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***STAFF IN AUSTRALIA'S SCHOOLS 2013:  
MAIN REPORT ON THE SURVEY***

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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
AITSL	Australian Institute for Teaching and School Leadership
APPA	Australian Primary Principals Association
ASPA	Australian Secondary Principals Association
APST	Australian Professional Standards for Teachers
ATRA	Australasian Teacher Regulatory Authorities
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
ITE	Initial Teacher Education
LOTE	Languages other than English
MCEECDYA	Ministerial Council for Education, Early Childhood Development and Youth Affairs
NCEC	National Catholic Education Commission
NSW	New South Wales
NT	Northern Territory
NTWD	National Teacher Workforce Dataset
QLD	Queensland
SA	South Australia
SE	Standard Error
SEIFA	Socioeconomic Indices for Areas
SES	Socioeconomic Status
SiAS	Staff in Australia's Schools
SOSE	Studies of Society and the Environment
TAS	Tasmania
TQNP	Teacher Quality National Partnership
VET	Vocational Education and Training
VIC	Victoria
WA	Western Australia



# SIAS FAST FACTS

## The study

### The Sample:

- Primary: 5,213 Teachers from 619 schools.  
765 Leaders from 516 schools
- Secondary: 10,349 Teachers from 511 schools.  
874 Leaders from 435 schools
- Slightly larger than SiAS 2010 sample.

### Response rates:

- Primary schools: schools 71%; teachers within schools: 47%, overall response rate of 33%.
- Secondary schools: schools 67%; teachers within schools 46%, overall response rate of 31%.
- The school response rate is slightly higher than SiAS 2010; the within-school response rate slightly lower. The overall response rate is almost identical to SiAS 2010.

## The respondents

### Gender

- Primary teachers: 81% female; secondary teachers 58% female.
- Primary principals: 58% female; secondary principals 42% female
- Primary deputy principals: 77% female; secondary deputy principals 52% female
- Percentages of females in these roles have all increased since SiAS 2010.

### Average age:

- Teachers: Primary 44 years, Secondary 45 years.
- Leaders: Primary 51 years; Secondary 52 years.
- On average, both are about 1 year older than the 2010 sample

### Country of birth:

- 16% of primary teachers and 19% of secondary teachers were born overseas (most commonly United Kingdom and New Zealand).
- This contrasts with 27% of the Australian population born overseas
- On average, overseas-born teachers have been in Australia for 25 years.

### Aboriginal/Torres Strait Islander Origin

- Less than 1% of teachers and leaders are of Aboriginal/Torres Strait Islander Origin

## Teacher qualifications

### Initial teaching qualification (teachers and leaders)

- Primary teachers and leaders: 70% undergraduate programs, 30% graduate programs
- Secondary teachers and leaders: approximately 50-50 graduate and undergraduate programs.
- Trend among early-career teachers is increasingly towards graduate programs.

### Further qualifications in Education

- 15% of primary teachers and 16% of secondary teachers have Honours, Masters or Doctoral degrees in Education.

- 25% of primary leaders and 40% of secondary leaders have Honours, Masters or Doctoral degrees in Education.

#### **Qualifications in fields other than education**

- 46% of primary teachers and 73% of secondary teachers hold bachelor-level or higher qualifications in fields other than education.
- For early-career teachers (the first five years of teaching), these figures are higher: 58% of primary teachers and 80% of secondary teachers.
- 36% of primary leaders and 60% of secondary leaders hold graduate-level qualifications in fields other than education.

### **Teacher and leader employment**

#### **Current position**

- 73% of primary teachers and 81% of secondary teachers are employed full-time.
- 95% of primary leaders and 97% of secondary leaders are employed full-time.
- Less than half of teachers aged 25 or younger are in ongoing or permanent positions.

#### **Length of time in current school**

- Primary teachers 8 years; secondary teachers 9 years average
- Primary principals 7 years; secondary principals 10 years average

#### **Interstate movement**

- 8% of primary teachers and 81% of secondary teachers are employed in the state/territory in which they gained their initial teacher preparation.
- These percentages are significantly lower in the two territories (ACT: 61% of primary teachers and 47% of secondary teachers; Northern Territory: 27% of primary teachers and 24% of secondary teachers).

#### **Average salary**

- Primary teachers \$77,200; Secondary teachers \$83,400
- Primary deputy principals \$103,200; Secondary deputy principals \$116,500
- Primary principals \$123,400; Secondary principals \$150,400
- Teacher salaries approximately 8% higher than in 2010; Leaders approximately 12% higher.

#### **Average teacher workload (self-reported)**

- Face-to-face teaching: Primary 24 hours/week; Secondary 20 hours/week.
- All school-related activities: Primary 48 hours/week; Secondary 48 hours/week.

#### **Average leader workload (self-reported)**

- Face-to-face teaching: Primary 5 hours/week; Secondary 5 hours/week.
- All school-related activities: Primary 56 hours/week; Secondary 59 hours/week.

#### **Average class size**

- Primary generalist classes: 25;
- Secondary Years 7/8-10: range from 15 (ESL) to 25 (General Science, Religious studies). Mostly 21-24.
- Secondary Years 11-12: range from 10 (LOTE, Music) to 21 (Religious studies). Mostly 15-18.

### Professional learning (Teachers)

#### Five or more days engaged in professional learning activities (last 12 months):

- Primary teachers: 79%
- Secondary teachers: 68%
- Primary leaders: 94%
- Secondary leaders: 86%

#### Average days engaged in professional learning activities (last 12 months):

- Primary teachers: 10
- Secondary teachers: 8
- Primary leaders: 14
- Secondary leaders: 12

#### Perceived need for more professional learning (those indicated by more than 40%):

- Primary teachers (early career): supporting students with disabilities; teaching students with a wide range of backgrounds and abilities; dealing with difficult student behaviour.
- Primary teachers (experienced): Making effective use of ICT.
- Secondary teachers (early career): Dealing with difficult student behaviour
- Secondary teachers (experienced): Making effective use of ICT.

### Professional learning (Leaders)

#### Professional preparation for leadership role: Most undertaken

- Primary leaders: Leadership development program organised by the employer
- Secondary leaders: Leadership development program organised by the employer

#### Professional preparation for leadership role: Rated most helpful

- Primary leaders: Leadership program organised by a professional association  
Structured mentoring by an experienced colleague
- Secondary leaders: Structured mentoring by an experienced colleague  
Post-graduate study in education  
Leadership development program organised by the employer  
Leadership program organised by a professional association

#### Formal qualifications for the leadership role

- 34% of primary leaders and 35% of secondary leaders hold formal qualifications for leadership
- Most common: Issued by university (17% primary, 21% secondary)  
Issued by employer (11% primary, 7% secondary).

### Career paths

#### Teaching experience

- Teachers have, on average, 16-17 years of school experience (15% more than 30 years).
- Leaders have, on average, 25-26 years of school experience (37% more than 30 years).

#### Career interruptions

- 73% of male teachers and 46% of female teachers have had an uninterrupted career in schools.

## Mobility

- Approximately 86% of teachers and 84% of leaders have never taught in another state or territory.
- Approximately 83% of teachers and 86% of leaders have never taught in another country.

## Pathways to current leadership roles

- Approximately 55% of primary teachers and 65% of secondary teachers were promoted into their current leadership positions.
- Of these a little less than half of the primary leaders and a little more than half of the secondary leaders were promoted to a leadership position within the same school.
- Only 10% of leaders moved to their current leadership position from another sector.
- Only 3% of primary leaders and 5% of secondary leaders achieved their current position by moving to another state or territory.

## Early career teachers

### Demographics

- For this survey, teachers in their first five years of teaching are referred to as early-career teachers.
- Not all early career teachers are young; 36% of early-career primary teachers and 38% of early-career secondary teachers are over 30 years old.
- Early career teachers make up 22% of the primary teacher workforce, but 45% of those in remote schools.
- Early career teachers make up 18% of the secondary teacher workforce, but 30% of those in remote schools.

### Career choice

- Compared to other teachers, early career teachers are more likely to have made the decision to become a teacher after they had left school (primary teachers 53% versus 33%; secondary teachers 62% versus 52%).
- For early-career primary teachers, the most common factors influencing their career choice were:
  - love of teaching, and
  - desire to work with young people,
  - desire to contribute to society.
- For early-career secondary teachers, the most common factors influencing their choice of a teaching career were:
  - love of subject, and
  - desire to work with young people, and
  - love of teaching.

### Preparation for teaching

- Early career teachers rated their preparation for teaching quite highly:
  - 90% rated the school experience component "Helpful" or "Very helpful".
  - 75% rated the Education Studies component "Helpful" or "Very helpful".
  - 68% rated the Teaching Methods component "Helpful" or "Very helpful".
  - 66% rated the Subject Studies component "Helpful" or "Very helpful".



## **Future career intentions**

### **Early departure from teaching**

- Only 5% of primary teachers and 8% of secondary teachers indicated that they intended to leave teaching permanently prior to retirement. These figures were slightly higher (7% and 11%) for early career teachers.
- Another one-third of primary and secondary teachers were unsure about their intentions.
- The two most important reasons for intended early departures were
  - Workload too heavy
  - Insufficient recognition or reward.

### **Teachers intending to seek leadership positions**

- 9% of primary teachers and 8% of secondary teachers intend to apply for a Principal or Deputy/Vice Principal position in the next three years.
- Male primary teachers are much more likely (24% versus 6%) than female primary teachers to apply for a Principal or Deputy/Vice Principal position in the next three years.
- Male secondary teachers are much more likely than female secondary teachers (10% versus 6%) to apply for a Principal or Deputy/Vice Principal position in the next three years.

### **Teachers not intending to seek leadership positions**

- The main reasons for not seeking leadership positions are:
  - Time demands seen as too high;
  - Anticipated difficulty in maintaining a satisfactory work/life balance;
  - Desire to remain in the classroom.

## **Career satisfaction**

### **Teachers' Job satisfaction**

- 89% of primary teachers and 85% of secondary teachers report that they are, overall, "Satisfied" or "Very satisfied" with their job.
- The highest levels of satisfaction were with
  - their working relationships with colleagues
  - their current accomplishments with students
- The lowest levels of satisfaction were with
  - the rewards available for superior performance;
  - the amount of administrative and clerical work expected of them; and
  - the balance between working time and private life.
- Future in teaching
  - More than 50% intend that teaching will be their lifetime career.
  - Approximately 18% are considering an alternative career.
  - 2% are actively seeking an alternative career.

### **Leaders' Job satisfaction**

- 90% of primary and secondary leaders report that they are, overall, "Satisfied" or "Very satisfied" with their job.
- The highest levels of satisfaction were with
  - their working relationships with colleagues
  - their working relationships with parents/guardians
  - their opportunity to influence student learning and development
  - Their opportunities for professional learning

- The lowest levels of satisfaction were with
  - the balance between working time and private life.
  - the staffing resources at their school, and
  - the value society places on their leadership role.
- Future in teaching
  - About 88% intend to stay in teaching.
  - About 10% are considering an alternative career.
  - Less than 1% are actively seeking an alternative career.

## **Staffing issues**

### **Authority for school staffing**

- Independent school principals report that they have much greater authority for school staffing than principals of Government or Catholic schools; particularly with regard to
  - reviewing teacher performance'
  - determining their school staffing profile'
  - recruiting teachers
- Catholic school principals report that they have much greater authority for recruiting non-teachers (including teacher aides) than principals of Government or Independent schools.
- The areas in which principals of government schools most commonly express a need for more authority are:
  - determining their school staffing profile,
  - dismissing teachers, and
  - recruiting teachers.

### **Teacher appraisal**

- Teacher appraisal is
  - most often carried out by principals, deputy principals and departmental heads, and
  - least often by carried out by external individuals or bodies.
- The areas rated as most important in teacher appraisal are:
  - teacher-student relations,
  - teachers knowledge and understanding of teaching practices in their main subject areas, and
  - teachers' knowledge and understanding of their own subject areas.
- The area rated as least important in teacher appraisal is:
  - student test scores.
- Teacher appraisal is most often undertaken using
  - classroom observation
  - individual plans setting out goals and developmental strategies, and
  - formal interviews.
- Teacher appraisal is least often undertaken using
  - peer appraisal.
- The actions most often taken following teacher appraisal are:
  - teachers given access to professional learning opportunities,
  - teachers given feedback on their teaching performance
  - support provided by teaching colleagues (such as monitoring or networking).
- The actions least often taken following teacher appraisal are:
  - promotion
  - dismissal, and
  - other sanctions for poor performance.

## EXECUTIVE SUMMARY

### OBJECTIVES AND SAMPLE DESIGN

This report provides an overview of the results obtained from the *Staff in Australia's Schools* (SiAS) 2013 survey commissioned by the Australian Government Department of Education and conducted by the Australian Council for Educational Research (ACER). The work was supported by an Advisory Committee of government and non-government school authorities and other stakeholder groups.

The survey was intended to provide a detailed picture of the Australian teacher workforce, and to gather information to assist in future planning of the workforce. It was also designed to provide comparative and updated data following on from the previous SiAS surveys conducted in 2006-07 and 2010. The survey was open to the sampled schools and teachers from May to August 2013.

This third cycle of SiAS included a number of new and revised questions to reflect emerging teacher workforce issues and the introduction of the *Australian Professional Standards for Teachers* (APST) by AISTL in 2011.

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. It was a two-stage sample design: schools were sampled first, and then all eligible teachers in the schools that agree to take part were invited to complete the survey. The design meant that all eligible teachers in Australia had an approximately equal probability of selection.

Final survey responses were received from 5,213 primary teachers in 619 schools (final response rate 32.8%), 10,349 secondary teachers in 511 schools (31.4%), 765 primary leaders in 516 schools (44.9%) and 874 secondary leaders in 435 schools (39.0%). The response rates for teachers were slightly lower than those achieved in 2010, whereas the leader response rates were slightly higher. Standard errors have been included to provide a guide to the precision of the estimates. With the large numbers of responding teachers and leaders at the national level, and the data exclusions and weighting steps detailed in the report, the data quality is likely to be at least equal to the quality of 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 43.8 years and secondary teachers 45.0 years, but this difference has narrowed since 2010. Over this period there was a slight increase in the average of primary teachers (from 42.1 years in 2010) while the average age of secondary teachers increased by less (from 44.5 years). About 19% of primary teachers are aged less than 30 years (falling from 23% in 2010). A smaller proportion of secondary teachers are aged less than 30 years (15% in 2013 and 17% in 2010). The modal age band remains 51-55 years and includes 14% of primary and 16% of secondary teachers, a slight drop from 2010. However, 18% of primary teachers are aged more than 55 years (up from 11% in 2010), as are 20% of secondary teachers (19% in 2010).

At primary level, teachers working in Independent schools in 2013 were younger on average than teachers working in government and Catholic schools. At secondary level, differences among sectors are very minor. Between 2006 and 2013, the average age of primary and secondary teachers working in government schools increased. Smaller increases also occurred among primary teachers working in Catholic schools and secondary teachers working in Independent schools. Primary teachers in remote schools are 6 years younger on average than in metropolitan, and secondary teachers in remote schools are 3 years younger than metropolitan teachers on average. Primary and secondary teachers in low SES schools tend to be younger on average than teachers in medium and high SES schools.

**Leaders:** On average, leaders are aged around 51 years (50.7 years primary and 51.5 years secondary), which is over 6 years higher than the average age of teachers (43.8 years primary and 45.0 years secondary). Leaders in Independent schools are slightly older on average than leaders in government and Catholic schools. The modal age band for school leaders changed from 51-55 years in 2010 (29% of primary leaders and 27% of secondary leaders) to 56-60 years in 2013 (26% of primary leaders and 27% of secondary leaders). In addition, at the primary level the proportions of leaders in the 26-30 and 46-50 age bands decreased while the proportion in the 61-65 age band increased. At secondary level, the proportion of leaders in the 41-45 age band also decreased.

### **Gender**

**Teachers:** Teaching has a high proportion of females (80.9% of primary teachers, 58.4% of secondary teachers), which has increased very slightly (about 1%) since 2007. A very slight increase in the proportion of females in the profession was reported between the SiAS 2007 and 2010 surveys. This trend continued in 2013 among secondary teachers but not primary teachers. There is a higher proportion of male teachers in Independent schools than in the Catholic and government sectors (across both primary and secondary) and the proportion of males in Independent schools increased between 2010 and 2013 at primary level.

**Leaders:** Females hold 65.5% of the leadership positions in primary schools and 48.2% of leadership positions in secondary schools. While these proportions are higher than in 2010 (59% and 41%, respectively), they remain much lower than the proportions of female teachers at the two levels of schooling.

### **Aboriginal and Torres Strait Islander origin**

Only around 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 (3%). A notable area of growth since 2010 was among primary leaders where proportion who identified as being of ATSI origin increased from near zero to 1.1% in 2013.

### **Country of birth**

About 27% of the Australian population in 2011 was born overseas. In contrast, the teacher workforce has a lower proportion of overseas-born people (16.4% primary and 19.2% secondary). The proportion of teachers born overseas had increased from 2010 at primary level (12.8%) but declined slightly at secondary level (20.4% in 2010). About 22.4% of the overseas-born primary teachers had lived in Australia for 10 years or less (marginally higher than in 2010), as had 22.8% of the overseas-born secondary teachers (much the same as in 2010). On average, overseas-born primary teachers had lived in Australia for 25.4 years, and overseas-born secondary teachers for an average of 25.8 years.

Census data indicate that about 25% of the Australian population spoke a language other than English (LOTE) at home. SiAS data indicate that in 2013 the proportions of teachers and leaders who spoke a LOTE at home are less than half of the national average.

## QUALIFICATIONS AND TERTIARY STUDY

### **Type of initial teacher education program**

The majority of primary teachers and leaders (around 70%) report that their initial teacher education was an undergraduate program (e.g. a BEd) compared to about 50% of secondary teachers and leaders. However, when the responses are examined separately for early career teachers and those with over five years experiences there is evidence of a trend towards graduate programs (i.e. requiring a first degree as a prerequisite for entry, such as in a DipEd) becoming more common for both primary and secondary teachers in recent times: 38.1% of early career primary teachers and 55.2% of early career secondary teachers reported that they did a graduate program.

### **Qualifications at tertiary level in Education**

A Bachelor degree is still the most common qualification held by teachers and primary leaders, with 58% of primary teachers holding either a Bachelor degree or Bachelor honours degree in Education as their highest qualification, as well as 42.4% of secondary teachers, 51.6% of primary leaders and 32.1% of secondary leaders. Nevertheless, between 2010 and 2013 the fastest growth in the highest Education qualification held by teachers and leaders was at the Graduate Diploma level: up from 15.9% to 24.4% for primary teachers and from 32.2% to 39.2% for secondary teachers. This is a further indication of the changing nature of initial teacher education.

### **Qualifications at tertiary level in fields other than Education**

There has been quite rapid growth between 2010 and 2013 in the proportions of teachers who do hold qualifications in fields other than Education. Among both teachers and leaders in 2013 having a Bachelor or Bachelor (Honours) degree is the most common form of such qualification (31.8% of primary teachers and 52.6% of secondary teachers). This growth is particularly marked among early career teachers.

### **Location of initial (pre-service) qualifications**

The proportions show little change from 2010 and reflect the approximate distribution of population among the states and territories. For example, in 2013 29.0% of primary teachers reported that their initial training was in NSW compared to only 0.7% in the NT. There is evidence among primary teachers of an increasing proportion who obtained their qualification overseas albeit from a small base (from 3.5% to 6.4%), whereas the proportion of secondary teachers whose initial training was overseas (7.6%) was little changed from 2010.

A higher number of primary teachers (37.0%) than secondary teachers (29.4%) trained outside a capital city. This pattern was also evident in the 2007 and 2010 SiAS surveys.

### **Tertiary study in areas of schooling**

Over half the primary teachers have received tertiary training in teaching methods in English (66.6%), Literacy (65.2%), Mathematics (67.5%) and Numeracy (62.2%). These proportions have all increased slightly since 2010. Other areas in which relatively high proportions of primary teachers have received training in teaching methods are Science – General (49.9%), Physical Education (48.7%) and Visual Arts (44.8%).

The proportion of primary teachers who report having undertaken some LOTE studies at tertiary level has increased slightly since 2010 (from 12.1% to 13.4%) and the proportion of primary teachers who have received training in teaching methodology for LOTE has also only risen slightly (from 6.4% in 2010 to 6.7% in 2013).

In terms of secondary teachers who have completed at least three years of tertiary study, the most commonly held qualifications are in (English (24.2% or 30,900 teachers), Mathematics (18.8% or 24,000 teachers) and History (17.1% or 21,900 teachers). Although these proportions have changed very little since 2010, the overall growth in the teaching force means there are now more secondary teachers with such qualifications.

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 15.9% of secondary teachers report some tertiary study in Computing, only 8.0% indicate that they have been trained in teaching methodology in Computing. This suggests that 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 areas concerned to also complete training in teaching methodology in the relevant areas.

## CURRENT POSITION AND WORK

### Basis of current employment

**Teachers:** Full-time employment is the most common type of employment for both primary (73.0%) and secondary teachers (80.5%). However, the proportions employed full-time have fallen since 2010 by 4 percentage points among primary teachers and by 2 percentage points for secondary teachers. Females are more likely to be employed part-time than males and ratios are similar across primary and secondary levels. The proportion of teachers employed on an ongoing/permanent basis is much the same as in 2010 and remains high, with about 22% of primary teachers and 15% of secondary teachers working in fixed term, contract or casual positions. The notable exception is the youngest age group (25 or less), less than half of whom are in ongoing/permanent positions.

**Leaders:** Almost all leaders are employed full time in primary (95.0%) and secondary (96.7%) schools. Virtually all principals are full time. At primary level a relatively high proportion of deputies are employed part-time (11.7%). Lower proportions of leaders are employed on an ongoing/permanent basis than are teachers: about 66.9% at primary level and 70% at secondary level.

### Role in the school

The most common role for both primary and secondary teachers was 'mainly classroom teaching' (71% primary; 61% secondary). The percentage of secondary teachers who identify as 'mainly classroom teachers' has risen slightly over the three surveys (57% in 2007, 58% in 2010, 61% in 2013). Secondary teachers who indicated they have a management role as well as classroom teaching have fallen slightly, from 28% in 2007 and 2010 to 25% in 2013.

The most notable difference is the proportion of male teachers in a management position in primary schools. In 2007 and 2010 there were twice as many males as females indicating they were mainly in a management position. In 2013, the proportion of females remains about the same, however the proportion of males has dropped by half.

### Length of time at current school

On average, primary teachers have been at their current school for 8.0 years, and secondary teachers 9.3 years. Over the three SiAS surveys there has been a slight upward trend with the average length of time for teachers at primary schools increasing from 7 years in 2007 to 8 years in 2013 and teachers at secondary school increasing from 8 to 9 years.

Primary principals have been at their current school for an average of 7.4 years (up slightly from 2010), while secondary leaders have been at their current school for longer on average (9.6 years, up from 8.1 years in 2010).

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 slightly longer. Teachers and leaders at remote schools tend to have been at their school for less time, on average, than their counterparts in metropolitan and provincial areas.

The 2013 survey suggests there has been a slowdown in the movement of teachers compared to 2007 and 2010: the proportions that have been at their school for more than five years have increased at both primary and secondary levels. Conversely, the proportions that have been in the same school for three years or fewer have dropped.

### **Salary**

**Teachers:** In 2013, the modal salary band was \$81,000–\$90,000 (35.5% primary, 37.5% secondary). More secondary teachers are being paid at higher salary levels than primary teachers, with 63% of secondary teachers and 47% of primary teachers earning above \$80,000. Primary teachers' average salary is \$77,200 and secondary teachers' is \$83,400. These figures are a little over 8% higher than the average teacher salaries reported in the 2010 survey.

**Leaders:** Primary Principals' average salary is \$123,400 and secondary Principals' is \$150,400. These figures are a little over 13% higher than the average Principal salaries reported in the 2010 survey. The average salary for primary Deputy Principals is \$103,200, and for secondary Deputy Principals the average salary is \$116,500. These are about 9% higher than the average salaries for Deputy Principals in 2010.

### **Workload**

**Teachers:** On average, full-time primary school teachers spent 47.9 hours per week on all school-related activities (about the same as in 2007, but an increase from 45.8 hours in 2010), and full-time secondary teachers 47.6 hours (slightly lower than in 2007 but an increase from 46.0 hours in 2010). Full-time primary teachers report an average of 23.8 hours per week of face-to-face teaching, and secondary teachers 19.6 hours, with both figures having risen slightly since 2010. Full-time primary and secondary teachers spend on average 11-12 hours a week marking, planning and preparing. Secondary teachers record a higher administrative load of 7 hours per week on average compared to about 5 hours for primary teachers.

**Leaders:** On average, full-time primary leaders reported spending an average of 56.2 hours per week on all school-related activities (a slight increase since 2010), and secondary leaders 58.5 hours (a slight decrease since 2010).

### **Teaching areas, teaching experience and professional learning**

About 20% of primary teachers and 23% of secondary teachers have teaching experience at both primary and secondary levels. Experience across both levels is more common among teachers in Independent schools (29-30%), which may reflect the greater number of combined primary-secondary schools in that sector, including schools using a junior-middle-senior grouping. It is also more common amongst teachers in remote areas (40-45%), which is likely to reflect the greater number of small schools with a range of year levels in a single class.

**Primary teachers:** A higher proportion of primary teachers indicated that they were currently a generalist teacher (84.9%) than was the case in 2010 (77.9%). A higher proportion of early career teachers are generalists. There was also a higher proportion of generalists among those with more than five years' experience (89.3%) than was reported in 2010 (68.3%).

On average, generalist primary teachers had about 15 years of experience. Generalist teachers in Independent schools had fewer years' experience on average than teachers in government and Catholic schools. Generalist teachers in remote areas also had fewer years' experience, on average.

The 2013 survey was the first of the SiAS surveys in which generalist primary teachers were asked to indicate the number of students enrolled in their class. Class sizes of 20 or fewer students account for about 18% of generalist classes, 41.5% of classes have 21-25 students, 37% have 26-30 students and 3% have more than 30 students. The class size data presented here are a different measure to the student-teacher ratios that are commonly reported by the ABS and other organisations.

Among the specialist areas, 4.7 % are teaching Literacy in primary schools, 4.2% are teaching English, 3.6% are teaching Mathematics, 3.5% Numeracy and 3.1% Music.

**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 (22.4%) and English (21.5%), followed by General Science (18.1%) and History (15.6%). These were also the most commonly taught subject areas in 2010.

The average number of classes taught and average class size were both new questions in 2013 and there is no comparable data from previous surveys. Average class sizes in most secondary subject areas range from 19-23 students in Years 7/8-10 and 13-18 students in Years 11-12. The average number of classes taught refers to discrete groups of students rather than to class periods. The average number of classes taught by secondary teachers is about 2.3 at Years 7/8-10 and 1.7 at Years 11-12. The majority of teachers teach subjects across Years 7-12. About 29% of the teacher population are currently only teaching subjects in Years 7/8-10, and 10% are only teaching subjects in Years 11-12.

In nearly all cases, current teachers have more experience in their subject area, on average, than do teachers with experience who are not currently teaching the subject. On average, current teachers have about 12 years experience, compared to overall experience in a subject of about 8.9 years, although this varies somewhat across subjects. English (18.6%), Literacy (15.9%), Mathematics (17.4%) and Numeracy (11.4%) are the most common areas of professional learning for all teachers over the past 12 months.

## PROFESSIONAL LEARNING ACTIVITIES

### Participation

The average number of days that teachers reported they spent in professional learning over the previous 12 months (10.1 days primary, 8.2 days secondary) was slightly higher than in 2010 (9.0 days primary, 7.6 days secondary) but similar or slightly lower than in 2007 (10 days primary, 9 days secondary). Around 34.7% of primary teachers and 48.1% of secondary teachers reported that they spent 5 days or less on professional learning activities in the past 12 months, lower than was the case in 2010 (41.9% primary, 54.2% secondary).

The average number of days that leaders reported they spent in professional learning over the previous 12 months (13.7 days primary, 12.1 days secondary) was slightly lower than in 2010 (15.0 days primary, 12.6 days secondary) but similar to 2007 (13 days primary, 12 days secondary).

### Content and type of professional learning activities

Across all 23 areas of professional learning examined in SiAS 2013, higher proportions of primary teachers participated via organised or self-directed activities than as part of a professional qualification. At primary level, the five most common areas addressed through organised or self-directed activities span a range of the APST and include:

- Learning how to evaluate and improve my own teaching (57.7%);
- Making effective use of information and communication technology (ICT) (56.9%);
- Developing strategies for teaching literacy (56.8%);
- Making effective use of student assessment information (56.5%); and
- Engaging with performance and development plans (56.0%).



Comparatively small proportions of primary teachers reported participating in professional learning activities concerned with:

- Teaching Aboriginal and Torres Strait Islander students;
- Developing my own numeracy skills; and
- Developing my own literacy skills.

Higher proportions of secondary teachers participated in professional learning via organised or self-directed activities than as part of a professional qualification in 22 of the 23 areas examined. Over 60% of secondary teachers participated in the following areas of professional learning through organised or self-directed activities:

- Making effective use of information and communication technology (ICT) (65.4%);
- Learning about resources available for my teaching areas (62.5%); and
- Learning how to evaluate and improve my own teaching (61.2%).

The areas of professional learning in which participation in organised or self-directed professional activities are lowest among secondary teachers are:

- Developing my own numeracy skills (27.8%);
- Teaching Aboriginal and Torres Strait Islander students (28.4%); and
- Developing strategies for teaching numeracy (36.7%).

### **Perceived benefits of professional learning**

Primary teachers were generally more positive than secondary teachers in their assessments of the benefits of professional learning. This pattern was also reported in SiAS 2007 and SiAS 2010 across a different set of professional learning areas. Over one-half of primary teachers reported that their professional learning activities over the past 12 months had improved their capabilities to a moderate or major extent in 22 of the 23 areas surveyed in 2013, compared with in 13 of the 23 areas for secondary teachers.

The area in which the highest proportion of teachers reported moderate or major improvements in capabilities was 'developing subject content knowledge appropriate for school curriculum': 74.2% of primary teachers who participated in this activity and 68.3% secondary teachers reported moderate/major improvement, while 5.0% of primary teachers and 8.0% of secondary teachers reported no improvement. The area of 'teaching Aboriginal and Torres Strait Islander students' was the area in which the lowest proportion of teachers reported improvement: 34.2% of primary teachers and 31.4% of secondary teachers reported moderate/major improvement, while 33.1% of primary teachers and 35.3% of secondary teachers reported no improvement.

### **Perceived needs for professional learning**

Among early career teachers, the most commonly expressed need was for professional learning in 'dealing with difficult student behaviour' (45.0% primary, 40.6% secondary). Over one-third of early career teachers also expressed a need for professional learning in 'supporting students with disabilities' (43.2% primary, 36.0% secondary), 'teaching students with a wide range of backgrounds and abilities' (40.9% primary, 37.4% secondary), 'making effective use of information and communication technology (ICT)' (38.3% primary), 'developing strategies for teaching literacy' (35.9% primary), 'developing strategies for teaching numeracy' (33.7% primary) and 'learning about resources available for my teaching areas' (34.5% secondary).

In most areas, early career teachers reported higher perceived needs than other teachers. The main exception was 'making effective use of information and communication technology (ICT)' where early career teachers expressed lower perceived needs, especially at primary level (38.3% early career primary teachers compared with 50.4% other primary teachers; 32.3% early career secondary teachers compared with 47.7% other secondary teachers). This was the area in which the highest proportion of those who had been teaching for more than five years expressed a need for more opportunities for professional learning.

### **Preparation of school leaders**

Almost all current school leaders report that they have undertaken preparatory training for the leadership role. The most common form (74%) was a leadership development program organised by their employer, which over 85% found helpful. At primary level, the forms of leadership preparation that participants found most helpful were leadership programs organised by professional organisations (91.8% of participants in these programs rated them as helpful or very helpful), structured mentoring by an experienced colleague (91.2%) and 'other assistance' (96.7%). At secondary level, the forms of leadership preparation that participants found most helpful were structured mentoring by an experienced colleague (89.4%) and 'other assistance' (92.9%).

In 2013, the majority of leaders reported that they had felt well prepared or very well prepared for their first leadership post (80.4% primary leaders, 81.9% secondary leaders). In terms of how well leaders *currently* feel prepared for different aspects of the job, in both the 2010 and 2013 surveys, leaders felt most prepared in relation to 'student welfare and pastoral care'; 91.5% to 91.8% of leaders reported feeling well prepared or very well prepared in this area in 2013. In contrast, 'managing external communications' was the area in which leaders felt least prepared in both survey years; only 36.4% to 44.3% reported feeling well prepared or very well prepared in this area in 2013. As in 2010, the greatest needs other than external communications were still 'managing school budgets and finances' (53.1% to 55.7% felt well or very well prepared in 2013), and 'stress management' (51.4-58.7% felt well or very well prepared in 2013).

## **CAREER PATHS IN TEACHING**

### **Decision point about becoming a teacher**

A new question in SiAS 2013 asked teachers to indicate at what stage of life they had made the decision to become a teacher. The responses that the desire to become a teacher is often made early on in life, with 63% of primary teachers and 46% of secondary teachers indicating that they were still at school when they made their decision. Over one-fifth of secondary teachers made the decision to become a teacher while in employment compared to one-sixth of primary teachers.

### **Age commenced teaching**

The majority had started teaching by the age of 25 years (73.3% of primary teachers and 70% of secondary teachers), indicating that most people start their teaching career quite young. The average age has increased slightly (by about 6 months) since 2010 and in 2013 was 25.3 years for primary teachers and 26.0 for secondary. There is some indication that more people are coming into teaching at an older age, as career changers, with increases for teachers in most age groups from 26 to over 50 at both primary and secondary levels. About 5% of teachers had commenced teaching over the age of 40.

### **Length of teaching experience**

On average, primary teachers have been teaching for 16.1 years and secondary teachers for 17.3 years, figures that are very similar to those in 2010. Around 42% of primary teachers and 36% of secondary teachers had been teaching for 10 years or less, as was the case in 2010. On average, leaders had been teaching for considerably longer than teachers, at about 26 years. There has been a slight decrease in average years experience for secondary leaders since 2010 (27.7 years in 2010, to 26.4 years in 2013). The majority of primary and secondary leaders (55.5%) had been teaching for over 25 years.

On average, teachers working in remote schools have about 3-5 years less experience than teachers in metropolitan and provincial schools (a larger difference than was the case in 2010, although similar to 2007). Teachers in high SES schools tend to have slightly more experience than those in medium or low SES schools. Length of experience is the same in secondary schools across all sectors on average, while in Independent primary schools teachers have less experience on average, as was the case in the 2007 and 2010 surveys.

### **Interruptions to the teaching career**

A new question in the 2013 survey asked teachers whether they had had any interruptions to their teaching career (e.g. through leave or resignation and return) and, if so, for how many years they were absent from teaching. Just under three-quarters of male teachers, and just under half of female teachers, have not had a career interruption. Figures are similar at both primary and secondary levels: about one-quarter of females are absent for 2 years or less, 10-11% for 3-5 years and 11% for 6-10 years. On average, females and males who have an interruption to their teaching career are absent for similar lengths of time (3-5 years).

### **Mobility**

About 17-18% of teachers reported that they were currently teaching in their first school, a drop of 3-4% compared to 2010 figures. The proportion of leaders currently in the school where they first started teaching remains very low (4-6%), as noted in 2010. Teachers tend to spend a fairly short time in their first school, on average about 3 years.

Teachers are fairly mobile in their career. Among primary and secondary teachers, most reported that they have taught in more than one school. On average, primary teachers who have worked in more than one school have taught in 5.6 schools (up from 5.0 in 2010) and secondary teachers have taught in an average of 4/8 schools (4.7 in 2010). Leaders on average have taught in slightly more schools than teachers.

Movement of teachers between school sectors appears to have slowed somewhat since 2007, with about 82.9% of primary and 69.1% of secondary teachers currently working in the same sector as their first school (71% and 60% respectively in 2007, and 81% and 67% in 2010). 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 9% of primary teachers and 12% of secondary teachers who have moved schools are currently teaching in a different state or territory from their first school. For around 7% of primary teachers and 10% of the secondary teachers who are working in a different school, their first school was overseas.

The two most common factors in moving school – a more convenient school location (36%) and a positive school ethos and values (35%) – were also the most common and the most important in 2010. Secondary teachers rated 'more likely to indicate that more opportunity to teach in my preferred areas' the third most common factor (25%), as was the case in 2010.

**Leaders:** A new question in 2013 indicated that about one third of principals and one quarter of deputy principals decided to seek a leadership post within the first few years of becoming a teacher. At primary level, about 30-35% of leaders made the decision after having gained experience in a more senior role: this was more common amongst secondary leaders (38% of principals, 44% of deputies).

At least half of all principals are in their first appointment as principal. Fewer deputies are in their first appointment than was the case in 2010, although the majority (60% of primary deputies, 70% of secondary deputies) are in their first appointment. Among those school leaders who have held more than one appointment at their current level the average time spent in their first appointment was 4.5 years.

The majority of leaders (54.7% primary, 65.4% secondary) had been promoted to their current position. As was noted in the previous surveys, primary leaders are commonly promoted from within the same school (26%) or from another school in the same sector and state (20%). Secondary leaders are more likely to have been promoted from within the same school (40%). About one-third of primary leaders and one-quarter of secondary leaders had moved to their current role from a similar position in the same sector and state.

### **EARLY CAREER TEACHERS**

In the primary teacher sample, 21.9% had been teaching for five years or less; among secondary teachers, 17.5% were in this category. These figures represent a fall in the proportion of early career teachers of about three percentage points compared to 2010 (24.8% in primary and 20.1% in secondary), and this is reflected across most states.

The proportion of early career male primary teachers has fallen more than the average compared to 2010, as have the proportions of early career primary teachers in high SES schools, and secondary teachers in low SES schools. In contrast, the proportion of early career teachers in remote locations has risen.

The majority of early career teachers (64% primary, 62% secondary) are aged 30 years or under. However, a sizable proportion of early career teachers are aged over 40 (13.5% primary, 16% secondary). This is another indicator of the diversity of backgrounds among beginning teachers.

#### **Decision point about becoming a teacher**

About 30% of early career teachers made their decision about becoming a teacher while in employment, which was a much higher proportion than among other teachers. Around one-third of those who have recently become teachers did so by changing career, having already worked elsewhere for some time.

#### **Application process for selection into initial teacher education**

A new 2013 question asked early career teachers to indicate what processes were included in their application for selection into their initial teacher education (ITE) program. The most common was academic achievement at school level (for primary teachers) or in a university degree (secondary teachers). The proportions indicating school- or university-level achievement mirrors the proportions undertaking a graduate or undergraduate ITE program. About one in five early career teachers were required to make a written submission as part of their ITE application process, and a slightly lower proportion were required to provide a reference. Around one in eight were required to attend an interview.

#### **Helpfulness of initial teacher education**

The 2013 survey based these questions around the APST, and specifically the Graduate career stage. There were 23 items covering various aspects of teaching. Of these, there were 12 items for which at least 50% of the early career primary teachers indicated that their ITE course had been either very helpful or helpful in preparing them. The most positive assessments were in regard to National Standards 2 ('Know the content and how to teach it'), 3 ('Plan for and implement effective teaching and learning'), 6 ('Engage in professional learning') and 7 ('Engage professionally with colleagues, parents/carers and the community'). Early career primary teachers were least positive about their ITE courses in regard to Standards 1 ('Know students and how they learn') and 5 ('Assess, provide feedback and report on student learning').

Overall, early career secondary teachers were less positive about how well their ITE courses had prepared them than were their primary peers. In only 8 of the 23 aspects did at least 50% of secondary teachers indicate that ITE had been very helpful or helpful in preparing them for teaching. Early career secondary teachers were most positive in regard to Standards 2, 3 and 7.

### **Types of assistance provided**

Among primary early career teachers the most commonly provided form of assistance was 'a designated mentor' (75.3%), the second most common was 'an orientation program designed for new teachers' (73.7%) and the third was 'observation of experienced teachers teaching their classes' (68.7%). All these forms of assistance were rated highly, with between 70% and 85% reporting that the first two had been either very helpful or helpful. The least commonly experienced form of assistance for early career primary teachers was 'follow up from your teacher education institution' (29.3%). Such assistance was rated as helpful or very helpful by just under 30% of those to whom it had been provided. Only 3.4% of early career primary teachers did not receive any of the types of assistance canvassed by the survey.

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' (83.7%), and 'a designated mentor' (75.0%). Both were rated as either helpful or very helpful by the large majority 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 33.1% of the early career secondary teachers, and rated as helpful or very helpful by 33.6% of the participants). Only 3.9% of early career secondary teachers did not receive any of the types of assistance surveyed.

Compared to 2010, among early career primary teachers, slightly lower proportions reported receiving most of the types of assistance (typically by about 3-4 percentage points). Among early career secondary teachers the proportions reporting the various forms of assistance were about the same as in 2010. In almost all the types of assistance, though, the proportions who reported that it had been very helpful or helpful was higher in 2013 than in 2010.

## **ACTIVITIES OUTSIDE TEACHING**

### **Main activity in the year before commencing teacher preparation**

The most common activity for primary teachers had been school student (41.4%), while the most common activities for secondary teachers had been higher education student (29.6%) and school student (29.1%). The higher proportion of primary teachers than secondary teachers who indicated that their main activity prior to commencing teacher preparation was school student is likely to reflect the different pattern of preparation for primary and secondary teaching. However, the proportion of secondary teachers whose main activity prior to teacher preparation was school student was higher in 2013 (29.1%) than in 2010 (18.5%), while the proportion whose main activity had been tertiary student (higher education or TAFE student) was lower in 2013 (30.4%) than in 2010 (49.9%). A similar pattern of change is also evident at primary level.

Early career teachers are more likely than earlier generations to have been working in other jobs in the year before they commenced their teacher preparation program: 46.3% of early career primary teachers and 46.7% of early career secondary teachers were employed in the year before commencing teacher preparation. This was higher than for teachers overall, and also higher than the results for early career teachers in 2010.

### **Teachers who have resigned from teaching**

Movement back into teaching is a potentially important source of recruits to the profession. Around one in eight current primary teachers (12.7%) and one in seven current secondary teachers (14.6%) have resigned at some stage and returned to teaching, which are slightly lower proportions than in 2007 and 2010.

Intrinsic aspects of teaching were important in the decision to return to teaching. 'I missed teaching' was the most common reason for returning given by secondary teachers (29.8%) and secondary leaders (35.1%) who had returned to teaching. It was also the second most common reason for returning provided by primary teachers (22.3%) and primary leaders (42.6%). Another intrinsic factor, 'I missed the students' was also frequently nominated, especially by leaders. In contrast, relatively small proportions of the teachers who had returned indicated that teaching's relative salary or working conditions were factors in the decision to return.

## **FUTURE CAREER INTENTIONS**

### **Intentions to leave teaching**

**Teachers:** In 2013, 5.1% of primary teachers and 7.7% of secondary teachers indicated that they intend to leave teaching permanently prior to retirement. In contrast, over one-half of primary and secondary teachers indicated that they do not intend to leave teaching prior to retirement and about one-third of teachers are unsure about their intentions in this regard.

Slightly higher proportions of teachers in SiAS 2010 planned to leave teaching permanently prior to retirement (6.7% of primary teachers and 9.7% of secondary teachers). In SiAS 2007, the proportions planning to leave teaching permanently were slightly higher again (9% of primary teachers and 11% of secondary teachers), suggesting a longer term trend.

In SiAS 2007 and SiAS 2010, a higher proportion of males than females indicated that they intended to leave teaching permanently prior to retirement, especially at primary level. In SiAS 2013, however, this gender gap had narrowed considerably.

On average, primary teachers intend to continue working in schools for another 13.7 years, and secondary teachers for another 13 years, implying that most intend to remain until retirement. However, 60% of primary teachers and 57% 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.

**Leaders:** On average, leaders intend to continue working in schools for another 10.5 years. However, 38% of primary and 44% of secondary leaders are unsure as to how much longer they intend to continue working in schools.

**Early career teachers:** A slightly higher proportion of early career teachers intend to leave teaching permanently prior to retirement (6.7% of primary early career teachers, and 10.5% of secondary early career teachers) than do teachers as a whole. In addition, higher proportions of early career teachers are unsure about their plans in this regard (39.9% primary and 43.4% secondary) than were teachers overall. This suggests that a large number of early career teachers have not yet committed to teaching as a career. However, the proportion of early career teachers who indicated in 2013 that they intended to leave prior to retirement was lower than in 2010, which in turn was lower than in SiAS 2007. This suggests that the retention of early career teachers may be increasing.

### **Teachers' intentions regarding leadership positions**

Of those teachers who intended to teach for more than 3 years, around 9% indicated that they intend to apply for a Deputy position and 1-2% for a Principal position within the next 3 years, with males much more likely to apply than females. As in 2007 and 2010, 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' and 'school accountability requirements'.

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

## VIEWES ON TEACHING AND LEADERSHIP

### Job satisfaction

**Teachers:** Over two-thirds of primary and secondary teachers indicated that they were either satisfied or very satisfied with 12 of the 17 aspects of jobs canvassed in SiAS 2013. The highest ratings were for 'your working relationships with your colleagues' (94.0% for primary teachers and 91.9% for secondary teachers). The area of least satisfaction for primary teachers was 'feedback on performance' (30.4% were satisfied or very satisfied) and the area of least satisfaction for secondary teachers was 'the rewards available to you for superior performance' (37.4% were satisfied or very satisfied). Overall, 89.2% of primary teachers indicated that they were either satisfied or very satisfied with their job in 2013. This was slightly higher than in 2010 (87.8%). The overall satisfaction rate for secondary teachers (85.2%) was also quite high, albeit lower than for primary teachers and similar to the level for secondary teachers in SiAS 2010 (85.6%).

**Leaders:** Leaders reported high levels of job satisfaction with most of the aspects of their work canvassed in the survey. The lowest level of satisfaction reported by leaders was in regard to the balance between working time and private life (47.7% of secondary leaders and 55.3% of primary leaders indicated that they were either satisfied or very satisfied with this aspect). However, satisfaction with this aspect of jobs was around six percentage points higher than reported in SiAS 2010 for both primary and secondary leaders. Leaders' satisfaction with the staffing resources at their school also rose by over 5 percentage points since 2010, while secondary leaders' satisfaction with their working relationships with parents/guardians fell by 5 percentage points.

Slightly higher proportions of female leaders than male leaders were satisfied or very satisfied with their jobs. Primary leaders in Independent schools were less satisfied than primary leaders in government and Catholic schools. Secondary leaders in medium SES schools were less satisfied than secondary leaders in high and low SES schools. Just under 90% of primary school leaders and 92% of secondary leaders are satisfied or very satisfied with their job. These proportions fell slightly from 2010 (92.1% and 95%, respectively).

### The attractiveness of school leadership positions

While school leaders themselves express a high level of job satisfaction, 38.2% of primary leaders and 29.7% of secondary leaders consider school leadership positions to be unattractive or very 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. These strategies were also the most commonly nominated in 2010.

## 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; Independent principals were the most likely; Catholic school principals tended to be closer to Independent than to government principals in the pattern of their responses. In the government sector more primary than secondary principals reported having extensive authority in almost all staffing areas. This may reflect the generally smaller staffing complements of primary schools.

When compared with the 2007 and 2010 results, there has been a continuation of the trend towards greater flexibility in staffing decisions, but on all staffing matters, there is substantially greater flexibility in the Independent sector than in the Catholic and government sectors. Across most staffing areas, more government school principals indicate that they would like more authority than do Catholic and Independent principals.

### **Teacher vacancies**

About 11% of primary school principals had at least one unfilled vacancy for a General Classroom Teacher at the beginning of 2012. Unlike 2010, this staffing position did not improve during the year. 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 (0.6%) is quite low.

The proportion of unfilled vacancies in specialist primary areas was lower than in regard to General Classroom teaching. The unfilled vacancy rates during the 2012 school year varied, however the proportions are too low to draw any conclusions.

In secondary schools the highest rates of unfilled vacancy were reported in Mathematics, with 5% of schools reporting at least one unfilled vacancy at the beginning of 2012, with only a slight decline during 2012 and increasing to almost 9% at the beginning of 2012.

The staffing position in schools has generally shown improvement in each of the surveys in many subject areas. Unfilled General Primary teacher positions have increased from 2010, however LOTE (at primary and secondary levels) and English and Mathematics at secondary level, all show lower proportions 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 4% of primary principals and 8% 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 2010, and confirm that recruitment difficulties continue to be more acute in secondary schools. A further 17% of primary principals reported a moderate difficulty in recruiting staff as did 27% of secondary principals.

There seem to be relatively fewer difficulties in retaining suitable staff than in recruiting staff in the first place. Around 3% of primary principals and 2% of secondary principals reported a major difficulty in retaining suitable staff during the past 12 months, fewer than was the case in 2010.



### **Strategies for dealing with staff shortages**

As was the case in 2010, Primary principals report that the most common strategies to deal with staff shortages are to require teachers to teach outside their field of expertise (13% of government principals, 11% of Catholic and 9% of Independent), combine classes across year levels (7% across all sectors) or recruit teachers on short-term contracts (11%, 6% and 3% respectively). These strategies are also commonly used by secondary school principals, although to a much greater extent.

### **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). As noted in 2010, 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 0.8 teachers per primary school and 1.4 per secondary school), as was the case in 2010. This was followed by retirement (0.6 and 1.2) and leave of greater than 12 months (0.6 and 0.9).

In primary schools the most common type of arrival was relocation from another school in the same sector in the same state/territory (0.8). In secondary schools the most common was a new graduate (1.8). These figures have changed very little since 2010.

### **Principals' perceptions of the preparation of recent teacher graduates**

In 2013, principals' perceptions of recent graduate preparation were based on the APST. In general, secondary graduates were rated as better prepared than primary graduates, particularly with respect to Standards 1 (*Know students and how they learn*), 2 (*Know the content and how to teach it*), 3 (*Plan for and implement effective teaching and learning*), 5 (*Assess, provide feedback and report on student learning*) and 7 (*Engage professionally with colleagues, parents/carers and the community*). This may or may not reflect on the quality of the primary teacher preparation provided, as it is generally the case that there are higher entry standards in secondary teacher preparation programs than in primary teacher preparation programs.

In general, the highest ratings were given to the graduates' preparation in relation to Standards 2, 3 and 7. The lowest ratings were given in relation to Standards 1, 4 (*Create and maintain supportive and safe learning environments*) and 5.

### **Salary structures and effectiveness in attracting and retaining teachers**

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, 92% of Catholic primary principals and 85% of Independent primary principals felt that this best described the salary structure for the majority of classroom teachers, as did slightly lower proportions of secondary principals.

In general, primary principals were more inclined than secondary principals to see their current salary structures as effective or very effective in attracting teachers (42% compared to 29%) and in retaining teachers (40% compared to 27%), but these figures reveal a seriously negative appraisal of the effectiveness of the current salary structures. It was only in the Independent sector that the majority of responses were favourable.

Generally (but particularly in the case of primary principals), extra pay based on years of service was seen as effective in retaining teachers, but less effective in attracting them.

Extra pay based on higher qualifications and extra pay based on successful completion of professional learning activities came second and third respectively in gaining a favourable response across sectors. Extra pay based on gains in students' learning was rated least likely to be effective.

## TEACHER APPRAISAL

### Who appraises teachers and how often

The extent of appraisal undertaken by leaders and peers within primary schools has increased, as has the frequency of appraisals, in comparison with 2010. In 2010, 31% of principals said that teachers were never appraised by peers, compared with only 16% in 2013; 59% of principals appraise teachers several times in each year compared to 52% in 2010.

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. Secondary teachers are also appraised several times a year by the Principal (in about 33% of schools), the Deputy (33%) or, more commonly, by the Head of Department (49.5%). Over 80% 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 (79.7% of primary Principals, 61.2% of secondary);
- teachers' knowledge and understanding of teaching practices in their main subject fields (76.8% primary, 62.6% secondary); and
- teachers' knowledge and understanding of their main subject fields (72% primary, 62% secondary).

These were also the three most highly ranked areas in 2010.

Teacher appraisal involves a range of activities. The two most common in both primary and secondary schools are classroom observation (81.5% of primary Principals indicated this was normally undertaken, as did 77.7% of secondary Principals, formal interviews with the teacher (75.1% primary, 73.3% secondary) and use of an individual plan setting out goals and development strategies (74.7% primary, 82.7% secondary). Peer appraisal was the least likely to be used among the activities canvassed (27.6% primary Principals indicated this was normally used, as did 40.3% of secondary Principals).

### 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 (82.1% primary, 78.3% secondary);
- feedback provided to individual teachers on their teaching performance (68.7% primary, 57.9% secondary);
- support from teaching colleagues such as mentoring or networking (63.2% primary, 58.4% secondary); and
- advice given to individual teachers on improving their teaching performance (55.4% primary, 52.8% secondary).

These proportions were similar to 2010.

# 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 (formerly the Department of Education, Employment and Workplace Relations in December 2012). The survey was conducted by the Australian Council for Educational Research (ACER) and was open to the sampled schools and teachers from May to August 2013.

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 previous SiAS surveys conducted in 2006-07 and 2010.<sup>1</sup>

The work was supported by an Advisory Committee<sup>2</sup> that included representatives from the Australian Government, 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:

- Australasian Teacher Regulatory Authorities (ATRA)
- 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)

The members of the Advisory Committee are listed in Appendix 1.

## 1.2 Objectives

The SiAS 2013 survey is intended to build upon the data collected in the previous SiAS projects undertaken in 2006-07 and 2010.<sup>3</sup> Collecting new workforce data through a third national SiAS is important for supporting ongoing teacher workforce planning, such as in assessing current teacher shortages, future career intentions and current teacher labour markets.

SiAS 2013 is also intended to support the initial National Teaching Workforce Dataset (NTWD), which is being developed as part of the *Teacher Quality National Partnership* (TQNP) facilitation reform to improve the quality and availability of teacher workforce data. In developing the National Dataset, it has become clear that some of the required data items can only be effectively provided through a national survey (e.g. the assessment of teaching need, particularly unfilled vacancies; current teaching area and teacher qualifications; reasons for leaving teaching and possible destination; and teacher migration inflow and outflow). In particular, a number of data items for non-government teachers (particularly the Independent sector), are best collected through a national survey due to a lack of centralised collection processes in the non-government sectors.

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<sup>1</sup> McKenzie, Kos, Walker, & Hong, 2008; McKenzie, Rowley, Weldon & Murphy, 2011

<sup>2</sup> See Appendix 1 for a list of committee members.

<sup>3</sup> 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.

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 2013.

In addition to the analyses by ACER in this and other reports, the data collected through SiAS are deposited in de-identified form at the Australian Data Archive for use by other analysts (<http://www.ada.edu.au/>).

### 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 reports. Chapter 2 discusses the methodology used in the SiAS survey, including questionnaire revision, sample design, survey administration, and achieved response rates.

Chapters 3 to 13 present the results from the 2013 survey. Where possible, the chapters retain the headings used in 2010 and consider the questions in the same order. Departures from the 2010 report are noted below:

Chapter 3: Demographic background

Chapter 4: Qualifications and tertiary study

Chapter 5: Current position and work

Chapter 6: Professional learning activities

Chapter 7: Career paths in teaching

Chapter 8: Early career teachers

Chapter 9: Activities outside teaching

Chapter 10: Future career intentions

Chapter 11: Views on teaching and leadership

Chapter 12: School staffing issues

Chapter 13: Teacher appraisal

The appendices are as follows:

Appendix 1: Advisory Committee members

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

Appendix 5: 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 December 2012 with the intention of implementing the survey during Term 2, 2013. The questionnaires used for SiAS 2007 and 2010 provide a basis for the SiAS 2013 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 2013 involved two questionnaires:

- a Teacher questionnaire; and
- a Leader questionnaire.

“Leaders” are defined for the purposes of the survey as Principals and Deputy Principals (or their equivalent terms in the various jurisdictions).

In SiAS 2010 the Teacher questionnaire comprised 51 questions and the estimated average completion time was about 20 minutes. The Leader questionnaire comprised 61 questions and the estimated average completion time for Principals was about 30 minutes, and for Deputy Principals was about 20 minutes.

While the broad sections and data items in the questionnaires are largely the same as in 2010, the Department of Education and the Advisory Committee asked for some updates to reflect changed policies and the introduction of the *Australian Professional Standards for Teachers* (APST) introduced by AITSL in 2011, and some questions were deleted as they were of marginal analytical value. In addition, the wording has been simplified from 2010 and the response categories in some questions have been reduced in order to assist respondents.

The questions in the 2013 questionnaires which are either new or significantly changed from 2010 concern:

- Language spoken at home (results discussed in Chapter 3)
- Type of initial teacher education program attended (Chapter 4)
- Years when initial teacher education commenced and concluded (Chapter 4)
- Number and size of classes taught by teachers (Chapter 5)
- Professional learning areas in terms of areas related to the APST (Chapter 6)
- Decision points about becoming a teacher (Chapter 7; and Chapter 8 for early career teachers)
- Interruptions to the teaching career (Chapter 7)
- Application process for selection into initial teacher education, for early career teachers (Chapter 8)
- Early career teachers’ perceptions of the helpfulness of initial teacher education in terms of areas related to the APST (Chapter 8)
- Principals’ perceptions of how well prepared recent graduates are in terms of areas related to the APST (Chapter 12)
- Principals’ perceptions of the effectiveness of their teachers’ salary structure (Chapter 12)
- Principals’ views on possible criteria for extra financial rewards for teachers (Chapter 12)
- Teachers’ views of the impact of appraisal and feedback on their capability (Chapter 13)

The net result of these changes is that the *Teacher* questionnaire comprised 56 questions and the *Leader* questionnaire 70 questions. Because of the skips in the questionnaires, most participants were required to complete fewer questions than this. On average, the *Teacher* questionnaire took 30 minutes to complete. Deputy Principals on average took 25 minutes of their sections of the *Leader* questionnaire, and Principals an average of 40 minutes.

The 2013 *Teacher* questionnaire is reproduced in Appendix 2 and the *Leader* questionnaire in Appendix 3. About 40% of the questions were common to both questionnaires.

## 2.2 Sample design

### 2.2.1 *Two-stage sample*

The design for SiAS 2013 followed that introduced for the 2010 survey. It 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.

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 2013 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 the previous SiAS surveys. These were well understood in the field, 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 2 and 3 in 2013); 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.<sup>4</sup>

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<sup>4</sup> For ease of reference these staff members 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.

A discussion of standard errors is provided in section 2.6 and actual standard errors are reported in selected tables throughout the report.

For the 2013 survey, state governments were offered the option of increasing the sample size of their schools to enable appropriate estimates specifically within their jurisdiction (provided in a separate report). The Victorian government requested this option and so the sample size of Victorian government schools is considerably larger than would otherwise have been the case. Weighting ensures that Victorian results are not overrepresented in national estimates.

### 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 campuses of schools with more than one campus in geographically separate locations were also treated as separate schools when drawing the sample.

The population of schools were based on the same criteria as in SiAS 2007 and 2010, 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 were included in 2007 but not in 2010. They have been included in 2013. In the case of *combined primary-secondary schools*, where primary and secondary components are treated as separate schools for sampling purposes, leaders with responsibility across both levels have been duplicated in both primary and secondary samples if both parts of their school were included in the sample (as was the case in 2010). 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. 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 2013 survey was extensively promoted by ACER through 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. Hard copy versions were also mailed to principals.

Schools agreeing to participate sent back a signed participation form and a list of all teachers and leaders at the school. All eligible staff members were then invited to participate. 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,<sup>5</sup> which included plain language responses to frequently asked questions and a link to the reports from the 2006-07 and 2010 SiAS surveys.

As part of the strategy to maximise survey participation and response, ACER liaised with Advisory Committee members and designated Central Liaison Officers from school systems.

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<sup>5</sup> The SiAS online survey ([sias.acer.edu.au](http://sias.acer.edu.au)) enabled participants to complete the survey via a secure ID login. The SiAS website ([www.acer.edu.au/sias](http://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.



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;
- authorising and requiring sample schools to participate;
- inviting sample schools to participate on ACER's behalf;
- 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:

- 29 April 2013: Teacher and leader surveys went live online, first email invitations to all sample school principals sent out;
- 7 May: Email invitations sent out to teachers/leaders of participating schools, first survey responses received;
- 14 May: First follow-up email invitations sent out to non-responding schools;
- 3 June: First follow-up phone calls to non-responding schools;
- 28 August 2013: 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 two 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 additional communications from ACER.

The survey system was partially automated, allowing administrators to send out invitation emails and reminder emails at the press of a button. The system sent invitations only to participants who had not already received one, and reminders only to those who had not completed the survey. Reminders could be sent out based on how many reminders had already been sent, and how many days had elapsed between emails. A final reminder email was sent to all non-respondents one week 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. This was expected: as was the case in 2010, non-response was more common than a negative response. Progress in both school and individual participation rates was steady but slow. School response rates were generally better than in 2010 despite a slowing response rate and a decline in acceptances in the weeks before the end of Term two. Following the decision to continue the survey into Term three, school acceptances rose as principals who would have declined participation in Term two agreed to participate at the beginning of Term three.

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.

As noted in the 2010 report, anecdotal evidence suggests that 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 pre-school teacher workforce questionnaire 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'. In addition, NAPLAN testing was taking place during the early stages of the survey.

On the other hand, anecdotal evidence also suggests that the SiAS survey is becoming better known at the executive level, and the extensive support for and promotion of the survey by system authorities also had an impact. As the response rates reported below show, while there was considerable effort involved, 2013 did see a higher level of school participation than was the case previously. This was in addition to two jurisdictions where schools were required to participate, leading to 100% participation rates at the school level. Conversely, the impact of multiple surveys and the burden of administrative tasks placed upon teachers have had an impact on in-school response rates: teacher participation in 2013 was considerably lower than in 2010 across all states and sectors.

That said, and as noted in the 2010 report, it remains the case that where participating principals promoted the survey to their teaching staff and encouraged participation, in-school response rates were higher than the average.

## 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 743 schools in 2010. As noted above, a larger sample of Victorian government schools was taken, increasing the original sample size to 876 schools. Of these, 540 agreed to participate and 528 provided teacher contact details. Following replacement of non-responding sampled schools, a total of 707 schools agreed to participate and 685 provided contact details.

In total, responses were received from primary teachers at 732 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 (the figures in the paragraph above and the tables below discount additional schools within the same stratum). 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.<sup>6</sup> After these reductions, a total of 619 schools participated (the reduction led to the omission of 131 primary teacher responses). The final school response rate for teachers at the primary level was 70.7%, notably higher than the percentages achieved in 2010 (60.2%) 2006-07 (51.7%).

The original secondary sample contained 716 schools, compared to 713 in SiAS 2010. The additional Victorian government schools brought the total sample to 779 schools. Where a sample school was closed or merged with another school it was excluded, leading to a final sample figure of 760 eligible sample schools. In total, 445 sample schools agreed to participate and 434 provided teacher contact details. Following replacement of non-responding sampled schools, a total of 565 schools agreed to participate and 541 provided contact details.

Responses were received from secondary teachers at 571 schools. After reductions for low-within school response rates, a total of 511 schools participated (the reduction led to the omission of 45 secondary teacher responses). The final school response rate for teachers at the secondary level was 67.2%, notably higher than the 58.9% achieved in 2010 and the 55.0% in 2006-07. Tables 2.1 to 2.4 provide overall teacher response rates from SiAS 2006-07 and 2010 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%, 5213 primary teachers were classified as having responded (a within-school response rate of 46.4%, compared to 55.7% in 2010 and 57.5% in 2006-07) and 10349 secondary teachers (46.7%,

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<sup>6</sup> In SiAS 2006-07, schools with a response rate below 25% were treated as non-response schools. As the methodology in 2010 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. This decision was retained for the 2013 sample.

compared to 53.6% in 2010 and 59.9% in 2006-07). After multiplying together the school and within-school response rates, Table 2.2 shows that the final response rate for primary teachers was 32.8% and for secondary teachers 31.4%. The 2013 final response rates were slightly lower than in the two previous cycles.

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 48% in the ACT to 19% in NSW. At Secondary school level the teacher response rates ranged from 42% in SA to 17% in the Northern Territory.

In terms of school sector, the primary teacher response rates were highest in the Independent sector (36%). In primary schools, the government and Independent sectors had a similar overall response rate of 33%, while in secondary the government sector had the lowest response rate (30%) and the Catholic and Independent sectors both had a response rate of 34%, 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 58.9% at primary level, and 57.2% at secondary level (both were higher than the equivalent response rates in the 2010 and 2006-07 surveys). A total of 765 Primary Leaders were classified as having responded (a within-school response rate of 76.3%) and 874 Secondary Leaders (68.1%). By multiplying the school and within-school response rates together, the final Leader response rate was 44.9% at primary level and 39.0% at secondary level (both higher than in the two previous SiAS surveys). As in the earlier cycles of SiAS, the final leader response rates were higher in 2013 than the final teacher rates.

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 59% in the ACT to 35% in NSW. At Secondary school level the leader response rates ranged from 49% in Queensland and WA to 20% in the NT.

Table 2.8 presents leader responses by sector. As was the case with primary teachers, the response rates for leaders were highest in the Independent sector (47%) The Independent sector was also highest in the secondary sample (40%).

**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	School response rate	Number of schools responded	School response rate	Number of schools responded	<b>Final school response rate 2013</b> (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)
			(before replacement)	(before replacement)	(after replacement)				
Primary	876	528	60.3%	685	78.2%	619	<b>70.7%</b>	60.2%	51.7%
Secondary	760	434	57.1%	541	71.2%	511	<b>67.2%</b>	58.9%	55.0%

**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	<b>Final teacher response rate 2013</b>	Final teacher response rate 2010	Final teacher response rate 2006-07
Primary	876	619	70.7%	11,225	5,213	46.4%	<b>32.8%</b>	33.6%	29.8%
Secondary	760	511	67%	22,173	10,349	46.7%	<b>31.4%</b>	31.6%	32.9%

**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	<b>Final teacher response rate 2013</b>	Final teacher response rate 2010	Final teacher response rate 2006-07
Primary	ACT	60	51	85%	1068	604	57%	<b>48%</b>	60%	19%
	NSW	101	44	44%	739	316	43%	<b>19%</b>	24%	21%
	NT	100	69	69%	699	376	54%	<b>37%</b>	38%	24%
	QLD	83	68	82%	1905	862	45%	<b>37%</b>	29%	28%
	SA	103	76	74%	1267	694	55%	<b>40%</b>	37%	39%
	TAS	106	73	69%	993	515	52%	<b>36%</b>	38%	19%
	VIC	222	170	77%	3354	1232	37%	<b>28%</b>	21%	51%
	WA	101	68	67%	1200	614	51%	<b>34%</b>	32%	25%
Secondary	ACT	49	27	55%	1433	888	62%	<b>34%</b>	42%	25%
	NSW	87	48	55%	2644	1208	46%	<b>25%</b>	29%	34%
	NT	106	38	36%	558	262	47%	<b>17%</b>	21%	18%
	QLD	86	76	88%	4194	1788	43%	<b>38%</b>	34%	28%
	SA	102	78	77%	3140	1706	54%	<b>42%</b>	41%	38%
	TAS	82	47	57%	1287	658	51%	<b>29%</b>	32%	28%
	VIC	144	123	85%	6087	2254	37%	<b>32%</b>	25%	46%
	WA	104	74	71%	2830	1585	56%	<b>40%</b>	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 2013	Final teacher response rate 2010	Final teacher response rate 2006-07
Primary	Government	653	470	72%	8560	3860	45%	<b>33%</b>	32%	29%
	Catholic	121	79	65%	1556	778	50%	<b>33%</b>	39%	31%
	Independent	102	70	69%	1109	575	52%	<b>36%</b>	32%	38%
Secondary	Government	483	337	70%	13796	5914	43%	<b>30%</b>	29%	30%
	Catholic	98	69	70%	4167	1999	48%	<b>34%</b>	38%	36%
	Independent	179	105	59%	4210	2436	58%	<b>34%</b>	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	School response rate	Number of schools responded	School response rate	Number of schools responded	Final school response rate 2013	Final school response rate 2010	Final school response rate 2006-07
		(before replacement)	(before replacement)	(after replacement)	(after replacement)	(after reduction for low within-school response)	(after reduction for low within-school response)	(after reduction for low within-school response)	(after reduction for low within-school response)
Primary	876	528	60.3%	685	78.2%	516	<b>58.9%</b>	56.5%	46.6%
Secondary	760	434	57.1%	541	71.1%	435	<b>57.2%</b>	55.9%	50.9%

**Table 2.6: Final school and Leader response rates for Australia**

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 2013	Final leader response rate 2010	Final leader response rate 2006-07
Primary	876	516	58.9%	1,003	765	76.3%	<b>44.9%</b>	43.5%	34.6%
Secondary	760	435	57.2%	1,283	874	68.1%	<b>39.0%</b>	38.7%	36.5%

**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 2013	Final leader response rate 2010
Primary	ACT	60	45	75%	92	72	78%	<b>59%</b>	75%
	NSW	101	45	45%	93	73	79%	<b>35%</b>	36%
	NT	100	59	59%	94	77	82%	<b>48%</b>	49%
	QLD	83	48	58%	96	79	82%	<b>48%</b>	36%
	SA	103	62	60%	120	97	81%	<b>49%</b>	54%
	TAS	106	63	59%	125	91	73%	<b>43%</b>	46%
	VIC	222	138	62%	252	183	73%	<b>45%</b>	26%
	WA	101	56	55%	131	93	71%	<b>39%</b>	41%
Secondary	ACT	49	26	53%	77	58	75%	<b>40%</b>	46%
	NSW	87	43	49%	127	92	72%	<b>36%</b>	41%
	NT	106	32	30%	63	41	65%	<b>20%</b>	30%
	QLD	86	63	73%	199	134	67%	<b>49%</b>	38%
	SA	102	61	60%	206	141	68%	<b>41%</b>	45%
	TAS	82	42	51%	106	77	73%	<b>37%</b>	39%
	VIC	144	100	70%	294	172	59%	<b>41%</b>	26%
	WA	104	68	65%	211	159	75%	<b>49%</b>	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	<b>Final leader response rate 2013</b>	Final leader response rate 2010
Primary	Government	653	388	59%	746	566	76%	<b>45%</b>	41%
	Catholic	121	68	56%	143	108	76%	<b>42%</b>	50%
	Independent	102	60	59%	114	91	80%	<b>47%</b>	49%
Secondary	Government	483	277	57%	786	540	69%	<b>39%</b>	38%
	Catholic	98	59	60%	215	128	60%	<b>36%</b>	45%
	Independent	179	99	55%	282	206	73%	<b>40%</b>	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 2013 used the same procedure as in 2010 and 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 32.8% for Primary Teachers, 31.4% for Secondary teachers, 44.9% for Primary Leaders and 39.0% for Secondary Leaders, although comparable with SiAS 2010 and other Australian surveys, are lower than was intended.

The first response stage of the sample design (when schools were invited to take part) exceeded the target (65%) in the Teacher survey (even after discounting schools with a low in-school response rate, the rate of participating schools was 71% in the primary sample and 67% in the secondary sample). In order to achieve the target of 65% overall, however, the teacher response rate would have had to be over 90% (if the target of 65% were achieved at both sample stages, the overall response rate would have been 42%).

The teacher response rate was lower in comparison with the 2010 survey (46% primary teachers compared to 56% in 2010, 47% secondary teachers compared to 54% in 2010). The response rates also varied by gender, state and territory, and school sector.

### 2.6.1 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* (SE). The SEs are reported in the same unit of measurement as the variable concerned. For example, Table 3.2 reports teachers' ages in years, and the SEs shown in that table are also expressed in years. As another example, Table 3.6 reports the proportions of female teachers in percentages and so the SEs in that table are also percentages.

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.

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, in Table 3.2 it is estimated that the average age of Primary teachers in 2013 is 43.8 years, with a standard error of 0.3. This indicates that the population mean is *probably* within one standard error (0.3 years) of the sample estimate, or within the range 43.5 to 44.1 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 to indicate a probability of 95%, or in racing parlance, odds of almost 20:1 on. Using the example from Table 3.2 again, an estimate of 43.8 years for average Primary teacher age from the 2013 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 43.2 to 44.4 years.

However, because there are many fewer Leaders in the sample than there are teachers, the same computations conducted within a sub-sample of Leaders will yield a standard error that is much larger (e.g. see Table 3.4 for Leaders' average age), and therefore a confidence interval much wider. The Leader data are not as well suited to making comparisons among different sub-groups, and we have not emphasised such comparisons in this report (e.g., for this reason, while some teacher data have been reported by state/territory, similar Leader data have not been reported in this way, as the standard errors are too large for accurate reporting).

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 5 provides results for schools categorised 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.<sup>7</sup> 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.

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<sup>7</sup> 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.

For the purposes of analysis the schools were grouped into three broad SES groups using the deciles by postcode. As shown in Table 2.9, teachers and leaders are fairly evenly distributed across the groups, although in primary, a greater proportion of both teachers and leaders are represented in the medium SES range.

**Table 2.9: SES deciles and percentages of teachers and leaders in each group**

	Teachers				Leaders			
	Primary %		Secondary %		Primary %		Secondary %	
	2013	2010	2013	2010	2013	2010	2013	2010
High – deciles 8-10	33.0	32.6	36.9	33.9	29.8	34.3	30.7	30.2
Medium – deciles 4-7	42.3	36.5	36.5	39.4	43.4	35.8	39.5	39.3
Low – deciles 1-3	24.7	30.8	26.6	26.7	26.8	29.9	29.8	30.5
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>



### 3. DEMOGRAPHIC BACKGROUND

#### 3.1 Introduction

This chapter presents results from the first section of the Teacher and Leader questionnaires, *Your Background*. The section is identical in both questionnaires and contains the same demographic questions on age, gender, Aboriginal and Torres Strait Islander (ATSI) origin and country of birth that were asked in the 2010 SiAS Survey (with minor variations). In addition, three new questions on language background were included in SiAS 2013.

To provide a context for the discussion, Table 3.1 summarises the distribution of the teacher sample in 2013 by school sector, school location, school SES (measured by school postcode) and state and territory. Corresponding data for 2010 are also provided.

At primary level in 2013, government school teachers comprised 70.2% of the final weighted sample, Catholic school teachers comprised 17.3% of the sample and Independent school teachers comprised 12.5% of the sample. The distribution of primary teachers across sectors remained similar over the 2010 and 2013 surveys.

At secondary level in 2013, the distribution of teachers across sectors differed from the distribution at primary level. Government school teachers comprised a lower proportion of teachers at secondary level (58.5%) than at primary level. Conversely, Catholic school teachers (20.9%) and Independent school teachers (20.6%) comprised higher proportions of teachers at secondary level than at primary level. Again, the distribution of teachers across sectors remained similar over the 2010 and 2013 surveys.

Schools were classified by geographic location using the same process in 2010 and 2013. School postcode was used to classify the location of the schools into three broad categories (metropolitan, provincial and remote) based on the *Geographical Location Classification for Reporting Purposes* (Jones, 2004; MCEETYA, 2001). Table 3.1 reports the distribution of teachers in the sample among these locations. As was the case in 2010, the majority of respondents in 2013 were teaching in metropolitan schools (73.4% primary and 71.2% secondary), around one-quarter were teaching in provincial schools (23.5% primary and 27.3% secondary) and a small proportion were teaching in remote schools (3.1% primary and 1.5% secondary).

Table 3.1 reports the distribution of teachers working in high, medium and low SES schools.<sup>8</sup> At primary level in 2013, one-third of the teacher sample were working in high SES schools (a similar proportion as in 2010), 42.3% were working in medium SES schools (5.8 percentage points higher than in 2010) and 24.7% were working in low SES schools (6.1 percentage points lower than in 2010). At secondary level, 36.9% of the teacher sample were working in high SES schools (slightly higher than in 2010), 36.5% were working in medium SES schools (slightly lower than in 2010) and 26.6% were working in low SES schools (a similar proportion as in 2010).

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 proportions of teachers in the sample in 2013 (30.1% primary and 33.0% secondary) and Victoria has the second largest proportions (23.9% primary and 27.1% secondary). The distribution across states and territories is similar to the 2010 survey.

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<sup>8</sup> The derivation of the school SES measure is described in Chapter 2.

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

		Primary			Secondary		
		2013		2010	2013		2010
		%	SE	%	%	SE	%
School Sector	Government	70.2	2.8	<i>70.6</i>	58.5	2.8	<i>59.7</i>
	Catholic	17.3	2.3	<i>17.2</i>	20.9	2.4	<i>20.3</i>
	Independent	12.5	2.1	<i>12.2</i>	20.6	2.1	<i>20.0</i>
		<b>100</b>		<b>100</b>	<b>100</b>		<b>100</b>
School location	Metropolitan	73.4	2.9	<i>71.6</i>	71.2	3.1	<i>70.4</i>
	Provincial	23.5	2.9	<i>25.6</i>	27.3	3.1	<i>27.6</i>
	Remote	3.1	0.6	<i>2.7</i>	1.5	0.3	<i>2.0</i>
		<b>100</b>		<b>100</b>	<b>100</b>		<b>100</b>
School SES	High	33.0	3.5	<i>32.6</i>	36.9	3.6	<i>33.9</i>
	Medium	42.3	3.7	<i>36.5</i>	36.5	3.5	<i>39.4</i>
	Low	24.7	3.1	<i>30.8</i>	26.6	3.1	<i>26.7</i>
		<b>100</b>		<b>100</b>	<b>100</b>		<b>100</b>
State/ territory	NSW	30.1	3.5	<i>30.1</i>	33.0	3.3	<i>33.2</i>
	VIC	23.9	2.3	<i>23.6</i>	27.1	2.5	<i>26.8</i>
	QLD	21.7	2.4	<i>22.0</i>	18.5	1.9	<i>18.0</i>
	WA	11.2	1.3	<i>11.1</i>	9.3	1.3	<i>9.8</i>
	SA	7.8	0.9	<i>7.9</i>	6.5	0.8	<i>6.7</i>
	TAS	2.2	0.2	<i>2.3</i>	2.4	0.4	<i>2.4</i>
	NT	1.5	0.2	<i>1.4</i>	1.2	0.3	<i>1.2</i>
	ACT	1.7	0.2	<i>1.7</i>	1.9	0.4	<i>1.9</i>
		<b>100</b>		<b>100</b>	<b>100</b>		<b>100</b>

### 3.2 Age

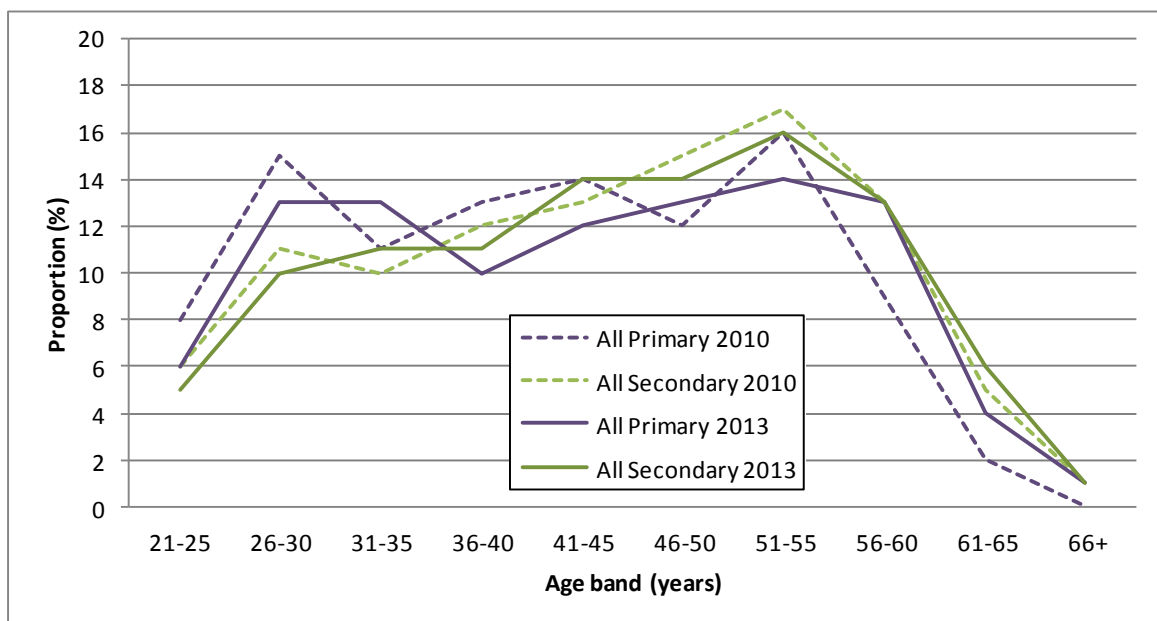
The age distribution of the teacher workforce is important information for planning and there has been concern expressed about the aging teacher workforce in Australia for over a decade (e.g. ABS, 2003; NSW Government, 2010). The higher the proportion of teachers in their 50s, the greater the likely 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 average age of teachers in 2013 and the distribution of teachers' age in five-year bands, with 2010 comparative data in italics. Figure 3.1 : Proportions of 2010 and 2013 primary and secondary teachers by age data for all teachers at primary and secondary levels. Some caution should be exercised when 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 3.2 shows the average age of primary teachers is slightly younger (43.8 years) than secondary teachers (45.0 years), but this difference narrowed between 2010 and 2013. Over this period, there was a slight upward increase in the average age of primary teachers (from 42.1 years in 2010 to 43.8 years in 2013).

**Table 3.2: Proportions of male and female teachers by age**

Age Band	Primary Teachers						Secondary Teachers					
	Male		Female		Persons		Male		Female		Persons	
	2013 %	2010 %	2013 %	2010 %	2013 %	2010 %	2013 %	2010 %	2013 %	2010 %	2013 %	2010 %
21-25	4	3	6	9	6	8	3	3	5	7	5	6
26-30	13	17	13	15	13	15	9	9	11	12	10	11
31-35	18	14	12	10	13	11	12	10	11	10	11	10
36-40	10	13	10	13	10	13	11	11	11	12	11	12
41-45	12	15	12	13	12	14	13	11	14	14	14	13
46-50	10	6	14	13	13	12	13	15	14	14	14	15
51-55	14	18	15	16	14	16	16	18	16	16	16	17
56-60	14	10	13	9	13	9	14	15	12	11	13	13
61-65	4	2	4	2	4	2	7	6	5	4	6	5
66+	1	1	1	0	1	0	2	1	1	1	1	1
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
Mean Age	<b>43.4</b>	<b>42.6</b>	<b>43.8</b>	<b>42.0</b>	<b>43.8</b>	<b>42.1</b>	<b>45.8</b>	<b>46.1</b>	<b>44.4</b>	<b>43.4</b>	<b>45.0</b>	<b>44.5</b>
2013 SE	<b>0.7</b>		<b>0.3</b>		<b>0.3</b>		<b>0.3</b>		<b>0.3</b>		<b>0.2</b>	

**Figure 3.1: Proportions of 2010 and 2013 primary and secondary teachers by age**

The age distribution of primary teachers, reported in Table 3.2, showed some change between 2010 and 2013, while the age distribution of secondary teachers followed a similar pattern in both survey years. About 19% of primary teachers are aged less than 30 years (falling from 23% in 2010). A smaller proportion of secondary teachers are aged less than 30 years (15% in 2013 and 17% in 2010). The modal age band remains 51-55 years and includes 14% of primary and 16% of secondary teachers, a slight drop from 2010. However, 18% of primary teachers are aged more than 55 years (up from 11% in 2010), as are 20% of secondary teachers (19% in 2010).

Overall, the numbers of primary teachers aged over 50 has grown from 27% in 2010 to 32% in 2013 and the number of secondary teachers aged over 50 years remains high (36%). This can be contrasted with an earlier ACE survey, which indicated that 18% of teachers were aged more than 50 years in 1999 (Dempster et al., 2000). The current trend suggests that large numbers of teachers will need to be recruited in the next few years to meet projected growth in student enrolments and replace teachers who retire (Productivity Commission, 2012).

The overall demand for teachers depends on a range of factors, in addition to the impact of growing student numbers and an ageing teaching force. For example, as noted later in this report, the SiAS data indicate that:

- Major or moderate difficulties in filling staff vacancies were reported in 2013 by about 20% of primary Principals and 40% of secondary Principals, and these proportions have come down only a little since 2007 and 2010 (Section 12.4)
- Major or moderate difficulties in retaining suitable staff across all areas of the curriculum are reported by about 10% of primary Principals and 12% of secondary Principals, and these proportions are similar to those in 2007, although the proportions reporting major difficulty have fallen since 2010 (Section 12.4)
- Reported staffing difficulties are more acute in government schools, schools in low SES locations, schools in rural or remote areas, and in ATSI Focus Schools than in schools overall
- There has been a general decline since 2010 in the number of unfilled teaching positions in most secondary subject areas, but an increase in the number of unfilled positions in primary schools (Section 12.3)
- Although there is evidence of a general decline since 2010 in the proportion of teachers teaching 'out-of-field', around 30% of primary LOTE teachers and 50% of primary Special Needs teachers in 2013 had not completed at least 1 year of tertiary study in the respective areas (Section 5.9)
- Around 40% of IT teachers and 20% of General Science teachers taking Years 7/8-10 classes in these subjects in 2013 had not completed at least 1 year of tertiary study in these areas (Section 5.9)

SiAS data also indicate that the retention of early career teachers in the profession may be increasing (Section 10.3), and the proportion of teachers intending to leave permanently before retirement remains small and continues to marginally decline, and there are substantial numbers of teachers currently working in schools who have the background to help address areas of shortage:

- About 20% of primary teachers and 23% of secondary teachers have teaching experience at both primary and secondary levels (Section 5.7), which suggests the capacity to move across levels as demand changes
- In all secondary subject areas the proportion of teachers with 5 or more years experience of teaching in the area exceeds the proportion currently teaching the subjects concerned and many teachers are undertaking professional learning activities in areas of shortage (Section 5.8).

As well as greater mobility within the profession, movement back into teaching is another potentially important means of meeting future areas of demand. Around one in eight current primary teachers (12.7%) and one in seven current secondary teachers (14.6%) have resigned at some stage and returned to teaching (Section 7.5). Such teachers report that intrinsic aspects of teaching were important in the decision to return to the career.



The age distribution varies somewhat by gender at secondary level. A higher proportion of female secondary teachers (16%) are aged less than 30 years than are male secondary teachers (12%), although the difference is less than was the case in 2010 (Table 3.2) and less again than in 2007. Correspondingly, a higher proportion of male secondary teachers are in the older age brackets: 39% of male secondary teachers are aged more than 50 years, compared to 34% of female secondary teachers. At primary level, similar proportions of male teachers and female teachers are aged more than 50 years (33%).

Table 3.3 examines the differences in teachers' average age by school sector and school location, in comparison with data collected in the first and second SiAS surveys. At primary level, teachers working in Independent schools in 2013 were younger on average than teachers working in government and Catholic schools. At secondary level, differences among sectors are very minor. Between 2006 and 2013, the average age of primary and secondary teachers working in government schools increased. Smaller increases also occurred among primary teachers working in Catholic schools and secondary teachers working in Independent schools.

Primary and secondary teachers in remote locations were younger than those in metropolitan and provincial locations in 2013. Within remote locations, primary teachers were younger than secondary teachers. The average age of primary teachers in metropolitan and provincial locations and secondary teachers in all locations was higher in 2013 than in 2006 and 2010. In contrast, the average age of primary teachers in remote areas was lower in 2013 than in previous years.

**Table 3.3: Teachers' average age, by school location, and school sector, 2006/2010/2013 comparison**

Average age (Years)		Primary			Secondary		
		2007	2010	2013 (SE)	2007	2010	2013 (SE)
School Sector	Government	40.8	42.2	44.2 (0.4)	42.7	44.7	45.1 (0.3)
	Catholic	42.9	41.5	44.0 (0.7)	44.0	44.1	44.5 (0.5)
	Independent	41.0	41.4	40.8 (0.9)	43.2	44.3	45.1 (0.5)
School location	Metropolitan	42.7	41.7	43.9 (0.4)	43.6	44.4	45.2 (0.3)
	Provincial	41.5	43.0	44.1 (0.7)	43.4	44.7	44.7 (0.4)
	Remote	39.8	42.6	37.7 (1.5)	40.8	43.5	42.1 (0.8)
<i>Australian mean</i>		<i>42.3</i>	<i>42.0</i>	<i>43.8 (0.3)</i>	<i>43.5</i>	<i>44.5</i>	<i>45.0 (0.2)</i>

*Note:* For comparability, ages for the 2006-2007 survey are reported as of September 1, 2006; ages for the 2010 survey are reported as of September 1, 2010; and ages for the 2013 survey are reported as of September 1, 2013.

Table 3.4 details teachers' and leaders' average ages by school sector, location, SES and state and territory. On average, leaders are aged around 51 years (50.7 years primary and 51.5 years secondary), which is over 6 years higher than the average age of teachers (43.8 years primary and 45.0 years secondary).

At primary level, teachers in Independent schools are about 3 years younger on average than teachers in other sectors, while leaders in Independent schools are 1.3-2.7 years older on average than leaders in other sectors (Table 3.4).

Primary leaders in metropolitan locations are older on average than primary leaders in other locations, while secondary leaders in metropolitan and provincial locations are older on average than secondary leaders in remote locations (Table 3.4). The difference between the average ages of teachers and leaders is greatest at primary level in remote areas (10.7 years) and smallest at primary level in provincial areas (4.8 years).

Primary teachers in high and medium SES schools are slightly older than primary teachers in low SES schools (Table 3.4). Similarly, secondary teachers, primary leaders and secondary leaders in high SES schools are slightly older on average than those in medium and low SES schools.

The average age of teachers and leaders vary by state and territory (Table 3.4). For example, the average age of primary teachers ranges from 41.1 years in the ACT to 45.1% in Queensland.

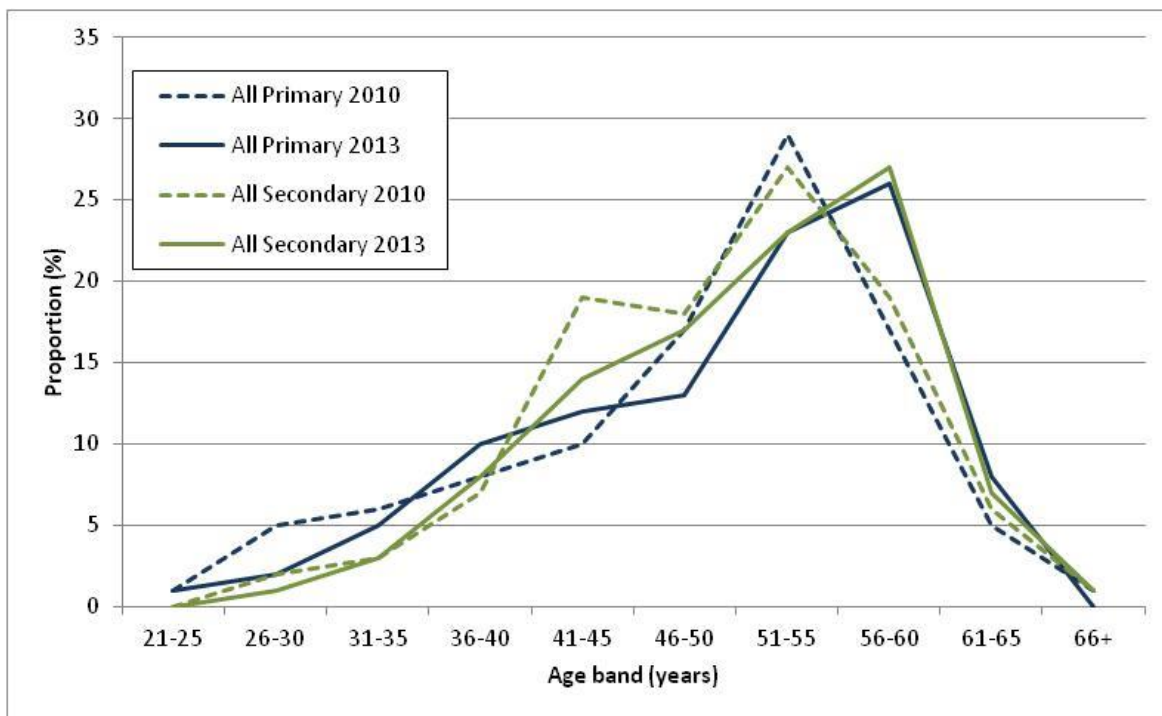
**Table 3.4: Teachers' and Leaders' average age, by school sector, location, SES, and state and territory**

Average age (Years)		Teachers				Leaders			
		Primary		Secondary		Primary		Secondary	
		Age	SE	Age	SE	Age	SE	Age	SE
School Sector	Government	44.2	0.4	45.1	0.3	50.8	0.7	51.6	0.6
	Catholic	44.0	0.7	44.5	0.5	49.4	1.2	51.7	1.0
	Independent	40.8	0.9	45.1	0.5	52.1	1.1	51.3	0.8
School location	Metropolitan	43.9	0.4	45.2	0.3	51.5	0.7	51.7	0.6
	Provincial	44.1	0.7	44.7	0.4	48.9	1.0	51.3	0.7
	Remote	37.7	1.5	42.1	0.8	48.4	2.2	48.8	2.7
School SES	High	44.4	0.5	46.2	0.4	52.5	1.0	52.4	0.7
	Medium	44.5	0.5	44.3	0.4	50.2	0.8	51.1	0.9
	Low	41.8	0.6	44.2	0.4	49.5	1.3	51.2	0.7
State/territory	NSW	44.0	0.8	44.5	0.5				
	VIC	42.3	0.6	45.5	0.4				
	QLD	45.1	0.7	44.9	0.4				
	WA	43.5	0.8	44.9	0.5				
	SA	44.5	0.9	45.8	0.5				
	TAS	45.0	0.6	46.6	0.9				
	NT	43.1	0.7	44.8	0.5				
ACT	41.1	0.7	44.1	0.7					
<i>Australian mean</i>		<i>43.8</i>	<i>0.3</i>	<i>45.0</i>	<i>0.2</i>	<i>50.7</i>	<i>0.6</i>	<i>51.5</i>	<i>0.5</i>

Table 3.5 reports the distribution of school leaders' age in five-year bands. Figure 3.2 provides a graphic representation of the 2010 and 2013 age data for all leaders at primary and secondary levels. As can be seen in Figure 3.2, the modal age band for school leaders changed from 51-55 years in 2010 (29% of primary leaders and 27% of secondary leaders) to 56-60 years in 2013 (26% of primary leaders and 27% of secondary leaders). In addition, at the primary level the proportions of leaders in the 26-30 and 46-50 age bands decreased while the proportion in the 61-65 age band increased. At secondary level, the proportion of leaders in the 41-45 age band also decreased. Some of this shift is a result of the ageing of the workforce with individuals moving into older age brackets compared to 2010.

**Table 3.5: Proportions of male and female leaders by age**

Age Band	Primary Leaders						Secondary Leaders					
	Male		Female		Persons		Male		Female		Persons	
	2013 %	2010 %	2013 %	2010 %	2013 %	2010 %	2013 %	2010 %	2013 %	2010 %	2013 %	2010 %
21-25	0	1	1	1	1	1	0	0	0	0	0	0
26-30	2	2	2	7	2	5	1	2	1	1	1	2
31-35	6	9	5	4	5	6	4	4	2	2	3	3
36-40	12	6	9	8	10	8	9	6	6	7	8	7
41-45	10	10	12	10	12	10	12	18	16	20	14	19
46-50	11	20	14	15	13	17	17	20	17	14	17	18
51-55	19	28	24	30	23	29	22	25	24	29	23	27
56-60	32	17	23	17	26	17	29	17	24	22	27	19
61-65	9	4	8	6	8	5	6	7	8	4	7	6
66+	1	2	0	1	0	1	1	1	2	1	1	1
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
Mean Age	<b>51.0</b>	<b>49.5</b>	<b>50.5</b>	<b>49.5</b>	<b>50.7</b>	<b>49.5</b>	<b>51.4</b>	<b>50.0</b>	<b>51.7</b>	<b>50.5</b>	<b>51.5</b>	<b>50.2</b>
2013 SE	<b>0.9</b>		<b>0.7</b>		<b>0.6</b>		<b>0.6</b>		<b>0.7</b>		<b>0.5</b>	



**Figure 3.2: Proportions of 2010 and 2013 primary and secondary leaders by age**

### 3.3 Gender

There is a high proportion of females in the teaching profession. As Table 3.6 indicates, 80.9% of primary teachers and 58.4% of secondary teachers are female. A very slight increase in the proportion of females in the profession was reported between the SiAS 2007 and 2010 surveys. This trend continued in 2013 among secondary teachers but not primary teachers.

There is a higher proportion of male teachers in Independent schools than in the Catholic and government sectors (across both primary and secondary) and the proportion of males in Independent schools increased between 2010 and 2013 at primary level.

There were more male teachers in provincial areas than in metropolitan or remote areas in 2010 (across both primary and secondary). This pattern continued at secondary level in 2013, with males comprising 43.7% of secondary teachers in provincial locations, compared with 40.9% of secondary teachers in metropolitan locations and 39.0% of secondary teachers in remote locations. In contrast, the proportions of male primary teachers in metropolitan, provincial and remote locations in 2013 had equalised (approximately 19%).

At primary level in 2013, there was a higher proportion of male teachers in high SES schools (23.0%) than in medium and low SES schools (16.2% and 19.0% respectively). At secondary level in 2013, there were fewer differences in the proportions of males in high, medium and low SES schools (40.6%-42.9%). Between 2010 and 2013, the proportion of male teachers in high SES schools increased (especially at primary level), while the proportion of male teachers in medium SES schools and low SES primary schools decreased.

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

		Primary Teachers				Secondary Teachers			
		2013			2010	2013			2010
		Male %	Female %	SE %	Female %	Male %	Female %	SE %	Female %
School sector	Government	18.8	81.2	1.3	80.8	40.6	59.4	1.4	58.2
	Catholic	17.4	82.6	2.0	82.0	41.8	58.2	2.7	57.3
	Independent	23.0	77.0	2.4	79.0	44.4	55.6	2.6	54.6
School location	Metropolitan	19.1	80.9	1.1	81.5	40.9	59.1	1.5	58.5
	Provincial	19.1	80.9	2.4	78.2	43.7	56.3	1.5	54.1
	Remote	19.0	81.0	3.2	86.7	39.0	61.0	2.6	60.6
School SES	High	23.0	77.0	1.7	83.2	41.7	58.3	2.2	60.0
	Medium	16.2	83.8	1.5	80.3	40.6	59.4	1.6	55.1
	Low	19.0	81.0	1.8	78.7	42.9	57.1	1.8	57.3
<b>Australian proportion</b>		<b>19.1</b>	<b>80.9</b>	<b>1.0</b>	<b>80.8</b>	<b>41.6</b>	<b>58.4</b>	<b>1.1</b>	<b>57.3</b>

Table 3.7 reports the proportions of females and males across states and territories. South Australia had slightly more male teachers than average at primary and secondary level in 2010 and 2013. Between 2010 and 2013, the largest change occurred at secondary level in the ACT, where the proportion of male secondary teachers increased from 31.3% to 39.6%.

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

		Primary Teachers				Secondary Teachers			
		2013			2010	2013			2010
		Male %	Female %	SE %	Female %	Male %	Female %	SE %	Female %
State/territory	NSW	17.3	82.7	2.7	82.9	41.9	58.1	2.9	56.0
	VIC	20.1	79.9	1.5	80.3	40.8	59.2	1.5	58.8
	QLD	19.2	80.8	1.9	79.8	40.5	59.5	2.0	58.5
	WA	19.6	80.4	1.9	79.1	43.3	56.7	1.7	55.9
	SA	22.4	77.6	1.8	78.7	45.3	54.7	1.7	53.1
	TAS	20.2	79.8	2.4	82.0	42.9	57.1	2.4	55.3
	NT	18.1	81.9	2.6	83.7	38.4	61.6	2.9	60.8
	ACT	17.0	83.0	1.8	79.9	39.6	60.4	2.4	68.7
<b>Australian proportion</b>		<b>19.1</b>	<b>80.9</b>	<b>1.0</b>	<b>80.8</b>	<b>41.6</b>	<b>58.4</b>	<b>1.1</b>	<b>57.3</b>

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. At the primary level, there continue to be substantially more female than male teachers in all age bands. At the secondary level, there are slightly more female than male teachers in all age bands up to age 60.

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

Age (Years)	Primary Teachers						Secondary Teachers					
	Male		Female		Persons		Male		Female		Persons	
	2013	2010	2013	2010	2013	2010	2013	2010	2013	2010	2013	2010
	%	%	%	%	%	%	%	%	%	%	%	%
21-25	1	1	5	7	6	8	1	1	3	4	5	6
26-30	2	3	10	12	13	15	4	4	7	7	10	11
31-35	3	3	10	8	13	11	5	4	6	6	11	10
36-40	2	3	8	10	10	13	5	5	6	7	11	12
41-45	2	3	10	11	12	14	6	5	8	8	14	13
46-50	2	1	11	11	13	12	5	6	8	8	14	14
51-55	3	4	12	13	14	16	7	8	9	9	16	17
56-60	3	2	11	7	13	9	6	6	7	6	13	13
61-65	1	0	4	2	4	2	3	2	3	2	6	5
66+	0	0	0	0	1	0	1	0	0	0	1	1
<b>Australian proportion</b>	<b>19</b>	<b>19</b>	<b>81</b>	<b>81</b>	<b>100</b>	<b>100</b>	<b>42</b>	<b>43</b>	<b>58</b>	<b>57</b>	<b>100</b>	<b>100</b>

Table 3.9 reports the gender composition of school leaders as indicated by the SiAS survey in 2010 and 2013. Females hold 65.5% of the leadership positions in primary schools and 48.2% of leadership positions in secondary schools. While these proportions are higher than in 2010 (59% and 41%, respectively), they remain much lower than the proportions of female teachers at the two levels of schooling (80.9% and 58.4%, respectively).

At primary school level, the government and Catholic sectors have the highest proportions of leaders who are female (67.7% and 69.7%, respectively), while Independent schools have the lowest proportion of leaders who are female (47.9%). Differences between sectors had been smaller at primary level in 2010 (60% of government school leaders, 58% of Catholic school leaders and 55% Independent school leaders were female in 2010). Between 2010 and 2013, the proportion of female primary leaders increased in government and Catholic schools but decreased in Independent schools.

At secondary level, the highest proportion of female leaders is found in government schools (56%), followed by Catholic schools (43.6%), while Independent schools have the lowest proportion of female leaders (30.6%). As at primary level, differences between sectors had been smaller at secondary level in 2010 (44% of government school leaders, 41% of Catholic school leaders and 29% Independent school leaders were female in 2010). Between 2010 and 2013, the proportion of female secondary leaders increased in government and Catholic schools but remained relatively stable in Independent schools. Table also reports the proportions of male and female leaders by school location and school SES. At primary level, the greatest proportion of female leaders are in remote locations, while at secondary level the greatest proportion of female leaders are in metropolitan areas. At both primary and secondary levels, higher proportions of leaders are female in medium SES schools than in high and low SES schools.

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

		Primary Leaders				Secondary Leaders			
		2013		2010		2013		2010	
		Male %	Female %	SE %	Female %	Male %	Female %	SE %	Female %
School sector	Government	32.3	67.7	3.2	60	44.0	56.0	3.3	44
	Catholic	30.3	69.7	5.3	58	56.4	43.6	6.2	41
	Independent	52.1	47.9	7.8	55	69.4	30.6	4.5	29
School location	Metropolitan	33.9	66.1	3.5	61.3	49.9	50.1	3.1	40.5
	Provincial	36.9	63.1	4.2	53.6	56.1	43.9	5.0	40.6
	Remote	20.8	79.2	5.4	60.9	58.8	41.2	10.6	40.5
School SES	High	39.9	60.1	5.4	59.0	53.6	46.4	3.7	46.8
	Medium	30.7	69.3	3.7	54.3	49.5	50.5	4.6	35.1
	Low	34.4	65.6	4.3	65.4	53.0	47.0	5.1	41.6
<b>Australian proportion</b>		<b>34.5</b>	<b>65.5</b>	<b>2.7</b>	<b>59</b>	<b>51.8</b>	<b>48.2</b>	<b>2.6</b>	<b>41</b>

As Table 3.10 shows, the proportions of Principals and Deputy Principals that are female have risen since 2010 at both primary and secondary level. Females now comprise the majority of all leadership posts in primary schools (65.2% in 2013, up from 57% in 2010) and nearly one-half of all leadership posts in secondary schools (47.8% in 2013, up from 40% in 2010). Females hold a higher proportion of Deputy Principal posts than Principal posts at primary level (76.9% and 57.5%, respectively) and secondary level (51.8% and 41.7%, respectively).

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

		Male			Female		
		2013		2010	2013		2010
		%	SE	%	%	SE	%
<b>Primary Schools</b>	Principal	42.5	3.8	47	57.5	3.8	53
	Deputy Principal	23.1	3.3	38	76.9	3.3	62
	All Leaders	34.8	2.7	43	65.2	2.7	57
<b>Secondary Schools</b>	Principal	58.3	4.4	69	41.7	4.4	32
	Deputy Principal	48.2	3.5	55	51.8	3.5	45
	All Leaders	52.2	2.6	61	47.8	2.6	40

### 3.4 Aboriginal and Torres Strait Islander origin

Based upon the most recent Australian Census data, the estimated resident Aboriginal and Torres Strait Islander population of Australia is 3% of the total Australian population (ABS, 2013). As Table 3.11 indicates, however, much lower proportions of the SiAS samples in 2010 and 2013 identified as of Aboriginal or Torres Strait Islander origin (0.1-1.1%).

**Table 3.11: Proportions of teachers and leaders by Aboriginal and Torres Strait Islander origin**

Origin	Teachers				Leaders			
	Primary		Secondary		Primary		Secondary	
	2013 %	2010 %	2013 %	2010 %	2013 %	2010 %	2013 %	2010 %
Non-Aboriginal and Torres Strait Islander	98.9	99.0	99.2	99.4	98.9	99.9	99.8	99.9
Aboriginal	1.1	0.7	0.7	0.5	1.1	0.1	0.1	0.1
Torres Strait Islander	0	0.1	0.1	0.1	0	0	0.1	0
Both Aboriginal and Torres Strait Islander	0	0.3	0	0.1	0	0	0	0
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

### 3.5 Country of birth

About 27% of the estimated Australian population in 2011 was born overseas (ABS, 2012). In contrast, the teacher workforce has a lower proportion of overseas-born people (16.4% primary and 19.2% secondary) (see Table 3.12). The proportion of teachers born overseas was lower in 2010 at primary level (12.8%) but similar at secondary level (20.4%).

As reported in Table 3.12, the large majority of Australian teachers were born in Australia: 83.6% of primary teachers and 80.8% of secondary teachers. The next largest group was those born in the United Kingdom (5.0% primary and 6.0% secondary), followed by those born in New Zealand (1.5% primary and 1.3% secondary) and South Africa (1.5% primary and 1.3% secondary).

**Table 3.12: Proportion of teachers by country of birth, across level and sector of schooling**

	Primary Teachers					Secondary Teachers				
	2013				2010	2013				2010
	Gov %	Cath %	Ind %	All %	All %	Gov %	Cath %	Ind %	All %	All %
Australia	83.6	88.8	76.5	83.6	87.2	82.0	82.9	75.5	80.8	79.6
United Kingdom	5.3	2.8	6.1	5.0	5.5	5.6	4.6	8.6	6.0	6.0
New Zealand	1.8	0.4	1.7	1.5	1.0	1.2	1.1	1.8	1.3	1.2
India	0.4	0.2	0	0.4	0.4	1.2	1.3	0.4	1.1	1.0
Italy	0.2	0.7	0.4	0.3	0.1	0.5	0.8	0	0.5	0.3
South Africa	0.9	1.0	5.3	1.5	0.8	0.9	1.1	2.7	1.3	1.6
Malaysia	0.1	0.2	0.2	0.1	0.2	0.2	0.2	0.6	0.3	0.5
Germany	0.2	0	0.2	0.2	0.4	0.6	0.2	0.6	0.5	0.6
Greece	0.1	0	0	0.1	0.1	0.2	0	0.4	0.2	0.3
U.S.A.	1.3	0.1	1.5	1.1	0.3	0.7	0.4	1.2	0.7	1.0
Canada	0.4	0.6	1.3	0.6	0.5	0.4	0.5	0.8	0.5	0.3
Other	5.3	4.4	6.8	5.3	3.4	6.3	6.3	7.1	6.5	7.5
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Table 3.13 explores the number of years that overseas-born teachers have lived in Australia. About 22.4% of the overseas-born primary teachers had lived in Australia for 10 years or less (marginally higher than in 2010), as had 22.8% of the overseas-born secondary teachers (much the same as in 2010). On average, overseas-born primary teachers had lived in Australia for 25.4 years, and overseas-born secondary teachers for an average of 25.8 years.

Table 3.13 also reports the number of years that overseas-born leaders have lived in Australia. Compared with teachers, there are fewer leaders who have lived in Australia for 10 years or less, which suggests leaders take time to gain experience in Australian schools before obtaining a leadership position. The proportion of leaders who have been in Australia for ten years or less is lower than in 2010 (but higher than in 2007). On average, overseas-born primary school leaders have lived in Australia for 37.0 years (up from 31.7 years in 2010) and overseas-born secondary school leaders have lived in Australia for 36.6 years (up from 31.2 years in 2010).

**Table 3.13: Proportion of overseas-born teachers and leaders by number of years lived in Australia**

Years in Australia	Teachers				Leaders			
	Primary		Secondary		Primary		Secondary	
	2013	2010	2013	2010	2013	2010	2013	2010
	%	%	%	%	%	%	%	%
Less than 5	12.1	11.8	10.3	12.4	0.8	3.9	3.4	2.1
6-10 years	10.3	8.2	12.5	9.8	5.2	7.4	4.2	12.9
11-15 years	11.4	11.7	13.0	10.1	5.3	10.7	4.4	4.0
16-20 years	9.2	7.5	9.9	9.3	5.6	6.7	4.6	8.8
21-25 years	11.1	10.2	8.9	12.2	6.6	8.2	8.8	8.1
26-30 years	9.9	8.2	8.2	8.0	2.7	8.8	8.1	4.4
31-35 years	6.9	7.7	5.8	8.1	14.4	9.1	9.0	11.2
36-40 years	8.0	11.5	6.7	7.8	9.7	11.0	10.6	12.6
41-45 years	6.4	8.7	8.9	8.6	12.4	9.7	19.0	24.6
46-50 years	8.6	8.8	7.0	7.0	27.0	10.9	13.2	7.9
51-55 years	4.4	4.5	4.1	3.6	5.1	10.6	4.5	2.4
56-60 years	1.6	1.1	4.8	3.1	5.2	3.1	10.2	1.3
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Australian Mean</b>	<b>25.4</b>	<b>26.6</b>	<b>25.8</b>	<b>25.8</b>	<b>37.0</b>	<b>31.7</b>	<b>36.6</b>	<b>31.2</b>

### 3.6 Language spoken at home

The proportions of teachers and leaders who spoke a LOTE at home are shown in Table 3.14. A LOTE was spoken at home by a higher proportion of teachers (8.9% primary and 10.8% secondary) than leaders (2.6% primary and 7.7% secondary). Similar information was not collected in the 2010 SiAS survey and as such, comparisons over time cannot be reported.

The proportions of teachers who speak a LOTE at home are much lower than for the Australian population as a whole. The ABS Census in 2011 included the question 'Does the person speak a language other than English at home?' One language only could be indicated. Across Australia, 23.2% of the population indicated that they spoke a language other than English (LOTE) at home (19.2% if non-responses are discounted). Taking the population aged between 20-70 years, 24.5% spoke a LOTE at home (20.6% discounting non-response).<sup>9</sup> The proportions for teachers shown in Table 3.14 are less than half these figures.

Those who speak a LOTE at home are much more likely to teach LOTE at school:

- *Primary teachers:* of those who speak a LOTE at home, 21.4% currently teach LOTE, compared to just 2.2% of those teachers who do not speak a LOTE at home; of those who teach LOTE in primary school, 49.5% speak a LOTE at home.
- *Secondary teachers:* of those who speak a LOTE at home, 18.9% currently teach LOTE, compared to 3.6% of those who do not speak a LOTE at home; of those who teach LOTE in secondary school, 39.3% speak a LOTE at home.

As indicated by Table 3.14, a number of differences are evident among teachers:

- Female teachers are more likely than male teachers to speak a LOTE at home, with larger gender differences at primary level.

<sup>9</sup> Data sourced from 2011 Census of Population and Housing using ABS TableBuilder, January 2014 <http://www.abs.gov.au/websitedbs/censushome.nsf/home/tablebuilder?opendocument&navpos=240>



- At primary level, teachers in metropolitan schools (10.6%) are more likely than teachers in provincial (4.4%) and remote (3.7%) schools to speak a LOTE at home; while at secondary level, teachers in provincial schools (6.2%) are less likely than teachers in other locations (11.6-12.6%) to speak another language.
- Primary teachers in low SES schools (11.4%) and secondary teachers in high SES schools (13.7%) are more likely than teachers in other schools (6.8-9.8%) to speak a language other than English.
- The proportions of primary teachers that speak a LOTE at home range from 2.0% in Tasmania to 12.8% in New South Wales. Among secondary teachers, the proportions range from 3.4% in Tasmania to 16.2% in the Northern Territory.

Among leaders, fewer differences are evident in Table 3.14.

- Primary leaders in low SES schools (5.0%) are more likely than primary leaders in other schools (1.7-1.8%) to speak a language other than English at home, but a similar pattern is not evident among secondary leaders.

**Table 3.14: Any language other than English spoken at home, by gender, school sector, location, SES, and state and territory**

		Teachers				Leaders			
		Primary		Secondary		Primary		Secondary	
LOTE spoken at home		%	SE	%	SE	%	SE	%	SE
Gender	Male	5.0	1.7	9.6	0.9	3.4	1.5	6.7	2.6
	Female	9.9	1.6	11.7	0.9	2.2	1.0	8.8	3.1
School Sector	Government	8.6	1.9	11.1	1.2	1.5	0.7	7.0	2.5
	Catholic	9.0	1.9	10.9	1.1	2.5	1.7	12.1	6.4
	Independent	11.0	4.7	9.8	1.1	8.8	4.5	5.2	2.6
School location	Metropolitan	10.6	1.9	12.6	1.0	2.4	1.0	8.2	2.6
	Provincial	4.4	1.8	6.2	0.8	3.4	1.7	6.8	3.5
	Remote	3.7	1.4	11.6	2.3	1.8	1.5	4.8	3.5
School SES	High	6.8	1.2	13.7	1.5	1.8	1.1	7.2	3.7
	Medium	9.1	2.6	9.8	1.1	1.7	1.1	8.1	3.7
	Low	11.4	3.4	8.1	1.2	5.0	2.2	7.6	2.9
State/territory	NSW	12.8	4.1	11.7	2.1				
	VIC	10.9	2.6	13.1	1.1				
	QLD	3.6	0.7	6.0	0.8				
	WA	7.6	1.0	11.8	0.9				
	SA	7.5	1.3	10.8	1.2				
	TAS	2.0	0.7	3.4	0.6				
	NT	7.9	1.3	16.2	1.7				
	ACT	7.2	2.2	11.9	1.5				
<i>Australian Mean</i>		<b>8.9</b>	<b>1.5</b>	<b>10.8</b>	<b>0.8</b>	<b>2.6</b>	<b>0.8</b>	<b>7.7</b>	<b>2.0</b>

As indicated, the majority of the teachers who speak a language other than English at home reported that their spoken English was very good (81.2% secondary leaders, 88.5% primary teachers, 93.1% secondary teachers and 93.7% primary leaders). In contrast, less than 2% of teachers and less than 7% of leaders rated their English language proficiency as only satisfactory.

Table 3.15: Of teachers who speak a LOTE at home, self-assessment of English language proficiency

LOTE spoken at home	Teachers				Leaders			
	Primary		Secondary		Primary		Secondary	
	%	SE	%	SE	%	SE	%	SE
Very good	88.5	3.5	93.1	0.9	93.7	4.6	81.2	7.8
Good	11.2	3.5	5.6	0.9	0	0	12.0	2.7
Satisfactory	0.3	0.2	1.3	0.4	6.3	4.6	6.8	6.9
	<b>100</b>		<b>100</b>		<b>100</b>		<b>100</b>	

## 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 new question in 2013 about types of teacher education programs, and then looks at qualifications in education and other fields. The teacher questionnaire also asked about the location of the institution where teachers gained their main pre-service teacher qualification. The chapter then reports on details of the types of study undertaken in different fields by teachers.

### 4.2 Type of initial teacher education program

Table 4.1 indicates marked differences in the type of initial teacher education program experienced by primary and secondary teachers. The majority of primary teachers and leaders (around 70%) report that their initial teacher education was an undergraduate program (e.g. a BEd) compared to about 50% of secondary teachers and leaders. However, when the responses are examined separately for early career teachers and those with over five years experience (Table 4.2) there is evidence of a trend towards graduate programs (i.e. requiring a first degree as a prerequisite for entry, such as in a DipEd) becoming more common for both primary and secondary teachers in recent times.

**Table 4.1: Type of initial education program completed by teachers and leaders**

Type of initial teacher education program	Teachers		Leaders	
	Primary %	Secondary %	Primary %	Secondary %
A graduate program (requiring a first degree as a prerequisite for entry)	30.7	50.9	30.0	45.9
An undergraduate program	69.3	49.1	70.0	54.1
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

**Table 4.2: Type of initial education program completed by early career teachers and teachers with over five years' experience**

Type of initial teacher education program	Primary		Secondary	
	Early career teachers %	Over 5 years experience %	Early career teachers %	Over 5 years experience %
A graduate program (requiring a first degree as a prerequisite for entry)	38.1	28.4	55.2	50.0
An undergraduate program	61.9	71.6	44.8	50.0
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

### 4.3 Qualifications at tertiary level

Table 4.3 provides further information on the changing nature of teachers' qualifications. Between 2010 and 2013 the fastest growth in the highest Education qualification held by teachers and leaders was at the Graduate Diploma level.

**Table 4.3: Highest qualification in Education held by teachers and leaders**

	Teachers				Leaders			
	Primary		Secondary		Primary		Secondary	
	2013 %	2010 %	2013 %	2010 %	2013 %	2010 %	2013 %	2010 %
Doctoral degree	0.1	0.3	0.4	0.3	0.8	1.9	1.4	1.3
Masters degree	11.0	7.1	12.5	11.1	23.3	20.3	35.1	36.3
Graduate Diploma	24.4	15.9	39.2	32.2	19.2	16.3	27.8	16.6
Graduate Certificate	2.7	2.3	2.8	2.8	3.5	4.1	1.4	1.3
Bachelor (Honours) degree	4.1	6.8	3.0	5.1	1.3	7.6	3.3	4.0
Bachelor degree	53.9	54.4	39.4	39.5	50.3	40.6	28.8	30.9
Diploma or Advanced Diploma	-	11.6	-	6.8	-	7.3	-	6.9
Other	3.7	1.6	2.7	2.3	1.6	1.8	2.2	2.6
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Table 4.4 presents information on the highest qualification teachers and leaders have achieved in fields other than Education. There has been quite rapid growth between 2010 and 2013 in the proportions of teachers who do hold qualifications in fields other than Education. Among both teachers and leaders in 2013 having a Bachelor or Bachelor (Honours) degree is the most common form of such qualification (31.8% of primary teachers and 52.6% of secondary teachers).

**Table 4.4: Highest qualification in fields other than Education completed by teachers and leaders**

	Teachers				Leaders			
	Primary		Secondary		Primary		Secondary	
	2013 %	2010 %	2013 %	2010 %	2013 %	2010 %	2013 %	2010 %
Doctoral degree	0.2	0.2	1.0	0.8	0.6	0.0	0.4	0.7
Masters degree	2.7	1.0	7.1	4.6	5.5	2.5	9.1	6.0
Graduate Diploma	8.6	1.9	9.7	4.4	7.0	3.3	7.1	4.7
Graduate Certificate	3.2	0.6	3.0	1.3	2.0	0.9	1.7	1.9
Bachelor (Honours) degree	4.1	1.4	8.4	5.8	2.9	0.7	7.7	2.2
Bachelor degree	27.7	11.2	44.2	25.9	19.1	6.2	34.2	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	5.9	2.1	6.0	2.1	4.8	1.5	8.2	0.7
None <sup>1</sup>	47.7	71.0	20.8	42.8	58.1	79.2	31.6	57.7
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

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.

The separate analysis of early career teachers in Table 4.5 is a further illustration of the trend towards recent entrants to the profession being more likely to have a qualification in fields other than Education compared to more experienced teachers.

**Table 4.5: Highest qualification in fields other than Education completed by early career teachers and teachers with over five years' experience**

	Primary		Secondary	
	Early career teachers %	Over 5 years experience %	Early career teachers %	Over 5 years experience %
Doctoral degree	0.6	0	1.4	0.9
Masters degree	2.2	2.9	6.1	7.3
Graduate Diploma	4.6	9.6	5.9	10.5
Graduate Certificate	3.4	3.1	2.2	3.2
Bachelor (Honours) degree	4.9	3.9	9.0	8.2
Bachelor degree	41.9	23.7	55.9	41.7
Other	6.3	5.8	5.5	6.1
None	36.0	51.0	14.1	22.2
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

#### 4.4 Location of initial (pre-service) qualifications

Teachers were asked to indicate the geographic location of the institution where they gained their initial pre-service teacher qualification. The results are reported in Table 4.6. The proportions show little change from 2010 and reflect the approximate distribution of population among the states and territories. There is evidence among primary teachers of an increasing proportion who obtained their qualification overseas albeit from a small base (from 3.5% to 6.4%).

A higher number of primary teachers (37.0%) than secondary teachers (29.4%) trained outside a capital city. This pattern was also evident in the 2007 and 2010 SiAS surveys.

**Table 4.6: Location of institution where teachers gained their main pre-service teacher qualification**

		Primary		Secondary	
		2013 %	2010 %	2013 %	2010 %
Location of pre-service training institution	New South Wales	29.0	30.4	32.3	32.0
	Victoria	23.2	23.2	25.3	25.7
	Queensland	18.0	18.8	15.9	15.1
	Western Australia	10.2	10.1	7.6	8.1
	South Australia	7.9	7.9	7.1	6.9
	Tasmania	2.5	2.4	2.1	2.4
	Australian Capital Territory	2.1	2.9	1.7	1.7
	Northern Territory	0.7	0.8	0.5	0.4
	Overseas	6.4	3.5	7.6	7.7
		<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
Pre-service training in a capital city?	Yes	63.0	63.3	70.6	72.2
	No	37.0	36.7	29.4	27.8
		<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Table 4.7 shows the proportions of teachers currently working in the same state or territory as where they gained their initial teacher qualification. In general teachers working in the smaller jurisdictions (particularly the NT) are more likely to have trained outside the jurisdiction concerned than are teachers in the larger states.

**Table 4.7: 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	
	2013 %	2010 %	2013 %	2010 %
State/territory currently teaching				
NSW	86.1	89.3	86.1	85.8
VIC	88.8	89.0	85.2	87.8
QLD	77.3	82.0	77.7	78.6
WA	86.3	83.7	75.6	78.0
SA	90.0	94.5	86.9	86.4
TAS	84.0	87.3	72.3	79.5
NT	27.1	29.4	24.4	21.6
ACT	61.2	59.5	47.4	44.9
Total	82.9		80.9	

It has not been possible to identify data for other occupations that is comparable to the information recorded in Table 4.7 for teachers. However, analyses of geographic labour mobility by the Productivity Commission (2013) provide a context for considering mobility, including interstate mobility, among teachers:

- the rate of movement of working age people between regional labour markets is about 3.5 per cent per annum, and for interstate moves it is 1.7 per cent (p.12);
- population-serving occupations such teachers are needed wherever people live, and so cannot be concentrated solely in big cities (p.6);
- overall, workers in the 'education and training' industry tended to have lower rates of movement between residences in the year prior to the 2011 Census compared to workers in most other industries (p.104).

#### 4.5 Tertiary study in areas of schooling

Table 4.8 and Table 4.9 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 Chapter 5). Table 4.10 provides information on studies at tertiary level by individual languages in the LOTE area. Tables 4.8 and 4.9 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 4.11 and 4.12 express these data in terms of the numbers of teachers involved by applying the proportions to the total primary and secondary teacher workforces.<sup>10</sup> 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 completed teaching methodology training in that subject.

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 (71%) 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.

<sup>10</sup> 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).

The final column of Table 4.8 indicates that over half the primary teachers have received tertiary training in teaching methods in English (66.6%), Literacy (65.2%), Mathematics (67.5%) and Numeracy (62.2%). These proportions have all increased slightly since 2010. Other areas in which relatively high proportions of primary teachers have received training in teaching methods are Science – General (49.9%), Physical Education (48.7%) and Visual Arts (44.8%).

In the area of Languages other than English (LOTE) the proportion of primary teachers who report having undertaken some LOTE studies at tertiary level has increased slightly since 2010 (from 12.1% to 13.4%) and the proportion of primary teachers who have received training in teaching methodology for LOTE has also hardly changed (from 6.4% in 2010 to 6.7% in 2013).

Tables 4.9 and 4.12 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 (24.2% or 30,900 teachers), Mathematics (18.8% or 24,000 teachers) and History (17.1% or 21,900 teachers). Although these proportions have changed very little since 2010 the overall growth in the teaching force means there are now more secondary teachers with such qualifications.

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 15.9% of secondary teachers report some tertiary study in Computing, only 8.0% indicate that they have been trained in teaching methodology in Computing. This suggests that in Computing and other areas listed in Tables 4.9 and 4.12, 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 4.8: 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 Sem Year 1 %	2 Sems Year 1 %	2 Years %	3+ Years %		
<i>Language</i>						
English	6.6	9.2	7.7	46.6	70.2	66.6
Literacy	6.8	10.5	7.3	45.3	69.9	65.2
English as a Second Language	5.4	2.9	1.6	7.7	17.5	13.4
Languages other than English	2.3	2.3	1.7	7.0	13.4	6.7
<i>Mathematics</i>						
Mathematics	7.7	10.4	8.4	44.5	71.0	67.5
Numeracy	7.7	8.9	7.1	42.3	66.0	62.2
Statistics	3.6	2.3	0.8	6.9	13.7	7.6
<i>Sciences</i>						
Biology	2.6	1.6	1.5	4.4	10.1	4.7
Chemistry	1.8	1.0	0.7	2.4	5.9	2.6
Earth sciences	3.4	1.6	1.5	5.1	11.5	6.4
Environmental sciences	3.3	2.1	2.4	5.3	13.1	7.6
Physics	1.2	0.5	0.5	1.6	3.8	2.0
Psychology/Behavioural studies	3.0	2.7	1.9	5.7	13.4	7.1
Science – General	12.5	9.5	7.7	26.9	56.6	49.9
<i>Society and Environmental Studies</i>						
Accounting	0.7	0.6	0.3	0.6	2.1	0.6
Business studies	0.5	0.4	0.2	0.8	2.0	0.5
Civics and Citizenship	4.6	2.7	1.3	5.9	14.4	9.2
Economics	0.8	1.6	0.4	1.7	4.5	1.6
Geography	5.7	3.4	3.2	10.4	22.6	13.6
History	7.5	5.5	4.2	16.2	33.4	20.2
Legal studies	0.5	0.9	0.4	0.4	2.3	0.5
Politics	0.5	0.9	0.3	1.2	2.9	1.2
Religious studies	2.0	3.2	1.7	10.6	17.5	12.9
Social studies	10.0	6.3	5.1	19.7	41.2	33.6
<i>The Creative and Performing Arts</i>						
Visual Arts	14.7	7.7	5.5	22.9	50.7	44.8
Dance	9.7	3.1	3.3	13.3	29.4	24.2
Drama	12.9	4.5	4.2	16.9	38.4	33.1
Media studies	3.2	1.5	0.7	4.7	10.2	6.6
Music	11.8	6.4	4.6	17.1	39.9	34.8
<i>Technology</i>						
Computing	9.5	6.0	3.6	13.8	32.9	20.7
Food technology	1.1	0.5	0.9	2.8	5.3	2.4
Graphic communication	0.6	0.2	0.3	0.7	1.8	0.6
Information technology	8.1	5.3	3.2	10.6	27.1	18.1
Textiles	0.5	0.5	0.5	1.2	2.6	1.6
Wood or Metal technology	0.2	0	0.2	0.7	1.1	1.2
<i>Health and Physical Education</i>						
Health	12.9	6.5	5.8	21.0	46.2	38.3
Outdoor education	4.3	2.2	2.0	8.7	17.2	12.5
Physical education	14.6	9.2	6.3	25.4	55.4	48.7
<i>Library</i>	0.7	1.4	1.1	2.7	5.9	
<i>Special Needs</i>	5.7	4.5	2.4	8.4	21.0	
<i>Learning Support</i>	4.4	3.5	1.6	7.3	16.8	
<i>Behaviour Management</i>	5.7	4.0	1.7	6.8	18.2	
<i>School Counselling</i>	0.9	0.3	0.3	1.4	2.9	
<i>Career Education</i>	0.3	0.2	0	0.2	0.7	
<i>Vocational Education &amp; Training</i>	0.4	0.2	0.1	0.2	0.9	

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%.



**Table 4.9: 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 Sem Year 1 %	2 Sems Year 1 %	2 Years %	3+ Years %		
<i>Language</i>						
English	2.7	3.3	3.5	24.2	33.6	27.5
Literacy	4.1	3.2	2.0	10.0	19.4	14.6
English as a Second Language	2.4	2.0	0.8	3.6	8.7	7.0
Languages other than English	1.8	2.3	2.0	9.2	15.3	8.0
<i>Mathematics</i>						
Mathematics	3.9	6.4	5.5	18.8	34.6	24.5
Numeracy	3.1	3.2	2.4	10.1	18.7	13.8
Statistics	3.1	2.8	3.0	6.1	15.0	6.6
<i>Sciences</i>						
Biology	1.5	2.6	2.0	11.3	17.4	11.8
Chemistry	1.7	3.5	3.3	8.3	16.8	9.8
Earth sciences	1.9	1.7	1.4	3.2	8.1	3.8
Environmental sciences	1.7	1.8	1.5	8.1	8.5	4.7
Physics	1.8	3.9	2.7	4.8	13.2	6.9
Psychology/Behavioural studies	1.5	1.8	1.6	3.5	8.4	2.8
Science – General	3.3	4.6	3.1	15.7	26.7	23.4
<i>Society and Environmental Studies</i>						
Accounting	0.6	1.3	0.8	2.3	5.0	2.7
Business studies	0.9	1.3	1.6	4.8	8.6	5.6
Civics and Citizenship	1.6	1.9	1.0	4.5	8.9	5.7
Economics	1.1	1.4	1.1	4.4	8.0	5.2
Geography	3.0	3.5	2.2	8.9	17.6	11.9
History	2.8	3.0	3.5	17.1	26.5	19.3
Legal studies	1.0	1.0	1.1	3.3	6.4	3.8
Politics	0.9	0.8	0.8	2.8	5.3	2.6
Religious studies	1.5	2.8	1.6	5.2	11.0	7.1
Social studies	2.5	2.7	2.3	8.5	16.1	12.6
<i>The Creative and Performing Arts</i>						
Visual Arts	1.6	1.4	1.0	6.5	10.4	8.2
Dance	1.0	0.7	0.4	1.6	3.7	2.6
Drama	1.9	1.4	1.1	4.5	9.0	6.5
Media studies	1.0	1.0	0.7	1.9	4.6	2.3
Music	1.2	1.1	0.6	5.2	8.2	6.1
<i>Technology</i>						
Computing	3.9	3.6	2.6	5.9	15.9	8.0
Food technology	0.8	0.6	0.4	4.8	6.6	5.1
Graphic communication	0.8	0.8	1.0	4.0	6.7	4.9
Information technology	2.8	2.6	1.7	5.7	12.9	6.8
Textiles	0.8	0.6	0.5	3.9	5.9	4.8
Wood or Metal technology	0.8	0.7	0.9	5.4	7.7	6.2
<i>Health and Physical Education</i>						
Health	2.0	2.0	1.6	11.0	16.8	13.2
Outdoor education	1.7	1.3	1.0	4.6	8.6	6.3
Physical education	2.2	1.9	1.5	12.9	18.5	15.4
<i>Library</i>	0.4	0.7	0.6	1.6	3.2	
<i>Special Needs</i>	3.4	2.2	1.2	4.4	11.2	
<i>Learning Support</i>	2.4	2.0	0.8	3.2	8.3	
<i>Behaviour Management</i>	4.7	3.2	1.5	5.0	14.4	
<i>School Counselling</i>	0.8	0.6	0.6	1.7	3.7	
<i>Career Education</i>	1.5	1.2	0.4	1.3	4.4	
<i>Vocational Education &amp; Training</i>	3.4	2.4	1.0	4.2	11.0	

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%.

**Table 4.10: Proportions of all teachers who have some tertiary study and studies in teaching methods for Languages other than English**

<b>Language other than English</b>	<b>Primary</b>		<b>Secondary</b>	
	<b>Total with some tertiary study</b>	<b>Training in teaching methods</b>	<b>Total with some tertiary study</b>	<b>Training in teaching methods</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
<i>Asian languages</i>				
Japanese	1.5	0.8	2.0	1.0
Indonesian	1.8	0.8	1.5	0.9
Mandarin	0.7	0.8	0.6	0.4
Korean	0.1	0	0.1	0.1
Hindi	0	0	0.1	0
<i>Asian languages</i>	<i>4.0</i>	<i>2.4</i>	<i>4.3</i>	<i>2.5</i>
<i>Non-Asian languages</i>				
French	2.6	1.0	3.7	2.0
German	1.0	0.4	2.1	1.2
Italian	1.9	0.7	1.7	0.9
Spanish	0.7	0.4	1.0	0.4
Greek	0.2	0.1	0.5	0.2
Arabic	0.7	0.4	0.2	0.1
Auslan	0.3	0	0.2	0.1
Aboriginal	0.3	0.1	0.1	0
<i>Non-Asian languages</i>	<i>7.7</i>	<i>3.3</i>	<i>9.6</i>	<i>5.0</i>
Other languages	1.7	1.0	1.5	0.6
<b><i>All Languages other than English</i></b>	<b><i>13.4</i></b>	<b><i>6.7</i></b>	<b><i>15.3</i></b>	<b><i>8.0</i></b>

*Note:* The denominator is all primary and secondary teachers, and not just those who are currently teaching a LOTE. Respondents were asked to indicate all the schooling areas in which they had studied at tertiary level and/or undertaken training in teaching methodology. Some teachers may have studied more than one language and both languages would be included here. Languages are sorted by secondary teachers with some tertiary study.

**Table 4.11: Primary teachers: estimated numbers 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 Sem Year 1	2 Sems Year 1	2 years	3+ Years		
<i>Language</i>						
English	8,500	11,900	9,900	60,200	90,700	86,000
Literacy	8,800	13,600	9,400	58,500	90,300	84,200
English as a Second Language	7,000	3,700	2,100	7,900	22,600	17,100
Languages other than English	3,000	3,000	2,200	9,000	17,300	8,700
<i>Mathematics</i>						
Mathematics	9,900	13,400	10,900	57,500	91,700	87,200
Numeracy	9,900	11,500	9,200	54,700	85,300	80,400
Statistics	4,700	3,000	1,000	8,900	17,700	9,800
<i>Sciences</i>						
Biology	3,400	2,100	1,900	5,700	13,000	6,100
Chemistry	2,300	1,300	900	3,100	7,600	3,400
Earth sciences	4,400	2,100	1,900	6,600	14,900	8,300
Environmental sciences	4,300	2,700	3,100	6,800	16,900	9,800
Physics	1,600	600	600	2,100	4,900	2,600
Psychology/Behavioural studies	3,900	3,500	2,500	7,400	17,300	9,200
Science – General	16,200	12,300	9,900	34,800	73,100	64,500
<i>Society and Environmental Studies</i>						
Accounting	900	800	400	800	2,700	800
Business studies	600	500	300	1,000	2,600	600
Civics and Citizenship	5,900	3,500	1,700	7,600	18,600	11,900
Economics	1,000	2,100	500	2,200	5,800	2,100
Geography	7,400	4,400	4,100	13,400	29,200	17,600
History	9,700	7,100	5,400	20,900	43,200	26,100
Legal studies	600	1,200	500	500	3,000	600
Politics	600	1,200	400	1,600	3,700	1,600
Religious studies	2,600	4,100	2,200	13,700	22,600	16,700
Social studies	12,900	8,100	6,600	25,500	53,200	43,400
<i>The Creative and Performing Arts</i>						
Visual Arts	19,000	9,900	7,100	29,600	65,500	57,900
Dance	12,500	4,000	4,300	17,200	38,000	31,300
Drama	16,700	5,800	5,400	21,800	49,600	42,800
Media studies	4,100	1,900	900	6,100	13,200	8,500
Music	15,200	8,300	5,900	22,100	51,600	45,000
<i>Technology</i>						
Computing	12,300	7,800	4,700	17,800	42,500	26,700
Food technology	1,400	600	1,200	3,600	6,800	3,100
Graphic communication	800	300	400	900	2,300	800
Information technology	10,500	6,800	4,100	13,700	35,000	23,400
Textiles	600	600	600	1,600	3,400	2,100
Wood or Metal technology	300	0	300	900	1,400	1,600
<i>Health and Physical Education</i>						
Health	16,700	8,400	7,500	27,100	59,700	49,500
Outdoor education	5,600	2,800	2,600	11,200	22,200	16,200
Physical education	18,900	11,900	8,100	32,800	71,600	62,900
<i>Library</i>	900	1,800	1,400	3,500	7,600	
<i>Special Needs</i>	7,400	5,800	3,100	10,900	27,100	
<i>Learning Support</i>	5,700	4,500	2,100	9,400	21,300	
<i>Behaviour Management</i>	7,400	5,200	2,200	8,800	23,500	
<i>School Counselling</i>	1,200	400	400	1,800	3,700	
<i>Career Education</i>	400	300	0	300	900	
<i>Vocational Education &amp; Training</i>	500	300	100	300	1,200	

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 129,242).

**Table 4.12: Secondary teachers: estimated numbers 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 Sem Year 1	2 Sems Year 1	2 Years	3+ Years		
<i>Language</i>						
English	3,500	4,200	4,500	30,900	42,900	35,100
Literacy	5,200	4,100	2,600	12,800	24,800	18,700
English as a Second Language	3,100	2,600	1,000	4,600	11,100	8,900
Languages other than English	2,300	2,900	2,600	11,800	19,600	10,200
<i>Mathematics</i>						
Mathematics	5,000	8,200	7,000	24,000	44,200	31,300
Numeracy	4,000	4,100	3,100	12,900	23,900	17,600
Statistics	4,000	3,600	3,800	7,800	19,200	8,400
<i>Sciences</i>						
Biology	1,900	3,300	2,600	14,400	22,200	15,100
Chemistry	2,200	4,500	4,200	10,600	21,500	12,500
Earth sciences	2,400	2,200	1,800	4,100	10,400	4,900
Environmental sciences	2,200	2,300	1,900	4,600	10,900	6,000
Physics	2,300	5,000	3,500	10,000	16,900	8,800
Psychology/Behavioural studies	1,900	2,300	2,000	4,500	10,700	3,600
Science – General	4,200	5,900	4,000	20,000	34,100	29,900
<i>Society and Environmental Studies</i>						
Accounting	700	1,700	1,000	2,900	6,400	3,500
Business studies	1,200	1,700	2,000	6,100	11,000	7,200
Civics and Citizenship	2,000	2,400	1,300	5,800	11,400	7,300
Economics	1,400	1,800	1,400	5,600	10,200	6,600
Geography	3,800	4,500	2,800	11,400	22,500	15,200
History	3,600	3,800	4,500	21,900	33,900	24,700
Legal studies	1,300	1,300	1,400	4,200	8,200	4,900
Politics	1,200	1,000	1,000	3,600	6,800	3,300
Religious studies	1,900	3,600	2,000	6,600	14,100	9,100
Social studies	3,200	3,500	2,900	10,900	20,600	16,100
<i>The Creative and Performing Arts</i>						
Visual Arts	2,000	1,800	1,300	8,300	13,300	10,500
Dance	1,300	900	500	2,000	4,700	3,300
Drama	2,400	1,800	1,400	5,800	11,500	8,300
Media studies	1,300	1,300	900	2,400	5,900	2,900
Music	1,500	1,400	800	6,600	10,500	7,800
<i>Technology</i>						
Computing	5,000	4,600	3,300	7,500	20,300	10,200
Food technology	1,000	700	500	10,000	8,400	6,500
Graphic communication	1,000	1,000	1,300	5,100	8,600	6,300
Information technology	3,600	3,300	2,200	7,300	16,500	8,700
Textiles	1,000	700	600	5,000	7,500	6,100
Wood or Metal technology	1,000	900	1,200	6,900	9,800	7,900
<i>Health and Physical Education</i>						
Health	2,600	2,600	2,000	14,100	21,500	16,900
Outdoor education	2,200	1,700	1,300	5,900	11,000	8,100
Physical education	2,800	2,400	1,900	16,500	23,600	19,700
<i>Library</i>	500	900	700	2,000	4,100	
<i>Special Needs</i>	2,800	2,800	1,500	5,600	14,300	
<i>Learning Support</i>	3,100	2,600	1,000	4,100	10,600	
<i>Behaviour Management</i>	6,000	4,100	1,900	6,400	18,400	
<i>School Counselling</i>	1,000	700	700	2,200	4,700	
<i>Career Education</i>	1,900	1,500	500	1,700	5,600	
<i>Vocational Education &amp; Training</i>	4,300	3,100	1,300	5,400	14,100	

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 127,838).

## 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*. Questions included employment type, salary, workload, length of time in current school, and subject areas taught. These questions were also asked in the 2007 and 2010 surveys and provide points of comparison and trend data.

In addition, the 2013 survey provides data on average class sizes for primary generalist classes and secondary subject areas and the pool of secondary teachers with experience teaching subjects they were not currently teaching.

### 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. Overall, the proportion of teachers working full time has been fairly stable across the three surveys. The proportion of primary teachers working full time was four percentage points higher in 2010, and in 2013 secondary teachers working full time has fallen by two percentage points.

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

Basis of employment		Time fraction: full-time				Ongoing/permanent			
		Primary		Secondary		Primary		Secondary	
		%	SE	%	SE	%	SE	%	SE
Gender	Male	90.9	1.4	90.8	0.8	81.6	2.7	88.6	0.8
	Female	68.8	1.4	73.2	1.0	76.7	1.2	83.7	0.7
School sector	Government	73.8	1.5	81.0	1.0	77.2	1.4	85.0	0.8
	Catholic	63.7	2.6	82.3	1.7	73.3	2.7	84.2	1.2
	Independent	81.6	3.2	77.4	1.9	86.5	2.5	89.4	1.2
School location	Metropolitan	73.4	1.4	80.9	0.9	78.7	1.3	86.0	0.8
	Provincial	72.2	2.7	79.1	1.7	76.5	2.5	85.4	0.9
	Remote	69.9	9.4	90.3	1.9	62.5	8.7	80.2	2.8
School SES	High	72.3	2.7	78.3	1.4	80.1	2.0	86.6	1.1
	Medium	72.3	1.9	81.4	1.2	76.2	1.7	84.8	0.9
	Low	75.4	2.0	82.3	1.6	77.0	2.3	86.0	1.2
State/territory	NSW	73.7	3.2	84.2	1.7	76.8	2.9	85.2	1.4
	VIC	75.9	2.0	73.0	1.3	75.5	2.0	87.1	1.1
	QLD	73.1	2.3	86.2	1.0	83.7	2.0	87.7	1.1
	WA	64.9	3.1	81.1	1.4	71.8	2.1	81.9	1.1
	SA	71.9	2.4	78.1	1.4	75.1	1.9	82.3	1.4
	TAS	61.9	2.4	65.4	3.2	83.3	1.9	86.9	1.9
	NT ACT	89.7 80.2	1.6 1.6	90.3 85.7	1.9 1.6	82.4 85.2	2.5 1.5	84.0 87.9	3.0 1.4
Age group	25 or less	91.2	3.1	92.8	1.5	39.7	5.6	48.8	3.9
	26-35	83.0	2.4	86.7	1.0	71.1	2.5	80.8	1.2
	36-45	69.2	2.6	77.6	1.3	79.1	2.2	87.7	0.9
	46-55	68.5	2.3	81.5	1.1	83.1	2.3	91.0	0.8
	56+	64.7	3.2	73.9	1.8	87.7	1.9	89.6	1.2
<b>Australia 2013</b>		<b>73.0</b>	<b>1.3</b>	<b>80.5</b>	<b>0.8</b>	<b>77.7</b>	<b>1.1</b>	<b>85.8</b>	<b>0.6</b>
<i>Australia 2010</i>		<i>77.1</i>		<i>82.4</i>		<i>77.1</i>		<i>85.7</i>	

Differences between 2010 and 2013 by sector, location and SES are fairly minor and may in part be accounted for by statistical error. Differences between sectors and locations are similar to those noted in 2010: slightly fewer Catholic primary teachers and Independent secondary teachers are employed on a full time basis. A higher proportion of younger age groups tend to be employed full-time at primary level: only about two-thirds of primary teachers over the age of 35 work full-time. A greater proportion of older secondary teachers (74-82%) are employed full-time.

The proportion of teachers employed on an ongoing/permanent basis is much the same as in 2010 and remains high, with only about 22% of primary teachers and 15% of secondary teachers working in fixed term, contract or casual positions. The notable exception is the youngest age group (25 or less), comprised of early career teachers, less than half of whom are in ongoing/permanent positions.

Viewed by gender, Table 5.2 shows that there are some notable differences in time fractions: in both primary and secondary schools females are much more likely to be employed part-time than are male teachers. The proportion of males in full time employment has remained stable at about 90% across primary and secondary settings since the 2007 survey. The proportion of females in full time employment shows slight fluctuation around 70% in primary schools and 75% in secondary schools.

In both 2007 and 2010, gender differences in the proportions of teachers in ongoing/permanent positions were small at about two percentage points higher for males. The 2013 data show a slightly higher proportion of males in ongoing/permanent positions compared to females of about three to four percentage points.

The proportion of teachers employed on contracts of three years or less has remained about the same as in 2010 (19% of primary teachers, 12% of secondary teachers). Part time work and contract employment remain higher in primary settings.

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

Basis of employment	Primary			Secondary		
	Male %	Female %	Total %	Male %	Female %	Total %
<i>Time fraction</i>						
Part-time 0.1 to 0.3 FTE	0.8	3.4	2.9	0.7	1.1	0.9
Part-time 0.4 to 0.6 FTE	3.2	17.0	14.4	3.5	13.3	9.2
Part-time 0.7 to 0.9 FTE	5.1	10.8	9.8	5.1	12.4	9.3
<i>(All part-time)</i>	<i>9.1</i>	<i>31.2</i>	<i>27.0</i>	<i>9.2</i>	<i>26.8</i>	<i>19.5</i>
Full-time	90.9	68.8	73.0	90.8	73.2	80.5
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<i>Full-time 2010</i>	<i>92.7</i>	<i>73.4</i>	<i>77.1</i>	<i>91.2</i>	<i>75.8</i>	<i>82.4</i>
<i>Type of position</i>						
On-going/Permanent	81.6	76.7	77.6	88.6	83.7	85.8
Fixed-term/Contract (< 1 year)	6.7	8.6	8.2	4.1	6.3	5.4
Fixed-term/Contract (1–3 years)	9.8	11.2	10.9	4.8	7.7	6.5
Fixed-term/Contract (> 3 years)	1.2	1.5	1.4	1.0	0.8	0.9
Casual/Relief (on call)	0.2	0.3	0.3	0.7	0.6	0.6
Casual/Relief (continuing appt.)	0.5	1.7	1.5	0.8	0.9	0.9
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<i>On-going/Permanent 2010</i>	<i>78.5</i>	<i>76.8</i>	<i>77.1</i>	<i>87.6</i>	<i>84.2</i>	<i>85.7</i>

Tables 5.3 and 5.4 examine school leaders' employment position. Most leaders are employed full time in both primary and secondary schools. Virtually all principals are full time. At primary level a relatively high proportion of deputies are employed part-time (11.7%).

Lower proportions of leaders are employed on an ongoing/permanent basis than are teachers. As noted in 2010, fewer Catholic primary leaders are employed on an ongoing/permanent basis. The proportion of primary principals employed on an ongoing/permanent basis is about the same as in 2010, while the proportion of secondary principals has increased, and has shown some fluctuation in each survey (61% in 2007, 55% in 2010 and 68% in 2013). The 2013 figure has a standard error of 3.5% leading to a confidence interval of  $\pm 7\%$ ; therefore it is difficult to be certain to what extent the differences may be due to changes in principals' employment contracts.

**Table 5.3: Leaders' 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	
		%	SE	%	SE	%	SE	%	SE
Gender	Male	98.5	0.7	97.4	1.5	72.4	3.7	71.0	3.1
	Female	93.2	1.8	95.9	1.7	64.0	3.5	69.5	3.3
School sector	Government	96.4	1.3	98.1	1.2	68.6	3.2	73.6	2.8
	Catholic	90.6	4.2	97.6	1.5	54.5	6.9	63.0	6.0
	Independent	93.1	3.4	91.8	4.1	74.5	6.0	68.0	4.9
School location	Metropolitan	94.8	1.6	96.1	1.6	68.9	3.4	74.7	2.7
	Provincial	94.8	2.0	97.9	1.2	62.2	4.8	59.3	4.4
	Remote	99.4	0.4	98.9	1.1	62.7	8.4	66.3	10.2
School SES	High	96.9	1.9	98.8	0.6	70.5	4.5	72.4	4.3
	Medium	93.6	2.2	93.8	2.7	62.7	4.5	69.2	3.8
	Low	95.3	1.8	98.4	0.7	69.8	4.6	69.7	4.2
<b>Australia 2013</b>		<b>95.0</b>	<b>1.2</b>	<b>96.7</b>	<b>1.1</b>	<b>66.9</b>	<b>2.7</b>	<b>70.3</b>	<b>2.3</b>
<i>Australia 2010</i>		<i>90.5</i>		<i>96.5</i>		<i>65.2</i>		<i>64.6</i>	

**Table 5.4: Leaders' basis of current employment**

Basis of employment	Primary			Secondary		
	Principal %	Deputy %	Total %	Principal %	Deputy %	Total %
<i>Time fraction</i>						
Full-time	99.6	88.3	95.0	99.2	95.1	96.7
Part-time	0.4	11.7	5.0	0.8	4.9	3.3
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<i>Full-time 2010</i>						
	<i>96.3</i>	<i>84.1</i>	<i>90.5</i>	<i>99.5</i>	<i>94.5</i>	<i>96.5</i>
<i>Type of position</i>						
On-going/Permanent	66.6	67.5	66.9	68.2	71.2	70.0
Acting, to fill temporary vacancy	10.3	11.5	10.8	5.9	6.9	6.5
Fixed-term/Contract (< 1 year)	0.4	2.4	1.2	0.2	1.1	0.8
Fixed-term/Contract (1–3 years)	2.5	10.9	5.8	2.9	7.4	5.6
Fixed-term/Contract (> 3 years)	20.3	7.7	15.3	22.8	13.4	17.1
Casual/Relief (on call)	0	0	0	0	0	0
Casual/Relief (continuing appt.)	0	0	0	0	0	0
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<i>On-going/Permanent 2010</i>						
	<i>66.9</i>	<i>63.3</i>	<i>65.2</i>	<i>55.2</i>	<i>70.8</i>	<i>64.6</i>

### 5.3 Teachers' roles

Teachers were asked to indicate the role that best characterises their current position in the school. The findings are provided in Table 5.5, and show that the most common role for both primary and secondary teachers was 'mainly classroom teaching' (71% primary; 61% secondary). The percentage of secondary teachers who identify as 'mainly classroom teachers' has risen slightly over the three surveys (57% in 2007, 58% in 2010, 61% in 2013). The proportion of secondary teachers who indicated that they have a management role as well as classroom teaching has fallen slightly, from 28% in 2007 and 2010 to 25% in 2013.

The proportion of teachers providing specialist support to students is back to 2007 levels. This is likely to be due to the inclusion of special school teachers in 2013 (excluded from the sample in 2010).

The most notable difference is the proportion of male teachers in a management position in primary schools. In 2007 and 2010 there were twice as many males as females indicating they were mainly in a management position. In 2013, the proportion of females remains about the same; however, the proportion of males has dropped by half. Given the small number of male teachers in the primary population as a whole, this result may be due to the small number of males in the primary sample, or to a greater number of older, more experienced women (the bulk of the primary workforce) taking on management roles.

**Table 5.5: Teachers: nature of current position**

Nature of position	Primary %			Secondary %		
	Male	Female	Total	Male	Female	Total
Mainly classroom teaching	69.5	71.4	71.0	59.4	61.5	60.6
Classroom teaching and management	18.2	10.6	12.1	28.1	23.5	25.4
Mainly specialist support to students	9.2	14.6	13.6	2.4	7.6	5.5
Mainly managing an area or department	3.2	3.4	3.3	10.1	7.4	8.5
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

#### 5.4 Length of time at current school

Table 5.6 shows the average length of time teachers and leaders have spent at their current school. Over the three surveys there has been a slight upward trend with the average length of time for teachers at primary schools increasing from seven years in 2007 to eight years in 2013 and teachers at secondary school increasing from eight to nine years.

**Table 5.6: 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	
		Years	SE	Years	SE	Years	SE	Years	SE
Gender	Male	7.5	0.7	9.8	0.3	6.8	0.6	9.0	0.6
	Female	8.1	0.3	8.9	0.2	7.7	0.5	10.2	0.6
School sector	Government	7.9	0.3	9.4	0.2	6.8	0.4	9.4	0.5
	Catholic	8.6	0.5	9.3	0.5	8.2	1.0	9.5	1.2
	Independent	7.2	0.6	8.8	0.4	9.4	1.3	10.1	1.0
School location	Metropolitan	8.3	0.2	9.3	0.2	7.2	0.4	9.9	0.5
	Provincial	7.0	0.5	9.5	0.3	7.7	0.7	9.2	0.9
	Remote	6.2	0.8	5.4	0.5	4.7	0.9	6.2	1.8
School SES	High	8.4	0.4	9.6	0.3	6.8	0.6	10.9	0.9
	Medium	8.2	0.4	9.0	0.3	8.2	0.7	9.4	0.7
	Low	7.0	0.3	9.2	0.4	6.7	0.6	8.4	0.7
State/territory	NSW	8.2	0.6	9.5	0.4				
	VIC	8.6	0.4	10.2	0.4				
	QLD	7.9	0.5	8.8	0.3				
	WA	8.0	0.5	8.3	0.4				
	SA	7.1	0.3	9.2	0.2				
	TAS	6.1	0.3	9.0	0.5				
	NT	5.1	0.5	5.8	0.4				
ACT	5.2	0.3	7.0	0.6					
<b>Australia 2013</b>		<b>8.0</b>	<b>0.2</b>	<b>9.3</b>	<b>0.2</b>	<b>7.4</b>	<b>0.4</b>	<b>9.6</b>	<b>0.4</b>
<i>Australia 2010</i>		<i>7.2</i>		<i>8.4</i>		<i>7.3</i>		<i>8.1</i>	



As has been noted previously, 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 slightly longer. Teachers and leaders at remote schools tend to have been at their school for less time, on average, than their counterparts in metropolitan and provincial areas.

Table 5.7 suggests that there has been a slowdown in the movement of teachers compared to 2007 and 2010: numbers who have been at their school for more than five years have increased at both primary and secondary levels. Conversely, the proportions that have been in the same school for three years or fewer have dropped. Most notable is the proportion of teachers who have been at their secondary school for more than five years, which has increased from 49% to 59%.

Table 3.2 showed a marginal drop in the proportion of younger secondary teachers (15% of 21-30 year olds in 2013 compared to 17% in 2010). Table 8.1 also showed a drop in the proportion of early career teachers in both primary and secondary levels between 2010 and 2013 by about three percentage points (25% to 22% in primary and 20% to 17.5% in secondary). This suggests that proportionally fewer graduates are getting jobs in schools, on average, than was the case in 2010. The results in Table 5.7 indicate that this may be in part because mid-career teachers are remaining in their schools for longer.

**Table 5.7: Teachers' length of time in current school, in years**

Years	Primary		Secondary	
	2013 %	2010 %	2013 %	2010 %
Less than 1 year	2.1	6.1	2.4	6.9
1 year	11.9	13.8	9.4	11.6
2 years	11.2	12.1	7.9	11.1
3 years	9.6	8.7	8.2	8.7
4 years	9.4	7.2	6.6	6.3
5 years	6.1	7.6	6.7	6.3
0-5 years	50.2	55.5	41.2	50.9
6-10 years	22.9	24.0	25.7	22.1
11-15 years	13.4	9.7	14.9	10.3
16-20 years	6.7	6.6	7.7	7.6
21-25 years	4.1	2.8	5.5	5.4
26-30 years	2.1	0.7	3.6	2.7
31-35 years	0.5	0.5	1.0	0.7
Over 35 years	0.1	0.1	0.4	0.2
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Average years</b>	<b>8.0</b>	<b>7.2</b>	<b>9.3</b>	<b>8.4</b>

Table 5.8 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. As reported for teachers, the length of time principals and deputies have been at their schools has increased. The average has not increased for primary principals, however; the percentage who have been at their school for 6-10 years (26.2%) has increased compared with 2010 (19.3%) while those at the school for five years or less is about the same (58.2% in 2013 compared with 59.9% in 2010).

**Table 5.8: Leaders' length of time at current school and length of time in current position at the school**

Years	Worked at current school				Worked in current position			
	Primary		Secondary		Primary		Secondary	
	Principal %	Deputy %	Principal %	Deputy %	Principal %	Deputy %	Principal %	Deputy %
1 year	19.8	6.3	8.9	6.2	26.1	20.5	17.2	16.3
2 years	12.2	8.2	10.0	11.3	13.0	13.3	10.9	22.2
3 years	10.1	9.7	13.8	7.9	11.7	11.1	17.8	14.0
4 years	6.3	6.5	5.4	9.4	7.7	10.6	9.5	11.0
5 years	9.8	6.3	10.4	3.0	10.2	10.4	9.9	6.6
0-5 years	58.2	37.2	48.5	37.8	68.6	65.9	65.3	70.0
6-10 years	26.2	26.0	22.3	23.3	23.7	23.4	22.3	20.3
11-15 years	8.3	22.8	15.8	17.1	5.1	9.4	7.9	7.6
16-20 years	3.4	6.4	4.8	8.0	0.9	1.0	4.1	1.6
21-25 years	2.2	4.2	4.8	5.7	0.3	0.3	0.4	0.3
26-30 years	1.7	1.7	2.8	5.4	1.1	0	0	0.1
31-35 years	0	0.9	0.5	2.1	0	0	0	0
Over 35 years	0	0.9	0.6	0.6	0.3	0	0	0
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Ave. years 2013</b>	<b>6.2</b>	<b>9.2</b>	<b>8.4</b>	<b>10.3</b>	<b>4.8</b>	<b>4.9</b>	<b>5.3</b>	<b>4.7</b>
<i>Ave. years 2010</i>	<i>6.5</i>	<i>8.2</i>	<i>6.8</i>	<i>8.9</i>	<i>5.2</i>	<i>4.7</i>	<i>4.5</i>	<i>4.5</i>

## 5.5 Salary

Table 5.9 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 was \$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%).

**Table 5.9: Teachers' current salary range**

Current salary	Primary %	Secondary %
\$40,000 or less	1.1	0.4
\$41,000 - \$50,000	1.2	0.6
\$51,000 - \$60,000	12.4	7.3
\$61,000 - \$70,000	19.5	12.6
\$71,000 - \$80,000	18.4	16.3
\$81,000 - \$90,000	35.5	37.5
\$91,000 - \$100,000	8.2	16.2
\$101,000 - \$110,000	3.0	6.7
Over \$111,000	0.5	2.3
	<b>100</b>	<b>100</b>
Average salary 2013	\$77,200	\$83,400
<i>Average salary 2010</i>	<i>\$71,200</i>	<i>\$76,800</i>

*Note:* Gross salary; excluding employer superannuation contributions. Denominator is those teachers who indicated they were working full-time. 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.

In 2013, the most common range is \$81,000–\$90,000 (35.5% primary, 37.5% secondary). As noted in 2010, more secondary teachers are being paid at higher salary levels than primary teachers, with 63% of secondary teachers and 47% of primary teachers earning above \$80,000. Primary teachers' average salary is \$77,200 and secondary teachers' is \$83,400.

Table 5.10 provides information on leaders' current salary. On average, secondary leaders are paid higher salaries than primary leaders. In 2010, the modal salary band for primary Principals was \$101,000–\$110,000 (27%) and 73% earned in three salary bands from \$91,000 to \$120,000. In 2013, the modal salary band for primary Principals was \$121,000–\$130,000 (25.9%) and 79% earned in the range from \$101,000 to \$140,000.

In 2010, the modal salary band for secondary Principals was \$121,000–\$140,000 (44%). In 2013 the modal salary band was \$141,000–\$160,000 (37%), and 67% of secondary Principals earned in the range from \$121,000 to \$160,000; the average salary of secondary Principals was \$150,400.

The majority of primary Deputy Principals earned in the range from \$91,000 to \$110,000 (75.4%) in 2013, with an average salary of \$103,200. The modal salary band for secondary Deputy Principals was \$111,000 to \$120,000 (29.5%) and the average salary was \$116,500.

**Table 5.10: Leaders' current salary range**

Current salary	Principal		Deputy Principal	
	Primary %	Secondary %	Primary %	Secondary %
\$60,000 or less	0.6	0.3	0	0.1
\$61,000 - \$70,000	0.6	0.7	0.8	0.2
\$71,000 - \$80,000	0.0	0.0	1.2	0.4
\$81,000 - \$90,000	1.3	0.6	6.5	4.3
\$91,000 - \$100,000	9.5	3.7	34.5	13.6
\$101,000 - \$110,000	20.1	5.2	40.9	26.4
\$111,000 - \$120,000	19.3	7.7	10.9	29.5
\$121,000 - \$130,000	25.9	14.9	3.1	11.3
\$131,000 - \$140,000	13.8	15.4	1.0	4.1
\$141,000 - \$160,000	2.7	37.0	0.7	4.1
\$161,000 - \$180,000	1.9	2.8	0	3.2
\$181,000 - \$200,000	1.9	3.9	0	0.9
Over \$200,000	2.3	7.9	0.2	1.8
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
Average salary 2013	\$123,400	\$150,400	\$103,200	\$116,500
Average salary 2010	\$108,600	\$132,500	\$94,650	\$103,900

*Note:* Gross salary; excluding employer superannuation contributions. Denominator is those leaders who indicated they were working full-time.

## 5.6 Workload

Information on teachers' and leaders' workloads is shown in Table 5.11. The data are only reported for full-time staff because the time fractions worked by part-time teachers vary so widely.

Average total hours have increased slightly for both primary and secondary teachers in comparison with 2010 figures. The figures for primary and secondary leaders remain much the same. Average hours of face-to-face teaching have remained constant across all three surveys for teachers. Face-to-face teaching has fallen slightly across the three surveys for primary leaders.

**Table 5.11: 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 <sup>1</sup>	2007	48	49	55	59
	2010	45.8	46.0	55.7	58.9
	2013	47.9	47.6	56.2	58.5
Average hours on face-to-face teaching	2007	24	20	7	4
	2010	23.3	19.2	6.1	3.5
	2013	23.8	19.6	5.2	4.5

1. Respondents were asked to estimate hours per week spent on each of the activities presented in Table 5.13, from which the total hours per week was calculated..

Table 5.12 shows a further breakdown of teachers' average hours of work. New South Wales, the ACT, South Australia and the Northern Territory averages are slightly higher than the national average. Victoria and Queensland are slightly lower. Western Australia and Tasmania are also below the national average at secondary level.

**Table 5.12: Teachers' hours per week on all school-related activities, by full-time staff, by sector, location, and state and territory**

In a typical week how many hours do you spend on all school-related activities?		Primary		Secondary	
		Hours	SE	Hours	SE
School sector	Government	47.9	0.9	47.3	0.4
	Catholic	47.0	1.1	47.9	0.6
	Independent	48.6	0.9	48.2	0.5
School location	Metropolitan	47.6	0.6	47.8	0.4
	Provincial	49.1	2.0	47.2	0.5
	Remote	46.6	1.0	48.0	0.9
State/territory	NSW	50.2	2.0	49.4	0.7
	VIC	45.5	0.6	46.7	0.4
	QLD	46.2	0.6	46.5	0.4
	WA	47.8	0.8	45.7	0.5
	SA	50.5	0.7	48.4	0.4
	TAS	47.6	0.7	44.8	0.8
	NT	49.2	0.9	48.1	0.8
	ACT	50.2	0.6	49.0	0.7
<b>Australia</b>		<b>47.9</b>	<b>0.6</b>	<b>47.6</b>	<b>0.3</b>

Full time teachers only: 73% of primary respondents, 80.5% of secondary respondents.

The average hours teachers spent per week on all school-related activities (Tables 5.11 and 5.12) were broken down into the components listed in Table 5.13. Primary teachers have a higher face-to-face teaching load (23.8 hours) on average than do secondary teachers (19.6 hours) Both primary and secondary teachers spend on average 11-12 hours a week marking, planning and preparing. Secondary teachers record a higher administrative load of 7 hours per week on average compared to about 5 hours for primary teachers.

**Table 5.13: Teachers average hours per week on school-related activities, by full-time staff**

In a typical week please estimate how many hours you spend on school-related activities	Primary		Secondary	
	Average hours	SE hours	Average hours	SE hours
Teaching of students in school (either whole class, in groups)	23.8	0.2	19.6	0.2
Working as an individual on planning work or preparing lessons (including marking of student work)	11.4	0.2	11.9	0.1
Administrative duties either in school or out of school (including school administrative duties, paperwork and other clerical duties you undertake in your job as a teacher)	4.7	0.2	7.0	0.1
Working collaboratively with colleagues, including planning, assessing and mentoring	3.5	0.1	3.9	0.1
Engaging professionally with parents/carers and the community	2.0	0.1	2.0	0
Engaging with performance and development plans	1.8	0.1	2.0	0
Other	4.9	0.5	6.4	0.2
Total hours spent on school-related work in a typical week	<b>47.9</b>	<b>0.6</b>	<b>47.6</b>	<b>0.3</b>

Full time teachers only: 73% of primary respondents, 80.5% of secondary respondents.

Table 5.14 shows that teachers who are mainly classroom teachers have a higher average face-to-face teaching load and planning/preparation time than the overall averages shown in Table 5.11. The administrative duties of classroom teachers are correspondingly lower, while those of teachers with additional or management duties have a higher administrative load, on average.

**Table 5.14: Teachers average hours per week on school-related activities, by mainly classroom teachers and teachers with other responsibilities (full-time staff only)**

In a typical week please estimate how many hours you spend on school-related activities	Primary		Secondary	
	Mainly classroom teacher hours	Combined managing/specialist hours	Mainly classroom teacher hours	Combined managing/specialist hours
Teaching of students in school (either whole class, in groups)	25.1	19.7	22.1	16.1
Working as an individual on planning work or preparing lessons (including marking of student work)	12.2	9.3	12.9	10.5
Administrative duties either in school or out of school (including school administrative duties, paperwork and other clerical duties you undertake in your job as a teacher)	3.6	8.0	4.5	10.4
Working collaboratively with colleagues, including planning, assessing and mentoring	3.2	4.5	3.2	4.9
Engaging professionally with parents/carers and the community	1.8	2.5	1.6	3.0
Engaging with performance and development plans	1.6	2.4	1.7	2.4
Other	4.4	6.0	5.4	7.7
Total hours spent on school-related work in a typical week	<b>48.3</b>	<b>46.6</b>	<b>46.8</b>	<b>48.8</b>

Note: Full time teachers only: 73% of primary respondents, 80.5% of secondary respondents. See Table 5.6 for proportion of classroom teachers and teachers with other responsibilities.

## 5.7 Teaching areas, teaching experience and professional learning: Primary teachers

Table 5.15 shows that about 20% of primary teachers and 23% of secondary teachers have teaching experience at both primary and secondary levels. Experience across both levels is more common amongst teachers in Independent schools (29-30%), which may reflect the greater number of combined schools in that sector, including schools using a junior-middle-senior grouping. It is also more common amongst teachers in remote areas (40-45%), which is likely to reflect the greater number of small schools with a range of year levels in a single class. Remote figures need to be treated with caution due to the high standard errors. Combined schools and, in particular, special schools (40-75%), are more likely to have teaching staff experienced with a wider range of year levels.

At secondary level, NSW (17%) and the ACT (19%) had fewer teachers with primary level experience. The NT (37%) and Tasmania (34%) had higher levels.

It is notable that teaching across primary and secondary levels averages about 15% of early career teachers (with up to 5 years' experience), although it is more common amongst more experienced teachers (22-24% overall).

**Table 5.15: Proportion of teachers with teaching experience at both primary and secondary levels, by length of teaching experience and current level**

Teachers with experience at both primary and secondary levels		Primary				Secondary			
		Early career ≤5 years %	>5 years teaching %	Total		Early career <5 years %	≥5 years teaching %	Total	
				2013 %	SE			2013 %	SE
Gender	Male	18.3	31.2	28.8	2.9	10.7	20.1	18.7	1.1
	Female	13.4	19.5	18.2	1.1	18.1	27.4	25.7	1.1
School sector	Government	12.9	22.4	20.3	1.3	13.6	22.1	20.5	1.2
	Catholic	17.0	14.2	14.6	1.9	18.7	24.0	23.2	1.7
	Independent	18.5	32.7	28.8	3.6	18.2	30.4	28.6	2.3
School location	Metropolitan	12.9	21.0	19.4	1.2	12.6	22.3	20.8	1.1
	Provincial	10.5	23.8	20.7	2.1	20.1	28.3	26.8	1.7
	Remote	43.9	36.1	39.5	8.7	35.3	48.5	44.7	4.8
School SES	High	10.1	19.9	18.2	1.7	14.6	22.4	21.3	1.7
	Medium	15.5	22.7	21.0	1.8	14.9	25.4	23.5	1.5
	Low	15.9	23.9	21.9	2.1	16.8	25.4	23.8	1.9
School type	Primary only	10.9	19.4	17.6	1.1	-	-	-	-
	Secondary only	-	-	-	-	10.7	18.5	17.1	0.9
	Combined	26.5	33.2	31.3	3.7	25.0	34.8	33.2	1.9
	Special	26.9	43.6	39.9	4.7	68.1	76.0	74.9	5.9
State/territory	NSW	10.2	22.4	19.7	2.7	12.0	17.7	16.7	1.7
	VIC	19.8	18.8	19.1	2.0	12.0	24.8	22.7	1.9
	QLD	13.3	24.9	23.1	2.2	19.9	29.6	28.1	1.8
	WA	12.5	17.8	16.6	1.9	19.8	25.3	24.4	1.2
	SA	13.4	24.1	22.1	2.1	22.3	31.9	30.1	1.8
	TAS	25.7	28.1	27.7	2.9	27.6	35.6	34.3	3.0
	NT	12.4	29.5	24.5	2.5	24.7	40.9	37.3	4.9
	ACT	2.6	20.2	15.7	1.8	10.7	21.1	18.9	2.1
<b>Australia</b>		<b>14.3</b>	<b>22.0</b>	<b>20.3</b>	<b>1.1</b>	<b>15.4</b>	<b>24.3</b>	<b>22.8</b>	<b>1.0</b>

Table 5.16 shows that a higher proportion of primary teachers indicated that they were currently a generalist teacher (84.9%) than was the case in 2010 (77.9%). A higher proportion of early career teachers are generalists. There was also a higher proportion of generalists among those with more than five years' experience (89.3%) than was reported in 2010 (68.3%).

**Table 5.16: Proportion of primary teachers currently teaching as a generalist, by teaching experience**

	All primary teachers		Early career teacher (5 years or less)		More than 5 years teaching experience	
	%	SE	%	SE	%	SE
<b>Primary teachers</b>						
Current generalist primary teacher	84.9	1.0	89.3	1.6	83.6	1.1
Not a generalist teacher	15.1	1.0	10.7	1.6	16.4	1.1
	<b>100</b>		<b>100</b>		<b>100</b>	

Primary teachers who indicated that they were currently taking a generalist class were asked how many years' experience they had in generalist primary teaching. The results are shown in Table 5.17. On average, generalist primary teachers had about 15 years of experience. Generalist teachers in Independent schools had fewer years' experience on average than teachers in government and Catholic schools. Generalist teachers in remote areas also had fewer years' experience, on average.

**Table 5.17: Current generalist teacher average years experience in generalist primary teaching**

Current generalist primary teachers:		Years experience	SE
School sector	Government	15.0	0.5
	Catholic	15.7	0.6
	Independent	10.9	0.8
School location	Metropolitan	14.9	0.4
	Provincial	14.7	1.0
	Remote	9.0	1.3
School SES	High	15.9	0.6
	Medium	15.1	0.7
	Low	12.4	0.5
State/territory	NSW	14.6	0.9
	VIC	13.1	0.6
	QLD	15.9	0.7
	WA	14.7	0.9
	SA	17.3	0.9
	TAS	15.0	0.7
	NT	10.4	0.7
	ACT	11.7	0.5
<b>Australia</b>		<b>14.7</b>	<b>0.4</b>

*Note:* The denominator for generalist primary teachers is those primary teachers who currently teach a general class. *The denominator does not include teachers in special schools.*

The 2013 survey was the first of the SiAS surveys in which generalist primary teachers were asked to indicate the number of students enrolled in their class. Special schools were excluded from this measure as their specialised nature often means class structures are quite different.

It is worth noting that the class size data presented here are a different measure to the student-teacher ratios that are commonly reported by the ABS and other organisations. The class size measure is the number of students that generalist teachers report are in enrolled in their class. (Where teachers were involved in team teaching, the number of students they were jointly responsible for was divided by the number of teachers concerned.) These are the classes that primary students typically spend much of their time in, but primary schools normally have teachers additional to generalist teachers on their staff. The student-teacher ratio is based on the total number of teachers. The student-teacher ratio is calculated based on the number of full-time equivalent students in a school or system divided by the number of full-time equivalent teachers in that school

or system. As well as generalist class teachers, the total number of teachers will also commonly include teachers in leadership positions who may not be teaching a general class, specialist teachers who take classes in say art or physical education, and teachers who provide small group or one-to-one teaching e.g. in literacy or numeracy.

The student-teacher ratio is therefore expected to be lower than the average size of generalist classes in a school or school system, such as the data that are reported here. In 2012 for example, the student-teacher ratio in Australian primary schools was 15.5 (ABS, 2013) and this ratio has been declining over time (e.g. it was 16.9 in 2002). It is likely that the student-teacher ratio and the average class size of generalist primary classes will show broadly similar trends over time but this should not necessarily be presumed as the two concepts are measured on different bases. In any event, as 2013 was the first year in which SiAS has measured class size, it is not possible to use these data to make any observations about change in class size over time.

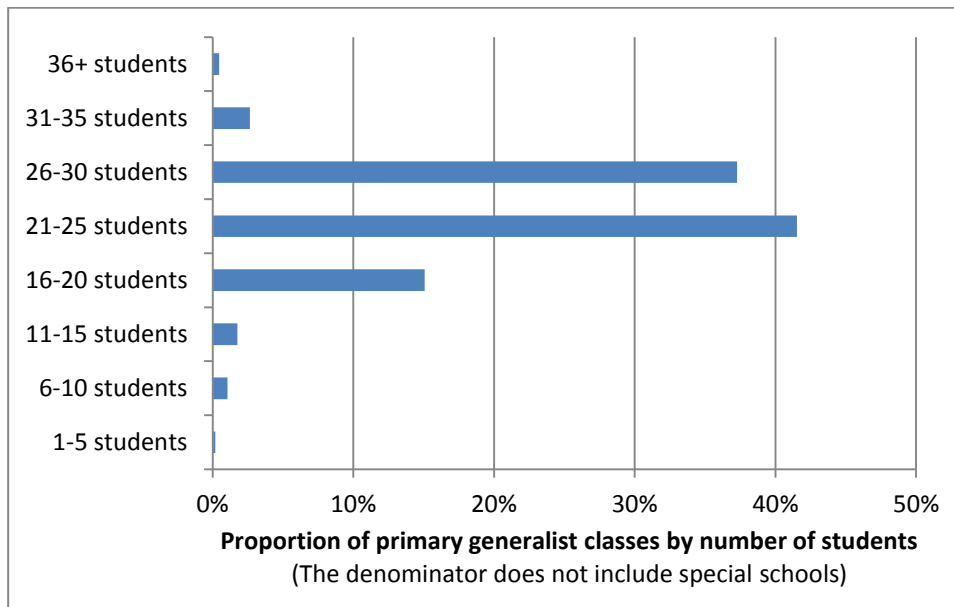
**Table 5.18: Current generalist teacher average primary class size**

<b>Current generalist primary teachers:</b>		<b>Number of</b>	
<b>usual class size</b>		<b>students</b>	<b>SE</b>
School sector	Government	24.2	0.3
	Catholic	25.9	0.4
	Independent	23.9	0.4
School location	Metropolitan	25.1	0.2
	Provincial	23.6	0.3
	Remote	18.7	1.9
School SES	High	25.4	0.3
	Medium	24.3	0.4
	Low	23.7	0.3
State/territory	NSW	24.8	0.6
	VIC	23.0	0.2
	QLD	25.3	0.3
	WA	25.6	0.4
	SA	25.1	0.4
	TAS	23.6	0.3
	NT	22.0	0.5
	ACT	23.1	0.4
<b>Australia</b>		<b>24.5</b>	<b>0.2</b>

*Note:* The denominator for primary class size is those primary teachers who currently teach a general class. The denominator does not include teachers in special schools.

Figure 5.1 shows the proportion of primary generalist classes by the number of students respondents have indicated are usually present in the class. Class sizes of 20 or fewer students account for about 18% of generalist classes, 41.5% of classes have 21-25 students, 37% have 26-30 students and 3% have more than 30 students.





**Figure 5.1: Proportion of primary generalist classes by number of students usually in class**

Tables 5.19 and 5.20 provide detailed information on primary teachers' teaching experience, current areas of teaching, and professional learning across various curriculum areas and in specialist roles. The proportions of teachers currently teaching in a specialist area are not directly comparable with 2010 results as the 2010 table included those who were also generalist classroom teachers. Participation in professional learning has increased across many areas in comparison with 2010 results, as a proportion of all primary teachers, including generalists, who have undertaken learning activities in these subject areas.

**Table 5.19: Primary teachers: proportions teaching specialist subjects and who have undertaken study or professional learning activities in the subject**

Primary specialist subject	Total currently teaching %	Previously taught %	Study/PD but not taught as specialist %	Professional learning activities in past 12 months %
English	4.2	4.9	29.8	54.5
Literacy	4.7	4.7	26.5	56.8
English as a Second Language	1.4	6.3	9.6	7.6
Languages other than English	1.3	8.1	7.0	2.6
Mathematics	3.6	5.5	31.3	47.8
Numeracy	3.5	5.3	27.3	45.4
Science – General	2.0	7.5	25.6	13.6
Religious studies	0.7	2.6	9.1	10.4
Social studies	1.1	6.5	21.7	4.5
Visual Arts	2.6	8.2	23.6	4.6
Dance	1.9	6.6	15.1	1.9
Drama	1.5	9.1	18.8	2.1
Music	3.1	9.3	18.4	4.2
Computing	1.7	6.1	19.4	17.3
Information technology	1.4	4.2	15.9	17.9
Health	2.5	8.8	23.4	7.3
Outdoor education	1.0	4.3	9.4	2.6
Physical education	3.3	11.8	23.2	8.3

*Note:* The 'Total currently teaching' column shows totals as a proportion of the primary teacher sample, however it includes only those teachers who said they are not currently generalists: those who indicated that they are both generalist and specialist teachers are not included in the 'currently teaching' figures. All other columns are also proportions of all primary teachers. The column 'Study/PD but not taught as specialist' refers to the proportion of primary teachers who are not specialists in a subject area but who indicated they

have undertaken either tertiary education or PD in the area. The final column shows the proportion of all primary teachers who have undertaken professional learning in the previous 12 months in the designated areas.

The 2013 survey for the first time asked teachers whether they had previously taught in a specialist area – these figures do not include those who are currently teaching in the area. In all cases there are higher percentages with experience teaching in the specialist subject area than are currently teaching it.

**Table 5.20: Primary teachers: proportions performing specialist roles and who have undertaken study or professional learning activities in the role**

<b>Primary specialist role</b>	<b>Total currently performing %</b>	<b>Previously performed %</b>	<b>Study/PD but not performed %</b>	<b>Professional learning activities in past 12 months %</b>
<i>Library</i>	1.0	6.9	2.7	2.0
<i>Special Needs</i>	3.5	9.7	4.9	11.4
<i>Learning Support</i>	2.5	10.4	2.3	9.3
<i>Behaviour Management</i>	1.9	7.2	4.9	8.9
<i>School counselling</i>	0.4	1.1	0.9	0.9

*Note:* The 'Total currently performing column shows totals as a proportion of the primary teacher sample, however it includes only those teachers who said they are not currently generalists: those who indicated that they are both generalist and specialist teachers are not included in the 'currently performing' figures.

Table 5.21 provides estimates of the numbers of primary teachers currently teaching specialist areas or performing specialist roles.

**Table 5.21: Primary teachers: estimated numbers of teachers currently teaching specialist classes or performing specialist roles**

	<b>Proportion of all primary teachers %</b>	<b>Estimated number of primary teachers</b>
<b><i>Current generalist class teacher</i></b>	84.9	109,700
<b><i>Currently teaching specialist subjects</i></b>		
English	4.2	5,400
Literacy	4.7	6,100
English as a Second Language	1.4	1,800
Languages other than English	1.3	1,700
Mathematics	3.6	4,700
Numeracy	3.5	4,500
Science – General	2.0	2,600
Religious studies	0.7	900
Social studies	1.1	1,400
Visual Arts	2.6	3,400
Dance	1.9	2,500
Drama	1.5	1,900
Music	3.1	4,000
Computing	1.7	2,200
Information technology	1.4	1,800
Health	2.5	3,200
Outdoor education	1.0	1,300
Physical education	3.3	4,300
<b><i>Currently performing specialist roles</i></b>		
Library	1.0	1,300
Special Needs	3.5	4,500
Learning Support	2.5	3,200
Behaviour Management	1.9	2,500
School counselling	0.4	500

*Note:* The 'currently teaching specialist subjects' or 'currently performing specialist roles' proportions shows totals as a proportion of all primary teachers. Those proportions only include those teachers who said they are not a current generalist classroom teacher. As indicated by the first row of the table the large majority (84.9%) of primary teachers are generalist

classroom teachers. Teachers who indicated that they are currently generalist teachers and also do some specialist teaching are included in the first row. Individual teachers may be teaching more than one specialist subject and/or performing more than one specialist role. The proportions are applied to the estimated total number of primary teachers (129,242) to obtain the estimated numbers of teachers in each area shown in the final column.

Table 5.22 shows the results for primary specialists teaching specified languages other than English (LOTE), and the overall results for the specified Asian and non-Asian languages. These proportions should be treated with caution as the numbers are too low to report meaningful standard errors. Overall, the results suggest that a very small proportion of primary teachers are currently specialist language teachers (1.3%). In contrast, 8% said they have previously taught a language and a further 7% indicated that they have undertaken tertiary study or professional learning in a language.

**Table 5.22: Primary teachers: proportions teaching Languages other than English as a specialist role and who have undertaken study or professional learning activities in the LOTE**

<b>Primary specialist LOTE</b>	<b>Total currently teaching %</b>	<b>Previously taught %</b>	<b>Study/PD but not taught as specialist %</b>	<b>Professional learning activities in past 12 months %</b>
<i>Asian languages</i>				
Japanese	0.4	0.7	0.8	0.3
Indonesian	0.2	1.3	0.6	0.3
Mandarin	0.1	0.3	0.5	0.6
Korean	-	0.1	0.1	<0.1
Hindi	-	<0.1	<0.1	-
<i>Asian languages</i>	0.7	2.4	1.9	1.2
(Number of teachers)	(900)	(3,100)	(2,500)	(1,600)
<i>Non-Asian languages</i>				
French	0.1	1.7	2.0	0.1
German	0.1	0.6	0.7	0.1
Italian	0.3	1.5	1.0	0.4
Spanish	<0.1	0.5	0.3	<0.1
Greek	-	0.1	0.1	<0.1
Arabic	-	0.1	0.1	0.2
Auslan	-	0.3	0.1	0.1
Aboriginal	<0.1	0.1	0.2	0.1
<i>Non-Asian languages</i>	0.4	4.9	4.5	1.1
(Number of teachers)	(500)	(6,300)	(5,800)	(1,400)
Other languages	0.2	0.7	0.5	0.3
(Number of teachers)	(300)	(900)	(600)	(400)
<i>All LOTE</i>	1.3	8.1	7.0	2.6
(Number of teachers)	(1,700)	(10,500)	(9,000)	(3,400)

*Note:* The 'Total currently teaching' column shows totals as a proportion of the primary teacher sample, however it includes only those teachers who said they are not currently generalists: those who indicated that they are both generalist and specialist teachers are not included in the 'currently teaching' figures. All other columns are also proportions of all primary teachers. The column 'Study/PD but not taught as specialist' refers to the proportion of primary teachers who are not specialists in a subject area but who indicated they have undertaken either tertiary education or PD in the area. The final column shows the proportion of all primary teachers who have undertaken professional learning in the previous 12 months in the designated areas.

## 5.8 Teaching areas, teaching experience and professional learning: Secondary teachers

Table 5.23 provides detailed information on the proportion of secondary teachers' currently teaching subjects, the average number of classes taught and the average class size, for Years 7/8-10 and 11-12. Table 5.24 provides estimates of the numbers currently teaching in each area.

**Table 5.23: Secondary teachers, proportions currently teaching, average number of classes taught and average class size, by subject and year levels**

Secondary Subject	Years 7/8-10			Years 11-12			Total currently teaching %
	Currently teaching %	Average no. classes taught	Average class size	Currently teaching %	Average no. classes taught	Average class size	
<i>Language</i>							
English	17.5	2.1	23.5	11.0	1.8	18.6	19.9
Literacy	6.3	2.2	16.6	1.9	1.8	14.0	7.0
English as a Second Language	1.5	2.3	14.9	1.3	1.9	11.9	2.1
Languages other than English	5.7	3.4	22.3	2.6	1.6	10.6	6.0
	<i>31.0</i>	<i>2.4</i>	<i>21.5</i>	<i>16.8</i>	<i>1.8</i>	<i>15.7</i>	<i>35.0</i>
<i>Mathematics</i>							
Mathematics	18.3	2.2	23.3	12.4	1.9	18.0	20.9
Numeracy	4.1	2.2	16.8	1.9	1.6	15.3	4.9
Statistics	0.9	2.3	24.1	0.8	1.8	18.3	1.2
	<i>23.3</i>	<i>2.2</i>	<i>22.2</i>	<i>15.1</i>	<i>1.9</i>	<i>17.7</i>	<i>27.0</i>
<i>Sciences</i>							
Biology	1.6	2.0	23.9	3.6	1.4	17.4	4.7
Chemistry	1.4	1.8	23.5	3.4	1.7	15.8	4.4
Earth sciences	0.7	2.2	22.9	0.3	1.4	14.4	0.9
Environmental sciences	0.6	2.3	21.9	0.4	1.8	13.7	0.9
Physics	1.1	1.7	24.2	3.2	1.6	15.4	3.9
Psychology/Behavioural studies	0.3	1.6	19.2	0.9	1.8	18.3	1.2
Science – General	13.8	2.4	24.5	1.9	1.8	18.8	14.5
	<i>19.5</i>	<i>2.3</i>	<i>24.1</i>	<i>13.7</i>	<i>1.6</i>	<i>16.6</i>	<i>30.5</i>
<i>Society and Environmental Studies</i>							
Accounting	0.3	1.4	19.0	0.8	1.6	14.4	1.1
Business studies	1.5	1.8	20.9	3.0	1.6	18.1	4.0
Civics and Citizenship	2.5	1.8	22.8	0.3	1.5	17.9	2.7
Economics	1.0	1.9	23.5	1.2	1.4	14.9	2.1
Geography	8.3	2.0	24.3	1.4	1.4	15.6	8.8
History	11.3	2.1	23.8	3.7	1.5	15.2	12.6
Legal studies	0.6	1.8	23.5	1.8	1.6	16.6	2.3
Politics	0.5	1.9	23.6	0.2	1.0	13.3	0.7
Religious studies	4.9	1.9	25.0	2.4	1.6	20.5	6.0
Social studies	3.0	2.0	21.8	0.7	1.5	16.6	3.5
	<i>33.9</i>	<i>2.0</i>	<i>23.7</i>	<i>15.5</i>	<i>1.5</i>	<i>16.8</i>	<i>43.8</i>
<i>The Creative and Performing Arts</i>							
Visual Arts	4.5	3.3	21.8	2.5	1.9	15.1	4.9
Dance	0.8	2.4	21.4	0.3	1.6	13.6	0.9
Drama	2.8	2.1	20.6	1.2	1.5	13.4	2.9
Media studies	1.2	1.8	21.2	0.7	1.7	16.1	1.5
Music	3.4	3.5	20.9	2.1	1.9	10.0	3.6
	<i>12.7</i>	<i>3.1</i>	<i>21.2</i>	<i>6.8</i>	<i>1.8</i>	<i>13.9</i>	<i>13.8</i>
<i>Technology</i>							
Computing	3.2	1.8	20.4	1.5	1.4	13.2	3.8
Food technology	4.5	2.4	20.6	1.7	1.6	16.4	4.9
Graphic communication	2.5	1.6	21.7	1.0	1.6	16.2	2.9
Information technology	2.7	2.1	20.6	1.7	1.7	14.7	3.8
Textiles	2.6	1.9	19.6	0.7	1.6	12.6	2.8
Wood or Metal technology	4.9	2.7	19.9	2.9	2.0	14.7	5.4
	<i>20.4</i>	<i>2.2</i>	<i>20.4</i>	<i>9.5</i>	<i>1.7</i>	<i>14.8</i>	<i>22.8</i>
<i>Health and Physical Education</i>							
Health	6.7	2.9	23.9	2.5	1.4	18.0	7.6
Outdoor education	2.0	2.2	20.5	0.7	1.4	16.4	2.3
Physical education	8.4	3.2	23.6	3.5	1.5	17.8	9.2
	<i>17.1</i>	<i>3.0</i>	<i>23.4</i>	<i>6.7</i>	<i>1.5</i>	<i>17.7</i>	<i>19.1</i>

Note: teachers indicated all areas in which they are currently teaching, so totals do not sum to 100%. The average number of classes taught refers to discrete student groups, not the number of class periods in a week. The sub-totals per broad curriculum area for 'average number of classes taught' and 'average class size' are averages weighted by the number of teachers taking each subject in the area. . The "total currently teaching"

column refers to those who teach the subjects concerned in any the levels Years 7/8 to 10 and Years 11-12, that is, those who teach at both Years 7/8-10 and Years 11-12 are only counted once.

**Table 5.24: Secondary teachers, proportions and numbers currently teaching, by subject and year levels**

	Years 7/8-10		Years 11-12		Total	
	Proportion of all secondary teachers %	Estimated number of secondary teachers	Proportion of all secondary teachers %	Estimated number of secondary teachers	Proportion of all secondary teachers %	Estimated number of secondary teachers
<i>Language</i>						
English	17.5	22,400	11.0	14,100	19.9	25,400
Literacy	6.3	8,100	1.9	2,400	7.0	8,900
English as a Second Language	1.5	1,900	1.3	1,700	2.1	2,700
Languages other than English	5.7	7,300	2.6	3,300	6.0	7,700
	<i>31.0</i>	<i>39,600</i>	<i>16.8</i>	<i>21,500</i>	<i>35.0</i>	<i>44,700</i>
<i>Mathematics</i>						
Mathematics	18.3	23,400	12.4	15,800	20.9	26,700
Numeracy	4.1	5,200	1.9	2,400	4.9	6,300
Statistics	0.9	1,200	0.8	1,000	1.2	1,500
	<i>23.3</i>	<i>29,800</i>	<i>15.1</i>	<i>19,300</i>	<i>27.0</i>	<i>34,500</i>
<i>Sciences</i>						
Biology	1.6	2,000	3.6	4,600	4.7	6,000
Chemistry	1.4	1,800	3.4	4,300	4.4	5,600
Earth sciences	0.7	900	0.3	400	0.9	1,200
Environmental sciences	0.6	800	0.4	500	0.9	1,200
Physics	1.1	1,400	3.2	4,100	3.9	5,000
Psychology/Behavioural studies	0.3	400	0.9	1,200	1.2	1,500
Science – General	13.8	17,600	1.9	2,400	14.5	18,500
	<i>19.5</i>	<i>25,000</i>	<i>13.7</i>	<i>17,500</i>	<i>30.5</i>	<i>39,000</i>
<i>Society and Environmental Studies</i>						
Accounting	0.3	400	0.8	1,000	1.1	1,400
Business studies	1.5	1,900	3.0	3,800	4.0	5,100
Civics and Citizenship	2.5	3,200	0.3	400	2.7	3,500
Economics	1.0	1,300	1.2	1,500	2.1	2,700
Geography	8.3	10,400	1.4	1,800	8.8	11,200
History	11.3	14,400	3.7	4,700	12.6	16,100
Legal studies	0.6	800	1.8	2,300	2.3	2,900
Politics	0.5	600	0.2	200	0.7	900
Religious studies	4.9	6,300	2.4	2,900	6.0	7,700
Social studies	3.0	3,800	0.7	800	3.5	4,500
	<i>33.9</i>	<i>43,300</i>	<i>15.5</i>	<i>19,800</i>	<i>43.8</i>	<i>56,000</i>
<i>The Creative and Performing Arts</i>						
Visual Arts	4.5	5,800	2.5	3,000	4.9	6,300
Dance	0.8	1,000	0.3	400	0.9	1,200
Drama	2.8	3,600	1.2	1,500	2.9	3,700
Media studies	1.2	1,500	0.7	800	1.5	1,900
Music	3.4	4,300	2.1	2,500	3.6	4,600
	<i>12.7</i>	<i>16,200</i>	<i>6.8</i>	<i>8,700</i>	<i>13.8</i>	<i>17,600</i>
<i>Technology</i>						
Computing	3.2	4,100	1.5	1,800	3.8	4,900
Food technology	4.5	5,800	1.7	2,100	4.9	6,300
Graphic communication	2.5	3,200	1.0	1,300	2.9	3,700
Information technology	2.7	3,500	1.7	2,100	3.8	4,900
Textiles	2.6	3,300	0.7	800	2.8	3,600

Wood or Metal technology	4.9	6,300	2.9	3,500	5.4	6,900
	<i>20.4</i>	<i>26,100</i>	<i>9.5</i>	<i>12,100</i>	<i>22.8</i>	<i>29,100</i>
<i>Health and Physical Education</i>						
Health	6.7	8,600	2.5	3,000	7.6	9,700
Outdoor education	2.0	2,600	0.7	800	2.3	2,900
Physical education	8.4	10,700	3.5	4,200	9.2	11,800
	<i>17.1</i>	<i>21,900</i>	<i>6.7</i>	<i>8,600</i>	<i>19.1</i>	<i>24,400</i>

*Note:* The numbers of teachers currently teaching in each subject area were estimated by applying the proportions to the estimated total number of secondary teachers (127,832). The “total” columns refer to those who teach the subjects concerned in any the levels Years 7/8 to 10 and Years 11-12, that is, those who teach at both Years 7/8-10 and Years 11-12 are only counted once.

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 and English, followed by General Science and History, as was the case in 2010.

The average number of classes taught and average class size were both new questions in 2013 and there is no comparable data from previous surveys. Section 5.7 above provides a discussion of the difference between class size data as presented here and student-teacher ratios published elsewhere. Average class sizes in most subject areas range from 19-23 students in Years 7/8-10 and 13-18 students in Years 11-12.

The average number of classes taught refers to discrete groups of students rather than to class periods. For example, an English teacher may take a Year 7 class of students and a Year 8 class of students (2 classes), in each case for several lesson periods per week. The average number of classes is about 2.3 for Years 7/8-10 and 1.7 for Years 11-12.

The majority of teachers teach subjects across Years 7-12. About 29% of the teacher population are currently only teaching subjects in Years 7/8-10, and 10% are only teaching subjects in Years 11-12. About 34% of teachers are currently teaching in one subject area (based on subjects as defined by the list presented in Table 5.22).<sup>11</sup>

Table 5.25 provides detailed information on the proportion of secondary teachers' currently teaching a language, the average number of classes taught and the average class size, for Years 7/8-10 and 11-12. French (1.5%) and Japanese (1.2%) have the highest proportion of teachers overall, followed by Indonesian (0.7%) and German (0.6%). The very low proportions indicate that these results should be read with caution.

<sup>11</sup> The population used to calculate the number and year level of subjects taught did not include LOTE or the specialist roles listed in Table 5.28.

**Table 5.25: Secondary teachers, proportions currently teaching LOTEs, average number of classes taught and average class size, by year levels**

Secondary LOTE subjects	Years 7/8-10			Years 11-12			Total currently teaching %
	Currently teaching %	Average no. classes taught	Average class size	Currently teaching %	Average no. classes taught	Average class size	
<i>Asian languages</i>							
Japanese	1.1	3.6	23.3	0.5	1.5	9.7	1.2
Indonesian	0.6	3.7	23.4	0.2	1.9	7.0	0.7
Mandarin	0.3	3.2	18.7	0.2	2.0	7.6	0.3
Korean	<0.1	5.2	25.0	<0.1	1.8	10.9	<0.1
Hindi	<0.1	3.7	18.0	<0.1	1.3	10.2	<0.1
<i>Asian languages</i> (Number of teachers)	2.2 (2,800)	3.6	22.7	1.0 (1,300)	1.7	8.8	2.2 (2,800)
<i>Non-Asian languages</i>							
French	1.4	2.9	23.8	0.7	1.7	12.1	1.5
German	0.6	3.3	21.3	0.2	1.5	9.5	0.6
Italian	0.7	3.2	22.6	0.3	1.5	9.6	0.8
Spanish	0.2	3.7	23.3	0.1	1.5	13.1	0.2
Greek	0.2	1.8	22.3	0.1	2.0	16.5	0.2
Aboriginal	0.1	1.5	14.6	<0.1	1.0	5.0	0.1
Arabic	<0.1	1.6	13.0	<0.1	1.3	7.6	<0.1
Auslan	<0.1	1.2	7.8	<0.1	1.4	5.1	<0.1
<i>Non-Asian languages</i> (Number of teachers)	3.2 (4,100)	3.1	22.3	1.5 (1,900)	1.6	11.3	3.4 (4,300)
Other languages (Number of teachers)	0.3 (400)	3.4	21.2	0.2 (300)	1.4	13.4	0.3 (400)
<i>All LOTE</i> (Number of teachers)	5.7 (7,300)	3.4	22.3	2.6 (3,300)	1.6	10.6	6.0 (7,700)

*Note:* Teachers teaching more than one language will be counted twice in the totals rows. The average number of classes taught refers to discrete student groups, not the number of class periods in a week. The sub-totals per broad LOTE area for 'average number of classes taught' and 'average class size' are averages weighted by the number of teachers taking each LOTE in the area. The "total currently teaching" column refers to those who teach the subjects concerned in any the levels Years 7/8 to 10 and Years 11-12, that is, those who teach at both Years 7/8-10 and Years 11-12 are only counted once.

The first three columns of data in Table 5.24 reproduce the 'currently teaching' results presented in Table 5.23 for ease of comparison with results showing the total population with teaching experience, the total with 2 or more years experience and the total with 5 or more years experience, for each subject.

**Table 5.26: Secondary teachers, proportions currently teaching, total proportion with teaching experience, with 2 or more years teaching experience and with 5 or more years teaching experience**

<b>Subject</b>	<b>Currently teaching Years 7-10 %</b>	<b>Currently teaching Years 11-12 %</b>	<b>Total currently teaching %</b>	<b>Total with teaching experience %</b>	<b>Total with 2 or more years experience %</b>	<b>Total with 5 or more years experience %</b>
<i>Language</i>						
English	17.5	11.0	19.9	35.7	30.0	21.5
Literacy	6.3	1.9	7.0	20.9	17.2	11.2
English as a Second Language	1.5	1.3	2.1	8.7	6.4	3.5
Languages other than English	5.7	2.6	6.0	12.3	9.1	6.2
<i>Mathematics</i>						
Mathematics	18.3	12.4	20.9	39.2	32.1	22.4
Numeracy	4.1	1.9	4.9	19.6	16.7	11.5
Statistics	0.9	0.8	1.2	9.2	8.0	6.2
<i>Sciences</i>						
Biology	1.6	3.6	4.7	13.4	10.6	6.8
Chemistry	1.4	3.4	4.4	11.4	9.3	6.3
Earth sciences	0.7	0.3	0.9	5.8	4.0	2.3
Environmental sciences	0.6	0.4	0.9	6.1	4.5	2.3
Physics	1.1	3.2	3.9	9.5	7.7	5.1
Psychology/Behavioural studies	0.3	0.9	1.2	3.3	2.3	1.2
Science – General	13.8	1.9	14.5	30.7	25.5	18.1
<i>Society and Environmental Studies</i>						
Accounting	0.3	0.8	1.1	3.5	2.6	1.8
Business studies	1.5	3.0	4.0	9.3	7.1	4.6
Civics and Citizenship	2.5	0.3	2.7	12.2	9.8	6.0
Economics	1.0	1.2	2.1	6.9	5.5	3.5
Geography	8.3	1.4	8.8	25.2	18.6	11.2
History	11.3	3.7	12.6	29.2	23.5	15.6
Legal studies	0.6	1.8	2.3	6.9	5.1	3.1
Politics	0.5	0.2	0.7	4.2	3.0	1.5
Religious studies	4.9	2.4	6.0	13.9	11.4	7.0
Social studies	3.0	0.7	3.5	18.1	14.3	9.1
<i>The Creative and Performing Arts</i>						
Visual Arts	4.5	2.5	4.9	10.2	8.0	5.5
Dance	0.8	0.3	0.9	3.6	2.6	1.5
Drama	2.8	1.2	2.9	10.3	7.5	4.3
Media studies	1.2	0.7	1.5	5.3	3.5	1.9
Music	3.4	2.1	3.6	8.3	5.5	3.7
<i>Technology</i>						
Computing	3.2	1.5	3.8	17.3	13.0	7.3
Food technology	4.5	1.7	4.9	9.8	7.1	4.9
Graphic communication	2.5	1.0	2.9	7.0	6.0	4.5
Information technology	2.7	1.7	3.8	14.4	11.2	6.7
Textiles	2.6	0.7	2.8	7.2	5.6	4.2
Wood or Metal technology	4.9	2.9	5.4	9.0	7.6	5.7
<i>Health and Physical Education</i>						
Health	6.7	2.5	7.6	20.2	16.1	10.5
Outdoor education	2.0	0.7	2.3	9.4	7.3	4.3
Physical education	8.4	3.5	9.2	21.2	16.6	11.2

*Note:* All totals (last 4 columns) refer to the proportion of all secondary teachers. The “total currently teaching” column refers to those who teach the subjects concerned in any the levels Years 7/8 to 10 and Years 11-12, that is, those who teach at both Years 7/8-10 and Years 11-12 are only counted once.



The proportion of teachers with 5 or more years experience exceeds the overall proportion currently teaching in all subjects. This is a departure from the 2010 survey results, where in most subjects the proportion of teachers with 5 or more years experience was lower than the proportion currently teaching. In addition, there is a large pool of teachers with at least two years experience who are not currently teaching in most subjects.

Table 5.27 disaggregates the LOTE figures provided in Table 5.26 for 13 languages individually identified in the survey.

**Table 5.27: Secondary LOTE teachers, proportions currently teaching, total proportion with teaching experience, with 2 or more years teaching experience and with 5 or more years teaching experience**

Secondary LOTE subjects	Currently teaching Years 7/8- 10 %	Currently teaching Years 11- 12 %	Total currently teaching %	Total with teaching experience %	Total with 2 or more years experience %	Total with 5 or more years experience %
<i>Asian languages</i>						
Japanese	1.1	0.5	1.2	1.9	1.4	0.8
Indonesian	0.6	0.2	0.7	1.3	0.9	0.6
Mandarin	0.3	0.2	0.3	0.4	0.4	0.3
Hindi	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1
Korean	<0.1	<0.1	<0.1	0.1	<0.1	<0.1
<i>Asian languages</i>	<i>2.2</i>	<i>1.0</i>	<i>2.2</i>	<i>3.7</i>	<i>2.8</i>	<i>1.8</i>
<i>Non-Asian languages</i>						
French	1.4	0.7	1.5	3.2	2.3	1.7
German	0.6	0.2	0.6	1.8	1.3	0.9
Italian	0.7	0.3	0.8	1.6	1.3	0.8
Spanish	0.2	0.1	0.2	0.5	0.3	0.2
Greek	0.2	0.1	0.2	0.3	0.3	0.2
Aboriginal	0.1	<0.1	0.1	0.1	0.1	0.1
Arabic	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1
Auslan	<0.1	<0.1	<0.1	0.1	0.1	<0.1
<i>Non-Asian languages</i>	<i>3.2</i>	<i>1.5</i>	<i>3.4</i>	<i>7.8</i>	<i>5.6</i>	<i>3.9</i>
Other languages	0.3	0.2	0.3	0.9	0.6	0.4
<i>All LOTE</i>	<i>5.7</i>	<i>2.6</i>	<i>6.0</i>	<i>12.3</i>	<i>9.1</i>	<i>6.2</i>

*Note:* All totals (last 4 columns) refer to the proportion of all secondary teachers. . The “total currently teaching” column refers to those who teach the subjects concerned in any the levels Years 7/8 to 10 and Years 11-12, that is, those who teach at both Years 7/8-10 and Years 11-12 are only counted once.

The final table on secondary subjects, Table 5.28 shows the average years experience for teachers currently teaching each subject, and for all teachers with experience teaching each subject. In nearly all cases, current teachers have more experience in their subject area, on average, than do teachers with experience who are not currently teaching the subject. On average, current teachers have about 12 years experience, compared to overall experience in a subject of about 8.9 years, although this varies somewhat across subjects.

Table 5.28 also indicates the proportions of current teachers and all teachers who have undertaken professional learning in each subject in the last 12 months. English (18.6%), Literacy (15.9%), Mathematics (17.4%) and Numeracy (11.4%) are the most common areas of professional learning for all teachers over the past 12 months.

**Table 5.28: Secondary teachers, average years experience for current teachers and total with teaching experience, proportion of current teachers and total teachers who have undertaken professional learning in the last 12 months**

<b>Secondary subjects</b>	<b>Current teachers years experience (years)</b>	<b>All teachers years experience (years)</b>	<b>Total currently teaching %</b>	<b>Current teachers PL in last 12 months %</b>	<b>All teachers PL in last 12 months %</b>
<i>Language</i>					
English	13.6	10.5	19.9	15.2	18.6
Literacy	10.0	8.9	7.0	5.1	15.9
English as a Second Language	11.1	6.5	2.1	1.6	3.3
Languages other than English	11.6	8.1	6.0	4.0	4.7
<i>Mathematics</i>					
Mathematics	15.2	10.6	20.9	15.1	17.4
Numeracy	10.6	10.2	4.9	3.0	11.4
Statistics	14.1	12.2	1.2	0.6	2.5
<i>Sciences</i>					
Biology	11.5	8.6	4.7	2.5	3.6
Chemistry	14.1	9.5	4.4	2.3	3.4
Earth sciences	6.6	6.7	0.9	0.3	0.9
Environmental sciences	6.1	6.1	0.9	0.3	1.5
Physics	14.7	10.0	3.9	2.2	3.4
Psychology/Behavioural studies	7.9	5.3	1.2	0.8	2.3
Science – General	13.9	10.3	14.5	7.7	9.8
<i>Society and Environmental Studies</i>					
Accounting	11.7	7.9	1.1	0.7	1.0
Business studies	10.8	7.5	4.0	2.5	3.5
Civics and Citizenship	10.0	7.4	2.7	0.9	2.5
Economics	12.0	8.5	2.1	1.2	1.7
Geography	10.1	7.2	8.8	3.1	4.5
History	10.9	8.4	12.6	6.8	9.0
Legal studies	8.8	6.4	2.3	1.6	2.2
Politics	6.3	5.1	0.7	0.2	0.6
Religious studies	10.6	7.8	6.0	4.1	6.3
Social studies	11.0	7.6	3.5	1.2	2.8
<i>The Creative and Performing Arts</i>					
Visual Arts	14.1	9.4	4.9	3.4	4.2
Dance	8.5	5.6	0.9	0.3	0.7
Drama	10.7	6.4	2.9	1.7	2.2
Media studies	7.9	5.1	1.5	0.7	1.4
Music	14.4	8.4	3.6	2.8	3.3
<i>Technology</i>					
Computing	9.5	6.1	3.8	2.3	7.1
Food technology	14.5	9.6	4.9	2.2	2.6
Graphic communication	12.9	10.7	2.9	1.5	2.9
Information technology	8.3	6.3	3.8	2.5	7.1
Textiles	15.7	11.0	2.8	1.4	1.9
Wood or Metal technology	15.4	11.9	5.4	2.9	3.6
<i>Health and Physical Education</i>					
Health	10.2	7.8	7.6	4.6	6.9
Outdoor education	8.9	6.7	2.3	1.3	2.5
Physical education	11.7	8.2	9.2	5.8	7.3

*Note:* The “total currently teaching” column refers to those who teach the subjects concerned in any the levels Years 7/8 to 10 and Years 11-12, that is, those who teach at both Years 7/8-10 and Years 11-12 are only counted once.

Table 5.29 disaggregates the LOTE figures provided in Table 5.28 for 13 languages individually identified in the survey.

**Table 5.29: Secondary LOTE teachers, average years experience for current teachers and total with teaching experience, proportion of current teachers and total teachers who have undertaken professional learning in the last 12 months**

<b>Secondary LOTE subjects</b>	<b>Current teachers years experience</b>	<b>All teachers years experience</b>	<b>Total currently teaching %</b>	<b>Current teachers PL in last 12 months %</b>	<b>All teachers PL in last 12 months %</b>
<i>Asian languages</i>					
Japanese	9.4	7.5	1.2	0.9	0.9
Indonesian	8.1	6.2	0.7	0.4	0.4
Mandarin	12.2	10.1	0.3	0.3	0.3
Hindi	-	3.5	<0.1	-	-
Korean	12.2	11.5	<0.1	<0.1	0.1
<i>Asian languages</i>	<i>10.0</i>	<i>7.6</i>	<i>2.2</i>	<i>1.6</i>	<i>1.7</i>
<i>Non-Asian languages</i>					
French	13.9	9.3	1.5	1.0	1.0
German	11.9	8.0	0.6	0.4	0.5
Italian	14.7	9.0	0.8	0.5	0.7
Spanish	4.4	4.2	0.2	<0.1	0.1
Greek	15.1	10.9	0.2	0.2	0.2
Aboriginal	4.4	3.2	0.1	<0.1	<0.1
Arabic	6.4	5.9	<0.1	<0.1	<0.1
Auslan	9.4	5.4	<0.1	<0.1	0.1
<i>Non-Asian languages</i>	<i>13.2</i>	<i>8.3</i>	<i>3.4</i>	<i>2.3</i>	<i>2.7</i>
<i>Other languages</i>	<i>8.9</i>	<i>7.5</i>	<i>0.3</i>	<i>0.1</i>	<i>0.3</i>
<i>All LOTE</i>	<i>11.6</i>	<i>8.1</i>	<i>6.0</i>	<i>4.0</i>	<i>4.7</i>

Note: The "total currently teaching" column refers to those who teach the subjects concerned in any the levels Years 7/8 to 10 and Years 11-12, that is, those who teach at both Years 7/8-10 and Years 11-12 are only counted once.

Tables 5.30 and 5.31 provide details of the specialist roles performed in secondary settings. The proportion of teachers in these roles has increased from those indicated in 2010. This may in part be due to the inclusion of Special Schools in the sample. It may also in part be because the survey separated these roles from the subjects discussed above (in 2010 they appeared at the bottom of a single table rather than in a question on their own). In most cases the proportion of teachers who have previously performed these roles is about the same as those currently performing them. There are very few teachers with tertiary study or professional learning who have not performed in the role.

**Table 5.30: Secondary teachers, proportions performing specialist roles**

<b>Secondary specialist role</b>	<b>Total currently performing %</b>	<b>Previously performed %</b>	<b>Total who have performed %</b>	<b>Study/PD but not performed %</b>
Library	2.8	2.7	5.4	0.6
Special Needs	7.2	6.1	13.3	2.0
Learning Support	8.4	7.7	16.1	1.2
Behaviour Management	13.6	9.7	23.3	1.7
School counselling	3.2	3.4	6.6	0.6
Career Education	5.4	6.3	11.6	0.5
VET	9.6	6.9	16.5	0.9

Table 5.31 shows that teachers currently in specialist roles have 7.5-10.8 years experience in those roles, on average. Teacher who have had experience but are not currently performing these roles had 6-8.5 years experience on average.

**Table 5.31: Secondary teachers, years experience and professional learning activities in specialist roles**

Secondary specialist role	Mean years experience		Professional learning activities in past 12 months	
	Currently performing	Total who have performed	Currently performing	Total
	(years)	(years)	%	%
Library	10.8	7.2	1.9	2.0
Special Needs	8.8	7.0	5.4	7.4
Learning Support	7.7	6.1	5.9	7.8
Behaviour Management	10.0	8.5	8.5	11.8
School counselling	9.8	7.8	2.2	2.9
Career Education	7.7	5.9	3.3	4.2
VET	7.5	6.5	8.1	10.2

## 5.9 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. Seven areas have been selected for analysis, repeating the analyses carried out in the SiAS 2007 and 2010 reports,<sup>12</sup> and because of ongoing 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. Additional areas selected in 2013 are LOTE at secondary school and General Science. The analyses for LOTE, 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. General Science is reported for Years 7/8-10. The analyses are reported in Table 5.30.

At primary school level, 60% of those teaching LOTE have completed at least a semester of tertiary education at third year or higher in the area, up from 47% who stated that third year or higher was the highest year level they had completed in 2010. LOTE teachers with 5 or more years experience (56.8%) was slightly higher than in 2010 (52.8%). Of those who report teaching special needs, 28.4% had three or more years of tertiary education in the area, lower than 2010 (44.4%) and 2007 (31%). There were also fewer teachers in Special Needs with 5 years or more experience (31.5%) in 2013 compared with 2010 (57.9%).

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 (42% of Years 7/8-10 and 58% of Years 11-12) than completed three or more years in 2010 (33.8% and 46.9% respectively) and 2007 (24% and 40%, respectively). A higher proportion of teachers of Mathematics at Years 7/8-10 had completed studies at third year or higher (60%) than was the case in 2010 (46%), and 2007 (53%).

There are more teachers of Mathematics in Years 11-12 with at least one semester at third year or higher of tertiary education in the area (72% in 2013 compared with 64% 2010 respectively). There is about the same proportion of teachers of Mathematics at Years 11-12 with five or more years experience (80%) than in 2010 (78%), and the proportion of experienced Physics teachers has risen (76% in 2013 compared with 67% in 2010).

<sup>12</sup> See Box 6.1 and Table 6.14 in McKenzie et al., (2007), pp. 50-51, and Table 5.17 in McKenzie et al., (2011), pp. 54-55.

**Table 5.32: Teachers teaching in selected areas: qualifications, experience and professional learning activities**

Area currently teaching	Years of tertiary education in the area (%)				Total with at least 1 year	Methodology training in the area? Yes (%)	≥5 years teaching experience in the area? Yes (%)	Professional learning in past 12 months in the area? Yes (%)
	1 Sem Yr 1	2 Sems Yr 1	2	3+				
<i>Primary</i>								
LOTE	3.3	4.1	4.8	60.0	68.9	60.5	56.8	64.3
Special Needs	19.5	15.1	8.1	28.4	51.6	-	31.5	50.0
<i>Secondary</i>								
LOTE 7/8-10	1.3	3.1	5.1	78.9	87.0	73.9	61.0	70.3
LOTE 11-12	0.3	2.1	1.8	89.0	92.9	82.5	72.6	76.1
Chemistry 11-12	2.6	7.7	20.5	68.6	96.7	79.7	72.7	63.5
IT 7/8-10	13.5	12.7	6.0	42.3	61.0	45.6	50.3	61.9
IT 11-12	6.2	13.0	10.3	58.4	81.7	62.5	66.3	83.4
Maths 7/8-10	5.6	11.5	11.0	60.1	82.6	73.9	69.9	74.8
Maths 11-12	4.2	7.9	10.7	72.5	91.0	86.1	79.6	84.5
Physics 11-12	3.6	19.9	21.8	52.1	93.9	72.1	76.3	66.0
General Science 7/8-10	6.9	11.5	6.4	61.3	79.2	79.6	68.9	56.7

*Note:* The 'Total with at least 1 year' column does not include those who indicated that they had only studied one semester in year 1 of tertiary education. All areas, including the Primary 'Special Needs' area, include teachers in Special Schools.

In all cases, proportions with methodology training in the area have risen, and only IT teachers at Years 7/8-10 were below a proportion of 60%. Similarly, higher proportions of teachers in all areas previously considered have reported undertaking PD in the area.



## 6. PROFESSIONAL LEARNING ACTIVITIES

### 6.1 Introduction

This chapter reports the results from the section of the Teacher questionnaire on *Professional learning activities* and Section D of the Leader questionnaire: *Professional learning and preparation for the leadership role*. ‘Professional learning activities’ in these questionnaires refer to structured activities intended to develop knowledge and skills as a teacher (teacher questionnaire) or as a leader and teacher (leader questionnaire). They include formal activities such as conferences, workshops and courses of study, as well as informal activities such as ongoing involvement in collegial teams, networks and mentoring. The learning activities include both those provided out-of-school and those provided at school.

The teacher questionnaire examines the extent of participation in professional learning activities over the past 12 months, perceived benefits and areas of perceived need for future professional learning. The SiAS 2010 teacher questions were revised and updated for SiAS 2013 so as to reflect the teaching standards developed by the Australian Institute for Teaching and School Leadership (AITSL) in 2011.

Leaders were asked about the number of days they spent in professional learning activities over the past 12 months, as well as specific questions about professional development early in their career as a school leader, formal leadership accreditation and qualifications, and how well prepared they felt they were for the school leadership role. The leader questions were similar to those asked in the 2010 questionnaire.

### 6.2 Extent of participation in professional learning

Teachers and leaders were asked how many days 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 8.2-10.1 days in professional learning, while leaders spent an average of 12.1-13.7 days.

The average number of days that teachers spent in professional learning in 2013 (10.1 days primary, 8.2 days secondary) was slightly higher than in 2010 (9.0 days primary, 7.6 days secondary) but similar or slightly lower than in 2007 (10 days primary, 9 days secondary). In 2013, the responses of teachers were largely bunched in the range 5-15 days (primary) and 3-10 days (secondary). Around 34.7% of primary teachers and 48.1% of secondary teachers spent 5 days or less on professional learning activities in the past 12 months, lower than was the case in 2010 (41.9% primary, 54.2% secondary). Only 3.5% of primary teachers and 2.2% of secondary teachers reported that they spent more than 30 days in professional learning activities.

The average number of days that leaders spent in professional learning in 2013 (13.7 days primary, 12.1 days secondary) was slightly lower than in 2010 (15.0 days primary, 12.6 days secondary) but similar to 2007 (13 days primary, 12 days secondary). In 2013, leaders’ responses were bunched in the range 6-20 days. Around 15.0% of primary leaders and 24.1% of secondary leaders spent five days or less on professional learning activities, higher than was the case in 2010. Only 6.0% of primary leaders and 3.1% of secondary leaders spent more than 30 days in professional learning activities.

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

Number of days Professional Learning Activities	Teachers		Leaders	
	Primary %	Secondary %	Primary %	Secondary %
Less than 1	1.0	2.4	0.3	0.6
1	1.8	2.3	0.1	0.4
2	4.3	7.4	0.4	1.9
3	6.8	10.1	2.1	3.4
4	6.4	9.5	3.2	7.6
5	14.3	16.5	8.8	10.2
0 to 5	34.7	48.1	15.0	24.1
6 to 10	39.5	34.5	38.3	37.2
11 to 15	11.2	7.7	18.9	18.2
16 to 20	7.9	4.6	13.3	11.6
21 to 25	1.4	1.3	4.2	2.5
26 to 30	1.9	1.6	4.3	3.3
More than 30	3.5	2.2	6.0	3.1
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Average days</b>	<b>10.1</b>	<b>8.2</b>	<b>13.7</b>	<b>12.1</b>

*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.

### 6.3 Content and type of professional development activities

The APST cover three domains of teaching – Professional Knowledge; Professional Practice; and Professional Engagement – and comprise seven Standards. Professional learning activities in areas related to the Standards are reported in Table 6.2. Teachers were asked whether they had participated in learning activities concerned with 23 different aspects of teaching and whether the activities had been part of a tertiary qualification or through other (organised or self-directed) professional learning. As the aspects of teaching included in SiAS 2013 were selected to reflect the teaching standards developed by AITSL in 2011, the results cannot be compared with earlier SiAS surveys.

Some caution should be exercised when interpreting the data obtained from this question in 2013. While the questions appearing immediately prior and after this question were limited to the past 12 months, this question did not include a time limitation and the results, particularly the proportion of teachers who ticked 'tertiary', suggest that some teachers have included PD beyond the last 12 months.

Across all 23 areas of professional learning examined in SiAS 2013, higher proportions of primary teachers participated via organised or self-directed activities than as part of a professional qualification. At primary level, the five most common areas addressed through organised or self-directed activities span a range of Standards and include:

- Learning how to evaluate and improve my own teaching (57.7%);
- Making effective use of information and communication technology (ICT) (56.9%);
- Developing strategies for teaching literacy (56.8%);
- Making effective use of student assessment information (56.5%); and
- Engaging with performance and development plans (56.0%).



Comparatively small numbers of primary teachers reported participating in professional learning activities concerned with:

- Teaching Aboriginal and Torres Strait Islander students (20.4% as part of a tertiary qualification, 27.6% through organised or self-directed activities);
- Developing my own numeracy skills (22.9% tertiary qualification, 35.5% other activities); and
- Developing my own literacy skills (23.9% tertiary qualification, 41.0% other activities).

Across 16 of the 23 areas, similar or higher proportions of secondary teachers than primary teachers participated in professional learning, both in terms of organised or self-directed professional activities and as part of a tertiary qualification.

**Table 6.2: Teachers' professional development activities**

Professional development activities	Organised or self-directed professional activities Ticked %		As part of a tertiary qualification Ticked %	
	Primary	Secondary	Primary	Secondary
<i>1. Know students and how they learn</i>				
Teaching students with a wide range of backgrounds and abilities	45.8	50.0	33.1	35.7
Teaching Aboriginal and Torres Strait Islander students	27.6	28.4	20.4	18.8
Supporting students with disabilities	44.0	42.8	25.4	25.2
<i>2. Know the content and how to teach it</i>				
Developing and teaching a unit of work	45.2	51.4	41.8	51.6
Developing subject content knowledge appropriate for school curriculum	53.2	56.0	36.5	48.0
Developing strategies for teaching numeracy	50.2	36.7	35.6	21.3
Developing strategies for teaching literacy	56.8	51.5	37.1	29.2
Making effective use of Information and Communication Technology (ICT)	56.9	65.4	24.6	28.9
<i>3. Plan for and implement effective teaching and learning</i>				
Learning about resources available for my teaching areas	53.9	62.5	22.2	29.7
Developing my skills in classroom communication	48.0	53.8	27.5	37.0
Learning how to evaluate and improve my own teaching	57.7	61.2	29.0	36.4
Involving parents/guardians in the educative process	43.4	44.8	14.9	13.1
<i>4. Create and maintain supportive and safe learning environments</i>				
Managing classroom activities to keep students on task	49.6	55.4	26.7	35.3
Dealing with difficult student behaviour	53.5	57.1	24.4	30.2
<i>5. Assess, provide feedback and report on student learning</i>				
Making effective use of student assessment information	56.5	56.4	22.9	24.1
Ensuring that my assessments are consistent and comparable with those of other teachers	55.4	59.6	15.0	18.2
Interpreting achievement reports from national or statewide assessments	52.3	52.8	11.8	11.4
<i>6. Engage in professional learning</i>				
Developing my own literacy skills	41.0	37.9	23.9	20.6
Developing my own numeracy skills	35.5	27.8	22.9	14.4
<i>7. Engage professionally with colleagues, parents/carers and the community</i>				
Meeting my professional and ethical responsibilities as a teacher	54.6	58.2	25.9	32.8
Complying with legislative, administrative and organisational requirements	51.8	57.3	20.7	25.9
Developing contacts with professional teaching networks	52.0	58.0	13.7	16.8
Engaging with performance and development plans	56.0	58.6	11.7	13.7

Note: Respondents could indicate more than one area. Each figure is a stand-alone percentage of all survey respondents.

Higher proportions of secondary teachers participated in professional learning via organised or self-directed activities than as part of a professional qualification in 22 of the 23 areas examined. Over

60% of secondary teachers participated in the following areas of professional learning through organised or self-directed activities:

- Making effective use of information and communication technology (ICT) (65.4%);
- Learning about resources available for my teaching areas (62.5%); and
- Learning how to evaluate and improve my own teaching (61.2%).

The areas of professional learning in which participation in organised or self-directed professional activities are lowest among secondary teachers are:

- Developing my own numeracy skills (27.8%);
- Teaching Aboriginal and Torres Strait Islander students (28.4%); and
- Developing strategies for teaching numeracy (36.7%).

#### **6.4 Perceived benefits of professional learning**

Table 6.3 records teachers' perceptions of the benefits of the professional learning activities in which they have engaged over the past 12 months. Primary teachers were generally more positive than secondary teachers in their assessments of the benefits of professional learning. This pattern was also reported in SiAS 2007 and SiAS 2010 across a different set of professional learning areas. Over one-half of primary teachers reported that their professional learning activities over the past 12 months had improved their capabilities to a moderate or major extent in 22 of the 23 areas assessed in the 2013 questionnaire, compared with in 13 of the 23 areas for secondary teachers.

The area in which the highest proportion of teachers reported moderate or major improvements in capabilities was 'developing subject content knowledge appropriate for school curriculum: 74.2% of primary teachers who participated in this activity and 68.3% secondary teachers reported moderate/major improvement, while 5.0% of primary teachers and 8.0% of secondary teachers reported no improvement. The area of 'teaching Aboriginal and Torres Strait Islander students' was the area in which the lowest proportion of teachers reported improvement: 34.2% of primary teachers and 31.4% of secondary teachers reported moderate/major improvement, while 33.1% of primary teachers and 35.3% of secondary teachers reported no improvement.

**Table 6.3: Teachers' perceived improved capability due to professional learning activities**

To what extent have the professional learning activities you have engaged in over the past 12 months improved your capability in the following areas?	Primary			Secondary		
	Have done some PD %	Improvement		Have done some PD %	Improvement	
		Major/moderate %	None %		Major/moderate %	None %
<i>1. Know students and how they learn</i>						
Teaching students with a wide range of backgrounds and abilities	64.4	63.0	7.0	68.4	52.4	12.0
Supporting students with disabilities	57.7	61.6	10.6	57.0	47.8	17.2
Teaching Aboriginal and Torres Strait Islander students	42.0	34.2	33.1	41.3	31.4	35.3
<i>2. Know the content and how to teach it</i>						
Developing strategies for teaching literacy	71.0	74.0	4.8	63.5	53.6	14.1
Developing subject content knowledge appropriate for school curriculum	70.0	74.2	5.0	74.6	68.3	8.0
Developing and teaching a unit of work	67.6	68.3	6.3	74.1	62.9	10.3
Making effective use of Information and Communication Technology (ICT)	66.9	64.3	6.6	74.3	65.5	6.0
Developing strategies for teaching numeracy	64.9	68.6	7.2	47.1	41.6	22.5
<i>3. Plan for and implement effective teaching and learning</i>						
Learning how to evaluate and improve my own teaching	68.5	65.0	6.7	72.7	57.5	10.1
Learning about resources available for my teaching areas	62.6	67.1	4.3	71.2	63.6	7.0
Developing my skills in classroom communication	58.7	62.5	8.5	66.0	55.3	12.3
Involving parents/guardians in the educative process	50.9	50.7	14.3	51.2	42.6	19.8
<i>4. Create and maintain supportive and safe learning environments</i>						
Dealing with difficult student behaviour	62.2	59.6	9.4	66.3	47.5	17.0
Managing classroom activities to keep students on task	60.2	60.6	10.0	66.8	52.9	13.3
<i>5. Assess, provide feedback and report on student learning</i>						
Making effective use of student assessment information	65.2	68.1	6.2	65.3	52.7	12.5
Ensuring that my assessments are consistent and comparable with those of other teachers	62.5	67.9	6.2	65.9	56.8	11.5
Interpreting achievement reports from national or statewide assessments	58.6	58.0	11.3	58.3	50.2	14.6
<i>6. Engage in professional learning</i>						
Developing my own literacy skills	52.6	61.1	13.1	48.4	48.8	20.3
Developing my own numeracy skills	48.1	60.1	13.8	35.9	40.2	27.9
<i>7. Engage professionally with colleagues, parents/carers and the community</i>						
Meeting my professional and ethical responsibilities as a teacher	63.6	58.5	11.4	68.2	48.9	16.3
Engaging with performance and development plans	61.3	57.4	10.6	64.3	49.3	13.7
Complying with legislative, administrative and organisational requirements	59.6	54.1	12.4	65.9	48.4	16.4
Developing contacts with professional teaching networks	58.3	59.0	10.3	63.3	52.7	13.5

*Note:* The denominator for each row is the percentage of teachers who have undertaken some professional development in the area over the last 12 months, as indicated in the column titled 'Have done some PD'.

## 6.5 Perceived needs for professional learning

Table 6.4 reports on the areas in which teachers feel they need more professional learning. Results are presented separately for early career teachers (those who had been teaching for five years or less) and those who had been teaching for over five years. In many areas there were fewer secondary teachers than primary teachers who expressed a need for professional learning (especially among early career teachers), although the proportions of secondary teachers expressing such needs are still quite substantial.

**Table 6.4: Teachers' perceived needs for more professional learning by years of experience**

In which areas do you feel you need more opportunities for professional learning:	Primary Years experience			Secondary Years experience		
	<=5 years	>5 years	All %	<=5 years	>5 years	All %
	%	%	%	%	%	%
<i>1. Know students and how they learn</i>						
Supporting students with disabilities	43.2	30.9	32.9	36.0	26.0	27.4
Teaching students with a wide range of backgrounds and abilities	40.9	26.9	29.4	37.4	30.3	31.1
Teaching Aboriginal and Torres Strait Islander students	25.9	18.0	19.3	26.1	17.6	18.8
<i>2. Know the content and how to teach it</i>						
Making effective use of Information and Communication Technology (ICT)	38.3	50.4	46.8	32.3	47.7	44.4
Developing strategies for teaching literacy	35.9	20.7	23.5	27.5	18.8	20.0
Developing strategies for teaching numeracy	33.7	20.8	23.2	22.3	15.2	16.2
Developing subject content knowledge appropriate for school curriculum	24.6	21.9	22.1	22.0	20.1	20.2
Developing and teaching a unit of work	19.6	13.2	14.3	22.3	14.3	15.5
<i>3. Plan for and implement effective teaching and learning</i>						
Learning about resources available for my teaching areas	31.7	27.5	27.9	34.5	33.0	32.8
Learning how to evaluate and improve my own teaching	25.6	19.0	20.0	23.1	20.9	21.0
Developing my skills in classroom communication	19.5	10.9	12.6	21.9	11.4	13.1
Involving parents/guardians in the educative process	19.1	14.5	15.2	25.0	16.3	17.6
<i>4. Create and maintain supportive and safe learning environments</i>						
Dealing with difficult student behaviour	45.0	29.9	32.6	40.6	26.1	28.2
Managing classroom activities to keep students on task	27.7	15.0	17.4	30.0	19.6	21.2
<i>5. Assess, provide feedback and report on student learning</i>						
Making effective use of student assessment information	33.2	24.2	25.7	26.0	22.3	22.7
Ensuring that my assessments are consistent and comparable with those of other teachers	27.7	22.8	23.4	20.4	16.3	16.8
Interpreting achievement reports from national or statewide assessments	22.2	18.4	18.8	18.3	18.5	18.3
<i>6. Engage in professional learning</i>						
Developing my own numeracy skills	14.3	6.8	8.3	12.0	6.5	7.4
Developing my own literacy skills	12.4	7.6	8.5	15.9	7.6	9.0
<i>7. Engage professionally with colleagues, parents/carers and the community</i>						
Engaging with performance and development plans	23.7	16.5	17.7	20.2	18.4	18.5
Developing contacts with professional teaching networks	22.2	18.2	18.7	21.2	21.3	21.0
Complying with legislative, administrative and organisational requirements	11.9	9.9	10.2	11.1	10.4	10.4
Meeting my professional and ethical responsibilities as a teacher	7.7	5.6	6.0	6.7	5.2	5.4

*Note:* Results in this table are grouped by Early Career Teachers (teaching for 5 years or less, 21.9% of the primary teacher sample and 17.5% of the secondary sample), those who have been teaching for longer than 5 years (78.1% primary, 82.5% secondary), and all teachers.

Among early career teachers, the most commonly expressed need was for professional learning in 'dealing with difficult student behaviour' (45.0% primary, 40.6% secondary). Over one-third of early career teachers also expressed a need for professional learning in 'supporting students with disabilities' (43.2% primary, 36.0% secondary), 'teaching students with a wide range of backgrounds and abilities' (40.9% primary, 37.4% secondary), 'making effective use of information and communication technology (ICT)' (38.3% primary), 'developing strategies for teaching literacy' (35.9% primary), 'developing strategies for teaching numeracy' (33.7% primary) and 'learning about resources available for my teaching areas' (34.5% secondary).

In most areas, early career teachers reported higher perceived needs than other teachers. The main exception was 'making effective use of information and communication technology (ICT)' where early career teachers expressed lower perceived needs, especially at primary level (38.3% early career primary teachers compared with 50.4% other primary teachers; 32.3% early career secondary teachers compared with 47.7% other secondary teachers). This was the area in which the highest proportion of those who had been teaching for more than five years expressed a need for more opportunities for professional learning.

## 6.6 Preparation of school leaders

As shown in Table 6.5, the most common form of leadership preparation was a leadership development program organised by their employer, which was undertaken by 73.2% of primary leaders and 74.8% of secondary leaders early in their careers as school leaders. Around 84.7-86.3% of participants in this form of training found it helpful or very helpful.

At primary level, the forms of leadership preparation that participants found most helpful were leadership programs organised by professional organisations (91.8% of participants in these programs rated them as helpful or very helpful), structured mentoring by an experienced colleague (91.2%) and 'other assistance' (96.7%). At secondary level, the forms of leadership preparation that participants found most helpful were structured mentoring by an experienced colleague (89.4%) and 'other assistance' (92.9%).

Participation in each of the activities listed in Table 6.5 was higher in 2013 than reported in SiAS 2010, and in general the proportions of participants reporting that these activities were helpful or very helpful also increased. In 2013, a very small proportion of leaders (2.0% primary and 3.3% secondary) reported that early in their leadership careers they had not undertaken preparatory training for the leadership role in any of the seven areas listed in the questionnaire.<sup>13</sup>

<sup>13</sup> This 'non-participation' result cannot be compared with previous SiAS surveys due to a change in the way the question was presented in 2013. In 2013, leaders were provided with a list of seven types of activities and asked to indicate 'which of the following did you undertake to prepare or help you early in your career, and how helpful was it?' Leaders could indicate 'not applicable' for an item if they had not undertaken it; in this context, 'non-participation' refers to not participating in any of the listed activities. While leaders in 2007 and 2010 were presented with the same seven types of activities, there was not a 'not applicable' response option for each item; instead a separate item 'I have not undertaken any preparatory training' was provided. Consequently, non-participation in 2007 and 2010 refers to non-participation in any form of preparatory training, whereas non-participation in 2013 refers to non-participation in the aspects of preparatory training listed in the questionnaire.

**Table 6.5: 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?	Primary		Secondary	
	Under-taken %	Very helpful/helpful %	Under-taken %	Very helpful/helpful %
Leadership development program organised by your employer	73.2	84.7	74.8	86.3
Regional/District program with other new leaders	67.0	82.5	63.7	80.3
Structured mentoring by an experienced colleague	60.4	91.2	50.3	89.4
Leadership program organised by a professional association	56.2	91.8	62.4	86.0
Leadership orientation program with colleagues at your school	43.6	84.6	54.3	85.0
Post-graduate study in education	37.2	85.1	38.6	87.4
Other assistance	21.0	96.7	10.2	92.9
No preparatory training indicated	2.0		3.3	

Table 6.6 indicates that some form of formal leadership accreditation or qualification is held by just over one-third of leaders (34.7% of primary leaders, 34.0% of secondary leaders). These figures are lower than reported in SiAS 2010 (43.1% of primary leaders, 45.6% of secondary leaders). As was the case in 2010, however, the most commonly held leadership accreditation or qualifications are those issued by a university (16.7% of primary leaders, 20.9% of secondary leaders), an employer (11.0% of primary leaders, 7.3% of secondary leaders) or a professional association (7.8% of secondary leaders). Smaller proportions of leaders hold leadership accreditation or qualifications issued by a teacher registration authority (3.4% of primary leaders, 3.0% of secondary leaders).

**Table 6.6: Leaders: qualifications for the leadership role**

Do you have a formal leadership accreditation or qualification?	Primary leaders		Secondary leaders	
	2013 %	2010 %	2013 %	2010 %
Yes, issued by university	16.7	18.6	20.9	23.6
Yes, issued by employer	11.0	15.1	7.3	12.0
Yes, issued by professional association	4.7	6.5	7.8	7.1
Yes, issued by a teacher registration authority	3.4	--	3.0	--
Yes, another form of qualification	2.9	2.4	2.5	2.5
Has at least one of these qualifications	34.7	43.1	34.0	45.6
No, does not have one of these qualifications	65.3	56.9	66.0	54.4
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

*Note:* Leaders could indicate that they hold more than one form of leadership accreditation or qualification, and therefore the responses to the first part of the table do not add up to the percentage of those who have a qualification. Leaders could tick that they did not have a formal leadership accreditation so those who did not respond to this question at all are not included.

In 2013, the majority of leaders reported that they had felt well prepared or very well prepared for their first leadership post (80.4% primary leaders, 81.9% secondary leaders,

Table 6.7. Less than 1% of leaders reported feeling poorly prepared for their first post in a leadership role. In contrast, less than one-half of leaders in SiAS 2010 reported feeling well prepared or very well-prepared (39.1% primary leaders, 45.8% secondary leaders), and a significant group reported feeling poorly prepared (13.3% primary leaders, 8.3% secondary leaders).

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

Overall, how well prepared did you feel for your first post in a school leadership role?	Primary leaders			Secondary leaders		
	2013		2010	2013		2010
	%	SE	%	%	SE	%
Very well prepared	14.9	1.7	7.6	21.6	2.6	6.3
Well prepared	65.5	2.5	31.5	60.3	2.9	39.5
	<i>80.4</i>	<i>2.4</i>	<i>39.1</i>	<i>81.9</i>	<i>2.3</i>	<i>45.8</i>
Somewhat prepared	18.9	2.4	47.6	17.8	2.3	45.9
Poorly prepared	0.7	0.5	13.3	0.3	0.2	8.3
	<b>100</b>		<b>100</b>	<b>100</b>		<b>100</b>

Table 6.8 reports how well prepared primary and secondary leaders currently feel about various aspects of their job. The majority feel well prepared or very well prepared in most of the aspects canvassed in the 2013 survey. In 2010 and 2013, leaders felt most prepared in relation to 'student welfare and pastoral care'; 91.5-91.8% of leaders reported feeling well prepared or very well prepared in this area in 2013. In contrast, 'managing external communications' was the area in which leaders felt least prepared in both survey years; only 36.4-44.3% reported feeling well prepared or very well prepared in this area in 2013. As in 2010, the greatest needs other than external communications were still 'managing school budgets and finances' (53.1-55.7% felt well or very well prepared in 2013), and 'stress management' (51.4-58.7% felt well or very well prepared in 2013).

In general, primary and secondary leaders hold similar perceptions regarding their levels of preparation for various aspects of the school leadership role, although fewer primary leaders than secondary leaders reported feeling prepared in relation to 'stress management' (51.4% primary; 58.7% secondary) and managing external communications (36.4% primary, 44.3% secondary). Overall, the findings reported in Table 6.8 suggest that there is a great diversity in school leaders' professional learning needs and that tailored approaches rather than a 'one-size fits all' leadership development program will best meet these needs, as was noted in the 2007 and 2010 SiAS reports.

**Table 6.8: 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?	Primary		Secondary	
	Very/well prepared	Poorly prepared	Very/well prepared	Poorly prepared
	%	%	%	%
Student welfare and pastoral care	91.8	0.5	91.5	0.7
Relationships with families and the school community	91.4	0.1	88.8	1.1
School curriculum and assessment	85.5	0.5	85.9	1.2
Managing human resources	80.2	0.7	85.0	0.6
School goal-setting and development	80.0	1.0	83.0	1.2
Assessing teacher performance	76.8	3.9	75.1	4.1
Time management	75.3	4.2	76.1	2.5
Change management	73.9	1.8	75.3	1.8
Conflict resolution	71.5	2.9	75.9	1.5
Managing physical resources	70.4	3.7	72.3	3.5
School accountability requirements	67.9	4.8	70.8	3.1
Managing school budgets and finances	53.1	12.6	55.7	11.9
Stress management	51.4	11.4	58.7	5.9
Managing external communications (e.g. media)	36.4	17.3	44.3	15.5

## 7. CAREER PATHS IN TEACHING

### 7.1 Introduction

This chapter reports the results of Section F of the Teacher questionnaire: *Your career in teaching*, and Section E of the Leader questionnaire: *Your career in schools*. 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 Decision point about becoming a teacher

A new question in SiAS 2013 asked teachers to indicate at what stage of life they had made the decision to become a teacher. The figures in Table 7.1 show that the desire to become a teacher is often made early on in life, with the majority of primary teachers and nearly half of secondary teachers indicating that they were still at school when they made their decision.<sup>14</sup> The decision to teach at secondary level occurs at different stages of life to a greater extent than for the primary level. Over one fifth of secondary teachers made the decision to become a teacher while in employment.

**Table 7.1: Decision points about becoming a teacher**

<b>At what stage of life did you decide that you wanted to become a teacher?</b>	<b>Primary %</b>	<b>Secondary %</b>
While at school	63.0	45.9
While in employment	16.9	21.0
During my first degree program at university	8.6	14.2
Upon completing my first degree	5.2	12.8
Other	6.2	6.1
	<b>100</b>	<b>100</b>

### 7.3 Age commenced teaching

Table 7.2 records the age at which teachers and leaders reported that they had started teaching. The majority had started teaching by the age of 25 years, indicating that most people start their teaching career quite young. The average age has increased slightly since 2010. There is some indication that more people are coming into teaching at an older age, as career changers, with increases for teachers in most age groups from 26 to over 50 at both primary and secondary levels. About 5% of teachers commence teaching over the age of 40.

<sup>14</sup> See Table 8.3 for a breakdown of these figures by early career teachers (with 5 years or less experience) and other teachers.



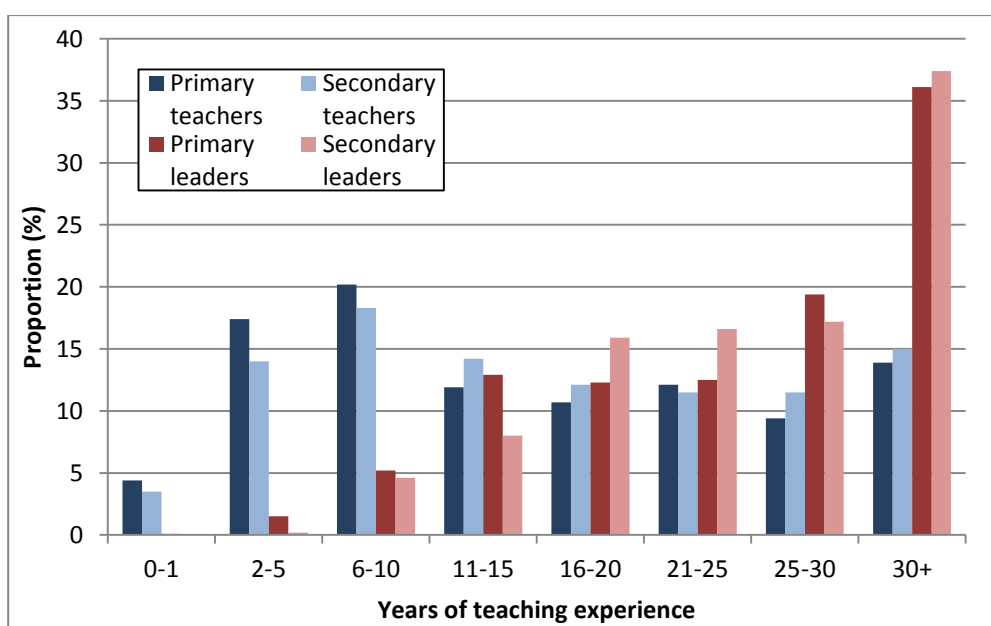
**Table 7.2: Proportions of teachers by age commenced teaching**

	Teachers				Leaders				
	Primary %		Secondary %		Primary %		Secondary %		
	2013	2010	2013	2010	2013	2010	2013	2010	
Age commenced teaching	Up to 25	73.3	77.0	70.0	72.6	86.5	86.2	83.9	90.0
	26 to 30	10.9	8.3	12.9	11.4	5.4	6.2	9.6	5.1
	31 to 35	6.0	6.0	6.5	6.1	4.2	3.4	2.0	1.2
	36 to 40	4.3	5.2	5.1	4.7	1.8	3.2	3.2	2.7
	41 to 45	3.9	2.6	3.6	3.4	1.4	1.0	1.2	0.8
	46 to 50	1.1	0.8	1.2	1.3	0.6	0.1	0	0.1
	Over 50	0.4	0.2	0.6	0.5	0	0	0	0
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Average age</b>	<b>25.3</b>	<b>24.7</b>	<b>26.0</b>	<b>25.7</b>	<b>23.3</b>	<b>23.0</b>	<b>23.7</b>	<b>23.2</b>	

Note: The equivalent question in SiAS 2010 asked respondents to indicate when they commenced teaching by year and month. In SiAS 2013, month was not requested. For comparability, 2010 figures have been recalculated to exclude the month variable. As such, the 2010 figures shown here are slightly different from those provided in McKenzie et al. 2011.

#### 7.4 Length of teaching experience

Table 7.3 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). The 2013 proportions are graphically represented in Figure 7.1.

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

On average, primary teachers had been teaching for 16.1 years and secondary teachers for 17.3 years, figures that are very similar to those of 2010. Slightly higher proportions of teachers were in their first year of teaching in comparison to 2010, although the figures are still lower than was reported in 2007 (6% of primary and 8% of secondary). Around 42% of primary teachers and 36% of secondary teachers had been teaching for 10 years or less, as was the case in 2010.

On average, leaders had been teaching for considerably longer than teachers, at about 26 years. There has been a slight decrease in average years experience for secondary leaders since 2010 (27.7 years in 2010, to 26.4 years in 2013). The majority of primary and secondary leaders (55.5%) had been teaching for over 25 years.

**Table 7.3: Proportions of teachers and leaders by years of teaching experience**

		Teachers				Leaders			
		Primary %		Secondary %		Primary %		Secondary %	
		2013	2010	2013	2010	2013	2010	2013	2010
Years of teaching experience	0 to 1 year	4.4	2.7	3.5	3.0	0.1	.3	0	.8
	2 to 5 years	17.4	20.4	14.0	15.2	1.5	.0	0.2	.1
	6 to 10 years	20.2	18.4	18.3	16.3	5.2	6.2	4.6	3.4
	11 to 15 years	11.9	11.3	14.2	12.4	12.9	8.7	8.0	2.7
	16 to 20 years	10.7	13.2	12.1	12.6	12.3	10.0	15.9	11.1
	21 to 25 years	12.1	11.1	11.5	12.0	12.5	20.8	16.6	16.6
	25 to 30 years	9.4	9.7	11.5	12.0	19.4	21.8	17.2	24.8
	Over 30 years	13.9	13.3	15.0	16.3	36.1	32.2	37.4	40.5
		<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Average years teaching experience</b>		<b>16.1</b>	<b>15.9</b>	<b>17.3</b>	<b>17.6</b>	<b>25.7</b>	<b>26.1</b>	<b>26.4</b>	<b>27.7</b>

Table 7.4 examines the differences in teachers' and leaders' average length of teaching experience by school location, school sector, SES and by state and territory.<sup>15</sup> On average, teachers working in remote schools have less teaching experience than teachers in metropolitan and provincial schools. This difference has increased from about 2 years in 2010 to about 3-5 years, however this is lower than was the case in 2007 (5-6 years).

Teachers in high SES schools tend to have slightly more experience than those in medium or low SES schools. Length of experience is the same in secondary schools across all sectors on average, while in primary schools, Independent teachers have less experience on average, as was the case in the 2007 and 2010 surveys.

**Table 7.4: 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	16.5	17.2	25.8	26.4
	Catholic	17.1	17.4	25.3	27.2
	Independent	12.7	17.4	26.0	25.8
School location	Metropolitan	16.3	17.6	26.5	26.8
	Provincial	16.2	16.6	24.5	25.9
	Remote	10.9	12.9	20.6	22.6
School SES	High	17.3	18.5	28.2	27.2
	Medium	16.6	16.5	24.7	25.7
	Low	13.9	16.7	24.6	26.5
State/territory	NSW	16.1	17.2		
	VIC	14.8	17.3		
	QLD	17.6	17.3		
	WA	15.4	16.9		
	SA	18.4	18.8		
	TAS	16.7	17.6		
	NT	12.9	14.8		
ACT	13.1	15.8			
<b>Australia</b>		<b>16.1</b>	<b>17.3</b>	<b>25.7</b>	<b>26.4</b>

<sup>15</sup> Average years of teaching experience discussed here can also be compared to proportions of early career teachers, discussed in Chapter 8.

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 7.5 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 16-18 years of classroom experience. These figures are comparable to 2010 figures (This question was not asked in 2007).

Principals averaged 5-6 years of experience as a Deputy, and Deputies had been in their role for 6-7 years, slightly longer than was the case in 2010. 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 7.5: Leaders' time spent as a teacher and leader in schools**

Leaders' average employment experience	Primary				Secondary			
	Principal		Deputy		Principal		Deputy	
	2013 Years	2010 Years	2013 Years	2010 Years	2013 Years	2010 Years	2013 Years	2010 Years
Classroom teacher	14.5	14.6	16.3	17.0	16.2	15.9	18.1	18.8
Deputy Principal	4.9	4.8	7.6	6.2	6.3	6.3	6.3	5.5
Principal	9.2	9.5	1.9	2.5	8.7	7.1	1.4	1.2

## 7.5 Interruptions to the teaching career

A new question in the 2013 survey asked teachers whether they had had any interruptions to their teaching career (e.g. through leave or resignation and return) and, if so, for how many years they were absent from teaching. The results provided in Table 7.6 show that just under three-quarters of male teachers, and just under half of female teachers have not had a career interruption. Figures are similar at both primary and secondary levels: about one-quarter of females are absent for 2 years or less, 10-11% for 3-5 years and 11% for 6-10 years. On average, females who have an interruption to their teaching career are absent for 4-5 years.

**Table 7.6: Length of interruption to teaching career**

Years absent from teaching	Primary				Secondary			
	Male		Female		Male		Female	
	%	SE	%	SE	%	SE	%	SE
None	73.3	3.8	47.0	1.8	73.5	1.2	45.4	1.0
2 years or less	14.4	2.1	22.9	1.3	16.8	1.1	26.7	0.9
3 to 5 years	2.6	0.7	10.9	0.9	3.9	0.5	10.1	0.6
6 to 10 years	4.9	3.2	10.9	0.8	3.1	0.5	10.7	0.7
Over 10 years	4.7	2.2	8.4	0.8	2.7	0.4	7.2	0.5
	<b>100</b>		<b>100</b>		<b>100</b>		<b>100</b>	
<b>Mean years absent (all teachers)</b>	<b>1.3</b>	<b>0.3</b>	<b>2.5</b>	<b>0.1</b>	<b>0.9</b>	<b>0.1</b>	<b>2.3</b>	<b>0.1</b>
<b>Mean years absent (of teachers who had been absent)</b>	<b>5.0</b>	<b>0.9</b>	<b>4.7</b>	<b>0.2</b>	<b>3.4</b>	<b>0.2</b>	<b>4.3</b>	<b>0.1</b>

## 7.6 Time in schools

### 7.6.1 Respondents at first school

Teachers and leaders were asked whether their current school was the first school they had worked in. Table 7.7 reports the results. About 17-18% of teachers reported that they were currently teaching in their first school, a drop of 3-4% compared to 2010 figures. The proportion of leaders currently in the school where they first started teaching remains very low, as noted in 2010.

**Table 7.7: Proportions of teachers and leaders currently teaching in their first school**

Is this the respondents' first school?	Teachers				Leaders			
	Primary		Secondary		Primary		Secondary	
	2013 %	2010 %	2013 %	2010 %	2013 %	2010 %	2013 %	2010 %
Yes	17.3	21.5	18.2	21.2	3.6	3.7	5.5	5.5
No	82.7	78.5	81.8	78.8	96.4	96.3	94.5	94.5
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

### 7.6.2 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 7.8). As noted in the previous surveys, teachers tend to spend a fairly short time in their first school and the average is about 3 years.

**Table 7.8: Proportions of teachers who had worked in more than one school by number of years taught in first school**

Time spent in first school	Primary		Secondary	
	2013 %	2010 %	2013 %	2010 %
Less than 1 year	9.1	12.3	12.0	14.0
1 year	25.4	27.6	21.1	22.2
2 years	20.8	19.2	19.3	17.8
3 years	13.1	13.0	13.7	13.3
4-5 years	16.2	13.8	14.6	14.3
6-10 years	12.3	11.1	14.3	13.1
Over 10 years	3.2	3.1	5.2	5.3
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
Average years	3.2	2.9	3.5	3.5

### 7.6.3 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 7.9.

**Table 7.9: Proportions of teachers who had worked in more than one school by the sector and location of their current and first schools**

		Primary		Secondary	
		2013 %	2010 %	2013 %	2010 %
School sector	Yes, the same sector	82.9	80.6	69.1	67.4
	No, a Government school	10.8	13.1	20.6	21.5
	No, a Catholic school	3.3	3.9	5.7	6.2
	No, an Independent school	3.1	2.4	4.6	4.9
		<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
State/territory	Yes, the same state/territory	83.5	84.2	78.1	79.0
	No, another state/territory	9.1	9.8	12.2	11.1
	No, another country	7.3	6.0	9.6	9.9
		<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
Capital city	Yes	46.0	38.8	47.2	46.0
	No	54.0	61.2	52.8	54.0
		<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Movement between sectors slowed between the 2007 and 2010 surveys (71% of primary and 60% of secondary were in the same sector in 2007) and that movement has continued to slow slightly (by about 2%). Movement between states and territories, or to Australia from another country remains much the same as noted in the previous surveys.

The percentage of primary teachers who have worked in more than one school and who began teaching in a school outside a capital city (54%) is lower than was the case in 2010 (61%) but comparable to 2007 (55%).

#### 7.6.4 Number of schools worked in

Table 7.10 records the average number of different schools worked in by those who had taught at more than one school. The figure for primary teachers has risen slightly in comparison with the previous surveys. Secondary teachers and leaders remain much the same. The average is about 5-6 schools at primary level and about 5 schools at secondary level.

**Table 7.10: 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 2013	5.6	4.8	6.1	5.0
Average number of schools 2010	5.0	4.7	5.8	5.1

#### 7.6.5 Reasons for joining current school

Table 7.11 indicates the most important factors for joining their current school for teachers who have worked in more than one school. This question was simplified for the 2013 survey by requesting respondents to tick a box to indicate a factor; in 2010 they were asked to indicate for each statement whether it was very important, important, of some importance or not a factor. The 2013 percentages are therefore not comparable with 2010.

The two most common factors – a more convenient school location and a positive school ethos and values – were also the most common and the most important in 2010. Secondary teachers rated 'more likely to indicate that more opportunity to teach in my preferred areas' the third most common factor (25%), as was the case in 2010.

**Table 7.11: Factors in decision to join current school, by teachers who have worked in more than one school**

<b>Factors in decision to join current school:</b>	<b>Primary</b>	<b>Secondary</b>
	<b>%</b>	<b>%</b>
A more convenient school location	37.3	35.7
Positive school ethos and values	34.9	35.2
End of my contract at the former school	17.0	14.7
More opportunity to teach in my preferred areas	15.7	25.0
Professional learning opportunities	15.1	12.2
Dissatisfaction with my former school	13.3	17.6
Mandated school mobility requirements	8.5	5.3
Better pay and conditions	5.9	9.3
Taking up a promotion	4.7	12.0
Other factors	26.1	27.5

### 7.6.6 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 7.12 and are comparable to 2010 figures. About 13-15% of primary teachers and leaders have taught outside their current state/territory and about 14-19% of secondary teachers and leaders. Over 88% of leaders have been employed in their current state or territory for over 10 years, in comparison with 63-67% of teachers.

**Table 7.12: Teacher and leader mobility across regions over their teaching career**

		<b>Teachers</b>		<b>Leaders</b>	
		<b>Primary</b>	<b>Secondary</b>	<b>Primary</b>	<b>Secondary</b>
		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Years spent teaching in current state/territory	1 to 3 years	7.2	7.7	1.9	2.1
	4 to 10 years	29.7	24.9	9.5	7.1
	Over 10 years	63.2	67.5	88.6	90.8
		<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
Years spent teaching in another state/territory	None	87.2	84.1	85.8	82.9
	1 to 3 years	5.6	7.3	4.8	5.6
	4 to 10 years	4.6	5.2	5.8	5.2
	Over 10 years	2.6	3.4	3.6	6.2
		<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
Years spent teaching in another country	None	85.0	81.4	85.4	86.1
	1 to 3 years	8.3	9.3	9.6	8.5
	4 to 10 years	4.3	6.2	3.7	3.5
	Over 10 years	2.3	3.1	1.3	1.9
		<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

*Note:* Respondents who indicated they had only worked in one school (17.3% primary teachers and 18.2% secondary teachers, 3.6% 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 re-coded to be included in the 'None' rows of the other two questions.

## 7.7 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 7.6). This section focuses more directly on school leaders by considering the point at which they decided to become a leader and analysing the period from when they first obtained their leadership position.

### 7.7.1 *Reasons for taking up a school leadership role*

Table 7.13 reports the results from a new question asked in 2013 about the point at which respondents first decided to seek a leadership post. About one third of principals and one quarter of deputy principals decided to seek a leadership post within the first few years of becoming a teacher. At primary level, about 30-35% of leaders made the decision after having gained experience in a more senior role: this was more common amongst secondary leaders (38% of principals, 44% of deputies).

**Table 7.13: Decision points about becoming a leader**

At what point in your career did you first decide to seek a leadership post?	Primary		Secondary	
	Principal %	Deputy Principal %	Principal %	Deputy Principal %
Within the first few years of my becoming a teacher	33.9	24.3	32.0	23.8
When I had gained experience in a senior role (e.g. Head of Department)	29.9	35.5	37.9	44.3
Only when I considered that I would have a good chance of success of being appointed	9.4	9.9	9.2	6.9
That was my intention from the time I began teaching	8.3	5.9	9.5	13.7
Other	18.5	24.4	11.5	11.4
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Table 7.14 reports the factors considered by leaders to be very important or important in their decision to take up a school leadership role. This question was simplified for the 2013 survey by requesting respondents to tick a box to indicate a factor; in 2010 they were asked to indicate for each statement whether it was very important, important, of some importance or not a factor. The 2013 percentages are therefore not comparable with 2010.

The most important factor in 2007 and 2010 – I was confident in my ability to do the job – came second in 2013, behind encouragement and support from school leaders. The top four factors, in different order, remain the same.

**Table 7.14: Factors in leaders' decision to take up a school leadership role**

Factors in decision to take up a school leadership role:	Primary %	Secondary %
I was encouraged and supported by my school leaders	77.9	76.9
I was confident in my ability to do the job	71.7	69.4
I was encouraged and supported by colleagues	67.6	61.8
I wanted challenges other than classroom teaching	60.5	65.5
I was at the right stage of my career to apply	52.2	49.2
I had successful experience of leadership in other roles	51.3	49.8
I wanted to lead school development	46.3	50.7
The salary and other financial benefits	20.9	19.5
I had helpful prior preparation and training	13.5	11.6
The high standing of school leaders in the community	8.7	10.3

### 7.7.2 *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. Table 7.15 shows that the proportions are slightly higher for primary principals and lower for secondary principals than was the case in 2010. At least half of all principals are in their first appointment as principal. Fewer deputies are in their first appointment than was the case in 2010, although the majority (60% of primary deputies, 70% of secondary deputies) are in their first appointment.

**Table 7.15: Proportion of leaders currently in their first position**

Is current position the respondents' first in a leadership role?	Primary		Secondary	
	2013 %	2010 %	2013 %	2010 %
First appointment as Principal (of all Principals)	50.9	47.4	57.5	63.9
First appointment as Deputy (of all Deputy Principals)	59.9	66.7	69.9	73.6

Among those school leaders who have held more than one appointment at their current level (see Table 7.15) the average time spent in their first appointment was 4.4-4.6 years (Table 7.16). The averages for deputies are about the same as in 2010; however, the average years for principals at both primary and secondary levels are lower by about one year. Over one-half (50-60%) of principals spent 4 years or less in their first appointment.

**Table 7.16: Length of time leaders spent in the first appointment at their current level**

Length of first appointment at current leadership level	Deputy Principal		Principal	
	Primary %	Secondary %	Primary %	Secondary %
Less than 2 years	25.9	20.9	11.6	10.4
2 years	9.4	11.2	16.5	7.7
3 years	9.4	17.9	21.0	16.7
4 years	16.5	9.6	11.2	15.4
5 years	5.4	10.5	17.2	20.6
6 years	8.3	12.9	7.4	11.6
7 years	5.1	8.3	2.3	5.7
8 years	3.9	2.8	3.9	1.8
9 years	9.6	0.7	1.2	2.1
10 to 14 years	6.7	5.1	7.7	8.0
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Average years 2013</b>	<b>4.4</b>	<b>4.1</b>	<b>4.2</b>	<b>4.6</b>
<b>Average years 2010</b>	<b>4.4</b>	<b>4.5</b>	<b>5.1</b>	<b>5.5</b>

### 7.7.3 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 7.17.

At the primary level there was virtually no movement of leaders once at their current level. In 2010 there was about 3% of movement, 2% away from government schools. At the secondary level about 10% of leaders who have held more than one appointment at their current level have moved sector, 7% away from the government sector. This is higher than in 2010 (5%); however, the difference in results should be treated with caution as standard errors are quite high.



**Table 7.17: 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**

<b>Was the first school in:</b>		<b>Primary</b>	<b>Secondary</b>
		<b>%</b>	<b>%</b>
The same school sector?	Yes	98.8	90.0
	No, a government school	0.2	7.1
	No, a Catholic school	0.2	1.7
	No, an Independent school	0.8	1.2
		<b>100</b>	<b>100</b>
The same state/territory?	Yes	90.4	88.5
	No, another state/territory	9.6	11.5
		<b>100</b>	<b>100</b>

*Note:* the data only apply to school leaders who have held more than one appointment at their current level.

Table 7.18 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. Over half of those whose first appointment was outside a capital city are now located within a capital city: only 44-48% have remained outside a capital city, compared to 64-68% in 2010. Again, however, standard errors are high (5.6-8%) so this result should be treated with caution.

**Table 7.18: 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.**

		<b>Location of first leadership position</b>			
		<b>Primary</b>		<b>Secondary</b>	
		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
		<b>Capital city</b>	<b>Outside capital city</b>	<b>Capital city</b>	<b>Outside capital city</b>
Location of current leadership position	Capital city	95.5	55.9	91.5	51.2
	Outside capital city	4.5	44.1	8.5	48.8
		<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

*Note:* the data only apply to school leaders who have held more than one appointment at their current level.

#### **7.7.4 Pathway to current position**

School leaders were asked about the pathway to their current position. The results are reported in Table 7.19.<sup>16</sup> The majority of leaders had been promoted to their current position. As was noted in the previous surveys, primary leaders are commonly promoted from within the same school (26%) or from another school in the same sector and state (20%). Secondary leaders are more likely to have been promoted from within the same school (40%). About one-third of primary leaders and one-quarter of secondary leaders had moved to their current role from a similar position in the same sector and state.

<sup>16</sup> The same question was asked in SiAS 2010, however; in SiAS 2010, leaders were presented with both parts of the question side by side. In 2013, leaders were only presented with the part of the question that related to them based on their answer to a previous question. If they had indicated that their current position was their first (as either deputy or principal), they were directed to the question worded 'I was promoted from.' If they had indicated that their current position was not their first at that level, they were directed to the question worded 'I moved from a similar position in.' This change may account for the different proportions between the two questions reported in 2013 and may mean that results from 2010 are not directly comparable, although the proportions within each question follow the same pattern as was the case in 2010.

**Table 7.19: School leaders' pathway to their current position**

<b>Pathway to current leadership position</b>		<b>Primary %</b>	<b>Secondary %</b>
Promoted from:	Within the same school	25.9	40.2
	Another school in the same sector and state/territory	20.2	17.4
	Another school in the same sector in a different state/territory	0.7	1.9
	Another school in a different sector in the same state/territory	3.5	3.4
	Another school in a different sector in a different state/territory	0	0.2
	Other	4.5	2.2
	<i>(sub-total)</i>	<i>54.7</i>	<i>65.4</i>
Moved from a similar position in:	The same school sector and state/territory	36.2	24.8
	The same school sector in a different state/territory	1.6	1.7
	A different school sector in the same state/territory	5.9	5.4
	A different school sector in a different state/territory	0.6	1.3
	Other	1.0	1.5
		<b>100</b>	<b>100</b>

## 8. EARLY CAREER TEACHERS

### 8.1 Introduction

This chapter reports results from the SiAS 2013 survey 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. Questions included in this and previous surveys 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.

New questions in 2013 asked early career teachers about the stage of life at which they decided to become a teacher, the process by which they applied to their initial teacher education course (ITE) and the helpfulness of components of their ITE.

### 8.2 Early career teacher demographics

In the primary school teacher sample, 21.9% had been teaching for five years or less (Table 8.1). Among secondary school teachers, 17.5% were in this category. These figures represent a fall in the proportion of early career teachers of about three percentage points compared to 2010 (24.8% in primary and 20.1% in secondary), and this is reflected across most states.

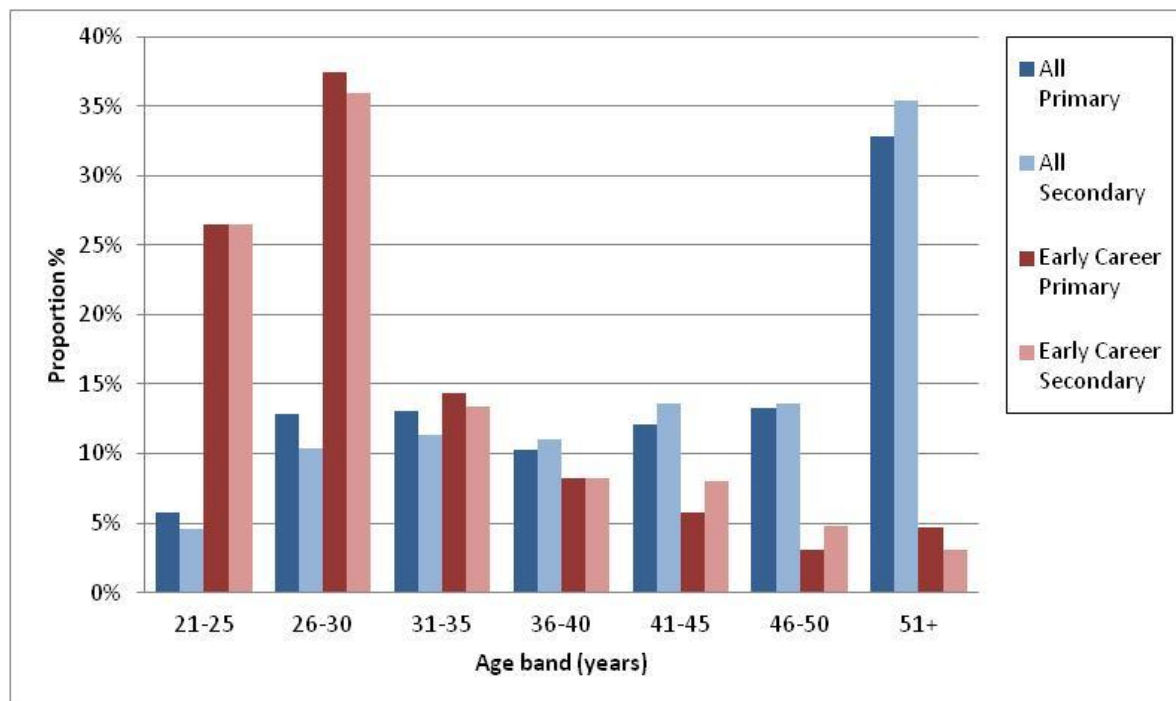
The proportion of early career male primary teachers has fallen more than the average compared to 2010, as have the proportions of early career primary teachers in high SES schools, and secondary teachers in low SES schools. In contrast, the proportion of early career teachers in remote locations has risen, although a large confidence interval ( $\pm 14\%$ ) in the primary response means this total should be read with caution.

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

		Primary			Secondary		
		2013		2010	2013		2010
		%	SE	%	%	SE	%
Gender	Male	18.6	2.1	26.4	15.4	1.0	16.7
	Female	22.7	1.3	24.6	19.0	0.9	22.6
School sector	Government	22.4	1.6	25.2	18.6	0.9	21.8
	Catholic	15.9	2.1	22.3	16.5	1.8	18.1
	Independent	27.1	3.1	26.0	15.4	1.4	17.0
School location	Metropolitan	20.4	1.3	25.1	16.7	0.9	19.5
	Provincial	23.2	2.9	23.5	18.9	1.1	21.4
	Remote	44.7	7.2	29.8	30.1	2.6	24.1
School SES	High	17.0	1.8	23.8	14.5	1.2	17.9
	Medium	23.3	2.2	23.3	18.9	1.1	19.4
	Low	25.8	2.1	27.7	19.6	1.4	23.9
State/territory	NSW	20.6	3.2	27.0	18.0	1.7	15.8
	VIC	28.4	1.9	28.7	16.9	1.2	22.5
	QLD	16.6	2.1	21.3	16.5	1.5	23.5
	WA	22.3	2.5	21.8	16.9	1.3	21.3
	SA	18.8	2.2	17.6	18.7	1.4	19.0
	TAS	20.3	2.8	21.8	16.9	2.6	19.5
	NT	29.6	2.4	28.8	22.9	2.4	25.8
	ACT	26.0	2.5	31.6	21.3	2.2	22.6
<b>Australia</b>		<b>21.9</b>	<b>1.2</b>	<b>24.8</b>	<b>17.5</b>	<b>0.7</b>	<b>20.1</b>

*Note:* Early career teachers were defined as those who had been teaching for five years or less.

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 compared to those in 2010.



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

As noted in 2010, the majority of early career teachers (64% primary, 62% secondary) are aged 30 years or under. However, a sizable proportion of early career teachers are aged over 40 (13.5% primary, 16% secondary). This is another indicator of the diversity of backgrounds among beginning teachers.

**Table 8.2: Proportion of early career teachers by age band**

Age band	Primary			Secondary		
	2013		2010	2013		2010
	%	SE	%	%	SE	%
21 to 25 years	26.5	2.5	30.4	26.5	1.9	27.8
26 to 30 years	37.5	3.1	38.3	35.9	1.7	34.8
31 to 35 years	14.3	4.0	9.9	13.4	1.1	11.9
36 to 40 years	8.2	1.5	8.8	8.3	1.0	8.5
41 to 45 years	5.7	1.2	7.6	8.0	1.2	7.5
46 to 50 years	3.1	0.6	3.9	4.8	0.7	6.3
51 years and over	4.7	1.0	1.2	3.1	0.5	3.3
	<b>100</b>		<b>100</b>	<b>100</b>		<b>100</b>

*Note:* Early career teachers were defined as those who had been teaching for five years or less (21.9% of primary teacher respondents and 17.5% of secondary).

### 8.3 Decision point about becoming a teacher

A new question in the 2013 survey asked early career teachers at what stage of life they decided to become a teacher. Table 8.3 compares their responses with those of other teachers. It shows that a teaching career is often chosen at quite an early point in life: during the school years, although less so among early career teachers than other teachers. Most notably, about 30% of early career teachers made their decision while in employment, which was a much higher proportion than among other teachers. This, along with the age range noted in the figures and tables above, suggests that around one-third of those who have recently become teachers did so by changing career, having already worked elsewhere for some time.

**Table 8.3: Early career teachers: decision point about becoming a teacher**

At what stage of life did you decide that you wanted to become a teacher?	Primary				Secondary			
	Early career		Other teachers		Early career		Other teachers	
	%	SE	%	SE	%	SE	%	SE
While at school	47.2	3.3	67.2	1.3	38.1	2.0	47.6	0.7
While in employment	28.3	3.9	13.8	0.8	31.2	1.6	18.9	0.6
During my first degree program at university	10.0	1.6	8.3	0.8	12.4	1.1	14.6	0.6
Upon completing my first degree	7.0	1.2	4.8	0.5	11.1	1.0	13.1	0.5
Other	7.5	1.5	5.9	0.6	7.1	0.8	5.8	0.4
	<b>100</b>		<b>100</b>		<b>100</b>		<b>100</b>	

*Note:* Early career teachers were defined as those who had been teaching for five years or less (21.9% of primary teacher respondents and 17.5% of secondary).

### 8.4 Reasons for becoming a teacher

Table 8.4 presents information on the factors that were important in the decision of early career teachers to become a teacher. Respondents could nominate more than one factor. There were fewer reasons presented in the 2013 survey than in 2010, including some that were new in 2013, so the results are not directly comparable with previous surveys.

On the whole, primary and secondary teachers shared the same, primarily intrinsic, factors in their reasons for becoming a teacher, with one notable difference: secondary teachers rated love of subject area as their top factor (67.7%). This was the same in 2010, albeit with slightly different wording (82% of secondary teachers ticked 'I enjoy my subject area/s').

**Table 8.4: Early career teachers: factors that were important in the decision to become a teacher**

Factor	Proportion who ticked factors important to them			
	Primary		Secondary	
	%	SE	%	SE
Love of teaching	80.6	2.1	63.5	1.6
Desire to work with young people	77.7	2.4	65.5	1.7
Desire to contribute to society	52.7	3.1	50.8	2.0
Holidays, hours of work	27.7	2.2	36.9	1.6
Family role model(s)	26.4	2.7	20.7	1.4
Encouragement from teacher(s) while you were at school	21.9	2.3	26.0	1.5
Security of employment	20.7	1.9	33.2	1.5
Love of subject	18.2	2.1	67.7	1.8
Availability of employment	13.2	1.7	23.4	1.6
Working conditions	12.1	1.6	17.0	1.3
Status of the teaching profession	4.9	1.1	5.8	0.7
Attractiveness of the salary	4.3	0.8	6.1	0.7
Other	2.8	0.7	3.7	0.6

*Note:* Early career teachers were defined as those who had been teaching for five years or less (21.9% of primary teacher respondents and 17.5% 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.

## 8.5 Application process for selection into initial teacher education

A new 2013 question asked early career teachers to indicate what processes were included in their application for selection into their initial teacher education (ITE) program. They could tick more than one option. The most common was academic achievement at school level (for primary teachers) or in university degree (secondary teachers). The proportions indicating school- or university-level achievement mirrors the proportions undertaking a graduate or undergraduate ITE program (see Table 4.2).

About one in five early career teachers were required to make a written submission as part of their ITE application process, and a slightly lower proportion were required to provide a reference. Around one in eight were required to attend an interview.

**Table 8.5: Early career teachers: application process for selection into initial teacher education**

Which of the following was part of the application process for selection into your initial teacher education program?	Primary		Secondary	
	%	SE	%	SE
Academic achievement in school (e.g. ATAR, ENTER, UAI)	50.5	2.5	38.8	2.2
Academic achievement in a university degree	35.2	2.2	51.7	1.9
A written submission	22.4	2.1	20.3	1.3
References	19.6	2.0	15.5	1.2
Evidence of previous experience in working with children	16.0	1.9	8.6	0.8
An interview	11.0	1.3	12.7	1.2
Academic achievement in other post-secondary studies (e.g. TAFE)	10.6	2.2	8.0	1.0
Evidence of work experience not specifically connected to teaching	8.9	1.6	10.6	1.3
Specific test results	6.5	1.0	4.1	0.5
Other	4.1	0.9	4.4	0.7

*Note:* Early career teachers were defined as those who had been teaching for five years or less (21.9% of primary teacher respondents and 17.5% 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.

## 8.6 Helpfulness of initial teacher education

The questions in Table 8.6 sought early career teachers' perceptions of the helpfulness of their initial teacher education course in preparing them for different aspects of teaching. The 2013 version of these questions was revised to take into account the APST (AITSL, 2011), and specifically the Graduate career stage. Two questions are the same as those asked in previous versions of SiAS, and so only limited comparisons can be made between 2013 and earlier years.

The results presented here are averages across Australia: there may well be variation between the graduates of different ITE courses but it is not possible to report this here.

There are 23 items covering various aspects of teaching listed in Table 8.6. Of these, there were 12 items for which at least 50% of the early career primary teachers indicated that their ITE course had been either very helpful or helpful in preparing them. The most positive assessments were in regard to the following National Standards:

- National Standard 2 'Know the content and how to teach it';
- 3 'Plan for and implement effective teaching and learning';
- 6 'Engage in professional learning'; and
- 7 'Engage professionally with colleagues, parents/carers and the community'

Early career primary teachers were least positive about their ITE courses in regard to Standards 1 ('Know students and how they learn') and 5 ('Assess, provide feedback and report on student learning').

**Table 8.6: Early career teachers: perceptions of the helpfulness of their pre-service teacher education course**

How helpful was your initial service teacher education course in preparing you for:	Primary				Secondary			
	Very helpful/ helpful		Not helpful		Very helpful/ helpful		Not helpful	
	%	SE	%	SE	%	SE	%	SE
<i>1. Know students and how they learn</i>								
Teaching students with a wide range of backgrounds and abilities	46.2	2.4	9.3	1.2	43.4	1.5	13.2	1.0
Supporting students with disabilities	27.9	2.9	21.9	2.1	33.0	1.8	23.1	1.4
Teaching Aboriginal and Torres Strait Islander students	23.5	2.6	28.4	2.2	28.0	2.1	31.7	1.7
<i>2. Know the content and how to teach it</i>								
Developing and teaching a unit of work	76.3	2.3	2.6	0.5	74.3	1.6	4.0	0.7
Developing subject content knowledge appropriate for school curriculum	69.3	2.5	5.3	0.8	65.1	1.6	10.4	1.0
Developing strategies for teaching numeracy	69.1	2.8	5.1	0.8	33.5	1.6	30.7	1.8
Developing strategies for teaching literacy	59.7	2.8	6.6	0.9	44.5	2.1	17.2	1.5
Making effective use of Information and Communication Technology (ICT)	52.3	3.5	7.7	1.0	55.9	1.7	11.3	1.1
<i>3. Plan for and implement effective teaching and learning</i>								
Learning how to evaluate and improve my own teaching	71.6	2.4	3.9	0.6	70.1	1.6	6.8	0.9
Developing my skills in classroom communication	60.4	2.6	6.8	1.1	62.7	2.1	8.2	1.0
Learning about resources available for my teaching areas	48.5	3.4	10.9	1.5	56.6	1.9	12.1	1.0
Involving parents/guardians in the educative process	31.9	2.3	26.2	2.4	23.7	1.4	34.2	1.8
<i>4. Create and maintain supportive and safe learning environments</i>								
Managing classroom activities to keep students on task	51.7	3.2	10.5	1.2	49.6	1.7	14.4	1.2
Dealing with difficult student behaviour	32.8	2.7	23.1	2.2	35.1	1.7	25.3	1.4
<i>5. Assess, provide feedback and report on student learning</i>								
Making effective use of student assessment information	48.3	3.4	12.7	1.6	45.5	1.8	17.8	1.4
Ensuring that my assessments are consistent and comparable with those of other teachers	40.2	3.7	23.0	2.2	44.2	1.6	22.0	1.6
Interpreting achievement reports from national or statewide assessments	27.2	2.6	34.2	2.7	27.0	1.7	38.4	1.9
<i>6. Engage in professional learning</i>								
Developing my own literacy skills	57.0	2.9	11.3	1.3	44.5	1.6	21.2	1.3
Developing my own numeracy skills	56.9	2.5	10.2	1.2	27.8	1.6	39.9	2.1
<i>7. Engage professionally with colleagues, parents/carers and the community</i>								
Meeting my professional and ethical responsibilities as a teacher	74.0	2.3	2.7	0.5	74.5	1.3	4.8	0.8
Complying with legislative, administrative and organisational requirements	54.2	2.2	9.9	1.3	60.6	1.5	10.6	1.0
Developing contacts with professional teaching networks	40.7	2.4	15.9	1.6	45.1	2.1	16.4	1.4
Engaging with performance and development plans	37.0	2.7	24.6	2.3	36.3	1.7	25.5	1.4

*Note:* Early career teachers were defined as those who had been teaching for five years or less (21.9% of primary teacher respondents and 17.5% of secondary). The items are ordered by the seven domains of teaching in the APST and then by the highest proportions who responded 'very helpful', i.e. the first column.

Overall, early career secondary teachers were less positive about how well their ITE courses had prepared them than were their primary peers. In only 8 of the 23 aspects did at least 50% of secondary teachers indicate that ITE had been very helpful or helpful in preparing them for teaching. Early career secondary teachers were most positive in regard to Standards 2, 3 and 7.

There were two items from 2013 that were directly comparable with 2010: 'Teaching Aboriginal and Torres Strait Islander students' (Standard 1) and 'Developing and teaching a unit of work' (Standard 2). In the former case, slightly lower proportions of early career teachers in 2013 reported that their ITE course had been very helpful or helpful than in 2010 (5 percentage points lower for primary teachers and 3 percentage points lower for secondary). In the case of the second aspect, 'developing and teaching a unit of work' slightly more primary teachers reported that their ITE course had been very helpful or helpful in 2013 than did in 2010 (2 percentage points higher), whereas among early career secondary teachers slightly fewer provided a positive assessment in 2013 than in 2010 (5 percentage points lower).

The lack of direct comparability between the 2010 and 2013 surveys in the way the questions about ITE were asked mean that it is not possible to draw any conclusions about whether the general improvement in early career teachers' perceptions of ITE that occurred between 2007 and 2010 continued into 2013.

A new question in 2013 asked early career teachers how helpful they found their ITE course in four areas: in-school experience, education studies, teaching methods, and subject studies. Table 6.7 shows that in each of these four components substantial majorities of early career teachers reported that ITE had been either very helpful or helpful in preparing them for teaching. "School experience" was assessed particularly highly by both primary (88.5%) and secondary teachers (92.6%).

**Table 8.7: Early career teachers: Helpfulness of components of initial teacher education course**

How helpful did you find each of the four components of your initial teacher education course listed below in preparing you for teaching?	Primary				Secondary			
	Very helpful/ helpful % SE	Not helpful %	Not applicable %		Very helpful/ helpful % SE	Not helpful %	Not applicable %	
<b>School experience:</b> Time spent in schools on teaching rounds, observation of classes, practicum and the like	88.5	1.8	0.7	1.5	92.6	0.9	0.9	1.7
<b>Education studies:</b> Learning about the theories and context of education and schooling	76.7	2.4	3.1	0.7	72.5	1.7	5.7	0.9
<b>Teaching methods:</b> Learning how to teach the subjects that you are likely to teach	68.2	2.6	4.2	1.1	68.2	1.5	6.1	1.6
<b>Subject studies:</b> Learning the content of the subjects that you are likely to teach	65.9	2.7	5.6	1.7	67.1	1.5	9.5	7.5

*Note:* Early career teachers were defined as those who had been teaching for five years or less (21.9% of primary teacher respondents and 17.5% of secondary). The items are ordered in terms of the proportions who responded 'very helpful', 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.



## 8.7 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. The same question was asked in SiAS 2010 and a similar one in SiAS 2007, so it is possible to examine changes over time.<sup>17</sup>

Table 8.8 indicates that among primary early career teachers the most commonly provided form of assistance was 'a designated mentor' (75.3%), the second most common was 'an orientation program designed for new teachers' (73.7%) and the third was 'observation of experienced teachers teaching their classes' (68.7%). All these forms of assistance were rated highly, with between 70% and 85% reporting that the first two had been either very helpful or helpful.

**Table 8.8: Early career 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?	Primary					Secondary				
	<i>Been provided</i>		<i>Very helpful/ helpful</i>		<i>Not helpful</i>	<i>Been provided</i>		<i>Very helpful/ helpful</i>		<i>Not helpful</i>
	%	SE	%	SE	%	%	SE	%	SE	%
A designated mentor	75.3	4.0	76.0	2.4	5.1	75.0	1.9	73.4	1.5	8.7
An orientation program designed for new teachers	73.7	4.0	70.7	3.0	6.4	83.7	1.4	69.3	1.7	6.9
Observation of experienced teachers teaching their classes	68.7	2.6	83.7	2.1	5.5	71.9	1.6	80.5	1.9	4.9
Structured opportunities to discuss your experiences with other new teachers	66.0	2.5	74.2	3.1	7.4	66.3	1.5	67.8	1.9	6.5
A reduced face-to-face teaching workload	51.5	3.6	68.3	3.4	9.7	54.0	2.1	73.3	2.3	9.0
Follow-up from your teacher education institution	29.3	2.8	29.3	4.6	42.1	33.1	1.5	33.6	2.8	41.3
Other assistance	24.1	3.1	82.9	4.5	11.2	19.2	1.7	82.1	3.2	11.2
Did not receive any of these	3.4	0.6				3.9	0.7			

*Note:* Early career teachers were defined as those who had been teaching for five years or less (21.9% of primary teacher respondents and 17.5% of secondary). 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.

The least commonly experienced form of assistance for early career primary teachers was 'follow up from your teacher education institution' (29.3%). Such assistance was rated as helpful or very helpful by just under 30% of those to whom it had been provided. Only 3.4% of early career primary teachers did not receive any of the types of assistance canvassed by the survey.

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' (83.7%), and 'a designated mentor' (75.0%). Both were rated as either helpful or very helpful by the large majority 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 33.1% of the early career secondary teachers, and rated as helpful or very helpful by 33.6% of the participants). Just 3.9% of early career secondary teachers did not receive any of the types of assistance surveyed.

<sup>17</sup> The 2007 survey did not include 'observation of experienced teachers teaching their classes'.

The 2010 SiAS report noted that provision of support for early career primary teachers had increased since 2007. In all the comparable items used in the two surveys the extent of provision has increased. This trend did not continue into 2013. Among early career primary teachers, slightly lower proportions reported receiving most of the types of assistance (typically by about 3-4 percentage points). Among early career secondary teachers the proportions reporting the various forms of assistance were about the same as in 2010. In almost all the types of assistance, though, the proportions who reported that it had been very helpful or helpful was higher in 2013 than in 2010. It could therefore be concluded that while the provision of assistance was slightly lower in 2013 than in 2010 or 2007, the assistance that had been received been judged by early career teachers as being more helpful than in earlier surveys.

## 9. ACTIVITIES OUTSIDE TEACHING

### 9.1 Introduction

This chapter reports the results from the Teacher questionnaire section on *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) in which people were engaged in the year before they commenced their teacher preparation program. The most common activity for primary teachers had been school student (41.4%), while the most common activities for secondary teachers had been higher education student (29.6%) and school student (29.1%). The higher proportion of primary teachers than secondary teachers who indicated that their main activity prior to commencing teacher preparation was school student is likely to reflect the different pattern of preparation for primary and secondary teaching. More people commence preparation for primary teaching in their first year of higher education, while secondary teachers commonly commence their teacher preparation following a degree in another discipline.

However, Table 9.1 also shows that the proportion of secondary teachers whose main activity prior to teacher preparation was school student was higher in 2013 (29.1%) than in 2010 (18.5%), while the proportion whose main activity had been tertiary student (higher education or TAFE student) was lower in 2013 (30.4%) than in 2010 (49.9%). A similar pattern of change is also evident at primary level.

Employment (most commonly full-time employment) was the main activity in the year before the commencement of their teacher preparation program for 28.6% of primary teachers and 31.7% of secondary teachers in 2013. This was higher than in 2010 and could indicate a broadening in the backgrounds of people entering teaching. A further 8.6-8.8 % of teachers reported that their main activity was home duties, unemployment or 'other' in 2013.

**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 <u>before</u> you commenced your teacher preparation program?	Primary			Secondary		
	2013		2010	2013		2010
	%	SE	%	%	SE	%
School student	41.4	1.5	32.1	29.1	0.7	18.5
Higher education student (2013)	19.8	1.1	--	29.6	0.9	--
TAFE Student (2013)	1.5	0.3	--	0.8	0.1	--
Tertiary student (2010)	--	--	39.1	--	--	49.9
Home duties (including caring for children)	3.9	0.4	5.1	3.5	0.3	3.4
Full-time employment	20.4	1.3	14.7	24.4	0.7	19.4
Part-time employment	8.2	0.7	5.7	7.3	0.4	5.8
Unemployed	0.5	0.2	0.4	0.6	0.1	0.5
Other	4.2	0.6	2.9	4.7	0.3	2.5
	<b>100</b>		<b>100</b>	<b>100</b>		<b>100</b>

Table 9.2 presents the equivalent data for those who are now leaders in schools. The most common activity for leaders was school student (61.2% primary leaders and 45.4% secondary leaders), followed by higher education student (14.1% primary leaders and 30.9% secondary leaders). As was the case for teachers, there was an increase in the number of leaders whose main activity prior to commencing their teacher preparation program was school student and a decrease in the number whose main activity had been tertiary (higher education and TAFE) student between SiAS 2010 and SiAS 2013.

Fewer leaders than teachers reported that their main activity had been employment (Table 9.1 and Table 9.2). 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 9.2: 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 <u>before</u> you commenced your teacher preparation program?	Primary			Secondary		
	2013		2010	2013		2010
	%	SE	%	%	SE	%
School student	61.2	2.8	45.3	45.4	2.9	23.0
Higher education student (2013)	14.1	1.8	--	30.9	2.4	--
TAFE Student (2013)	0.9	0.5	--	0.9	0.7	--
Tertiary student (2010)			31.0			57.2
Home duties (including caring for children)	3.1	0.9	1.7	3.5	1.1	1.4
Full-time employment	12.8	1.6	17.5	14.0	1.7	15.4
Part-time employment	3.9	1.1	3.1	2.2	0.9	2.0
Unemployed	0	0	0	0	0	0
Other	4.0	1.3	1.3	3.0	1.0	1.1
	<b>100</b>		<b>100</b>	<b>100</b>		<b>100</b>

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. those who had been 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, 46.3% of early career primary teachers and 46.7% of early career secondary teachers were employed in the year before commencing teacher preparation. This was higher than for teachers overall, as reported in Table 9.1, and also higher than the results for early career teachers in SiAS 2010.

**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 <u>before</u> you commenced your teacher preparation program?	Primary			Secondary		
	2013		2010	2013		2010
	%	SE	%	%	SE	%
School student	17.0	2.0	16.3	15.6	1.5	8.8
Higher education student (2013)	24.5	3.0	--	25.9	1.7	--
TAFE Student (2013)	1.7	0.4	--	1.9	0.5	--
Tertiary student (2010)			41.2			49.7
Home duties (including caring for children)	3.8	0.7	6.9	5.0	1.0	4.2
Full-time employment	29.2	4.7	19.8	33.4	1.7	25.5
Part-time employment	17.1	2.5	10.2	13.3	1.4	8.9
Unemployed	0.2	0.1	0.4	0.5	0.2	0.4
Other	6.4	1.7	5.1	4.5	0.9	2.5
	<b>100</b>		<b>100</b>	<b>100</b>		<b>100</b>

*Note:* Early career teachers were defined as those who had been teaching for five years or less (21.9% of primary teacher respondents and 17.5% of secondary).

### 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 and 2010 SiAS surveys and so enable changes to be examined.

Table 9.4 shows that 12.7% of current primary teachers and 14.6% of current secondary teachers have resigned from school teaching at some stage but then returned to teaching. The proportions for current school leaders are slightly lower (10.2% of primary leaders and 12.6% of secondary leaders), but still reasonably sizeable. Overall, the data suggest that there is substantial movement out of and back into teaching. However, the proportions are slightly lower than those reported in the 2010 SiAS survey (except among secondary leaders where numbers remained stable), and the 2010 SiAS figures were lower than in the 2007 SiAS survey, suggesting 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	
	%	SE	%	SE	%	SE	%	SE
Yes	12.7	1.1	14.6	0.6	10.2	1.5	12.6	1.6
No	87.3	1.1	85.4	0.6	89.8	1.5	87.4	1.6
	<b>100</b>		<b>100</b>		<b>100</b>		<b>100</b>	

Table 9.5 examines in detail the group of teachers and leaders that had resigned from school teaching, and the reasons they gave for returning to teaching. At primary level among this group, the most common reason was 'changed personal or family circumstances', which was nominated by 45.9% of primary teachers and 43.4% of primary leaders. This reason was also nominated by around one-quarter of secondary teachers and 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 personal and family circumstances can differ so much. It is noteworthy, however, that the proportion who nominated 'changed personal or family circumstances' as a reason for returning was higher in each of the four groups in SiAS 2010 (59.5% primary teachers, 55.7% primary leaders, 51.7% secondary teachers and 51.4% secondary leaders) and higher again in 2007 among teachers (70% of primary teachers and 61% of secondary teachers).

Intrinsic aspects of teaching were also important in the decision by those who had left teaching to return to teaching. As shown in Table 9.5, 'I missed teaching' was the most common reason for returning given by secondary teachers (29.8%) and secondary leaders (35.1%) who had returned to teaching. It was also the second most common reason for returning provided by primary teachers (22.3%) and primary leaders (42.6%). Another intrinsic factor, 'I missed the students' was also frequently nominated, especially by leaders. In contrast, relatively small proportions of the teachers who had returned indicated that teaching's relative salary or working conditions were factors in the decision to return.

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

<b>Why did you return to teaching?</b>	<b>Teachers</b>		<b>Leaders</b>	
	<b>Primary %</b>	<b>Secondary %</b>	<b>Primary %</b>	<b>Secondary %</b>
Changed personal or family circumstances	45.9	24.0	43.4	26.4
Other	24.0	17.4	20.9	22.8
I missed teaching	22.3	29.8	42.6	35.1
I missed the students	17.6	19.9	36.3	34.9
Teaching gives more opportunity for personal growth	11.8	14.4	20.6	14.5
I returned from extended travel	11.6	15.5	8.1	17.1
Teaching salary is higher than the salary I was getting	8.8	10.7	9.3	20.9
The other job/activity was not what I had expected	6.4	11.0	14.3	21.0
Teaching working conditions are better	4.2	8.2	9.0	2.6

*Note:* The denominator is the proportion of teachers and leaders who answered 'yes' in Table 9.4. Respondents could indicate more than one reason and so the percentages do not sum to 100.

## 10. FUTURE CAREER INTENTIONS

### 10.1 Introduction

This chapter reports the results from the section of the Teacher and Leader questionnaires: *Your Future Career Intentions*. The questions canvassed how likely teachers and school leaders were to remain in schools 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. A number of the questions were similar to those asked in the 2010 SiAS survey and so it is possible to analyse changes over time.

### 10.2 Intentions to leave teaching

In SiAS 2013, 5.1% of primary teachers and 7.7% of secondary teachers indicated that they intend to leave teaching permanently prior to retirement (see Table 10.1). In contrast, over one-half of primary and secondary teachers indicated that they do not intend to leave teaching prior to retirement and about one-third of teachers are unsure about their intentions in this regard.

Slightly higher proportions of teachers in SiAS 2010 planned to leave teaching permanently prior to retirement (6.7% of primary teachers and 9.7% of secondary teachers). In SiAS 2007, the proportions planning to leave teaching permanently were slightly higher again (9% of primary teachers and 11% of secondary teachers), suggesting a longer term trend.

In SiAS 2007 and SiAS 2010, a higher proportion of males than females indicated that they intended to leave teaching permanently prior to retirement, especially at primary level. In SiAS 2013, however, this gender gap had narrowed considerably.

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

Do you plan to leave teaching permanently prior to retirement?		Male			Female			Persons		
		2013		2010	2013		2010	2013		2010
		%	SE	%	%	SE	%	%	SE	%
Primary	Yes	6.0	1.1	11.2	4.9	0.7	5.6	5.1	0.6	6.7
	No	57.2	3.4	49.4	64.9	1.5	60.9	63.5	1.4	58.7
	Unsure	36.8	3.5	39.4	30.2	1.5	33.5	31.4	1.3	34.6
		<b>100</b>		<b>100</b>	<b>100</b>		<b>100</b>	<b>100</b>		<b>100</b>
Secondary	Yes	8.3	0.8	11.8	7.2	0.6	8.2	7.7	0.5	9.7
	No	57.6	1.4	54.8	59.2	1.0	57.9	58.5	0.9	56.6
	Unsure	34.1	1.4	33.4	33.6	0.8	34.0	33.8	0.8	33.7
		<b>100</b>		<b>100</b>	<b>100</b>		<b>100</b>	<b>100</b>		<b>100</b>

The relationship between career intentions and age is reported in Tables 10.2 and 10.3. When asked whether they planned to leave teaching permanently prior to retirement in SiAS 2013, younger secondary teachers were less likely than older secondary teachers to respond 'no' and more likely than older teachers to respond 'unsure' but there is not clear age gradient in the 'yes' responses. At primary level, the second youngest (26-35 year) age group was the most likely to plan to leave teaching permanently prior to retirement (7.5%) and the second oldest (46-50 year) age group was the least likely to plan to leave teaching (3.5%). The middle (36-45 year) age group was the least likely to indicate that they did not plan to leave teaching permanently and the most likely to indicate they were unsure of their intentions.

In SiAS 2010, clearer age gradients were evident. In general, younger teachers were more likely to indicate that they intended to leave teaching permanently before retirement or that they were unsure about their career intentions. (A similar relationship between career intentions and age was also found in SiAS 2007).

Almost two-fifths of younger primary teachers and one-half of the younger secondary 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 fewer intend to leave before retirement or are unsure of their intentions.

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

Do you plan to leave teaching permanently prior to retirement?	Primary 2013			Primary 2010		
	Yes %	No %	Unsure %	Yes %	No %	Unsure %
Up to 25 years	5.7	55.0	39.4	4.4	56.4	39.2
26 – 35 years	7.5	52.8	39.8	9.8	44.7	45.4
36 – 45 years	5.8	50.4	43.8	8.3	51.1	40.6
46 – 50 years	3.5	67.1	29.4	5.2	67.5	27.3
Over 50 years	5.1	63.6	31.4	3.1	76.6	20.3

**Table 10.3: Proportions of secondary teachers who intend to leave teaching permanently prior to retirement, by age band**

Do you plan to leave teaching permanently prior to retirement?	Secondary 2013			Secondary 2010		
	Yes %	No %	Unsure %	Yes %	No %	Unsure %
Up to 25 years	8.9	42.3	48.8	11.4	35.1	53.6
26 – 35 years	12.1	40.6	47.2	14.3	38.1	47.6
36 – 45 years	8.8	49.4	41.8	13.0	47.7	39.3
46 – 50 years	9.3	54.8	35.9	6.9	61.5	31.6
Over 50 years	7.7	58.4	33.8	5.6	76.5	17.9

There are few differences among sectors in the proportions of teachers who indicate that they intend to leave before retirement (see Tables 10.4 and 10.5). However, higher proportions of government school teachers than non-government school teachers indicate that they do not plan to leave teaching, and lower proportions of government school teachers than non-government school teachers are unsure about their plans. Such differences in intentions by school sector were also evident in SiAS 2007 and SiAS 2010. This seems to suggest that non-government schools may face comparatively greater turnover of teachers than government schools.

Teachers in remote schools are more likely than teachers in provincial or metropolitan schools to intend to leave teaching permanently prior to retirement, especially at secondary level (see Table 10.4).<sup>18</sup> Teachers in remote schools are also more likely than other teachers to indicate that they are unsure about their career intentions, especially at primary level. Broadly similar differences in career intentions by school location were also evident in SiAS 2007 and SiAS 2010.

Primary teachers working in relatively high SES schools are slightly more likely than primary teachers in medium or low SES schools to indicate that they plan to leave teaching prior to retirement or that they are unsure of their intentions, and are more likely to indicate that they do not plan to leave teaching (see Table 10.4). At secondary level differences are also small, with teachers working in relatively high SES schools being slightly less likely than teachers in medium or low SES schools to indicate that they plan to leave teaching or that they are undecided.

<sup>18</sup> These estimates need to be treated with caution due to the small numbers teaching in remote locations.



**Table 10.4: Proportions of primary teachers who intend to leave teaching permanently prior to retirement, by school sector, location, SES, and state and territory**

Do you plan to leave teaching permanently prior to retirement?		Primary 2013			Primary 2010		
		Yes %	No %	Unsure %	Yes %	No %	Unsure %
School sector	Government	4.3	65.7	30.0	6.2	61.2	32.7
	Catholic	6.8	59.5	33.7	7.3	51.8	41.0
	Independent	6.7	57.6	35.7	8.4	54.6	37.0
School location	Metropolitan	5.1	65.3	29.6	6.5	58.3	35.2
	Provincial	5.0	59.7	35.4	6.8	61.7	31.4
	Remote	6.7	48.4	45.0	7.6	42.4	50.0
School SES	High	6.1	59.6	34.3	7.9	53.2	38.9
	Medium	4.5	67.2	28.3	5.8	60.7	33.5
	Low	4.7	62.4	32.8	6.3	62.5	31.2
State/territory	NSW	1.9	72.7	25.4	7.3	59.8	32.9
	VIC	6.1	60.4	33.5	5.8	60.9	33.3
	QLD	6.8	58.2	34.9	5.5	57.9	36.6
	WA	7.9	58.7	33.4	8.5	51.2	40.3
	SA	4.0	63.7	32.3	6.6	64.3	29.1
	TAS	6.7	62.3	31.1	3.4	63.6	33.1
	NT	7.6	51.4	41.0	11.2	47.1	41.6
ACT	7.1	56.4	36.6	10.4	48.0	41.6	
<b>Australia</b>		<b>5.1</b>	<b>63.5</b>	<b>31.4</b>	<b>6.6</b>	<b>58.7</b>	<b>34.6</b>

**Table 10.5: Proportions of primary teachers who intend to leave teaching permanently prior to retirement, by school sector, location, SES, and state and territory**

Do you plan to leave teaching permanently prior to retirement?		Secondary 2013			Secondary 2010		
		Yes %	No %	Unsure %	Yes %	No %	Unsure %
School sector	Government	7.6	59.5	32.9	10.0	58.4	31.7
	Catholic	8.4	56.9	34.7	10.2	53.2	30.6
	Independent	7.4	57.4	35.2	8.6	54.7	36.7
School location	Metropolitan	7.2	60.3	32.5	8.9	57.9	33.2
	Provincial	8.8	54.4	36.9	11.3	54.4	34.4
	Remote	12.5	48.6	38.9	17.5	39.8	42.7
School SES	High	6.5	61.6	32.0	9.2	56.6	34.2
	Medium	8.2	56.4	35.3	9.4	56.4	34.1
	Low	8.7	57.1	34.2	10.8	56.8	32.4
State/territory	NSW	7.3	61.4	31.3	8.8	61.2	30.0
	VIC	7.9	56.3	35.7	8.9	56.8	34.3
	QLD	8.4	56.7	34.8	12.4	51.5	36.1
	WA	8.3	57.5	34.2	11.3	51.4	37.3
	SA	5.3	60.2	34.4	9.0	58.5	32.5
	TAS	7.2	60.3	32.5	6.5	55.2	38.2
	NT	11.5	53.4	35.1	14.2	43.1	42.7
ACT	7.6	55.8	36.6	10.1	49.3	40.6	
<b>Australia</b>		<b>7.7</b>	<b>58.5</b>	<b>33.8</b>	<b>9.7</b>	<b>56.6</b>	<b>33.7</b>

Plans to leave teaching also vary by state and territory as indicated in Tables 10.4 and 10.5. The states/territories with the highest proportions of primary teachers who plan to leave teaching prior to retirement are West Australia (7.9%) and the Northern Territory (7.6%), while New South Wales has the lowest proportion of primary teachers who plan to leave teaching (1.9%) as well as the lowest proportion of primary teachers who are unsure about their career intentions (25.4%). At secondary level, relatively high proportions of teachers intend to leave teaching in the Northern Territory (11.5%), Queensland (8.4%) and West Australia (8.3%), while South Australia is the state

with the lowest proportion of secondary teachers intending to leave (5.3%). In all states and territories, higher proportions of secondary than primary teachers intend to resign; the difference is small in most states but relatively large in New South Wales.

Table 10.6 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. 'The workload is too heavy' was the most common factor reported by both primary teachers (53.6%) and secondary teachers (58.3%), while the second most common factor was 'insufficient recognition or reward for teachers' (44.5% of primary teachers and 50.6% of secondary teachers). Just under 45% of secondary teachers also cited 'changes imposed on schools from outside' as an important factor in their decision to leave teaching prior to retirement.

In SiAS 2010, teachers were asked about the importance of a similar set of factors (see Table 10.6). As in 2013, 'the workload is too heavy' was also the factor most commonly cited by teachers in 2010. Between the 2010 and 2013 surveys, however, there were changes in the proportions of teachers indicating that various factors were important in their decision to leave teaching. The proportions of teachers indicating that the following factors were important decreased by at least five percentage points between surveys: better opportunities outside schools; class sizes are too large; insufficient support staff; I never intended teaching to be a long-term career (secondary only); dissatisfaction with performance appraisal processes (primary only); and issues with student management. Conversely, a larger proportion of secondary teachers in 2013 indicated that 'the workload is too heavy' was an important factor in their decision to leave teaching.

**Table 10.6: 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		
	2013		2010	2013		2010
	%	SE	%	%	SE	%
The workload is too heavy	53.6	5.6	57.7	58.3	2.9	50.1
Dissatisfaction with teaching (2010 only)	--		45.0	--		42.5
Insufficient recognition or reward for teachers (2013)	44.5	4.7	--	50.6	2.8	--
Changes imposed on schools from outside	34.2	4.8	33.0	44.7	3.1	41.9
The poor public image of teachers	31.7	4.3	35.7	35.2	3.1	33.4
Insufficient recognition or reward for teachers who demonstrate advanced competence (2010 only)	--		30.2	--		44.5
Other	27.8	4.8	9.6	24.2	2.4	16.9
Better opportunities outside of schools	26.0	4.1	43.2	33.2	2.4	39.2
Class sizes too large	22.5	3.8	32.0	19.7	2.4	32.5
Insufficient support staff	20.5	3.7	39.0	22.9	2.5	30.8
I never intended teaching to be a long-term career	17.6	6.4	16.8	15.7	2.3	22.2
Insufficient recognition or reward for teachers who gain extra qualifications (2010 only)	--		16.0	--		29.2
I was not enjoying teaching	15.3	3.1	--	19.2	2.2	--
Family reasons	14.6	3.6	14.5	10.8	1.6	11.5
Insufficient recognition or reward for teachers whose students achieve specified goals (2010 only)	--		10.0	--		21.8
Dissatisfaction with performance appraisal processes	8.2	2.3	16.9	15.3	1.8	15.5
I had issues with student management	3.7	1.6	8.2	4.8	0.9	10.3
Unsatisfactory relationships with other staff (2013)	3.6	1.2	--	4.6	0.8	--
Superannuation benefits from leaving teaching early	2.1	1.0	2.1	1.2	0.4	2.5
I have found that I am not suited to teaching	1.1	0.7	2.0	5.3	1.6	2.4

*Note:* this question was answered only by those who indicated that they plan to leave teaching permanently prior to retirement (5.1% of primary teachers and 7.7% of secondary). 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 each factor. Questions appearing only in the 2010 survey, or only in the 2013 survey, are indicated with the year in brackets.

Table 10.7 indicates that 5.4% of primary teachers intend to leave within 3 years, as do 7.2% of secondary teachers, slightly lower than in SiAS 2010. The percentage of teachers who are unsure about how much longer they will remain in teaching (60.0% of primary teachers, 57.1% of secondary teachers) is slightly higher than in SiAS 2010.

On average, primary teachers intend to continue working in schools for 13.7 years and secondary teachers for 13.0 years (excluding those who indicated they are unsure about how much longer they intend working in schools) (Table 10.7). In SiAS 2010, the primary figure was marginally higher (an average of 14.2 years) while the secondary average number of years was marginally lower (12.2 years).

The number of years leaders intend to continue working in schools is also reported in Table 10.7. In 2013, 12.2% of primary leaders indicated that they intend to stop working in schools within three years, which is about the same proportion as reported in SiAS 2007 and SiAS 2010. In 2013, 11.4% of secondary leaders indicated that they intended to leave, about three percentage points lower than in SiAS 2010 but similar to SiAS 2007. A considerably higher proportion of secondary leaders in 2013 indicated they are unsure about how much longer they will continue working in schools in comparison to 2010, while the primary proportion is lower.

On average, primary leaders intend to continue working in schools for 10.7 years and secondary leaders for an average of 10.0 years (excluding those who indicated they are unsure about the number of years) (Table 10.7). These average figures are similar to those indicated by leaders in 2010 (9.8 years and 10.1 years, respectively).

**Table 10.7: Teachers and leaders: number of years they intend to continue working in schools**

How much longer do you intend to work in schools?	Teachers				Leaders			
	Primary		Secondary		Primary		Secondary	
	2013 %	2010 %	2013 %	2010 %	2013 %	2010 %	2013 %	2010 %
Less than 1 year	0.4	0.6	0.6	1.1	0.5	1.1	0.2	1.0
1- 3 years	5.0	6.4	6.6	8.2	11.7	10.9	11.2	13.4
4 – 6 years	6.8	5.0	6.3	7.8	13.6	11.9	9.8	11.8
7 – 9 years	2.9	2.5	3.0	3.4	5.1	4.6	5.8	3.9
10 – 15 years	10.8	12.2	12.6	13.6	17.4	19.6	19.6	26.1
16 – 20 years	4.9	5.7	5.7	6.6	6.0	4.2	7.1	11.4
Over 20 years	9.2	9.6	8.2	7.1	7.7	3.9	3.2	2.2
Unsure	60.0	58.1	57.1	52.2	37.9	43.7	43.2	30.3
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Mean years</b>	<b>13.7</b>	<b>14.2</b>	<b>13.0</b>	<b>12.2</b>	<b>10.7</b>	<b>9.8</b>	<b>10.0</b>	<b>10.1</b>
<b>(SE)</b>	<b>(0.5)</b>		<b>(0.3)</b>		<b>(0.7)</b>		<b>(0.4)</b>	

Note: Average number of years does not include those who indicated they were unsure.

Tables 10.8 and 10.9 examines the average number of years that teachers and leaders respectively 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 and leaders in remote primary schools and leaders in rural secondary schools intend to remain in schools slightly longer than their counterparts in provincial and metropolitan schools;
- teachers in high SES schools intend to remain working in schools for fewer years on average than those in medium and low SES schools; and
- leaders in medium SES schools intend to continue working in schools longer on average than leaders in other schools.

**Table 10.8: Average years teachers intend to continue working in schools, by school sector, location, SES, and state and territory**

How much longer do you intend to work in schools?		Primary		Secondary	
		2013 Years	2010 Years	2013 Years	2010 Years
School sector	Government	13.4	14.5	12.4	11.8
	Catholic	14.2	15.0	13.8	13.3
	Independent	14.7	13.8	13.9	12.3
School location	Metropolitan	13.6	14.7	12.9	12.4
	Provincial	14.0	14.0	13.2	11.8
	Remote	15.1	14.3	12.3	11.5
School SES	High	12.7	15.2	12.2	13.1
	Medium	13.9	14.4	13.3	12.1
	Low	14.9	15.2	13.6	13.1
State/territory	NSW	13.8	15.6	13.8	12.7
	VIC	13.3	13.9	11.5	11.5
	QLD	13.6	14.5	13.3	12.7
	WA	14.0	13.8	13.4	12.5
	SA	13.5	13.6	13.5	11.1
	TAS	14.4	13.1	11.3	11.7
	NT	13.7	13.0	11.9	10.9
	ACT	14.9	13.6	12.8	11.8
<b>Australia</b>		<b>13.7</b>	<b>14.5</b>	<b>13.0</b>	<b>12.2</b>

Note: Average number of years does not include those who indicated they were unsure.

**Table 10.9: Average years leaders intend to continue working in schools, by school sector, location, and SES**

How much longer do you intend to work in schools?		Primary		Secondary	
		2013 Years	2010 Years	2013 Years	2010 Years
School sector	Government	10.4	9.0	9.2	9.0
	Catholic	11.6	12.4	11.7	11.4
	Independent	11.3	10.6	11.0	12.3
School location	Metropolitan	10.5	9.9	9.9	9.3
	Provincial	10.8	9.6	10.4	12.3
	Remote	11.6	9.3	11.4	9.1
School SES	High	10.4	9.4	9.0	8.4
	Medium	11.0	9.9	10.8	11.2
	Low	10.6	10.1	9.8	10.8
<b>Australia</b>		<b>10.7</b>	<b>9.8</b>	<b>10.0</b>	<b>10.2</b>

### 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 21.9% of primary teachers and 17.5% of secondary teachers. Table 10.10 reports on whether early career teachers intend to leave teaching permanently prior to retirement. A slightly higher proportion of early career teachers intend to leave teaching permanently prior to retirement (6.7% of primary early career teachers, and 10.5% of secondary early career teachers) than do teachers as a whole (5.1% and 7.7%, respectively – see Table 10.1). In addition, higher proportions of early career teachers are unsure about their plans in this regard (39.9% primary and 43.4% secondary) than were teachers overall (31.4% and 33.8%, respectively.)

This suggests that a large number of early career teachers have not yet committed to teaching as a career.

However, the proportion of early career teachers who indicated in 2013 that they intended to leave prior to retirement (6.7% primary and 10.5% secondary) was lower than in SiAS 2010 (9.0% primary and 13.4% secondary), which in turn was lower than in SiAS 2007 (11% primary and 15% secondary). This suggests that the retention of early career teachers may be increasing.

There are some gender differences in the career intentions of early career teachers as indicated in Tables 10.10 and 10.11. Higher proportions of males than females indicate that they plan to leave teaching prior to retirement (secondary only) or that they are unsure about their career intentions, while higher proportions of females than males indicated that they do not plan to leave teaching prior to retirement.

**Table 10.10: Proportions of early career primary teachers who intend to leave teaching permanently prior to retirement**

Do you plan to leave teaching permanently prior to retirement?	Primary 2013			Primary 2010		
	Males %	Females %	Persons %	Males %	Females %	Persons %
Yes	6.2	6.8	6.7	17.6	7.1	9.0
No	48.4	54.4	53.4	40.3	58.4	55.0
Unsure	45.4	38.8	39.9	42.1	34.5	35.9
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Note: 'Early career teachers' are those who have been teaching for 5 years or less – 21.9% of the primary teacher sample and 17.5% of the secondary sample.

**Table 10.11: Proportions of early career secondary teachers who intend to leave teaching permanently prior to retirement**

Do you plan to leave teaching permanently prior to retirement?	Secondary 2013			Secondary 2010		
	Males %	Females %	Persons %	Males %	Females %	Persons %
Yes	12.9	9.1	10.5	17.4	11.3	13.4
No	39.9	49.7	46.1	36.6	41.3	39.7
Unsure	47.2	41.2	43.4	46.0	47.4	46.9
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Table 10.12 examines which factors were most important in the decision of those early career teachers who indicated that they are likely to leave teaching permanently prior to retirement. The two most common factors were 'insufficient recognition or reward for teachers' and 'the workload is too heavy', similar to those reported for teachers overall (see Table 10.6). Just under 10% of early career secondary teachers who indicated that they are likely to leave the teaching reported that 'I have found that I am not suited to teaching' as an important factor, compared with 2.3% at primary level.

**Table 10.12: 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	
	%	SE	%	SE
Insufficient recognition or reward for teachers	59.3	10.2	57.5	5.3
The workload is too heavy	55.7	9.1	56.6	6.8
I never intended teaching to be a long-term career	35.9	11.8	25.9	5.6
Better opportunities outside of schools	32.9	10.6	40.4	4.8
The poor public image of teachers	30.1	9.4	31.4	5.1
Other	28.4	6.9	17.6	3.7
Changes imposed on schools from outside	25.7	6.9	41.3	6.5
Class sizes too large	23.9	6.8	22.4	6.4
Insufficient support staff	22.0	6.4	21.7	4.1
I was not enjoying teaching	15.7	5.7	22.9	5.3
Family reasons	6.0	3.9	9.8	3.7
I had issues with student management	5.4	2.7	4.2	1.3
Unsatisfactory relationships with other staff	5.1	2.5	5.3	1.8
Dissatisfaction with performance appraisal processes	4.1	2.4	16.1	4.5
I have found that I am not suited to teaching	2.3	1.9	9.5	4.5
Superannuation benefits from leaving teaching early	0	0	0	0

*Note:* this question was answered only by those early career teachers who indicated that they plan to leave teaching permanently prior to retirement (6.7% of early career primary teachers and 10.5% 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.

#### 10.4 Future career within education

Those teachers who intend to stay in teaching for more than 3 years or are unsure about how much longer they intend to keep teaching were asked about their career intentions within schools within the next 3 years (see Table 10.13). Around 71.5% of primary teachers in this group and 68.3% of secondary teachers in this group intend to continue in their current position at their current school. This is higher than in SiAS 2010. Just over 21% of primary teachers in the group and 28.8% of secondary teachers in the group intended to seek promotion within their current school (roughly similar to SiAS 2010). Just over 21% of primary teachers in the group and 23.1% of secondary teachers in the group intend to move to a similar position at another school within the next 3 years (a slightly higher proportion at secondary level than in SiAS 2010). Just over 13% of primary teachers and 17.9% of secondary teachers intend to seek promotion at another school (similar to SiAS 2010).

**Table 10.13: 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"		
	2013		2010	2013		2010
	%	SE	%	%	SE	%
Continue in your current position at this school	71.5	1.3	64.8	68.3	0.8	65.0
Seek promotion in this school	21.4	1.8	23.9	28.8	0.8	27.7
Move to a similar position at another school	21.4	1.2	21.4	23.1	1.0	19.5
Seek promotion to another school	13.3	1.1	13.5	17.9	0.8	17.0
Move to work in another school sector	4.2	0.5	4.6	7.3	0.4	6.3
Train to enable you to teach in another subject area	8.0	1.0	7.6	10.0	0.5	9.6
Train to enable you to teach in another stage of schooling	5.8	0.8	7.3	3.5	0.3	3.4
Change from full-time to part-time employment	8.1	0.6	6.9	8.5	0.4	6.8
Change from part-time to full-time employment	6.3	0.6	8.9	5.1	0.4	5.8
Take extended leave (12 months or more)	5.2	0.5	4.1	8.3	0.4	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 94.6% of teachers were in this group as were 92.8% of secondary teachers (compared to 83.6% primary teachers and 81.0% secondary teachers in 2010). Respondents were able to tick more than one box so the responses sum to more than 100%.

Table 10.14 examines differences in career intentions among those in different age bands. Among teachers who intend staying in teaching for more than 3 years or are unsure about how much longer they intend to keep 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 than older teachers (especially those aged 51 and over) to seek promotion at their current or another school, move to another school or sector, or train to enable them to teach in another subject area or level of schooling. Conversely, teachers aged 35 years or less are less likely than those aged 51 and over, to indicate that they intend to continue in their current position at their school. Similar patterns were reported in the 2010 SiAS survey.

**Table 10.14: Career intentions of teachers who intend to work in school for more than three years, by age band**

	Primary "Yes"			Secondary "Yes"		
	Up to 35 years	36 to 50 years	Over 51 years	Up to 35 years	36 to 50 years	Over 51 years
<b>Within the next 3 years do you intend to:</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Continue in your current position at this school	70.8	68.7	76.7	64.8	66.9	73.1
Seek promotion in this school	36.7	20.5	7.0	45.4	30.2	14.1
Move to a similar position at another school	31.4	19.6	12.7	32.0	25.8	12.9
Seek promotion to another school	21.8	13.1	4.9	25.6	19.8	9.7
Move to work in another school sector	5.5	4.5	2.0	10.8	7.6	4.0
Train to enable you to teach in another subject area	12.4	6.5	5.5	18.2	9.5	3.9
Train to enable you to teach in another stage of schooling	7.9	4.3	5.0	5.5	3.7	1.7
Change from full-time to part-time employment	7.1	5.6	12.0	7.4	5.6	12.7
Change from part-time to full-time employment	7.3	6.7	4.8	7.2	6.1	2.1
Take extended leave (12 months or more)	9.2	3.2	2.9	13.6	6.6	6.2

*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 94.6% of teachers were in this group as were 92.8% of secondary teachers (compared to 83.6% primary teachers and 81.0% secondary teachers in 2010). 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.

Table 10.15 reports the career intentions of leaders who intend to work in schools for more than three years or were unsure about how much longer they intended to work in schools. Within the next three years, 71.9% of primary leaders in this group and 76.9% of secondary leaders in this group intend to continue in their current position at their current school (over 10 percentage points higher than in SiAS 2010). However, 35.8% of primary leaders and 32.2% of secondary leaders intend to apply for a Principal position at another school, and 12.2% of primary leaders and 19.9% of secondary leaders intend to apply for a Deputy Principal position in another school.

**Table 10.15: Career intentions of leaders who intend to work in school for more than three years**

	Primary "Yes"		Secondary "Yes"	
	2013	2010	2013	2010
<b>Within the next 3 years do you intend to:</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Continue in your current position at this school	71.9	60.4	76.9	63.9
Apply for a Principal position in this school	9.0	10.0	9.8	8.6

Apply for a Principal position in another school	35.8	39.6	32.2	26.0
Apply for a Deputy Principal position in another school	12.2	9.7	19.9	16.5
Move to work in another school sector	1.8	2.1	3.4	2.8
Train to enable you to teach in another stage of schooling	0.9	0.4	2.7	1.7
Change from full-time to part-time employment	7.8	2.5	4.2	1.6
Change from part-time to full-time employment	1.8	0.7	0.1	0.4
Take extended leave (12 months or more)	3.6	2.7	3.8	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 87.8% of leaders were in this group as were 88.7% of secondary leaders. Respondents were able to tick more than one box so the responses sum to more than 100%.

## 10.5 Teachers' intentions regarding leadership positions

Table 10.16 shows that about 9.4% of primary teachers intend to apply for either a Deputy Principal (7.8%) or Principal (1.6%) position within the next 3 years as did a slightly lower proportion of secondary teachers (7.5%). These proportions are slightly lower than those reported in SiAS 2010.

There were marked gender differences among teachers in regard to their intentions about applying for leadership positions within the next 3 years, as indicated in Table 10.16. Much higher proportions of male teachers intended to apply for either a Deputy Principal or Principal position, especially at the primary level. In general, gender differences in teachers' intentions regarding leadership positions were larger in 2013 than in SiAS 2010.

**Table 10.16: 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
2013 Apply for a Deputy/Vice Principal position	17.8	5.5	7.8	8.2	5.2	6.4
Apply for a Principal position	5.8	0.6	1.6	1.7	0.6	1.1
2010 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

Among the teachers who do intend to apply for a leadership position within the next three years, a wide range of factors was identified as important in their decision, as shown in Table 10.17. The majority of such teachers (80.4% of primary and 82.8% of secondary) indicated that confidence in their own ability to do the job was an important factor. The second most commonly endorsed factor was having had successful experience in other leadership roles (67.7% of primary and 77.2% of secondary). This question was asked in a different way in SiAS 2010 and as such responses cannot be compared across surveys.

**Table 10.17: Teachers who 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 to apply for a Deputy Principal or Principal position? (tick any that apply)	Primary %	Secondary %
I want challenges other than classroom teaching	63.6	65.3
I have had encouragement and support from my colleagues	63.0	52.6
I have had encouragement and support from my school leaders	58.5	49.2
I want to lead school development	60.3	68.9
I have had successful experience in other leadership roles	67.7	77.2
I am confident in my ability to do the job	80.4	82.8
I was attracted by the salary and other financial benefits	23.8	20.9
I was attracted by the high standing of school leaders in the community	13.8	9.9
I have had helpful prior preparation and training	20.3	24.4
I am at the right stage of career to apply	59.8	56.2



Other 3.3 3.1

*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 (8.2% of primary teachers and 6.8% of secondary). Respondents were asked to tick all factors they considered to be important. The estimates should be treated with caution because of the relatively small numbers involved.

In the main, teachers who intend to apply for a leadership position in the next 3 years feel well prepared for the job. Over 60% of teachers in this category felt that they were either well prepared or very well prepared across 11 out of 13 different aspects of leadership (Table 10.18). Secondary teachers reported feeling better prepared than did primary teachers in all but one aspect of leadership ('relationships with families and the school community'). The two aspects of leadership where teachers in this group were least likely to indicate that they were very well or well prepared were 'managing school budgets and finances' (43.3% primary and 55.1% secondary) and 'school accountability requirements' (48.7% primary and 57.5% secondary). Broadly similar patterns were evident in the 2010 SiAS survey.

**Table 10.18: 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 %
School goal-setting and development	62.4	3.2	69.3	3.7
School curriculum and assessment	77.2	1.3	79.5	1.4
Change management	60.0	4.1	75.4	2.2
Managing people	79.3	0	88.0	1.7
Managing physical resources	72.1	4.0	75.0	2.8
Managing school budgets and finances	43.3	20.1	55.1	9.3
School accountability requirements	48.7	13.5	57.5	6.1
Student welfare and pastoral care	81.4	0.6	84.2	0.3
Relationships with families and the school community	88.8	0.1	84.8	2.1
Assessing teacher performance	64.7	3.9	84.5	1.4
Conflict resolution	67.1	2.1	76.2	2.7
Time management	79.2	1.1	83.2	1.8
Stress management	68.0	2.8	75.5	3.2

*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 (8.2% of primary teachers and 6.8% of secondary). The estimates should be treated with caution because of the relatively small numbers involved.

A large majority of teachers did not intend to apply for a leadership position within the next 3 years (91.8% of primary teachers and 93.2% of secondary).

Table 10.19 indicates that 20.6% of this group at primary level and 17.9% at secondary level considered themselves to be at an appropriate stage in their career to apply for a Principal or Deputy Principal position in the next 3 years. Males who did not intend to apply for a leadership position were more likely than females in this group to consider themselves to be at an appropriate stage in their career to apply for a leadership position, while teachers aged up to 35 years were considerably less likely than other teachers to consider themselves to be at an appropriate stage to apply. A directly comparable question was not asked in SiAS 2010.

**Table 10.19: Teachers who consider themselves to be at an appropriate stage of their career to apply for a leadership position but do not intend to apply in the next three years**

Do you consider yourself to be at an appropriate stage in your career to apply for a Principal or Deputy/Vice Principal position in the next 3 years?		Primary "Yes"		Secondary "Yes"	
		%	SE	%	SE
Gender	Male	29.1	4.4	20.7	1.2
	Female	18.9	1.2	16.1	0.8
Age	Up to 35 years	10.8	2.3	7.7	0.8
	36 to 50 years	26.7	2.0	23.1	1.2
	51 years and over	22.7	2.4	19.5	1.2
<b>Australian average</b>		<b>20.6</b>	<b>1.2</b>	<b>17.9</b>	<b>0.7</b>

*Note:* The denominator for this table is the number of teachers did not intend to apply for either a Deputy Principal or Principal position within the next 3 years (91.8% of primary teachers and 93.2% of secondary).

The teachers who did not intend to apply for a leadership position within the next 3 years were asked to indicate the factors which were important in their decision not to apply (Table 10.20). The pattern of responses is broadly similar for primary and secondary teachers. Among the factors canvassed, the three most important factors for both groups were 'the time demands of the job are too high' (46.8% primary, 54.3% secondary), 'I would have difficulty maintaining a satisfactory work/life balance' (46.7% primary and 54.7% secondary) and 'I want to remain working mainly in the classroom' (44.7% of primary and 40.3% of secondary). These were also the most important factors in not applying for a leadership position reported in SiAS 2010. Levels of agreement with particular items cannot be directly compared with SiAS 2010 due to changes in the way the question was asked in 2013.

**Table 10.20: 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 %
The time demands of the job are too high	46.8	54.3
I would have difficulty maintaining a satisfactory work/life balance	46.7	54.7
I want to remain working mainly in the classroom	44.7	40.3
The salary is not sufficient for the responsibilities	24.4	26.5
I have concerns with the selection process	21.0	25.0
I do not have appropriate prior preparation and training	19.3	17.6
My personal or family circumstances	19.0	20.8
I have not had encouragement and support from my school leaders	18.5	20.5
I lack leadership experience	16.2	11.1
The position requires too much responsibility	15.9	15.0
Other	12.3	15.3
I have not had encouragement and support from colleagues	8.5	8.6
I do not feel confident in my ability to do the job	8.5	6.1
I have applied unsuccessfully in the past	5.8	5.2

*Note:* The denominator for this table is the number of teachers who considered themselves at an appropriate stage in their career to apply for a Deputy or Principal position (20.6% of primary teachers and 17.9% of secondary teachers).

## 10.6 Intentions of those who intend to leave teaching

Over one-half of the teachers who intend to leave teaching in the next 3 years, intend to retire from active employment (60.6% primary and 52.7% secondary) (Table 10.21) The figure for primary teachers is comparable to the results from SiAS 2010, while the figure for secondary teachers is lower than in SiAS 2010 but comparable to SiAS 2007. Around 17% of primary and secondary teachers who intend leave within 3 years plan to seek employment outside of education, while 8.1% of primary teachers and 7.1% of secondary teachers plan to seek employment elsewhere in education but not directly in schools. Over 9% of primary and secondary teachers in this group intend to take extended leave.

**Table 10.21: 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	10.5	7.5	8.1	7.0	7.2	7.1
Seek employment outside of education	31.3	13.2	17.0	18.6	16.0	17.4
Take study leave	5.2	4.0	4.2	7.0	5.5	6.3
Take extended leave from teaching (12 months or more)	11.6	8.8	9.4	7.7	11.4	9.5
Retire from active employment	46.9	64.2	60.6	53.1	52.2	52.7
Other	4.5	14.3	12.2	22.9	17.1	20.1

There are marked gender differences in the career intentions of primary teachers who intend to leave schools within the next three years (Table 10.21)). Male teachers in this group are much more likely than female teachers to indicate that they intend to seek employment outside education (31.3% males compared with 13.2% females) and somewhat more likely to indicate that they will seek employment elsewhere in education but not directly in schools (10.5% males and 7.5% females) or to take extended leave from teaching (11.6% males and 8.8% females). As in SiAS 2010 at primary level, females in this group were more likely than males to indicate that they will retire from active employment (64.2% females and 46.9% males in 2013).

## 10.7 Intentions of Deputy Principals

Current Deputy Principals who intend to work in schools for 3 years or more (or who are unsure about how much longer they intend to work in schools) were asked whether they intend to apply to become a Principal within the next 3 years (see Table 10.22). Within this group, 25.6% of primary Deputy Principals and 33.7% of secondary Deputy Principals indicated that they intended to apply to become a Principal, while 55.8% of primary Deputy Principals and 44.6% of secondary Deputy Principals indicated that they did not intend to apply to become a Principal. A large number were undecided (18.7% primary and 21.7% secondary). In SiAS 2010, a larger proportion of primary Deputy Principals and a smaller proportion of secondary Deputy Principals intending to work in schools for 3 or more years indicated an intention to apply to become a Principal.

At primary level there are gender differences in the intentions of Deputy Principals who intend to work in schools for 3 years or more (or who are unsure about how much longer they intend work in schools) (see Table 10.22). Among this group, males were over twice as likely as females to indicate that they intended to apply to become a Principal within the next 3 years (42.9% males and 20.1% females). Roughly similar proportions of males and females were unsure of their intentions. A different pattern of responses was evident in SiAS 2010.

**Table 10.22: Deputy Principals: intentions to apply for a Principal position within the next three years**

Within the next 3 years do you intend to apply to become a principal?		Males		Females		Persons	
		%	SE	%	SE	%	SE
Primary	Yes	42.9	7.9	20.1	4.9	25.6	4.4
	No	40.8	8.2	60.4	5.6	55.8	4.8
	Unsure	16.3	5.8	19.4	4.5	18.7	3.7
		<b>100</b>		<b>100</b>		<b>100</b>	
Secondary	Yes	35.8	5.6	31.8	5.6	33.7	3.9
	No	44.0	5.5	45.1	5.2	44.6	3.9
	Unsure	20.2	4.0	23.1	4.5	21.7	3.0
		<b>100</b>		<b>100</b>		<b>100</b>	

Table 10.23 reports which factors were important in the decisions of Deputy Principals who do not intend to apply for a Principal position in the next 3 years. The most important consideration was 'I would have difficulty maintaining a satisfactory work/life balance' (68.2% of primary Deputy Principals and 51.1% of secondary Deputy Principals indicated this was an important factor). Very few Deputy Principals reported that a lack of encouragement and support from either their colleagues or Principal or having applied unsuccessfully in the past were important factors in their decision not to apply. As this question was asked in a different way in SiAS 2010, responses cannot be compared across surveys.

**Table 10.23: Deputy Principals who do not intend to apply for a Principal position within the next three years: factors in the decision**

Which of the following factors were important in forming your intention not to apply for a Principal position?	Primary		Secondary	
	%	SE	%	SE
I would have difficulty maintaining a satisfactory work/life balance	68.2	5.5	51.1	5.6
The time demands of the job are too high	61.7	6.4	41.0	5.2
I want to remain working mainly in my current role	60.8	6.3	47.1	5.7
My personal or family circumstances	36.1	5.6	35.7	4.9
The position requires too much responsibility	35.5	5.4	26.3	3.8
I have a lack of experience acting in the principal role	34.3	5.4	44.8	4.5
I am not at the right stage of my career to apply	31.7	5.8	27.7	5.1
The salary is not sufficient for the responsibilities	27.8	5.5	25.4	4.9
I do not have appropriate prior preparation and training	25.2	5.4	30.2	4.6
Dealing with the demands of authorities outside the school	20.1	4.7	17.4	3.4
I do not feel confident in my ability to do the job	16.5	4.2	21.5	4.3
Positions are often located in areas I do not want to work in	11.3	4.2	5.5	2.0
Difficulties with managing staff at school	7.7	2.9	5.2	1.6
I have concerns with the selection process	7.6	3.5	10.4	3.3
Other	6.5	2.5	6.6	2.2
I have applied unsuccessfully in the past	0.8	0.7	0.3	0.3
I have not had encouragement and support from my Principal	0	0	1.2	0.7
I have not had encouragement and support from colleagues	0	0	0.6	0.4

## 11. VIEWS ON TEACHING AND LEADERSHIP

### 11.1 Introduction

This chapter reports the results from the section in the Teacher questionnaire on *Your Views on Teaching* and Section H of the Leader questionnaire, *Your Views on the Leadership Role*. Many of these questions were also asked in SiAS 2010 and so changes over time can be documented.

### 11.2 Teachers' job satisfaction

Teachers were asked to report their level of satisfaction with 17 aspects of their current job, as well as their overall satisfaction with that job. The results are reported in Table 11.1.

Over two-thirds of primary and secondary teachers indicated that they were either satisfied or very satisfied with 12 of the 17 aspects of jobs canvassed in SiAS 2013. The highest ratings were for 'your working relationships with your colleagues' (94.0% for primary teachers and 91.9% for secondary teachers). The area of least satisfaction was 'the rewards available to you for superior performance' (46.7% of primary teachers and 37.4% of secondary were satisfied or very satisfied).

In 2013 there were slightly more aspects of jobs in which at least two-thirds of secondary teachers indicated they were satisfied or very satisfied compared with SiAS 2010. Between surveys, there were some changes in satisfaction with various aspects of jobs. For example, there was an increase in the proportion of teachers who were satisfied or very satisfied with 'student behaviour', rising from 70.3% in 2010 to 82.7% in 2013 for primary teachers and from 64.7% in 2010 to 82.3% for secondary teachers. In contrast, between surveys there was a decrease in the proportion of teachers who were satisfied or very satisfied with feedback on their performance, falling from 75.7% in 2010 to 69.6% in 2013 for primary teachers and from 71.0% to 61.0% for secondary teachers.

Overall, 89.2% of primary teachers indicated that they were either satisfied or very satisfied with their job in 2013. This was slightly higher than in 2010 (87.8%). The overall satisfaction rate for secondary teachers (85.2%) was also quite high, albeit slightly lower than for primary teachers and similar to the level for secondary teachers in SiAS 2010 (85.6%).

**Table 11.1: Teachers' job satisfaction**

How satisfied are you with the following aspects of your job?	Primary			Secondary		
	Very satisfied/ satisfied		2010	Very satisfied/ satisfied		2010
	2013	SE		2013	SE	
Your working relationships with your colleagues	94.0	0.7	95.5	91.9	0.4	94.3
Your working relationships with parents/guardians (2010)	--	--	95.3	--	--	93.6
What you are currently accomplishing with your students	90.7	0.9	89.6	88.1	0.6	85.7
The amount of teaching you are expected to do	89.5	0.9	88.0	84.6	0.7	85.7
Your working relationships with your Principal	87.7	1.0	87.6	82.5	1.1	83.5
Student behaviour	82.7	1.4	70.3	82.3	0.9	64.7
Your freedom to decide how to do your job	81.7	1.1	81.0	80.9	0.9	82.4
The culture and organisation of your school (2013)	81.5	1.3	--	71.0	1.3	--
Your opportunities for professional learning	79.4	1.5	80.1	75.3	1.1	77.2
Your opportunities for career advancement	77.1	1.6	76.8	73.4	0.8	73.1
The school's physical resources (e.g. buildings, grounds)	74.3	2.2	78.3	68.1	1.9	65.8
The number of staff available to your school	74.8	1.3	74.8	74.7	1.1	74.0
Feedback on your performance	69.6	1.5	75.7	61.0	0.9	71.0
Educational resources (e.g. equipment, teaching materials)	67.8	2.1	68.0	67.8	1.7	63.3
Your salary	65.8	1.6	62.8	63.3	0.9	60.0
The balance between your working time and your private life	54.5	1.7	58.6	52.5	0.9	59.1
The amount of administrative and clerical work you are expected to do	50.7	1.8	45.9	42.0	1.2	41.5
The rewards available to you for superior performance (2013)	46.7	1.7	--	37.4	1.0	--
The value society places on teachers' work (2010)	--	--	42.2	--	--	38.4
<b>Overall, how satisfied are you with your current job?</b>	<b>89.2</b>	<b>0.8</b>	<b>87.8</b>	<b>85.2</b>	<b>0.6</b>	<b>85.6</b>

Teachers' and leaders' overall satisfaction with their current job is reported by gender and the sector, location, SES and state/territory of the school in which they worked (for teacher only) in Table 11.2. Results pertaining to teachers are discussed in this section, while results pertaining to leaders are discussed later in the chapter. Job satisfaction varied very little by gender among primary and secondary teachers.

Primary teachers in government schools were less likely to report that they were very satisfied/satisfied (87.1%) than primary teachers in non-government schools (93.6% in Catholic schools and 93.8% in Independent schools). This can be contrasted with SiAS 2010, where levels of satisfaction among primary teachers in non-government schools were lower than in 2013 and overall satisfaction varied very little among primary teachers according to the sector in which they worked. Secondary teachers in government schools in 2013 were less likely to report that they were very satisfied/satisfied (82.4%) than secondary teachers in non-government schools (86.5% in Catholic schools and 91.4% in Independent schools). A similar pattern was evident among secondary teachers in 2010.

Primary teachers working in remote locations were slightly less likely to report that they were very satisfied/satisfied with their job (86.3%) than teachers in provincial schools (90.2%) or metropolitan schools (89.0%). This can be contrasted with SiAS 2010, where primary teachers working in provincial locations indicated lower levels of satisfaction than primary teachers working in other locations. Among secondary teachers, satisfaction varied very little according to the location in which they worked.

Secondary teachers working in high SES schools reported higher levels of overall satisfaction with their jobs (88.0%) than secondary teachers working in medium and low SES schools (83.4 and 83.5% respectively). This gap was larger than that reported in SiAS 2010. Among primary teachers, satisfaction did not vary according to the SES of the school in which they worked.

Among primary teachers, levels of overall satisfaction with their current job varied very little by state and territory, ranging from 87.4% in West Australia to 91.0% in Victoria. Among secondary teachers, the range of satisfaction was wider - from 80.0% in the Northern Territory to 88.6% in Tasmania.

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

Overall, how satisfied are you with your current job? (Very satisfied/satisfied)		Teachers				Leaders			
		Primary		Secondary		Primary		Secondary	
		%	SE	%	SE	%	SE	%	SE
Gender	Male	88.0	2.2	85.3	1.0	87.4	3.4	88.1	2.5
	Female	89.4	0.9	85.1	0.9	90.6	2.4	92.2	1.9
School sector	Government	87.1	1.1	82.4	0.8	90.4	2.2	89.4	2.2
	Catholic	93.6	1.2	86.5	1.4	92.9	3.2	92.5	3.4
	Independent	93.8	1.4	91.4	0.9	79.7	7.6	89.4	2.6
School location	Metropolitan	89.0	1.0	85.2	0.8	90.3	2.5	91.1	1.8
	Provincial	90.2	1.4	85.0	1.0	86.0	3.3	87.6	3.3
	Remote	86.3	3.3	86.4	2.4	96.2	2.0	88.0	7.5
School SES	High	89.1	1.5	88.0	0.8	88.7	3.9	94.8	1.4
	Medium	89.1	1.4	83.4	1.0	90.1	2.9	85.6	3.2
	Low	89.4	1.3	83.5	1.3	89.4	3.3	91.3	2.2
State/territory	NSW	89.2	2.0	84.6	1.4				
	VIC	91.0	1.5	86.3	1.0				
	QLD	88.4	1.7	82.2	1.3				
	WA	87.4	2.0	87.0	1.2				
	SA	89.4	1.6	88.5	1.0				
	TAS	86.4	2.3	88.6	2.0				
	NT	87.8	2.3	80.0	3.2				
ACT	89.4	1.7	87.2	1.3					
<b>Australia</b>		<b>89.2</b>	<b>0.8</b>	<b>85.2</b>	<b>0.6</b>	<b>89.5</b>	<b>1.9</b>	<b>90.0</b>	<b>1.6</b>

Teachers were also asked how they saw their future in the teaching profession (see Table 11.3). Among primary teachers, 58.9% of females indicated that they expect teaching will be their lifetime career compared with 49.7% of males. Over one-half of secondary teachers also expect that teaching will be their lifelong career but the gender gap among secondary teachers was less than one percentage point. Larger gender gaps were noted in SiAS 2010, especially among primary teachers.

The proportion of teachers actively seeking an alternative career was quite low, ranging from 1.2% of female primary teachers to 2.6% of male secondary teachers. However, fairly high numbers were thinking about an alternative career, ranging from 15.2% of female primary teachers to just under 19% of male primary and secondary teachers.

**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				Secondary			
	Male		Female		Male		Female	
	%	SE	%	SE	%	SE	%	SE
I expect that teaching will be my lifetime career	49.7	3.9	58.9	1.5	52.4	1.5	53.1	1.1
I am unlikely to leave teaching	29.6	3.1	24.7	1.2	26.4	1.0	27.9	0.9
<i>Those who clearly intend to stay in teaching</i>	<i>79.2</i>	<i>3.0</i>	<i>83.7</i>	<i>1.3</i>	<i>78.8</i>	<i>1.1</i>	<i>81.0</i>	<i>0.9</i>
I am thinking about an alternative career	18.8	2.9	15.2	1.3	18.6	1.1	16.9	0.9
I am actively seeking an alternative career	2.0	0.7	1.2	0.3	2.6	0.4	2.1	0.3
	<b>100</b>		<b>100</b>		<b>100</b>		<b>100</b>	

### 11.3 Leaders' job satisfaction

School leaders' satisfaction with various aspects of their current job, as well as their overall satisfaction with that job is reported in Table 11.4. Like teachers, leaders reported high levels of job satisfaction with most of the aspects of their work canvassed in the survey. The lowest level of satisfaction reported by leaders was in regard to the balance between working time and private life (47.7% of secondary leaders and 55.3% of primary leaders indicated that they were either satisfied or very satisfied with this aspect). However, satisfaction with this aspect of jobs was around six percentage points higher than reported in SiAS 2010 for both primary and secondary leaders. Leaders' satisfaction with the staffing resources at their school also rose by over five percentage points between the two surveys, while secondary leaders' satisfaction with their working relationships with parents/guardians fell by over five percentage points.

Around 90% of leaders in primary and secondary schools reported that overall they were either satisfied or very satisfied with their jobs (see Table 11.4). These overall satisfaction ratings are lower than those reported in SiAS 2010.

There was some variation in leaders' overall satisfaction with their current job according to gender and the sector, location and SES of the school in which they worked (see Table 11.2). Slightly higher proportions of female leaders than male leaders were satisfied or very satisfied with their jobs. Primary leaders in Independent schools were less satisfied than primary teachers in government and Catholic schools. Secondary leaders in medium SES schools were less satisfied than secondary leaders in high and low SES schools.

**Table 11.4: Leaders' job satisfaction**

How satisfied are you with the following aspects of your job? (Very satisfied/satisfied)	Primary		Secondary	
	2013 %	2010 %	2013 %	2010 %
Working relationships with your teaching colleagues	97.8	96.7	95.5	97.5
Your working relationships with parents/guardians	96.8	96.5	92.2	98.1
Opportunity to influence student learning & development	93.6	92.8	90.1	89.6
Your opportunities for professional learning	93.1	88.5	92.1	88.5
Your freedom to decide how to do your job	91.7	88.0	90.3	89.3
The clarity of your responsibilities and authority	90.1	89.5	90.1	88.8
What you are accomplishing with the school	88.7	92.0	89.8	88.4
Your opportunities for further career advancement	83.4	78.9	84.7	82.7
Feedback on your performance	76.6	77.2	80.1	75.5
The support you receive from your employer	73.2	73.2	79.3	75.7
The physical resources at your school	71.0	70.3	66.4	62.6
Your salary	70.8	68.7	68.0	67.8
The value society places on the leadership role	65.8	67.0	70.5	68.6
The staffing resources at your school	64.7	59.2	68.0	60.6
The balance between your working time and private life	55.3	49.2	47.7	42.0
<i>Overall, how satisfied are you with your job?</i>	<b>89.5</b>	<b>92.1</b>	<b>90.0</b>	<b>95.0</b>



Leaders were also asked how they saw their future in the teaching profession (see Table 11.5). Compared with teachers, a lower proportion of leaders indicated that they were thinking about or actively seeking an alternative career and a higher proportion of leaders indicated that they expect teaching will be their lifetime career. However, the proportion of leaders who indicated that they expect teaching will be their lifetime career was lower in 2013 than reported in SiAS 2010, especially among female secondary leaders. The gender gap in expectations was also smaller in 2013 than reported in SiAS 2010.

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

At this stage, how do you see your future in the teaching profession?	Primary				Secondary			
	Male		Female		Male		Female	
	%	SE	%	SE	%	SE	%	SE
I expect that teaching will be my lifetime career	68.6	4.3	73.3	3.1	69.1	3.5	66.8	4.7
I am unlikely to leave teaching	18.5	3.9	16.1	2.5	19.2	3.3	22.7	4.6
<i>Those who clearly intend to stay in teaching</i>	<i>87.1</i>	<i>2.7</i>	<i>89.3</i>	<i>2.0</i>	<i>88.2</i>	<i>1.8</i>	<i>89.5</i>	<i>2.3</i>
I am thinking about an alternative career	12.3	2.7	10.4	2.0	10.2	1.7	9.4	2.3
I am actively seeking an alternative career	0.5	0.2	0.3	0.3	1.5	0.8	1.1	0.7
	<b>100</b>		<b>100</b>		<b>100</b>		<b>100</b>	

#### 11.4 The attractiveness of school leadership positions

Despite the fact that most school leaders express a high level of job satisfaction, only 57.7% of primary leaders and 69.3% of secondary leaders think that school leadership positions are attractive or very attractive to qualified applicants (Table 11.6). Relative to the 2010 results, however, these data represent an increase in the proportion of secondary leaders who think the positions are attractive or very 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	
	2013 %	2010 %	2013 %	2010 %
Very attractive	3.3	6.0	4.4	5.1
Attractive	54.4	53.3	64.9	59.5
	<i>57.7</i>	<i>59.3</i>	<i>69.3</i>	<i>64.6</i>
Unattractive	33.6	32.6	24.3	31.0
Very Unattractive	4.6	4.7	5.4	3.1
Other	4.0	3.4	1.0	1.3
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Deputy principals were more likely than principals to perceive that school leadership positions are attractive or very attractive to qualified applicants (see Table 11.7). There was over a ten percentage point difference between deputy principals and principals at both the primary and secondary levels.

**Table 11.7: Perceptions of the attractiveness of school leadership positions by principals and deputy principals**

How attractive do you think school leadership positions are to qualified applicants?	Primary				Secondary			
	Principal		Deputy Principal		Principal		Deputy Principal	
	%	% SE	%	% SE	%	% SE	%	% SE
Very attractive/Attractive	53.3	3.8	64.6	4.4	62.7	4.2	73.5	3.2

Unattractive/Very unattractive	43.0	3.8	30.9	4.0	36.4	4.2	25.5	3.2
Other	3.7	1.3	4.5	2.2	0.9	0.4	1.0	0.4
	<b>100</b>		<b>100</b>		<b>100</b>		<b>100</b>	

The survey canvassed leaders' views on 10 possible changes that would help to retain leaders in the profession (see Table 11.8). The strategies that were most strongly supported were: more support staff; a more positive public image of the leadership position; and reduced workload. In contrast, less than one-half of leaders agreed or strongly agreed that the following strategies would help to retain leaders in the profession: providing higher pay for leaders whose students achieve specified goals; amendments to superannuation to encourage leaders to work longer; and higher pay for leaders who gain extra qualifications. At both primary and secondary level in 2013, the proportions of leaders agreeing that each of the listed strategies would help retain leaders in the profession were lower than in the 2010 survey, often by more than 10 percentage points.

**Table 11.8: 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)	Primary		Secondary	
	2013 %	2010 %	2013 %	2010 %
More support staff	84.8	95.6	82.2	92.7
A more positive public image of the leadership position	84.2	93.2	79.4	86.2
Reduced workload	73.1	89.2	75.6	85.9
Fewer student management issues	72.9	80.0	62.2	76.4
Fewer changes imposed on schools	70.4	89.3	70.2	84.6
Greater autonomy	60.6	79.9	62.9	73.8
Higher pay for leaders who demonstrate advanced competence	59.4	69.6	63.7	69.7
Higher pay for leaders who gain extra qualifications	46.9	59.4	44.3	51.4
Amendments to superannuation to encourage leaders to work longer	41.2	56.9	43.1	53.6
Other changes	34.4		32.1	
Higher pay for leaders whose students achieve specified goals	19.2	30.8	22.8	34.8

## 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 SiAS 2010 and so in some cases it is possible to examine changes across this period. However, the data should be interpreted cautiously as the number of Principals in the survey is relatively small.

### 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. It should be noted that there is variation among the government sectors in different states and territories 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.

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 school 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.

**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							
	Government		Catholic		Independent		Total	
	%	SE	%	SE	%	SE	%	SE
Reviewing teacher performance	51.6	4.4	57.5	8.2	92.2	3.8	58.3	3.6
Determining priorities for teachers' professional learning	44.4	4.4	37.2	8.2	47.6	9.6	43.9	3.6
Recruiting teacher aides	33.4	4.0	78.9	7.2	68.5	10.6	44.9	3.7
Recruiting non-teachers	31.6	3.8	76.6	7.3	62	10.4	42.3	3.5
Recruiting teachers	20.5	2.4	56.4	7.2	69.2	8.5	32.6	2.9
Acting as direct employer of non-teachers	17.3	2.4	57.4	8.4	40.7	10.3	26.3	2.8
Determining school staffing profile	15.3	2.1	42.3	7.5	74.0	8.1	27.6	2.8
Determining the length of teacher contracts	13.9	2.6	22.8	6.4	55.2	9.1	21.2	2.8
Other aspects of teacher performance	12.9	2.9	25.8	7.1	65.3	9.2	22.3	3
Acting as direct employer of teachers	10.2	1.8	49	7.5	60.2	9.3	22.9	2.6
Financially rewarding high-performing teachers	3.8	1.2	0.3	0.3	12.1	7	4.5	1.4
Varying salary or conditions to recruit staff	2.7	1.0	2.3	1.5	25.1	8.1	5.9	1.5
Dismissing teachers	1.3	0.9	12.3	5	48.2	9.6	9.7	2.2

**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							
	Government		Catholic		Independent		Total	
	%	SE	%	SE	%	SE	%	SE
Reviewing teacher performance	45.4	5.5	69.7	10.3	94.3	2.5	58.7	4.4
Determining priorities for teachers' professional learning	42.8	5.5	60.1	10.3	82.2	5.1	53.1	4.3
Recruiting non-teachers	38.0	4.8	84.4	8.1	83.4	5	54.9	4.1
Recruiting teacher aides	33.0	4.5	75.9	9.5	85.2	4.8	50.4	4
Determining school staffing profile	23.8	3.3	83.9	6.8	85.0	4.8	46	3.9
Recruiting teachers	20.6	3.1	91.5	6.9	86.6	4.7	45.8	3.8
Acting as direct employer of non-teachers	18.2	3.9	75.9	9.1	65.5	7.3	37.5	4
Determining the length of teacher contracts	12.9	2.5	48.2	10.5	75.8	6.1	30.8	3.5
Other aspects of teacher performance	8.0	2.0	8.7	6	71.3	5.5	19.4	2.5
Acting as direct employer of teachers	7.8	2.0	75.5	9.1	77.6	6.4	33	3.5
Varying salary or conditions to recruit	2.8	1.3	21	10.1	38.1	7.3	12.6	2.6
Financially rewarding high-performing teachers	2.4	1.0	0.8	0.8	21.5	6.1	5.5	1.3
Dismissing teachers	1.7	0.9	6.7	3.1	59.6	7.9	13	1.9

When compared with the 2007 and 2010 results, there has been a continuation of the trend towards greater flexibility in staffing decisions, but on all staffing matters, there is substantially greater flexibility in the Independent sector than in the Catholic and government sectors. The Independent school sample is too small to yield precise estimates of change, but the overall pattern appears to be one of increasing flexibility from a comparatively high base.

Tables 12.3 and 12.4 report on the extent to which principals in government, Catholic and Independent schools indicate that they want more authority for different aspects of school staffing.

**Table 12.3: Percentage of Primary Principals wanting more authority for staffing matters, by sector**

Per cent of principals who 'Would like more authority'. Principals were asked to indicate this for each staffing area	Primary							
	Government		Catholic		Independent		Total	
	%	SE	%	SE	%	SE	%	SE
Determining school staffing profile	40.1	4.4	24.3	7.4	5.7	4.2	32.9	3.4
Dismissing teachers	33.6	3.6	24.6	7.3	4.1	3.8	28.1	2.9
Recruiting teachers	30.8	3.9	16.4	6.2	6.0	4.2	25.2	3
Determining the length of teacher contracts	28.0	3.6	19.5	6.8	6.8	4.7	23.7	2.8
Acting as direct employer of teachers	21.5	3.3	5.8	4.1	3.8	3.8	16.7	2.5
Recruiting non-teachers	20.2	3.3	9.3	5.2	4.1	3.8	16.3	2.5
Recruiting teacher aides	20.1	3.3	9.3	5.2	4.1	3.8	16.3	2.5
Acting as direct employer of non-teachers	19.5	3.2	3.5	3.4	3.8	3.8	15	2.4
Reviewing teacher performance	16.2	3	10.6	5.6	0.3	0.3	13.1	2.2
Financially rewarding high-performing teachers	14.1	2.7	11.7	5	15.6	10.4	14	2.5
Varying salary or conditions to recruit	13.9	2.5	26.2	7.5	6.5	4.6	14.5	2.2
Determining priorities for teachers' professional learning	12.2	2.9	7.9	4.8	5.7	4.2	10.7	2.3

Note: The items are ordered in from high to low on the Total % (second last column).

**Table 12.4 Percentage of Secondary Principals wanting more authority for staffing matters, by sector**

Per cent of principals who 'Would like more authority.' Principals were asked to indicate this for each staffing area:	Secondary							
	Government		Catholic		Independent		Total	
	%	SE	%	SE	%	SE	%	SE
Dismissing teachers	53.5	5.6	32.1	10.0	9.0	4.9	41.5	4.4
Determining school staffing profile	53.3	5.1	0.0		2.4	1.9	34.2	4.1
Recruiting teachers	42.1	5.6	0.0		1.8	1.8	26.9	3.8
Varying salary or conditions to recruit	32.1	5.6	18.3	8.2	5.9	3.0	24.8	4.0
Determining the length of teacher contracts	32.8	5.4	8.9	5.1	5.2	3.8	23.3	3.7
Financially rewarding high-performing teachers	27.0	5.2	22.3	8.8	7.2	4.2	22.6	3.8
Reviewing teacher performance	29.1	5.9	7.5	6.9	1.8	1.8	20.1	4.2
Recruiting non-teachers	31.1	5.4	0.0		1.8	1.8	20.0	3.6
Recruiting teacher aides	29.2	5.3	0.4	0.4	1.8	1.8	18.8	3.5
Acting as direct employer of teachers	26.7	5.2	0.0		1.8	1.8	17.2	3.4
Determining priorities for teachers professional learning	22.9	6.0	0.7	0.7	1.8	1.8	15.0	4.1
Acting as direct employer of non-teachers	22.9	4.9	0.0		1.8	1.8	14.8	3.2

*Note:* The items are ordered in from high to low on the Total % (second last column).

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, less than 2% of government primary principals and secondary principals report that they have extensive authority for dismissing teachers and this is the area in which the highest number of secondary principals (53.5%) and the second highest number of primary principals (33.6%) indicate that they would like more authority.

The most reliable data here come from government school principals, and the standard errors for the Catholic and Independent sector estimates are too great to enable more than the rather obvious conclusion that Independent school principals have a great deal more flexibility in staffing matters, and are not, in general, seeking more. Government school principals, with a great deal less flexibility in staffing, are clear in their wish to be given more.

Principals who identified themselves as principals of a combined school 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.

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

Combined Schools Principals	Secondary							
	Government		Catholic		Independent		Total	
	%	SE	%	SE	%	SE	%	SE
Have extensive authority for moving teachers between the primary and secondary year levels	25.1	5.8	54.5	13.0	61.0	7.3	43.9	4.5
Would like more authority for moving teachers between the primary and secondary year levels	14.6	4.7	9.4	8.4	4.2	3.4	9.5	2.8

*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.

Very few of the principals of combined primary-secondary schools in the government sector (25%) report that they have extensive authority for moving teachers between the primary and secondary levels, which is a lower proportion than in the Catholic (55%) or Independent (61%) sectors. In each of the three sectors only small proportions of principals of combined primary-secondary schools indicate that they would like more authority in this regard, the greatest demand for this type of flexibility being among government school principals.

### **12.3 Teacher vacancies**

Principals were asked to record the number of unfilled teacher positions in their school at three different time points: the beginning of 2012; the end of 2012; and the beginning of 2013. Because the survey was conducted at a different time of year to the 2010 and 2007 samples, the data from this survey are not directly comparable with 2010 or 2007. These questions were included to provide an indication of the extent to which staffing difficulties had eased or worsened during the school year. 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 11.2% of primary school principals reported that they had at least one unfilled vacancy for a General Classroom Teacher at the beginning of 2012, and that this figure changed very little over the course of the year.<sup>19</sup> These data suggest that at the beginning of the 2012 school year around 850 primary schools had at least one unfilled vacancy for a General Classroom Teacher and that this number had fallen very little over the next 12 months.

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: an estimated 0.6% of all Generalist Classroom Teachers.

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 inconsistently during the 2012 school year. For small percentages such as these, it would be unwise to draw conclusions about change, as the standard errors are likely to be of similar magnitude to the percentages.

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

	Per cent of schools with unfilled positions			Number of schools with unfilled positions <sup>2</sup>			Number of unfilled positions		
	Start 2012 %	End <sup>1</sup> 2012 %	Start 2013 %	Start 2012	End <sup>1</sup> 2012	Start 2013	Start 2012	End <sup>1</sup> 2012	Start 2013
Deputy Principal	0.7	1.3	1.9	50	100	150	70	120	160
Early Childhood Teaching	1.5	1.7	1.1	110	130	80	160	180	140
Generalist Primary Teaching	11.2	11.4	10.2	850	860	780	2,220	2,120	1,640
English	0.4	0.3	1.2	30	30	90	210	190	270
English as a Second Language	3.9	1.6	2.2	290	120	160	430	260	300
Languages other than English:									
Japanese	0.1	0.4	0.3	10	30	20	10	30	20
Indonesian	0.1	0.2	0.6	10	20	50	10	20	50
Mandarin	0.2	0.1	0.5	10	10	30	10	10	30
Korean	0.0	0.0	0.0	0	0	0	0	0	0
Hindi	0.0	0.0	0.0	0	0	0	0	0	0
French	0.0	0.0	0.0	0	0	0	0	0	0
German	0.8	0.8	0.8	60	60	60	50	50	50
Italian	0.3	0.3	0.4	30	30	30	30	30	30
Spanish	0.0	0.0	0.0	0	0	0	0	0	0
Greek	0.0	0.0	0.0	0	0	0	0	0	0
Arabic	0.0	0.0	0.6	0	0	50	0	0	50
Auslan	0.0	0.0	0.0	0	0	0	0	0	0
Aboriginal	0.1	0.1	0.2	10	10	10	10	10	10
Other Languages	0.9	0.9	0.9	70	70	70	70	70	70
<i>LOTE total</i>	<i>2.4</i>	<i>2.8</i>	<i>4.2</i>	<i>180</i>	<i>220</i>	<i>320</i>	<i>200</i>	<i>230</i>	<i>320</i>
Library	0.5	0.9	0.9	40	70	70	40	60	60
Literacy	0.5	0.5	1.3	40	40	100	200	200	250
Music	0.9	1.0	2.4	70	80	190	70	80	180
Drama	0.1	0.2	0.6	10	10	40	10	10	40
Visual Arts	0.1	0.1	0.5	10	10	40	10	10	40
Numeracy	0.3	0.3	0.7	20	30	60	190	190	200
Science	0.6	0.7	0.5	50	50	40	210	210	200
Computing	0.0	0.0	0.7	0	0	50	0	0	50
Technology	0.3	0.3	0.3	20	20	20	20	20	20
Health and Physical Education	1.8	1.3	0.3	130	100	20	130	100	120
Religious studies	0.3	0.0	0.3	20	0	20	20	0	20
Special needs	1.1	2.6	3.0	90	200	230	1600	270	300

1. Any position that at the end of 2012 had been vacant for 10 consecutive weeks or more which was not filled by a permanent teacher or long-term reliever.
2. The estimated numbers of schools are based on an Australian total of 7611 primary schools (including the primary component of combined primary-secondary schools), with estimates rounded to the nearest 10.

### ***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 5.1% of secondary principals reporting at least one unfilled teacher vacancy at the beginning of 2012, and declining only slightly to 4.9% at the end of 2012, and increasing to an estimated 8.7% at the beginning of 2013. Perhaps not surprisingly, the subjects with the highest vacancies tend to be those which are offered by all schools.

**Table 12.7: Secondary school Principals who indicate at least one unfilled teacher position**

	Per cent of schools with unfilled positions			Number of schools with unfilled positions <sup>2</sup>			Number of unfilled positions		
	Start 2012	End <sup>1</sup> 2012	Start 2013	Start 2012	End <sup>1</sup> 2012	Start 2013	Start 2012	End <sup>1</sup> 2012	Start 2013
Deputy Principal	1.0	0.3	1.0	30	10	30	30	10	30
<i>Languages</i>									
English	2.1	3.0	1.7	60	80	50	60	100	100
ESL	0.1	0.0	0.1	0	0	0	0	0	0
Literacy	0.0	0.1	0.2	0	0	10	0	0	0
<i>Languages other than English</i>									
Japanese	0.6	0.9	2.5	20	20	70	20	20	70
Indonesian	0.0	0.0	0.3	0	0	10	0	0	10
Mandarin	0.1	0.1	0.0	0	0	0	0	0	0
Korean	0.0	0.0	0.0	0	0	0	0	0	0
Hindi	0.0	0.0	0.0	0	0	0	0	0	0
French	0.0	0.1	0.0	0	0	0	0	0	0
German	0.0	0.1	0.0	0	0	0	0	0	0
Italian	0.6	0.1	0.0	20	0	0	0	0	0
Spanish	0.0	0.0	0.0	0	0	0	0	0	0
Greek	0.0	0.0	0.0	0	0	0	0	0	0
Arabic	0.0	0.0	0.0	0	0	0	0	0	0
Auslan	0.0	0.0	0.0	0	0	0	0	0	0
Aboriginal	0.0	0.0	0.1	0	0	0	0	10	0
Other	0.7	0.7	0.0	20	20	0	20	20	0
<i>LOTE total</i>	<i>2.0</i>	<i>2.0</i>	<i>2.9</i>	<i>60</i>	<i>40</i>	<i>80</i>	<i>40</i>	<i>50</i>	<i>80</i>
<i>Languages total</i>	<i>4.2</i>	<i>5.1</i>	<i>4.9</i>	<i>120</i>	<i>120</i>	<i>140</i>	<i>100</i>	<i>150</i>	<i>180</i>
<i>Mathematics</i>									
Mathematics	5.1	4.9	8.7	140	130	240	190	180	270
Statistics	0.0	0.0	0.0	0	0	0	0	0	0
	<i>5.1</i>	<i>4.9</i>	<i>8.7</i>	<i>140</i>	<i>130</i>	<i>240</i>	<i>190</i>	<i>180</i>	<i>270</i>
<i>Sciences</i>									
Biology	2.5	1.2	2.3	70	30	60	70	30	60
Chemistry	0.0	0.0	0.7	0	0	20	0	0	20
Earth sciences	0.0	0.0	0.0	0	0	0	0	0	0
Environmental sciences	0.0	0.0	0.0	0	0	0	0	0	0
Physics	0.0	1.3	1.6	0	30	40	0	30	40
Psychology, Behavioural studies	0.3	0.3	0.3	10	10	10	10	10	10
Science, General	0.5	0.3	2.0	10	10	50	20	10	60
	<i>3.3</i>	<i>3.1</i>	<i>5.9</i>	<i>90</i>	<i>80</i>	<i>170</i>	<i>100</i>	<i>80</i>	<i>190</i>
<i>Society and Environment Studies</i>									
Civics and Citizenship	0.0	0.0	0.0	0	0	0	0	0	0
Business studies	1.2	1.4	1.2	30	40	30	70	40	30
Accounting	0.0	0.0	0.7	0	0	20	0	0	20
Economics	0.0	0.0	0.7	0	0	20	0	0	20
Geography	0.0	0.3	0.1	0	10	0	0	10	0
History	1.2	1.2	0.3	30	30	10	70	30	10
Legal studies	0.0	0.0	0.0	0	0	0	0	0	0
Politics	0.0	0.0	0.0	0	0	0	0	0	0
Religious studies	0.0	0.0	0.0	0	0	0	0	0	0
Social studies	0.0	0.0	0.2	0	0	0	0	0	10
	<i>2.4</i>	<i>2.9</i>	<i>3.2</i>	<i>60</i>	<i>80</i>	<i>80</i>	<i>140</i>	<i>80</i>	<i>90</i>
<i>Creative and Performing Arts</i>									
Visual arts	0.2	0.7	0.2	0	20	0	0	20	0
Dance	0.0	1.2	0.6	0	30	20	0	30	20
Drama	0.0	1.2	0.2	0	30	0	0	30	0
Media studies	0.0	0.0	0.0	0	0	0	0	0	0
Music	0.1	0.2	1.4	0	10	40	0	10	40
	<i>0.3</i>	<i>3.3</i>	<i>2.4</i>	<i>0</i>	<i>90</i>	<i>60</i>	<i>0</i>	<i>90</i>	<i>60</i>
<i>Technology</i>									
Computing	0.7	0.7	0.8	20	20	20	20	20	20
Food technology	1.3	1.6	1.5	30	40	40	30	50	40
Graphic Communication	0.0	0.1	0.0	0	0	0	0	0	0
Information Technology	0.0	0.0	0.2	0	0	10	0	0	10
Textiles	0.0	0.0	0.0	0	0	0	0	0	0



Wood or metal technology	2.7	2.3	1.4	70	60	40	70	70	40
	4.7	4.7	3.9	120	120	110	120	140	110
<i>Health and Physical Education</i>									
Health	0.0	0.0	0.0	0	0	0	0	0	0
Outdoor education	0.0	0.0	0.2	0	0	0	0	0	0
Physical education	0.0	0.0	0.0	0	0	0	0	0	0
	0	0	0.2	0	0	0	0	0	0
<i>Specialist roles</i>									
Library	0.0	0.0	0.1	0	0	0	0	0	0
Special needs	0.6	0.3	2.6	20	10	70	20	10	70
Learning Support	0.1	0.2	0.2	0	0	10	0	0	10
Behaviour Management	0.0	0.0	0.3	0	0	10	0	0	10
School Counselling	0.2	0.1	0.3	0	0	10	0	0	10
Career Education	0.0	0.1	0.0	0	0	0	0	0	0
VET	0.0	0.0	1.0	0	0	30	0	0	30
Other	0.0	0.0	0.1	0	0	0	0	0	0
	0.9	0.7	4.6	20	10	130	20	10	130

1. Any position that at the end of 2012 had been vacant for 10 consecutive weeks or more which was not filled by a permanent teacher or long-term reliever.

2. The estimated numbers of schools are based on an Australian total of 2,713 secondary schools (including the secondary component of combined primary-secondary schools), with estimates rounded to the nearest 10.

*Note:* The totals shown for the percentage 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.

### Changes from 2007 to 2013

The 2007 and 2010 SiAS reports provided estimates of the total number of unfilled teaching positions on the first day of the respective school years in curriculum areas where the highest number of principals had reported vacancies (four areas in primary schools and four areas in secondary schools). The 2013 data are shown in Table 12.8 along with the equivalent data for those same areas in 2007 and 2010. Caution is needed in interpreting these figures because of the relatively small numbers involved. The general pattern seems to be an increase from 2010 to 2013 in the number of unfilled positions in the primary areas concerned, and a decline among the secondary areas.

This broad pattern of change is also evident when teaching vacancies are compared between late 2010 and 2012. There is evidence of an increase in the number of unfilled positions in regard to the largest category of primary staffing, namely generalist classroom teachers, whereas in almost all of the secondary teaching areas there were fewer unfilled vacancies reported in late 2012 than in late 2010.

**Table 12.8: Unfilled teaching positions in selected areas, at Day 1 of the school year, 2007, 2010 and 2013**

	Per cent of schools			Total positions		
	2007 %	2010 %	2013 %	2007	2010	2013
<i>Primary</i>						
Generalist	10	7.6	10.2	1,500	1,080	1,640
primary teaching						
LOTE	4	2.9	4.2	500	240	320
Special needs	5	0.8	3.0	500	70	300
Library	4	3.6	0.9	300	280	60
<i>Secondary</i>						
English	8	7.5	1.7	300	350	60
LOTE	5	5.4	2.9	150	150	90
Mathematics	10	8.3	8.7	300	400	270
Science	8	7.2	5.9	200	190	190
SOSE	5	3.2	3.2	150	190	90

## 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 4% of primary principals and 8% of secondary principals reported major difficulty in suitably filling staff vacancies during the past 12 months. These proportions have changed very little since those reported in SiAS 2007 (5% of primary principals and 9% of secondary) and 2010 (6% of primary principals and 9% of secondary) confirm that recruitment difficulties continue to be more acute in secondary schools. A further 17% of primary principals reported a moderate difficulty in recruiting staff as did 27% of secondary principals. These proportions were similar to those reported in 2010.

**Table 12.9: Principals' perceptions of difficulties in filling staff vacancies**

What degree of difficulty have you had in the past 12 months in <u>suitably filling staff vacancies across all areas of the curriculum?</u>		Primary				Secondary			
		Govt	Cath	Ind	All	Govt	Cath	Ind	All
Major difficulty	%	3.8	5.7		3.6	12.1	2.1	0.5	8.1
	SE	1.3	3.8		1.1	3.7	2.1	0.5	2.4
Moderate difficulty	%	13.5	22.1	31.1	17.3	26.8	48.3	26.8	31.0
	SE	2.4	7.6	9.3	2.5	5.0	10.9	7.3	4.2
Minor difficulty	%	37.0	37.5	34.9	36.7	33.6	36.0	32.6	33.9
	SE	4.8	8.6	9.5	3.9	5.3	9.6	7.7	4.1
No difficulty	%	45.7	34.7	33.9	42.4	27.5	13.6	40.1	27.0
	SE	4.7	8.3	11.1	3.9	6.2	6.0	8.4	4.4

There seem to be relatively fewer difficulties in retaining suitable staff than in recruiting staff in the first place. Around 3% of primary principals and 2% of secondary principals reported a major difficulty in retaining suitable staff during the past 12 months (Table 12.10). 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 <u>retaining suitable staff across all areas of the curriculum?</u>		Primary				Secondary			
		Govt	Cath	Ind	All	Govt	Cath	Ind	All
Major difficulty	%	2.9	5.7		2.8	2.1		3.6	1.9
	SE	1.3	4.1		1.1	0.9		3.5	.9
Moderate difficulty	%	8.3	2.6	1.0	6.4	14.2	3.5	8.0	11.0
	SE	2.4	2.5	0.8	1.8	4.1	1.9	4.0	2.7
Minor difficulty	%	30.3	33.3	36.1	31.6	50.1	53.3	37.0	48.2
	SE	4.7	8.5	9.8	3.8	6.2	11.3	7.7	4.7
No difficulty	%	58.6	58.3	62.9	59.2	33.7	43.2	51.5	38.9
	SE	4.7	8.7	9.8	3.9	5.1	11.2	8.3	4.3

## 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 (13% of government principals, 11% of Catholic and 9% of Independent), combining classes across year levels (7% for all three sectors) or recruit teachers on short-term contracts (11%, 6% and 3%).

**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	9.2	3.6	5.1	8.0
Reduce the length of classroom time for a subject	1.7	3.6	0.0	1.7
Combine classes within subject areas	2.6	1.8	3.4	2.6
Combine classes across subject areas	1.7	0.0	0.0	1.3
Combine classes across year levels	6.9	7.3	6.8	6.9
Require teachers to teach outside their field of experience	12.7	10.9	8.5	11.9
Recruit teachers not fully qualified in subject areas with acute shortages	6.6	7.3	6.8	6.7
Recruit retired teachers on short-term contracts	11.0	5.5	3.4	9.3
Share programs with other schools	4.6	3.6	1.7	4.1
<b><i>Not relevant - no recent teacher shortages</i></b>	<b>57.6</b>	<b>63.6</b>	<b>61.0</b>	<b>58.8</b>

Note: Principals could indicate >1 strategy.

**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	18.7	7.1	8.9	15.0
Reduce the length of classroom time for a subject	2.2	2.4	0.0	1.7
Combine classes within subject areas	11.6	9.5	7.6	10.4
Combine classes across subject areas	3.6	0.0	2.5	2.9
Combine classes across year levels	14.2	2.4	8.9	11.6
Require teachers to teach outside their field of experience	39.1	35.7	15.2	33.2
Recruit teachers not fully qualified in subject areas with acute shortages	24.4	14.3	7.6	19.4
Recruit retired teachers on short-term contracts	30.2	11.9	6.3	22.5
Share programs with other schools	8.9	9.5	7.6	8.7
<b><i>Not relevant - no recent teacher shortages</i></b>	<b>31.6</b>	<b>52.4</b>	<b>50.6</b>	<b>38.4</b>

Note: Principals could indicate >1 strategy.

These strategies are also commonly used by secondary school principals, although to a much greater extent. For example, 39% of Government, 36% of Catholic and 15% of Independent secondary principals 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.

Table 12.13 presents additional strategies used to deal with shortages by principals in combined primary/secondary schools. Some government school principals do combine classes across primary and secondary school levels, although the figure is quite low, and no Catholic or Independent principals in a combined school setting were recorded as having done so. Moving teachers between primary and secondary year levels was rather more common.

**Table 12.13: Additional strategies to deal with shortages, by principals of combined primary/secondary schools**

	Combined schools			
	Govt	Cath	Ind	All
Combining classes across the Primary and Secondary year levels	8.1	0.0	0.0	5.7
Move teachers between the Primary and Secondary year levels	18.9	50.0	21.4	20.8
<i>Not relevant - no recent teacher shortages</i>	<i>24.3</i>	<i>0.0</i>	<i>57.1</i>	<i>32.1</i>

*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.

## 12.6 Teacher departures and arrivals

Most schools report experiencing teacher departures and arrivals during the past 12 months (Table 12.14). In the main, secondary schools experience greater numbers of teacher departures and arrivals than primary schools (due in part to their generally larger size). In general 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?	78.8	88.1	83.9	80.8
Have any teachers joined your school in the past 12 months?	75.0	82.5	86.1	77.7
	Secondary			
Have any teachers left your school in the past 12 months?	87.1	92.5	89.2	88.5
Have any teachers joined your school in the past 12 months?	85.6	92.5	92.3	88.1

*Note:* the proportions are the % of all principals who responded to the survey.

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 0.8 teachers per primary school and 1.4 per secondary school) followed by retirement (0.6 and 1.2) and leave of greater than 12 months at (0.6 and 0.9).

**Table 12.15: Average number of teachers who left in the past 12 months, by destination**

Type of teacher departure	Primary		Secondary	
	Average teachers per school	Total number of teachers	Average teachers per school	Total number of teachers
Retirement	0.59	4501	1.24	3365
Resignation from teaching	0.26	1960	0.39	1047
Relocation to another school in the same sector in the same State/Territory	0.75	5743	1.41	3822
Relocation to another school sector in the same State/Territory	0.21	1578	0.37	991
Relocation to teach interstate	0.08	627	0.21	566
Moved overseas to work as a teacher	0.08	624	0.17	465
Leave of >12 months	0.51	3858	0.91	2457
Other	0.13	1014	0.16	441
	<b>2.62</b>	<b>19906</b>	<b>4.85</b>	<b>13155</b>

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 (0.8). In secondary schools the most common type of arrival was a new graduate from teacher education (1.8) followed by relocation from another school in the same sector in the same state/territory (1.5). These figures have changed very little since 2010.

**Table 12.16: Average number of teachers who arrived in the past 12 months, by source**

Type of teacher arrival	Primary		Secondary	
	Average teachers per school	Total number of teachers	Average teachers per school	Total number of teachers
New graduate from teacher education	0.93	7104	1.76	4782
Re-entry by a teacher who had formerly resigned from teaching	0.08	624	0.19	511
Re-entry by a teacher who had formerly retired from teaching	0.04	297	0.11	292
Relocation from another school in the same school sector in the same State/Territory	0.80	6075	1.52	4116
Relocation from another school sector in the same State/Territory	0.22	1673	0.43	1167
Relocation from teaching interstate	0.11	858	0.12	333
Moved from overseas	0.11	870	0.16	447
Other	0.14	1040	0.12	328
	<b>2.44</b>	<b>18542</b>	<b>4.41</b>	<b>11976</b>

## 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. For the first time, their assessments were made in terms of how well the new graduates had been prepared to meet the Australian Institute for Teaching and School Leadership (AITSL) *Standards*. Their responses are reported in Table 12.17.

In general, secondary graduates were rated as better prepared than primary graduates, particularly with respect to Standards 1 (*Know students and how they learn*), 2 (*Know the content and how to teach it*), 3 (*Plan for and implement effective teaching and learning*), 5 (*Assess, provide feedback and report on student learning*) and 7 (*Engage professionally with colleagues, parents/carers and the community*). This may or may not reflect on the quality of the primary teacher preparation provided, as it is generally the case that there are higher entry standards in secondary teacher preparation programs than in primary teacher preparation programs.

**Table 12.17: Principals' perceptions of the preparation of recent teacher graduates**

<b>In your experience, how well prepared are recent graduates in regard to:</b>	<b>"Very well prepared" or "well prepared"</b>	
	<b>Primary %</b>	<b>Secondary %</b>
<i>1. Know students and how they learn</i>		
Teaching wide range of students	19.5	29.9
Teaching ATSI students	7.5	11.8
Supporting students with disabilities	5.6	14.5
<i>2. Know the content and how to teach it</i>		
Making effective use of ICT	70.4	76.1
Developing and teaching a unit of work	42.4	58.3
Subject content knowledge	40.1	62.2
Developing strategy for teaching numeracy	33.7	27.4
Developing strategy for teaching literacy	33.1	24.4
<i>3. Plan for and implement effective teaching and learning</i>		
Resources available in their teaching areas	41.5	57.9
Developing skills in classroom communication	37.3	52.9
Evaluating and improving their own teaching	25.8	45.1
Involving parents and guardians	17.6	26.9
<i>4. Create and maintain supportive and safe learning environments</i>		
Managing classroom activities	29.1	32.4
Dealing with difficult student behaviour	11.8	11.2
<i>5. Assess, provide feedback and report on student learning</i>		
Making effective use of student assessment information	23.3	31.8
Ensuring their assessments are consistent and comparable with other teachers	17.7	31.3
Interpreting national or statewide achievement reports	14.3	22.2
<i>6. Engage in professional learning</i>		
Developing their own literacy skills	37.6	30.1
Developing their own numeracy skills	37.6	24.9
<i>7. Engage professionally with colleagues, parents/carers and the community</i>		
Meeting their professional and ethical responsibilities	48.5	60.0
Complying with legislative and organisational requirements	34.9	50.5
Developing contacts with professional teaching networks	23.6	40.0
Engaging with performance and development plans	19.7	33.1

In general, the highest ratings were given to the graduates' preparation in relation to Standards 2 (*Know the content and how to teach it* – particularly the use of ICT), 3 (*Plan for and implement effective teaching and learning*) and 7 (*Engage professionally with colleagues, parents/carers and the community*). The lowest ratings were given to the graduates' preparation in relation to Standards 1 (*Know students and how they learn*), 4 (*Create and maintain supportive and safe learning environments*) and 5 (*Assess, provide feedback and report on student learning*).

## 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, 87% of government primary principals, 92% of Catholic primary principals and 85% of Independent primary principals felt that this best described the salary structure for the majority of classroom teachers, as did slightly lower 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 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			
	Gov %	Cath %	Ind %	All %
<i>Teachers with mainly classroom responsibilities</i>				
Fixed salary (i.e., no increments)	7.8	7.7	4.1	7.2
Incremental salary scale with progression based largely on years of service	86.8	92.3	84.7	87.3
Incremental salary scale with progression largely subject to performance assessment	4.2	0.0	5.5	3.8
Salary bonus for high performance or specified tasks	0.9	0.0	0.0	0.7
Salary specified in an individual agreement	0.1	0.0	5.6	0.9
Other salary structure	0.2	0.0		0.1
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<i>Teachers with mainly leadership responsibilities</i>				
Fixed salary (i.e., no increments)	41.2	33.8	25.4	37.8
Incremental salary scale with progression based largely on years of service	54.2	58.2	41.2	53.0
Incremental salary scale with progression largely subject to performance assessment	2.1	0.0	7.0	2.5
Salary bonus for high performance or specified tasks	1.0	1.0	1.9	1.2
Salary specified in an individual agreement	1.1	5.8	20.3	4.6
Other salary structure	0.4	1.0	4.1	1.0
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

**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			
	Gov %	Cath %	Ind %	All %
<i>Teachers with mainly classroom responsibilities</i>				
Fixed salary (i.e., no increments)	13.8	3.8	5.5	10.3
Incremental salary scale with progression based largely on years of service	82.0	90.6	83.9	84.0
Incremental salary scale with progression largely subject to performance assessment	3.8	5.3	6.4	4.6
Salary bonus for high performance or specified tasks	0.4	0.0	1.7	0.5
Salary specified in an individual agreement	0.0	0.3	2.5	0.5
Other salary structure	0.1	0.0	0.0	0.0
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<i>Teachers with mainly leadership responsibilities</i>				
Fixed salary (i.e., no increments)	45.4	32.8	20.4	38.0
Incremental salary scale with progression based largely on years of service	43.4	52.8	31.9	43.1
Incremental salary scale with progression largely subject to performance assessment	8.4	5.5	12.8	8.6
Salary bonus for high performance or specified tasks	1.3	6.6	5.9	3.3
Salary specified in an individual agreement	0.6	2.4	28.5	6.4
Other salary structure	0.9	0.0	0.5	.6
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

How effective do principals perceive their salary structures to be in attracting and retaining teachers? This question is addressed in Tables 12.20 and 12.21. In general, primary principals were more inclined to see their current salary structures as effective or very effective in attracting teachers (42% compared to 29%) and in retaining teachers (40% compared to 27%), but these figures reveal a seriously negative appraisal of the effectiveness of the current salary structures. It was only in the Independent sector that the majority of responses were favourable.

**Table 12.20: Perceived effectiveness of current salary structure in attracting classroom teachers**

	Primary				Secondary			
	Govt %	Cath %	Ind %	Total %	Govt %	Cath %	Ind %	Total %
Not effective	19.9	6.0	5.3	15.7	25.8	15.8	8.7	20.6
Some effectiveness	44.6	51.8	22.5	42.4	51.0	67.4	31.6	50.6
Effective	33.6	41.2	60.0	38.6	22.1	16.9	50.1	26.3
Very effective	1.9	0.9	12.2	3.3	1.1	0.0	9.6	2.5
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

**Table 12.21: Perceived effectiveness of current salary structure in retaining classroom teachers**

	Primary				Secondary			
	Govt %	Cath %	Ind %	Total %	Govt %	Cath %	Ind %	Total %
Not effective	21.7	19.0	8.2	19.3	30.9	19.4	14.1	25.6
Some effectiveness	44.6	41.2	22.6	40.8	46.7	65.4	30.3	47.1
Effective	32.0	39.8	56.6	36.8	20.8	15.2	42.2	23.7
Very effective	1.7	0.0	12.6	3.1	1.6	0.0	13.4	3.5
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Given this overwhelmingly unfavourable assessment of the effectiveness of current salary structures, it was appropriate to ask respondents what they thought of the likely effectiveness of alternate structures that are, from time to time, advocated. Responses to these questions are summarised in Tables 12.22 and 12.23.

**Table 12.22: Perceived Effectiveness of different possible criteria for the provision of financial rewards to teachers (Primary Principals)**

Possible Criteria	Per cent who believe it would be effective in:					
	Attracting teachers			Retaining teachers		
	Govt %	Cath %	Ind %	Govt %	Cath %	Ind %
Extra pay based on years of teaching service	57.5	69.4	47.5	67.1	88.0	85.0
Extra pay based on higher qualifications	56.3	67.7	61.8	57.3	76.3	62.8
Extra pay based on successful completion of professional learning activities	50.0	54.5	37.3	61.6	61.4	49.4
Extra pay based on performance against specified professional standards	29.8	15.3	42.9	33.1	18.5	51.8
Extra pay based on gains in students' learning	6.6	5.6	10.8	8.9	9.1	22.3
Extra pay based on individual performance against specified school or system goals	19.8	11.7	35.0	21.6	16.8	34.8



**Table 12.23: Perceived Effectiveness of different possible criteria for the provision of financial rewards to teachers (Secondary Principals)**

Possible Criteria	Per cent who believe it would be effective in:					
	Attracting teachers			Retaining teachers		
	Govt %	Cath %	Ind %	Govt %	Cath %	Ind %
Extra pay based on years of teaching service	59.0	27.1	42.8	71.6	61.0	74.8
Extra pay based on higher qualifications	34.9	59.0	62.7	36.2	78.5	54.2
Extra pay based on successful completion of professional learning activities	54.7	55.1	28.3	63.3	70.5	33.5
Extra pay based on performance against specified professional standards	40.0	32.3	39.5	47.3	38.0	37.8
Extra pay based on gains in students' learning	8.9	9.1	22.3	8.6	12.2	10.4
Extra pay based on individual performance against specified school or system goals	22.9	37.1	39.3	28.4	27.3	35.8

Generally (but particularly in the case of primary principals), extra pay based on years of service was seen as effective in retaining teachers, but less effective in attracting them.

The three listed first (extra pay based on years of teaching service, extra pay based on higher qualifications, and extra pay based on successful completion of professional learning activities) gained the most favourable response across sectors. The one that has received the most extensive press coverage (extra pay based on gains in students' learning) was rated least likely to be effective, although it was somewhat more positively rated by Principals in Independent schools than by those in government and Primary schools.



## 13. TEACHER APPRAISAL

### 13.1 Introduction

This chapter reports the results from the final section in the Leader questionnaire: *Teacher Appraisal in Your School*. This section was completed by school Principals only. These questions were first introduced in SiAS 2010.

### 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 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. 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.

Table 13.1 shows that the extent of appraisal undertaken by leaders and peers within primary schools has increased, as has the frequency of appraisals, in comparison with 2010. For example, in 2010, 31% of principals said that teachers were never appraised by peers, compared with only 16% in 2013; 59% of principals appraise teachers several times in each year compared to 52% in 2010.

**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?	Only when requested by the teacher		About once per year	Once per year (scheduled)	Several times in each year	Annually or more frequently	%
	Never	%					
The Principal	2.6	6.3	15.6	16.3	59.2	91.1	100
The Deputy Principal	16.0	6.8	14.7	12.5	50.0	77.2	100
Head of Department or equivalent	22.9	6.6	16.6	9.6	44.3	70.5	100
	<u>0.9<sup>a</sup></u>					<u>95.5<sup>b</sup></u>	
Teaching peers	15.6	28.8	12.0	3.0	40.6	55.6	100
External individuals or bodies	83.0	3.8	4.5	3.9	4.9	13.3	100

- The sub-total in the 'Never' column indicates that in only 0.9% of primary schools were teachers never appraised by at least one of the Principal, Deputy Principal or a Head of Department or equivalent.
- 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.

Similarly, Table 13.2 shows that secondary teachers are being appraised more frequently by leaders and a higher proportion are now being appraised by peers several times in each year (32% compared with 18% in 2010).

**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	10.1	12.5	22.8	21.7	32.9	77.4	100
The Deputy Principal	13.3	14.8	19.3	18.7	33.9	71.9	100
Head of Department or equivalent	9.1	8.3	19.5	13.5	49.5	82.6	100
	5.3 <sup>a</sup>					92.0 <sup>b</sup>	
Teaching peers	22.3	28.6	10.5	6.4	32.1	49.0	100
External individuals or bodies	84.2	6.6	3.1	1.0	5.0	9.1	100

a. The sub-total in the 'Never' column indicates that in only 5.3% 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 top three responses by primary and secondary principals were the same as in 2010, with broadly similar proportions indicating these were of high importance.

**Table 13.3: Areas of appraisal of primary and secondary 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	79.7	19.2	61.2	27.3
Teachers' knowledge and understanding of teaching practices in their main subject field(s)	76.8	20.5	62.6	26.6
Teachers' knowledge and understanding of their main subject field(s)	72.0	25.5	62.0	27.2
Student discipline and behaviour in the teacher's classes	68.0	29.6	41.9	46.7
Innovative teaching practices	61.5	32.4	44.0	42.6
Direct appraisal of classroom teaching	61.3	34.6	53.9	30.3
Teachers' classroom organisation	55.2	39.9	41.6	46.9
Teaching of students with special learning needs	53.2	36.1	28.5	48.9
How well the teacher works with you, the Principal, and their colleagues	47.2	41.4	20.4	54.0
Other student learning outcomes (i.e. outcomes other than test scores)	41.5	44.8	29.6	49.3
Professional development undertaken by the teacher	35.8	51.4	19.8	58.1
Student feedback on the teaching they receive	31.1	40.6	28.3	38.1
Feedback from parents	25.8	46.8	13.7	55.0
Teaching in a multicultural setting	21.6	32.4	13.6	36.6
Extra-curricular activities with students (e.g. school plays and performances, sporting activities)	17.4	44.4	12.0	44.9
Student test scores	7.5	47.6	7.1	45.9

Note: The aspects of teachers' work are ranked in terms of the proportion of primary Principals who indicated they were of high importance.

Principals were also asked which seven different activities were undertaken in the appraisal of teachers at their school. The results are recorded in Table 13.4. Responses are not directly comparable to those in SiAS 2010. Previously, principals were asked to record how often each activity was undertaken. In 2013, principals were asked to tick a box to indicate that an activity was 'normally undertaken' at their school. The results do suggest that classroom observation has become more common than was the case in 2010 and this may in part be related to the increase in peer appraisal. With the exception of classroom observation, the other activities appear in the same order of frequency of use as was the case in 2010.

**Table 13.4: Activities undertaken in the appraisal of teachers**

<b>Which of the following activities are normally undertaken in the appraisal of teachers in your school?</b>	<b>Primary %</b>	<b>Secondary %</b>
Classroom observation	81.5	77.7
Formal interview with the teacher	75.1	73.3
Use of an individual plan setting out goals and development strategies	74.7	82.7
Assessment of evidence of teaching practice (e.g. such as portfolios and lesson plans)	64.4	58.2
Assessment of teaching performance against professional standards	56.8	55.1
Provision of formal written feedback	48.2	56.3
Peer appraisal	27.6	40.3

### 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. The proportion of responses is very similar in primary and secondary schools, and very close to the responses recorded in 2010. The one exception is promotion, which was higher in both primary (6%) and secondary schools (13%) in 2010. A slightly higher proportion of secondary principals also indicated that dismissal occurred following appraisal (3% compared to 1% in 2010).

**Table 13.5: Actions taken following the appraisal of teachers**

<b>How often are the following actions taken following the appraisal of teachers in your school?</b>	<b>'Nearly all the time' or 'Most of the time'</b>	
	<b>Primary %</b>	<b>Secondary %</b>
Access to professional learning opportunities	82.1	78.3
Feedback provided to individual teacher on their teaching performance	68.7	57.9
Support from teaching colleagues (such as mentoring or networking)	63.2	58.4
Advice given to individual teacher on improving their teaching performance	55.4	52.8
Change in role or responsibilities of individual teachers	19.5	20.8
Promotion	3.0	5.7
Other sanctions for poor performance*	2.3	5.7
Dismissal	0.5	2.9

*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'.

\*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.



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## APPENDIX 1: ADVISORY COMMITTEE MEMBERS

### Advisory Committee

Deepthi Wijesekera (Chair)	Australian Government Department of Education
Michael Carr	Independent Schools Council of Australia
Brenda Cherednichenko	Australian Council of Deans of Education
Jenny Cirillo	Department for Education and Child Development, South Australia
David Colley	Australian Education Union
Gary Francis	Department of Education, Training and Employment, Queensland
Barbara Hatton	Department of Education, Northern Territory
Paul Hunt	Australian Government Department of Education
Elsa Lat	Department of Education and Communities, New South Wales
Lester Lemke	Catholic Secondary Principals Australia
Coralie McAlister	Education and Training Directorate, Australian Capital Territory
Eric Morris	Australian Bureau of Statistics
Rob Nairn	Australian Secondary Principals Association
Ben Neate	Department of Education, Tasmania
Michael Nuttall	Australian Primary Principals Association
John Percy	National Catholic Education Commission
Neil Purdy	Department of Education, Western Australia
Melanie Saba	Australasian Teacher Regulatory Authorities
Jim Tangas	Department of Education and Early Childhood Development, Victoria
Elizabeth Tobler	Association of Heads of Independent Schools of Australia
Chris Watt	Independent Education Union of Australia

Some Committee meetings were also attended by:

Kim Cull	Association of Heads of Independent Schools of Australia
Bruce Dunn	Department of Education, Northern Territory
Jan Febey	Australian Government Department of Education
Neville Feeney	Catholic Secondary Principals Australia
Jenni Helling	Department for Education and Child Development, South Australia
Mark Robinson	Australian Education Union
Geoff Ryan	Association of Heads of Independent Schools of Australia
Jane Sepulveda	Department of Education, Northern Territory
Sheree Vertigan	Australian Secondary Principals Association
Paul White	Australian Government Department of Education
Christine Williams	Australian Bureau of Statistics



## APPENDIX 2: THE TEACHER QUESTIONNAIRE



# Staff in Australia's Schools

### TEACHER SURVEY

Australian Government Statistical Clearing House Approval Number 01874 -- 04

The paper version of this survey is for information, NOT for completion. The online version can be completed by invitation.

Notes in green identify conditions in use to filter questions

#### YOUR BACKGROUND

1. Please indicate your age as of May 1 this year: \_\_\_\_\_ years \_\_\_\_\_ months
2. Are you male or female?  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?

<input type="radio"/> Australia	<input type="radio"/> Malaysia
<input type="radio"/> Canada	<input type="radio"/> New Zealand
<input type="radio"/> Germany	<input type="radio"/> Republic of Ireland
<input type="radio"/> Greece	<input type="radio"/> South Africa
<input type="radio"/> India	<input type="radio"/> United Kingdom
<input type="radio"/> Italy	<input type="radio"/> United States of America
	<input type="radio"/> Other ( <i>please specify</i> ) _____

Please answer Question 5 only if you were not born in Australia.

5. For how many years have you lived in Australia? \_\_\_\_\_ years

6a. Do you speak a language other than English at home?

- Yes Continue to Q6b
- No Go straight to Q7

6b. What is that language? \_\_\_\_\_

6c. How good is your spoken English?

- Very good
- Good
- Satisfactory

**YOUR PREPARATION FOR TEACHING****7. At what stage of your life did you first decide that you wanted to become a teacher?**

- While at school
- During my first degree program at university
- Upon completing my first degree
- While in employment
- Other (please describe) \_\_\_\_\_

**8. Was your initial teacher education program**

- a graduate program (requiring a first degree as a prerequisite for entry?)
- an undergraduate program?

**9. Was the institution from which you gained your initial (preservice) teacher education qualification located in:**

- a.**
- |  |  |
|--|--|
| <input type="radio"/> New South Wales?   | <input type="radio"/> Tasmania?                                    |
| <input type="radio"/> Victoria?          | <input type="radio"/> Australian Capital Territory?                |
| <input type="radio"/> Queensland?        | <input type="radio"/> Northern Territory?                          |
| <input type="radio"/> Western Australia? | <input type="radio"/> Overseas? (please specify the country) _____ |
| <input type="radio"/> South Australia?   |  |
- b.** A capital city?
- Yes
  - No

**10. What is the level of the highest qualification you have *completed* in a field other than Education? (This may include degrees in Arts, Science, Commerce, etc. that you completed before or after entering your teacher preparation program.)**

*Please tick one box only.*

*Graduate programs:*

- Doctoral degree
- Masters degree
- Graduate Diploma
- Graduate Certificate
- Bachelor (Honours) degree

*Undergraduate Programs:*

- Bachelor degree
- Other (please specify) \_\_\_\_\_

*Neither*

- I have no formal qualifications outside education.

**11. 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
- Other (please specify) \_\_\_\_\_

- 12. a.** In what year did you commence your initial teacher education program? \_\_\_\_\_

- b. In what year did you complete your initial teacher education program? \_\_\_\_\_
- c. In what year did you take up your first appointment as a teacher? \_\_\_\_\_
- d. For how many years have you been teaching in total (counting this year as one)? \_\_\_\_\_ years

If your answer to Question 12d is five years or less, continue with Question 13 through 17; otherwise go straight to Question 18.

**13. Which of the following factors were important to you in your decision to become a teacher?**

*Please tick all boxes that apply.*

- |    |  |                          |
|----|--|--------------------------|
| a. | Love of teaching                                       | <input type="checkbox"/> |
| b. | Love of subject  | <input type="checkbox"/> |
| c. | Encouragement from teacher(s) while you were at school | <input type="checkbox"/> |
| d. | Family role model(s)                                   | <input type="checkbox"/> |
| e. | Availability of employment                             | <input type="checkbox"/> |
| f. | Attractiveness of the salary                           | <input type="checkbox"/> |
| g. | Working conditions                                     | <input type="checkbox"/> |
| h. | Security of employment                                 | <input type="checkbox"/> |
| i. | Holidays, hours of work                                | <input type="checkbox"/> |
| k. | Desire to contribute to society                        | <input type="checkbox"/> |
| l. | Desire to work with young people                       | <input type="checkbox"/> |
| m. | Status of the teaching profession                      | <input type="checkbox"/> |
| n. | Other (please specify) _____                           | <input type="checkbox"/> |

**14. Which of the following was part of the application process for selection into your initial teacher education program?**

*Please tick all boxes that apply.*

- |    |  |                          |
|----|--|--------------------------|
| a. | Academic achievement in school (e.g. ATAR, ENTER, UAI, etc.)       | <input type="checkbox"/> |
| b. | Academic achievement in a university degree                        | <input type="checkbox"/> |
| c. | Academic achievement in other post-secondary studies (e.g. TAFE)   | <input type="checkbox"/> |
| d. | Specific test results  | <input type="checkbox"/> |
| e. | A written submission   | <input type="checkbox"/> |
| f. | References   | <input type="checkbox"/> |
| g. | Evidence of previous experience in working with children           | <input type="checkbox"/> |
| h. | Evidence of work experience not specifically connected to teaching | <input type="checkbox"/> |
| i. | An interview   | <input type="checkbox"/> |
| j. | Other (please describe) _____                                      | <input type="checkbox"/> |

**15. How helpful was your initial teacher education course in preparing you for:** (please tick one box in each row)

	Not helpful	Of some help	Helpful	Very helpful
a. Teaching students with a wide range of backgrounds and abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teaching Aboriginal and Torres Strait Islander students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Supporting students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Developing and teaching a unit of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Developing subject content knowledge appropriate for school curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Developing strategies for teaching literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Developing my own literacy skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Developing strategies for teaching numeracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Developing my own numeracy skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Making effective use of Information and Communication Technology (ICT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Learning about resources available for my teaching areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Developing my skills in classroom communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Learning how to your evaluate and improve my own teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Involving parents/guardians in the educative process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Managing classroom activities to keep students on task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Dealing with difficult student behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Making effective use of student assessment information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Ensuring that my assessments are consistent and comparable with those of other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Interpreting achievement reports from national or statewide assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Meeting my professional and ethical responsibilities as a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Complying with legislative, administrative and organisational requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Developing contacts with professional teaching networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. Engaging with performance and development plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**16. How helpful did you find each of the four components of your initial teacher education course listed below in preparing you for teaching?** (Please tick one box in each row. Answer "Not applicable" if the component was not included as a part of your teacher education course)

	Not helpful	Of some help	Helpful	Very helpful	Not applicable
a. <b>Subject studies:</b> Learning the content of the subjects that you are likely to teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. <b>Teaching methods:</b> Learning how to teach the subjects that you are likely to teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. <b>Education studies:</b> Learning about the theories and context of education and schooling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. <b>School experience:</b> Time spent in schools on teaching rounds, observation of classes, practicum and the like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**17. 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?				
	Not helpful	Of some help	Helpful	Very helpful	Not Applicable
An orientation program designed for new teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A designated mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A reduced face-to-face teaching workload	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow-up from your teacher education institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Structured opportunities to discuss your experiences with other new teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observation of experienced teachers teaching their classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other assistance (please specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**YOUR CURRENT POSITION**

**18. Is your current employment arrangement as a teacher:**

- 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 (on call)
- Casual/Relief (continuing appointment)

**19. 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) \_\_\_\_\_

**20. 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

**21. To the nearest thousand dollars, what is your current annual salary?**

Please refer to your gross (i.e., before tax) salary. If you work part-time, please express as a full-time equivalent salary.

\$ \_\_\_\_\_ thousand

**22. In a typical week, please estimate the number of hours that you spend on each of the following school-related activities for this school.**

(This question concerns your work for this school only. Please do not include any work you may do for other schools or employers.) Please write a number in each row and round to the nearest hour

Teaching of students in school (either whole class, in groups or individually) \_\_\_\_\_

Working as an individual on planning work or preparing lessons (including marking of student work) \_\_\_\_\_

Working collaboratively with colleagues, including planning, assessing and mentoring \_\_\_\_\_

Engaging with performance and development plans \_\_\_\_\_

Administrative duties either in school or out of school (including school administrative duties, paperwork and other clerical duties you undertake in your job as a teacher) \_\_\_\_\_

Engaging professionally with parents/carers and the community \_\_\_\_\_

Other (please specify) \_\_\_\_\_

**Total hours spent on school-related work in a typical week:** \_\_\_\_\_

**23. Has your school teaching experience been at**

- the Primary level only?
- the Secondary level only?
- both Primary and Secondary levels?

Skip 24 and 25 if answer 'secondary' to 23

**24. Please indicate if you**

- |  |                           |                          |
|--|---------------------------|--------------------------|
| currently teach as a generalist Primary teacher  | <input type="radio"/> Yes | <input type="radio"/> No |
| have previously taught as a generalist Primary teacher                                       | <input type="radio"/> Yes | <input type="radio"/> No |
| have completed a tertiary course that qualifies you to teach as a generalist Primary teacher | <input type="radio"/> Yes | <input type="radio"/> No |

If not currently a primary teacher, skip 25b

**25. a. How many years' experience do you have in generalist primary teaching?**

\_\_\_\_\_

**b. As a primary teacher responsible for a single class, please indicate the number of students usually in that class:**

**YOUR QUALIFICATIONS AND EXPERIENCE**

**26. Below is a list of subject areas. Please tick every subject for which at least one of the following applies:**

- You are currently teaching the subject (at secondary or as a primary specialist)
- You have previously taught this subject
- You have completed at least one semester of tertiary studies
- You have completed tertiary studies in methods of teaching
- You have completed professional development studies

*Language*

- English
- English as a Second Language
- Literacy
- Languages other than English:

*Mathematics*

- Mathematics
- Statistics
- Numeracy

*Sciences*

- Biology
- Chemistry
- Earth sciences
- Environmental sciences
- Physics
- Psychology/Behavioural studies
- Science – General

*The Creative and Performing Arts*

- Visual Arts
- Dance
- Drama
- Media Studies
- Music

*Society and Environment Studies (SOSE)*

- Accounting
- Business studies
- Civics and Citizenship
- Economics
- Geography
- History
- Legal studies
- Politics
- Religious studies
- Social studies

*Health and Physical Education*

- Health
- Outdoor education
- Physical education

*Technology*

- Computing
- Food technology
- Graphic communication
- Information technology
- Textiles
- Wood or Metal technology
- Other* (please specify): \_\_\_\_\_

**If LOTE is checked in Q26, respondents will be asked to identify the LOTE from a list provided, which includes Mandarin, Japanese, Indonesian, Hindi and Korean, or by writing in the name of the language.**

**27a. For each subject checked in Q26, respondents who are or have been Primary teachers will then be asked:**

- a. If they currently teach the subject as a primary subject specialist.
- b. If they have previously taught the subject as a primary subject specialist.
- c. If they have completed tertiary studies in methods of teaching the subject.
- d. Whether they have undertaken professional development activities in the subject in the last 12 months.
- e. The highest level at which they have completed at least one semester of tertiary studies in the subject (with the Year 1 option distinguishing between one semester completed and two semesters completed).
- f. How many years of experience they have teaching the subject as a primary subject specialist



**27b. For each subject checked in Q26, respondents who are have been Secondary teachers will then be asked:**

- If they currently teach the subject, and at what level (7/8-10, 11-12).
- If they have previously taught the subject, and at what level (7/8-10, 11-12).
- The highest level at which they have completed at least one semester of tertiary studies in the subject (with the Year 1 option distinguishing between one semester completed and two semesters completed).
- If they have completed tertiary studies in methods of teaching the subject.
- Whether they have undertaken professional development activities in the subject in the last 12 months.
- How many years of experience they have teaching the subject
- How many class groups they are currently teaching at each of years 7/8-10 and 11-12.
- The average size of the class groups they currently teach at years 7/8-10 and 11-12.

#### **QUALIFICATIONS AND EXPERIENCE IN SPECIALIST ROLES (PRIMARY AND/OR SECONDARY):**

**28. Please check any of the following specialist roles**

- that you currently perform in a school, and/or
- that you have previously performed in a school, and/or
- in which you have completed at least one semester of tertiary studies.

##### *Specialist roles*

- |                                   |                          |
|-----------------------------------|--------------------------|
| Library                           | <input type="checkbox"/> |
| Special Needs                     | <input type="checkbox"/> |
| Learning Support                  | <input type="checkbox"/> |
| Behaviour Management              | <input type="checkbox"/> |
| School Counselling                | <input type="checkbox"/> |
| Career Education                  | <input type="checkbox"/> |
| Vocational Education and Training | <input type="checkbox"/> |

**29. For each specialist role checked, respondents will then be asked:**

- If they currently perform that role in their school ○Yes   ○No
- If they have previously performed that role in a school ○Yes   ○No
- How many years' experience they have in performing that role \_\_\_\_\_ years
- Whether they have undertaken organized professional development activities relevant to that role ○Yes  
○No
- The highest level at which they have completed at least one semester of tertiary studies in preparation for that role: ○First year   ○Second or third year  
○None

#### **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 both those provided out-of-school and those provided at school.*

**30. Have you engaged in professional learning activities over the past 12 months?**

- Yes If yes: Please indicate the number of days (full-time equivalent): \_\_\_\_\_.
- No If no go straight to final column in Question 31.

**31. Please indicate by checking the appropriate boxes below the areas in which**

- you have undertaken professional learning as part of a tertiary qualification,
- you have undertaken professional learning through other activities (organised or self-directed), and
- you believe you need more opportunities for professional learning.

*(Check only the boxes applicable to you)*

	Yes, I have undertaken professional learning in the past 12 months:		I need more opportunities for professional learning in this area
	as part of a tertiary qualification	through other activities	
a. Teaching students with a wide range of backgrounds and abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teaching Aboriginal and Torres Strait Islander students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Supporting students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Developing and teaching a unit of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Developing subject content knowledge appropriate for school curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Developing strategies for teaching literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Developing my own literacy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Developing strategies for teaching numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Developing my own numeracy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Making effective use of Information and Communication Technology (ICT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Learning about resources available for my teaching areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Developing my skills in classroom communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Learning how to your evaluate and improve my own teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Involving parents/guardians in the educative process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Managing classroom activities to keep students on task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Dealing with difficult student behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Making effective use of student assessment information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Ensuring that my assessments are consistent and comparable with those of other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Interpreting achievement reports from national or statewide assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Meeting my professional and ethical responsibilities as a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Complying with legislative, administrative and organisational requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Developing contacts with professional teaching networks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Engaging with performance and development plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**32. To what extent have the professional learning activities you have engaged in over the past 12 months improved your capability in the following areas?**

*Please tick one box in each row.*

	No improvement	Slight improvement	Moderate improvement	Major improvement
a.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. (List of areas to be derived from the responses to Q30 (all those checked in column 1 or column 2).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**YOUR CAREER IN TEACHING**

**33. Have you had any interruptions to your teaching career (e.g., leave, resignation and return)? If so, how many years have you been absent from teaching?**

\_\_\_\_\_ years

**34. In how many schools have you been employed as a teacher?**

\_\_\_\_\_ schools

**From the response to Question 34,**

If this is the respondent's first school:

Go straight to Question 43

If this is **not** the respondent's first school:

Continue on to Question 35.

**35. For how long did you teach at your first school?**

\_\_\_\_\_ months

\_\_\_\_\_ years and

**36. For how long have you been teaching at your current school?**

\_\_\_\_\_ months

\_\_\_\_\_ years and

**37. 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 40

**38. Was the first school in which you worked:**

- a Government school?
- a Catholic school?
- an Independent school?

**39. Was the first school in which you worked located in:**

- a capital city?
- a major or provincial city?
- a rural area?
- a remote area?

**40. How many years of your employment as a school teacher have been spent:**

In your current State/Territory?

\_\_\_\_\_ years

In another State/Territory?

\_\_\_\_\_ years

In another country?

\_\_\_\_\_ years

**41. How many years of your employment as a school teacher in Australia have been spent:**

In Government schools?

\_\_\_\_\_ years

In Catholic schools?

\_\_\_\_\_ years

In Independent schools?

\_\_\_\_\_ years

**42. Which of the following factors were important influences on your decision to join your present school?***Please check as many boxes as apply.*

- |   |  |                          |
|---|--|--------------------------|
| a | Mandated school mobility requirements                      | <input type="checkbox"/> |
| b | Dissatisfaction with my former school                      | <input type="checkbox"/> |
| c | End of my contract at the former school                    | <input type="checkbox"/> |
| d | Better pay and conditions                                  | <input type="checkbox"/> |
| e | Taking up a promotion                                      | <input type="checkbox"/> |
| f | More opportunity to teach in my preferred curriculum areas | <input type="checkbox"/> |
| g | Positive school ethos and values                           | <input type="checkbox"/> |
| h | Professional learning opportunities                        | <input type="checkbox"/> |
| i | A more convenient school location                          | <input type="checkbox"/> |
| j | Other factors ( <i>please specify</i> ) _____              | <input type="checkbox"/> |

**YOUR ACTIVITIES OUTSIDE TEACHING****43. Which of the following best characterises your main activity in the year before you commenced your teacher preparation program?***Please check one box only.*

- School student
- Higher education student
- TAFE student
- Home duties (including caring for children)
- Full-time employment
- Part-time employment
- Unemployed
- Other (please specify) \_\_\_\_\_

**44. Have you ever resigned from school teaching to take up another activity?**

- Yes If Yes continue on to Question 45
- No If No go straight to Question 46.

**45. 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) \_\_\_\_\_

**YOUR FUTURE CAREER INTENTIONS**

**46. Do you plan to leave teaching permanently prior to retirement?**

- Yes If Yes continue on to Question 47.
- No If No, go straight to Question 48.
- Unsure If Unsure, go straight to Question 48.

**47. 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?**

(Check only the factors that were important influences on your decision.)

- |   |                          |
|---|--------------------------|
| I never intended teaching to be a long-term career    | <input type="checkbox"/> |
| I have found that I am not suited to teaching         | <input type="checkbox"/> |
| I was not enjoying teaching                           | <input type="checkbox"/> |
| Family reasons  | <input type="checkbox"/> |
| Unsatisfactory relationships with other staff         | <input type="checkbox"/> |
| Better opportunities outside of schools               | <input type="checkbox"/> |
| Superannuation benefits from leaving teaching early   | <input type="checkbox"/> |
| The workload is too heavy                             | <input type="checkbox"/> |
| Insufficient support staff                            | <input type="checkbox"/> |
| Class sizes too large                                 | <input type="checkbox"/> |
| I had issues with student management                  | <input type="checkbox"/> |
| Insufficient recognition or reward for teachers       | <input type="checkbox"/> |
| The poor public image of teachers                     | <input type="checkbox"/> |
| Changes imposed on schools from outside               | <input type="checkbox"/> |
| Dissatisfaction with performance appraisal processes. | <input type="checkbox"/> |
| Other (please specify) _____                          | <input type="checkbox"/> |

**48. 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 49. Otherwise go to Question 50.

**49. Your answer to Question 48 indicates that you intend to leave schools within the next 3 years. What do you intend to do then? (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 from teaching (12 months or more)
- Cease active employment
- Other (please specify) \_\_\_\_\_

**50. 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                  | <input type="checkbox"/> |
| Apply for a Principal position                              | <input type="checkbox"/> |
| Continue in your current position at this school            | <input type="checkbox"/> |
| Seek promotion in this school                               | <input type="checkbox"/> |
| Move to a similar position at another school                | <input type="checkbox"/> |
| Seek promotion to another school                            | <input type="checkbox"/> |
| Move to another school sector (e.g. Government to Catholic) | <input type="checkbox"/> |
| Train to enable you to teach in another subject area        | <input type="checkbox"/> |
| Train to enable you to teach in another stage of schooling  | <input type="checkbox"/> |
| Change from full-time to part-time employment               | <input type="checkbox"/> |
| Change from part-time to full-time employment               | <input type="checkbox"/> |
| Take extended leave (12 months or more)                     | <input type="checkbox"/> |

If you indicated by your answer to Question 50 that you do not intend to apply for a Principal or Deputy/Vice Principal position in the next three years, please proceed to Question 51; otherwise go straight to Question 53.

**51. Do you consider yourself to be at an appropriate stage in your career to apply for a Principal or Deputy/Vice Principal position in the next three years?**

- Yes
- No

If the answer is "No", proceed to Question 55

**52. Which of the following were important factors influencing your decision NOT to apply for a Deputy/Vice Principal or Principal position? (Please tick any that apply.)**

- The time demands of the job are too high
- I lack 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 have applied unsuccessfully in the past
- My personal or family circumstances
- Other (please specify) \_\_\_\_\_

If your answer to Question 50 indicated that you do intend to apply for a Principal or Deputy/Vice Principal position in the next three years, please answer Questions 53 and 54; otherwise proceed straight to Question 55.

**53. How important are the following factors in your intention to apply for a Deputy/Vice Principal or Principal position?**

(Please tick any that apply.)

- 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) \_\_\_\_\_

**54. How well prepared do you feel in the following aspects of school leadership? (please mark one box in each row)**

	<b>Poorly prepared</b>	<b>Somewhat prepared</b>	<b>Well prepared</b>	<b>Very well prepared</b>
School goal-setting and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School curriculum and assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Change management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing physical resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing school budgets and finances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School accountability requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student welfare and pastoral care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationships with families and the school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing teacher performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### YOUR VIEWS ON THE APPRAISAL AND FEEDBACK YOU RECEIVE IN YOUR SCHOOL

55. Concerning the appraisal and/or feedback you have received at this school, to what extent have they directly improved your capability in any of the following areas? (Please check one box in each row)

	Not at all	A little	A lot	Have not received appraisal in this area
a. Knowing students and how they learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Knowing the content and how to teach it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Planning and implementing effective teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Creating and maintaining supportive and safe learning environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Assessing, providing feedback and reporting on student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Engaging with performance and development plans and/or professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Engaging professionally with colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teaching Aboriginal and Torres Strait Islander students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Supporting students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Developing strategies for teaching literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Developing strategies for teaching numeracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Involving parents/guardians in the educative process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Making effective use of Information and Communication Technology (ICT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### YOUR VIEWS ON TEACHING

56. How satisfied are you with the following aspects of your job?

Please tick one box in each row.

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
a. The amount of teaching you are expected to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b.	The amount of administrative and clerical work you are expected to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	Your freedom to decide how to do your job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	Your opportunities for professional learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e.	Your opportunities for career advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f.	The balance between your working time and your private life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g.	Your salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h.	The rewards available to you for superior performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i.	The feedback you receive on your performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j.	Managing student behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k.	What you are currently accomplishing with your students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l.	The number of staff available to your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m.	The school's physical resources (e.g. buildings, grounds)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n.	The school's educational resources (e.g. equipment, teaching materials).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o.	The culture and organisation of your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p.	Your working relationships with your colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q.	Your working relationships with your Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Overall, how satisfied are you with your current job?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**57. 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



# Staff in Australia's Schools

### LEADER SURVEY

Australian Government Statistical Clearing House Approval Number 01874 -- 04

The paper version of this survey is for information, NOT for completion. The online version can be completed by invitation.

Notes in green identify conditions in use to filter questions

#### YOUR BACKGROUND

1. Please indicate your age as of May 1 this year: \_\_\_\_\_ years \_\_\_\_\_ months
2. Are you male or female?  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?

<input type="radio"/> Australia	<input type="radio"/> Malaysia
<input type="radio"/> Canada	<input type="radio"/> New Zealand
<input type="radio"/> Germany	<input type="radio"/> Republic of Ireland
<input type="radio"/> Greece	<input type="radio"/> South Africa
<input type="radio"/> India	<input type="radio"/> United Kingdom
<input type="radio"/> Italy	<input type="radio"/> United States of America
	<input type="radio"/> Other ( <i>please specify</i> ) _____

Please answer Question 5 only if you were not born in Australia.

5. For how many years have you lived in Australia? \_\_\_\_\_ years

6a. Do you speak a language other than English at home?

- Yes Continue to Q6b  
 No Go straight to Q7

6b. What is that language? \_\_\_\_\_

6c. How good is your spoken English?

- Very good  
 Good  
 Satisfactory

#### B. YOUR PREPARATION FOR TEACHING

7. Was your initial teacher education program

- A graduate program (requiring a first degree as a prerequisite for entry?)  
 An undergraduate program?

8. a. In what year did you commence your initial teacher education program? \_\_\_\_\_

- b. In what year did you complete your initial teacher education program? \_\_\_\_\_
- c. In what year did you take up your first appointment as a teacher? \_\_\_\_\_
- d. For how many years have you been teaching in total (counting this year as one)?  
\_\_\_\_\_ years

**9. What is the level of the highest qualification you have *completed* in a field other than Education? (This may include degrees in Arts, Science, Commerce, etc. that you completed before or after entering your teacher preparation program.)**

*Please tick one box only.*

*Graduate programs:*

- Doctoral degree
- Masters degree
- Graduate Diploma
- Graduate Certificate
- Bachelor (Honours) degree

*Undergraduate Programs:*

- Bachelor degree
- Other (*please specify*) \_\_\_\_\_

*Neither*

- I have no formal qualifications outside education.

**10. 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
- Other (*please specify*) \_\_\_\_\_

## C. YOUR CURRENT POSITION

**11. Which of the following best describes your current position?**

- Principal
- Deputy Principal

**12. 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?

**13. 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*

**14. 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 (on call)
- Casual/Relief (continuing appointment)

**15. 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*

**16. 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*

**17. To the nearest thousand dollars, what is your current annual salary?**  
*Please refer to your gross (i.e., before tax) salary. If you work part-time, please express as a full-time equivalent salary*  
 \$ \_\_\_\_\_ thousand

**18a. In a regular school week do you have any timetabled face-to-face teaching responsibilities?**  
 Yes *If Yes, please go to Question 18b*  
 No *If No, please go to Question 19*

**18b. If YES, about how many hours of face-to-face teaching do you have in a regular week?** \_\_\_\_\_  
**hours**

**19. 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.*

**20. 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**

**21. 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?				
	Not at all helpful	Of some Help	Helpful	Very helpful	Not applicable
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) _____	○	○	○	○	○

**22. 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 teacher registration authority or institute
- Yes – Issued by a university
- Yes – another form of qualification (*please specify*) \_\_\_\_\_
- No

**23. How well prepared do you currently feel in the following aspects of the school leadership role?**

*Tick one box in each row*

	Poorly prepared	Somewhat prepared	Well prepared	Very well prepared
School goal-setting and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School curriculum and assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing human resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing physical resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing school budgets and finances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School accountability requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student welfare and pastoral care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationships with families and the school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing teacher performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing external communications (e.g. media).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a school culture that values learning highly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dealing with changes in principal's role that are likely to occur over the next 5-10 years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**24. Overall, how well prepared do you currently feel for your school leadership role?**

- Very well prepared
- Well prepared
- Somewhat prepared
- Poorly prepared

## E. YOUR CAREER IN SCHOOLS

**25. In what year did you first commence employment as a teacher?** \_\_\_\_\_

**26. 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*

**27. At what point in your career did you first decide to seek a leadership post?**

- That was my intention from the time I began teaching.
- Within the first few years of my becoming a teacher
- When I had gained experience in a senior role (e.g. Head of Department)
- Only when I considered that I would have a good chance of success of being appointed.
- Other (please specify)

**28. Which of the following factors were important in forming your intention to take up a school leadership role**

*Please tick only the factors that are applicable to you.*

- |   |  |                          |
|---|--|--------------------------|
| a | I wanted challenges other than classroom teaching        | <input type="checkbox"/> |
| b | I was encouraged and supported by colleagues             | <input type="checkbox"/> |
| c | I was encouraged and supported by my school leaders      | <input type="checkbox"/> |
| d | I wanted to lead school development                      | <input type="checkbox"/> |
| e | I had successful experience of leadership in other roles | <input type="checkbox"/> |
| f | I had helpful prior preparation and training             | <input type="checkbox"/> |
| g | I was confident in my ability to do the job              | <input type="checkbox"/> |
| h | The high standing of school leaders in the community     | <input type="checkbox"/> |
| i | I was at the right stage of my career to apply           | <input type="checkbox"/> |
| j | The salary and other financial benefits                  | <input type="checkbox"/> |
| k | Other ( <i>please specify</i> ) _____                    | <input type="checkbox"/> |

**29. In how many schools have you been employed as a teacher and/or leader?**

*Do not include periods of relief or short-term contract teaching of less than one month duration*

**schools** \_\_\_\_\_

**30. How many years of your employment as a teacher and/or leader have been spent in:**

- |                               |       |              |
|-------------------------------|-------|--------------|
| your current State/Territory? | _____ | <b>years</b> |
| another State/Territory?      | _____ | <b>years</b> |
| another country?              | _____ | <b>years</b> |

**31. How many years of your employment as a teacher and/or leader in Australia have been spent in:**

- |                      |       |              |
|----------------------|-------|--------------|
| Government schools?  | _____ | <b>years</b> |
| Catholic schools?    | _____ | <b>years</b> |
| Independent schools? | _____ | <b>years</b> |

**32. Before your first appointment as a school leader, did you have any interruptions to your teaching career (e.g., leave, resignation and return)? If so, how many years were you absent from your teaching position?**

\_\_\_\_\_ **years**

**33. Since your first appointment as a school leader, have you had any career interruptions (e.g., leave, resignation and return)? If so, how many years have you been absent from your leadership position?**

\_\_\_\_\_ **years**

**34. Is your current position:**

- |   |                                 |
|---|---------------------------------|
| <input type="radio"/> Your first as a Principal?        | <i>Please go to Question 39</i> |
| <input type="radio"/> Your first as a Deputy Principal? | <i>Please go to Question 39</i> |
| <input type="radio"/> Neither?                          | <i>Please go to Question 35</i> |

**35. For how long did you hold your first appointment at your current leadership level?**

\_\_\_\_\_ **years**

*Count the current year as a complete year; round upwards to the nearest year if necessary*

**36. 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
- Overseas (please specify country)\_\_\_\_\_

Show Q37 and Q38 unless Q36 is 'Overseas'

**37. Was the first school where you worked in at this level:**

- a Government school?
- a Catholic school?
- an Independent school?

**38. 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?

**39. 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

**40. 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
- Higher education student
- TAFE student
- Home duties (including caring for children)
- Full-time employment
- Part-time employment
- Unemployed
- Other (*please specify*) \_\_\_\_\_

**41. Have you ever resigned from school teaching to take up another activity?**

- Yes Please go to Question 42
- No Please go to Question 43

**42. 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****43. 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 44

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 45

**44. You have indicated that 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)
- Cease active employment
- Other (*please specify*) \_\_\_\_\_

If you intend to work in schools for 3 years or less please now skip to Question 46

**45. 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 46 and 47 are for DEPUTY PRINCIPALS only. PRINCIPALS please go to Question 48

**46. Within the next 3 years do you intend to apply to become a Principal?**

- Yes Please go to Question 48
- No Please go to Question 47
- Unsure Please go to Question 48

**47. Which of the following factors were important in forming your intention NOT to apply for a Principal position?**

*Please tick only the factors that are applicable to you.*

- a. The time demands of the job are too high
- b. I lack experience acting in the principal role
- c. The position requires too much responsibility
- d. I would have difficulty maintaining a satisfactory work/life balance
- e. The salary is not sufficient for the responsibilities
- f. I have not had encouragement and support from colleagues
- g. I have not had encouragement and support from my principal
- h. I have concerns with the selection process
- i. I do not have appropriate prior preparation and training
- j. Dealing with the demands of authorities outside the school
- k. Difficulties with managing staff at school
- l. I do not feel confident in my ability to do the job
- m. I have applied unsuccessfully in the past
- n. I am not at the right stage of my career to apply
- o. I want to remain working mainly in my current role
- p. Positions are often located in areas I do not want to work in
- q. My personal or family circumstances
- r. Other (*please specify*) \_\_\_\_\_

**H. YOUR VIEWS ON THE LEADERSHIP ROLE**

**48. How satisfied are you with the following aspects of your job?**

*Please tick one box in each row*

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Unsure
The clarity of your responsibilities and authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your freedom to decide how to do your job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your opportunities for professional learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your opportunities for further career advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The balance between your working time and your private life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What you are currently accomplishing with the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your opportunity to influence student learning and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback on your performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The support you receive from your employer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The staffing resources at your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The physical resources at your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your working relationships with your teaching colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your working relationships with parents/guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The value society places on the leadership role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**49. Overall, how satisfied are you with your current job?**

Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**50. 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

**51. 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*) \_\_\_\_\_

**52. 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 disagree	Disagree	Uncertain	Agree	Strongly agree
Reduced workload	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More support staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fewer student management issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greater autonomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Higher pay for leaders who demonstrate advanced competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Higher pay for leaders who gain extra qualifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Higher pay for leaders whose students achieve specified goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A more positive public image of the leadership position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fewer changes imposed on schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amendments to superannuation to encourage leaders to work longer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other changes ( <i>please specify</i> ) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**If you are the PRINCIPAL please go to Question 53**

***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)****53. 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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Recruiting teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Recruiting staff to perform non-teaching duties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Recruiting staff to provide classroom assistance to teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Acting as the direct employer of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Acting as the direct employer of non-teaching staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Determining length of employment contract for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Varying salary or conditions to recruit teachers in short supply	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Reviewing teachers' performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Determining priorities for teachers' professional learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Financially rewarding high performing teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Dismissing teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Other aspects of managing teacher performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<i>For Principals of combined Primary-Secondary schools only:</i>				
Moving teachers between the primary and secondary year levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

**54. 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, 2012**; (b) the end of 2012, and (c) the first day of term, 2013

In the End of 2012 column an unfilled position means any position that had remained vacant for 10 consecutive weeks or more which was not filled by a permanent teacher or long-term reliever

<i>Number of unfilled positions</i>	<i>First Day of Term 1, 2012</i>	<i>End of 2012</i>	<i>First Day of Term 1, 2013</i>
<i>Deputy Principal</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Early Childhood Teaching</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Generalist Primary Teaching</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><i>Specialist Primary Teaching Areas:</i></b>			
<i>English Language</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English as a Second Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Languages other than English</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mandarin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Japanese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indonesian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hindi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Korean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>			
Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Number of unfilled positions</i>	<i>First Day of Term 1, 2012</i>	<i>End of 2012</i>	<i>First Day of Term 1, 2013</i>
Health and Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>			
<b><i>Specialist Secondary Teaching Areas:</i></b>			
<i>English Language</i>			
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English as a Second Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Languages other than English</i>			
Mandarin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Japanese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indonesian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hindi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Korean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>			
<i>Mathematics</i>			
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Sciences</i>			
Biology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Earth sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environmental sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychology/Behavioural studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science – General	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Society and Environment Studies (SOSE)</i>			
Accounting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civics and Citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Economics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The Creative and Performing Arts</i>			
Visual Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Technology</i>			
Computing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graphic communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textiles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Number of unfilled positions</i>	<i>First Day of Term 1, 2012</i>	<i>End of 2012</i>	<i>First Day of Term 1, 2013</i>
Wood or Metal technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Health and Physical Education</i>			
Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Specialist roles</i>			
Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaviour Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational Education and Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**55. What degree of difficulty have you had in the past 12 months in suitably filling staff vacancies across all areas of curriculum?**

- Major difficulty [Please go to Question 56](#)
- Moderate difficulty [Please go to Question 56](#)
- Minor difficulty [Please go to Question 57](#)
- No difficulty [Please go to Question 57](#)

**56. In which curriculum areas listed in Question 52 have you had the most difficulty in suitably filling staff vacancies?**

*Please list up to 4 areas*

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**57. What degree of difficulty have you had in the past 12 months in retaining suitable staff across all areas of curriculum?**

- Major difficulty [Please go to Question 58](#)
- Moderate difficulty [Please go to Question 58](#)
- Minor difficulty [Please go to Question 59](#)
- No difficulty [Please go to Question 59](#)

**58. In which curriculum areas listed in Question 52 have you had the most difficulty in retaining suitable staff?**

*Please list up to 4 areas*

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*For Principals of combined Primary-Secondary schools only*

**59. 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

**60. 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

**61. 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*

	<b>Number of teachers</b>
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 ( <i>please specify</i> ) _____	_____

**62. 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*

	<b>Number of teachers</b>
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 ( <i>please specify</i> ) _____	_____

**63. In your experience, how well prepared are recent teacher graduates in regard to:**

	Poorly prepared	Somewhat prepared	Well prepared	Very well prepared
a. Teaching students with a wide range of backgrounds and abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teaching Aboriginal and Torres Strait Islander students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Supporting students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Developing and teaching a unit of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Developing subject content knowledge appropriate for school curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Developing strategies for teaching literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Developing their own literacy skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Developing strategies for teaching numeracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Developing their own numeracy skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Making effective use of Information and Communication Technology (ICT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Learning about resources available for their teaching areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Developing their skills in classroom communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Learning how to evaluate and improve their own teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Involving parents/guardians in the educative process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Managing classroom activities to keep students on task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Dealing with difficult student behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Making effective use of student assessment information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Ensuring that their assessments are consistent and comparable with those of other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Interpreting achievement reports from national or statewide assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Meeting my professional and ethical responsibilities as a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Complying with legislative, administrative and organisational requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Developing contacts with professional teaching networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. Engaging with performance and development plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**64. Which category best describes the current salary structure for the majority of your 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)	<input type="radio"/>	<input type="radio"/>
Incremental salary scale with progression based largely on years of service	<input type="radio"/>	<input type="radio"/>
Incremental salary scale with progression largely subject to performance assessment	<input type="radio"/>	<input type="radio"/>
Salary bonus for high performance or specified tasks	<input type="radio"/>	<input type="radio"/>
Salary specified in an individual agreement	<input type="radio"/>	<input type="radio"/>
Other salary structure ( <i>please specify</i> ) _____	<input type="radio"/>	<input type="radio"/>

**65. How effective is the current salary structure in: (tick one box in each row)**

	Not effective	Of some effectiveness	Effective	Very effective
a. Attracting teachers to mainly classroom teaching positions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Retaining teachers in mainly classroom teaching positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Attracting teachers to leadership positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Retaining teachers in leadership positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**66. There is debate about the appropriate criteria for providing extra financial rewards to teachers. Some of these options are listed below. In your opinion, would these be effective in attracting and/or retaining teachers?**

	<u>Attracting teachers</u>			<u>Retaining teachers</u>		
	Yes	No	Unsure	Yes	No	Unsure
a Extra pay based on years of teaching service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Extra pay based on higher qualifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Extra pay based on successful completion of professional learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Extra pay based on performance against specified professional standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e Extra pay based on gains in students' learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f Extra pay based on individual performance against specified school or system goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## I. TEACHER APPRAISAL IN YOUR SCHOOL

**67. 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Deputy Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Head of Department or equivalent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
External individuals or bodies (e.g. inspectors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**68. 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other student learning outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student feedback on the teaching they receive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback from parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well the teacher works with you, the principal, and their colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Direct appraisal of classroom teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovative teaching practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relations between the teacher and students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development undertaken by the teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers' classroom organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers' knowledge and understanding of their main subject field(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers' knowledge and understanding of teaching practices in their main subject field(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching of students with special learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student discipline and behaviour in the teacher's classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching in a multicultural setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extra-curricular activities with students (eg school plays and performances, sporting activities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**69 Which of the following activities are normally undertaken in the appraisal of teachers in your school?**

*Please check as many as are appropriate.*

- a Formal interview with the teacher
- b Use of an individual plan setting out goals and development strategies
- c Assessment of evidence of teaching practice (e.g. such as portfolios and lesson plans)
- d Peer appraisal
- e Classroom observation
- f Assessment of teaching performance against professional standards
- g Provision of formal written feedback

**70. In your school, how often are the following actions taken following the appraisal of your teachers?**

*Please tick one box in each row*

	Never	Rarely	Sometimes	Most of the time	Nearly all the time
Feedback provided to individual teacher on their teaching performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice given to individual teacher on improving their teaching performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to professional learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from teaching colleagues (such as mentoring or networking)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change in the role or responsibilities of individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dismissal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other sanctions for poor performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**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 2013 was the same as that used in 2010, and involved a two-stage stratified 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. At the first stage an equal probability sample of schools was selected from each stratum. All eligible teachers and leaders from the sampled schools were included. This design ensured that within each explicit stratum, teachers had an approximately equal probability of inclusion into the sample.

Across explicit strata, the school selection probabilities could vary. For example smaller jurisdictions were relatively oversampled to ensure that enough data was collected to allow for reporting at the jurisdictional level. Additionally, the Victorian Government system elected to be oversampled to improve the precision of estimates for their jurisdiction. In these cases, a relatively larger number of schools and teachers were sampled from the subpopulation, so individual schools and teachers would be more likely to be sampled. Weights were calculated to ensure that when aggregating data, for example for reporting at the national level, each respondent contributed to the survey outcomes according to the number of teachers in the population the respondent represented. The weighting process is described further below.

Each explicit stratum was sorted by geographic location, a school-postcode based measure of SES<sup>20</sup> and school size (three levels). Finally the schools were ordered by the 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.

Schools adjacent to the sampled schools (normally the school immediately preceding and the school immediately following the sampled school) were assigned as potential substitutes for the sampled school. If the sampled school did not participate one of these schools could be approached to act as its substitute. The sample stratification and systematic sampling approach described above made it very likely that the assigned substitutes would be a close match to the sampled school with respect to the stratification variables (location, SES and size).

### A4.2 Sample weighting

Weights were generated for the teacher and leader files at each school level, as described below.

#### A4.2.1 Teacher weights

##### *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:

$$SBW_{(i)} = \frac{1}{PS_{(i)}}$$

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<sup>20</sup> 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, 2011) (ABS, 2013, Table Reference 2033.0.55.001)

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 substitute 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 substitutes. 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 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:

$$TNR_{(ij)} = \frac{\sum T_{(i,np)} + \sum T_{(i,p)}}{\sum T_{(i,p)}}$$

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 MCEECDYA 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:

$$FTW = SBW \times SNR \times TBW \times TNR$$

***Weight trimming***

Large variations in weights within an explicit stratum are undesirable because they result in lower precision of survey estimates. As the sample was designed to provide all teachers within an explicit stratum with an approximately equal probability of inclusion into the sample, it is expected that variations in weights within a stratum will be minimal. In rare cases, the weight variation can be larger than expected. For example, if a sampled school has undergone a merger and is a much larger school than was anticipated at the time of sampling, then the participating teachers might be representing a larger number of teachers in the population than was expected. In this situation, it is possible that the weights for those teachers may be much larger than for other teachers from that stratum. The result may be that the weighted contribution of these teachers may have an excessive influence on survey outcomes. The distribution of weights within each explicit stratum were examined, and any weights that were more than four times the stratum median weight were trimmed to that value.

***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 for 2012 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 the ABS publication *Schools Australia*.<sup>21</sup>

***A4.2.2 Leader weights***

The weighting calculation for leaders followed essentially the same process as for teachers. The main difference was that there was no population reference of leaders. The base weights and non-response adjustments within the sampling interval and the formation of weighting classes defined by state, sector and location were generated in the same way as described above for teachers. The distribution of weighted sums of leaders within each weighting class was compared and aligned to the population reference of teachers within the weighting class, on the basis that the number of teachers per leader would be expected to be approximately uniform across schools within each subpopulation. As with the teacher file, the range of leader weights within each weighting class was inspected, and trimmed if required. The additional step of aligning to populations defined by State/Territory, Sector and gender was not possible in the case of the leader data file.

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<sup>21</sup> Australian Bureau of Statistics. (2013). *Schools Australia, 2012*. Cat. No. 4221.0, Table Reference 51a



## APPENDIX 5: 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.<sup>22</sup> 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 2013 survey there were 69 primary schools (15% of responding primary schools) that were ATSI focus schools and 37 secondary schools (11% of responding secondary schools). This sample is somewhat lower than was the case in 2010 (19% of responding primary schools, 13% of responding secondary schools). The data presented below are weighted to provide national estimates.

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. A comparison with 2010 figures is also provided. On the whole, results are much the same as was reported in 2010. Standard errors are too high to report, due to the small sample size. As such, differences should be treated with caution.

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, although there is some indication that the level of difficulty may have eased, particularly at primary level.

**Table A5.1: Average age of teachers and leaders by ATSI focus school status**

	ATSI focus schools (av. years)		Other schools (av. years)		All schools (av. years)	
	2013	2010	2013	2010	2013	2010
<i>Teachers</i>						
Primary	43.4	41.9	43.8	42.1	43.8	42.1
Secondary	43.1	43.6	45.1	44.6	45.0	44.5
<i>Leaders</i>						
Primary	45.7	48.6	51.4	49.3	50.7	49.3
Secondary	50.9	47.0	51.6	50.6	51.5	50.3

<sup>22</sup> [http://www.mceecdya.edu.au/verve/\\_resources/A10-0945\\_IEAP\\_web\\_version\\_final2.pdf](http://www.mceecdya.edu.au/verve/_resources/A10-0945_IEAP_web_version_final2.pdf)

**Table A5.2: 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)	
	2013	2010	2013	2010	2013	2010
<i>Teachers</i>						
Primary	3.6	1.7	0.9	1.0	1.1	1.0
Secondary	2.4	0.6	0.7	0.6	0.8	0.6
<i>Leaders</i>						
Primary	0.0	1.2	1.3	0	1.1	0.1
Secondary	2.7	1.1	0.1	0	0.2	0.1

**Table A5.3: 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)	
	2013	2010	2013	2010	2013	2010
<i>Teachers</i>						
Primary	6.5	6.5	7.5	7.3	7.5	7.2
Secondary	5.8	7.6	8.6	8.5	8.5	8.4
<i>Leaders</i>						
Primary	6.8	5.5	7.4	7.5	7.4	7.3
Secondary	7.1	5.6	9.7	8.3	9.6	8.1

**Table A5.4: 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)	
	2013	2010	2013	2010	2013	2010
<i>Teachers</i>						
Primary	15.2	15.3	16.3	16.0	16.1	15.9
Secondary	15.0	15.8	17.4	17.8	17.3	17.6
<i>Leaders</i>						
Primary	22.0	24.3	26.2	25.7	25.7	25.5
Secondary	26.0	22.7	26.4	26.3	26.4	26.0

**Table A5.5: Proportion of teachers who intend to leave teaching permanently prior to retirement, by ATSI focus school status**

<i>Do you plan to leave teaching permanently prior to retirement?</i>	ATSI focus schools (%)		Other schools (%)		All schools (%)	
	2013	2010	2013	2010	2013	2010
<i>Primary teachers</i>						
Yes	4.9	9.0	5.1	6.3	5.1	6.6
No	58.9	57.2	64.0	59.0	63.5	58.7
Unsure	36.3	33.9	30.8	34.7	31.4	34.6
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<i>Secondary teachers</i>						
Yes	8.2	13.4	7.7	9.5	7.7	9.7
No	59.0	52.3	58.5	56.9	58.5	56.6
..Unsure	32.9	34.3	33.8	33.6	33.8	33.7
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

**Table A5.6: Principals' perceptions of difficulties in filling vacancies, by ATSI focus school status**

<i>What degree of difficulty have you had in the past 12 months in suitably filling staff vacancies across all areas of curriculum?</i>	ATSI focus schools (%)		Other schools (%)		All schools (%)	
	2013	2010	2013	2010	2013	2010
	<i>Primary schools</i>					
Major difficulty	9.1	29.5	3.0	4.4	3.5	6.1
Moderate difficulty	17.8	35.5	17.3	20.0	17.3	21.1
Minor difficulty	36.3	24.6	36.8	32.2	36.8	31.7
No difficulty	36.8	10.4	43.0	43.4	42.4	41.1
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<i>Secondary schools</i>						
Major difficulty	34.4	37.5	6.7	6.9	8.1	9.1
Moderate difficulty	22.1	35.8	31.5	31.2	31.0	31.6
Minor difficulty	30.1	18.3	34.1	39.8	33.9	38.3
No difficulty	13.5	8.3	27.8	22.0	27.1	21.1
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

**Table A5.7: Principals' perceptions of difficulties in retaining staff, by ATSI focus school status**

<i>What degree of difficulty have you had in the past 12 months in retaining suitable staff vacancies across all areas of curriculum?</i>	ATSI focus schools (%)		Other schools (%)		All schools (%)	
	2013	2010	2013	2010	2013	2010
	<i>Primary schools</i>					
Major difficulty	5.0	27.7	2.6	3.4	2.8	5.1
Moderate difficulty	2.7	26.8	6.8	9.1	6.4	10.3
Minor difficulty	38.1	16.8	30.9	28.2	31.6	27.4
No difficulty	54.2	28.8	59.7	59.3	59.2	57.2
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<i>Secondary schools</i>						
Major difficulty	4.9	24.4	1.8	4.5	1.9	5.9
Moderate difficulty	7.4	16.0	11.2	18.3	11.0	18.2
Minor difficulty	60.1	47.9	47.6	39.0	48.2	39.6
No difficulty	27.6	11.8	39.5	38.3	38.9	36.4
	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>