

# Results of the 2021 Grattan survey on teachers' time

Supplement to *Making time for great teaching*

Jordana Hunter, Julie Sonnemann, and Rebecca Joiner

## Table of contents

1	Introduction . . . . .	3
2	Teacher survey . . . . .	5
3	School leader survey . . . . .	29

## 1 Introduction

This supplement presents the results of the 2021 Grattan Institute survey on Australian teachers' time.

Grattan released two online surveys, one for teachers and one for school leaders. Each survey had five sections:

1. Introduction and initial demographic questions (teacher survey results at Section 2.1, school leader survey results at Section 3.1);
2. Questions on time to prepare for effective teaching and barriers impeding teachers' time (teacher survey results at Section 2.2, school leader results at Section 3.2);
3. Questions on lesson planning (teacher survey results at Section 2.3, school leader results at Section 3.3);
4. Questions on a range of potential solutions and reform options (teacher survey results at Section 2.4, school leader results at Section 3.4); and
5. Final demographic and characteristics questions (teacher survey results at Section 2.1, school leader results at Section 3.1).

A total of 6,015 teachers and 662 school leaders commenced the survey. Of these, 4,555 teachers and 368 school leaders completed the survey. Where respondents partially completed the survey, the completed responses were included in the analysis.

### 1.1 Teacher survey

A total of 5,000 responses are included in the teacher survey results in this supplement. We included responses where the respondent:

- identified themselves as a teacher, instructional leader/coach, subject/faculty head, deputy/assistant principal, year level coordinator, Highly Accomplished Lead Teacher (HALT), and/or extracurricular coordinator; and
- answered 'Yes' to the question 'Do you regularly teach classes in your role (more than 50% of your time)?'

We excluded responses that were low quality, for example if respondents did not complete more than one substantive question or if there were multiple responses from the same address.

### 1.2 School leader survey

A total of 442 responses are included in the school leader survey results. We included school leader responses where the respondent:

- identified themselves as a principal; or
- identified themselves as a deputy/assistant principal, year level coordinator, and/or instructional leader/coach, and answered 'No' to the question 'Do you regularly teach classes in your role (more than 50% of your time)?'

### 1.3 Survey promotion and representativeness

Both the teacher and school leader surveys were advertised through Facebook and promoted via Grattan's social media channels on Facebook and Twitter (no financial inducement was provided). To increase take-up, the school leader survey was also promoted through various principal associations and other organisations.

The teacher survey was advertised from 21 June to 6 August 2021. The school leader survey was advertised from 13 July to 6 August 2021.

All school types, states, and sectors were well represented in the survey (see Section 2.1 and Section 3.1).

Participation in the survey was voluntary. While the teachers who opted into the survey appear to be approximately representative of the population of Australian teachers, it remains possible that the views of teachers who chose to participate in this study may be different from i) the views of teachers who knew of the opportunity but decided not to participate and ii) the views of teachers who we missed in our recruitment efforts.

We also tested our results to see whether there were any differences in responses depending on whether the survey was completed before or during COVID lockdowns (we examined responses from Victoria and NSW, which had the longest periods of COVID lockdowns and remote schooling). We found no notable differences for most questions. There were only minor differences for some sub-items on three questions, which we do not consider affect the reliability of the results overall.<sup>1</sup> A large number of statistical tests were performed for this analysis and the probability of observing a small number of statistically significant differences due to chance alone is high.

Throughout the survey results presented in this report, asterisks (\*) indicate differences between at least two groups are statistically significant ( $p$  value  $< 0.05$ ), using a chi-square test.

---

1. The three questions were (i) Question T13, Barriers to prepare for effective teaching – Face-to-face teaching hours are too long, (ii) Question T13, Barriers to prepare for effective teaching – Not enough support for struggling students, and (iii) Question T14, How often do you feel like you DO NOT have sufficient time for high-quality lesson planning?

## 2 Teacher survey

### 2.1 Demographics and characteristics of respondents

Table 2.1: Teacher survey demographics compared to alternative sources

	Count	%	Count	%
<b>T1) Do you work in either primary or secondary?</b>	<b>Grattan survey</b>		<b>ACARA, staff</b>	
Primary	2,259	45.18%	152,821	51.54%
Secondary	2,741	54.82%	143,695	48.46%
<i>Total</i>	5,000		296,516	
<b>T2) Which state or territory do you work in?</b>	<b>Grattan survey</b>		<b>ACARA, staff</b>	
NSW	1,342	26.85%	88,093	29.71%
VIC	1,547	30.95%	78,639	26.52%
QLD	793	15.86%	63,608	21.45%
WA	406	8.12%	30,779	10.38%
SA	555	11.10%	20,114	6.78%
TAS	158	3.16%	6,296	2.12%
NT	24	0.48%	3,459	1.17%
ACT	174	3.48%	5,529	1.86%
<i>Total</i>	4,999		296,516	
<b>T3) Which school sector(s) do you work in</b>	<b>Grattan survey</b>		<b>ACARA, staff</b>	
Government	3,366	67.95%	189,069	63.76%
Catholic	841	16.98%	56,645	19.10%
Independent	747	15.08%	50,802	17.13%
<i>Total</i>	4,954		296,516	

Continued on next page

<b>Table 2.1 – continued from previous page</b>	Count	%	Count	%
<b>T4) What kind of organisation do you work for?</b>	<b>Grattan survey</b>		<b>ACARA, schools</b>	
Primary	1,879	37.58%	6,249	65.49%
Secondary	2,145	42.90%	1,433	15.02%
Combined primary and secondary	757	15.14%	1,363	14.28%
Specialist	175	3.50%	497	5.21%
Other	44	0.88%	N/A	N/A
<i>Total</i>	5,000		9,542	
<b>T5) For how many full years have you been teaching?</b>	<b>Grattan survey</b>		<b>TALIS</b>	
Less than two years	258	5.16%	354	5.54%
Between 2 and 5 years	795	15.90%	1,300	20.34%
Between 6 and 10 years	1,150	23.00%	1,281	20.05%
More than 10 years	2,797	55.94%	3,455	54.07%
<i>Total</i>	5,000		6,390	
<b>T6) How would you describe the level of advantage and disadvantage at your school?</b>	<b>Grattan survey</b>		<b>ACARA, schools</b>	
Mostly advantaged	1,666	33.33%	3,188	34.00%
A fairly even mix of advantaged and disadvantaged	1,953	39.08%	3,095	33.00%
Disadvantaged	1,379	27.59%	3,095	33.00%
<i>Total</i>	4,998		9,378	
<b>T7) How many students are enrolled at your school?</b>	<b>Grattan survey</b>		<b>ACARA, schools</b>	
Up to 100 students	197	3.94%	2,129	22.25%
101 to 300 students	661	13.22%	2,515	26.29%
301 to 650 students	1,199	23.98%	2,863	29.93%
651 to 1500 students	1,883	37.66%	1,818	19.00%
More than 1500 students	461	9.22%	242	2.53%
<i>Total</i>	4,401		9,567	

*Continued on next page*

**Table 2.1** – continued from previous page

	Count	%	Count	%
<b>T8) What is your gender?</b>	<b>Grattan survey</b>		<b>ABS</b>	
Female	3,569	81.15%	311,787	76.25%
Male	798	18.14%	97,108	23.75%
Non-binary	31	0.70%		
Total	4,398		408,895	
<b>T9) Are you currently employed on a full-time or part-time basis?</b>	<b>Grattan survey</b>		<b>TALIS</b>	
Full-time	4,112	82.29%		84.00%
Part-time	885	17.71%		17.00%
<i>Total</i>	4,997			
<b>T10) What subjects do you teach? (Secondary teachers only)</b>	<b>Grattan survey</b>		<b>N/A</b>	
English	867	17.51%		
Maths	659	13.31%		
Science	750	15.15%		
Health and PE	311	6.28%		
Technology	348	7.03%		
The Arts	361	7.29%		
Humanities and social sciences	941	19.00%		
Languages	204	4.12%		
Work studies, Years 9-10	122	2.46%		
Other	389	7.86%		

Continued on next page

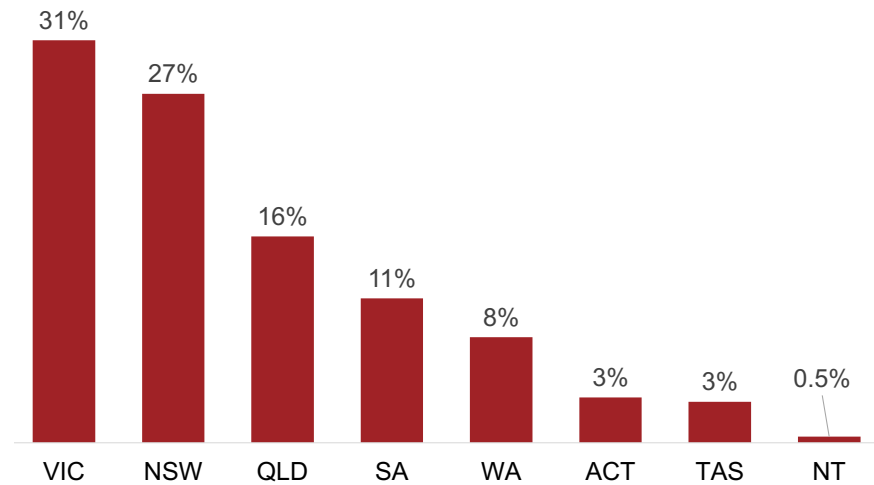
**Table 2.1** – continued from previous page

	Count	%	Count	%
<b>T11) What is the average size of classes you take?</b>	<b>Grattan survey</b>		<b>N/A</b>	
Up to 15 students	319	7.25%		
16-20 students	467	10.61%		
21-25 students	1,998	45.40%		
26-30 students	1,490	33.86%		
More than 30 students	127	2.89%		
<i>Total</i>	4,401			

Sources: **Grattan survey**: Grattan survey on teachers' time (2021). **ACARA, staff**: ACARA (2020a, staff numbers dataset). **ACARA, schools**: ACARA (2020b, School Profile 2020). **TALIS**: OECD (2018, OECD Teaching and Learning International Survey). **ABS**: ABS (2020, Labour Force Australia, Employed persons by Occupation unit group of main job (ANZSCO), May 2021). Percentages do not always sum to 100 due to rounding.

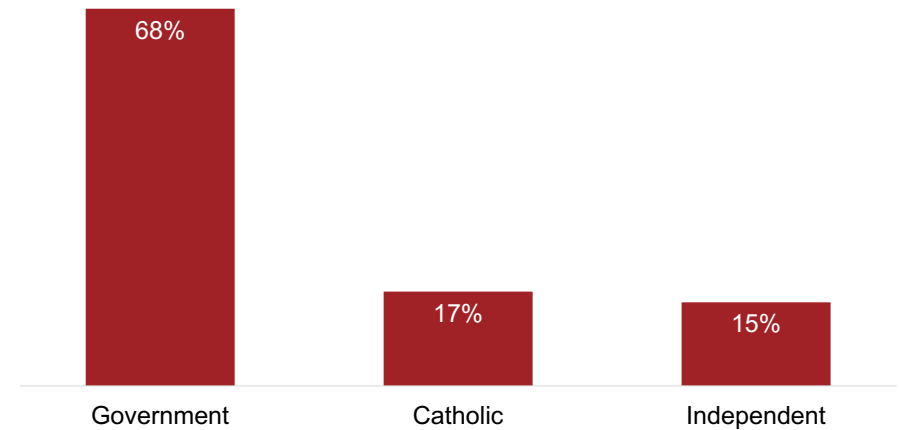


**Figure 2.1: T2) Which state or territory do you work in?**  
Percentage of teacher respondents



*Note: Percentages do not sum to 100 due to rounding. Sample size: 4,999 teachers.  
Source: 2021 Grattan survey on teachers' time.*

**Figure 2.2: T3) Which school sector(s) do you work in?**  
Percentage of teacher respondents

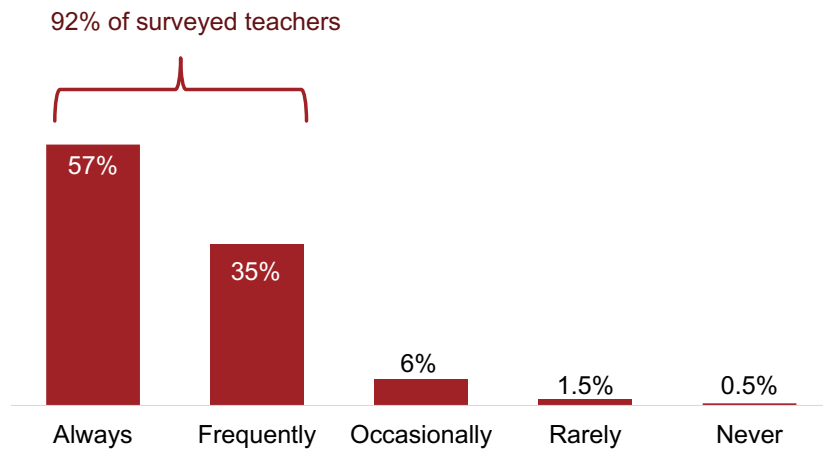


*Note: Sample size: 4,954.  
Source: 2021 Grattan survey on teachers' time.*

## 2.2 Time to prepare for effective teaching, and barriers impeding teachers' time

**Figure 2.3: T12) How often do you feel like you DO NOT have enough time to prepare for effective teaching?**

Proportion of teachers who gave each response

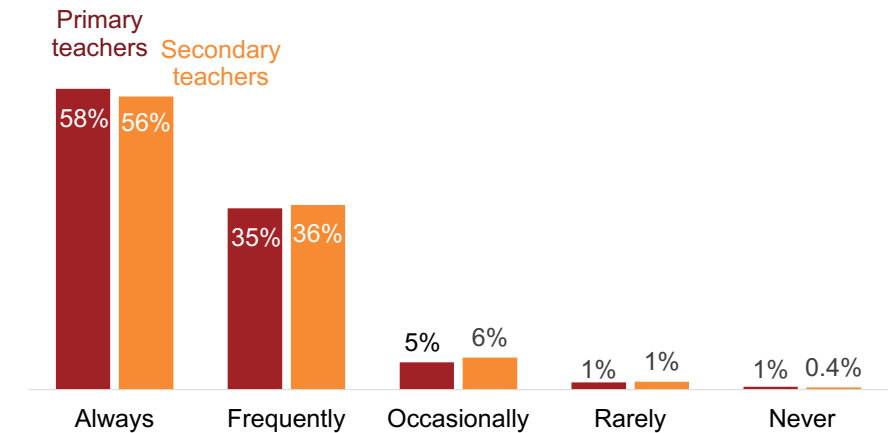


Notes: Preparation is defined as including the following activities: planning for classroom instruction; preparing, marking, and analysing student assessments; preparing student feedback and adapting teaching; preparing to support struggling learners; and collaborating effectively with colleagues and experts. Sample size: 5,000 teachers.

Source: 2021 Grattan survey on teachers' time.

**Figure 2.4: T12) How often do you feel like you DO NOT have enough time to prepare for effective teaching?**

Proportion of teachers who gave each response, by primary and secondary teachers

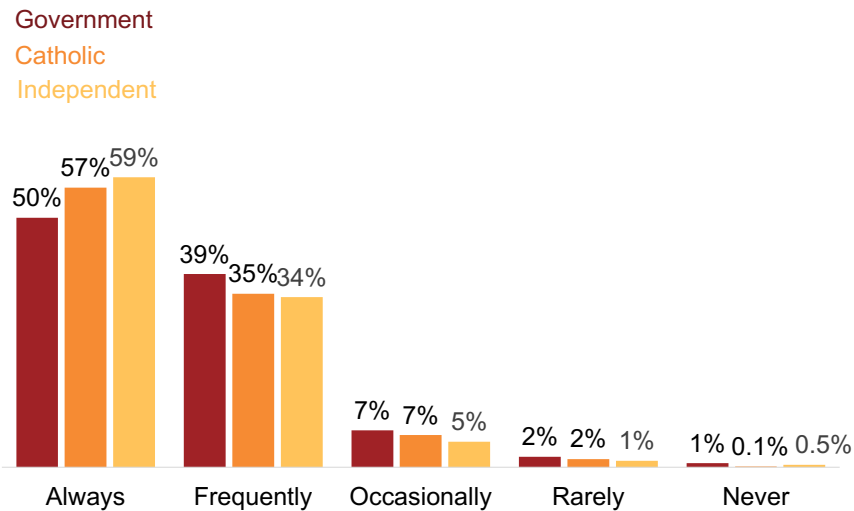


Notes: Preparation is defined as including the following activities: planning for classroom instruction; preparing, marking, and analysing student assessments; preparing student feedback and adapting teaching; preparing to support struggling learners; and collaborating effectively with colleagues and experts. Sample size: 4,713 teachers.

Source: 2021 Grattan survey on teachers' time.

**Figure 2.5: T12) How often do you feel like you DO NOT have enough time to prepare for effective teaching?**

Proportion of teachers who gave each response, by sector

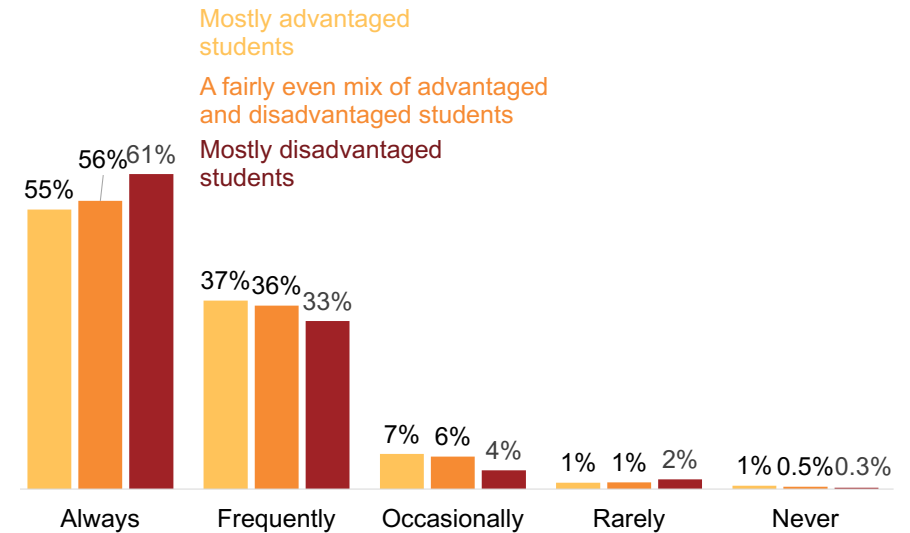


Notes: Preparation is defined as including the following activities: planning for classroom instruction; preparing, marking, and analysing student assessments; preparing student feedback and adapting teaching; preparing to support struggling learners; and collaborating effectively with colleagues and experts. Sample size: 4,670 teachers.

Source: 2021 Grattan survey on teachers' time.

**Figure 2.6: T12) How often do you feel like you DO NOT have enough time to prepare for effective teaching?**

Proportion of teachers who gave each response, by level of student advantage/disadvantage

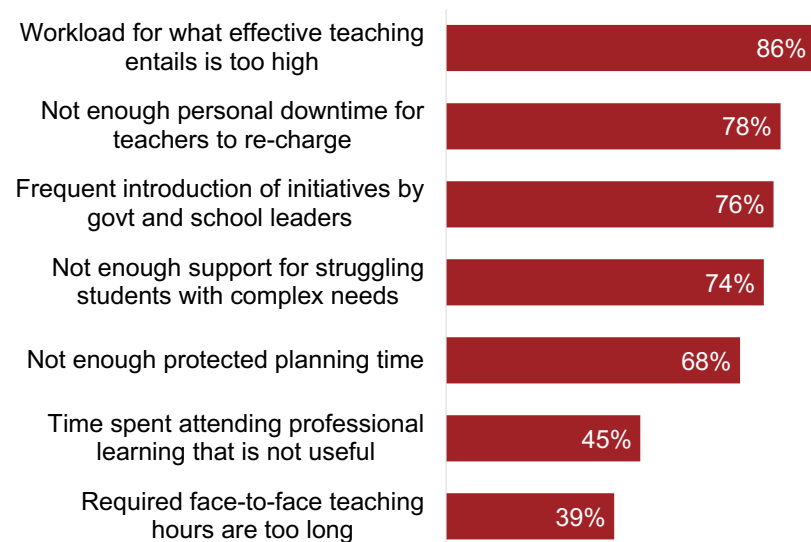


Notes: Preparation is defined as including the following activities: planning for classroom instruction; preparing, marking, and analysing student assessments; preparing student feedback and adapting teaching; preparing to support struggling learners; and collaborating effectively with colleagues and experts. Sample size: 4,711 teachers. Teachers self-identified their school according to level of student advantage/disadvantage. In response to 'How would you describe the level of advantage and disadvantage of the students at your school', teachers selected from 'mostly advantaged', 'a fairly even mix of advantaged and disadvantaged students', or 'mostly disadvantaged'.

Source: 2021 Grattan survey on teachers' time.

**Figure 2.7: T13) Each of the statements below describes a barrier that may limit or reduce teachers' time to prepare for effective teaching. Please indicate the extent to which you feel each is an issue at your school**

Proportion of teachers who rated each item as either an issue or major issue

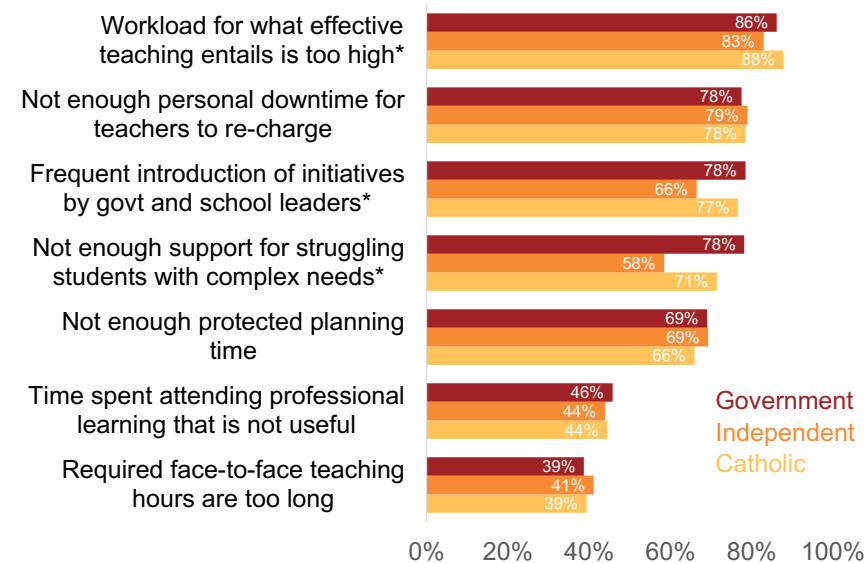


Notes: Teachers were asked to rate each issue from 1 to 5, with 1 being 'Not an issue at my school' and 5 being 'A major issue at my school'. Percentage of teachers rating each item either 4 or 5. Sample size: 4,813-to-4,901 (sample size varies for each barrier because not all teachers completed the question).

Source: 2021 Grattan survey on teachers' time.

**Figure 2.8: T13) Each of the statements below describes a barrier that may limit or reduce teachers' time to prepare for effective teaching. Please indicate the extent to which you feel each is an issue at your school**

Proportion of teachers who rated each item as either an issue or major issue, by sector

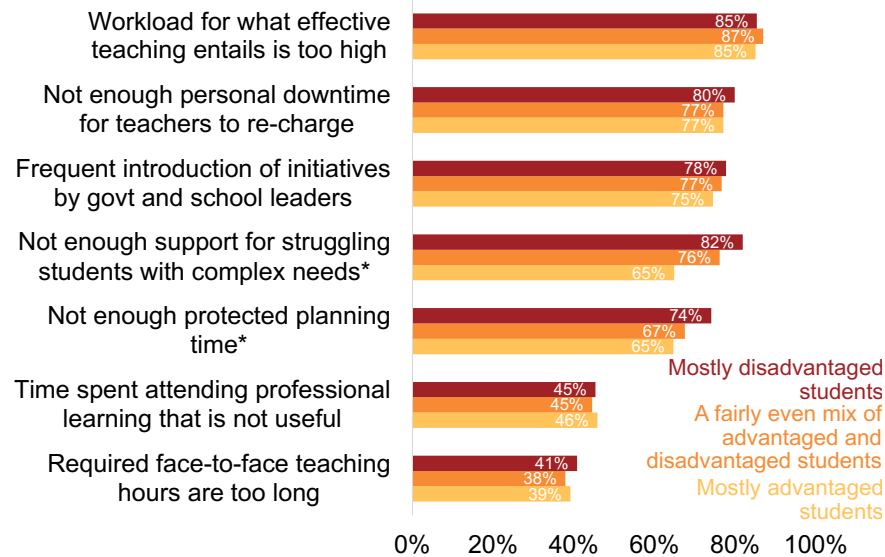


Notes: Teachers were asked to rate each issue from 1 to 5, with 1 being 'Not an issue at my school' and 5 being 'A major issue at my school'. Percentage of teachers rating each item either 4 or 5. Sample size: 4,813-to-4,901 (sample size varies for each barrier because not all teachers completed the question). Asterisked (\*) barriers indicate differences between at least two of the school sectors are statistically significant (p value < 0.05), using a chi-square analysis.

Source: 2021 Grattan survey on teachers' time.

**Figure 2.9: T13) Each of the statements below describes a barrier that may limit or reduce teachers' time to prepare for effective teaching. Please indicate the extent to which you feel each is an issue at your school**

Proportion of teachers who rated each item either an issue or major issue, by level of student advantage/disadvantage



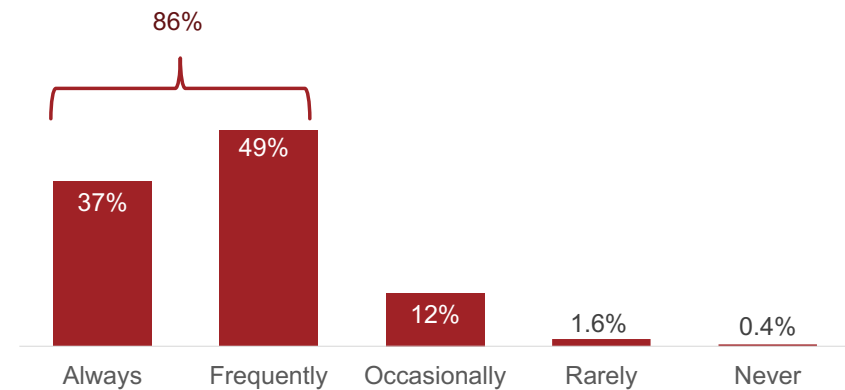
Notes: Teachers were asked to rate each issue from 1 to 5, with 1 being 'Not an issue at my school' and 5 being 'A major issue at my school'. Percentage of teachers rating each item either 4 or 5. Sample size: 4,813-to-4,901 (sample size varies for each barrier because not all teachers completed the question). Teachers self-identified their school according to level of student advantage/disadvantage. In response to 'How would you describe the level of advantage and disadvantage of the students at your school', teachers selected from 'mostly advantaged', 'a fairly even mix of advantaged and disadvantaged students', or 'mostly disadvantaged'. Asterisked (\*) barriers indicate differences between at least two of the SES groups are statistically significant (p value < 0.05), using a chi-square analysis.

Source: 2021 Grattan survey on teachers' time.

### 2.3 Time for high-quality lesson planning

**Figure 2.10: T14) How often would you say teachers at your school DO NOT have sufficient time for high-quality lesson planning?**

Proportion of teachers who gave each response

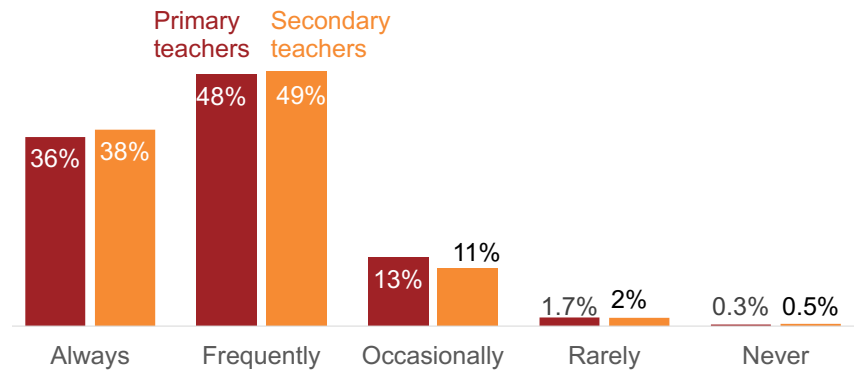


Note: Sample size: 4,968 teachers.

Source: 2021 Grattan survey on teachers' time.

**Figure 2.11: T14) How often would you say teachers at your school DO NOT have sufficient time for high-quality lesson planning?**

Proportion of teachers who gave each response, by primary and secondary teachers

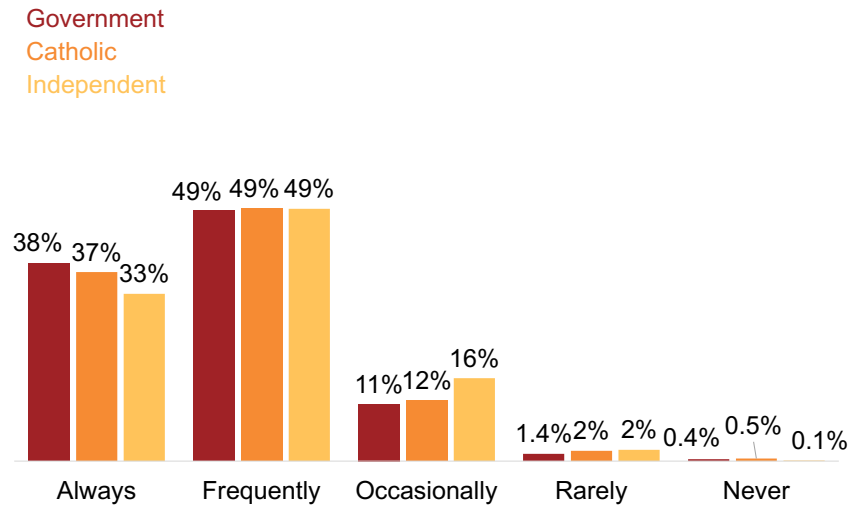


Note: Sample size: 4,215 teachers.

Source: 2021 Grattan survey on teachers' time.

**Figure 2.12: T14) How often would you say teachers at your school DO NOT have sufficient time for high-quality lesson planning?**

Proportion of teachers who gave each response, by sector



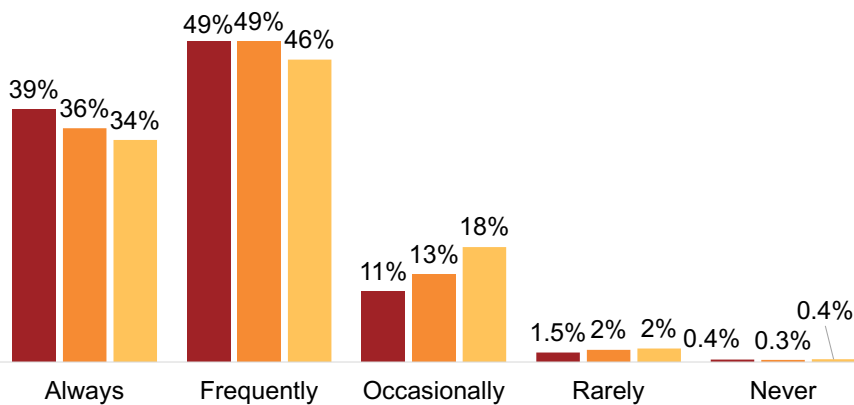
Note: Sample size: 4,181 teachers.

Source: 2021 Grattan survey on teachers' time.

**Figure 2.13: T14) How often would you say teachers at your school DO NOT have sufficient time for high-quality lesson planning?**

Proportion of teachers who gave each response, by level of experience

More than 10 years' experience  
 2-to-10 years' experience  
 Less than two years' experience

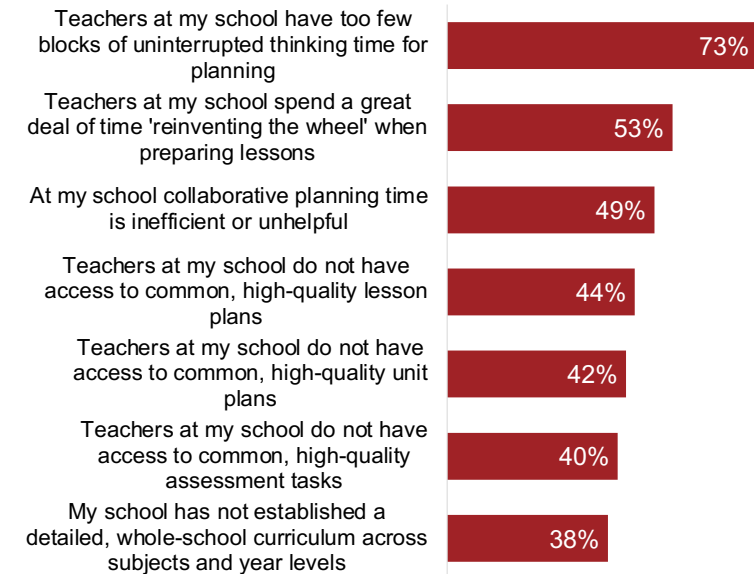


Note: Sample size: 4,793 teachers.

Source: 2021 Grattan survey on teachers' time.

**Figure 2.14: T15) Each of the statements below describes a barrier that may limit or reduce teachers' time available for lesson planning. Please indicate the extent to which you feel each is an issue for teachers' time at your school.**

Proportion of teachers who rated each item as either an issue or major issue

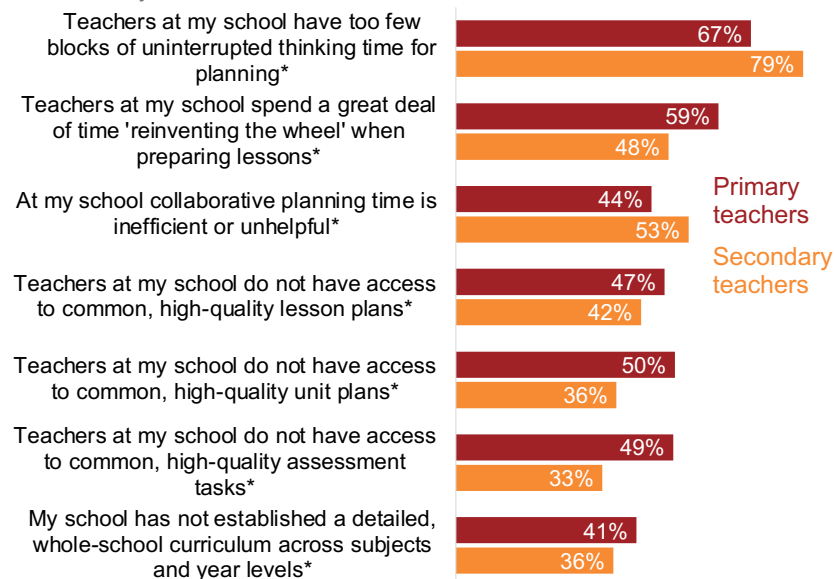


Notes: Teachers were asked to rate each issue from 1 to 5, with 1 being 'Not an issue at my school' and 5 being 'A major issue at my school'. Sample size: 4,975-to-4,686 teachers. Percentage of teachers rating each item either 4 or 5.

Source: 2021 Grattan survey on teachers' time.

**Figure 2.15: T15) Each of the statements below describes a barrier that may limit or reduce teachers' time available for lesson planning. Please indicate the extent to which you feel each is an issue for teachers' time at your school.**

Proportion of primary and secondary teachers who rated each item as either an issue or major issue

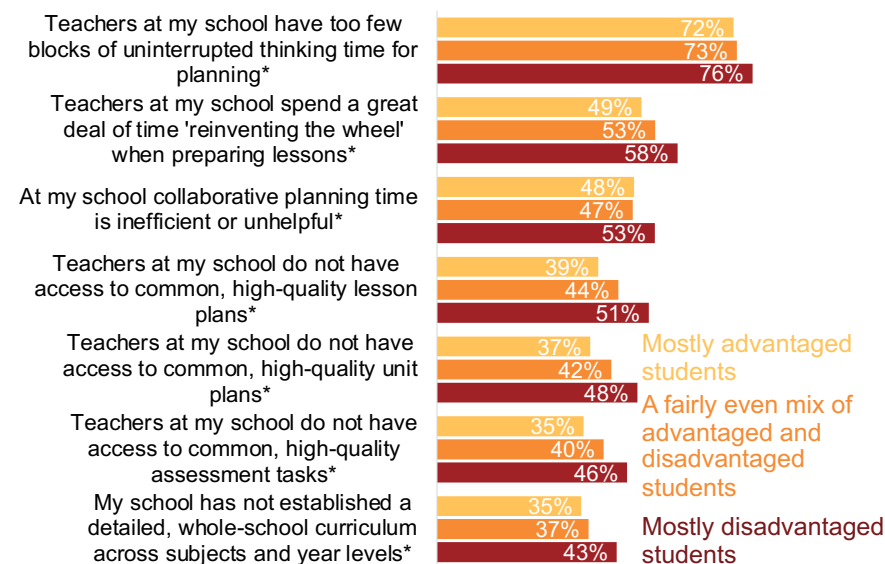


Notes: Teachers were asked to rate each issue from 1 to 5, with 1 being 'Not an issue at my school' and 5 being 'A major issue at my school'. Sample size: 4,975-to-4,686 teachers. Percentage of teachers rating each item either 4 or 5. Asterisk (\*) barriers indicate differences between primary and secondary teachers are statistically significant ( $p$  value < 0.05), using chi-square analysis.

Source: 2021 Grattan survey on teachers' time.

**Figure 2.16: T15) Each of the statements below describes a barrier that may limit or reduce teachers' time available for lesson planning. Please indicate the extent to which you feel each is an issue for teachers' time at your school.**

Proportion of teachers who rated each item as either an issue or major issue, by level of student advantage/disadvantage



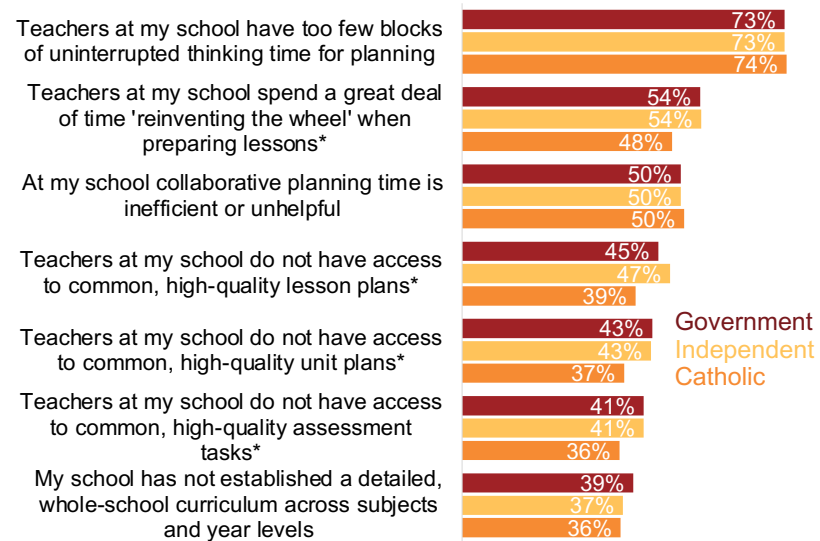
Notes: Teachers were asked to rate each issue from 1 to 5, with 1 being 'Not an issue at my school' and 5 being 'A major issue at my school'. Sample size: 4,975-to-4,686 teachers. Teachers self-identified their school according to level of student advantage/disadvantage. In response to 'How would you describe the level of advantage and disadvantage of the students at your school', teachers selected from 'mostly advantaged', 'a fairly even mix of advantaged and disadvantaged students', or 'mostly disadvantaged'. Percentage of teachers rating each item either 4 or 5. Asterisk (\*) barriers indicate differences between at least two of the SES groups are statistically significant ( $p$  value < 0.05), using chi-square analysis.

Source: 2021 Grattan survey on teachers' time.



**Figure 2.17: T15) Each of the statements below describes a barrier that may limit or reduce teachers' time available for lesson planning. Please indicate the extent to which you feel each is an issue for teachers' time at your school.**

Proportion of teachers who rated each item as either an issue or major issue, by sector

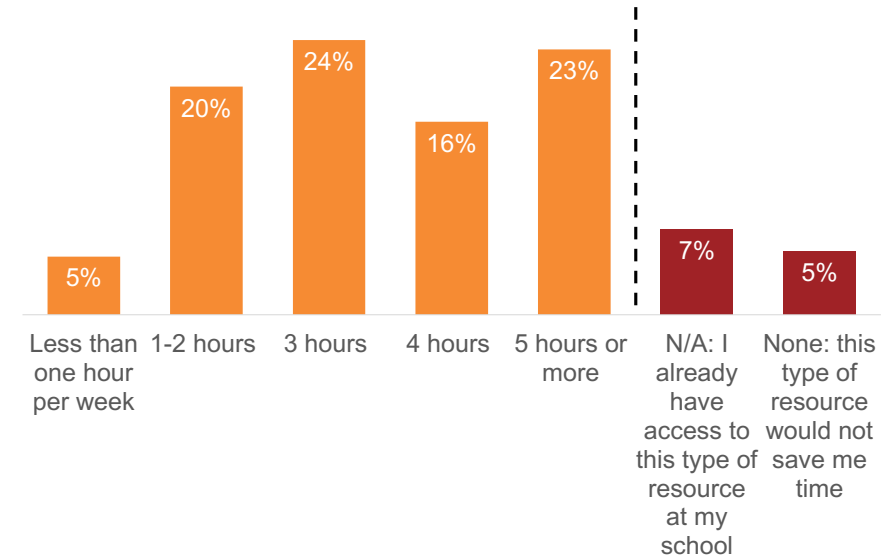


Notes: Teachers were asked to rate each issue from 1 to 5, with 1 being 'Not an issue at my school' and 5 being 'A major issue at my school'. Sample size: 4,975-to-4,686 teachers. Percentage of teachers rating each item either 4 or 5. Asterisked (\*) barriers indicate differences between at least two of the school sectors are statistically significant (p value < 0.05), using a chi-square analysis.

Source: 2021 Grattan survey on teachers' time.

**Figure 2.18: T16) If you had access to high-quality common units, plans, and assessments, about how many hours per week of preparation time do you think you could save?**

Proportion of teachers

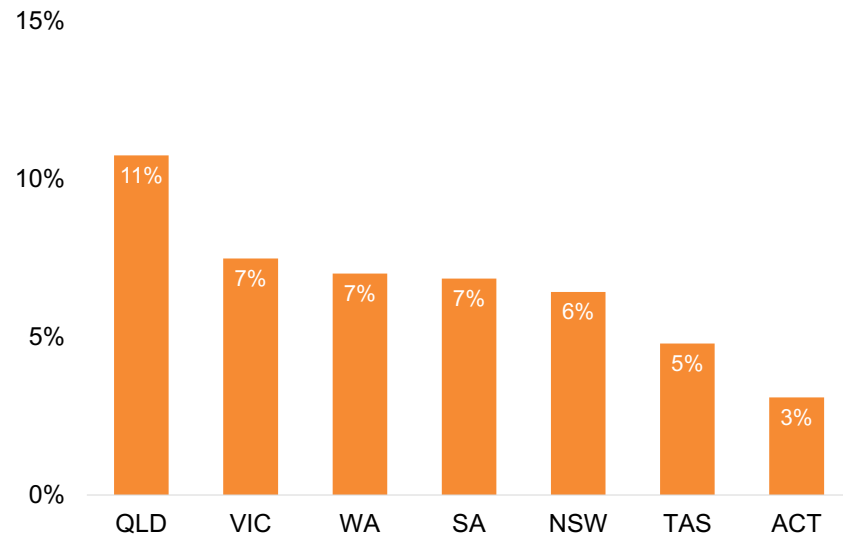


Note: Sample size: 4,594.

Source: 2021 Grattan survey on teachers' time.

**Figure 2.19: T16) If you had access to high-quality common units, plans, and assessments, about how many hours per week of preparation time do you think you could save?**

Proportion of teachers who stated they already have access to high-quality common units, plans, and assessments; by state/territory



*Notes: Sample size: 4,594. Northern Territory has been omitted due to small sample size.*

*Source: 2021 Grattan survey on teachers' time.*

## 2.4 Reform options

The following chart includes responses to the question below:

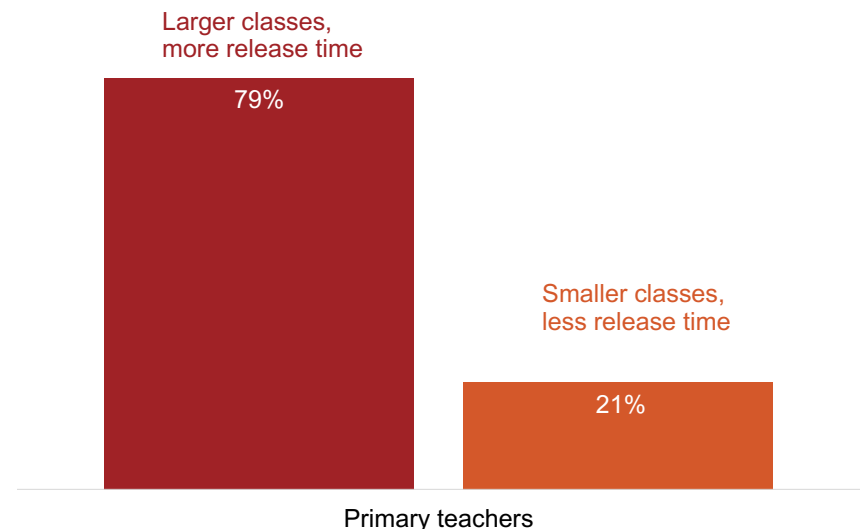
*Please consider the two primary schools described in the table below. In School A, classes are slightly smaller but you have less release time. In School B, classes are slightly larger but you have more protected release time.*

	School A	School B
<b>Class size</b>	23 students	26 students
<b>Extra release time</b>	No extra release time	2 hours of extra release time per week

*If School A and School B were otherwise identical in every other way, which school would you prefer? Note: In School B, an area of your existing curriculum would be planned and taught by a specialist teacher (e.g. civics or science) during the extra 2 hours of your release time.*

**Figure 2.20: T17) Primary teacher class size preferences (23 vs. 26 students per class)**

Proportion of primary teachers who gave each response



Note: Sample size: 2,027.

Source: 2021 Grattan survey on teachers' time.

The following chart includes responses to the question below:

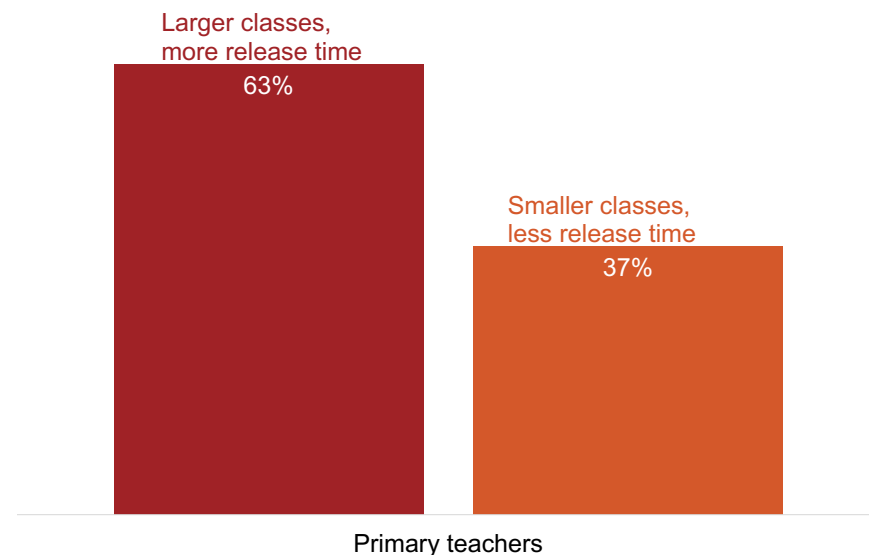
*Please consider the following two primary schools. In School A, classes have 27 students but you have less release time. In School B, classes have 30 students but you have more protected release time.*

	School A	School B
<b>Class size</b>	27 students	30 students
<b>Extra release time</b>	No extra release time	2 hours of extra release time per week

*If School A and School B were otherwise identical in every other way, which school would you prefer? Note: In School B, an area of your existing curriculum would be planned and taught by a specialist teacher (e.g. civics or science) during the extra 2 hours of your release time.*

**Figure 2.21: T18) Primary teacher class size preferences (27 vs. 30 students per class)**

Proportion of primary teachers who gave each response



Note: Sample size: 1,566.

Source: 2021 Grattan survey on teachers' time.

The following chart includes responses to the question below:

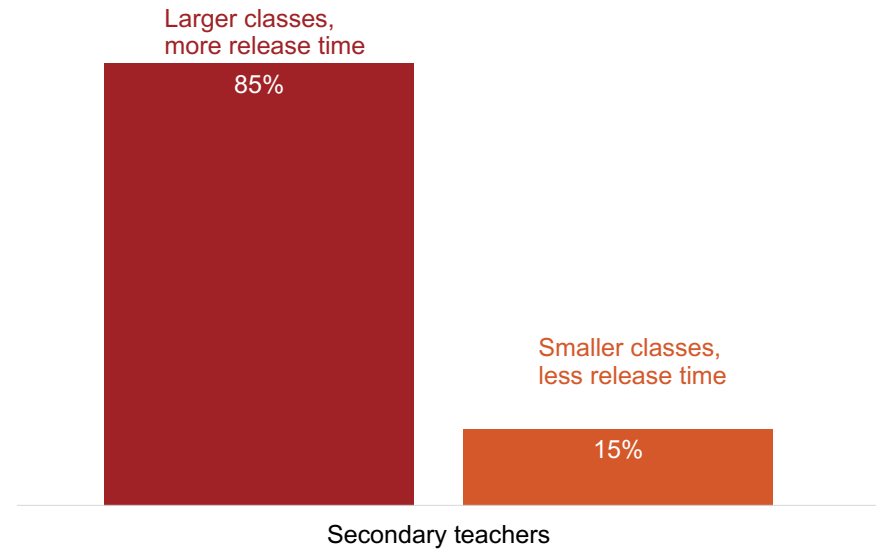
*Please consider the following two secondary schools. In School A, classes are slightly smaller but you have less release time. In School B, classes are slightly larger but you have more protected release time.*

	School A	School B
<b>Class size</b>	22 students	25 students
<b>Extra release time</b>	No extra release time	2 hours of extra release time per week

*If School A and School B were otherwise identical in every other way, which school would you prefer?*

**Figure 2.22: T19) Secondary teacher class size preferences (22 vs. 25 students per class)**

Proportion of secondary teachers who gave each response



Note: Sample size: 2,507.

Source: 2021 Grattan survey on teachers' time.

The following chart includes responses to the question below:

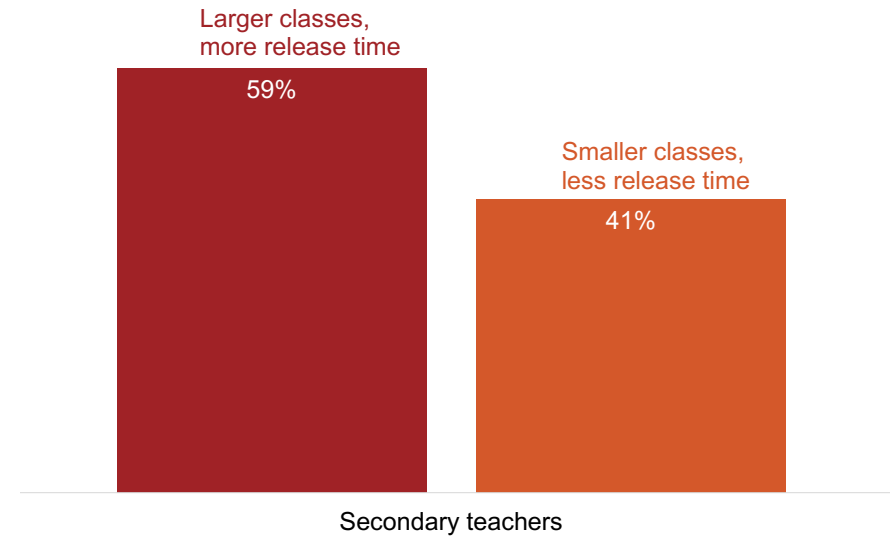
*Please consider the following two secondary schools. In School A, classes have 27 students but you have less release time. In School B, classes have 30 students but you have more protected release time.*

	School A	School B
<b>Class size</b>	27 students	30 students
<b>Extra release time</b>	No extra release time	2 hours of extra release time per week

*If School A and School B were otherwise identical in every other way, which school would you prefer?*

**Figure 2.23: T20) Secondary teacher class size preferences (27 vs. 30 students per class)**

Proportion of secondary teachers who gave each response



Note: Sample size: 1,938.

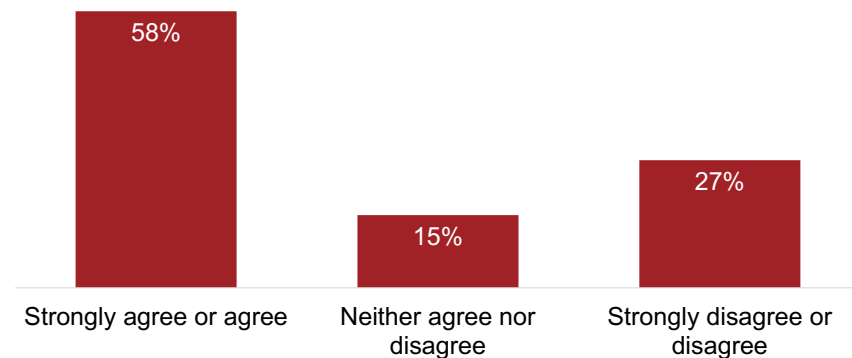
Source: 2021 Grattan survey on teachers' time.

The following chart includes responses to the question below:

*Most teachers already attend planning days at their school before term time. To what extent do you agree with the statement below? Teacher workloads during term time would be reduced if schools required teachers to spend an additional 2-to-3 days together at school before the start of each term preparing for teaching (for example to do curriculum and lesson planning or high-quality professional learning).*

**Figure 2.24: T21) Teacher workloads would be reduced if schools required teachers to spend an additional 2-to-3 days together before the start of term preparing for teaching**

Proportion of teachers who gave each response



Note: Sample size: 4,659 (teachers).

Source: 2021 Grattan survey on teachers' time.

The following charts includes responses to the question below:

*Suppose your school has been awarded additional funding which can be allocated to one of the items in the table below. The goal of the funding is to help increase the amount of time teachers have available to prepare for effective teaching. Please select your top three choices.*

- *Provide teachers additional hours of protected planning time for 2 hours per teacher per week (1)*
- *Hire non-teaching staff to cover your yard duty, extra-curricular duties, or other non-teaching duties for 7 hours per teacher per week (2)*
- *A literacy or maths specialist to work directly with your struggling students (e.g. small-group tutoring, speech pathologist intervention) for 2 hours per teacher per week (3)*
- *A coach or expert to work with you to improve how you prepare and teach your classes so you achieve more within given time constraints for 1 hour 45 minutes per teacher per week (4)*
- *An administrative or teaching assistant to provide you with support (e.g. photocopying, logistics support, addressing minor behavioural issues) for 7 hours per teacher per week (5)*
- *A psychologist or other specialist to provide emotional and behavioural support to your students (e.g. counselling or implementing a behaviour plan) for 2 hours per teacher per week (6)*
- *A student-support staff member to assist your students with disabilities or other special needs (e.g. assisting students during class) for 7 hours per teacher per week (7)*

**Figure 2.25: T22) Teacher preferences for use of additional funding**  
Proportion of teachers who selected option (one of top three)

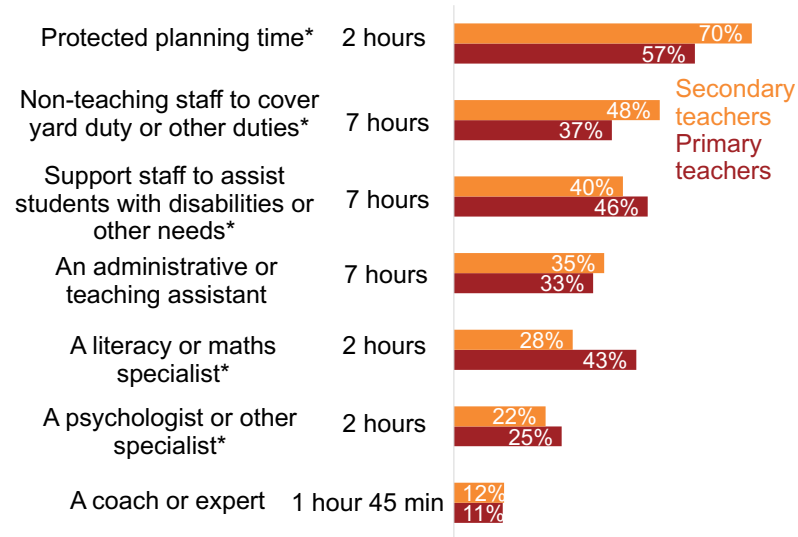


Notes: Respondents could select up to three options. Sample size: 4,661 teachers.  
Source: 2021 Grattan survey on teachers' time.



**Figure 2.26: T22) Teacher preferences for use of additional funding**

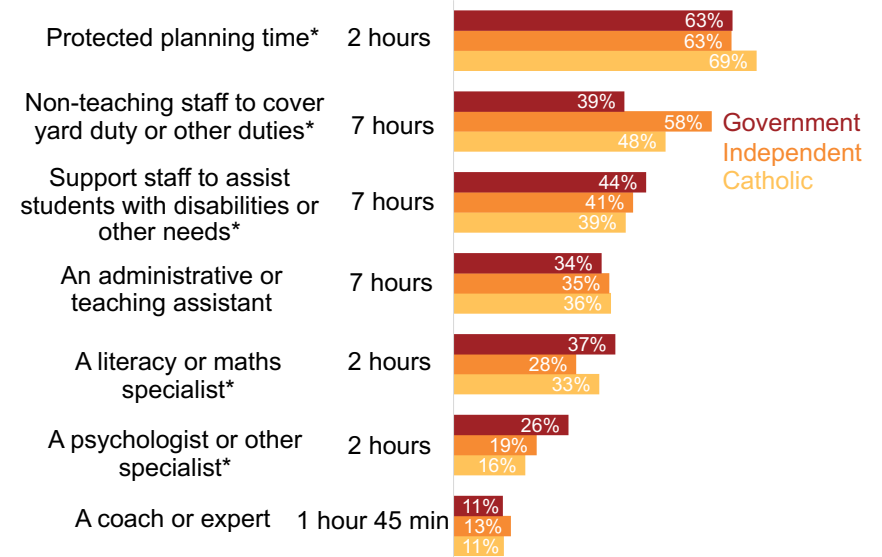
Proportion of primary and secondary teachers who selected option (one of top three)



Notes: Respondents could select up to three options. Sample size: 4,461 teachers.  
Source: 2021 Grattan survey on teachers' time.

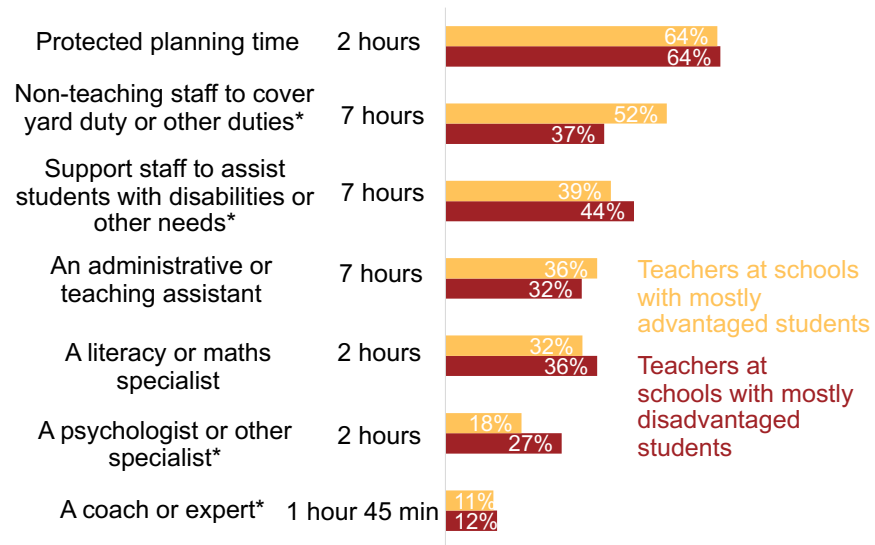
**Figure 2.27: T22) Teacher preferences for use of additional funding**

Proportion of teachers who selected option (one of top three), by school sector



Notes: Respondents could select up to three options. Sample size: 4,420 teachers.  
Source: 2021 Grattan survey on teachers' time.

**Figure 2.28: T22) Teacher preferences for use of additional funding**  
 Proportion of teachers who selected option (one of top three), by level of student advantage/disadvantage



Notes: Respondents could select up to three options. Teachers self-identified their school according to level of student advantage/disadvantage. In response to 'How would you describe the level of advantage and disadvantage of the students at your school', teachers selected from 'mostly advantaged', 'a fairly even mix of advantaged and disadvantaged students', or 'mostly disadvantaged'. Sample size: 4,460 teachers.

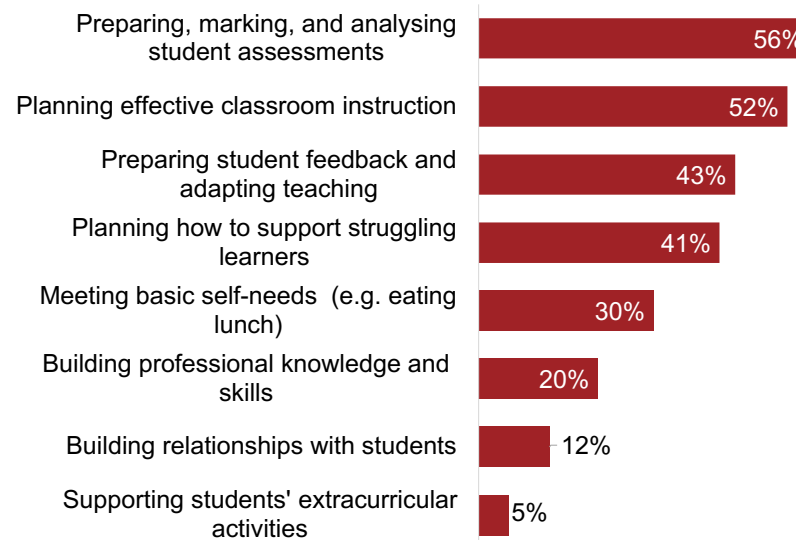
Source: 2021 Grattan survey on teachers' time.

The following chart includes responses to the question below:

*Imagine that changes have been made to your schedule such that you now have one extra hour of time. Where would you be most likely to spend your additional time? Please select your top three.*

- *Supporting students in extracurricular activities (e.g. sport, camp) (1)*
- *Planning effective classroom instruction (2)*
- *Planning how to support struggling learners (3)*
- *Preparing, marking, and analysing student assessments (4)*
- *Preparing student feedback and adapting your teaching (5)*
- *Building relationships with students and providing them emotional support (6)*
- *Meeting basic self-needs (e.g. eating lunch, taking a short break for personal downtime) (7)*
- *Building your professional knowledge and skills in effective teaching (e.g. coaching, observing other teachers, training, collaborating with colleagues) (8)*

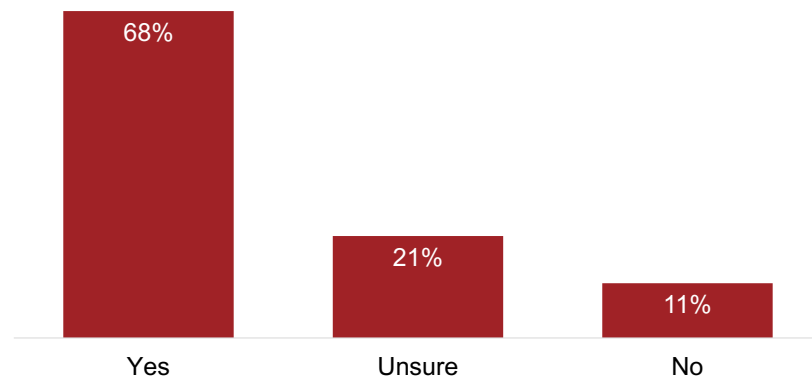
**Figure 2.29: T23) Teacher choices for using an additional hour of time**  
Proportion of teachers who selected option (one of top three)



Notes: Respondents could select up to three options. Sample size: 4,430 teachers.  
Source: 2021 Grattan survey on teachers' time.

**Figure 2.30: T24) Would you agree to non-teaching staff covering your extra-curricular activities to give you extra time to prepare for effective teaching?**

Proportion of teacher responses

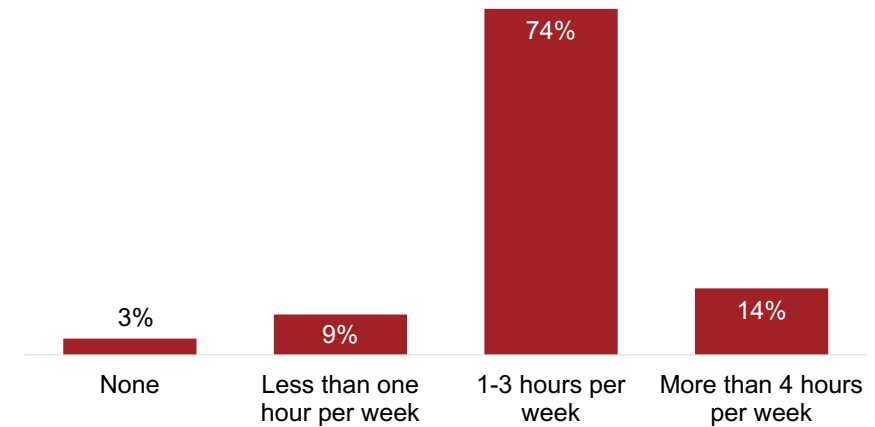


*Note: Sample size: 4,421 teachers.*

*Source: 2021 Grattan survey on teachers' time.*

**Figure 2.31: T25) About how many hours per week would you want other staff to cover of your extra-curricular activities?**

Proportion of teacher responses



*Note: Sample size: 2,982 teachers.*

*Source: 2021 Grattan survey on teachers' time.*

### 3 School leader survey

#### 3.1 Demographics and characteristics of respondents

Table 3.1: School leader survey demographics compared to alternative sources

	Count	%	Count	%
<b>T1) Do you work in either primary or secondary?</b>	<b>Grattan survey</b>		<b>ACARA, staff</b>	
Primary	178	40.27%	6,249	81.35%
Secondary	264	59.73%	1,433	18.65%
Total	442		7,682	
<b>L2) Which school sector(s) do you work in</b>	<b>Grattan survey</b>		<b>ACARA, staff</b>	
Government	339	76.70%	6,675	69.95%
Catholic	72	16.29%	1,762	18.47%
Independent	31	7.01%	1,105	12.00%
Total	442		9,542	
<b>L3) Which state or territory do you work in?</b>	<b>Grattan survey</b>		<b>ACARA, staff</b>	
NSW	102	23.13%	7,690	32.85%
VIC	61	13.83%	4,839	20.67%
QLD	109	24.72%	5,635	24.07%
WA	91	20.63%	2,770	11.83%
SA	62	14.06%	1,802	7.70%
TAS	2	0.45%	125	0.53%
NT	3	0.68%	216	0.92%
ACT	11	2.49%	333	1.42%
Total	441		23,409	

Continued on next page

<b>Table 3.1 – continued from previous page</b>	Count	%	Count	%
<b>L4) What kind of organisation do you work for?</b>	<b>Grattan survey</b>		<b>ACARA, schools</b>	
Primary	134	30.32%	6,249	65.49%
Secondary	187	42.31%	1,433	15.02%
Combined primary and secondary	75	16.97%	1,363	14.28%
Specialist	39	8.82%	497	5.21%
Other	7	1.58%	—	—
Total	442		9,542	
<b>L5) For how many full years have you been teaching?</b>	<b>Grattan survey</b>		<b>TALIS</b>	
Less than two years	47	10.66%	91	20.87%
Between 2 and 5 years	108	24.49%	107	24.54%
Between 6 and 10 years	117	26.53%	111	25.46%
More than 10 years	169	38.32%	127	29.13%
Total	441		436	
<b>L6) How would you describe the level of advantage and disadvantage at your school?</b>	<b>Grattan survey</b>		<b>ACARA, schools</b>	
Mostly advantaged	91	20.59%	3,188	33.99%
A fairly even mix of advantaged and disadvantaged	186	42.08%	3,095	33.00%
Disadvantaged	165	37.33%	3,095	33.00%
Total	442		9,378	
<b>L7) Are you currently employed on a full-time or part-time basis?</b>	<b>Grattan survey</b>		<b>TALIS</b>	
Full-time	433	97.96%		100.00%
Part-time	9	2.04%		0.00%
Total	442			

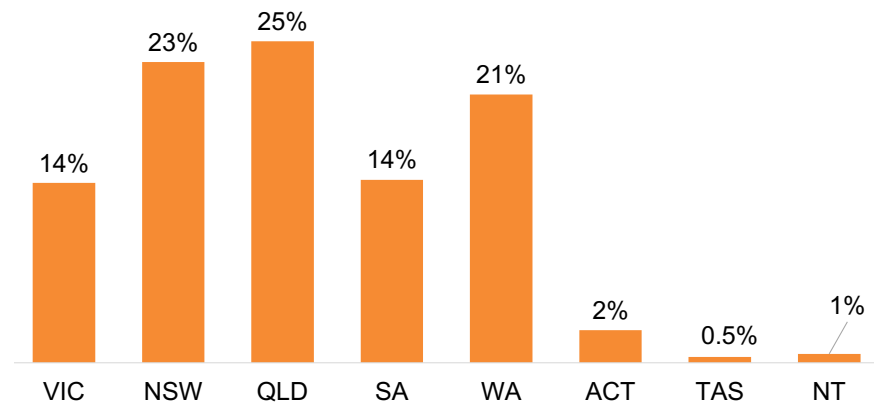
Continued on next page

**Table 3.1** – continued from previous page

	Count	%	Count	%
<b>L8) What is your gender?</b>	<b>Grattan survey</b>		<b>ABS</b>	
Female	238	65.93%	14,848	63.43%
Male	123	34.07%	8,561	36.57%
Non-binary	0	0.00%		
Total	361		23,409	

Sources: **Grattan survey**: Grattan survey on teachers' time (2021). **ACARA, staff**: ACARA (2020a, staff numbers dataset). **ACARA, schools**: ACARA (2020b, School Profile 2020). **TALIS**: OECD (2018, OECD Teaching and Learning International Survey). **ABS**: ABS (2020, Labour Force Australia, Employed persons by Occupation unit group of main job (ANZSCO), May 2021). Percentages do not always sum to 100 due to rounding.

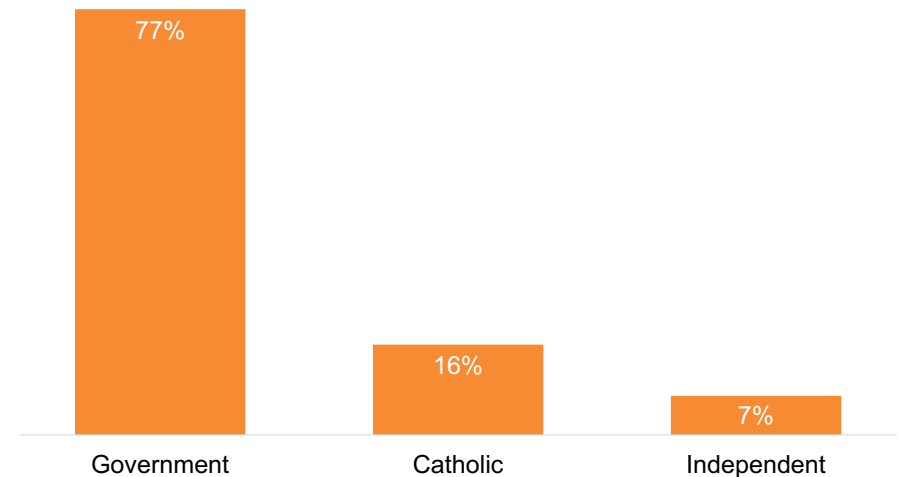
**Figure 3.1: L1) Which state or territory do you work in?**  
Proportion of school leader responses



Notes: Sample size: 441 school leaders. Percentages do not sum to 100 due to rounding.

Source: 2021 Grattan survey on teachers' time.

**Figure 3.2: L2) Which school sector(s) do you work in?**  
Proportion of school leader responses



Note: Sample size: 442 school leaders.

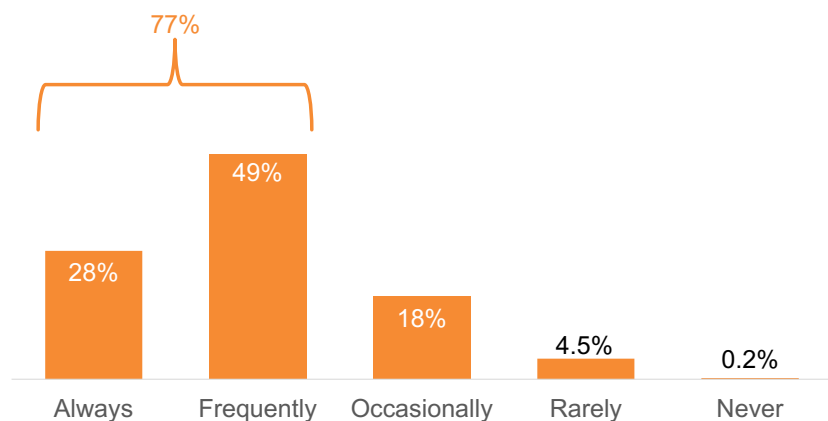
Source: 2021 Grattan survey on teachers' time.



### 3.2 Time to prepare for effective teaching, and barriers limiting teachers' time

**Figure 3.3: L9) How often would you say teachers at your school DO NOT have enough time to prepare for effective teaching?**

Proportion of school leaders who gave each response

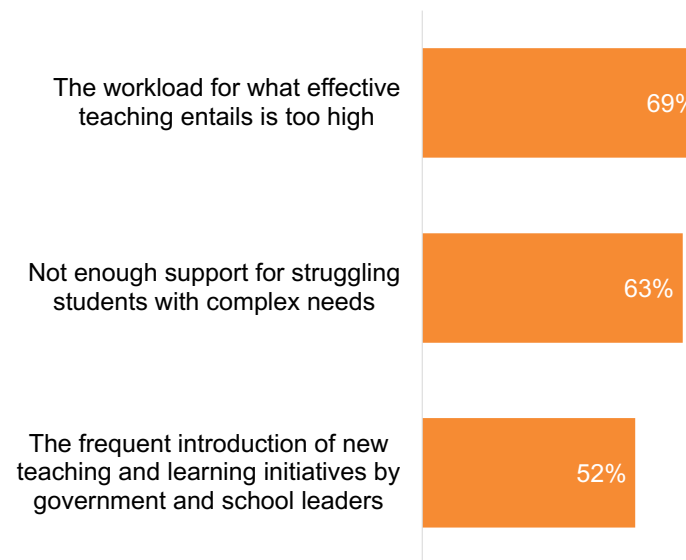


*Notes: Preparation is defined as including the following activities: planning for classroom instruction; preparing, marking, and analysing student assessments; preparing student feedback and adapting teaching; preparing to support struggling learners; and collaborating effectively with colleagues and experts. Sample size: 442 school leaders.*

*Source: 2021 Grattan survey on teachers' time.*

**Figure 3.4: L10) Each of the statements below describes a barrier that may limit or reduce teachers' time to prepare for effective teaching. Please indicate the extent to which you feel each is an issue at your school.**

Proportion of school leader responses that rated each item as either an issue or major issue



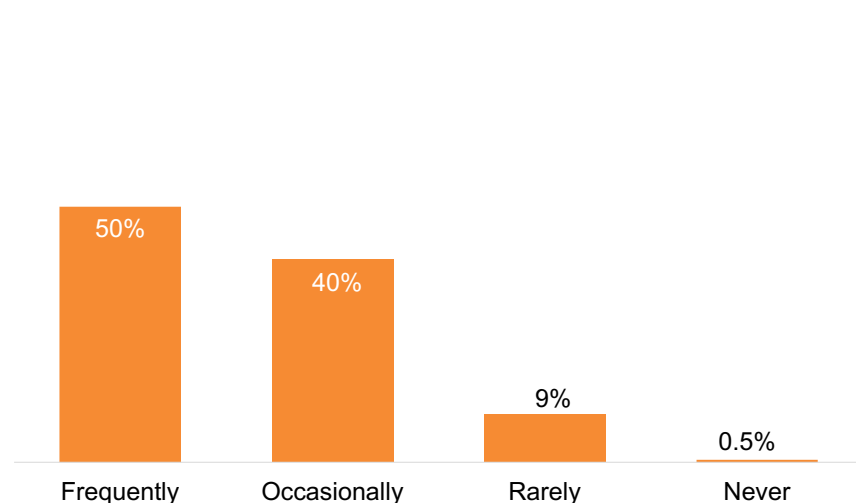
*Notes: School leaders were asked to rate each issue from 1 to 5, with 1 being 'Not an issue at my school' and 5 being 'A major issue at my school'. Note that school leaders were presented with only a subset of the barriers presented to teachers. Percentage of school leaders rating each item either 4 or 5. Sample size: 424-to-425 school leaders (sample size varies for each barrier because not all school leaders completed the question).*

*Source: 2021 Grattan survey on teachers' time.*

### 3.3 Time for high-quality lesson planning

**Figure 3.5: L11) How often would you say teachers at your school DO NOT have sufficient time for high-quality lesson planning?**

Proportion of school leaders who gave each response

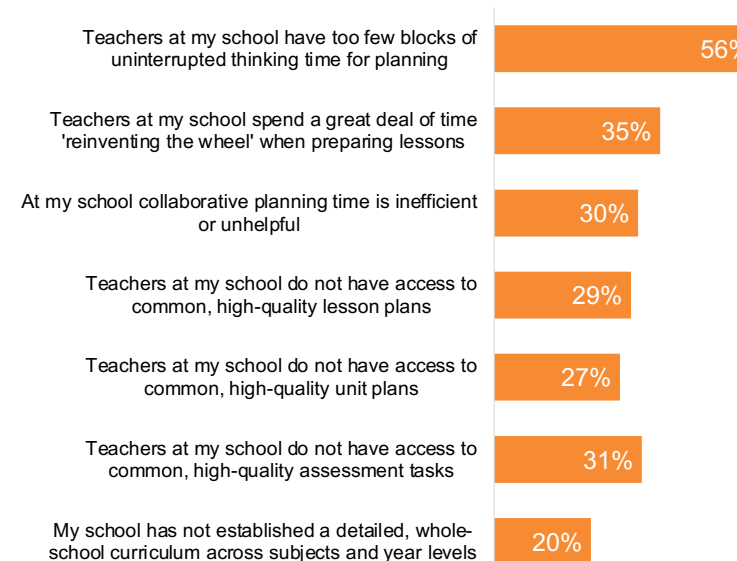


*Notes: Sample size: 404 school leaders. This question unintentionally included only four, rather than five, response options – ‘frequently’, ‘occasionally’, ‘rarely’, and ‘never’ – and so is not directly comparable to the results of the teacher survey for this question (T14). Percentages do not sum to 100 due to rounding.*

*Source: 2021 Grattan survey on teachers' time.*

**Figure 3.6: L12) Each of the statements below describes a barrier that may limit or reduce teachers' time available for lesson planning. Please indicate the extent to which you feel each is an issue for teachers' time at your school.**

Proportion of school leader responses that rated each item as either an issue or major issue

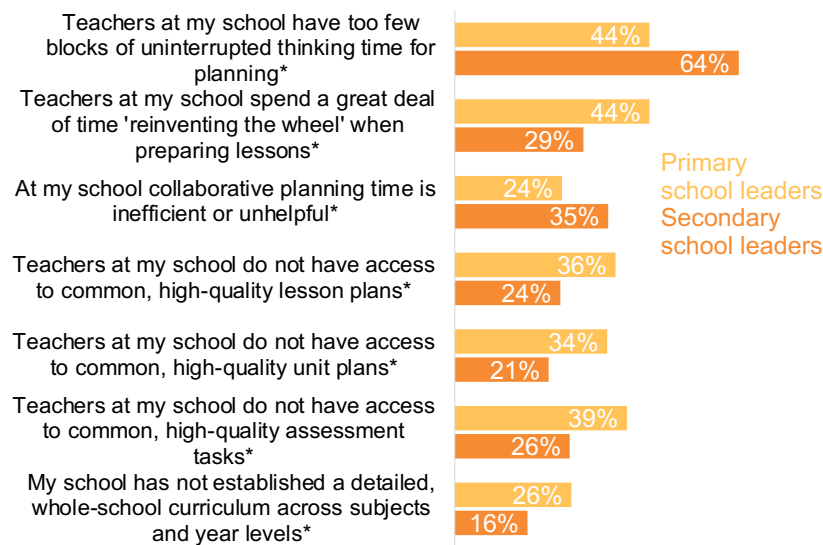


*Notes: School leaders were asked to rate each issue from 1 to 5, with 1 being 'Not an issue at my school' and 5 being 'A major issue at my school'. Percentage of school leaders rating each item either 4 or 5. Sample size: 387-to-388 school leaders (sample size varies for each barrier because not all school leaders completed the question).*

*Source: 2021 Grattan survey on teachers' time.*

**Figure 3.7: L12) Each of the statements below describes a barrier that may limit or reduce teachers' time available for lesson planning. Please indicate the extent to which you feel each is an issue for teachers' time at your school.**

Proportion of primary and secondary school leader responses that rated each item as either an issue or major issue

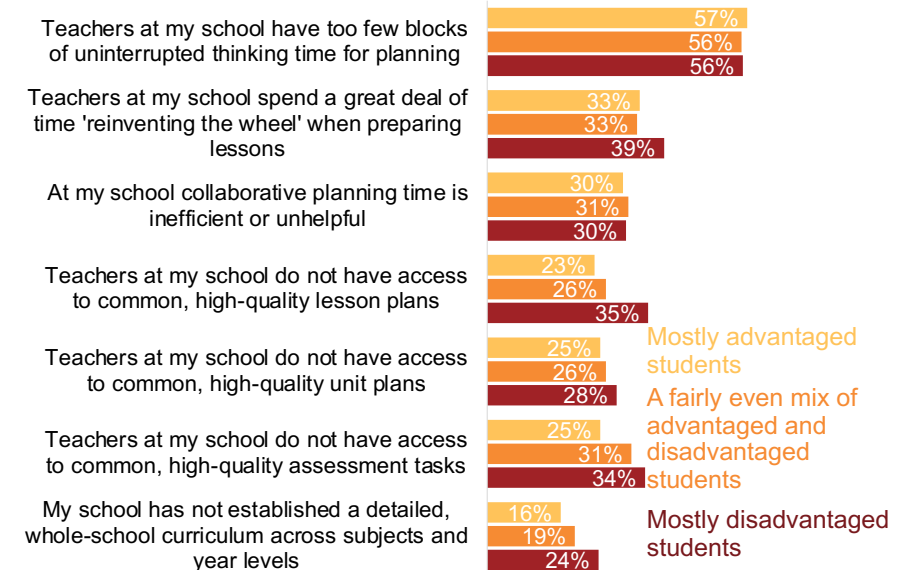


Notes: School leaders were asked to rate each issue from 1 to 5, with 1 being 'Not an issue at my school' and 5 being 'A major issue at my school'. Percentage of school leaders rating each item either 4 or 5. Sample size: 387-to-388 school leaders (sample size varies for each barrier because not all school leaders completed the question). Asterisked (\*) barriers indicate differences are statistically significant ( $p$  value < 0.05).

Source: 2021 Grattan survey on teachers' time.

**Figure 3.8: L12) Each of the statements below describes a barrier that may limit or reduce teachers' time available for lesson planning. Please indicate the extent to which you feel each is an issue for teachers' time at your school**

Proportion of school leader responses that rated each item either an issue or major issue, by level of student advantage/disadvantage

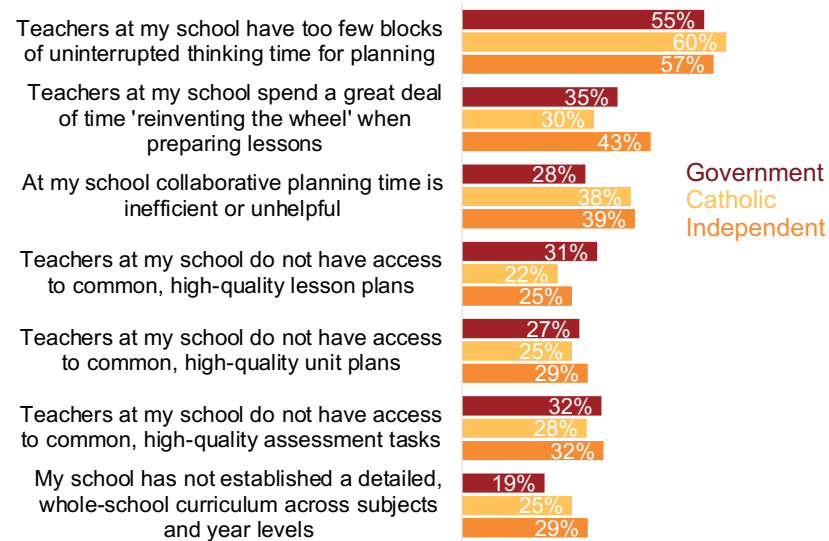


Notes: School leaders were asked to rate each issue from 1 to 5, with 1 being 'Not an issue at my school' and 5 being 'A major issue at my school'. Percentage of school leaders rating each item either 4 or 5. School leaders self-identified their school according to level of student advantage/disadvantage. In response to 'How would you describe the level of advantage and disadvantage of the students at your school', teachers selected from 'mostly advantaged', 'a fairly even mix of advantaged and disadvantaged students', or 'mostly disadvantaged'. Sample size: 387-to-388 school leaders (sample size varies for each barrier because not all school leaders completed the question).

Source: 2021 Grattan survey on teachers' time.

**Figure 3.9: L12) Each of the statements below describes a barrier that may limit or reduce teachers' time available for lesson planning. Please indicate the extent to which you feel each is an issue for teachers' time at your school**

Proportion of school leader responses that rated each item either an issue or major issue, by sector



*Notes: School leaders were asked to rate each issue from 1 to 5, with 1 being 'Not an issue at my school' and 5 being 'A major issue at my school'. Percentage of school leaders rating each item either 4 or 5. Sample size: 387-to-388 school leaders (sample size varies for each barrier because not all school leaders completed the question).*

*Source: 2021 Grattan survey on teachers' time.*

### 3.4 Reform options

The following chart includes responses to the question below:

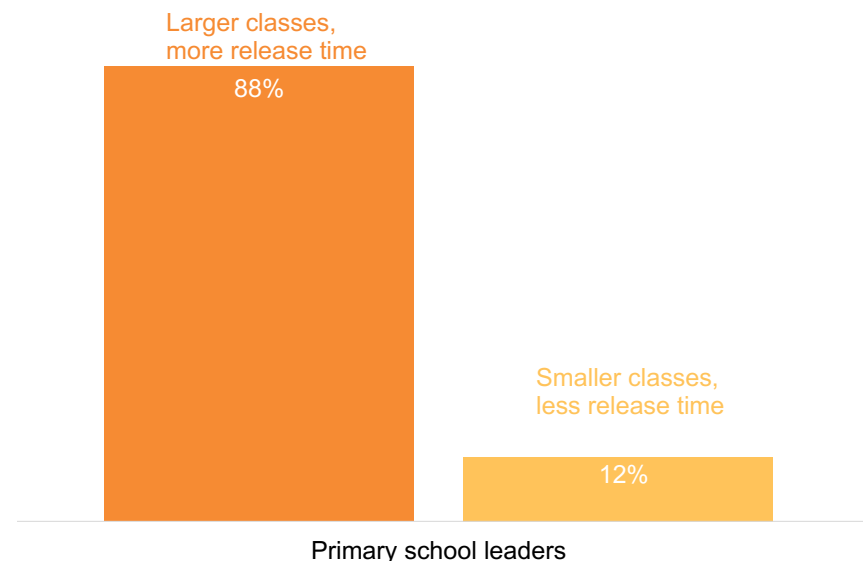
Please consider the two primary school timetables below. In Option A, classes are slightly smaller but teachers have less release time. In Option B, classes are slightly larger but teachers have more protected release time.

	School A	School B
<b>Class size</b>	23 students	26 students
<b>Extra release time</b>	No extra release time	2 hours of extra release time per week

With adequate resources to implement either option, which school do you think would allow teachers to be better prepared for effective teaching? Note: In Option B, an area of teachers' existing curriculum would be planned and taught by a specialist teacher (e.g. civics or science) during the extra 2 hours of their release time.

Figure 3.10: L13) Primary school leader class size preferences (23 vs. 26 students per class)

Proportion of primary school leaders who gave each response



Note: Sample size: 153 school leaders.

Source: 2021 Grattan survey on teachers' time.

The following chart includes responses to the question below:

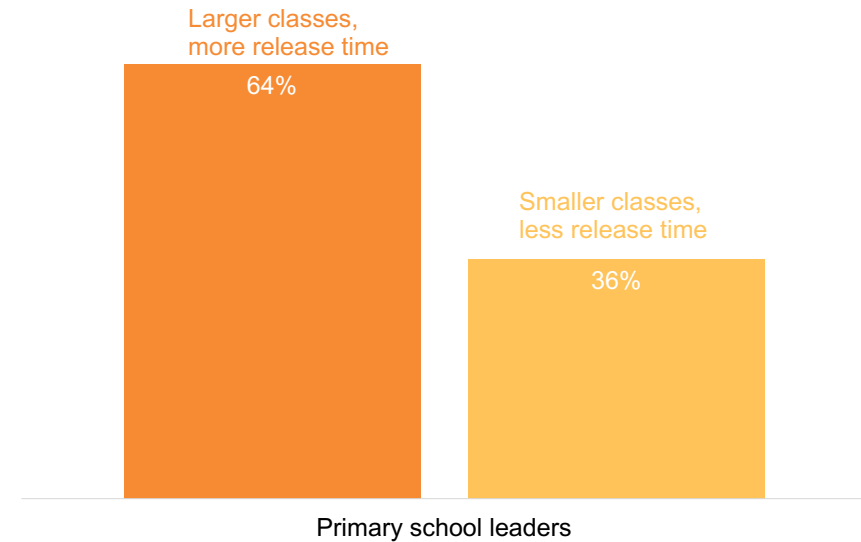
Now please consider the following two timetables. In Option A, teachers have 27 students, with less release time. In Option B, teachers have 30 students, with more protected release time.

	School A	School B
<b>Class size</b>	27 students	30 students
<b>Extra release time</b>	No extra release time	2 hours of extra release time per week

With adequate resources to implement either option, which school do you think would allow teachers to be better prepared for effective teaching? Note: In Option B, an area of teachers' existing curriculum would be planned and taught by a specialist teacher (e.g. civics or science) during the extra 2 hours of their release time.

**Figure 3.11: L14) Primary school leader class size preferences (27 vs. 30 students per class)**

Proportion of primary school leaders who gave each response



Note: Sample size: 149 school leaders.

Source: 2021 Grattan survey on teachers' time.

The following chart includes responses to the question below:

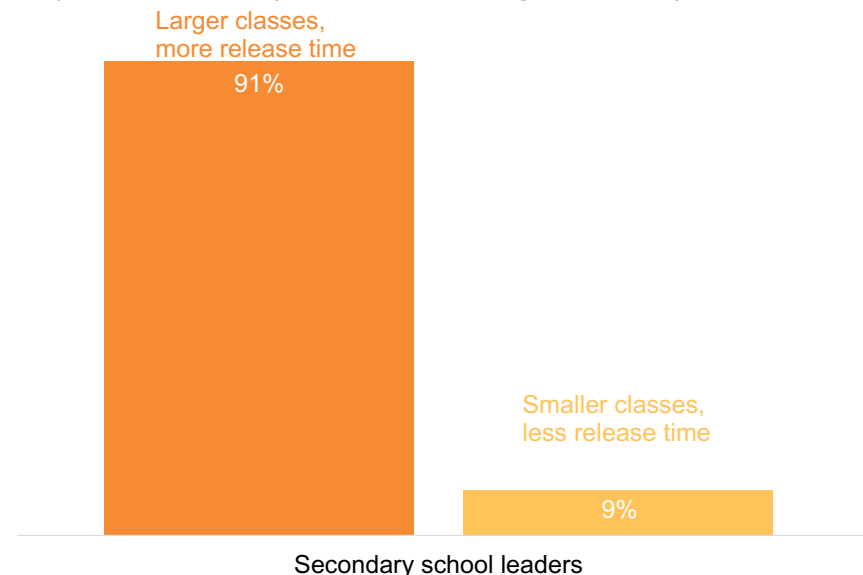
L15) Please consider the two timetables below. In Option A, classes are slightly smaller but teachers have less release time. In Option B, classes are slightly larger but teachers have more protected release time.

	School A	School B
<b>Class size</b>	22 students	25 students
<b>Extra release time</b>	No extra release time	2 hours of extra release time per week

With adequate resources to implement either option, which timetable would you prefer for your school?

**Figure 3.12: L15) Secondary school leader class size preferences (22 vs. 25 students per class)**

Proportion of secondary school leaders who gave each response



Note: Sample size: 229 school leaders.

Source: 2021 Grattan survey on teachers' time.

The following chart includes responses to the question below:

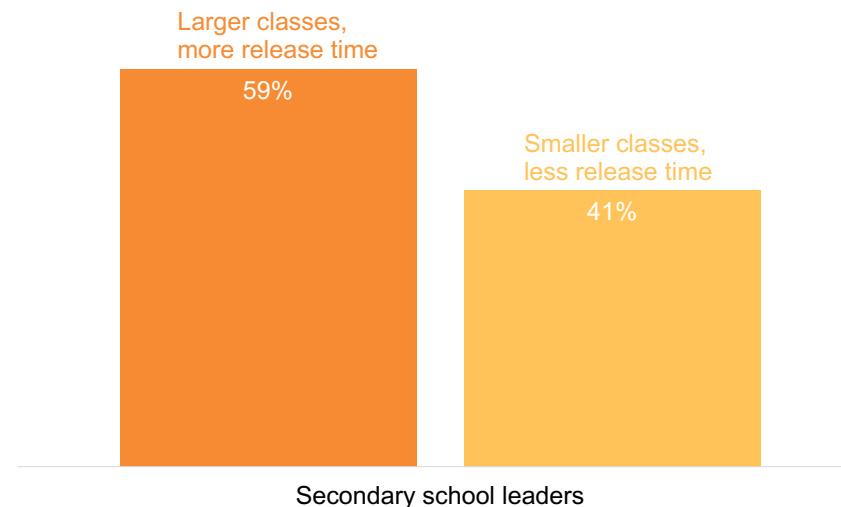
*Now please consider the following two timetables. In Option A, teachers have 27 students, with less release time. In Option B, teachers have 30 students, with more protected release time.*

	School A	School B
<b>Class size</b>	27 students	30 students
<b>Extra release time</b>	No extra release time	2 hours of extra release time per week

*With adequate resources to implement either option, which timetable would you prefer for your school?*

**Figure 3.13: L16) Secondary school leader class size preferences (27 vs. 30 students per class)**

Proportion of secondary school leaders who gave each response



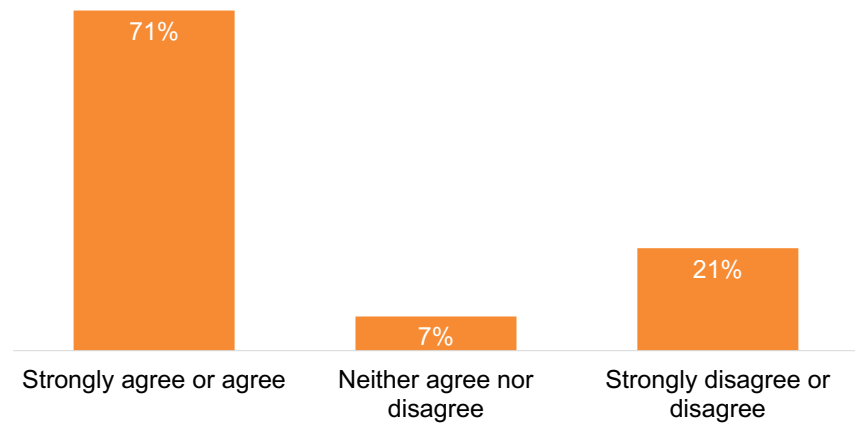
Note: Sample size: 222 school leaders.

Source: 2021 Grattan survey on teachers' time.



**Figure 3.14: L17) Teacher workloads would be reduced if schools required teachers to spend an additional 2-to-3 days together before the start of term preparing for teaching**

Proportion of school leaders who gave each response



*Notes: Sample size: 377 school leaders. Percentages do not sum to 100 due to rounding.*

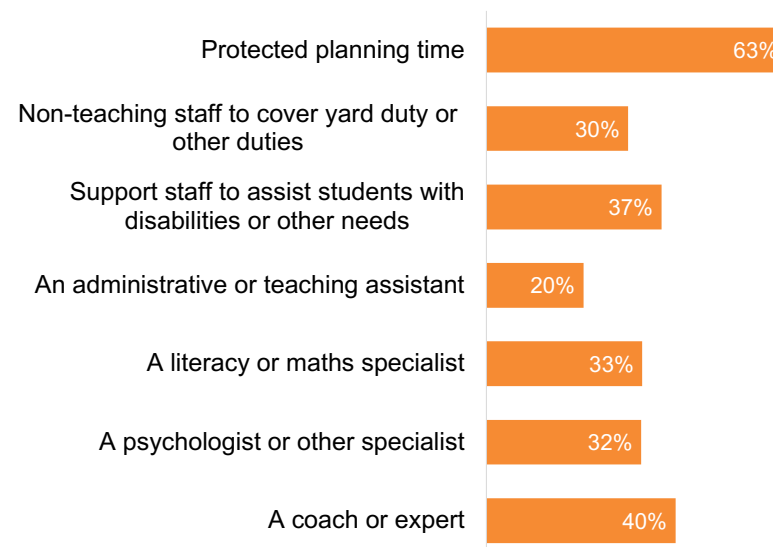
*Source: 2021 Grattan survey on teachers' time.*

The following charts includes responses to the question below:

*Suppose your school has been awarded additional funding which can be allocated to one of the items in the table below. The goal of the funding is to help increase the amount of time teachers have available to prepare for effective teaching. Please select your top three choices.*

- *Provide teachers additional hours of protected planning time for 2 hours per teacher per week (1)*
- *Hire non-teaching staff to cover your yard duty, extra-curricular duties, or other non-teaching duties for 7 hours per teacher per week (2)*
- *A literacy or maths specialist to work directly with your struggling students (e.g. small-group tutoring, speech pathologist intervention) for 2 hours per teacher per week (3)*
- *A coach or expert to work with you to improve how you prepare and teach your classes so you achieve more within given time constraints for 1 hour 45 minutes per teacher per week (4)*
- *An administrative or teaching assistant to provide you with support (e.g. photocopying, logistics support, addressing minor behavioural issues) for 7 hours per teacher per week (5)*
- *A psychologist or other specialist to provide emotional and behavioural support to your students (e.g. counselling or implementing a behaviour plan) for 2 hours per teacher per week (6)*
- *A student-support staff member to assist your students with disabilities or other special needs (e.g. assisting students during class) for 7 hours per teacher per week (7)*

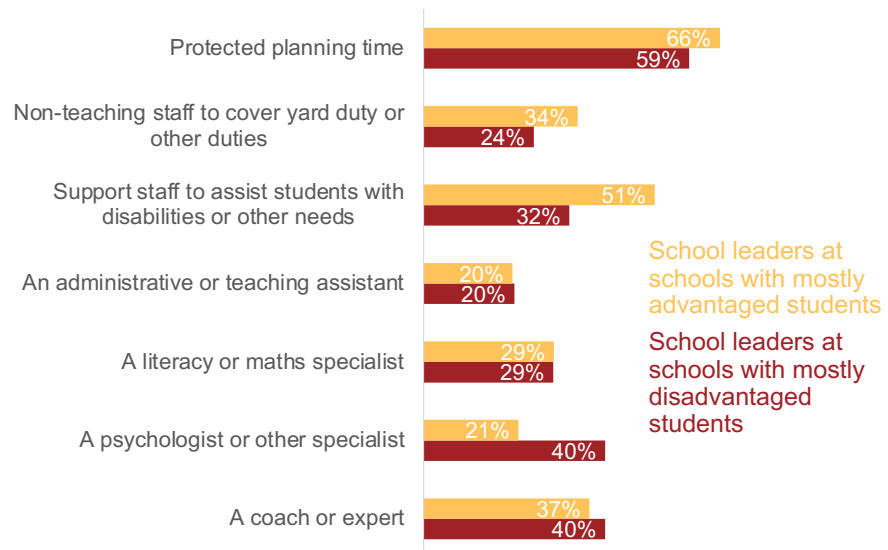
**Figure 3.15: L18) School leader preferences for use of additional funding**  
Proportion of school leaders who selected option (one of top three)



Notes: Respondents could select up to three options. Sample size: 373 school leaders.  
Source: 2021 Grattan survey on teachers' time.

**Figure 3.16: L18) School leader preferences for use of additional funding**

Proportion of primary and secondary school leaders who selected option (one of top three), by level of student advantage/disadvantage

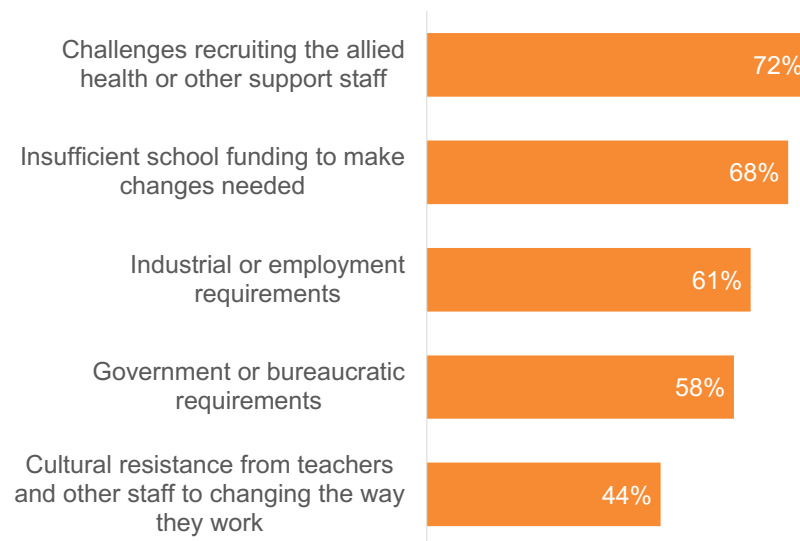


Notes: Respondents could select up to three options. Sample size: 373 school leaders.

Source: 2021 Grattan survey on teachers' time.

**Figure 3.17: L19) School leaders make strategic decisions to maximise teachers' time to prepare for effective teaching. Each of the statements below describes a barrier that may limit your ability to make decisions that increase teachers' time to prepare for effective teaching. Please indicate the extent to which you feel each is an issue at your school.**

Proportion of school leaders who rated each item as either an issue or major issue

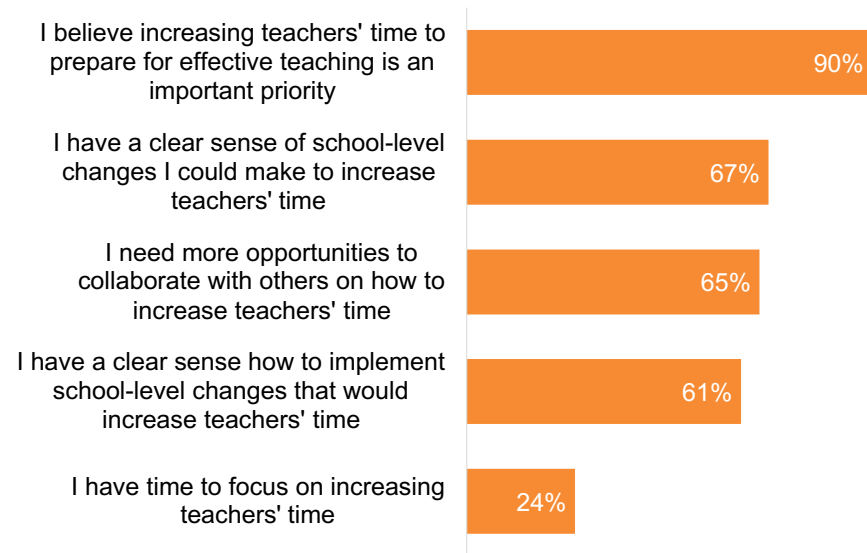


Notes: School leaders were asked to rate each issue from 1 to 5, with 1 being 'Not an issue at my school' and 5 being 'A major issue at my school'. Percentage of school leaders rating each item as either 4 or 5. Sample size: 407-to-408 school leaders (sample size varies for each barrier because not all school leaders completed the question).

Source: 2021 Grattan survey on teachers' time.

**Figure 3.18: L20) Below are other factors that may impede your ability to increase teachers' time to prepare for effective teaching. Please indicate the extent to which you agree or disagree with the following statements.**

Proportion of school leaders who stated 'agree' or 'strongly agree' to the following statements



*Notes: School leaders were asked state whether they strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree with the listed statements. Sample size: 362-to-364 school leaders (sample size varies for each barrier because not all school leaders completed the question).*

*Source: 2021 Grattan survey on teachers' time.*

## Bibliography

- ABS (2020). *Labour Force, Australia, Detailed, Quarterly, 2020*, (Cat. no 6291.0.55.001, EQ08). Australian Bureau of Statistics. <https://www.abs.gov.au/statistics/labour/employment-and-unemployment/labour-force-australia-detailed-quarterly/latest-release>.
- ACARA (2020a). *National Report on Schooling in Australia, staff numbers dataset*. Australian Curriculum, Assessment, and Reporting Authority. <https://www.acara.edu.au/reporting/national-report-on-schooling-in-australia/national-report-on-schooling-in-australia-data-portal/staff-numbers>.
- (2020b). *School profile data*. Australian Curriculum, Assessment, and Reporting Authority. [https://www.acara.edu.au/docs/default-source/default-document-library/school-profile-20207ece2e404c94637ead88ff00003e0139.xlsx?sfvrsn=cd5a4d07\\_0](https://www.acara.edu.au/docs/default-source/default-document-library/school-profile-20207ece2e404c94637ead88ff00003e0139.xlsx?sfvrsn=cd5a4d07_0).
- OECD (2018). *TALIS 2018 Results*. Paris: Organisation for Economic Co-operation and Development. <https://www.oecd.org/education/talis-2018-results-volume-i-1d0bc92a-en.htm#Data>.