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Supply and demand pipeline overview

2016 Teaching workforce supply and demand

Supply:

A. Initial teacher education application
   - 77,816 government funded kindergarten enrolments, forecast to reach 88,383 enrolments by 2022

B. Initial teacher education
   - 16,144 undergraduate and 5,642 graduate ITE enrolments across four years

C. Graduation
   - 6,243 applications, 6,056 offers and 4,683 acceptances made to ITE courses through VTAC

D. Registration
   - 5,430 graduate teachers from ITE courses

E. Recruitment
   - 121,663 teachers registered with VIT, including 6,582 early childhood teachers
   - 70,400 FTE teachers working in Victoria across 3 sectors, an increase of 4% from the previous year
   - 398,106 secondary enrolments, forecast to reach 576,481 enrolments by 2022
   - 13,894 special student enrolments, forecast to reach 18,434 enrolments by 2022

F. Independent workforce
   - 12,686 FTE independent sector teachers

G. Government workforce
   - 14,936 FTE Catholic sector teachers

H. Catholic workforce
   - Forecast available supply surplus for kindergarten (1,144), primary (2,096) and secondary (238) teachers in 2022. Total available supply is forecast to meet demand for additional teachers every year until 2022.

Demand:

J. Early childhood

K. Primary students

L. Secondary students

M. Special students

N. Language students

*All figures for the 2016 calendar year, unless otherwise stated.

Victorian Teacher Supply and Demand Report 2016
Executive Summary

Background
Since 2001, the Victorian Department of Education and Training has produced a regular Teacher Supply and Demand report providing a comprehensive cross-sectoral picture of the Victorian teacher workforce. This Teacher Supply and Demand Report provides information about the Victorian teaching workforce in the 2016 calendar year. This report is the twelfth edition of the series and provides an updated picture from the previous ‘2014 and 2015 Teacher Supply and Demand Report.’

Report purpose
This report focuses on analysis related to supply and demand factors of the Victorian teaching workforce across the early childhood, government, Catholic and independent sectors. Areas of analysis include: initial teacher education (ITE) courses, graduate teachers, teaching registration, existing teaching workforce, attrition, and child and student enrolments across early childhood and school settings.

Approach
This report has utilised a number of different data preparation and visualisation techniques to prepare and visualise the analysis in an infographic style. This report does not provide analysis on quality measures such as teacher performance and does not seek to make value judgements or recommendations on actions related to future supply or demand of teachers in Victoria. The data collected provides a comprehensive cross-sectoral picture of the Victorian teaching workforce, however, there are data limitations that have impacted the analysis and forecasting approach.

Key Findings
• Student enrolment numbers are forecast to grow by 2-5% year by year across all sectors and school types between 2017-2022. Demand for new teachers is forecast to grow at similar rates during this period.
• The total available supply pipeline for early childhood, primary and secondary teachers is projected to meet demand between 2017 and 2022.
• Given the small magnitude of the supply surplus for secondary teachers, there is a potential for an under supply of available secondary teachers to occur.
• 23% less applications made to ITE courses via VTAC in 2016 compared with 2015. While not all applications to ITE courses are via VTAC, fewer candidates applying to study education via VTAC may impact the medium to long term future supply of teachers.
• Recruitment challenges include the continued high representation of STEM and LOTE subjects as difficult to fill vacancies; as well as an above average no appointment rate for vacancies in outer regional and remote areas.
Data collection

Data has been collected from a number of Victorian and Australian education organisations to analyse supply and demand factors that impact the Victorian teaching workforce across the early childhood, government, Catholic and independent sectors. The data items collected include employment, qualification and registration characteristics of the Victorian teaching workforce, student enrolments, graduate outcomes and ITE courses. Data collected primarily covers the 2016 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 Catholic Education Melbourne. The datasets collected are outlined below, grouped by each separate data custodian.

**Victorian Department of Education and Training (Vic DET)**

**Government teaching workforce**
1. Payroll system (EduPay)
2. Graduate recruitment census
3. Difficult to fill vacancies census
4. Casual relief teacher census
5. Recruitment system (recruitment online)
6. Customised attrition analysis
7. Schools and enrolments dataset

**Early childhood teaching workforce**
8. Kindergarten program administrative dataset
9. Early start kindergarten enrolments dataset

**Australian Bureau of Statistics (ABS)**

10. 4221.0 – Schools, Australia, 2016
11. 4240.0 – Preschool education, Australia, 2016
12. 3222.0 – Population projections, 2012 (base) to 2101
13. 3412 – Migration, Australia, 2015-16

**ITE provider enrolments, graduations, subject specialisations and practicums**

**On-Campus**
14. Australian Catholic University (ACU)
15. Charles Sturt University (CSU)
16. Deakin University
17. Eastern College
18. Federation University
19. Holmesglen TAFE
20. Latrobe University
21. Melbourne Polytechnic
22. Melbourne University
23. Monash University
24. RMIT University
25. Swinburne University
26. Victoria University

**Online**
27. Charles Darwin University
28. Central Queensland University (CQU)
29. Curtin University
30. Edith Cowan University (ECU)
31. University of Tasmania (UTas)

*ITE provider data has been requested for Victorian students only.

**Victorian Institute of Teaching (VIT)**
32. Victorian teaching registration data including early childhood teachers

**Catholic Education Melbourne (CEM)**
33. Victorian Catholic teaching workforce dataset
34. Customised Catholic attrition dataset

**Australian Government Department of Education and Training (AU DET)**
35. Higher education statistics dataset including ATAR breakdowns

**Social Research Centre (SRC)**
36. 2016 Graduate outcomes survey
37. 2016 Graduate outcomes survey - longitudinal
Data gaps and limitations

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. A summary of the data gaps and limitations are outlined below.

<table>
<thead>
<tr>
<th>Early childhood</th>
<th>Government schools</th>
<th>Catholic schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten program administrative dataset</td>
<td>EduPay</td>
<td>Customised Catholic teaching workforce dataset</td>
</tr>
<tr>
<td>- Demographic characteristics</td>
<td>- Demographic characteristics</td>
<td>- Demographic characteristics</td>
</tr>
<tr>
<td>- Employment characteristics</td>
<td>- Employment characteristics</td>
<td>- Employment characteristics</td>
</tr>
<tr>
<td>- Qualification characteristics</td>
<td>- Geolocation</td>
<td>- Geolocation</td>
</tr>
<tr>
<td>- Service leaders</td>
<td>- Qualification characteristics</td>
<td>- Qualification characteristics</td>
</tr>
<tr>
<td>- Graduate teachers</td>
<td>- Subject specialisation breakdowns</td>
<td>- Subject specialisation breakdowns</td>
</tr>
<tr>
<td>- Employment status</td>
<td></td>
<td>- Vacancies and applications</td>
</tr>
</tbody>
</table>

Funded and unfunded long day care data

- Maximum number of approved places
- Daily attendance rates
- Weekly operating hours

Independent schools

2016 ISV HR benchmarking report

- Age breakdown
- Geolocation
- Demographic characteristics
- Employment characteristics
- Qualification characteristics
- Subject specialisation
- Vacancies and applications

<table>
<thead>
<tr>
<th>Recruitment Online</th>
<th>Recruitment Online</th>
<th>Recruitment Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Vacancies and applications by employment characteristics</td>
<td>- Vacancies and applications by employment characteristics</td>
<td>- Vacancies and applications by employment characteristics</td>
</tr>
<tr>
<td>- Geolocation</td>
<td>- Geolocation</td>
<td>- Geolocation</td>
</tr>
<tr>
<td>- Vacancies resulting in no appointment</td>
<td>- Vacancies resulting in no appointment</td>
<td>- Vacancies resulting in no appointment</td>
</tr>
</tbody>
</table>

Graduate Recruitment Census

- Demographic characteristics
- Employment characteristics
- Qualification characteristics
- Subject specialisation

This dataset includes government graduate teachers only.

Difficult to fill vacancies census

Underreporting of the extent of difficult to fill vacancies at Victorian government schools due to low response rates.

ITE courses and qualifications

ITE courses

Victorian ITE enrolment and graduation data requested and received from 18 ITE providers

- Enrolments
- Graduations
- Subject specialisations and practicums (for some providers)

ITE providers use different data reporting, timing and collection standards, which may impact data quality and comparability.
### Key term definitions

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

<table>
<thead>
<tr>
<th>Key terms</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
<td>Teachers who are currently being paid, including paid leave (government teaching workforce only)</td>
</tr>
<tr>
<td>Application rate</td>
<td>The average number of applications per vacancy</td>
</tr>
<tr>
<td>Attrition</td>
<td>Teachers and principals employed on an ongoing basis who leave the teaching workforce during a calendar year and do not return by June of the following calendar</td>
</tr>
<tr>
<td>Block practicum</td>
<td>Supervised teaching practicum undertaken 5 days a week over one or more weeks</td>
</tr>
<tr>
<td>Commencements</td>
<td>First year enrolments at ITE providers, who represent students commencing their ITE course</td>
</tr>
<tr>
<td>Difficult to fill vacancies</td>
<td>Difficult to fill vacancies are where schools and subject areas experience difficulties in filling teaching vacancies</td>
</tr>
<tr>
<td>Distributed practicum</td>
<td>Supervised teaching practicum undertaken for 1-2 days a week over a period of time</td>
</tr>
<tr>
<td>Early start kindergarten</td>
<td>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</td>
</tr>
<tr>
<td>Equivalent full time study load</td>
<td>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)</td>
</tr>
<tr>
<td>Expansion demand</td>
<td>Additional new jobs that result from growth in teacher demand due to growth in students</td>
</tr>
<tr>
<td>Fixed term employment</td>
<td>Teachers employed on fixed term contract for a specific period of time</td>
</tr>
<tr>
<td>Generic skills scale</td>
<td>Metric used in the Graduate Outcome Survey to gauge the extent to which the course adds to the generic skills that graduates might be expected to possess. The types of generic skills assessed include decision-making skills, problem-solving skills, analytic skills, written communication skills, planning skills, and general ability to address unique problems</td>
</tr>
<tr>
<td>Good teaching scale</td>
<td>Metric used in the Graduate Outcome Survey to assess the degree to which graduates feel that the teaching staff of their course provided a high level of teaching quality</td>
</tr>
<tr>
<td>Inactive</td>
<td>Teachers who are terminated during the pay period, or are on unpaid leave for the entirety of the pay period and for more than 28 days in total (government teaching workforce only)</td>
</tr>
<tr>
<td>Internship practicum</td>
<td>Supervised teaching practicum with a varying duration and supervision arrangements</td>
</tr>
<tr>
<td>ITE Enrolments</td>
<td>ITE students enrolled in an ITE course, which includes first year, second year, third year and fourth year enrolments</td>
</tr>
<tr>
<td>Long term leave</td>
<td>Leave greater than 6 weeks continuous. Including paid maternity, long service, sick and carer's leave; as well as unpaid family leave and leave without pay</td>
</tr>
<tr>
<td>Mutual recognition</td>
<td>Teachers currently registered interstate (excluding NSW) or in New Zealand who have their registrations recognised</td>
</tr>
<tr>
<td>Participation rate</td>
<td>Ratio of the total number of students to the number of people aged 5 to 19 years in the general population</td>
</tr>
</tbody>
</table>
### Key term definitions continued and acronyms

<table>
<thead>
<tr>
<th>Key terms</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permission to teach</td>
<td>VIT Registrants who 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</td>
</tr>
<tr>
<td>Practicum</td>
<td>A program whereby ITE students undergo placement at a range of educational settings to gain practical professional teaching experience. Also known as teaching rounds</td>
</tr>
<tr>
<td>Replacement needs</td>
<td>Additional demand for new teacher entrants due to current teachers leaving the profession</td>
</tr>
<tr>
<td>Secondary basis of admission</td>
<td>ITE enrolments admitted on the basis of their secondary education (i.e. predominantly school leavers)</td>
</tr>
<tr>
<td>Student to teacher ratio</td>
<td>The number of students or children divided by the number of teachers</td>
</tr>
<tr>
<td>Teacher migration</td>
<td>Includes those migrating to Victoria who register as a teacher with interstate qualifications, overseas qualifications or those applying under mutual recognition</td>
</tr>
<tr>
<td>Time fraction employment</td>
<td>An individual’s usual working load represented as a decimal of a standard full-time working load (1.0)</td>
</tr>
<tr>
<td>Vacancy rate</td>
<td>The proportion of advertised vacancies to total available positions</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABS</td>
<td>Australian Bureau of Statistics</td>
</tr>
<tr>
<td>ATAR</td>
<td>Australian Tertiary Admission Rank</td>
</tr>
<tr>
<td>CRT</td>
<td>Casual Relief Teacher</td>
</tr>
<tr>
<td>ECT</td>
<td>Early Childhood Teacher</td>
</tr>
<tr>
<td>EFTSL</td>
<td>Equivalent Full Time Study Load</td>
</tr>
<tr>
<td>ESK</td>
<td>Early Start Kindergarten</td>
</tr>
<tr>
<td>FTE</td>
<td>Full-Time Equivalent</td>
</tr>
<tr>
<td>HPE</td>
<td>Health and Physical Education</td>
</tr>
<tr>
<td>ITE</td>
<td>Initial Teacher Education</td>
</tr>
<tr>
<td>LDC</td>
<td>Long Day Care</td>
</tr>
<tr>
<td>LOTE</td>
<td>Languages Other Than English</td>
</tr>
<tr>
<td>SOSE</td>
<td>Studies of Society and Environment</td>
</tr>
<tr>
<td>STEM</td>
<td>Science, Technology, Engineering and Mathematics</td>
</tr>
<tr>
<td>VIT</td>
<td>Victorian Institute of Teaching</td>
</tr>
<tr>
<td>VTAC</td>
<td>Victorian Tertiary Admissions Centre</td>
</tr>
</tbody>
</table>
Department area and geographic remoteness

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

The Australian Bureau of Statistics 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.

<table>
<thead>
<tr>
<th>Geographic remoteness class</th>
<th>Number of local government areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major city</td>
<td>32</td>
</tr>
<tr>
<td>Inner regional</td>
<td>32</td>
</tr>
<tr>
<td>Outer regional</td>
<td>14</td>
</tr>
<tr>
<td>Remote</td>
<td>3</td>
</tr>
</tbody>
</table>

Major city department areas
a. Western Melbourne
b. Brimbank Melton
c. Hume Moreland
d. North Eastern Melbourne
e. Inner Eastern Melbourne
f. Outer Eastern Melbourne
g. Southern Melbourne
h. Bayside Peninsula
Applications, offers and acceptances

Initial Teacher Education (ITE) course application, offer and acceptance figures are reported by VTAC. VTAC data does not include applications that have been made directly to ITE providers. The share of ITE students admitted through VTAC via secondary education has declined from 54% in 2011, down to 33% in 2015. Approximately 11% of Victorian school leavers made a first preference application for an undergraduate ITE course in 2016.

![ITE course applications](image1)

![ITE course offers](image2)

![ITE course acceptances](image3)


ATAR scores

The following data represents students who commenced their ITE course after secondary school, without doing other study. Those admitted on such a basis are predominantly school leavers, and are most likely to have been admitted based on their ATAR. Note, the ATAR calculation methodology results in a median score above 50. An unavailable ATAR represents enrolments where an ATAR is not required or reported by the ITE provider.


2015 summary

<table>
<thead>
<tr>
<th></th>
<th>2,003 admitted students</th>
<th>50% with 60+ ATAR</th>
<th>22% with 80+ ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 Early childhood ITE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015 Primary ITE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015 Secondary ITE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015 Other ITE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Percentage breakdowns may not total to 100% due to applied rounding

Other ITE includes dual qualifications
The number of 2016 Victorian enrolments (equivalent full-time study load) in undergraduate ITE courses across 4 years of the bachelor degree has been collected from 18 ITE providers. A student’s year of enrolments is determined by the degree of their course completion, with respect to the equivalent full-time study load.

### 2016 summary

- **First year enrolments**: 3,557
- **Final year enrolments**: 4,298
- **Primary ITE enrolments**: 41%

### First year enrolments by qualification type

<table>
<thead>
<tr>
<th></th>
<th>Early childhood</th>
<th>Early childhood / Primary</th>
<th>Primary</th>
<th>Primary / Secondary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early childhood</td>
<td>644 (12%)</td>
<td>763 (14%)</td>
<td>2,304 (43%)</td>
<td>800 (15%)</td>
<td>787 (15%)</td>
</tr>
<tr>
<td>Early childhood / Primary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary / Secondary</td>
<td>800 (15%)</td>
<td></td>
<td>2,304 (43%)</td>
<td>800 (15%)</td>
<td>787 (15%)</td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Second year enrolments by qualification type

<table>
<thead>
<tr>
<th></th>
<th>Early childhood</th>
<th>Early childhood / Primary</th>
<th>Primary</th>
<th>Primary / Secondary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early childhood</td>
<td>215 (5%)</td>
<td>673 (16%)</td>
<td>1,758 (43%)</td>
<td>576 (14%)</td>
<td>871 (21%)</td>
</tr>
<tr>
<td>Early childhood / Primary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary / Secondary</td>
<td>576 (14%)</td>
<td></td>
<td>1,758 (43%)</td>
<td>576 (14%)</td>
<td>871 (21%)</td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Third year enrolments by qualification type

<table>
<thead>
<tr>
<th></th>
<th>Early childhood</th>
<th>Early childhood / Primary</th>
<th>Primary</th>
<th>Primary / Secondary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early childhood</td>
<td>18 (1%)</td>
<td>519 (16%)</td>
<td>1,125 (35%)</td>
<td>674 (21%)</td>
<td>859 (27%)</td>
</tr>
<tr>
<td>Early childhood / Primary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary / Secondary</td>
<td>674 (21%)</td>
<td></td>
<td>1,125 (35%)</td>
<td>674 (21%)</td>
<td>859 (27%)</td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Fourth year enrolments by qualification type

<table>
<thead>
<tr>
<th></th>
<th>Early childhood</th>
<th>Early childhood / Primary</th>
<th>Primary</th>
<th>Primary / Secondary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early childhood</td>
<td>48 (1%)</td>
<td>484 (14%)</td>
<td>1,373 (39%)</td>
<td>617 (17%)</td>
<td>1,035 (29%)</td>
</tr>
<tr>
<td>Early childhood / Primary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary / Secondary</td>
<td>617 (17%)</td>
<td></td>
<td>1,373 (39%)</td>
<td>617 (17%)</td>
<td>1,035 (29%)</td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Customised dataset sourced from ITE providers, 2016
Postgraduate ITE enrolments

The number of 2016 Victorian enrolments (equivalent full time study load) in postgraduate ITE courses has been collected from 18 ITE providers. Graduate diplomas typically have a course length of 1 year, with masters degree typically having a course length of 2 years. Hence first year enrolments will include both types of postgraduate courses. Graduate diplomas are currently being phased out as ITE providers transition to offering 2 year graduate level degrees.

First year enrolments by qualification type

<table>
<thead>
<tr>
<th>Qualification Type</th>
<th>Enrolments</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early childhood</td>
<td>36</td>
<td>1%</td>
</tr>
<tr>
<td>Early childhood / primary</td>
<td>129</td>
<td>4%</td>
</tr>
<tr>
<td>Primary</td>
<td>1,366</td>
<td>44%</td>
</tr>
<tr>
<td>Primary / Secondary</td>
<td>395</td>
<td>13%</td>
</tr>
<tr>
<td>Secondary</td>
<td>1,202</td>
<td>38%</td>
</tr>
</tbody>
</table>

Second year enrolments by qualification type

<table>
<thead>
<tr>
<th>Qualification Type</th>
<th>Enrolments</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early childhood</td>
<td>44</td>
<td>2%</td>
</tr>
<tr>
<td>Early childhood / primary</td>
<td>144</td>
<td>6%</td>
</tr>
<tr>
<td>Primary</td>
<td>777</td>
<td>31%</td>
</tr>
<tr>
<td>Primary / Secondary</td>
<td>287</td>
<td>11%</td>
</tr>
<tr>
<td>Secondary</td>
<td>1,262</td>
<td>50%</td>
</tr>
</tbody>
</table>

2016 summary

- First year enrolments: 3,128
- Second year enrolments: 2,514
- Secondary ITE enrolments: 44%

Source: Customised dataset from ITE course providers, 2016

Victorian Teacher Supply and Demand Report 2016
ITE graduates are a major source of future teacher supply. Supply figures for available teachers from ITE graduation have been reported for indicative purposes only. The data collection methodology/scope, as well as response rates have changed across the years, which may affect the reliability of comparisons across years. ITE graduate supply forecasts are based on current 2016 undergraduate and postgraduate enrolment data, not on historical figures.

Modelled available supply from ITE graduation

<table>
<thead>
<tr>
<th>Year</th>
<th>EC / Pri</th>
<th>Pri / Sec</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>302</td>
<td>383</td>
<td>489</td>
</tr>
<tr>
<td>2013</td>
<td>383</td>
<td>489</td>
<td>634</td>
</tr>
<tr>
<td>2014</td>
<td>489</td>
<td>634</td>
<td>607</td>
</tr>
<tr>
<td>2015</td>
<td>634</td>
<td>607</td>
<td>3,026</td>
</tr>
<tr>
<td>2016</td>
<td>607</td>
<td>3,026</td>
<td></td>
</tr>
</tbody>
</table>

Historically collected ITE graduate numbers

<table>
<thead>
<tr>
<th>Year</th>
<th>EC / Pri</th>
<th>Pri / Sec</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>2,950</td>
<td>3,219</td>
<td>2,289</td>
</tr>
<tr>
<td>2013</td>
<td>3,219</td>
<td>2,866</td>
<td>2,866</td>
</tr>
<tr>
<td>2014</td>
<td>2,289</td>
<td>2,305</td>
<td>2,305</td>
</tr>
<tr>
<td>2015</td>
<td>2,305</td>
<td>2,866</td>
<td>2,866</td>
</tr>
<tr>
<td>2016</td>
<td>2,866</td>
<td>2,866</td>
<td>2,866</td>
</tr>
</tbody>
</table>

This pool counts all single and dual qualified graduates qualified to teach at the respective education level. For the purposes of forecasting, not all historically reported ITE graduates are considered available to join the supply pool.

Source: Customised dataset from ITE course providers, 2014-2016; Teachers Supply and Demand Report 2012-2013, Victorian Department of Education and Training
Data on subject specialisations (also known as secondary teaching methods) for 2016 final year enrolments was collected from nine providers which provide secondary education ITE courses. Not all ITE providers have supplied subject specialisation data, hence proportions rather than total numbers have been used to provide indicative representation of distributions.

### Proportion of subject specialisation by subject class

<table>
<thead>
<tr>
<th>Subject Class</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM</td>
<td>29%</td>
</tr>
<tr>
<td>SOSE</td>
<td>22%</td>
</tr>
<tr>
<td>Arts</td>
<td>16%</td>
</tr>
<tr>
<td>HPE</td>
<td>14%</td>
</tr>
<tr>
<td>English</td>
<td>12%</td>
</tr>
<tr>
<td>LOTE</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
</tr>
</tbody>
</table>

### 2016 summary

<table>
<thead>
<tr>
<th>Subject Class</th>
<th>Proportion of specialisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM</td>
<td>29%</td>
</tr>
<tr>
<td>Physics</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>LOTE</td>
<td>4%</td>
</tr>
</tbody>
</table>

#### Proportion specialising in STEM by subject

- **Mathematics**: 24%
- **Biology**: 23%
- **Science - General**: 19%
- **Psychology**: 18%
- **Chemistry**: 11%
- **Computer Studies / IT**: 3%
- **Physics**: 3%

#### Proportion specialising in LOTE by language

- **Mandarin**: 38%
- **Unspecified / Other**: 22%
- **French**: 14%
- **Italian**: 10%
- **Indonesian**: 8%
- **Japanese**: 5%
- **German**: 3%

*Source: Customised dataset from ITE course providers, 2016*
ITE students are required to participate in practicums in order to gain professional teaching experience. Data on the number of practicum teaching placements in 2016 was collected from 18 ITE course providers. The proportional distribution has been broken down across the educational setting, location, sector and type of practicum.

**Practicum placements by educational setting**

- Early Childhood: 4%
- Primary: 54%
- Secondary: 32%
- Primary / Secondary: 8%
- Special: 1%
- Language: 0%

**Practicum placement by location**

- Metro: 72%
- Regional / Rural: 28%

**Practicum placement by sector**

- Government: 72%
- Independent: 14%
- Catholic: 15%

**Practicum placement by type**

- Block: 75%
- Distributed: 23%
- Internship: 2%

**2016 summary**

- 54% primary setting
- 72% metro location
- 72% government sector

*Source: Customised dataset from ITE course providers, 2016*
ITE course graduations

ITE course graduate numbers were collected for students graduating in 2016. Reported graduate numbers have been aggregated from 135 different undergraduate and postgraduate courses offered by 18 ITE course providers. Courses are provided via both on campus and off campus (distance) modes.

**ITE graduations by qualification type**

- Early Childhood: 206 (4%)
- Early Childhood / Primary: 401 (7%)
- Primary: 843 (16%)
- Primary / Secondary: 2,023 (37%)
- Secondary: 1,782 (33%)
- Other: 175 (3%)

Note: Other includes special education

**ITE graduations by course type**

- Undergraduate: 2,839 (52%)
- Postgraduate: 2,591 (48%)

**ITE graduations by course level**

- Bachelor: 2,839 (52%)
- Master: 1,712 (32%)
- Graduate diploma: 879 (16%)

*Percentages may not total to 100% due to rounding

Source: Customised dataset from ITE course providers, 2016
ITE graduates
Employment outcomes and course experience

The Graduate Outcomes Survey is the annual survey replacing the Australian Graduate Survey. It is administered by the Social Research Centre on behalf of the Australian Government Department of Education and Training. The survey tracks employment outcomes and the course experience of university graduates. Data for Victorian ITE respondents is taken from the 2016 survey.

Employed graduates by industry

<table>
<thead>
<tr>
<th>Industry</th>
<th>Undergraduate</th>
<th>Postgraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and Training</td>
<td>(464) 76%</td>
<td>(426) 74%</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>(34) 6%</td>
<td>(27) 5%</td>
</tr>
<tr>
<td>Health Care and Social Assistance</td>
<td>(29) 5%</td>
<td>(28) 5%</td>
</tr>
<tr>
<td>Administrative and Support Services</td>
<td>(28) 5%</td>
<td>(29) 5%</td>
</tr>
<tr>
<td>Other</td>
<td>(59) 10%</td>
<td>(66) 11%</td>
</tr>
</tbody>
</table>

Note: 614 undergraduate respondents and 576 postgraduate respondents. Percentages may not add to 100% due to rounding.

2016 summary

76% undergraduates employed in education
74% postgraduates employed in education

Employment outcomes

<table>
<thead>
<tr>
<th>Employment outcomes</th>
<th>Undergraduate</th>
<th>Postgraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time</td>
<td>64%</td>
<td>51%</td>
</tr>
<tr>
<td>Part time</td>
<td>28%</td>
<td>34%</td>
</tr>
<tr>
<td>Not employed</td>
<td>8%</td>
<td>14%</td>
</tr>
</tbody>
</table>

Positive ratings by course experience scales

<table>
<thead>
<tr>
<th>Course experience scales</th>
<th>Undergraduate</th>
<th>Postgraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall satisfaction</td>
<td>71%</td>
<td>80%</td>
</tr>
<tr>
<td>Good teaching scale</td>
<td>55%</td>
<td>69%</td>
</tr>
<tr>
<td>Generic skills scale</td>
<td>73%</td>
<td>74%</td>
</tr>
</tbody>
</table>

Respondents answer questions related to their course experience on a five-point Likert scale. The respondent’s response is then averaged and classified as ‘satisfied’ or ‘not satisfied’. The percentage positive rating is the proportion of respondents who have been classified as ‘satisfied’.

Source: Customised Graduate Outcomes Survey dataset, Social Research Centre, 2016
ITE graduates
Further study

The Graduate Outcomes Survey is the annual survey replacing the Australian Graduate Survey. It is administered by the Social Research Centre on behalf of the Australian Government Department of Education and Training. The survey tracks pathways of graduates pursuing further study, including the next qualification level and field of education. Data for Victorian ITE respondents is taken from the 2016 survey.

<table>
<thead>
<tr>
<th>Further study outcomes compared with employment outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not in further study and in full-time work</td>
</tr>
<tr>
<td>Not in further study and in part-time work</td>
</tr>
<tr>
<td>Not in further study and not in work</td>
</tr>
<tr>
<td>In further study and in part-time work</td>
</tr>
<tr>
<td>In further study and in full-time work</td>
</tr>
<tr>
<td>In further study and not in work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Qualification level of further study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor</td>
</tr>
<tr>
<td>Masters</td>
</tr>
<tr>
<td>Graduate Diploma/Diploma</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Doctorate</td>
</tr>
</tbody>
</table>

Qualification level of further study: Bachelor 35%, Masters Undergraduate 30%, Masters Postgraduate 32%, Graduate Diploma/Diploma 16%, Other 11%, Doctorate 57%.

<table>
<thead>
<tr>
<th>Chosen field of education of further study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
</tr>
<tr>
<td>Society and Culture</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Creative Arts</td>
</tr>
<tr>
<td>Health</td>
</tr>
</tbody>
</table>

Chosen field of education of further study: Education Undergraduate 54%, Postgraduate 84%, Society and Culture 22%, Other 11%, Creative Arts 8%, Health 5%.

Percentages may not add to 100% due to rounding.

Source: Customised Graduate Outcomes Survey dataset, Social Research Centre, 2016
ITE graduates
Longitudinal employment outcomes and further study

The Graduate Outcomes Survey - Longitudinal is the annual survey replacing the Australian Graduate Survey. It is administered by the Social Research Centre on behalf of the Australian Government Department of Education and Training. The longitudinal survey tracks employment and further study outcomes of graduates three years after graduation. Data has been provided for the same cohort for 2013 and 2016.

Employment and further study outcomes by year

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-time work</th>
<th>Part-time work</th>
<th>Further study</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>50%</td>
<td>35%</td>
<td>26%</td>
</tr>
<tr>
<td>2016</td>
<td>69%</td>
<td>20%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Note: A survey respondent may work and study at the same time. As such, employment outcome and further study metrics are treated independently.

Source: Customised Graduate Outcomes Survey - Longitudinal dataset, Social Research Centre, 2016

Longitudinal employment in Education

<table>
<thead>
<tr>
<th>Field of Education</th>
<th>2013</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>86%</td>
<td>64%</td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
<td>21%</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Natural and Physical Sciences</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>2%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Employment destination by year

<table>
<thead>
<tr>
<th>Industry</th>
<th>2013</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and Training</td>
<td>72%</td>
<td>84%</td>
</tr>
<tr>
<td>Other</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>7%</td>
<td>1%</td>
</tr>
<tr>
<td>Health Care and Social Assistance</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>Administrative and Support Services</td>
<td>2%</td>
<td>1%</td>
</tr>
</tbody>
</table>

72% in 2013
84% in 2016
Government graduate teachers
Employment and demographic characteristics

The Victorian Department of Education and Training conducts an annual graduate recruitment census of all graduate teachers employed at government schools. Employment outcomes and demographic characteristics of graduates are collected. All figures represent graduate teacher headcount numbers.

### 2016 summary

- **2,695** graduate teachers
- **87%** employed full time
- **46%** aged < 25 years old

### Employment type

- **Ongoing**: 141 (5%)
- **Fixed term**: 2,554 (95%)

### Time fraction

- **Full time**: 2,357 (87%)
- **Part time**: 338 (13%)

### Age distribution

- **<25**: 1,234 (46%)
- **25-34**: 1,105 (41%)
- **35-44**: 249 (9%)
- **45-54**: 96 (4%)
- **55+**: 11 (<1%)

### Educational setting

- **Primary**: 1,522 (56%)
- **Secondary**: 757 (28%)
- **Primary / Secondary**: 293 (11%)
- **Special**: 116 (4%)
- **Language**: 7 (<1%)

### Geographic remoteness

- **Inner regional**: 488 (18%)
- **Major city**: 2,059 (76%)
- **Outer regional & remote**: 148 (5%)

Source: Graduate recruitment census, Victorian Department of Education and Training, 2016
The Victorian Department of Education and Training conducts an annual graduate recruitment census of all graduate teachers employed at government schools. The census collects qualification characteristics of graduates such as their qualification type, graduation year and subject specialisations.

**Graduates by subject specialisations**

<table>
<thead>
<tr>
<th>Subject Specialisation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Primary</td>
<td>34%</td>
</tr>
<tr>
<td>English</td>
<td>9%</td>
</tr>
<tr>
<td>Physical Education</td>
<td>8%</td>
</tr>
<tr>
<td>Other</td>
<td>7%</td>
</tr>
<tr>
<td>Science (General)</td>
<td>6%</td>
</tr>
<tr>
<td>The Arts</td>
<td>6%</td>
</tr>
<tr>
<td>Maths</td>
<td>6%</td>
</tr>
<tr>
<td>Health</td>
<td>6%</td>
</tr>
<tr>
<td>SOSE</td>
<td>5%</td>
</tr>
<tr>
<td>Science (Biology)</td>
<td>3%</td>
</tr>
<tr>
<td>LOTE</td>
<td>2%</td>
</tr>
<tr>
<td>Science (Chemistry)</td>
<td>2%</td>
</tr>
<tr>
<td>Music</td>
<td>2%</td>
</tr>
<tr>
<td>Technology</td>
<td>1%</td>
</tr>
<tr>
<td>Science (Physics)</td>
<td>1%</td>
</tr>
<tr>
<td>Special Education</td>
<td>1%</td>
</tr>
</tbody>
</table>

**2016 summary**

- **23% dual qualified**
- **68% graduated in 2015**
- **93% from Victoria**

**Graduates by qualification type**

<table>
<thead>
<tr>
<th>Qualification Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>6 (1%)</td>
</tr>
<tr>
<td>Early Childhood / Primary</td>
<td>93 (3%)</td>
</tr>
<tr>
<td>Primary</td>
<td>1,289 (48%)</td>
</tr>
<tr>
<td>Primary / Secondary</td>
<td>533 (20%)</td>
</tr>
<tr>
<td>Secondary</td>
<td>774 (29%)</td>
</tr>
</tbody>
</table>

**Graduates by year of graduation**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to 2014</td>
<td>212 (8%)</td>
</tr>
<tr>
<td>2014</td>
<td>400 (15%)</td>
</tr>
<tr>
<td>2015</td>
<td>1,837 (68%)</td>
</tr>
<tr>
<td>2016</td>
<td>246 (9%)</td>
</tr>
</tbody>
</table>

**Graduates by location of graduation**

<table>
<thead>
<tr>
<th>Location</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victorian</td>
<td>2,505 (93%)</td>
</tr>
<tr>
<td>Interstate</td>
<td>169 (6%)</td>
</tr>
<tr>
<td>Overseas</td>
<td>21 (1%)</td>
</tr>
</tbody>
</table>

Source: Graduate recruitment census, Victorian Department of Education and Training, 2016
Registered teachers
Registration characteristics

For a person to be eligible to teach in Victoria, they must be registered by the Victorian Institute of Teaching (VIT). Registration types include both full and provisional registration, permission to teach, returning, non-practising and early childhood teacher registrations. All figures represent teacher headcount numbers.

Registered teachers by sector

<table>
<thead>
<tr>
<th>Sector</th>
<th>Registered Teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>47,328</td>
<td>(39%)</td>
</tr>
<tr>
<td>Catholic</td>
<td>17,778</td>
<td>(15%)</td>
</tr>
<tr>
<td>Independent</td>
<td>14,761</td>
<td>(12%)</td>
</tr>
<tr>
<td>No Sector</td>
<td>41,796</td>
<td>(34%)</td>
</tr>
</tbody>
</table>

New registered teachers by qualification type

<table>
<thead>
<tr>
<th>Qualification Type</th>
<th>New Registrations</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victorian qualifications</td>
<td>4,709</td>
<td>(76%)</td>
</tr>
<tr>
<td>Interstate qualifications</td>
<td>930</td>
<td>(15%)</td>
</tr>
<tr>
<td>Mutual recognition</td>
<td>442</td>
<td>(7%)</td>
</tr>
<tr>
<td>Overseas qualifications</td>
<td>138</td>
<td>(2%)</td>
</tr>
</tbody>
</table>

Registered teachers by ITE qualification course length

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Registered Teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td>25,769</td>
<td>(40%)</td>
</tr>
<tr>
<td>1.5 years</td>
<td>2,370</td>
<td>(4%)</td>
</tr>
<tr>
<td>2 years</td>
<td>5,387</td>
<td>(8%)</td>
</tr>
<tr>
<td>3 years</td>
<td>1,643</td>
<td>(3%)</td>
</tr>
<tr>
<td>4 years</td>
<td>28,499</td>
<td>(45%)</td>
</tr>
</tbody>
</table>

Note: Sector data indicates where a teacher is currently employed. No sector denotes teachers who are not employed by a particular school e.g. casual relief teachers, unemployed teachers, non-practicing teachers.

Data was only available for those granted registration post-2006, hence represents approximately 50% of all registered teachers.

Source: VIT annual report, 2016; Customised VIT registered teachers dataset, Victorian Institute of Teaching (VIT), 2017
Registered teachers
Demographic characteristics

A customised dataset was provided by VIT, for the period of 1 July 2015 to 30 June 2016. This dataset provides further information about the characteristics of registered teachers. For example there were 2,446 teachers re-applying for provisional registration. All figures represent teacher headcount numbers.

Early childhood teachers
As of September 2015, all early childhood teachers were required to be registered with VIT. Early childhood teachers now account for 5% of the registered teaching workforce. Some registrants may be registered as both an early childhood and primary teacher.

Returning from non-practising registration
Non-practising registration can be applied for by teachers who will not work for an upcoming renewal period. Teachers may then reapply for registration when they wish to return to work.

Ceased or expired registration
Registered teachers who do not renew their registrations within their renewal period are removed from the register. A total of 1,170 registrations expired or ceased over the annual period.

Source: Customised VIT registered teachers dataset, Victorian Institute of Training (VIT), 2017

Victorian Teacher Supply and Demand Report 2016
Recruitment Online is the recruitment system used to administer all teaching vacancies at Victorian government schools only. This data includes vacancies that are publically advertised with an open status. Vacancy rate is defined as the total number of vacancies divided by the total number of teaching positions available.

Source: Customised Recruitment Online (ROL) dataset, Victorian Department of Education and Training, 2016

*Note: 33 vacancies were opened for department regional offices and cannot be attributed to a specific department area.

Vacancy rate by geographic remoteness:
- Outer Regional & Remote: 15.3%
- Inner Regional: 13.3%
- Major City: 12.9%

Vacancy rate by department area:
- Ovens Murray: 19%
- Outer Gippsland: 17%
- Brimbank Melton: 16%
- Goulburn: 15%
- Western District: 15%
- Hume Moreland: 15%
- Western Melbourne: 14%
- Southern Melbourne: 13%
- Loddon: 13%
- Inner Gippsland: 13%
- Mallee: 13%
- North Eastern Melbourne: 13%
- Bayside Peninsula: 12%
- Outer Eastern Melbourne: 12%
- Barwon: 11%
- Inner Eastern Melbourne: 11%
- Central Highlands: 10%

2016 summary:
- 6,882 vacancies
- 13.1% average vacancy rate
Recruitment Online is the recruitment system used by the Victorian Department of Education and Training to administer all applications for teaching roles at Victorian government schools only. Application rate is calculated by dividing the number of applications by the total number of advertised positions.

Applications by department area

Applications by geographic remoteness

Average application rate by department area

Source: Customised Recruitment Online (ROL) dataset, Victorian Department of Education and Training, 2016
Difficult to fill vacancies (DFVs) for the government school sector are reported in the annual difficult to fill vacancy census. The rate of DFVs is calculated by dividing the reported number of FTE DFVs by the number of 100 FTE active teaching roles.

**Recruitment challenges**

**Difficult to fill vacancies**

Difficult to fill vacancies (DFVs) for the government school sector are reported in the annual difficult to fill vacancy census. The rate of DFVs is calculated by dividing the reported number of FTE DFVs by the number of 100 FTE active teaching roles.

**201.4 FTE DFVs**

0.47 average DFVs per 100 FTE teachers

**DFVs per 100 FTE teachers by geographic remoteness**

- Outer Regional & Remote: 1.95
- Inner Regional: 0.54
- Major City: 0.33

**Difficult to fill vacancies by subject group (FTE)**

- STEM: 55.3 (27%)
- Primary: 45 (22%)
- Special Ed.: 36.8 (18%)
- LOTE: 23.4 (12%)
- Other: 20 (10%)
- The Arts: 8.1 (4%)
- Physical Ed.: 6.8 (3%)
- English: 6 (3%)

**Top 9 department areas with difficult to fill STEM vacancies (FTE)**

- Western District: 11.5
- Hume Moreland: 6.4
- Outer Eastern Melb.: 6.0
- Outer Gippsland: 5.6
- Barwon: 5.0
- Goulburn: 4.0
- Western Melbourne: 3.0
- Southern Melbourne: 3.0
- Brimbank Melton: 3.0

*Source: Difficult to fill vacancies census, Victorian Department of Education and Training, 2016*
Roles advertised using the government Recruitment Online system may result in no appointment, where no suitable candidate has been nominated by the selection panel. The no appointment rate is calculated by dividing the total amount of advertised roles concluding in no appointment by the total amount of advertised jobs in 2016.

### Recruitment challenges

**No appointments**

The no appointment rate is calculated by dividing the total amount of advertised roles concluding in no appointment by the total amount of advertised jobs in 2016.

#### No appointment rate by department area

- **All department areas**: 0.8% (0.3%), 2.1% (2.2%), 1.1% (1.1%), 0.4% (0.5%), 2.5% (1.1%), 0.3% (0.7%), 0.5% (0.7%), 1.7% (1.1%), 1.6% (1.1%), 0.9% (0.5%), 0.7% (0.9%), 1.1% (1.1%), 2.2% (2.2%)

#### No appointment rate by geographic remoteness

- **Outer Regional & Remote**: 2.1%
- **Inner Regional**: 0.8%
- **Major City**: 1.0%

#### No appointment rate by employment classification

- **Teacher Class**: 1.1%
- **Leading Teacher**: 1.3%
- **Assistant Principal**: 0.3%

### 2016 summary

- **1.1%** average no appointment rate
- **2.1%** outer regional & remote no appointment rate

### Top 8 department areas with no appointment rate for STEM subjects

- **7.7%** Ovens Murray
- **7.0%** Hume Moreland
- **6.3%** Mallee
- **5.1%** Outer Gippsland
- **3.4%** Outer Eastern Melbourne
- **3.4%** Western Melbourne
- **2.5%** Bayside Peninsula
- **2.3%** Southern Melbourne

Source: Customised Recruitment Online (ROL) dataset, Victorian Department of Education and Training, 2016
The sectoral breakdown of teachers in the Victorian teaching workforce August Schools Census data collated in the ABS Schools Australia dataset. The 2016 analysis is broken down by two school levels: Primary and Secondary. All figures represent FTE teacher numbers.

Number of FTE teaching staff in Victoria and Australia in 2016
The total number of FTE teaching staff in Australia was 276,330. Of this total, 70,400 FTE teaching staff were employed in Victoria, representing 25% of the Australian teaching workforce.

Proportion of Victorian FTE teaching staff by sector in 2016

Source: NSSC Table 51a: In-school Staff (FTE), 2005-2016, ABS 4221.0 Schools, Australia, 2016

Victorian Teacher Supply and Demand Report 2016
Government funded kindergarten program workforce

The forecasts depict the headcount of government funded kindergarten program teachers required to meet potential future demand for kindergartens, including the early start kindergarten program. The government funded kindergarten program workforce is predominately female, with 3,758 (99%) compared to 46 (1%) male teachers. All figures represent teacher headcount numbers.

Source: Kindergarten program administrative dataset (2016), Victorian Department of Education and Training; Population Projections, Australia, 2012 (base) to 2101, Series B, ABS 3222.0, Australia, 2013

Victorian Teacher Supply and Demand Report 2016
Since 2014, The Education and Care Services National Law Act (2010) and the Education and Care Services National Regulations (2011) have required early childhood teachers to be in attendance at standalone kindergarten services and long day care (LDC) services. LDC services may deliver a funded kindergarten program (funded LDC) or may not (unfunded LDC). See section F of the appendix for further notes on assumptions made in the analysis.

237 FTE teachers are forecast to be required in 2020. This is an extra 60 FTE to meet the regulatory requirements coming into effect in 2020.

Extra FTE to meet 2020 regulatory requirements for funded LDC

- 0* FTE teachers
- < 0.19 FTE teachers
- 0.2 - 0.39 FTE teachers
- 0.4+ FTE teachers

Extra FTE to meet 2020 regulatory requirements for unfunded LDC

- 0* FTE teachers
- < 0.19 FTE teachers
- 0.2 - 0.39 FTE teachers
- 0.4+ FTE teachers

*Note: 0 extra FTE are required for funded LDC services that already comply with 2020 regulatory requirements.
Primary teaching workforce

In 2016, the headcount of government teachers accounted for 66% of the Victorian primary workforce, compared with 21% for the Catholic sector and 13% for the independent sector. The forecasts depict the headcount of primary school teachers required to meet potential future demand.

Government headcount

**26,946**

government school teachers in 2016. An increase of 1,664 teachers (7%) for the government sector from 2015.

30,744 forecast teacher demand in 2022, a year on year increase of 2%.

Catholic headcount

**8,739**

Catholic school teachers in 2016. An increase of 209 teachers (2%) for the catholic sector from 2015.

10,379 forecast teacher demand in 2022, a year on year increase of 3%.

Independent headcount

**5,255**

independent school teachers in 2016. An increase of 193 teachers (4%) for the independent sector from 2015.

5,962 forecast teacher demand in 2022, a year on year increase of 2%.

Source: NSSC table 51a: In-school staff (FTE), ABS 4221.0 Schools, Australia 2016; NSSC Table 50a: In-school staff (number), ABS 4221.0 Schools, Australia 2016 February School Census (2007-2016), Victorian Department of Education and Training
In 2016, the headcount of government teachers accounted for 52% of the Victorian secondary workforce, compared with 23% for the Catholic sector and 25% for the independent sector. The forecasts depict the headcount of secondary school teachers required to meet potential future demand.

### Government headcount

**20,451** government school teachers in 2016. An increase of 348 teachers (1%) for the government sector from 2015.

### Catholic headcount

**9,034** Catholic school teachers in 2016. An increase of 78 teachers (1%) for the Catholic sector from 2015.

### Independent headcount

**9,756** independent school teachers in 2016. An increase of 236 teachers (2%) for the independent sector from 2015.

### Workforce trends

- **39,241** in 2016
- **44,636** forecast 2022 demand

### Source

NSSC table 51a: In-school staff (FTE), ABS 4221.0 Schools, Australia 2016; NSSC Table 50a: In-school staff (number), ABS 4221.0 Schools, Australia 2016 February School Census (2007-2016), Victorian Department of Education and Training
Special and language teaching workforce

The overwhelming majority of Victorian special teachers work in the government sector (98%), with the Catholic and independent sectors accounting for 1% of special teachers respectively. For language teachers, data is only available for the government sector. The forecasts depict the headcount of special and language teachers required to meet potential future demand.

Government special and language headcount

<table>
<thead>
<tr>
<th>Year</th>
<th>Language Teachers</th>
<th>Special School Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>1,000</td>
<td>2,530</td>
</tr>
<tr>
<td>2012</td>
<td>907</td>
<td>2,570</td>
</tr>
<tr>
<td>2013</td>
<td>848</td>
<td>2,700</td>
</tr>
<tr>
<td>2014</td>
<td>789</td>
<td>2,800</td>
</tr>
<tr>
<td>2015</td>
<td>730</td>
<td>3,000</td>
</tr>
<tr>
<td>2016</td>
<td>681</td>
<td>3,200</td>
</tr>
<tr>
<td>2017</td>
<td>632</td>
<td>3,400</td>
</tr>
<tr>
<td>2018</td>
<td>583</td>
<td>3,600</td>
</tr>
<tr>
<td>2019</td>
<td>534</td>
<td>3,800</td>
</tr>
<tr>
<td>2020</td>
<td>485</td>
<td>4,000</td>
</tr>
<tr>
<td>2021</td>
<td>436</td>
<td>4,200</td>
</tr>
<tr>
<td>2022</td>
<td>387</td>
<td>4,400</td>
</tr>
</tbody>
</table>

Catholic and independent special headcount

<table>
<thead>
<tr>
<th>Year</th>
<th>Catholic Teachers</th>
<th>Independent Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>20</td>
<td>2,510</td>
</tr>
<tr>
<td>2012</td>
<td>20</td>
<td>2,530</td>
</tr>
<tr>
<td>2013</td>
<td>20</td>
<td>2,550</td>
</tr>
<tr>
<td>2014</td>
<td>20</td>
<td>2,570</td>
</tr>
<tr>
<td>2015</td>
<td>20</td>
<td>2,590</td>
</tr>
<tr>
<td>2016</td>
<td>20</td>
<td>2,610</td>
</tr>
<tr>
<td>2017</td>
<td>20</td>
<td>2,630</td>
</tr>
<tr>
<td>2018</td>
<td>20</td>
<td>2,650</td>
</tr>
<tr>
<td>2019</td>
<td>20</td>
<td>2,670</td>
</tr>
<tr>
<td>2020</td>
<td>20</td>
<td>2,690</td>
</tr>
<tr>
<td>2021</td>
<td>20</td>
<td>2,710</td>
</tr>
<tr>
<td>2022</td>
<td>20</td>
<td>2,730</td>
</tr>
</tbody>
</table>

Forecasted special school teacher demand

- 3,383 forecast 2022 special teacher demand
- 606 forecast language teacher demand in 2022, a year on year increase of 4%.
- 36 forecast independent special school teacher demand in 2022, a year on year increase of 4%.
- 42 forecast catholic special school teacher demand in 2022, a year on year increase of 4%.

Forecasted special school teacher demand 2022, a year on year increase of 5%.

Source: NSSC table 51a: In-school staff (FTE), ABS 4221.0 Schools, Australia 2016; NSSC Table 50a: In-school staff (number), ABS 4221.0 Schools, Australia 2016 February School Census (2007-2016), Victorian Department of Education and Training

Victorian Teacher Supply and Demand Report 2016
Government workforce
Demographic characteristics

EduPay is the payroll system administering the Victorian government teaching workforce. A snapshot of EduPay was taken in June 2016 to provide data on the active teaching workforce employed in the government sector. All figures represent active teacher headcount.

*Note: 226 teachers working at non-school locations, have an unclassified department area and geographic remoteness

The following employment characteristics of the government workforce have been drawn from a June 2016 snapshot of EduPay. Unless indicated otherwise, all figures represent active teacher headcount. In June 2016, 10.7% of active FTE teaching staff were on long term leave. Over the past 5 years, the percentage of active FTE teaching staff on long term leave has gradually decreased from a peak of 13.9%.

**Government workforce by employment classification**

<table>
<thead>
<tr>
<th>Role</th>
<th>Headcount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Class</td>
<td>109</td>
<td>(&lt;1%)</td>
</tr>
<tr>
<td>Principal</td>
<td>1,451</td>
<td>(3%)</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>1,557</td>
<td>(3%)</td>
</tr>
<tr>
<td>Leading Teacher</td>
<td>3,023</td>
<td>(6%)</td>
</tr>
<tr>
<td>Teacher Class</td>
<td>41,430</td>
<td>(87%)</td>
</tr>
<tr>
<td>Para-professional</td>
<td>256</td>
<td>(&lt;1%)</td>
</tr>
</tbody>
</table>

**Time fraction**

<table>
<thead>
<tr>
<th>Employment Type</th>
<th>Headcount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time</td>
<td>36,064</td>
<td>(75%)</td>
</tr>
<tr>
<td>Part time</td>
<td>11,762</td>
<td>(25%)</td>
</tr>
</tbody>
</table>

**Employment type**

<table>
<thead>
<tr>
<th>Employment Type</th>
<th>Headcount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td>38,010</td>
<td>(79%)</td>
</tr>
<tr>
<td>Fixed term</td>
<td>9,816</td>
<td>(21%)</td>
</tr>
</tbody>
</table>

**Educational setting**

<table>
<thead>
<tr>
<th>Educational Setting</th>
<th>Headcount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>23,279</td>
<td>(49%)</td>
</tr>
<tr>
<td>Secondary</td>
<td>16,986</td>
<td>(36%)</td>
</tr>
<tr>
<td>Primary / Secondary</td>
<td>4,252</td>
<td>(9%)</td>
</tr>
<tr>
<td>Special and other</td>
<td>3,309</td>
<td>(7%)</td>
</tr>
</tbody>
</table>

*Other includes non-school and language school types.*

Casual relief teachers

The Victorian Department of Education and Training conducts an annual census of the headcount of casual relief teachers (CRT) employed at all Victorian government schools in August. This provides a snapshot of the CRTs employed at that time. Since 2012, there has been a 6% year on year increase in the number of casual relief teachers being employed.

### Number of employed casual relief teachers

- **2011**: 6,484
- **2012**: 6,890
- **2013**: 7,335
- **2014**: 7,778
- **2015**: 8,288
- **2016**: Increase of 7%

### Difficult to fill casual relief teacher vacancies by subject group

- **General Primary**: 330 (52%)
- **Special Education**: 114 (18%)
- **STEM**: 69 (11%)
- **HPE**: 41 (6%)
- **Other**: 29 (5%)
- **The Arts**: 19 (3%)
- **LOTE**: 17 (3%)
- **English**: 17 (3%)

### 2016 summary

- **8,288** casual relief teachers
- **636** difficult to fill casual relief vacancies

### Geographic remoteness

- **Major city**: 6,336 (76%)
- **Inner regional**: 1,574 (19%)
- **Outer regional & remote**: 378 (5%)

---

Source: Customised casual relief teacher census, Victorian Department of Education and Training, 2008-2016
Catholic workforce
demographic characteristics

Catholic workforce demographic data has been provided by Catholic Education Melbourne. Demographic data is collected primarily during the annual August Catholic schools census. Note, data reporting and collection methodology differ between school sectors. All figures represent FTE teacher numbers.

Source: Customised Catholic teaching workforce dataset, Catholic Education Melbourne 2016

2016 summary

14,936 FTE teachers

74% major city

Geographic remoteness

Major city
11,015 (74%)

Outer regional & remote
587 (4%)

Inner regional
3,234 (22%)

Gender

Male
4,322 (29%)

Female
10,614 (71%)

Age distribution

<25
25.1%

25 - 34
21.8%

45 - 54
26.7%

55 - 64
21.3%

65+
2.5%

*Note: 99.7 FTE teachers have an unassigned department area and geographic remoteness

Source: Customised Catholic teaching workforce dataset, Catholic Education Melbourne 2016

Victorian Teacher Supply and Demand Report 2016
Catholic workforce
Employment characteristics

Workforce employment data has been provided by Catholic Education Melbourne. 2016 data is collected primarily during the annual August Catholic schools census. Note data reporting and collection methodology differ between school sectors. For example, employment classifications are unique to the Catholic sector hence it does not have leading teachers. All figures represent FTE teacher numbers.

Catholic workforce by employment classification

<table>
<thead>
<tr>
<th>Employment Classification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>93.9%</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>3.0%</td>
</tr>
<tr>
<td>Principal</td>
<td>2.8%</td>
</tr>
<tr>
<td>Para-professional</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

2016 summary

<table>
<thead>
<tr>
<th>Employment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time</td>
<td>77%</td>
</tr>
<tr>
<td>Part time</td>
<td>23%</td>
</tr>
<tr>
<td>Fixed term</td>
<td>19%</td>
</tr>
<tr>
<td>Ongoing employment</td>
<td>81%</td>
</tr>
</tbody>
</table>

School curriculum

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>7,061 (47%)</td>
</tr>
<tr>
<td>Secondary</td>
<td>6,786 (45%)</td>
</tr>
<tr>
<td>Combined</td>
<td>1,090 (7%)</td>
</tr>
</tbody>
</table>

*Note: Combined refers to schools with a curriculum that spans both primary and secondary level.

Source: Customised Catholic teaching workforce dataset, CEM 2016
Government workforce attrition

Attrition for the government workforce is defined as a teacher or principal employed on an ongoing basis, who leaves the teaching workforce during a calendar year and does not return by June of the following calendar year. Data for 2015 is presented due to a 1 year lag in reporting. Attrition rate is calculated by dividing staff attrition by the number of ongoing staff on the government workforce payroll.

**Attrition rate by department area**

<table>
<thead>
<tr>
<th>Category</th>
<th>Metropolitan</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
<th>h</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teacher</td>
<td>4.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leading Teacher</td>
<td>3.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>4.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>7.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Attrition rate by geographic remoteness**

- Outer regional & remote: 5.3%
- Inner regional: 5.2%
- Major city: 4.6%

**Attrition rate by age band**

- <25: 0.9%
- 25-34: 1.6%
- 35-44: 2.7%
- 45-54: 1.4%
- 55-64: 11.7%
- 65+: 33.0%

**Overall attrition rate by year**

- 2011: 5.1%
- 2012: 4.6%
- 2013: 4.1%
- 2014: 5.3%
- 2015: 4.8%

Source: Customised attrition dataset, Victorian Department of Education and Training, 2016

Victorian Teacher Supply and Demand Report 2016
Attrition for the Catholic workforce is defined as a teacher or principal employed on an ongoing basis, who leaves the teaching workforce during a calendar year and does not return by June of the following calendar year. Attrition rate is calculated by dividing staff attrition by the number of ongoing staff in the Catholic workforce.

**Attrition rate by department area**

- Metropolitan
  - a. 4.5%
  - b. 2.9%
  - c. 4.8%
  - d. 4.3%
  - e. 6.0%
  - f. 4.0%
  - g. 4.8%
  - h. 4.2%

**Attrition rate by geographic remoteness**

- Outer regional & remote: 5.2%
- Inner regional: 4.7%
- Major city: 4.5%

**Attrition rate by employment classification**

- Classroom Teacher: 4.5%
- Assistant Principal: 3.8%
- Principal: 5.7%

**Attrition rate by age band**

- <25: 1.2%
- 25-34: 4.0%
- 35-44: 3.9%
- 45-54: 2.8%
- 55-64: 6.6%
- 65+: 14.0%

**Overall attrition rate by year**

- 2012: 4.8%
- 2013: 4.5%
- 2014: 4.3%
- 2015: 4.6%
- 2016: 4.6%

Source: Customised attrition dataset, Catholic Education Melbourne 2016
Early childhood

Kindergarten enrolments

Victorian children can be enrolled into a 4 year old government funded kindergarten program if they are 4 years old by April 30th each year. Approximately 98% of eligible Victorian children were attending a government funded kindergarten program in 2016. Early start kindergarten (ESK) enrolments have also been included in the enrolment analysis. Child enrolments between 2011 and 2016 are depicted below, with forecasts provided between 2017 and 2022.

10,567 extra enrolments forecast between 2016 and 2022, a 2% increase year on year.


Enrolment trends

77,816 in 2016
88,383 forecast by 2022

2016 kindergarten enrolment by department area

Disability or additional needs
No disability / additional needs 74,147 (95%) Disablity / additional needs 3,669 (5%)

Children by enrolment year
First year 73,511 (96%) Second year 3,116 (4%)

*excluding ESK enrolments

Children with disability or additional needs

No disability / additional needs 74,147 (95%) Disablity / additional needs 3,669 (5%)

2016

Major city 60,862 (78%)
Outer regional & remote 3,075 (4%)
Inner regional 13,879 (18%)

Geographic remoteness

Metropolitan
a. 8,612
b. 5,034
c. 4,988
d. 8,022
e. 7,240
f. 5,188
g. 8,280
h. 10,319

Children with disability or additional needs

No disability / additional needs 74,147 (95%) Disablity / additional needs 3,669 (5%)

First year 73,511 (96%)

*excluding ESK enrolments
Primary student enrolments

Victorian primary student FTE enrolments across the government, Catholic and independent sectors are provided for 2011 to 2016, with forecasts provided for 2017 to 2022. Primary student enrolments include ungraded primary students.

FTE Student enrolments

- **Today**
  - Government: 386,107 in 2022
  - Catholic: 125,668 in 2022
  - Independent: 64,706 in 2022

- **2% increase year on year across all sectors**

Enrolment trends

- **518,507 in 2016**
- **576,481 forecast by 2022**

Geographic remoteness

- **Major city** 403,064 (78%)
- **Inner regional** 94,380 (18%)
- **Outer regional & remote** 21,063 (4%)

2016 Primary enrolment by department area

Source: Table 2: Number of enrolments by area, sector, school type, enrolment type and enrolment sex, Summary statistics Victoria schools February, 2016. Victorian Department of Education and Training; ABS 3412 Migration, Australia, 2015-2016

Victorian Teacher Supply and Demand Report 2016
Secondary student enrolments

Victorian secondary student FTE enrolments across the government, Catholic and independent sectors are provided for 2011 to 2016, with forecasts provided for 2017 to 2022. Secondary student enrolments include ungraded secondary students.

Enrolment trends

398,106 in 2016
462,942 forecast by 2022

Enrolment trends by department area

2016

Major city 309,714 (78%)
Inner regional 71,011 (18%)
Outer regional & remote 17,381 (4%)

2016 Secondary enrolment by department area

Source: Table 2: Number of enrolments by area, sector, school type, enrolment type and enrolment sex, Summary statistics Victoria schools February, 2016, Victorian Department of Education and Training; ABS 3412 Migration, Australia, 2015-2016

Victorian Teacher Supply and Demand Report 2016
Special student enrolments

Victorian special student FTE enrolments across the government, Catholic and independent sectors are provided for 2011 to 2016, with forecasts provided for 2017 to 2022.

Source: Table 2: Number of enrolments by area, sector, school type, enrolment type and enrolment sex, Summary statistics Victoria schools February, 2016, Victorian Department of Education and Training; ABS 3412 Migration, Australia, 2015-2016

Enrolment trends

13,893 in 2016
18,434 forecast by 2022

FTE Student enrolments

5% increase year on year across the government sector
2% increase year on year across the Catholic sector
4% increase year on year across the independent sector

Government 16,775 in 2022
Catholic 737 in 2022
Independent 922 in 2022

Geographic remoteness

Major City 10,547 (76%)
Inner Regional 2,667 (19%)
Outer Regional & Remote 679 (5%)

2016 Special enrolment by department area

Metropolitan
a. 1,651
b. 783
c. 1,039
d. 1,111
e. 1,780
f. 604
g. 1,409
h. 1,424

Source:
- Table 2: Number of enrolments by area, sector, school type, enrolment type and enrolment sex, Summary statistics Victoria schools February, 2016, Victorian Department of Education and Training;
- ABS 3412 Migration, Australia, 2015-2016

Victorian Teacher Supply and Demand Report 2016
Language student enrolments

Victorian language student FTE enrolments across the government sector are provided for 2011 to 2016, with forecasts provided for 2017 to 2022. Victorian language schools were in the government sector only.

Enrolment trends

1,601 in 2016
2,016 forecast by 2022

2016 Language enrolment by department area

Metropolitan
a. 335
b. 274
c. 328
d. 664

Source: Table 2: Number of enrolments by area, sector, school type, enrolment type and enrolment sex, Summary statistics Victoria schools February, 2016. Victorian Department of Education and Training; ABS 3412 Migration, Australia, 2015-2016

Victorian Teacher Supply and Demand Report 2016
Total teacher supply and demand

The total available additional supply of all early childhood, primary and secondary teachers is comprised of teacher migration and ITE graduates with single or dual qualifications. Forecast available supply numbers for 2021-2022 assume the same numbers as 2020. All figures are teacher headcount numbers. *Dual qualified teachers have been counted only once, as the total available supply covers all future employment destinations.

Source: Customised ITE provider enrolment dataset, ITE providers, 2016; VIT Annual Reports, VIT, 2007-2016; ABS 4221.0 Schools, Australia, 2016
Early childhood teacher supply and demand

Total demand for early childhood teachers is made up of demand from government funded kindergarten programs and long day care services. The total available additional supply of early childhood teachers is comprised of teacher migration and ITE graduates with early childhood or early childhood/primary dual qualifications. Forecast available supply numbers for 2021-2022 assume the same numbers as 2020. All figures represent teacher headcount. All dual qualified early childhood teachers have been included in the total available supply, as future employment destinations are unknown.

Forecast ITE graduates by dual or single qualifications

Spike in total demand for 2020 represents additional forecast demand for teachers to meet 2020 requirements of Education and Care Services National Regulations.

Source: Customised ITE provider enrolment dataset, ITE providers, 2016; VIT Annual Reports, VIT, 2007-2016; ABS 4221.0 Schools, Australia, 2016
Primary teacher supply and demand

The total available additional supply of primary teachers is comprised of teacher migration and ITE graduates with primary, early childhood/primary or primary/secondary dual qualifications. Forecast available supply numbers for 2021-2022 assume the same numbers as 2020. All figures represent teacher headcount. *All dual qualified ITE graduate and migrant primary teachers have been included in the total available supply, as future employment destinations are unknown.

Forecast additional supply and demand of primary teachers

Forecast ITE graduates by dual or single qualifications

Forecast supply by migration and ITE graduation

Forecast 2022 summary

Supply exceeds demand 2,096* surplus

Forecast ITE graduates by dual or single qualifications

<table>
<thead>
<tr>
<th>Year</th>
<th>Dual</th>
<th>Single</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>780</td>
<td>475</td>
</tr>
<tr>
<td>2018</td>
<td>1,622</td>
<td>461</td>
</tr>
<tr>
<td>2019</td>
<td>662</td>
<td>594</td>
</tr>
<tr>
<td>2020</td>
<td>802</td>
<td>635</td>
</tr>
</tbody>
</table>

Forecast supply by migration and ITE graduation

<table>
<thead>
<tr>
<th>Year</th>
<th>Migration</th>
<th>ITE graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>704 (20%)</td>
<td>2,877 (80%)</td>
</tr>
<tr>
<td>2018</td>
<td>749 (21%)</td>
<td>2,820 (79%)</td>
</tr>
<tr>
<td>2019</td>
<td>720 (18%)</td>
<td>3,214 (82%)</td>
</tr>
<tr>
<td>2020</td>
<td>714 (16%)</td>
<td>3,887 (84%)</td>
</tr>
</tbody>
</table>

Source: Customised ITE provider enrolment dataset, ITE providers, 2016; VIT Annual Reports, VIT, 2007-2016; ABS 4221.0 Schools, Australia, 2016
Supply and demand

Secondary teacher supply and demand

The total available additional supply of secondary teachers is comprised of teacher migration and ITE graduates with secondary or primary/secondary dual qualifications. Forecast available supply numbers for 2021-2022 assume the same numbers as 2020. All figures represent teacher headcount. *All dual qualified ITE graduate and migrant secondary teachers have been included in the total available supply, as future employment destinations are unknown.

Forecast additional supply and demand of secondary teachers

Forecast ITE graduates by dual or single qualifications

Forecast supply by migration and ITE graduation

Source: Customised ITE provider enrolment dataset, ITE providers, 2016; VIT Annual Reports, VIT, 2007-2016; ABS 4221.0 Schools, Australia, 2016