



STATE OF OUR SCHOOL SURVEY RESULTS

SURVEY OF VICTORIAN PUBLIC
SCHOOL STAFF, CONDUCTED
FEB - MARCH 2021

10,831
RESPONDENTS



Activate. Educate. Unite.

State of our schools - summary of key results

Respondents (total: 10831)

Principals	503
Teachers	7434
Education support	2609
Casual relief teachers	139

Employment mode

Casual/ Temporary	187
Fixed term contract 1-3 years	940
Fixed term contract 3 years plus	200
Fixed term contract less than one year	281
Ongoing permanent	9223
Total	10,831

Hours worked per week (full-time only)

Hours worked all FT staff

Average hours worked per week 52

Teachers

Average hours worked per week 52.8

Principals

Average hours worked per week 58.3

Education Support

Average hours worked per week 43.3

Work-related stress (all respondents)

Over the last year has work-related stress...

Decreased a lot	0.23%
Decreased	1.11%
Stayed the same	9.73%
Increased	39.24%
Increased a lot	49.69%

If work-related stress has increased, why? (select all that apply)

Excessive workloads	72.3%
Poor work/life balance	45.9%
Student behaviour	41.1%
Unrealistic expectations of my capacities to perform required tasks	38.8%
Poor salary	18.6%
Parent behaviour	18.6%
Other	8.8%
Lack of ongoing employment/job security	8.1%

Has work-related stress increased due to remote learning necessitated by COVID-19?

Strongly agree	32.4%
Agree	36.6%
Neutral	20.5%
Disagree	8.3%
Strongly disagree	2.2%

How do you currently feel about your job? Rate from 1 (unfulfilling) to 10 (very fulfilling)

Mean for all staff = 6.1

How does this compare to when you commenced your career or employment?

Much better	4.6%
Better	12.7%
About the same	23.7%
Worse	33.3%
Much worse	25.7%

Teachers

How long do you see yourself working in Victorian public school education?

1-3 years	9.5%
4-5 years	6.9%
6-10 years	11.7%
Don't know	22.4%
More than 10 years	14.6%
Until I retire	34.8%

Why do you see yourself leaving Victorian public school education in 10 years or less?

Excessive workloads	87.0%
Student behaviour	40.1%
Poor salary	32.1%
Parent behaviour	20.1%

How do you currently feel about your job? Rate from 1 (unfulfilling) to 10 (very fulfilling)

Mean for teaching staff = 6.2

How does this compare to when you commenced your career or employment?

Much better	4.2%
Better	14.3%
About the same	22.7%
Worse	34.8%
Much worse	24.0%

Workload

How often would you say the following statements apply to you?

My workload is manageable

Never	13.7%
Seldom	30.4%
Sometimes	41.7%
Often	10.8%
Nearly always	3.1%
Always	0.3%

I have a good balance between home and work

Never	16.3%
Seldom	31.8%
Sometimes	36.5%
Often	10.6%
Nearly always	3.9%
Always	0.9%

I think about finding other work outside schools

Never	15.3%
Seldom	13.0%
Sometimes	30.2%
Often	23.3%
Nearly always	9.1%
Always	9.1%

I look forward to the school day

Never	2.2%
Seldom	10.4%
Sometimes	37.7%
Often	30.7%
Nearly always	15.0%
Always	4.0%

My workload adversely affects my health

Never	2.1%
Seldom	10.9%
Sometimes	37.4%
Often	25.0%
Nearly always	13.7%
Always	10.7%

Which of the following in your view would most help retain teachers in the profession? Select all that apply

Reduced workloads	91.7%
Smaller class sizes	71.0%
Improved resources and processes to support student management issues	68.5%
Higher salaries for all teachers	68.0%
Permanent or secure employment	63.4%
More classroom assistance	60.4%
Additional professional development	35.8%

Principals

What are your main concerns as a Principal?

Principal workload	84.2%
Too many competing initiatives/priorities	73.5%
Principal stress	60.3%
Lack of funding for school or DET programs	57.5%
Lack of consultation from the Department	43.7%
Lack of administrative support	43.5%
Parents/school council (e.g. unrealistic expectations, conflict, etc.)	29.9%
Violence and/or abuse in the workplace or wider school community	27.9%
Lack of support from the regional office	20.6%
Limited tenure on school leadership positions	17.4%
Other	12.6%
Lack of opportunity for PD	11.0%

How do you currently feel about your job? Rate from 1 (unfulfilling) to 10 (very fulfilling)

Mean for principal = 7.1

How does this compare to when you commenced your career or employment?

Much better	6.0%
Better	16.2%
About the same	28.9%
Worse	30.3%
Much worse	18.6%

In the past year has it become harder or easier to suitably fill teacher vacancies?

Much harder	18.8%
Harder	29.4%
Much the same	50.0%
Easier	1.4%
Much easier	0.4%

When it comes to delivering the education and welfare programs that students at your school need, do you believe your school is well resourced, adequately resourced, or under-resourced?

Significantly under-resourced	13.7%
Under-resourced	54.4%
Adequately resourced	24.9%
Well-resourced	7.0%

Education Support

How long do you see yourself working in Victorian public school education?

1-3 years	7.42%
4-5 years	6.07%
6-10 years	8.61%
Don't know	18.30%
More than 10 years	11.76%
Until I retire	47.83%

How do you currently feel about your job? Rate from 1 (unfulfilling) to 10 (very fulfilling)

Mean for education support = 6.5

How does this compare to when you commenced your career or employment?

Much better	7.2%
Better	15.9%
About the same	28.2%
Worse	31.9%
Much worse	16.7%

In the last year have the hours that you spend on work-related activities...

Decreased	2.6%
Stayed about the same	37.5%
Increased	59.9%

Classroom-based Education Support staff: I have an appropriate amount of time to prepare and collaborate with teachers, other education support staff and parents/guardians to support the students I work with within paid hours.

Strongly agree	3.42%
Agree	14.83%
Neutral	19.16%
Disagree	35.75%
Strongly disagree	26.85%

Survey Respondent Comments

We need a better work-life balance because too much work is expected to be done at home, (marking, planning, emailing, catching up, constant online platform notifications). We teach so many hours during the week (and teach 26 students in each class), and during the small amount of planning periods we are given are expected to meet with colleagues, chase student work, change/develop curriculum documentation, differentiate work for students, mark student work, answer emails and the list goes on. It's too much work and we feel completely burnt out all the time.

Secondary teacher

More [Education Support staff] are needed to stabilise our schedule. Our schedules constantly change to accommodate absences, changes in funding. I find myself working with students I have never met before, with little idea of their needs outside of the few short minutes glancing at an Individual Learning Plan. When my students ask me 'are you going to be here next lesson', I cannot truthfully even say 'Let me look at my schedule'. I sound like so many other figures in their lives that should have been there, been their advocates and instead I am just another transient let-down of an adult.

Secondary Education Support

In order to succeed in teaching and make an impact on students, often work needs to be completed outside of my paid hours. However, in the past few years, this has increased drastically. More is expected of staff and less time is allocated to plan or simply make resources (which can take time!). Staff are constantly talked at; new ideas are always introduced, and our priorities are always getting shifted. The balance for a healthy lifestyle is non-existent!!! Give staff more time to do what they do best, plan and teach. **Secondary teacher**

It takes so long to complete any job, getting data, reading data, planning around data, assessing work, marking work, marking homework, planning collaboratively, planning units of work, organising camp, running student voice, attending pd, attending extracurricular activities, planning inter school activities and excursions, we do this on a weekly basis and we are provided three hours non face to face teaching time to achieve this. It is soul destroying so to do it well, we have to let some things slide. **Primary teacher**

[Staff] struggle to manage the workload with planning, assessment, reporting and dealing with high level student behaviour [issues]. I feel there is not enough work-life balance. For them to be good practitioners, they need to put in a lot of after-hours work. This is really hard on staff with family commitments such as young children or elderly family members they are trying to care for.

Primary/Secondary Assistant Principal.

As someone in leadership, I am buffered from some of the emotional tolls associated with a full allotment of post-lockdown students. The biggest concern for me is attempting to support staff and intervene to help improve their situations while making improvements in the school.

Primary/Secondary Principal

Extra hours in my day, which would mean that I could do my job well, be proud of what's achieved each day and have some work life balance. As a teaching principal in a small rural school, with a teaching load, the role has changed incredibly over the last decade or so. I would love to have a

*budget that would allow me to have two admin days and three days in the classroom. **Primary Principal***

*More acknowledgement, respect for the work I do. Support with students' behaviour. Time allocated to perform non classroom duties. – **Primary Education Support***