

Results of the 2022 Grattan survey on curriculum planning and materials

Supplement to *Ending the lesson lottery: How to improve curriculum planning in schools*

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1 Introduction

This supplement presents the results of the 2022 Grattan Institute survey on curriculum planning and materials in Australian schools.¹

Grattan conducted one online survey for both teachers and school leaders. It had seven sections:

1. Introduction and initial demographic questions (results in Chapter 2);
2. Questions on curriculum planning approaches in schools (results in Section 3.1);
3. Questions on curriculum materials made available by governments (results in Section 3.2);
4. Questions for school leaders about their expectations and curriculum planning responsibilities (results in Section 3.3);
5. Questions for teachers about the curriculum materials they use and how they prepare for class (results in Section 3.4);
6. Questions for teachers about the planning practices for one of their subjects (results in Section 3.5); and
7. Final demographic questions (results in Section 3.6).

A total of 2,847 people commenced the survey, and 1,867 completed it. Where people partially completed the survey, the completed responses were included in our analysis.

We excluded responses that were low quality, for example if respondents did not complete more than one substantive question. We also excluded 21 respondents who indicated that they do not

currently work in schools (for example, respondents who indicated they are retired). We verified that there were no duplicate responses from the same address. To improve the quality of the remaining data, we screened for implausible responses to open-ended numeric questions (see Figure 3.28 and Figure 3.34). These types of responses were rare ($n = 13$ and 12 respectively). For these cases, we dropped the observations before carrying out our analysis.

1.1 Respondent groups

Survey respondents were grouped based on their current role, and completed different questions depending on this grouping (see Table 1.1).

Table 1.1: Three groups answered different survey questions

<i>Group</i>	<i>Sample size</i>	<i>Survey sections</i>
Teachers	1,915	1-3, 5-7
Teaching school leaders	76	All
Non-teaching school leaders	252	1-4, 7

The **teachers group** included respondents who:

- answered 'Yes' to the question 'In your current role, do you have regular classes that you teach?'; and
 - did not identify themselves as a principal; or
 - identified themselves as a deputy/assistant principal *and* answered 'Yes' to the question 'Do you teach classes equivalent to more than 50% of a timetabled allotment?'

1. Hunter et al (2022).

This grouping includes 93 respondents who identified themselves as a deputy/assistant principal with more than a 50 per cent teaching load. Nearly all (90 per cent) of these 93 respondents are from NSW, where the term assistant principal refers to a primary school team leader.

The **teaching school leaders group** included respondents who:

- answered 'Yes' to the question 'In your current role, do you have regular classes that you teach?'; and
 - identified themselves as a principal; or
 - identified themselves as a deputy/assistant principal *and* answered 'No' to the question 'Do you teach classes equivalent to more than 50% of a timetabled allotment?'

The **non-teaching school leaders group** included respondents who:

- answered 'No' to the question 'In your current role, do you have regular classes that you teach?'; and
- identified themselves as a principal, deputy/assistant principal, instructional leader or coach, subject or faculty head or curriculum coordinator, year level coordinator, Highly Accomplished and Lead Teacher (HALT), or held another teaching-related leadership position.

Only principals and deputy/assistant principals in this group were asked the questions about school leadership reported in Section 3.3.

1.2 Survey promotion and representativeness

We advertised the survey through Facebook and promoted it via Grattan Institute's social media channels on Facebook and Twitter. We offered no financial incentive to participate. To increase take-up, we also promoted the survey through principal associations and other organisations.

The survey was advertised from 12 April to 10 June 2022.

All school types, states, and sectors were well represented in the survey (see Chapter 2).

Participation in the survey was voluntary. While the teachers who completed 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/or ii) the views of teachers who we missed in our recruitment efforts.

Results of statistical tests are reported in the notes of charts throughout this report. Where a single chart reports demographic cuts for multiple questions, asterisks (*) indicate that differences between at least two groups are statistically significant (p value < 0.05) using a chi-squared test.

2 Demographics and characteristics of respondents

Table 2.1: Teacher survey demographics compared to alternative sources

What kind of organisation do you work for?	Grattan survey		ACARA(a)	
	Count	%	Count	%
Primary	1,004	44.76%	123,146	40.05%
Secondary	815	36.34%	98,878	32.15%
Combined primary and secondary	348	15.51%	75,509	24.56%
Specialist	44	1.96%	9,974	3.24%
Other	32	1.43%	N/A	N/A
<i>Total</i>	2,243		307,507	
Do you work mostly in either primary or secondary?	Grattan survey		ACARA(b)	
Primary	1,190	53.05%	156,041	51.54%
Secondary	1,053	46.95%	147,498	48.46%
<i>Total</i>	2,243		303,539	
Which state or territory do you work in?	Grattan survey		ACARA(a)	
NSW	672	29.96%	92,902	30.21%
Vic	554	24.70%	81,210	26.41%
Qld	425	18.95%	65,251	21.22%
WA	289	12.88%	32,367	10.53%
Tas	120	5.35%	6,634	2.16%
SA	83	3.70%	20,135	6.55%
ACT	81	3.61%	5,606	1.82%
NT	19	0.85%	3,402	1.11%
<i>Total</i>	2,243		307,506	

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Table 2.1 – *continued from previous page*

Which school sector do you mostly work in	Count		%	
	Grattan survey		ACARA(b)	
Government	1,564	69.73%	193,186	63.64%
Catholic	338	15.07%	57,667	19.00%
Independent	341	15.20%	52,686	17.36%
<i>Total</i>	2,243		303,539	

For how many full years have you been teaching?	Grattan survey		TALIS	
Less than two years	50	2.23%	354	5.54%
Between 2 and 5 years	183	8.16%	1,300	20.34%
Between 6 and 10 years	483	21.53%	1,281	20.05%
More than 10 years	1,527	68.08%	3,455	54.07%
<i>Total</i>	2,243		6,390	

How would you describe the level of advantage and disadvantage at your school?	Grattan survey		ACARA(a)	
Mostly advantaged	660	29.42%	132,608	43.31%
A fairly even mix of advantaged and disadvantaged	925	41.42%	95,598	31.23%
Disadvantaged	658	29.34%	77,949	25.46%
<i>Total</i>	2,243		306,155	

Where is your school located?	Grattan survey		ACARA(a)	
Metropolitan (city or town of more than 100,000 people)	1,372	61.17%	217,738	70.81%
Regional (city or town of between 10,001 and 100,000 people)	563	25.10%	56,264	18.30%
Rural (city or town of between 1,001 and 10,000 people)	258	11.50%	26,207	8.52%
Remote (town of fewer than 1,000 people)	50	6.23%	7,296	2.37%
<i>Total</i>	2,243		307,507	

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Table 2.1 – *continued from previous page*

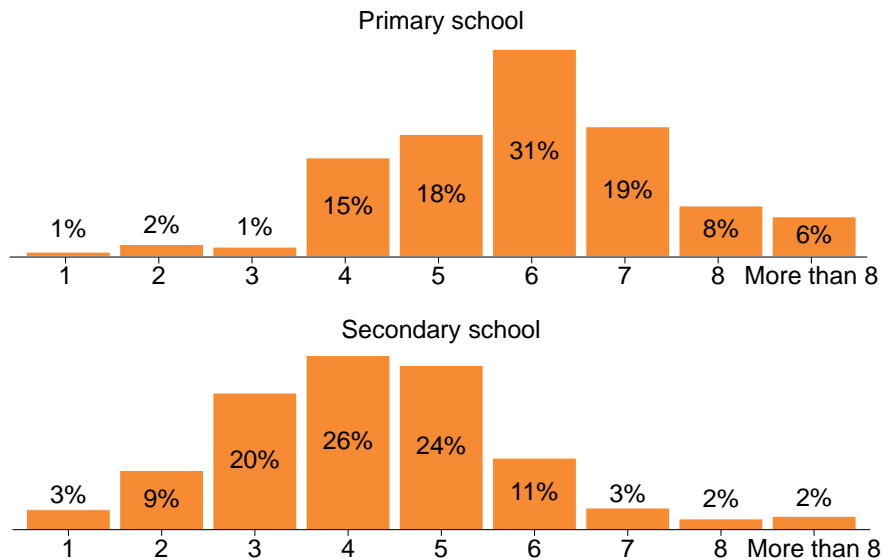
Are you currently employed on a full-time, part-time, or casual basis?	Grattan survey		TALIS	
	Count	%	Count	%
Full-time	1,902	84.80%		83.80%
Part-time	323	14.40%		16.20%
Casual	18	0.80%		
<i>Total</i>	2,243			
In which learning area(s) do you teach? (Select all that apply)	Grattan survey		N/A	
	Count	%		
English	1,249	62.73%		
Humanities and Social Sciences	1,136	57.06%		
Maths	1,114	55.96%		
Science	940	42.21%		
Technologies	804	40.38%		
The Arts	725	36.41%		
Health and Physical Education	628	31.54%		
Languages	141	7.08%		
Work studies, Years 9-10	37	1.86%		
Other	223	11.20%		

Sources: **Grattan survey**: 2022 Grattan survey on curriculum planning and materials. **ACARA(a)**: ACARA (2021a, School Profile 2021). **ACARA(b)**: ACARA (2021b, staff numbers dataset). **TALIS**: OECD (2018, OECD Teaching and Learning International Survey).

Percentages do not always sum to 100 due to rounding. ACARA's datasets uses full-time equivalent (FTE); Grattan survey reports headcount. ACARA's school profile dataset categorises schools' remoteness by comparing schools' geographic coordinates to the ABS's remoteness classification; to preserve anonymity we asked survey respondents to self-identify their school's remoteness using town or city population as a proxy. Teachers in our survey self-identified the extent to which their school's student population was advantaged/disadvantaged. ACARA's school profile dataset categorises level of disadvantage/advantage using the Index of Community Socio-Educational Advantage (ICSEA). This score is derived from variables including parental school and non-school education and occupation, the school's geographical location and proportion of Indigenous students. To determine the proportion of all teachers working within each disadvantage level, we have added the FTE of teachers and leaders within the bottom, middle and top third of schools along the ICSEA distribution. The ACARA dataset had missing ICSEA values for 168 schools.

Figure 2.1: In total, how many different subject / learning area and year level combinations do you teach?

Percentage of full-time primary and secondary teachers who teach each combination

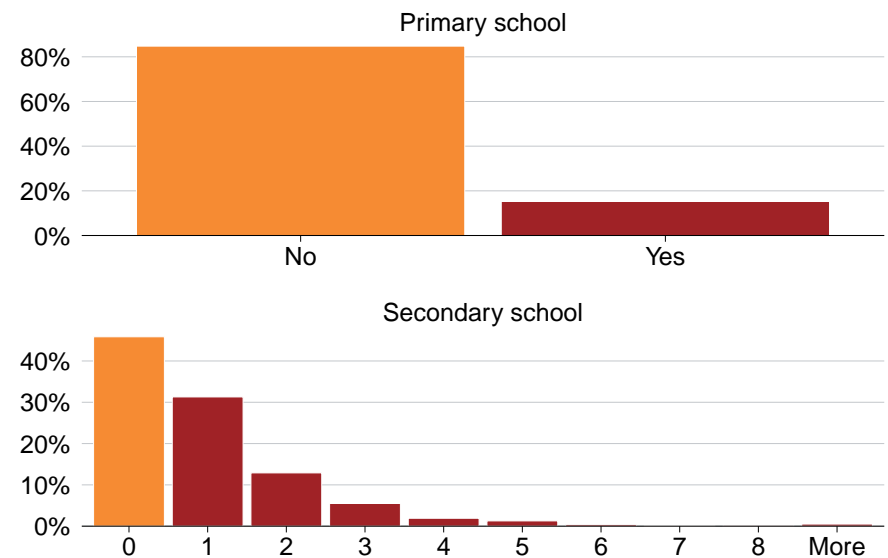


Notes: Total sample size is 1,605 full-time teachers comprising 799 primary school teachers and 806 secondary school teachers. In general, primary teachers tend to teach more learning areas than secondary teachers. This difference is statistically significant (p value < 0.05).

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 2.2: Is this the first time you have taught this year level? (Primary teachers) / How many of these subject and year level combinations are you teaching for the first time? (Secondary teachers)

Percentage of primary and secondary teachers with at least 3 years' experience and whether they are teaching subjects or year level for the first time this year



Notes: Responses include teachers with more than two years' teaching experience. Total sample size is 1,486, comprising 703 primary school teachers and 783 secondary school teachers. Secondary school teachers were asked 'Of these different subject and year level combinations, how many are you teaching for the first time this year?' Primary school teachers were asked 'For your class this year, is this the first time you have taught this/these year level(s)?'

Source: 2022 Grattan survey on curriculum planning and materials.

3 Survey results

3.1 Curriculum planning approaches in schools

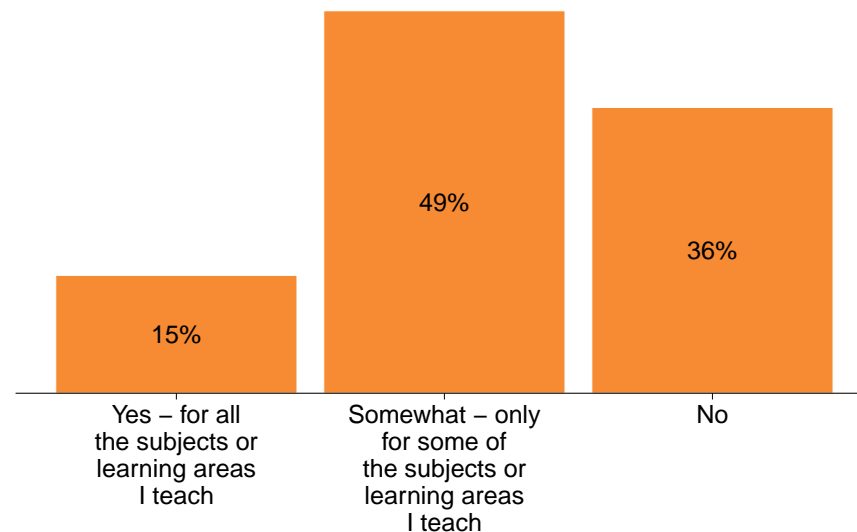
This section shows responses to questions about the existence and usefulness of a comprehensive bank of ready-to-use, high-quality instructional materials in schools.

The survey defined this bank as including:

- detailed unit plans, which set out a sequence of learning for teachers to follow for a particular topic area and year level (e.g. Year 10 Trigonometry); and
- comprehensive lesson resources, such as worksheets, quizzes, textbooks, and common assessment tasks, which mean teachers only have to adapt existing materials for the needs of their class.

This bank can be used by teachers as is, or adapted as desired.

Figure 3.1: Within your school, do you have access to a comprehensive bank of ready-to-use, high-quality instructional materials?
Percentage of teachers who selected each response

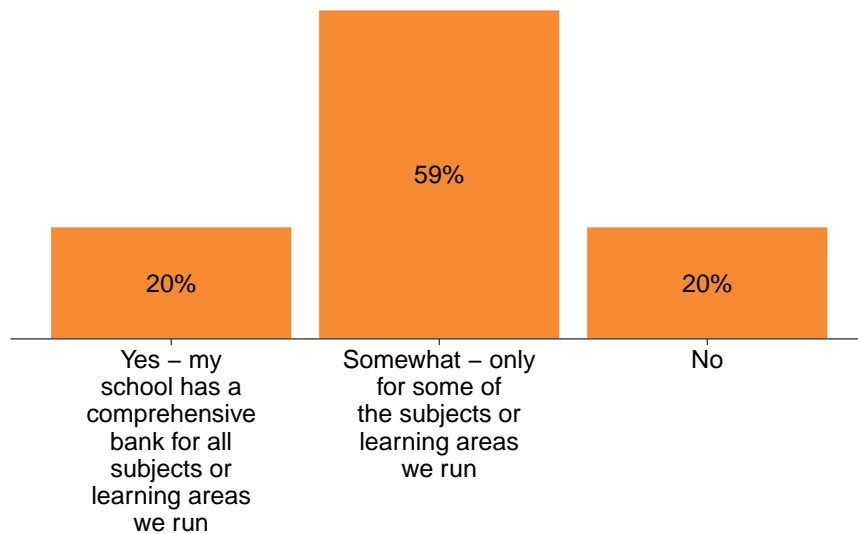


Notes: Total sample size is 1,854. This question was asked to anyone who indicated they had regular classes that they teach.

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.2: Within your school, do teachers have access to a comprehensive bank of ready-to-use, high-quality instructional materials?

Percentage of school leaders who selected each response

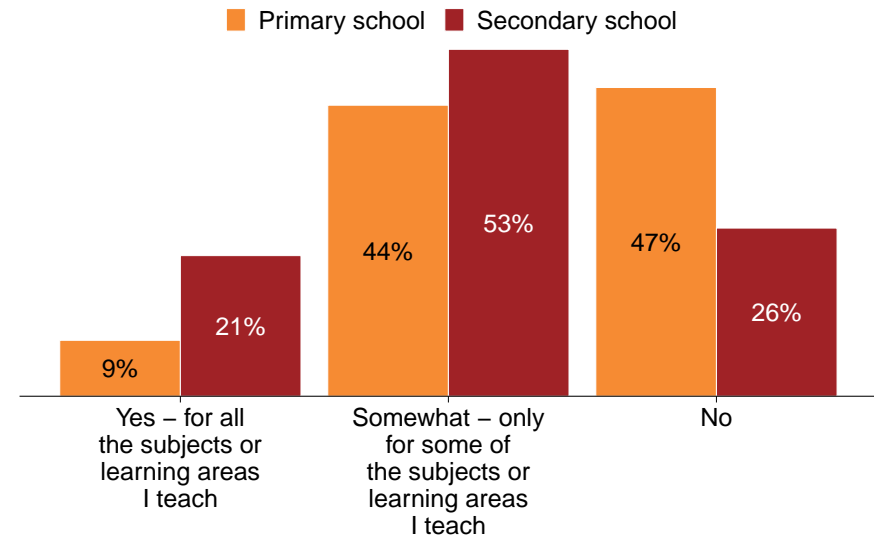


Notes: Total sample size is 232. This question was asked to anyone who indicated they did not have regular classes that they teach.

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.3: Within your school, do you have access to a comprehensive bank of ready-to-use, high-quality instructional materials?

Percentage of primary and secondary teachers who selected each response

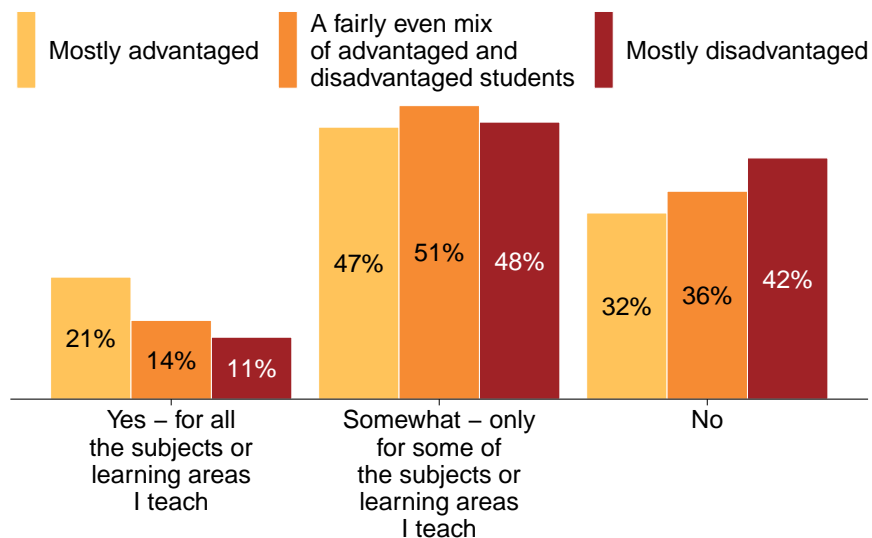


Notes: Sample size included 926 primary school teachers and 928 secondary school teachers. The results of a chi-squared test of independence suggest that secondary teachers are more likely than primary teachers to have access to a bank, and this difference is statistically significant (p value < 0.05).

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.4: Within your school, do you have access to a comprehensive bank of ready-to-use, high-quality instructional materials?

Percentage of teachers who selected each response, by level of student advantage/disadvantage

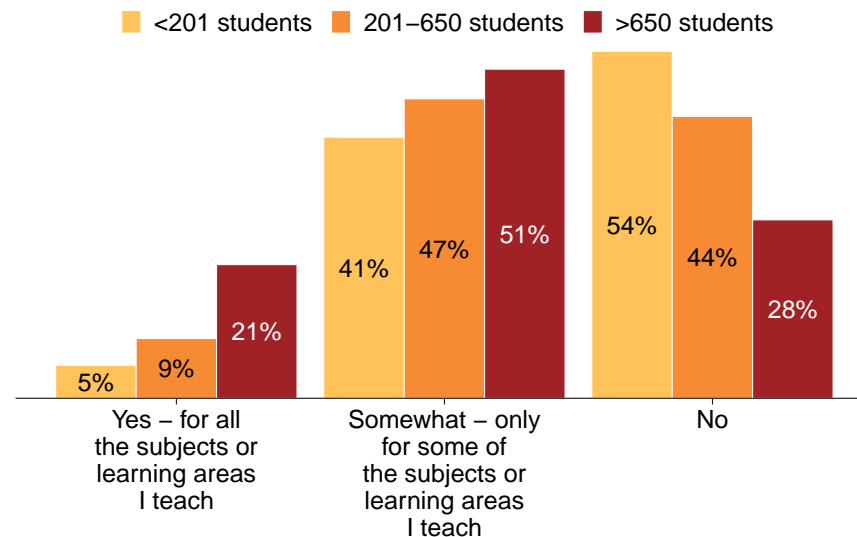


Notes: Sample size included 561 teachers who indicated they were from schools with 'mostly advantaged students', 759 teachers from schools with 'a fairly even mix of advantaged and disadvantaged students', and 534 teachers from schools with 'mostly disadvantaged students'. Teachers self-identified their school's level of advantage/disadvantage. The results of a chi-square test for independence suggest teachers working at schools that serve more disadvantaged students are less likely to have access to a bank (p value < 0.05).

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.5: Within your school, do you have access to a comprehensive bank of ready-to-use, high-quality instructional materials?

Percentage of teachers who selected each response, by school size

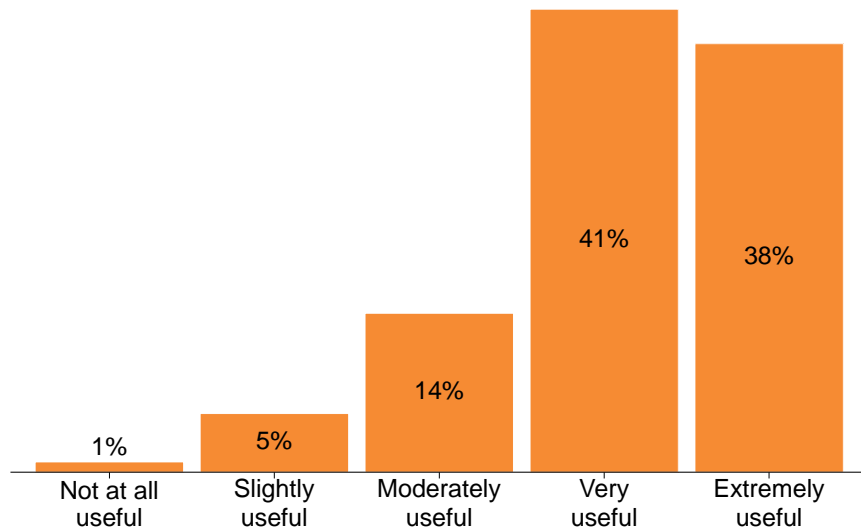


Notes: Sample size included 194 teachers from school with 200 students or fewer, 623 teachers from schools with between 201 and 650 students, and 787 teachers from schools with more than 650 students. Teachers self-identified their school's size. The results of a chi-square test for independence suggest teachers working at larger schools are more likely to have access to a bank than teachers working at smaller schools (p value < 0.05).

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.6: How useful is this comprehensive bank of ready-to-use, high-quality instructional materials for teachers?

Percentage of respondents

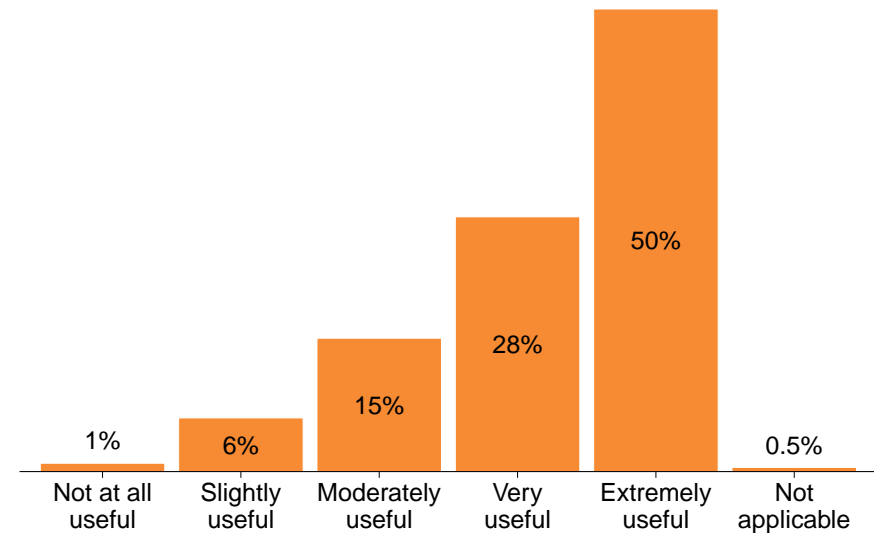


Notes: Total sample size is 324. This question was asked to teachers who indicated that their school had a bank for all the subjects or learning areas they teach, and school leaders who indicated they have a bank for all the subjects or learning areas their school runs.

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.7: How useful would a comprehensive bank of ready-to-use, high-quality instructional materials be for teachers?

Percentage of respondents



Notes: Total sample size is 1,760. This question was asked to teachers and school leaders who indicated that their school did not have a bank or only had a bank for some of the subjects or learning areas that they teach or that their school runs.

Source: 2022 Grattan survey on curriculum planning and materials.

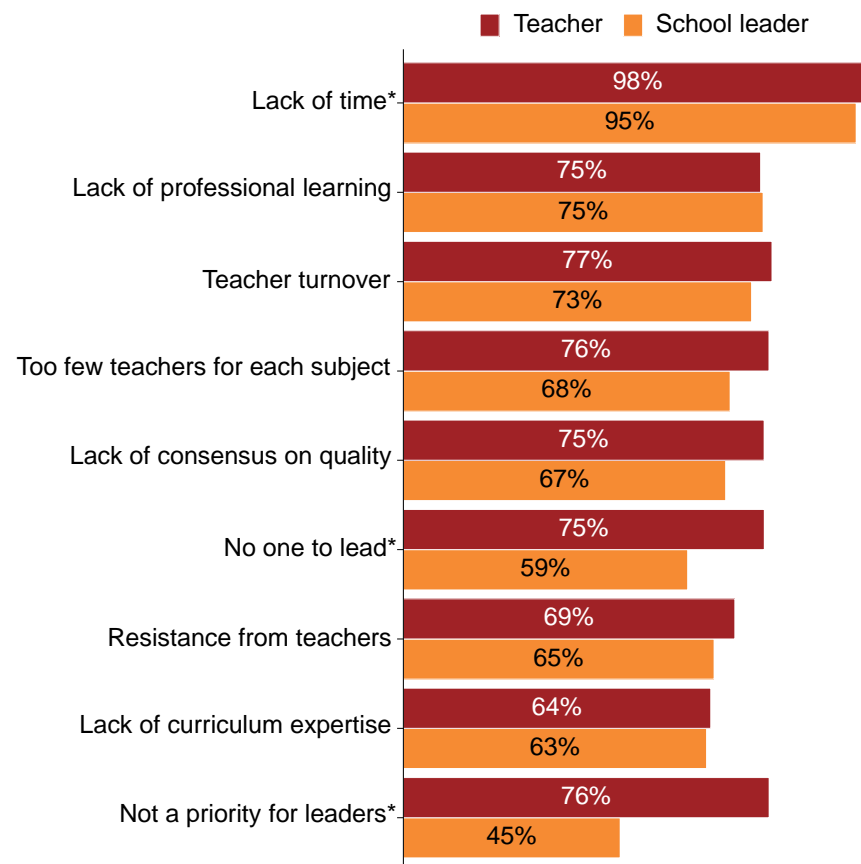
Figure 3.8 and Figure 3.9 show teachers' and school leaders' views on the barriers to improving access to and use of a comprehensive bank of ready-to-use, high-quality instructional materials at their school. The description of each barrier has been shortened in the following charts. The full description is provided below.

List of barriers included in survey question:

- Lack of time to develop or source these materials
- Lack of professional learning to understand and implement instructional materials in class
- No one to lead the development and sharing of materials
- Not a priority for school leaders
- Lack of curriculum expertise in school
- Teacher turnover
- Resistance from teachers
- Lack of consensus within your school about what constitutes quality instructional materials
- Too few teachers for each subject/learning area and year level to develop shared instructional materials.

Figure 3.8: Please rate the barriers in your school to improving access to and use of a comprehensive bank of ready-to-use, high-quality instructional materials?

Percentage of respondents who rated each item as either a major or minor barrier, by role

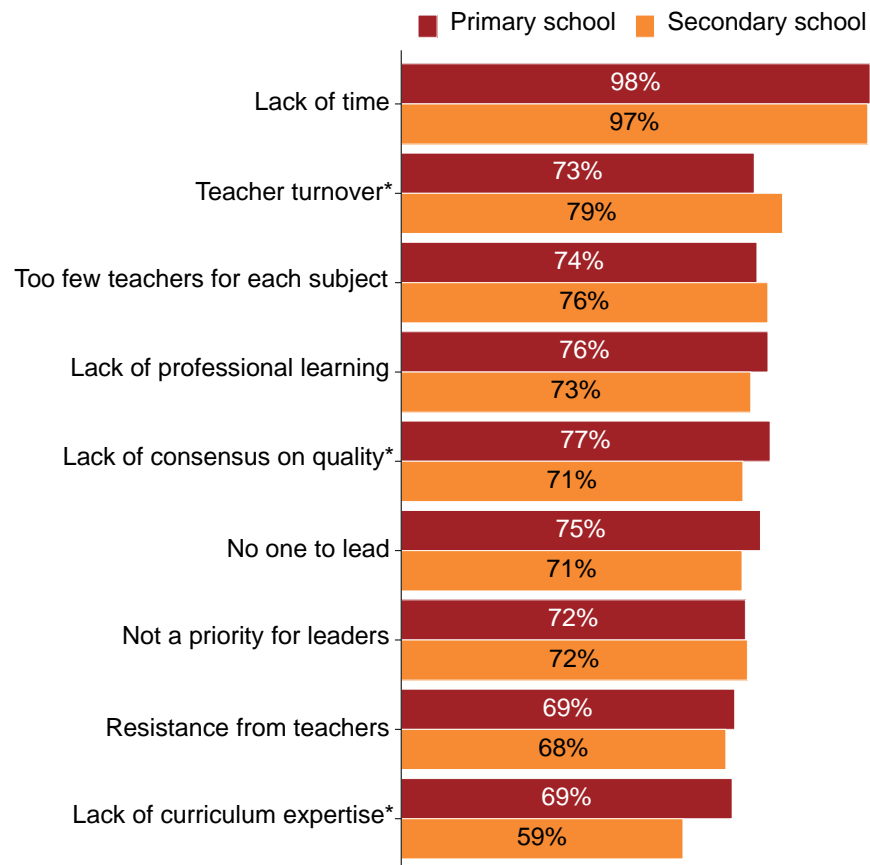


Notes: Sample size of teachers is 1,681 to 1,720 depending on the barrier, and for school leaders it is 283 to 295. An asterisk (*) indicates the proportion of individuals rating each barrier as 'minor' or 'major' is meaningfully different for teachers and school leaders (p value < 0.05; two-sample t-test for difference in group means). Other response options given were 'not a barrier' or 'not applicable'.

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.9: Please rate the barriers in your school to improving access to and use of a comprehensive bank of ready-to-use, high-quality instructional materials?

Percentage of primary and secondary school respondents who rated each item as either a major or minor barrier

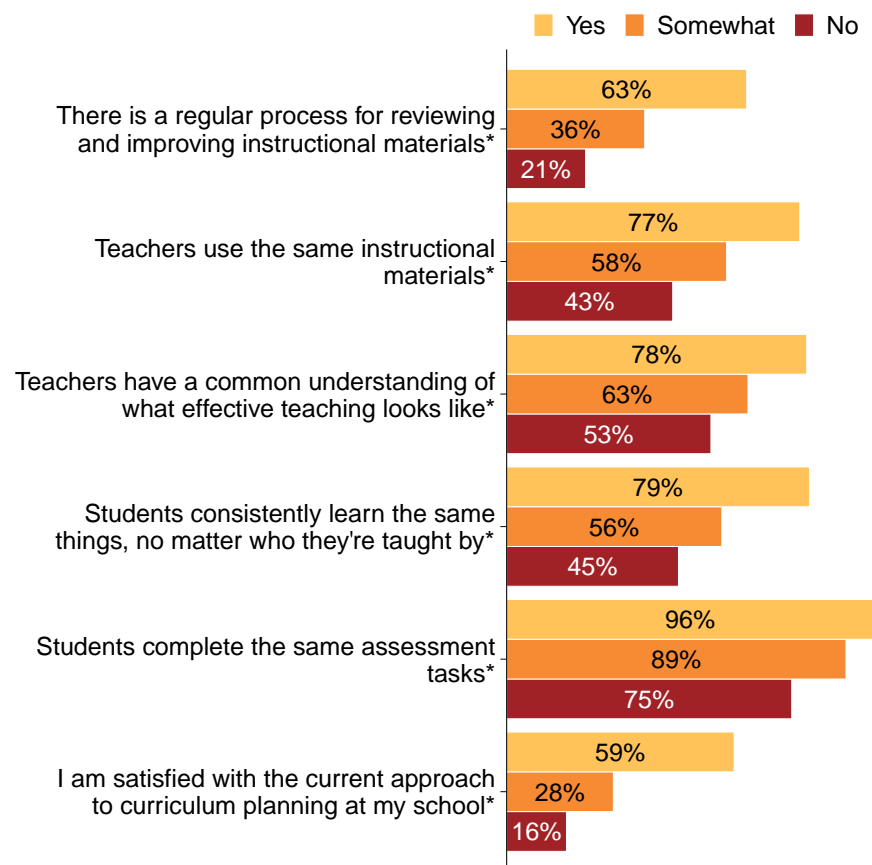


Notes: Sample size included 1,026 to 1,072 primary school respondents, and 938 to 971 secondary respondents. An asterisk (*) indicates the proportion of individuals rating each barrier as 'minor' or 'major' is meaningfully different for teachers working at primary and secondary schools (p value < 0.05; two-sample t-test for difference in group means). Other response options given were 'not a barrier' or 'not applicable'.

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.10: Please indicate the extent to which you agree or disagree with each statement

Percentage of teachers who agree or strongly agree with each item, by access to a comprehensive bank of high-quality materials in their school

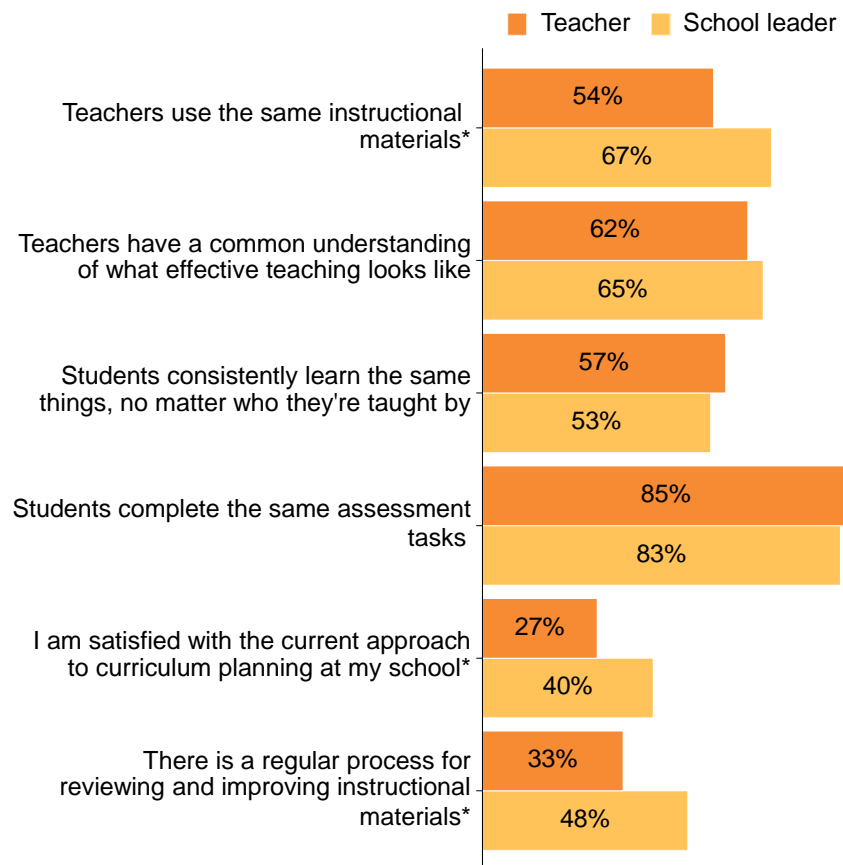


Notes: Sample size included 234 teachers who indicated they had a bank for all subjects ('yes'), 751 teachers who indicated they had a bank for some subjects ('somewhat'), and 588 teachers who indicated they did not have a bank of materials ('no'). The results of a chi-squared test of independence suggest teachers who indicated they had access to a bank were more likely to agree with these statements than teachers with limited or no access to a bank (p value < 0.05).

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.11: Please indicate the extent to which you agree or disagree with each statement

Percentage of respondents who agree or strongly agree with each item, by role

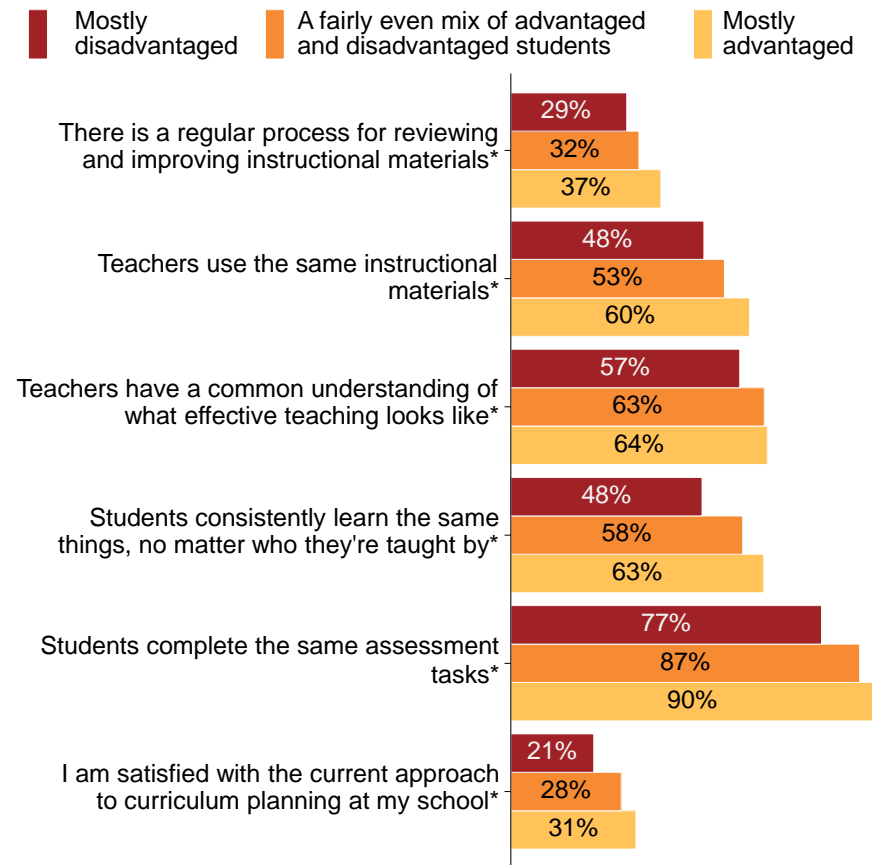


Notes: Sample size included 1,492 teachers and 262 school leaders (including 52 who indicated that they teach classes regularly). An asterisk (*) indicates the proportion of individuals who agree or strongly agree with the survey item is meaningfully different for teachers and school leaders (p value < 0.05; two-sample t -test for difference in group means).

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.12: Please indicate the extent to which you agree or disagree with each statement

Percentage of teachers who strongly agree or agree with each item, by level of student advantage/disadvantage

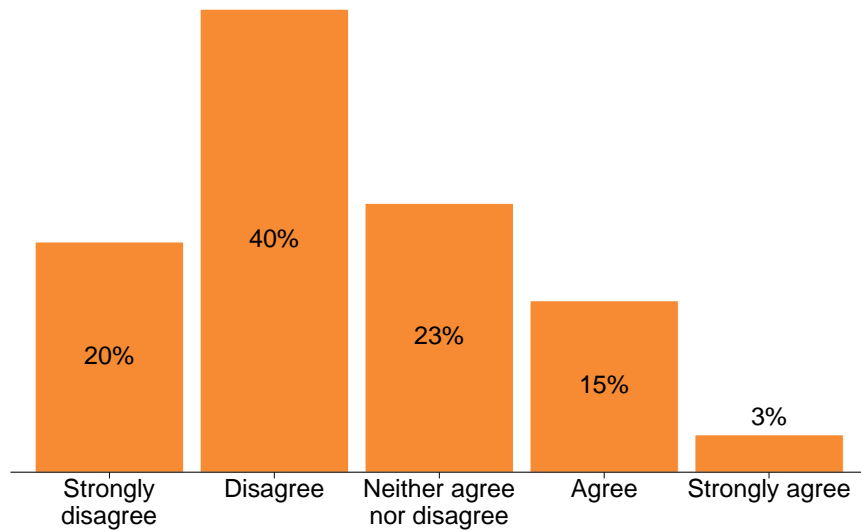


Notes: Sample size included 426 teachers in schools with 'mostly disadvantaged students', 614 teachers in schools with 'a fairly even mix of advantaged and disadvantaged students', and 452 teachers who indicated they work in schools with 'mostly advantaged students'. The results of a chi-squared test of independence suggest teachers in more advantaged schools were more likely to agree or strongly agree with these statements than teachers in more disadvantaged schools ($p < 0.05$).

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.13: Each teacher should be responsible for creating their own instructional materials

Percentage of respondents who gave each response

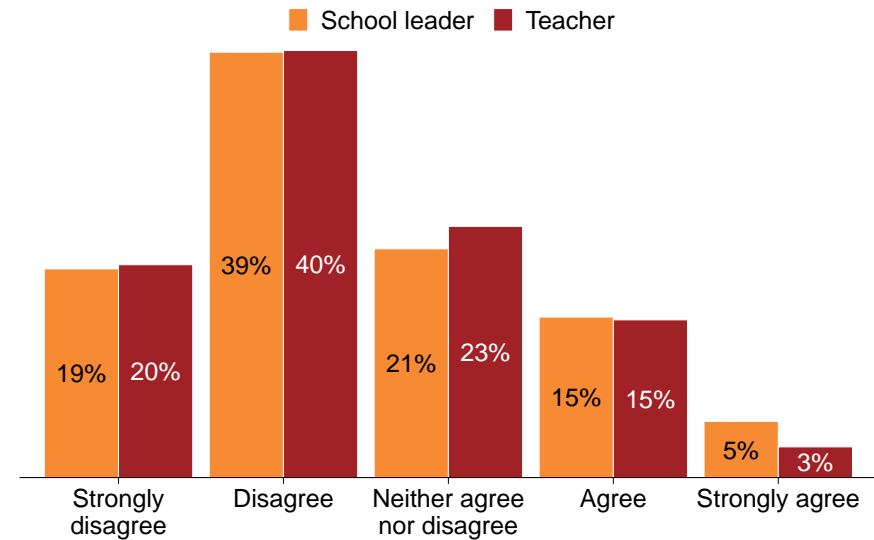


Notes: Sample size is 1,816. Respondents were asked to indicate the extent to which they agreed or disagreed with the statement.

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.14: Each teacher should be responsible for creating their own instructional materials

Percentage of respondents who gave each response, by role

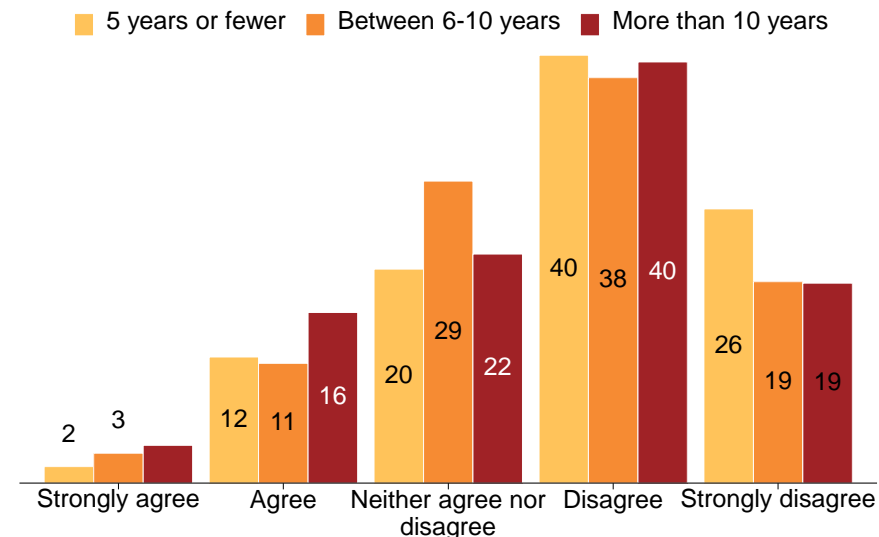


Notes: Sample size includes 1,547 teachers and 269 school leaders (including 59 who indicated that they teach classes regularly). Respondents were asked to indicate the extent to which they agreed or disagreed with the statement. The results of a chi-squared test of independence suggest no statistically significant differences between the distribution of responses for these two groups (p value > 0.05).

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.15: Each teacher should be responsible for creating their own instructional materials

Percentage of respondents (%) who gave each response, by years of experience

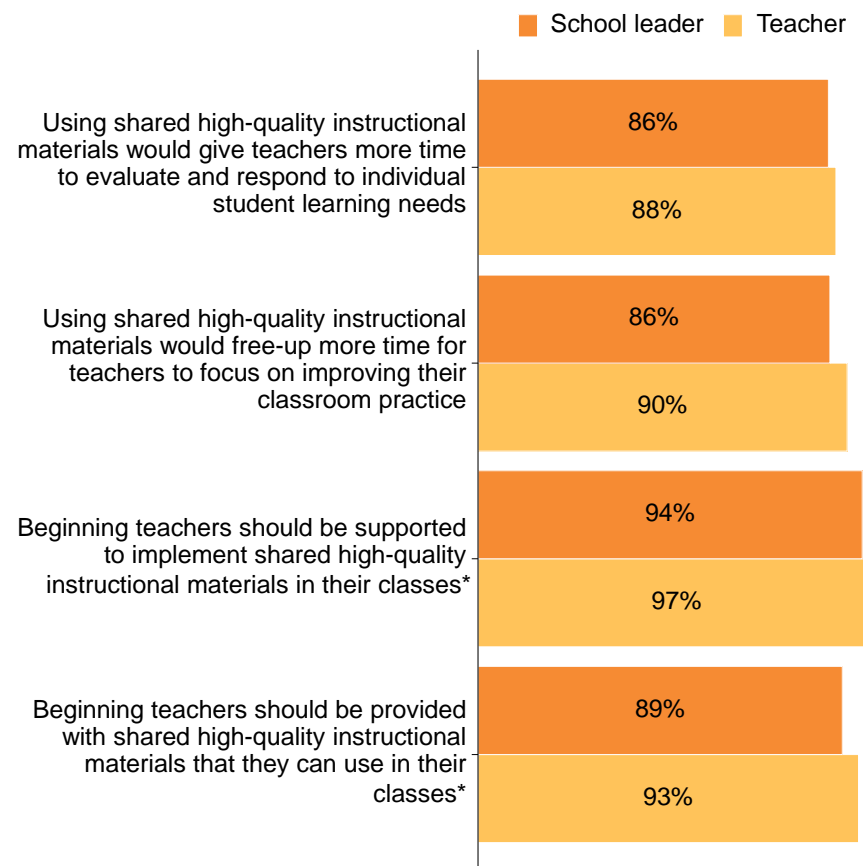


Notes: Sample size includes 193 respondents with five or fewer years of teaching experience, 389 respondents with six to 10 years of teaching experience, and 1,234 respondents with more than 10 years of teaching experience. Respondents self-identified the length of their teaching experience and were asked to indicate the extent to which they agreed or disagreed with the statement. A chi-square test for independence suggests teachers' responses to this survey item are associated with years of experience (p value < 0.05).

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.16: Please indicate the extent to which you agree or disagree with each statement

Percentage of respondents who agreed or strongly agreed with each item, by role

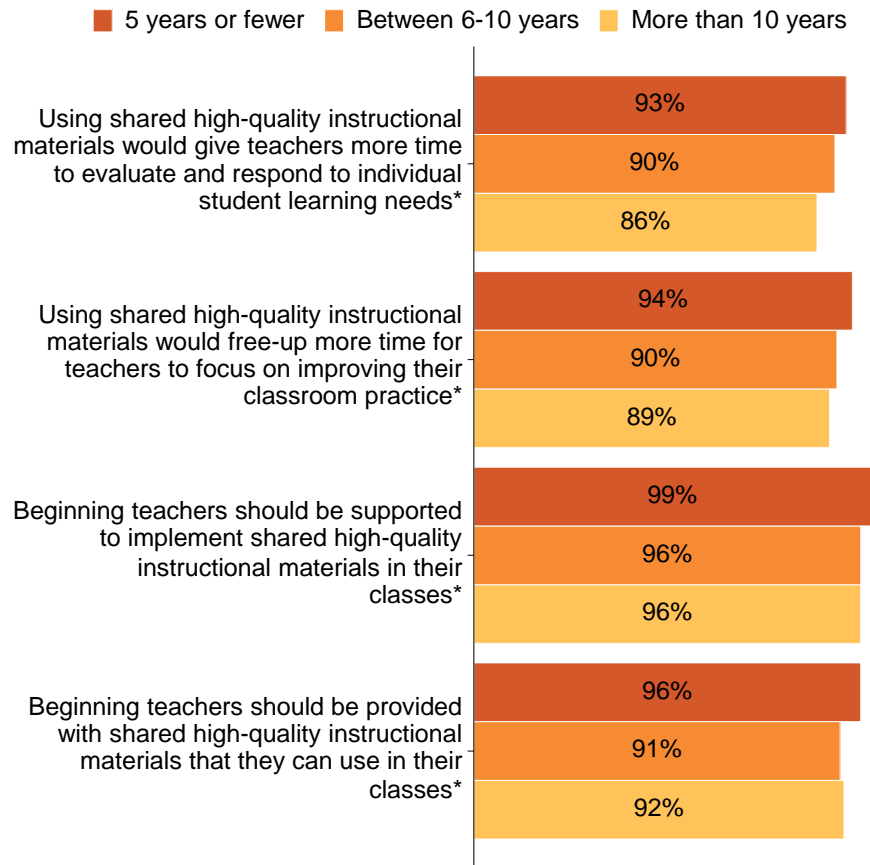


Notes: Sample size includes 1,537 teachers and 265 school leaders. An asterisk (*) indicates a meaningful difference in the proportion of teachers and school leaders who agree with the stated item (p value < 0.05; two sample t -test for difference in group means).

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.17: Please indicate the extent to which you agree or disagree with each statement

Percentage of respondents who agreed or strongly agreed with each item, by years of experience



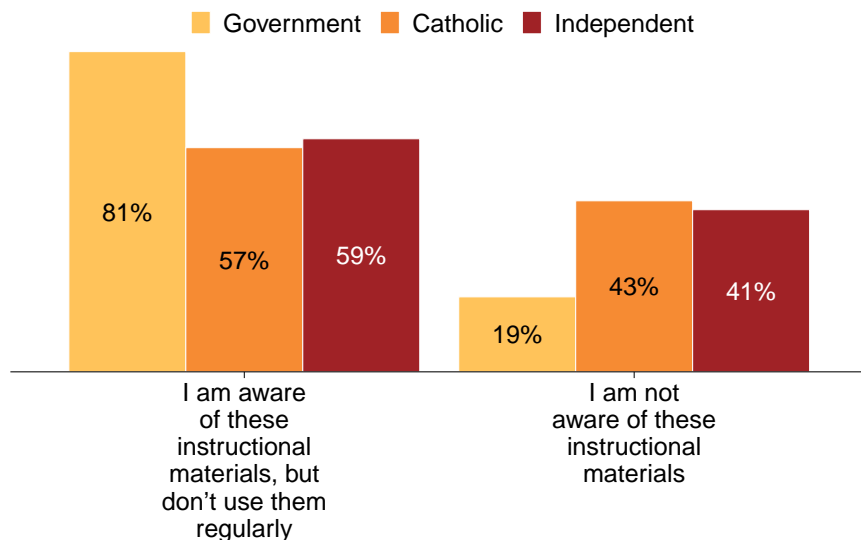
Notes: Sample size includes 193 respondents with five or fewer years of teaching experience, 388 respondents with six to ten years of teaching experience, and 1,221 respondents with more than ten years of teaching experience. Respondents self-identified the length of their teaching experience. A chi-square test for independence found teachers' responses to these statements are associated with years of experience (p value < 0.05).

Source: 2022 Grattan survey on curriculum planning and materials.

3.2 Materials made available by governments

Figure 3.18: You have indicated that you do not regularly (i.e. at least once a fortnight) use instructional materials made available by governments to plan lessons, assessments, or other classroom activities. Which of these best describes you?

Percentage of teachers who chose each option, by sector

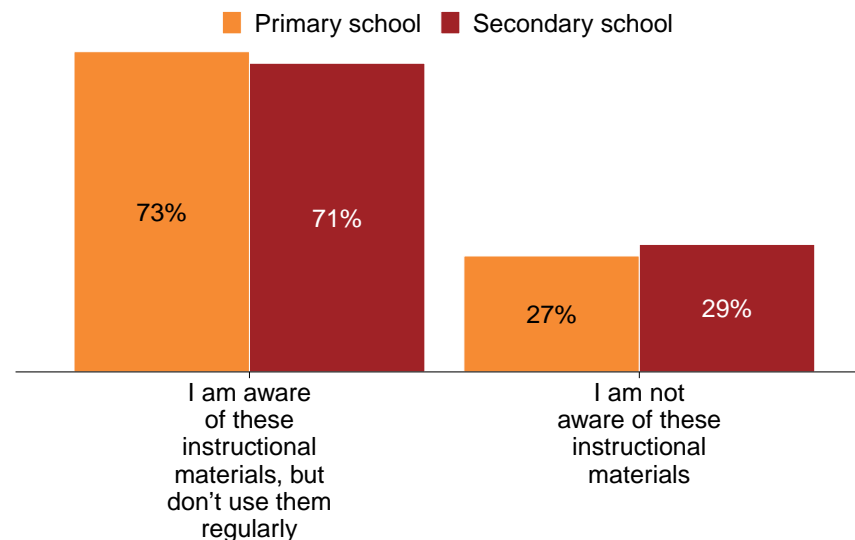


Notes: Question was only asked to teachers who did NOT indicate that they used materials made available by government at least fortnightly. Sample size includes 717 teachers from government schools, 238 teachers from Catholic schools, and 234 teachers from independent schools. Teachers self-identified the sector they work in. The results of a chi-squared test of independence suggest that teachers working in government schools are more likely to be aware of instructional materials made available by governments (p value < 0.05).

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.19: You have indicated that you do not regularly (i.e. at least once a fortnight) use instructional materials made available by governments to plan lessons, assessments, or other classroom activities. Which of these best describes you?

Percentage of primary and secondary school teachers who chose each option

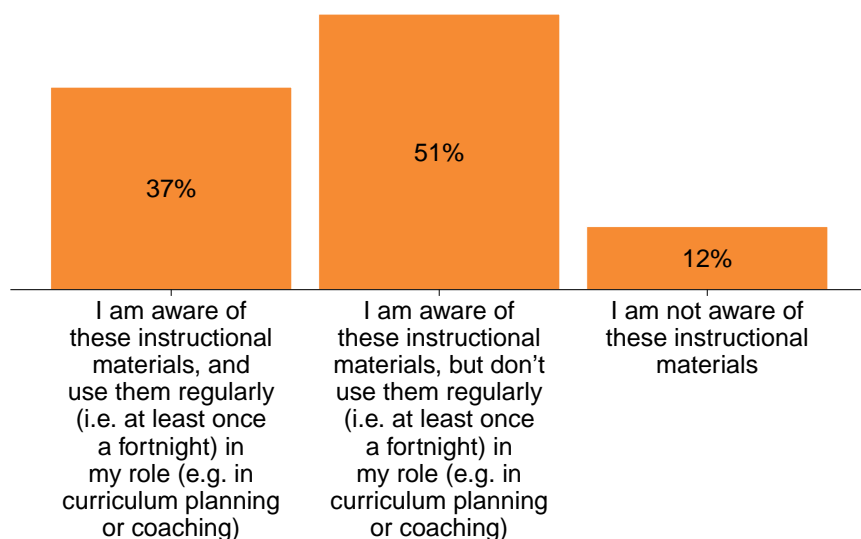


Notes: Question was only asked to teachers who did NOT indicate that they used materials made available by government at least fortnightly. Sample size includes 474 primary school teachers and 715 secondary school teachers. Teachers self-identified the type of school they work in. We observe no meaningful difference in responses between primary and secondary teachers (p value < 0.05 ; two sample t-test for difference in group means).

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.20: You have indicated you have a leadership role, but do not teach a regular class. Which of these best describes your familiarity with instructional materials made available by governments?

Percentage of schools leaders who chose each option

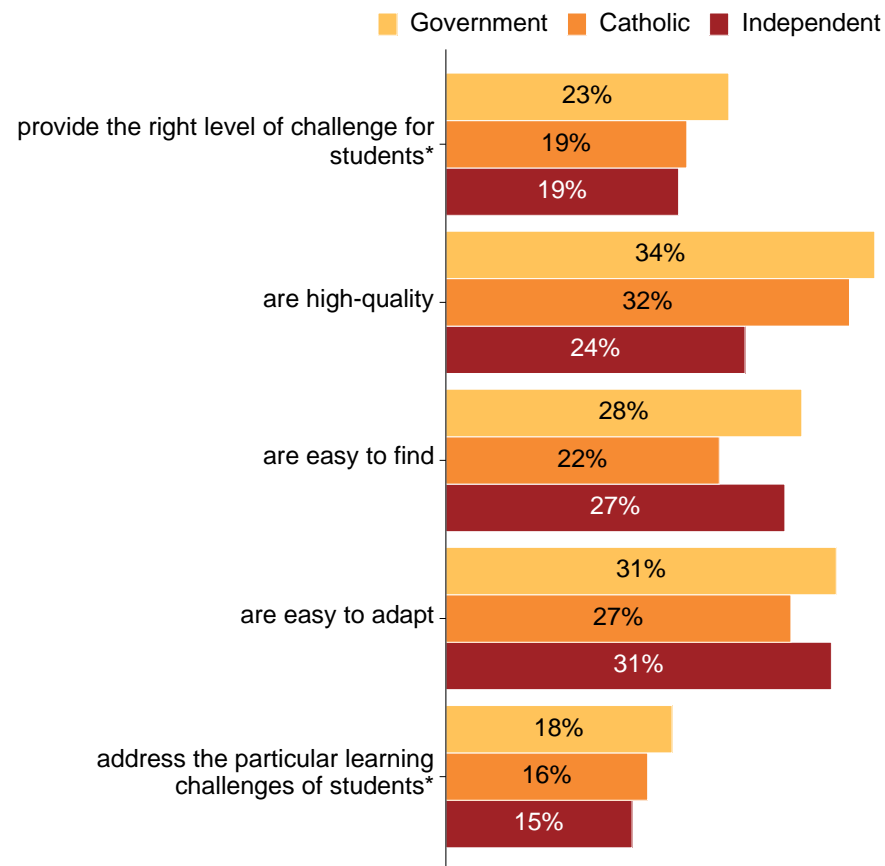


Notes: Question was only asked to school leaders who don't teach a regular class. Sample size includes 135 government school leaders, 17 Catholic school leaders, and 11 independent school leaders. Respondents self-identified the type of school they work in. Only aggregate data is shown here given the low count of leaders from non-government schools who answered this question.

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.21: Please indicate the extent to which you agree or disagree with each statement. Instructional materials made available by governments...

Percentage of respondents who agreed or strongly agreed, by sector



Notes: Question was only asked of respondents who indicated that they use government-provided materials fortnightly, or who indicated that they were aware of the materials but do not use them fortnightly. Sample size includes 1,239 respondents from government schools, 193 from Catholic schools, and 189 from independent schools. An asterisk (*) indicates that differences between groups are statistically significant using a chi-squared test of independence (p value < 0.05).

Source: 2022 Grattan survey on curriculum planning and materials.

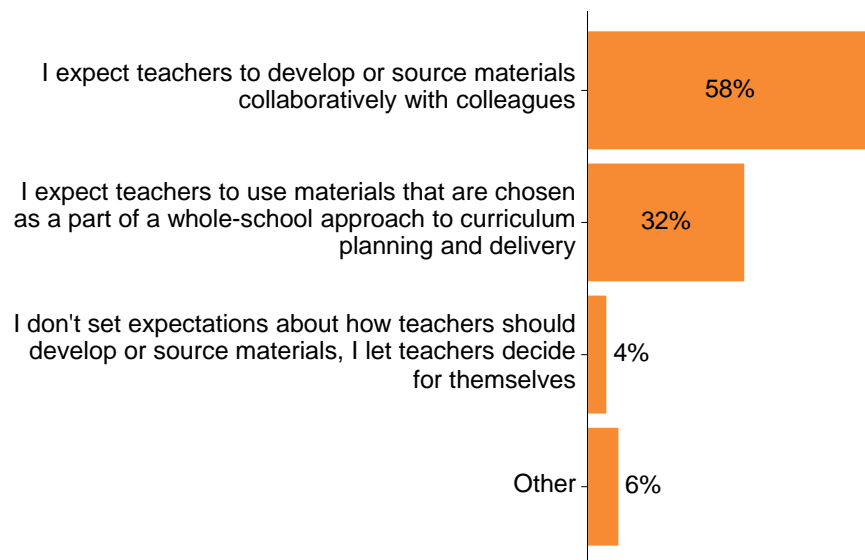
3.3 School leadership

Questions in this section were asked to respondents who:

- identified themselves as principals; or
- identified themselves as a deputy or assistant principal who:
 - did not teach; or
 - answered ‘No’ to the question ‘Do you teach classes equivalent to more than 50% of your timetabled allotment?’.

Figure 3.22: As a school leader, what approach are you mostly likely to expect teachers to use to develop or source instructional materials?

Percentage of principals who selected each response

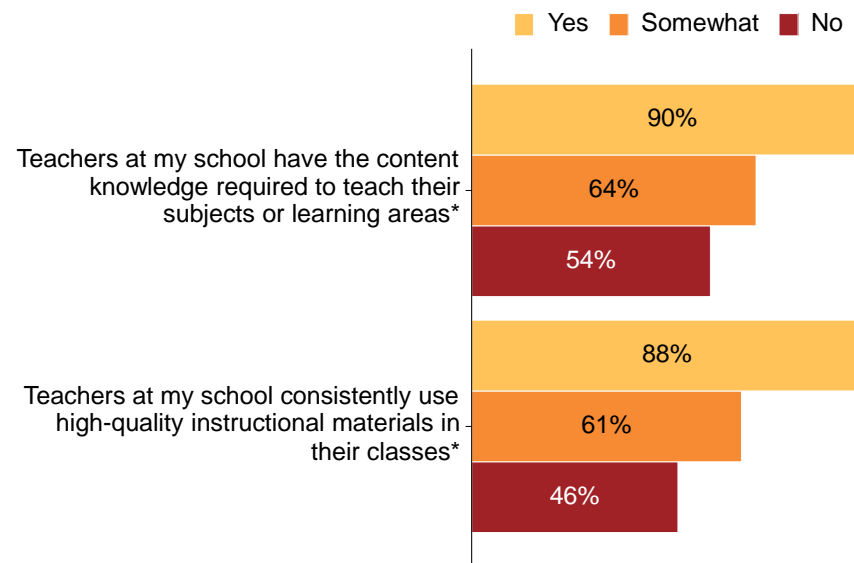


Notes: Total sample size is 204. Respondents could only choose one option when responding to this question.

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.23: Please indicate the extent to which you agree or disagree with each statement.

Percentage of school leaders who agreed or strongly agreed, by access to a comprehensive bank of instructional materials in their school

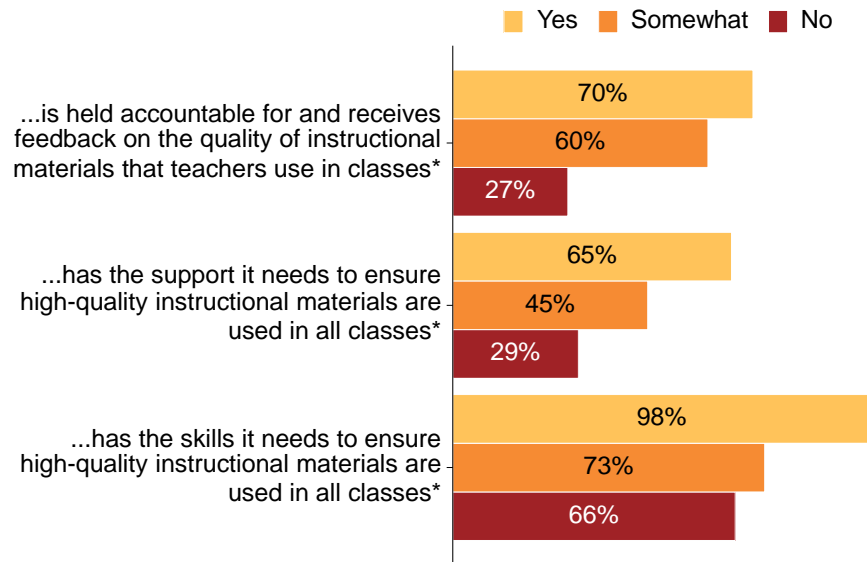


Notes: Sample size includes 41 school leaders who indicated their school had a bank for all subjects ('yes'), 122 school leaders who indicated they had a bank for some subjects their school runs ('somewhat'), and 41 school leaders who indicated they did not have a bank of materials in their school ('no'). The results of a chi-square test of independence suggest that school leaders with access to a bank were more likely to agree or strongly agree with these statements (p value < 0.05).

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.24: To what extent do you agree or disagree with each statement? The senior school leadership team (consisting of principals and assistant / deputy principals)...

Percentage of school leaders who agreed or strongly agreed, by access to a comprehensive bank of instructional materials in their school



Notes: Sample size includes 41 school leaders who indicated their school had a bank for all subjects ('yes'), 40 school leaders who indicated they did not have a bank of materials in their school ('no'), and 121 school leaders who indicated they had a bank for some subjects their school runs ('somewhat'). An asterisk () indicates that differences between groups are statistically significant using a chi-squared test of independence (p value < 0.05).*

Source: 2022 Grattan survey on curriculum planning and materials.

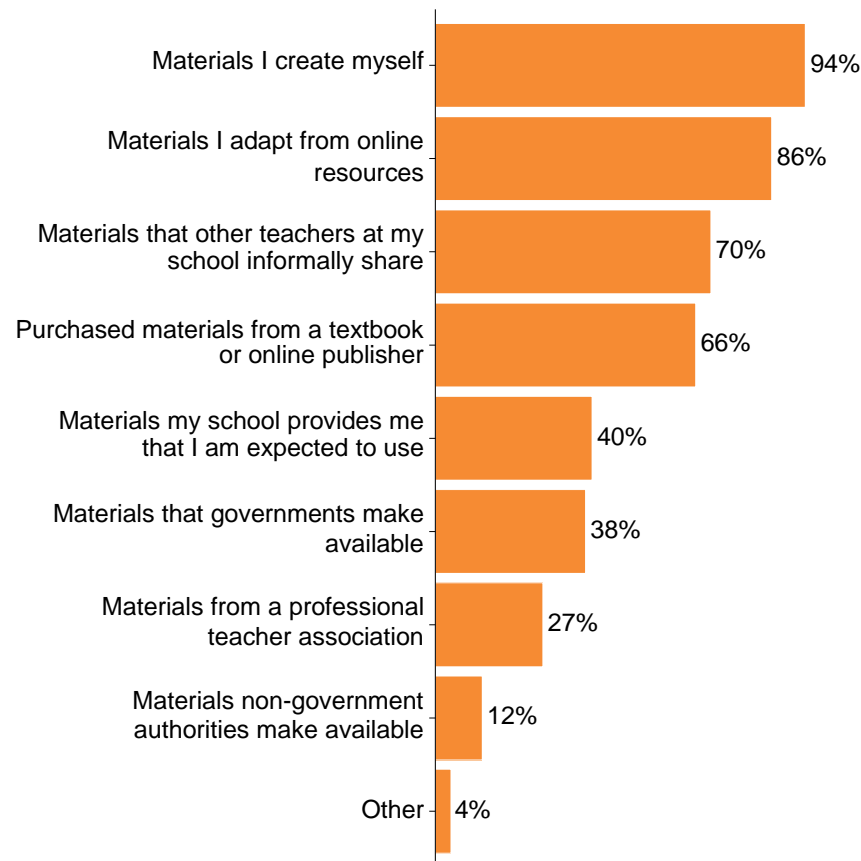
3.4 Curriculum materials teachers use in class

Figure 3.25 and Figure 3.26 report the types of instructional materials that teachers regularly use to plan lessons, assessments, or other classroom activities. The question wording has been shortened in Figure 3.25 and Figure 3.26. The fully worded options were:

- Materials I create myself
- Materials my school provides me that I am expected to use
- Materials that other teachers at my school informally share with me
- Materials that governments make available, (e.g. Scootle; Victoria’s FUSE; NSW’s HSC Hub, Queensland’s Curriculum into the Classroom (C2C), virtual learning resources, or other government resources)
- Materials non-government authorities make available (e.g. Association of Independent Schools NSW – Resources Centre; Catholic Education South Australia – Resource Database)
- Purchased materials from a textbook or online publisher (e.g. Pearson, Edrolo, Maths Pathway, Stile, Mathletics, Reading Eggs, Education Perfect)
- Materials from a professional teacher association (e.g. The Australian Association of Mathematics Teachers, The Australian Association for the Teaching of English)
- Materials I adapt from online resources (e.g. using online search engines to source materials or come up with lesson ideas or websites like Pinterest, Facebook, Teachers Pay Teachers, On Butterfly Wings)
- Other (please describe).

Figure 3.25: Which types of instructional materials do you use regularly (once a fortnight or more, on average) to plan lessons, assessments, or other classroom activities. Please tick all that apply.

Percentage of teachers who selected each option

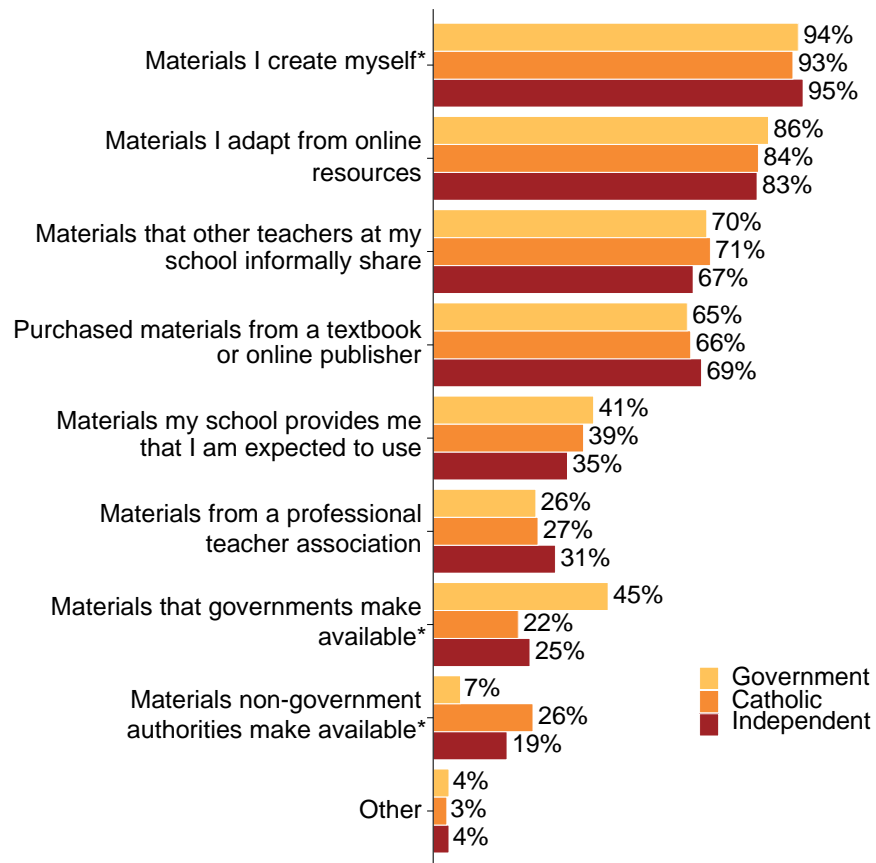


Notes: Sample size is 1,991. Proportions sum to more than 100 per cent because respondents could choose multiple options.

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.26: Which types of instructional materials do you use regularly (once a fortnight or more, on average) to plan lessons, assessments, or other classroom activities. Please tick all that apply.

Percentage of teachers who selected each option, by sector

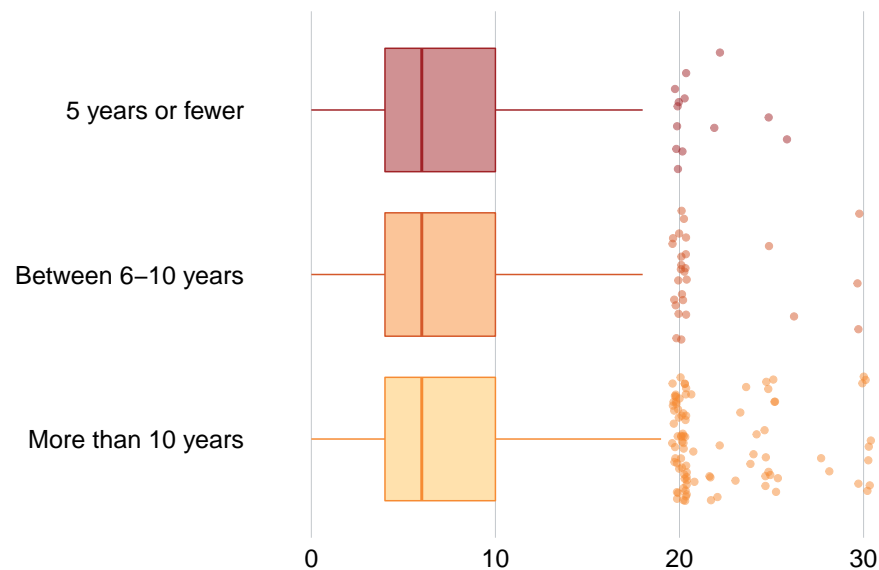


Notes: Sample size includes 1,355 government school teachers, 315 Catholic school teachers, and 321 independent school teachers. Respondents self-identified the type of school they work in. An asterisk (*) indicates that differences between groups are statistically significant using a chi-squared test of independence (p value < 0.05).

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.27: In a typical week during term time, about how many hours do you spend searching for and developing instructional materials?

Distribution of hours reported, by years of experience

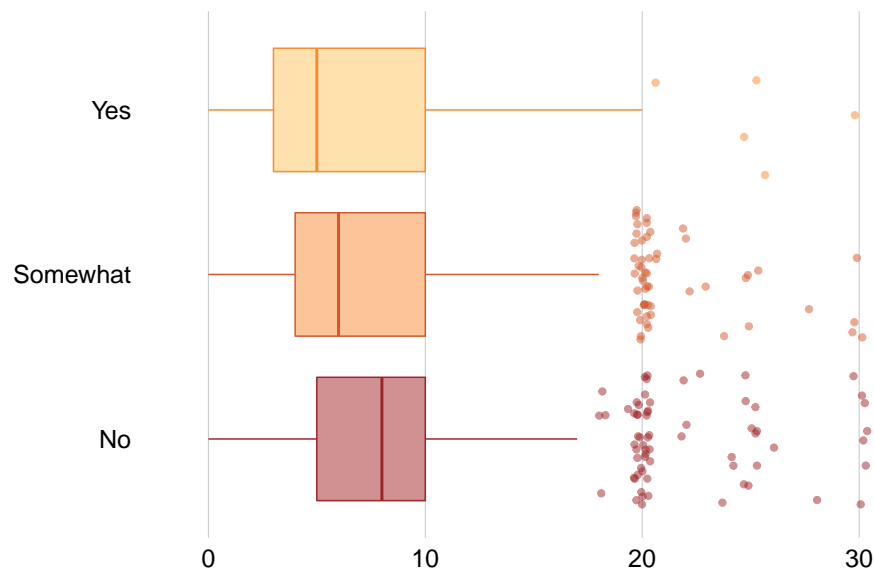


Notes: Respondents were asked to include time spent searching online and developing lesson materials from scratch (such as PowerPoint slides, worksheets, or assessment tasks) and hours spent both at home and at school. Sample size includes 225 teachers with up to five full years of teaching experience, 454 teachers with between six and 10 years of teaching experience, and 1,278 teachers with more than 10 years of teaching experience. Respondents self-identified their years of teaching experience. This chart is a boxplot and shows the distribution of responses. The shaded box represents the interquartile range (the distance between the 25th and 75th percentile). The line inside the shaded box is the median or the 'middle value'. The horizontal lines or 'whiskers' cover 95 per cent of the responses. Points beyond these whiskers are outliers – unusually large observations that fall more than 1.5 times the interquartile range above the 75th percentile. These outliers are represented by individual dots. Thirteen teachers who reported spending more than 30 hours a week searching for or developing materials have been excluded from this chart.

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.28: In a typical week during term time, about how many hours do you spend searching for and developing instructional materials?

Distribution of hours reported, by access to a comprehensive bank of materials

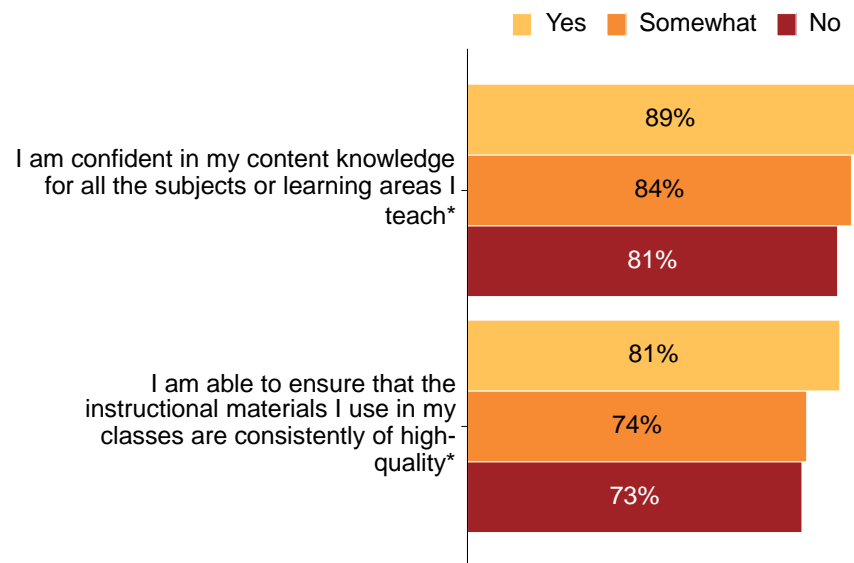


Notes: Respondents were asked to include time spent searching online and developing lesson materials from scratch (such as PowerPoint slides, worksheets, or assessment tasks) and hours spent both at home and at school. Sample size includes 276 teachers who indicated they had a bank for all subjects ('yes'), 890 teachers who indicated they had a bank for some subjects ('somewhat'), and 665 teachers who indicated they did not have a bank of materials ('no'). This chart is a boxplot and shows the distribution of responses. The shaded box represents the interquartile range (the distance between the 25th and 75th percentile). The line inside the shaded box is the median or the 'middle value'. The horizontal lines or 'whiskers' cover 95 per cent of the responses. Points beyond these whiskers are outliers – unusually large observations that fall more than 1.5 times the interquartile range above the 75th percentile. These outliers are represented by individual dots. Thirteen teachers who reported spending more than 30 hours a week searching for or developing materials, have been excluded from this chart.

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.29: Please indicate the extent to which you agree or disagree with each statement.

Percentage of teachers who agreed or strongly agreed, by access to a comprehensive bank of instructional materials



Notes: Sample size includes 261 teachers who indicated they had a bank for all subjects ('yes'), 658 teachers who indicated they had a bank for some subjects ('somewhat'), and 644 teachers who indicated they did not have a bank of materials ('no'). The results of a chi-square test of independence suggest that teachers with access to a bank were more likely to agree or strongly agree with these statements (p value < 0.05).

Source: 2022 Grattan survey on curriculum planning and materials.

3.5 Planning practices for a specific subject

This section reports on a set of questions in which teachers and teaching school leaders were asked to respond in relation to either:

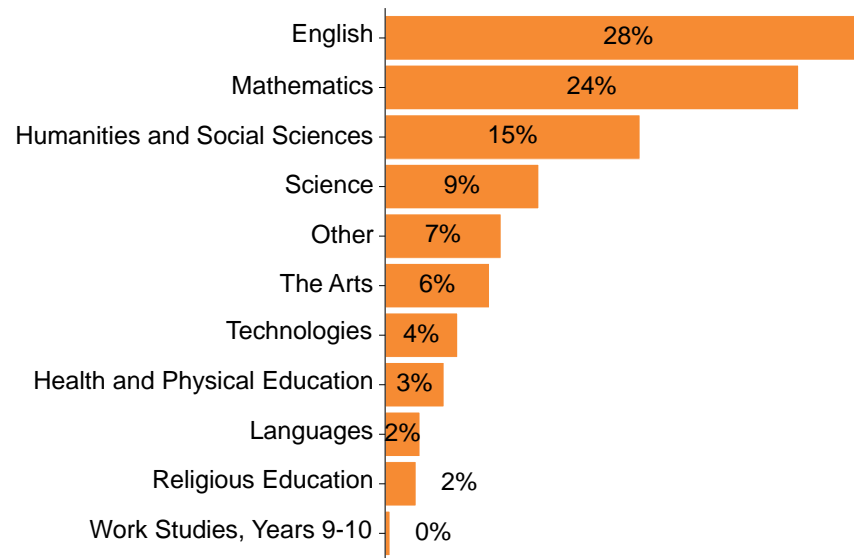
- the first lesson in their timetable (e.g. first on a Monday); or
- the lesson after the first break in their timetable (e.g. after recess on Monday); or
- the lesson after the second break in their timetable (e.g. after lunch on a Monday).

Teachers and teaching school leaders were randomly assigned to these three groups. A total of 554 teachers and teaching school leaders were asked about the first lesson in their timetable, 615 were asked about the lesson after the first break in their timetable, and 623 were asked about the lesson after the second break in their timetable. This approach was taken to ensure a spread of responses for different subjects and learning areas (because many primary schools would focus on literacy in their first period of the day).

The lesson had to involve teaching content. Respondents were directed *not* to respond in relation to the following: a planning or spare period; a meeting; pastoral care or home group; individual tutoring; supervision; free time or play.

Figure 3.30: What is the subject or learning you teach first in your timetable?

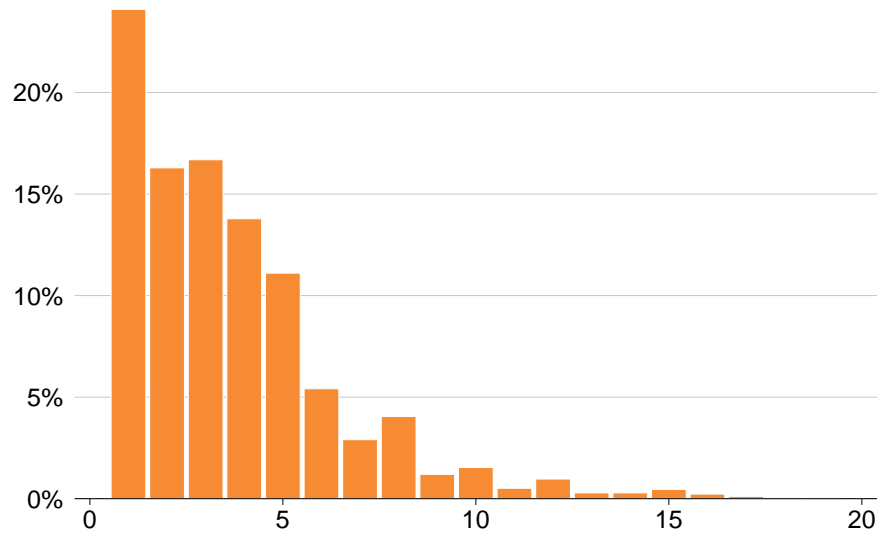
Percentage of teachers



Notes: Total sample size is 1,792. Teachers saw only one version of the question wording, depending on the group to which they were randomly allocated, i.e. the first lesson in their timetable (e.g. first on a Monday), or the lesson after the first break in their timetable (e.g. after recess on Monday); or the lesson after the second break in their timetable (e.g. after lunch on a Monday). Teachers on a fortnightly timetable were asked to answer in relation to the first week of their fortnightly timetable. Teachers whose timetable changed every week were asked to answer in relation to the most recent week they taught.

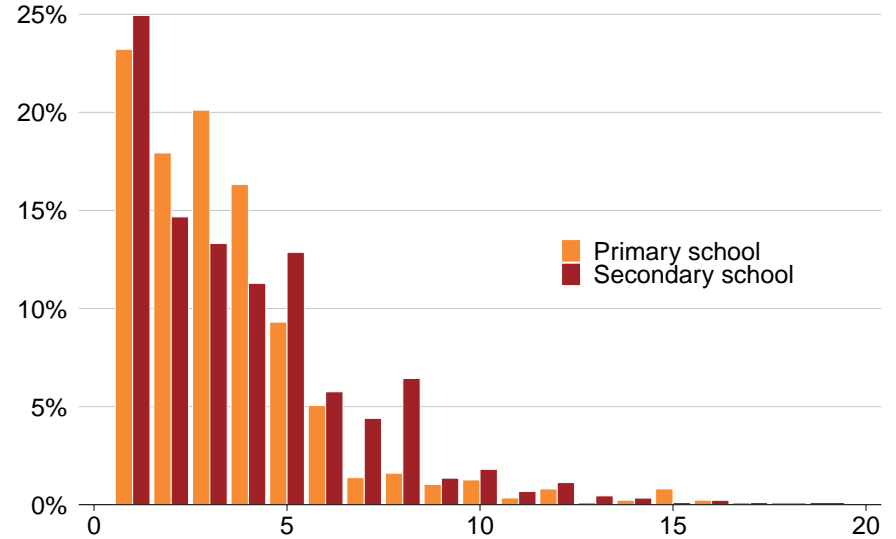
Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.31: In your school, how many teachers (including yourself) teach this same subject and year level (e.g. Year 7 English)?
Percentage of teachers who reported each team size



Notes: Sample size is 1,756 teachers. Twelve respondents who reported being a member of a subject team of more than 20 staff were excluded as outliers.
Source: 2022 Grattan survey on curriculum planning and materials.

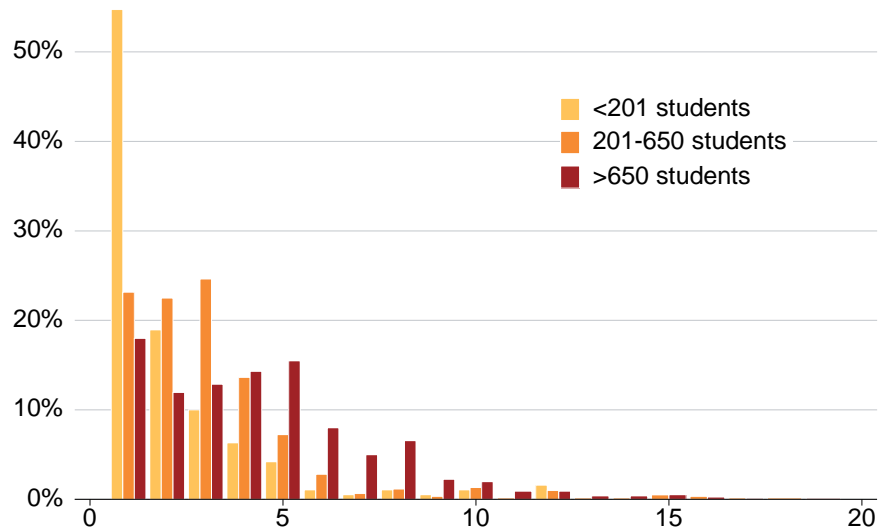
Figure 3.32: In your school, how many teachers (including yourself) teach this same subject and year level (e.g. Year 7 English)?
Percentage of primary and secondary teachers who reported each team size



Notes: Sample size includes 870 primary school teachers and 886 secondary school teachers. Twelve respondents who reported being a member of a subject team of more than 20 staff were excluded as outliers.
Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.33: In your school, how many teachers (including yourself) teach this same subject and year level (e.g. Year 7 English)?

Percentage of teachers who reported each team size, by school size

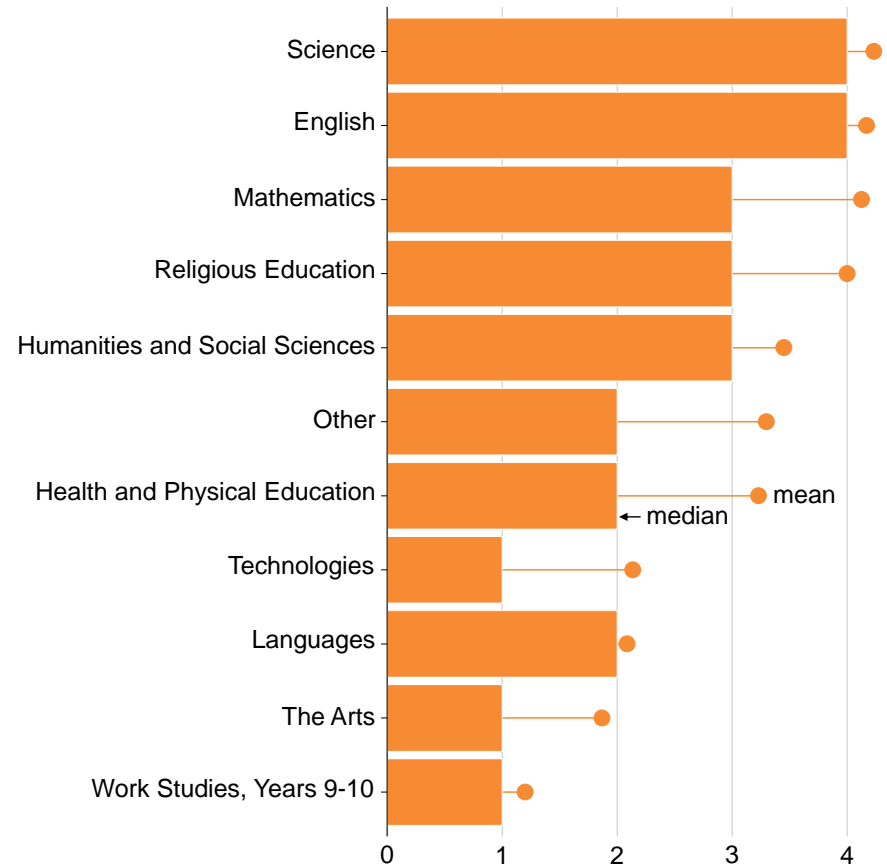


Notes: Sample size includes 190 teachers from schools with 200 students or fewer, 609 teachers from schools with between 201 and 650 students, and 762 teachers from schools with more than 650 students. Respondents self-identified the size of the school they work in. Twelve respondents who reported being a member of a subject team of more than 20 staff were excluded as outliers.

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.34: In your school, how many teachers (including yourself) teach this same subject and year level (e.g. Year 7 English)?

Median (bars) and mean (points) of team sizes reported, by subject

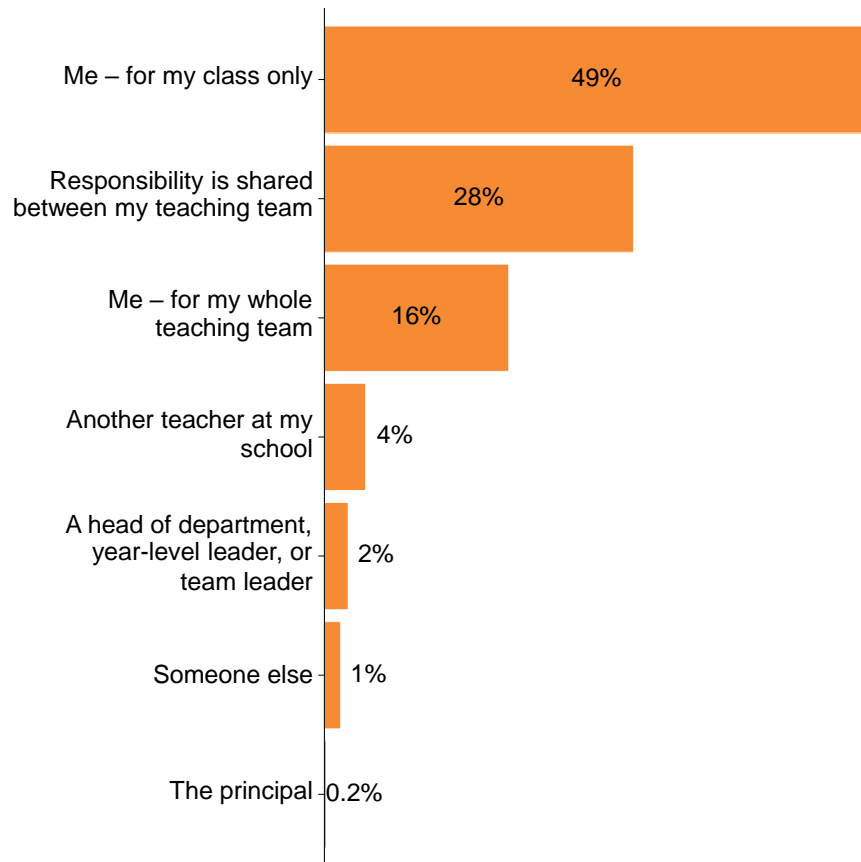


Notes: Sample size includes 155 Science teachers, 491 English teachers, 31 Religious Education teachers, 415 Mathematics teachers, 262 Humanities and Social Sciences teachers, 111 teachers of other subjects, 35 Languages teachers, 61 Health and Physical Education teachers, 5 Work Studies, Years 9-10 teachers, 106 Arts teachers, and 74 Technologies teachers. Twelve respondents who reported being a member of a subject team of more than 20 staff were excluded from this chart.

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.35: For this lesson, who is responsible for the majority of work in selecting or developing the instructional materials you use?

Percentage of teachers who selected each response

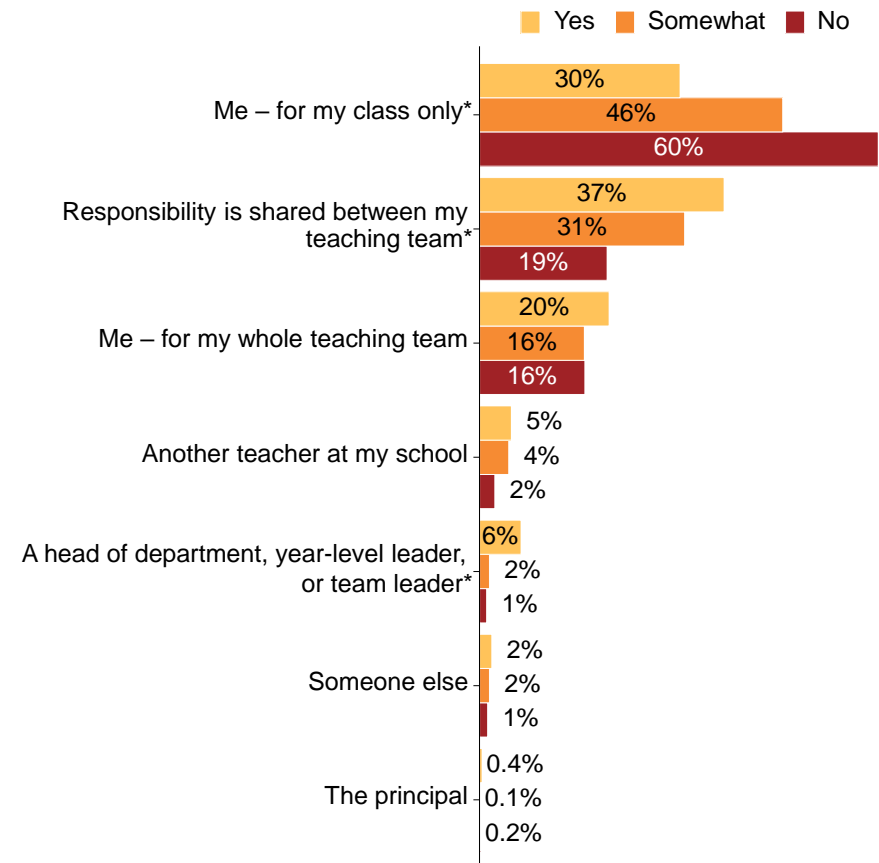


Note: Sample size is 1,795.

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.36: For this lesson, who is responsible for the majority of work in selecting or developing the instructional materials you use?

Percentage of teachers who selected each response, by access to a comprehensive bank of materials

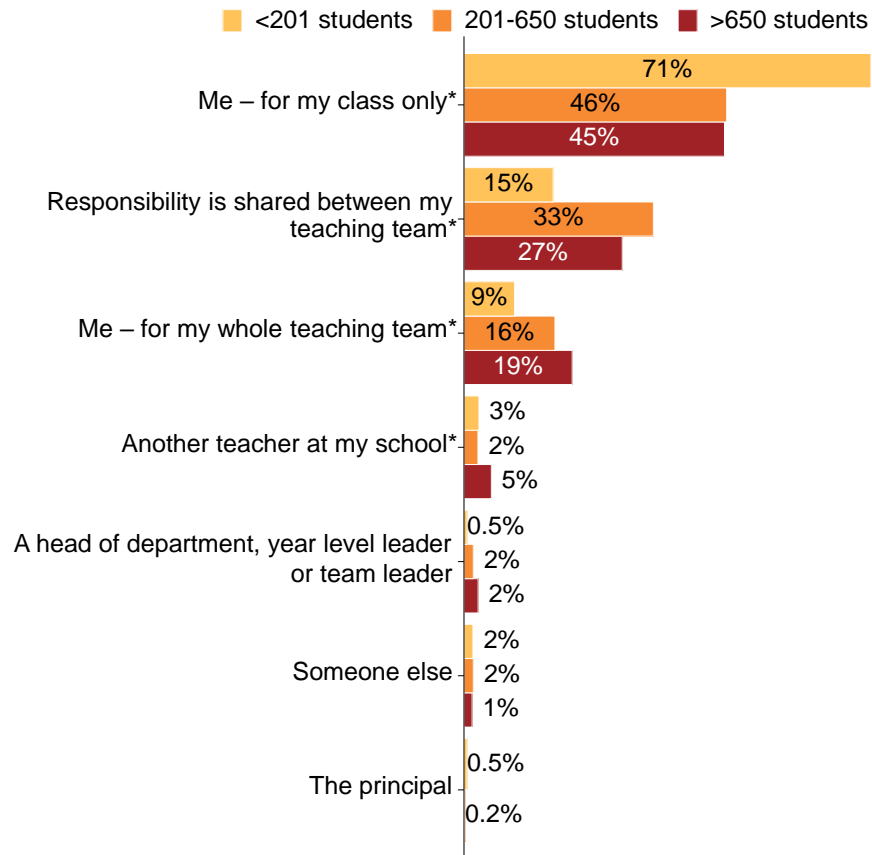


Notes: Sample size includes 271 teachers who indicated they had a bank for all subjects ('yes'), 866 teachers who indicated they had a bank for some subjects ('somewhat'), and 655 teachers who indicated they did not have a bank of materials ('no'). An asterisk (*) indicates that differences between groups are statistically significant using a chi-squared test of independence (p value < 0.05).

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.37: For this lesson, who is responsible for the majority of work in selecting or developing the instructional materials you use?

Percentage of teachers who selected each response, by school size

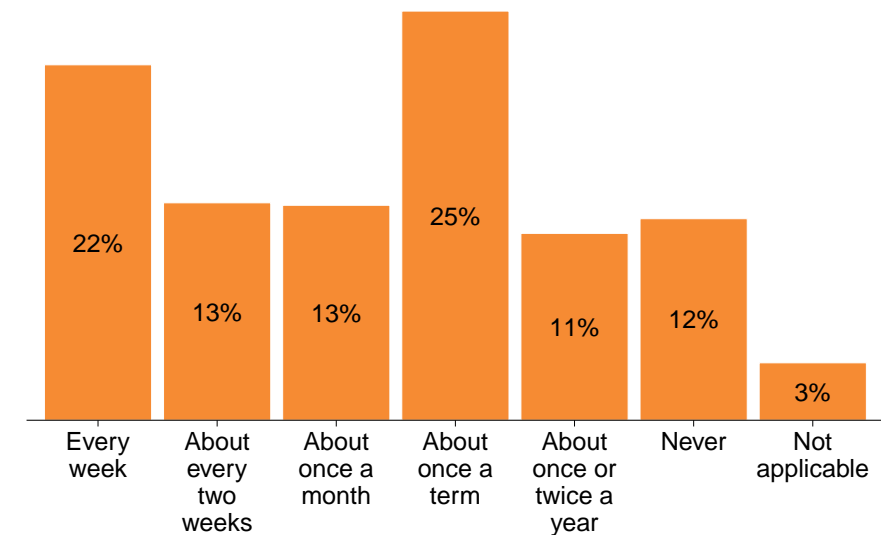


Notes: Sample size includes 194 teachers from school with 200 students or fewer, 621 teachers from schools with between 201 and 650 students, and 783 teachers from schools with more than 650 students. Respondents self-identified the size of the school they work in. An asterisk (*) indicates that differences between groups are statistically significant using a chi-squared test of independence (p value < 0.05).

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.38: How often do you participate in curriculum and lesson planning meetings with your teaching team for this subject or learning area?

Percentage of teachers who indicated each response

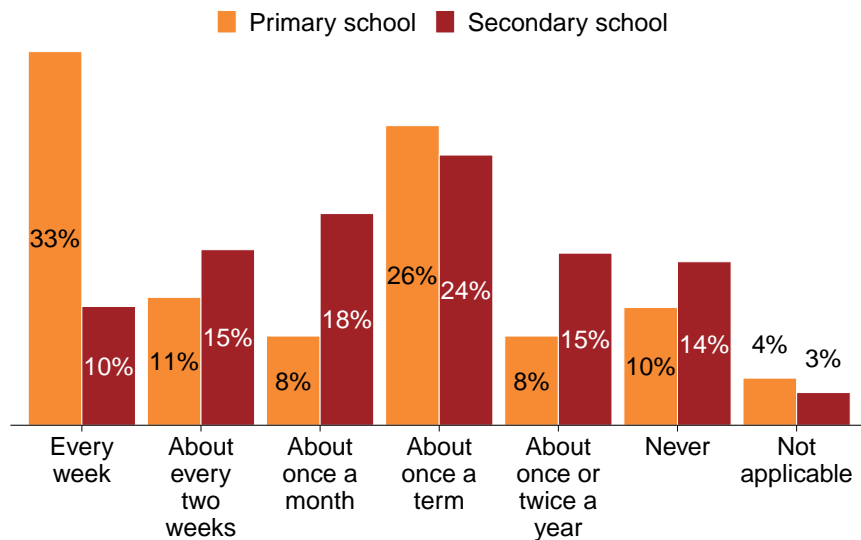


Notes: Sample size is 1,345. This question was only asked to respondents who indicated their teaching team had at least one other person.

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.39: How often do you participate in curriculum and lesson planning meetings with your teaching team for this subject or learning area?

Percentage of primary and secondary teachers who indicated each response

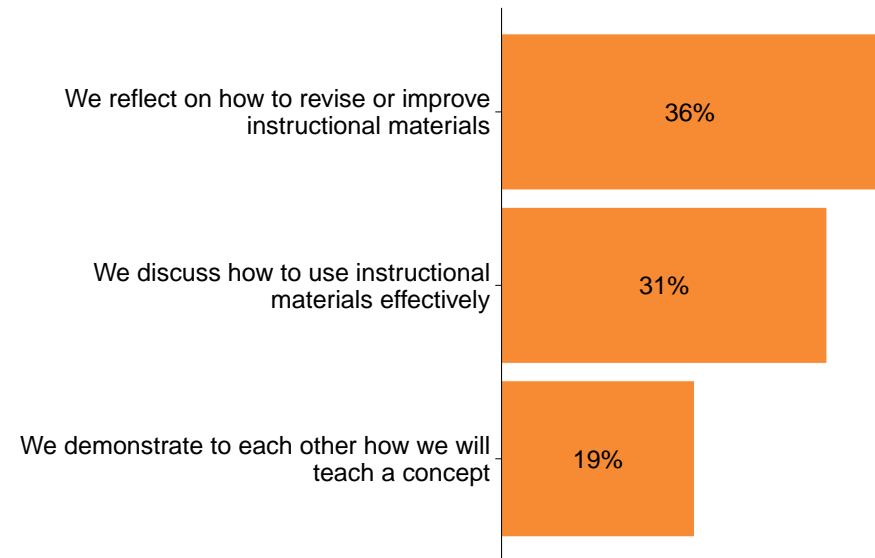


Notes: Sample size includes 680 primary school teachers and 665 secondary school teachers. This question was only asked to teachers who reported that their teaching team for this subject had at least one other person. The results of a chi-squared test of independence suggest the distribution of responses to this survey item differ for primary and secondary teachers (p value < 0.05).

Source: 2022 Grattan survey on curriculum planning and materials.

Figure 3.40: Now please consider a typical curriculum or lesson planning meeting with this teaching team. Indicate the extent to which each of the following is true of how you spend your time in these meetings.

Percentage of teachers who said the following were usually or always true

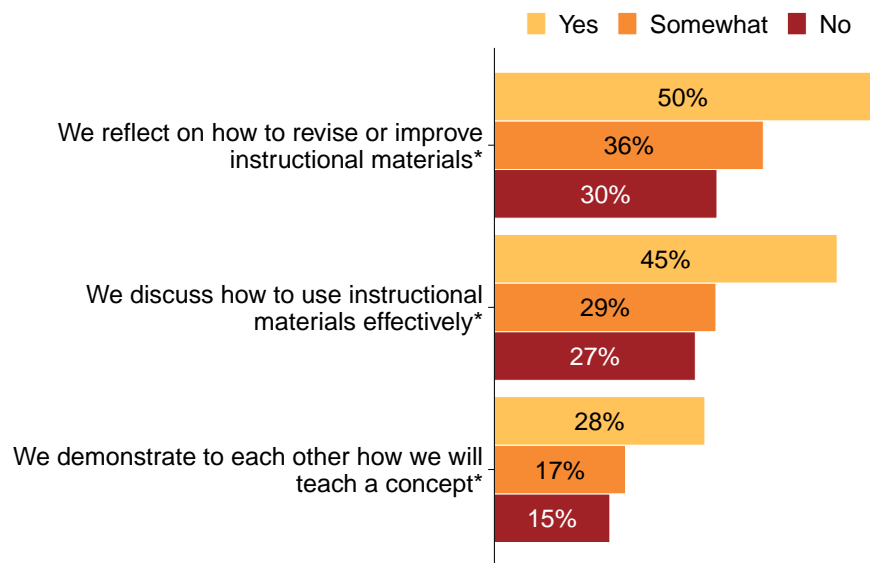


Notes: Sample size ranges from 1,129 to 1,132, because not all teachers responded to each statement. Response options included 'never true', 'rarely true', 'sometimes true', 'usually true', 'always true', and 'not applicable'.

Source: 2022 Grattan survey on curriculum planning and resources.

Figure 3.41: Now please consider a typical curriculum or lesson planning meeting with this teaching team. Indicate the extent to which each of the following is true of how you spend your time in these meetings.

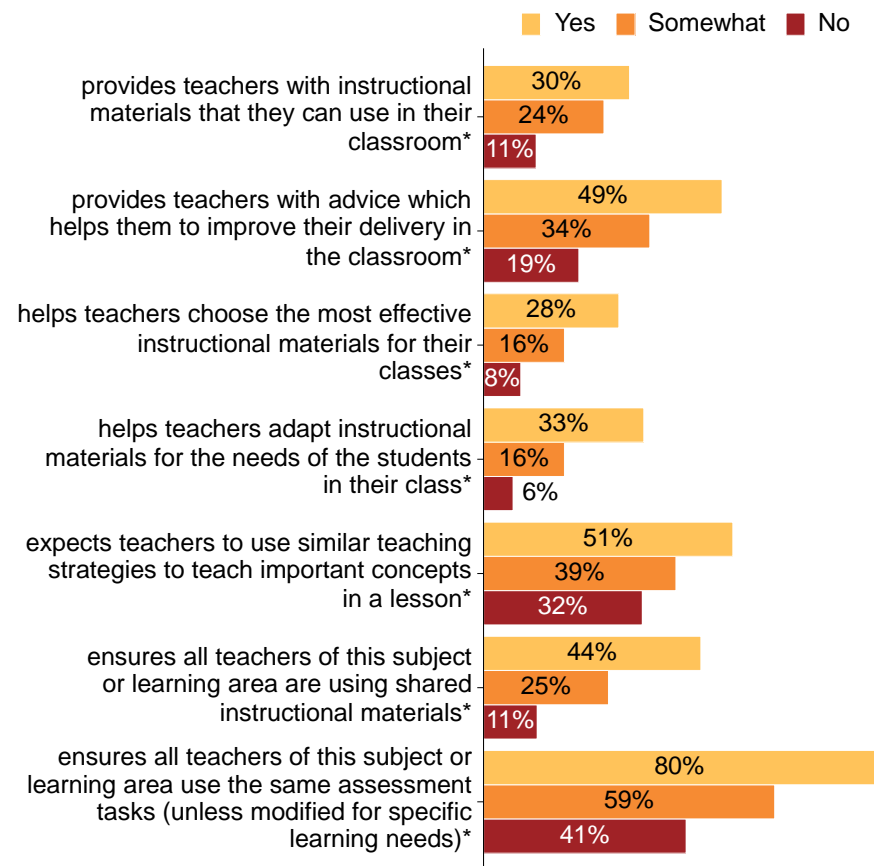
Percentage of teachers who said the following were usually or always true, by access to a comprehensive bank of high-quality instructional materials



Notes: Sample size includes 197-198 teachers who indicated they had a bank for all subjects ('yes'), 598-600 teachers who indicated they had a bank for some subjects ('somewhat'), and 332-334 teachers who indicated they did not have a bank of materials ('no'). The sample size varied for each item because not all teachers responded to each statement. Response options included 'never true', 'rarely true', 'sometimes true', 'usually true', 'always true', and 'not applicable'. The results of a chi-square test suggest that teachers with access to a bank were more likely to agree or strongly agree with these statements (p value < 0.05).

Source: 2022 Grattan survey on curriculum planning and resources.

Figure 3.42: Please indicate the extent to which you agree or disagree with the following statements. There is a leader in your school who...
Percentage of teachers who strongly agree or agree with each item, by access to a comprehensive bank of instructional materials



Notes: Sample size includes 239-247 teachers who indicated they had a bank for all subjects ('yes'), 786-796 teachers who indicated they had a bank for some subjects ('somewhat'), 605-618 teachers who indicated they did not have a bank of materials ('no'). The results of a chi-square test suggest that teachers with access to a bank were more likely to agree or strongly agree with these statements (p value < 0.05).

Source: 2022 Grattan survey on curriculum planning and materials.

3.6 Additional demographic questions

Table 3.1: Teacher survey demographics compared to alternative sources

	Count	%	Count	%
How many students are enrolled at your school?	Grattan survey		ACARA(a)	
Up to 100 students	70	3.86%	11,712	3.82%
101 to 200 students	158	8.72%	19,497	6.35%
201 to 300 students	178	9.82%	21,948	7.15%
301 to 650 students	556	30.68%	89,689	29.23%
651 to 1500 students	669	36.92%	125,899	41.03%
More than 1500 students	181	9.99%	38,137	12.43%
<i>Total</i>	1,812		306,882	
What is the average size of classes you take?	Grattan survey		N/A	
Up to 15 students	132	7.28%		
16-20 students	210	11.59%		
21-25 students	839	46.30%		
26-30 students	578	31.90%		
More than 30 students	53	2.92%		
<i>Total</i>	1,812			
What is your sex?	Grattan survey		ACARA(b)	
Female	1,504	84.80%	218,224	71.89%
Male	301	16.61%	85,316	28.11%
Another term	7	0.39%		
<i>Total</i>	1,812		303,540	

Sources: **Grattan survey**: 2022 Grattan survey on curriculum planning and materials. **ACARA(a)**: ACARA (2021a, School Profile 2021). **ACARA(b)**: ACARA (2021b, staff numbers dataset). Percentages do not always sum to 100 due to rounding. ACARA staff numbers use full-time equivalent (FTE); Grattan survey counts are headcounts.

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