were asked to indicate the highest qualification in education they had completed. As such, 2010 data are not directly comparable with the previous data collected. However, some comparisons can be made, with the caveat that 2007 figures would have been somewhat inflated relative to the way the question was asked in 2010.[14]

In general, the most common entry-level qualification to teaching involves either a Bachelor degree in Education, or a Bachelor (Honours) degree in Education, or a Diploma in Education (e.g. where the first degree is in a field other than Education).

Table 4.1: Highest qualification in Education held by teachers and leaders

	Teachers		Leaders	
	Primary %	Secondary %	Primary %	Secondary %
Doctoral degree	0.3	0.3	1.9	1.3
Masters degree	7.1	11.1	20.3	36.3
Graduate Diploma	15.9	32.2	16.3	16.6
Graduate Certificate	2.3	2.8	4.1	1.3
Bachelor (Honours) degree	6.8	5.1	7.6	4.0
Bachelor degree	54.4	39.5	40.6	30.9
Diploma or Advanced Diploma	11.6	6.8	7.3	6.9
Other	1.6	2.3	1.8	2.6
	100.0	100.0	100.0	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 4.2 presents information on the highest qualification teachers and leaders have achieved in fields other than Education. Among both teachers and leaders having a Bachelor or Bachelor (Honours) degree is the most common form of such qualification (13% of primary teachers and 32% of secondary teachers).

[14] For example, a leader with a PhD may also hold a Masters and a Bachelor degree. As such, the 2007 figure of 9% of secondary teachers holding a higher degree may be inflated as any teachers holding both a Masters and a PhD would be double counted.

Table 4.2: Highest qualification in fields other than Education completed by teachers and leaders

	Teachers		Leaders	
	Primary %	Secondary %	Primary %	Secondary %
Doctoral degree	0.2%	0.8%	0.0%	0.7%
Masters degree	1.0%	4.6%	2.5%	6.0%
Graduate Diploma	1.9%	4.4%	3.3%	4.7%
Graduate Certificate	0.6%	1.3%	0.9%	1.9%
Bachelor (Honours) degree	1.4%	5.8%	0.7%	2.2%
Bachelor degree	11.2%	25.9%	6.2%	20.7%
Diploma or Advanced Diploma	5.4%	4.7%	2.5%	2.7%
Certificate III-IV	3.5%	6.4%	2.7%	2.5%
Certificate I-II	1.6%	1.3%	0.5%	0.2%
Other	2.1%	2.1%	1.5%	0.7%
None[1]	71.0%	42.8%	79.2%	57.7%
	100.0	100.0	100.0%	100.0%

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

1. This row reflects the fact that teachers do not necessarily need a qualification in a field other than Education if their Education qualifications meet the requirements for registration.

4.3 Location of pre-service qualifications

Respondents were asked to indicate the geographic location of the institution where they gained their main pre-service teacher qualification. The results are reported in Table 4.3.

The number of teachers gaining their main pre-service qualification overseas remained at the same levels reported in the ACE 1999 ((Dempster et al., 2000) and SiAS 2007 surveys (McKenzie et al., 2008). About 8% of secondary teachers and 4% of primary teachers had gained their main pre-service education in another country.

Table 4.3: Location of institution where teachers gained their main pre-service teacher qualification

		Primary %	Secondary %
Location of pre-service training institution	New South Wales	30.4	32.0
	Victoria	23.2	25.7
	Queensland	18.8	15.1
	Western Australia	10.1	8.1
	South Australia	7.9	6.9
	Tasmania	2.4	2.4
	Australian Capital Territory	2.9	1.7
	Northern Territory	0.8	0.4
	Overseas	3.5	7.7
		100.0	100.0
Pre-service training in a capital city?	Yes	63.3	72.2
	No	36.7	27.8
		100.0	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

A higher number of primary teachers (37%) than secondary teachers (28%) trained outside a capital city. The percentages of teachers training outside a capital city remain much the same as in SiAS 2007.

The locations of pre-service education by state and territory are broadly in line with the population distribution of teachers. For example, NSW was the location of the main pre-service teacher education for 30% of primary teachers and 32% of secondary teachers.

Table 4.4 shows the proportions of teachers currently working in the same state where they gained their main pre-service teacher qualification.

Table 4.4: Proportions of teachers working in the same state where they obtained their main pre-service teacher qualification

Teachers currently teaching in the same state/territory as their pre-service training		Primary %	Secondary %
State/territory currently teaching	NSW	89.3	85.8
	VIC	89.0	87.8
	QLD	82.0	78.6
	WA	83.7	78.0
	SA	94.5	86.4
	TAS	87.3	79.5
	NT	29.4	21.6
	ACT	59.5	44.9

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

4.4 Tertiary study in areas of schooling

Table 4.5 and Table 4.6 present detailed information about the areas in which primary and secondary teachers have studied at tertiary level. The data refer to the tertiary subjects studied by all teachers, and not just those who are currently teaching in the areas concerned (that issue is taken up in Section 5.7 in the next chapter). While the tables are much the same as that presented in the 2007 report (Chapter 4), the 2010 question was re-worded to capture the highest year level at which respondents had completed at least one semester, rather than the highest year level completed.[15] Due to this change, the results shown in the tables are considerably higher (particularly at secondary level) than was the case in 2007, and these results are therefore not directly comparable to those presented in 2007.

Tables 4.5 and 4.6 express the data in terms of the proportions of primary and secondary teachers who have studied to varying extents at tertiary level in a wide range of subject areas. Tables 4.7 and 4.8 express these data in terms of the numbers of teachers involved by applying the proportions to the total primary and secondary teacher workforces.[16] The final column in each table indicates the proportions (or numbers) who have undertaken training in teaching methods in the areas concerned. The data indicate that not all teachers who have completed some tertiary study in a relevant subject have also complete teaching methodology training in that subject.

[15] It was felt that the focus of the 2007 question on "the highest year level completed" may have led to an under-estimation of the extent of teachers' tertiary studies.

[16] The numbers need to be treated with caution as they involve applying estimates of proportions of teachers who have studied in the various areas to an estimate of the total size of the teaching workforce encompassed by the survey at primary and secondary levels (i.e. excluding those in leadership positions, as they are the focus of the Leader survey).

In primary teaching in particular the final column is likely to be a solid indicator of the extent to which teachers are equipped to teach in those areas. For example, not all of those primary teachers who have studied some Mathematics at tertiary level (66%) would necessarily be trained to teach Mathematics in a more specialist sense. It should also be noted that while the tables for primary and secondary levels present data for the same subject areas, tertiary study in subjects for primary level are not necessarily comparable to study in the same areas at secondary level.

The final column of Table 4.5 indicates that over half the primary teachers have received tertiary training in teaching methods in English (57%), Literacy (59%) and Mathematics (57%). Other areas in which relatively high proportions and numbers of primary teachers have received training in teaching methods are Literacy (50%), Science – General (41%), Physical Education (41%), Visual Arts (40%) and Music (34%).

It is noteworthy, however, that in the priority area of Languages other than English (LOTE), while 12% of primary teachers report that they have undertaken some LOTE studies at tertiary level, only 6% have received training in teaching methodology for LOTE. On the other hand in Computing, another priority area, 22% have received training in teaching methodology.

Tables 4.6 and 4.8 indicate that in terms of secondary teachers who have completed at least three years of tertiary study, the most commonly held qualifications are in English (24% or 29,600 teachers), Mathematics (17% or 20,300 teachers) and History (16% or 19,800 teachers).

Smaller proportions of secondary teachers have received training in teaching methodology in individual curriculum areas than have studied the subject at tertiary level. For example, while 17% of secondary teachers report some tertiary study in Computing, only 8% indicate that they have been trained in teaching methodology in Computing. This suggests that in Computing and other areas listed in Tables 4.6 and 4.8, it may be possible to improve the capacity of teachers to teach in shortage areas by encouraging more teachers who have undertaken tertiary study in the area(s) concerned to also complete training in teaching methodology in the relevant area(s).

Table 4.5: Primary teachers: proportions by tertiary study by highest year level in which at least one semester has been completed, and studies in teaching methods, by area of schooling

Subject	Highest year level of tertiary study completed			*Total with some tertiary study (%)*	Training in teaching methods (%)
	1 Year (%)	2 Years (%)	3+ Years (%)		
Language					
English	8.2	9.9	51.7	*69.8*	57.4
Literacy	6.4	8.1	48.1	*62.6*	58.5
English as a Second Language	8.6	3.5	9.3	*21.4*	14.3
Languages other than English	4.3	2.3	5.6	*12.1*	6.4
Mathematics					
Mathematics	9.3	11.9	45.0	*66.2*	57.1
Numeracy	5.1	10.4	37.8	*53.4*	49.9
Statistics	8.6	5.7	9.3	*23.6*	7.6
Sciences					
Biology	6.8	3.7	5.4	*15.9*	4.4
Chemistry	4.8	2.4	2.4	*9.6*	2.3
Earth sciences	4.8	3.2	4.2	*12.3*	3.9
Environmental sciences	4.3	3.5	6.1	*13.9*	6.6
Physics	4.1	1.7	1.7	*7.4*	1.4
Psychology/Behavioural studies	5.7	5.3	11.3	*22.3*	8.9
Science – General	11.0	11.4	24.7	*47.2*	40.5
Society and Environmental Studies					
Accounting	2.6	0.6	1.3	*4.6*	0.7
Business studies	1.9	0.6	1.7	*4.2*	0.5
Civics and Citizenship	2.8	1.8	2.3	*7.0*	4.7
Economics	2.4	1.5	1.6	*5.6*	1.0
Geography	4.5	3.6	5.6	*13.7*	7.0
History	5.0	4.0	8.8	*17.8*	8.0
Legal studies	1.8	0.4	1.0	*3.2*	0.7
Politics	2.3	0.6	1.7	*4.6*	0.7
Religious studies	2.9	2.0	9.3	*14.3*	10.4
Social studies	7.5	8.8	19.1	*35.4*	28.9
The Creative and Performing Arts					
Visual Arts	14.2	11.7	24.4	*50.2*	40.4
Dance	10.5	5.3	10.2	*26.1*	19.9
Drama	12.9	7.7	13.9	*34.5*	27.0
Media studies	5.0	2.6	3.8	*11.4*	7.6
Music	16.8	9.7	17.0	*43.5*	33.7
Technology					
Computing	12.0	7.6	14.1	*33.6*	22.2
Food technology	1.6	0.9	1.1	*3.6*	1.3
Graphic communication	1.2	0.6	0.7	*2.6*	1.0
Information technology	6.4	4.6	7.5	*18.5*	13.1
Textiles	2.0	0.9	1.5	*4.4*	1.7
Wood or Metal technology	1.8	0.5	0.5	*2.8*	1.1
Health and Physical Education					
Health	10.5	10.5	19.0	*40.0*	31.1
Outdoor education	5.8	4.3	9.8	*19.9*	14.6
Physical education	12.4	12.8	24.2	*49.5*	41.0
Library	3.3	1.3	3.7	*8.3*	4.8
Special Needs	6.9	5.6	11.9	*24.4*	20.9
Learning Support	3.5	2.9	5.7	*12.1*	10.9
Behaviour Management	7.5	6.2	14.0	*27.8*	27.3
Career Education	0.9	0.2	0.5	*1.6*	0.8
Vocational Education & Training	0.9	0.2	0.5	*1.6*	0.8

Note: The data refer to the tertiary subjects studied by all primary teachers, and not just those who are currently teaching in the areas concerned. Respondents were asked to indicate all the schooling areas in which they had studied at tertiary level and/or undertaken training in teaching methodology. Therefore the totals sum to more than 100%. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 4.6: Secondary teachers: proportions by tertiary study by highest year level in which at least one semester has been completed, and studies in teaching methods, by area of schooling

Subject	Highest year level of tertiary study completed			*Total with some tertiary study (%)*	Training in teaching methods (%)
	1 Year (%)	2 Years (%)	3+ Years (%)		
Language					
English	6.5	4.9	24.2	*35.6*	25.8
Literacy	3.8	2.4	10.2	*16.3*	13.6
English as a Second Language	2.8	1.0	3.9	*7.7*	6.8
Languages other than English	2.3	1.5	6.6	*10.5*	7.0
Mathematics					
Mathematics	9.2	7.6	16.6	*33.4*	22.2
Numeracy	3.0	2.5	7.9	*13.4*	10.3
Statistics	7.2	5.3	7.6	*20.1*	5.9
Sciences					
Biology	5.8	3.0	13.2	*22.0*	11.2
Chemistry	6.9	5.1	9.3	*21.2*	9.0
Earth sciences	4.7	2.2	3.9	*10.8*	3.6
Environmental sciences	3.1	2.2	4.7	*10.0*	3.9
Physics	8.2	3.6	5.3	*17.1*	6.1
Psychology/Behavioural studies	6.0	3.1	5.5	*14.7*	3.9
Science – General	4.1	2.6	10.4	*17.1*	18.0
Society and Environmental Studies					
Accounting	2.2	1.0	2.9	*6.1*	2.5
Business studies	1.4	1.0	4.1	*6.6*	3.9
Civics and Citizenship	1.3	1.0	2.2	*4.6*	3.6
Economics	3.0	2.2	4.4	*9.5*	4.4
Geography	3.2	2.4	8.3	*13.9*	9.9
History	3.4	3.6	16.2	*23.2*	16.4
Legal studies	2.2	1.1	3.2	*6.4*	3.3
Politics	2.2	1.5	3.7	*7.4*	2.5
Religious studies	2.3	1.5	4.5	*8.3*	5.7
Social studies	3.2	2.5	7.6	*13.3*	10.2
The Creative and Performing Arts					
Visual Arts	2.1	1.1	5.7	*9.0*	7.3
Dance	1.4	0.7	1.8	*3.9*	2.3
Drama	2.3	1.6	3.9	*7.8*	5.2
Media studies	1.6	0.6	2.3	*4.6*	2.4
Music	2.2	0.9	4.4	*7.6*	5.7
Technology					
Computing	7.4	3.3	6.7	*17.4*	8.1
Food technology	0.7	0.4	3.6	*4.7*	3.7
Graphic communication	1.0	0.7	3.3	*5.1*	3.8
Information technology	3.0	1.8	4.6	*9.3*	5.9
Textiles	0.9	0.5	3.4	*4.8*	3.5
Wood or Metal technology	1.1	0.7	4.7	*6.5*	5.0
Health and Physical Education					
Health	2.2	1.6	9.6	*13.4*	9.9
Outdoor education	2.1	1.3	4.7	*8.1*	5.0
Physical education	2.8	1.7	11.6	*16.1*	12.6
Library	1.1	0.5	1.9	*3.6*	2.6
Special Needs	4.6	1.7	3.7	*10.0*	7.6
Learning Support	1.8	1.0	2.6	*5.4*	4.6
Behaviour Management	3.7	1.8	5.0	*10.5*	10.0
Career Education	1.3	0.4	1.5	*3.3*	2.8
Vocational Education & Training	2.9	1.0	3.5	*7.4*	6.2

Note: The data refer to the tertiary subjects studied by all secondary teachers, and not just those who are currently teaching in the areas concerned. Respondents were asked to indicate all the schooling areas in which they had studied at tertiary level and/or undertaken training in teaching methodology. Therefore the totals sum to more than 100%. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 4.7: Primary teachers: estimated numbers by tertiary study by highest year level completed and teaching methodology

Subject	Highest year level of tertiary study completed			*Total with some tertiary study*	Training in teaching methods
	1 Year	2 Years	3+ Years		
Language					
English	10,100	12,200	63,900	86,300	70,900
Literacy	7,900	10,000	59,400	77,400	72,300
English as a Second Language	10,600	4,300	11,500	26,400	17,700
Languages other than English	5,300	2,800	6,900	15,000	7,900
Mathematics					
Mathematics	11,500	14,700	55,600	81,800	70,600
Numeracy	6,300	12,900	46,700	66,000	61,700
Statistics	10,600	7,000	11,500	29,200	9,400
Sciences					
Biology	8,400	4,600	6,700	19,700	5,400
Chemistry	5,900	3,000	3,000	11,900	2,800
Earth sciences	5,900	4,000	5,200	15,200	4,800
Environmental sciences	5,300	4,300	7,500	17,200	8,200
Physics	5,100	2,100	2,100	9,100	1,700
Psychology/Behavioural studies	7,000	6,600	14,000	27,600	11,000
Science – General	13,600	14,100	30,500	58,300	50,100
Society and Environmental Studies					
Accounting	3,200	700	1,600	5,700	900
Business studies	2,300	700	2,100	5,200	600
Civics and Citizenship	3,500	2,200	2,800	8,700	5,800
Economics	3,000	1,900	2,000	6,900	1,200
Geography	5,600	4,400	6,900	16,900	8,700
History	6,200	4,900	10,900	22,000	9,900
Legal studies	2,200	500	1,200	4,000	900
Politics	2,800	700	2,100	5,700	900
Religious studies	3,600	2,500	11,500	17,700	12,900
Social studies	9,300	10,900	23,600	43,800	35,700
The Creative and Performing Arts					
Visual Arts	17,600	14,500	30,200	62,000	49,900
Dance	13,000	6,600	12,600	32,300	24,600
Drama	15,900	9,500	17,200	42,600	33,400
Media studies	6,200	3,200	4,700	14,100	9,400
Music	20,800	12,000	21,000	53,800	41,700
Technology					
Computing	14,800	9,400	17,400	41,500	27,400
Food technology	2,000	1,100	1,400	4,400	1,600
Graphic communication	1,500	700	900	3,200	1,200
Information technology	7,900	5,700	9,300	22,900	16,200
Textiles	2,500	1,100	1,900	5,400	2,100
Wood or Metal technology	2,200	600	600	3,500	1,400
Health and Physical Education					
Health	13,000	13,000	23,500	49,400	38,400
Outdoor education	7,200	5,300	12,100	24,600	18,000
Physical education	15,300	15,800	29,900	61,200	50,700
Library	4,100	1,600	4,600	10,300	5,900
Special Needs	8,500	6,900	14,700	30,200	25,800
Learning Support	4,300	3,600	7,000	15,000	13,500
Behaviour Management	9,300	7,700	17,300	34,400	33,700
Career Education	1,100	200	600	2,000	1,000
Vocational Education & Training	1,100	200	600	2,000	1,000

Note: The data refer to the tertiary subjects studied by all primary teachers, and not just those who are currently teaching in the areas concerned. Respondents were asked to indicate all the schooling areas in which they had studied at tertiary level and/or undertaken training in teaching methodology. Therefore the totals sum to more than the total number of primary teachers (estimated as 123,596). See the note to Table 4.5 about the precision of the estimates.

Table 4.8: Secondary teachers: estimated numbers by tertiary study by highest year level completed and teaching methodology

Subject	Highest year level of tertiary study completed			*Total with some tertiary study*	Training in teaching methods
	1 Year	2 Years	3+ Years		
Language					
English	7,900	6,000	29,600	43,500	31,500
Literacy	4,600	2,900	12,500	19,900	16,600
English as a Second Language	3,400	1,200	4,800	9,400	8,300
Languages other than English	2,800	1,800	8,100	12,800	8,600
Mathematics					
Mathematics	11,200	9,300	20,300	40,800	27,100
Numeracy	3,700	3,100	9,700	16,400	12,600
Statistics	8,800	6,500	9,300	24,600	7,200
Sciences					
Biology	7,100	3,700	16,100	26,900	13,700
Chemistry	8,400	6,200	11,400	25,900	11,000
Earth sciences	5,700	2,700	4,800	13,200	4,400
Environmental sciences	3,800	2,700	5,700	12,200	4,800
Physics	10,000	4,400	6,500	20,900	7,500
Psychology/Behavioural studies	7,300	3,800	6,700	18,000	4,800
Science – General	5,000	3,200	12,700	20,900	22,000
Society and Environmental Studies					
Accounting	2,700	1,200	3,500	7,500	3,100
Business studies	1,700	1,200	5,000	8,100	4,800
Civics and Citizenship	1,600	1,200	2,700	5,600	4,400
Economics	3,700	2,700	5,400	11,600	5,400
Geography	3,900	2,900	10,100	17,000	12,100
History	4,200	4,400	19,800	28,400	20,000
Legal studies	2,700	1,300	3,900	7,800	4,000
Politics	2,700	1,800	4,500	9,000	3,100
Religious studies	2,800	1,800	5,500	10,100	7,000
Social studies	3,900	3,100	9,300	16,300	12,500
The Creative and Performing Arts					
Visual Arts	2,600	1,300	7,000	11,000	8,900
Dance	1,700	900	2,200	4,800	2,800
Drama	2,800	2,000	4,800	9,500	6,400
Media studies	2,000	700	2,800	5,600	2,900
Music	2,700	1,100	5,400	9,300	7,000
Technology					
Computing	9,000	4,000	8,200	21,300	9,900
Food technology	900	500	4,400	5,700	4,500
Graphic communication	1,200	900	4,000	6,200	4,600
Information technology	3,700	2,200	5,600	11,400	7,200
Textiles	1,100	600	4,200	5,900	4,300
Wood or Metal technology	1,300	900	5,700	7,900	6,100
Health and Physical Education					
Health	2,700	2,000	11,700	16,400	12,100
Outdoor education	2,600	1,600	5,700	9,900	6,100
Physical education	3,400	2,100	14,200	19,700	15,400
Library	1,300	600	2,300	4,400	3,200
Special Needs	5,600	2,100	4,500	12,200	9,300
Learning Support	2,200	1,200	3,200	6,600	5,600
Behaviour Management	4,500	2,200	6,100	12,800	12,200
Career Education	1,600	500	1,800	4,000	3,400
Vocational Education & Training	3,500	1,200	4,300	9,000	7,600

Note: The data refer to the tertiary subjects studied by all secondary teachers, and not just those who are currently teaching in the areas concerned. Respondents were asked to indicate all the schooling areas in which they had studied at tertiary level and/or undertaken training in teaching methodology. Therefore the totals sum to more than the total number of secondary teachers (estimated as 122,254). See the note to Table 4.6 about the precision of the estimates

5. CURRENT POSITION AND WORK

5.1 Introduction

This chapter reports the results from Section C of both the Teacher and Leader questionnaires: *Your current position*.

5.2 Basis of current employment

Table 5.1 shows the proportions of teachers on two measures of the basis of their employment: the percentage working full time; and the percentage in ongoing or permanent positions. Full-time employment is the most common time fraction for both primary teachers (77%) and secondary teachers (82%). The proportion of secondary teachers employed full-time has not changed since the 2007 SiAS survey whereas among primary teachers full-time employment has increased slightly overall.

Slightly fewer Catholic primary teachers (71%) and independent secondary teachers (78.4%) are employed on a full time basis, and primary teachers in remote areas are also slightly less likely to be employed full time (71%). Tasmania has the lowest proportion of full time teachers (61% in primary, 73% in secondary) and the Northern Territory has the highest (91.6% in primary, 90% in secondary).

Table 5.1: Teachers' basis of current employment, by school sector, location, SES, and state and territory

Basis of employment		Time fraction: full-time		Ongoing/permanent	
		Primary %	Secondary %	Primary %	Secondary %
School sector	Government	78.4	83.4	76.5	83.8
	Catholic	70.8	83.3	73.9	88.6
	Independent	78.8	78.4	86.2	88.6
School location	Metropolitan	77.0	83.0	77.8	85.6
	Provincial	77.9	80.7	76.5	86.5
	Remote	71.3	82.2	69.5	76.7
School SES	High	72.8	81.1	77.1	83.9
	Medium	77.1	82.3	76.3	87.6
	Low	81.3	84.1	79.0	85.3
State/territory	NSW	79.4	83.7	73.3	85.8
	VIC	81.5	78.2	75.7	86.2
	QLD	75.8	88.1	83.1	88.4
	WA	69.8	80.7	75.1	82.1
	SA	69.9	80.3	80.6	81.9
	TAS	61.3	73.1	81.2	86.0
	NT	91.6	90.3	74.6	75.3
	ACT	81.7	85.8	86.6	88.5
Australia		**77.1**	**82.4**	**77.1**	**85.7**

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Most teachers are employed on an on-going/permanent basis, and this is slightly more common among secondary (86%) than primary teachers (77%). Since the 2007 SiAS survey the proportion of teachers employed on an on-going/permanent basis has not changed.

A greater proportion of primary teachers in the independent sector are in ongoing or permanent positions (86%), and slightly fewer secondary teachers in the government sector (84%). Teachers in remote areas are slightly less likely to be in ongoing or permanent positions (69.5% in primary,

76.7% in secondary). At primary level, New South Wales has the lowest proportion of teachers in ongoing or permanent positions (73%) while the ACT has the highest (87%). At secondary level, the Northern Territory has the lowest proportion (75%) and the ACT and Queensland have the highest (88-89%).

Table 5.2 shows that there are some notable gender differences in time fractions: in both primary and secondary schools females are much more likely to be employed part-time than are male teachers. There are no noticeable gender differences in regard to permanent and ongoing positions.

It is noteworthy that a higher proportion of primary teachers are employed on contracts of 3 years or less (19%) than are secondary teachers (12%). The greater preponderance of part-time employment and contract work among primary teachers suggests that their career path is likely to be quite different from secondary teachers.

Table 5.2: Teachers' basis of current employment, by gender

	Primary			Secondary		
Basis of employment	**Male %**	**Female %**	**Total %**	**Male %**	**Female %**	**Total %**
Time fraction						
Full-time	92.7	73.4	77.1	91.2	75.8	82.4
Part-time	7.3	26.6	22.9	8.8	24.2	17.6
	100.0	100.0	100.0	100.0	100.0	100.0
Type of position						
On-going/Permanent	78.5	76.8	77.1	87.6	84.2	85.7
Fixed-term/Contract (< 1 year)	12.7	13.8	13.6	6.7	9.9	8.5
Fixed-term/Contract (1–3 years)	4.7	5.6	5.4	3.5	3.9	3.8
Fixed-term/Contract (> 3 years)	1.4	1.6	1.5	0.6	0.8	0.7
Casual/Relief	2.7	2.2	2.3	1.5	1.2	1.3
	100.0	100.0	100.0	100.0	100.0	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 5.3 examines school leaders' employment position. Over 90% of primary leaders and 96% of secondary leaders are employed full time. A higher proportion of government primary leaders are employed full time (95%) than is the case in the Catholic (82%) and independent sectors (80%). Slightly fewer secondary leaders are employed full time in the independent sector.

Interestingly, lower proportions of leaders are employed on an on-going/permanent basis than are teachers. Around 65% of both primary and secondary leaders are employed on an on-going/permanent basis compared to 77% of primary teachers and 86% of secondary teachers (see Table 5.1). Less than half of Catholic primary leaders (48%) are employed on an ongoing or permanent basis compared to 68% in the government sector and 77% in the independent sector. At secondary level, about half of Catholic and independent sector leaders are employed on an ongoing or permanent basis, compared to 74% of teachers in the government sector. A greater proportion of teachers in remote areas, particularly at the primary level, are employed on an ongoing or permanent basis.

Table 5.3: Leaders' basis of current employment, by school sector, location, and SES

Basis of employment		Time fraction: full-time		Ongoing/permanent	
		Primary %	Secondary %	Primary %	Secondary %
School sector	Government	94.6	97.7	67.9	73.5
	Catholic	82.2	97.7	47.6	50.9
	Independent	80.4	91.3	76.5	51.7
School location	Metropolitan	90.1	97.3	63.1	65.0
	Provincial	90.7	94.5	69.0	63.5
	Remote	97.7	95.2	78.2	67.5
School SES	High	93.3	96.4	67.1	61.0
	Medium	86.0	96.0	65.0	64.5
	Low	92.3	97.3	63.1	68.5
Australia		**90.5**	**96.5**	**65.2**	**64.6**

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Virtually all Principals (96.3% primary and 99.5% secondary) are employed full-time, as shown in Table 5.4. However, at primary level a relatively high proportion of Deputies are employed part-time (15.9%) and this proportion has increased since SiAS 2007 (4%).

The proportion of secondary Principals employed on an on-going/permanent basis is particularly low (55.2%) and that proportion has fallen since SiAS 2007 (61%). About 25% of primary Principals and 36% of secondary Principals are employed on fixed-term contracts, and reasonably high numbers (8-9%) are employed in an acting capacity.

Table 5.4: Leaders' basis of current employment

Basis of employment	Primary			Secondary		
	Principal %	Deputy %	Total %	Principal %	Deputy %	Total %
Time fraction						
Full-time	96.3	84.1	90.5	99.5	94.5	96.5
Part-time	3.7	15.9	9.5	0.5	5.5	3.5
	100.0	100.0	100.0	100.0	100.0	100.0
Type of position						
On-going/Permanent	66.9	63.3	65.2	55.2	70.8	64.6
Acting, to fill temporary vacancy	8.0	14.2	10.9	8.6	6.8	7.5
Fixed-term/Contract (< 1 year)	1.5	0.4	1.0	0.6	1.1	0.9
Fixed-term/Contract (1–3 years)	2.8	11.0	6.7	9.8	5.2	7.0
Fixed-term/Contract (> 3 years)	20.9	9.8	15.6	25.9	16.2	20.0
Casual/Relief	0	1.3	0.6	0	0	0
	100.0	100.0	100.0	100.0	100.0	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

5.3 Leaders' role in the school

Table 5.5 indicates that of the primary school leaders as defined by the SiAS survey, 52% are Principals, as are 40% of the secondary school leaders. On average, the primary schools sampled in the survey had an estimated 2.3 leaders per school (i.e. 1 Principal and 1.3 Deputies), whereas the secondary schools were generally larger and had a bigger leadership team – an average of 3.1 leaders per secondary school (1 Principal and 2.1 Deputies).

Table 5.5 also indicates that there are gender differences in the extent to which males and females hold Principal and Deputy Principal positions. In both primary and secondary schools male leaders are more likely to be Principals than are female leaders, whereas females are more likely to be Deputies. Since the 2007 SiAS survey though these differences have reduced somewhat: the proportions of female leaders who hold Principal positions has increased.

Table 5.5: School leaders: proportions holding a Deputy Principal or Principal position

	Primary %			Secondary %		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**
Principal	57.0	48.3	52.0	45.1	31.8	39.8
Deputy Principal	43.0	51.7	48.0	54.9	68.2	60.2
	100.0	100.0	100.0	100.0	100.0	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Teachers were asked to indicate the role that best characterises their current position in the school. The findings are provided in Table 5.6, and show that the most common role for both primary and secondary teachers was 'mainly classroom teaching' (73% primary; 58% secondary). Around 10% of primary teachers classify their role as 'mainly providing specialist support to students', and 12% combine classroom teaching and management. The proportion of primary teachers reporting that their position is 'mainly classroom teaching' has increased slightly since SiAS 2007 but was unaltered at secondary level.

Table 5.6: Teachers: nature of current position in the school

	Primary %			Secondary %		
Nature of position	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
Mainly classroom teaching	72.2	72.9	72.7	56.5	59.5	58.2
Mainly managing an area or department	8.2	3.6	4.5	9.9	7.5	8.6
Mainly specialist support to students	7.4	11.1	10.4	3.5	6.0	4.9
Classroom teaching and management	12.2	12.5	12.4	30.1	27.0	28.3
	100.0	100.0	100.0	100.0	100.0	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

There are some gender differences evident in the type of role that characterises teachers' work, with higher proportions of male teachers reporting that their role involves management. However, these gender differences are not as marked as they were in the 2007 SiAS survey. Notable is the proportion of male and female teachers who are mainly involved in classroom teaching, which is about the same in 2010, whereas in 2007 a higher proportion of females than males were in that role.

5.4 Length of time at current school

Table 5.7 shows the average length of time teachers and leaders have spent at their current school. On average, primary teachers and leaders have been at their current school for around 7 years, and secondary teachers and leaders for around 8 years. Teachers in independent schools tend to have been at their school for slightly less time than in other sectors, while independent school leaders have been at their school for up to 2 years longer, on average.

Teachers and leaders at remote schools tend to have been at there school for less time, on average, than their counterparts in metropolitan and provincial areas. There are no differences by school SES. Teachers in the ACT and the Northern Territory have been at their schools for less time, on average, than is the case elsewhere.

Table 5.7: Average length of time at current school, by school sector, location, SES and state and territory

Average length of time at current school (years)		Teachers		Leaders	
		Primary	Secondary	Primary	Secondary
School sector	Government	7.5	8.7	6.9	7.9
	Catholic	7.2	8.4	7.4	7.7
	Independent	5.6	7.7	9.6	9.0
School location	Metropolitan	7.1	8.5	7.5	7.9
	Provincial	7.8	8.5	7.1	8.7
	Remote	6.0	7.4	5.9	6.2
School SES	High	7.0	8.6	7.3	7.5
	Medium	7.3	8.5	7.1	8.5
	Low	7.4	8.2	7.8	8.1
State/territory	NSW	6.6	8.9		
	VIC	8.3	9.1		
	QLD	7.3	7.7		
	WA	7.1	7.2		
	SA	7.4	8.3		
	TAS	6.6	8.1		
	NT	4.9	5.0		
	ACT	4.5	6.2		
Australia		**7.2**	**8.4**	**7.3**	**8.1**

Note: There are insufficient numbers in the Leader sample to provide estimates by state/territory. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 5.8 shows the proportion of teachers by the length of time at their current school. About one-third of teachers had been at their current school for two years or less (32% of primary teachers and 30% of secondary teachers), while about 22% of teachers had been at their current school for 6-10 years. On average, primary school teachers had been at their current school for 7 years, and secondary school teachers for 8 years. These figures are much the same as was found in 2007, except that fewer teachers had been at their school for less than a year compared to 2007 and a slightly higher percentage had been at their school for two years.

Table 5.8: Teachers' length of time in current school, in years

Years	Primary %	Secondary %
Less than 1 year	6.1	6.9
1 year	13.8	11.6
2 years	12.1	11.1
3 years	8.7	8.7
4 years	7.2	6.3
5 years	7.6	6.3
0-5 years	*55.5*	*50.9*
6-10 years	24.0	22.1
11-15 years	9.7	10.3
16-20 years	6.6	7.6
21-25 years	2.8	5.4
26-30 years	0.7	2.7
31-35 years	0.5	0.7
Over 35 years	0.1	0.2
	100.0	100.0
Average years	**7.2**	**8.4**

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 5.9 shows the proportions of Principals and Deputy Principals according to the length of time at their current school, and in their current position at the school. On average, primary Principals have been at their current school for 6.5 years, compared to 8.2 years for deputy principals on average. Secondary principals and deputy principals have been at their current school for slightly longer on average (6.8 years and 8.9 years, respectively). These figures are much the same as was the case in 2007. The data imply that fairly high numbers of Principals and Deputy Principals have been promoted from within the school.[17] Over 40% of school leaders have been in their current position at the school for less than 3 years.

Table 5.9: Leaders' length of time at current school and length of time in current position at the school

	Worked at current school				Worked in current position			
	Primary		Secondary		Primary		Secondary	
Years	Principal %	Deputy %	Principal %	Deputy %	Principal %	Deputy %	Principal %	Deputy %
None	0.2	0	0	0.6	0.4	0.1	0.1	0.6
1 year	17.0	8.2	7.9	8.4	22.7	27.9	17.8	21.5
2 years	12.7	10.6	10.7	8.9	15.1	14.8	18.0	14.6
3 years	15.0	6.9	11.8	8.3	14.7	11.4	14.6	18.0
4 years	7.3	11.6	15.8	9.1	8.6	9.5	14.3	9.9
5 years	7.7	7.0	7.5	8.4	6.9	5.4	6.6	9.7
0-5 years	*59.9*	*44.3*	*53.7*	*43.7*	*68.4*	*69.1*	*71.4*	*74.3*
6-10 years	19.3	29.6	28.6	26.4	17.3	20.4	23.4	18.4
11-15 years	9.1	13.9	9.5	10.0	7.6	7.6	4.2	3.3
16-20 years	8.4	3.3	3.0	10.4	6.7	1.6	0.7	2.4
21-25 years	3.0	5.9	4.3	5.4	0	1.4	0.3	0.3
26-30 years	0.1	1.7	0.9	2.1	0	0	0	1.2
31-35 years	0	0.5	0	1.3	0	0	0	0
Over 35 years	0	0.8	0	0.6	0	0	0	0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Average years	**6.5**	**8.2**	**6.8**	**8.9**	**5.2**	**4.7**	**4.5**	**4.5**

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

[17] Career paths in teaching are explored in more detail in Chapter 7.

5.5 Salary

Table 5.10 provides information on teachers' current salary. The most common salary ranges in 2007 were $60,001– $70,000 (35% primary, 36% secondary) followed by 24% of primary teachers and 21% of secondary teachers at the lower band ($50,001– $60,000). In 2010, the most common range is $71,000–$ 80,000 (32% primary, 30% secondary).

The two lower bands had the next highest percentages of primary teachers in 2010, (23% at $51,000–$60,000 and 21% at $61,000–$70,000), while the higher band ($81,000–$90,000) had the second highest percentage at secondary level (27%). More secondary teachers are being paid at higher salary levels than primary teachers, with 39% of secondary teachers and 22% of primary teachers earning above $80,000. In part this would be due to the fact that secondary teachers have been teaching longer on average than primary teachers (see Section 7.3 below) and therefore are more likely to be on a higher increment level. Primary teachers' average salary is $71,200 and secondary teachers' is $76,800.

Table 5.10: Teachers' current salary range

Current salary	Primary %	Secondary %
$40,000 or less	0.2	0.0
$41,000 - $50,000	2.5	1.1
$51,000 - $60,000	22.7	14.3
$61,000 - $70,000	20.6	15.5
$71,000 - $80,000	32.3	29.8
$81,000 - $90,000	18.3	27.1
$91,000 - $100,000	2.5	9.9
Over $101,000	0.8	2.4
	100.0	100.0
Average salary	$71,200	$76,800

Note: Gross salary; excluding employer superannuation contributions. If teachers worked part-time they were asked to express as full-time equivalent salary. Respondents include those teachers who hold senior positions in schools, other than Principals and Deputy Principals (who are included in the Leader sample). Therefore some respondents have responsibility and promotion supplements in their salaries on top of the classroom teacher salary scales. This table is not strictly comparable to the 2007 equivalent, as the questions from which the tables were derived requested the information differently. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 5.11 provides information on leaders' current salary. The most common salary range for primary Principals is $101,000–$110,000 (27%) and 73% earn in three salary bands from $91,000 to $120,000. The most common salary range for Deputies at primary level is $91,000–$100,000 (46%). For secondary Principals the most common salary range is higher at $121,000 to $140,000 (44%), and for Deputies it is $101,000-$110,000 (35%). Secondary leaders have a higher average salary ($103,900 for Deputy Principals and $132,500 for Principals) than at primary level ($94,650 and $108,600, respectively).

Table 5.11: Leaders' current salary range

	Principal		Deputy Principal	
	Primary	Secondary	Primary	Secondary
Current salary	%	%	%	%
$40,000 or less	0.0	0.5	0.0	0.0
$41,000 - $50,000	0.0	0.8	0.8	0.0
$51,000 - $60,000	0.0	0.0	0.0	0.2
$61,000 - $70,000	0.0	0.2	0.9	0.5
$71,000 - $80,000	1.5	0.5	4.9	3.6
$81,000 - $90,000	10.4	3.4	29.2	14.4
$91,000 - $100,000	21.9	5.4	45.7	24.5
$101,000 - $110,000	26.8	9.2	14.9	34.8
$111,000 - $120,000	24.2	13.6	2.2	15.9
$121,000 - $140,000	12.7	44.2	0.0	4.4
$141,000 - $160,000	1.5	14.5	0.4	0.8
$161,000 - $180,000	0.2	2.0	0.9	0.4
$181,000 - $200,000	0.4	2.1	0.0	0.5
Over $200,000	0.4	3.6	0.0	0.0
	100.0	100.0	100.0	100.0
Average salary	$108,600	$132,500	$94,650	$103,900

Note: See the note to Table 5.10.

There are more leaders in higher salary bands than teachers (see Table 5.10). More secondary leaders are being paid at higher salary levels than primary leaders, with 31.6% of secondary leaders earning at least $120,000 compared to 9.7% of primary leaders.

5.6 Workload

Information on teachers' and leaders' workloads is shown in Table 5.12. The data are only reported for full-time staff because the time fractions worked by part-time teachers vary so widely.

On average, full-time primary school teachers report that they spent 45.8 hours per week on all school-related activities, and secondary teachers an average of 46 hours per week. Full-time primary teachers report an average of 23.3 hours per week of face-to-face teaching, and secondary teachers 19.2 hours.

The same workload question was asked of teachers in SiAS 2007. The average total number of hours on all school-related activities seems to have fallen slightly (from 48 hours for primary teachers and 49 hours for secondary teachers) but the average number of hours of face-to-face teaching has altered little from 2007 (24 hours for primary teachers and 20 hours for secondary).

On average, full-time primary leaders reported spending an average of 55.7 hours per week on all school-related activities, and secondary leaders 58.9 hours. These average workloads were virtually the same as in SiAS 2007 (55 hours for primary leaders and 59 hours for secondary). Around half the school leaders report that they have regular face-to-face teaching each week, for an average of 6.1 hours in primary schools and 3.5 hours in secondary schools.

Table 5.12: Teachers and leaders: hours per week on all school-related activities, by full-time staff

In a typical week how many hours do you spend on all school-related activities?	Teachers		Leaders	
	Primary	Secondary	Primary	Secondary
Average total hours[1]				
2007	48	49	55	59
2010	45.8	46.0	55.7	58.9
Average hours on face-to-face teaching				
2007	24	20	7	4
2010	23.3	19.2	6.1	3.5

1. Respondents were asked to: *include work days, evenings and weekends. Activities may include teaching, preparation, supervision of students outside of school hours, mentoring of colleagues, meetings and professional learning.*
Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

5.7 Teaching areas, teaching experience and professional learning

Table 5.13 provides detailed information on primary teachers' teaching experience, current areas of teaching, and professional learning across various year levels and curriculum areas. Table 5.14 expresses these data in terms of the numbers of teachers involved by applying the proportions to the total primary teacher workforce.

Most primary teachers (77.9%) are currently engaged in general classroom teaching. The data indicate that a slightly lower proportion of primary teachers have more than 5 years teaching experience in General Classroom Teaching than are currently teaching in that aspect of primary schooling. Over half (54.4%) of primary teachers report that they have engaged in professional learning activities related to General Classroom Teaching in the past 12 months.

Participation in professional learning activities in General Classroom Teaching appears to have increased since the SiAS 2007 survey. At that time just on one-third of primary teachers reported that they had engaged in professional learning activities in General Classroom Teaching during the previous 12 months.

Table 5.13: Primary teachers, proportions by teaching experience, current teaching, and professional learning

Area of schooling	Currently teaching %	5 or more years teaching experience %	Professional learning activities in past 12 months %
Primary – General classroom teaching*	77.9	68.3	54.4
Primary – Specialist teaching			
English as a Second Language	3.3	1.6	3.3
Languages other than English	2.3	1.9	1.2
Library	4.5	2.5	2.1
Literacy	8.8	4.6	12.5
Music	4.2	2.4	2.2
Visual Arts	4.6	2.4	1.6
Numeracy	7.4	3.0	10.1
Science	5.3	2.3	3.6
Computing	6.1	2.8	6.3
Technology	4.9	1.7	4.7
Health and Physical education	7.0	3.6	3.2
Religious studies	2.3	1.3	2.1
Special needs	5.5	3.9	5.8
Other	2.8	1.6	3.1

Note: Some general classroom teachers could also be teaching in specialist areas and vice-versa. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 5.14: Estimated numbers of primary teachers currently teaching by area

Area of schooling	Currently teaching %	Estimated numbers of teachers currently teaching in the area
Primary – General classroom teaching*	77.9	96,300
Primary – Specialist teaching		
English as a Second Language	3.3	4,100
Languages other than English	2.3	2,800
Library	4.5	5,600
Literacy	8.8	10,900
Music	4.2	5,200
Visual Arts	4.6	5,700
Numeracy	7.4	9,100
Science	5.3	6,600
Computing	6.1	7,500
Technology	4.9	6,100
Health and Physical education	7.0	8,700
Religious studies	2.3	2,800
Special needs	5.5	6,800
Other	2.8	3,500

Note: Some general classroom teachers could also be teaching in specialist areas and vice-versa. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

The most common area of specialist teaching among primary teachers is Literacy, with 8.8% reporting that they are currently teaching in this field. It is also a high priority for professional learning, with 12.5% of primary teachers reporting that they have engaged in professional learning on Literacy in the past 12 months. On the other hand, only 4.6% of primary teachers report that that they have more than 5 years experience in teaching Literacy as a specialist area. Numeracy is the next most commonly taught specialist area, with 7.4% of primary teachers reporting that they currently have some specialist teaching in this field. Numeracy is another area of priority for professional learning, with 10.1% of primary teachers reporting that they have engaged in professional learning activities in Numeracy in the past 12 months. However, only 3% of primary teachers report that they have more than 5 years teaching experience in Numeracy as a specialist area. Health and Physical Education (7.0%) and Computing (6.1%) are other areas in which reasonably large numbers of primary teachers report that they currently have specialist teaching responsibilities.

Overall, the proportions of primary teachers who report that they are currently teaching in specialist areas are lower than in 2007 (e.g. in 2007 15% reported that they were currently teaching Literacy as a specialist area and 13% Numeracy as a specialist area). However, care is needed in interpreting such changes due to slight differences in the question wording between the two surveys.

Table 5.15: Secondary teachers, proportions by teaching experience, current teaching, and professional learning

Subject	Currently teaching: Years 7/8-10 %	Currently teaching: Years 11-12 %	Currently teaching: Years 7/8-12 %	5 or more years teaching experience %	Professional learning activities in past 12 months %
Language					
English	20.1	13.3	23.7	15.9	15.7
English as a Second Language	2.4	2.0	3.4	1.8	2.3
Languages other than English	5.0	3.0	5.5	4.2	3.6
Mathematics					
Mathematics	21.0	14.6	24.9	16.8	12.8
Statistics	3.3	3.3	4.6	3.3	1.8
Sciences					
Biology	4.8	5.8	8.3	5.6	3.1
Chemistry	4.6	4.7	7.5	5.2	2.5
Earth sciences	3.2	0.6	3.5	2.0	0.5
Environmental sciences	3.3	0.9	4.0	2.3	0.7
Physics	4.1	3.8	6.7	4.3	2.2
Psychology/Behavioural studies	1.0	1.5	2.3	1.3	1.2
Science – General	16.9	2.7	17.6	11.4	6.0
Total	*37.9*	*20.0*	*49.9*	*32.1*	*16.2*
Society and Environmental Studies					
Accounting	0.6	1.4	1.6	1.2	0.9
Business studies	2.0	3.7	4.8	2.8	2.2
Civics and Citizenship	4.3	0.7	4.7	2.4	1.2
Economics	2.2	1.5	3.5	1.9	1.1
Geography	11.4	2.7	12.1	7.0	3.5
History	13.9	5.6	15.4	9.3	5.2
Legal studies	1.3	2.7	3.6	2.0	1.3
Politics	1.3	0.5	1.6	0.7	0.6
Religious studies	5.3	3.0	6.6	3.6	3.3
Social studies	7.5	1.6	8.2	4.3	2.5
Total	*49.8*	*23.4*	*62.1*	*35.2*	*21.8*
The Creative and Performing Arts					
Visual Arts	4.8	3.4	5.5	3.5	3.4
Dance	1.4	0.7	1.5	0.7	0.8
Drama	3.4	2.0	3.9	2.0	1.8
Media studies	1.4	1.1	1.9	1.0	1.1
Music	3.7	2.6	3.9	2.7	2.4
Total	*14.7*	*9.8*	*16.7*	*9.9*	*9.5*
Technology					
Computing	6.3	3.5	7.8	4.6	4.6
Food technology	4.5	2.3	5.1	3.3	2.1
Graphic communication	3.6	2.3	4.3	3.2	2.0
Information technology	4.8	3.5	6.6	3.8	4.9
Textiles	3.3	1.2	3.5	2.4	1.3
Wood or Metal technology	5.4	4.3	6.2	4.5	2.7
Total	*27.9*	*17.1*	*33.5*	*21.8*	*17.6*
Health and Physical Education					
Health	8.4	3.8	9.2	5.3	4.3
Outdoor education	3.0	1.9	3.7	2.1	1.4
Physical education	10.2	5.5	11.4	6.9	5.3
Total	*21.6*	*11.2*	*24.3*	*14.3*	*11.0*
Library	2.2	1.8	2.4	1.8	1.7
Special Needs	4.5	2.4	4.8	2.7	3.4
Learning Support	4.1	2.0	4.5	2.2	3.1
Behaviour Management	3.6	1.8	3.9	2.1	4.1
Career Education	2.4	2.2	3.4	1.9	2.1
Vocational Education & Training	1.7	5.9	6.7	4.3	4.6
Other	4.3	3.9	6.0	3.4	3.6

Note: Teachers were asked to indicate all the schooling areas in which they have more than 5 years teaching experience, or are currently teaching or have undertaken professional learning activities in the past 12 months. Therefore the totals do not necessarily sum to 100%. The totals shown for broad curriculum areas (e.g. Sciences) involve some double-counting in that the one teacher could be teaching more than one subject in the area. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 5.15 provides detailed information on secondary teachers' teaching experience, current teaching areas and professional learning activities over the past 12 months. Table 5.16 expresses these data in terms of the numbers of teachers involved by applying the proportions to the total secondary teacher workforce.

A large range of different curriculum areas are evident in secondary teachers' work. The largest single areas in which secondary teachers are currently teaching are Mathematics (21% of secondary teachers report that they are teaching Mathematics in Years 7/8-10, and 14.6% in Years 11-12, a total of 24.9% in Years 7/8-12) and English (20.1% and 13.3%, respectively, and 23.7% in total). In most of the secondary curriculum areas in Table 5.11, the proportion of teachers with more than 5 years teaching experience is lower than the proportion currently teaching in the area concerned. This suggests that a number of the teachers are not very experienced in the areas they are teaching.

The final column of Table 5.15 also indicates that participation in professional learning activities over the past 12 months is closely related to the areas in which secondary teachers are currently teaching. For example, the areas in which secondary teachers most commonly report having participated in professional learning activities in the past 12 months are English (15.7% of all secondary teachers) and Mathematics (12.8%).

Compared to SiAS 2007 there seems to have been little change in the proportions of secondary teachers reporting participation in professional learning activities over the past 12 months. The main exception is English, where the proportion has increased from 13% to 16%.

Table 5.16: Estimated numbers of secondary teachers currently teaching by area

Subject	Current teaching years 7/8-10 %	Estimated numbers of teachers currently in the area	Current teaching years 11-12 %	Estimated numbers of teachers currently in the area	Current teaching years 7/8-12 %	Estimated numbers of teachers currently in the area
Language						
English	20.1	24,600	13.3	16,300	23.7	29,000
English as a Second Language	2.4	2,900	2.0	2,400	3.4	4,200
Languages other than English	5.0	6,100	3.0	3,700	5.5	6,700
Mathematics						
Mathematics	21.0	25,700	14.6	17,800	24.9	30,400
Statistics	3.3	4,000	3.3	4,000	4.6	5,600
Sciences						
Biology	4.8	5,900	5.8	7,100	8.3	10,100
Chemistry	4.6	5,600	4.7	5,700	7.5	9,200
Earth sciences	3.2	3,900	0.6	700	3.5	4,300
Environmental sciences	3.3	4,000	0.9	1,100	4.0	4,900
Physics	4.1	5,000	3.8	4,600	6.7	8,200
Psychology/Behav. studies	1.0	1,200	1.5	1,800	2.3	2,800
Science – General	16.9	20,700	2.7	3,300	17.6	21,500
Total	*37.9*	*46,300*	*20.0*	*24,500*	*49.9*	*61,000*
Society and Environmental Studies						
Accounting	0.6	700	1.4	1,700	1.6	2,000
Business studies	2.0	2,400	3.7	4,500	4.8	5,900
Civics and Citizenship	4.3	5,300	0.7	900	4.7	5,700
Economics	2.2	2,700	1.5	1,800	3.5	4,300
Geography	11.4	13,900	2.7	3,300	12.1	14,800
History	13.9	17,000	5.6	6,800	15.4	18,800
Legal studies	1.3	1,600	2.7	3,300	3.6	4,400
Politics	1.3	1,600	0.5	600	1.6	2,000
Religious studies	5.3	6,500	3.0	3,700	6.6	8,100
Social studies	7.5	9,200	1.6	2,000	8.2	10,000
Total	*49.8*	*60,900*	*23.4*	*29,100*	*62.1*	*75,900*
The Creative and Performing Arts						
Visual Arts	4.8	5,900	3.4	4,200	5.5	6,700
Dance	1.4	1,700	0.7	900	1.5	1,800
Drama	3.4	4,200	2.0	2,400	3.9	4,800
Media studies	1.4	1,700	1.1	1,300	1.9	2,300
Music	3.7	4,500	2.6	3,200	3.9	4,800
Total	*14.7*	*18,000*	*9.8*	*12,000*	*16.7*	*20,400*
Technology						
Computing	6.3	7,700	3.5	4,300	7.8	9,500
Food technology	4.5	5,500	2.3	2,800	5.1	6,200
Graphic communication	3.6	4,400	2.3	2,800	4.3	5,300
Information technology	4.8	5,900	3.5	4,300	6.6	8,100
Textiles	3.3	4,000	1.2	1,500	3.5	4,300
Wood or Metal technology	5.4	6,600	4.3	5,300	6.2	7,600
Total	*27.9*	*34,100*	*17.1*	*20,900*	*33.5*	*41,000*
Health and Physical Education						
Health	8.4	10,300	3.8	4,600	9.2	11,300
Outdoor education	3.0	3,700	1.9	2,300	3.7	4,500
Physical education	10.2	12,500	5.5	6,700	11.4	13,900
Total	*21.6*	*26,400*	*11.2*	*13,700*	*24.3*	*29,700*
Library	2.2	2,700	1.8	2,200	2.4	2,900
Special Needs	4.5	5,500	2.4	2,900	4.8	5,900
Learning Support	4.1	5,000	2.0	2,400	4.5	5,500
Behaviour Management	3.6	4,400	1.8	2,200	3.9	4,800
Career Education	2.4	2,900	2.2	2,700	3.4	4,200
Vocational Education & Training	1.7	2,100	5.9	7,200	6.7	8,200
Other	4.3	5,300	3.9	4,800	6.0	7,300

Note: The numbers of teachers per area were calculated by applying the proportions in Table 5.15 to the estimated size of the secondary teacher workforce (122,254). The totals shown for broad curriculum areas (e.g. Sciences) involve some double-counting in that the one teacher could be teaching more than one subject in the area. See the note to Table 5.15 about the likely precision of the estimates.

5.8 Teaching areas, qualifications and experience

This section examines in more detail selected curriculum areas and the qualifications and experience of the teachers currently teaching in those fields. Six areas have been selected for analysis, repeating the analysis carried out in the SiAS 2007 report,[18] and because of continuing concerns about the difficulties of filling vacancies in these areas and therefore needing to rely on teachers who are either not fully qualified or have extensive experience.

The areas selected for analysis are Special Needs and LOTE at primary school, and Chemistry, Information Technology (IT), Mathematics and Physics at secondary school. The analyses for IT and Mathematics are presented separately for years 7/8-10 and years 11-12 since these areas are generally taught throughout the secondary school years, whereas Chemistry and Physics are usually taught as separate subjects only in years 11-12.

The analyses are reported in Table 5.17. At primary school level, 47% of those teaching LOTE have completed at least a semester of tertiary education at third year or higher in the area, up from 39% who stated that third year or higher was the highest year level they had completed in 2007. The change in wording and the 2010 emphasis on having *completed* studies at that year level may account for some of the differences in results.

Just over half of those currently teaching LOTE have undertaken teaching methodology in LOTE (53%), also up from 37% in 2007. Over half (53%) have more than 5 years teaching experience in the area (a slight drop from 2007 levels) and 41.5% have undertaken professional learning in LOTE in the past 12 months, down from 55% in 2007.

There are also higher proportions of teachers currently teaching Special Needs who have 3 or more years of tertiary education in the area (44%) than was the case in 2007 (31%), and the number who had teaching methodology in the area (58%) had also risen (from 37% in 2007). Those with more than 5 years teaching experience remained much the same, while those who had undertaken professional learning in the area (55%) dropped somewhat from 2007 levels (66%).

Table 5.17 Teachers teaching in selected areas: qualifications, experience and professional learning activities

	Years of tertiary education in the area (%)				Methodology training in the area?	>5 years teaching experience in the area?	Professional learning in past 12 months in the area?
Area currently teaching	1	2	3+	Total with at least 1 year	Yes (%)	Yes (%)	Yes (%)
Primary							
LOTE	12.6	4.5	47.4	64.5	52.9	52.8	41.5
Special Needs	10.4	7.1	44.4	61.9	57.9	51.5	54.7
Secondary							
Chemistry 11-12	6.8	14.8	74.9	96.5	67.5	69.7	44.2
IT 7/8-10	10.5	8.5	33.8	52.8	42.5	46.1	47.3
IT 11-12	11.3	8.5	46.9	66.8	52.0	64.4	62.6
Maths 7/8-10	15.2	15.7	45.8	76.7	60.4	62.8	49.4
Maths 11-12	9.1	16.6	64.1	89.7	76.3	78.3	59.7
Physics 11-12	19.9	16.8	54.1	90.9	56.9	66.5	43.5

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

[18] See Box 6.1 and Table 6.14 in McKenzie et al., (2007), pp. 50-51.

At secondary school level, a higher proportion of teachers teaching IT have at least one semester at third year or higher of tertiary education in the area (34% of years 7/8-10 and 47% of years 11-12) than completed three or more years in 2007 (24% and 40%, respectively). Fewer teachers of Mathematics at years 7/8-10 had completed studies at third year or higher (46%) than was the case in 2007 (53%).

There remain fewer IT teachers at years 7/8-10 with more than 5 years experience (46%) than in 2007 (52%), at years 11-12 and in the other areas analysed. In comparison with 2007, there are also fewer teachers of Physics and Mathematics with tertiary studies at third year or higher, and in both Physics and Mathematics at years 7/8-10, slightly fewer teachers with more than 5 years experience in the field.

6. PROFESSIONAL LEARNING ACTIVITIES

6.1 Introduction

This chapter reports the results from Section D of the Teacher questionnaire: *Professional learning activities*, and Section D of the Leader questionnaire: *Professional learning and preparation for the leadership role*. The questions were similar to those posed in 2007 examining the extent of participation in professional learning activities over the past 12 months, perceived benefits, and areas of need for future professional learning. A new question in 2010 also canvassed the content of professional development undertaken and whether it was an organised activity or part of a tertiary qualification.

Leaders were asked specific questions about how well prepared they felt they were for the school leadership role. These questions were the same as those asked in the 2007 questionnaire.

6.2 Extent of participation in professional learning

Teachers and leaders were asked how many days that they had spent in professional learning activities in the past 12 months. The results are recorded in Table 6.1. On average, teachers reported that they spent 8-9 days in professional learning and leaders spent an average of 13-15 days. The average days for primary (9 days) and secondary (8 days) teachers were slightly lower than in 2007 (10 days for primary and 9 days for secondary). The average days for leaders (15 days in primary, 13 days in secondary) were slightly higher than in 2007 (13 days in primary, 12 days in secondary).

Table 6.1: Teachers and leaders, number of days engaged in professional learning activities over the past 12 months

		Teachers		Leaders	
		Primary	Secondary	Primary	Secondary
	Days	**%**	**%**	**%**	**%**
Number of days Professional Learning Activities	Less than 1	5.6	7.9	0.4	0.1
	1	2.4	3.1	0.5	0.5
	2	5.3	8.6	1.1	0.8
	3	6.9	9.9	1.1	2.6
	4	8.6	10.7	2.5	4.4
	5	13.1	14.0	5.8	9.6
	0 to 5	*41.9*	*54.2*	*11.4*	*18.0*
	6 to 10	37.3	31.2	34.5	38.8
	11 to 15	9.9	7.0	25.7	23.1
	16 to 20	4.8	3.5	13.5	11.8
	21 to 25	1.4	0.8	5.2	2.0
	26 to 30	2.3	1.3	5.1	4.2
	More than 30	2.4	1.9	4.7	2.1
		100.0	100.0	100.0	100.0
	Average days	**9.0**	**7.6**	**15.0**	**12.6**

Note: Professional learning activities were defined as structured learning activities intended to develop the respondent's knowledge and skills as a teacher and leader. They include formal activities (e.g. conferences, workshops and courses of study) as well as informal activities (e.g. ongoing involvement in collegial teams, networks and mentoring). The definition included activities provided out-of-school and at school. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

The responses from those in primary and secondary schools were quite similar. Around 20% of primary and 30% of secondary teachers spent 3 days or less on professional learning activities in the past 12 months, and only around 2% reported that they spent more than 30 days. The responses were largely bunched in the range 5-15 days.

Questions about participation in professional development were also asked in the OECD's Teaching and Learning International Survey (TALIS) survey of lower secondary teachers; the Australian data were collected in late 2007. Although the definition of professional development used in TALIS was perhaps a little narrower than definition of professional learning used in SiAS, and the TALIS reference period was the previous 18 months rather than 12 months, the results were quite similar. In TALIS 97% of Australian teachers had undertaken some PD in the previous 18 months (OECD, 2009), which was higher than the OECD country average of 87%. On the other hand, on average Australian teachers had only undertaken an average of 9 days PD in the previous 18 months, which was well below the OECD country average of 16 days. Australia was in the lowest quartile of participating countries on the latter measure.

6.3 Content and type of professional development activities

Table 6.2 records data on a new question in the 2010 survey concerned with the content and type of professional learning (PL) activities. Respondents were asked whether they had participated in learning activities concerned with 18 different aspects of teaching and whether the activities had been as part of a tertiary qualification or whether through organised PL. In all 18 aspects substantially more teachers had participated via organised activities rather than a professional qualification.

Table 6.2: Teachers' professional development activities undertaken in the last 12 months

Professional development activities	Yes, organised professional activities (%)		Yes, as part of a tertiary qualification (%)	
	Primary	Secondary	Primary	Secondary
Knowledge of content or subject matter I am expected to teach	74.7	63.4	11.8	9.8
Updating my knowledge to reflect curriculum change	69.3	60.4	6.0	5.5
Effective methods for engaging students in the subject matter	63.2	57.1	8.4	6.5
Developing learning activities relevant to my students	62.4	51.9	8.3	6.2
Methods for assessing student learning and development	54.8	40.3	7.7	6.2
Knowledge about how my students learn	50.0	42.0	8.7	6.2
Planning worthwhile learning goals for my students	48.4	33.4	6.9	5.4
Building a collaborative professional work culture with colleagues	38.1	30.8	4.9	4.1
Managing student behaviour	37.7	33.7	7.8	5.6
Analysing and reflecting on feedback about my teaching	34.9	27.1	7.4	5.4
Reporting to parents/guardians	29.4	19.4	4.2	3.1
Broadening the range of areas I am able to teach	26.3	17.9	6.9	4.9
Meeting performance management requirements	24.4	18.7	3.7	2.8
Providing educational leadership to colleagues	23.4	23.0	4.5	3.4
Knowledge of the cultural heritage of my students	18.0	12.9	3.8	3.0
Communicating with parents/guardians	14.3	13.3	4.1	3.1
Preparation for school leadership	13.6	14.4	3.4	2.9
Teaching Aboriginal and Torres Strait Islander children	12.5	8.3	4.4	2.4
Other	5.3	6.7	0.5	0.6

Note: Respondents could indicate more than one area. Each figure is a stand-alone percentage of all survey respondents, including those who indicated they had not done any professional development over the last 12 months. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Around three-quarters of primary teachers (74.7%) had engaged in organised PL activities focused on 'knowledge of content or subject matter I am expected to teach'. There were five other content areas in which at least half the primary teachers reported participation in organised PL in the last 12 months:

- 'Updating my knowledge to reflect curriculum change' (69.3%)
- 'Effective methods for engaging students in the subject matter' (63.2%)
- 'Developing learning activities relevant to my students' (62.4%)
- 'Methods for assessing student learning and development' (54.8%)
- 'Knowledge about how my students learn' (50.0%)

Relatively small numbers of primary teachers reported participating in PL activities concerned with

- 'Teaching Aboriginal and Torres Strait Islander children' (12.5%)
- 'Preparation for school leadership' (13.6%)
- 'Communicating with parents/guardians' (14.3%)

Overall, although the pattern of secondary teacher participation in PL is similar to that of primary teachers, the proportion of secondary teachers taking part is generally slightly lower, both in terms of organised PL activities and as part of a tertiary qualification.

6.4 Perceived benefits of professional learning

Table 6.3 records teachers' perceptions of the benefits of the PL activities they have engaged in over the past 12 months. A substantial majority of primary teachers reported that the professional learning activities that they engaged in over the past 12 months had been beneficial in improving their skills and knowledge. In each of the six aspects examined, between 63% ('capacity to provide effective feedback to students') and 85% ('capacity to meet the learning needs of students') of primary teachers indicated that the PL had increased their skills and capacity to a major or moderate extent. In the main, these assessments were slightly more positive than those recorded in the 2007 survey.

While the majority of secondary teachers were also positive in their assessment of the benefits of PL, they were generally less positive than were primary teachers. The proportion of secondary teachers providing positive assessments of the benefits of PL in 2007 and 2010 was about the same.

Table 6.3: Teachers' perceived benefits of professional learning activities

	Primary		Secondary	
Extent to which professional learning activities have increased:	**Major/ moderate extent %**	**Not at all %**	**Major/ moderate extent %**	**Not at all %**
Effectiveness in promoting student learning	83.0	2.4	68.4	6.5
Capacity to meet learning needs of students	84.0	2.5	70.3	5.9
Capacity to provide effective feedback to students	64.0	8.1	54.3	14.4
Access to useful teaching materials and resources	75.6	4.4	68.7	8.3
Capacity to engage students in worthwhile learning activities	83.5	2.4	70.3	6.4
Capacity to perform your role at the school	77.1	4.2	67.4	7.9

Note: For full response details see Appendix 5, tables A5.1 (primary) and A5.2 (secondary). The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

6.5 Perceived needs for professional learning

Table 6.4 reports on the areas in which teachers feel that they need more professional development. Among primary teachers the most commonly expressed need was for PL in 'methods for assessing student learning and development' (44.6%). Other areas of relatively high need among primary teachers were 'effective methods for engaging students in the subject matter' (38.2%) and 'developing learning activities relevant to my students' (35.0%).

In most areas there were slightly fewer secondary teachers than primary teachers who expressed a need for PL, although the proportions are still quite substantial. The two areas of greatest need among secondary teachers are similar to those for primary teachers: 'effective methods for engaging students in the subject matter' (44.9%); and 'developing activities relevant to my students' (41.5%).

Table 6.4: Teachers' perceived needs for more professional learning

In which areas do you feel you need more opportunities for professional learning:	Primary %	Secondary %
Methods for assessing student learning and development	44.6	31.7
Effective methods for engaging students in the subject matter	38.2	44.9
Developing learning activities relevant to my students	35.0	41.5
Knowledge of content or subject matter I am expected to teach	34.6	32.8
Managing student behaviour	32.8	29.9
Planning worthwhile learning goals for my students	28.6	27.2
Knowledge about how my students learn	27.6	29.0
Broadening the range of areas I am able to teach	26.8	25.5
Preparation for school leadership	23.5	24.9
Analysing and reflecting on feedback about my teaching	21.7	21.0
Providing educational leadership to colleagues	20.3	22.4
Knowledge of the cultural heritage of my students	19.4	16.2
Building a collaborative professional work culture with colleagues	17.3	22.6
Meeting performance management requirements	16.8	16.8
Reporting to parents/guardians	16.3	12.0
Communicating with parents/guardians	14.9	14.0
Teaching Aboriginal and Torres Strait Islander children	14.8	14.0
Other	2.4	2.6

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

The TALIS survey indicated that Australian teachers at lower secondary level were most likely to indicate a 'high level of need' for PD in the areas of ICT teaching skills (18%) and teaching special learning needs students (15%). On most of the areas of need for PD surveyed in TALIS, Australian teachers generally reported lower levels of need than the OECD country average and a lower overall index of development need (OECD, 2009).

6.6 Preparation of school leaders

As shown in Table 6.5, 10% of primary leaders and 11% of secondary leaders report that they did not undertake any preparatory training for the leadership role. This is a lower percentage than was the case in 2007. The most common form of leadership preparation was a leadership development program organised by their employer, which over 80% of participants at both primary and secondary level found helpful or very helpful.

In comparison with 2007 it would appear that most principals have participated in at least one of the activities noted in Table 6.5 but fewer have participated in several such activities (the numbers participating in each activity have dropped between 4-16%). Satisfaction levels have increased for most activities in that the majority are considered to be helpful or very helpful by more than three-quarters of participants.

Table 6.5: Professional learning for the leadership role (% participation and rating)

	Primary		Secondary	
Which of the following did you undertake to prepare or help you early in your career as a school leader, and how helpful was it?	**Under-taken %**	**Very helpful/ helpful %**	**Under-taken %**	**Very helpful/ helpful %**
Leadership development program organised by your employer	55.1	84.2	55.0	81.3
Leadership orientation program with colleagues at your school	43.1	78.2	42.8	66.4
Regional/District program with other new leaders	37.2	84.6	37.2	83.4
Structured mentoring by an experienced colleague	32.6	86.7	39.9	84.6
Post-graduate study in education	28.5	78.7	36.2	87.8
Leadership program organised by a professional association	23.0	76.5	29.2	75.4
Other assistance	10.3	85.5	9.0	82.9
I have not undertaken any preparatory training	10.3		11.2	

Note: For full response details see Appendix 5, tables A5.3 (primary) and A5.4 (secondary). The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 6.6 indicates that around 45% of leaders hold some form of formal leadership accreditation or qualification. As was also the case in 2007, the most commonly held such accreditation or qualifications are those issued by a university (24% of secondary leaders and 19% of primary leaders) or by their employing authority (15% of primary leaders and 12% of secondary leaders). Around 7% of leaders report that they hold leadership accreditation or a qualification issued by a professional association.

Table 6.6: Leaders: qualifications for the leadership role

		Primary leaders %	**Secondary leaders %**
Do you have a formal leadership accreditation or qualification?	Yes, issued by employer	15.1	12.0
	Yes, issued by professional association	6.5	7.1
	Yes, issued by university	18.6	23.6
	Yes, another form of qualification	2.4	2.5
	Has at least one of these qualifications	43.1	45.6
	No, does not have one of these qualifications	56.9	54.4

Note: Leaders could indicate that they hold more than one form of leadership accreditation or qualification, and therefore the responses do not add to 100%. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Despite the generally high levels of participation in leadership development programs, and that they are increasingly seen as helpful, the majority of leaders did not feel well prepared for their first leadership post (Table 6.7). Among primary leaders, 61% reported that they felt only somewhat prepared or poorly prepared (slightly more than in 2007), as did 54% of secondary leaders (about the same as in 2007).

Table 6.7: Leaders' perceptions of preparation for first leadership post

		Primary leaders %	Secondary leaders %
Overall, how well prepared did you feel for your first post in a school leadership role?	Very well prepared	7.6	6.3
	Well prepared	31.5	39.5
		39.1	*45.8*
	Somewhat prepared	47.6	45.9
	Poorly prepared	13.3	8.3
		100.0	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

In terms of how well prepared primary and secondary leaders currently feel about different aspects of their job, Table 6.8 shows that the majority are feeling well or very well prepared about most aspects canvassed in the 2010 survey. A new aspect introduced for 2010, 'managing external communications' was felt to be the area in which leaders are most poorly prepared (18-19%), and where only about one-third (36-39%) felt they were well or very well prepared. As in 2007, the greatest needs other than external communications were still 'Managing school budgets and finances' (48-57% felt well or very well prepared), and 'Stress management' (55-58%).

In general, Primary and Secondary leaders expressed similar proportions of preparation. The one exception is 'Managing physical resources', for which fewer secondary leaders (66.9%) felt prepared in comparison with primary leaders (78.2%). Overall, the findings reported in Table 6.8 suggest that there is a great diversity in school leaders' professional learning needs, and that a tailored approach is needed, as was noted in the 2007 report.

Table 6.8: Leaders' perceptions of their preparation for different aspects of the school leadership role

	Primary		Secondary	
How well prepared do you currently feel in the following aspects of the school leadership role?	**Very/well prepared %**	**Poorly prepared %**	**Very/well prepared %**	**Poorly prepared %**
Relationships with families and the school community	92.7	0	91.5	0.1
Student welfare and pastoral care	92.2	0.4	92.7	0.3
School curriculum and assessment	87.4	0.3	85.4	0.6
Managing human resources	80.6	0.3	79.5	1.1
School goal-setting and development	82.2	1.2	82.8	2.1
Managing physical resources	78.2	2.0	66.9	4.8
Assessing teacher performance	77.4	2.2	75.4	1.8
Conflict resolution	76.0	1.8	76.0	1.7
Change management	76.0	2.0	75.3	1.3
Time management	73.9	2.0	73.2	3.3
School accountability requirements	68.6	3.3	66.6	5.2
Stress management	57.5	9.7	54.7	7.8
Managing school budgets and finances	57.3	9.7	48.3	15.4
Managing external communications (e.g. media)	36.1	18.2	39.4	19.1

Note: For full response details see Appendix 5, tables A5.5 (primary) and A5.6 (secondary). The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

7. CAREER PATHS IN TEACHING

7.1 Introduction

This chapter reports the results of Section E of the Teacher questionnaire: *Your career in teaching*, and Section E of the Leader questionnaire: *Your career in schools*. Most of the questions are the same for both groups, with additional questions focusing on school leaders' movement into leadership positions. The issues addressed include the age at which people started teaching, the number of different schools worked in, movement between states and territories and school sectors, and reasons behind the decision to join their current school.

7.2 Age commenced teaching

Table 7.1 records the age at which teachers and leaders reported that they had started teaching. The majority started teaching in the age band 21-25 years: 56% of primary teachers and 63% of secondary teachers. School leaders at secondary level commenced their careers in slightly greater numbers when they were in the 21-25 age range (77% of secondary leaders).

Overall, among the current teacher and school leader workforce groups, people started their teaching career quite young, with the average starting age of between 23 (leaders) and 26 years (secondary teachers). Around 9-10% of teachers and 4% of leaders commenced teaching after the age of 35 years, a slight rise for teachers from the 2007 proportions.

Table 7.1: Proportions of teachers and leaders by age commenced teaching

		Teachers		Leaders	
		Primary %	Secondary %	Primary %	Secondary %
Age commenced teaching	18 to 20	20.4	8.4	31.8	12.5
	21 to 25	55.8	63.3	54.5	76.9
	26 to 30	8.6	12.0	5.9	6.0
	31 to 35	6.2	6.1	3.6	1.2
	36 to 40	5.1	4.8	3.1	2.6
	41 to 45	2.8	3.5	0.9	0.8
	46 to 50	0.8	1.4	0	0
	Over 50	0.2	0.5	0.1	0.1
		100.0	100.0	100.0	100.0
	Average age	**24.9**	**25.8**	**23.1**	**23.3**

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

7.3 Length of teaching experience

Table 7.2 reports the total number of years that current teachers and school leaders had been teaching (including working in a leadership position for the latter group), graphically represented in Figure 7.1. On average, primary teachers had been teaching for 15.9 years and secondary teachers for 17.6 years. The survey indicated that about 3% of teachers were in their first year of teaching, about half the percentages beginning in the profession in 2007 (6% of primary and 8% of secondary).

Around 42% of primary teachers and 35% of secondary teachers had been teaching for 10 years or less. This is higher than was the case in 2007. Around 13% of primary teachers and 16% of secondary teachers had been teaching for more than 30 years.

On average, leaders had been teaching for considerably longer than teachers, at 26-28 years. Only about 7% of primary leaders and 4% of secondary leaders had been teaching for 10 years or less. The majority of primary leaders (54%) had been teaching for over 25 years, as had 65% of secondary leaders.

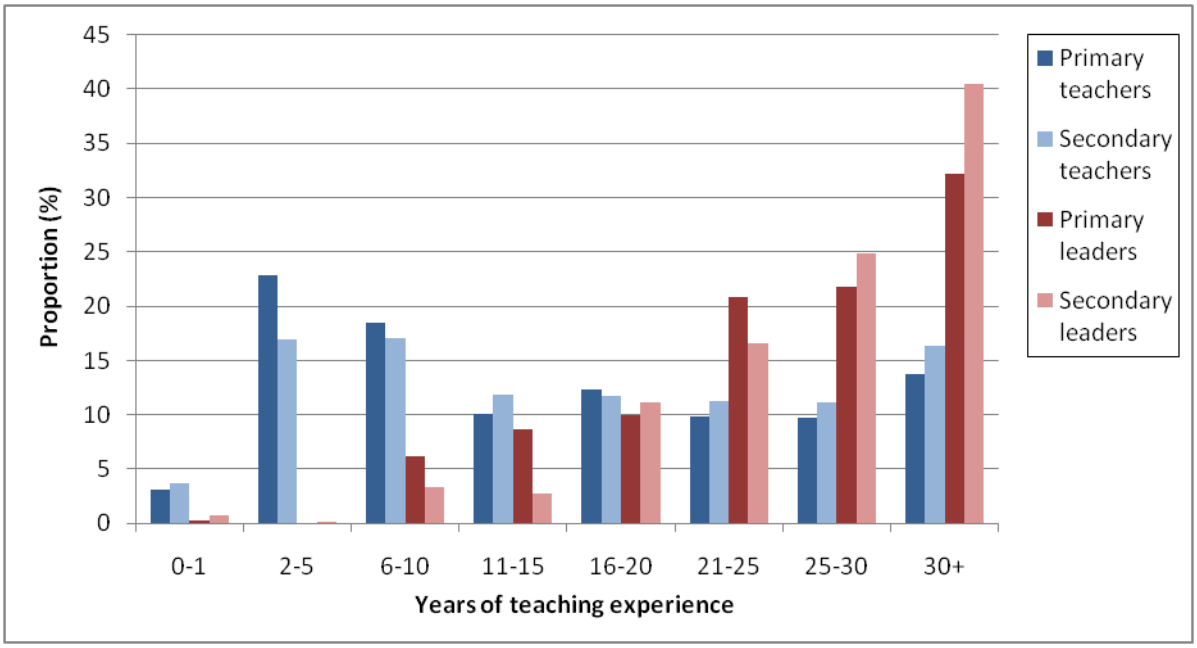

Figure 7.1: Proportions of teachers and leaders by years of teaching experience

Table 7.2: Proportions of teachers and leaders by years of teaching experience

		Teachers		Leaders	
		Primary %	Secondary %	Primary %	Secondary %
Years of teaching experience	0 to 1 year	2.7	3.0	.3	.8
	2 to 5 years	20.4	15.2	.0	.1
	6 to 10 years	18.4	16.3	6.2	3.4
	11 to 15 years	11.3	12.4	8.7	2.7
	16 to 20 years	13.2	12.6	10.0	11.1
	21 to 25 years	11.1	12.0	20.8	16.6
	25 to 30 years	9.7	12.0	21.8	24.8
	Over 30 years	13.3	16.3	32.2	40.5
		100.0	100.0	100.0	100.0
Average years		**15.9**	**17.6**	**26.1**	**27.7**

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

The average years of teaching experience for primary teachers (15.9 years) is slightly lower than was the case in 2007 (17 years), while for secondary teachers it is slightly higher (17.6 years compared to 17 years in 2007). The average years of teaching experience for leaders has increased from the 2007 level of 25 years at both levels, to 26.1 years for primary and 27.7 years for secondary leaders. Table 7.3 examines the differences in teachers' and leaders' average length of teaching experience by school location, school sector, SES and by state and territory.[19]

[19] Average years of teaching experience discussed here can also be compared to proportions of early career teachers, discussed in Chapter 8.

On average, teachers working in remote schools have about 2 years less teaching experience than teachers in metropolitan and provincial schools (in comparison to 5-6 years less teaching experience in 2007). Secondary teachers' length of experience in government, Catholic and independent schools is about the same as was the case in 2007 for secondary teachers (17 years), while at primary level, average years of teaching experience has dropped slightly, reflecting the overall decrease noted above. As noted in 2007, independent primary school teachers have slightly less experience on average than primary teachers in the other sectors.

Primary teachers in the ACT and the NT have about 2-3 years less experience than the Australian average, while teachers in SA have about 4 years more experience than the average, averaging 7 years more experience than teachers in the ACT and the NT. South Australian secondary teachers also have the most teaching experience on average (nearly 20 years) while the NT has the lowest (about 14 years).

Table 7.3: Teachers' and leaders' average length of teaching experience by school sector, location, SES and state and territory

		Teachers		Leaders	
		Primary (Years)	**Secondary (Years)**	**Primary (Years)**	**Secondary (Years)**
School sector	Government	16.2	17.7	25.9	27.1
	Catholic	15.9	17.6	28.3	30.5
	Independent	14.4	17.6	21.9	25.0
School location	Metropolitan	15.7	17.7	26.1	28.2
	Provincial	16.8	17.6	25.5	26.5
	Remote	14.0	15.4	29.3	25.9
School SES	High	16.0	18.4	28.0	28.8
	Medium	16.6	17.6	24.4	27.5
	Low	15.2	16.6	26.0	26.5
State/territory	NSW	14.5	18.4		
	VIC	15.7	17.4		
	QLD	16.6	16.5		
	WA	16.5	16.8		
	SA	20.2	20.0		
	TAS	18.0	17.6		
	NT	13.7	14.3		
	ACT	13.1	16.0		
Australia		**15.9**	**17.6**	**26.1**	**27.7**

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

New to the 2010 survey, leaders were also asked to indicate the length of time they had spent as a classroom teacher and in the Principal and Deputy Principal roles. The results provided in Table 7.4 show that, on average, Principals have had 15-16 years of experience as a classroom teacher before assuming a leadership role, and Deputies have had 17-19 years of classroom experience. Principals averaged 5-6 years of experience as a Deputy, and Deputies had been in their role for about 6 years. Deputy Principals in both primary and secondary schools indicated some experience in the role of Principal, which may refer to time spent in a temporary position such as Acting Principal.

Table 7.4: Leaders' time spent as a teacher and leader in schools

		Primary		Secondary	
		Principal (Years)	Deputy (Years)	Principal (Years)	Deputy (Years)
Leaders' average employment experience	Classroom teacher	14.6	17.0	15.9	18.8
	Deputy Principal	4.8	6.2	6.3	5.5
	Principal	9.5	2.5	7.1	1.2

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

There was little difference in the extent of employment experience by gender, with the exception of male primary leaders who had, on average, 2-4 years less classroom experience than their female counterparts at primary level and all leaders at secondary level. Male primary principals also averaged 6 years more experience in the principal role than other principals.

7.4 Time in schools

7.4.1 *Respondents at first school*

Teachers and leaders were asked whether their current school was the first school they had worked in. Table 7.5 reports the results. Among primary and secondary teachers about 21% reported that they were currently teaching in their first school. For primary teachers, this is a slightly higher figure than in 2007. Not surprisingly, much lower proportions of school leaders (4-6%) were currently in the school where they first started teaching (lower also than was the case in 2007 at 7% in both primary and secondary).

Table 7.5: Proportions of teachers and leaders currently teaching in their first school

		Teachers		Leaders	
		Primary %	Secondary %	Primary %	Secondary %
Is this the respondents' first school?	Yes	21.5	21.2	3.7	5.5
	No	78.5	78.8	96.3	94.5
		100.0	100.0	100.0	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

7.4.2 *Length of time at first school*

The teachers who were not currently working at their first school were asked how long they had taught at their first school (Table 7.6). As noted in the 2007 survey, the typical experience seems to have involved teachers spending only a short time at their first school. Among primary teachers 40% spent less than two years at their first school (42% in 2007), as did 36% of secondary teachers (40% in 2007). On average, teachers who have worked in more than one school spent about 3 years at their first school. Only around 5% of teachers who had moved schools had spent more than 10 years at their first school.

Table 7.6: Proportions of teachers who had worked in more than one school by number of years taught in first school

		Primary %	Secondary %
Time spent in first school	Less than 1 year	12.3	14.0
	1 year	27.6	22.2
	2 years	19.2	17.8
	3 years	13.0	13.3
	4-5 years	13.8	14.3
	6-10 years	11.1	13.1
	Over 10 years	3.1	5.3
		100.0	100.0
	Average years	2.9	3.5

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

7.4.3 *Sector and location of first school*

Another perspective on teacher mobility was provided by questions that asked whether teachers' current school was in the same school sector and state and territory as their first school, and whether it was located in a capital city. The results are recorded in Table 7.7.

Movement between sectors appears to have slowed somewhat in comparison with 2007, with 81% of primary teachers and 67% of secondary teachers currently working in the same sector as their first school (71% of primary and 60% of secondary in 2007). The move away from government schools is noticeably lower (13% in primary, 22% in secondary) than was the case in 2007 (20% in primary, 28% in secondary).

Table 7.7 also shows that about 80% of teachers who had moved schools were currently teaching in the same state or territory as their first school. Around 10% of teachers had changed state or territory, as was the case in 2007. There are slightly more teachers whose first school was in another country teaching at secondary (10%) than at primary (6%), figures again much the same as 2007.

Compared to 2007, a higher percentage of primary teachers who have worked in more than one school began teaching in a school outside a capital city (61% in 2010, 55% in 2007).

Table 7.7: Proportions of teachers who had worked in more than one school by the sector and location of their current and first schools

		Primary %	Secondary %
School sector	Yes, the same sector	80.6	67.4
	No, a Government school	13.1	21.5
	No, a Catholic school	3.9	6.2
	No, an Independent school	2.4	4.9
		100.0	100.0
State/territory	Yes, the same state/territory	84.2	79.0
	No, another state/territory	9.8	11.1
	No, another country	6.0	9.9
		100.0	100.0
Capital city	Yes	38.8	46.0
	No	61.2	54.0
		100.0	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

7.4.4 *Number of schools worked in*

Table 7.8 records the average number of different schools worked in by those who had taught at more than one school. Similarly to 2007, primary and secondary teachers had on average worked in five schools, and school leaders tended to have worked in slightly more schools, on average.

Table 7.8: Average number of schools worked in by teachers who had worked in more than one school

	Teachers		Leaders	
	Primary	**Secondary**	**Primary**	**Secondary**
Average number of schools	5.0	4.7	5.8	5.1

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

7.4.5 *Reasons for joining current school*

Figure 7.2 indicates the most important factors for joining their current school for teachers who have worked in more than one school, by primary and secondary levels, and gender. The figure indicates percentages of those teachers who indicated the factor was very important or important.

Table 7.9 provides question responses for primary and secondary teachers.

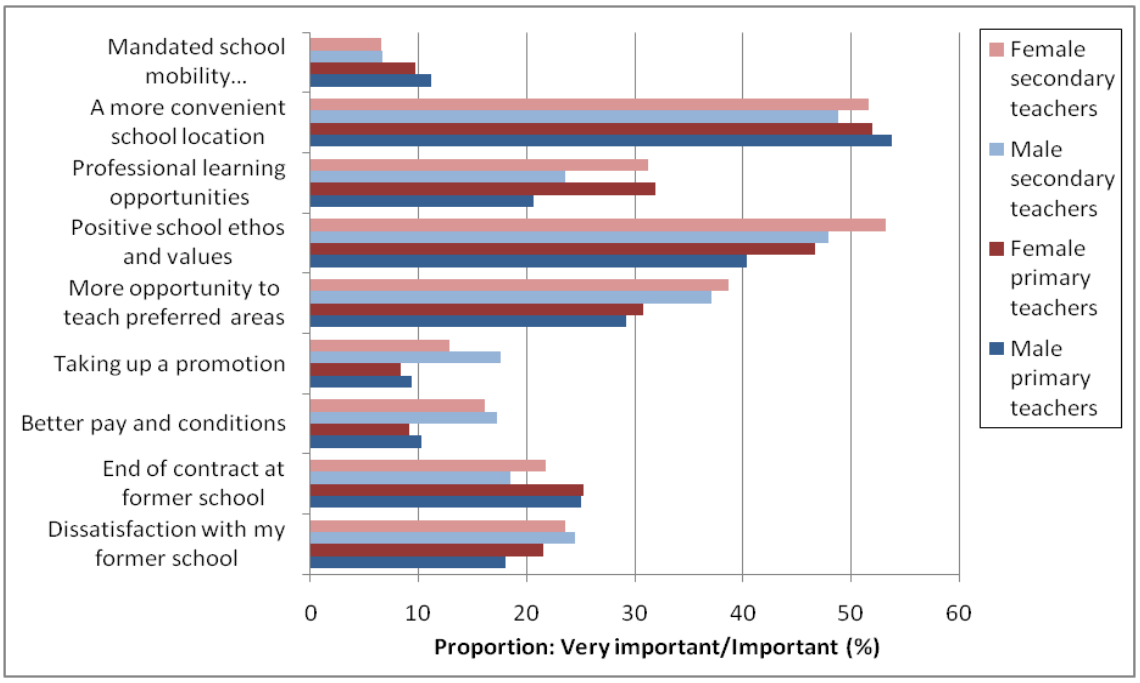

Figure 7.2: Primary and Secondary teachers: factors in decision to join current school, among teachers who have worked in more than one school

The most important factors for primary teachers who have worked in more than one school joining their current school are identical to those canvassed in the 2007 survey. As was the case in 2007, 'a more convenient school location' was the highest rated factor, followed by 'positive school ethos and values'. 'More opportunity to teach in my preferred areas' and 'Professional learning opportunities' were rated about the same (30% said this was very important or important) with the former slightly more highly rated than in 2007. Extrinsic factors such as 'better pay and conditions' (9%) or 'taking up a promotion' (9%) were rated as very important or important by relatively few of those who had changed schools, although slightly more than was the case in 2007 (7% response to both questions).

Table 7.9: Factors in decision to join current school, among teachers who have worked in more than one school

	Primary		Secondary	
Factors in decision to join current school:	**Very important/ important %**	**Not a factor %**	**Very important/ important %**	**Not a factor %**
A more convenient school location	52.3	37.3	50.4	40.1
Positive school ethos and values	45.4	44.7	50.9	38.3
More opportunity to teach in my preferred areas	30.5	63.4	37.9	54.6
Professional learning opportunities	29.8	57.3	27.9	57.9
End of my contract at the former school	25.1	69.8	20.3	75.3
Dissatisfaction with my former school	20.8	68.5	23.9	63.1
Mandated school mobility requirements	10.1	85.7	6.6	89.9
Better pay and conditions	9.3	85.5	16.7	75.8
Taking up a promotion	8.7	88.6	15.0	80.7
Other factors*	36.9	61.7	35.6	62.9

Note: The large majority of teachers (91%) did tick 'other' but of those only a little over a third rated the other factor(s) as very important/important. For full response details see Appendix 5, tables A5.7 (primary) and A5.8 (secondary). The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

The pattern for secondary teachers is similar to that for primary teachers. Secondary teachers who have worked in more than one school rated the most important reasons for joining their current school as 'positive school ethos and values' (50.9% indicated this as a very important or important factor, compared to 43% in 2007, when it was rated second most important factor overall), 'a more convenient school location', (50.4% compared to 46% in 2007, when it was the most highly rated factor), 'more opportunities to teach in my preferred areas' (37.9% compared to 32% in 2007), and 'professional learning opportunities (27.9% compared to 26% in 2007).

Figure 7.2 also shows some differences by gender, notably 'professional learning opportunities' and 'Positive school ethos and values', both of which are considered to be somewhat more important factors in changing schools by female teachers.

7.4.6 *Mobility across regions*

A question asked of both teachers and leaders canvassed the extent of mobility over their teaching careers. Results are presented in Table 7.10 and show that, of respondents who had worked in more than one school, about 15% of primary and secondary teachers had spent time teaching in another state or territory, and 15% of primary teachers and 21% of secondary teachers had spent some time teaching in another country. Over 87% of leaders had been employed in their current state or territory for over 10 years, in comparison with 62-66% of teachers.

Table 7.10: Teacher and leader mobility across regions over their teaching career

		Teachers		Leaders	
		Primary %	Secondary %	Primary %	Secondary %
Years spent teaching in current state/territory	1 to 3 years	10.4	9.3	1.3	2.7
	4 to 10 years	27.4	25.0	11.4	7.3
	Over 10 years	62.2	65.7	87.3	90.0
		100.0	100.0	100.0	100.0
Years spent teaching in another state/territory	None	85.1	84.6	87.4	85.6
	1 to 3 years	6.5	6.8	3.3	3.7
	4 to 10 years	5.5	5.0	6.4	7.2
	Over 10 years	2.9	3.6	2.9	3.6
		100.0	100.0	100.0	100.0
Years spent teaching in another country	None	84.7	78.7	84.1	79.4
	1 to 3 years	10.0	11.8	12.7	14.2
	4 to 10 years	3.5	5.7	1.5	3.3
	Over 10 years	1.9	3.7	1.7	3.1
		100.0	100.0	100.0	100.0

Note: Respondents who indicated they had only worked in one school (21.5% primary teachers and 21.2% secondary teachers, 3.7% primary leaders and 5.5% secondary leaders) are not included in the proportions presented in this table. Where respondents answered the first question (years in current state/territory)and left the other two blank it was assumed that they had only worked in their current state/territory and missing data were recoded to be included in the 'None' rows of the other two questions. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

7.5 School leaders' careers

Some aspects of school leaders' career paths have been discussed earlier in this chapter: the age at which they started teaching (Section 7.2); length of teaching experience (Section 7.3); and the time spent in their first school, the sector and location of their first school, and the number of schools they have worked in (Section 7.4). This section focuses more directly on school leaders by analysing the period from when they first obtained their leadership position.

7.5.1 *Reasons for taking up a school leadership role*

Table 7.11 reports the factors considered by leaders to be very important or important in their decision to take up a school leadership role, by order of importance. As was the case in 2007, 'confidence in my ability to do the job' received the highest ranking, considered to be very important or important by almost 90% of both primary and secondary leaders. It was closely followed by 'I wanted to lead school development', I was encouraged and supported by my school leaders', and 'I wanted challenges other than classroom teaching', all of which were rated important or very important by over 80% of primary and secondary leaders.

The factors least likely to be an important motivating force behind the decision to take on a leadership role at either primary or secondary level were 'the high standing of school leaders in the community' (30-34%) and 'the salary and other financial benefits' (34-38%).

Table 7.11: Factors in leaders' decision to take up a school leadership role

		Very important/ important	
		Primary %	Secondary %
Factors in decision to take up a school leadership role:	I was confident in my ability to do the job	89.8	88.8
	I wanted to lead school development	84.9	84.5
	I was encouraged and supported by my school leaders	83.9	83.0
	I wanted challenges other than classroom teaching	83.0	81.2
	I had successful experience of leadership in other roles	76.8	80.0
	I was encouraged and supported by colleagues	76.7	77.0
	I was at the right stage of my career to apply	76.7	73.3
	I had helpful prior preparation and training	39.4	37.7
	The salary and other financial benefits	37.9	33.7
	The high standing of school leaders in the community	33.7	30.4

Note: For full response details see Appendix 5, tables A5.9 (primary) and A5.10 (secondary). The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

7.5.2 *Age at first appointment to a leadership position*

As shown in Table 7.12, school leaders tend to be in their late 30s and early 40s when first appointed to formal leadership positions. The proportions in each age range are much the same as in 2007, although a higher percentage of primary and secondary principals first began their role at or over the age of 50 (21-28% compared to 13-14% in 2007). The average ages at which leaders are first appointed to their roles has risen by about 1-2 years compared to 2007 results.

Table 7.12: Leaders: age of first appointment to current leadership level

		Deputy Principal		Principal	
		Primary %	Secondary %	Primary %	Secondary %
School leaders: age of first appointment to current leadership level	Less than 25	1.4	0.4	0.4	0.4
	25-29	10.5	7.1	3.5	2.6
	30-34	16.8	13.7	10.9	4.7
	35-39	12.9	16.6	18.3	12.0
	40-44	21.3	20.1	20.9	20.6
	45-49	21.0	23.5	25.2	31.8
	50+	16.1	18.6	20.9	27.9
		100.0	100.0	100.0	100.0
	Average age	**41.3**	**42.5**	**43.4**	**45.6**

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

7.5.3 *First leadership role*

School leaders were asked whether their current position was the first time that they had been either a Deputy Principal or Principal. Overall 47% of primary leaders and 64% of secondary leaders are currently in their first leadership position. These proportions are slightly lower than in the 2007 survey which suggests that the current group of school leaders is relatively more experienced.

Table 7.13 provides percentages by Principal and Deputy Principal and shows that at both primary and secondary levels, over 65% of Deputy Principals were currently in their first position.

Table 7.13: Proportion of leaders currently in their first position

		Primary %	Secondary %
Is current position the respondents' first in a leadership role?	First appointment as Principal (of all Principals)	47.4	63.9
	First appointment as Deputy (of all Deputy Principals)	66.7	73.6

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Among those school leaders who have held more than one appointment at their current level (see Table 7.13) the average time spent in their first appointment was 4.4-5.5 years (Table 7.14). About 47% of primary and 32% of secondary Deputy Principals (who have held more than one appointment) spent two years or less in their first appointment. Over one-half (54-56%) of principals spent 4 years or less in their first appointment.

Table 7.14: Length of time leaders spent in the first appointment at their current level

		Deputy Principal		Principal	
		Primary %	Secondary %	Primary %	Secondary %
Length of first appointment at current leadership level	Less than 2 years	28.2	18.0	10.1	13.6
	2 years	18.6	14.4	12.8	10.0
	3 years	7.3	19.2	20.9	9.5
	4 years	13.1	10.3	12.8	20.9
	5 years	2.7	12.6	11.3	9.4
	6 years	4.7	5.8	6.6	4.4
	7 years	8.8	2.7	7.0	10.3
	8 years	3.5	2.5	1.9	3.8
	9 years	4.9	3.4	2.8	9.0
	10 to 14 years	3.5	9.9	12.3	3.4
	15 to 20 years	2.1	0.0	0.8	3.4
	Over 20 years	2.4	1.2	0.7	2.1
		100.0	100.0	100.0	100.0
	Average years	**4.4**	**4.5**	**5.1**	**5.5**

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

7.5.4 *Leadership mobility*

Those school leaders who had held more than one appointment at their current level were asked to compare their current school's sector and location with the school where they first held an appointment at their current level. The results are recorded in Table 7.15.

Nearly all leaders who have held more than one post at their current level are working in the same school sector as their first appointment (96%), a higher percentage than was the case in 2007. What movement there was at this level was away from government schools (3%).

Table 7.15 shows that 90-95% of leaders who have held more than one post at their current level are currently working in the same state or territory where they were first appointed to that level. Those whose first post was elsewhere report that they held that level of appointment in another state or territory (about 5-10%), which is slightly higher than in 2007 (4-6% had started in another state or territory and 3-4% had started in a leadership position in another country).

Table 7.15: Proportions of school leaders who have held more than one appointment at their current level, by the sector and location of their current and first schools at that level

Was the first school in:		Primary %	Secondary %
The same school sector?	Yes	96.6	94.8
	No, a government school	2.1	3.0
	No, a Catholic school	1.2	0.5
	No, an independent school	0.0	1.8
		100.0	100.0
The same state/territory?	Yes	94.9	90.1
	No, another state/territory	5.1	9.9
		100.0	100.0

Note: the data only apply to school leaders who have held more than one appointment at their current level. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 7.16 shows the percentages of leaders (who have held more than one appointment at their current position) who are currently working within or outside a capital city by the location of their first leadership position. As can be seen, about two-thirds of leaders who were first appointed to a leadership level outside a capital city have remained in schools outside a capital city (68% at primary and 64% at secondary). There was considerably less movement away from a capital city for those leaders whose first appointment was at a school located in a capital city (12% of primary leaders, 9% of secondary leaders).

Table 7.16: Proportions of school leaders who have held more than one appointment at their current level: location of their current position by location of their first position.

		Location of first leadership position			
		Primary %		Secondary %	
		Capital city	Outside capital city	Capital city	Outside capital city
Location of current leadership position	Capital city	87.9	32.0	90.9	35.8
	Outside capital city	12.1	68.0	9.1	64.2
		100.0	100.0	100.0	100.0

Note: the data only apply to school leaders who have held more than one appointment at their current level. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

7.5.5 *Pathway to current position*

School leaders were asked about the pathway to their current position. The results are reported in Table 7.17. The most common pathway was promotion (74% for primary leaders and 80% for secondary) rather than movement from a similar position at the same level, as was also the case in 2007. In similar proportions to 2007, primary leaders were more likely to be promoted from another school in the same sector (32.9%) or from within the same school (29.2), while secondary leaders were more likely to be promoted from within the same school (42.4) followed by another school in the same sector (29.6%). Amongst primary school leaders there was slightly greater movement between schools in different sectors in the same state and territory (6.7%) when compared to 2007 (3%). For those leaders who had moved from a position at a similar level, the most common path was from within the same school system, again in similar proportions to 2007: 17.2% of primary leaders (17% in 2007) and 11.6% of secondary leaders (14% in 2007).

Table 7.17: School leaders' pathway to their current position

Pathway to current leadership position		Primary %	Secondary %
Promoted from:	Within the same school	29.2	42.4
	Another school in the same sector and state/territory	32.9	29.6
	Another school in the same sector in a different state/territory	1.2	2.4
	Another school in a different sector in the same state/territory	6.7	2.3
	Another school in a different sector in a different state/territory	0.2	0.1
	Other	3.8	3.0
	(sub-total	*74.0*	*79.8)*
Moved from a similar position in:	The same school sector and state/territory	17.2	11.6
	The same school sector in a different state/territory	1.2	2.3
	A different school sector in the same state/territory	5.2	3.5
	A different school sector in a different state/territory	0.1	0.1
	Other	2.4	2.7
		100.0	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

8. EARLY CAREER TEACHERS

8.1 Introduction

This chapter reports the results from Section B (Questions 10-12) of the Teacher questionnaire, *Your Preparation for Teaching* that relate to early career teachers. For the purposes of the survey, early career teachers were defined as those who had been teaching for five years or less. The questions asked respondents to indicate which factors were important in their decision to become a teacher, provide an assessment of the helpfulness of their pre-service teacher education course, and indicate the types of assistance they have received early in their career, and how helpful that assistance has been.

8.2 Early career teacher demographics

In the primary school teacher sample, 24.8% had been teaching for five years or less. Among secondary school teachers, 20.1% were in this category.[20] Table 8.1 shows that government and independent schools have a slightly higher proportion of early career teachers at primary level, while government schools have a slightly higher proportion at secondary level.

At primary level, about 30% of all teachers in remote schools had been teaching for five years or less. There were slightly higher proportions of early career teachers in metropolitan (25%) than in provincial areas (23.5%). At secondary level, metropolitan areas had the lowest proportion of early career teachers (19.5%) followed by provincial (21.4%), and then remote, which again had the highest proportion (24%).

Table 8.1: Proportion of early career teachers by sector, location, SES and state and territory

		Primary %	Secondary %
School sector	Government	25.2	21.8
	Catholic	22.3	18.1
	Independent	26.0	17.0
School location	Metropolitan	25.1	19.5
	Provincial	23.5	21.4
	Remote	29.8	24.1
School SES	High	23.8	17.9
	Medium	23.3	19.4
	Low	27.7	23.9
State/territory	NSW	27.0	15.8
	VIC	28.7	22.5
	QLD	21.3	23.5
	WA	21.8	21.3
	SA	17.6	19.0
	TAS	21.8	19.5
	NT	28.8	25.8
	ACT	31.6	22.6
Australia		**24.8**	**20.1**

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 8.1 also shows that schools in low SES areas tend to have a high percentage of early career teachers than schools in more affluent areas. At primary level, the ACT, the NT and Victoria had the highest proportions of early career teachers. The ACT had the highest proportion (31.6%) while

[20] In SiAS 2007 the early career category was defined slightly differently as "teaching for less than 5 years"; 17% of the primary teacher sample was in that category and 19% of the secondary.

South Australia had the lowest (17.6%). At secondary level the NT had the highest proportion of early career teachers (25.8%) and NSW had the lowest (15.8%).
Career changes throughout life have become quite common and many teacher education pathways encourage movement into teaching through the provision of quite short and part time courses. Figure 8.1 compares the proportions of all primary and secondary teachers and early career teachers by age band and Table 8.2 provides the proportions of early career teachers by age band.

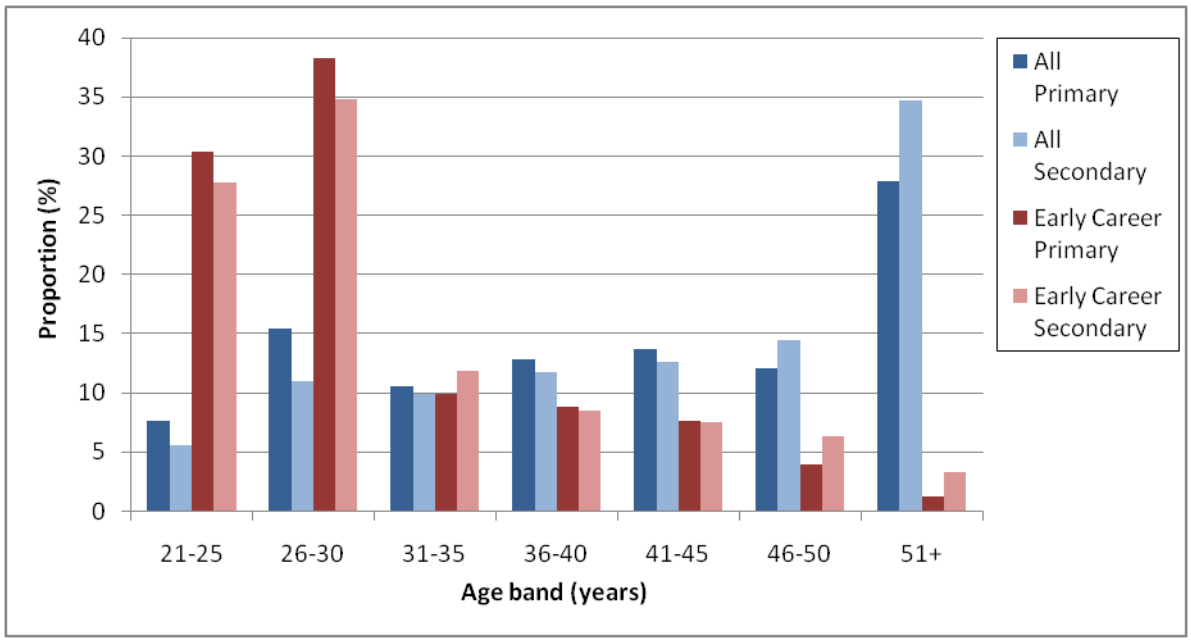

Figure 8.1: Proportion of all teachers and early career teachers by age band

The majority of early career teachers (69% primary, 63% secondary) are 30 years old or under. However, a sizable proportion of early career teachers are aged over 40 (13% primary, 17% secondary), and a greater number of older early career teachers are male (21.1% male over 40, 14.7% female).

Table 8.2: Proportion of early career teachers by age band

Age band	Primary %	Secondary %
21 to 25 years	30.4	27.8
26 to 30 years	38.3	34.8
31 to 35 years	9.9	11.9
36 to 40 years	8.8	8.5
41 to 45 years	7.6	7.5
46 to 50 years	3.9	6.3
51 years and over	1.2	3.3
	100.0	100.0

Note: Early career teachers were defined as those who had been teaching for five years or less (24.8% of primary teacher respondents and 20.1% of secondary). The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

8.3 Reasons for becoming a teacher

Table 8.3 presents information on the factors that were important in the decision of early career primary teachers to become a teacher. Respondents could nominate more than one factor, and on average they nominated seven factors.

For early career primary teachers, the three most important factors in the decision to become a teacher were: 'personal fulfilment' (78.3%), 'desire to work with young people' (75.8%) and 'I am passionate about education' (65.1%). For early career secondary school teachers, the most important factor in the decision to become a teacher was 'I enjoy my subject area/s' (81.9%) followed by two of the factors that were also very important to primary teachers: 'personal fulfilment' (69.1%) and 'desire to work with young people' (66.1%).

There were also a number of other factors that at least half of the beginning teachers rated as important in their decision: 'influence of past teachers', desire to pass on knowledge', and 'teaching is suited to my abilities'.

'Starting salary', 'salary for experienced teachers', 'opportunity to work overseas' and 'status of teaching profession in the community' were four factors that few early career primary and secondary teachers reported as being important in their decision to become a teacher. However, this does not necessarily mean that remuneration is not significant in teacher recruitment – it may be an important factor for those who choose not to teach.

Table 8.3: Early career teachers: factors that were important in the decision to become a teacher

	Proportion who indicated the factor was important	
Factor	**Primary %**	**Secondary %**
Personal fulfilment	78.3	69.1
Desire to work with young people	75.8	66.1
I am passionate about education	65.1	51.4
Teaching makes a worthwhile social contribution	60.8	58.8
Teaching is suited to my abilities	55.8	50.0
Influence of past teacher/s	53.8	54.9
Desire to pass on knowledge	49.9	62.4
Working conditions (e.g., flexibility, leave entitlements)	46.6	49.5
I enjoyed school	42.5	38.6
I enjoy my subject area/s	35.1	81.9
Security of employment	32.2	40.9
Family role model/s	27.3	22.6
Future opportunities for career advancement	21.8	15.4
Opportunity to work overseas	19.4	22.8
High likelihood of gaining employment after graduating	18.9	27.4
Status of teaching profession in the community	9.8	7.3
Starting salary	8.9	10.0
Salary for experienced teachers	5.8	5.6
I was awarded a bursary or scholarship	1.8	3.3
Other	2.7	3.0

Note: Early career teachers were defined as those who had been teaching for five years or less (24.8% of primary teacher respondents and 20.1% of secondary). Respondents could indicate more than one factor and so the responses sum to more than 100%. The items are ordered in terms of their importance as ranked by primary teachers, i.e. the first column. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

On the other hand, extrinsic factors concerned with 'working conditions' (46.6% primary and 49.5% secondary) and 'security of employment' (32.2% of primary and 40.9% secondary) were rated as relatively important factors in the decision to become a teacher.

The finding that intrinsic factors played an important role in decisions to become a teacher is consistent with much other research, and the results from SiAS 2007. The finding that early career secondary teachers rated enjoyment of subject area/s as important is noteworthy, and indicates that somewhat different factors are likely influence secondary teachers in being attracted to and retained in teaching.

8.4 Helpfulness of pre-service teacher education

The questions sought early career teachers' perceptions of the helpfulness of their pre-service teacher education course in preparing them for a range of different aspects of teaching. Teacher education courses vary widely in structure and length and this needs to be borne in mind when interpreting the results. Table 8.4 reports the response from early career primary and secondary teachers. This question was also asked in the 2007 SiAS survey and so it is possible to examine changes over time; overall, the assessments are more positive in 2010.[21]

Table 8.4: Early career teachers: perceptions of the helpfulness of their pre-service teacher education course

	Primary		Secondary	
How helpful was your pre-service teacher education course in preparing you for:	**Very helpful/ helpful %**	**Not at all helpful %**	**Very helpful/ helpful %**	**Not at all helpful %**
Reflecting on my own teaching practices	77.9	2.4	78.6	3.3
Developing and teaching a unit of work	74.8	4.5	79.3	4.4
Working effectively with other teachers	65.8	8.0	65.5	8.9
Developing students' numeracy skills	65.3	5.8	30.0	30.4
Teaching the subject matter I am expected to teach	60.5	6.9	73.0	7.2
Developing students' literacy skills	60.6	6.9	37.1	20.7
Using a variety of instructional methods for diverse student needs	51.5	7.4	57.2	9.4
Using teaching standards to improve my teaching practices	50.4	13.3	57.4	12.4
Selecting and adapting curriculum and instructional materials	48.1	9.7	60.3	9.0
Handling a range of classroom management situations	47.5	9.4	45.0	15.0
Assessing students' performance	45.8	10.7	60.1	8.6
Working effectively with parents/guardians	36.9	24.5	30.7	31.3
Teaching students with learning difficulties	30.6	19.6	27.9	27.8
Teaching students from Indigenous backgrounds	29.5	27.4	25.9	33.5
Teaching students from different cultural backgrounds	29.0	20.8	30.7	23.0

Note: Early career teachers were defined as those who had been teaching for five years or less (24.8% of primary teacher respondents, 20.1% of secondary teacher respondents). The items are ordered in terms of the proportions who responded 'very helpful', i.e. the first column. For full response details see Appendix 5, tables A5.11 (primary) and A5.12 (secondary). The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

There were 15 different aspects of teaching canvassed in the survey. As Table 8.4 shows, early career primary teachers rated 'reflecting on my own teaching practices' as the aspect that pre-service teacher education was most helpful in preparing them for (77.9% indicated either very helpful or helpful). The next most highly ranked aspect was the new item for 2010, 'developing and teaching a unit of work' which 74.8% of early career primary respondents indicated that their pre-

[21] The only change for 2010 was the inclusion of 'Developing and teaching a unit of work' as an item.

service course had been either very helpful or helpful. The next two most highly ranked aspects were 'working effectively with other teachers' (65.8%) and 'developing students' numeracy skills' (65.3%). Overall, more than half of the early career primary teachers felt that their course had been helpful or very helpful in preparing them for 8 of the 15 aspects of teaching canvassed by the survey.

Early career primary teachers felt that their pre-service course had been least helpful in preparing them for 'teaching students from Indigenous backgrounds' (29.5%) and 'teaching students from different cultural backgrounds (29.0%).

The 2010 results are very similar to those recorded in 2007 in terms of the aspects where pre-service teacher education is rated as most helpful and least helpful. The order of the listing in Table 8.4 is almost identical to the equivalent table in the 2007 report (Table 9.1). However, in all except one aspect ('teaching students from different cultural backgrounds'), the overall assessment is more positive in 2010 than in 2007. For example:

- The aspect where teacher education was judged to be most helpful was the same in 2010 as in 2007, namely 'reflecting on my own teaching practices', but in 2010 77.9% indicated teacher education had been very helpful or helpful, which was higher than in 2007.
- The aspect where teacher education was judged to be least helpful was also the same in 2010 as in 2007, namely 'teaching students from Indigenous backgrounds' but again the proportion who assessed that teacher education had either been very helpful or helpful was higher in 2010 (29.5%) than in 2007 (25%).
- Overall, more than half of the early career primary teachers in 2010 felt that their course had been helpful or very helpful in preparing them for 9 of the 15 aspects of teaching canvassed by the survey; in 2007 the equivalent number was 4 aspects out of 14.

Table 8.4 also records the perceptions of early career secondary teachers on the helpfulness of their pre-service teacher education course in preparing them for the same 15 aspects of teaching. Overall, the pattern of responses was similar to that for primary teachers, although generally in the top half of the table at least the secondary teachers appeared to rate their pre-service teacher education a little more highly.

More than half of the early career secondary teachers felt that their course had been helpful or very helpful in preparing them for 8 of the 15 aspects canvassed by the survey. The most helpful aspects were in preparing for 'developing and teaching a unit of work (79.3%) – which was the new item introduced in 2010 – 'reflecting on my own teaching practices' (78.6%), 'teaching the subject matter I am expected to teach' (73.0%), and 'working effectively with other teachers' (65.5%). In the latter three aspects the proportions who perceived teacher education to have been either very helpful or helpful had increased from the 2007 results. Indeed, in all but one of the 15 aspects that were common to both surveys ('teaching students with learning difficulties'), the views of early career secondary teachers were more positive in 2010 than in 2007.

As was the pattern in 2007, early career primary teachers rated the helpfulness of pre-service teacher education in developing students' literacy and numeracy skills much more highly than did secondary teachers.

8.5 Types of assistance provided

The survey asked early career teachers whether they had been provided with any of six different forms of assistance, and how helpful they had been. A similar question had been asked in SiAS 2007 and so it is possible to examine changes over time.[22]

[22] The 2010 survey included an additional form of assistance: 'observation of experienced teachers teaching their classes'.

Table 8.5 indicates that among primary early career teachers the most commonly provided form of assistance was 'a designated mentor' (79.2%), and the second most common was 'observation of experienced teachers teaching their classes' (74.4%), which was the new item included in the 2010 survey. Also extensively provided was 'an orientation program designed for new teachers' (72.8%). All these forms of assistance were rated highly, with around 75% reporting that the first two had been either very helpful or helpful, and 63% responding similarly for the third form.

The least commonly experienced form of assistance was 'follow up from your teacher education institution' (33.5%). Such assistance was rated as helpful or very helpful by about 30% of those to whom it had been provided.

Table 8.5: Early career teachers: types of assistance provided and perceptions of their helpfulness

	Primary			Secondary		
Since you began teaching, which of the following types of assistance have you been provided with by your school or employer, and how helpful were they?	***Been provided*** **%**	**Very helpful/ helpful %**	**Not helpful %**	***Been provided*** **%**	**Very helpful/ helpful %**	**Not helpful %**
A designated mentor	*79.2*	73.8	8.0	*77.0*	65.6	12.6
An orientation program designed for new teachers	*72.8*	62.5	6.2	*83.6*	63.2	8.4
Observation of experienced teachers teaching their classes	*74.4*	74.4	3.6	*71.8*	67.7	7.8
Structured opportunities to discuss your experiences with other new teachers	*69.1*	64.2	6.9	*67.0*	55.5	11.8
A reduced face-to-face teaching workload	*51.5*	66.0	8.7	*55.5*	64.9	11.4
Follow-up from your teacher education institution	*33.5*	29.0	45.3	*33.7*	27.3	43.9
Other assistance	*19.7*	87.3	6.1	*18.9*	77.8	7.9

Note: Early career teachers were defined as those who had been teaching for five years or less (24.8% of primary teacher respondents, 20.1% of secondary teacher respondents). The items are ordered in terms of the proportions who have received such assistance at primary level, i.e. the first column. The perceptions of helpfulness are expressed as the proportion of responses from those who had received the type of assistance. For full response details see Appendix 5, tables A5.13 (primary) and A5.14 (secondary). The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

The provision of support for early career primary teachers has increased since 2007. In all the comparable items used in the two surveys the extent of provision has increased. For example, the proportion provided with a designated mentor increased from 67% to 79%, and the proportion provided with a reduced face-to-face teaching workload increased from 40% to 52%. The least extensive provided form of assistance, 'follow-up from your teacher education institution', was reported by 34% of early career primary teachers in 2010 compared to 29% in 2007.

Table 8.5 also indicates that assistance for early career secondary teachers seems to be at a similar level as for primary teachers. The two most common forms of assistance provided to early career secondary teachers were 'an orientation program designed for new teachers' (83.6%), and 'a designated mentor' (77.0%). Both were rated as either helpful or very helpful by two-thirds of the participants. All of the forms of assistance were rated positively, with the exception of 'follow-up from your teacher education institution' (which was experienced by 33.7% of the early career secondary teachers, and rated as helpful or very helpful by 27.3% of the participants).

As was found for primary teachers, the provision of support for early career secondary teachers has increased since 2007. In every one of the comparable items used in the two surveys the extent of provision has increased. For example, the proportion provided with a designated mentor increased from 73% to 77%, and the proportion provided with a reduced face-to-face teaching workload increased from 52% to 56%, and 'follow-up from your teacher education institution', was reported by 34% of early career secondary teachers in 2010 compared to 32% in 2007.

9. ACTIVITIES OUTSIDE TEACHING

9.1 Introduction

This chapter reports the results from the Teacher questionnaire Section F (*Your Activities Outside Teaching),* and the Leader questionnaire Section F (*Your Activities Outside Schools)*. These questions are intended to provide some further background information on the people who join the teaching profession, as well as those who have returned to teaching after having resigned.

9.2 Main activity in the year before commencing teacher preparation

Table 9.1 records the main activity (study, employment or home duties) that people were engaged in the year before they commenced their teacher preparation program.[23] The single most common activity was that of tertiary student, comprising 39.1% of primary teachers and 49.9% of secondary teachers. There were more primary teachers (32.1%) than secondary teachers (18.5%) who indicated that their main activity was school student prior to commencing teacher preparation. This is likely to reflect the different pattern of preparation for primary teaching whereby more people commence that in their first higher education year. Secondary teachers, on the other hand, commonly commence their teacher preparation following a degree in another discipline.

Table 9.1: Teachers' main activity in the year before they commenced their teacher preparation program

Which of the following best describes your main activity in the year before you commenced your teacher preparation program?	Primary %	Secondary %
School student	32.1	18.5
Tertiary student	39.1	49.9
Home duties (including caring for children)	5.1	3.4
Full-time employment	14.7	19.4
Part-time employment	5.7	5.8
Unemployed	0.4	0.5
Other	2.9	2.5
	100.0	**100.0**

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Around 20% of primary teachers and 25% of secondary teachers reported that employment (most commonly full-time employment) was their main activity in the year before they commenced their teacher preparation program. A further 6-8 % of teachers reported that their main activity was home duties, unemployment or 'other'. This could indicate a broadening in the backgrounds of people entering teaching.[24]

Table 9.2 presents the equivalent data for those who are now leaders in schools. The most common activity for primary leaders was school student (45.3%) followed by tertiary student (31.0%). Among secondary leaders the most common activity in the year before commencing teacher

[23] In the 2007 SiAS survey the question was framed in terms of main activity "at the time you decided to become a teacher". As it was felt that responses to that question could be potentially difficult to interpret, the question was changed in 2010 to provide a common reference point among respondents, namely the year before commencing their teacher education program. This change in question wording means that care is needed in comparing the 2007 and 2010 results.

[24] In the 2007 survey lower proportions of teachers than these indicated that their main activity was employment or home duties at the time they made the decision to become a teacher; on average, most such people had been employed for 5-10 years when they made the decision. However, because the 2010 and 2007 questions were worded differently, the results are not directly comparable.

preparation was tertiary student (57.2%) followed by secondary student (23.0%). Fewer leaders than teachers reported that their main activity had been employment, home duties or 'other'. If anything, the leaders seemed to have come from a less diverse set of activities than did teachers.

Table 9.2: Leaders' main activity in the year before they commenced their teacher preparation program

Which of the following best describes your main activity in the year before you commenced your teacher preparation program?	Primary %	Secondary %
School student	45.3	23.0
Tertiary student	31.0	57.2
Home duties (including caring for children)	1.7	1.4
Full-time employment	17.5	15.4
Part-time employment	3.1	2.0
Unemployed	0.0	0.0
Other	1.3	1.1
	100.0	**100.0**

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Part of the difference between the teacher and leader responses may be due to the fact that leaders have typically been working longer in education than teachers, and therefore entered the profession when the most common route was direct from school or tertiary study. Table 9.3 provides another perspective on the backgrounds of teachers by looking just at those teachers in the early parts of their careers (i.e. teaching for 5 years or less). It seems that the most recent entrants to the profession are more likely than earlier generations to have been working in other jobs in the year before they commenced their teacher preparation program. As Table 9.3 shows, 30.0% of early career primary teachers and 34.4% of early career secondary teachers were employed in the year before commencing teacher preparation. As well, slightly higher proportions of the early career teachers reported that their main activity had been either home duties or 'other', when compared to teachers overall (Table 9.1).

Table 9.3: Early career teachers' main activity in the year before they commenced their teacher preparation program

Which of the following best describes your main activity in the year before you commenced your teacher preparation program?	Primary %	Secondary %
School student	16.3	8.8
Tertiary student	41.2	49.7
Home duties (including caring for children)	6.9	4.2
Full-time employment	19.8	25.5
Part-time employment	10.2	8.9
Unemployed	0.4	0.4
Other	5.1	2.5
	100.0	**100.0**

Note: Early career teachers were defined as those who had been teaching for five years or less (24.8% of primary teacher respondents and 20.1% of secondary). The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

9.3 Teachers who have resigned from teaching

Movement back into teaching is a potentially important source of recruits to the profession. Those who have been teaching but have left the job form part of the reserve pool which could be potentially tapped to help fill vacancies. To help better understand this area, the survey asked

current teachers and leaders about whether they had ever resigned and, if so, the reasons for their return. The question specifically asked about resignation from school teaching to take up another activity; as such, it was intended to exclude those who, for superannuation reasons, return to teaching shortly after having retired. The questions were the same as in the 2007 SiAS survey and so enable changes to be examined.

Table 9.4 shows that around one in six current teachers (15.3% of primary teachers and 18.0% of secondary) have resigned at some stage and returned to teaching. The proportions for current school leaders are slightly lower at about one in eight (13.8% of primary leaders and 12.1% of secondary), but still reasonably sizeable. The data suggest that there is substantial movement out of and back into teaching. However, the proportions are slightly lower than was reported in the 2007 SiAS survey which suggests that this form of turnover has reduced somewhat.

Table 9.4: Proportions of teachers and leaders who have ever resigned from school teaching

Have you ever resigned from school teaching to take up another activity?	Teachers		Leaders	
	Primary %	Secondary %	Primary %	Secondary %
Yes	15.3	18.0	13.8	12.1
No	84.7	82.0	86.2	87.9
	100	100	100	100

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 9.5 examines in detail the group that had resigned, and the reasons they gave for returning to teaching. Across the four populations in the survey, the most common reason was 'changed personal or family circumstances', which was nominated by 59.5% of primary teachers, 51.7% of secondary teachers, 55.7% of primary leaders and 51.4% of secondary leaders. The large number of returning teachers who nominated this reason implies that it may be quite difficult to plan for recruitment from former teachers because their circumstances differ so much. It is noteworthy though, that among teachers at least the proportion who nominated 'changed personal or family circumstances' as a reason for returning was higher in 2007 (70% of primary teachers and 61% of secondary) than in 2010.

Table 9.5: Teachers and leaders who had resigned: reasons for their return to school teaching

Why did you return to teaching?	Teachers		Leaders	
	Primary %	Secondary %	Primary %	Secondary %
Changed personal or family circumstances	59.5	51.7	55.7	51.4
I missed teaching	36.7	31.7	52.5	43.5
I missed the students	23.3	23.2	30.2	24.7
Teaching gives more opportunity for personal growth	17.0	13.6	14.0	11.4
Teaching salary is higher than the salary I was getting	15.3	15.6	20.2	6.8
The other job/activity was not what I had expected	14.9	13.9	15.2	19.4
I returned from extended travel	14.9	14.6	8.7	18.2
Teaching working conditions are better	12.0	9.5	9.7	1.5
Other	11.1	15.0	15.1	10.4

Note: Respondents could indicate more than one reason and so the percentages do not sum to 100. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

It is also noteworthy that the intrinsic aspects of teaching that were reported in Chapter 8 by early career teachers as important factors in becoming teachers were also important in the decision to return. Over 30% of teachers and over 40% of leaders who had resigned nominated 'I missed teaching' as a reason for the decision to return, and around 25-30% nominated 'I missed the students'. Only relatively small proportions of the teachers who had returned nominated that teaching's relative salary or working conditions were factors in the decision to return.

10. FUTURE CAREER INTENTIONS

10.1 Introduction

This chapter reports the results from Section G of the Teacher and Leader questionnaires: *Your Future Career Intentions.* The questions canvassed how likely teachers and school leaders were to remain in teaching, and the factors influencing their decisions. Teachers were also asked about their interest in applying for leadership positions, and how well prepared they feel for such roles. Deputy Principals were asked about their likelihood of applying for a Principal post, and the factors in their decision. The questions were similar to those asked in the 2007 SiAS survey and so it is possible to analyse changes over time.

10.2 Intentions to leave teaching

Table 10.1 indicates that 6.7% of primary teachers and 9.7% of secondary teachers intend to leave teaching permanently prior to retirement. Over half the teachers indicated that they do not intend to leave teaching prior to retirement. Of note is that about one-third of primary and secondary teachers are unsure about their intentions in this regard. Among primary teachers, males are twice as likely (11.2%) to indicate that they intend to leave teaching than females (5.6%). There is also a gender gap at secondary level (a higher proportion of males plan to leave) but this is somewhat narrower (11.8% of males and 8.2% of females).

Table 10.1: Proportions of teachers who intend to leave teaching permanently prior to retirement

		Primary			Secondary		
		Males %	**Females %**	**Persons %**	**Males %**	**Females %**	**Persons %**
Do you plan to leave teaching permanently prior to retirement?	Yes	11.2	5.6	6.7	11.8	8.2	9.7
	No	49.4	60.9	58.7	54.8	57.9	56.6
	Unsure	39.4	33.5	34.6	33.4	34.0	33.7
		100.0	100.0	100.0	100.0	100.0	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

The results in Table 10.1 are similar to those reported in SiAS 2007 although then slightly higher proportions of teachers planned to leave teaching permanently prior to retirement (9% of primary teachers and 11% of secondary). As well, in 2007 lower proportions of teachers responded "no" to the question (52% of primary and 49% of secondary).

As Table 10.2 indicates, in general younger teachers are more likely to indicate that they intend to leave teaching permanently before retirement, or that they are unsure about their career intentions. (A similar relationship between career intentions and age was found in SiAS 2007.) However, it is noteworthy that among the very youngest teachers (those less than 25 years) lower proportions intend to leave teaching than their slightly older colleagues (26 to 35 years).

Almost half the younger teachers are unsure of their career intentions, which imply difficulties in projecting the number of replacement teachers that will be needed. On the other hand, by the time teachers reach their 50s relatively few intend to leave before retirement or are unsure of their intentions.

Table 10.2: Proportions of teachers who intend to leave teaching permanently prior to retirement, by age band

		Primary			Secondary		
		Yes %	No %	Unsure %	Yes %	No %	Unsure %
Do you plan to leave teaching permanently prior to retirement?	Up to 25 years	4.4	56.4	39.2	11.4	35.1	53.6
	26 – 35 years	9.8	44.7	45.4	14.3	38.1	47.6
	36 – 45 years	8.3	51.1	40.6	13.0	47.7	39.3
	46 – 50 years	5.2	67.5	27.3	6.9	61.5	31.6
	Over 50 years	3.1	76.6	20.3	5.6	76.5	17.9

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

There are few differences among sectors in the proportions who indicate that they intend to leave before retirement (see Table 10.3). However, higher proportions of government school teachers indicate that they do not plan to leave teaching than do non-government school teachers, and lower proportions of government school teachers are unsure about their plans. Such differences in intentions by school sector were also evident in 2007, but the differences are slightly greater in 2010. This seems to suggest that non-government schools may face comparatively greater turnover of teachers than government schools.

Table 10.3 also indicates that teachers in remote schools are more likely than other teachers to intend to resign, or are unsure about their career intentions.[25] The proportion of teachers in remote secondary schools who intend to resign is particularly high. This may be related to the fact that secondary teachers in remote locations are younger on average than those working in metropolitan areas or provincial cities (see Chapter 3). The proportion of primary teachers in remote schools who indicate that they are unsure about their career intentions is also relatively high. Broadly similar differences in career intentions by school location were also evident in SiAS 2007.

Table 10.3: Proportions of teachers who intend to leave teaching permanently prior to retirement, by school sector, location, SES, and state and territory

		Primary			Secondary		
Do you plan to leave teaching permanently prior to retirement?		Yes %	No %	Unsure %	Yes %	No %	Unsure %
School sector	Government	6.2	61.2	32.7	10.0	58.4	31.7
	Catholic	7.3	51.8	41.0	10.2	53.2	30.6
	Independent	8.4	54.6	37.0	8.6	54.7	36.7
School location	Metropolitan	6.5	58.3	35.2	8.9	57.9	33.2
	Provincial	6.8	61.7	31.4	11.3	54.4	34.4
	Remote	7.6	42.4	50.0	17.5	39.8	42.7
School SES	High	7.9	53.2	38.9	9.2	56.6	34.2
	Medium	5.8	60.7	33.5	9.4	56.4	34.1
	Low	6.3	62.5	31.2	10.8	56.8	32.4
State/territory	NSW	7.3	59.8	32.9	8.8	61.2	30.0
	VIC	5.8	60.9	33.3	8.9	56.8	34.3
	QLD	5.5	57.9	36.6	12.4	51.5	36.1
	WA	8.5	51.2	40.3	11.3	51.4	37.3
	SA	6.6	64.3	29.1	9.0	58.5	32.5
	TAS	3.4	63.6	33.1	6.5	55.2	38.2
	NT	11.2	47.1	41.6	14.2	43.1	42.7
	ACT	10.4	48.0	41.6	10.1	49.3	40.6
Australia		**6.6**	**58.7**	**34.6**	**9.7**	**56.6**	**33.7**

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

[25] These estimates need to be treated with caution due to the small numbers teaching in remote locations.

Table 10.3 indicates that primary teachers working in relatively high SES schools (as indicated by the school postcode) state they are more likely to leave teaching prior to retirement, or they are unsure about their intentions, than primary teachers in medium or low SES schools. At secondary level there are only small differences in teachers' stated career intentions among schools in the three SES bands.

Primary teachers in the ACT and the NT are slightly more likely than teachers elsewhere to intend to resign, and more have also indicated they are unsure about their career intentions. Tasmania has the lowest number of primary and secondary teachers intending to resign before retirement, at 3.4% and 6.5% respectively. Over 10% of secondary teachers in the NT, Queensland, WA and the ACT have indicated they intend to leave teaching prior to retirement, and over 40% are unsure in the NT and the ACT. In most states and territories higher proportions of secondary than primary teachers intend to resign; the difference is relatively large in Queensland and Tasmania.

Table 10.4 provides information from teachers who are sure that they will leave teaching permanently prior to retirement, on those factors which were the most important to them in making that decision.[26] A similar question in 2007 identified 'dissatisfaction with teaching' and 'better opportunities outside schools' as either important or very important factors. These factors are the second and third most commonly cited in 2010 among primary teachers (45.0% and 43.2% respectively) and third and fifth among secondary teachers (42.5% and 39.2% respectively).

Table 10.4: Teachers who intend to leave teaching permanently prior to retirement: most important factors

Which factors were most important in your decision to leave teaching prior to retirement?	Primary %	Secondary %
The workload is too heavy	57.7	50.1
Dissatisfaction with teaching	45.0	42.5
Better opportunities outside of schools	43.2	39.2
Insufficient support staff	39.0	30.8
The poor public image of teachers	35.7	33.4
Changes imposed on schools from outside	33.0	41.9
Class sizes too large	32.0	32.5
Insufficient recognition or reward for teachers who demonstrate advanced competence	30.2	44.5
Dissatisfaction with performance appraisal processes	16.9	15.5
I never intended teaching to be a long-term career	16.8	22.2
Insufficient recognition or reward for teachers who gain extra qualifications	16.0	29.2
Family reasons	14.5	11.5
Insufficient recognition or reward for teachers whose students achieve specified goals	10.0	21.8
Other	9.6	16.9
I had issues with student management	8.2	10.3
Superannuation benefits from leaving teaching early	2.1	2.5
I have found that I am not suited to teaching	2.0	2.4

Note: this question was answered only by those who indicated that they plan to leave teaching permanently prior to retirement (6.7% of primary teachers and 9.7% of secondary). The relatively small numbers mean that the estimates need to be treated with caution. Respondents could indicate more than one factor so the totals sum to more than 100. The factors are ordered in terms of the proportion of primary teachers who indicated it was one of the most important factors. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

[26] Table 10.4 is similar in intent to SiAS 2007 Tables 11.5 and 11.6, however the 2007 question contained five factors and asked respondents to rate from 'Very important' to 'Not at all important' while the 2010 question contained 16 factors and respondents were asked to tick those factors considered most important (respondents could tick more than one). As such, this question and the corresponding tables are not directly comparable between the 2010 and 2007 surveys.

The most common factor for both primary (57.7%) and secondary (50.1%) teachers was 'the workload is too heavy', while the second most common for secondary teachers was 'insufficient recognition or reward for teachers who demonstrate advanced competence'. Over 40% of secondary teachers also cited 'changes imposed on schools from outside' as an important factor in their decision to leave teaching.

Table 10.5 indicates that about 7% of primary teachers intend to leave within 3 years, as do 9% of secondary teachers, much the same as was the case in 2007. The percentage of teachers who are unsure about how much longer they will remain in teaching (58% of primary teachers, 52% of secondary teachers) is also about the same as in 2007.

On average, primary teachers intend to continue working in schools for 14.2 years and secondary teachers for 12.2 years (excluding those who indicated they are unsure about how much longer they intend working in schools). The primary figure is higher than in 2007 (an average of 12 years) while the secondary average number of years is unchanged (12 years).

Table 10.5: Teachers and leaders: number of years they intend to continue working in schools

		Teachers		Leaders	
		Primary	Secondary	Primary	Secondary
	Years	**%**	**%**	**%**	**%**
How much longer do you intend to work in schools?	Less than 1	0.6	1.1	1.1	1.0
	1-3	6.4	8.2	10.9	13.4
	4-6	5.0	7.8	11.9	11.8
	7-9	2.5	3.4	4.6	3.9
	10-15	12.2	13.6	19.6	26.1
	16-20	5.7	6.6	4.2	11.4
	Over 20	9.6	7.1	3.9	2.2
	Unsure	58.1	52.2	43.7	30.3
		100.0	100.0	100.0	100.0
Average number of years		**14.2**	**12.2**	**9.8**	**10.1**

Note: Average number of years does not include those who indicated they were unsure. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

The proportion of leaders intending to leave teaching within three years (12.0% of primary, 14.4% of secondary) is about the same as was the case in 2007 (13% of primary, 11% of secondary), with a rise of about three percentage points at secondary level (Table 10.5). A considerably higher proportion of primary leaders have indicated they are unsure about how much longer they will continue working in schools in comparison to 2007, while the secondary proportion is lower.

On average, primary leaders intend to continue working in schools for 9.8 years and secondary leaders for an average of 10.1 years (excluding those who indicated they are unsure about the number of years). These average figures are similar to those indicated by leaders in 2007 (9 years and 11 years, respectively).

Table 10.6 examines the average number of years that teachers and leaders intend to continue working in schools in terms of the type and location of their school. The main features are as follows:

- government school teachers and leaders on average intend to continue working in schools for slightly fewer years than non-government teachers and leaders;
- teachers in provincial and remote secondary schools intend to remain in schools for slightly fewer years than those in metropolitan secondary schools;
- teachers in medium SES schools intend to remain working in schools for fewer years on average than those in other schools;
- leaders in high SES secondary schools intend to continue working in schools for fewer years than those in Medium and low SES schools; and
- primary teachers in NSW and Queensland on average intend to continue working slightly longer than those in other jurisdictions.

Table 10.6: Average years teachers intend to continue working in schools, by school sector, location, SES, and state and territory

		Teachers		Leaders	
How much longer do you intend to work in schools?		**Primary (average years)**	**Secondary (average years)**	**Primary (average - years)**	**Secondary (average - years)**
School sector	Government	14.5	11.8	9.0	9.0
	Catholic	15.0	13.3	12.4	11.4
	Independent	13.8	12.3	10.6	12.3
School location	Metropolitan	14.7	12.4	9.9	9.3
	Provincial	14.0	11.8	9.6	12.3
	Remote	14.3	11.5	9.3	9.1
School SES	High	15.2	13.1	9.4	8.4
	Medium	14.4	12.1	9.9	11.2
	Low	15.2	13.1	10.1	10.8
State/territory	NSW	15.6	12.7		
	VIC	13.9	11.5		
	QLD	14.5	12.7		
	WA	13.8	12.5		
	SA	13.6	11.1		
	TAS	13.1	11.7		
	NT	13.0	10.9		
	ACT	13.6	11.8		
Australia		**14.5**	**12.2**	**9.8**	**10.2**

Note: Average number of years does not include those who indicated they were unsure. There are insufficient numbers of leader responses to disaggregate by state and territory. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

10.3 Intentions of early career teachers

This section reports on the career intentions of those early in their teaching career. This is clearly an important group for the future of the teaching workforce; whether they are likely to stay in teaching, and for how long, indicates much about the attractiveness of teaching.

'Early career teachers' were defined as those who had been teaching for five years or less. In the survey this group comprised 24.8% of primary teachers and 20.1% of secondary teachers. Table 10.7 reports on whether they intend to leave teaching permanently prior to retirement. It indicates that a higher proportion of early career teachers intend to leave teaching permanently prior to retirement (9.0% of primary early career teachers, and 13.4% of secondary early career teachers) than do teachers as a whole (6.7% and 9.7%, respectively – see Table 10.1). However, especially at secondary level higher proportions of early career teachers are unsure about their plans in this regard (35.9% primary and 46.9% secondary) than were teachers overall (34.6% and 33.7%, respectively.) This suggests that a large number of early career secondary teachers have not yet committed to teaching as a career.

It is worth noting that in the 2007 SiAS survey the proportions of early career teachers who indicated that they intended to leave prior to retirement (11% primary and 15% secondary) were higher than in 2010 (9.0% and 13.4% respectively). This suggests that the retention of early career teachers may be increasing.

The data in Table 10.7 indicate some gender differences in career intentions. At both primary and secondary levels, higher proportions of male early career teachers indicate that they are likely to leave teaching. Similar gender differences were evident in the 2007 survey.

Table 10.7: Proportions of early career teachers who intend to leave teaching permanently prior to retirement

		Primary			Secondary		
		Males %	Females %	Persons %	Males %	Females %	Persons %
Do you plan to leave teaching permanently prior to retirement?	Yes	17.6	7.1	9.0	17.4	11.3	13.4
	No	40.3	58.4	55.0	36.6	41.3	39.7
	Unsure	42.1	34.5	35.9	46.0	47.4	46.9
		100.0	100.0	100.0	100.0	100.0	100.0

Note: 'Early career teachers' are those who have been teaching for 5 years or less – 22.2% of the primary teacher sample and 17.7% of the secondary sample. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 10.8 examines which factors are most important in the decision of those early career teachers who indicated that they are likely to leave teaching permanently prior to retirement. The factors are broadly similar to those reported for teachers overall (see Table 10.4). The most common factors are 'the workload is too heavy', 'better opportunities outside of schools', and 'dissatisfaction with teaching'. Among early career secondary teachers 'insufficient recognition or reward for teachers who demonstrate advanced competence' was also a relatively important factor.

Table 10.8: Early career teachers who intend to leave teaching permanently prior to retirement: most important factors

Which factors were most important in your decision to leave teaching prior to retirement?	Primary %	Secondary %
The workload is too heavy	51.0	41.8
Better opportunities outside of schools	47.4	47.4
Dissatisfaction with teaching	44.9	42.2
Insufficient support staff	38.5	31.1
The poor public image of teachers	32.6	30.4
Insufficient recognition or reward for teachers who demonstrate advanced competence	30.0	41.6
Class sizes too large	18.2	35.7
I never intended teaching to be a long-term career	22.8	30.1
Family reasons	16.8	10.0
Changes imposed on schools from outside	16.3	30.5
Insufficient recognition or reward for teachers who gain extra qualifications	18.9	27.0
Insufficient recognition or reward for teachers whose students achieve specified goals	12.5	23.2
Dissatisfaction with performance appraisal processes	13.3	13.7
I had issues with student management	9.9	18.1
Other	4.1	22.2
I have found that I am not suited to teaching	3.2	6.2
Superannuation benefits from leaving teaching early	0.0	2.1

Note: this question was answered only by those who indicated that they plan to leave teaching permanently prior to retirement (9.0% of early career primary teachers and 13.5% of secondary). The relatively small numbers mean that the estimates need to be treated with caution. Respondents could indicate more than one factor so the totals sum to more than 100. The factors are ordered in terms of the proportion of primary early career teachers who indicated it was one of the most important factors. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

10.4 Future career within education

Those who intend to stay in teaching for more than 3 years were asked about their intentions in schools within the next 3 years. The results are reported in Table 10.9 for primary and secondary teachers.

Table 10.9 indicates that of those teachers who intend to work in schools for more than 3 years, or who are unsure about how much longer they intend to keep teaching, around 65% intend to continue in their current position at their current school. This is lower than the 2007 figure, however teachers in 2007 were asked to tick either “yes” or “no” to each activity so the results are not strictly comparable with 2010; the majority of options received fewer ‘yes’ responses in 2010. About 24% of primary teachers and 28% of secondary teachers intended to seek promotion within their current school. About 20% of both primary and secondary teachers intend to move to a similar position at another school within the next 3 years (which is lower than in 2007) and 14% of primary teachers and 17% of secondary teachers intend to seek promotion at another school, again fewer than in 2007.

Table 10.9: Career intentions of teachers who intend to work in school for more than three years

Within the next 3 years do you intend to:	Primary Yes (%)	Secondary Yes (%)
Continue in your current position at this school	64.8	65.0
Seek promotion in this school	23.9	27.7
Move to a similar position at another school	21.4	19.5
Seek promotion to another school	13.5	17.0
Move to work in another school sector	4.6	6.3
Train to enable you to teach in another subject area	7.6	9.6
Train to enable you to teach in another stage of schooling	7.3	3.4
Change from full-time to part-time employment	6.9	6.8
Change from part-time to full-time employment	8.9	5.8
Take extended leave (12 months or more)	4.1	5.8

Note: The denominator for this table is the number of teachers who indicated that they intended to teach for longer than 3 more years, or who were unsure about how much longer they intended to work in schools. Among the primary sample 83.6% of teachers were in this group as were 81.0% of secondary teachers. Respondents were able to tick more than one box so the responses sum to more than 100%. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 10.10 examines differences in career intentions among those in different age bands. Among those who intend to continue teaching, younger teachers indicate higher levels of prospective career mobility than do older teachers. Teachers aged 35 years or less indicate that they are more likely to seek promotion, train to enable them to teach in another subject area or level of schooling, or to change schools or sectors than are older teachers, especially those aged 51 and over. Similar differences by age group were reported in the 2007 SiAS survey.

Table 10.10: Career intentions of teachers who intend to work in school for more than three years, by age band

	Primary – 'Yes'			Secondary – 'Yes'		
Within the next 3 years do you intend to:	Up to 35 years %	36 to 50 years %	Over 51 years %	Up to 35 years %	36 to 50 years %	Over 51 years %
Continue in your current position at this school	62.9	63.1	70.4	59.7	64.3	68.9
Seek promotion in this school	41.7	18.5	11.9	48.7	27.4	16.8
Move to a similar position at another school	23.5	22.6	16.4	27.5	19.9	14.8
Seek promotion to another school	17.4	12.9	9.9	25.3	18.0	11.2
Move to work in another school sector	6.5	4.7	2.1	11.3	6.5	3.5
Train to enable you to teach in another subject area	11.0	7.7	3.2	18.0	9.4	5.3
Train to enable you to teach in another stage of schooling	8.8	7.3	5.5	6.4	3.3	1.7
Change from full-time to part-time employment	5.2	4.9	12.9	6.6	3.7	11.1
Change from part-time to full-time employment	10.8	9.5	5.6	11.1	6.1	2.6
Take extended leave (12 months or more)	7.7	2.5	2.6	9.9	5.3	4.2

Note: The denominator for this table is the number of teachers who indicated that they intended to teach for longer than 3 more years, or who were unsure about how much longer they intended to work in schools. Among the primary sample 83.6% of teachers were in this group as were 81.0% of secondary teachers. Respondents were able to tick more than one box so the responses sum to more than 100%. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 10.11 indicates that of those leaders who intend to work in schools for more than 3 years, or who are unsure about how much longer they intend to keep teaching, over 60% intend to continue in their current position at their current school, but that about 50% of primary leaders and 40% of secondary leaders intend to apply for a leadership position at another school. The data suggest that leaders are a generally more mobile group than are teachers.

Table 10.11: Career intentions of leaders who intend to work in school for more than three years

Within the next 3 years do you intend to:	Primary Yes (%)	Secondary Yes (%)
Continue in your current position at this school	60.4	63.9
Apply for a Principal position in this school	10.0	8.6
Apply for a Principal position in another school	39.6	26.0
Apply for a Deputy Principal position in another school	9.7	16.5
Move to work in another school sector	2.1	2.8
Train to enable you to teach in another stage of schooling	.4	1.7
Change from full-time to part-time employment	2.5	1.6
Change from part-time to full-time employment	.7	.4
Take extended leave (12 months or more)	2.7	1.4

Note: The denominator for this table is the number of leaders who indicated that they intended to teach for longer than 3 more years, or who were unsure about how much longer they intended to work in schools. Among the primary sample 78.2% of leaders were in this group as were 79.5% of secondary leaders. Respondents were asked to tick only one box but it is clear that some ticked more than one as the primary responses sum to slightly more than 100%. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

10.5 Teachers' intentions regarding leadership positions

Table 10.12 shows that about 11% of primary teachers intend to apply for either a Deputy Principal (8.4%) or Principal (2.3%) position within the next 3 years as did a slightly lower proportion of secondary teachers (9.5%). These proportions are broadly similar to those reported in the 2007 survey.

Table 10.12: Teachers' intentions to apply for a leadership position during the next three years

Within the next 3 years do you intend to:	Primary Yes (%)			Secondary Yes (%)		
	Male	Female	Persons	Male	Female	Persons
Apply for a Deputy/Vice Principal position	12.1	7.5	8.4	9.9	6.6	8.1
Apply for a Principal position	4.8	1.7	2.3	1.8	1.1	1.4

Note: The denominator for this table is the number of teachers who indicated that they intended to teach for longer than 3 more years, or who were unsure about how much longer they intended to work in schools. Among the primary sample 83.6% of teachers were in this group as were 81.0% of secondary teachers. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 10.12 indicates marked gender differences among teachers in regard to their intentions about applying for leadership positions within the next 3 years, with much higher proportions of male teachers indicating such intentions, particularly in regard to Principal positions. Similar gender differences were evident in the 2007 survey.

Among the 10% or so of teachers who do intend to apply for a leadership position within the next three years, a wide range of factors was rated as important or very important in their decision, as shown in Table 10.13. The pattern was similar for primary and secondary teachers. Almost all such teachers (93% of primary and 96% of secondary) indicated that confidence in their own ability to do the job was an important or very important factor, as was 'I want to lead school development' (over 90%). Only 35% indicated that 'the high standing of school leaders in the community' was an important or very important factor. This pattern of responses is very similar to the 2007 SiAS survey.

Table 10.13: Teachers who intend to apply for a leadership position in the next three years: factors influencing the decision

	Primary		Secondary	
How important are the following factors in your intention to apply for a Deputy Principal or Principal position?	**Very important/ important %**	**Not at all important %**	**Very important/ important %**	**Not at all important %**
I want challenges other than classroom teaching	76.2	6.8	78.0	7.3
I have had encouragement and support from my colleagues	76.7	4.9	70.6	10.8
I have had encouragement and support from my school leaders	78.9	5.1	71.7	11.5
I want to lead school development	90.0	2.5	91.1	2.6
I have had successful experience in other leadership roles	88.8	2.7	89.8	4.3
I am confident in my ability to do the job	92.9	1.2	95.6	1.4
I was attracted by the salary and other financial benefits	43.4	21.0	43.7	22.8
I was attracted by the high standing of school leaders in the community	36.5	37.8	35.0	35.8
I have had helpful prior preparation and training	62.4	14.1	53.1	20.8
I am at the right stage of career to apply	78.6	6.8	77.7	7.8
Other	63.9	36.1	26.0	72.4

Note: The denominator for this table is the number of teachers who indicated that they intended to apply for either a Deputy Principal or Principal position within the next 3 years (9.4% of primary teachers and 8.6% of secondary). Respondents were asked to rate the importance of each factor. The estimates should be treated with caution because of the relatively small numbers involved. For full response details see Appendix 5, Tables A5.15. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

In the main, teachers who intend to apply for a leadership position in the next 3 years feel well prepared for the job. The survey assessed feelings of preparedness across 13 different aspects of leadership, and generally most teachers in this category feel that they are either well prepared or very well prepared (Table 10.14). In most aspects secondary teachers reported feeling better prepared than did primary teachers.

The two areas in which teachers felt least well prepared were 'managing school budgets and finances', and 'school accountability requirements'. This pattern of responses was very similar to the 2007 SiAS survey.

Table 10.14: Teachers who intend to apply for a leadership position in the next three years: perceptions of how well they feel prepared

How well prepared do you feel in the following aspects of school leadership?	Primary		Secondary	
	Very well prepared/ well prepared %	Poorly prepared %	Very well prepared/ well prepared %	Poorly prepared %
Relationships with families and the school community	85.2	0.6	90.0	0.5
Time management	80.4	2.0	85.5	1.6
School curriculum and assessment	76.0	0.8	82.1	2.3
Student welfare and pastoral care	73.8	2.0	88.6	1.3
Assessing teacher performance	68.0	3.5	83.7	1.8
Conflict resolution	65.8	4.5	79.5	1.4
School goal-setting and development	64.7	3.2	79.8	1.7
Stress management	61.2	3.8	73.3	3.4
Change management	60.3	7.3	79.5	2.0
Managing human resources	59.1	5.6	81.7	2.9
Managing physical resources	55.1	7.8	70.9	4.8
School accountability requirements	47.1	11.0	60.0	7.1
Managing school budgets and finances	41.2	19.4	54.4	13.1

Note: The denominator for this table is the number of teachers who indicated that they intended to apply for either a Deputy Principal or Principal position within the next 3 years (9.4% of primary teachers and 8.6% of secondary). Respondents were asked to indicate how well prepared they felt in each aspect. The estimates should be treated with caution because of the relatively small numbers involved. For full response details see Appendix 5, Table A5.16. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

The large majority of teachers did not intend to apply for a leadership position within the next 3 years, and the factors involved are examined in Table 10.15. The pattern of responses is similar for primary and secondary teachers. Among the factors canvassed, the three most important factors for both groups were ‘I want to remain working mainly in the classroom (71.0% of primary and 62.2% of secondary), ‘the time demands of the job are too high’ (68.1% primary, 63.5% secondary) and ‘I would have difficulty maintaining a satisfactory work/life balance’ (68.1% primary and 65.9% secondary). These were also the most important factors in not applying for a leadership position reported in the 2007 survey.

Table 10.15: Teachers who do not intend to apply for a leadership position in the next three years: factors influencing the decision

How important are the following factors in your intention not to apply for a Deputy Principal or Principal position?	Primary		Secondary	
	Very important/ important %	Not at all important %	Very important/ important %	Not at all important %
I want to remain working mainly in the classroom	71.0	14.6	62.2	20.5
The time demands of the job are too high	68.1	16.2	63.5	22.4
I would have difficulty maintaining a satisfactory work/life balance	68.1	16.5	65.9	19.7
The position requires too much responsibility	50.9	26.7	44.2	33.5
I am not at the right stage of my career to apply	49.9	38.0	46.4	41.9
I do not have appropriate prior preparation and training	48.3	31.8	43.0	38.1
I have a lack of prior leadership experience	47.8	31.2	41.7	38.8
My personal or family circumstances	47.3	38.3	46.6	40.2
The salary is not sufficient for the responsibilities	45.0	34.7	42.0	39.0
I do not feel confident in my ability to do the job	37.1	39.7	31.1	48.8
I have concerns with the selection process	24.2	57.1	25.3	59.1
I have not had encouragement and support from my school leaders	19.2	63.3	22.5	61.6
I have not had encouragement and support from colleagues	17.2	65.2	18.4	65.4
I have applied unsuccessfully in the past	4.2	90.5	4.2	91.2
Other	26.3	65.7	22.8	73.7

Note: For full response details see Appendix 5, Table A5.17. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

10.6 Intentions of those who intend to leave teaching

Almost 60% of teachers who intend to leave teaching in the next 3 years plan to retire from active employment (Table 10.16). In the 2007 survey about 50% of the respondents in this group planned to retire, which suggests that more such teachers in 2010 are likely to be relatively old. Around 20% of primary teachers who intend leave within 3 years plan to seek employment outside of Education, as do 25% of secondary teachers, and 6% of primary teachers and 10% of secondary plan to seek employment elsewhere in Education but not directly in schools. About 13% of primary teachers and 9% of secondary teachers in this group intend to take extended leave.

Table 10.16: Teachers who intend to leave schools within the next three years: career intentions

If you intend to leave school within the next 3 years, what do you intend to do?	Primary			Secondary		
	Males %	Females %	Persons %	Males %	Females %	Persons %
Seek employment elsewhere in education, but not directly in schools	0.9	8.5	6.4	10.6	9.5	10.1
Seek employment outside of education	17.2	19.7	19.0	24.6	25.4	24.9
Take study leave	0	2.5	1.8	1.7	5.4	3.2
Take extended leave from teaching (12 months or more)	22.5	8.7	12.5	6.6	12.0	8.8
Retire from active employment	43.6	63.5	58.1	61.2	58.2	59.9
Other	12.4	10.2	10.8	5.7	10.5	7.7

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

There are marked gender differences in these intentions. Male teachers who intend to leave teaching are much more likely than female teachers to indicate that they intend to seek employment outside Education and, among primary teachers at least, to indicate that they will seek employment elsewhere in Education but not directly in schools or to take study leave. Among primary teachers females who intend to leave are more likely to indicate that they will retire from active employment. Similar gender differences were evident in the 2007 SiAS survey.

10.7 Intentions of Deputy Principals

Table 10.17 examines whether current Deputies who intend to work in schools for 3 years or more (or who are unsure about the length of time) intend to apply to become a Principal within the next 3 years. More primary Deputies (36%) than secondary Deputies (24%) express this intention, with 42% of primary and 50% secondary deputies indicating that they will not apply. More secondary Deputies (25%) than primary (22%) indicate they are unsure of their intentions in this regard. These proportions are similar to those reported in the 2007 survey.

The gender pattern of responses differs somewhat between primary and secondary levels: male primary Deputies indicate they are less likely to apply than do females, whereas at secondary level male Deputies indicate that they are more likely to apply than are female Deputies.

Table 10.17: Deputy Principals: intentions to apply for a Principal position within the next three years

		Primary Deputies			Secondary Deputies		
		Males	Females	Persons	Males	Females	Persons
		%	%	%	%	%	%
Within the next 3 years do you intend to apply to become a principal?	Yes	32.9	38.0	36.1	25.0	22.8	24.2
	No	45.4	39.6	41.8	57.7	37.8	50.4
	Unsure	21.7	22.5	22.2	17.3	39.4	25.4
		100.0	100.0	100.0	100.0	100.0	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 10.18 examines the factors in the decision of Deputy Principals who do not intend to apply for a Principal position in the next 3 years. Few Deputy Principals report that a lack of encouragement and support from either their colleagues or Principal is an important factor in their decision not to apply. The most important considerations seemed to be ‘the time demands of the job are too high’ (88% of primary Deputies indicated this was an important or very important factor, and 75% of secondary Deputies), ‘I would have difficulty maintaining a satisfactory work/life balance’ (87% primary, 76% secondary), ‘I want to remain working mainly in my current role’ (89% primary and 65% secondary). The overall pattern of responses is similar to the 2007 survey.

Table 10.18: Deputy Principals who do not intend to apply for a Principal position within the next three years: factors in the decision

How important are the following factors in your intention not to apply for a Principal position?	Primary		Secondary	
	Very important/ important %	Not at all important %	Very important/ important %	Not at all important %
The time demands of the job are too high	87.8	10.0	74.6	13.3
I have a lack of experience acting in the principal role	74.2	12.7	43.1	36.0
The position requires too much responsibility	68.3	12.1	49.7	22.9
I would have difficulty maintaining a satisfactory work/life balance	86.6	8.6	76.1	12.8
The salary is not sufficient for the responsibilities	38.0	31.5	44.3	32.0
I have not had encouragement and support from colleagues	14.8	52.7	8.1	65.6
I have not had encouragement and support from my Principal	22.9	54.0	13.0	68.7
I have concerns with the selection process	25.8	49.2	17.8	59.5
I do not have appropriate prior preparation and training	60.4	22.1	33.0	43.9
Dealing with the demands of authorities outside the school	49.8	16.2	32.0	36.3
Difficulties with managing staff at school	31.0	30.8	20.2	44.9
I do not feel confident in my ability to do the job	47.0	31.3	27.2	55.5
I have applied unsuccessfully in the past	4.9	88.0	3.3	93.2
I am not at the right stage of my career to apply	51.2	35.8	41.8	45.3
I want to remain working mainly in my current role	89.4	7.0	64.9	20.7
Positions are often located in areas I do not want to work in	28.4	56.6	28.5	56.0
My personal or family circumstances	78.1	17.8	61.3	29.5
Other	55.5	19.6	75.3	24.1

Note: For full response details see Appendix 5, Table A5.18. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

11. VIEWS ON TEACHING AND LEADERSHIP

11.1 Introduction

This chapter reports the results from Section H of the Teacher questionnaire, *Your Views on Teaching* and Section H of the Leader questionnaire, *Your Views on the Leadership Role.* A number of these questions were also asked in SiAS 2007 and so changes over time can be documented.

11.2 Teachers' job satisfaction

Teachers were asked about the extent of their satisfaction with 17 different aspects of their job, and for an overall satisfaction rating. The results are reported in Table 11.1.

Overall, almost 90% of primary teachers indicated that they were either satisfied (65.2%) or very satisfied (22.6%) with their job. The overall satisfaction rate for secondary teachers was a little lower (85.6%, comprising 67.9% satisfied and 17.7% very satisfied) but is still quite high. Compared to the 2007 SiAS results, teachers' overall satisfaction has increased.

Of the 17 aspects canvassed, over two-thirds of primary teachers indicated that they were either satisfied or very satisfied with 13 of them, and two-thirds of secondary teachers with 11 aspects. (In 2007 there were slightly fewer aspects in which at least two-thirds of teachers indicated they were satisfied or very satisfied). The highest ratings (with over 90% of primary and secondary teachers reporting that they were either satisfied or very satisfied) were 'your working relationships with your colleagues', and 'your working relationships with parents/guardians'. The areas of least satisfaction were 'the value society places on teachers' work' (42% for primary, 38% for secondary) and 'the amount of administrative and clerical work you are expected to do' (46% primary, 42% secondary).

Table 11.1: Teachers' job satisfaction

How satisfied are you with the following aspects of your job?	Primary Very satisfied/ satisfied %	Secondary Very satisfied/ satisfied %
Your working relationships with your colleagues	95.5	94.3
Your working relationships with parents/guardians	95.3	93.6
What you are currently accomplishing with your students	89.6	85.7
The amount of teaching you are expected to do	88.0	85.7
Your working relationships with your Principal	87.6	83.5
Your freedom to decide how to do your job	81.0	82.4
Your opportunities for professional learning	80.1	77.2
The school's physical resources (e.g. buildings, grounds)	78.3	65.8
Your opportunities for career advancement	76.8	73.1
Feedback on your performance	75.7	71.0
The number of staff available to your school	74.8	74.0
Student behaviour	70.3	64.7
Educational resources (e.g. equipment, teaching materials)	68.0	63.3
Your salary	62.8	60.0
The balance between your working time and your private life	58.6	59.1
The amount of administrative and clerical work you are expected to do	45.9	41.5
The value society places on teachers' work	42.2	38.4
Overall, how satisfied are you with your current job?	*87.8*	*85.6*

Note: For full response details see Appendix 5, tables A5.19 (primary) and A5.20 (secondary). The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Overall, teachers' and leaders' job satisfaction varied very little according to the sector and location of the school they worked in, as shown in Table 11.2. Teachers in government secondary schools were less likely to report that they were very satisfied/satisfied (83%) than teachers in non-government secondary schools (88% in Catholic schools and 89% in independent schools). Primary teachers working in provincial locations were less likely to report that they were very satisfied/satisfied with their job (83%) than teachers in remote or metropolitan schools (89%).

Similar sectoral differences in teachers' job satisfaction were evident in SiAS 2007. However, at that time teachers in remote schools expressed a markedly lower level of job satisfaction than other teachers (although the relatively small numbers of respondents in remote schools means that the estimates need to be treated with caution).

Overall levels of satisfaction by state and territory and by school level were very similar, and in all cases over 80% of respondents were satisfied or very satisfied with their current job.

Table 11.2: Teachers' and leaders' job satisfaction, by school sector, location, SES, and state and territory

		Teachers		Leaders	
Overall, how satisfied are you with your current job? (Very satisfied/satisfied)		**Primary %**	**Secondary %**	**Primary %**	**Secondary %**
School sector	Government	87.5	83.3	91.1	94.7
	Catholic	88.7	88.3	96.6	96.2
	Independent	88.5	89.8	91.0	94.5
School location	Metropolitan	89.4	86.5	92.6	95.6
	Provincial	83.4	83.5	91.7	93.6
	Remote	89.0	84.3	86.1	95.2
School SES	High	88.0	86.9	90.9	96.8
	Medium	86.1	85.4	92.6	95.3
	Low	89.5	84.2	93.7	93.3
State/territory	NSW	88.2	84.5		
	VIC	90.5	87.4		
	QLD	85.4	84.3		
	WA	85.0	85.9		
	SA	89.3	86.5		
	TAS	89.6	88.6		
	NT	84.7	83.0		
	ACT	86.7	86.9		
Australia		**87.8**	**85.6**	**92.1**	**95.0**

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

A new question was added to SiAS 2010 which asked teachers how they saw their future in the teaching profession (see Table 11.3). There are clear gender differences in the results. Just over half the female teachers (55% primary, 51% secondary) indicate that they expect teaching will be their lifetime career. In the case of primary schools this is about 14 percentage points higher than for male teachers; in secondary schools the gender gap is narrower at about 5 percentage points.

Correspondingly, male teachers are more likely to indicate that they are thinking about an alternative career or are actively seeking an alternative career. This is particularly evident in primary schools where in total males are twice as likely as females to report one of these responses.

Overall, however, Table 11.3 indicates that the proportion of teachers actively seeking an alternative career is quite low, although fairly high numbers are thinking about an alternative.

Table 11.3: Teachers' views on their future in the teaching profession

At this stage, how do you see your future in the teaching profession?	Primary Male %	Primary Female %	Secondary Male %	Secondary Female %
I expect that teaching will be my lifetime career	41.6	55.4	45.9	50.5
I am unlikely to leave teaching	28.5	28.6	29.5	28.0
Those who clearly intend to stay in teaching	*70.1*	*84.0*	*75.4*	*78.5*
I am thinking about an alternative career	26.8	14.7	20.4	18.7
I am actively seeking an alternative career	3.1	1.4	4.2	2.8
	100.0	100.0	100.0	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

11.3 Leaders' job satisfaction

Over 90% of school leaders report that they are either satisfied or very satisfied with their jobs, as shown in Table 11.4. These overall satisfaction ratings have increased slightly since the 2007 survey.

As was discussed earlier in the chapter for teachers, leaders report high levels of job satisfaction with most of the aspects of their work canvassed in the survey. The major exceptions were in regard to 'the balance between working time and private life' (42% of secondary leaders and 49% of primary indicated that they were either satisfied or very satisfied with this aspect), 'the staffing resources at your school' (60%), 'the value society places on the leadership position' (68%), and 'your salary' (68%).

Table 11.4: Leaders' job satisfaction

How satisfied are you with the following aspects of your job?	Primary Very satisfied/ satisfied %	Secondary Very satisfied/ satisfied %
Working relationships with your teaching colleagues	96.7	97.5
Your working relationships with parents/guardians	96.5	98.1
Opportunity to influence student learning &development	92.8	89.6
What you are accomplishing with the school	92.0	88.4
The clarity of your responsibilities and authority	89.5	88.8
Your opportunities for professional learning	88.5	88.5
Your freedom to decide how to do your job	88.0	89.3
Your opportunities for further career advancement	78.9	82.7
Feedback on your performance	77.2	75.5
The support you receive from your employer	73.2	75.7
The physical resources at your school	70.3	62.6
Your salary	68.7	67.8
The value society places on the leadership role	67.0	68.6
The staffing resources at your school	59.2	60.6
The balance between your working time and private life	49.2	42.0
Overall, how satisfied are you with your job?	*92.1*	*95.0*

Note: For full response details see Appendix 5, tables A5.21 (primary) and A5.22 (secondary). The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Leaders were also asked how they saw their future in the teaching profession (see Table 11.5). Overall, a higher proportion of leaders than teachers indicated that they expect teaching will be their lifetime career. However, as was reported earlier for teachers, there are clear gender differences in the pattern of responses. While 77% of female primary leaders and 82% of female secondary leaders expect that teaching will be their lifetime career, the responses from male leaders are much lower – 69% primary and 73% secondary.

Male leaders are more likely to indicate that they are thinking about an alternative career. In both primary and secondary schools male leaders are twice as likely as female leaders to this response. Compared to teachers, though, lower proportions of leaders report that they are either thinking about an alternative career or actively seeking one.

Table 11.5: Leaders' views on their future in the teaching profession

	Primary		Secondary	
At this stage, how do you see your future in the teaching profession?	**Male %**	**Female %**	**Male %**	**Female %**
I expect that teaching will be my lifetime career	68.8	76.7	72.8	81.6
I am unlikely to leave teaching	13.4	14.8	16.5	12.9
Those who clearly intend to stay in teaching	*82.2*	*91.5*	*89.3*	*94.5*
I am thinking about an alternative career	17.0	8.3	10.2	4.0
I am actively seeking an alternative career	0.8	0.2	0.5	1.5
	100.0	100.0	100.0	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

11.4 The attractiveness of school leadership positions

Despite the fact that most school leaders express a high level of job satisfaction, only about 60% to 65% think that school leadership positions are attractive to qualified applicants (Table 11.6). Over one-third of leaders believe that such positions are unattractive. Relative to the 2007 results, though, these data represent an increase in the proportion of leaders who think the positions are attractive.

Table 11.6: Leaders' perceptions of the attractiveness of school leadership positions

How attractive do you think school leadership positions are to qualified applicants?	**Primary %**	**Secondary %**
Very attractive	6.0	5.1
Attractive	53.3	59.5
	59.3	*64.6*
Unattractive	32.6	31.0
Very Unattractive	4.7	3.1
Other	3.4	1.3
	100.0	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

The survey canvassed leaders' views on 10 possible changes that would help to retain leaders in the profession (Table 11.7). The strategies that were most strongly supported were: reduced workload; more support staff; a more positive public image of the leadership position; and fewer changes

imposed on schools. Around 55% of the leaders felt that amendments to superannuation arrangements would help to retain leaders. About 30% of primary leaders and 35% of secondary leaders agreed or strongly agreed that providing higher pay for leaders whose students achieve specified goals would help to retain leaders in the profession. The latter responses were higher than in the 2007 survey, by about 10 percentage points for primary leaders and 5 percentage points for secondary leaders.

Table 11.7: Leaders' views on strategies to help retain leaders in the profession

To what extent do you agree that the following changes would help to retain quality leaders in the profession?	Primary Strongly agree/ agree %	Secondary Strongly agree/ agree %
More support staff	95.6	92.7
A more positive public image of the leadership position	93.2	86.2
Fewer changes imposed on schools	89.3	84.6
Reduced workload	89.2	85.9
Fewer student management issues	80.0	76.4
Greater autonomy	79.9	73.8
Higher pay for leaders who demonstrate advanced competence	69.6	69.7
Higher pay for leaders who gain extra qualifications	59.4	51.4
Amendments to superannuation to encourage leaders to work longer	56.9	53.6
Higher pay for leaders whose students achieve specified goals	30.8	34.8

Note: For full response details see Appendix 5, tables A5.23 (primary) and A5.24 (secondary). The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

12. SCHOOL STAFFING ISSUES

12.1 Introduction

This chapter reports the results from the Leader questionnaire Section I: *Your School.* This section was completed by Principals only. A number of questions were very similar to those asked in SiAS 2007 and so it is possible to examine change between the two surveys.

12.2 Principals' authority for school staffing

Tables 12.1 and 12.2 report on the extent to which principals in government, Catholic and independent schools report that they have 'extensive' authority for different aspects of school staffing.[27] It should be noted that there is variation across the government sectors in each state with respect to principals' authority for school staffing. An aggregated national picture should not therefore be interpreted as holding true in each state or territory; unfortunately, the sample size does not enable precise estimates for each state or territory in this regard.

Table 12.1: Areas in which primary Principals report extensive authority for school staffing, by sector

To what extent do you as the Principal have authority for the following aspects of school staffing? *(% who report 'Extensive authority')*	Primary			
	Govt %	Cath %	Ind %	All %
Reviewing teachers' performance	55.8	60.7	84.0	59.9
Determining priorities for teachers' professional learning	45.9	48.7	78.4	50.1
Recruiting staff to perform non-teaching duties	44.2	82.0	76.5	54.9
Acting as the direct employer of non-teaching staff	25.5	58.8	62.7	36.1
Recruiting teachers	24.1	69.6	90.3	40.1
Determining the school staffing profile	20.4	28.1	51.3	25.3
Determining length of employment contract for teachers	19.4	29.1	50.2	24.6
Acting as the direct employer of teachers	14.3	48.0	62.4	26.4
Dismissing teachers	2.2	7.1	61.8	10.4
Varying salary/conditions to recruit teachers in short supply	0.7	0.4	26.1	3.7
Financially rewarding high performing teachers	0.5	0.4	6.8	1.2

Note: The areas are listed in terms of the % of primary government school principals who report that they have extensive authority. Tables showing all categories of responses are included in Appendix 5. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

[27] Tables in Appendix 5 provide detailed information on each sector on the extent to which principals report that they have 'extensive authority' for the various aspects of school staffing, 'some authority' and 'no authority' as well as the proportions who 'would like more authority' in these regards.

Table 12.2: Areas in which secondary Principals report extensive authority for school staffing, by sector

To what extent do you as the Principal have authority for the following aspects of school staffing? *(% who report 'Extensive authority')*	Secondary			
	Govt %	Cath %	Ind %	All %
Reviewing teachers' performance	35.7	62.1	85.3	52.7
Recruiting staff to perform non-teaching duties	34.8	91.0	70.6	55.8
Determining priorities for teachers' professional learning	34.7	48.4	63.8	44.2
Recruiting teachers	23.6	89.9	85.3	52.7
Acting as the direct employer of non-teaching staff	17.3	69.3	68.4	40.9
Determining the school staffing profile	15.3	51.3	82.3	39.3
Determining length of employment contract for teachers	14.3	41.8	74.2	33.9
Acting as the direct employer of teachers	9.4	65.6	79.3	38.1
Varying salary/conditions to recruit teachers in short supply	3.7	15.7	43.6	15.5
Financially rewarding high performing teachers	0.2	2.6	22.8	5.7
Dismissing teachers	0.1	11.2	77.4	20.7

Note: The areas are listed in terms of the % of secondary government school principals who report that they have extensive authority. Tables showing all categories of responses are included in Appendix 5. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

In each of the areas examined government school principals were least likely to report that they have extensive authority; in the majority of staffing areas independent principals were the most likely to report they have extensive authority. Catholic school principals tended to be closer to independent principals than to government principals in the pattern of their responses and in some areas (e.g. 'recruiting staff to perform non-teaching duties' more Catholic principals reported having extensive authority than independent principals).

In general, within the Catholic and independent school sectors there was little difference between the proportions of primary and secondary principals who reported having extensive authority in any one area. However, in the government sector it is noticeable that more primary principals reported having extensive authority than secondary principals in almost all the staffing areas. The apparently higher levels of staffing authority reported by government primary principals may reflect the generally smaller staffing complements of primary schools and that there may be fewer other leaders to devolve responsibility to.

When compared with the 2007 results, in most areas higher proportions of government school primary principals reported that they had extensive authority in 2010. However, the picture with government secondary principals is more mixed with most areas either showing no change at all since 2007 or a slight decline in the proportion who report they have extensive authority. Among Catholic and independent principals there appears to have been an increase in the proportions reporting extensive authority in the majority of areas, although the increases are quite small as the proportions were already quite high.

A new question in the 2010 survey asked principals whether they would like any more authority in the specified staffing areas. The results are recorded in tables 12.3 and 12.4. Across most staffing areas, more government school principals indicated that they would like more authority than did Catholic and independent principals. Presumably this reflects the fact that fewer government principals report having extensive authority in the first place (Tables 12.1 and 12.2).

Table 12.3: Areas in which primary Principals would like more authority, by school sector

% of principals who ''Would like more authority' Principals were asked to indicate this for each staffing area	Primary			
	Govt %	**Cath %**	**Ind %**	**All %**
Dismissing teachers	44.3	28.2	5.9	37.1
Determining the school staffing profile	39.1	17.9	1.6	31.1
Recruiting teachers	38.7	8.3	4.6	29.5
Acting as the direct employer of teachers	27.9	7.5	2.0	21.4
Financially rewarding high performing teachers	26.8	10.2	5.2	21.4
Determining length of employment contract for teachers	26.3	15.8	7.8	22.4
Varying salary/conditions to recruit teachers in short supply	20.3	10.6	0	16.3
Recruiting staff to perform non-teaching duties	19.5	0	1.0	14.0
Reviewing teachers' performance	13.4	13.9	4.2	12.5
Acting as the direct employer of non-teaching staff	16.5	0.0	1.0	11.9
Determining priorities for teachers' professional learning	7.6	11.6	0	7.4

Note: The areas are listed in terms of the % of primary government school principals who indicate that they would like more authority. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 12.4: Areas in which secondary Principals would like more authority, by school sector

% of principals who ''Would like more authority' Principals were asked to indicate this for each staffing area	Secondary			
	Govt %	**Cath %**	**Ind %**	**All %**
Determining the school staffing profile	54.3	16.6	12.5	37.2
Dismissing teachers	51.3	38.1	2.1	38.0
Recruiting teachers	38.2	6.4	12.8	25.9
Determining length of employment contract for teachers	38.1	19.4	2.7	26.5
Financially rewarding high performing teachers	30.4	28.6	16.4	27.1
Recruiting staff to perform non-teaching duties	29.7	6.4	12.8	21.0
Reviewing teachers' performance	27.8	20.2	1.6	20.6
Acting as the direct employer of teachers	27.8	8.7	1.3	18.0
Varying salary/conditions to recruit teachers in short supply	27.3	24.8	4.5	21.9
Acting as the direct employer of non-teaching staff	23.6	8.7	1.3	15.7
Determining priorities for teachers' professional learning	19.3	3.3	0.5	11.8

Note: The areas are listed in terms of the % of secondary government school principals who indicate that they would like more authority. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Within the government school sector, the areas in which principals would like more authority are generally those in which they report currently having least. For example, only 2% of government primary principals and virtually no secondary principals report that they have extensive authority for dismissing teachers and this is the area in which the highest number of primary principals (44%) and the second highest number of secondary principals (51%) indicate that they would like more authority.

A total of 18.7% of principals in the samples identified themselves as principals of a combined school. Of these, 34.6% were in the government sector, 16.2% in the Catholic sector and 49.3% in the Independent sector. These principals were asked to indicate the extent to which they had authority to move teachers between the primary and secondary year levels, and whether they would like more authority in this regard.

The results are reported in Table 12.5. Just under half the principals of combined primary-secondary schools in the government sector (47%) report that they have extensive authority for moving teachers between the primary and secondary levels, which is a lower proportion than in the Catholic (58%) or Independent (90%) sectors. In each of the three sectors only a minority of principals of combined primary-secondary schools indicate that they would like more authority in this regard.

Table 12.5: Staffing issues unique to principals of combined primary/secondary schools

Combined Schools Principals	Govt %	Cath %	Ind %	All %
Have extensive authority for moving teachers between the primary and secondary year levels	47.0	57.6	89.8	71.2
Would like more authority for moving teachers between the primary and secondary year levels	29.9	25.5	46.7	37.5

Note: The responses tabulated here are from principals of combined primary/secondary schools only. Of these, some were selected as part of the primary sample and the remainder were selected as part of the secondary sample. The figures should be regarded as indicative only, since the sampling plan does not guarantee a representative national sample of this subset of principals.

12.3 Teacher vacancies

Principals were asked to record the number of unfilled teacher positions in their school at two different time points: the first day of Term 1 2010; and at the time they completed the survey (between August and December 2010).[28] This was intended to provide an indication of whether staffing difficulties had eased or worsened during the school year.[29] The results are provided in Table 12.6 for primary schools and Table 12.7 for secondary schools.

Teacher vacancies in primary schools

Table 12.6 indicates that 7.6% of primary school principals indicated that they had at least one unfilled vacancy for a General Classroom Teacher at the beginning of 2010. This figure dropped to 2.3% of primary principals reporting that they had at least one unfilled General Classroom Teacher position in late 2010, which suggests that across primary schools as a whole the staffing position improved during 2010.[30]

Given that Australia had 7643 primary schools in 2010 (including the primary component of combined primary-secondary schools) Table 12.6 suggests that at the beginning of the 2010 school year around 580 primary schools had at least one unfilled vacancy for a General Classroom Teacher and that this number had fallen to about 175 schools by late 2010. Further information on changes in vacancies over the year is provided in Appendix 8.

When viewed in the context of the number of Generalist Classroom Teachers working in schools, the estimated number of unfilled positions shown in Table 12.6 at the time of the survey is quite low: about 0.6% of the estimated 96 300 Generalist Classroom Teachers (see Table 5.14).

[28] An unfilled position at the time of the survey was defined as: "any position currently vacant for 10 consecutive weeks or more which was not filled by a permanent teacher or long-term reliever".

[29] This question was asked in more detailed form than in 2007, especially at secondary level; in 2010 information on unfilled positions was sought for individual subjects rather than broad curriculum areas. This difference affects the comparability of results from the two surveys.

Table 12.6: Primary school Principals who indicate at least one unfilled teacher position

Staffing position	At least one unfilled position on First Day of Term 1, 2010			At least one unfilled position at time of survey[1]		
	% of schools	No. of schools[2]	Total no. unfilled positions[3]	% of schools	No. of schools[2]	Total no. unfilled positions[3]
Deputy Principal	2.0	155	150	1.8	135	150
Early Childhood Teaching	1.9	145	180	1.9	145	150
Generalist Primary Teaching	7.6	580	1080	2.3	175	610
Specialist Teaching Areas						
English as a Second Language	2.7	210	210	3.3	250	260
Languages other than English	2.9	225	240	2.9	225	250
Library	3.6	270	280	2.5	195	190
Literacy	0.1	10	10	0.2	15	10
Music	3.0	230	240	3.0	225	260
Visual Arts	0.7	55	50	0.6	45	50
Numeracy	0	0	0	0	0	0
Science	0.1	10	10	0.1	10	10
Computing	1.2	90	100	1.4	105	110
Technology	0.8	65	70	0.8	65	70
Health and Physical Education	2.5	195	220	1.7	130	150
Religious studies	0.7	50	60	0.7	55	60
Special needs	0.8	65	70	0.6	45	40
Other	0	0	0	0	0	0

1. Any position that, at the time of the survey, had been vacant for 10 consecutive weeks or more which was not filled by a permanent teacher or long-term reliever. The survey was conducted in August – December 2010.
2. The estimated numbers of unfilled positions are based on an Australian total of 7643 primary schools (including the primary component of combined primary-secondary schools), with estimates rounded to the nearest 5.
3. Estimated by applying the average number of unfilled positions per school to all schools, with estimates rounded to the nearest 10.

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 12.6 also indicates that while the proportion of principals reporting unfilled vacancies in specialist primary areas at the start of the school year is lower than in regard to General Classroom teaching, the unfilled vacancy rates changed little during the 2010 school year. For example, 2.9% of primary schools reported an unfilled vacancy for a LOTE teacher at the beginning of 2010 and this proportion had not altered by the time of the survey. The proportion of schools reporting an unfilled vacancy for teachers of English as a Second Language actually rose slightly during the year (from 2.7% to 3.3%).

In interpreting the primary specialist teaching data, however, it should be noted that not all primary schools will necessarily be teaching in the areas listed in Table 12.6: the proportions reporting unfilled vacancies are expressed in terms of all schools, and not just those teaching (say) LOTE.

Table 5.14 estimated that around 2 800 primary teachers are currently teaching LOTE and 4 100 ESL. Thus, while the total number of unfilled positions in these two areas is not high in absolute terms, it represents a relatively high proportion of the current primary LOTE and ESL workforces: 9% and 6%, respectively.

Teacher vacancies in secondary schools

Table 12.7 reports the unfilled vacancy data for secondary schools in the individual subjects provided by secondary schools. The highest rates of unfilled vacancy were reported in Mathematics, with 8.3% of secondary principals reporting at least one unfilled teacher vacancy at the beginning of 2010 (equivalent to about 225 of Australia's secondary schools), and only a slightly lower proportion (7.6%) at the time of the survey.

Other subjects with relatively high rates of unfilled vacancies at the time of the survey were English (5.1%) and LOTE (6.3%). Perhaps not surprisingly, the subjects with the highest vacancies tend to be those which are offered by all schools. Table 12.7 lists 43 individual subjects; the unfilled vacancy rates in 16 of them fell between the start of the school year and the time of the survey, while in 11 others it was unchanged. Further information on changes in vacancies over the year is provided in Appendix 8.

Although English and Mathematics are the two areas with the highest number of unfilled positions, the vacancies represent just under 1% of the teachers currently teaching in those subjects (see Table 5.16). By contrast, although secondary LOTE has a lower number of unfilled positions at the time of the survey they represent 2% of those currently teaching LOTE. Wood or Metal Technology and Library are two other secondary subjects in which relatively high proportions of schools reported unfilled vacancies at the time of the survey. However, when viewed in the context of the size of those areas, the total number of unfilled positions represents just 1% and 1.5% respectively of the teachers in those areas.

Table 12.7: Secondary school Principals who indicate at least one unfilled teacher position

Staffing position	At least one unfilled position on First Day of Term 1, 2010			At least one unfilled position at time of survey[1]		
	% of schools	No. of schools[2]	Total no. unfilled positions[3]	% of schools	No. of schools[2]	Total no. unfilled positions[3]
Language						
English	7.5	200	350	5.1	140	340
English as a Second Language	0.2	5	10	0	0	0
Languages other than English	5.4	150	150	6.3	170	190
Mathematics						
Mathematics	8.3	225	400	7.6	205	390
Statistics	0.2	5	10	0.2	5	10
Sciences						
Biology	0.1	5	0	0.3	10	10
Chemistry	2.2	60	60	2.4	65	80
Earth sciences	0	0	0	0	0	0
Environmental sciences	1.1	30	30	0	0	0
Physics	1.5	40	40	1.9	50	50
Psychology/Behavioural	0.1	5	0	0	0	0
Science – General	2.2	60	60	0.4	15	50
Total	*7.2*	*200*	*190*	*5.0*	*14.0*	*190*
Society and Environment Studies						
Accounting	0.4	15	10	0.4	15	10
Business studies	1.1	30	130	2.0	55	160
Civics and citizenship	0	0	0	0	0	0
Economics	0	0	0	0.2	5	10
Geography	0	0	0	0	0	0
History	0.7	15	20	0	0	0
Legal studies	0	0	0	0.9	25	30
Politics	0	0	0	0	0	0
Religious studies	0	0	0	0.2	5	10
Social studies	1.0	25	30	1.0	25	30
Total	*3.2*	*85*	*190*	*4.7*	*130*	*250*
The Creative & Performing Arts						
Visual Arts	0.6	15	20	0.3	10	10
Dance	0.4	15	10	0.5	15	20
Drama	1.3	35	30	2.2	60	60
Media Studies	1.1	30	30	0	0	0
Music	1.7	45	50	1.9	50	50
Total	*5.1*	*140*	*140*	*4.9*	*135*	*140*
Technology						
Computing	1.7	45	50	1.1	30	30
Food technology	0	0	0	0.4	15	20
Graphic communication	0.4	15	10	0.3	10	10
Information technology	2.3	65	160	1.2	35	130
Textiles	0.1	5	0	0.1	5	0
Wood or Metal technology	4.5	120	130	3.8	100	120
Total	*9.0*	*250*	*350*	*6.9*	*195*	*310*
Health and Physical Education						
Health	0.1	5	0	0.1	5	0
Outdoor education	1.2	35	30	1.2	35	30
Physical education	0.4	15	10	0.7	15	30
Total	*1.7*	*55*	*40*	*2.0*	*55*	*60*
Specialist roles						
Library	2.3	65	70	2.7	70	80
Special Needs	1.7	45	60	1.7	45	60
Learning Support	2.7	70	80	1.5	40	50
Behaviour Management	2.6	70	80	2.4	65	70
Career Education	0.1	5	0	0.4	15	10
Vocational Educ & Training	0.8	20	30	1.5	40	40
Other Areas	1.5	40	40	1.0	25	30

1. Any position that, at the time of the survey, had been vacant for 10 consecutive weeks or more which was not filled by a permanent teacher or long-term reliever. The survey was conducted in August – December 2010.
2. The estimated numbers of unfilled positions are based on an Australian total of 2 695 secondary schools (including the secondary component of combined primary-secondary schools), with estimates rounded to the nearest 5.
3. Estimated by applying the average number of unfilled positions per school to all schools, with estimates rounded to the nearest 10.

Note: The totals shown for the % of schools reporting vacancies broad curriculum areas (e.g. Sciences) could involve some double-counting as the one school could have a vacancy in more than one subject in the area. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Changes between 2007 and 2010

The 2007 SiAS report provided estimates of the total number of vacancies in Australia in curriculum areas where the highest number principals had reported vacancies (four areas in primary schools and four areas in secondary schools). The 2007 data are shown in Table 12.8 along with the equivalent data for those same areas in 2010. Further information on changes between 2007 and 2010 is provided in Appendix 8.

Table 12.8: Unfilled teaching positions in 2007 and 2010

	Day 1 of the school year				**Time of the survey[1]**			
	% of schools[2]		***Total positions[3]***		**% of schools[2]**		**Total positions[3]**	
	2007	***2010***	***2007 (%)[4]***	***2010***	**2007**	**2010**	**2007 (%)[4]**	**2010**
Primary								
General	*10*	*7.6*	*1500 (2%)*	*1 080*	9	2.3	1300 (2%)	610
LOTE	*4*	*2.9*	*500 (13%)*	*240*	5	2.9	400 (11%)	250
Special needs	*5*	*0.8*	*500 (4%)*	*70*	6	0.6	600 (4%)	40
Library	*4*	*3.6*	*300 (4%)*	*280*	5	2.5	400 (6%)	190
Secondary								
English	*8*	*7.5*	*300 (1%)*	*350*	6	5.1	200 (1%)	340
LOTE	*5*	*5.4*	*150 (2%)*	*150*	5	6.3	150 (2%)	190
Mathematics	*10*	*8.3*	*300 (1%)*	*400*	13	7.6	400 (2%)	390
Science	*8*	*7.2*	*200 (1%)*	*190*	11	5.0	300 (1%)	190
SOSE	*5*	*3.2*	*150 (1%)*	*190*	5	4.7	150 (1%)	250

Notes

1 Any teaching position that, at the time of the survey, had been vacant for 10 consecutive weeks or more which was not filled by a permanent teacher or long-term reliever.

2 The estimated % of schools reporting at least one unfilled position in the area concerned (rounded to the nearest whole number in 2007).

3 The estimated number of total unfilled positions in the area concerned (rounded to the nearest 50 in 2007 and to the nearest 10 in 2010).

4 The estimated number of unfilled positions is expressed as a percentage of the number actually teaching that subject (rounded to the nearest whole number).

The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

With the caveats detailed in Appendix 8 in mind, the major changes evident between 2007 and 2010 are as follows:

- In 8 of the 9 areas reported in Table 12.8 the proportion of schools reporting unfilled positions fell between 2007 and 2010. This is consistent with other data in this report that indicates schools report fewer staffing difficulties than in 2007.

- The one exception to this trend is secondary LOTE, where the proportion of schools reporting unfilled positions is slightly higher in 2010 than 2007, both at the start of the school year and at the time of the survey. This runs counter to the pattern in primary LOTE where the proportion of schools reporting unfilled positions fell between 2007 and 2010. This issue is explored further in Appendix 8.

- At primary level the decline between 2007 and 2010 in the proportion of schools reporting unfilled positions is reflected in declines in the estimated total numbers of unfilled positions in each of the four areas concerned.

- In 2010 there was a tendency for the percentage of schools reporting unfilled teaching positions to decline from the start of the school year to the time of the survey in most of the subject areas listed in Table 12.8. By contrast, in 2007 the more common pattern was for the percentage of schools reporting unfilled positions to not decline or even increase slightly during the school year. This is a further indicator of a generally better staffing position in 2010.

12.4 Principals' perceptions of staffing difficulties

Despite the relatively low numbers of principals reporting unfilled vacancies in individual curriculum areas (Tables 12.6 and 12.7), there are still fairly large numbers who report that they have difficulties in suitably filling staff vacancies across all areas of the curriculum. The data on schools reporting a major difficulty in filling vacancies or retaining staff provides a measure of 'hard to staff' schools.

Table 12.9 indicates that 6% of primary principals and 9% of secondary principals reported major difficulty in suitably filling staff vacancies during the past 12 months. These proportions are quite similar to those reported in SiAS 2007 (5% of primary principals and 9% of secondary) and confirm that recruitment difficulties continue to be more acute in secondary schools. A further 21% of primary principals reported a moderate difficulty in recruiting staff as did 31% of secondary principals. These proportions were similar to those reported in 2007.

Table 12.9 indicates that government schools generally report the greatest difficulties in recruiting staff, and independent schools the least; the proportion of Catholic secondary principals who report moderate difficulty in recruiting staff is particularly high (54%).

Table 12.9: Principals' perceptions of difficulties in filling vacancies

What degree of difficulty have you had in the past 12 months in <u>suitably filling staff vacancies</u> across all areas of curriculum?	**Primary**				**Secondary**			
	Govt %	**Cath %**	**Ind %**	**All %**	**Govt %**	**Cath %**	**Ind %**	**All %**
Major difficulty	5.7	6.2	8.8	6.1	13.1	6.4	1.6	9.1
Moderate difficulty	23.3	21.8	6.2	21.1	26.0	54.1	22.1	31.6
Minor difficulty	28.8	33.1	47.1	31.7	42.3	24.2	42.8	38.3
No difficulty	42.2	38.9	37.9	41.1	18.6	15.2	33.5	21.1
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

There seem to be relatively fewer difficulties in retaining suitable staff than in recruiting staff in the first place. Around 5% of primary principals and 6% of secondary principals reported a major difficulty in retaining suitable staff during the past 12 months. The difficulties of retaining suitable staff seem to be more evident in secondary schools than primary schools, but the sectoral differences appear relatively small on this measure.

Table 12.10: Principals' perceptions of difficulties in retaining staff

What degree of difficulty have you had in the past 12 months in retaining suitable staff across all areas of curriculum?	Primary				Secondary			
	Govt %	Cath %	Ind %	All %	Govt %	Cath %	Ind %	All %
Major difficulty	6.5	2.7	0	5.1	5.5	7.5	5.4	5.9
Moderate difficulty	11.4	8.3	6.2	10.3	18.8	17.6	17.1	18.2
Minor difficulty	24.4	33.5	36.5	27.4	37.8	54.8	28.0	39.6
No difficulty	57.7	55.5	57.3	57.2	37.9	20.2	49.5	36.4
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Appendix 5 includes tables that also analyse principals' perceptions of staffing difficulties (Tables A5.28 to A5.31) in terms of school location (metropolitan, provincial and remote) and SES (as measured by school postcode). Appendix 7 includes information on the perceptions of staffing difficulties reported by principals of schools identified as Aboriginal and Torres Strait Islander (ATSI) focus schools.

12.5 Strategies for dealing with staff shortages

Teacher shortages can be hard to measure in the sense that schools and school systems use a variety of strategies to ensure that classes are not left without a teacher, including reducing the curriculum on offer, employing less qualified teachers, or increasing class sizes. Table 12.11 and Table 12.12 report on the strategies used by primary and secondary principals respectively to deal with staffing shortages. Teacher shortages have qualitative as well as quantitative dimensions.

As reported by primary principals, the most common strategies are to require teachers to teach outside their field of expertise (15% of government principals, 5% of Catholic and 19% of independent), combine classes across year levels (10%, 3% and 21% respectively) or recruit teachers on short-term contracts (9%, 7% and 12%).

Table 12.11: Primary Principals' strategies to deal with staffing shortages

Which of the following strategies do you use to deal with teacher shortages at your school?	Primary			
	Govt %	Cath %	Ind %	All %
Reduce the curriculum offered	9.8	7.5	8.8	9.3
Reduce the length of classroom time for a subject	3.7	3.3	3.3	3.6
Combine classes within subject areas	3.9	0.8	25.1	5.7
Combine classes across subject areas	1.9	2.9	2.9	2.2
Combine classes across year levels	10.3	2.7	21.2	10.2
Require teachers to teach outside their field of expertise	15.0	4.8	18.6	13.6
Recruit teachers not fully qualified in subject areas with acute shortages	5.1	10.8	6.8	6.2
Recruit retired teachers on short-term contracts	8.5	6.8	12.4	8.6
Share programs with other schools	6.6	11.0	3.6	7.0
Other	3.2	2.5	14.0	4.3
Not relevant – no recent teacher shortages	49.2	54.1	43.6	49.4

Note: Principals could indicate >1 strategy. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 12.12: Secondary Principals' strategies to deal with staffing shortages

Which of the following strategies do you use to deal with teacher shortages at your school?	Secondary Govt %	Cath %	Ind %	All %
Reduce the curriculum offered	25.3	9.0	9.3	18.4
Reduce the length of classroom time for a subject	3.7	1.8	14.6	5.6
Combine classes within subject areas	21.3	24.6	22.5	22.3
Combine classes across subject areas	1.8	4.6	0.0	2.0
Combine classes across year levels	18.5	10.7	12.5	15.5
Require teachers to teach outside their field of expertise	46.7	57.3	14.3	42.2
Recruit teachers not fully qualified in subject areas with acute shortages	26.3	28.6	6.2	23.0
Recruit retired teachers on short-term contracts	28.4	20.5	21.2	25.1
Share programs with other schools	12.7	8.4	7.4	10.7
Other	4.4	1.3	0.8	3.0
Not relevant – no recent teacher shortages	27.1	33.0	50.7	33.4

Note: Principals could indicate >1 strategy. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

These strategies are also commonly used by secondary school principals, although to a much greater extent. For example, 47% of government secondary principals, 57% of Catholic and 14% of independent indicate that they ask teachers to teach outside their field of expertise in response to shortages, and about a quarter recruit less qualified teachers, or teachers on short-term contracts.

Overall, these figures are generally similar to those from 2007. Significant increases are evident in reducing the classroom time offered in a subject (approximately doubled), and combining classes within subject areas (4-6% in primary; 18-22% in secondary). Significant decreases have occurred in combining classes across year levels (10-16% in primary), and recruiting teachers who are not fully qualified (6-11% in primary). Requiring teachers to teach outside their areas of expertise remains a serious issue, particularly for secondary principals (42%), as does the recruitment of teachers who are not fully qualified in their subject areas (23%). With regard to the latter two issues, there is no evidence of progress since the 2007 survey.

Table 12.13 presents additional strategies used to deal with shortages by principals in combined primary/secondary schools. Some government school principals may combine classes across primary and secondary school levels, although the figure is quite low, and very few Catholic and independent principals in a combined school setting indicated that this was done. Moving teachers between primary and secondary year levels was rather more common and again, this was more likely to occur in government schools than in the non-government sector.

Table 12.13: Additional strategies to deal with shortages, by principals of combined primary/secondary schools

Combined Schools Principals	Govt %	Cath %	Ind %	All %
Deal with teacher shortages by combining classes across the primary and secondary year levels	17.1	1.5	1.9	7.1
Deal with teacher shortages by moving teachers between the primary and secondary year levels	40.5	27.2	20.2	37.5
Have had no recent teacher shortages	23.7	42.6	47.0	38.4

Note: The responses tabulated here are from principals of combined primary/secondary schools only. Of these, some were selected as part of the primary sample and the remainder were selected as part of the secondary sample. The figures should be regarded as indicative only, since the sampling plan does not guarantee a representative national sample of this subset of principals. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each

should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

12.6 Teacher departures and arrivals

Most schools report experiencing teacher departures and arrivals of the past 12 months (Table 12.14). In the main, secondary schools are more likely to experience teacher departures and arrivals than primary schools (presumably because of their generally larger size). In the main higher proportions of non-government schools experience teacher arrivals and departures than government schools.

Table 12.14: Proportion of schools with teachers leaving and arriving in the past 12 months, by school level and sector

	Primary			
	Govt %	**Cath %**	**Ind %**	**All %**
Have any teachers left your school in the past 12 months?	65.4	77.3	73.9	68.5
Have any teachers joined your school in the past 12 months?	80.6	85.0	88.6	82.3
	Secondary			
Have any teachers left your school in the past 12 months?	93.9	97.4	91.3	94.1
Have any teachers joined your school in the past 12 months?	92.2	97.9	97.8	94.7

Note: the proportions are the % of all principals who responded to the survey. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 12.15 examines the nature of teacher departures in terms of the main destinations involved. As well as the average number of teachers per school who left during the past 12 months under the different categories, it also includes estimates of the total numbers of teachers involved across Australia. In both primary and secondary schools the most common destination for teachers leaving was relocation to another school in the same sector in the same state/territory (average of 0.7 teachers per primary school and 1.4 per secondary school) followed by leave of greater than 12 months at primary level (0.4) and retirement at secondary level (1.1).

Table 12.15: Average number of teachers who left in the past 12 months, by destination

	Primary		**Secondary**	
Type of teacher departure	**Ave. no. teachers per school**	**Total no. teachers**	**Ave. no. teachers per school**	**Total no. teachers**
Retirement	0.34	2700	1.13	3600
Resignation from teaching	0.19	1500	0.52	1700
Relocation to another school in the same sector in the same State/Territory	0.66	5200	1.41	4500
Relocation to another school sector in the same State/Territory	0.09	700	0.35	1100
Relocation to teach interstate	0.08	600	0.17	500
Moved overseas to work as a teacher	0.08	600	0.20	700
Leave of >12 months	0.43	3400	0.79	2500
Other	0.23	1800	0.22	700
	2.10	**16 500**	**4.79**	**15 300**

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 12.16 examines the nature of teacher arrivals in terms of the main sources involved. In primary schools the most common type of arrival was relocation from another school in the same sector in the same state/territory (0.7). In secondary schools the most common type of arrival was a new graduate from teacher education (1.7) followed by relocation from another school in the same sector in the same state/territory (1.3).

Table 12.16: Average number of teachers who arrived in the past 12 months, by source

	Primary		Secondary	
Type of teacher arrival	**Ave. no. teachers per school**	**Total no. teachers**	**Ave. no. teachers per school**	**Total no. teachers**
New graduate from teacher education	0.34	6900	1.71	5500
Re-entry by a teacher who had formerly resigned from teaching	0.19	800	0.23	700
Relocation from another school in the same school sector in the same State/Territory	0.66	4800	1.31	4200
Relocation from another school sector in the same State/Territory	0.09	1100	0.61	1900
Relocation from teaching interstate	0.08	500	0.17	500
Moved from overseas	0.08	600	0.17	500
Other	0.43	1100	0.04	100
	1.99	**15800**	**2.88**	**13400**

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

12.7 Perceptions of the preparation of recent teacher graduates

Principals were asked to assess how well recent teacher graduates were prepared in a range of aspects of teaching and other work in schools. Their responses are reported in Table 12.17.

Over half the primary principals responded that recent teacher graduates were either well prepared or very well prepared in 'collaborating with teaching colleagues' (63%), 'engaging students in learning activities' (58%), 'accessing and using teaching materials and resources effectively' (57%) and 'understanding the subject matter they are expected to teach' (53%). Secondary principals rated recent graduates as better prepared in these regards (66%, 60%, 71% and 76%, respectively).

Table 12.17: Principals' perceptions of the preparation of recent teacher graduates

In your experience, how well prepared are recent teacher graduates in regard to:	**"Very well prepared" or "Well prepared"**	
	Primary %	**Secondary %**
Collaborating with teaching colleagues	63.3	65.9
Engaging students in learning activities	58.0	60.1
Accessing and using teaching materials and resources effectively	57.0	71.3
Understanding the subject matter they are expected to teach	52.9	75.8
Using effective strategies to help students learn	41.1	57.7
Knowing about how students learn and understand new concepts	40.4	49.8
Communicating with parents/guardians	30.9	26.1
Managing classroom activities effectively	30.4	26.6
Providing effective feedback to students to support their learning	30.3	36.5
Understanding the differences among students and how to cater for them	25.5	30.8

Note: The areas are listed in the order of the % of primary Principals who indicated "very well prepared" or "well prepared". The detailed responses are provided in Appendix 5 (Table A5.32). The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Primary principals rated recent graduates as least well prepared in regard to 'communicating with parents/guardians' (33% indicated either well prepared or very well prepared), 'managing classroom activities effectively' (30%) and 'providing effective feedback to students to support their learning' (30%). This pattern was also evident in the responses from secondary principals although overall secondary principals gave more positive assessments of graduates' preparation than did primary principals. In most of the aspects surveyed, less than 10% of both groups of principals indicated that recent teacher graduates were poorly prepared.

Primary principals' perceptions of the preparation of recent graduates have improved somewhat since 2007 (in 5 of the 10 areas surveyed, with one unchanged). On the other hand, the perceptions of secondary principals have worsened somewhat (in 8 of the 10 specified areas). Overall, however, secondary principals provided higher assessments of recent graduates' preparation for most of the specified areas than did primary principals.

12.8 Salary structures

Principals indicated that classroom teachers are most commonly employed on a salary structure that is an incremental scale with progression based largely on years of experience. As Table 12.18 records, 85% of government primary principals, 91% of Catholic primary principals and 75% of independent primary principals felt that this best described the salary structure for the majority of classroom teachers, as did slightly higher proportions of secondary principals (Table 12.19). Less than 5% of principals indicated that the majority of classroom teachers are paid according to a scale with increments largely subject to performance assessment; this proportion tended to be higher in the government than non-government sectors. This proportion may possibly be artificially low due to the wording of the question: the use of the term "best describes … for the majority of teachers" may have led a number of principals to tick "incremental salary scale with progression based largely on years of service" when in fact a positive performance assessment is a prerequisite for progression.

Table 12.18: Type of salary structure, primary schools by sector

Which category best describes the current salary structure for the majority of teachers?	Primary			
	Govt %	Cath %	Ind %	All %
Teachers with mainly classroom responsibilities				
Fixed salary (i.e., no increments)	9.0	8.3	11.4	9.1
Incremental salary scale with progression based largely on years of service	85.3	91.3	74.9	85.2
Incremental salary scale with progression largely subject to performance assessment	4.6	0.2	0.3	3.3
Salary bonus for high performance or specified tasks	0	0	7.5	0.9
Salary specified in an individual agreement	0.8	0.2	5.9	1.3
Other salary structure	0.3	0	0	0.2
	100	100	100	100
Teachers with mainly leadership responsibilities				
Fixed salary (i.e., no increments)	35.8	26.6	15.0	31.4
Incremental salary scale with progression based largely on years of service	48.6	53.0	39.5	48.2
Incremental salary scale with progression largely subject to performance assessment	9.1	4.6	6.1	7.8
Salary bonus for high performance or specified tasks	0.8	3.9	17.7	3.6
Salary specified in an individual agreement	4.0	8.7	21.8	7.1
Other salary structure	1.8	3.2	0	1.8
	100	100	100	100

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table 12.19: Type of salary structure, secondary schools by sector

Which category best describes the current salary structure for the majority of teachers?	Secondary			
	Govt %	Cath %	Ind %	All %
Teachers with mainly classroom responsibilities				
Fixed salary (i.e., no increments)	7.6	3.1	11	5.2
Incremental salary scale with progression based largely on years of service	87.2	91.2	81.2	86.8
Incremental salary scale with progression largely subject to performance assessment	4.8	2.8	0.8	3.6
Salary bonus for high performance or specified tasks	0.3	0	5.4	1.4
Salary specified in an individual agreement	0	2.8	11.4	3.1
Other salary structure	0	0	0	0
	100	100	100	100
Teachers with mainly leadership responsibilities				
Fixed salary (i.e., no increments)	49.5	34.1	14.5	38.1
Incremental salary scale with progression based largely on years of service	42.3	54.9	29.8	42.2
Incremental salary scale with progression largely subject to performance assessment	5.3	2.4	3.3	4.2
Salary bonus for high performance or specified tasks	0.4	0.9	6.1	1.7
Salary specified in an individual agreement	2.2	6.2	46.2	13.3
Other salary structure	0.4	1.5	0	0.5
	100	100	100	100

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Tables 12.18 and 12.19 also indicate that there is greater variety in the salary structures for teachers in leadership positions, with less than 50% at both primary and secondary levels reporting that an incremental scale based largely years of service applies to the majority of such posts.

13. TEACHER APPRAISAL

13.1 Introduction

This chapter reports the results from the Leader questionnaire Section J: *Teacher Appraisal in Your School.* This section was completed by school Principals only. Questions on appraisal were not included in SiAS 2007 and so it is not possible to compare the 2010 results with the earlier SiAS survey.

13.2 Who appraises teachers and how often

Principals were asked to consider various people who may be potentially involved in assessing teachers in their school and how often, in fact, teachers in their school were appraised by those people. Five types of potential appraisers were included in the question: the Principal; the Deputy Principal; a Head of Department or equivalent; teaching peers; and external individuals.

Principals were asked to tick one box in each row of the question, where each row referred to one of these five types of potential assessors, and boxes referred to frequency. 'Never' was a response category. The question did not ask about the proportion of teachers who are appraised each year, or how often appraisal takes place. However, from the pattern of responses, it seems reasonable to conclude that almost all teachers are appraised at least once per year. In 95% of primary schools teachers were appraised annually or more frequently by at least one of the Principal, Deputy Principal or a Head of Department or equivalent.

Table 13.1 indicates that it is unusual for the work of primary teachers not to be appraised by the Principal (5.1%) or only when requested by the teacher (3.9%). In just over 90% of primary schools the work of teachers is appraised by Principals, often several times in each year (51.8%).

Staff members other than the Principal are also involved in teacher appraisal in most primary schools. In just over 70% of schools the work of teachers is appraised by the Deputy Principal at least once per year, and in just under half of schools by the Head of Department or equivalent (46.8%). The work of teachers is appraised by teaching peers at least once per year in 43.9% of schools. In the majority of schools the work of teachers is either never appraised by teaching peers (31.4%) or only when requested by the teacher (24.8%). In the large majority of primary schools the work of teachers is either never appraised by external individuals or bodies (76.9%) or only when requested by the teacher (7.2%).

Table 13.1: Primary schools: who appraises teachers and how often

How often is the work of teachers in this school appraised by the following people?	Never %	Only when requested by the teacher %	About once per year %	Once per year (scheduled) %	Several times in each year %	*Annually or more frequently* %	%
The Principal	5.1	3.9	16.0	23.2	51.8	*91.0*	100.0
The Deputy Principal	21.7	7.5	10.8	12.4	47.6	*70.8*	100.0
Head of Department or equivalent	38.0	15.2	5.6	7.7	33.6	*46.8*	100.0
	1.6[a]					*95.3*[b]	
Teaching peers	31.4	24.8	7.5	4.8	31.6	*43.8*	100.0
External individuals or bodies	76.9	7.2	4.7	4.4	6.8	*15.9*	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

a. The sub-total in the 'Never' column indicates that in only 1.6% of primary schools were teachers never appraised by at least one of the Principal, Deputy Principal or a Head of Department or equivalent.

b. The sub-total in the 'Annually or more frequently' column indicates that in 95.3% of primary schools teachers were appraised annually or more frequently by at least one of the Principal, Deputy Principal or a Head of Department or equivalent.

Table 13.2 indicates a broadly similar pattern in secondary schools. In only 0.8% of secondary schools were teachers never appraised by at least one of the Principal, Deputy Principal or a Head of Department or equivalent. In about three-quarters of secondary schools the work of teachers is appraised by the Principal at least once per year (75.4%). Compared to primary schools, other staff members (Deputy Principal, Head of Department or equivalent and teaching peers) are more commonly involved in teacher appraisal either on a regular basis or when requested by the teacher (especially in the case of teaching peers). The greater involvement of other staff in appraisal in secondary schools (and somewhat less involvement by the Principal) presumably reflects the fact that secondary schools tend to be larger on average and are structured differently than primary schools. As was the case with primary schools, the work of teachers is never appraised by external individuals or bodies in the majority of schools (75.5%) or only when requested by the teacher (12.3%).

Table 13.2: Secondary schools: who appraises teachers and how often

How often is the work of teachers in your school appraised by the following people?	Never %	Only when requested by the teacher %	About once per year %	Once per year (scheduled) %	Several times in each year %	*Annually or more frequently* %	%
The Principal	5.7	18.9	24.3	21.8	29.3	*75.4*	100.0
The Deputy Principal	10.1	16.9	19.4	23.2	30.4	*73.0*	100.0
Head of Department or equivalent	3.6	13.9	22.9	14.8	44.9	*82.5*	100.0
	0.8					*94.5*	
Teaching peers	23.1	36.2	11.2	11.3	18.3	*40.7*	100.0
External individuals or bodies	75.5	12.3	5.4	4.3	2.5	*12.2*	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

a. The sub-total in the 'Never' column indicates that in only 0.8% of secondary schools were teachers never appraised by at least one of the Principal, Deputy Principal or a Head of Department or equivalent.
b. The sub-total in the 'Annually or more frequently' column indicates that in 94.5% of secondary schools teachers were appraised annually or more frequently by at least one of the Principal, Deputy Principal or a Head of Department or equivalent.

13.3 Areas and method of teacher appraisal

Principals were asked about the importance in teacher appraisal of 16 different aspects of teachers' work. The results are provided in

Table 13.3 . The majority of primary Principals indicated that each of the 16 aspects was of either high or moderate importance in the appraisal of teachers in their school. This suggests that appraisal takes into account multiple dimensions of teachers' work and does not focus on a single or small set of indicators. The three aspects that were ranked as of highest importance were:

- Relations between the teacher and students (79.0% of Principals)
- Teachers' knowledge and understanding of teaching practices in their main subject field/s (75.6%)
- Teachers' knowledge and understanding of their main subject field/s (74.4%)

The three aspects where the lowest proportion of Principals indicated they were of high importance were:

- Teaching in a multicultural setting (13.9%)
- Student test scores (11.6%)
- Extra-curricular activities with students e.g. school plays and performances, sporting activities (10.3%)

In these cases, though, around 40-50% of the Principals indicated that the aspect was of moderate importance in appraisal, and only around 12-16% indicated that the aspect was not included at all.

Secondary Principals also indicated that appraisal takes into account multiple dimensions of teachers' work. The majority of secondary Principals indicated that 15 of the 16 aspects were of either high or moderate importance (the exception being 'teaching in a multicultural setting' which was ranked as either high or moderate importance by 44.5% of Principals).

Table 13.3: Areas of appraisal of primary teachers

How important is each of the following in the appraisal of teachers in your school?	Primary		Secondary	
	High importance %	Moderate importance %	High importance %	Moderate importance %
Relations between the teacher and students	79.0	20.2	58.8	37.6
Teachers' knowledge and understanding of teaching practices in their main subject field(s)	75.6	22.2	65.0	27.4
Teachers' knowledge and understanding of their main subject field(s)	74.4	24.1	63.8	28.3
Student discipline and behaviour in the teacher's classes	66.0	32.4	44.6	44.7
Teachers' classroom organisation	58.9	39.3	35.7	54.7
Direct appraisal of classroom teaching	53.2	38.2	46.3	38.3
Innovative teaching practices	48.4	46.3	33.6	55.6
How well the teacher works with you, the Principal, and their colleagues	43.8	50.2	18.6	50.1
Other student learning outcomes (i.e. outcomes other than test scores)	42.9	44.2	36.3	46.7
Teaching of students with special learning needs	40.1	52.5	17.8	53.0
Professional development undertaken by the teacher	27.9	60.3	17.1	60.1
Feedback from parents	24.1	55.1	12.4	56.1
Student feedback on the teaching they receive	23.5	48.8	23.8	53.3
Teaching in a multicultural setting	13.9	41.4	11.4	33.1
Student test scores	11.6	53.0	12.9	42.6
Extra-curricular activities with students (e.g. school plays and performances, sporting activities)	10.3	44.9	13.8	41.0

Note: The aspects of teachers' work are ranked in terms of the proportion of primary Principals who indicated they were of high importance. The detailed pattern of responses is reported separately for primary and secondary schools in Appendix 5, tables A5.33 and A5.34. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Overall, secondary Principals were less likely to indicate that any of the aspects were of high importance in teacher appraisal than were primary Principals but more likely to indicate they were of moderate importance.

The three aspects that were ranked as of highest importance by secondary Principals were the same as those ranked by primary Principals although in a different order, perhaps reflecting the stronger emphasis on subject teaching in secondary schools:

- Teachers' knowledge and understanding of teaching practices in their main subject field/s (65.0%)
- Teachers' knowledge and understanding of their main subject field/s (63.8%)
- Relations between the teacher and students (58.8% of Principals)

The three aspects that the lowest proportion of secondary Principals indicated were of high importance were also similar to those indicated by primary Principals:

- Student test scores (12.9%)
- Feedback from parents (12.4%)
- Teaching in a multicultural setting (11.4%)

Again, few Principals indicated that these aspects were not included at all in the appraisal of teachers at their school.

Principals were also asked about the frequency with which seven different activities were undertaken in the appraisal of teachers at their school. The results are recorded in Table 13.4. The overall impression is that in most schools teacher appraisal involves a range of activities.

Table 13.4: Activities undertaken in the appraisal of teachers

How often are the following activities undertaken in the appraisal of your teachers?	'Nearly all the time' or 'Most of the time'	
	Primary %	Secondary %
Formal interview with the teacher	59.9	55.4
Use of an individual plan setting out goals and development strategies	56.8	56.9
Assessment of evidence of teaching practice (e.g. such as portfolios and lesson plans)	49.3	51.3
Assessment of teaching performance against professional standards	44.2	49.5
Classroom observation	41.8	43.0
Provision of formal written feedback	37.3	44.3
Peer appraisal	19.8	20.8

Note: The activities are ranked in terms of the proportion of primary Principals who indicated the activity was undertaken 'nearly all the time' or 'most of the time'. For full response details see Appendix 5, Tables A5.35 (primary) and A5.36 (secondary). The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

In both primary and secondary schools the two most commonly undertaken activities are formal interview with the teacher (59.9% of primary Principals indicated this was undertaken nearly all the time or most of the time as did 55.4% of secondary) and use of an individual plan setting out goals and development strategies (56.8% and 56.9% of primary and secondary Principals respectively).

Peer appraisal was reported by both primary and secondary Principals as the activity least likely to be undertaken (only 19.8% of primary Principals and 20.8% of secondary indicated that this was undertaken nearly all or most of the time).

13.4 Actions taken following teacher appraisals

Principals were asked about the frequency of actions taken following the appraisal of teachers. The results are recorded in Table 13.5.

Table 13.5: Actions taken following the appraisal of teachers

How often are the following actions taken following the appraisal of teachers in your school?	'Nearly all the time' or 'Most of the time'	
	Primary %	Secondary %
Access to professional learning opportunities	82.1	76.9
Feedback provided to individual teacher on their teaching performance	68.6	58.5
Support from teaching colleagues (such as mentoring or networking)	63.7	63.8
Advice given to individual teacher on improving their teaching performance	61.1	59.7
Change in role or responsibilities of individual teachers	20.2	22.2
Promotion	6.3	12.7
Other sanctions for poor performance*	2.5	4.2
Dismissal	0.2	0.9

Note: The activities are ranked in terms of the proportion of primary Principals who indicated the action was undertaken 'nearly all the time' or 'most of the time'. For full response details see Appendix 5, Tables A5.37 (primary) and A5.38 (secondary). The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

*The 'other sanctions for poor performance' were intended to identify actions other than those already listed in the question i.e. 'change in role or responsibilities' or 'dismissal'. Such other sanctions may include, for example, withholding a salary increment.

The pattern is very similar in primary and secondary schools. The majority of Principals report that there are four actions taken either nearly all the time or most of the time. In practice these actions are likely to overlap to varying degrees:

- Access to professional learning opportunities (82.1% of primary Principals indicated this action was taken nearly all the time or most of the time as did 76.9% of secondary principals);
- Feedback provided to individual teachers on their teaching performance (68.6% of primary, 58.5% of secondary);
- Support from teaching colleagues such as mentoring or networking (63.7% primary, 63.8% secondary); and
- Advice given to individual teachers on improving their teaching performance (61.1% primary, 59.7% secondary).

Secondary Principals were twice as likely to report that promotion followed the appraisal of teachers nearly all the time or most of the time (12.7%) than were primary Principals (6.3%) but at both levels this did not happen very much at all. Only very small proportions of Principals reported that dismissal often followed teacher appraisal.

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APPENDIX 1: ADVISORY COMMITTEE MEMBERS AND CENTRAL LIAISON OFFICERS

Advisory Committee

Allan Hird (Chair)	DEEWR (to June 2011)
Catherine Quinn (Chair)	DEEWR (from June 2011)
Josie Barac	Australian Bureau of Statistics
Carolyn Broadbent	Australian Council of Deans of Education
Patrick Bryan	Department of Education and Training, Queensland
Michael Carr	Independent Schools Council of Australia
Jenny Cirillo	Department of Education and Childrens Services, South Australia
David Colley	Australian Education Union (from February 2011)
Cathy Crook	Department of Education and Training, Australian Capital Territory
Bruce Dunn	Department of Education and Training, Northern Territory (from February 2011)
Rob Durbridge	Australian Education Union (to January 2011)
Neville Feeney	Catholic Secondary Principals Australia
Irene Gray	Department of Education, Tasmania (to January 2011)
Mark Hogan	National Catholic Education Commission
Paul Hunt	DEEWR
Tony Luttrell	Department of Education, Tasmania (from February 2011)
Michael Nuttall	Australian Primary Principals Asscociation
Neil Purdy	Department of Education, Western Australia
Allan Shaw	Association of Heads of Independent Schools of Australia
Rex Symonds	Department of Education and Training, Northern Territory (to January 2011)
Jim Tangas	Department of Education and Early Childhood Development, Victoria
Sheree Vertigan	Australian Secondary Principals Association
Diane Wasson	Department of Education and Training, New South Wales
Chris Watt	Independent Education Union of Australia

Some Committee meetings were also attended by:

Bo Cui	DEEWR
Ian Dawes	Department of Education and Early Childhood Development, Victoria
Anne Ellis	ACT Teacher Quality Institute
Jenni Hellig	Department of Education and Childrens Services, South Australia
Andy Kowaluk	Department of Education, Tasmania (from February 2011)
Carmel Senese	Department of Education and Training, New South Wales

Central Liaison Officers

Government

Jenny Cirillo	Department of Education and Childrens Services, South Australia
Christina Costa	Department of Education and Early Childhood Development, Victoria
Cathy Crook	Department of Education and Training, Australian Capital Territory
Gail Godden	Department of Education and Training, Queensland
Marie Hayes	Department of Education, Western Australia (from August 2010)
Andy Kowaluk	Department of Education, Tasmania
Damien Richardson	Department of Education, Western Australia (to August 2010)
Jane Sepulveda	Department of Education and Training, Northern Territory
Diane Wasson	Department of Education and Training, New South Wales

Catholic

Marian Bhasin	Catholic Education Office, Diocese of Darwin
Alan Bowyer	Catholic Schools Office, Diocese of Wagga Wagga
Larry Burn	Catholic Education Office, Diocese of Ballarat
Kathy Campbell	Catholic Education Office, Archdiocese of Sydney
Sandra Dawson	Catholic Education Office, Diocese of Parramatta
Geoff Hendricks	Edmund Rice Schools
Bronwyn Hession	Catholic Schools Office, Diocese of Broken Bay
Peta Kingham	Catholic Education Office, Diocese of Bathurst
Jenny Kupkee	Catholic Education Office, Diocese of Wilcannia-Forbes
Kevin Lawlor	Catholic Education Office, Diocese of Sandhurst
Mark McCarthy	Catholic Education Office, Archdiocese of Melbourne
Neil McDonald	Catholic Education Office, Diocese of Rockhampton
Kath McGuigan	Catholic Education Office, Archdiocese of Adelaide
Gayle McMahon	Catholic Education Office, Diocese of Wollongong
Bernadette Myors	Catholic Education Office, Diocese of Sale
John O'Brien	Catholic Education Office, Diocese of Townsville
Mary Preston	Catholic Education Office, Archdiocese of Hobart
Vicki Sheriff	Catholic Schools Office, Diocese of Maitland and Newcastle
Paul Thornton	Catholic Education Office, Diocese of Lismore
Michael Traynor	Catholic Education Office, Archdiocese of Canberra and Goulburn
Alan Williams	Catholic Schools Office, Diocese of Armidale

Independent

Helen Coyer	Association of Independent Schools Queensland
Niki Herbert	Association of Independent Schools Western Australia
Daryl Murdoch	Adventist Schools Australia
Melissa Old	Association of Independent Schools New South Wales
Juliana Shea	Association of Independent Schools Tasmania
Jaki Wain	Association of Independent Schools South Australia
Barry Wallett	Independent Schools Council of Australia
Paul Weinert	Lutheran Education Australia
Andrew Wrigley	Association of Independent Schools Australian Capital Territory

APPENDIX 2: THE TEACHER QUESTIONNAIRE

This survey has been approved by the Australian Government Statistical Clearing House (01874-03)

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STAFF IN AUSTRALIA'S SCHOOLS: *TEACHER* SURVEY, 21 July 2010

This survey will be completed by school teachers across the country, so we have used generic terms throughout. If a term specific to your State/Territory is not used please choose the option which most closely resembles the term you would use.

All responses will be kept confidential.

A. YOUR BACKGROUND

1. Please indicate your age as of September 1 this year: **_____ years** **_____ months**

2. What is your sex? ☐ Male ☐ Female

3. Do you identify as being of Aboriginal or Torres Strait Islander origin?

- ☐ No
- ☐ Yes, Aboriginal
- ☐ Yes, Torres Strait Islander
- ☐ Yes, both Aboriginal and Torres Strait Islander

4. In which country were you born?

- ☐ Australia
- ☐ Canada
- ☐ Germany
- ☐ Greece
- ☐ India
- ☐ Italy
- ☐ Malaysia
- ☐ New Zealand
- ☐ South Africa
- ☐ United Kingdom
- ☐ United States of America

Other *(please specify)* _____

Please answer Question 5 only if you were <u>not</u> born in Australia.

5. For how many years have you lived in Australia? _____ *years*

B. YOUR PREPARATION FOR TEACHING

QUALIFICATIONS IN EDUCATION

6. Was the institution where you gained your main pre-service teacher qualification located in:

a.

- ☐ New South Wales?
- ☐ Victoria?
- ☐ Queensland?
- ☐ Western Australia?
- ☐ South Australia?
- ☐ Tasmania?
- ☐ Australian Capital Territory?
- ☐ Northern Territory?
- ☐ Overseas? (please specify the country) _____

b. A capital city?

- ☐ Yes
- ☐ No

7. What is the level of the highest qualification you have *completed* in the field of Education?
Please tick one box only.

Graduate programs:

- ☐ Doctoral degree
- ☐ Masters degree
- ☐ Graduate Diploma
- ☐ Graduate Certificate
- ☐ Bachelor (Honours) degree

Undergraduate Programs:

- ☐ Bachelor degree
- ☐ Diploma or Advanced Diploma
- ☐ Certificate III/IV
- ☐ Certificate I/II
- ☐ Other *(please specify)* _____

QUALIFICATIONS IN FIELDS OTHER THAN EDUCATION

8a. Have you *completed* a qualification in any field other than Education?

- ☐ Yes *Please proceed to Question 8b.*
- ☐ No *Please go to Question 9.*

8b. What is the level of the highest qualification you have *completed* in a field other than Education?
P*lease tick one box only.*

Graduate programs:

- ☐ Doctoral degree
- ☐ Masters degree
- ☐ Graduate Diploma
- ☐ Graduate Certificate
- ☐ Bachelor (Honours) degree

Undergraduate Programs:

- ☐ Bachelor degree
- ☐ Diploma or Advanced Diploma
- ☐ Certificate III/IV
- ☐ Certificate I/II
- ☐ Other *(please specify)* _____

Question 9 seeks information about tertiary-level studies that you have completed in the listed subject areas. It also seeks to identify those subject areas in which you have completed studies in teaching methods and/or pedagogy.

9a. For which of the following subjects have you *completed* tertiary studies*?*

***In the left-hand block of columns (below)**, please tick the subjects in which you have completed some tertiary study. For each relevant subject, indicate the highest year level at which you have completed at least one semester. For example,*

- *if the highest year level at which you have completed a semester in Mathematics is 2nd year then tick the "Year 2" box on the Mathematics row.*
- *If your only tertiary study in a subject is one completed semester at 1st year level, then please tick 'Year 1'.*

9b. For which of the following subjects have you *completed* studies in teaching methods*?*

- *In the right-hand column (below), please tick only those subjects for which you have completed studies in methods of teaching.*

	9a. For which of the following subjects have you *completed* tertiary studies*?*			**9b. For which of the following subjects have you *completed* studies in teaching methods*?***
	Year 1	**Year 2**	**Year 3 or higher**	
Language				
English	☐	☐	☐	☐
Literacy	☐	☐	☐	☐
English as a Second Language	☐	☐	☐	☐
Languages other than English (please specify) _____	☐	☐	☐	☐
Mathematics				
Mathematics	☐	☐	☐	☐
Numeracy	☐	☐	☐	☐
Statistics	☐	☐	☐	☐
Sciences	☐	☐	☐	☐
Biology	☐	☐	☐	☐
Chemistry	☐	☐	☐	☐
Earth sciences	☐	☐	☐	☐
Environmental sciences	☐	☐	☐	☐
Physics	☐	☐	☐	☐
Psychology/Behavioural studies	☐	☐	☐	☐
Science – General	☐	☐	☐	☐
Society and Environment Studies (SOSE)				
Accounting	☐	☐	☐	☐
Business studies	☐	☐	☐	☐
Civics and Citizenship	☐	☐	☐	☐
Economics	☐	☐	☐	☐
Geography	☐	☐	☐	☐
History	☐	☐	☐	☐
Legal studies	☐	☐	☐	☐
Politics	☐	☐	☐	☐
Religious studies	☐	☐	☐	☐
Social studies	☐	☐	☐	☐
The Creative and Performing Arts				
Visual Arts	☐	☐	☐	☐
Dance	☐	☐	☐	☐
Drama	☐	☐	☐	☐
Media studies	☐	☐	☐	☐
Music	☐	☐	☐	☐
Technology				☐
Computing	☐	☐	☐	☐
Food technology	☐	☐	☐	☐

	9a. For which of the following subjects have you *completed* tertiary studies?			**9b. For which of the following subjects have you *completed* studies in teaching methods?**
	Year 1	**Year 2**	**Year 3 or higher**	
Graphic communication	☐	☐	☐	☐
Information technology	☐	☐	☐	☐
Textiles	☐	☐	☐	☐
Wood or Metal technology	☐	☐	☐	☐
Health and Physical Education				
Health	☐	☐	☐	☐
Outdoor education	☐	☐	☐	☐
Physical education	☐	☐	☐	☐
Library	☐	☐	☐	☐
Special Needs	☐	☐	☐	☐
Learning Support	☐	☐	☐	☐
Behaviour Management	☐	☐	☐	☐
Career Education	☐	☐	☐	☐
Vocational Education and Training	☐	☐	☐	☐
Other *(please specify)* _____	☐	☐	☐	☐

If you have been teaching for five years or less, please answer Questions 10, 11 and 12. Otherwise, please go straight to question 13.

10. Which of the following factors were important to you in your decision to become a teacher?
Please tick all boxes that apply.

- ☐ Personal fulfilment
- ☐ Desire to work with young people
- ☐ I enjoyed school
- ☐ Influence of past teacher/s
- ☐ Desire to pass on knowledge
- ☐ Teaching makes a worthwhile social contribution
- ☐ I am passionate about education
- ☐ I enjoy my subject area/s
- ☐ Opportunity to work overseas
- ☐ Teaching is suited to my abilities
- ☐ I was awarded a bursary or scholarship
- ☐ High likelihood of gaining employment after graduating
- ☐ Security of employment
- ☐ Status of teaching profession in the community
- ☐ Starting salary
- ☐ Salary for experienced teachers
- ☐ Future opportunities for career advancement
- ☐ Working conditions (e.g., flexibility, leave entitlements)
- ☐ Family role model/s
- ☐ Other *(please specify)* _____

11. How helpful was your pre-service teacher education course in preparing you for: (*please tick one box in each row)*

	Very helpful	**Helpful**	**Of some help**	**Not helpful**
Handling a range of classroom management situations	☐	☐	☐	☐
Teaching students with learning difficulties	☐	☐	☐	☐
Teaching students from different cultural backgrounds	☐	☐	☐	☐
Using a variety of instructional methods for diverse student needs	☐	☐	☐	☐
Developing and teaching a unit of work	☐	☐	☐	☐
Teaching the subject matter I am expected to teach	☐	☐	☐	☐
Developing students' literacy skills	☐	☐	☐	☐
Developing students' numeracy skills	☐	☐	☐	☐
Assessing students' performance	☐	☐	☐	☐
Teaching students from Indigenous backgrounds	☐	☐	☐	☐
Selecting and adapting curriculum and instructional materials	☐	☐	☐	☐
Using teaching standards to improve my teaching practices	☐	☐	☐	☐
Reflecting on my own teaching practices	☐	☐	☐	☐
Working effectively with other teachers	☐	☐	☐	☐
Working effectively with parents/guardians	☐	☐	☐	☐

12. Since you began teaching, which of the following types of assistance have you been provided with by your school or employer, and how helpful were they?

For types of assistance that you did not receive, please tick "Not Applicable."

		How helpful was the assistance?				
		Very helpful	**Helpful**	**Of some help**	**Not helpful**	**Not Applicable**
☐	An orientation program designed for new teachers	☐	☐	☐	☐	☐
☐	A designated mentor	☐	☐	☐	☐	☐
☐	A reduced face-to-face teaching workload	☐	☐	☐	☐	☐
☐	Follow-up from your teacher education institution	☐	☐	☐	☐	☐
☐	Structured opportunities to discuss your experiences with other new teachers	☐	☐	☐	☐	☐
☐	Observation of experienced teachers teaching their classes	☐	☐	☐	☐	☐
☐	Other assistance *(please specify)* _____	☐	☐	☐	☐	☐

C. YOUR CURRENT POSITION

13. Is your current employment as a teacher full-time or part-time?

- ☐ Full-time
- ☐ Part-time *(please specify the time fraction; eg, 0 .5 for half-time)* _____

14. Is your current employment as a teacher ongoing/permanent, or are you working on a contract?

- ☐ On-going/Permanent
- ☐ Fixed-term/Contract less than 1 year
- ☐ Fixed-term/Contract 1– 3 years
- ☐ Fixed-term/Contract more than 3 years
- ☐ Casual/Relief

15. Which of the following best characterises your position in the school? *(please tick one box)*

- ☐ Mainly classroom teaching
- ☐ Mainly managing an area or department in the school
- ☐ Mainly providing specialist support to students
- ☐ A combination of classroom teaching and management

16. For how long have you been employed at your current school? _____ *years* _____ *months*

17. To the nearest thousand dollars, what is your current salary?

Please refer to your gross salary. (If part-time, please express as full-time equivalent salary.

$ _____ thousand

18. Are you currently at the top of the salary range for your classification?

- ☐ Yes
- ☐ No

19. In a TYPICAL WEEK, how many hours do you spend face-to-face teaching? _____ hours

20. In a TYPICAL WEEK, how many hours do you spend on all school-related activities?

Please include work days, evenings and weekends. Activities may include teaching, preparation, supervision of students outside of school hours, mentoring of colleagues, meetings, and professional learning.

_____ *hours in total*

21. Have you taught in

- ☐ Primary schools only? *Please answer the relevant parts of Question 22.*
- ☐ Secondary schools only? *Please answer the relevant parts of Question 23.*
- ☐ Both Primary and Secondary schools? *Please answer the relevant parts of both Questions 22 and 23*

22. YOUR EXPERIENCE AS A PRIMARY TEACHER:

***In the first column**, please write down the number of years experience you have in teaching as a generalist primary teacher, and, where applicable, as a Primary subject specialist (include the current year, and round upwards to the nearest whole number).*
***In the second column**, please tick the areas in which you currently teach as a generalist primary teacher, or as a subject specialist.*
***In the third column,** please tick the areas in which you have undertaken professional learning activities in the past 12 months, either as part of a tertiary qualification, or through organised professional learning programs.*

	Years of experience teaching as a generalist Primary teacher	**Currently teaching as a generalist Primary teacher? (Tick if "Yes")**	**Undertaken Professional Learning in the last 12 months? (Tick if "Yes")**
Generalist Primary Teaching	___	☐	☐
	Years of experience as a Primary subject specialist	**Currently teaching as a Primary subject specialist? (tick if "Yes")**	**Undertaken Professional Learning in the last 12 months? (Tick if "Yes")**
Specialist Primary Teaching Areas:			
English as a Second Language	___	☐	☐
Languages other than English (please specify) _____	___	☐	☐
Library	___	☐	☐
Literacy	___	☐	☐
Music	___	☐	☐
Visual Arts	___	☐	☐
Numeracy	___	☐	☐
Science	___	☐	☐
Computing	___	☐	☐
Technology	___	☐	☐
Health and Physical Education	___	☐	☐
Religious studies	___	☐	☐
Special needs	___	☐	☐
Other (please specify) _____	___	☐	☐

23. YOUR EXPERIENCE AS A SECONDARY TEACHER:

In the first two columns, *please tick the subject areas in which you currently teach, and the highest level at which you teach that subject*

In the third column, *please write down the number of years' experience you have in teaching that subject (include the current year, and round upwards to the nearest whole number).*

In the fourth column, *please tick the areas in which you have undertaken professional learning activities in the past 12 months, either as part of a tertiary qualification, or through organised professional learning programs.*

	Currently teaching this subject or specialist area? (tick if "Yes")		**Years of experience teaching this subject or specialist area**	**Undertaken Professional Learning in the last 12 months? (Tick if "Yes")**
	Years 7/8 - 10	**Years 11-12**		
Language				
English	☐	☐	___	☐
English as a Second Language	☐	☐	___	☐
Languages other than English (please specify) _____	☐	☐	___	☐
Mathematics				
Mathematics	☐	☐	___	☐
Statistics	☐	☐	___	☐
Sciences	☐	☐	___	☐
Biology	☐	☐	___	☐
Chemistry	☐	☐	___	☐
Earth sciences	☐	☐	___	☐
Environmental sciences	☐	☐	___	☐
Physics	☐	☐	___	☐
Psychology/Behavioural studies	☐	☐	___	☐
Science – General	☐	☐	___	☐
Society and Environment Studies (SOSE)				
Accounting	☐	☐	___	☐
Business studies	☐	☐	___	☐
Civics and Citizenship	☐	☐	___	☐
Economics	☐	☐	___	☐
Geography	☐	☐	___	☐
History	☐	☐	___	☐
Legal studies	☐	☐	___	☐
Politics	☐	☐	___	☐
Religious studies	☐	☐	___	☐
Social studies	☐	☐	___	☐
The Creative and Performing Arts				
Visual Arts	☐	☐	___	☐
Dance	☐	☐	___	☐
Drama	☐	☐	___	☐
Media Studies	☐	☐	___	☐
Music	☐	☐	___	☐
Technology				
Computing	☐	☐	___	☐
Food technology	☐	☐	___	☐
Graphic communication	☐	☐	___	☐
Information technology	☐	☐	___	☐
Textiles	☐	☐	___	☐

Wood or Metal technology	☐	☐	___	☐
Health and Physical Education				
Health	☐	☐	___	☐
Outdoor education	☐	☐	___	☐
Physical education	☐	☐	___	☐
Specialist roles				
Library	☐	☐	___	☐
Special Needs	☐	☐	___	☐
Learning Support	☐	☐	___	☐
Behaviour Management	☐	☐	___	☐
Career Education	☐	☐	___	☐
Vocational Education and Training	☐	☐	___	☐

D. PROFESSIONAL LEARNING ACTIVITIES

Professional learning activities refer to structured activities intended to develop your knowledge and skills as a teacher. They include formal activities (e.g. conferences, workshops and courses of study) as well as informal activities (e.g. ongoing involvement in collegial teams, networks and mentoring). The learning activities include those provided out-of-school and at school.

24. Have you engaged in professional learning activities over the past 12 months?

☐ Yes *Please indicate the number of says (full-time equivalent):* _____.
☐ No *Please go straight to Question 27.*

25. Please indicate by ticking the appropriate boxes below, the content and type of any professional development activities that you have undertaken in the past 12 months.

	Yes, as part of a tertiary qualification	Yes, through organized professional development activities
Knowledge of the content or subject matter I am expected to teach	☐	☐
Updating my knowledge to reflect Curriculum change	☐	☐
Effective methods for engaging students in the subject matter	☐	☐
Planning worthwhile learning goals for my students	☐	☐
Developing learning activities relevant to my students	☐	☐
Broadening the range of areas I am able to teach	☐	☐
Knowledge of the cultural heritage of my students	☐	☐
Knowledge about how my students learn	☐	☐
Managing student behaviour	☐	☐
Methods for assessing student learning and development	☐	☐
Communicating with parents/guardians	☐	☐
Reporting to parents/guardians	☐	☐
Analysing and reflecting on feedback about my teaching	☐	☐
Building a collaborative professional work culture with colleagues	☐	☐
Providing educational leadership to colleagues	☐	☐
Teaching Aboriginal and Torres Strait Islander children	☐	☐
Meeting performance management requirements	☐	☐
Preparation for school leadership	☐	☐
Other (please specify) _____	☐	☐

26. To what extent have the professional learning activities you have engaged in over the past 12 months increased:
Please tick one box in each row.

	Major extent	Moderate extent	Minor extent	Not at all
Your effectiveness in promoting student learning	☐	☐	☐	☐
Your capacity to meet the learning needs of your students	☐	☐	☐	☐
Your capacity to provide effective feedback to your students	☐	☐	☐	☐
Your access to useful teaching materials and resources	☐	☐	☐	☐
Your capacity to engage students in worthwhile learning activities	☐	☐	☐	☐
Your capacity to perform your role at the school	☐	☐	☐	☐

27. In which of the following areas do you feel you need *more* opportunities for professional learning?
Please tick as many boxes as appropriate.

Knowledge of the content or subject matter I am expected to teach	☐
Effective methods for engaging students in the subject matter	☐
Planning worthwhile learning goals for my students	☐
Developing learning activities relevant to my students	☐
Broadening the range of areas I am able to teach	☐
Knowledge of the cultural heritage of my students	☐
Knowledge about how my students learn	☐
Managing student behaviour	☐
Methods for assessing student learning and development	☐
Communicating with parents/guardians	☐
Reporting to parents/guardians	☐
Analysing and reflecting on feedback about my teaching	☐
Building a collaborative professional work culture with colleagues	☐
Providing educational leadership to colleagues	☐
Teaching Aboriginal and Torres Strait Islander children	☐
Meeting performance management requirements	☐
Preparation for school leadership	☐
Other (please specify) _____	☐

F. YOUR CAREER IN TEACHING

28. When did you first commence employment as a teacher? *Year:*_____ *Month:*_____

29. For how long did you work in your first school *Years:*_____ *Months:*_____

30. For how long have you been teaching in total? *Years:*_____ *Months:*_____

31. Is this the first school you have worked in?
Do not include periods of relief or short-term contract teaching of less than one month duration.

☐ Yes *If Yes, go straight to Question 39*
☐ No *If No, continue on to Question 32.*

32. Where was the first school in which you worked?

- Western Australia
- South Australia
- Northern Territory
- Tasmania
- Victoria
- New South Wales
- ACT
- Queensland
- Overseas (please specify) _____

If your first school was overseas, go straight to question 35

33. Was the first school in which you worked:

- a Government school?
- a Catholic school?
- an Independent school?

34. Was the first school in which you worked located in:

- a capital city?
- a major or provincial city?
- a rural area?
- a remote area?

35. In how many schools have you worked (in Australia and/or overseas)? _____ *schools*

Do not include periods of relief or short-term contract teaching of less than one month duration.

36. How many years of your employment as a teacher has been spent:

In your current State/Territory? _____ *years*
In another State/Territory? _____ *years*
In another country? _____ *years*

37. How many years of your employment as a teacher in Australia have been spent:

In Government schools? _____ *years*
In Catholic schools? _____ *years*
In Independent schools? _____ *years*

38. How important were the following factors in the decision to join your present school?
Please tick one box in each row.

	Very important	Important	Of some importance	Not a factor in the decision
Dissatisfaction with my former school	☐	☐	☐	☐
End of my contract at the former school	☐	☐	☐	☐
Better pay and conditions	☐	☐	☐	☐
Taking up a promotion	☐	☐	☐	☐
More opportunity to teach in my preferred areas	☐	☐	☐	☐
Positive school ethos and values	☐	☐	☐	☐
Professional learning opportunities	☐	☐	☐	☐
A more convenient school location	☐	☐	☐	☐
Mandated school mobility requirements	☐	☐	☐	☐
Other factors *(please specify)* _____	☐	☐	☐	☐

G. YOUR ACTIVITIES OUTSIDE TEACHING

39. Which of the following best characterises your main activity in the year before you commenced your teacher preparation program?
Please tick one box only.

- ☐ School student
- ☐ Tertiary student
- ☐ Home duties (including caring for children)
- ☐ Full-time employment
- ☐ Part-time employment
- ☐ Unemployed
- ☐ Other (please specify) _____

40. Have you ever resigned from school teaching to take up another activity?

- ☐ Yes *If Yes continue on to Question 41*
- ☐ No *If* No *go straight to Question 42.*

41 Why did you return to school teaching?
Please tick all that apply.

- ☐ I missed teaching
- ☐ I missed the students
- ☐ I returned from extended travel
- ☐ The other job/activity was not what I had expected
- ☐ Teaching salary is higher than the salary I was getting
- ☐ Teaching working conditions are better
- ☐ Teaching gives more opportunity for personal growth
- ☐ I had changed personal or family circumstances
- ☐ Other (please specify) _____

H. YOUR FUTURE CAREER INTENTIONS

42. Do you plan to leave teaching permanently prior to retirement?

- ☐ Yes *If Yes continue on to Question 43.*
- ☐ No *If No, go straight to Question 44.*
- ☐ Unsure *If Unsure, go straight to Question 44.*

43. You have indicated that you plan to leave teaching prior to retirement. Please indicate which of the following were important factors in your decision to leave teaching prior to retirement? (Tick the factors that were most important in your decision.)	**YES, this was one of the most important factors**
I never intended teaching to be a long-term career	☐
I have found that I am not suited to teaching	☐
Family reasons	☐
Dissatisfaction with teaching	☐
Better opportunities outside of schools	☐
Superannuation benefits from leaving teaching early	☐
The workload is too heavy	☐
Insufficient support staff	☐
Class sizes too large	☐
I had issues with student management	☐
Insufficient recognition or reward for teachers who demonstrate advanced competence	☐
Insufficient recognition or reward for teachers who gain extra qualifications	☐
Insufficient recognition or reward for teachers whose students achieve specified goals	☐
The poor public image of teachers	☐
Changes imposed on schools from outside	☐
Dissatisfaction with performance appraisal processes.	☐
Other *(please specify)* _____	☐

44. How much longer do you intend to work in schools? _____ *years* ☐ Unsure

IF YOU INTEND TO LEAVE TEACHING IN LESS THAN 3 YEARS, PLEASE ANSWER QUESTION 45. OTHERWWISE, PLEASE GO STRAIGHT TO QUESTION 46.

45. If your answer to Question 44 indicates that you intend to leave schools within the next 3 years. What do you intend to do then?

Please tick one box as appropriate.

- ☐ Seek employment elsewhere in Education, but not directly in schools
- ☐ Seek employment outside of Education
- ☐ Take study leave
- ☐ Take extended leave from teaching (12 months or more)
- ☐ Retire from active employment
- ☐ Other (please specify) _____

46. Within the next 3 years do you intend to do any of the following?
(Please tick any that apply)

	YES
Apply for a Deputy/Vice Principal position	☐
Apply for a Principal position	☐
Continue in your current position at this school	☐
Seek promotion in this school	☐
Move to a similar position at another school	☐
Seek promotion to another school	☐
Move to work in another school sector (eg, Govt to Catholic)	☐
Train to enable you to teach in another subject area	☐
Train to enable you to teach in another stage of schooling	☐
Change from full-time to part-time employment	☐
Change from part-time to full-time employment	☐
Take extended leave (12 months or more)	☐

If your answer to Question 46 indicated that you <u>do</u> intend to apply for a principal or deputy/vice principal position in the next three years, please answer Questions 47 and 48; otherwise proceed straight to Question 49.

47. How important are the following factors in your intention to apply for a Deputy/Vice Principal or Principal position?
P*lease tick one box in each row.*

	Very important	Important	Of some importance	Not at all important
I want challenges other than classroom teaching	☐	☐	☐	☐
I have had encouragement and support from colleagues	☐	☐	☐	☐
I have had encouragement and support from my school leaders	☐	☐	☐	☐
I want to lead school development	☐	☐	☐	☐
I have had successful experience in other leadership roles	☐	☐	☐	☐
I am confident in my ability to do the job	☐	☐	☐	☐
I was attracted by the salary and other financial benefits	☐	☐	☐	☐
I was attracted by the high standing of school leaders in the community	☐	☐	☐	☐
I have had helpful prior preparation and training	☐	☐	☐	☐
I am at the right stage of my career to apply	☐	☐	☐	☐
Other *(please specify)* _____	☐	☐	☐	☐

48. How well prepared do you feel in the following aspects of school leadership? (*please tick one box in each row)*

	Very well prepared	Well prepared	Somewhat prepared	Poorly prepared
School goal-setting and development	☐	☐	☐	☐
School curriculum and assessment	☐	☐	☐	☐
Change management	☐	☐	☐	☐
Managing human resources	☐	☐	☐	☐
Managing physical resources	☐	☐	☐	☐
Managing school budgets and finances	☐	☐	☐	☐
School accountability requirements	☐	☐	☐	☐
Student welfare and pastoral care	☐	☐	☐	☐
Relationships with families and the school community	☐	☐	☐	☐
Assessing teacher performance	☐	☐	☐	☐
Conflict resolution	☐	☐	☐	☐
Time management	☐	☐	☐	☐
Stress management	☐	☐	☐	☐

Thank you for these responses. Please skip Question 49 and proceed now to Question 50

If you indicated by your answer to Question 46 that you do not intend to apply for a principal or deputy/vice principal position in the next three years, please answer Question 49; otherwise proceed straight to Question 50.

49. How important are the following factors in your intention NOT to apply for a Deputy/Vice Principal or Principal position?

Please tick one box in each row.

	Very important	**Important**	**Of some importance**	**Not at all important**
The time demands of the job are too high	☐	☐	☐	☐
I have a lack of prior leadership experience	☐	☐	☐	☐
The position requires too much responsibility	☐	☐	☐	☐
I would have difficulty maintaining a satisfactory work/life balance	☐	☐	☐	☐
The salary is not sufficient for the responsibilities	☐	☐	☐	☐
I have not had encouragement and support from colleagues	☐	☐	☐	☐
I have not had encouragement and support from my school leaders	☐	☐	☐	☐
I have concerns with the selection process	☐	☐	☐	☐
I do not have appropriate prior preparation and training	☐	☐	☐	☐
I do not feel confident in my ability to do the job	☐	☐	☐	☐
I want to remain working mainly in the classroom	☐	☐	☐	☐
I am not at the right stage of my career to apply	☐	☐	☐	☐
I have applied unsuccessfully in the past	☐	☐	☐	☐
My personal or family circumstances	☐	☐	☐	☐
Other (please specify) _____	☐	☐	☐	☐

I. YOUR VIEWS ON TEACHING

50. How satisfied are you with the following aspects of your job?
Please tick one box in each row.

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
The amount of teaching you are expected to do	☐	☐	☐	☐
The amount of administrative and clerical work you are expected to do	☐	☐	☐	☐
Your freedom to decide how to do your job	☐	☐	☐	☐
Your opportunities for professional learning	☐	☐	☐	☐
Your opportunities for career advancement	☐	☐	☐	☐
The balance between your working time and your private life	☐	☐	☐	☐
Your salary	☐	☐	☐	☐
Feedback on your performance	☐	☐	☐	☐
Student behaviour	☐	☐	☐	☐
What you are currently accomplishing with your students	☐	☐	☐	☐
The number of staff available to your school	☐	☐	☐	☐
The school's physical resources (e.g. buildings, grounds)	☐	☐	☐	☐
Educational resources (e.g. equipment, teaching materials).	☐	☐	☐	☐
Your working relationships with your colleagues	☐	☐	☐	☐
Your working relationships with your Principal	☐	☐	☐	☐
Your working relationships with parents/guardians	☐	☐	☐	☐
The value society places on teachers' work	☐	☐	☐	☐
Overall, how satisfied are you with your current job?	☐	☐	☐	☐

51. At this stage, how do you see your future in the teaching profession?

- ☐ I expect that teaching will be my lifetime career
- ☐ I am unlikely to leave teaching
- ☐ I am thinking about an alternative career
- ☐ I am actively seeking an alternative career

Thank you for taking the time to complete this questionnaire.
All responses will be kept confidential.

APPENDIX 3: THE LEADER QUESTIONNAIRE

This survey has been approved by the Australian Government Statistical Clearing House (01874-03)

Your Logon ☐☐☐☐☐☐☐☐

STAFF IN AUSTRALIA'S SCHOOLS: *LEADER* SURVEY, 21 July 2010

This survey will be completed by Principals and Deputy Principals across the country.

We have used the term *Deputy Principal* to indicate the person in the school who is second-in-charge to the Principal. Such persons carry a variety of titles throughout Australia (e.g. *Deputy Principal*, *Assistant Principal*, *Vice Principal*). If *Deputy Principal* is not the title in use in your school, then for *Deputy Principal*, please read *Vice Principal*, *Assistant Principal* or whatever term is current in your school, .

All responses will be kept confidential.

A. YOUR BACKGROUND

1. Please indicate your age as of September 1 this year: _____ years : _____ months

2. What is your sex? ☐ Male ☐ Female

3. Do you identify as being of Aboriginal or Torres Strait Islander origin?

☐ No
☐ Yes, Aboriginal
☐ Yes, Torres Strait Islander
☐ Yes, both Aboriginal and Torres Strait Islander

4. In which country were you born?

☐	Australia	☐	Malaysia
☐	Canada	☐	New Zealand
☐	Germany	☐	South Africa
☐	Greece	☐	United Kingdom
☐	India	☐	United States of America
☐	Italy		Other *(please specify)* _____

Please answer Question 5 only if you were <u>not</u> born in Australia

5. For how many years have you lived in Australia? _____ years

B. YOUR PREPARATION FOR TEACHING

QUALIFICATIONS IN EDUCATION

6. What is the level of the highest qualification you have *completed* in the field of Education?

Please tick one box only

☐ Doctoral degree
☐ Masters degree
☐ Graduate Diploma
☐ Graduate Certificate
☐ Bachelor (Honours) degree
☐ Bachelor degree
☐ Advanced Diploma
☐ Certificate III/IV
☐ Certificate I/II
☐ Other *(please specify)*

_____

QUALIFICATIONS IN FIELDS OTHER THAN EDUCATION

7. What is the level of the highest qualification you have *completed* in fields other than Education?
Please tick one box only

- ☐ Doctoral degree
- ☐ Masters degree
- ☐ Graduate Diploma
- ☐ Graduate Certificate
- ☐ Bachelor (Honours) degree
- ☐ Bachelor degree
- ☐ Advanced Diploma
- ☐ Certificate III/IV
- ☐ Certificate I/II
- ☐ Other *(please specify)*
  _____

C. YOUR CURRENT POSITION

8. Which of the following best describes your current position?

- ☐ Principal
- ☐ Deputy Principal

9. As Principal or Deputy Principal, do your responsibilities extend to the

- ☐ whole of a Primary school?
- ☐ whole of a Secondary school?
- ☐ whole of a combined Primary-Secondary school?
- ☐ Primary section of a combined Primary-Secondary school?
- ☐ Secondary section of a combined Primary-Secondary school?

10. Which of the following best describes your current school leadership position?

- ☐ Full-time
- ☐ Part-time *If part-time please specify the time fraction; .e.g. 0 .5 for half-time* _____

11. Which of the following best describes the terms of your current appointment as a school leader?

- ☐ On-going/Permanent
- ☐ Acting, on a short-term basis to fill a temporary vacancy
- ☐ Fixed-term/Contract less than 1 year
- ☐ Fixed-term/Contract 1– 3 years
- ☐ Fixed-term/Contract more than 3 years
- ☐ Casual/Relief

12. For how long have you been employed in your current position at this school? _____ **years**
Count the current year as a complete year; round upwards to the nearest year if necessary

13. In total, for how long have you been employed at your current school? _____ **years**
Count the current year as a complete year; round upwards to the nearest year if necessary

14. To the nearest thousand dollars, what is your current salary? *(please refer to your gross salary)*
If part-time, please express as full-time equivalent salary

$ _____ **thousand**

15a. In a regular school week do you have any timetabled face-to-face teaching responsibilities?

☐ Yes *If Yes, please go to Question15b*
☐ No *If No, please go to Question 16*

15b. If YES, about how many hours of face-to-face teaching do you have in a regular week? _____ hours

16. In a TYPICAL WEEK, how many hours do you spend on all school-related activities?
Please include work days, evenings and weekends. Activities may include teaching, preparation, supervision of students outside of school hours, mentoring of colleagues, meetings, and professional learning

_____ hours in total

D. PROFESSIONAL LEARNING AND PREPARATION FOR THE LEADERSHIP ROLE

By professional learning activities we mean structured activities intended to develop your knowledge and skills as a leader and teacher. They include formal activities (e.g. conferences, workshops and courses of study) as well as informal activities (e.g. ongoing involvement in collegial teams, networks and mentoring). The learning activities include those provided out-of-school and at school.

17. How many days in total have you spent engaging in professional learning activities over the past 12 months?
Please express in full-time equivalent days

_____ days

18. Which of the following did you undertake to prepare or help you early in your career as a school leader, and how helpful was it?

		How helpful was the assistance?			
		Very helpful	**Helpful**	**Of some help**	**Not at all helpful**
☐	Leadership development program organised by your employer	☐	☐	☐	☐
☐	Regional/District program with other new leaders	☐	☐	☐	☐
☐	Leadership orientation program with colleagues at your school	☐	☐	☐	☐
☐	Leadership program organised by a professional association	☐	☐	☐	☐
☐	Structured mentoring by an experienced colleague	☐	☐	☐	☐
☐	Post-graduate study in education	☐	☐	☐	☐
☐	Other assistance *(please specify)* _____	☐	☐	☐	☐
☐	I have not undertaken any preparatory training	☐	☐	☐	☐

19. Do you have a formal leadership accreditation or qualification?
Tick all boxes that are appropriate

☐ Yes – Issued by an employer

☐ Yes – Issued by a professional association
☐ Yes – Issued by a university
☐ Yes – another form of qualification *(please specify)* _____
☐ No

20. How well prepared do you currently feel in the following aspects of the school leadership role?

Tick one box in each row

	Very well prepared	Well prepared	Somewhat prepared	Poorly prepared
School goal-setting and development	☐	☐	☐	☐
School curriculum and assessment	☐	☐	☐	☐
Change management	☐	☐	☐	☐
Managing human resources	☐	☐	☐	☐
Managing physical resources	☐	☐	☐	☐
Managing school budgets and finances	☐	☐	☐	☐
School accountability requirements	☐	☐	☐	☐
Student welfare and pastoral care	☐	☐	☐	☐
Relationships with families and the school community	☐	☐	☐	☐
Assessing teacher performance	☐	☐	☐	☐
Conflict resolution	☐	☐	☐	☐
Time management	☐	☐	☐	☐
Stress management	☐	☐	☐	☐
Managing external communications (e.g. media).	☐	☐	☐	☐

21. Overall, how well prepared did you feel for your first post in a school leadership role?

☐ Very well prepared

☐ Well prepared
☐ Somewhat prepared
☐ Poorly prepared

E. YOUR CAREER IN SCHOOLS

22. In what year did you first commence employment as a teacher? : ___ ___ ___ ___

23. Over your whole career, for how long how you been employed as:

a classroom teacher? _____ years
a Deputy Principal? _____ years
a Principal? _____ years

Count the current year as a complete year; round upwards to the nearest year if necessary

24. In what year were you first appointed to the position of:

Please complete as appropriate

Deputy Principal ___ ___ ___ ___
Principal ___ ___ ___ ___

25. How important were the following factors in your decision to take up a school leadership role?

Please tick one box in each row

	Very important	Important	Of some importance	Not at all important
I wanted challenges other than classroom teaching	☐	☐	☐	☐
I was encouraged and supported by colleagues	☐	☐	☐	☐
I was encouraged and supported by my school leaders	☐	☐	☐	☐
I wanted to lead school development	☐	☐	☐	☐
I had successful experience of leadership in other roles	☐	☐	☐	☐
I had helpful prior preparation and training	☐	☐	☐	☐
I was confident in my ability to do the job	☐	☐	☐	☐
The high standing of school leaders in the community	☐	☐	☐	☐
I was at the right stage of my career to apply	☐	☐	☐	☐
The salary and other financial benefits	☐	☐	☐	☐
Other *(please specify)* _____	☐	☐	☐	☐

26. In how many schools have you been employed? **_____ schools**

Do not include periods of relief or short-term contract teaching of less than one month duration

27. How many years of your employment as a teacher and/or leader have been spent in:

your current State/Territory? _____ **years**

another State/Territory? _____ **years**

another country? _____ **years**

28. How many years of your employment as a teacher and/or leader in Australia have been spent in:

Government schools? _____ **years**

Catholic schools? _____ **years**

Independent schools? _____ **years**

29. Is your current position:

☐ Your first as a Principal? *Please go to Question 34*

☐ Your first as a Deputy Principal? *Please go to Question 34*

☐ Neither? *Please go to Question 30*

30. For how long did you hold your first appointment <u>at your current leadership level</u>? **_____years**

Count the current year as a complete year; round upwards to the nearest year if necessary

31. Was the first school where you worked in at this level:

☐ a Government school?

☐ a Catholic school?

☐ an Independent school?

32. In what state/territory was the first school in which you worked at your current leadership level?

- Western Australia
- South Australia
- Northern Territory
- Tasmania
- Victoria
- New South Wales
- ACT
- Queensland

33. Was the first school in which you worked at your current leadership level located in:

- a capital city?
- a major or provincial city?
- a rural area?
- a remote area?

34. Which of the following best describes how you moved into your current leadership position?
Please tick one box only

I was promoted from…

- Within the same school
- Another school in the same school sector and State/Territory
- Another school in the same school sector in a different State/Territory
- Another school in a different school sector in the same State/Territory
- Another school in a different school sector in a different State/Territory
- Other *(please specify)* _____

I moved from a similar position in….

- The same school sector and State/Territory
- The same school sector in a different State/Territory
- A different school sector in the same State/Territory
- A different school sector in a different State/Territory
- Other *(please specify)*_____

F. YOUR ACTIVITIES OUTSIDE SCHOOLS

35. Which of the following best characterises your main activity in the year <u>before</u> you commenced your teacher preparation program?
Please tick one box only

- School student
- Tertiary student
- Home duties (including caring for children)
- Full-time employment
- Part-time employment
- Unemployed
- Other *(please specify)* _____

36. Have you ever resigned from school teaching to take up another activity?

- Yes *Please go to Question 37*
- No *Please go to Question 38*

37. Why did you return to school teaching?
Please tick all that apply

- ☐ I missed teaching
- ☐ I missed the students
- ☐ I returned from extended travel
- ☐ The other job/activity was not what I had expected
- ☐ Teaching salary is higher than the salary I was getting
- ☐ Teaching working conditions are better
- ☐ Teaching gives more opportunity for personal growth
- ☐ Changed personal or family circumstances
- ☐ Other *(please specify)* _____

G. YOUR FUTURE CAREER INTENTIONS

38. How much longer do you intend to work in schools? **_____ years** ☐ **Unsure**

If you intend to work in schools for 3 years or less please continue to Question 39

If you intend to work in schools for more than 3 years or you are unsure how much longer you intend to stay, please skip to Question 40

39. If you intend to leave schools within the next 3 years, what do you intend to do? *(Please tick any that apply)*

- ☐ Seek employment elsewhere in Education, but not directly in schools
- ☐ Seek employment outside of Education
- ☐ Take study leave
- ☐ Take extended leave (12 months or more)
- ☐ Retire from active employment
- ☐ Other *(please specify)* _____

If you intend to work in schools for 3 years or less please now skip to Question 43

40. Within the next 3 years do you intend to do any of the following?
Please tick any that apply

- ☐ Continue in your current position at this school
- ☐ Apply for a Principal position in this school
- ☐ Apply for a Principal position in another school
- ☐ Apply for a Deputy Principal position in another school
- ☐ Move to work in another school sector (eg, Govt to Catholic)
- ☐ Train to enable you to teach in another stage of schooling
- ☐ Change from full-time to part-time employment
- ☐ Change from part-time to full-time employment
- ☐ Take extended leave (12 months or more)

Questions 41 and 42 are for DEPUTY PRINCIPALS only. PRINCIPALS please go to Question 43.

41. Within the next 3 years do you intend to apply to become a Principal?

- ☐ Yes → *Please go to Question 43*
- ☐ No → *Please go to Question 42*
- ☐ Unsure → *Please go to Question 43*

42. How important are the following factors in your intention NOT to apply for a Principal position?

Please tick one box in each row

	Very important	Important	Of some importance	Not at all important
The time demands of the job are too high	☐	☐	☐	☐
I have a lack of experience acting in the principal role	☐	☐	☐	☐
The position requires too much responsibility	☐	☐	☐	☐
I would have difficulty maintaining a satisfactory work/life balance	☐	☐	☐	☐
The salary is not sufficient for the responsibilities	☐	☐	☐	☐
I have not had encouragement and support from colleagues	☐	☐	☐	☐
I have not had encouragement and support from my principal	☐	☐	☐	☐
I have concerns with the selection process	☐	☐	☐	☐
I do not have appropriate prior preparation and training	☐	☐	☐	☐
Dealing with the demands of authorities outside the school	☐	☐	☐	☐
Difficulties with managing staff at school	☐	☐	☐	☐
I do not feel confident in my ability to do the job	☐	☐	☐	☐
I have applied unsuccessfully in the past	☐	☐	☐	☐
I am not at the right stage of my career to apply	☐	☐	☐	☐
I want to remain working mainly in my current role	☐	☐	☐	☐
Positions are often located in areas I do not want to work in	☐	☐	☐	☐
My personal or family circumstances	☐	☐	☐	☐
Other *(please specify)* _____	☐	☐	☐	☐

H. YOUR VIEWS ON THE LEADERSHIP ROLE

43. How satisfied are you with the following aspects of your job?

Please tick one box in each row

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Unsure
The clarity of your responsibilities and authority	☐	☐	☐	☐	☐
Your freedom to decide how to do your job	☐	☐	☐	☐	☐
Your opportunities for professional learning	☐	☐	☐	☐	☐
Your opportunities for further career advancement	☐	☐	☐	☐	☐
The balance between your working time and your private life	☐	☐	☐	☐	☐
Your salary	☐	☐	☐	☐	☐
What you are currently accomplishing with the school	☐	☐	☐	☐	☐
Your opportunity to influence student learning and development	☐	☐	☐	☐	☐
Feedback on your performance	☐	☐	☐	☐	☐
The support you receive from your employer	☐	☐	☐	☐	☐
The staffing resources at your school	☐	☐	☐	☐	☐
The physical resources at your school	☐	☐	☐	☐	☐
Your working relationships with your teaching colleagues	☐	☐	☐	☐	☐
Your working relationships with parents/guardians	☐	☐	☐	☐	☐
The value society places on the leadership role	☐	☐	☐	☐	☐

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
44. Overall, how satisfied are you with your current job?	☐	☐	☐	☐

45. At this stage, how do you see your future in the teaching profession?

- ☐ I expect that teaching will be my lifetime career
- ☐ I am unlikely to leave teaching
- ☐ I am thinking about an alternative career
- ☐ I am actively seeking an alternative career

46. How attractive do you think school leadership positions are to qualified applicants?
Please tick one box only

- ☐ Very attractive
- ☐ Attractive
- ☐ Unattractive
- ☐ Very unattractive
- ☐ Other *(please specify)* _____

47. To what extent do you agree that the following changes would help to retain quality leaders in the profession?
Please tick one box in each row

	Strongly agree	**Agree**	**Uncertain**	**Disagree**	**Strongly disagree**
Reduced workload	☐	☐	☐	☐	☐
More support staff	☐	☐	☐	☐	☐
Fewer student management issues	☐	☐	☐	☐	☐
Greater autonomy	☐	☐	☐	☐	☐
Higher pay for leaders who demonstrate advanced competence	☐	☐	☐	☐	☐
Higher pay for leaders who gain extra qualifications	☐	☐	☐	☐	☐
Higher pay for leaders whose students achieve specified goals	☐	☐	☐	☐	☐
A more positive public image of the leadership position	☐	☐	☐	☐	☐
Fewer changes imposed on schools	☐	☐	☐	☐	☐
Amendments to superannuation to encourage leaders to work longer	☐	☐	☐	☐	☐
Other changes *(please specify)* _____	☐	☐	☐	☐	☐

If you are the PRINCIPAL please go to Question 48

IF YOU ARE A DEPUTY PRINCIPAL YOU HAVE NOW COMPLETED THE QUESTIONNAIRE. THANK YOU FOR YOUR VALUABLE CONTRIBUTION.

I. YOUR SCHOOL (*Questions for Principals only*)

48. To what extent do you as the Principal have authority for the following aspects of school staffing?

Please respond for each row. Tick one of the first three columns to indicate the authority you have. Place a tick in the last column only to indicate those aspects for which you would like to have more authority

	Extensive authority	**Some authority**	**No authority**	**Would like more authority**
Determining the school staffing profile (numbers, type, level)	☐	☐	☐	☐
Reviewing teachers' performance	☐	☐	☐	☐
Recruiting teachers	☐	☐	☐	☐
Recruiting staff to perform non-teaching duties	☐	☐	☐	☐
Recruiting staff to provide classroom assistance to teachers	☐	☐	☐	☐
Acting as the direct employer of teachers	☐	☐	☐	☐
Acting as the direct employer of non-teaching staff	☐	☐	☐	☐
Determining length of employment contract for teachers	☐	☐	☐	☐
Varying salary or conditions to recruit teachers in short supply	☐	☐	☐	☐
Determining priorities for teachers' professional learning	☐	☐	☐	☐
Financially rewarding high performing teachers	☐	☐	☐	☐
Dismissing teachers	☐	☐	☐	☐
For Principals of combined Primary-Secondary schools only:				
Moving teachers between the primary and secondary year levels	☐	☐	☐	☐

49. Please record the number of unfilled teacher positions at the school in each of the following areas:
(a) on the First day of Term 1, 2010; and (b) Now

In the Now column an unfilled position means any position currently vacant for 10 consecutive weeks or more which was not filled by a permanent teacher or long-term reliever

Number of unfilled positions	***First Day of Term 1, 2010***	***Now***
Deputy Principal		
Early Childhood Teaching		
Generalist Primary Teaching		
Specialist Primary Teaching Areas:		
English as a Second Language		
Languages other than English *(please specify)* _____		
Library		
Literacy		
Music		
Visual Arts		
Numeracy		
Science		
Computing		
Technology		
Health and Physical Education		
Religious studies		
Special needs		
Other (*please specify*) _____		

Specialist Secondary Teaching Areas:		
Language		
English		
English as a Second Language		
Languages other than English (*please specify*) _____		
Mathematics		
Mathematics		
Statistics		
Sciences		
Biology		
Chemistry		
Earth sciences		
Environmental sciences		
Physics		
Psychology/Behavioural studies		
Science – General		
Society and Environment Studies (SOSE)		
Accounting		
Business studies		
Civics and Citizenship		
Economics		
Geography		
History		
Legal studies		
Politics		
Religious studies		
Social studies		
The Creative and Performing Arts		
Visual Arts		
Dance		
Drama		
Media Studies		
Music		
Technology		
Computing		
Food technology		
Graphic communication		
Information technology		
Textiles		
Wood or Metal technology		
Health and Physical Education		
Health		
Outdoor education		
Physical education		
Specialist roles		
Library		
Special Needs		
Learning Support		
Behaviour Management		
Career Education		
Vocational Education and Training		

50. What degree of difficulty have you had in the past 12 months in <u>suitably filling staff vacancies</u> across all areas of curriculum?

- ☐ Major difficulty → *Please go to Question 50a*
- ☐ Moderate difficulty → *Please go to Question 50a*
- ☐ Minor difficulty → *Please go to Question 51*
- ☐ No difficulty → *Please go to Question 51*

50a. In which curriculum areas listed in Question 49 have you had the most difficulty in <u>suitably filling staff vacancies</u>?

Please list up to 4 areas

_____
_____
_____
_____

51. What degree of difficulty have you had in the past 12 months in <u>retaining suitable staff</u> across all areas of curriculum?

- ☐ Major difficulty → *Please go to Question 51a*
- ☐ Moderate difficulty → *Please go to Question 51a*
- ☐ Minor difficulty → *Please go to Question 52*
- ☐ No difficulty → *Please go to Question 52*

51a. In which curriculum areas listed in Question 49 have you had the most difficulty in <u>retaining suitable staff</u>?

Please list up to 4 areas

_____
_____
_____
_____

For Principals of combined Primary-Secondary schools only

52. In the past 12 months has your school experienced

- ☐ More staffing difficulties in the primary years than secondary years
- ☐ More staffing difficulties in the secondary years than primary years
- ☐ Similar levels of staffing difficulty in the primary and secondary years
- ☐ No staffing difficulty in either the primary or secondary years

53. Which of the following strategies do you use to deal with teacher shortages at your school?

Please tick as appropriate

- ☐ Reduce the curriculum offered
- ☐ Reduce the length of classroom time for a subject
- ☐ Combine classes within subject areas
- ☐ Combine classes across subject areas
- ☐ Combine classes across year levels
- ☐ Require teachers to teach outside their field of expertise
- ☐ Recruit teachers not fully qualified in subject areas, where shortages are acute
- ☐ Recruit retired teachers on short-term contracts
- ☐ Share programs with other schools
- ☐ Other *(please specify)* _____
- ☐ Not relevant – no recent teacher shortages

For Principals of combined Primary-Secondary schools only:

- ☐ Combining classes across the primary and secondary year levels
- ☐ Moving teachers between the primary and secondary year levels

54. Please indicate the number of teachers who have left your school in the past 12 months in the following categories:

Only include those teachers who were on-going or appointed for at least 12 months

	Number of teachers
Retirement	
Resignation from teaching	
Relocation to another school in the same school sector in the same State/Territory	
Relocation to another school sector in the same State/Territory	
Relocation to teach interstate	
Moved overseas to work as a teacher	
Leave of more than 12 months	
Other *(please specify)* _____	

55. Please indicate the number of teachers who joined your school in the past 12 months in the following categories:

Only include those teachers who were on-going or appointed for at least 12 months

	Number of teachers
New graduate from teacher education	
Re-entry by a teacher who had formerly resigned from teaching	
Re-entry by a teacher who had formerly retired from teaching	
Relocation from another school in the same school sector in the same State/Territory	
Relocation from another school sector in the same State/Territory	
Relocation from teaching interstate	
Moved from overseas	
Other *(please specify)* _____	

56. In your experience, how well prepared are recent teacher graduates in regard to:

	Very well prepared	**Well prepared**	**Somewhat prepared**	**Poorly prepared**
Understanding the subject matter they are expected to teach	☐	☐	☐	☐
Using effective strategies to help students learn	☐	☐	☐	☐
Knowing about how students learn and understand new concepts	☐	☐	☐	☐
Understanding the differences among students and how to cater for them	☐	☐	☐	☐
Managing classroom activities effectively	☐	☐	☐	☐
Providing effective feedback to students to support their learning	☐	☐	☐	☐
Accessing and using teaching materials and resources effectively	☐	☐	☐	☐
Engaging students in learning activities	☐	☐	☐	☐
Collaborating with teaching colleagues	☐	☐	☐	☐
Communicating with parents/guardians	☐	☐	☐	☐

57. Which category best describes the current salary structure for the majority of teachers in the following two groups?
Please tick one box in each column

	Teachers with mainly classroom responsibilities	Teachers with mainly leadership responsibilities
Fixed salary (i.e., no increments)	☐	☐
Incremental salary scale with progression based largely on years of service	☐	☐
Incremental salary scale with progression largely subject to performance assessment	☐	☐
Salary bonus for high performance or specified tasks	☐	☐
Salary specified in an individual agreement	☐	☐
Other salary structure *(please specify)* _____	☐	☐

I. TEACHER APPRAISAL IN YOUR SCHOOL

58. How often is the work of teachers in this school appraised by the following people?
Please tick one box in each row

	Never	Only when requested by the teacher	About once per year	Once per year (scheduled)	Several times in each year
The Principal	☐	☐	☐	☐	☐
The Deputy Principal	☐	☐	☐	☐	☐
Head of Department or equivalent					
Teaching peers	☐	☐	☐	☐	☐
External individuals or bodies (e.g. inspectors)	☐	☐	☐	☐	☐

59. How important is each of the following in the appraisal of teachers in your school?
Please tick one box in each row

	Not used	Low importance	Moderate importance	High importance
Student test scores	☐	☐	☐	☐
Other student learning outcomes	☐	☐	☐	☐
Student feedback on the teaching they receive	☐	☐	☐	☐
Feedback from parents	☐	☐	☐	☐
How well the teacher works with you, the principal, and their colleagues	☐	☐	☐	☐
Direct appraisal of classroom teaching	☐	☐	☐	☐
Innovative teaching practices	☐	☐	☐	☐
Relations between the teacher and students	☐	☐	☐	☐
Professional development undertaken by the teacher	☐	☐	☐	☐
Teachers' classroom organisation	☐	☐	☐	☐
Teachers' knowledge and understanding of their main subject field(s)	☐	☐	☐	☐
Teachers' knowledge and understanding of teaching practices in their main subject field(s)	☐	☐	☐	☐
Teaching of students with special learning needs	☐	☐	☐	☐
Student discipline and behaviour in the teacher's classes	☐	☐	☐	☐
Teaching in a multicultural setting	☐	☐	☐	☐
Extra-curricular activities with students (*eg* school plays and performances, sporting activities	☐	☐	☐	☐

60. How often are the following activities undertaken in the appraisal of your teachers?

Please tick one box in each row

	Nearly all the time	Most of the time	Some-times	Rarely	Never
Formal interview with the teacher	☐	☐	☐	☐	☐
Use of an individual plan setting out goals and development strategies	☐	☐	☐	☐	☐
Assessment of evidence of teaching practice (e.g. such as portfolios and lesson plans)	☐	☐	☐	☐	☐
Peer appraisal	☐	☐	☐	☐	☐
Classroom observation	☐	☐	☐	☐	☐
Assessment of teaching performance against professional standards	☐	☐	☐	☐	☐
Provision of formal written feedback	☐	☐	☐	☐	☐

61. In your school, how often are the following actions taken following the appraisal of your teachers?

Please tick one box in each row

	Nearly all the time	Most of the time	Some-times	Rarely	Never
Feedback provided to individual teacher on their teaching performance	☐	☐	☐	☐	☐
Advice given to individual teacher on improving their teaching performance	☐	☐	☐	☐	☐
Access to professional learning opportunities	☐	☐	☐	☐	☐
Support from teaching colleagues (such as mentoring or networking)	☐	☐	☐	☐	☐
Change in the role or responsibilities of individual teachers	☐	☐	☐	☐	☐
Promotion	☐	☐	☐	☐	☐
Dismissal	☐	☐	☐	☐	☐
Other sanctions for poor performance	☐	☐	☐	☐	☐

Thank you for taking the time to complete this questionnaire.
All responses are confidential.

APPENDIX 4: TECHNICAL DETAILS

A4.1 Sample stratification

The design for SiAS 2010 involved a two-stage stratified sample in which a sample of schools was selected in the first stage. All eligible teachers and leaders from the sampled schools were included in the sample. This design ensured that within each explicit stratum, teachers had an equal probability of inclusion into the sample.

The sampling frame was divided into 24 explicit strata, which were defined by State/Territory and Sector, and separate independent samples were drawn from each stratum.

Each explicit stratum was sorted, by geographic location, a school-postcode based measure of SES[31] and school size (three levels). Finally the schools were ordered by size of estimated number of teaching staff using a serpentine sorting across implicit strata: in the first implicit stratum they were ordered from largest to smallest; in the second, from smallest to largest; in the third, from largest to smallest; and so on. Systematic (random start, constant interval) sampling of each stratum meant that the sample was implicitly stratified by these additional variables.

A4.2 Sample weighting

The school base weight
To reflect differences in the probability of school selection at the first stage of sampling a school base weight (*SBW*) is applied to the resulting data. The school base weight of school i is calculated as the inverse of the probability of selecting school i in the sample:

$$SBW_{(i)} = \frac{1}{PS_{(i)}}$$

Where $PS_{(i)}$ is the probability of selection of school i at the first stage of sampling. As schools within each explicit stratum (i.e. state x sector) were sampled with equal probability, the school base weight was the same for all schools within an explicit stratum.

Teacher base weight
The teacher base weight reflects the probability that a single teacher was selected from within a school. As all teachers from sampled schools were included, the teacher base weight (TBW) was therefore 1 for all teachers.

Responses from more than one school within a sampling interval
The sample design was for a specific number of schools to be sampled from each explicit stratum. Briefly, the teachers or leaders from each sampled school were randomly selected to represent all teachers and leaders from the sampling interval within which their school was selected. If a sampled school elected not to participate, then an approach was made to one of the schools selected at the time of sampling as a replacement for that school, and the participating teachers and leaders from this school become the representatives of the sampling interval.

During the SIAS survey operation, there were some cases where teacher or leader responses were received from both the sampled school and one or both of the designated replacements. This occurred because of the complexities associated with the tight timelines, the need to allow staff time to respond to the survey, and the desire to improve survey response. Because the response in these

[31] School postcode was used to classify schools according to the Australian Bureau of Statistics (ABS) Education and Occupation index, one of the *Socio-Economic Indices for Areas* (SEIFA) (ABS, 2008, Table Reference 2033.0.55.001)

cases was 'non-purposeful', the decision was made to retain the data and to consider the responding teachers and leaders from across the two (or three) schools as representatives of the sampling interval. In the description of the weights below, we use the term *selection unit* to refer to the school or schools from which data was collected to represent teachers or leaders respectively for a sampling interval.

Teacher non-response adjustment

To adjust for non-response at the second level of sampling, the teacher base weights of responding teachers were adjusted to compensate for the missing teachers within their selection unit.

The teacher non-response factor (*TNR*) for teacher j in selection unit i was calculated as:

$$TNR_{(ij)} = \frac{\sum T_{(i,np)}}{\sum T_{(i,p)}}$$

Where $T_{(i,p)}$ are sampled teachers who participated in selection unit i, and $T_{(i,np)}$ are sampled teachers who did not participate from selection unit i.

School non-response adjustment

To adjust for non-response at the first stage of sampling, sampled schools were grouped together into non-response adjustment classes defined by explicit stratum (i.e. State/Territory and Sector) and location (metropolitan, provincial, remote, based on the MCEETYA geolocation classification). Classes with small numbers of schools were collapsed with an adjacent class or classes so that at least seven schools were present within each class. The estimated number of teachers being represented by participating teachers within the class was weighted up to be equal to the estimated number of teachers in the sub-population defined by the weighting class (determined from sampling frame data).

$$SNR_j = \frac{N_j}{\sum_i (NT_i * TNR_i * SBW_i)}$$

Where $N_{(j)}$ is the estimated number of teachers in weighting class j, $NT_{(i)}$ is the number of teachers participating from school i from the weighting class, $TNR_{(i)}$ is the teacher non-response adjustment applied to teachers from school i, and SBW_i is the school i base weight. These are summed within the non-response group (explicit stratum) in which school i appears.

The full teacher weight

The full teacher weight (FTW) is the product of the school and teacher base weights and the corresponding non-response adjustments:

$$FTW = SBW \times SNR \times TBW \times TNR$$

Post-stratification Weighting Adjustment

The final stage in the weighting process was to compare the sum of the sample weights against known population totals, and adjust the weights to reflect the population totals where necessary. Population totals were available for teachers (not leaders) by State/Territory, Sector and gender. Because of variations in response rates by subgroups such as sector and gender, the sum of the sample weights differed from population totals across these dimensions and post-stratification was used to adjust the weights accordingly. Population control totals were obtained from tables from the ABS publication *Schools Australia* (ABS, 2010b).

A4.3 Item response

Table A4.1 shows the percentage of missing responses to questions in the Teacher survey, and Table A4.2 shows missing responses to questions in the Leader survey. Question numbers in the first column refer to the numbers indicated in the questionnaires in Appendix 2 and Appendix 3.

Missing data are not reported for 'Other' options, where no response means nothing to add, and are not reported for items where respondents could tick any or all of the available items. Where possible, notes provide an explanation for higher percentages of missing data. For example, Q20 asked respondents to estimate the number of hours they spent on school-related activities, and almost 20% failed to respond.

Table A4.1: Missing data for questions in the Teacher survey

Question	Potential Responses	Valid responses	Missing %	Notes
Q1a	14535	14524	0.1	
Q2	14535	14470	0.4	
Q3	14535	14492	0.3	
Q4	14535	14535	0.0	
Q5	2751	2742	0.3	
Q6a	14535	14523	0.1	
Q6b	14535	14480	0.4	
Q7	14535	14513	0.2	
Q8a	14535	14534	0.0	
Q8b	7173	7176	0.0	
Q10	14535	14535	0.0	
Q11a-o	3251	3237	0.8	Q11 missing responses are averaged
Q12a-f	3251	3226	1.0	Q12 missing responses are averaged
Q13	14535	14438	0.7	
Q14	14535	14515	0.1	
Q15	14535	14512	0.2	
Q16a	14535	13637	6.2	Employ (years)
Q17	14535	12345	15.1	Salary
Q18	14535	14306	1.6	
Q19	14535	14424	0.8	Teach hours
Q20	14535	11696	19.5	All hours
Q21	14535	14411	0.9	
Q24	14535	14209	2.2	
Q24_days	13384	11732	12.3	
Q26a-f	13384	13070	2.7	
Q28a	14535	14008	3.6	Commence: year
Q29a	14535	12744	12.3	How long: year
Q30a	14535	13876	4.5	
Q30b	14535	10062	30.8	
Q31	14535	14102	3.0	
Q32	11255	11254	0.0	
Q33	10227	10154	0.7	
Q34	10227	10182	0.4	
Q35	11255	11143	1.0	
Q36a	11255	11168	0.8	High response to 'employed in current state'
Q38a-i	11255	10497	7.6	Q38 missing responses are averaged
Q39	14535	14036	3.4	
Q40	14535	14068	3.2	
Q42	14535	14020	3.5	
Q44a & b	14535	14423	0.8	
Q47a-j	1256	1222	3.6	Q47 missing responses are averaged
Q48a-m	1256	1246	1.1	Q48 missing responses are averaged

Question	Potential Responses	Valid responses	Missing %	Notes
Q49a-n	13279	11984	11.8	Q49: Just those who indicated that they did NOT intend to apply for DP or Principal position. This includes all who did not tick either box, but some may not have responded because they did not see this as having indicated anything by their response. This may explain higher-than-usual non-response.
Q50a-r	14535	13852	5.0	Q50 missing responses are averaged
Q51	14535	13829	4.9	

Table A4.2: Missing data for questions in the Leader survey

Question	Potential Responses	Valid responses	Missing %	Notes
Q1a	1578	1571	0.4	
Q1b	1578	1493	5.4	
Q2	1578	1570	0.5	
Q3	1578	1572	0.4	
Q4	1578	1578	0.0	
Q5	227	227	0.0	
Q6	1578	1575	0.2	
Q7	1578	1576	0.1	
Q7a	545	545	0.0	
Q8	1578	1535	2.7	
Q9	1578	1525	3.4	
Q10	1578	1528	3.2	
Q11	1578	1533	2.9	
Q12	1578	1531	3.0	
Q13	1578	1535	2.7	
Q14	1578	1463	7.3	
Q15a	1578	1537	2.6	
Q15b	904	893	1.2	
Q16	1578	1534	2.8	
Q17	1578	1524	3.4	
Q20a-n	1578	1519	3.7	Q20 missing responses are averaged
Q21	1578	1520	3.7	
Q22	1578	1510	4.3	
Q23a	1578	1501	4.9	
Q23b	1578	1344	14.8	
Q23c	811	907	-11.8	
Q24a	1578	1288	18.4	
Q24b	811	774	4.6	
Q25a-j	1578	1501	5.0	Q25 missing responses are averaged
Q26	1578	1507	4.5	
Q27a	1578	1509	4.4	
Q29	1578	1517	3.9	
Q30	658	650	1.2	
Q31	658	658	0.0	
Q32	658	652	0.9	
Q33	658	654	0.6	
Q34	1578	1515	4.0	
Q35	1578	1513	4.1	
Q36	1578	1515	4.0	
Q38	1578	938	3.1	Answered either years or unsure
Q41	705	700	0.7	
Q42a-q	329	319	4.3	Q42 missing responses are averaged

Question	Potential Responses	Valid responses	Missing %	Notes
Q43a-o	1578	1504	4.8	Q43 missing responses are averaged
Q44	1578	1494	5.3	
Q45	1578	1503	4.8	
Q46	1578	1504	4.7	
Q47a-j	1578	1500	4.9	Q47 missing responses are averaged
Q48a-l	724	684	6.2	Q48 missing responses are averaged
Q50	724	708	2.2	
Q51	724	708	2.2	
Q52	229	220	3.9	
Q54	724	705	2.6	
Q56a-j	724	695	4.2	Q56 missing responses are averaged
Q57a	724	696	3.9	
Q57b	724	619	14.5	
Q58a	724	689	4.8	
Q58b	724	590	18.5	
Q58c	724	546	24.6	
Q58d	724	621	14.2	
Q58e	724	570	21.3	
Q59a-p	724	685	5.2	Q59 missing responses are averaged
Q60a-g	724	685	5.4	Q60 missing responses are averaged
Q61a-h	724	688	5.7	Q61 missing responses are averaged

APPENDIX 5: ADDITIONAL TABLES

A5.1 Chapter 6 additional tables

Table A5.1: Primary teachers: perceived benefits of professional learning activities

Extent to which professional learning activities have increased:	Major extent %	Moderate extent %	Minor extent %	Not at all %	
Effectiveness in promoting student learning	23.2	59.8	14.6	2.4	100.0
Capacity to meet learning needs of students	24.4	59.6	13.5	2.5	100.0
Capacity to provide effective feedback to students	15.1	48.9	27.9	8.1	100.0
Access to useful teaching materials and resources	25.5	50.1	20.0	4.4	100.0
Capacity to engage students in worthwhile learning activities	29.6	53.9	14.1	2.4	100.0
Capacity to perform your role at the school	24.9	52.2	18.7	4.2	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.2: Secondary teachers: perceived benefits of professional learning activities

Extent to which professional learning activities have increased:	Major extent %	Moderate extent %	Minor extent %	Not at all %	
Effectiveness in promoting student learning	16.3	52.1	25.1	6.5	100.0
Capacity to meet learning needs of students	16.9	53.4	23.8	5.9	100.0
Capacity to provide effective feedback to students	13.7	40.6	31.4	14.4	100.0
Access to useful teaching materials and resources	24.4	44.3	23.0	8.3	100.0
Capacity to engage students in worthwhile learning activities	19.8	50.5	23.3	6.4	100.0
Capacity to perform your role at the school	22.3	45.1	24.7	7.9	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.3: Primary leaders: professional learning for the leadership role (% participation and rating)

Which of the following did you undertake to prepare or help you early in your career as a school leader, and how helpful was it?	Undertaken %	Very helpful %	Helpful %	Of some help %	Not at all helpful %	%
Leadership development program organised by your employer	55.1	43.2	41.0	14.9	0.9	100.0
Regional/District program with other new leaders	37.2	56.4	28.2	12.2	3.2	100.0
Leadership orientation program with colleagues at your school	43.1	32.3	45.9	19.8	2.0	100.0
Leadership program organised by a professional association	23.0	36.6	39.9	17.7	5.9	100.0
Structured mentoring by an experienced colleague	32.6	41.7	45.0	8.6	4.7	100.0
Post-graduate study in education	28.5	44.9	33.8	16.4	4.9	100.0
Other assistance	10.3	58.7	26.8	9.4	5.1	100.0
I have not undertaken any preparatory training	10.3					

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.4: Secondary leaders: professional learning for the leadership role (% participation and rating)

Which of the following did you undertake to prepare or help you early in your career as a school leader, and how helpful was it?	Undertaken %	Very helpful %	Helpful %	Of some help %	Not at all helpful %	%
Leadership development program organised by your employer	55.0	36.9	44.4	15.2	3.5	100.0
Regional/District program with other new leaders	37.2	51.0	32.4	12.0	4.6	100.0
Leadership orientation program with colleagues at your school	42.8	20.8	45.6	27.3	6.3	100.0
Leadership program organised by a professional association	29.2	30.0	45.4	19.1	5.5	100.0
Structured mentoring by an experienced colleague	39.9	42.9	41.7	12.5	2.9	100.0
Post-graduate study in education	36.2	59.9	27.9	7.7	4.5	100.0
Other assistance	9.0	61.8	21.1	6.2	10.9	100.0
I have not undertaken any preparatory training	11.2					

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.5: Primary leaders' perceptions of their preparation for different aspects of the school leadership role

How well prepared do you currently feel in the following aspects of the school leadership role?	Very well prepared %	Well prepared %	Somewhat prepared %	Poorly prepared %	%
School goal-setting and development	31.6	50.6	16.6	1.2	100.0
School curriculum and assessment	33.7	53.7	12.2	0.3	100.0
Change management	24.8	51.2	22.0	2.0	100.0
Managing human resources	32.4	48.2	19.1	0.3	100.0
Managing physical resources	32.4	45.8	19.8	2.0	100.0
Managing school budgets and finances	18.6	38.7	33.0	9.7	100.0
School accountability requirements	21.5	47.1	28.1	3.3	100.0
Student welfare and pastoral care	48.4	43.8	7.5	0.4	100.0
Relationships with families and the school community	51.3	41.4	7.2	0	100.0
Assessing teacher performance	22.7	54.7	20.4	2.2	100.0
Conflict resolution	19.2	56.8	22.1	1.8	100.0
Time management	19.7	54.2	24.2	2.0	100.0
Stress management	16.1	41.4	32.9	9.7	100.0
Managing external communications (e.g. media)	6.3	29.8	45.8	18.2	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.6: Secondary leaders' perceptions of their preparation for different aspects of the school leadership role

How well prepared do you currently feel in the following aspects of the school leadership role?	Very well prepared %	Well prepared %	Somewhat prepared %	Poorly prepared %	%
School goal-setting and development	32.2	50.6	15.1	2.1	100.0
School curriculum and assessment	38.2	47.2	14.0	0.6	100.0
Change management	26.4	48.9	23.4	1.3	100.0
Managing human resources	30.2	49.3	19.3	1.1	100.0
Managing physical resources	21.6	45.3	28.3	4.8	100.0
Managing school budgets and finances	11.4	36.9	36.3	15.4	100.0
School accountability requirements	17.9	48.7	28.2	5.2	100.0
Student welfare and pastoral care	51.2	41.5	7.0	0.3	100.0
Relationships with families and the school community	52.2	39.3	8.4	0.1	100.0
Assessing teacher performance	25.0	50.4	22.9	1.8	100.0
Conflict resolution	25.1	50.9	22.3	1.7	100.0
Time management	26.2	47.0	23.4	3.3	100.0
Stress management	17.4	37.3	37.6	7.8	100.0
Managing external communications (e.g. media)	11.2	28.2	41.4	19.1	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

A5.2 Chapter 7 additional tables

Table A5.7: Primary teachers: factors in decision to join current school, among teachers who have worked in more than one school

Factors in decision to join current school:	Very important %	Important %	Of some importance %	Not a factor %	%
Dissatisfaction with my former school	12.3	8.5	10.8	68.5	100.0
End of my contract at the former school	17.7	7.4	5.1	69.8	100.0
Better pay and conditions	4.1	5.2	5.2	85.5	100.0
Taking up a promotion	5.8	2.9	2.7	88.6	100.0
More opportunity to teach in my preferred areas	18.1	12.4	6.0	63.4	100.0
Positive school ethos and values	25.7	19.7	9.9	44.7	100.0
Professional learning opportunities	13.7	16.1	12.9	57.3	100.0
A more convenient school location	37.0	15.3	10.4	37.3	100.0
Mandated school mobility requirements	7.6	2.5	4.2	85.7	100.0
Other factors	31.5	5.4	1.4	61.7	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.8: Secondary teachers: factors in decision to join current school, among teachers who have worked in more than one school

Factors in decision to join current school:	Very important %	Important %	Of some importance %	Not a factor %	%
Dissatisfaction with my former school	14.8	9.1	12.9	63.1	100.0
End of my contract at the former school	14.8	5.5	4.4	75.3	100.0
Better pay and conditions	8.1	8.6	7.5	75.8	100.0
Taking up a promotion	9.5	5.5	4.3	80.7	100.0
More opportunity to teach in my preferred areas	21.8	16.1	7.4	54.6	100.0
Positive school ethos and values	29.6	21.3	10.8	38.3	100.0
Professional learning opportunities	12.7	15.2	14.2	57.9	100.0
A more convenient school location	33.4	17.0	9.5	40.1	100.0
Mandated school mobility requirements	4.0	2.6	3.5	89.9	100.0
Other factors	30.8	4.8	1.5	62.9	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.9: Primary leaders: factors in the decision to take up a school leadership role

Factors in decision to take up a school leadership role:	Very important %	Important %	Of some importance %	Not a factor %	%
I wanted challenges other than classroom teaching	49.0	34.0	11.3	5.7	100.0
I was encouraged and supported by colleagues	39.3	37.4	15.0	8.4	100.0
I was encouraged and supported by my school leaders	48.3	35.6	10.5	5.6	100.0
I wanted to lead school development	45.0	39.9	12.4	2.6	100.0
I had successful experience of leadership in other roles	36.7	40.1	14.9	8.2	100.0
I had helpful prior preparation and training	9.9	29.5	40.6	19.9	100.0
I was confident in my ability to do the job	43.9	45.9	9.2	1.0	100.0
The high standing of school leaders in the community	8.1	25.6	34.1	32.2	100.0
I was at the right stage of my career to apply	35.6	41.1	14.7	8.6	100.0
The salary and other financial benefits	10.2	27.7	37.2	24.8	100.0
Other	70.8	12.5	2.1	14.6	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.10: Secondary leaders: factors in the decision to take up a school leadership role

Factors in decision to take up a school leadership role:	Very important %	Important %	Of some importance %	Not a factor %	%
I wanted challenges other than classroom teaching	45.5	35.7	13.5	5.2	100.0
I was encouraged and supported by colleagues	38.5	38.5	17.1	5.9	100.0
I was encouraged and supported by my school leaders	48.8	34.2	12.4	4.6	100.0
I wanted to lead school development	44.1	40.4	12.3	3.1	100.0
I had successful experience of leadership in other roles	39.7	40.3	13.7	6.3	100.0
I had helpful prior preparation and training	9.3	28.4	40.2	22.1	100.0
I was confident in my ability to do the job	45.0	43.8	8.9	2.2	100.0
The high standing of school leaders in the community	7.8	22.6	30.3	39.3	100.0
I was at the right stage of my career to apply	34.0	39.3	16.8	9.9	100.0
The salary and other financial benefits	9.7	24.0	40.6	25.7	100.0
Other	67.3	12.2	4.1	16.3	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

A5.3 Chapter 8 additional tables

Table A5.11: Early career primary teachers: perceptions of the helpfulness of their pre-service teacher education course

How helpful was your pre-service teacher education course in preparing you for:	Very helpful %	Helpful %	Of some help %	Not at all helpful %	%
Reflecting on my own teaching practices	28.7	49.2	19.7	2.4	100
Developing and teaching a unit of work	25.1	49.7	20.7	4.5	100
Working effectively with other teachers	20.2	45.6	26.2	8.0	100
Teaching the subject matter I am expected to teach	15.9	44.6	32.6	6.9	100
Developing students' numeracy skills	14.4	50.9	28.9	5.8	100
Developing students' literacy skills	12.4	48.2	32.5	6.9	100
Handling a range of classroom management situations	11.8	35.7	43.0	9.4	100
Using teaching standards to improve my teaching practices	11.1	39.3	36.3	13.3	100
Using a variety of instructional methods for diverse student needs	11.1	40.4	41.2	7.4	100
Assessing students' performance	9.7	36.1	43.5	10.7	100
Selecting and adapting curriculum and instructional materials	9.3	38.8	42.2	9.7	100
Working effectively with parents/guardians	7.8	29.1	38.6	24.5	100
Teaching students with learning difficulties	7.8	22.8	49.8	19.6	100
Teaching students from different cultural backgrounds	7.7	21.3	50.2	20.8	100
Teaching students from Indigenous backgrounds	6.9	22.6	43.1	27.4	100

Note: Early career teachers were defined as those who had been teaching for five years or less (24.8% of primary teacher respondents). The items are ordered in terms of the proportions who responded 'very helpful', i.e. the first column. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.12: Early career secondary teachers: perceptions of the helpfulness of their pre-service teacher education course

How helpful was your pre-service teacher education course in preparing you for:	Very helpful	Helpful	Of some help	Not at all helpful	
	%	%	%	%	%
Developing and teaching a unit of work	35.8	43.5	16.3	4.4	100
Reflecting on my own teaching practices	34.1	44.5	18.1	3.3	100
Teaching the subject matter I am expected to teach	29.5	43.5	19.8	7.2	100
Working effectively with other teachers	25.1	40.4	25.6	8.9	100
Using teaching standards to improve my teaching practices	15.8	41.6	30.1	12.4	100
Using a variety of instructional methods for diverse student needs	14.1	43.1	33.3	9.4	100
Selecting and adapting curriculum and instructional materials	14.0	46.3	30.8	9.0	100
Assessing students' performance	13.4	46.7	31.4	8.6	100
Handling a range of classroom management situations	11.2	33.8	40.1	15.0	100
Developing students' literacy skills	6.9	30.2	42.2	20.7	100
Teaching students from different cultural backgrounds	6.2	24.5	46.3	23.0	100
Developing students' numeracy skills	6.1	23.9	39.7	30.4	100
Teaching students with learning difficulties	6.0	21.9	44.4	27.8	100
Working effectively with parents/guardians	5.9	24.8	37.9	31.3	100
Teaching students from Indigenous backgrounds	5.1	20.8	40.5	33.5	100

Note: Early career teachers were defined as those who had been teaching for five years or less (20.1% of secondary teacher respondents). The items are ordered in terms of the proportions who responded 'very helpful', i.e. the first column. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.13: Early career primary teachers: types of assistance provided and perceptions of their helpfulness

Since you began teaching, which of the following types of assistance have you been provided with by your school or employer, and how helpful were they?	*Been provided*	Very helpful	Helpful	Of some help	Not helpful	
	%	%	%	%	%	%
A designated mentor	*79.2*	42.4	31.4	18.2	8.0	100
Observation of experienced teachers teaching their classes	*74.4*	37.0	37.3	22.1	3.6	100
An orientation program designed for new teachers	*72.8*	29.4	33.1	31.3	6.2	100
Structured opportunities to discuss your experiences with other new teachers	*69.1*	22.1	42.1	28.9	6.9	100
A reduced face-to-face teaching workload	*51.5*	28.7	37.3	25.2	8.7	100
Follow-up from your teacher education institution	*33.5*	9.9	19.1	25.7	45.3	100
Other assistance	*19.7*	57.4	29.9	6.6	6.1	100

Note: Early career teachers were defined as those who had been teaching for five years or less (24.8% of primary teacher respondents). The items are ordered in terms of the proportions who has received such assistance, i.e. the first column. The perceptions of helpfulness are expressed as the proportion of responses from those who had received the type of assistance. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.14: Early career secondary teachers: types of assistance provided and perceptions of their helpfulness

Since you began teaching, which of the following types of assistance have you been provided with by your school or employer, and how helpful were they?	***Been provided***	**Very helpful**	**Helpful**	**Of some help**	**Not helpful**	
	%	**%**	**%**	**%**	**%**	**%**
An orientation program designed for new teachers	*83.6*	23.2	40.0	28.5	8.4	100
A designated mentor	*77.0*	32.1	33.5	21.8	12.6	100
Observation of experienced teachers teaching their classes	*71.8*	30.5	37.2	24.4	7.8	100
Structured opportunities to discuss your experiences with other new teachers	*67.0*	18.5	37.0	32.7	11.8	100
A reduced face-to-face teaching workload	*55.5*	32.3	32.6	23.8	11.4	100
Follow-up from your teacher education institution	*33.7*	6.5	20.8	28.8	43.9	100
Other assistance	*18.9*	43.4	34.4	13.8	7.9	100

Note: Early career teachers were defined as those who had been teaching for five years or less (20.1% of primary teacher respondents). The items are ordered in terms of the proportions who has received such assistance, i.e. the first column. The perceptions of helpfulness are expressed as the proportion of responses from those who had received the type of assistance. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

A5.4 Chapter 10 additional tables

Table A5.15: Teachers who intend to apply for a leadership position in the next three years: factors influencing the decision

	Primary				Secondary			
How important are the following factors in your intention to apply for a Deputy Principal or Principal position?	**Very important**	**Important**	**Of some importance**	**Not at all important**	**Very important**	**Important**	**Of some importance**	**Not at all important**
	%	**%**	**%**	**%**	**%**	**%**	**%**	**%**
I want challenges other than classroom teaching	50.2	26.0	17.0	6.8	46.0	32.1	14.6	7.3
I have had encouragement and support from my colleagues	44.0	32.7	18.4	4.9	32.9	37.6	18.6	10.8
I have had encouragement and support from my school leaders	41.9	37.0	16.0	5.1	35.8	35.9	16.8	11.5
I want to lead school development	57.2	32.8	7.5	2.5	55.6	35.5	6.4	2.6
I have had successful experience in other leadership roles	54.7	34.2	8.5	2.7	56.0	33.4	6.2	4.3
I am confident in my ability to do the job	58.4	34.5	5.8	1.2	63.7	31.9	3.0	1.4
I was attracted by the salary and other financial benefits	15.3	28.1	35.7	21.0	22.3	21.4	33.5	22.8
I was attracted by the high standing of school leaders in the community	13.3	23.1	25.7	37.8	12.6	22.5	29.2	35.8
I have had helpful prior preparation and training	24.8	37.6	23.5	14.1	18.4	34.7	26.0	20.8
I am at the right stage of career to apply	41.7	36.9	14.6	6.8	37.4	40.3	14.4	7.8
Other	31.2	32.7	0	36.1	16.4	9.6	1.5	72.4

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.16: Teachers who intend to apply for a leadership position in the next three years: perceptions of how well they feel prepared

	Primary				Secondary			
How well prepared do you feel in the following aspects of school leadership?	**Very well prepared**	**Well prepared**	**Somewhat well prepared**	**Poorly prepared**	**Very well prepared**	**Well prepared**	**Somewhat well prepared**	**Poorly prepared**
	%	**%**	**%**	**%**	**%**	**%**	**%**	**%**
School goal-setting and development	20.1	44.6	32.1	3.2	29.0	50.8	18.5	1.7
School curriculum and assessment	30.5	45.5	23.2	0.8	35.8	46.3	15.5	2.3
Change management	17.5	42.8	32.4	7.3	31.6	47.9	18.5	2.0
Managing human resources	20.6	38.6	35.3	5.6	34.9	46.7	15.4	2.9
Managing physical resources	20.7	34.4	37.1	7.8	29.7	41.3	24.2	4.8
Managing school budgets and finances	9.8	31.5	39.3	19.4	22.5	31.9	32.5	13.1
School accountability requirements	12.3	34.8	41.8	11.0	21.4	38.6	32.8	7.1
Student welfare and pastoral care	35.4	38.4	24.2	2.0	54.5	34.2	10.1	1.3
Relationships with families and the school community	44.2	41.0	14.2	0.6	54.7	35.4	9.5	0.5
Assessing teacher performance	20.2	47.8	28.6	3.5	34.7	49.0	14.5	1.8
Conflict resolution	21.3	44.5	29.7	4.5	31.2	48.3	19.1	1.4
Time management	30.9	49.5	17.6	2.0	41.9	43.6	12.9	1.6
Stress management	21.0	40.2	35.0	3.8	25.2	48.1	23.3	3.4

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.17: Teachers who do not intend to apply for a leadership position in the next three years: factors influencing the decision

	Primary				Secondary			
How important are the following factors in your intention not to apply for a Deputy Principal or Principal position?	**Very important**	**Important**	**Of some importance**	**Not at all important**	**Very important**	**Important**	**Of some importance**	**Not at all important**
	%	**%**	**%**	**%**	**%**	**%**	**%**	**%**
The time demands of the job are too high	46.6	21.5	15.6	16.2	44.8	18.7	14.1	22.4
I have a lack of prior leadership experience	26.6	21.2	21.1	31.2	22.2	19.5	19.5	38.8
The position requires too much responsibility	28.9	22.0	22.4	26.7	24.3	19.8	22.3	33.5
I would have difficulty maintaining a satisfactory work/life balance	44.6	23.5	15.4	16.5	45.2	20.7	14.4	19.7
The salary is not sufficient for the responsibilities	25.8	19.2	20.3	34.7	25.3	16.7	19.0	39.0
I have not had encouragement and support from colleagues	8.4	8.8	17.5	65.2	8.5	9.9	16.1	65.4
I have not had encouragement and support from my school leaders	9.4	9.8	17.5	63.3	11.1	11.4	15.9	61.6
I have concerns with the selection process	12.5	11.7	18.7	57.1	12.8	12.5	15.7	59.1
I do not have appropriate prior preparation and training	26.4	21.8	20.0	31.8	23.8	19.2	18.9	38.1
I do not feel confident in my ability to do the job	19.7	17.4	23.2	39.7	15.5	15.6	20.1	48.8
I want to remain working mainly in the classroom	47.8	23.2	14.4	14.6	37.4	24.8	17.3	20.5
I am not at the right stage of my career to apply	34.4	15.4	12.1	38.0	31.7	14.7	11.7	41.9
I have applied unsuccessfully in the past	2.1	2.1	5.3	90.5	1.7	2.5	4.6	91.2
My personal or family circumstances	31.5	15.8	14.4	38.3	28.1	18.5	13.3	40.2
Other	18.5	7.9	7.9	65.7	16.7	6.1	3.4	73.7

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.18: Deputy Principals who do not intend to apply for a Principal position within the next three years: factors in the decision

	Primary Deputies				Secondary Deputies			
How important are the following factors in your intention not to apply for a Principal position?	**Very important**	**Important**	**Of some importance**	**Not at all important**	**Very important**	**Important**	**Of some importance**	**Not at all important**
	%	**%**	**%**	**%**	**%**	**%**	**%**	**%**
The time demands of the job are too high	59.6	28.2	2.2	10.0	50.0	24.6	12.1	13.3
I have a lack of experience acting in the principal role	38.8	35.4	13.1	12.7	23.2	19.9	20.9	36.0
The position requires too much responsibility	40.8	27.5	19.7	12.1	25.0	24.7	27.4	22.9
I would have difficulty maintaining a satisfactory work/life balance	51.5	35.1	4.7	8.6	53.0	23.1	11.1	12.8
The salary is not sufficient for the responsibilities	20.1	17.9	30.5	31.5	26.3	18.0	23.7	32.0
I have not had encouragement and support from colleagues	2.3	12.5	32.5	52.7	0.7	7.4	26.3	65.6
I have not had encouragement and support from my Principal	4.5	18.4	23.2	54.0	1.5	11.5	18.4	68.7
I have concerns with the selection process	7.4	18.4	25.0	49.2	8.0	9.8	22.7	59.5
I do not have appropriate prior preparation and training	30.5	29.9	17.6	22.1	14.8	18.2	23.0	43.9
Dealing with the demands of authorities outside the school	21.0	28.8	33.9	16.2	10.0	22.0	31.7	36.3
Difficulties with managing staff at school	11.6	19.4	38.2	30.8	6.5	13.7	34.9	44.9
I do not feel confident in my ability to do the job	22.0	25.0	21.8	31.3	13.1	14.1	17.2	55.5
I have applied unsuccessfully in the past	0.1	4.8	7.1	88.0	2.6	0.7	3.6	93.2
I am not at the right stage of my career to apply	30.5	20.7	13.0	35.8	23.7	18.1	12.9	45.3
I want to remain working mainly in my current role	43.0	46.4	3.6	7.0	31.5	33.4	14.3	20.7
Positions are often located in areas I do not want to work in	15.3	13.1	15.0	56.6	9.2	19.3	15.6	56.0
My personal or family circumstances	52.3	25.8	4.1	17.8	36.0	25.3	9.1	29.5
Other	34.8	20.7	25.0	19.6	71.1	4.2	0.6	24.1

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

A5.5 Chapter 11 additional tables

Table A5.19: Primary teachers' job satisfaction

How satisfied are you with the following aspects of your job?	Very satisfied %	Satisfied %	Dissatisfied %	Very dissatisfied %	%
The amount of teaching you are expected to do	26.4	61.6	9.7	2.3	100.0
The amount of administrative and clerical work you are expected to do	7.5	38.4	36.7	17.5	100.0
Your freedom to decide how to do your job	23.7	57.4	15.1	3.8	100.0
Your opportunities for professional learning	26.0	54.1	16.4	3.5	100.0
Your opportunities for career advancement	14.0	62.8	18.1	5.1	100.0
The balance between your working time and your private life	9.0	49.6	29.7	11.7	100.0
Your salary	8.1	54.7	29.1	8.1	100.0
Feedback on your performance	11.8	63.9	20.2	4.1	100.0
Student behaviour	15.7	54.6	21.2	8.5	100.0
What you are currently accomplishing with your students	28.5	61.2	9.4	1.0	100.0
The number of staff available to your school	15.7	59.1	20.1	5.2	100.0
The school's physical resources (e.g. buildings, grounds)	21.1	57.2	17.1	4.6	100.0
Educational resources (e.g. equipment, teaching materials)	16.2	51.8	24.0	8.0	100.0
Your working relationships with your colleagues	44.9	50.6	3.9	0.6	100.0
Your working relationships with your Principal	37.2	50.4	9.0	3.4	100.0
Your working relationships with parents/guardians	30.2	65.1	4.5	0.3	100.0
The value society places on teachers' work	6.7	35.4	39.5	18.3	100.0
Overall, how satisfied are you with your current job?	*22.6*	*65.2*	*10.7*	*1.5*	*100.0*

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.20: Secondary teachers' job satisfaction

How satisfied are you with the following aspects of your job?	Very satisfied %	Satisfied %	Dissatisfied %	Very dissatisfied %	%
The amount of teaching you are expected to do	23.6	62.0	11.5	2.9	100.0
The amount of administrative and clerical work you are expected to do	6.9	34.6	36.5	22.0	100.0
Your freedom to decide how to do your job	25.6	56.8	13.8	3.8	100.0
Your opportunities for professional learning	22.6	54.6	17.9	5.0	100.0
Your opportunities for career advancement	12.8	60.3	20.4	6.4	100.0
The balance between your working time and your private life	9.5	49.6	29.2	11.7	100.0
Your salary	7.5	52.5	30.5	9.5	100.0
Feedback on your performance	9.9	61.1	23.6	5.4	100.0
Student behaviour	14.2	50.5	24.7	10.7	100.0
What you are currently accomplishing with your students	21.2	64.4	13.0	1.4	100.0
The number of staff available to your school	11.9	62.1	20.4	5.5	100.0
The school's physical resources (e.g. buildings, grounds)	17.5	48.3	24.0	10.2	100.0
Educational resources (e.g. equipment, teaching materials)	16.1	47.2	26.8	10.0	100.0
Your working relationships with your colleagues	43.8	50.6	4.9	0.8	100.0
Your working relationships with your Principal	30.9	52.7	11.6	4.8	100.0
Your working relationships with parents/guardians	24.4	69.2	5.8	0.6	100.0
The value society places on teachers' work	5.2	33.2	40.7	20.8	100.0
Overall, how satisfied are you with your current job?	*17.7*	*67.9*	*12.4*	*2.0*	*100.0*

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.21: Primary leaders' job satisfaction

How satisfied are you with the following aspects of your job?	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Unsure	
	%	%	%	%	%	%
The clarity of your responsibilities and authority	26.7	62.8	9.1	1.2	0.3	100.0
Your freedom to decide how to do your job	28.4	59.6	10.5	1.2	0.3	100.0
Your opportunities for professional learning	34.9	53.5	10.1	1.3	0.1	100.0
Your opportunities for further career advancement	21.2	57.7	14.0	4.1	3.0	100.0
The balance between your working time and private life	6.9	42.3	31.8	16.9	2.2	100.0
Your salary	9.5	59.2	22.1	8.0	1.2	100.0
What you are currently accomplishing with the school	28.2	63.8	6.5	0.4	1.2	100.0
Opportunity to influence student learning & development	41.6	51.2	7.1	0.2	0	100.0
Feedback on your performance	13.9	63.3	16.4	4.4	2.0	100.0
The support you receive from your employer	22.5	50.7	15.2	8.3	3.3	100.0
The staffing resources at your school	13.4	45.8	33.3	7.3	0.2	100.0
The physical resources at your school	19.7	50.7	24.4	4.8	0.4	100.0
Your working relationships with your teaching colleagues	47.7	49.0	1.7	1.3	0.3	100.0
Your working relationships with parents/guardians	42.6	53.8	2.3	0.8	0.5	100.0
The value society places on the leadership role	13.5	53.5	22.6	9.0	1.5	100.0
Overall, how satisfied are you with your current job?	*32.9*	*59.2*	*6.1*	*0.3*	*1.5*	*100.0*

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.22: Secondary leaders' job satisfaction

How satisfied are you with the following aspects of your job?	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Unsure	
	%	%	%	%	%	%
The clarity of your responsibilities and authority	28.2	60.5	10.4	0.7	0.1	100.0
Your freedom to decide how to do your job	34.2	55.0	9.8	0.8	0.2	100.0
Your opportunities for professional learning	35.9	52.6	10.2	0.8	0.5	100.0
Your opportunities for further career advancement	21.4	61.3	10.2	3.5	3.6	100.0
The balance between your working time and private life	7.0	35.0	41.0	16.5	0.5	100.0
Your salary	15.2	52.7	27.3	4.4	0.4	100.0
What you are accomplishing with the school	25.9	62.5	10.3	0.3	0.9	100.0
Opportunity to influence student learning &development	38.6	51.0	9.6	0.5	0.3	100.0
Feedback on your performance	19.3	56.2	19.4	3.6	1.6	100.0
The support you receive from your employer	28.1	47.6	16.4	6.4	1.6	100.0
The staffing resources at your school	13.1	47.5	32.3	6.3	0.9	100.0
The physical resources at your school	16.2	46.3	24.2	12.6	0.7	100.0
Working relationships with your teaching colleagues	43.9	53.6	1.2	0.3	1.0	100.0
Your working relationships with parents/guardians	35.9	62.1	1.1	0	0.9	100.0
The value society places on the leadership role	10.4	58.2	18.6	9.2	3.7	100.0
Overall, how satisfied are you with your job?	*33.2*	*61.8*	*3.6*	*0.5*	*0.9*	*100.0*

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.23: Primary leaders' views on strategies to help retain leaders in the profession

To what extent do you agree that the following changes would help to retain quality leaders in the profession?	Strongly agree	Agree	Disagree	Strongly disagree	Uncertain	
	%	%	%	%	%	%
More support staff	54.5	41.1	0.4	0.6	3.5	100
Fewer changes imposed on schools	47.6	41.7	0.1	1.7	8.9	100
A more positive public image of the leadership position	50.0	43.2	0	1.1	5.7	100
Reduced workload	43.4	45.8	1.1	1.5	8.2	100
Fewer student management issues	42.8	37.2	1.5	0.4	18.1	100
Higher pay for leaders who demonstrate advanced competence	39.5	30.1	5.0	2.8	22.6	100
Higher pay for leaders who gain extra qualifications	25.9	33.4	27.9	8.1	4.7	100
Greater autonomy	30.3	49.6	0.5	2.7	16.8	100
Amendments to superannuation to encourage leaders to work longer	25.1	31.8	4.3	10.6	28.2	100
Higher pay for leaders whose students achieve specified goals	12.5	18.3	23.4	3.5	42.3	100

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.24: Secondary leaders' views on strategies to help retain leaders in the profession

To what extent do you agree that the following changes would help to retain quality leaders in the profession?	Strongly agree	Agree	Disagree	Strongly disagree	Uncertain	
	%	%	%	%	%	%
More support staff	48.5	44.2	0.3	0.8	6.2	100
Fewer changes imposed on schools	38.6	46.0	1.1	1.3	13.0	100
A more positive public image of the leadership position	38.7	47.6	0.3	0.9	12.6	100
Reduced workload	41.9	44.0	1.5	0.8	11.8	100
Fewer student management issues	35.1	41.3	1.9	0.7	21.0	100
Higher pay for leaders who demonstrate advanced competence	36.2	33.5	5.4	2.5	22.4	100
Higher pay for leaders who gain extra qualifications	19.7	31.7	9.3	3.2	36.1	100
Greater autonomy	26.4	47.4	1.7	3.8	20.8	100
Amendments to superannuation to encourage leaders to work longer	20.1	33.5	7.1	12.0	27.3	100
Higher pay for leaders whose students achieve specified goals	7.3	27.5	22.0	3.7	39.5	100

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

A5.6 Chapter 12 additional tables

Table A5.25: Government school principals' authority for school staffing

To what extent do you as the Principal have authority for the following aspects of school staffing?	Extensive authority %	Some authority %	No authority %	%	Would like more authority %
Government primary principals					
Determining the school staffing profile	20.4	29.3	50.4	100	39.1
Reviewing teachers' performance	55.8	41.8	2.3	100	13.4
Recruiting teachers	24.1	33.2	42.6	100	38.7
Recruiting staff to perform non-teaching duties	44.2	47.3	8.5	100	19.5
Acting as the direct employer of teachers	14.3	25.6	60.0	100	27.9
Acting as the direct employer of non-teaching staff	25.5	49.1	25.4	100	16.5
Determining length of employment contract for teachers	19.4	26.3	54.3	100	26.3
Varying salary/conditions to recruit teachers in short supply	0.7	13.2	86.1	100	20.3
Determining priorities for teachers' professional learning	45.9	48.6	5.5	100	7.6
Financially rewarding high performing teachers	0.5	10.0	89.5	100	26.8
Dismissing teachers	2.2	15.6	82.2	100	44.3
Government secondary principals					
Determining the school staffing profile	15.3	43.2	41.5	100	54.3
Reviewing teachers' performance	35.7	59.9	4.4	100	27.8
Recruiting teachers	23.6	49.5	26.9	100	38.2
Recruiting staff to perform non-teaching duties	34.8	52.4	12.8	100	29.7
Acting as the direct employer of teachers	9.4	26.3	64.3	100	27.8
Acting as the direct employer of non-teaching staff	17.3	32.3	50.4	100	23.6
Determining length of employment contract for teachers	14.3	23.3	62.4	100	38.1
Varying salary/conditions to recruit teachers in short supply	3.7	8.4	87.9	100	27.3
Determining priorities for teachers' professional learning	34.7	56.9	8.4	100	19.3
Financially rewarding high performing teachers	0.2	7.9	91.9	100	30.4
Dismissing teachers	0.1	31.5	68.4	100	51.3

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.26: Catholic school principals' authority for school staffing

To what extent do you as the Principal have authority for the following aspects of school staffing?	Extensive authority %	Some authority %	No authority %	%	Would like more authority %
Catholic primary principals					
Determining the school staffing profile	28.1	45.3	26.6	100	17.9
Reviewing teachers' performance	60.7	31.4	7.9	100	13.9
Recruiting teachers	69.6	30.1	0	100	8.3
Recruiting staff to perform non-teaching duties	82.0	14.7	3.3	100	0
Acting as the direct employer of teachers	48.0	37.0	15.0	100	7.5
Acting as the direct employer of non-teaching staff	58.8	31.8	9.4	100	0
Determining length of employment contract for teachers	29.1	35.1	35.8	100	15.8
Varying salary/conditions to recruit teachers in short supply	0.4	3.7	95.9	100	10.6
Determining priorities for teachers' professional learning	48.7	49.6	1.7	100	11.6
Financially rewarding high performing teachers	0.4	6.4	93.1	100	10.2
Dismissing teachers	7.1	34.7	58.3	100	28.2
Catholic secondary principals					
Determining the school staffing profile	51.3	28.1	20.6	100	16.6
Reviewing teachers' performance	62.1	22.7	15.2	100	20.2
Recruiting teachers	89.9	10.1	0	100	6.4
Recruiting staff to perform non-teaching duties	91.0	9.0	0	100	6.4
Acting as the direct employer of teachers	65.6	20.7	13.7	100	8.7
Acting as the direct employer of non-teaching staff	69.3	17.5	13.1	100	8.7
Determining length of employment contract for teachers	41.8	32.1	26.1	100	19.4
Varying salary/conditions to recruit teachers in short supply	15.7	20.3	64.1	100	24.8
Determining priorities for teachers' professional learning	48.4	41.3	10.3	100	3.3
Financially rewarding high performing teachers	2.6	21.6	75.8	100	28.6
Dismissing teachers	11.2	47.5	41.3	100	38.1

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.27: Independent school principals' authority for school staffing

To what extent do you as the Principal have authority for the following aspects of school staffing	Extensive authority %	Some authority %	No authority %	%	Would like more authority %
Independent primary principals					
Determining the school staffing profile	51.3	35.3	13.4	100	1.6
Reviewing teachers' performance	84.0	16.0	0	100	4.2
Recruiting teachers	90.3	6.0	3.7	100	4.6
Recruiting staff to perform non-teaching duties	76.5	7.2	16.3	100	1.0
Acting as the direct employer of teachers	62.4	34.6	2.9	100	2.0
Acting as the direct employer of non-teaching staff	62.7	20.6	16.7	100	1.0
Determining length of employment contract for teachers	50.2	31.7	18.1	100	7.8
Varying salary/conditions to recruit teachers in short supply	26.1	30.0	43.9	100	0
Determining priorities for teachers' professional learning	78.4	21.6	0	100	0
Financially rewarding high performing teachers	6.8	37.2	56.1	100	5.2
Dismissing teachers	61.8	27.3	10.9	100	5.9
Independent secondary principals					
Determining the school staffing profile	82.3	17.2	0.5	100	12.5
Reviewing teachers' performance	85.3	14.7	0	100	1.6
Recruiting teachers	85.3	14.2	0.5	100	12.8
Recruiting staff to perform non-teaching duties	70.6	18.8	10.6	100	12.8
Acting as the direct employer of teachers	79.3	8.4	12.3	100	1.3
Acting as the direct employer of non-teaching staff	68.4	9.3	22.3	100	1.3
Determining length of employment contract for teachers	74.2	12.5	13.3	100	2.7
Varying salary/conditions to recruit teachers in short supply	43.6	24.1	32.3	100	4.5
Determining priorities for teachers' professional learning	63.8	36.2	0	100	0.5
Financially rewarding high performing teachers	22.8	29.4	47.8	100	16.4
Dismissing teachers	tbc	tbc	tbc	100	2.1

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.28: Primary Principals' perceptions of difficulties in filling vacancies

What degree of difficulty have you had in the past 12 months in suitably filling staff vacancies across all areas of curriculum?		Primary			
		Major difficulty	**Moderate difficulty**	**Minor difficulty**	**No difficulty**
School sector	Government	5.7	23.3	28.8	42.2
	Catholic	6.2	21.8	33.1	38.9
	Independent	8.8	6.2	47.1	37.9
School location	Metropolitan	4.1	22.2	30.0	43.6
	Provincial	9.1	17.9	35.3	37.7
	Remote	9.5	29.2	26.3	35.0
School SES	High	2.5	16.4	25.6	55.5
	Medium	5.6	22.5	41.3	30.6
	Low	10.7	24.8	28.6	35.9

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.29: Secondary Principals' perceptions of difficulties in filling vacancies

What degree of difficulty have you had in the past 12 months in suitably filling staff vacancies across all areas of curriculum?		Secondary			
		Major difficulty	**Moderate difficulty**	**Minor difficulty**	**No difficulty**
School sector	Government	13.1	26.0	54.1	22.1
	Catholic	6.4	54.1	24.2	15.2
	Independent	1.6	22.1	42.8	33.5
School location	Metropolitan	5.8	33.0	39.3	21.9
	Provincial	14.7	27.2	38.6	19.6
	Remote	23.2	42.9	16.1	17.9
School SES	High	2.8	33.7	36.2	27.4
	Medium	9.2	33.6	41.8	15.4
	Low	15.1	27.2	35.4	22.3

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.30: Primary Principals' perceptions of difficulties in retaining staff

What degree of difficulty have you had in the past 12 months in retaining suitable staff across all areas of curriculum?		Primary			
		Major difficulty	**Moderate difficulty**	**Minor difficulty**	**No difficulty**
School sector	Government	6.5	11.4	24.4	57.7
	Catholic	2.7	8.3	33.5	55.5
	Independent	0	6.2	36.5	57.3
School location	Metropolitan	3.2	11.5	29.0	56.3
	Provincial	6.9	8.3	25.0	59.8
	Remote	14.6	9.5	24.8	51.1
School SES	High	1.2	11.9	20.2	66.7
	Medium	6.6	10.0	30.0	53.3
	Low	7.7	8.7	31.8	51.8

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.31: Secondary Principals' perceptions of difficulties in retaining staff

What degree of difficulty have you had in the past 12 months in retaining suitable staff across all areas of curriculum?		Secondary			
		Major difficulty	**Moderate difficulty**	**Minor difficulty**	**No difficulty**
School sector	Government	5.5	18.8	37.8	37.9
	Catholic	7.5	17.6	54.8	28.0
	Independent	5.4	17.1	28.0	49.5
School location	Metropolitan	5.6	10.1	43.7	40.6
	Provincial	5.9	32.5	32.7	29.0
	Remote	10.7	46.4	23.2	19.6
School SES	High	4.7	9.1	36.0	50.2
	Medium	1.8	29.3	43.6	25.3
	Low	12.5	12.7	37.4	37.4

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.32: Principals' perceptions of the preparation of recent teacher graduates

In your experience, how well prepared are recent teacher graduates in regard to:	Very well prepared %	Well prepared %	Somewhat prepared %	Poorly prepared %	%
Primary principals' perceptions					
Understanding the subject matter they are expected to teach	8.8	44.1	43.4	3.7	100
Using effective strategies to help students learn	7.0	34.1	53.7	5.2	100
Knowing about how students learn and understand new concepts	4.6	35.8	52.5	7.1	100
Understanding the differences among students and how to cater for them	2.6	22.9	57.7	16.9	100
Managing classroom activities effectively	1.6	28.8	58.3	11.3	100
Providing effective feedback to students to support their learning	1.3	29.0	55.6	14.0	100
Accessing and using teaching materials and resources effectively	7.0	50.0	36.9	6.0	100
Engaging students in learning activities	5.8	52.2	38.0	4.0	100
Collaborating with teaching colleagues	6.9	56.3	33.6	3.1	100
Communicating with parents/guardians	2.4	28.5	53.0	16.1	100
Secondary principals' perceptions					
Understanding the subject matter they are expected to teach	14.2	61.6	22.4	1.8	100
Using effective strategies to help students learn	3.7	54.0	34.5	7.8	100
Knowing about how students learn and understand new concepts	3.1	46.7	41.5	8.7	100
Understanding the differences among students and how to cater for them	3.1	27.7	51.5	17.6	100
Managing classroom activities effectively	0.7	25.9	59.7	13.8	100
Providing effective feedback to students to support their learning	2.7	33.8	51.2	12.2	100
Accessing and using teaching materials and resources effectively	12.0	59.3	25.1	3.6	100
Engaging students in learning activities	5.5	54.6	37.5	2.4	100
Collaborating with teaching colleagues	10.5	55.4	31.3	2.8	100
Communicating with parents/guardians	0.7	25.4	60.3	13.5	100

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

A5.7 Chapter 13 additional tables

Table A5.33: Areas of appraisal of primary teachers

How important is each of the following in the appraisal of teachers in your school?	High importance %	Moderate importance %	Low importance %	Not used %	%
Relations between the teacher and students	79.0	20.2	0.8	0	100
Teachers' knowledge and understanding of teaching practices in their main subject field(s)	75.6	22.2	1.8	0.4	100
Teachers' knowledge and understanding of their main subject field(s)	74.4	24.1	1.4	0.1	100
Student discipline and behaviour in the teacher's classes	66.0	32.4	1.6	0	100
Teachers' classroom organisation	58.9	39.3	1.0	0.8	100
Direct appraisal of classroom teaching	53.2	38.2	6.6	2.1	100
Innovative teaching practices	48.4	46.3	4.0	1.3	100
How well the teacher works with you, the Principal, and their colleagues	43.8	50.2	4.9	1.1	100
Other student learning outcomes (i.e. outcomes other than test scores)	42.9	44.2	6.9	6.0	100
Teaching of students with special learning needs	40.1	52.5	6.3	1.1	100
Professional development undertaken by the teacher	27.9	60.3	10.4	1.3	100
Feedback from parents	24.1	55.1	11.1	9.7	100
Student feedback on the teaching they receive	23.5	48.8	16.6	11.1	100
Teaching in a multicultural setting	13.9	41.4	28.3	16.4	100
Student test scores	11.6	53.0	24.2	11.2	100
Extra-curricular activities with students (e.g. school plays and performances, sporting activities)	10.3	44.9	33.2	11.6	100

Note: The aspects of teachers' work are ranked in terms of the proportion of Principals who indicated they were of high importance. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.34: Areas of appraisal of secondary teachers

How important is each of the following in the appraisal of teachers in your school?	High importance %	Moderate importance %	Low importance %	Not used %	%
Teachers' knowledge and understanding of teaching practices in their main subject field(s)	65.0	27.4	5.3	2.2	100
Teachers' knowledge and understanding of their main subject field(s)	63.8	28.3	5.7	2.2	100
Relations between the teacher and students	58.8	37.6	0.9	2.7	100
Direct appraisal of classroom teaching	46.3	38.3	8.6	6.8	100
Student discipline and behaviour in the teacher's classes	44.6	44.7	6.7	4.0	100
Other student learning outcomes (i.e. outcomes other than test scores)	36.3	46.7	11.9	5.1	100
Teachers' classroom organisation	35.7	54.7	7.3	2.3	100
Innovative teaching practices	33.6	55.6	8.3	2.5	100
Student feedback on the teaching they receive	23.8	53.3	12.8	10.1	100
How well the teacher works with you, the Principal, and their colleagues	18.6	50.1	22.4	8.9	100
Teaching of students with special learning needs	17.8	53.0	27.3	2.0	100
Professional development undertaken by the teacher	17.1	60.1	18.2	4.5	100
Extra-curricular activities with students (e.g. school plays and performances, sporting activities)	13.8	41.0	26.5	18.7	100
Student test scores	12.9	42.6	32.0	12.5	100
Feedback from parents	12.4	56.1	25.4	6.0	100
Teaching in a multicultural setting	11.4	33.1	33.6	21.9	100

Note: The aspects of teachers' work are ranked in terms of the proportion of Principals who indicated they were of high importance. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.35: Activities undertaken in the appraisal of primary teachers

How often are the following activities undertaken in the appraisal of your teachers?	Nearly all the time %	Most of the time %	Some-times %	Rarely %	Never %	%
Formal interview with the teacher	27.7	32.2	28.9	9.4	1.8	100.0
Use of an individual plan setting out goals and development strategies	27.0	29.8	32.6	7.9	2.7	100.0
Assessment of evidence of teaching practice (e.g. such as portfolios and lesson plans)	19.2	30.1	38.3	10.7	1.8	100.0
Assessment of teaching performance against professional standards	17.9	26.3	37.1	14.4	4.3	100.0
Provision of formal written feedback	16.1	21.2	35.4	20.5	6.7	100.0
Classroom observation	11.6	30.2	46.4	9.2	2.6	100.0
Peer appraisal	2.5	17.3	35.8	27.3	17.1	100.0

Note: The activities are ranked in terms of the proportion of Principals who indicated the activity is undertaken 'nearly all the time'. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.36: Activities undertaken in the appraisal of secondary teachers

How often are the following activities undertaken in the appraisal of your teachers?	Nearly all the time %	Most of the time %	Some-times %	Rarely %	Never %	%
Use of an individual plan setting out goals and development strategies	29.4	27.5	31.6	9.1	2.4	100.0
Formal interview with the teacher	28.1	27.3	33.8	8.4	2.4	100.0
Provision of formal written feedback	23.0	21.3	32.9	17.6	5.3	100.0
Assessment of evidence of teaching practice (e.g. such as portfolios and lesson plans)	20.7	30.6	35.1	11.2	2.4	100.0
Assessment of teaching performance against professional standards	15.3	34.2	29.8	12.2	8.4	100.0
Classroom observation	14.6	28.4	41.1	11.0	5.0	100.0
Peer appraisal	5.9	14.9	43.4	22.0	13.8	100.0

Note: The activities are ranked in terms of the proportion of Principals who indicated the activity is undertaken 'nearly all the time'. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.37: Actions taken following the appraisal of primary teachers

How often are the following actions taken following the appraisal of teachers in your school?	Nearly all the time %	Most of the time %	Some-times %	Rarely %	Never %	%
Access to professional learning opportunities	39.9	42.2	17.2	0.8	0	100.0
Feedback provided to individual teacher on their teaching performance	36.8	31.8	25.5	5.1	0.8	100.0
Advice given to individual teacher on improving their teaching performance	32.5	28.6	35.3	2.9	0.8	100.0
Support from teaching colleagues (such as mentoring or networking)	24.9	38.8	30.3	5.1	1.0	100.0
Change in role or responsibilities of individual teachers	7.0	13.2	54.0	22.6	3.2	100.0
Other sanctions for poor performance (i.e. other than dismissal)	1.2	1.3	14.5	40.4	42.6	100.0
Promotion	0.9	5.4	36.9	36.0	20.7	100.0
Dismissal	0	0.2	2.1	26.1	71.6	100.0

Note: The actions are ranked in terms of the proportion of Principals who indicated the action is undertaken 'nearly all the time'. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A5.38: Actions taken following the appraisal of secondary teachers

How often are the following actions taken following the appraisal of teachers in your school?	Nearly all the time %	Most of the time %	Some-times %	Rarely %	Never %	%
Access to professional learning opportunities	37.6	39.3	19.5	2.2	1.3	100.0
Feedback provided to individual teacher on their teaching performance	33.1	25.4	33.6	5.1	2.8	100.0
Advice given to individual teacher on improving their teaching performance	24.7	35.0	34.8	4.1	1.4	100.0
Support from teaching colleagues (such as mentoring or networking)	18.3	45.5	32.6	2.8	0.8	100.0
Promotion	4.6	7.7	52.3	16.9	18.6	100.0
Change in role or responsibilities of individual teachers	2.3	19.9	54.8	17.9	5.1	100.0
Dismissal	0.5	0.4	2.6	55.0	41.6	100.0
Other sanctions for poor performance (i.e. other than dismissal)	0	4.2	23.9	55.0	17.0	100.0

Note: The actions are ranked in terms of the proportion of Principals who indicated the action is undertaken 'nearly all the time'. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

APPENDIX 6: PROFILES OF TEACHERS IN SELECTED CURRICULUM AREAS

This appendix provides details on the characteristics of teachers currently teaching in five areas in primary schools and 12 areas in secondary schools. The areas were indentified in consultation with DEEWR on the basis of concerns about current or prosectiveshortages of teachers working in these areas, as well as other related workforce issues.

Table A6.1: Profiles of Primary teachers currently working in selected curriculum areas

Currently teaching in area:	Average age	Female teachers (%)	Average years at current school	Average years of teaching experience	Plan to leave teaching prior to retirement (%)
Literacy	40.7	88.7	7.2	14.8	4.0
Numeracy	38.5	83.9	5.6	12.7	5.6
LOTE	40.7	91.2	7.5	13.9	8.9
Computing	38.1	79.1	6.3	13.0	3.0
Special Needs	42.1	94.8	6.4	15.3	3.5
All primary teachers	42.0	80.8	7.2	15.9	6.6

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A6.2: Profiles of Secondary teachers currently working in selected curriculum areas

Currently teaching in area:	Average age	Female teachers (%)	Average years at current school	Average years of teaching experience	Plan to leave teaching prior to retirement (%)
English	43.2	70.8	7.4	16.1	10.8
LOTE	45.1	76.4	8.4	17.0	9.6
Mathematics	45.1	48.3	8.1	18.2	9.8
Biology	43.0	53.0	7.9	16.6	9.7
Chemistry	44.0	47.3	7.9	17.2	10.3
Physics	45.3	35.6	8.3	18.3	8.9
Science – General	43.3	51.5	7.6	16.2	10.2
Geography	43.2	60.2	8.1	16.0	10.2
History	43.2	61.1	8.2	16.2	11.7
Computing/IT	44.5	39.8	8.5	17.4	11.0
VET	46.1	54.3	8.4	18.2	9.0
Special Needs	46.9	78.0	7.7	19.1	6.0
All secondary teachers	44.5	57.3	8.4	17.6	9.7

Note: Computing and Information Technology were listed as separate areas in the questionnaire, but they have been combined for this table. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A6.3: Primary teachers currently teaching in specified areas, by extent of tertiary study in the area

	Teachers who are teaching in the area as a proportion of all teachers (%)		
	Have at least second year level tertiary study in the area or tertiary training in teaching methodology in the area		
Area	**Yes**	***No***	**Total**
Literacy	7.3	*1.5*	8.8
Numeracy	6.1	*1.2*	7.4
LOTE	1.6	*0.7*	2.3
Computing	3.7	*2.4*	6.1
Special Needs	3.7	*1.8*	5.5

Note: In the 2010 survey, primary and secondary teachers filled out the same question on tertiary studies. Primary teachers in Numeracy could indicate that they had tertiary-level studies in Numeracy and/or Mathematics, and teachers in Computing that they had tertiary-level studies in Computing and/or IT. As such, Numeracy figures above include teachers who have second year level tertiary study in Mathematics, and Computing figures include teachers who have second year level tertiary study and/or teaching methodology in either Computing or IT. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A6.4: Secondary teachers currently teaching in specified areas, by extent of tertiary study in the area

	Teachers who are teaching in the area as a proportion of all teachers (%)		
	Have at least second year level tertiary study in the area or tertiary training in teaching methodology in the area		
Area (years 7/8-12)	**Yes**	***No***	**Total**
English	19.2	*4.5*	23.7
LOTE	4.7	*0.8*	5.5
Mathematics	18.3	*6.6*	24.9
Biology	7.1	*1.2*	8.3
Chemistry	6.2	*1.3*	7.5
Physics	4.4	*2.3*	6.7
Science General	11.8	*5.8*	17.6
Geography	6.3	*5.9*	12.1
History	10.8	*4.7*	15.4
Computing/IT	6.1	*4.4*	10.5
VET	3.7	*2.9*	6.7
Special Needs	2.8	*2.0*	4.8

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

APPENDIX 7: ABORIGINAL AND TORRES STRAIT ISLANDER FOCUS SCHOOLS

The Aboriginal and Torres Strait Education Action Plan 2010-2014 was developed by MCEECDYA as part of the Council of Australian Governments' (COAG's) reform agenda to improve outcomes for indigenous Australians.[32] A number of the actions under the action plan are being undertaken by a key group of schools called focus schools. These are schools with Aboriginal and Torres Strait Islander (ATSI) students with the greatest need.

ATSI focus schools are located in all states and territories. Among the schools that responded to the SiAS 2010 survey there were 83 primary schools (19% of responding primary schools) that were ATSI focus schools and 52 secondary schools (13% of responding secondary schools). The data presented below are weighted to provide national estimates. For example, although three-quarters of the responding primary ATSI focus schools were from three jurisdictions (ACT, NT and Tasmania) the data have been weighted to reflect their relative size at national level.

This appendix compares the characteristics of teachers and leaders working in ATSI focus schools with those of teachers in other schools. It also compares principals from the two groups of schools in terms of their perceptions of staffing difficulties.

In terms of these data the main differences between ATSI focus schools and other schools are:

- teachers and leaders in ATSI focus schools are slightly younger on average;
- teachers and leaders in ATSI focus schools are more likely to identify as of Aboriginal or Torres Strait Islander origin;
- teachers and leaders in ATSI focus schools have spent slightly less time at their current school on average and overall have slightly less teaching experience;
- more teachers in ATSI focus schools intend to leave teaching permanently prior to retirement; and
- principals in ATSI focus schools are much more likely to perceive difficulties in filling vacancies and in retaining suitable staff.

Table A7.1: Average age of teachers and leaders by ATSI focus school status

	ATSI focus schools (av. years)	Other schools (av. years)	All schools (av. years)
Teachers			
Primary	41.9	42.1	42.1
Secondary	43.6	44.6	44.5
Leaders			
Primary	48.6	49.3	49.3
Secondary	47.0	50.6	50.3

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

[32] http://www.mceecdya.edu.au/verve/_resources/A10-0945_IEAP_web_version_final2.pdf

Table A7.2: Proportions of teachers and leaders in ATSI focus schools by Aboriginal and Torres Strait Islander origin

	ATSI focus schools (% Indigenous origins)	Other schools (% Indigenous origins)	All schools (% Indigenous origins)
Teachers			
Primary	1.7	1.0	1.0
Secondary	0.6	0.6	0.6
Leaders			
Primary	1.2	0	0.1
Secondary	1.1	0	0.1

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A7.3: Average number of years teaching at current school, by ATSI focus school status

	ATSI focus schools (av. no. years)	Other schools (av. no. years)	All schools (av. no. years)
Teachers			
Primary	6.5	7.3	7.2
Secondary	7.6	8.5	8.4
Leaders			
Primary	5.5	7.5	7.3
Secondary	5.6	8.3	8.1

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A7.4: Average number of years of teaching experience, by ATSI focus school status

	ATSI focus schools (av. no. years)	Other schools (av. no. years)	All schools (av. no. years)
Teachers			
Primary	15.3	16.0	15.9
Secondary	15.8	17.8	17.6
Leaders			
Primary	24.3	25.7	25.5
Secondary	22.7	26.3	26.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A7.5: Proportion of teachers who intend to leave teaching permanently prior to retirement, by ATSI focus school status

Do you plan to leave teaching permanently prior to retirement?	ATSI focus schools (%)	Other schools (%)	All schools (%)
Primary teachers			
Yes	9.0	6.3	6.6
No	57.2	59.0	58.7
Unsure	33.9	34.7	34.6
	100.0	100.0	100.0
Secondary teachers			
Yes	13.4	9.5	9.7
No	52.3	56.9	56.6
..Unsure	34.3	33.6	33.7
	100.0	100.0	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A7.6: Principals' perceptions of difficulties in filling vacancies, by ATSI focus school status

What degree of difficulty have you had in the past 12 months in suitably filling staff vacancies across all areas of curriculum?	ATSI focus schools (%)	Other schools (%)	All schools (%)
Primary schools			
Major difficulty	29.5	4.4	6.1
Moderate difficulty	35.5	20.0	21.1
Minor difficulty	24.6	32.2	31.7
No difficulty	10.4	43.4	41.1
	100.0	100.0	100.0
Secondary schools			
Major difficulty	37.5	6.9	9.1
Moderate difficulty	35.8	31.2	31.6
Minor difficulty	18.3	39.8	38.3
No difficulty	8.3	22.0	21.1
	100.0	100.0	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

Table A7.7: Principals' perceptions of difficulties in retaining staff, by ATSI focus school status

What degree of difficulty have you had in the past 12 months in retaining suitable staff across all areas of curriculum?	**ATSI focus schools (%)**	**Other schools (%)**	**All schools (%)**
Primary schools			
Major difficulty	27.7	3.4	5.1
Moderate difficulty	26.6	9.1	10.3
Minor difficulty	16.8	28.2	27.4
No difficulty	28.8	59.3	57.2
	100.0	100.0	100.0
Secondary schools			
Major difficulty	24.4	4.5	5.9
Moderate difficulty	16.0	18.3	18.2
Minor difficulty	47.9	39.0	39.6
No difficulty	11.8	38.3	36.4
	100.0	100.0	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 2.6 and Table 2.10 for a guide to the likely precision of the estimates in the table.

APPENDIX 8: TEACHER VACANCIES: ADDITIONAL DISCUSSION

Table 12.6: additional discussion

It is noteworthy that the decline over the year in the proportion of schools reporting at least one unfilled position for a Generalist Classroom Teacher (from 7.6% to 2.3%) was greater than the decline in the total number of unfilled positions (from 1080 to 610). In effect, the average number of vacancies per school that report at least one vacancy had risen during the year: from 1.9 vacancies at the start of 2010 to 3.5 vacancies at the time of the survey. A possible explanation for this is that, as vacancies are filled during the year, the relatively large number of schools that had only one vacancy at the start of the year would be reporting no vacancies at the time of the survey. Hence, the remaining schools that do have at least one vacancy would be weighted more heavily towards schools with multiple vacancies, thereby lifting the average of the group. This possibility is more likely to apply to Generalist Classroom Teachers than to specialist teachers because primary schools typically employ multiple Generalist Classroom Teachers and relatively few teachers in specialist areas.

Table 12.7: additional discussion

In both English and Mathematics the decline during the year in the proportion of schools reporting at least one vacancy was faster than the decline in the total number of unfilled positions, thereby lifting the average number of vacancies for the schools reporting at least one vacancy. The explanation for this is likely to be the same as that provided earlier for Generalist Classroom Teachers in primary schools (Table 12.6). These are both areas in which schools typically employ many teachers, and as vacancies are filled during the year the number of schools with only one vacancy will decline as a proportion of the group reporting at least one vacancy, thereby lifting the average in the remaining group of schools.

Table 12.8: additional discussion

The following points should be noted in interpreting the changes reported in Table 12.8:

- The 2010 survey asked principals to report the number of unfilled positions in greater detail than in 2007. Primary principals were asked for vacancies in 13 areas of specialist teaching rather than 10 (Numeracy, Religious Studies and Science were included for 2010). More significantly, in 2010 secondary principals were asked to indicate vacancies at the level of individual subject rather than broad curriculum area. For example, in 2007 principals were asked about vacancies in "Science" whereas in 2010 under that heading they were asked about vacancies in 7 different science subjects; and rather than just asking about vacancies in "Society and Environment Studies" as in 2007, the 2010 survey asked about vacancies in 10 different SOSE subjects. The greater detail sought in 2010 was intended to provide more useful information for workforce planning. However, the way the question was asked in 2010 could have resulted in a greater number of vacancies being reported than in 2007. In 2010 principals worked through a long list of individual subjects and indicated the number of vacancies in each of them. By contrast, in 2007 in areas such as Science and SOSE principals were only asked to indicate the total number of vacancies for the area as a whole. The 2010 data are likely to be more accurate than the 2007 estimates because they required principals to indicate vacancies in each individual subject. However, for the purposes of providing comparability with 2007, the 2010 data in Table 12.8 for Science and SOSE have been derived by adding up the vacancy data for the 7 science subjects to obtain a "Science" figure and the 10 different subjects to obtain a "SOSE" figure. While the 2010 form of the question is unlikely to affect the proportion of schools reporting vacancies in either Science or SOSE, it could plausibly result in a higher number of vacancies – more accurately -

being reported per school in these areas than if the 2007 form of the question had been used.

- The 2010 data are reported to a higher level of precision (1 decimal point for the % of schools and the nearest 10 for the total number of unfilled positions) than in 2007 (rounded to nearest whole number % of schools, and the nearest 50 for total positions). The 2010 approach is intended to provide more detailed and helpful information, but it does mean caution is required in interpreting change from the 2007 figures as the earlier data were reported in a less precise form.

The apparently anomalous result for secondary LOTE (a slight rise in the proportion of schools reporting vacancies between 2007 and 2010) could be due to the problems of estimating changes in very small numbers in sample studies. It could also be due to the nature of the secondary teacher workforce in LOTE. The 2007 SiAS data indicated that secondary LOTE teachers were older on average than teachers in almost all other curriculum areas (46.1 years compared to 44.1 years for all secondary teachers, with the only older group being VET teachers), with almost 40% of secondary LOTE teachers aged 50 years or more. [33] Furthermore, a higher proportion of secondary LOTE teachers reported that they intended to leave teaching permanently prior to retirement than teachers in any other area (12.4% compared to 11.0% for secondary teachers overall), and the average number of years they intended to keep working in schools was lower than for any other secondary area (10.6 years on average compared to 12.0 years for secondary teachers overall).

It may be, therefore, that secondary schools have experienced a relatively high exodus of LOTE teachers in recent years, and that this could have contributed to the apparent rise in the proportion of secondary schools reporting unfilled LOTE positions. By contrast, primary LOTE teachers were only slightly older than other primary teachers in 2007 (43.9 years on average compared to 43.2 years for primary teachers overall) and primary LOTE teachers intended to keep working longer (an average of 13.8 years) than primary teachers overall (12.0 years). Thus, primary schools may not have been under the same pressure as secondary schools seem to have been in recent years to fill vacancies caused by exiting LOTE teachers.
Another possible explanation for the slight rise in the proportion of secondary schools reporting LOTE vacancies between 2007 and 2010 is that schools have sought to increase the offering of LOTE, e.g. of Asian languages. However, the data do not enable this possibility to be explored.

At secondary school level the picture in regard to changes between 2007 and 2010is more mixed than at primary level. Although the estimated total number of unfilled Science positions declined between 2007 and 2010 in a similar manner to the decline in the proportion of schools reporting Science vacancies, and the number of LOTE vacancies rose in line with the increased proportion of schools reporting LOTE vacancies, the trends in English, Mathematics and SOSE are not so clear. In each of these cases although the proportion of schools reporting unfilled vacancies at the time of the 2010 survey was lower than in 2007, the total number of vacancies was either higher in 2010 than in 2007 (in English and in SOSE) or about the same (in Mathematics). The different rounding rules used in 2007 (the 2010 estimates are presented in more precise form) could be one explanation for the apparently anomalous results. Another factor could be the phenomenon noted earlier whereby the smaller the number of schools reporting vacancies the higher the average number of vacancies per school is likely to be (as schools whose single vacancy was filled would no longer be included in the group). In regard to SOSE at least, the focus in the 2007 survey on asking principals to indicate vacancies in individual subjects rather than the overall SOSE area (as in 2007) could have led to a higher number being reported (and more accurately) than in 2007. The same factor could be in operation for Science at the time of the survey – although the proportion of schools reporting vacancies halved between 2007 and 2010, the total number of reported vacancies only declined by one-third. In an event, the small numbers involved need to be kept in perspective: the

[33] McKenzie (2009).

difference of 140 in the estimated number of total secondary English vacancies in 2007 and 2010 represents about 0.3% of the number of teachers teaching English.

Of all changes reported in Table 12.8 the most striking would appear to be sharp decline in the proportion of primary principals indicating at least one unfilled position in Special Needs, from 6% of schools (and a total of 600 unfilled positions) at the time of the survey in 2007 to just 0.6% of schools in 2010 (and 40 unfilled positions). This may partly be due to the absence of Special Schools in the 2010 sample (they were included in the 2007 sample). It may also reflect successful efforts to increase the supply of Special Needs teachers through pre-service teacher education or retraining other teachers. One indication is that the number of primary teachers reported to be teaching Special Needs almost halved between the 2007 and 2010 surveys (from 12 600 to 6 800 teachers). This is not to say that primary schools are placing less emphasis on special needs, but rather that they may be now doing so through a wider array of teaching positions. As such, part of the apparent decline in the number of unfilled positions in Special Needs could be due to the less common usage of the term in 2010 than in 2007. Nevertheless, this factor is unlikely on its own to account for the sharp decline in unfilled positions for Special Needs teachers – a more likely factor is improved supply or redeployment.[34]

[34] At secondary school level in 2010 1.7% of principals reported at least one unfilled position for a Special Needs teacher. The 2007 survey did not ask secondary principals about vacancies for Special Needs teachers so it is not possible to assess whether secondary schools have experienced a similar trend as primary schools in regard to such vacancies.