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Queensland teacher workload study: Final report to the Queensland Teachers' Union

Sheldon Rothman

Australian Council for Educational Research (ACER), sheldon.rothman@acer.edu.au

Lawrence Ingvarson

Australian Council for Educational Research (ACER), lingvarson@the.inter.net.au

Darren Matthews

Australian Council for Educational Research (ACER), Darren.Matthews@acer.org

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Improving Learning

Queensland Teacher Workload Study

Final report to the Queensland Teachers' Union

Education Policy and Practice
December 2018
Sheldon Rothman
Lawrence Ingvarson
Darren Matthews

COMPANY INFORMATION

COMPANY The Australian Council for Educational Research Ltd (ACER)

ABN 19 004 398 145

COMPANY ADDRESS 19 Prospect Hill Road
Camberwell, Victoria 3124
Australia

WEBSITE www.acer.edu.au

TELEPHONE +61 3 9277 5555

FAX +61 3 9277 5500

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The views expressed in this report are those of the authors and not necessarily of the QTU or any other individual or organisation.

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ABBREVIATIONS AND ACRONYMS

ABS	Australian Bureau of Statistics
ACER	Australian Council for Educational Research
AEU	Australian Education Union
EST	Experienced Senior Teacher
FTE	Full Time Equivalent
GO	Guidance Officer
HAT	Highly Accomplished Teacher
HOC	Head of Curriculum
HOD	Head of Department
HOP	Head of Program
HOSES	Head of Special Education Services
ICT	Information and Communication Technology
LT	Lead Teacher
QTU	Queensland Teachers' Union
SGO	Senior Guidance Officer
SIAS	Staff in Australia's Schools
ST	Senior Teacher

EXECUTIVE SUMMARY

The Australian Council for Educational Research (ACER) conducted an online survey of members on behalf of the Queensland Teachers' Union (QTU). The survey, which was open to teachers, school leaders (principals and assistant principals) and heads of program working in Queensland government schools, was available to the majority of members of the Union in October 2018, and remained open for five weeks during Term 4. The survey was based on one conducted for the Victorian branch of the Australian Education Union (AEU) in 2016 and the AEU – Tasmanian Branch in 2017.

The survey of the work of union members in Queensland government schools focussed on the hours of work by school staff, staff perceptions of their work, and the relationship between work practices and the quality of teaching. More than 12 000 teachers, school leaders and heads of program completed the survey, representing 31% of QTU members.

TEACHERS

Teachers' work

Teachers in Queensland government schools have rostered duty time of 25 hours per week. Primary teachers have a face-to-face instructional load of 22 hours and 10 minutes per week; secondary teachers have a face-to-face instructional load of 20 hours and 40 minutes per week.

- Full-time primary teachers responding to the survey worked an average of 44 hours in a typical week.
- Full-time secondary teachers responding to the survey worked an average of 44 hours in a typical week.
- Overall, 14 per cent of teachers (one in seven) worked more than 60 hours in a typical week.

Primary teachers

In addition to face-to-face teaching:

- 99% of primary teachers use time outside their rostered duty time to plan and prepare lessons, spending 7 hours on average per week.
- 98% of primary teachers use time outside their rostered duty time to develop lesson plans and units or work, using an average of 5 hours per week to do so.
- 98% of primary teachers work outside rostered duty time to assess students and report on their progress, taking an average of 4 hours per week to do so.
- 84% of primary teachers communicate with parents on average 2 hours per week outside rostered duty time.

Secondary teachers

In addition to face-to-face teaching:

- 99% of secondary teachers use time outside their rostered duty time to plan and prepare lessons, spending 6 hours on average per week.

- 96% of secondary teachers use time outside their rostered duty time to develop lesson plans and units or work, spending an average of 4 hours per week to do so.
- 99% of secondary teachers work outside rostered duty time to assess students and report on their progress, taking an average of 5 hours per week to do so.
- 89% of secondary teachers use an average of 3 hours per week outside rostered duty time to become familiar with new senior syllabuses.

Teachers in special schools

In addition to face-to-face teaching:

- 100% of teachers in special schools use time outside their rostered duty time to plan and prepare lessons, spending 7 hours on average per week.
- 98% of teachers in special schools use time outside their rostered duty time to develop lesson plans and units or work, spending an average of 4 hours per week to do so.
- 93% of teachers in special schools work outside rostered duty time to assess students and report on their progress, taking an average of 5 hours per week to do so.
- 83% of teachers in special schools use time outside their rostered duty time to communicate with parents and guardians about students' absences, using an average of 2 hours per week to do so.

Out-of-field teaching

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

- Close to one-third (32%) of teachers in secondary schools are teaching in at least one learning area for which they are not trained.
- The lowest rate of out-of-field teaching occurs in Science, with 15 per cent not trained in the learning area.
- The highest rate of out-of-field teaching occurs in subjects that are not part of the eight major learning areas, including vocational education and environmental education.
- 32% of Humanities teachers and Technologies teachers were not trained in those learning areas.
- Higher percentages of less experienced teachers were teaching out-of-field, compared with teachers with more experience in the classroom.

Part-time teachers

School staffing arrangements often require teachers to work for fewer hours each week. Part-time teaching occurs in all types of school. Overall, 21% of teachers are employed less than full-time.

- 24% of teachers in primary schools, 15% of teachers in secondary schools and 18% of teachers in special schools work part-time.
- One-quarter of part-time teachers say they experienced some difficulty in obtaining part-time work.
- The most common problem faced by part-time teachers is the negative perception of part-time work.

- The majority of part-time teachers are satisfied with their access to professional development, staff communication and opportunities for promotion.

Class sizes

Primary class sizes

- Teachers at the primary level reported an average class size of 24.2 students.
- 32% of teachers reported classes of more than 25 students, with larger classes more frequently found in the upper primary years (Years 4, 5 and 6).
- 55% of primary classes have between 21 and 25 students, inclusive.
- The average class size ranges from 23.4 students in Foundation to 26.3 students in Year 6.
- 20% of classes in primary schools have students in more than one year level (composite classes), with an average of 22.6 students.
- Overall, 79% of teachers reported that they have at least one student with a verified disability.
- 64% of primary teachers reported that they have at least one student with an individual curriculum plan in their class.

Secondary class sizes

- Teachers at the secondary level reported an average class size of 26.4 students.
- 68% of secondary classes have between 26 and 30 students, inclusive.
- The average class size ranges from 25.5 students in non-grouped subjects, such as Vocational Education and Training, and 25.6 students in Technologies subjects to 27.7 students in The Languages learning area.
- 78% of secondary teachers reported that they have at least one student with an individual curriculum plan in their class.

Managing work

- Only one-quarter of teachers believe that their workload is often or nearly always manageable, and fewer believe they have a good work-life balance. Teachers in combined primary-secondary schools are somewhat more positive about these two aspects of their workload.
- 51% of primary teachers look forward to the school day compared to 42% of secondary teachers.
- Only one in nine teachers believe the annual performance process improves their teaching practice.

Quality of teaching

- Two-thirds of teachers believe they are teaching well and know their students well.
- Set challenging goals for students, identify appropriate activities and resources for learning, and manage student behaviour effectively.
- One-half of primary school teachers believe they are able to meet students' individual learning needs, but only 37% believe they are meeting the needs of less engaged students.
- More than one-half of teachers believe they are able to meet the needs of highly engaged students, regardless of the type of school.

- Only a small percentage of teachers—16% of primary teachers and 15% of secondary teachers—are able to keep up with professional reading.

Teachers' suggestions for managing work

- Teachers most frequently stated that protecting non-contact time so that they can undertake teaching-related tasks—such as planning and marking—would help them manage their work.
- 80% or more of teachers—across all school types—agreed that a reduction in the number of government initiatives and in 'bureaucracy' would help manage their work.
- 80% of primary school teachers suggested that support from teacher aides would help them manage their workload, 75% suggested that more teachers would help, and 79% agreed that smaller classes would help.
- 71% of secondary teachers agreed that more teachers and smaller class sizes would help manage their work.
- 74% of primary and secondary teachers believe that more leadership support would help them manage their workload.
- If teachers had more non-contact time, more than 30% would use it to plan more effectively to meet students' individual learning needs.

Retention in the profession

- Two-thirds of teachers consider leaving the teaching profession—at least some of the time.
- 80% of those who consider leaving do so because of the non-teaching requirements: monitoring, assessment, recording, reporting and accountability.
- One-half of those considering leaving do so because of the school's leadership.

The work environment

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

- The most frequently cited item was dealing with challenging student behaviour, cited by 42% of primary school teachers, 41% of secondary school teachers, 37% of teachers in combined primary-secondary schools and 64% of teachers in special schools.
- More than 90% of teachers regularly receive their non-contact time.
- Approximately 27% of teachers overall feel supported by their colleagues.
- Only 17% of primary teachers and 9% of secondary teachers feel supported by the school's leadership.
- 15% of teachers feel engaged in their work.
- Only 5% of teachers feel they are on top of things at work.

HEADS OF PROGRAM

Managing work

Heads of Program (HOPs) differ markedly in their perceptions of their workload depending on their position. Heads of Curriculum (HOCs) work mainly in primary schools; Heads of Department (HODs)

work mainly in secondary schools. Other HOPs are Heads of Special Education Services (HOSEs), Guidance Officers (GOs) and Senior Guidance Officers (SGOs).

- 42% of HOCs believe their workload is manageable, compared to 26% of HODs, 22% of HOSEs, 24% of GOs and 14% of SGOs.
- 49% of HOCs believe they are expected to deliver too much curriculum content compared to 36% of HODs.

Quality of teaching

- 62% of HODs and 77% of HOCs believe that they have been able to teach well during the year, compared to 53% of HOSEs.
- Only 36% of HODs believe they have been able to plan effectively for students' individual learning needs, compared to 62% of HOCs.
- 35% of HOCs have been able to keep up with professional reading during the year, compared to only 15% of HODs.
- More than one-half of HOPs believe they have been able to meet the needs of highly engaged students during the year, but only 41% of GOs feel this way.

HOPs' suggestions for managing work

- 80% or more of HOPs—except SGOs—agreed that a reduction in the number of government initiatives would help manage their work.
- 88% of HODs, 82% of HOCs and 80% of HOSEs believe that protecting non-contact time so that they can undertake teaching-related tasks—such as planning and marking—would help them manage their workloads. By contrast, only 63% of GOs and SGOs agree.
- If HOPs had more time, it would be used to plan more effectively for students' individual needs.

Retention in the profession

- 57% of HOPs consider leaving the teaching profession—at least some of the time.
- Three-quarters of those who consider leaving do so because of the non-teaching requirements: administration and other duties.

The work environment

- The most frequently cited item was dealing with challenging student behaviour, cited by 58% of HOSEs, 32% of HODs, 26% of HOCs, 38% of GOs and 44% of SGOs.
- 75% of HOCs and 85% of HODs regularly receive their non-contact time.
- 27% of HOCs, 28% of HODs and 30% of HOSEs feel supported by their colleagues, but only 7% of SGOs feel so supported.
- Only 4% of HOPs feel they are on top of things at work.

PRINCIPALS

The survey used four different classifications of principal: Deputy Principal, Principal, Head of School and Executive Principal. Most responses relate to Principals and Deputy Principals, who constitute 96% of all Principal respondents.

Principals' work

Principals were asked about hours of work during Term 3 and the subsequent school holidays, and during a 'typical' week.

- Principals work approximately 62 hours per week during a typical week, but worked an average of 82 hours per week during Term 3.
- Between school Terms 3 and 4, principals worked on average 18 hours per week.
- Principals classified as Head of School work less time on average (58 hours), and Executive Principals work more (64 hours).
- The most common task for principals is managing internal administration, including school maintenance.
- 17% of principals are involved in leading and managing improvement, innovation and change in their schools.

Managing work

- 71% of principals and 61% of deputy principals look forward to the school day.
- 63% of principals and 77% of deputy principals say that the majority of their work day is spent managing school administration requirements.
- A greater percentage of principals (37%) than deputy principals (29%) spend time leading teaching and learning at their schools.
- 26% of deputy principals and 17% of principals believe that their annual performance review improves their work, but only one quarter of principals and deputy principals believe the annual performance review process improves staff performance at their schools.
- Only 12% of principals and 18% of deputy principals believe they have enough time to support their colleagues.

Principals' suggestions for managing their work

- Overall, principals most frequently agreed that more specialist staff are required for student wellbeing.
- Principals would also prefer to have simplified compliance requirements and an increased capacity to attract and retain effective teachers.
- Two-thirds of principals and deputy principals believe that an increased budget would help with their workload.
- Principals and deputy principals are less concerned about greater community involvement in their schools (35%) or better teacher accommodation (20%).

Quality of leadership

- 63% of principals and 50% of deputy principals believe that they have been able to lead teaching and learning in their school during the year.

- 70% of principals and 56% of deputy principals believe they have been able to identify and prioritise areas of learning needs across the school during the year.
- 68% of principals and 57% of deputy principals believe they have been able to develop a culture of high expectations at their schools during the year.

Work environment

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

- More than 80% of principals of all classifications feel supported by their administrative staff and their leadership team.
- Two-thirds of principals and deputy principals feel supported by the teaching staff in their schools.
- Principals of all classifications feel least supported by the Department centrally, at less than 20%.
- 37% of principals and 57% of principals have had to deal with challenging student behaviour during the year.
- 31% of principals and 46% of deputy principals have had to deal with challenging parent behaviour during the year.
- Fewer than 3% of principals and deputy principals have had a lunch break during the year.
- Fewer than 5% of principals and deputy principals have felt they were on top of things at work during the year.

1 INTRODUCTION AND METHODOLOGY

1.1 Overview of the project

A teacher workload study was commissioned by the Queensland Teachers' Union (QTU) in August 2018. The study was based on studies conducted previously for the Victorian branch of the Australian Education Union (AEU) in 2016 and the Tasmanian branch of the AEU in 2017. The study involved the design and delivery of an online survey by the Australian Council for Educational Research (ACER). The survey was available to the majority of members of the QTU from 8 October 2018, and remained open until 9 November 2018. Three groups of teaching staff working in Queensland government schools participated in the survey: teachers, heads of program and principals.

The survey was designed to provide a detailed picture of the work done by QTU members and, by extension, Queensland government school teachers. Attention was paid to the hours spent by staff in different aspects of their work, perceptions of workload and of its effect on staff wellbeing, and views of the school work environment.

1.2 Organisation of the report

This report comprises six chapters. The first chapter provides an introduction and overview of the report and the project methodology. The chapter also provides an overview of the characteristics of survey respondents and the extent to which they represent the membership of the QTU. Chapters 2-4 analyse results for teachers, Chapter 5 for heads of program, and Chapter 6 for principals. For each group, the demographics and characteristics of the respondents are presented, followed by perceptions and management of workload.

1.3 Questionnaire development

The questionnaire was initially developed through a process of reference to research undertaken in the workload area by ACER and others, nationally and internationally, and through interviews and focus groups with target groups. Reference work included workforce surveys conducted in Australia,¹ New Zealand² and England.³ The survey used in Queensland in 2018 was adapted from one used with the Victorian branch of the AEU in 2016 and the Tasmanian branch in 2017.

The survey offers teachers opportunities to consider their performance, job satisfaction in different areas (autonomy, mastery and purpose⁴), the extent to which activities associated with quality teaching were being undertaken and their work environment.

Development of the Victorian survey used focus groups organised by the AEU, including teachers and principals at both primary and secondary level. For the present survey, the QTU reviewed the

¹ The Staff in Australia's Schools (SiAS) surveys, see McKenzie, Weldon, Rowley, Murphy & McMillan (2014) and Weldon, McMillan, Rowley & McKenzie (2014).

² Ingvarson, Kleinhenz, Beavis, Barwick, Carthy, Wilkinson (2005); Wilkinson, Beavis, Ingvarson, Kleinhenz (2005); Beavis (2005)

³ Gibson, Oliver & Dennison (2015)

⁴ After the work of Daniel Pink (e.g. Pink, 2009).

instrument and recommended changes. Such changes incorporated local terminology as well as local issues relating to education in Queensland.

The complete questionnaire is provided in Appendix 1.

1.4 Survey methodology

The population available for this study was the membership of the QTU, affording all financial members the opportunity to participate. Because the study was conducted online, members who had not previously provided a valid email address to the QTU were omitted. Members who became aware of the survey and who had not previously had an email address on file with the QTU were sent a link to the survey upon request, once the QTU confirmed their membership status.

1.4.1 Survey administration

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

- 8 October 2018: Survey went live online; email invitations were sent over two days.
- 16 October: ACER sent email reminders. The Union sent a general email reminding members about the survey.
- 23 October: ACER sent second reminders, distinguishing between those who had started the survey and those who had not.
- 9 November 2018: Online survey closed.

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

1.5 Response rates and population characteristics

The response rate to the survey are reported in Table 1-1. In total, there were 12 204 respondents, representing 31 per cent of QTU members. Additional tables reporting on the attributes of the respondents are presented in Appendix 2.

Information provided by the QTU did not include details of members' employment classification or current location. This would require members to provide updated information on a regular basis, but it is not a requirement of membership. Thus, a response rate can be calculated for the overall membership only, and not for each group of QTU members. The overall response rate of 31 per cent is close to the rate achieved in the *Staff in Australia's Schools* survey (SiAS) conducted in 2013, which nationally achieved a final response rate of 33 per cent.⁵

⁵ McKenzie, et al. (2014).

Table 1-1 Distribution of survey respondents rates by employment classification

Classification	Survey Respondents	
	Number	(%)
Teacher	9748	79.9
Head of Program	1360	11.1
Principal	943	7.7
Other	153	1.3
Total	12204	100.0

Notes: 'Teacher' includes classifications of Teacher (T), Senior Teacher (ST), Experienced Senior Teacher (EST), Highly Accomplished Teacher (HAT) and Lead Teacher (LT). 'Head of Program' includes classifications of Head of Department (HOD), Head of Curriculum (HOC), Head of Special Education Services (HOSSES), Guidance Officer (GO) and Senior Guidance Officer (SGO). 'Principal' includes classifications of Principal, Deputy Principal, Head of School and Executive Principal. 'Other' includes teachers not in one of the employment classifications provided.

1.5.1 Characteristics of survey respondents

The following tables describe the survey respondents by several groupings. Table 1-2 looks at employment classification group by the type of school. The majority of QTU members are located in primary, secondary, combined (primary and secondary) and special schools, with a number of members on secondment to regional or state office, or working in another type of school, such as an environmental education centre. In addition, QTU members may be working in other roles within schools that do not easily fit with the position choices in the survey. These other locations and positions are provided in Appendix 2.

Table 1-2 Survey respondents by employment classification and school type

Classification	School type					Total
	Primary	Secondary	Combined	Special	Other	
Teacher	5091	3374	659	584	40	9748
	52.2%	34.6%	6.8%	6.0%	0.4%	100.0%
Head of Program	386	756	145	57	16	1360
	28.4%	55.6%	10.7%	4.2%	1.2%	100.0%
Principal	534	269	89	36	15	943
	56.6%	28.5%	9.4%	3.8%	1.6%	100.0%
Other	91	33	15	11	3	153
	59.5%	21.6%	9.8%	7.2%	2.0%	100.0%
Total	6102	4432	908	688	74	12204
	50.0%	36.3%	7.4%	5.6%	0.6%	100.0%

Notes: See note at Table 1-1 for descriptions of employment classifications. 'Other schools' includes centres not classified elsewhere, and non-school-based positions.

Table 1-3 shows the distribution of survey respondents by gender in each employment classification group. Each section of this report provides the information in Table 1-3 for each of the employment classifications within each group. Overall, 78 per cent of respondents identified as female and 22 per cent as male. A small number of respondents identified as non-binary and some provided other responses when asked about their gender. Where gender is reported in tables, non-binary and other gender staff are not included, as it may be possible to identify the respondent.

Table 1-3 Distribution and mean age of survey respondents by gender, by employment classification

Classification	Male		Female		Total	
	Per cent of group	Mean age (years)	Per cent of group	Mean age (years)	Per cent of group	Mean age (years)
Teacher	19.6%	43.9	80.2%	43.9	100.0%	43.9
Head of Program	25.1%	45.7	74.8%	46.2	100.0%	46.1
Principal	38.5%	47.8	61.5%	48.5	100.0%	48.2
Other	15.4%	52.2	84.6%	46.9	100.0%	47.7
Total	21.6%	44.8	78.2%	44.5	100.0%	44.6

Notes: See Table 1-1 for descriptions of employment classifications. Non-binary and other genders included in totals.

2 TEACHERS: DESCRIPTION OF RESPONDENTS

2.1 Introduction

This chapter provides a description of the teaching population represented by respondents to the QTU Workload Survey. It includes demographic information on the distribution of teachers, and analyses by school type: Primary, Secondary, Combined (Primary and Secondary) and Special. Teacher classifications are Teacher (T), Senior Teacher (ST), Experienced Senior Teacher (EST), Highly Accomplished Teacher (HAT) and Lead Teacher (LT).

2.2 Demographics

As shown in Table 2-1, two-thirds of all respondents are Teachers or Senior Teachers. A small number have achieved the classification of Highly Accomplished Teacher or Lead Teacher. Across primary, secondary and combined schools, close to one-third are Experienced Senior Teachers. There is a higher percentage of higher-level teachers in other schools: these teachers tend to be in temporary positions in regional or state office. More than one half of respondents (52%) are based in primary schools, and 35% are in secondary schools.⁶

Table 2-1 Distribution of teachers by employment classification and school type

		School type					Total
Classification		Primary	Secondary	Combined	Special	Other	
Teacher/Senior Teacher	n	3321	2275	447	427	19	6489
	%	65.2%	67.4%	67.8%	73.1%	47.5%	66.6%
Experienced Senior Teacher	n	1760	1088	212	155	20	3235
	%	34.6%	32.2%	32.2%	26.5%	50.0%	33.2%
Highly Accomplished Teacher/Lead Teacher	n	10	11	0	2	1	24
	%	0.2%	0.3%	0.0%	0.3%	2.5%	0.2%
Total	n	5091	3374	659	584	40	9748
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Note: Highly Accomplished Teachers and Lead Teachers combined due to small counts. 'Other schools' includes centres not classified elsewhere, and non-school-based positions.

ABS figures for Queensland government schools show that 25 per cent of full-time equivalent (FTE) teachers in 2017 were male and 75 per cent female. The figures change slightly when each part-time teacher is counted individually: in 2017, 24 per cent of teachers were male and 76 per cent female, indicating that those teaching part-time are more frequently female teachers.⁷ These percentages differ by school level. In 2017, 17 per cent of primary teachers were male as were 36 per cent of secondary teachers. Table 2-2 indicates that 12 per cent of survey respondents in primary schools were male, as were 31 per cent of teachers in secondary schools and 24 per cent of teachers in combined schools.

Table 2-2 also shows that male teachers were close in age to female teachers in primary, secondary and combined schools. The youngest teachers were in combined schools, which are more commonly

⁶ The teachers most commonly considered in tables through this report are those in primary, secondary, combined and special schools.

⁷ ABS (2018) 4221.0 Tables 50a and 51a.

located in country areas, although there is less than one year's difference between teachers in combined schools and teachers in secondary schools. The SiAS survey reported a difference for secondary teachers nationally (males 46 years, females 44 years) and little difference at the primary level.

Table 2-2 Distribution and average age of teachers, by school type and gender

School type	Male		Female	
	Per cent of school type	Mean age (years)	Per cent of school type	Mean age (years)
Primary	12.4%	45.2	87.5%	44.6
Secondary	30.6%	43.0	69.1%	42.5
Combined	24.0%	42.2	76.0%	42.1
Special	13.8%	48.4	86.2%	46.2
Other	22.5%	44.1	75.0%	50.6
Total	19.6%	43.9	80.2%	43.9

Note: Non-binary and other genders not included due to small counts.

Among teachers with higher classifications—Experienced Senior Teacher, Highly Accomplished Teacher and Lead Teacher—the percentage of respondents who are male is slightly higher than the percentage of Teachers and Senior Teachers who are male (see Table 2-3). The teachers with higher classifications are also older than Teachers and Senior Teachers.

Table 2-3 Distribution and average age of teachers, by employment classification and gender

Classification	Male		Female	
	Per cent of classification	Mean age	Per cent of classification	Mean age
Teacher/Senior Teacher	18.9%	40.0	80.9%	40.3
Experienced Senior Teacher	20.8%	50.8	79.0%	51.3
Highly Accomplished Teacher/Lead Teacher	34.8%	54.6	65.2%	47.5
Total	19.6%	43.9	80.2%	43.9

Note: Highly Accomplished Teachers and Lead Teachers combined due to small counts. Non-binary and other genders not included due to small counts.

2.3 Experience

The average number of years as a teacher in Queensland government schools among QTU members is shown in Table 2-4 by school type and in Table 2-5 by employment classification. Overall, female union members have been in the Queensland teaching service one year longer than male union members, but there is no difference between the two in the number of years at the current school. As shown in Table 2-4, teachers in primary schools have more total experience teaching than do teachers in other types of school, but there is no difference between primary and secondary school teachers in the length of time at the current school. Teachers in special schools and combined schools have spent less time in their current schools.

Table 2-4 Average years teaching and at current school, by school type and gender

	Average years teaching		Average years at school	
	Male	Female	Male	Female
Primary	16.5	16.3	7.5	7.7
Secondary	12.9	13.6	7.6	7.6
Combined	11.9	14.1	6.2	7.0
Special	13.2	14.3	5.9	6.2
Other	15.7	20.6	8.6	9.1
Total	14.0	15.2	7.4	7.5

Note: Non-binary and other genders not included due to small counts.

Table 2-5 Average years teaching and at current school, by employment classification and gender

	Average years teaching		Average years at school	
	Male	Female	Male	Female
Teacher/Senior Teacher	8.9	10.6	7.2	8.4
Experienced Senior Teacher	23.1	24.5	8.4	8.0
Highly Accomplished Teacher/Lead Teacher	21.1	16.7	5.9	4.5
Total	14.0	15.2	7.4	7.5

Note: Non-binary and other genders not included due to small counts.

2.4 Basis of employment

Teachers were asked whether they were permanent or temporary (contract) teachers and what fraction of time they were working. Table 2-6 shows that the majority of teachers are employed on a permanent basis, with more than 88 per cent of teachers in primary, secondary and combined schools in a permanent position. These percentages are slightly higher than the national proportions reported in SiAS 2013.⁸ Fixed-term contracts are slightly more common in special schools.

Overall more than three-quarters of teachers work full time, which is similar to the percentage in Victoria (approximately 75%) and at the national level as noted in SiAS.⁹ Of those who work part time, the majority work at least three days per week (0.6 FTE or above).

⁸ McKenzie, et al (2014), Table 5.2.

⁹ McKenzie, et al (2014), Table 5.2.

Table 2-6 Teachers' basis of current employment, by school type

	School type				
	Primary (%)	Secondary (%)	Combined (%)	Special (%)	Other (%)
Type of position					
Permanent	88.7	88.4	88.4	84.2	92.5
Temporary/Contract up to one term	2.3	2.5	2.3	2.6	0.0
Temporary/Contract up to one year	6.7	6.6	6.5	10.1	2.5
Temporary/Contract more than one year	1.4	1.7	2.1	2.1	2.5
District/Local Relief Teacher	1.0	0.8	0.6	1.0	2.5
Total	100.0	100.0	100.0	100.0	100.0
Time fraction					
Full-time	76.3	84.6	81.8	73.8	77.5
Part-time: 0.6 to 0.9 FTE	17.0	13.0	15.3	19.0	20.0
Part-time: 0.1 to 0.5 FTE	6.8	2.4	2.9	7.2	2.5
Total	100.0	100.0	100.0	100.0	100.0

Notes: 'Other schools' includes centres not classified elsewhere, and non-school-based positions.

2.5 Primary teachers

As noted above and in Table 2-2, the vast majority of teachers in primary schools are female. All teachers who were teaching in the primary grades, regardless of location—primary school or combined primary/secondary school—identified the year levels they were teaching. In Foundation and Year 1, fewer than five per cent of teachers are male (see Table 2-7). The percentage of teachers who are male increases in each year level, so that by Year 6, 24 per cent of teachers are male. Note that year levels in Table 2-7 represent year levels within classes, which may include composite (multi-grade) classes.

Table 2-7 Mean age of generalist primary teachers, by year level taught and gender

Year level	Male		Female		Total	
	Per cent of year level	Mean age	Per cent of year level	Mean age	Number of teachers	Mean age
Foundation	4.3%	47.7	95.7%	44.2	723	44.3
Year 1	4.5%	43.2	95.5%	43.4	732	43.4
Year 2	6.3%	45.2	93.7%	43.5	813	43.6
Year 3	10.1%	44.9	89.9%	43.4	775	43.6
Year 4	14.1%	45.4	85.9%	44.3	796	44.5
Year 5	16.5%	44.2	83.5%	43.2	777	43.3
Year 6	23.6%	46.6	76.4%	44.2	698	44.8
Total	11.5%	44.9	88.5%	43.6	3964	43.8

Notes: Non-binary and other genders not included due to small counts. Numbers in total year levels do not sum to the total because teachers may have students in more than one year level.

2.6 Secondary teachers

Secondary teachers tend to teach across all secondary year levels, so they were asked to indicate which subjects they taught within the broad learning areas specified by the Queensland curriculum. Table 2-8 indicates the proportions of teachers of students in Years 7-10 in each area, by gender; Table 2-9 shows the same for Years 11-12. As teachers tend to teach more than one subject, columns total to more than 100 per cent. Further, teachers work with both junior and senior secondary students, so are included in both tables.

Among teachers of students in Years 7-10, all learning areas have a majority of female teachers, ranging from 51 per cent in Health and Physical Education to 82 per cent in both English/Literacy and Languages. Among teachers of senior secondary students (Years 11-12), the majority of teachers of Technologies subjects and Health and Physical Education subjects are male. Across all year levels, the youngest teachers are in the Health and Physical Education learning area and the oldest in the Technologies learning area.

Table 2-8 Mean age of junior secondary (Years 7-10) teachers, by learning area and gender

Learning area	Male		Female		Total	
	Per cent of area	Mean age	Per cent of area	Mean age	Number of teachers	Mean age
The Arts	20.0%	40.6	80.0%	39.4	425	39.6
English/Literacy	18.0%	40.3	82.0%	40.5	911	40.4
Health and Physical Education	49.3%	37.9	50.7%	36.9	341	37.4
The Humanities	22.7%	40.5	77.3%	41.1	888	41.0
Languages	17.9%	39.5	82.1%	43.9	179	43.1
Mathematics/Numeracy	35.9%	42.5	64.1%	42.2	854	42.3
Science	36.5%	42.2	63.5%	40.1	753	40.9
Technologies	44.1%	44.1	55.9%	44.3	542	44.2
Other	24.5%	40.5	75.5%	42.4	326	41.9
Total	30.8%	42.6	69.2%	42.0	3030	42.2

Notes: Non-binary and other genders not included due to small counts. Numbers in total learning areas do not sum to the total because teachers may teach in more than one learning area.

Table 2-9 Mean age of senior secondary (Years 11-12) teachers, by learning area and gender

Learning area	Male		Female		Total	
	Per cent of learning area	Mean age	Per cent of learning area	Mean age	Number of teachers	Mean age
The Arts	21.3%	40.3	78.7%	39.5	287	39.6
English/Literacy	20.5%	43.0	79.5%	42.9	474	42.9
Health and Physical Education	53.8%	39.7	46.2%	37.7	184	38.8
The Humanities	22.9%	40.7	77.1%	43.9	406	43.2
Languages	11.8%	42.3	88.2%	44.7	76	44.5
Mathematics/Numeracy	40.7%	43.5	59.3%	42.7	508	43.0
Science	41.2%	42.5	58.8%	40.7	420	41.5
Technologies	54.7%	47.0	45.3%	47.1	318	47.0
Other	31.3%	41.1	68.7%	44.3	342	43.3
Total	33.6%	43.4	66.4%	42.6	2311	42.9

Notes: Non-binary and other genders not included due to small counts. Numbers in total learning areas do not sum to the total because teachers may teach in more than one learning area.

3 TEACHERS' WORK

3.1 Introduction

This chapter reports the results of a series of questions that asked teachers about their workload. The first section discusses overall workload: how much time is spent by teachers on work-related tasks. Subsequent sections examine how those tasks are distributed. There are separate sections for full-time generalist primary teachers, full-time secondary teachers and teachers in special schools.¹⁰

3.2 Full time teachers: hours worked in a week

Teachers indicated how much time they spent on all job-related activities in a typical week. This is similar to the question asked in the SiAS survey. In the Victorian and Tasmanian surveys, teachers had been asked about their time during the previous week, so those results are not comparable.

Table 3-1 shows that more than one-half of teachers work up to 45 hours in a typical week, with another 22 per cent indicating they work between 46 and 50 hours per week. The overall mean for full-time teachers is 44.4 hours, with primary teachers working 43.9 hours and secondary teachers, 44.1 hours.

Table 3-1 Full-time teachers' average hours per week, by school type

Hours per week	Primary (%)	Secondary (%)	Primary and secondary (%)	Special/ Other (%)	All schools (%)
Up to 45 hours	51.7	54.0	52.9	63.0	53.3
46 to 50 hours	22.6	21.6	22.0	19.3	22.0
51 to 55 hours	9.2	9.0	10.1	7.0	9.0
56 to 60 hours	1.6	1.3	1.0	0.7	1.4
More than 60 hours	14.9	14.1	13.9	9.9	14.2
Total	100.0	100.0	100.0	100.0	100.0
<i>Mean hours per week</i>	<i>43.9</i>	<i>44.1</i>	<i>47.7</i>	<i>46.4</i>	<i>44.4</i>

Note: 'Other schools' includes centres not classified elsewhere, and non-school-based positions.

Table 3-2 shows that, in a typical week, permanent teachers in primary schools work on average one hour more than teachers on fixed-term contracts, with little difference among teachers in secondary schools. Teachers in combined schools and special schools work longer hours than do teachers in primary or secondary schools.

¹⁰ Teachers' rostered duty time is 25 hours per week. Primary school and special school teachers' and rostered duty time includes no more than 22 hours and 10 minutes for rostered face-to-face teaching and associated professional duties; secondary school teachers' rostered duty time includes no more than 20 hours and 40 minutes for rostered face-to-face teaching and associated professional duties. *Teaching in State Education Award—State 2016* (http://qirc.qld.gov.au/qirc/resources/pdf/awards/t/teaching_in_state_education_swc17.pdf).

Table 3-2 Full-time teachers' average hours per week, by employment type and school type

	Primary	Secondary	Primary and secondary	Special/ Other
Permanent	44.0	44.2	48.2	47.3
Temporary/Contract	42.7	43.8	45.2	41.2

Notes: 'Other schools' includes centres not classified elsewhere, and non-school-based positions.

3.3 Time on task

Teachers were asked to indicate how much time they spent on a given activity in a typical week. Within that week, they were asked to consider two different times. Required time is the time they are paid to work. In the case of a full-time teacher, required time is 25 hours per week. Much of this time is spent at school. Outside rostered duty time is that time outside of the 25 hours of rostered duty time spent at school and may include time before and after the school day, but the majority of the time would be spent during the evenings and the weekend.

3.3.1 Full-time generalist classroom primary teachers

The first group considered are full-time generalist classroom primary teachers. Full-time teachers were chosen as they are a majority and are most likely to have a full teaching load. Leading teachers and paraprofessionals were not included. Table 3-3 shows the proportion of full-time generalist primary teachers undertaking each activity during the three time periods. The table is split into teaching-related tasks and other school activities, and activities in each section are ordered by the highest proportions undertaking them during required hours.

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

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

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

Table 3-3 Percentage of full-time primary generalist teachers undertaking activities over a typical week

	Time period	
	During rostered duty time (%)	Outside rostered duty time (%)
Teaching-related tasks		
Face-to-face teaching hours	100.0	--
Planning and preparing (individually or collaboratively)	81.3	99.5
Developing and documenting lesson plans and/or units of work	73.0	97.6
Marking and tasks related to assessment and reporting	60.8	97.9
Preparing and giving feedback outside class time	69.5	90.4
Talking to students about curriculum content/classroom work	62.6	69.0
Communicating with parents/guardians re student absence	69.3	83.5
Managing issues related to teaching	81.3	73.1
Other school activities		
Playground duty and other supervisory roles	88.5	56.5
Co-/extra-curricular activities (sports and clubs)	35.0	55.8
Talking to students about issues outside of curriculum content	77.4	74.6
Mentoring of other teachers, supervision of student teachers	47.5	59.7
Work related to any specific additional duties	60.2	85.0
Familiarisation with new senior syllabuses	41.8	66.0
Union official duties such as holding union meetings	12.5	31.8
Attending twilight or out of hours professional development	27.0	77.5
Participating in professional development of your choice	32.6	40.6
All other meetings	66.1	90.1
All other administrative duties	74.5	94.9

Having established the proportions of teachers undertaking each task in Table 3-3, Table 3-4 shows the average hours those teachers spent on each activity.¹¹ The maximum instructional hours of work in government primary schools is 22 hours and 10 minutes¹² and it is clear that the majority of full-time generalist primary teachers do spend about 22 hours teaching. As such, there is about 13 hours of required time during the week for other activities.

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

¹¹ Only teachers who spent time on the activity are included in the average hours, so the averages are of hours spent and do not include teachers with zero hours. The hours in the table will sum to more than the required hours, as teachers indicated that they spent no time on some activities.

¹² *Teaching in State Education Award—State 2016*

http://qirc.qld.gov.au/qirc/resources/pdf/awards/t/teaching_in_state_education_swc17.pdf.

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

Table 3-4 Average hours spent on activities by full-time primary generalist teachers over a typical week

	Time period	
	During rostered duty time (hours)	Outside rostered duty time (hours)
Teaching-related tasks		
Face-to-face teaching hours	22.2	-.-
Planning and preparing (individually or collaboratively)	2.9	7.0
Developing and documenting lesson plans and/or units of work	2.3	4.7
Marking and tasks related to assessment and reporting	2.2	4.3
Preparing and giving feedback outside class time	1.8	2.3
Talking to students about curriculum content/classroom work	3.2	1.8
Communicating with parents/guardians re student absence	1.5	1.7
Managing issues related to teaching	1.6	1.7
Other school activities		
Playground duty and other supervisory roles	2.4	2.3
Co-/extra-curricular activities (sports and clubs)	2.3	2.5
Talking to students about issues outside of curriculum content	2.2	1.8
Mentoring of other teachers, supervision of student teachers	4.5	2.6
Work related to any specific additional duties	2.0	2.3
Familiarisation with new senior syllabuses	2.2	2.6
Union official duties such as holding union meetings	2.1	1.7
Attending twilight or out of hours professional development	2.9	2.5
Participating in professional development of your choice	3.0	3.2
All other meetings	1.9	2.0
All other administrative duties	2.2	2.7

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

3.3.2 Full time secondary teachers

Table 3-5 shows the proportion of full-time secondary teachers undertaking work-related activities in a typical week. The teaching-related tasks and other activities are ordered differently from those of primary teachers and the proportions indicate some of the differences in the primary and secondary environments, although the first three activities are the same at both levels. For example, a much higher proportion of secondary teachers spend required time managing issues related to teaching (62%) than do their primary colleagues (37%). The same goes for talking to students about their work outside of face-to-face teaching time, with 69 per cent of secondary teachers and 41 per cent of primary teachers doing so.

Table 3-5 Percentage of full-time secondary teachers undertaking activities over a typical week

	Time period	
	During rostered duty time (%)	Outside rostered duty time (%)
Teaching-related tasks		
Face-to-face teaching hours	100.0	--
Planning and preparing (individually or collaboratively)	97.5	99.2
Developing and documenting lesson plans and/or units of work	87.8	96.5
Marking and tasks related to assessment and reporting	78.6	98.5
Preparing and giving feedback outside class time	75.5	94.3
Talking to students about curriculum content/classroom work	81.9	86.8
Communicating with parents/guardians re student absence	73.7	83.8
Managing issues related to teaching	83.1	84.9
Other school activities		
Playground duty and other supervisory roles	93.9	49.9
Co-/extra-curricular activities (sports and clubs)	40.4	64.0
Talking to students about issues outside of curriculum content	82.1	74.4
Mentoring of other teachers, supervision of student teachers	56.7	60.4
Work related to any specific additional duties	69.7	82.9
Familiarisation with new senior syllabuses	63.6	88.6
Union official duties such as holding union meetings	15.6	29.6
Attending twilight or out of hours professional development	34.2	76.8
Participating in professional development of your choice	39.8	43.9
All other meetings	73.8	88.0
All other administrative duties	84.2	93.7

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

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

The maximum face-to-face hours of work for secondary teachers in government schools is 20 hours and 40 minutes. Table 3-6 shows that secondary face-to-face hours is slightly lower than the maximum on average, at just over 18 hours. As with primary teachers, the most time is spent on planning and preparing, developing lesson plans and marking, although the proportion of teachers who do marking in required hours is lower. Teachers spend about an hour each typically, on managing teaching related issues, talking to students about teaching-related issues and communicating with parents.

Table 3-6 Average hours spent on activities by full-time secondary teachers over a typical week

	Time period	
	During rostered duty time (hours)	Outside rostered duty time (hours)
Teaching-related tasks		
Face-to-face teaching hours	20.7	-.-
Planning and preparing (individually or collaboratively)	3.3	6.1
Developing and documenting lesson plans and/or units of work	2.4	4.5
Marking and tasks related to assessment and reporting	2.2	4.9
Preparing and giving feedback outside class time	1.7	2.4
Talking to students about curriculum content/classroom work	2.2	1.8
Communicating with parents/guardians re student absence	1.3	1.6
Managing issues related to teaching	1.4	1.7
Other school activities		
Playground duty and other supervisory roles	2.0	2.0
Co-/extra-curricular activities (sports and clubs)	1.8	2.8
Talking to students about issues outside of curriculum content	1.8	1.6
Mentoring of other teachers, supervision of student teachers	3.4	2.2
Work related to any specific additional duties	1.9	2.2
Familiarisation with new senior syllabuses	2.1	2.9
Union official duties such as holding union meetings	1.8	1.8
Attending twilight or out of hours professional development	2.7	2.1
Participating in professional development of your choice	2.7	3.5
All other meetings	1.8	1.8
All other administrative duties	2.0	2.4

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

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

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

3.3.3 Out-of-field teaching

One area of concern with regard to the quality of teaching, but also relevant to workload issues, is the extent to which teachers are working in learning areas other than those in which they have specialised. The Staff in Australia's Schools (SiAS) surveys have provided data on this issue¹³ and a recent report noted that teachers in their first two years of teaching were more likely to be teaching out-of-field (37%) compared to their colleagues with more than five years of experience (25%).¹⁴ As beginning

¹³ Weldon, McMillan, Rowley & McKenzie (2014).

¹⁴ Weldon (2016), Figure 5.

teachers are usually still finding their way around all the requirements of teaching, it would seem likely that being required to teach outside their subject specialisations would add to their planning and preparation workload.

The SiAS surveys collected data on qualifications and tertiary study as well as information on over 40 individual subjects taught in schools. The QTU survey condensed the number of subjects into nine key learning areas based on the Australian curriculum (see section 2.6) and did not ask for details of qualifications and tertiary study. Instead, the survey provided a definition of in-field teaching as having ‘completed at least one year of tertiary studies in the subject’ and ‘tertiary studies or professional development in methods of teaching in this subject area’. To account for professional development and experience the question went on to ask that if teachers had been teaching a subject ‘for two years or more and feel comfortable and capable teaching the subject’ they should also indicate that they were in-field in that subject area.

Table 3-7 shows the proportions of secondary teachers who indicated that they were teaching out-of-field in one or more subjects in each learning area, based on the definition above. Subjects outside the first eight learning areas—for example, environmental education, library, and vocational education and training—had the highest percentage of teachers teaching out-of-field at 40 per cent. The learning areas of humanities (32%) and technologies (32%) had the next highest percentage of teachers teaching out-of-field. This is similar to the SiAS findings, where geography and history in the humanities, and media and information technology in technologies were the subjects with most out-of-field teachers nationally.¹⁵ Only 15 per cent of teachers were teaching out-of-field in science.

Table 3-7 Percentage of secondary teachers teaching out-of-field, by learning area

Learning area	Per cent of teachers
The Arts	19.2
English/Literacy	20.7
Health and Physical Education	20.8
The Humanities	32.1
Languages	20.0
Mathematics/Numeracy	22.1
Science	14.8
Technologies	31.9
Other	40.1

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

Table 3-8 shows the proportion of secondary teachers in the survey by their years of experience and the percentage of teachers who are teaching out of field. Of all secondary teachers who responded to the survey, 13 per cent have up to two years of teaching experience. Within this group of beginning teachers, 46 per cent are teaching at least one subject out of field. The distribution of out-of-field teaching reduces with each band of experience, with only 24 per cent of the most experienced teachers—those with 16 years or more of teaching—doing any out-of-field teaching. This indicates that teachers with the most inexperienced teachers are teaching in areas outside of the subject areas for which they have trained.

¹⁵ Weldon (2016), Figure 3.

Table 3-8 Percentage of secondary teachers by years of teaching experience and years at current school

Years of teaching experience	Total teaching experience (%)	Any teaching out-of-field (%)
Up to 2 years	13.1	45.8
3-5 years	17.6	38.8
6-10 years	19.0	33.8
11-15 years	16.3	29.4
16 years or more	34.0	24.1
Total	100.0	32.2

3.4 Teachers of students with disability

Teachers who work with students with disability indicated their workload separately from teachers of students in primary or secondary schools. As shown in Table 3-9, all respondents in this category stated that they plan and prepare outside rostered duty time. When compared to teachers in

Table 3-9 Percentage of full-time teachers of students with disability undertaking activities in a typical week

	Time period	
	During rostered duty time (%)	Outside rostered duty time (%)
Teaching-related tasks		
Face-to-face teaching hours	100.0	-.-
Planning and preparing (individually or collaboratively)	93.4	100.0
Developing and documenting lesson plans and/or units of work	79.2	98.1
Marking and tasks related to assessment and reporting	69.1	92.8
Preparing and giving feedback outside class time	58.3	83.8
Talking to students about curriculum content/classroom work	64.0	52.1
Communicating with parents/guardians re student absence	74.6	82.5
Managing issues related to teaching	59.5	63.6
Other school activities		
Playground duty and other supervisory roles	90.3	63.6
Co-/extra-curricular activities (sports and clubs)	21.4	33.5
Talking to students about issues outside of curriculum content	82.0	70.0
Mentoring of other teachers, supervision of student teachers	45.4	60.5
Work related to any specific additional duties	66.7	87.0
Familiarisation with new senior syllabuses	32.6	50.0
Union official duties such as holding union meetings	11.6	35.7
Attending twilight or out of hours professional development	33.0	80.9
Participating in professional development of your choice	41.4	41.4
All other meetings	70.7	88.8
All other administrative duties	78.6	94.1

primary or secondary schools, teachers of students with disability less frequently talk to students about curriculum content or classroom work, or supervise co-curricular and extra-curricular activities such as sports and clubs. On all other activities, there is little difference between groups of teachers.

Teachers of students with disability also indicated the amount of time they spent during a typical week on each of these activities (see Table 3-10). The most time-consuming tasks were those related to planning and preparing, with the number of hours similar to the number of hours spent on these tasks by primary and secondary teachers.

Table 3-10 Average hours spent on activities by full-time teachers of students with disability in a typical week

	Time period	
	During rostered duty time (hours)	Outside rostered duty time (hours)
Teaching-related tasks		
Face-to-face teaching hours	25.0	-.-
Planning and preparing (individually or collaboratively)	2.3	6.7
Developing and documenting lesson plans and/or units of work	2.1	4.9
Marking and tasks related to assessment and reporting	1.9	3.2
Preparing and giving feedback outside class time	1.9	2.6
Talking to students about curriculum content/classroom work	3.2	1.7
Communicating with parents/guardians re student absence	1.6	2.1
Managing issues related to teaching	1.6	1.5
Other school activities		
Playground duty and other supervisory roles	3.4	3.2
Co-/extra-curricular activities (sports and clubs)	3.2	2.3
Talking to students about issues outside of curriculum content	3.5	2.9
Mentoring of other teachers, supervision of student teachers	2.9	3.0
Work related to any specific additional duties	2.5	3.3
Familiarisation with new senior syllabuses	2.5	2.1
Union official duties such as holding union meetings	2.3	1.7
Attending twilight or out of hours professional development	2.4	3.7
Participating in professional development of your choice	3.8	4.7
All other meetings	1.8	2.1
All other administrative duties	2.7	3.4

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

3.5 Part-time teachers

Teachers in part-time positions were asked if they had experienced any difficulty in obtaining part-time work. Table 3-11 shows that approximately one quarter of those working part-time had faced some sort of barrier to obtaining part-time work. Close to one-half of male part-time teachers in combined primary/secondary schools (46%) had some difficulty obtaining a part-time position.

Table 3-11 Percentage of part-time teachers who reported they experienced barriers to obtaining part-time work, by school type and gender

Gender	School type				Total (%)
	Primary (%)	Secondary (%)	Combined (%)	Special/Other (%)	
Male	16.0	31.7	46.2	18.2	26.1
Female	23.5	30.2	28.0	19.9	25.1

Notes: Non-binary and other genders not included due to small counts. 'Other schools' includes centres not classified elsewhere, and non-school-based positions.

Teachers who said that they faced barriers to obtaining part-time work were then asked to select the reason from a list of six common barriers (see Table 3-12). The most common barrier cited was the negative perception that part-time teaching has at the school.

Table 3-12 Common barriers to obtaining part-time employment

Most common barrier	Per cent of teachers
Unable to secure desired fraction	16.2
Unable to secure desired days	12.9
Communication delays	9.2
Negative perception to part-time at my school	44.8
Finding a suitable teaching partner	6.3
Lack of support/management from the Department	10.6
Total	100.0

Table 3-13 shows reasons respondents chose to teach part-time, indicating some differences by gender. Both male and female teachers identified family needs as the most important reason, with 89 per cent of female teachers and 66 per cent of male teachers selecting this reason. Close to one-half of male teachers (47%) are transitioning to retirement compared to close to one-quarter of female teachers (24%).

Table 3-13 Teachers' reasons for working part-time, by gender

Reason	Male (%)	Female (%)
I can better meet the needs of my family	66.2	88.5
I want to transition to retirement in order to lessen my workload	47.4	24.0
Full-time workload is too much for me	59.5	64.6
Health reasons	39.7	34.7
Other	45.2	26.9

Notes: Non-binary and other genders not included due to small counts. Percentage who agree or strongly agree.

Forty-five per cent of male teachers and twenty-seven per cent of female teachers cited other reasons for working part-time. Some chose to work part-time to complete post-graduate study (full-time or part-time), work in a family business, be involved in the local community or pursue artistic endeavours (writing and painting). Others chose to reduce their stress by working part-time, allowing them to complete marking and planning during the week, leaving weekends free for personal and family

activities. For some, part-time work was all that was available, often after transferring from another location with a partner or after returning from leave.

Teachers who work part-time do not necessarily have access to the same opportunities as full-time teachers. As shown in Table 3-14, more than three-quarters of part-time teachers said they had access to professional development opportunities (78%) and staff communications (77%). Just over one-half said they had access to opportunities for promotion. 52 per cent provided information about other opportunities they were accessing.

Table 3-14 Part-time teachers' access to selected opportunities

Opportunities to access	Per cent of part-time teachers
Professional development	77.6
Promotion opportunities	50.6
Staff communication	76.9

Note: Figures indicate the percentage of part-time teachers who agree or strongly agree with the selected opportunity.

Part-time teachers also indicated what opportunities they were not able to access because of their time allocation. Of greatest concern was the loss of a sense of belonging and collegiality at the school, or support from the school's senior management. Part-time teachers also expressed their concern about the amount of work they are required to do, such as attendance at meetings, professional development days and parent interviews, which are often scheduled at times convenient for full-time staff and do not account for the part-time load.

3.6 Class sizes

How class sizes are calculated differs according to the collection. For *Schools, Australia*, the annual publication of the Australian Bureau of Statistics, class sizes are not reported. As an alternative, the publication includes student to teaching-staff ratios, calculated as the number of students at a level (primary or secondary) divided by the number of teachers at that level. In 2017, the student to teaching-staff ratio for Queensland government schools was 14.4 at the primary level and 12.4 at the secondary level.¹⁶ The primary ratio was lower than the national ratio for government schools by 0.6 students, and the secondary ratio was equal to the national ratio.

3.6.1 Primary class sizes

For the current survey, primary teachers were asked to indicate the number of students in their classes and the number of students with additional needs. The results reported in Table 3-15 indicate that the average class size is 24.2 students across the primary grades. The smallest classes, on average, are classes in the Foundation (Prep) year, with an average of 23.4 students. The largest classes are in Year 6, with an average of 26.3 students and Year 6 (25.1 students). Composite classes tend to be smaller, with an average of 22.6 students across year levels.

In the early years—Foundation to Year 3—15 per cent of classes had more than 25 students compared to the later years—Years 4, 5 and 6—in which more than one-half of classes had 25 or more students.

¹⁶ ABS (2018), 4221.0, Table 53a.

Table 3-15 also shows the percentage of classes with at least one student in each of the categories for accommodating students with additional needs. Overall, 79 per cent of primary classes have at least one student who has been verified with disability, based on the categories of the Nationally Consistent Collection of Data on School Students with Disability (NCCD), and 64 per cent of classes have at least one student with an individual curriculum plan.

Table 3-15 Average number of students in primary classes and number of classes with students with additional needs, by year level

Year level	Average number of students in class (FTE)	Per cent of classes with students verified with disability	Per cent of classes with students with an individual curriculum plan
Foundation	23.4	63.1	27.9
Year 1	23.5	75.1	36.7
Year 2	23.4	75.8	56.3
Year 3	24.2	78.2	61.0
Year 4	25.4	81.5	72.2
Year 5	26.1	80.9	77.0
Year 6	26.3	83.1	75.4
Composite	22.6	76.6	57.7
All classes	24.2	78.8	63.7

Table 3-16 reports the number of classes in each of five bands. More than one-half of classes have 21 to 25 students and 32 per cent of classes have 26 or more students, including 21 classes with 31 or more students.

Table 3-16 Primary classes by class size bands

Class size band	Number of classes	Per cent of classes
15 or fewer students	189	4.7
16 to 20 students	337	8.4
21 to 25 students	2223	55.3
26 to 30 students	1248	31.1
31 or more students	21	0.5
Total	4018	100.0

3.6.2 Secondary class sizes

In secondary schools, students move among different subjects, with class sizes varying by subject. Secondary teachers were asked to indicate the number of students in their largest class, then to indicate the subject taught for that class. They were also asked how many students they taught who had an individual curriculum plan. As shown in Table 3-17, the average class size varies by learning area. The largest classes (27.7 students) are in Languages subjects; the smallest classes (25.5 students) are in non-classified subjects, such as Integrated Studies and Vocational Education and Training. The overall average class size is 26.4 students, higher than the 24.2 in primary classes. In addition, 78 per cent of secondary teachers worked with at least one student with an individual curriculum plan; that

percentage was lowest in the Languages learning area (72%) and highest in the Arts (88%) and Technologies (87%) learning areas.

Table 3-17 Average number of students in secondary classes, by learning area

Learning area	Average number of students in largest class	Per cent of classes with students with individual learning plans
The Arts	27.3	88.0
English/Literacy	26.1	76.2
Health and Physical Education	27.2	83.9
The Humanities	26.6	75.2
Languages	27.7	70.8
Mathematics/Numeracy	25.9	71.6
Science	26.7	77.2
Technologies	25.6	87.1
Other	25.5	72.1
All learning areas	26.4	77.8

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

Class sizes vary across Queensland government schools, depending on the year levels in the school, but there are very few small classes. Across all secondary year levels, from Year 7 to Year 12, seven per cent of classes have 20 or fewer students, and another only two per cent have 31 or more students (see Table 3-18). More than two-thirds of all secondary classes have between 26 and 30 students.

Table 3-18 Secondary classes by class size bands

Class size band	Number of classes	Per cent of classes
15 or fewer students	79	2.4
16 to 20 students	164	5.0
21 to 25 students	720	22.2
26 to 30 students	2214	68.1
31 or more students	72	2.2
Total	3249	100.0

4 TEACHERS' WORKLOAD PERCEPTION AND MANAGEMENT

4.1 Introduction

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

4.2 Perception of workload

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

Only about one-quarter of teachers believe their workload is often or nearly always manageable, and about the same proportion feel that they often or nearly always have a good balance between home and work. Nevertheless, only 28 per cent of teachers in primary schools and 35 per cent in secondary schools indicated that their workload has a negative effect on the quality of their teaching. Approximately one-third of teachers in all schools indicated that their workload often or nearly always adversely affects their health, but one-half of teachers regularly look forward to the school day. One-third of teachers regularly think about leaving the teaching profession.

Table 4-1 Teachers' perceptions of workload and workload issues, by school type

Perceptions	Primary (%)	Secondary (%)	Combined (%)	Special (%)
My workload is manageable	24.5	25.4	29.0	26.2
I have a good balance between home and work	22.0	21.5	25.3	24.9
My workload at school has a negative effect on the quality of my teaching	27.7	34.6	27.0	27.6
I think about leaving the teaching profession	32.9	36.2	31.3	31.5
I look forward to the school day	51.4	41.5	48.6	53.6
My workload leaves me little time to work collaboratively with my colleagues	56.2	63.2	61.6	54.2
My workload adversely affects my health	34.0	36.9	33.3	31.8
I have enough time to ensure that the vast majority of my lessons are well planned	31.3	26.6	29.6	31.8
I am expected to deliver too much curriculum content	69.3	47.7	52.6	46.6
The annual Performance review process takes up a lot of time	35.3	33.7	27.6	30.1
The annual Performance review process improves the way I teach in the classroom	13.0	8.7	9.7	14.1
Using the Pedagogical Framework adopted by my school has added to my workload	47.3	50.7	47.5	38.5

Notes: Figures indicate the percentage of respondents who indicated often or always to each item. Teachers in other schools not included.

There are small differences between teachers by type of school in response to most statements. Teachers in primary schools are responsible for teaching in all curriculum areas, and 69 per cent say they are expected to deliver too much content, compared to 48 per cent of secondary—curriculum specialist—teachers.

Approximately one-third of all teachers believe the performance review process takes too much time, and only one in ten believe it improves the way they teach in the classroom.

4.3 Perception of workload and quality of teaching

Teachers were asked to indicate the extent to which they felt they had been able to meet 17 demands of quality teaching this year. The question used a seven-point scale, from 1 (Not at all) to 7 (To a great extent), with the options from 2 to 6 simply numbered. Table 4-2 shows the percentages who indicated 5-7 on the scale, by type of school.

Table 4-2 Percentage of teachers who stated they have been able to undertake various teaching tasks this year, by school type

	Primary (%)	Secondary (%)	Combined (%)	Special (%)
Teach as well as you can	67.8	64.1	64.1	66.1
Know students as well as you need to	75.7	66.4	72.9	78.7
Meet students' individual learning needs	50.4	44.8	46.8	63.7
Plan effectively for students' individual learning needs	48.4	38.0	40.4	55.9
Set challenging and worthwhile learning goals for students	55.3	61.1	55.5	66.3
Implement suitable and engaging learning activities to meet learning goals	59.1	60.0	60.5	62.7
Select appropriate and interesting teaching and learning resources	60.5	58.6	61.8	64.4
Monitor and assess student progress effectively	59.2	56.3	58.9	56.0
Provide timely and useful feedback to students about their learning	41.7	49.7	49.1	49.5
Manage student behaviour effectively	67.1	59.7	64.4	63.4
Meet the needs of students struggling with their learning	37.1	29.3	33.2	51.1
Share and analyse resources, activities and student work with colleagues	37.1	33.2	33.3	33.2
Keep up with professional reading and research in your field of teaching	16.1	14.8	14.2	18.1
Reflect on and evaluate the quality of your teaching	39.6	35.7	39.1	41.9
Develop your professional expertise as a teacher	34.8	32.7	31.3	43.2
Meet the needs of less engaged students	37.3	25.2	27.0	46.5
Meet the needs of highly engaged students	53.7	53.0	54.3	55.4

Note: Includes responses of 5, 6 and 7 on a seven-point scale asking the extent of agreement. Teachers in other schools not included.

In most cases, a higher proportion of primary teachers than secondary teachers indicated that they have been able to undertake these tasks to a reasonable extent this year. The highest proportions indicated that they know their students well, and close to two-thirds believe they are teaching well.

Teachers in special schools more commonly than other teachers stated they are planning effectively and meeting the needs of their students, including students who are less engaged and those who are struggling with their learning. Very few teachers (14-18%), regardless of type of school, believe they are doing enough professional reading and research in their field.

Table 4-3 examines primary school teachers' responses to the same questions based on the hours they work and Table 4-4 for full-time secondary teachers. Teachers may work longer hours in order to ensure that those aspects of their teaching role that they do not have time to complete within working hours are still completed. Some teachers working longer hours may consider that they are able to achieve to their satisfaction within that time. Others may feel that, even working long hours, they are unable to achieve to their satisfaction. Teachers working fewer hours may feel that they are able to manage their work requirements within that time or may be content with what they can achieve.

Table 4-3 Percentage of primary teachers who stated they were able to undertake teaching tasks this year, by average hours worked

	Up to 45 hours (%)	46-50 hours (%)	51-55 hours (%)	More than 55 hours (%)
Teach as well as you can	71.7	64.6	63.6	60.7
Know students as well as you need to	79.0	76.4	71.7	72.2
Meet students' individual learning needs	53.9	44.7	48.7	45.8
Plan effectively for students' individual learning needs	51.9	44.0	42.5	41.5
Set challenging and worthwhile learning goals for students	57.5	52.6	50.0	51.6
Implement suitable and engaging learning activities to meet learning goals	61.8	56.0	50.9	52.5
Select appropriate and interesting teaching and learning resources	62.8	58.4	54.2	52.9
Monitor and assess student progress effectively	61.4	59.0	53.9	54.4
Provide timely and useful feedback to students about their learning	45.0	38.4	39.0	35.2
Manage student behaviour effectively	70.5	68.2	64.0	62.5
Meet the needs of students struggling with their learning	39.5	34.0	33.9	33.7
Share and analyse resources, activities and student work with colleagues	40.7	33.5	39.2	32.7
Keep up with professional reading and research in your field of teaching	19.9	11.0	15.0	13.2
Reflect on and evaluate the quality of your teaching	43.2	31.9	39.0	33.8
Develop your professional expertise as a teacher	37.6	28.4	34.4	29.8
Meet the needs of less engaged students	39.0	34.1	35.2	35.3
Meet the needs of highly engaged students	56.0	50.9	51.3	50.6

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

The extent to which teachers perceive that they have been able to undertake activities related to quality teaching is related to more than the hours they work. This is clear from Table 4-3, where a majority of primary teachers have indicated that they are able to undertake many activities to a great extent, regardless of the amount of time they spend working on average.

Table 4-4 shows the extent to which secondary teachers have been able to undertake teaching tasks, based on average hours worked. The patterns are similar to teachers in primary schools—although a bit lower—with teachers working up to 45 hours proportionally more frequently indicating that they could undertake these activities than other teachers.

Table 4-4 Percentage of secondary teachers who stated they were able to undertake teaching tasks this year, by average hours worked

	Up to 45 hours (%)	46-50 hours (%)	51-55 hours (%)	More than 55 hours (%)
Teach as well as you can	66.8	63.4	59.2	56.6
Know students as well as you need to	69.2	64.5	64.7	59.2
Meet students' individual learning needs	46.8	41.0	36.7	43.1
Plan effectively for students' individual learning needs	39.6	35.6	31.1	36.6
Set challenging and worthwhile learning goals for students	62.1	56.8	61.3	61.0
Implement suitable and engaging learning activities to meet learning goals	61.7	57.3	57.1	54.9
Select appropriate and interesting teaching and learning resources	60.2	55.7	60.5	53.5
Monitor and assess student progress effectively	59.3	54.9	50.9	51.6
Provide timely and useful feedback to students about their learning	50.3	50.3	45.2	44.7
Manage student behaviour effectively	62.3	59.4	54.5	53.5
Meet the needs of students struggling with their learning	31.5	27.1	20.4	25.3
Share and analyse resources, activities and student work with colleagues	37.2	31.6	26.5	28.6
Keep up with professional reading and research in your field of teaching	17.6	11.4	11.4	10.7
Reflect on and evaluate the quality of your teaching	37.1	34.7	34.3	33.0
Develop your professional expertise as a teacher	34.8	31.0	32.9	28.9
Meet the needs of less engaged students	25.5	25.2	21.0	22.1
Meet the needs of highly engaged students	54.8	49.9	49.4	50.0

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

4.4 How teachers consider managing their workload

Teachers were provided with a list of 10 suggestions that could potentially make their workload more manageable and were asked to indicate the extent to which they felt each suggestion would assist them. Responses were on a five-point scale from Not at all (1) to To a great extent (5). Options 2, 3 and 4 did not have a descriptor. Table 4-5 shows the percentages of teachers who responded 4 or 5 on the scale.

Three suggestions were considered the most important suggestions for managing teachers' workload, regardless of the type of school: protection of non-contact time, reduction in bureaucracy and reduction in the number of government initiatives. Teachers appear less concerned with the clarity of roles and responsibilities.

Table 4-5 Teachers' suggestions for managing workload, by school type

Suggestion	Primary (%)	Secondary (%)	Combined (%)	Special (%)
Increase or protect non-contact time for teaching-related tasks	86.4	89.2	86.4	87.5
Fewer face-to-face contact hours per week	39.5	60.6	50.5	42.0
Greater clarity about roles and responsibilities	43.8	47.0	45.5	49.3
Smaller class sizes	78.7	71.1	57.8	56.6
More teachers	74.5	71.3	66.2	68.6
More teaching assistants	79.5	64.9	61.8	75.3
Reduce bureaucracy	88.8	84.4	84.5	85.1
Reduce number of government initiatives	87.9	82.6	80.5	84.6
Reduce digital communication load	59.6	55.9	51.9	58.5
Better use of ICT, less duplication	69.8	67.6	62.9	70.3
More education professionals support	64.9	45.5	48.7	61.0
More leadership support	73.7	73.6	70.9	72.3
Reduce supervision duties, such as bus and playground duty	66.7	61.0	55.0	61.0

Note: Includes responses of 4 and 5 on a five-point scale asking the extent of agreement. 'Other schools' not included.

4.5 Teaching priorities

Teachers were asked what aspects of teaching they would prioritise if given additional time to do so. They could select up to five areas, listed in Table 4-6. The most commonly selected tasks, indicated by teachers from all school types, involved planning for and meeting individual students' learning needs. These responses were also considered priorities among union members in Victoria and Tasmania. This reflects teachers' concerns for ensuring the best for their students, as all teachers, regardless of type of school, stated that they spend much of their non-rostered time on planning and preparing, and developing and documenting lesson plans and units of work (refer to Table 3-3, Table 3-5 and Table 3-9).

Effective planning to meet students' needs covers several of the other tasks in the table, including meeting the needs of struggling, less and highly motivated students, selecting resources and implementing suitable learning activities, and setting challenging goals for students.

Table 4-6 Teaching priorities for using additional time for teaching-related tasks, by school type

	Primary (%)	Secondary (%)	Combined (%)	Special (%)
Getting to know students' individual learning needs better	13.7	15.1	11.2	13.5
Meeting needs of students struggling with learning	33.7	27.7	27.8	21.7
Meeting needs of less-engaged students	21.5	22.6	21.4	18.2
Meeting needs of highly engaged students	21.0	18.6	16.5	5.8
Planning effectively to meet students' individual learning needs	32.1	31.1	30.0	34.2
Setting challenging and worthwhile learning goals for students	15.1	11.6	14.6	11.3
Implementing suitable and engaging learning activities to meet learning goals	24.7	25.4	26.6	24.1
Selecting appropriate and interesting teaching and learning resources	22.9	27.0	25.0	27.4
Monitoring and assessing student progress more effectively	17.3	14.8	14.0	17.0
Managing student behaviour more effectively	10.4	15.5	10.6	13.4
Sharing and analysing students' work with colleagues	11.3	11.6	13.7	11.8
Keeping up with professional reading and research in your field of teaching	11.1	13.9	14.1	17.5
Providing timely and useful feedback to students about their learning	21.1	16.3	18.2	5.3
Reflecting on and evaluating the quality of teaching	7.1	9.7	8.2	9.6
Developing your professional expertise as a teacher	16.4	19.2	18.8	20.9
Communicating with parents to support student learning	6.9	11.6	8.6	10.3

Note: Figures indicate percentage of teachers who selected each priority. Respondents could select more than one priority. 'Other schools' not included.

4.6 Retention in the profession

In addition to the question leaving the teaching profession included in Table 4-1, teachers were asked directly whether they ever considered leaving the profession, with four response options, shown in Table 4-7. Reasons for leaving were then asked of teachers who responded that they think about or consider leaving. Overall, one-third of teachers do not intend to leave teaching, but teachers with the classification of Teacher or Senior Teacher more frequently than teachers with EST/HAT/LT classifications said they were considering leaving.

Table 4-7 Teachers' intentions about continuing in the profession, by employment classification

	Classification		
	T/ST (%)	EST/HAT/LT (%)	Total (%)
I do not intend to leave teaching before retirement	29.5	40.6	33.4
I sometimes think about leaving teaching	41.2	32.3	38.1
I often think about leaving teaching	26.9	23.9	25.9
I have decided to leave teaching	2.4	3.2	2.7
Total	100.0	100.0	100.0

Notes: Teacher classifications in this table are Teacher (T), Senior Teacher (ST), Experienced Senior Teacher (EST), Highly Accomplished Teacher (HAT) and Lead Teacher (LT).

Teachers who indicated that they were thinking about leaving or have decided to leave teaching were then asked to indicate the reason for their intention. From a list of statements, teachers rated their level of agreement with each statement for a possible reason. These reasons are listed in order of agreement in Table 4-8. The three most common reasons for teachers leaving relate to administrative requirements: assessment and reporting, administrative duties and other time demands.

Table 4-8 Reasons for teachers considering leaving the profession

Reason for leaving	Per cent of teachers
Excessive requirements for monitoring, assessment, recording, reporting and accountability	80.5
The non-teaching workload - administration	79.9
The non-teaching workload - other duties and demands on my time	77.4
New or changing school and system initiatives - too many, too time consuming, lack of coordination, constant change	71.6
Salary does not adequately reflect the complexity of the role and responsibility	71.3
Poor work/life balance	70.8
Stress and concerns about my health as a result of the job	66.5
Insufficient non-contact teaching time	61.7
Insufficient recognition or reward for teachers	58.2
Having to deal with student management	54.3
Quality of school leadership/management	49.7
Lack of support	47.3
Few opportunities to increase my salary significantly	43.4
Class sizes are too large	36.8
I do not enjoy, or no longer enjoy, teaching	22.5
Short contracts and lack of ongoing, permanent positions	11.6
I never intended teaching to be a long term career	3.6
Other	48.0

Note: Includes responses of 4 and 5 on a five-point scale asking the extent of agreement.

Close to one-half of respondents cited another reason for leaving the profession, although many used the space provided to give a lengthy response which would fall into one of the categories in Table 4-8. For example, many respondents made lengthy comments about the lack of support from school leadership, often suggesting they were of poor quality. And while there was an opportunity to respond

about having to deal with student management, a number of teachers wrote at length about poor student behaviour that involved being attacked with chairs and desks. Many teachers wrote about feeling undervalued and underappreciated by the wider society and, in some cases, within their schools.

Of those responses that do not fall neatly into one of the categories in Table 4-8, a number of teachers wrote about the number of years they have been teaching out of field, or how their area of expertise was viewed as a 'dumping ground' for students with poor behaviour and low motivation. Other teachers described how they would overcome the lack of school resources by buying resources for the school, but that was putting a drain on the family financial situation. And others mentioned the lack of continuity from year to year in teaching allocations in primary school, so that no expertise could be developed at a year level.

4.7 Workplace environment

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

Table 4-9 reports the percentage of teachers indicating Fairly often or Very often to each item. The most frequently cited item asked about challenging student behaviour, cited by 42 per cent of primary school teachers, 41 per cent of secondary school teachers, 37 per cent of teachers in combined schools and 64 per cent of teachers in special schools. Only five per cent of teachers felt they were on top of things at work.

Slightly more than one-quarter of teachers reported that they felt supported by their colleagues and less than 15 per cent felt supported by the school leadership.

Table 4-9 Teachers' perceptions of their workplace environment in the previous month, by school type

Perception	Primary (%)	Secondary (%)	Combined (%)	Special (%)
Felt supported by colleagues	28.2	25.3	24.5	26.8
Felt supported by the school leadership	16.8	9.1	12.6	11.0
Felt stressed by work	38.7	38.6	34.1	31.0
Felt confident about your ability to handle your work responsibilities	15.1	15.0	16.5	15.0
Had to deal with challenging student behaviour	41.8	40.9	37.2	63.7
Had to deal with challenging behaviour from parents	14.1	9.3	8.9	18.1
Felt that you were on top of things at work	4.8	4.9	4.0	6.1
Felt engaged in your work	15.8	14.2	12.8	18.5
Felt satisfied by your work	12.3	8.3	9.4	13.5
Felt work requirements piling up and insurmountable	23.9	22.8	22.7	22.5
Not received your non-contact time	8.1	7.6	10.0	12.7
Had a lunch break	14.7	12.1	14.3	15.0

Note: Includes responses of Fairly often and Very often on a five-point scale asking the extent of agreement. Other schools not included.

4.7.1 Purpose, autonomy, mastery and professional community

Three aspects of the work environment that influence the drive to improve are a sense of purpose, the level of autonomy and one's sense of mastery.¹⁷ Teachers were asked a series of questions based on these aspects. Their responses were scaled to scores with a mean of zero and standard deviation of one, then plotted on a horizontal axis equal to the lowest score. Figure 4-1 shows these results according to the setting in which teachers work. There is no vertical axis in Figure 4-1 as there is no meaningful interpretation of the scores: they can be understood only in relation to one another. It is important to understand that these comparisons are based on the average for each aspect and that the bars represent relativities only.

Figure 4-1 indicates that teachers working in primary schools and teachers in special schools have a greater sense of purpose in their teaching compared to teachers in all secondary schools and combined schools. Teachers in primary schools, however, have a lower sense of autonomy compared to teachers in secondary, combined and special schools. There is little difference by type of school for teachers' feeling of mastery.

Figure 4-1 also indicates that teachers in secondary schools have a greater sense of autonomy and mastery than a sense of purpose. Teachers in special schools are relatively high on all aspects.

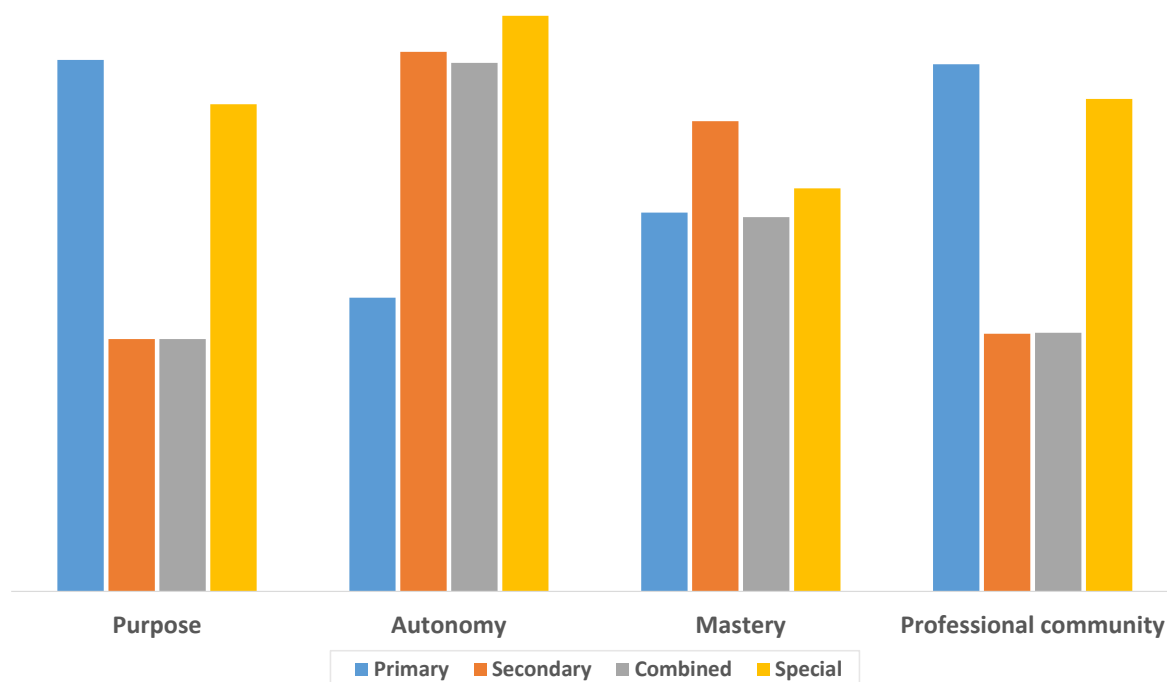


Figure 4-1 Teachers' sense of purpose, autonomy, mastery and professional community, by school type

¹⁷ Pink (2009).

5 HEADS OF PROGRAM

5.1 Introduction

This chapter examines the survey responses of a particular class of teachers, Heads of Program (HOP). This group includes the following classifications:

- Head of Department (HOD)
- Head of Curriculum (HOC)
- Head of Special Education Services (HOSES)
- Guidance Officer (GO)
- Senior Guidance Officer (SGO).

These teachers may be considered middle management: they may spend part of the school day in a classroom, but they also supervise and organise a number of staff and take responsibility for managing part of the school's delivery of the curriculum.

Staff employed as HOPs are most commonly in the role of Head of Curriculum (HOC) at a primary school, as Head of Department (HOD) in a secondary school or combined school, or as Head of Special Education Services (HOSES) in a special school, as presented in Table 5-1. More than one-half of all HOPs (57%) who participated in the survey are in secondary schools.

Table 5-1 Percentage of heads of program respondents by employment classification and school type

Employment classification	School type				Total (%)
	Primary (%)	Secondary (%)	Combined (%)	Special/ Other (%)	
Head of Department	2.8	79.2	58.6	6.8	51.5
Head of Curriculum	49.2	3.8	15.9	26.0	19.2
Head of Special Education Services	19.4	5.8	12.4	43.8	12.4
Guidance Officer	26.9	10.7	11.0	11.0	15.4
Senior Guidance Officer	1.6	0.4	2.1	12.3	1.5
Total	100.0	100.0	100.0	100.0	100.0

5.2 Demographics

One-quarter of HOPs who responded to the survey are male, with variation across the classifications. As shown in Table 5-2, 10 per cent of HOCs—who work mostly in primary schools—are male and 36 per cent of HODs—who work mainly in secondary schools—are male. Among HOSES—who work mainly in special schools—only five per cent are male. Overall, HOPS are approximately two years older than classroom teachers. Among the different classifications of HOPs, SGOs are the oldest, with both male and female SGOs in their fifties.

Table 5-2 Percentage of heads of program by gender and average age, by employment classification

Employment classification	Percentage of classification		Average age	
	Male (%)	Female (%)	Male (years)	Female (years)
Head of Department	35.9	64.1	44.8	45.1
Head of Curriculum	9.5	90.5	41.2	44.7
Head of Special Education Services	5.4	94.6	42.7	48.3
Guidance Officer	23.9	76.1	52.0	48.7
Senior Guidance Officer	31.8	68.2	53.0	54.7
Total	25.1	74.9	45.7	46.2

Note: Non-binary and other genders not included due to small counts.

Teachers working as HOPs have been in the teaching service for close to twenty years (see Table 5-3), with no difference between male and female HOPs. Teachers working as HOPs have been in the teaching service between five and six years more than have classroom teachers. GOs and SGOs have the longest careers in the teaching service and as a HOP.

Table 5-3 Average years teaching and as head of program, by employment classification and gender

Employment classification	Average years teaching		Average years as HOP	
	Male	Female	Male	Female
Head of Department	19.4	19.6	8.8	8.0
Head of Curriculum	16.2	19.4	4.6	4.0
Head of Special Education Services	13.0	19.4	5.3	6.0
Guidance Officer	23.9	20.8	13.5	9.6
Senior Guidance Officer	27.0	27.9	16.0	8.7
Total	19.8	19.8	9.2	7.0

Note: Non-binary and other genders not included due to small counts.

Most HOPs (88% overall) are in permanent positions (see Table 5-4), although those working as GOs are more frequently employed on a temporary basis (72% permanent). The percentage of HOPs employed on a permanent basis is the same as the percentage of permanent classroom teachers (88%). Compared to classroom teachers, HOPs more frequently are employed on a full-time basis: 92 per cent of HOPs are working full-time, compared to 79 per cent of teachers.

Table 5-4 Heads of program: basis of current employment, by employment classification

	Employment classification					Total (%)
	HOD (%)	HOC (%)	HOSES (%)	GO (%)	SGO (%)	
Type of position						
Permanent	93.4	85.8	91.7	72.1	86.4	88.4
Temporary/Contract	6.6	14.2	8.3	27.9	13.6	11.6
Total	100.0	100.0	100.0	100.0	100.0	100.0
Time fraction						
Full-time	96.6	89.4	97.0	72.2	95.5	91.5
Part-time: 0.1 to 0.9 FTE	3.4	10.6	3.0	27.8	4.5	8.5
Total	100.0	100.0	100.0	100.0	100.0	100.0

5.3 Retention in the profession

All teachers—including HOPs—were asked whether they ever considered leaving the profession. While one-third of classroom teachers said that they do not intend to leave teaching before retirement (see Table 4-7), 43 per cent of HOPs intend to stay (see Table 5-5). SGOs, who are also the oldest group of HOPs at an average age of 54 years (see Table 5-2), most frequently said that they intend to remain until retirement (65%).

Table 5-5 HOPs' intentions about continuing in the profession, by employment classification

Intention	Classification					Total (%)
	HOD (%)	HOC (%)	HOSES (%)	GO (%)	SGO (%)	
I do not intend to leave teaching before retirement	39.1	46.0	45.7	47.7	64.7	42.7
I sometimes think about leaving teaching	37.2	36.6	33.1	29.7	23.5	35.4
I often think about leaving teaching	20.8	16.0	19.9	17.4	11.8	19.2
I have decided to leave teaching	2.8	1.4	1.3	5.2	0.0	2.6
Total	100.0	100.0	100.0	100.0	100.0	100.0

The main reasons given by HOPs who consider leaving the profession relate to the non-teaching workload: administration and other duties (see Table 5-6). These two reasons were also cited among the most influential reasons among classroom teachers who were considering leaving the profession, as noted above in Table 4-8.

Table 5-6 Reasons for HOPs considering leaving the profession

Reason for leaving	Per cent of teachers
The non-teaching workload - other duties and demands on my time	76.8
The non-teaching workload - administration	74.8
Poor work/life balance	73.2
Salary does not adequately reflect the complexity of the role and responsibility	71.4
New or changing school and system initiatives - too many, too time consuming, lack of coordination, constant change	65.6
Stress and concerns about my health as a result of the job	64.2
Excessive requirements for monitoring, assessment, recording, reporting and accountability	64.2
Insufficient non-contact teaching time	51.5
Insufficient recognition or reward for teachers	50.2
Quality of school leadership/management	47.0
Few opportunities to increase my salary significantly	44.0
Having to deal with student management	41.6
Lack of support	40.3
Class sizes are too large	21.4
I do not enjoy, or no longer enjoy, teaching	20.2
Short contracts and lack of ongoing, permanent positions	10.6
I never intended teaching to be a long term career	2.5
Other	49.1

Note: Includes responses of 4 and 5 on a five-point scale asking the extent of agreement.

As among teachers, close to one-half of HOPs who participated in the survey cited another reason for leaving the profession before retirement.

5.4 Perception of workload

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

There is a clear difference in HOPs' perceptions of their workload by classification. HOCs, who work mainly in primary schools, are more positive about their ability to manage their workload compared to HODs, who work mainly in secondary schools, and HOSEs, who work mainly in special schools.

The percentage of HOPs who responded 'fairly often' or 'very often' to each of the items in Table 5-7 is similar to the responses provided by classroom teachers, as shown in Table 4-1. There are two items on which these two groups differed markedly: the amount of curriculum content to be delivered and the value of the annual performance review. HOPs are more comfortable with the curriculum content and most—particularly HOCs, HOSEs and SGOs—are more positive about how the annual performance review improves their work. HOPs also responded more positively compared to classroom teachers about the use of the Pedagogical Framework adopted by their school, particularly

among HODs, who work mainly in secondary schools and are instrumental in the development of the school's framework.

Table 5-7 HOPs' perceptions of workload and workload issues, by employment classification

Perceptions	HOD (%)	HOC (%)	HOSES (%)	GO (%)	SGO (%)
My workload is manageable	26.4	42.4	21.6	24.4	14.3
I have a good balance between home and work	19.4	29.2	19.6	33.8	9.5
My workload at school has a negative effect on the quality of my teaching	38.9	13.1	33.7	19.6	45.0
I think about leaving the teaching profession	28.0	15.0	27.1	22.1	25.0
I look forward to the school day	51.1	65.6	59.6	54.2	38.1
My workload leaves me little time to work collaboratively with my colleagues	59.5	33.5	62.9	56.0	38.1
My workload adversely affects my health	38.3	28.0	35.9	32.3	47.6
I have enough time to ensure that the vast majority of my lessons are well planned	21.8	42.3	21.8	23.6	21.1
I am expected to deliver too much curriculum content	35.8	49.2	37.8	22.5	31.6
The annual Performance review process takes up a lot of time	41.4	25.1	38.3	29.9	19.0
The annual Performance review process improves the way I teach in the classroom	14.5	28.0	22.3	12.5	20.0
Using the Pedagogical Framework adopted by my school has added to my workload	45.8	21.9	33.1	24.6	27.8

Notes: Figures indicate the percentage of respondents who indicated often or always to each item.

5.5 Perception of workload and quality of teaching

HOPs were also asked questions about the quality of their teaching, the same as those asked of classroom teachers. As with the previous table showing HOPs' perceptions of their workload, there are differences between HOCs and HODs. HOCs, who work mainly in primary schools, were more positive about many of the statements, compared to HODs, who work mainly in secondary schools about the quality of their teaching (see Table 5-8). In particular, HODs stated that they less frequently met individual students' learning needs or planned effectively for individual students, especially those struggling with their learning. HOCs stated that they more frequently were able to select appropriate resources and implement suitable activities, to share activities and ideas, reflect on the quality of their teaching and develop their expertise as a teacher.

Table 5-8 Percentage of HOPs who stated they have been able to undertake various teaching tasks this year, by employment classification

	HOD (%)	HOC (%)	HOSES (%)	GO (%)	SGO (%)
Teach as well as you can	61.7	77.4	52.6	63.4	50.0
Know students as well as you need to	71.0	79.1	73.0	62.8	53.3
Meet students' individual learning needs	44.7	57.5	64.5	59.6	53.3
Plan effectively for students' individual learning needs	36.2	61.5	52.3	57.7	46.7
Set challenging and worthwhile learning goals for students	63.2	65.2	56.9	43.7	40.0
Implement suitable and engaging learning activities to meet learning goals	58.2	70.6	57.5	50.7	57.1
Select appropriate and interesting teaching and learning resources	57.1	66.5	52.3	50.7	50.0
Monitor and assess student progress effectively	55.9	70.5	55.9	57.4	40.0
Provide timely and useful feedback to students about their learning	51.5	53.8	51.0	41.8	50.0
Manage student behaviour effectively	71.0	68.1	63.4	56.8	50.0
Meet the needs of students struggling with their learning	30.1	52.4	50.3	51.9	37.5
Share and analyse resources, activities and student work with colleagues	32.5	56.3	29.8	39.5	33.3
Keep up with professional reading and research in your field of teaching	14.5	34.9	22.4	26.6	12.5
Reflect on and evaluate the quality of your teaching	37.0	54.0	37.5	38.8	33.3
Develop your professional expertise as a teacher	34.8	61.5	39.7	35.3	37.5
Meet the needs of less engaged students	30.5	46.3	43.1	56.6	37.5
Meet the needs of highly engaged students	52.7	53.3	52.0	41.3	57.1

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

5.6 Methods of managing workload

HOPs were asked the same set of questions that was asked of classroom teachers about managing their workload. And similar to the responses given by classroom teachers, the three most frequently agreed responses relate to the protection of non-contact time, the reduction of bureaucracy and the reduction in the number of government initiatives (see Table 5-9). There are differences among HOPs, however, in these suggestions: HODs' and HOCs' responses generally reflect classroom teachers' responses, unlike responses given by HOSEs, GOs and SGOs. HOSEs' top suggestions are more educational support staff and more teachers; GOs suggest more educational professionals support and more leadership support; and SGOs suggest better use of ICT, more educational professionals support and more leadership support. GOs and SGOs less often suggested a reduction in face-to-face contact time.

Table 5-9 HOPs' suggestions for managing workload, by employment classification

Suggestion	HOD (%)	HOC (%)	HOSES (%)	GO (%)	SGO (%)
Increase or protect non-contact time for teaching-related tasks	87.5	81.6	79.1	62.6	62.5
Fewer face-to-face contact hours per week	65.1	46.6	54.9	40.2	33.3
Greater clarity about roles and responsibilities	45.3	56.5	51.8	49.4	50.0
Smaller class sizes	59.0	61.1	57.1	60.9	66.7
More teachers	75.4	73.6	84.0	69.8	66.7
More teaching assistants	60.7	62.8	79.6	69.4	66.7
Reduce bureaucracy	81.5	67.5	77.4	79.8	81.3
Reduce number of government initiatives	81.7	80.7	81.0	81.5	72.2
Reduce digital communication load	55.3	47.5	58.6	64.5	56.3
Better use of ICT, less duplication	66.8	68.4	69.3	75.4	94.4
More education professionals support	54.5	69.7	84.7	94.5	88.2
More leadership support	68.2	66.8	76.2	86.0	88.2
Reduce supervision duties, such as bus and playground	58.6	58.1	59.1	54.1	73.3

Note: Includes responses of 4 and 5 on a 5-point scale asking the extent of agreement.

5.7 Time use priorities

If given more time, HOPs would use it to benefit students: to plan more effectively to meet individual students' needs; to meet the needs of students who are less engaged and struggling with their learning; selecting resources and implementing appropriate learning activities to keep students engaged; and providing students with timely feedback on their learning. Table 5-10 shows that there are some differences among the different staff positions: some of these differences indicate the level of contact these HOPs have with students in the classroom setting. For example, GOs and SGOs are not in the position of direct delivery of the curriculum, so there are lower priorities for students' learning goals, sharing students' work or providing feedback to students on their learning.

Table 5-10 HOPs' priorities for using additional time for teaching-related tasks, by school type

	HOD (%)	HOC (%)	HOSES (%)	GO (%)	SGO (%)
Getting to know students' individual learning needs better	24.4	19.4	27.2	29.2	40.9
Meeting needs of students struggling with learning	36.5	20.5	46.2	42.1	27.3
Meeting needs of less-engaged students	28.4	22.1	40.2	42.1	45.5
Meeting needs of highly engaged students	30.2	17.1	8.9	16.7	18.2
Planning effectively to meet students' individual learning needs	49.2	42.2	47.3	29.7	40.9
Setting challenging and worthwhile learning goals for students	15.7	25.9	17.2	5.3	18.2
Implementing suitable and engaging learning activities to meet learning goals	35.2	30.0	32.0	15.3	18.2
Selecting appropriate and interesting teaching and learning resources	36.6	19.8	24.9	10.0	13.6
Monitoring and assessing student progress more effectively	26.0	32.3	27.8	21.1	27.3
Managing student behaviour more effectively	14.5	9.9	24.3	27.3	9.1
Sharing and analysing students' work with colleagues	36.5	31.9	30.2	12.9	9.1
Keeping up with professional reading and research in your field of teaching	22.8	27.0	25.4	30.6	18.2
Providing timely and useful feedback to students about their learning	32.2	36.5	20.7	9.1	4.5
Reflecting on and evaluating the quality of teaching	17.4	16.7	12.4	6.2	18.2
Developing your professional expertise as a teacher	21.6	26.6	20.1	16.3	18.2
Communicating with parents to support student learning	21.4	16.7	32.0	30.1	22.7

Note: Figures indicate percentage of teachers who selected each priority. Respondents could select more than one priority.

5.8 Workplace environment

HOPs were asked about their work environment, including how engaged in and satisfied they were with their work, how well supported they felt, whether they were dealing with challenging behaviour from students and parents, and the extent to which they were stressed or struggling with the demands of the job. The questions presented to HOPs are the same as those presented to classroom teachers and reported above in Table 4-9). The questions were asked on a five-point scale (Never, Almost never, Sometimes, Fairly often, Very often) and related to the previous month. The percentages of HOPs, by classification, who stated 'fairly often' or 'very often' are presented in Table 5-11.

The most frequent response among HOPs—and of four of the five classifications—relates to the feeling of stress caused by work. This perception was also high among classroom teachers. The next most common response across all HOPs related to students' challenging behaviour, which was particularly high among HOSESs. Among classroom teachers, this was cited as the most common perception of the workplace environment, especially among teachers in special schools. HOPs rarely feel they are on top of things at work, and they rarely take time out for lunch.

Twenty-eight per cent of HOPs feel that they are supported by their colleagues and 27 per cent feel supported by the school leadership. The percentage of HOPs who feel they are supported by their colleagues is similar to the percentage of teachers who feel supported by their colleagues (27%). However, as reported in Table 4-9, the percentage of classroom teachers who feel supported by the school leadership is much lower, at 14 per cent.

Table 5-11 HOPs' perceptions of their workplace environment in the previous month, by school type

Perception	HOD (%)	HOC (%)	HOSES (%)	GO (%)	SGO (%)
Felt supported by colleagues	28.4	27.3	30.1	26.6	6.7
Felt supported by the school leadership	23.3	36.5	33.8	25.9	15.4
Felt stressed by work	41.4	36.0	38.6	34.9	20.0
Felt confident about your ability to handle your work responsibilities	16.9	24.3	15.5	21.4	25.0
Had to deal with challenging student behaviour	32.7	26.1	57.9	38.1	43.8
Had to deal with challenging behaviour from parents	14.6	13.3	34.3	32.9	25.0
Felt that you were on top of things at work	3.4	3.6	3.1	5.4	0.0
Felt engaged in your work	20.8	30.8	25.5	27.4	12.5
Felt satisfied by your work	10.7	18.4	16.1	18.1	6.3
Felt work requirements piling up and insurmountable	24.8	19.9	30.0	33.1	18.8
Not received your non-contact time	14.8	25.2	27.1	30.1	9.1
Had a lunch break	9.5	10.9	17.6	8.5	7.7

Note: Includes responses of 4 and 5 on a five-point scale asking the extent of agreement.

5.8.1 Purpose, autonomy, mastery and professional community

HOPs were asked to respond to items relating to aspects of the work environment that influence the drive to improve, as were classroom teachers. Their responses were scaled independently of teachers' responses to the same items, also providing scores with a mean of zero and standard deviation of one. These scores were then plotted on a horizontal axis equal to the lowest score. Figure 5-1 shows these results according to the setting in which teachers work. There is no vertical axis in Figure 5-1 as there is no meaningful interpretation of the scores: they can be understood only in relation to one another. It is important to understand that these comparisons are based on the average for each aspect and that the bars represent relativities only.

Among the five classifications of HOP, HOCs showed the greatest sense of purpose compared to other HOPs, and HODs showed the greatest sense of autonomy. HOSESs exhibited the greatest sense of mastery—especially compared to their own sense of purpose, autonomy or professional community. HODs are also the most consistent across the four professional drivers.

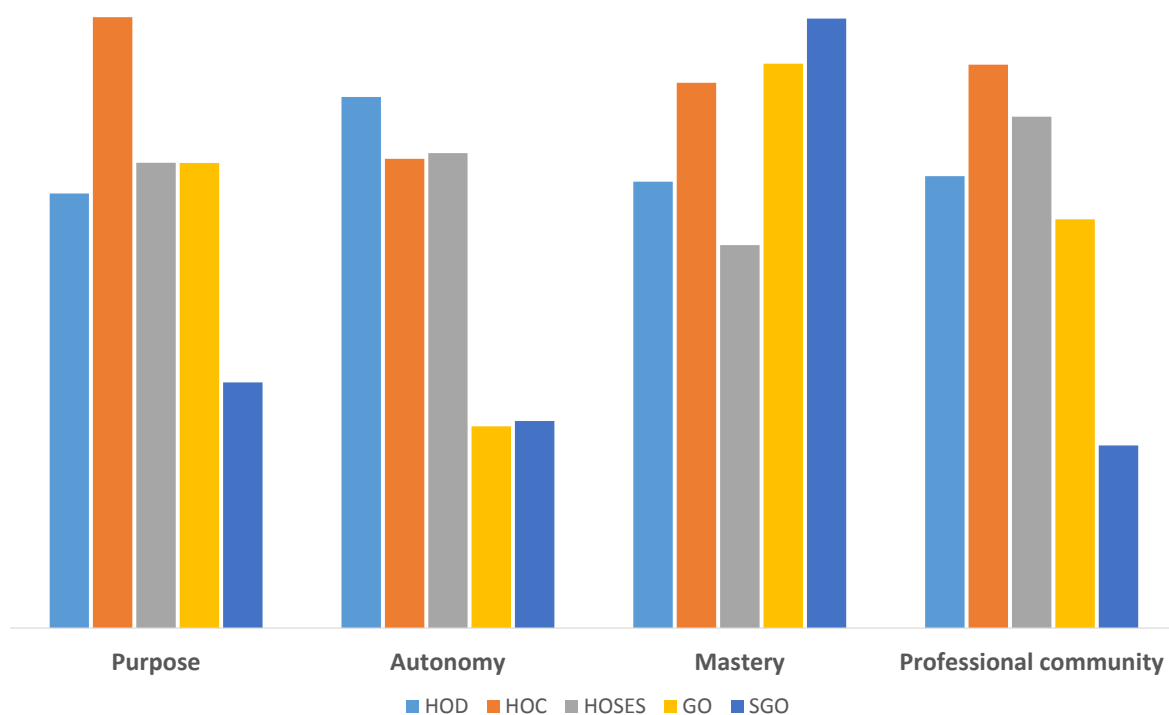


Figure 5-1 HOPs' sense of purpose, autonomy, mastery and professional community, by school type

6 PRINCIPALS

6.1 Introduction

This chapter looks at the workload of principals in primary, secondary, combined and special schools. This group includes Deputy Principals, Principals, Heads of School and Executive Principals. The group was presented with many of the same items presented to classroom teachers and heads of program, but a number of sets of questions relate specifically to the position of principal. Responses were received from 23 Heads of School and 14 Executive Principals, so responses reported for these two classifications should be treated with caution.

6.2 Demographics

Staff employed as principals are most commonly in the role of Principal or Deputy Principal at a primary school or secondary school, as presented in Table 6-1. The positions of Head of School and Executive Principal are more appropriate to combined schools and secondary schools. As there are more primary schools (912) than secondary schools (184) in Queensland¹⁸, there are more Principals in primary schools (71%) than in secondary schools (16%).

Table 6-1 Percentage of deputy principals and principals by school type

School type	Deputy Principal (%)	Principal (%)	Head of School (%)	Executive Principal (%)
Primary	44.3	71.3	26.1	-.-
Secondary	41.3	15.7	30.4	57.1
Combined	9.6	6.6	43.5	42.9
Special	3.9	4.0	-.-	-.-
Other	0.9	2.3	-.-	-.-
Total	100.0	100.0	100.0	100.0

Overall, 39 per cent of principal respondents are male (see Table 6-2), compared to 20 per cent of classroom teachers and 25 per cent of HOPs (refer to Table 1-3). On average, male deputy principals, principals and executive principals are younger than females in the same positions, by less than one year overall. In primary schools, male principals are on average close to eight years younger than female principals.

¹⁸ ABS (2018), 4221.0, Table 35b.

Table 6-2 Percentage of deputy principals and principals by gender and average age, by employment classification

	Percentage of respondents		Average age	
	Male (%)	Female (%)	Male (years)	Female (years)
Deputy Principal	35.4	64.6	46.5	47.7
Principal	41.1	58.9	48.8	49.3
Head of School	34.8	65.2	47.6	45.2
Executive Principal	57.1	42.9	49.4	55.0
Total	38.5	61.5	47.8	48.5

Note: Non-binary and other genders not included due to small counts.

Principals were also asked to provide information on the type of school they lead. Table 6-3 shows that one-half or more of principals in the higher year levels—executive principal, senior school, secondary school—are male. It also shows that principals of small schools—Band 5 or 6—and heads of junior schools are the youngest principals. The average age of principals—48 years for both males and females—is the same as the average age of HOPs, but among HOPs, the average age for males is 45 and for females, 51 (see Table 5-2). Principals who responded to the QUT survey are younger, on average, than principals who participated in the 2013 SiAS survey by approximately three years.¹⁹

Table 6-3 Percentage of principals by gender and average age, by type of school

	Percentage of respondents		Average age	
	Male (%)	Female (%)	Male (years)	Female (years)
Executive Principal	57.1	42.9	50.2	52.9
Principal of a Senior School (Head of School)	50.0	50.0	46.9	48.9
Principal of a Middle School (Head of School)	36.4	63.6	50.3	49.2
Principal of a Junior School (Head of School)	29.7	70.3	43.8	46.0
Principal of a Primary School (P-6)	36.5	63.5	48.2	48.7
Principal of a P – 10/12	38.1	61.9	46.1	49.6
Principal of a Secondary School (7-12)	52.8	47.2	48.1	48.3
Principal of a Small School (Band 5 or 6)	29.8	70.2	44.9	46.5
Principal of a Special School	39.3	60.7	52.3	50.5
Total	38.5	61.5	47.8	48.5

Note: Non-binary and other genders not included due to small counts.

In addition to a similarity in age between male and female principals, the difference in the number of years of teaching experience between the two is approximately four months (see Table 6-4). But while there is little difference between the genders in age, the number of years teaching or time at the current school, male principals have been at the principal classification for three years more than female principals have been.

¹⁹ McKenzie, et al (2014), Table 3.5.

Table 6-4 Average years teaching, years as principal and years at current school, by principal classification and gender

Classification	Years teaching		Years at classification		Years at current school	
	Male	Female	Male	Female	Male	Female
Deputy Principal	22.3	22.9	8.8	6.4	8.5	8.1
Principal	24.8	24.3	13.6	10.7	6.0	5.1
Head of School	25.3	17.5	9.4	6.3	8.0	6.9
Executive Principal	28.5	29.5	15.8	14.2	4.2	6.2
Total	23.8	23.5	11.5	8.5	7.1	6.6

Note: Non-binary and other genders not included due to small counts.

Table 6-5 offers a different view of principals' experience, using the type of school rather than the classification. There is little difference between males and females in the number of years of service in Queensland schools, or according to the type of school. There are differences, however, in the length of time one has been a principal, with male principals having five years more at the classification compared to female principals. There is hardly any difference by type of school among female principals. Table 6-5 also shows that among secondary school principals, there is very little difference between the number of years at the principal classification and the number of years at the current school, which may indicate that the majority of secondary principals who responded to the survey are at their first school as a principal.

Table 6-5 Average years teaching, years as principal or deputy principal and years at current school, by school type and gender

School type	Years teaching		Years at classification		Years at current school	
	Male	Female	Male	Female	Male	Female
Primary	23.3	22.8	13.5	8.6	6.0	5.7
Secondary	24.2	25.1	8.9	8.5	8.4	8.3
Combined	23.5	23.2	10.9	8.5	6.5	7.3
Special	25.5	24.6	8.8	8.4	5.1	9.2
Total	23.8	23.5	11.5	8.5	7.1	6.6

Note: Non-binary and other genders not included due to small counts.

6.3 Workload

Principals were asked about the number of hours they worked on average per week (including the weekend) during Term 3, and during the holidays between Terms 3 and 4. They were also asked about the number of hours worked in a typical week. Table 6-6 shows that, during Term 3, principals worked 82 hours per week and 18 hours per week during the holidays before Term 4. The number of hours worked in a typical week is similar to the number of hours worked in a typical week by principals in Tasmania in 2017²⁰ and slightly more than the number of hours reported by principals in the SiAS 2013 survey.²¹ The difference between the hours worked during Term 3 and during a typical week indicates that Term 3 is a busy time of the year in many schools.

²⁰ Rothman, et al. (2017), Table 5-6.

²¹ McKenzie, et al (2014), Table 5.11.

Table 6-6 Average hours worked per day by principal classification

Classification	Average hours per week		
	School term	School holiday	Typical week
Deputy Principal	80.1	16.2	61.0
Principal	84.4	19.2	62.5
Head of School	57.2	18.3	57.7
Executive Principal	98.6	15.0	64.3
Total	82.1	17.8	61.8

In Riley's (2014) health and wellbeing survey of principals data were reported in five-hour bands of weekly hours. In Table 6-7, those data are compared data from the Victorian AEU survey of 2016, the Tasmanian AEU survey (2017) and the current survey. Riley (2014) reported that 50 per cent of principals were working more than 55 hours per week on average.²² The QTU survey indicates that 58 per cent of principals in Queensland government schools work more than 55 hours in a typical week.

Table 6-7 Principals' hours worked in the previous week, compared to average hours per week from Riley (2014) and Victorian AEU survey (2016)

Hours per week	Riley (2014) (%)	Victorian AEU (2016) (%)	Tasmanian AEU (2017) (%)	Queensland QTU (2018) (%)
Less than 25	0.7	1.1	2.0	2.3
25-30	0.4	0.4	0.3	0.6
31-35	0.6	0.2	0.7	0.6
36-40	1.9	1.3	1.7	2.0
41-45	5.3	2.9	6.5	3.7
46-50	16.2	11.9	17.0	15.7
51-55	24.3	19.3	16.0	17.0
56-60	24.5	28.3	17.3	27.1
61-65	12.4	14.5	12.9	11.2
66-70	9.2	10.1	8.5	13.0
More than 70	4.4	10.0	17.0	6.8
Total	100.0	100.0	100.0	100.0

Principals were also asked to indicate what proportion of their time was spent on different tasks. Table 6-8 provides results for principals according to their classification. One task—internal administrative tasks and meetings, including school maintenance—takes up approximately one-third of all principals' time, with deputy principals reporting more time on these tasks compared to Principals. The second most common activity is leadership and the management of school improvement, noted by 17 per cent of principals.

²² Riley (2014), Table 16.

Table 6-8 Distribution of administrative tasks, by principal classification

Administrative task	Principal classification			
	Deputy Principal (%)	Principal (%)	Head of School (%)	Executive Principal (%)
Internal administrative tasks and meetings, and school maintenance	37.2	27.8	40.6	30.8
Leading and managing improvement, innovation and change	16.9	17.3	20.4	22.5
Strengthening my school as a professional learning community	9.7	10.1	9.8	10.4
Developing partnerships with the community for the benefit of students	6.4	6.9	6.3	9.2
My own professional development, learning and networking with peers	5.6	5.4	5.5	5.9
Compliance requirements from regional, state or national education authorities/departments	11.8	12.8	13.1	10.6
Public relations and fundraising in the community	4.2	5.7	4.0	6.8
Occupational Health and Safety compliance	4.4	5.5	5.0	3.8
Other duties	11.9	13.9	6.2	5.9

Notes: Principals were asked to ensure the sum of the tasks was 100%. Columns do not sum to 100% due to rounding.

6.4 Perceptions of workload

Principals and assistant principals were asked some general questions about their workload, some questions about specific aspects of their workload, and some questions about health and wellbeing. Results for principals are presented by classification in Table 6-9. One-quarter of principals feel that their workload is often or always manageable and even fewer believe they have a good work-life balance. Nevertheless, two-thirds of principals look forward to the school day. Only 18 per cent would consider stepping down from their role as a school leader and 23 per cent would consider leaving the teaching profession. Close to one-third of principals indicated that their workload adversely affects their health.

Large majorities of principals agreed with statements about administrative requirements and compliance issues. Seventy per cent say that the majority of their day is spent on administrative tasks and more than 60 per cent have noted increased compliance issues. About one-half believe that staff performance reviews take up a lot of time, but only 18 per cent have similar views about their own performance review. Only one in four principals believe that the staff performance review process improves staff performance at their school.

Table 6-9 Deputy principals' and principals' perceptions of workload and workload issues, by principal classification

Perception	Principal classification			
	Deputy Principal (%)	Principal (%)	Head of School (%)	Executive Principal (%)
My workload is manageable	30.5	21.8	23.5	23.1
I have a good balance between home and work	17.4	15.6	11.8	15.4
I think about leaving the teaching profession	24.7	22.0	23.5	7.7
I think about relinquishing my role as a school leader	19.4	18.0	17.6	7.7
I look forward to the school day	61.0	70.6	64.7	76.9
My workload adversely affects my health	30.7	31.0	52.9	38.5
I spend a reasonable amount of time on leading teaching and learning at my school	29.4	36.6	35.3	23.1
The majority of my work day is spent managing school administration requirements	76.9	63.0	76.5	46.2
I spend more time than I used to on compliance requirements	55.0	62.4	52.9	76.9
I have enough time to provide necessary professional support for my colleagues	17.7	12.3	17.6	23.1
My personal Annual Performance Review process takes up a lot of time	17.3	19.3	11.8	23.1
My personal Annual Performance Review improves the way I lead my school	26.1	17.0	23.5	0.0
The staff Annual Performance Review process takes up a lot of my time	40.6	54.0	41.2	23.1
The staff Annual Performance Review process improves staff performance at my school	25.9	25.2	35.3	30.8
I have to ask teachers to teach out of their field of training	23.9	19.5	11.8	38.5

Notes: Figures indicate the percentage of respondents who indicated often or always to each item.

6.5 Managing workload

Principals were asked to indicate how their workload could become more manageable. Table 6-10 shows the results, based on those who answered 5, 6 or 7 on a seven-point scale, where 1 represents 'Not at all' and 7 represents 'To a great extent'. Four items received the greatest support from more than three-quarters of principals: increased administrative support, increased specialist support for student wellbeing, simplified compliance requirements and the ability to attract and retain effective teachers. There was little support for the suggestion of better teacher accommodation.

Table 6-10 Deputy principals' and principals' suggestions for managing their workload, by principal classification

Suggestion	Principal classification			
	Deputy Principal (%)	Principal (%)	Head of School (%)	Executive Principal (%)
More administrative support	74.6	81.4	81.3	83.3
More specialist staff for student wellbeing work	86.7	80.0	93.8	100.0
More staff at leadership level (e.g. DP)	64.9	74.4	81.3	91.7
An increased budget	64.9	66.1	87.5	58.3
An increased capacity to attract and retain effective teachers	86.8	76.4	87.5	83.3
Better access to ICT and school ICT networks	50.8	57.1	50.0	33.3
Better school facilities	51.5	56.6	68.8	41.7
Greater community involvement in the school	35.8	34.5	50.0	16.7
More permanent teachers/ fewer contract staff	47.6	30.6	50.0	27.3
Simplified compliance requirements	74.4	82.1	81.3	91.7
More teacher aides	56.1	51.4	56.3	50.0
Greater regional office support	41.5	32.6	50.0	16.7
Fewer and more strategic departmental communications	50.7	55.3	56.3	50.0
Greater incentives for working in rural and remote communities	47.7	57.5	18.8	41.7
Better teacher accommodation	16.2	25.0	12.5	8.3
More local and district relieving teachers	51.5	48.3	43.8	25.0
Other	57.1	56.0	25.0	-,-

Notes: Figures indicate the percentage of responses of 5, 6 or 7 on a seven-point scale asking the extent of agreement.

6.5.1 Managing staff workload

Principals were also asked to suggest ways to manage the workload of three groups of staff in their schools. They could indicate manageable, manageable most of the time and unmanageable most of the time. Table 6-12 shows that principals believe the work of HOPs was the least manageable, with one-third believing HOPs' work is unmanageable most of the time. Experienced Senior Teachers (EST) and Senior Teachers (ST) were reported separately from other classroom teachers. The work of ESTs and STs was considered unmanageable by only 11 per cent of principals, compared to 18 per cent for the work of other classroom teachers.

Table 6-11 Deputy principals' and principals' perceptions of the workload of other school staff, by employment classification group

Employment classification group	Workload		
	Manageable	Manageable most of the time	Unmanageable most of the time
Heads of Program (HOD, HOC, HOSES, GO, SGO)	12.8	53.4	33.9
Experienced Senior Teachers and Senior Teachers	37.5	51.4	11.1
Classroom Teachers, including Specialist Teachers	21.0	60.6	18.5

Notes:

6.6 Workplace environment

Questions for principals about their work environment were different from those asked of teachers and HOPs. Questions for principals focussed on school leadership, including how frequently they engaged in activities that contribute to quality leadership. The questions asked for a response on a seven-point scale (1 for 'Not at all' to 7 for 'To a great extent'); the percentage of responses of 5, 6 or 7 are reported in Table 6-12. Principals most frequently responded that they believe they have been able to develop a collaborative culture in their schools, as well as a culture of high expectations and lifelong learning, generally across all four classifications of principal.

Table 6-12 Principals' opinions of the quality of their work during the year, by principal classification

Opportunity	Principal classification			
	Deputy Principal (%)	Principal (%)	Head of School (%)	Executive Principal (%)
Lead teaching and learning in your school	49.5	63.1	56.3	61.5
Further develop or support a collaborative culture for school improvement at your school	61.1	68.4	68.8	61.5
Further develop or support a culture of high expectations and life-long learning at your school	56.6	68.3	68.8	76.9
Analyse student learning and development with teaching staff	48.9	51.4	50.0	53.8
Identify and prioritise areas of learning needs across the school	56.0	69.7	50.0	76.9
Take an active part in planning and developing curriculum programs and instructional approaches to ensure all students are successful	48.3	46.8	50.0	15.4
Work with staff to identify and strategically resource programs to meet the needs of students who are less engaged	45.6	54.6	37.5	46.2
Design and play an active role in programs to build teacher capacity to enhance student learning	46.0	50.5	62.5	53.8
Keep up to date with the latest research on student learning to engage staff in professional conversations	29.3	30.6	43.8	46.2

Notes: Figures indicate the percentage of responses of 5, 6 or 7 on a seven-point scale asking the extent of agreement.

There are differences according to the role of the principal, as indicated by differences by classification in the responses in Table 6-12. Principals and Executive Principals—compared to Deputy Principals and Heads of School—more frequently took an active part in identifying and prioritising learning needs in the school. Only 15 per cent of Executive Principals stated that they actively develop curriculum programs for student success, even though 77 per cent say they identify learning needs across the school. And as with teachers and HOPs, principals find less time to keep up with research on learning.

Principals were asked to what extent they feel supported in their role by various groups in the school. Table 6-13 shows that principals feel most supported by their administrative staff and leadership team—the people they generally work most closely with—and their teaching staff. By contrast, only 14 per cent of teachers (see Table 4-9) and 27 per cent of HOPs (see Table 5-11) said they feel supported by the school leadership. More than one-half of Principals feel supported to a great extent by the team in the regional office, but only 19 per cent feel supported by Department’s central office team. .

Table 6-13 Percentage of deputy principals and principals who feel supported in their role, by principal classification

Support	Principal classification			
	Deputy Principal (%)	Principal (%)	Head of School (%)	Executive Principal (%)
By your administrative staff	79.5	81.5	87.5	100.0
By your teaching staff	65.2	69.3	75.0	91.7
By your leadership team	76.0	85.9	62.5	100.0
By other principals	49.7	62.4	37.5	66.7
By your regional office team	31.3	52.7	25.0	50.0
By the Department centrally	14.2	19.5	6.7	0.0

Notes: Figures indicate the percentage of responses of 4 or 5 on a five-point scale asking the extent of agreement.

Principals were presented with the same set of questions about their work environment that was presented to teachers (see Table 4-9) and HOPs (see Table 5-11). The questions were asked on a five-point scale (Never, Almost never, Sometimes, Fairly often, Very often) and related to the previous month. Percentages of principals, by classification, who stated ‘fairly often’ or ‘very often’, are presented in Table 6-14.

Responses to most items among principals are similar to those seen for HOPs and classroom teachers, with a small number of important differences. Principals—especially deputy principals (57%)—have had to deal with challenging student behaviour, as well as challenging behaviour from parents. Only Heads of Special Education Services, at 58 per cent, have had to deal with challenging student behaviour, compared to deputy principals.

Table 6-14 asks principals about the level of support they feel they received from colleagues in the previous month, as opposed to Table 6-13, which asks about a feeling of general support from internal and external groups. While principals may have a general feeling of support, and which varies across each group, there may have been some stresses during the previous month that accounts for lower percentages of positive feelings about support from others.

Table 6-14 Deputy principals' and principals' perceptions of their workplace environment in the previous month, by principal classification

Perception	Principal classification			
	Deputy Principal (%)	Principal (%)	Head of School (%)	Executive Principal (%)
Felt supported by colleagues	31.7	28.2	37.5	25.0
Felt stressed by work	36.3	38.6	37.5	25.0
Felt confident about your ability to handle your work responsibilities	21.1	26.8	37.5	16.7
Had to deal with challenging student behaviour	56.7	37.2	43.8	33.3
Had to deal with challenging behaviour from parents	45.8	31.0	31.3	25.0
Felt that you were on top of things at work	3.2	5.4	0.0	0.0
Felt engaged in your work	26.9	33.3	25.0	33.3
Felt satisfied by your work	17.0	20.5	25.0	33.3
Felt work requirements piling up and insurmountable	18.0	21.1	18.8	25.0
Had a lunch break	2.5	2.8	8.3	20.0

Note: Includes responses of 4 or 5 on a five-point scale asking the extent of agreement.

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APPENDIX 1: THE QTU MEMBER WORKLOAD QUESTIONNAIRE

Welcome page	
Welcome to the QTU Workload Survey 2018.	
This survey is for union members currently working as teachers, Principals, Deputy Principals and Heads of Program in government schools in Queensland.	
The purpose of the survey is to provide comprehensive, reliable data about the level and nature of the work (regulated and unregulated) of teachers, principals and heads of program to inform upcoming enterprise bargaining negotiations.	
No individual or school will be identified in any reporting.	
The survey should take 15-20 minutes to complete. If you are unable to complete it in one session, you can save it by clicking on the 'Resume later' button, which will appear at the bottom left of each page. To complete the survey, return to this page and click on the 'Load unfinished survey' button in the bottom left corner. Please make a note of the name and password you use, as we will be unable to assist if you misplace it.	
To move backwards and forwards please use the buttons provided at the bottom of the survey. Please do not use the browser back and forward buttons as this will cause the survey to drop out.	
The survey is NOT suitable for small screens such as on phones.	
About you and your current employment	
<i>The following questions are shown to all participants:</i>	
1	Please indicate your age: _____ years
2	What is your gender? <input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Non - Binary <input type="radio"/> Different Identity (please state) _____
3	For how many years have you been working for the Queensland Department of Education in total (<i>counting this year as one</i>)? _____ years
4	What is your current employment classification? Teacher, including 1. Teacher (including Senior Teacher) (T & ST) 2. Experienced Senior Teacher (EST) 3. Highly Accomplished Teacher (HAT) 4. Lead Teacher (LT) Head of Program, including 5. Head of Department, (HOD) 6. Head of Curriculum (HOC) 7. Head of Special Education Services (HOSSES) 8. Guidance Officer(GO) 9. Senior Guidance Officer(SGO) Principal, including 10. Deputy Principal 11. Principal 12. Head of School 13. Executive Principal <input type="radio"/> I am not in one of the above positions/classifications

4a *The following question is shown to participants who selected teacher classifications 1-4.*
 Counting this year as one, for how many years have you been in the teacher classification T, ST, EST, HAT or LT? _____ years

4b *The following question is shown to participants who selected Head of Program classifications 5-9.* Counting this year as one, for how many years have you been in the role of an HOD, HOC, HOSES, GO, or SGO? _____ years

4c *The following question is shown to participants who selected 'Deputy Principal, Principal, Head of School or Executive Principal' classifications 10-13*
 Counting this year as one, for how many years have you been in the role of Principal or Deputy Principal, Head of School or Executive Principal? _____ years

The following question is shown to all participants.

- 5 Are you working at more than one school this term?
- ☐ Yes
 - ☐ No
-

The following question is shown to participants working at more than one school this term.

- 6a Thinking about the school in which you work **the most hours**, in which kind of school do you work?
- ☐ Primary (P-6)
 - ☐ Secondary (7-12)
 - ☐ Primary and Secondary (P – 10/12)
 - ☐ Special school/SEP (primary and secondary)
 - ☐ Other – please specify
-

The following question is shown to participants working in only one school this term.

- 6b In which kind of school do you work?
- ☐ Primary (P-6)
 - ☐ Secondary (7-12)
 - ☐ Primary and Secondary (P – 10/12)
 - ☐ Special school/SEP (primary and secondary)
 - ☐ Other
-

The following questions are shown to all participants.

How many students are enrolled in this school?

- 7 ☐ Up to 150 students
- ☐ 151 to 400 students
 - ☐ 401 to 750 students
 - ☐ 751 to 1600 students
 - ☐ 1601 to 2000 students
 - ☐ 2001 to 2800 students
 - ☐ 2801 to 3000 students
 - ☐ More than 3000 Students
-

- 8 How long have you worked at this school (*counting this year as one*)? _____ years
-

The following question is shown to all participants except for Principals, Deputy Principals. Heads of School or Executive Principals

What is your current employment arrangement?

- 9 ☐ Permanent
- ☐ Temporary/Contract up to one term
 - ☐ Temporary Contract up to one year
 - ☐ Temporary/Contract up to two years
 - ☐ Temporary/Contract up to three years
 - ☐ Temporary/contract more than three years
 - ☐ District/Local Relief Teacher (DRT,LRT)
-

At what time fraction are you currently employed? (Please round to the nearest fraction)

- 10 ☐ 1.0 full-time ☐ 0.5
 ☐ 0.9 ☐ 0.4
 ☐ 0.8 ☐ 0.3
 ☐ 0.7 ☐ 0.2
 ☐ 0.6 ☐ 0.1

The following questions are shown to participants currently working part-time (less than 1.0)

11 Did you experience barriers or obstacles to accessing part-time work?

☐ Yes ☐ No

11a If response is Yes,

What was the most common barrier?

- ☐ Unable to secure desired fraction
- ☐ Unable to secure desired days
- ☐ communication delays
- ☐ negative perception to part-time at my school
- ☐ finding a suitable teaching partner
- ☐ lack of support / management from the Department
- ☐ other – please specify

		Does not apply			Strongly applies
	What are your reasons for working part-time?	1	2	3	4
12a	I can better meet the needs of my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13a	I want to transition to retirement in order to lessen my workload	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14a	Full-time workload is too much for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15a	Health reasons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16a	Other (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16b	_____				

The following question is shown to participants currently working part-time:

	Strongly disagree	Disagree	Agree	Strongly agree
Working part-time, I have had sufficient access to:				
16c Professional Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16d Promotional opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16e Staff communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16f Other, please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For Teachers: Your Teaching Workload

The following questions are shown to all teachers. (Q4 = 1, 2, 3, 4)

17 Please indicate if, this term, you:

- A ☐ Are a classroom primary teacher with responsibility for one class
- B ☐ Are a subject specialist working with one class or a range of classes across the primary year levels (P-6)
- C ☐ Are a subject specialist working with classes across the primary and secondary year levels (P-12)
- D ☐ Are a secondary teacher (7-12)
- E ☐ Are a senior secondary teacher (11-12)
- F ☐ Are working with verified students or students with disabilities
- G ☐ Do not have a face-to-face teaching load this term

The following questions are shown if Q17 = A

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

_____ hours per week

19	What year level is your class?	<input type="checkbox"/> P <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	
20	How many students are in your class? _____ students			
21a	How many students in your class: are students verified with disabilities (as per NCCD)	_____ students		
21b	have an Individual Curriculum Plan (ICP)?	_____ students		
<i>The following questions are shown if Q17 = C, D, E or F.</i>				
23	How many hours do you spend teaching in a week (timetabled class time)? Please round to the nearest hour. _____ hours per week			
24	How many students are in your largest class? _____ students			
25	In which subject do you have your largest class? <input type="radio"/> The Arts (Dance, Drama, Media Arts, Music, Visual Arts, Visual Communication, Design) <input type="radio"/> English / literacy <input type="radio"/> Health and Physical Education <input type="radio"/> The Humanities (Civics and Citizenship, Economics and Business, Geography, History) <input type="radio"/> Languages <input type="radio"/> Mathematics / numeracy <input type="radio"/> Science (Physics, Chemistry, Biology, Psychology) <input type="radio"/> Technologies (Design and Technologies, Digital Technologies) <input type="radio"/> Other (e.g. Environmental Education, Library, VET)			
26	How many of the students you teach each week have an Individual Curriculum Plan (ICP) that requires you to address their learning needs accordingly? _____ students			
<i>The following questions are shown if Q17 = B, C, D, E, F</i>				
27	Which learning areas are you teaching this term? <i>Subject areas taught as part of a primary generalist class should not be included here.</i>	Years P-6	Years 7-10	Years 11-12
	The Arts (Dance, Drama, Media Arts, Music, Visual Arts, Visual Communication, Design)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	English / literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Health and Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The Humanities and Social Sciences (Civics and Citizenship, Economics and Business, Geography, History)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Mathematics / numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Science (Physics, Chemistry, Biology)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Technologies (Design and Technologies, Digital Technologies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other (e.g. Environmental Education, Library, VET, Special Needs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Additional duties

The following questions are shown to all teachers.

29 Do you undertake any organisational duties in addition to your classroom role?
Examples include managing a year level or learning area, managing a specialist function such as sport, student support, managing a school transition program, leading development of curriculum policies and programs, managing professional development, timetabling.
☐ Yes
☐ No

The following questions are shown if Q29 = Yes.

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

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

32 Has the amount of allocated time for these duties changed in the time that you have been responsible for them? If you have been doing these duties for many years, please only consider the last five years.
☐ No change
☐ More time has been allocated
☐ Less time has been allocated

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

The following questions are shown to all teachers.

In a typical week in Term 3, on average how much time have you spent on the following activities outside of class time? <i>Required hours is Rostered duty time which is 25 hours per week of duty for full-time, or pro-rata equivalent for part time. (excluding NCT)</i> <i>Please round to the nearest half hour (0.5)</i>		During required hours	Outside required hours
34	Planning and preparing (individually or collaboratively) – include time searching for materials, photocopying class materials, etc.	_____	_____
35	Developing and documenting lesson plans and/or units of work	_____	_____
36	Marking and tasks related to assessment and reporting	_____	_____
37	Preparing and giving feedback outside class time (including via email)	_____	_____
38	Talking to students about curriculum content / classroom work (other than as part of formal feedback) – include email correspondence or other digital tools	_____	_____
39	Communicating with parents / guardians (including digital communication) re student absence	_____	_____
40	Managing issues related to your teaching, e.g. chasing late assignments	_____	_____
41	Playground duty and other supervisory roles	_____	_____
42	Co- / extra-curricular activities (e.g. sports and clubs)	_____	_____
43	Talking to students about issues outside of curriculum content / classroom work (e.g. student welfare / wellbeing issues, student engagement and behaviour issues) – include all forms of digital communication	_____	_____
44	Mentoring of other teachers, supervision of student teachers	_____	_____
45	Work related to any specific additional duties you are responsible for, including meetings and all forms of digital communication related to these duties	_____	_____
46	All other meetings (data, year level, faculty, etc.)	_____	_____
47	All other administrative duties including record-keeping, reading and responding to all forms of digital communication, etc.	_____	_____
47a	Familiarisation with new senior syllabuses and associated planning and preparation	_____	_____
47b	Union official duties such as holding union meetings, representing members at various meetings, including LCC meeting	_____	_____
47c	Attending Twilight or out of hours professional development	_____	_____
47d	Participating in professional development of your choice during rostered duty time	_____	_____

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

If primary teacher:

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

If secondary teacher:

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

All teachers:

Your total weekday hours outside required hours, for a week, are: Y

Your total during the weekends are: Z

Your total hours in a typical week are: X+Y+Z

Perceptions of workload – teachers (*All teachers, Q4 = 1, 2, 3, 4*)

How often would you say the following statements apply to you?	Never or seldom	Sometimes	Often	Nearly always or always
59 My workload is manageable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60 I have a good balance between home and work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61 My workload at school has a negative effect on the quality of my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62 I think about leaving the teaching profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63 I look forward to the school day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64 My workload leaves me little time to work collaboratively with my colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65 My workload adversely affects my health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66 I have enough time to ensure that the vast majority of my lessons are well planned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67 I am expected to deliver too much curriculum content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68 The annual Performance review process takes up a lot of time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69 The annual Performance review process improves the way I teach in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69a Using the Pedagogical Framework adopted by my school has added to my workload	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Managing workload effectively (*All teachers, Q4 = 1, 2, 3, 4*)

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

About your teaching (All teachers, Q4 = 1, 2, 3, 4)

	Thinking about your teaching this year, to what extent have you been able to:	Not at all					To a great extent	
		1	2	3	4	5	6	7
82	teach as well as you can	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83	know your students as well as you need to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84	meet your students' individual learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85	plan effectively to meet your students' individual learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86	meet the needs of students who are less engaged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87	meet the needs of students who are struggling with their learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88	meet the needs of highly engaged students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89	set challenging and worthwhile learning goals for your students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90	implement suitable and engaging learning activities to meet learning goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91	select appropriate and interesting teaching and learning resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92	monitor and assess student progress effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93	manage student behaviour effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
94	share and analyse with colleagues: teaching resources, teaching activities, pedagogy, student work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
95	keep up with professional reading and research in your field of teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96	provide timely and useful feedback to your students about their learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
97	reflect on and evaluate the quality of your teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98	develop your professional expertise as a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(All teachers, Q4 = 1, 2, 3, 4)

If you were given additional time for teaching-related tasks, what would be your priorities for using that time?

Choose up to five areas.

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

(All teachers, Q4 = 1, 2, 3, 4)

To what extent do the following statements apply in your situation?	Not at all 1	2	3	4	To a great extent 5
115 I decide how I am going to teach the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
116 I have a fair degree of control over my choice of professional development activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
117 I'm trusted to plan my units of work in the way I think is best for my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
118 I choose the methods I will use to assess my students' learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
119 I'm encouraged to innovate, take a few risks and experiment with my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
120 I have the support that I need to constantly improve my teaching practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
121 I and my colleagues help each other to identify and assess our students' learning needs and progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
122 Teachers at this school share ideas about how to teach a concept or skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
123 I have sufficient opportunities to participate in effective professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
124 I participate in observations of my colleagues' classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
125 Our school has clear educational goals and vision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
126 I feel I can make a difference at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
127 Teachers in this school believe that they can engage all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
128 We have a common approach to support our students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
129 We solve problems, we don't just talk about them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
130 I get a lot of satisfaction from my current teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
130a I have a say in the Pedagogical Framework used in my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(All teachers, Q4 = 1, 2, 3, 4)

Your future in teaching	
131 Which one of the following statements applies to you?	
A <input type="radio"/> I do not intend to leave teaching before retirement	
B <input type="radio"/> I sometimes think about leaving teaching	
C <input type="radio"/> I often think about leaving teaching	
D <input type="radio"/> I have decided to leave teaching	

The following questions are shown if Q131 = B, C or D.

To what extent do the following factors affect your thinking about leaving, or decision to leave teaching?		Not at all				To a great extent
		1	2	3	4	5
132	Short contracts and lack of ongoing, permanent positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
133	I never intended teaching to be a long term career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
134	I do not enjoy, or no longer enjoy teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
135	Class sizes too large	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
136	Having to deal with student management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
136a	Having to deal with difficult parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
137	The non-teaching workload – administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
138	The non-teaching workload – other duties and demands on my time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
139	Excessive requirements for monitoring, assessment, recording, reporting and accountability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
140	Insufficient non-contact teaching time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
141	Stress and concerns about my health as a result of the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
142	New or changing school and system initiatives – too many, too time consuming, lack of coordination, constant change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
143	Few opportunities to increase my salary significantly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
144	Quality of school leadership / management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
145	Lack of support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
146	Insufficient recognition or reward for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
147	Poor work / life balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
148	Salary does not adequately reflect the complexity of the role and responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
149	Other (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	What other reasons do you have for thinking about leaving?					

For Principals, Deputies and Heads of Program

The following question is shown to all principals (Q4 = 10, 11, 12, 13)

151 Please choose the location that best fits your role:

- ☐ Executive Principal
 - ☐ Principal of a senior school (Head of School)
 - ☐ Principal of a Middle School (Head of School)
 - ☐ Principal of a Junior School (Head of School)
 - ☐ Principal of a primary school (P-6)
 - ☐ Principal of a P – 10/12
 - ☐ Principal of a secondary school (7-12)
 - ☐ Principal of a Small School (Band 5 or 6)
 - ☐ Principal of a Special School
-

The following questions are shown to all principals and heads of program (Q4 = 10, 11, 12, 13)

During Term 3, how many hours did you work per week on average, including weekends:

Please round to the nearest hour. If none, enter '0'.

Hours

153 During the school term _____

154 During the school holiday _____

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

About what percentage of time did you spend on the following in Term 3 this year:

Total should add up to 100%

156 Internal administrative tasks and meetings, and school maintenance _____

158 Leading and managing improvement, innovation and change _____

159 Strengthening my school as a professional learning community _____

160 Developing partnerships with the community for the benefit of students _____

161 My own professional development, learning and networking with peers _____

162 Compliance requirements from regional, state or national education authorities / departments _____

163 Public relations and fundraising in the community _____

164 Occupational Health and Safety compliance _____

164a Other duties, odd jobs, etc. *(please specify below)* _____

164b _____

How often would you say the following statements apply to you?	Never or seldom	Sometimes	Often	Nearly always or always
165 My workload is manageable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
166 I have a good balance between home and work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
167 I think about leaving the teaching profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
168 I think about relinquishing my role as a network or school leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
169 I look forward to the school day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
170 My workload adversely affects my health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
171 I am able to spend sufficient time on leading teaching and learning at my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
172 The majority of my work day is spent managing school administration requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
172a I have to ask teachers to teach out of their field of training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
173 I spend more time than I used to on compliance requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
174 I have enough time to provide necessary professional support for my colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
175 My Annual Performance Review process / review takes up a lot of time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
176 My Annual Performance Review / review improves the way I lead my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
177 The staff Annual Performance Review process / review takes up a lot of my time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
178 The staff Annual Performance Review process / improves staff performance at my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following questions are shown to all principals and heads of program (Q4 = 5, 6, 7, 8, 9, 10, 11, 12, 13)

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

The following question is shown to all principals (Q4 = 10, 11, 12, 13)

To what extent would the following assist in making your workload as principal more manageable in your school?		Not at all 1	2	3	4	To a great extent 5
189	More administrative support (e.g. office staff)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
190	More specialist staff for student wellbeing work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
191	More staff at leadership level (e.g. DP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
192	An increased budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
193	An increased capacity to attract and retain effective teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
194	Better access to ICT and school ICT networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
195	Better school facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
195a	Better teacher accommodation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
196	Greater community involvement in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
197	More permanent teachers/ fewer contract staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
197a	More local and district relieving teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
198	Simplified compliance requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
199	More teacher aides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
200	Greater regional office support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
201	Fewer and more strategic departmental communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
201a	Greater incentives for working in rural and remote communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
202	Other (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
202a	_____					

To what extent would the following assist in making the workload of teachers more manageable in your school?		Not at all 1	2	3	4	To a great extent 5
203	Transferring routine administrative tasks to support staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
204	Transferring student wellbeing work to specialist staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
205	Additional staffing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
206	Class sizes as per targets quoted in the Award	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
207	Less face-to-face teaching time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
208	Better access to ICT infrastructure and support staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
209	Creation of more guaranteed time for collaborative planning and preparation within the working week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
210	An overall limit to the length of the working week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
211	Reduced compliance requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
212	Transferring routine tasks such as exam supervision and student supervision outside contact time to support staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
213	More in-class support for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
214	More specialists such as IT technicians, Lab technicians, Guidance Officers and social workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
215	Other (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
215a	_____					

The following questions are shown to all principals (Q4 = 10, 11, 12, 13)

Overall, how manageable or unmanageable is the workload of the following groups in your school?		Manageable	Manageable most of the time	Unmanageable most of the time
216	Heads of Program (HOD,HOC,HOSES,GO etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
217	Experienced Senior Teacher and Senior Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
218	Classroom Teachers, including specialist teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you feel supported in your role?		Not applicable	Not at all 1	2	3	4	To a great extent 5
220	By your administrative staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
221	By your teaching staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
222	By your leadership team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
223	By other principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
224	By your regional office team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
225	By the Department centrally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Workplace environment

The following questions are shown to all participants. (Q4 = 1,2,3,4,5,6,7,8,9,10,11,12,13)

The questions in this scale ask you about aspects of your work environment over the last month. In the last month, how often have you:		Never	Almost never	Sometimes	Fairly often	Very often
245	felt supported by your colleagues?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
246	felt supported by the school leadership? (only shown to Teachers / HOPs) (Q4 = 1,2,3,4,5,6,7,8,9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
247	felt supported by the Department? (only shown to Principals / Deputy Principals / Executive Principals) (Q4 = 10,11,12,13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
248	felt stressed by work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
249	felt confident about your ability to handle your responsibilities at work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
250	had to deal with challenging student behaviour?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
251	had to deal with challenging behaviour from parents?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
252	felt that you were on top of things at work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
253	felt engaged in your work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
254	felt satisfied by your work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
255	felt work requirements were piling up so high that you could not overcome them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
256	not received your non-contact time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
257	had a lunch break?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you would like to talk to Union representatives about work-related issues, call the QTU on 1300 11 7823

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

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

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

APPENDIX 2: SAMPLE CHARACTERISTICS

Table A2.1 Distribution of respondents, by employment group and gender

Employment group	Male		Female		Other		Total	
	n	%	n	%	n	%	n	%
Teacher	1909	19.6%	7821	80.2%	19	0.2%	9749	100.0%
Head of Program	341	25.1%	1016	74.8%	2	0.1%	1359	100.0%
Principal	363	38.5%	579	61.5%	0	0.0%	942	100.0%
Other	23	15.4%	126	84.6%	0	0.0%	149	100.0%
Total	2636	21.6%	9542	78.2%	21	0.2%	12199	100.0%

Table A2.2 Survey respondents by school type

Employment group	School type						Total
		Primary	Secondary	Combined	Special	Other	
Teacher	n	5091	3374	659	584	40	9748
	%	52.2%	34.6%	6.8%	6.0%	0.4%	100.0%
Head of Program	n	386	756	145	57	16	1360
	%	28.4%	55.6%	10.7%	4.2%	1.2%	100.0%
Principal	n	534	269	89	36	15	943
	%	56.6%	28.5%	9.4%	3.8%	1.6%	100.0%
Other	n	91	33	15	11	3	153
	%	59.5%	21.6%	9.8%	7.2%	2.0%	100.0%
Total	n	6102	4432	908	688	74	12204
	%	50.0%	36.3%	7.4%	5.6%	0.6%	100.0%

Table A2.3 Teacher respondents by school type and gender

School type	Gender			Total
		Male	Female	
Primary	n	627	4431	5065
	%	12.4%	87.5%	100.0%
Secondary	n	1023	2313	3347
	%	30.6%	69.1%	100.0%
Combined	n	158	499	657
	%	24.0%	76.0%	100.0%
Special	n	80	501	581
	%	13.8%	86.2%	100.0%
Other	n	9	30	40
	%	22.5%	75.0%	100.0%
Total	n	1897	7774	9690
	%	19.6%	80.2%	100.0%