# Australian Teacher Workforce Data
# National Teacher Workforce Characteristics Report

*December 2021*

**South Australia**

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# About State Profiles

The State Profiles provide state and territory level information as part of the overall picture of the teaching profession provided in the *Australian Teacher Workforce Data: National Teacher Workforce Characteristics Report (December 2021)*.

The profile for each jurisdiction provides descriptive statistics on the teaching workforce in that jurisdiction, compared to the results from across all participating jurisdictions for 2018.

For 2018, the *Australian Teacher Workforce Data: National Teacher Workforce Characteristics Repor*t *(December 2021)* includes data from, and reports only on, the workforce characteristics across South Australia, New South Wales, the Northern Territory, and Victoria. From 2020 the ATWD will report on national workforce trends and include data from all states and territories.

The section numbers within the state profiles correspond to the chapter numbers in the main report.

# South Australia

## 2. About the data

The data in this state profile is drawn from 2018 teacher registration data from the Teachers Registration Board of South Australia and the linkage of that data to responses to the ATWD Teacher Survey, completed by registered teachers in South Australia who provided information relating to 2018 and Higher Education Student Data Collection (HESDC) initial teacher education (ITE) data.

This data is presented in comparison to the overall data supplied by teacher regulatory authorities in South Australia, New South Wales, and the Northern Territory, linked to ATWD Teacher Survey responses from teachers in those states and territories. This data is reported overall in the *Australian Teacher Workforce Data: National Teacher Workforce Characteristics Report (December 2021)*, which is referred to as the "main report" in the State Profiles[1].

A total of 17,729 teachers responded overall to the ATWD Teacher Survey. Of those, 8,073 were registered in South Australia.

General methodological details can be found in the corresponding 'About the data' section of each chapter in the main report. Any methodological details specific to the State Profile are included below.

The teaching workforce "in South Australia" refers to the cohort of registered teachers in South Australia, and not to the state or residence in which they are employed. State of residence, state of employment and other demographic and employment characteristics are discussed with reference to this registered cohort.

### Workforce segments and cohorts

In the State Profiles, the workforce segments and cohorts definitions correspond to those used in the main report.

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1    Note: While the Victorian Institute of Teaching, the regulatory authority in Victoria, supplied workforce registration data, Victoria did not participate in the ATWD Teacher Survey until 2019

**Workforce Segments and Cohorts at a glance**

**Segments:**

*Registered teachers* – individuals who are registered with a regulatory authority

*Teacher workforce* – registered teachers in schools or early childhood settings

*Teaching workforce* – registered teachers engaged in face-to-face teaching in schools or early childhood settings

*Classroom teachers* – the largest part of the teaching workforce, face-to-face teachers who do not have leadership responsibilities and are not leaders

*Leadership* – school or early childhood leaders and teachers with leadership responsibilities

*Leaders* – the part of the teacher workforce whose main role is as a leader

*Non-teacher workforce* – registered teachers not working in schools or early childhood services

**Cohorts:**

*Early career teachers* – registered teachers who joined the teacher workforce less than 5 years ago

*Aboriginal and Torres Strait Islander teachers* – registered teachers reporting they were Aboriginal and/or Torres Strait Islander in either the ATWD Teacher Survey or to a regulatory authority

## Sector of employment

State Profiles include analysis of the data in accordance with the sector of employment – government schools and non-government schools (including, where available, Catholic and independent schools).

For the 2018 data, data on sector of employment was sample data. Respondents' school sectors were determined from responses to employment provided in the ATWD Teacher Survey using the Australian Schools List (ACARA, 2021[2]). Given this, and differences in non-government sectors across the participating jurisdictions, the data has been provided only for each jurisdiction.

From 2021, teacher regulatory authorities have agreed to provide employment data to the ATWD to increase the breadth of data on, and analysis of, characteristics of the workforce by sector.

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2    Australian Curriculum, Assessment and Reporting Authority 2021, Australian Schools List, ACARA, Sydney, <https://asl.acara.edu.au/home>.

### Data reporting conventions

Data has been analysed in accordance with the analysis standards and processes applied to the data overall. These are discussed in the main report and the accompanying **Technical Report**.

The one exception to this is the data on task-time allocation. As part of the iterative development of the data, the question posed to survey respondents was the same in all jurisdictions, but the response options differed in South Australia (typed numeric response) compared to New South Wales and the Northern Territory (selected between 0, 1–4 hours, 5–9 hours, or 10+ hours). While these responses were harmonised for consistency of reporting in the full report, in the State Profiles the data for task-time allocation is reported in the way it was collected for that jurisdiction.

Analysis has only been undertaken where sample sizes were sufficient to allow segmentation within the strict data privacy requirements of the ATWD. Where data cannot be reported because there was insufficient data for a jurisdiction, data relating to some categories are unavailable at the state and territory level.

## 3. All registered teachers

In 2018, the total number of teachers registered with the Teachers Registration Board of South Australia was 36,318. Their demographic characteristics are provided in **Figure SA-1**.

*Figure SA-1: All registered teachers in South Australia, 2018*



**South Australia registered teachers** 36,318

**Age group** (n = 36,318)                          **45.5 years** (average age)

| 14% < 30 years | 25% 30-39 years | 22% 40-49 years | 19% 50-59 years | 21% 60+ years |

Gender n = 36,318 — 74% Women, 26% Men

Country of birth n = 36,318 — 84% Australia, 16% Overseas

■ Women  ■ Men    ■ Australia  ■ Overseas

**Home location** (n = 36,067)

| 74% Major cities | 13% Inner regional | 10% Outer regional | 4% Remote and very remote |

**Registration type** (n = 36,318)

| 78% Full | 22% Provisional |

**Period of registration** (n = 36,318)                **18.4 years** (average length of registration)

| 18% < 5 years | 19% 5 - 9 years | 64% 10+ years |

**Source:** Teacher Registration Authority

# 4. The teaching workforce
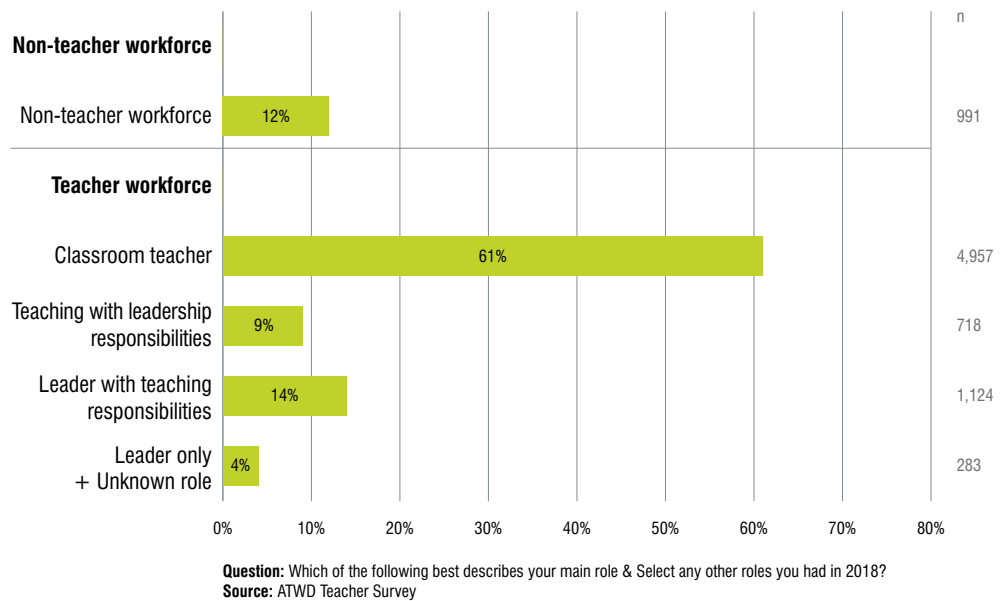
**Focal segments**

*Teaching workforce* – registered teachers engaged in face-to-face teaching in schools or early childhood settings

## Teaching characteristics

### Roles and responsibilities

Most teachers registered in South Australia were in the teacher workforce (88%), with just 12% in the non-teacher workforce. A total of 5,675 ATWD Teacher Survey respondents registered in South Australia were in the teaching workforce, that is, they were employed in a school or early childhood service and indicated that they delivered classroom teaching (96% of the teacher workforce, 84% of survey respondents). This encompasses all those who teach either as their 'main role' or as part of another role in addition to their main role. This includes all those whose main role is teaching (be they classroom teachers or teachers with leadership responsibilities) (80% of the teacher workforce) and those whose main role was as a leader, but who also have classroom teaching responsibilities (14%) *(Figure SA-2)*.

*Figure SA-2: Roles in schools and early childhood services, proportion of SA teacher workforce[3]*



**Question:** Which of the following best describes your main role & Select any other roles you had in 2018?
**Source:** ATWD Teacher Survey

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3    Four percent of respondents were either in a leader-only role or did not provide information about their roles in schools or early childhood services. These cells are combined for privacy reasons.
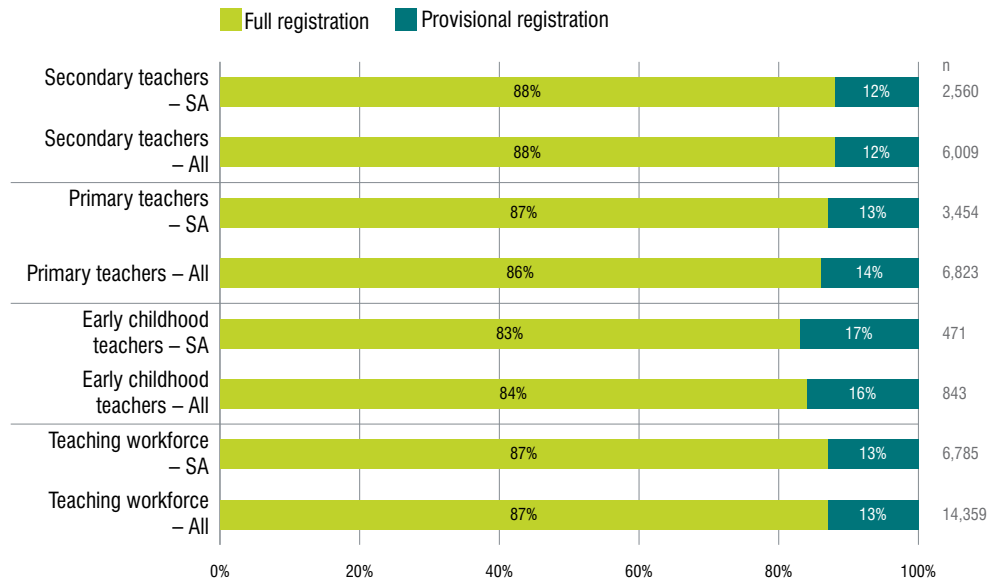
## Registration

The teaching workforce in South Australia were just as likely to hold full registration (87%) as the teaching workforce across all surveyed jurisdictions (87%). This was true when teachers of each learner level were considered separately *(Figure SA-3)*.

Nearly nine-in-ten school teachers in the teaching workforce in South Australia had full registration (88%). This was largely consistent also across sectors with 87% of teachers in government schools holding full registration, 90% in Catholic schools and 88% in independent schools *(Figure SA-4)*.

For the teaching workforce in South Australia and working in schools, those in the Catholic sector were more likely to have been registered for over ten years (77%) compared to those in the government sector (65%) and the independent sector (69%) *(Figure SA-5)*.

Almost all of the teaching workforce who were registered in South Australia and teaching in Australia were teaching in South Australia. Just 1% of the teaching workforce registered in South Australia were teaching in schools outside South Australia *(Table SA-1)*.

*Figure SA-3: Registration type, teaching workforce, by learning levels taught, SA*



**Question:** Select the name of the school or early childhood service where you were last employed. & Select learner levels taught from a list.
**Source:** Linked Registration and ATWD Teacher Survey

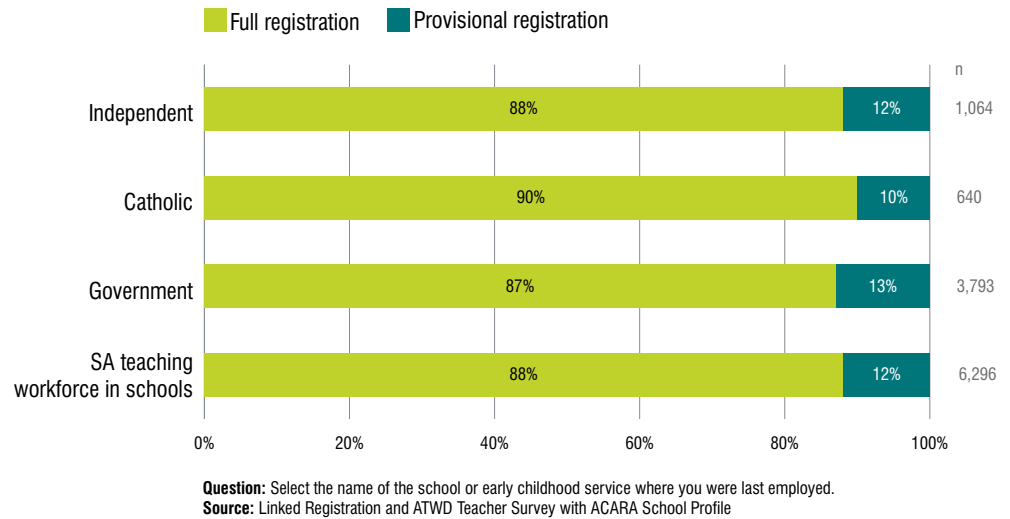*Figure SA-4: Registration type, teaching workforce working in schools, by sector, SA*

**Full registration** **Provisional registration**

n

| Independent | 88% | 12% | 1,064 |
| Catholic | 90% | 10% | 640 |
| Government | 87% | 13% | 3,793 |
| SA teaching workforce in schools | 88% | 12% | 6,296 |

0%   20%   40%   60%   80%   100%

**Question:** Select the name of the school or early childhood service where you were last employed.
**Source:** Linked Registration and ATWD Teacher Survey with ACARA School Profile

*Figure SA-5: Registration length, teaching workforce in schools, by sector, SA*

**<5 years** **5-9 years** **10+ years**

n

| Independent | 13% | 18% | 69% | 1,064 |
| Catholic | 10% | 13% | 77% | 640 |
| Government | 13% | 21% | 65% | 3,793 |
| SA teaching workforce in schools | 13% | 20% | 68% | 6,314 |

0%   20%   40%   60%   80%   100%

**Question:** Select the name of the school or early childhood service where you were last employed.
**Source:** Linked Registration and ATWD Teacher Survey with ACARA School Profile
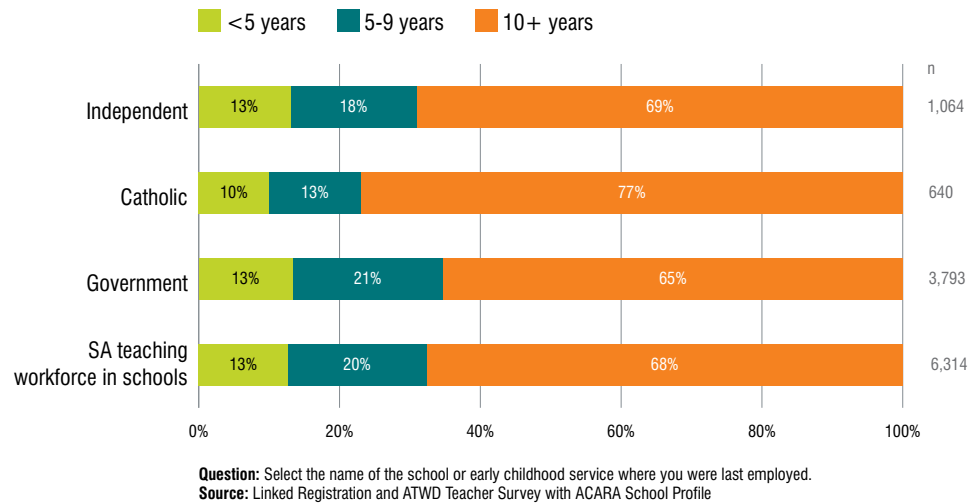
*Table SA-1: Proportion working in each state and territory, teaching workforce registered in SA*

| | Proportion working in each state and territory | | | | | | | |
|------|------|------|------|------|------|------|------|------|
| **n** | **ACT** | **NSW** | **NT** | **QLD** | **SA** | **TAS** | **VIC** | **WA** |
| 6,469 | n.p. | < 1% | < 1% | < 1% | 99% | n.p. | < 1% | n.p. |

## School type and sector

The majority of teachers in South Australia and in the teaching workforce were employed in schools (93%), with 7% in early childhood environments. In the South Australian school teaching workforce, 69% of respondents worked in government schools, 19% in independent schools, and 12% in Catholic schools.

Two-in-five (43%) teachers in the teaching workforce were employed in primary schools, 24% in secondary schools, 31% in combined-level schools, and 2% in special schools. Analysis of sector and school type together revealed that a large proportion of teachers in the independent sector worked in combined schools (77%) *(Figure SA-6)*.

*Figure SA-6: School type, teaching workforce in schools, by sector, SA[4]*
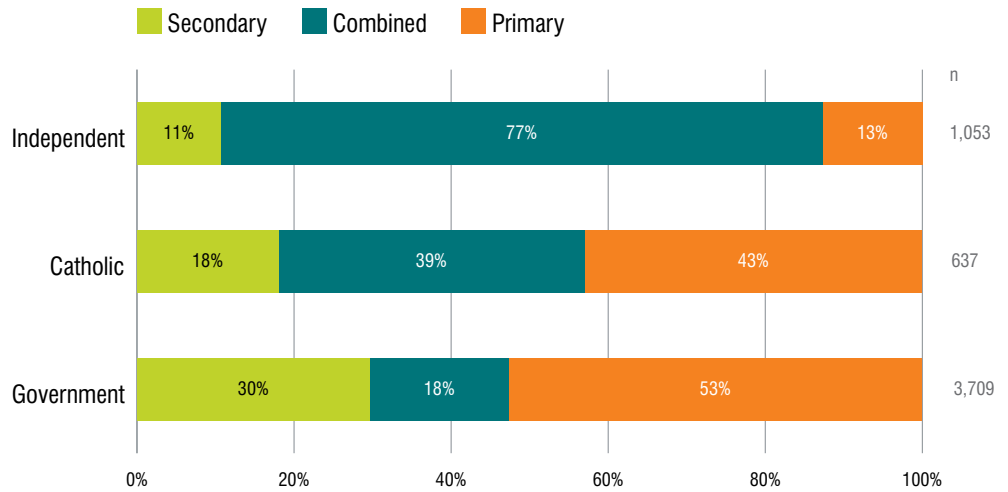


Legend: ■ Secondary  ■ Combined  ■ Primary

| Sector | Secondary | Combined | Primary | n |
|---|---|---|---|---|
| Independent | 11% | 77% | 13% | 1,053 |
| Catholic | 18% | 39% | 43% | 637 |
| Government | 30% | 18% | 53% | 3,709 |

**Question:** Select the name of the school or early childhood service where you were last employed.
& Select learner levels taught from a list.
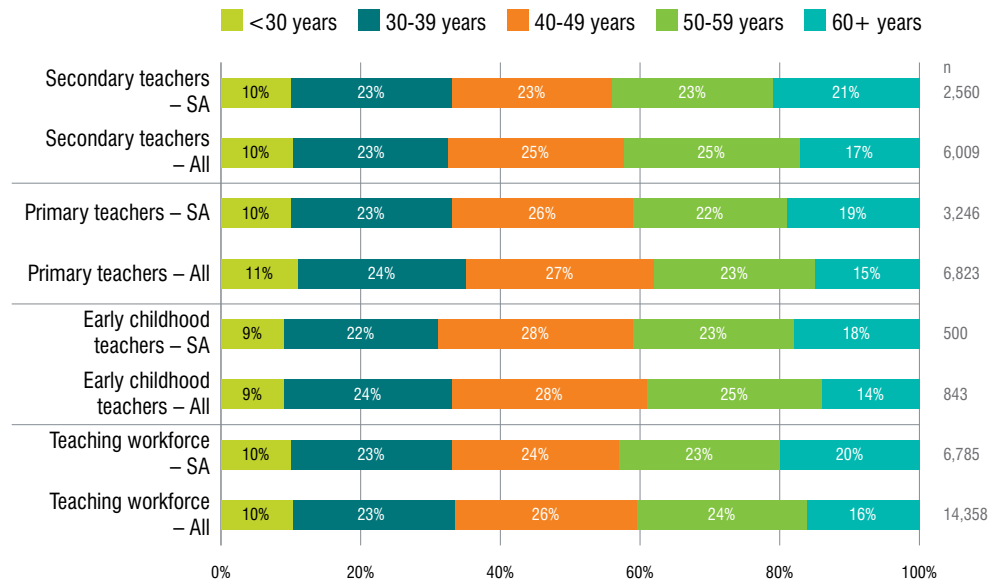**Source:** ATWD Teacher Survey with ACARA School Profile

## Demographic characteristics

### Age

Twenty percent (20%) of the teaching workforce in South Australia were aged 60 years or older compared to 16% in all surveyed jurisdictions. Age profiles were consistent across all learning levels (*Figure SA-7)*.

In South Australia, the teaching workforce in government schools were more likely to be over 60 years of age (22%) than those in Catholic (18%) or independent schools (15%) *(Figure SA-8)*.
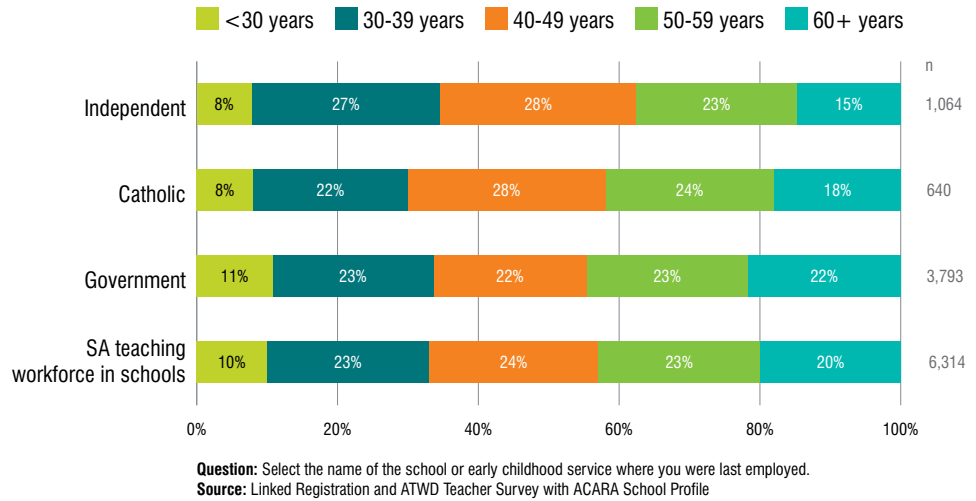
*Figure SA-7: Age distribution, teaching workforce, by learning levels taught, SA*



Legend: ■ <30 years  ■ 30-39 years  ■ 40-49 years  ■ 50-59 years  ■ 60+ years

| | <30 years | 30-39 years | 40-49 years | 50-59 years | 60+ years | n |
|---|---|---|---|---|---|---|
| Secondary teachers – SA | 10% | 23% | 23% | 23% | 21% | 2,560 |
| Secondary teachers – All | 10% | 23% | 25% | 25% | 17% | 6,009 |
| Primary teachers – SA | 10% | 23% | 26% | 22% | 19% | 3,246 |
| Primary teachers – All | 11% | 24% | 27% | 23% | 15% | 6,823 |
| Early childhood teachers – SA | 9% | 22% | 28% | 23% | 18% | 500 |
| Early childhood teachers – All | 9% | 24% | 28% | 25% | 14% | 843 |
| Teaching workforce – SA | 10% | 23% | 24% | 23% | 20% | 6,785 |
| Teaching workforce – All | 10% | 23% | 26% | 24% | 16% | 14,358 |

**Question:** Select the name of the school or early childhood service where you were last employed.
& Select learner levels taught from a list.
**Source:** Linked Registration and ATWD Teacher Survey

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4    Special schools are excluded from these calculations due to their small cell sizes when segmented by sector.

### Figure SA-8: Age distribution, teaching workforce, by sector, SA



Legend: ■ <30 years ■ 30-39 years ■ 40-49 years ■ 50-59 years ■ 60+ years

| | <30 years | 30-39 years | 40-49 years | 50-59 years | 60+ years | n |
|---|---|---|---|---|---|---|
| Independent | 8% | 27% | 28% | 23% | 15% | 1,064 |
| Catholic | 8% | 22% | 28% | 24% | 18% | 640 |
| Government | 11% | 23% | 22% | 23% | 22% | 3,793 |
| SA teaching workforce in schools | 10% | 23% | 24% | 23% | 20% | 6,314 |

**Question:** Select the name of the school or early childhood service where you were last employed.
**Source:** Linked Registration and ATWD Teacher Survey with ACARA School Profile

## Gender

In total, 78% of teachers in South Australia were women, as were 78% of the teaching workforce across all surveyed jurisdictions *(Figure SA-9)*.

In South Australia, two-thirds (66%) of those teaching at the secondary level were women, while 83% of those teaching at the primary level were women *(Figure SA-10)*.

Respondents from independent schools more were likely to be men (28%) than respondents from Catholic (22%) or government schools (23%) *(Figure SA-11)*.

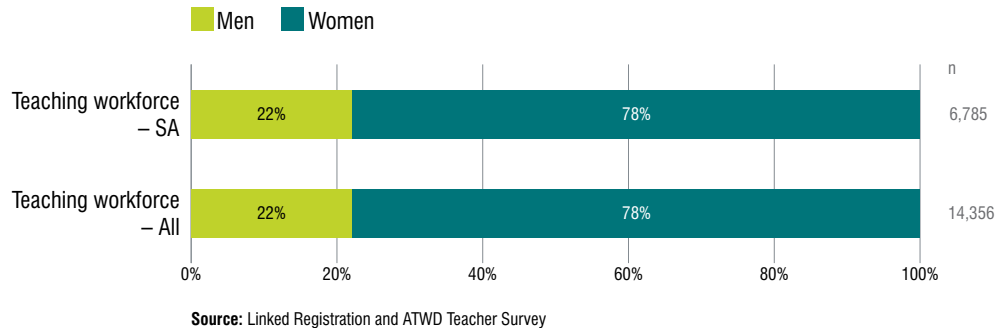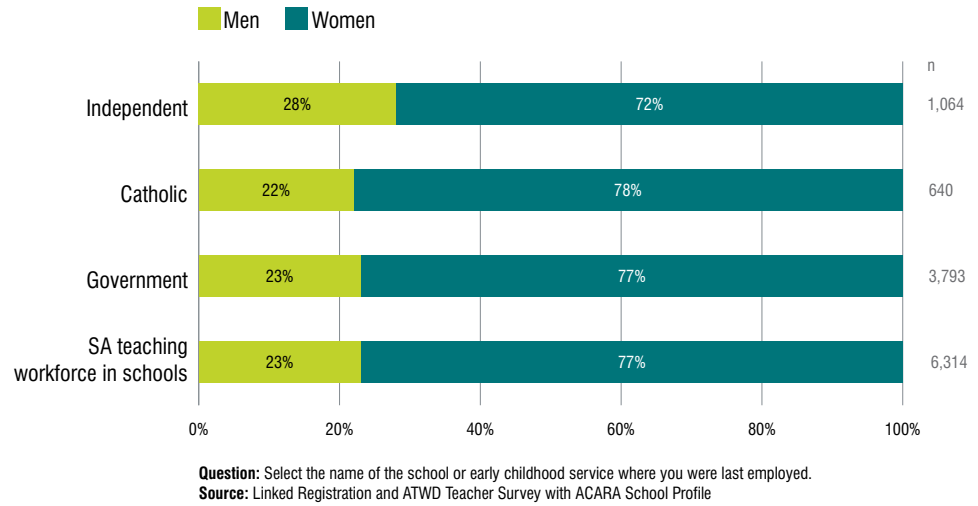### Figure SA-9: Gender, teaching workforce, SA



Legend: ■ Men ■ Women

| | Men | Women | n |
|---|---|---|---|
| Teaching workforce – SA | 22% | 78% | 6,785 |
| Teaching workforce – All | 22% | 78% | 14,356 |

**Source:** Linked Registration and ATWD Teacher Survey

### Figure SA-10: Gender, teaching workforce in schools, by learning levels taught, SA



Legend: ■ Men ■ Women

| | Men | Women | n |
|---|---|---|---|
| Secondary teachers – SA | 34% | 66% | 2,560 |
| Secondary teachers – All | 33% | 67% | 6,007 |
| Primary teachers – SA | 17% | 83% | 3,454 |
| Primary teachers – All | 16% | 84% | 6,822 |

**Question:** Select learner levels taught from a list.
**Source:** Linked Registration and ATWD Teacher Survey

*Figure SA-11: Gender, teaching workforce in schools, by sector, SA*



**Question:** Select the name of the school or early childhood service where you were last employed.
**Source:** Linked Registration and ATWD Teacher Survey with ACARA School Profile
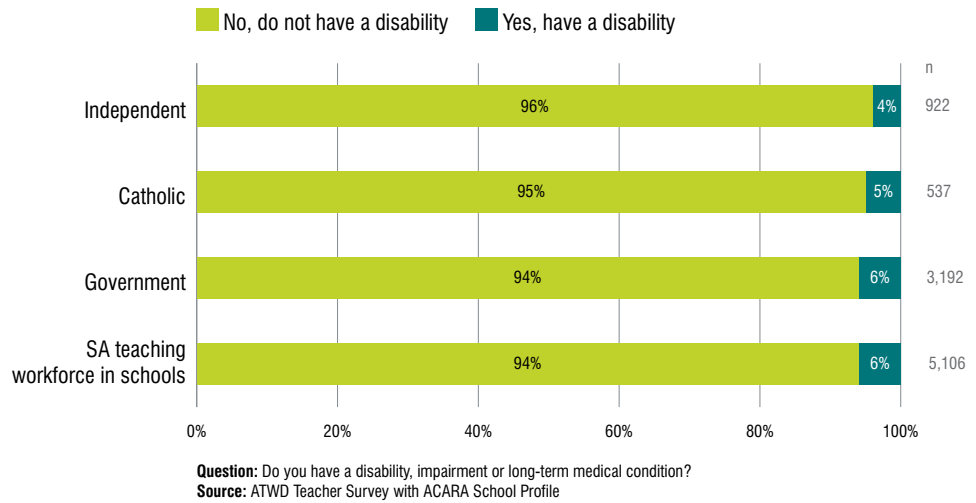
## Disability

In total, 5% of the teaching workforce in South Australia self-identified as having a disability, compared to 6% across all surveyed jurisdictions. This was consistent across learning levels, as well as across sectors for the teaching workforce in schools **(Figure SA-12, Figure SA-13).**

*Figure SA-12: Disability status, teaching workforce, by learning levels taught, SA[5]*



**Question:** Do you have a disability, impairment or long-term medical condition? & Select learner levels taught from a list.
**Source:** ATWD Teacher Survey

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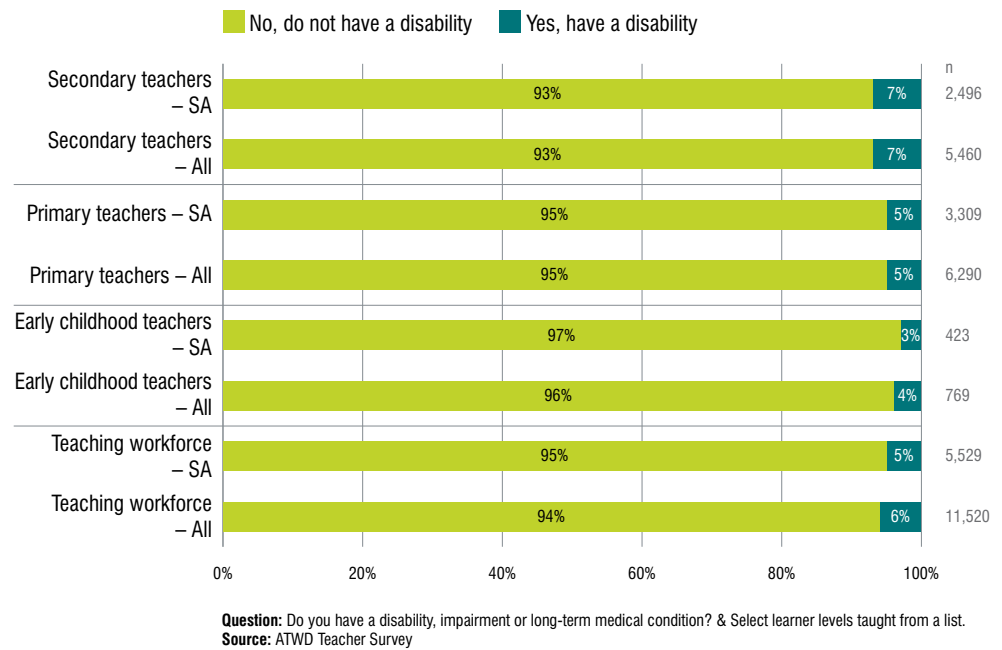
5    The relative standard error for 'Early childhood teachers - SA' for the category 'Yes, have a disability' is between 25% and 50%, and this data should be used with caution.

*Figure SA-13: Disability status, teaching workforce in schools, by sector, SA*



■ No, do not have a disability  ■ Yes, have a disability

| | | n |
|---|---|---|
| Independent | 96% / 4% | 922 |
| Catholic | 95% / 5% | 537 |
| Government | 94% / 6% | 3,192 |
| SA teaching workforce in schools | 94% / 6% | 5,106 |

**Question:** Do you have a disability, impairment or long-term medical condition?
**Source:** ATWD Teacher Survey with ACARA School Profile

## Country of birth

In total, 17% of the teaching workforce in South Australia had been born overseas compared to 17% across all surveyed jurisdictions *(Figure SA-14)*.

In South Australia, secondary teachers were slightly more likely to be born overseas (20%) compared to 16% of primary teachers and 16% of early childhood teachers *(Figure SA-14)*.

For school teachers, when examined by sector, the teaching workforce in Catholic schools were slightly less likely to be born overseas (14%), compared to 17% of the teaching workforce in government schools and 18% in independent schools *(Figure SA-15)*.

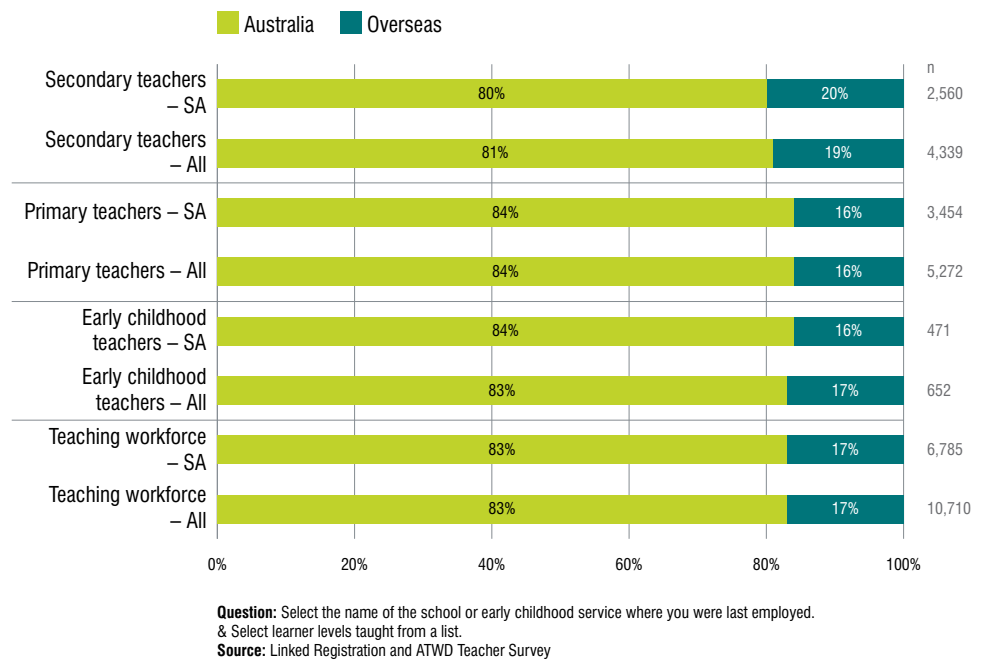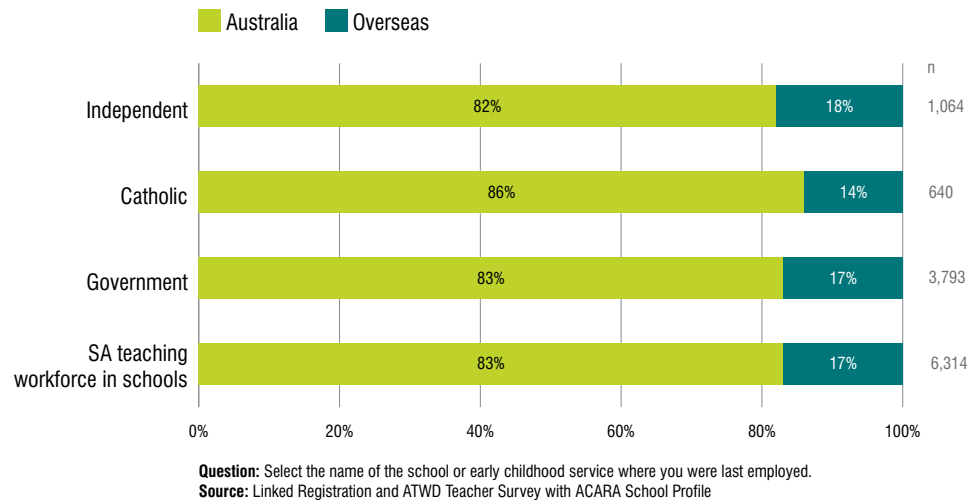*Figure SA-14: Country of birth, teaching workforce, by learning levels taught, SA*



■ Australia  ■ Overseas

| | | n |
|---|---|---|
| Secondary teachers – SA | 80% / 20% | 2,560 |
| Secondary teachers – All | 81% / 19% | 4,339 |
| Primary teachers – SA | 84% / 16% | 3,454 |
| Primary teachers – All | 84% / 16% | 5,272 |
| Early childhood teachers – SA | 84% / 16% | 471 |
| Early childhood teachers – All | 83% / 17% | 652 |
| Teaching workforce – SA | 83% / 17% | 6,785 |
| Teaching workforce – All | 83% / 17% | 10,710 |

**Question:** Select the name of the school or early childhood service where you were last employed.
& Select learner levels taught from a list.
**Source:** Linked Registration and ATWD Teacher Survey

*Figure SA-15: Country of birth, teaching workforce in schools, by sector, SA*

■ Australia  ■ Overseas



| | | n |
|---|---|---|
| Independent | 82% / 18% | 1,064 |
| Catholic | 86% / 14% | 640 |
| Government | 83% / 17% | 3,793 |
| SA teaching workforce in schools | 83% / 17% | 6,314 |

**Question:** Select the name of the school or early childhood service where you were last employed.
**Source:** Linked Registration and ATWD Teacher Survey with ACARA School Profile

## Regionality

For teachers in the teaching workforce, those in South Australia were slightly more likely to be residing in major cities than those in all surveyed jurisdictions.

Almost three-quarters (72%) of the teaching workforce in South Australia lived in major cities compared to 68% of those in all surveyed jurisdictions. This is consistent across all teaching levels in schools; however, early childhood teachers in South Australia were as likely to live in major cities as those in all surveyed jurisdictions *(Figure SA-16)*.

*Figure SA-16: Residential location, teaching workforce, by learning levels taught, SA*

■ Major cities  ■ Inner regional  ■ Outer regional  ■ Remote and Very remote



| | | n |
|---|---|---|
| Secondary teachers – SA | 72% / 13% / 11% / 4% | 2,554 |
| Secondary teachers – All | 67% / 19% / 11% / 3% | 6,751 |
| Primary teachers – SA | 70% / 14% / 11% / 5% | 3,444 |
| Primary teachers – All | 67% / 18% / 12% / 3% | 6,671 |
| Early childhood teachers – SA | 68% / 18% / 10% / 4% | 470 |
| Early childhood teachers – All | 69% / 19% / 9% / 3% | 796 |
| Teaching workforce – SA | 72% / 14% / 10% / 4% | 6,766 |
| Teaching workforce – All | 68% / 18% / 11% / 3% | 14,012 |

**Question:** Select the name of the school or early childhood service where you were last employed.
& Select learner levels taught from a list.
**Source:** Linked Registration and ATWD Teacher Survey with ACARA School Profile

# 5. Employment arrangements

**Focal segments**

*Teaching workforce* – registered teachers engaged in face-to-face teaching in schools or early childhood settings

## Contractual arrangements

Almost two-thirds (64%) of the teaching workforce in South Australia reported being engaged under a permanent or ongoing employment contract, compared to 66% of the teaching workforce across all surveyed jurisdictions. A further 21% of teachers in South Australia reported being engaged under a fixed-term contract of one year or less and 10% of teachers in South Australia reported being engaged as casual/relief teachers (CRTs). These proportions are comparable to those found for the teaching workforce across all surveyed jurisdictions.

The teaching workforce employed in early childhood services were considerably less likely (50%) to report being engaged under an ongoing or permanent contract when compared to teachers of other learner levels in South Australia (secondary: 67%; primary: 61%), and when compared to the teaching workforce in all surveyed jurisdictions (66%). Early childhood teachers in South Australia were also slightly more likely (14%) to report being engaged as CRTs than early childhood teachers across all surveyed jurisdictions (10%) *(Figure SA-17)*.

*Figure SA-17: Employment contract types, teaching workforce, by learning levels taught, SA*
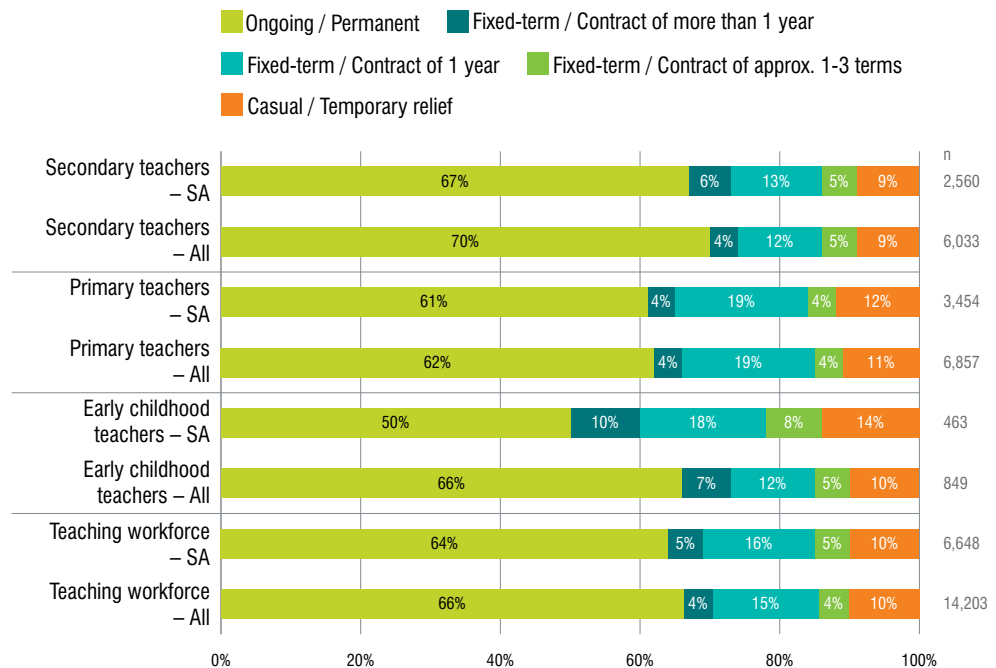


**Question:** Which of the following best describes your current employment contract?
& Select learner levels taught from a list.
**Source:** ATWD Teacher Survey

## Contractual arrangements by sector

The teaching workforce in South Australia and working in independent schools were slightly more likely to have reported that they were contracted under an ongoing or permanent contract (74%), compared to 71% of the teaching workforce in Catholic schools and 61% in government schools.

While proportions of teachers working as CRTs varied to some extent between sectors, teachers working in non-government schools reported working under casual contracts slightly less often (7%) than in government schools (11%). Fixed-term contracts of one year were most common for teachers in government schools (18%), compared to independent schools (12%) and Catholic schools (15%) *(Figure SA-18)*.

*Figure SA-18: Employment contract types, teaching workforce in schools, by sector, SA*



**Question:** What type of employment contract do you have? & Select the name of the school or early childhood service where you were last employed.
**Source:** ATWD Teacher Survey with ACARA School Profile
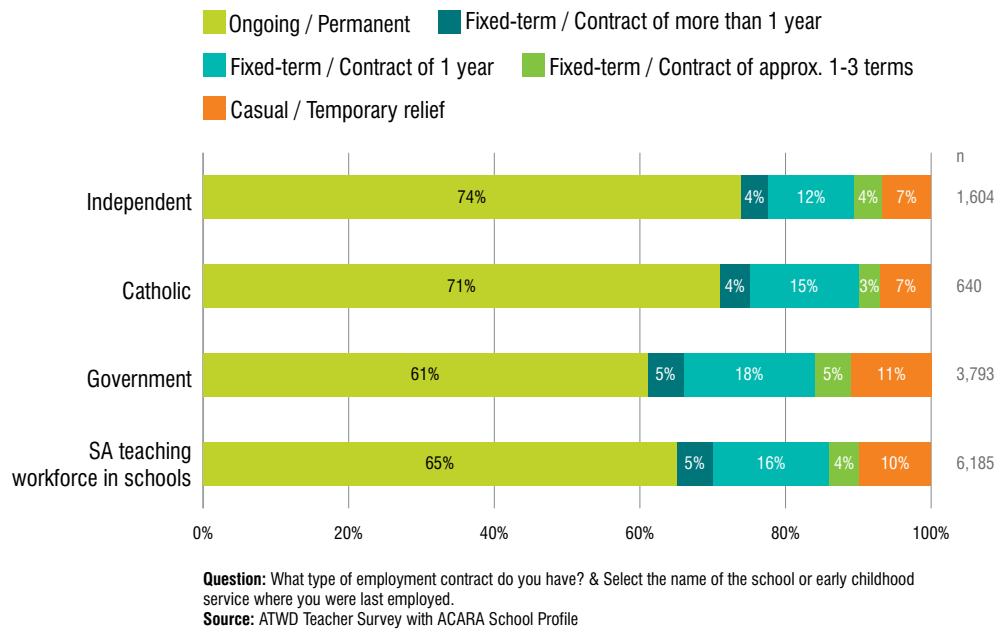
## Contractual arrangements by gender

Among the teaching workforce in South Australia, men were somewhat more likely to have held a permanent role (67%), compared to women in South Australia (63%). Women who were in South Australia in the teaching workforce were slightly more likely (17%) to have had a fixed-term contract of one year than men (12%) *(Figure SA-19)*.

*Figure SA-19: Employment contracts, teaching workforce, by gender, SA*



■ Ongoing / Permanent　　■ Fixed-term / Contract of more than 1 year
■ Fixed-term / Contract of 1 year　　■ Fixed-term / Contract of approx. 1-3 terms
■ Casual / Temporary relief

| | | n |
|---|---|---|
| Men – SA | 67% 6% 12% 5% 10% | 1,456 |
| Men – All | 69% 5% 12% 4% 9% | 3,080 |
| Women – SA | 63% 5% 17% 5% 11% | 5,192 |
| Women – All | 65% 4% 16% 4% 10% | 11,045 |

**Question:** Which of the following best describes your current employment contract during 2018?
**Source:** Linked Registration and ATWD Teacher Survey
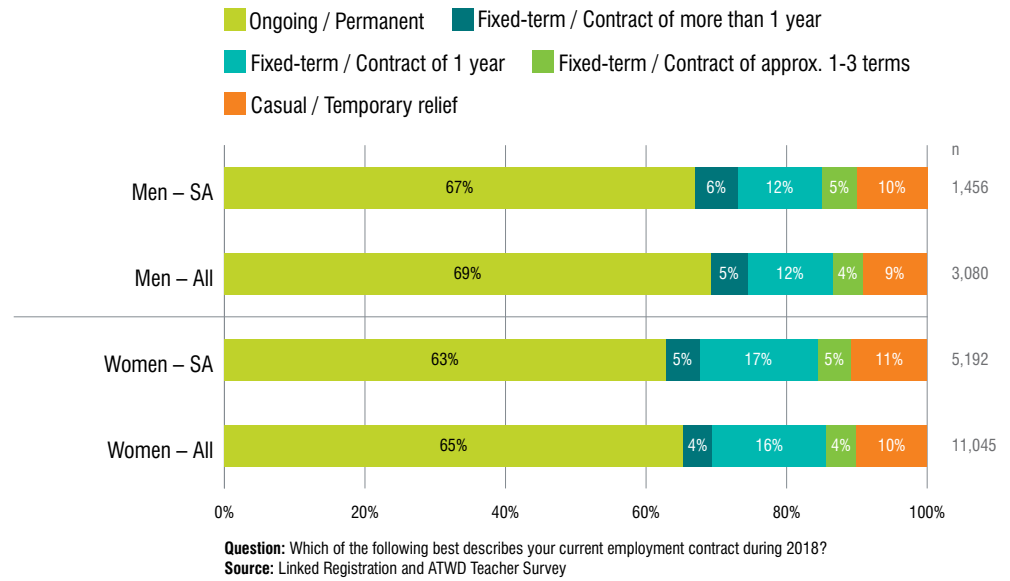
## Contractual arrangements by age

Overall, the teaching workforce in South Australia had similar contractual arrangements to those in all surveyed jurisdictions; one key exception to this was observed in the teaching workforce aged under 30.

In South Australia, 31% of the teaching workforce aged under 30 years reported having permanent roles compared to 39% of the teaching workforce under 30 years of age in all surveyed jurisdictions. Additionally, almost half of the teachers in this age group (45%) had a fixed-term contract of one year, compared to 37% of teachers in all surveyed jurisdictions *(Figure SA-20)*.

*Figure SA-20: Employment contract types, teaching workforce, by age group, SA*



**Legend:**
- Ongoing / Permanent
- Fixed-term / Contract of more than 1 year
- Fixed-term / Contract of 1 year
- Fixed-term / Contract of approx. 1-3 terms
- Casual / Temporary relief

| Age group | Ongoing / Permanent | Fixed-term / >1 year | Fixed-term / 1 year | Fixed-term / 1-3 terms | Casual / Temp relief | n |
|---|---|---|---|---|---|---|
| 60+ years – SA | 68% | 4% | 6% | 3% | 19% | 1,327 |
| 60+ years – All | 67% | 4% | 7% | 3% | 19% | 2,264 |
| 50-59 years – SA | 75% | 6% | 8% | 3% | 8% | 1,527 |
| 50-59 years – All | 76% | 4% | 9% | 3% | 8% | 3,437 |
| 40-49 years – SA | 66% | 6% | 15% | 5% | 8% | 1,613 |
| 40-49 years – All | 70% | 5% | 14% | 4% | 8% | 3,667 |
| 30-39 years – SA | 59% | 4% | 23% | 6% | 8% | 1,526 |
| 30-39 years – All | 63% | 4% | 19% | 5% | 8% | 3,298 |
| <30 years – SA | 31% | 4% | 45% | 9% | 10% | 656 |
| <30 years – All | 39% | 4% | 37% | 9% | 10% | 1,461 |

**Question:** Which of the following best describes your current employment contract during 2018?
**Source:** Linked Registration and ATWD Teacher Survey

## Casual and relief teachers

Around two-in-five (38%) of the teaching workforce in South Australia and working in a casual/relief teacher (CRT) role, indicated that the reason they were employed as a CRT was because they were unable to secure either a permanent position or contract for any form of ongoing employment; this was somewhat greater than reported across all surveyed jurisdictions. Compared to those in all surveyed jurisdictions, CRTs in South Australia were less likely to report that they were working as a CRT due to their professional circumstances (South Australia CRTs: 4%, all CRTs: 8%) *(Figure SA-21)*.

A difference in the reasons for working as a CRT was observed between men and women in South Australia. While men in South Australia were as likely to select personal circumstances as those in all surveyed jurisdictions (South Australia CRTs: 18%; all CRTs: 19%), women in South Australia were slightly less likely to select personal circumstances than those in all surveyed jurisdictions (South Australia CRTs: 31%; all CRTs: 34%) *(Figure SA-22)*.

Data relating to CRTs' reasons for working on a casual contract, by age or by sector, has not been provided because analysis has only been undertaken where sample sizes were sufficient to allow segmentation.

*Figure SA-21: Reasons for working on a casual contract, CRTs, SA*

■ I was unable to secure a contract or permanent position
■ Due to my personal circumstances (e.g. family commitments)
■ Due to my professional circumstances (e.g. study or other employment)
■ Other

| | | | | | n |
|---|---|---|---|---|---|
| Teaching workforce – SA | 38% | 28% | 4% | 29% | 693 |
| Teaching workforce – All | 35% | 31% | 8% | 27% | 1,406 |

0%   20%   40%   60%   80%   100%

**Question:** Why are you working as a casual/relief teacher?
**Source:** ATWD Teacher Survey
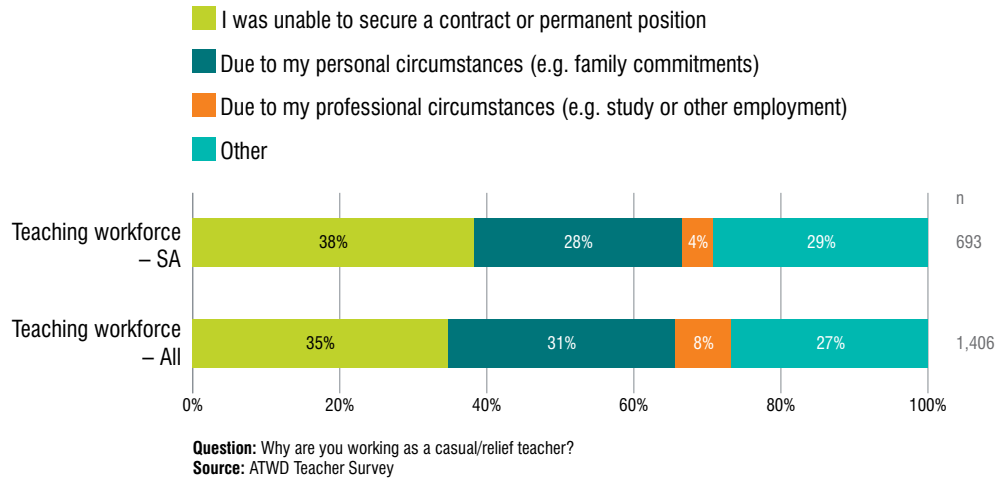
*Figure SA-22: Reasons for working on a casual contract, CRTs in schools, by gender, SA[6]*

■ I was unable to secure a contract or permanent position
■ Due to my personal circumstances (e.g. family commitments)
■ Due to my professional circumstances (e.g. study or other employment)
■ Other

| | | | | | n |
|---|---|---|---|---|---|
| Men – SA | 34% | 18% | 6% | 41% | 143 |
| Men – All | 31% | 19% | 12% | 38% | 290 |
| Women – SA | 39% | 31% | 3% | 26% | 550 |
| Women – All | 36% | 34% | 7% | 23% | 1,096 |

0%   20%   40%   60%   80%   100%

**Question:** Why are you working as a casual/relief teacher?
**Source:** Linked Registration and ATWD Teacher Survey

## Working hours and tasks

### Paid working hours

The teaching workforce in South Australia were just as likely to be contracted to work full-time (57%) as those in all surveyed jurisdictions (59%) *(Figure SA-23)*.

When examined by learner levels taught, the teaching workforce in South Australia and teaching at the early childhood level were considerably less likely to work full-time (37%), compared both to other learning levels in South Australia (secondary: 64%; primary: 56%) and to early childhood teachers across all surveyed jurisdictions (46%) *(Figure SA-23)*.

When examined by sector, the teaching workforce in South Australia and working in government schools were slightly more likely to report full-time employment (62%) than those in Catholic schools (47%) and independent schools (58%) *(Figure SA-24)*.

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6    The relative standard error for 'Men – SA' for the category 'Due to my professional circumstances' is between 25% and 50%, and this data should be used with caution.

*Figure SA-23: Paid working hours summary, teaching workforce, by learning levels taught, SA*



■ Full-time  ■ Part-time

| | Full-time | Part-time | n |
|---|---|---|---|
| Secondary teachers – SA | 64% | 36% | 2,560 |
| Secondary teachers – All | 64% | 36% | 6,032 |
| Primary teachers – SA | 56% | 44% | 3,453 |
| Primary teachers – All | 55% | 45% | 6,855 |
| Early childhood teachers – SA | 37% | 63% | 463 |
| Early childhood teachers – All | 46% | 54% | 842 |
| Teaching workforce – SA | 57% | 43% | 6,624 |
| Teaching workforce – All | 59% | 41% | 13,736 |

**Question:** How many hours are you currently paid to work each week?
**Source:** ATWD Teacher Survey
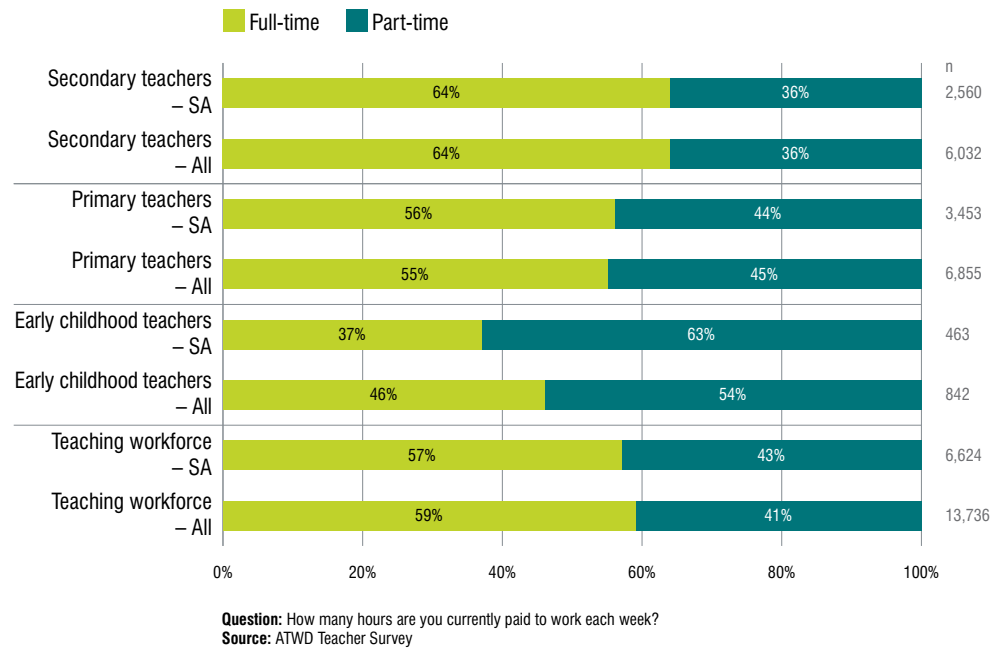
*Figure SA-24: Paid working hours summary, teaching workforce in schools, by sector, SA*



■ Full-time  ■ Part-time

| | Full-time | Part-time | n |
|---|---|---|---|
| Independent | 58% | 42% | 1,064 |
| Catholic | 47% | 53% | 640 |
| Government | 62% | 38% | 3,792 |
| SA teaching workforce in schools | 59% | 41% | 6,161 |

**Question:** During an average calendar week, how many hours are you paid to work?
**Source:** ATWD Teacher Survey with ACARA School Profile
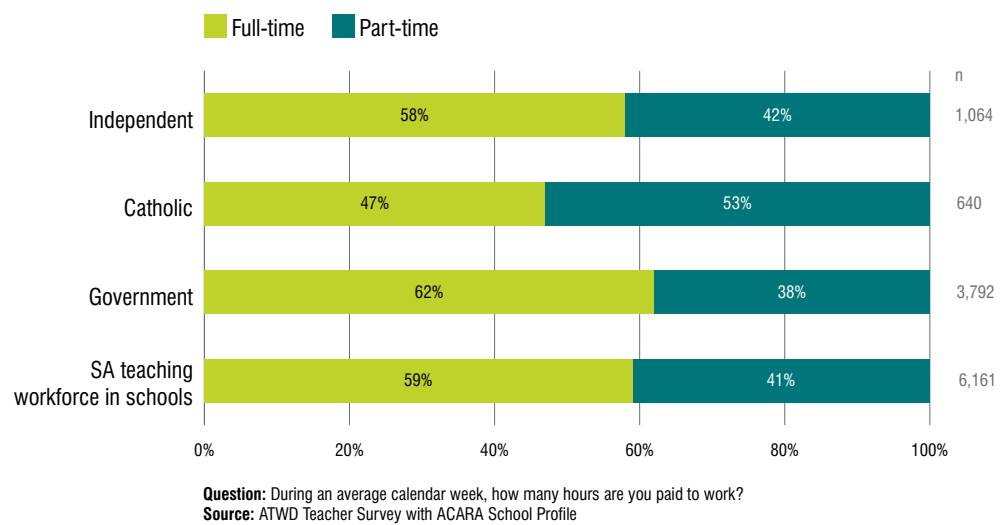
## Total hours worked

On average, the teaching workforce in South Australia reported working 45.5 hours per week (including teachers who worked part-time), compared to an average 49.5 hours per week for all teachers.

For full-time teachers, 29% of those in South Australia reported working an average of 60 hours or more per week, compared to 42% of those across all surveyed jurisdictions *(Figure SA-25)*.

*Figure SA-25: Total working hours, full-time teachers in the teaching workforce, SA*
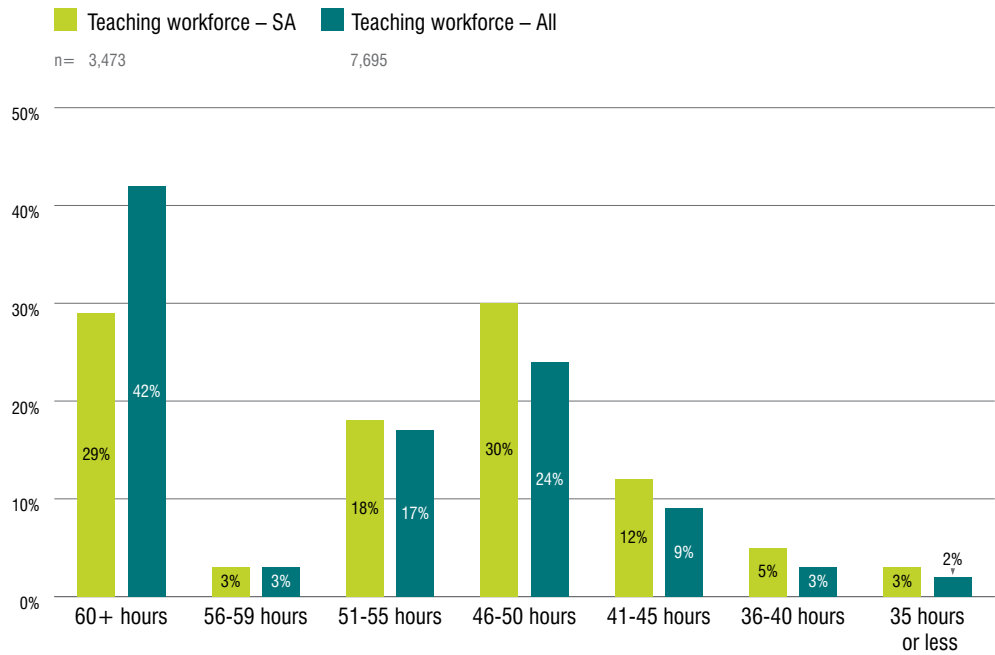


**Question:** Taking into account all the work done both inside and outside work hours duirng an average week, approximately how many hours (in total) did you work?
**Source:** ATWD Teacher Survey

Most of the teaching workforce in South Australia reported working more hours, in total, than they were paid to work. Of teachers who were paid to work full-time (defined here as paid to work 36-40 hours per week), 93% reported working more hours than they were paid to work *(Figure SA-26)*.

Among teachers who were paid to work 6-10 part-time hours per week, around half (43%) reported working more hours than they were paid to work *(Figure SA-26)*.

*Figure SA-26: Total working hours, teaching workforce, by paid working hours, SA*
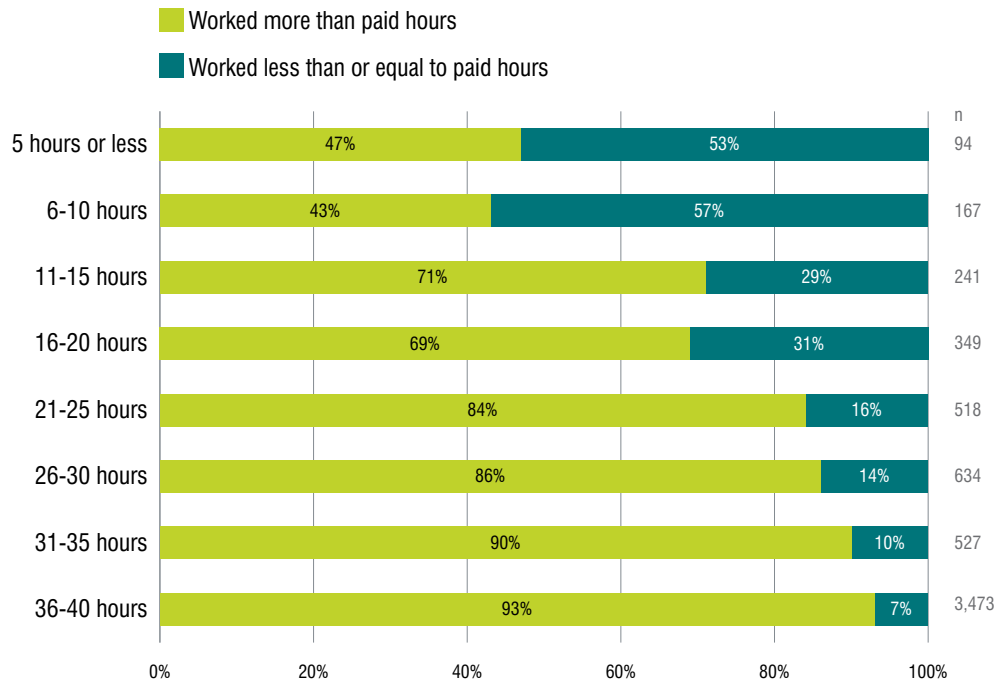


**Question:** Taking into account all the work done both inside and outside work hours duirng an average week, approximately how many hours (in total) did you work? & How many hours were you contracted to work?
**Source:** ATWD Teacher Survey

The 6,003 teachers in the South Australian teaching workforce whose contractual arrangements and working hours were known, reported being contracted to work at an average FTE of 0.84 (equivalent to 5,052 full-time positions), but reported actually working at an average FTE of 1.12 (equivalent to 6,725 full-time positions).[7]

On average, the full-time teaching workforce in South Australia who were paid to work 36-40 hours per week reported working 52.9 hours per week, or 132% of their contracted working hours. A very similar pattern occurred for part-time classroom teachers, who reported working between 131% and 138% of their contracted hours *(Table SA-2)*. Averaged across all full-time and part-time working hours, the average teacher worked 133% of their contracted working hours.

*Table SA-2: Average total working hours teaching workforce, by paid working hours, SA*

| Paid hours | 36-40 hours | 31-35 hours | 26-30 hours | 21-25 hours | 16-20 hours |
|---|---|---|---|---|---|
| Average total hours worked | 52.9 | 47.8 | 41.3 | 32.6 | 26.1 |
| Total hours in excess of max paid working hours | 12.9 | 12.8 | 11.3 | 7.6 | 6.1 |
| Hours worked as a percentage of contract hours | 132% | 137% | 138% | 130% | 131% |

Among school teachers in South Australia, there was little variation in working hours between the sectors, with those in government schools working an average 45.6 hours per week, those in Catholic schools working an average 44.7 hours per week and those in independent schools working an average 46 hours per week *(Table SA-3)*.

Across all learning levels taught, the teaching workforce reported working more hours than they were paid to work, with secondary and primary teachers working more hours than early childhood teachers contracted to work the same number of hours *(Table SA-4))*.

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7   In all calculations, the upper limit of the contracted hours range has been used (e.g., 40 for 36-40, 15 for 11-15). This provides a more conservative set of estimates overall, with contracted FTE being very similar, but worked FTE being lower. Some information used in these calculations is not presented in the tables to prevent cells with insufficient sizes for reporting being derived from other reported data.

*Table SA-3: Average total working hours, teaching workforce in schools, by paid working hours and sector, SA[8]*

| | | **Average total working hours** | | | |
|---|---|---|---|---|---|
| **Hours paid to work** | | **Government** | **Catholic** | **Independent** | **SA teaching workforce in schools** |
| Full-time | 36 - 40 | 52.9 (n=2,179) | 53.7 (n=278) | 53.6 (n=569) | 53.1 (n=3,312) |
| Part-time | 31 - 35 | 47.3 (n=266) | n.p. | n.p. | 48.1 (n=496) |
| | 26 - 30 | 41.5 (n=345) | 43.8 (n=73) | 41.8 (n=112) | 41.8 (n=577) |
| | 21 - 25 | 32.5 (n=263) | 34.6 (n=54) | 34.2 (n=74) | 33.1 (n=432) |
| | 16 - 20 | 26 (n=182) | n.p. | n.p. | 25.9 (n=312) |
| | 11 - 15 | 21 (n=115) | n.p. | n.p. | n.p. |

*Table SA-4: Average total working hours, teaching workforce, by paid working hours and learning levels taught, SA[9]*

| | | **Average total working hours** | | | |
|---|---|---|---|---|---|
| **Hours paid to work** | | **Early childhood teachers** | **Primary teachers** | **Secondary teachers** | **SA teaching workforce** |
| Full-time | 36 - 40 | 48.7 (n=161) | 53 (n=1,919) | 53.2 (n=1,633) | 52.9 (n=3,473) |
| Part-time | 31 - 35 | n.p. | 47.8 (n=337) | 48.1 (n=206) | n.p. |
| | 26 - 30 | 36.5 (n=57) | 41.3 (n=359) | 42.5 (n=253) | 41.3 (n=634) |
| | 21 - 25 | 30.2 (n=86) | 33.5 (n=312) | 32.8 (n=171) | 32.6 (n=518) |
| | 16 - 20 | n.p. | 26.4 (n=207) | 25.8 (n=120) | n.p. |
| | 11 - 15 | n.p. | n.p. | n.p. | 20.8 (n=241) |

## Face-to-face teaching hours

On average, across the teaching workforce in South Australia teachers reported spending 19 hours per week on face-to-face teaching. For the teaching workforce who worked, in total, between 36 and 59 hours per week, the number of hours spent per week on face-to-face teaching changed very little (19.9 hours to 22.4 hours).

For teachers who work full-time, the number of additional hours worked by teachers does not seem to be directly linked to the number of hours they spend delivering face-to-face teaching *(Figure SA-27)*.

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8    A number of cells that are large enough to report are not presented to prevent identification of values through the combination of Table SA-3 and Table SA-4.
9    A number of cells that are large enough to report are not presented to prevent identification of values through the combination of Table SA-3 and Table SA-4.

*Figure SA-27: Average face-to-face hours, teaching workforce, by total working hours, SA*
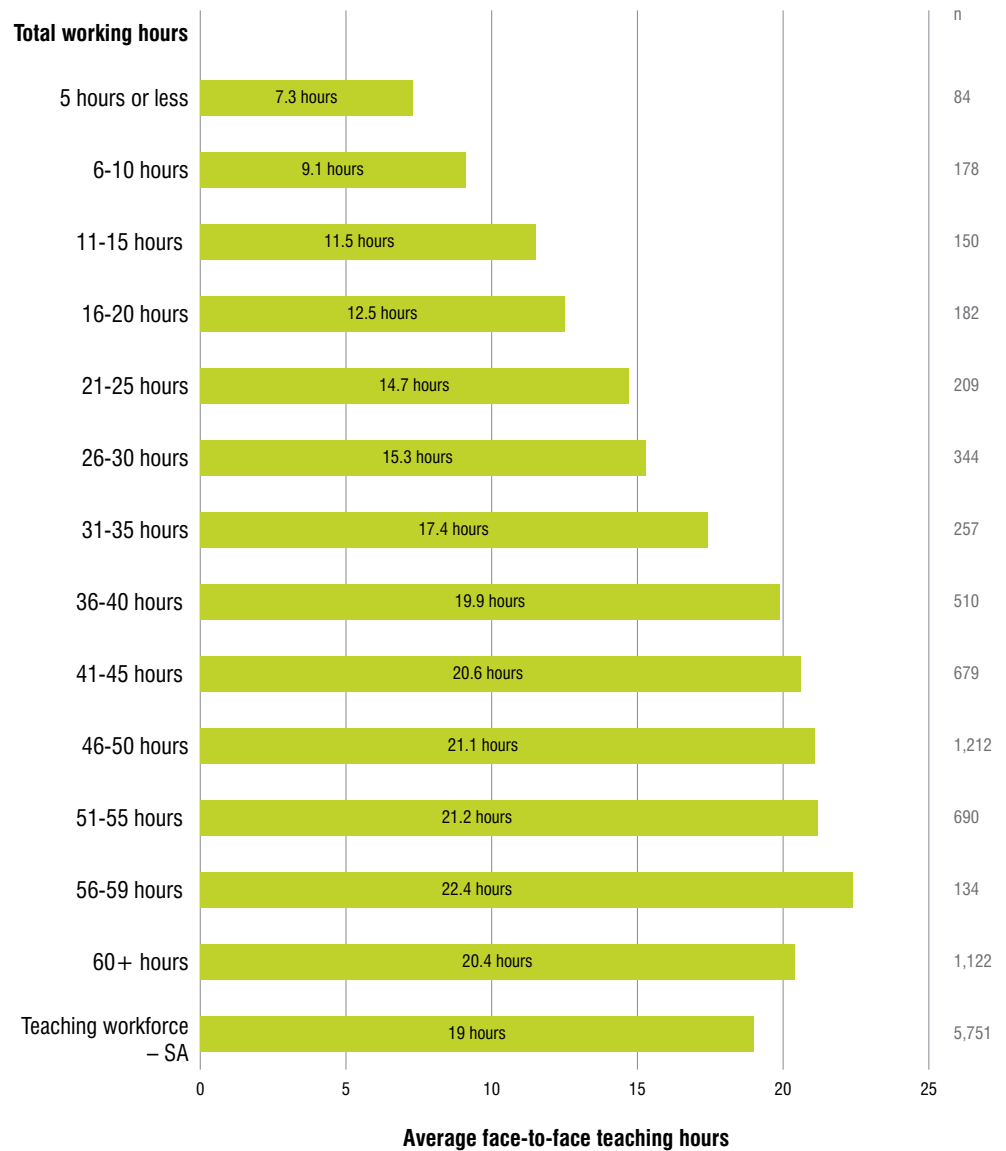


| Total working hours | Average face-to-face teaching hours | n |
|---|---|---|
| 5 hours or less | 7.3 hours | 84 |
| 6-10 hours | 9.1 hours | 178 |
| 11-15 hours | 11.5 hours | 150 |
| 16-20 hours | 12.5 hours | 182 |
| 21-25 hours | 14.7 hours | 209 |
| 26-30 hours | 15.3 hours | 344 |
| 31-35 hours | 17.4 hours | 257 |
| 36-40 hours | 19.9 hours | 510 |
| 41-45 hours | 20.6 hours | 679 |
| 46-50 hours | 21.1 hours | 1,212 |
| 51-55 hours | 21.2 hours | 690 |
| 56-59 hours | 22.4 hours | 134 |
| 60+ hours | 20.4 hours | 1,122 |
| Teaching workforce – SA | 19 hours | 5,751 |

**Average face-to-face teaching hours**

**Question:** And of the total number of hours you work, approximately how many would you spend on face-to-face teaching?
**Source:** ATWD Teacher Survey

In total, 67% of the full-time teaching workforce in South Australia reported engaging in 16-30 hours of face-to-face teaching per week, as did 68% across all surveyed jurisdictions *(Figure SA-28)*.

*Figure SA-28: Face-to-face working hours, full-time teaching workforce, SA*
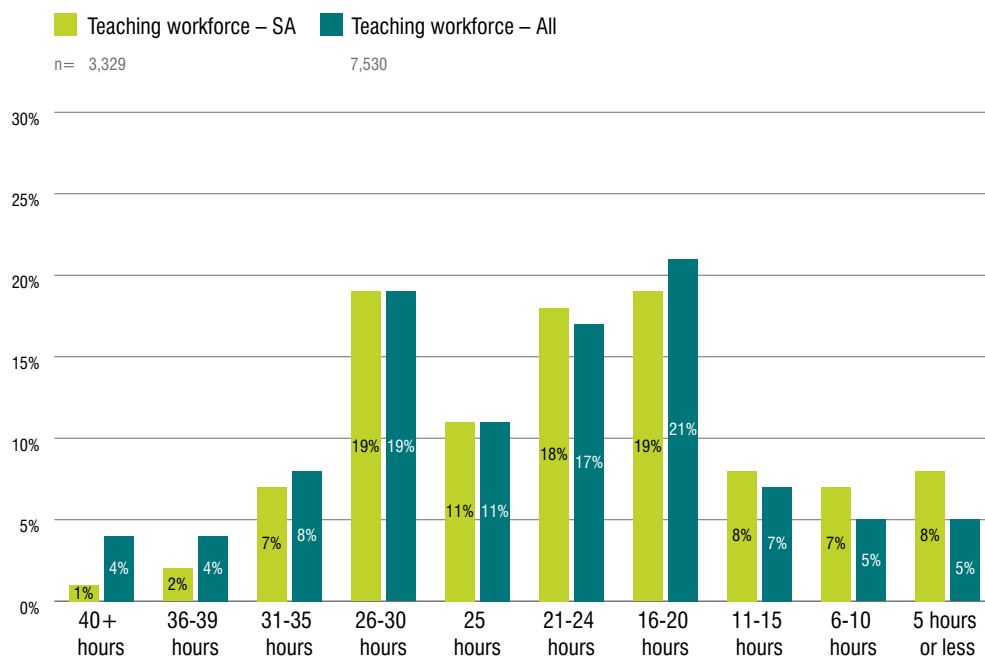
■ Teaching workforce – SA     ■ Teaching workforce – All

n=   3,329                          7,530



| | 40+ hours | 36-39 hours | 31-35 hours | 26-30 hours | 25 hours | 21-24 hours | 16-20 hours | 11-15 hours | 6-10 hours | 5 hours or less |
|---|---|---|---|---|---|---|---|---|---|---|
| Teaching workforce – SA | 1% | 2% | 7% | 19% | 11% | 18% | 19% | 8% | 7% | 8% |
| Teaching workforce – All | 4% | 4% | 8% | 19% | 11% | 17% | 21% | 7% | 5% | 5% |

**Question:** And of the total number of hours you work, approximately how many would you spend on face to face teaching?
**Source:** ATWD Teacher Survey

The full-time teaching workforce in South Australia who taught early childhood learners reported delivering an average of 25.5 face-to-face hours per week, compared to 22.2 hours for primary teachers and 18.8 hours for secondary teachers *(Table SA-5)*.

Across sectors, the full-time teaching workforce in South Australia and working in schools reported engaging, on average, in the same amount of face-to-face teaching per week (government: 24.5 hours; Catholic: 24.9 hours; independent: 23.4 hours). Similarly, there were only slight differences between the number of face-to-face teaching hours delivered by part-time teachers employed in each sector *(Table SA-7)*.

*Table SA-5: Average face-to-face working hours, teaching workforce, by paid working hours and learning levels taught, SA[10]*

| Hours paid to work | | Average face-to-face working hours | | | |
|---|---|---|---|---|---|
| | | Early childhood teachers | Primary teachers | Secondary teachers | All SA teaching workforce |
| Full-time | 36 - 40 | 25.5 (n=159) | 22.2 (n=1,921) | 18.8 (n=1,633) | 21 (n=3,329) |
| Part-time | 31 - 35 | n.p. | 22.5 (n=336) | 19.8 (n=206) | n.p. |
| | 26 - 30 | 22.3 (n=57) | 19.5 (n=359) | 17.6 (n=253) | 18.9 (n=602) |
| | 21 - 25 | 16.6 (n=86) | 16.2 (n=312) | 15.3 (n=171) | 15.8 (n=501) |
| | 16 - 20 | n.p. | 13.8 (n=207) | 13.6 (n=120) | n.p. |
| | 11 - 15 | n.p. | n.p. | n.p. | 11.7 (n=231) |

*Table SA-6: Average face-to-face working hours, teaching workforce in schools, by paid working hours and sector, SA[11]*

| Hours paid to work | | Average face-to-face working hours | | | |
|---|---|---|---|---|---|
| | | Government | Catholic | Independent | SA teaching workforce in schools |
| Full-time | 36 - 40 | 20.8 (n=2,079) | 20.3 (n=265) | 20.9 (n=549) | 20.8 (n=3,168) |
| Part-time | 31 - 35 | 21.6 (n=255) | n.p. | n.p. | 21.4 (n=475) |
| | 26 - 30 | 18.8 (n=329) | 17.1 (n=71) | 18.1 (n=107) | 18.5 (n=545) |
| | 21 - 25 | 15.6 (n=254) | 15.2 (n=50) | 15.8 (n=72) | 15.7 (n=415) |
| | 16 - 20 | 13.8 (n=171) | n.p. | n.p. | 13.5 (n=294) |
| | 11 - 15 | 11.4 (n=110) | n.p. | n.p. | n.p. |

### Task time allocation

### Full-time teachers

In addition to face-to-face teaching, the full-time teaching workforce in South Australia and working in schools reported spending an average of 31.6 hours per week on non-face-to-face teaching tasks, compared to full-time teachers in all surveyed jurisdictions who reported spending 33.7 hours per week on non-face-to-face teaching tasks *(Table SA-7)*.

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10   A number of cells that are large enough to report are not presented to prevent identification of values through the combination of Table SA-5 and Table SA-6.
11   A number of cells that are large enough to report are not presented to prevent identification of values through the combination of Table SA-5 and Table SA-6.

South Australian teachers working full-time reported spending 24% of their non-teaching time (nearly nine hours on average, per week) on class planning and preparation. A further 31% of their time was divided across student supervision and counselling and general administrative work. In addition, 28% of their time was divided across the tasks of marking or assessing student work and teamwork and dialogue with colleagues. The remaining 11% of their time (3.5 hours per week) involved communication with parents or carers or engaging in extracurricular activities *(Table SA-7)*.

*Table SA-7: Average time spent on non-face-to-face teaching tasks, full-time classroom teachers in schools, SA*

| Task | SA classroom teachers in schools | | All classroom teachers in schools | |
|---|---|---|---|---|
| | **Average hours per week** | **Proportion of time spent on task** | **Average hours per week** | **Proportion of time spent on task** |
| Planning or preparation of lessons either at school or out of school | 8.7 (n=2,432) | 24% | 8.7 (n=5,658) | 26% |
| Marking/assessing of student work | 5.8 (n=2,432) | 16% | 5.6 (n=5,643) | 17% |
| Student supervision and counselling | 5.1 (n=2,428) | 16% | 5 (n=5,600) | 15% |
| Other teamwork and dialogue with colleagues | 3.8 (n=2,430) | 12% | 4.1 (n=5,635) | 12% |
| Communication with parents or carers | 2 (n=2,426) | 6% | 2.5 (n=5,631) | 7% |
| Engaging in extracurricular activities | 1.5 (n=2,428) | 5% | 2.5 (n=5,622) | 7% |
| General administrative work | 4.7 (n=2,426) | 15% | 5.3 (n=5,641) | 15% |
| **Total hours on all tasks (average)** | **31.6** | | **33.7** | |

## Part-time teachers

In the part-time school-based teaching workforce in South Australia, lesson planning and preparation consumed 29% of teachers' non-face-to-face teaching time. This was slightly more than teachers registered in all surveyed jurisdictions (26%). For those in South Australia, marking and assessment of student work took up a further 18%, and student supervision and general administrative tasks a further 15% each *(Table SA-8)*.

*Table SA-8: Average time spent on non-face-to-face teaching tasks, part-time teaching workforce in schools, SA*

| Task | SA teaching workforce in schools | | All teaching workforce in schools | |
|---|---|---|---|---|
| | Average hours per week | Proportion of time spent on task | Average hours per week | Proportion of time spent on task |
| Planning or preparation of lessons either at school or out of school | 5.6 (n=2,071) | 29% | 6.3 (n=4,529) | 26% |
| Marking/assessing of student work | 3.5 (n=2,071) | 18% | 3.9 (n=4,510) | 17% |
| Other teamwork and dialogue with colleagues | 2.5 (n=2,066) | 13% | 3.0 (n=4,492) | 12% |
| Student supervision and counselling | 3 (n=2,065) | 15% | 3.4 (n=4,435) | 15% |
| General administrative work | 2.9 (n=2,063) | 15% | 3.8 (n=4,466) | 15% |
| Communication with parents or carers | 1.2 (n=2,063) | 6% | 1.8 (n=4,453) | 7% |
| Engaging in extracurricular activities | 0.8 (n=2,063) | 4% | 1.7 (n=4,443) | 7% |
| **Total hours on all specified tasks (average)** | **19.6** | | **24** | |

## Primary and secondary teachers

Full-time secondary teachers in South Australia reported spending a similar number of hours on non-face-to-face teaching tasks each week (32.1 hours) as full-time primary teachers (31.2 hours) *(Table SA-9)*.

Part-time secondary teachers in South Australia, reported spending a similar number of hours on non-face-to-face teaching tasks each week (20.1 hours) as part-time primary teachers (18.9 hours) *(Table SA-10)*.

*Table SA-9: Average time spent on non-face-to-face teaching tasks, full-time teaching workforce in schools, by learning levels taught, SA*

| Task | Primary teachers | | Secondary teachers | |
|---|---|---|---|---|
| | Average hours per week | Proportion of time spent on task | Average hours per week | Proportion of time spent on task |
| Planning or preparation of lessons either at school or out of school | 8.6 (n=1,451) | 28% | 8.6 (n=1,053) | 27% |
| Marking/assessing of student work | 5.4 (n=1,451) | 17% | 6.6 (n=1,053) | 21% |
| Other teamwork and dialogue with colleagues | 3.8 (n=1,451) | 12% | 3.8 (n=1,053) | 12% |
| Student supervision and counselling | 5.4 (n=1,451) | 17% | 4.5 (n=1,053) | 14% |
| General administrative work | 4.6 (n=1,451) | 15% | 4.9 (n=1,053) | 15% |
| Communication with parents or carers | 1.9 (n=1,451) | 6% | 1.9 (n=1,053) | 6% |
| Engaging in extracurricular activities | 1.4 (n=1,451) | 4% | 1.9 (n=1,053) | 6% |
| Total hours on all specified tasks (average) | 31.2 | | 32.1 | |

*Table SA-10: Average time spent on non-face-to-face teaching tasks, part-time teaching workforce in schools, by learning levels taught, SA*

| Task | Primary teachers | | Secondary teachers | |
|---|---|---|---|---|
| | Average hours per week | Proportion of time spent on task | Average hours per week | Proportion of time spent on task |
| Planning or preparation of lessons either at school or out of school | 5.5 (n=1,410) | 29% | 5.5 (n=853) | 27% |
| Marking/assessing of student work | 3.1 (n=1,410) | 16% | 4.2 (n=853) | 21% |
| Other teamwork and dialogue with colleagues | 2.4 (n=1,410) | 13% | 2.5 (n=853) | 12% |
| Student supervision and counselling | 3.1 (n=1,410) | 16% | 2.8 (n=853) | 14% |
| General administrative work | 2.8 (n=1,410) | 15% | 2.9 (n=853) | 14% |
| Communication with parents or carers | 1.2 (n=1,410) | 6% | 1.1 (n=853) | 5% |
| Engaging in extracurricular activities | 0.8 (n=1,410) | 4% | 1 (n=853) | 5% |
| Total hours on all specified tasks (average) | 18.9 | | 20.1 | |

## Employment gaps

Just over half of the teaching workforce in South Australia (55%) reported an employment gap of at least one term over the course of their career. Early childhood teachers in South Australia were most likely to have had an employment gap (61%), compared to other teaching levels (primary: 56%; secondary: 51%) and the teaching workforce in all surveyed jurisdictions (51%) *(Figure SA-29)*.

When analysed by sector, 52% of the teaching workforce in South Australia in government schools reported an employment gap, compared to 57% of the teaching workforce in Catholic schools and 55% in independent schools *(Figure SA-30)*.

For the teaching workforce in South Australia, 59% of women reported an employment gap, compared to 38% of men *(Figure SA-31)*.

*Figure SA-29: Employment gaps, teaching workforce, by learning levels taught, SA*



| | Gap | No gap | n |
|---|---|---|---|
| Secondary teachers – SA | 51% | 49% | 2,560 |
| Secondary teachers – All | 49% | 51% | 5,766 |
| Primary teachers – SA | 56% | 44% | 3,454 |
| Primary teachers – All | 53% | 47% | 6,604 |
| Early childhood teachers – SA | 61% | 39% | 448 |
| Early childhood teachers – All | 54% | 46% | 805 |
| Teaching workforce – SA | 55% | 45% | 6,486 |
| Teaching workforce – All | 51% | 49% | 12,874 |

**Question:** Since you started teaching, have you ever had a gap of at least one school term to continuous employment? & Select the learner level taught from a list.
**Source:** ATWD Teacher Survey

*Figure SA-30: Employment gaps, teaching workforce in schools, by sector, SA*

■ Gap  ■ No gap

| | Gap | No gap | n |
|---|---|---|---|
| Independent | 55% | 45% | 1,058 |
| Catholic | 57% | 43% | 636 |
| Government | 52% | 48% | 3,768 |
| SA teaching workforce in schools | 54% | 46% | 6,038 |

0%   20%   40%   60%   80%   100%
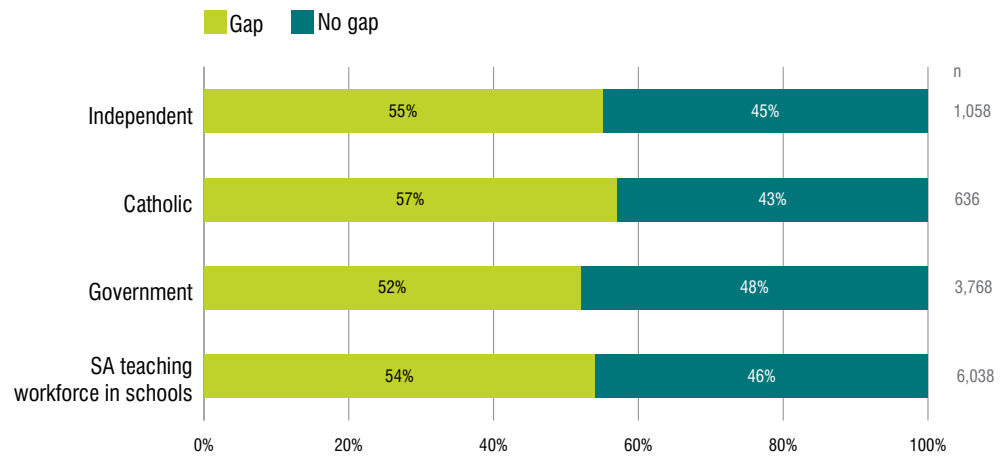
**Question:** And since (first year employment), have you ever had an interruption of at least one school term to continuous employment in a school or early childhood / preschool setting?
**Source:** ATWD Teacher Survey with ACARA School Profile

*Figure SA-31: Employment gaps, teaching workforce, by gender, SA*
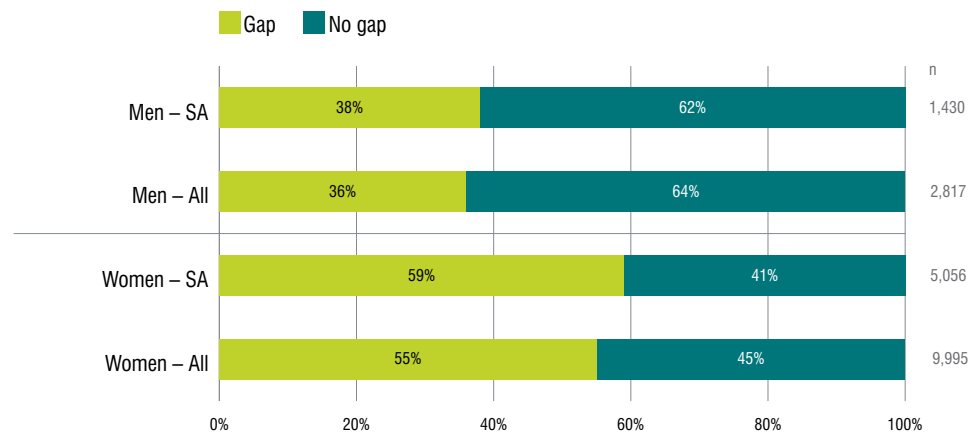
■ Gap  ■ No gap

| | Gap | No gap | n |
|---|---|---|---|
| Men – SA | 38% | 62% | 1,430 |
| Men – All | 36% | 64% | 2,817 |
| Women – SA | 59% | 41% | 5,056 |
| Women – All | 55% | 45% | 9,995 |

0%   20%   40%   60%   80%   100%

**Question:** Since you started teaching, have you ever had a gap of at least one school term to continuous employment?
**Source:** Linked Registration and ATWD Teacher Survey

Those in the teaching workforce and in South Australia reported employment gaps that were similar in length to the teaching workforce in all surveyed jurisdictions. The overall effect was consistent with findings at the primary and secondary learning levels *(Figure SA-32)*.

When analysed by sector, the teaching workforce in South Australia in Catholic schools were about as likely to report an employment gap of one year (25%), as teachers in government schools (25%) and independent schools (22%) *(Figure SA-33)*.

*Figure SA-32: Employment gap length, teaching workforce, by learning levels taught, SA[12]*



**Question:** About how long was (or is) that gap? & Select the learner levels taught from a list.
**Source:** ATWD Teacher Survey
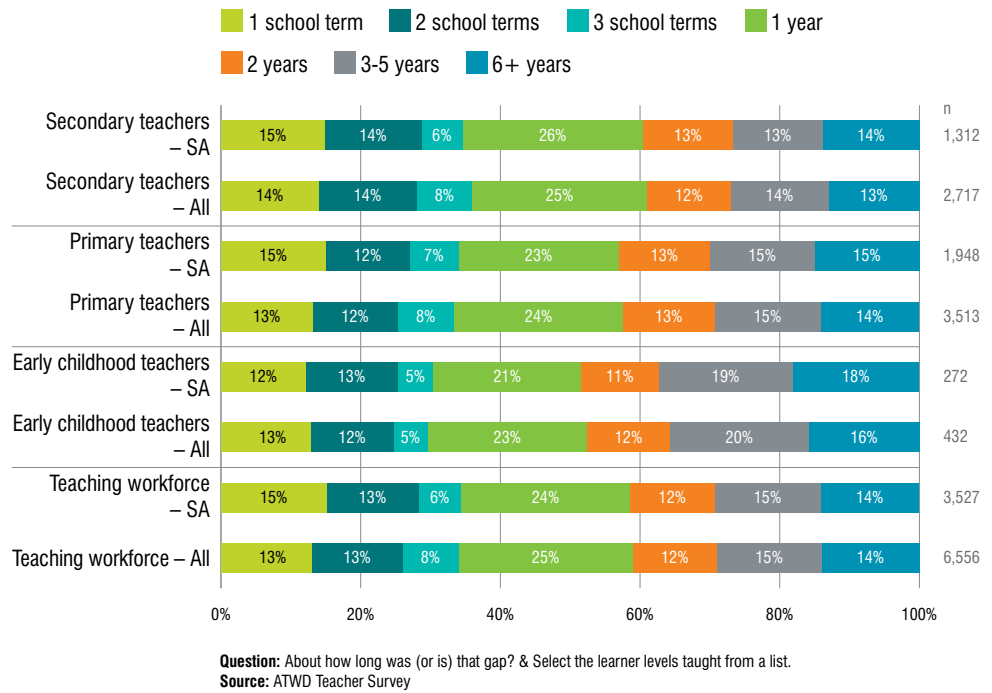
*Figure SA-33: Employment gap length, teaching workforce in schools, by sector, SA*



**Question:** About how long was (or is) that interruption?
**Source:** ATWD Teacher Survey with ACARA School Profile
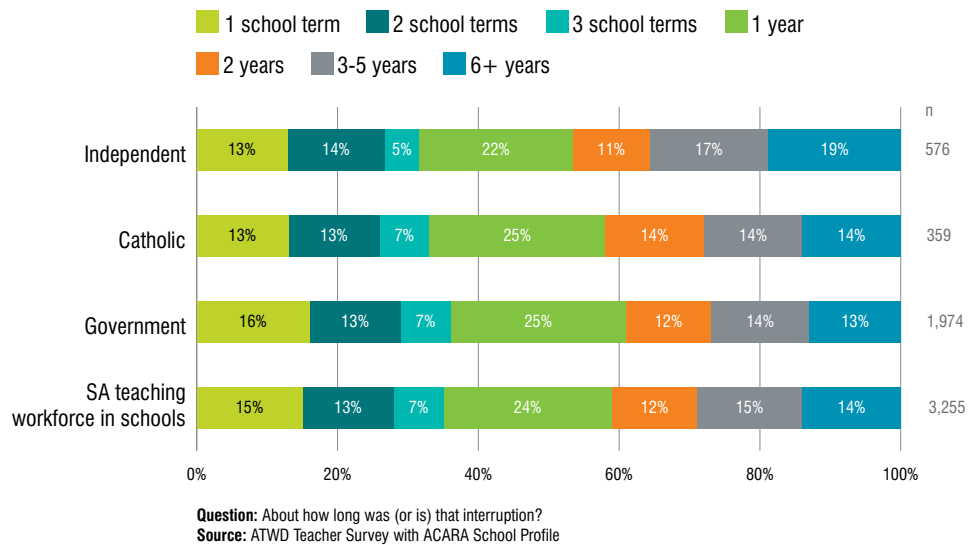
12   The relative standard error for 'Early childhood teachers - SA' for the category '3 school terms' is between 25% and 50%, and this data should be used with caution.

# 6. Qualifications and professional learning

**Focal segments**

*Teaching workforce* – registered teachers engaged in face-to-face teaching in schools or early childhood settings

## Initial teacher education

Based on responses to the ATWD Teacher Survey for 2018, which could be linked to records in the Higher Education Student Data Collection (HESDC), the teaching workforce in South Australia were similarly likely to hold two-year postgraduate ITE qualifications as in all surveyed jurisdictions. In total, 68% held a Bachelor degree as their ITE qualification, as did 64% of the teaching workforce in all surveyed jurisdictions, and 14% held a Masters degree, as did 17% of the teaching workforce in all surveyed jurisdictions *(Figure SA-34)*.

Teachers in Catholic and in government schools were the most likely to hold an undergraduate degree as their ITE qualification (68% each) and teachers in independent schools were the most likely to hold a postgraduate degree as their ITE qualification (35%) *(Figure SA-35)*.

In South Australia, 13% of teachers in independent schools held a Masters degree as their ITE qualification, as did 10% of teachers in Catholic schools and 15% of teachers in government schools *(Figure SA-36)*.

*Figure SA-34: Detailed level of ITE qualification, teaching workforce, SA*



**Source:** Linked HESDC and ATWD Teacher Survey
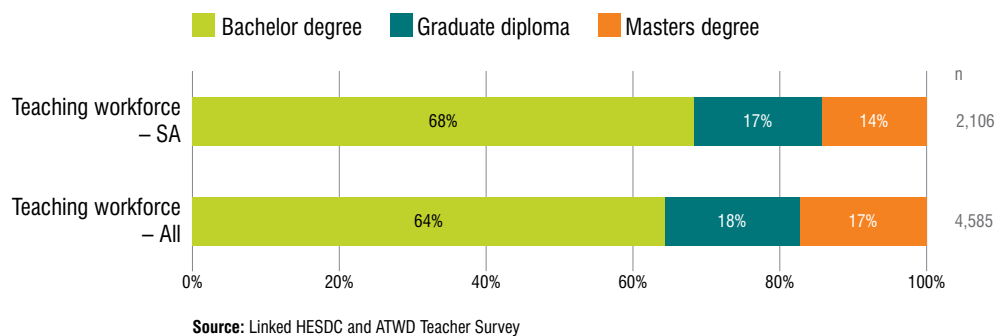
*Figure SA-35: Level of ITE qualification, teaching workforce in schools, by sector, SA*



**Source:** Linked HESDC and ATWD Teacher Survey with ACARA School Profile
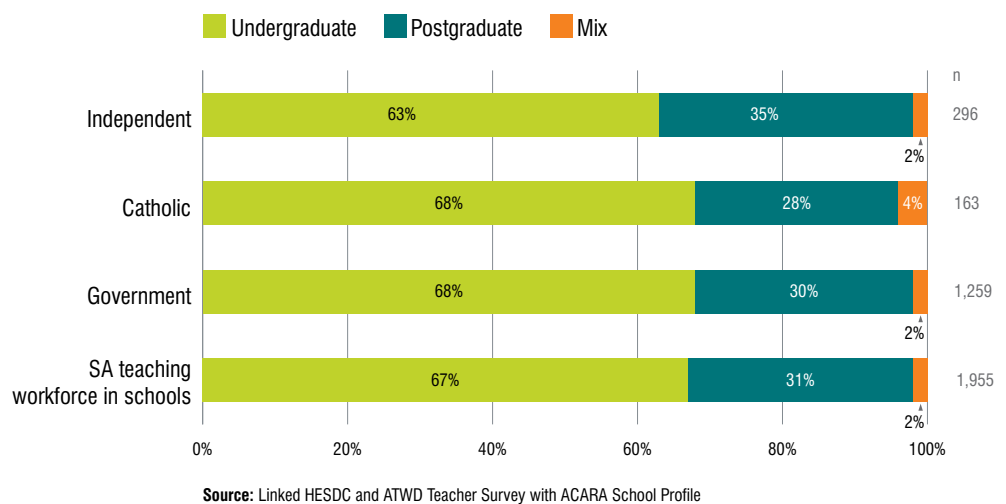
*Figure SA-36: Detailed level of ITE qualification, teaching workforce in schools, by sector, SA*



| | Bachelor degree | Graduate diploma | Masters degree | n |
|---|---|---|---|---|
| Independent | 63% | 24% | 13% | 296 |
| Catholic | 69% | 20% | 10% | 163 |
| Government | 68% | 16% | 15% | 1,259 |
| SA teaching workforce in schools | 67% | 19% | 15% | 1,955 |
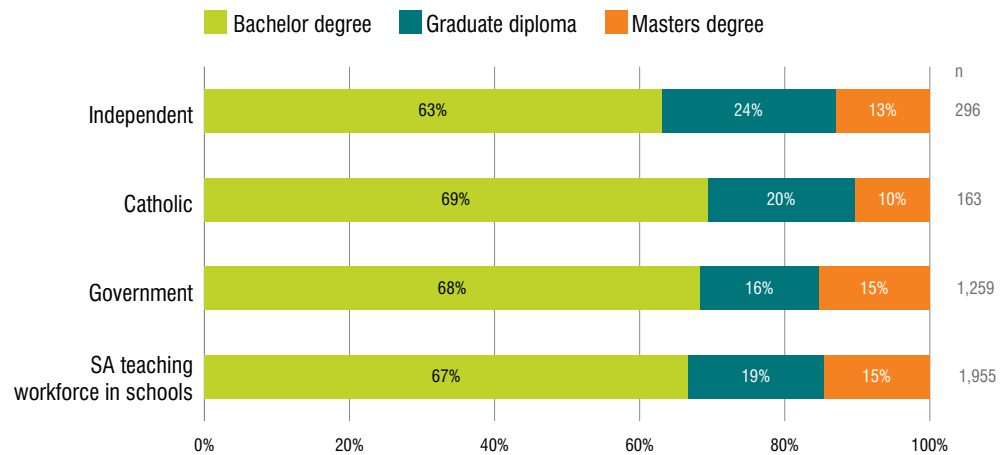
**Source:** Linked HESDC and ATWD Teacher Survey with ACARA School Profile

## Tertiary study in addition to ITE

Over half of the teaching workforce in South Australia (55%) had completed, or were completing, tertiary study in addition to ITE compared to 56% across all surveyed jurisdictions. In South Australia, as for all surveyed jurisdictions, those teaching at secondary level were the most likely to have completed, or have been undertaking, tertiary study in addition to ITE (South Australia: 64%; all secondary teachers: 65%) *(Figure SA-37)*.

The ATWD Teacher Survey asked respondents if they were undertaking or had completed tertiary study other than initial teacher education. The survey did not collect data on whether the additional study was undertaken before or after the respondents' ITE study, or whether the additional tertiary study was related to their professional development. To further understand this data, responses were segmented by undergraduate and postgraduate ITE, on the assumption that undergraduate study would (usually) be undertaken prior to postgraduate study.

Compared to teachers with postgraduate ITE qualifications across all surveyed jurisdictions, those in South Australia were as likely to have completed tertiary study in addition to ITE (South Australia: 71%; all teachers: 72%) *(Figure SA-38)*.

Of the 55% of South Australian teachers who had completed, or were completing, tertiary study in addition to ITE, 41% gained qualifications in Education (other than ITE). This seems to indicate that this group were building on their original ITE qualifications and enhancing their professional development *(Figure SA-39)*. Please also refer to earlier discussion in **Chapter 6** in the main report.

For teachers in South Australia who had completed tertiary study other than ITE, 27% held a Masters degree, as did 27% of teachers across all surveyed jurisdictions. Similarly, 25% held a Bachelor degree, as did 27% of the teaching workforce across surveyed jurisdictions *(Figure SA-40)*.

*Figure SA-37: Tertiary study other than ITE, teaching workforce, by learning levels taught, SA*

■ Undertaking additional tertiary study  ■ Completed additional tertiary study

■ Neither undertaking nor completed additional tertiary study

| | | n |
|---|---|---|
| Secondary teachers – SA | 12% · 52% · 37% | 2,506 |
| Secondary teachers – All | 12% · 53% · 35% | 3,549 |
| Primary teachers – SA | 9% · 43% · 48% | 3,331 |
| Primary teachers – All | 9% · 43% · 48% | 4,397 |
| Early childhood teachers – SA | 8% · 47% · 45% | 429 |
| Early childhood teachers – All | 7% · 45% · 48% | 784 |
| Teaching workforce – SA | 9% · 46% · 45% | 5,561 |
| Teaching workforce – All | 10% · 46% · 44% | 7,931 |

0%   20%   40%   60%   80%   100%

**Question:** Are you undertaking or have you completed tertiary study other than initial teacher education?
& Select learner levels taught from a list.
**Source:** ATWD Teacher Survey

*Figure SA-38: Tertiary study other than ITE, teaching workforce, by level of ITE study, SA*

■ Undertaking additional tertiary study  ■ Completed additional tertiary study

■ Neither undertaking nor completed additional tertiary study

| | | n |
|---|---|---|
| Teachers with postgraduate ITE – SA | 8% · 71% · 21% | 521 |
| Teachers with postgraduate ITE – All | 9% · 72% · 19% | 847 |
| Teachers with undergraduate ITE – SA | 12% · 26% · 62% | 1,182 |
| Teachers with undergraduate ITE – All | 12% · 29% · 59% | 1,775 |

0%   20%   40%   60%   80%   100%

**Question:** Are you undertaking or have you completed tertiary study other than initial teacher education?
**Source:** Linked HESDC and ATWD Teacher Survey

### Figure SA-39: Field of highest level of tertiary study other than ITE, teaching workforce, SA



**Question:** In what field of study is/was the qualification?
**Source:** ATWD Teacher Survey
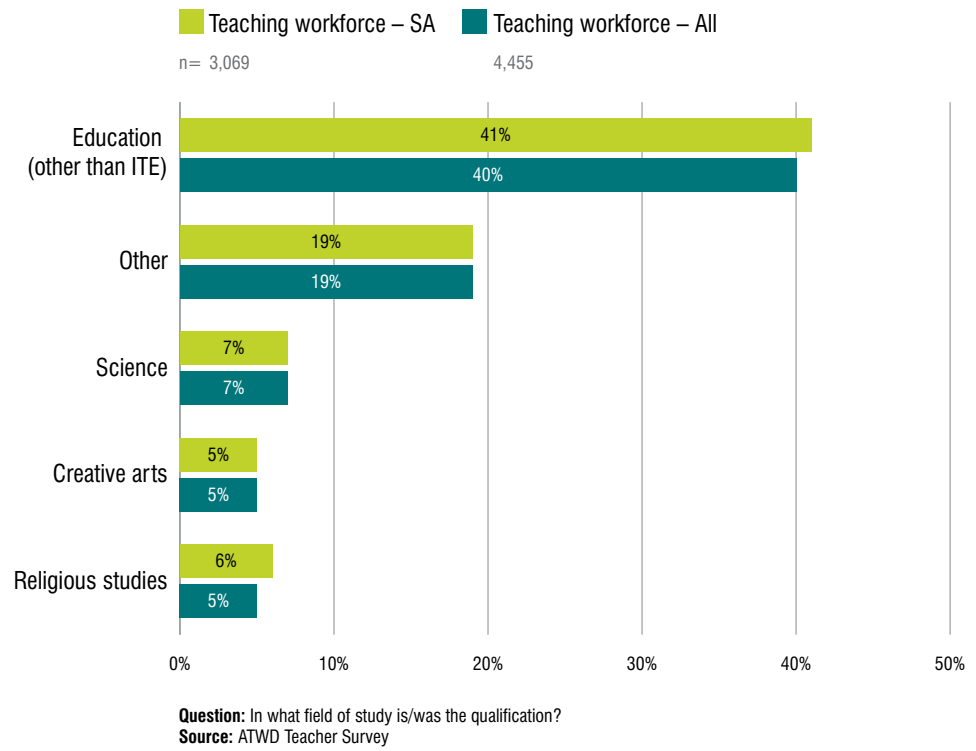
*Figure SA-40: Highest level of tertiary study other than ITE, teaching workforce, SA*



■ Teaching workforce – SA  ■ Teaching workforce – All

n= 3,070          4,455

**Question:** What is / was your highest level of that tertiary study?
**Source:** ATWD Teacher Survey
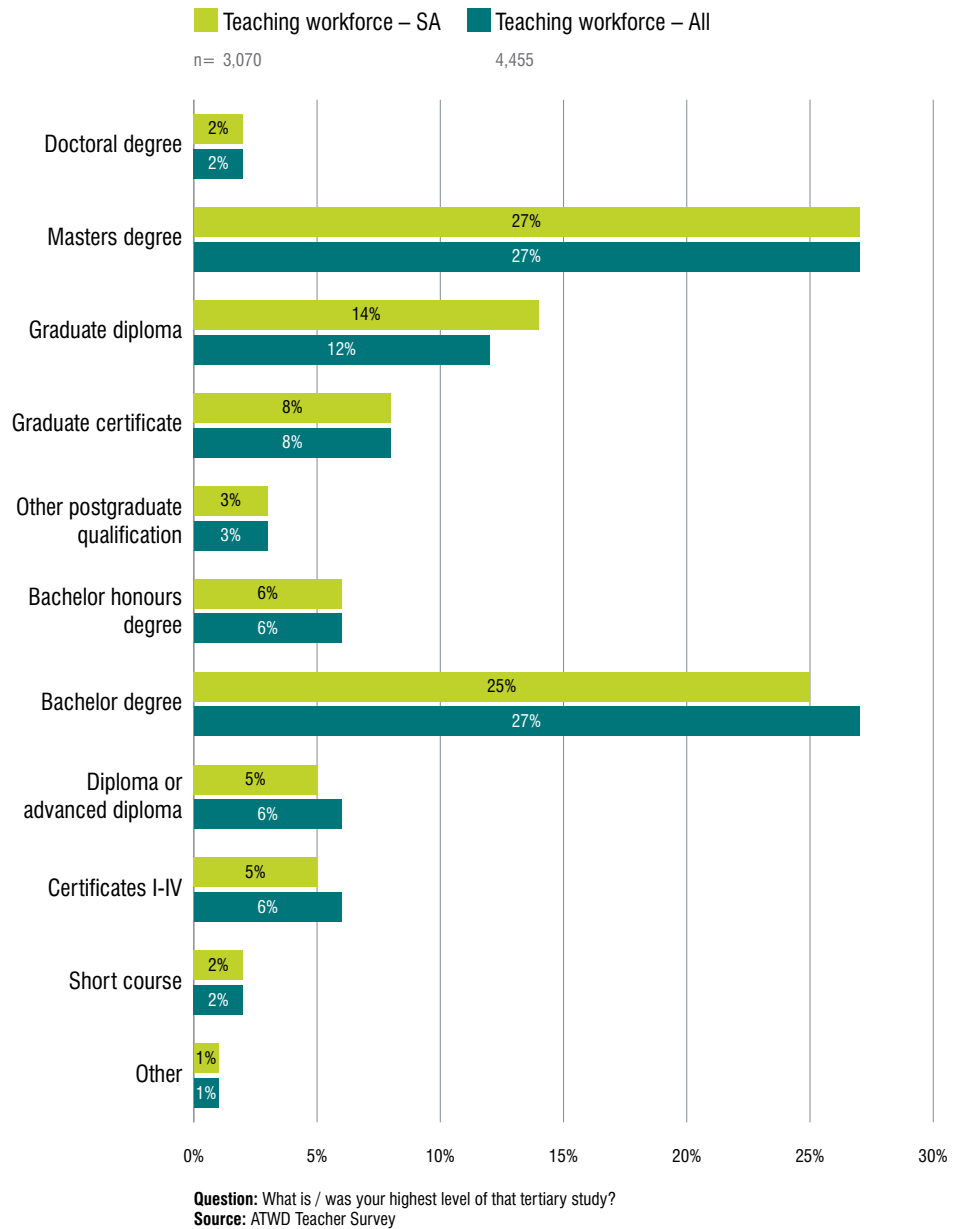
## Professional learning

Among the teaching workforce, nearly all secondary (97%) and primary teachers (98%) in South Australia undertook professional learning activities in 2018 *(Figure SA-41)*.[13]

When examined by sector, 97% of teachers in independent schools undertook professional learning activities, as did 96% of those in Catholic schools and 97% of those in government schools *(Figure SA-42)*.

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13    Data about the professional learning of those teaching at early childhood levels was not collected for South Australian respondents in the inaugural ATWD Teacher Survey.

*Figure SA-41: Professional learning, teaching workforce in schools, by learning levels taught, SA*

■ Some professional learning  ■ No professional learning



| | | n |
|---|---|---|
| Secondary teachers – SA | 97% 3% | 2,522 |
| Secondary teachers – All | 94% 6% | 5,777 |
| Primary teachers – SA | 98% 2% | 3,352 |
| Primary teachers – All | 95% 5% | 6,542 |

0%  20%  40%  60%  80%  100%

**Question:** Did you undertake any professional learning during 2018? & Select learner levels taught from a list.
**Source:** ATWD Teacher Survey

*Figure SA-42: Professional learning, teaching workforce in schools, by sector, SA*

■ Some professional learning  ■ No professional learning



| | | n |
|---|---|---|
| Independent | 97% 3% | 929 |
| Catholic | 96% 4% | 543 |
| Government | 97% 3% | 3,234 |
| SA teaching workforce in schools | 97% 3% | 5,168 |

0%  20%  40%  60%  80%  100%

**Question:** Have you undertaken any professional learning in the past 12 months?
**Source:** ATWD Teacher Survey with ACARA School Profile
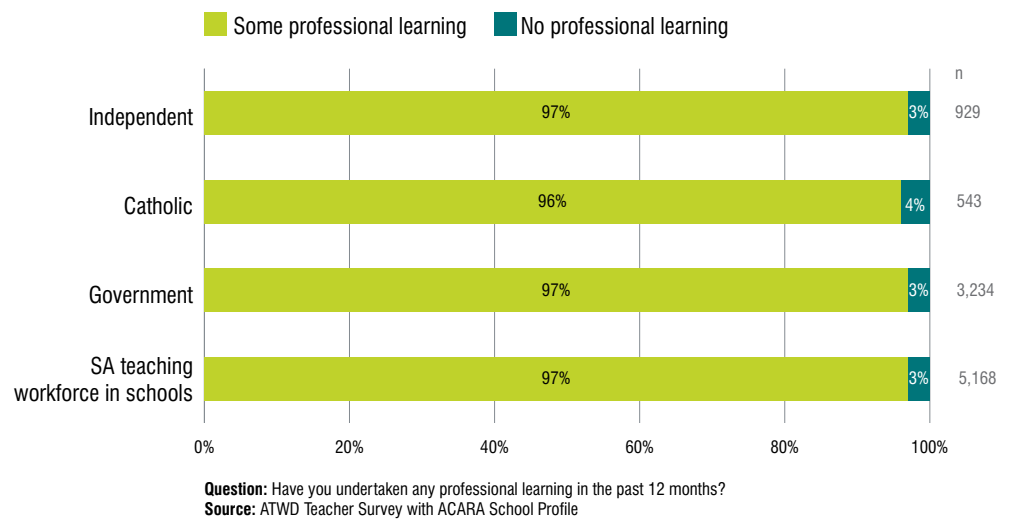
Secondary teachers in South Australia spent an average 42.4 hours on professional learning activities during 2018, compared to an average 39.4 hours for secondary teachers in all surveyed jurisdictions. Primary teachers in South Australia spent an average 43.8 hours on professional learning activities during 2018, compared to an average 44 hours for primary teachers in all surveyed jurisdictions *(Table SA-11)*.

Secondary teachers in South Australia were more likely to spend 20 hours or more on professional learning (65%), than secondary teachers across all surveyed jurisdictions (58%). The proportion of primary teachers in South Australia who spent 20 or more hours on professional learning was similar (70%) to the proportion in all surveyed jurisdictions (67%) *(Figure SA-43)*.

*Table SA-11: Average professional learning hours, classroom teachers in schools, by learning levels taught, SA*

| | Average professional learning hours | |
|---|---|---|
| | **Primary teachers** | **Secondary teachers** |
| SA teaching workforce | 43.8 (n=3,262) | 42.4 (n=2,437) |
| All teaching workforce | 44 (n=6,215) | 39.4 (n=5,443) |

*Figure SA-43: Professional learning hours, teaching workforce in schools, by learning levels taught, SA*
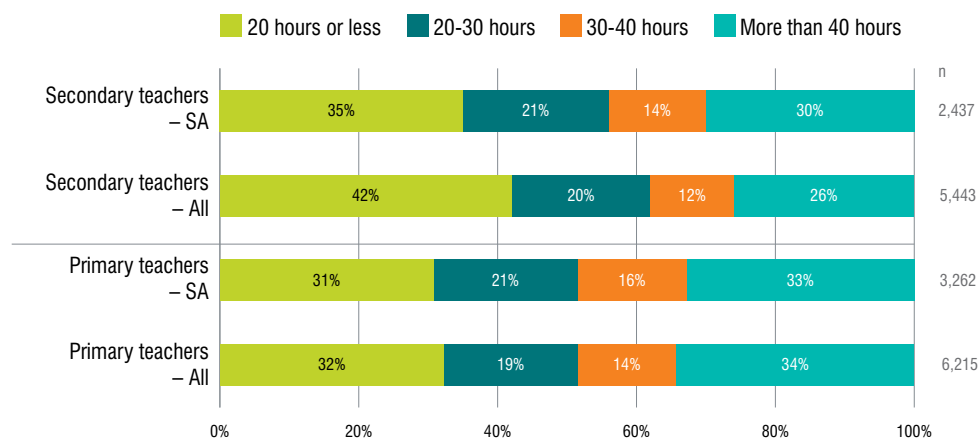


**Question:** About how many hours in total did you spend on professional learning? & Select learner levels taught from a list.
**Source:** ATWD Teacher Survey

When examined by sector, the teaching workforce in independent schools (57%) and Catholic schools (60%) were less likely to have spent more than 20 hours on professional learning, than those in government schools (73%) *(Figure SA-44)*.

Consistent with the findings across all surveyed jurisdictions, the majority of teachers in South Australia (84%) agreed, or strongly agreed, that the professional learning activities they had undertaken were aligned to the needs or priorities of their educational setting. Fewer agreed that they undertook professional learning that suited their individual professional development needs (78%) and only 57% agreed, or strongly agreed, that they have had the opportunity to reflect on and/or evaluate the impact of their professional learning activities on students *(Figure SA-45)*.

When examined by sector, the responses of the teaching workforce in schools were broadly very similar *(Figure SA-46)*.

*Figure SA-44: Professional learning hours, teaching workforce in schools, by sector, SA*

■ 20 hours or less  ■ 20-30 hours  ■ 30-40 hours  ■ More than 40 hours

| Sector | 20 hours or less | 20-30 hours | 30-40 hours | More than 40 hours | n |
|---|---|---|---|---|---|
| Independent | 43% | 24% | 10% | 23% | 897 |
| Catholic | 41% | 24% | 10% | 26% | 521 |
| Government | 27% | 20% | 18% | 35% | 3,147 |
| SA teaching workforce in schools | 32% | 21% | 15% | 32% | 5,011 |

**Question:** About how many hours in total did you spend on professional learning?
**Source:** ATWD Teacher Survey with ACARA School Profile
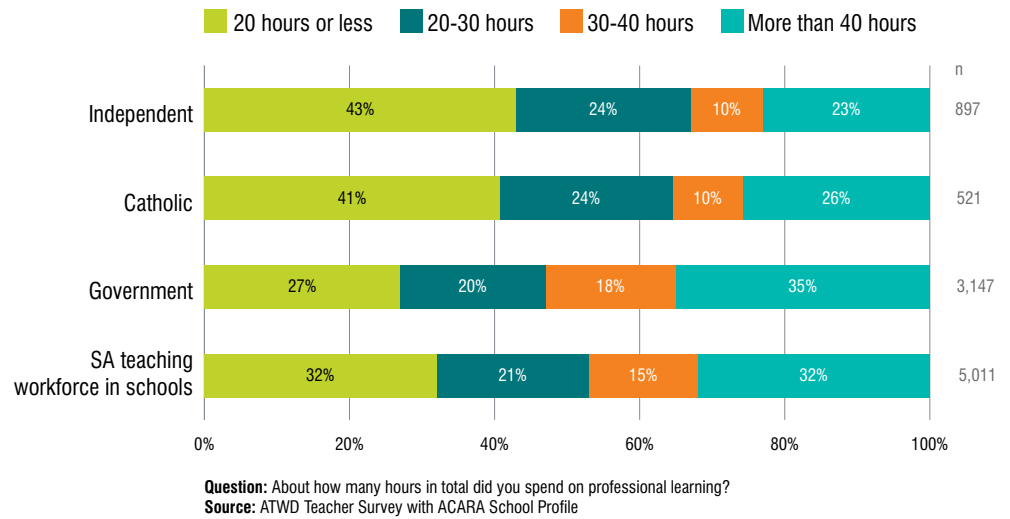
*Figure SA-45: Reflections on value of professional learning, teaching workforce, SA[14]*

■ Strongly disagree  ■ Disagree  ■ Agree  ■ Strongly agree

**It was aligned to my own professional development needs**

Teaching workforce – SA   n= 4,996
4% 6% 52% 26%

Teaching workforce – All   n= 10,798
4% 8% 51% 22%

**It was aligned to the needs or priorities of my educational setting**

Teaching workforce – SA   n= 4,996
3% 2% 53% 31%

Teaching workforce – All   n= 10,798
3% 3% 54% 28%

**I have had opportunities to implement what I have learned**

Teaching workforce – SA   n= 4,996
3% 6% 55% 19%

Teaching workforce – All   n= 10,798
4% 7% 54% 19%

**I have had opportunities to reflect on / evaluate the impact it has had on student learning or learners**

Teaching workforce – SA   n= 4,996
4% 12% 45% 12%

Teaching workforce – All   n= 10,798
5% 13% 44% 12%

**Question:** To what extent do you agree or disagree with the following statements about professional learning that you have undertaken?
*(Neutral not depicted)*
**Source:** ATWD Teacher Survey

14   Total number of responses for 'It was aligned to my own professional development' is one higher in all surveyed jurisdictions (n = 10,799).

*Figure SA-46: Reflections on value of professional learning, teaching workforce in schools, by sector, SA[15]*

■ Strongly disagree  ■ Disagree  ■ Agree  ■ Strongly agree

**It was aligned to my own professional development needs**

Independent   n= 894

| 4% | 5% | 51% | 29% |

Catholic   n= 519

| 3% | 5% | 55% | 26% |

Government   n= 3,137

| 4% | 6% | 52% | 25% |

SA teaching workforce in schools   n= 4,996

| 4% | 6% | 52% | 26% |

**It was aligned to the needs or priorities of my educational setting**

Independent   n= 894

| 3% | 2% | 55% | 29% |

Catholic   n= 519

| 3% | 4% | 55% | 29% |

Government   n= 3,137

| 3% | 2% | 53% | 32% |

SA teaching workforce in schools   n= 4,996

| 3% | 2% | 53% | 31% |

**I have had opportunities to implement what I have learned**

Independent   n= 894

| 3% | 6% | 55% | 19% |

Catholic   n= 519

| 3% | 5% | 61% | 17% |

Government   n= 3,137

| 3% | 6% | 55% | 20% |

SA teaching workforce in schools   n= 4,996

| 3% | 6% | 55% | 19% |

**I have had opportunities to reflect on / evaluate the impact it has had on student learning or learners**

Independent   n= 894

| 5% | 13% | 41% | 13% |

Catholic   n= 519

| 4% | 12% | 46% | 12% |

Government   n= 3,137

| 4% | 12% | 46% | 12% |

SA teaching workforce in schools   n= 4,996

| 4% | 12% | 45% | 12% |

**Question:** To what extent do you agree or disagree with the following statements about professional learning that you have undertaken?
*(Neutral not depicted)*
**Source:** ATWD Teacher Survey with ACARA School Profile

15   The relative standard error for 'Catholic' for the categories 'It was aligned to my professional development needs', 'It was aligned to the needs or priorities of my educational setting', and 'I have had opportunities to implement what I have learned' is between 25% and 50%, and this data should be used with caution.

## Teaching in-field

### About the data

Teachers are said to be 'teaching in-field' when they are teaching subject areas in which they have been trained to teach. That training ordinarily takes the form of tertiary education in both subject-specific content and pedagogy.

The definition of 'out-of-field teaching' is complex. Teachers can have completed some subject-specific content or pedagogy study as part of their ITE qualification (including in an undergraduate qualification used to gain admission to a graduate-entry ITE program), or may undertake further education or professional learning to enhance their skills in teaching a subject after joining the teaching workforce. The extent to which teachers are said to be 'teaching out-of-field' when they are teaching a subject area which they have not formally been trained to teach, but for which they have undertaken professional learning, is of interest in workforce planning.

The data provides insight into the rates with which the teaching workforce are potentially teaching in-field. Based on the definition used in this report, teachers who are teaching a subject for which they have not completed subject-specific tertiary study in both content and pedagogy are considered to be teaching out-of-field.

For the teaching workforce in South Australia, with the exception of teachers delivering VET and other education subjects, between 55% and 79% had received subject-specific ITE preparation in the form of both content and pedagogy. However, more than one-tenth of teachers in any subject area had undertaken no tertiary study in the subjects they were teaching. This was lowest among those teaching Science (10%) and English (12%) *(Figure SA-47)*. Not only were the teachers of English and Science the least likely to be teaching out-of-field in South Australia, they were also less likely to be teaching out-of-field than English and Science teachers across all surveyed jurisdictions (all: English - 18, Science - 18%).

*Figure SA-47: Subject-specific ITE preparation, secondary teachers, SA*
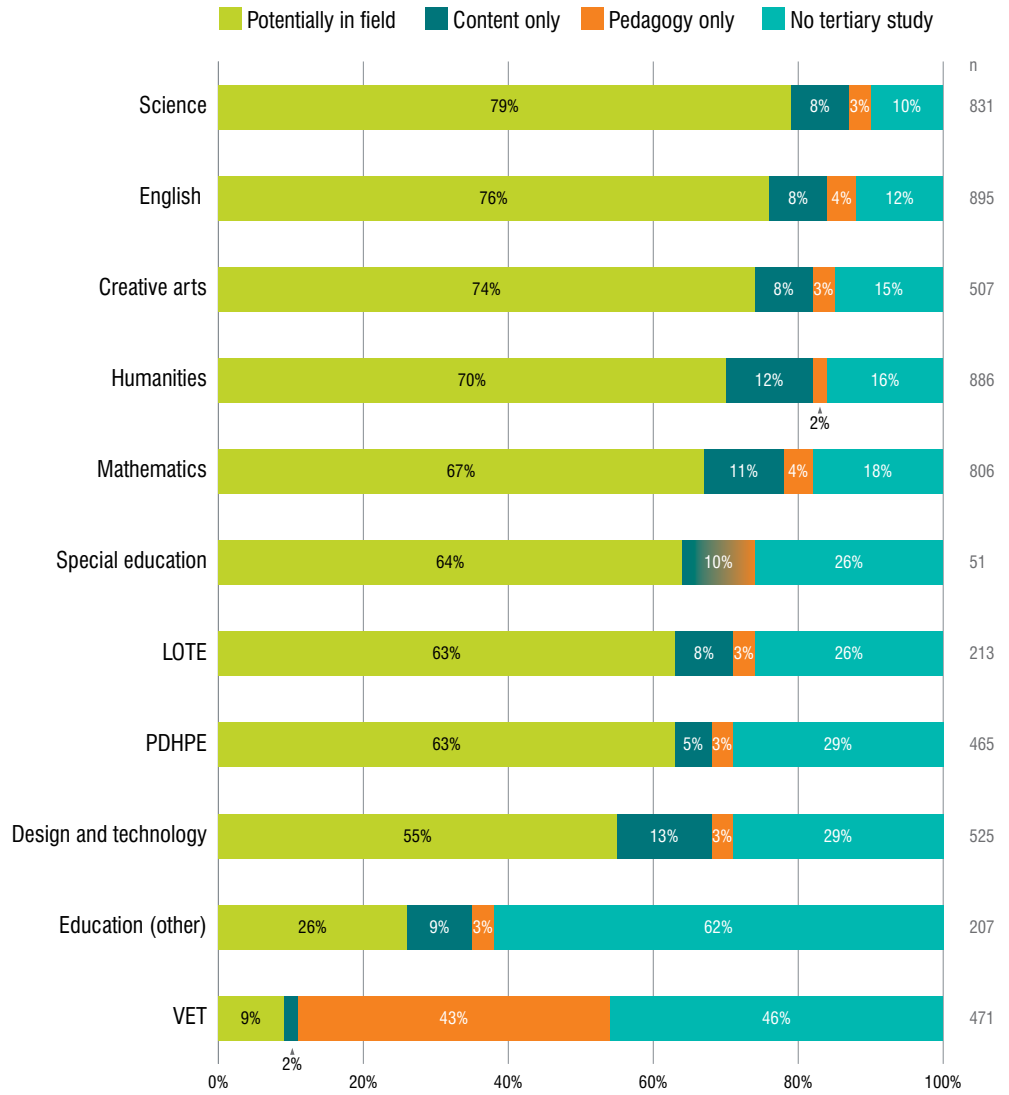


Legend: ■ Potentially in field ■ Content only ■ Pedagogy only ■ No tertiary study

| Subject | Potentially in field | Content only | Pedagogy only | No tertiary study | n |
|---|---|---|---|---|---|
| Science | 79% | 8% | 3% | 10% | 831 |
| English | 76% | 8% | 4% | 12% | 895 |
| Creative arts | 74% | 8% | 3% | 15% | 507 |
| Humanities | 70% | 12% | 2% | 16% | 886 |
| Mathematics | 67% | 11% | 4% | 18% | 806 |
| Special education | 64% | 10% | | 26% | 51 |
| LOTE | 63% | 8% | 3% | 26% | 213 |
| PDHPE | 63% | 5% | 3% | 29% | 465 |
| Design and technology | 55% | 13% | 3% | 29% | 525 |
| Education (other) | 26% | 9% | 3% | 62% | 207 |
| VET | 9% | 2% | 43% | 46% | 471 |

**Question:** Have you completed at least one semester of tertiary studies learning the content or pedagogy of the following subjects?
**Source:** ATWD Teacher Survey

# 7. Career intentions

**Focal segments**

***Teaching workforce*** – registered teachers working in schools or early childhood settings

Almost half (47%) of the teacher workforce in South Australia intended to stay in the profession until retirement, compared to 41% of the teacher workforce across all participating jurisdictions *(Figure SA-48)*. This may reflect the fact that the workforce in South Australia is somewhat older, and thus closer to retirement *(refer to Figure SA-7)*.

Of those who indicated that they did intend to leave the profession before they retired, teachers in South Australia were slightly less likely to be unsure about how long they would stay (South Australia: 20%; all surveyed jurisdictions: 23%), and moderately more likely to see themselves still working in schools in 10 years' time (South Australia: 28%; all surveyed jurisdictions: 21%) *(Figure SA-49)*.

*Figure SA-48: Intentions to remain in the profession, all teachers, SA*



**Question:** Do you think you will stop working in schools (in any capacity) permanently before you retire?
**Source:** ATWD Teacher Survey
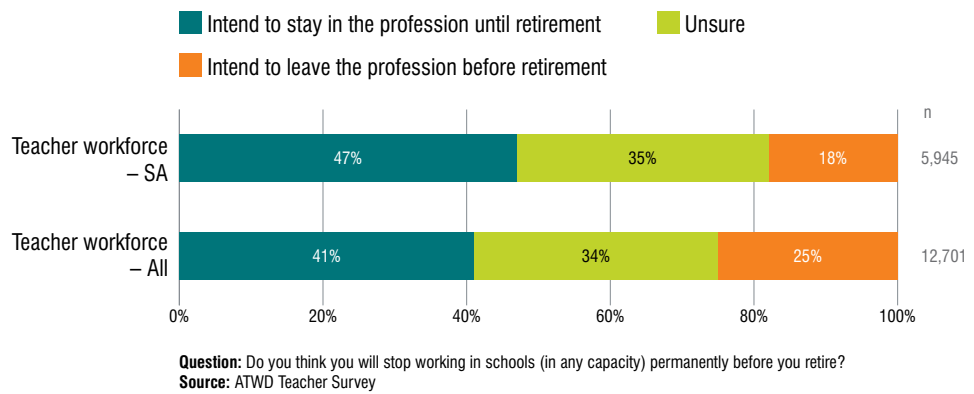
*Figure SA-49: Estimates of years remaining working in schools or early childhood services, teacher workforce considering leaving teaching, SA*



**Question:** Approximately how many more years can you see yourself working in schools (in any capacity)?
**Source:** ATWD Teacher Survey
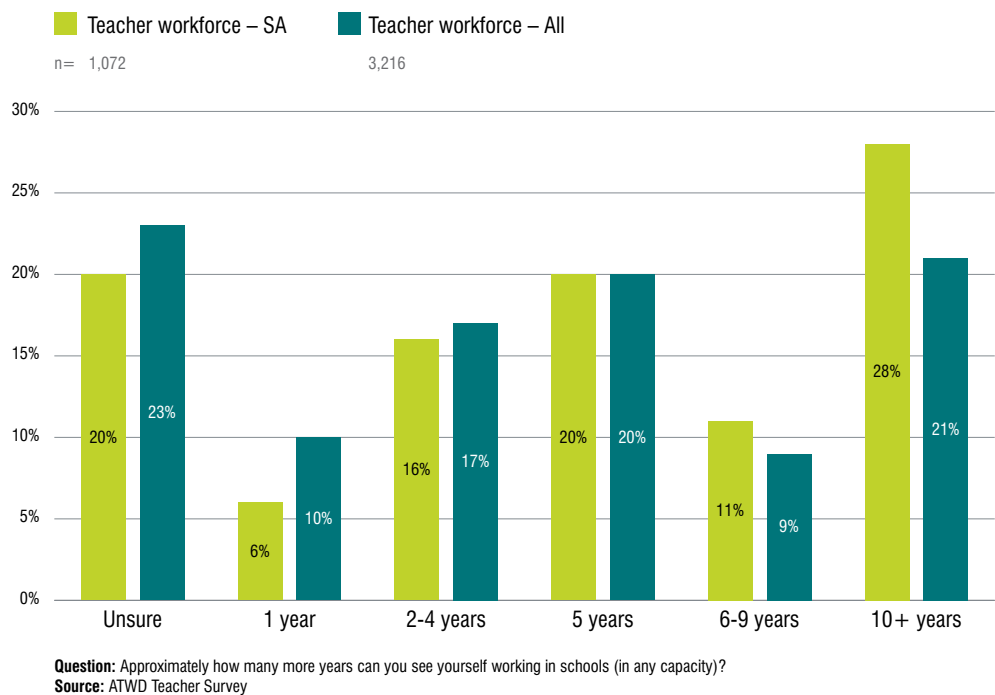
## Teacher characteristics and school type

### Learning levels

When the intentions of classroom teachers were analysed by learning levels taught, 20% of secondary teachers in South Australia intended to leave the profession before retirement, compared to 27% of secondary teachers in all surveyed jurisdictions. Similarly, 19% of primary teachers in South Australia intended to leave the profession before retirement, compared to 26% of primary teachers in all surveyed jurisdictions. For early childhood teachers in South Australia, 13% intended to leave the profession before retirement, compared to 20% of early childhood teachers in all surveyed jurisdictions *(Figure SA-50)*.

In South Australia, around one-third of classroom teachers at all learning levels were unsure when or if they might leave (secondary teachers: 36%; primary teachers: 37%; early childhood teachers: 35%) and almost half intended to stay in the profession until retirement (secondary teachers: 44%; primary teachers: 44%; early childhood teachers: 52%) *(Figure SA-50)*.

*Figure SA-50: Intentions to remain in the profession, classroom teachers, by learning levels taught, SA*



**Question:** Do you think you will stop working in schools (in any capacity) permanently before you retire?
**Source:** ATWD Teacher Survey
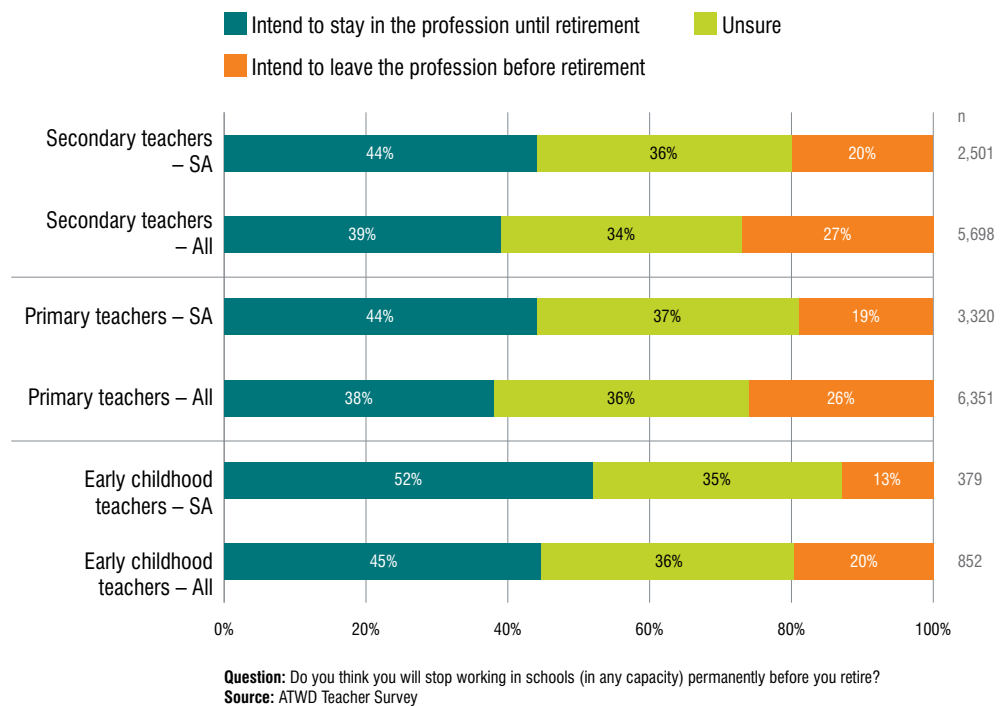
Of the classroom teachers in South Australia who indicated an intention to leave the profession, 18% of early childhood teachers; 27% of primary teachers; and 30% of secondary teachers intended to remain for another ten years or longer *(Figure SA-51)*.

*Figure SA-51: Estimates of years remaining working in schools or early childhood services, classroom teachers considering leaving the profession, by learning levels taught, SA[16]*



**Question:** Approximately how many more years can you see yourself working in schools (in any capacity)?
**Source:** ATWD Teacher Survey
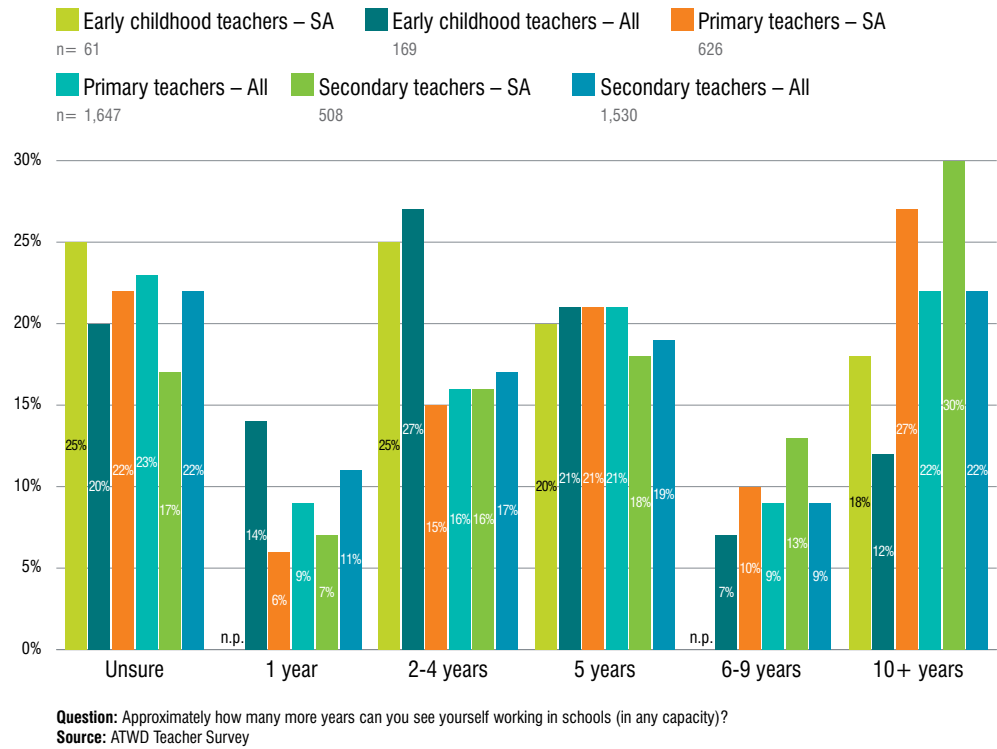
## Sector

When analysed by sector, 47% of the teacher workforce in government schools in South Australia intended to remain in the profession until retirement, as did 46% of the teacher workforce in Catholic schools and 42% of the teacher workforce in independent schools *(Figure SA-52)*.

Of the teachers in South Australia who indicated an intention to leave the profession, 30% of those in government schools; 32% of those in Catholic schools; and 23% of those in independent schools indicated that they intended to remain for 10 years or longer *(Figure SA-53)*.

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16 The relative standard error for 'Early childhood teachers – SA' for categories '5 years' and '10+ years' is between 25% and 50%, and this data should be used with caution.

*Figure SA-52: Intentions to remain in the profession, teacher workforce in schools, by sector, SA*

Legend:
- Intend to stay in the profession until retirement
- Unsure
- Intend to leave the profession before retirement

| Sector | Intend to stay | Unsure | Intend to leave | n |
|---|---|---|---|---|
| Independent – SA | 42% | 37% | 21% | 872 |
| Catholic – SA | 46% | 33% | 21% | 607 |
| Government – SA | 47% | 36% | 17% | 3,277 |
| SA teaching workforce in schools | 47% | 35% | 18% | 5,945 |

**Question:** Do you think you will stop working in schools (in any capacity) permanently before you retire?
**Source:** ATWD Teacher Survey with ACARA School Profile

*Figure SA-53: Estimates of years remaining working in schools or early childhood services, teacher workforce in schools considering leaving the profession, by sector, SA[17]*

Legend:
- Independent (n= 185)
- Catholic (127)
- Government (572)
- Teacher workforce – SA (1,072)



| Category | Independent | Catholic | Government | Teacher workforce – SA |
|---|---|---|---|---|
| Unsure | 18% | 24% | 18% | 20% |
| 1 year | 8% | n.p. | 5% | 6% |
| 2-4 years | 18% | n.p. | 16% | 16% |
| 5 years | 18% | 24% | 19% | 20% |
| 6-9 years | 15% | 9% | 11% | 11% |
| 10+ years | 23% | 32% | 30% | 28% |

**Question:** Approximately how many more years can you see yourself working in schools (in any capacity)?
**Source:** ATWD Teacher Survey with ACARA School Profile

17  The relative standard error for 'Teachers in Catholic schools – SA' for the category '2-4 years', and for 'Teachers in independent schools – SA' for the category '1 year' is between 25% and 50%, and this data should be used with caution.

## Gender

Among the teacher workforce in South Australia, women and men were equally likely to intend to remain in the profession until retirement (women: 47%; men: 47%) **(Figure SA-54)**.

For those in South Australia who indicated that they intended to leave the profession before retirement, 27% of women and 30% of men intended to stay for 10 years or longer **(Figure SA-55)**.

*Figure SA-54: Intentions to remain in the profession, teacher workforce, by gender, SA*



**Question:** Do you think you will stop working in schools (in any capacity) permanently before you retire?
**Source:** Linked Registration and ATWD Teacher Survey
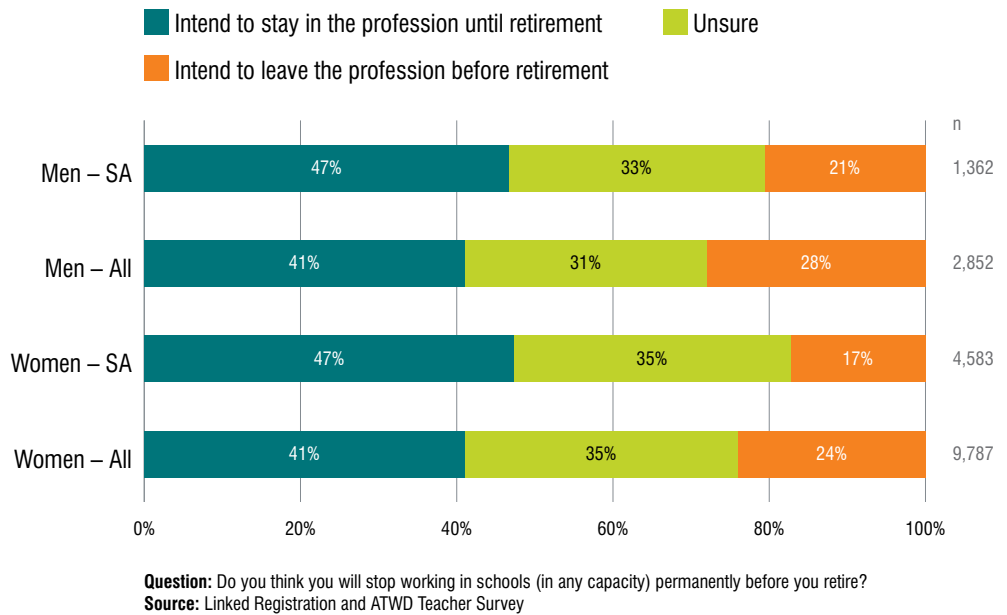
*Figure SA-55: Estimates of years remaining working in schools or early childhood services, teacher workforce considering leaving the profession, by gender, SA*



**Question:** Approximately how many more years can you see yourself working in schools (in any capacity)?
**Source:** ATWD Teacher Survey with ACARA School Profile
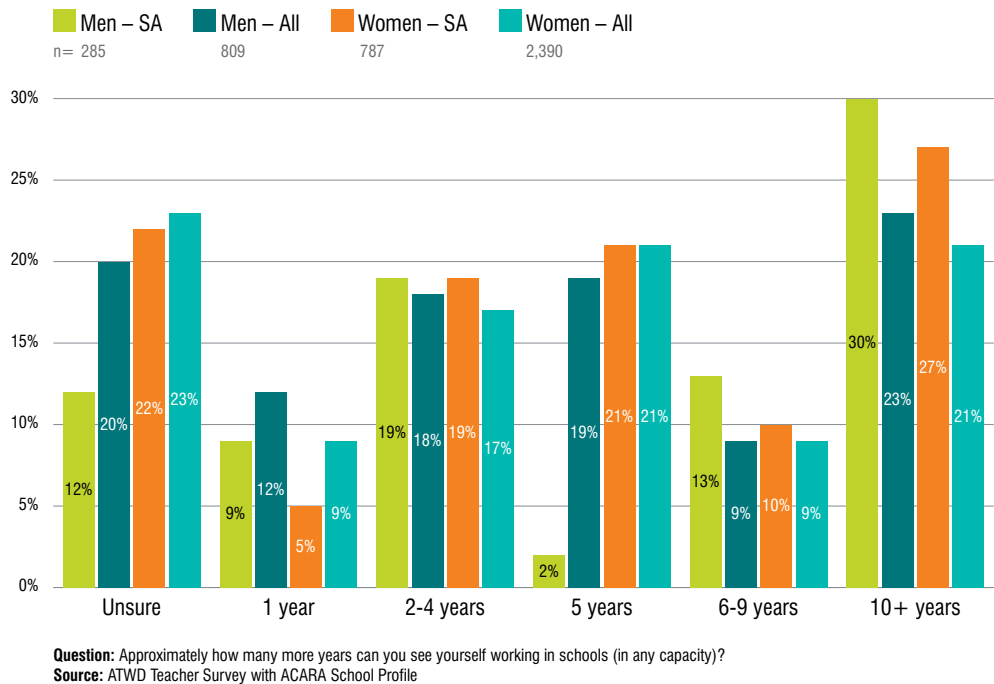
## Age

The closer teachers were to retirement age, the more likely they were to intend to remain in the profession. Across all age groups, classroom teachers in South Australia were less likely to intend to leave the profession before retirement than teachers in all surveyed jurisdictions *(Figure SA-56)*.

*Figure SA-56: Intentions to remain in the profession, classroom teachers, by age group, SA*



Legend:
- ■ Intend to stay in the profession until retirement
- ■ Unsure
- ■ Intend to leave the profession before retirement

| Age group | Intend to stay | Unsure | Intend to leave | n |
|---|---|---|---|---|
| 60-67 years – SA | 75% | 18% | 7% | 998 |
| 60-67 years – All | 72% | 19% | 8% | 1,729 |
| 50-59 years – SA | 56% | 31% | 13% | 1,362 |
| 50-59 years – All | 51% | 31% | 18% | 3,121 |
| 40-49 years – SA | 34% | 42% | 24% | 1,419 |
| 40-49 years – All | 29% | 39% | 32% | 3,270 |
| 30-39 years – SA | 25% | 46% | 28% | 1,274 |
| 30-39 years – All | 21% | 41% | 38% | 2,791 |
| <30 years – SA | 24% | 52% | 25% | 535 |
| <30 years – All | 20% | 46% | 34% | 1,174 |

**Question:** Do you think you will stop working in schools (in any capacity) permanently before you retire?
**Source:** Linked Registration and ATWD Teacher Survey

Teachers in South Australia aged 30-39 and 40-49, who intended the leave the profession, were much more likely to intend to do so after another ten years when compared to teachers aged 30-39 and 40-49 in all surveyed jurisdictions *(Figure SA-57)*.

*Figure SA-57: Estimates of years remaining working in schools or early childhood services, classroom teachers, by age, SA[18]*
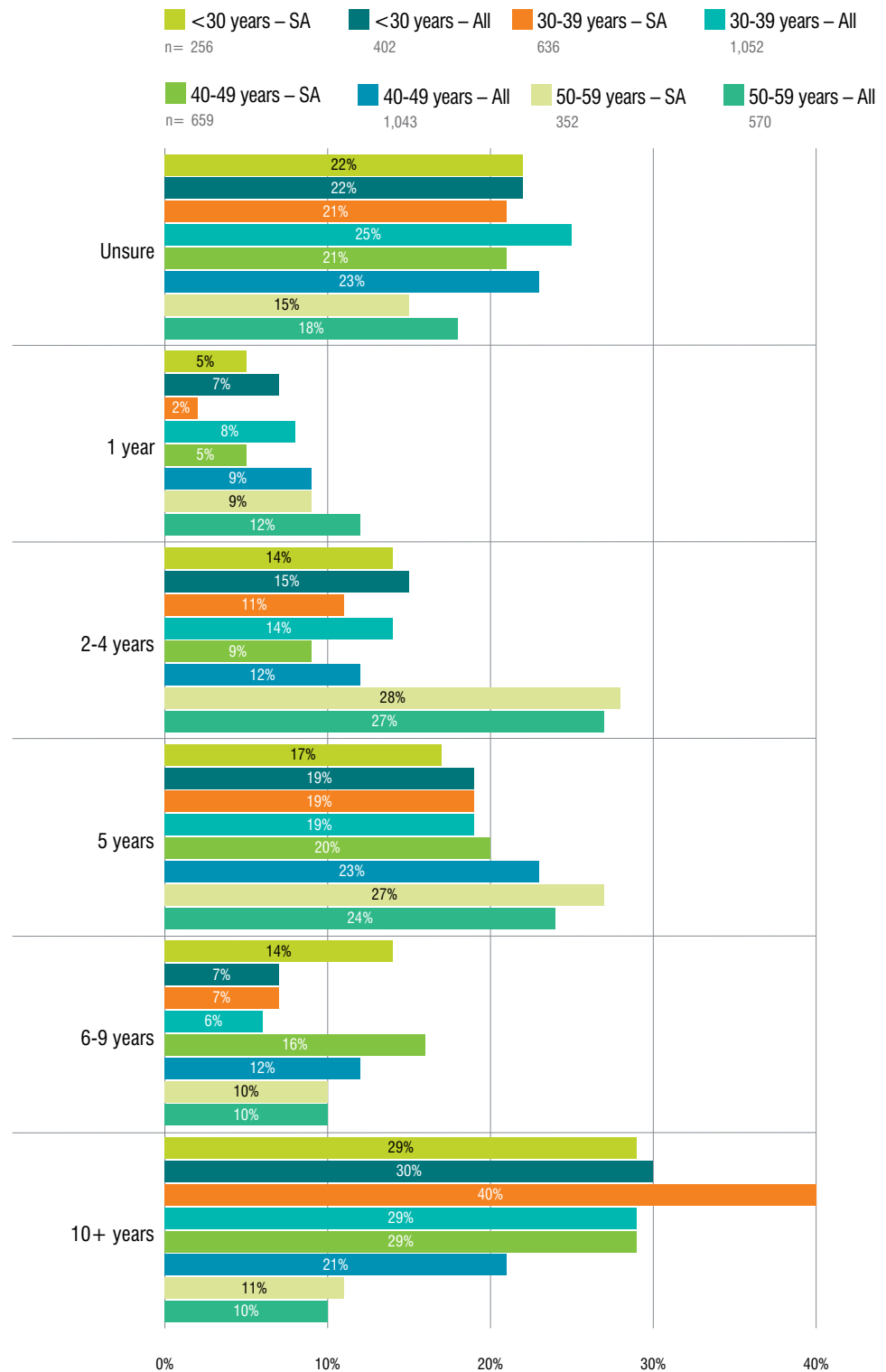


**Question:** Approximately how many more years can you see yourself working in schools (in any capacity)?
**Source:** Linked Registration and ATWD Teacher Survey

18    The relative standard error for '<30 years - SA' for the category '1 year', and for '30-39 years – SA' for the category '1 Year is between 25% and 50%, and this data should be used with caution.

## School location and remoteness

In South Australia, teachers working in all locations were less likely to intend to leave the profession before retirement than the teacher workforce across all surveyed jurisdictions, with the exception of teachers in remote or very remote areas *(Figure SA-58)*.

*Figure SA-58: Intentions to remain in the profession, classroom teachers in schools, by school regionality, SA[19]*



**Question:** Do you think you will stop working in schools (in any capacity) permanently before you retire?
**Source:** ATWD Teacher Survey with ACARA School Profile
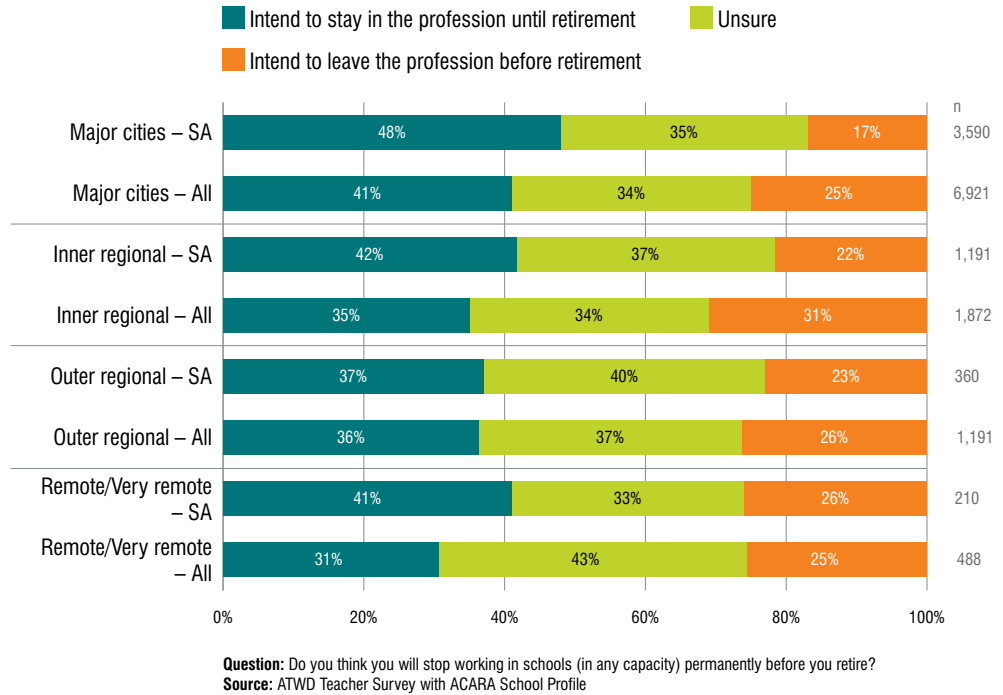
Of those who indicated that they did intend to leave the profession before they retired, 29% of South Australian teachers working in major cities, 27% of teachers working in inner regional areas and 30% of teachers working in outer regional areas indicated that they would still remain in the profession for 10 years or longer *(Figure SA-59)*.

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19   The relative standard error for 'Intend to leave the profession before retirement' for the category 'Very Remote – SA' is between 25% and 50%, and this data should be used with caution.

*Figure SA-59: Estimates of number of years remaining working in schools, teacher workforce in schools, by school regionality, SA[20] [21]*



**Question:** Approximately how many more years can you see yourself working in schools (in any capacity)?
**Source:** ATWD Teacher Survey with ACARA School Profile
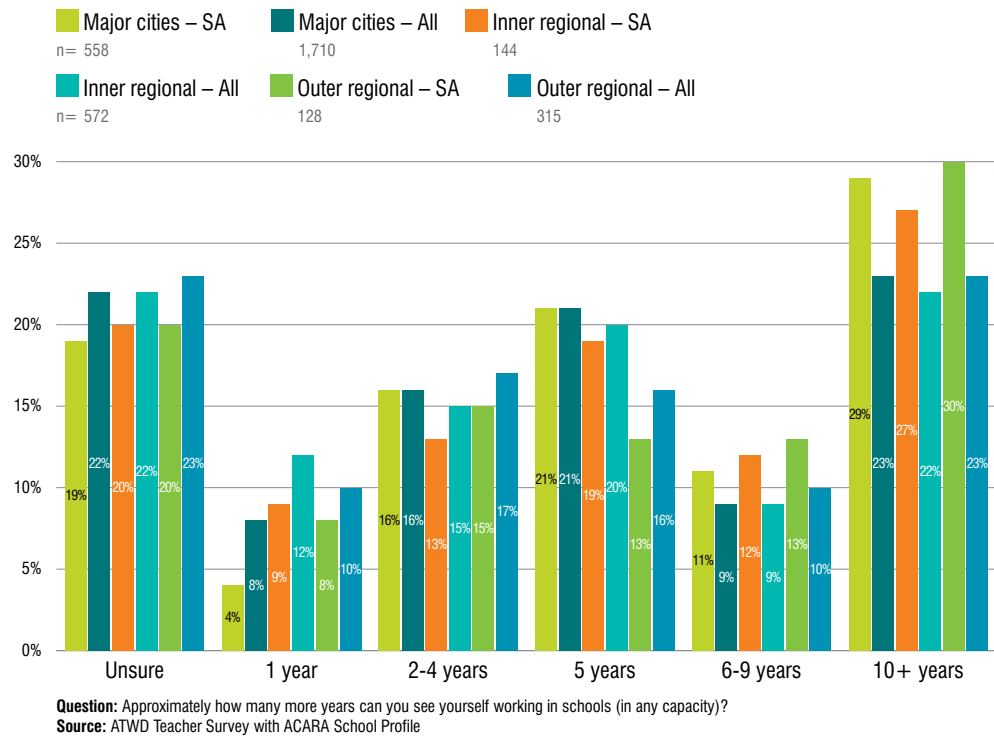
## Reasons for leaving

Teachers in South Australia provided the same top five reasons for intending to leave the profession as were provided by the teacher workforce across all surveyed jurisdictions. When examining the relative frequency of each type of reason for the teacher workforce in South Australia, versus those in all surveyed jurisdictions, most reasons were selected less frequently by the teacher workforce in South Australia **(Figure SA-60)**.

Three of the four 'reward and recognition' reasons, in particular, were selected proportionately less often, as were two other reasons:

- 'Dissatisfaction with performance appraisals' (8%, 6 percentage points less often than all surveyed jurisdictions), 'Insufficient pay' (19%, 10 percentage points less often than all surveyed jurisdictions) and 'changes imposed on schools from outside' (35%, 14 percentage points less often than all surveyed jurisdictions)

- I am not enjoying working in schools (15%, 6 percentage points less often than all surveyed jurisdictions)

- Insufficient support staff (20%, 9 percentage points less often than all surveyed jurisdictions).

Only 'to seek employment outside of education' (21%, 2 percentage points more often) and 'family reasons/parental leave' (15%, 3 percentage points more often) were more likely to be selected in South Australia than they were in all surveyed jurisdictions.

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20  Data for 'Remote' and 'Very remote' not provided because analysis has only been undertaken where sample sizes were sufficient to allow segmentation.
21  The relative standard error for 'Inner Regional - SA' and 'Outer Regional – SA' for the category '1 Year' is between 25% and 50%, and this data should be used with caution.

*Figure SA-60: Reasons for considering leaving the profession, teacher workforce considering leaving teaching, SA*

**Categories**

■ Workload and coping  ■ Reward and recognition  ■ Classroom factors  ■ School culture
■ Break from teaching  ■ Teaching as a job, not a career  ■ Uncategorised

n = 1,071

| Reason | Percentage |
|--------|-----------|
| The workload is too heavy | 62% |
| To achieve a better work/life balance | 65% |
| Too stressful/impacting wellbeing/mental health | 53% |
| The demands of professional regulation | 41% |
| Changes imposed on schools from outside | 35% |
| The poor public image of the profession | 23% |
| Insufficient support staff | 20% |
| Insufficient pay | 19% |
| Class sizes too large | 22% |
| Insufficient professional recognition at work | 21% |
| Challenges with student behaviour | 21% |
| Seek employment elsewhere in education | 25% |
| I am not enjoying working in schools | 15% |
| To seek employment outside of education | 21% |
| Dissatisfaction with performance appraisals | 8% |
| Family reasons/parental leave | 15% |
| Unsatisfactory relationships with other staff | 7% |
| Never intended teaching to be long-term career | 3% |
| I am not suited to working in schools | 1% |

**Question:** What are your reasons for considering leaving teaching?
**Source:** ATWD Teacher Survey

# 8. Early career teachers

**Focal segments**

*Early career teachers* – registered teachers who joined the teacher workforce less than 5 years ago

Early career teachers are teachers who had been in the Australian teaching workforce for up to five years. There were 1,101 early career teachers in South Australia who completed the ATWD Teacher Survey.

## School sector

Early career teachers in South Australia were most likely to work in government schools (75%) and least likely to work in Catholic schools (8%) *(Figure SA-61)*.

*Figure SA-61: School sector, early career school teachers, SA*
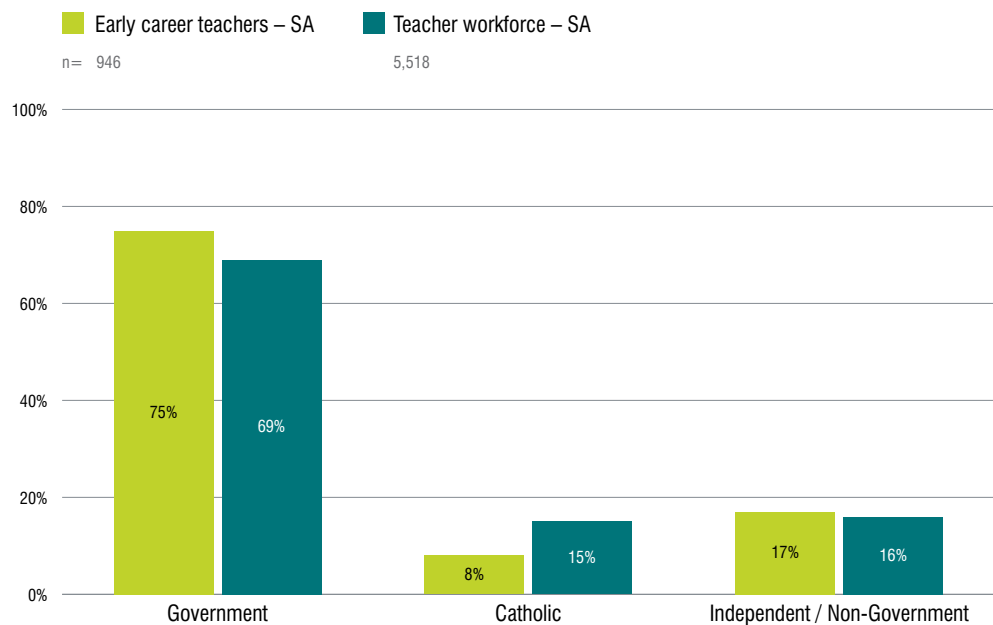


**Question:** Please select the name of the school / early childhood service / preschool where you are currently employed.
**Source:** ATWD Teacher Survey and ACARA School Profile

## Registration

Half (50%) of early career teachers in South Australia had provisional registration status *(Figure SA-62)*.

Some early career teachers, as defined by the duration of time since commencing work, had been registered for longer than five years. This may occur when 'conditional accreditation' is available to those in their final year of an accredited undergraduate or graduate entry ITE qualification, or when there is a gap between obtaining initial accreditation and finding initial employment. Most early career teachers in South Australia (93%) had been registered for 5 years or fewer *(Figure SA-64)*.

Early career teachers in South Australia in independent (52%) and government schools (51%) were more likely to hold full registration than early career teachers in Catholic schools (42%) *(Figure SA-63)*.

*Figure SA-62: Registration status, early career teachers, SA*

Full registration   Provisional registration

| | | n |
|---|---|---|
| Early career teachers – SA | 50% Full / 50% Provisional | 1,101 |
| Early career teachers – All | 49% Full / 51% Provisional | 2,603 |

0%   20%   40%   60%   80%   100%
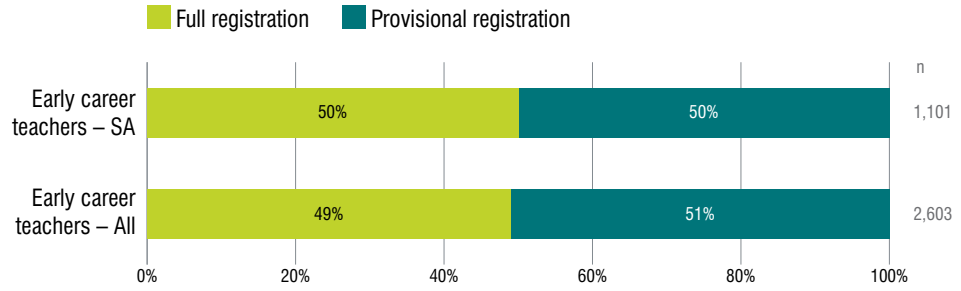
**Source:** Linked Registration and ATWD Teacher Survey

*Figure SA-63: Registration status, early career school teachers, by sector, SA*

Full registration   Provisional registration

| | | n |
|---|---|---|
| Early career teachers in independent schools | 52% Full / 48% Provisional | 163 |
| Early career teachers in Catholic schools | 42% Full / 58% Provisional | 72 |
| Early career teachers in government schools | 51% Full / 49% Provisional | 711 |
| Early career teachers in schools – SA | 50% Full / 50% Provisional | 1,019 |

0%   20%   40%   60%   80%   100%
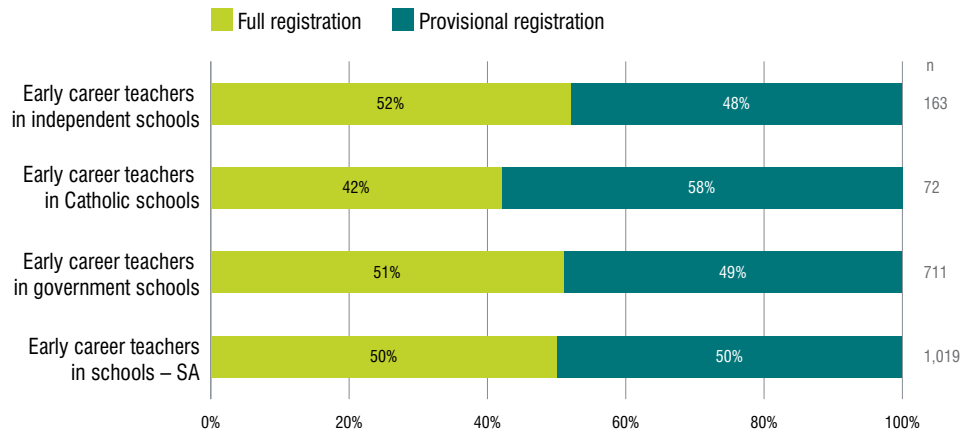
**Source:** Linked Registration and ATWD Teacher Survey

*Figure SA-64: Years registered, early career teachers, SA*

<5 years   5-9 years   10+ years

| | | n |
|---|---|---|
| Early career teachers – SA | 93% / 5% / 2% | 637 |
| Early career teachers – All | 95% / 4% / 1% | 1,527 |

0%   20%   40%   60%   80%   100%
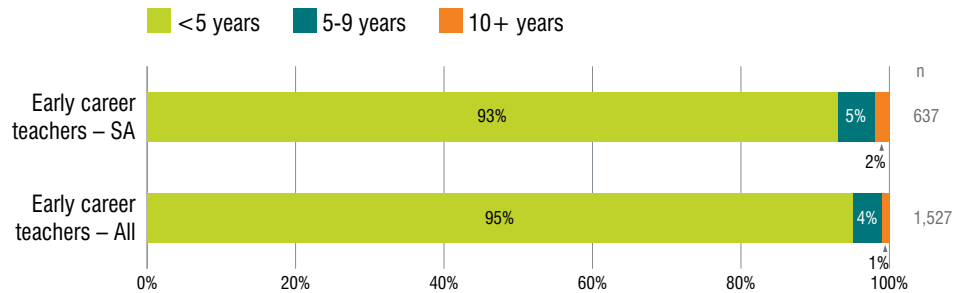
**Source:** Linked Registration and ATWD Teacher Survey

## Demographic and teaching characteristics

The proportions for age, gender, disability status and country of birth of early career teachers in South Australia are similar to those for early career teachers across all surveyed jurisdictions.

## Age

The average age of early career teachers in South Australia was 33.5 years (median 30 years), compared to 33.8 years (median 30 years) for early career teachers across all surveyed jurisdictions.

For early career teachers in South Australia, almost half were aged under 30 years (49%), as were 47% of early career teachers across all surveyed jurisdictions *(Figure SA-65)*. Early career teachers aged under 30 were considerably more likely to work in Catholic schools (60%) than in government schools (50%) or independent schools (43%) *(Figure SA-66)*.

*Figure SA-65: Age distribution, early career teachers, SA[22]*
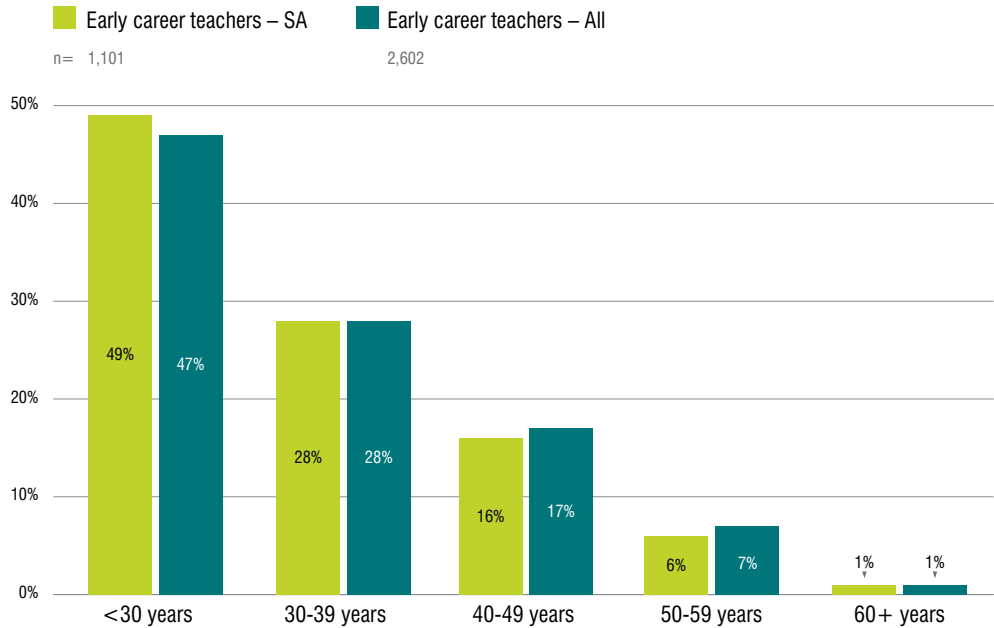


**Source:** Linked Registration and ATWD Teacher Survey

*Figure SA-66: Age distribution, early career school teachers, by sector, SA*
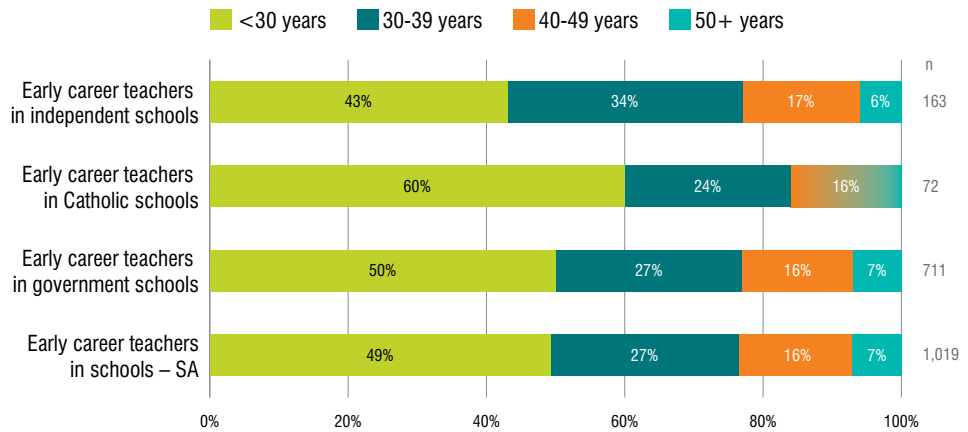


**Source:** Linked Registration and ATWD Teacher Survey with ACARA School Profile

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22    The relative standard error for 'SA early career teachers' for the category '60+' is between 25% and 50%, and this data should be used with caution.

## Gender

Among early career teachers in South Australia, 19% were men, as were 19% of early career teachers across all surveyed jurisdictions *(Figure SA-67)*. Government schools in South Australia were slightly more likely to employ men as early career teachers (23%) than Catholic schools (18%) and independent schools (17%) *(Figure SA-68)*.

*Figure SA-67: Gender, early career teachers, SA*

■ Men  ■ Women

| | | n |
|---|---|---|
| Early career teachers – SA | 19% / 81% | 1,101 |
| Early career teachers – All | 19% / 81% | 2,602 |
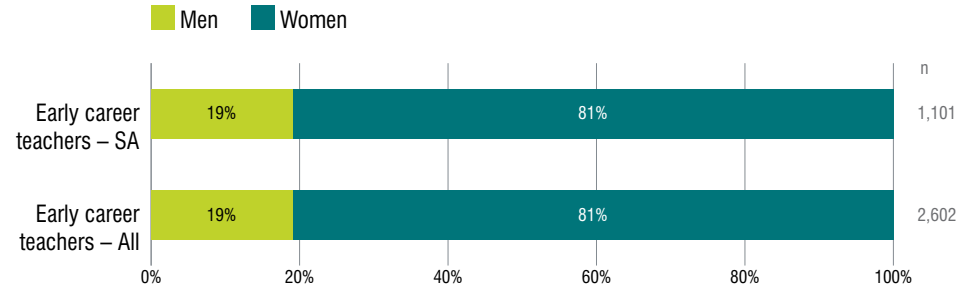
**Source:** Linked Registration and ATWD Teacher Survey

*Figure SA-68: Gender, school-based early career teachers, by sector, SA*

■ Men  ■ Women

| | | n |
|---|---|---|
| Early career teachers in independent schools | 17% / 83% | 163 |
| Early career teachers in Catholic schools | 18% / 82% | 72 |
| Early career teachers in government schools | 23% / 77% | 711 |
| Early career teachers in schools – SA | 21% / 79% | 1,019 |
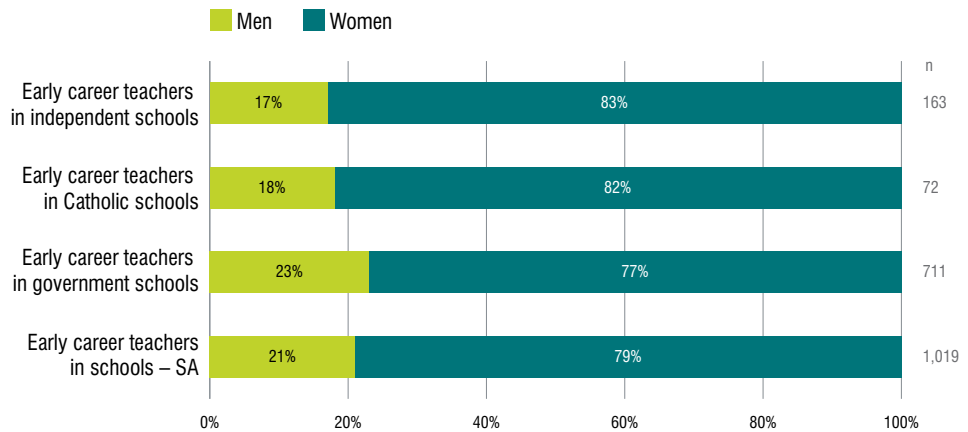
**Question:** Select the name of the school where you were last employed.
**Source:** Linked Registration and ATWD Teacher Survey with ACARA School Profile

## Disability

Four percent (4%) of early career teachers in South Australia reported a disability, as did 5% of early career teachers across all surveyed jurisdictions *(Figure SA-69)*.

*Figure SA-69: Disability status, early career teachers, SA*

■ No, do not have a disability  ■ Yes, have a disability

| | | n |
|---|---|---|
| Early career teachers – SA | 96% / 4% | 936 |
| Early career teachers – All | 95% / 5% | 2,097 |
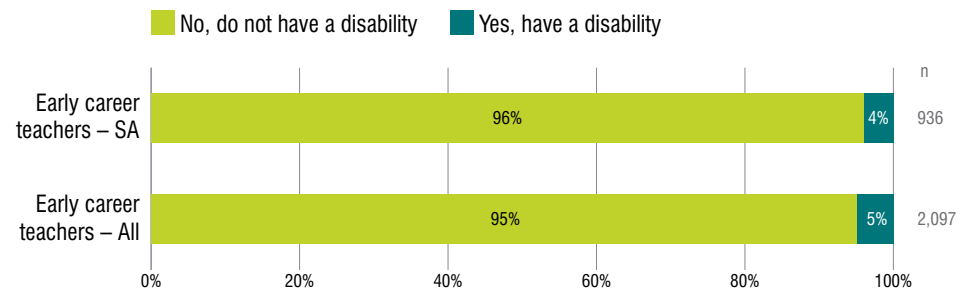
**Question:** Do you have a disability, impairment or long-term medical condition? Select from list.
**Source:** Linked Registration and ATWD Teacher Survey

## Country of birth

Fourteen percent (14%) of early career teachers in South Australia had been born overseas compared to 16% of early career teachers across all surveyed jurisdictions **(Figure SA-70)**.

Those working in independent schools were more likely to have been born overseas (20%) than those in other sectors (government: 12%; Catholic: 13%) and early career teachers in all surveyed jurisdictions (14%) **(Figure SA-71)**.

*Figure SA-70: Country of birth, early career teachers, SA*
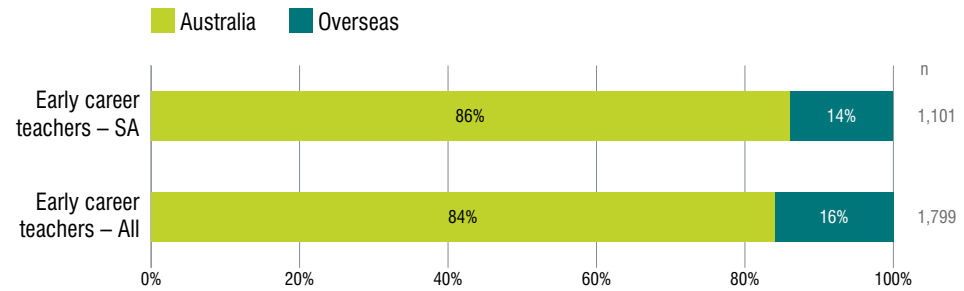


Source: Linked Registration and ATWD Teacher Survey

*Figure SA-71: Country of birth, early career school teachers, by sector, SA*



Source: Linked Registration and ATWD Teacher Survey with ACARA School Profile

## Regionality

Early career teachers in South Australia were more likely to be residing in more urban areas. Early career teachers lived in major cities (72%) slightly more often than early career teachers across all surveyed jurisdictions (69%). However, early career teachers were less likely to live in inner regional areas (12%) than early career teachers in all surveyed jurisdictions (16%) **(Figure SA-72)**.

Patterns of location remoteness for school location for early career teachers were similar to their residential locations **(Figure SA-73)**.

*Figure SA-72: Residential location, early career teachers, SA*

■ Early career teachers – SA    ■ Early career teachers – All

n=  1,095                2,488



| | Major Cities | Inner Regional | Outer Regional | Remote and Very remote |
|---|---|---|---|---|
| Early career teachers – SA | 72% | 12% | 12% | 5% |
| Early career teachers – All | 69% | 16% | 11% | 4% |
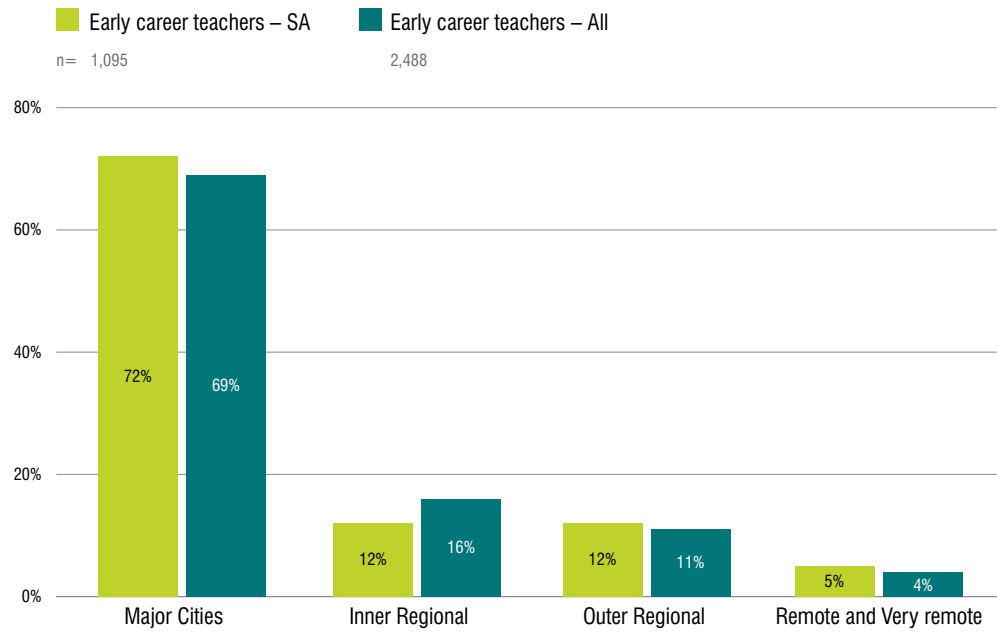
**Source:** Linked Registration and ATWD Teacher Survey

*Figure SA-73: School location, early career teachers, SA*
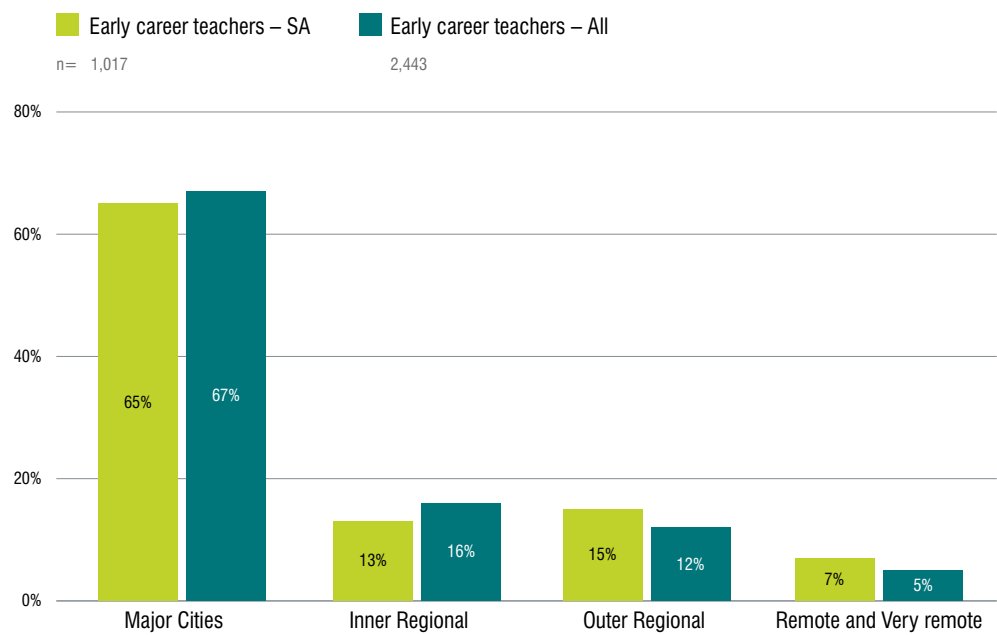
■ Early career teachers – SA    ■ Early career teachers – All

n=  1,017                2,443



| | Major Cities | Inner Regional | Outer Regional | Remote and Very remote |
|---|---|---|---|---|
| Early career teachers – SA | 65% | 13% | 15% | 7% |
| Early career teachers – All | 67% | 16% | 12% | 5% |

**Question:** Select the name of the school where you are currently employed.
**Source:** ATWD Teacher Survey with ACARA School Profile

## Induction

In South Australia, early career teachers were asked about participation in specific induction activities; by contrast, in New South Wales and the Northern Territory, questions about specific induction activities were preceded by a question about whether they had participated in any induction activities. In South Australia, 64% of early career teachers reported having participated in targeted professional learning activities during their early career period, and 62% took part in an orientation program *(Figure SA-74)*.[23]

The induction activities received and experienced as helpful by early career teachers were most commonly 'targeted professional learning opportunities' (53%), and 'a reduced face-to-face teaching workload' (46%). Just 3% reported receiving helpful 'follow-up from (their) teacher education institution' during their early career period *(Figure SA-75)*.

*Figure SA-74: Induction activities, early career teachers, SA[24]*

n = 413
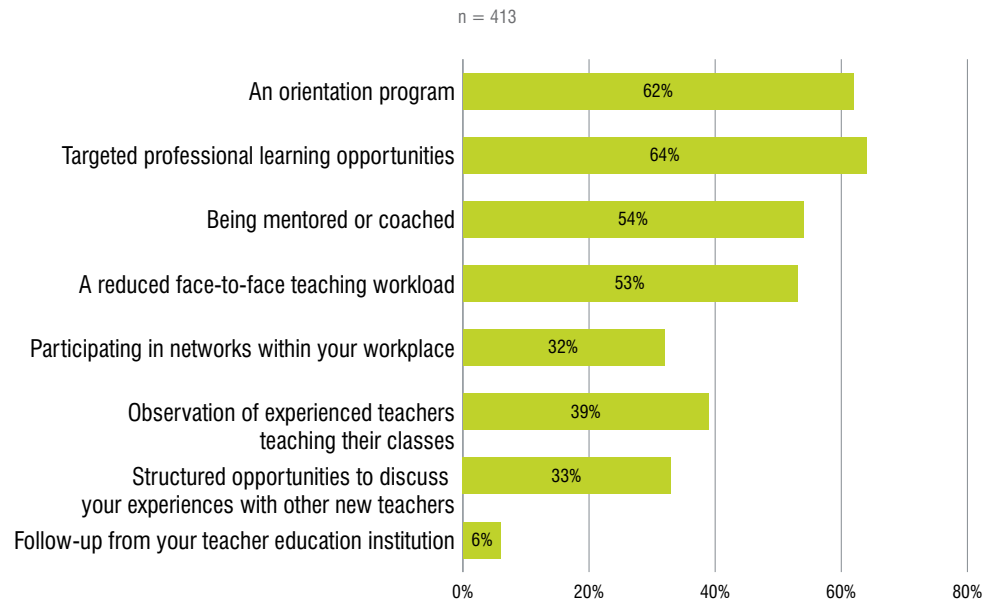


**Question:** Since you began teaching in (year), which of the following types of induction assistance have you been provided?
**Source:** ATWD Teacher Survey

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23  In the ATWD Teacher Survey, questions about induction were asked differently in South Australia to New South Wales and the Northern Territory. Because induction questions varied between states no comparison can be made with the total early career cohort. As a result, it is not meaningful to compare results for the 'early career teacher' cohort in South Australia to all surveyed jurisdictions

24  Respondents could select more than one activity.

*Figure SA-75: Reflections on helpfulness of induction activities, early career teachers, SA*

n = 413



| | |
|---|---|
| An orientation program | 39% |
| Targeted professional learning opportunities | 53% |
| Being mentored or coached | 43% |
| A reduced face-to-face teaching workload | 46% |
| Participating in networks within your workplace | 26% |
| Observation of experienced teachers teaching their classes | 33% |
| Structured opportunities to discuss your experiences with other new teachers | 27% |
| Follow-up from your teacher education institution | 3% |

**Question:** How helpful or very helpful were the following types of assistance to your teaching practice?
*(Proportion of respondents who said induction activity was 'helpful' or 'very helpful')*
**Source:** ATWD Teacher Survey

## Learner levels and school types

### School type

Early career teachers in South Australia were moderately less likely (24%) to work in secondary schools than early career teachers across all surveyed jurisdictions (32%), and considerably more likely to work in combined schools (33%) than early career teachers across all surveyed jurisdictions (24%) *(Figure SA-76)*. Of the early career teachers in South Australia who did work in the combined schools, 75% worked in the independent schools sector *(Figure SA-77)*.

*Figure SA-76: School type, early career teachers, SA[25]*
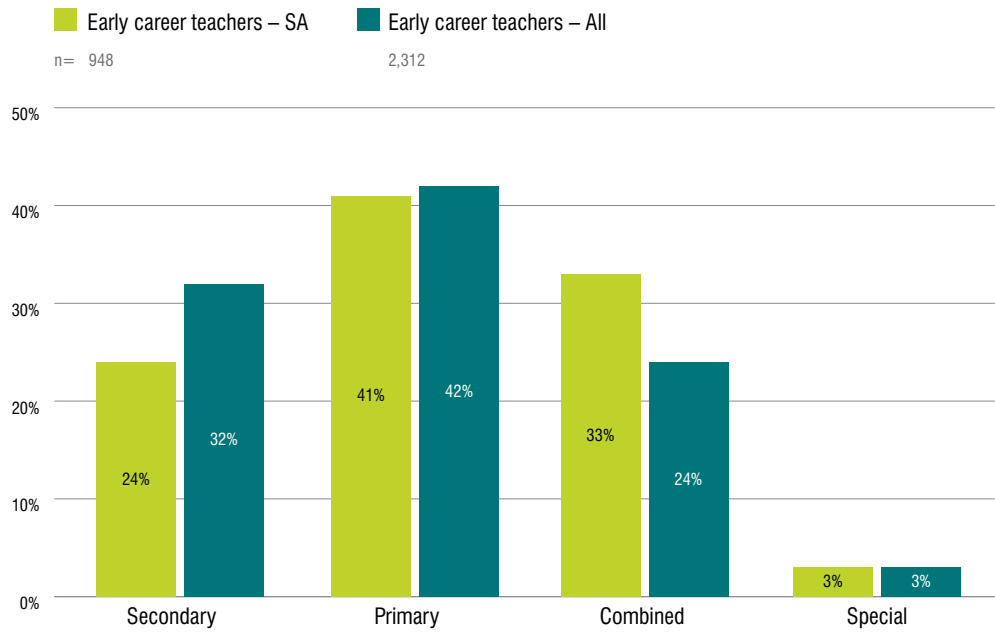
▇ Early career teachers – SA  ▇ Early career teachers – All

n= 948                        2,312



**Question:** Please select the name of the school / early childhood service / preschool where you are currently employed & Select the learner levels taught from a list.
**Source:** ATWD Teacher Survey with ACARA School Profile

*Figure SA-77: School type, early career teachers in schools, by sector, SA*
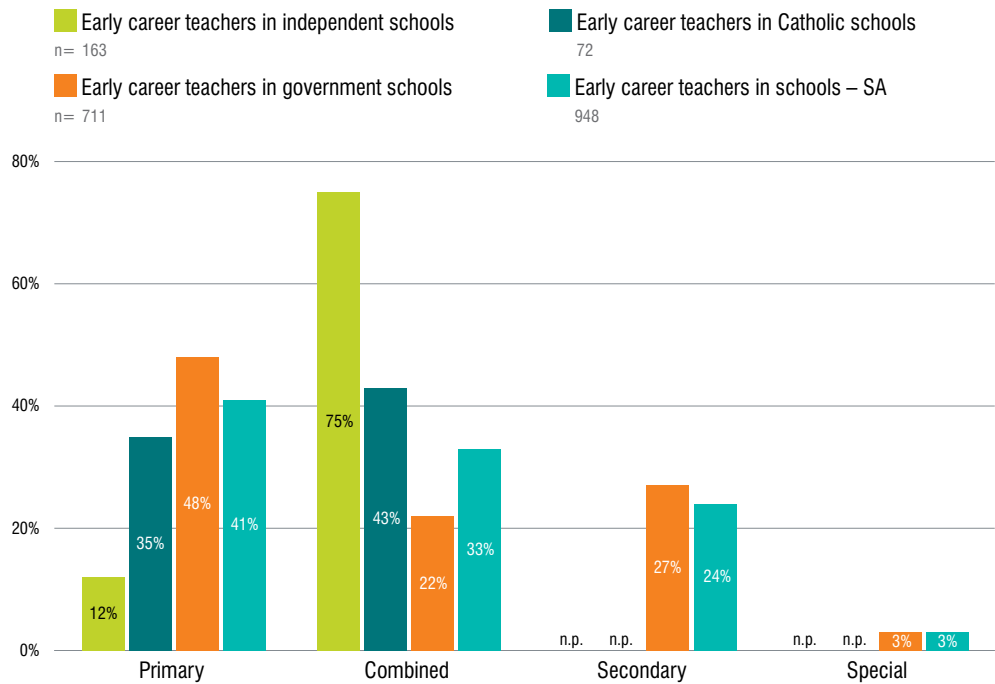
▇ Early career teachers in independent schools    ▇ Early career teachers in Catholic schools
n= 163                                              72
▇ Early career teachers in government schools      ▇ Early career teachers in schools – SA
n= 711                                              948



**Question:** Please select the name of the school / early childhood service / preschool where you are currently employed & Select the learner levels taught from a list.
**Source:** ATWD Teacher Survey with ACARA School Profile

25   Early childhood services not included due to small sample size for early childhood teachers in some jurisdictions.

## Year levels taught

Early career teachers in South Australia were 1 to 5 percentage points less likely to be teaching secondary learners from years 7 through 12 compared to early career teachers in all surveyed jurisdictions, but they were somewhat more likely to be teaching years 1 through 6 *(Figure SA-78)*.

*Figure SA-78: Year levels taught, early career teachers in schools, SA[26]*



**Question:** Select the learner levels you taught from a list.
**Source:** ATWD Teacher Survey
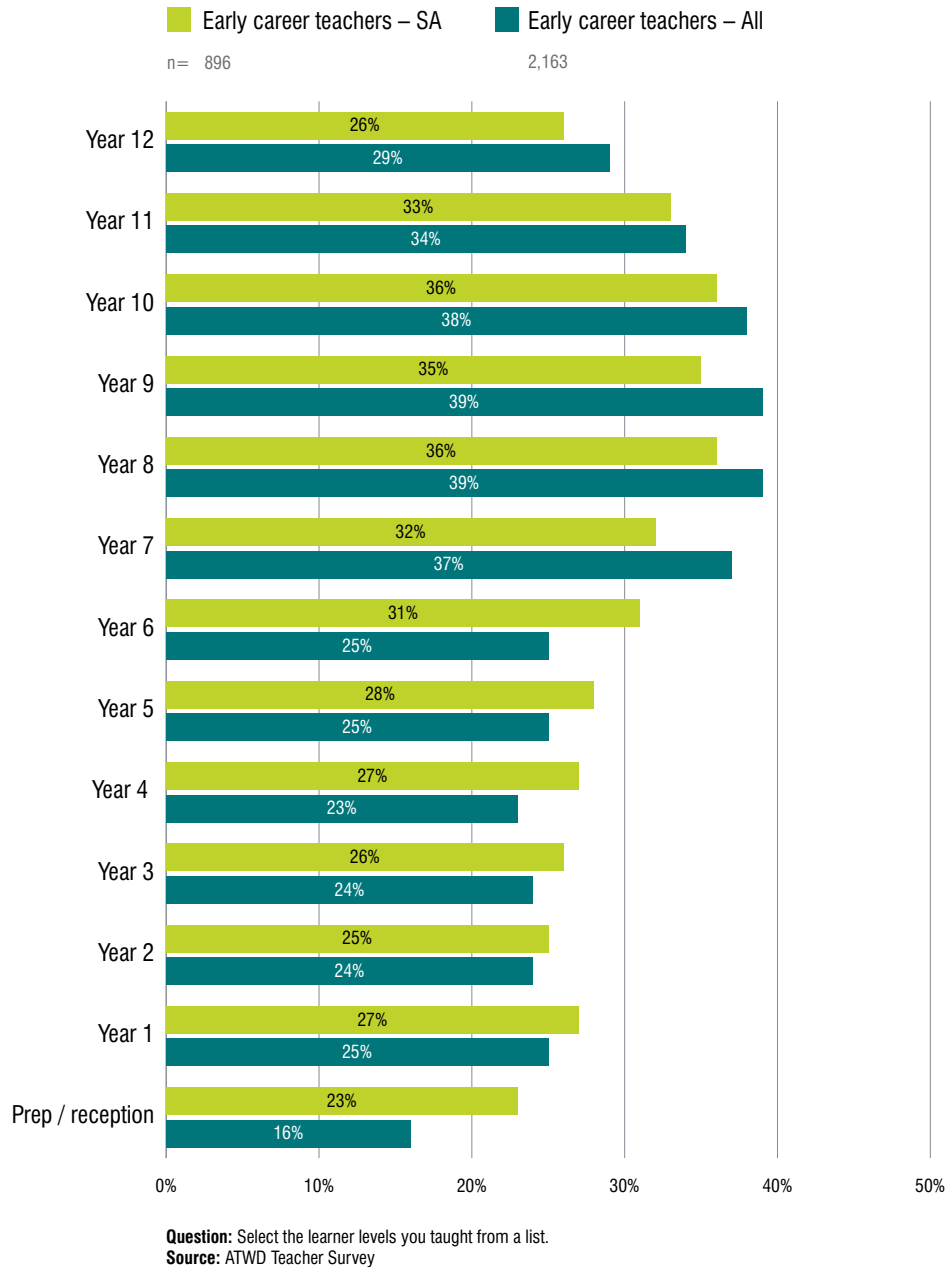
Less than one-third of early career teachers in South Australia were teaching at each of Year 11 (33%) and Year 12 levels (26%) *(Figure SA-78)*. Early career teachers in South Australia in their first three years in the profession were less likely to teach Years 11 and 12 than early career teachers in all surveyed jurisdictions, and those who had been teaching for 4-5 years. There were no differences in the proportion of South Australian early career teachers teaching junior secondary learners based on years of teaching experience; however, those teaching primary learners were more likely to be in years 1-3 than years 4-5 of their early career period *(Figure SA-79)*.

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26  Responses for 'SA early career teachers' for the category 'Kindergarten' were not reported because analysis has only been undertaken where sample sizes were sufficient to allow segmentation.

*Figure SA-79: Year levels taught, early career teachers in schools, by years registered, SA[27]*

Early career teachers (1-3 years) – SA    n= 500
Early career teachers (1-3 years) – All    1,204
Early career teachers (4-5 years) – SA    n= 397
Early career teachers (4-5 years) – All    960



| Year level | ECT (1-3) SA | ECT (1-3) All | ECT (4-5) SA | ECT (4-5) All |
|---|---|---|---|---|
| Year 12 | 24% | 26% | 29% | 33% |
| Year 11 | 32% | 33% | 35% | 36% |
| Year 10 | 36% | 38% | 36% | 37% |
| Year 9 | 35% | 40% | 35% | 39% |
| Year 8 | 37% | 41% | 35% | 37% |
| Year 7 | 34% | 39% | 30% | 35% |
| Year 6 | 32% | 27% | 29% | 23% |
| Year 5 | 31% | 27% | 25% | 22% |
| Year 4 | 30% | 26% | 23% | 20% |
| Year 3 | 28% | 26% | 24% | 22% |
| Year 2 | 26% | 25% | 24% | 22% |
| Year 1 | 30% | 27% | 24% | 22% |
| Prep / reception | 23% | 16% | 22% | 15% |

**Question:** Select the learner levels you taught from a list.
**Source:** ATWD Teacher Survey

27    Responses for 'SA early career teachers' for the category 'Kindergarten' were not reported because analysis has only been undertaken where sample sizes were sufficient to allow segmentation.

## Contractual arrangements

A smaller proportion of career teachers in South Australia (27%) reported being employed under a permanent or ongoing contract, compared to 37% of early career teachers in all surveyed jurisdictions *(Figure SA-80)*. By way of comparison, in 2018, two-thirds (66%) of the teaching workforce reported that they were employed under an ongoing, permanent arrangement (see also **Chapter 5** in main report).

In South Australia, 18% of early career teachers who had been registered for 1-3 years were employed under a permanent or ongoing contract, compared to 29% of early career teachers in all surveyed jurisdictions. Of teachers who had been registered for 4-5 years, 37% were employed under a permanent or ongoing contract, compared to 47% of all early career teachers in all surveyed jurisdictions. That is, after 4-5 years of registration only around one-third (37%) of early career teachers in South Australia were employed under a permanent or ongoing contract, with a corresponding drop in the percentage working on short contracts of under 1 year in duration and as casual relief teachers *(Figure SA-81)*.

The 14% of early career teachers in South Australia working as casual relief teachers were more likely to cite that they were unable to secure a contract or permanent position as a reason (68%) than all early career teachers in all surveyed jurisdictions (57%) *(Figure SA-82)*.

Early career casual/relief teachers' reasons for working on a casual contract have not been reported by school sector, because analysis has only been undertaken where sample sizes were sufficient to allow segmentation.

*Figure SA-80: Employment contract types, early career teachers, SA*
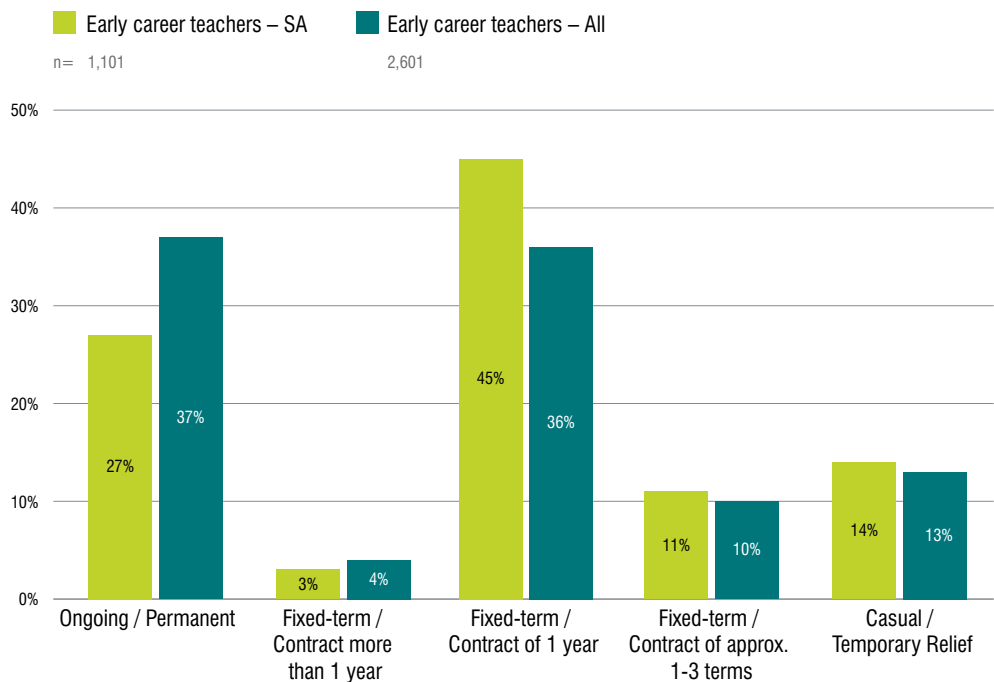


**Question:** Which of the following best describes your current employment contract during 2018?
**Source:** ATWD Teacher Survey

*Figure SA-81: Employment contract types, early career teachers, by years registered, SA[28]*
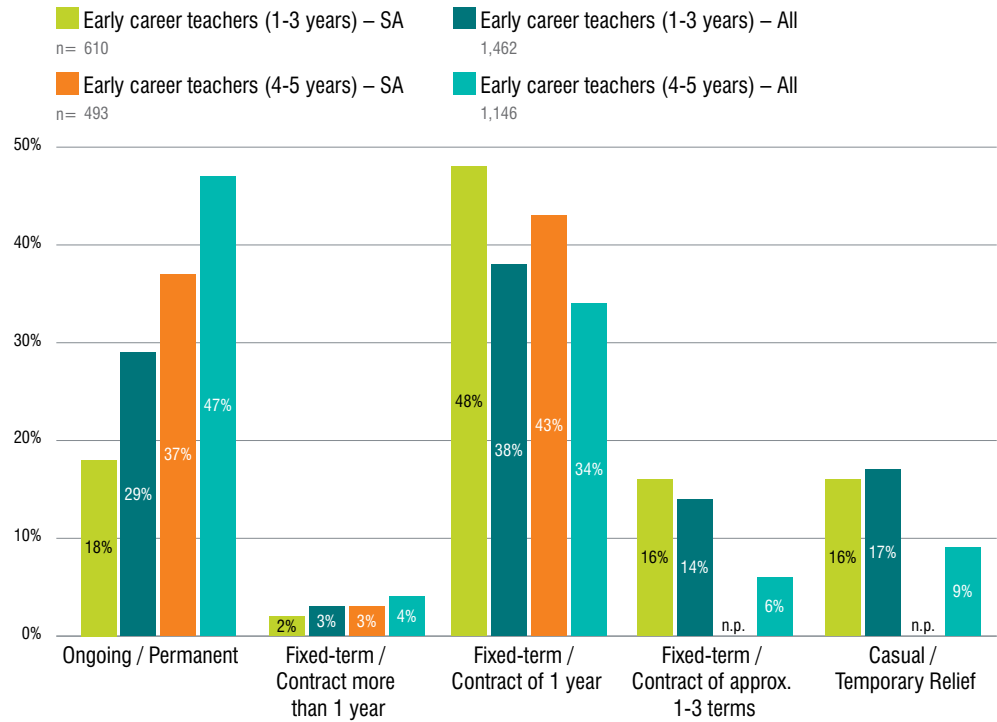


- Early career teachers (1-3 years) – SA  n= 610
- Early career teachers (1-3 years) – All  1,462
- Early career teachers (4-5 years) – SA  n= 493
- Early career teachers (4-5 years) – All  1,146

| | Ongoing / Permanent | Fixed-term / Contract more than 1 year | Fixed-term / Contract of 1 year | Fixed-term / Contract of approx. 1-3 terms | Casual / Temporary Relief |
|---|---|---|---|---|---|
| 1-3 years SA | 18% | 2% | 48% | 16% | 16% |
| 1-3 years All | 29% | 3% | 38% | 14% | 17% |
| 4-5 years SA | 37% | 3% | 43% | n.p. | n.p. |
| 4-5 years All | 47% | 4% | 34% | 6% | 9% |

**Question:** Which of the following best describes your current employment contract during 2018?
**Source:** ATWD Teacher Survey

*Figure SA-82: Reasons for working on a casual contract, early career CRTs, SA[29]*



- Early career teachers – SA  n= 153
- Early career teachers – All  343

| | I was unable to secure a contract or permanent position | Personal or professional circumstances or other reason |
|---|---|---|
| SA | 68% | 32% |
| All | 57% | 43% |
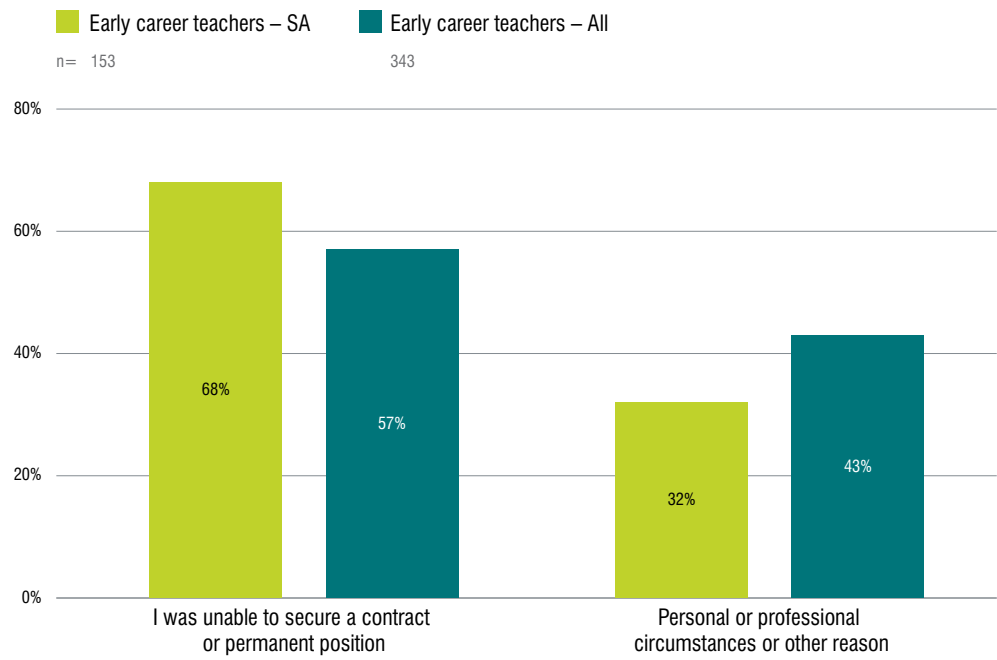
**Question:** Why are you working as a casual / relief teacher?
**Source:** ATWD Teacher Survey

28 The relative standard error for 'SA early career teachers (1-3 years)' for the category 'Fixed-term/Contract more than 1 year' is between 25% and 50%, and this data should be used with caution.
29 Three response categories: personal, professional, and other are combined due to small cell sizes.

## Working hours and tasks

Over half (59%) of early career teachers in South Australia worked full-time (36-40 hours, as did 59% of early career teachers across all surveyed jurisdictions *(Figure SA-83)*.

Of those who worked part-time, 32% of early career teachers worked 31-35 hours per week, compared to 21% of the teaching workforce in South Australia, and 47% of early career teachers across all surveyed jurisdictions *(Figure SA-84)*.

*Figure SA-83: Paid working hours, early career teachers, SA*

■ Full-time　■ Part-time

| | | n |
|---|---|---|
| Early career teachers – SA | 59% / 41% | 1,101 |
| Early career teachers – All | 59% / 41% | 2,507 |

0%　20%　40%　60%　80%　100%

**Question:** How many hours are you currently paid to work each week?
**Source:** ATWD Teacher Survey
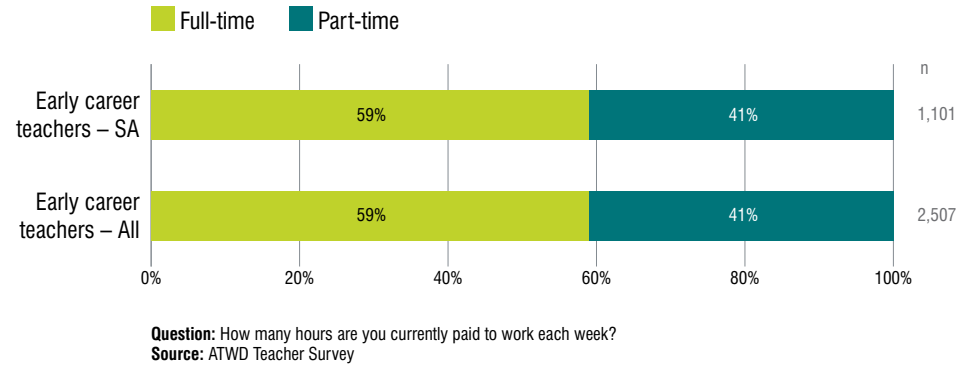
*Figure SA-84: Paid working hours, part-time early career teachers, SA[30]*

■ Early career teachers – SA　■ Teaching workforce – SA

n=　451　　　　2,825

| | 31-35 hours | 26-30 hours | 21-25 hours | 16-20 hours | 11-15 hours | 6-10 hours | 5 hours or less |
|---|---|---|---|---|---|---|---|
| Early career teachers – SA | 32% | 20% | 18% | 12% | 11% | 4% | 3% |
| Teaching workforce – SA | 21% | 25% | 20% | 14% | 10% | 7% | 4% |

**Question:** How many hours are you currently paid to work each week?
**Source:** ATWD Teacher Survey

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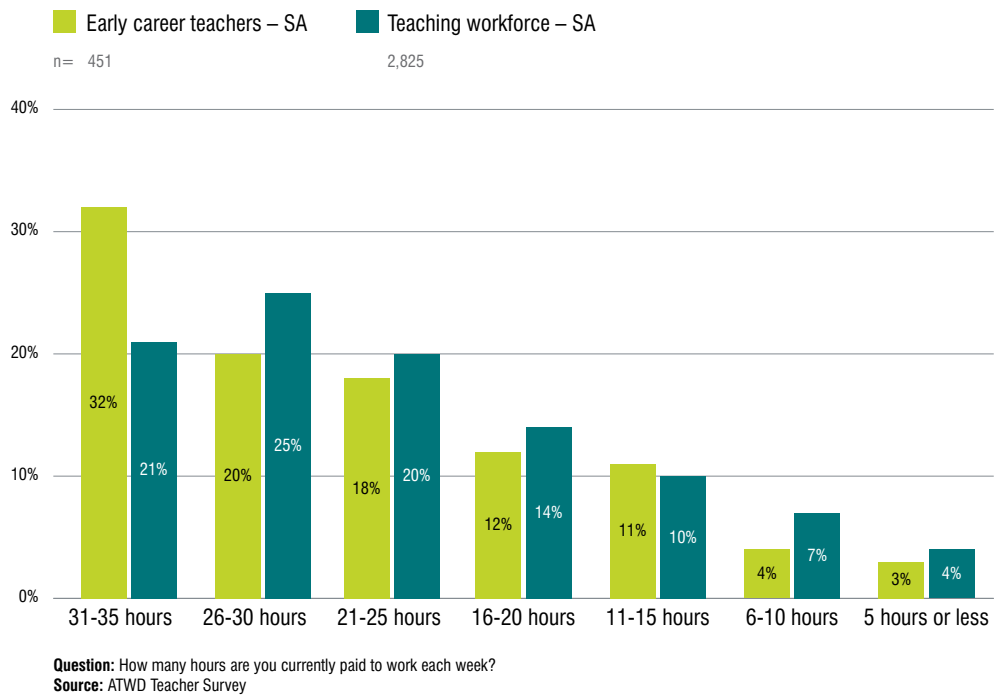
30　The relative standard error for 'SA early career teachers' for the category '5 hours or less' is between 25% and 50%, and this data should be used with caution.

## Average total working hours

Full-time early career teachers in South Australia reported working an average of 53.2 total hours per week, which was similar to the reported average for all full-time teachers in South Australia (52.9 hours per week). Those who had worked 1-3 years reported working 53.8 hours compared to an average of 52.4 hours for those who had worked 4-5 years *(Table SA-12)*.

Early career early childhood teachers consistently reported working a higher number of average working hours than they were paid to work across all levels of full-time and part-time hours. Again, early career teachers reported working, on average, similar hours per week as the South Australian teaching workforce *(Table SA-13)*.

*Table SA-12: Average total working hours, full-time early career teachers, SA*

|  | Early career teachers (1-3 years) | Early career teachers (4-5 years) | Early career teachers (1-5) | All SA teaching workforce |
|---|---|---|---|---|
| Number of teachers | 327 | 294 | 619 | 3,473 |
| Average total working hours | 53.8 | 52.4 | 53.2 | 52.9 |

*Table SA-13: Average total working hours, early career teachers, by paid working hours, SA[31]*

| Full-time/ Part-time | Paid Hours | Average hours worked by SA early career teachers | Average hours worked by SA teaching workforce |
|---|---|---|---|
| Full-time | 36 - 40 hours | 53.2 (n=619) | 52.9 (n=3,473) |
| Part-time | 31 - 35 hours | 48.7 (n=137) | 47.8 (n=527) |
|  | 26 - 30 hours | 40.7 (n=86) | 41.3 (n=634) |
|  | 21 - 25 hours | 32.8 (n=77) | 32.6 (n=518) |
|  | 16 - 20 hours | 26.5 (n=53) | 26.1 (n=349) |

Early career teachers of primary and secondary learners, working full-time, reported working similar hours to the broader teaching workforce in South Australia *(Table SA-14)*.

Early career teachers of primary and secondary learners who worked part-time reported slightly longer working hours per week than all primary and secondary teachers in South Australia *(Table SA-15)*.

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31   Under 5 hours, 6-10 hours, and 11-15 hours categories not presented due to insufficient sample size to calculate means for early career teachers.

*Table SA-14: Average total working hours, full-time early career teachers, by learning levels, SA[32]*

| | Average total working hours | |
| --- | --- | --- |
| | **Primary teachers** | **Secondary teachers** |
| SA early career teachers | 53.4 (n=332) | 53.7 (n=274) |
| All SA teaching workforce | 53 (1,919) | 53.2 (n=1,633) |

*Table SA-15: Average total working hours, part-time early career teachers, by learning levels, SA*

| | Average total working hours | |
| --- | --- | --- |
| | **Primary teachers** | **Secondary teachers** |
| SA early career teachers | 35.1 (n=249) | 35.4 (n=160) |
| All SA teaching workforce | 33.9 (n=1,532) | 34.7 (n=927) |

## Average face-to-face working hours

For teachers in South Australia, early career teachers reported working an average of 23.9 face-to-face teaching hours, with a very minimal difference based on how many years they had been teaching, compared to 21 hours face-to-face hours for the teaching workforce *(Table SA-16)*.

Full-time early career primary teachers reported more face-to-face teaching hours (24.5 hours) than full-time early career secondary teachers (21.4 hours), but this difference was consistent with that present across the South Australian teaching workforce *(Table SA-17)*. Part-time early career teachers in South Australia worked the same face-to-face teaching hours at primary and secondary levels *(Table SA-18)*.

*Table SA-16: Average face-to-face teaching hours, full-time early career teachers, SA*

| | Early career teachers (1-3 years) | Early career teachers (4-5 years) | Early career teachers 1-5 years) | All SA teachers |
| --- | --- | --- | --- | --- |
| Number of teachers | 308 | 283 | 590 | 3,329 |
| Average face-to-face hours | 23.7 | 24.1 | 23.9 | 21 |

*Table SA-17: Average face-to-face working hours, full-time early career teachers in schools, by learning levels, SA*

| | Average face-to-face working hours | |
| --- | --- | --- |
| | **Primary teachers** | **Secondary teachers** |
| SA early career teachers | 24.5 (n=326) | 21.4 (n=274) |
| All SA teaching workforce | 22.2 (n=1,921) | 18.8 (n=1,633) |

---

32  Minimum sample size requirement not met for reporting early childhood teachers.

*Table SA-18: Average face-to-face working hours, part-time early career teachers in schools, by learning levels, SA*

| | Average face-to-face working hours | |
|---|---|---|
| | **Primary teachers** | **Secondary teachers** |
| SA part-time early career teachers | 17.9 (n=249) | 17.5 (n=160) |
| All SA teaching workforce | 16.6 (n=1,531) | 15.6 (n=927) |

## Task time allocation

In total, full-time early career teachers in South Australia reported spending 32.6 hours per week on non-face-to-face teaching tasks, compared to 31.6 for the full-time teaching workforce in South Australia *(Table SA-19)*. For part-time early career teachers an average of 20.4 hours per week was spent on non-face-to-face teaching tasks compared to 19.6 hours for the the part-time teaching workforce in South Australia *(Table SA-20)*. Across both full-time and part-time teachers, there was little difference in the way early career teachers and the teaching workforce in South Australia spent their non-face-to-face teaching time.

*Table SA-19: Average task time allocation, full-time early career teachers, SA*

| Task | SA early career teachers | | All SA teaching workforce | |
|---|---|---|---|---|
| | **Average hours per week** | **Proportion of time spent on task** | **Average hours per week** | **Proportion of time spent on task** |
| Planning or preparation of lessons either at school or out of school | 9.4 (n=469) | 29% | 8.7 (n=2,432) | 28% |
| Marking/assessing of student work | 5.8 (n=469) | 18% | 5.8 (n=2,432) | 18% |
| Other teamwork and dialogue with colleagues | 4.1 (n=469) | 13% | 3.8 (n=2,430) | 12% |
| Student supervision and counselling | 4.9 (n=469) | 15% | 5.1 (n=2,428) | 16% |
| General administrative work | 4.6 (n=469) | 14% | 4.7 (n=2,426) | 15% |
| Communication with parents or carers | 2 (n=469) | 6% | 2 (n=2,426) | 6% |
| Engaging in extracurricular activities | 1.8 (n=469) | 6% | 1.5 (n=2,428) | 5% |
| **Total hours on all tasks (average)** | **32.6** | | **31.6** | |

*Table SA-20: Average task time allocation, part-time early career teachers, SA*

| Task | SA early career teachers | | All SA teaching workforce | |
|---|---|---|---|---|
| | Average hours per week | Proportion of time spent on task | Average hours per week | Proportion of time spent on task |
| Planning or preparation of lessons either at school or out of school | 6.5 (n=289) | 32% | 5.6 (n=2,071) | 29% |
| Marking/assessing of student work | 3.7 (n=287) | 18% | 3.5 (n=2,071) | 18% |
| Other teamwork and dialogue with colleagues | 2.6 (n=288) | 13% | 2.5 (n=2,066) | 13% |
| Student supervision and counselling | 2.6 (n=287) | 13% | 3 (n=2,065) | 15% |
| General administrative work | 2.8 (n=286) | 14% | 2.9 (n=2,063) | 15% |
| Communication with parents or carers | 1.2 (n=286) | 6% | 1.2 (n=2,063) | 6% |
| Engaging in extracurricular activities | 0.9 (n=286) | 4% | 0.8 (n=2,063) | 4% |
| **Total hours on all tasks (average)** | **20.4** | | **19.6** | |

## Employment gaps

In South Australia, 26% of early career teachers reported an employment gap, compared to 23% of early career teachers across all surveyed jurisdictions *(Figure SA-85)*.

*Figure SA-85: Employment gaps, early career teachers, SA*
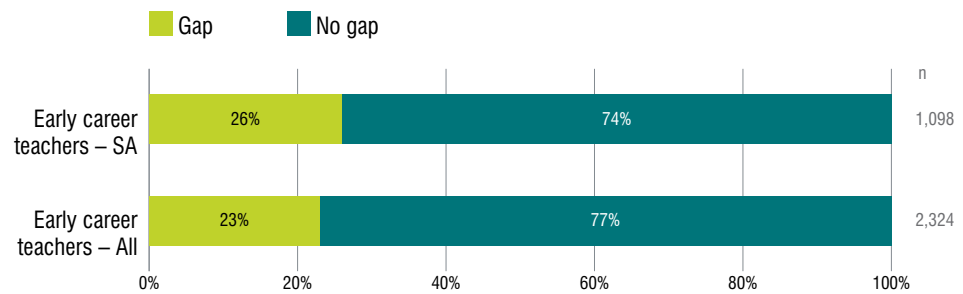


**Question:** Since you started teaching, have you ever had a gap of at least one school term to continuous employment?
**Source:** ATWD Teacher Survey

## Qualifications and professional learning

### Tertiary education

In South Australia, early career teachers were slightly more likely to have held ITE qualifications in the fields of early childhood education or mixed fields of education than early career teachers across all surveyed jurisdictions **(Figure SA-86)**.

In South Australia, early career teachers were slightly more likely than early career teachers across all surveyed jurisdictions to hold a Bachelor degree as their ITE qualification **(Figure SA-87)**.

*Figure SA-86: ITE qualification, early career teachers, by detailed field of education, SA*
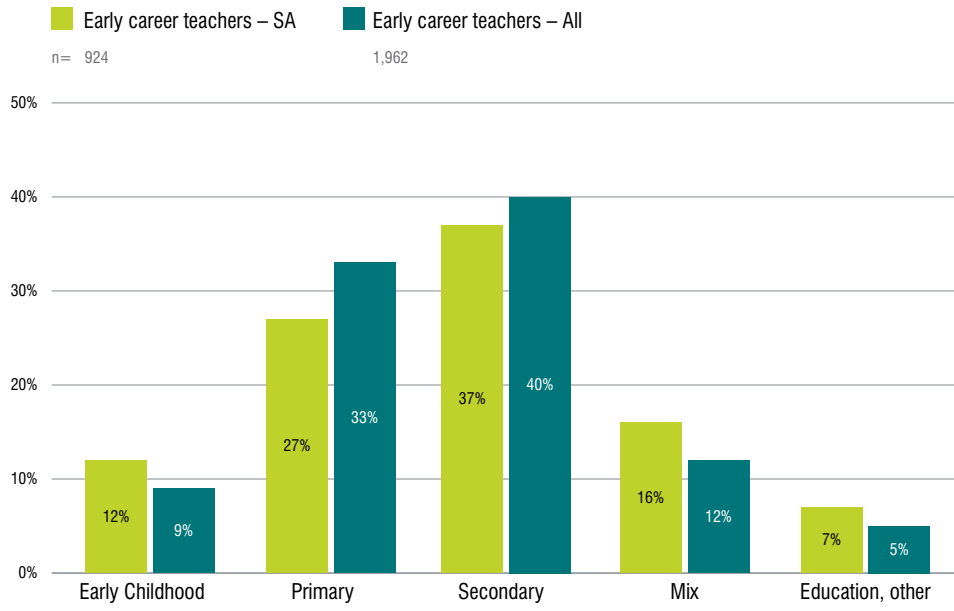


Source: Linked HESDC and ATWD Teacher Survey

*Figure SA-87: Level of ITE qualification, early career teachers, by years since first started teaching, SA[33]*
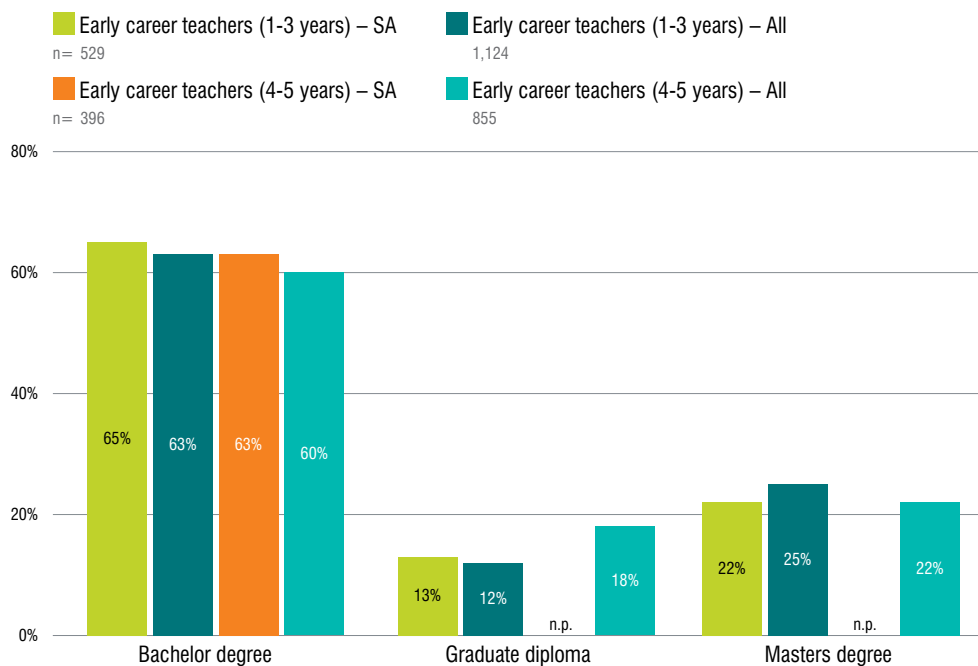


Source: Linked HESDC and ATWD Teacher Survey

33    Bachelor Degree includes Bachelor Pass, Bachelor Honours and Bachelor Graduate Entry.

## Tertiary study in addition to ITE

In South Australia, 46% of early career teachers had undertaken, or were undertaking, tertiary study in addition to ITE, compared to 49% of early career teachers across all surveyed jurisdictions *(Figure SA-88)*.

*Figure SA-88: Tertiary study other than ITE, early career teachers, SA*



**Question:** Are you undertaking or have you completed tertiary study other than inital teacher education?
**Source:** ATWD Teacher Survey
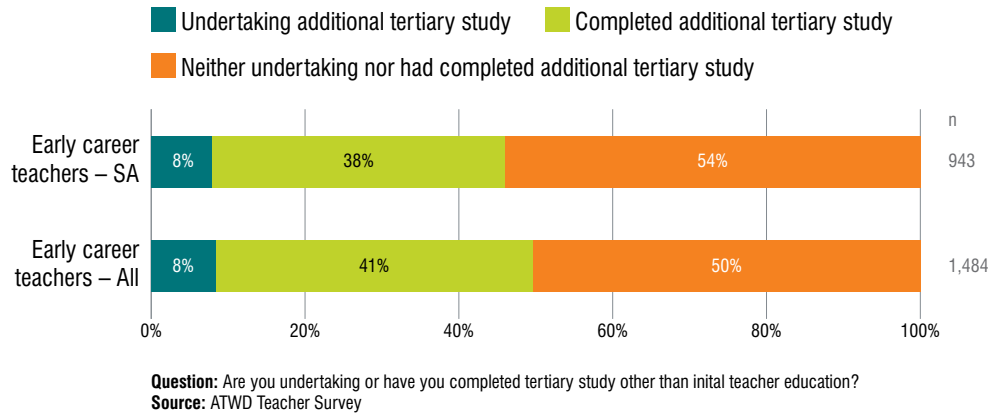
Of the 46% of early career teachers in South Australia who had, or were studying, tertiary qualifications in addition to ITE, 28% gained qualifications in Education (other than ITE). This may indicate that this group were building on their original ITE qualifications and enhancing their professional development *(Figure SA-89)*.

*Figure SA-89: Most common fields of tertiary study other than ITE, early career teachers, SA*



**Question:** In what field of study is / was the qualification?
**Source:** ATWD Teacher Survey
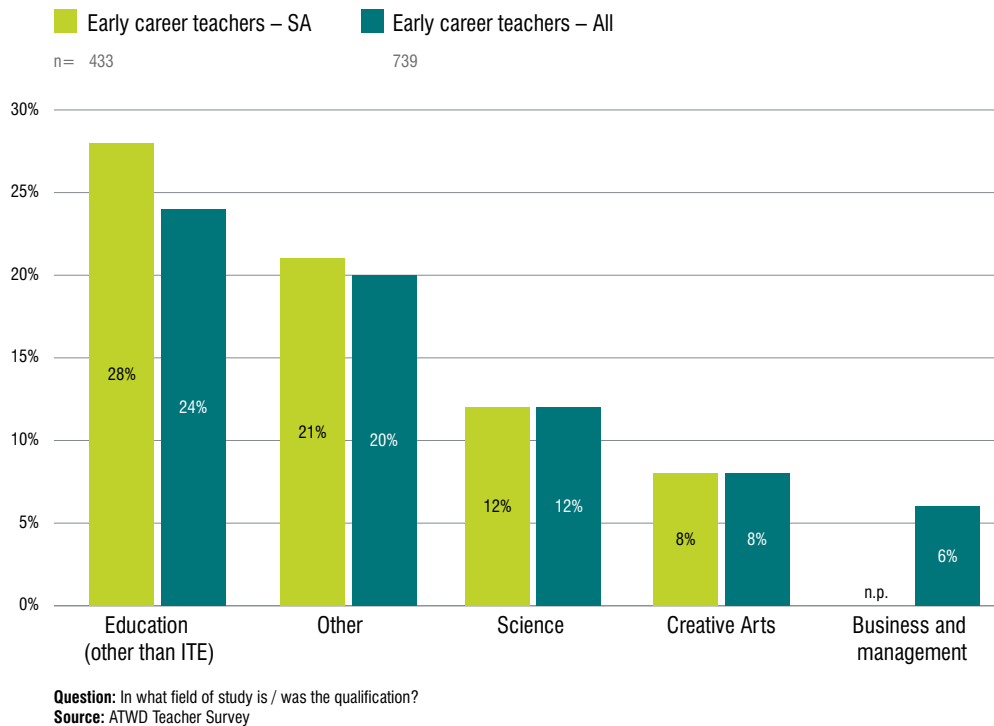
In South Australia, 28% of teachers reported having undertaken (or were undertaking) a Masters degree in addition to their ITE, compared to 25% of all early career teachers *(Figure SA-90)*.

*Figure SA-90: Highest level of tertiary study other than ITE, early career teachers, SA*



**Question:** What is / was the highest level of that tertiary study?
**Source:** ATWD Teacher Survey
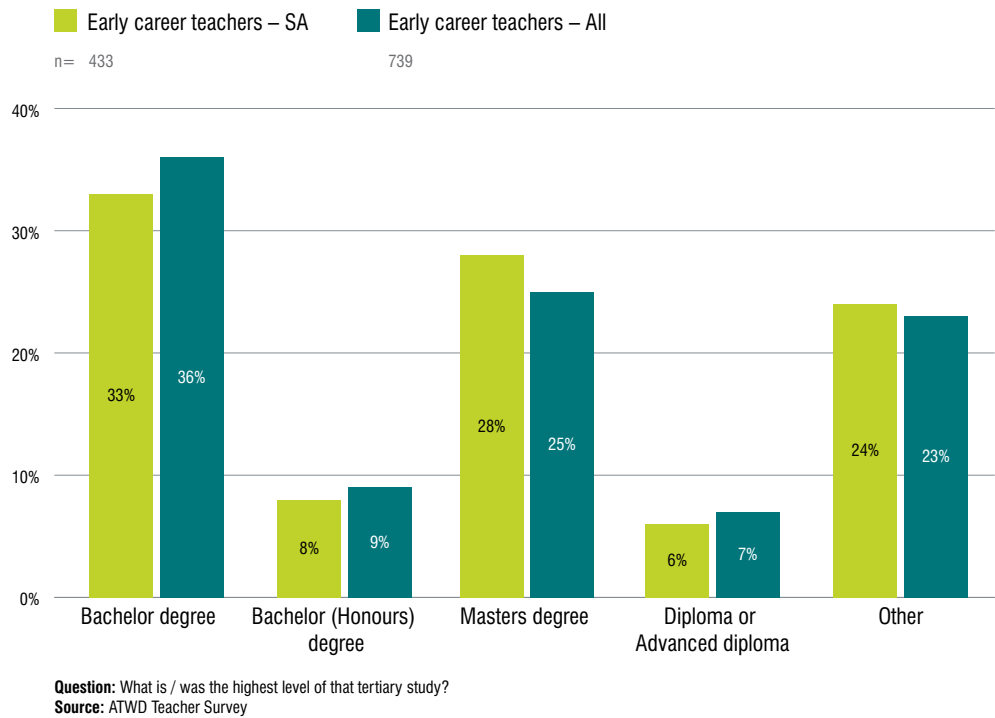
## Professional learning

In South Australia, 97% of early career teachers undertook professional learning during 2018, compared to 93% of early career teachers across all surveyed jurisdictions *(Figure SA-91)*. This data has not been reported at a sectoral level because analysis has only been undertaken where sample sizes were sufficient to allow segmentation.

In South Australia, 62% of early career teachers spent 20 hours or more on professional learning, compared to 56% of all early career teachers *(Figure SA-92)*.

*Figure SA-91: Professional learning, early career teachers, SA*



**Question:** Did you undertake any professional learning during 2018?
**Source:** ATWD Teacher Survey

*Figure SA-92: Professional learning hours, early career teachers, SA*

**Legend:** ■ 20 hours or less ■ 20-30 hours ■ 30-40 hours ■ 40+ hours

| | | n |
|---|---|---|
| Early career teachers – SA | 38% \| 20% \| 14% \| 27% | 841 |
| Early career teachers – All | 44% \| 19% \| 12% \| 26% | 1,960 |

0%   20%   40%   60%   80%   100%

**Question:** About how many hours in total did you spend on professional learning?
**Source:** ATWD Teacher Survey
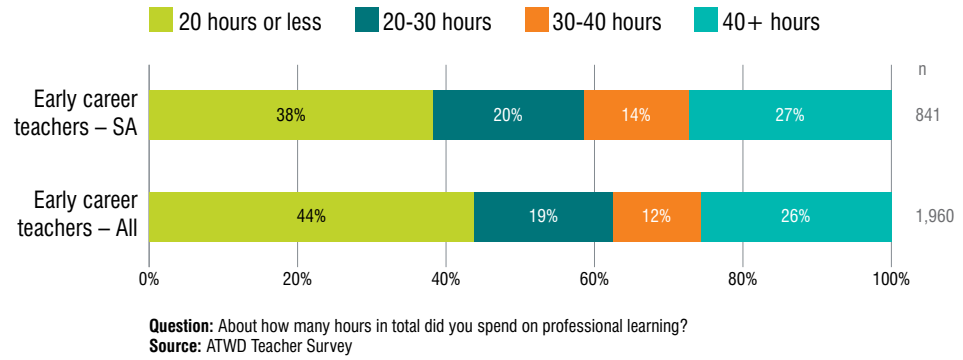
In South Australia, 82% of early career teachers indicated that their professional learning activities were aligned to the needs or priorities of their educational setting, as did 80% of early career teachers across all surveyed jurisdictions. Only half (50%) agreed, or strongly agreed, that they had opportunities to reflect on or evaluate the impact of their professional learning on student learning or learners. However, this is similar to all early career teachers *(Figure SA-93)*.

*Figure SA-93: Reflections on value of professional learning, early career teachers, SA*

**Legend:** ■ Strongly disagree ■ Disagree ■ Agree ■ Strongly agree

**It was aligned to my own professional development needs**

Early career teachers – SA   n= 834
4% | 58% | 21%   (2%)

Early career teachers – All   n= 1,944
3% | 8% | 54% | 19%

**It was aligned to the needs or priorities of my educational setting**

Early career teachers – SA   n= 834
3% | 56% | 26%   (2%)

Early career teachers – All   n= 1,944
3% | 55% | 25%   (2%)

**I have had opportunities to implement what I have learned**

Early career teachers – SA   n= 834
6% | 54% | 16%   (2%)

Early career teachers – All   n= 1,944
3% | 8% | 54% | 17%

**I have had opportunities to reflect on / evaluate the impact it has had on student learning or learners**

Early career teachers – SA   n= 834
3% | 14% | 42% | 8%

Early career teachers – All   n= 1,944
4% | 15% | 43% | 9%

**Question:** To what extent do you agree or disagree with the following statements about professional learning that you have undertaken?
*(Neutral not depicted)*
**Source:** ATWD Teacher Survey

## Teaching in-field

In South Australia, in the core curriculum areas of humanities, English, mathematics and science, 61% or more of early career secondary teachers delivering those subjects received subject-specific ITE preparation in the form of both content and pedagogy. However, across most curriculum areas, with the exception of VET, between one-tenth (Science: 10%) and one-third (Design and Technology: 31%) of early career secondary teachers undertook no tertiary study in the area they were teaching *(Figure SA-94)*.

*Figure SA-94: Subject-specific ITE preparation, early career secondary teachers, SA*



| | Potentially in-field | Content only | Pedagogy only | No tertiary study |
| --- | --- | --- | --- | --- |

| | | | | | n |
| --- | --- | --- | --- | --- | --- |
| Science | 78% | 8% | 4% | 10% | 150 |
| English | 74% | 9% | 3% | 14% | 187 |
| Creative Arts | 65% | 9% | 5% | 21% | 111 |
| Humanities | 71% | 11% | | 18% | 165 |
| Mathematics | 61% | 13% | 7% | 19% | 155 |
| PDPHE | 68% | | 5% | 27% | 91 |
| Design and technology | 52% | 17% | | 31% | 92 |
| VET | 8% | 29% | | 63% | 52 |

**Question:** Have you completed at least one semester of tertiary studies learning the content or pedagogy of the following subjects.
**Source:** ATWD Teacher Survey

## Career intentions

Early career teachers in South Australia were more likely to intend to remain in the profession until retirement (27%) than early career teachers across all surveyed jurisdictions (24%) *(Figure SA-95)*.

Of those who indicated that they did intend to leave the profession before they retire, the years they intended to remain were similar to early career teachers across all surveyed jurisdictions *(Figure SA-96)*.

*Figure SA-95: Intentions to remain in the profession, early career teachers, SA*

■ Intend to stay in the profession until retirement ■ Unsure
■ Intend to leave the profession before retirement

| | | | n |
|---|---|---|---|
| Early career teachers – SA | 27% / 49% / 27% | | 944 |
| Early career teachers – All | 24% / 43% / 33% | | 2,072 |
| Teacher workforce – SA | 47% / 35% / 18% | | 5,945 |

0%    20%    40%    60%    80%    100%

**Question:** Do you think you will stop working in schools (in any capacity) permanently before you retire?
**Source:** ATWD Teacher Survey
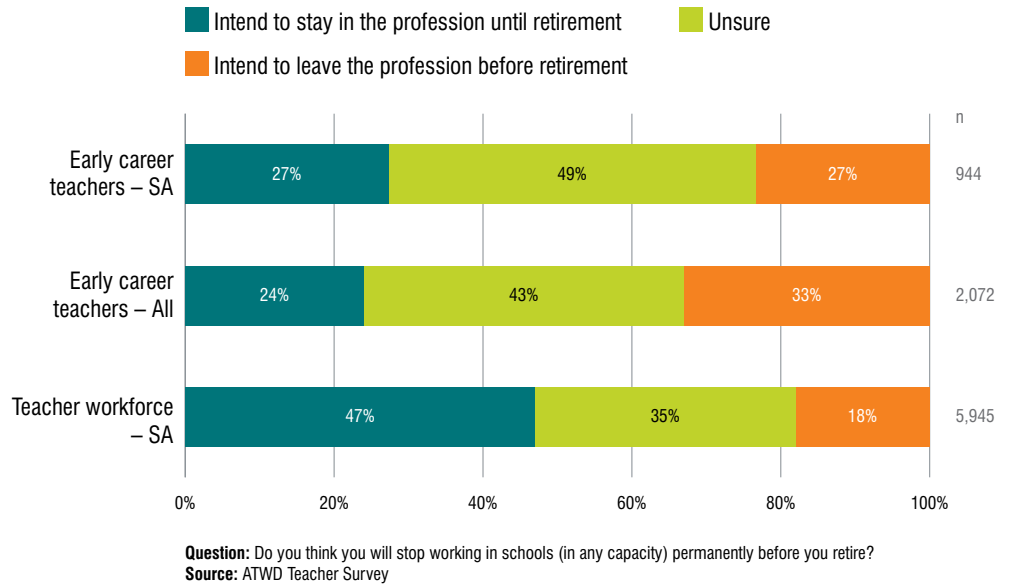
*Figure SA-96: Estimates of years remaining working in schools or early childhood services, early career teachers, SA[34]*

■ Early career teachers – SA    ■ Early career teachers – All    ■ Teacher workforce – SA
n= 218                                     685                                 1,072

| | Unsure | 1 year | 2-4 years | 5 years | 6-9 years | 10+ years |
|---|---|---|---|---|---|---|
| Early career teachers – SA | 22% | 5% | 14% | 17% | 11% | 30% |
| Early career teachers – All | 23% | 8% | 17% | 19% | 8% | 25% |
| Teacher workforce – SA | 20% | 6% | 16% | 20% | 11% | 28% |

**Question:** Approximately how many more years can you see yourself working in schools (in any capacity)?
**Source:** ATWD Teacher Survey

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34    The relative standard error for 'Early career teachers – SA' for the category '1 year' is between 25% and 50%, and this data should be used with caution.

## Reasons for leaving

Early career teachers in South Australia were similarly likely as the teacher workforce in South Australia to select 'workload', 'work/life balance' and 'stress/impact on wellbeing or mental health' as reasons they were considering leaving the profession.

Early career teachers in South Australia shared their top two reasons for considering leaving the profession before retirement with early career teachers across all surveyed jurisdictions and the teacher workforce in South Australia.

For early career teachers in South Australia, the most common reasons selected belonged to the 'workload and coping category'[35]:

- 'The workload is too heavy' (61%)
- 'To achieve a better work/life balance' (61%)
- 'I am finding it too stressful/impacting my wellbeing or mental health' (52%)

The next most commonly selected reasons were from the 'teaching as a job, not a career' category:

- To seek employment outside of education or early childhood education (31%)

Or were related to both workload and coping and external factors, but not clearly a member of either:

- 'The demands of professional regulation (e.g. professional learning, practice, etc.) are too heavy' (38%).

Compared to all early career teachers, early career teachers in South Australia were less likely to nominate 'insufficient pay' as a reason for leaving than early career teachers across all participating jurisdictions (SA early career: 25%; all early career: 38%). Insufficient pay was, however, nominated more frequently among early career teachers in South Australia than by all South Australian teachers (19%). Early career teachers in South Australia were more likely to give seeking employment elsewhere in education, but not directly in schools or early childhood services, as a reason for leaving (31%) than the teacher workforce in South Australia (28%) and early career teachers across all surveyed jurisdictions (24%) *(Figure SA-97)*.

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35　The extraction of these sets of reasons is outlined in **Chapter 7** of the main report.

*Figure SA-97: Reasons for considering leaving the profession, early career teachers, SA*



**Question:** What are your reasons for considering leaving teaching?
**Source:** ATWD Teacher Survey
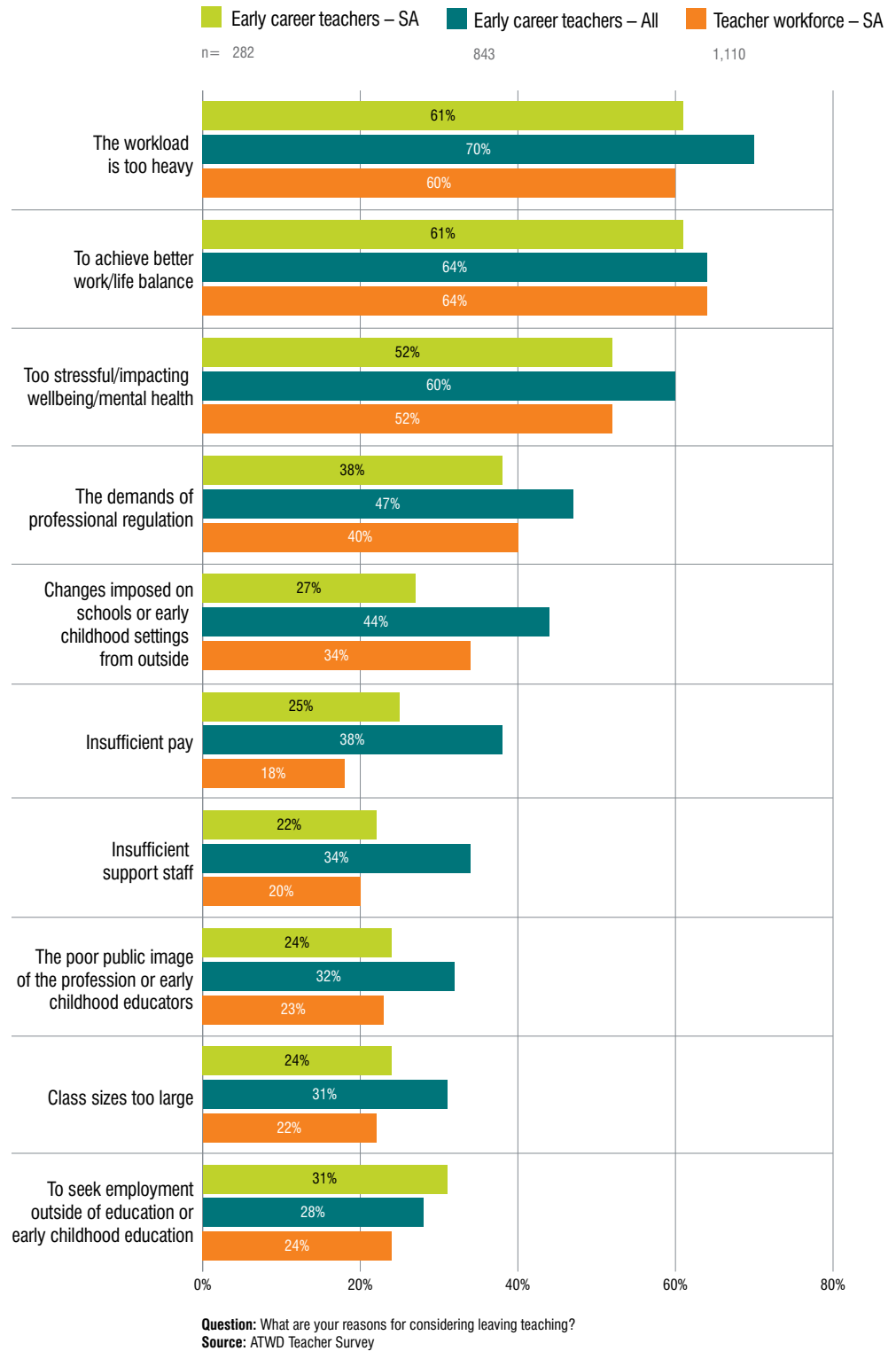
# 9. Leaders and leadership

**Focal segments**

*Leaders* – the part of the teacher workforce whose main role is as a leader

*Leadership* – school or early childhood leaders and teachers with leadership responsibilities

*Note: Data on Leaders includes those who are leader only and leaders with teaching responsibilities. All leaders are in leadership; leadership additionally includes teachers with leadership responsibilities. The difference between 'leaders with teaching responsibilities' and 'teachers with leadership responsibilities' is whether leading or teaching is the individual's main role.*

## Prevalence of leaders and leadership positions

Nineteen percent (19%) of the teacher workforce in South Australia were leaders. Leadership roles and responsibilities had a similar frequency to those observed in all surveyed jurisdictions *(Figure SA-98)*.

Twenty-six percent (26%) of all early childhood teachers in South Australia were leaders; this was lower than in all surveyed jurisdictions (31%) *(Figure SA-99)*.

*Figure SA-98: Prevalence of leaders and leadership in schools, SA*
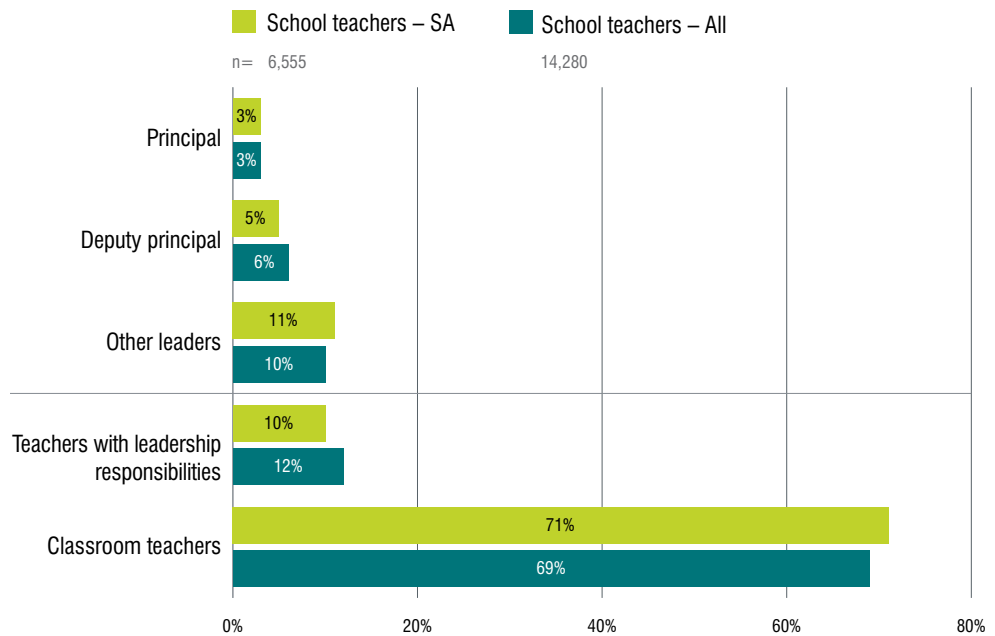


**Source:** ATWD Teacher Survey

*Figure SA-99: Prevalence of leaders and leadership in early childhood services, SA*



Source: ATWD Teacher Survey

## Leadership prevalence by school type

Teachers in South Australia and working in primary schools were somewhat less likely to have a leadership role or responsibility (leaders: 13%; leadership responsibilities: 9%) as primary teachers across all surveyed jurisdictions (leaders: 16%; leadership responsibilities: 10%). Registered secondary school teachers in South Australia were as likely as those in all surveyed jurisdictions to hold a leadership role or have leadership responsibilities (South Australia: 36%; all secondary school teachers: 35%); but were moderately more likely to be leaders (South Australia: 27%; all secondary school teachers: 21%) *(Figure SA-100)*.

*Figure SA-100: Leaders and leadership by school type, SA*
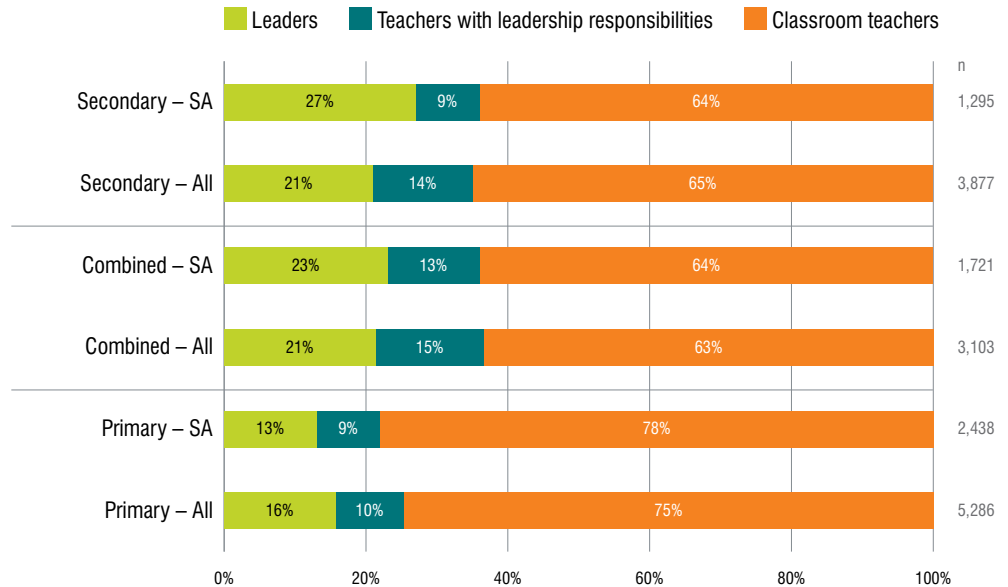


Source: ATWD Teacher Survey with ACARA School Profile data

## Demographic characteristics

### Age

The majority of leaders in South Australia and working in schools were aged 40-59 (59%), however, one-in-five (21%) were aged over 60 *(Figure SA-101)*. For those in early childhood services, 64% were aged 40-59, and one-in-five (19%) were again aged over 60 *(Figure SA-102)*.

The average age of a leader in a school was 49.4 years, and 50.3 years in early childhood services, which is slightly older than leaders across all surveyed jurisdictions (schools: 48.1 years; early childhood: 48.1 years) *(Table SA-21)*.

Overall, leaders tended to be moderately older than teachers with leadership responsibilities across both schools and early childhood services. In schools, the average age of principals (54.8 years) was moderately higher than that of deputy principals (49.9 years), who were somewhat older than other leaders (47.7 years) *(Figure SA-103)*. These patterns are consistent with those observed across all surveyed jurisdictions.

In schools and early childhood services, there were moderately more leaders over age 60 in South Australia (schools: 21%; early childhood services: 19%) compared to all surveyed jurisdictions (schools: 17%; early childhood services: 14%). However, this appears to reflect the somewhat higher prevalence of teachers over 60 in South Australia more broadly.[36]

*Table SA-21: Average age, leaders, schools and early childhood services, SA*

| | | | Working in schools | Working in early childhood services |
|---|---|---|---|---|
| Leaders | Total | | 49.4 (n = 1,248) | 50.3 (n = 131) |
| | Position | Principal | 54.8 (n = 197) | Not collected |
| | | Deputy | 49.9 (n = 327) | |
| | | Other leaders | 47.7 (n = 724) | |
| Teachers with leadership responsibilities | | | 46.2 (n = 639) | 44.8 (n = 79) |
| Classroom teachers | | | 46.6 (n = 4,667) | 44.1 (n = 288) |

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36   This is true both among survey respondents, and to a similar extent when examining the proportion of registered teachers over 60 in South Australia compared to all surveyed jurisdictions.

*Figure SA-101: Age distribution, school leaders, SA*
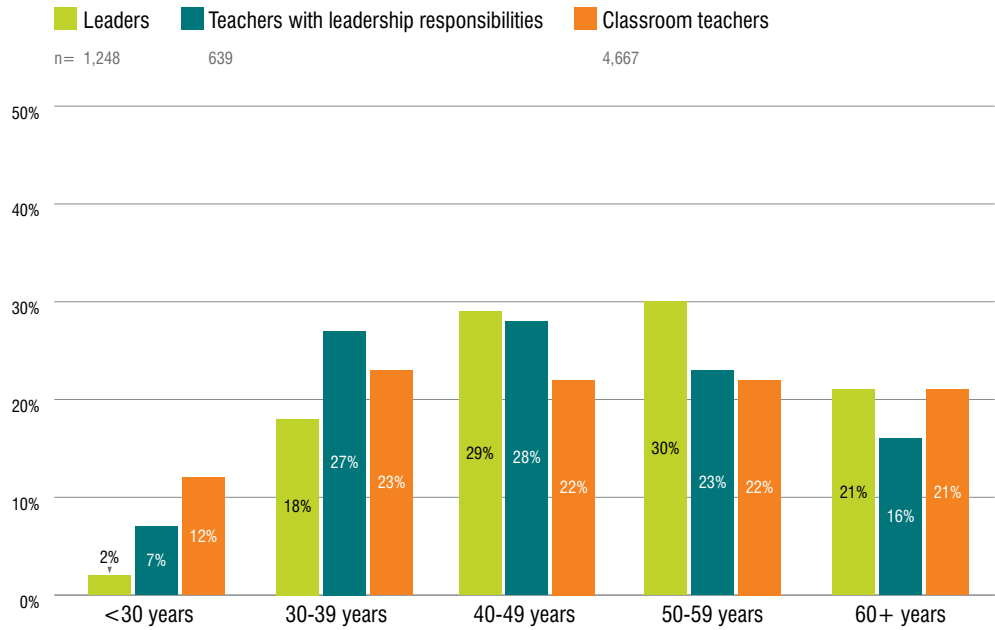


**Source:** Linked Registration and ATWD Teacher Survey

*Figure SA-102: Age distribution, early childhood service leaders, SA*
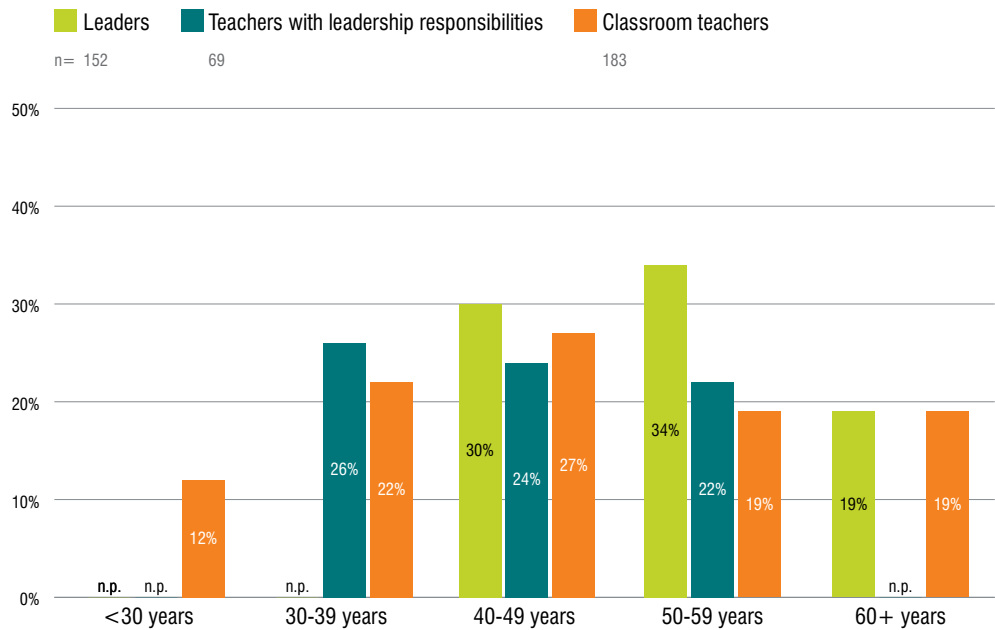


**Source:** Linked Registration and ATWD Teacher Survey

## Gender

In South Australia, most registered teachers are women, while men were overrepresented in leadership; this was also true of those in all surveyed jurisdictions. A greater proportion of men (33%) were leaders, in South Australia, than classroom teachers (20%) *(Figure SA-103)*. These patterns were true across school types, but less pronounced in secondary schools *(Figure SA-104)*.

*Figure SA-103: Gender, leaders in schools, by main role, SA*

■ Men ■ Women

| | | n |
|---|---|---|
| Leaders – SA | Men 33% / Women 67% | 1,248 |
| Leaders – All | Men 31% / Women 69% | 2,634 |
| Teachers with leadership responsibilities – SA | Men 28% / Women 72% | 639 |
| Teachers with leadership responsibilities – All | Men 27% / Women 73% | 1,725 |
| Classroom teachers – SA | Men 20% / Women 80% | 4,668 |
| Classroom teachers – All | Men 21% / Women 79% | 9,835 |

0%  20%  40%  60%  80%  100%
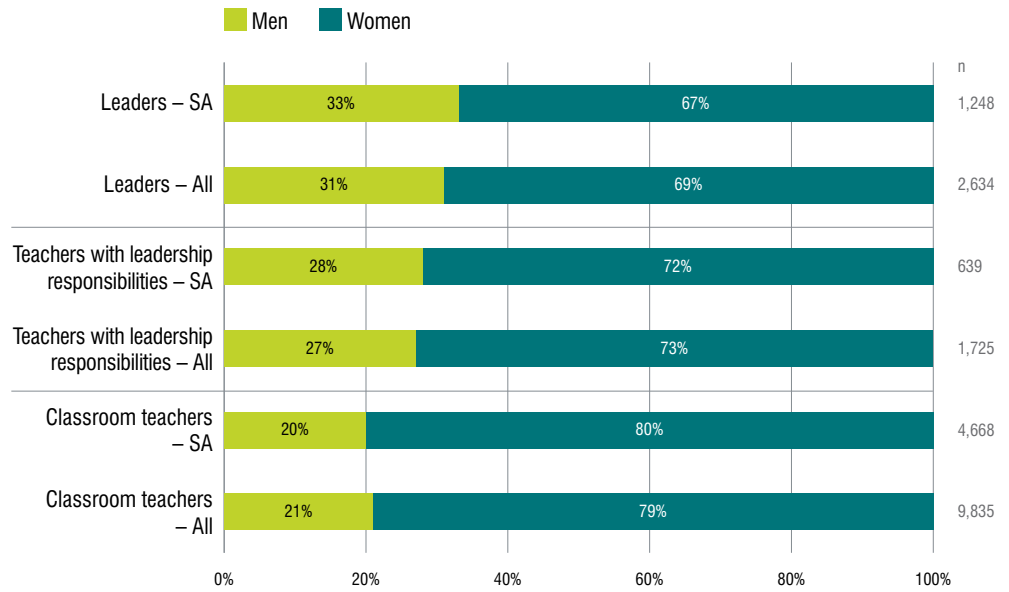
**Source:** Linked Registration and ATWD Teacher Survey

*Figure SA-104: Gender, leaders in schools, by main role and school type, SA[37]*

■ Men ■ Women

| | | n |
|---|---|---|
| **Secondary** | | |
| Leaders | Men 38% / Women 62% | 348 |
| Teachers with leadership responsibilities | Men 38% / Women 63% | 112 |
| Classroom teachers | Men 33% / Women 67% | 835 |
| **Combined** | | |
| Leaders | Men 37% / Women 63% | 392 |
| Teachers with leadership responsibilities | Men 34% / Women 66% | 219 |
| Classroom teachers | Men 24% / Women 76% | 1,110 |
| **Primary** | | |
| Leaders | Men 25% / Women 75% | 318 |
| Teachers with leadership responsibilities | Men 19% / Women 81% | 210 |
| Classroom teachers | Men 13% / Women 87% | 1,910 |

0%  20%  40%  60%  80%  100%

**Source:** Linked Registration and ATWD Teacher Survey with ACARA School Profile

37   The sample size is insufficient to report teachers with leadership responsibilities in special schools.

Among leaders, principals were slightly less likely to be men (32%) than were deputy principals (34%), who were in turn slightly less likely to be men than other leaders (36%) *(Figure SA-105)*.

*Figure SA-105: Gender, leaders in schools, by type of leadership position, SA*
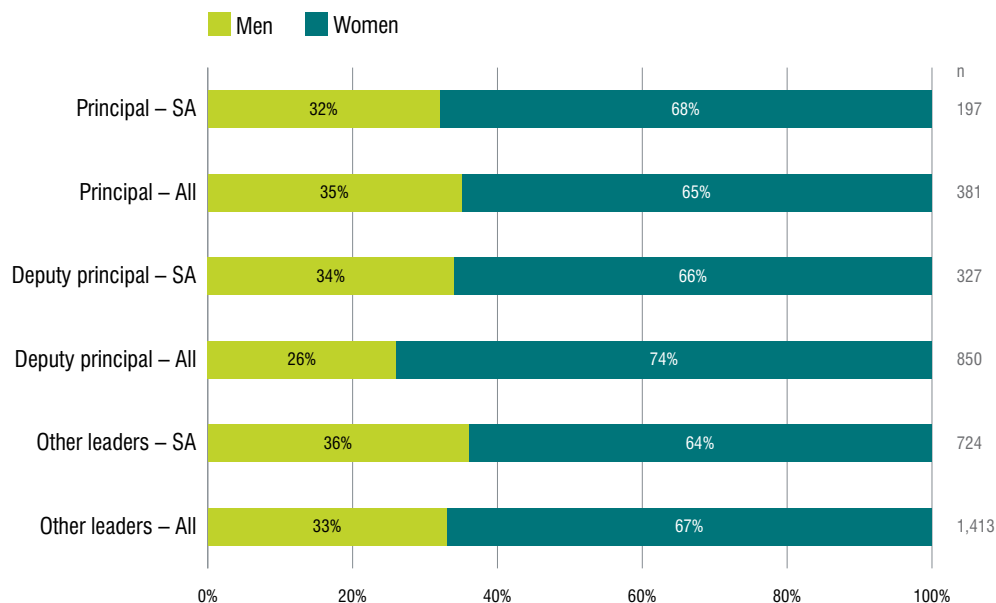


**Source:** Linked Registration and ATWD Teacher Survey

## Disability

Within schools, leaders were slightly less likely to self-identify as having a disability (4.3%) as teachers with leadership responsibilities (6.6%) and classroom teachers (5.6 %).[38]

## Aboriginal and Torres Strait Islander leaders

Information about Aboriginal and Torres Strait Islander leaders is provided separately, in **Chapter 10**.

## Country of birth

Within schools, 16.5% of those who were leaders and 14.8% of teachers with leadership responsibilities had been born overseas; this proportion was slightly lower than among classroom teachers (17.5%).

Within early childhood services, 15.3% of leaders had been born overseas, which was moderately lower than the 16.2% of teachers with leadership responsibilities and 15.5% classroom teachers.

## Regionality

This report focuses on the proportion working in major cities and inner regional areas. Outer regional, remote and very remote areas are combined due to insufficient cell counts.

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38   In this context, a disability was specified to mean a disability, impairment or long-term medical condition that impacts daily activities, communication and/or mobility and has lasted or is likely to last six months or more.

Similar proportions of leaders (71%), teachers with leadership responsibilities (68%), and classroom teachers (70%) in South Australia and working in schools did so in major cities. The proportions of leaders (11%) who worked in inner regional areas were somewhat lower than for teachers with leadership responsibilities (16%) and classroom teachers (16%)

As was seen across all surveyed jurisdictions, principals in South Australia were far less likely to work in a major city (55%), compared to deputy principals (73%) and other leaders (74%). Refer to **Chapter 9** of the main report for a discussion of this observation *(Figure SA-106)*.

*Figure SA-106: School location, school leaders, by type of leadership position, SA*
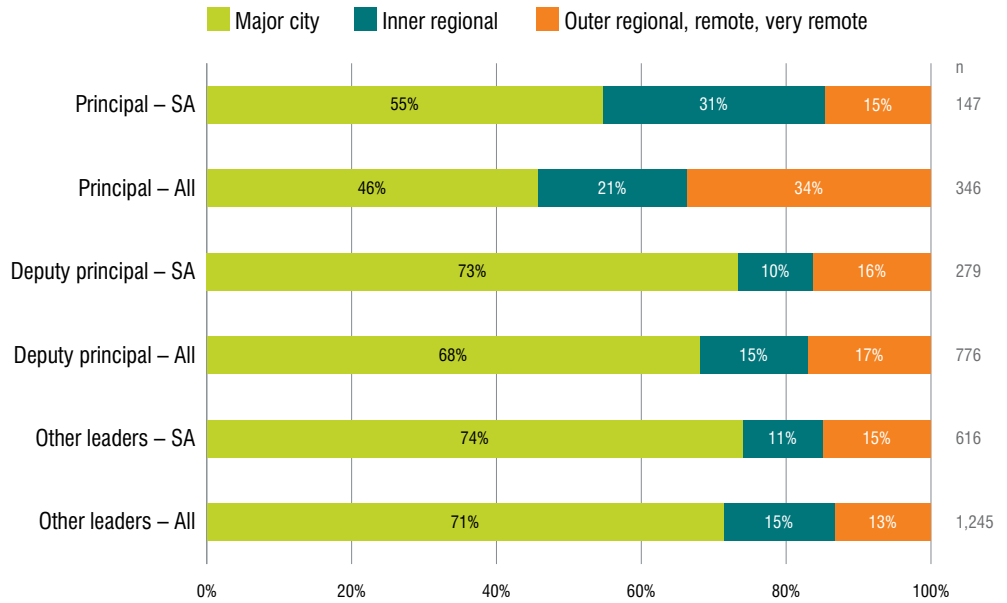


**Source:** Linked Registration and ATWD Teacher Survey

## Registration

Almost all leaders in schools (98%) in South Australia had full registration; in early childhood services, this was upwards of 96% *(Figure SA-107)*.

Eighty-one percent (81%) of leaders in schools had been registered for over 10 years, compared to 71% of teachers with leadership responsibilities and 60% of classroom teachers *(Figure SA-108)*.

*Figure SA-107: Proportion of school and early childhood leaders with full registration, SA*
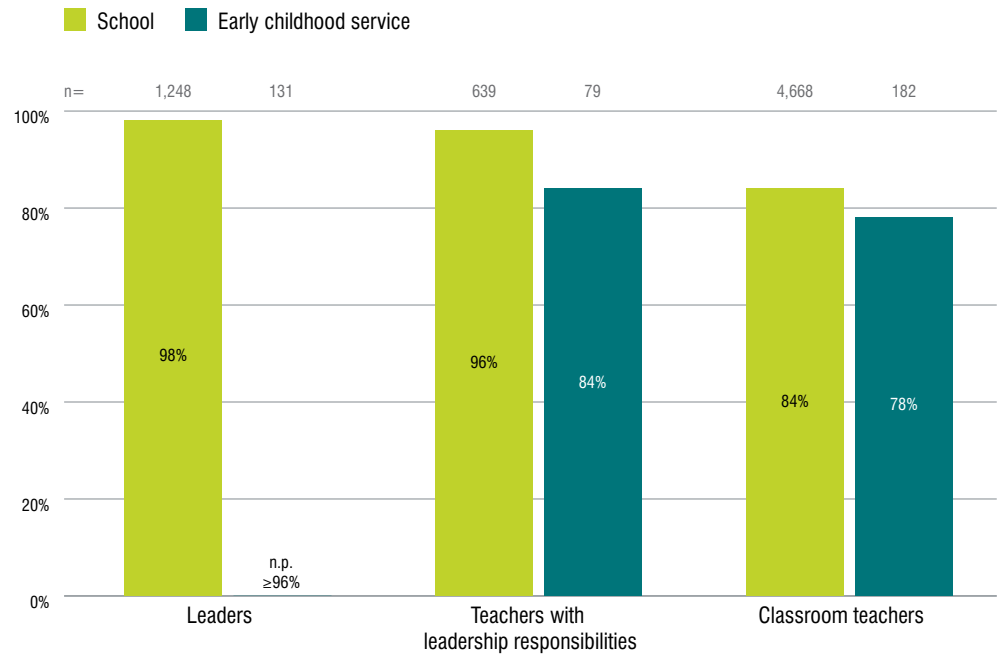


**Source:** Linked Registration and ATWD Teacher Survey

*Figure SA-108: School leaders registered for over 10 years, by position, SA*
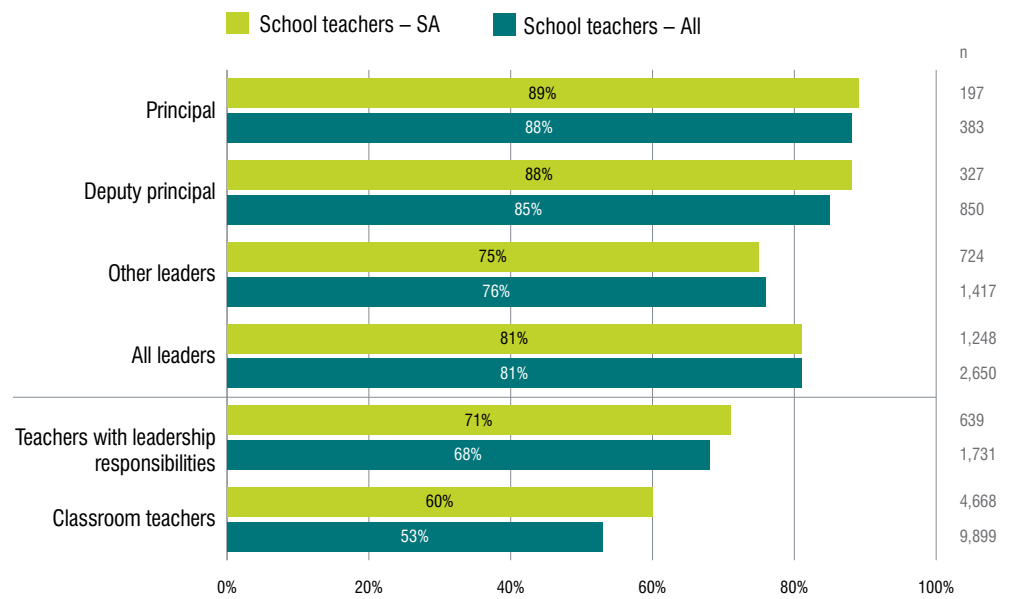


**Source:** Linked Registration and ATWD Teacher Survey

### Pathway to leadership

### Time to leadership by gender

For leaders in South Australia, for each level of leadership position, men reached the position 2.3 to 3.3 years earlier than women.

### Principals

Men who became principals reached the position an average of 3.3 years before women *(Table SA-22)*. Due to the similar career lengths of men (30.5 years) and women (31.6 years) working as main position principals, this means that the number of years' experience as principal is 2.3 years lower in women.

### Deputy principals

Men who became deputy principals reached the position an average of 2.3 years before women *(Table SA-23)*. Due to men (24.7 years) and women (25.6 years) having the same career lengths, this means that the number of years' experience as deputy principal is 1.2 years lower in women.

### Other leaders

Men who became other leaders reached the position an average of 2.9 years before women *(Table SA-24)*. Due to men (20.9 years) and women (22.4 years) having the same career lengths, this means that the number of years' experience as an other leader is 0.5 years lower in women.

*Table SA-22: Principal career timelines, by gender, SA*

|  | Women | Men | Overall |
|---|---|---|---|
| n = | 121 | 65 | 186 |
| Years since commencing teaching | 31.6 | 30.5 | 31.2 |
| Years before becoming a principal | 21.8 | 18.5 | 20.7 |
| Years as a principal | 9.7 | 12.0 | 10.5 |

*Table SA-23: Deputy principal career timelines, by gender, SA*

|  | Women | Men | Overall |
|---|---|---|---|
| n = | 207 | 106 | 313 |
| Years since commencing teaching | 25.6 | 24.7 | 25.3 |
| Years before becoming a deputy principal | 18.1 | 15.8 | 17.3 |
| Years as a deputy principal | 7.6 | 8.8 | 8.0 |

*Table SA-24: Other leaders career timelines, by gender, SA*

|  | Women | Men | Overall |
|---|---|---|---|
| n = | 469 | 230 | 699 |
| Years since commencing teaching | 22.4 | 20.9 | 21.9 |
| Years before becoming an other leader | 11.7 | 9.8 | 11.1 |
| Years as an other leader | 10.6 | 11.1 | 10.8 |

## Qualifications and professional learning

### Tertiary study in addition to ITE

Leaders in South Australia were more likely than teachers with leadership responsibilities and classroom teachers to have completed tertiary study in addition to their ITE qualifications.[39] Fifty-three percent (53%) of school leaders had completed additional tertiary study, as had 61% of early childhood leaders. For those in South Australia, there was no evidence that teachers with leadership responsibilities (46%) were more likely to have other tertiary qualifications than classroom teachers (48%). School teachers with leadership responsibilities were, however, more likely to be currently undertaking further tertiary study (11%) than classroom teachers (8%); and school leaders (16%) were the most likely to be undertaking further tertiary study **(Figure SA-109)**.

*Figure SA-109: Tertiary study other than ITE, leaders, SA*



Question: Are you undertaking or have you completed tertiary study other than initial teacher education?
Source: ATWD Teacher Survey
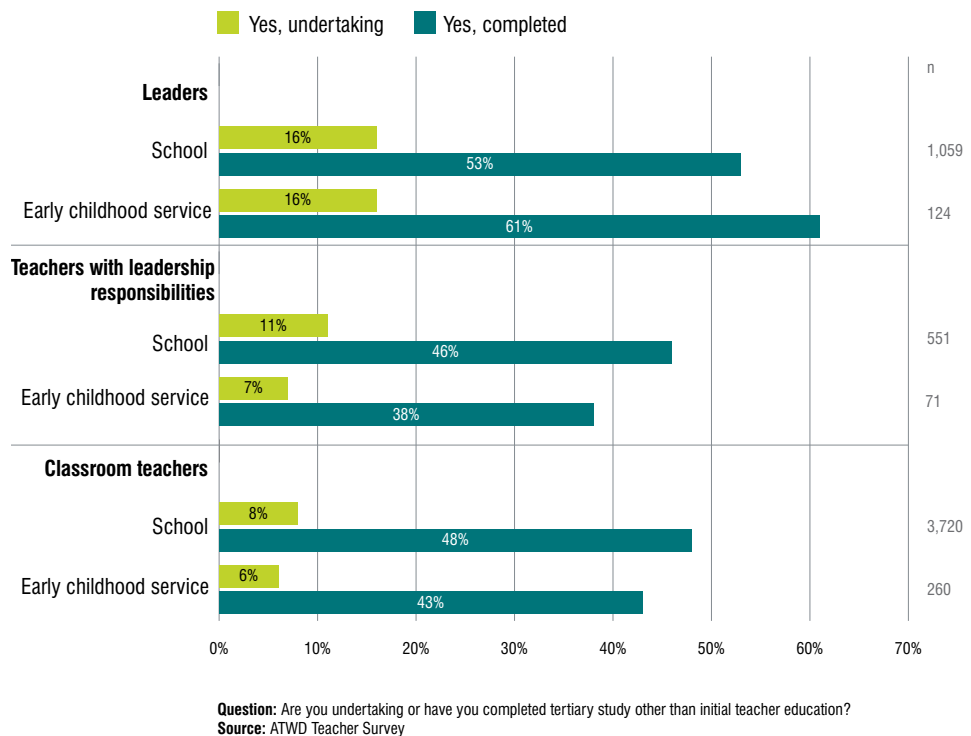
### Professional learning

#### Time spent on professional learning

All leaders in schools undertook professional learning activities in 2018, as did 98% of teachers with leadership responsibilities **(Figure SA-110)**.

Of the leaders who completed professional learning in 2018, the average number of professional learning hours completed by school leaders (53.6 hours) was substantially higher than teachers with leadership responsibilities (43.0 hours). Those in more senior school leadership positions tended to complete more hours of professional learning, with the average principal reporting undertaking 71.1 hours **(Table SA-25)**.

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39   Data was not collected on whether the additional study was undertaken before or after ITE study, or whether the additional tertiary study was related to their professional development.

*Figure SA-110: Professional learning, leaders in schools, SA[40]*



**Question:** Did you undertake any professional learning during 2018?
**Source:** ATWD Teacher Survey
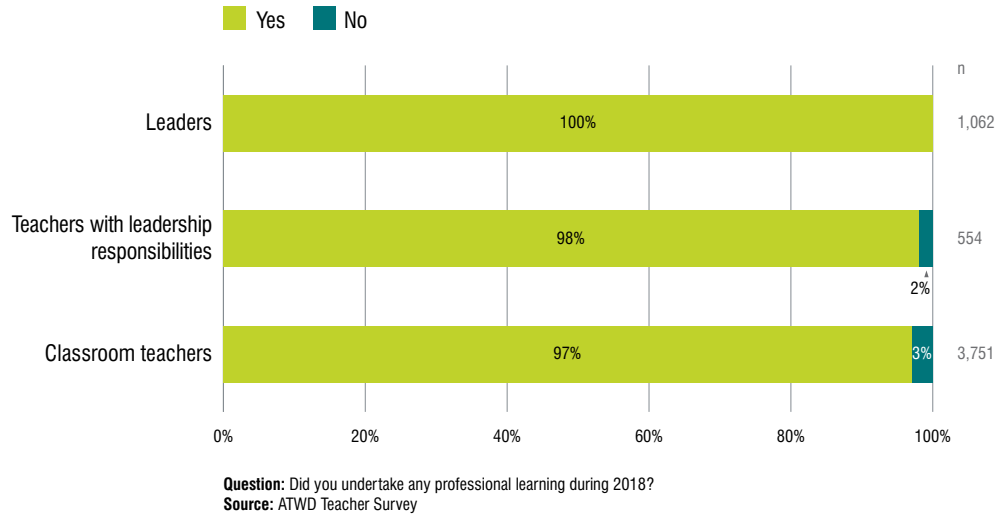
*Table SA-25: Average professional learning hours, full-time leaders in schools, by type of leadership position, SA*

| | | | Average professional learning hours |
|---|---|---|---|
| Leaders | Total | | 53.6 (n = 1,057) |
| | Position | Principal | 71.1 (n = 169) |
| | | Deputy | 53.9 (n = 277) |
| | | Other leaders | 48.7 (n = 611) |
| Teachers with leadership responsibilities | | | 43.0 (n = 541) |
| Classroom teachers | | | 40.9 (n = 3,611) |

## Perceived value of professional learning

Leaders in South Australia who were working in schools were more likely to agree or strongly agree that professional learning was aligned to the needs or priorities of their educational setting, than classroom teachers in South Australia (leaders: 92%; teacher with leadership responsibilities: 85%; classroom teachers: 82%) *(Figure SA-111)*.

Detailed reporting of agreement compared to strong agreement for school leaders is presented below. Questions about professional learning were not asked of those in South Australia and working in early childhood services in 2018.

### School leaders

School leaders in South Australia held very similar opinions on professional learning to those in all surveyed jurisdictions. As in all surveyed jurisdictions, teachers with leadership responsibilities agreed to a similar extent as classroom teachers.

40   The proportion of early childhood leaders are not presented at the state-level due to small, non-zero, cell sizes for those who did not complete any professional learning.

In South Australia:

- School leaders (87%) were more likely than teachers with leadership responsibilities (78%) and classroom teachers (75%) to have agreed or strongly agreed that professional learning was aligned with their own professional development needs. These differences were due to a higher proportion of leaders strongly agreeing with this statement (leaders: 34%; teachers with leadership responsibilities: 29%; classroom teachers: 23%) *(Figure SA-111)*.

- School leaders (92%) were more likely than teachers with leadership responsibilities (85%) and classroom teachers (82%) to have agreed or strongly agreed that professional learning was aligned to the needs or priorities of their educational setting. These differences were again due to a higher proportion of leaders strongly agreeing with this statement (leaders: 38%; teachers with leadership responsibilities: 31%; classroom teachers: 29%) *(Figure SA-111)*.

- School leaders (83%) were more likely than teachers with leadership responsibilities (76%) and classroom teachers (73%) to have agreed or strongly agreed that they have had opportunities to implement what they learned. These differences were due to a higher proportion of leaders strongly agreeing with this statement (leaders: 27%; teachers with leadership responsibilities: 22%; classroom teachers: 17%) *(Figure SA-111)*.

- School leaders (69%) were more likely than teachers with leadership responsibilities (58%) and classroom teachers (54%) to have agreed or strongly agreed that they have had opportunities to reflect on or evaluate the impact their professional learning has had on learners. Unlike the previous questions, this difference was due as much to higher rates of strong agreement (leaders: 19%; teachers with leadership responsibilities: 14%; classroom teachers: 10% as it was rates of agreement (leaders: 50%; teachers with leadership responsibilities: 44%; classroom teachers: 44%) *(Figure SA-111)*.

*Figure SA-111: Reflections on value of professional learning, school leaders, SA*

■ Agree  ■ Strongly agree

**It was aligned to my own professional development needs**

Leaders  n= 1,056

| 53% | 34% |

Teachers with leadership responsibilities  n= 541

| 49% | 29% |

Classroom teachers  n= 3,597

| 52% | 23% |

**It was aligned to the needs or priorities of my educational setting**

Leaders  n= 1,056

| 54% | 38% |

Teachers with leadership responsibilities  n= 541

| 54% | 31% |

Classroom teachers  n= 3,597

| 53% | 29% |

**I have had opportunities to implement what I have learned**

Leaders  n= 1,056

| 56% | 27% |

Teachers with leadership responsibilities  n= 541

| 54% | 22% |

Classroom teachers  n= 3,597

| 56% | 17% |

**I have had opportunities to reflect on / evaluate the impact it has had on learners**

Leaders  n= 1,056

| 50% | 19% |

Teachers with leadership responsibilities  n= 541

| 44% | 14% |

Classroom teachers  n= 3,597

| 44% | 10% |

**Question:** To what extent do you agree or disagree with the following statements about professional learning that you have undertaken?
*(Proportion of respondents who 'agree' or 'strongly agree' with statement)*
**Source:** ATWD Teacher Survey

## School leaders, by position

Within each position type held by school leaders in South Australia, there was less difference based on seniority than there was based on being a leader.

Principals (88%) were as likely as deputy leaders (88%) and almost as likely as other leaders (85%) to have agreed or strongly agreed that professional learning was aligned with their own professional development needs *(Figure SA-112)*.

Principals (91%) were as likely as other leaders (90%), but slightly less likely than deputy principals (95%) to have agreed or strongly agreed that professional learning was aligned with the needs or priorities of their educational setting *(Figure SA-112)*.

Deputy principals (87%) were more likely than principals (84%), who were more likely than other leaders (80%), to have agreed or strongly agreed that they had opportunities to implement what they had learned *(Figure SA-112)*.

Principals (78%) were more likely than deputy principals (75%), who were more likely than other leaders (63%), to have agreed or strongly agreed that they had opportunities to reflect on and evaluate the impact their professional learning has had on learners *(Figure SA-112)*.

*Figure SA-112: Reflections on value of professional learning, school leaders, by position, SA*
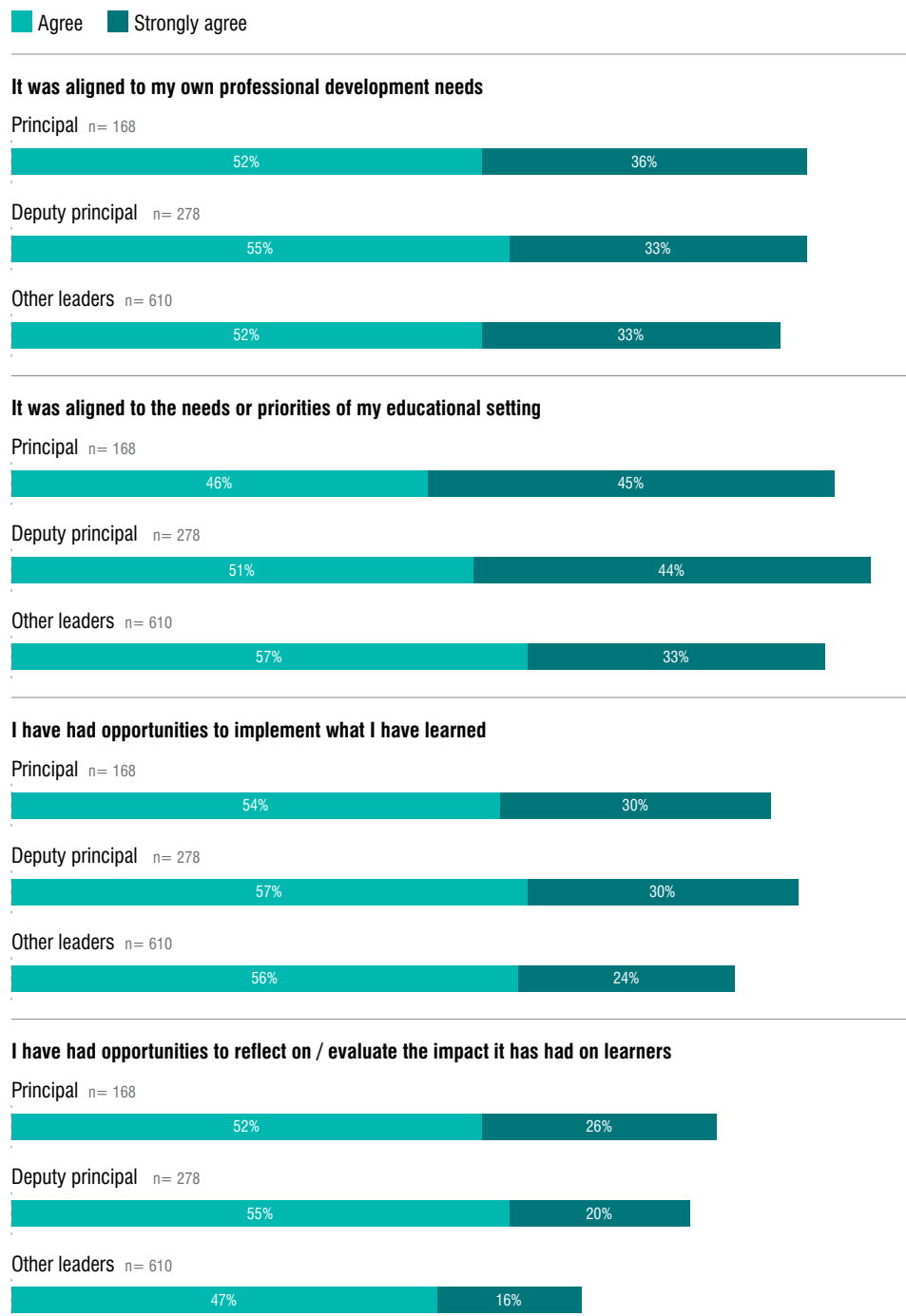
■ Agree   ■ Strongly agree

**It was aligned to my own professional development needs**

Principal  n= 168

| 52% | 36% |

Deputy principal  n= 278

| 55% | 33% |

Other leaders  n= 610

| 52% | 33% |

**It was aligned to the needs or priorities of my educational setting**

Principal  n= 168

| 46% | 45% |

Deputy principal  n= 278

| 51% | 44% |

Other leaders  n= 610

| 57% | 33% |

**I have had opportunities to implement what I have learned**

Principal  n= 168

| 54% | 30% |

Deputy principal  n= 278

| 57% | 30% |

Other leaders  n= 610

| 56% | 24% |

**I have had opportunities to reflect on / evaluate the impact it has had on learners**

Principal  n= 168

| 52% | 26% |

Deputy principal  n= 278

| 55% | 20% |

Other leaders  n= 610

| 47% | 16% |

**Question:** To what extent do you agree or disagree with the following statements about professional learning that you have undertaken?
*(Proportion of respondents who 'agree' or 'strongly agree' with statement)*
**Source:** ATWD Teacher Survey

## Contractual arrangements

The contractual arrangements of leaders in South Australia (74%) were moderately less likely to be ongoing or permanent than those of leaders in all surveyed jurisdictions (82%), and proportionately more likely to be fixed-term contracts of over one year in duration (South Australia: 22%; all leaders: 14%) *(Figure SA-113)*.

*Figure SA-113: Employment contract types, school leaders, SA*
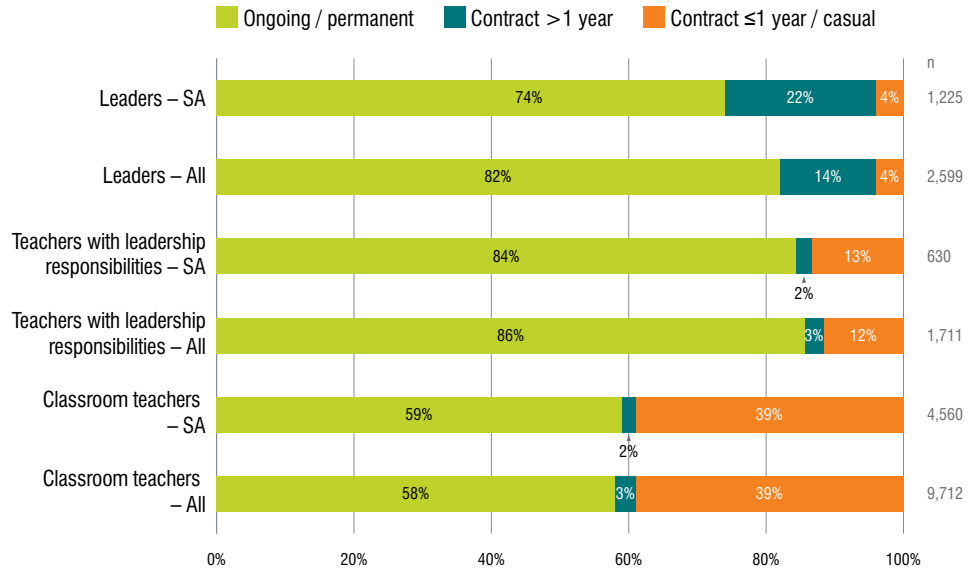


**Question:** Which of the following best describes your current employment contract during 2018?
**Source:** ATWD Teacher Survey

### Leaders contract arrangements

When examining the data across all surveyed jurisdictions, principals were, overall, substantially less likely to hold ongoing or permanent contracts than those with other leadership positions; however, for leaders in South Australia this was more pronounced. The differences are explained by higher rates of fixed-term contracts of over 1 year duration. There were only large differences in the proportion of principals with ongoing or permanent roles (55%), compared to deputy principals (70%) and other leaders (82%) *(Figure SA-114)*.

*Figure SA-114: Employment contract types, school leaders, by position, SA*



**Question:** Which of the following best describes your current employment contract during 2018?
**Source:** ATWD Teacher Survey
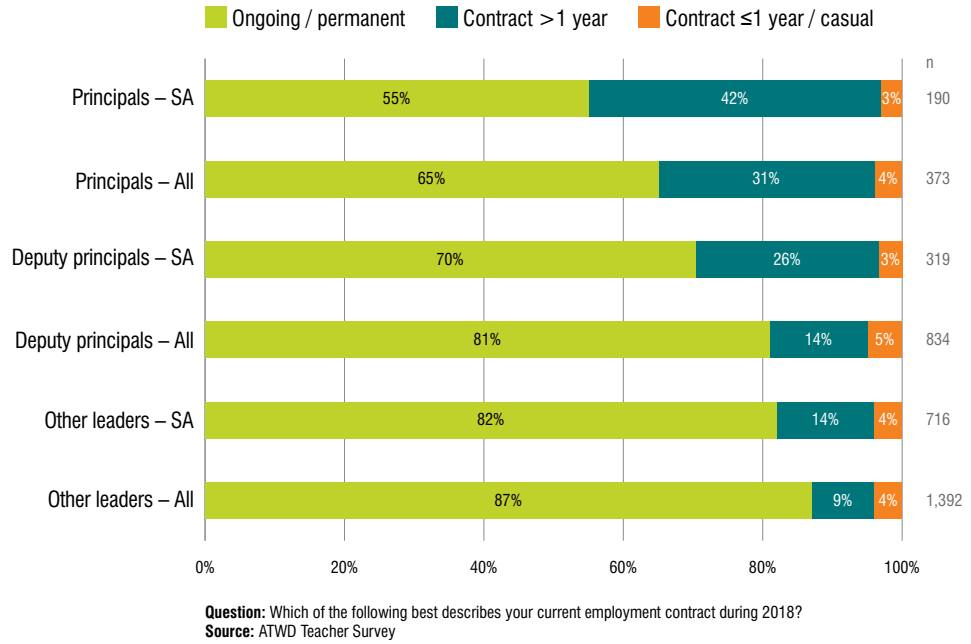
For leaders in South Australia, those working in early childhood services were less likely to be on ongoing or permanent contracts compared to leaders in early childhood services across all surveyed jurisdictions (South Australia: 55% ongoing; all early childhood leaders: 77% ongoing) **(Figure SA-115)**.

*Figure SA-115: Employment contract type, early childhood service leaders, SA*



**Question:** Which of the following best describes your current employment contract during 2018?
**Source:** ATWD Teacher Survey
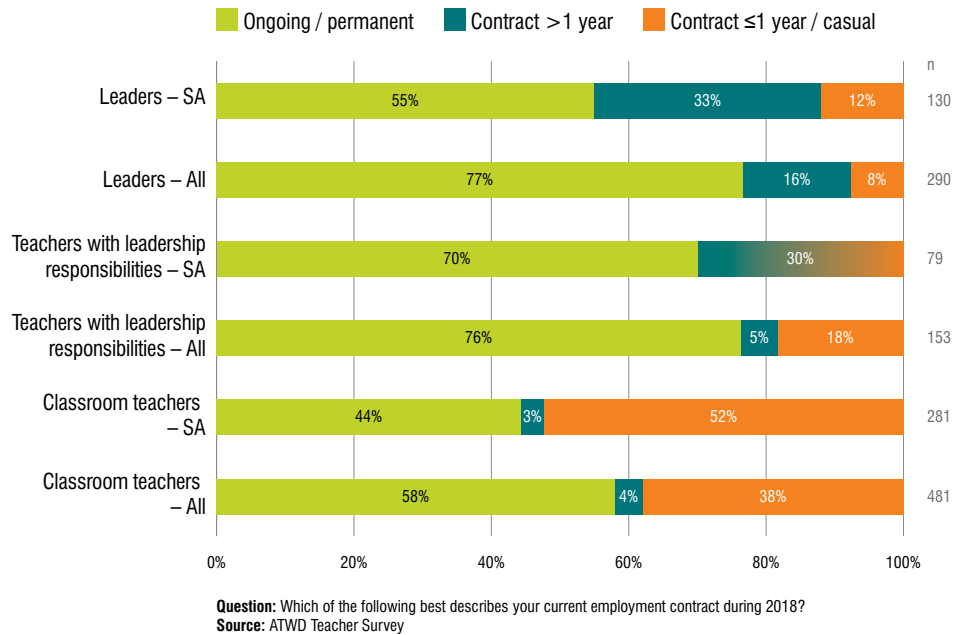
## Full-time employment

Primary (87%) and secondary (92%) leaders in South Australia were more likely to be employed full-time than across all surveyed jurisdictions (primary school leaders: 80%; secondary school leaders: 85%). This was not the case in combined schools (South Australia: 85%; all surveyed jurisdictions: 85%).

Teachers with leadership roles in South Australia were as likely to be employed full-time as those in all surveyed jurisdictions, except in combined schools (South Australia: 68%; all surveyed jurisdictions: 73%) *(Figure SA-116)*.

*Figure SA-116: Proportion of leaders in full-time employment, by school type, SA*
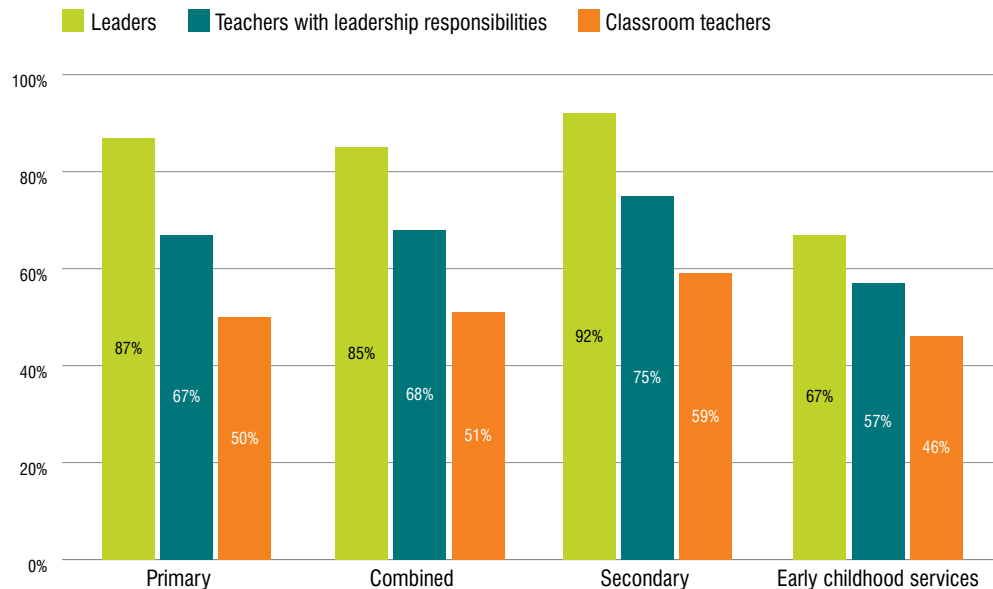


**Question:** How many hours are you currently paid to work each week?
**Source:** ATWD Teacher Survey with ACARA School Profile

## Working hours and tasks

### Total hours worked

All teachers in the teacher workforce were asked the number of hours they actually worked in a typical working week. A typical working week was defined as a week "that is not shortened by breaks, public holidays, sick leave etc". As most leaders were employed full-time, only the working hours of full-time staff were examined and the sample size is not sufficient to explore the working hours of part-time staff. Due to the smaller sample size of teachers in South Australia working full-time in early childhood services, the data is only provided in the tables, and not discussed in text *(Table SA-26)*.

School leaders, in South Australia and working full-time, worked similar hours each week (54.6 hours) to teachers with leadership responsibilities in South Australia (54.2 hours), who worked more hours than classroom teachers (52.3 hours). Leaders in South Australia worked an average of 3.6 hours less each week than those in all surveyed jurisdictions; teachers with leadership responsibilities worked 4.1 hours less, and classroom teachers worked 3.9 hours less each week.

*Table SA-26: Average total working hours, full-time leaders, by type of leadership position, SA*

| | | | Average total working hours | |
|---|---|---|---|---|
| | | | **Working in schools** | **Working in early childhood services** |
| Leader | Total | | 54.6 (n = 989) | 51.8 (n=84) |
| | Position | Principal | 58.4 (n = 171) | Not collected |
| | | Deputy | 55.4 (n = 276) | |
| | | Other leaders | 53.1 (n = 542) | |
| Teachers with leadership responsibilities | | | 54.2 (n = 404) | n.p. |
| Classroom teachers | | | 52.3 (n = 2,110) | 46.8 (n = 78) |

## Total hours worked, by school type

The hours worked by leaders working in South Australia were similar across school types, with leaders in primary schools reporting slightly shorter working hours (leaders' hours: primary – 53.4, combined – 55.8; secondary – 54.5) *(Table SA-27)*.

In combined and secondary schools, but not primary schools, leaders reported longer working hours than classroom teachers *(Table SA-27)*.

*Table SA-27: Average total working hours, full-time leaders, by school type, SA*

| | Average total working hours | | |
|---|---|---|---|
| | **Leaders** | **Teachers with leadership responsibilities** | **Classroom teachers** |
| Primary | 53.4 (n = 258) | 53.2 (n = 133) | 52.9 (n = 878) |
| Combined | 55.8 (n = 313) | 54.1 (n = 143) | 52.3 (n = 522) |
| Secondary | 54.5 (n = 304) | 54.8 (n = 78) | 51.5 (n = 444) |
| Early childhood | 51.8 (n=84) | n.p. | 46.8 (n = 78) |

## Average face-to-face working hours

In South Australia, full-time leaders undertook a smaller number of face-to-face hours teaching per week across primary, combined and secondary schools compared to those in all surveyed jurisdictions. This difference was especially pronounced for primary school leaders. Primary school leaders in South Australia reported an average of 4.5 face-to-face hours each week (8% of hours worked) compared to 12.1 face-to-face hours each week (20% of hours worked) across all surveyed jurisdictions *(Table SA-28)*.

A similar pattern of face-to-face hours was observed among principals and deputy principals in South Australia; with those in both types of position reporting spending about half as many hours on face-to-face teaching as a proportion of their total hours worked, when compared to principals and deputy principals across all surveyed jurisdictions. Principals in South Australia reported an average of 2.6 face-to-face hours each week (4% of hours worked) compared to 5.5 face-to-face hours each week (9% of hours worked) across all surveyed jurisdictions; whereas, deputy principals in South Australia reported an average of 5.1 face-to-face hours each week

(9% of hours worked) compared to 11.3 face-to-face hours each week (19% of hours worked) across all surveyed jurisdictions *(Table SA-29)*.

*Table SA-28: Average face-to-face working hours, full-time leaders, by school type*

| | Leaders | | | Teachers with leadership responsibilities | | | Classroom teachers | | |
|---|---|---|---|---|---|---|---|---|---|
| | Face-to-face hours | % of average hours | n | Face-to-face hours | % of average hours | n | Face-to-face hours | % of average hours | n |
| Primary | 4.5 | 8% | 247 | 23.9 | 45% | 130 | 25.2 | 58% | 838 |
| Combined | 11.9 | 21% | 303 | 22.2 | 41% | 131 | 23.3 | 45% | 495 |
| Secondary | 11.9 | 22% | 288 | 21.2 | 39% | 77 | 22.3 | 43% | 425 |
| Early childhood | 18.4 | 36% | 84 | n.p. | | | 30.2 | 65% | 77 |

*Table SA-29: Average face-to-face working hours, full-time school leaders, by position*

| | In South Australia | | | All surveyed jurisdictions | | |
|---|---|---|---|---|---|---|
| | Hours worked | Face-to-face hours | % of hours worked | Hours worked | Face-to-face hours | % of hours worked |
| Principal | 58.4 (n = 171) | 2.6 (n = 167) | 4% | 61.3 (n = 322) | 5.5 (n = 318) | 9% |
| Deputy principal | 55.5 (n = 276) | 5.1 (n = 264) | 9% | 60.0 (n = 653) | 11.3 (n = 635) | 19% |
| Other leader | 53.1 (n = 542) | 14.5 (n = 517) | 27% | 57.4 (n = 1,037) | 16.6 (n = 1,008) | 29% |
| All school leaders | 54.7 (n = 989) | 9.8 (n = 948) | 18% | 58.8 (n = 2,012) | 13.1 (n =1,961) | 22% |

## Task-time allocation

In South Australia, leaders who worked in schools as a principal or deputy principal were asked about the time they spent on a variety of non-face-to-face teaching tasks related to leadership. This data is presented using the categories participants responded to in the survey, rather than as the derived, harmonised variable which allowed responses to be combined across jurisdictions (see the accompanying **Technical Report**).

The tasks most performed by leaders in South Australia were administrative and leadership tasks and meetings, with these tasks occupying an average of 24.6 hours per week for principals *(Table SA-30)* and 22.8 hours per week for deputy principals *(Table SA-31)*.

*Table SA-30: Average time spent on non-face-to-face teaching tasks, full-time principals, SA*

| Task | Average hours per week | Relative time on specific tasks | Number of responses |
|---|---|---|---|
| Administrative and leadership tasks and meetings | 24.6 | 43% | 167 |
| Instructional leadership-related tasks | 9.1 | 16% | 167 |
| Student interactions | 8.9 | 16% | 167 |
| Parent or carer interactions | 5.8 | 10% | 167 |
| Interactions with local and regional community, business and industry | 2.7 | 5% | 167 |
| Professional learning for school staff | 5.7 | 10% | 167 |
| **Total hours on non-face-to-face teaching tasks (average)** | **56.8** | | |

*Table SA-31: Average time spent on non-face-to-face teaching tasks, full-time deputy principals, SA*

| Task | Average hours per week | Relative time on specific tasks | Number of responses |
|---|---|---|---|
| Administrative and leadership tasks and meetings | 22.8 | 43% | 264 |
| Instructional leadership-related tasks | 8.5 | 16% | 264 |
| Student interactions | 9.8 | 19% | 264 |
| Parent or carer interactions | 4.5 | 9% | 264 |
| Interactions with local and regional community, business and industry | 2 | 4% | 264 |
| Professional learning for school staff | 5.3 | 10% | 264 |
| **Total hours on non-face-to-face teaching tasks (average)** | **52.9** | | |

## Career intentions

### Intentions to leave

Leaders in South Australia were less likely to intend to leave the profession before retirement compared to both classroom teachers and teachers with leadership responsibilities, as was the case in all surveyed jurisdictions. However, leaders, teachers with leadership responsibilities and classroom teachers were less likely to intend to leave and more likely to intend to stay when in South Australia. Focusing on leaders: in South Australia, 15% intended to leave before retirement and 55% intended to stay until retirement, compared to 22% intending to leave and 49% intending to stay across all surveyed jurisdictions *(Figure SA-117)*.

*Figure SA-117: Intentions to remain in the profession, leaders, SA*



**Question:** Do you think you will stop working in schools (in any capacity) permanently before you retire?
**Source:** ATWD Teacher Survey

The lower levels of intended attrition for leaders in South Australia were evident for principals, deputy principals, and other leaders *(Figure SA-118)*. There were only small differences in rates between these groups. Principals, for instance, were 2 percentage points less likely to intend to leave in South Australia (13%) compared to all surveyed jurisdictions (15%). The largest difference between South Australia and all surveyed jurisdictions, however, was among deputy principals. Deputy principals were 8 percentage points less likely to intend to leave (South Australia: 15%; all deputy principals: 23%), and 11 percentage points more likely to intend to stay until retirement (South Australia: 58%; all deputy principals: 47%).

*Figure SA-118: Intentions to remain in the profession, school leaders, by position, SA*



**Question:** Do you think you will stop working in schools (in any capacity) permanently before you retire?
**Source:** ATWD Teacher Survey
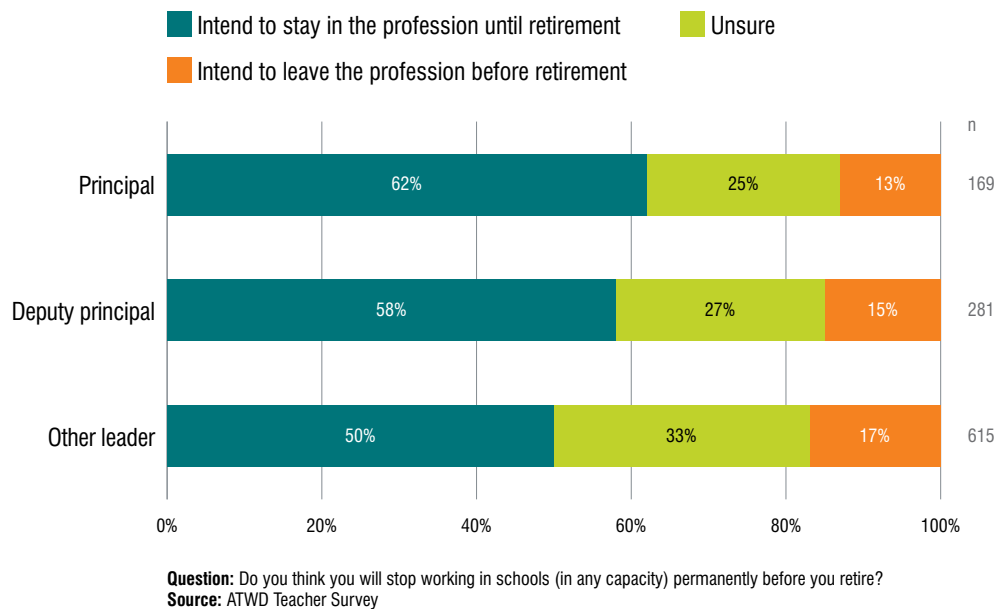
## Years planning to remain

Within those planning to leave the profession before retirement, leaders (11%) and teachers with leadership responsibilities (16%) in South Australia were somewhat less likely to indicate that they were unsure about when they would leave than classroom teachers in South Australia (22%). By contrast, leaders in South Australia (41%) were much more likely than teachers with leadership responsibilities (32%) and classroom teachers (24%) in South Australia to intend to leave after spending at least another 10 years in the profession *(Figure SA-119)*.

The largest differences between those in South Australia and those in all surveyed jurisdictions were among leaders. When compared to all leaders, leaders in South Australia were 7 percentage points less likely to be unsure of how long they would stay and 15 percentage points more likely to intend to stay for at least 10 years or more. By contrast, teachers with leadership responsibilities in South Australia were only 6 percentage points more likely to intend to stay for 10 years or more compared to all teachers with leadership responsibilities, while for classroom teachers those in South Australia were just 4 percentage points more likely *(Figure SA-119)*.

*Figure SA-119: Estimates of years remaining working in schools or early childhood services by leaders who plan to leave the profession before retirement, leaders, SA*
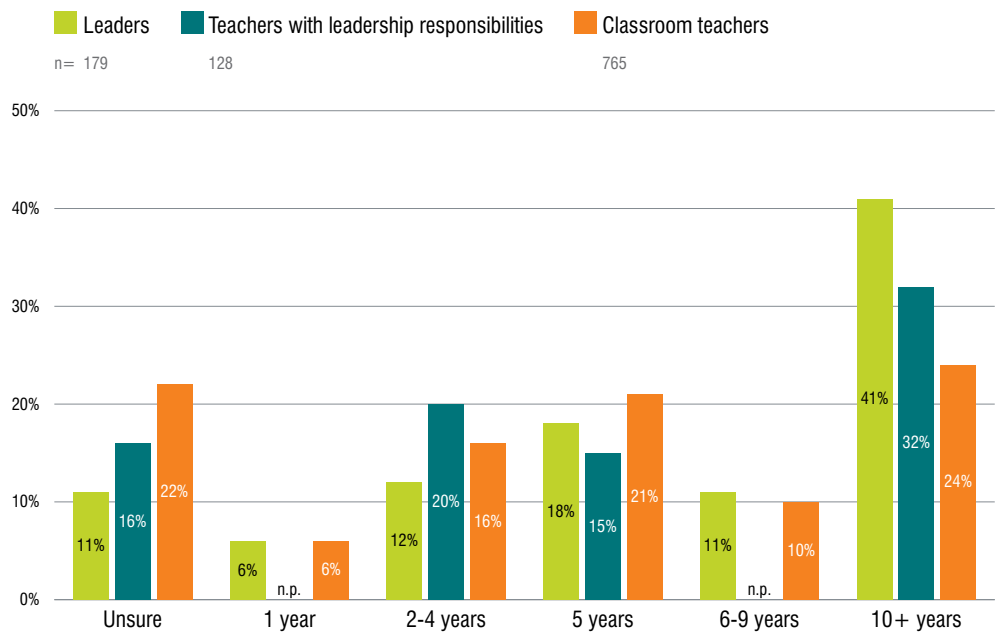


**Question:** Approximately how many more years can you see yourself working in schools (in any capacity)?
**Source:** ATWD Teacher Survey

## Reasons for leaving

All leaders intending to leave the profession before retirement shared their top reasons for leaving, and this is compared with the reasons reported by teachers with leadership responsibilities and classroom teachers in South Australia *(Figure SA-120)*.

For leaders in South Australia, the most common reasons selected belonged to the 'workload and coping' category[41]:

- 'To achieve a better work/life balance' (leaders: 65%)
- 'The workload is too heavy' (leaders: 58%)
- 'I am finding it too stressful/impacting my wellbeing or mental health' (leaders: 43%).

The next most commonly selected reasons were from the 'reward and recognition' category:

- 'Changes imposed on schools from outside (e.g. from government)' (leaders: 35%).

This was followed by a reason in the 'break from teaching' category:

- Seek employment elsewhere in education (leaders: 27%)

As well as a reason that related to both workload and coping and external factors, but not clearly a member of either:

- 'The demands of professional regulation (e.g. professional learning, practice, etc.) are too heavy' (leaders: 27%).

Notably, although the top five reasons for intending to leave the profession were the same as for leaders across all surveyed jurisdictions, each was selected relatively less often by those in South Australia (between 5 and 17 percentage points less often). The difference between leaders in South Australia and all surveyed jurisdictions was typically greater than when South Australia was compared to all surveyed jurisdictions for the other role types.

Leaders in South Australia selected each reason less often than teachers with leadership responsibilities in South Australia, and typically the difference was greater than it was across all surveyed jurisdictions *(Figure SA-120)*.

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41    The extraction of these sets of reasons is outlined in **Chapter 7** of the main report.

*Figure SA-120: Reasons for considering leaving the profession, leaders considering leaving teaching, SA[42]*
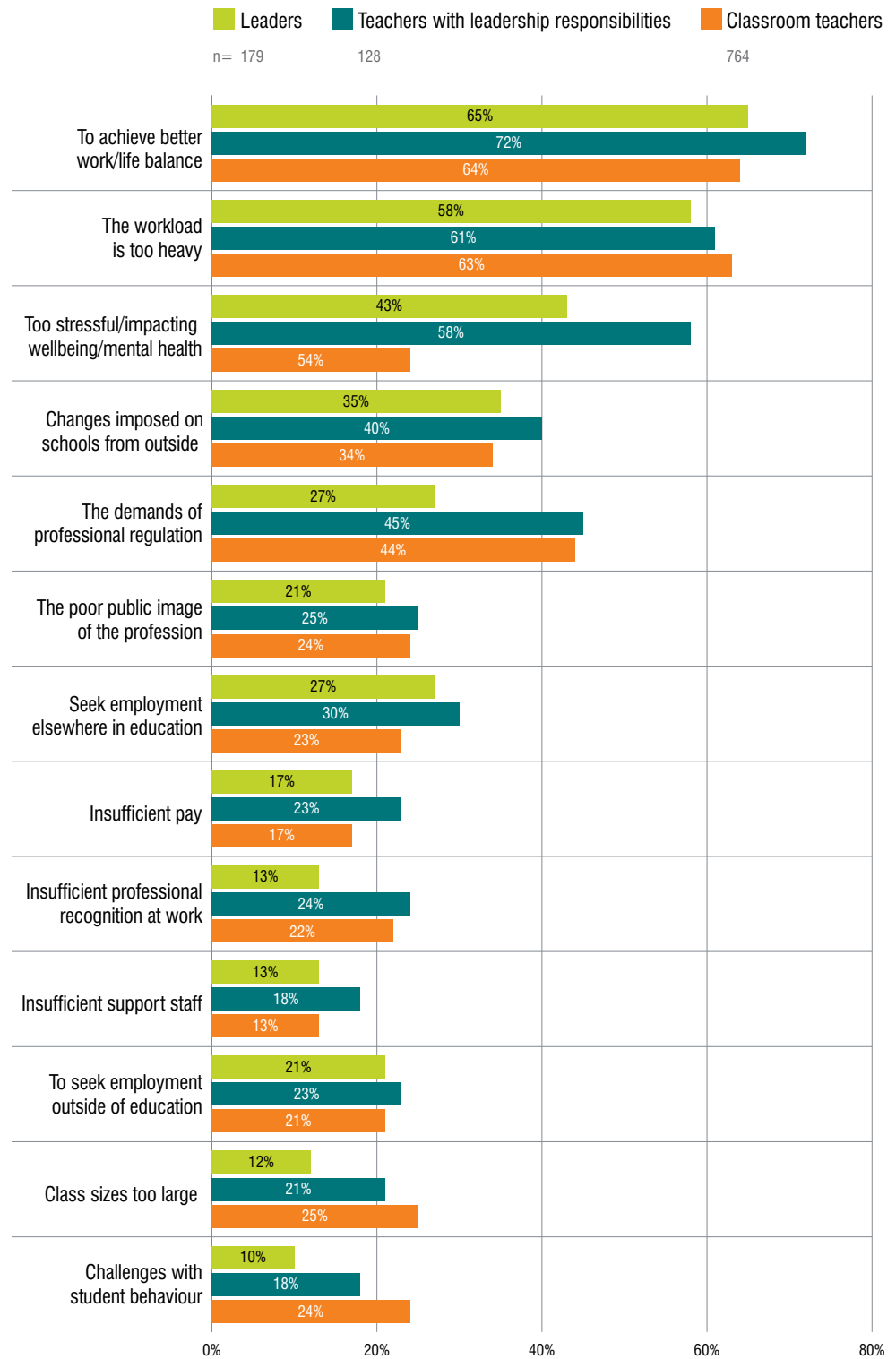


**Question:** What are your reasons for considering leaving teaching?
**Source:** ATWD Teacher Survey

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42 Includes only those intending to leave profession before retirement.

# Appendices

## Appendix 1: List of tables

# Appendix 2: List of figures