



New South Wales Teachers Federation  
a branch of the Australian Education Union  
AEU NSW Teachers Federation Branch ABN 86 600 150 697



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NSW PRESIDENT: Maurie Mulheron • NSW GENERAL SECRETARY: John Dixon

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## NSW TEACHERS FEDERATION MEDIA RELEASE

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### NEW RESEARCH SHOWS HUGE INCREASE IN ADMINISTRATIVE DEMANDS ON TEACHERS

*7 May 2018*

Teachers are deeply concerned that since the introduction of Local Schools, Local Decisions in 2012 there has been a huge increase in work demands by the NSW Department of Education related to administrative tasks, record keeping, data collection and other paper work.

The level of concern was demonstrated by more than 18,000 NSW teachers, and principals who responded to a survey developed by the Sydney University Business School and School of Education and commissioned by the Federation.

“This enormous response is unprecedented” Deputy President of NSW Teachers Federation, Joan Lemaire said.

The survey was structured in three parts. The initial findings in relation to part one show:

- 97 per cent of respondents (teachers, executives and principals) said administrative duties have increased;
- Approximately 95% say their work is more complex and they undertake a wider range of activities
- 87 per cent reported an increase in working hours;
- 40% of teachers reported a decrease in support for student welfare; and
- 50% of principals reported a decrease in support for curriculum, policy implementation and student welfare.

Ms Lemaire said the increase in administrative and compliance demands are directly related to implementation of the Education Department’s *Local Schools, Local Decisions* policy.



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“Our schools have been implementing major curriculum changes since 2014. This work has been made more difficult by the Department introducing a range of new policies, procedures, initiatives and administrative tasks with only a short time frame for implementation.”

“Between 2012 and 2015 the Department cut approximately 700 education support staff would have helped teachers and principals meet these requirements.

Teachers are not opposed to change. They welcome changes that support teaching and learning but are concerned that so many of these requirements are not directly related to improving student learning outcomes. “

“Teachers say they are spending so much time collecting and reporting data that they have to work even longer hours to ensure they support the learning needs of children in their classes,” Ms Lemaire said.

” Our schools want to focus all their attention on supporting students to achieve their best. The Department must reduce their demands for paperwork, data collection and filling in forms and let teachers teach” said Ms Lemaire.

The Federation will seek a meeting with the Minister to call for a review of the excessive administrative and paperwork requirements and discuss how the Department could provide more direct support to schools in relation to student learning needs.

Further meetings will be called after the research team provide the findings in relation to part 2 and 3 of the study.

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