Victorian Teacher Supply and Demand Report 2022

Introduction to the 2022 report

Addressing workforce challenges

A strong and sustainable school and early childhood education workforce is critical to the success of Victoria's education system.

Since 2019 the Victorian Government has invested $1.6 billion in school workforce initiatives across five key priorities: attraction, recruitment, supporting early career teachers, retention, and career development. For example, attraction initiatives implemented include the *Teach the Future* communications campaign to raise the profile of the teaching profession, and the *Teach Today* and *Teach Tomorrow* employment-based teaching degree programs. The Victorian Government will also deliver scholarships to support secondary teaching degree students with the cost of studying and living. To support schools to recruit, the *Targeted Financial Incentive Program* has provided 600 incentives since 2019 for teachers to take up hard to staff roles in government schools, and the *International Teacher Recruitment Initiative* has sourced 100 international teacher candidates. As-at June 2023, over 800 graduates were participating in or had completed the *Career Start* program, providing support to graduate teachers in the first years of their teaching career through mentoring, time release, and professional supports.

Modelling in this report does not include the expected positive supply impact of Victorian government teacher supply initiatives announced in 2023. The most significant of these is the 8,000 scholarships for students who enrol for the first time in a secondary school teaching degree, 1,200 employment-based teaching degrees, paid student teacher placements and initiatives to early career and returning teachers.

High-quality teachers and educators are critical to the success of the Victorian Government's $14 billion *Best Start, Best Life* reforms. This includes *Free Kinder* for Three- and Four-year-old children, the transition to *'Pre-Prep'* (a universal 30-hour a week program of play-based learning for four-year-old children), the continued roll-out of Three-Year-Old Kindergarten, and the establishment of 50 new government-owned and operated Early Learning and Childcare Centres. The Victorian Government is investing almost $370 million to attract high-quality teachers and educators to the sector and retain existing professionals. This funding supports a range of initiatives – including scholarships, financial incentives to join or rejoin the sector, educator traineeships and targeted career advancement programs and supports. Since October 2018, more than 4,000 scholarships have been awarded to students studying to become an early childhood teacher or educator. In addition, a new Early Childhood Tertiary Partnerships program will provide financial, mentoring and placement support for up to 2,000 students to complete their Certificate III, Diploma, and teaching qualifications.

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 seventeenth iteration of the TSDR.

The TSDR provides policymakers and interested stakeholders with an impartial perspective on the current state of teacher supply and demand in the Victorian education system. The primary purpose of the TSDR is to analyse whether there are sufficient teachers employed and in training to meet demand over a six-year forecast horizon. The following pages contain additional 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 systems.

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. Detailed tables in Excel spreadsheet format are provided in the separate Supplementary report.

Note that not all sums reported in charts and figures will equal reported totals due to rounding or missing attribute data.

Key changes for the 2022 report

The 2022 report updates all key data, forecasting and analysis and includes three significant methodological enhancements since the previous report.

Firstly, the supply-side of the TSDR modelling now includes three separate metrics, each capturing different facets of an overarching and complex teacher supply pipeline. The supply metrics forecast in the 2022 report include:

- **VIT-registered teachers** – total forecast population holding a Victorian teaching registration applicable to the education setting.
- **Recruitable supply** – employed teachers plus an estimate of registered teachers not currently employed as teachers that may be prepared to work in ongoing teaching positions with sufficient incentives. This is estimated based on the proportion of VIT registered teachers who have engaged in ongoing teaching employment in the last 5 years (see page 35).
- **(Currently available) Supply** – an estimate of the number of registered teachers willing to accept an ongoing teaching role at current employment conditions, based on the historical proportion of VIT-registered teachers accepting teaching positions (see page 29).

Secondly, the methodology for estimating and forecasting total demand for teachers now includes an estimate of unmet demand. Specifically, the demand for teachers in the 2022 report is defined as employed teaching staff from the National Schools Statistics Collection (NSSC) plus an estimated forecast of unmet demand for teachers based on available recruitment data – see page 36 for methodology and assumptions.

Thirdly, the treatment of government programmatic demand has been adjusted to account for trends in overall government spending on education, rather than an aggregation of demand stemming from individually-announced policy initiatives.

The 2022 report estimates demand from additional programs and funding based on commitments for the Schooling Resource Standard (SRS) funding per student. This is adjusted for wage growth to estimate the additional demand for teachers as a result of this funding trajectory.

Lastly, enhanced VIT employment data has provided improved visibility on the employment status of VIT registrants. As such, reporting on the employment status of VIT-registered teachers has changed from previous years.

Limitations of the forecasting

Modelling teacher supply and demand is inherently complex for several reasons. The former supply definition of VIT-registered teachers provided a pure, data-driven approach to total registered teacher supply. The updated approach recognises the limitations to the effective *attraction* of this supply, but necessarily introduces assumptions to estimate this attraction and therefore effective availability, given that it cannot be observed directly in any available dataset. Similarly, as total demand for teachers beyond concrete employment data is not directly observable, the updated approach necessarily applies modelling assumptions to estimate the extent to which effective demand exceeds the currently employed workforce. The increased complexity likely necessitates continual refinement of these modelling assumptions in future reports.

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 of June 2023, these projections continue to change rapidly as the state recovers.

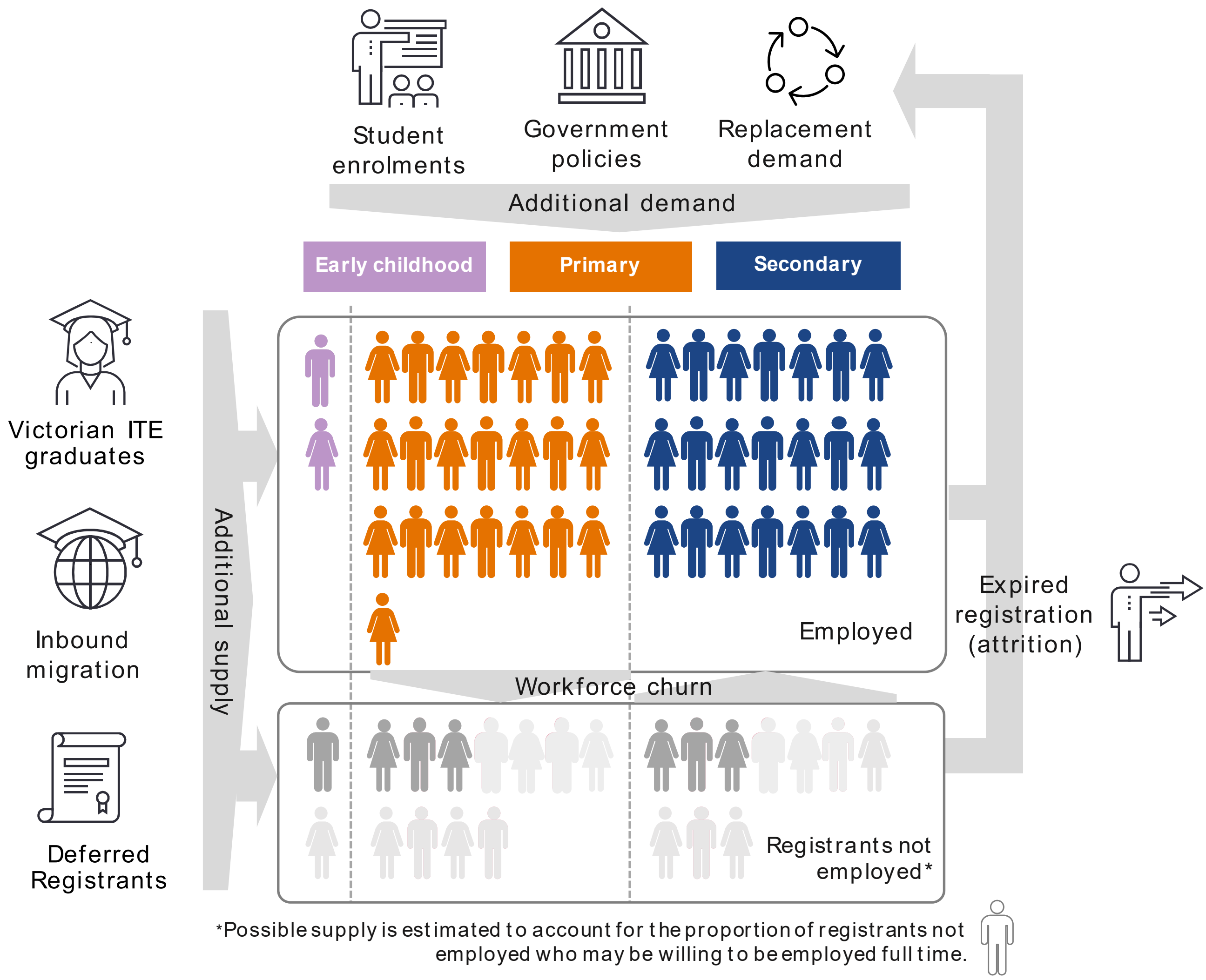
The modelling contained in this report has been conducted based on assumptions determined to June 2023 and does not account for policy changes or events after this period.

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.

Notes on the forecasts:

- All forecasts are on a headcount basis.
- Teachers in CRT positions are generally not included in the NSSC data collection, and as such are not included in this report’s demand and supply forecasts.
- Provisional teachers are included in demand and supply metrics.

Modelling Victoria's teaching workforce



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 *Summary of 2028 supply and demand forecasts* on page **Error! Bookmark not defined.** onwards for more information.

Demand definitions

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 to account for unmet demand, changing teacher-student ratios, and population growth in future years. Demand largely comprises teachers in ongoing roles, and teachers in CRT positions are not included. Unmet demand is estimated using recruitment datasets from DE from which unfilled vacancy rates can be estimated.

Unmet demand – The demand estimate defined above includes an allowance for unmet demand. Unmet demand is defined as the current number of unfilled teaching positions above long-term historical levels (see page 36) and is estimated using DE recruitment data.

Supply definitions

Total registered workforce – All teachers who are on the VIT register. The total registered workforce is forecast based on estimated new Initial Teacher Education (ITE) graduates registering with VIT, additional VIT registrants registering through other methods such as interstate, overseas or deferred registrants, and the number of registrants who depart the register each year.

Recruitable supply – Employed teachers plus an estimate of registered teachers who are not currently employed who may be recruitable to teaching roles with sufficient incentives, defined as VIT-registered teachers who have engaged in ongoing teaching employment in the last 5 years (see page 35).

(Currently available) Supply – Employed teachers plus an estimate of the number of registered teachers who are not currently employed in teaching roles and are willing to accept an ongoing teaching role at current employment conditions. This is estimated based on the historical proportion of employed teachers in ongoing roles relative to total VIT-registered teachers (see page 29).

Other key definitions

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.

Limitations

The approach to estimation and forecasting of teacher supply and demand used up-to and including the 2021 TSDR was a purely data-driven approach, utilising the VIT register as the metric of teacher supply in Victoria and the official NSSC employment data as the metric of teacher demand. In contrast, the current report builds from these pure data sources to develop a set of demand and supply metrics which are more comparable, but which require more complex modelling assumptions.

Specifically, the key dataset for understanding the supply of teachers is the VIT register. This includes all registered teachers, and includes teachers irrespective of their current employment status. The VIT register includes the **total registered workforce** ranging from those in ongoing employment, those in CRT positions, and those out of the workforce or working in other sectors.

The main dataset for understanding school demand is the NSSC. This dataset does not capture all registered teachers working in schools, but it is the best data available. The NSSC captures ongoing employment, educational leadership, and some fixed term positions. CRT positions are largely not captured.

As noted above, not all VIT registered teachers are available for teaching roles as they may be on long term leave, working in other sectors or teaching in another setting. Similarly, while the NSSC dataset does largely capture the full teaching workforce, CRTs are mostly not included. Given the differences in these datasets, more comparable demand and supply metrics were developed, which necessitated estimations of **recruitable supply** and **(currently available) supply** defined above. For more information, see page 93.

Audience and core research questions

Report audience

The TSDR provides an impartial perspective of 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:

- Policymakers – 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 authors would like to acknowledge the contributions of these parties and thank the data custodians (detailed in 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 the 2022 report were:

- What proportion of VIT registrants not currently employed in ongoing teaching roles could be recruited into ongoing roles with the correct incentives?
- What is the estimated proportion of VIT registrants willing to work in ongoing teaching roles at current labour market conditions?
- What is the size of the current long term unmet demand for teachers?

These research questions have enabled development of the methodology and communication of the report and its findings.

How to navigate this report

The following are the key features of the 2022 Teacher Supply and Demand report.

Report sequencing

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

- The first section of the report is an Executive Summary, which provides key estimates for the supply and demand pipelines, as well as a summary of the overall estimated supply and demand balance.
- Section 2 describes the overall registered teacher population (i.e., VIT registrants). This includes breakdowns of which teachers are registered to teach 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 estimated supply and demand metrics for teachers by educational setting. This is considered over time and by region.
- Section 4 provides further information on the estimated drivers of supply and demand by educational setting, including ITE activity and other dynamics.
- 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 each section of the report. 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 estimation of Victoria's teacher supply and demand for future years. Forecasts do not, and cannot, factor in all possible influences on future teacher supply and demand.

Use of colour

Colour is used throughout the report to differentiate between 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)

Primary (orange)

Secondary (dark blue)

Schools or all sectors (maroon)

Special and language (green)

Non-specific educational setting (grey)

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.
- Further detail on the data series' in this report can be found in the supplementary data report.

Table of Contents

1. Executive Summary

This chapter provides a summary of the key findings from the 2022 TSDR across all educational settings.

1.1. 2022 key statistics

Supply[1]

Initial Teacher Education

3,436 applications
2,832 offers

Enrolments

13,325 undergraduate and **5,373** postgraduate enrolments

Graduation

5,335 graduate teachers from Victorian ITE courses

Registration

129,173 registered school teachers

7,943 registered early childhood teachers

4,175 dual registered teachers

Recruitment

Primary schools had **13,416** vacancies and **5.3** applications per vacancy.

Secondary schools had **12,863** vacancies and **2.8** applications per vacancy

Early childhood teaching workforce

Estimated **6,947** employed teachers by headcount

School teaching workforce

82,170 FTE school teachers

Primary workforce

48,467 teachers by headcount

Special and EAL workforce

3,258 teachers by headcount

Secondary workforce

46,286 teachers by headcount

School attrition

4.9% allowed school registration to expire

Early childhood attrition

6.3% allowed early childhood registration to expire

Supply and Demand

Secondary enrolments

441,727 secondary school enrolments

Demand

Early childhood enrolments

136,844 government funded kindergarten enrolments

Primary enrolments

555,185 primary school enrolments

Special and EAL enrolments

16,976 special and **1,644** EAL school enrolments

Vacancies include short term backfill for leave of substantive staff and other business as usual staffing arrangements operationally required throughout the school year.

1.2. Key overall findings

Sufficient teachers are available over the forecast period to meet demand if adequate incentives are in place

Over the forecast period, there will be sufficient teachers to meet demand, provided sufficient incentives are in place to attract and retain teachers. Whilst there are sufficient registered teachers forecast, actual supply is projected to be below demand without sufficient incentives to attract and retain teachers. The forecast demand for teachers across sectors is expected to outpace supply to 2028, with a supply shortfall of 5,036 teachers expected over the forecast period. This is largely driven by demand outpacing supply in the secondary school sector. Supply is forecast to meet demand in the primary school sector, and early childhood workforce supply is forecast to grow by 48.5 per cent between 2022 and 2028. Demand drivers include increased enrolments and increased funding per student for new programs and staff. Forecasts exclude new workforce initiatives in 2023 which are expected to positively impact supply.

Victorian student-to-teacher ratios are some of the best in the country

The Victorian school system overall has achieved reductions in student-to-teacher ratios. Between 2018 and 2022, students per teaching staff in Victorian primary schools decreased by 0.9, to 13.4. For Victorian secondary schools, students per teaching staff decreased by 0.4 over the same period, to 11.2. Victorian schools on average had fewer students per teaching staff compared to all Australian states (equal with Tasmania). Low student-to-teacher ratios positively affect student outcomes[2].

Increased attrition from the VIT register and each sector, but the system remains resilient

There has been an increase in attrition from the VIT register, from an unusually low 3.3 per cent in 2020 to 4.9 per cent in 2022. However, the overall Government teaching service workforce increased by 2,739 FTE (3.9%) from June 2022 to June 2023, in response to continued student enrolment growth and a suite of initiatives supporting the schools workforce.

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

Demand resulting from increases in Government funding per student is expected to contribute to increased teacher demand through announced programmes as well as increased teacher-student ratios. This is expected to drive teacher demand which is significant relative to additional teacher supply levels.

Recruitment challenges are increasing, 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 have increased, although this is likely to be partially due to schools posting multiple sequential advertisements to seek an adequate candidate field for the same underlying role, and the mix of short- and longer-term recruitment strategies may change. For this reason, the 'no appointment' rate is not a reliable indicator and has not been reported in this version of the TSDR.

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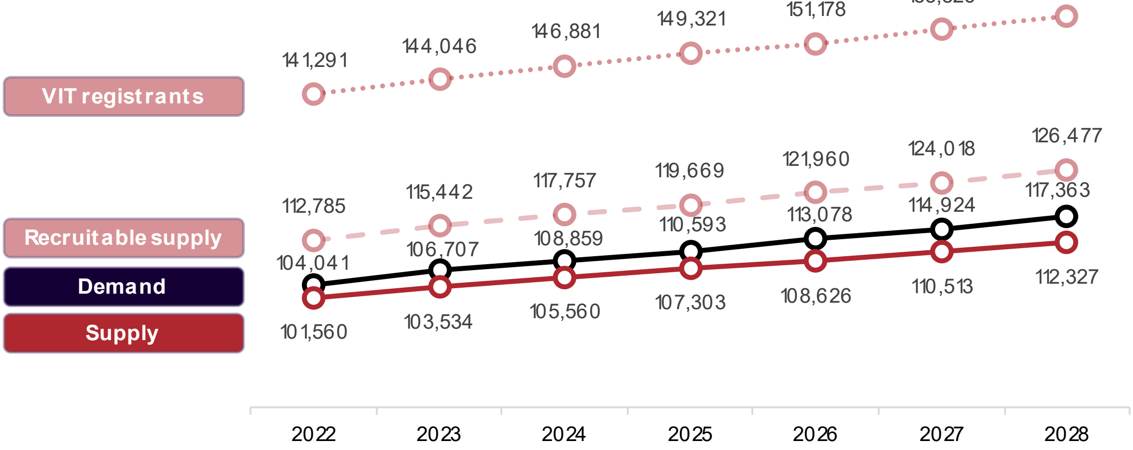
[2] Mosteller, Frederick. "The Tennessee study of class size in the early school grades." The future of children (1995): 113-127.

Summary of 2028 supply and demand forecasts

The forecast demand for teachers across early childhood and schools is expected to outpace supply to 2028 with demand increasing by 12.8 per cent and supply increasing by 10.6 per cent over the forecast period. This is largely driven by a shortfall in the secondary school sector, where demand pressures come from increased enrolments and increased funding per student for new programs and staff improvements. With suitable incentives, there is a recruitable supply of teachers available to meet forecast demand.

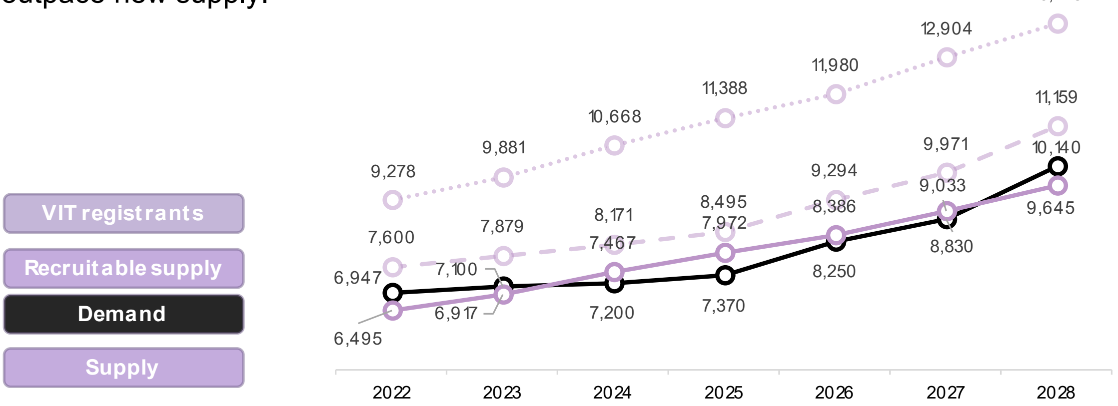


Recruitable supply is employed teachers plus an estimate of registered teachers who are not currently employed who may be recruitable to teaching roles with sufficient incentives.

Modelling does not include the expected positive supply impact of Victorian government investments including 8,000 secondary school teaching scholarships, paid placements for 1,200 employment based postgraduate teaching degrees in secondary schools, paid student teacher placements and initiatives to support early career and returning teachers.

Early childhood

The forecast demand for early childhood teachers is expected to approximately track supply to 2028 with demand increasing by 46.0 per cent and supply increasing by 48.5 per cent over the forecast period. Supply and demand for early childhood is expected to be in approximate balance until 2028 when the upshift in teacher demand from the expansion of kindergarten programs sees demand outpace new supply.

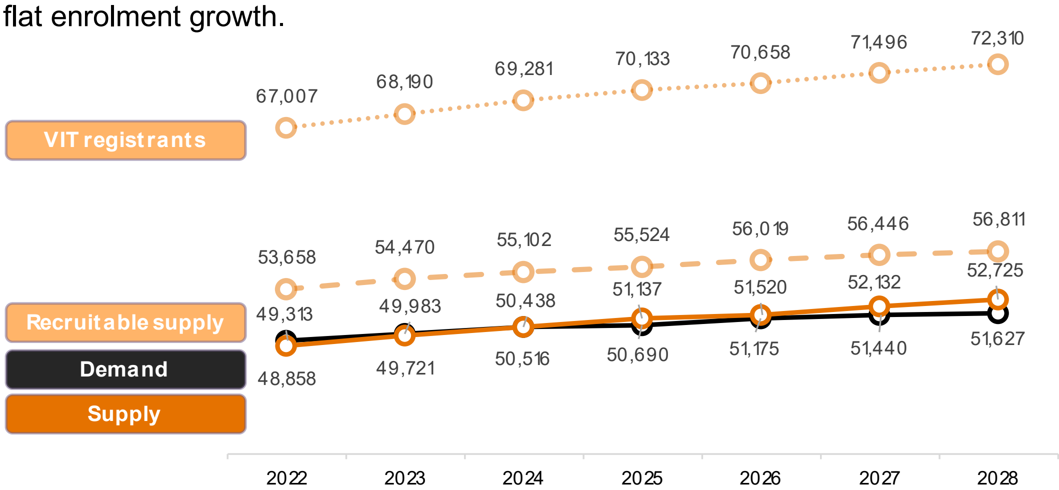


Recruitable supply is employed teachers plus an estimate of registered teachers who are not currently employed who may be recruitable to teaching roles with sufficient incentives.

Summary of 2028 supply and demand forecasts

Primary schools

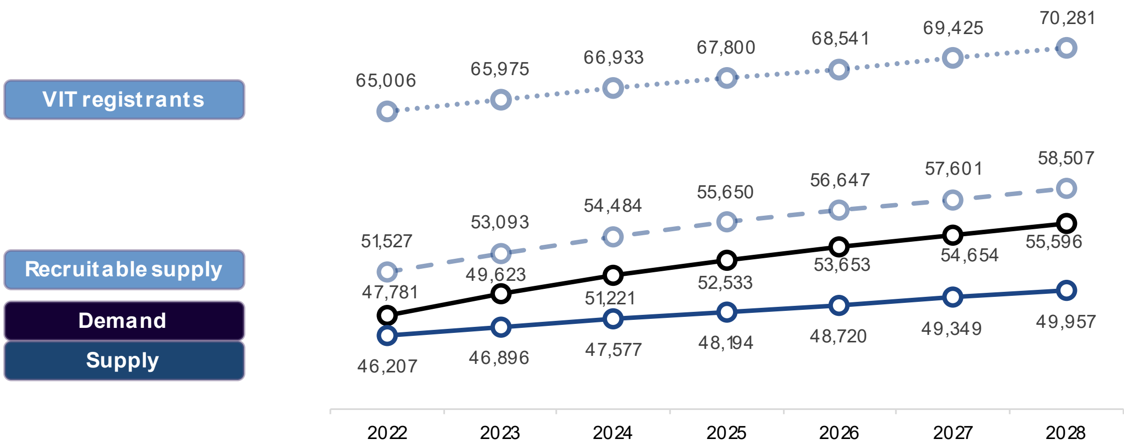
The forecast supply of primary teachers is expected to outpace demand to 2028, with demand increasing by 4.7 per cent and supply increasing by 7.9 per cent over the forecast period. The supply and demand balance for primary schools is expected to improve until 2028. Enrolments over this time are expected to remain relatively stationary with demand driven by additional funding per student and associated impacts on school programs and staff improvements. As such, the supply and demand balance for primary schools is expected to improve as supply catches up with demand as a result of flat enrolment growth.



Recruitable supply is employed teachers plus an estimate of registered teachers who are not currently employed who may be recruitable to teaching roles with sufficient incentives.

Secondary schools

The forecast demand for secondary teachers is expected to outpace supply to 2028, with demand increasing by 16.4 per cent and supply increasing by 8.1 per cent. Enrolments over this time are expected to increase annually with demand driven by both increased enrolments and additional funding per student and associated impacts on school programs and staff improvements. As such, the supply and demand balance for secondary schools is expected to worsen as demand outpaces increases in supply. With suitable incentives, there is a recruitable supply of teachers available to meet forecast demand. The impacts of the Victorian Government's secondary scholarships and other supply initiatives announced in 2023 are not factored into these forecasts.



Recruitable supply is employed teachers plus an estimate of registered teachers who are not currently employed who may be recruitable to teaching roles with sufficient incentives.

Summary of 2028 supply and demand forecasts

Forecasts across all education settings still indicate that, from 2022 to 2028, the number of registered teachers in Victoria exceeds the demand for those teachers. However, growth in the number of teachers actually expected to be available to work does not meet the estimated available demand for teachers**.** Continued efforts will be needed to continue attracting the estimated recruitable supply into teaching roles.

Victorian forecasts

1,201,421 2028 enrolments	**117,363** 2028 teacher demand	**156,370** 2028 registered workforce, of which: **126,477** recruitable supply **112,327** available supply	**2028 Supply position** (in the absence of incentives)

Early Childhood Forecasts

154,961 2028 enrolments	**10,140** 2028 teacher demand	**13,778** 2028 registered workforce, of which: **11,159** recruitable supply **9,645** available supply	**495** shortfall, made up of **10,140** demand compared to **9,645** available supply

Primary Forecasts

553,815 2028 enrolments	**51,627** 2028 teacher demand	**72,310** 2028 registered workforce, of which: **56,811** recruitable supply **52,725** available supply	**1,098** surplus, made up of **51,627** demand compared to **52,725** available supply

Secondary Forecasts

492,645 2028 enrolments	**55,596** 2028 teacher demand	**70,281** 2028 registered workforce, of which: **58,507** recruitable supply **49,957** available supply	**5,639** shortfall, made up of **55,596** demand compared to **49,957** available supply

Special and EAL Forecasts

20,623 2028 enrolments	**4,367** 2028 teacher demand	The 2028 special and EAL school forecast requires 4,367 teachers to meet demand. These teachers are incorporated in the above forecasts.

Demand – Teachers required to meet ongoing employment needs, as measured through the National School Statistics Collection and Early Childhood Administrative data.
** Assumes 32 per cent of graduates with dual-EC-Primary ITE qualifications will join the EC workforce.

Key measures of supply / demand balance

In addition to estimating supply and demand projections, this report also calculates additional workforce metrics indicative of supply and demand in the government school system. Some of these measures and their change between 2021 and 2022 are summarised below.

Indicator	Primary	Secondary
Vacancies	13,416 (↑ 4,421 (49%) from 8,996 in 2021)	12,863 (↑ 5,202 (68%) from 7,661 in 2021)
Graduate teachers employed by government schools	1,600 (↑343 from 1,358 in 2021)	979 (↑32 from 947 in 2021)
Applications per vacancy*	5.3 (↓ 9.4 from 14.7 in 2021)	2.8 (↓ 3.6 from 6.4 in 2021)
Major City	5.9 (↓)	3.2 (↓)
Inner Regional	3.7 (↓)	1.6 (↓)
Outer Regional/ remote	1.9 (↓)	1.1 (↓)
Attrition		
From the register	4.9% (↑ 0.8pp from 4.1% in 2021)	
Government school positions	5.3% (↑ 1.8pp from 3.5% in 2021)	7.1% (↑ 2.4pp from 4.7% in 2021)
Catholic school positions	7.9% (↑ 1.4pp from 6.5% in 2021)	

↓ or ↑ - *Indicator worsened between 2021 and 2022,* ↓ or ↑ - *Indicator improved between 2021 and 2022*

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

Almost all indicators point to increasing challenges from 2021 to 2022 in matching supply and demand at the state level. More detailed analysis of these challenges at the area level are provided in the body of the report.

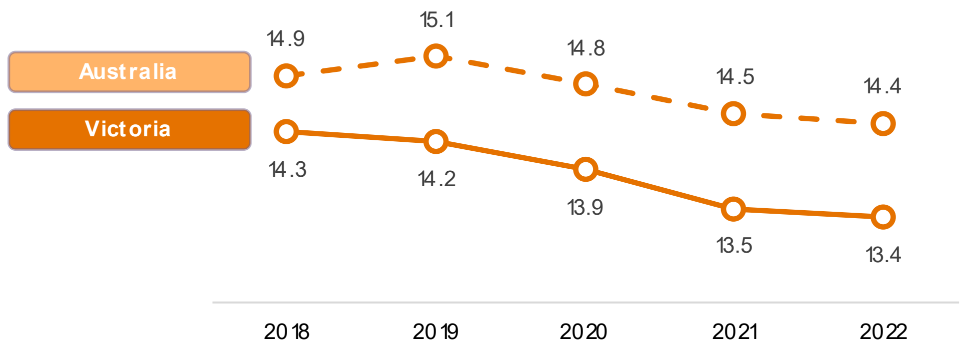
***Applications per vacancy** decrease substantially during times of recruitment difficulty, as schools may post multiple sequential advertisements to seek an adequate candidate field for the same underlying role, and the mix of short- and longer-term recruitment strategies may change. Applications per vacancy should therefore not be taken as an indication of attraction to actual underlying ongoing vacant roles in schools.

Summary of student-teacher ratios

Despite observed tightness in recruitment and retention metrics over recent years, the Victorian school system overall has achieved reductions in student-to-teacher ratios (i.e., FTE of students per 1 FTE of teaching staff). Between 2018 and 2022, students per teaching staff in Victorian primary schools decreased by 0.9, to 13.4. For Victorian secondary schools, students per teaching staff decreased by 0.4 over the same period, to 11.2. Victorian schools on average had fewer students per teaching staff compared to Australia overall, across both primary and secondary school systems.

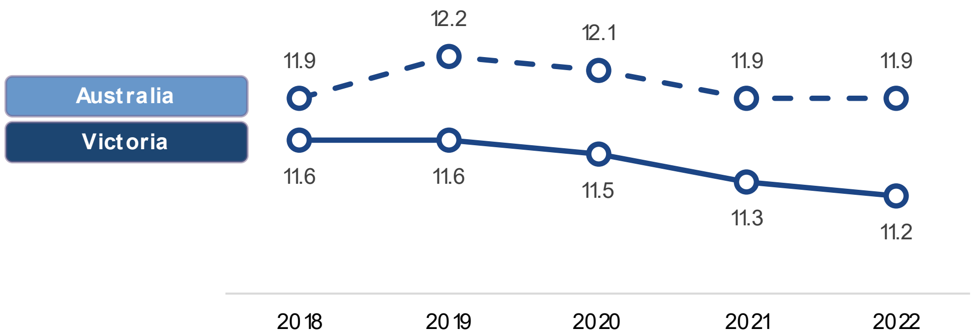
Primary schools

The student-teacher ratio in Victorian primary schools is lower than all Australian states except Tasmania, with Victoria having more teachers per student. This student-teacher ratio has improved in Victoria since 2018, however this rate of improvement slowed in 2022. While there are supply and demand pressures in both the primary and secondary school sectors, the student-teacher ratio continues to improve.



Secondary schools

The student-teacher ratio in Victorian secondary schools is lower than all Australian states, with Victoria having more teachers per student. This student teacher ratio has improved in Victoria since 2018.



2. Registered Teachers

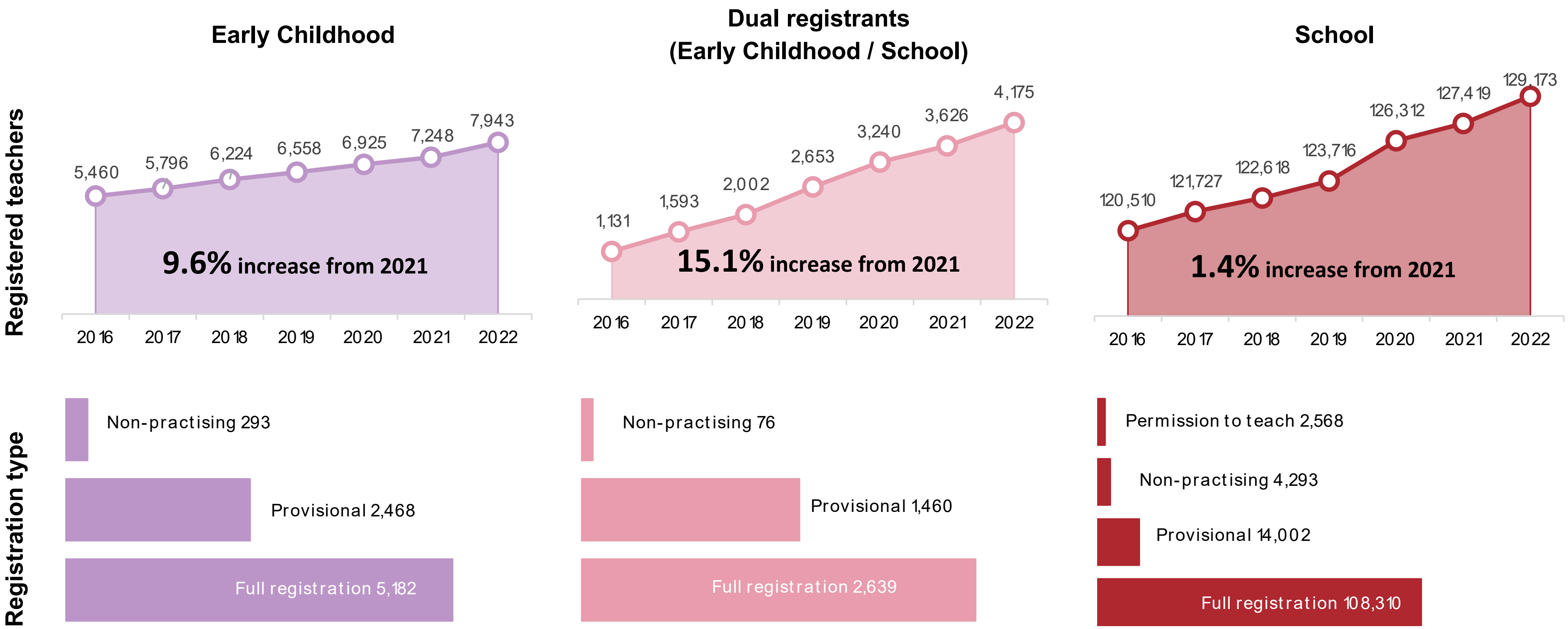
This chapter presents information on the registered teacher workforce, including demographics, time and location trends, and availability to work.

Registered Teachers

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 at a faster rate than any other single registration type.
Early childhood and dual registrants are more likely than school registrants to be provisionally registered.

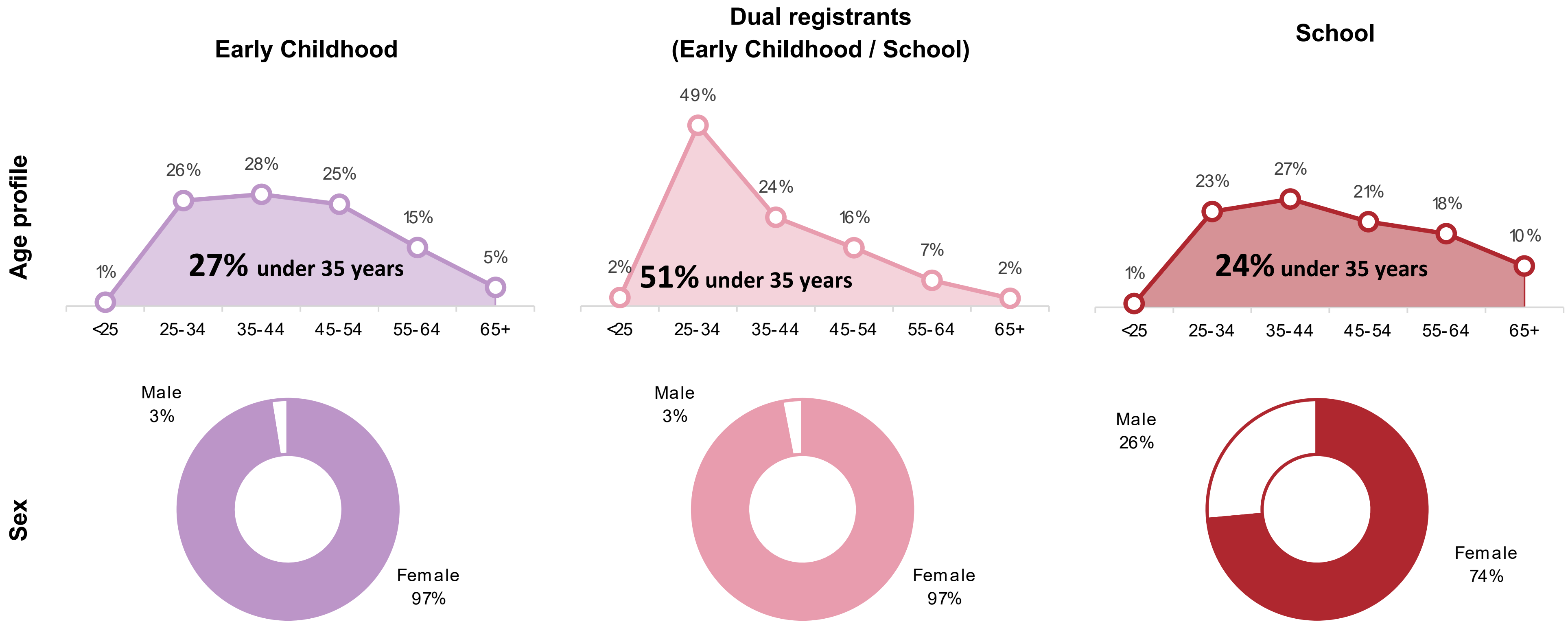


Notes: Values may not add to 100 per cent due to rounding

Permission to Teach was 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.



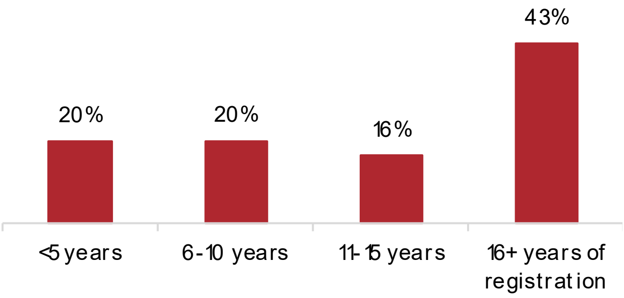
Note: Values may not add to 100 per cent due to rounding

2.3. Years since registration

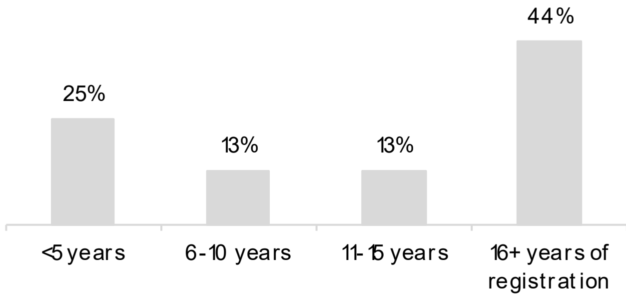
> **Key Finding —** 6 per cent of registrants not employed are in their first year of registration.

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.

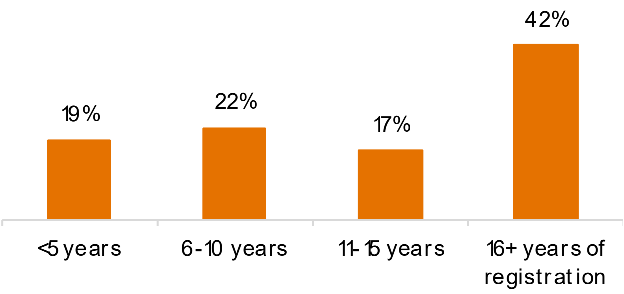
All employed school teachers



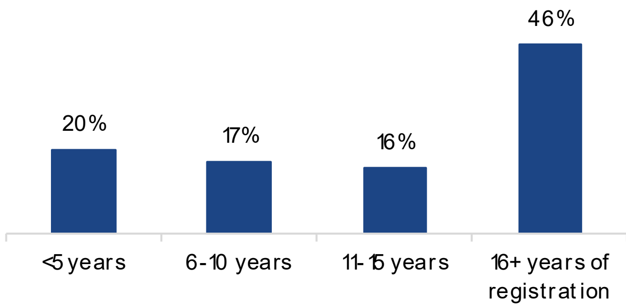
Registrants not employed



Employed at primary



Employed at secondary



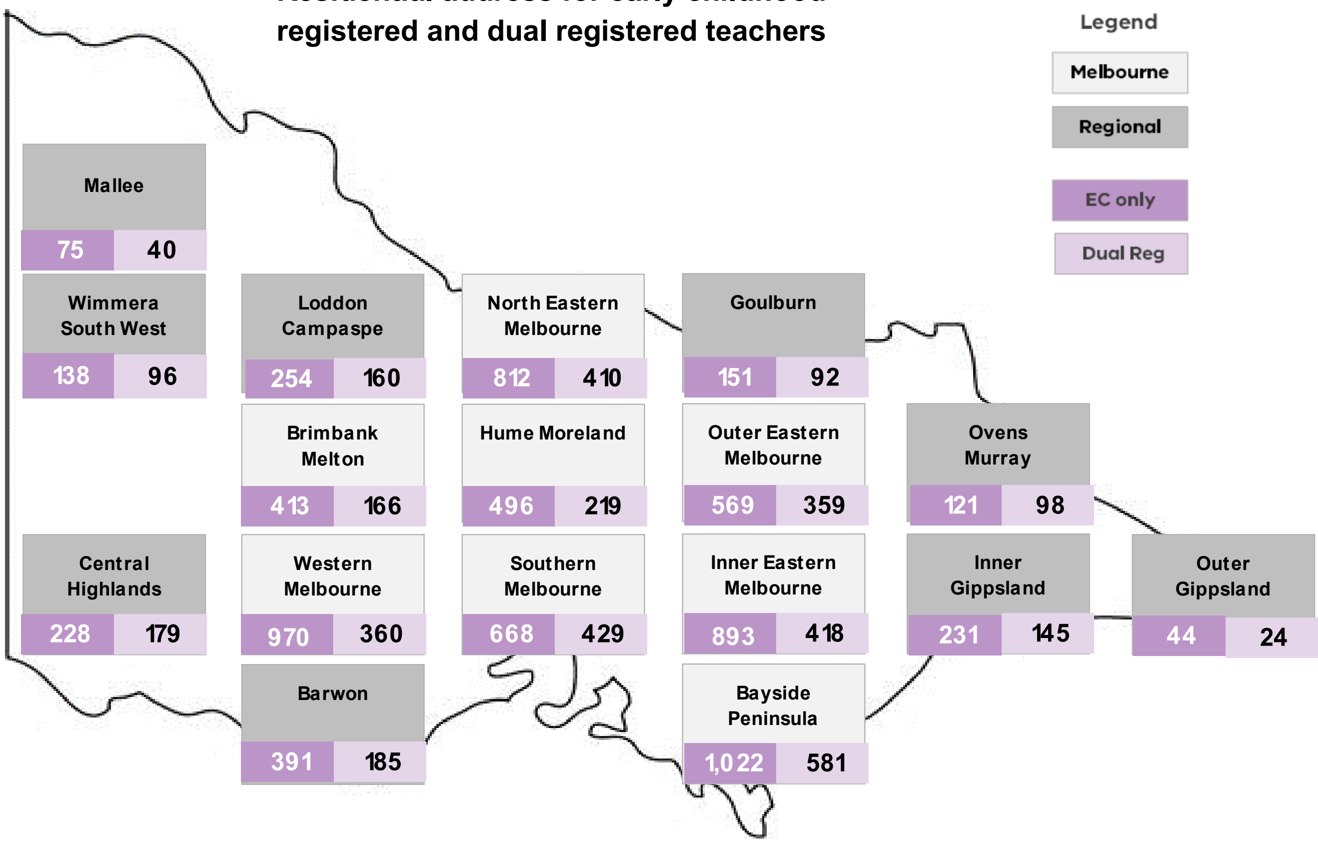
Teachers who are not employed are more likely to be recently registered. Primary schools are more likely to have teachers with fewer than ten years of experience (41 per cent) than secondary schools (37 per cent).

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

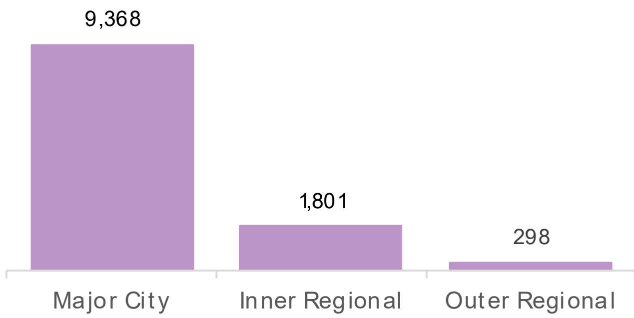


Home address distribution

Home address information was available for 98 per cent of teachers on the early childhood register.

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

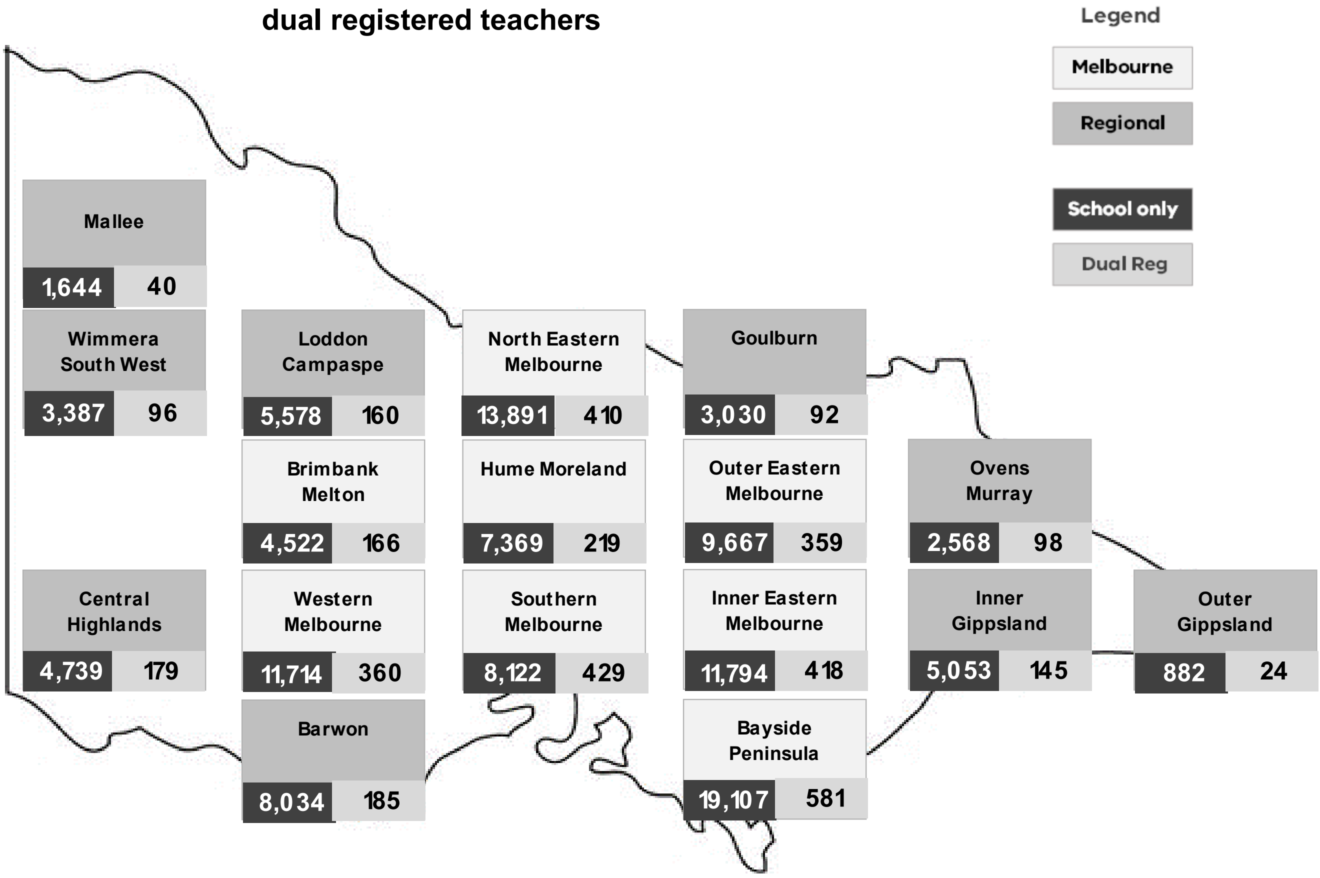
Home address by remoteness



2.5. Home address of registrants – school teachers

Key Finding — 77 per cent of school teachers were registered in a major city.

Residential address for school registered and dual registered teachers

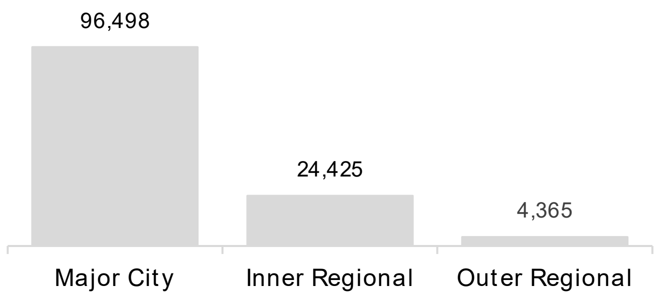


Home address distribution

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

By remoteness, 77 per cent of registered school teachers live in major cities compared to 19.5 per cent in inner regional and 3.5 per cent in outer regional areas.

Home address by remoteness

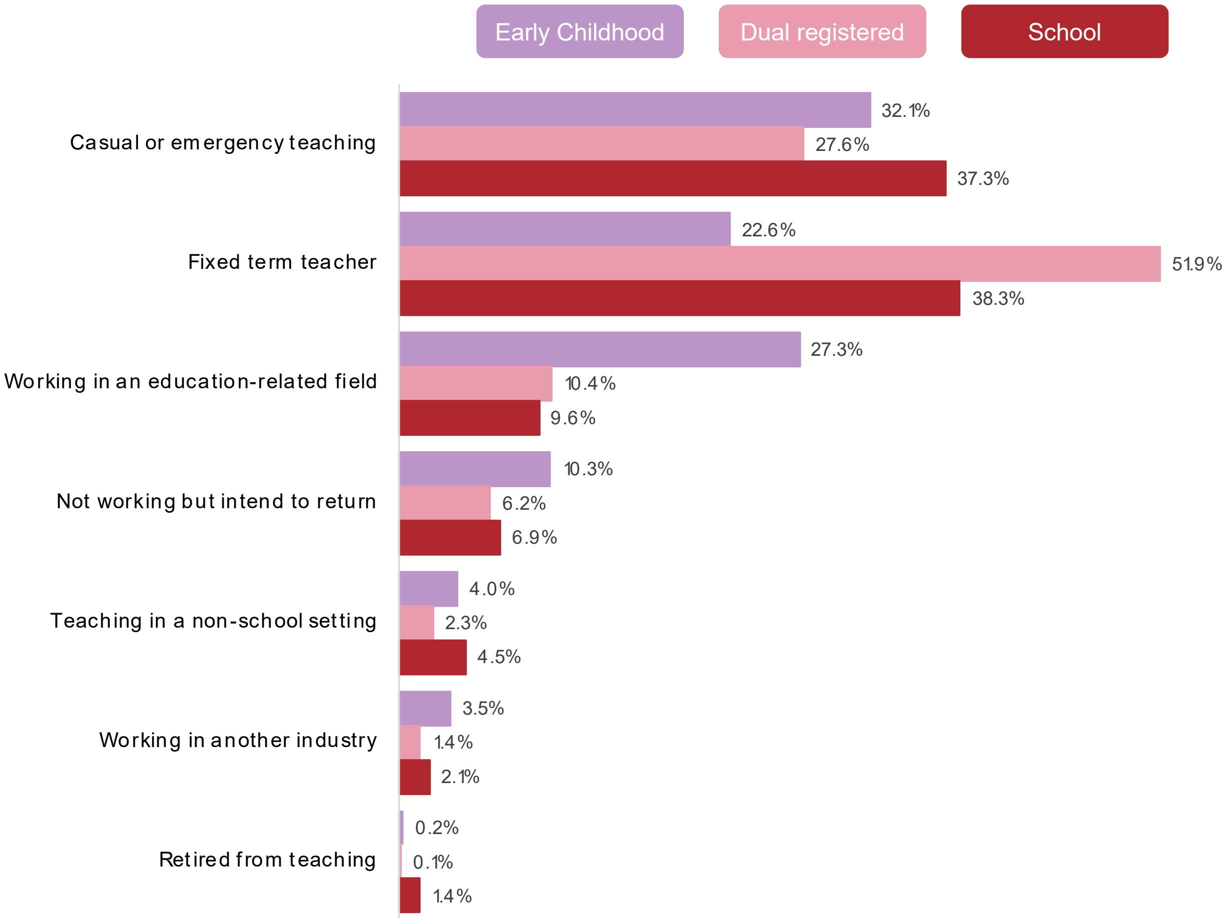


Note: See Section 6.6 for geographic maps and definitions

2.6. Employment situation at registration renewal

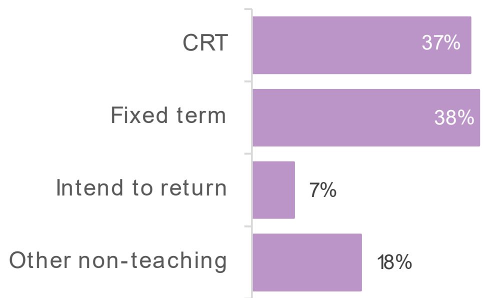
Key Finding — 75 per cent of fully registered teachers without ongoing employment are actively engaged with the teaching profession in CRT or fixed-term teaching positions.

The charts below are based on responses to the teacher registration renewal survey for registrants not in ongoing positions or positions over 12 months. It shows how teachers renewing their registration (without ongoing employment or a fixed-term contract exceeding 12 months) describe their employment situation.



The VIT requests employment information at registration renewal. The charts above and to the right use responses from teachers who renewed their registration in 2022. This includes responses from 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



Registered Teachers

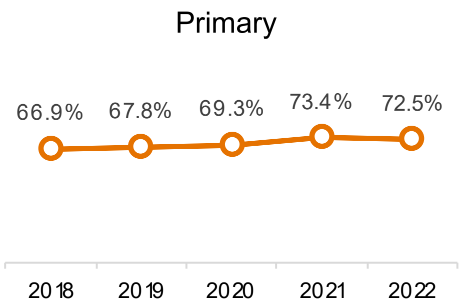
2.7. (Currently available) Supply – Historical proportion of VIT registrants in ongoing teaching roles

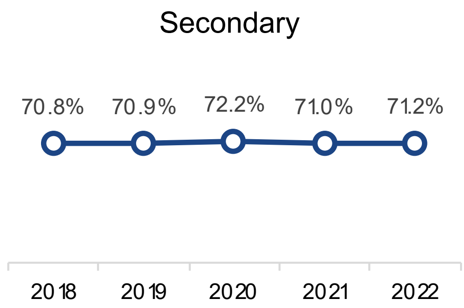
> **Research Question Key Finding** — The proportion of VIT registered teachers accepting ongoing teaching roles has historically been 69 per cent of registered teachers in early childhood, 73 per cent for primary school and 71 per cent for secondary school.

The future supply of teachers at current market conditions is difficult to forecast, however it can be approximated by analysing the historical level of the VIT register engaged in ongoing employment.

Historical levels of employment in schools

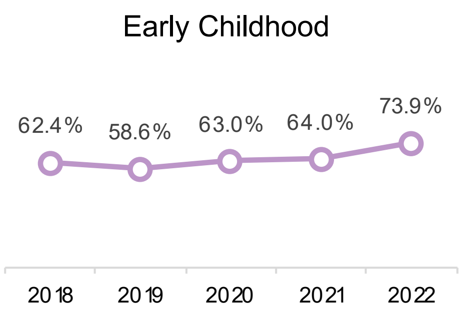
The ratio of NSCC school employment to school VIT registrants has remained relatively constant over the past 5 years. The average level of employment over the past 2 years is 73 per cent for primary school teachers and 71 per cent for secondary school teachers.





Historical levels of employment in early childhood

The ratio of historical early childhood teachers in employment to early childhood VIT registrants has increased over the past 5 years. The two-year average level of employment is 69 per cent for early childhood registered teachers.



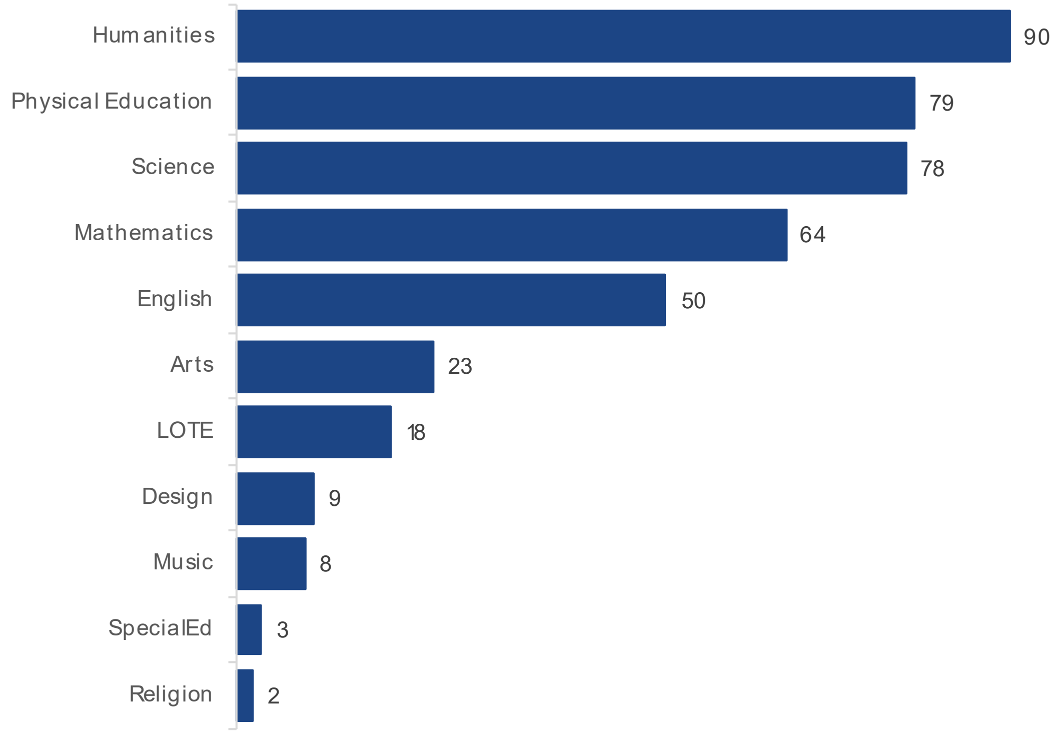
Note, the most recent two years of data were selected for modelling assumptions as they more closely reflect the current workforce demand settings and are years where there is evidence of supply pressures (meaning there are likely fewer teachers unable to find employment).

2.8. Permission to Teach

This page shows the number of Permission to Teach (PTT) authorisations granted in 2022 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.

Note that in 2021, VIT rolled out PTT COVID which registered pre-service teachers to address COVID-related workforce shortages. The numbers for this were large and not comparable to previous (or future) years so are not included below. There were 1,562 PTT COVID granted in addition to what is reported here.

Key Finding — 424 Permission to Teach authorisations were granted in 2022.

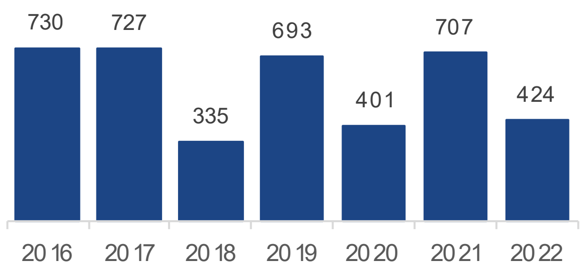


PTT subject areas

Permission to Teach authorisations granted in 2022 were classified into fifteen subject categories. There were reductions in nearly all subject areas from 2019 to 2020. Notably, LOTE decreased by a factor of 10 between 2021 and 2022.

The number of PTTs granted in 2022 was similar to 2012, and below that of 2021, when 707 PTT authorisations were granted.

Total PTTs granted by year



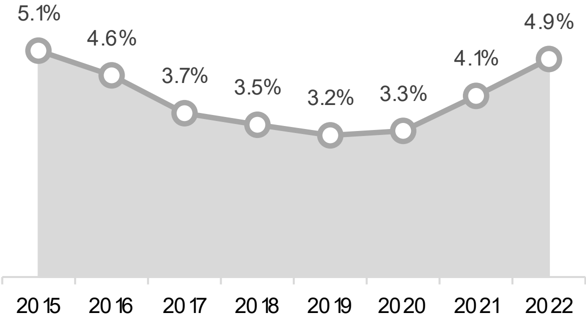
2.9. Registration expiry

> **Key Finding —** 4.9 per cent of school registrations and 6.3 per cent of early childhood registrations expired in 2022.

Expired registration

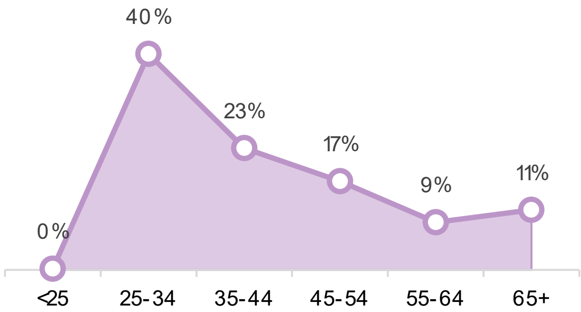
There has been a substantial increase in expired registrations in both early childhood and school settings in 2022.

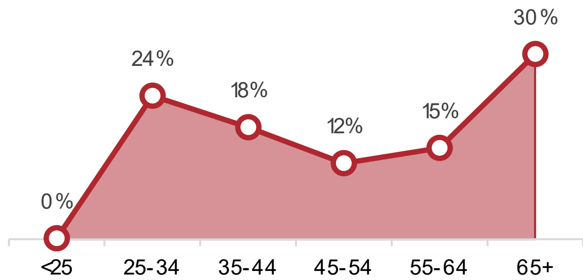
Early Childhood:	School:
535 teachers	**6,300** teachers
6.3% registrations expired (up from 5.4% in 2021)	**4.9%** registrations expired (up from 4.0% in 2021)



Age at registration expiry

Of the teachers whose registration lapsed in 2022, early childhood teachers were more likely to be less than 35 years of age compared to school teachers. Over half the school teachers who allowed their registration to lapse were under 55 years of age.

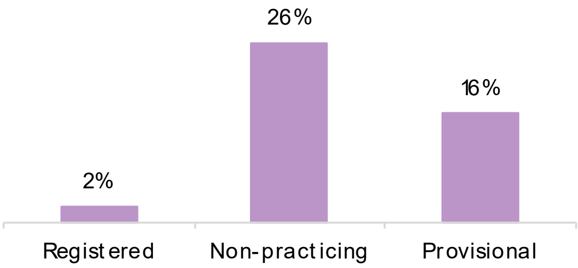


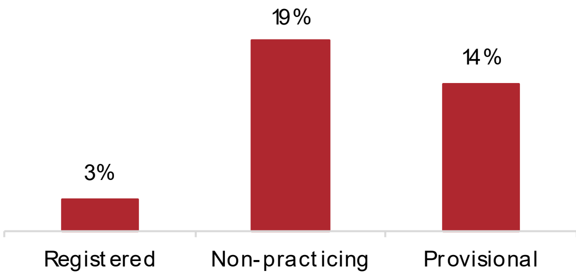


Note: Values may not add to 100 per cent due to rounding

Registration expiry by type

Registration expiry varies significantly by registration category in both Early Childhood and School settings. Between 19 and 26 per cent of non-practicing registrants in 2020 allowed their registration lapse in 2021. The equivalent figure was between 14 and 16 per cent for provisional registrants.

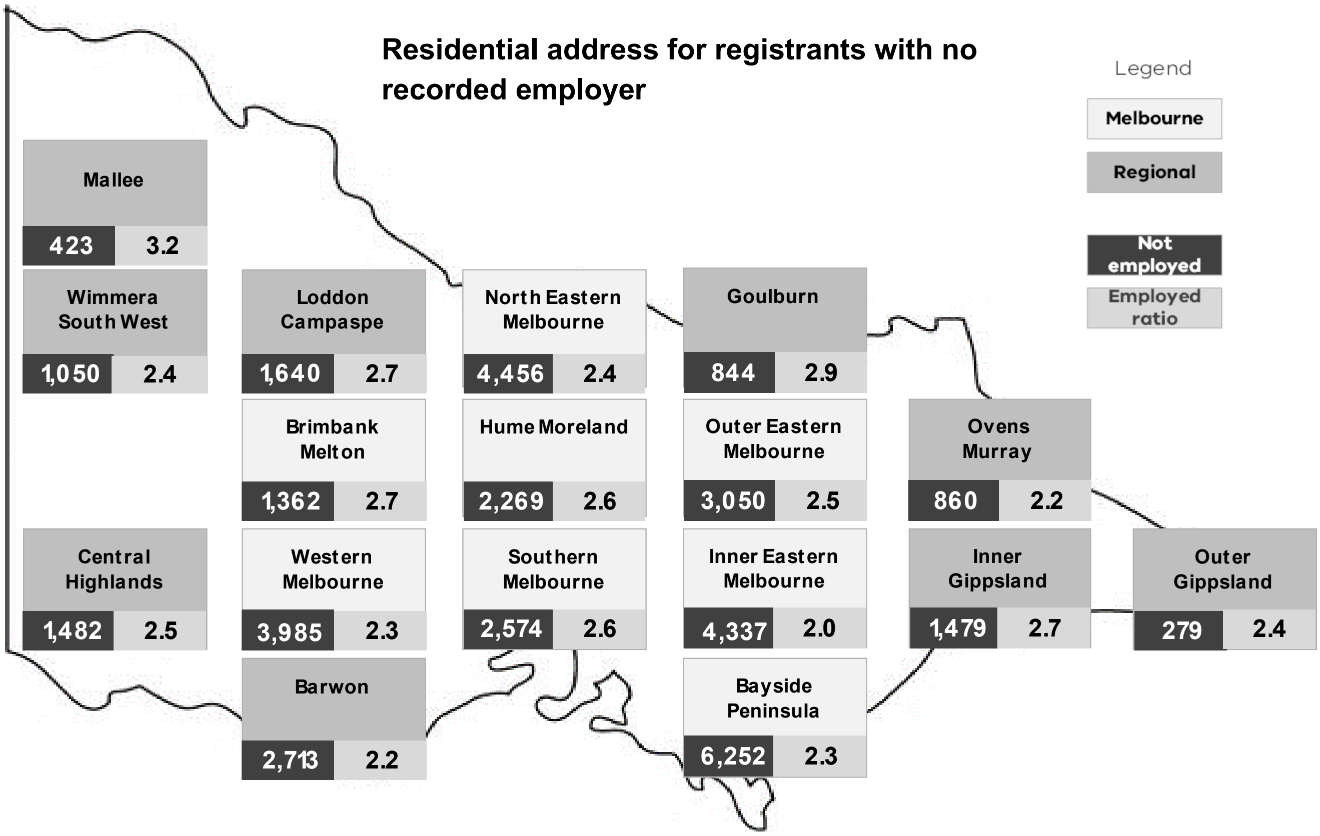




2.10. Registrants not employed

Key Finding — For every registrant not employed as a teacher there are 2.3 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.



Home area distribution

There were 41,956 teachers not linked to an employer in 2022. On average there are 2.3 employed teachers for every teacher not employed.

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

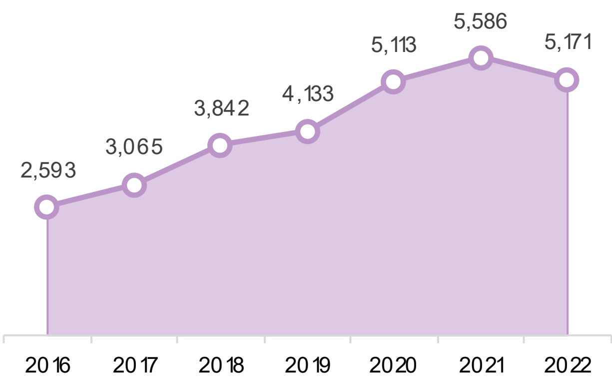
2.11. Registrants not employed over time

Key Finding — The early childhood not employed pool totals 5,171. The school not employed pool totals 40,847.

Early childhood registrants not employed pool

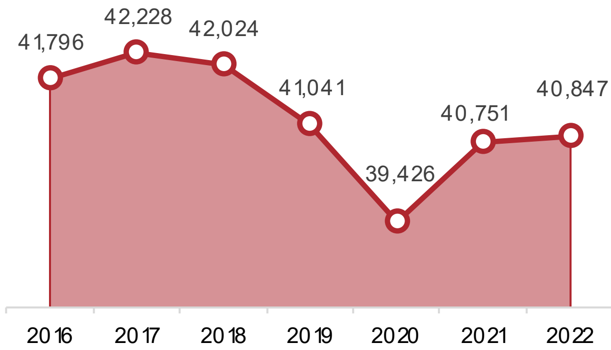
The number of teachers who could potentially teach in early childhood, but are not currently contracted to teach, has reverted to 2020 levels.

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 long day care (LDC) and other services).



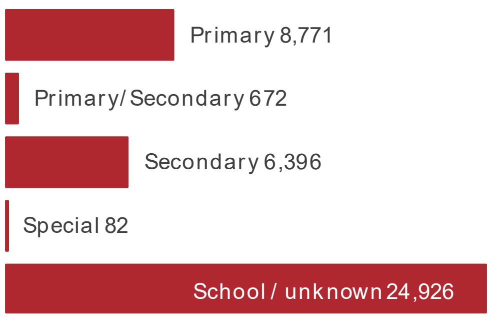
School registrants not employed pool

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 prior years.



ITE course of school registrants not employed

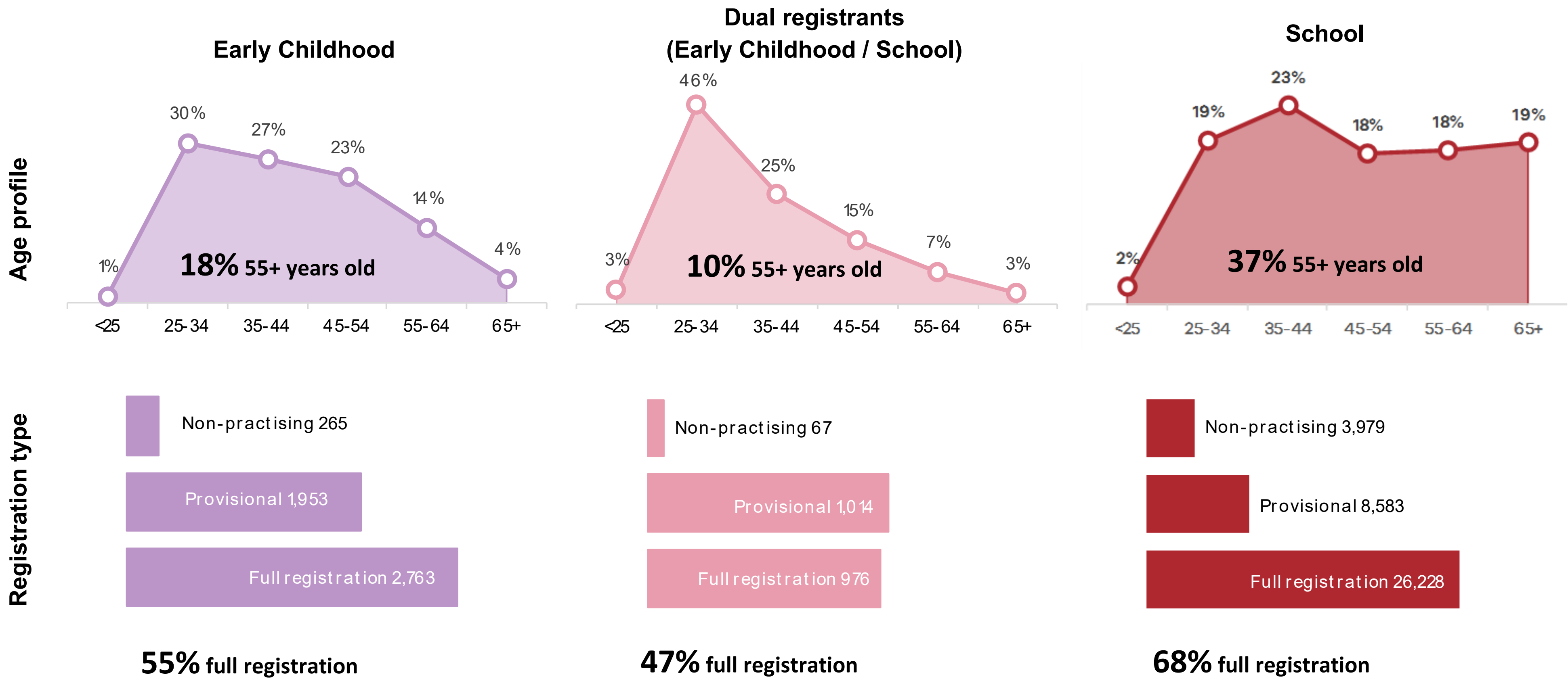
Around 61 per cent of the total school registrants not employed are classified with a qualification type of "school" or "unknown". Many of these teachers appear to have been deemed registered when the VIT was established.



2.12. 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 than other teacher registration categories.
Dual registered teachers are less likely than other teachers to be fully registered if they do not have a position.



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

Registered Teachers

2.13. Availability of registrants not employed

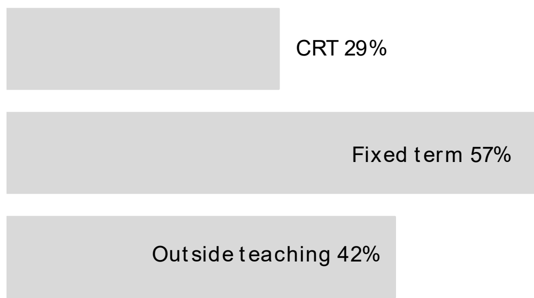
> **Research Question Key Finding —** An estimated 28 per cent of registered teachers not currently employed as teachers may be prepared to work in ongoing teaching positions with appropriate incentives (Recruitable Supply).

Empirical analysis based on years since engagement in the workforce was used to develop the above estimate. Estimates are on a headcount basis. This estimate is used together with the VIT register to assess **Recruitable Supply** within the 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.

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 (with 29 per cent reporting subsequent ongoing employment as a teacher), while those in fixed term positions are the most likely (57 per cent).

Estimating recruitable supply

To estimate the total number of teachers who may be available for ongoing positions (Recruitable 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.

3. Divide by the number of teachers who are not linked to an employer. 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.

2.14. Current unmet demand for teachers

Research Question Key Finding — There is an estimated unmet demand of 2.0 per cent in primary schools and 4.3 per cent in secondary schools.

Unmet demand is a difficult element of demand to measure, and there is no direct measure of this across education sectors. Even though there are limitations to this analysis, estimation of unmet demand allows the demand projections to factor in key recruitment metrics such as unfilled vacancies, vacancies in general, and application rates.

This report has approximated unmet demand using the number of unfilled vacancies above long-term averages in government schools. This approach acknowledges that even with adequate supply, there is always an underlying level of unfilled vacancies. However, it is important to note that unfilled vacancies include all advertisements for teaching roles posted on the Department's Recruitment Online platform for which a successful candidate was not appointed. Unfilled vacancies therefore increase substantially in times of teacher supply tightness, as schools may post multiple sequential advertisements to seek an adequate candidate field for the same underlying role. A no-appointment outcome may also result from the school having filled the position through other means, such as a casual relief teacher employed by a recruitment agency.

Estimating unmet demand

This report defines unmet demand as the difference between the recent unfilled vacancy rate (specifically the average of 2021 and 2022), and the long-term average unfilled vacancy rate. The two-year average is used to smooth single year impacts on the modelling forecast.

The demand for early childhood was estimated directly by DE early childhood modelling and therefore no corresponding adjustments for unmet demand were modelled in this report.

3. Supply and demand balance deep dives

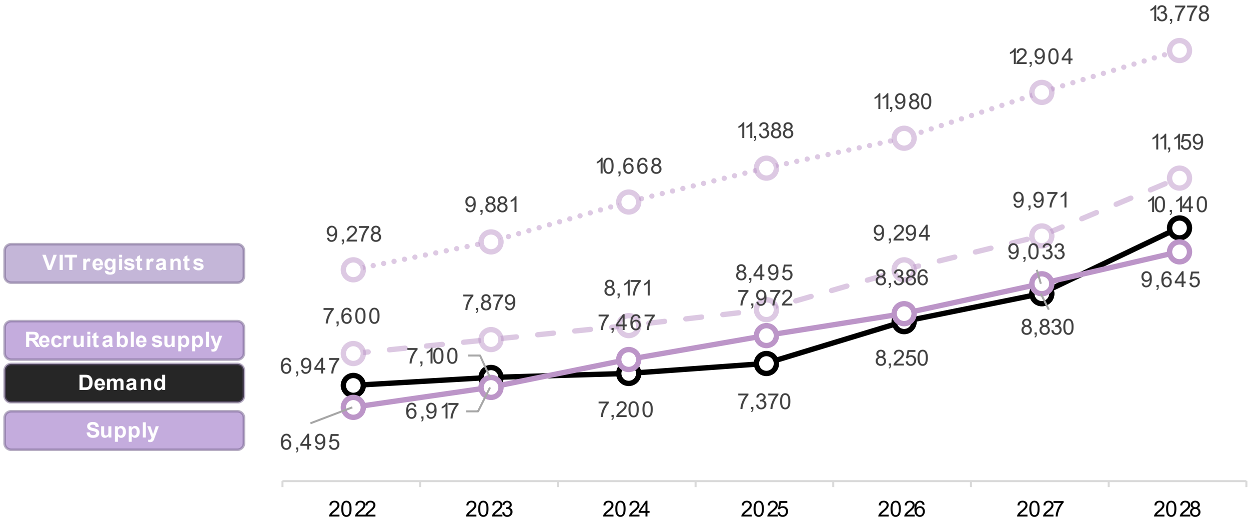
This chapter provides forecasts of supply and demand by educational setting, along with regional assessments of supply and demand balance.

3.1. Early Childhood registered teachers, and demand for teachers

Key Finding — From 2022 to 2028, demand is forecast to grow 46.0 per cent, and supply is forecast to grow 48.5 per cent.

Forecast early childhood teacher workforce and demand for early childhood teachers

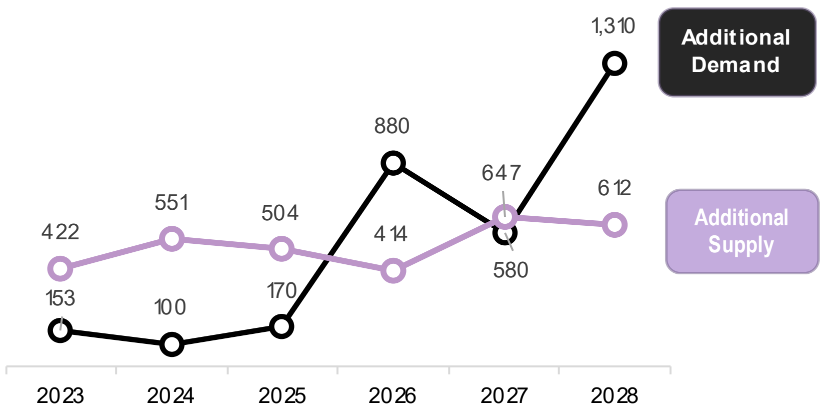
The forecast demand for early childhood teachers is expected to grow slightly faster than supply up to 2028. Demand is expected to grow by 46.0 per cent from 2022 to 2028, growing by 3,193 teachers. The total registered workforce and resulting available supply is expected to grow by 48.5 per cent, with the register expected to grow by 4,500 teachers and the available supply expected to increase by 3,150 teachers.



Supply and demand for early childhood teachers is expected to be in approximate balance until 2026 when the upshift in teacher demand from the expansion of kindergarten programs sees demand outpace new supply.

Forecast additional supply of, and demand for, early childhood teachers

The chart to the right indicates that the new supply of teachers outpaces demand requirements until 2026, when demand from enrolment growth and the expansion of programs such as Three-Year-Old Kindergarten begins to outpace new supply.



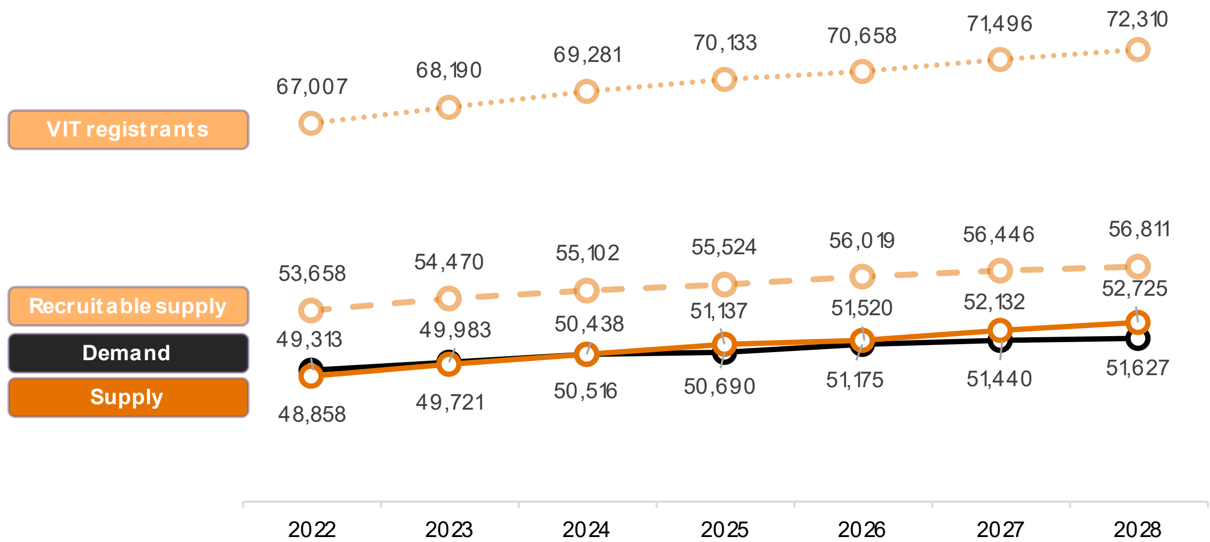
The increase in additional supply in 2024 is primarily due to an increase in ITE graduates. Note that these projections assume an ‘expected’ scenario for dual-registered teachers. That is, 32 per cent of early childhood / primary registrants are available to teach in early childhood settings.

3.2. Primary school registered teachers, and demand for teachers

Key Finding — From 2022 to 2028, demand is forecast to grow 4.7 per cent, and supply is forecast to grow 7.9 per cent.

Forecast supply of, and demand for, primary teachers

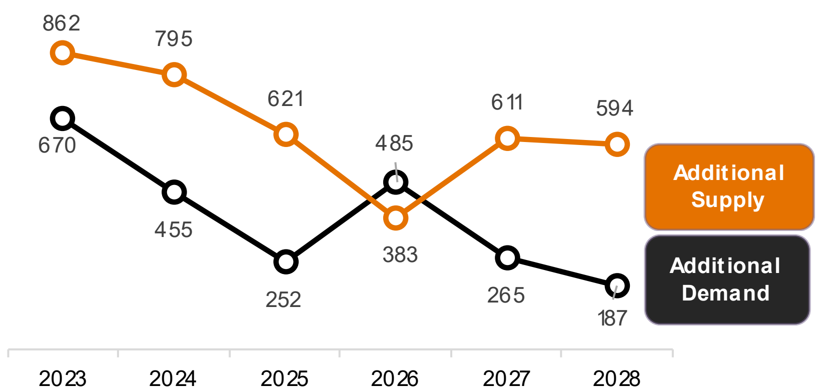
The forecast supply of primary school teachers is expected to grow slightly faster than demand up to 2028. Demand is expected to grow only moderately from 2022 to 2028, growing by 4.7 per cent from 2022 to 2028, growing by 2,314 teachers. Enrolments over this time are expected to remain relatively stable with demand driven by additional funding per student and associated impacts on school programs and staff improvements. The total registered workforce and resulting available supply is expected to grow by 7.9 per cent, with the register expected to grow by 5,303 teachers and the available supply expected to increase by 3,867 teachers.



As such, the supply and demand balance for primary schools is expected to improve as supply catches up to demand as a result of flat enrolment growth over the next five years.

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 additional demand. Supply increases in 2027 due to a greater supply of ITE graduates.



Note that these projections assume that 68 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 and attrition rates have increased across several Education Areas since 2021.

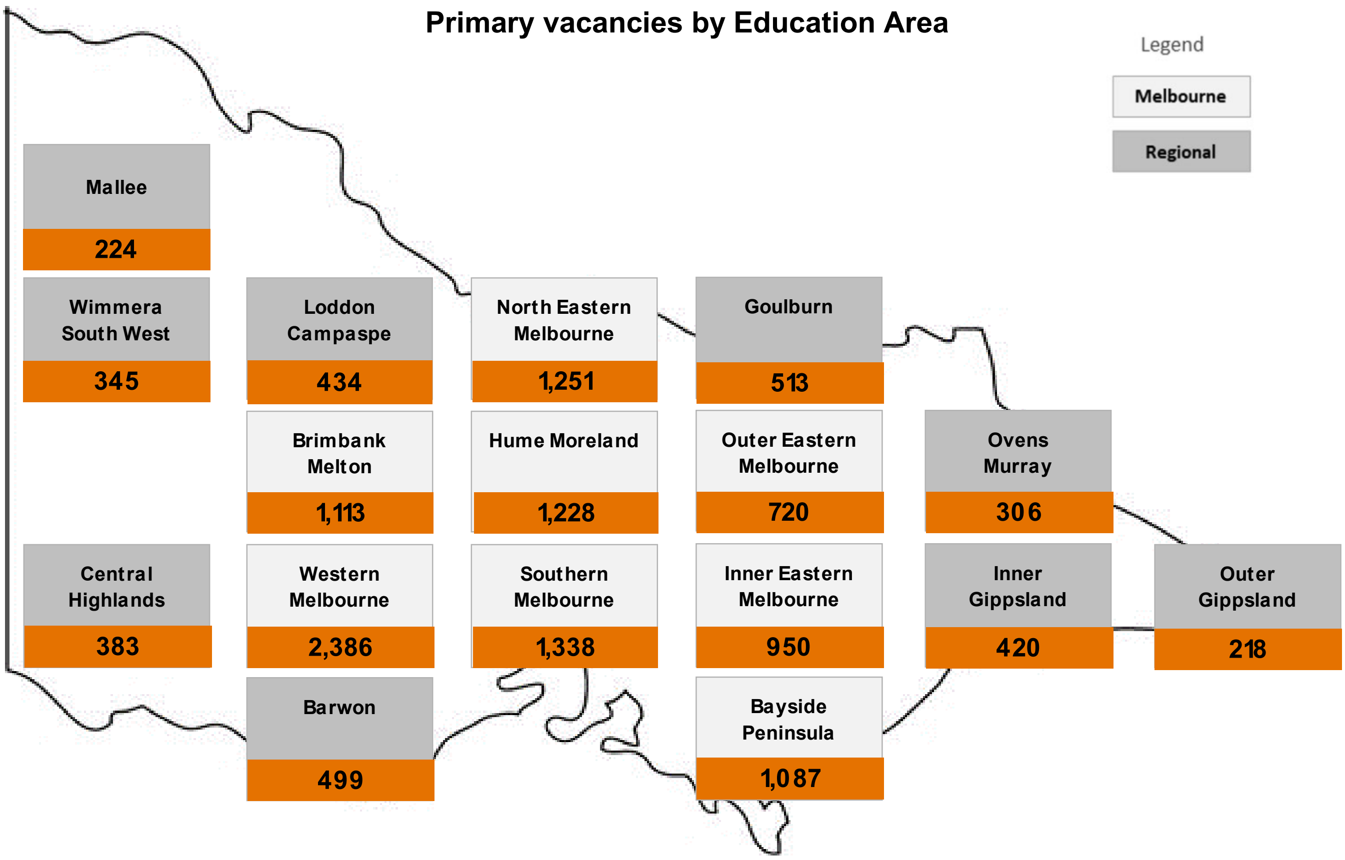
The following table summarises key measures highlighting Education Areas with possible supply and demand balance challenges. Vacancies increase substantially, and application rates decrease substantially, during times of recruitment difficulty, as schools may post multiple sequential advertisements to seek an adequate candidate field for the same underlying role, and the mix of short- and longer-term recruitment strategies may change. These metrics should therefore not be taken as an indication of attraction to actual underlying ongoing vacant roles in schools.

Area	Vacancies per 10 staff	Application rate	Attrition rate
Barwon	3.7	12.6	5.0%
Bayside Peninsula	3.3	9.3↓	4.6%
Brimbank Melton	6.7↑	2.8	5.9%↑
Central Highlands	4.1	4.8	4.8%
Goulburn	6.5↑	2.1	6.0%↑
Hume Moreland	7.6↑	4.0	6.5%↑
Inner Eastern Melbourne	3.7	9.1↓	4.6%
Inner Gippsland	4.6	3.2	6.1%↑
Loddon	4.0	3.4	4.5%
Mallee	4.9	2.4	3.5%
North Eastern Melbourne	4.6	5.9↓	5.0%
Outer Eastern Melbourne	4.0	6.9↓	4.7%
Outer Gippsland	5.4	1.9	6.4%
Ovens Murray	5.5	2.2	6.2%↑
Southern Melbourne	4.6	6.4↓	5.2%↑
Wimmera South West	5.5	2.2	4.6%
Western Melbourne	8.6↑	3.5	5.6%

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 2021*
↓ or ↑ - *Indicator improved by more than 2 standard deviations from 2021*

3.4. Vacancies – Primary government schools

Key Finding — Total primary vacancies have increased from 6,214 in 2020, 8,996 in 2021 to 13,416 in 2022. Vacancies increased across all Education Areas, with the largest percentage increases in Goulburn, Western Melbourne, and Hume Moreland.



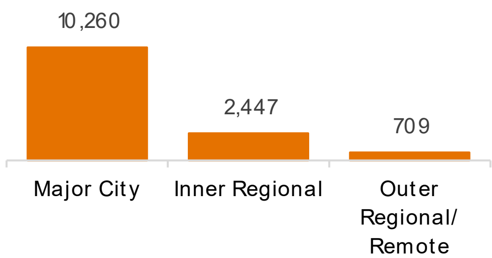
Vacancies

Primary schools have experienced a large increase in vacancies, increasing by 116 per cent since 2020, reflecting a substantial increase in recruitment challenges.

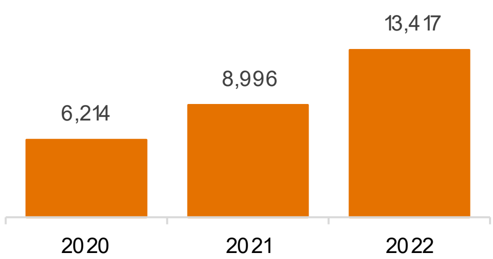
Vacancies in Goulburn increased the most (86 per cent) followed by Western Melbourne (83 per cent).

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

Vacancies by Remoteness

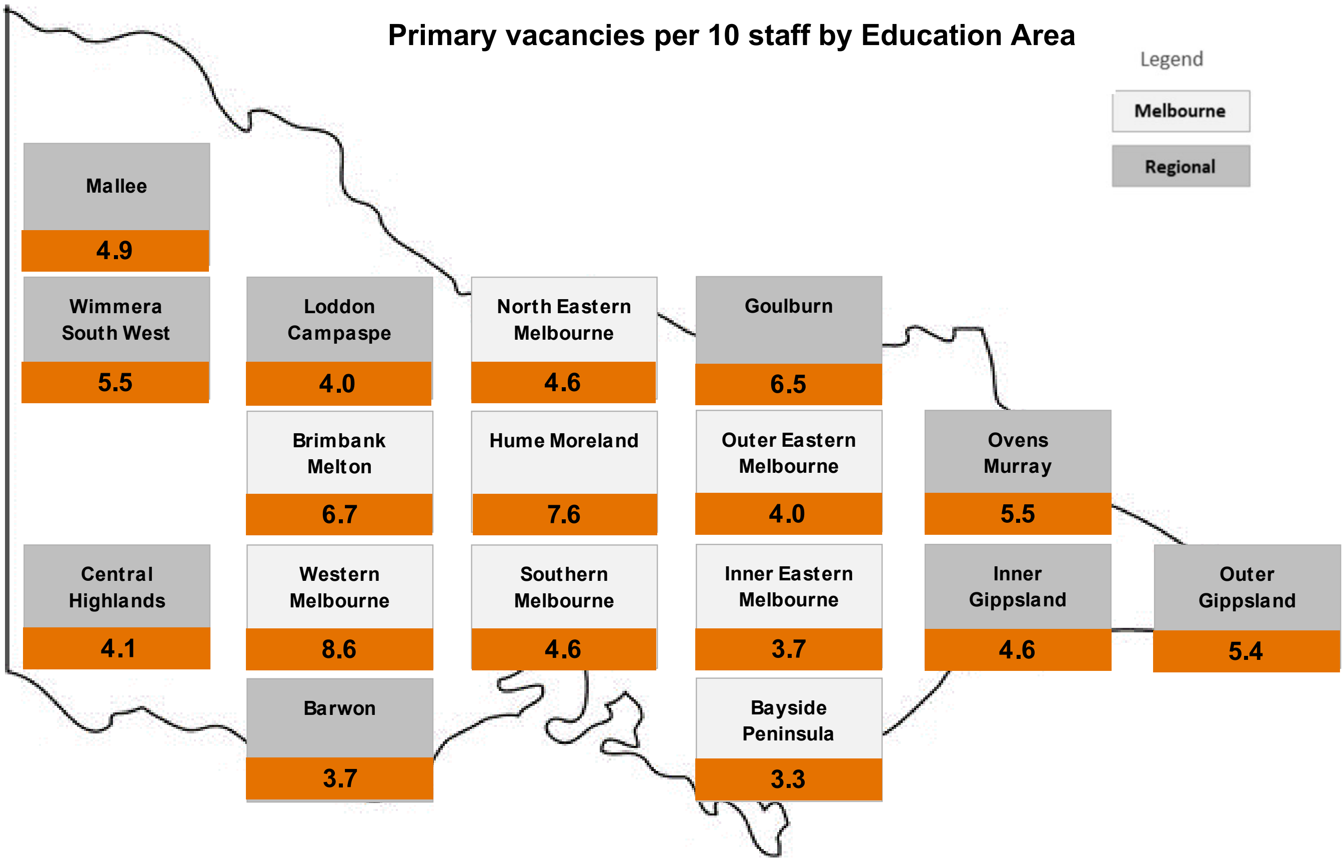


Vacancies by year



3.5. Vacancies per 10 staff – Primary government schools

Key Finding — Vacancies per 10 staff have increased across all Education Areas, with the largest rates of vacancies in outer regional and remote areas. Overall government primary school vacancies per 10 staff increased from 2.4 in 2020 to 5.1 in 2022.

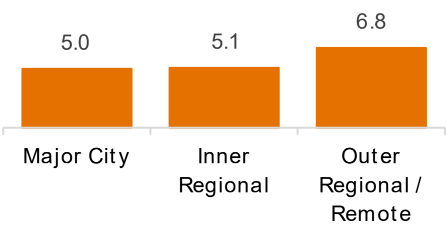


Vacancies per 10 staff

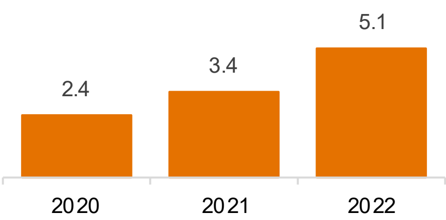
Western Melbourne (8.6) and Brimbank Melton (6.7) had the highest vacancies per 10 staff. Outer regional / remote regions had higher average vacancies per 10 staff (6.8), compared to major cities (5.0).

The average number of vacancies per 10 staff increased from 2.4 in 2020 to 5.1 in 2022.

Vacancies per 10 staff by Remoteness



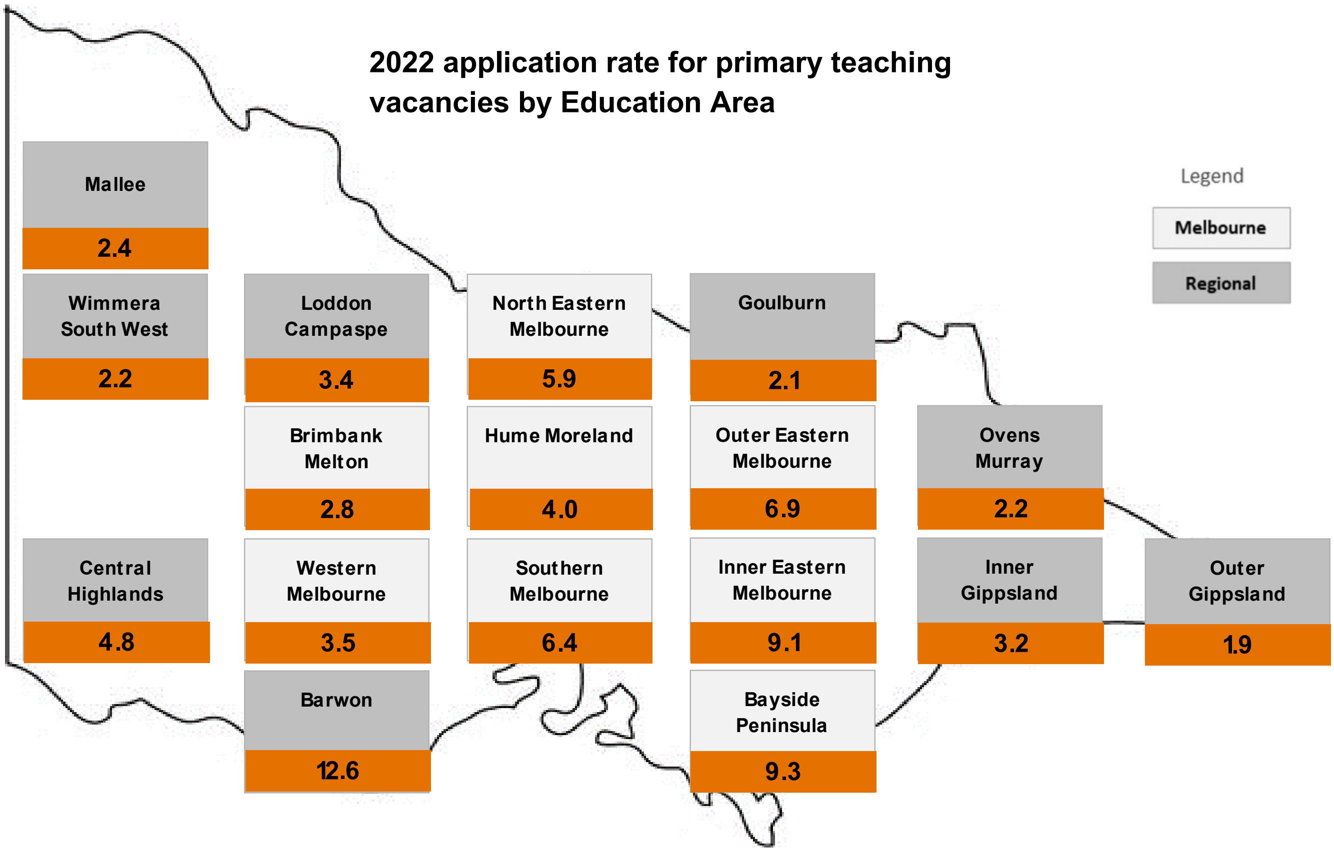
Vacancies per 10 staff by year



3.6. Application rate – Primary government schools

Key Finding — Applications per primary vacancy have decreased across all Education Areas over the last year. The largest decreases occurred in Brimbank Melton and Southern Melbourne.

2022 application rate for primary teaching vacancies by Education Area



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.

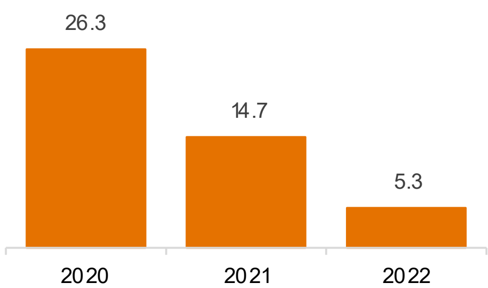
The application rate is calculated by dividing the number of applications by the total number of vacancies.

The application rate has declined substantially, falling from an average of 26.3 applications per vacancy in 2020 to 5.3 applications per vacancy in 2022.

On average, an advertisement for a position in Melbourne attracts 4 more applications than a position in an outer regional / remote location.

Application rate by remoteness

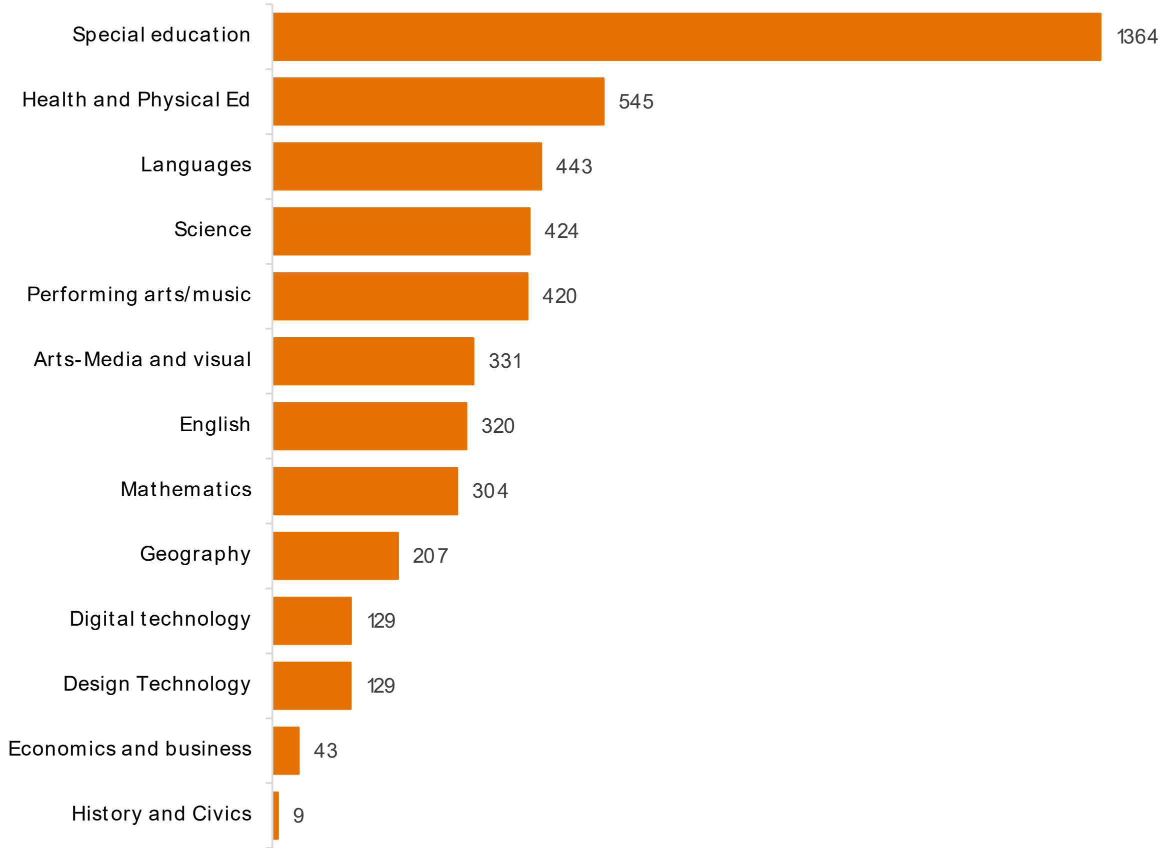
Application rate by year



3.7. Vacancies by subject specialisation – Primary government schools

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

Primary vacancies by subject area



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 is 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 2022, of the role tags aligning to Victorian Curriculum and Assessment Authority (VCAA) learning areas, Special education (29 per cent) was the most requested specialisation, followed by Health and Physical education (12 per cent) and Language (9 per cent).

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

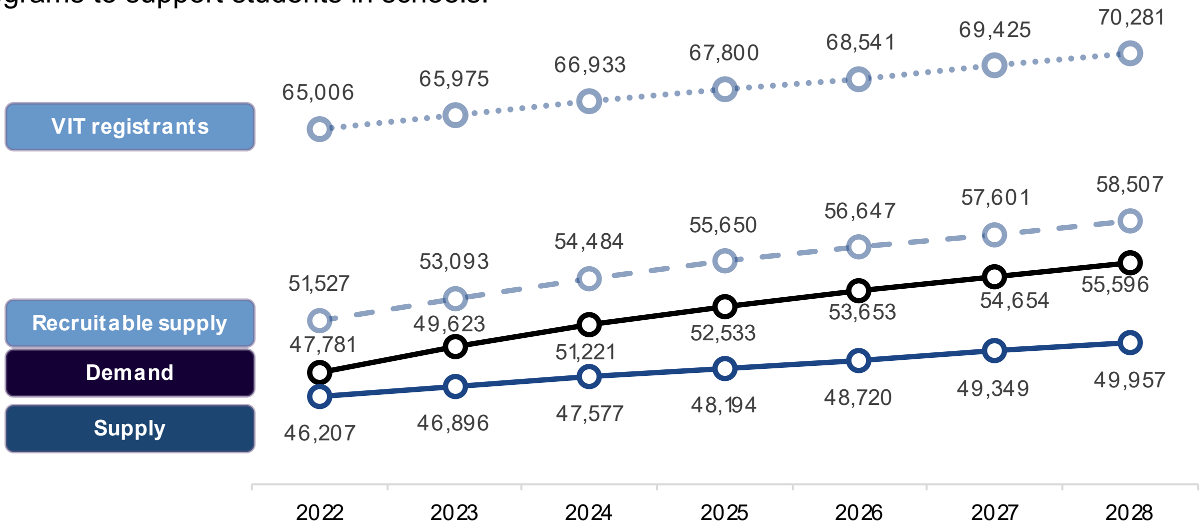
3.8. Secondary registered teachers and demand for teachers

Key Finding — From 2022 to 2028, demand is forecast to grow 16.4 per cent, and supply is forecast to grow 8.1 per cent.

Forecast supply of, and demand for, secondary school teachers

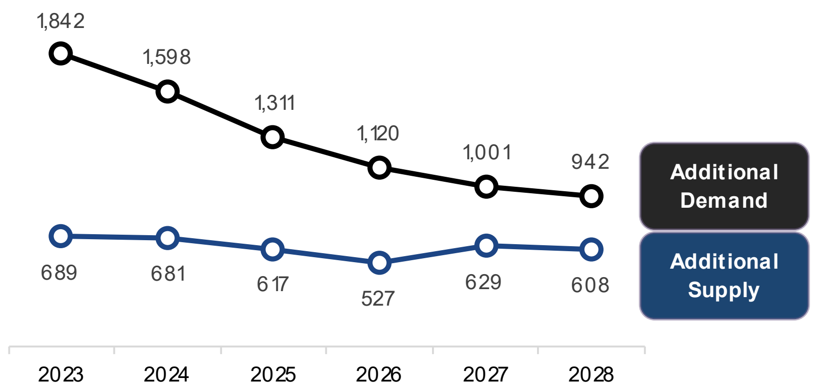
The forecast demand for secondary teachers is expected to grow significantly faster than supply up to 2028. Demand is expected to grow by 16.4 per cent from 2022 to 2028, growing by 7,815 teachers. The total registered workforce and resulting available supply is expected to grow by 8.1 per cent, with the register expected to grow by 5,275 teachers and the available supply to increase by 3,750 teachers.

Over the forecast period, there will be sufficient secondary teachers to meet demand, provided sufficient incentives are in place to attract and retain teachers. Whilst there are sufficient registered teachers forecast, without sufficient incentives, the supply and demand balance for secondary schools is expected to deteriorate over the forecast period. This is largely driven by the expected increased enrolments and the additional teacher demand driven by increased funding per student and new programs to support students in schools.



Forecast additional supply and demand for secondary teachers

The additional supply of teachers is lower than additional demand in each year. Supply falls from 2024 due to a fall in ITE enrolments and expected graduates, and additional demand is expected to exceed additional supply in all years. The system is dependent upon 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.

3.9. Key indicators summary – Secondary government schools

Key Finding — Vacancies and attrition rates have increased in several Education Areas since 2021.

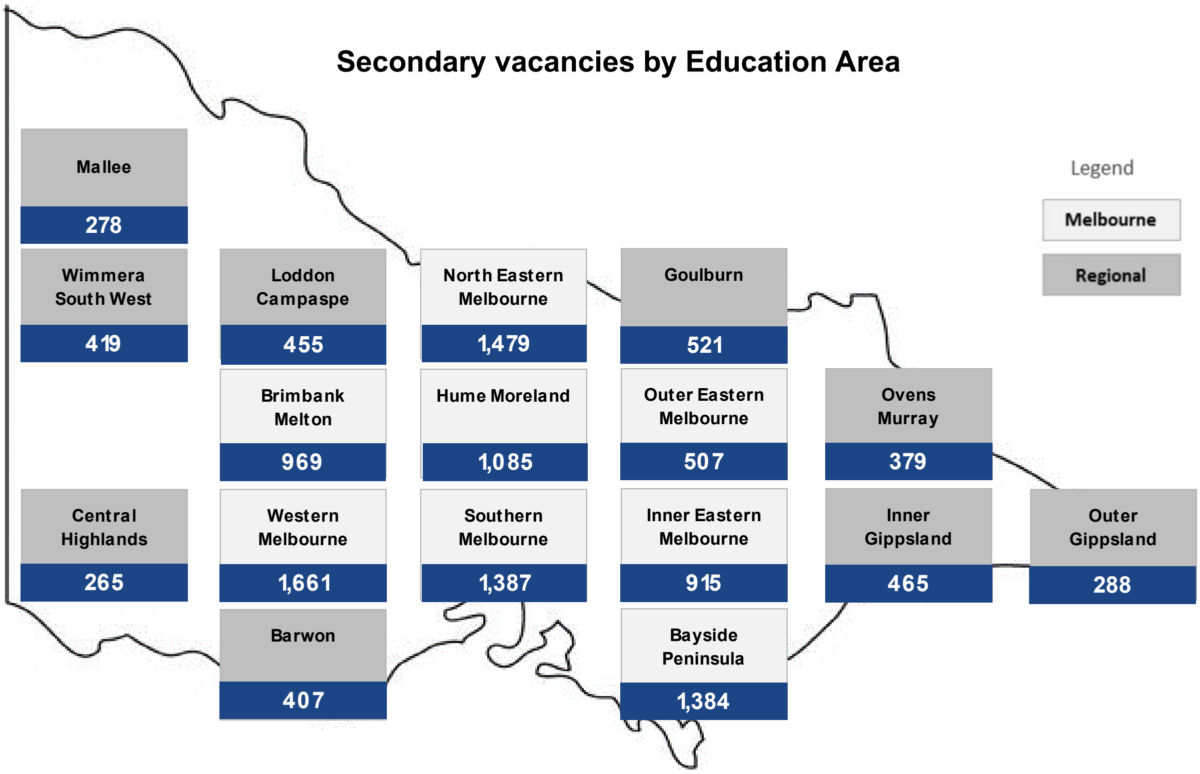
The following table summarises key measures highlighting Education Areas with possible supply and demand balance challenges. None of the Education Areas improved by more than 2 standard deviations. Vacancies increase substantially, and application rates decrease substantially, during times of recruitment difficulty, as schools may post multiple sequential advertisements to seek an adequate candidate field for the same underlying role, and the mix of short- and longer-term recruitment strategies may change. These metrics should therefore not be taken as an indication of attraction to actual underlying ongoing vacant roles in schools.

Area	Vacancies per 10 staff	Application rate	Attrition rate
Barwon	4.5	3.9↓	7.9%↑
Bayside Peninsula	5.7	3.7↓	8.4%↑
Brimbank Melton	8.4↑	1.7↓	6.1%↑
Central Highlands	4.3	2.8↓	7.8%↑
Goulburn	9.3↑	0.9	9.1%
Hume Moreland	9.9↑	2.0↓	6.9%
Inner Eastern Melbourne	4.4	5.9↓	6.6%↑
Inner Gippsland	6.1	1.8↓	6.9%
Loddon	4.9	1.8	6.5%
Mallee	6.2	1.0	8.6%↑
North Eastern Melbourne	6.4	3.5↓	5.7%
Outer Eastern Melbourne	4.1	3.4↓	6.9%↑
Outer Gippsland	9.2↑	0.7	9.7%↑
Ovens Murray	7.6↑	1.3	8.7%↑
Southern Melbourne	6.9	2.9↓	6.2%
Wimmera South West	5.9	1.3	6.8%
Western Melbourne	7.4↑	2.7↓	6.3%↑

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 2021*
↓ or ↑ - *Indicator improved by more than 2 standard deviations from 2021*

3.10. Vacancies – Secondary government schools

Key Finding — Vacancies in Secondary schools have increased across all Education Areas, with the largest increases in Hume Moreland, Outer Gippsland, and Ovens Murray. Overall vacancies across Victorian government secondary schools increased from 7,661 in 2021 to 12,863 in 2022, partially explained by staff leave patterns returning to pre-COVID trend levels in 2022.

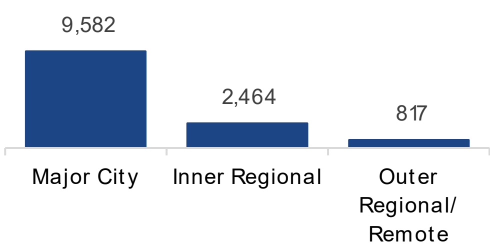


Vacancies

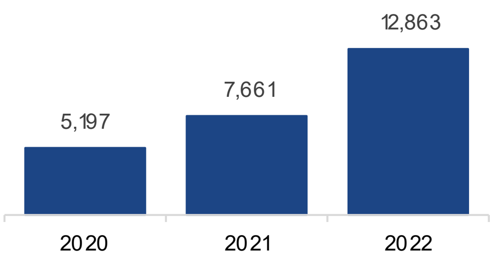
Secondary schools have experienced a large increase in vacancies, reflecting a substantial increase in recruitment challenges. Hume Moreland had the largest proportional increase in vacancies, followed by Outer Gippsland.

Vacancies increase substantially in times of teacher supply tightness, as schools may post multiple sequential advertisements to seek an adequate candidate field for the same underlying role. Both planned and unplanned leave also decreased substantially below their trend levels during 2020 and 2021. This increased pressure on short-term recruitment needs to backfill staff taking leave in 2022, as the system returned to face-to-face teaching settings and these business-as-usual operational requirements therefore returned.

Vacancies by remoteness

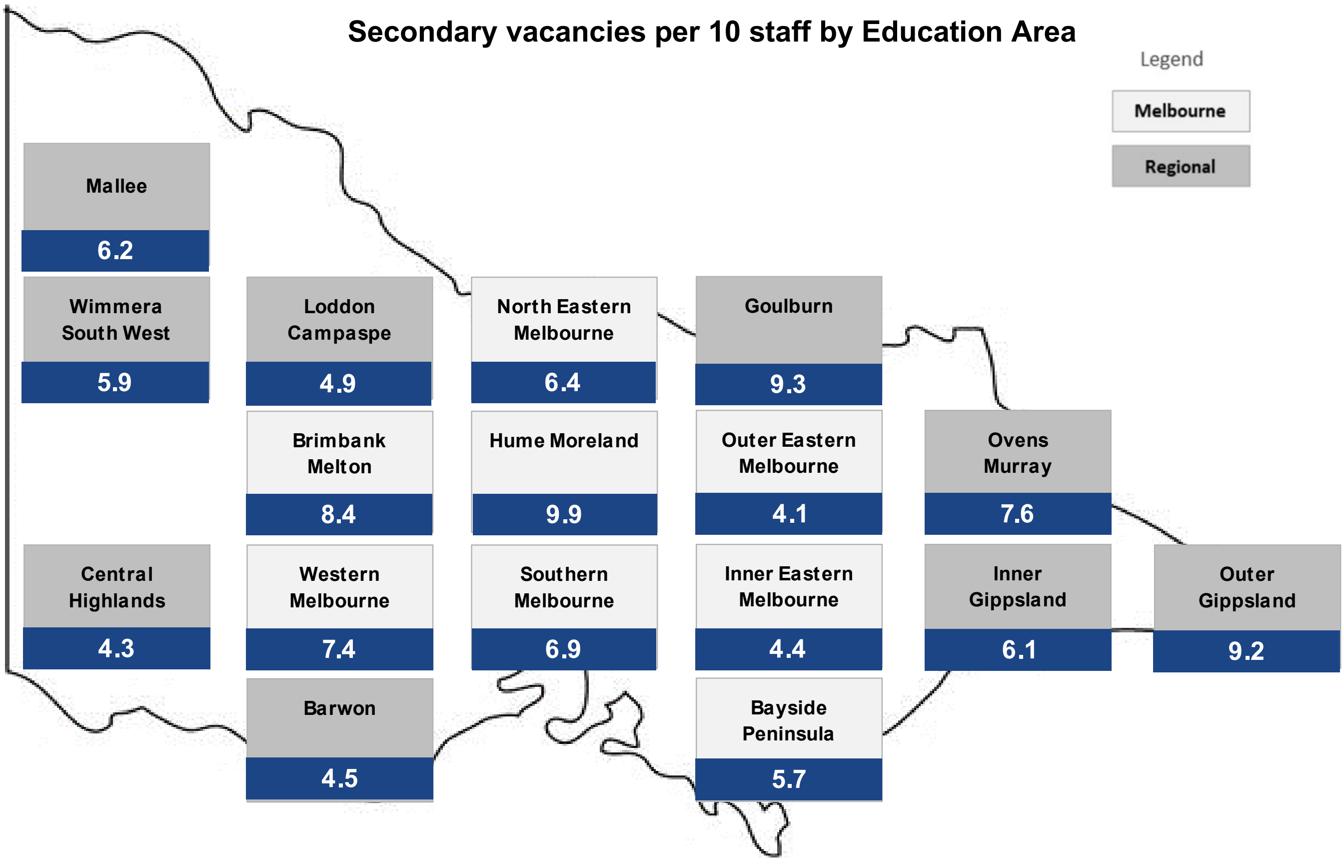


Vacancies by year



3.11. Vacancies per 10 staff – Secondary government schools

Key Finding — Vacancies per 10 staff have increased across all Education Areas, with the largest rates of vacancies in outer regional and remote areas. Overall government secondary school vacancies per 10 staff increased from 2.7 in 2020 to 6.3 in 2022.

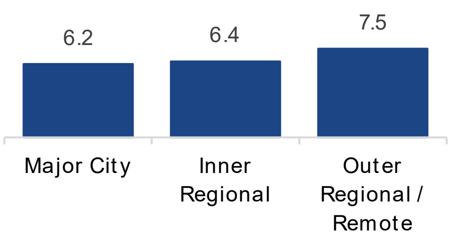


Vacancies per 10 staff

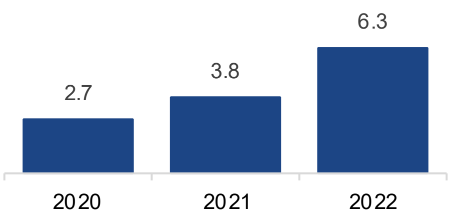
Hume Moreland (9.9) and Goulburn (9.3) had the highest vacancies per 10 staff. Outer regional / remote regions had higher average vacancies per 10 staff (7.5), compared to major cities (6.2).

The average number of vacancies per 10 staff increased from 2.7 in 2020 to 6.3 in 2022.

Vacancies per 10 staff by Remoteness

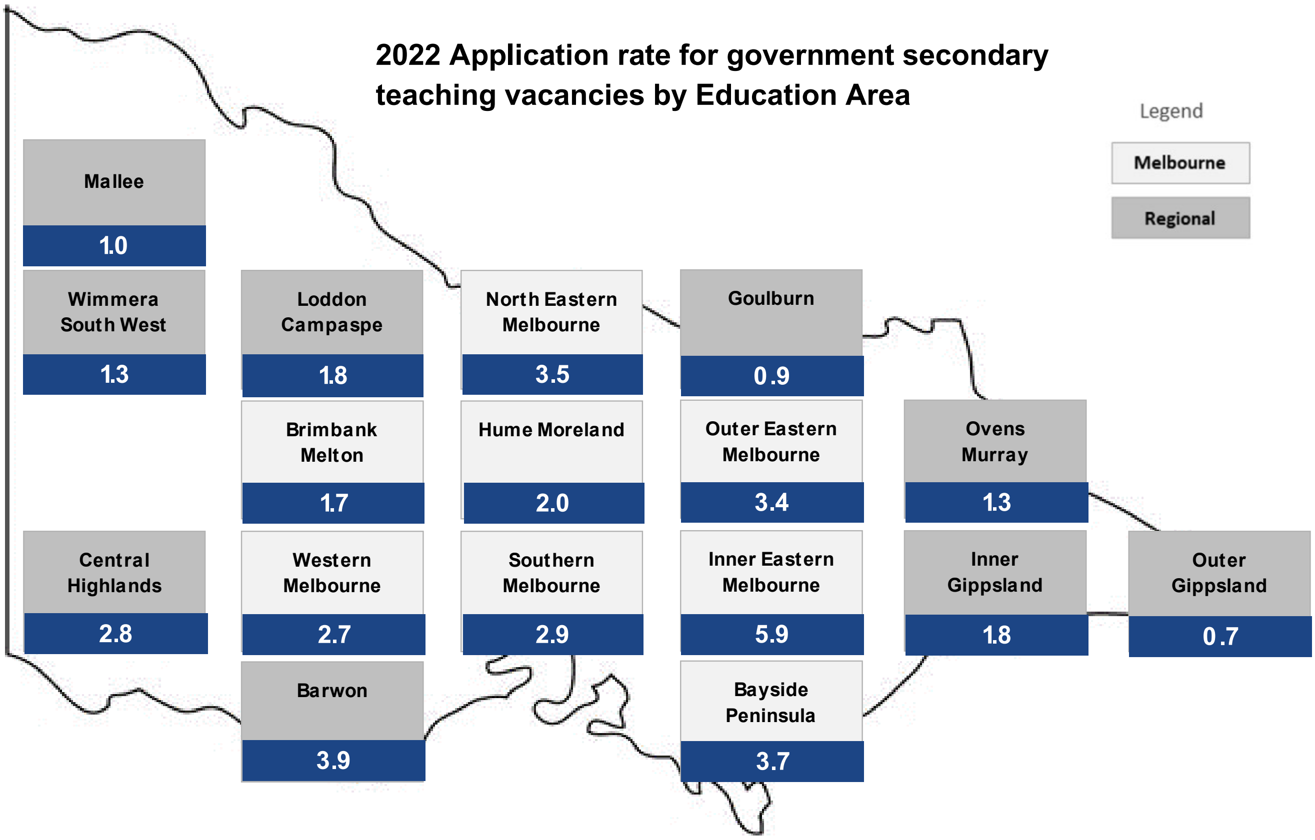


Vacancies per 10 staff by year



3.12. Application rate – Secondary government schools

Key Finding — Applications per government secondary vacancy decreased across all Education Areas between 2021 and 2022, with the greatest decreases occurring in Hume Moreland, and Outer Gippsland. Government secondary schools receive 2.8 applications per vacancy overall, compared to 5.3 for government primary schools.



Application rate

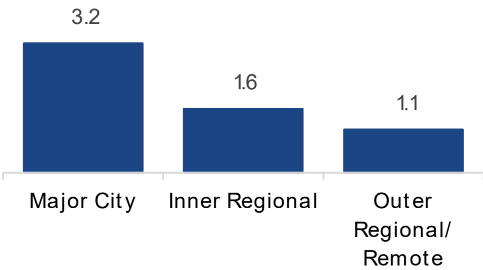
Recruitment Online is the recruitment system used by the Victorian Department of Education to administer all applications for teaching roles at Victorian government schools.

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

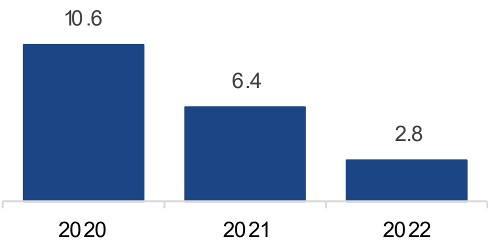
The application rate has declined substantially falling from an average of 10.6 applications per vacancy in 2020 to 2.8 applications per vacancy in 2022.

On average, vacancies advertised in Melbourne attract 2.1 more applications than those for outer regional and remote locations.

Application rate by remoteness

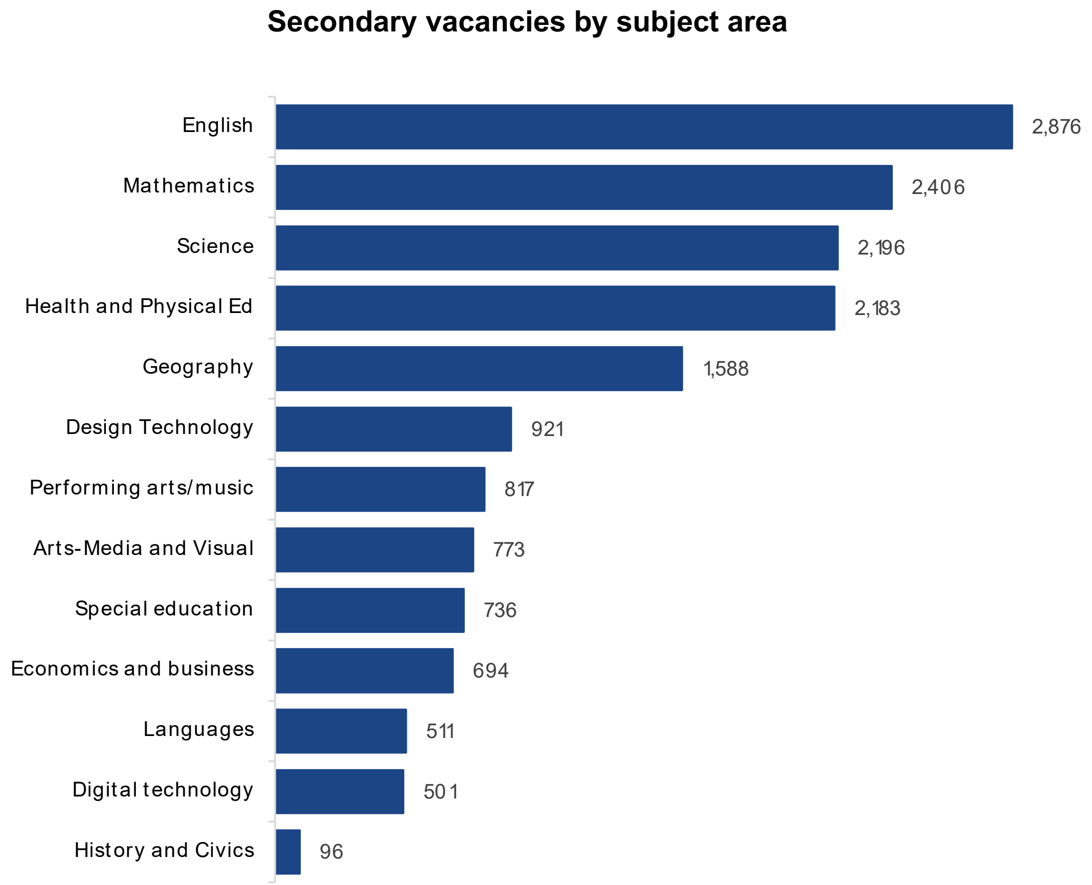


Application rate by year



3.13. Vacancies by subject specialisation – Secondary government schools

Key Finding — 18 per cent of total subject specialisations sought are for English



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 is 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 (18 per cent) was the most requested subject, followed by Mathematics (15 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.

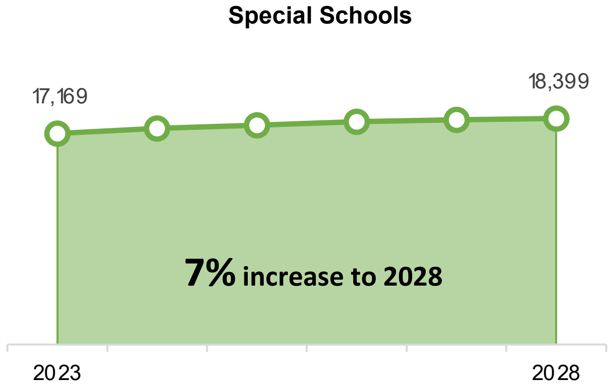
3.14. Special and EAL school forecasts

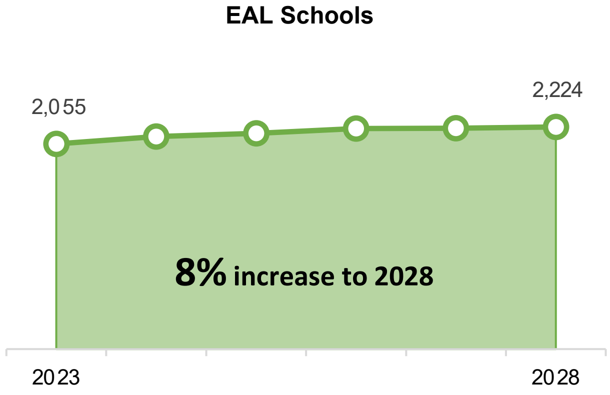
Key Finding — Special school teacher demand is expected to increase to 4,007 by 2028, up by 7 per cent compared to 2023.

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 1,230 more special school enrolments in 2028 than in 2023.

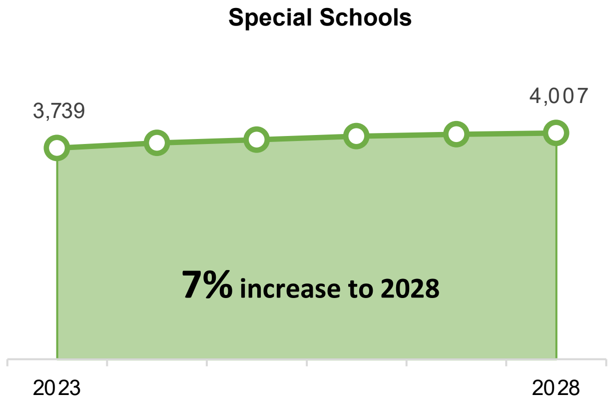
The forecast is for 169 more EAL school enrolments in 2028 than in 2023. The rate of increase has slowed in 2023 compared to previous years due to expected migration patterns.

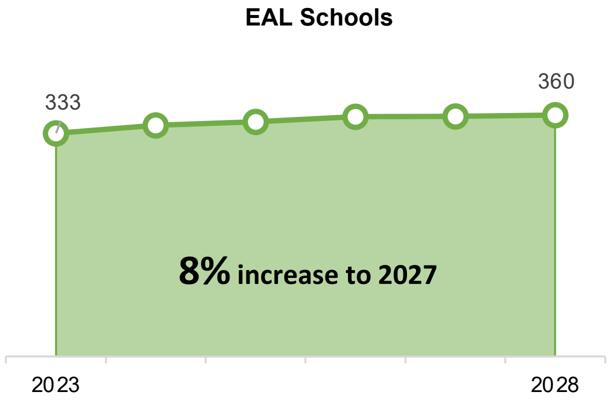




Special and EAL schools teacher demand

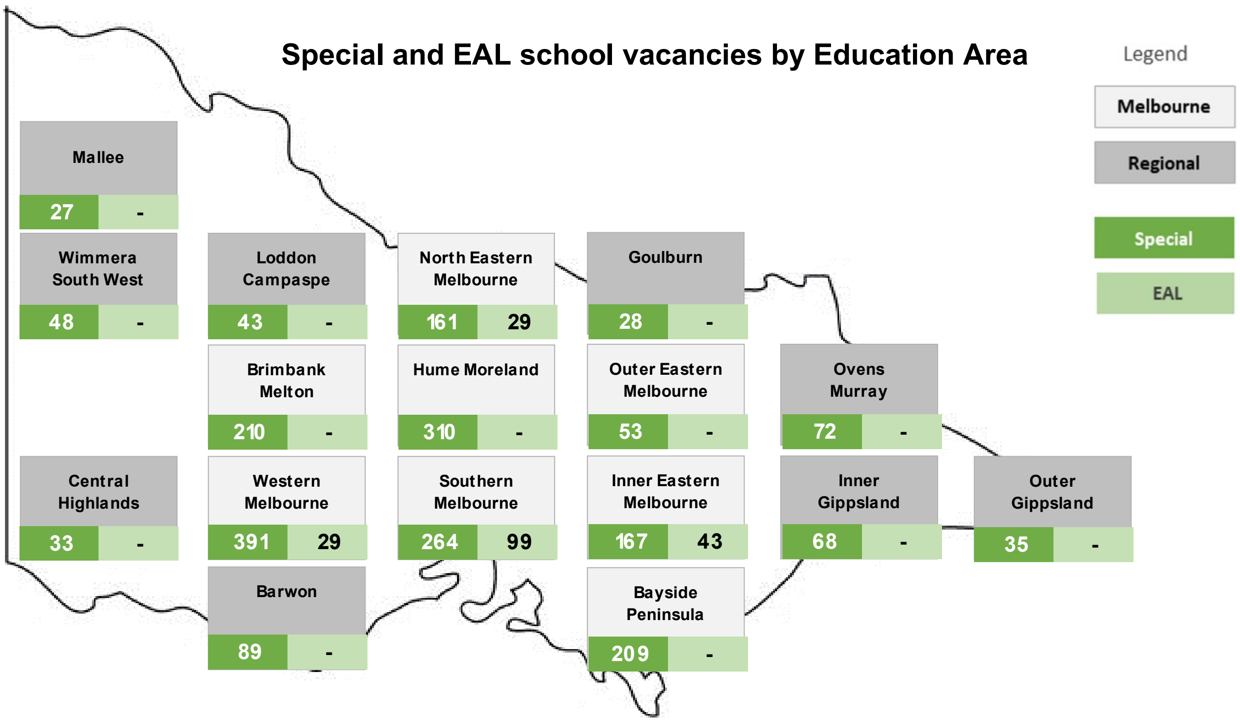
As teacher demand largely reflects growth in enrolments, the forecast demand for Specialist and EAL teachers shows a similar trend to the enrolment charts above. The forecast is for 268 more special school teachers in 2028 compared to 2023, and 27 more EAL teachers in 2028 compared to 2023.





3.15. Vacancies – Special and EAL government schools

Key Finding — Vacancies in government special schools have increased across almost all Education Areas, with the largest increases in Southern Melbourne, Mallee, and Brimbank Melton. Overall vacancies across Victorian government special and EAL schools increased from 845 in 2020 to 3,408 in 2022, partially explained by staff leave patterns returning to pre-COVID trend levels in 2022.

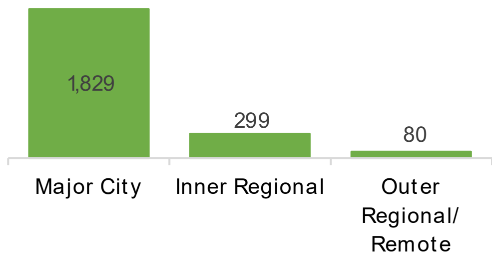


Vacancies

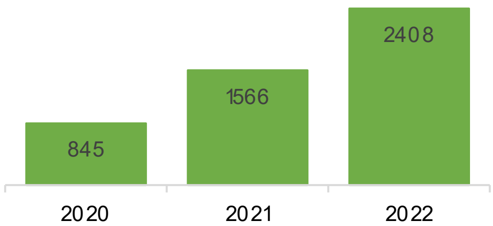
Special and EAL schools have experienced a large increase in vacancies, up by 85 per cent in 2021, then a further 54 per cent in 2022, reflecting a substantial increase in recruitment challenges.

Vacancies increase substantially in times of teacher supply tightness, as schools may post multiple sequential advertisements to seek an adequate candidate field for the same underlying role. Both planned and unplanned leave also decreased substantially below their trend levels during 2020 and 2021. This increased pressure on short-term recruitment needs to backfill staff taking leave in 2022, as the system returned to face-to-face teaching settings and these business-as-usual operational requirements therefore returned.

Vacancies by remoteness

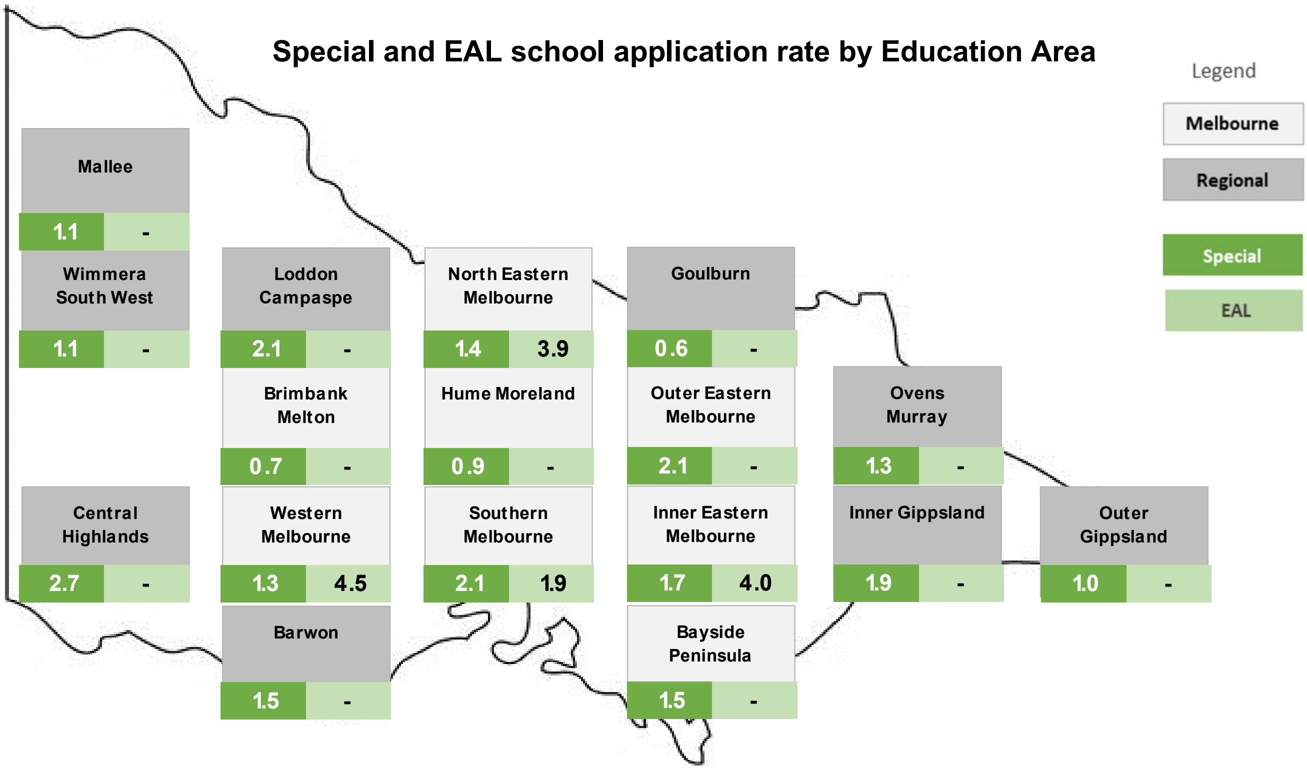


Vacancies by year



3.16. Application rate – Special and EAL government schools

Key Finding — Applications per government special school vacancy decreased across all Education Areas over the last year, with the greatest decreases occurring in Brimbank Melton and Goulburn. The overall application rate to government special schools decreased from 5.5 applications per vacancy in 2020 to 1.4 in 2022.



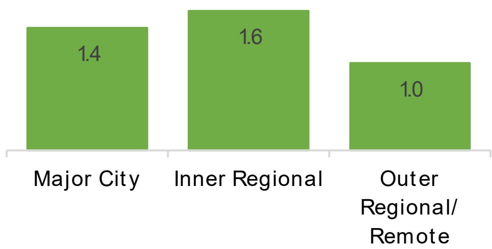
Applications

Goulburn, Brimbank Melton and Hume Moreland had the lowest application rate for Special school vacancies.

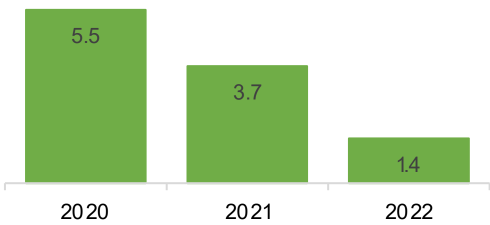
The application rate has declined substantially falling from an average of 5.5 applications per special school vacancy in 2020 to 1.4 applications per vacancy in 2022.

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

Special school application rates by remoteness



Special school application rates by year



4. Supply and demand drivers

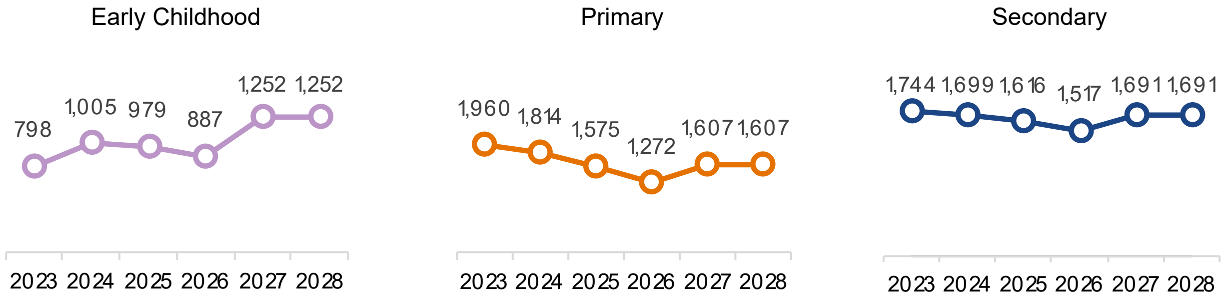
This chapter outlines data used to develop the projections of supply and demand, including Initial Teacher Education provider data, and other inputs.

4.1. Supply Drivers by education setting

Key Finding — Forecasts show decreasing graduate supply for primary and secondary school settings from 2023.

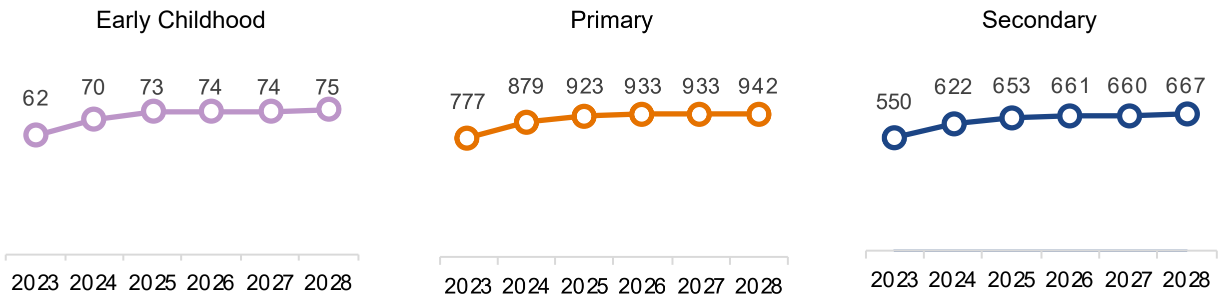
Forecast ITE graduates

The supply of ITE graduates entering the school sector is expected to decrease by 25 per cent over the forecast period.



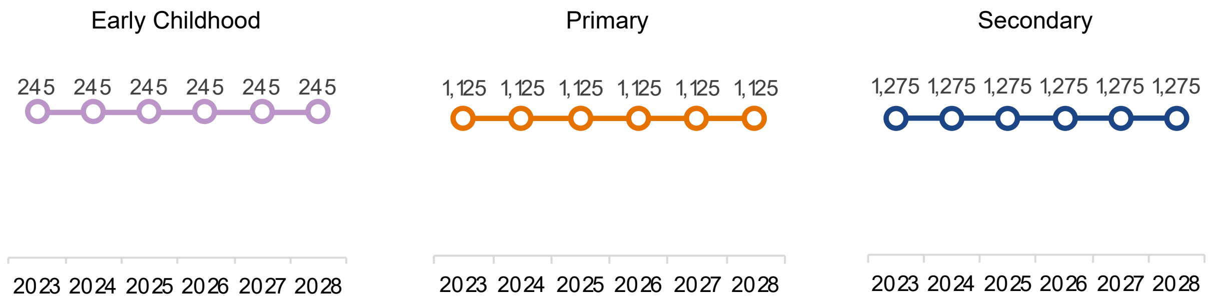
Forecast migration

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



Forecast Deferred Registrants

The number of deferred registrants is projected to be stable over the forecast period for each education setting.

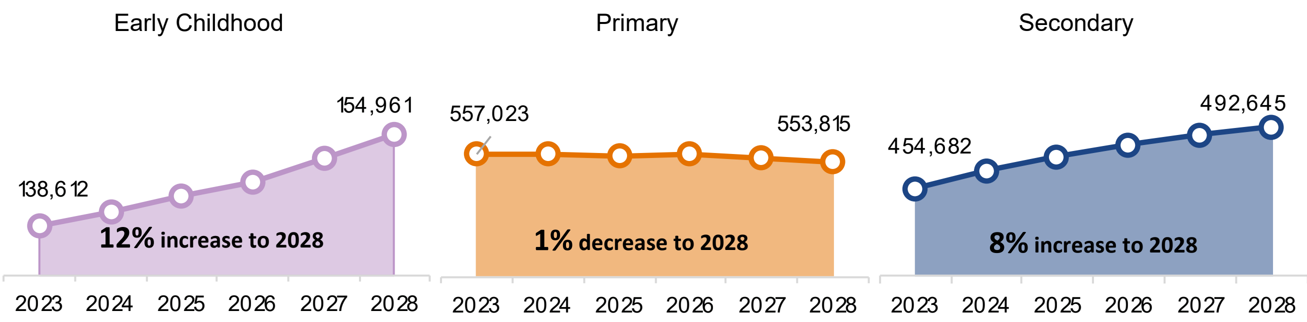


4.2. Demand drivers by education setting

Key Finding — 1,201,421 total enrolments across all education settings in 2028.

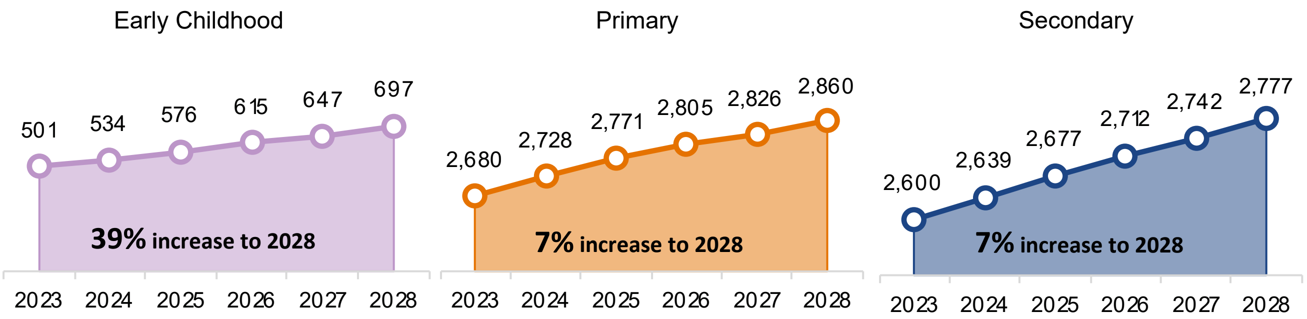
Forecast enrolments

Kindergarten and secondary school enrolments are expected to continue to grow, with secondary enrolments increasing by 8 per cent over the forecast period. Primary enrolments are expected to decrease by one per cent over the same timeframe.



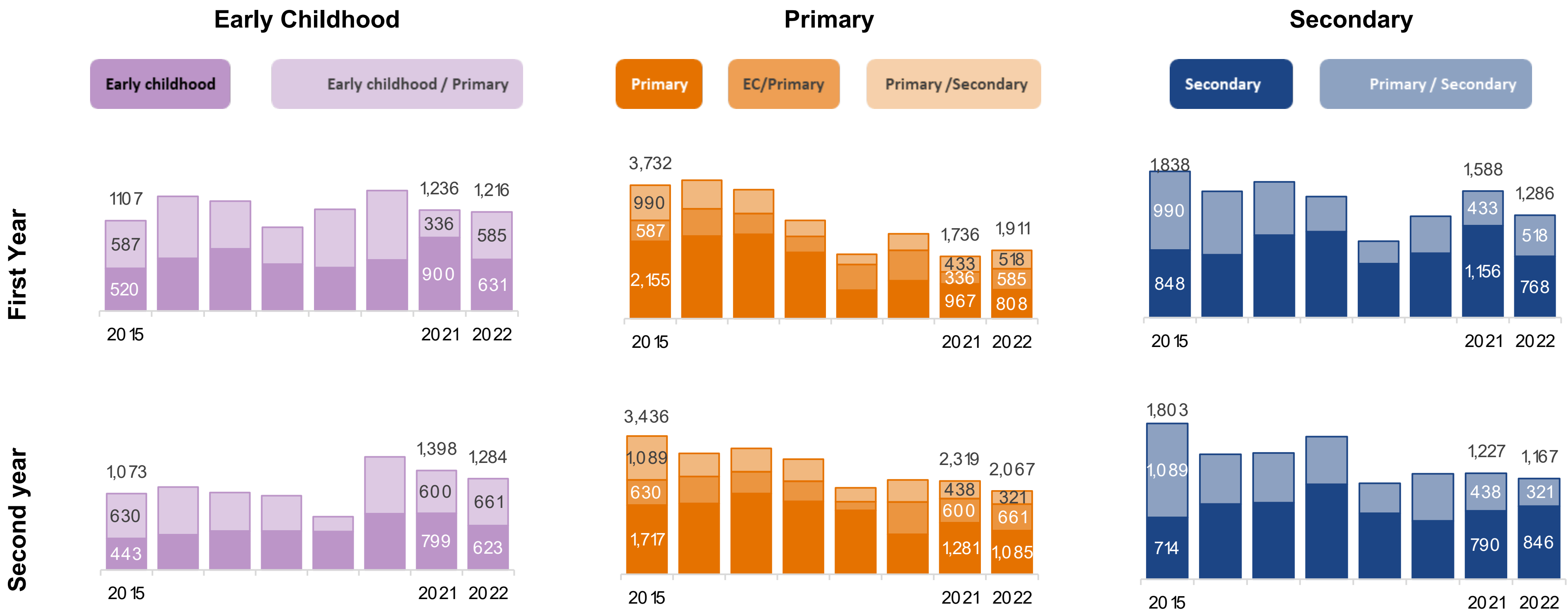
Forecast teacher attrition

Teacher attrition is forecast to be 5.4 per cent 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.



4.3. Undergraduate ITE enrolments

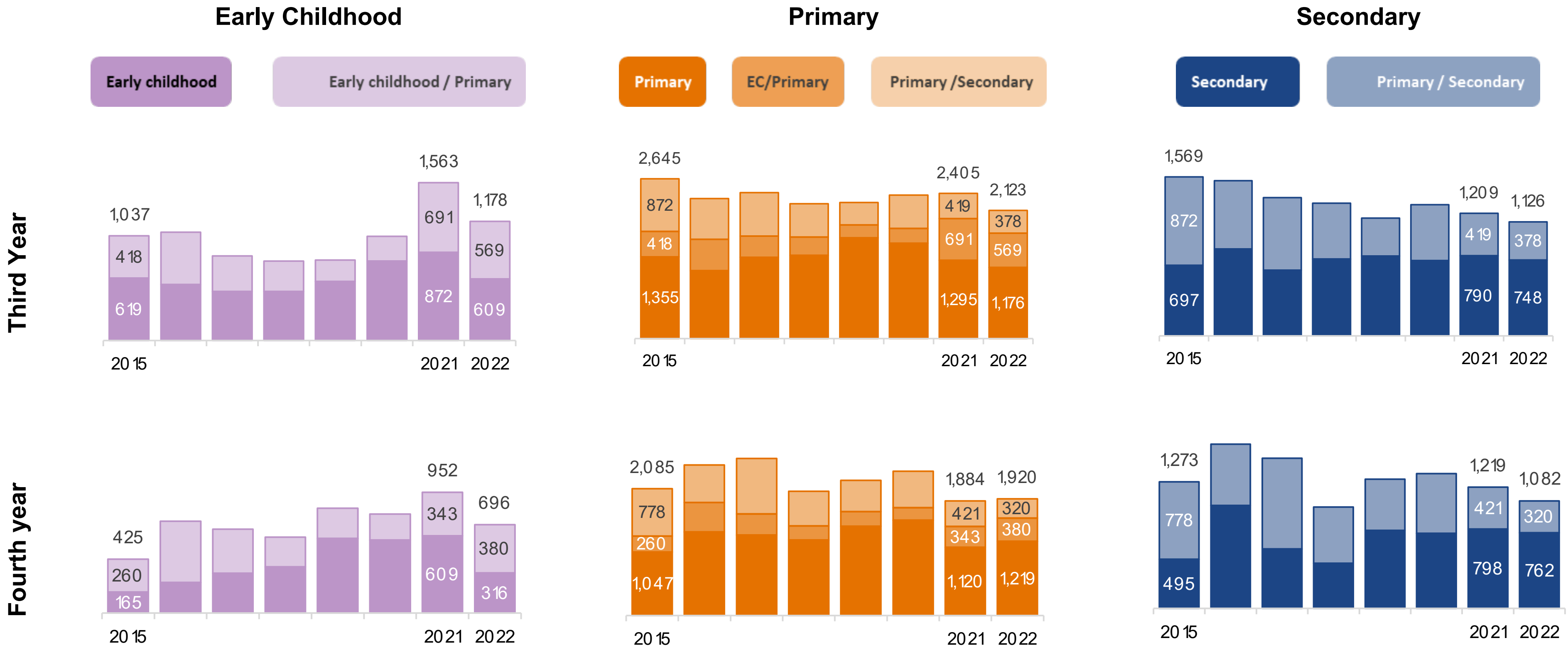
Key Findings — The total number of first year undergraduate enrolments was 3,310. Overall primary enrolments (including primary, primary/early childhood and primary/secondary) increased from 2021. Secondary enrolments decreased to 2020 levels. The total number of second year undergraduate enrolments was 3,537. Early Childhood enrolments decreased but remain above pre-2020 levels, while primary and secondary enrolments decreased.



4.4. Undergraduate ITE enrolments (cont'd)

Key Findings — The total number of third year undergraduate enrolments was 3,480. Early childhood enrolments decreased from 2021, but remain well above pre-2020 levels. Overall Secondary enrolments (including secondary and primary/secondary courses) decreased from 2021.

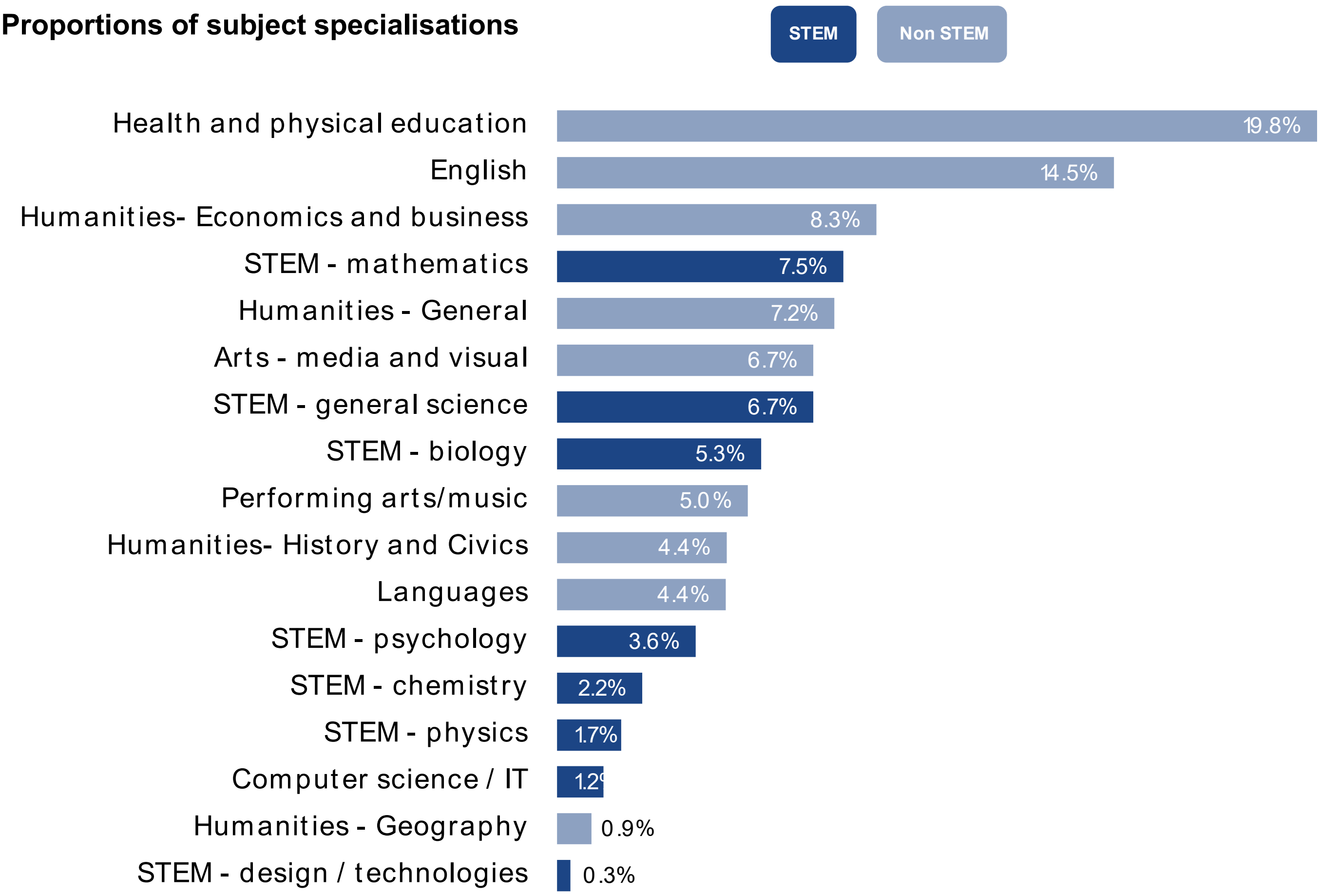
The total number of fourth year undergraduate enrolments was 2,998. Early Childhood and Secondary enrolments decreased, while Primary enrolments increased from last year.



4.5. Secondary ITE course specialisation

Key finding — STEM subjects account for 28 per cent of ITE course specialisations.

Proportions of subject specialisations



The chart above presents data on subject specialisation (secondary teaching methods) supplied by ITE providers.

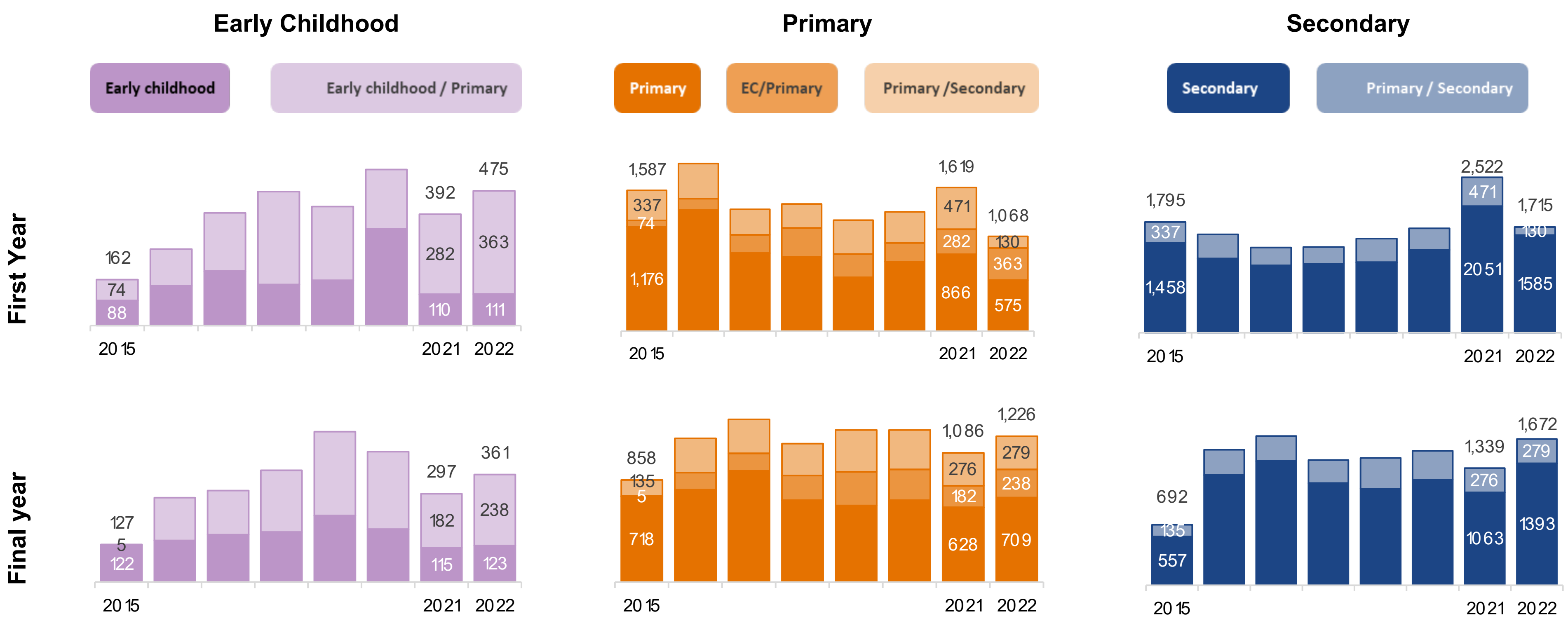
In 2022, STEM subjects accounted for 28 per cent of specialisations, which is a decrease from 29 per cent in 2021.

For non-STEM courses, Health and Physical Education remained the highest subject specialisation, followed by English and Humanities (economics and business). Languages specialisation comprised 3 per cent of the total ITE enrolments in 2022.

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

4.6. Postgraduate ITE enrolments

Key Findings — In 2022 the total number of first year postgraduate enrolments was 2,764. This excludes 502 first year graduate diploma students completing one-year bridging courses into Early Childhood teaching.
The total number of final year postgraduate enrolments was 2,609. Final year enrolments increased across all education settings in 2022.



Note: Final year enrolments includes those in their second or later years of postgraduate ITE enrolment.

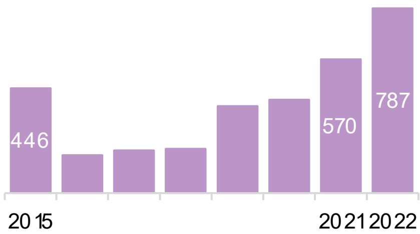
4.7. ITE graduates

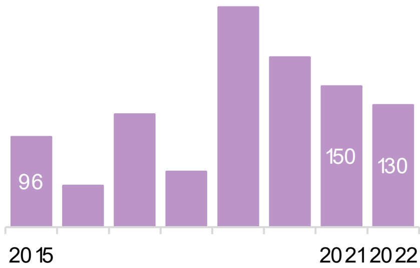
Key Finding — 5, 335 total ITE graduates in 2022.

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**

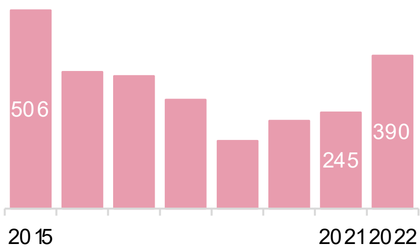
Early Childhood

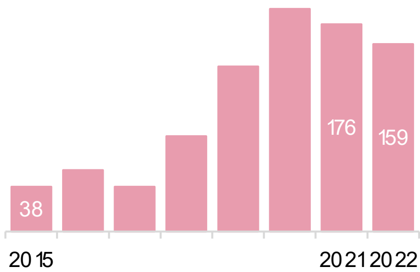




Undergraduate graduations in Early Childhood increased in 2022, while postgraduate graduations continued to decrease from 2019 levels.

Early Childhood/ Primary





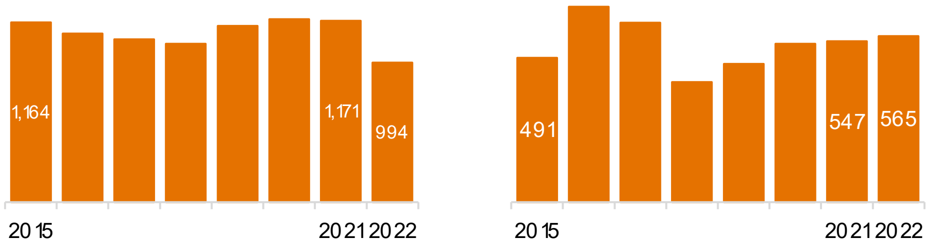
Dual Early Childhood and Primary graduations at the undergraduate level have increased from 2019, while levels of postgraduate completions have decreased from earlier years.

4.8. ITE graduates (cont'd)

School-teacher graduate trends are shown below.

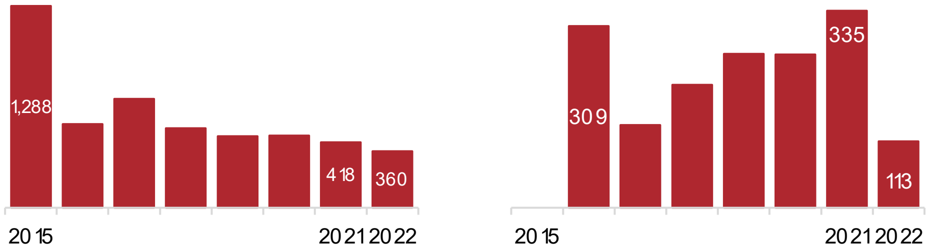
Undergraduate **Postgraduate**

Primary



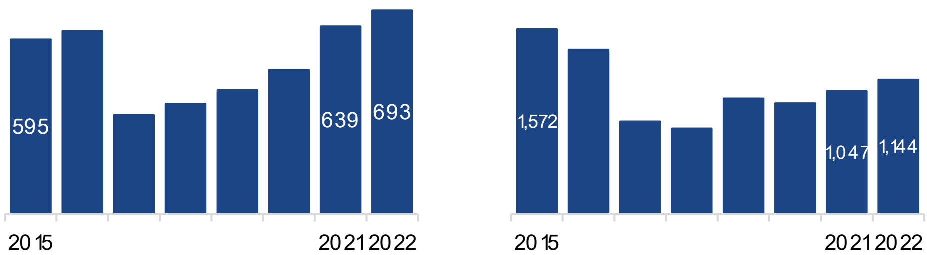
Graduations at the postgraduate level increased slightly in 2022, while graduations for undergraduates fell.

Primary/Secondary



Graduations for undergraduate qualifications in school teaching without a specific primary or secondary focus have followed trends from previous years, decreasing from 2021. Postgraduate qualifications have also declined.

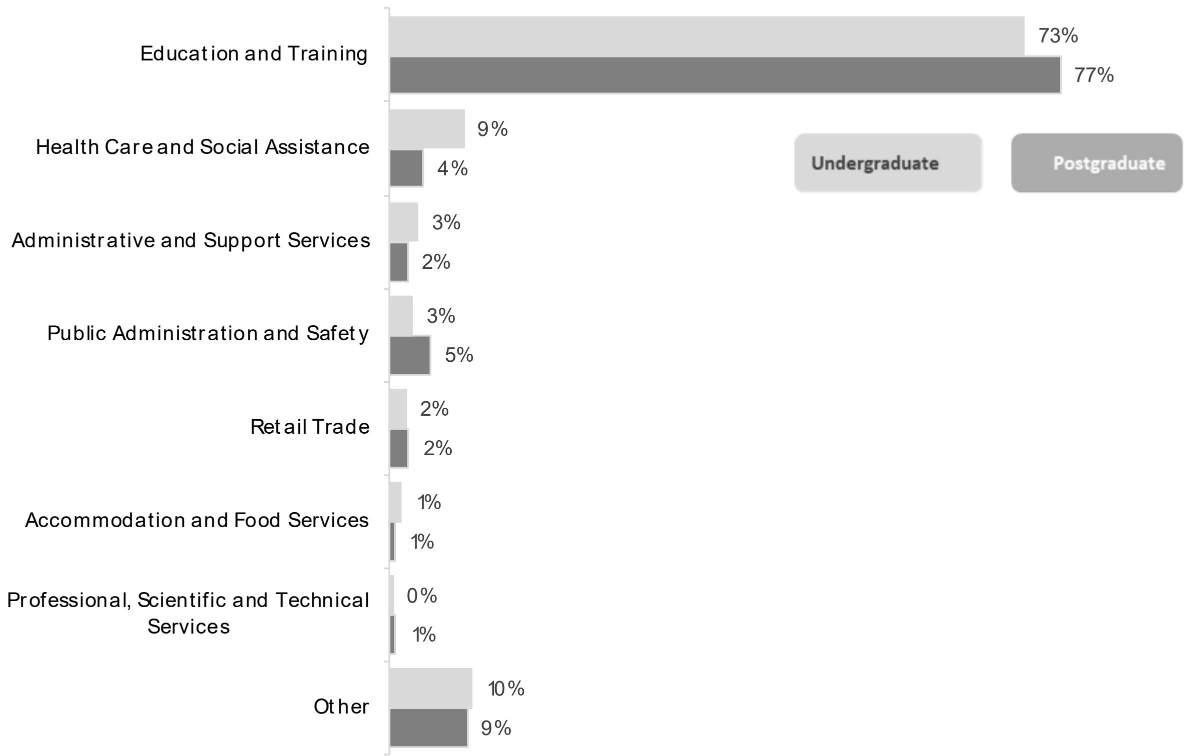
Secondary



There has been an increase in undergraduate completions of Secondary ITE courses since 2017. Postgraduate completions also increased slightly in 2022.

4.9. Graduate destinations

Key Finding — 77 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. 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 2022, as charted above, are consistent with those observed in 2021.

Additional findings from the survey include:

- Around 3.7 per cent of Victorian education undergraduates and 4.9 per cent of Victorian education postgraduates were undertaking further study (down from 6.2 and 4.6 per cent respectively in 2021).

- Employment outcomes for Victorian education graduates were also similar to 2021, with 69.8 per cent of undergraduates and 63.7 per cent of postgraduates employed in full time work (up from 60 and 57 per cent respectively in 2021).

- Longitudinal data indicates that 80 per cent of Victorian education graduates in 2019 were working in Education and Training. By 2022, for the same cohort, 84.8 per cent were employed in the Education and Training industry.

5. Workforce demographics

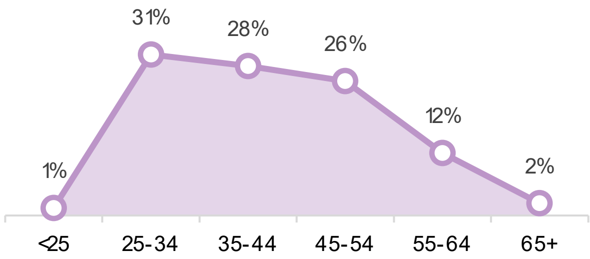
This chapter presents data on workforce demographics, including by education setting, and across government and catholic sectors.

5.1. Early childhood workforce

Key Finding — 82 per cent of teachers are working 20 hours or more per week.

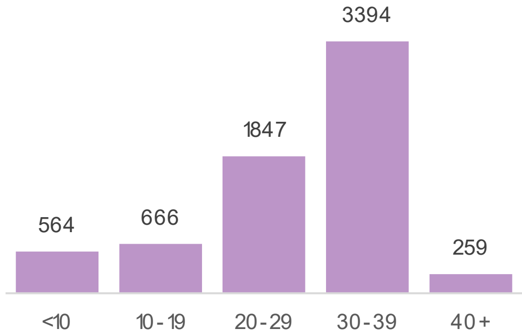
Age

The age distribution of working teachers has shifted slightly to include a younger workforce. Those aged between 25 and 34 has increased from 27% of all teachers in 2021 to 31% in 2022.



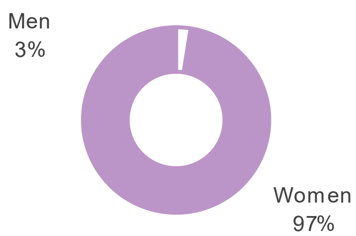
Working hours per week

Working hours remain high for the early childhood workforce, with 54 per cent of all teachers working more than 30 hours per week.



Gender

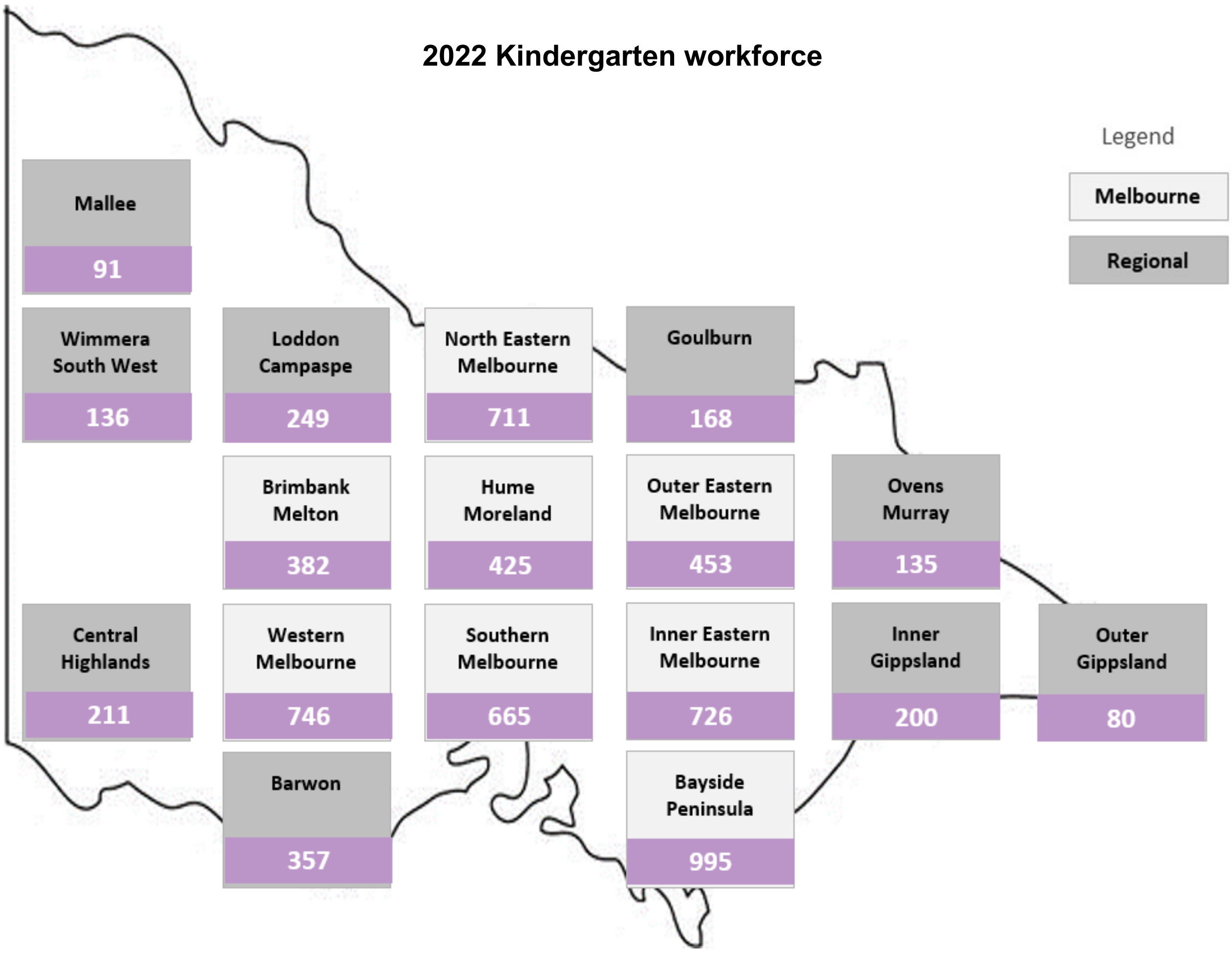
97 per cent of the early childhood workforce are Women.



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 – 67 per cent.

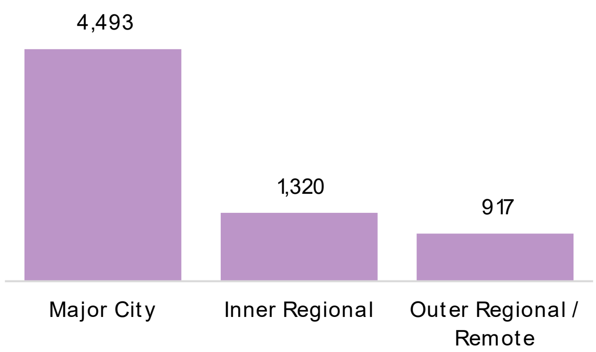


Location

There has been substantial growth in the number of teachers across all regions of the state. Brimbank Melton experienced the highest growth in kindergarten workforce of 38 per cent between 2021 and 2022.

Sixty-seven per cent of early childhood teachers live in major cities compared to 20 per cent in inner regional and fourteen per cent in outer regional / remote areas.

Remoteness

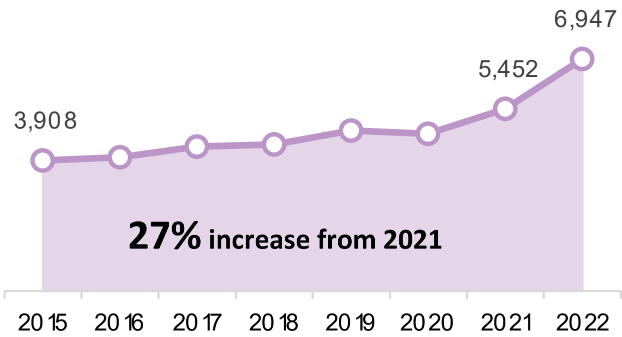


5.3. Early childhood – Teaching workforce and enrolments

> **Key Finding —** 6,947 kindergarten and LDC teachers were employed in 2022
> 136,844 kindergarten program enrolments in 2022.

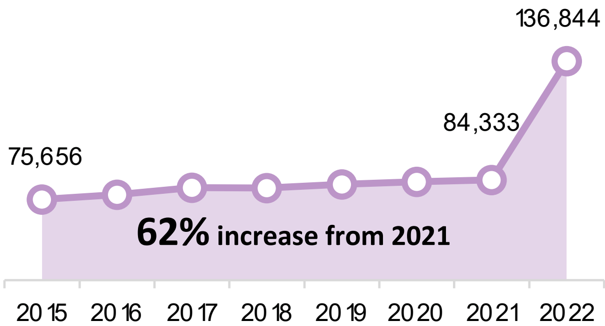
Kindergarten and Long Day Care (LDC) teacher headcount

The number of teachers for kindergarten and LDC services (including both funded and unfunded LDC) continues to grow – rising by an estimated 27 per cent from 2021 to 2022. The number of teachers in unfunded LDC services is unknown, but their proportion of total EC teachers has fallen (likely due to the roll out of Three-Year-Old Kindergarten).



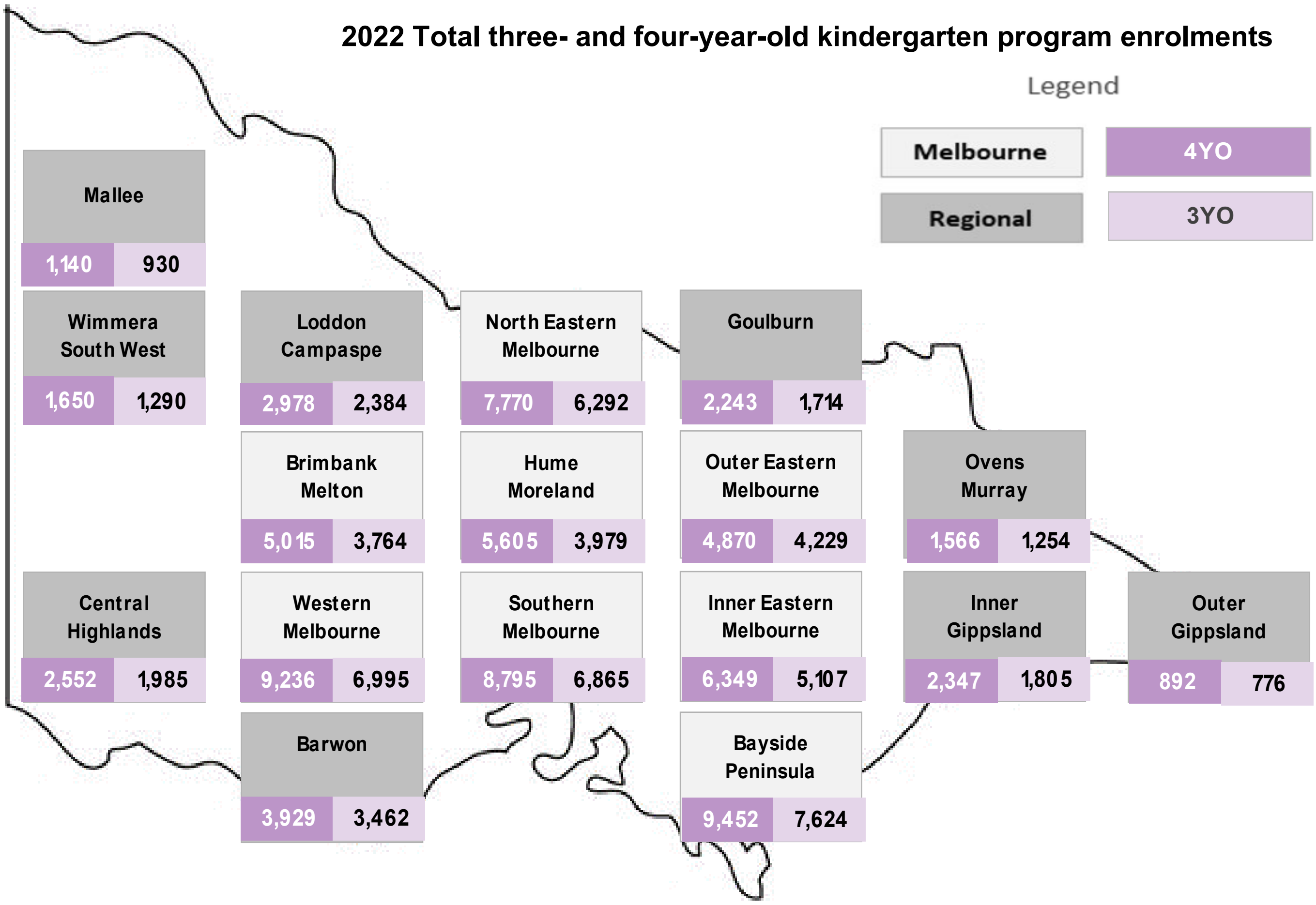
Kindergarten program enrolments

The number of enrolments increased by 62 per cent between 2021 and 2022, driven by the continued roll-out of Three-Year-Old Kindergarten. There has been a decrease in the number of four-year-olds enrolling in kindergarten, aligning with a decline in birth rates between 2017 and 2018.Overall enrolments have increased by 81 per cent since 2015. After generally declining from 2015 to 2021, the enrolments to headcount ratio has risen back to 2015 levels.



5.4. Early childhood – Kindergarten program enrolments

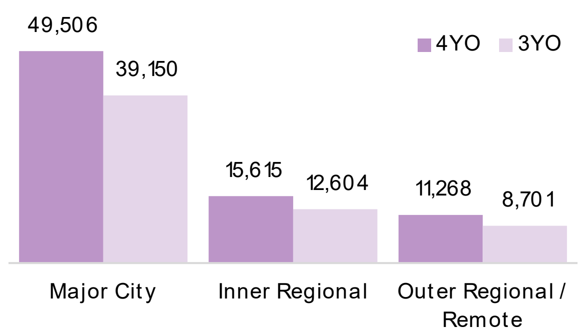
Key Finding — 60,455 total three-year-old and 76,389 total four-year-old kindergarten program enrolments



Enrolments

The figure above shows enrolments in three- and four-year-old kindergarten. The rollout of Three-Year-Old kindergarten across the state has meant a rapid increase in total enrolment figures.

Kindergarten enrolments by remoteness

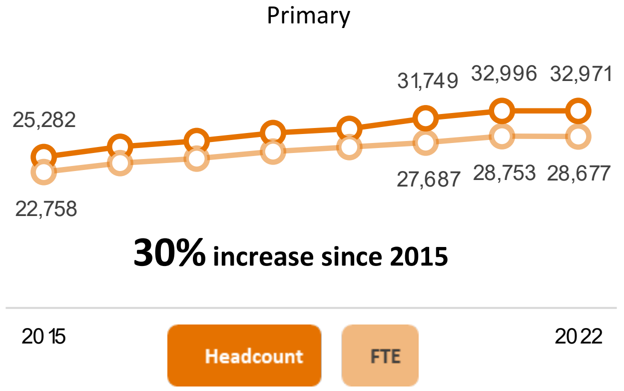


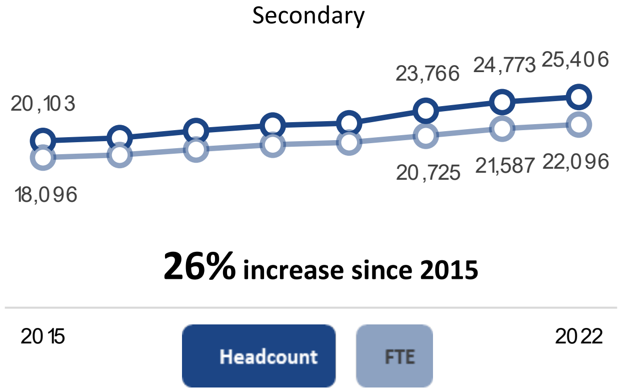
5.5. Schools – Teaching workforce

Key Finding — Primary workforce headcount – 48,467, FTE – 42,054
Secondary workforce headcount – 46,286, FTE – 40,116

Government workforce

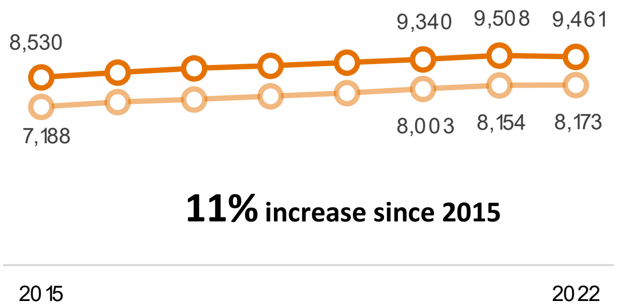
The Government sector teacher headcount decreased by 0.1 per cent for Primary and increased by 2.6 per cent for Secondary between 2021 and 2022.

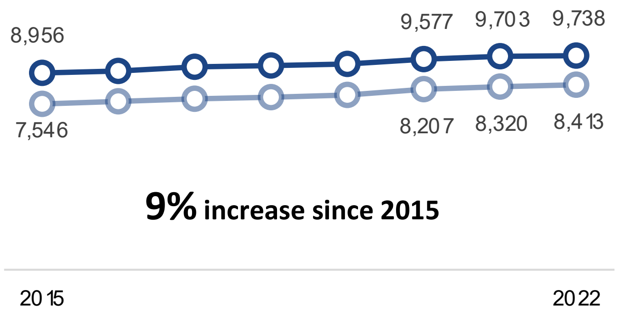




Catholic workforce

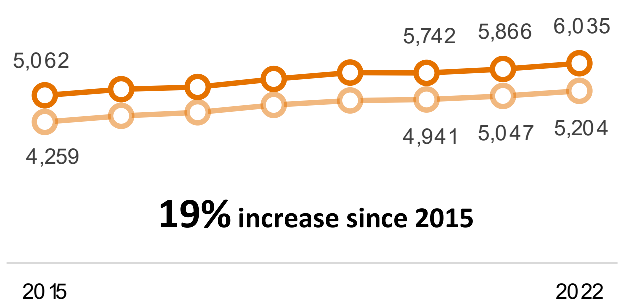
The Catholic sector teacher headcount decreased by 0.5 per cent for Primary and increased 0.4 per cent for Secondary between 2021 and 2022.

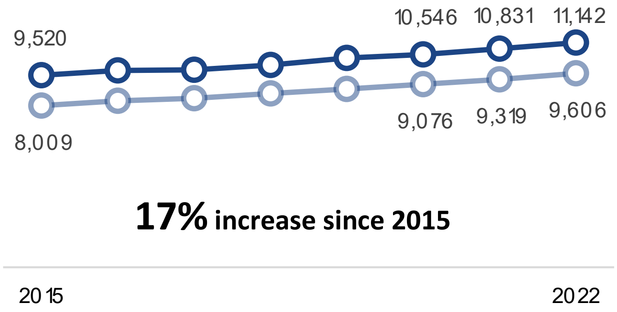




Independent workforce

The Independent sector teacher headcount increased by 2.9 per cent for Primary and 2.9 per cent for Secondary between 2021 and 2022.





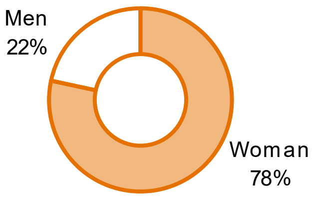
5.6. Schools – Government sector workforce

Key Finding — Key demographics of teaching workforce remain unchanged from 2021

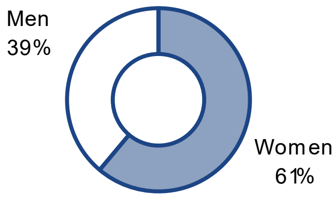
The gender distribution, age split, time fraction and employment type of government primary and secondary school workforce in 2022 remains consistent with that of previous years.

Gender split

Primary

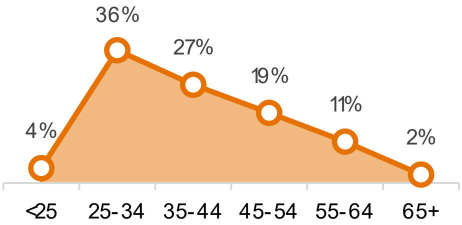


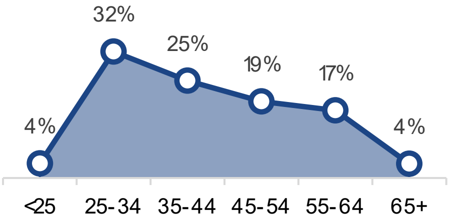
Secondary



Age distribution

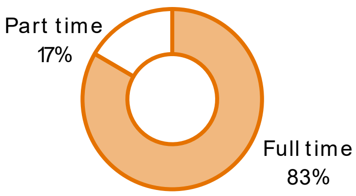
Teachers aged 25 to 44 are the largest cohort

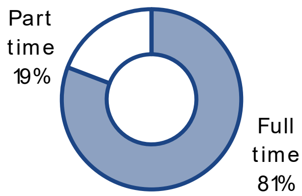




Time fraction

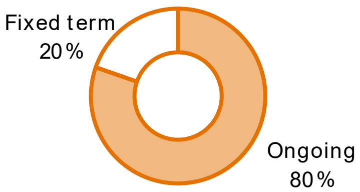
The majority of teachers in government schools are employed on a full-time basis.

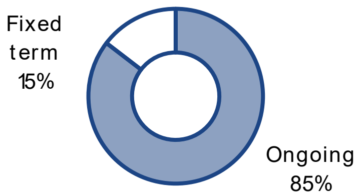




Employment type

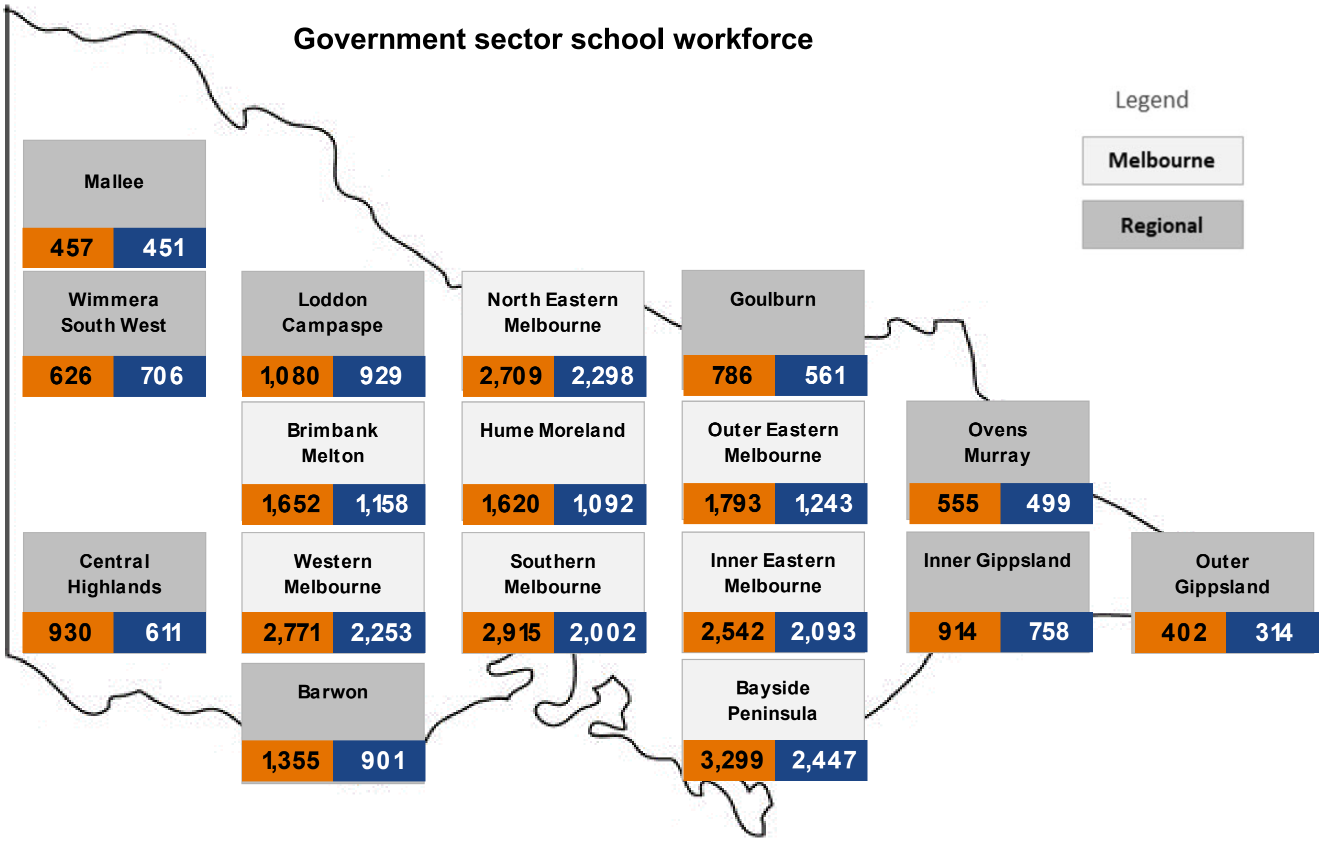
Over 80 per cent of primary and secondary teachers are employed in ongoing roles.





5.7. Schools – Government sector workforce by location

Key Finding — 2.6 per cent increase in government secondary teachers since 2021, 0.1 per cent decrease for primary teachers

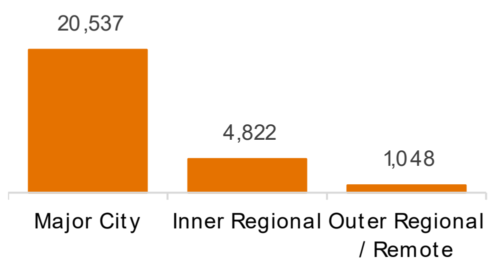


Government sector workforce

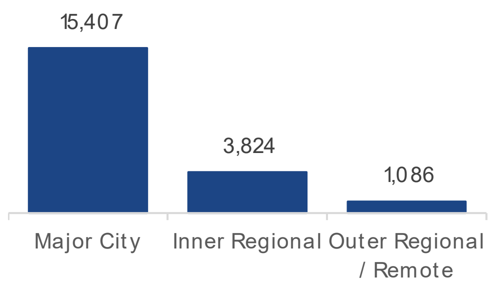
The majority of government school teachers (78 per cent primary, 76 per cent secondary) work in major cities.

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



Secondary teachers by remoteness



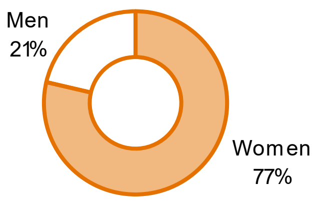
5.8. Schools – Government graduate teachers

Key Finding — Key graduate teaching workforce demographics remain unchanged from 2021

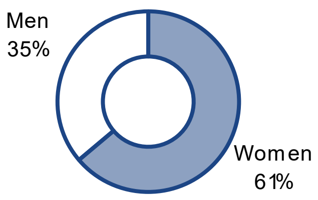
The gender distribution, age split, time fraction and employment type of government graduate Primary and Secondary school workforce in 2022 remains consistent with that of previous years.

Gender split

Primary

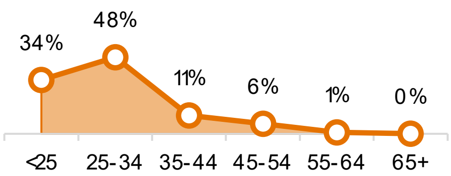


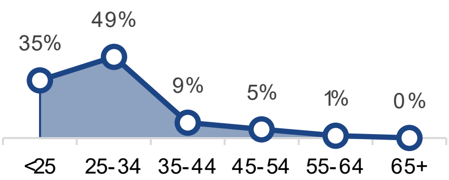
Secondary



Age distribution

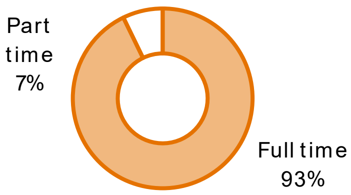
The majority of graduate teachers are 34 years of age or less.

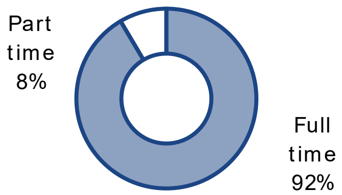




Time fraction

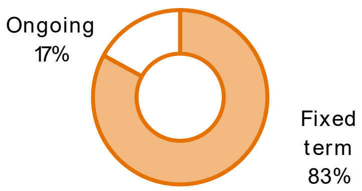
The majority of graduate teachers in government schools are employed on a full-time basis.

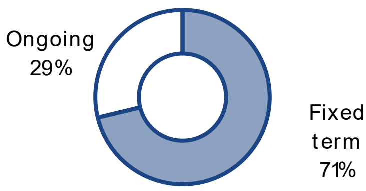




Employment type

Over 70 per cent of primary and secondary graduate teachers are employed in fixed term roles.

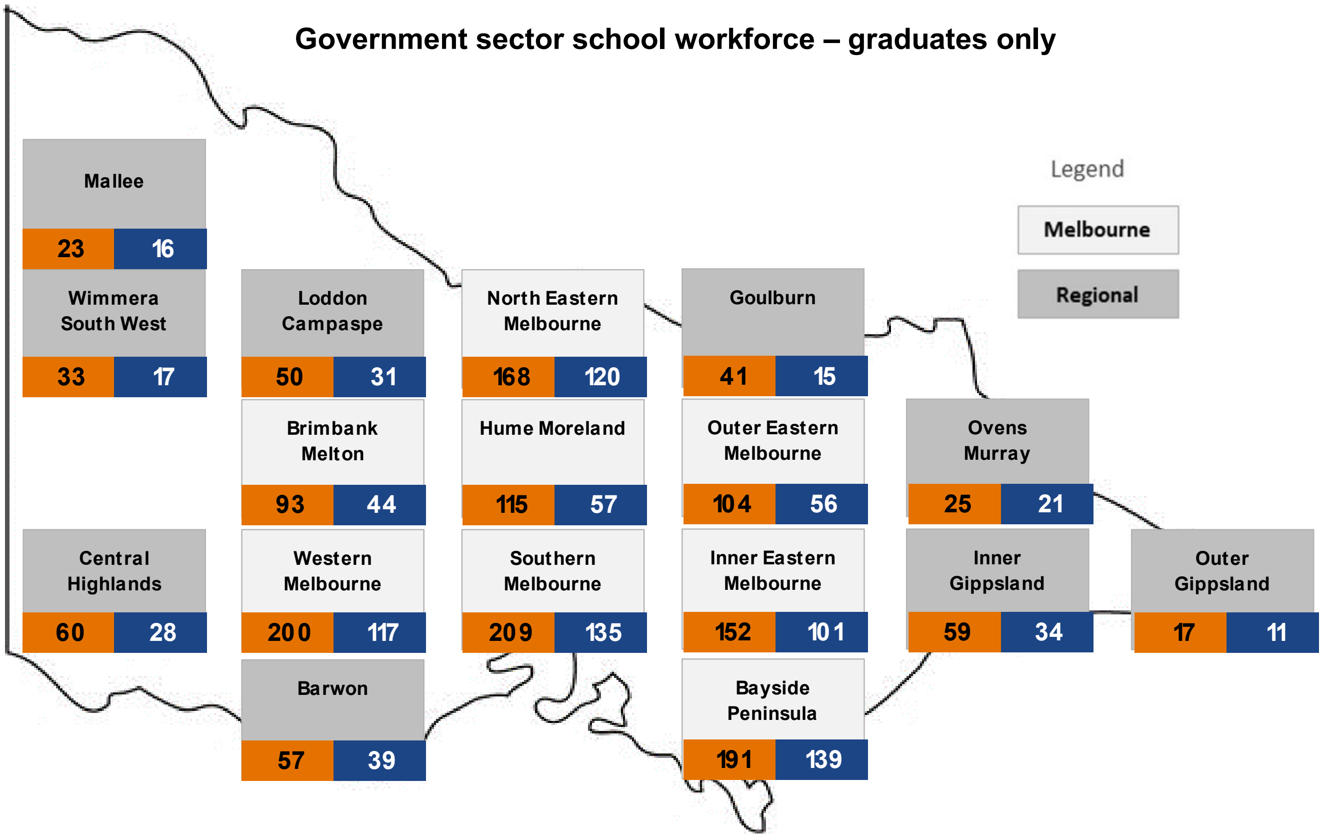




Note: Methodology changed in 2020 to use payroll data for graduate teacher statistics. Graduates are identified using classification codes.

5.9. Schools – Government graduate teachers

Key Finding — 3.4 per cent decrease in government secondary graduate teachers since 2021, 18 per cent increase for primary

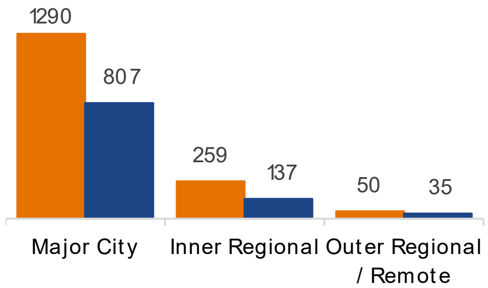


Government graduate teacher workforce

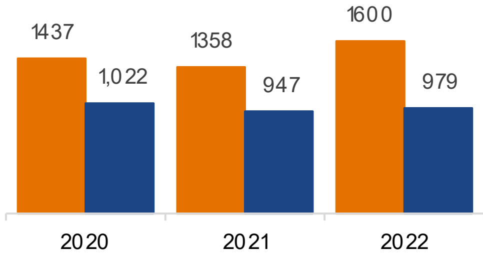
In 2022, there was an 18 per cent increase in graduate teachers in government primary schools, equating to 242 more graduate teachers. Similarly, there was a 3.4 per cent increase in graduate teachers in government secondary schools, equating to 32 more graduate teachers.

The majority of government graduate school teachers (81 per cent primary, 82 per cent secondary) work in major cities.

Graduate teachers by remoteness



Graduate teachers by year



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

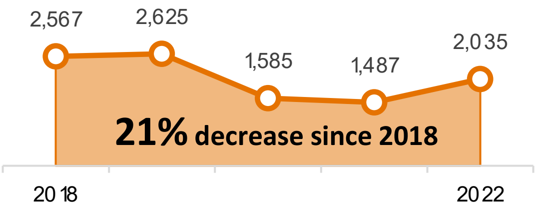
Key Finding — 39 per cent increase in government school CRTs employed in 2022

The data provided here comprises DE eduPay data. Previously (prior to 2018) 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.

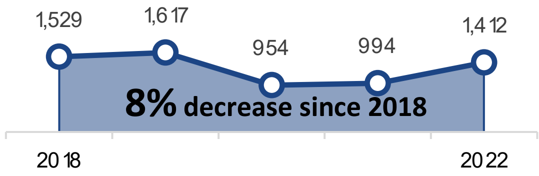
Number of CRTs

There was a 39 per cent increase in government employed CRTs in 2022, while remaining below 2018 levels.

Primary

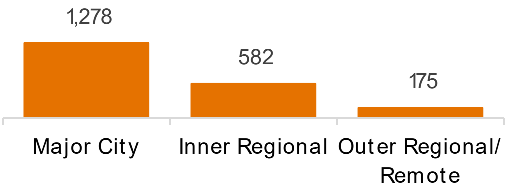


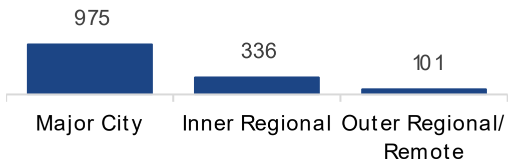
Secondary



Location of CRTs

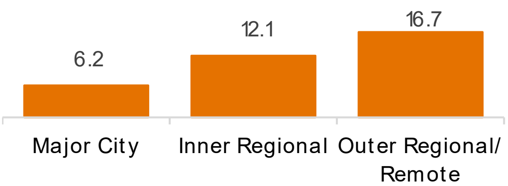
Sixty-three per cent of primary and 69 per cent of secondary CRTs work in a major city.

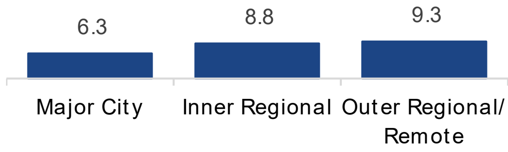




CRTs per 100 non-CRT teachers

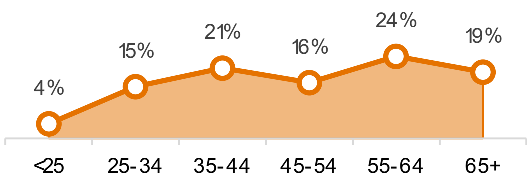
Schools have a higher use of CRTs in the Outer Regional/Remote and Inner regional locations, with a higher number of CRTs per 100 non-CRT teachers compared to major cities.

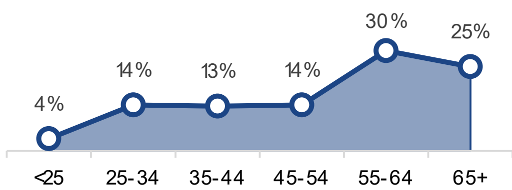




Age distribution of CRTs

In 2022, the age distribution of CRTs was broadly similar to previous years.





5.11. Schools – Government workforce attrition

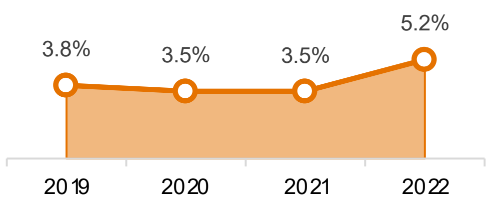
Key Finding — 1,626 primary and 1,651 secondary staff exits in 2022

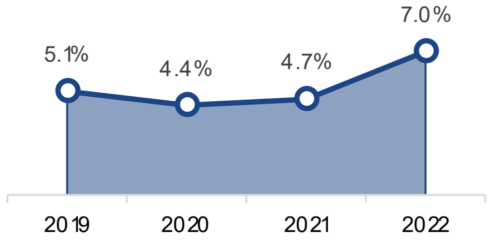
This page shows attrition from government positions only. The rate is different to the overall workforce attrition calculated as expired VIT registrations, as it is based on government school administrative data, rather than the VIT register.

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.

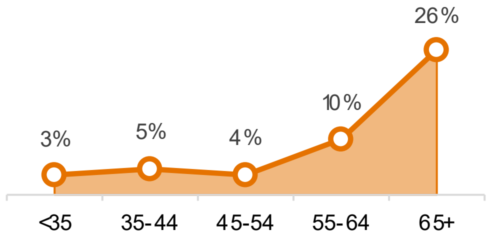
The attrition rate from government school positions increased in both Primary and Secondary settings in 2022.

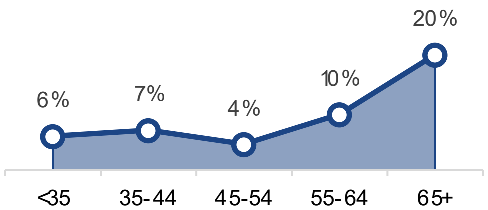




Attrition by age group

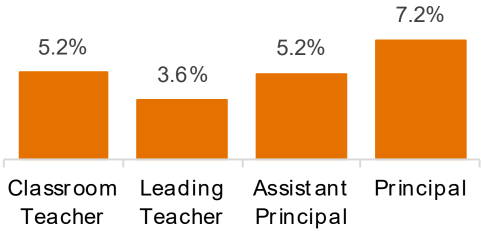
The attrition rate for all age bands has increased relative to previous years for both Primary and Secondary government schools.

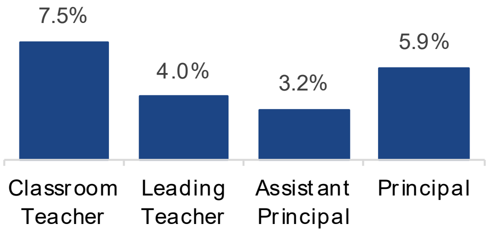




Employment classification

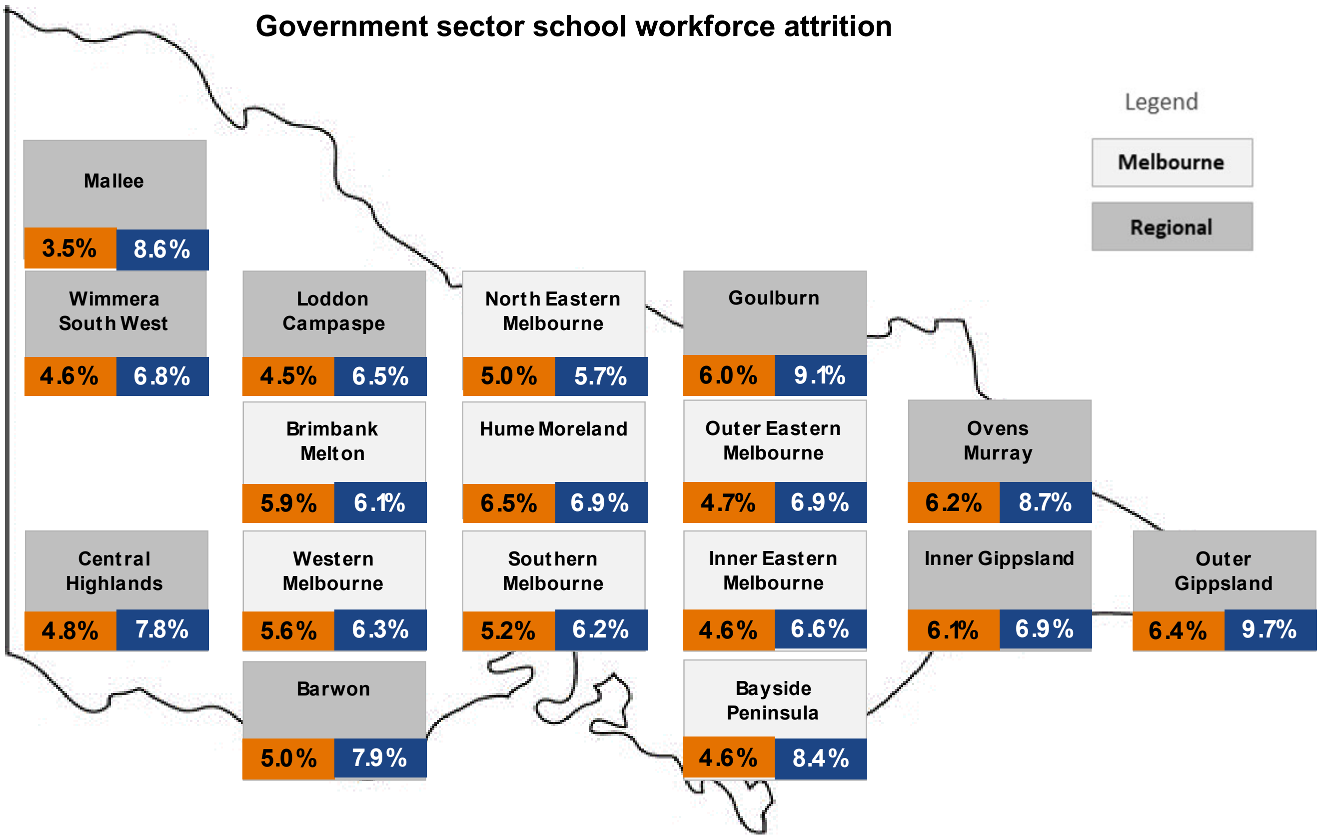
The attrition rate has increased in 2022 across employment classifications.





5.12. Schools – Government workforce attrition

Key Finding — Overall attrition rate of government primary workforce is 5.2 per cent and is 7.0 per cent for the government secondary workforce. Attrition was lower than pre-COVID trend levels throughout 2020 and 2021 and then exceeded pre-COVID levels in 2022, potentially due to delayed attrition during COVID years.

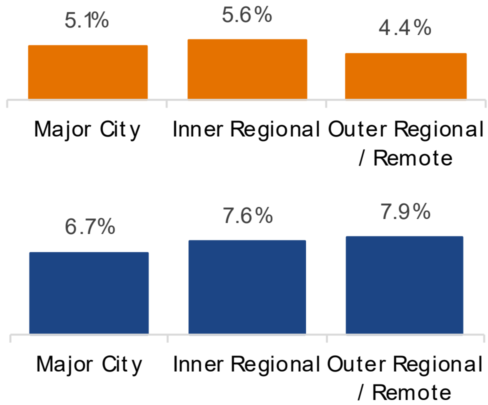


Attrition by education area

In 2022, Outer Gippsland had the highest secondary school attrition rate at 10.0 per cent, while the lowest was North Eastern Melbourne at 5.9 per cent.

In 2022, Outer Gippsland had the highest primary school attrition rate at 6.8 per cent, while the lowest was Mallee at 3.7 per cent.

The attrition rate in 2022 is highest in Inner and Outer Regional / Remote areas for Secondary schools and inner regional areas for Primary schools.

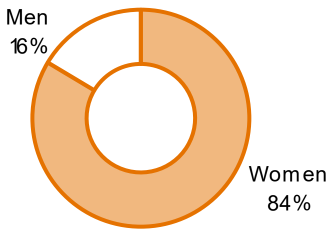


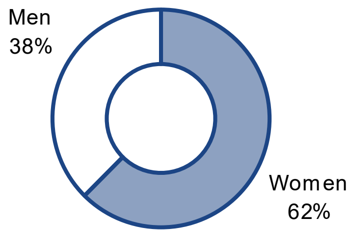
5.13. Schools – Catholic sector teachers

Key Finding — 17,301 active Catholic sector teachers across Primary and Secondary.

Gender split

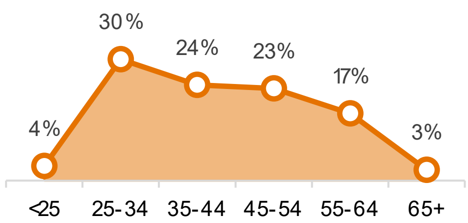
The gender split of teachers in Catholic schools in 2022 remains similar to previous years.

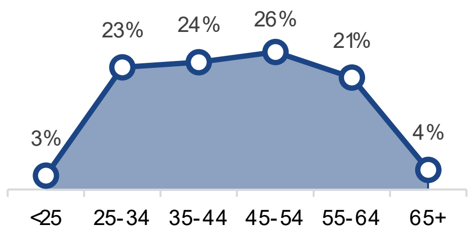




Age distribution

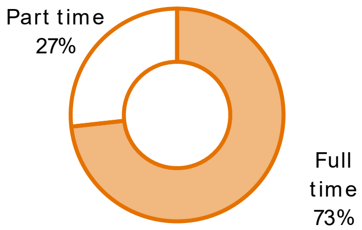
The age distribution in Catholic schools in 2022 remains similar to previous years.

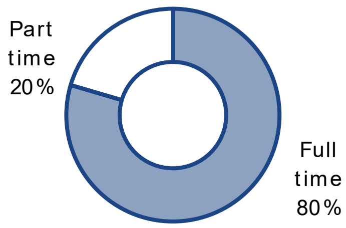




Time fraction

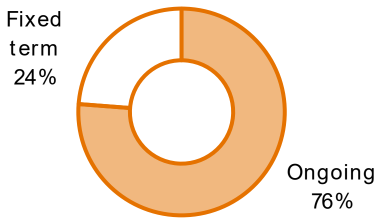
The split of time fraction employed in Catholic schools in 2022 remains the same as previous years.

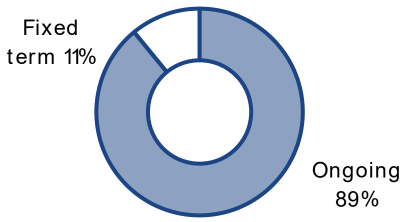




Employment type

The distribution of employment type in government schools in 2022 remains similar to previous years.

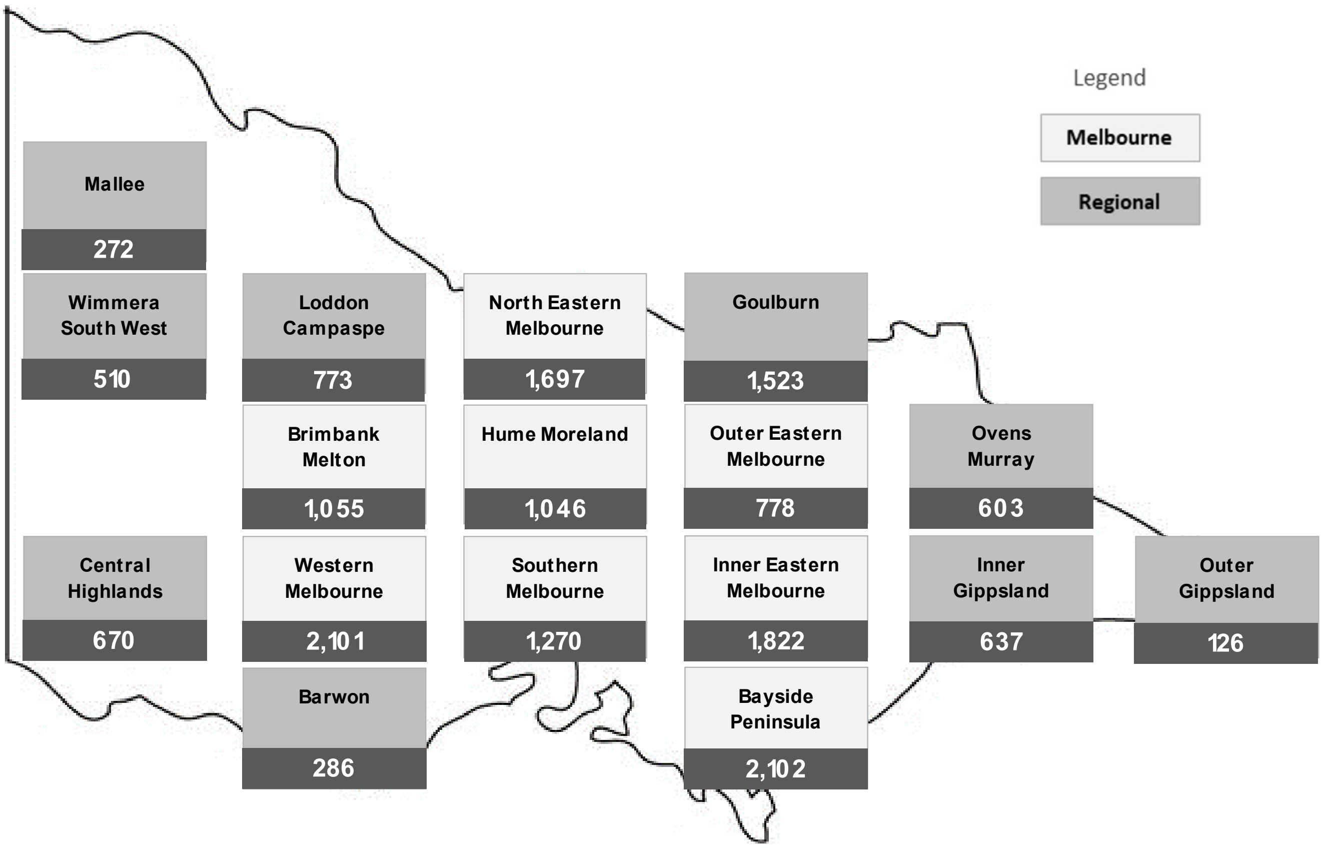




5.14. Schools – Catholic sector workforce by location (primary and secondary)

Key Finding — 17,301 total FTE teachers.

Catholic workforce by Education Area



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 2021 was 1.1 per cent, which follows 1.6 per cent growth between 2020 and 2021.

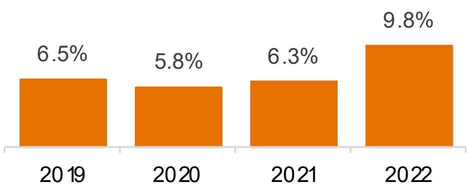
Note that these counts differ to those shown in the overall teaching workforce page, as figures are reported from administrative data, rather than ABS data.

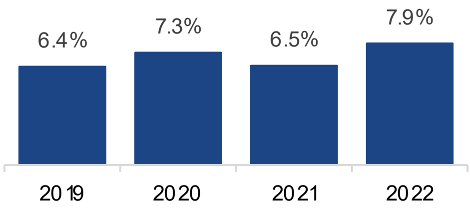
5.15. Schools – Catholic sector workforce attrition

> **Key Finding —** 2022 Catholic workforce attrition rate is 9.8 per cent for Primary schools and 7.9 per cent for Secondary schools.

2022 attrition rate

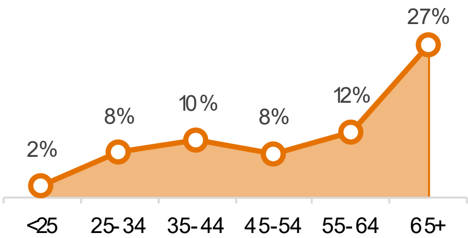
The Catholic primary school attrition rate is 9.8 per cent, which is a large increase from previous years. The Catholic secondary school attrition rate is 7.9 per cent in 2022.

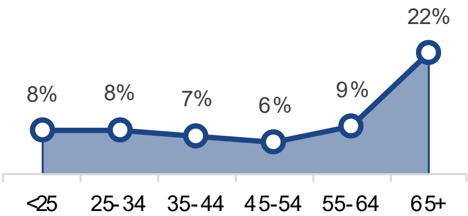




Attrition rate by age group

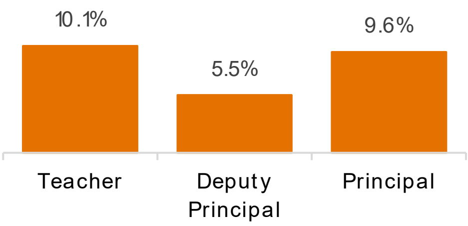
The attrition rate by age for primary and secondary schools generally aligns with historical attrition trends for Catholic schools, noting a lower attrition rate for those aged under 65 in secondary schools in 2022.

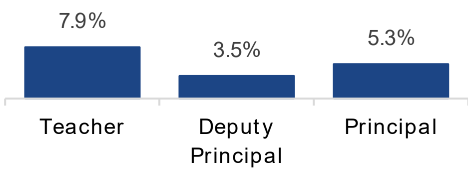




Attrition rate by employment classification

The 2022 attrition rate across the employment classifications has increased significantly from 2021 levels for both Primary and Secondary Catholic schools.

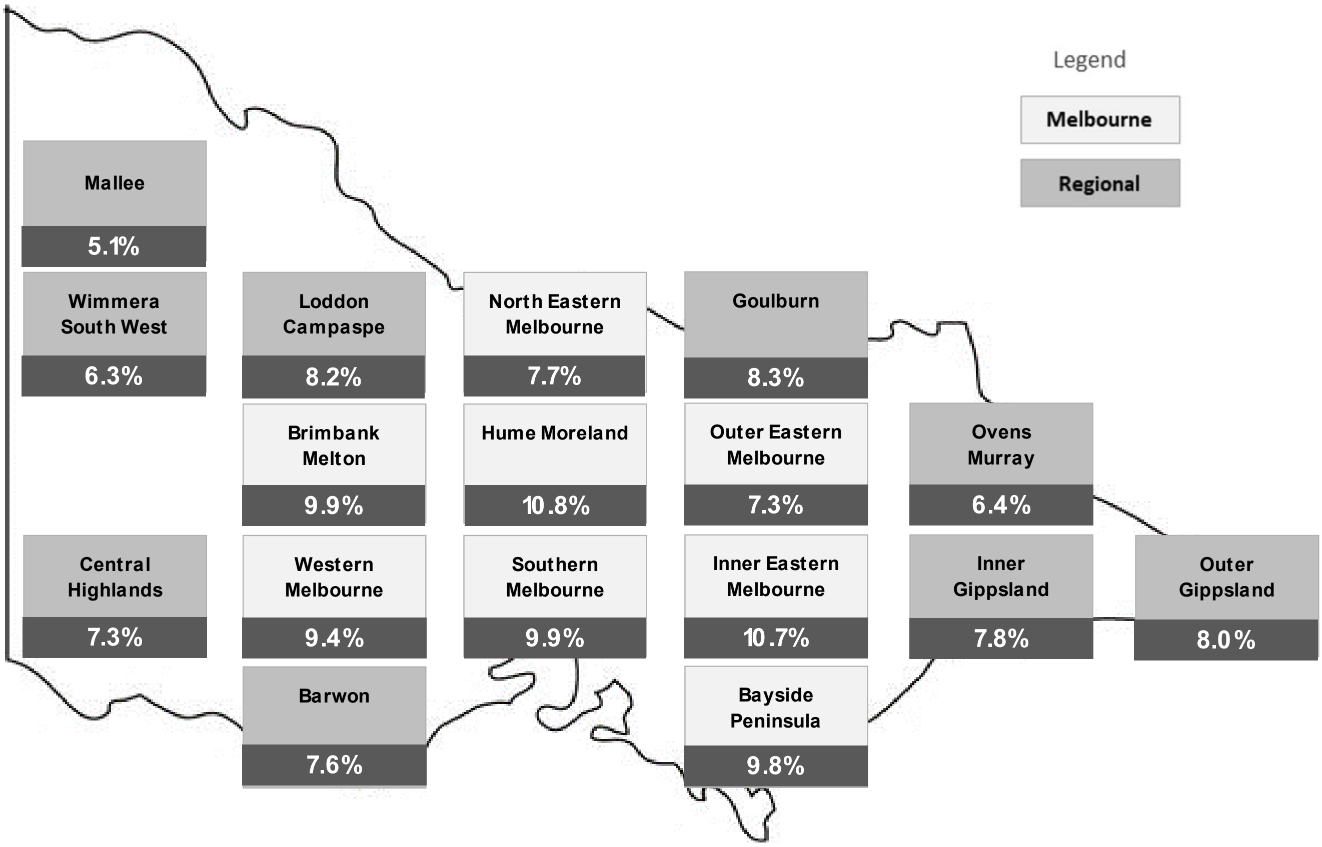




5.16. Schools – Catholic sector workforce attrition (Primary and secondary)

Key Finding — 6.0 per cent attrition rate for Primary schools and 7.9 per cent for Secondary schools

2022 Catholic workforce attrition rate by Education Area

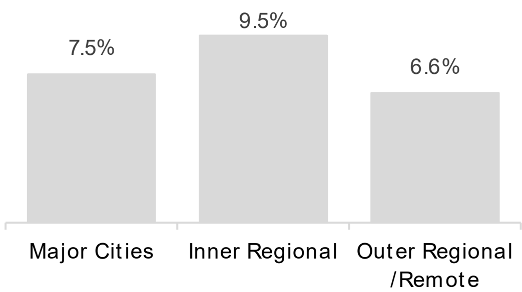


Catholic sector attrition rates

The Catholic workforce location attrition data does not differentiate between Primary and Secondary education settings at the regional level.

The attrition rate is highest in Inner Regional areas at 9.5 per cent.

Attrition by remoteness

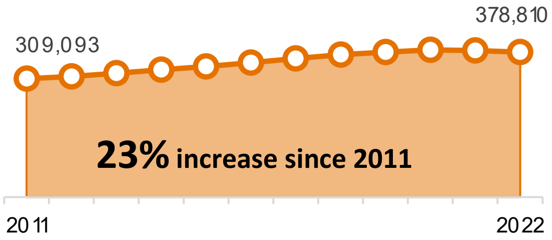


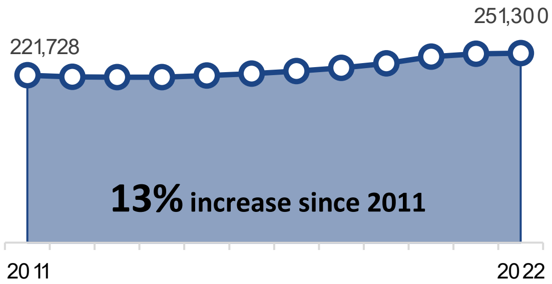
5.17. School enrolments

Key Finding — 2022 saw a 0.5 per cent decline in Primary school enrolments across all sectors.

Government enrolments

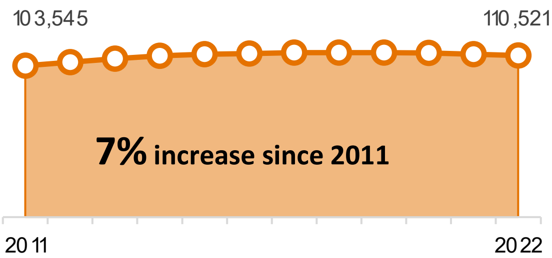
Government schools have 68 per cent of all Primary enrolments, and 57 per cent of all Secondary enrolments.

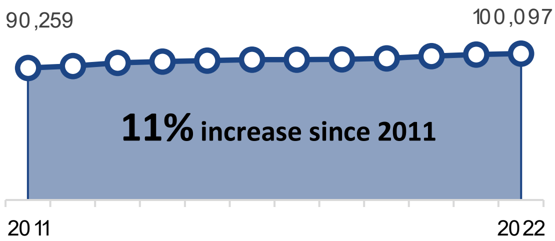




Catholic enrolments

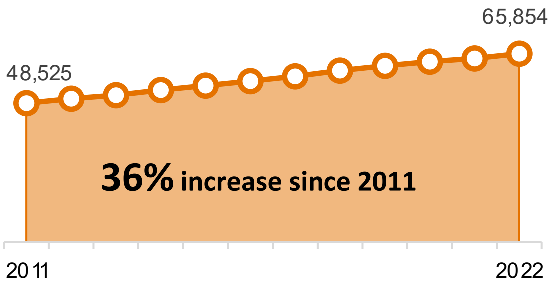
Catholic schools have 20 per cent of all Primary enrolments, and 23 per cent of all Secondary enrolments.

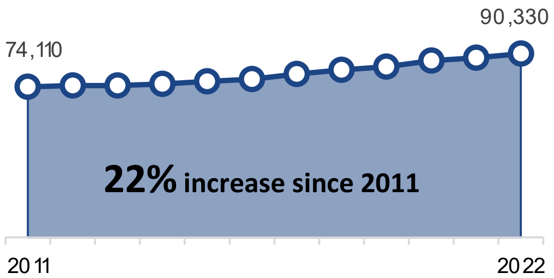




Independent enrolments

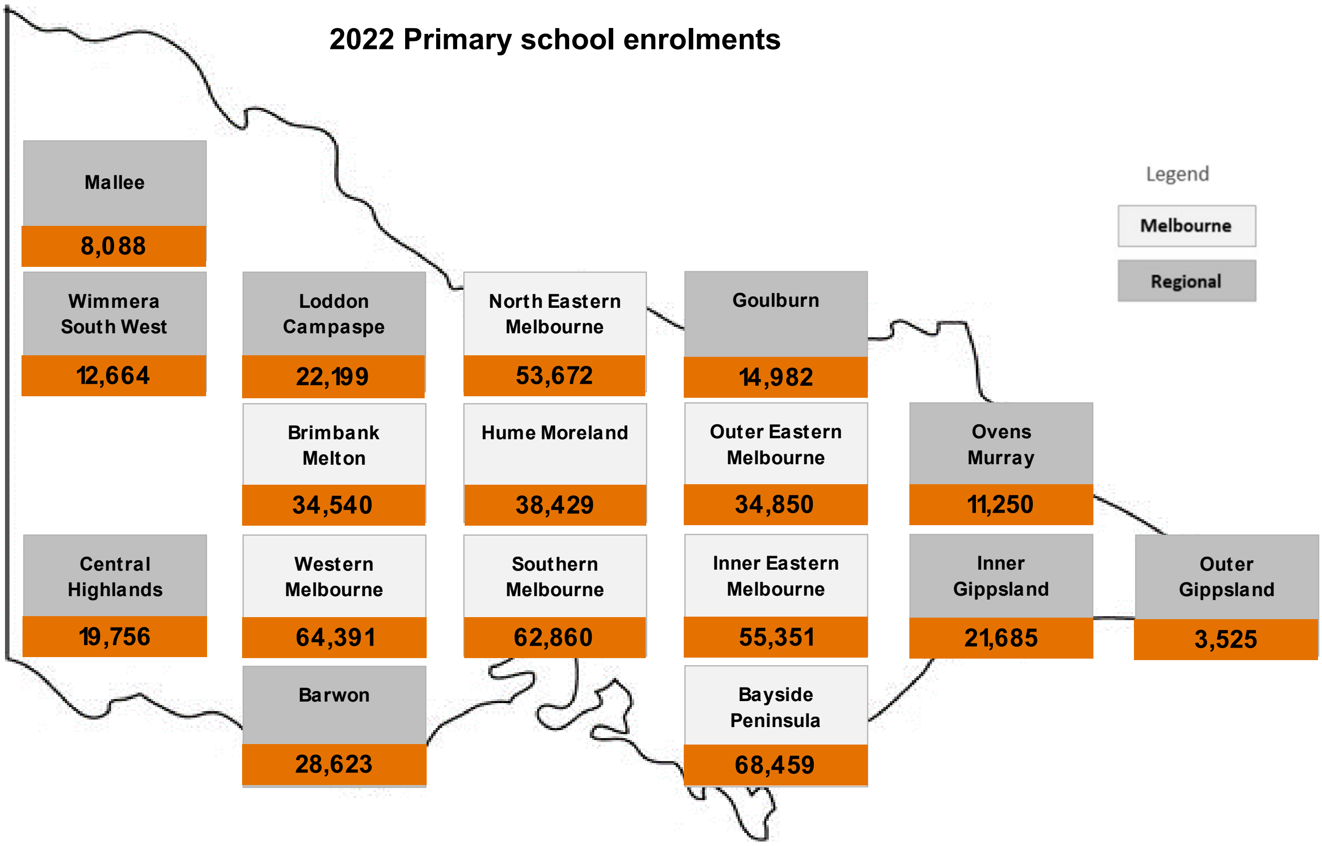
Independent schools have 12 per cent of all Primary enrolments, and 20 per cent of all Secondary enrolments.





5.18. Primary school enrolments by location

Key Finding — 0.5 per cent decrease in Primary school enrolments in 2022



Enrolments

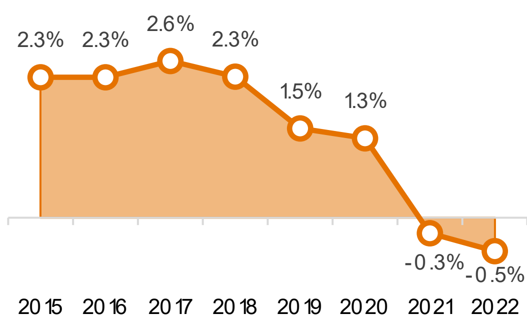
Since 2015, the overall growth in Primary enrolments has been 10 per cent, however growth in recent years has slowed.

Bayside Peninsula showed the largest reduction in enrolments since 2021 (-3.2 per cent).

Areas showing the greatest growth in enrolments since 2021 are Western Melbourne (1.6 per cent), and Brimbank Melton (1.4 per cent).

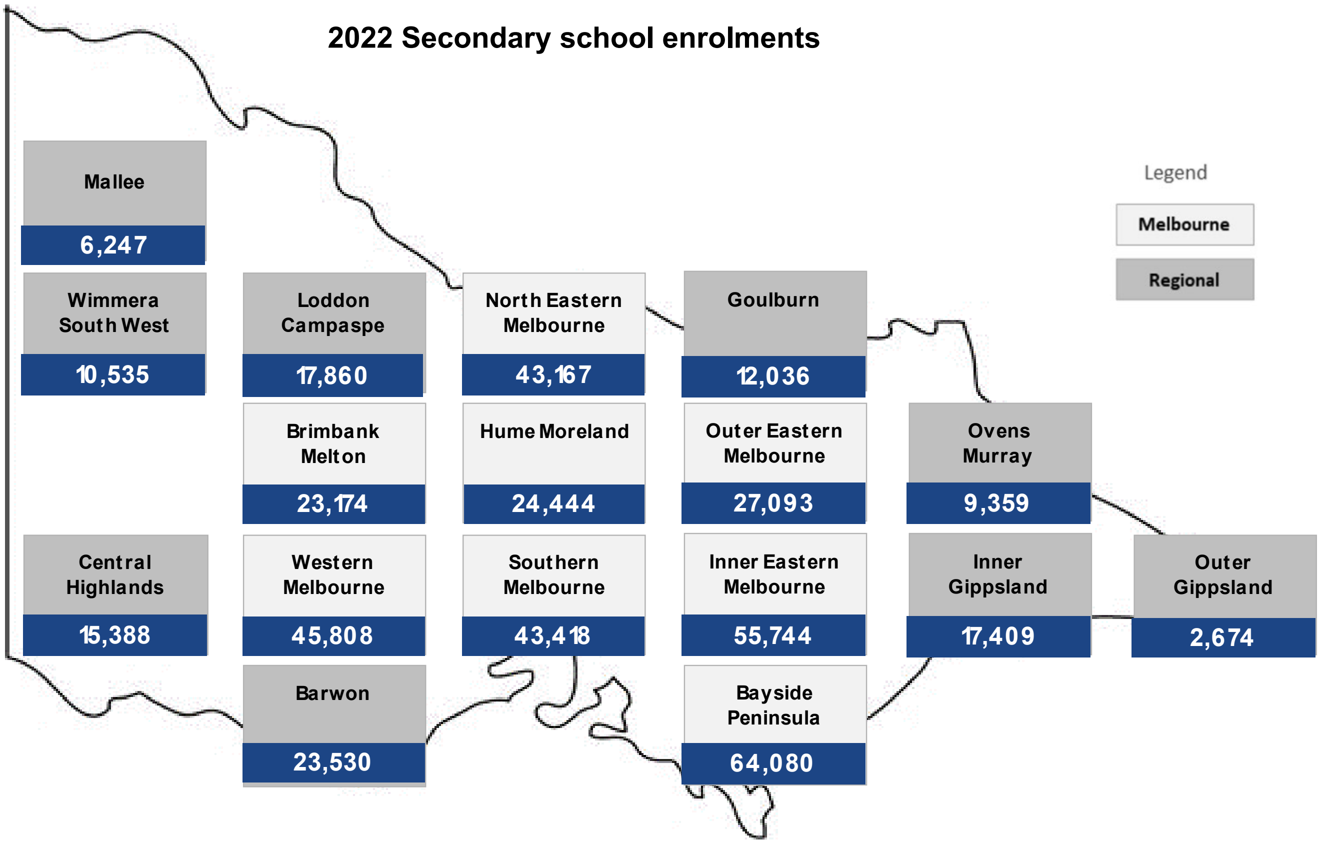
Year on year growth in enrolments

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 which was again seen in 2022.



5.19. Secondary enrolments by location

Key Finding — 0.8 per cent increase in 2022 Secondary enrolments from 2021



Enrolments

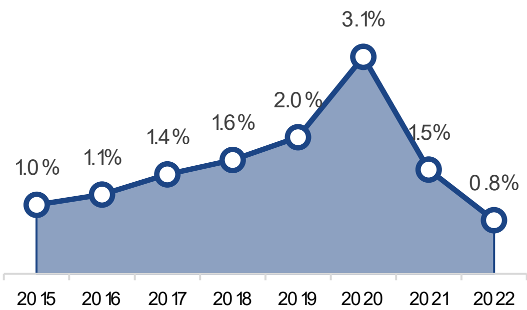
In 2022, Secondary school enrolments increased by 0.8 per cent from 2021.

Wimmera South West (0.0 per cent) and Mallee (0.1 per cent) showed the smallest increase in enrolments since 2019.

The Education Areas with the highest growth in 2022 were Hume Moreland (3.2 per cent), Central Highlands (2.5 per cent), and Southern Melbourne (2.5 per cent).

Year on year growth in enrolments

The growth in Secondary enrolments decreased to 0.8 per cent in 2022.



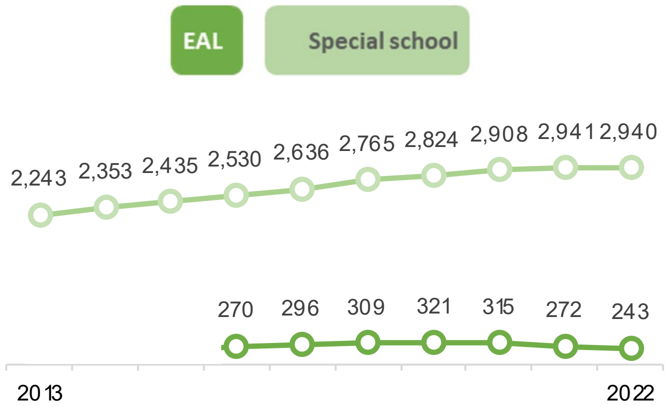
5.20. Special and EAL – Teaching workforce

Key Finding — 3,258 special and EAL schools workforce in 2022

Government special and EAL school headcount

The majority of teachers in special schools work in the government sector (97.5 per cent). In 2022 there was close to no change in the number of special school teachers compared to 2021.

In 2022, the number of EAL school teachers decreased by 11 per cent.



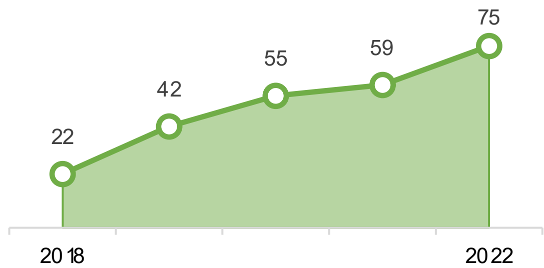
Government sector graduate teachers

Compared to 2021 there were more government graduate teachers in both special (10.3 per cent) and language schools in 2022.

Special	Language
150	**10**
graduate teachers	graduate teachers

Catholic special school FTE

The Catholic sector has a small proportion of the special school teachers (2.5 per cent).

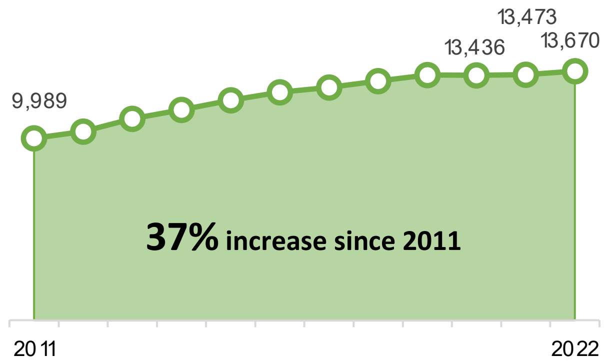


5.21. Special and EAL – Special and EAL enrolments

Key Finding — 18,620 special and EAL school enrolments in 2022

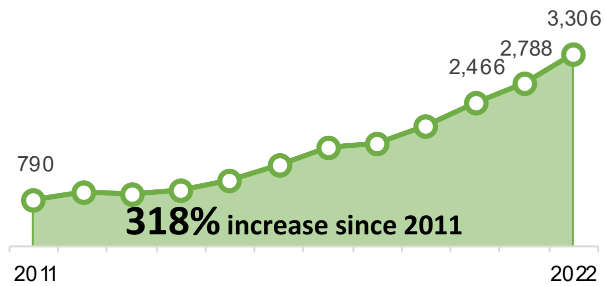
Government special school enrolments

In 2022, government special school enrolments increased by 1.5 per cent from 2021 levels, representing 197 additional students.



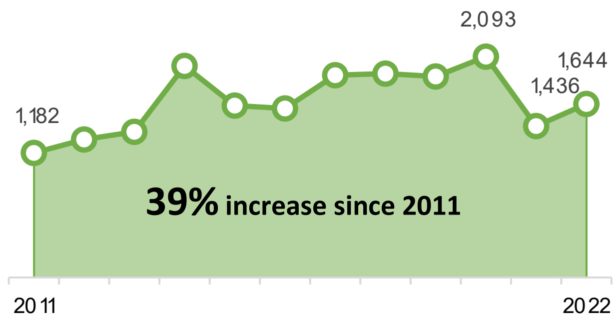
Non-government special school enrolments

In 2022, non-government special school enrolments increased by 18.6 per cent from 2021 levels. This represents an additional 518 students and continued the growth trend observed.



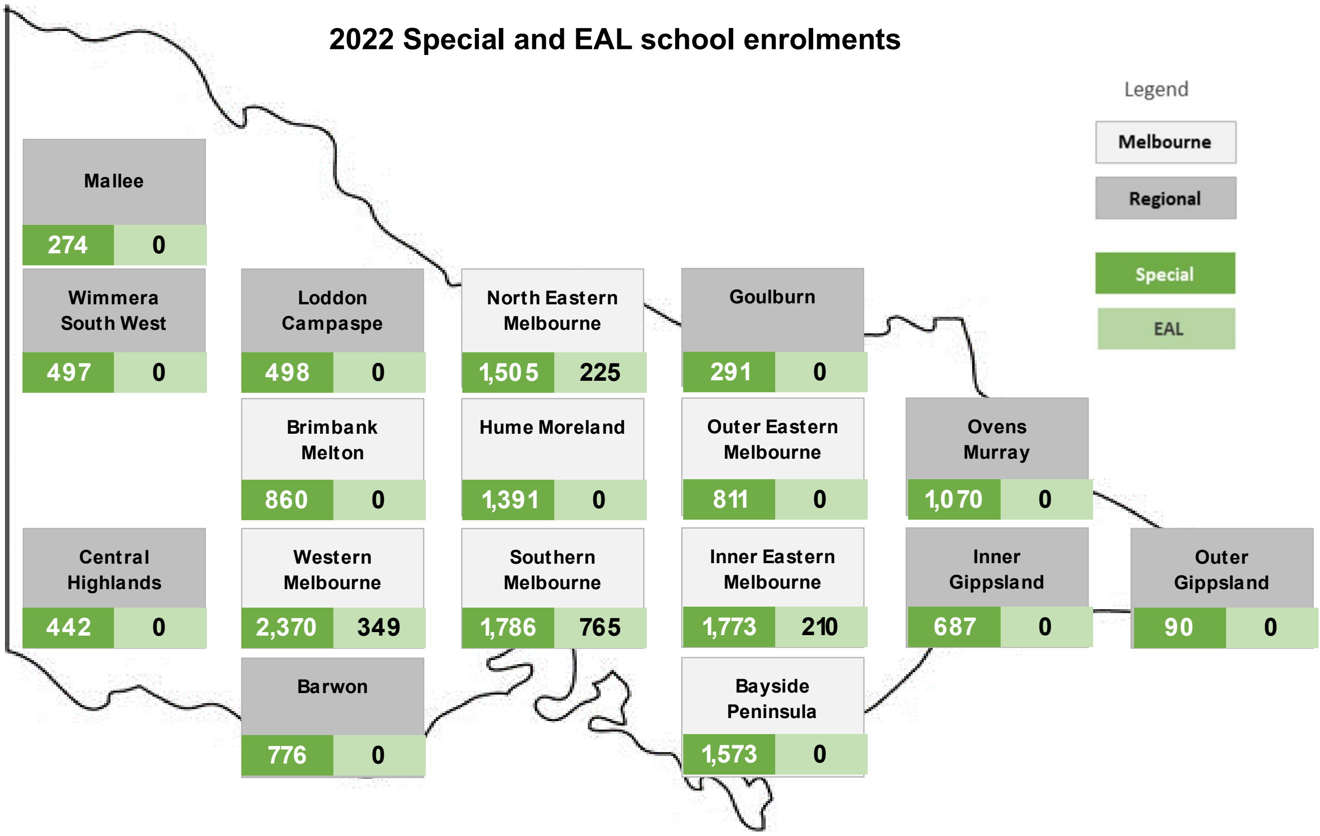
EAL enrolments

In 2022, EAL enrolments increased by 14.5 per cent from 2021 levels, representing 208 additional students.



5.22. Special school enrolments by location

Key Finding — 16,976 special school enrolments, 1,644 EAL school enrolments



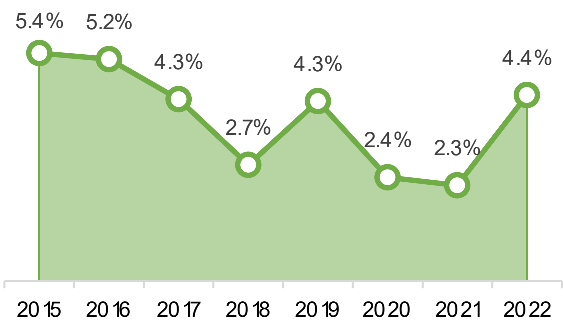
The growth in special school enrolments between 2015 and 2022 was 28.6 per cent.

The Education Areas with the largest reduction in special school enrolments from 2021 were Mallee (-4.8 per cent) and Loddon Campaspe (-3.3 per cent).

The largest increases in special school enrolments from 2021 were in Outer Eastern Melbourne (17.4 per cent) and Ovens Murray (14.7 per cent).

Year on year growth in enrolments

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



6. Appendix

6.1. Data inputs received

Data has been collected from several 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 2022 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

- Early childhood teachers (government funded kindergarten programs) (2021 and 2022)
- Early childhood teachers and enrolments (government funded kindergarten programs) (2023-2028 annual projected)
- Services and enrolments (funded and unfunded services) (2021 and 2022)
- Active waivers for Kindergarten and LDC services

Australian Bureau of Statistics (ABS)

- 4221.0 –Schools, Australia, 2022 *[note: data based on NSSC]*
- 3101.0 – Estimated Resident Population, 2022

Department of Environment, Land, Water and Planning (DELWP)

- Unpublished Victorian Government Demographic Projections (2023)

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
- 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 Institute of Teaching (VIT)

- Victorian teacher registration data including early childhood teachers
- VIT annual reports 2022
- 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 and Training (AU)

- Higher education statistics dataset including ATAR breakdowns
- ITE applications, course offers, acceptances for postgraduate and undergraduate

Social Research Centre (SRC)

- 2022 Graduate outcomes survey
- 2022 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. 68 per cent of dual registered early childhood/primary teachers are distributed to the primary pool. The remaining 32 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 2021 report.

Note that for graduates, separate ratios were applied to account for the differing behaviours for new graduates compared to the full existing VIT register, specifically for new ITE registrants we assume 75 per cent of dual registered early childhood/primary teachers are distributed to the primary pool. The remaining 25 per cent are distributed to the early childhood pool.

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 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 was developed for the 2021 TSDR, but is subject to 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.
- 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. VIT and NSCC comparison

To demonstrate the relationship between the NSSC data and VIT data, the following table shows what is known about the inclusion in each data set.

The NSSC data indicates that the number of employed teachers in 2022 is over 98,000. There were over 141,000 teachers registered with VIT at the same point in time.

The table below outlines how these data sources relate to each other and their inclusions.

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

6.5. 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 represents the change in overall demand.
Additional supply	The number of additional teachers entering the workforce from year to year. This represents the change in overall supply (that is net of those leaving the workforce and graduates, migrants, and deferred registrants entering).
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.
Currently available supply	An estimate of the number of registered teachers willing to accept an ongoing teaching role at current employment conditions. This is estimated based on historical proportion of employed teachers in ongoing roles relative to total VIT registered teachers.
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 to account for unmet demand, changing teacher student ratios and population growth in future years. Demand largely comprises of teachers in ongoing roles, Teachers in CRT positions are not included. Unmet demand in this instance is estimated using unfilled vacancy data from DE. Note, 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).
Fixed term employment	Teachers employed on fixed term contract.
ITE graduate	Students who have completed their courses in 2021 and are eligible to enter the graduate workforce in 2022 are considered '2022 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.
Recruitable supply	Registered teachers who are not currently employed who may be recruited to teaching with the correct incentives, defined as VIT registered teachers who have engaged in ongoing teaching employment in the last 5 years.
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.
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).
Unmet demand	The demand estimate defined above includes an allowance for unmet demand. The exact level of unmet demand is difficult to accurately quantify; however, the report includes an estimation based on the best available recruitment data. Unmet demand is defined as teaching positions left unfilled above long-term trend levels.

6.6. Acronyms

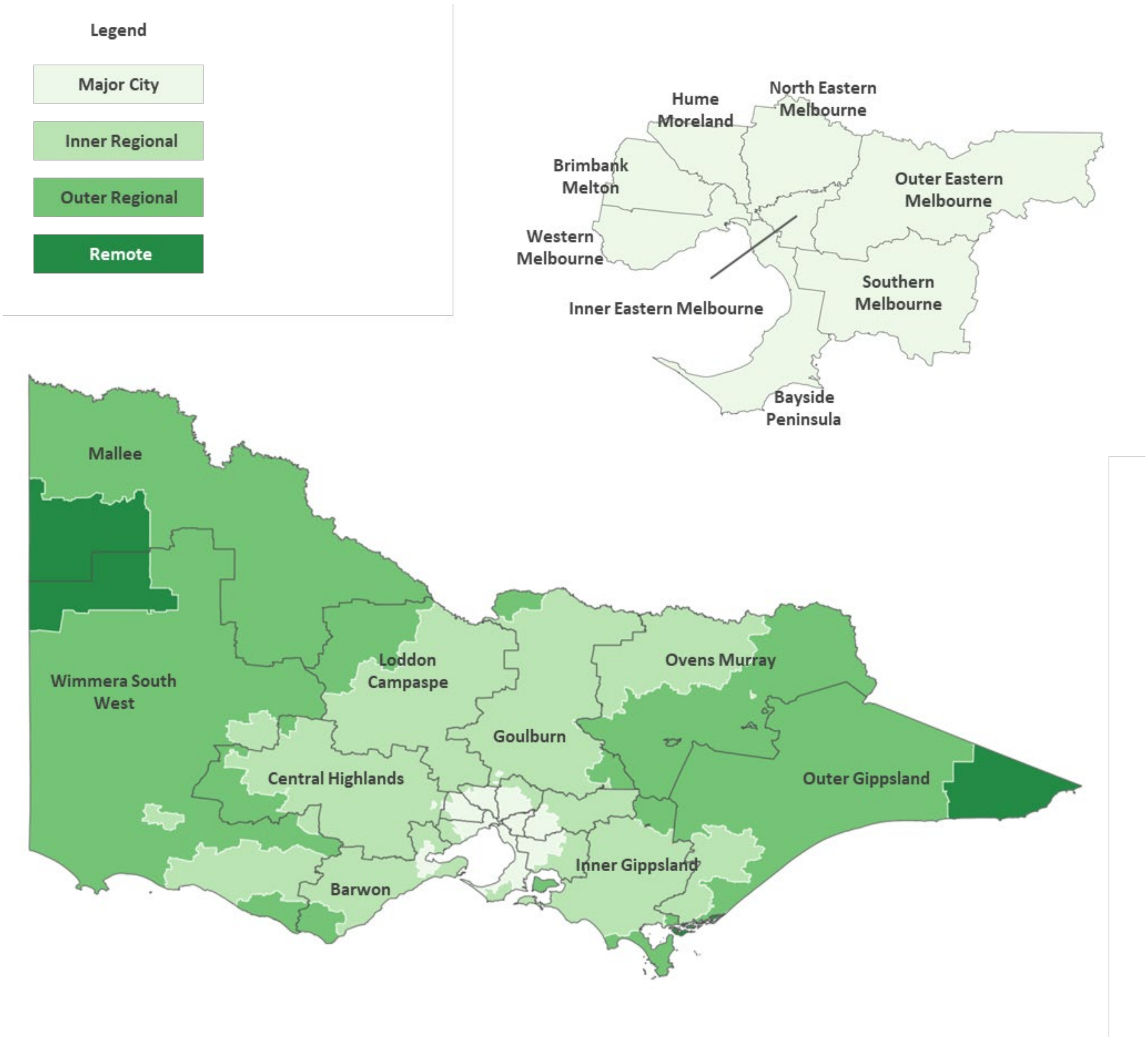
The table below provides a list of acronyms used in this report.

Acronym	Definition
ABS	Australian Bureau of Statistics
ATAR	Australian Tertiary Admission Rank
CRT	Casual Relief Teacher
DT	(Victorian) Department of Education
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
DEECA	Department of Energy, Environment and Climate Action
VIT	Victorian Institute of Teaching

6.7. Geographic scales

The state of Victoria is comprised of 79 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.



6.8. Data sources used

Executive summary

1. 2022 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
4. Measures of supply / demand balance: DE, MACS, VIT, ITE and ABS

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. Proportion of VIT registrants in ongoing teaching roles historically: VIT, ABS
7. Permission to Teach: VIT
8. Registration expiry: 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
13. Current unmet demand for teachers: VIT, ABS

Supply and demand balance deep dives

1. Early childhood registered teachers, and demand for teachers: DE, VIT, DELWP, ITE, ABS
2. Primary school registered teachers, and demand for teachers: DE, VIT, DELWP, ITE, ABS
3. Key indicators summary – Primary: DE
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
9. Secondary registered teachers and demand for teachers: DE, VIT, DELWP, ITE, ABS
10. Key indicators summary – Secondary: DE
11. Vacancies – Secondary: DE
12. Vacancies per 10 staff – Secondary: DE
13. Application rate – Secondary – Primary: DE
14. Recruitment challenges – Secondary: DE
15. Vacancies by subject specialisation – Secondary: DE
16. Recruitment challenges by subject – Secondary: DE
17. Special school forecasts: DE, DELWP
18. Vacancies – Special school and EAL: DE
19. Application rate – Special school and EAL: DE

Supply and demand drivers

1. Supply Drivers by education setting: VIT, DELWP, ITE
2. Demand drivers by education setting: DE, DELWP, ABS
3. Undergraduate ITE enrolments: ITE
4. Secondary ITE course specialisation: ITE
5. Postgraduate ITE enrolments: ITE
6. ITE graduates: ITE
7. Graduate destinations: SRC

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 and Training
- ITE: ITE providers
- ABS: Australian Bureau of Statistics
- SRC: Social Research Centre
- DELWP: Unpublished Victorian Government Demographic Projections (2023) provided by the Victorian Department of Environment, Land, Water and Planning.