Victorian Teacher Supply and Demand Report 2021

Introduction to the 2021 report

Background and purpose

The Victorian Department of Education (DE) produces the Teacher Supply and Demand Report (TSDR) to provide a comprehensive cross sectoral picture of Victoria's early childhood and school teaching workforces. This document is the sixteenth iteration of the TSDR.

The TSDR provides policy makers and interested stakeholders with an impartial perspective on the current state of supply and demand in the Victorian education system. The primary purpose of the TSDR is to examine if there are sufficient teachers at work and in training to meet demand over a six-year horizon. The following pages contain more information on the research questions addressed by this report.

The report does not make recommendations on policy initiatives or changes to manage supply and demand. The scope of the TSDR also excludes evaluation of the impact of previous reforms on supply and demand, and analysis of the quality or impact of teaching in the school or early childhood system.

Approach

The report gathers information from a wide range of sources and stakeholders to build a comprehensive picture of supply and demand for teachers across early childhood, primary, and secondary settings. A key source of information is the teacher register from the Victorian Institute of Teaching (VIT). In addition to actively employed teachers, the VIT register includes those who are not currently employed in the teaching profession but still hold current VIT registration, as well as principals.

The analysis is presented in an accessible info-graphics format. This version of the report has sought to include more comparative analysis and insights across education settings – early childhood, primary, and secondary schooling. Detailed tables are provided in a separate 'supplementary' report.

All projections are subject to data limitations.

Note that the sum of charts and figures may not equal reported totals due to rounding or missing attribute data.

Key changes for the 2021 report

The 2021 report updates all key data, forecasting and analysis and includes two significant methodological improvements on the 2020 report.

Firstly, in contrast to the 2020 report, where (total) supply was defined as total registered teachers, (total) supply is now defined as registered teachers who are expected to be available to teach. Teachers who are expected to be available to teach refers to the percentage of registered teachers not currently employed as teachers that may be prepared to work in ongoing teaching positions. This is based on historical trends in movement of teachers into ongoing positions at a subsequent time. Further details and assumptions used in this estimation are on page 35.

Secondly, the treatment of government programmatic demand has been adjusted to account for trends in government spending. Previous reports have included announced policy initiatives only, which typically have a horizon that is shorter than the demand forecast and may therefore understate demand if these programs are renewed.

The modelling approach for programmatic demand now utilises a hybrid approach, where existing programs are assumed to be ongoing in nature (or where they cease, are assumed to be replaced by a program of similar impact

on the teacher workforce). This improved modelling allows for anticipated demand from future policies and programs in line with recent trends in programmatic demand.

The expected timeframe for Victoria returning to a more typical growth in demand and supply following the impacts of the COVID-19 pandemic significantly impacts teacher supply and demand forecasts in this report. While population projections have been updated to reflect government estimates as at May 2022, these projections continue to change rapidly as the state recovers.

The modelling has been conducted based on assumptions determined in May 2022 and does not account for policy changes or events after this period.

Importantly, the modelling for the 2021 report does not incorporate the $9b Best Start, Best Life reforms, announced on 16 June 2022. This includes Free Kinder, to take effect from 2023, Four-Year-Old Kindergarten transitioning to 'Pre-Prep', becoming a universal 30-hour a week program over the next decade, and the building of 50 government owned early learning centres in areas of greatest need. It is expected that these reforms will be reflected in the 2022 report.

The extent to which additional supply (i.e., supply pipelines from new graduates, migration, and deferred registrants) exceeds additional demand (from new policies, enrolment growth, and replacement of teachers with lapsing registrations) indicates the extent to which the system is meeting emerging demands.

The structure of this report has also been improved to enhance the comparability of education settings and the overall flow for readers. More information on the updated structure of the report is provided in the *How to navigate this report* subsection on page 8.
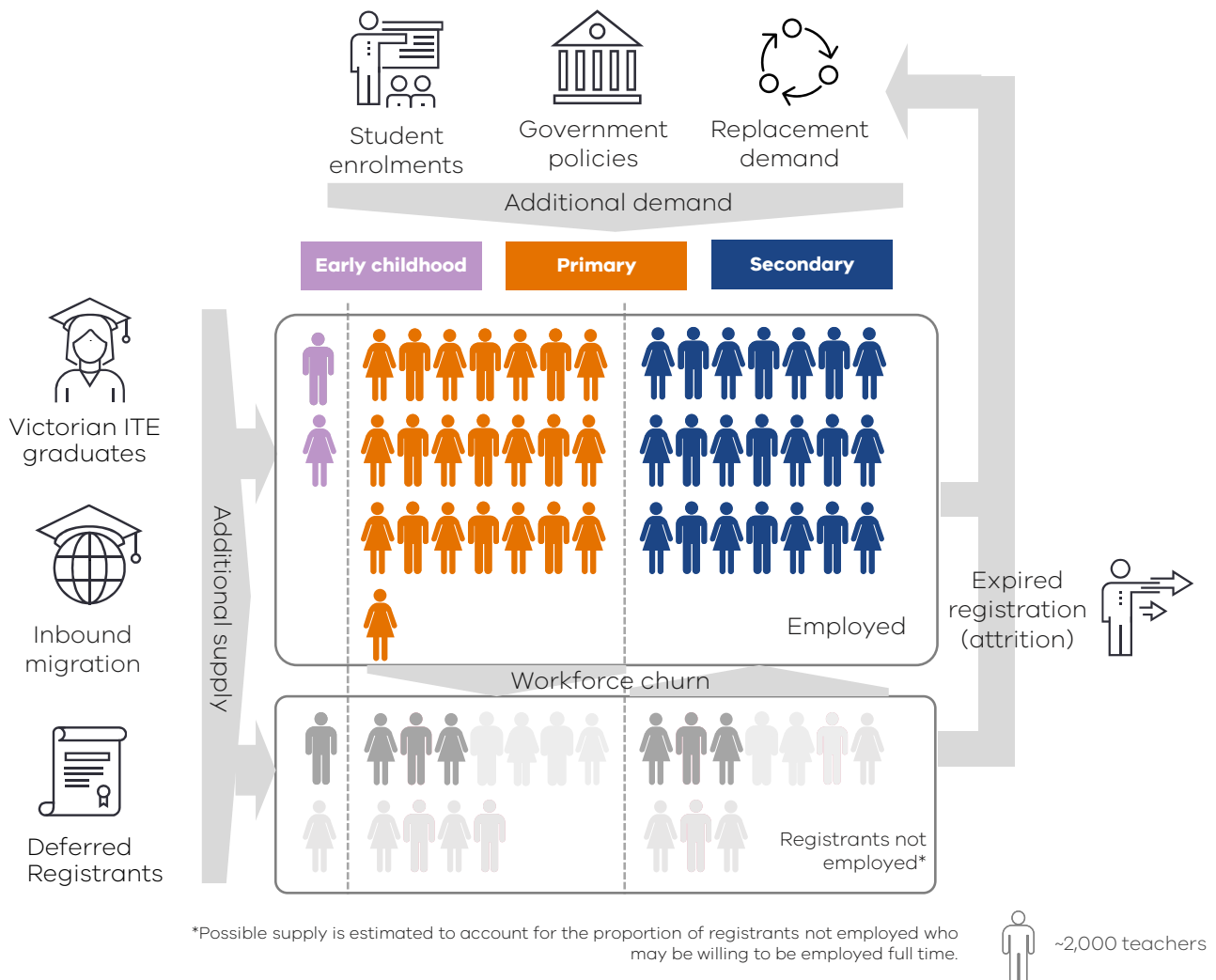
Programmatic demand

As outlined above, programmatic demand is projected based on trends in the aggregate amount of demand derived from government programs. The report also considers the following:

- The continued roll-out of the Victorian Government's commitment to deliver fifteen hours of funded Three-Year-Old Kindergarten per week by 2029.

- The 2022 Victorian Government Schools Agreement. This includes a 1.5 hour phased reduction in maximum weekly face-to-face teaching time. This is estimated to result in additional employment equivalent to 1,900 additional teachers.

Other initiatives announced after May 2022 were not captured in the projections for this report. This includes the announcement of the Best Start, Best Life reforms, involving a universal 30-hours a week kindergarten program for all four-year-old children over the next decade.

The Mental Health in Primary Schools initiative, currently in pilot stages (26 schools in 2021) and intended to scale up across the state from 2023, is not included and will be considered in demand modelling for the 2022 TSDR.

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Modelling Victoria's teaching workforce

Student enrolments · Government policies · Replacement demand

Additional demand

| Early childhood | Primary | Secondary |

Employed

Workforce churn

Registrants not employed*

Victorian ITE graduates

Inbound migration

Deferred Registrants

Additional supply

Expired registration (attrition)

*Possible supply is estimated to account for the proportion of registrants not employed who may be willing to be employed full time.

~2,000 teachers

Note that projections are by headcount. A change in FTEs required may be met by changes to supply, changes to the workload of current teachers, or both. Solid shading indicates the approximate proportion of the total registered workforce estimated to be available to teach in ongoing positions. See Section 1.3 (Total teacher supply and demand) for more information.

Key concepts

Demand – Demand is measured by the number of teachers counted in the Australian Bureau of Statistics National Schools Statistics Collection (NSSC), along with administrative data for Early Childhood settings, adjusted primarily using population growth in future years. These are primarily teachers in ongoing roles.

Additional Demand - The number of additional teachers required, measured on a year-by-year basis, to meet anticipated changes in demand stemming from future policy and program change, school enrolment growth, and replacement demand associated with attrition from the teaching register.

Total registered workforce – All teachers who are on the VIT register. This forms the basis of supply definitions throughout the report.

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Non-employed registrants – Teachers who are not employed or contracted and hold teaching registration are referred to as non-employed registrants. They may be a source of supply in the future.

Additional Supply - The number of additional teachers entering the workforce from year to year. This includes Victorian ITE graduates, inbound migrants, and deferred registrants.

Dual qualified teachers – Teachers who are qualified to teach in more than one of early childhood, primary or secondary educational settings. Dual qualified teachers are assigned to one of these settings via a set of assumptions outlined in the Appendix.

Deferred Registrants – Most ITE graduates register with the VIT in the year following completion of study. Those who do not are referred to as 'deferred registrants'. These teachers may have initially continued on to further study, taken one or more gap years, or gone overseas or interstate to work.

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Audience and core research questions

Report audience

The TSDR provides an impartial perspective on the current state of supply and demand in the Victorian education system and assesses whether there are enough teachers at work and in training to meet future demand.

The report may help several stakeholders, including:

- Policy-makers – to ensure informed policy and decision-making.

- Industry – to assist in understanding the differences and trends in the workforce and plan for future opportunities.

- Researchers – to support insights into education at all levels – early childhood, primary, and secondary schooling.

- Initial Teacher Education providers – to manage delivery arrangements and meet supply requirements.

Report contributors

This report was made possible through the assistance and support of many industry and governmental bodies or organisations, including the stakeholder types listed above. The report's authors would like to acknowledge the contributions of these parties and thank the data custodians (detailed at the Appendix) in each organisation for their work in preparing data to inform the report.

The Appendix contains a list of data sources and contributing organisations.

Research questions

The report is guided by a broad set of research questions and data availability. Core research questions include:

- What is the overall picture of supply and demand across early childhood, primary and secondary schooling?

- What are the current workforce demographics?

- What is the forecast supply and demand across early childhood, primary and secondary schooling?

- What are the demographics of students in initial teacher education courses?

- Where do graduates go on to work in early childhood, primary and secondary schooling?

- What are the trends in attrition and recruitment?

Each report considers additional research questions to examine key themes of interest. The questions for 2021 are:

- How does supply and demand balance vary by region?

- What are the pathways out of the workforce for teachers?

- What proportion of registrants not employed supply is likely to be available to the workforce?

The third research question represents a significant shift in the methodology and communication of the report and its findings. Previous reports have not sought to explicitly examine the availability of teachers who are not employed. Consideration of this research question recognises that some teachers who are not employed will not be available to teach, but there is an inherent level of uncertainty in the result.

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How to navigate this report

The following are the key features of the 2021 Teacher Supply and Demand report.

Report sequencing

The sequencing of the report has been updated in this 2021 iteration to increase the opportunity for insights via comparison across educational settings. The updated structure is as follows:

- The first section of the report is an Executive Summary, which provides key statistics of the supply and demand pipeline, as well as a summary of the overall supply and demand balance.

- Section 2 describes overall registered teacher supply (i.e., VIT registrants). This includes breakdowns of which teachers are capable of teaching across each educational setting (early childhood, primary, and secondary) and how many are currently teaching, or likely to be available to teach.

- Section 3 presents the supply and demand balance for teachers by educational setting. This is considered over time and by region.

- Section 4 provides further information on the drivers of supply and demand by educational setting, including ITE activity and other drivers.

- Section 5 outlines additional workforce demographics and statistics, including examination of key differences between teaching workforces across educational settings.

Page headers are included to identify the section of the report being viewed. As described below, each section of this report may include data from across multiple educational settings, which are indicated by use of colour.

The forecasts in the report are based on the best available information at the time of analysis. They provide a valid prediction of Victoria's teacher supply and demand for future years. It is important to note that the forecasts do not, and cannot, factor in all matters related to future teacher supply and demand.

Use of colour

Colour is used in the report to differentiate between different education settings. The colour scheme used is shown below. Where data is not available to be differentiated by education setting, grey colour scales are used.

◼	Early childhood (purple)	◼	Special and language (green)
◼	Primary (orange)	◼	Non-specific educational setting (grey)
◼	Secondary (dark blue)	◼	General reporting (maroon)
◼	Schools (pri/sec) (maroon)		

Presentation style

The following are key aspects of how the content is presented.

- Most pages will highlight one or two key findings under the main heading.

- Colour shades are sometimes used to illustrate separate categories on a given page.

- Source data used for each page is summarised in the Appendix.

- Maps are a stylised version of Victoria rather than being geographically precise.

- Additional information on the data series in this report can be found in the supplementary data report.

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Summary of 2027 supply and demand forecasts

Forecasts across all education settings indicate that from 2022 to 2027 **growth in the total workforce of registered teachers will continue to outpace demand.** As outlined below, the relative balance of supply and demand differs across educational settings.

Victorian forecasts

1,214,044	109,057	3,396	151,778
2027 enrolments	2027 teacher demand	Additional Supply minus Additional Demand (cumulative to 2027)	2027 registered workforce, of which: **121,019** possible supply

Early Childhood Forecasts

157,597	6,962	2,382	12,572
2027 enrolments	2027 teacher demand	Additional Supply minus Additional Demand (cumulative to 2027)	2027 registered workforce, of which: **8,533** possible supply

Primary Forecasts

552,454	48,768	3,843	70,167
2027 enrolments	2027 teacher demand	Additional Supply minus Additional Demand (cumulative to 2027)	2027 registered workforce, of which: **54,759** possible supply

Secondary Forecasts

503,993	53,327	-2,829	69,039
2027 enrolments	2027 teacher demand	Additional Supply minus Additional Demand (cumulative to 2027)	2027 registered workforce, of which: **57,727** possible supply

Special and EAL Forecasts

20,228	4,224	The 2027 special and EAL school forecast requires 4,224 teachers to meet demand. These teachers are incorporated in the above forecasts.
2027 enrolments	2027 teacher demand	

Additional Supply minus Additional Demand (cumulative to 2027) shows the extent to which new graduate and deferred registrant pipelines exceed demand from policies, attrition, and enrolments from 2022 to 2027, and excludes the demand impacts of policy decisions made after May 2022 such as *Best Start, Best Life*.

Where Additional Supply minus Additional Demand is negative, the system is dependent on utilising possible supply available over and above total demand.

Demand – Teachers required to meet ongoing employment needs, as measured through the National School Statistics Collection and Early Childhood Administrative data.
Total registered workforce – all teachers registered with VIT, whether teaching or in other roles.
*Demand estimates use teacher ratio requirements for some parts of the early childhood sector. This approach may not capture all teachers delivering unfunded kindergarten programs.
** Assumes 35 per cent of graduates with dual-EC-Primary ITE qualifications will join the EC workforce.

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Key measures of supply / demand balance

In addition to the projections developed as part of this report, there are several key measures which indicate the current state of supply and demand in the government school system. Some of these measures and their change from the 2020 report are summarised below.

Victorian government sector

Indicator	Primary	Secondary
Vacancies	8,996 (⬆ 2,782 from 2020)	7,661 (⬆ 2,464 from 2020)
Graduate teachers employed by government schools	1,358 (⬇ 79 from 2020)	947 (⬇ 75 from 2020)
Applications per vacancy	14.7 (⬇ 11.6 from 2020)	6.4 (⬇ 4.2 from 2020)
Major City	17.1	7.4
Inner Regional	8.9	3.9
Outer Regional/ remote	3.3	2.4
No appointment rate	13.2 per cent (⬆ 4.8 per cent)	23.9 per cent (⬆ 4.8 per cent)
Major City	12.6 per cent	21.7 per cent
Inner Regional	12.5 per cent	28.2 per cent
Outer Regional/ remote	22.2 per cent	34.5 per cent
Attrition		
From the register	4.1 per cent (⬆ 0.8 per cent)	
Government school positions	3.5 per cent (⬇ 0.6 per cent)	4.7 per cent (⬇ 0.2 per cent)
Catholic school positions	6.5 per cent (⬆ 0.7 per cent)	

⬇ or ⬆ - *Indicator worsened from 2020*, ⬇ or ⬆ - *Indicator improved from 2020*

Vacancies include fixed-term backfilling in addition to fixed term roles of varying length and ongoing roles. If an advertised vacancy is not filled in the first round and is readvertised, it is counted as an additional vacancy.

Almost all indicators point to increasing challenges from 2020 to 2021 in matching supply and demand at the state level. More detailed analysis of these challenges as the area level are provided in the body of the report.

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1. Executive Summary

This chapter provides a summary of the key findings from the 2021 TSDR across all educational settings.

1.1. 2021 key statistics

Supply

Initial Teacher Education

3,436 applications
2,832 offers
2,122 acceptances made to ITE courses through VTAC

Enrolments

15,055 undergraduate and **6,055** postgraduate enrolments

Graduation

5,739 graduate teachers from Victorian ITE courses

Primary schools had **8,996** vacancies and **14.7** applications per vacancy.

Secondary schools had **7,661** vacancies and **6.4** applications per vacancy

Recruitment

Registration

127,419 registered school teachers
7,248 registered early childhood teachers
3,626 dual registered teachers

4.0% allowed school registration to expire

School attrition

Estimated **5,290** employed teachers by headcount

Early childhood teaching workforce

5.4% allowed early childhood registration to expire

Early childhood attrition

School teaching workforce

81,180 FTE school teachers

Primary workforce

48,371 teachers by headcount

Special and EAL workforce

3,272 teachers by headcount

Secondary workforce

45,306 teachers by headcount

Supply and Demand

438,315 secondary school enrolments

Secondary enrolments

Demand

Early child enrolments

89,878 government funded kindergarten enrolments

Primary enrolments

558,234 primary school enrolments

Special and EAL enrolments

16,261 special and **1,436** EAL school enrolments

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1.2. Key Findings

Overall supply of teachers is expected to balance demand to 2027

The increase in supply of new teachers is anticipated to balance the increase in demand to 2027 across the system in aggregate, however, secondary schools are expected to experience the greatest challenge. For primary schools, new supply pipelines from graduates, migration, and deferred registrants are expected to approximately balance demand increase from policies, population growth, and attrition. Demand increase in secondary schools significantly exceeds new supply pipelines.

Historical evidence indicates registrants who are not working as teachers could be accessed, but doing so may be challenging

Empirical analysis shows that many teachers who are not in ongoing employment report being available for ongoing employment at a later date. Overall, around 28 per cent of teachers not currently employed are estimated as possibly able to contribute to meeting demand. Although these teachers may be one source to help alleviate supply issues, difficulties attracting this cohort may lead to increasing supply challenges.

Continuing COVID-19 impacts include slowed growth in school enrolments and gradual recovery of trend migration levels over the next two years

Population and migration impacts continue to be a feature of the projections, impacting both supply and demand for teachers. Delayed or reduced registration levels, decreasing enrolments, and changes to Initial Teacher Education enrolment plans are some of the factors impacting projections. Some trends, such as leave and attrition, may increase in 2022, although this is not in scope of the current report.

Continued investment in Victoria's education system drives higher teacher demand

Demand resulting from government programs, and the recently negotiated Victorian Government Schools Agreement 2022 (VGSA) contribute to expected demand. The VGSA is expected to generate demand for teachers equivalent to around 1,900 new teaching positions by 2024, which is significant relative to additional supply levels.

Recruitment challenges are intensifying with vacancy and no fill rates increasing

Indicators of recruitment challenges in government schools continue to grow across locations and subject areas. No appointment rates for vacancies in secondary schools increased from 19 per cent in 2020 to 23 per cent in 2021. Regional locations had substantial increases, with Mallee and Goulburn increasing to from 29 per cent in 2020 to 42 and 43 per cent respectively.

Recruitment to special education, STEM, and languages continues to be a challenge

Digital technology and special education specialties represent continued recruitment challenges, with no appointment rates increasing from 36 per cent to 44 per cent and 27 per cent to 35 per cent respectively. Recruitment to STEM subjects such as Science and Mathematics had no appointment rates of 26 per cent and 27 per cent respectively at the secondary level, with a 35 per cent no appointment rate for languages.

1.3. Total teacher supply and demand

> **Key Finding —** An estimated 28 per cent of registered teachers not currently employed as teachers may be prepared to work in ongoing teaching positions.

Teacher demand

Demand projections throughout this report are based on the National Schools Statistics Collection (NSSC) collected by the Australian Bureau of Statistics (ABS), and administrative data for early childhood settings. The NSSC data captures teachers in ongoing teaching and leadership roles over a four-week period to early August. Estimates are on a headcount basis.

Teacher Supply

In contrast to demand, supply is based primarily on the register of teachers held by the Victorian Institute of Teaching. The **Total registered workforce** includes all teachers on the register.

Not all teachers on the register are prepared to work in ongoing positions. The **Possible Supply** figures in this report show the numbers of teachers who are estimated to potentially be available for these positions, based on empirical analysis. Estimates are on a headcount basis.

Relationship between demand and supply

To demonstrate the relationship between demand, the registered workforce and supply, the following table and chart show what is known about the registered workforce in 2021.

The demand for teachers in 2021 stands at 99,294.

There were around 138,300 teachers registered with VIT at the same point in time. The table below outlines how these teachers relate to demand as measured through the NSSC.

Category	Number of teachers	Relationship to NSSC data (demand measurement)
In ongoing employment	80,000	Likely captured in NSSC
Educational leadership positions	7,800	Some captured in NSSC
Teachers in fixed term positions (<12 months)	7,800	Some captured in NSSC
Teachers in CRT positions	8,000	Generally not in NSSC
Teachers maintaining equivalent practice or in other sectors	5,280	Not in NSSC – some may be available to move into demand in the future.
Non-practicing teachers	4,650	
Teachers with limited information about employment status (e.g., provisional registrants, first year teachers)	24,500	Employment status / preferences not known

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The following column chart compares demand for teachers to supply. As noted above, the overall number of registrants exceeds demand measured through the NSSC. The surplus of registrants includes teachers who are seeking employment, others who are not, and some who are employed in fixed term or casual relief positions (so are not as relevant to demand as it is measured, yet remain an important component of the teaching workforce).

Teacher demand – 99,294

Other registrants (provisional, first year, returning)
Unknown employment preferences – 24,500

Non-practicing registrants
Not reflected in demand – 4,654

Educational leadership, Fixed term (<12 months), CRT
Employed with some reflected in demand – 28,877

Ongoing employed – 80,262
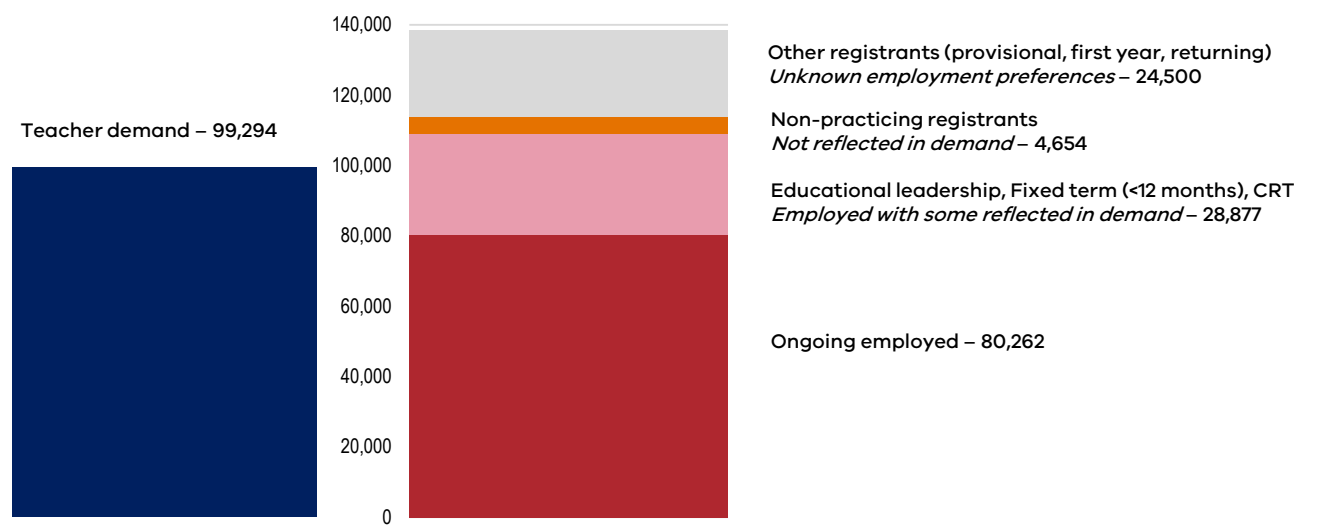
The current definition of teacher demand is focussed on current teachers employed and counted through the NSSC. Future iterations of this report may look to incorporating additional emerging sources of data to examine potential further enhancements to this methodology.

Estimating possible supply

To reflect the considerations noted above, a measure of **Possible Supply** is presented within many supply and demand projections to highlight the number of teachers who may be attracted into ongoing positions over time. The VIT data collection does not include a suitable indicator so one has been estimated. The estimate examines the proportion of teachers in non-ongoing positions who have historically moved into ongoing positions at a subsequent time.

Some key findings from this analysis are shown in the figure below.

- Teachers in CRT positions are the least likely to re-enter full-time employment at a later stage (29 per cent reporting subsequent employment as a teacher)

- Teachers in fixed term positions are the most likely to take on full time employment (57 per cent).

Proportion of teachers who report returning to ongoing positions

CRT 29%

Fixed term 57%

Outside teaching 42%

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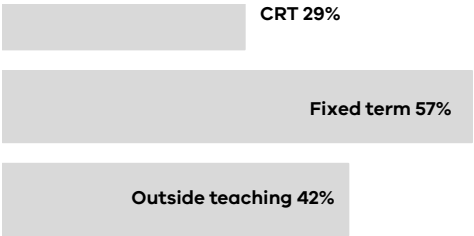
To estimate the total number of teachers who may be available for ongoing positions (Possible Supply), the projections in this report use the following approach:

1. Apply the above ratios to the numbers of CRT, fixed term, and external / non-practicing teachers, to estimate the number of teachers who are unlikely to be captured within the NSSC data but who may be likely to teach in ongoing positions in the future.

2. Aggregate the total number of teachers calculated by these ratios – resulting in 10,900 teachers.

3. Divide by the number of teachers who are not linked to an employer (i.e., around 40,000 teachers). This results in a ratio of around 28 per cent.

This ratio of 28 per cent is applied to non-employed registrants within the projections to indicate the proportion of teachers who may be available for ongoing roles in future years. It is possible that this ratio may be higher depending on how provisional registrants engage with teaching as they move towards full registration. Subsequent years of the TSDR may examine this question using newly available data from VIT.

The provisional registrants noted above are part of a significant cohort of 24,500 teachers for whom there is very limited information on employment status and who are excluded from being considered as possible supply due to evident challenges in attraction to ongoing roles. It is currently unclear whether these teachers are employed or not, although newly available data from VIT should help to refine and improve the methodology in future reports. Strengthening the rate at which registrants are attracted back into teaching has been a challenging task in recent years.

Despite the projections including an estimate of teachers who may be available to teach in each year, this does not preclude the likelihood of shortages in some specialisations and geographic regions.

2. Registered Teachers

This chapter presents information on the registered teacher workforce, including demographics, time and location trends, and availability to work.

2.1. Characteristics of teachers registered with the VIT

The following figures show the number of teachers on the VIT register who have Early Childhood, School, and Dual registration. Statistics are shown for teachers only on the Early Childhood register, and teachers only on the school register, as well as teachers holding dual registration for Early Childhood and School settings.

Key findings — Dual registrants are increasing faster than any other single registration type.
Early childhood and dual registrants are more likely than school registrants to be provisionally registered.
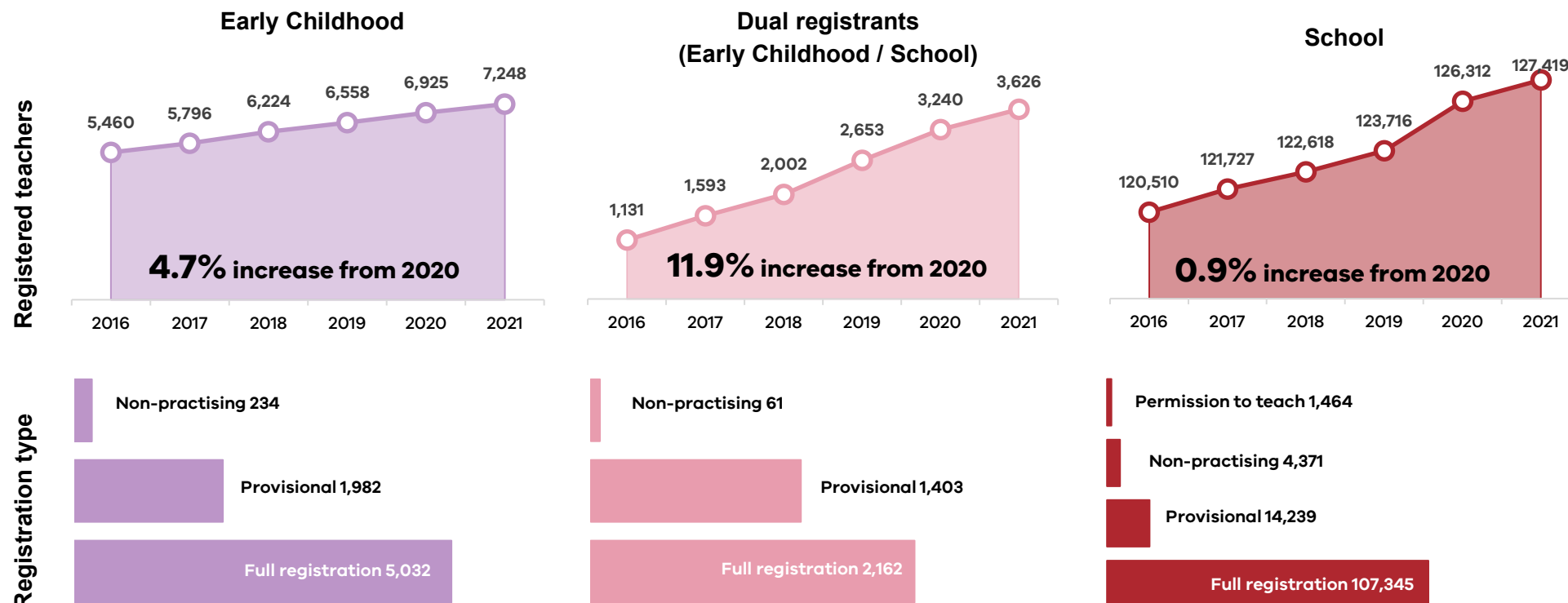
Notes: Values may not add to 100 per cent due to rounding

Permission to Teach is a new registration category in 2021 VIT data and has been reported under school registration category for consistency with previous years.

2.2. Characteristics of teachers registered with VIT (cont'd)

Key findings — Dual registrants are generally younger than other registrants.
There is a higher proportion of male school registrants than other registration categories.
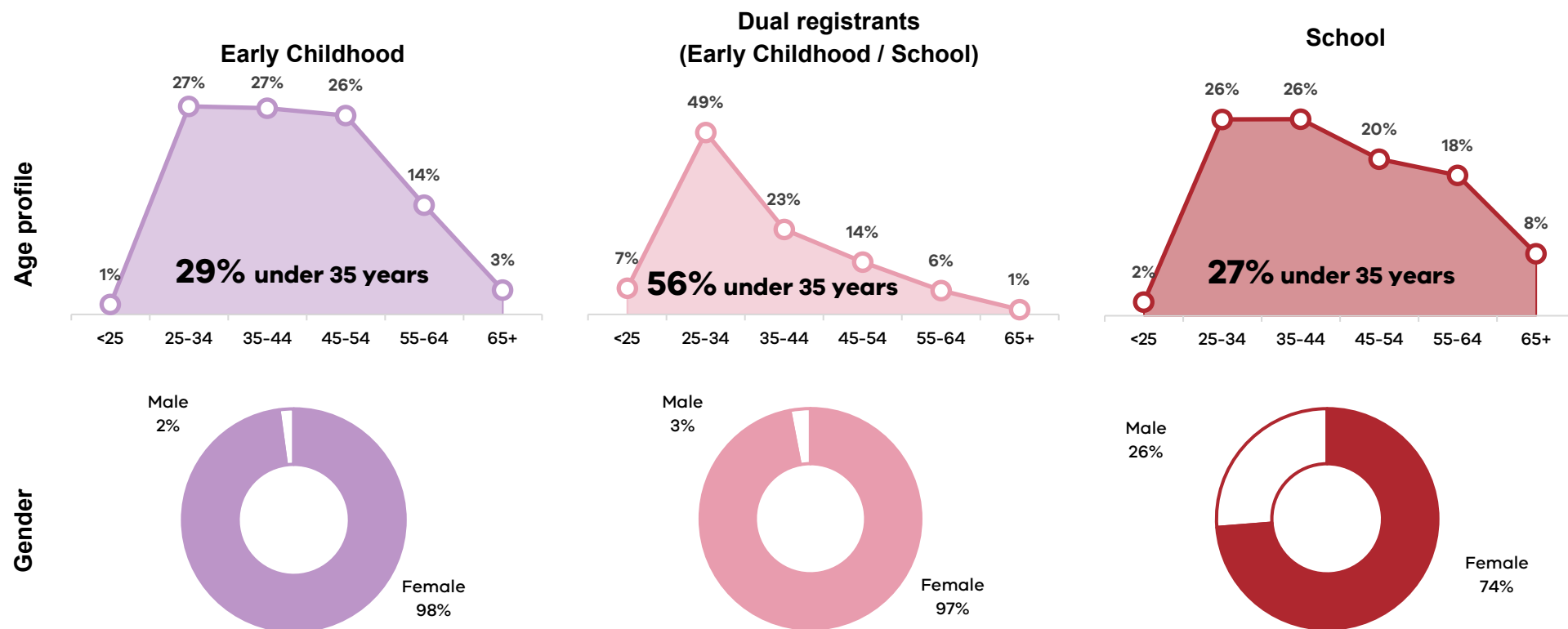
Early Childhood

Age profile

27% 27% 26%

14%

1% 3%

29% under 35 years

<25 25-34 35-44 45-54 55-64 65+

**Dual registrants
(Early Childhood / School)**

49%

23%

7% 14%

6% 1%

56% under 35 years

<25 25-34 35-44 45-54 55-64 65+

School

26% 26%

20% 18%

2% 8%

27% under 35 years

<25 25-34 35-44 45-54 55-64 65+

Gender

Male
2%

Female
98%

Male
3%

Female
97%

Male
26%

Female
74%

Note: Values may not add to 100 per cent due to rounding

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2.3.   Years since registration

> **Key Finding —** Ten per cent of registrants not employed are in their first year of registration

The following figures show the number of years that teachers with school registration types have been registered with the VIT, indicating differences in the experience of the workforce across these settings. Teachers who were deemed registered when VIT was established are included in the 16+ years category. Early Childhood teachers could not be included in this analysis due to the more recent creation of the early childhood registration category.

All employed school teachers
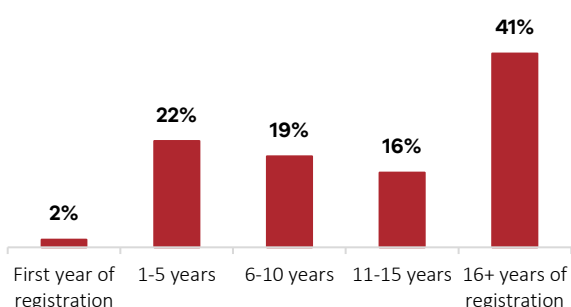
Registrants not employed
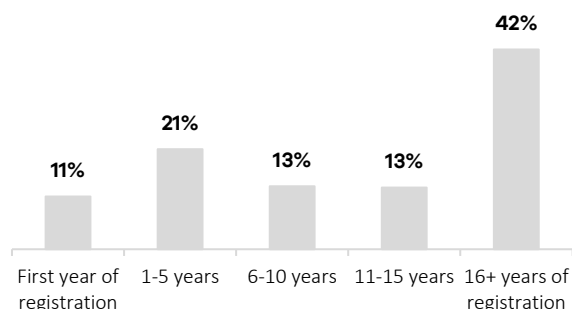
Employed at primary
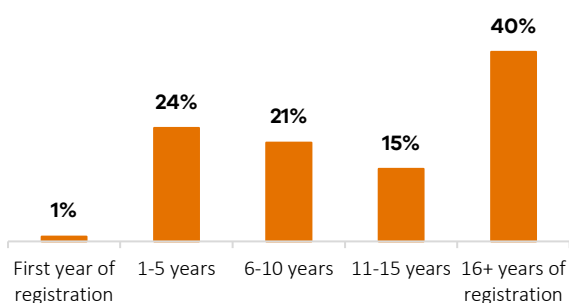
Employed at secondary
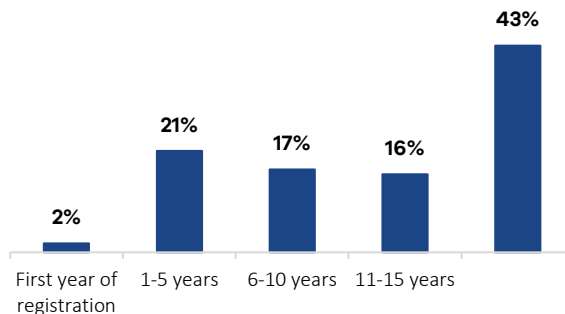
Teachers who are not employed are more likely to be recently registered. Primary schools are more likely to have teachers with fewer than ten years of experience (46 per cent) than secondary schools (40 per cent).

Note: Values may not add to 100 per cent due to rounding
and exclusion of more than 15 years category in figures

2.4. Home address of registrants – Early Childhood

Key Finding — 82 per cent of early childhood teachers were registered in a major city

Residential address for early childhood registered and dual registered teachers

Legend

| Melbourne |
| Regional |

| EC only |
| Dual Reg |

Mallee	
72	31

Wimmera South West	
145	84

Loddon Campaspe	
239	145

North Eastern Melbourne	
765	357

Goulburn	
140	67

Brimbank Melton	
340	146

Hume Moreland	
444	190

Outer Eastern Melbourne	
538	309

Ovens Murray	
119	83

Central Highlands	
207	158

Western Melbourne	
811	319

Southern Melbourne	
600	372

Inner Eastern Melbourne	
853	387

Inner Gippsland	
222	118

Outer Gippsland	
43	18

Barwon	
338	151

Bayside Peninsula	
989	507

Home address distribution

Home address information was available for 97 per cent of teachers on the early childhood register.

The Education Area with the highest proportion of early childhood teachers holding dual registration is Central Highlands with 43 per cent. The lowest is Western Melbourne at 28 per cent.

Eighty-two per cent of early childhood teachers live in major cities compared to 16 per cent in inner regional and just under three per cent in outer regional areas.

Home address by remoteness

Major City	Inner Regional	Outer Regional
8,430	1,624	279

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25
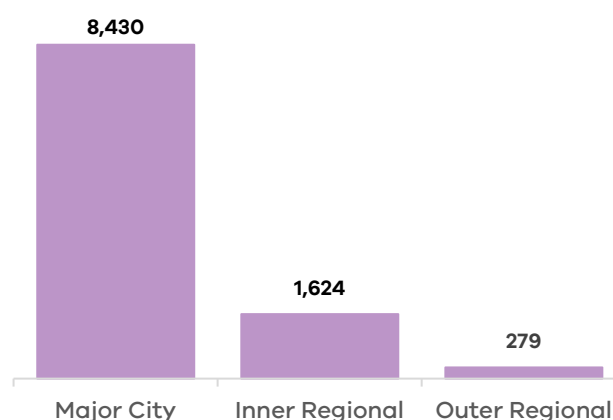
2.5. Home address of registrants – School teachers

Key Finding — 15 per cent of registered teachers live in Bayside Peninsula

Residential address for school registered and dual registered teachers.

Legend

| Melbourne |
| Regional |

| School only |
| Dual Reg |

Mallee
1,655   31

Wimmera South West
3,397   84

Loddon Campaspe
5,464   145

North Eastern Melbourne
13,717   357

Goulburn
2,925   67

Brimbank Melton
4,389   146

Hume Moreland
7,264   190

Outer Eastern Melbourne
9,516   309

Ovens Murray
2,539   83

Central Highlands
4,640   158

Western Melbourne
11,420   319

Southern Melbourne
7,868   372

Inner Eastern Melbourne
11,928   387

Inner Gippsland
4,904   118

Outer Gippsland
885   18

Barwon
7,801   151

Bayside Peninsula
18,976   507

Home address distribution

Home address information was available for 97 per cent of teachers on the schools register.

The Education Area with the highest proportion of school teachers who also hold early childhood registration is Southern Melbourne with 4.5 per cent. The Mallee Education Area has the lowest proportion, with 1.8 per cent.

By remoteness, 77 per cent of registered school teachers live in major cities compared to 19 per cent in inner regional and four per cent in outer regional areas.

Home address by remoteness

	94,750	23,862	4,323
	Major City	Inner Regional	Outer Regional
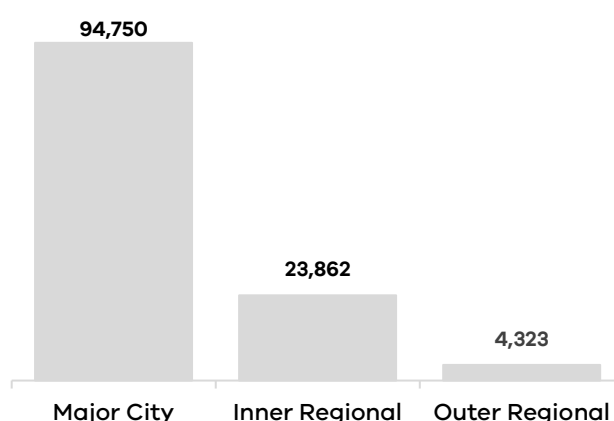
Note: See Section 6.6 for geographic maps and definitions

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2.6. Employment situation at registration renewal

Key Finding — 90 per cent of fully registered teachers without ongoing employment are actively engaged with the teaching profession

The chart below is based on responses to the teacher registration renewal survey. It shows how teachers renewing their registration (without ongoing employment, or a fixed term contract exceeding 12 months) describe their employment situation. This information provides an indication of the proportion of registrants not employed currently seeking ongoing or fixed term employment in an early childhood or school setting and is examined further in section 2.14.
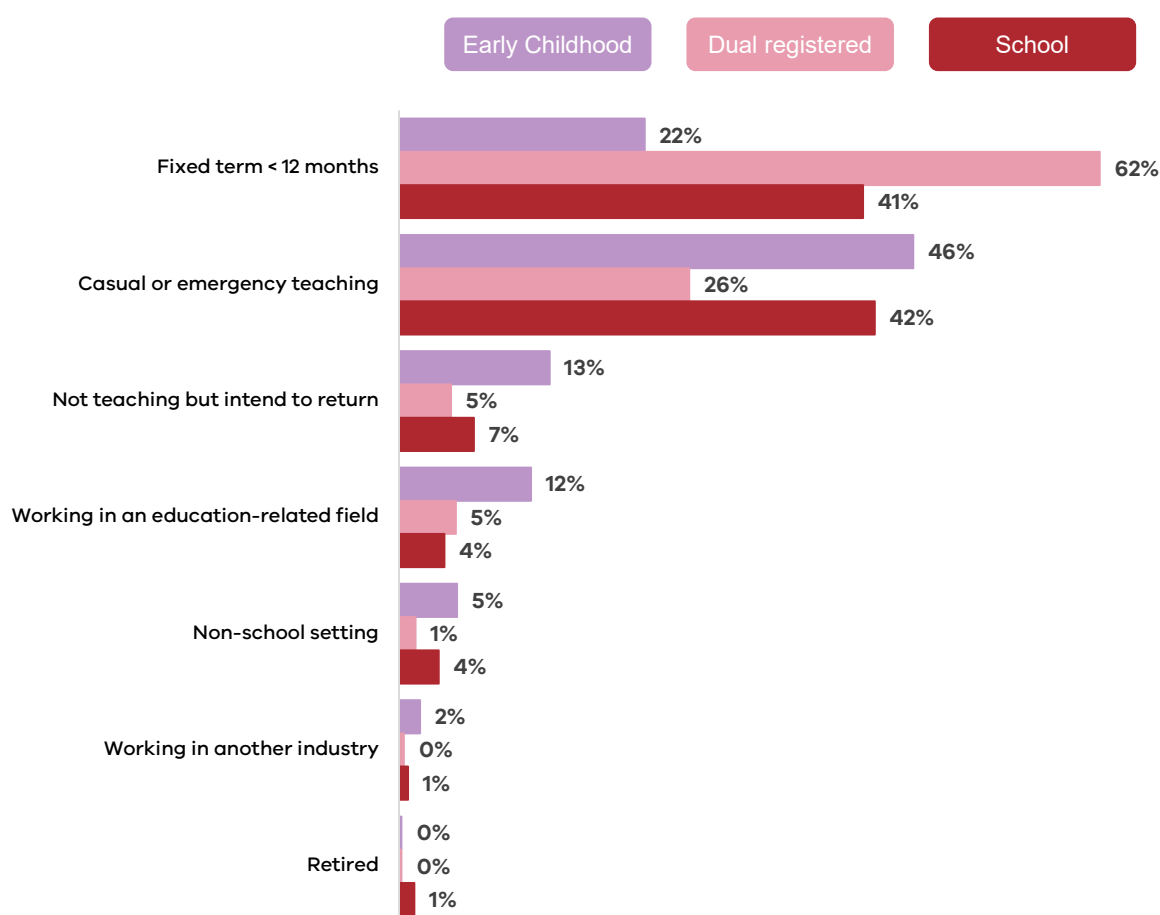
The VIT requests employment information at registration renewal. The chart above uses responses from teachers who renewed their registration in 2021. It includes the responses from the 18,937 registrants who were not employed in a school or early childhood setting in either an ongoing role, or with a fixed term contract of more than 12 months.

Total across education settings

Department of Education
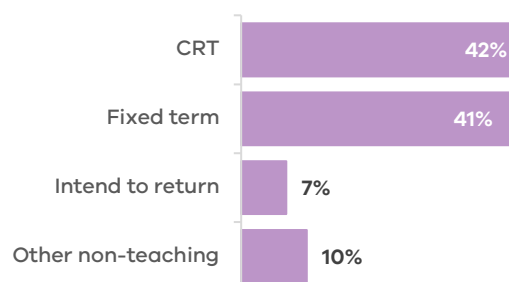
Registered Teachers

2.7.   Permission to Teach

This page shows the number of Permission to Teach (PTT) authorisations granted in 2021 by subject area. PTT is a form of short-term employment used where a workforce shortage exists, to undertake the duties of a teacher in delivering and/or assessing student participation in the school's curriculum program. Individuals holding PTT authorisations are not registered as qualified teachers, although they are included in the VIT register.

Key Finding — 656 Permission to Teach authorisations granted in 2021
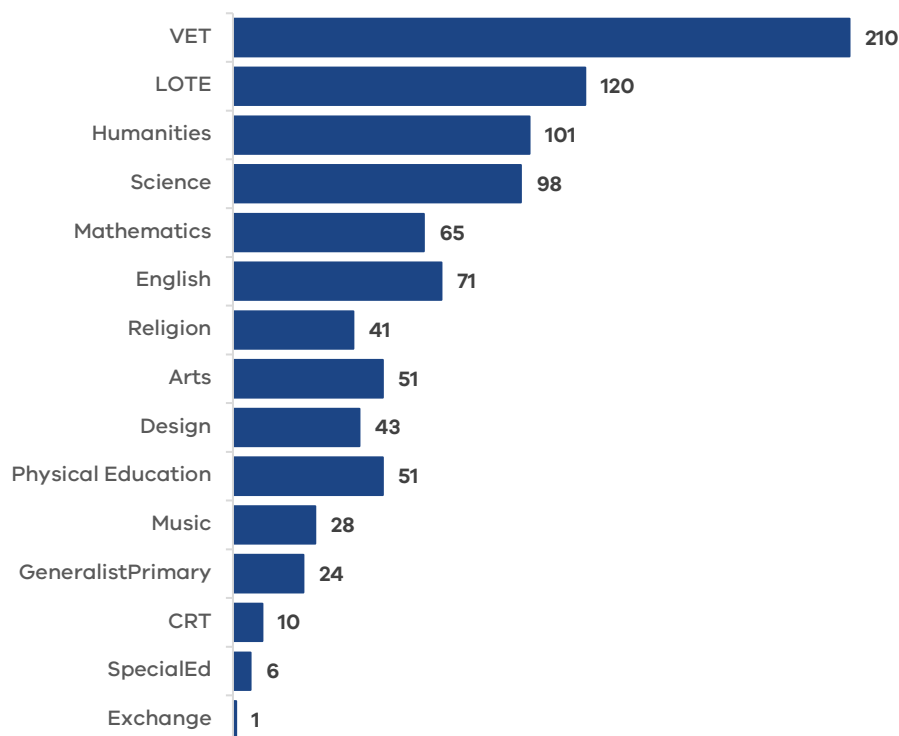
PTT subject areas

Permission to Teach authorisations granted in 2021 were classified into fifteen subject categories. There were reductions in nearly all subject areas from 2019 to 2020.

The number of PTTs granted in 2021 was similar to 2019, and above that of 2020, when 401 PTT authorisations were granted.

Total PTTs granted over time
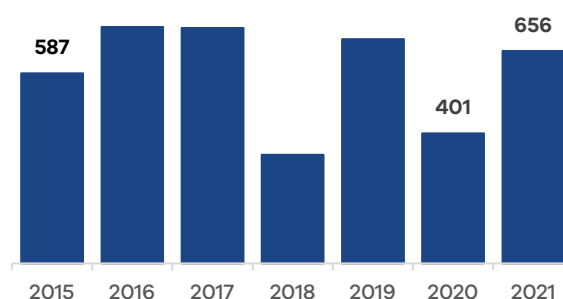
2.8.   **Registration expiry**

Key finding — 4.1 per cent of registrations expired in 2021

Expired registration

There has been a substantial increase in expired registrations in both early childhood and school settings in 2021.

Early Childhood

435
teachers

5.4%
registrations expired
(up from 4.7% in 2019
and 2.7% in 2020)

School

5,173
teachers

4.0%
registrations expired
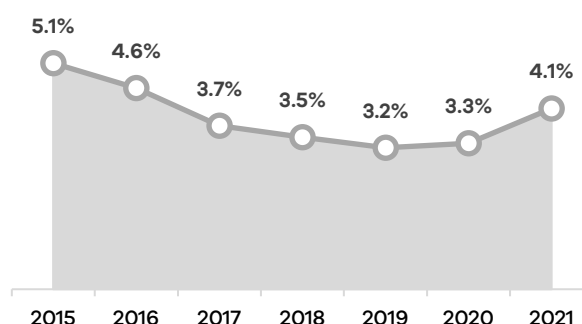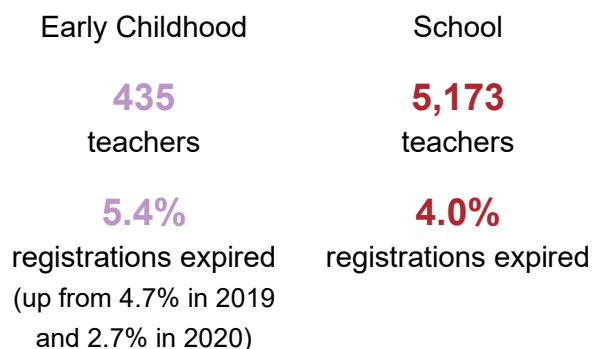
Age at registration expiry

Of the teachers whose registration lapsed in 2021, early childhood teachers were significantly more likely to be less than 35 years of age, compared to school teachers. Almost half the school teachers who allowed their registration to lapse were over 55 years of age.
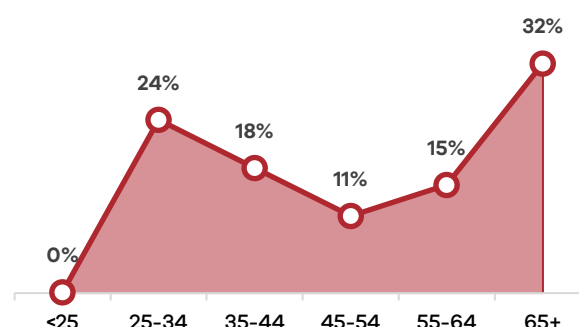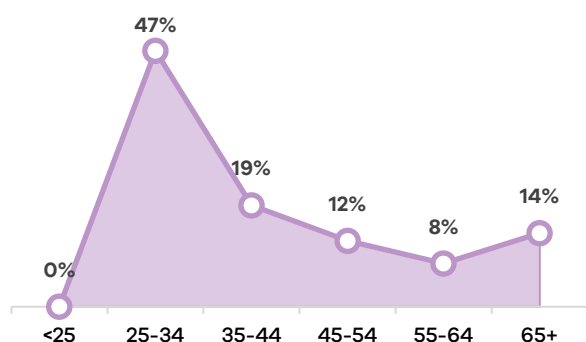
Registration expiry by type

Note: Values may not add to 100 per cent due to rounding

Registration expiry varies significantly by registration category in both early childhood and school settings. Between 14 and 19 per cent of non-practicing registrants in 2020 allowed their registration lapse in 2021. The equivalent figure was between 9 and 12 per cent for provisional registrants.
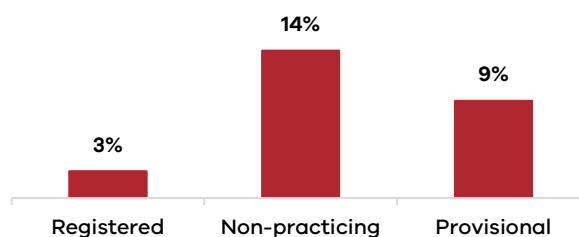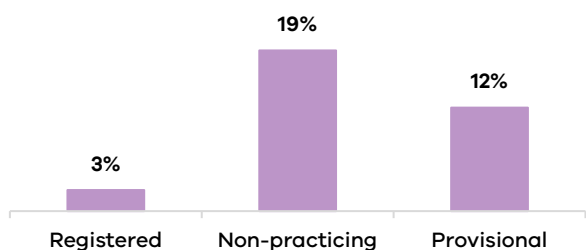
2.9. Pathways out of the workforce

> **Key finding** — 62 per cent of registered teachers were working outside of teaching in the year prior to allowing their registration to lapse.

This analysis shows the employment status of teachers in the years leading to their exiting of the workforce, and is based on the VIT registration renewal survey.

Employment status in the years prior to workforce exit

The figures below show the employment status of teachers in the years prior to exiting the workforce. Each chart shows a specific employment situation, and indicates the proportion of teachers in this employment situation during each of the six years prior to exiting the workforce i.e., one, two, three years prior to exit/registration expiry).

Employed in full time positions

One year prior	Two years prior	Three years prior	Four years prior	five years prior	Six years prior
21%	26%	28%	30%	30%	31%
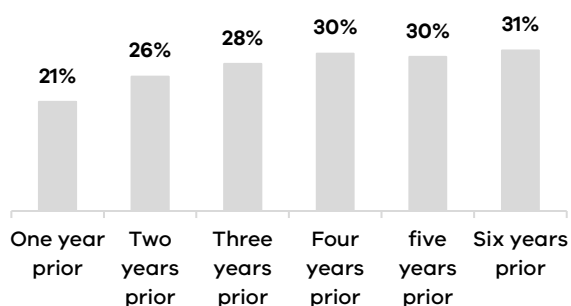
Casual Relief Teacher (CRT) positions

One year prior	Two years prior	Three years prior	Four years prior	five years prior	Six years prior
12%	13%	12%	11%	10%	9%

Working outside teaching

One year prior	Two years prior	Three years prior	Four years prior	five years prior	Six years prior
62%	33%	27%	23%	18%	13%

Not registered

One year prior	Two years prior	Three years prior	Four years prior	five years prior	Six years prior
0%	21%	27%	32%	39%	44%
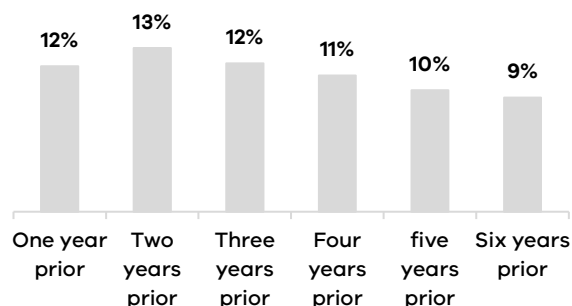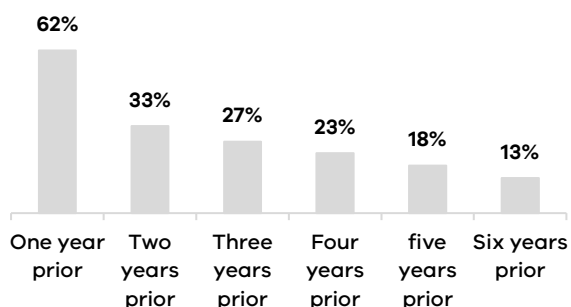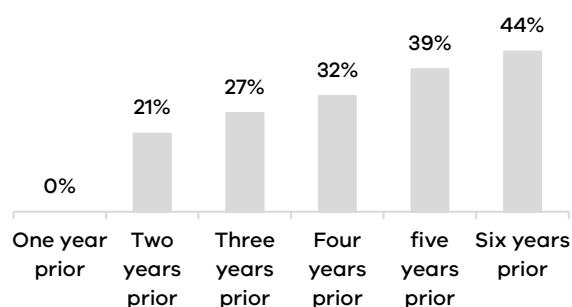
Teachers on the register are less likely to be employed as teachers in the years prior to allowing their registration to lapse. Casual Relief Teacher employment becomes more common; however. the number of CRT positions is less than that of other employment types.

Most teachers are working outside teaching in the year prior allowing their registration to lapse, which is consistent with limited teaching exposure to meet re-registration requirements, and indicative of the true point of workforce exit. The bottom right chart, showing teachers who are not registered in the years prior, predominantly represents new workforce entrants.

Note: Values are proportions of teachers one year prior to workforce exit, two years prior etc, and do not add to 100 per cent in each chart

Department of Education

2.10. Pathways out of the workforce (cont'd)

Extended pathways to workforce exit

The diagram below, read from left to right, shows how teachers transition between different employment status in the years prior to exiting the workforce. It is based on the same re-registration survey discussed above. Key findings from this representation, reading from right-to-left, include:
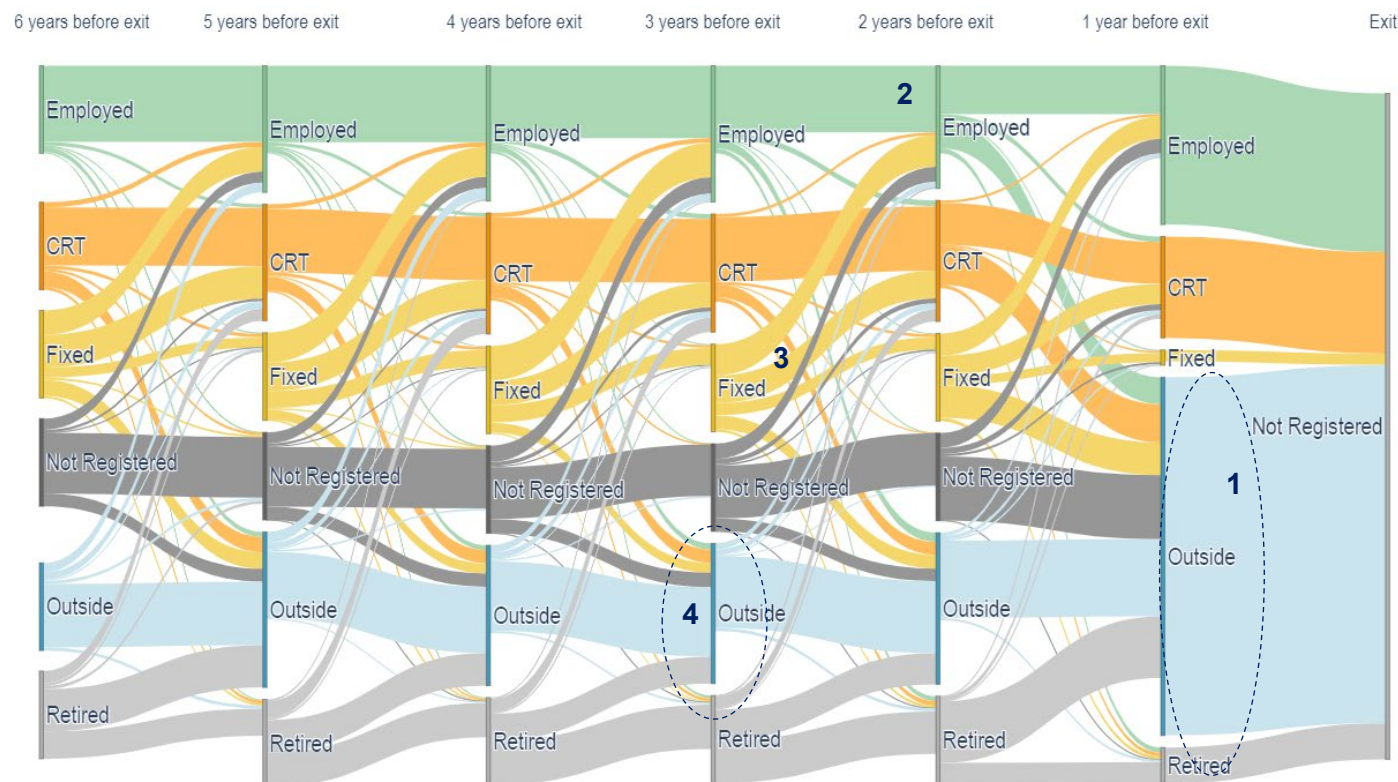
1. A significant shift from employment to working outside teaching in the final year prior to workforce exit. Around half of registered teachers in their final year of registration work outside teaching, and only around a quarter are employed full time as teachers.

2. Teachers in full time employment and CRT positions most commonly stay within those employment categories from year to year.

3. Other employment categories, such as fixed term positions, switch frequently into other categories, such as full-time employment, or CRT positions.

4. Most of the workforce who shift to work outside of teaching transition from retirement, fixed term positions, or CRT.

2.11. Registrants not employed

Key Finding — For every registrant not employed as a teacher there are 2.2 employed teachers

The figure below shows the number of VIT registrants who are not linked to an employer, alongside the ratio of employed teachers to registrants not employed. A higher ratio indicates a greater share of workforce employed in an area.

Residential address for registrants not employed and ratio of employed teachers to not employed teachers

Legend

	Melbourne
	Regional
	Not employed
	Employed ratio

Area	Not employed	Employed ratio
Mallee	444	3.0
Wimmera South West	1,100	2.3
Loddon Campaspe	1,690	2.5
North Eastern Melbourne	4,399	2.4
Goulburn	804	2.9
Brimbank Melton	1,351	2.6
Hume Moreland	2,217	2.6
Outer Eastern Melbourne	2,953	2.5
Ovens Murray	871	2.1
Central Highlands	1,551	2.2
Western Melbourne	3,773	2.3
Southern Melbourne	2,478	2.6
Inner Eastern Melbourne	4,383	2.0
Inner Gippsland	1,547	2.4
Outer Gippsland	288	2.3
Barwon	2,690	2.1
Bayside Peninsula	6,351	2.2

Home area distribution

There were 41,684 teachers not linked to an employer in 2021. On average there are 2.2 employed teachers for every teacher not employed.

Mallee has the highest ratio of employed teachers, with three employed teachers for every registrant not employed. Inner Eastern Melbourne has the lowest ratio, with two employed teachers for every registrant not employed.

2.12. Registrants not employed over time

> **Key Finding —** Early childhood not employed pool 5,586. School not employed pool 40,751

Early childhood registrants not employed pool

The number of teachers who could potentially teach in early childhood, but are not currently contracted to teach, has increased by 45 per cent since 2018.

Due to low quality data on employment of teachers in early childhood settings, this figure is based on the difference between the number of early childhood teachers on the register, and those identified as being employed (including LDC and other services).
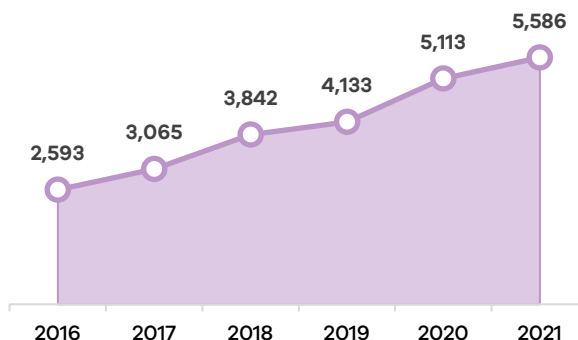
School registrants not employed pool

The school registrants not employed pool is defined as teachers on the school register with no employer recorded. The number has increased since 2020 and includes casual relief, unemployed and non-practicing teachers but is lower than the years prior to this.
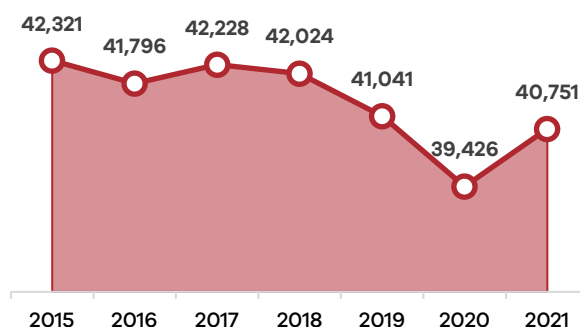
ITE course of school registrants not employed

Around 62 per cent of the total school registrants not employed are classified with a qualification type of "school" or "unknown". Many of these teachers appear to have been deemed registered when the VIT was established.

Primary 8,567

Primary/Secondary 690

Secondary 6,221

Special 80

School / unknown 25,193

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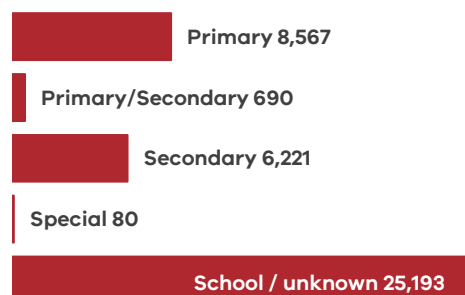
2.13.   Characteristics of registrants not employed

The figures below show key characteristics of teachers registered with the VIT who are not linked to an employer. Statistics are shown for Early Childhood only and School only registered teachers, as well as those holding dual registration.

Key findings — Dual registered teachers not employed are generally younger, compared to other teacher registration categories.
Dual registered teachers are less likely than other teachers to be fully registered if they do not have a position.
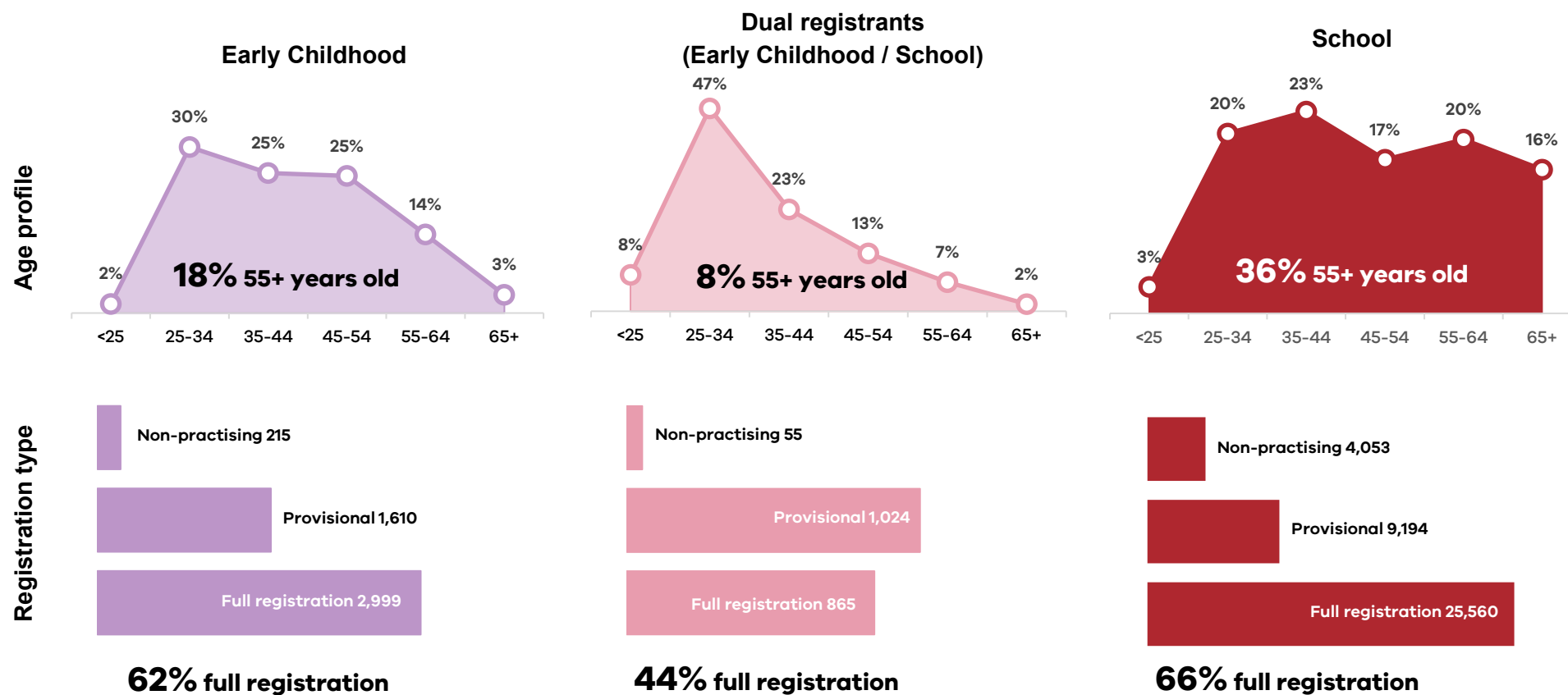
Early Childhood

**Dual registrants
(Early Childhood / School)**

School

Age profile

18% 55+ years old

8% 55+ years old

36% 55+ years old

Registration type

Non-practising 215

Provisional 1,610

Full registration 2,999

62% full registration

Non-practising 55

Provisional 1,024

Full registration 865

44% full registration

Non-practising 4,053

Provisional 9,194

Full registration 25,560

66% full registration

Note: Values may not add to 100 per cent due to rounding

2.14. Availability of registrants not employed

> **Key Finding —** 28 per cent of registrants not employed may be available to teach in ongoing positions

To gauge the number of registrants not employed who may be available to teach, responses to the VIT re-registration survey from 2013 to 2019 were examined (reporting system changes limited data use from subsequent years). This analysis examines whether registrants not employed re-engage with ongoing teaching positions at a later point in time.

Teachers in ongoing employment after non ongoing positions (evidence of availability)

The proportion of teachers who reported being in a CRT role, a fixed term position (less than 12 months), or working outside of education, and who later reported being employed in an ongoing position is shown in the chart to the right.

Teachers in CRT positions are the least likely to re-enter ongoing positions at a later stage (29 per cent reporting subsequent ongoing employment as a teacher), while those in fixed term positions are the most likely (57 per cent).

CRT 29%

Fixed term 57%

Outside teaching 42%
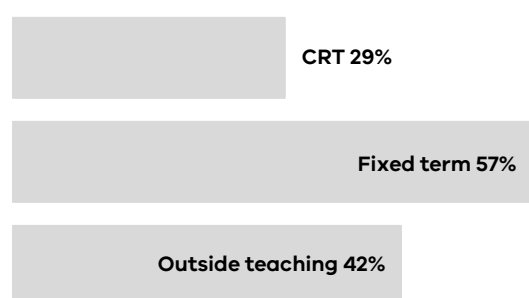
Changes in CRT teacher availability over time

The proportion of teachers in CRT positions who are employed in an ongoing position in subsequent years increases in the years after being in a CRT role. Twelve per cent of teachers reported being employed one year after being in a CRT position, increasing to 27 per cent after six years.

12%	19%	23%	26%	27%	27%
One year	Two years	Three years	Four years	Five years	Six years
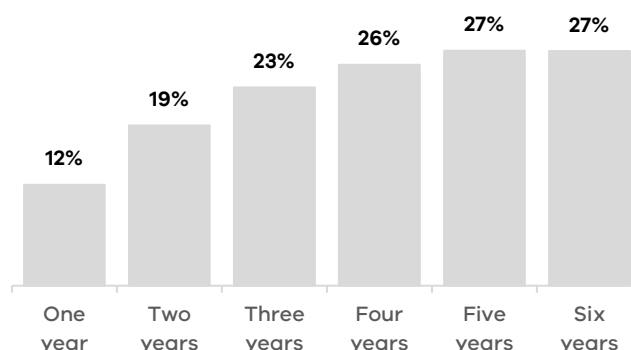
Estimated availability of registrants not employed

The table to the right shows the estimated number of registrants not linked to employers who may be available to teach in ongoing positions, based on analysis above. In aggregate, this corresponds to 10,957 teachers out of around 39,000 (the difference between total workforce and demand in 2021), or 28 per cent. This ratio is applied throughout the supply and demand deep dives to provide an estimate of available supply.

Self-reported category	Proportion available	Number available
CRT	29 per cent	2,317
Fixed term	57 per cent	4,468
Working in other sectors	42 per cent	2,218
Non-practicing registration	42 per cent	1,955

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3. Supply and demand balance deep dives

This chapter provides forecasts of supply and demand by educational setting, along with regional assessments of supply and demand balance.

3.1. Early childhood registered teachers, and demand for teachers

Key Finding — 2022 to 2027 demand growth – 25 per cent, supply growth – 30 per cent

Forecast early childhood teacher workforce, and demand for early childhood teachers

The forecast supply of early childhood teachers is expected to grow faster than demand to 2027. Demand is expected to grow by 25 per cent from 2022 to 2027. The total registered workforce is expected to grow by 37 per cent, while the possible supply that may be available to teach in ongoing positions is estimated to grow by 30 per cent.
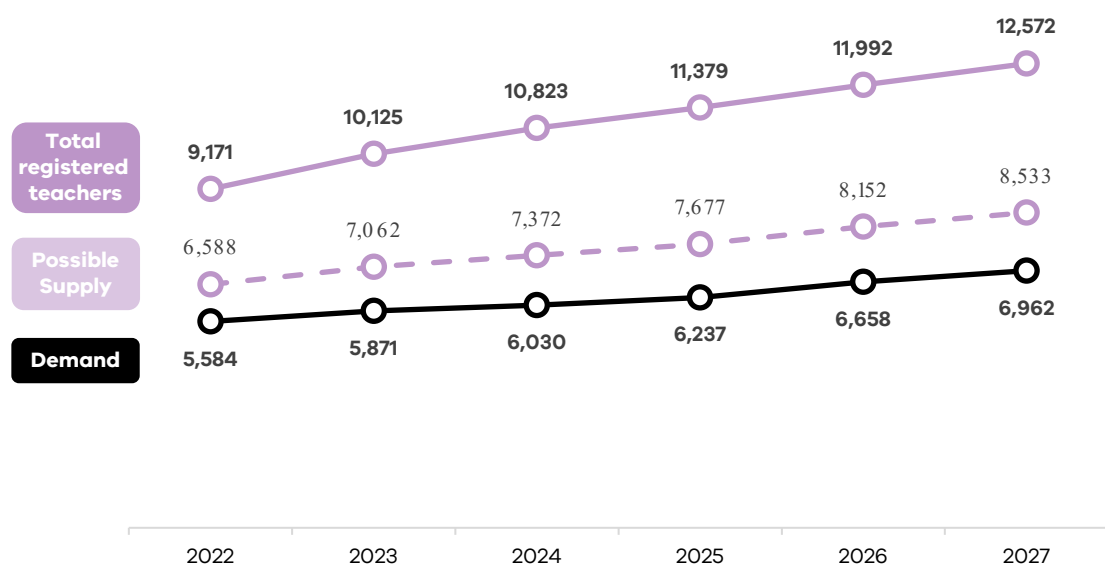
Forecast additional supply of, and demand for, early childhood teachers

The chart to the right indicates that the new supply of teachers could be sufficient to meet demand over the forecast period, including enrolment growth and the expansion of programs such as Three-Year-Old Kindergarten.

Growth in additional demand[1] has increased from the 2021 projections, primarily due to an increased level of attrition assumed in the workforce.
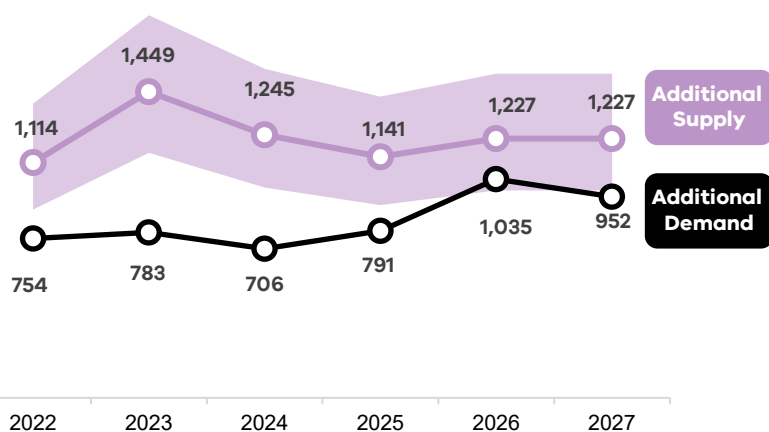
The increase in additional supply in 2023 is primarily due to an increase in ITE graduates. Note that these projections assume an 'expected' scenario for dual-registered teachers. That is, 35 per cent of Early Childhood / Primary registrants are available to teach in early childhood settings.

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[1] The Best Start, Best Life initiative is estimated to generate thousands of early childhood teaching jobs over the next ten years. Given the reform was announced after the TSDR report close date, this demand will be included in the next report.

3.2. Primary school registered teachers, and demand for teachers

Key Finding — 2022 to 2027 demand growth – 1.1 per cent, supply growth – 2.6 per cent

Forecast supply of, and demand for, primary teachers

The forecast supply of primary school teachers is expected to grow slightly faster than demand to 2027. Demand is expected to remain relatively steady from 2022 to 2027, growing by 1.1 per cent. The total registered workforce is expected to grow by five per cent, while the possible supply that may be available to teach in ongoing positions is estimated to grow by 2.6 per cent.
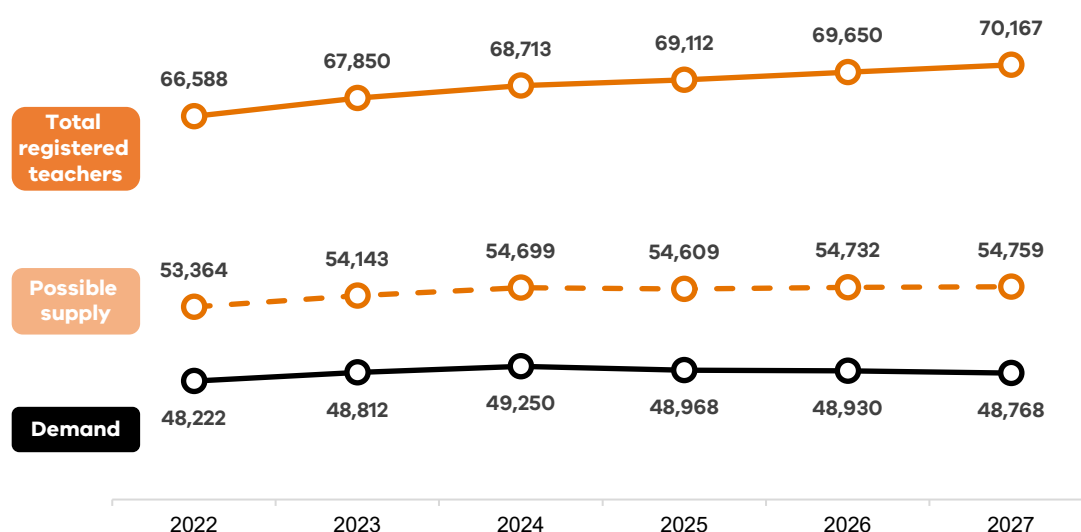
Forecast additional supply of, and demand for, primary teachers

The chart to the right indicates that the additional supply of teachers is expected to be sufficient to meet demand in each year. Supply increases in 2023 due to an expected jump in ITE graduates. The difference between additional supply and demand for primary teachers narrows in 2024, when the *Victorian Government Schools Agreement 2022* (VGSA) is expected to increase demand.
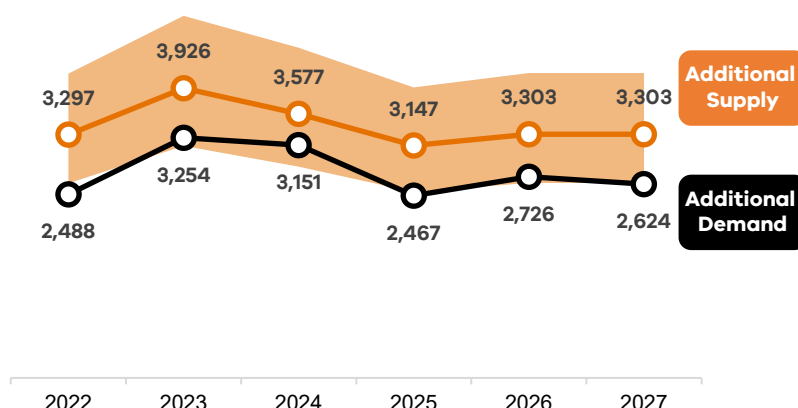
Demand is calculated based on increases in enrolments as well as replacement needs (to replace teachers who allow their registration to lapse and leave the profession).

Note that these projections assume that 65 per cent of Early Childhood / Primary registrants and 50 per cent of Primary/Secondary qualified registrants are available to teach in primary settings.

3.3. Key indicators summary – Primary government schools

> **Key Finding —** Vacancies, applications and no appointment rates have increased in a number of Education Areas since 2020.

The following table summarises key measures highlighting Education Areas with possible supply and demand balance challenges.

Area	Vacancies per 10 staff	Application rate	No appointment rate	Attrition rate
Barwon	3.4	21.1	8%	3.7%
Bayside Peninsula	2.8	23.3⬇	7%	3.3%
Brimbank Melton	4.7⬆	10.1	20%⬆	2.8%
Central Highlands	3.9⬆	8.7	14%⬆	3.0%
Goulburn	3.5	5.3	16%⬆	2.9%⬇
Hume Moreland	4.4⬆	12.6⬇	21%⬆	4.2%
Inner Eastern Melbourne	2.4	24.1⬇	7%	3.9%
Inner Gippsland	2.8	8.3	12%	2.7%⬇
Loddon	2.9	9.0	10%	3.7%
Mallee	3.2	3.2	27%⬆	3.6%
North Eastern Melbourne	3.1	16.4⬇	12%	3.3%
Outer Eastern Melbourne	2.8	21.0⬇	6%	2.8%⬇
Outer Gippsland	3.8	4.1	23%⬆	4.8%
Ovens Murray	4.2	5.5	14%	4.0%
Southern Melbourne	2.9	20.5⬇	8%	2.7%
Wimmera South West	4.4⬆	4.9	15%⬆	4.9%
Western Melbourne	4.7⬆	11.0⬇	18%	4.4%

Notes / Legend: *4.4 – Region is in the worst 25 per cent for the indicator*

4.4 - Education Area is in the best 25 per cent for the indicator

⬇ *or* ⬆ *- Indicator worsened by more than 2 standard deviations from 2020*

⬇ *or* ⬆ *- Indicator improved by more than 2 standard deviations from 2020*

Department of Education

3.4. Vacancies – Primary

> **Key Finding —** Total primary vacancies have increased from 6,214 in 2020 to 8,996 in 2021. Vacancies increased across all Education Areas, with the largest percentage increases in Central Highlands, Western Melbourne, Brimbank Melton, and Wimmera South West.

Primary vacancies by Education Area

Legend
Melbourne
Regional

Education Area	Vacancies
Mallee	149
Wimmera South West	297
Loddon Campaspe	317
North Eastern Melbourne	860
Goulburn	277
Brimbank Melton	738
Hume Moreland	707
Outer Eastern Melbourne	505
Ovens Murray	242
Central Highlands	356
Western Melbourne	1,306
Southern Melbourne	849
Inner Eastern Melbourne	637
Inner Gippsland	254
Outer Gippsland	158
Barwon	446
Bayside Peninsula	900

Vacancies

Primary schools have experienced a large increase in vacancies, increasing by 45 per cent from 2020 to 2021 reflecting a substantial increase in recruitment challenges.

Vacancies in Central Highlands increased the most (83 per cent) while the Mallee region had the lowest increase in the number of vacancies (17 per cent).

Recruitment Online is the system used to administer all teaching vacancies at Victorian government schools only.

Vacancies by Remoteness

	Vacancies
Major City	6,664
Inner Regional	1,797
Outer Regional/ Remote	536

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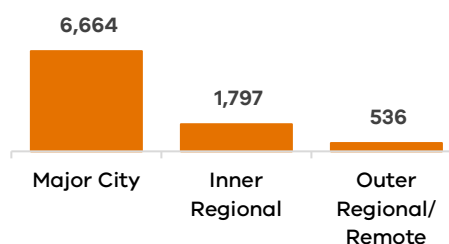
3.5.   Vacancies per 10 staff – Primary

Key Finding — Vacancies per 10 staff have increased across all Education Areas, with the largest increases in Brimbank Melton, Western Melbourne, Central Highlands, and Wimmera South West.

Primary vacancies per 10 staff by Education Area

Legend

Melbourne

Regional

Education Area	Value
Mallee	3.2
Wimmera South West	4.4
Loddon Campaspe	2.9
North Eastern Melbourne	3.1
Goulburn	3.5
Brimbank Melton	4.7
Hume Moreland	4.4
Outer Eastern Melbourne	2.8
Ovens Murray	4.2
Central Highlands	3.9
Western Melbourne	4.7
Southern Melbourne	2.9
Inner Eastern Melbourne	2.4
Inner Gippsland	2.8
Outer Gippsland	3.8
Barwon	3.4
Bayside Peninsula	2.8

Vacancies per 10 staff

Brimbank Melton (4.7) and Western Melbourne (4.7) had the highest vacancies per 10 staff. Outer regional / remote regions had higher average vacancies per 10 staff (5.0), compared to major cities (3.2).

Vacancies per 10 staff by Remoteness

Major City	Inner Regional	Outer Regional / Remote
3.2	3.7	5.0

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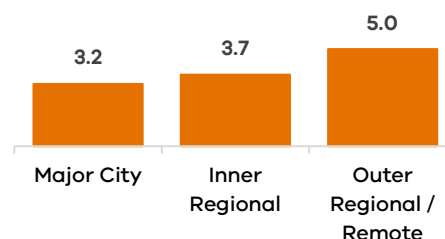
3.6.   Application rate – Primary

> **Key Finding —** Applications per primary vacancy have decreased across all Education Areas over the last year. The greatest decreases occurred in Hume Moreland and Western Melbourne.
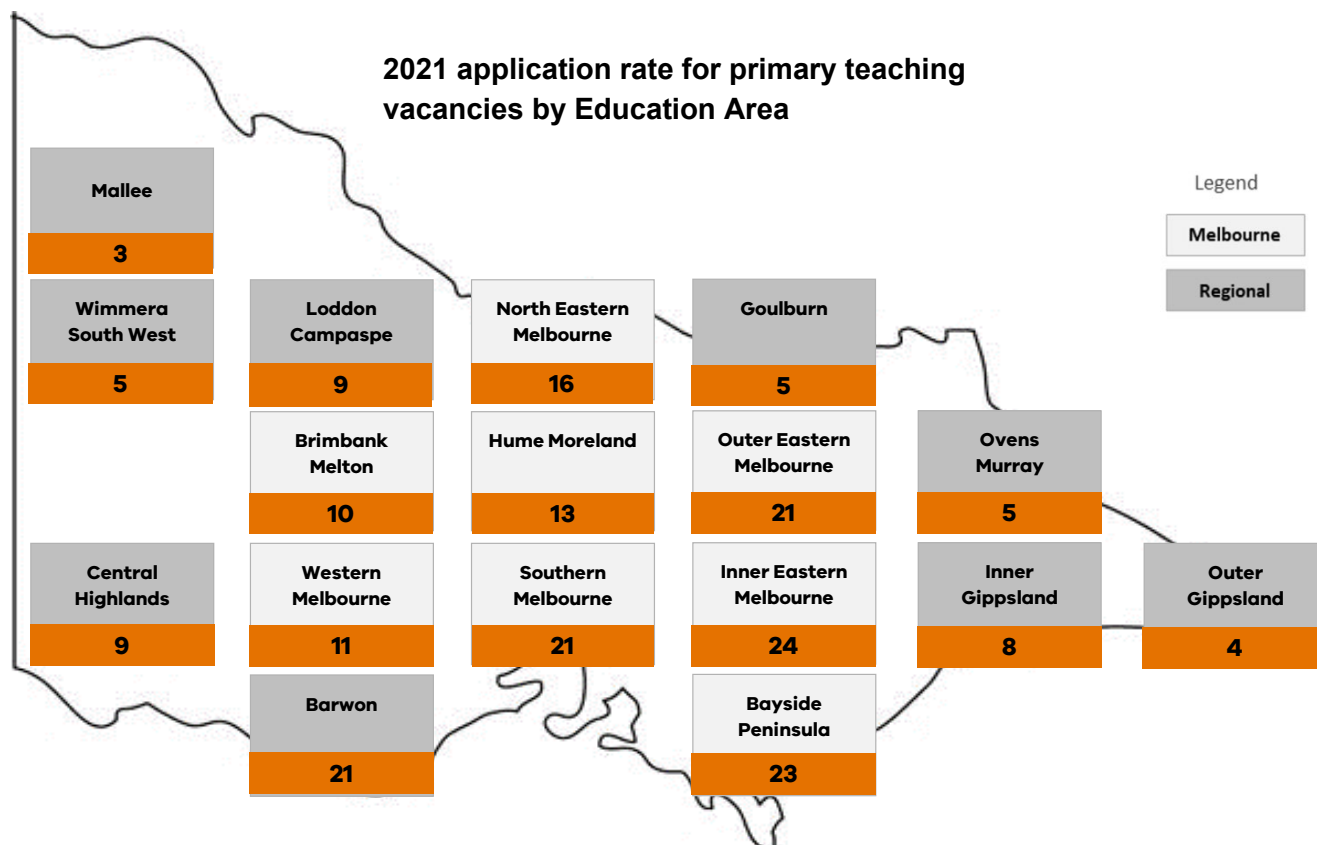
2021 application rate for primary teaching vacancies by Education Area

Legend
Melbourne
Regional

Education Area	Rate
Mallee	3
Wimmera South West	5
Loddon Campaspe	9
North Eastern Melbourne	16
Goulburn	5
Brimbank Melton	10
Hume Moreland	13
Outer Eastern Melbourne	21
Ovens Murray	5
Central Highlands	9
Western Melbourne	11
Southern Melbourne	21
Inner Eastern Melbourne	24
Inner Gippsland	8
Outer Gippsland	4
Barwon	21
Bayside Peninsula	23

Application rate

Recruitment Online is the recruitment system used by the Victorian Department of Education to administer all applications for teaching roles at Victorian government schools only.

The application rate is calculated by dividing the number of applications by the total number of vacancies.

Inner Eastern Melbourne had the highest application rate (24 per vacancy), and Mallee the lowest (3 per vacancy).

On average, an advertisement for a position in Melbourne attracts 14 more applications than a position in an outer regional / remote location.

Application rate by remoteness

	Major City	Inner Regional	Outer Regional/ Remote
	17.1	8.9	3.3

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3.7. Recruitment challenges – Primary

> **Key Finding —** No-appointment rates to primary vacancies increased in all Education Areas between 2020 and 2021. The largest increases were in Mallee, Outer Gippsland, and Hume Moreland. In 2021, 13.2 per cent of government primary vacancies resulted in no appointment.
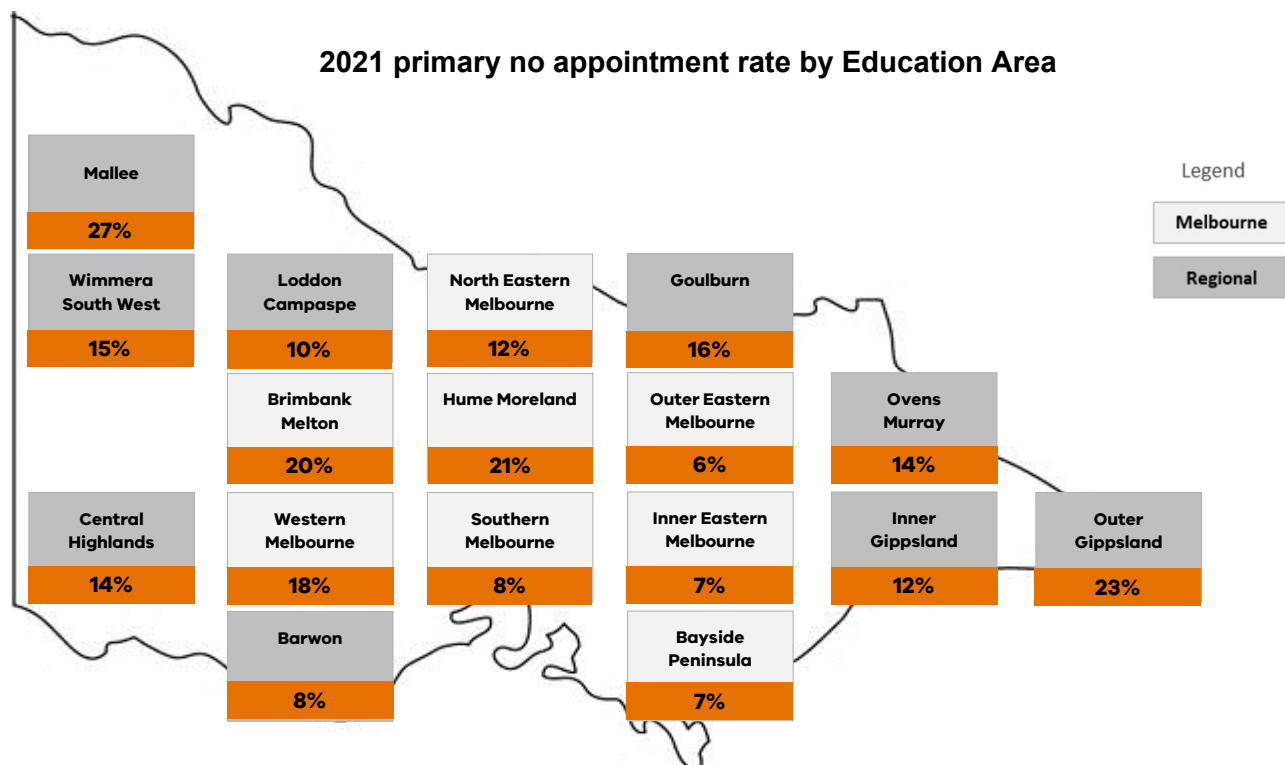
2021 primary no appointment rate by Education Area

Education Area	Rate
Mallee	27%
Wimmera South West	15%
Loddon Campaspe	10%
North Eastern Melbourne	12%
Goulburn	16%
Brimbank Melton	20%
Hume Moreland	21%
Outer Eastern Melbourne	6%
Ovens Murray	14%
Central Highlands	14%
Western Melbourne	18%
Southern Melbourne	8%
Inner Eastern Melbourne	7%
Inner Gippsland	12%
Outer Gippsland	23%
Barwon	8%
Bayside Peninsula	7%

Legend: Melbourne, Regional

No appointment rate

Roles advertised using the Recruitment Online system result in no appointment if no suitable candidate is recommended by the selection panel. The no appointment rate for each Education Area is calculated by dividing the total number of advertised roles in 2021 resulting in no appointment, by the total number of advertised vacancies.

Mallee (27 per cent) had the highest no appointment rate, while Outer Eastern Melbourne had the lowest (six per cent).

Outer regional / remote locations had the highest no appointment rate.

No Appointment rate by remoteness

Major City	Inner Regional	Outer Regional/ Remote
12.6%	12.5%	22.2%

Department of Education
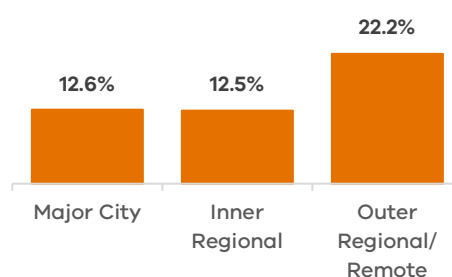
3.8.   Vacancies by subject specialisation – Primary

Key Finding — Special education was the most commonly reported vacancy overall.

Primary vacancies by subject area

Subject	Vacancies
Special education	912
Health and Physical Ed	375
Languages	339
Performing arts/music	234
Science	230
Arts-Media and visual	224
English	212
Mathematics	187
Geography	114
Digital technology	74
Design Technology	63
Economics and business	34
History and Civics	4
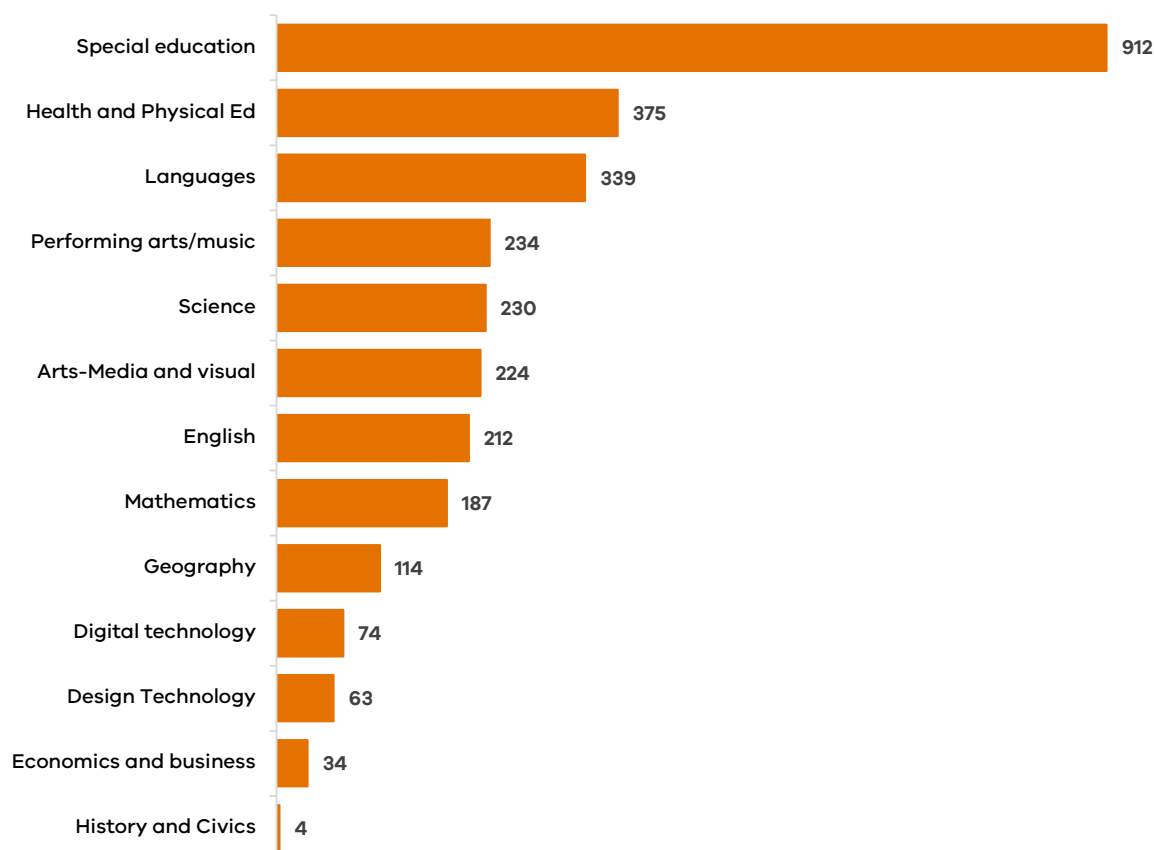
The Recruitment Online system allows schools to specify subject specialisations they require from applicants. Each teaching role can be tagged with multiple subjects. These tags have been grouped by study area for analysis. Note that double counting of roles occurs as each subject tag is analysed independently of the role it is tagged to. For example, a role that's tagged as both mathematics and science is recorded as two vacancies, one for each subject. Further, roles do not need to be tagged to a subject when advertised.

In 2021, of the role tags aligning to Victorian Curriculum and Assessment Authority (VCAA) learning areas, Special education (30 per cent) was the most requested specialisation, followed by Health and Physical education (12 per cent) and Language (11 per cent).

Tags such as 'Generalist', or 'Educational leadership' are excluded from the analysis, with only subjects aligning to VCAA learning areas included.

3.9.   Secondary registered teachers and demand for teachers

Key Finding — 2022 to 2027 demand growth – 14.6 per cent
Estimated supply growth – 12 per cent

Forecast supply of, and demand for, secondary school teachers

The forecast supply of secondary school teachers is expected to grow more slowly than demand to 2027. Demand is expected to grow by 14.6 per cent from 2022 to 2027. The total registered workforce is expected to grow by seven per cent, the possible supply that may be available to teach in ongoing positions is estimated to grow by twelve per cent.
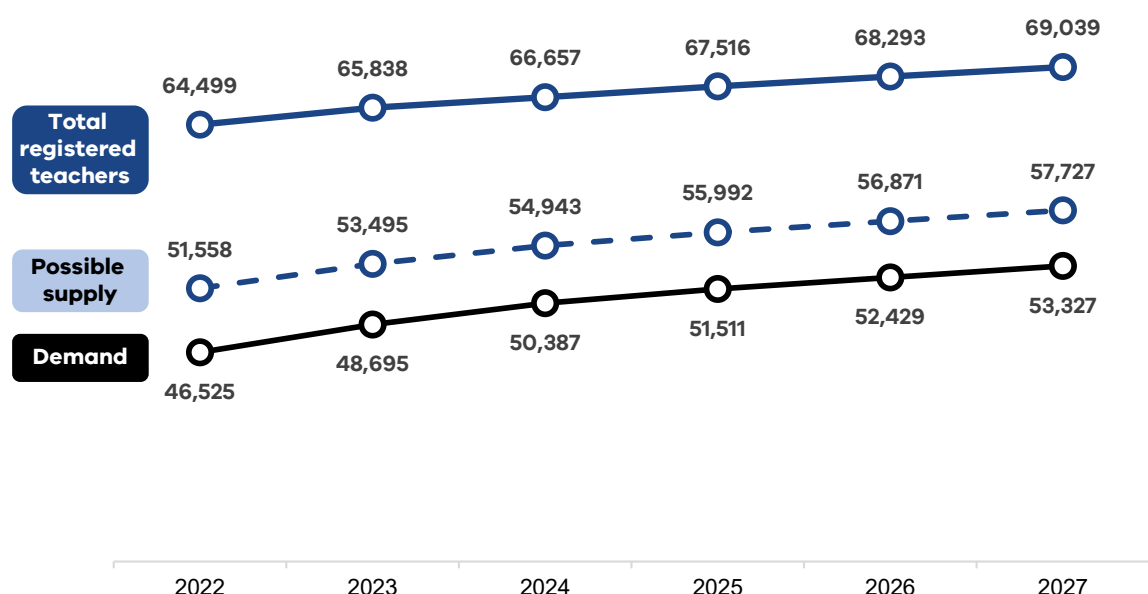
Forecast additional supply and demand of secondary teachers

The chart to the right indicates that additional supply of teachers is lower than additional demand in each year. Although supply increases in 2023 due to an expected jump in ITE graduates, additional demand is expected to exceed additional supply in all years. The system is dependent on utilising possible supply available over and above total demand to meet this shortfall.
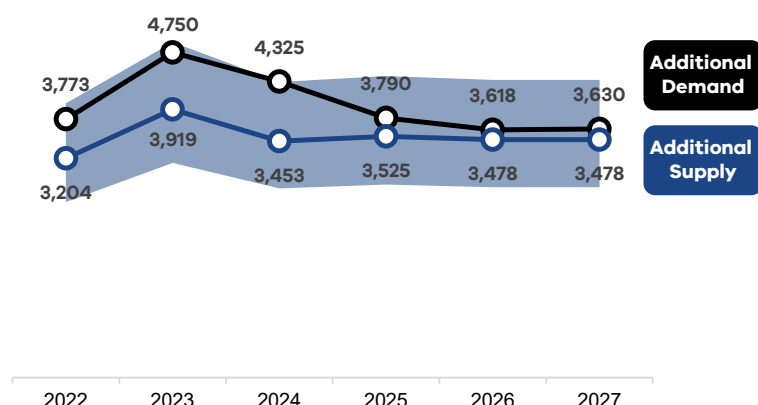
Note that these projections assume an 'expected' scenario for dual registrants. That is, 50 per cent of Primary/Secondary qualified registrants are available to teach in secondary settings.

3.10. Key indicators summary – Secondary government schools

Key Finding — Vacancies, applications and no appointment rates have increased in a number of Education Areas since 2020.

The following table summarises key measures highlighting Education Areas with possible supply and demand balance challenges.

Area	Vacancies per 10 staff	Application rate	No appointment rate	Attrition rate
Barwon	3.5	7.0⬇	19%	4.5%
Bayside Peninsula	3.2	8.9⬇	15%	4.6%
Brimbank Melton	3.8	4.8⬇	34%	4.0%
Central Highlands	3.5	5.3	23%	4.7%
Goulburn	5.5⬆	2.5	43%⬆	7.7%⬆
Hume Moreland	4.9⬆	7.1	30%	5.2%
Inner Eastern Melbourne	3.1	10.0⬇	15%	4.5%
Inner Gippsland	3.5⬆	4.8	22%	5.3%
Loddon	4.1⬆	4.0	24%	4.8%
Mallee	5.2⬆	2.3	42%⬆	4.7%
North Eastern Melbourne	4.0⬆	6.8⬇	28%	4.7%
Outer Eastern Melbourne	2.5	7.1⬇	16%	3.2%⬇
Outer Gippsland	4.6	2.4	32%⬇	6.3%
Ovens Murray	3.9⬆	2.7	26%	5.4%
Southern Melbourne	4.4⬆	7.4⬇	23%	4.9%
Wimmera South West	3.8	3.0	25%	5.7%
Western Melbourne	4.4⬆	6.5⬇	18%	4.3%

Notes / Legend: 4.4 – *Region is in the worst 25 per cent for the indicator*

4.4 - *Education Area is in the best 25 per cent for the indicator*

⬇ *or* ⬆ - *Indicator worsened by more than 2 standard deviations from 2020*

⬇ *or* ⬆ - *Indicator improved by more than 2 standard deviations from 2020*

Department of Education

3.11. Vacancies – Secondary

Key Finding — Vacancies in secondary schools have increased across all Education Areas, with the largest increases in Southern Melbourne, Western Melbourne, Goulburn, Ovens Murray, and Inner Gippsland. Overall vacancies across Victorian government secondary schools increased from 5,197 vacancies in 2020 to 7,661 vacancies in 2021.

Secondary vacancies by Education Area

Legend
Melbourne
Regional

Education Area	Value
Mallee	232
Wimmera South West	255
Loddon Campaspe	360
North Eastern Melbourne	852
Goulburn	319
Brimbank Melton	456
Hume Moreland	543
Outer Eastern Melbourne	317
Ovens Murray	199
Central Highlands	197
Western Melbourne	926
Southern Melbourne	842
Inner Eastern Melbourne	665
Inner Gippsland	258
Outer Gippsland	146
Barwon	317
Bayside Peninsula	775

Vacancies

Secondary schools have experienced a large increase in vacancies, up by 47 per cent in 2021 compared to 2020, reflecting a substantial increase in recruitment challenges.

Southern Melbourne had the largest proportional increase in vacancies (95 per cent), while vacancies were comparatively steady in Outer Gippsland (up by two per cent).

Vacancies by remoteness

	Value
Major City	5,556
Inner Regional	1,601
Outer Regional/ Remote	503

Recruitment Online is the system used to administer all teaching vacancies at Victorian government schools only.
Major cities had 73 per cent of vacancies.

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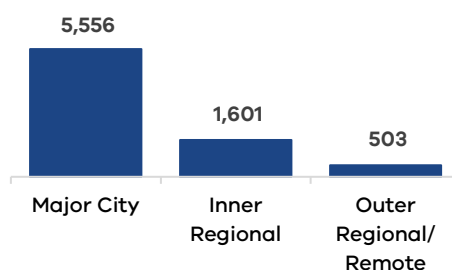
3.12. Vacancies per 10 staff – Secondary

Key Finding — Vacancies per 10 staff have increased across almost all Education Areas, with the largest increases in Goulburn (up 2.1) and Southern Melbourne (up 2.1). Overall government secondary school vacancies per 10 staff increased from 2.7 in 2020 to 3.8 in 2021.

Secondary vacancies per 10 staff by Education Area

Legend

Melbourne

Regional

Education Area	Value
Mallee	5.2
Wimmera South West	3.8
Loddon Campaspe	4.1
North Eastern Melbourne	4.0
Goulburn	5.5
Brimbank Melton	3.8
Hume Moreland	4.9
Outer Eastern Melbourne	2.5
Ovens Murray	3.9
Central Highlands	3.5
Western Melbourne	4.4
Southern Melbourne	4.4
Inner Eastern Melbourne	3.1
Inner Gippsland	3.5
Outer Gippsland	4.6
Barwon	3.5
Bayside Peninsula	3.2

Vacancies per 10 staff

Goulburn (5.5) had the highest vacancies per 10 staff. Outer regional/remote regions had higher average vacancies per 10 staff (4.6), compared to major cities (3.7).

Vacancies per 10 staff by Remoteness

Major City	Inner Regional	Outer Regional / Remote
3.7	4.3	4.6

VICTORIA State Government | Department of Education
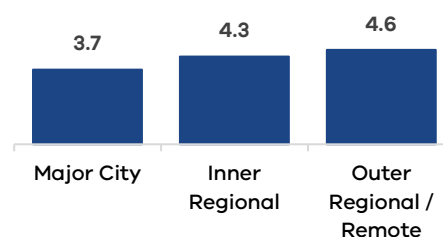
3.13. Application rate – Secondary

Key Finding — Applications per government secondary vacancy decreased across all Education Areas between 2020 and 2021, with the greatest decreases occurring in Brimbank Melton, Inner Eastern Melbourne, and Western Melbourne. Government secondary schools receive 6.4 applications per vacancy overall, compared to 14.7 for government primary schools.
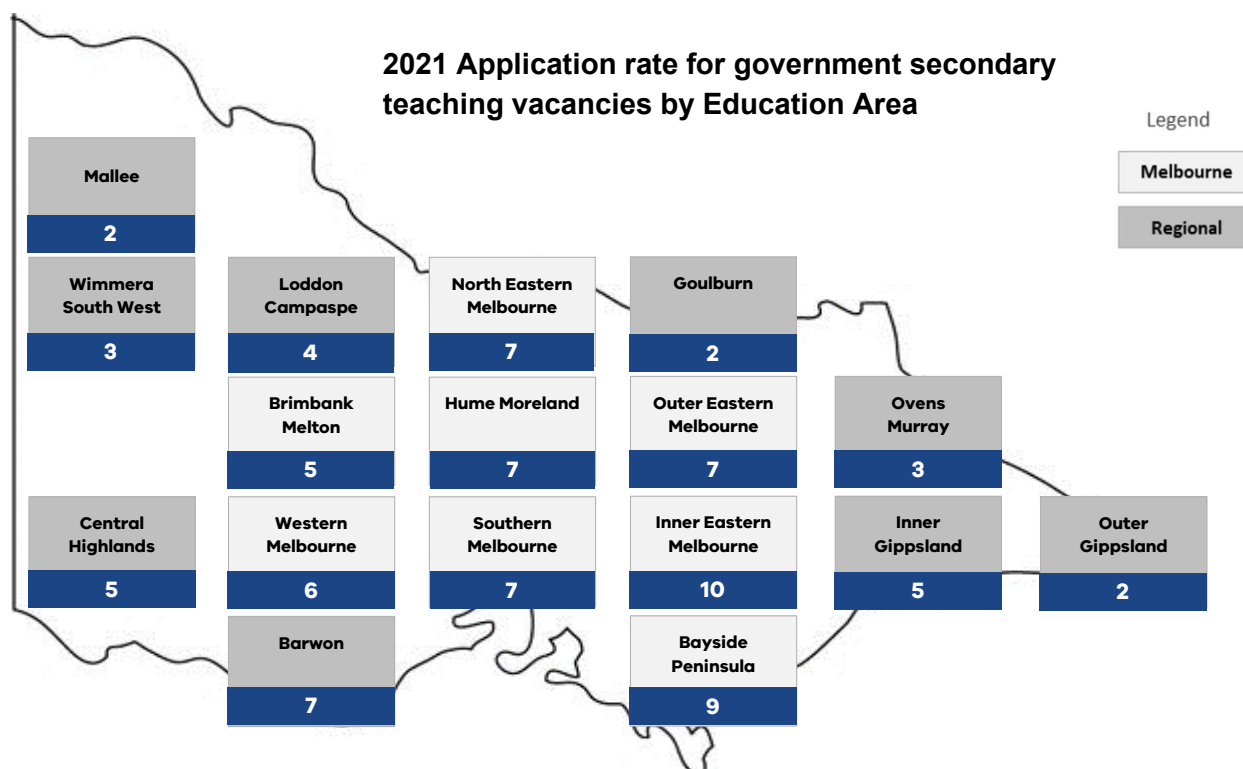
2021 Application rate for government secondary teaching vacancies by Education Area

Legend
| Melbourne |
| Regional |

Mallee	2
Wimmera South West	3
Loddon Campaspe	4
North Eastern Melbourne	7
Goulburn	2
Brimbank Melton	5
Hume Moreland	7
Outer Eastern Melbourne	7
Ovens Murray	3
Central Highlands	5
Western Melbourne	6
Southern Melbourne	7
Inner Eastern Melbourne	10
Inner Gippsland	5
Outer Gippsland	2
Barwon	7
Bayside Peninsula	9

Application rate

Recruitment Online is the recruitment system used by the Victorian Department of Educationto administer all applications for teaching roles at Victorian government schools.

The application rate is calculated by dividing the number of applications by the number of advertised positions.

Inner Eastern Melbourne Education Area had the highest application rate per vacancy of 10, with Goulburn, Outer Gippsland and Mallee having the lowest application rate of 2 per vacancy.

On average, vacancies advertised in Melbourne attract five more applications than those for outer regional and remote locations.

Application rate by remoteness

Major City	Inner Regional	Outer Regional/Remote
7.4	3.9	2.4

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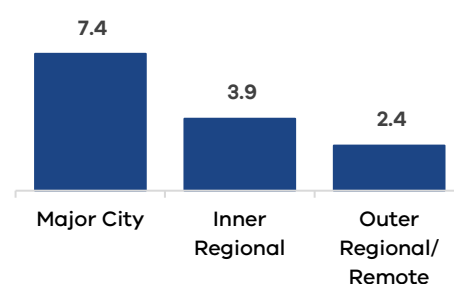
3.14. Recruitment challenges – Secondary

Key Finding — No-appointment rates to secondary vacancies increased across almost all Education Areas between 2020 and 2021, with the largest increases in Goulburn, Mallee, Central Highlands, and North Eastern Melbourne. In 2021, 23.9 per cent of overall government secondary vacancies resulted in no appointment, up from 18.7 per cent in 2020, and compared to an overall 13.2 per cent no-appointment rate for government primary schools.
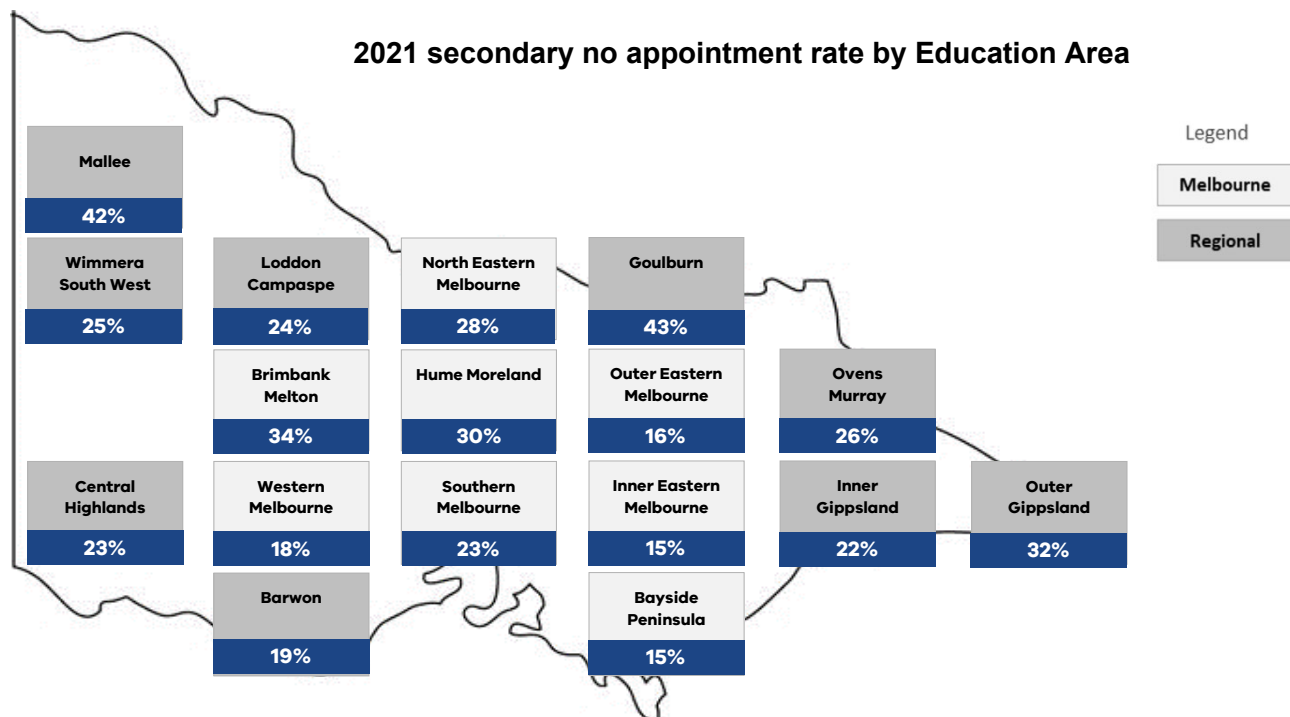
2021 secondary no appointment rate by Education Area

Legend

Melbourne

Regional

Education Area	Rate
Mallee	42%
Wimmera South West	25%
Loddon Campaspe	24%
North Eastern Melbourne	28%
Goulburn	43%
Brimbank Melton	34%
Hume Moreland	30%
Outer Eastern Melbourne	16%
Ovens Murray	26%
Central Highlands	23%
Western Melbourne	18%
Southern Melbourne	23%
Inner Eastern Melbourne	15%
Inner Gippsland	22%
Outer Gippsland	32%
Barwon	19%
Bayside Peninsula	15%

No appointment rate

Roles advertised using the Recruitment Online system result in no appointment if no suitable candidate is recommended by the selection panel. The no appointment rate for each Education Area is calculated by dividing the total number of advertised roles in 2021 resulting in no appointment, by the total number of advertised vacancies.

Goulburn Education Area had the highest no appointment rate (43 per cent) while Inner Eastern Melbourne and Bayside Peninsula had the lowest (15 per cent).

No appointment rate by remoteness

Major City	Inner Regional	Outer Regional/ Remote
21.7%	28.2%	34.5%
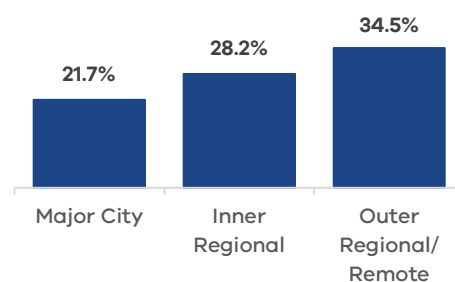
The no appointment rate in Outer Regional / Remote locations was 13 percentage points higher than in Major City locations.

3.15.   Vacancies by subject specialisation – Secondary

Key Finding — 16 per cent of total subject specialisations sought are for English

Secondary vacancies by subject area

Subject	Vacancies
English	1,553
Mathematics	1,509
Science	1,270
Health and Physical Ed	1,059
Geography	886
Design Technology	599
Special education	514
Performing arts/music	448
Arts-Media and Visual	444
Economics and business	418
Digital technology	358
Languages	356
History and Civics	49
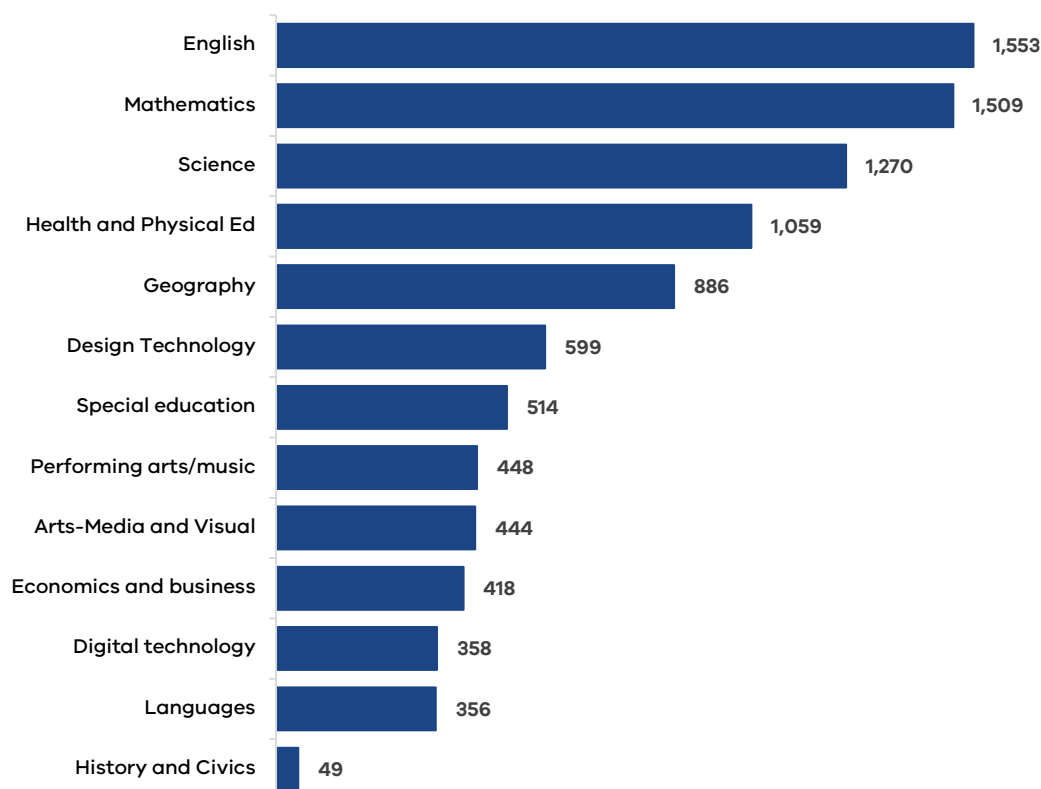
The recruitment online system allows schools to specify subject specialisations required of applicants. Each teaching role can be tagged with multiple subjects. These tags have been grouped by study area for analysis. Note that double counting of roles occurs as each subject tag is analysed independently of the role it is tagged to. For example, a role that's tagged as both mathematics and science is recorded as two vacancies, one for each subject. Further, roles do not need to be tagged to a subject when advertised.

In 2021, of the role tags aligning to VCAA learning areas, English (16 per cent) was the most requested subject, followed by Mathematics (16 per cent) and Science (13 per cent).

Tags such as 'generalist', or 'educational leadership' are excluded from the chart above. Only subjects aligning to VCAA learning areas have been included in the analysis.

3.16.   Recruitment challenges by subject – Secondary

Key Finding — 44 per cent no appointment rate for the digital technology subject area

Secondary recruitment challenges by subject area
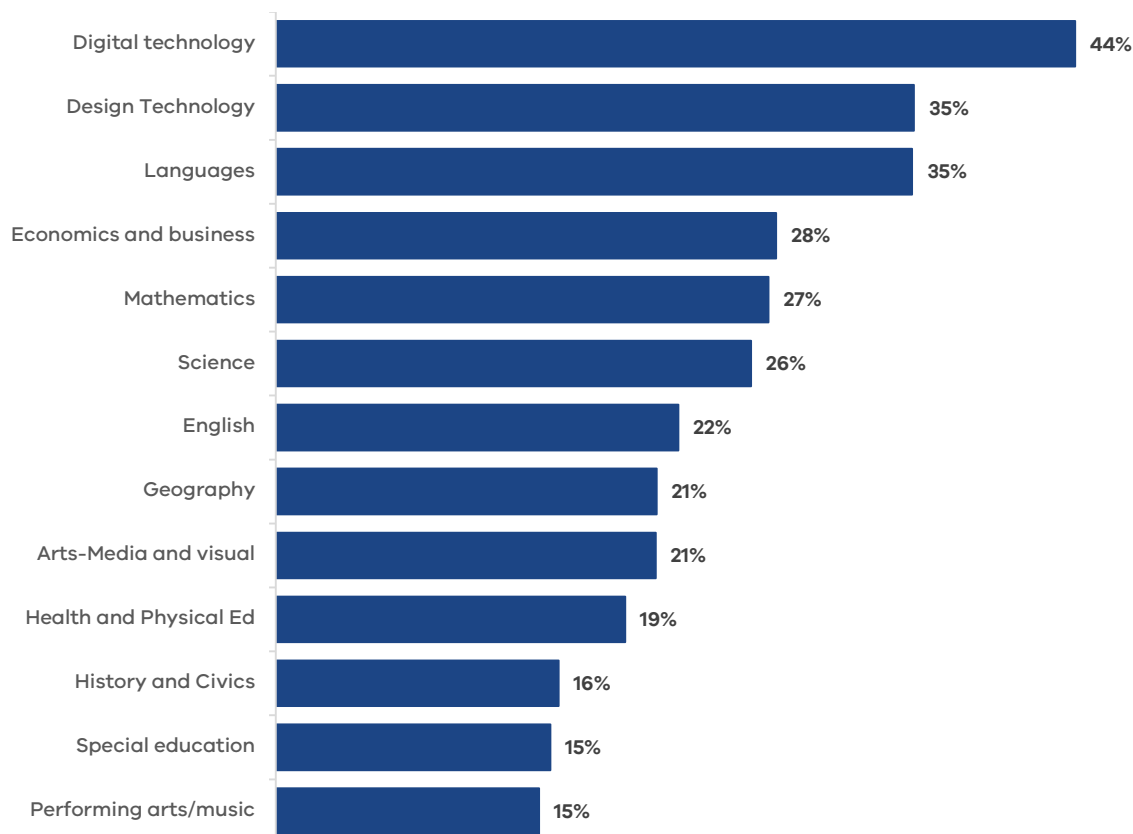
Roles advertised using the Recruitment Online system result in no appointment if no suitable candidate is recommended by the selection panel. The no appointment rate is calculated by dividing, for each subject area, the total number of advertised roles concluding in no appointment, by the total number of advertised jobs in 2021.

This data was analysed using the same decision rules described on the previous page.

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Note: Values in the figure may not add to the aggregate
figure reported in findings due to rounding

3.17. Special and EAL school forecasts

> **Key Finding —** Special school teacher demand is expected to increase to 3,819 by 2027, up by 27.3 per cent compared to 2021.

Special and EAL schools enrolment forecast

The chart below shows that year-on-year enrolments for special schools are expected to increase. The forecast is for 1,328 more special school enrolments in 2027 than in 2022. Enrolments are typically expected to increase at 2 per cent per year which is a rate greater than expected population growth.

The forecast is for 771 more EAL school enrolments in 2027 than in 2022. The rate of increase is expected to accelerate up to 2023, before slowing, due to expected migration patterns.

Special Schools

16,419   17,747

8% increase to 2027

2022   2027

EAL Schools

2,481

1,710

45% increase to 2027

2022   2027
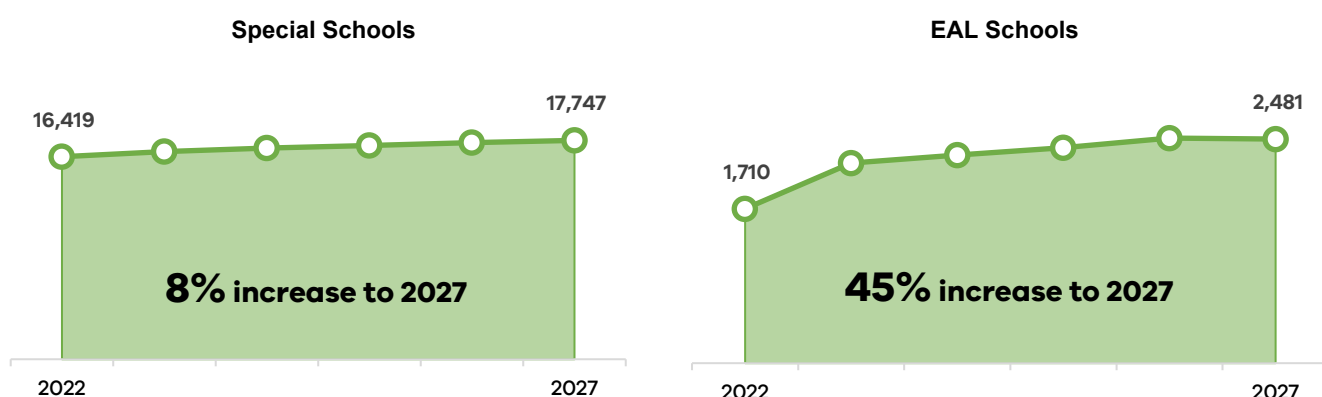
Special and EAL schools teacher demand

As teacher demand largely reflects growth in enrolments, the forecast demand for Specialist and EAL teachers shows a similar trend to the enrolment charts above. The forecast is for 286 more special school teachers in 2027 compared to 2022, and 126 more EAL teachers in 2027 compared to 2022.

Special Schools

3,533   3,819

8% increase to 2027

2022   2027

EAL Schools

405

279

45% increase to 2027

2022   2027
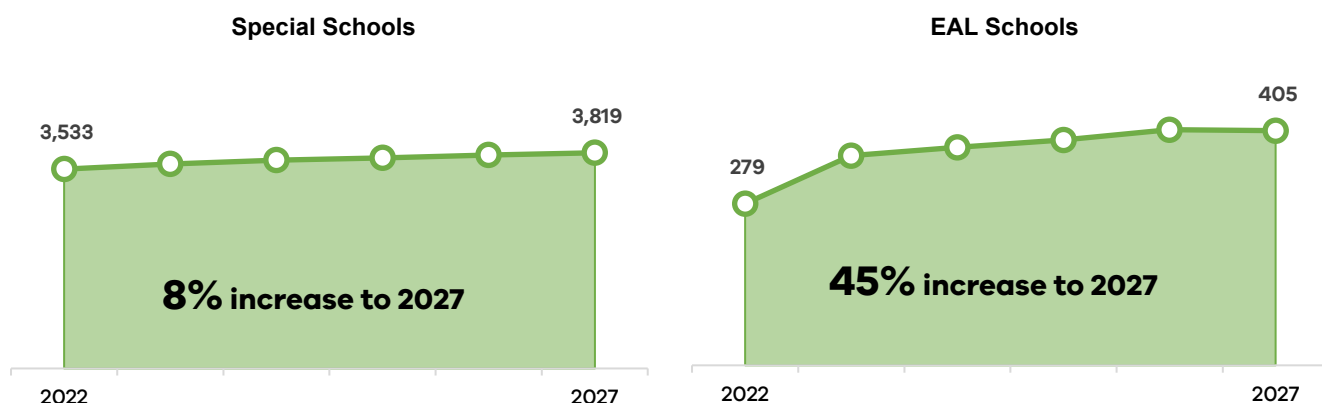
3.18.   Vacancies – Special and EAL schools

Key Finding — Vacancies in government special schools have increased across almost all Education Areas, with the largest increases in Inner Gippsland, Loddon Campaspe, Central Highlands, and Southern Melbourne. Overall vacancies across Victorian government special schools increased from 805 vacancies in 2020 to 1,536 vacancies in 2021. Vacancies for government EAL schools decreased from 40 vacancies in 2020 to 30 vacancies in 2021.

Special and EAL school vacancies by Education Area

Legend

| Melbourne |
| Regional |
| Special |
| EAL |

Mallee	
13	-

Wimmera South West		Loddon Campaspe		North Eastern Melbourne		Goulburn	
43	-	29	-	129	1	23	-

Brimbank Melton		Hume Moreland		Outer Eastern Melbourne		Ovens Murray	
110	-	196	-	77	-	43	-

Central Highlands		Western Melbourne		Southern Melbourne		Inner Eastern Melbourne		Inner Gippsland		Outer Gippsland	
38	-	282	7	140	17	112	5	48	-	44	-

Barwon		Bayside Peninsula	
48	-	161	-

Vacancies

Recruitment Online is the system used to administer all teaching vacancies at Victorian government schools only.

The majority of vacancies for EAL and Special Schools were in Western Melbourne and Hume Moreland.

Major city locations had 81 per cent of Special and EAL vacancies.

Vacancies by remoteness

	Major City	Inner Regional	Outer Regional/ Remote
	1,259	228	64

Department of Education
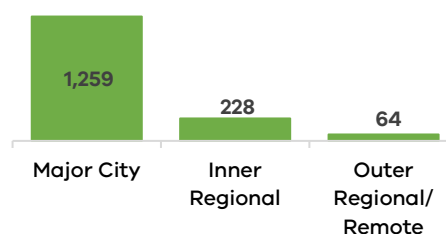
3.19. Application rate – Special and EAL schools
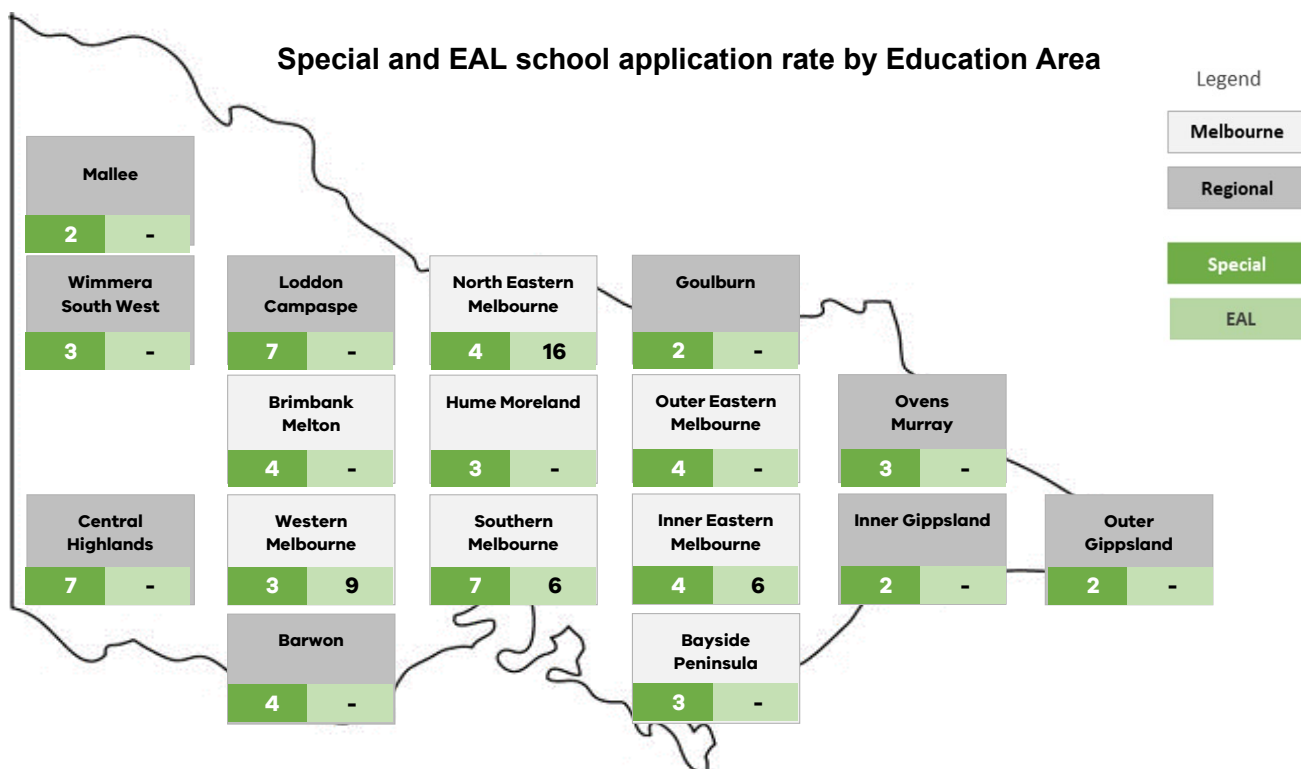
Key Finding — Applications per government special school vacancy decreased across almost all Education Areas over the last year, with the greatest decreases occurring in Barwon and Inner Eastern Melbourne. The overall application rate to government special schools decreased from 5.5 applications per vacancy to 3.7 applications per vacancy. The application rate for government EAL schools decreased from 14.5 applications per vacancy in 2020 to 7.1 applications per vacancy in 2021.

Special and EAL school application rate by Education Area

Legend
- Melbourne
- Regional
- Special
- EAL

Education Area	Special	EAL
Mallee	2	-
Wimmera South West	3	-
Loddon Campaspe	7	-
North Eastern Melbourne	4	16
Goulburn	2	-
Brimbank Melton	4	-
Hume Moreland	3	-
Outer Eastern Melbourne	4	-
Ovens Murray	3	-
Central Highlands	7	-
Western Melbourne	3	9
Southern Melbourne	7	6
Inner Eastern Melbourne	4	6
Inner Gippsland	2	-
Outer Gippsland	2	-
Barwon	4	-
Bayside Peninsula	3	-

Applications

Central Highlands, Southern Melbourne and Loddon Campaspe had the highest application rate for Special school vacancies (7). North East Melbourne the highest rate for EAL school vacancies (16).

Outer Gippsland, Inner Gippsland, Mallee, and Goulburn had the lowest application rates and application rates for EAL vacancies were only recorded for four metropolitan Education Areas.

On average advertised special school positions in major city locations attract 1.7 more applicants per vacancy than those in outer regional or remote locations.

Special school application rates by remoteness

Major City	Inner Regional	Outer Regional/ Remote
3.7	3.7	2.1

* All language schools are in a major city with an application rate of 14.5.

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4. Supply and demand drivers

This chapter outlines data used to develop the projections of supply and demand, including Initial Teacher Education provider data, and other inputs.
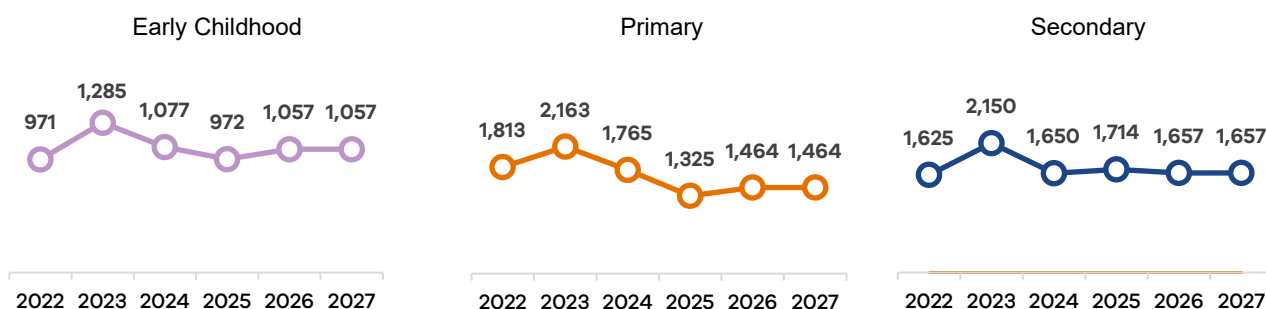
4.1. Supply Drivers by education setting

Key Finding — Forecasts show higher graduate supply in all education settings in 2023

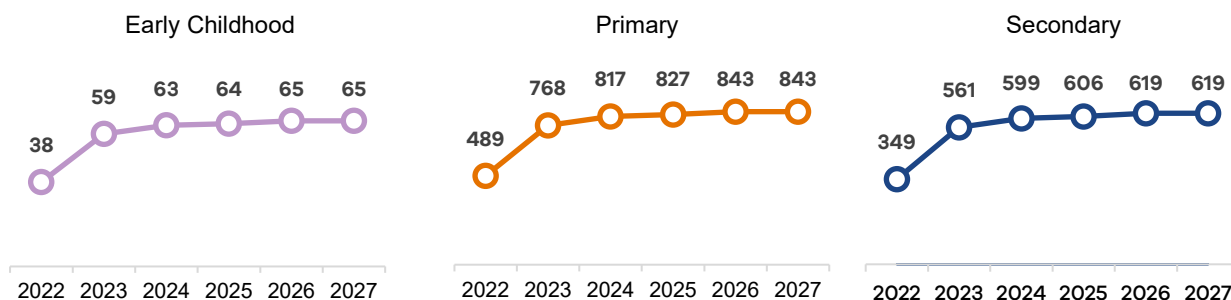### Forecast ITE graduates

The supply of ITE graduates entering the profession is expected to decrease by four per cent over the forecast period.

Early Childhood

971 — 1,285 — 1,077 — 972 — 1,057 — 1,057

2022 2023 2024 2025 2026 2027

Primary

1,813 — 2,163 — 1,765 — 1,325 — 1,464 — 1,464

2022 2023 2024 2025 2026 2027

Secondary

1,625 — 2,150 — 1,650 — 1,714 — 1,657 — 1,657

2022 2023 2024 2025 2026 2027

Forecast migration

Migration is expected to continue to increase over the forecast period, reverting to long-term levels by 2024.

Early Childhood

38 — 59 — 63 — 64 — 65 — 65

2022 2023 2024 2025 2026 2027

Primary

489 — 768 — 817 — 827 — 843 — 843

2022 2023 2024 2025 2026 2027

Secondary

349 — 561 — 599 — 606 — 619 — 619

2022 2023 2024 2025 2026 2027

Forecast Deferred Registrants

The number of deferred registrants is projected to be stable over the forecast period for each education setting. Deferred registrants in early childhood settings increased in 2021, but there is insufficient evidence to suggest an upwards trend at this point.

Early Childhood

105 105 105 105 105 105

2022 2023 2024 2025 2026 2027

Primary

995 995 995 995 995 995

2022 2023 2024 2025 2026 2027

Secondary

1,244 1,244 1,244 1,244 1,244 1,244

2022 2023 2024 2025 2026 2027

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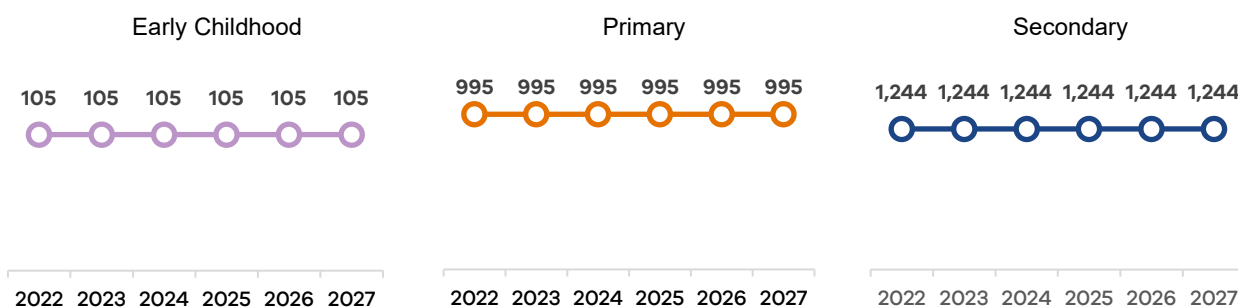
4.2. Demand drivers by education setting

Key Finding — 1,214,044 total enrolments across all education settings in 2027

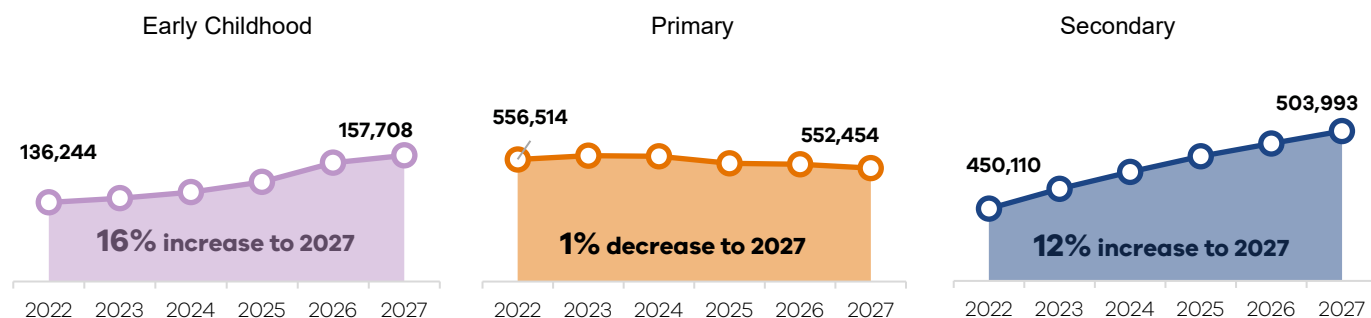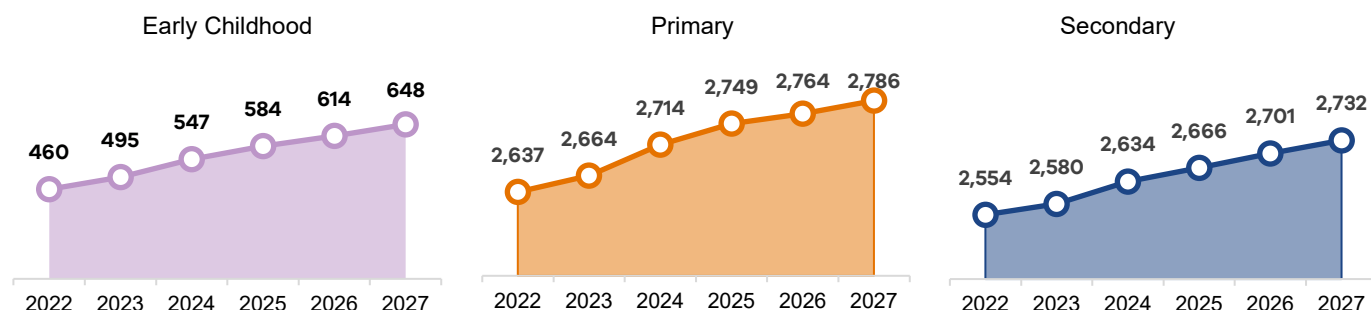### Forecast enrolments

Kindergarten and secondary school enrolments are expected to continue to grow, with secondary enrolments increasing by 12 per cent over the forecast period. Primary enrolments are expected to decrease by one per cent over the same timeframe.

Early Childhood	Primary	Secondary

Early Childhood
136,244 → 157,708
16% increase to 2027
2022 2023 2024 2025 2026 2027

Primary
556,514 → 552,454
1% decrease to 2027
2022 2023 2024 2025 2026 2027

Secondary
450,110 → 503,993
12% increase to 2027
2022 2023 2024 2025 2026 2027

Forecast teacher attrition

Teacher attrition is forecast to be 5.4% for early childhood teachers, and 4.0 per cent for school teachers. The number of teachers leaving the workforce is projected to grow in line with the increasing pool of total registered teachers.

Early Childhood
460 495 547 584 614 648
2022 2023 2024 2025 2026 2027

Primary
2,637 2,664 2,714 2,749 2,764 2,786
2022 2023 2024 2025 2026 2027

Secondary
2,554 2,580 2,634 2,666 2,701 2,732
2022 2023 2024 2025 2026 2027

VICTORIA State Government | Department of Education

4.3. VTAC applications, offers and acceptances

Key Finding — Applications 3,436, Offers 2,832, Acceptances 2,122

The Victorian Tertiary Admissions Centre (VTAC) provides one avenue to apply for admission to initial teacher education courses accredited by VIT. From 2014 to 2021, there was a large decline in applications for postgraduate courses through VTAC. In 2018 the Australian Department of Education reported that 50 per cent of ITE course applications to Victorian ITE providers were made by direct application to the course provider rather than through VTAC.
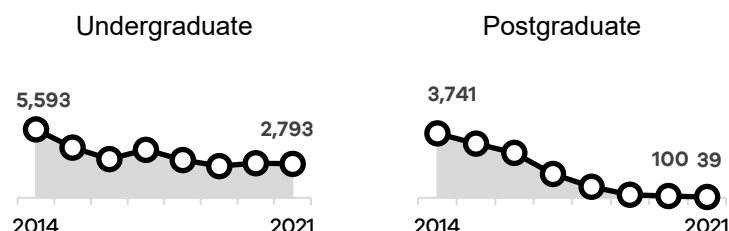
All applications

There were 3,361 VTAC undergraduate applications and 75 VTAC postgraduate applications in 2021.

Undergraduate

7,049 · 3,361
2014 · 2021

Postgraduate

4,395 · 193 75
2014 · 2021
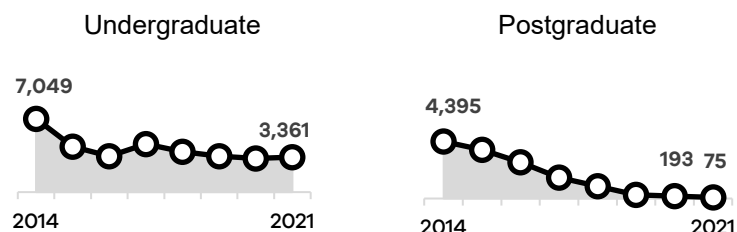
All offers

There were 2,793 VTAC undergraduate offers and 39 VTAC postgraduate offers in 2021.

Undergraduate

5,593 · 2,793
2014 · 2021

Postgraduate

3,741 · 100 39
2014 · 2021

All acceptances

There were 2,091 VTAC undergraduate acceptances and an estimated 31 VTAC postgraduate acceptances in 2021.

Undergraduate

4,667 · 2,091
2014 · 2021

Postgraduate

2,622 · 80 31
2014 · 2021
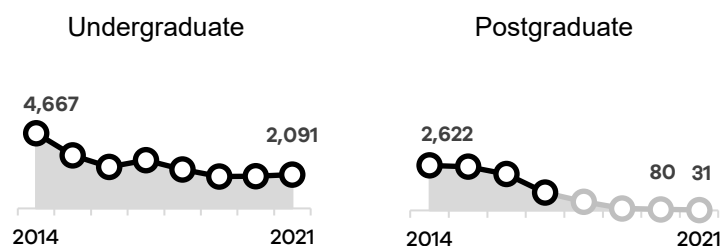
Postgraduate acceptances have been estimated using the historical ratio of offers to acceptances.

ATAR proportions by band

The charts to the right show ATAR proportions for 2017 to 2021. Where ATAR data is available, it indicates that there has been a decline in the proportion of applications with an ATAR less than 60.

ATAR < 60	ATAR 60-70	ATAR 70-80	ATAR > 80	Not available
34% 9%	10% 27%	8% 9%	2% 9%	45% 45%
23% 5%	23% 24%	16% 17%	15% 24%	23% 30%
13% 1%	9% 12%	22% 15%	48% 49%	8% 20%

Victoria State Government | Department of Education
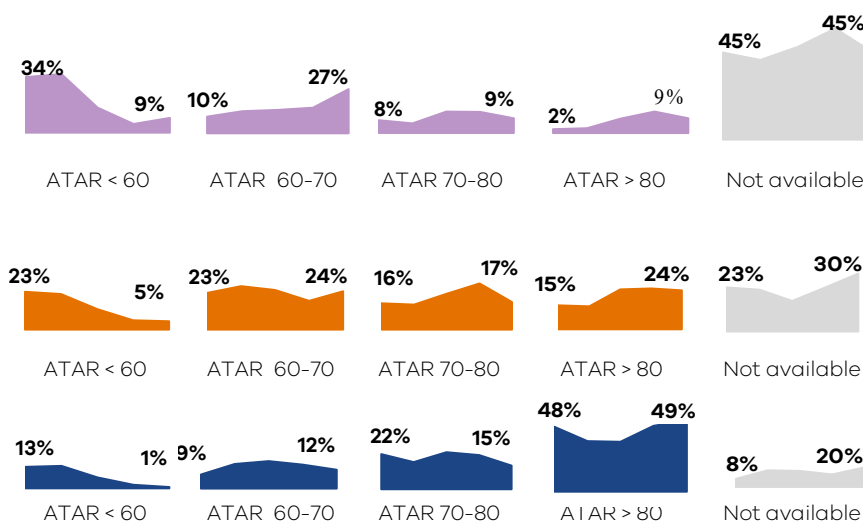
4.4.   Undergraduate ITE enrolments

Key Findings — The total number of first year undergraduate enrolments was 3,792. Primary enrolments continued a downward trajectory. Secondary enrolments continued to increase from 2019 levels
The total number of second year undergraduate enrolments was 3,907. Early Childhood enrolments remained at elevated levels, while primary and secondary enrolments remained steady.

Early Childhood

Early childhood | Early childhood / Primary

First Year

1,208 — 524 / 684
1,476
1,236 — 336 / 900
852 / 624

2014   2020   2021

Second year

986 — 369 / 617
1,593 — 805 / 788
1,398 — 600 / 799

2014   2020   2021

Primary

Primary | EC/Primary | Primary /Secondary

First Year

3,948 — 1,248 / 524 / 2,176
2,373 — 466 / 852 / 1,055
1,736 — 433 / 336 / 967

2014   2020   2021

Second year

2,977 — 1,022 / 369 / 1,586
2,345 — 547 / 805 / 994
2,319 — 438 / 600 / 1,281

2014   2020   2021

Secondary

Secondary | Primary / Secondary

First Year

2,015 — 1,248 / 767
1,274 — 466 / 808
1,588 — 433 / 1,156

2014   2020   2021

Second year

1,820 — 1,022 / 798
1,221 — 547 / 674
1,227 — 438 / 790

2014   2020   2021
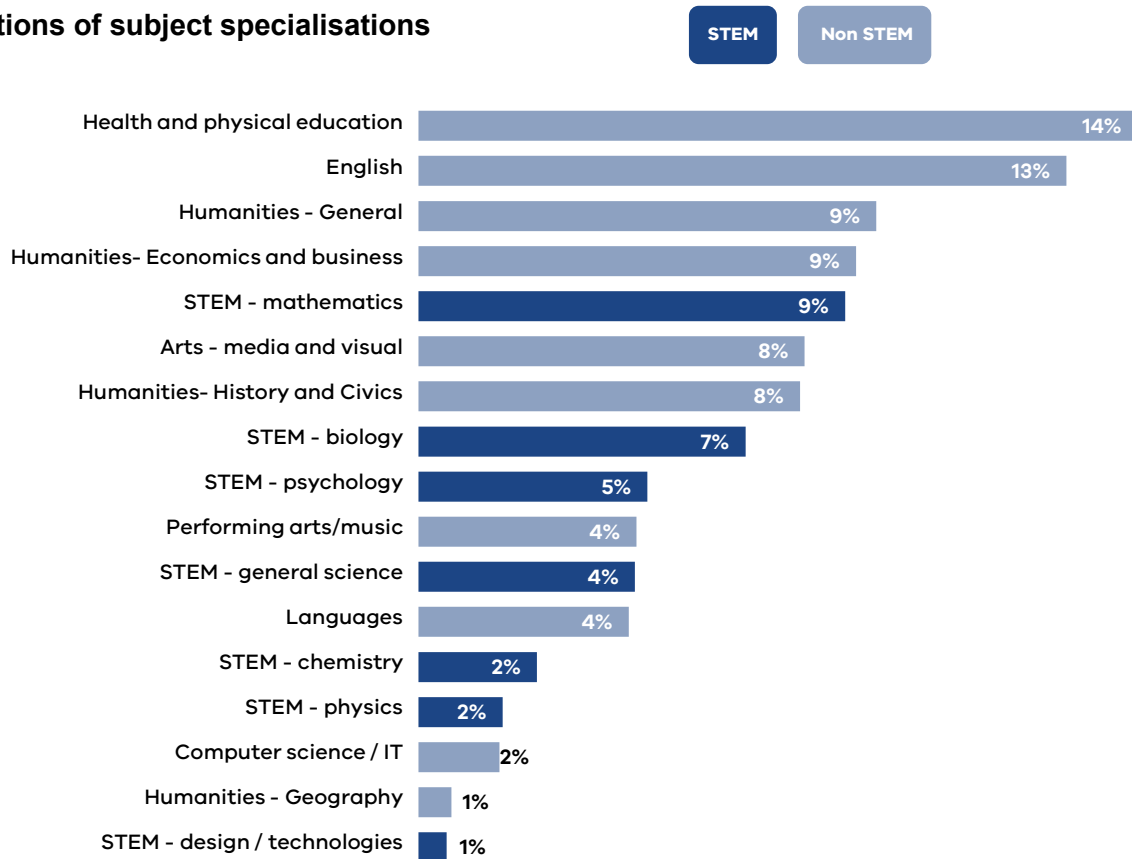
60

4.5. Undergraduate ITE enrolments (cont'd)

Key Findings — The total number of third year undergraduate enrolments was 4,067. Early childhood enrolments increased substantially, due to increased dual sector enrolments. Overall secondary enrolments (including secondary and primary/secondary courses) decreased marginally from 2020.
The total number of fourth year undergraduate enrolments was 3,291. Early Childhood enrolments increased by over 20 per cent while primary and secondary enrolments continued to decrease from previous years.
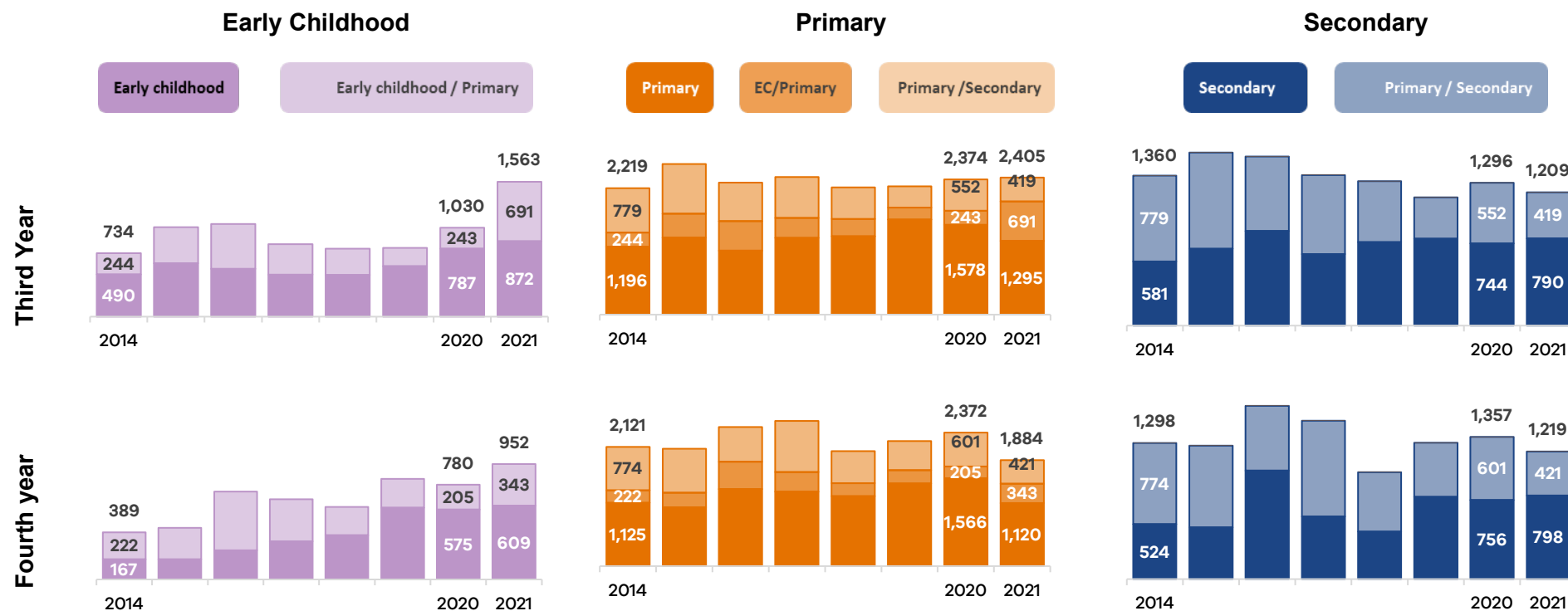
4.6.   Secondary ITE course specialisation

Key finding — STEM subjects account for 29 per cent of ITE course specialisations

Proportions of subject specialisations   STEM   Non STEM

Subject	Percentage
Health and physical education	14%
English	13%
Humanities - General	9%
Humanities- Economics and business	9%
STEM - mathematics	9%
Arts - media and visual	8%
Humanities- History and Civics	8%
STEM - biology	7%
STEM - psychology	5%
Performing arts/music	4%
STEM - general science	4%
Languages	4%
STEM - chemistry	2%
STEM - physics	2%
Computer science / IT	2%
Humanities - Geography	1%
STEM - design / technologies	1%

The chart above presents data on subject specialisation (secondary teaching methods) supplied by ITE providers.
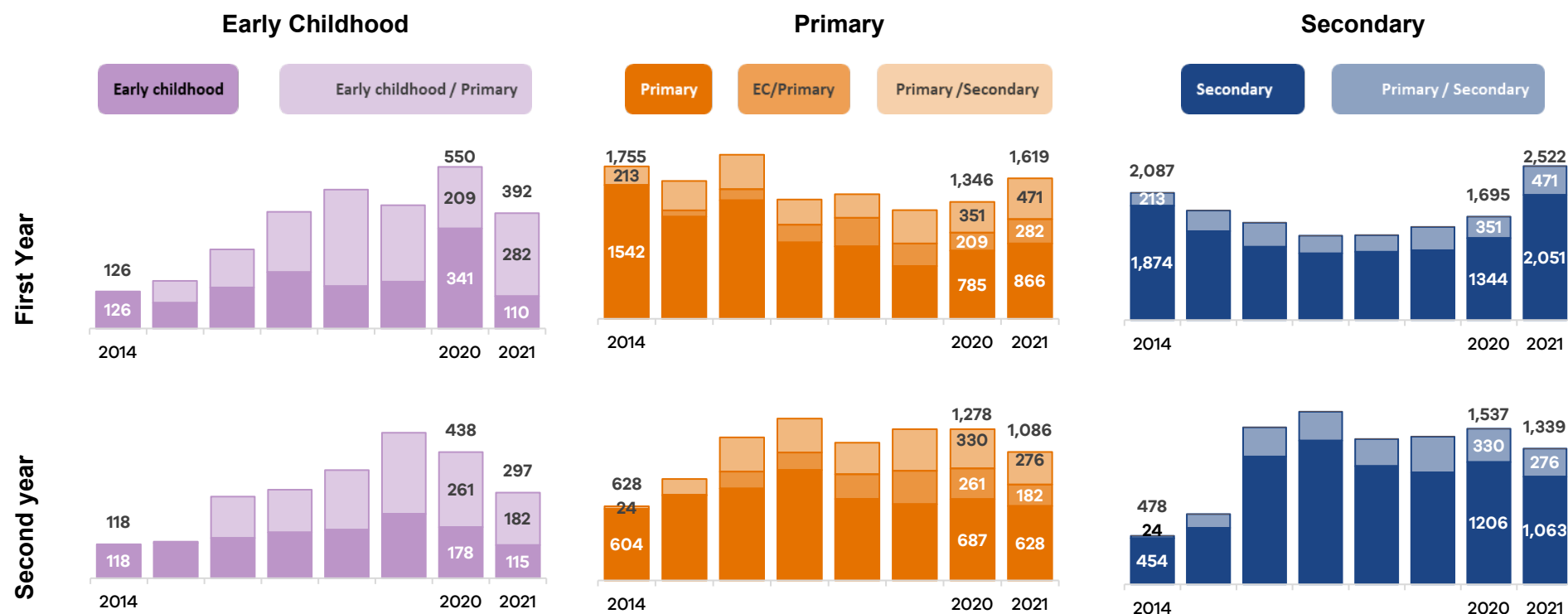
In 2021, STEM subjects accounted for 29 per cent of specialisations, which is an increase from 25 per cent in 2020.

For non-STEM courses, Health and Physical Education remained the highest subject specialisation, followed by English and General Humanities. Languages specialisation comprised four per cent of the total ITE enrolments in 2021.

Note: Values in the figure may not add to the aggregate figure reported in findings due to rounding

4.7. Postgraduate ITE enrolments

> **Key Findings —** In 2021 the total number of first year postgraduate enrolments was 3,780. This excludes 324 first year graduate diploma students completing one-year bridging courses into early childhood teaching.
> The total number of second year postgraduate enrolments was 2,265. Second year enrolments decreased across all education settings in 2021, with the peak number of second year enrolments observed in 2019.

Early Childhood

Early childhood | **Early childhood / Primary**

First Year

						2020	2021
126						550	392
						209	282
126						341	110

2014 — 2020 — 2021

Second year

						2020	2021
118					438		297
						261	182
118						178	115

2014 — 2020 — 2021

Primary

Primary | **EC/Primary** | **Primary /Secondary**

First Year

						2020	2021
1,755						1,346	1,619
213						351	471
						209	282
1542						785	866

2014 — 2020 — 2021

Second year

						2020	2021
628						1,278	1,086
24						330	276
						261	182
604						687	628

2014 — 2020 — 2021

Secondary

Secondary | **Primary / Secondary**

First Year

						2020	2021
2,087						1,695	2,522
213						351	471
1,874						1344	2,051

2014 — 2020 — 2021

Second year

						2020	2021
478					1,537		1,339
24						330	276
454						1206	1,063

2014 — 2020 — 2021

4.8.   ITE graduates

> **Key Finding —** 5,298 total ITE graduates in 2021

The analysis below outlines trends in ITE graduates at both the undergraduate and postgraduate levels, across educational settings. Early childhood and EC/primary ITE graduates are shown here, while school-level graduates are shown on the following page.
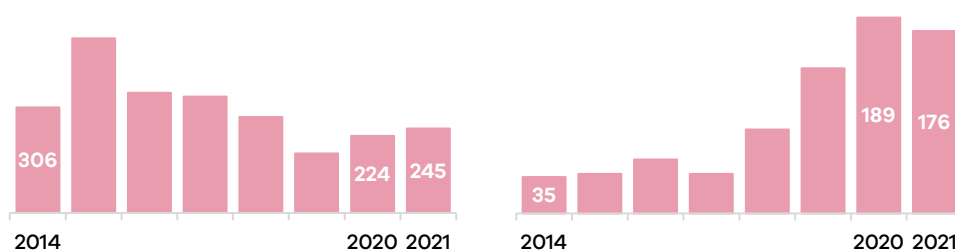
Undergraduate   **Postgraduate**

Early Childhood
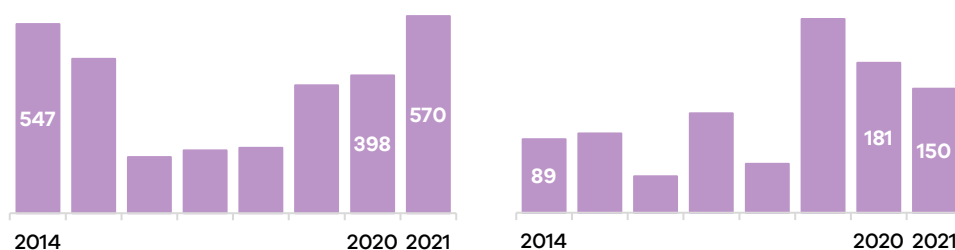
Undergraduate graduations in early childhood increased in 2021, while postgraduate graduations continued to decrease from 2019 levels.

Early Childhood/ Primary

Dual Early Childhood and Primary graduations at the undergraduate level have stabilised from 2019, while levels of postgraduate completions have remained elevated.

4.9.   ITE graduates (cont'd)

School-teacher graduate trends are shown below.

	Undergraduate	**Postgraduate**
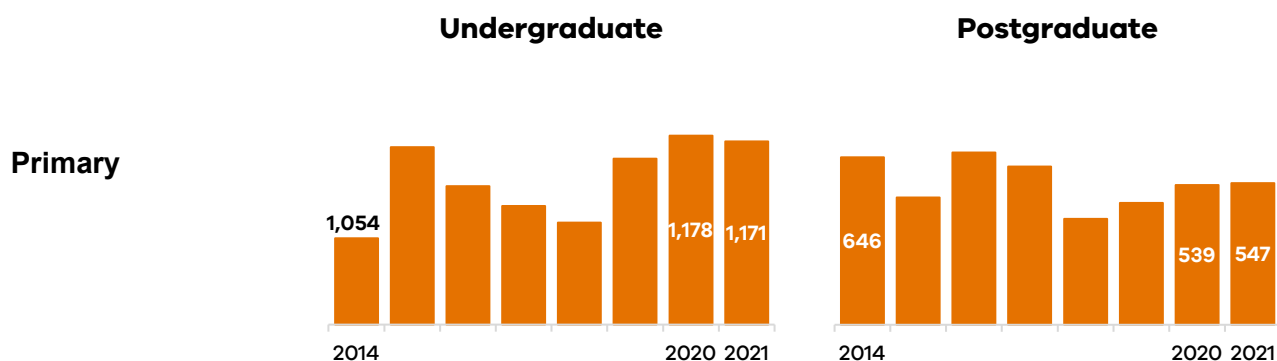
Primary

Graduations at both the undergraduate and postgraduate levels have remained relatively steady for primary qualifications.
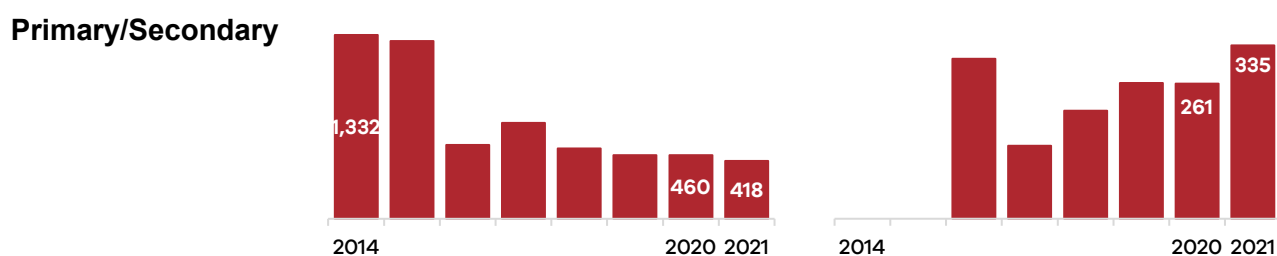
Primary/Secondary

Graduations for qualifications in school teaching without a specific primary or secondary focus have followed trends from previous years, with undergraduate completions slowly decreasing, while postgraduate completions increase.
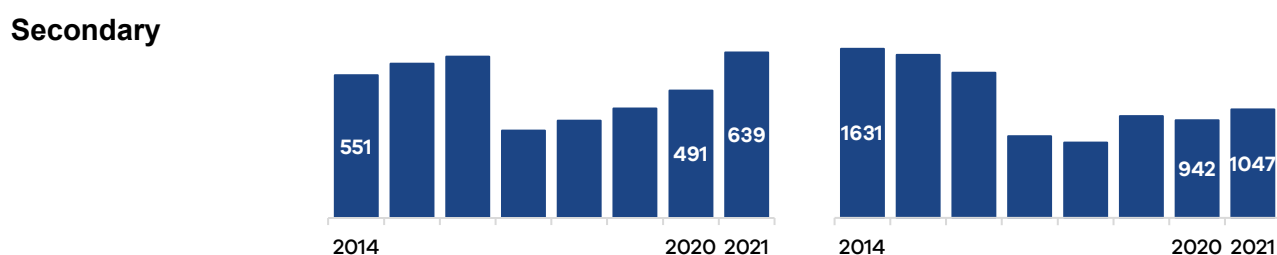
Secondary

There has been a marked increase in undergraduate completions of secondary ITE courses since 2017. Postgraduate completions have continued their slow but steady increase from 2017 levels.

4.10.   Graduate destinations

> **Key Finding —** 68 per cent of education undergraduates are employed in education.
> 73 per cent of education postgraduates are employed in education.
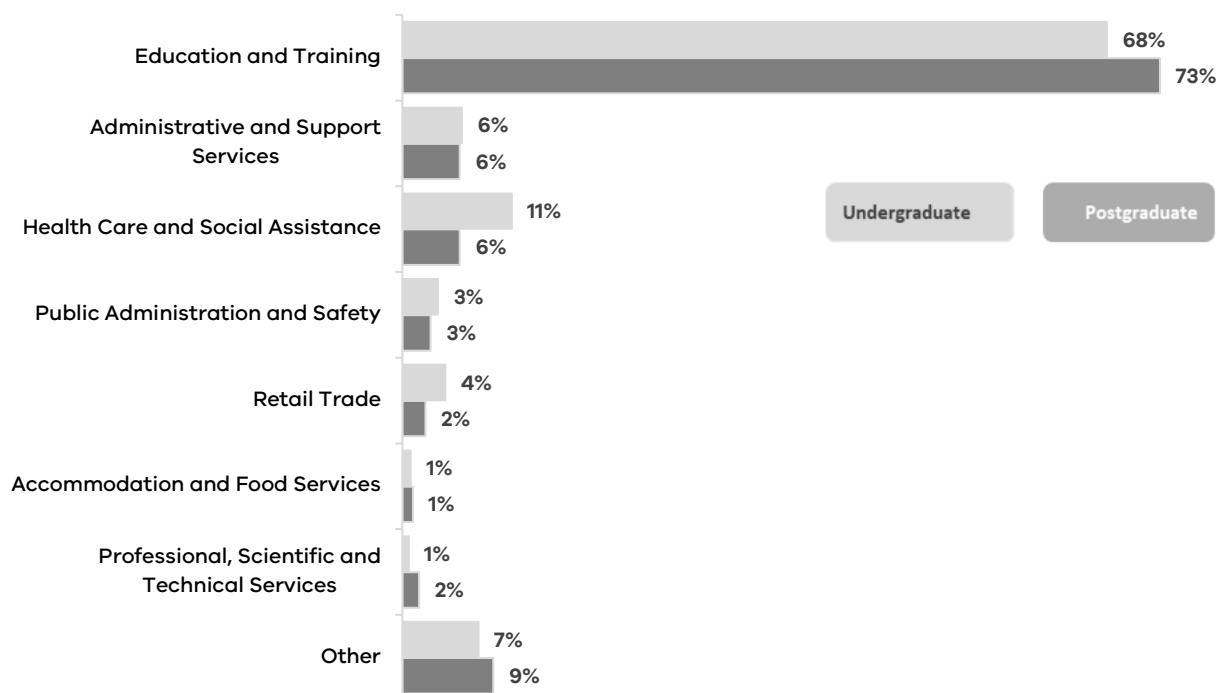
The Graduate Outcomes Survey is the annual survey administered by the Social Research Centre on behalf of the Australian Government Department of Education and Training. The data provided here relates to those studying initial teacher education at a Victorian institution.

The percentages of education graduates employed in the Education and Training industry in 2021, as charted above, are consistent with those observed in 2020.

Additional findings from the survey include:

- Around 6.2 per cent of Victorian education undergraduates and 4.6 per cent of Victorian education postgraduates were undertaking further study.

- Employment outcomes for Victorian education graduates were also similar to 2020 with 60 per cent of undergraduates and 57 per cent of postgraduates employed in full time work.

- Longitudinal data indicates that 81 per cent of Victorian education graduates in 2018 were working in Education and Training. By 2021, for the same cohort, 80 per cent were employed in the Education and Training industry.

Note: Values in the figure may not add to the aggregate figure reported in findings due to rounding

4.11.　　Destination of dual qualified graduates

Key Finding — 1,692 dual EC / primary qualified and registered teachers

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Note: Due to a system update by the VIT, qualification information has changed from 2020, limiting comparison of these results to previous reports.
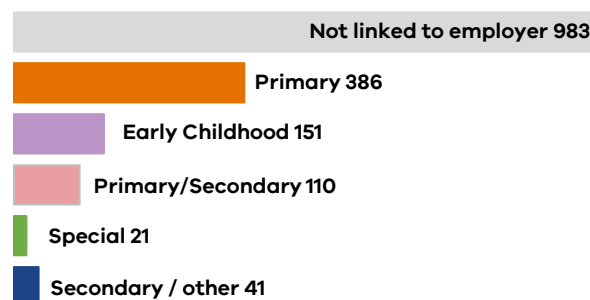
Registration

Based on their registration, ten per cent of dual qualified early childhood / primary teachers intend to work only in early childhood educational settings (they are only on the early childhood register) and 14 per cent intend to only work in a school setting (they are only on the schools register).

	Early Childhood register only	School register only	Dual registered
All registrants	**219** (10%)	**321** (14%)	**1,692** (76%)
FY 2021 graduates	**16** (6%)	**37** (13%)	**222** (81%)

Employment of dual registered early childhood/primary teachers

The chart to the right shows the employment location of the 1,692 dual registered teachers who hold a dual qualification in early childhood and primary, based on VIT registration data.

Approximately 58 per cent of dual qualified and registered teachers are not linked to employers.

Not linked to employer 983
Primary 386
Early Childhood 151
Primary/Secondary 110
Special 21
Secondary / other 41

Employment of dual qualified primary/secondary teachers

The chart to the right shows the school type of the 2,407 school registered teachers who hold a dual primary/secondary qualification. This is based on VIT registration data.

Thirty-one per cent of these teachers work in a primary school setting and 29 per cent of these teachers are not linked to employers.

There were 26 teachers with another school type or multiple school types.

Primary 756
Not linked to employer 691
Secondary 469
Primary/Secondary 412
Special 53
Other 26
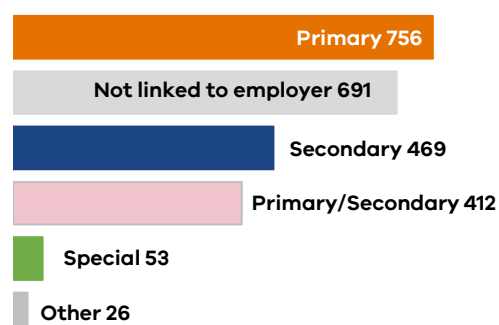
4.12. Graduate teacher attrition

Key Finding — 20 per cent of new registrants leave within five years

The analysis below shows statistics on school teacher attrition in the first five years after registration. Note that the relatively recent inclusion of the Early Childhood VIT registration category (only available since 2016) prohibits a similar analysis due to data issues.

Proportion of newly registered school teachers leaving the profession in the first five years

The chart opposite shows the proportion of newly registered school teachers who leave the profession in each year following registration. Around 15 per cent of teachers leave the profession in their second or third year of registration. These proportions have been relatively stable over time, so the same proportions are shown as in the 2020 TSDR.
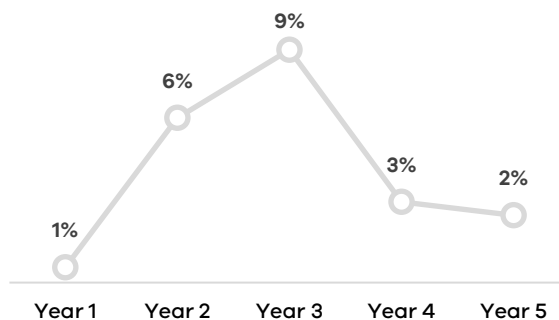
Years since registration of expired registrants

This chart shows the number of years of registration of all school teachers whose registration expired in the 2021 financial year. It shows that in FY 2021, the largest number of expired registrants had been registered for two years, with decreasing numbers of expired registrations for each additional year of registration.
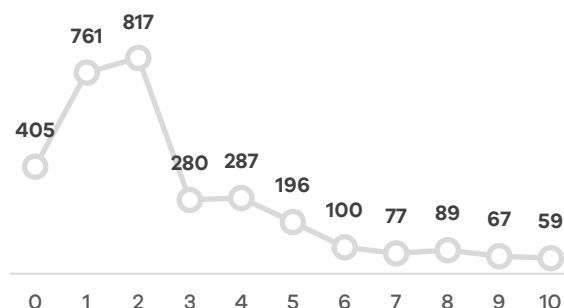
Note: Values in the figure may not add to the aggregate figure reported in findings due to rounding

5. Workforce demographics

This chapter presents data on workforce demographics, including by education setting, and across government and catholic sectors.
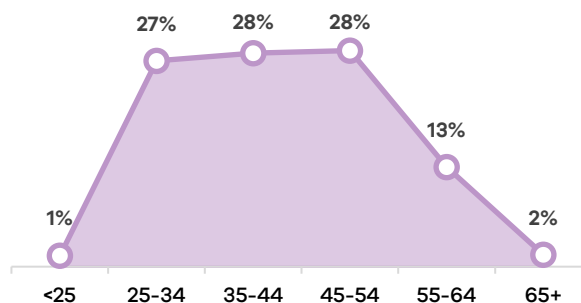
5.1. Early childhood workforce

Key Finding — 91 per cent of teachers work 20 or more hours per week

Note: The following statistics are as reported for 2020. Data has not been updated due to data issues arising from changes to the early childhood systems.

Age

The age distribution of working teachers is slightly older than that of total registered teachers. Fifty-six per cent of teachers in the workforce are under 45 years of age.

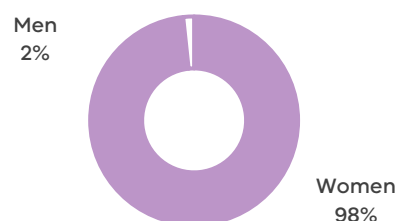### Working hours per week

The early childhood workforce is increasingly working longer hours. In 2017, 50 per cent of teachers worked 30 hours or more per week. This increased to 57 per cent in 2018 and 60 per cent in 2020.
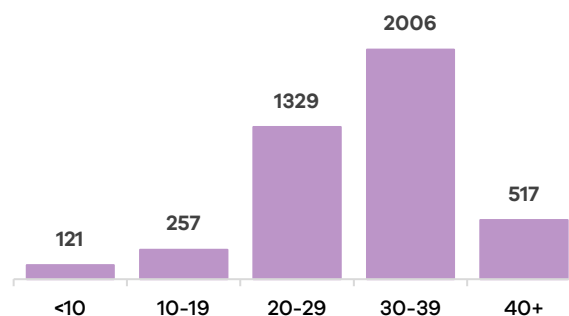
Gender

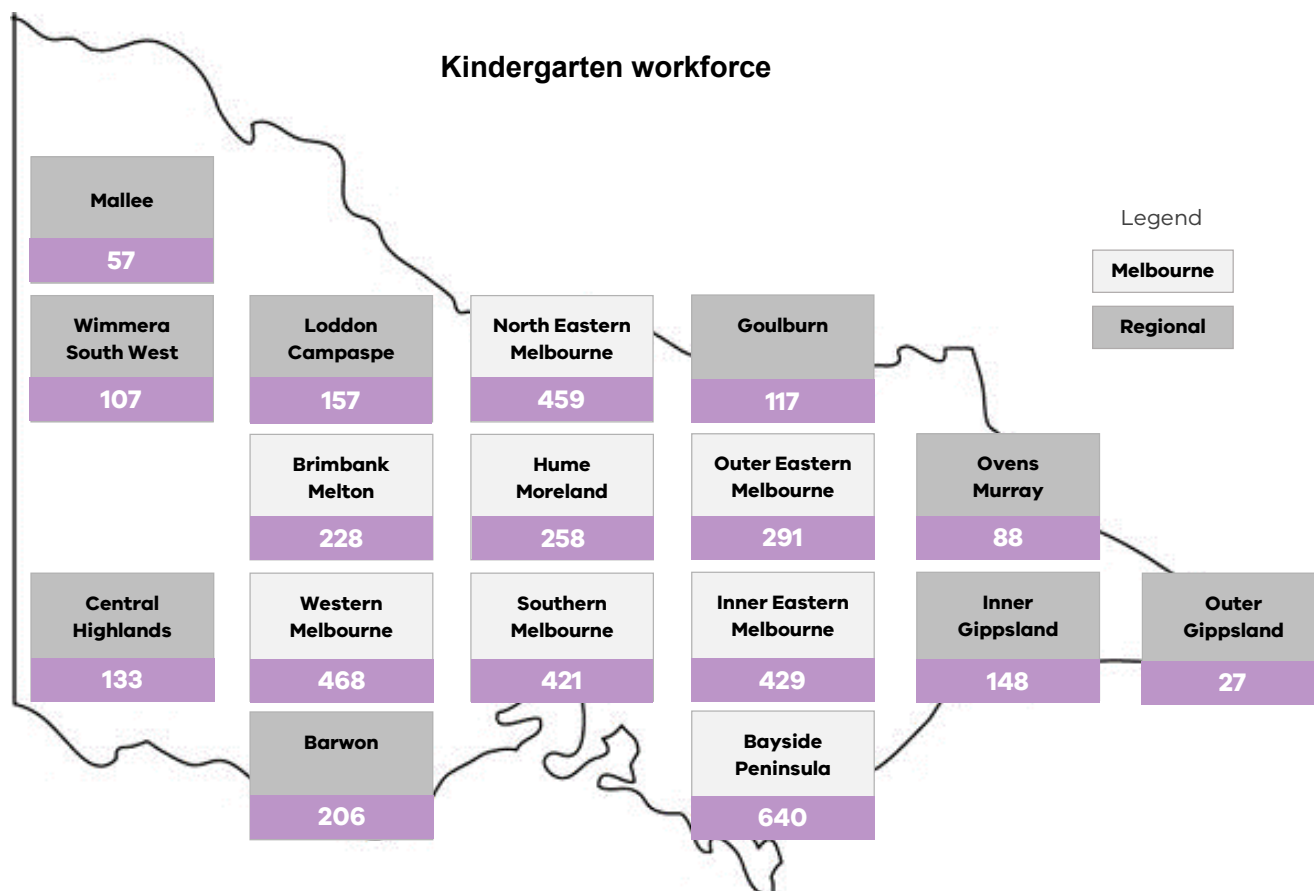98 per cent of the early childhood workforce are Women.

Note: Values in the figure may not add to the aggregate figure reported in findings due to rounding

5.2. Early childhood workforce by location

Key Finding — Percentage of early childhood teachers in a major city – 80 per cent

Note: The following statistics are as reported for 2020. Data has not been updated due to data issues arising from changes to the early childhood systems.

Kindergarten workforce

Legend

| Melbourne |
| Regional |

| Mallee | 57 |
Wimmera South West	107
Loddon Campaspe	157
North Eastern Melbourne	459
Goulburn	117
Brimbank Melton	228
Hume Moreland	258
Outer Eastern Melbourne	291
Ovens Murray	88
Central Highlands	133
Western Melbourne	468
Southern Melbourne	421
Inner Eastern Melbourne	429
Inner Gippsland	148
Outer Gippsland	27
Barwon	206
Bayside Peninsula	640

Location

The Bayside Peninsula Education Area has the highest percentage of early childhood teachers in the state at 13 per cent. The lowest is Outer Gippsland with one per cent.

Eighty per cent of early childhood teachers live in major cities compared to 17 per cent in inner regional and three per cent in outer regional / remote areas.

Remoteness

|	Value
Major City	3372
Inner Regional	713
Outer Regional / Remote	144

Department of Education
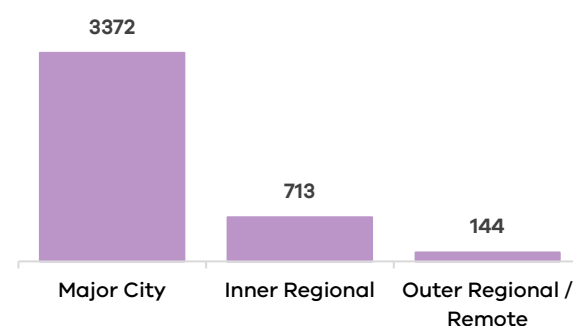
5.3. Early childhood – Teaching workforce and enrolments

Key Finding — 5,290 kindergarten and LDC teachers were employed in 2021
89,878 kindergarten program enrolments in 2021

Kindergarten and Long Day Care (LDC) teacher headcount

The number of teachers for kindergarten and LDC services (including both funded and unfunded LDC) continues to grow – rising by an estimated five per cent from 2020 to 2021. The actual figure for 2021 was not available at the time of publication due to data quality issues.
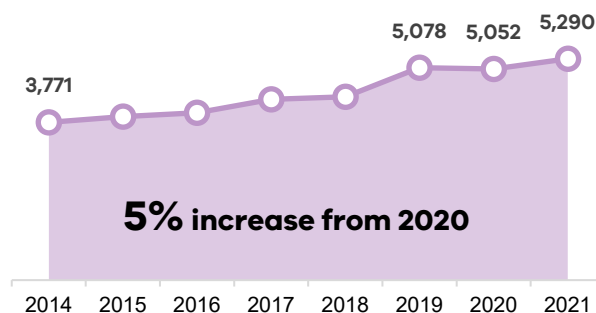
Kindergarten program enrolments

The number of enrolments increased by eight per cent in 2021, largely due to the continued roll-out of Three-Year-Old Kindergarten. Overall enrolments have increased by twenty per cent since 2014.
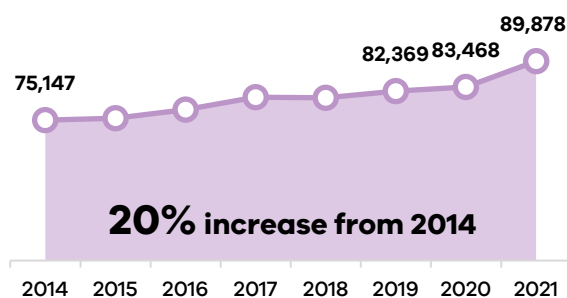
5.4.   Early childhood – Kindergarten program enrolments

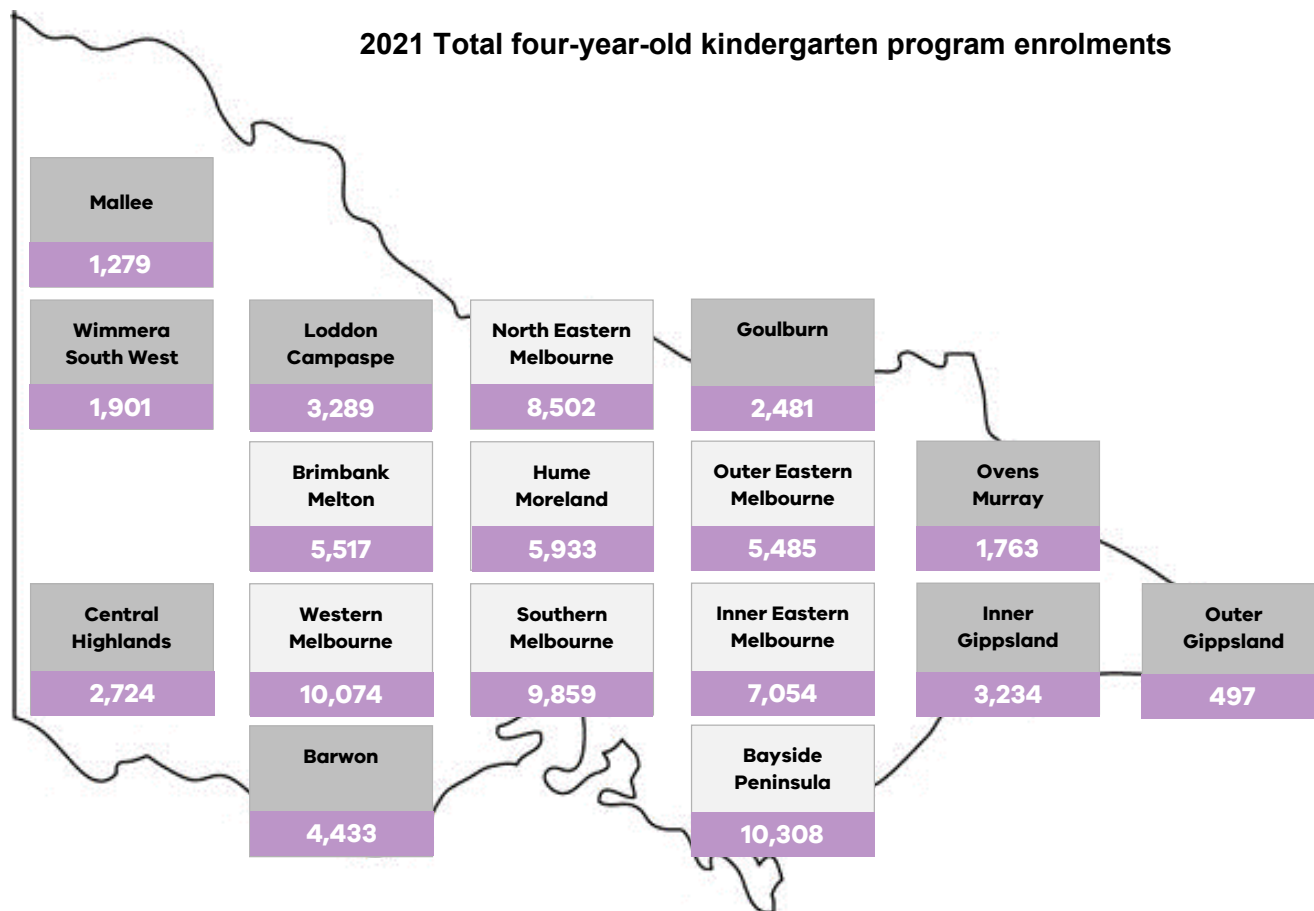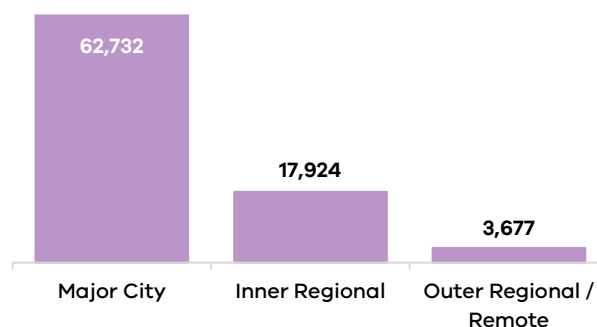**Key Finding —** 84,333 total four-year-old kindergarten program enrolments

2021 Total four-year-old kindergarten program enrolments

Region	Enrolments
Mallee	1,279
Wimmera South West	1,901
Loddon Campaspe	3,289
North Eastern Melbourne	8,502
Goulburn	2,481
Brimbank Melton	5,517
Hume Moreland	5,933
Outer Eastern Melbourne	5,485
Ovens Murray	1,763
Central Highlands	2,724
Western Melbourne	10,074
Southern Melbourne	9,859
Inner Eastern Melbourne	7,054
Inner Gippsland	3,234
Outer Gippsland	497
Barwon	4,433
Bayside Peninsula	10,308

Enrolments

The figure above shows enrolments in four-year-old kindergarten and ESK, for comparability to previous years. Across Education Areas, the largest percentage increases from 2019 enrolment numbers were in Mallee (9.2 per cent) and Inner Gippsland (4.5 per cent). The largest percentage reductions were in Outer Gippsland (5.2 per cent) and Wimmera (3.3 per cent).

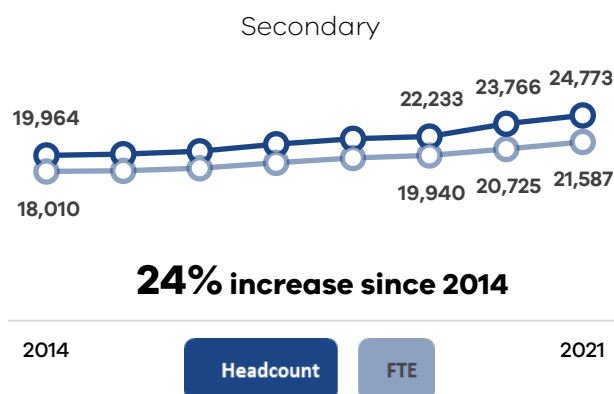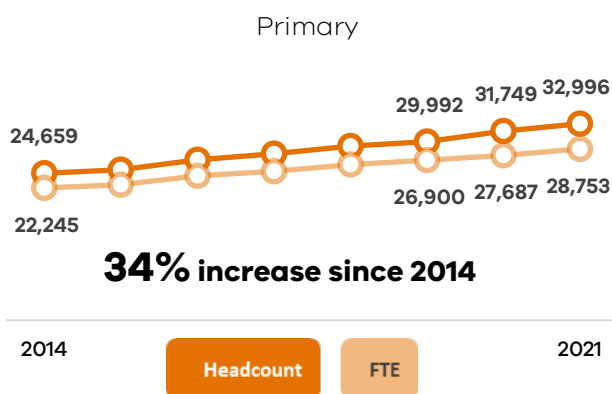### Kindergarten enrolments by remoteness

Remoteness	Enrolments
Major City	62,732
Inner Regional	17,924
Outer Regional / Remote	3,677

VICTORIA State Government | Department of Education

5.5. Schools – Teaching workforce

Key Finding — Primary workforce headcount – 48,371, FTE – 41,954

Secondary workforce headcount – 45,306, FTE – 39,226
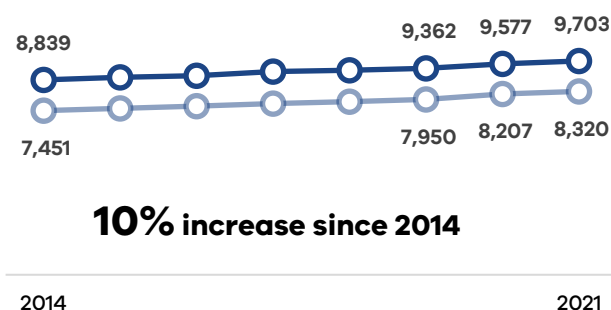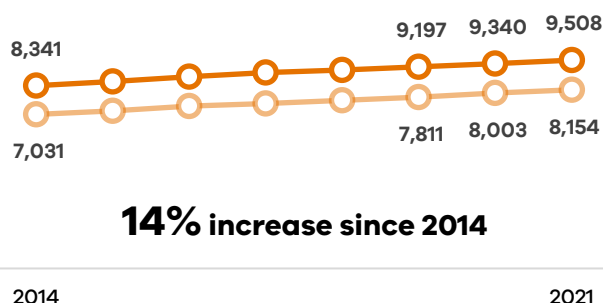

Government workforce

The Government sector teacher headcount increased by 3.9 per cent for primary and 4.2 per cent for secondary between 2020 and 2021.
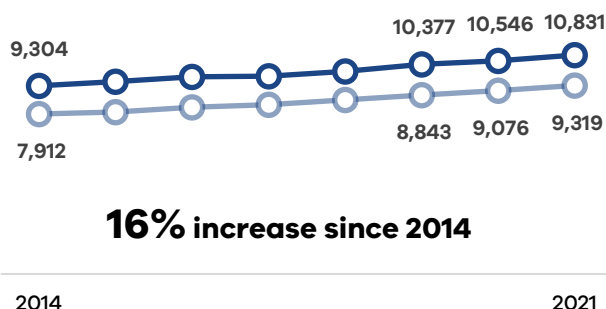
Primary

24,659

29,992 31,749 32,996

26,900 27,687 28,753

22,245

34% increase since 2014

2014   Headcount   FTE   2021

Secondary

19,964

22,233 23,766 24,773

19,940 20,725 21,587

18,010

24% increase since 2014

2014   Headcount   FTE   2021

Catholic workforce

The Catholic sector teacher headcount increased by 1.8 per cent for primary and 1.3 per cent for secondary between 2020 and 2021.

8,341

9,197 9,340 9,508

7,811 8,003 8,154

7,031

14% increase since 2014

2014   2021

8,839

9,362 9,577 9,703

7,950 8,207 8,320

7,451

10% increase since 2014

2014   2021

Independent workforce

The Independent sector teacher headcount increased by 2.2 per cent for primary and 2.7 per cent for secondary between 2020 and 2021.

4,848

5,759 5,742 5,866

4,908 4,941 5,047

4,132

21% increase since 2014

2014   2021

9,304

10,377 10,546 10,831

8,843 9,076 9,319

7,912

16% increase since 2014

2014   2021

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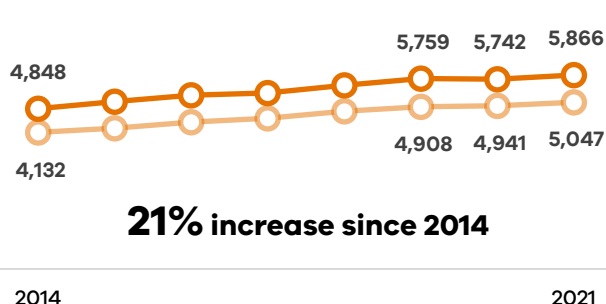
5.6.   Schools – Government sector workforce

> **Key Finding —** Key demographics of teaching workforce remain unchanged from 2020

The gender distribution, age split, time fraction and employment type of government primary and secondary school workforce in 2021 remains consistent with that of previous years.

Gender split

Primary

Men
22%

Woman
78%

Secondary

Men
39%

Women
61%

Age distribution

The majority of teachers are aged 25 to 44.

37%
26%
18%
12%
4%
2%

<25   25–34   35–44   45–54   55–64   65+

31%
24%
20%
18%
4%
3%

<25   25–34   35–44   45–54   55–64   65+

Time fraction

The majority of teachers in government schools are employed on a full-time basis.

Part time
16%

Full time
84%

Part time
20%

Full time
80%

Employment type

Over 80 per cent of primary and secondary teachers are employed in ongoing roles.

Fixed term
20%

Ongoing
80%

Fixed term
14%

Ongoing
86%

Department of Education

5.7.   Schools – Government sector workforce by location

Key Finding — 4.2 per cent increase in government secondary teachers since 2020, 3.9 per cent increase for primary teachers

Government sector school workforce

Legend

| Melbourne |
| Regional |

Mallee
| 470 | 448 |

Wimmera South West
| 672 | 676 |

Loddon Campaspe
| 1,091 | 874 |

North Eastern Melbourne
| 2,776 | 2,142 |

Goulburn
| 791 | 579 |

Brimbank Melton
| 1,565 | 1,190 |

Hume Moreland
| 1,610 | 1,104 |

Outer Eastern Melbourne
| 1,812 | 1,260 |

Ovens Murray
| 572 | 504 |

Central Highlands
| 924 | 562 |

Western Melbourne
| 2,779 | 2,122 |

Southern Melbourne
| 2,945 | 1,929 |

Inner Eastern Melbourne
| 2,614 | 2,145 |

Inner Gippsland
| 902 | 747 |

Outer Gippsland
| 416 | 320 |

Barwon
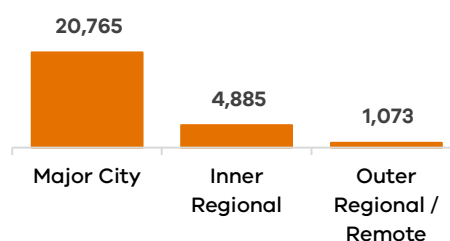| 1,324 | 894 |

Bayside Peninsula
| 3,268 | 2,422 |

Government sector workforce

In 2021, there was a 3.9 per cent increase in teachers in government primary schools, equating to 1,247 additional teachers. Similarly, there was a 4.2 per cent increase in teachers in government secondary schools, equating to 1,007 additional teachers.
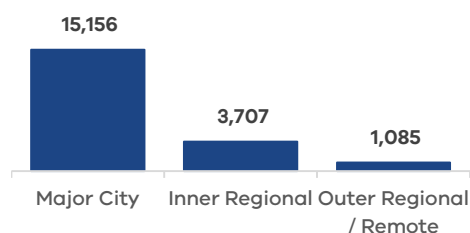
The majority of government school teachers (78 per cent primary, 76 per cent secondary) work in major cities.

Note that these counts differ to those shown in the overall teaching workforce page, as figures are reported from administrative data, rather than ABS data.

Primary teachers by remoteness

Major City	Inner Regional	Outer Regional / Remote
20,765	4,885	1,073

Secondary teachers by remoteness

Major City	Inner Regional	Outer Regional / Remote
15,156	3,707	1,085

VICTORIA State Government | Department of Education

5.8.   Schools – Government graduate teachers

Key Finding — Key graduate teaching workforce demographics remain unchanged from 2020

The gender distribution, age split, time fraction and employment type of government graduate primary and secondary school workforce in 2021 remains consistent with that of previous years.

Gender split

Primary

Men 21%

Women 79%

Secondary

Men 38%

Women 62%

Age distribution

The majority of graduate teachers are 34 years of age or less.

40% 46% 10% 4% 0% 0%

<25 25-34 35-44 45-54 55-64 65+

36% 51% 8% 4% 1% 0%

<25 25-34 35-44 45-54 55-64 65+

Time fraction

The majority of graduate teachers in government schools are employed on a full-time basis.

Part time 7%

Full time 93%

Part time 9%

Full time 91%

Employment type

Over 80 per cent of primary and secondary graduate teachers are employed in fixed term roles.

Ongoing 9%

Fixed term 91%

Ongoing 16%

Fixed term 84%

Note: Methodology changed in 2020 to use payroll data for graduate teacher statistics. Graduates are identified using position codes.

VICTORIA State Government | Department of Education

5.9.　　Schools – Government graduate teachers

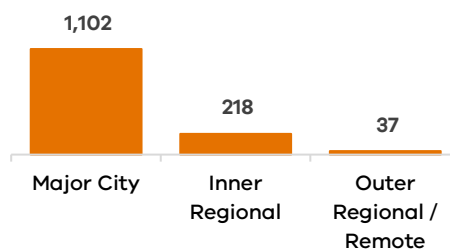> **Key Finding —** 7.4 per cent decrease in government secondary graduate teachers since 2020, 5.5 per cent decrease for primary

Government sector school workforce – graduates only

Legend

Melbourne

Regional

Region	Primary	Secondary
Mallee	10	11
Wimmera South West	29	25
Loddon Campaspe	44	34
North Eastern Melbourne	116	94
Goulburn	37	27
Brimbank Melton	97	60
Hume Moreland	112	53
Outer Eastern Melbourne	92	53
Ovens Murray	28	19
Central Highlands	39	23
Western Melbourne	195	114
Southern Melbourne	162	105
Inner Eastern Melbourne	112	105
Inner Gippsland	44	33
Outer Gippsland	22	20
Barwon	56	37
Bayside Peninsula	137	128

Government graduate teacher workforce

In 2021, there was a 5.5 per cent decrease in graduate teachers in government primary schools, equating to 79 fewer graduate teachers. Similarly, there was a 7.4 per cent decrease in graduate teachers in government secondary schools, equating to 75 fewer graduate teachers.

The majority of government graduate school teachers (81 per cent primary, 79 per cent secondary) work in major cities.

Primary graduate teachers by remoteness

Major City	Inner Regional	Outer Regional / Remote
1,102	218	37

Secondary graduate teachers by remoteness

Major City	Inner Regional	Outer Regional / Remote
751	160	36

VICTORIA State Government | Department of Education

5.10. Schools – Government sector Casual Relief Teachers (CRTs)

Key Finding — 40 per cent reduction in government school CRTs employed in 2020

The data provided here (including 2018 and 2019) comprises DE eduPay data. Previously a DE CRT survey was used. DE eduPay data estimates lower numbers of CRTs than the previous survey due to the removal of double counting.

Number of CRTs

There was a 40 per cent reduction in government employed CRTs in 2020.
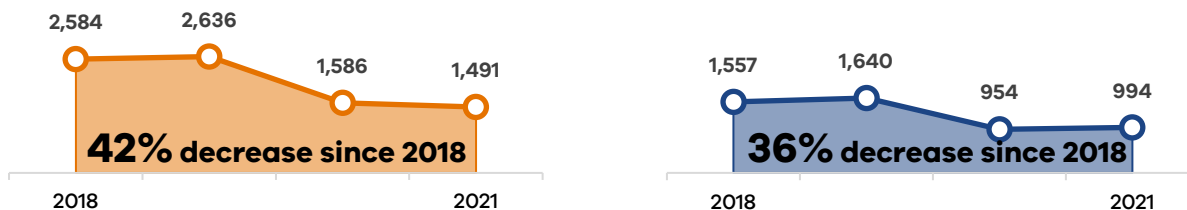
Location of CRTs

Fifty-one per cent of primary and 62 per cent of secondary CRTs work in a major city.

CRTs per 100 non-CRT teachers

Schools have a higher use of CRTs in the Outer Regional/Remote and Inner regional locations, with a higher number of CRTs per 100 non-CRT teachers compared to major cities.

Age distribution of CRTs

In 2021, the age distribution of CRTs was broadly similar across primary and secondary.
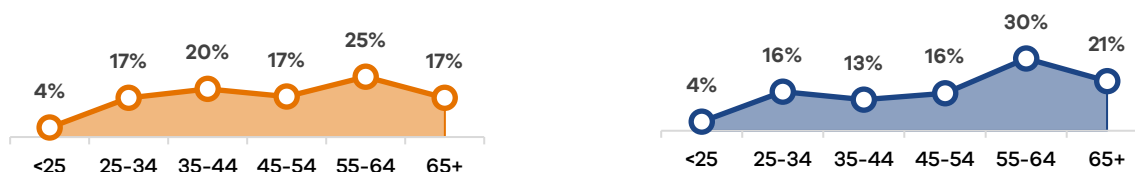
5.11.   Schools – Government workforce attrition

Key Finding — 977 primary and 998 secondary staff exits in 2021

This page shows attrition from government positions only. The rate is different to the overall workforce attrition calculated as expired VIT registrations, as it is based on government school administrative data, rather than the VIT register.
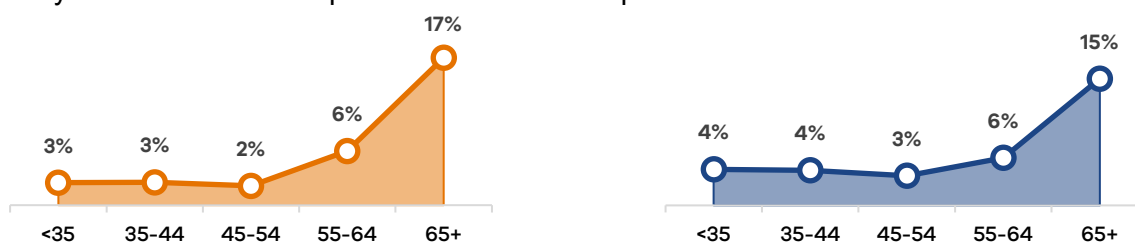
Attrition rate

Attrition from government positions is calculated by dividing staff headcount exits by the ongoing headcount staff on the government workforce payroll. Staff attrition numbers include those employed on an ongoing basis who left the teaching workforce during a calendar year.

The attrition rate from government school positions decreased in both primary and secondary settings in 2021.


Attrition by age group

The attrition rate for different age bands remains similar to previous years, except for the 65+ age bracket, which for primary decreased from 26 per cent in 2020 to 17 per cent in 2021, and for secondary decreased from 23 per cent in 2020 to 15 per cent in 2021.
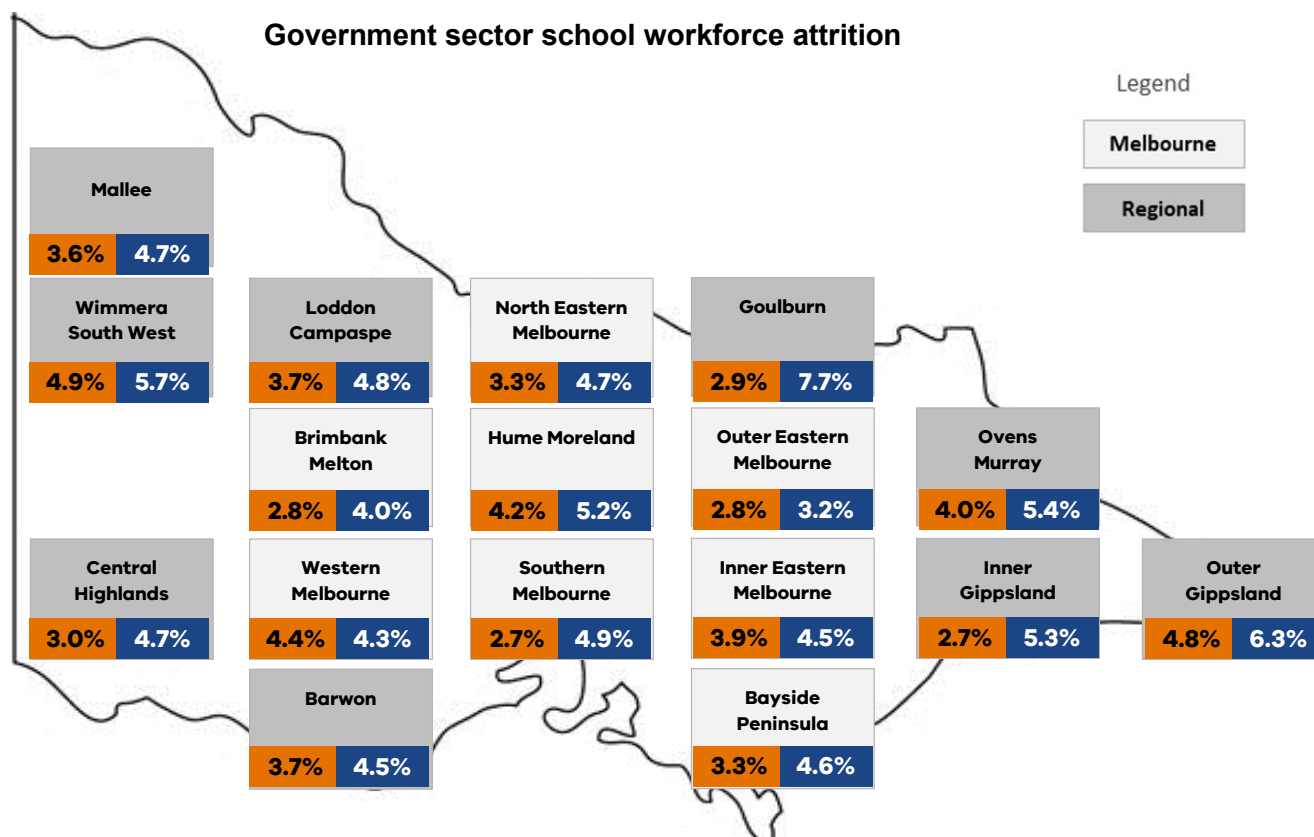

Employment classification

The attrition rate in 2021 was less than 5 per cent across employment classifications, with leading teachers in Secondary schools having the lowest attrition.

VICTORIA
State Government | Department of Education
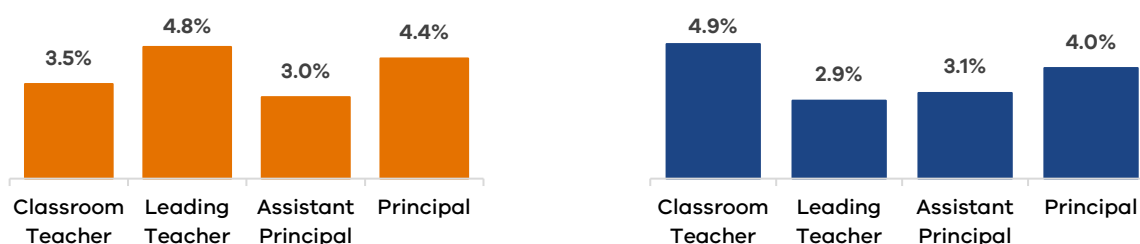
5.12. Schools – Government workforce attrition

> **Key Finding —** Overall attrition rate of government primary workforce is 3.5 per cent and is 4.7 per cent for the government secondary workforce

Government sector school workforce attrition

Legend
- Melbourne
- Regional

| Region	Primary	Secondary
Mallee	3.6%	4.7%
Wimmera South West	4.9%	5.7%
Loddon Campaspe	3.7%	4.8%
North Eastern Melbourne	3.3%	4.7%
Goulburn	2.9%	7.7%
Brimbank Melton	2.8%	4.0%
Hume Moreland	4.2%	5.2%
Outer Eastern Melbourne	2.8%	3.2%
Ovens Murray	4.0%	5.4%
Central Highlands	3.0%	4.7%
Western Melbourne	4.4%	4.3%
Southern Melbourne	2.7%	4.9%
Inner Eastern Melbourne	3.9%	4.5%
Inner Gippsland	2.7%	5.3%
Outer Gippsland	4.8%	6.3%
Barwon	3.7%	4.5%
Bayside Peninsula	3.3%	4.6%

Attrition by education area

In 2021, Goulburn had the highest secondary school attrition rate at 7.7 per cent, while the lowest was Outer Eastern Melbourne at 3.2 per cent.

In 2021, Wimmera South West had the highest primary school attrition rate at 4.9 per cent, while the lowest was Southern Melbourne and Inner Gippsland at 2.7 per cent.

The attrition rate is highest in outer regional / remote areas at 4.6 per cent for primary schools and inner regional for secondary schools at 5.6 per cent.

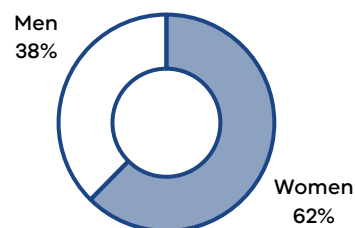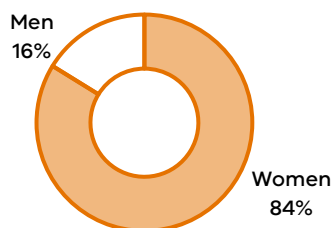|	Major City	Inner Regional	Outer Regional / Remote
Primary	3.5%	3.4%	4.6%
Secondary	4.5%	5.6%	5.4%
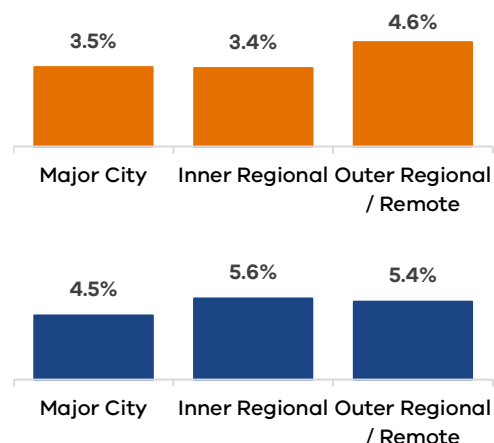
5.13.   Schools – Catholic sector teachers

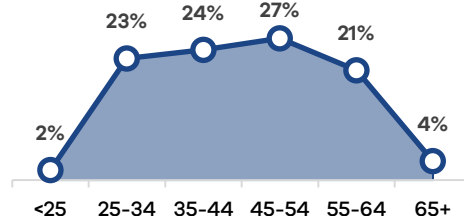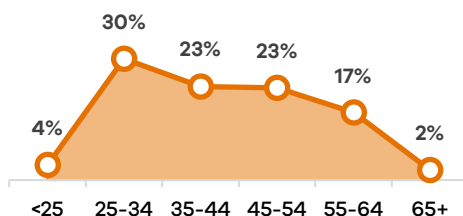Key Finding — 17,059 active Catholic sector teachers across primary and secondary

Gender split

The gender split of teachers in Catholic schools in 2021 remains similar to previous years.

Men
16%

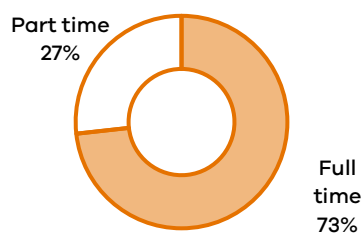Women
84%

Men
38%

Women
62%

Age distribution

The age distribution in Catholic schools in 2021 remains similar to previous years.

4%   30%   23%   23%   17%   2%
<25   25-34   35-44   45-54   55-64   65+

2%   23%   24%   27%   21%   4%
<25   25-34   35-44   45-54   55-64   65+

Time fraction

The split of time fraction employed in Catholic schools in 2021 remains the same as previous years.

Part time
27%

Full
time
73%

Part
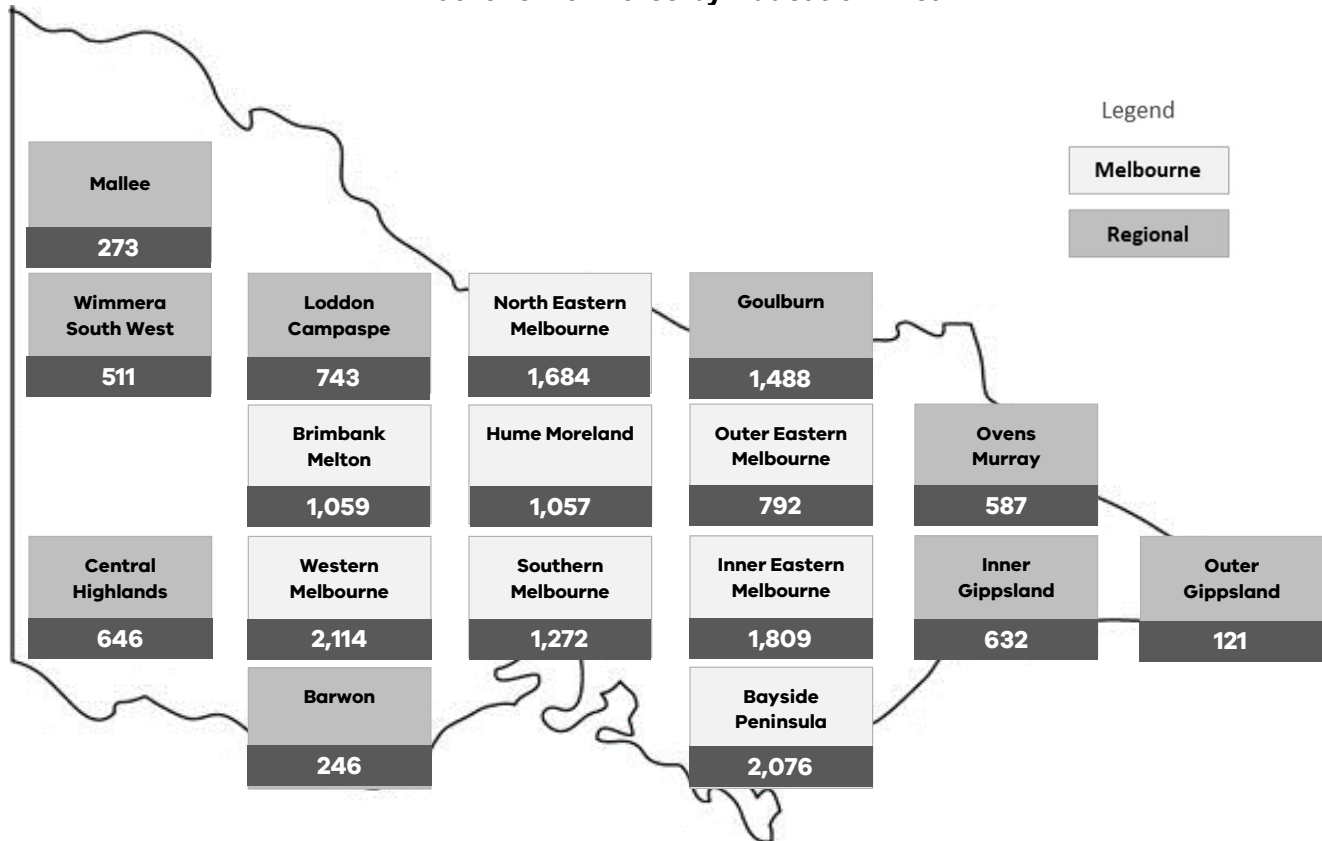time
21%

Full
time
79%
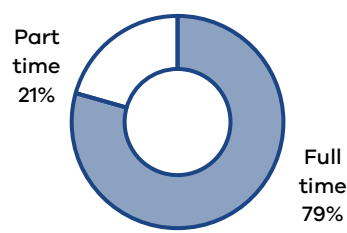
Employment type

The distribution of employment type in government schools in 2021 remains similar to previous years.

Fixed
term
22%

Ongoing
78%

Fixed
term 10%

Ongoing
90%

Department
of Education
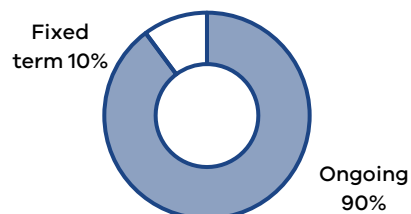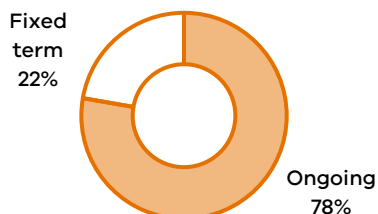
5.14. Schools – Catholic sector workforce by location (primary and secondary)

Key Finding — 17,118 total FTE teachers

Catholic workforce by Education Area

Area	FTE
Mallee	273
Wimmera South West	511
Loddon Campaspe	743
North Eastern Melbourne	1,684
Goulburn	1,488
Brimbank Melton	1,059
Hume Moreland	1,057
Outer Eastern Melbourne	792
Ovens Murray	587
Central Highlands	646
Western Melbourne	2,114
Southern Melbourne	1,272
Inner Eastern Melbourne	1,809
Inner Gippsland	632
Outer Gippsland	121
Barwon	246
Bayside Peninsula	2,076

Legend: Melbourne, Regional

Catholic sector workforce

The Catholic workforce location data presented does not differentiate between primary and secondary education settings.

The overall change in teacher FTE from 2020 was 1.6 per cent, which follows 1.9 per cent growth between 2019 and 2020.

Note that these counts differ to those shown in the overall teaching workforce page, as figures are reported from administrative data, rather than ABS data.

5.15.   Schools – Catholic sector workforce attrition

Key Finding — 2021 Catholic workforce attrition rate is 6.3 per cent for primary schools and 6.5 per cent for secondary schools
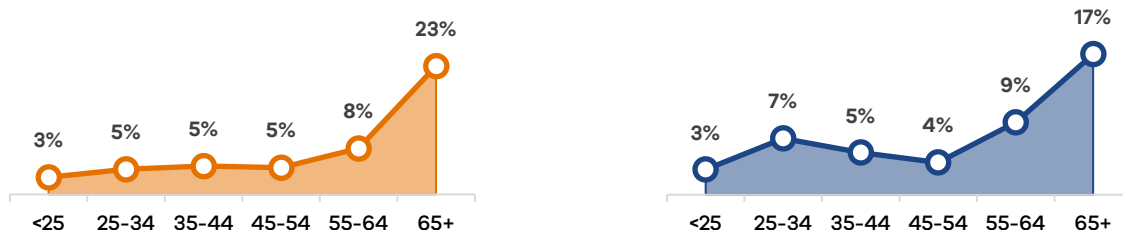
2021 attrition rate

The Catholic primary school attrition rate is between 6.1 and 6.3 per cent for most education settings, with the exception of secondary qualified teachers in joint Secondary/Primary settings. Note that four categories of catholic schools are reported, as they are recorded within Melbourne Archdiocese Catholic Schools (MACS) data. This includes distinct Primary/Secondary and Secondary/Primary groupings.

Primary school	Primary/Secondary	Secondary	Secondary/Primary
6.3%	**6.1%**	**6.5%**	**8.3%**
attrition	attrition	attrition	attrition
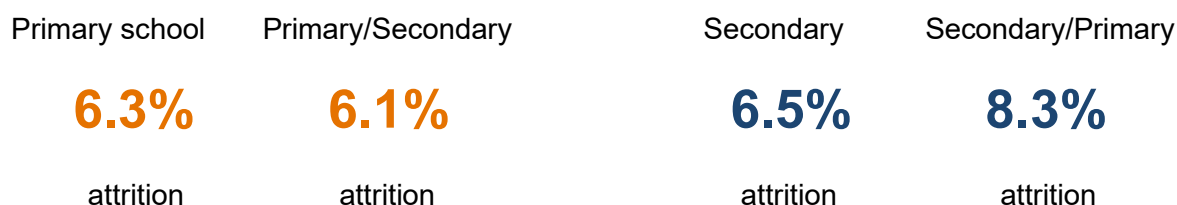
Attrition rate by age group

The attrition rate for primary and secondary schools generally aligns with historical attrition trends for Catholic schools, noting a low attrition rate for those aged under 65 in secondary schools in 2021.
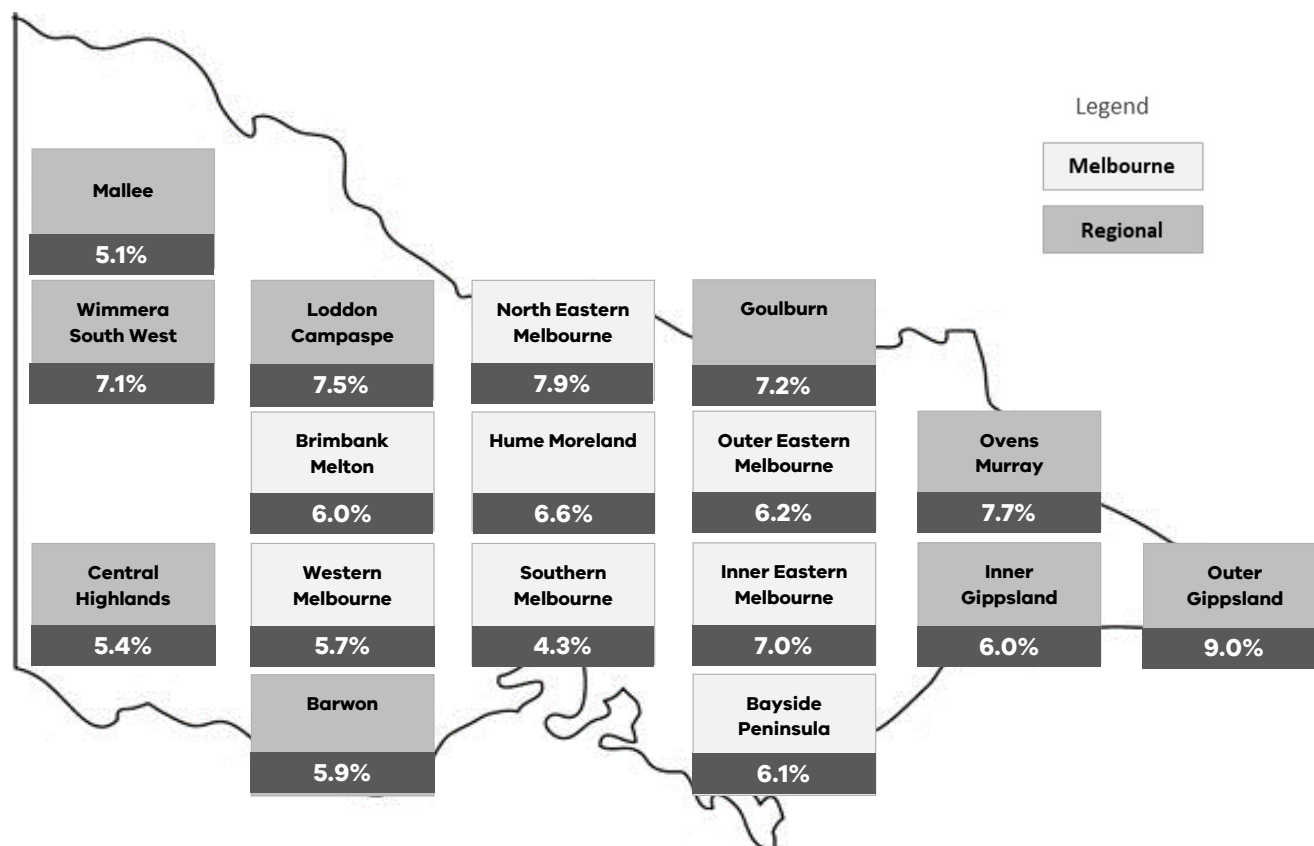

Attrition rate by employment classification

The 2021 attrition rate across the employment classifications has remained similar to 2020 levels for both primary and secondary Catholic schools.

84

5.16.   Schools – Catholic sector workforce attrition (Primary and secondary)

Key Finding — 6.5 per cent overall attrition rate for the Catholic sector workforce

2021 Catholic workforce attrition rate by Education Area

Legend

Melbourne

Regional

| Education Area	Rate
Mallee	5.1%
Wimmera South West	7.1%
Loddon Campaspe	7.5%
North Eastern Melbourne	7.9%
Goulburn	7.2%
Brimbank Melton	6.0%
Hume Moreland	6.6%
Outer Eastern Melbourne	6.2%
Ovens Murray	7.7%
Central Highlands	5.4%
Western Melbourne	5.7%
Southern Melbourne	4.3%
Inner Eastern Melbourne	7.0%
Inner Gippsland	6.0%
Outer Gippsland	9.0%
Barwon	5.9%
Bayside Peninsula	6.1%

Catholic sector attrition rates

The Catholic workforce location attrition data does not differentiate between primary and secondary education settings.

The overall attrition rate has fallen slightly from 6.7 per cent in 2020 to 6.5 per cent in 2021.

The attrition rate is highest in outer regional / remote areas at 7.7 per cent.
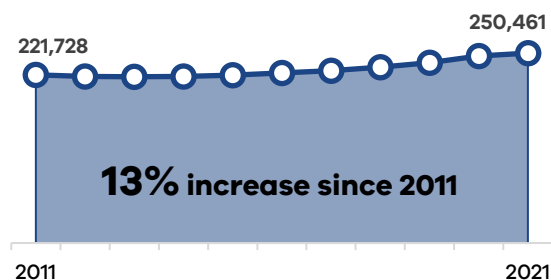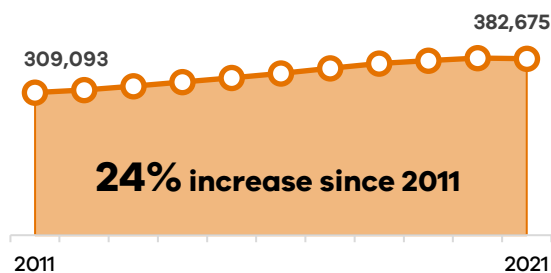
Attrition by remoteness

Major Cities	Inner Regional	Outer Regional /Remote
6.3%	6.6%	7.7%
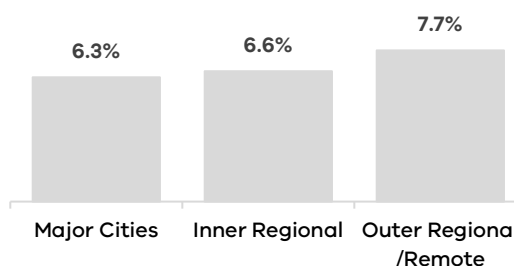
5.17. School enrolments

> **Key Finding —** 2021 saw a 0.3 per cent decline in primary school enrolments across all sectors
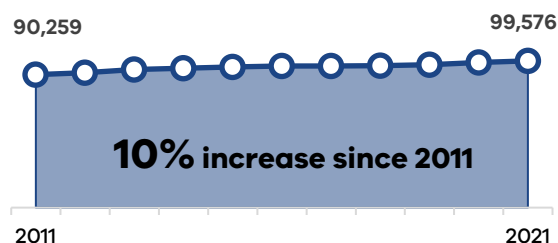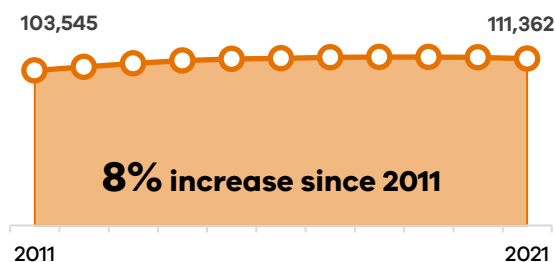
Government enrolments

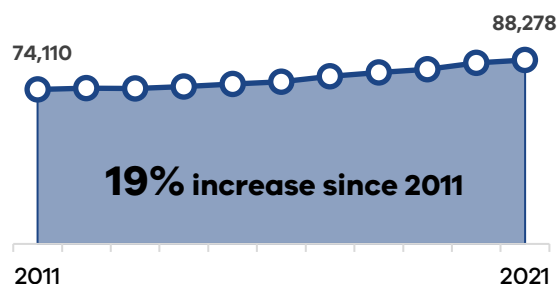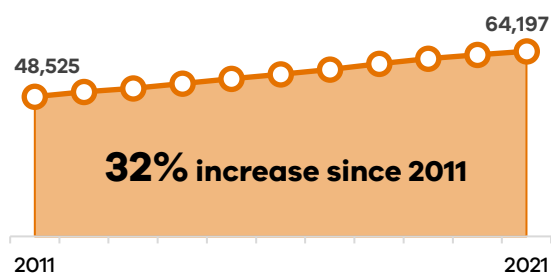Government schools have 69 per cent of all primary enrolments, and 57 per cent of all secondary enrolments.

309,093   382,675

24% increase since 2011

2011   2021

221,728   250,461

13% increase since 2011

2011   2021

Catholic enrolments

Catholic schools have 20 per cent of all primary enrolments, and 23 per cent of all secondary enrolments.

103,545   111,362

8% increase since 2011

2011   2021
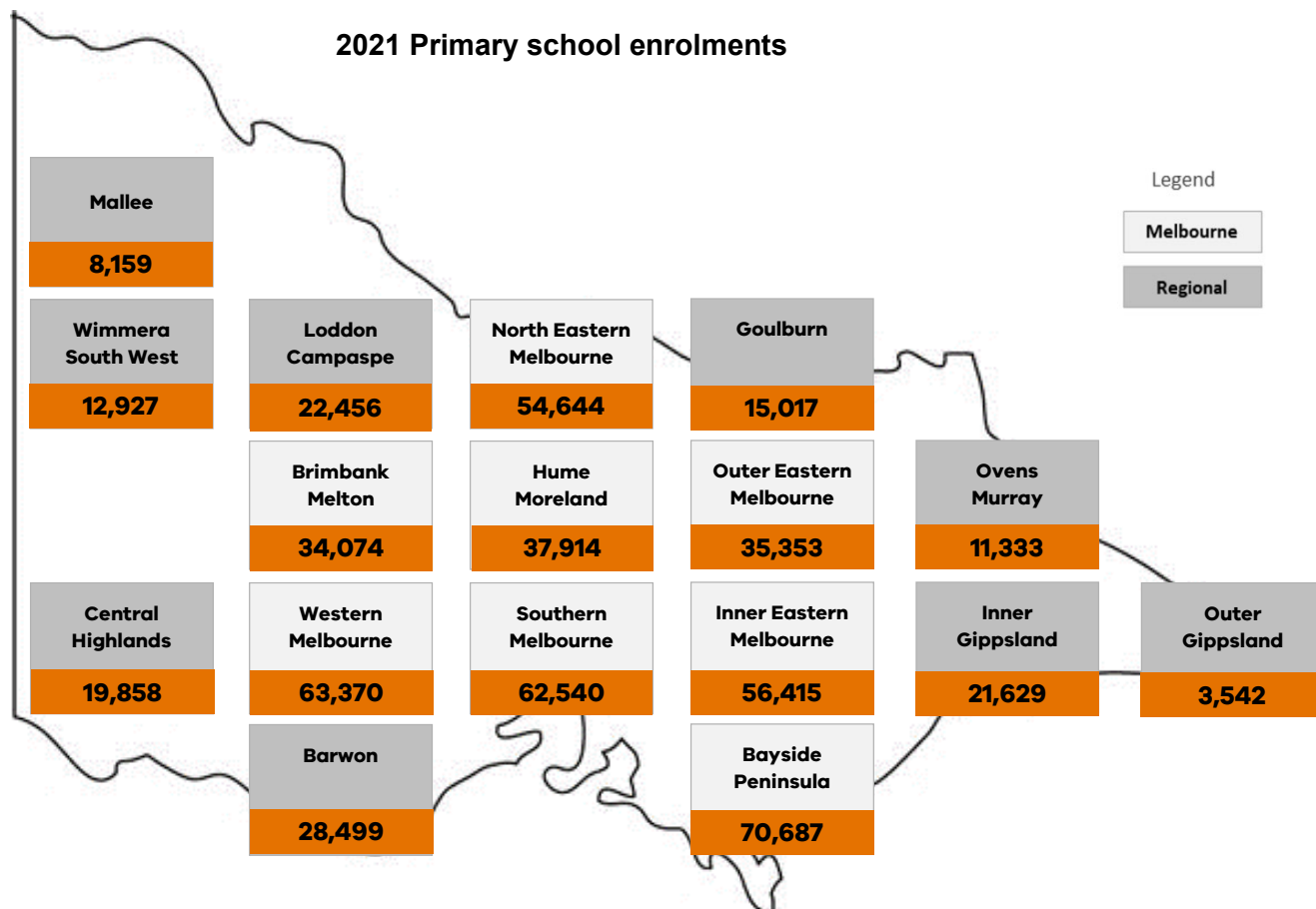
90,259   99,576

10% increase since 2011

2011   2021

Independent enrolments

Independent schools have 11 per cent of all primary enrolments, and 20 per cent of all secondary enrolments.

48,525   64,197

32% increase since 2011

2011   2021

74,110   88,278

19% increase since 2011

2011   2021

VICTORIA State Government | Department of Education

5.18.   Primary school enrolments by location

Key Finding — 0.3 per cent decrease in primary school enrolments in 2021

2021 Primary school enrolments

Legend
Melbourne
Regional

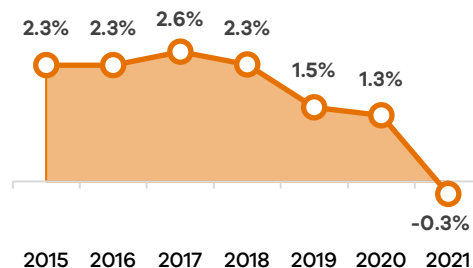| Region	Enrolments
Mallee	8,159
Wimmera South West	12,927
Loddon Campaspe	22,456
North Eastern Melbourne	54,644
Goulburn	15,017
Brimbank Melton	34,074
Hume Moreland	37,914
Outer Eastern Melbourne	35,353
Ovens Murray	11,333
Central Highlands	19,858
Western Melbourne	63,370
Southern Melbourne	62,540
Inner Eastern Melbourne	56,415
Inner Gippsland	21,629
Outer Gippsland	3,542
Barwon	28,499
Bayside Peninsula	70,687

Enrolments

Since 2015, the overall growth in primary enrolments has been ten per cent.

Inner Eastern Melbourne showed the largest reduction in enrolments since 2020 (-3.2 per cent).

Areas showing the greatest growth in enrolments since 2020 are Southern Melbourne (1.7 per cent), and Western Melbourne (1.7 per cent).
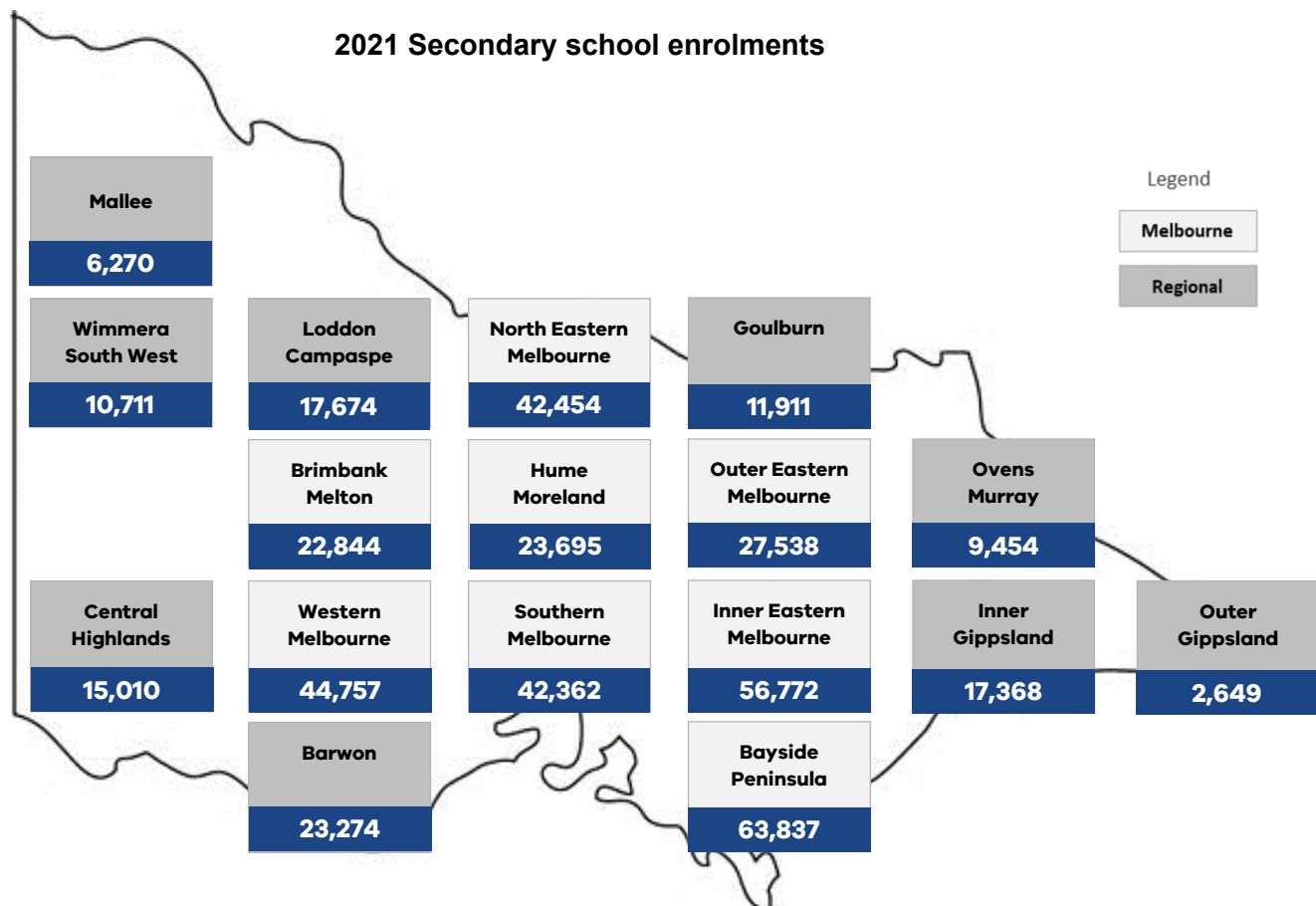
Year on year growth in enrolments

As shown below, the year-on-year increase in primary enrolments is continuing, albeit at a lower rate than previous years. Across the years reported, 2021 is the first year in which there was a decline in enrolments.

Year	Growth
2015	2.3%
2016	2.3%
2017	2.6%
2018	2.3%
2019	1.5%
2020	1.3%
2021	-0.3%

Department of Education

5.19.   Secondary enrolments by location

Key Finding — 1.5 per cent increase in 2021 secondary enrolments from 2020

2021 Secondary school enrolments

Mallee	6,270

Legend

Melbourne

Regional

Wimmera South West	Loddon Campaspe	North Eastern Melbourne	Goulburn
10,711	17,674	42,454	11,911

Brimbank Melton	Hume Moreland	Outer Eastern Melbourne	Ovens Murray
22,844	23,695	27,538	9,454

Central Highlands	Western Melbourne	Southern Melbourne	Inner Eastern Melbourne	Inner Gippsland	Outer Gippsland
15,010	44,757	42,362	56,772	17,368	2,649

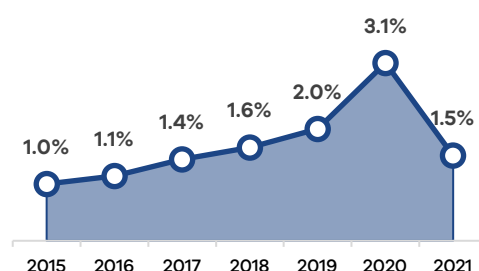| Barwon	Bayside Peninsula
23,274	63,837

Enrolments

In 2021, Secondary school enrolments increased by 1.5 per cent from 2020.

Outer Gippsland (-1.5 per cent) and Mallee (-0.9 per cent) showed the largest reduction in enrolments since 2019.

The Education Areas with the highest growth were Central Highlands (5.4 per cent), and Southern Melbourne (2.8 per cent).

Year on year growth in enrolments

The growth in secondary enrolments decreased to 1.5 per cent in 2021.

2015	2016	2017	2018	2019	2020	2021
1.0%	1.1%	1.4%	1.6%	2.0%	3.1%	1.5%

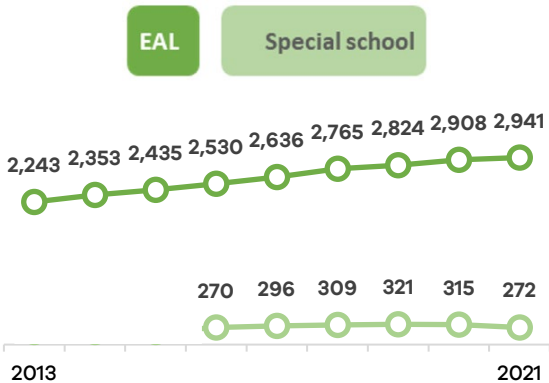VICTORIA State Government | Department of Education

5.20.   Special and EAL – Teaching workforce

Key Finding — 3,272 special and EAL schools workforce in 2021

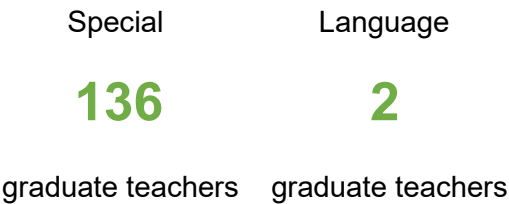### Government special and EAL school headcount

The majority of teachers in special schools work in the government sector (98 per cent). In 2021 there were 1.1 per cent more special school teachers than in 2020.

In 2021, the number of EAL school teachers decreased by 14 per cent. This is the largest decline since data became available in 2016.

| EAL | Special school |

2,243 2,353 2,435 2,530 2,636 2,765 2,824 2,908 2,941

270 296 309 321 315 272

2013   2021

Government sector graduate teachers

Compared to 2019, there were fewer government graduate teachers in both special (less 21.4 per cent) and language schools in 2021,

Special

136

graduate teachers

Language

2

graduate teachers

Catholic special school FTE

The Catholic sector has a small proportion of the special school teachers (2 per cent).

22   42   55   59

2018   2021

VICTORIA State Government | Department of Education
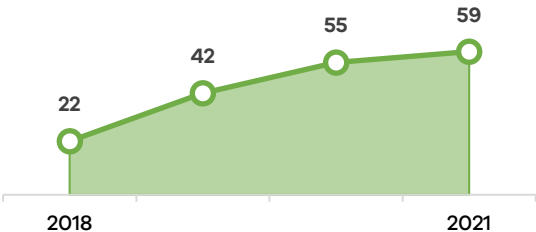
5.21. Special and EAL – Special and EAL enrolments

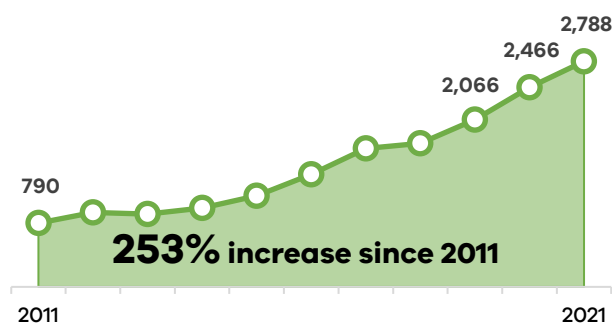**Key Finding —** 17,697 special and EAL school enrolments in 2021

Government special school enrolments

In 2021, government special school enrolments increased by 0.3 per cent from 2020 levels, representing 37 additional students.

9,989

13,456 13,436 13,473

35% increase since 2011
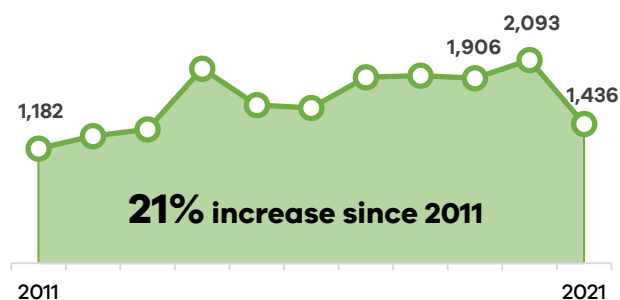
2011   2021
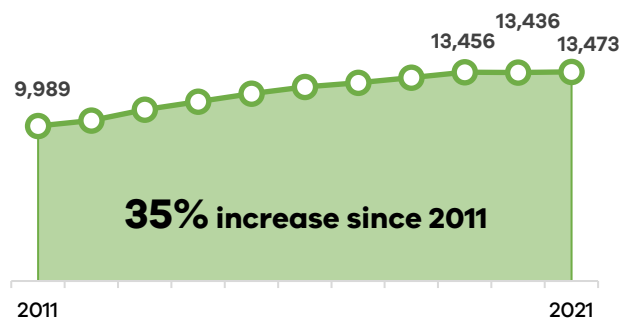
Non-government special school enrolments

In 2021, non-government special school enrolments increased by 13.1 per cent from 2020 levels. This represents an additional 322 students and continued the growth trend observed since 2011.
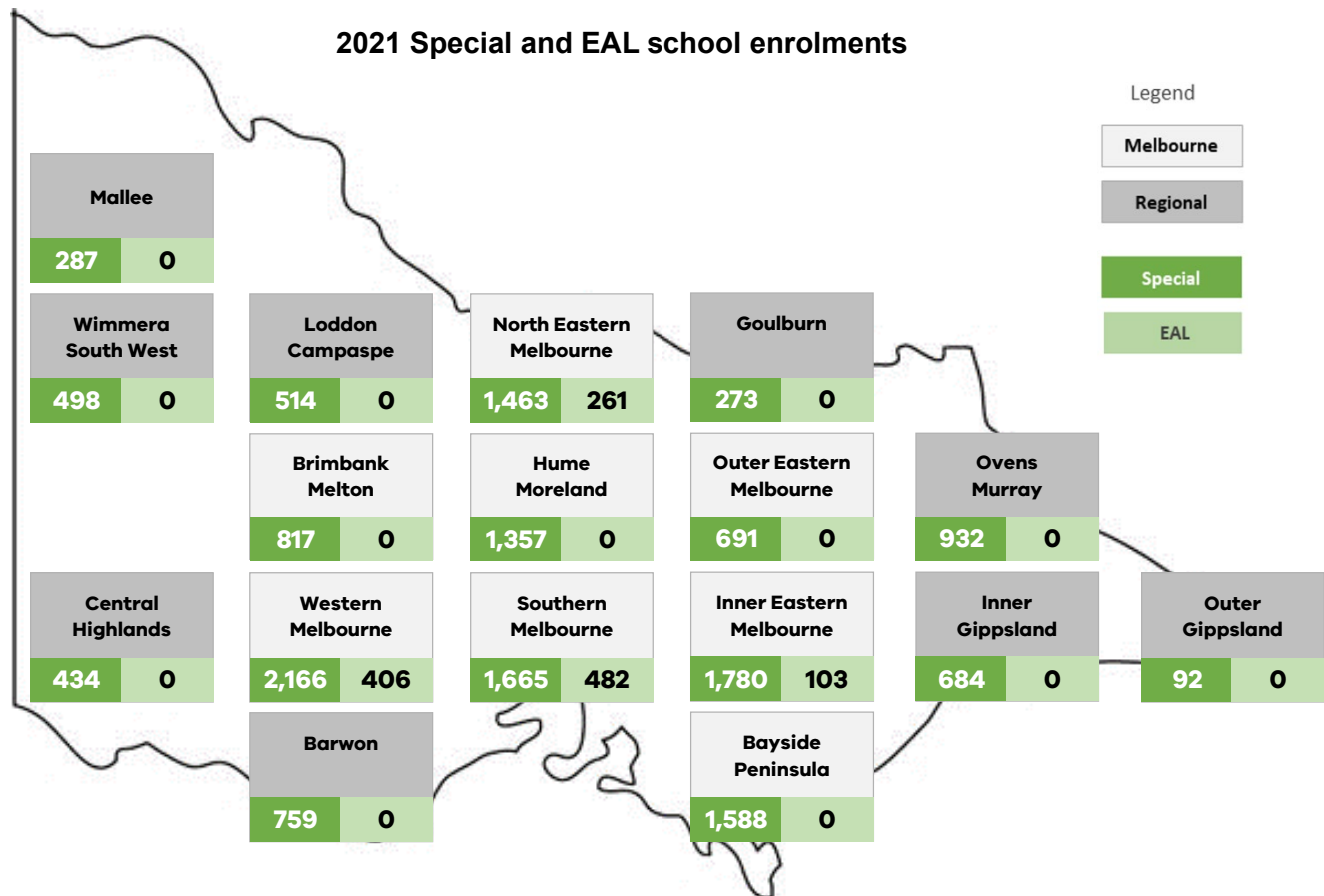
790

2,788
2,466
2,066

253% increase since 2011

2011   2021

EAL enrolments

In 2021, EAL enrolments decreased by 31.4 per cent from 2020 levels, representing 657 fewer students.

1,182

2,093
1,906
1,436

21% increase since 2011

2011   2021

VICTORIA State Government | Department of Education

5.22. Special school enrolments by location

Key Finding — 16,261 special school enrolments, 1,436 EAL school enrolments

2021 Special and EAL school enrolments

Legend

Melbourne
Regional
Special
EAL

| Area	Special	EAL
Mallee	287	0
Wimmera South West	498	0
Loddon Campaspe	514	0
North Eastern Melbourne	1,463	261
Goulburn	273	0
Brimbank Melton	817	0
Hume Moreland	1,357	0
Outer Eastern Melbourne	691	0
Ovens Murray	932	0
Central Highlands	434	0
Western Melbourne	2,166	406
Southern Melbourne	1,665	482
Inner Eastern Melbourne	1,780	103
Inner Gippsland	684	0
Outer Gippsland	92	0
Barwon	759	0
Bayside Peninsula	1,588	0

The growth in special school enrolments between 2015 and 2021 was 23.2 per cent.

The Education Areas with the largest reduction in special school enrolments from 2020 were Bayside Peninsula (-8.1 per cent) and Mallee (-5.6 per cent).

The largest increases in special school enrolments from 2020 were in Ovens Murray (19.3 per cent) and North Eastern Melbourne (9.8 per cent).

Year on year growth in enrolments

As shown below, growth in enrolments continues but is slowing.

2015	2016	2017	2018	2019	2020	2021
5.4%	5.2%	4.3%	2.7%	4.3%	2.4%	2.3%

Department of Education
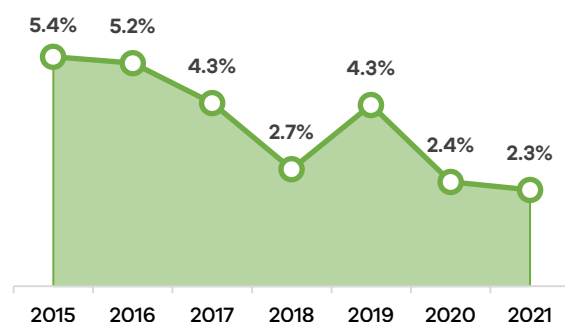
6. Appendix

6.1.Data inputs received

Data has been collected from a number of Victorian and Australian education and research organisations to analyse supply and demand factors that impact the Victorian teaching workforce across the early childhood, government, Catholic and independent sectors. The data collected includes employment, qualification and registration characteristics of the Victorian teaching workforce, student enrolments in ITE courses and graduate outcomes, and primarily covers the 2021 calendar year.

Data from different sources is reported using different methodologies and at different time points. As such, certain data points may not necessarily reconcile. For example, data reported by the ABS on the Catholic workforce may feature minor differences with the data held by Melbourne Archdiocese Catholic Schools (MACS). The contribution of all data custodians to the report is both acknowledged and appreciated. The datasets collected are outlined below and grouped by each separate data custodian.

This report utilises a range of data 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 availability, completeness, accuracy, consistency, and comparability of the data collected from data custodians.

Victorian Department of Education (DE)

Government teacher workforce
- Payroll dataset (eduPay)
- Recruitment dataset (Recruitment Online)
- Customised attrition analysis
- Schools and enrolments dataset

Early childhood teacher workforce
- Kindergarten program administrative dataset
- Early start kindergarten enrolments dataset
- Customised funded and unfunded long day care dataset
- Three-year-old Kindergarten projected child enrolments
- Custom dataset of ECT waivers

Australian Bureau of Statistics (ABS)
- 4221.0 –Schools, Australia, 2021 *[note: data based on NSSC]*
- 3101.0 – Estimated Resident Population, 2021

Department of Environment, Land, Water and Planning (DELWP)
- Unpublished Victorian Government Demographic Projections (2022)

ITE providers (ITE)

Custom dataset from the following ITE providers:

On-Campus
- Australian Catholic University (ACU)
- Charles Sturt University (CSU)
- Deakin University
- Eastern College
- Federation University
- Holmesglen TAFE
- Latrobe University
- Melbourne Polytechnic
- Melbourne University

Victoria State Government | Department of Education

- Monash University
- RMIT University
- Swinburne University
- Victoria University

Online
- Charles Darwin University
- Central Queensland University (CQU)
- Curtin University
- Edith Cowan University (ECU)
- University of Tasmania (UTAS)

*ITE provider data regarding enrolments, graduations, subject specialisations, and practicums has been requested for Victorian students only.

Victorian Tertiary Admissions Centre (VTAC)
- VTAC annual report and statistics 2012 – 2021

Victorian Institute of Teaching (VIT)
- Victorian teacher registration data including early childhood teachers
- VIT annual reports 2020
- Selected data from the VIT registration renewal form, including selected time series

Melbourne Archdiocese Catholic Schools (MACS)
- Victorian Catholic teaching workforce dataset
- Custom Catholic attrition dataset

Australian Government Department of Education(AU)
- Higher education statistics dataset including ATAR breakdowns
- ITE applications, course offers, acceptances for postgraduate and undergraduate

Social Research Centre (SRC)
- 2021 Graduate outcomes survey
- 2021 Graduate outcomes survey - longitudinal

6.2.   Supply pool allocation approach

The following approach is used to allocate dual qualified and dual registered teachers to different supply pools.

The report applies an assumption about which pool a dual qualified teacher will be available to work in. Teachers are only counted once, and available to one pool.

1.   65 per cent of dual registered early childhood/primary teachers are distributed to the primary pool. The remaining 35 per cent are distributed to the early childhood pool.

2.   50 per cent of primary/secondary dual qualified teachers on the school register are distributed to the primary pool. The remaining 50 per cent are distributed to the secondary pool.

Note this approach is similar to the 'Expected' approach taken in the 2020 report.

Teachers with unclear qualifications

Teachers on the schools register with "School" or "Unknown" qualification type are distributed in the same proportions as those with a "known" qualification type (i.e., to early childhood/primary, primary, primary/secondary, or secondary).

Registrants not employed and possible supply

The registrants not employed section in Chapter 2 describes the approach to estimate the number of registrants that may be available for ongoing positions (i.e., the estimate of possible supply). This method is a preliminary approach that has been developed for the 2021 TSDR, but is subject to many data limitations. Some of these limitations include:

- A lack of consistency between the demand (NSSC) and supply (VIT) data – ideally these datasets would be from the same source and define employment consistently.

- Limitations in the demand definition. As it stands, the NSSC data defines teachers in line with a four-week census reporting period. The number of teachers that is required may be higher than this due to some teachers being employed outside of this bracket, and general turnover in the employment market. The definition also largely excludes CRT positions, which account for the preferences of a substantial share of registered teachers captured by VIT.

- Understanding the activities of VIT registrants is also challenging, as there are data limitations associated with recording of employers within the core registration database, as well as with responses to the re-registration survey.

To reflect these uncertainties a set of assumptions has been applied in the construction of possible supply estimates. These assumptions include:

- Provisional registrants are not considered to be 'available' in possible supply, as it is assumed they will largely not be in ongoing positions until they have full registration.

- Similar exclusions are made for first year full registrants and returning registrants, due to a lack of information about their employment circumstances.

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- While CRT and fixed term registrants who are not linked to employers are currently completing a valuable role in providing backfill and temporary teaching support, they are included in the calculation. It is likely that each person that moves from these roles into ongoing positions would themselves need to be replaced. However, their availability is included to balance the conservative assumption regarding provisional registrants, and to reflect that movement between backfill and ongoing positions is possible and sometimes preferrable to both employer and employee. It is noted that these positions are also essential to effective functioning of the workforce, and that other registrants would likely need to fill these positions (which are not the primary focus of the demand definition).

- Non-practicing registrants are assumed to be as available as registrants who report they are not currently teaching (but may hold full registration). This is due to a lack of clear data on the availability of these registrants at the time of reporting, but may be updated in future iterations of the TSDR.

6.3.   Deferred Registrants approach

The following approach is used to determine the Deferred Registrants for each educational setting.

Data used

VIT provided a summary count of teachers based on the following attributes. This was provided for teachers who first registered in FY2014 or later and includes:

1. Register (teacher, dual, early childhood)

2. Registration status (e.g., full, provisional)

3. First year of registration with VIT

4. Provider of the ITE qualification (Victorian, interstate, overseas)

5. Course type of most recent ITE course (e.g., early childhood, early childhood/primary, primary, primary/secondary, secondary)

6. Completion year of most recent ITE qualification.

Determining cohorts

The principle of the approach used in determining the Deferred Registrants cohort was to identify teachers not captured in the supply pathways currently used, which are:

1. Victorian qualified ITE graduates who then registered within the year of graduating.

2. Migration into Victoria.

Three cohorts were identified that form the Deferred Registrants pool, but would not be considered within these existing supply pathways. These are:

1. Teachers who have a Victorian qualification but who registered more than one year after they graduated.

2. Teachers where the provider of their qualification is not known, but the completion year is, and this completion year is more than one year after they graduated.

3. Teachers where neither the provider of their qualification nor the year of completion is known.

It is noted that the latter two cohorts may include teachers who meet the criteria for the existing two supply pathways, however, due to unknown values in their data, they are excluded from existing forecasts. For this reason, they are now included in the Deferred Registrants pool.

The method used to determine the pools for each supply scenario through allocation of dual registered and dual qualified teachers replicates the approach from the previous page.

6.4. Key terms

The table below provides a list of definitions for key terms used in this report.

Key term	Definition
Additional demand	The number of additional teachers demanded from year to year. This includes the change in overall demand (expansion demand) as well as replacement of teachers leaving the register.
Additional supply	The number of additional teachers entering the workforce from year to year. This includes graduates, migrants, and deferred registrants.
Application rate	The average number of applications per vacancy.
Attrition	Two definitions of attrition are applied throughout the report. For Government / Catholic settings: Teachers and principals employed on an ongoing basis who leave the teaching workforce during a calendar year. For Registration / projections: School and/or early childhood teachers who have allowed their registration to lapse. This forms the basis for modelling the overall workforce in Victoria.
Commencements	First year enrolments at ITE providers, who represent students commencing their ITE course.
Demand	Demand for teachers is measured using the National School Statistics Collection (NSSC), which is administered by the Australian Bureau of Statistics (ABS). The NSSC collects information on the number of teachers employed by schools over a four-week period to Early August. In general, teachers who are not in ongoing employment arrangements will be excluded from this collection. The NSSC is supplemented by administrative data on teachers employed to teach in early childhood settings. Projections of demand are generated by accounting for population growth and demand from government programs.

Key term	Definition
Deferred Registrants	This comprises four cohorts of teachers: 1. Teachers who completed a Victorian ITE course but did not register with VIT in the year following completion of their studies. 2. Teachers who may have previously let their registration lapse but are now returning and registering with VIT. 3. Teachers where the origin of their ITE qualification is unknown (e.g., Victorian, interstate or overseas) but the year of qualification is known, and it indicates they did not immediately register after course completion. 4. Teachers where the origin of their ITE qualification is unknown (e.g., Victorian, interstate or overseas) and the year of qualification is unknown. These teachers would not be assessed in the migration or ITE forecast models so are included as Deferred Registrants. Within Deferred Registrants, there is also a cohort who appear to let their school registration lapse but acquire early childhood registration.
Deemed registration	Deemed registration was granted to practicing teachers upon establishment of the VIT. Teachers were deemed registered pursuant to section 91(3) of the Victorian Institute of Teaching 2001 Act because they were employed as teachers in a State school in an ongoing position within the period of two years before the commencement of the Act.
Dual qualified ITE graduate	A person whose ITE course qualifies them to teach in two education settings, for example primary and secondary schools.
Dual registered teacher	A teacher who is registered on both the early childhood register and the school register with VIT.
Early childhood registrants not employed	The pool of registered teachers who are not in ongoing employment but are qualified to work in an early childhood setting. The includes teachers in services not delivering funded kindergarten programs, casual relief, unemployed and non-practicing teachers, and those working in non-teaching roles within the sector or on long-term leave.
Early start kindergarten	State government funded kindergarten program for eligible three-year-old children who are Aboriginal and/or Torres Strait Islander; or are from a family in contact with child protection.
Education Area	Government schools around Victoria are placed into one of 17 different geographic areas depending on their location. The Department of Education use these geographic areas when reporting on school information.
Education sector	Refers to whether a school is government, Catholic or independent.
Educational setting	May refer to early childhood, primary, secondary, language or a special school.
Employment type	Refers to whether a teacher is employed in ongoing employment or under a fixed term contract.

| Key term	Definition
Equivalent full time study load	How a university degree study load is measured. One unit is equivalent to the enrolment of a full-time study load across a year (normally 8 units per year).
Expansion demand	Additional new jobs that result from growth in teacher demand due to growth in students or government policies.
Fixed term employment	Teachers employed on fixed term contract for a specific period of time.
ITE graduate	Students who have completed their courses in 2020 and are eligible to enter the graduate workforce in 2021 are considered '2021 Graduates'.
ITE provider location	Refers to the origin of ITE qualifications gained, principally as captured by VIT.
Languages	Languages Other Than English (previously known as LOTE).
Mutual recognition	Teachers currently registered interstate (excluding NSW) or in New Zealand who have their registrations recognised.
Permission to teach	An authorisation for individuals to teach within schools without having VIT registration. These are offered short-term employment to undertake the duties of a teacher in delivering and/or assessing student participation in the school's curriculum program. For more information refer to https://www.vit.vic.edu.au/register/categories/ptt.
Primary school registrants not employed	The pool of registered teachers who are not tagged to a sector but who can work in a primary school. They include casual relief, unemployed and non-practicing teachers.
Provisional registration	Registration granted to teachers who are new to the profession and/or have not yet practised as a qualified teacher in an Australian or New Zealand school, or are returning to the teaching profession after an absence of five or more years. See https://www.vit.vic.edu.au/register/categories/provisional for more information.
Replacement demand	Additional demand for new teacher entrants due to current teachers leaving the profession.
Secondary school registrants not employed	The pool of registered teachers who are not tagged to a sector but who can work in a secondary school. This includes casual relief, unemployed and non-practicing teachers.
Supply	An estimate of the number of teachers who are likely to be able to fill positions under the right conditions, of the total registered teaching workforce.
Teacher migration	Includes those migrating to Victoria who register as a teacher with interstate qualifications, overseas qualifications or those applying under mutual recognition.
Time fraction employed	An individual's usual working load represented as a decimal of a standard full-time working load (1.0).

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6.5.   Acronyms

The table below provides a list of acronyms used in this report.

Acronym	Definition
ABS	Australian Bureau of Statistics
ATAR	Australian Tertiary Admission Rank
CRT	Casual Relief Teacher
DET	(Victorian) Department of Education and Training
EAL	English as an Additional Language
ECT	Early Childhood Teacher
FTE	Full-Time Equivalent
HPE	Health and Physical Education
ITE	Initial Teacher Education
LDC	Long Day Care
LOTE	Language other than English (now referred to as Languages)
NSSC	National Schools Statistics Collection
SOSE	Studies of Society and Environment
STEM	Science, Technology, Engineering and Mathematics
DELWP	Department of Environment, Land, Water and Planning
VIT	Victorian Institute of Teaching
VTAC	Victorian Tertiary Admissions Centre

6.6.   Geographic scales

The state of Victoria is comprised of 81 local government areas, which can be aggregated up into 17 Education Areas. The names of the Education Areas are labelled on the map below.

The ABS defines a remoteness structure, which classifies geography with respect to distance to service centres. For the purposes of the analyses in this report, local government areas may be aggregated up to a remoteness class. The four ABS remoteness classes are shaded on the map below. Due to data privacy considerations, the outer regional and remote classes have been combined together for this report.
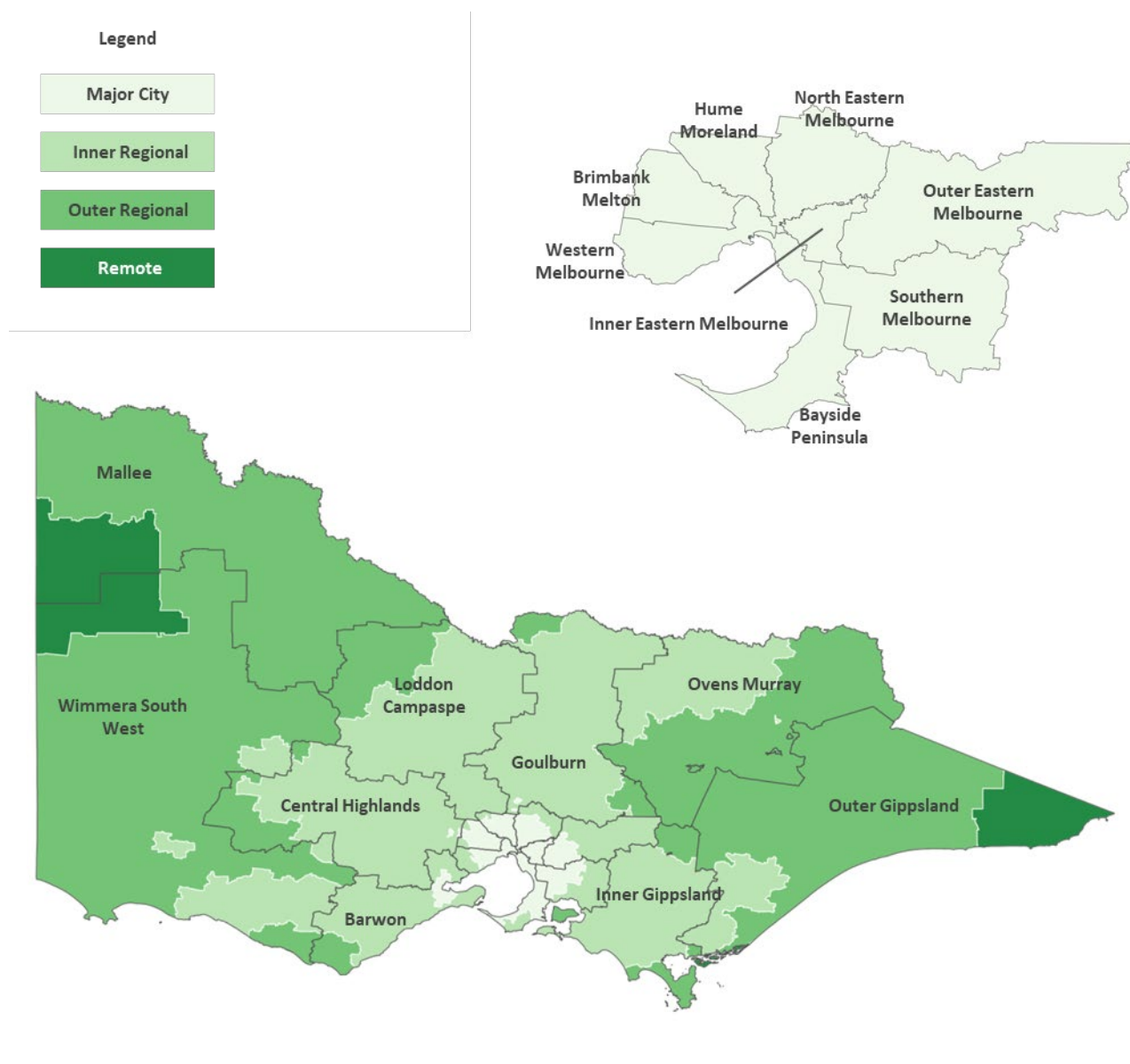
6.7. Data sources used

Executive summary

1. 2021 key statistics: DE, MACS, VIT, ITE and ABS

2. Key Findings: N/A

3. Total teacher supply and demand: DE, MACS, VIT, ITE, ABS, DELWP

Registered Teachers

1. Characteristics of teachers registered with VIT: VIT

2. Years since registration: VIT

3. Home address of registrants – Early Childhood: VIT

4. Home address of registrants – School teachers: VIT

5. Employment situation at registration renewal: VIT

6. Permission to Teach: VIT

7. Registration expiry: VIT

8. Pathways out of the workforce: VIT

9. Registrants not employed: VIT

10. Registrants not employed over time: VIT

11. Characteristics of registrants not employed: VIT

12. Availability of registrants not employed: VIT

Supply and demand balance deep dives

1. Early childhood registered teachers, and demand for teachers: DE, VIT, VTAC, DELWP, ITE, ABS

2. Recruitment challenges – Early Childhood: DE

3. Primary school registered teachers, and demand for teachers: DE, VIT, VTAC, DELWP, ITE, ABS

4. Vacancies – Primary: DE

5. Vacancies per 10 staff – Primary: DE

6. Application rate – Primary: DE

7. Recruitment challenges – Primary: DE

8. Vacancies by subject specialisation – Primary: DE

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9. Recruitment challenges by subject – Primary: DE

10. Secondary registered teachers and demand for teachers: DE, VIT, VTAC, DELWP, ITE, ABS

11. Vacancies – Secondary: DE

12. Application rate – Secondary – Primary: DE

13. Recruitment challenges – Secondary: DE

14. Vacancies by subject specialisation – Secondary: DE

15. Recruitment challenges by subject – Secondary: DE

16. Special school forecasts: DE, DELWP

17. Vacancies – Special school and EAL: DE

18. Application rate – Special school and EAL: DE

Supply and demand drivers

1. Supply Drivers by education setting: VIT, VTAC, DELWP, ITE

2. Demand drivers by education setting: DE, DELWP, ABS

3. VTAC applications, offers and acceptances: VTAC, AU

4. Undergraduate ITE enrolments: ITE

5. Secondary ITE course specialisation: ITE

6. Postgraduate ITE enrolments: ITE

7. ITE graduates: ITE

8. Graduate destinations: SRC

9. Destination of dual qualified graduates: VIT

10. Graduate teacher attrition: VIT

Workforce demographics

1. Early childhood workforce: DE

2. Early childhood workforce by location: DE

3. Early childhood – Teaching workforce and enrolments: DE

4. Early childhood – Kindergarten and LDC enrolments: DE

5. Schools – Teaching workforce: ABS

6. Schools – Government sector workforce: DE

7. Schools – Government sector workforce by location: DE

8. Schools – Government graduate teachers: DE

9. Schools – Government sector Casual Relief Teachers (CRTs): DE

10. Schools – Government workforce attrition: DE

11. Schools – Catholic sector Teachers: MACS

12. Schools – Catholic sector workforce by location (primary and secondary): MACS

13. Schools – Catholic sector workforce attrition: MACS

14. Schools – Catholic sector workforce attrition (Primary and secondary): MACS

15. School enrolments: DE

16. Primary school enrolments by location: DE

17. Secondary enrolments by location: DE

18. Special and EAL – Teaching workforce: DE, MACS

19. Special and EAL – Special and EAL schools' enrolments: DE, MACS

20. Special school enrolments by location: DE

Data sources legend

- DE: Victorian Department of Education

- MACS: Melbourne Archdiocese Catholic Schools

- VIT: Victoria Institute of Teaching

- AU: Australian Government Department of Education

- ITE: ITE providers

- ABS: Australian Bureau of Statistics

- VTAC: Victorian Tertiary Admissions Centre

- SRC: Social Research Centre

- DELWP: Unpublished Victorian Government Demographic Projections (2022) provided by the Victorian Department of Environment, Land, Water and Planning.