Victorian Teacher Supply and Demand Report 2018

February 2020

THE EDUCATION STATE

VICTORIA State Government | Education and Training

Table of contents

Please Note:
A detailed table of contents is available in the Appendix.

Introduction to the 2018 report

Background and purpose

In order to provide a comprehensive cross sectoral picture of the Victorian teacher workforce, the Victorian Department of Education and Training established the Teacher Supply and Demand Report, with this being the fourteenth iteration. The purpose of this report is to provide policy makers and interested stakeholders with an impartial perspective on the current state of supply and demand in the Victorian education system, and to analyse if there are enough teachers at work and in training in order to meet future demand.

Approach

This report utilises a number of different techniques to prepare and visualise the analysis in an info-graphic style. This report does not provide analysis on quality measures such as teacher performance. It also does not seek to evaluate the impact of previous reforms on supply and demand, nor to make recommendations on policy changes to manage future supply or demand for teachers. The data collected provides a comprehensive view of the Victorian teaching workforce, however there are data limitations that have impacted the analysis and forecasting.

Potential supply

The 2018 report introduces a new element to the forecasts; that is potential supply. Potential supply incorporates registered teachers who are not contracted, either ongoing or fixed-term, to work as teachers in a school or early childhood setting. They may be working as casual relief teachers, or as teachers in other settings, such as private tutoring. There is limited data about how willing or available teachers in the potential supply are to take up teaching roles.

The introduction of potential supply means the forecasting model now considers entry and exit from the teaching profession, as identified through gaining or ceasing registration with the VIT, on either the early childhood or schools register.

Supply scenarios

In assessing teacher supply, three scenarios are used (labelled "expected", "all", "none").These consider different allocation of dual registered and/or dual qualified teachers to either early childhood, primary or secondary education settings. Details of the calculation methodology are in the appendix.

New programs

Policy changes and new programs that impact on teacher supply and demand are incorporated into the Teacher Supply and Demand Report once they are officially endorsed and announced by Government. This report incorporates the following policy changes which will affect teacher demand over the forecast period of 2019 to 2024:

- The 2020 requirements under the Education and Care Services National Regulations requiring early childhood teachers to be in attendance at standalone kindergarten services and long day care centres.

- The Victorian Government's commitment to deliver fifteen hours of subsidised kindergarten to all three-year-old children, to be implemented over ten years from 2020.

- The Victorian Government's Middle Years Literacy and Numeracy Support initiative which provides funding to government secondary schools to improve outcomes for students who are at risk of finishing school without the literacy or numeracy skills they need for future work, education and training.

How to navigate this report

The following are the key features of the 2018 Teacher Supply and Demand report.

Report sequencing

The first section of the report addresses potential supply and provides data and information related to registered teachers not contracted to work as a teacher in a school or early childhood service.

Subsequent sections focus on each education setting:

- Early childhood
- Primary
- Secondary
- Special and Language

For combined primary/secondary schools, data provided was, where possible, split by data custodians and allocated to either primary or secondary.

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

Following the forecasts the report presents, based on data availability, information on the supply pathway commencing with Initial Teacher Education and then moving through registration, recruitment, workforce and attrition. Finally student enrolment data is provided.

Some data and information is repeated in different school sections as an education setting split of this data was not available.

Use of colour

Colour is used in the report to differentiate between different education settings. The colour scheme used is shown below. Where data is not available to be differentiated by education setting, grey colour scales are used. The potential supply section also has a theme colour applied.

Potential supply

Early childhood

Primary

Secondary

Special and Language

Not specific to any one educational setting

Presentation style

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

- Most pages will highlight one or two key findings in the top right hand corner.
- Shades of the colours are sometimes used to discriminate categories on the page.
- Source data used for each page is summarised in the appendix.
- Continuing the infographic theme, not all data points are presented but there is sufficient information to understand trends.
- Maps are a stylised version of Victoria rather than being geographically precise.

Modelling Victoria's teaching workforce

Victorian ITE graduates

Inbound migration

Deferred Registrants

New to the forecasting model in 2018

New supply

| Early childhood | Primary | Secondary |

Student enrolments

Government policies

Current + expansion demand

Employed

Replacement demand

Expired registration

New to the forecasting model in 2018

Potential supply

~2,000 teachers
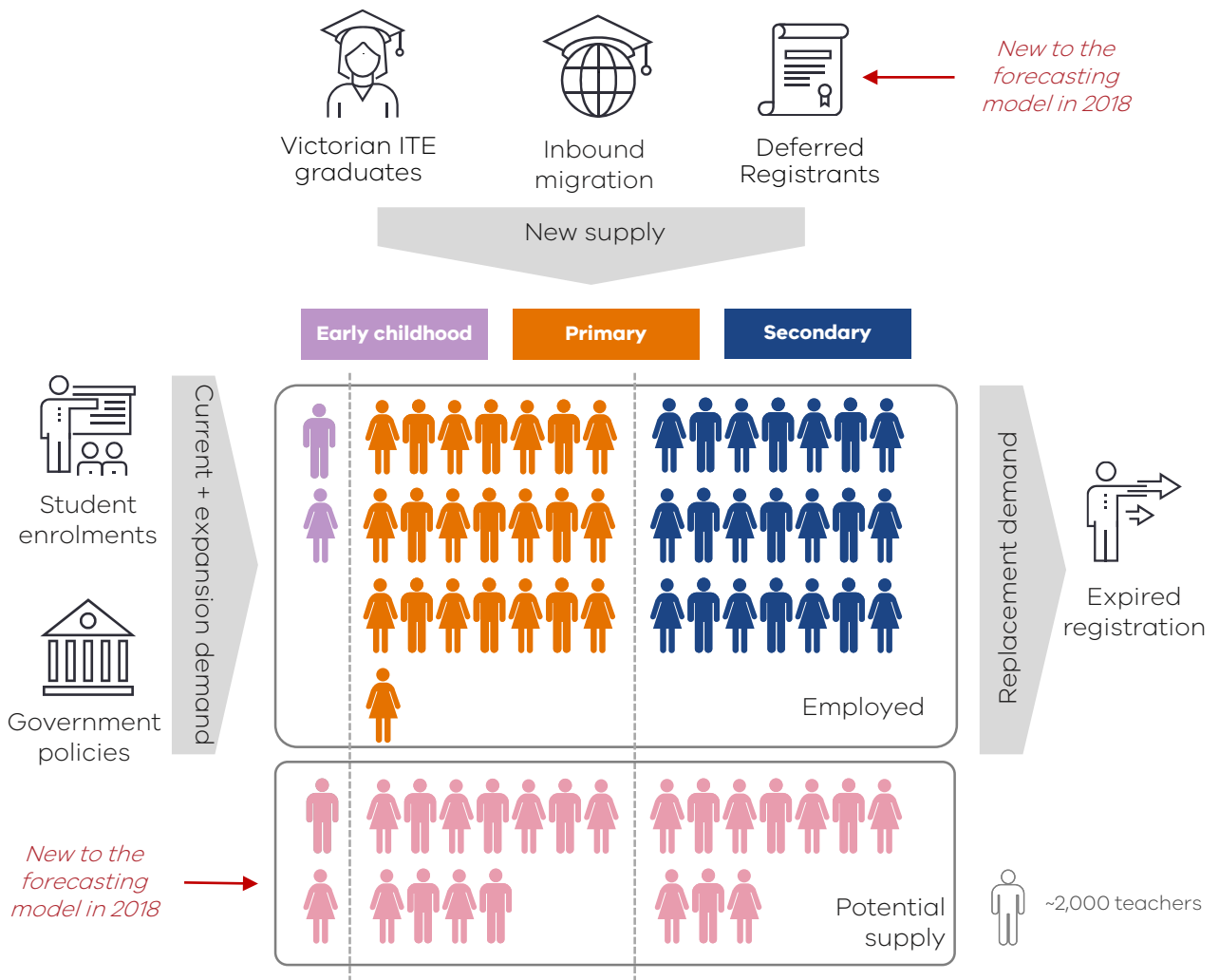
Key changes to the model in 2018:

Professional attrition – Teachers are removed from the supply pool when their registration with VIT lapses, not when they leave an employer.

Cumulative forecasting – The forecasts now build on each other, and are informed by the supply picture from the previous year.

No double-counting - Dual qualified teachers are only counted as available to work in one sector.

Deferred Registrants – Typically Victorian ITE graduates who did not register in the year following completion of their study. These graduates may have gone onto further study, taken one or more gap years, or gone overseas or interstate to work before returning to teaching in Victoria.

Potential supply refers to registered teachers who are not contracted, either ongoing or fixed-term, to work as teachers in a school or early childhood setting. There is limited data about how willing or available teachers in the potential supply are to take up teaching roles.
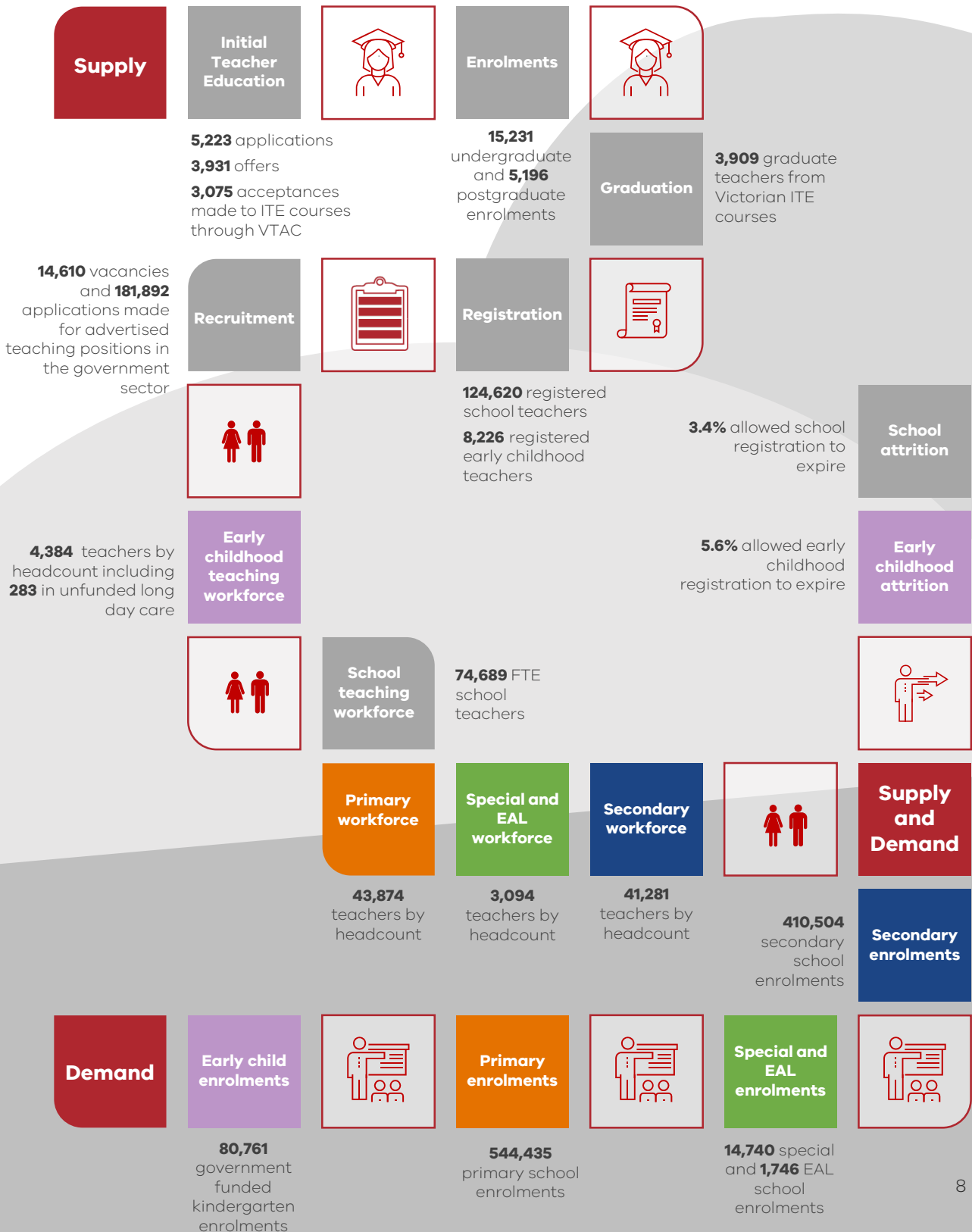
Section 01

Executive Summary

2018 key statistics

Supply

Initial Teacher Education

5,223 applications
3,931 offers
3,075 acceptances made to ITE courses through VTAC

Enrolments

15,231 undergraduate and **5,196** postgraduate enrolments

Graduation

3,909 graduate teachers from Victorian ITE courses

14,610 vacancies and **181,892** applications made for advertised teaching positions in the government sector

Recruitment

Registration

124,620 registered school teachers

8,226 registered early childhood teachers

3.4% allowed school registration to expire

School attrition

4,384 teachers by headcount including **283** in unfunded long day care

Early childhood teaching workforce

5.6% allowed early childhood registration to expire

Early childhood attrition

School teaching workforce

74,689 FTE school teachers

Primary workforce

Special and EAL workforce

Secondary workforce

Supply and Demand

43,874 teachers by headcount

3,094 teachers by headcount

41,281 teachers by headcount

410,504 secondary school enrolments

Secondary enrolments

Demand

Early child enrolments

Primary enrolments

Special and EAL enrolments

80,761 government funded kindergarten enrolments

544,435 primary school enrolments

14,740 special and **1,746** EAL school enrolments

Summary of 2024 supply and demand forecasts

Supply exceeds demand

Forecasts across all education settings, indicate that by 2024, **supply of registered teachers will continue to exceed the demand**.

Victorian forecasts

1,249,192	**108,122**	**147,644**
2024 enrolments	2024 teacher demand	2024 teacher supply

Early childhood forecasts

159,028	**8,366**	**11,699**	The 2024 **early childhood supply is forecast to meet demand**. Over the forecast period, the supply surplus reduces by 7%.
2024 enrolments	2024 teacher demand	2024 teacher supply	

Primary forecasts

595,976	**49,954**	**72,282**	The 2024 **primary supply is forecast to meet demand**. Over the forecast period, the supply surplus increases by 10%.
2024 enrolments	2024 teacher demand	2024 teacher supply	

Secondary forecasts

494,188	**49,802**	**63,663**	The 2024 **secondary supply is forecast to meet demand**. Over the forecast period, the supply surplus reduces by 9%.
2024 enrolments	2024 teacher demand	2024 teacher supply	

Special and EAL forecasts

21,197	**3,995**	The 2024 special and EAL school forecast requires 3,995 teachers to meet demand. These teachers are incorporated in the above forecasts.
2024 enrolments	2024 teacher demand	

Key findings

Supply forecast to meet demand through to 2024

Across all educational settings supply of teachers is forecast to meet demand. In 2024 supply exceeds demand by 3,333 in early childhood, 22,328 in primary, and 13,861 in secondary.

There is a large potential supply of surplus registered teachers

There are approximately 39,000 more registered teachers than Victoria needs to meet demand. Most of these teachers are actively engaged with the teaching profession, and work in an education related field. About a quarter work as casual relief teachers; about a fifth are ITE graduates; about a third are aged 55 years or older.

Limited growth of ITE graduates

From 2019 to 2024, average annual demand for teachers grows at 13% in early childhood, 2% in primary, and 3% in secondary. However the annual growth in ITE graduates is minimal, at 1.2% in early childhood, 0.2% in primary, and 0.3% in secondary.

Inadequate new supply to keep up with additional demand

The supply of new teachers to the Victorian market is not keeping pace with the demand for additional teachers. This means employers will be increasingly reliant on attracting surplus registered teachers to take up teaching roles. In early childhood, additional demand for teachers peaks at 2,415 in 2022. In secondary there will be 1,964 fewer teachers join the register than is required. No surplus primary teachers are needed.

Continued recruitment challenges in schools

Government schools continue to experience recruitment challenges for some teaching roles, exacerbated by location and subject area. On average, outer regional/remote schools get a quarter of the number of applications compared to major cities, and vacancies are 70% more likely to result in no appointment. STEM, languages and special education continue to be the hardest subjects to recruit to.
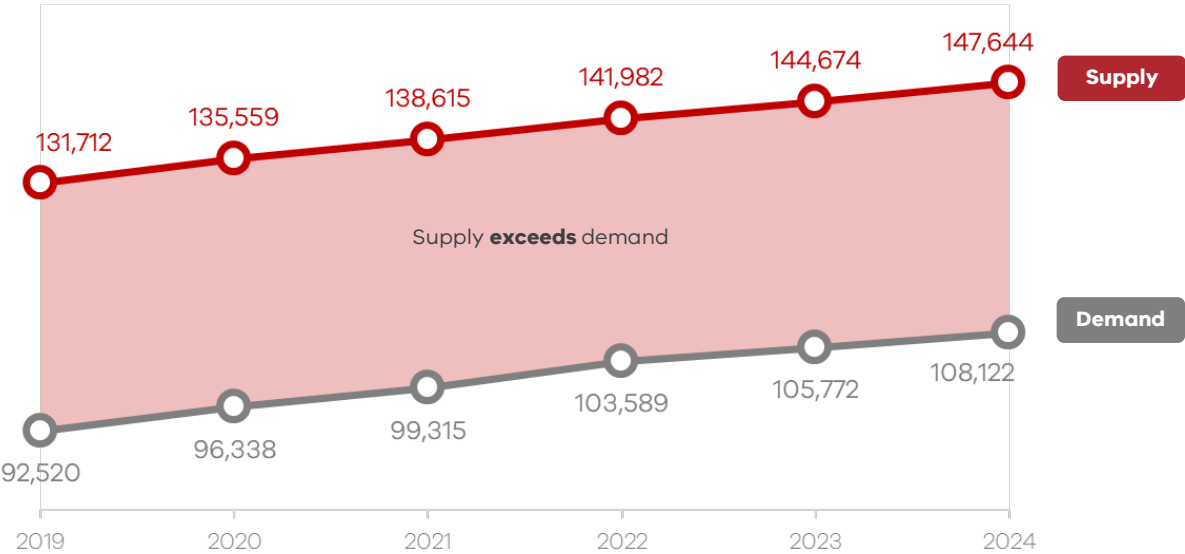
Total teacher supply and demand

Forecast supply and demand of all early childhood, primary, secondary teachers

Supply

Year	2019	2020	2021	2022	2023	2024
Supply	131,712	135,559	138,615	141,982	144,674	147,644

Supply **exceeds** demand

Demand

Year	2019	2020	2021	2022	2023	2024
Demand	92,520	96,338	99,315	103,589	105,772	108,122

Forecasting approach

The **demand** forecast incorporates projected school and early childhood enrolment numbers.

A single **supply** forecast was consolidated across the three education settings for Victoria (early childhood, primary, secondary).

Supply and demand are represented by the solid lines and forecast numbers are displayed.

Summary of forecast

The forecast shows that the available supply of teachers is sufficient to meet the demand.

The observable trend is that the gap between available supply and demand remains largely consistent across the six year forecasting period.

In 2019, it is forecast that available supply exceeds forecast demand by 39,192 teachers. In 2024, the available supply exceeds the forecast demand by 39,522 teachers.

Potential supply

Potential supply pool

Early childhood potential supply pool

Due to limited data on the employment of registered early childhood teachers, the early childhood potential supply has been estimated based on the number of registered early childhood teachers deducted by the number of teachers understood to be employed. Data to enable further analysis of the characteristics of the early childhood potential supply pool is not available.
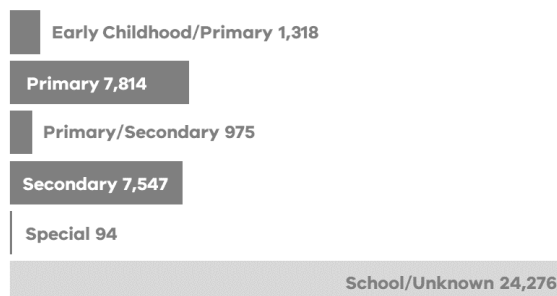
2,593

3,842

48% increase since 2016

2016
2018
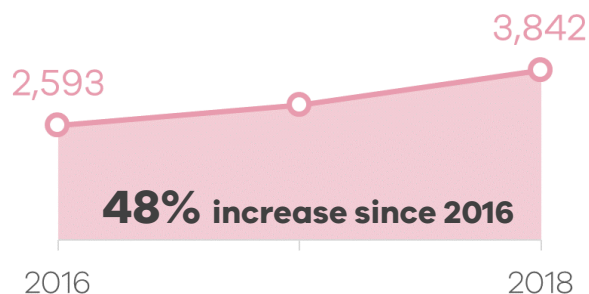
School potential supply pool over time

The school potential supply pool is defined as teachers on the school register that are not tagged to an employer sector. The number has remained largely consistent since 2015 and includes casual relief, unemployed and non-practicing teachers.

42,321
42,024

<1% change since 2015

2015
2018
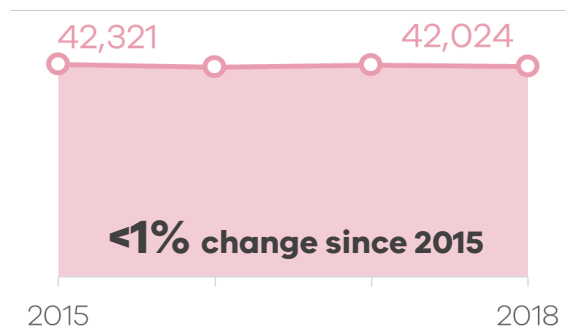
ITE course of school potential supply teachers

The qualification type of 58% of the total potential supply pool is classified as "school" or "unknown" with many of these teachers appearing to have been deemed registered when the VIT was established.
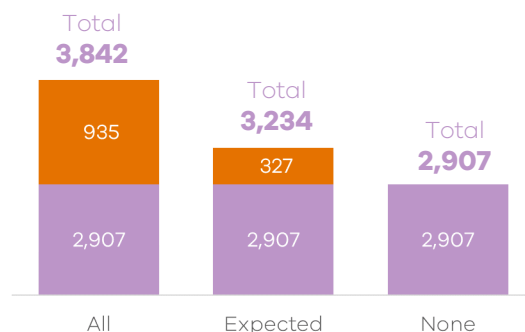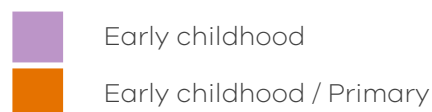
Early Childhood/Primary 1,318

Primary 7,814

Primary/Secondary 975

Secondary 7,547

Special 94

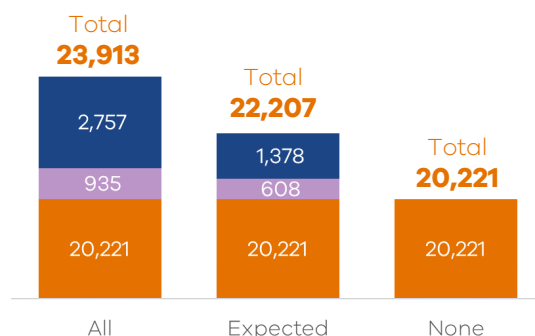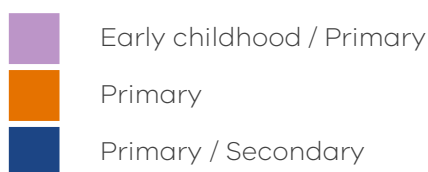School/Unknown 24,276

Potential supply pool

Early childhood potential supply

Three supply scenarios (as defined in detail in the appendix) are presented opposite with the colour coding used to indicate the dual registered teachers that form part of each scenario.

- ■ Early childhood
- ■ Early childhood / Primary

Total **3,842** — All: 935 / 2,907
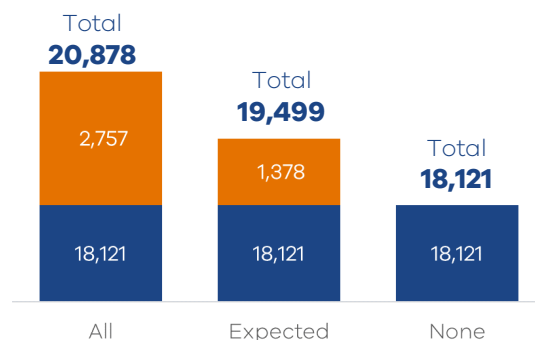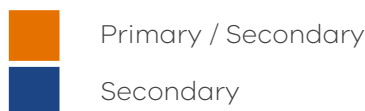Total **3,234** — Expected: 327 / 2,907
Total **2,907** — None: 2,907

Primary potential supply

Three supply scenarios (as defined in detail in the appendix) are presented opposite with the colour coding used to indicate the dual qualified or dual registered teachers that form part of each scenario.

- ■ Early childhood / Primary
- ■ Primary
- ■ Primary / Secondary

Total **23,913** — All: 2,757 / 935 / 20,221
Total **22,207** — Expected: 1,378 / 608 / 20,221
Total **20,221** — None: 20,221

Secondary potential supply

Three supply scenarios (as defined in detail in the appendix) are presented opposite with the colour coding used to indicate the dual qualified teachers that form part of each scenario.

- ■ Primary / Secondary
- ■ Secondary

Total **20,878** — All: 2,757 / 18,121
Total **19,499** — Expected: 1,378 / 18,121
Total **18,121** — None: 18,121

School potential supply pool

Age

The potential supply pool has an older age profile than those teachers known to be employed.

36% of potential supply teachers are aged 55 or older, compared to 19% of the known employed. This means that 49% of registered teachers 55 and over are in the potential supply pool.

Known employed **Potential supply**

| <25 | 25-34 | 35-44 | 45-54 | 55-64 | 65+ |
Known employed: 5%, 29%, 25%, 22%, 17%, 2%
Potential supply: 3%, 23%, 21%, 17%, 25%, 11%
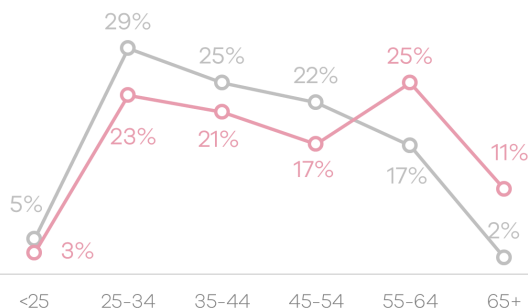
ITE provider location

Of the total potential supply pool, 45% gained their qualifications at Victorian ITE providers. The majority of the 42% that have an unknown ITE provider relate to those teachers that were deemed registered in 2003.

Victorian 19,012
Overseas 2,293
Interstate 3,126
Unknown 17,593

Registration type

67% of the total potential supply pool has full registration with the VIT.

18% hold a provisional registration status.

Full 28,390
Provisional 7,695
Non-practicing 4,032
Permission to Teach 677
Returning 483

Gender distribution of potential supply pool

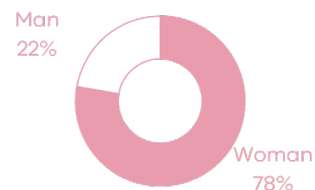Proportion of women in the potential supply pool

78%

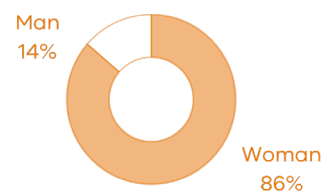Registered as working   Potential supply pool

All teachers

The gender distribution of the full school potential supply pool has proportionally fewer men than the registered teachers identified as being in employment.

Man 26%
Woman 74%

Man 22%
Woman 78%

Primary

The gender distribution of the primary school potential supply pool has proportionally fewer men than the registered teachers identified as being in employment.

Man 18%
Woman 82%

Man 14%
Woman 86%

Secondary

The gender distribution of the secondary school potential supply pool has proportionally fewer men than the registered teachers identified as being in employment.

Man 37%
Woman 63%

Man 31%
Woman 69%

16

Years since registration

Percentage of the potential supply registered since 2016. **30%**
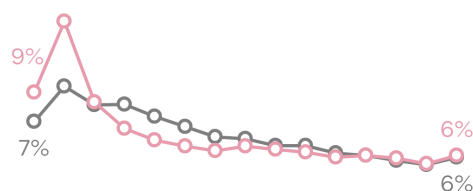
Known employed

Potential supply **All** **Primary** **Secondary**

All teachers

Years since registration is used as a guide for experience. The analysis does not include teachers that were deemed registered at the establishment of VIT. As such, 41% of known employed teachers and 44% of all potential supply teachers are not included.

The chart indicates that potential supply teachers are more likely to be recently registered.
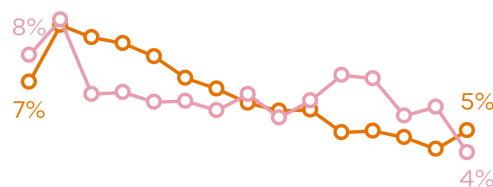

9%

7%

6%

6%

First year of registration

14 years since registration

Primary

The analysis does not include teachers that were deemed registered at the establishment of VIT. As such, 40% of known primary employed teachers and 7% of primary supply teachers are not included.

While the chart suggests that currently employed teachers are more likely to be recently registered, the difference may be explained by the difference in the deeming proportions between these cohorts.


8%

7%

5%

4%

First year of registration

14 years since registration

Secondary

The analysis does not include teachers that were deemed registered at the establishment of VIT. As such, 45% of known secondary employed teachers and 8% of secondary supply teachers are not included.

The chart indicates that the potential supply pool of secondary teachers is more likely to be recently registered. This would likely be evidenced further when the deeming proportions between the cohorts above is considered.
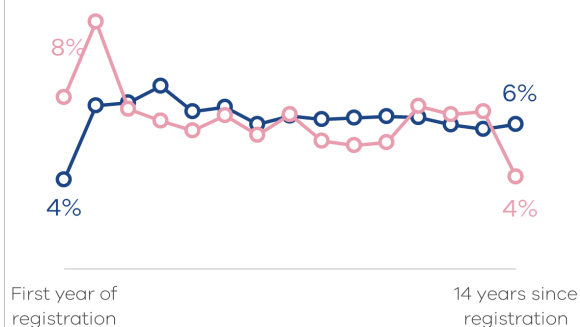
8%

6%

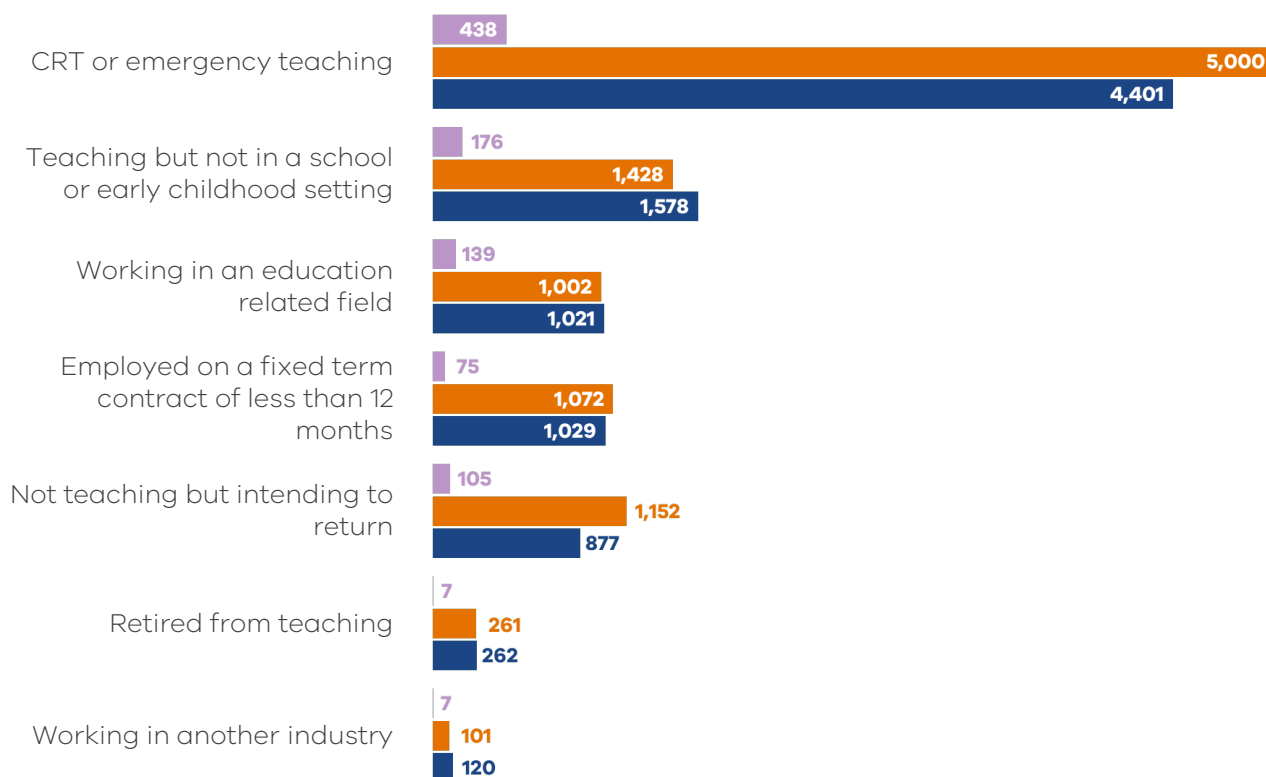4%

4%

First year of registration

14 years since registration

17

Employment situation at registration renewal

2018 response to how fully registered teachers renewing their registration (neither in ongoing employment nor with a fixed term contract > 12 months) describe their employment situation.

At registration renewal, employment information is requested by VIT. The data above captures the distribution of responses for fully registered teachers renewing in 2018. This shows the response to the employment question for the 20,249 registrants who did not indicate that they were currently employed in a school or early childhood setting in either an ongoing role, or with a fixed term contract of more than 12 months.

48.6% of the total number reported their employment situation as being in a CRT role; 10.7% were on a fixed term arrangement of less than 12 months duration and 10.7% indicated a desire to return to teaching. This represents the proportion of the potential supply actively engaged with the teaching profession.
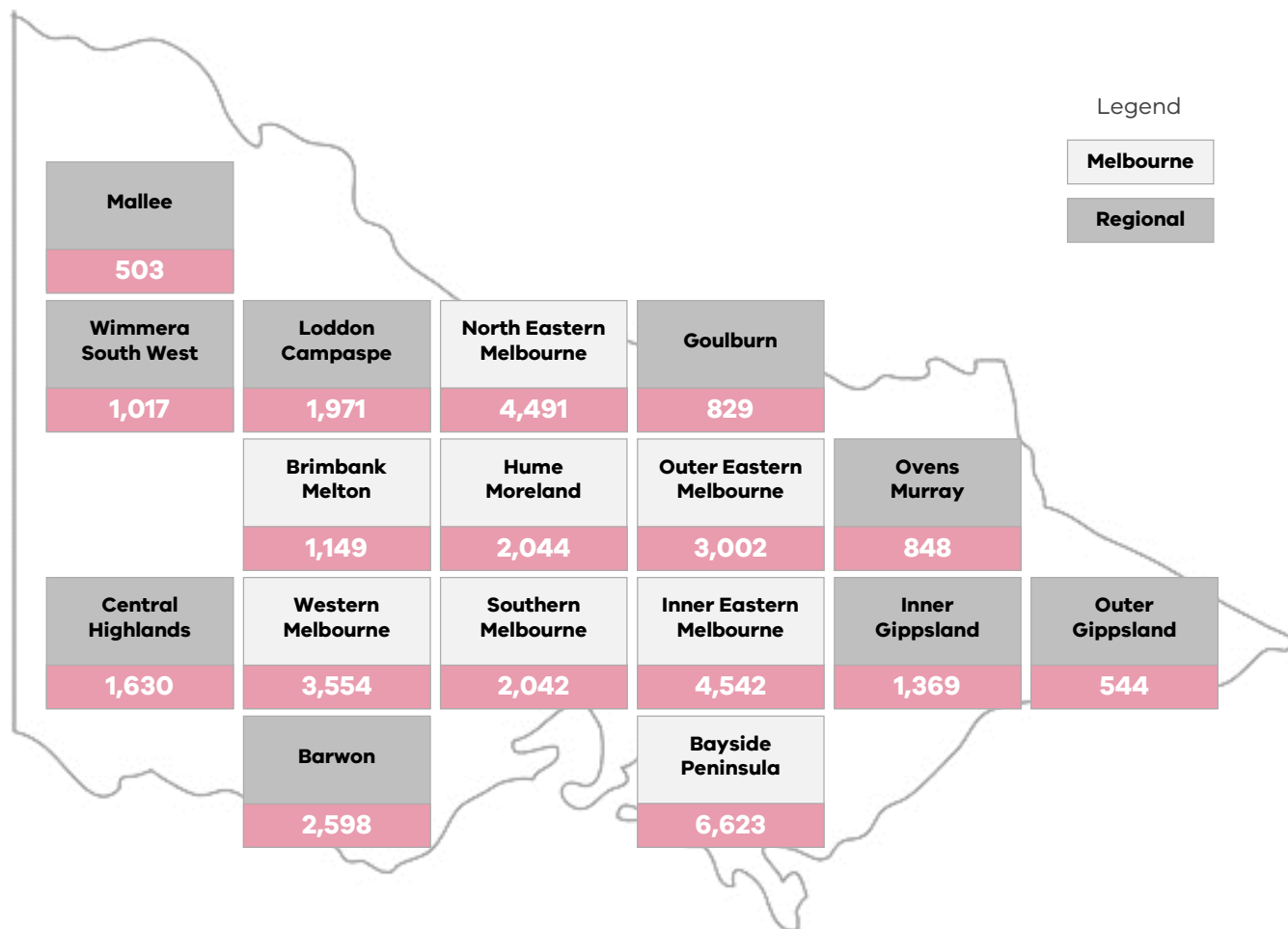
Home address of potential school supply pool

Home address for potential supply teacher pool.

Legend

| Melbourne |
| Regional |

Region	Value
Mallee	503
Wimmera South West	1,017
Loddon Campaspe	1,971
North Eastern Melbourne	4,491
Goulburn	829
Brimbank Melton	1,149
Hume Moreland	2,044
Outer Eastern Melbourne	3,002
Ovens Murray	848
Central Highlands	1,630
Western Melbourne	3,554
Southern Melbourne	2,042
Inner Eastern Melbourne	4,542
Inner Gippsland	1,369
Outer Gippsland	544
Barwon	2,598
Bayside Peninsula	6,623

Home area distribution

Where home address information is available, across Victoria, there are approximately 2.1 teachers that are registered as employed for every teacher in the potential supply pool.

Brimbank Melton (2.7), Southern Melbourne (2.7) and the Mallee (2.6) department areas have the highest ratios in Victoria. This indicates less proportional potential supply being available.

Inner Eastern Melbourne (1.8), Central Highlands (1.9) and Loddon (1.9) have the lowest rates in Victoria. This indicates more proportional potential supply being available.

Deferred Registrants

Deferred Registrants comprise additional supply of teachers not captured through migration or recent Victorian ITE graduates. The definition is more fully explained in the appendix.

Early childhood

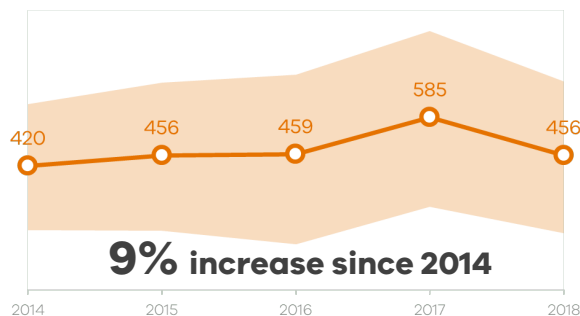The early childhood Deferred Registrant supply pool grew by 30% between 2017 and 2018.

Under the "expected" supply scenario, 90% of these Deferred Registrants are single qualified early childhood teachers.

446

344

30% increase since 2017

2017   2018
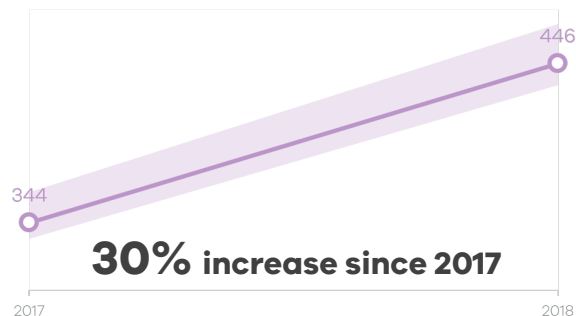
Primary

The Deferred Registrants available to primary schools has been consistent with the exception being an increase in 2017.

Under the "expected" scenario, 53% of these Deferred Registrants are dual qualified Primary/Secondary teachers and 42% are single qualified Primary teachers.

420   456   459   585   456

9% increase since 2014

2014   2015   2016   2017   2018

Secondary

The Deferred Registrants available to primary schools has been consistent with the exception being an increase in 2017.

Under the "expected" scenario, 55% of these Deferred Registrants are single qualified Secondary teachers.
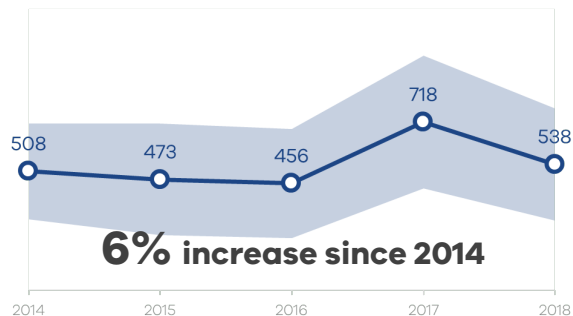
508   473   456   718   538

6% increase since 2014

2014   2015   2016   2017   2018

Early childhood

Early childhood teacher supply and demand
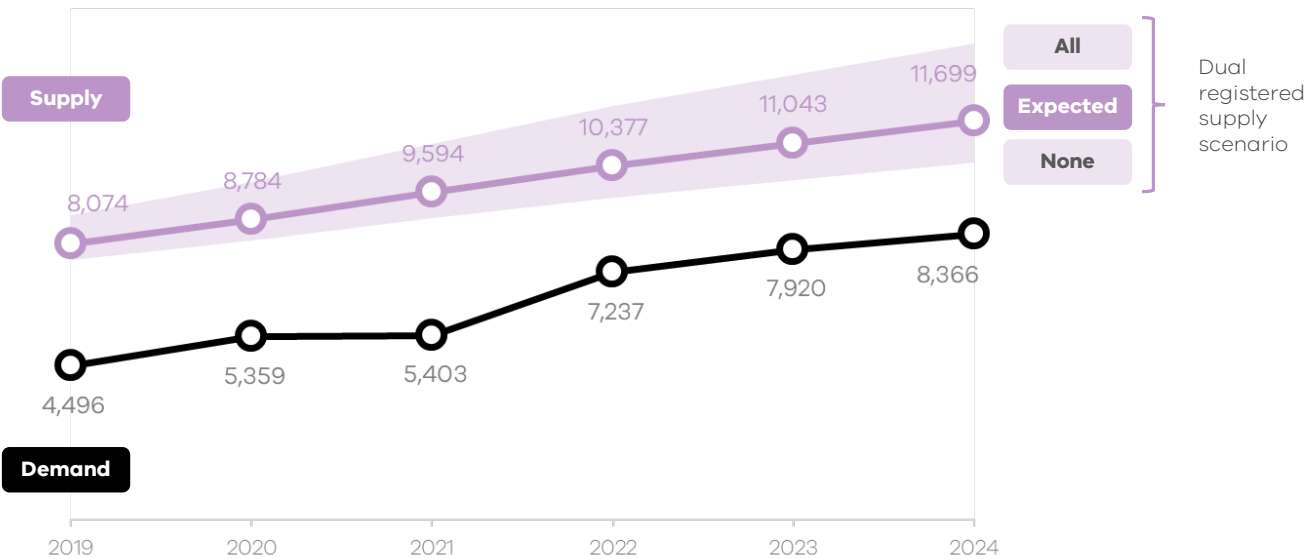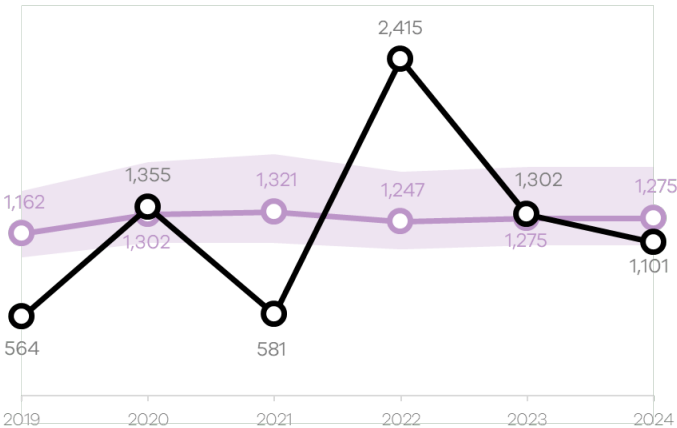
Forecast supply and demand of early childhood teachers

The forecast shows a closing gap between the expected supply and forecast demand between 2019 and 2024. In 2019, it is forecast that available supply exceeds forecast demand by 3,578 teachers. In 2024, the available supply will exceed the forecast demand by 3,333 teachers.

Supply

| All |
| Expected |
| None |

Dual registered supply scenario

Supply values: 8,074 · 8,784 · 9,594 · 10,377 · 11,043 · 11,699

Demand values: 4,496 · 5,359 · 5,403 · 7,237 · 7,920 · 8,366

Demand

2019 2020 2021 2022 2023 2024

Forecast additional supply and demand of early childhood teachers

The chart opposite indicates that, for the "expected" supply scenario; the new supply of teachers can address replacement and expansion demand in most years. The 2020 demand increase is due to regulatory requirements coming into force and the 2022 spike is due to the roll out of universal three year-old kindergarten.

Purple values: 1,162 · 1,355 · 1,321 · 1,247 · 1,302 · 1,275

Black values: 564 · 1,302 · 581 · 2,415 · 1,275 · 1,101

2019 2020 2021 2022 2023 2024

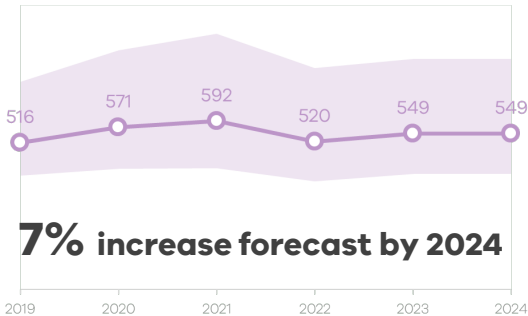# Drivers of early childhood supply

Forecast ITE graduates

ITE graduates entering the profession remain largely stable over the forecast period.

In 2024, ITE graduates are forecast to comprise 43% of new supply in early childhood educational settings.

516 · 571 · 592 · 520 · 549 · 549

7% increase forecast by 2024

2019 · 2020 · 2021 · 2022 · 2023 · 2024

Forecast migration

Forecast migration is expected to reduce but the absolute numbers are small relative to the total early childhood teacher pool.

In 2024, migration is forecast to comprise 10% of new supply in early childhood educational settings.
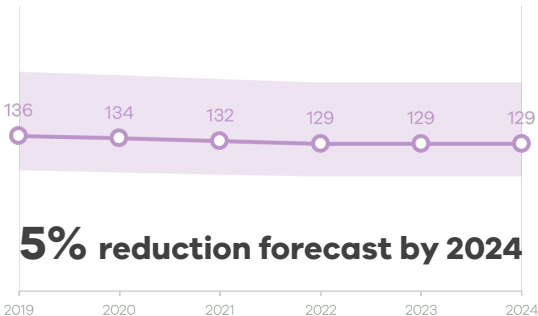
136 · 134 · 132 · 129 · 129 · 129

5% reduction forecast by 2024

2019 · 2020 · 2021 · 2022 · 2023 · 2024

Forecast Deferred Registrants

Due to limited historical data being available, conservative forecast methods were used to determine the future expected numbers of deferred registrants held at the 2020 year level.

In 2024, Deferred Registrants are forecast to comprise 47% of new supply in early childhood educational settings.
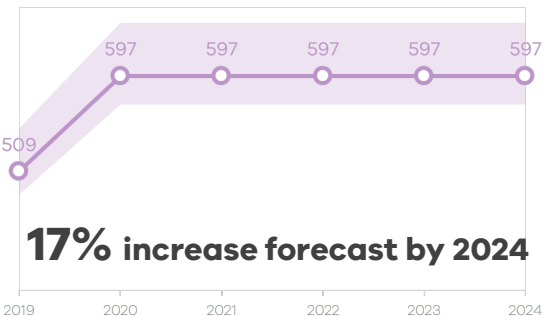
509 · 597 · 597 · 597 · 597 · 597

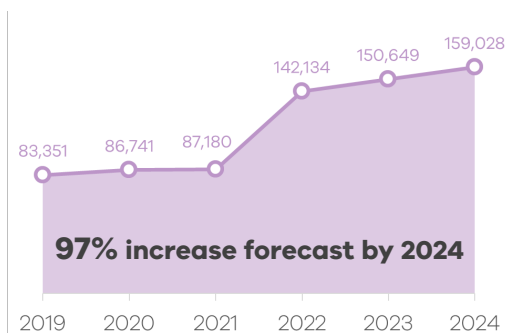**17% increase forecast by 2024**

2019 · 2020 · 2021 · 2022 · 2023 · 2024

Drivers of early childhood demand

Forecast kindergarten enrolments

Kindergarten enrolments are forecast to continue their growth.

Commencing in 2020, the increase due to the roll out of universal three year-old kindergarten, is the key driver for the changes observed in the demand forecasts.

83,351   86,741   87,180   142,134   150,649   159,028

97% increase forecast by 2024

2019   2020   2021   2022   2023   2024

Forecast teacher attrition

Attrition from the early childhood register is forecast at 5.6% of the total register.

As a result of the growth in the overall early childhood supply, there is a corresponding forecast growth in the numbers of teachers expected to allow their registration to lapse.

452   492   537   581   618   655

45% increase forecast by 2024

2019   2020   2021   2022   2023   2024
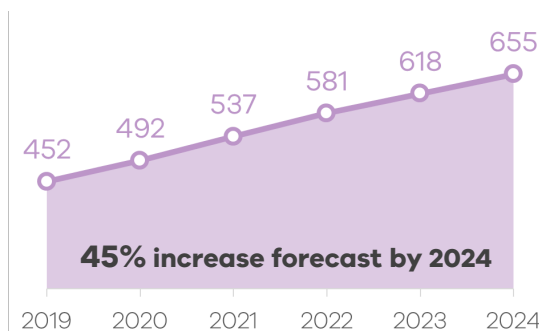
Forecast Long Day Care (LDC) workforce

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 and LDC services. LDC services may deliver a funded kindergarten program (funded LDC) or may not (unfunded LDC).

233

additional teachers required to meet regulatory requirements for state **unfunded** LDC each year

489

additional teachers required to meet 2020 regulatory requirements for state **funded** LDC each year

283

baseline teacher demand for unfunded long day care each year
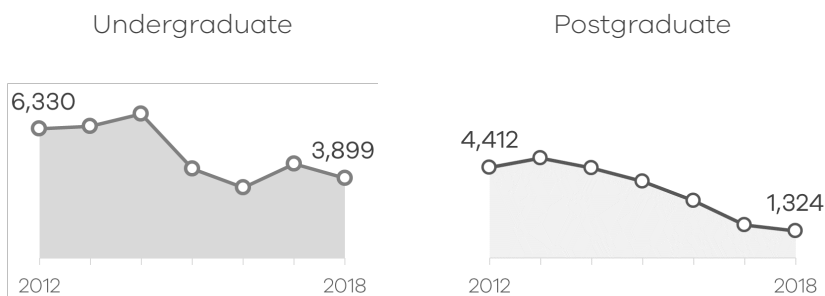
24

VTAC applications, offers and acceptances

VTAC provides one pathway for individuals wishing to gain the necessary qualifications to register to teach. In 2018 the Australian Department of Education reported that 50% of ITE course applications to Victorian ITE providers were made by people applying directly to the course provider rather than VTAC.
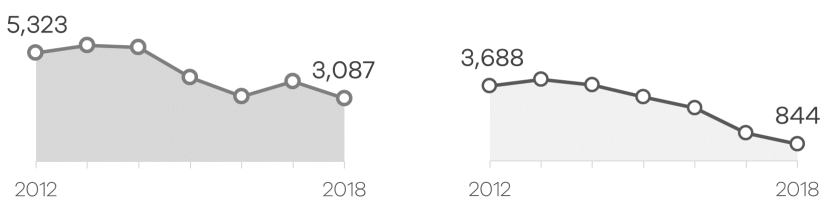
Undergraduate | Postgraduate

All applications

There were 5,223 applications in 2018. Undergraduate (16%) and postgraduate (17%) applications were both lower than in 2017.

6,330 → 3,899

4,412 → 1,324

All offers

There were 3,931 offers in 2018. Undergraduate (21%) and postgraduate (38%) offers were both lower than in 2017.

5,323 → 3,087

3,688 → 844

All acceptances

There were 3,075 acceptances in 2018. Undergraduate (37%) and postgraduate (19%) acceptances were both lower than in 2017.

3,893 → 2,415

2,338 → 660
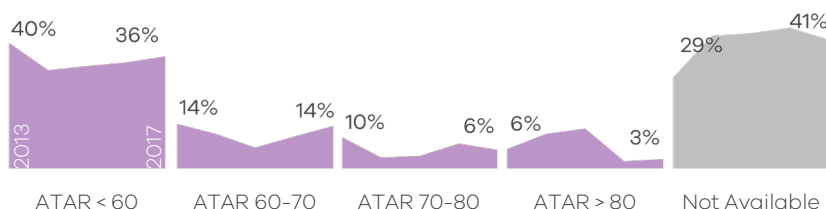
Early childhood ITE ATAR

Where ATAR data is available, it indicates that 62% of students have an ATAR less than 60.

ATAR < 60: 40% (2013) → 36% (2017)
ATAR 60-70: 14% → 14%
ATAR 70-80: 10% → 6%
ATAR > 80: 6% → 3%
Not Available: 29% → 41%

Undergraduate ITE enrolments

Early childhood   Early childhood / Primary

First year enrolments

In 2018, the total number of first year undergraduate enrolments in early childhood or combined early childhood/primary ITE courses was 1,027. This was a reduction of 24% since 2017, which represents 318 fewer enrolments.
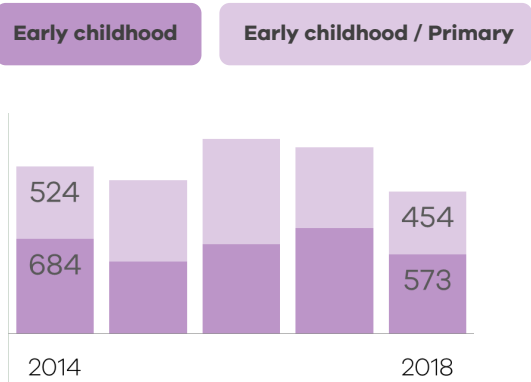
524
684
454
573

2014   2018

Second year enrolments

In 2018, the total number of second year undergraduate enrolments in early childhood or combined early childhood/primary ITE courses was 1,044. This was a reduction of 4% since 2017, which represents 45 fewer enrolments.

369
617
500
544

2014   2018

Third year enrolments

In 2018, the total number of third year undergraduate enrolments in early childhood or combined early childhood/primary ITE courses was 787. This was a reduction of 6% since 2017, which represents 52 fewer enrolments.

244
490
303
484

2014   2018

Fourth year enrolments

In 2018, the total number of fourth year undergraduate enrolments in early childhood or combined early childhood/primary ITE courses was 598. This was a reduction of 10% since 2017, which represents 63 fewer enrolments.

222
167
233
365

2014   2018

Postgraduate ITE enrolments

Early childhood   **Early childhood / Primary**

First year enrolments

In 2018, the total number of first year postgraduate enrolments in early childhood or combined early childhood/primary ITE courses was 472. This was an increase of 19% since 2017, which represents 76 more enrolments.
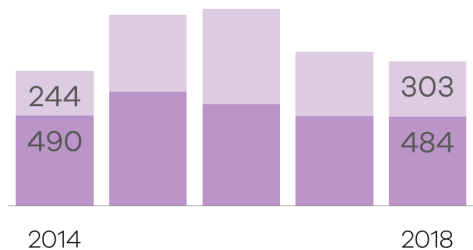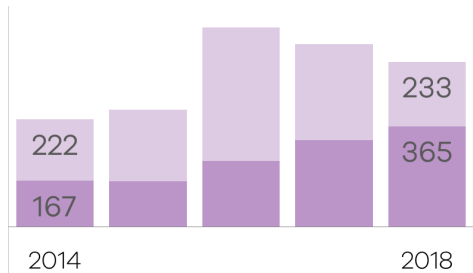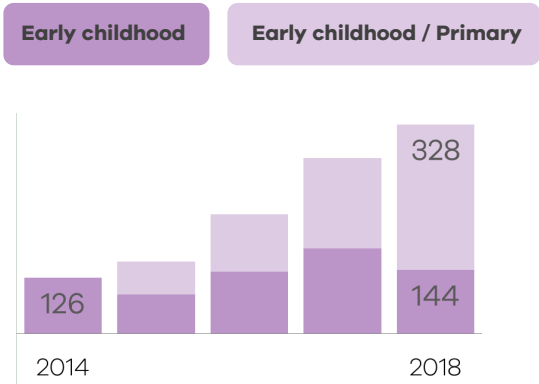

126   328   144

2014   2018

Second year enrolments

In 2018, the total number of second year postgraduate enrolments in early childhood or combined early childhood/primary ITE courses was 376. This was an increase of 22% since 2017, which represents 68 more enrolments.
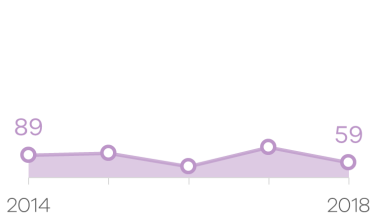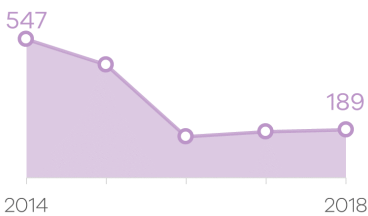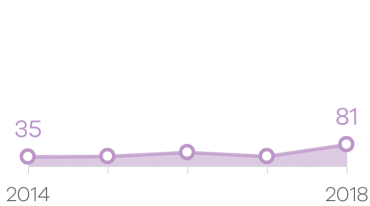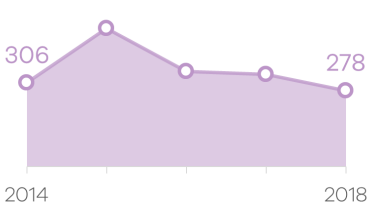

118   208   168

2014   2018

ITE graduates

Undergraduate | Postgraduate

Early childhood

547 ... 189

89 ... 59

Early childhood/Primary

306 ... 278

35 ... 81

Numbers of ITE course graduations were collected for students graduating in 2018.

The overall pool of ITE graduates available to early childhood reduced by 11% between 2017 and 2018. In absolute numbers the 2018 ITE graduates are almost the same as the 2016 graduate numbers.

As observed in the charts above, this is primarily driven by reductions in the undergraduate numbers and although the early childhood only graduates have stabilised since 2016, the number of dual qualified teachers has steadily decreased with an 18% reduction at the undergraduate level between 2017 and 2018.

In 2018, postgraduate graduations make up 23% of the available pool. This is a similar percentage to 2017.

The observed reduction in early childhood only qualified postgraduates was somewhat offset by an increase in the numbers for dual qualified graduates.

Graduate destinations

Employed graduates by industry

Undergraduate   **Postgraduate**

Industry	Undergraduate	Postgraduate
Education and Training	76%	81%
Administrative and Support Services	2%	4%
Health Care and Social Assistance	7%	4%
Retail and Trade	3%	2%
Public Administration and Safety	1%	1%
Arts and Recreation Services	0%	1%
Professional, Scientific and Technical Services	0%	1%
Other	11%	6%

The Graduate Outcomes Survey is the annual survey administered by the Social Research Centre on behalf of the Australian Government Department of Education and Training.

The percentages employed in the Education and Training industry, as charted above, are consistent with those observed in 2017.

5% of Victorian undergraduates and 3% of Victorian postgraduates were undertaking further study.

Employment outcomes for Victorian graduates were also similar to 2017 with 67% of undergraduates and 60% of postgraduates employed in full time work.

In longitudinal data provided, 72% of Victorian graduates in 2015 were working in Education and Training. By 2018, for the same cohort, 78% were employed in this industry.

Destination of dual qualified graduates

Early childhood/primary dual qualified teachers

1,809

Registration

Based on their registration, 16% of dual qualified early childhood / primary teachers have the intention to work only in early childhood educational settings (they are only on the early childhood register); and 43% have the intention only to work in a school setting (they are only on the schools register).

Early childhood register only

281

School register only

775

Dual registered

753

Employment of dual qualified early childhood/primary teachers

The chart opposite shows the employment data held by VIT for the 753 dual registered teachers who are also dual qualified in early childhood and primary (48 teachers where employment was unknown and 56 teachers in combined primary/secondary educational settings were not shown.)

43% of these teachers are in the potential supply pool.

Potential supply 324

Primary 212

Early Childhood 96

Special 13

Secondary 4

Registration

Registration

Registration for early childhood was first introduced in 2015. In 2018, there was an 11% increase in the number of teachers on the early childhood register.

98% of early childhood registered teachers were women.

6,591   8,226

25% **increase since 2016**

2016   2018
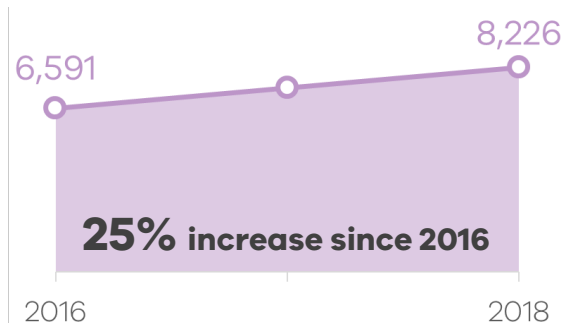
Dual registration

In 2018, 24% of the 8,226 teachers on the early childhood register also hold a school registration.

49% of the net increase in registered early childhood teachers in 2018 was due to the increase in dual registered teachers.

2,002

1,131

77% **increase since 2016**

2016   2018
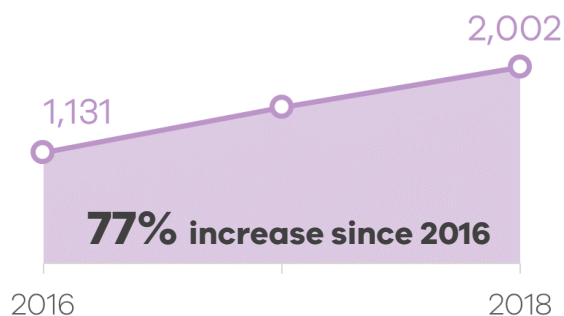
Age profile

The age profile of early childhood registered teachers is younger than school registered teachers. 36% of early childhood registered teachers are aged less than 35 while this is 31% for school teachers.
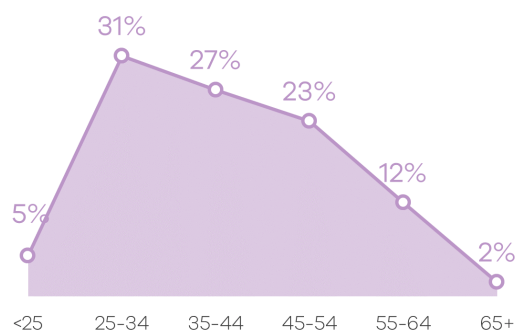
31%   27%   23%   12%   2%

5%

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

Registration

Registration type

70% of early childhood registered teachers hold full registration; while 27% hold provisional registration.

Full 5,774
Provisional 2,181
Non-practicing 175
Permission to Teach 82
Returning 5
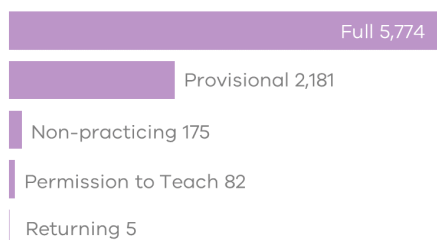
New registered early childhood teachers by qualification location

This data is based on the first year of registration so may not include previously registered school teachers who are now on the early childhood register for the first time in 2018.

Victorian 465
Overseas 32
Interstate 64
Unknown 253

Expired registration

Data on teachers who allow their registration to expire is limited to those early childhood only registered teachers.

2017	2018
250 teachers	**346** teachers
4.3% registration expired	**5.6%** registration expired
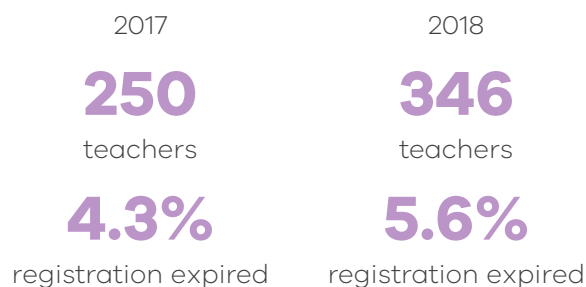
Age profile of teachers returning from non-practicing registration

82 teachers who held non-practicing registration reapplied for registration in 2018. 15% of these teachers were dual registered.

The age profile of these teachers is shown opposite and is more skewed to younger teachers when compared to the full register.
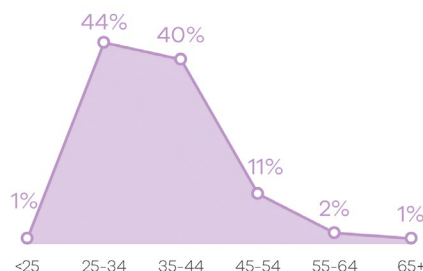
1% (<25) 44% (25-34) 40% (35-44) 11% (45-54) 2% (55-64) 1% (65+)

Home address of registrants

"Home" address for early childhood registered and dual registered teachers.

Legend

| Melbourne |
| Regional |

| EC only |
| Dual Reg |

Mallee

| 67 | 20 |

Wimmera South West

| 133 | 40 |

Loddon Campaspe

| 227 | 87 |

North Eastern Melbourne

| 728 | 193 |

Goulburn

| 127 | 33 |

Brimbank Melton

| 288 | 87 |

Hume Moreland

| 347 | 102 |

Outer Eastern Melbourne

| 513 | 190 |

Ovens Murray

| 100 | 49 |

Central Highlands

| 195 | 88 |

Western Melbourne

| 622 | 160 |

Southern Melbourne

| 510 | 194 |

Inner Eastern Melbourne

| 770 | 207 |

Inner Gippsland

| 162 | 53 |

Outer Gippsland

| 75 | 17 |

Barwon

| 307 | 85 |

Bayside Peninsula

| 924 | 327 |

Home address distribution

Home address information was available for 98% of teachers on the early childhood register and is captured above.

The department area with the highest proportion of early childhood teachers, that are also dual registered is Ovens Murray with 33%. The lowest is Outer Gippsland at 18%.

Home address by remoteness

	6,474	1,297	256
	Major City	Inner Regional	Outer Regional / Remote
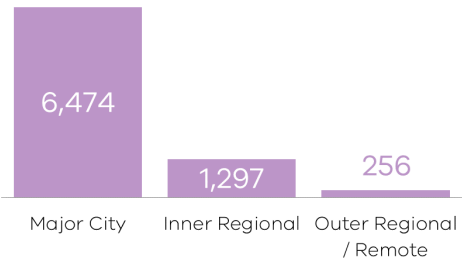
Recruitment challenges

Key finding

Total positions where waivers were granted, indicating a recruitment challenge.

64

2018 waivers granted exempting providers from early childhood teacher requirements.

Legend

| Melbourne |
| Regional |

Mallee		
6		

Wimmera South West	Loddon Campaspe	North Eastern Melbourne	Goulburn
6	**2**	**3**	**6**

	Brimbank Melton	Hume Moreland	Outer Eastern Melbourne	Ovens Murray
	5	**1**	**3**	**5**

Central Highlands	Western Melbourne	Southern Melbourne	Inner Eastern Melbourne	Inner Gippsland	Outer Gippsland
3	**2**	**6**	**4**	**3**	**5**

	Barwon		Bayside Peninsula
	1		**3**
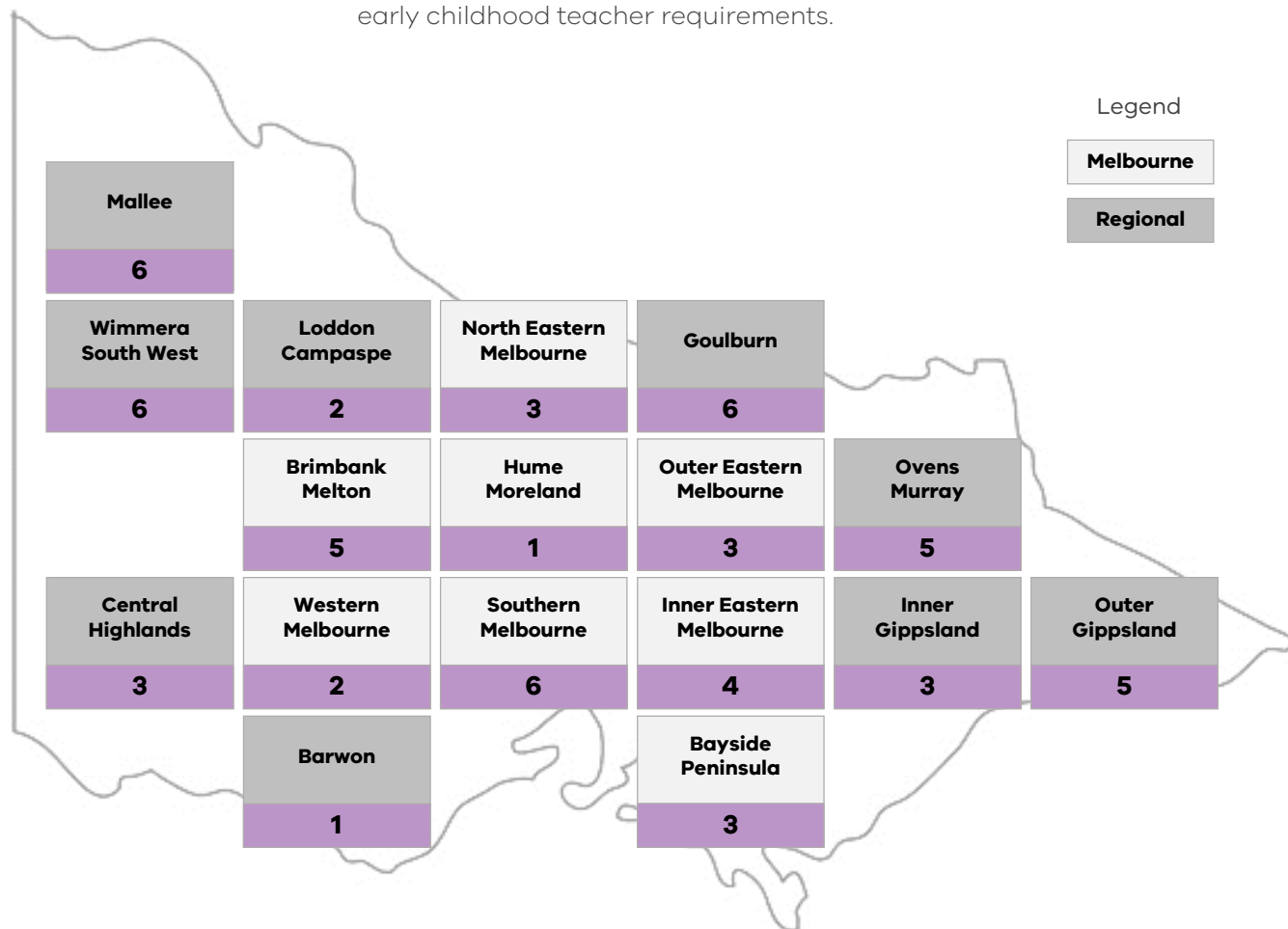
Waivers for compliance

Recruitment challenges were determined by examining data on waivers granted. These exempted providers from the early child teacher requirements set out in the National Quality Standard for Early Childhood Education and Care and School Age Care. This shows where a waiver was in place or created in 2018 and where the end date was after 1 Jan 2018.

Of the 64 waivers, 57 related to long day care and the remaining 7 to kindergarten.

Waivers provided by remoteness
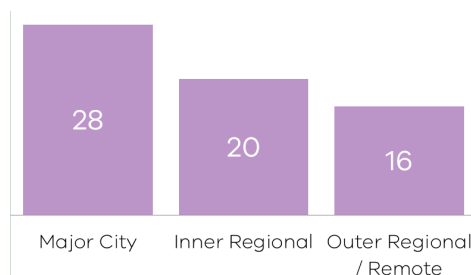
Major City	Inner Regional	Outer Regional / Remote
28	20	16

Early childhood workforce

Age

The age distribution of working teachers is slightly older than of all those registered. 58% of teachers are under 45 years of age in the workforce, when compared to 63% of all registered early childhood teachers.

<25	25-34	35-44	45-54	55-64	65+
2%	28%	28%	28%	13%	2%
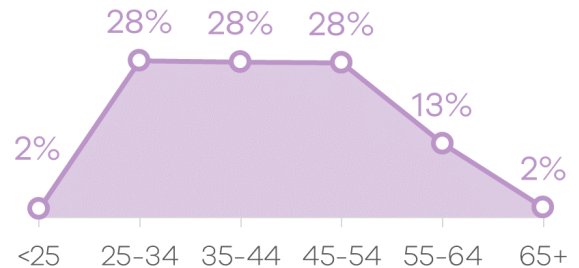
Working hours per week

When compared to 2017, the percentage distribution in 2018 of working hours shows a great proportion of teachers are working more hours per week. In 2017, 50% of teachers worked 30 hours or more but this was 57% in 2018.

<=10	10-19	20-29	30-39	40+
212	284	1,549	1,857	199
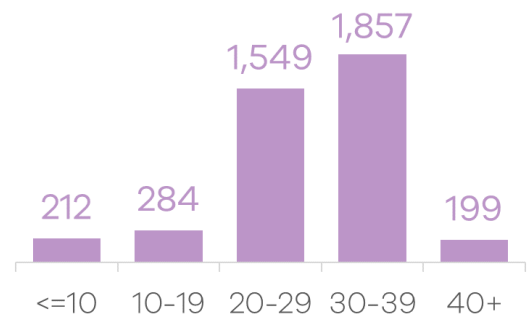
Gender

99% of the early childhood workforce are women.

Man 1%

Woman 99%

Early childhood workforce by location

Early childhood teachers in 2018

Legend

| Melbourne |
| Regional |

Mallee		
63		

Wimmera South West	Loddon Campaspe	North Eastern Melbourne	Goulburn
96	**161**	**439**	**107**

	Brimbank Melton	Hume Moreland	Outer Eastern Melbourne	Ovens Murray
	226	**226**	**288**	**85**

Central Highlands	Western Melbourne	Southern Melbourne	Inner Eastern Melbourne	Inner Gippsland	Outer Gippsland
135	**441**	**413**	**442**	**111**	**52**

Barwon	Bayside Peninsula
201	**645**

Location

The Bayside Peninsula department area has the highest percentage of early childhood teachers in the state at 16%. The lowest is Outer Gippsland with 1%.

Remoteness

3,279	697	155
Major City	Inner Regional	Outer Regional / Remote

36

Teaching workforce and enrolments

Kindergarten and LDC teacher headcount

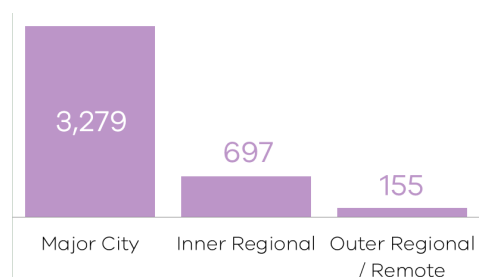There was a headcount increase of 1.4% in kindergarten and LDC teachers between 2017 and 2018. This equated to 60 additional teachers.

3,409   4,384

29% increase since 2012

2012   2018
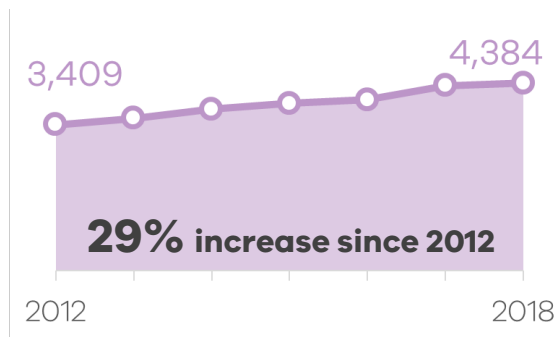
Kindergarten and LDC enrolments

2018 enrolments fell by 0.1% from 2017 enrolments. This equates to 117 fewer enrolments and includes Early Start Kindergarten.

This fall is the only reduction in enrolments in the last ten years.
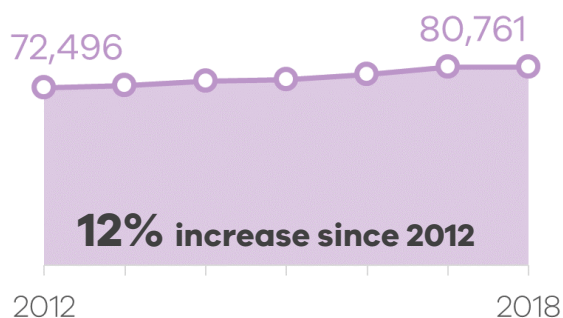
72,496   80,761

12% increase since 2012

2012   2018

Kindergarten and LDC enrolments

2018 Kindergarten (including Early Start) and LDC enrolments

Legend

| Melbourne |
| Regional |

Mallee	
1,310	

Wimmera South West	Loddon Campaspe	North Eastern Melbourne	Goulburn
1,831	**3,193**	**8,342**	**2,339**

	Brimbank Melton	Hume Moreland	Outer Eastern Melbourne	Ovens Murray
	5,065	**5,501**	**5,372**	**1,719**

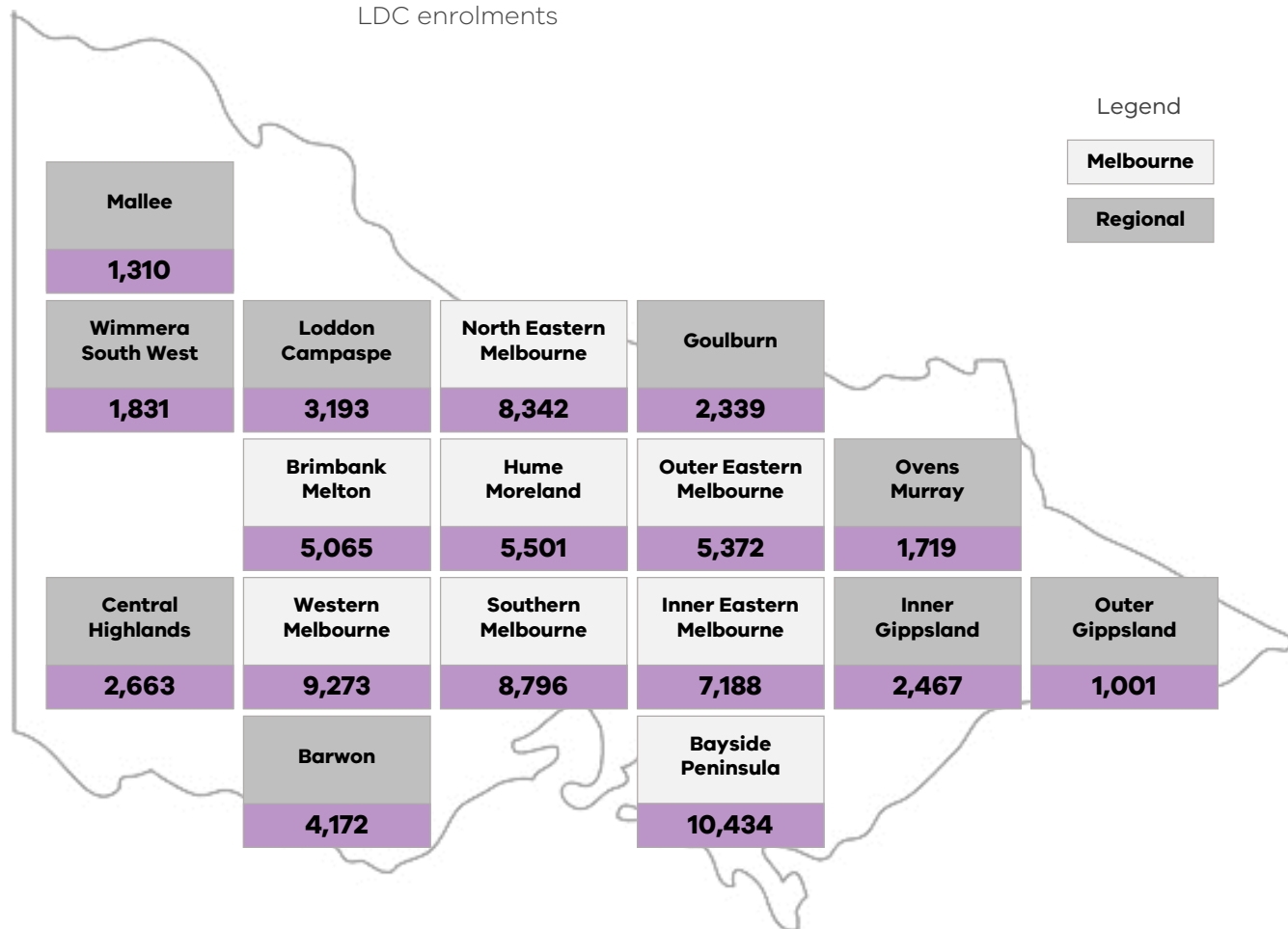| Central Highlands	Western Melbourne	Southern Melbourne	Inner Eastern Melbourne	Inner Gippsland	Outer Gippsland
2,663	**9,273**	**8,796**	**7,188**	**2,467**	**1,001**

	Barwon	Bayside Peninsula
	4,172	**10,434**

Enrolments

Across the department areas, the largest percentage increases from 2017 enrolment numbers were in Goulburn (6.3%) and Hume Moreland (4.3%). The largest percentage reductions were in Wimmera South West (4.8%) and Inner Eastern Melbourne (4.2%).

Note: For 95 enrolments, there was no geographic data.

Remoteness

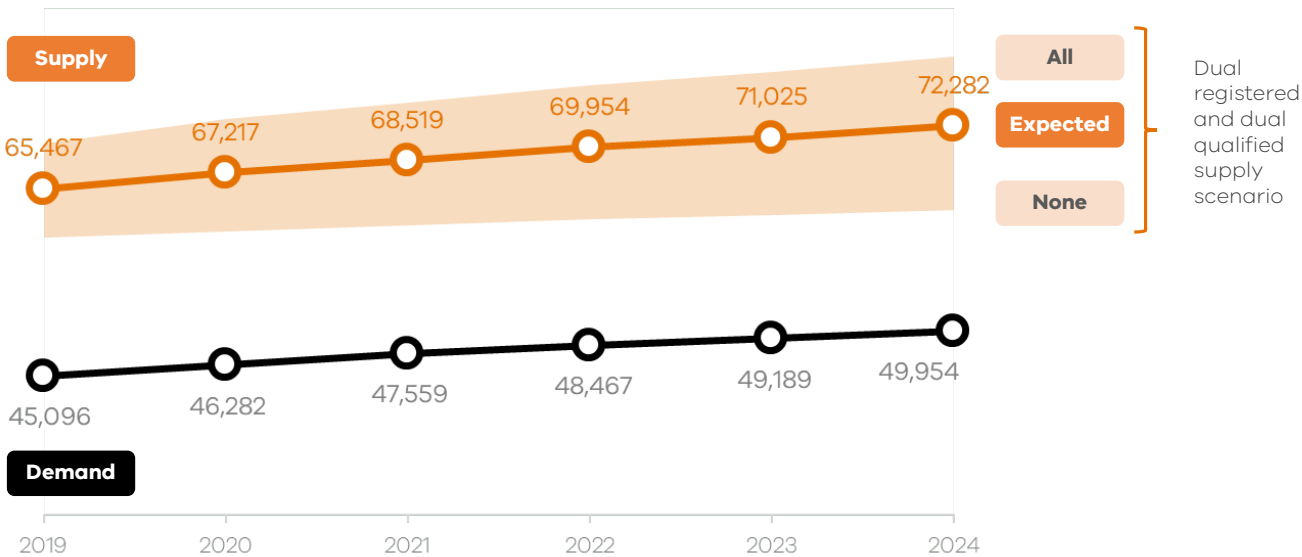| Major City	Inner Regional	Outer Regional / Remote
63,306	14,302	3,058
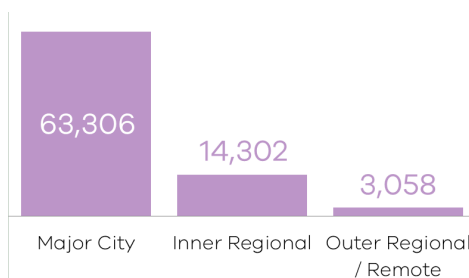
Primary schools
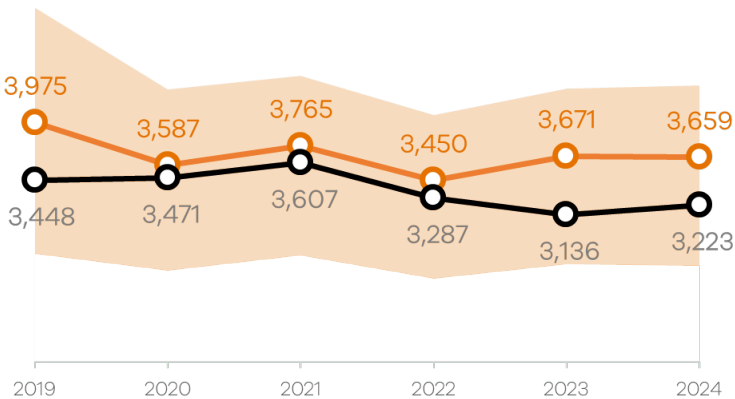
Primary teacher supply and demand

Forecast supply and demand of primary teachers

The forecast shows, under all scenarios, that the available supply of teachers is sufficient to meet the demand. The observable trend is that the gap between available supply and demand remains relatively consistent over the six year forecasting period. In 2019, it is forecast that available supply exceeds forecast demand by 20,371 teachers. In 2024, the available supply exceed the forecast demand by 22,328 teachers.

Supply

All

Expected

None

Dual registered and dual qualified supply scenario

65,467 67,217 68,519 69,954 71,025 72,282

Demand

45,096 46,282 47,559 48,467 49,189 49,954

2019 2020 2021 2022 2023 2024

Forecast additional supply and demand of primary teachers

The chart opposite indicates that, for the "expected" supply scenario; the new supply of teachers is sufficient to meet the additional need created by expansion needs (driven by increasing enrolments) and replacement needs (to replace teachers who allow their registration to lapse and leave the profession).

3,975 3,587 3,765 3,450 3,671 3,659
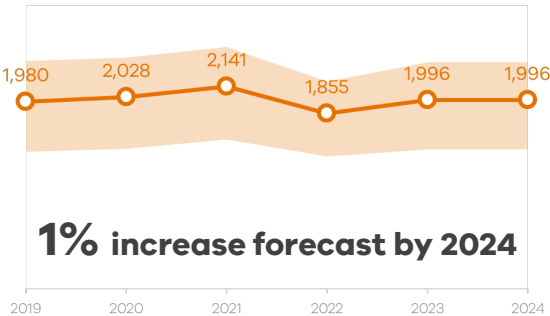
3,448 3,471 3,607 3,287 3,136 3,223

2019 2020 2021 2022 2023 2024

Drivers of primary supply

Forecast ITE graduates

ITE graduates entering the profession remain largely stable over the forecast period.

In 2024, ITE graduates are forecast to comprise 55% of new supply for primary schools.

2019	2020	2021	2022	2023	2024
1,980	2,028	2,141	1,855	1,996	1,996

1% increase forecast by 2024

Forecast migration

Forecast migration is expected to reduce but the absolute numbers are small relative to the total primary teacher pool.

In 2024, migration is forecast to comprise 25% of new supply for primary schools.
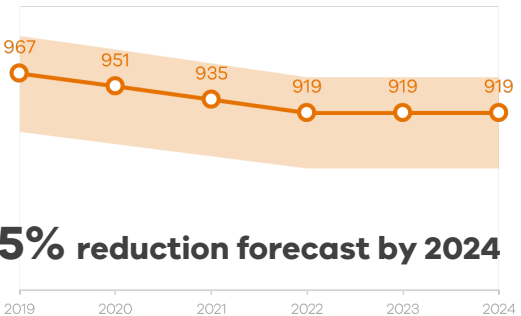
2019	2020	2021	2022	2023	2024
967	951	935	919	919	919

5% reduction forecast by 2024

Forecast Deferred Registrants

Due to limited historical data being available, conservative forecast methods were used to determine the future expected numbers of Deferred Registrants held at the 2020 year level.

In 2024, Deferred Registrants are forecast to comprise 20% of new supply for primary schools.

2019	2020	2021	2022	2023	2024
1,028	608	689	676	757	744
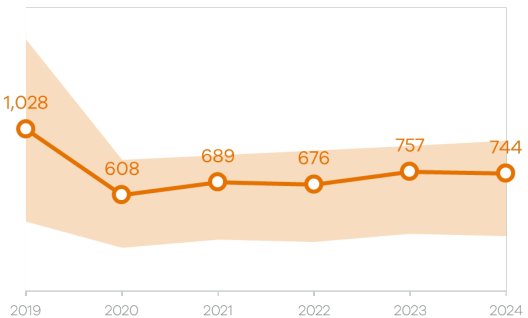
Drivers of primary demand

Forecast primary enrolments in 2024

595,976

Forecast primary enrolments

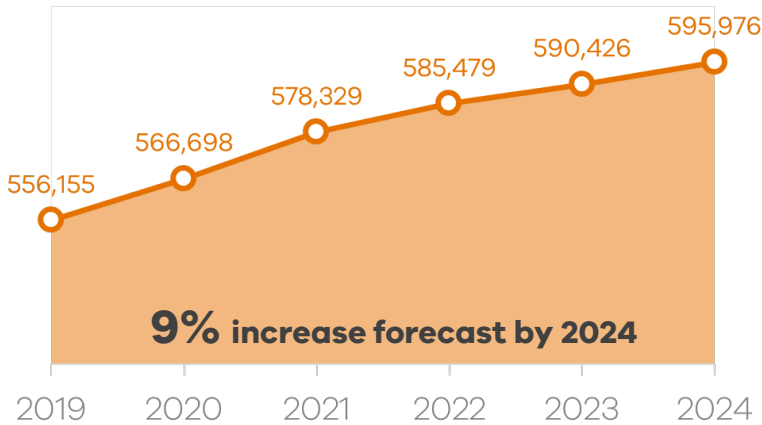Primary enrolments are forecast to continue their growth. The growth rate is expected to reduce from a 2.2% increase between 2018 and 2019 to a 0.9% increase between 2023 and 2024.

The slowing of the growth rate in primary enrolments over the forecast period contributes to the observed closing of the difference between additional demand and supply.

556,155 · 566,698 · 578,329 · 585,479 · 590,426 · 595,976

9% **increase forecast by 2024**

2019   2020   2021   2022   2023   2024

Forecast teacher attrition

Attrition from the schools register, for primary teachers, is forecast at 3.4%.

As a result of the growth in the overall primary supply, there is a corresponding forecast growth in the numbers of teachers whose registration will lapse.

2,243 · 2,302 · 2,346 · 2,394 · 2,430 · 2,472

10% **increase forecast by 2024**

2019   2020   2021   2022   2023   2024

VTAC applications, offers and acceptances

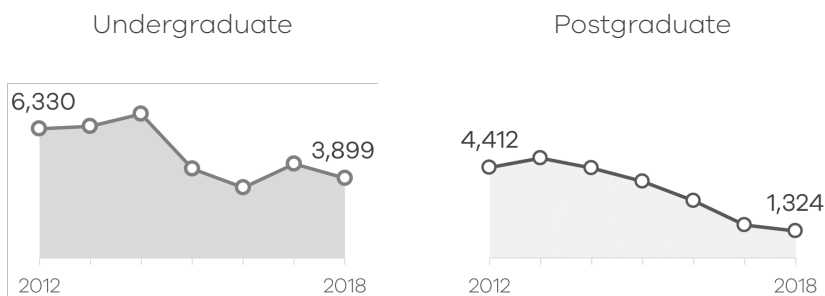VTAC provides one pathway for individuals wishing to gain the necessary qualifications to register to teach. In 2018 the Australian Department of Education reported that 50% of ITE course applications to Victorian ITE providers were made by people applying directly to the course provider rather than VTAC.
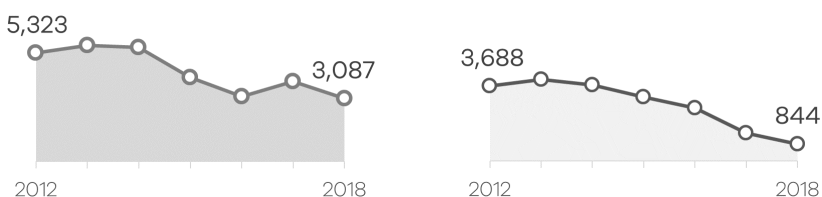
	Undergraduate	Postgraduate

All applications

There were 5,223 applications in 2018. Undergraduate (16%) and postgraduate (17%) applications were both lower than in 2017.

6,330 ... 3,899 (2012–2018)

4,412 ... 1,324 (2012–2018)

All offers

There were 3,931 offers in 2018. Undergraduate (21%) and postgraduate (38%) offers were both lower than in 2017.

5,323 ... 3,087 (2012–2018)

3,688 ... 844 (2012–2018)

All acceptances

There were 3,075 acceptances in 2018. Undergraduate (37%) and postgraduate (19%) acceptances were both lower than in 2017.

3,893 ... 2,415 (2012–2018)

2,338 ... 660 (2012–2018)

Primary ITE ATAR

Of students who commenced a primary ITE course in 2018 directly after secondary school, and for whom data was available, 38% had an ATAR of more than 70.

ATAR < 60	ATAR 60–70	ATAR 70–80	ATAR > 80	Not Available
35% → 22%	25% → 27%	22% → 15%	12% → 14%	6% → 22%

(2013–2017)
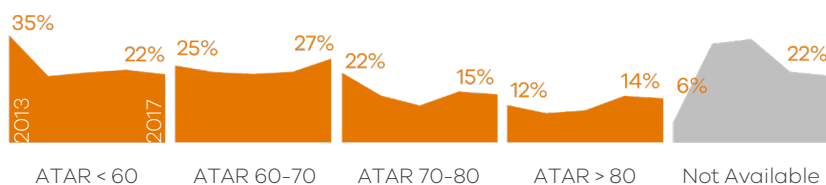
Undergraduate ITE enrolments

2018 primary undergraduate enrolments

9,879

EC/Primary   **Primary**   Primary /Secondary

First year enrolments

In 2018, the total number of first year undergraduate enrolments in primary, combined early childhood/primary, or combined primary/secondary ITE courses was 2,742. This was a reduction of 24% since 2017, which represents 866 fewer enrolments.

1,248
524
2,176

442
454
1,846

2014   2018

Second year enrolments

In 2018, the total number of second year undergraduate enrolments in primary, combined early childhood/primary, or combined primary/secondary ITE courses was 2,862. This was a reduction of 8% since 2017, which represents 264 fewer enrolments.

1,022
369
1,586

553
500
1,809

2014   2018

Third year enrolments

In 2018, the total number of third year undergraduate enrolments in primary, combined early childhood/primary, or combined primary/secondary ITE courses was 2,232. This was a reduction of 8% since 2017, which represents 183 fewer enrolments.

779
244
1,196

551
303
1,378

2014   2018

Fourth year enrolments

In 2018, the total number of third year undergraduate enrolments in primary, combined early childhood/primary, or combined primary/secondary ITE courses was 2,043. This was a reduction of 21% since 2017, which represents 539 fewer enrolments.

774
222
1,125

568
233
1,242

2014   2018

Postgraduate ITE enrolments

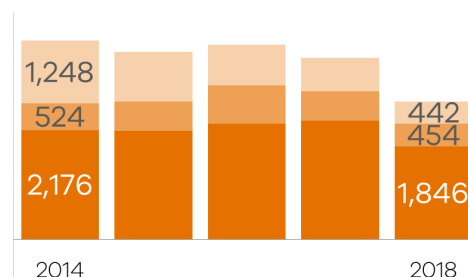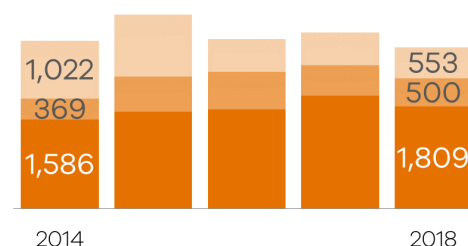2018 primary postgraduate enrolments

2,598

EC/Primary · Primary · Primary /Secondary

First year enrolments

In 2018, the total number of first year postgraduate enrolments in primary, combined early childhood/primary, or combined primary/secondary ITE courses was 1,435. This was an increase of 4% since 2017, which represents 61 more enrolments.
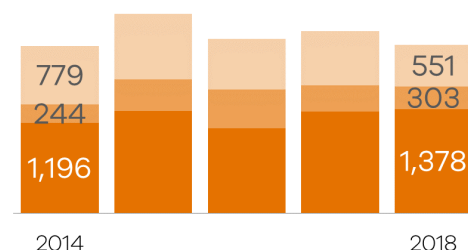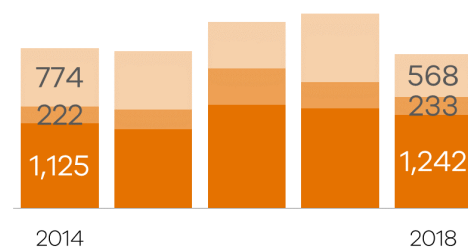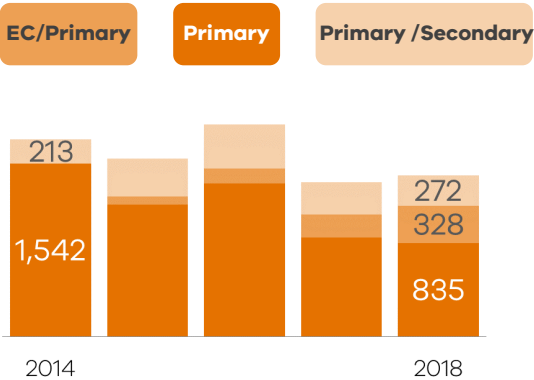

213
1,542
272
328
835
2014   2018

Second year enrolments

In 2018, the total number of second year postgraduate enrolments in primary, combined early childhood/primary, or combined primary/secondary ITE courses was 1,163. This was a reduction of 15% since 2017, which represents 205 fewer enrolments.

604
266
208
689
2014   2018
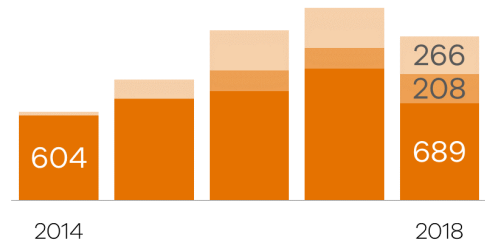
ITE graduates

Undergraduate | Postgraduate

Early childhood/Primary

306 ... 278 (2014–2018, Undergraduate)

35 ... 81 (2014–2018, Postgraduate)

Primary

1,054 ... 1,073 (2014–2018, Undergraduate)

646 ... 409 (2014–2018, Postgraduate)

Primary/Secondary

1,332 ... 508 (2014–2018, Undergraduate)

309 ... 209 (2016–2018, Postgraduate)
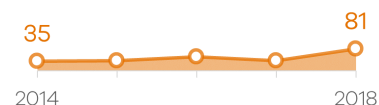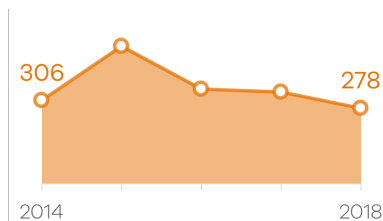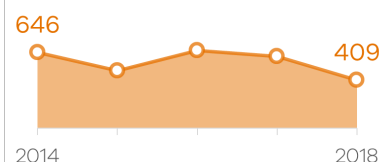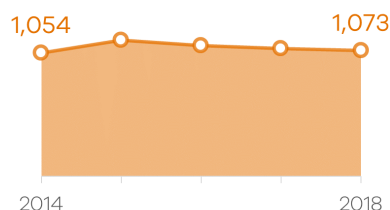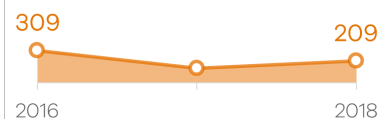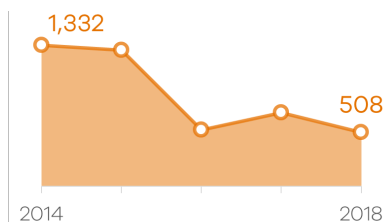
Numbers of ITE course graduations were collected for students graduating in 2018.

The reduction in early childhood/primary undergraduates since 2015 continued in 2018. This decreased by 18% from 2017 and 45% from the 2015 graduates. This was slightly offset by increasing postgraduate numbers.

Primary only undergraduates remained consistent though 2018 postgraduates reduced by 33% from 2017.

In 2018, combined primary/secondary graduates decreased by 27% from 2017. Postgraduates increased by 48% but from a lower base after a significant reduction between 2016 and 2017.

Graduate destinations

Employed graduates by industry

Undergraduate   **Postgraduate**

Industry		
Education and Training	Undergraduate	**76%**
	Postgraduate	**81%**
Administrative and Support Services	Undergraduate	**2%**
	Postgraduate	**4%**
Health Care and Social Assistance	Undergraduate	**7%**
	Postgraduate	**4%**
Retail and Trade	Undergraduate	**3%**
	Postgraduate	**2%**
Public Administration and Safety	Undergraduate	**1%**
	Postgraduate	**1%**
Arts and Recreation Services	Undergraduate	**0%**
	Postgraduate	**1%**
Professional, Scientific and Technical Services	Undergraduate	**0%**
	Postgraduate	**1%**
Other	Undergraduate	**11%**
	Postgraduate	**6%**

The Graduate Outcomes Survey is the annual survey administered by the Social Research Centre on behalf of the Australian Government Department of Education and Training.

The percentages employed in the Education and Training industry, as charted above, are consistent with those observed in 2017.

5% of Victorian undergraduates and 3% of Victorian postgraduates were undertaking further study.

Employment outcomes for Victorian graduates were also similar to 2017 with 67% of undergraduates and 60% of postgraduates employed in full time work.

In longitudinal data provided, 72% of Victorian graduates in 2015 were working in Education and Training. By 2018, for the same cohort, 78% were employed in this industry.

Destination of dual qualified graduates

Registration

Based on their registration, 16% of dual qualified early childhood/primary teachers have the intention to work only in early childhood educational settings (they are only on the early childhood register); and 43% have the intention only to work in a school setting (they are only on the schools register).

Early childhood register only	School register only	Dual registered
281	**775**	**753**

Employment of dual qualified early childhood/primary teachers

The chart opposite shows the employment data held by VIT for the 753 dual registered teachers who are also dual qualified in early childhood and primary (48 teachers where employment was unknown and 56 teachers in combined primary/secondary educational settings were not shown.)

43% of these teachers are in the potential supply pool.

Potential Supply 324
Primary 212
Early Childhood 96
Special 13
Secondary 4

Employment of dual qualified primary/secondary teachers

The chart opposite shows the employment data held by VIT for the 3,411 school registered, dual qualified primary/secondary school teachers (124 teachers where employment was unknown and 513 teachers in combined primary/secondary educational settings were not shown).

31% of these teachers work in a primary school setting and 29% of these teachers are in the potential supply pool.

Primary 1,068
Potential supply 975
Secondary 645
Special 86

Registration

Registration

The total number of teachers registered to teach in Victorian schools, with VIT, grew by 1.1% in 2018. This includes teachers holding a dual registration status allowing them to work in early childhood and school settings.

118,891   124,620

5% increase since 2014

2014   2018

Registration type

84% of registered school teachers hold full registration status, while 11% are provisionally registered.

As data was provided at a different point in time, the totals reported here may not align to other reported totals.

Full 104,373

Provisional 14,294

Non-practicing 4,069

Permission to Teach 1,049

Returning 806

Dual registration

Registration for early childhood was first introduced in 2016. At 1.6% in 2018, teachers holding dual early childhood and school registration remains a small proportion. However 12% of the increase in total registered school teachers was due to the increase in dual registered teachers.

2,002

1,131

77% increase since 2016

2016   2018

Age profile of registered teachers

The age profile is similar to 2017.

The change in the distribution from 2017 relates to 4% of registered teachers being under 25 in 2018 (as compared to 3% in 2017); and 19% in the 55-64 year-old age group (compared to 20% in 2017).

27%
24%
21%
19%
4%
5%

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

Registration

New registered school teachers by qualification location

The distribution of qualification type is similar to 2017.

Victorian 4,258

Overseas 514

Interstate 737

Unknown 133

Teachers returning from non-practicing registration

806 teachers who held non-practicing registration reapplied for registration in 2018.

The age distribution is similar to 2017 but the total number is 50% more than the 536 teachers who applied in 2017.

| 0% | 28% | 45% | 12% | 10% | 4% |
| <25 | 25-34 | 35-44 | 45-54 | 55-64 | 65+ |

Teachers who ceased or expired their registration

4,115 teachers did not renew their registration in 2018.

The age distribution is similar to 2017 but the total number is 13% fewer than the 4,725 teachers whose registration expired in 2017.

| 1% | 15% | 14% | 12% | 32% | 26% |
| <25 | 25-34 | 35-44 | 45-54 | 55-64 | 65+ |

Expired registration trends

There has been a downward trend in the proportion, and absolute number, of teachers not renewing their registration since 2014.

5.8%

3.4%

2014   2018

Home address of registrants

"Home" address for school registered and dual registered teachers.

Legend

| Melbourne |
| Regional |

| School only |
| Dual Reg |

| **Mallee** | |
| 1,812 | 20 |

| **Wimmera South West** | |
| 3,245 | 40 |

| **Loddon Campaspe** | |
| 5,655 | 87 |

| **North Eastern Melbourne** | |
| 13,613 | 193 |

| **Goulburn** | |
| 2,909 | 33 |

| **Brimbank Melton** | |
| 4,195 | 87 |

| **Hume Moreland** | |
| 6,800 | 102 |

| **Outer Eastern Melbourne** | |
| 9,540 | 190 |

| **Ovens Murray** | |
| 2,542 | 49 |

| **Central Highlands** | |
| 4,615 | 88 |

| **Western Melbourne** | |
| 11,033 | 160 |

| **Southern Melbourne** | |
| 7,335 | 194 |

| **Inner Eastern Melbourne** | |
| 12,504 | 207 |

| **Inner Gippsland** | |
| 4,043 | 53 |

| **Outer Gippsland** | |
| 1,784 | 17 |

| **Barwon** | |
| 7,546 | 85 |

| **Bayside Peninsula** | |
| 19,422 | 327 |

Home address distribution

Home address information was available for 97% of teachers on the schools register and is captured above.

The department area with the highest proportion of school teachers, that are also dual registered is Southern Melbourne with 6.5%. The lowest is the Mallee department areas at 3.6%.

Home address by remoteness

91,779	23,676	5,070
Major City	Inner Regional	Outer Regional / Remote

Vacancies

Primary vacancies by department area

Legend

| Melbourne |
| Regional |

| Mallee | 135 |

Wimmera South West	183
Loddon Campaspe	287
North Eastern Melbourne	756
Goulburn	288

Brimbank Melton	510
Hume Moreland	517
Outer Eastern Melbourne	521
Ovens Murray	228

Central Highlands	254
Western Melbourne	836
Southern Melbourne	823
Inner Eastern Melbourne	806
Inner Gippsland	298
Outer Gippsland	170

| Barwon | 350 |
| Bayside Peninsula | 949 |

Vacancies

Bayside Peninsula (12.0%) had the greatest percentage of vacancies and the Mallee region (1.7%) had the least.

This is the first year that vacancies have been split between primary and secondary years and, as such, year-on-year comparisons are not yet possible.

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

Vacancies by remoteness

Major City	Inner Regional	Outer Regional / Remote
5,997	1,507	406

52

Vacancies by subject specialisation

Primary vacancies by subject area

Subject	Vacancies
Languages	313
Health and Physical Ed	263
Performing arts/Music	197
Arts – Media and Visual	147
English	121
Science	106
Mathematics	63
Special education	36
Digital technology	34
Design technology	20
Geography	16
Economics and business	9

The recruitment online system allows schools to specify subject specialisations they require from candidates. 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. Further, roles do not need to be tagged to a subject when advertised.

In 2018, 66% (5,222) of primary roles were tagged to specific subjects (this includes tags such as 'generalist', or 'educational leadership' which are excluded from the chart above). Only subjects which align to VCAA learning areas have been included in the analysis.

Applications

Applications for primary vacancies by department area
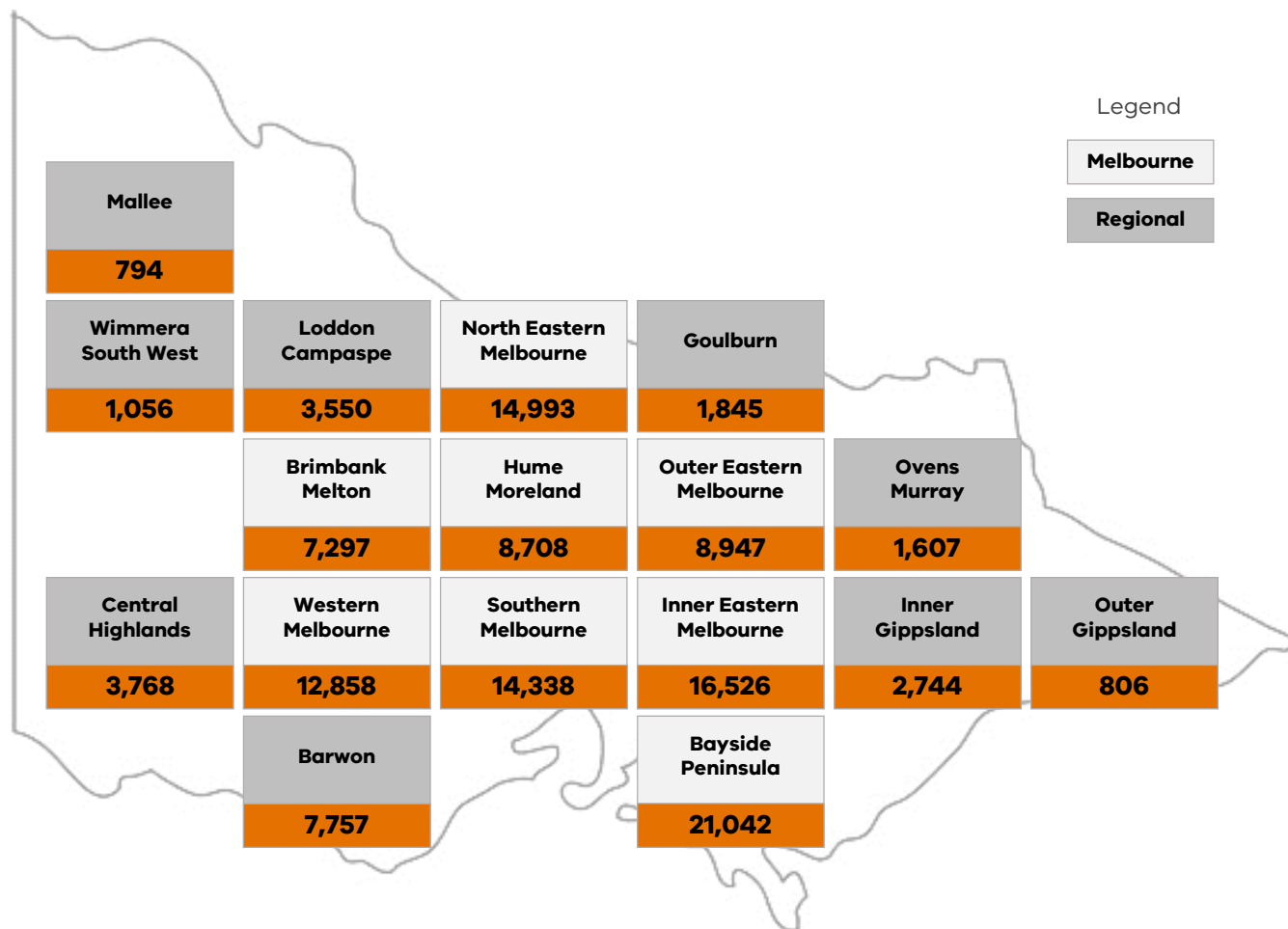
Legend

Melbourne

Regional

Area	Applications
Mallee	794
Wimmera South West	1,056
Loddon Campaspe	3,550
North Eastern Melbourne	14,993
Goulburn	1,845
Brimbank Melton	7,297
Hume Moreland	8,708
Outer Eastern Melbourne	8,947
Ovens Murray	1,607
Central Highlands	3,768
Western Melbourne	12,858
Southern Melbourne	14,338
Inner Eastern Melbourne	16,526
Inner Gippsland	2,744
Outer Gippsland	806
Barwon	7,757
Bayside Peninsula	21,042

Applications

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.

This is the first year that applications have been split between primary and secondary years and, as such, year-on-year comparisons are not yet possible.

For eight applications, there was no geographic regions.

Applications by remoteness

Major City	Inner Regional	Outer Regional / Remote
111,188	15,608	1,840

Application rate

2018 application rate for primary vacancies by department area

Legend

| Melbourne |
| Regional |

Mallee			
6			

Wimmera South West	Loddon Campaspe	North Eastern Melbourne	Goulburn
6	**12**	**20**	**6**

	Brimbank Melton	Hume Moreland	Outer Eastern Melbourne	Ovens Murray
	14	**17**	**17**	**7**

Central Highlands	Western Melbourne	Southern Melbourne	Inner Eastern Melbourne	Inner Gippsland	Outer Gippsland
15	**15**	**17**	**21**	**9**	**5**

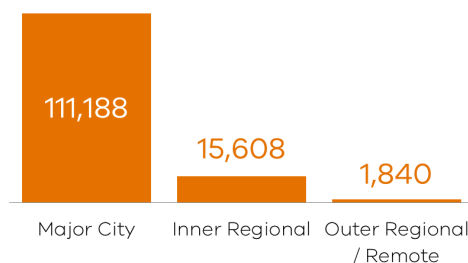| Barwon	Bayside Peninsula
22	**22**

Application 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.

Application rate by remoteness

Major City	Inner Regional	Outer Regional / Remote
18.5	10.4	4.5
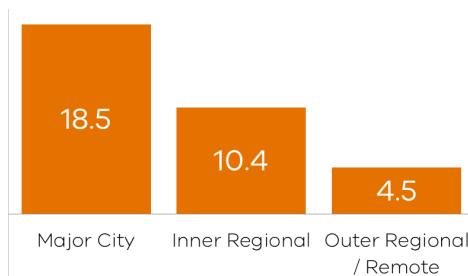
Recruitment challenges
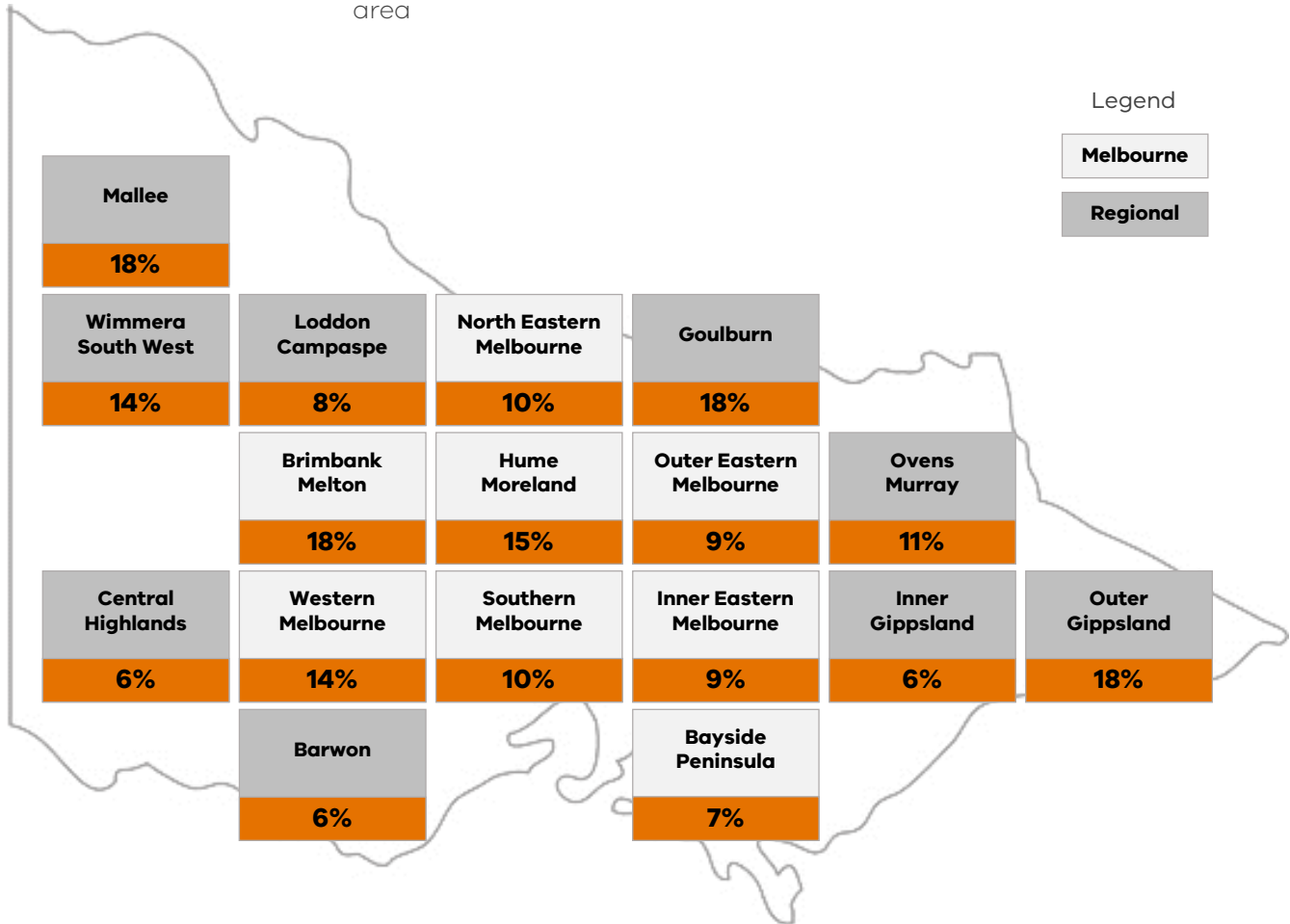
2018 primary no appointment rate by department area

Legend

| Melbourne |
| Regional |

Mallee			
18%			

Wimmera South West	Loddon Campaspe	North Eastern Melbourne	Goulburn
14%	**8%**	**10%**	**18%**

	Brimbank Melton	Hume Moreland	Outer Eastern Melbourne	Ovens Murray
	18%	**15%**	**9%**	**11%**

Central Highlands	Western Melbourne	Southern Melbourne	Inner Eastern Melbourne	Inner Gippsland	Outer Gippsland
6%	**14%**	**10%**	**9%**	**6%**	**18%**

Barwon	Bayside Peninsula
6%	**7%**

No appointment rate

Roles advertised using the 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 2018.
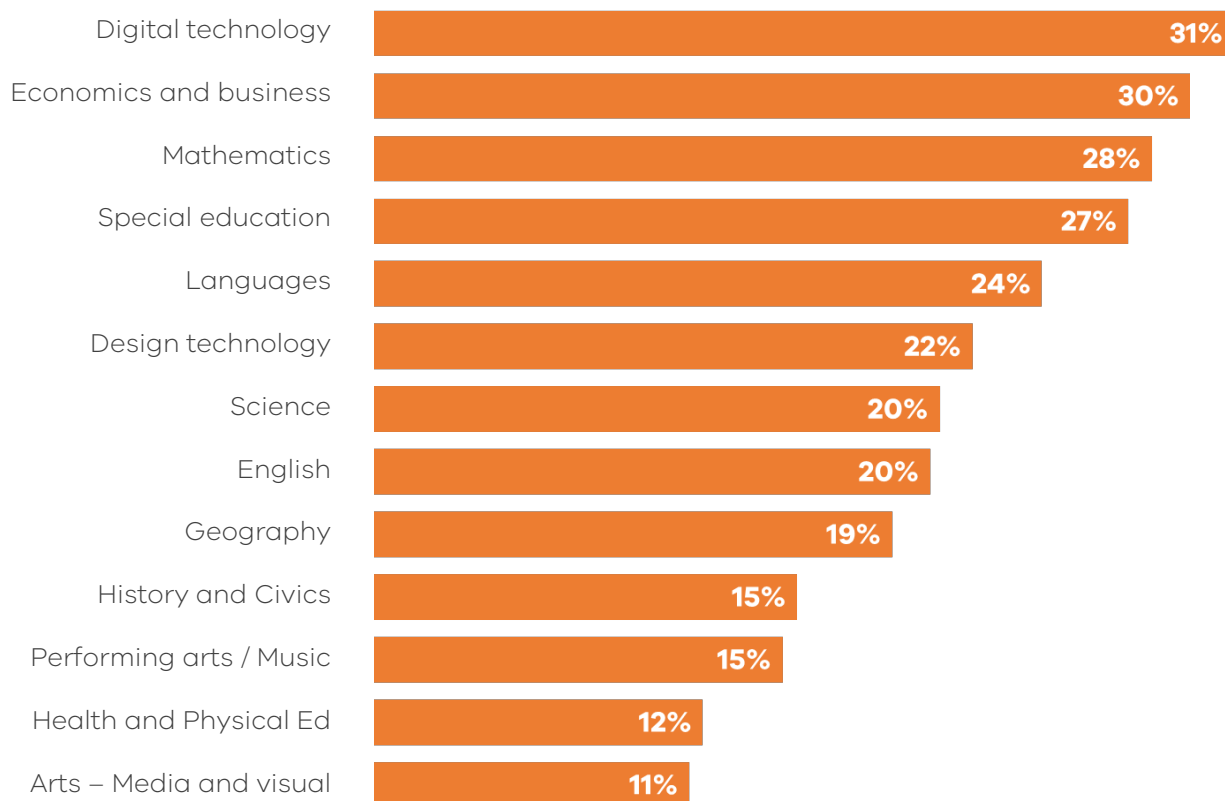
No appointment rate by remoteness

Major City	Inner Regional	Outer Regional / Remote
10.8%	9.7%	17.5%

Recruitment challenges by subject

No appointment rate for mathematics

28%

Primary recruitment challenges by subject area

Subject	Percentage
Digital technology	31%
Economics and business	30%
Mathematics	28%
Special education	27%
Languages	24%
Design technology	22%
Science	20%
English	20%
Geography	19%
History and Civics	15%
Performing arts / Music	15%
Health and Physical Ed	12%
Arts – Media and visual	11%

Roles advertised using the 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, for each subject area, the total amount of advertised roles concluding in no appointment, by the total amount of advertised jobs in 2018.

This is the first year that recruitment challenges have been split between primary and secondary years and, as such, year-on-year comparisons are not yet possible.
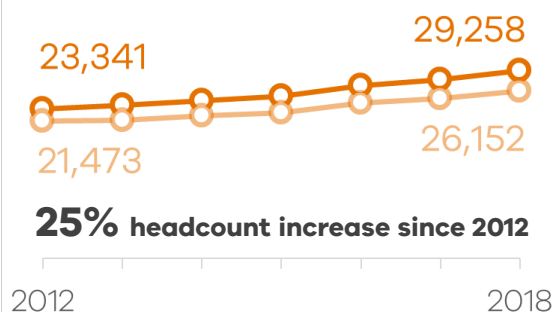
Teaching workforce

Headcount FTE

Government workforce

There was a headcount increase of 4.7% in government sector teachers between 2017 and 2018. As a percentage this growth represents the second largest increase in the last ten years. In 2018, the government sector comprised 67% of the primary headcount.

There was a 4.6% FTE increase between 2017 and 2018. This continues the growth observed in previous years (3.1% in 2017 and 6.6% in 2016). There are now 6,000 more FTE in this sector in 2018 than there were in 2008.

23,341　　　　　　29,258
21,473　　　　　　26,152
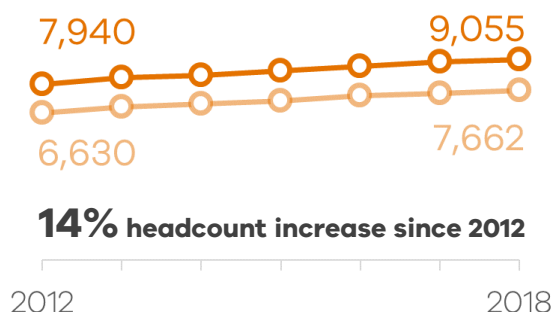
25% **headcount increase since 2012**

2012　　　　　　　　2018

Catholic workforce

There was a headcount increase of 1.3% in Catholic sector teachers between 2017 and 2018. As a percentage this growth represents the third smallest increase in the last ten years. In 2018, the catholic sector comprised 21% of the primary headcount.

There was a 1.8% FTE increase between 2017 and 2018. This was consistent with the growth observed in previous years (1.6% in 2017 and 3.0% in 2016).

7,940　　　　　　9,055
6,630　　　　　　7,662

14% **headcount increase since 2012**

2012　　　　　　　　2018

Independent workforce

There was a headcount increase of 4.5% in independent sector teachers between 2017 and 2018. As a percentage this growth represents the largest increase in the last ten years. In 2018, the independent sector comprised 13% of the primary headcount.

There was a 4.7% FTE increase between 2017 and 2018. This was consistent with the growth observed in previous years (2.6% in 2017 and 4.3% in 2016).
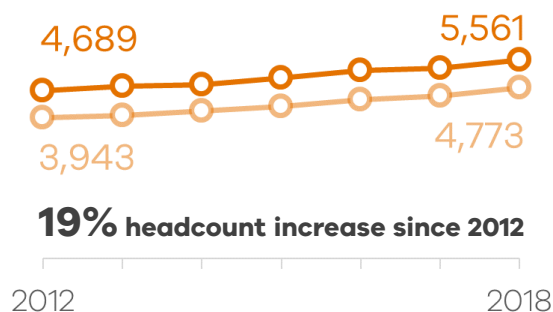
4,689　　　　　　5,561
3,943　　　　　　4,773

19% **headcount increase since 2012**

2012　　　　　　　　2018

Government sector workforce
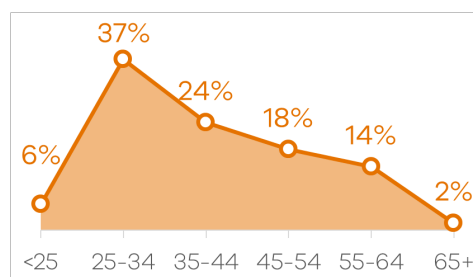
Gender split

The gender distribution in government primary schools in 2018 remains consistent with that from previous years.

Man 21%

Woman 79%

Age split

The age distribution in government primary schools in 2018 remains consistent with that from previous years.

43% of primary teachers are aged under 35; and 16% are 55 and over.

6% — <25
37% — 25-34
24% — 35-44
18% — 45-54
14% — 55-64
2% — 65+

Time fraction

The distribution of time fraction employed data in government primary schools in 2018 remains the same as previous years.

Part time 15%

Full time 85%
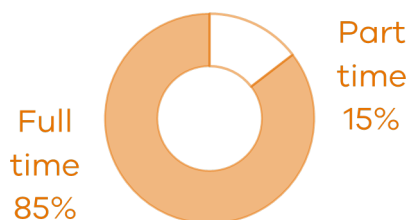
Employment type

The distribution of employment type in government primary schools in 2018 has changed from previous years. In 2017, the percentage of fixed term teachers was 25%; and in 2016 this percentage was 23%.
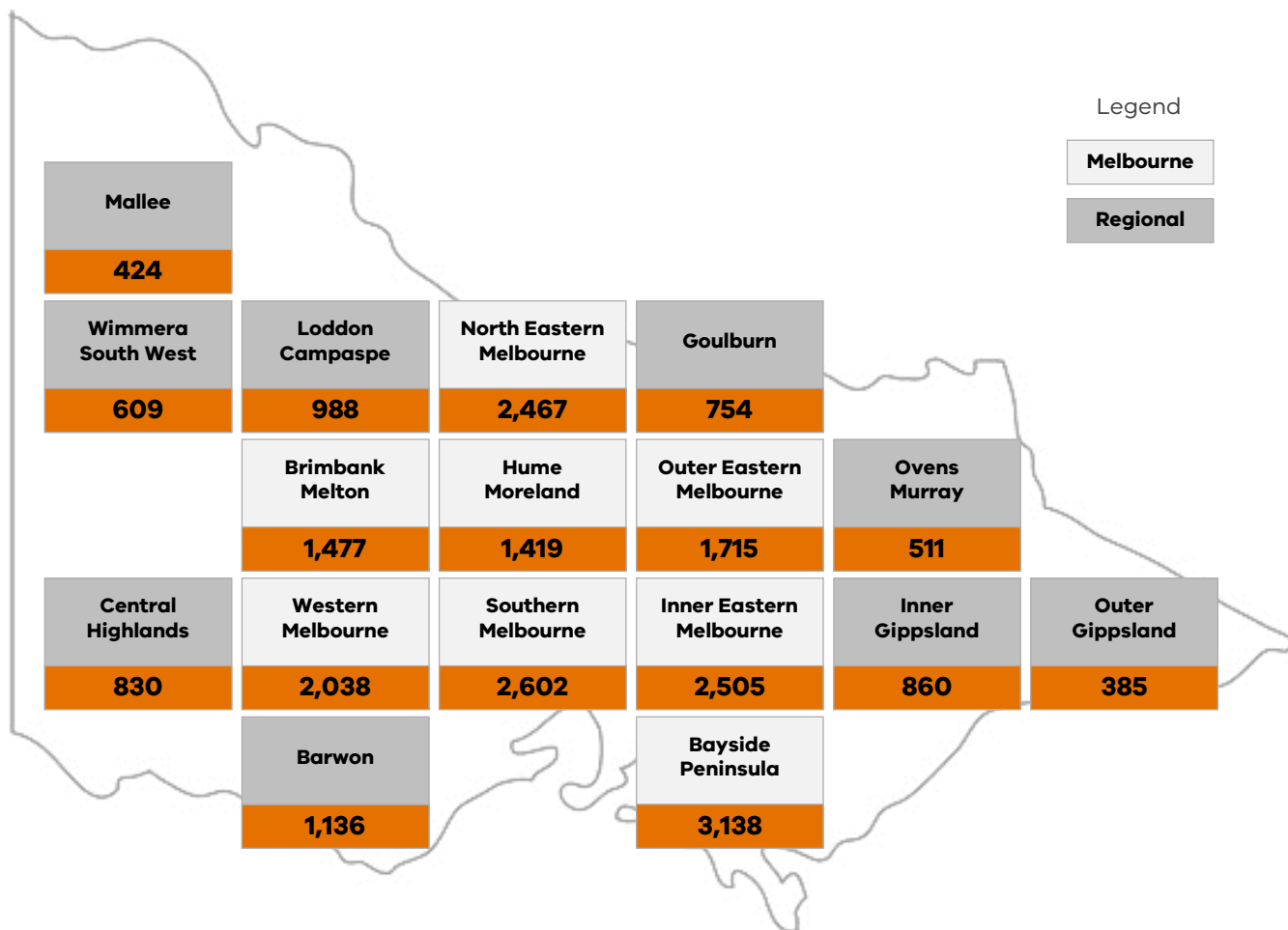
Fixed term 20%

Ongoing 80%

Government sector workforce by location

Primary government teachers in 2018

Legend

| Melbourne |
| Regional |

Mallee			
424			

Wimmera South West	Loddon Campaspe	North Eastern Melbourne	Goulburn		
609	**988**	**2,467**	**754**		

	Brimbank Melton	Hume Moreland	Outer Eastern Melbourne	Ovens Murray	
	1,477	**1,419**	**1,715**	**511**	

Central Highlands	Western Melbourne	Southern Melbourne	Inner Eastern Melbourne	Inner Gippsland	Outer Gippsland
830	**2,038**	**2,602**	**2,505**	**860**	**385**

|	Barwon	Bayside Peninsula			
	1,136	**3,138**			

In 2018, there was an increase of 4.4% in the number of government sector teachers in primary schools. This equates to 1,003 teachers.

Across department areas, there was variation in the number of teachers with percentage increases observed, since 2017, in Western Melbourne (7.4%) and Outer Gippsland (6.6%). By contrast, Mallee (1.7%) and Western District (1.0%) saw percentage decreases.

Primary teachers by remoteness
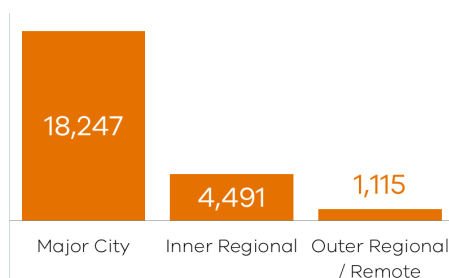
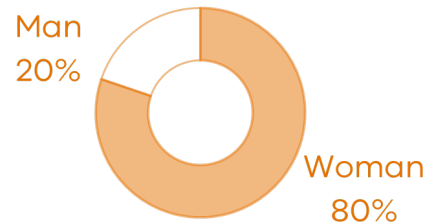| Major City	Inner Regional	Outer Regional / Remote
18,247	4,491	1,115

Government graduate teachers

Gender

80% of graduate teachers are women which is a similar gender split to the overall government teaching workforce.

Man 20%

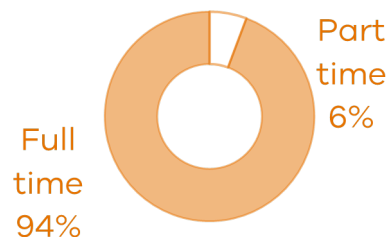Woman 80%

Age split

The government graduates are younger than the overall government teaching workforce with 85% being younger than 35.

39% 46% 10% 4% 0% 0%

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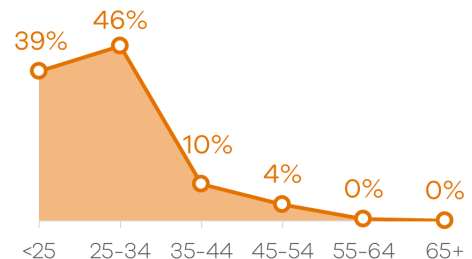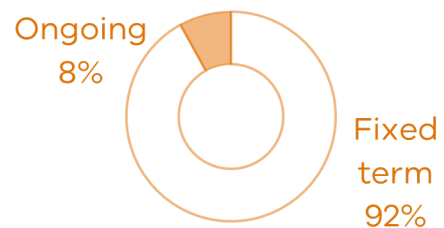
Time fraction

With 94%, the proportion of graduate teachers in full time roles is higher than that of the overall government teaching workforce (85%).

Part time 6%

Full time 94%

Employment type

At 92%, the proportion of graduate teachers, in fixed term arrangements, is significantly higher than that of the overall government teaching workforce (20%).
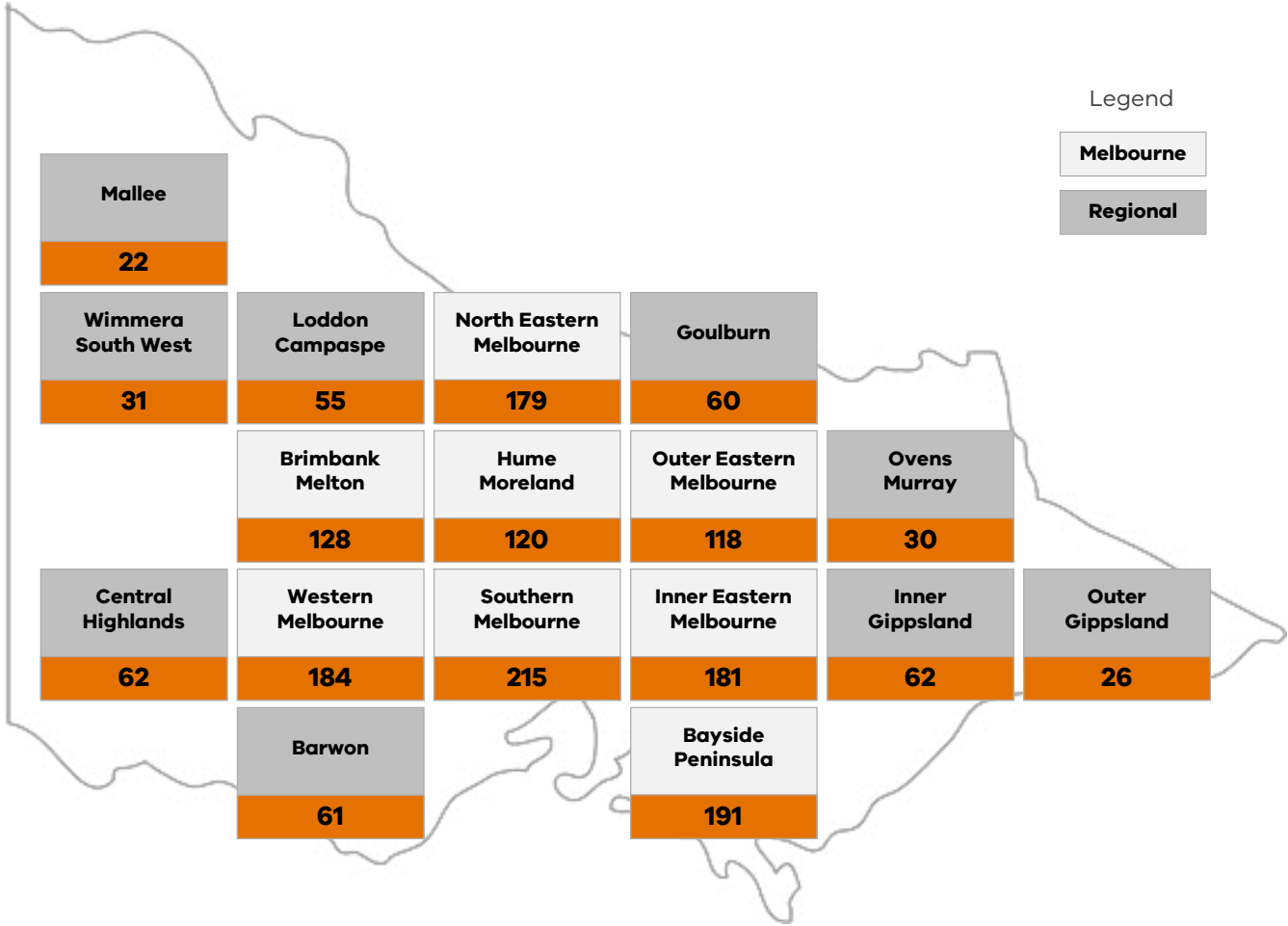
Ongoing 8%

Fixed term 92%

Government graduate teachers

Primary government graduate teachers in 2018

Legend

| Melbourne |
| Regional |

Region	Value
Mallee	22
Wimmera South West	31
Loddon Campaspe	55
North Eastern Melbourne	179
Goulburn	60
Brimbank Melton	128
Hume Moreland	120
Outer Eastern Melbourne	118
Ovens Murray	30
Central Highlands	62
Western Melbourne	184
Southern Melbourne	215
Inner Eastern Melbourne	181
Inner Gippsland	62
Outer Gippsland	26
Barwon	61
Bayside Peninsula	191

In 2018, there was a reduction of 5.1% in the number of government sector graduate teachers in primary schools. This equates to 94 graduate teachers.

Across department areas, there was variation in the number of graduate teachers with percentage increases observed, since 2017, in Brimbank Melton (16%) and Southern Melbourne (14%). By contrast, Wimmera South West (70%) and Inner Eastern Melbourne (29%) saw percentage decreases.
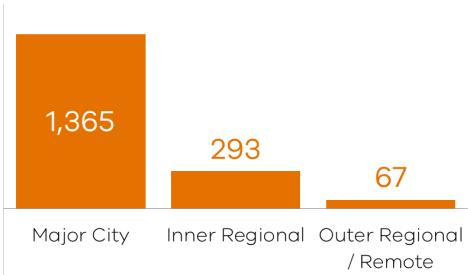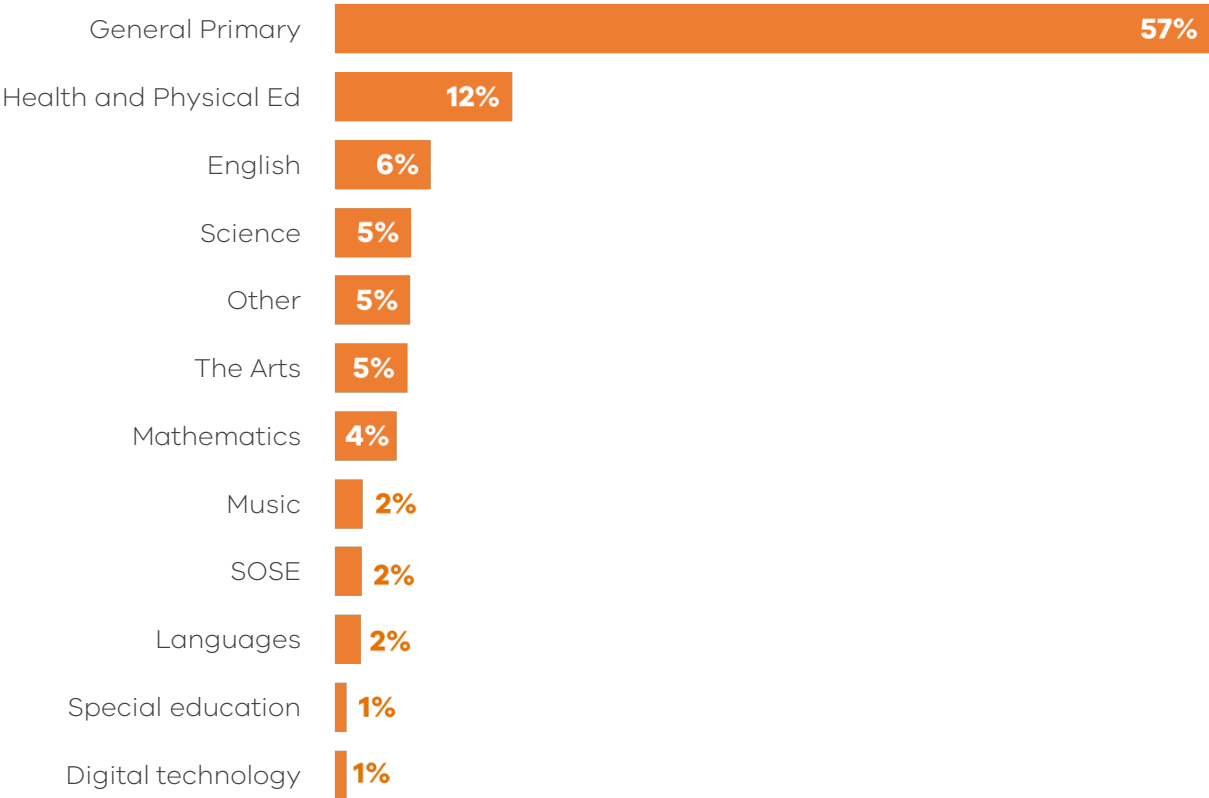
Graduates by remoteness

Major City	Inner Regional	Outer Regional / Remote
1,365	293	67

Government graduate teachers by subject

Primary graduates by subject specialisation

Subject	Percentage
General Primary	57%
Health and Physical Ed	12%
English	6%
Science	5%
Other	5%
The Arts	5%
Mathematics	4%
Music	2%
SOSE	2%
Languages	2%
Special education	1%
Digital technology	1%

The Victorian Department of Education and Training conducts an annual graduate recruitment census of all graduate teachers employed at government schools.

In 2018, 56.8% of graduates had the General Primary subject specialisation as compared to 51.0% in 2017.

By contrast, In 2018, 11.5% of graduates had the Health and Physical Education subject specialisation as compared to 13.1% in 2017.
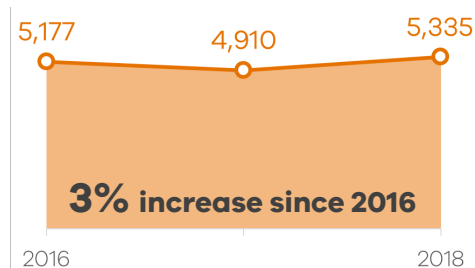
Government sector Casual Relief Teachers (CRTs)

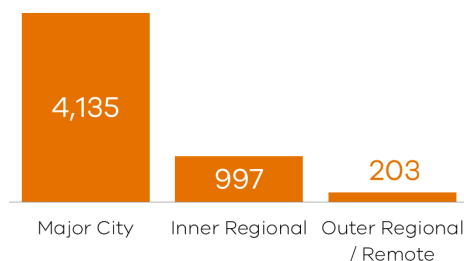## Number of CRTs

As a proportion of the total CRTs, the 5,335 in primary schools is 62%. This percentage is consistent with previous years.
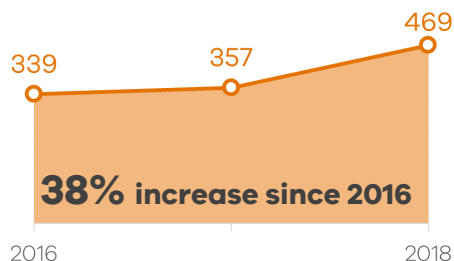
5,177   4,910   5,335

3% increase since 2016

2016 — 2018

Location of CRTs

78% of primary CRTs work in a major city. This percentage is consistent with previous years.

4,135 — Major City
997 — Inner Regional
203 — Outer Regional / Remote

Difficult to fill CRT vacancies

In 2018, primary vacancies represented 58% of the total difficult to fill casual relief teacher vacancies.

Subject area is not captured specifically for primary but the largest subject area for all difficult to fill vacancies is Mathematics.

339   357   469

38% increase since 2016

2016 — 2018

Casual Relief Teachers

Key summary statistics from the 2018 VIT CRT Survey Report relevant to this report are below.

29%
of surveyed CRTs are looking for more permanent employment.

2.1
is the average number of days employed in a week

76%
hold full registration with 23% provisionally registered.

57%
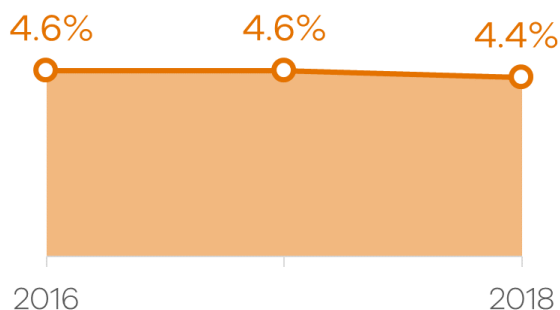have more than 10 years experience.

Government workforce attrition

Attrition rate

The attrition rate for the government workforce is calculated by dividing FTE staff attrition by the FTE of ongoing staff on the government workforce payroll. Staff attrition numbers include those employed on an ongoing basis who have left the teaching workforce during a calendar year.
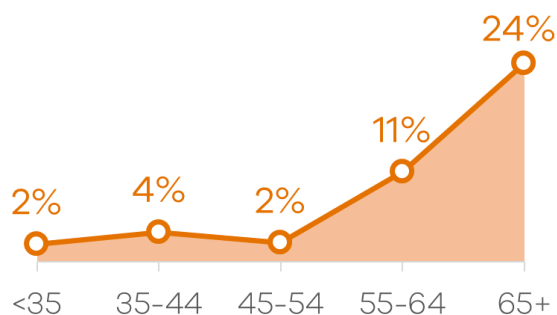
The 2018 attrition rate remains consistent with previous years.

4.6%   4.6%   4.4%

2016   2018

Attrition by age group

The attrition rate for different age bands exiting remains similar to previous years.

174 FTE under the age of 35; and 507 FTE over the age of 55 exited the workforce in 2018.

24% 11% 2% 4% 2%

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

Employment classification

The attrition rate of classroom teachers has remained consistent since 2016. In total 827 classroom teachers exited the primary workforce in 2018.

In 2018, 90 (FTE) principals exited the workforce. In 2017, this was 79 FTE and was 70 in 2016.
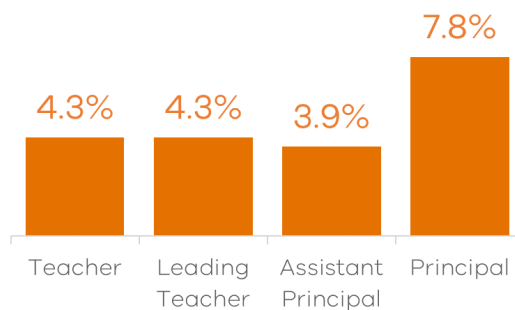
7.8% 4.3% 4.3% 3.9%

Teacher Leading Teacher Assistant Principal Principal

Government workforce attrition

Primary attrition by department area

Legend

| Melbourne |
| Regional |

Mallee
4.6%

Wimmera South West
5.6%

Loddon Campaspe
3.7%

North Eastern Melbourne
4.3%

Goulburn
3.1%

Brimbank Melton
3.9%

Hume Moreland
4.3%

Outer Eastern Melbourne
5.2%

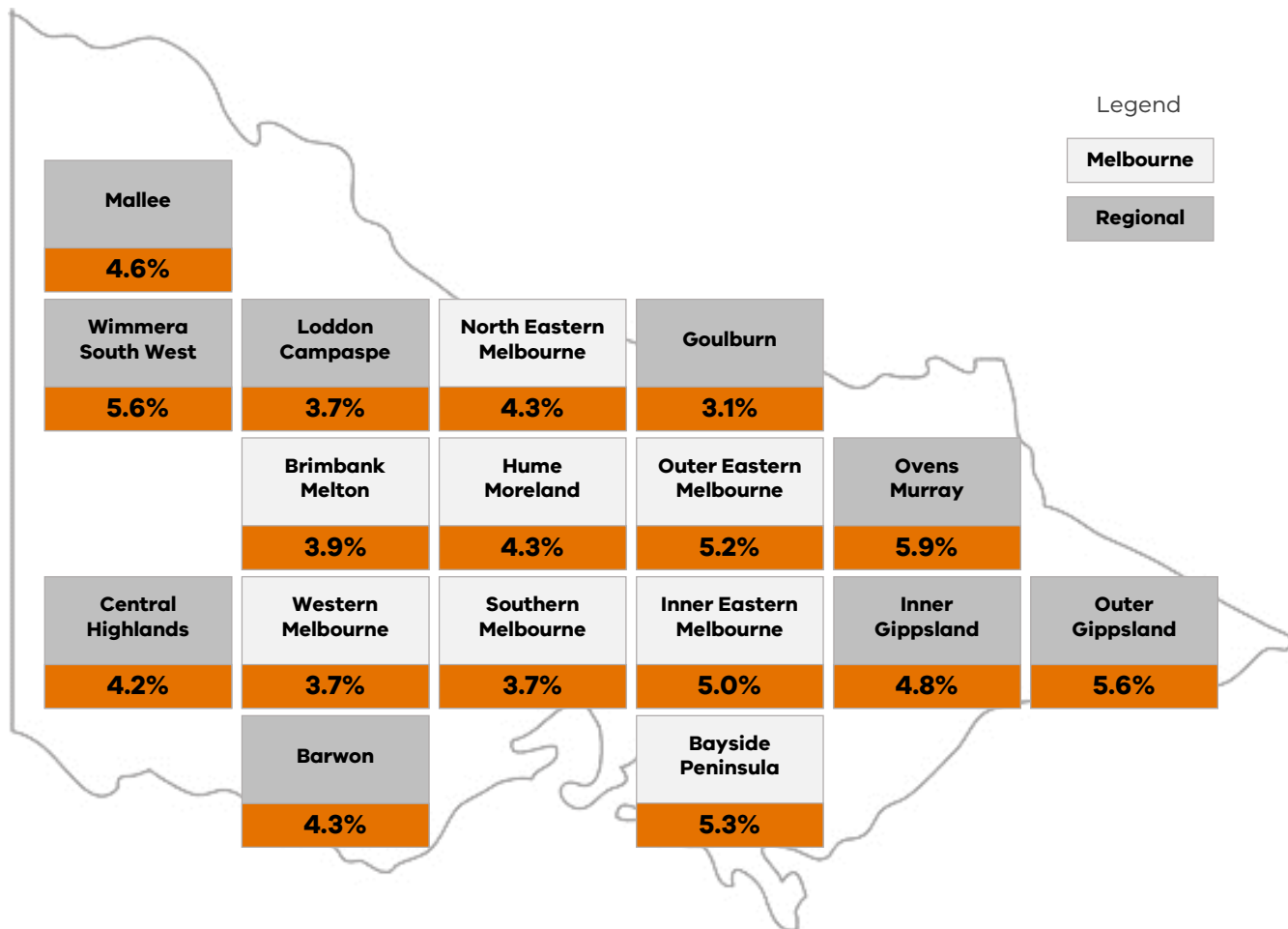**Ovens Murray**
5.9%

Central Highlands
4.2%

Western Melbourne
3.7%

Southern Melbourne
3.7%

Inner Eastern Melbourne
5.0%

Inner Gippsland
4.8%

Outer Gippsland
5.6%

Barwon
4.3%

Bayside Peninsula
5.3%

Attrition by department area
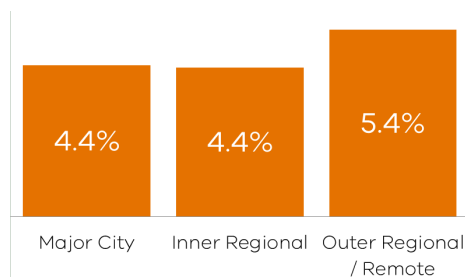
In 2018, Ovens Murray had the highest attrition rate at 5.9%, while the lowest was Goulburn at 3.1%.

768 teachers exited the workforce from a major city location in 2018. For outer regional and remote areas, this was 56.
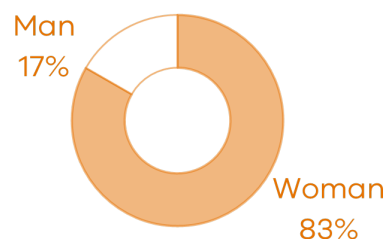
Attrition by remoteness

Major City	Inner Regional	Outer Regional / Remote
4.4%	4.4%	5.4%

66

Catholic sector workforce

Gender split

The gender distribution in Catholic primary schools in 2018 remains consistent with that from previous years.

Man 17%

Woman 83%

Age split

The age distribution in Catholic primary schools in 2018 remains consistent with that from previous years.

33% of primary teachers are aged under 35; and 22% are 55 and over.
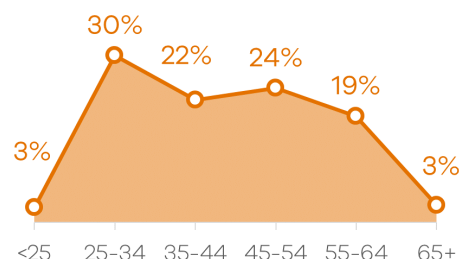
3% <25
30% 25-34
22% 35-44
24% 45-54
19% 55-64
3% 65+

Time fraction

The distribution of time fraction employed data in Catholic primary schools in 2018 is consistent with previous years.

Part time 27%

Full time 73%

Employment type

The distribution of employment type in Catholic primary schools in 2018 is consistent with previous years.

Fixed term 24%

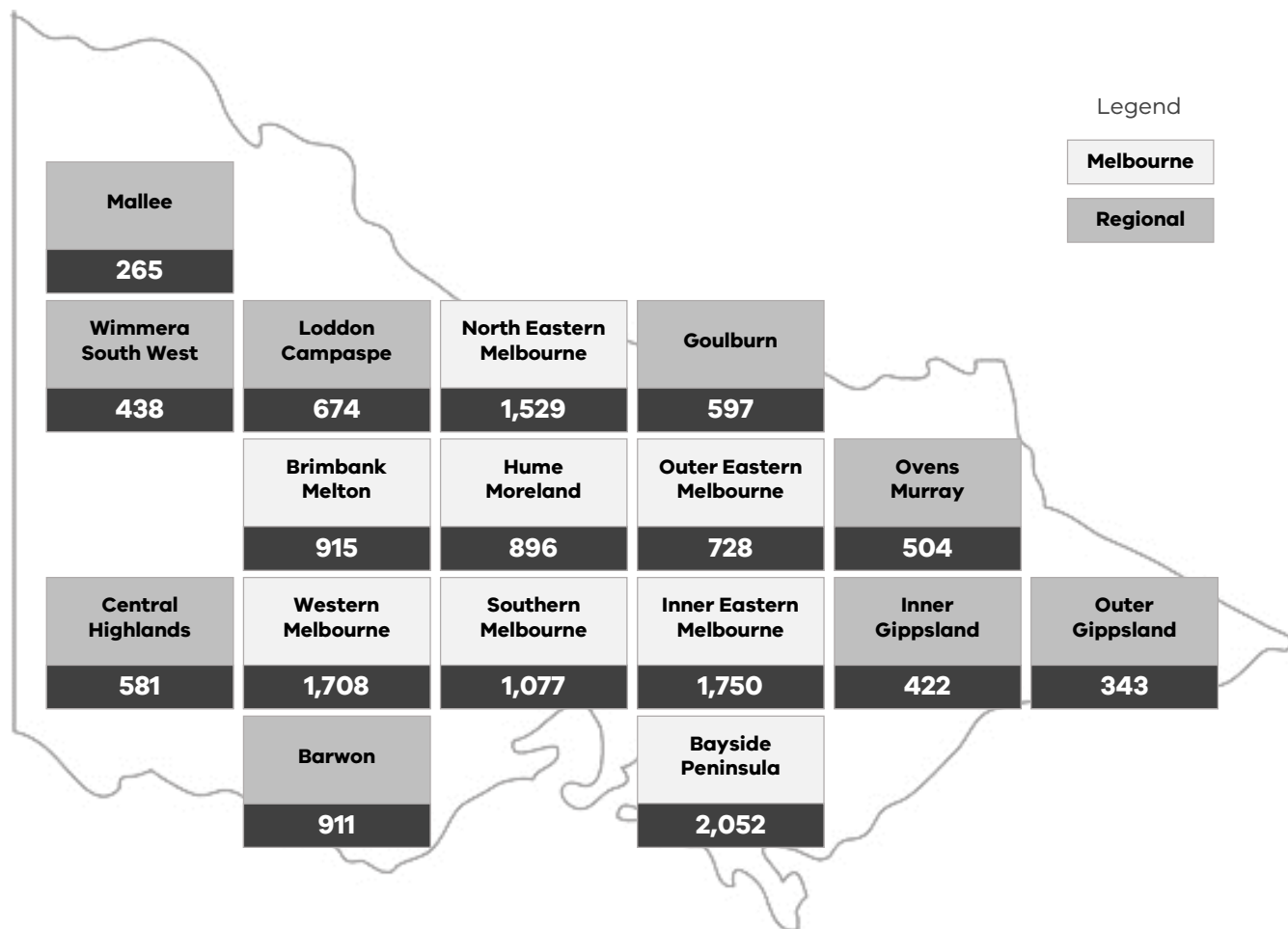Ongoing 76%
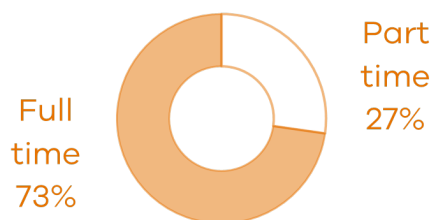
Catholic sector workforce by location

Total FTE teachers

15,472

Catholic workforce by department area

Mallee		
265		

Legend

Melbourne
Regional

Mallee 265			
Wimmera South West 438	**Loddon Campaspe** 674	**North Eastern Melbourne** 1,529	**Goulburn** 597
	Brimbank Melton 915	**Hume Moreland** 896	**Outer Eastern Melbourne** 728
Central Highlands 581	**Western Melbourne** 1,708	**Southern Melbourne** 1,077	**Inner Eastern Melbourne** 1,750
	Barwon 911		**Bayside Peninsula** 2,052

Ovens Murray 504

Inner Gippsland 422

Outer Gippsland 343

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

The overall change in FTE teachers from 2017 was 1.4%. 12 of the 17 department areas showed an increase in FTE teachers.

Ovens Murray experienced the largest percentage FTE growth at 4.9%, being an additional 24 FTE teachers.

Outer Gippsland experienced the largest percentage FTE reduction. This was -2.6% or 9 FTE.

As the department area is unknown for 82 FTE teachers, the sum of the department areas presented on the chart above does not total to the number represented in the key finding box.

Catholic sector workforce attrition

2018 attrition rate

This is the first year that attrition data for Catholic schools have been split between education settings and, as such, year-on-year comparisons are not yet possible.

The attrition rate for all Catholic schools in 2017 was 4.8% and 4.6% in 2016.

Primary school
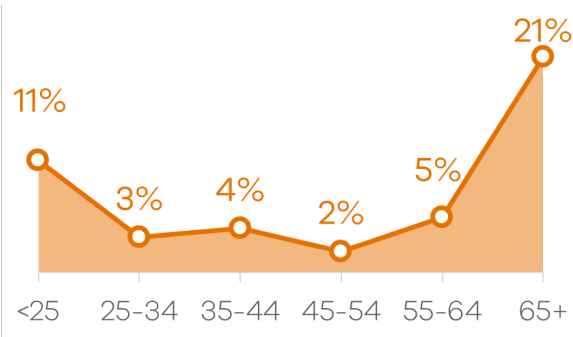
4.6%

attrition

Primary/Secondary

5.4%

attrition

Age

The attrition rate for primary schools is in general alignment with historical attrition trends for all Catholic schools. The 2017 attrition rate for all Catholic teachers under 25 was 14.3% but the 2018 rate for primary teachers is 11.1%.

11% 3% 4% 2% 5% 21%

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

Employment classification

The 2018 attrition rate across the employment classifications for primary teachers is higher than the 2017 rate for Catholic teachers.
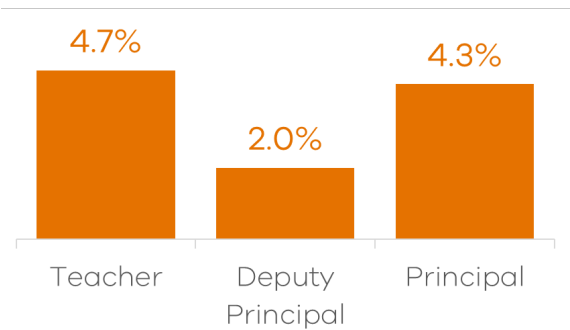
4.7%   2.0%   4.3%

Teacher   Deputy Principal   Principal

69

Catholic sector workforce attrition

2018 Catholic workforce attrition by department area.

Legend

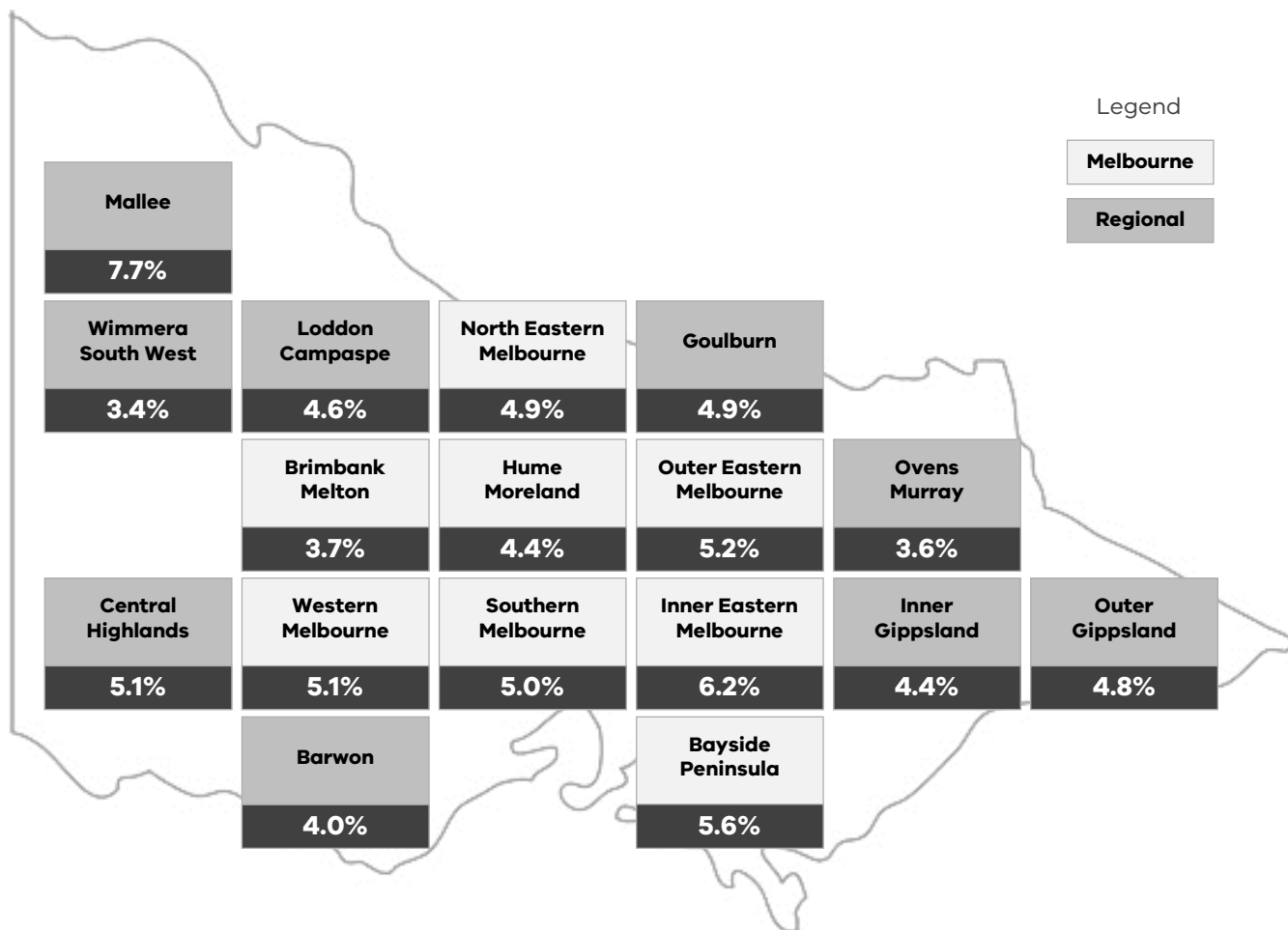|	
Melbourne	
Regional	

Area	Rate
Mallee	7.7%
Wimmera South West	3.4%
Loddon Campaspe	4.6%
North Eastern Melbourne	4.9%
Goulburn	4.9%
Brimbank Melton	3.7%
Hume Moreland	4.4%
Outer Eastern Melbourne	5.2%
Ovens Murray	3.6%
Central Highlands	5.1%
Western Melbourne	5.1%
Southern Melbourne	5.0%
Inner Eastern Melbourne	6.2%
Inner Gippsland	4.4%
Outer Gippsland	4.8%
Barwon	4.0%
Bayside Peninsula	5.6%

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

From 2017, the attrition rate decreased in 8 department areas and rose in 9. The rate rose greatest in the Mallee (up 3.8%) and reduced the most in Outer Gippsland (down 4.0%).

Attrition by remoteness

| Major City	Inner Regional	Outer Regional / Remote
5.1%	4.4%	5.3%

Primary school enrolments

Government enrolments

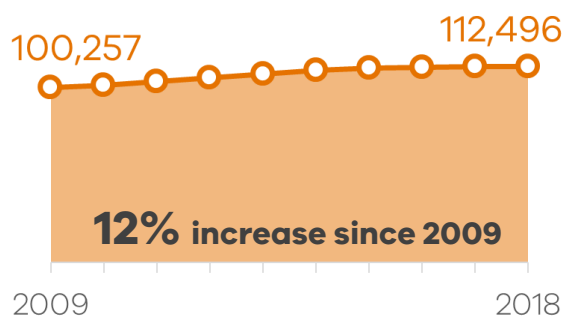The government sector comprises 68% of total enrolments.

2018 enrolments grew by 2.8% from 2017 enrolments. This equates to 10,210 additional enrolments. This growth rate is consistent with that observed since 2013, which ranges between 2.6% and 3.2%.

306,304

371,932

21% increase since 2009

2009   2018
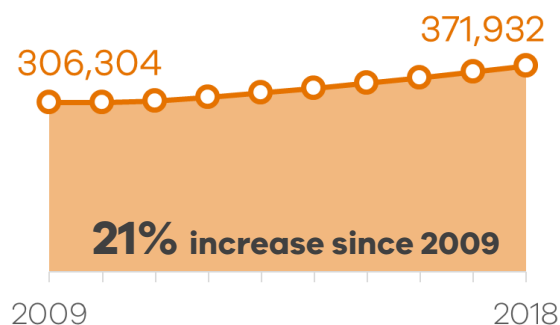
Catholic enrolments

The Catholic sector comprises 21% of total enrolments.

2018 enrolments grew by 0.1% compared to 2017. This equates to 142 additional enrolments. This growth rate is the lowest year on year percentage change observed since 2009

100,257

112,496

12% increase since 2009

2009   2018

Independent enrolments

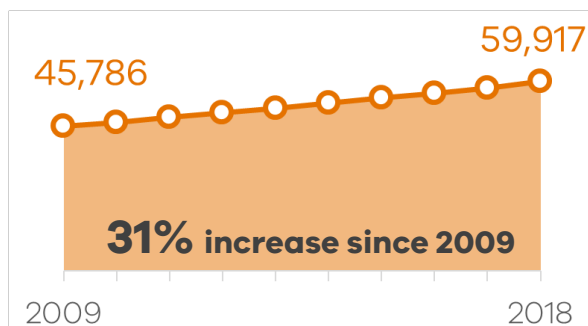The independent sector comprises 11% of total enrolments.

2018 enrolments grew by 3.6% compared to 2017. This equates to 2,063 additional enrolments. This growth rate is the highest year on year percentage change observed since 2009
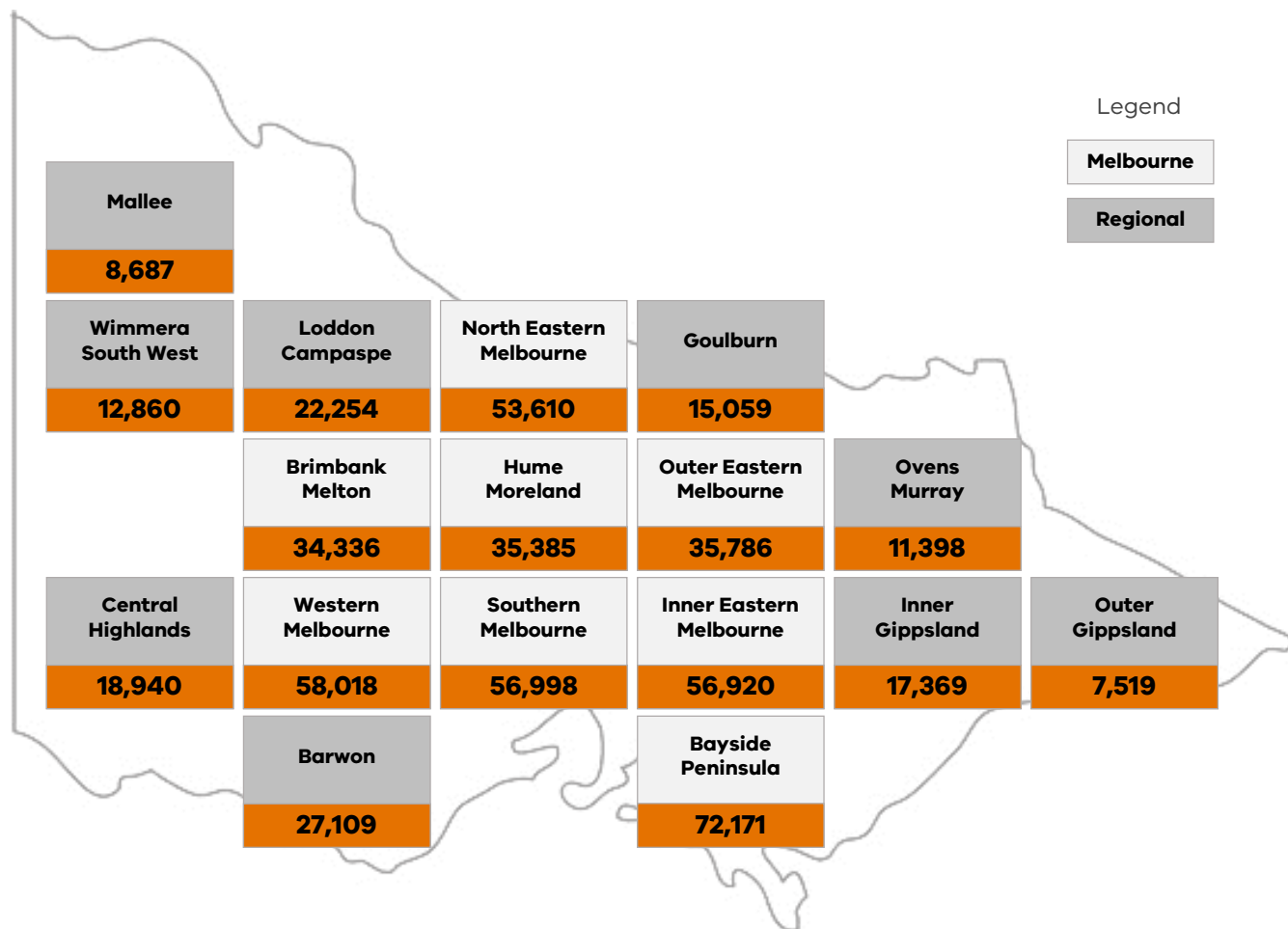
45,786

59,917

31% increase since 2009

2009   2018

Primary school enrolments by location

2018 primary school enrolments

Legend

Melbourne

Regional

Region	Enrolments
Mallee	8,687
Wimmera South West	12,860
Loddon Campaspe	22,254
North Eastern Melbourne	53,610
Goulburn	15,059
Brimbank Melton	34,336
Hume Moreland	35,385
Outer Eastern Melbourne	35,786
Ovens Murray	11,398
Central Highlands	18,940
Western Melbourne	58,018
Southern Melbourne	56,998
Inner Eastern Melbourne	56,920
Inner Gippsland	17,369
Outer Gippsland	7,519
Barwon	27,109
Bayside Peninsula	72,171

Since 2014, the overall growth in primary enrolments is 10.0%.

Wimmera South West (0.5%) showed a reduction in enrolments since 2017.

Areas showing the greatest growth in enrolments since 2014 are Western Melbourne (20.7%), Hume Moreland (17.1%) and Southern Melbourne (15.2%). These three areas combine to represent 45% of the growth in enrolment numbers since 2014.

This includes 72 primary-aged Special pupils who are taught at a primary schools.

Year on year growth in enrolments

As shown below, the year-on-year increase in primary enrolments is continuing.
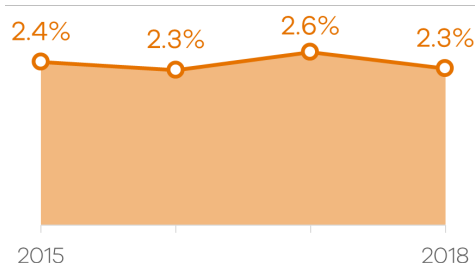
2.4%	2.3%	2.6%	2.3%

2015 — 2018

Secondary schools

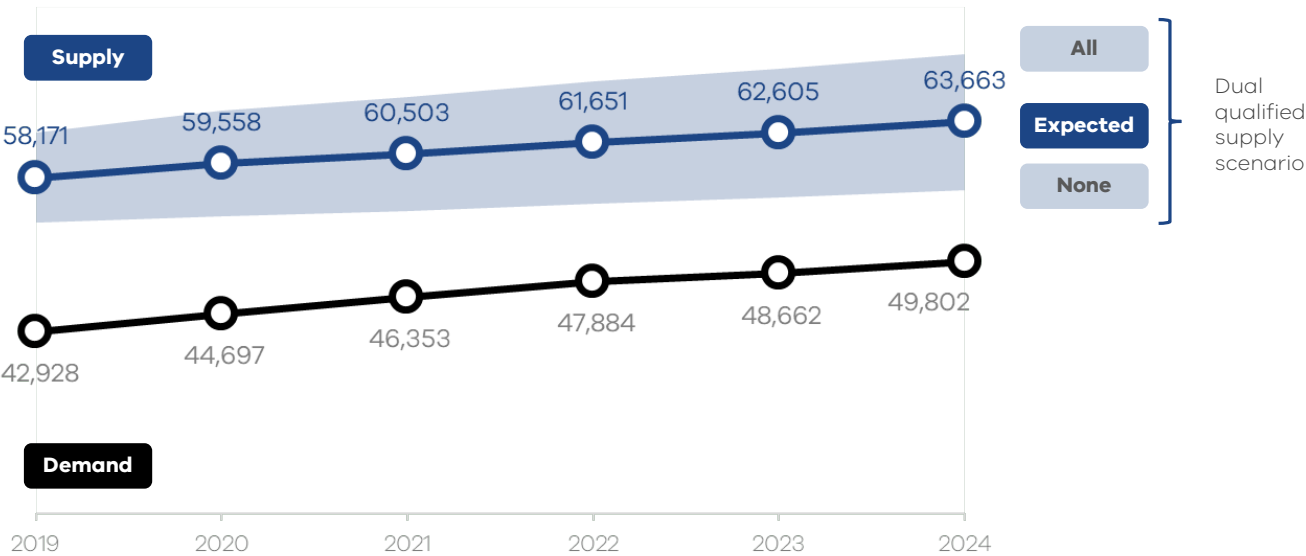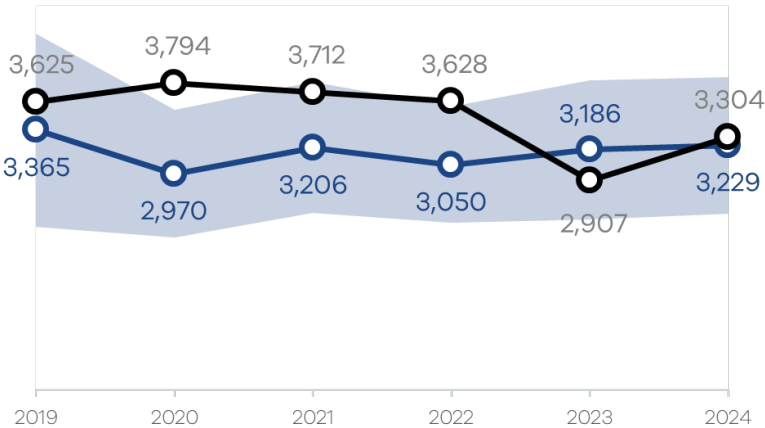# Secondary teacher supply and demand

Forecast supply and demand of secondary teachers

The forecast shows a closing gap between the available supply and demand. Under the "expected" scenario in 2019, it is forecast that available supply will exceed forecast demand by 15,242 teachers. In 2024, the available supply exceeds the forecast demand by 13,861 teachers.

Supply

58,171	59,558	60,503	61,651	62,605	63,663

All

Expected

None

Dual qualified supply scenario

42,928	44,697	46,353	47,884	48,662	49,802

Demand

2019   2020   2021   2022   2023   2024

Forecast additional supply and demand of secondary teachers

The chart opposite indicates that, for the "expected" supply scenario, the new supply of teachers is sufficient to meet the additional need created by expansion needs (driven by increasing enrolments) and replacement needs (to replace teachers who allow their registration to lapse and leave the profession).

	3,794	3,712	3,628		
3,625				3,186	3,304
3,365		3,206			3,229
	2,970		3,050	2,907	

2019   2020   2021   2022   2023   2024

Drivers of secondary supply

New secondary supply entering teaching in 2024

3,229

Forecast ITE graduates

ITE graduates entering the profession remain largely stable over the forecast period.

In 2024, ITE graduates are forecast to comprise 48% of new supply for secondary schools.

2019	2020	2021	2022	2023	2024
1,517	1,512	1,676	1,489	1,542	1,542

2% increase forecast by 2024
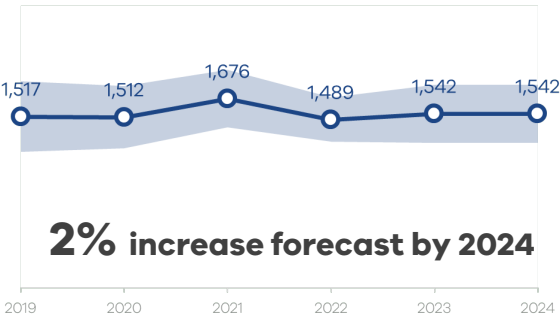
Forecast migration

Forecast migration is expected to decrease but the absolute numbers are small relative to the total secondary teacher pool.

In 2024, migration is forecast to comprise 20% of new supply for secondary schools.
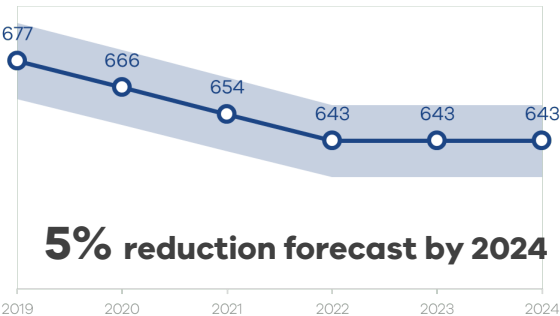
2019	2020	2021	2022	2023	2024
677	666	654	643	643	643

5% reduction forecast by 2024

Forecast Deferred Registrants

Due to limited historical data being available, conservative forecast methods were used to determine the future expected numbers of Deferred Registrants held at the 2020 year level.

In 2024, Deferred Registrants are forecast to comprise 32% of new supply for secondary schools.

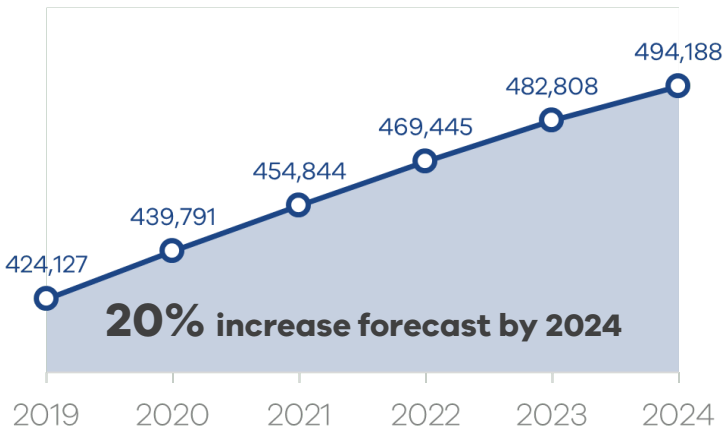| 2019	2020	2021	2022	2023	2024
1,171	792	875	918	1,001	1,044
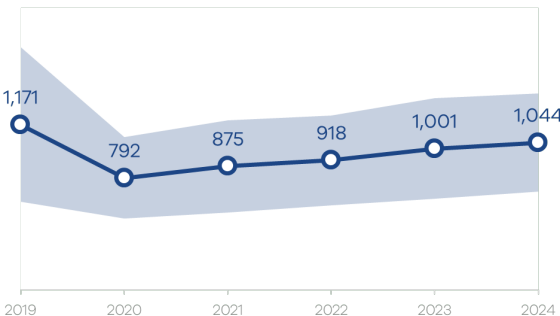
Drivers of secondary demand

Forecast secondary enrolments

Secondary enrolments are forecast to continue their growth. The growth rate is expected to rise from its current level of 1.6% between 2017 and 2018; up to 3.3% between 2018 and 2019 and then 3.7% between 2019 and 2020. It will then slowly reduce to be 2.4% between 2023 and 2024.
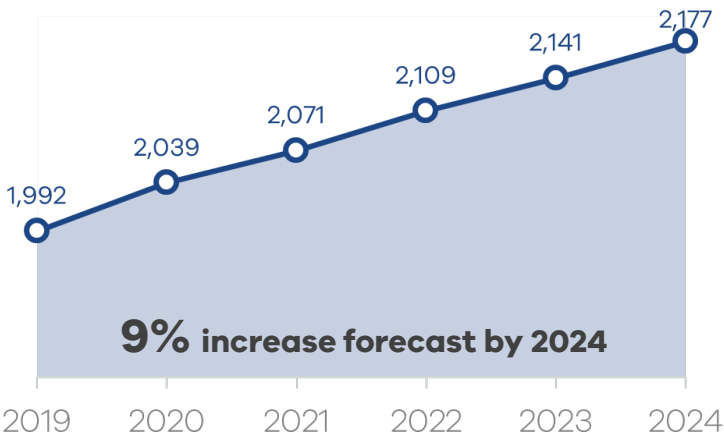
The growth rate in secondary enrolments over the forecast period contributes to the observed difference between additional demand and supply.

424,127 · 439,791 · 454,844 · 469,445 · 482,808 · 494,188

20% increase forecast by 2024

2019 2020 2021 2022 2023 2024

Forecast teacher attrition

Attrition from the schools register, for secondary teachers, is forecast at 3.4%.

As a result of the growth in the overall secondary supply, there is a corresponding forecast growth in the numbers of teachers expected to allow their registration to lapse.

1,992 · 2,039 · 2,071 · 2,109 · 2,141 · 2,177
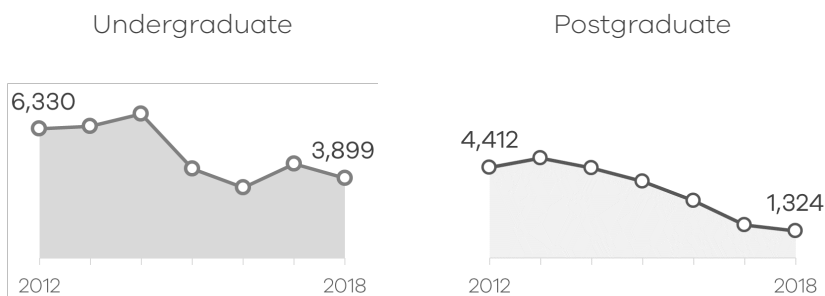
9% increase forecast by 2024

2019 2020 2021 2022 2023 2024

VTAC applications, offers and acceptances

VTAC provides one pathway for individuals wishing to gain the necessary qualifications to register to teach. In 2018 the Australian Department of Education reported that 50% of ITE course applications to Victorian ITE providers were made by people applying directly to the course provider rather than VTAC.
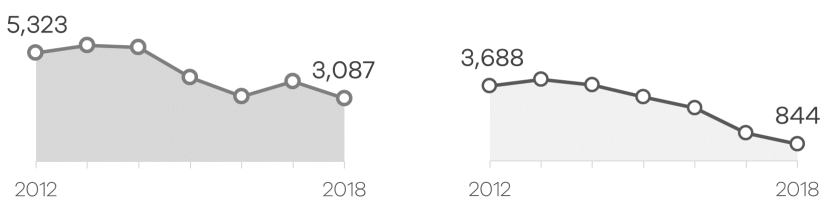
Undergraduate | Postgraduate

All applications

There were 5,223 applications in 2018. Undergraduate (16%) and postgraduate (17%) applications were both lower than in 2017.
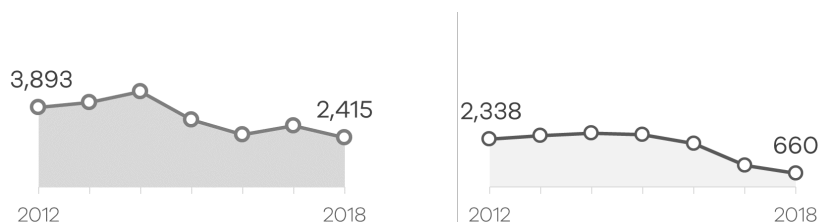

Undergraduate: 6,330 (2012) to 3,899 (2018)
Postgraduate: 4,412 (2012) to 1,324 (2018)

All offers

There were 3,931 offers in 2018. Undergraduate (21%) and postgraduate (38%) offers were both lower than in 2017.

Undergraduate: 5,323 (2012) to 3,087 (2018)
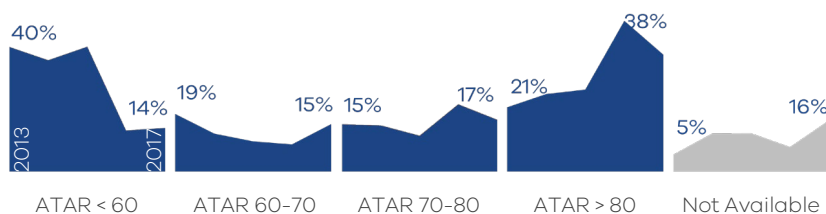Postgraduate: 3,688 (2012) to 844 (2018)

All acceptances

There were 3,075 acceptances in 2018. Undergraduate (37%) and postgraduate (19%) acceptances were both lower than in 2017.

Undergraduate: 3,893 (2012) to 2,415 (2018)
Postgraduate: 2,338 (2012) to 660 (2018)

Secondary ITE ATAR

Of students who commenced a secondary ITE course in 2018 directly after secondary school, and for whom data was available, 65% had an ATAR of more than 70.
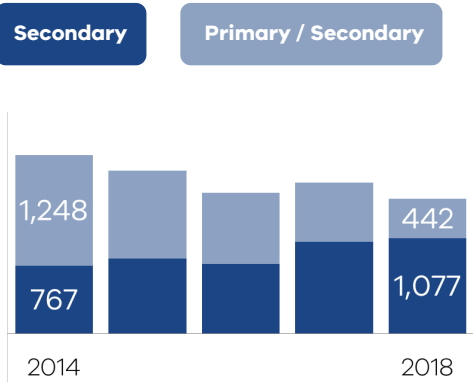

| ATAR < 60 | ATAR 60–70 | ATAR 70–80 | ATAR > 80 | Not Available |
| 40% ... 14% | 19% ... 15% | 15% ... 17% | 21% ... 38% | 5% ... 16% |

Undergraduate ITE enrolments

Secondary　　**Primary / Secondary**

First year enrolments

In 2018, the total number of first year undergraduate enrolments in secondary or combined primary/secondary ITE courses was 1,519. This was a reduction of 11% since 2017, which represents 185 fewer enrolments.

1,248 / 767 ... 442 / 1,077

2014 ... 2018

Second year enrolments

In 2018, the total number of second year undergraduate enrolments in secondary or combined primary/secondary ITE courses was 1,651. This was an increase of 13% since 2017, which represents 189 more enrolments.
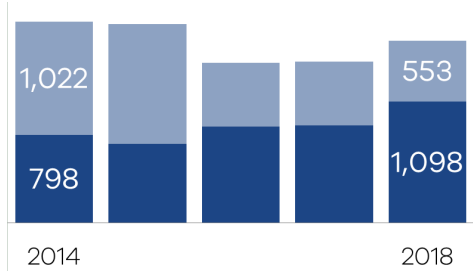

1,022 / 798 ... 553 / 1,098

2014 ... 2018

Third year enrolments

In 2018, the total number of third year undergraduate enrolments in secondary or combined primary/secondary ITE courses was 1,308. This was a reduction of 4% since 2017, which represents 57 fewer enrolments.

779 / 581 ... 551 / 758

2014 ... 2018

Fourth year enrolments

In 2018, the total number of fourth year undergraduate enrolments in secondary or combined primary/secondary ITE courses was 1,021. This was a reduction of 32% since 2017, which represents 490 fewer enrolments.
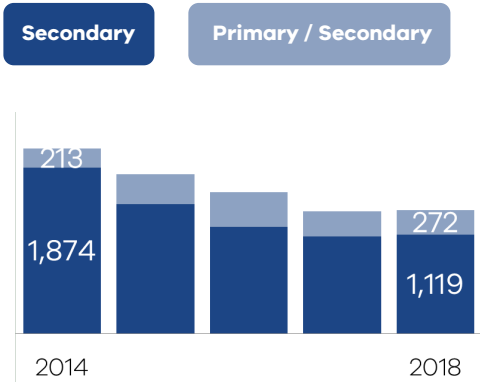

774 / 524 ... 568 / 453

2014 ... 2018

Postgraduate ITE enrolments

Secondary | **Primary / Secondary**

First year enrolments

In 2018, the total number of first year postgraduate enrolments in secondary or combined primary/secondary ITE courses was 1,391. This was an increase of 1% since 2017, which represents 9 more enrolments.
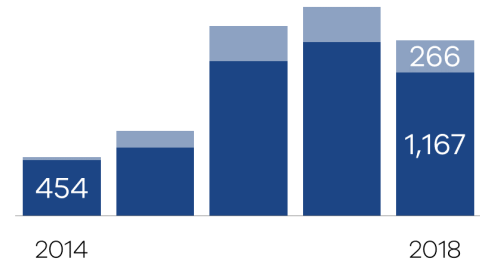
213
1,874
272
1,119
2014   2018

Second year enrolments

In 2018, the total number of second year postgraduate enrolments in secondary or combined primary/secondary ITE courses was 1,433. This was a reduction of 16% since 2017, which represents 271 fewer enrolments.
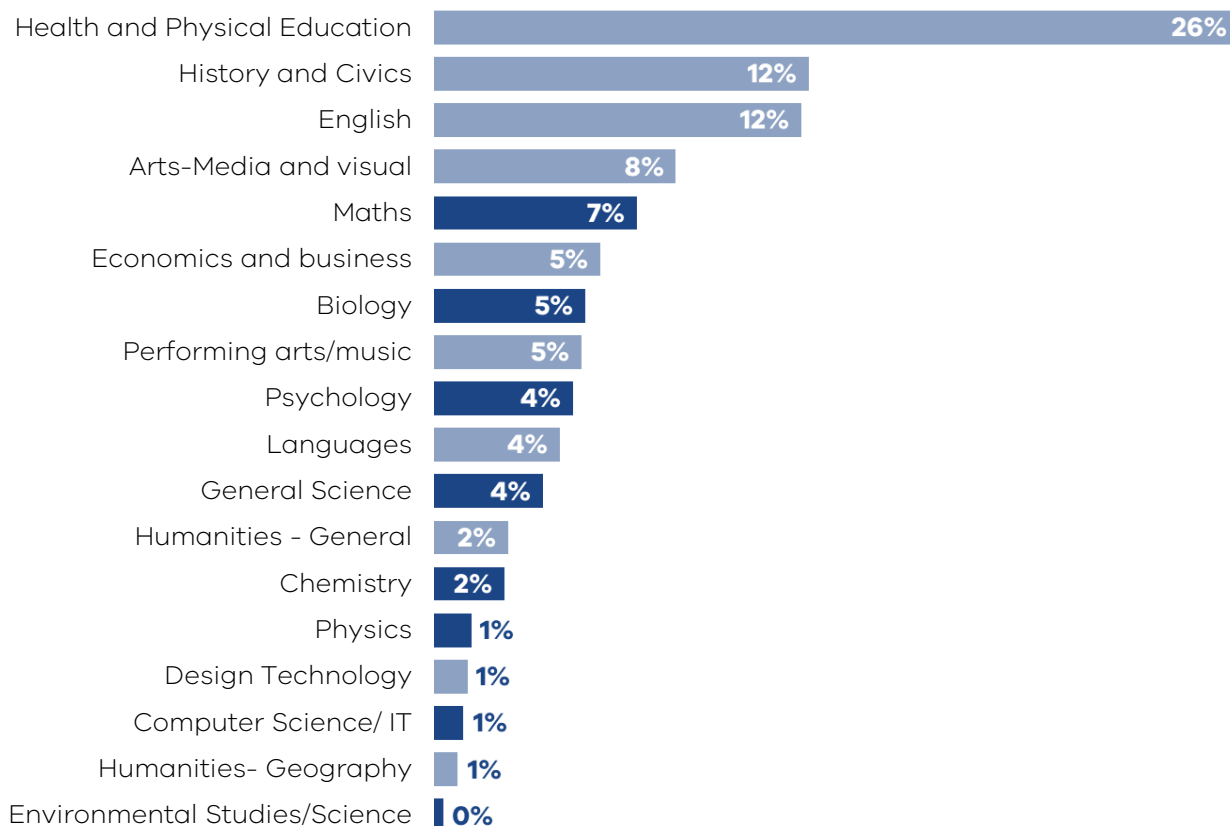
266
454   1,167
2014   2018

ITE course specialisation

STEM specialisation

24%

Proportion of subject specialisation by subject class

STEM   **Non STEM**

Subject	%
Health and Physical Education	26%
History and Civics	12%
English	12%
Arts-Media and visual	8%
Maths	7%
Economics and business	5%
Biology	5%
Performing arts/music	5%
Psychology	4%
Languages	4%
General Science	4%
Humanities - General	2%
Chemistry	2%
Physics	1%
Design Technology	1%
Computer Science/ IT	1%
Humanities- Geography	1%
Environmental Studies/Science	0%

Not all ITE providers are able to supply data on subject specialisation (secondary teaching methods) so percentages are presented rather than absolute numbers.

The total percentage for STEM subjects in 2018 was 24%. This is a reduction from the 26% reported in 2017 and the 30% from 2016.

For non STEM courses, 2018 saw no change in the relative order of subject specialisations. Health and Physical Education remained the highest subject specialisation and increased from 24% to 26% of enrolments. Both History and Civics and English reduced from 13% in 2017, to 12% in 2018.

Language specialisation comprised 4% of the total ITE enrolments in 2018.
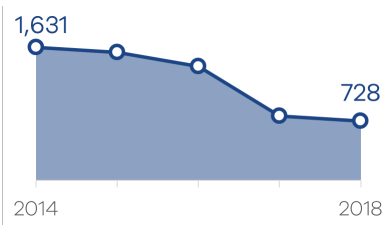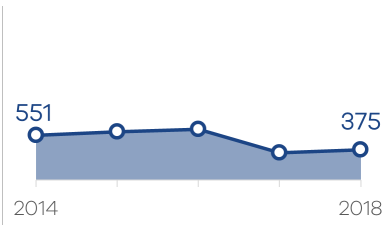
ITE graduates

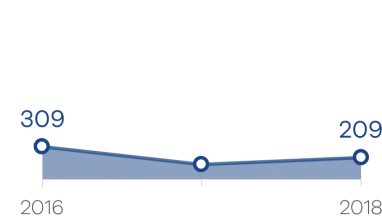|	Undergraduate	Postgraduate

Secondary

Undergraduate:
551 ... 375
2014 — 2018

Postgraduate:
1,631 ... 728
2014 — 2018

Primary/Secondary

Undergraduate:
1,332 ... 508
2014 — 2018

Postgraduate:
309 ... 209
2016 — 2018
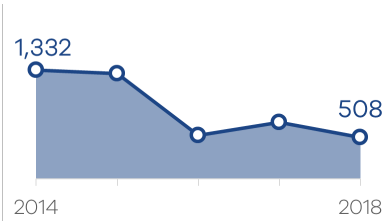
Numbers of ITE course graduations were collected for students graduating in 2018.

The overall pool of ITE graduates available to secondary schools decreased by 7% between 2017 and 2018. This followed the 32% decrease observed between 2016 and 2017.

As observed in the charts above, this is primarily driven by reductions in the postgraduate, secondary school specialisation.

In 2018, combined primary/secondary graduates decreased by 27% from 2017. Postgraduates increased by 48% but from a lower base after a significant reduction between 2016 and 2017.

Graduate destinations

Employed graduates by industry

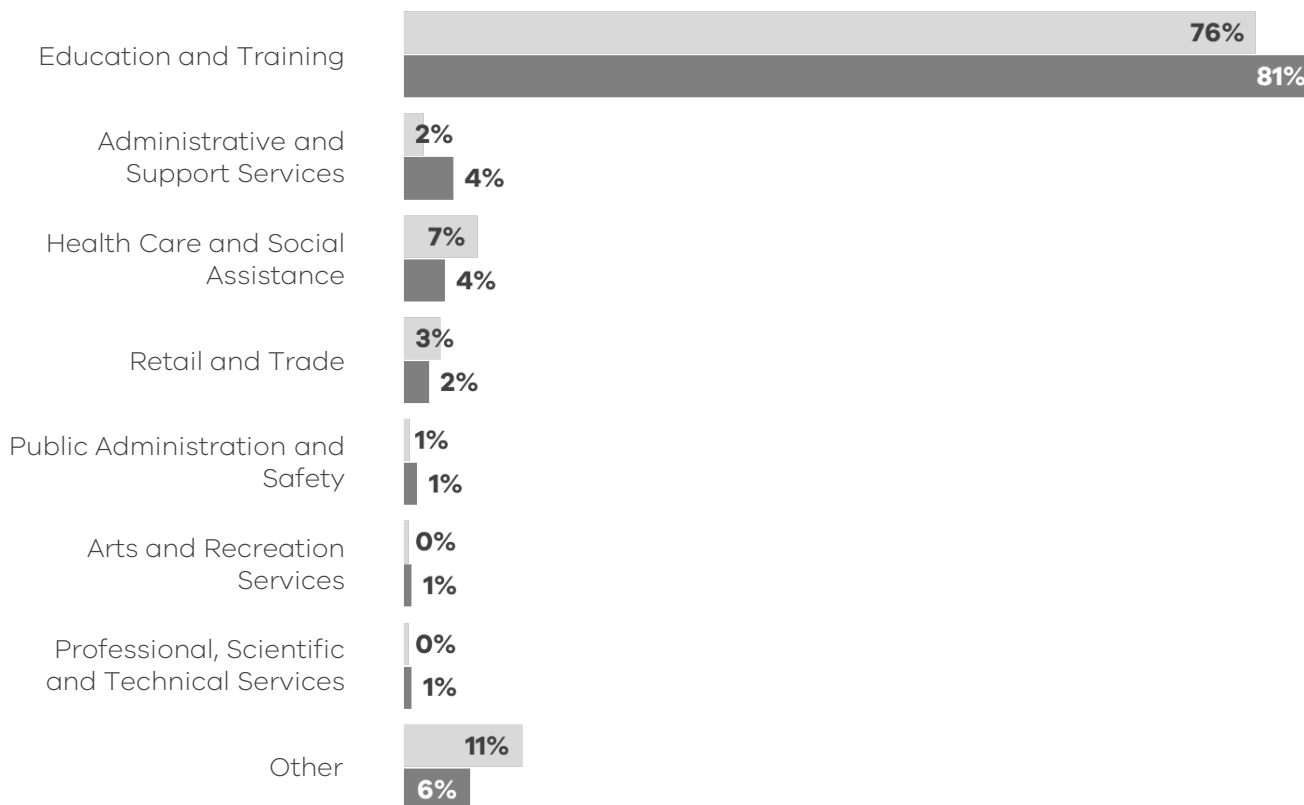**Undergraduate** **Postgraduate**

Industry	Undergraduate	Postgraduate
Education and Training	76%	81%
Administrative and Support Services	2%	4%
Health Care and Social Assistance	7%	4%
Retail and Trade	3%	2%
Public Administration and Safety	1%	1%
Arts and Recreation Services	0%	1%
Professional, Scientific and Technical Services	0%	1%
Other	11%	6%

The Graduate Outcomes Survey is the annual survey administered by the Social Research Centre on behalf of the Australian Government Department of Education and Training.

The percentages employed in the Education and Training industry, as charted above, are consistent with those observed in 2017.

5% of Victorian undergraduates and 3% of Victorian postgraduates were undertaking further study.

Employment outcomes for Victorian graduates were also similar to 2017 with 67% of undergraduates and 60% of postgraduates employed in full time work.
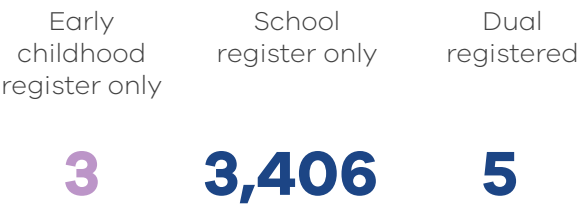
In longitudinal data provided, 72% of Victorian graduates in 2015 were working in Education and Training. By 2018, for the same cohort, 78% were employed in this industry.

Destination of dual qualified graduates

Registration

Based on their registration nearly all dual qualified teaches have the intention to only work in a school setting.

Early childhood register only	School register only	Dual registered
3	**3,406**	**5**

Employment of dual qualified primary/secondary teachers

The chart opposite shows the employment data held by VIT for the 3,411 school registered, dual qualified primary/secondary school teachers (124 teachers where employment was unknown and 513 teachers in combined primary/secondary educational settings were not shown).

31% of these teachers work in a primary school setting and 29% of these teachers are in the potential supply pool.
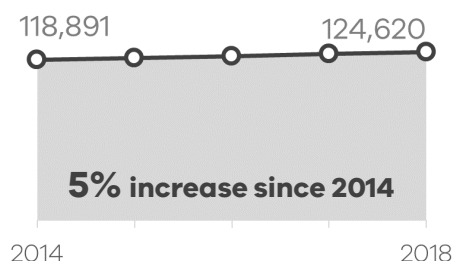
Primary 1,068

Potential supply 975

Secondary 645

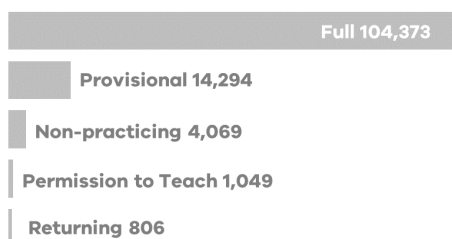Special 86

Registration

Registration

The total number of teachers registered in Victorian schools, with VIT, grew by 1.1% in 2018. This includes teachers holding a dual registration status allowing them to work in early childhood and school settings.

118,891   124,620

5% increase since 2014

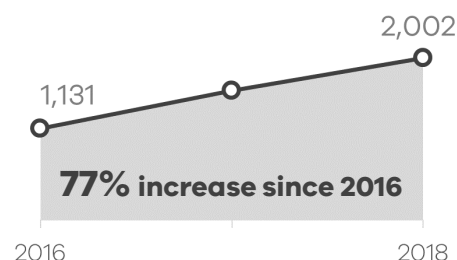2014   2018

Registration type

84% of registered school teachers hold full registration status, while 11% are provisionally registered.

As data was provided at a different point in time, the totals reported here may not align to other reported totals.

Full 104,373

Provisional 14,294

Non-practicing 4,069

Permission to Teach 1,049

Returning 806

Dual registration

Registration for early childhood was first introduced in 2016. At 1.6% in 2018, teachers holding dual early childhood and school registration remain a small proportion. However 12% of the increase in total registered school teachers was due to the increase in dual registered teachers.

2,002

1,131

77% increase since 2016

2016   2018

Age profile of registered teachers

The age profile is similar to 2017.

The change in the distribution from 2017 relates to 4% of registered teachers being under 25 in 2018 (as compared to 3% in 2017); and 19% in the 55-64 year-old age group (compared to 20% in 2017).

27%
24%
21%
19%
4%
5%

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

Registration

New registered school teachers by qualification type

The distribution of qualification type is similar to 2017.

Victorian 4,258

Overseas 514

Interstate 737

Unknown 133

Teachers returning from non-practicing registration
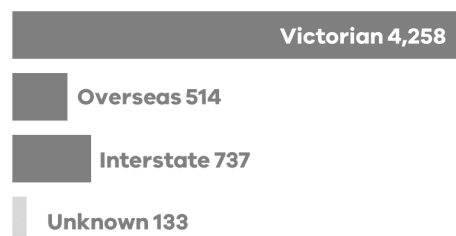
806 teachers who held non-practicing registration reapplied for registration in 2018.

The age distribution is similar to 2017 but the total number is 50% more than the 536 teachers who applied in 2017.

45%

28%

12%   10%

0%   4%

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

Teachers who ceased or expired their registration

4,115 teachers did not renew their registration in 2018.

The age distribution is similar to 2017 but the total number is 13% fewer than the 4,725 teachers whose registration expired in 2017.

32%

26%

15%   14%

12%

1%

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

Expired registration trends

There has been a downward trend in the proportion and absolute number of teachers not renewing their registration since 2014.

5.8%

3.4%

2014   2018

Home address of registrants

"Home" address for school registered and dual registered teachers.

Legend

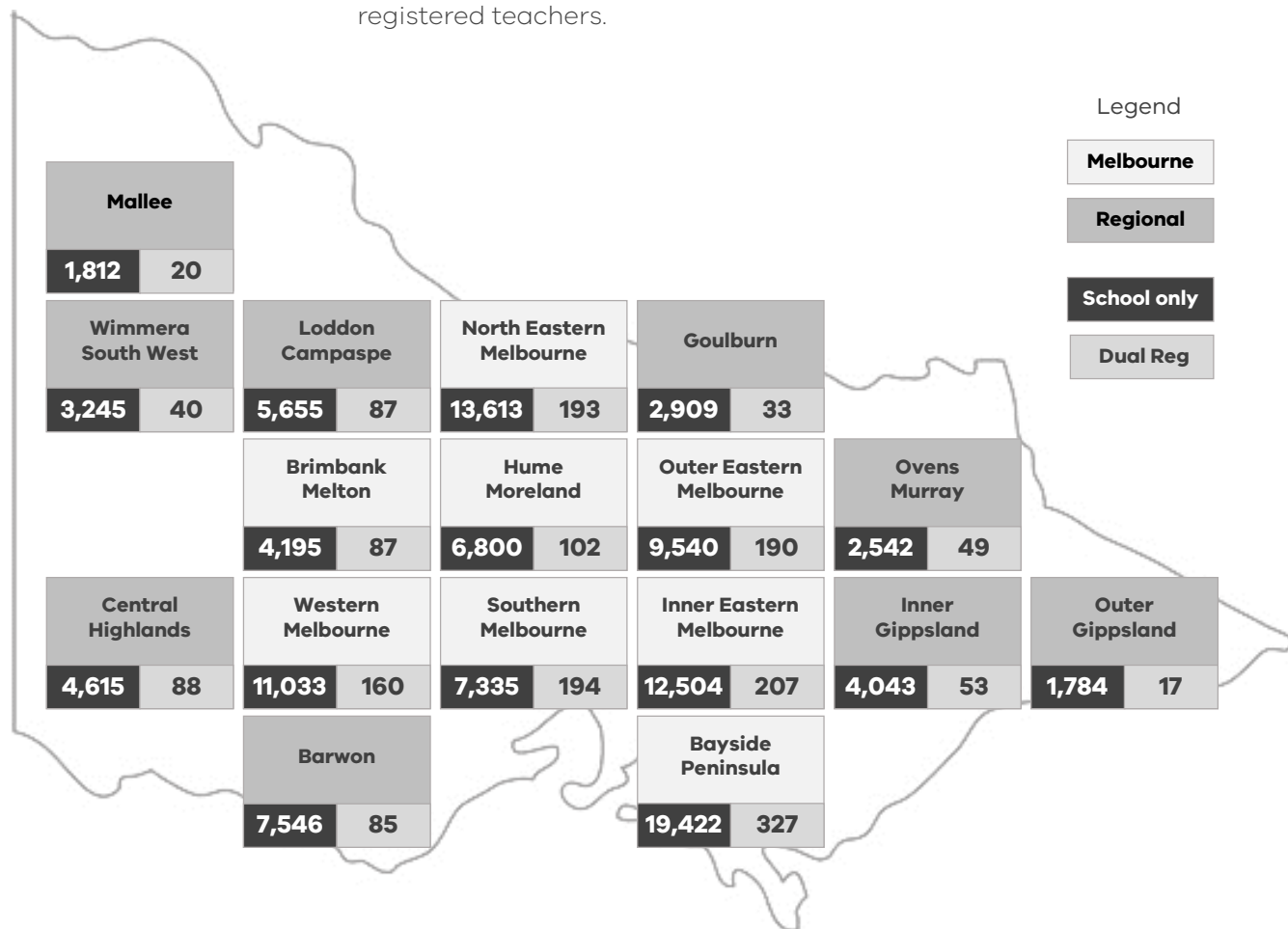| Melbourne |
|-----------|
| Regional |

School only
Dual Reg

Mallee
| 1,812 | 20 |

Wimmera South West
| 3,245 | 40 |

Loddon Campaspe
| 5,655 | 87 |

North Eastern Melbourne
| 13,613 | 193 |

Goulburn
| 2,909 | 33 |

Brimbank Melton
| 4,195 | 87 |

Hume Moreland
| 6,800 | 102 |

Outer Eastern Melbourne
| 9,540 | 190 |

Ovens Murray
| 2,542 | 49 |

Central Highlands
| 4,615 | 88 |

Western Melbourne
| 11,033 | 160 |

Southern Melbourne
| 7,335 | 194 |

Inner Eastern Melbourne
| 12,504 | 207 |

Inner Gippsland
| 4,043 | 53 |

Outer Gippsland
| 1,784 | 17 |

Barwon
| 7,546 | 85 |

Bayside Peninsula
| 19,422 | 327 |

Home address distribution

Home address information was available for 97% of teachers on the schools register and is captured above.

The department area with the highest proportion of school teachers, that are also dual registered is Southern Melbourne with 6.5%. The lowest is the Mallee department areas at 3.6%.

Home address by remoteness

Major City	Inner Regional	Outer Regional / Remote
91,779	23,676	5,070

Permission to Teach

Permission to Teach (PTT) registrations granted by approved subject

2018 **2017**

Subject	2018	2017
VET	128	230
LOTE	78	137
Religion	36	35
Exchange and language immersion programs	24	5
Design Technology	21	40
Physical Education	16	47
CRT	15	92
Art	14	25
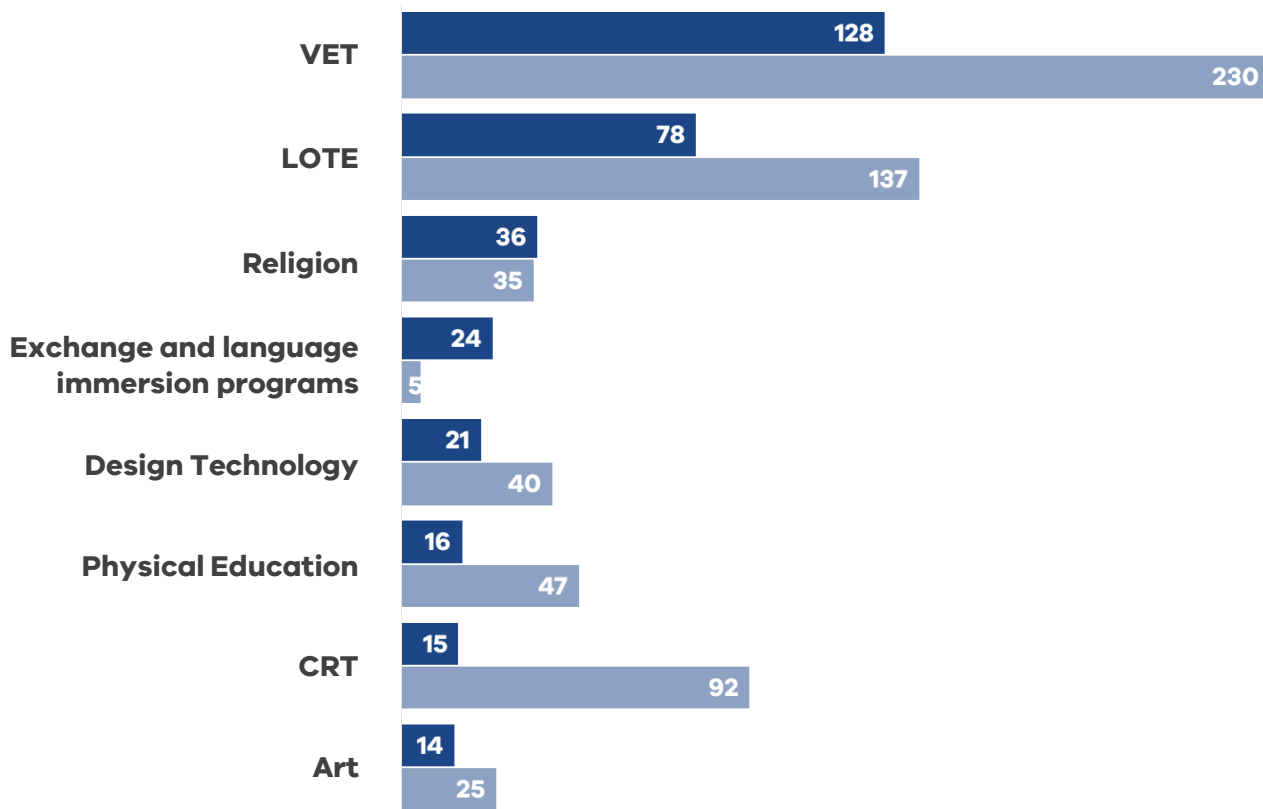
PTT subject areas

Permission to Teach registrations were granted in fifteen subjects in 2018. The subject area of Exchange showed the largest percentage increase from 2017, while nearly all other subject areas showed reductions.

Total PTTs granted since 2013

2018 had the lowest numbers of PTTs granted since data was captured from 2013. In 2017, there were 727 PTTs granted.

511 ... 335

2013 ... 2018

87

Vacancies

Secondary vacancies by department area
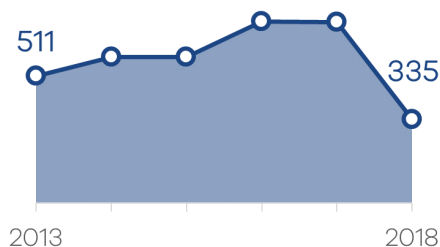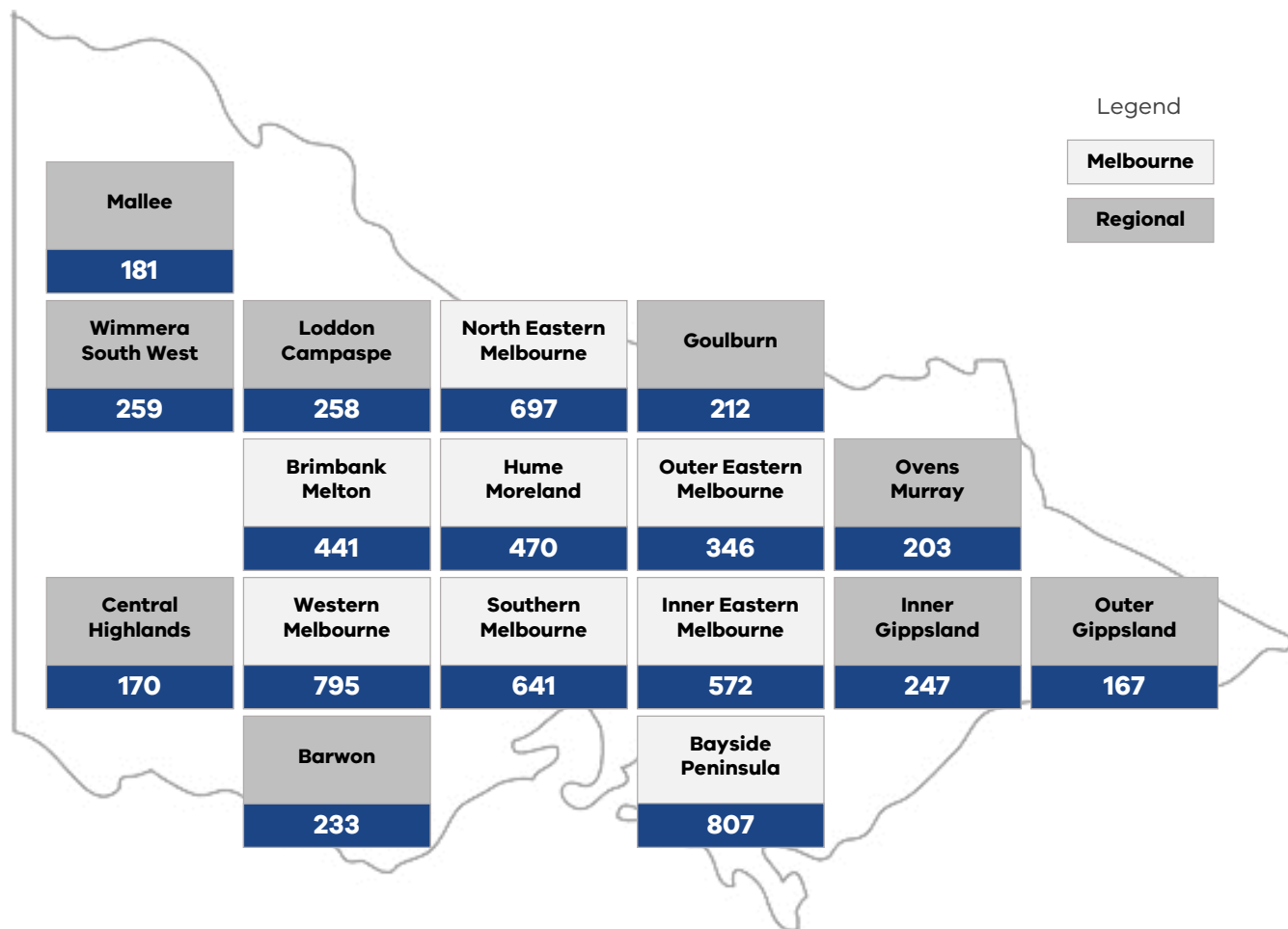
Legend

| Melbourne |
| Regional |

Mallee — 181

Wimmera South West — 259

Loddon Campaspe — 258

North Eastern Melbourne — 697

Goulburn — 212

Brimbank Melton — 441

Hume Moreland — 470

Outer Eastern Melbourne — 346

Ovens Murray — 203

Central Highlands — 170

Western Melbourne — 795

Southern Melbourne — 641

Inner Eastern Melbourne — 572

Inner Gippsland — 247

Outer Gippsland — 167

Barwon — 233

Bayside Peninsula — 807

Vacancies

Bayside Peninsula (12.0%) had the greatest percentage of vacancies and the Outer Gippsland region (2.5%) had the least.

This is the first year that vacancies have been split between primary and secondary years and, as such, year-on-year comparisons are not yet possible.

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

Vacancies by remoteness

Major City	Inner Regional	Outer Regional / Remote
4,972	1,173	555

Vacancies by subject specialisation

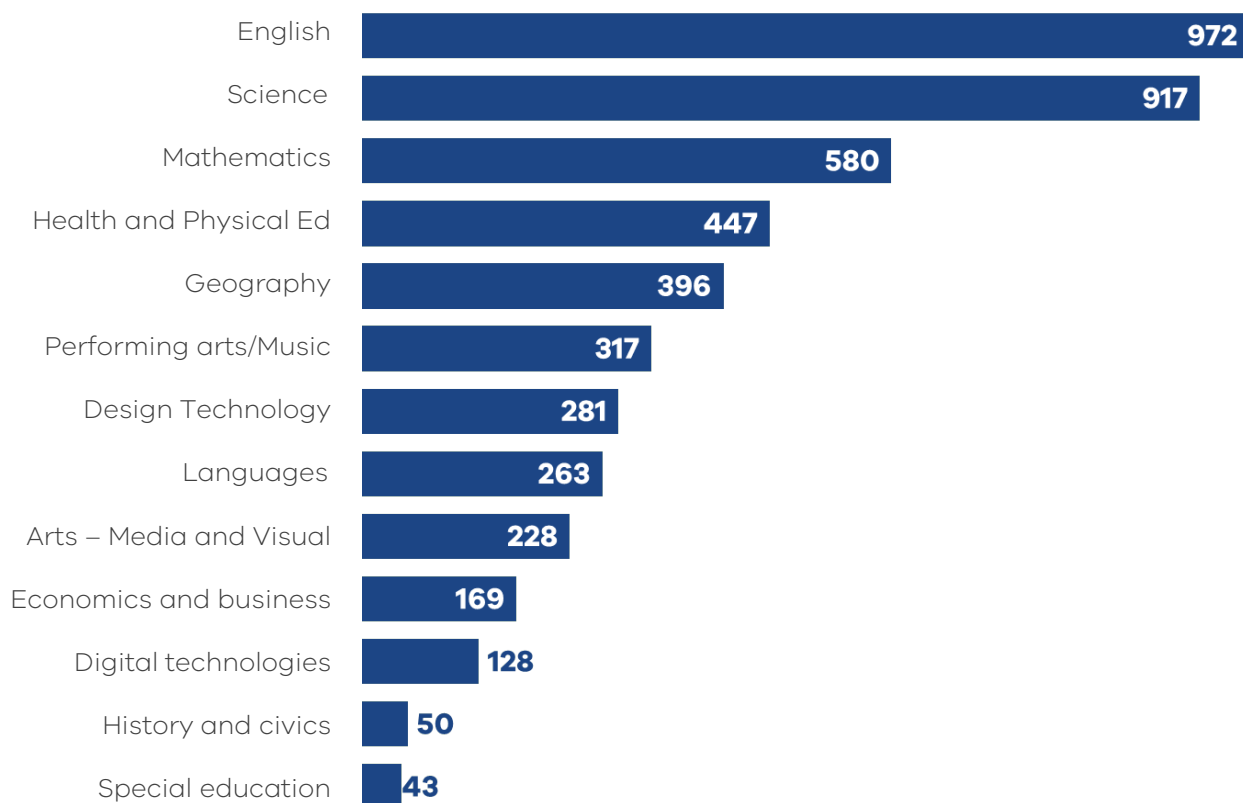Secondary vacancies by subject area

Subject	Vacancies
English	972
Science	917
Mathematics	580
Health and Physical Ed	447
Geography	396
Performing arts/Music	317
Design Technology	281
Languages	263
Arts – Media and Visual	228
Economics and business	169
Digital technologies	128
History and civics	50
Special education	43

The recruitment online system allows schools to specify subject specialisations they require from candidates. 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. Further, roles do not need to be tagged to a subject when advertised.

In 2018, 81% (5,399) of secondary roles were tagged to specific subjects (this includes tags such as 'generalist', or 'educational leadership' which are excluded from the chart above). Only subjects which align to VCAA learning areas have been included in the analysis.
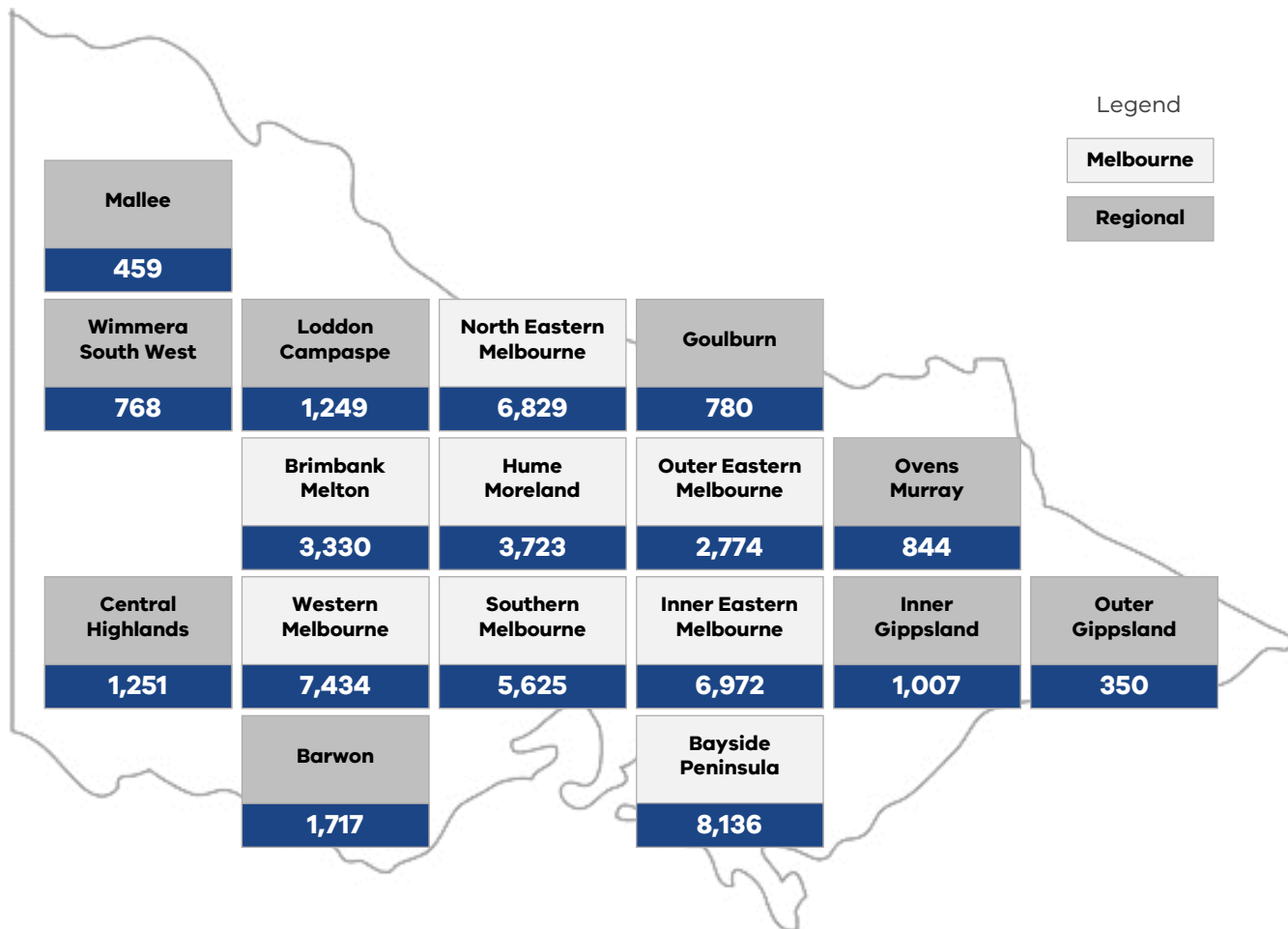
Applications

Applications for secondary vacancies by department area

Legend

| Melbourne |
| Regional |

| Mallee | |
| **459** | |

| Wimmera South West | Loddon Campaspe | North Eastern Melbourne | Goulburn |
| **768** | **1,249** | **6,829** | **780** |

| | Brimbank Melton | Hume Moreland | Outer Eastern Melbourne | Ovens Murray |
| | **3,330** | **3,723** | **2,774** | **844** |

| Central Highlands | Western Melbourne | Southern Melbourne | Inner Eastern Melbourne | Inner Gippsland | Outer Gippsland |
| **1,251** | **7,434** | **5,625** | **6,972** | **1,007** | **350** |

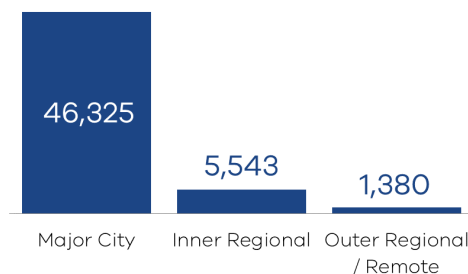| | Barwon | | Bayside Peninsula |
| | **1,717** | | **8,136** |

Applications

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.

This is the first year that applications have been split between primary and secondary years and, as such, year-on-year comparisons are not yet possible.
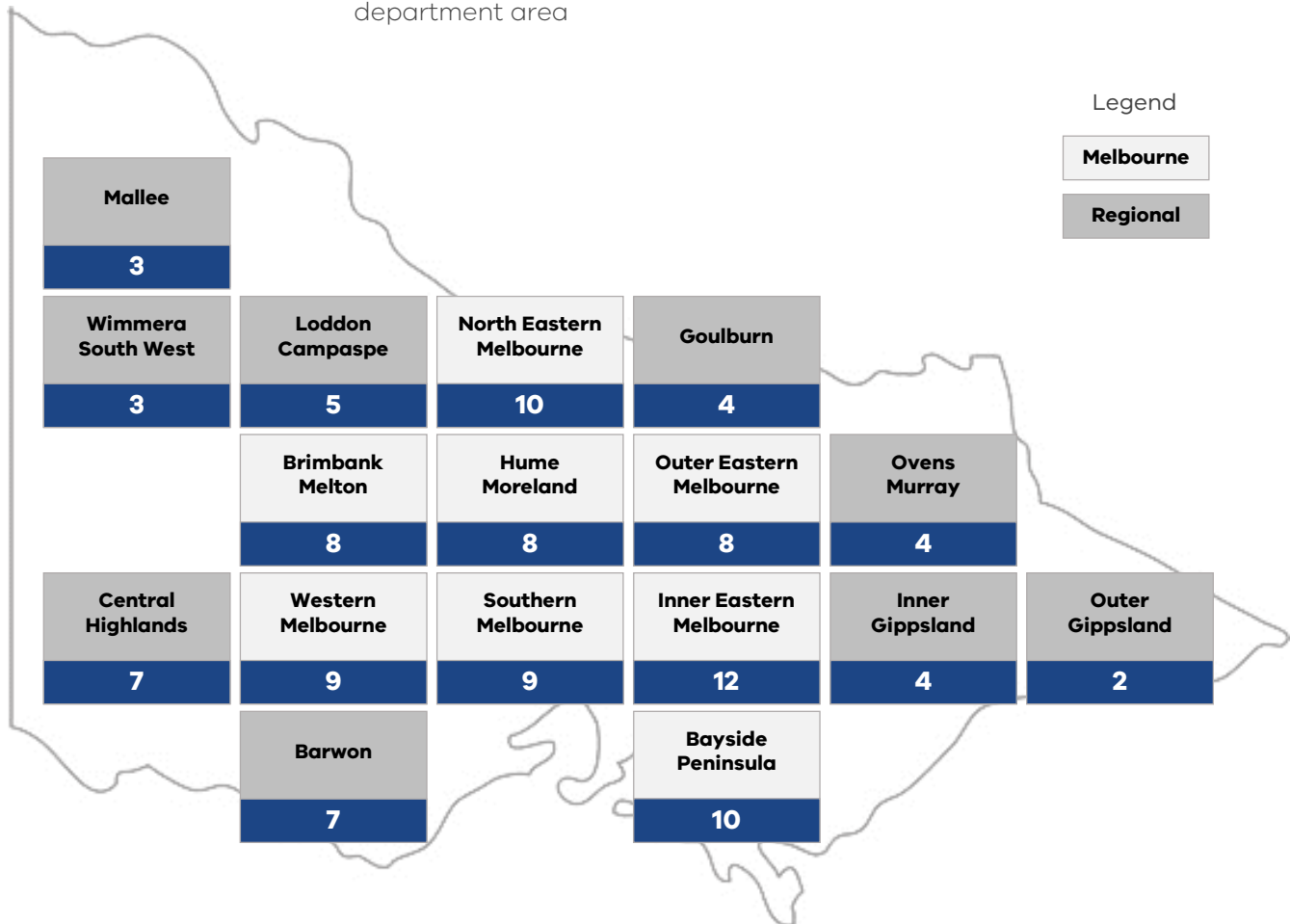
Applications by remoteness

46,325	5,543	1,380
Major City	Inner Regional	Outer Regional / Remote

Application rate

2018 application rate for secondary vacancies by department area

Legend

Melbourne

Regional

Mallee		
3		

Wimmera South West	Loddon Campaspe	North Eastern Melbourne	Goulburn
3	**5**	**10**	**4**

	Brimbank Melton	Hume Moreland	Outer Eastern Melbourne	Ovens Murray
	8	**8**	**8**	**4**

Central Highlands	Western Melbourne	Southern Melbourne	Inner Eastern Melbourne	Inner Gippsland	Outer Gippsland
7	**9**	**9**	**12**	**4**	**2**

| Barwon	Bayside Peninsula
7	**10**

Application 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.
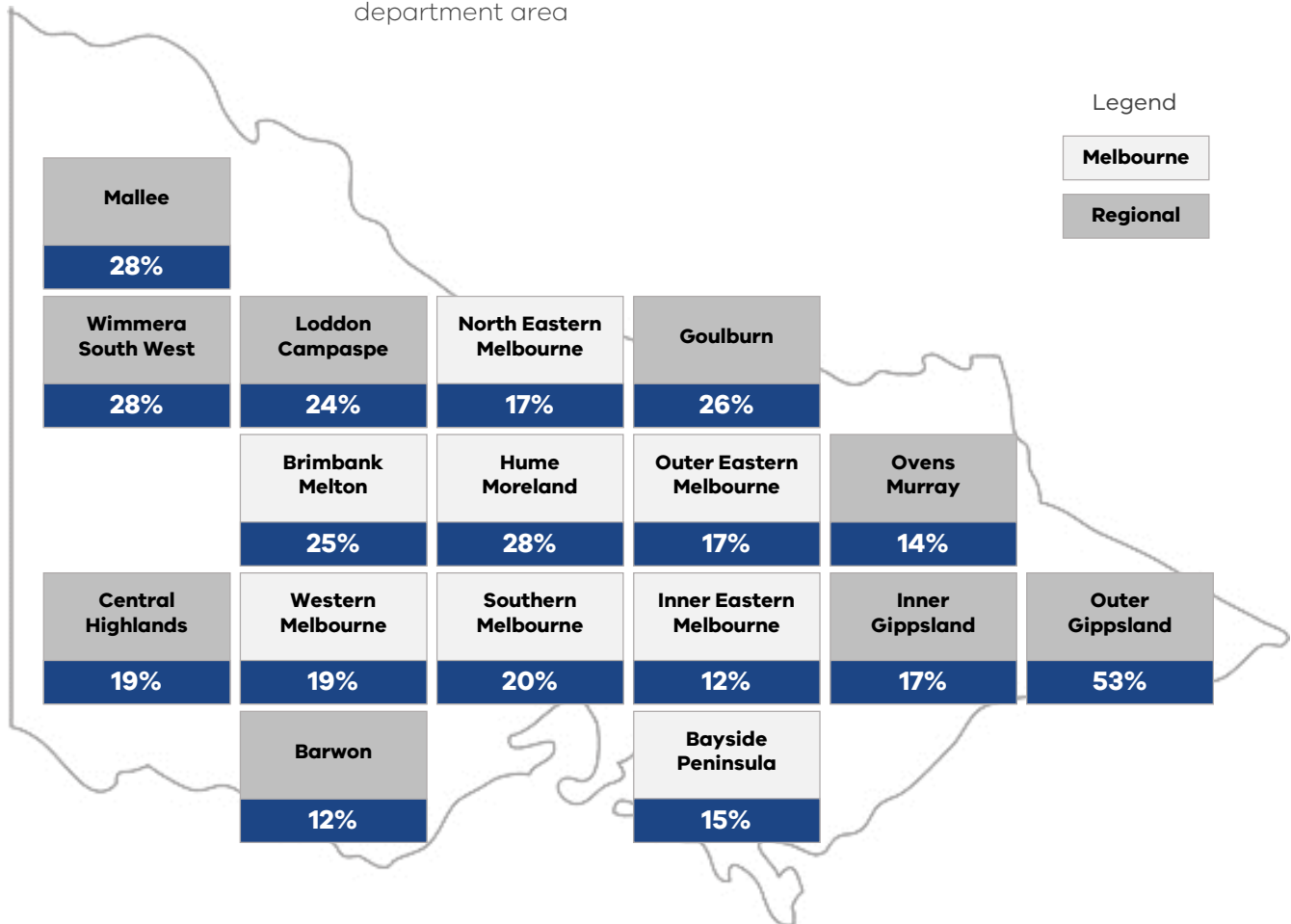
Application rate by remoteness

Major City: 9.3
Inner Regional: 4.7
Outer Regional / Remote: 2.5

91
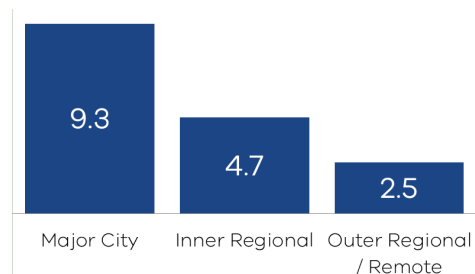
Recruitment challenges

Secondary no appointment rate

20.0%

2018 secondary no appointment rate by department area

Legend

| Melbourne |
| Regional |

Mallee		
28%		

Wimmera South West	Loddon Campaspe	North Eastern Melbourne	Goulburn
28%	**24%**	**17%**	**26%**

	Brimbank Melton	Hume Moreland	Outer Eastern Melbourne	Ovens Murray
	25%	**28%**	**17%**	**14%**

Central Highlands	Western Melbourne	Southern Melbourne	Inner Eastern Melbourne	Inner Gippsland	Outer Gippsland
19%	**19%**	**20%**	**12%**	**17%**	**53%**

Barwon	Bayside Peninsula
12%	**15%**

No appointment rate

Roles advertised using the 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 2018.
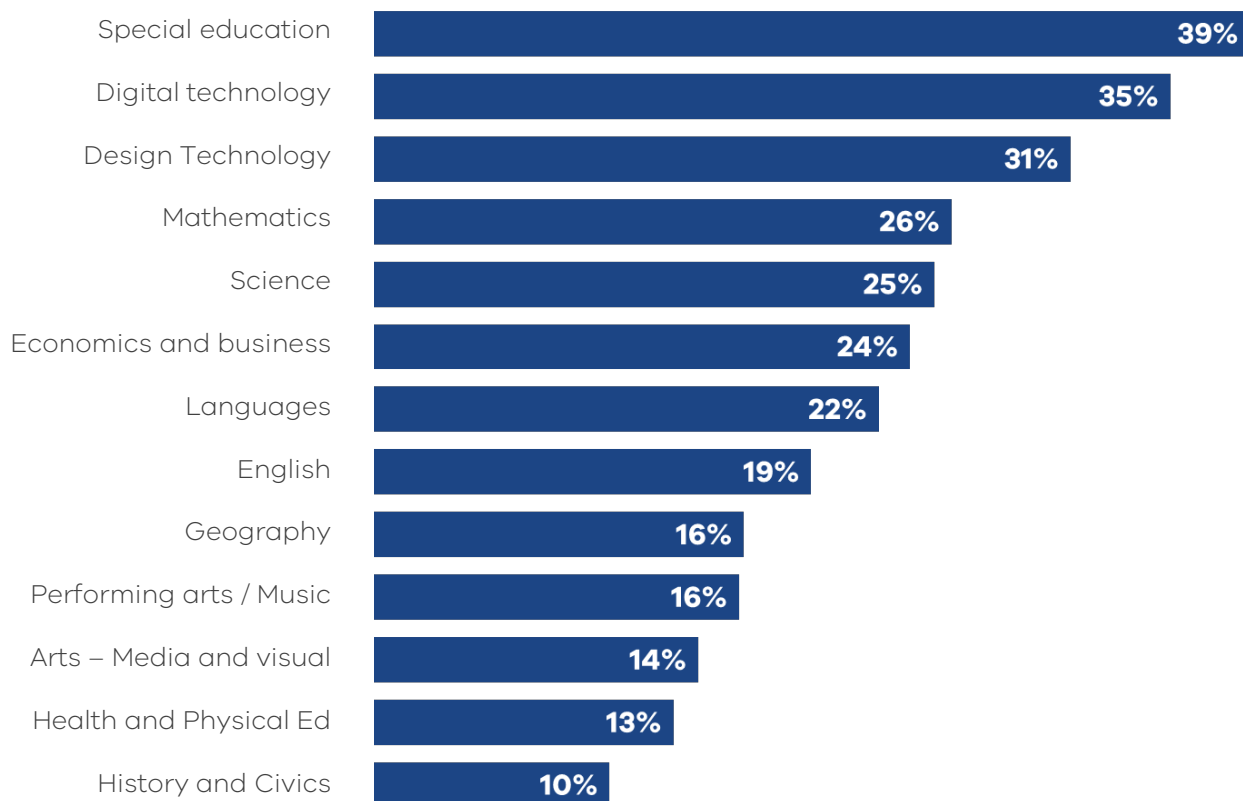
No appointment rate by remoteness

Major City	Inner Regional	Outer Regional / Remote
18.2%	21.6%	32.4%
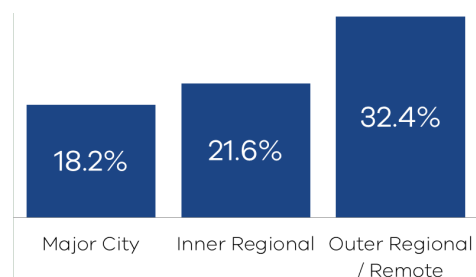
Recruitment challenges by subject

No appointment rate for special education

39%

Secondary recruitment challenges by subject area

Subject	%
Special education	39%
Digital technology	35%
Design Technology	31%
Mathematics	26%
Science	25%
Economics and business	24%
Languages	22%
English	19%
Geography	16%
Performing arts / Music	16%
Arts – Media and visual	14%
Health and Physical Ed	13%
History and Civics	10%

Roles advertised using the 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, for each subject area, the total amount of advertised roles concluding in no appointment, by the total amount of advertised jobs in 2018.

This is the first year that recruitment challenges have been split between primary and secondary years and, as such, year-on-year comparisons are not yet possible.

Teaching workforce

Headcount FTE

Government headcount

There was a headcount increase of 3.2% in government sector teachers between 2017 and 2018. Following the 4.2% increase observed in 2017, this is the second largest percentage growth in the last ten years. In 2018, the government sector comprised 53% of the secondary headcount.

There was a 3.0% FTE increase between 2017 and 2018. This continues the growth observed in previous years (3.6% in 2017 and 1.7% in 2016).

20,570   21,977

18,924   19,644

7% **headcount increase since 2012**

2012   2018
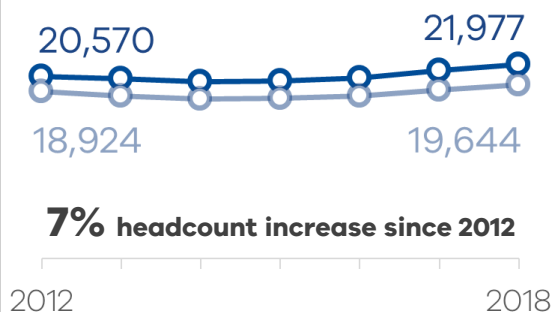
Catholic headcount

There was a headcount increase of 0.6% in Catholic sector teachers between 2017 and 2018. As a percentage this growth represents the second smallest increase since 2001. In 2018, the Catholic sector comprised 22% of the secondary headcount.

There was a 1.0% FTE increase between 2017 and 2018. This was consistent with the growth observed in previous years (1.5% in 2017 and 1.4% in 2016).

8,689   9,278

7,256   7,851

7% **headcount increase since 2012**

2012   2018

Independent headcount

The independent sector recorded more than 10,000 secondary school teachers, by headcount, for the first time in 2018. This was due to a 2.5% increase since 2017, which was the largest percentage growth in the last ten years. In 2018, the independent sector comprised 24% of the secondary headcount.

There was a 2.7% FTE increase between 2017 and 2018. This was consistent with the growth observed in previous years (1.6% in 2017 and 2.9% in 2016).
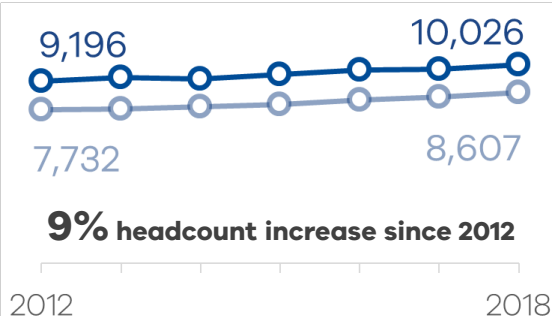
9,196   10,026

7,732   8,607

9% **headcount increase since 2012**

2012   2018

Government sector workforce

Gender split

The gender distribution in government secondary schools in 2018 remains consistent with that from previous years.

Man 39%

Woman 61%

Age split

The age distribution in government secondary schools in 2018 remains consistent with that from previous years.

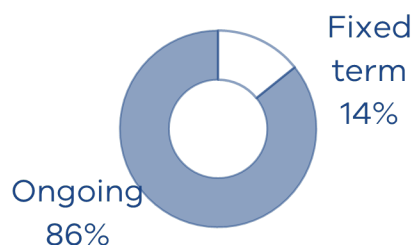35% of secondary teachers are aged under 35; and 21% are 55 and over.

4% 31% 23% 21% 19% 2%

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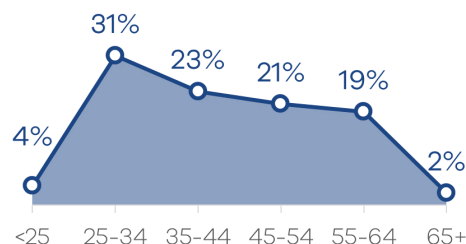
Time fraction

The distribution of time fraction employed data in government secondary schools in 2018 remains the same as previous years.

Part time 20%

Full time 80%

Employment type

The distribution of employment type in government secondary schools in 2018 has changed from previous years. In 2017, the percentage of fixed term teachers was 17%; and in 2016 this percentage was 16%.
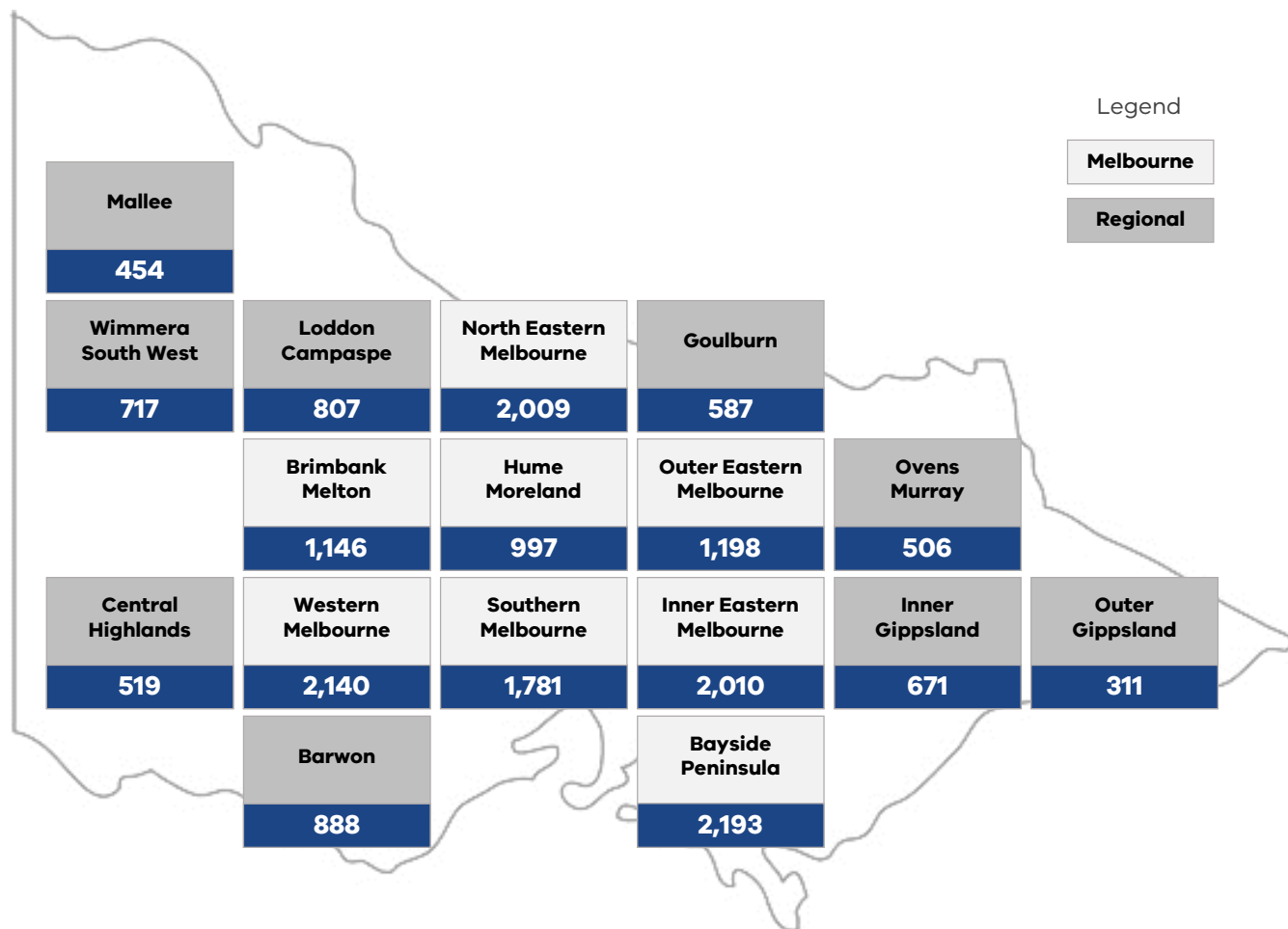
Fixed term 14%

Ongoing 86%

Government sector workforce by location

Secondary government teachers in 2018

Legend

| Melbourne |
| Regional |

| Mallee | |
| **454** | |

| Wimmera South West | Loddon Campaspe | North Eastern Melbourne | Goulburn |
| **717** | **807** | **2,009** | **587** |

| | Brimbank Melton | Hume Moreland | Outer Eastern Melbourne | Ovens Murray |
| | **1,146** | **997** | **1,198** | **506** |

| Central Highlands | Western Melbourne | Southern Melbourne | Inner Eastern Melbourne | Inner Gippsland | Outer Gippsland |
| **519** | **2,140** | **1,781** | **2,010** | **671** | **311** |

| | Barwon | Bayside Peninsula |
| | **888** | **2,193** |

In 2018, there was an increase of 3.1% in the number of government sector teachers in secondary schools. This equates to 563 teachers.

Across department areas, there was variation in the number of teachers with percentage increases observed, since 2017, in Central Highlands (6.7%) and Western Melbourne (5.8%). By contrast, Western District (1.8%) and the Mallee (0.1%) department areas saw percentage decreases.

Secondary teachers by remoteness
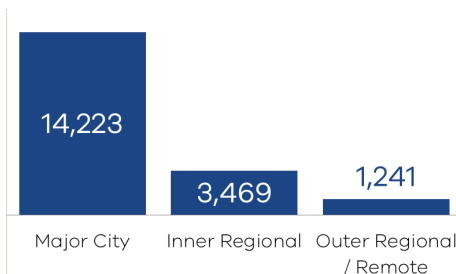
| Major City | Inner Regional | Outer Regional / Remote |
| 14,223 | 3,469 | 1,241 |

96

Government graduate teachers

Gender

65% of graduate teachers are women which is slightly higher than the gender split of the overall government teaching workforce (61%).
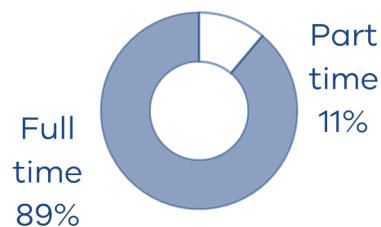
.

Man 35%

Woman 65%

Age split

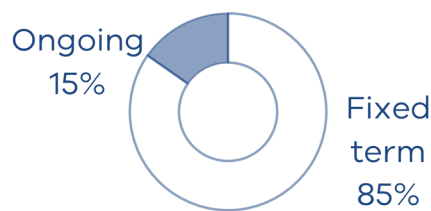The government graduates are younger than the overall government teaching workforce with 83% being younger than 35.

37% 46% 11% 5% 1% 0%

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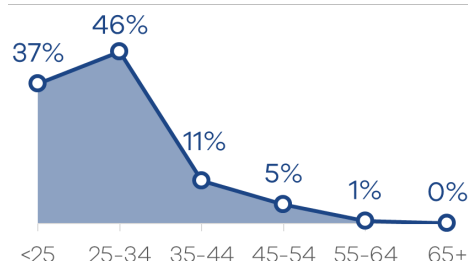
Time fraction

With 89%, the proportion of graduate teachers in full time roles is higher than that of the overall government teaching workforce (80%).

Part time 11%

Full time 89%

Employment type

With 85%, the proportion of graduate teachers, in fixed term arrangements, is significantly higher than that of the overall government teaching workforce (14%).
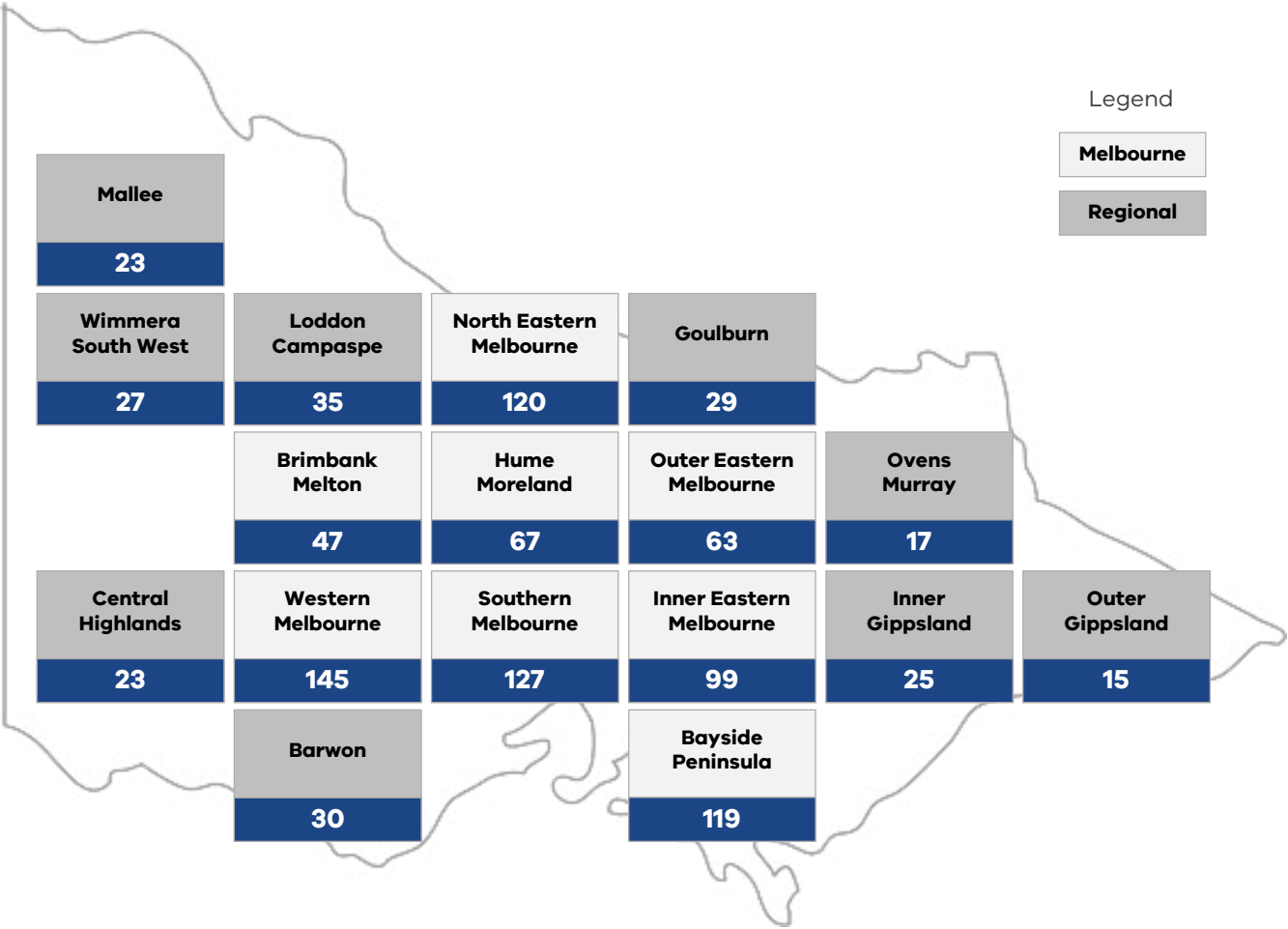
Ongoing 15%

Fixed term 85%

Government graduate teachers

Secondary government graduate teachers in 2018

Legend

Melbourne

Regional

Mallee 23		
Wimmera South West 27	**Loddon Campaspe** 35	**North Eastern Melbourne** 120	**Goulburn** 29
	Brimbank Melton 47	**Hume Moreland** 67	**Outer Eastern Melbourne** 63	**Ovens Murray** 17
Central Highlands 23	**Western Melbourne** 145	**Southern Melbourne** 127	**Inner Eastern Melbourne** 99	**Inner Gippsland** 25	**Outer Gippsland** 15
	Barwon 30		**Bayside Peninsula** 119		

In 2018, there was an increase of 6.3% in the number of government sector graduate teachers in secondary schools. This equates to 60 graduate teachers.

Across department areas, there was variation in the number of graduate teachers with percentage increases observed, since 2017, in Western Melbourne (46%) and Bayside Peninsula (40%). By contrast, Overs Murray (47%) and Inner Brimbank Melton (42%) saw percentage decreases.
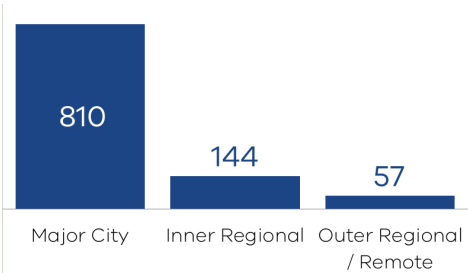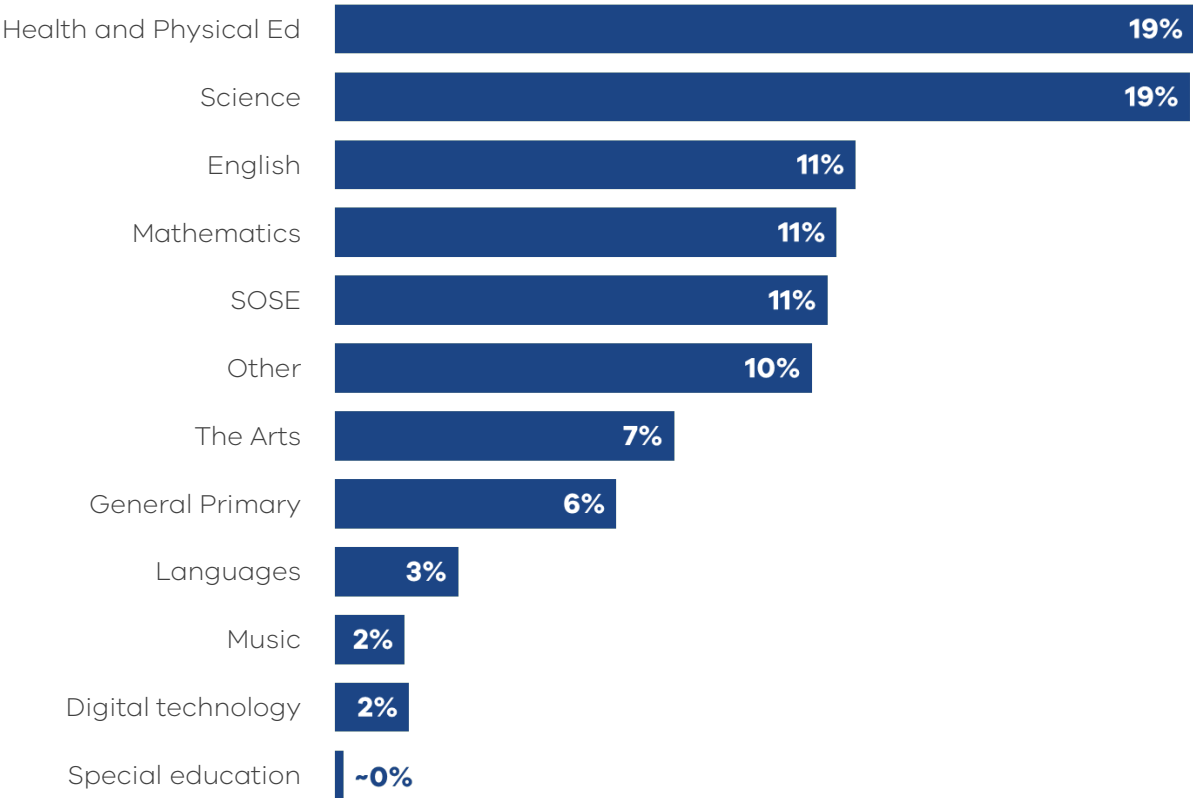
Graduates by remoteness

Major City	Inner Regional	Outer Regional / Remote
810	144	57

Government graduate teachers by subject

Secondary graduates by subject specialisation

Subject	Percentage
Health and Physical Ed	19%
Science	19%
English	11%
Mathematics	11%
SOSE	11%
Other	10%
The Arts	7%
General Primary	6%
Languages	3%
Music	2%
Digital technology	2%
Special education	~0%

The Victorian Department of Education and Training conducts an annual graduate recruitment census of all graduate teachers employed at government schools.

In 2018, 18.7% of graduates had the Health and Physical Education subject specialisation as compared to 15.3% in 2017.

By contrast, In 2018, 11.3% of graduates had the English subject specialisation as compared to 14.0% in 2017.

Government sector Casual Relief Teachers (CRTs)

Number of CRTs

As a proportion of the total CRTs, the 2,725 in secondary schools is 31%. This percentage is consistent with previous years.

2,503   2,340   2,726

9% increase since 2016

2016   2018
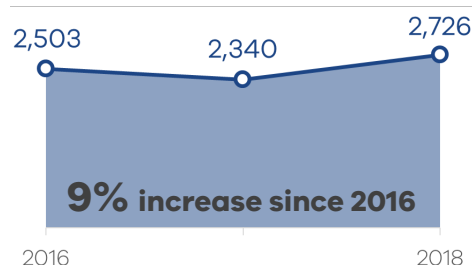
Location of CRTs

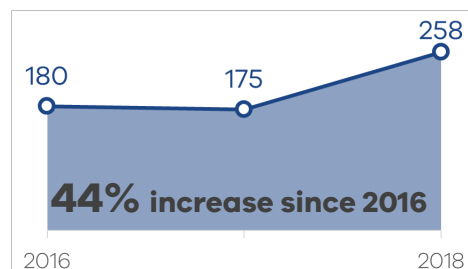78% of primary CRTs work in a major city. This percentage was 75% in 2016, and 77% in 2017.

Inner regional areas saw a decreasing percentage of where CRTs were working from 20% in 2016 to 17% in 2018.

2,128   462   136

Major City   Inner Regional   Outer Regional / Remote
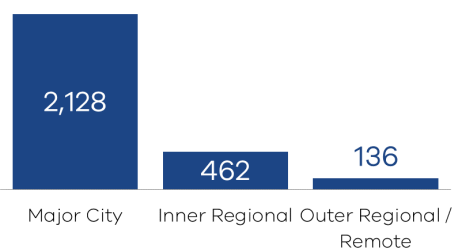
Difficult to fill CRT vacancies

In 2018, secondary vacancies represented 32% of the total difficult to fill casual relief teacher vacancies.

Subject area is not captured specifically for secondary but the largest subject area for all difficult to vacancies is Mathematics.

180   175   258

44% increase since 2016

2016   2018

Casual Relief Teachers

Key summary statistics from the 2018 VIT CRT Survey Report relevant to this report are below.

29%

of surveyed CRTs are looking for more permanent employment.

2.1

is the average number of days employed in a week

76%

hold full registration with 23% provisionally registered.

57%

have more than 10 years experience.

Government workforce attrition

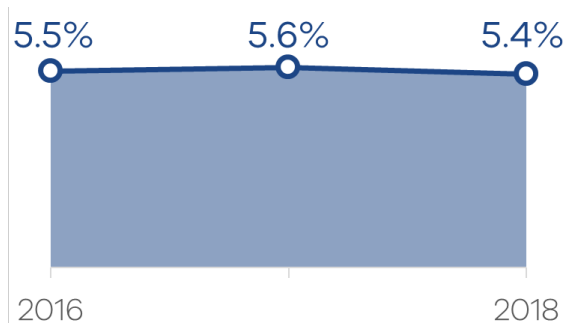## Attrition rate

The attrition rate for the government workforce is calculated by dividing FTE staff attrition by the FTE of ongoing staff on the government workforce payroll. Staff attrition numbers include those employed on an ongoing basis who have left the teaching workforce during a calendar year.
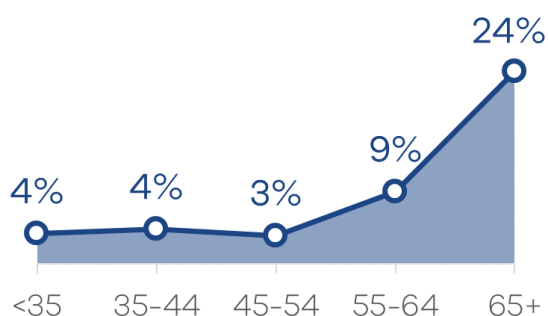
The 2018 attrition rate remains consistent with previous years.

5.5%	5.6%	5.4%
2016		2018

Attrition by age group

The attrition rate for different age bands exiting remains similar to previous years.

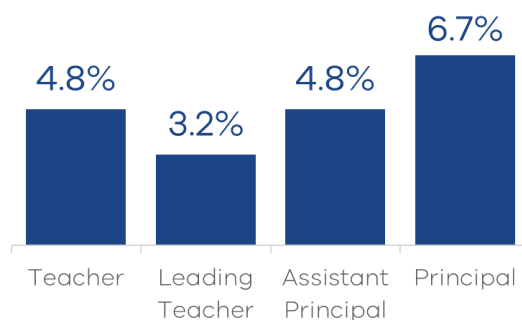208 FTE under the age of 35; and 566 FTE over the age of 55 exited the workforce in 2018.

<35	35-44	45-54	55-64	65+
4%	4%	3%	9%	24%

Employment classification

The attrition rate of classroom teachers has remained consistent since 2016. In total 887, classroom teachers exited the secondary workforce in 2018.

In 2018, 21.5 (FTE) principals exited the workforce. In 2017, this was 18 FTE and this was 28 in 2016.
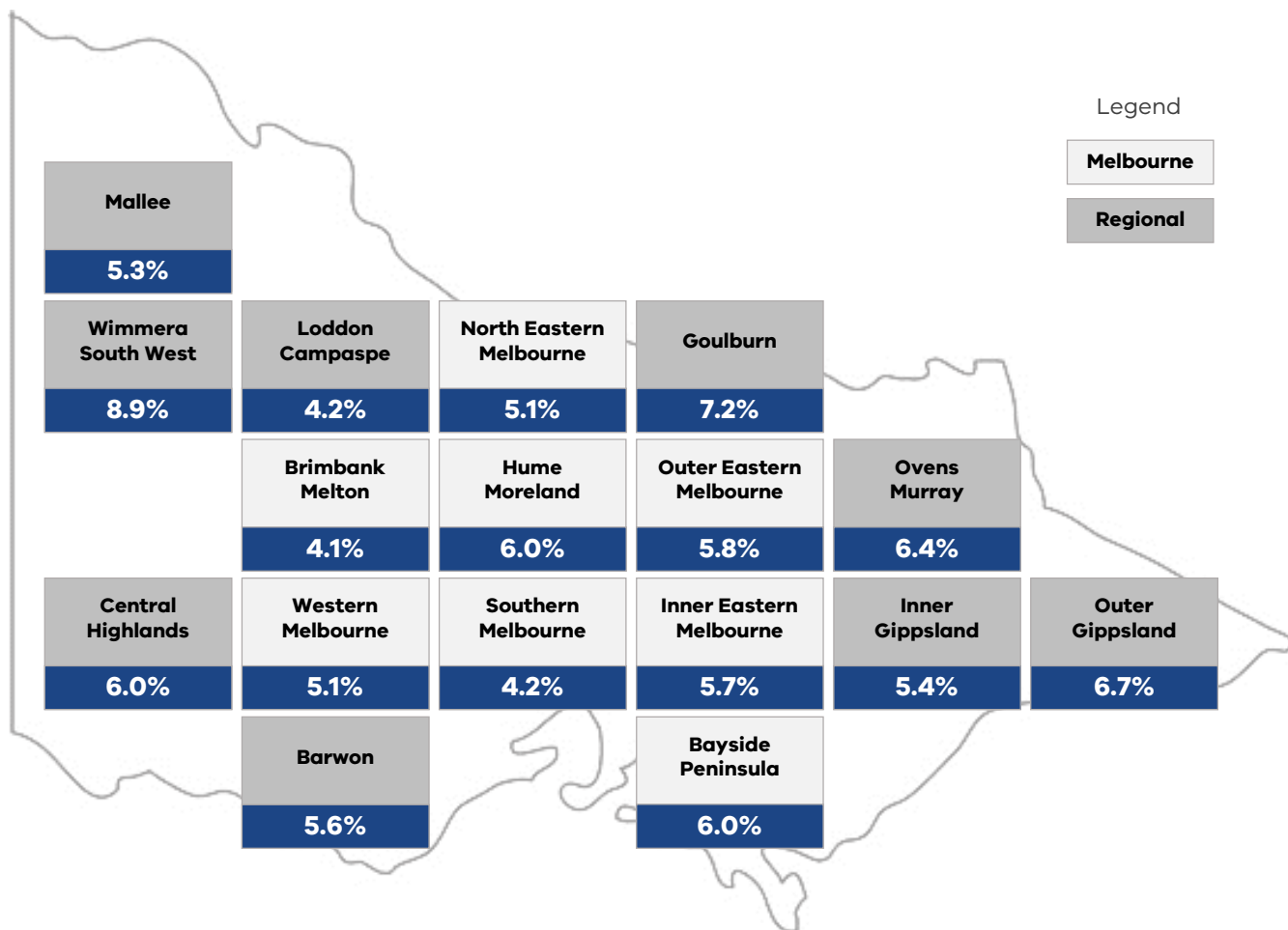
Teacher	Leading Teacher	Assistant Principal	Principal
4.8%	3.2%	4.8%	6.7%

101

Government workforce attrition

Secondary attrition by department area

Legend

| Melbourne |
| Regional |

Mallee		
5.3%		

Wimmera South West	Loddon Campaspe	North Eastern Melbourne	Goulburn
8.9%	**4.2%**	**5.1%**	**7.2%**

Brimbank Melton	Hume Moreland	Outer Eastern Melbourne	Ovens Murray
4.1%	**6.0%**	**5.8%**	**6.4%**

Central Highlands	Western Melbourne	Southern Melbourne	Inner Eastern Melbourne	Inner Gippsland	Outer Gippsland
6.0%	**5.1%**	**4.2%**	**5.7%**	**5.4%**	**6.7%**

Barwon	Bayside Peninsula
5.6%	**6.0%**

Attrition by department area

In 2018, Wimmera South West had the highest attrition rate at 8.9%, while the lowest was Brimbank Melton at 4.1%.

734 teachers exited the work force from a major city location in 2018. For outer regional and remote areas, this was 89.

Attrition by remoteness
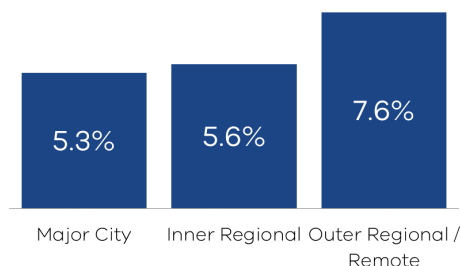
|		
5.3%	5.6%	7.6%
Major City	Inner Regional	Outer Regional / Remote

Catholic sector workforce

Gender split

The gender distribution in Catholic secondary and secondary/primary schools in 2018 remains consistent with that from previous years.

Man
39%

Woman
61%

Age split

The age distribution in Catholic secondary and secondary/primary schools schools in 2018 remains consistent with that from previous years.

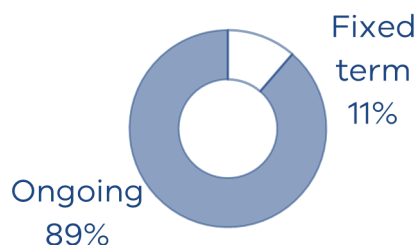24% of secondary teachers are aged under 35; and 27% are 55 and over.

23% 23% 26% 23%

1% 4%

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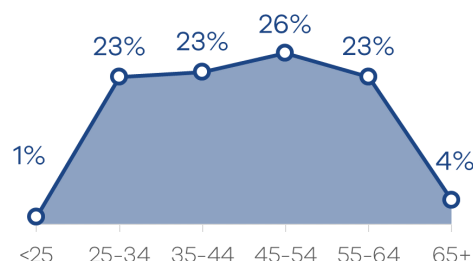
Time fraction

The distribution of time fraction employed data in Catholic secondary and secondary/primary schools schools in 2018 is the same as previous years.

Part time
21%

Full time
79%

Employment type

The distribution of employment type in Catholic primary secondary and secondary/primary schools in 2018 is consistent with previous years.
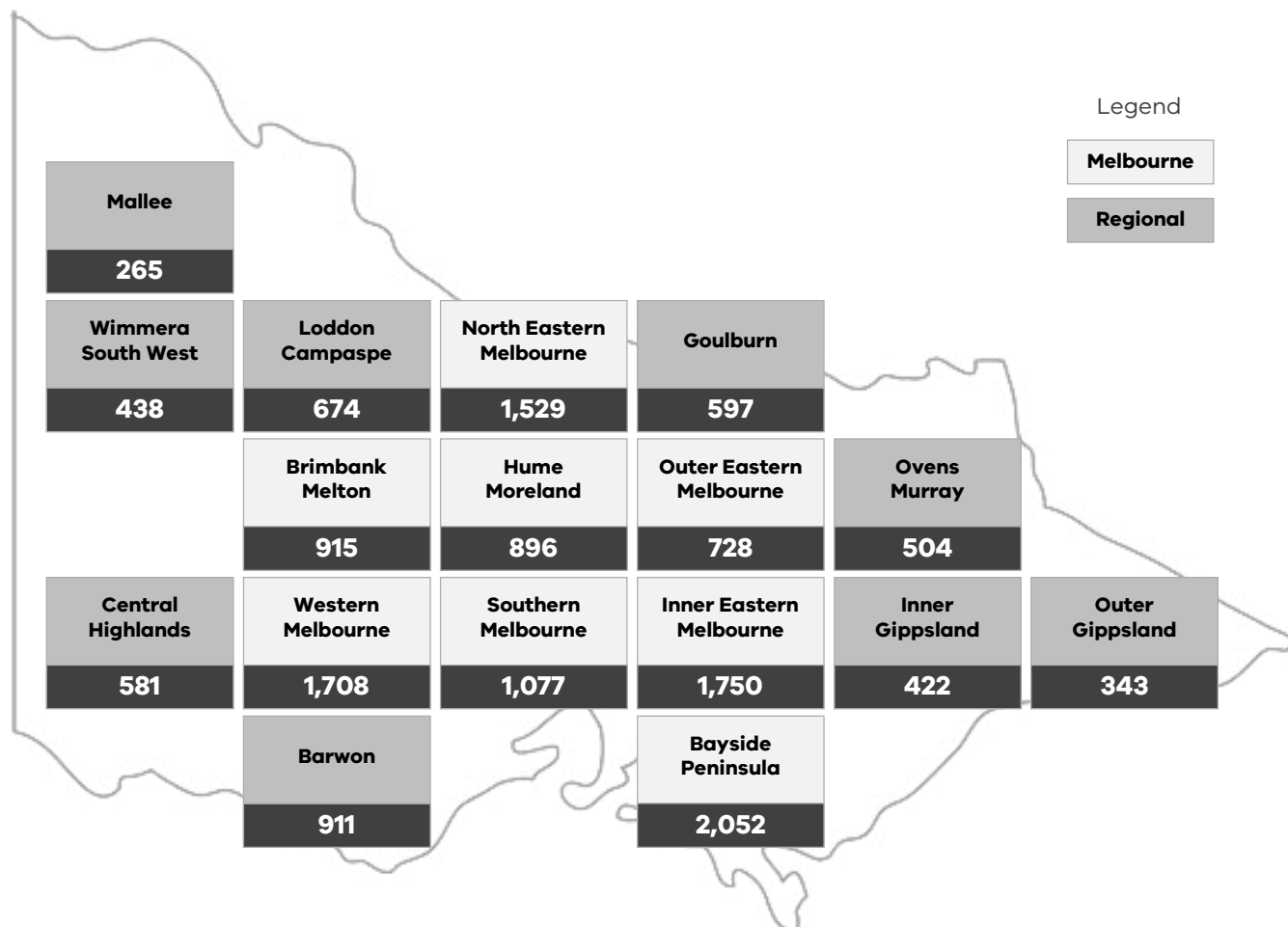
Fixed term
11%

Ongoing
89%

Catholic sector workforce location

Catholic workforce by department area

Legend

Melbourne

Regional

Mallee 265	
Wimmera South West 438	
Loddon Campaspe 674	
North Eastern Melbourne 1,529	
Goulburn 597	
Brimbank Melton 915	
Hume Moreland 896	
Outer Eastern Melbourne 728	
Ovens Murray 504	
Central Highlands 581	
Western Melbourne 1,708	
Southern Melbourne 1,077	
Inner Eastern Melbourne 1,750	
Inner Gippsland 422	
Outer Gippsland 343	
Barwon 911	
Bayside Peninsula 2,052	

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

The overall change in FTE teachers from 2017 was 1.4%. 12 of the 17 department areas showed an increase in FTE teachers.

Ovens Murray experienced the largest percentage FTE growth at 4.9%, being an additional 24 FTE teachers.

Outer Gippsland experienced the largest percentage FTE reduction. This was -2.6% or 9 FTE.

As the department area is unknown for 82 FTE teachers, the sum of the department areas presented on the chart above does not total to the number represented in the key finding box.

Catholic sector workforce attrition

2018 attrition rate

This is the first year that attrition data for Catholic schools has been split between education settings and, as such, year-on-year comparisons are not yet possible.

However, the attrition rate for all Catholic schools in 2017 was 4.8% and 4.6% in 2016.
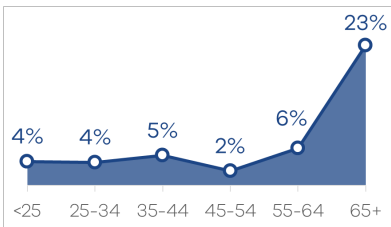
Secondary

5.3%
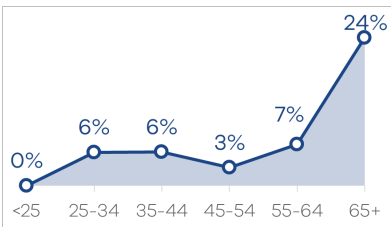
attrition

Secondary/Primary

6.6%

attrition

Secondary

Secondary/Primary

Age

The attrition rate across secondary and secondary/primary schools exhibits a similar pattern.

Secondary:
- <25: 4%
- 25-34: 4%
- 35-44: 5%
- 45-54: 2%
- 55-64: 6%
- 65+: 23%

Secondary/Primary:
- <25: 0%
- 25-34: 6%
- 35-44: 6%
- 45-54: 3%
- 55-64: 7%
- 65+: 24%

Employment classification

The attrition rate for classroom teachers in secondary/primary schools is higher but it is lower in school leadership roles.
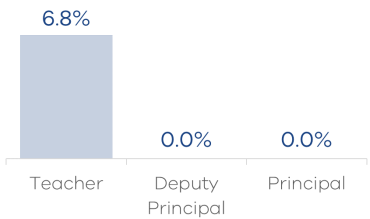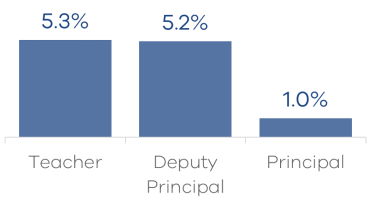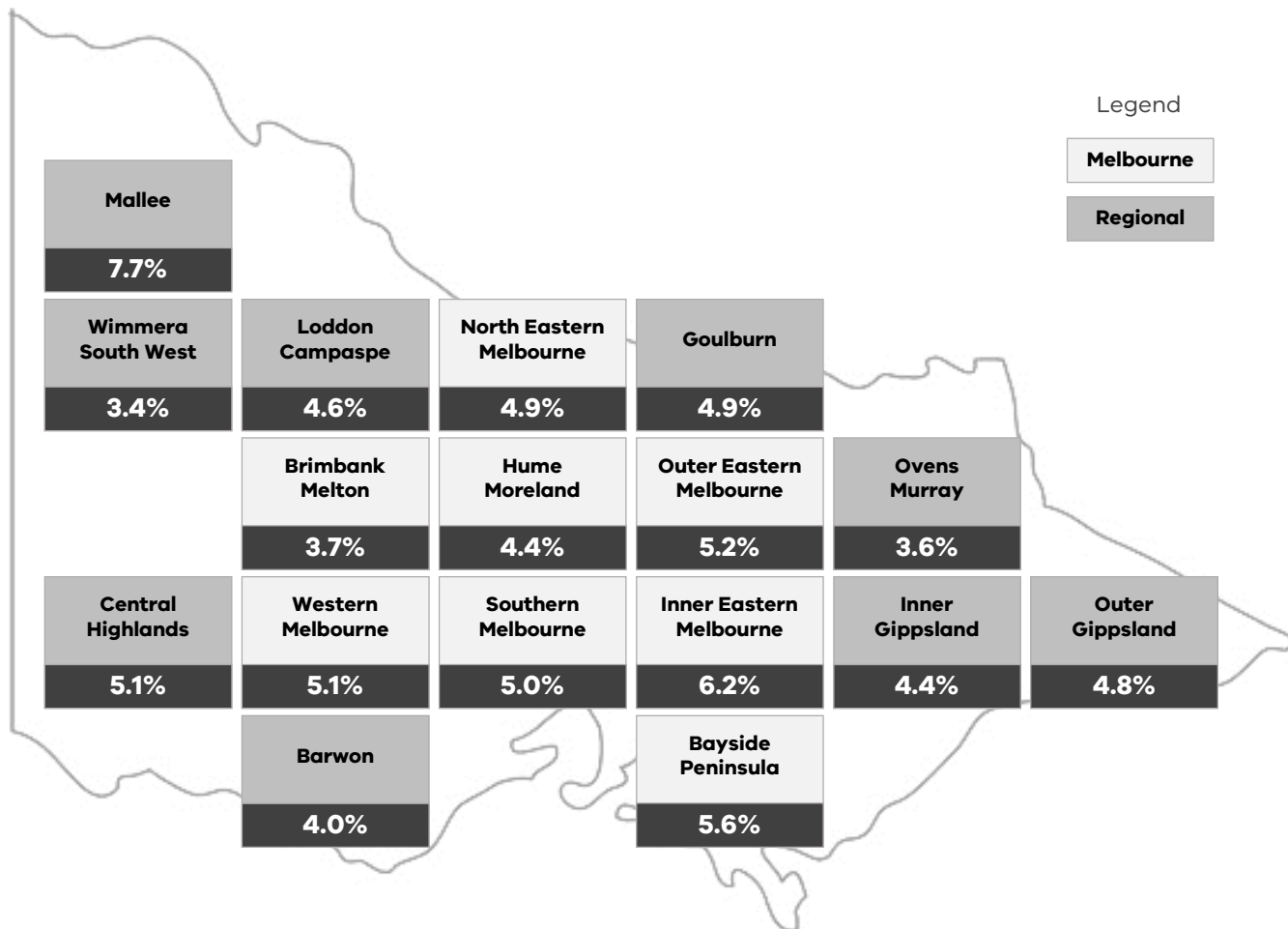
Secondary:
- Teacher: 5.3%
- Deputy Principal: 5.2%
- Principal: 1.0%

Secondary/Primary:
- Teacher: 6.8%
- Deputy Principal: 0.0%
- Principal: 0.0%

Catholic sector workforce attrition

2018 Catholic workforce attrition by department area.

Region	Rate
Mallee	7.7%
Wimmera South West	3.4%
Loddon Campaspe	4.6%
North Eastern Melbourne	4.9%
Goulburn	4.9%
Brimbank Melton	3.7%
Hume Moreland	4.4%
Outer Eastern Melbourne	5.2%
Ovens Murray	3.6%
Central Highlands	5.1%
Western Melbourne	5.1%
Southern Melbourne	5.0%
Inner Eastern Melbourne	6.2%
Inner Gippsland	4.4%
Outer Gippsland	4.8%
Barwon	4.0%
Bayside Peninsula	5.6%

Legend
- Melbourne
- Regional

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

From 2017, the attrition rate decreased in 8 department areas and rose in 9. The rate rose greatest in the Mallee (up 3.8%) and reduced the most in Outer Gippsland (down 4.0%).

Attrition by remoteness

| Major City	Inner Regional	Outer Regional / Remote
5.1%	4.4%	5.3%

106

Secondary enrolments

Government enrolments

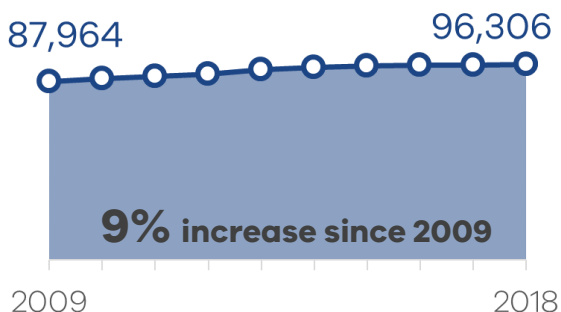The government sector comprises 56% of total enrolments.
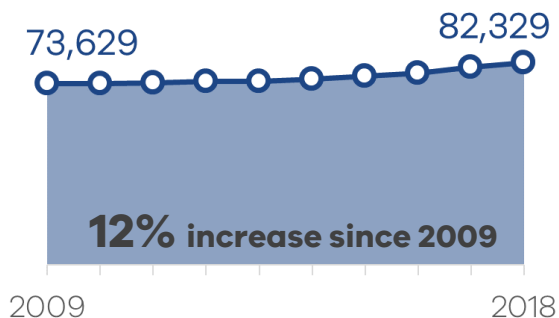
2018 enrolments grew by 2.0% from 2017 enrolments. This equates to 4,492 additional enrolments. This growth rate is the highest percentage, year-on-year, change observed since 2009.

223,423   231,869

4% **increase since 2009**

2009   2018
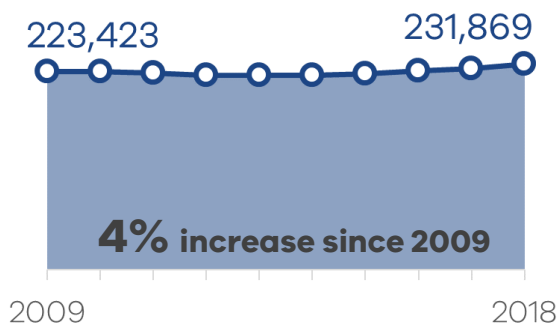
Catholic enrolments

The Catholic sector comprises 24% of total enrolments.

2018 enrolments grew by 0.2% from 2017 enrolments. This equates to 229 additional enrolments. This growth rate is the second lowest percentage, year-on-year, change observed since 2009.

87,964   96,306

9% **increase since 2009**

2009   2018

Independent enrolments

The independent sector comprises 20% of total enrolments.

2018 enrolments grew by 2.4% from 2017 enrolments. This equates to 1,942 additional enrolments. This growth rate is the second highest percentage, year-on-year, change observed since 2009. The highest change was recorded last year.
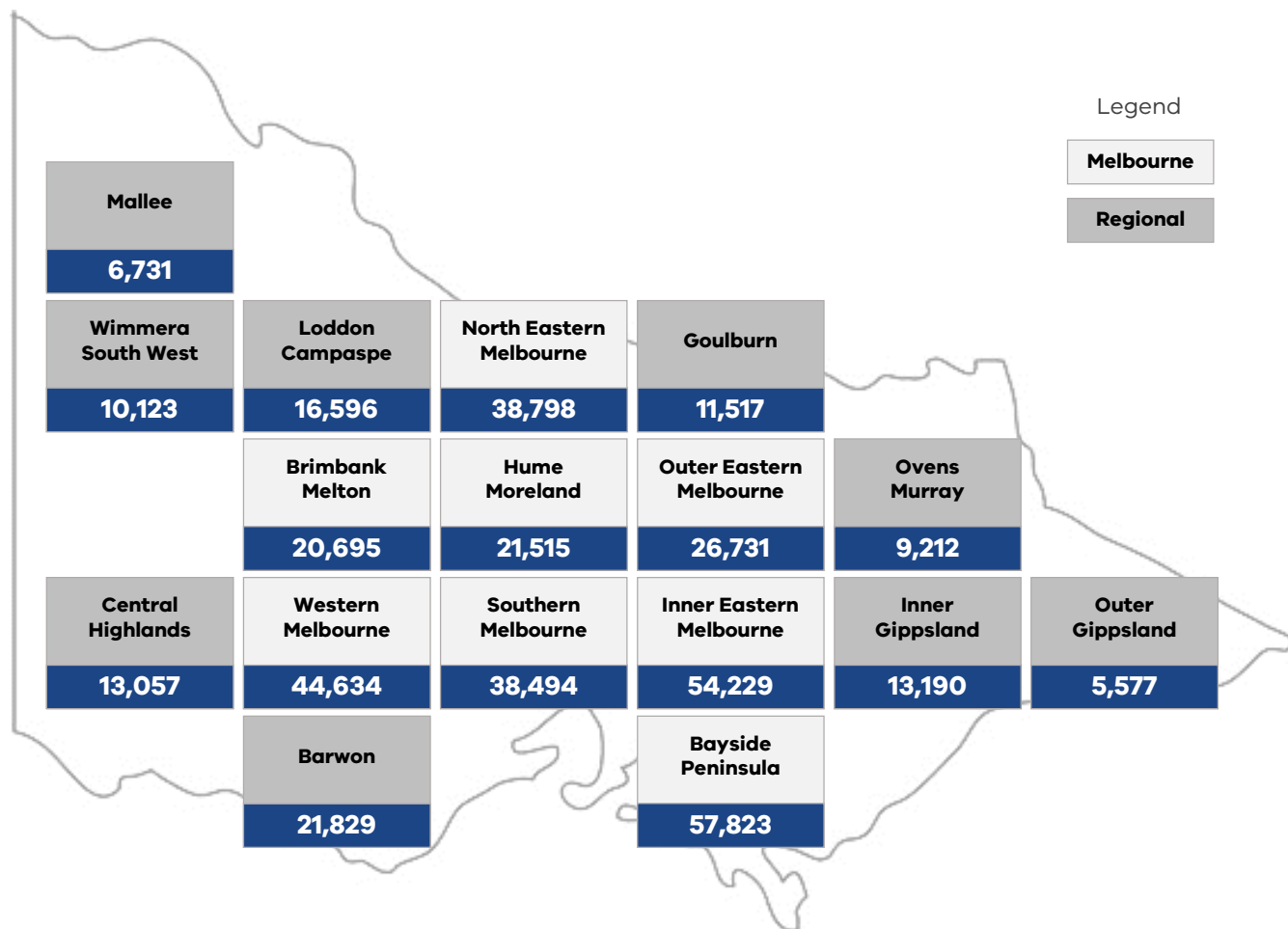
73,629   82,329

12% **increase since 2009**

2009   2018

Secondary enrolments by location

2018 secondary school enrolments

Legend

| Melbourne |
| Regional |

Mallee		
6,731		

Wimmera South West	Loddon Campaspe	North Eastern Melbourne	Goulburn
10,123	**16,596**	**38,798**	**11,517**

Brimbank Melton	Hume Moreland	Outer Eastern Melbourne	Ovens Murray
20,695	**21,515**	**26,731**	**9,212**

Central Highlands	Western Melbourne	Southern Melbourne	Inner Eastern Melbourne	Inner Gippsland	Outer Gippsland
13,057	**44,634**	**38,494**	**54,229**	**13,190**	**5,577**

Barwon	Bayside Peninsula
21,829	**57,823**

Since 2014, the overall growth in secondary enrolments is 5.4%.

Mallee (3.6%), Wimmera South West (2.5%) and Goulburn (1.2%) showed a reduction in enrolments since 2017.

Since 2014, Brimbank Melton (12.4%) and Western Melbourne (10.1%) have shown the highest growth. These two areas combine to represent 30% of the growth in enrolment numbers since 2014.

This includes 247 secondary-aged Special and EAL pupils who are taught at a secondary school.

Year on year growth in enrolments

As shown below, the increase in secondary enrolments is accelerating with increased year-on-year growth.

1.0%   1.2%   1.5%   1.6%

2015   2018
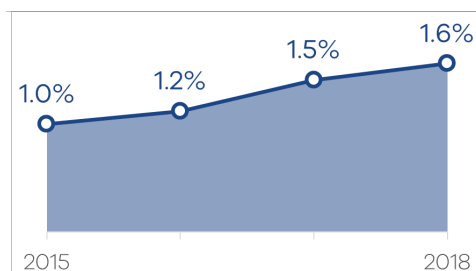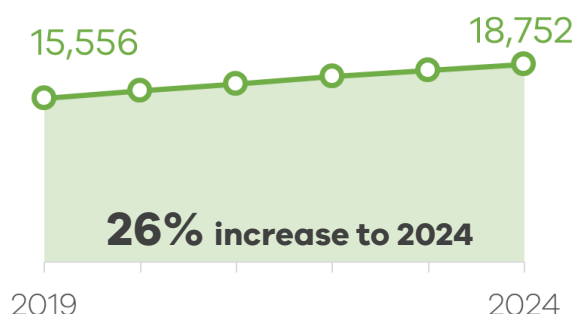
Special and EAL schools

Special school forecasts

Special schools enrolment forecast

Year on year forecasts for special schools are expected to increase as shown opposite.

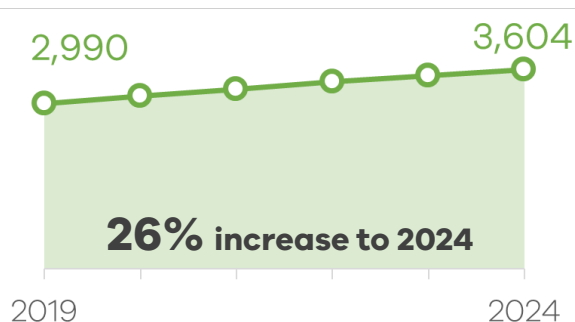There are forecast to be 3,863 more special school enrolments in 2024 when compared to 2018.

The rate of increase is forecast to slow between 2019 and 2024. Enrolments in 2019 are forecast to be 4.5% higher than 2018; while enrolments in 2024 are expected to be 3.0% higher than those in 2023.

15,556 — 18,752

26% increase to 2024

2019 — 2024

Special schools teacher demand

The demand in the special school workforce is aligned to the growth in enrolments and shows the same pattern.

There are forecast to be 742 more special school teachers in 2024 when compared to 2018.

2,990 — 3,604

26% increase to 2024

2019 — 2024

EAL school forecasts

EAL enrolment forecast

Year on year forecasts for EAL schools are expected to increase as shown opposite.

There are forecast to be 512 more EAL school enrolments in 2024 when compared to 2018.

The rate of increase is forecast to accelerate up to 2020, before slowing. Enrolments in 2020 are forecast to be 4.4% higher than 2019; while enrolments in 2024 are expected to be 3.0% higher than those in 2023.

2,011

2,445

27% **increase to 2024**

2019
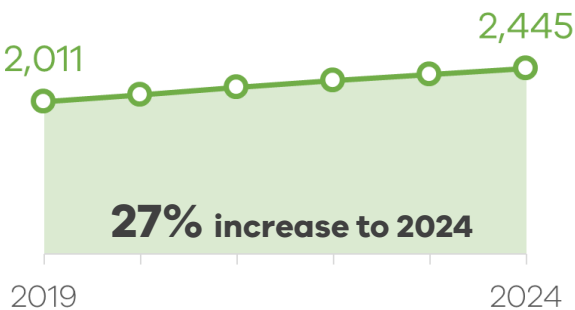
2024

EAL teacher forecast demand

The demand in the EAL workforce is aligned to the growth in enrolments and shows the same pattern.

There are forecast to be 82 more EAL teachers in 2024 when compared to 2018.

322

391

22% **increase to 2024**

2019

2024
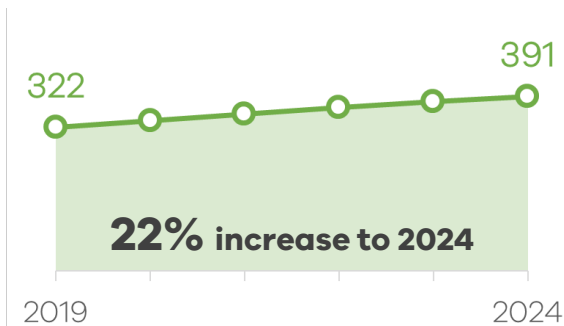
Teaching workforce

2018 special and EAL schools' workforce

3,094

Government special and EAL school headcount

The majority of teachers in special schools work in the government sector. There were 4.9% more special school teachers in 2018 than in 2017. This represents the largest increase since 2014.

In 2018, EAL school teachers had an increase of 4.4%. This is the second consecutive increase since data has been available in 2012.
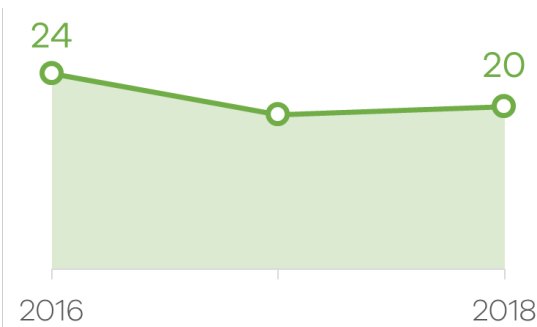

2,124   2,765

270   309

2012   2018
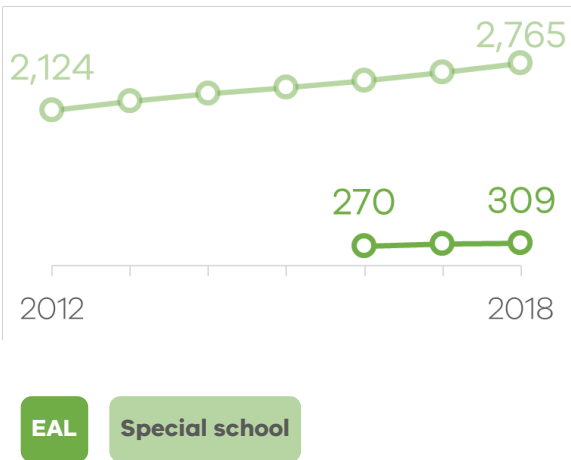
EAL   **Special school**

Government sector graduate teachers

Compared to 2017, there were less government graduate teachers in both special (less 14.7%) and language schools.

Special

121

graduate teachers

Language

<4

graduate teachers

Catholic special school FTE

The Catholic sector has a small proportion of the special school teachers.

24   20

2016   2018

Vacancies

Special and EAL school vacancies by department area

Legend

| Melbourne |
| Regional |

| Special |
| EAL |

Mallee
| 20 | - |

Wimmera South West
| 33 | - |

Loddon Campaspe
| 68 | - |

North Eastern Melbourne
| 82 | 17 |

Goulburn
| 13 | - |

Brimbank Melton
| 63 | - |

Hume Moreland
| 145 | - |

Outer Eastern Melbourne
| 33 | - |

Ovens Murray
| 21 | - |

Central Highlands
| 17 | - |

Western Melbourne
| 225 | 15 |

Southern Melbourne
| 93 | 40 |

Inner Eastern Melbourne
| 120 | 31 |

Inner Gippsland
| 40 | - |

Outer Gippsland
| 23 | - |

Barwon
| 45 | - |

Bayside Peninsula
| 122 | - |

Vacancies

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

This is the first year that vacancies have been split between primary and secondary years and, as such, year-on-year comparisons are not yet possible.
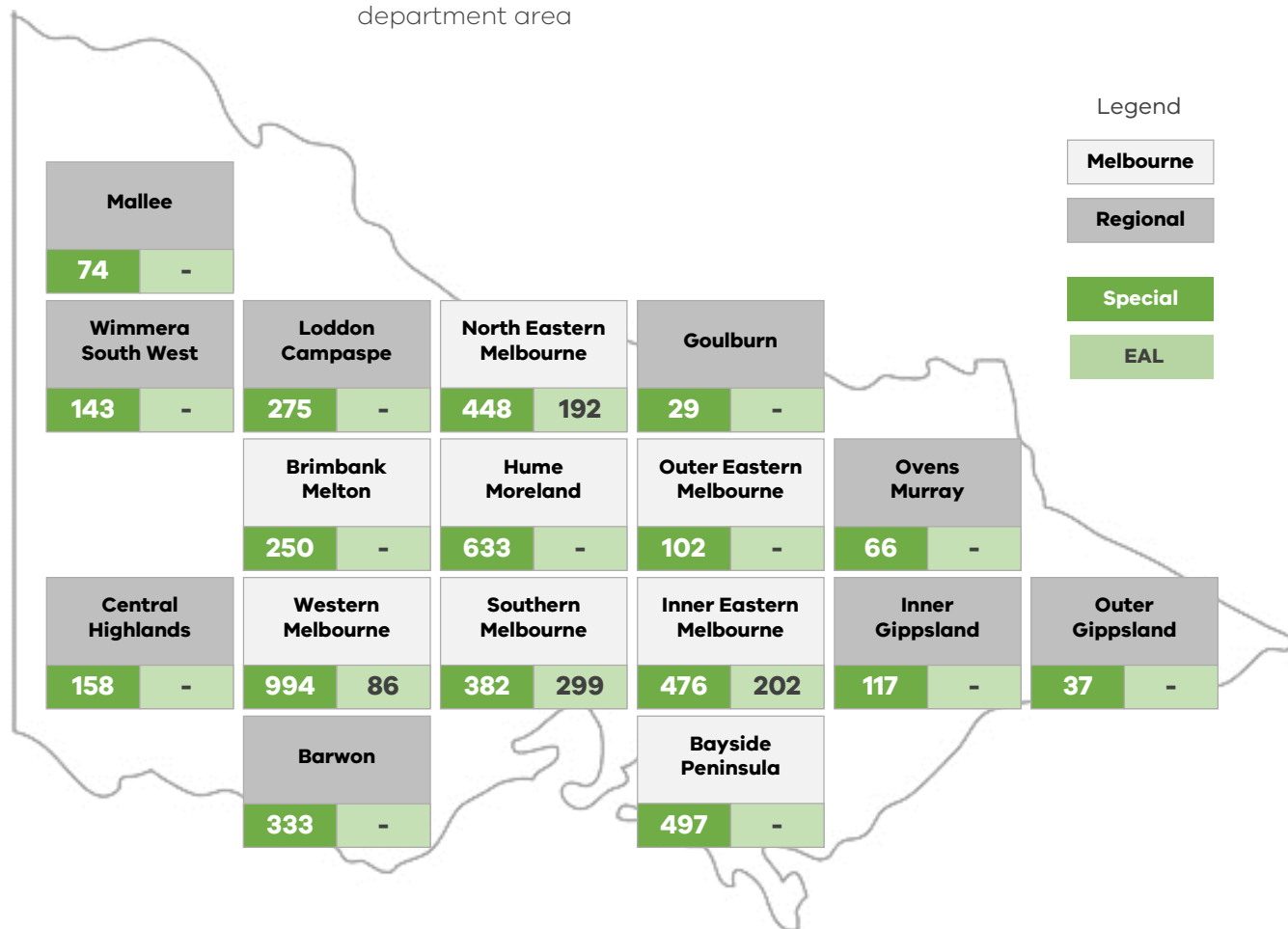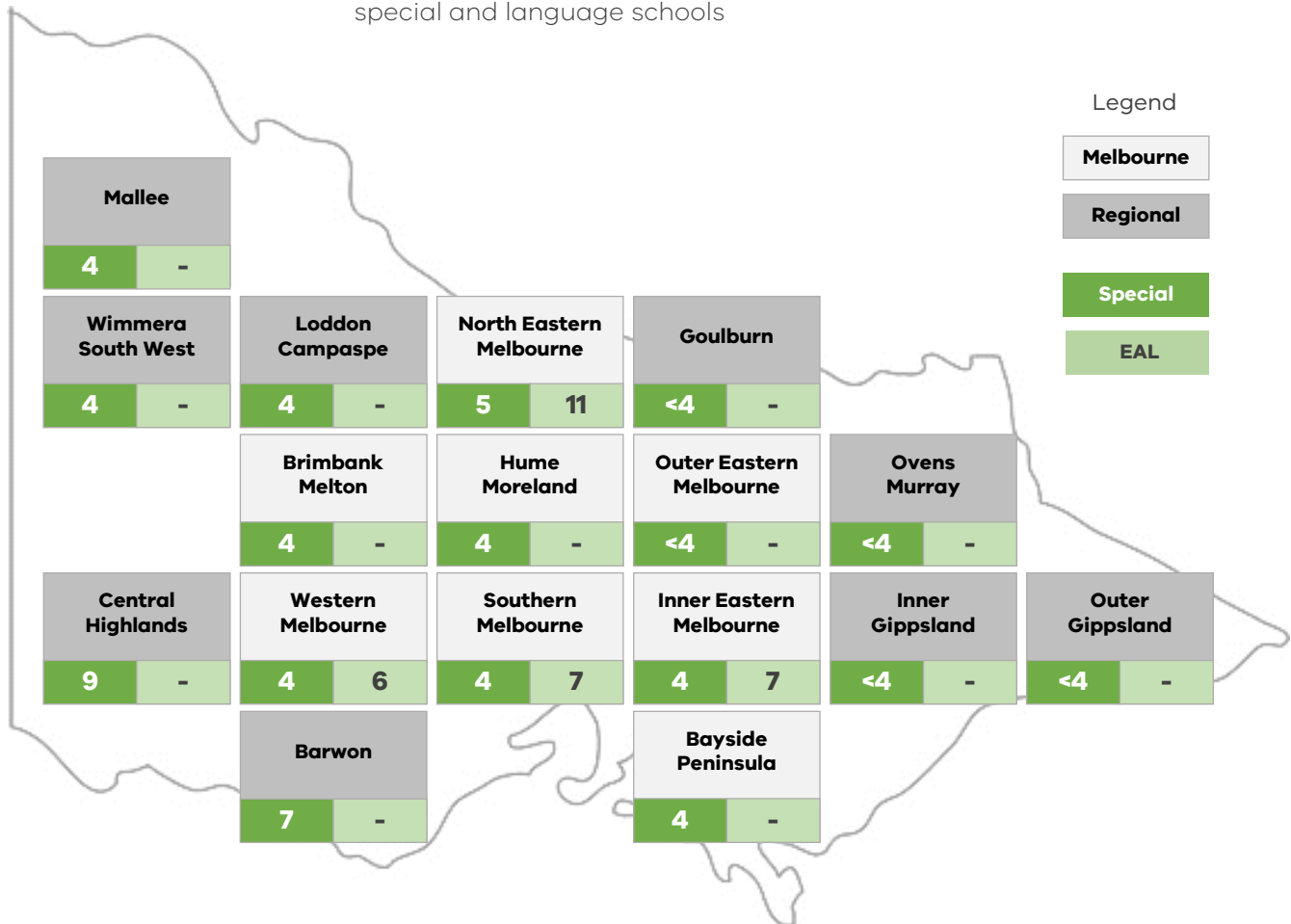
Vacancies by remoteness

Major City	Inner Regional	Outer Regional / Remote
103	180	59
924		

113
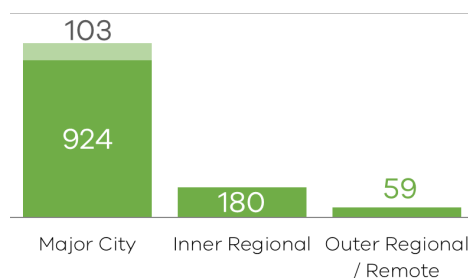
Applications

Special and EAL school applications by department area

Legend

Melbourne
Regional

Special
EAL

Mallee
| 74 | - |

Wimmera South West
| 143 | - |

Loddon Campaspe
| 275 | - |

North Eastern Melbourne
| 448 | 192 |

Goulburn
| 29 | - |

Brimbank Melton
| 250 | - |

Hume Moreland
| 633 | - |

Outer Eastern Melbourne
| 102 | - |

Ovens Murray
| 66 | - |

Central Highlands
| 158 | - |

Western Melbourne
| 994 | 86 |

Southern Melbourne
| 382 | 299 |

Inner Eastern Melbourne
| 476 | 202 |

Inner Gippsland
| 117 | - |

Outer Gippsland
| 37 | - |

Barwon
| 333 | - |

**Bayside Peninsula**
| 497 | - |

Applications

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

This is the first year that vacancies have been split between primary and secondary years and, as such, year-on-year comparisons are not yet possible.

Vacancies by remoteness

	779		
Major City	4,105		
Inner Regional		767	
Outer Regional / Remote			142
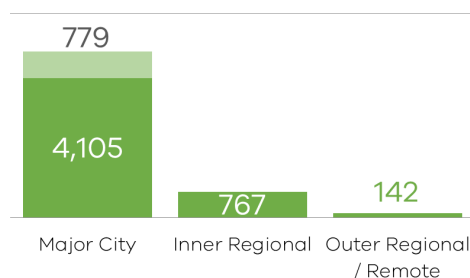
Application rate

2018 application rate by department area for special and language schools

Legend

| Melbourne |
| Regional |

| Special |
| EAL |

| Mallee | |
| 4 | - |

| Wimmera South West | | Loddon Campaspe | | North Eastern Melbourne | | Goulburn | |
| 4 | - | 4 | - | 5 | 11 | <4 | - |

| Brimbank Melton | | Hume Moreland | | Outer Eastern Melbourne | | Ovens Murray | |
| 4 | - | 4 | - | <4 | - | <4 | - |

| Central Highlands | | Western Melbourne | | Southern Melbourne | | Inner Eastern Melbourne | | Inner Gippsland | | Outer Gippsland | |
| 9 | - | 4 | 6 | 4 | 7 | 4 | 7 | <4 | - | <4 | - |

| Barwon | | Bayside Peninsula | |
| 7 | - | 4 | - |

Applications

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

This is the first year that vacancies have been split between primary and secondary years and, as such, year-on-year comparisons are not yet possible.

Application rate by remoteness

| Major City | Inner Regional | Outer Regional / Remote |
| 4.3 | 4.4 | 2.4 |
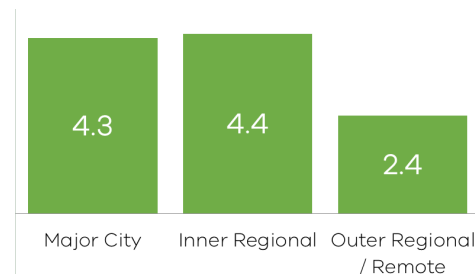
* All language schools are in a Major City

Special and EAL schools' enrolments

Government special school enrolments

In 2018, government special school enrolments increased by 3% from 2017 levels. This was represented by an additional 334 students and continued the growth trend observed since 2009.
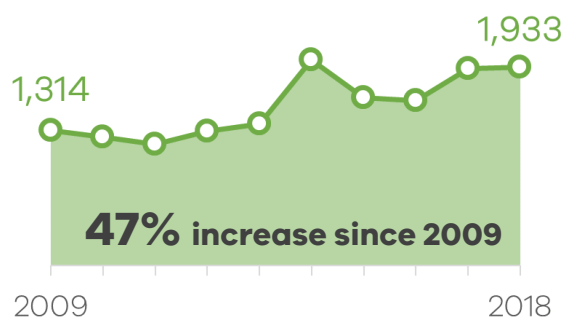
9,012

13,113

46% increase since 2009

2009   2018
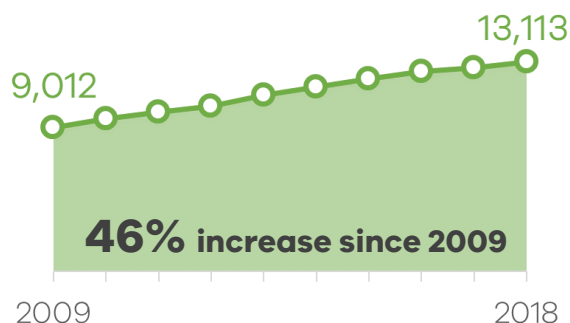
Non government special school enrolments

In 2018, non-government special school enrolments increased by 4% from 2017 levels. This was represented by an additional 63 students and continued the growth trend observed since 2009.

614

1,775

189% increase since 2009

2009   2018
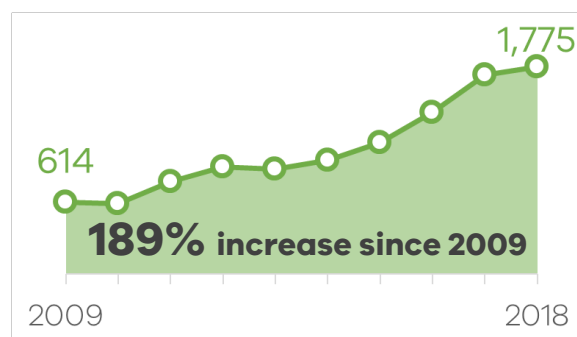
EAL enrolments

In 2018, EAL enrolments increased by 1% from 2017 levels. This was represented by an additional 15 students.

1,314

1,933

47% increase since 2009

2009   2018

116

Special and EAL schools' enrolments by location

2018 special and language school enrolments

Legend

| Melbourne |
| Regional |

| Special |
| EAL |

Mallee
306 | -

Wimmera South West
446 | -

Loddon Campaspe
820 | -

North Eastern Melbourne
1,318 | 348

Goulburn
237 | -

Brimbank Melton
775 | -

Hume Moreland
1,130 | -

Outer Eastern Melbourne
650 | -

Ovens Murray
430 | -

Central Highlands
461 | -

Western Melbourne
1,732 | 390

Southern Melbourne
1,502 | 703

Inner Eastern Melbourne
1,830 | 305

Inner Gippsland
557 | -

Outer Gippsland
165 | -

Barwon
765 | -

Bayside Peninsula
1,616 | -

Since 2014, the overall growth in special school enrolments is 18.6%.

Outer Gippsland (6.7%) was the only department area that showed a reduction in enrolments since 2017.

Since 2014, Inner Gippsland (39.9%) and Western Melbourne (34.8%) have shown the highest growth.

Year on year growth in special school enrolments

As shown below, growth in enrolments continues to be strong but is decelerating.

5.5%   4.8%   4.4%   2.7%

2015   2018
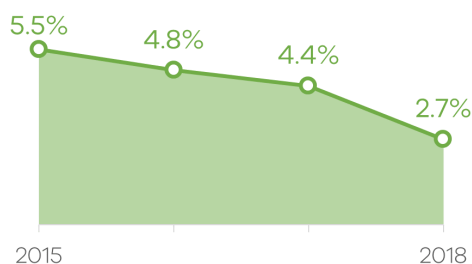
117

Appendix

Data inputs received

Data has been collected from a number of Victorian and Australian education and research organisations to analyse supply and demand factors that impact the Victorian teaching workforce across the early childhood, government, Catholic and independent sectors. The data items collected include employment, qualification and registration characteristics of the Victorian teaching workforce, student enrolments in ITE courses and graduate outcomes. Data collected primarily covers the 2018 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 contribution of all data custodians to the report is both acknowledged and appreciated. The datasets collected are outlined opposite and on the following page, 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 and Training (DET)

Government teacher workforce

1. Payroll dataset (eduPay)
2. Graduate recruitment census
3. Casual relief teacher census
4. Recruitment dataset (Recruitment Online)
5. Custom attrition analysis
6. Schools and enrolments dataset

Early childhood teacher workforce

7. Kindergarten program administrative dataset
8. Early start kindergarten enrolments dataset
9. Customised funded and unfunded long day care dataset
10. Three-year-old Kindergarten projected child enrolments
11. Custom dataset of ECT waivers

Australian Bureau of Statistics (ABS)

12. 4221.0 – Schools, Australia, 2018
13. 4240.0 – Preschool education, Australia, 2018

Victoria in Future 2019

14. Victoria in Future 2019 (VIF2019) Population and Household Projections (June 2019)
15. Population by 5 year age and sex group for Victoria in Future Small Areas (VIFSA) and Local Government Areas (LGA) from 2016 to 2036

Data inputs received

ITE providers (ITE)

Custom dataset from the following ITE providers:

On-Campus

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

Online

29. Charles Darwin University
30. Central Queensland University (CQU)
31. Curtin University
32. Edith Cowan University (ECU)
33. University of Tasmania (UTAS)

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

Victorian Tertiary Admissions Centre (VTAC)

34. VTAC annual report and statistics 2012 – 2018

Victorian Institute of Teaching (VIT)

35. Victorian teacher registration data including early childhood teachers
36. 2018 VIT CRT Survey Report
37. VIT annual reports 2015, 2016, 2017
38. Selected data from the VIT registration renewal form

Catholic Education Melbourne (CEM)

39. Victorian Catholic teaching workforce dataset
40. Custom Catholic attrition dataset

Australian Government Department of Education and Training (AU)

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

Social Research Centre (SRC)

43. 2018 Graduate outcomes survey
44. 2018 Graduate outcomes survey - longitudinal

Supply pool allocation approach

The following is the approach used to distribute dual qualified and dual registered teachers to different supply pools. The report presents three supply scenarios – "all", "expected", and "none".

"All" scenario

The "all" scenario counts dual qualified teachers once for every pool they are registered to work in. It makes an assumption that all dual qualified teachers will be available to work in that pool; a best case scenario for each pool. This results in double counting of teachers who appear in multiple pools.

- 100% of dual qualified primary/secondary teachers on the school register are distributed to both the primary pool and the secondary pool.

- 100% of dual registered teachers are distributed to both the early childhood pool and the primary pool.

"Expected" scenario

The "expected" scenario 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.

- 65% of dual registered early childhood/primary teachers are distributed to the primary pool. The remaining 35% are distributed to the early childhood pool.

- 50% of primary/secondary dual qualified teachers on the school register are distributed to the primary pool. The remaining 50% are distributed to the secondary pool.

"None" scenario

The "none" scenario counts dual qualified teachers as not available to a pool. It makes an assumption that none of the dual qualified teachers will be available to work in that pool, assuming they all end up in the other pool they are registered to teach in; a worst case scenario for each pool. This results in dual qualified teachers being removed from the pool.

- No dual qualified primary/secondary teachers on the school register are distributed to the primary pool or the secondary pool.

- No dual registered early childhood/primary teachers are distributed to the early childhood pool, or the primary pool

Teachers with unclear qualifications

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

Deferred Registrants approach

The following is the approach 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:

- Register (teacher, dual, early childhood)
- Registration status (e.g. full, provisional)
- First year of registration with VIT
- Provider of the ITE qualification (Victorian, interstate, overseas)
- Course type of most recent ITE course (e.g. early childhood, early childhood/primary, primary, primary/secondary, secondary)
- Completion year of most recent ITE qualification

Determining cohorts

The principle of the approach to determining the Deferred Registrants cohort was to identify teachers not captured in currently used supply pathways. These two existing pathways are:

1. Victorian qualified ITE graduates who then registered within the year of graduating.
2. Migration into Victoria.

Three cohorts were then identified that form the Deferred Registrants pool that would not be considered within the 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 later two cohorts may include teachers who meet the criteria for the existing two supply pathways. However, as there are unknown values in their data, this means they are excluded from existing forecasts and so are now included in the Deferred Registrants pool.

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

Key terms

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

Key term	Definition
Active teachers	The teachers who are currently being paid, including paid leave (government teaching workforce only).
Application rate	The average number of applications per vacancy.
Attrition	Government schools: Teachers and principals employed on an ongoing basis who leave the teaching workforce during a calendar year. Catholic schools: 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 year. Registration: 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.
Deferred Registrants	This comprises four cohorts of teachers: ▪ Teachers who completed a Victorian ITE course but did not register with VIT in the year following completion of their studies. ▪ Teachers who may have previously let their registration lapse but are now returning and registering with VIT. ▪ 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. ▪ 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 are 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 at the 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.
Department area	Government schools around Victoria are placed into one of 17 different geographic areas depending on their location. The Department of Education and Training use these geographic areas when reporting on school information.
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.

Key terms

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

Key term	Definition
Early childhood potential supply	The pool of registered teachers that are not in ongoing employment but who can work in early childhood. 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 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.
Equivalent full time study load	How a university degree study load is measured. One unit is equivalent to the enrolment of a full-time study load across a year (normally 8 units per year).
Expansion demand	Additional new jobs that result from growth in teacher demand due to growth in students or government policies.
Fixed term employment	Teachers employed on fixed term contract for a specific period of time.
ITE graduate	Students who have completed their courses in 2017 and are eligible to enter the graduate workforce in 2018 are considered '2018 Graduates'.
ITE provider location	Used to refer 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	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.
Primary school potential supply	The pool of registered teachers that are not tagged to a sector but who can work in a primary school. The includes casual relief, unemployed and non-practicing teachers.
Provisional registration	Provisionally registered teacher 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.

Key terms

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

Key term	Definition
Replacement needs	Additional demand for new teacher entrants due to current teachers leaving the profession.
Secondary school potential supply	The pool of registered teachers that are not tagged to a sector but who can work in a secondary school. The 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).

Acronyms

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

Acronym	Definition
ABS	Australian Bureau of Statistics
ATAR	Australian Tertiary Admission Rank
CRT	Casual Relief Teacher
DET	(Victorian) Department of Education and Training
EAL	English as an Additional Language
ECT	Early Childhood Teacher
FTE	Full-Time Equivalent
HPE	Health and Physical Education
ITE	Initial Teacher Education
LDC	Long Day Care
LOTE	Language other than English (not referred to as Languages)
SOSE	Studies of Society and Environment
STEM	Science, Technology, Engineering and Mathematics
VIF	Victoria in Future
VIT	Victorian Institute of Teaching
VTAC	Victorian Tertiary Admissions Centre

Geographic scales

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 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.
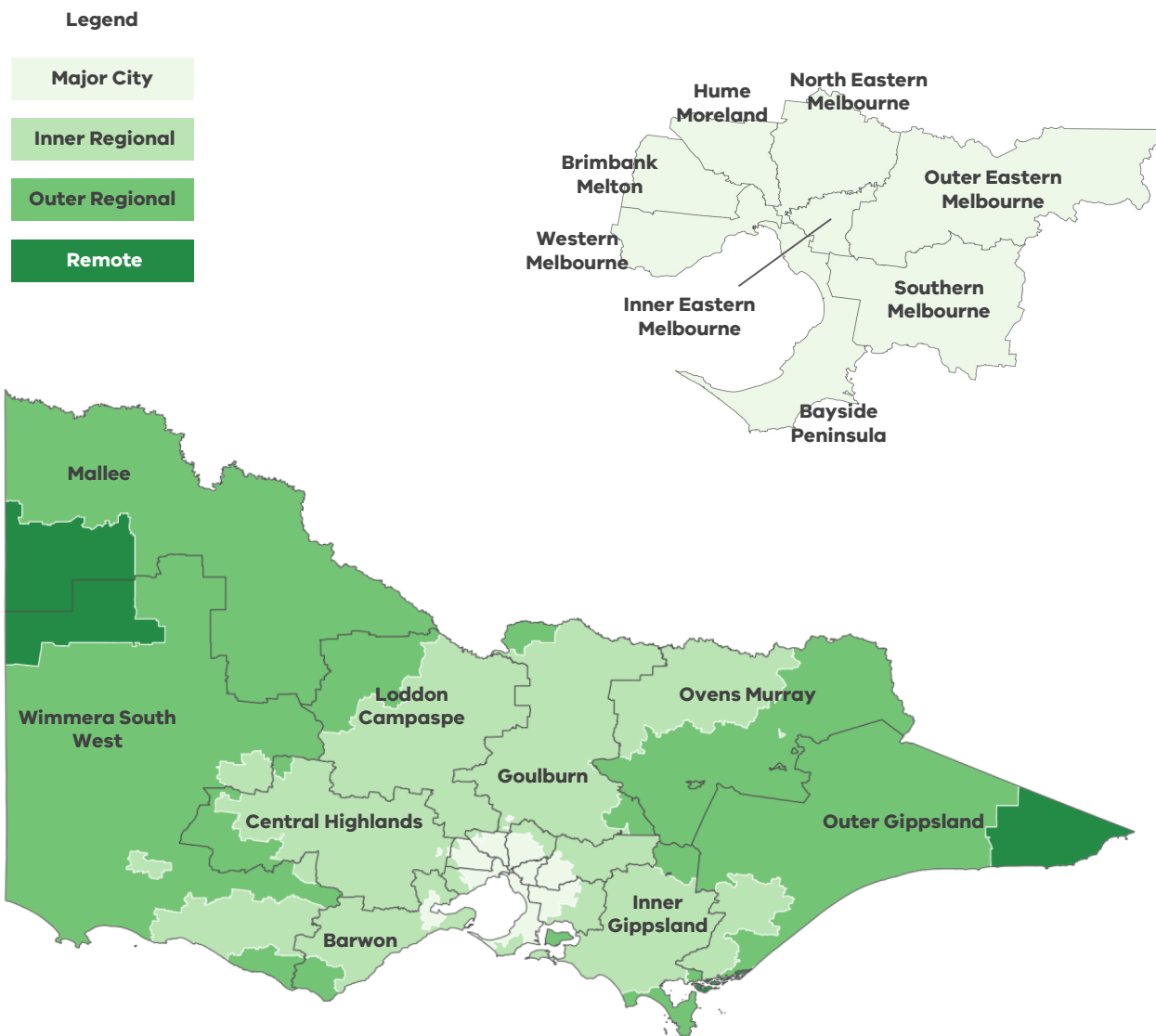
Data sources used

Data Source	DET	CEM	VIT	AU	ITE	ABS	VTAC	SRC	VIF
01 - Executive Summary									
2018 key statistics	✔	✔	✔		✔	✔			
Summary of 2024 supply and demand forecasts	✔	✔	✔		✔	✔			✔
02 – Potential Supply									
Potential supply pool			✔						
School potential supply pool			✔						
Potential supply by department area			✔						
Deferred Registrants			✔						
03 - Early childhood									
Early childhood teacher supply and demand	✔		✔			✔			✔
VTAC applications, offers and acceptances				✔			✔		
Undergraduate ITE enrolments					✔				
Postgraduate ITE enrolments					✔				
ITE graduates					✔				
Graduate outcomes								✔	
Registration			✔						
Teaching workforce and enrolments	✔								
04 – Primary									
Primary teacher supply and demand	✔	✔	✔			✔			✔
VTAC applications, offers and acceptances				✔			✔		
Undergraduate ITE enrolments					✔				

Data sources legend

- DET: Victorian Department of Education and Training
- CEM: Catholic Education Melbourne
- VIT: Victoria Institute of Teaching
- AU: Australian Government Department of Education and Training
- ITE: ITE providers
- ABS: Australian Bureau of Statistics
- VTAC: Victorian Tertiary Admissions Centre
- SRC: Social Research Centre
- VIF: Victoria in Future

Data sources used

Data Source	DET	CEM	VIT	AU	ITE	ABS	VTAC	SRC	VIF
04 – Primary (cont)									
Postgraduate ITE enrolments					✔				
ITE graduates					✔				
Graduate destinations								✔	
Registration			✔						
Vacancies	✔								
Applications	✔								
Teaching workforce	✔	✔				✔			
Government sector workforce	✔								
Catholic sector workforce		✔							
Primary enrolments	✔								
05 - Secondary schools									
Secondary teacher supply and demand	✔	✔	✔			✔			✔
VTAC applications, offers and acceptances				✔			✔		
Undergraduate ITE enrolments					✔				
Postgraduate ITE enrolments					✔				
ITE graduates					✔				
Graduate outcomes								✔	
Registration			✔						
Vacancies	✔								
Applications	✔								
Teaching workforce	✔	✔				✔			

Data sources legend

- DET: Victorian Department of Education and Training
- CEM: Catholic Education Melbourne
- VIT: Victoria Institute of Teaching
- AU: Australian Government Department of Education and Training
- ITE: ITE providers
- ABS: Australian Bureau of Statistics
- VTAC: Victorian Tertiary Admissions Centre
- SRC: Social Research Centre
- VIF: Victoria in Future

Data sources used

Data Source	DET	CEM	VIT	AU	ITE	ABS	VTAC	SRC	VIF
05 - Secondary schools (cont)									
Government sector workforce	✔								
Catholic sector workforce		✔							
Secondary enrolments	✔								
06 – Special and EAL schools									
Special and EAL forecasts	✔	✔				✔			✔
Teaching workforce	✔	✔							
Vacancies	✔								
Applications	✔								
Special and EAL enrolments	✔					✔			

Data sources legend

- DET: Victorian Department of Education and Training
- CEM: Catholic Education Melbourne
- VIT: Victoria Institute of Teaching
- AU: Australian Government Department of Education and Training
- ITE: ITE providers
- ABS: Australian Bureau of Statistics
- VTAC: Victorian Tertiary Admissions Centre
- SRC: Social Research Centre
- VIF: Victoria in Future

Detailed table of contents

Detailed table of contents

Detailed table of contents

Detailed table of contents

Detailed table of contents