

National Catholic  
Education Commission

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18 August 2011

Ms Alison McClelland  
Commissioner  
Australian Government Productivity Commission  
Locked Bag 2  
Collins Street East  
MELBOURNE VIC 8003

Dear Ms McClelland

I am pleased to be able to forward to you a submission on behalf of the National Catholic Education Commission to assist the Productivity Commission's study into the schools workforce.

The NCEC submission reflects the issues raised in the June Issues Paper. Our submission also includes the basic statistics on the Catholic schools' workforce as at August 2010.

It is interesting to note two significant developments over the past decade that have added significantly to employment costs in Catholic schools.

The first is the steep rise in the employment of non-teaching staff. We have done no research on the reasons behind this increase, but the rising accountability requirements placed on schools, higher numbers of students with disability and the increased reliance on information and communication technology must be factors.

The other is the increase in leave provisions for teachers, including scheduled time away from face-to-face classroom teaching. Without making a judgment on these employment conditions, it is clear that, for every fulltime classroom teacher's salary, there is now a substantial "shadow" salary that also has to be built into any assessment of schools workforce productivity.

Please do not hesitate to contact me if there is any point of clarification required.

Yours sincerely

Dr William Griffiths  
Chief Executive Officer

## **National Catholic Education Commission**

### **Productivity Commission Issues Paper, June 2011**

## **SCHOOLS WORKFORCE**

### **1. National Catholic Education Commission**

The National Catholic Education Commission (NCEC) is the peak national body representing all Australian Catholic schools in matters of national education policy. NCEC is responsible to the Australian Catholic Bishops Conference through the Bishops Commission for Catholic Education.

NCEC is charged with:

- liaison with the Australian Government and other key national educational bodies;
- monitoring trends in educational theory and practice in Australia and overseas;
- consulting, complementing and supporting Catholic Education authorities in each state and territory;
- identifying and disseminating data relevant to Catholic education;
- developing national policy;
- monitoring developments in religious education; and
- monitoring and encouraging research in Catholic education.

In August 2010 there were 1,701 Catholic schools in Australia enrolling 712,864 students (by headcount), approximately 20% of all Australian school students. In August 2010 Catholic schools employed 81,121 staff (by headcount).

Detailed statistics of the workforce of Australian Catholic schools are attached at Appendix B.

### **2. The importance of the performance of the schools workforce**

It is impossible to contest that teacher quality is the critical ingredient in improving student learning outcomes.<sup>1</sup> Current research shows that “[t]he teacher and the quality of his or her teaching are major influences on student achievement...”<sup>2</sup>

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<sup>1</sup> See Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London New York: Routledge.

<sup>2</sup> Dinham, S. ‘The challenge of school education in Australia: Engaging with the AITSL agenda’. Meeting presentation for NCEC, February 2011.

There is now almost universal agreement among educators, backed by research, that the most important thing that governments can do to improve schooling outcomes is to support high quality teaching across all schools. Funding quality teaching will be central to that objective, particularly in the light of significant demographic changes in teacher supply and in the context of an increasingly competitive market for attracting and retaining skilled and experienced teachers.<sup>3</sup>

NCEC accepts the premise that improving educational outcomes for all students and reducing educational disadvantage is axiomatic. The most pressing area for work place reform would therefore appear to be in the area of improving teacher quality overall.

There is a multidimensional, dynamic matrix of factors impacting on teacher quality. Many of these factors can be analysed within a “productivity” framework, as is the case in this submission. NCEC would nevertheless caution that improving the educational outcomes of young people in Australia’s schools is not just an economic imperative. Catholic schools have a particular view of the human person, and that person’s relationship to society and to God: each person has an innate and inalienable dignity, “specially formed, fundamentally connected to humanity and ...[with] a spiritual life directed towards some greater good than just individual self-aggrandisement”.<sup>4</sup>

There are strong non-utilitarian and communitarian traditions that inform the Catholic philosophy of education. The main purpose of education, within the Catholic tradition, is the liberation of the intellect and the formation of autonomous persons through knowledge, wisdom, and love. One’s full personhood is achieved as a “person-in-society” – the good of the individual person comes from his or her participation in the common (meaning “communitarian”) life and contribution to the common good. Education is fundamentally human formation, a “human awakening”<sup>5</sup> to seek both fulfilment as a citizen of the world and also salvation in God.

Improving student learning outcomes through improving teacher quality, therefore, requires more than an analysis of the undefined “salient features and trends” outlined in the Productivity Commission’s recent Issues Paper,<sup>6</sup> and of the various

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<sup>3</sup> Australian College of Educators (2011). Submission to the Review of Funding for Schooling, [http://www.deewr.gov.au/Schooling/ReviewofFunding/SubEip/AtoF/Documents/Australian\\_College\\_of\\_Educators.pdf](http://www.deewr.gov.au/Schooling/ReviewofFunding/SubEip/AtoF/Documents/Australian_College_of_Educators.pdf) Retrieved 15 August 2011.

<sup>4</sup> Bryk, A.S., Lee, V.E. & Holland, P.B. (1993). *Catholic schools and the common good*. Cambridge, Mass: Harvard University Press, page 37.

<sup>5</sup> Allard, J.L. (1982). *Education for freedom: The philosophy of Jacques Maritain*. Notre Dame, Indiana: UND Press, pages 52, 67.

<sup>6</sup> Australian Government Productivity Commission (2011). *Schools workforce: Issues paper*, pages 6-7.

contributing employment relations and organisational vectors. Improving teacher quality is not simply a question of better measuring the academic aptitude of prospective teachers, nor a matter of providing more acceptable rates of remuneration.<sup>7</sup>

While not within the scope of this paper, NCEC argues that to agree on the nature of the human person would be an essential starting point in this debate.

Teaching has an extraordinary moral depth and is one of humankind's most excellent and creative activities, for the teacher does not write on inanimate material, but on the very spirits of human beings. The personal relations between the teacher and the students, therefore, assume an enormous importance and are not limited simply to giving and taking.<sup>8</sup>

### 3. Current reform agenda

NCEC acknowledges the wide-ranging national reform agenda at present in train in school education. Significant within this agenda are the following:

- The introduction of a national student assessment program (NAPLAN).
- The development and progressive implementation of an Australian Curriculum.
- The annual publication on the MySchool website of data on schooling: national testing program results and net recurrent income per students at school level.
- The creation of National Partnerships (NP) between the Australian and State/Territory Governments via COAG.
- The involvement of Catholic school authorities in some of these National Partnerships, and the (more recent) creation of direct funding agreements with State/Territory Catholic Education Commissions for specific purposes (Building the Education Revolution - BER; More Funding for Students with Disability).
- The follow-through by the present government on a range of 2010 Election Commitments, several of which have a schools workforce focus.
- The establishment of the Australian Government Review of Funding for Schooling (all funding for all schools).

NCEC remains unconvinced that the NP model is an effective reform vehicle for improving productivity at school level. NCEC has welcomed the additional funding provided under the NPs, even though most of the funds have been directed at the government school sector. The implementation of the cross-sectoral schooling NPs has been bedevilled by the lack of capacity in many State Government bureaucracies to abide by the principle of competitive neutrality. The State/Territory government school authorities failed in most instances to resolve

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<sup>7</sup> See, for example, Leigh, A. & Ryan, C. (2006). *How and why has teacher quality changed in Australia?* ANU Centre for Economic Policy Research Discussion Paper No. 534.

<sup>8</sup> Congregation for Catholic Education (1998). *The Catholic school on the threshold of the third millennium*. Vatican: Libreria Editrice Vaticana, paragraph 19.

the tension between being the NP regulator on the one hand and a competing service provider on the other.

In contrast to this particular approach to NPs, the BER in the Catholic school sector has been widely regarded as a very successful funding agreement, both in the quality and timeliness of the facilities constructed as well as being value for money. The direct funding of Catholic Block Grant Authorities in each State/Territory was fundamental to the success of the BER.

NCEC believes that major improvements in school productivity can be made by examining the international and national evidence on the relationship between the way in which schooling is organised and delivered on the one hand and student learning outcomes on the other, and applying these insights with care to the Australian schooling systems.<sup>9</sup>

#### **4. Improving schooling outcomes through changes in the schools workforce**

##### **(a) Balancing supply and demand**

Most Catholic schools operate with direct responsibility for employing staff invested in the local principal, usually within a regulatory framework (for example, annual budget approvals for staffing; system-level processes for checking applicant documentation and criminal history records; system-level advice on correct salary determination; system-level management of long service leave and other Award obligations) moderated at diocesan or district level.

School teaching is widely seen as a job requiring boundless energy and the capacity for intense, concentrated and formative engagement with students. Teaching is therefore a job that is possibly more suited to younger people. The paradox in many schools today is that the school workforce is ageing, and the age mix is weighted towards maturity where experience is high but energy, and currency of knowledge and pedagogy, may be lower. The imminent retirement of the current senior echelon of school workers may be problematic as this could well be relatively abrupt. The present cohort of younger teachers, nor the cohort of younger teachers in training or in the early years of classroom work, may not be large enough to provide the replacement numbers needed in the next decade or so.<sup>10</sup>

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<sup>9</sup> For a full treatment of the evidence, see Caldwell, B.J. & Spinks, J.M. (2008). *Raising the stakes: From improvement to transformation in the reform of schools*. London: Routledge.

<sup>10</sup> See Barber, M., & Mourshed, M. (2007). *How the world's best-performing school systems come out on top*. McKinsey & Company, page 10.

### **(b) Job design and innovation**

A wide-spread trend over the past decade has been the increase in non-teaching ancillary staff numbers in Catholic schools. This issue has not been formally researched, but many observers put the increase in non-teaching staff in Catholic schools down to the increased regulatory and accountability burden imposed by governments, both State/Territory and Australian. There are minor changes in job design also at work here, whether by design or through the availability of additional funding (for example, the employment of classroom aides to assist teachers with students with disability; IT support staff).

NCEC's view of current research indicates that there are mixed findings with regard to job design changes and improving student learning outcomes.

Structural and organisational arrangements (open vs traditional classrooms; multi-age vs age graded classes; ability grouping; gender; class size; mainstreaming) have negligible or small effects on student learning. It is the quality of teaching that occurs within these structural arrangements which is important.<sup>11</sup>

The evidence regarding class size is more equivocal. The Melbourne-based Grattan Institute argues that there is no evidence from their survey of the international literature that reducing class size improved student learning outcomes.<sup>12</sup> Other researchers have found to the contrary, at least to the extent that pupil/teacher ratios are a significant allocative component of school resources that can contribute to improved learning outcomes.<sup>13</sup>

### **(c) Training and professional development**

NCEC argues that academic aptitude, while important in selecting applicants for teacher education programs, is not necessarily static and is indicative, rather than summative, at Year 12 matriculation. In other words, the quality of the teacher education program undertaken by the prospective teacher is also a significant value-adding factor.

There is a need to find additional resources to support ongoing teacher development – the implementation of the proposed Australian Curriculum is a case in point. Improvements in teacher productivity also require more than a concentration on subject matter or curriculum content.

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<sup>11</sup> In Dinham, S. 'Measuring and recognising effective teaching', (AITSL), 30 November 2010. [http://www.aitsl.edu.au/verve/resources/Stakeholder\\_Forum\\_Measuring\\_and\\_Recognising\\_Effective\\_Teaching\\_Slides\\_101130.pdf](http://www.aitsl.edu.au/verve/resources/Stakeholder_Forum_Measuring_and_Recognising_Effective_Teaching_Slides_101130.pdf)

<sup>12</sup> Jensen, B. (2010). *Investing in our teachers, investing in our economy*. Melbourne: Grattan Institute.

<sup>13</sup> Lee, J.W., & Barro, R.J. (2001). 'Schooling quality in a cross-section of countries'. *Economica*, 68 (272), pages 465-488.

Teaching is more complex than setting tests and assignments, marking books, and telling students what to do. It is demanding, complex, dynamic and highly dependent on personal relationships and professional judgement. Teaching takes time to master and teacher pre-service education can only provide a foundation for the myriad of contexts and challenges to which teachers can be exposed...no two days are the same and there is no certainty of what will eventuate in the next lesson or what one is likely to encounter around the next corner of the school.<sup>14</sup>

NCEC is of the view that other ways of training and re-training school teachers (for example, the Teach Next program recently announced by the Australian Government) need to be investigated and trialled.

It is clear from the evidence on the MySchool website<sup>15</sup> that the most significant divide in Australian schooling outcomes is between those students in larger urban areas and those in regional and remote towns. Teacher training and professional development, as well as teacher recruitment and retention, in regional and remote Australia needs to be addressed as a matter of the highest priority.

NCEC believes there are three salient points to stress regarding the staffing of schools in regional and remote areas:

- Teachers need the training and flexibility to be able to understand the community around their school well and its context. They must be able to work with community members who sponsor learning.
- Professional development for teachers in rural areas is difficult as they are less able to access these opportunities.
- Funding is required to attract and retain highly experienced teachers in rural schools to assist with mentoring the higher proportion of young teachers who are currently appointed to rural schools.<sup>16</sup>

The classic Australian response to managing staffing in regional and remote schools has been predicated on the principle of bureaucratic centralisation. This has clearly failed. NCEC is in favour of exploring the current evidence from the literature, as well as from the practical experience of the largely “systematised-subsidiarity” Catholic schooling sector. This confirms that properly delegated

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<sup>14</sup> Dinham, S. (2006). ‘Teaching and teacher education: Some observations, reflections and possible solutions’, *ED Ventures*, 2, pages. 3-20.

<sup>15</sup> [www.myschool.edu.au](http://www.myschool.edu.au)

<sup>16</sup> See the submission to the Review of Funding for Schooling by Dr Pam Bartholomaeus, Flinders University of SA, School of Education, Literacy and Rural Education, <http://www.deewr.gov.au/schooling/ReviewofFunding/Pages/default.aspx>



autonomy is a key organisational principle in improving workplace outcomes – appropriate “subsidiarity” in decision making.<sup>17</sup>

#### **(d) Remuneration and performance evaluation**

It is clear that teacher remuneration has fallen against both absolute and relative measures in recent decades, and that this trend has had a negative impact on teacher quality and thus schooling productivity.<sup>18</sup> One underlying policy question is whether this is simply an argument for increasing largely uniform teacher salary schedules overall (NCEC would argue in favour of this position) or whether there needs to be a greater differentiation of remuneration for teachers based on demonstrated skills and effectiveness.

NCEC remains to be convinced that the one-off bonus schemes advanced by governments from time to time for highly skilled teachers are the solution. Rather, NCEC notes with approval the more nuanced work from the Australian Institute of Teaching and School Leadership (AITSL) that is proceeding to develop more broad-based instruments for the measurement of teacher effectiveness.

NCEC believes that a system to recognise and appropriately remunerate highly skilled teachers is warranted so long as the evaluation system used to define “highly skilled teacher” embodies principles that recognise the complexities of successful teaching, including the recognition of classroom innovation and experimentation, and of school level autonomy in categorising teachers for increased remuneration.

Overall, the quality of the teacher and the quality of teaching (large effect sizes) are much more important than structural or working conditions (negligible or small effect sizes), demonstrating the futility and waste of “fiddling around the edges” of schooling without sufficiently addressing the quality of teachers and the quality of teaching within schools and classrooms. Quality teaching matters and it’s time we started acting like it...Recognising and rewarding teachers needs to reflect the realities of teaching.<sup>19</sup>

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<sup>17</sup> “Subsidiarity” is an organisational principle from Catholic Social Justice Teaching that states that decisions should be made at the lowest most appropriate level in an organisation. It is interesting to note that the European Union has formally enshrined the principle of subsidiarity in its statutes - see [http://www.europarl.europa.eu/factsheets/1\\_2\\_2\\_en.htm](http://www.europarl.europa.eu/factsheets/1_2_2_en.htm)

<sup>18</sup> Leigh, A. & Ryan, C. (2006). *How and why has teacher quality changed in Australia?* ANU Centre for Economic Policy Research Discussion Paper No. 534. See also Leigh, A. (2006). *Teacher pay and teacher aptitude*, ANU Social Policy Evaluation, Analysis and Research Centre. <http://people.anu.edu.au/andrew.leigh/pdf/TeacherPayTeacherAptitude.pdf> ; OECD. (2010b) *PISA 2009 results: What makes a school successful? – Resources, policies and practices* (Vol. IV). Paris: OECD.

<sup>19</sup> Dinham, S. ‘Measuring and recognising effective teaching’, (AITSL), 30 November 2010. [http://www.aitsl.edu.au/verve/resources/Stakeholder\\_Forum\\_Measuring\\_and\\_Recognising\\_Effective\\_Teaching\\_Slides\\_101130.pdf](http://www.aitsl.edu.au/verve/resources/Stakeholder_Forum_Measuring_and_Recognising_Effective_Teaching_Slides_101130.pdf) See also Leigh, A. (2010). ‘Estimating teacher effectiveness from two-year

NCEC would continue to argue, however, that appropriate incentives (which may include higher or more differentiated remuneration schemes) should continue to operate to attract and retain experienced teachers to regional and remote schools.

#### **(e) School leadership**

NCEC confirms that it continues to be difficult in many places to attract applications for principalship, even from experienced teachers who are eminently qualified. Research undertaken by one major Catholic employing authority suggests that this is in part related to salary and conditions, but is more likely a function of the increased demands on school principals today.

Catholic employing authorities have long taken a holistic view of school principalship. The Catholic school principal is educational and instructional leader, manager and director of the school's affairs, employer (or direct agent of the diocesan employer) of staff, and a leader in the wider community. This three hundred and sixty degree approach to school leadership serves to empower the school community and the school staff to engage actively in the processes of teaching and learning.

The skilled school principal is able to share autonomy and authority to create an effective learning culture. Empowerment of staff is clearly a prerequisite for school improvement.<sup>20</sup> The quality of relationship between the principal, the staff and the community is of paramount importance.<sup>21</sup> Within the particular context of the Catholic school, the following five key principles have been identified as necessary for effective school leadership. School principals need to:

- have a clear moral purpose;
- build and maintain relationships;
- understand and manage change;
- create and share knowledge; and

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changes in students' test scores', *Economics of Education Review*.

<http://people.anu.edu.au/andrew.leigh/pdf/TQPanel.pdf>

<sup>20</sup> See Silins, H. & Mulford, B. (2007). 'Leadership and school effectiveness and improvement' in Townsend, T (Ed.) *International handbook of school effectiveness and improvement*. Springer: Netherlands. Also Silins, H. & Mulford, B. (2002). 'Schools as learning organisations: The case for system, teacher and student learning', *Journal of Educational Administration*, 40 (5), pages 425-446.

<sup>21</sup> Independent Education Union of Australia, 8 July 2011, media release. See also the Review of Funding for Schooling (2011). *Emerging issues paper*, pages 26-27.

- ensure the coherence and alignment of school teaching and learning structures.<sup>22</sup>

The increased demands on the principal, mentioned above as a reason that qualified people do not apply for principal positions, do not necessarily relate to the holistic concept characteristic of Catholic school leadership. Rather, they relate to the rapidly increasing legal responsibilities and liabilities and to related demands on school leaders to deal effectively with contemporary realities: increased levels of family breakdown; the inappropriate intrusion of social media into the lives of school students; the news media's continuous attempts to denigrate the work of schools; and the conflicting expectations expressed in wider society about the purpose and role of schooling. These impact negatively on all school principals, no matter in which school sector they work.

#### **(f) School autonomy**

NCEC believes that the proper calibration of increased autonomy at school level is seminal in improving workplace productivity and thus schooling outcomes for young people. This belief is based on a review of the relevant literature, mainly overseas, that examines the relationship between certain schooling organisational or structural variables and student learning outcomes as measured by OECD tests.

As much as increased autonomy is crucial in improving student learning outcomes, so too is the type or scope of autonomy granted to schools, and at which level in the organisational structure the increased autonomy is available. Schools will require and should be granted different degrees of autonomy.<sup>23</sup> Other research using OECD test data has shown that granting school staffing autonomy was more important than budgetary autonomy. Students in schools that had autonomy in staffing matters and in instructional approaches performed significantly better.<sup>24</sup>

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<sup>22</sup> Lennon, C. & Jarni, N. (2007). 'Leadership learning in action'. *Learning Matters*, Vol. 12, No. 2. Melbourne: Catholic Education Office. This article builds on the work of Michael Fullan (see also Fullan, M. (2004). *Personal action guide and workbook: Leading in a culture of change*. San Francisco: Jossey-Bass; Fullan, M. (2001). *Leading in a Culture of Change*. San Francisco: Jossey-Bass; and Elmore, R.F., (2000) *Building a new structure for school leadership*. Washington DC: Albert Shankar Institute.

<sup>23</sup> Haahr, J.H., Nielsen, T.K., Hansen, M.E., & Jakobsen, S.T. (2005). *Explaining student performance: evidence from the international PISA, TIMMS and PIRLS surveys*. Danish Technological Institute.

<sup>24</sup> Woessmann, L., Ludermann, E., Schutz, G., & West, M.R. (2007). *School accountability, autonomy, choice, and the level of student achievement: International evidence from PISA 2003*. Paris: OECD Directorate for Education. Also the Australian *Principal Autonomy Research Project* concluded that there is a positive relationship between school autonomy and student outcomes when school autonomy involves authority and responsibility over strategies that directly impact on what occurs in the classroom

NCEC supports the work of State and Territory Catholic Education Commissions as important anchors and arbiters for increased diocesan and school-level autonomy (the operation of the principle, of subsidiarity) in appropriate areas of decision making. Ninety-six per cent of Catholic schools are part of a state-based block funding arrangement for receiving and distributing government recurrent grants. These system arrangements serve to guarantee the financial viability of schools, to provide the necessary accountability and reporting functions to both government and church authorities, and to ensure necessary levels of governance and legal compliance at school level. Other responsibilities, and thus degrees of autonomy, are set variously at diocesan and school level depending on the local situation.<sup>25</sup>

**(g) Meeting the needs of particular student populations**

Drawing from the lived experience of Catholic schools, NCEC supports the view that improved student learning outcomes are predicated on active teaching, and on the creation of a school climate and of classroom routines that are conducive to student learning and high performance.

Poor student performance is spread across the SES spectrum. Schooling represents an obstacle course. Some students have certain advantages and others have obstacles. Life is not fair, but good teaching and good schools can help overcome SES disadvantage.<sup>26</sup>

In its submission to the Review of Funding for Schooling, NCEC made a special case for the particular needs of students in remote and regional schools. The NCEC submission notes that there are difficulties of providing the full range and quality of education in small, regional and remote communities which are considered to be associated with shortcomings in leadership quality and continuity, teacher preparation for teaching in regional and remote areas, lack of support services, high staff turnover rates, restricted and/or inappropriate curricula and teaching strategies, and a paucity of social and cultural facilities in the local community.<sup>27</sup>

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and/or in support of the learner. (DEEWR, [2007]. Educational Transformations 2007. *Principal Autonomy Research Project*).

<sup>25</sup> The successful rollout of the Building the Education Revolution program in the Catholic school sector is an instance of the effective implementation of an approach to school renovation built on subsidiarity and autonomy. See *Building the Education Revolution Implementation Taskforce Final Report*, July 2011, page 12.

<sup>26</sup> Dinham, S. 'Measuring and recognising effective teaching', (AITSL), 30 November 2010. [http://www.aitsl.edu.au/verve/resources/Stakeholder\\_Forum\\_Measuring\\_and\\_Recognising\\_Effective\\_Teaching\\_Slides\\_101130.pdf](http://www.aitsl.edu.au/verve/resources/Stakeholder_Forum_Measuring_and_Recognising_Effective_Teaching_Slides_101130.pdf)

<sup>27</sup> The NCEC Submission can be found at [www.ncec.catholic.edu.au](http://www.ncec.catholic.edu.au). See page 33.

NCEC is also concerned that more should be done to improve educational outcomes for students with disability. NCEC refers the Productivity Commission to the detailed work available in the report of the Senate Employment, Workplace Relations and Education References Committee *Education of students with disabilities* (2002).<sup>28</sup> This report contains a number of recommendations regarding the schools workforce that is required, and the support that workforce needs, the better to address the needs of students with disability. These included improved and specific teacher training courses, including mandatory courses for all pre-service teachers, and a review of the conditions of employment for special needs teachers.

It is clear from various recent submissions to the Australian Government Review of Funding for Schooling<sup>29</sup> that many of these recommendations remain either unheeded or uncompleted. NCEC stresses the need to move forward on these recommendations.

NCEC argues similarly with regard to the schools workforce being better placed to meet the educational needs of Indigenous students. There needs to be specific work at pre-service training level to equip all prospective teachers with appropriate knowledge to assist Indigenous students, but the specific training that is needed to prepare teachers and other school staff for work in areas of majority Indigenous enrolment are best conceived and delivered as part of ongoing professional development, where established classroom practices can be examined and fine-tuned to fit more effectively the needs of the Indigenous student populations in these schools.

#### **(h) The surrounding institutional framework**

This submission has already outlined<sup>30</sup> a case for a workable institutional framework for schooling delivery decision making (including schools workforce issues) that properly embodies principles of subsidiarity and autonomy and which, NCEC believes, will support productivity improvements in schools.

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<sup>28</sup> [http://www.aph.gov.au/senate/committee/eet\\_ctte/completed\\_inquiries/2002-04/ed\\_students\\_withdisabilities/report/report.pdf](http://www.aph.gov.au/senate/committee/eet_ctte/completed_inquiries/2002-04/ed_students_withdisabilities/report/report.pdf)

<sup>29</sup> See submissions from the Association of Catholic Special School Services (pages 6-7), and the Independent Education Union of Australia. The Review's *Emerging Issues Paper* (2010) discusses the importance of funding for teacher professional learning to support teachers to develop and deliver effective teaching strategies to students with disability (page 25). See <http://www.deewr.gov.au/schooling/ReviewofFunding/Pages/default.aspx>

<sup>30</sup> Pages 10-11 above.

## **5. Conclusion**

The National Catholic Education Commission appreciates and values the work of the 81,000+ staff that currently constitute the workforce in Catholic schools across the nation.

The leadership provided by Catholic school principals, the organisational structures provided under consultation at local and system level to support a subsidiarity approach to autonomous decision making, combine with the commitment of school staffs and school communities to deliver a quality education. This Catholic education lived experience can also provide a significant contribution to current policy debates about how schools should best be organised to deliver the high learning outcomes that Australian society both needs and desires for its young people.

## **APPENDIX A**

### **ABS Schools Workforce Census Data**

The following shows the various elements that in the ABS Census can be cross-classified to provide information relating to the teaching and non-teaching schools workforce. Using a combination of sector, industry and occupation filters in conjunction with the personal and family characteristics, there is a significant wealth of data that might be utilised, either as exploratory data for further research or as end-use data for analysing and reporting on the teaching workforce.

#### **Sector Classifications**

Government (National or State) or Non-Government

#### **Industry Classifications (ANZSCO)**

1. Preschool Education
2. Primary Education
3. Secondary Education
4. Combined Primary/Secondary Education
5. Special School Education
6. Technical and Vocational Education and Training
7. Educational Support Services (eg. Curriculum development, support services, test and exam services, text and exam development and evaluation)

#### **Occupation Classifications (ANZSIC)**

1. Education, Health and Welfare Service Managers:
  1. Child Care Centre Manager
  2. School Principal
  3. Other Education Managers: Faculty Head
  4. Other Education Managers: Regional Education Manager
  5. Other Education Managers: Education Managers (nec)
2. Education Professionals
  1. School Teachers
    1. Early Childhood (Pre-primary School) Teachers
    2. Primary School Teachers
    3. Middle School Teachers
    4. Secondary School Teachers
    5. Special Education Teachers
      - 5.1-4. Special Needs Teacher, Teacher of the Hearing Impaired, Teacher of the Sight Impaired, Special Education Teachers nec

2. Miscellaneous Education Professionals
  1. Education Advisers and Reviewers
    - 1.1-2. Education Adviser, Education Reviewer
  2. Private Tutors and Teachers
    - 2.1 (1–5).Private Tuition: Art Teacher, Dance Teacher, Drama Teacher, Music Teacher, Private Tutors and Teachers nec
  3. Teachers of English to Speakers of Other Languages

## **Characteristics of the Individuals**

### Demographics

- Age
- Sex
- Marital Status
- Family Structure, number of children, spouse's employment
- Indigenous identification
- Disability

### Ethnicity

- Citizenship, Country of birth and year of arrival
- Religion

### Education and Work

- Level of education
- Field of study
- If they are currently studying
- If they are working full or part-time
- If they are looking to change jobs

### Socio-Economics

- Their income and their family income
- Location
- Socio-economics (derived)
- Home ownership and mortgage

### Other

- Their involvement in housework, unpaid care and volunteer work



## **APPENDIX B**

**Appendix B** provides comprehensive details about the Teachers and Non-Teaching Staff employed in Australian Catholic Schools. The data include figures for 2010 and also staffing numbers and trends each year from 1989 through to 2010.

Further breakdowns of the staffing figures are provided for the States and Territories; and according to the proportion of teachers and non-teaching staff in Catholic schools by remoteness category. The area categories are *Major Cities, Inner Regional, Outer Regional, Remote* and *Very Remote*.

Non-Teaching Staff figures are shown in the annual national Schools Census categories – *Administrative and Clerical; Specialist support staff; and Building Operations, and General Maintenance and other Staff*.

Teacher figures are provided in categories: Female and Male; Primary and Secondary Schools.

*From Australian Catholic Schools 2010*

## APPENDIX B

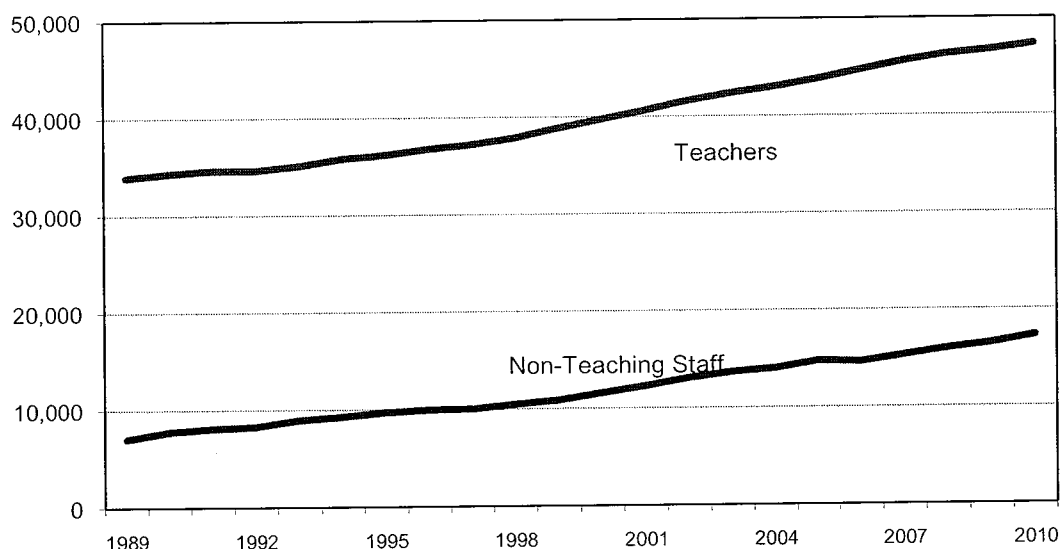
### Teachers and Non-Teaching Staff

More than 81,000 people were employed in Catholic schools in Australia in 2010 (**Table 23**). To provide context, this is larger than the entire Australian workforce involved in the manufacturing of motor vehicles and motor vehicle parts, or the same number of people that are employed across every single department store in Australia.

Staff Head Counts (HC) illustrate the overall number of people employed in Catholic schools (and one illustration of the contribution that Australian Catholic schools make to the Australian economy); while the number of full-time equivalent (FTE) staff provides the more appropriate measure of staffing change and resources in Catholic schools. Head Count includes part-time staff (irrespective of the staff's workload), whereas Full-Time Equivalent (as the title suggests) reports the proportion of the workload of part-time staff, as well as the number of full-time staff (the FTE for a full-time person is 1). Teachers in combined primary/secondary schools for example, may teach both primary and secondary students and would be counted as a 0.5 FTE primary, and 0.5 FTE secondary teacher, or 1.0 for total teachers. While FTE is rounded to one decimal place at the individual school, this report records the number of FTE as whole numbers. Staff trends in this section report FTE, rather than Head Count staffing numbers.

**Graph 27** and **Table 23** show that there has been a significant increase in staff in Australian Catholic schools from 1989 to 2010, with a 23,536 increase in FTE staff. From 1989 to 2010, the number of FTE teachers increased by 13,334, while the number of FTE non-teaching staff has increased by 10,201.

**Graph 27:** Teaching and Non-Teaching Staff (FTE), Australia, 1989-2010



Note that although national data in this report relating to students is available from 1985, national data for teaching and non-teaching staff in Catholic schools is not available prior to 1989.

**Table 23: Teachers and Non-Teaching Staff, Australia, 1989-2010**

Year	All Staff (HC)	All Staff (FTE)	Teachers (FTE)	Non-Teaching Staff (FTE)
1989	48,278	40,977	33,908	7,070
1990	50,598	42,139	34,333	7,806
1991	51,416	42,767	34,649	8,118
1992	51,761	42,949	34,644	8,305
1993	53,508	44,068	35,113	8,955
1994	54,826	45,107	35,821	9,286
1995	56,032	45,929	36,200	9,729
1996	57,123	46,714	36,774	9,940
1997	57,886	47,222	37,206	10,017
1998	59,163	48,352	37,879	10,473
1999	61,186	49,720	38,851	10,869
2000	63,472	51,302	39,713	11,589
2001	65,744	52,915	40,612	12,302
2002	68,290	54,659	41,599	13,060
2003	69,923	56,000	42,348	13,652
2004	71,199	56,981	42,961	14,020
2005	73,119	58,486	43,753	14,733
2006	74,180	59,353	44,685	14,668
2007	76,194	60,839	45,546	15,292
2008	77,860	62,206	46,247	15,958
2009	79,366	63,187	46,665	16,521
2010	81,121	64,513	47,242	17,271

**Table 24** reports the change in staff in the states and territories over the past year, as well as the change in staff since 1989. As the table shows, every state and territory had an increase in staff last year. Queensland and Victoria were the states with the largest increase in staff. These states were also the states with the largest increase in students from 2009 to 2010. Caution should be taken when drawing inferences of correlation between enrolment change and staff growth, or attempting to calculate class size differences or resourcing across states, as the resourcing of the additional staff was not distributed proportionally across the schools levels (primary and secondary), equally between schools of increasing or decreasing growth, or uniformly between teaching and non-teaching staff.

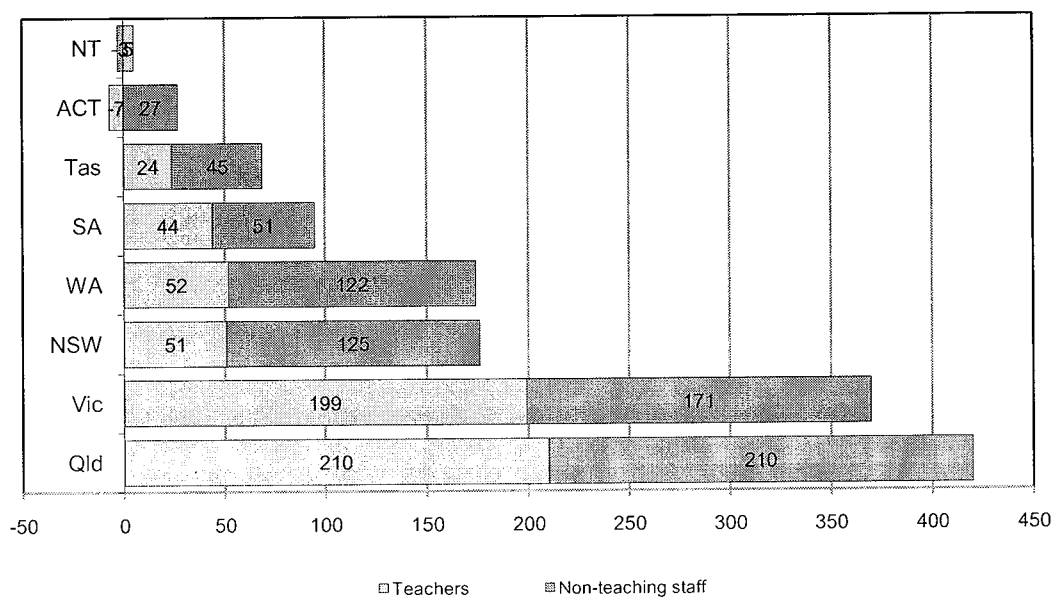
**Table 24: Changes in Staff (FTE), by States and Territories, 2009-2010**

	All Staff 2010 (HC)	All Staff 2010 (FTE)	Change from 2009 (FTE)	Change since 1989 (FTE)
ACT	1,738	1,431	19	379
New South Wales	25,511	20,237	176	5,887
Northern Territory	717	611	3	238
Queensland	15,401	12,334	421	6,188
South Australia	5,691	4,491	96	1,960
Tasmania	1,863	1,357	69	522
Victoria	22,116	17,535	370	5,224
Western Australia	8,084	6,518	173	3,138
<b>Australia</b>	<b>81,121</b>	<b>64,513</b>	<b>1,326</b>	<b>23,536</b>

**Table 25** (Teachers) and **Table 26** (Non-teaching staff) report the change in the number of teachers and non-teaching staff from 2009 to 2010 in all states and territories, including the decrease in staff in some states and territories, as well as the increase in all states and territories since 1989. This change from 2009 to 2010 in the number of teachers and of non-teaching staff is illustrated in **Graph 28**.

In 2010, the majority of growth in staff in Catholic schools in Australia was due to the increase in non-teaching staff (57%), rather than teachers. This proportion was almost identical to the previous year's change (56%), but in contrast to 2008, when just under half (49%) of the growth in staff from the previous year had been due to non-teaching staff. In 2010, Northern Territory was the only state/territory where the increase in teaching staff exceeded the increase in the growth (or decline in ACT) of non-teaching staff (although the growth in teaching and non-teaching staff was identical in Queensland).

**Graph 28:** Change in Teachers and Non-Teaching Staff, (FTE), by State and Territory, 2009-2010



**Table 25: Changes in Teachers (FTE), by States and Territories, 2009-2010**

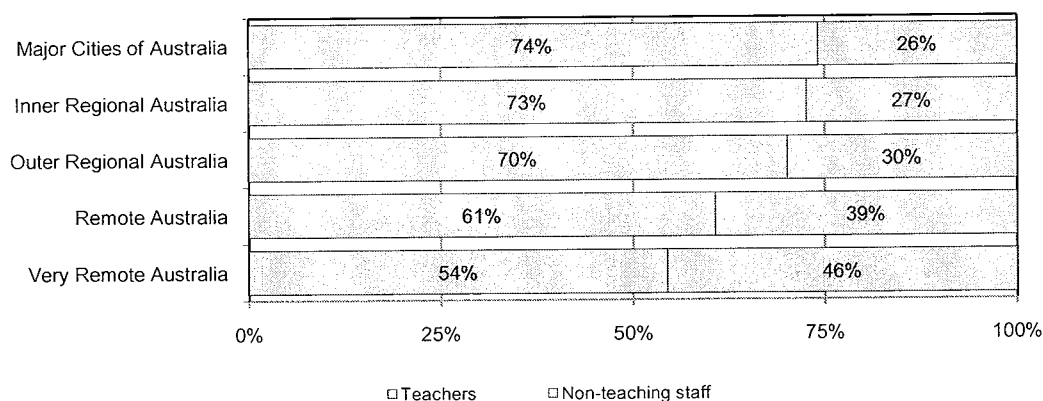
	Teachers 2010 (HC)	Teachers 2010 (FTE)	Change from 2009 (FTE)	Change since 1989 (FTE)
ACT	1,209	1,075	-7	196
New South Wales	18,250	15,627	51	3,414
Northern Territory	409	362	5	84
Queensland	9,548	8,487	210	3,590
South Australia	3,817	3,246	44	1,212
Tasmania	1,141	927	24	235
Victoria	15,817	13,180	199	2,899
Western Australia	5,025	4,340	52	1,706
<b>Australia</b>	<b>55,216</b>	<b>47,242</b>	<b>577</b>	<b>13,334</b>

**Table 26: Changes in Non-Teaching Staff (FTE), by States and Territories, 2009-2010**

	Non-Teaching Staff 2010 (HC)	Non-Teaching Staff 2010 (FTE)	Change from 2009 (FTE)	Change since 1989 (FTE)
ACT	529	357	27	184
New South Wales	7,261	4,610	125	2,473
Northern Territory	308	248	-3	153
Queensland	5,853	3,847	210	2,598
South Australia	1,874	1,245	51	748
Tasmania	722	430	45	287
Victoria	6,299	4,355	171	2,325
Western Australia	3,059	2,178	122	1,433
<b>Australia</b>	<b>25,905</b>	<b>17,271</b>	<b>750</b>	<b>10,201</b>

Nationally, 73% of FTE staff in Catholic schools are teachers, but there is significant variation in this proportion across the regions of Australia. **Graph 29** illustrates the proportion of teachers and non-teaching staff in Catholic schools by remoteness category. As the graph highlights, the proportion of staff that are non-teaching staff increases as the schools become less urban and more remote (although this will not be so for every school).

**Graph 29: Teachers and non-teaching staff (FTE) as proportion of all staff, by remoteness category, Australia, 2010**



**Table 27** (All staff), **Table 28** (Teachers) and **Table 29** (Non-teaching staff) show the number and proportion of staff in Catholic schools by remoteness categories. As **Graph 29** illustrated, and these tables highlight, there is significant difference in the staffing arrangements in Catholic schools across the regions of Australia.

**Table 27: All Staff in Catholic Schools, Australia, by Remoteness Category, 2010**

	<b>All Staff (HC)</b>	<b>All Staff (FTE)</b>	<b>% of All Staff (FTE)</b>
Major Cities of Australia	56,764	45,430	70%
Inner Regional Australia	15,901	12,474	19%
Outer Regional Australia	6,830	5,305	8%
Remote Australia	1,330	1,058	2%
Very Remote Australia	296	246	0%
<b>Total</b>	<b>81,121</b>	<b>64,513</b>	<b>100%</b>

**Table 28: Teachers in Catholic Schools, Australia, by Remoteness Category, 2010**

	<b>Teachers (HC)</b>	<b>Teachers (FTE)</b>	<b>% of all Teachers (FTE)</b>
Major Cities of Australia	39,458	33,687	71%
Inner Regional Australia	10,577	9,060	19%
Outer Regional Australia	4,305	3,720	8%
Remote Australia	733	643	1%
Very Remote Australia	143	134	0%
<b>Total</b>	<b>55,216</b>	<b>47,243</b>	<b>100%</b>

**Table 29: Non-Teaching Staff in Catholic Schools, Australia, by Remoteness Category, 2010**

	<b>Non-teaching staff (HC)</b>	<b>Non-teaching staff (FTE)</b>	<b>% of all non-teaching staff (FTE)</b>
Major Cities of Australia	17,306	11,744	68%
Inner Regional Australia	5,324	3,415	20%
Outer Regional Australia	2,525	1,584	9%
Remote Australia	597	416	2%
Very Remote Australia	153	112	1%
<b>Total</b>	<b>25,905</b>	<b>12,271</b>	<b>100%</b>

## Non-Teaching Staff

The annual national Schools Census categorises non-teaching staff by three categories – Administrative and Clerical; Specialist support staff; and Building Operations, and General Maintenance and other Staff.

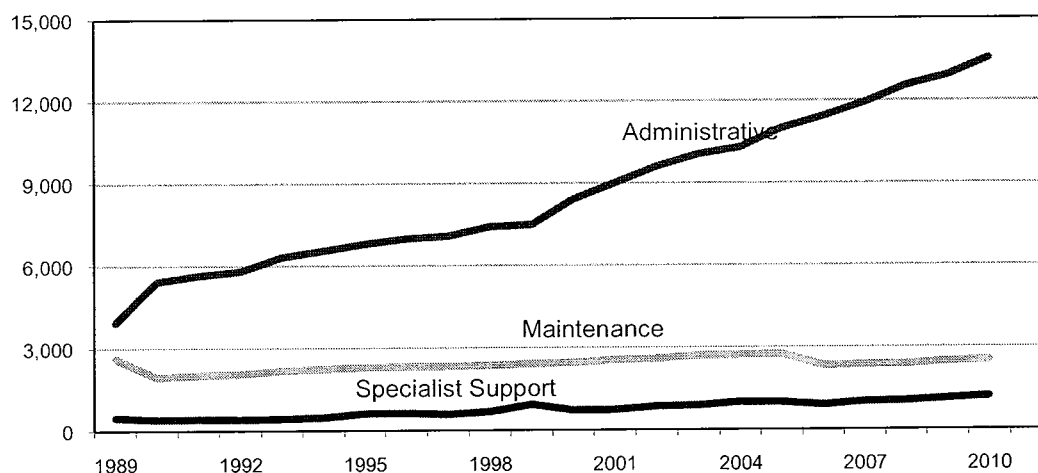
*Administrative and Clerical* are staff whose main duties are of a clerical or administrative nature, and include office staff such as teachers aides and assistants (including library assistants), Aboriginal Education or Resource Officers, bursars/school administrators, accountants and IT support staff.

*Specialist support staff* undertake functions of special benefit to students or teaching staff in the development of the school curriculum. While these staff may spend the majority of their time in contact with students, they are not employed/engaged to impart the school curriculum. Specialist support staff undertake functions in areas, or are specialists, such as student support services (career adviser, student counsellor, liaison officer), Educational staff and curriculum) development, Psychologists, Social Workers, Guidance Officers, Sports Co-ordinator, Pathway Planning Officer and Industry Liaison Officer (for Technical Colleges).

*Building Operations, General Maintenance and other Staff* include staff that provide services such as janitorial, building, grounds or general maintenance or associated technical services, staff that provide the repair and servicing of equipment such as video machines and laboratory equipment, staff engaged on school-initiated special projects, as well as school nurses, matrons, canteen staff and other general staff.

Since 1989, the number of non-teaching staff in Australian Catholic schools has increased by 10,202 staff (**Table 30**), and as **Graph 30** highlights, the largest growth in non-teaching staff has been in Administrative staff. From 1989 to 2010, the number of Administrative staff has increased by 9,604, and the number of Specialist Support staff has increased by 715, while the number of Maintenance staff has decreased by 117. This change has resulted in Administrative staff increasing from 56% to 78% of non-teaching staff, and Maintenance staff decreasing from 37% to 15% of non-teaching staff. Specialist Support staff has remained unchanged at 7% of the non-teaching staff in Australian Catholic schools.

**Graph 30:** Non-teaching staff (FTE) by category, Australia, 1989-2009



**Table 30:** Non-teaching staff by category, Australia, 1989-2010

	<b>Administrative</b>	<b>Specialist support</b>	<b>Maintenance</b>	<b>Total non-teaching staff</b>
1989	3,944	487	2,638	7,070
1990	5,444	408	1,955	7,806
1991	5,661	425	2,033	8,118
1992	5,817	414	2,074	8,305
1993	6,321	434	2,200	8,955
1994	6,555	480	2,252	9,286
1995	6,799	625	2,306	9,729
1996	6,984	631	2,325	9,940
1997	7,092	591	2,334	10,017
1998	7,414	689	2,370	10,473
1999	7,498	942	2,430	10,869
2000	8,395	734	2,461	11,589
2001	8,996	743	2,563	12,302
2002	9,600	858	2,603	13,060
2003	10,047	902	2,703	13,652
2004	10,288	1,007	2,726	14,020
2005	10,984	998	2,751	14,733
2006	11,425	913	2,330	14,668
2007	11,912	1,019	2,361	15,292
2008	12,527	1,046	2,386	15,958
2009	12,910	1,126	2,486	16,522
2010	13,548	1,202	2,521	17,271

The following three tables (**Tables 31 to 33**) report the number of non-teaching staff by the categories in the states and territories in 2010, as well as the change in the number of these staff in the past year, and since 1989. The tables also show the percentage that Administrative, Specialist Support and Maintenance staff represent of the total non-teaching staff in each state/territory. As the tables highlight, there is some regional variation in the (most recent and longer-term) change in Specialist Support and Maintenance staff; and also in the relative proportion of Administrative staff in some states and territories.



**Table 31:** Number of Administrative staff (FTE), by States and Territories, 2009-2010

	Administrative staff as % of non-teaching staff in state/territory	Administrative staff (2010)	Change from 2009	Change since 1989
ACT	81%	288	23	205
New South Wales	81%	3,728	158	2,503
Northern Territory	72%	179	20	132
Queensland	77%	2,974	132	2,279
South Australia	69%	855	18	564
Tasmania	74%	320	35	239
Victoria	81%	3,527	111	2,426
Western Australia	77%	1,676	140	1,254
<b>Australia</b>	<b>78%</b>	<b>13,548</b>	<b>638</b>	<b>9,604</b>

**Table 32:** Number of Specialist Support staff (FTE), by States and Territories, 2009-2010

	Specialist Support staff as % of non-teaching staff in state/territory	Specialist Support staff (2010)	Change from 2009	Change since 1989
ACT	4%	15	5	3
New South Wales	6%	287	0	144
Northern Territory	6%	16	-23	7
Queensland	8%	290	49	225
South Australia	15%	191	44	161
Tasmania	6%	26	5	14
Victoria	5%	238	-1	67
Western Australia	6%	140	-2	95
<b>Australia</b>	<b>7%</b>	<b>1,202</b>	<b>76</b>	<b>715</b>

**Table 33:** Number of Maintenance staff (FTE), by States and Territories, 2009-2010

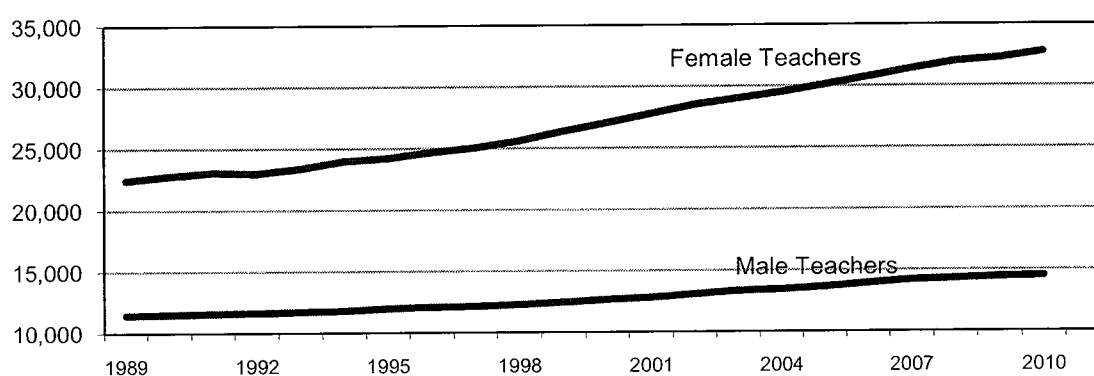
	Maintenance staff as % of non-teaching staff in state/territory	Maintenance staff (2010)	Change from 2009	Change since 1989
ACT	15%	54	-2	-24
New South Wales	13%	595	-33	-175
Northern Territory	21%	53	-1	14
Queensland	15%	583	29	94
South Australia	16%	199	-10	23
Tasmania	20%	84	5	34
Victoria	14%	590	62	-168
Western Australia	17%	363	-15	84
<b>Australia</b>	<b>15%</b>	<b>2,521</b>	<b>35</b>	<b>-117</b>

## Female and Male Teachers

There has been a significant change in the proportion of female to male teachers in Australian Catholic schools. **Graph 31** illustrates that while the number of female teachers has been higher than the number of male teachers since 1989, the increase for female teachers has been significantly larger than the increase in male teachers.

**Table 34** shows that in 1989, there were 22,450 female teachers and 11,458 male teachers in Catholic schools, and female teachers represented 66% of all teachers. In 2010, the number of female teachers had increased by 10,286 while the number of male teachers had increased by 3,049. This has resulted in the proportion of male teachers decreasing from 34% of all teachers in 1989 to 31% in 2010.

**Graph 31:** Female and Male Teachers (FTE), Australia, 1989-2010



**Table 34:** Female and Males Teachers (FTE), Australia, 1989-2010

Year	Females			Males		
	Teachers	% of Teachers	Cumulative change	Teachers	% of Teachers	Cumulative change
1989	22,450	66%	—	11,458	34%	—
1990	22,818	66%	368	11,515	34%	57
1991	23,063	67%	613	11,586	33%	128
1992	23,000	66%	550	11,644	34%	186
1993	23,396	67%	946	11,717	33%	259
1994	24,010	67%	1,560	11,811	33%	353
1995	24,222	67%	1,772	11,978	33%	520
1996	24,696	67%	2,246	12,078	33%	620
1997	25,065	67%	2,615	12,141	33%	683
1998	25,605	68%	3,155	12,273	32%	815
1999	26,391	68%	3,941	12,460	32%	1,002
2000	27,055	68%	4,605	12,659	32%	1,201
2001	27,799	68%	5,349	12,814	32%	1,356
2002	28,513	69%	6,063	13,087	31%	1,629
2003	29,016	69%	6,566	13,332	31%	1,874
2004	29,524	69%	7,074	13,437	31%	1,979
2005	30,111	69%	7,661	13,642	31%	2,184
2006	30,747	69%	8,297	13,938	31%	2,480
2007	31,365	69%	8,915	14,181	31%	2,723
2008	31,963	69%	9,513	14,284	31%	2,826
2009	32,230	69%	9,780	14,436	31%	2,978
2010	32,736	69%	10,286	14,507	31%	3,049

**Table 35** shows that, in the past year, the number of female teachers increased in all states and territories, other than ACT; while the number of male teachers had increased in every state but not in the territories (**Table 36**). Tasmania was the only state/territory where the increase from 2009 to 2010 in male teachers was greater than the increase in female teachers.

**Table 35:** Female teachers (FTE), by States and Territories, 2010

	2010	Change since 2009	Change since 1989	Females as % of teachers in state/territory
ACT	723	0	139	67%
New South Wales	10,889	64	2,806	70%
Northern Territory	259	6	66	72%
Queensland	5,871	183	2,809	69%
South Australia	2,167	40	905	67%
Tasmania	601	11	120	65%
Victoria	9,277	156	2,146	70%
Western Australia	2,949	45	1,294	68%
<b>Australia</b>	<b>32,736</b>	<b>505</b>	<b>10,285</b>	<b>69%</b>

**Table 36:** Male teachers (FTE), by States and Territories, 2010

	2010	Change since 2009	Change since 1989	Males as % of teachers in state/territory
ACT	352	-7	57	33%
New South Wales	4,738	-13	608	30%
Northern Territory	103	-1	18	28%
Queensland	2,616	27	781	31%
South Australia	1,079	4	307	33%
Tasmania	325	12	114	35%
Victoria	3,903	44	753	30%
Western Australia	1,391	6	411	32%
<b>Australia</b>	<b>14,507</b>	<b>72</b>	<b>3,049</b>	<b>31%</b>

Nationally, 69% of teachers are female, and this proportion is consistent across the states and territories, with no state being more than 4% from the national average (Tasmania with 65% of teachers being female is the furthest from the national average).

Previous tables have shown that there is a difference in the staffing profile across the remoteness categories, with the proportion of teachers to non-teaching staff reducing by remoteness category (**Graph 29**). **Table 37** highlights that there are also differences in the ratio of female to male teachers by remoteness category. As the table reports, nearly one in three teachers (30%) in Catholic schools in the major cities are male, but just over one-quarter of teachers (26%) in very remote Australia are male.

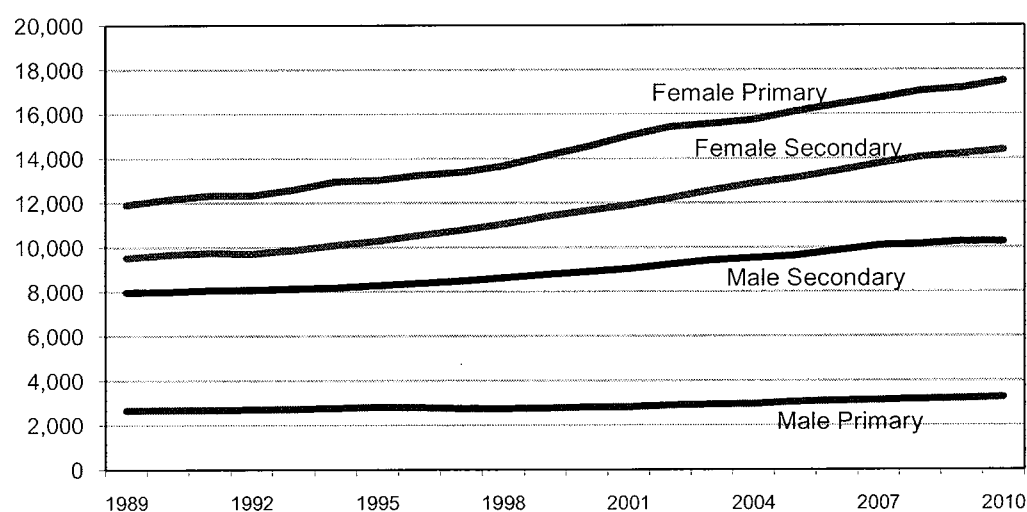
**Table 37:** Female and Male Teachers (FTE) in Catholic Schools by Remoteness Category, Australia, 2010

	Female Teachers	Male Teachers	Female Teachers	Male Teachers
Major Cities of Australia	23,448	10,239	70%	30%
Inner Regional Australia	6,036	3,028	67%	33%
Outer Regional Australia	2,678	1,041	72%	28%
Remote Australia	477	166	74%	26%
Very Remote Australia	97	37	72%	28%
<b>Total</b>	<b>32,736</b>	<b>14,511</b>	<b>69%</b>	<b>31%</b>

### Primary and Secondary Male and Female Teachers

**Graph 32** illustrates that there has been significant growth in the number of both primary and secondary female teachers in Australian Catholic schools from 1989 to 2010. The graph also shows that there has been an increase in the number of male secondary teachers since 1989 (although not to the same extent). The graph also shows that while the number of male primary teachers has not increased to the same extent as for male secondary, or for female teachers, the number of male primary teachers in Australian Catholic schools has remained relatively constant, but still increasing, since 1989. Teachers in Special Schools are not included in these trends.

**Graph 32:** Female and Male Primary and Secondary Teachers (FTE), Australia, 1989-2010



**Table 38** reports the number of female and male primary teachers in Australian Catholic schools, as well as the annual and cumulative change in male and female primary teachers. The cumulative change in the increase of female and male teachers has resulted in 91% of the growth in primary teachers from 1989 to 2010 being an increase in the number of female teachers.

**Table 38** highlights that the number of male primary teachers has not decreased nationally in any year, other than a slight decrease in 1991 (-1), and from 1996 to 1998 (a cumulative decrease of 70 male primary teachers). The significant growth in the number of female teachers since 1989, combined with the relative stability in the number of male teachers, has resulted in the significant change in the proportion of female to male primary teachers. The increasing proportion of female teachers (especially for primary teachers) is the result of the much larger growth in female primary teachers than has occurred for male primary teachers – not a result of a decreasing number of male primary teachers.

**Table 38:** Female and Male Primary Teachers (FTE) in Catholic Schools, Australia, 1989-2010

	Prim Teachers (FTE)		Change from previous year		Cumulative Change	
	Female Primary	Male Primary	Female Primary	Male Primary	Female Primary	Male Primary
1989	11,904	2,672	—	—	—	—
1990	12,146	2,682	242	10	242	10
1991	12,327	2,681	181	-1	423	9
1992	12,327	2,706	0	25	423	34
1993	12,589	2,719	262	13	685	47
1994	12,970	2,763	381	44	1,066	91
1995	13,017	2,807	47	44	1,113	135
1996	13,252	2,796	235	-11	1,348	124
1997	13,381	2,748	129	-48	1,477	76
1998	13,664	2,737	283	-11	1,760	65
1999	14,118	2,761	454	24	2,214	89
2000	14,523	2,810	405	49	2,619	138
2001	15,033	2,819	510	9	3,129	147
2002	15,416	2,904	383	85	3,512	232
2003	15,568	2,945	152	41	3,664	273
2004	15,742	2,958	174	13	3,838	286
2005	16,113	3,054	371	96	4,209	382
2006	16,435	3,085	322	31	4,531	413
2007	16,726	3,125	291	40	4,822	453
2008	17,031	3,164	305	39	5,127	492
2009	17,174	3,200	143	36	5,270	528
2010	17,501	3,251	327	51	5,597	579

**Table 39** reports the growth in secondary female and male teachers. As the table shows, the difference in the increase in female and male secondary teachers is not as significant as for primary teachers, with 32% of the growth in secondary teachers since 1989 being male teachers (as compared with 9% for primary teachers).

The growth in the number of secondary male teachers (+6) in Australian Catholic schools in 2010 was the smallest annual increase since 1989, and less than the increase in male primary teachers (+51) in 2010. This is the fourth time since 1989 where the increase in male primary teachers was greater than the increase in male secondary teachers, but the first time that the increase in primary male teachers has been significantly larger than the increase in secondary male teachers.

**Table 39:** Female and Male **Secondary** Teachers (FTE) in Catholic Schools, Australia, 1989-2010

	Prim Teachers (FTE)		Change from previous year		Cumulative Change	
	Female Secondary	Male Secondary	Female Secondary	Male Secondary	Female Secondary	Male Secondary
1989	9,521	7,972	—	—	—	—
1990	9,665	7,993	144	21	144	21
1991	9,752	8,066	87	73	231	94
1992	9,712	8,080	-40	14	191	108
1993	9,860	8,132	148	52	339	160
1994	10,092	8,173	232	41	571	201
1995	10,279	8,282	187	109	758	310
1996	10,532	8,378	253	96	1,011	406
1997	10,773	8,485	241	107	1,252	513
1998	11,041	8,626	268	141	1,520	654
1999	11,378	8,780	337	154	1,857	808
2000	11,655	8,895	277	115	2,134	923
2001	11,899	9,032	244	137	2,378	1,060
2002	12,211	9,230	312	198	2,690	1,258
2003	12,567	9,426	356	196	3,046	1,454
2004	12,871	9,518	304	92	3,350	1,546
2005	13,121	9,614	250	96	3,600	1,642
2006	13,441	9,850	320	236	3,920	1,878
2007	13,761	10,076	320	226	4,240	2,104
2008	14,053	10,147	292	71	4,532	2,175
2009	14,200	10,251	147	104	4,679	2,279
2010	14,384	10,257	184	6	4,863	2,285

**Table 40** (Primary) and **Table 41** (Secondary) report the number of male and female teachers in each of the states and territories, as well as changes in the number of teachers from 2009 to 2010, and since 1989. **Table 40** shows that the number of female primary teachers increased from 2009 to 2010 in the states but not the territories, and the number of male primary teachers increased from 2009 to 2010 in all states/territories other than Queensland (-5) and NT which had no change in the number of male primary teachers.

For secondary teachers, **Table 41** shows that while WA had a decrease in both female and male secondary teachers, all other states had an increase in both female and male teachers, while the two Territories had a decrease in male secondary teachers in 2010.

**Table 40:** Recent changes in Female and Male **Primary** Teachers (FTE) in Catholic Schools, States and Territories

	Female Primary Teachers			Male Primary Teachers		
	2010	Change since 2009	Change since 1989	2010	Change since 2009	Change since 1989
ACT	359	-6	65	95	10	41
New South Wales	5,416	14	1,183	865	10	-3
Northern Territory	150	-4	15	24	0	-13
Queensland	3,376	144	1,704	677	-5	202
South Australia	1,228	2	534	332	3	111
Tasmania	295	10	25	83	3	41
Victoria	4,999	117	1,280	814	15	91
Western Australia	1,678	50	791	361	17	110
<b>Australia</b>	<b>17,501</b>	<b>327</b>	<b>5,597</b>	<b>3,251</b>	<b>51</b>	<b>579</b>

**Table 41:** Recent changes in Female and Male **Secondary** Teachers (FTE) in Catholic Schools, States and Territories

	Female Secondary Teachers			Male Secondary Teachers		
	2010	Change since 2009	Change since 1989	2010	Change since 2009	Change since 1989
ACT	348	3	72	242	-14	16
New South Wales	5,125	60	1,648	3,557	-30	556
Northern Territory	100	10	52	74	-1	31
Queensland	2,384	30	1,096	1,759	35	577
South Australia	864	25	358	681	2	188
Tasmania	287	5	103	224	9	65
Victoria	4,060	52	1,003	2,795	20	583
Western Australia	1,216	-2	531	926	-14	269
<b>Australia</b>	<b>14,384</b>	<b>184</b>	<b>4,863</b>	<b>10,257</b>	<b>6</b>	<b>2,285</b>