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PART I - OVERVIEW
EXECUTIVE SUMMARY

Background
Since 2001, Vic DET has produced a regular Teacher Supply and Demand report providing a comprehensive cross-sectoral picture of the Victorian teacher workforce. This Teacher Supply and Demand Report provides information about the Victorian teaching workforce in the 2014 and 2015 calendar years. This report is the eleventh edition of the series and provides an updated picture from the previous ‘2012-2013 Teacher Supply and Demand Report.’

Scope
The scope of this report comprises the following focus areas:
- The current composition of the Victorian early childhood teaching workforce, particularly in government-funded kindergarten programs
- The current composition of the Victorian school teaching workforce across government, Catholic and independent sectors
- Factors driving teacher supply
- Factors driving teacher demand
- Forecasting and matching future teacher supply and demand

‘Parts II – Profile of the early childhood workforce’ and ‘Part III – Profile of the school workforce’ of the report provide a profile of the demographic, employment and qualification characteristics of the Victorian early childhood and school teaching workforces.

‘Part IV – Analysis of supply factors’ provides a comprehensive picture of the factors that impact Victorian teacher supply. The factors analysed include number of registered teachers, initial teacher education (ITE) courses, ITE graduates and applications for teaching vacancies in the government sector.

‘Part V – Analysis of demand factors’ provides a comprehensive picture of the factors that impact Victorian teacher demand. The factors analysed include student enrolments, time fraction employment (FTE), fixed term employment, extended leave, casual relief teachers (CRTs), teaching vacancies in the government sector and difficult to fill vacancies.

‘Part VI – Forecasting supply and demand factors’ provides forecasts for future teacher supply and demand between 2016 and 2021. Future teacher supply and demand is matched to assess potential future shortages or over-supply of early childhood or school teachers in Victoria.

This report contains several data sources and areas of analysis which were not included in previous editions of the Teacher Supply and Demand Report. The new additions to this report are the use of Recruitment Online (ROL), which collects data about all vacancies and applications at Victorian government schools, analysis about cessation in the Victorian government teaching workforce and the Beyond Graduation Survey (BGS), which provides information about the pathways of graduates three years after graduation. In addition, geospatial mapping techniques have been used to analyse the distribution of the Victorian government teaching workforce by local government area (LGA) and area.

Approach
The information presented in this report utilises data collected from public sources and data custodians across the education sector in Victoria and Australia. The data collected includes publicly available data from the Australian Bureau of Statistics (ABS) and Victorian Tertiary Admissions Centre (VTAC) and existing administrative data from Vic DET, Catholic Education Melbourne (CEM), Victorian Institute of Teaching (VIT) and the Australian Government Department of Education and Training (AU DET). Data related to ITE courses were collected directly from ITE providers and AU DET, who manage the ‘Higher Education Statistics.’ Additional survey datasets related to ITE graduates was also collected from AU DET and Graduate Careers Australia (GCA).

The data collected provides a comprehensive cross-sectoral picture of the Victorian teaching workforce, however, there are data limitations that have impacted the analysis and forecasting model developed. Data limitations include limited data about the independent sector, qualification characteristics of the school teaching workforce and the job choice of ITE graduates with dual qualifications in primary, secondary or early childhood.

The forecasting model comprises a supply and demand component to assess future shortage or oversupply of teachers in Victoria. The supply component of the forecasting model utilises data about the number of enrolments and graduates from all Victorian ITE providers, including online interstate providers and migration by interstate or overseas teachers. The demand component of the forecasting model utilises data about student enrolments, student to teacher ratios and additional job openings for new teachers due to attrition or replacement needs. The model components are broken down by school type (early childhood, primary or secondary) and/or sector (government, Catholic or independent) where relevant.

The report has utilised a number of different data preparation and visualisation techniques to prepare and visualise the analysis for each part of this report. This report does not provide analysis on quality measures such as teacher performance and does not seek to make value judgements or recommendations on actions related to future supply or demand of teachers in Victoria.

The key findings for each part of this report are outlined in the following pages.
KEY FINDINGS

Part II – Profile of the early childhood workforce

- The key findings related to the demographic, employment and qualification characteristics of the Victorian early childhood teaching workforce are outlined below.

- In addition, key findings about enrolments at government funded kindergarten programs have also been outlined below.

- The number of children enrolled in Victorian government funded kindergarten programs increased by 1% between 2012 and 2015. Total enrolments in 2015 were 74,650.

- The number of Victorian government funded kindergarten teachers employed in 4 or 5 year old government funded kindergarten programs increased by annual basis of 9% between 2011 and 2015. Total kindergarten teachers employed in 2015 was 3,619.

- The average Victorian government funded kindergarten program hours increased between 2012 and 2015 from 21.2 hours to 25.7 hours.

- The median age of Victorian government funded kindergarten teachers in 2015 was 41 years.

- 99% of the Victorian government funded kindergarten teaching workforce was female in 2014 and 2015.

- 3% of Victorian government funded kindergarten teachers were employed at multiple providers in 2015.

- 2,682 (74%) Victorian government funded kindergarten teachers were retained between 2014 and 2015 and 937 (26%) joined or returned to the workforce. Between 2014 and 2015, 803 (26%) teachers left the workforce.

- 2,718 (75%) kindergarten teachers were employed in programs located in the metro area in 2015. In comparison, 449 (12%) kindergarten teachers were employed in regional cities and 452 (13%) were employed in the rural area.

- In 2015, 4% of Victorian government funded kindergarten program teachers held a dual qualification in primary and early childhood.

Part III – Profile of the school workforce

- The key findings related to the demographic and employment characteristics of the Victorian school teaching workforce are outlined below.

- There were 67,745.9 teachers employed at Victorian primary and secondary schools on a full-time equivalent (FTE) basis in 2015. This represented a 1.2% growth in the number of teachers between 2014 and 2015, below the national growth rate of 1.9%.

- In 2015, 60% of the Victorian school teaching workforce was employed in the government sector, 22% in the Catholic sector and 18% in the independent sector.

- The student to teacher ratio at Victorian primary schools was 15:1 and at Victorian secondary schools was 12:1 in 2015.

- In 2015, 79% of Victorian primary school teachers by FTE were female and 21% were male. In comparison, 60% of Victorian secondary school teachers by FTE were female and 40% were male.

- 20% of the Victorian government teaching workforce was aged 29 years or less, compared to 14% in the Catholic teaching workforce in 2015.

- The size of the Victorian government teaching workforce by headcount has remained stable between 48,000 to 50,000 between 2011 and 2015.

- The size of the Catholic teaching workforce in 2015 was 17,352 by headcount. By school type, 8,619 (50%) teachers and principals were employed at primary schools and 8,733 (50%) at secondary schools in 2015.

- Of the 49,745 teachers and principals employed at Victorian government schools in 2015, 45,555 (92%) teachers and principals were employed at primary schools and 8,733 (50%) at secondary schools in 2015.

- The attrition rate for the Victorian government teaching workforce was 5.3% in 2014.

- The cessation rate for the Victorian government teaching workforce was 9.1% in 2014.
1. Overview

2. Early Childhood Workforce Profile

3. School Workforce Profile

4. Supply Factors

5. Demand Factors

6. Supply & Demand Forecasting

7. Appendices

KEY FINDINGS

Part IV - Analysis of supply factors

- The key findings of the factors that impact the supply of teachers in Victoria are outlined below.
- There were 120,123 registered teachers in Victoria in 2015, a decrease of 1% from 2014.
- Of the total registered teachers in 2015, 99,278 (83%) held full registration and 15,630 (13%) held provisional registration in 2015.
- Of the 125,970 people registered as at 31 March, 2016, 6,182 were registered as early childhood teachers in Victoria. Early childhood teachers represented 5% of total registered teachers in Victoria.
- 12% of Victorian school leavers applied for an ITE course as their first preference application in 2014.
- 78% acceptance rate for Victorian ITE courses in 2014.
- Total Victorian enrolments across all ITE courses (both undergraduate and postgraduate, as well as on-campus and online enrolments) was 27,565 in 2014 and 27,802 in 2015.
- Total online enrolments in Victoria across all ITE courses (both undergraduate and postgraduate) was 972 in 2014 and 956 in 2015. This was a decrease in online enrolments by just under 2%. Online enrolments across ITE courses represents 4% of total ITE course enrolments in 2014 and 3% in 2015.
- In 2015, the proportion of final year ITE enrolled students studying subject classes related to STEM was 29%.
- 77% of practicum placements were located in government schools in 2015. 13% of practicum placements were located in Catholic schools and 10% in independent schools. There was a 1% increase in the proportion of placements in Catholic schools and a 1% decrease in the proportion of placements in government schools from 2014.
- The number of graduates granted provisional registration by VIT increased from 4,926 in 2014 to 5,501, an increase of 125 or 3% during this time period.
- Of the 51,285 teachers employed in the Victorian government teaching workforce in 2015, 2,541 (5%) were employed as graduate teachers.
- 93% of Victorian graduate teachers employed in 2015 completed a Victorian ITE course.
- 19% of Victorian graduate teachers employed in 2015 completed a dual qualification in primary/early childhood or primary/secondary.
- 21% of Victorian graduate teachers employed in 2015 studied a STEM subject specialisation during their ITE course.

Part V - Analysis of demand factors

- The key findings of the factors that impact the demand for teachers in Victoria are outlined below.
- The total student enrolments on a full time equivalent (FTE) basis at Victorian schools in 2014 was 899,450 and in 2015 was 915,160. The median increase in Victorian student enrolments on an annual basis between 2006 and 2015 was 1.5%.
- By sector, there were 576,008 (63%) government enrolments, 207,186 (23%) Catholic enrolments and 131,965 (14%) independent enrolments in 2015.
- There was a 2% increase in primary and P-12 school FTE enrolments between 2014 and 2015, compared to 0.7% increase in secondary school FTE enrolments in Victoria.
- 76% of the Victorian government teaching workforce was employed on a full-time basis in 2015.
- 65% of the Victorian Catholic teaching workforce was employed on a full-time basis in 2015.
- 79% of the Victorian government teaching workforce was employed on an ongoing basis in 2015.
- 10% of the Victorian government teaching workforce was on extended leave in 2015.
- The number of Casual Relief Teachers (CRTs) employed at Victorian government schools has remained stable between 2006 and 2015, with 7,778 CRTs employed in 2015.
- There were 6,596 teaching service vacancies available in 2015. By area, 4,770 vacancies (72%) were located in the metropolitan area, 839 (13%) in regional cities and 987 (15%) in the rural area.
- LOTE was the subject area with the most difficult to fill vacancies at Victorian government schools in 2015, with 26% of difficult to fill vacancies falling under this subject area.
KEY FINDINGS

Part VI – Forecasting supply and demand factors

- The key findings from the teacher supply and demand forecasting model are outlined below.

- The total student enrolments across all sectors are forecast to increase by 1.7% on an annual basis between 2016 and 2021. Total enrolments are forecast to increase from 930,190 to 1,027,542 during this time period, a net increase of 97,352.

- The participation rate are forecast to continue to increase between 2016 and 2021. The participation rate is expected to increase from 86.2% in 2016 to 87.4%, a net increase of 1.2% during this time period.

- The number of kindergarten teachers required to meet demand are forecast to increase from 3,955 in 2016 to 4,352 in 2021, a net increase of 397. This represents a 1.6% increase on an annual basis in the number of kindergarten teachers employed during this time period.

- The total number of teachers required to meet demand at primary schools are forecast to increase by 1.4% on an annual basis between 2016 and 2021. Total number of teachers are forecast to increase from 39,666 in 2016 to 43,156 in 2021, a net increase of 3,490 during this time period.

- The total number of teachers required to meet demand at secondary schools are forecast to increase by 1.9% on an annual basis between 2016 and 2021. Total number of teachers are forecast to increase from 38,757 in 2016 to 43,303 in 2021, a net increase of 4,546 during this time period.

- The number of special teachers required to meet demand are forecast to increase by 2.9% on an annual basis between 2016 and 2021. The number of special teachers is expected to increase from 2,584 in 2016 to 3,075 in 2021, a net increase of 492 during this time period.

- The number of other teachers required to meet demand are forecast to increase by 2.6% on an annual basis between 2016 and 2021. The number of Other teachers is expected to increase from 642 in 2016 to 748 in 2021, a net increase of 106 during this time period.

- The total available early childhood supply pipeline is projected to meet demand for new teachers at government funded kindergarten programs between 2016 and 2021. In 2021, there is a projected oversupply of 819 early childhood teachers.

- The total available primary supply pipeline is projected to meet demand for new teachers at primary schools between 2016 and 2021. In 2021, there is a projected oversupply of 1,626 primary teachers.

- The total available secondary supply pipeline is projected to meet demand for new teachers at secondary schools between 2016 and 2021. In 2021, there is a projected oversupply of 273 secondary teachers.
# Glossary of Abbreviation and Key Terms

The table below provides a glossary list of acronyms, abbreviations and definitions for key terms which are used in the Teacher Supply and Demand Report.

<table>
<thead>
<tr>
<th>Abbreviation/Key terms</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABS</td>
<td>Australian Bureau of Statistics</td>
</tr>
<tr>
<td>AGS</td>
<td>Australian Graduate Survey</td>
</tr>
<tr>
<td>AITSL</td>
<td>Australian Institute for Teaching and School Leadership</td>
</tr>
<tr>
<td><strong>Application rate</strong></td>
<td>Application rate is derived from calculating the number of applications to vacancies</td>
</tr>
<tr>
<td>ASCED</td>
<td>Australian Standard Classification of Education</td>
</tr>
<tr>
<td>ATAR</td>
<td>Australian Tertiary Admission Rank</td>
</tr>
<tr>
<td>Attrition</td>
<td>Teachers and principals employed on an ongoing basis who leave the teaching workforce during a calendar year and do not return by June of the following calendar</td>
</tr>
<tr>
<td>AU DET</td>
<td>Australian Government Department of Education &amp; Training</td>
</tr>
<tr>
<td>BGS</td>
<td>Beyond Graduation Survey</td>
</tr>
<tr>
<td>CEM</td>
<td>Catholic Education Melbourne</td>
</tr>
<tr>
<td>Cessation</td>
<td>Teachers and principals employed on an ongoing and fixed term basis who leave the teaching workforce during a calendar year and do not return by June of the following calendar</td>
</tr>
<tr>
<td>Commencements</td>
<td>First year enrolments at ITE providers, who represent students commencing their ITE course</td>
</tr>
<tr>
<td>CRT</td>
<td>Casual relief teachers</td>
</tr>
<tr>
<td><strong>Difficult to fill</strong></td>
<td>Difficult to fill vacancies are schools and subject areas experience difficulties in filling teaching vacancies.</td>
</tr>
<tr>
<td><strong>Duty category</strong></td>
<td>A position of work for an employer with a particular set of duties and level of responsibilities.</td>
</tr>
<tr>
<td>EC</td>
<td>Early childhood</td>
</tr>
<tr>
<td><strong>Enrolments</strong></td>
<td>Students enrolled in an ITE course, which includes first year, second year, third year and fourth year enrolments</td>
</tr>
<tr>
<td><strong>Expansion demand</strong></td>
<td>New jobs from growth in teacher demand</td>
</tr>
<tr>
<td><strong>Extended leave</strong></td>
<td>Teachers or principals on leave for 6 or more weeks and may include long service leave, maternity leave and/or leave without pay</td>
</tr>
<tr>
<td>FDC</td>
<td>Family day care</td>
</tr>
<tr>
<td><strong>Fixed term employment</strong></td>
<td>Teachers employed on fixed term contract for a specific period of time</td>
</tr>
<tr>
<td>FTE</td>
<td>Full-time equivalent</td>
</tr>
<tr>
<td>GCA</td>
<td>Graduate Careers Australia</td>
</tr>
<tr>
<td>ITE</td>
<td>Initial teacher education</td>
</tr>
<tr>
<td>ISV</td>
<td>Independent Schools Victoria</td>
</tr>
<tr>
<td>LDC</td>
<td>Long day care</td>
</tr>
<tr>
<td>LGA</td>
<td>Local government area</td>
</tr>
<tr>
<td>LOTE</td>
<td>Languages other than English</td>
</tr>
<tr>
<td>NSSC</td>
<td>The National Schools Statistics Collection (ABS)</td>
</tr>
<tr>
<td>Participation rate</td>
<td>Ratio of the total number of students to the number of people aged 5 to 19 years in the general population</td>
</tr>
<tr>
<td>Replacement needs</td>
<td>Additional demand for new teacher entrants due to current teachers leaving the profession</td>
</tr>
<tr>
<td>Retention</td>
<td>Teachers and principals employed in a calendar year, who remained employed in the following calendar year</td>
</tr>
<tr>
<td>ROL</td>
<td>Recruitment Online</td>
</tr>
<tr>
<td>STEM</td>
<td>Science, Technology, Engineering and Mathematics</td>
</tr>
<tr>
<td>Student to teacher ratio</td>
<td>Student to teacher ratio is the number of students divided by the number of teachers</td>
</tr>
<tr>
<td>Time fraction employment</td>
<td>Time fraction employment</td>
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<tr>
<td>TSD</td>
<td>Teacher Supply and Demand</td>
</tr>
<tr>
<td>Vacancy rate</td>
<td>Vacancy rate is the proportion of vacancies to total positions</td>
</tr>
<tr>
<td>VIT</td>
<td>Victorian Institute of Teaching</td>
</tr>
<tr>
<td>Vic DET</td>
<td>Victorian Department of Education and Training</td>
</tr>
<tr>
<td>VTAC</td>
<td>Victorian Tertiary Admissions Centre</td>
</tr>
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</table>
METHODOLOGY

The following section outlines the major steps undertaken to develop this edition of the Teacher Supply and Demand report.

Scoping and validation of data sources
Stakeholders from Vic DET and the wider Victorian education domain were initially consulted to determine key research areas for inclusion into this edition of the TSD Report. Stakeholders from Vic DET were represented by the Steering Group and wider education domain stakeholders by the Reference Group.

Based on these key research areas, data sources required were identified and validated. The data sources used in the previous edition of the TSD Report were used as a baseline and further desktop research and stakeholder consultations were conducted to understand data availability and quality.

The data availability and quality was reconciled with the key research areas to develop a roadmap of the specific analysis to be conducted and what data sources would be required and collected.

Data collection
Once the data requirements were defined, the next phase involved the collection and storage of required data. Some data required for analysis was publically available such as ABS or VTAC data, however, many sources required negotiation with individual data custodians.

For data sources that required negotiation, any data handling obligations stipulated by the data custodian were abided by such as the preparation of privacy and confidentiality agreements for data release. Each data custodian was provided a formal, detailed data request, which outlined the content and data structure required to address key research areas.

Whilst the majority of data collected was at an aggregate level, some data sources were collected at an individual unit record level. Reasonable steps in data storage and de-identification were undertaken to minimise the risk of reidentification of individuals.

Analysis
Once data was collected, it was profiled to understand the extent to which expected values were provided. This included reconciling data collected against analysis provided in the previous edition of the Teacher Supply and Demand report where appropriate. If data quality issues or inconsistencies were identified, these were referred back to the data custodian for further validation.

Data analysis was conducted using a variety of data analytics software. Data preparation, which includes complex cleansing or re-classification of data structures was performed using the Lavastorm analytic software. Data analysis such as aggregations or trend analysis was conducted in Tableau. Visualisations in this report were also created in Tableau.

Statistical software including Gretl, R and Tableau were leveraged to develop the supply and demand forecasting model. The approach adopted for forecasting teacher supply and demand is principally the same as the previous TSD Report.

Reporting
This report is designed to understand key factors that impact the supply and demand of the teaching workforce in Victoria across all sectors. The reporting utilises a combination of text and data visualisations such as geospatial maps to present analysis and findings. All analysis is aggregated to a minimum count of 5 (<5) to meet privacy and confidentiality requirements stipulated in privacy and confidentiality agreements. This report does not provide analysis on quality measures such as teacher performance and does not seek to make value judgements or recommendations on actions related to future supply or demand of teachers in Victoria.

The report presentation is designed to provide users with an accessible and easy to use reference document to understand Victorian teacher supply and demand. Each page of this report is designed to be read as a standalone page. The grey boxes in each section are designed to provide readers with a reference point of the key findings and the visualisations are designed to be an indicator only. The visualisations may not represent the actual value outlined exactly.

A number of key demand and supply factors were analysed in this report such as student enrolments, initial teacher education (ITE) courses and demographic, employment and qualification characteristics of the Victorian EC and school teaching workforces in Victoria in 2014 and 2015. In addition, the results from the forecasting model are provided to understand future demand and supply for the Victorian teaching workforce. This analysis and forecasting provides a comprehensive view of the Victorian teaching workforce in 2014 and 2015 and what future teacher demand and supply could be.

At key project milestones, Steering and Reference Group members were consulted to validate and provide input about the analysis developed to address key research areas in this report.

The purpose of the report is to provide education stakeholders, researchers and the general public with a comprehensive, cross-sectoral picture of the current and future Victorian teaching workforce and to stimulate discussions about teacher supply and demand matters in Victoria.

The organisations and groups represented in the Reference Group are:

- Vic DET
- VIT
- Victorian Principal’s Association (VPA)
- Victorian Association of State Secondary Principals (VASSP)
- Australian Education Union, Victorian Branch
- Australian Education Union Principals
- Deans of Education
- CEM
- Independent Schools Victoria (ISV)
- Victorian Independent Education Union
- Early Learning Association Australia
DATA COLLECTED

This table below outlines key data items analysed across the Victoria teaching workforce, including data sources used and the sections of the report where the content has been used. For each data item, this table also indicates whether data is available for analysis across each sector and school type, including early childhood. This table provides a high level view of the sections within the report, which cannot be analysed, due to gaps or limitations contained within the data. These data gaps and limitations are documented in more detail in the next section of the report.

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## Early Childhood Workforce Profile

### Key Data Items

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**Note:** Data items related to current ITE graduate profiles are denoted with a question mark, as data from the AGS survey denotes whether a graduate teacher is working in the field of education in Education only and does not have any further employment information by sector or school type.
DATA GAPS AND LIMITATIONS

This report utilises a number of data sources to analyse the profile, supply factors and demand factors that impact the Victorian teaching workforce. The quality of the analysis in this report is dependent on the existence, availability, completeness, accuracy, consistency and comparability of the data collected from custodians. The previous section ‘Data collected’ outlines the data collected and data that was unavailable. A summary of the data gaps and limitations are provided below.

Early childhood

The data collected for the Victorian early childhood teaching workforce has been limited to only the ‘ABS 4240 · Preschool Education’ and the ‘Kindergarten Program Administrative Dataset,’ which is managed by Vic DET, for this report. The Kindergarten Program Administrative Dataset provided data about the demographic, employment and qualification characteristics of the Victorian government funded kindergarten teaching workforce, however, data items such as employment status, service leaders or graduate teachers were unavailable. In addition, not all data items collected in this dataset are validated by Vic DET, which may impact data quality. Future data collection to address these data gaps will improve analysis and understanding of the government funded kindergarten teaching workforce. The inclusion of the third iteration of the ‘2016 Early Childhood Education and Care National Census’ in future TSD reports may provide greater coverage about the Victorian early childhood teaching workforce.

Government schools

The collection of customised payroll and administrative data from EduPay, vacancy and application data from Recruitment Online and August census data from Vic DET provides a comprehensive picture of the demographic and employment characteristics of the Victorian government teaching workforces, however, there are data limitations that have impacted the analysis provided. Qualification and subject specialisation breakdowns are available for graduate teachers employed at government schools only. In addition, vacancy and application data from Recruitment Online was available for 2015 only. The accuracy of the ‘Difficult to fill vacancies census,’ which is collected at government schools by Vic DET in August annually has been impacted by low response rates. This census is most likely underreporting the extent of difficult to fill vacancies at Victorian government schools.

Catholic schools

The analysis of the Victorian Catholic teaching workforce uses data collected by the ABS and CEM. The age, gender, employment type and time fraction employed were available for the Catholic teaching workforce for this report, however, attrition, geospatial and qualification data items were unavailable. Data related to the employment, qualification and demographic characteristics of graduate teachers at Catholic schools were unavailable for this report. In addition, CRTs, vacancy and application data at Catholic schools was unavailable.

Independent schools

The analysis of the Victorian independent teaching workforce relies predominantly on data collected by the ABS. Headcount breakdowns of the independent teaching workforce by FTE and gender were available, however, more granular breakdowns of the demographic, employment and qualification characteristics of the independent teaching workforce were unavailable. Data related to CRTs, graduate teachers, vacancies and applications were also unavailable. The collection of the next ‘HR Benchmarking Survey’ by ISV in 2015 may provide greater coverage of the independent teaching workforce in future TSD reports.

Australian Graduate Survey (AGS) and Beyond Graduation Survey (BGS)

The AGS and BGS provide data about the pathways of ITE graduates after completion of their ITE course four months and three years respectively. These surveys do not receive responses from all ITE graduates. Analysis provided using these two surveys should be used as a proxy only of ITE graduate pathways.

ITE courses

Data related to enrolments and completions in Victorian ITE courses, including interstate online providers, has been collected from ITE providers directly and AU DET, via the Higher Education Statistics. The data collected from ITE providers differs from the data collected in the ‘Higher Education Statistics.’ Differences in data reporting, collection and timing have led to inconsistencies between the two sources. In addition, ITE providers also use different data reporting, timing and collection standards, which has impacted quality of data collected. The development of a consistent data reporting and collection standards for ITE courses across all providers would improve data quality in future TSD reports. The development of the supply component of the forecasting model utilises ITE course enrolments and graduations as an input. The data quality issues with the ITE courses data collected may impact the projections provided about future teacher supply in Victoria.

Dual qualifications

There is limited data available about the career pathways of ITE graduates with dual qualifications in either primary/early childhood or primary/secondary. The development of the supply component of the forecasting model utilises dual qualifications as an input. Further research into the employment pathways and destinations of ITE graduates of dual qualifications will improve the supply and demand forecasting model in future TSD reports.
PART II - PROFILE OF THE EARLY CHILDHOOD WORKFORCE
PROFILE OF THE EARLY CHILDHOOD WORKFORCE OVERVIEW

‘Part II – Profile of the Early childhood workforce’ is primarily focused on providing a profile of the Victorian early childhood teaching workforce, particularly teachers employed at government funded kindergarten programs. In addition, preschool attendance and enrolments in preschool and government funded kindergarten programs have been included in this part.

Early childhood programs are referred to as kindergarten programs in Victoria and are designed for children to attend in the year prior to commencing schooling. Children enrolled in kindergarten programs are generally aged 4 years old, however, children aged 3, 5 and 6 years may also be enrolled.

Preschool generally includes kindergarten program and normally take place in settings such as long day care centres, stand-alone kindergartens or a kindergartens attached to a school.

This part comprises the following areas:

- Resident population of children aged 3 to 5 years
- Preschool attendance
- Preschool enrolments
- Kindergarten program access
- Kindergarten system in Victoria
- Kindergarten teacher profile
- Kindergarten teaching workforce cohort analysis
- Kindergarten teachers employed in 2014 and 2015
- Kindergarten teachers who returned in 2015
Resident population of children aged 3-5 years

- This graph shows the estimated population of children aged 3-5 years in Victoria 2006-2015.
- Children are eligible to attend a government funded kindergarten program from the beginning of the year in which they turn four years of age by 30 April. As enrolment data is collected in June, children attending kindergarten programs can be either 4 or 5 years old.
- In 2015, 73,279 children aged 4 (decrease of 1% from 2014) and 75,088 children aged 5 (increase of 3% from 2014) are eligible to attend government funded kindergarten.

Attendance at preschool by age and type/sector

- The following analysis uses the ‘ABS 4240.0 Preschool Education.’ The reporting, timing and collection standards for this dataset differ from the data collected by Vic DET regarding government funded kindergarten program. This analysis should be viewed separately from the analysis in ‘Kindergarten Program Access.’
- This graph depicts the number of children attending preschool in Victoria in 2015 by kindergarten type/sector across 4 and 5 year old programs.
- Attendance is defined as children who were in attendance at a preschool program as of the time of data collection.
- Attendance is broken down by government, non-government funded preschools, long day care (LDC), children attending multiple preschools or children attending across more than 1 provider type.
- In 2015, a total of 82,524 children were attending either a standalone preschool or preschool with long day care (LDC preschool) in Victoria. Of this total, 58,298 children attending were 4 years old and 24,226 were 5 years old.
- 4 year old LDC preschool had an increase in enrolments by 1,088 between 2014 and 2015.
- However, 4 year old non-government preschool had a decrease in enrolments by 1,188 between 2014 and 2015.

Source: Table 3: Children Attending, Sector, Age, ABS 4240.0 Preschool Education, 2015

1.5% increase in preschool attendance from 2014 to 2015 to 82,524
77% of Victorian children who attended a standalone preschool were non-government funded compared to 60% nationally in 2015
56% of Victorian children attend standalone preschools compared to 50% nationally in 2015
Preschool enrolments by age and type/sector

- The following analysis uses the ‘ABS 4242.0 Preschool Education.’ The reporting, timing and collection standards for this dataset differ from the data collected by Vic DET regarding government funded kindergarten program. This analysis should be viewed separately from the analysis in ‘Kindergarten Program Access.’
- This graph shows enrolments of children into kindergarten programs by kindergarten type/sector across 4 and 5 year old programs in Victoria 2015.
- Enrolments are defined as children who were enrolled in a preschool program as of the time of data collection. Enrolments will also include children who were attending a preschool program. Some children may be enrolled but not attending in a preschool program as of data collection.
- In 2015, a total of 87,388 children were enrolled in either a standalone preschool or preschool with long day care (LDC Preschool) in Victoria.
- Of this total, 61,791 children enrolled in preschool were aged 4 years old and 25,597 were aged 5 years old. Additionally, a small number of children were enrolled outside of 4 or 5 years old due to delayed or early entry to school.
- This enrolment data was collected by the ABS in August 2015 and the enrolment figures listed are for this point in time.

Enrolments breakdown by hours and type/sector

- This shows the breakdown of enrolments by hours per week in Victoria and Australia 2015. This only covers government funded preschools, non-government funded preschools as well as Long day care preschools.
- Both government funded and non-government funded preschools have 99% of enrolments with hours greater or equal to 15 hours per week in Victoria which is higher than the national figures.
- Long day care preschool is lower at 77% but is still higher than the national average at 75%.
KINDERGARTEN PROGRAM ACCESS

Victorian government funded kindergarten program enrolments

- In Victoria, a child can be enrolled into a 4 year old government funded kindergarten program if they are 4 years old by April 30th each year.
- The number of children enrolled in 4 year old Victorian government funded kindergarten programs in 2015 was 74,650, an increase of 367 students from 2014.
- The number of children enrolled increased by 1% on an annual basis between 2012 and 2015.
- Approximately 98% of eligible Victorian children were attending a kindergarten program in 2015. This is based on an estimated population of 75,971 children aged 4 years old, who were eligible to attend kindergarten programs in 2015.
- In July 2015, 50,993 (68%) children enrolled in a government funded kindergarten program were aged 4 years and 23,489 (31%) were aged 5 years. 168 students (1%) were aged either 3 or 6 years.

Victorian government funded kindergarten program enrolments by enrolment type and area

- In 2015, 71,440 (96%) enrolments in Victorian government funded kindergarten programs were classified as first year enrolments and 3,210 (4%) were classified as second year enrolments.
- As of July 2015, all second year enrolments into government funded kindergarten programs were aged 5 years old.
- The proportion of first year enrolments to second year enrolments is consistent between 2012 and 2015. During this time period, approximately 96% of enrolments were first year and 4% were second year.
- With Department approval in Victoria, it is possible for a parent to elect for their child to re-enrol into a 4 year old kindergarten program, rather than attend primary school when they are 5 years old. This is a contributing factor to why there are second year enrolments and why children enrolled are all aged 5 years old.
- By area, 55,735 (75%) enrolments were located in the metro area, 9,983 (13%) in regional cities and 8,932 (12%) in the rural area.

Total enrolments in Victorian government funded kindergarten programs in 2015 = 74,650

Of enrolments in government funded kindergarten programs were in the metropolitan area in 2015 = 75%

Of enrolments in government funded kindergarten programs were a first year enrolment type in 2015 = 96%
KINDERGARTEN SYSTEM IN VICTORIA

Government funded kindergarten system in Victoria

- Each state and territory is responsible for administering its own early childhood education and care system in Australia.
- Preschool is defined as an early childhood educational program delivered by a qualified early childhood teacher to children in the year (or two years) before school. In Victoria, preschool is referred to as kindergarten.
- The section ‘Kindergarten System in Victoria’ focuses on teaching workforce members employed at 4 or 5 year old government-funded kindergarten programs only in Victoria.

Victorian government funded kindergarten services

- In 2015, government funded kindergarten teachers were employed at 2,208 different service providers in Victoria.
- The number of services increased by 64 between 2014 and 2015. In 2014, kindergarten teachers were employed at 2,144 different services.
- By area, 1,599 services were located in the metro area, 293 in regional cities and 316 in the rural area in 2015.
- With the approval of the Department, kindergarten service providers can be cluster managed by an organisation in Victoria. An organisation can manage more than one service provider.
- In 2015, 1,071 organisations managed 2,208 different service providers in Victoria.

Number of government funded kindergarten teachers by headcount and average program hours

- The number of teachers employed at Victorian 4 and 5 year old government funded kindergarten programs was 3,619 in 2015.
- The number of kindergarten program teachers increased by 9% on an annual basis between 2011 and 2015.
- The average kindergarten program hours has steadily increased between 2012 and 2015 in Victoria. In 2012, the average program hours per week was 21.2 hours and increased to 25.1 hours in 2014 and 25.7 hours in 2015.

- Source: Kindergarten program administrative dataset (2011-2015), Victorian Department of Education and Training

3,619

government funded kindergarten teachers employed in Victoria in 2015

134

additional government funded kindergarten teachers in Victoria in between 2014 and 2015

9%

annual increase in the number of government funded kindergarten teachers between 2011 and 2015
KINDERGARTEN TEACHER PROFILE

Age profile of Victorian government funded kindergarten teachers

- The median age of Victorian government funded kindergarten teachers in 2015 was 41 years.
- The age band with the largest proportion of Victorian kindergarten teachers was 40-44 years in 2015, with 626 (17%) teachers in 2015.
- The age band with the lowest proportion of Victorian kindergarten teachers was 70+ years in 2015, with 6 (1%) teachers.
- 1007 (27%) kindergarten teachers were aged between 25 to 34 years in 2015.
- The age profiles of the kindergarten teachers was similar between 2014 and 2015, with the largest proportion of teachers aged between 40-44 years in 2014. 18% of teachers aged 40-44 years in 2014.

Gender profile of Victorian government funded kindergarten teachers

- The overwhelming proportion of Victorian kindergarten teachers are female. In 2015, 3,573 (99%) of kindergarten teachers were female and 46 (1%) were male.

Victorian government funded kindergarten teachers by program type

- A Victorian kindergarten teacher can be employed in either a community or private kindergarten program type.
- In 2015, 2,661 (74%) kindergarten teachers were employed in community kindergarten program types and 958 (26%) in private kindergarten program types.

Victorian government funded kindergarten teachers by area

- Similar to the distribution of kindergarten program enrolments in Victoria, 2,718 (75%) kindergarten teachers were employed in programs located in the metro area in 2015.
- 449 (12%) kindergarten teachers were employed in regional cities and 452 (13%) were employed in the rural area.
- In 2015, 75% of teachers were employed in the metro area and 25% were employed in regional cities or the rural area.

Source: Kindergarten program administrative dataset (2015), Victorian Department of Education and Training
KINDERGARTEN TEACHER PROFILE

Victorian government funded kindergarten teachers by LGA

- This map depicts the number of Victorian kindergarten teachers employed in 2015 by local government area (LGA)
- The LGA with the largest number of kindergarten teachers employed was Casey, in metropolitan Melbourne, with 202 teachers employed in 2015.
- The LGAs with the smallest number of kindergarten teachers employed was West Wimmera, Pyrenees and Hindmarsh, in rural Victoria, with less than 5 (<5) teachers employed in 2015.

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<td>Baw Baw (28)</td>
<td>Wodonga (&lt;5)</td>
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Source: Kindergarten program administrative dataset (2015), Victorian Department of Education and Training
KINDERGARTEN TEACHER PROFILE

Victorian government funded kindergarten teacher qualification level

- The qualification level with the largest proportion of Victorian government funded kindergarten teachers was Bachelor, with 2,153 (60%) holding this qualification in 2015.
- 623 (17%) government funded kindergarten teachers held a Graduate Diploma or Postgraduate Diploma.
- The qualification level for 52 (1%) government funded kindergarten teachers was unknown in 2015.

Victorian government funded kindergarten teacher qualification name

- The majority of Victorian government funded kindergarten teachers employed in 2015 held an Early Childhood qualification, with 3,126 (86%) teachers holding this qualification.
- 155 (4%) government funded kindergarten teachers held a dual qualification in early childhood/primary in 2015.
- 276 (8%) government funded kindergarten teachers held an Education qualification. An Education qualification may include studying an early childhood, primary and/or secondary field of education.
- 24 (1%) of government funded kindergarten teachers held an “Other qualification.” An Other Qualification includes teachers who studied Arts, Science, Secondary or Unknown qualification names.
- Please note qualifications were recorded in free text and have been standardised to allow for analysis.

Victorian government funded kindergarten teacher qualification type

- The majority of Victorian government funded kindergarten teachers employed in 2014 and 2015 held a domestic qualification, with 3,356 (93%) holding this qualification type. 263 (7%) held either an overseas or unknown qualification.

Source: Kindergarten program administrative dataset (2015), Victorian Department of Education and Training
KINDERGARTEN TEACHER PROFILE

Victorian government funded kindergarten teachers total work hours

- The total work hours of a Victorian government funded kindergarten teacher include contact hours with children enrolled in a kindergarten program and non-contact hours. Non-contact hours may include administrative tasks such as class preparation.
- 1,307 (36%) government funded kindergarten teachers in 2015 worked 36-40 hours per week.
- 524 (15%) government funded kindergarten teachers in 2015 worked 20 or less hours per week.

Victorian government funded kindergarten teachers employed at multiple service providers

- The number of Victorian government funded kindergarten teachers who were employed at multiple service providers was:
  - 2013: 110
  - 2014: 106
  - 2015: 102

- Across 2013 to 2015, 3% of the Victorian government funded kindergarten teaching workforce were employed at multiple service providers.

- In 2015, 88% of government funded kindergarten teachers employed at multiple service providers were working at community program types. This is higher than the wider teaching workforce, where 74% were employed in community program types.

- In 2015, 67% of government funded kindergarten teachers employed at multiple service providers were located in the metro area and 33% were in regional cities or rural area. The proportion of teachers employed at multiple service providers in the metro area was lower than the wider teaching workforce, where 78% were located in the metro area.

Source: Kindergarten program administrative dataset (2015), Victorian Department of Education and Training
KINDergarten Teaching Workforce Cohort Analysis

Victorian government funded kindergarten teaching workforce comparison

- The size of the Victorian government funded kindergarten teaching workforce increased from 3,193 teachers in 2013 to 3,619 teachers in 2015.
- The visualisation and table below depicts the retention, attrition and new entrants into the kindergarten teaching workforce between 2013 and 2015.
- The attrition of government funded kindergarten teachers may be due to a number of factors such as retirement, career change or relocating to another state.

<table>
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<th>Year</th>
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<th>Attrition (%)</th>
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<tr>
<td>2014</td>
<td>74%</td>
<td>26%</td>
<td>23%</td>
</tr>
<tr>
<td>2015</td>
<td>74%</td>
<td>26%</td>
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- The composition of the 3,619 government funded kindergarten teachers employed in 2015 was:
  - 2,682 teachers employed in 2014 were still employed in 2015
  - 937 teachers joined or returned to the teaching workforce in 2015
  - 803 teachers employed in 2014 were no longer employed in 2015
- The following analysis will focus on the following cohorts:
  - Mobility of teachers retained between 2014 and 2015
  - Characteristics of teachers who returned to the teaching workforce in 2015. After leaving the workforce between 2013 and 2014, these returnees returned to the kindergarten teaching workforce in 2015.
- This analysis is dependent on the statistical linkage key available in the Kindergarten program administrative dataset. The statistical linkage key is created by combining a teacher’s surname and date of birth. If a teacher’s surname changes, then the statistical linkage key will change for this teacher, even though they are still employed in the teaching workforce. This analysis should be used as an approximation only.

Source: Kindergarten program administrative dataset (2013-2015), Victorian Department of Education and Training
KINDERGARTEN TEACHERS EMPLOYED IN 2014 AND 2015

Victorian government funded kindergarten teacher mobility by area
- This analysis considers the area of government funded kindergarten teachers employed in 2014 and 2015. This indicates low movement between metropolitan, regional cities and rural areas.
- 22 government funded kindergarten teachers moved to another area between 2014 and 2015
- 99% of metropolitan teachers in 2014, still work in metropolitan areas in 2015.
- 97% of rural based teachers in 2014, still worked in rural areas in 2015.
- With the low numbers of teachers moving, it is problematic to infer too much from those that moved. Net flows tend to be low with no clear discernible movement pattern.

Victorian government funded kindergarten teacher mobility by service provider
- This analysis considers the service provider of government funded kindergarten teachers employed in 2014 and 2015.
- 346 (13%) government funded kindergarten teachers employed in 2014 and 2015 changed service provider during this time period.
- 15% of metropolitan teachers changed service provider between 2014 and 2015
- 16% of regional city teachers changed service provider between 2014 and 2015
- 13% of rural teachers changed service provider between 2014 and 2015

Source: Kindergarten program administrative dataset (2014-2015), Victorian Department of Education and Training
KINDERGARTEN TEACHERS WHO RETURNED IN 2015

Victorian government funded kindergarten teachers who joined or returned to the teaching workforce

- In 2015, 937 (26%) teachers joined or returned to the Victorian kindergarten teaching workforce.
- Of this cohort, 127 (14%) teachers were returnees. These returnees were employed in the kindergarten teaching workforce in 2013, left between 2013 and 2014 and returned to the teaching workforce in 2015.
- These returnees may have left the teaching workforce to pursue further studies, work in other sectors of the education industries, work in other industries or taken extended leave.

Victorian government funded kindergarten teacher returnees by area

- This analysis considers the area that returnees were employed in 2013 and 2015.
- 98% of returnees employed in the metropolitan area in 2013, returned to working in the metropolitan area in 2015.
- 83% of returnees employed in regional cities in 2013, returned to working in regional cities in 2015.
- 83% of returnees employed in the rural area in 2013, returned to working in the rural area in 2015.

Victorian government funded kindergarten teacher returnees by program type

- This analysis considers the program type that returnees were employed in 2013 and 2015.
- 88% of returnees employed in community program types in 2013, returned to working in community program types in 2015
- 83% of returnees employed in private program types in 2013, returned to working in private program types in 2015

Victorian government funded kindergarten teacher returnees by service provider

- This analysis considers the service provider that returnees were employed in 2013 and 2015.
- In 2015, 48% of returnees returned to the same service provider they were employed at in 2013.
- In 2015, 52% of returnees were employed at a different service provider than the service provider they were employed in 2013.

Source: Kindergarten program administrative dataset (2013-2015), Victorian Department of Education and Training
PART III - PROFILE OF THE SCHOOL WORKFORCE
PROFILE OF THE SCHOOL TEACHING WORKFORCE OVERVIEW

‘Part III – Profile of the School teaching workforce’ provides a profile of the teacher headcount and demographic characteristics of the Victorian school teaching workforce across all three sectors: government, Catholic and independent. This part describes the size and composition by gender and age of the teaching workforce and provides a comparison over time and across government and non-government sectors. This part also provides analysis about the attrition and cessation rate of the Victorian government teaching workforce.

This part of this report comprises the following areas:

- Number of teaching and in-school staff by FTE
- Student to teacher ratio
- Gender profile
- Age profile
- Government teacher headcount
- Government principal headcount
- Catholic teacher and principal headcount
- Victorian government teaching workforce
- Victorian government teaching workforce attrition
- Victorian government teaching workforce cessation
In-school staff (FTE) in primary and secondary schools

- On a full-time equivalent (FTE) basis, the paid school workforce consists in Victoria of 67,754.9 teaching staff, principals and other school leaders and 26,607.7 support staff in 2015.
- In 2015 nationally, 52% of in-school staff were employed at primary schools and 48% were employed at secondary schools.
- In 2015, 49% of Victorian in-school staff were employed at primary schools and 51% were employed at secondary schools. The proportion of in-school staff employed at primary schools in Victoria was lower than the national proportion in 2015.
- Between 2014 and 2015, the number of primary in-school staff nationally dropped 1%, however, the number of secondary in-school staff increased by 4%.
- Between 2014 and 2015, the number of primary in-school staff employed in Victoria dropped 1%, however, the number of secondary in-school staff increased by 4%.

In-school staff numbers in Victoria

- The in-school staff headcounts include teaching staff (including school leaders), specialist support staff, administrative and clerical staff, as well as building operations, general maintenance and other staff.
- The number of staff in Victorian schools has grown across all sectors on an annual basis between 2005 and 2015.
- In 2015, 67,237 in-school staff were employed at government schools, 24,998 at Catholic schools and 23,207 at independent schools in Victoria.
- The number of Victorian in-school staff has increased by 2% on an annual basis between 2005 and 2015.
- Between 2014 and 2015, the number of Victorian in-school employed increased by 2.7% from 112,396 to 115,442.
NUMBER OF TEACHING STAFF

Teaching staff (FTE) by sector and year
- The total number of teaching staff on an FTE basis was 67,745.9 at Victorian schools in 2015. This was an increase of 1,070.8 teaching staff from 2014, where 66,675.1 were employed in the teaching workforce.
- The number of teaching staff on an FTE basis was 33,913.5 in 2015 at Victorian primary schools. 22,757.8 were in the government sector, 6,897.2 in the Catholic sector and 4,258.5 in the independent sector.
- The number of teaching staff on an FTE basis was 33,832.2 in 2015 at Victorian secondary schools. 18,096 were in the government sector, 7,727.7 in the Catholic sector and 8,008.7 in the independent sector.
- Teaching staff numbers in Victorian schools have increased by 1.2% per year between 2005 and 2015. The net increase in teaching staff over this time period was 14%.
- Between 2005 and 2015, the sector with the largest increase has been in the Catholic at 26%, followed by the independent sector at 22% and government sector at 1%.
- At primary level in Victoria, the number of teachers on an FTE basis has increased every year between 2006 and 2015.
- At secondary level in Victoria, whilst year on year growth occurred between 2004 and 2012, 2013 and 2014 saw a decrease in the number of teachers on an FTE basis.
- This decrease in secondary teachers was driven by the government sector which saw a dip in teacher FTE of 3% in 2013 and 2% in 2014. Catholic and independent sectors, however, had an increase in the number of teachers employed on an FTE basis.

Proportion of teaching staff (FTE) by sector
- While teacher numbers have increased in all sectors between 2005 and 2015, the non-government sector has grown more than the government sector in that time.
- In 2005, 71% of Victorian primary teachers were employed in government schools, however, this proportion had declined to 67% by 2015. Similarly, the proportion of Victorian secondary teachers employed in the government sector decreased from 59% in 2005 to 54% in 2015.
- In 2015, 67% of Victorian primary teachers were employed in the government sector, 21% in the Catholic sector and 12% in the independent sector.
- In 2015, 54% of Victorian secondary teachers were employed in the government sector, 22% in the Catholic sector and 24% in the independent sector.

1.2% increase in the number of Victorian teaching staff FTE on average per year between 2005 and 2015
22% increase in the number of teaching staff FTE at Victorian independent schools between 2005 and 2015, which was the highest across all sectors.
STUDENT TO TEACHER RATIOS/GENDER

Student to teacher ratios (FTE)
- The student to teacher ratio is calculated based on the number of FTE students divided by the number of FTE teachers in that school.
- This graph shows the student to teaching staff ratio for all Victorian schools between 2005 and 2015 by school type and sector.
- The Catholic primary ratio has shown the largest decline from 17.6 in 2005 to 15.5 in 2015. The Catholic primary ratio remained above the government primary ratio, which remained at 15.3 between 2013 and 2015. The independent primary ratio was the lowest at 12.9 in 2014 and 2015.
- At the secondary level, the government ratio increased from 11.7 in 2011 to 12.6 in 2015. The government ratio was the same as the Catholic sector in 2015. The independent sector had the lowest ratio at 9.6 in 2015.
- In both the primary and secondary levels in Victoria in 2015, the Catholic and independent ratios were below the national average, however, the government ratio in Victoria was above the national average in 2015.

Gender breakdown at primary schools
- This graph depicts the number of primary school teachers on an FTE basis employed at Victorian primary schools by gender and sector between 2005 and 2015.
- In 2015, there were 26,859.6 (79%) female primary teachers and 7,053.9 (21%) male primary teachers employed at Victorian primary schools across all sectors.
- The number of female teachers employed at Victorian primary schools increased by 1.6% on an annual basis between 2005 and 2015. In comparison, the number of male teachers employed at Victorian primary schools increased by 2.1% over the same time period.
- The number of female primary teachers increased by 19% between 2005 and 2015 from 22,551 to 26,860.
- The number of male primary teachers increased by 26% between 2005 and 2015 from 5,588 to 7,054.
- Between 2005 and 2015, the number of primary female teachers employed on an FTE basis increased by 1.2% in the government sector on annual basis, compared to 2.2% in the Catholic sector and 2.9% in the independent sector.
- Between 2005 and 2015, the number of primary male teachers employed on an FTE basis increased by 2% in the government sector on annual basis, compared to 2.3% in the Catholic sector and 2.6% in the independent sector.

Source: NSSC Table 53a: Students to teacher ratios, 2005-2015, ABS 4221.0 Schools, Australia, 2015
Source: NSSC Table 51a: In-school Staff (FTE), 2005-2015, ABS 4221.0 Schools, Australia, 2015 and Customised Catholic teaching workforce dataset, CEM, 2005-2015
GENDER PROFILE

Gender breakdown at primary schools
- This graph depicts the proportion of female and male primary teachers on an FTE basis employed at Victorian primary schools by sector between 2005 and 2015.
- The gender ratio of Victorian primary female to male teachers has not fluctuated greatly across all three sectors between 2005 and 2015.
- In the government sector, 78% of Victorian primary teachers were female and 22% were male in 2015.
- In the Catholic sector, 83% of Victorian primary teachers were female and 17% were male in 2015.
- In the independent sector, 77% of Victorian primary teachers were female and 23% were male in 2015.

Gender breakdown at secondary schools
- This graph depicts the number of secondary school teachers on an FTE basis employed at Victorian secondary schools by gender and sector between 2005 and 2015.
- In 2015, there were 20,259.3 (60%) female secondary teachers and 13,573.1 (40%) male secondary teachers employed at Victorian secondary schools across all sectors.
- The number of female teachers employed at Victorian secondary schools increased by 1% on an annual basis between 2005 and 2015. In comparison, the number of male teachers employed at Victorian secondary schools increased by less than 1% over the same period.
- The number of female secondary teachers increased by 19% between 2005 and 2015 from 18,172.1 to 20,259.3.
- The number of male secondary teachers increased by 26% between 2005 and 2015 from 13,176.8 to 13,573.1.
- Between 2005 and 2015, the number of secondary female teachers employed on an FTE basis increased by 0.1% in the government sector on annual basis, compared to 2.1% in the Catholic sector and 2.1% in the independent sector.
- Between 2005 and 2015, the number of secondary male teachers employed on an FTE basis decreased by 0.8% in the government sector on annual basis, compared to 1.8% in the Catholic sector and 1.4% in the independent sector.

Source: NSSC Table 51a: In-school Staff (FTE), 2005-2015, ABS 4221.0 Schools, Australia, 2015 and Customised Catholic teaching workforce dataset, CEM, 2005-2015
GENDER PROFILE

Gender breakdown at secondary schools
• This graph depicts the proportion of female and male secondary teachers on an FTE basis employed at Victorian secondary schools by sector between 2005 and 2015.
• The gender ratio of Victorian secondary female to male teachers has increased across all three sectors between 2005 and 2015.
• In the government sector, 61% of Victorian secondary teachers were female and 39% were male in 2015. The proportion of female secondary teachers increased from 58% in 2005.
• In the Catholic sector, 60% of Victorian secondary teachers were female and 40% were male in 2015. The proportion of female secondary teachers increased from 59% in 2005.
• In the independent sector, 58% of Victorian secondary teachers were female and 42% were male in 2015. The proportion of female secondary teachers increased from 56% in 2005.

Gender by school type and region for the Victorian government teaching workforce

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary &amp; P-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metropolitan</td>
<td>17%</td>
</tr>
<tr>
<td>Regional City</td>
<td>21%</td>
</tr>
<tr>
<td>Rural</td>
<td>20%</td>
</tr>
</tbody>
</table>

Source: Customised EduPay dataset, Victorian Department of Education and Training, 2015

Gender breakdown by school type and area for Victorian government teaching workforce
• The graphs on the left depict the proportion of the Victorian government teaching workforce who are female and male across school type and area in 2015. These graphs do not include special, language and other school types.
• Of the Victorian government teaching workforce, the ratio of females to males in 2015 was 74:26.
• Based on area, the area with the widest female to male ratio was metropolitan at 75:25. Both regional city and rural areas in Victoria had a 70:30 female to male ratio in 2015.
• Based on school type and area, metropolitan primary teaching workforce has the widest female to male ratio at 83:17. Rural secondary teaching workforce has the most balanced female to male ratio at 61 to 39 in 2015.

Source: Customised EduPay dataset, Victorian Department of Education and Training, 2015
Age band by sector (Government and Catholic teaching workforces only)

- The age profile of the Victorian government and Catholic teaching workforces includes teachers and principals in 2015.
- 20% of the government teaching workforce was aged 29 years or under, compared to 14% of the Catholic teaching workforce in 2015.
- The age band with the highest proportion of teachers in the government teaching workforce was 30-34 years in 2015. In the Catholic teaching workforce, 13% of the teaching workforce was aged 45 to 49 years in 2015, the largest proportion by age band.
- The age band with the least proportion of teachers in the government teaching workforce was 65 years or older, with 2% of the workforce in this age band in 2015.
- In the Catholic teaching workforce, the age band with the least proportion of teachers was 25 years or less, with 2% of the workforce in this age band in 2015.

Headcount of teachers in the Victorian government teaching workforce

- This analysis of the Victorian government teaching workforce includes all members classified as graduate teachers, classroom teachers, leading teachers, paraprofessionals, liaison principals, assistant principals and principals.
- In 2015, there were 49,745 teachers and principals in the Victorian government teaching workforce. This was an increase of 700 (1%) from 2014, where 49,045 teachers and principals were employed in the teaching workforce.
- The size of the government teaching workforce has remained stable between 2011 and 2015, with size of the workforce changing between 48,000 to 50,000 on an annual basis during this time period.
- The proportion of government teachers and principals aged between 50-54 years has declined between 2011 and 2015. In 2011, 15% of the teaching workforce was aged between 50-54 years. In 2014 and 2015, the proportion of teachers aged 50-54 years dropped to 11%.
- With the exception of the age bands, <25 years, 50-54 years and 55-59 years, the proportion of teachers and principals in all other age bands increased between 2011 and 2015.

GOVERNMENT TEACHER HEADCOUNT

Headcount of primary teachers in the Victorian government teaching workforce

- This analysis of the Victorian government teaching workforce includes all members classified as graduate teachers, classroom teachers, leading teachers and paraprofessionals.
- The number of teachers employed at Victorian government primary schools was 23,205 in 2015. This was an increase of 522 (2%) teachers from 2014, where 22,683 teachers were employed at primary schools in 2014.
- The largest proportion of Victorian primary school teachers were aged between 30-34 years. In 2015, 4,510 (19%) teachers were aged between 30-34 years.
- Teachers aged between 35 to 44 have had the largest increase between 2014 and 2015 at 8%
- In 2015, 5,204 (22%) of Victorian primary school teachers were aged 29 years or under.
- In 2015, 3,757 (16%) of Victorian primary school teachers were aged 55 years or above.

Headcount of secondary teachers in the Victorian government teaching workforce

- The number of teachers employed at Victorian government secondary schools was 17,476 in 2015. This was a decrease of 97 (1%) teachers from 2014, where 17,573 teachers were employed at secondary schools in 2014.
- The largest proportion of Victorian secondary school teachers were aged between 30-34 years. In 2015, 2,817 (16%) teachers were aged between 30-34 years.
- In 2015, 2,612 (15%) of Victorian secondary school teachers were aged 29 years or under.
- In 2015, 2,249 (13%) of Victorian secondary school teachers were aged between 50 to 54 years.
- In 2015, 3,963 (23%) of Victorian secondary school teachers were aged 55 years or above.
- The number of teachers aged between 45 and 54 years decreased by 7%, between 2014 and 2015 which was the largest drop in teachers across all age groups.
GOVERNMENT TEACHER HEADCOUNT

Headcount of P-12 teachers in the Victorian government teaching workforce

- The number of teachers employed at Victorian government P-12 schools was 3,780 in 2015. This was an increase of 194 (5%) teachers from 2014, where 3,586 teachers were employed at P-12 schools in 2014.
- The largest proportion of Victorian P-12 school teachers were aged between 25-29 years. In 2015, 715 (19%) teachers were aged between 25-29 years.
- In 2015, 862 (23%) of Victorian P-12 school teachers were aged 29 years or under.
- In 2015, 685 (18%) of Victorian P-12 school teachers were aged 55 years or above.
- Between 2014 and 2015, there was an increase of 10% in teachers aged between 35-39 years, whilst a decrease of 7% in teachers aged 50-54 years.

Headcount of special and other teachers in the Victorian government teaching workforce

- The number of teachers employed at Victorian government special and other schools was 2,270 in 2015. This was an increase of 80 teachers from 2014, where 2,190 teachers were employed at special and other schools in 2014.
- The largest proportion of Victorian special and other school teachers were aged between 30-34 years. In 2015, 715 (19%) teachers were aged between 30-34 years.
- In 2015, 386 (17%) of Victorian special and other school teachers were aged 29 years or under.
- In 2015, 519 (23%) of Victorian special and other school teachers were aged 55 years or above.
- Between 2014 and 2015, there was 16% increase in teachers aged 25-29 years, however, there was 11% decrease in teachers aged 55-59 years.

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VICTORIAN TEACHER SUPPLY AND DEMAND REPORT 2014 AND 2015

3,780 teachers were employed at Victorian government P-12 schools in 2015

2,270 teachers were employed at Victorian government special and other schools in 2015

18% of teachers at Victorian government P-12 schools were aged 55 years or above

GOVERNMENT PRINCIPAL HEADCOUNT

Breakdown of principal classifications in the Victorian government teaching workforce

- This analysis of the Victorian government teaching workforce includes all members classified as liaison principal, assistant principal or principal.
- In 2015, 1,447 (48%) principals were classified as principals, 1,543 (51%) were classified as assistant principals and 23 (1%) were classified as liaison principals.
- The proportion of principals in 2014 was the same as in 2015, with 48% classified as principal, 51% as assistant principal and 1% as liaison principal.
- Throughout the time period between 2011 and 2015, 48% to 49% of principals were classified as principals and 49% to 50% were classified as assistant principals. The other 1% of principals were classified as liaison principals.

Headcount of principals in the Victorian government teaching workforce by age band

- The number of principals employed in 2015 was 3,013. This was an increase of 1 (<1%) from 2014, where 3,012 principals were employed at government schools in 2014.
- The largest proportion of Victorian school principals were aged between 55-59 years. In 2015, 804 (27%) principals were aged between 55-59 years.
- In 2015, 79 (3%) of Victorian school principals were aged 34 years or under.
- Between 2014 and 2015, there was a 17% increase in principals aged 35-39 years. In contrast, there was a decrease in the proportion of principals aged 55-59 years by 9% during this time period. Despite this drop in the proportion of principals aged 55-59 years, 1,385 (46%) Victorian principals were aged 55 years or above in 2015.

Headcount of principals in the Victorian government teaching workforce by gender

- In 2014, 1,738 (58%) Victorian school principals were female and 1,274 (42%) were male.
- In 2015, 1,743 (58%) Victorian school principals were female and 1,270 (42%) were male.

CATHOLIC TEACHER AND PRINCIPAL HEADCOUNT

Headcount of teachers and principals in the Victorian Catholic teaching workforce

- This analysis includes teachers and principals employed in the Victorian Catholic teaching workforce between 2011 and 2015.
- In 2015, 17,352 teachers and principals were employed in the Catholic teaching workforce. By school type, 8,619 (50%) teachers and principals were employed at Catholic primary schools and 8,733 (50%) at Catholic secondary schools in 2015.
- The number of teachers and principals employed in the Catholic teaching workforce has increased by 2% between 2011 and 2015 on an annual basis. Actual headcounts have increased from 16,040 in 2011 to 17,053 in 2014 and 17,352 in 2015.
- The number of teachers and principals employed at Catholic primary schools has increased by 2% between 2011 and 2015 on an annual basis. Actual headcounts have increased from 7,704 in 2011 to 8,394 in 2014 and 8,619 in 2015.
- The number of teachers and principals employed at Catholic secondary schools has increased by 1% between 2011 and 2015 on an annual basis. Actual headcounts have increased from 8,336 in 2011 to 8,659 in 2014 and 8,733 in 2015.
- The proportion of teachers and principals employed at Victorian Catholic secondary schools has decreased from 52% in 2011 to 51% in 2014 and 50% in 2015.
- The proportion of Catholic teachers and principals aged 25 years or less increased from 1.2% between 2011 and 2013 to 1.3% in 2014 and 2.3% in 2015.
- The proportion of Catholic teachers and principals aged 25-29 years increased from 11% between 2011 and 2014 to 12% in 2015.
- The age band with the largest proportion of Catholic teachers and principals in 2015 was 45-49 years, with 13% of the teaching workforce in this age band.
- In 2015, 9% of the Victorian Catholic teachers and principals were aged 60 years or greater.

Source: Customised Catholic teaching workforce dataset, CEM, 2011-2015

17,352
teachers and principals were employed in the Victorian Catholic teaching workforce in 2015

8,619
teachers and principals were employed at Victorian Catholic primary schools in 2015

8,733
teachers and principals were employed at Victorian Catholic secondary schools in 2015
VICTORIAN GOVERNMENT TEACHING WORKFORCE

Victorian government teaching workforce by LGA

- This map depicts the number of teachers and principals employed at Victorian government schools in 2015.
- The LGA with the largest number of teachers and principals employed was Casey, in the metropolitan area, with 2,960 teachers and principals employed in 2015.
- The LGA with the smallest number of teachers employed was Queenscliffe, in the rural area, with 14 teachers employed in 2015.
- Please note 284 teachers and principals have been excluded as they were not classified to a recognised LGA or area.

<table>
<thead>
<tr>
<th>Area</th>
<th>Highest</th>
<th>Lowest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metro</td>
<td>Casey (2,960)</td>
<td>Melbourne (305)</td>
</tr>
<tr>
<td></td>
<td>Wyndham (1,940)</td>
<td>Stonnington (338)</td>
</tr>
<tr>
<td>Regional City</td>
<td>Greater Geelong</td>
<td>Horsham (201)</td>
</tr>
<tr>
<td></td>
<td>(2,011)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Greater Bendigo</td>
<td>Wangaratta (233)</td>
</tr>
<tr>
<td></td>
<td>(1,027)</td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td>Baw Baw (497)</td>
<td>Queenscliffe (14)</td>
</tr>
<tr>
<td></td>
<td>Macedon Ranges</td>
<td>Pyrenees (64)</td>
</tr>
<tr>
<td></td>
<td>(463)</td>
<td></td>
</tr>
</tbody>
</table>

Number and proportion (%) of teachers and principals employed at Victorian government schools by area

- **36,354 (71%)** in metro areas
- **7,235 (14%)** in regional cities
- **7,685 (15%)** in rural areas

Source: Customised EduPay dataset, Victorian Department of Education and Training, 2015

VICTORIAN TEACHER SUPPLY AND DEMAND REPORT 2014 AND 2015
Attrition in the Victorian government teaching workforce

- The attrition rate is defined as a teacher or principal employed on an ongoing basis, who leaves the teaching workforce during a calendar year and does not return by June of the following calendar year.
- The following attrition rate analysis is conducted for the Victorian government teaching workforce only, as data was unavailable for the Catholic and independent teaching workforces. Data was available for 2014 calendar year only.
- The attrition rate for the Victorian government teaching workforce was 5.3% in 2014.
- In 2014, 1,956 teachers and principals employed on an ongoing basis left the Victorian government teaching workforce. The total number of teachers and principals employed on an ongoing basis was 37,211 in 2014.
- The general trend of attrition is that it fluctuates between 1% to 4% between the ages of 25 years or less and 53 years, before increasing at the age of 54 years and higher in 2014.
- The age band with the largest proportion of attrition was 65 years or greater in 2014. 449 (23%) of teachers and principals who left the government teaching workforce were aged in the 64+ years age band.
- The level of attrition spikes at ages 54 years, 60 years and 65 or greater in 2014. 17% of teachers aged 54 years, 20% of teachers aged 60 years and 29% of teachers aged 65 or greater left the government teaching workforce in 2014. It is likely the majority of this attrition was due to retirement.
- Please note the percentages in the visualisation have been rounded.

Source: Customised EduPay dataset, Victorian Department of Education and Training, 2015
VICTORIAN GOVERNMENT TEACHING WORKFORCE CESSATION

Cessation in the Victorian government teaching workforce

- The cessation rate is defined as a teacher or principal employed on an ongoing or fixed term basis, who leaves the teaching workforce during a calendar year and does not return by June of the following calendar year.

- The following cessation rate analysis is conducted for the Victorian government teaching workforce only, as data was unavailable for the Catholic and independent teaching workforces. Data was available for 2014 calendar year only.

- The cessation rate for the Victorian government teaching workforce was 9.1% in 2014.

- In 2014, 4,190 teachers and principals employed on an ongoing or fixed term basis left the Victorian government teaching workforce. The total number of teachers and principals employed on an ongoing or fixed term basis was 45,925 in 2014.

- The age band with the largest proportion of cessation was 25 years to 29 years in 2014. 725 (17%) of teachers and principals who ceased employment in the government teaching workforce were aged in the 25-29 years age band.

- 1,306 (31%) teachers and principals who ceased employment in the government teaching workforce were aged between 55 years to 64 years in 2014.

- The cessation rate was highest for teachers and principals aged 29 year or less and 54 years or greater in 2014. 10% of teachers and principals aged 29 year or less and 15% aged 54 years or greater ceased their employment at government schools in 2014.

- 35% of teachers and principals aged 65 years or greater ceased employment in the government teaching workforce in 2014.

- Please note the percentages in the visualisation have been rounded.

Source: Customised EduPay dataset, Victorian Department of Education and Training, 2015
PART IV - ANALYSIS OF SUPPLY FACTORS
ANALYSIS OF SUPPLY FACTORS OVERVIEW

‘Part IV – Analysis of supply factors’ analyses the parameters that may impact the supply of teachers in Victoria. The analysis provided in this part will form the basis of the supply component of the forecasting model used to forecast teacher supply between 2016 and 2021 in ‘Part VI Forecasting Demand & Supply Factors.’

This part analyses the supply pipeline of current and future teachers into the Victorian teaching workforce. Areas of analysis are ITE courses including practicum and subject specialisations, ITE graduates, particularly Victorian government graduate teachers, pathways and employment destinations of ITE graduates and applications for government teaching vacancies.

This part of this report comprises the following areas:

- Registered teachers
- Initial teacher education (ITE) providers
- ITE course applications, offers and acceptances
- ITE course profile
- Undergraduate ITE course enrolments
- Postgraduate ITE course enrolments
- ITE course subject specialisation
- ITE course practicum
- ITE course ATAR breakdown
- ITE graduates
- Victorian government graduate teachers
- ITE graduates dual qualifications
- ITE graduates subject specialisations
- ITE graduates profile (AGS)
- ITE graduates qualification and employment (AGS)
- ITE graduates further study (AGS)
- ITE graduates course experience (AGS)
- ITE graduates profile (BGS)
- ITE graduates qualifications (BGS)
- ITE graduates employment (BGS)
- ITE graduates further study (BGS)
- ITE graduates mobility (BGS)
- Recruitment Online (ROL) - Applications
**REGISTERED TEACHERS**

**Registered teachers in Victoria**

- For a person to be able to teach in Victoria, they must be registered by the Victorian Institute of Teaching (VIT).
- As of September 2015, all Early Childhood teachers were also required to be registered in VIT. The inclusion of Early Childhood teachers will impact the total number of teachers registered from 2016 onwards.
- The number of persons registered to VIT was 120,123 in 2015, a decrease of 1% from 2014.
- Of the total registered teachers in 2015, 99,278 (83%) held full registration and 15,630 (13%) held provisional registration in 2015.
- Excluding non-practising registrants, 116,915 persons were able to teach in Victoria in 2015.
- There were 6,925 new registrants in 2015. The majority of new registrants (71%) held Victorian qualifications.
- There were also 825 (12%) with interstate qualifications, as well as 664 (10%) with overseas qualifications.

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**Victorian registered teachers by registration type (2015)**

- Full registration: 99,278
- Non-practising: 3,208
- Provisional registration: 15,630
- Returning: 949

**Source:** VIT Annual Report, page 6, 2015

**Victorian new registrants by qualification type (2015)**

- Victorian qualifications: 4,925
- Interstate qualifications: 825
- Overseas qualifications: 664
- Mutual recognition: 511

**Source:** VIT Annual Report, page 6, 2015

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1% decrease in the number of persons registered to VIT between 2014 and 2015.

83% of Victorian registered teachers held full registration in 2015.

71% Victorian new registrants held Victorian qualifications.
REGISTERED TEACHERS

Age profile of Victorian registered teachers

- Total number of Victorian registered teachers in 2015 was 120,123, which is an increase by 1% from 2014.
- The largest age band of Victorian registered teachers was between 30-34 years, where 16,233 (14%) were registered in 2015.
- The number of registered teachers above the age of 60 years has increased by 4% from 16,678 in 2014 to 17,341 in 2015.
- The number of registered teachers between the ages of 50-54 and 55-59 years has dropped by 4% between 2014 and 2015. These were the only two age bands to experience declines during this time period.
- The age band with the largest increase between 2014 and 2015 was ages 35-39, at 5%.

Gender profile of Victorian registered teachers

- In 2015, 88,583 (74%) registered teachers were female and 31,540 (26%) were male in Victoria.

Attrition of Victorian registered teachers

- In 2015, 1,201 registered teachers in Victoria left the teaching profession representing 1% of the total population of registered teachers.
- There was a decrease in the number of teachers leaving the profession by 48% from 2014, where 2,297 registrants left the profession.
- The age band with the largest attrition in 2015 is ages 65-69 at 260, which is 20% of all teachers who have left the profession.
- In all age bands, the number of registered teachers who left the profession decreased between 2014 and 2015.
- 726 (61%) of registrants who left the teaching profession were aged 55 years or above, suggesting this cohort left due to retirement.

REGISTERED TEACHERS

Victorian registered teachers by sector

- As of June 2015, there were 120,125 people registered in Victoria to be teachers with VIT.
- 45,785 (38%) registered teachers were employed at government schools, 17,403 (15%) were employed at Catholic schools and 14,616 (12%) were employed at independent schools.
- 42,321 (35%) registered teachers were not employed at a Victorian school. This cohort of teachers may be employed as teachers interstate or overseas, working in other industries, pursuing further study or unemployed.

Victorian registered early childhood teachers

- As of 31 March, 2016, there were 125,970 people registered as teachers with VIT.
- Of the 125,970 people registered, 6,182 (5%) were registered as early childhood teachers in Victoria.
- 5,625 (91%) of registered early childhood teachers held full registration and 557 (9%) held provisional registration.
- 1,100 (18%) registrants held both Teacher and Early Childhood registration. Registrants with dual registration are able to teach in both the early childhood and school sectors in Victoria. This includes registrants with full or provisional registration status.

Source: Customised VIT Registered Teachers dataset, Victorian Institute of Training (VIT), 2014 and 2015
INITIAL TEACHER EDUCATION (ITE) PROVIDERS

Initial teacher education (ITE) course profile

- All initial teacher education (ITE) courses in Australia must be accredited by the Victorian Institute of Training (VIT), which implement the Australian accreditation standards published by Australian Institute for Teaching and School Leadership (AITSL).
- AITSL’s Accreditation Standards state that upon completion of an ITE course, a graduate must have completed a four-year or longer full-time equivalent higher education qualification such as Bachelor of Education or Bachelor of Science plus a Master of Teaching.

Number of accredited ITE programs in Australia

- In 2015, there were 406 ITE programs accredited by AITSL in Australia. 113 (28%) of these programs were based in Victoria.
- 101 (89%) of Victorian ITE programs were registered to both AITSL and the Victorian Institute of Teaching (VIT). 12 (11%) Victorian ITE programs were registered to AITSL only.

Location of ITE providers and campuses

- In 2015, there were 48 ITE providers in Australia, of which 13 (27%) were located in Victoria.
- In 2015, there were 30 higher education campuses that provided ITE programs in Victoria.
- 16 (53%) were based in metropolitan areas and 14 (47%) were based in regional areas. Area definitions are based on the Australian Standard Geographical Classification (ASGC).

Number of accredited ITE programs in Australia (2015)

Location of ITE campuses in Victoria (2015)

Source: AITSL Initial Teacher Education: data report 2015, page 5 and VIT website

Source: AITSL Initial Teacher Education: data report 2015, page 6
ITE COURSE APPLICATIONS, OFFERS AND ACCEPTANCES

First preference Victorian ITE course applications

- The number of applicants who listed an ITE course as their first preference provides a proxy for the number of people interested in a teaching career.
- The number of first preference ITE course applications excludes applicants who list an ITE course as a second, third or fourth preference.
- In 2014, there were 7,049 undergraduate ITE first preference applications from predominantly school leavers and 4,395 postgraduate applications.
- Approximately 12% of school leavers in Victoria applied for an ITE course as their first preference.
- The number of postgraduate applications increased from 3,437 in 2008 to 4,763 in 2010. This was due in large part to the introduction of Master of Teaching course at the University of Melbourne, which replaced its undergraduate ITE course and later at other Victorian universities.

Victorian ITE course offers

- In 2014, 9,334 ITE course offers were made by Victorian ITE providers. 5,593 of these offers were for undergraduate courses and 3,741 were for postgraduate courses.
- The number of ITE course offers made has increased substantially between 2001 and 2014. This is most evident for undergraduate courses, where offers increased by 11% on an annual basis between 2008 and 2014.
- The proportion of applicants being made course offers has increased substantially between 2003 and 2014. The number of offers made as a proportion of first preference applications has increased from 45% in 2003 to 82% in 2014.

ITE COURSE APPLICATIONS, OFFERS AND ACCEPTANCES

Victorian ITE course acceptances
- In 2014, there were 7,289 acceptances into Victorian ITE courses. 4,667 of these acceptances were for undergraduate courses and 2,622 were for postgraduate courses.
- As the number of offers for ITE courses has increased between 2003 and 2014, the number of acceptances has increased concurrently. The number of acceptances has increased by 6% on an annual basis during this time period.
- The acceptance rate for undergraduate ITE courses in 2014 was 83% and postgraduate ITE courses was 70%.

Applications, offers and acceptances by course level
- In 2014, 62% of first preference applications, 60% of offers and 64% of acceptances were for undergraduate ITE courses in Victoria.
- The proportion of applications, offers and acceptances into undergraduate ITE courses has steadily increased between 2001 and 2014, when compared against postgraduate ITE courses.


Proportion of first preference applications, offers and acceptances by course level (2014)
Enrolment data was collected from Victorian ITE course providers for students and graduates who studied an ITE course in 2014 and 2015. The enrolment data collected includes students and graduates who studied on-campus and Victorian students and graduates who studied online ITE courses via interstate ITE providers. The data was collected across school types including dual qualifications in primary/early childhood and primary/secondary at undergraduate and postgraduate level.

Please note enrolment data was partially incomplete for two ITE course providers. Enrolment numbers were projected for these ITE providers using data collected from previous years to account for this missing data.

**Total enrolments across ITE courses by school type**

- Total Victorian FTE enrolments across all ITE courses (both undergraduate and postgraduate, as well as on-campus and online enrolments) was 27,565 in 2014 and 27,802 in 2015.
- In 2015, 36% of ITE enrolments were in primary ITE courses, 25% in secondary ITE courses, 20% in primary/secondary dual qualifications, 9% in primary/early childhood dual qualification, 9% in early childhood ITE courses and 1% in “other” ITE courses.
- The number of ITE enrolments reported by providers increased across all school types, with the exception of early childhood ITE courses between 2014 and 2015. The number of early childhood ITE enrolments decreased by 12% between 2014 and 2015. In comparison, enrolments in primary/early childhood dual qualifications increased by 48% between 2014 and 2015.

**Total enrolments across ITE courses by qualification type**

- Total enrolments across postgraduate ITE courses (which includes Graduate Diplomas and Masters ITE courses) was 7,381 in 2015, a decrease of 6% from 2014.
- Total enrolments across undergraduate ITE courses was 20,421 in 2015, an increase of 4% from 2014.
- In 2015, undergraduate ITE course enrolments comprised 73% of total ITE course enrolments in Victoria. 27% were postgraduate ITE course enrolments.

27,802

total Victorian enrolments across all ITE courses in 2015 including undergraduate and postgraduate courses

48%

increase in primary/early childhood dual qualified ITE course enrolments in 2015 from 2014

36%

of total enrolments belonged to primary ITE courses in 2015
ITE COURSE PROFILE – ONLINE ENROLMENTS

Online enrolments include Victorian students studying online courses at Victorian ITE providers and interstate ITE providers.

The following ITE providers provided online enrolment data for Victorian ITE students in 2014 and 2015:
- Charles Darwin University
- Central Queensland University
- Curtin University
- Deakin University
- Edith Cowan University
- University of Tasmania

Please note that Swinburne University also offers online ITE courses but have not been included due to reporting and data collection inconsistencies.

Total online enrolments across ITE courses by school type
- Total online enrolments in Victoria across all ITE courses (undergraduate and postgraduate) was 972 in 2014 and 956 in 2015. This was a decrease in online enrolments of 2% between 2014 and 2015.
- Online ITE enrolments represented 4% of total ITE course enrolments in 2014 and 3% in 2015.
- There was an increase in online enrolments across early childhood ITE courses by 62% between 2014 and 2015, however, enrolment numbers remained steady or decreased for ITE courses in all other school types.

Total online enrolments across ITE courses by qualification type
- Total online enrolments across postgraduate ITE courses (which includes Graduate Diplomas and Masters ITE courses) was 318.1 in 2015, a decrease of 19% from 2014.
- Total enrolments across undergraduate ITE courses was 637.8 in 2015, an increase of 10% from 2014.
- In 2015, 67% of Victorian online ITE enrolments were at the undergraduate level and 33% were at the postgraduate level.

956
total Victorian online enrolments across all ITE courses in 2015 including undergraduate and postgraduate courses

2%
decrease in Victorian online enrolments in ITE courses between 2014 & 2015

4%
of total enrolments were online based ITE courses in 2015
UNDERGRADUATE ITE COURSE ENROLMENTS

First year enrolments across undergraduate ITE courses by school type

- Total first year enrolments in undergraduate ITE courses (on-campus and online) was 5,407 in 2014 and 5,116 in 2015. This was a decrease in first year enrolments of 5% between 2014 and 2015.
- First year undergraduate enrolments in primary/early childhood ITE courses increased by 12% between 2014 and 2015.
- First year undergraduate enrolments secondary ITE courses increased by 11% between 2014 and 2015.
- Early childhood, primary and primary/secondary dual qualification ITE courses experienced decreases in first year enrolments between 2014 and 2015. Early childhood had the largest decrease of 24% between 2014 and 2015.
- In 2015, primary ITE courses had the largest proportion of first year enrolments at 42%, whilst primary/secondary dual ITE courses had the second largest proportion at 19%.

Final year enrolments across undergraduate ITE courses by school type

- Total final year enrolments across undergraduate ITE courses (on-campus and online) was 2,815 in 2014 and 2,746 in 2015. This was a decrease in final year enrolments by about 2% between 2014 and 2015.
- There was an increase in final year enrolments across dual qualification ITE course types. Primary/early childhood ITE courses had an increase in final year enrolments of 17%. Primary/secondary ITE courses had an increase of 0.5% between 2014 and 2015.
- Each single qualification school type category experienced a decrease in final year enrolments. Primary undergraduate ITE courses experienced the largest decrease in final year enrolments of 7% between 2014 and 2015.
- In 2015, primary ITE courses had the largest proportion of final year enrolments at 38%, whilst primary/secondary dual ITE courses had the second highest proportion at 28%.

5,116  2,746  2%

Total number of first year enrolments across undergraduate ITE courses in 2015  Total number of final year enrolments across undergraduate ITE courses in 2015  Decrease in final year undergraduate enrolments from 2014 to 2015
1. Overview

2. Early Childhood Workforce Profile

3. School Workforce Profile

4. Supply Factors

5. Demand Factors

6. Supply & Demand Forecasting

7. Appendices

UNDERGRADUATE ITE COURSE PROVIDERS

Undergraduate ITE enrolments breakdown by ITE provider

- In 2015, there were 20,421 total undergraduate enrolments on an FTE basis at all Victorian and interstate online ITE providers. This was an increase of 719 FTE enrolments or 4% from 2014, where 19,702 students were enrolled on an FTE basis.

- In 2015, the breakdown of the proportion of ITE enrolments by provider was:
  - 21% at Deakin University
  - 18% at Federation University
  - 14% at Monash University
  - 12% at Victoria University
  - 10% at Swinburne University
  - 6% at Australian Catholic University (ACU)
  - 5% at Royal Melbourne Institute of Technology (RMIT)
  - 1% at other Victorian ITE providers
  - 4% at interstate online ITE providers

- 96% of Victorian ITE enrolments were at Victorian based ITE institutions in 2015.

- In both 2014 and 2015, Deakin University had the largest proportion of Victorian ITE enrolments. In 2014 and 2015, 21% of total undergraduate enrolments were at Deakin University. This enrolment proportion includes students enrolled in online courses.

- The number of undergraduate enrolments at Swinburne University increased by 32% between 2014 and 2015, the most of any ITE provider. The number of enrolments at Swinburne increased by 644 between 2014 and 2015 from 1,396 to 2,069.

- The number of undergraduate enrolments at Deakin, Federation, Monash and Swinburne University increased between 2014 and 2015, however, the number of enrolments decreased at RMIT, ACU and Victoria University during the same time period.

- Of the total 20,421 undergraduate enrolments, 806 (4%) enrolments were at interstate online providers in 2015.

- Interstate online providers included Charles Darwin University (CDU), Central Queensland University (CQU), Charles Sturt University (CSU), Curtin University, Edith Cowan University (ECU) and University of Tasmania (UTAS).

Source: Customised dataset sourced from ITE course providers, 2014-2015
POSTGRADUATE ITE COURSE ENROLMENTS

The majority of postgraduate ITE courses are 2 years in length, however, there are some 1 year postgraduate courses that are still offered. In 2014, 40% of postgraduate ITE enrolments were in 1 year postgraduate ITE courses. In 2015, the proportion of 1 year postgraduate course enrolments dropped to 17%.

First year enrolments across postgraduate ITE courses by school type

- Total first year enrolments in postgraduate ITE courses (on-campus and online) was 3,980 in 2014 and 3,362 in 2015. This was a decrease in first year enrolments of 15% between 2014 and 2015.
- First year postgraduate enrolments across primary/secondary ITE courses experienced an increase of 58% between 2014 and 2015.
- The majority of postgraduate school type categories experienced a decrease in first year enrolments. Early childhood postgraduate ITE courses experienced a 30% decrease, primary postgraduate ITE courses a 24% decrease and secondary postgraduate ITE courses a 22% decrease between 2014 and 2015.
- In 2015, secondary ITE courses had the largest proportion of first year enrolments at 43%, whilst primary ITE courses had the second largest at 35%.

Final year enrolments across postgraduate ITE courses by school type

- Total final year enrolments across postgraduate ITE courses (on-campus and online) was 3,201 in 2014 and 2,319 in 2015. This was a decrease in final year enrolments of 27% between 2014 and 2015.
- Postgraduate final year enrolments in secondary ITE courses decrease by 45% and primary ITE courses by 27% between 2014 and 2015.
- In 2015, primary ITE courses had the largest proportion of final year enrolments at 48%, whilst secondary was the next largest at 31%.

Please note enrolments across postgraduate ITE courses that are 1 year in length may be counted in both first year and final year enrolments figures.
POSTGRADUATE ITE COURSE PROVIDERS

Postgraduate ITE enrolments breakdown by ITE provider

- In 2015, there were 7,381 total postgraduate enrolments on an FTE basis at all Victorian and interstate online ITE providers. This was a decrease of 482 FTE enrolments or 6% from 2014, where 7,863 students were enrolled on an FTE basis.

- In 2015, the breakdown of the proportion of ITE enrolments by provider was:
  - 28% at Melbourne Graduate School of Education (MGSE)
  - 23% at Monash University
  - 12% at Deakin University
  - 10% at Latrobe University
  - 9% at Swinburne University
  - 7% at Australian Catholic University (ACU)
  - 6% at Victoria University
  - 4% at other Victorian ITE providers
  - 1% at interstate online ITE providers

- 99% of Victorian ITE enrolments were at Victorian based ITE institutions in 2015.

- In both 2014 and 2015, MGSE had the largest proportion of Victorian ITE postgraduate enrolments. In 2014, 27% of total enrolments and in 2015, 28% of enrolments were at MGSE. The total number of enrolments decreased from 2,089 in 2014 to 2,124 in 2015. This was a net decrease of 35 enrolments between 2014 and 2015.

- The number of postgraduate enrolments at Monash University increased by 28% between 2014 and 2015, the most of any ITE provider. The number of enrolments at Monash increased by 381 between 2014 and 2015 from 1,349 to 1,730.

- The number of postgraduate enrolments at Monash, ACU and Swinburne University increased between 2014 and 2015, however, the number of enrolments decreased at Deakin, Federation, MGSE, RMIT and Victoria University during the same time period.

- Of the total 7,381 postgraduate enrolments, 21 (1%) enrolments were at interstate online providers in 2015.

- Interstate online providers included Central Queensland University (CQU) and University of Tasmania (UTAS).

Source: Customised dataset sourced from ITE course providers, 2014-2015
1. Overview

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ITE COURSE SUBJECT SPECIALISATIONS

Secondary subject classes studied by final year enrolled students studying Victorian ITE courses

- Data was collected from Victorian ITE course providers about final year ITE enrolment numbers of students studying secondary teaching method subjects.
- Please note enrolment data across secondary teaching method subjects was only received from a sample of Victorian ITE providers and consequently, data collected does not represent the total enrolment population. Proportions rather than total enrolment numbers are reported in this section.
- In 2015, the subject class with the largest proportion of final year Victorian ITE enrolled students was SOSE at 21%.
- In 2015 the proportion of final year ITE enrolled students studying subject classes related to STEM was 29%. 20% of STEM students studied Science, 7% in Mathematics and 2% in Technology.
- There was a 1% increase in the proportion of students studying subject classes related to STEM between 2014 and 2015.

Subject specialisations for final year students enrolled in Victorian ITE courses

- The table to the right shows the breakdown of subject specialisations across the various subject classes studied by final year students in 2015.
- Humanities and history make up more than 50% of the subject specialisations studied as part of SOSE in 2015.
- Of the students who studied Science, 27% studied General Science, 26% in Biology and 25% in Psychology. The other 22% of Science students studied either Chemistry or Physics in 2015.
- 54% of HPE students studied Health Education in 2015, compared to 40% in Physical Education and 7% in Outdoor Education.
- 81% of English students specialised in English and 19% in ESL in 2015.
ITE COURSE PRACTICUM

Data was collected from Victorian ITE course providers regarding ITE students who participated in practicums in 2014 and 2015. The data collected provides a breakdown of the assortment of professional experience received by pre-service teachers as part of their ITE course. Data reported is based on number of placements aggregated by location, sector, practicum type and practicum setting.

Please note, practicum data was partially incomplete, as 3 ITE providers were unable to provide the relevant practicum data. Analysis is a partial representation of the full population and as a consequence, proportions rather than total placement numbers are reported in this analysis.

Location and sector of practicum placements of students studying Victorian ITE courses in 2015

- In 2015, the proportion of practicum placements that were located in metropolitan areas was 76%, compared to placements located in regional/rural areas at 24%. There was a 1% decrease in the proportion of placements located in regional/rural areas between 2014 and 2015.
- 77% of practicum placements were located in government schools in 2015. 13% of practicum placements were located at Catholic schools and 10% at independent schools. There was a 1% increase in the proportion of placements in Catholic schools and a 1% decrease in the proportion of placements in government schools from 2014.

Type and setting of practicum placements of students studying Victorian ITE courses in 2015

- The breakdown of practicum placements by type in 2015 was 69% were block, 30% were distributed and <1% were internships.
- 55% of practicum placements were located in primary schools, 29% in secondary schools, 10% in language schools, 5% on P-12 schools and 1% in special schools. There was a 4% increase in the proportion of practicum placements in primary schools, a 3% decrease in secondary school placements and 1% decrease in language school placement proportions between 2014 and 2015.

Source: Customised dataset sourced from ITE course providers, 2014-2015
ITE COURSE ATAR BREAKDOWN

**ATAR breakdown for Victorian ITE course admission**

- The analysis of the ATAR required to be admitted into a Victorian ITE course focuses only on those admitted on the basis of their ‘secondary education.’ Those admitted on the basis of their secondary education (predominantly school leavers) are most likely to have been admitted based on their ATAR.
- In 2014, 1,967 ITE students were admitted into a Victorian ITE course on a secondary education basis.
- 479 (24%) students were admitted with an ATAR of 40 to 59.99, 638 (32%) were admitted with an ATAR of 60 to 79.99 and 309 (16%) were admitted with ATAR of 80+. The ATAR for 541 (28%) admissions were unavailable in 2014.
- 44% of students admitted into a Victorian early childhood ITE course had an unknown ATAR in 2014.
- 20% of students admitted into a Victorian primary ITE course had an ATAR of 40 to 59.99 in 2014.
- 27% of students admitted into a Victorian secondary ITE course had an ATAR of 60 to 79.99 in 2014.

**Victorian ITE ATAR breakdown by field of education (2014)**

<table>
<thead>
<tr>
<th>Teacher Education</th>
<th>40 to 49.99</th>
<th>50 to 59.99</th>
<th>60 to 69.99</th>
<th>70 to 79.99</th>
<th>80 to 89.99</th>
<th>90 to 100</th>
<th>ATAR not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>184 (9%)</td>
<td>295 (15%)</td>
<td>342 (17%)</td>
<td>296 (15%)</td>
<td>237 (12%)</td>
<td>72 (4%)</td>
<td>541 (28%)</td>
</tr>
<tr>
<td>Primary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


1,967 number of students admitted into a Victorian ITE course on a secondary education basis in 2014

28% of students admitted into a Victorian ITE course had an unknown ATAR in 2014

48% of students admitted into a Victorian ITE course had an ATAR of 60+ in 2014
ITE GRADUATES

Victorian registered graduate teachers

- In 2015, 5,051 graduates were granted provisional registration by VIT.
- The number of graduates granted provisional registration by VIT increased from 4,926 in 2014 to 5,051, an increase of 125 or 3% between this time period.
- In 2014 and 2015, 93% of graduate teachers were registered at the end of year and 7% in mid-year.
- In 2015, 2,541 graduate teachers were employed in the Victorian government teaching workforce. The number of graduate teachers employed increased by 12 from 2,519 in 2014.
- In 2015, 50% of graduates with provisional registration were employed in the Victorian government teaching workforce, a decrease of 5% from 2014.
- Graduates with provisional registration may also be employed in the independent sectors, in industries outside of Education, pursuing further study or not employed.

Victorian government teaching workforce graduate teachers

- In August 2015, 51,285 people were employed in the Victorian government teaching workforce. This includes classroom teachers, leading teachers, assistant principals and principals.
- Of the 51,285 teachers employed in the Victorian government teaching workforce in 2015, 2,541 (5%) were employed as graduate teachers.
- Across all school types, the proportion of graduate teachers employed at Victorian government schools is between 4% and 6% in 2015.

VICTORIAN GOVERNMENT GRADUATE TEACHERS

Graduate Recruitment Census

- The Victorian Department of Education and Training conducts a ‘Graduate Recruitment Census’ of all graduate teachers employed at Victorian government schools on an annual basis in August.
- The census collects data items related to the demographic, employment, qualification and subject specialisation characteristics of graduate teachers employed at government schools.
- This census has been utilised to perform the analysis below for ITE graduates employed at Victorian government schools only.

Age profile of Victorian government graduate teachers

- The majority of graduate teachers employed at Victorian government schools were aged between 20 to 29 years in 2015. 78% of graduate teachers were aged between this age band.
- 1,159 (46%) of graduate teachers employed were aged between 20 to 24 years.
- 823 (32%) of graduate teachers employed were aged between 25 to 29 years.
- 8 (<1%) graduate teachers employed were aged 55 years or above.

Gender profile of Victorian government graduate teachers

- In 2015, 1,864 (73%) of graduate teachers employed at Victorian government schools were female and 677 (27%) were male.

Victorian government graduate teachers by employment type

- In 2015, 2,346 (92%) Victorian government graduate teachers were employed on fixed-term contracts and 195 (8%) were employed on an ongoing basis.

Victorian government graduate teachers by school type

- The largest proportion of Victorian government graduate teachers were employed at primary schools in 2015, consistent with the wider Victorian government teaching workforce. 1,382 (54%) were employed in primary schools.
- 154 (6%) of graduate teachers were employed in special or language schools in 2015.

<table>
<thead>
<tr>
<th></th>
<th>Fixed-term</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>1,325 (96%)</td>
<td>57 (4%)</td>
</tr>
<tr>
<td>Secondary</td>
<td>662 (88%)</td>
<td>90 (12%)</td>
</tr>
<tr>
<td>P-12</td>
<td>214 (85%)</td>
<td>39 (15%)</td>
</tr>
<tr>
<td>Special and Language</td>
<td>145 (94%)</td>
<td>9 (6%)</td>
</tr>
</tbody>
</table>

Source: Graduate Recruitment Census, Victorian Department of Education and Training, 2015
VICTORIAN GOVERNMENT GRADUATE TEACHERS

Victorian government graduate teachers by time fraction employed (FTE)

- The time fraction employed (FTE) is a unit that depicts the workload of a graduate teacher. An FTE of 0.9-1 is classified as working full time (5 days per week) and 0.1-0.8 is classified as working part time (1-4 days per week).
- In 2015, 2,179 (86%) of Victorian government graduate teachers were employed on a full-time basis and 362 (14%) were employed on a part-time basis.

Victorian government graduate teachers qualification name and level

- In 2015, 2,487 (98%) Victorian government graduate teachers completed an ITE qualification in Education, Early Childhood Education or Teaching.
- 1,730 (68%) completed an Education qualification, 709 (28%) completed a Teaching qualification and 48 (2%) completed an Early Childhood Education qualification.
- The largest proportion of graduate teachers completed a Bachelor qualification level, with 1,506 (59%) complete this qualification level in 2015.
- 311 (12%) of graduate teachers completed a Masters of Teaching in 2015.
- The qualification name and level for 54 (2%) graduate teachers was classified as Other in 2015 and was unknown.

Source: Graduate Recruitment Census, Victorian Department of Education and Training, 2015
VICTORIAN GOVERNMENT GRADUATE TEACHERS

Victorian government graduate teachers qualification institution

- Victorian government graduate teachers completed their ITE qualifications at a number of different ITE institutions in Victoria, interstate and overseas in 2015.
- 2,371 (93%) graduate teachers completed their qualification at a Victorian ITE institution and 170 (7%) completed their qualification at an interstate or overseas ITE institution.
- The largest proportion of graduate teachers completed their qualification at Deakin University, with 492 (19%) completing their qualification at this university.
- The lowest proportion of graduate teachers completed their qualification at Swinburne University, with 26 (1%) completing their qualification at this university.
- 17 (1%) graduate teachers completed their qualification at an ITE institution classified as ‘Other.’ Other ITE institutions include Holmesglen TAFE, Tabor College and NMIT.

Source: Graduate Recruitment Census, Victorian Department of Education and Training, 2015
VICTORIAN GOVERNMENT GRADUATE TEACHERS

Victorian government graduate teacher employment

- This map depicts the number of graduate teachers employed at Victorian government schools by LGA in 2015.
- The LGA with the highest number of graduate teachers employed was Casey in metro Victoria, with 155 graduate teachers employed.
- The LGAs with the lowest number of graduate teachers employed was Queenscliffe and Pyrenees in the rural area. Less than 5 (<5) graduate teachers were employed in both LGAs respectively.
- In 2015, 1,886 (74%) graduate teachers were employed in the metro area, compared to 300 (12%) in regional cities and 353 (14%) in the area. Less than 5 (<5) were unknown in 2015.

<table>
<thead>
<tr>
<th>Area</th>
<th>Highest</th>
<th>Lowest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metro</td>
<td>Casey (155)</td>
<td>Stonnington (10)</td>
</tr>
<tr>
<td></td>
<td>Wyndham (132)</td>
<td>Port Phillip (22)</td>
</tr>
<tr>
<td>Regional City</td>
<td>Greater Geelong (82)</td>
<td>Horsham (10)</td>
</tr>
<tr>
<td></td>
<td>Greater Bendigo (39)</td>
<td>Warrnambool (11)</td>
</tr>
<tr>
<td>Rural</td>
<td>Baw Baw (29)</td>
<td>Queenscliffe (&lt;5)</td>
</tr>
<tr>
<td></td>
<td>Wellington (24)</td>
<td>Pyrenees (&lt;5)</td>
</tr>
</tbody>
</table>

Proportion (%) of graduate teachers employed in the Victorian government teaching workforce by area

5% in metro areas
4% in regional cities
5% in rural areas

Source: Graduate Recruitment Census, Victorian Department of Education and Training, 2015
ITE GRADUATE TEACHERS DUAL QUALIFICATIONS

Victorian government graduate teacher dual qualifications
- The Graduate Recruitment Census conducted by the Victorian Department of Education and Training on an annual basis in August classifies the qualification completed by a graduate into five categories:
  - Early Childhood
  - Primary
  - Secondary
  - Primary and Early Childhood
  - Primary and Secondary
- This analysis will focus on graduates who completed a dual qualification in primary and early childhood or primary and secondary.
- In 2015, 64 (2%) government school graduate teachers completed a dual qualification in primary and early childhood and 428 (17%) completed a dual qualification in primary and secondary.
- 2,049 (81%) completed a single qualification in early childhood, primary or secondary.

Victorian government graduate teacher dual qualifications by gender
- In 2015, 98% of graduate teachers who completed a primary and early childhood qualification were female and 2% were male.
- 68% of graduate teachers who completed primary and secondary qualifications were female and 32% were male.
- In comparison, 74% of graduate teachers who completed a single qualification were female and 26% were male.

Victorian government graduate teacher dual qualifications by school type
- In 2015, 246 (50%) graduate teachers who studied a dual qualification were employed at primary schools.
- 39 (8%) graduate teachers who studied a dual qualification were employed at special and language schools.
- The majority of graduate teachers who studied primary and early childhood were employed at primary schools, with 56 (89%) teachers employed in this school type.
- 325 (76%) graduate teachers who studied primary and secondary were employed at primary or secondary schools.

Proportion of Victorian graduate teachers who completed a dual qualification (2015)

Victorian graduate teacher dual qualification by school type (2015)

Source: Graduate Recruitment Census, Victorian Department of Education and Training, 2015
ITE GRADUATE TEACHERS DUAL QUALIFICATIONS

Victorian government graduate teacher dual qualifications by area

- In 2015, 343 (70%) Victorian government graduate teachers who completed a dual qualification were employed in the metro area. In comparison, 77 (16%) of graduate teachers who completed a dual qualification were employed in regional cities and 72 (14%).
- In 2015, 1,543 (75%) of graduate teachers who completed a single qualification were employed in the metro area, 223 (11%) were employed in regional cities and 281 (14%) in the rural area.
- Less than 5 (<5) graduate teachers were not classified to an area.

Victorian government graduate teacher dual qualifications by qualification level

- In 2015, 357 (73%) Victorian government graduate teachers who completed a dual qualification studied a Bachelor level qualification.
- 38 (8%) graduate teachers who completed a dual qualification studied a Master level qualification.
- 97 (20%) graduate teachers who completed a dual qualification studied a Graduate Diploma or Other qualification level.
- 1,149 (56%) graduate teachers who completed a single qualification studied a Bachelor level qualification.
- 273 (13%) graduate teachers who completed a single qualification studied a Masters level qualification.
- 627 (31%) graduate teachers who completed a single qualification studied a Graduate Diploma or Other qualification level.

Source: Graduate Recruitment Census, Victorian Department of Education and Training, 2015
ITE GRADUATE TEACHERS SUBJECT SPECIALISATIONS

Victorian government graduate teachers subject specialisations

- The Graduate Recruitment Census conducted by the Victorian Department of Education and Training on an annual basis in August classifies the subject specialisations studied by graduate into 16 different subject areas.
- In 2015, graduate teachers employed at Victorian government schools studied a breadth of subject areas in Humanities, Sciences, Languages, Arts and Sports.
- The largest proportion of graduate teachers studied a subject specialisation in General Primary. 32% of graduate teachers studied a General Primary subject specialisation.
- STEM subject area includes Biology, Chemistry, General Science, Maths, Physics and Technology. 21% of graduate teachers studied a STEM subject specialisation in 2015.
- For graduate teachers with a STEM subject specialisation, the breakdown of the school type that these teachers were employed at was:
  - 17% at Primary schools
  - 66% at Secondary schools
  - 15% at P-12 schools
  - 2% at Special schools
- LOTE subject area includes any language other than English such as Chinese, Spanish, French, Japanese or German. 3% of graduate teacher studied a LOTE subject specialisation in 2015.
- 1% of graduate teachers studied a Special Education subject specialisation in 2015.
- Please note a graduate teacher may study more than one subject specialisation. Percentages rather than actual headcounts have been used.

Source: Graduate Recruitment Census, Victorian Department of Education and Training, 2015
ITE GRADUATES PROFILE (AGS)

ITE graduate profile summary
The Australian Graduate Survey (AGS) was created and administered by Graduate Careers Australia (GCA) since 1972 to provide a study of the activities, outcomes and experiences of graduates from Australian higher education institutions. The AGS involves surveying graduate respondents approximately four months after they complete the requirements for their awards. The survey response rate for domestic graduates—the primary focus of the AGS—typically ranges from 60 to 65 per cent.

Please note that the AGS may not be representative of the outcomes and experiences of the Victorian ITE graduate population. The analysis should be used as a proxy only to understand the pathways of Victorian ITE graduates.

The breakdown of the combined 2014 and 2015 survey respondents by field of education and employment status is provided.

- There were 59,138 respondents in total for the 2014/2015 AGS Survey
- 7,282 (12%) of those respondents had studied Initial Teacher Education (ITE), whilst 51,856 (88%) of those respondents studied something other than ITE
- Of the respondents which had studied ITE, 3,737 (52%) were working full time, 2,624 (36%) were working part-time, whilst 860 (12%) were not working.

NOTE:
The field of education utilises the ABS Australian Standard Classification of Education (ASCED), 2001, Broad Fields code. The code 07, Education has been used as a proxy for studying ITE.

Source: Customised Australian Graduate Survey (AGS) dataset, Australian Government Department Education and Training, 2014/2015
ITE GRADUATES QUALIFICATION AND EMPLOYMENT (AGS)

Qualification level (AGS)

- For 2014 and 2015 Victorian survey respondents who studied a field of education in ITE, 40% graduated with a Bachelor level qualification and 2% graduated with a Masters level qualification.
- In the 2014 and 2015 AGS, the qualification level with the highest proportion of Education survey respondents was Bachelors and the lowest was Doctorate and Other award course.

ITE employment breakdown (AGS)

- In the 2014 and 2015 AGS, 75% of employed ITE graduate respondents were employed in the Education and Training industry and 25% were employed in other industries.
- Industries that ITE graduate respondents were employed in included Retail, Construction, Manufacturing, Professional Services and Health Care.
- 22% of ITE graduate respondents employed in other industries were employed in Health Care and Social Assistance and 21% were employed in Retail Trade.
- The industry that 10% of ITE graduate respondents employed in other industries was unknown.

Source: Customised Australian Graduate Survey (AGS) dataset, Australian Government Department Education and Training, 2014/2015
ITE GRADUATES EMPLOYMENT AND FURTHER STUDY (AGS)

Duty category of employed ITE graduates (AGS)
- Duty category is defined as a position of work for an employer with a particular set of duties and level of responsibilities.
- For 2014 and 2015 Victorian survey respondents who studied a field of education in ITE and were employed, 77% were employed in the duty category of professionals.
- 7% were employed in the duty category of community and 5% were employed in sales.
- The remaining 11% of employed ITE graduates were employed in a number of different duty categories such as labourers, technicians and managers.

Further study status (AGS)
- For 2014 and 2015 Victorian survey respondents who studied a field of education in ITE, 88% were not pursuing further study. 12% were pursuing further study.
- 10% of respondents were neither working nor pursuing further study after graduation in 2014 and 2015.
- Of the 52% of respondents who indicated they were in full-time employment, 92% were not pursuing further study. 6% were pursuing further study on a part-time basis and 2% were studying on a full-time basis.
- Of the 36% of respondents who indicated they were in part-time employment, 84% were not pursuing further study. 6% were pursuing further study on a part-time basis and 10% were studying on a full-time basis.
- Of the 12% of respondents who indicated they were not working, 82% were not pursuing further study. 4% were pursuing further study on a part-time basis and 14% were studying on a full-time basis.
ITE GRADUATES FURTHER STUDY (AGS)

Further study qualification level (AGS)

- For 2014 and 2015 Victorian survey respondents who studied a field of education in ITE and were pursuing further study, 57% were studying a Masters level qualification and 5% were studying a doctorate.
- 9% of respondents were studying an Other award course. Other award courses include advanced diploma, associate degree, graduate qualifying or preliminary and courses classified as other.

Further study field of education (AGS)

- For 2015 and 2015 Victorian survey respondents who studied a field of education in ITE and were pursuing further study, 79% were studying an Education field of education. 21% were studying an Other field of education.
- The Education field of education includes respondents studying early childhood, primary and/or secondary.
- The Other field of education includes all respondents studying a non-education degree such as Health or Society and culture.
- Society and culture comprised the largest proportion of students studying a non-education field of education at 60% in 2014 and 2015.

Further study and qualification breakdown of ITE graduate (2015)

Source: Customised Australian Graduate Survey (AGS) dataset, Australian Government Department Education and Training, 2014/2015
ITE GRADUATES COURSE EXPERIENCE (AGS)

ITE course experience (AGS)

- In addition to demographic and employment profiles of graduates, the AGS provides insights into the perceptions and satisfaction of graduates about their higher education studies.
- The responses from ITE graduate survey respondents indicates that the majority of graduates are satisfied with the quality of teaching and experiences gained during their studies.
- In 2014 and 2015, 5,433 (77%) survey respondents were satisfied with the generic skills they gained and were able to develop during their studies. (N: 7,055)
- In 2014 and 2015, 5,024 (71%) survey respondents were satisfied with the level of teaching provided during their studies. (N: 7,072)
- In 2014 and 2015, 5,636 (80%) survey respondents were satisfied with the quality of the degree they studied. (N: 7,061)

Course experience of ITE Graduates (2014/2015)

- 77% of respondents were satisfied
- 71% of respondents were satisfied
- 80% of respondents were satisfied

Source: Customised Australian Graduate Survey (AGS) dataset, Australian Government Department Education and Training, 2014/2015
ITE GRADUATES PROFILE (BGS)

The Beyond Graduation Survey (BGS) was created and administered by Graduate Careers Australia (GCA) to provide a longitudinal study of the activities, outcomes and experiences of graduates from Australian higher education institutions. The BGS involves the resurveying of respondents to the Australian Graduate Survey (AGS) three years after course completion.

Please note that the BGS may not be representative of the outcomes and experiences of the Victorian ITE graduate population. The analysis should be used as a proxy only to understand the pathways of Victorian ITE graduates.

The breakdown of 2015 BGS survey respondents by field of education and employment status is provided below.

Source: Beyond Graduation Survey (BGS) Raw Dataset, Graduate Careers Australia (GCA), 2015

The field of education utilises the ABS Australian Standard Classification of Education (ASCED), 2001, Broad Fields code. The code 07, Education has been used as a proxy for studying ITE.
ITE GRADUATES QUALIFICATION AND EMPLOYMENT (BGS)

Qualification level (BGS)

- For 2015 Victorian survey respondents who studied a field of education in Education, 24% graduated with a Bachelor level qualification and 32% graduated with a Masters level qualification.
- In the 2014 and 2015 BGS, the qualification level with the highest proportion of Education survey respondents was Masters and the lowest was an Advanced diploma or diploma.
- 4% of survey respondents graduated with a Doctorate qualification level in 2015.

Education employment breakdown (BGS)

- For 2015 Victorian survey respondents who studied a field of education in Education, 67% of respondents were employed in the education industry.
- The largest proportion of survey respondents were employed at Primary schools, with 45% employed in 2015.
- This analysis does not include respondents employed in other sectors of the education industry such as Higher Education or Vocational Education and Training.

Non-education employment breakdown (BGS)

- The BGS survey indicates that 33% of Victorian Education graduates are employed in non-education based industry after completion of their degree in 2015.
- Industries which Education graduates employed at included government, retail, health, mining, finance, and construction.
- 38% of survey respondents who studied a field of education in Education were employed in the Health Care and Social Assistance industry in 2015.

Source: Beyond Graduation Survey (BGS) Raw Dataset, Graduate Careers Australia (GCA), 2015
ITE GRADUATES EMPLOYMENT AND FURTHER STUDY (BGS)

Employment sector breakdown (BGS)
- For 2015 Victorian survey respondents who studied a field of education in Education, 55% of respondents were employed in the government sector.
- 70% Victorian survey respondents who were employed in the Education industry in 2015 were employed in the government sector.
- The sector for 14% of survey respondents was unknown in 2015.

Further study and qualification breakdown (2015)

- For Victorian survey respondents who studied a field of education in Education, 16% were pursuing further study in 2015.
- For 2015 Victorian survey respondents pursuing further study, 64% were study an Education major for their qualification. A breakdown of whether the major was primary, secondary, early childhood or other was unavailable.
- Victorian survey respondents were pursuing further study across 46 different majors, across all 12 fields of education defined by the ABS ASCED codes.

Examples of further study majors

<table>
<thead>
<tr>
<th>Field</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>Law</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Business Management</td>
<td>Midwifery</td>
</tr>
<tr>
<td>Children's Services</td>
<td>Music</td>
</tr>
<tr>
<td>Counselling</td>
<td>Policy Studies</td>
</tr>
<tr>
<td>General Medicine</td>
<td></td>
</tr>
</tbody>
</table>

Source: Beyond Graduation Survey (BGS) Raw Dataset, Graduate Careers Australia (GCA), 2015
ITE GRADUATES EMPLOYMENT AND FURTHER STUDY (BGS)

Further study qualification & mode of attendance (BGS)

- For 2015 Victorian survey respondents pursuing further study, 47% were studying Masters and 20% were studying a Doctorate.
- In both 2014 and 2015, the largest proportion of respondents pursuing further study was at the Masters qualification level.
- For 2015 Victorian survey respondents pursuing further study, 42% studied on-campus and 38% studied via distance education.
- 50% of survey respondents in full time employment pursue their further study via external or mixed mode of attendance.

Further study qualification level (2015)

- Advanced diploma: 3%
- Bachelor: 14%
- Doctorate: 20%
- Graduate certificate: 4%
- Graduate diploma: 6%
- Masters: 47%
- Other award course: 4%

Source: Beyond Graduation Survey (BGS) Raw Dataset, Graduate Careers Australia (GCA), 2015

Further study mode of attendance (2015)

- External: 38%
- Internal (on-campus): 42%
- Mixed mode (internal and external): 20%

Source: Beyond Graduation Survey (BGS) Raw Dataset, Graduate Careers Australia (GCA), 2015

Education (field of education)

444 (10%)

43 (14%)
263 (66%)
26 (25%)

Seeking employment (BGS)

- For Victorian survey respondents who studied a field of education in Education, 81% were not seeking full-time or part-time employment in 2015.
- 10% of respondents were seeking full-time employment and 5% were seeking part-time employment in 2015.
- 4% of respondents not working were seeking either full-time or part-time employment in 2015.

Seeking

40% of BGS respondents pursuing further study were studying a Masters qualification level in 2015

42% of BGS respondents pursuing further study were studying on-campus in 2015

81% of BGS respondents who studied Education were not seeking full-time or part-time employment in 2015
ITE GRADUATES MOBILITY (BGS)

Mobility of ITE graduates by work status
- For 2015 survey respondents who studied an Education field of education, 89% of respondents were working and 11% were not working in 2012.
- 85% of respondents who were working in 2012, were still working in 2015.
- 4% of respondents who were working in 2012, were not working in 2015.
- 85% of respondents who were working in 2012, were still working in 2015.
- 4% of respondents who were working in 2012, were not working in 2015.

Mobility of ITE graduates by industry
- For 2015 survey respondents who studied an Education field of education, 65% of respondents were employed in the Education industry and 35% were employed in other industries in 2012.
- 54% of respondents who were employed in the Education industry in 2012, were still employed in the Education industry in 2015.
- 11% of respondents who were employed in the Education industry in 2012, were employed in other industries in 2015.
- 13% of respondents who were not employed in the Education industry in 2012, were employed in the Education industry in 2015.
- 22% of respondents who were employed in other industries in 2012, were employed in other industries in 2015.

Source: Beyond Graduation Survey (BGS) Raw Dataset, Graduate Careers Australia (GCA), 2015
RECRUITMENT ONLINE (ROL) - APPLICATIONS

Recruitment Online (ROL) overview

- The Recruitment Online (ROL) is the recruitment system used by the Victorian Department of Education and Training to administer all teaching and educational support vacancies and applications at schools in the Victorian government sector only.
- This section focuses on the supply side which relates to ROL applications. Applications can be made to any “open” vacancies publicly listed in ROL.
- Teaching applications in the Catholic and independent sectors are administered by the respective schools in these sectors and are not captured in this analysis.
- The analysis of ROL includes all applications recorded in the 2015 calendar year for teaching services only. For the purpose of this analysis, applications and vacancies classified as Education Support were excluded. The following employment classifications were included in the analysis of teaching services:
  - Classroom Teacher
  - Leading Teacher
  - Assistant Principal
  - Principal
  - Executive Class

Recruitment Online (ROL) data profile

- In 2015, 181,609 applications were received covering 6,596 teacher and leadership “open” vacancies listed in ROL. This equates to a 28 applications per vacancy in 2015.
- In ROL, there are six classifiers used to define the status of a vacancy. For the purpose of this analysis, only vacancies classified as “open” status were included, as vacancies under other status classifiers may not have been available publically in ROL.
- The number of “open” vacancies was calculated by filtering the ROL vacancy dataset by vacancy status and job family data items.
- For applications listed in 2015 by area, 150,181 (83%) applications were located in the metropolitan area, 17,372 (10%) were located in regional cities and 14,137 (8%) were located in the rural area.

Source: Customised Recruitment Online (ROL) dataset, Victorian Department of Education and Training, 2015

Recruitment Online (ROL) teacher and leadership applications by area (2015)

- Metro 83%
- Regional City 10%
- Rural 8%

Applications 181,690
Vacancies 6,596

28:1 applications for every vacancy in 2015

Source: Customised Recruitment Online (ROL) dataset, Victorian Department of Education and Training, 2015
RECRUITMENT ONLINE (ROL) - APPLICATIONS

ROL Teacher and Leadership Application Rate
- This map depicts the teacher and leadership application rate at Victorian government schools by local government area (LGA) in 2015.
- The application rate is derived from calculating the number of applications to vacancies in ROL. (Application Rate = Applications/Vacancies).
- The LGA with the highest application rate was Surf Coast in rural Victoria with 158 applications per vacancy.
- The LGA with the lowest application rate was Yarriambiack in rural Victoria with less than 5 (<5) applications per vacancy.

<table>
<thead>
<tr>
<th>Area</th>
<th>Highest</th>
<th>Lowest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metro</td>
<td>Port Phillip (46)</td>
<td>Darebin (18)</td>
</tr>
<tr>
<td></td>
<td>Cardinia (46)</td>
<td>Monash (21)</td>
</tr>
<tr>
<td>Regional City</td>
<td>Greater Geelong (45)</td>
<td>Horsham (6)</td>
</tr>
<tr>
<td></td>
<td>Warmambool (22)</td>
<td>Mildura (10)</td>
</tr>
<tr>
<td>Rural</td>
<td>Surf Coast (158)</td>
<td>Yarriambiack (&lt;5)</td>
</tr>
<tr>
<td></td>
<td>Moorabool (66)</td>
<td>Swan Hill (&lt;5)</td>
</tr>
</tbody>
</table>

Application Rate by Area

- 31 in metro areas
- 21 in regional cities
- 14 in rural areas

Source: Customised Recruitment Online (ROL) dataset, Victorian Department of Education and Training, 2015
PART V - ANALYSIS OF DEMAND FACTORS
ANALYSIS OF DEMAND FACTORS OVERVIEW

‘Part V – Analysis of demand factors’ analyses the parameters that may impact the demand for teachers in Victoria. The analysis provided in this part will form the basis of the demand component of the forecasting model used to forecast teacher supply between 2016 and 2021 in ‘Part VI Forecasting Demand & Supply Factors.’

This part analyses the demand for teachers in Victoria. Areas of analysis include the number of schools, student enrolments, time fraction employment, fixed term employment, extended leave, Casual Relief Teachers (CRTs), vacancies for government teaching vacancies and difficult to fill vacancies.

This part of this report comprises the following areas:

- Number of schools
- Student enrolments
- Time fraction employment (FTE)
- Fixed term employment
- Fixed term employment by location
- Extended leave
- Casual Relief Teachers (CRTs)
- Recruitment Online (ROL) – Vacancies
- Difficult to fill vacancies
NUMBER OF SCHOOLS

Number of schools in Victoria

- There were 2,228 schools in Victoria in 2015, which includes special and language schools, as well as non-special schools.
- By sector, 1,528 (69%) schools were classified as government, 493 (22%) were classified as Catholic and 207 (9%) were classified as independent.
- By area, 1,282 (58%) schools were classified as metropolitan, 353 (16%) were classified as regional city and 593 (26%) were classified as rural.
- Comparing primary vs secondary school type, primary has a higher proportion of schools in rural areas at 29% compared to secondary schools, which had 21% in rural areas.
- Special and language school's distribution across areas is more evenly dispersed, with 70% in metropolitan areas and 15% in regional city and rural areas.

Source: All FTE Enrolments, 2015, Data Victoria (data.vic.gov.au), 2015

Breakdown of schools across regions by school type in 2015

- metropolitan: 65% primary, 64% secondary, 59% P-12, 70% special and language
- rural: 59% primary, 21% secondary, 26% P-12, 15% special and language
- regional city: 6% primary, 15% secondary, 14% P-12, 15% special and language

Source: School Locations, Data Victoria (data.vic.gov.au), 2015
STUDENT ENROLMENTS

Student enrolments

- The total student enrolments on an full time equivalent (FTE) basis at Victorian schools in 2014 was 899,450 and in 2015 was 915,160.
- The median increase in Victorian student enrolments on an annual basis between 2006 and 2015 was 1.5%.
- In 2015, 447,235 (49%) of student enrolments on an FTE basis were female and 467,834 (51%) were male.
- By sector, there were 576,008 (63%) government enrolments, 207,186 (23%) Catholic enrolments and 131,965 (14%) Independent enrolments in 2015.
- The overall number of student enrolments has increased between 2006 and 2015 across the government, Catholic and independent sectors.

Proportion of student enrolments by sector

- The proportion of Victorian student enrolments attending government schools has steadily decreased from 65% in 2006 to 63% in 2015, a decrease of 2% during this time period.
- The proportion of Victorian student enrolments at government schools, however, increased slightly from 62.8% in 2014 to 62.9% in 2015. This is the only time period where the proportion of Victorian government school enrolments has not dropped since 2006.
- The proportion of Victorian student enrolments has steadily increased in both the Catholic and independent sectors between 2006 and 2015. The proportion of Catholic and Independent enrolments have increased by 1% between this time period.
- The decrease in the proportion of Victorian government school enrolments is most evident at secondary schools, where the proportion of enrolments have dropped from 59% in 2006 to 56% in 2014 and 2015.

Source: Table 2: Number of Enrolments by Area, Sector, School Type, Enrolment Type and Enrolment Sex, Summary Statistics Victoria Schools February, 2015, Victorian Department of Education and Training, 2015
STUDENT ENROLMENTS

Primary student enrolments:
- The total student enrolments on a full time equivalent (FTE) basis at Victorian primary schools in 2014 was 495,236 and in 2015 was 506,738, which is an overall growth of 2%.
- Over the last 10 years, primary FTE enrolments have increased by 13% from 2006 to 2015.
- The number of FTE enrolments at government primary schools varied from 305,000 to 307,000 between 2006 and 2010. From 2011 onwards, government primary FTE enrolments increased by 2% on an annual basis. The number of FTE enrolments increased from 309,993 in 2011 to 332,016 in 2014 and 340,844 in 2015.
- The number of Catholic primary FTE enrolments has increased from 98,373 in 2006 to 110,175 in 2014 and 111,233 in 2015. From 2006 to 2015, the number of FTE enrolments increased by 1% on an annual basis.
- The number of independent primary FTE enrolments has increased from 42,310 in 2006 to 53,045 in 2014 and 54,661 in 2015. From 2006 to 2015, the number of FTE enrolments increased by 3% on an annual basis.

Secondary student enrolments:
- The total student enrolments on a full time equivalent (FTE) basis at Victorian secondary schools in 2014 was 389,683 and in 2015 was 393,591, which is an overall growth of 1%.
- Over the last 10 years, secondary FTE enrolments have increased by 5% from 2006 to 2015.
- The number of FTE enrolments at government secondary schools remained steady between 2006 and 2010, varying between 222,000 and 223,000. In 2011, FTE enrolments decreased to 221,728 and remained steady at approximately 219,000 between 2012 and 2014. In 2015, there were 221,458 FTE enrolments.
- The number of Catholic secondary FTE enrolments has increased from 84,375 in 2006 to 94,646 in 2014 and 95,394 in 2015. From 2006 to 2015, the number of FTE enrolments increased by 1% on an annual basis.
- The number of independent secondary FTE enrolments has increased from 68,694 in 2006 to 75,495 in 2014 and 76,738 in 2015. From 2006 to 2015, the number of FTE enrolments increased by 1% on an annual basis.

Source: Table 2: Number of Enrolments by Area, Sector, School Type, Enrolment Type and Enrolment Sex, Summary Statistics Victoria Schools February, 2015, Victorian Department of Education and Training, 2015
STUDENT ENROLMENTS

Special student enrolments
- The total student enrolments on a full time equivalent (FTE) basis at Victorian special schools in 2014 was 12,526 and in 2015 was 13,201, which is an overall growth of 5%.
- Over the last 10 years, special FTE enrolments has increased by 58% from 2006 to 2015.
- The number of FTE enrolments at government special schools has increased from 7,756 in 2006 to 11,551 in 2014 and 12,076 in 2015. From 2006 to 2015, the number of FTE enrolments increased by 5% on an annual basis.
- The number of Catholic special FTE enrolments has increased from 170 in 2006 to 421 in 2014 and 559 in 2015. From 2006 to 2015, the number of FTE enrolments increased by 13% on an annual basis.
- The number of independent special FTE enrolments has increased from 409 in 2006 to 555 in 2014 and 566 in 2015. From 2006 to 2015, the number of FTE enrolments increased by 3% on an annual basis.

Language student enrolments
- Victorian language schools are administered in the government sector only.
- The total student enrolments on a full time equivalent (FTE) basis at Victorian language schools in 2014 was 2,004 and in 2015 was 1,629, which is an overall decrease of 19%.
- The number of FTE enrolments at language schools increased from 1,184 in 2006 to 2,004 in 2014 and 1,629 in 2015. Despite the decline in the number of FTE enrolments between 2014 and 2015, the number of FTE enrolments increased by 38% between 2006 and 2015.
- From 2006 to 2015, the number of FTE enrolments at language schools increased by 3% on an annual basis.

Source: Table 2: Number of Enrolments by Area, Sector, School Type, Enrolment Type and Enrolment Sex, Summary Statistics Victoria Schools February, 2015, Victorian Department of Education and Training, 2015.
TIME FRACTION EMPLOYMENT (FTE)

Time fraction employed (FTE) comparison between Victorian government and Catholic teaching workforces

- For the purposes of this analysis, a teacher or principal employed with an FTE of 0.99 or less was considered part-time and an FTE of 1 was considered full-time.

- Please note that in the Catholic sector the time fraction employment of a staff member is determined by the addition of fractional FTEs under the employment of a single school only. Fractional roles in other schools or associated Catholic organisations are counted as part-time employees of the associated employers. This methodology may be different to that used in other sectors and accounts for some of the differences between sectors shown in this section.

- In 2015, 75% of the Victorian government teaching workforce was employed on a full-time basis and 25% were employed on a part-time basis. The proportion of the government teaching workforce employed on a full-time basis decreased by 1% from 2014, where 76% were employed on a full-time basis and 24% were employed on part-time basis.

- In comparison, 65% of the Victorian Catholic teaching workforce was employed on a full-time basis and 35% were employed on part-time basis in 2014 and 2015.

- The proportion of the Victorian government teaching workforce employed on a full-time basis has remained stable between 2011 and 2015. Throughout this time period, 75% to 77% of the teaching workforce was employed on a full-time basis.

- The proportion of the Victorian Catholic teaching workforce employed on a full-time basis has remained stable between 2011 and 2015. Throughout this time period, 64% to 65% of the teaching workforce was employed on a full-time basis.


75% of the Victorian government teaching workforce was employed on a full-time basis in 2015

65% of the Victorian Catholic teaching workforce was employed on a full-time basis in 2015
TIME FRACTION EMPLOYMENT (FTE)

Victorian government teaching workforce time fraction employment (FTE)

- These graphs depict the proportion of the Victorian government teaching workforce employed on a full time and part time basis in 2015. An FTE of 0.1-0.99 was labelled part-time and an FTE of 1 was labelled as full-time. The Other school types are not included in this analysis.
- In 2015, 24% of the Victorian government teaching workforce was employed on a part-time basis, whilst 76% was employed on a full-time basis.
- Based on areas in 2015, the metropolitan area had the lowest portion of teachers working part-time at 24%, regional city had 26% of its workforce working part-time compared to the rural area which had the highest part-time percentage at 29%.
- 22% of the government primary teaching workforce was employed part-time, 25% of the government secondary and P-12 workforce and 26% of the government special and language workforce was employed part-time in 2015.
- The proportion of the government teaching workforce employed on a full-time and part-time basis was steady between 2011 and 2015. During this time period, approximately 78% of the primary teaching workforce, 73% of the secondary and P-12 teaching workforce and 74% of the special and language teaching workforce were employed on a full-time basis.

Victorian government teaching workforce time fraction employment (FTE) by age

- This graph shows the proportion of government teachers employed part-time vs full-time at each age level (ages with less than 5 teachers extended leave) in 2015.
- Proportion of part-time teachers was at its lowest between ages 25 to 27 at 5%, and then increases steadily to 33% at age 38 to 39.
- Between ages 40 to 55, the proportion of part-time teachers hovers between 25% and 32%.
- From ages 55 to 75, the proportion of part-time teachers increases dramatically to just over 80%.

Source: Customised EduPay dataset, Victorian Department of Education and Training, 2015
In 2015, 82% of the Victorian government teaching workforce was employed on an ongoing basis and 18% on a fixed-term basis. This was a decrease of 1% in the proportion employed on an ongoing basis from 2014, where 83% were employed on an ongoing basis and 17% on a fixed term basis.

The proportion of the Victorian government teaching workforce employed on an ongoing basis increased from 82% to 84% between 2011 and 2012. From 2012 onwards, the proportion of the government teaching workforce employed on an ongoing basis declined from 85% to 83% in 2014 and 82% in 2015.

Across the government primary teaching workforce in 2015, 24% were employed on a fixed term basis, whilst for the government secondary teaching workforce, 17% were employed on fixed-term basis. In comparison, 31% of special and language teaching workforce were employed on a fixed-term basis.

The proportion of the government teaching workforce employed on a fixed-term basis has increased by approximately 1% on an annual basis between 2011 and 2015 across all school types.

Within the government primary teaching workforce in 2015, regional city had the highest proportion of fixed term teachers at 25%, rural at 24% and metropolitan at 23%.

For the government secondary and P-12 teaching workforce in 2015, rural had the highest proportion of fixed term teachers at 19%, regional city at 16% and metropolitan at 17%.

For the government special and language teaching workforce in 2015, the metropolitan area had the highest proportion of fixed term teachers at 34%, 32% in regional cities and 31% in rural areas.

From ages 22 to 26 years, the majority of government teachers are on fixed-term contracts. Age 22 years has the highest proportion of teachers with fixed term contracts at 93%.

Ages 50 to 60 have the lowest proportion of teachers with fixed term contracts. Ages 53 and 57 years had the lowest proportion of teachers with fixed term contracts at 6%.

Whilst the proportion of fixed term contracts diminished from ages 22 to 35 years, it begins to increase from ages 35 to 44 years.

18% of government teachers employed on a fixed-term basis in 2015

AGE 22 to 26 is the age group with the largest majority of government teachers employed on a fixed-term basis in 2015.
This map depicts the proportion of the Victoria government teaching workforce employed on a fixed term contract by local government area (LGA) in 2015.

The LGAs with the highest proportion of fixed term contracts were Port Philip in the metropolitan area and Wodonga, a regional city, at 29%.

The LGAs with the lowest proportion of fixed term contracts at only 14% were Queenscliffe, Corangamite and Surf Coast in the rural area.

### Area | Highest | Lowest
--- | --- | ---
**Metro**
Port Phillip (29%) | Stonnington (18%)
Kingston (26%) | Greater Dandenong (18%)
**Regional City**
Wodonga (29%) | Greater Geelong (19%)
Greater Shepparton (27%) | Latrobe (18%)
**Rural**
Central Fields (28%) | Queenscliffe (14%)
Murrindindi (28%) | Corangamite (14%)

![Fixed term employment (%) by LGA](image)

Source: Customised EduPay dataset, Victorian Department of Education and Training, 2015
EXTENDED LEAVE

Victorian government teaching workforce on extended leave

- A teacher or principal was classified as being on extended leave if they had been on leave for 6 or more weeks as of August 2015 in the EduPay system. Extended leave includes those on long service leave, leave without pay and maternity leave.

- Across Victoria, 90% of members of the government teaching workforce had an active employment status whilst 10% of members were on extended leave in 2015. These values do not include casual relief teachers.

- The proportion of the Victorian government teaching workforce on extended leave between 2011 and 2014 was 13%, before dropping to 10% in 2015.

- 10% of the metropolitan teaching workforce were on extended leave compared to 9% in regional city and rural areas in 2015.

- Across the primary workforce, 11% were on extended leave, compared to 8% across the secondary and P-12 workforce in 2015.

- 6% of the special and language workforce was on extended leave across all three areas in 2015.

- The proportion of the government teaching workforce on extended leave remained steady between 2011 and 2015 across all school types. Approximately, 13% of the primary teaching workforce, 10% of the secondary and P-12 teaching workforce and 7% of the special and language teaching workforce were on extended leave between 2011 and 2015.

- By age, the proportion of teachers on extended leave increase between 22 and 34 years and peaks at 34 years. In 2015, 25% of the government teaching workforce aged 34 years was on extended leave.

- The proportion of government teachers and principals on extended leave declines from 34 years onwards. In 2015, 2% of the teaching workforce aged 48 years was on extended level.

- In 2015, approximately 4% of government teachers and principals aged 50 years to 60 years were on extended leave.

Source: Customised EduPay dataset, Victorian Department of Education and Training, 2015
Casual Relief Teachers (CRTs) at Victorian government schools

- The Victorian Department of Education and Training conducts an annual census of Casual Relief Teachers (CRTs) employed at all Victorian government schools in August. This provides a snapshot of the CRTs employed at that time.
- This analysis does not include CRTs that are employed in Victorian Catholic or independent schools.
- The number of CRTs employed in the time period between 2006 and 2015 varies from 7,000 to 8,000.
- The number of CRTs employed spiked in 2010, when 8,350 teachers were employed.
- In 2015, 7,778 CRTs were employed at Victorian government schools. This was an increase of 443 (6%) CRTs employed from 2014, where 7,335 CRTs were employed.

Victorian Casual Relief Teachers (CRTs) by school type

- The largest proportion of CRTs were employed in primary schools. Of the total 7,778 CRTs employed in 2015, 4,661 (60%) were employed in primary schools.
- 609 (8%) of CRTs were employed at special and language schools in 2015.
CASUAL RELIEF TEACHERS (CRTs)

Casual Relief Teachers (CRTs) at Victorian government schools

- This map depicts the number CRTs employed at Victorian government schools by LGA in 2015.
- The LGA with the highest number of CRTs employed was Casey in metro Victoria, with 499 CRTs employed.
- The LGA with the lowest number of CRTs employed was Queenscliffe in the rural area, with <5 CRTs employed.

<table>
<thead>
<tr>
<th>Area</th>
<th>Highest</th>
<th>Lowest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metro</td>
<td>Casey (499)</td>
<td>Melbourne (21)</td>
</tr>
<tr>
<td></td>
<td>Wyndham (363)</td>
<td>Stonington (36)</td>
</tr>
<tr>
<td>Regional City</td>
<td>Greater Geelong (357)</td>
<td>Horsham (27)</td>
</tr>
<tr>
<td></td>
<td>Greater Bendigo (156)</td>
<td>Wangaratta (47)</td>
</tr>
<tr>
<td>Rural</td>
<td>East Gippsland (87)</td>
<td>Queenscliffe (&lt;5)</td>
</tr>
<tr>
<td></td>
<td>Wellington (69)</td>
<td>Benalla (6)</td>
</tr>
</tbody>
</table>

Number of CRTs employed by area

5,544 in metro areas
1,176 in regional cities
1,058 in rural areas

Source: Customised Casual Relief Teacher Census, Victorian Department of Education and Training, 2006-2015
RECRUITMENT ONLINE (ROL) – VACANCIES

Recruitment Online (ROL) overview
- The Recruitment Online (ROL) is the recruitment system used by the Victorian Department of Education and Training to administer all teaching and educational support vacancies and applications at schools in the Victorian government sector only.
- This section focuses on the demand side which relates to ROL vacancies. Teaching and educational support vacancies are listed by a school principal in ROL.
- Teaching vacancies in the Catholic and independent sectors are administered by the respective schools in these sectors and are not captured in this analysis.
- The analysis of ROL includes all vacancies recorded in the 2015 calendar year for teaching services only. For the purpose of this analysis, applications and vacancies classified as Education Support were excluded. The following employment classifications were included in the analysis of teaching services:
  - Classroom Teacher
  - Leading Teacher
  - Assistant Principal
  - Principal
  - Executive Class

Recruitment Online (ROL) data profile
- In 2015, there were 6,596 teacher and leadership “open” vacancies listed in ROL.
- In ROL, there are six classifiers used to define the status of a vacancy. For the purpose of this analysis, only vacancies classified as “open” status were included, as vacancies under other status classifiers may not have been available publicly in ROL.
- The number of “open” vacancies was calculated by filtering the ROL vacancy dataset by vacancy status and job family data items.
- For teacher and leadership vacancies listed in 2015 by area, 4,770 vacancies (72%) were located in the metropolitan area, 839 (13%) in regional cities and 987 (15%) in the rural area.

Source: Customised Recruitment Online (ROL) dataset, Victorian Department of Education and Training, 2015
### RECRUITMENT ONLINE (ROL) – VACANCIES

**ROL employment classification breakdown**

- There were 5 employment classifications that a teacher and leadership vacancy in ROL could be listed as in 2015. These employment classifications were:
  - Teacher
  - Leading Teacher
  - Assistant Principal
  - Principal
  - Executive Class

- In 2015, 6,585 (87%) teacher and leadership vacancies were for classroom teacher roles, 605 (8%) were for leading teacher roles, 189 (3%) were for assistant principal roles and 158 (2%) were for principal roles.

- The largest proportion of vacancies were for teacher roles, which is consistent with the make-up of the Victorian government teaching workforce in 2015. 87% of the existing teaching workforce had an employment classification of classroom teacher.

- 39% of principal vacancies in 2015 were located in the rural area.

#### Vacancies by employment classification (2015)

<table>
<thead>
<tr>
<th>Employment Classification</th>
<th>2015 Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>6,585</td>
<td>87% (6,585)</td>
</tr>
<tr>
<td>Leading Teacher</td>
<td>605</td>
<td>8% (605)</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>189</td>
<td>3% (189)</td>
</tr>
<tr>
<td>Principal</td>
<td>158</td>
<td>2% (158)</td>
</tr>
<tr>
<td>Executive Class</td>
<td>&lt;5</td>
<td>0% (&lt;5)</td>
</tr>
</tbody>
</table>

*Source: Customised Recruitment Online (ROL) dataset, Victorian Department of Education and Training, 2015*

#### Vacancies by employment classification and area

<table>
<thead>
<tr>
<th>Employment Classification</th>
<th>Metro</th>
<th>Regional City</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>4,680</td>
<td>921 (14%)</td>
<td>984 (15%)</td>
</tr>
<tr>
<td>Leading Teacher</td>
<td>442 (73%)</td>
<td>81 (13%)</td>
<td>82 (14%)</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>140 (74%)</td>
<td>29 (15%)</td>
<td>20 (11%)</td>
</tr>
<tr>
<td>Principal</td>
<td>75 (47%)</td>
<td>21 (13%)</td>
<td>62 (39%)</td>
</tr>
<tr>
<td>Executive Class</td>
<td>&lt;5 (50%)</td>
<td>&lt;5 (50%)</td>
<td>&lt;5 (50%)</td>
</tr>
</tbody>
</table>

*Source: Customised Recruitment Online (ROL) dataset, Victorian Department of Education and Training, 2015*
There were 5 school types that a teacher and leadership vacancy in ROL could be listed as in 2015. These school types were:

- Primary
- Secondary
- P-12
- Special & Language

In 2015, 3,655 (48%) teacher and leadership vacancies were at primary schools, 2,597 (34%) were at secondary schools, 782 (10%) vacancies were at P-12 schools and 505 (7%) vacancies were at special and language schools.

The large proportion of vacancies at primary schools may be due in part to increasing demand for teachers, as the number of primary school enrolments has increased steadily since 2011 in Victoria.

72% of primary and secondary school vacancies were located in the metro area in 2015.

<table>
<thead>
<tr>
<th>School Type</th>
<th>Vacancies (2015)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>3,655</td>
<td>48%</td>
</tr>
<tr>
<td>Secondary</td>
<td>2,597</td>
<td>34%</td>
</tr>
<tr>
<td>P-12</td>
<td>782</td>
<td>10%</td>
</tr>
<tr>
<td>Special</td>
<td>449</td>
<td>6%</td>
</tr>
<tr>
<td>Language</td>
<td>56</td>
<td>1%</td>
</tr>
</tbody>
</table>

Source: Customised Recruitment Online (ROL) dataset, Victorian Department of Education and Training, 2015
Fixed term vacancies by school type

- This graph depicts the proportion of vacancies that were fixed term vs ongoing for all Victorian government schools in 2015 across the various school types.
- Language schools have 100% of vacancies that were fixed term contracts. Primary and special schools have the next highest proportion of fixed term vacancies at 87% and 86% respectively.
- Secondary and P-12 schools had the lowest fixed term contracts at 71% and 72% respectively.
- The number of fixed term vacancies are much higher than number of fixed term teachers in the workforce. The proportion of primary teachers in the government teaching workforce was at 24% compared to number of fixed term vacancies at 87% in 2015 which is a differential of 63%.
- Similarly, the proportion of secondary teachers in the government teaching workforce was at 17% compared to the number of fixed term vacancies at 71% which is a differential of 54%.

Fixed term vacancies by employment classification

- This graph depicts the proportion of vacancies that were fixed term vs ongoing across all employment classification types.
- Executive Class had 100% of vacancies that were fixed term contracts. Teacher class has the next highest proportion of fixed term contract vacancies at 90%.
- Assistant principal vacancies had only 8% which were fixed term contracts, whilst principal vacancies have 24% fixed term contracts.
- Secondary and P-12 schools had the lowest fixed term contracts at 71% and 72% respectively.
RECRUITMENT ONLINE (ROL) – VACANCIES

ROL proportion of fixed term vacancies

- This map depicts the proportion of teacher and leadership vacancies on a fixed term contract at Victorian government schools by local government area (LGA) in 2015.
- 80% of all vacancies at Victorian government schools were on a fixed term contract and 20% were on an ongoing basis.
- The LGA with the highest proportion of vacancies on a fixed term contract was Queenscliffe in rural Victoria at 100%.
- The LGA with the lowest proportion of vacancies on a fixed term contract was Central Goldfields in rural Victoria at 43%.

<table>
<thead>
<tr>
<th>Area</th>
<th>Highest</th>
<th>Lowest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metro</td>
<td>Whitehorse (92%)</td>
<td>Whittlesea (55%)</td>
</tr>
<tr>
<td></td>
<td>Bayside (91%)</td>
<td>Melton (70%)</td>
</tr>
<tr>
<td>Regional City</td>
<td>Wodonga (92%)</td>
<td>Mildura (69%)</td>
</tr>
<tr>
<td></td>
<td>Greater Shepparton (91%)</td>
<td>Ballarat 70%</td>
</tr>
<tr>
<td>Rural</td>
<td>Queenscliffe (100%)</td>
<td>Central Goldfields (43%)</td>
</tr>
<tr>
<td></td>
<td>Alpine (97%)</td>
<td>Yarriambiack (50%)</td>
</tr>
</tbody>
</table>

Median proportion of fixed term vacancies (%) by area

- **80%** in metro areas
- **82%** in regional cities
- **79%** in rural areas

Source: Customised Recruitment Online (ROL) dataset, Victorian Department of Education and Training, 2015
RECRUITMENT ONLINE (ROL) – VACANCIES

ROL teacher and leadership vacancy rate

- This map depicts the teacher and leadership vacancy rate at Victorian government schools by local government area (LGA) in 2015.
- The vacancy rate is derived from calculating the proportion of vacancies from ROL to total positions available from EduPay. (Vacancy Rate = Vacancies/Total Positions).
- The LGA with the highest vacancy rate was Northern Grampians in rural Victoria at 20%.
- The LGAs with the lowest vacancy rate was Corangamite in rural Victoria at 6%.

<table>
<thead>
<tr>
<th>Area</th>
<th>Highest</th>
<th>Lowest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metro</td>
<td>Melton (18%)</td>
<td>Nillumbik (6%)</td>
</tr>
<tr>
<td></td>
<td>Moreland (18%)</td>
<td>Mornington Peninsula (8%)</td>
</tr>
<tr>
<td>Regional</td>
<td>Wodonga (19%)</td>
<td>Warrnambool (8%)</td>
</tr>
<tr>
<td></td>
<td>Greater Shepparton (17%)</td>
<td>Greater Geelong (8%)</td>
</tr>
<tr>
<td>Rural</td>
<td>Northern Grampians (20%)</td>
<td>Corangamite (6%)</td>
</tr>
<tr>
<td></td>
<td>Towong (18%)</td>
<td>Surf Coast (6%)</td>
</tr>
</tbody>
</table>

Vacancy rate (%) by area in 2015

- 13% in metro areas
- 11% in regional cities
- 13% in rural areas

Source: Customised Recruitment Online (ROL) dataset, Victorian Department of Education and Training, 2015
DIFFICULT TO FILL VACANCIES

Difficult to fill vacancies census
- The difficult to fill vacancies census is conducted annually in February by Vic DET to identify which schools and subject areas experience difficulties in filling teaching vacancies.
- This census is conducted at Victorian government schools only.
- The analysis provided should be used a proxy only, as the census may not capture all Victorian government schools and subject areas with difficult to fill vacancies.

Difficult to fill vacancies by area
- In 2015, Victorian government schools reported 90.5 (56%) full time equivalent (FTE) vacancies were difficult to fill in the metro area. This compared to 18.9 (12%) FTE vacancies in regional cities and 51.7 (32%) in the rural area.

Difficult to fill vacancies by school type
- In 2015, Victorian government schools reported 57.6 (36%) FTE vacancies were difficult to fill at primary schools. In comparison, 64.4 (40%) FTE vacancies at secondary schools, 21.5 (13%) FTE vacancies at P-12 schools and 17.6 (12%) vacancies at special and language schools were reported to be difficult to fill.

Difficult to fill vacancies by subject
- The Victorian Department of Education and Training conducts a difficult to fill vacancies census with Victorian government schools on an annual basis in February. The census collects data regarding teaching vacancies that schools had difficulties to fill by school and subject.
- The census provides an indicator for the demand of teachers by subject at Victorian government schools.
- In 2015, the subject that experienced the most difficulty in filling teaching vacancies was LOTE. 26% of difficult to fill teaching vacancies were in this subject area.
- 19% of difficult to fill teaching vacancies was in the General Primary subject area and 18% in the STEM subject area.
- 13% of difficult to fill teaching vacancies were classified as Other.
PART VI - FORECASTING SUPPLY AND DEMAND FACTORS
FORECASTING SUPPLY AND DEMAND OVERVIEW

Part VI – Forecasting supply and demand factors’ provides forecasts for future teacher supply and demand between 2016 and 2021. Future teacher supply and demand is matched to assess potential future shortages or over-supply of early childhood or school teachers in Victoria.

This part of this report comprises the following areas:

- Forecasting supply and demand model
- Forecasting kindergarten enrolments
- Forecasting student enrolments
- Participation rates
- Forecasting student enrolments by sector
- Forecasting demand for new teachers
- Forecasting supply of new teachers
- Kindergarten teacher supply and demand
- Primary teacher supply and demand
- Secondary teacher supply and demand
SUPPLY AND DEMAND FORECASTING MODEL

Introduction
- This part models the future supply of, and demand for, early childhood and school teachers in Victoria between 2016 and 2021, which are designed to assess potential future shortages or over-supply of early childhood or school teachers. A potential shortage or over-supply of teachers will impact future policy interventions, management of the existing teaching workforce and skilled teaching migration into Victoria.
- The forecasting model developed models supply and demand separately and uses the forecasts for 2016 to 2021 to determine potential disparities in the supply and demand for early childhood and school teachers.
- The model uses a number of univariate and multivariate time series methods such as ARIMA, exponential smoothing and vector autoregression models to forecast supply of, and demand for, teachers.
- Data was sourced from the ABS and Vic DET. This data was used due to the consistent data collection and reporting methodology employed, which allowed for model validation such as out of sample and in sample testing. Please note the historical student enrolments and teacher headcounts reported may differ slightly from those reported by other stakeholders in the education sector.
- The forecasting model may indicate that future supply will meet future demand for Victorian early childhood and school teachers, however, this does not mean there will be no shortages or over-supply of teachers in a particular area, subject area, sector or year level. There are a number of social, economic and geographic factors that influence why a particular area or subject area may experience a teacher shortage or over-supply and why teachers are unwilling to move from areas of surplus to areas of shortage. These factors include family ties, housing, access to amenities and perceptions of quality of life.
- Due to data gaps and limitations, it was not possible to develop a forecasting model to model potential shortages or over-supply of teachers by area, subject specialisation, sector or year level.

Supply factors
- The supply component of the forecasting model considers the following factors that impact Victorian teaching supply:
  - Supply from interstate and overseas skilled teaching migration
  - Supply from Victorian ITE qualifications from Victorian universities (local)
  - Supply from Victorian students and graduates studying online ITE courses (interstate)

Demand factors
- The demand component of the forecasting model considers the following factors that impact Victorian teaching demand:
  - Student enrolments
  - Student to teacher ratio (teacher headcount)
  - New entrants – replacement needs
  - New entrants – expansion demand

Supply forecasting model variables

\[
\text{Total teacher supply} = a. + b. + c.
\]

Demand forecasting model variables

\[
\text{Total teacher demand} = a. + b. + c. + d.
\]

Supply and demand forecasting model

\[
\text{Oversupply or undersupply} = \text{Total teacher supply} - \text{Total teacher demand}
\]
FORECASTING KINDERGARTEN ENROLMENTS

Kindergarten enrolment forecasts

- In Victoria, children aged between 3 to 6 years old can be enrolled into a government funded kindergarten program, however, the majority are aged 4 or 5 years old. In July 2015, 68% of children enrolled in a government funded kindergarten program were aged 4 years, 31% were aged 5 years and 1% were aged 3 or 6 years old.

- The kindergarten enrolment forecasts utilise the participation rates of children aged between 3 to 6 years old. These participation rates were modelled by using an ARIMA univariate time series model.

- The forecasts of the participation rates were then mapped to ABS population projections Series B to forecast enrolments for government funded kindergarten programs between 2016 and 2021. ABS population projections Series B assume mid-range rates for fertility and deaths and medium levels of net overseas and interstate migration.

- Please note these forecasts are for government funded kindergarten program enrolments only.

- The number of enrolments in government funded kindergarten programs are forecast to increase from 77,970 in 2016 to 84,715 in 2021. This is an increase of 1.4% on an annual basis between 2016 and 2021.

- Between 2016 and 2017, government funded kindergarten enrolments are forecast to increase by 2.9% or 2,225 enrolments.

- The growth in government funded kindergarten enrolments on an annual basis is lower between 2017 and 2021, fluctuating between 1.2% and 1.4%.

- The number of children with disabilities enrolled to a government funded kindergarten program are forecast to decrease by 3.8% on an annual basis between 2016 and 2021, from 2,742 to 2,169.*

- As a proportion of total enrolments, the number of children with disabilities enrolled to a government funded kindergarten program are forecast to fall from 3.5% in 2016 to 2.6% in 2021.

- The number of children repeating a government funded kindergarten program are forecast to increase by 1.4% between 2016 and 2021, from 3,297 to 3,582.

- As a proportion of total enrolments, the number of children repeating a government funded kindergarten program are forecast to remain stable at 4% between 2016 and 2021.

*The forecasting model used for this prediction is a single factor analysis based on historical government funded kindergarten enrolments. However a multifactorial model, considering other factors like population growth, enhanced reporting, government policy and community expectations, would likely forecast an increase in enrolments over the coming five years.
FORECASTING STUDENT ENROLMENTS AT STATE LEVEL

Primary school student enrolment forecasts

- The number of student enrolments on an FTE basis have been modelled for each year level in primary schools at state level.

- An autoregressive model with exogenous variables was used to model student enrolments between 2016 and 2021. The independent explanatory variables used were enrolments, lagged value of previous grade enrolments and net migration of 5-14 years. The model was run sequentially from Prep onwards.

- The total enrolments in Victorian primary schools are forecasted to increase by 1.5% on annual basis between 2016 and 2021, increasing from 514,150 to 561,504.

- Despite a drop of 103 enrolments between 2015 and 2016, Prep enrolments are forecasted to increase by 1.3% between 2016 and 2021, increasing from 75,837 to 82,086 during this time period. This is a net increase of 6,249 enrolments.

- Year 1 enrolments are forecasted to increase by 1.5% between 2016 and 2021, increasing from 75,791 to 81,442 during this time period. This is a net increase of 6,651 enrolments.

- Year 2 enrolments are forecasted to increase by 1.3% between 2016 and 2021, increasing from 75,038 to 81,228 during this time period. This is a net increase of 6,190 enrolments.

- Year 3 enrolments are forecasted to increase by 1.1% between 2016 and 2021, increasing from 75,710 to 79,884 during this time period. This is a net increase of 4,174 enrolments.

- Year 4 enrolments are forecasted to increase by 1.1% between 2016 and 2021, increasing from 74,151 to 79,266 during this time period. This is a net increase of 4,115 enrolments.

- Year 5 enrolments are forecasted to increase by 1.5% between 2016 and 2021, increasing from 71,430 to 77,898 during this time period. This is a net increase of 6,468 enrolments.

- Year 6 enrolments are forecasted to increase by 2.3% between 2016 and 2021, increasing from 68,803 to 80,672 during this time period. This is a net increase of 9,869 enrolments.

- An exponential smoothing model was used to forecast the number of primary ungraded enrolments between 2016 and 2021, with 17 enrolments estimated during this time period.

561,504
Total student enrolments forecasted at Victorian primary schools in 2021

1.5%
Increase on an annual basis of student enrolments at Victorian primary schools between 2016 and 2021
FORECASTING STUDENT ENROLMENTS AT STATE LEVEL

Secondary school student enrolment forecasts

- The number of student enrolments on an FTE basis have been modelled for each year level in secondary schools at state level.
- An autoregressive model with exogenous variables was used to model student enrolments between 2016 and 2021. The independent explanatory variables used were enrolments, lagged value of previous grade enrolments and net migration of 10-19 years. The model was run sequentially from Year 7 onwards.
- For Year 10, 11 and 12 forecasts, the full-time employment rate for people aged 15 to 19 years who were not in full-time education as an additional explanatory variable.
- The total enrolments in Victorian secondary schools are forecast to increase by 2% on annual basis between 2016 and 2021, increasing from 397,359 to 446,282.
- Year 7 enrolments are forecast to increase by 2.4% between 2016 and 2021, increasing from 68,306 to 78,807 during this time period. This is a net increase of 10,501 enrolments.
- Year 8 enrolments are forecast to increase by 2.8% between 2016 and 2021, increasing from 67,329 to 79,351 during this time period. This is a net increase of 12,022 enrolments.
- Year 9 enrolments are forecast to increase by 2.4% between 2016 and 2021, increasing from 66,489 to 77,500 during this time period. This is a net increase of 11,111 enrolments.
- Year 10 enrolments are forecast to increase by 1.9% between 2016 and 2021, increasing from 67,605 to 74,568 during this time period. This is a net increase of 6,864 enrolments.
- Year 11 enrolments are forecast to increase by 1% between 2016 and 2021, increasing from 67,077 to 70,869 during this time period. This is a net increase of 3,792 enrolments.
- Year 12 enrolments are forecast to increase by 1.2% between 2016 and 2021, increasing from 60,314 to 64,946 during this time period. This is a net increase of 4,632 enrolments.
- An exponential smoothing model was used to forecast the number of secondary ungraded enrolments between 2016 and 2021, with 240 enrolments estimated during this time period.
- Secondary enrolments at state level:

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>69,535</td>
<td>69,535</td>
<td>69,535</td>
<td>69,535</td>
<td>69,535</td>
</tr>
<tr>
<td>2019</td>
<td>70,869</td>
<td>70,869</td>
<td>70,869</td>
<td>70,869</td>
<td>70,869</td>
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<tr>
<td>2020</td>
<td>72,233</td>
<td>72,233</td>
<td>72,233</td>
<td>72,233</td>
<td>72,233</td>
</tr>
<tr>
<td>2021</td>
<td>73,686</td>
<td>73,686</td>
<td>73,686</td>
<td>73,686</td>
<td>73,686</td>
</tr>
</tbody>
</table>


446,282

Total student enrolments forecasted at Victorian secondary schools in 2021

2%

Increase on an annual basis of student enrolments at Victorian secondary schools between 2016 and 2021
FORECASTING STUDENT ENROLMENTS AT STATE LEVEL

Special and language school enrolment forecasts

- The number of student enrolments on an FTE basis have been modelled for special schools and language schools at a state level.
- An autoregressive model with exogenous variables was used to model student enrolments between 2016 and 2021. Enrolments was used as a dependent variable and independent explanatory variable. In addition, the level of net migration of 5-19 year olds to Victoria was used as independent explanatory variables.
- The model utilise data collected from 1987 to 2015.
- The total enrolments in Victorian special schools are forecast to increase by 4.1% on annual basis between 2016 and 2021, increasing from 13,890 to 17,638. The net increase of enrolments is 3,780 during this time period.
- The total enrolments in Victorian language schools are forecast to increase by 2.8% on annual basis between 2016 and 2021, increasing from 1,823 to 2,124. The net increase of enrolments is 301 during this time period.

Special and language enrolments and forecasts at state level (2007-2021)

<table>
<thead>
<tr>
<th>Year</th>
<th>Special</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>8,605</td>
<td>1,339</td>
</tr>
<tr>
<td>2008</td>
<td>9,192</td>
<td>1,200</td>
</tr>
<tr>
<td>2009</td>
<td>9,626</td>
<td>1,314</td>
</tr>
<tr>
<td>2010</td>
<td>10,169</td>
<td>1,253</td>
</tr>
<tr>
<td>2011</td>
<td>10,779</td>
<td>1,182</td>
</tr>
<tr>
<td>2012</td>
<td>11,263</td>
<td>1,309</td>
</tr>
<tr>
<td>2013</td>
<td>11,950</td>
<td>1,380</td>
</tr>
<tr>
<td>2014</td>
<td>12,526</td>
<td>2,004</td>
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<td>2,000</td>
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<tr>
<td>2020</td>
<td>16,851</td>
<td>2,062</td>
</tr>
<tr>
<td>2021</td>
<td>17,638</td>
<td>2,124</td>
</tr>
</tbody>
</table>


17,638 total student enrolments forecasted at Victorian special schools in 2021, an increase of 4.1% on an annual basis from 2016

2,124 total student enrolments forecasted at Victorian language schools in 2021, an increase of 2.8% on an annual basis from 2016
Participation rates in schooling in Victoria

- The participation rate in schooling is the ratio of the total number of students to the number of people aged 5 to 19 years in the general population.
- The participation rate has increased throughout the 1987 to 2015 time period. In 2015, the participation rate was 86.5%, an increase of 1.1% from 2014, where the participation rate was 85.4%.
- The participation rate is forecasted to continue to increase between 2016 and 2021. The participation rate is expected to increase from 86.2% in 2016 to 87.4%, a net increase of 1.2% during this time period.
- Policy interventions such as the increase in the minimum school leaving age in 2010 or youth unemployment rates have impacted historical participation rates and will impact future participation rates.

Forecasting student enrolments at sector level

- In order to model the demand for teachers in Victoria, the student enrolments were forecast at the sector level. The student to teacher ratios and teaching policies differ between the three education sectors in Victoria. Modelling at a sector level allows for these nuances between the sectors to be captured.
- Using the student forecasts on an FTE basis at state level from the previous section, the enrolments have been modelled for each year level by sector. The enrolments by sector of special and languages schools have also been modelled.
- A vector autoregression model was used to model the proportion of enrolments in each sector between 2016 and 2021. The model used the proportion of government, Catholic and independent enrolments as dependent variables. The model assumes that the proportion of government enrolments impacts the proportion of Catholic and independent enrolments and vice versa.
- The models utilise enrolment data collected from 1987 to 2015 across all three sectors.
Government primary student enrolment forecasts

- The total government primary student enrolments are forecast to increase by 1.2% on an annual basis between 2016 and 2021. Total enrolments are forecast to increase from 347,178 to 373,119 during this time period, a net increase of 25,941.

- The total government primary student enrolments is expected to increase by 1.5% between 2014 and 2021. This represents a net increase of 41,102 enrolments during this time period.

- Across all grades, government primary student enrolments are forecast to increase by 1%-2% between 2016 and 2021 on an annual basis.

- The grade with the largest forecast increase in enrolments between 2016 and 2021 is Year 6. Year 6 enrolments are forecast to increase by 2% during this time period, from 45,016 to 50,821. This is a net increase of 5,805 enrolments.

- The grade with the lowest forecast increase in enrolments between 2016 and 2021 is Year 3. Year 3 enrolments are forecast to increase by 1% during this time period, from 50,958 to 53,995. This is a net increase of 3,037 enrolments.

Catholic primary student enrolment forecasts

- The total Catholic primary student enrolments are forecast to increase by 1.7% on an annual basis between 2016 and 2021. Total enrolments are forecast to increase from 113,909 to 126,123 during this time period, a net increase of 12,214.

- The total Catholic primary student enrolments are expected to increase by 1.7% between 2014 and 2021. This represents a net increase of 15,948 enrolments during this time period.

- Across all grades, Catholic primary student enrolments are forecast to increase by 1.3%-2.5% between 2016 and 2021 on an annual basis.

- The grade with the largest forecast increase in enrolments between 2016 and 2021 is Year 6. Year 6 enrolments are forecast to increase by 2.5% during this time period, from 14,996 to 17,421. This is a net increase of 2,425 enrolments.

- The grade with the lowest forecast increase in enrolments between 2016 and 2021 is Year 4. Year 4 enrolments are forecast to increase by 1.2% during this time period, from 16,695 to 17,937. This is a net increase of 1,242 enrolments.

Source:
FORECASTING STUDENT ENROLMENTS AT SECTOR LEVEL

Independent primary student enrolment forecasts

- The total independent primary student enrolments are forecast to increase by 1.8% on an annual basis between 2016 and 2021. Total enrolments are forecast to increase from 56,030 to 62,257 during this time period, a net increase of 6,227.
- The total independent primary student enrolments are expected to increase by 2.0% between 2014 and 2021. This represents a net increase of 9,212 enrolments during this time period.
- Across all grades, independent primary student enrolments are forecast to increase by 1.1%-2.9% between 2016 and 2021 on an annual basis.
- The grade with the largest forecast increase in enrolments between 2016 and 2021 is Year 6. Year 6 enrolments are forecast to increase by 2.9% during this time period, from 7,609 to 8,282. This is a net increase of 652 enrolments.
- The grade with the lowest forecast increase in enrolments between 2016 and 2021 is Year 1. Year 1 enrolments are forecast to increase by 1.1% during this time period, from 7,609 to 8,282. This is a net increase of 527 enrolments.

Government secondary student enrolment forecasts

- The total government secondary student enrolments are forecast to increase by 1.7% on an annual basis between 2016 and 2021. Total enrolments are forecast to increase from 222,569 to 244,898 during this time period, a net increase of 22,349.
- The total government secondary student enrolments are expected to increase by 1.4% between 2014 and 2021. This represents a net increase of 25,355 enrolments during this time period.
- Across all grades, government secondary student enrolments are forecast to increase between 1%-2.1% between 2016 and 2021 on an annual basis.
- The grade with the largest forecast increase in enrolments between 2016 and 2021 is Year 8. Year 8 enrolments are forecast to increase by 2.1% during this time period, from 36,358 to 41,496. This is a net increase of 4,958 enrolments.
- The grade with the lowest forecast increase in enrolments between 2016 and 2021 is Year 11. Year 11 enrolments are forecast to increase by 1% during this time period, from 38,911 to 41,201. This is a net increase of 2,298 enrolments.

Catholic secondary student enrolment forecasts

- The total Catholic secondary student enrolments are forecast to increase by 2.5% on an annual basis between 2016 and 2021. Total enrolments are forecast to increase from 96,834 to 112,085 during this time period, a net increase of 15,251.

- The total Catholic secondary student enrolments are expected to increase by 2.1% between 2014 and 2021. This represents a net increase of 17,439 enrolments during this time period.

- Across all grades, Catholic secondary student enrolments are forecast to increase by 0.9%-3.9% between 2016 and 2021 on an annual basis.

- The grade with the largest forecast increase in enrolments between 2016 and 2021 is Year 9. Year 9 enrolments are forecast to increase by 3.9% during this time period, from 16,764 to 21,107. This is a net increase of 4,343 enrolments.

- The grade with the lowest forecast increase in enrolments between 2016 and 2021 is Year 12. Year 12 enrolments are forecast to increase by 0.9% during this time period, from 13,793 to 14,540. This is a net increase of 747 enrolments.

Independent secondary student enrolment forecasts

- The total independent secondary student enrolments are forecast to increase by 2.3% on an annual basis between 2016 and 2021. Total enrolments are forecast to increase from 77,697 to 89,299 during this time period, a net increase of 11,323.

- The total independent secondary student enrolments are expected to increase by 2.1% between 2014 and 2021. This represents a net increase of 13,804 enrolments during this time period.

- Across all grades, independent secondary student enrolments are forecast to increase by 0.8%-3.3% between 2016 and 2021 on an annual basis.

- The grade with the largest forecast increase in enrolments between 2016 and 2021 is Year 8. Year 8 enrolments are forecast to increase by 3.3% during this time period, from 13,327 to 16,150. This is a net increase of 2,823 enrolments.

- The grade with the lowest forecast increase in enrolments between 2016 and 2021 is Year 11. Year 11 enrolments are forecast to increase by 0.8% during this time period, from 12,884 to 13,529. This is a net increase of 645 enrolments.
FORECASTING STUDENT ENROLMENTS AT SECTOR LEVEL

Special and language student enrolment forecasts

- The total special student enrolments are forecast to increase by 4.1% on an annual basis between 2016 and 2021. Total enrolments are forecast to increase from 13,890 to 17,638 during this time period, a net increase of 3,748.

- The government special student enrolments are forecast to increase by 4.1% on an annual basis between 2016 and 2021, with enrolments increasing from 12,707 to 16,135 during this time period. This is a net increase of 3,428 enrolments.

- The Catholic special student enrolments are forecast to increase by 4.1% on an annual basis between 2016 and 2021, with enrolments increasing from 588 to 747 during this time period. This is a net increase of 159 enrolments. The growth in enrolments is from a low base, compared to government special enrolments.

- The independent special student enrolments are forecast to increase by 4% on an annual basis between 2016 and 2021, with enrolments increasing from 596 to 756 during this time period. This is a net increase of 160 enrolments. The growth in enrolments is from a low base, compared to government special enrolments.

- All language schools are in the government schools. The total language student enrolments are forecast to increase by 2.6% on an annual basis between 2016 and 2021. Total enrolments are forecast to increase from 1,823 to 2,124 during this time period, a net increase of 301.

Special and language student enrolments and forecasts (2007-2021)

<table>
<thead>
<tr>
<th>Year</th>
<th>Government Special</th>
<th>Catholic Special</th>
<th>Independent Special</th>
<th>Total Special</th>
<th>Language</th>
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<td>2016</td>
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<td>1,823</td>
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<td>2021</td>
<td>16,135</td>
<td>747</td>
<td>756</td>
<td>17,638</td>
<td>2,124</td>
</tr>
</tbody>
</table>

FORECASTING STUDENT ENROLMENTS AT SECTOR LEVEL

Total student enrolment forecasts by sector

- The total student enrolments across all sectors are forecast to increase by 1.7% on an annual basis between 2016 and 2021. Total enrolments are forecast to increase from 930,190 to 1,027,542 during this time period, a net increase of 97,352.

- The total student enrolments across all sectors are forecast to increase by 1.7% on an annual basis between 2014 and 2021. Total enrolments are forecast to increase from 899,451 to 1,027,542 during this time period, a net increase of 128,091.

- The proportion of enrolments in the government sector are forecast to drop by 0.9% between 2016 and 2021 from 62.8% to 61.9%. In comparison, the proportion of enrolments in the Catholic sector are forecast to increase by 0.6% from 22.7% to 23.3% and enrolments in the independent sector are forecast to increase by 0.3% from 14.5% to 14.8%.

- The number of enrolments in the government sector are forecast to increase by 1.4% between 2016 and 2021. Total enrolments are forecast to increase from 584,257 to 636,275, a net increase of 52,018.

- The number of enrolments in the Catholic sector are forecast to increase by 2.1% between 2016 and 2021. Total enrolments are forecast to increase from 211,331 to 238,955, a net increase of 27,624.

- The number of enrolments in the independent sector are forecast to increase by 2.1% between 2016 and 2021. Total enrolments are forecast to increase from 134,602 to 152,312, a net increase of 17,710.

The forecasting model did not take into account the requirements of the Education and Care Services National Regulations 133(1)(b) and 134(1)(b) which are scheduled to come into force on 1 January 2020. The regulatory change will be taken into consideration for the next Teacher Supply and Demand Report 2016.

**FORECASTING DEMAND FOR TEACHERS**

**Kindergarten teacher demand forecasts**

- The number of teachers required to meet demand in government funded kindergartens has been modelled at a state level.
- The demand for kindergarten teachers is modelled using a vector autoregression model with exogenous variables. The dependant variable used was number of kindergarten teachers. The exogenous or independent explanatory variables used in the model were:
  - Kindergarten enrolments
  - Hours per child per week
  - Ratio of children to teachers
- As the number of children enrolled into kindergarten programs are forecast to increase between 2016 and 2021, the number of teachers required to meet demand is also forecast to increase concurrently.
- Policy changes implemented by the Commonwealth and Victorian governments will also impact the demand for kindergarten teachers. The requirement that kindergarten programs be delivered by a four-year university trained early childhood teacher and an increase in minimum service delivery hours from 10.75 hours to 15 hours between 2012 and 2013 will impact future kindergarten teacher demand.
- The ratio of children to teachers are forecast to fall from 20.6 in 2015 to 19.7 in 2016 and 19.5 in 2021 will further impact future kindergarten teacher demand.
- The number of kindergarten teachers required to meet demand are forecast to increase from 3,955 in 2016 to 4,352 in 2021, a net increase of 397. This represents a 1.6% increase on an annual basis in the number of kindergarten teachers employed during this time period.
FORECASTING DEMAND FOR TEACHERS

Student to teacher ratio

- The student to teacher ratio represents ratio of students to teachers in primary or secondary schools by sector. The ratio is calculated by dividing the number of students by the number of teachers by headcount for each year.

- The forecast of the student to teacher ratio by headcount is combined with the relevant student enrolment forecasts from the previous section, "Forecasting student enrolments at a sector level," to derive the number of teachers required to meet demand in each school type by sector.

- Modelling teacher demand using this methodology allows for teaching policy differences between the sectors to be factored in to the forecasting.

- The model utilises data from 2001 to 2015.

- A vector autoregression model was used to model the student to teacher ratios between 2016 and 2021. The endogenous variables used were the student to teacher ratios for each sector by primary and secondary. This model assumes that the student to teacher ratio in the government sector will influence the student to teacher ratio in the Catholic and independent sectors and vice versa.

Primary student to teacher ratio

- The government primary student to teacher ratio are forecast to be 13.5:1 in 2016 before falling to 13.4:1 between 2016 and 2021.

- The Catholic primary student to teacher ratio are forecast to remain stable at 13.1:1 between 2016 and 2021.

- The independent primary student to teacher ratio are forecast to remain stable at 10.8:1 between 2016 and 2021.

Secondary student to teacher ratio

- The government secondary student to teacher ratio are forecast to around 11:1 between 2016 and 2021.

- The Catholic secondary student to teacher ratio are forecast to be 10.7:1 in 2016 and increasing to 10.8 between 2017 and 2021.

- The independent secondary student to teacher ratio are forecast to be 8.1:1 in 2016, increasing to 8.2:1 in 2017 and 2018 and 8.3:1 between 2019 and 2021.

Source: NSSC Table 51a: In-school Staff (FTE), ABS 4221.0 Schools, Australia, 2015, NSSC Table 50a: In-school Staff (number), ABS 4221.0 Schools, Australia, 2015 and February School Census (1987-2015), Victorian Department of Education and Training
FORECASTING DEMAND FOR TEACHERS

Primary teacher demand forecasts

- The number of primary teachers required to meet future demand has been modelled by combining the student to teacher ratio with student enrolments.

- The actual teacher headcounts have been sourced directly from the ‘ABS Cat. No. 4221.0 – Schools, Australia, 2015.’ The teacher headcounts reported may differ from the headcounts reported in ‘Part III – Profile of the School Teaching Workforce’ due to differences in reporting and data collection.

- The total number of teachers required to meet demand at primary schools are forecast to increase by 1.4% on an annual basis between 2016 and 2021. Total number of teachers are forecast to increase from 39,666 in 2016 to 43,156 in 2021, a net increase of 3,490 during this time period.

- The number of teachers required to meet demand at government primary schools are forecast to increase by 1.2% on an annual basis between 2016 and 2021. Total number of teachers are forecast to increase from 25,795 in 2016 to 27,777 in 2021, a net increase of 1,982 during this time period.

- The number of teachers required to meet demand at Catholic primary schools are forecast to increase by 1.7% on an annual basis between 2016 and 2021. Total number of teachers are forecast to increase from 8,682 in 2016 to 9,618 in 2021, a net increase of 936 during this time period.

- The number of teachers required to meet demand at independent primary schools are forecast to increase by 1.8% on an annual basis between 2016 and 2021. Total number of teachers are forecast to increase from 5,789 in 2016 to 5,761 in 2021, a net increase of 572 during this time period.
FORECASTING DEMAND FOR TEACHERS

Secondary teacher demand forecasts

- The number of secondary teachers required to meet future demand has been modelled by combining the student to teacher ratio with student enrolments.
- The actual teacher headcounts have been sourced directly from the ‘ABS Cat. No. 4221.0 – Schools, Australia, 2015.’ The teacher headcounts reported may differ from the headcounts reported in ‘Part III – Profile of the School Teaching Workforce’ due to differences in reporting and data collection.
- The total number of teachers required to meet demand at secondary schools are forecast to increase by 1.9% on an annual basis between 2016 and 2021. Total number of teachers are forecast to increase from 38,757 in 2016 to 43,303 in 2021, a net increase of 4,546 during this time period.
- The number of teachers required to meet demand at government secondary schools are forecast to increase by 1.6% on an annual basis between 2016 and 2021. Total number of teachers are forecast to increase from 20,151 in 2016 to 22,211 in 2021, a net increase of 2,060 during this time period.
- The number of teachers required to meet demand at Catholic secondary schools are forecast to increase by 2.3% on an annual basis between 2016 and 2021. Total number of teachers are forecast to increase from 9,026 in 2016 to 10,345 in 2021, a net increase of 1,319 during this time period.
- The number of teachers required to meet demand at independent secondary schools are forecast to increase by 1.9% on an annual basis between 2016 and 2021. Total number of teachers are forecast to increase from 9,580 in 2016 to 10,747 in 2021, a net increase of 1,167 during this time period.

Source: NSSC Table 51a: In-school Staff (FTE), ABS 4221.0 Schools, Australia, 2015, NSSC Table 50a: In-school Staff (number), ABS 4221.0 Schools, Australia, 2015 and February School Census (1987-2015), Victorian Department of Education and Training
Special and other teacher demand forecasts

- The number of special and other teachers required to meet future demand has been modelled directly on historical teacher headcounts at special and other school types by using an autoregressive model with exogenous variables. Student enrolments was used as the independent explanatory variable.
- The number of Catholic and independent special teachers employed was unknown for 2014 and 2015. The teacher headcounts have been estimated based on student enrolments and historical data.
- The other teacher school type includes all teachers employed at language, outdoor education camps and other miscellaneous school types, which are all in the government sector. Due to data quality issues, the number of other teachers in 2014 was unknown. The 2015 teacher headcount has been used for 2014 for modelling purposes.
- The number of special teachers required to meet demand are forecast to increase by 2.9% on an annual basis between 2016 and 2021. The number of special teachers are expected to increase from 2,584 in 2016 to 3,075 in 2021, a net increase of 492 during this time period.
- The number of government special teachers required to meet demand are forecast to increase by 3% between 2016 and 2021. The number of government special teachers is expected to increase from 2,522 in 2016 to 3,003 in 2021, a net increase of 481 during this time period.
- In comparison, the number of Catholic and independent teachers are forecast to increase by 2.8% between 2016 and 2021, with actual teacher headcounts incrementally increasing during this time period.
- The number of other teachers required to meet demand are forecast to increase by 2.6% on an annual basis between 2016 and 2021. The number of other teachers is expected to increase from 642 in 2016 to 748 in 2021, a net increase of 106 during this time period.
- Please note the actual teacher headcount at special Catholic and independent schools was unknown in 2014 and 2015. These headcounts have been projected based on the number of special schools in these sectors and historical teacher headcounts.
Victorian teacher supply and demand report 2014 and 2015

1. Overview

FORECASTING DEMAND FOR TEACHERS

Victorian teacher demand forecasts at state level

- The number of teachers required to meet future demand at a Victorian state level has been modelled across all school types.
- The number of actual teachers reported between 2007 and 2015 may include duplicates due to data collection and report discrepancies. The primary and secondary teacher headcounts reported by the ABS may include teachers employed at special schools. Due to data limitations, it was not possible to isolate how many teachers reported by the ABS were employed in special schools.
- The number of teachers required to meet future demand at a Victorian state level are forecast to increase between 2016 and 2021, as the number of student enrolments increase concurrently.
- The number of teachers required to meet future demand are forecast to increase by 17% on an annual basis between 2016 and 2021, increasing from 85,603 in 2016 to 94,634 in 2021. This represents a net increase of 9,031 during this time period.

- The number of government funded kindergarten teachers required to meet future demand are forecast to increase by 1.6% between 2016 and 2021, increasing from 3,955 to 4,352. This is a net increase of 397 teachers during this time period.
- The number of primary teachers required to meet future demand are forecast to increase by 1.4% between 2016 and 2021, increasing from 39,666 to 43,156. This is a net increase of 3,490 teachers during this time period.
- The number of secondary teachers required to meet future demand are forecast to increase by 1.9% between 2016 and 2021, increasing from 38,757 to 43,303. This is a net increase of 4,546 teachers during this time period.
- The number of special teachers required to meet future demand are forecast to increase by 2.9% between 2016 and 2021, increasing from 2,583 to 3,075. This is a net increase of 492 teachers during this time period.
- The number of other teachers required to meet future demand are forecast to increase by 2.6% between 2016 and 2021, increasing from 642 to 748. This is a net increase of 106 teachers during this time period.

Source: NSSC Table 51a: In-school Staff (FTE), ABS 4221.0 Schools, Australia, 2015, NSSC Table 50a: In-school Staff (number), ABS 4221.0 Schools, Australia, 2015, February School Census (1987-2015), EduPay (2011-2015) and Kindergarten program administrative dataset (2006-2015), Victorian Department of Education and Training

**Victorian teacher headcount and forecasts (2007-2021)**

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<tr>
<th>Year</th>
<th>Kindergarten</th>
<th>Primary</th>
<th>Secondary</th>
<th>Special</th>
<th>Other</th>
<th>Grand Total</th>
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<tr>
<td>2013</td>
<td>3,193</td>
<td>36,933</td>
<td>38,557</td>
<td>2,297</td>
<td>664</td>
<td>81,644</td>
</tr>
<tr>
<td>2014</td>
<td>3,485</td>
<td>37,859</td>
<td>38,107</td>
<td>2,410</td>
<td>574</td>
<td>82,435</td>
</tr>
<tr>
<td>2015</td>
<td>3,619</td>
<td>38,874</td>
<td>38,579</td>
<td>2,494</td>
<td>574</td>
<td>84,140</td>
</tr>
<tr>
<td>2016</td>
<td>3,955</td>
<td>39,666</td>
<td>38,757</td>
<td>2,583</td>
<td>642</td>
<td>85,603</td>
</tr>
<tr>
<td>2017</td>
<td>4,107</td>
<td>40,592</td>
<td>39,041</td>
<td>2,674</td>
<td>659</td>
<td>87,074</td>
</tr>
<tr>
<td>2018</td>
<td>4,181</td>
<td>41,411</td>
<td>39,609</td>
<td>2,770</td>
<td>683</td>
<td>88,654</td>
</tr>
<tr>
<td>2019</td>
<td>4,250</td>
<td>42,048</td>
<td>40,581</td>
<td>2,869</td>
<td>705</td>
<td>90,452</td>
</tr>
<tr>
<td>2020</td>
<td>4,304</td>
<td>42,578</td>
<td>41,908</td>
<td>2,971</td>
<td>727</td>
<td>92,487</td>
</tr>
<tr>
<td>2021</td>
<td>4,352</td>
<td>43,156</td>
<td>43,303</td>
<td>3,075</td>
<td>748</td>
<td>94,634</td>
</tr>
</tbody>
</table>

Source: NSSC Table 51a: In-school Staff (FTE), ABS 4221.0 Schools, Australia, 2015, NSSC Table 50a: In-school Staff (number), ABS 4221.0 Schools, Australia, 2015, February School Census (1987-2015), EduPay (2011-2015) and Kindergarten program administrative dataset (2006-2015), Victorian Department of Education and Training

94,634 teachers required at a Victorian state level to meet future demand in 2021

1.7% increase on an annual basis between 2016 and 2021 in the number of teachers required to meet future demand at a Victorian state level

VICTORIAN TEACHER SUPPLY AND DEMAND REPORT 2014 AND 2015
FUTURE DEMAND FOR NEW TEACHERS

Future demand for new teacher entrants

- The future demand for new teacher entrants into the Victorian teaching workforce will be dependent on two factors:
  - Expansion demand
  - Replacement needs
- Expansion demand represents new jobs from growth in teacher demand.
- Replacement needs represents the additional demand for new teacher entrants due to current teachers leaving the profession due to retirement, death, illness or pursuing a career outside of teaching.
- The sum of the expansion demand and replacement needs represents the future job openings available for new teacher entrants.
- The comparison of future job openings with the number of teachers graduating from ITE courses provides an indicator of a future shortage or over supply of teachers in Victoria.

Future job openings calculations

- Expansion demand is calculated by comparing the size of the teaching workforce between two years by sector and school type. For example, the size of the Victorian government primary teaching workforce are forecast to increase from 25,282 in 2015 to 25,795 in 2016, representing an expansion demand of 513 teachers.
- Replacement needs is calculated by analysing the number of teachers and leading teachers who left the Victorian government teaching workforce in the 2014 calendar year and did not return by June 2015. The net replacement needs calculated for each school type was:
  - 1.8% replacement needs rate at government funded kindergarten programs
  - 3.2% replacement needs rate at primary schools
  - 3.9% replacement needs rate at secondary schools
  - 4.5% replacement needs rate at special schools
  - 3.8% replacement needs rate at other schools
- Due to insufficient data being available about the Catholic and independent teaching workforces, the government teaching workforce replacement need rate was applied to the Catholic and independent teaching workforces.

FUTURE DEMAND FOR NEW TEACHERS

Future demand for new government teachers

- The future job openings for new teacher entrants in the government teaching workforce are forecast to increase by 2% on an annual basis between 2016 and 2021. Future job openings are forecast to increase from 2,876 in 2016 to 3,167 in 2021, a net increase of 291.
- The future job openings for new government funded kindergarten teacher entrants are forecast to peak at 407 in 2016 and decline to 126 in 2021. This is an 18% decrease on an annual basis in job openings.
- The future job openings for primary teachers are forecast to be 1,342 in 2016 and 1,231 in 2021. Over this time period, the number of job openings are forecast to decrease by 1% on an annual basis.
- The future job openings for secondary teachers are forecast to increase by 11% on an annual basis between 2016 and 2021. Job openings are forecast to increase from 834 to 1,523, which is a net increase of 689 during this time period.
- The future job openings for special teachers are forecast to increase from 200 to 236 between 2016 and 2021, representing a 3% increase on an annual basis. This is a net increase of 36 job openings during this time period.
- The future job openings for other teachers are forecast to decrease by 10% on an annual basis between 2016 and 2021, from 93 to 51. This is a net increase of 42 job openings during this time period.

Future demand for new Catholic teachers

- The future job openings for new teacher entrants in the Catholic teaching workforce are forecast to increase by 6.6% on annual basis between 2016 and 2021. Future job openings are forecast to increase from 856 in 2016 to 1,254 in 2021, a net increase of 398.
- The future job openings for primary teachers are forecast to be 430 in 2016 and 459 in 2021. Over this time period, the number of job openings are forecast to increase by 1.1% on an annual basis or a net increase of 29 job openings.
- The future job openings for secondary teachers are forecast to increase by 11% on an annual basis between 2016 and 2021. Job openings are forecast to increase from 423 to 792, which is a net increase of 369 during this time period.

Source: NSSC Table 51a: In-school Staff (FTE), ABS 4221.0 Schools, Australia, 2015, NSSC Table 50a: In-school Staff (number), ABS 4221.0 Schools, Australia, 2015, February School Census (1987-2015), EduPay (2011-2015) and Kindergarten program administrative dataset (2006-2015), Victorian Department of Education and Training
FUTURE DEMAND FOR NEW TEACHERS

Future demand for new independent teachers
- The future job openings for new teacher entrants in the independent teaching workforce are forecast to increase by 7% on an annual basis between 2016 and 2021. Future job openings are forecast to increase from 765 in 2016 to 1,146 in 2021, a net increase of 381.
- The future job openings for primary teachers are forecast to be 318 in 2016 and 335 in 2021. Over this time period, the number of job openings are forecast to increase by 0.9% on an annual basis or a net increase of 17 job openings.
- The future job openings for secondary teachers are forecast to increase by 0.5% on an annual basis between 2016 and 2021. Job openings are forecast to increase from 445 to 808, which is a net increase of 363 during this time period.

Future demand for new teachers at Victorian state level
- The future job openings for new teacher entrants in the Victorian teaching workforce are forecast to increase by 4% on an annual basis between 2016 and 2021. Future job openings are forecast to increase from 4,496 in 2016 to 5,568 in 2021, a net increase of 1,072.
- The future job openings for new government funded kindergarten teacher entrants are forecast to peak at 407 in 2016 and decline to 126 in 2021. This is a 18% decrease on an annual basis in job openings.
- The future job openings for primary teachers are forecast to be 2,090 in 2016 and 2,025 in 2021. Over this time period, the number of job openings are forecast to decrease by 1% on an annual basis.
- The future job openings for secondary teachers are forecast to increase by 11% on an annual basis between 2016 and 2021. Job openings are forecast to increase from 1,702 to 3,124, which is a net increase of 689 during this time period.
- The future job openings for special teachers are forecast to increase from 204 to 241 between 2016 and 2021, representing a 3% increase on an annual basis. This is a net increase of 37 job openings during this time period.
- The future job openings for other teachers are forecast to decrease by 10% on an annual basis between 2016 and 2021, from 93 to 51. This is a net decrease of 42 job openings during this time period.

Source: NSSC Table 51a: In-school Staff (FTE), ABS 4221.0 Schools, Australia, 2015, NSSC Table 50a: In-school Staff (number), ABS 4221.0 Schools, Australia, 2015, February School Census (1987-2015), EduPay (2011-2015) and Kindergarten program administrative dataset (2006-2015), Victorian Department of Education and Training
FUTURE SUPPLY OF NEW TEACHERS

Future supply of new teachers

- The future supply pipeline for new teachers has been modelled by using the following data inputs available:
  - Teacher migration to Victoria
  - ITE Enrolments by school type (EC, primary and/or secondary) in 2014 and 2015
  - ITE course attrition
  - Teacher registration and employment
- There are a number of factors that will impact the supply projections that have not been included due to data limitations. These factors include competition from non-education industries and the number of international graduates who remain in Australia after completing their ITE course.
- The supply projections provided should be used as an estimate only, due to inconsistencies in the collection and reporting of enrolments and graduations by Victorian ITE providers. In addition, a number of assumptions have been made in the supply projections, which may lead to conservative estimates of future teacher supply in Victoria.

Teacher migration to Victoria

- The number of teachers who migrate to Victoria from interstate or overseas will impact the supply pipeline of teachers available.
- The ‘VIT Annual Report’ reports the number of new registrations of teachers in Victoria including migration.
- Teacher migration to Victoria captured by two classifications:
  - Mutual recognition captures teachers who have migrated from interstate
  - Overseas qualifications captures teachers who have migrated from overseas.
- The number of new teacher registrants classified as mutual recognition has fluctuated greatly between 2007 and 2015. The number of mutual recognitions peaked in 2009 at 1,084 and dropped to 664 in 2015. Between 2007 and 2015, the average number of mutual recognitions was 730 on an annual basis.
- The number of new teacher registrants classified as overseas qualifications increased from 487 to 645 between 2007 and 2010. The number of overseas qualifications varied from 633 to 642 between 2011 and 2014, before dropping to 511 in 2015. Between 2007 and 2015, the average number of overseas qualifications was 598.

![Image of supply projections](source: VIT Annual Report, VIT, 2007-2015)

664
new teacher registrants classified as mutual recognition in 2015

511
new teacher registrants classified as overseas qualifications in 2015
FUTURE SUPPLY OF NEW TEACHERS

Supply projections from ITE providers

- The number of graduates from Victorian and interstate online ITE providers who enter the Victorian supply pipeline have been projected between 2016 and 2019 using enrolment data collected from ITE providers for 2014 and 2015. The projections for 2019 were also used for 2020 and 2021.

- For four year undergraduate ITE courses, the number of graduations between 2016 and 2019 were projected using enrolment data for 2014 and 2015. The number of graduations from postgraduate ITE courses for 2018 and 2019 were projected based on historical trends in the proportion of undergraduate to postgraduate Victorian ITE courses from the ‘Higher Education Statistics’ dataset.

- The number of graduations from Victorian and interstate online ITE providers was 6,191 in 2014 and 6,136. The number of graduations is projected to increase to 6,697 in 2017, 6,934 in 2018 and 7,040 in 2019. Between 2014 and 2021, graduations are projected to increase by 2.1% on an annual basis.

- The number of graduations is projected to be 5,418 in 2016. This is less than the graduations recorded in 2014 and 2015. The lower graduation numbers recorded for primary/secondary and secondary ITE courses have impacted total graduations. This drop in graduations may be due to data collection or reporting issues.

- The projected graduation pools for each school type are listed below between 2016 and 2019:

<table>
<thead>
<tr>
<th>Year</th>
<th>Early Childhood</th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>552</td>
<td>3,345</td>
<td>2,800</td>
</tr>
<tr>
<td>2017</td>
<td>1,119</td>
<td>4,026</td>
<td>3,140</td>
</tr>
<tr>
<td>2018</td>
<td>1,068</td>
<td>4,015</td>
<td>3,931</td>
</tr>
<tr>
<td>2019</td>
<td>1,044</td>
<td>4,033</td>
<td>3,752</td>
</tr>
</tbody>
</table>


Total supply from Victorian and online ITE providers (2014-2019)

<table>
<thead>
<tr>
<th>Year</th>
<th>Early Childhood</th>
<th>Primary/Early Childhood</th>
<th>Primary/Secondary</th>
<th>Secondary</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>636</td>
<td>1,700</td>
<td>341</td>
<td>2,182</td>
<td>6,191</td>
</tr>
<tr>
<td>2015</td>
<td>542</td>
<td>1,655</td>
<td>544</td>
<td>1,228</td>
<td>6,136</td>
</tr>
<tr>
<td>2016</td>
<td>287</td>
<td>2,066</td>
<td>265</td>
<td>1,014</td>
<td>5,418</td>
</tr>
<tr>
<td>2017</td>
<td>660</td>
<td>2,438</td>
<td>459</td>
<td>1,129</td>
<td>6,697</td>
</tr>
<tr>
<td>2018</td>
<td>426</td>
<td>1,935</td>
<td>642</td>
<td>1,438</td>
<td>6,934</td>
</tr>
<tr>
<td>2019</td>
<td>461</td>
<td>2,244</td>
<td>583</td>
<td>1,206</td>
<td>7,040</td>
</tr>
<tr>
<td>2020</td>
<td>461</td>
<td>2,244</td>
<td>583</td>
<td>1,206</td>
<td>7,040</td>
</tr>
<tr>
<td>2021</td>
<td>461</td>
<td>2,244</td>
<td>583</td>
<td>1,206</td>
<td>7,040</td>
</tr>
</tbody>
</table>

Grand Total: 3,936, 16,525, 3,999, 9,757, 18,278, 52,495

FUTURE SUPPLY OF NEW TEACHERS

Supply projections at Victorian state level

- The supply projections at Victorian state level projects the overall annual supply of new teachers to Victoria between 2016 and 2019. The total supply projections include new teachers who graduate from Victorian and interstate online ITE providers and migration.
- Due to data limitations in the number of ITE enrolments, the projections for 2019 have been used for 2020 and 2021.
- The number of teachers migrating to Victoria have been forecast using VIT data and an exponential smoothing model. 1,485 teachers are forecast to migrate on an annual basis to Victoria between 2016 and 2019.
- Based on the proportion of ITE graduations for each school type, the number of migrant teachers by school type have been modelled.
- The qualification name and level is unavailable for teachers who migrate to Victoria. Total supply projections provided are conservative and should be used as an indicator only of future supply of new teachers.
- The total supply of new Victorian teachers was 7,702 in 2014 and 7,314 in 2021. The total supply of new Victorian teachers is projected to increase to 8,182 in 2017, 8,419 in 2018 and 8,525 in 2019. Between 2014 and 2021, graduations are projected to increase by 1.7% on an annual basis.
- The total supply is projected to be 5,418 in 2016. This is less than the total supply recorded in 2014 and 2015. The lower graduation numbers recorded for primary/secondary and secondary ITE courses have impacted total supply. This drop in graduations may be due to data collection or reporting issues.
- The projected graduation pools for each school type are listed below between 2016 and 2019:

<table>
<thead>
<tr>
<th>Year</th>
<th>Early Childhood</th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>704</td>
<td>4,261</td>
<td>3,567</td>
</tr>
<tr>
<td>2017</td>
<td>1,367</td>
<td>4,918</td>
<td>3,837</td>
</tr>
<tr>
<td>2018</td>
<td>1,297</td>
<td>4,874</td>
<td>4,773</td>
</tr>
<tr>
<td>2019</td>
<td>1,264</td>
<td>4,833</td>
<td>4,543</td>
</tr>
</tbody>
</table>

FUTURE SUPPLY OF NEW TEACHERS

Total available supply projections at Victorian state level

- The previous sections depicted the supply projections from ITE providers and migration to Victoria. These supply projections do not represent the total available supply of new teachers, however, as a proportion of graduate teachers will be unavailable for employment in the Victorian teaching workforce. This may be due to graduate teachers not registering for provisional registration with the VIT, pursuing further study and/or employment in industries outside of teaching.

- Based on historical data of the number of graduates who register for provisional registration with VIT and the number of graduations from ITE providers, approximately 20% of Victorian ITE graduates are unavailable to teach annually.

- Consistent with previous Teacher Supply and Demand Reports, 50% of overseas and interstate migrants are assumed to be unavailable for teaching employment and are excluded from the supply pipeline.

- The application of these exclusion rates may lead to conservative projections of future supply of new teachers in Victoria.

- The total supply available of new teachers was 5,708 in 2014 and 5,496 in 2015. The total supply is projected to fall to 5,077 in 2016 and increase from 6,100 in 2017 to 6,374 in 2019. Between 2014 and 2019, the total supply pool is projected to increase by 1.9% on an annual basis.

- The employment destination of ITE graduates with dual qualifications in either primary/early childhood or primary/secondary. ITE graduates with dual qualifications have been included in the early childhood, primary and secondary available supply pools.

- The early childhood available supply pool is projected to increase by 0.8% on an annual basis between 2014 and 2019 from 901 to 945.

- The primary available supply pool is projected to increase by 2.7% on an annual basis between 2014 and 2019 from 3,110 to 3,651.

- The secondary available supply pool is projected to increase by 0.8% on an annual basis between 2014 and 2019 from 3,240 to 3,397.
**KINDERGARTEN TEACHER SUPPLY AND DEMAND**

Matching kindergarten teachers supply with demand

- The supply of new kindergarten teachers is comprised of new graduates with an early childhood qualification or primary/early childhood dual qualification or interstate and overseas migration.
- There is no data available about the preferences of dual qualification graduates and whether they pursue employment in the early childhood or primary sectors.
- The proportion of early childhood graduates with a dual qualification projected are:
  - 2016: 48%
  - 2017: 41%
  - 2018: 60%
  - 2019: 56%
- The total available early childhood supply pipeline is projected to meet demand for new teachers at government funded kindergarten programs between 2016 and 2021.
- If migration is excluded from the early childhood supply pipeline, it is projected that supply from ITE graduates would meet demand for new teachers at government funded kindergarten programs between 2016 and 2021.
- This finding is dependent on the assumption that all dual qualified early childhood graduates are available in the supply pipeline. If a large proportion of dual qualified early childhood graduates choose to teach at primary schools, this will diminish the supply of new teachers available and may lead to an undersupply of new teachers to meet demand in 2016.
- The supply projections indicate that supply from single early childhood qualifications would be sufficient to meet demand between 2017 and 2021.
- There is a projected oversupply of early childhood teachers to meet demand between 2016 and 2021. The net difference in supply to demand during this time period is projected to be:

<table>
<thead>
<tr>
<th>Year</th>
<th>Oversupply</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>111</td>
</tr>
<tr>
<td>2017</td>
<td>793</td>
</tr>
<tr>
<td>2018</td>
<td>819</td>
</tr>
<tr>
<td>2019</td>
<td>800</td>
</tr>
<tr>
<td>2020</td>
<td>814</td>
</tr>
<tr>
<td>2021</td>
<td>819</td>
</tr>
</tbody>
</table>

Matching primary teacher supply and demand

- The supply of new primary teachers is comprised of new graduates with an early childhood qualification, primary/early childhood dual qualification or primary/secondary dual qualification or interstate and overseas migration.
- There is no data available about the preferences of dual qualification graduates and whether they pursue employment in the early childhood, primary or secondary sectors.
- The proportion of primary graduates with a single qualification projected are:
  - 2016: 62%
  - 2017: 61%
  - 2018: 48%
  - 2019: 56%
- The total available primary supply pipeline is projected to meet demand for new teachers at primary schools between 2016 and 2021.
- If migration is excluded from the primary supply pipeline, it is projected that supply from ITE graduates would meet demand for new teachers at primary schools between 2016 and 2021.
- This finding is dependent on the assumption that all dual qualified primary graduates are available in the supply pipeline. If a large proportion of dual qualified early childhood graduates choose to teach at primary schools, this will diminish the supply of new teachers available.
- If all dual qualified primary graduates were unavailable, the supply from single primary qualifications would not meet demand in any year between 2016 and 2021.
- The supply projections indicate that supply from single primary qualifications and 50% of dual primary qualifications would meet demand between 2016 and 2021.
- There is a projected oversupply of primary to meet demand between 2016 and 2021. The net difference in supply to demand during this time period is projected to be:

<table>
<thead>
<tr>
<th>Year</th>
<th>Oversupply</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>1,044</td>
</tr>
<tr>
<td>2017</td>
<td>1,365</td>
</tr>
<tr>
<td>2018</td>
<td>1,403</td>
</tr>
<tr>
<td>2019</td>
<td>1,581</td>
</tr>
<tr>
<td>2020</td>
<td>1,690</td>
</tr>
<tr>
<td>2021</td>
<td>1,626</td>
</tr>
</tbody>
</table>
SECONDARY TEACHER SUPPLY AND DEMAND

Matching secondary teacher supply and demand

- The supply of new secondary teachers is comprised of new graduates with a secondary qualification or primary/secondary dual qualification or interstate and overseas migration.
- There is no data available about the preferences of dual qualification graduates and whether they pursue employment in the primary or secondary sectors.
- The proportion of secondary graduates with a dual qualification projected are:
  - 2016: 36%
  - 2017: 36%
  - 2018: 36%
  - 2019: 32%
- The total available secondary supply pipeline is projected to meet demand for new teachers at secondary schools between 2016 and 2021.
- If migration is excluded from the secondary supply pipeline, it is projected that supply from ITE graduates would meet demand for new teachers at secondary schools between 2016 and 2020. If migration was excluded in 2021, an undersupply of 122 teachers to meet demand is projected to occur.
- This finding is dependent on the assumption that all dual qualified secondary graduates are available in the supply pipeline. If a large proportion of dual qualified secondary graduates choose to teach at primary schools, this will diminish the supply of new teachers available.
- If all dual qualified secondary graduates were unavailable, the supply from single secondary qualifications would meet demand in 2017 and 2018.
- The supply projections indicate that supply from single secondary qualifications and 50% of dual secondary qualifications would meet demand between 2016 and 2021.
- There is a projected oversupply of secondary to meet demand between 2016 and 2021. The net difference in supply to demand during this time period is projected to be:

<table>
<thead>
<tr>
<th>Year</th>
<th>Oversupply</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>921</td>
</tr>
<tr>
<td>2017</td>
<td>1,038</td>
</tr>
<tr>
<td>2018</td>
<td>1,428</td>
</tr>
<tr>
<td>2019</td>
<td>808</td>
</tr>
<tr>
<td>2020</td>
<td>397</td>
</tr>
<tr>
<td>2021</td>
<td>273</td>
</tr>
</tbody>
</table>


Supply > Demand

Projected for secondary teachers based on matching total available supply to demand between 2016 and 2021

Net difference in total available secondary teacher supply and demand projected for 2021

273
PART VII - APPENDICES
APPENDICES OVERVIEW

‘Part VII – Appendices’ provides supplementary analysis regarding ITE courses in Victoria from the ‘Higher Education Statistics’ and reference tables related to the analysis conducted by LGA and area. This part is designed to complement the analysis in the main body of this report.

This part comprises the following areas:

- Higher Education – ITE course profile
- Higher Education – ITE course profile for early childhood
- Higher Education – ITE course profile for primary
- Higher Education – ITE course profile for secondary
- Higher Education – ITE course profile for other
- Victorian LGA and area reference map and table
- Victorian government teaching workforce by LGA
1. Overview

2. Early Childhood Workforce Profile

3. School Workforce Profile

4. Supply Factors

5. Demand Factors

6. Supply & Demand Forecasting

7. Appendices

HIGHER EDUCATION – ITE COURSE PROFILE

Australian Government Department of Education and Training Higher Education Statistics

- The Australian Government Department of Education and Training manages an extensive data repository called the ‘Higher Education Statistics’, which collects data about students and staff at Australian higher education institutions.
- The ‘Higher Education Statistics’ differs from the ITE course analysis provided in ‘Part IV – Analysis of Supply Factors.’ The following analysis should be used as another source of data to understand the profile of ITE courses. Due to differences in data collection and reporting, the analysis from the ‘Higher Education Statistics’ for commencements, enrolments and completions will differ from the data collected directly from Victorian ITE providers.
- Due to legal requirements regarding privacy and confidentiality, cohorts where the count was 5 or less (<5) were suppressed by the Department. This data suppression will impact ITE course reporting.

Victorian ITE course commencements, enrolments and completions

- In 2014, there were 6,495 commencements, 16,435 enrolments and 3,770 completions in Victorian ITE courses.
- The number of commencements in Victorian ITE courses has increased by 6% on an annual basis between 2009 and 2014, including a 5% increase between 2013 and 2014.
- The increase in the number of commencements between 2012 and 2014 can be partly attributed to the implementation of the full demand driven funding system where Commonwealth supported places were uncapped for domestic undergraduate bachelor students.
- The number of enrolments in Victorian ITE courses increased by 6% on an annual basis between 2009 and 2014, including a 3% increase between 2013 and 2014.
- The number of completions of Victorian ITE courses has remained consistent between 2001 and 2014, showing minimal change in the last couple of years. The impact of increasing enrolments between 2012 and 2014 may begin to impact completions from 2015 onwards.

HIGHER EDUCATION – ITE COURSE PROFILE

Victorian ITE course breakdown by student type

- In 2014, there were 25,491 (96%) domestic and 1,108 (4%) international students who had commenced, enrolled or completed an ITE course in Victoria.
- This proportion has consistently remained around 94%-96% between 2001 and 2014.

Victorian ITE course breakdown by course level

- In 2014, there were 18,165 (68%) students who had commenced, enrolled or completed an undergraduate ITE course and 8,434 (32%) who had studied a postgraduate ITE course in Victoria.
- The number of undergraduate commencements increased by 8%, enrolments increased by 7% and completions increased by 17% between 2013 and 2014. However, the number of postgraduate commencements decreased by 5%, enrolments by 1% and completions by 15% between the same time period.

Victorian ITE course breakdown by mode of attendance

- In 2014, 21,538 (81%) of students who had commenced, enrolled or completed an ITE course in Victoria were studying through internal attendance. The proportion of students who had studied through internal attendance dropped 4% between 2013 and 2014.
- The proportion of students who had studied through internal and multi-modal attendance had remained consistent around 10% between 2001 and 2014, however, the proportion of multi modal attendance had increased from 9% to 12% between 2013 and 2014.

Victorian ITE course breakdown by type of attendance

- In 2014, 23,409 (88%) students who had commenced, enrolled or completed an ITE course were studying on a full-time basis whilst 3,201 (12%) were studying on a part-time basis.

ITE course retention rates

- 72% of the total Australian domestic ITE student cohort who commenced an ITE course in 2012, was still studying an ITE course in 2013, a decrease of 5% in the retention rate between 2011 to 2012. The decrease in the retention of ITE commencements, may impact the number ITE enrolments and completions in Victoria.

*Please note totals for breakdowns may not be the same due to data quality issues or data suppression.
HIGHER EDUCATION – ITE COURSE PROFILE FOR EARLY CHILDHOOD

Victorian early childhood ITE course profile

- In 2014, there were 3,388 students who were studying or completing an early childhood ITE course in Victoria.
- In early childhood undergraduate ITE courses, there were 738 commencements, 1,815 enrolments and 310 completions in Victoria.
- In early childhood postgraduate ITE courses, there were 173 commencements, 281 enrolments and 71 in Victoria.
- The number of students enrolled in an undergraduate early childhood ITE course in Victoria increased by 28% on an annual basis between 2009 and 2014 from 523 in 2009 to 1815 in 2014.
- The number of students enrolled in a postgraduate early childhood ITE course in Victoria increased by 55% on an annual basis between 2007 and 2014 from 31 in 2007 to 281 in 2014.

*Please note this analysis includes all Early Childhood ITE students classified with a Teacher Education: Early Childhood field of education only.

**Victorian early childhood ITE commencements, enrolments and completions by mode of attendance (2014)**

<table>
<thead>
<tr>
<th>Mode of attendance</th>
<th>Commencements</th>
<th>Enrolments</th>
<th>Completions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal</td>
<td>10%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>External</td>
<td>19%</td>
<td>15%</td>
<td>12%</td>
</tr>
<tr>
<td>Multi-modal</td>
<td>71%</td>
<td>75%</td>
<td>79%</td>
</tr>
</tbody>
</table>

**Source:** Customised Higher Education Statistics Dataset, Australian Government Department of Education and Training, 2001-2014

**Victorian early childhood ITE commencements, enrolments and completions by type of attendance (2014)**

<table>
<thead>
<tr>
<th>Type of attendance</th>
<th>Commencements</th>
<th>Enrolments</th>
<th>Completions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>4%</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>Part-time</td>
<td>96%</td>
<td>91%</td>
<td>92%</td>
</tr>
</tbody>
</table>

**Source:** Customised Higher Education Statistics Dataset, Australian Government Department of Education and Training, 2001-2014

- 3,388 students commenced, enrolled or completed a Victorian early childhood ITE course in 2014
- 75% of Victorian early childhood ITE enrolments were studying through internal attendance in 2014
- 86% of Victorian early childhood ITE enrolments were studying on a full-time basis in 2014
HIGHER EDUCATION – ITE COURSE PROFILE FOR PRIMARY

Victorian primary ITE course profile

- In 2014, there were 7,681 students who were studying or completing a primary ITE course in Victoria.
- In primary undergraduate ITE courses, there were 1,004 commencements, 3,681 enrolments and 724 completions in Victoria.
- In primary postgraduate ITE courses, there were 677 commencements, 1,067 enrolments and 528 completions in Victoria.
- The number of students enrolled in a undergraduate primary ITE course in Victoria increased between 2006 and 2010, however, decreased by 4% on an annual basis between 2012 and 2014.
- The number of students studying or completed a postgraduate primary ITE course in Victoria increased between 2003 and 2012, however, decreased by 18% between 2012 and 2014.

*Please note this analysis includes all Primary ITE students classified with a Teacher Education: Primary field of education only.

Victorian primary ITE commencements, enrolments and completions by mode of attendance (2014)

Victorian primary ITE commencements, enrolments and completions by type of attendance (2014)

7,681
number of students commenced, enrolled or completed a Victorian primary ITE course in 2014

82%
of Victorian primary ITE enrolments were studying through internal attendance in 2014

91%
of Victorian primary ITE enrolments were studying on a full-time basis in 2014
HIGHER EDUCATION – ITE COURSE PROFILE FOR SECONDARY

Victorian secondary ITE course profile

- In 2014, there were 8,799 students who were studying or completing a secondary ITE course in Victoria.
- In secondary undergraduate ITE courses, there were 1,285 commencements, 3,729 enrolments and 535 completions in Victoria.
- In secondary postgraduate ITE courses, there were 951 commencements, 1,701 enrolments and 598 in Victoria.
- The number of students enrolled in an undergraduate secondary ITE course in Victoria increased between 2001 and 2014. Between 2010 and 2014, enrolments increased by 14% on an annual basis.
- The number of students studying or completed a postgraduate secondary ITE course in Victoria increased between 2008 and 2013, however, decreased by 29% between 2013 and 2014.

*Please note this analysis includes all Secondary ITE students classified with a Teacher Education: Secondary field of education only.

Victorian secondary ITE commencements, enrolments and completions by mode of attendance (2014)

- Enrolments: 7% internal, 4% external, 86% multi-modal
- Graduates: 23% internal, 10% external, 68% multi-modal


Victorian secondary ITE commencements, enrolments and completions by type of attendance (2014)

- Commencements: Full-time 3%, Part-time 97%
- Enrolments: Full-time 14%, Part-time 86%
- Graduates: Full-time 33%, Part-time 67%


8,799

number of students commenced, enrolled or completed a Victorian Secondary ITE course in 2014

89%

of Victorian Secondary ITE enrolments were studying through internal attendance in 2014

86%

of Victorian Secondary ITE enrolments were studying on a full-time basis in 2014
Victorian other ITE course profile

- This analysis contains all students who were studying or completed an ITE course in Victoria without a detailed field of education. These courses have been labelled as “Other ITE courses” in this analysis.
- This cohort may include students who were studying or completed an ITE course in early childhood, primary, secondary, vocational education and training and/or higher education.
- In 2014, there were 6,652 students who were studying or completing an other ITE course in Victoria.
- In other undergraduate ITE courses, there were 971 commencements, 2,860 enrolments and 461 completions in Victoria 2014.
- In other postgraduate ITE courses, there were 665 commencements, 1,166 enrolments and 520 in Victoria 2014.

**Source:** Customised Higher Education Statistics Dataset, Australian Government Department of Education and Training, 2001-2014

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**Victorian other ITE commencements, enrolments and completions by mode of attendance (2014)**

<table>
<thead>
<tr>
<th>Mode of attendance</th>
<th>Commencements</th>
<th>Enrolments</th>
<th>Completions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal</td>
<td>7%</td>
<td>9%</td>
<td>25%</td>
</tr>
<tr>
<td>External</td>
<td>6%</td>
<td>6%</td>
<td>8%</td>
</tr>
<tr>
<td>Multi-modal</td>
<td>86%</td>
<td>85%</td>
<td>67%</td>
</tr>
</tbody>
</table>

**Source:** Customised Higher Education Statistics Dataset, Australian Government Department of Education and Training, 2001-2014

---

**Victorian other ITE commencements, enrolments and completions by type of attendance (2014)**

<table>
<thead>
<tr>
<th>Type of attendance</th>
<th>Commencements</th>
<th>Enrolments</th>
<th>Completions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>8%</td>
<td>13%</td>
<td>12%</td>
</tr>
<tr>
<td>Part-time</td>
<td>92%</td>
<td>87%</td>
<td>88%</td>
</tr>
</tbody>
</table>

**Source:** Customised Higher Education Statistics Dataset, Australian Government Department of Education and Training, 2001-2014
The following reference map and table provide an overview of the location of each LGA and what area it belongs to in Victoria.

**Victorian map of LGA by area**

![Reference map of Victorian LGA and corresponding area](image)

**Reference table of Victorian LGA and corresponding area**

<table>
<thead>
<tr>
<th>LGA</th>
<th>Area</th>
<th>LGA</th>
<th>Area</th>
<th>LGA</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpine (S)</td>
<td>Rural</td>
<td>Greater Shepparton (C)</td>
<td>Regional City</td>
<td>Moyne (S)</td>
<td>Rural</td>
</tr>
<tr>
<td>Ararat (RC)</td>
<td>Rural</td>
<td>Hepburn (S)</td>
<td>Rural</td>
<td>Murrindindi (S)</td>
<td>Rural</td>
</tr>
<tr>
<td>Ballarat (C)</td>
<td>Regional City</td>
<td>Hindmarsh (S)</td>
<td>Rural</td>
<td>Nillumbik (S)</td>
<td>Metro</td>
</tr>
<tr>
<td>Banyule (C)</td>
<td>Metro</td>
<td>Hobsons Bay (C)</td>
<td>Metro</td>
<td>Northern Grampians (S)</td>
<td>Rural</td>
</tr>
<tr>
<td>Bass Coast (S)</td>
<td>Rural</td>
<td>Horsham (RC)</td>
<td>Regional City</td>
<td>Port Phillip (C)</td>
<td>Metro</td>
</tr>
<tr>
<td>Baw Baw (S)</td>
<td>Rural</td>
<td>Hume (C)</td>
<td>Metro</td>
<td>Pyrenees (S)</td>
<td>Rural</td>
</tr>
<tr>
<td>Bayside (C)</td>
<td>Metro</td>
<td>Indigo (S)</td>
<td>Rural</td>
<td>Queenscliff (B)</td>
<td>Rural</td>
</tr>
<tr>
<td>Benalla (RC)</td>
<td>Rural</td>
<td>Kingston (C)</td>
<td>Metro</td>
<td>South Gippsland (S)</td>
<td>Rural</td>
</tr>
<tr>
<td>Boroondara (C)</td>
<td>Metro</td>
<td>Knox (C)</td>
<td>Metro</td>
<td>Southern Grampians (S)</td>
<td>Rural</td>
</tr>
<tr>
<td>Brimbank (C)</td>
<td>Metro</td>
<td>Latrobe (C)</td>
<td>Regional City</td>
<td>Stonnington (C)</td>
<td>Metro</td>
</tr>
<tr>
<td>Buloke (S)</td>
<td>Rural</td>
<td>Loddon (S)</td>
<td>Rural</td>
<td>Strathbogie (S)</td>
<td>Rural</td>
</tr>
<tr>
<td>Campaspe (S)</td>
<td>Rural</td>
<td>Macedon Ranges (S)</td>
<td>Rural</td>
<td>Surf Coast (S)</td>
<td>Rural</td>
</tr>
<tr>
<td>Cardinia (S)</td>
<td>Metro</td>
<td>Manningham (C)</td>
<td>Metro</td>
<td>Swan Hill (RC)</td>
<td>Rural</td>
</tr>
<tr>
<td>Casey (C)</td>
<td>Metro</td>
<td>Mansfield (S)</td>
<td>Rural</td>
<td>Towong (S)</td>
<td>Rural</td>
</tr>
<tr>
<td>Central Goldfields (S)</td>
<td>Rural</td>
<td>Maribyrnong (C)</td>
<td>Metro</td>
<td>Wangaratta (RC)</td>
<td>Regional City</td>
</tr>
<tr>
<td>Colac-Otway (S)</td>
<td>Rural</td>
<td>Maroondah (C)</td>
<td>Metro</td>
<td>Warrnambool (C)</td>
<td>Regional City</td>
</tr>
<tr>
<td>Corangamite (S)</td>
<td>Rural</td>
<td>Melbourne (C)</td>
<td>Metro</td>
<td>Wellington (S)</td>
<td>Rural</td>
</tr>
<tr>
<td>Darebin (C)</td>
<td>Metro</td>
<td>Melton (C)</td>
<td>Metro</td>
<td>West Wimmera (S)</td>
<td>Rural</td>
</tr>
<tr>
<td>East Gippsland (S)</td>
<td>Rural</td>
<td>Mildura (RC)</td>
<td>Regional City</td>
<td>Whitehorse (C)</td>
<td>Metro</td>
</tr>
<tr>
<td>Frankston (C)</td>
<td>Metro</td>
<td>Mitchelli (S)</td>
<td>Rural</td>
<td>Whittlesea (C)</td>
<td>Metro</td>
</tr>
<tr>
<td>Gannawarra (S)</td>
<td>Rural</td>
<td>Moira (S)</td>
<td>Rural</td>
<td>Wodonga (C)</td>
<td>Regional City</td>
</tr>
<tr>
<td>Glen Eira (C)</td>
<td>Metro</td>
<td>Monash (C)</td>
<td>Metro</td>
<td>Wyndham (C)</td>
<td>Metro</td>
</tr>
<tr>
<td>Glenelg (S)</td>
<td>Rural</td>
<td>Moonee Valley (C)</td>
<td>Metro</td>
<td>Yarra (C)</td>
<td>Metro</td>
</tr>
<tr>
<td>Golden Plains (S)</td>
<td>Rural</td>
<td>Moorabool (S)</td>
<td>Rural</td>
<td>Yarra Ranges (S)</td>
<td>Metro</td>
</tr>
<tr>
<td>Greater Bendigo (C)</td>
<td>Regional City</td>
<td>Moreland (C)</td>
<td>Metro</td>
<td>Yarrabriablack (S)</td>
<td>Rural</td>
</tr>
<tr>
<td>Greater Dandenong (C)</td>
<td>Metro</td>
<td>Mornington Peninsula (S)</td>
<td>Metro</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greater Geelong (C)</td>
<td>Regional City</td>
<td>Mount Alexander (S)</td>
<td>Rural</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The following reference table provides an overview of the Victorian government teaching workforce by LGA and area. The following breakdowns are provided:

- Number of kindergarten teachers employed at Victorian government funded kindergarten programs in 2015
- Number of teachers and principals in the Victorian government teaching workforce in 2015
- Number of graduate teachers employed in the Victorian government teaching workforce in 2015
- Number of Casual Relief Teachers (CRTs) employed at Victorian government schools in 2015
- Vacancy rate at Victorian government schools in 2015
- Application rate at Victorian government schools in 2015
- Proportion of fixed term vacancies at Victorian government schools in 2015

Reference table of breakdown of Victorian government teaching workforce by LGA

<table>
<thead>
<tr>
<th>LGA</th>
<th>Area</th>
<th>Kindergarten teachers (no.)</th>
<th>Government teaching workforce (no.)</th>
<th>Graduate teachers (no.)</th>
<th>CRTs (no.)</th>
<th>Vacancy rate (%)</th>
<th>Application rate (no.)</th>
<th>Proportion of fixed term vacancies (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpine (S)</td>
<td>Rural</td>
<td>6</td>
<td>209</td>
<td>2</td>
<td>19</td>
<td>8%</td>
<td>13</td>
<td>97%</td>
</tr>
<tr>
<td>Ararat (RC)</td>
<td>Rural</td>
<td>7</td>
<td>116</td>
<td>7</td>
<td>14</td>
<td>9%</td>
<td>13</td>
<td>79%</td>
</tr>
<tr>
<td>Ballarat (C)</td>
<td>Regional City</td>
<td>61</td>
<td>925</td>
<td>29</td>
<td>150</td>
<td>11%</td>
<td>29</td>
<td>70%</td>
</tr>
<tr>
<td>Banyule (C)</td>
<td>Metro</td>
<td>86</td>
<td>1,146</td>
<td>41</td>
<td>220</td>
<td>12%</td>
<td>34</td>
<td>88%</td>
</tr>
<tr>
<td>Bass Coast (S)</td>
<td>Rural</td>
<td>15</td>
<td>286</td>
<td>22</td>
<td>35</td>
<td>9%</td>
<td>9</td>
<td>94%</td>
</tr>
<tr>
<td>Baw Baw (S)</td>
<td>Rural</td>
<td>28</td>
<td>497</td>
<td>29</td>
<td>61</td>
<td>12%</td>
<td>14</td>
<td>69%</td>
</tr>
<tr>
<td>Bayside (C)</td>
<td>Metro</td>
<td>88</td>
<td>730</td>
<td>31</td>
<td>111</td>
<td>13%</td>
<td>35</td>
<td>91%</td>
</tr>
<tr>
<td>Benalla (RC)</td>
<td>Rural</td>
<td>6</td>
<td>102</td>
<td>6</td>
<td>6</td>
<td>13%</td>
<td>15</td>
<td>91%</td>
</tr>
<tr>
<td>Boroondara (C)</td>
<td>Metro</td>
<td>114</td>
<td>1,306</td>
<td>80</td>
<td>169</td>
<td>12%</td>
<td>30</td>
<td>85%</td>
</tr>
<tr>
<td>Brimbank (C)</td>
<td>Metro</td>
<td>104</td>
<td>1,822</td>
<td>90</td>
<td>262</td>
<td>13%</td>
<td>29</td>
<td>86%</td>
</tr>
<tr>
<td>Buloke (S)</td>
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<td>7</td>
<td>143</td>
<td>9</td>
<td>10</td>
<td>13%</td>
<td>4</td>
<td>56%</td>
</tr>
<tr>
<td>Campaspe (S)</td>
<td>Rural</td>
<td>22</td>
<td>392</td>
<td>9</td>
<td>64</td>
<td>18%</td>
<td>8</td>
<td>85%</td>
</tr>
<tr>
<td>Cardinia (S)</td>
<td>Metro</td>
<td>69</td>
<td>712</td>
<td>30</td>
<td>119</td>
<td>12%</td>
<td>44</td>
<td>77%</td>
</tr>
<tr>
<td>Casey (C)</td>
<td>Metro</td>
<td>202</td>
<td>2,960</td>
<td>155</td>
<td>499</td>
<td>12%</td>
<td>41</td>
<td>73%</td>
</tr>
<tr>
<td>Central Goldfields (S)</td>
<td>Rural</td>
<td>8</td>
<td>141</td>
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<td>17%</td>
<td>8</td>
<td>43%</td>
</tr>
<tr>
<td>Colac-Otway (S)</td>
<td>Rural</td>
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<td>204</td>
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<td>19</td>
<td>11%</td>
<td>11</td>
<td>94%</td>
</tr>
<tr>
<td>Corangamite (S)</td>
<td>Rural</td>
<td>10</td>
<td>214</td>
<td>4</td>
<td>17</td>
<td>6%</td>
<td>26</td>
<td>92%</td>
</tr>
<tr>
<td>Darebin (C)</td>
<td>Metro</td>
<td>76</td>
<td>1,279</td>
<td>72</td>
<td>180</td>
<td>14%</td>
<td>18</td>
<td>83%</td>
</tr>
<tr>
<td>East Gippsland (S)</td>
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<td>28</td>
<td>461</td>
<td>18</td>
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<td>17%</td>
<td>6</td>
<td>82%</td>
</tr>
<tr>
<td>Frankston (C)</td>
<td>Metro</td>
<td>80</td>
<td>1,375</td>
<td>54</td>
<td>191</td>
<td>11%</td>
<td>32</td>
<td>82%</td>
</tr>
<tr>
<td>Gannawarra (S)</td>
<td>Rural</td>
<td>5</td>
<td>124</td>
<td>7</td>
<td>21</td>
<td>15%</td>
<td>10</td>
<td>77%</td>
</tr>
<tr>
<td>Glen Eira (C)</td>
<td>Metro</td>
<td>90</td>
<td>918</td>
<td>35</td>
<td>149</td>
<td>15%</td>
<td>29</td>
<td>86%</td>
</tr>
<tr>
<td>Glenelg (S)</td>
<td>Rural</td>
<td>10</td>
<td>211</td>
<td>7</td>
<td>34</td>
<td>15%</td>
<td>12</td>
<td>65%</td>
</tr>
<tr>
<td>Golden Plains (S)</td>
<td>Rural</td>
<td>10</td>
<td>159</td>
<td>9</td>
<td>31</td>
<td>16%</td>
<td>22</td>
<td>86%</td>
</tr>
<tr>
<td>Greater Bendigo (C)</td>
<td>Regional City</td>
<td>61</td>
<td>1,027</td>
<td>39</td>
<td>156</td>
<td>11%</td>
<td>21</td>
<td>82%</td>
</tr>
<tr>
<td>Greater Dandenong (C)</td>
<td>Metro</td>
<td>84</td>
<td>1,410</td>
<td>71</td>
<td>170</td>
<td>11%</td>
<td>37</td>
<td>82%</td>
</tr>
<tr>
<td>Greater Geelong (C)</td>
<td>Regional City</td>
<td>135</td>
<td>2,011</td>
<td>82</td>
<td>357</td>
<td>8%</td>
<td>44</td>
<td>85%</td>
</tr>
<tr>
<td>Greater Shepparton (C)</td>
<td>Regional City</td>
<td>40</td>
<td>708</td>
<td>31</td>
<td>100</td>
<td>17%</td>
<td>18</td>
<td>91%</td>
</tr>
<tr>
<td>Hepburn (S)</td>
<td>Rural</td>
<td>8</td>
<td>128</td>
<td>4</td>
<td>24</td>
<td>9%</td>
<td>19</td>
<td>84%</td>
</tr>
<tr>
<td>Hindmarsh (S)</td>
<td>Rural</td>
<td>3</td>
<td>100</td>
<td>5</td>
<td>7</td>
<td>13%</td>
<td>8</td>
<td>70%</td>
</tr>
<tr>
<td>Hobsons Bay (C)</td>
<td>Metro</td>
<td>58</td>
<td>815</td>
<td>43</td>
<td>175</td>
<td>14%</td>
<td>30</td>
<td>85%</td>
</tr>
<tr>
<td>Horsham (RC)</td>
<td>Regional City</td>
<td>11</td>
<td>201</td>
<td>10</td>
<td>27</td>
<td>10%</td>
<td>5</td>
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<td>Type</td>
<td>Supply</td>
<td>Demand</td>
<td>Supply &amp; Demand Forecast</td>
<td>Percentage</td>
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</tr>
</tbody>
</table>

Percentage calculations: 
- Yarra Ranges (S): 88% (Supply & Demand Forecast / Supply) 
- Yarriambiack (S): 50% (Supply & Demand Forecast / Supply)