



State of Our Schools Survey 2010

AEU

October 2010

Angelo Gavrielatos
Federal President

Susan Hopgood
Federal Secretary

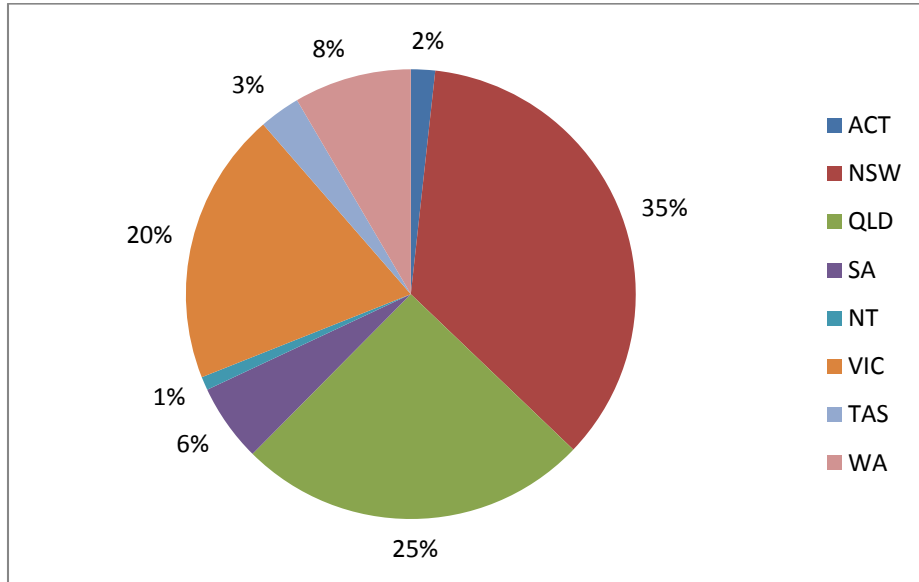
Australian Education Union
Ground Floor
120 Clarendon Street
Southbank VIC 3006

Telephone: 61 3 9693 1800
Facsimile: 61 3 9693 1805
E-mail: aeu@aeufederal.org.au

Note: Figures are rounded, and percentages may not always add up to exactly 100%.

DEMOGRAPHICS

1.a. In which state or territory is your school located? (Percentages) *Respondents = 11,694*

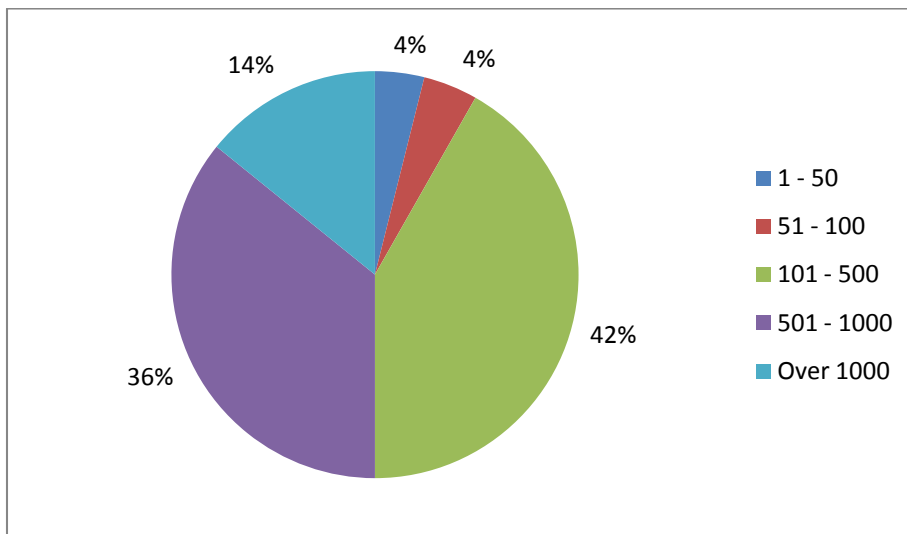


1.b. In which state or territory is your school located? (Numbers)

ACT	NSW	NT	QLD	SA	TAS	VIC	WA	Aust
204	4,140	113	2,956	654	346	2,294	987	11,694

2.a. How many students are at your school? (National)

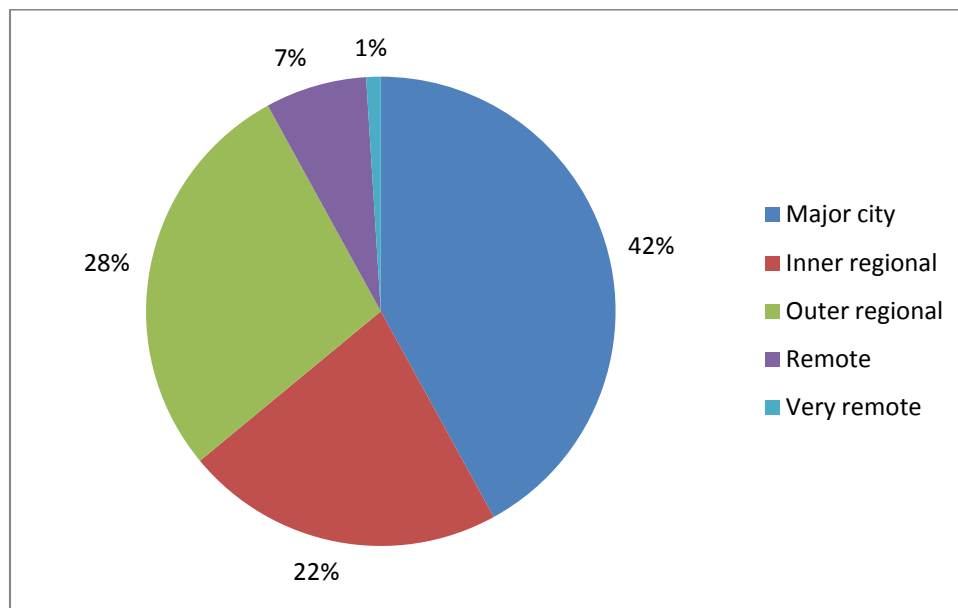
Respondents = 11,694



2.b. How many students are at your school? (State and territory)

	1 - 50	51 - 100	101 - 500	501 - 1000	Over 1000
ACT	1%	1%	43%	47%	8%
NSW	4%	4%	43%	41%	9%
QLD	4%	4%	31%	40%	21%
SA	5%	10%	50%	22%	13%
NT	8%	5%	61%	14%	12%
VIC	4%	5%	48%	27%	16%
TAS	3%	4%	69%	23%	1%
WA	3%	3%	40%	35%	19%

3.a. In which of the following area is your school located? (National) *Respondents = 11,694*

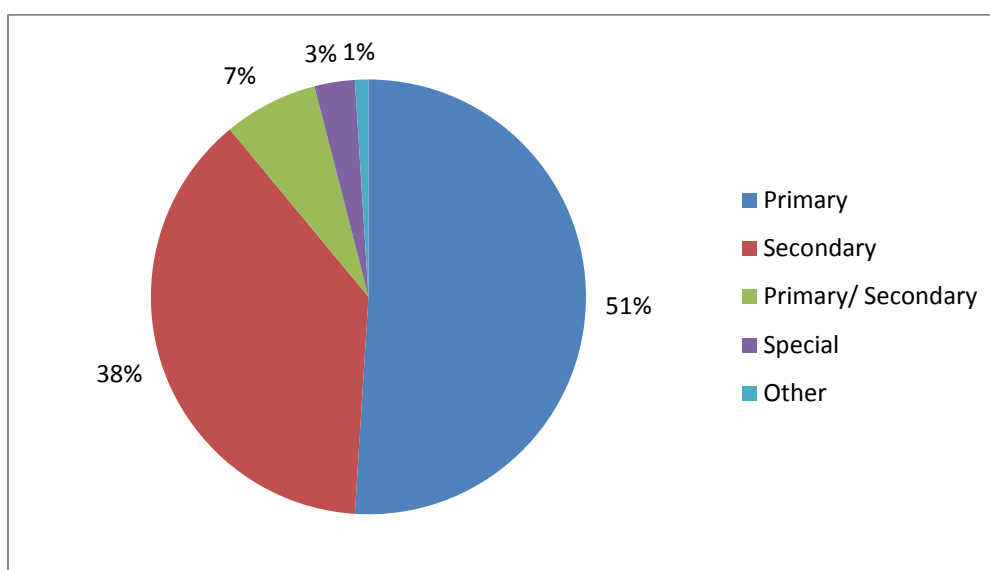


3.b. In which of the following area is your school located? (State and territory)

	Major City	Inner regional	Outer regional	Remote	Very remote
ACT	84%	12%	4%	0%	0%
NSW	42%	21%	31%	5%	1%
QLD	36%	28%	27%	8%	1%
SA	50%	16%	25%	8%	2%
NT	26%	16%	16%	17%	24%
VIC	42%	22%	29%	7%	0%
TAS	34%	23%	29%	13%	1%
WA	52%	16%	22%	9%	1%

4.a. School type. (National)

Respondents = 11,694

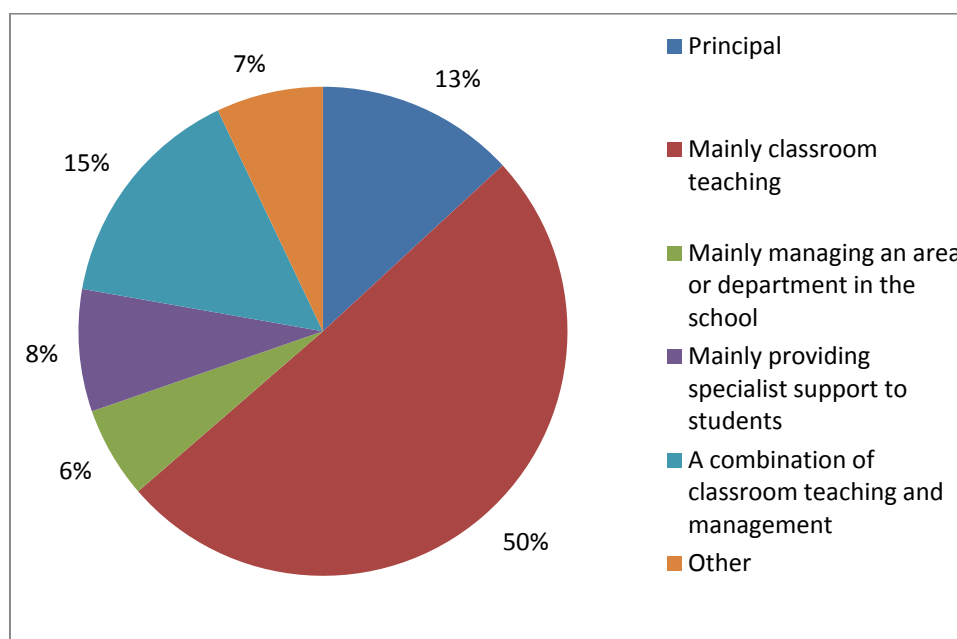


4.b. School type. (State and territory)

	Primary	Secondary	Primary/Secondary	Special	Other
ACT	41%	44%	11%	5%	1%
NSW	53%	41%	3%	2%	1%
QLD	55%	33%	8%	3%	1%
SA	52%	27%	16%	3%	3%
NT	40%	24%	27%	4%	4%
VIC	51%	36%	7%	6%	1%
TAS	53%	31%	13%	2%	1%
WA	33%	55%	8%	3%	1%

5.a. Which one of the following best describes your position in the school? (National)

Respondents = 11,694



5.b. Which one of the following best describes your position in the school? (State and territory)

	Principal	Mainly classroom teaching	Mainly managing an area or department in the school	Mainly providing specialist support to students	A combination of classroom teaching and management	Other
ACT	11%	49%	9%	9%	13%	9%
NSW	11%	53%	5%	9%	15%	7%
QLD	10%	58%	7%	9%	10%	6%
SA	20%	44%	6%	6%	14%	10%
NT	33%	35%	3%	9%	16%	4%
VIC	17%	47%	4%	6%	18%	7%
TAS	14%	48%	5%	11%	16%	5%
WA	18%	32%	16%	2%	21%	11%

PART A: PRINCIPALS ONLY

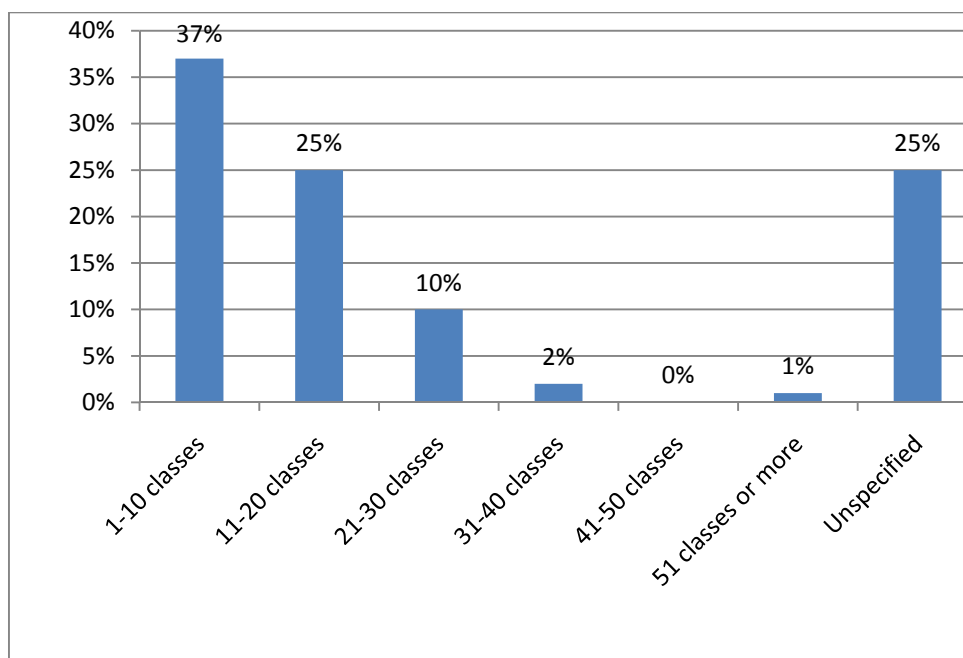
6. Number of principal respondents. (Exact number of respondents per question varies)

ACT	NSW	QLD	SA	NT	VIC	TAS	WA	Aust
22	475	286	131	37	388	49	178	1,566

Note: Due to the small numbers of principal respondents from the ACT, TAS and the NT, figures for these jurisdictions should be viewed with caution.

CLASS SIZES

7.a. Number of general classes in primary schools [not including specialist classes]. (National)
Respondents = 1,566

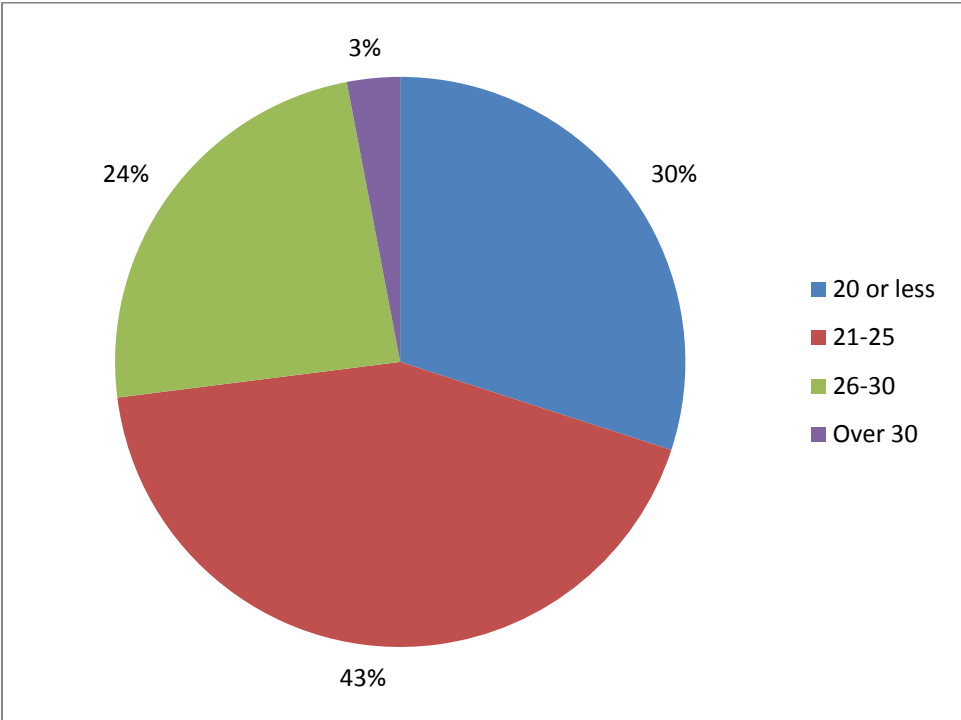


Number of classes national mean = 13.4

7.b. Number of general classes in primary schools [not including specialist classes]. (State and territory)

	1 - 10 classes	11 - 20 classes	21 - 30 classes	31 - 40 classes	41 - 50 classes	51 or more classes	Unspecified	Mean
ACT	10%	45%	7%	0%	3%	0%	34%	17.0
NSW	37%	26%	9%	1%	0%	0%	26%	12.3
QLD	35%	20%	15%	7%	1%	0%	21%	14.8
SA	52%	23%	4%	0%	0%	1%	20%	9.4
NT	17%	35%	13%	0%	0%	0%	35%	15.3
VIC	39%	24%	9%	3%	0%	1%	24%	15.5
TAS	43%	24%	5%	0%	0%	0%	29%	9.3
WA	28%	31%	11%	0%	0%	0%	31%	12.7

8.a. Percentage of different class sizes in all primary schools surveyed. (National)
Respondents = 1,566



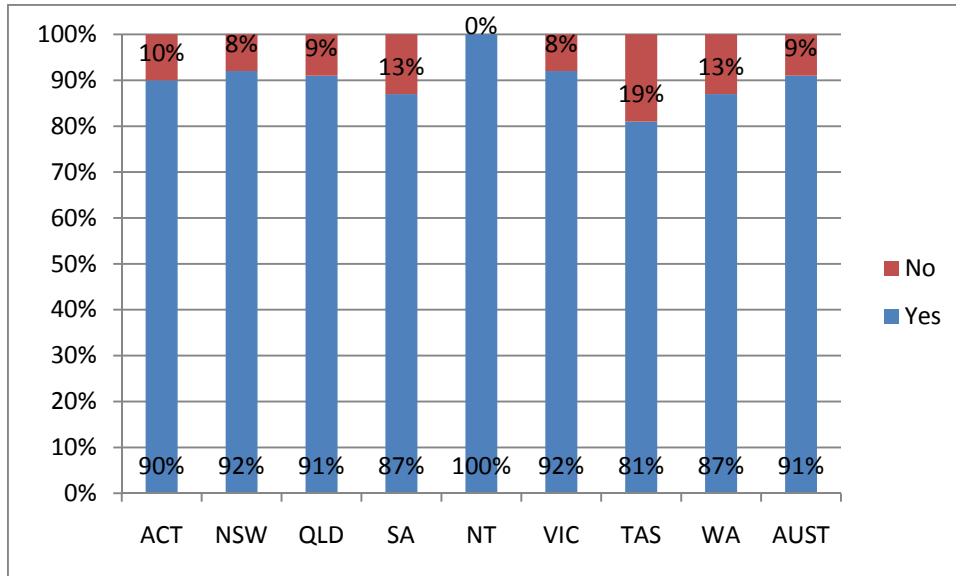
8.b. Percentage of different class sizes in all primary schools surveyed. (State and territory)

	20 or less students	21 - 25 students	26 - 30 students	Over 30 students
ACT	38%	52%	10%	1%
NSW	27%	36%	32%	4%
QLD	26%	48%	26%	1%
SA	35%	34%	28%	4%
NT	30%	54%	14%	3%
VIC	36%	49%	15%	1%
TAS	31%	51%	17%	1%
WA	26%	42%	27%	5%

SCHOOL FUNDRAISING

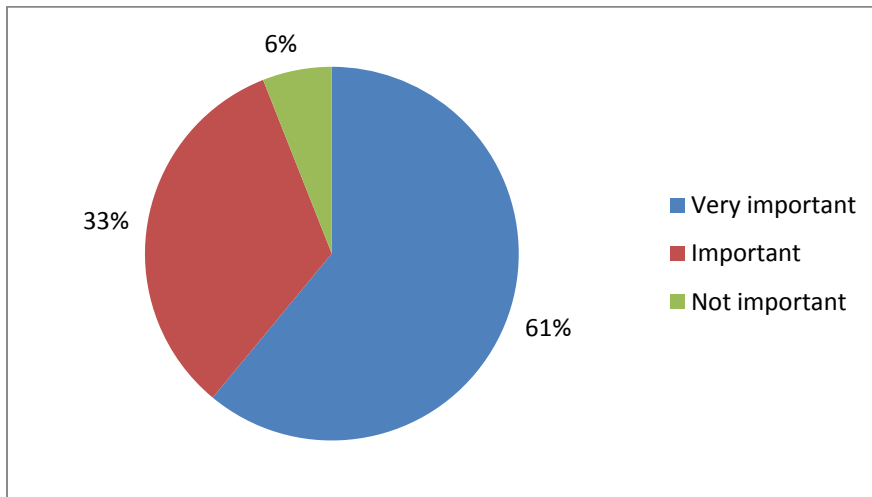
9. Has your school engaged in fundraising in the past year?

Respondents = 1,566



10.a. How important are school fundraising and voluntary contributions to your school budget? (National)

Respondents = 1,420

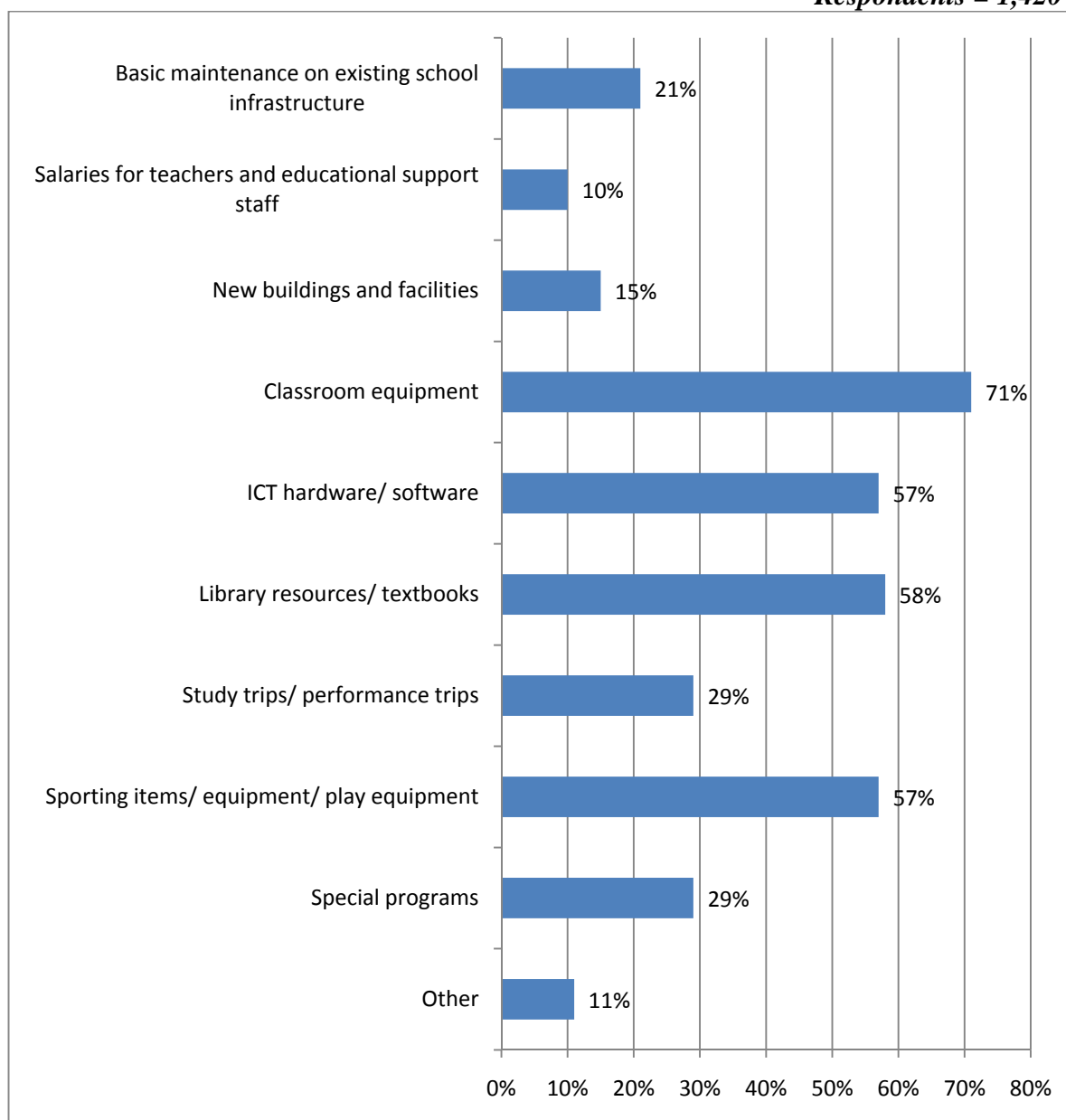


10.b. How important are school fundraising and voluntary contributions to your school budget? (State and territory)

	Very important	Important	Not important
ACT	69%	27%	4%
NSW	64%	30%	6%
QLD	62%	33%	5%
SA	35%	48%	16%
NT	43%	43%	13%
VIC	68%	27%	4%
TAS	47%	47%	6%
WA	65%	33%	3%

11.a. What was fundraising money used to pay for? [Select all that apply] (National)

Respondents = 1,420



Other reasons cited in the 'other' option for this question include school camps, air conditioning, grounds improvement and maintenance.

11.b. What was fundraising money used to pay for? *[Select all that apply]* (State and territory)

	ACT	NSW	QLD	SA	NT	VIC	TAS	WA
Basic maintenance on existing school infrastructure	12%	20%	19%	16%	13%	31%	12%	13%
Salaries for teachers and educational support staff	0%	11%	12%	2%	4%	12%	18%	2%
New buildings and facilities	19%	13%	17%	14%	9%	20%	12%	11%
Classroom equipment	85%	75%	71%	59%	61%	70%	76%	71%
ICT hardware/ software	54%	65%	55%	48%	57%	54%	29%	58%
Library resources/ textbooks	85%	64%	55%	45%	61%	53%	76%	60%
Study trips/ performance trips	19%	27%	47%	28%	52%	15%	29%	34%
Sporting items/ equipment/ play equipment	69%	48%	61%	53%	57%	60%	94%	65%
Special programs	31%	30%	23%	25%	39%	29%	29%	33%
Other	0%	12%	12%	13%	8%	9%	0%	14%

PART B: TEACHERS ONLY

EMPLOYMENT

12. Number of teacher respondents. (Exact number of respondents per question varies)

ACT	NSW	QLD	SA	NT	VIC	TAS	WA	Aust
182	3,665	2,670	523	76	1,906	296	810	10,128

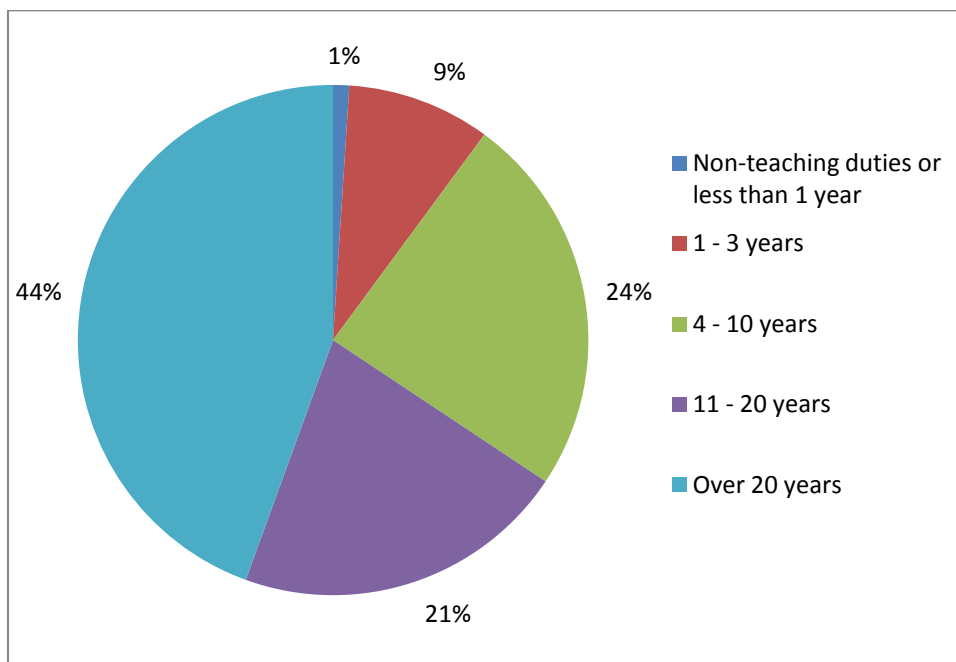
13. Are you currently employed fulltime or part-time?

Respondents = 10,128



14.a. How many years have you been teaching for? (National)

Respondents = 10,128



National mean = 18.4 years.

14.b. How many years have you been teaching for? (State and territory)

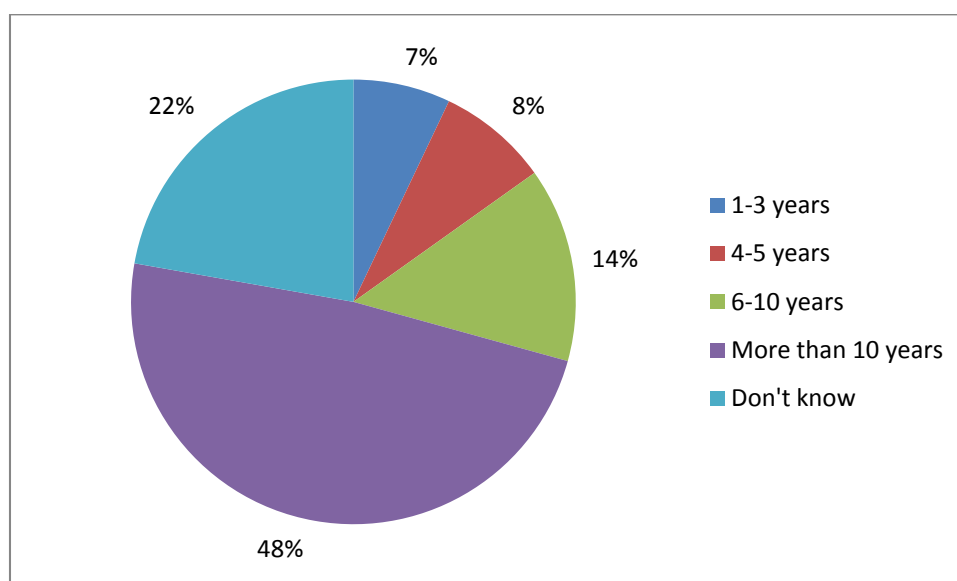
	Non-teaching or less than 1 year	1 - 3 years	4 - 10 years	11 - 20 years	Over 20 years	Mean
ACT	1%	11%	30%	24%	34%	16.4
NSW	1%	8%	24%	20%	47%	19.2
QLD	1%	11%	28%	24%	36%	16.5
SA	2%	3%	16%	20%	59%	23.1
NT	1%	14%	27%	24%	34%	16.1
VIC	2%	13%	26%	19%	40%	17.0
TAS	1%	7%	21%	19%	53%	20.4
WA	0%	5%	18%	24%	53%	21.5

EARLY CAREER TEACHERS

(Completed by teachers with less than four years experience)

15.a. How long do you see yourself teaching? (National)

Respondents = 1,075



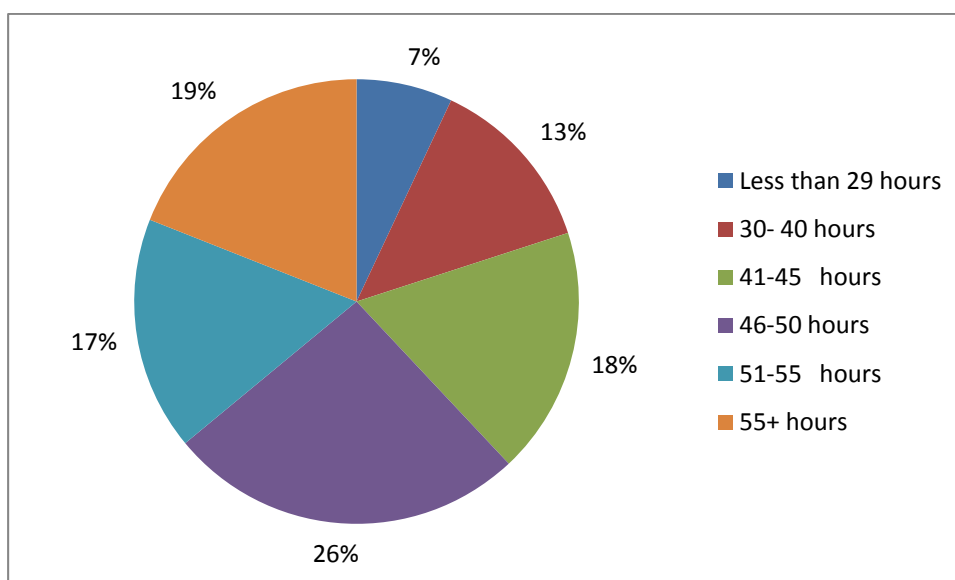
15.b. How long do you see yourself teaching? (State and territory)

	1-3 years	4-5 years	6-10 years	More than 10 years	Don't know
ACT	3%	19%	19%	42%	17%
NSW	9%	7%	11%	46%	27%
QLD	8%	9%	17%	47%	20%
SA	7%	27%	13%	33%	20%
NT	6%	17%	6%	39%	33%
VIC	6%	7%	16%	52%	18%
TAS	5%	0%	0%	79%	16%
WA	0%	8%	8%	50%	33%

WORKLOAD

(Completed by all teachers)

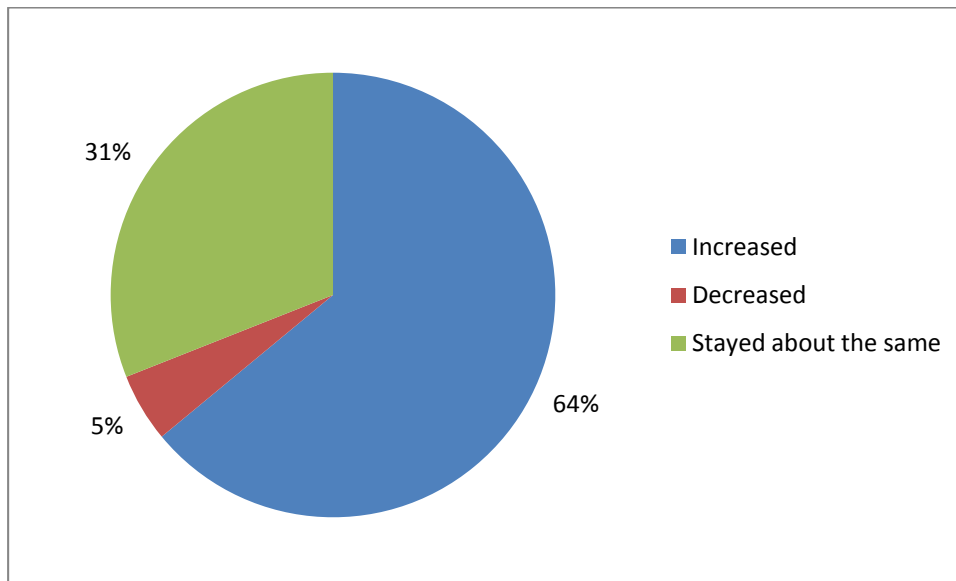
16.a. In a typical week, how many hours do you spend on all school-related activities [including work days, evenings and weekends]? (National) **Respondents = 10,128**



16.b. In a typical week, how many hours do you spend on all school-related activities [including work days, evenings and weekends]? (State and territory)

	Less than 29 hours	30-40 hours	41-45 hours	46-50 hours	51-55 hours	55+ hours
ACT	4%	9%	18%	29%	19%	22%
NSW	8%	13%	19%	25%	16%	19%
QLD	7%	14%	19%	25%	16%	19%
SA	6%	11%	16%	26%	21%	19%
NT	3%	9%	13%	30%	18%	27%
VIC	6%	12%	17%	26%	20%	19%
TAS	7%	18%	19%	29%	13%	13%
WA	2%	11%	17%	30%	18%	21%

17.a. In the last year have the hours you spend on school-related activities increased, decreased or stayed about the same? (National) **Respondents = 10,128**



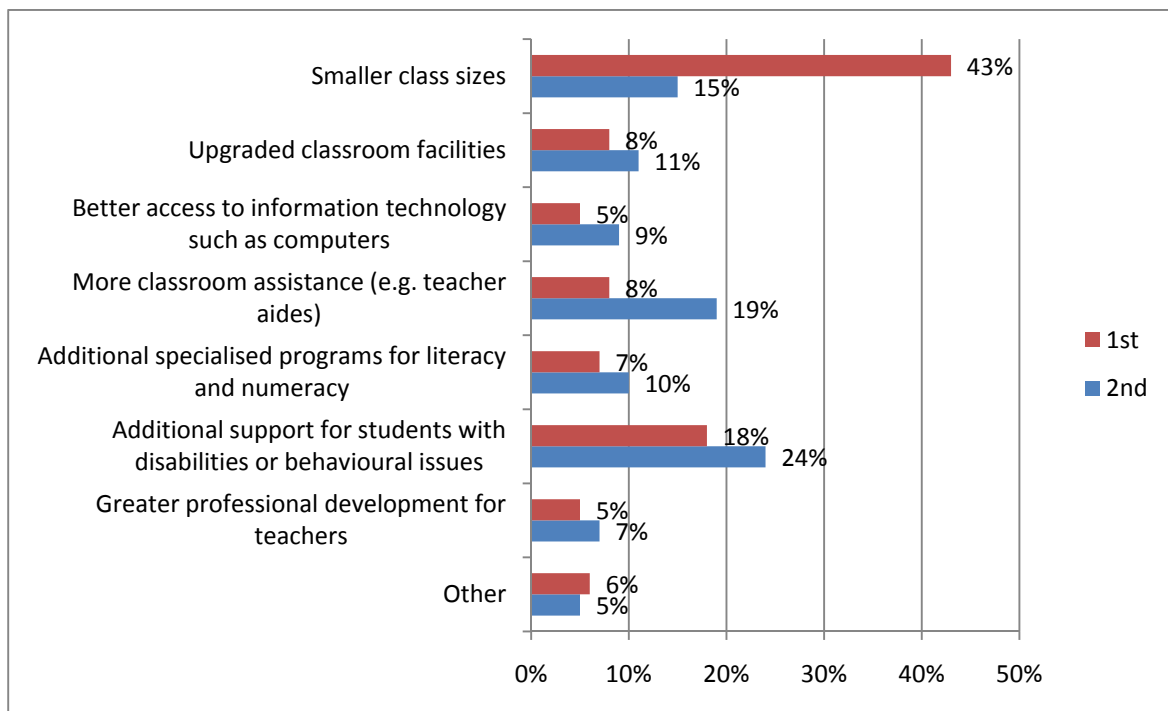
17.b. In the last year have the hours you spend on school-related activities increased, decreased or stayed about the same? (State and territory)

	Increased	Decreased	Stayed about the same
ACT	62%	5%	34%
NSW	63%	5%	32%
QLD	68%	5%	27%
SA	63%	3%	34%
NT	57%	11%	32%
VIC	63%	5%	32%
TAS	55%	3%	42%
WA	63%	4%	33%

18.a. Which of these do you think would most assist you to improve student outcomes?

[Place a **one** in the box next to the most important and a **two** in the second most important] (National)

Respondents = 10,128



18.b. Which of these do you think would most assist you to improve student outcomes?
*[Place a **one** in the box next to the most important and a **two** in the second most important]* (State and territory)

	ACT	NSW	QLD	SA	NT	VIC	TAS	WA
Smaller class sizes								
1st	34%	46%	44%	46%	46%	38%	38%	41%
2nd	17%	15%	15%	16%	8%	14%	16%	12%
Upgraded classroom facilities								
1st	6%	8%	8%	4%	8%	10%	5%	7%
2nd	7%	11%	12%	9%	14%	11%	9%	13%
Better access to information technology such as computers								
1st	4%	4%	6%	6%	3%	6%	4%	8%
2nd	9%	7%	9%	9%	7%	11%	9%	8%
More classroom assistance (e.g. teacher aides)								
1st	10%	7%	10%	7%	11%	10%	9%	6%
2nd	13%	17%	21%	20%	21%	18%	21%	16%
Additional specialised programs for literacy and numeracy								
1st	6%	6%	5%	4%	4%	9%	9%	11%
2nd	12%	10%	8%	11%	11%	12%	13%	11%
Additional support for students with disabilities or behavioural issues								
1st	23%	18%	18%	20%	15%	18%	26%	16%
2nd	25%	26%	23%	24%	24%	22%	23%	27%
Greater professional development for teachers								
1st	8%	6%	4%	6%	6%	3%	4%	5%
2nd	9%	8%	6%	7%	9%	6%	7%	8%
Other								
1st	8%	5%	5%	6%	8%	6%	6%	7%
2nd	8%	5%	5%	5%	6%	5%	3%	4%

19. What difference do you personally believe you could make to student outcomes with additional resources? [Open response box] (National) **Respondents = 10,128**

Verbatim response examples:

I honestly believe that with a smaller numbers of students in my class and with extra help in the classroom I could give more attention to each child, differentiating instruction and helping them make even greater improvements in all areas of the curriculum, but in particular with literacy and numeracy.

I know how effective direct-instruction literacy programs are for below-benchmark students. If I had increased staffing and financial resources to be able to effectively remediate those with literacy issues during secondary school then I could improve the outcomes and engagement of those students and assist other staff and teachers across the school.

The children we see in schools today have much shorter attention spans and are less able to work independently. Teachers have a lot of special needs to accommodate and all of these things require careful programming, more activities of shorter duration, more use of technology and more one- to-one help than we used to provide.

There would be a greater capacity to meet the individual learning needs of children at both ends of the spectrum. I could better assist students who are not at the expected level and I could extend high-achieving students.

I believe I could significantly increase the literacy levels of students if I had smaller class sizes and more time to focus on specific activities for specific students.

Having more frequent access to class sets of computers would improve ICT skills such as researching, investigating, communicating and collaborating with students beyond the classroom.

As I am a science teacher, I could apply more relevant contexts to the content that I am teaching; be able to involve the parent community more so that they better understand the direction that education is taking and how this is different to their own education, be able to better assist those students with welfare issues that are affecting their educational and emotional progress and improve the delivery of mandatory applications of technology.

Additional resources always make teaching easier. Engagement is always higher and lessons are more interesting and perhaps relevant. It not only motivates students but teachers as well. It makes sure that teachers stay up- to-date with new initiatives and teaching methods.

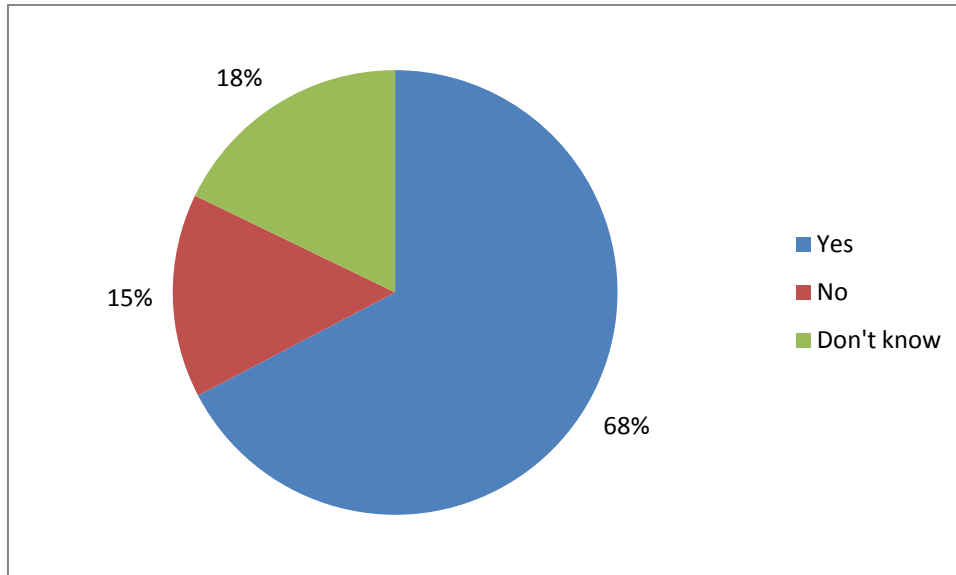
By having additional support for students with disabilities or behavioural issues it means I am then not monitoring behaviour but working with students to build on their knowledge.

Learning environments could be greatly improved and would keep up with a modern workplace where we expect our students to flow through to after leaving school.

Individualised programs to make the most effective use of the existing resources such as computers that have already been delivered would enhance student outcomes in all our key learning areas.

TEACHER SUPPLY

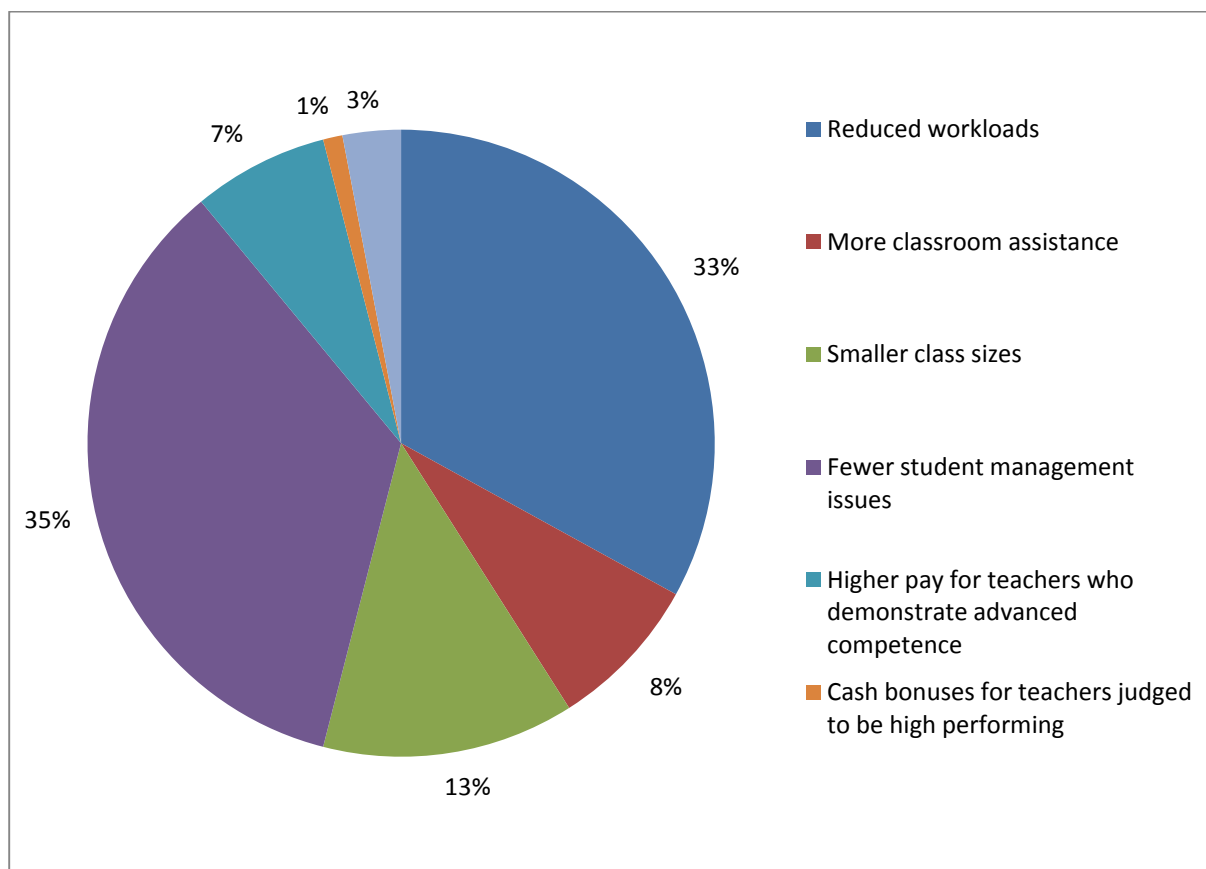
20.a. In your opinion, do schools as a whole currently have difficulty in retaining teachers in the profession? (National) *Respondents = 9,695*



20.b. In your opinion, do schools as a whole currently have difficulty in retaining teachers in the profession? (State and territory)

	Yes	No	Don't know
ACT	88%	4%	9%
NSW	65%	15%	19%
QLD	72%	13%	15%
SA	67%	14%	19%
NT	82%	6%	12%
VIC	62%	18%	20%
TAS	44%	27%	29%
WA	78%	10%	12%

21.a. Which of the following in your view would most help retain teachers in the profession?
 [Select one](National) **Respondents = 9,695**



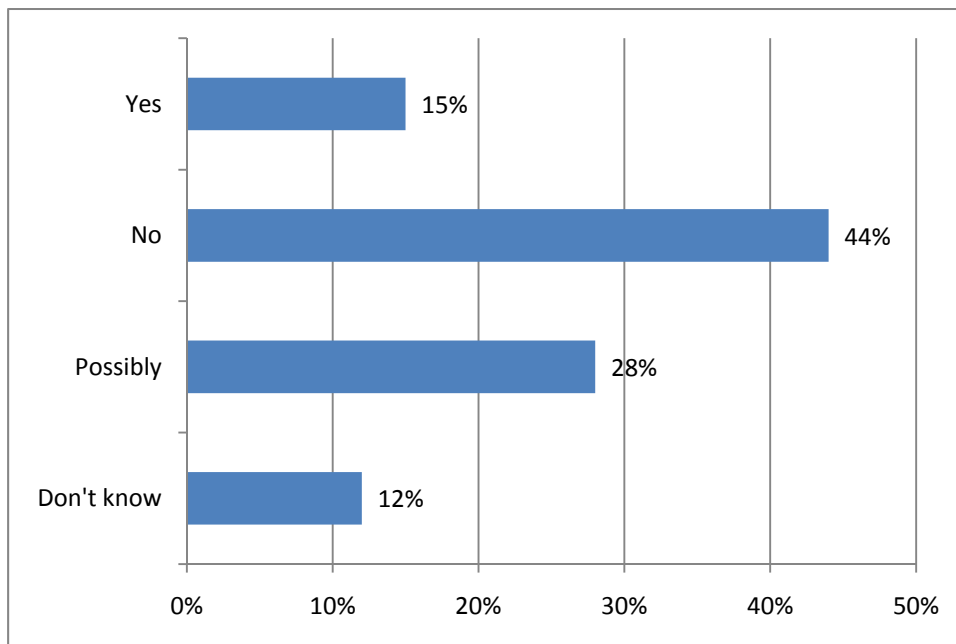
21.b. Which of the following in your view would most help retain teachers in the profession?
 [Select one](State and territory)

	Reduced workloads	More classroom assistance	Smaller class sizes	Fewer student management issues	Higher pay for teachers who demonstrate advanced competence	Cash bonuses for teachers judged to be high performing	Additional professional development
ACT	44%	7%	6%	27%	14%	1%	1%
NSW	31%	8%	14%	37%	6%	1%	3%
QLD	29%	8%	14%	39%	7%	1%	2%
SA	37%	6%	17%	28%	7%	1%	3%
NT	38%	10%	16%	26%	3%	3%	3%
VIC	44%	10%	9%	25%	9%	1%	2%
TAS	24%	8%	15%	42%	6%	2%	2%
WA	31%	7%	13%	37%	7%	1%	4%

22.a. Do you plan to leave teaching permanently prior to retirement?

(Answered only by teachers with greater than 3 years service – National)

Respondents = 8,752



22.b. Do you plan to leave teaching permanently prior to retirement?

(Answered only by teachers with greater than 3 years service – State and territory)

	Yes	No	Possibly	Don't know
ACT	19%	38%	31%	12%
NSW	14%	50%	26%	11%
QLD	18%	39%	30%	13%
SA	14%	46%	25%	15%
NT	18%	33%	35%	14%
VIC	14%	44%	29%	12%
TAS	10%	52%	24%	14%
WA	20%	36%	31%	13%