

# Victorian Teacher Workforce Snapshot 2024



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# Introduction to the 2024 report

## Addressing workforce challenges

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

Since 2019, the Department of Education has invested \$1.8 billion in school workforce initiatives across 5 key priorities: attraction, recruitment, supporting early career teachers, retention, and career development.

The impacts of the suite of workforce initiatives are beginning to flow through to the supply modelling in this report, including through anticipated stronger Initial Teacher Education (ITE) pipelines and stronger registrants' growth.

Key school workforce initiatives include the:

- **Secondary Teaching Scholarships** initiative, which provides scholarships to support students commencing in a secondary school teaching degree in 2024 and 2025.
- **Teach Today and Teach Tomorrow** employment-based programs, which provides the opportunity for teaching degree students to work in schools while studying to qualify as a teacher.
- **Pre-service Teacher Placement Grants** initiative, which supports pre-service teachers to undertake their placements in regional, remote, or specialist Victorian government schools.
- **Teacher Financial Incentive** initiative, which provides incentives of up to \$50,000 (before tax) to assist teachers to relocate to hard to staff roles in rural and regional Victorian government schools.

- **International Teacher Recruitment** initiative, which sources international teachers for hard to staff roles in Victorian government schools.
- **Career Start** initiative, which provides comprehensive support to government school graduate teachers.
- **Flexible Work for School Leaders and Flexible Work for Classroom Teachers** initiatives, which provides grants to support schools to adopt flexible working arrangements.

The Victorian Government is also committed to growing and supporting the early childhood workforce and has invested almost \$370 million in a comprehensive range of workforce attraction, retention and quality initiatives.

Key kindergarten workforce initiatives include:

- **Early Childhood Scholarships** supporting more than 5,800 students undertaking an early childhood teacher qualification.
- **Early Childhood Tertiary Partnerships** with vocational and ITE providers, to support up to 2,000 students to complete a Certificate III, Diploma or early childhood teaching qualification. The inclusion of vocational qualifications in this program recognises the importance of also growing the educator workforce to meet both educator demand and to support future teacher supply through upskilling pathways.
- Targeted **Financial Incentives** for eligible early childhood teachers and educators joining the Victorian early childhood sector or taking up roles at

priority services, such as those in hard-to-staff locations.

- **End-to-End Career Supports and Beginning Teacher Conferences** supporting more than 3,000 early career teachers with coaching, communities of practice and professional development.
- **Provisionally Registered Teacher Grants** helping more than 4,000 provisionally registered early childhood teachers to progress to full registration with the Victorian Institute of Teaching.
- Providing intensive and targeted support to over 600 Victorian early childhood education and care services with identified quality improvement needs through the **Kindergarten Quality Improvement Program**.

These initiatives, and more, have played a critical role in strengthening the kindergarten workforce pipeline, as evidenced by the significant growth in early childhood teachers and educators delivering kindergarten programs as part of Victoria's Best Start, Best Life reforms since 2020.

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## Report Background and Purpose

The Victorian Department of Education (DE) produces the Teacher Workforce Snapshot (TWS) to provide a comprehensive cross-sectoral picture of Victoria's early childhood and school teaching workforces. This document comprises the 19th year of reporting on Victorian teacher supply and demand.

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

information on the research questions addressed by this report.

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

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## Approach

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

The analysis is presented in an accessible info-graphics format. Detailed tables in Excel spreadsheet format are provided in the separate Supplementary report.

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

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## Summary of previous key changes

The 2024 TWS maintains the methodological enhancements introduced in the 2022 TSDR.

For the supply-side of the TWS modelling, this includes 3 separate metrics, each capturing different facets of an overarching and complex teacher supply pipeline. These supply metrics include:

- **VIT-registered teachers** – total forecast population holding a Victorian teaching registration applicable to the education setting.

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

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

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### Limitations of the forecasting

Modelling teacher supply and demand is inherently complex for several reasons. The methodology adopted since 2022 accounts for the difficulty in observing the effective attraction of this supply, introducing necessary assumptions to estimate both attraction and effective availability in the absence of direct data. Similarly, as total demand for teachers beyond concrete employment data is not directly observable, the updated approach necessarily applies modelling assumptions to estimate the extent to which effective demand exceeds the currently employed workforce. The increased complexity likely necessitates

continual refinement of these modelling assumptions in future reports.

The modelling contained in this report has been conducted based on assumptions determined to August 2025 and does not account for policy changes or events after this period.

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

Notes on the forecasts:

- All forecasts are on a headcount basis.
- Teachers in Casual Relief Teacher (CRT) positions are generally not included in the NSSC data collection, and as such are not included in this report's demand and supply forecasts.
- Provisionally registered teachers are included in demand and supply metrics.

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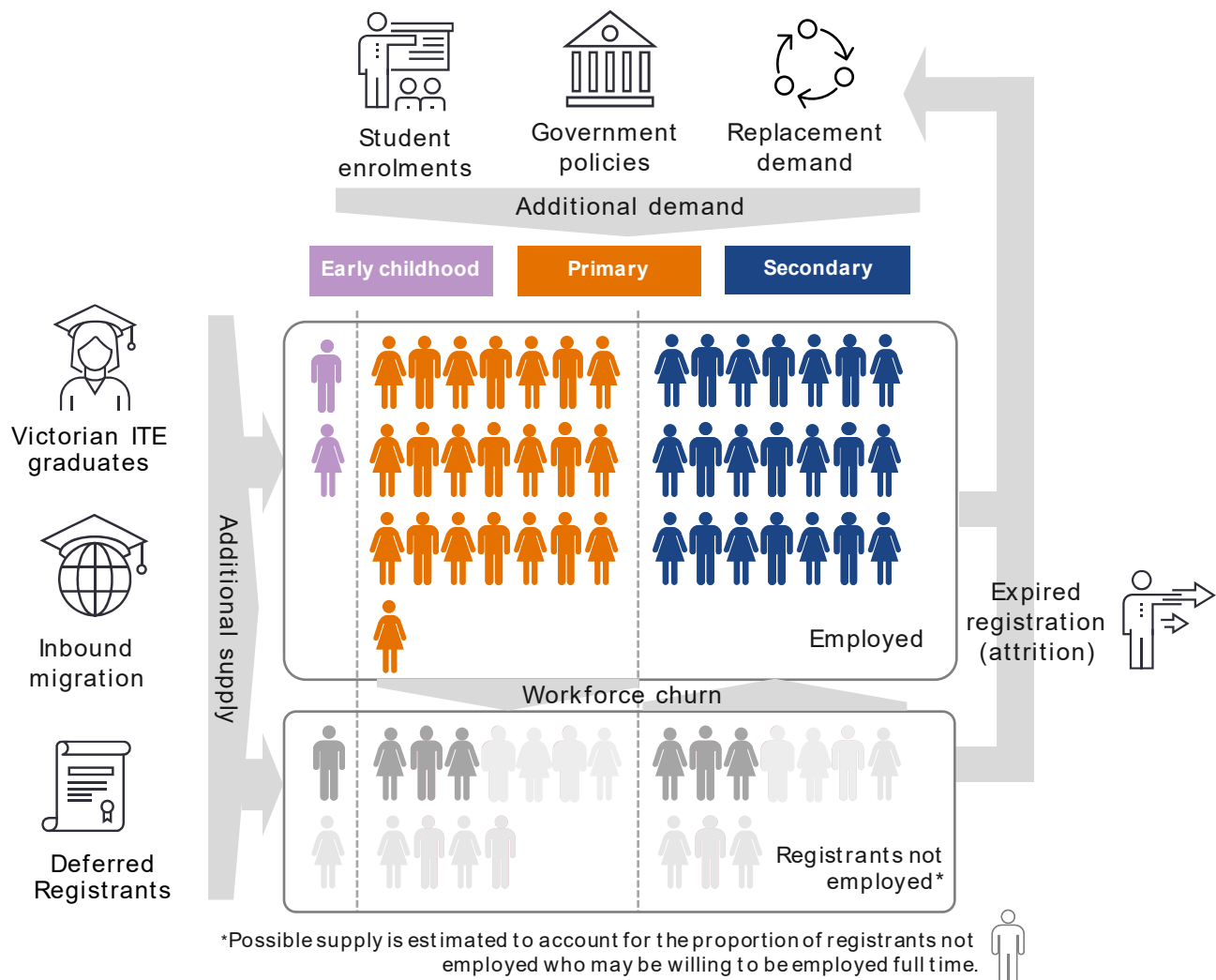
### Geographic distribution challenges

State-wide modelling does not account for the geographic distribution of the teacher workforce across the state.

There are some schools and kindergartens, such as those in high population growth areas, rural and regional locations, and specialist schools that are experiencing greater recruitment challenges. The department is working closely with these areas to support them to attract and retain the workforce they need.



# Modelling Victoria's teaching workforce



Note that projections are by headcount. A change in FTEs required may be met by changes to supply, changes to the workload of current teachers, or both. Solid shading indicates the approximate proportion of the total registered workforce estimated to be available to teach in ongoing positions. See *Summary of 2030 supply and demand forecasts* on page 16 onwards for more information.

## Demand definitions

**Demand** – Demand is measured by the number of teachers counted in the Australian Bureau of Statistics National Schools Statistics Collection (NSSC), along with administrative data for early childhood settings, adjusted to account for unmet demand, changing teacher-student ratios, and population growth in future years. Demand largely comprises teachers in ongoing roles, and teachers in CRT positions are not included. Unmet demand for school teachers is estimated using recruitment datasets from DE from which unfilled vacancy rates can be estimated.

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

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## Supply definitions

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

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

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

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## Other key definitions

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

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

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## Limitations

The approach to estimation and forecasting of teacher supply and demand used up-to and including the 2021 TSDR was a purely data-driven approach, utilising the VIT register as the metric of teacher supply in Victoria and NSSC employment data as the metric of school teacher demand. In contrast, since the 2022 TSDR and into the 2023 and 2024 TWS, the report has built from these pure data sources to develop a set of demand and supply metrics which are more comparable, but which require more complex modelling assumptions.

Specifically, the key dataset for understanding the supply of teachers is the VIT register. This includes all registered teachers and includes teachers irrespective of their current employment status. The VIT register captures **total registered teachers**, ranging from those in ongoing employment, those in CRT positions, and those out of the workforce or working in other sectors. The main dataset for understanding school demand is the NSSC. This dataset does not capture all registered teachers working in schools, but it is the best data available. The NSSC captures ongoing employment, educational leadership and some fixed term positions. CRT positions are largely not captured.

As noted above, not all VIT registered teachers are available for teaching roles as they may be on long term leave, working in other sectors or teaching in another setting. Similarly, while the NSSC dataset does largely capture the full teaching workforce, CRTs are mostly not included. Given the differences in these datasets, more comparable demand and supply metrics were developed, which necessitated estimations of **recruitable supply** and **(currently available) supply** defined above. For more information, see page 78.

# Audience and core research questions

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## Report audience

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

The report may help several stakeholders, including:

- Policy-makers – to ensure informed policy and decision-making.
- Industry – to assist in understanding the differences and trends in the workforce and plan for future opportunities.
- Researchers – to support insights into education at all levels – early childhood, primary, and secondary schooling.
- Initial Teacher Education (ITE) providers – to manage delivery arrangements and meet supply requirements.

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## Report contributors

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

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

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## Research questions

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

- What is the overall picture of supply and demand across early childhood, primary and secondary schooling?
- What are the current workforce demographics?
- What is the forecast supply and demand across early childhood, primary and secondary schooling?
- What are the demographics of students in initial teacher education courses?
- Where do graduates go on to work in early childhood, primary and secondary schooling?
- What are the trends in attrition and recruitment?

Each report considers additional research questions to examine key themes of interest. The questions for the 2024 report include:

- How has the number, tenure and employment type of Permission to Teach (PTT) authorisations changed over time and how has this differed from other graduate teachers?
- What share of Victorian government school teachers are currently working part time, and how has this changed over the last 5 years?



# How to navigate this report

The following are the key features of the 2024 TWS.

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## Report sequencing

To facilitate comparisons across education settings, the report is structured as follows:

- The first section is an Executive Summary, which provides key estimates for the supply and demand pipelines, as well as a summary of the overall estimated supply and demand balance.
- Section 2 describes the overall registered teacher population (i.e., VIT registrants). This includes breakdowns of which teachers are registered to teach across each educational setting (early childhood, primary, and secondary) and how many are currently teaching, or likely to be available to teach.
- Section 3 presents the estimated supply and demand metrics for teachers by educational setting. This is considered over time and by region.
- Section 4 provides further information on the estimated drivers of supply and demand by educational setting, including ITE activity and other dynamics.
- Section 5 outlines additional workforce demographics and statistics, including examination of key differences between teaching workforces across educational settings.

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

The forecasts in the report are based on the best available information at the time of analysis. They provide a valid estimation of Victoria's teacher supply and demand for future years. Forecasts do not, and cannot, factor in all possible influences on future teacher supply and demand.

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## Use of colour

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

	Early childhood (purple)		Special and language (green)
	Primary (orange)		Non-specific educational setting (grey)
	Secondary (dark blue)		
	Schools or all sectors (maroon)		

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## Presentation style

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

- Most pages will highlight one or 2 key findings under the main heading.
- Colour shades are sometimes used to illustrate separate categories on a given page.
- Source data used for each page is summarised in the Appendix.
- Maps are a stylised version of Victoria rather than being geographically precise.
- Further detail on the data series in this report can be found in the supplementary data report.

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# 1. Executive Summary





*This chapter provides a summary of the key findings from the 2024 TWS across all educational settings.*









## 1.1. 2024 key statistics

### GRADUATE PIPELINE





Enrolments	12,361 undergraduate enrolments	
Enrolments	5,365 postgraduate enrolments	
Graduation	5,170 graduate teachers from Victorian ITE courses	
Registration	135,416 registered school teachers 11,572 registered early childhood teachers 5,347 dual registered teachers	

### ENROLMENTS

Early childhood enrolments	148,356 government funded kindergarten enrolments	
Primary enrolments	567,230 primary school enrolments	
Special and EAL enrolments	119,172 special and 2,152 EAL school enrolments	
Secondary enrolments	461,336 secondary school enrolments	

## WORKFORCE

### CURRENT ACTIVE WORKFORCE

			
Early childhood teachers	Primary teachers	Special and EAL teachers	Secondary teachers
Estimated 8,561 employed teachers by headcount	50,180 teachers by headcount	3,506 teachers by headcount	48,825 teachers by headcount

### WORKFORCE GROWTH

Early childhood	↑	11% (866 teachers)
Primary	↑	1% (362 teachers)
Special and EAL	↑	6% (193 teachers)
Secondary	↑	1% (670 teachers)

### ATTRITION

School attrition	4.1% allowed school registration to expire
Early childhood attrition	6.0% allowed early childhood registration to expire

## 1.2. Key overall findings

### Overall demand of teachers is expected to approximately match supply over the forecast period

The forecast demand for teachers across sectors is expected to approximately match supply in 2030. The rate of growth in supply of teachers across sectors is 8.8% over the projection period, matching the rate of growth in demand of 8.8%.

This is the second consecutive year showing a strengthening supply pipeline for secondary school teachers.



While the overall picture is one of a supply balance, outcomes vary across sectors. The forecast shortfall in the secondary school sector continues to narrow, with a projected shortfall of around 1,675 teachers in 2030 (down from 3,600 in the previous report). The primary school sector is expected to be close to balance over the forecast period, with only a minor shortfall of 439 teachers in 2030. The early childhood sector has maintained an expected surplus throughout the forecast period, narrowing to a surplus of around 63 teachers in 2030.

### Victorian school student-to-teacher ratios continue to improve



The Victorian school system overall has achieved reductions in student-to-teacher ratios. Between 2018 and 2024, students per teaching staff in Victorian schools decreased to 13.1 in primary schools and to 11.0 in secondary schools. Victorian schools on average had fewer students per teacher compared to all Australian states.

### Stable attrition from the VIT register and continued growth in the VIT register



There has been an increase in attrition from the VIT register, from 3.9% in 2023 to 4.1% in 2024. The total number of VIT registrants continued to grow, up 5,999 between 2023 and 2024, a 4.1% increase. The government sector has seen attrition remain stable at 5.2% in primary schools and increase slightly in secondary schools from 7.6% to 7.7% from 2023 to 2024. Catholic sector primary attrition has decreased to 7.5% and secondary attrition has decreased to 8.5%.

### Unmet demand and strong population growth are driving higher teacher demand



Unmet demand likely decreased between 2023 and 2024 as more teachers join the VIT register and demand eases slightly. However, secondary-school-aged population growth is expected to continue to drive substantial demand pressure over the projection horizon. These factors are expected to continue to drive teacher demand which is significant relative to additional teacher supply levels.

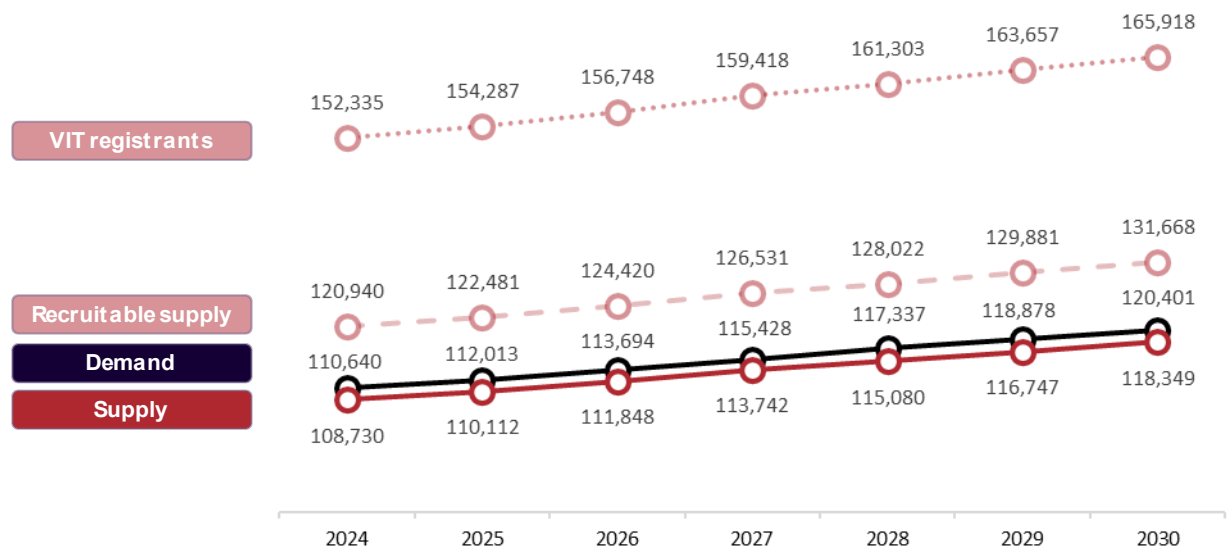
### Strengthening supply outlook for the early childhood workforce



The outlook for the early childhood workforce is a small excess of supply over demand which narrows temporarily in 2028 with the continued roll-out of Three-Year-Old Kindergarten and Pre-Prep. In 2028, Pre-Prep will roll-out to an additional 15 local government areas, as well as to new priority groups including families who hold a Commonwealth concession card. Workforce initiatives including the *Early Childhood Scholarships and Incentives Program* and the *Early Childhood Tertiary Partnerships* program continue to support the ECE workforce supply pipeline.

# Summary of 2030 supply and demand forecasts

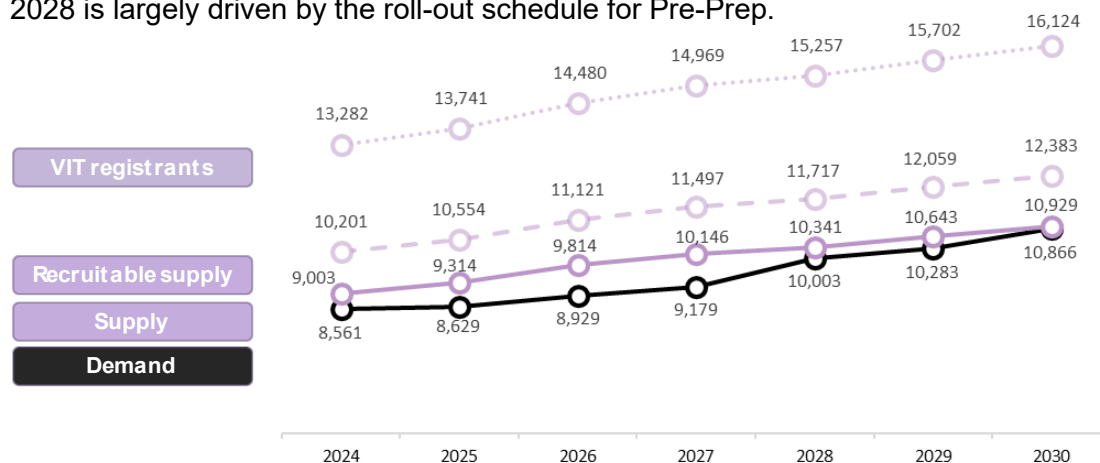
The forecast demand for teachers across sectors is expected to exceed supply in 2030, with an overall supply shortfall of 2,052 teachers expected in 2030. This is largely driven by a shortfall in the secondary school sector, where demand pressures come from increased enrolments and increased funding per student for new programs and staff improvements. Relative to the previous report, supply-side projections are stronger due to observed headline registrant growth and strengthened projected ITE pipeline for secondary. Demand projections have also decreased due to indications of decreased unmet demand.



Recruitable supply is employed teachers plus an estimate of registered teachers who may be recruitable to teaching roles with sufficient incentives.

## Early childhood

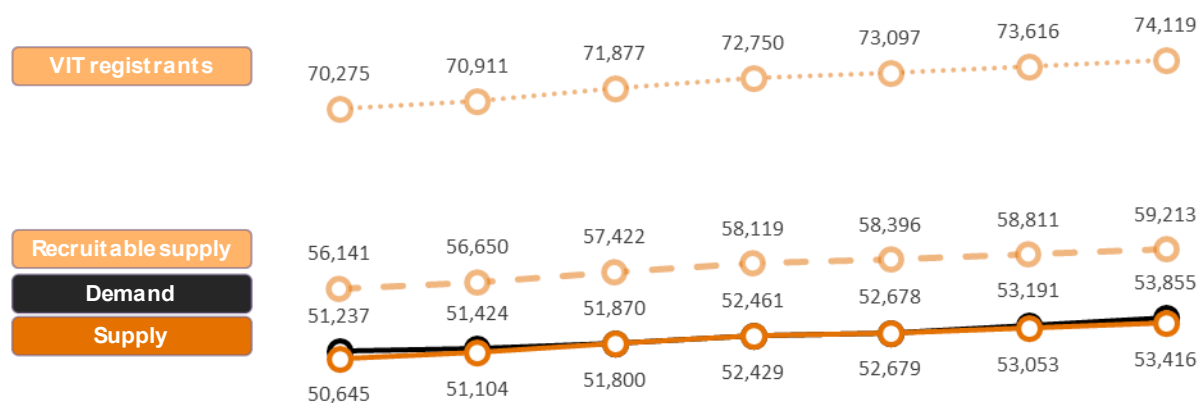
The forecast supply for early childhood teachers is expected to outpace demand to 2030 with demand increasing by 26.9% and supply increasing by 21.4% over the forecast period. The supply and demand balance for early childhood is expected to improve until 2030. The increase in supply over the forecast period is primarily due to an increase in VIT registrants. The increase in demand in 2028 is largely driven by the roll-out schedule for Pre-Prep.



# Summary of 2030 supply and demand forecasts

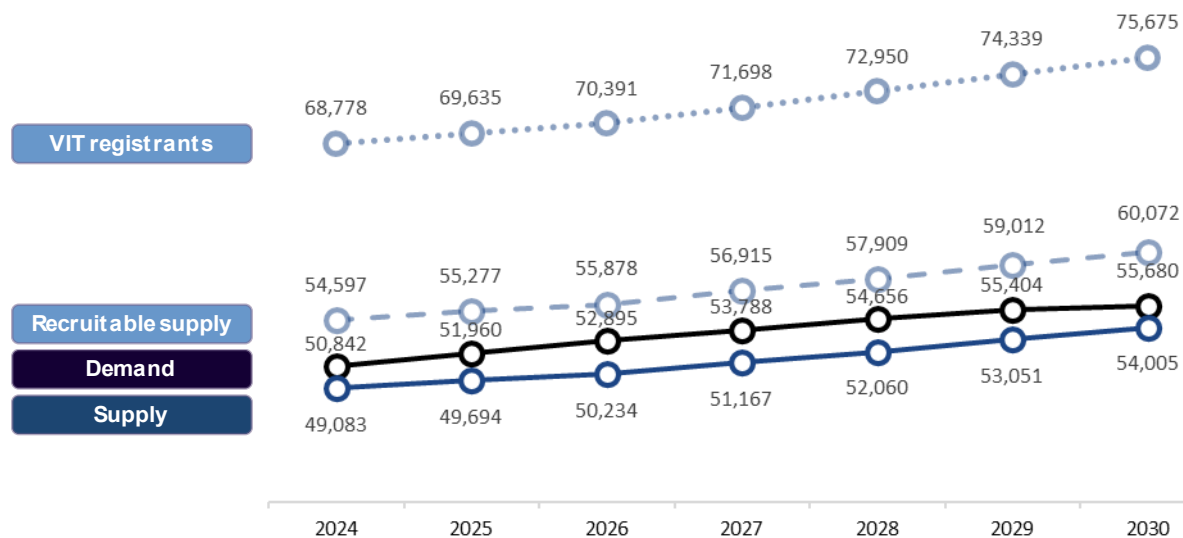
## Primary schools

The forecast supply of primary teachers is expected to outpace demand to 2030, with demand increasing by 5.1% and supply increasing by 5.5% over the forecast period. The supply and demand balance for primary schools is expected to improve until 2030. Student enrolments over the projection period grow gradually (2.8%, compared to 7.6% for secondary), with demand also increasing due to additional funding per student and associated impacts on school programs and staff improvements. As such, the supply and demand balance for primary schools is expected to improve marginally as supply catches up with demand as a result of flat enrolment growth.








## Secondary schools

The forecast demand for secondary teachers in 2030 exceeds forecast available supply by 1,675 teachers, which is a smaller shortfall than the 2023 report, in which a supply shortfall of over 3,600 secondary teachers was projected in 2029. This substantial improvement in the outlook for secondary has been supported by the suite of schools workforce initiatives discussed on page 3 of this report, particularly the *Secondary Teaching Scholarships* initiative through a projected strengthening of the ITE graduate pipeline. However, sustained effort is needed to continue attracting secondary teachers from the recruitable supply pool.



# Summary of 2030 supply and demand forecasts

Forecasts across all education settings still indicate that, from 2024 to 2030, the number of registered teachers in Victoria exceeds the demand for those teachers. However, growth in the number of teachers expected to be available to work does not meet the estimated available demand for teachers. Continued efforts will be needed to attract the estimated recruitable supply into teaching roles.

	2030 enrolments	2030 teacher demand	2030 teacher supply	2030 net supply (in the absence of further incentives)
2030 Forecasts				
 Victoria	1,278,969	120,401	165,918 of which: 131,668 recruitable supply 118,349 available supply	
 Early childhood	199,550	10,866	16,124 of which: 12,383 recruitable supply 10,929 available supply	63 surplus, made up of 10,866 demand compared to 10,929 available supply
 Primary	583,085	53,855	74,119 of which: 59,213 recruitable supply 53,416 available supply	440 deficit, made up of 53,855 demand compared to 53,416 available supply
 Secondary	496,334	55,680	75,675 of which: 60,072 recruitable supply 54,005 available supply	1,675 deficit, made up of 55,680 demand compared to 54,005 available supply
 Special and EAL	20,622	4,436	The 2030 special and EAL school forecast requires 4,436 teachers to meet demand. These teachers are incorporated in the above forecasts.	



Demand – Teachers required to meet ongoing employment needs, as measured through the National School Statistics Collection and early childhood administrative data.

\*\* Assumes 32% of graduates with dual-EC-Primary ITE qualifications will join the EC workforce.



# Key measures of supply / demand balance

In addition to estimating supply and demand projections, this report also calculates additional workforce metrics indicative of supply and demand. Some of these measures and their change between 2023 and 2024 are summarised below.

	 <b>PRIMARY</b>	 <b>SECONDARY</b>
<b>INDICATOR</b>		
<b>Graduate teachers employed by government schools</b>	<b>1,331</b> (↓120 from 1,451 in 2023)	<b>885</b> (↓114 from 999 in 2023)
<b>Attrition</b>		
From the register	<b>4.1%</b> (↑0.2pp from 3.9% in 2023)	
Government school positions	<b>5.2%</b> (0.0pp from 5.2% in 2023)	<b>7.7%</b> (↑0.1pp from 7.6% in 2023)
Catholic school positions	<b>7.5%</b> (↓1.2pp from 8.7% in 2023)	<b>8.5%</b> (↓0.6pp from 9.1% in 2023)
<b>Student-teacher ratios</b>		
Government school ratios	<b>13.0</b> (↓0.4pp from 13.4 in 2023)	<b>11.5</b> (0.0pp from 11.5 in 2023)
All-sector school ratios	<b>13.1</b> (↓0.2pp from 13.3 in 2023)	<b>11.0</b> (↓0.1pp from 11.1 in 2023)

↑ or ↓ – Indicator worsened between 2023 and 2024, ↓ or ↑ – Indicator improved between 2023 and 2024

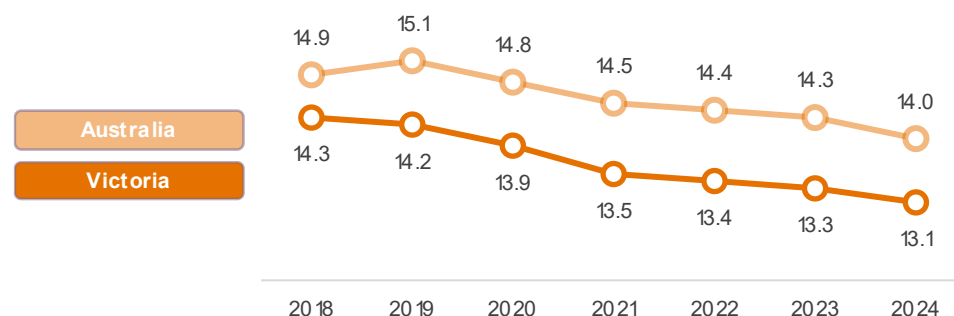
Indicators point to increasing challenges from 2023 to 2024 in matching supply and demand at the state level. More detailed analysis of these challenges at the area level are provided in the body of the report.

# Summary of student-teacher ratios

Despite observed tightness in recruitment and retention metrics over recent years, the Victorian school system overall has achieved reductions in student-to-teacher ratios (i.e., FTE of students per one FTE of teaching staff). Between 2018 and 2024, students per teaching staff in Victorian primary schools decreased by 1.2, to 13.1. For Victorian secondary schools, students per teaching staff decreased by 0.6 over the same period, to 11.0. Victorian schools on average had fewer students per teaching staff compared to Australia overall, across both primary and secondary school systems.

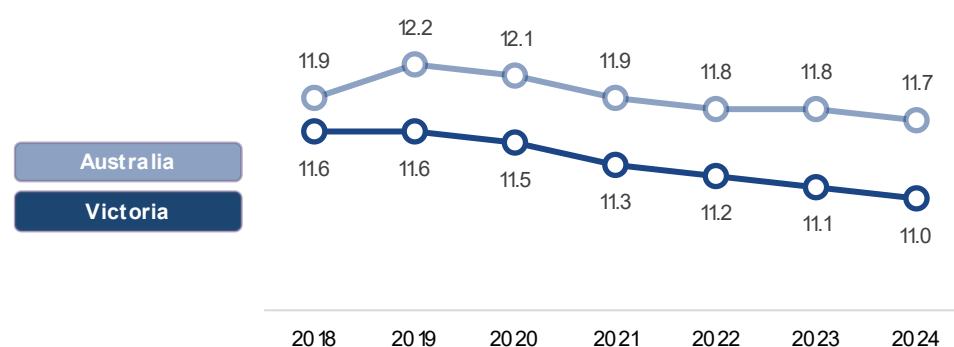
## Primary schools

The student-teacher ratio in Victorian primary schools is lower than all Australian states, with Victoria having more teachers per student. The student-teacher ratio, in primary schools, has continually improved in Victoria since 2018. While there are supply and demand pressures in both the primary and secondary school sectors, the student-teacher ratio continues to improve.



## Secondary schools

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



## 2. Registered Teachers

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

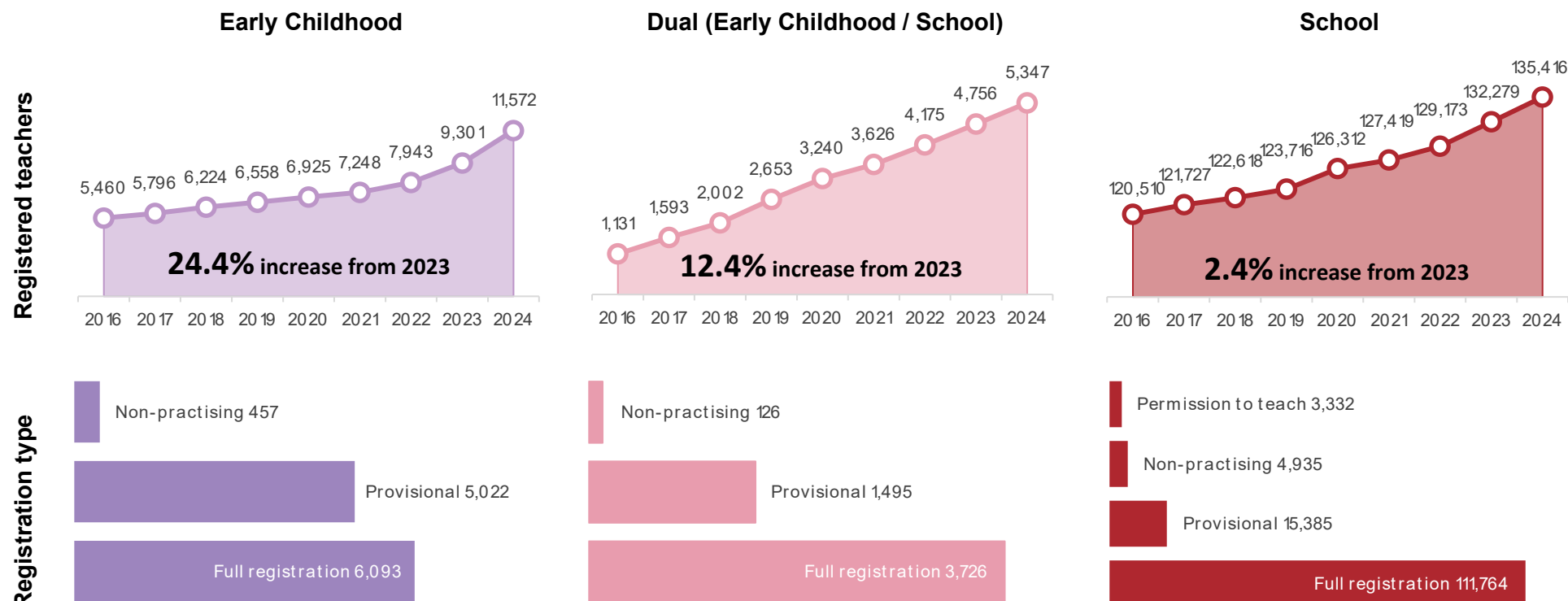


## Registered Teachers

### 2.1. Characteristics of teachers registered with the VIT

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

**Key findings —** Early childhood registrants increased at a faster rate than any other single registration type between 2023 and 2024. Early childhood and dual registrants are more likely than school registrants to be provisionally registered.



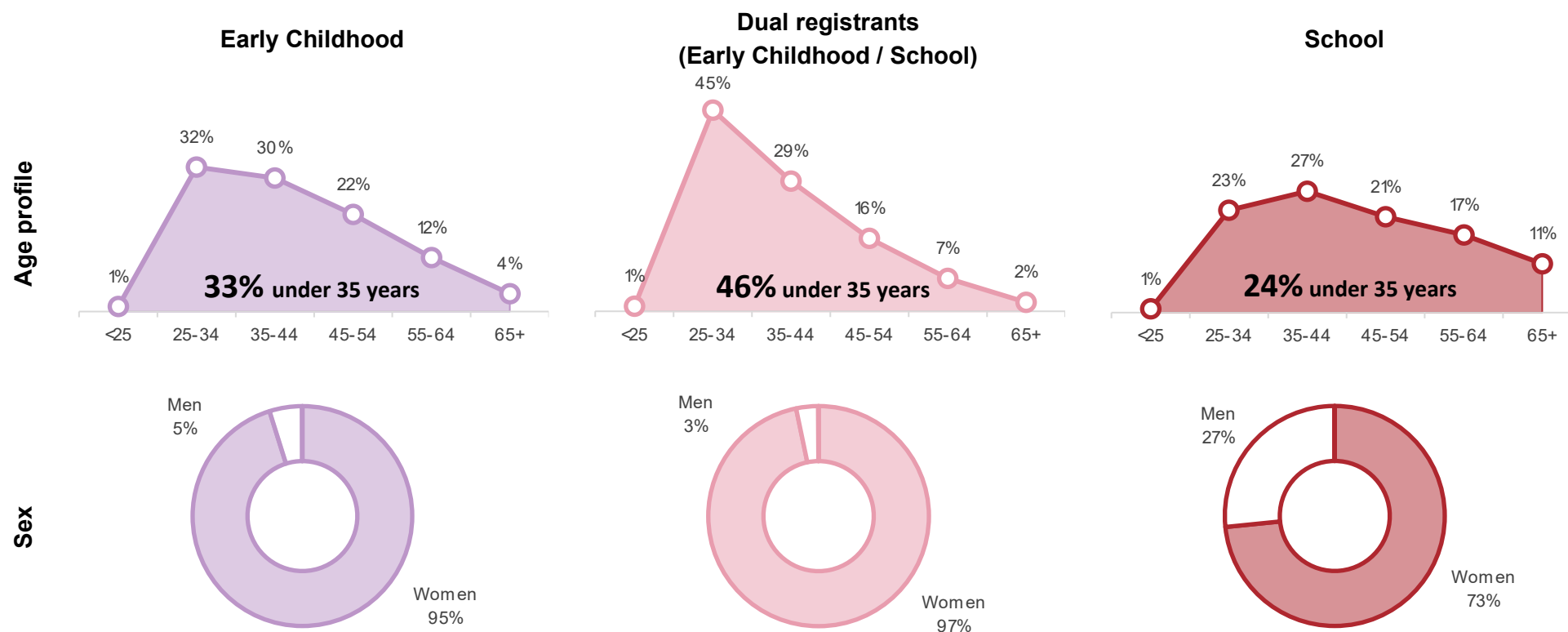
Notes: Values may not add to 100% due to rounding

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

## Registered Teachers

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

**Key findings** — Dual registrants are generally younger than other registrants.  
There is a higher proportion of male registrants in schools than in other registration categories.



*Note: Values may not add to 100% due to rounding*

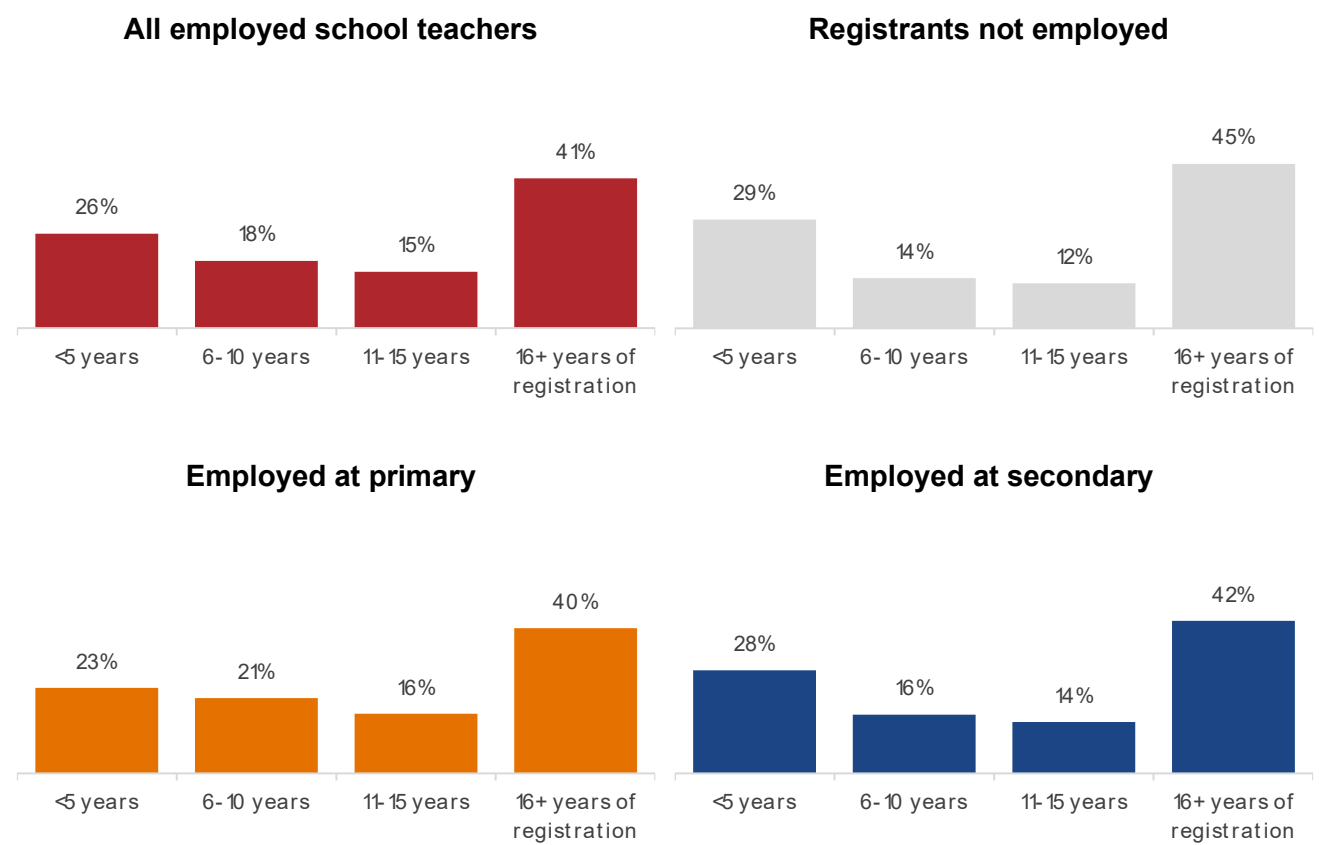


Registered Teachers

2.3. Years since registration

**Key Finding —** 29% of registrants not employed are in their first 5 years of registration.

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

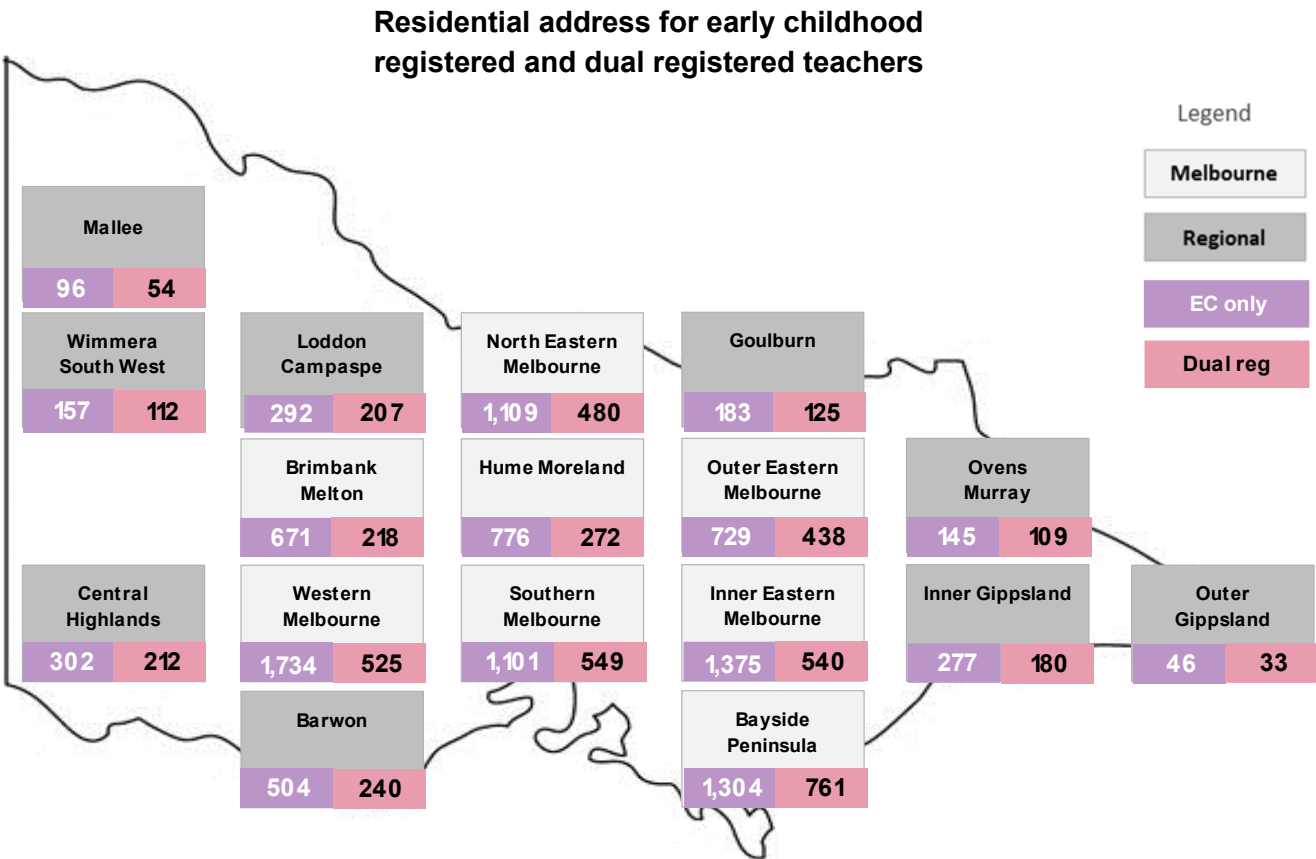


Teachers who are not employed are more likely to be either registered for less than 5 years or at least 16 years. The distribution of teachers by years since registration is broadly the same between primary and secondary schools. Of the teachers in primary schools, 44% had up to 10 years' experience, as was also the case in secondary schools.

Registered Teachers

2.4. Home address of registrants – early childhood

**Key Finding —** 84% of early childhood and dual qualified teachers were registered in a major city.

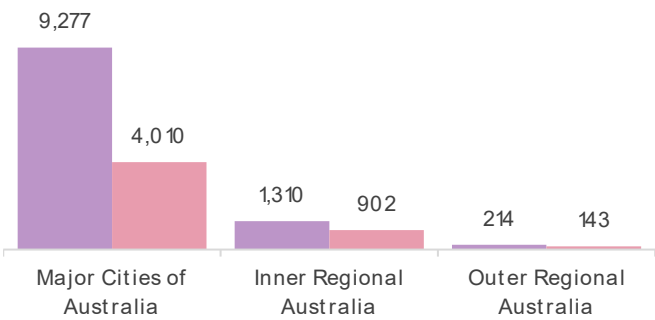


Home address distribution

Home address information was available for 97% of early childhood and dual qualified teachers registered with VIT.

84% of early childhood and dual qualified teachers live in major cities compared to 14% in inner regional and 2% in outer regional areas.

Home address by remoteness

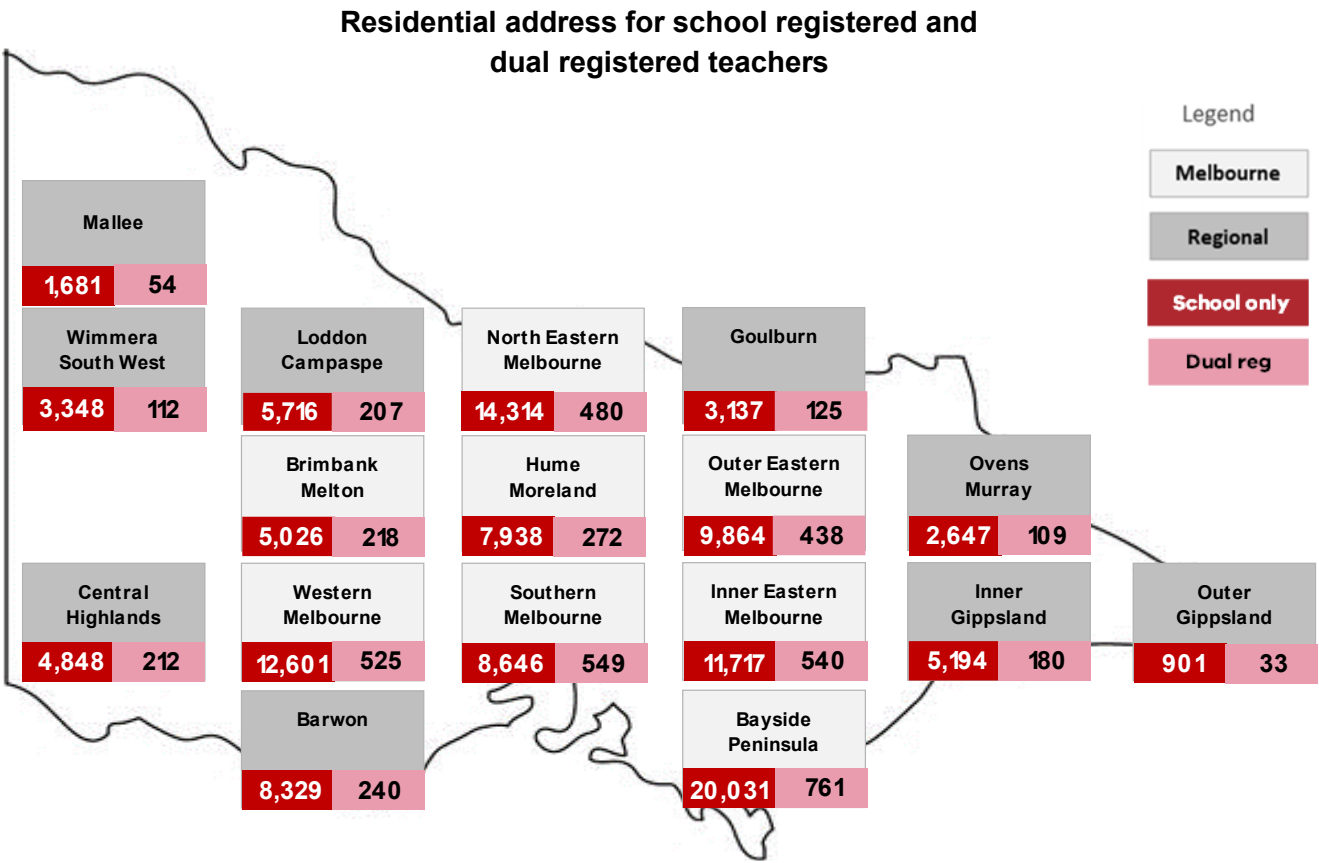


Note: Values referring to early childhood teachers include dual registered teachers.

Registered Teachers

2.5. Home address of registrants – school teachers

**Key Finding —** 77% of school and dual qualified teachers were registered in a major city.

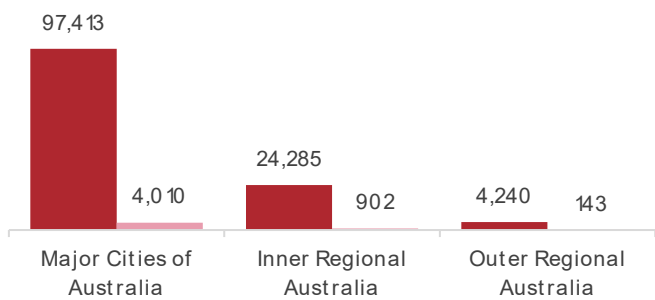


Home address distribution

Home address information was available for 96% of school and dual qualified teachers registered with VIT.

By remoteness, 77% of registered school and dual qualified teachers live in major cities compared to 19% in inner regional and 3% in outer regional areas.

Home address by remoteness



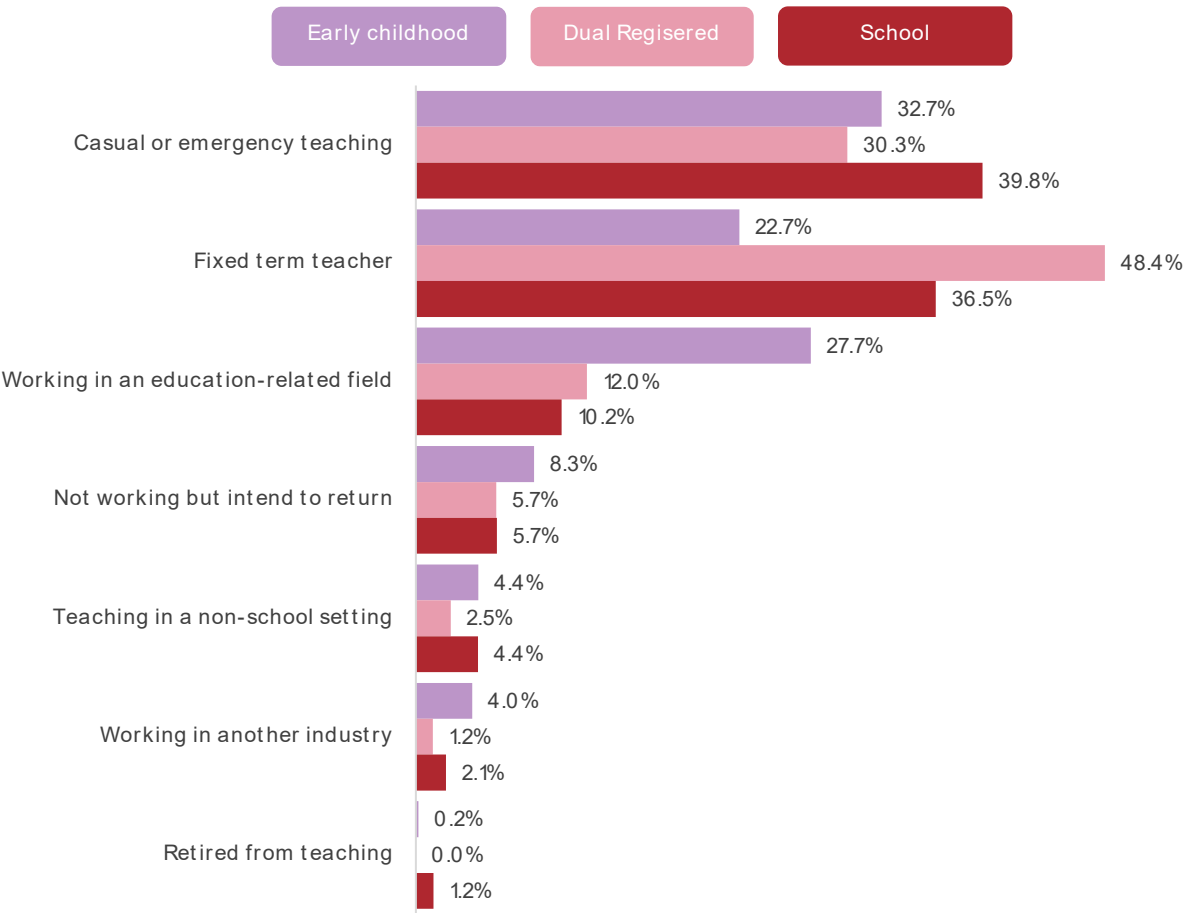
*Note: Values referring to school teachers include dual registered teachers.*  
*Note: See Section 6.7 for geographic maps and definitions*

Registered Teachers

2.6. Employment situation at registration renewal

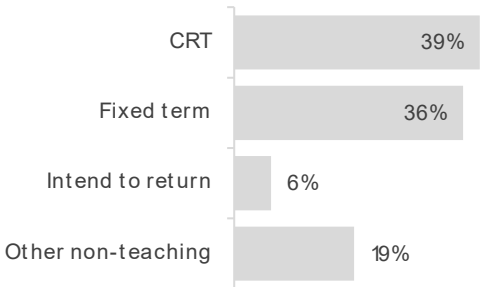
**Key Finding —** 75% of fully registered teachers without ongoing employment are actively engaged with the teaching profession in CRT or fixed-term teaching positions. This represents a decrease of 5% between 2023 and 2024.

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



The VIT requests employment information at registration renewal. The charts above and to the right use responses from teachers who renewed their registration in 2024. This includes responses from registrants who were not employed in a school or early childhood setting in either an ongoing role or with a fixed-term contract of more than 12 months.

Total across education settings



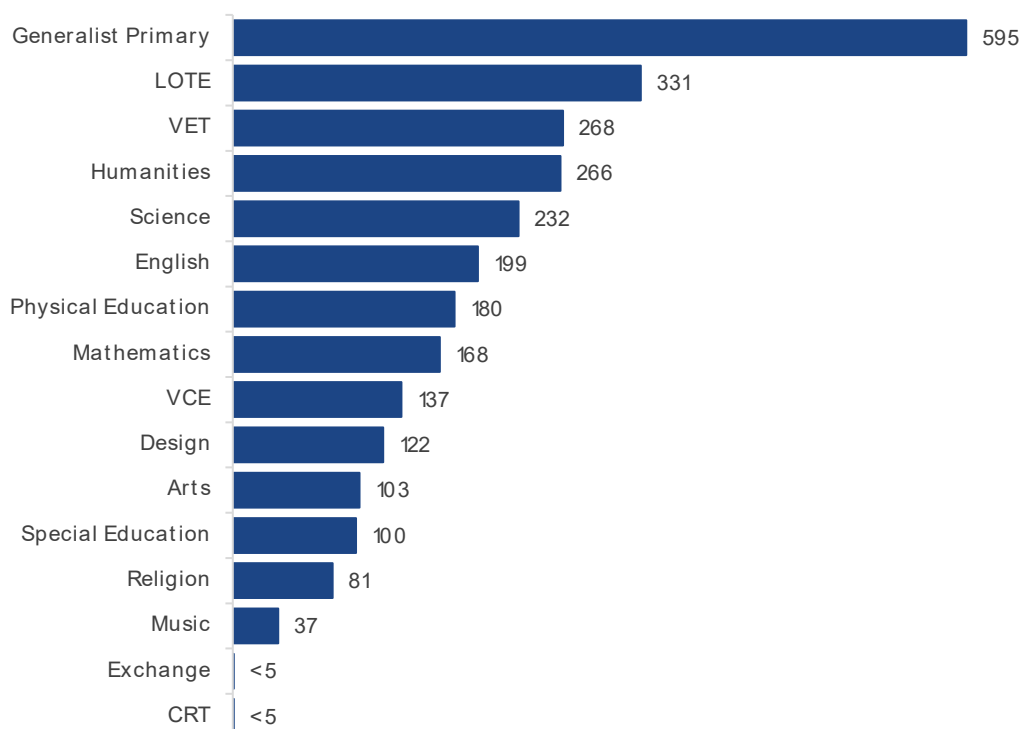
## Registered Teachers

### 2.7. Permission to Teach

This page shows the number of Permission to Teach (PTT) authorisations granted in 2024 by subject area. PTT is a form of short-term employment used where a workforce shortage exists, to undertake the duties of a teacher in delivering and/or assessing student participation in the school's curriculum program. Individuals holding PTT authorisations are not registered as qualified teachers, although they are included in the VIT register.

Note that in 2021, VIT rolled out PTT COVID which registered pre-service teachers to address COVID-related workforce shortages. The numbers for this were large and not comparable to previous (or future) years and are therefore, removed from the historical count of PTTs granted.

**Key Finding — 2,164 Permission to Teach authorisations were granted in 2024.**

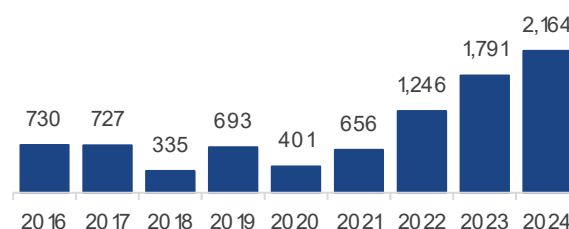


#### PTT subject areas

Permission to Teach (PTT) authorisations granted in 2024 were classified into 15 subject categories. The most popular subject areas for PTT authorisations were Generalist Primary, LOTE, VET and Humanities.

In 2024, there were 2,164 PTTs granted, 21% more than in 2023.

#### Total PTTs granted



*Note: Historical PTT data for 2021 and 2022 was revised between the 2022 report and the 2023 report.*



Registered Teachers

2.8. Research Question – Permission to Teach

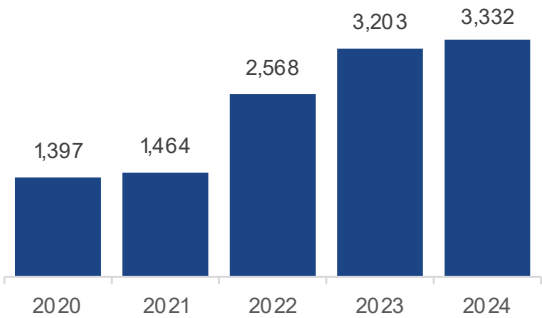
**Research Question Key Finding** — The number of PTTs on the VIT register continues to grow year-on-year, reaching 3,332 in 2024. While most PTTs have been registered for less than 2 years, there is an increasing proportion who have been on the register for 2 or more years.

This research question assesses how the number of PTTs on the VIT register has changed over time, the tenure of PTTs and PTT employment types. PTT tenure is approximated using the number of years since initial VIT registration.

PTT registrants

There has been sustained growth in the number of PTT registrants since 2020. Over this period PTT registrants have more than doubled from 1,397 in 2020 to 3,332 in 2024. The number of PTT registrants appears to be stabilising in 2024, with the number of PTT registrants increasing by 4% in 2024.

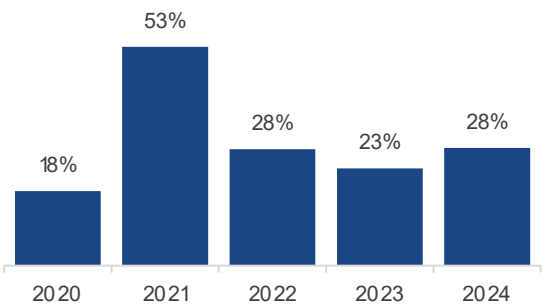
Number of PTTs over time



PTT tenure

PTTs are typically held by students in their final year of study who do not currently meet the teacher qualification requirements. As such, most PTTs (72% in 2024) have been on the PTT register for one year or less. However, since a large spike in longer tenured PTT registrants in 2021, there's been a small, sustained increase in the proportion of PTTs held by people who have been on the VIT register for 2 years or more.

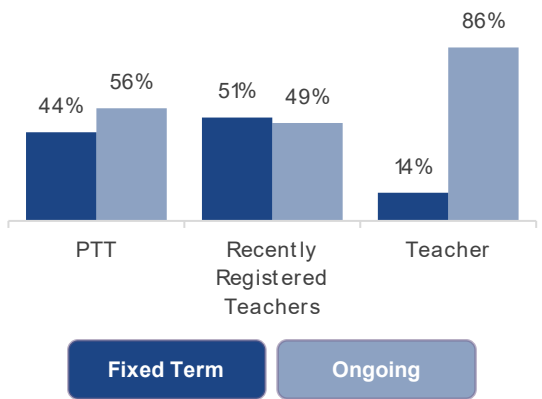
Proportion of PTTs on the VIT register for more than 2 years



PTT employment type

VIT registrants with a PTT are 7 percentage points more likely to hold an ongoing contract than other recently registered teachers (teachers who first registered within the last 2 years). Despite this, the proportion of PTT registrants with an ongoing contract remains well below the broader population of VIT registered teachers.

Employment type by registration division



Registered Teachers

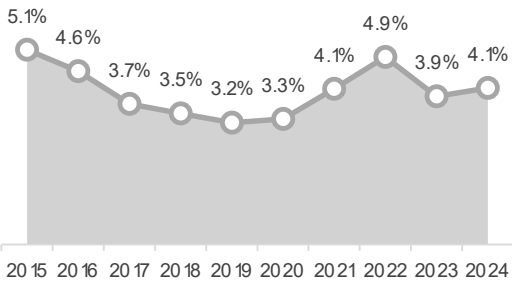
2.9. Registration expiry

**Key Finding —** 4% of school registrations, 6% of early childhood registrations and 3% of dual registrations expired in 2024.

Expired registration

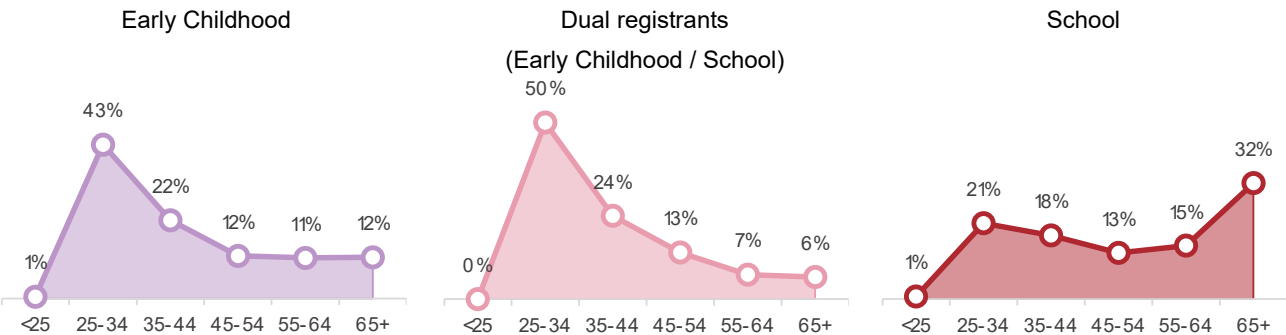
The number of expired registrations increased across all settings in 2024, with the combined expiration rate rising 0.2 percentage points from 3.9% to 4.1%.

Early Childhood:	School:	Dual:
555 teachers	5,340 teachers	144 teachers
6.0% registrations expired (up from 5.2%* in 2023)	4.0% registrations expired (up from 3.9%* in 2023)	3.0% registrations expired (down from 3.1%* in 2023)



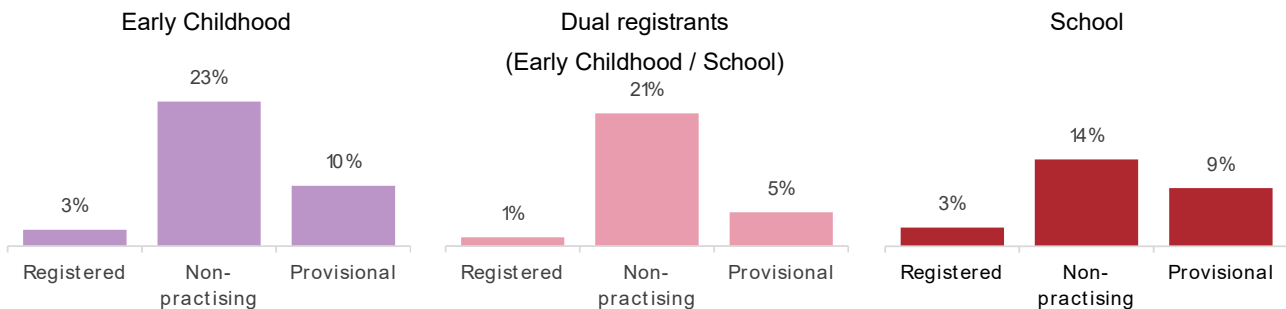
Age at registration expiry

Of the teachers whose registration lapsed in 2024, early childhood teachers and dual registered teachers were more likely to be less than 35 years of age than school teachers. Just under half of the school teachers who allowed their registration to lapse were over 55 years of age.



Registration expiry by type

Registration expiry varies significantly by registration category in both early childhood and school settings. Between 14% and 23% of non-practising registrants in 2023 allowed their registration to lapse in 2024. The equivalent figure was between 5% and 10% for provisional registrants.



Note: Values may not add to 100% due to rounding

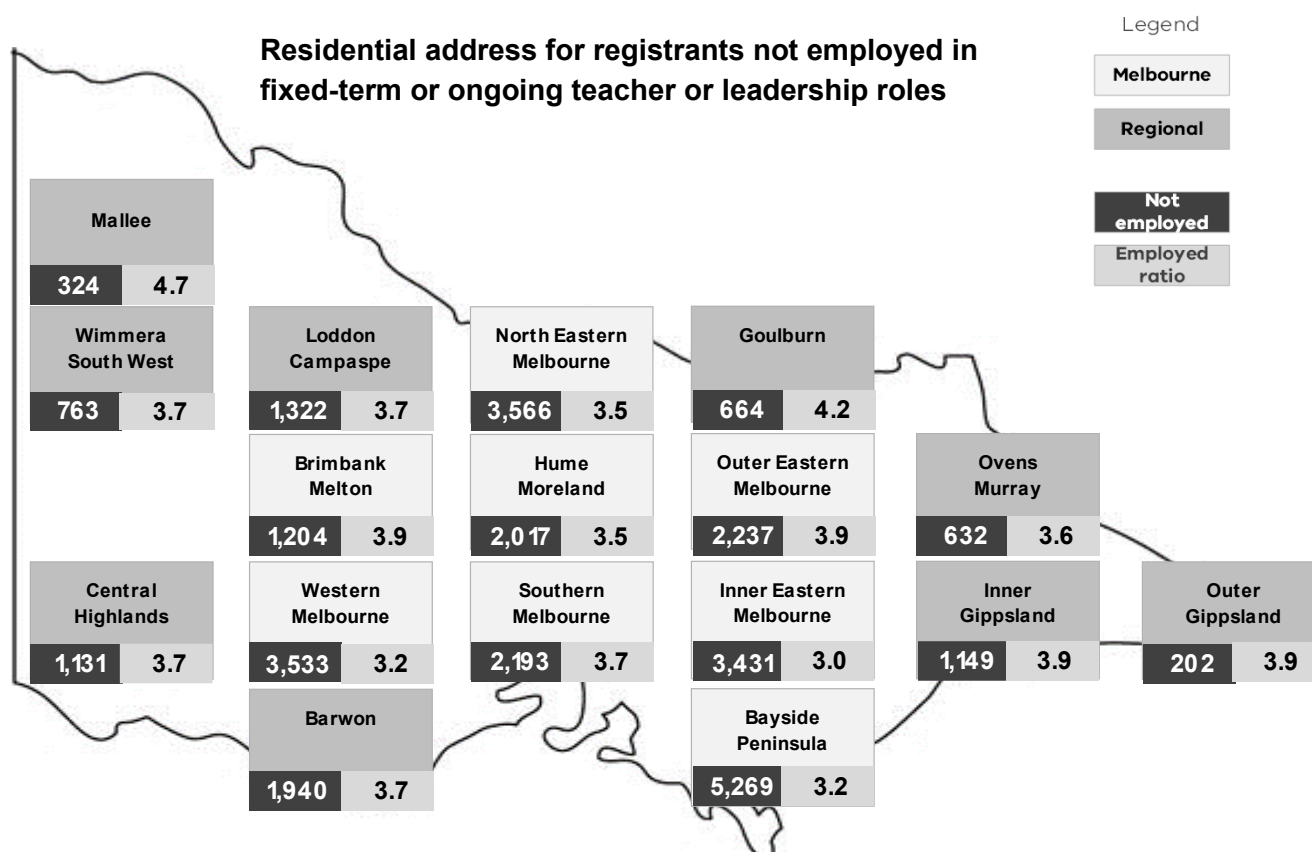
Note: \*Values differ from the 2023 TWS due to expired dual registrants being reported separately in the 2024 TWS. In previous years expired dual registrants were split between early childhood and school settings.

## Registered Teachers

### 2.10. Registrants not employed in teacher or leadership roles

**Key Finding —** For every registrant not employed in ongoing or fixed-term teaching roles or principal/educational leadership roles, there are 3.3 employed teachers.

The figure below shows the number of VIT registrants who are not employed in ongoing or fixed-term teaching roles or principal/educational leadership roles, alongside the ratio of employed teachers to the aforementioned registrants. A higher ratio indicates a greater share of workforce employed in teacher or leadership roles in an area.



#### Home area distribution

There were 34,445 registrants not employed in teacher or leadership roles in 2024. On average there were 3.3 employed teachers for every registrant not employed in the aforementioned roles.

Mallee and Goulburn have the highest ratio of employed teachers, with 4.7 and 4.2 employed teachers for every registrant not employed in teacher or leadership roles. Inner Eastern Melbourne has the lowest ratio, with 3 employed teachers for every registrant not employed in teacher or leadership role.

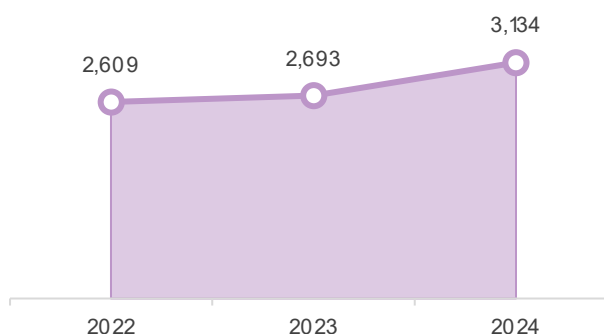
## Registered Teachers

### 2.11. Registrants not employed in school teacher or leadership roles over time

**Key Finding —** The number of early childhood registrants not employed in ongoing or fixed-term teaching roles or principal/educational leadership roles rose from 2,693 in 2023 to 3,134 in 2024. Conversely the number of school registrants not employed in ongoing or fixed-term teaching roles or principal/educational leadership roles decreased from 33,898 in 2023 to 30,052 in 2024.

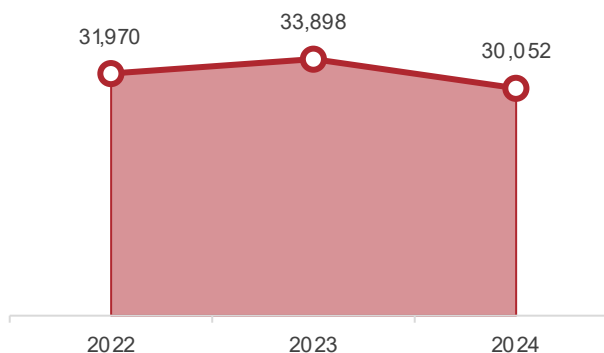
#### Early childhood registrants not employed pool

The early childhood VIT registrants not employed pool is defined as any registered early childhood teacher not employed in ongoing or fixed-term teaching roles or educational leadership roles. Due to a methodology change in 2023, years before 2022 are not comparable. The early childhood registrants not employed pool increased 16.4% in 2024.



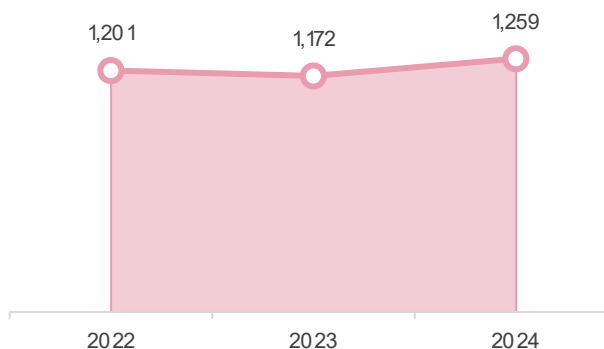
#### School registrants not employed pool

The school registrants not employed pool is defined as any registered teacher not employed in ongoing or fixed-term teaching roles or principal/educational leadership roles. Due to a methodology change in 2023, years before 2022 are not comparable. The school registrants not employed pool decreased 11.3% in 2024.



#### Dual registrants not employed pool

The dual registrants not employed pool is defined as any dual registered teacher/early childhood teacher not employed in ongoing or fixed-term teaching roles or principal/educational leadership roles. Due to a methodology change in 2023, years before 2022 are not comparable. The dual registrants not employed pool increased 7.4% in 2024.



*Note: Change in data methodology occurred in 2022, registrants not employed data is not comparable to previous years*

*Note: Values differ from the 2023 TWS due to dual registrants not employed being reported separately in the 2024*

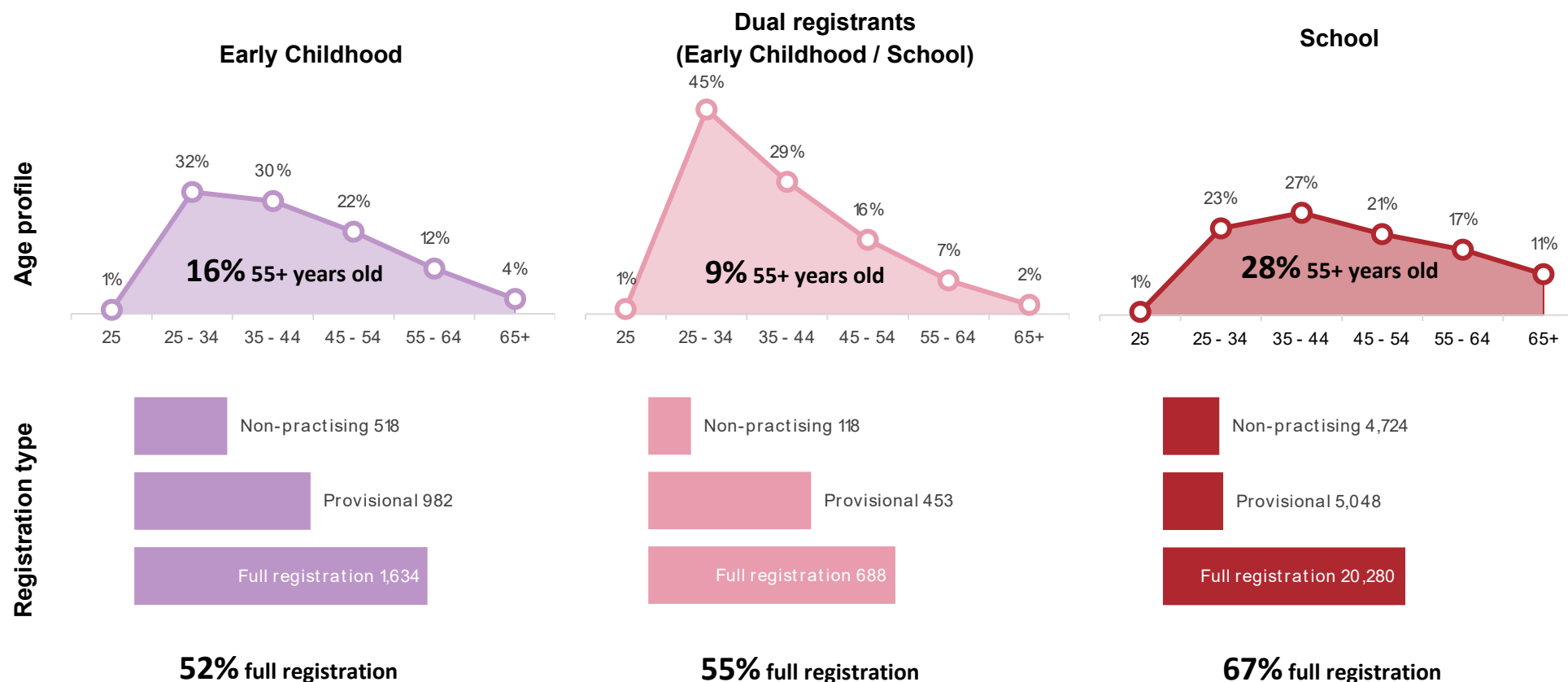
*TWS. In previous years dual registrants not employed were split between early childhood and school settings.*

## Registered Teachers

### 2.12. Characteristics of registrants not employed in teacher or leadership roles

The figures below show key characteristics of teachers registered with the VIT who are not employed in ongoing or fixed-term teaching roles or principal/educational leadership roles. Statistics are shown for early childhood only and school only registered teachers, as well as those holding dual registration.

**Key findings —** Dual registered teachers not employed in ongoing or fixed-term teaching roles or principal/educational leadership roles are generally younger than other teacher registration categories. School registered teachers are more likely than other teachers to be fully registered if they are not employed in ongoing or fixed-term teaching roles or principal/educational leadership roles.



Note: Values may not add to 100% due to rounding

Note: Change in data methodology occurred in 2022, registrants not employed in ongoing or fixed-term teaching roles or principal/educational leadership roles data is not comparable to previous years



### 3. Supply and demand balance deep dives

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



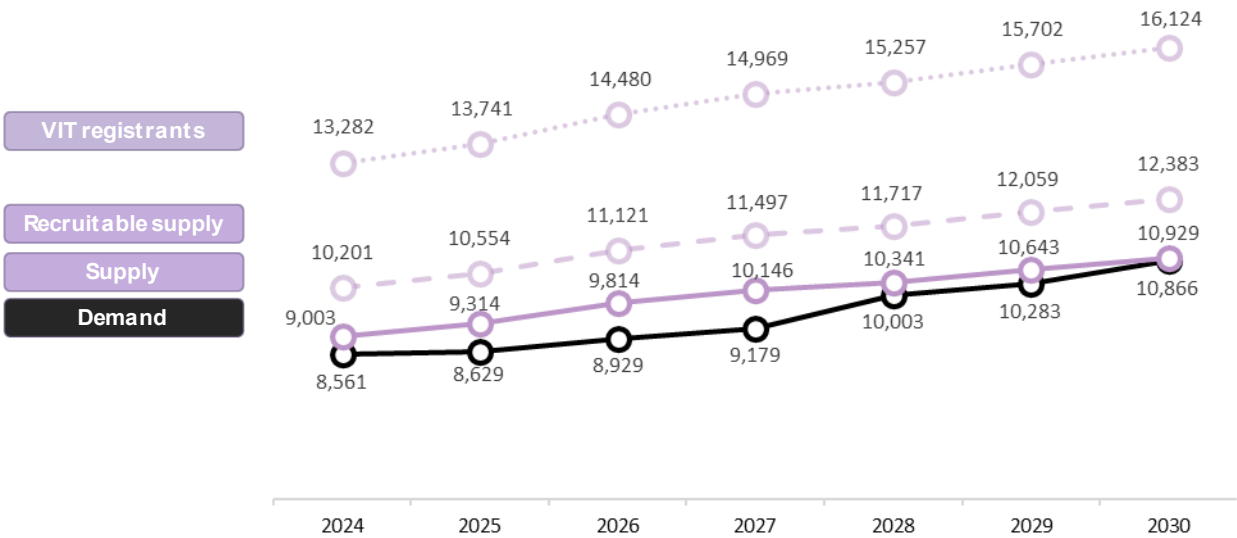


3.1. Early childhood registered teachers, and demand for teachers

**Key Finding —** From 2024 to 2030, demand is forecast to grow 26.9%, and supply is forecast to grow 21.4%.

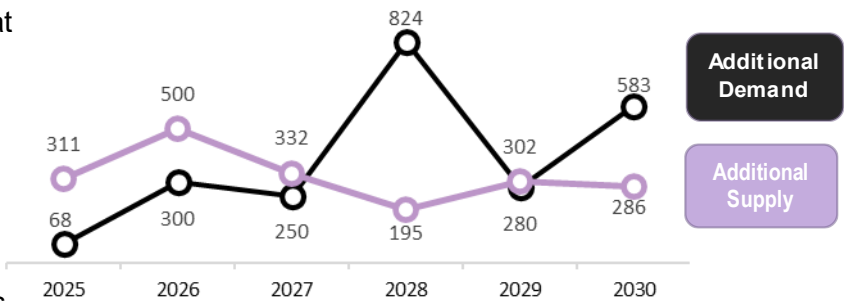
Forecast early childhood teacher workforce and demand for early childhood teachers

The forecast supply for early childhood teachers is expected to grow faster than demand up to 2030. Demand is expected to grow by 26.9% from 2024 to 2030, growing by 2,305 teachers. The total registered workforce and resulting available supply is expected to grow by 21.4%, with the register expected to grow by 2,842 teachers and the available supply expected to increase by 1,926 teachers.



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

The chart to the right indicates that each year’s additional new supply is greater than its additional new demand until 2028, when new demand (from enrolment growth and the Best Start, Best Life reforms) outgrows new supply, though overall supply still exceeds overall demand.



The increase in supply in 2026 is primarily due to an increase in VIT registrations. Note that these projections assume an ‘expected’ scenario for dual-registered teachers. That is, 32% of early childhood / primary registrants are available to teach in early childhood settings.

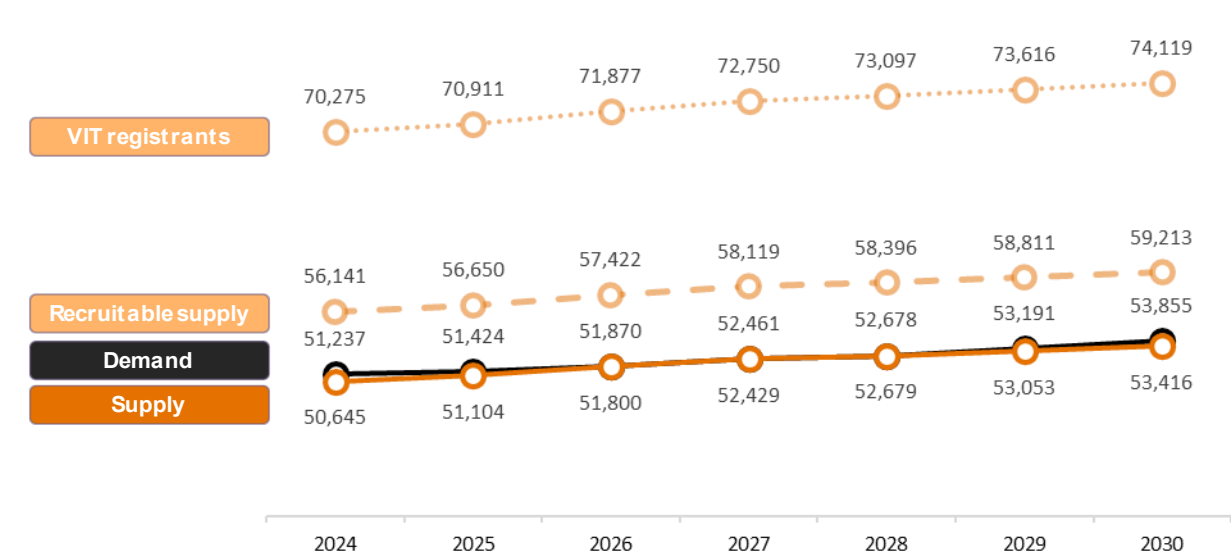
The increase in demand in 2028 is largely driven by the roll-out schedule for Pre-Prep. In 2028, Pre-Prep will roll-out to an additional 15 local government areas, as well as to new priority groups including families who hold a Commonwealth concession card.

3.2. Primary school registered teachers, and demand for teachers

**Key Finding —** From 2024 to 2030, demand is forecast to grow 5.1%, and supply is forecast to grow 5.5%.

Forecast supply of, and demand for, primary teachers

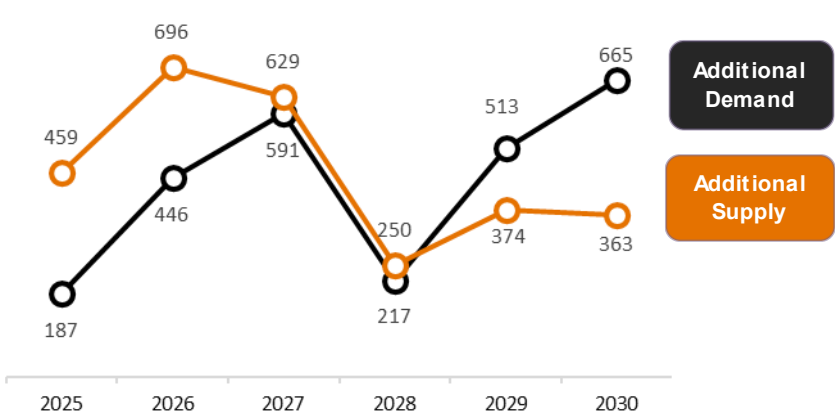
The forecast supply of primary school teachers is expected to grow slightly faster than demand up to 2030. Demand is expected to grow only moderately from 2024 to 2030, growing by 5.1% from 2024 to 2030, growing by 2,619 teachers. Enrolments over this time are expected to remain relatively stable with demand driven by additional funding per student and associated impacts on school programs and staff improvements. The total registered workforce and resulting available supply is expected to grow by 5.5%, with the register expected to grow by 3,845 teachers and the available supply expected to increase by 2,771 teachers.



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

Forecast additional supply of, and demand for, primary teachers

The chart to the right indicates that the additional supply of teachers is expected to be sufficient to meet additional demand to 2028, following this annual additional demand exceeds additional supply.



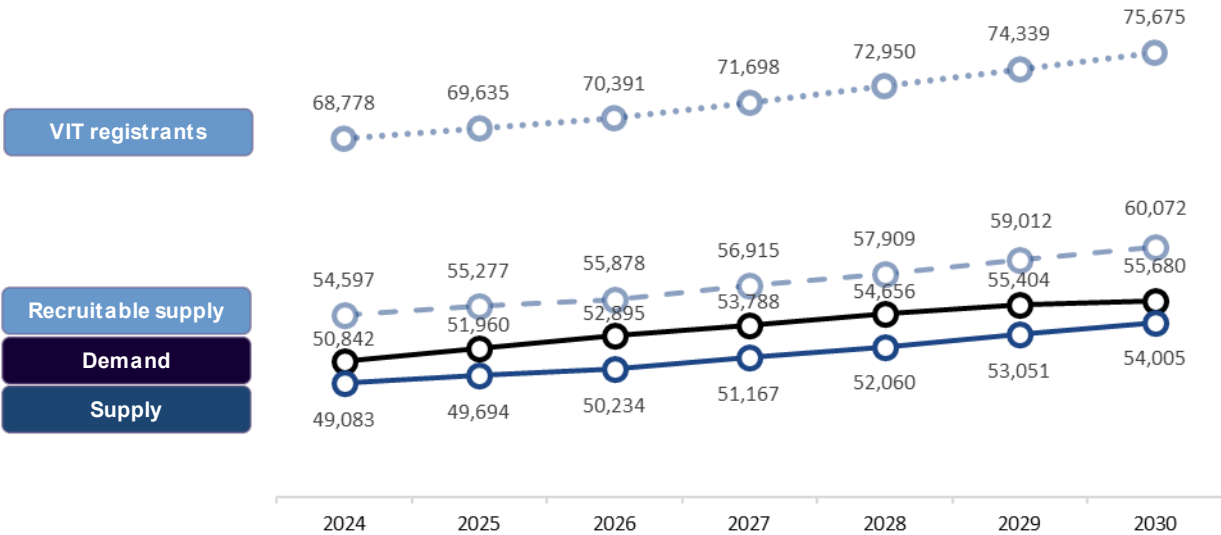
Note that these projections assume that 68% of early childhood / primary registrants and 50% of primary/secondary qualified registrants are available to teach in primary settings.

3.3. Secondary registered teachers and demand for teachers

**Key Finding —** From 2024 to 2030, demand is forecast to grow 9.5%, and supply is forecast to grow 10.0%.

Forecast supply of, and demand for, secondary school teachers

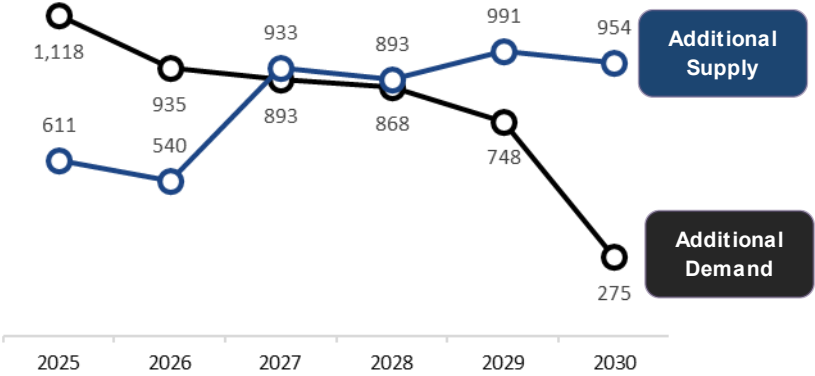
The forecast demand for secondary teachers in 2030 exceeds forecast supply by 1,675 teachers, an improvement on the supply outlook relative to the 2023 TWS. The suite of schools workforce initiatives is beginning to flow through to the projection outcomes, particularly in the medium-term of the forecast horizon as ITE graduate pipelines are expected to strengthen as a result of the *Secondary Teaching Scholarships* initiative. The forecast demand for secondary teachers is expected to grow slightly slower than supply through to 2030. Demand is expected to grow by 10.0% from 2024 to 2030, whilst the total registered workforce and resulting available supply is expected to grow by 9.5%. However, a continued supply shortfall means sustained effort is needed to continue attracting secondary teachers from the recruitable supply pool.



Forecast additional supply and demand for secondary teachers

The additional supply of teachers is lower than additional demand until 2027. From 2027, additional supply exceeds additional demand.

The system is dependent upon utilising possible supply available over and above total demand to meet this shortfall.



Note that these projections assume an ‘expected’ scenario for dual registrants. That is, 50% of primary/secondary qualified registrants are available to teach in secondary settings.

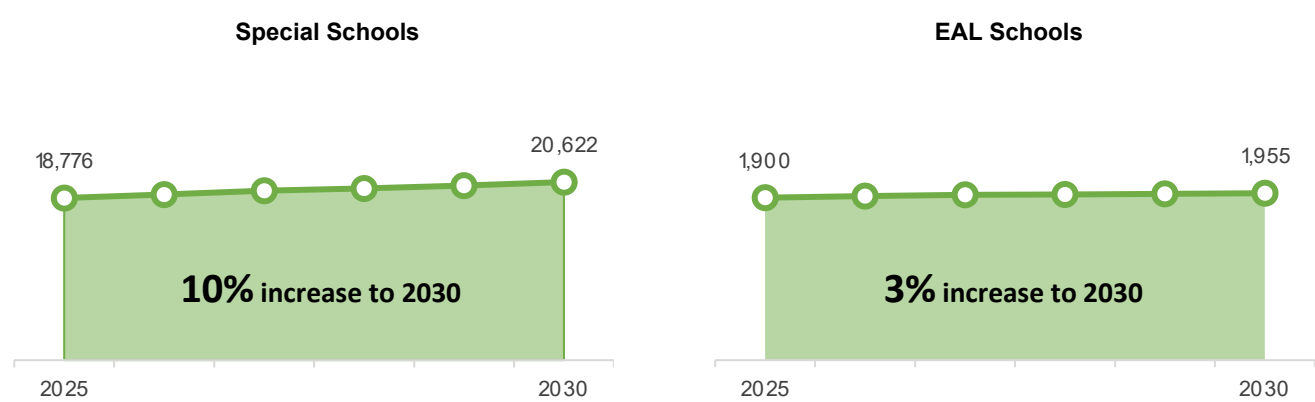
3.4. Special and EAL school forecasts

**Key Finding —** Special school teacher demand is expected to increase to 4,436 teachers by 2030, up by 10% compared to 2025.

Special and EAL schools enrolment forecast

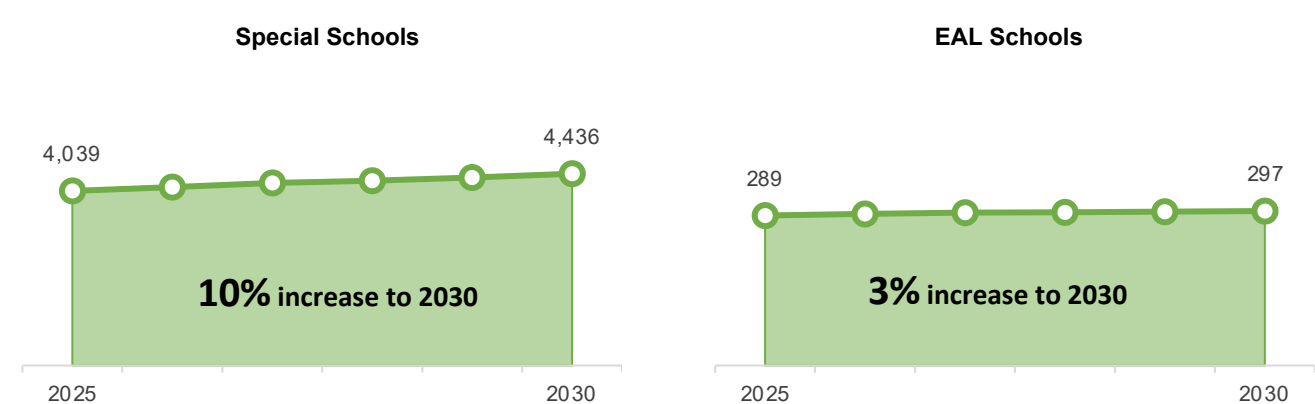
The chart below shows that year-on-year enrolments for special schools are expected to increase. The forecast is for 1,845 more special school enrolments in 2030 than in 2025.

The forecast is for slower growth in EAL school enrolments. The forecast is for 55 more EAL school enrolments in 2030 than in 2025.



Special and EAL schools teacher demand

As teacher demand largely reflects growth in enrolments, the forecast demand for Specialist and EAL teachers shows a similar trend to the enrolment charts above. The forecast is for 397 more special school teachers in 2030 compared to 2025, and 8 more EAL teachers in 2030 compared to 2025.



## 4. Supply and demand drivers

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



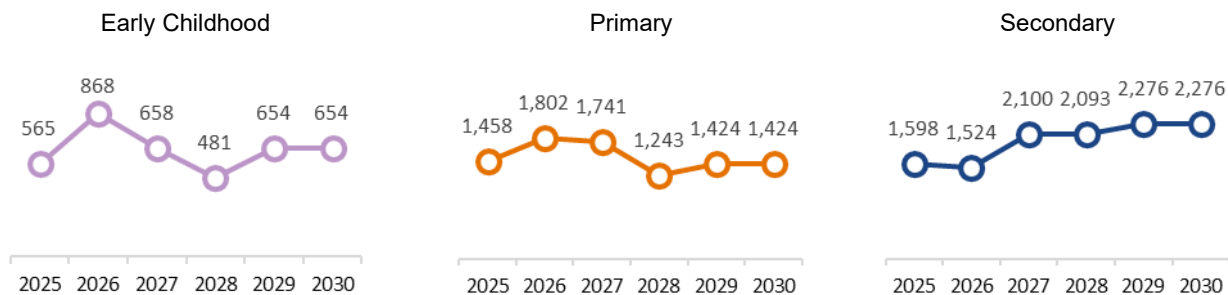


4.1. Supply Drivers by education setting

**Key Finding —** Forecasts of ITE activity have strengthened, with an increase in secondary graduates of 42% between 2025 and 2030 now projected.

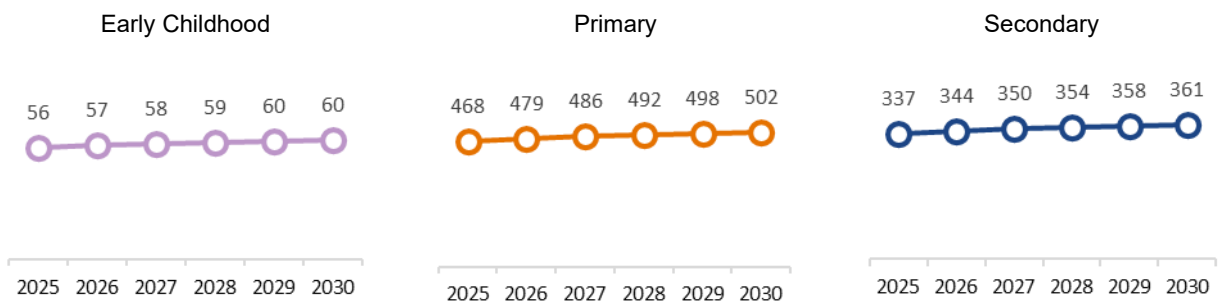
Forecast ITE graduates

The forecast supply of ITE graduates entering the school sector has strengthened compared to the last report, as ITE providers project strong enrolments growth in secondary ITE programs flowing from the *Secondary Teaching Scholarships* initiative.



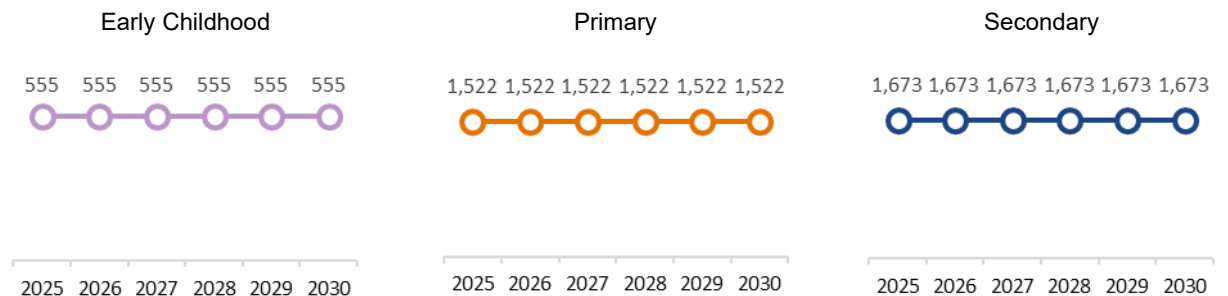
Forecast migration

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



Forecast Deferred Registrants

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



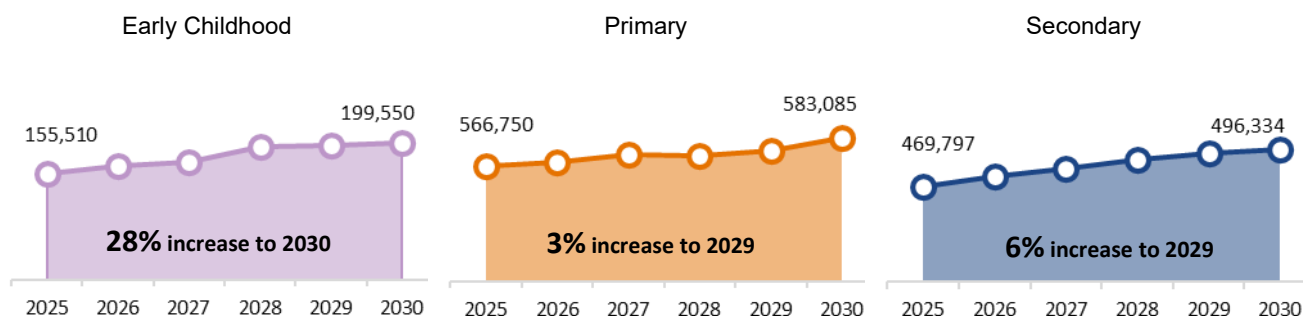


## 4.2. Demand drivers by education setting

**Key Finding —** 1,278,969 total enrolments across all education settings in 2030.

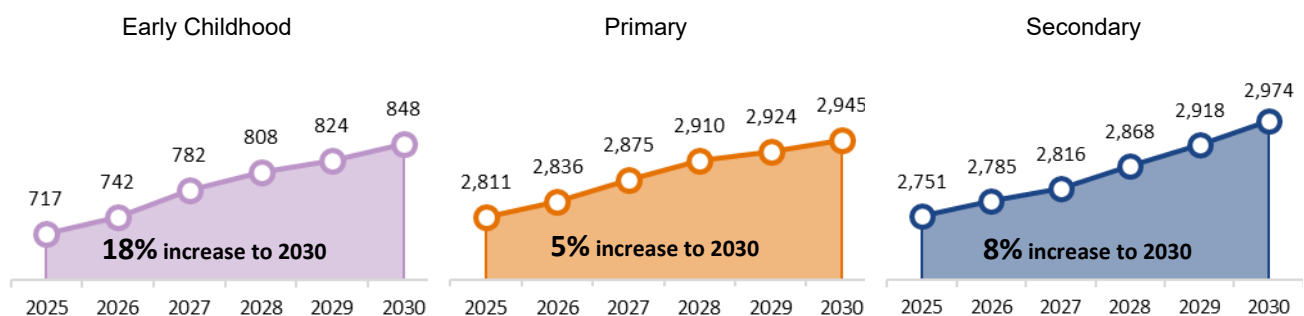
### Forecast enrolments

Early childhood and secondary school enrolments are expected to continue to grow, with secondary enrolments increasing by 6% over the forecast period. Primary enrolments are expected to increase by 3% over the same timeframe.



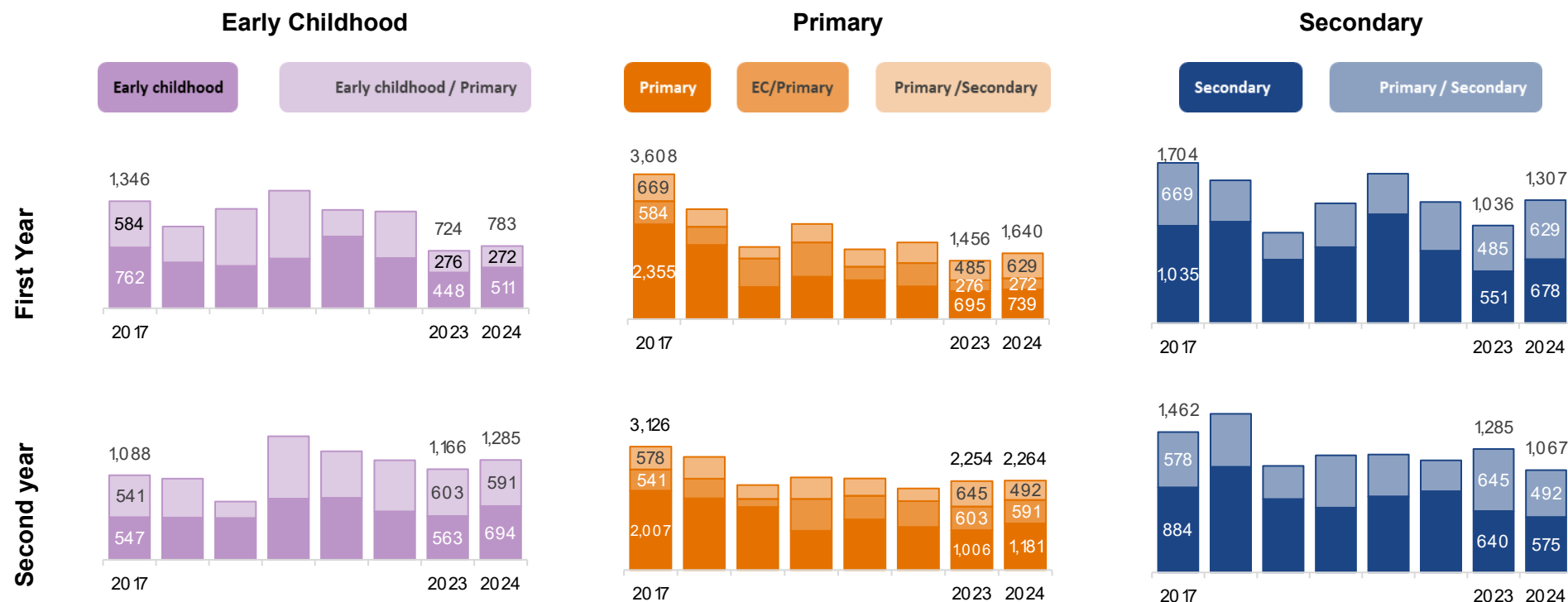
### Forecast teacher attrition from the VIT register

Teacher attrition from the register is forecast to be 5.4% for early childhood teachers, and 4.0% for school teachers. Though the attrition rate is assumed to be constant, the number of teachers leaving the workforce is projected to grow in line with the increasing pool of total registered teachers.



### 4.3. Undergraduate ITE enrolments

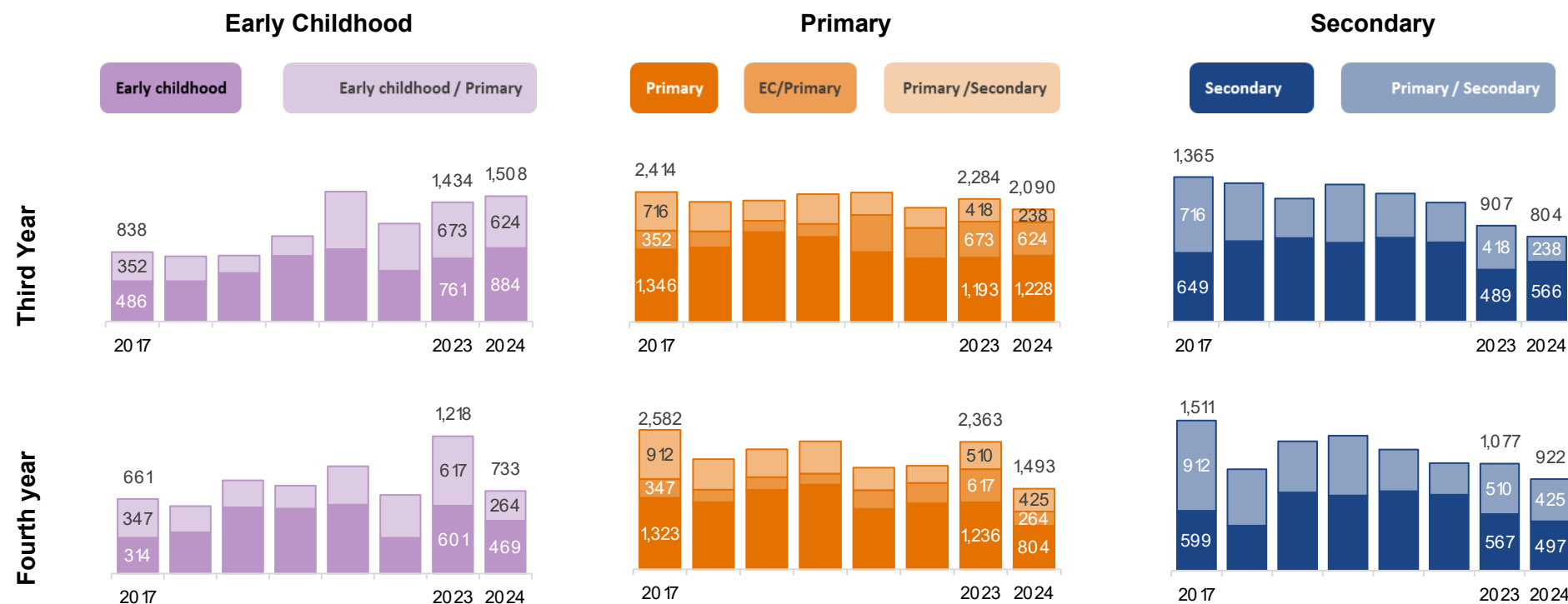
**Key Findings —** The total number of first year undergraduate enrolments was 2,829. Overall primary enrolments (including primary, primary/early childhood and primary/secondary) rose slightly from 2023. Secondary enrolments rebounded in 2024, reversing a decreasing trend from 2021. The total number of second year undergraduate enrolments was 3,533. Early childhood enrolments increased slightly, primary enrolments remained stable, and secondary enrolments decreased from 2023.



*ITE information presented in this report may differ from that published in other sources, due to differences in the timing and methodology of data collection from ITE providers.*

#### 4.4. Undergraduate ITE enrolments (cont'd)

**Key Findings —** The total number of third year undergraduate enrolments was 3,540. Early childhood enrolments continued to increase from 2022 and are above pre-2020 levels. Overall, Secondary enrolments (including secondary and primary/secondary courses) continued a decreasing trend from 2020. The total number of fourth year undergraduate enrolments was 2,459. Early childhood and Primary enrolments decreased from last year, however enrolments in 2023 were greater than usual. Secondary enrolments decreased slightly from last year.

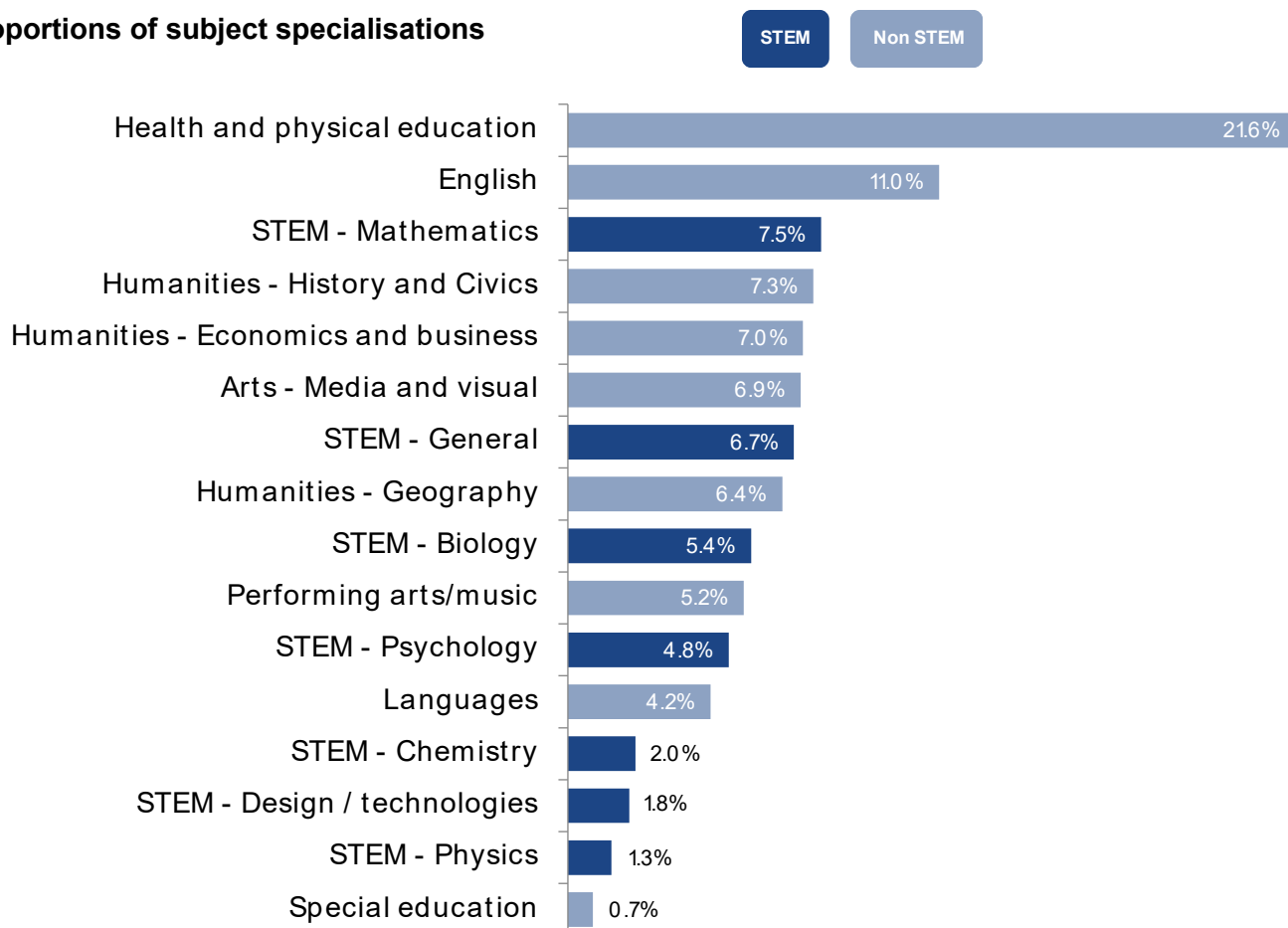


*Note: Some early childhood undergraduate courses are completed in less than four years. ITE information presented in this report may differ from that published in other sources, due to differences in the timing and methodology of data collection from ITE providers.*

## 4.5. Secondary ITE course specialisation

**Key finding —** STEM subjects account for 30% of ITE course specialisations.

### Proportions of subject specialisations



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

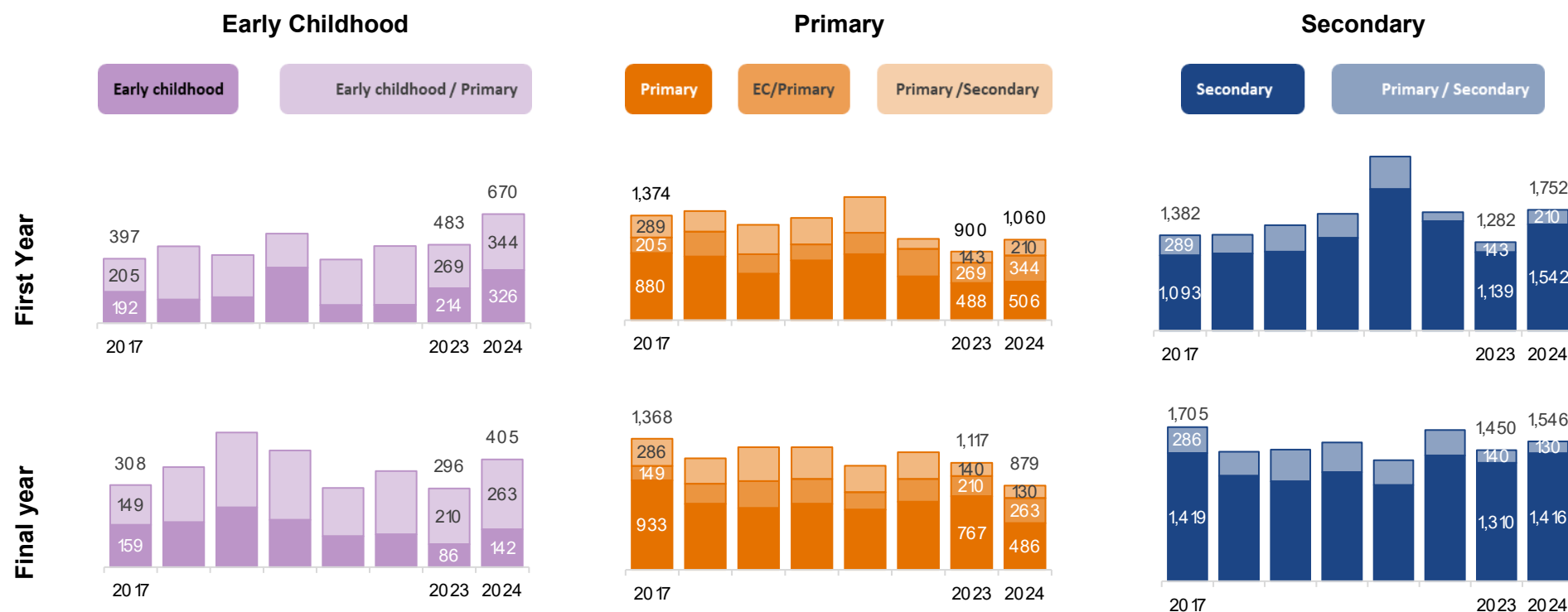
In 2024, STEM subjects accounted for 30% of specialisations, which is a decrease from 34% in 2023.

For non-STEM courses, Health and Physical Education remained the highest subject specialisation, followed by English and Humanities (History and Civics). Languages specialisation comprised 4% of the total ITE enrolments in 2024.

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

## 4.6. Postgraduate ITE enrolments

**Key Findings** — In 2024, the total number of first year postgraduate enrolments was 2,928. First year enrolments increased across courses. The total number of final year postgraduate enrolments was 2,437. Final year enrolments increased for Early childhood and Secondary courses but fell slightly for Primary courses compared to 2023.



*Note: Final year enrolments includes those in their second or later years of postgraduate ITE enrolment. These charts exclude graduate diploma students completing one-year early childhood teaching courses. ITE information presented in this report may differ from that published in other sources, due to differences in the timing and methodology of data collection from ITE providers.*

*Note: International student enrolments in the graduate diploma have been excluded from the report's early childhood supply forecast pending further analysis of the rate of transition of this cohort from study into employment in Victoria's early childhood education sector.*

## 4.7. ITE graduates

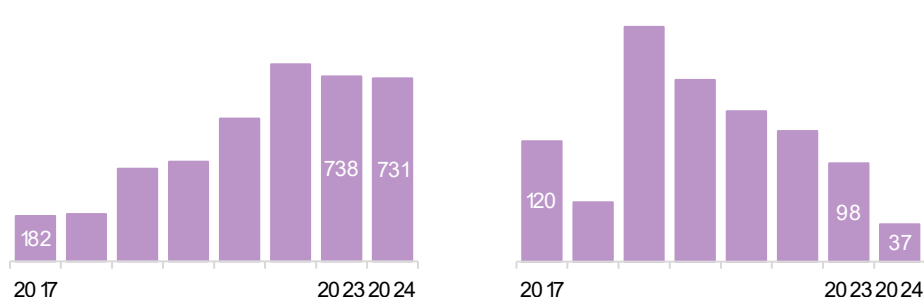
**Key Finding —** 5,170 total ITE graduates in 2024.

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

### Undergraduate

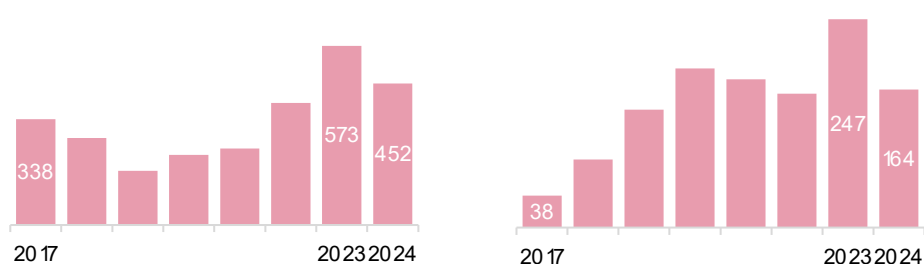
### Postgraduate

#### Early Childhood



Undergraduate graduations were stable in 2023, while postgraduate graduations continued to decrease from 2019 levels.

#### Early Childhood/ Primary



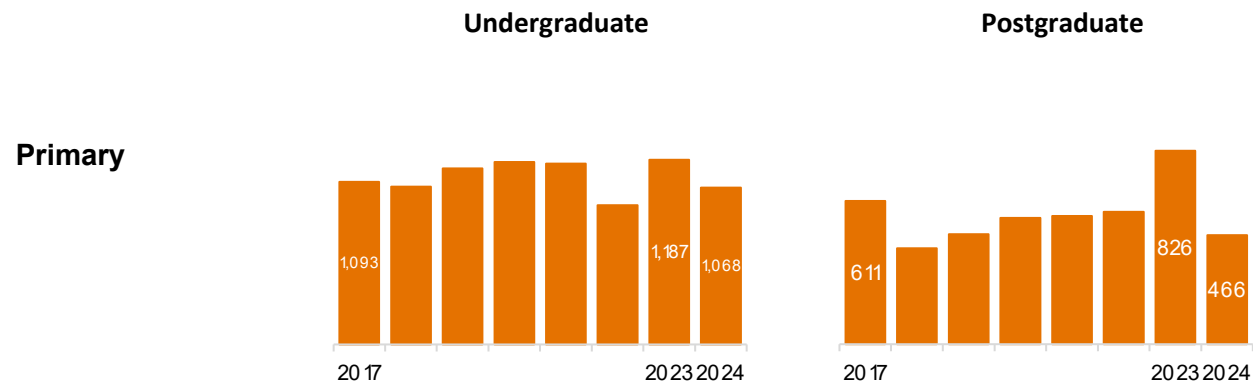
Dual early childhood and primary graduations at both the undergraduate and postgraduate level have fallen from last year, noting that graduates in 2023 were higher than usual for these courses.

*Note: Final year enrolments includes those in their second or later years of postgraduate ITE enrolment. These charts exclude graduate diploma students completing one-year early childhood teaching courses. ITE information presented in this report may differ from that published in other sources, due to differences in the timing and methodology of data collection from ITE providers.*

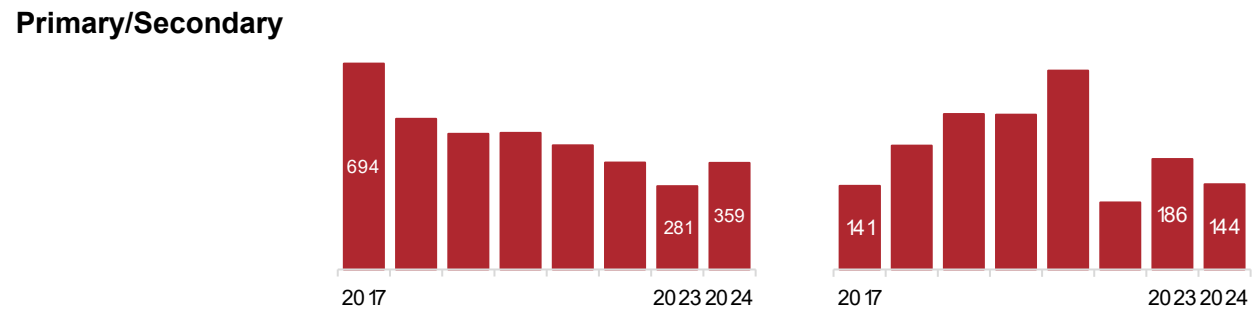


4.8. ITE graduates (cont'd)

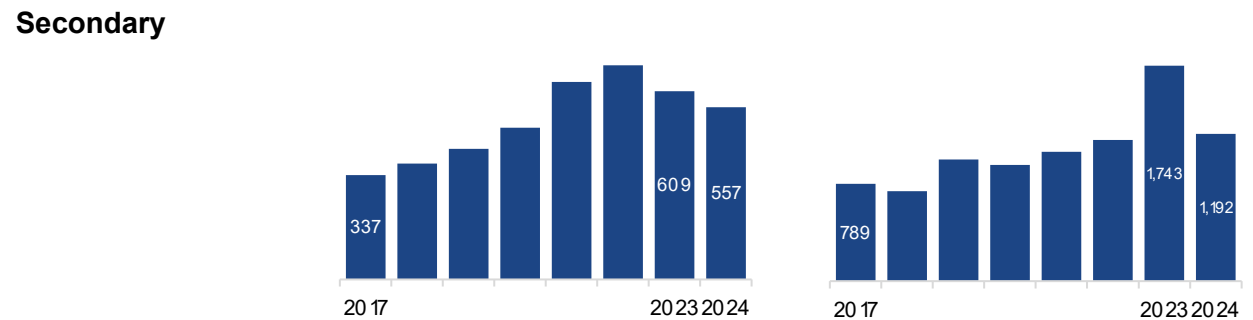
School-teacher graduate trends are shown below.



Graduations at both the undergraduate and postgraduate level decreased in 2024.



Graduations for undergraduate qualifications in school teaching without a specific primary or secondary focus have increased from 2023, reversing a declining trend. Postgraduate qualifications have decreased from last year.

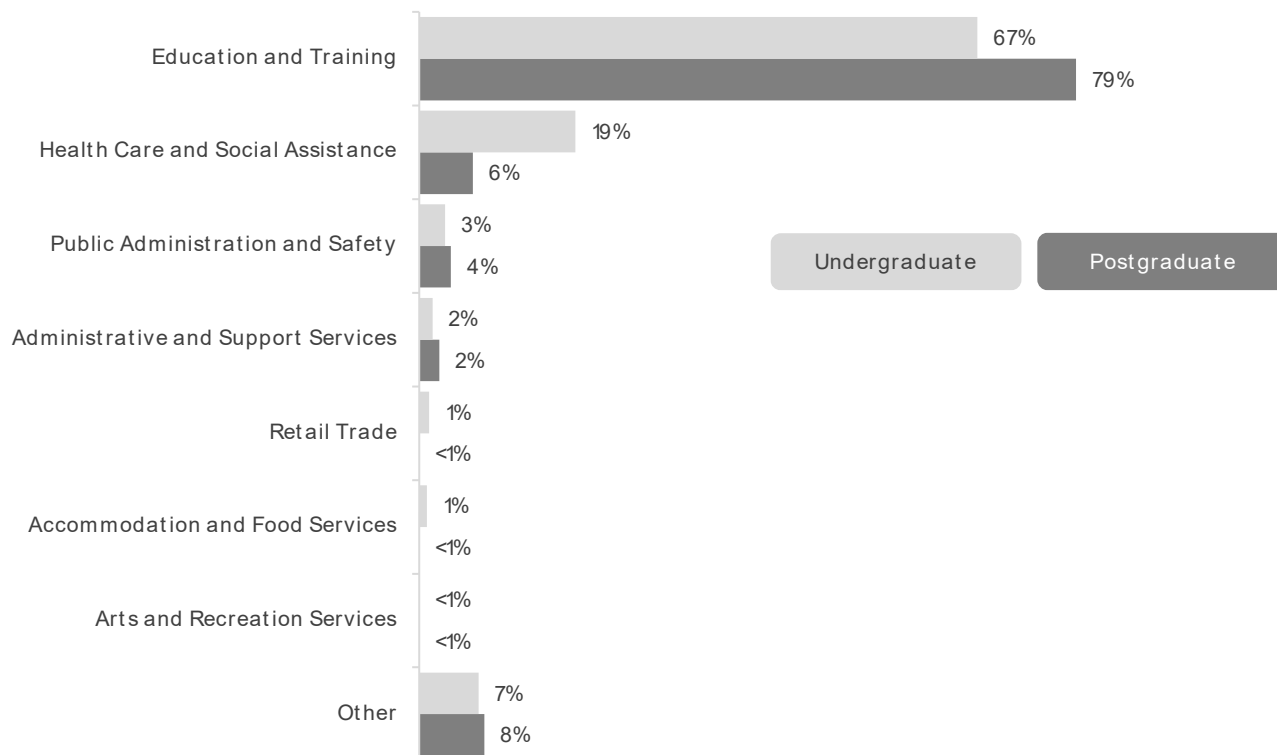


There has been a slight decrease in undergraduate completions of Secondary ITE courses from 2023. Postgraduate completions decreased from 2023.

ITE information presented in this report may differ from that published in other sources, due to differences in the timing and methodology of data collection from ITE providers.

## 4.9. Graduate destinations

**Key Finding —** 67% of education undergraduates are employed in education.  
79% of education postgraduates are employed in education.



The Graduate Outcomes Survey is the annual survey administered by the Social Research Centre on behalf of the Australian Government Department of Education. The data provided here relates to those studying initial teacher education at a Victorian institution.

The percentages of education graduates employed in the Education and Training industry in 2024, as charted above, have marginally fallen for both undergraduates and postgraduates since 2023.

Additional findings from the survey include:

- Around 5.7% of Victorian education undergraduates and 3.6% of Victorian education postgraduates were undertaking further study (undergraduate figures were up from 4.5% in 2023 and postgraduate figures were up from 2.8% in 2023).
- The proportion of Victorian education graduates employed full time decreased relative to 2023, with 64.3% of undergraduates and 63.2% of postgraduates employed in full time work in 2024 (compared to 65.8% and 66.6% respectively in 2023).
- Longitudinal data indicates that 71.3% of Victorian education graduates in 2021 were working in Education and Training. By 2024, for the same cohort, 82.2% were employed in the Education and Training industry.

## 5. Workforce demographics

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

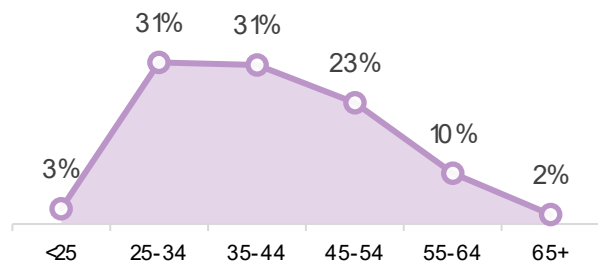


## 5.1. Early childhood workforce

**Key Finding —** 89% of teachers are working 20 hours or more per week.

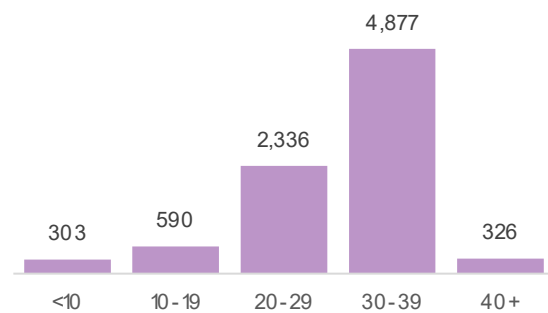
### Age

The age distribution of working teachers has remained stable.



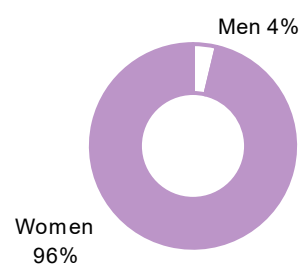
### Working hours per week

Working hours remain high for the early childhood workforce, with 62% of all teachers working more than 30 hours per week.



### Gender

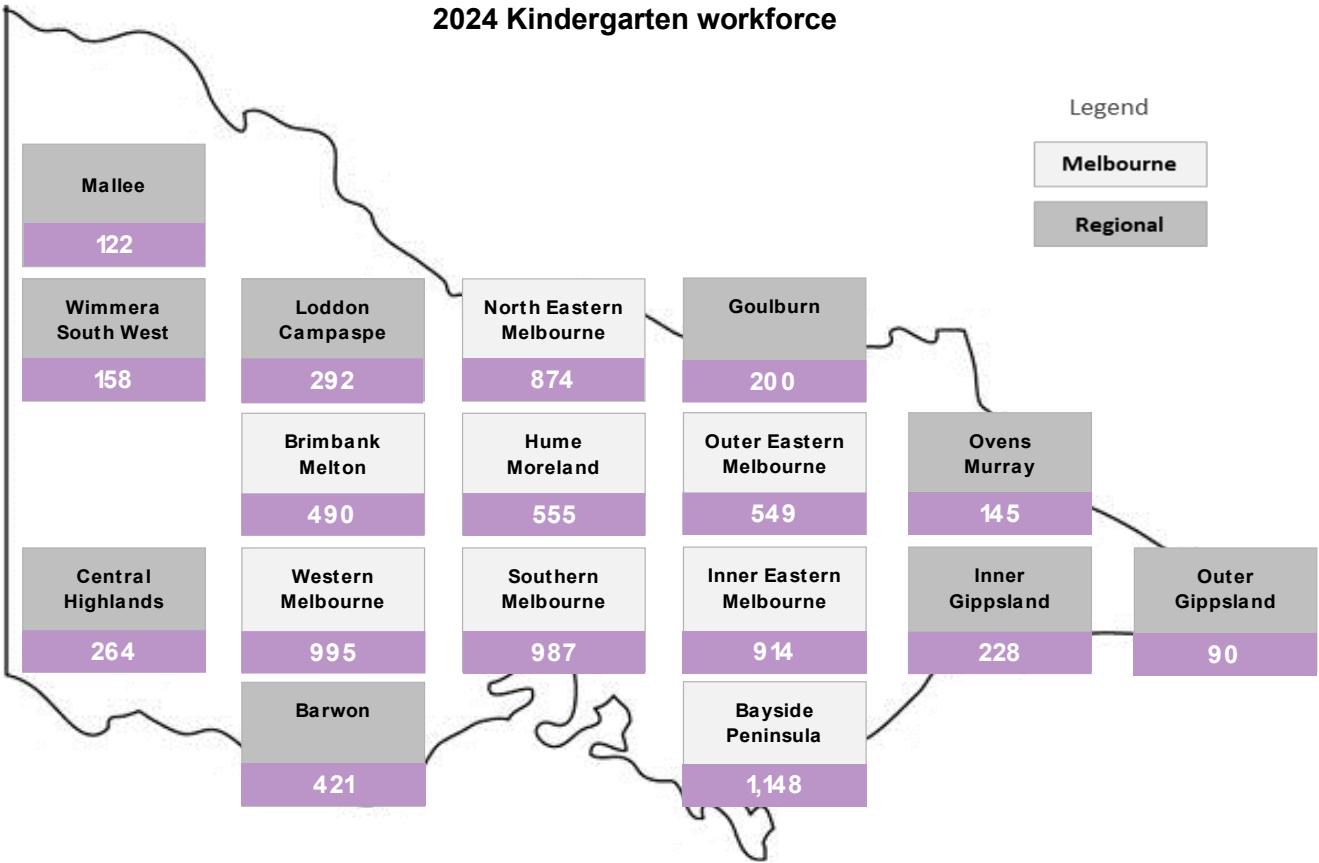
96% of the early childhood workforce are women.



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

5.2. Early childhood workforce by location

**Key Finding —** 67% of funded kindergarten early childhood teachers are in a major city.

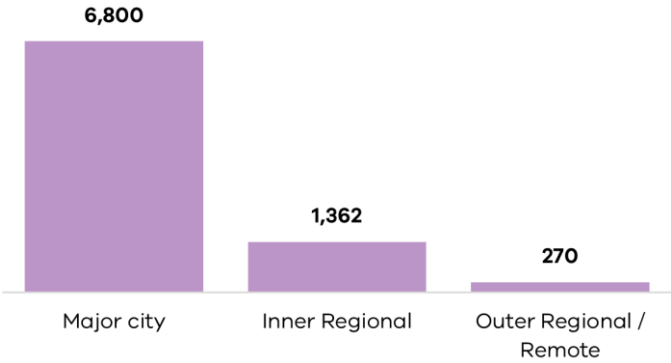


Location

There has been strong growth in the number of early childhood teachers across all regions of the state, with an average growth of 11% between 2023 and 2024 for all regions. Southern Melbourne experienced the highest growth in kindergarten workforce of 35% between 2023 and 2024.

67% of early childhood teachers live in major cities compared to 18% in inner regional and 14% in outer regional/remote areas.

Remoteness

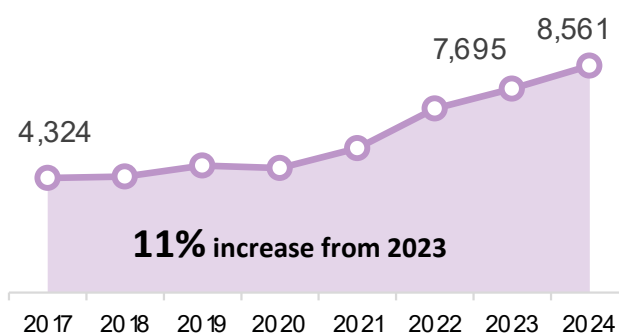


### 5.3. Early childhood – Teaching workforce and enrolments

**Key Finding** — 8,561 kindergarten and LDC early childhood teachers were employed in 2024. 148,356 kindergarten program enrolments in 2024.

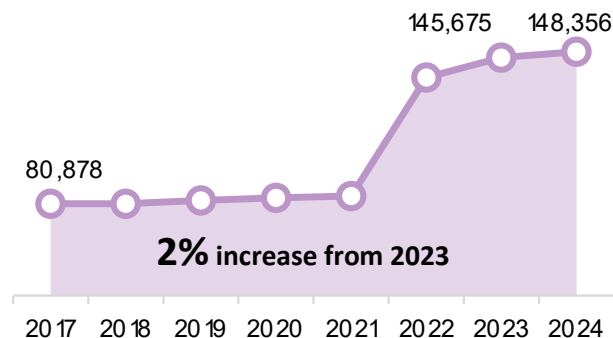
#### Kindergarten and Long Day Care (LDC) teacher headcount

The number of early childhood teachers for kindergarten and LDC services (including both funded and unfunded LDC) continues to grow – rising by an estimated 11% from 2023 to 2024.



#### Kindergarten program enrolments

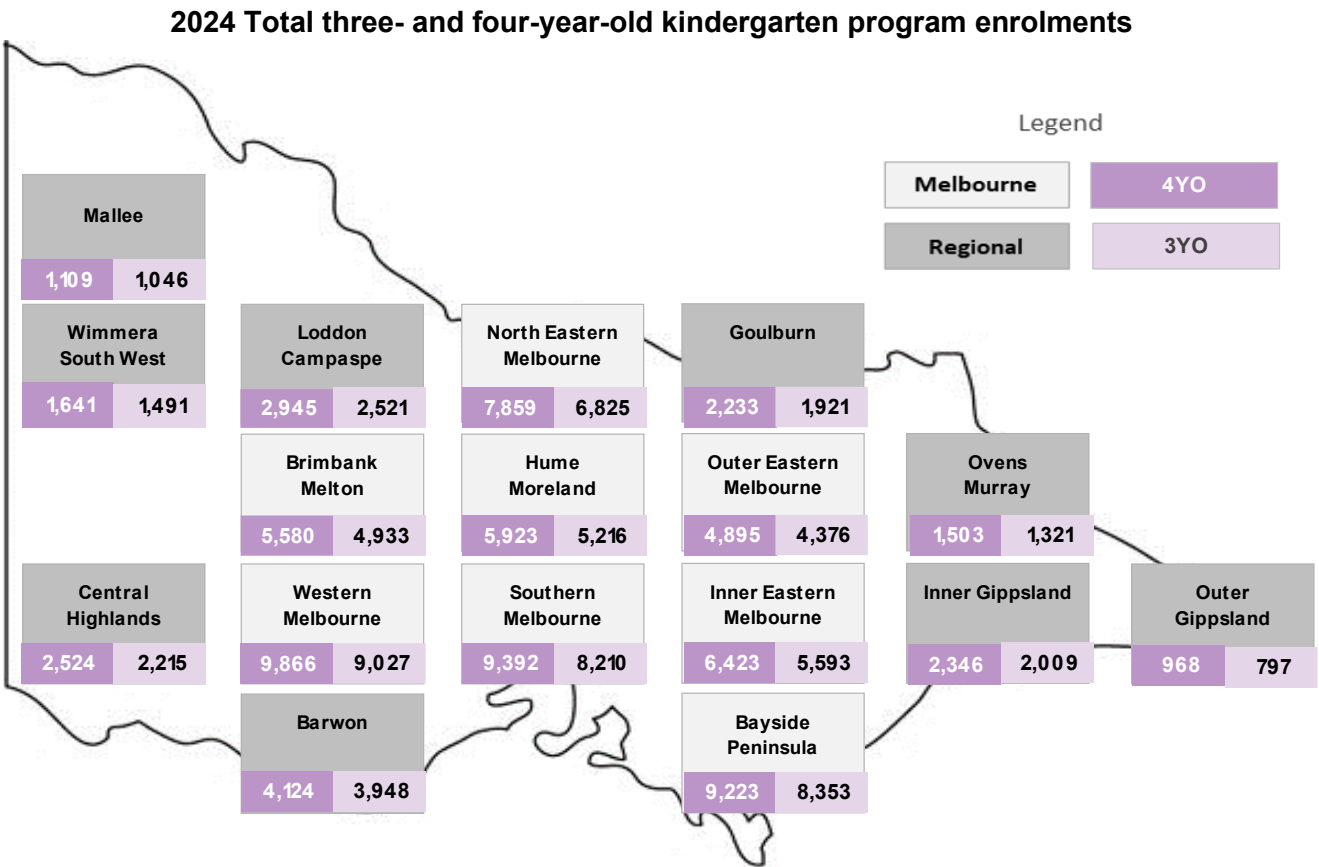
The number of enrolments increased by 2% between 2023 and 2024, mostly driven by the continued roll-out of Three-Year-Old Kindergarten. The number of four-year-olds enrolling in kindergarten remained stable from 2023. Overall enrolments have increased by 83% since 2017.





5.4. Early childhood – Kindergarten program enrolments

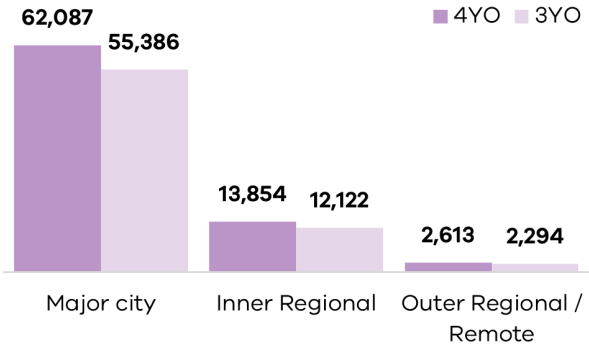
**Key Finding —** 69,802 total three-year-old and 78,554 total four-year-old kindergarten program enrolments.



Enrolments

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

Kindergarten enrolments by remoteness

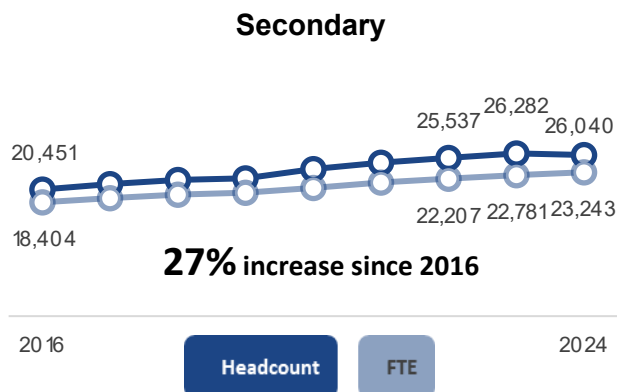
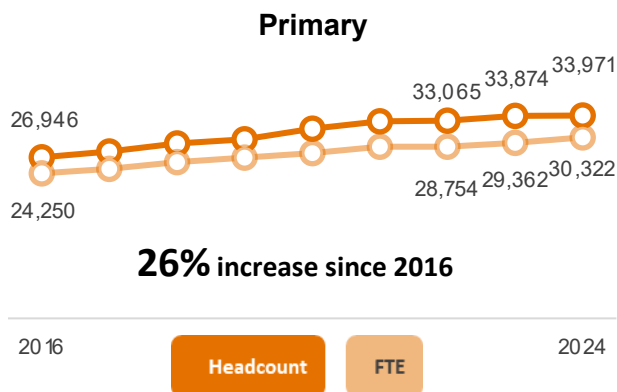


## 5.5. Schools – Teaching workforce

**Key Finding —** Primary workforce headcount – 50,180, FTE – 44,295.  
Secondary workforce headcount – 48,825, FTE – 42,871.

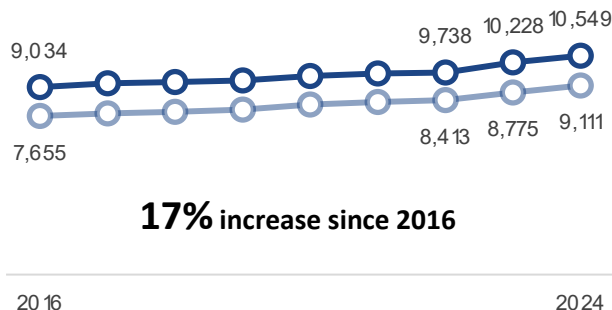
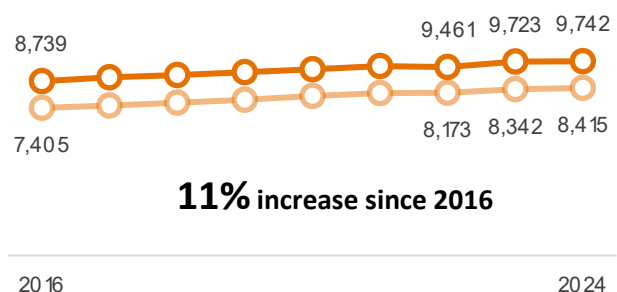
### Government workforce

The Government sector teacher headcount increased by 0.3% for Primary and decreased by 0.9% for Secondary between 2023 and 2024.



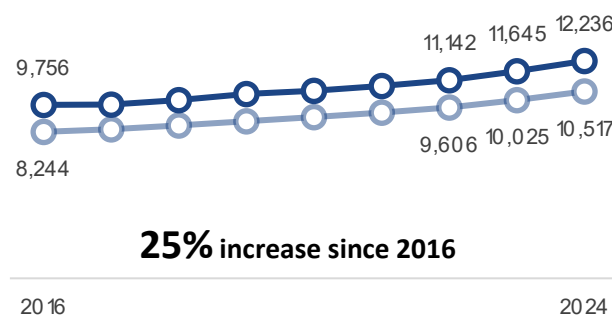
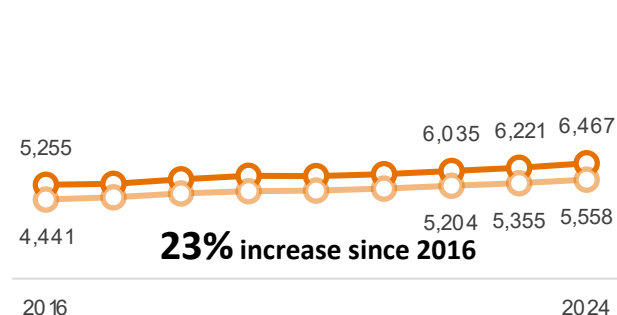
### Catholic workforce

The Catholic sector teacher headcount increased by 0.2% for Primary and increased 3.1% for Secondary between 2023 and 2024.



### Independent workforce

The Independent sector teacher headcount increased by 3.9% for Primary and 5.1% for Secondary between 2023 and 2024.



5.6. Schools – Government sector workforce

**Key Finding —** Key demographics of the government teaching workforce remain unchanged in 2024, with the exception of employment type. The proportion of teachers in ongoing roles in both primary and secondary schools has continued to rise in 2024.

Key demographics remain broadly consistent with those of previous years, however, the proportion of government teachers in ongoing roles has risen for the second straight year.

Gender split



Age distribution

Teachers aged 25 to 34 are the largest cohort.



Time fraction

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



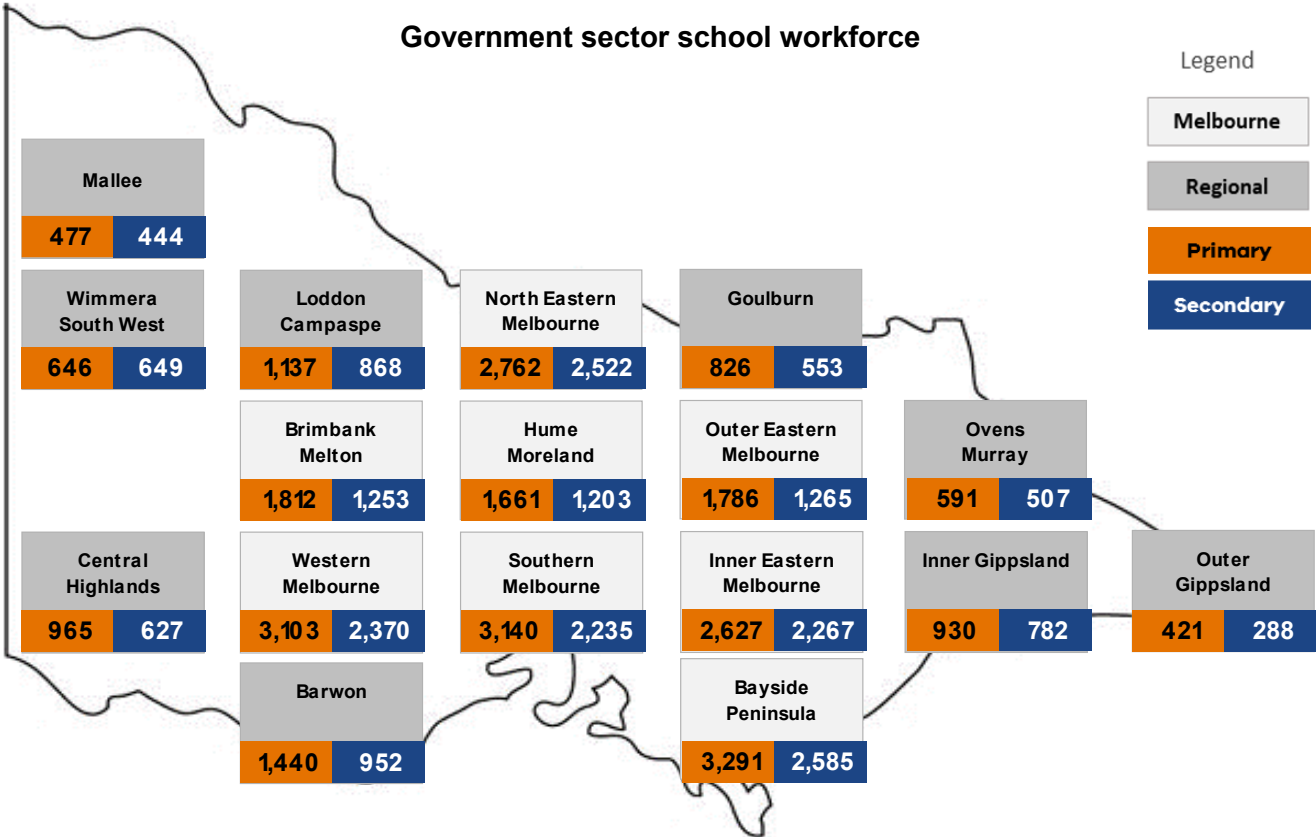
Employment type

Over 85% of primary and secondary teachers are employed in ongoing roles.



5.7. Schools – Government sector workforce by location

**Key Finding —** 2.4% increase in government secondary teachers since 2023, 3.1% increase for primary teachers.

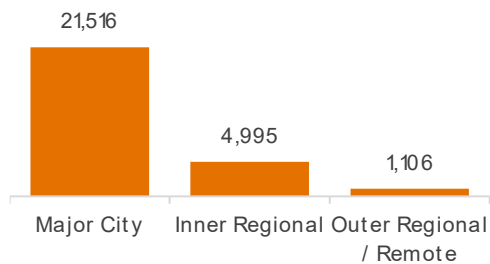


Government sector workforce

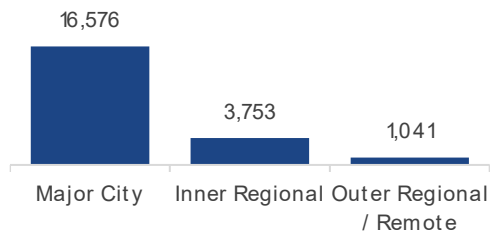
The majority (78%) of government school teachers work in major cities.

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

Primary teachers by remoteness



Secondary teachers by remoteness



5.8. Research Question – Part time teaching in schools

**Research Question Key Finding —** 19% of Victorian government school teachers worked part time in 2024, representing a 2 percentage point rise in this proportion since 2020.

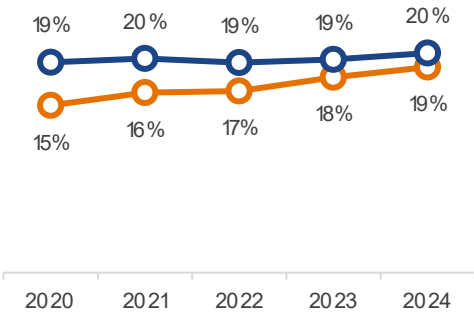
This research question assesses whether there have been shifts in teacher time fractions over time by measuring the proportion of teachers working part time, and effective FTE, over time.

Proportion of government teachers working part time

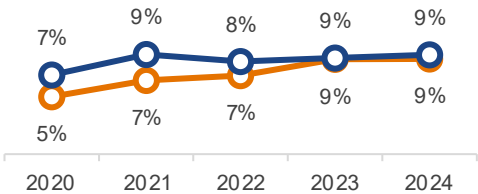
Since 2020, there has been a gradual increase in the proportion of Victorian government teachers working part time. The primary driver of this growth has been teachers in government primary schools, with the proportion of government primary school teachers working part time increasing year-on-year from 15% in 2020 to 19% in 2024.

In 2024, 9% of graduate teachers working in government primary and secondary schools were on part time contracts. There have been small increases in the proportion of graduate teachers working part time since 2020, with growth being higher for graduate teachers in primary schools.

Proportion of government teachers working part time



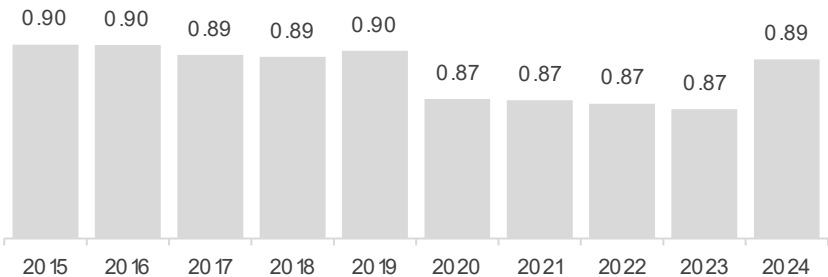
Proportion of government graduate teachers working part time



Effective FTE

The effective FTE load of a government school teacher in 2024 was 0.89. While COVID-19 coincided with a small, sustained, decline in the effective FTE of government school teachers, this trend abated in 2024 with the effective FTE increasing from 0.87 in 2023 to 0.89 in 2024.

Government school teachers effective FTE over time



5.9. Schools – Government graduate teachers

**Key Finding —** The proportion of graduate teachers on ongoing contracts increased 22 percentage points in primary schools and 20 percentage points in secondary schools in 2024.

There has been a sustained rise in graduate teachers employed on ongoing contracts. Other key demographic variables for the government graduate Primary and Secondary school workforce in 2024 remain broadly consistent with those of previous years.

Gender split



Age distribution

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



Time fraction

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



Employment type

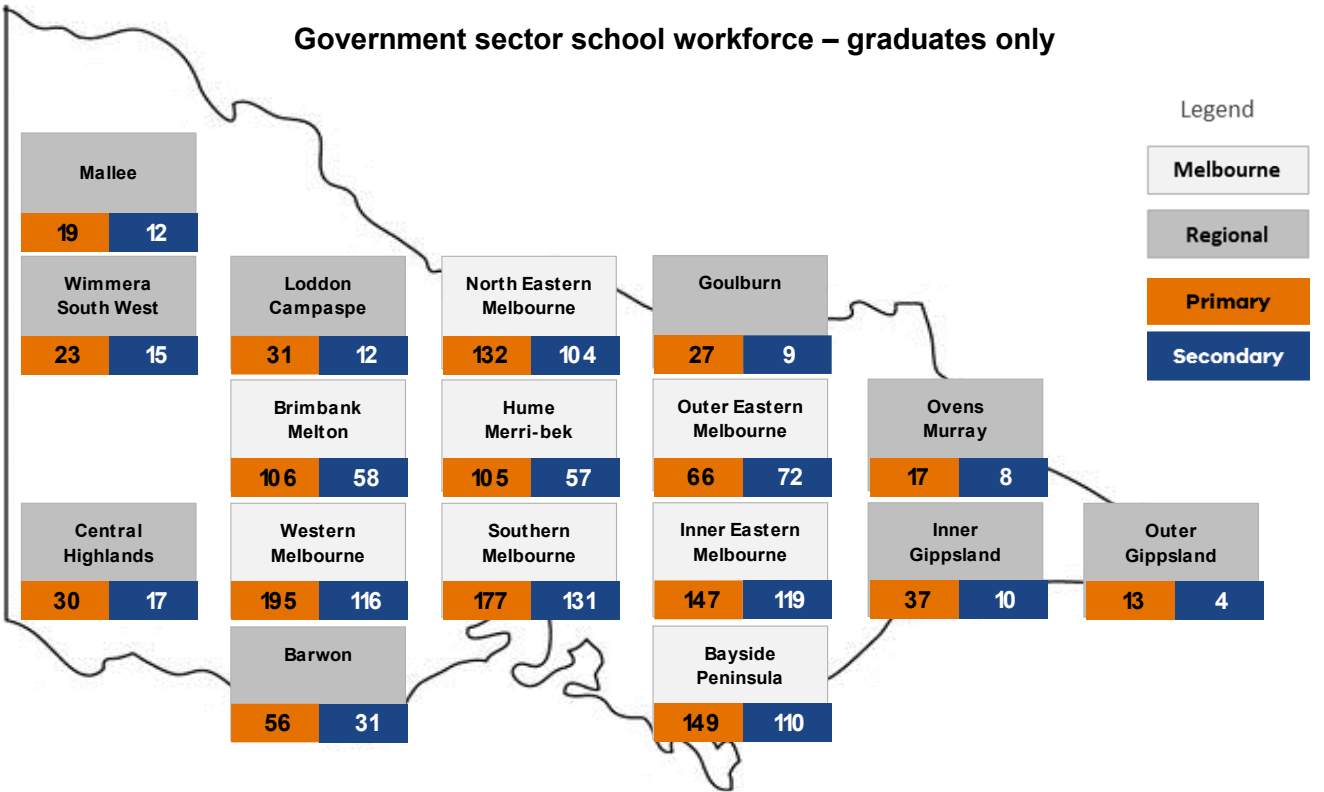
The percentage of graduate teachers on ongoing contracts increased 22 percentage points in primary schools and by 20 percentage points in secondary school.



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

5.10. Schools – Government graduate teachers by location

**Key Finding —** 8.2% decrease in government primary graduate teachers since 2023, while there was a 11.4% decrease for secondary.

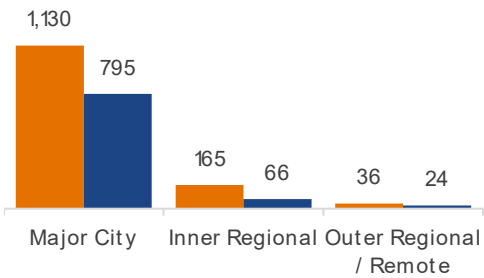


Government graduate teacher workforce

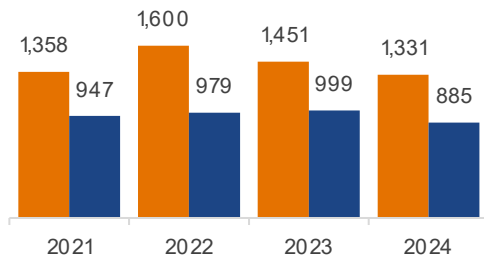
In 2024, there were 8.2% (120 graduate teachers) fewer graduate teachers in government primary schools. Similarly, the number of graduate teachers in government secondary schools fell by 11.4% (114 graduate teachers). The majority of government graduate school teachers work in major cities.

However, importantly, payroll data does not distinguish between graduates and non-graduates on-pay, as employment conditions are identical. Class 1-1 teachers are estimated to be graduate teachers, but this estimation may be less reliable when supply constraints increase the propensity of schools to make appointments of incoming teachers above the Class 1-1 step.

Graduate teachers by remoteness



Graduate teachers by year





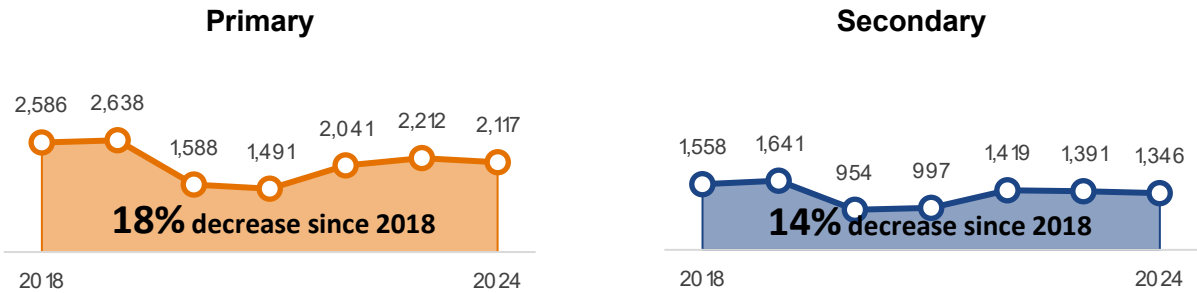
5.11. Schools – Government sector Casual Relief Teachers (CRTs)

**Key Finding —** 3.9% decrease in government school CRTs employed between 2023 and 2024.

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

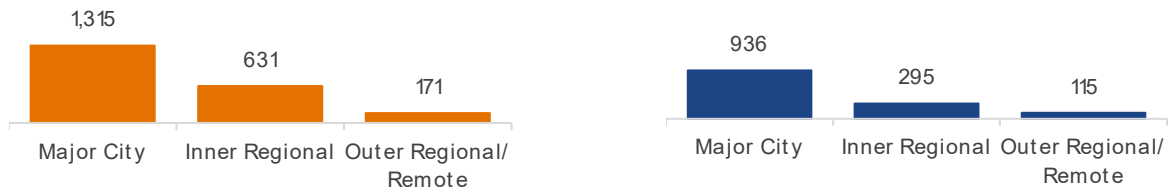
Number of CRTs

There was a 3.9% decrease in government employed CRTs in 2024. Despite this, the overall count of CRTs remains 23.6% below 2019 levels.



Location of CRTs

62% of primary and 70% of secondary CRTs work in a major city.



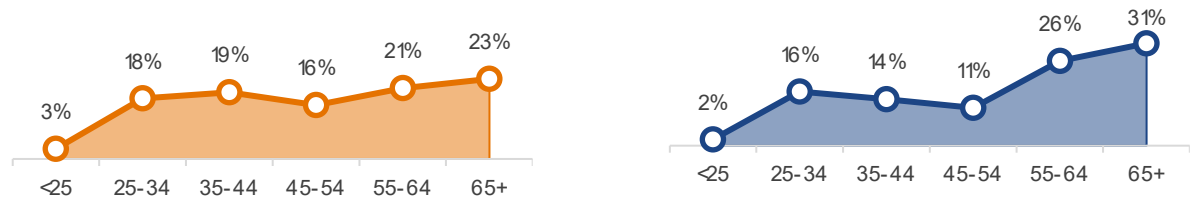
CRTs per 100 non-CRT teachers

Schools have a higher use of CRTs in the outer regional/remote and inner regional locations, with a higher number of CRTs per 100 non-CRT teachers compared to major cities.



Age distribution of CRTs

In 2024, the age distribution of CRTs was broadly similar to previous years.



5.12. Schools – Government workforce attrition

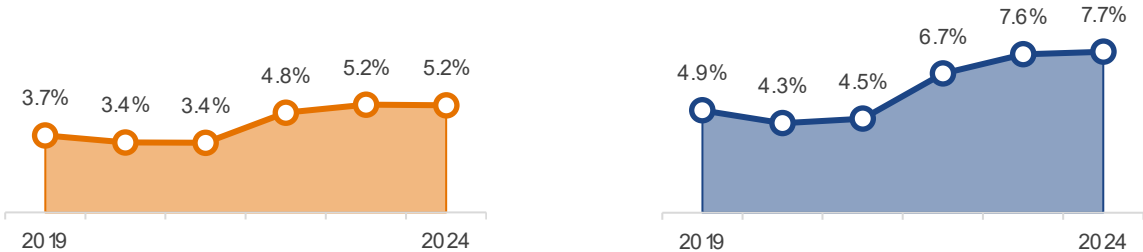
**Key Finding —** 1,730 primary and 1,923 secondary staff exits in 2024.

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

Attrition rate

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

The attrition rate from government school positions remained broadly stable in both primary and secondary settings in 2024.



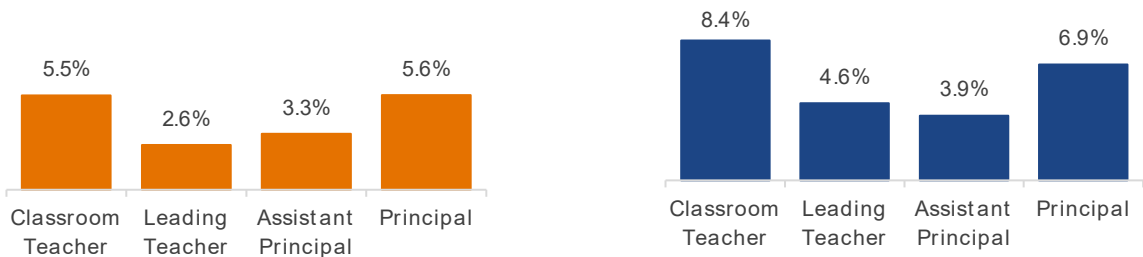
Attrition by age group

The attrition rate remained broadly stable year-to-year in both primary and secondary government schools across all age bands in 2024.



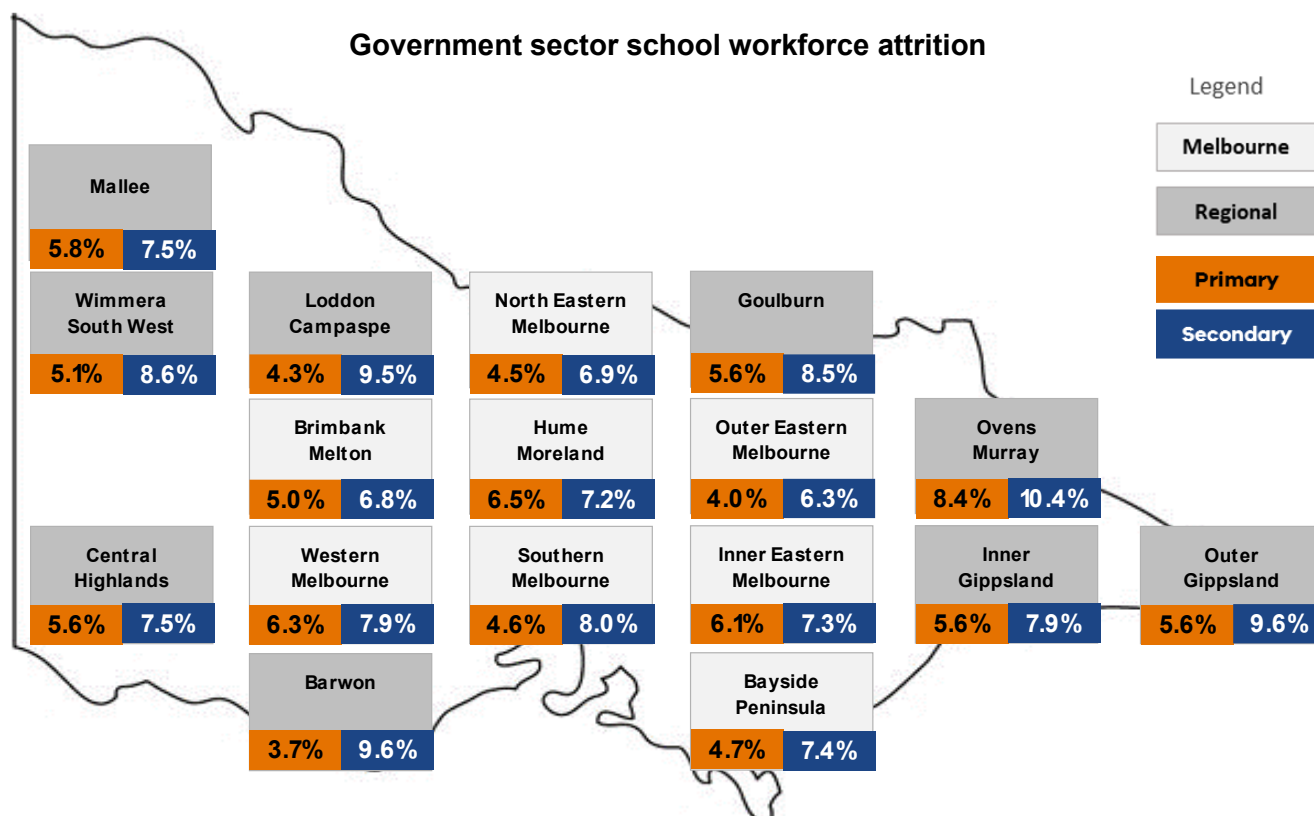
Employment classification

In 2024, attrition rates were broadly stable. Where changes occurred, they were largest for primary leading teachers (-0.7 percentage points) and secondary leading teachers (0.6 percentage points).



### 5.13. Schools – Government workforce attrition by location

**Key Finding —** Overall attrition rate of government primary and secondary workforces is 5.2% and 7.7% respectively. Attrition was lower than pre-COVID trend levels throughout 2020 and 2021, however, subsequently in 2022, 2023 and 2024, attrition has exceeded pre-COVID levels, potentially due to delayed attrition during COVID years.

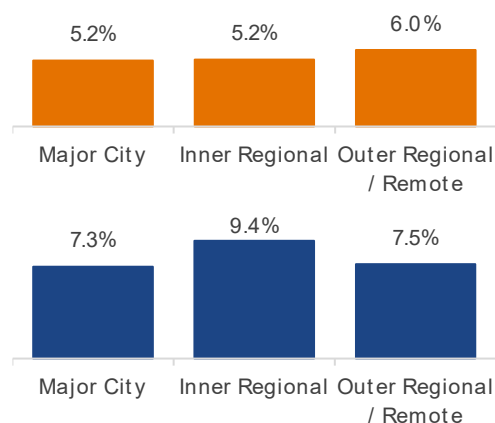


#### Attrition by education area

In 2024, Ovens Murray had the highest primary school attrition rate at 8.4%. The lowest primary school attrition rate was observed in Barwon at 3.7%.

In 2024, Ovens Murray also had the highest secondary school attrition rate at 10.4%, while the lowest was in Outer Eastern Melbourne at 6.3%.

In 2024, the attrition rate for primary schools was highest in outer regional and remote remoteness areas, while the attrition rate in secondary schools was highest in inner regional remoteness areas.



5.14. Schools – Catholic sector teachers

**Key Finding —** 18,141 active Catholic sector teachers across primary and secondary.

**Gender split**

The gender split of teachers in Catholic schools in 2024 remains similar to previous years.



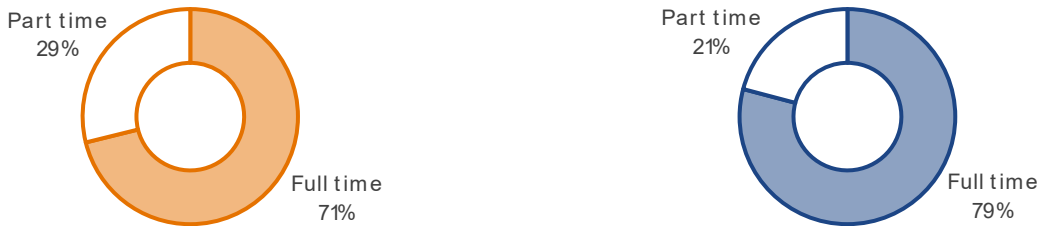
**Age distribution**

The age distribution in Catholic schools in 2023 remains similar to previous years.



**Time fraction**

The split of time fraction employed in Catholic schools in 2023 remains the same as previous years.



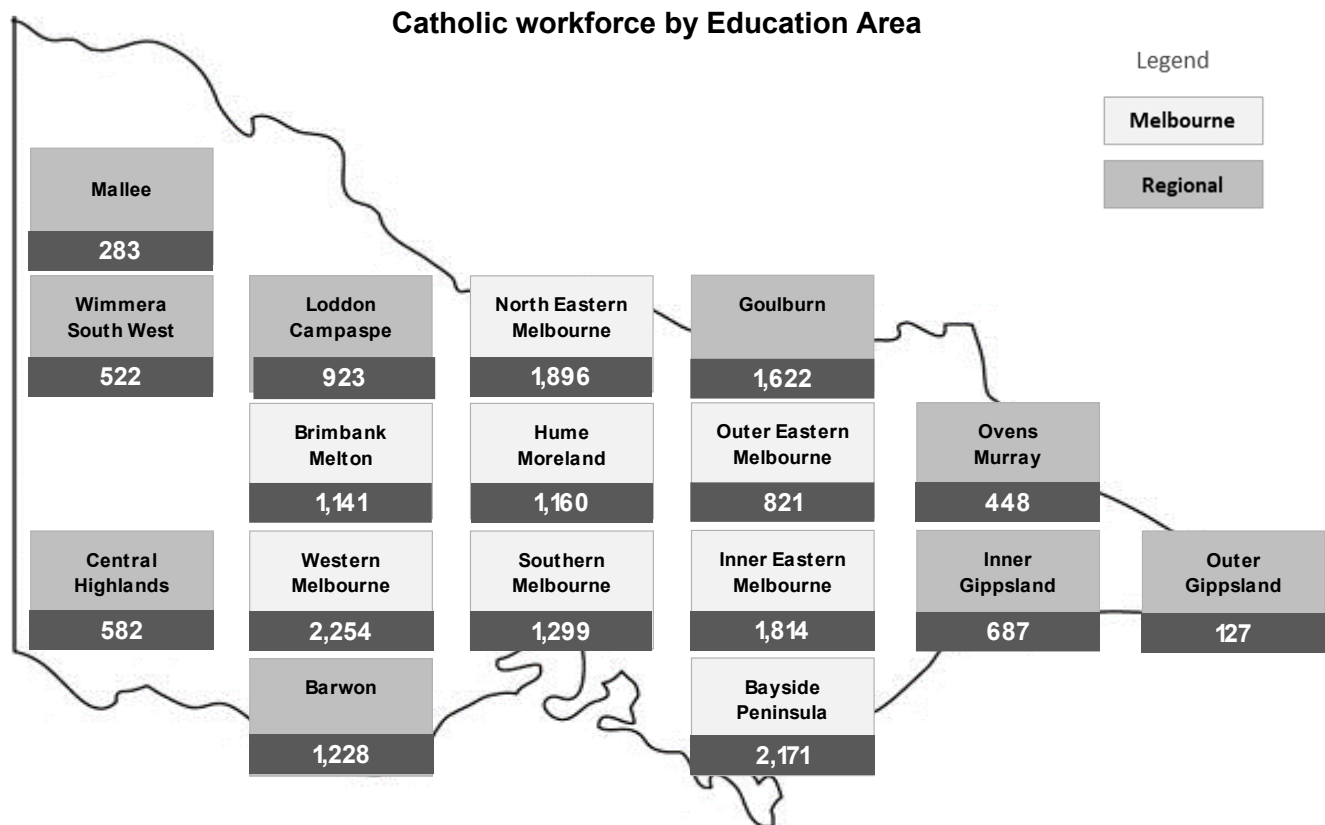
**Employment type**

The distribution of employment type in government schools in 2023 remains similar to previous years.



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

**Key Finding —** 18,141 total FTE teachers.



### Catholic sector workforce

The Catholic workforce location data presented does not differentiate between Primary and Secondary education settings.

The overall change in teacher FTE from 2023 was 3.5%, taking total growth since 2020 to 9.1%.

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

5.16. Schools – Catholic sector workforce attrition

**Key Finding —** 2024 Catholic workforce attrition rate is 7.5% for primary schools and 8.5% for secondary schools.

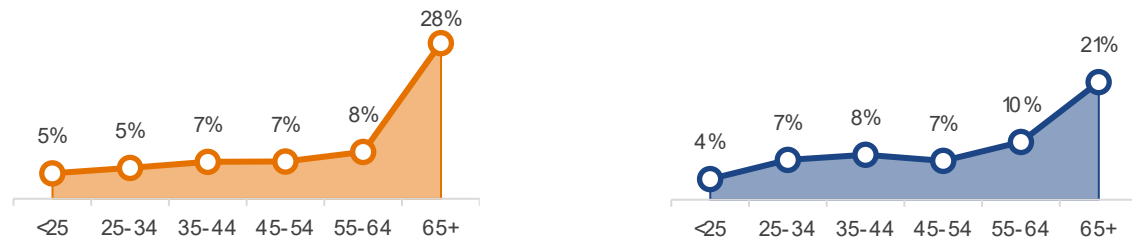
2024 attrition rate

The Catholic primary school attrition rate is 7.5%, having marginally declined from 2023. The Catholic secondary school attrition rate fell to 8.5% in 2024.



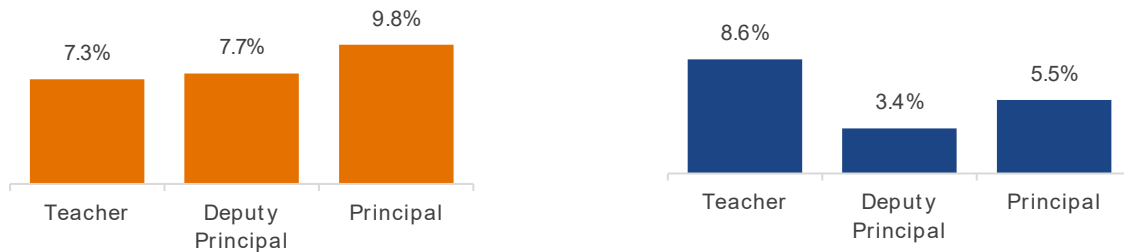
Attrition rate by age group

The attrition rate within Catholic primary schools declined for all staff aged 44 years or younger, while the attrition rate for staff aged 65 years or over increased 8.6 percentage points in 2024. The attrition rate for staff in Catholic secondary schools remained broadly stable in 2024 across all age groups, conversely to Catholic primary schools there was a decline in the attrition rate of 4.2 percentage points for staff aged 65 years or older.



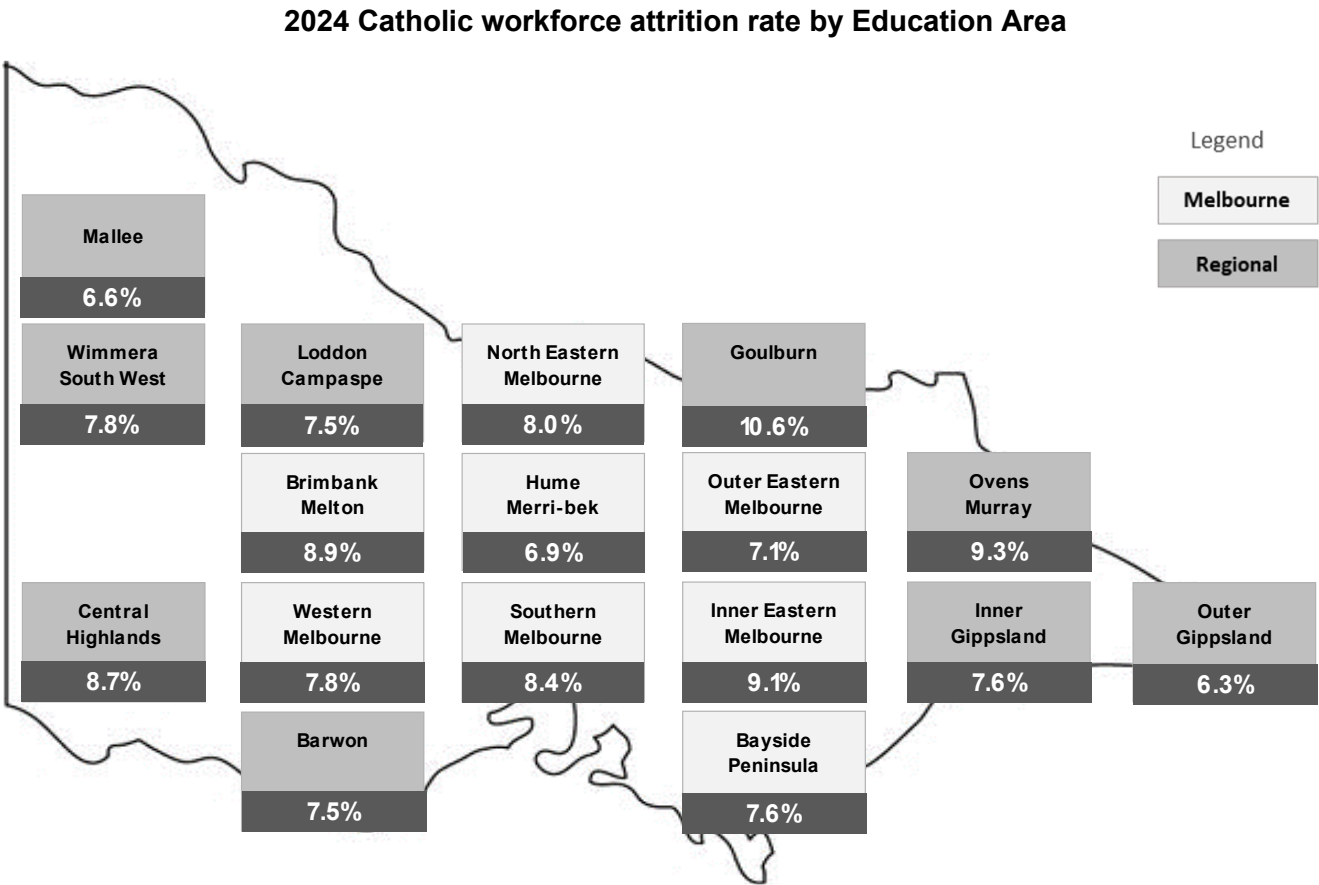
Attrition rate by employment classification

The 2024 attrition rate decreased across all employment classifications in Catholic secondary schools relative to 2023. In primary schools, the attrition rate decreased for teachers, remained stable for deputy principals, and increased for principals relative to 2023.



5.17. Schools – Catholic sector workforce attrition (primary and secondary)

**Key Finding —** The Catholic sector workforce attrition rate was 8.2% in 2024. Attrition was highest in inner regional Victoria.

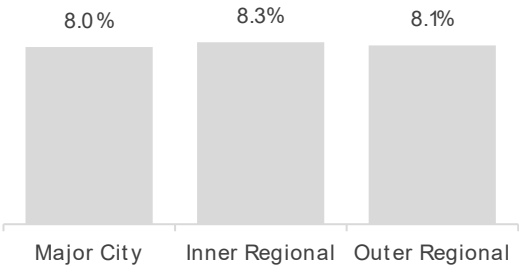


Catholic sector attrition rates

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

The attrition rate is highest in inner regional Victoria at 8.3%.

Attrition by remoteness



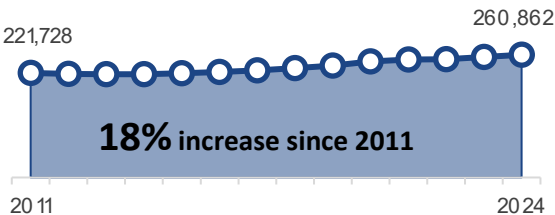
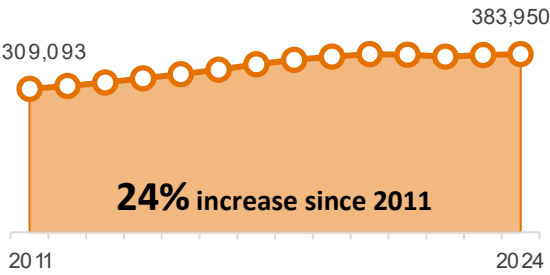


5.18. School enrolments

**Key Finding —** 2024 saw a 1% increase in primary school enrolments across all sectors, and a 2.3% increase in secondary school enrolments across all sectors.

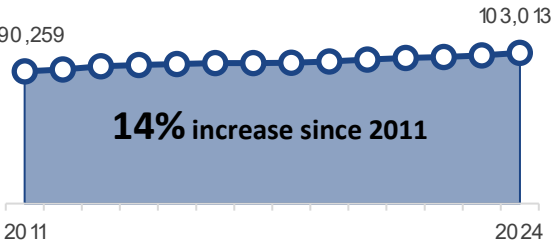
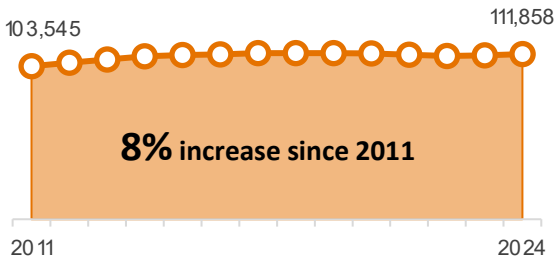
Government enrolments

In 2024, government schools account for 68% of all primary enrolments and 57% of all secondary enrolments.



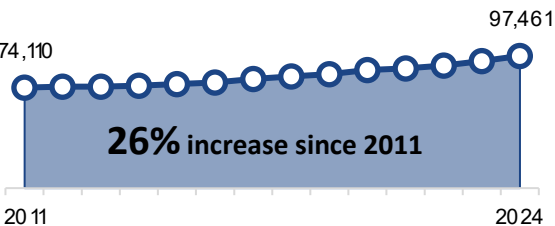
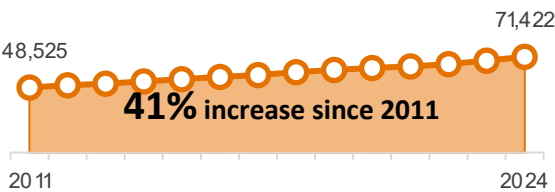
Catholic enrolments

Catholic schools account for 20% of all primary enrolments, and 22% of all secondary enrolments.



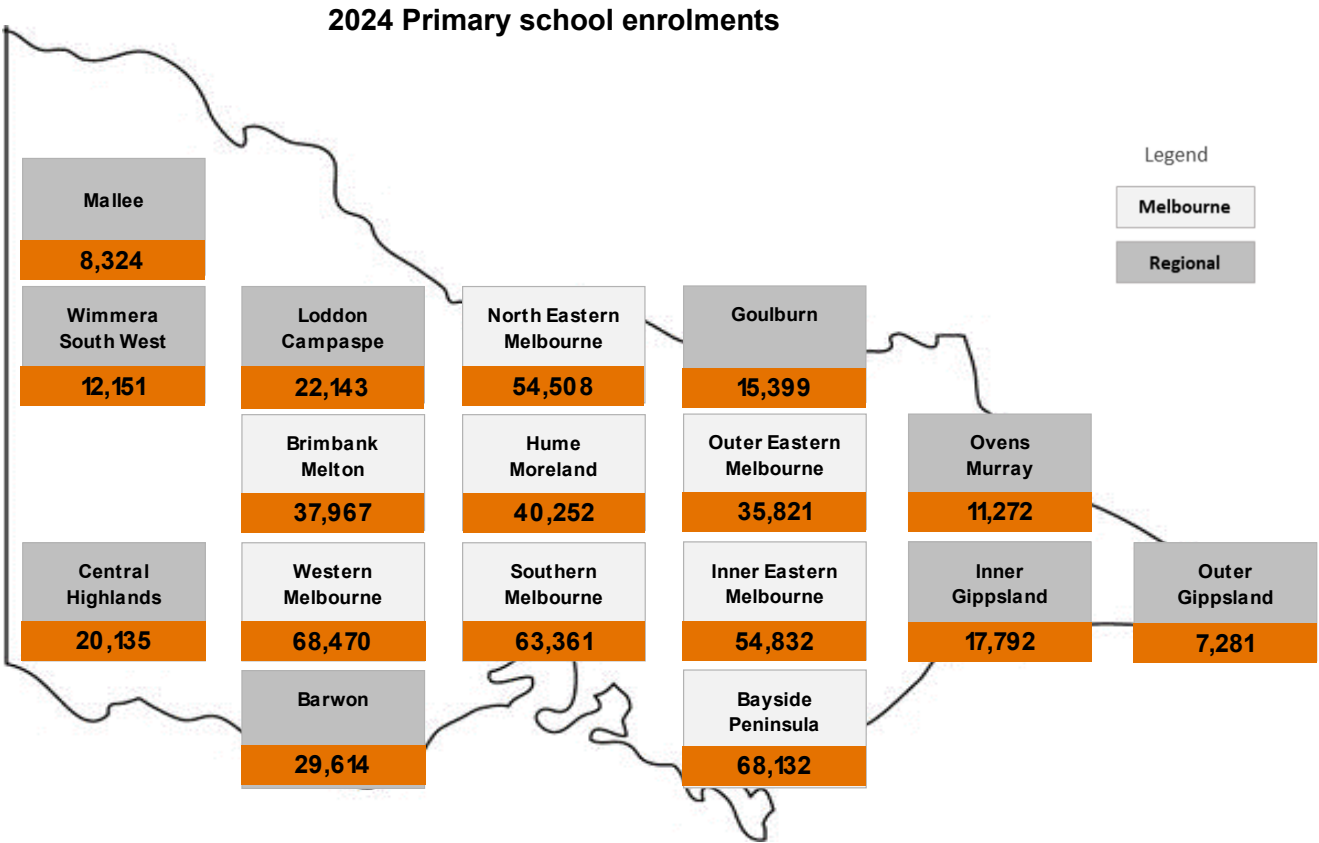
Independent enrolments

Independent schools account for 13% of all primary enrolments, and 21% of all secondary enrolments.



5.19. Primary school enrolments by location

**Key Finding —** 1% increase in primary school enrolments in 2024.



Enrolments

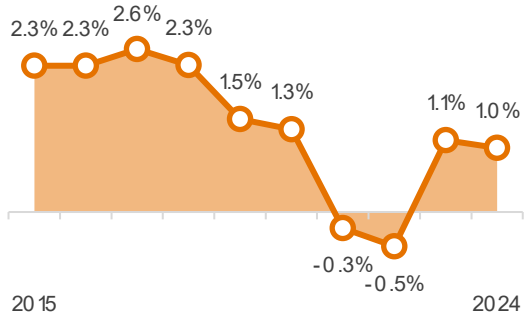
Since 2015, primary school enrolments have increased 11.9%. Enrolments have continued to grow in 2024, following declining enrolments in 2021 and 2022.

Areas showing the greatest growth in enrolments since 2023 are Brimbank Melton (6.2%), and Outer Eastern Melbourne (3.3%).

Wimmera South West had the largest reduction in enrolments relative to 2023 (-3.3%).

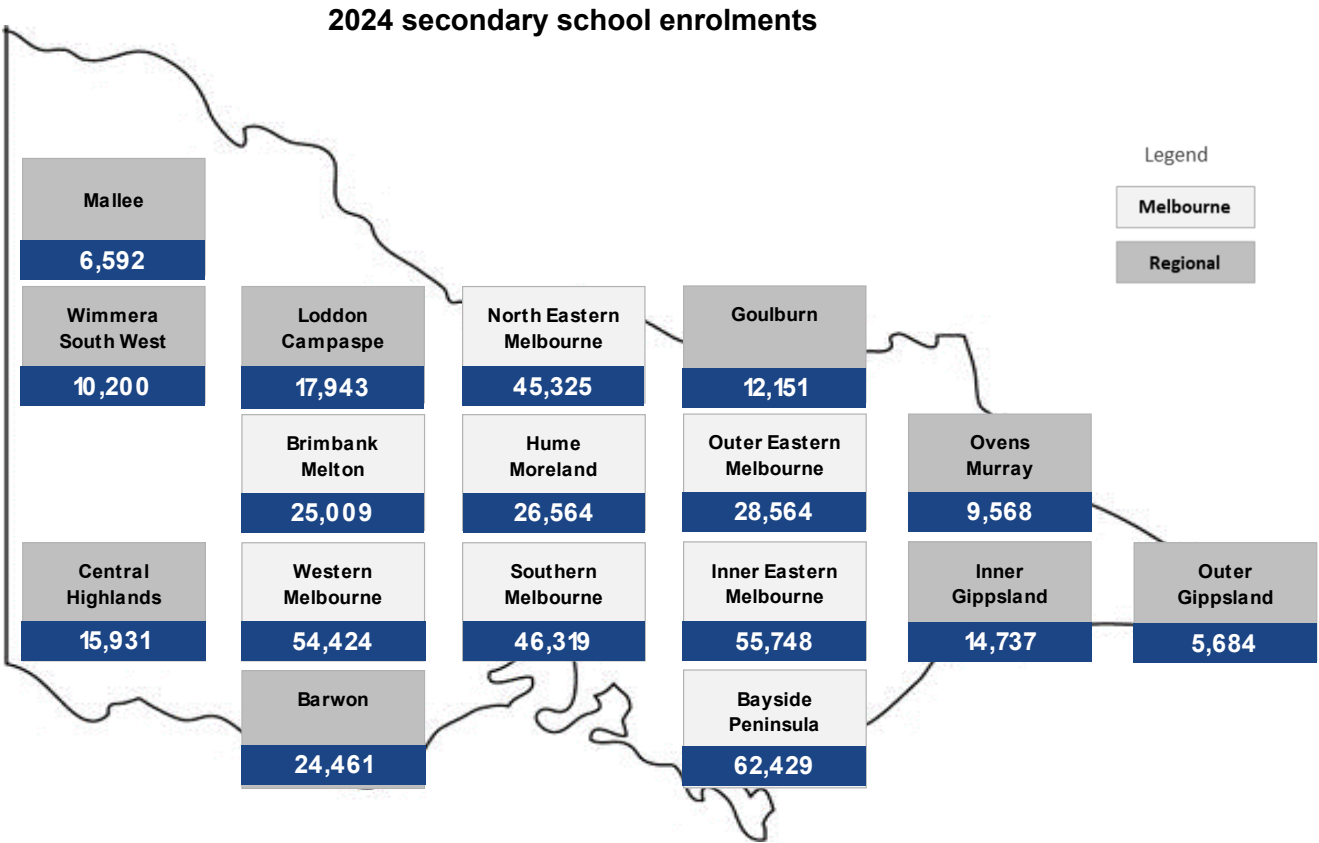
Year on year growth in enrolments

As shown below, year-on-year growth in primary enrolments has continued to grow, albeit at a lower rate than previous years following a period of decline between 2021 and 2022.



5.20. Secondary enrolments by location

**Key Finding —** 2.3% increase in 2024 secondary enrolments from 2023.



Enrolments

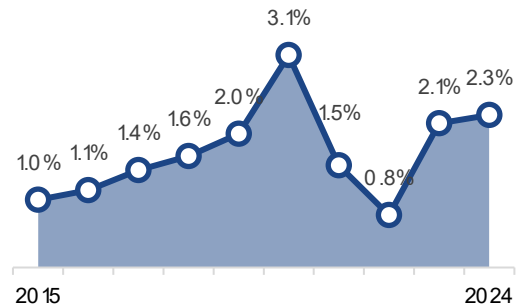
Since 2015, secondary school enrolments have grown 17.2%.

Most Education Areas had secondary school enrolment growth in 2024. Growth was largest in Western Melbourne (13.5%) and Hume Merri-bek (4.7%).

Enrolments reduced in Bayside Peninsula (-3.8%), Wimmera South West (-3%), Inner Eastern Melbourne (-0.7%), and Loddon Campaspe (-0.2%).

Year on year growth in enrolments

The growth in secondary enrolments increased to 2.3% in 2024.



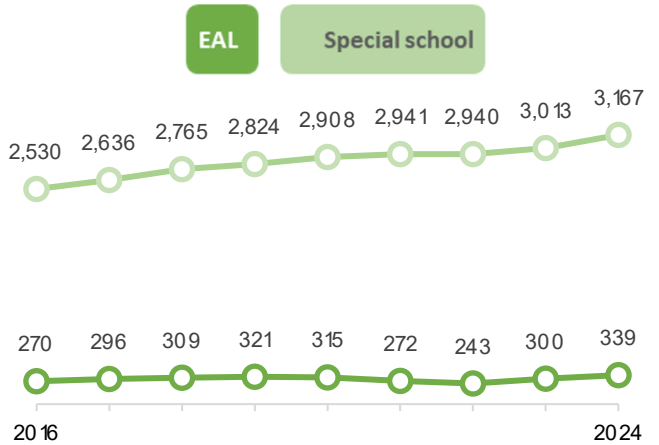
5.21. Special and EAL – Teaching workforce

**Key Finding —** In 2024, there were 3,506 teachers in government special and EAL schools and 71 teachers in Catholic special schools.

Government special and EAL school headcount

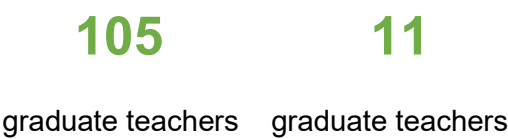
The majority of teachers in special schools work in the government sector (97.8%). In 2024 there was an increase of 5.1% in the number of special school teachers, relative to 2023.

In 2024, the number of EAL school teachers increased by 13%.



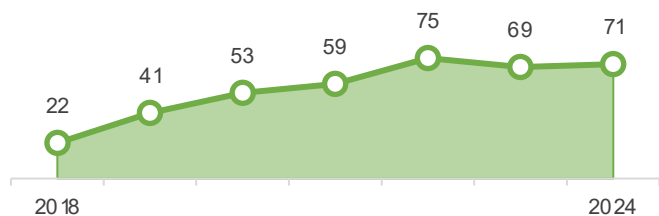
Government sector graduate teachers

Compared to 2023, there were fewer government graduate teachers in special schools (down 11.8%), while the number of graduate teachers in language schools remained unchanged.



Catholic special school FTE

The Catholic sector accounts for 2.5% of special school teachers in 2024.

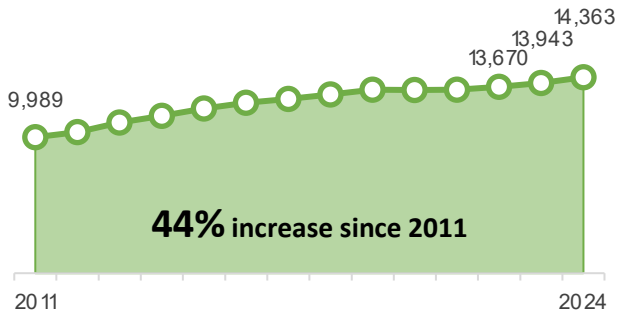


5.22. Special and EAL – Special and EAL enrolments

**Key Finding —** 21,324 special and EAL school enrolments in 2024.

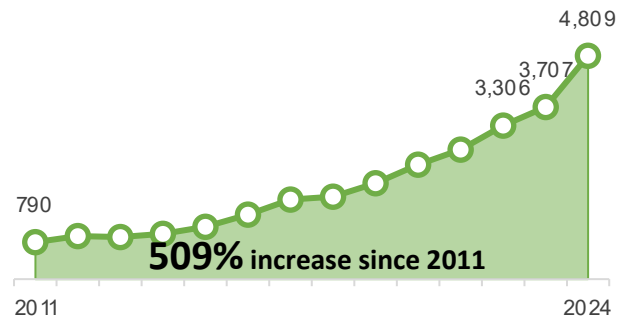
Government special school enrolments

In 2024, government special school enrolments increased by 3% from 2023 levels, representing 420 additional students.



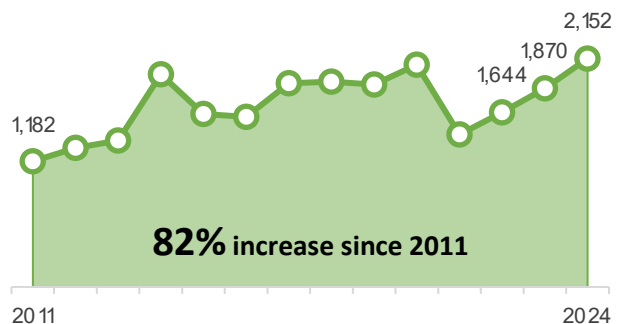
Non-government special school enrolments

In 2024, non-government special school enrolments increased by 29.7% from 2023 levels. This represents an additional 1,102 students and continuing strong growth in year-on-year enrolments.



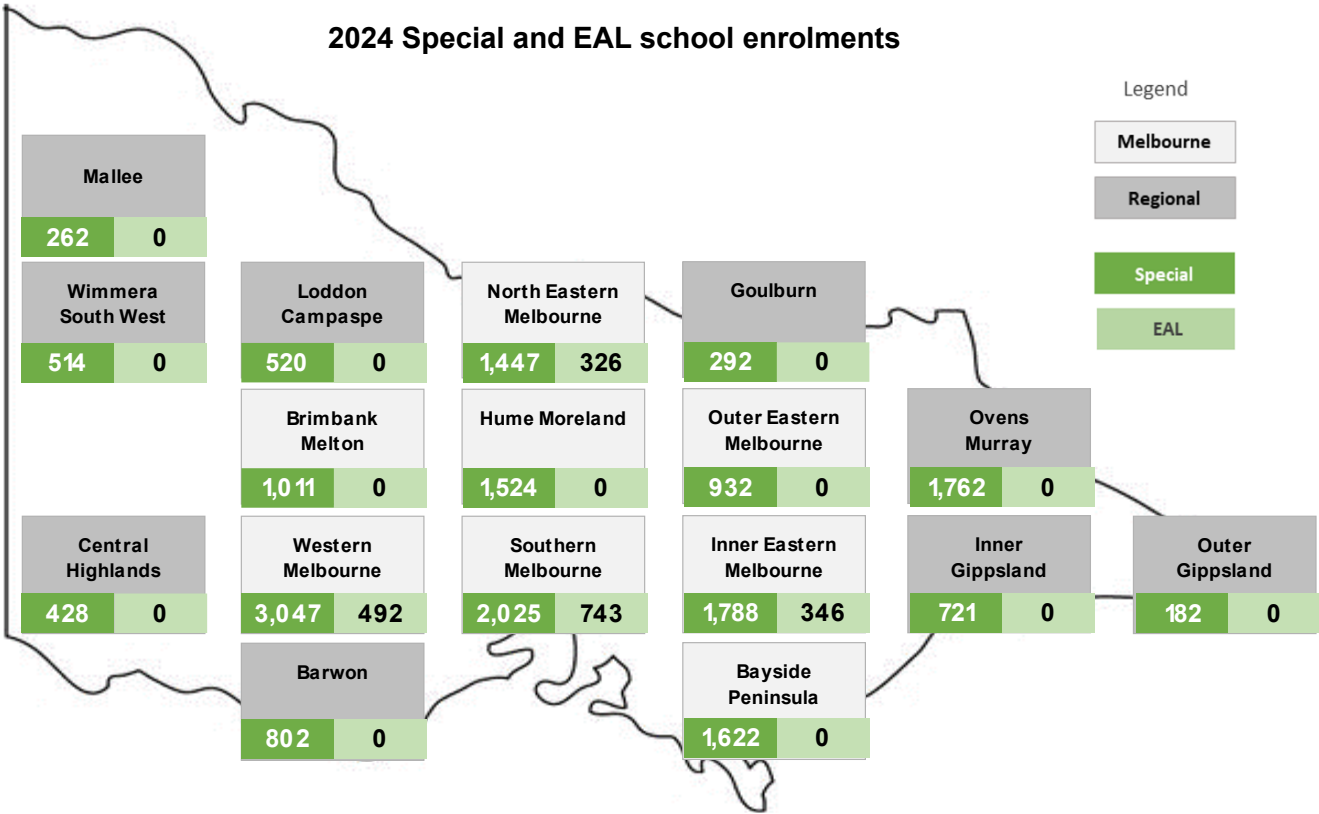
EAL enrolments

In 2024, EAL enrolments increased by 15.1% from 2023 levels, representing 282 additional students.



5.23. Special school enrolments by location

**Key Finding —** 19,172 special school enrolments, 2,152 EAL school enrolments.



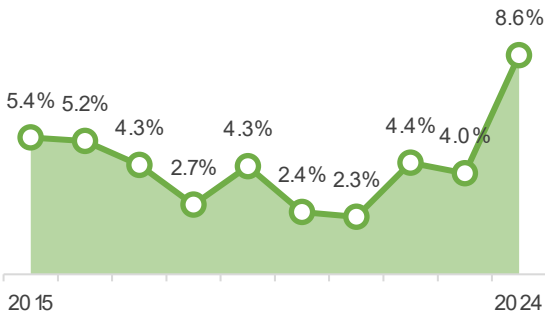
The growth in special school enrolments between 2023 and 2024 was 8.6%.

The Education Areas with the largest reduction in special school enrolments from 2023 were Mallee (-5.7%) and Bayside Peninsula (-4.6%).

The largest increases in special school enrolments from 2023 were in Ovens Murray (51.6%), Western Melbourne (16.6%), Brimbank Melton (14.9%) and Outer Eastern Melbourne (11.3%).

**Year on year growth in enrolments**

As shown below, the rate of growth has more than doubled in 2024 relative to 2023.





## 6. Appendix



## 6.1. Data inputs received

Data has been collected from several Victorian and Australian education and research organisations to analyse supply and demand factors that impact the Victorian teaching workforce across the early childhood, government, Catholic and independent sectors. The data collected includes employment, qualification and registration characteristics of the Victorian teaching workforce, student enrolments in ITE courses and graduate outcomes, and primarily covers the 2024 calendar year.

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

This report utilises a range of data to analyse the profile, supply factors and demand factors that impact the Victorian teaching workforce. The quality of the analysis in this report is dependent on the availability, completeness, accuracy, consistency, and comparability of the data collected from data custodians.

### Victorian Department of Education (DE)

#### *Government teacher workforce*

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

#### *Early childhood teacher workforce*

- Early childhood teachers (government funded kindergarten programs)
- Early childhood teachers and enrolments (government funded kindergarten programs) (2025-2030 annual projected)
- Active waivers for kindergarten and LDC services

#### *Australian Bureau of Statistics (ABS)*

- 4221.0 – Schools, Australia, 2023 [note: data based on NSSC]
- 3101.0 – Estimated Resident Population
- Schools data, number of in-school staff by function (headcount and FTE)

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

- Unpublished Victorian Government Demographic Projections (2025)

#### *ITE providers (ITE)*

Custom dataset from the following ITE providers:

#### *On-Campus*

- Australian Catholic University (ACU)
- Charles Sturt University (CSU)
- Deakin University

- Eastern College
- Federation University
- Holmesglen TAFE
- Latrobe University
- Melbourne Polytechnic
- Melbourne University
- Monash University
- RMIT University
- Swinburne University
- Victoria University

### ***Online***

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

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

### ***Victorian Institute of Teaching (VIT)***

- Victorian teacher registration data including early childhood teachers
- VIT annual reports 2024
- Selected data from the VIT registration renewal form, including selected time series

### ***Melbourne Archdiocese Catholic Schools (MACS)***

- Victorian Catholic teaching workforce dataset
- Custom Catholic attrition dataset

### ***Social Research Centre (SRC)***

- 2024 Graduate outcomes survey
- 2024 Graduate outcomes survey - longitudinal

## 6.2. Supply pool allocation approach

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

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

- 68% of dual registered early childhood/primary teachers are distributed to the primary pool. The remaining 32% 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.

Note this approach is similar to the ‘Expected’ approach taken in the 2021 report.

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

### Teachers with unclear qualifications

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

### Registrants not employed and supply

The registrants not employed section in Chapter 2 describes the approach to estimate the number of registrants that may be available for ongoing positions (i.e., the estimate of possible supply). Some of these limitations include:

- A lack of consistency between the demand (NSSC) and supply (VIT) data – ideally these datasets would be from the same source and define employment consistently.
- Limitations in the demand definition. As it stands, the NSSC data defines teachers in line with a 4-week census reporting period. The number of teachers that is required may be higher than this due to some teachers being employed outside of this bracket, and general turnover in the employment market. The definition also largely excludes CRT positions, which account for the preferences of a substantial share of registered teachers captured by VIT.
- Understanding the activities of VIT registrants is also challenging, as there are data limitations associated with recording of employers within the core registration database, as well as with responses to the re-registration survey.

### **6.3. Deferred Registrants approach**

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

#### **Data used**

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

1. register (teacher, dual, early childhood)
2. registration status (e.g., full, provisional)
3. first year of registration with VIT
4. provider of the ITE qualification (Victorian, interstate, overseas)
5. course type of most recent ITE course (e.g., early childhood, early childhood/primary, primary, primary/secondary, secondary)
6. completion year of most recent ITE qualification.

#### **Determining cohorts**

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

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

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

1. teachers who have a Victorian qualification but who registered more than one year after they graduated
2. teachers where the provider of their qualification is not known, but the completion year is, and this completion year is more than one year after they graduated
3. teachers where neither the provider of their qualification nor the year of completion is known.

It is noted that the latter 2 cohorts may include teachers who meet the criteria for the existing 2 supply pathways, however, due to unknown values in their data, they are excluded from existing forecasts. For this reason, they are now included in the Deferred Registrants pool.

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

## 6.4. VIT and NSSC comparison

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

The NSSC data indicates that the number of employed teachers in 2024 is approximately 99,000. There were over 152,000 teachers registered with VIT at the same point in time.

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

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



## 6.5. Key terms

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

Key term	Definition
<b>Additional demand</b>	The number of additional teachers demanded from year to year. This represents the change in overall demand.
<b>Additional supply</b>	The number of additional teachers entering the workforce from year to year. This represents the change in overall supply (that is net of those leaving the workforce and graduates, migrants, and deferred registrants entering).
<b>Attrition</b>	<p>Two definitions of attrition are applied throughout the report.</p> <p>For government / Catholic settings: teachers and principals employed on an ongoing basis who leave the teaching workforce during a calendar year.</p> <p>For Registration / projections: School and/or early childhood teachers who have allowed their registration to lapse. This forms the basis for modelling the overall workforce in Victoria.</p>
<b>Commencements</b>	First year enrolments at ITE providers, who represent students commencing their ITE course.
<b>Currently available supply</b>	An estimate of the number of registered teachers willing to accept an ongoing teaching role at current employment conditions. This is estimated based on historical proportion of employed teachers in ongoing roles relative to total VIT registered teachers.
<b>Demand</b>	<p>Demand is measured by the number of teachers counted in the Australian Bureau of Statistics National Schools Statistics Collection (NSSC), along with administrative data for early childhood settings, adjusted to account for unmet demand, changing teacher student ratios and population growth in future years. Demand largely comprises of teachers in ongoing roles, teachers in CRT positions are not included. Unmet demand in this instance is estimated using unfilled vacancy data from DE.</p> <p>Note, the NSSC collects information on the number of teachers employed by schools over a four-week period to early August.</p> <p>In general, teachers who are not in ongoing employment arrangements will be excluded from this collection. The NSSC is supplemented by administrative data on teachers employed to teach in early childhood settings. Projections of demand are generated by accounting for population growth and demand from government programs.</p>

Key term	Definition
<b>Deferred registrants</b>	<p>This comprises 4 cohorts of teachers:</p> <ol style="list-style-type: none"> <li>1. Teachers who completed a Victorian ITE course but did not register with VIT in the year following completion of their studies.</li> <li>2. Teachers who may have previously let their registration lapse but are now returning and registering with VIT.</li> <li>3. Teachers where the origin of their ITE qualification is unknown (e.g., Victorian, interstate or overseas) but the year of qualification is known, and it indicates they did not immediately register after course completion.</li> <li>4. Teachers where the origin of their ITE qualification is unknown (e.g., Victorian, interstate or overseas) and the year of qualification is unknown. These teachers would not be assessed in the migration or ITE forecast models so are included as Deferred Registrants.</li> </ol> <p>Within Deferred Registrants, there is also a cohort who appear to let their school registration lapse but acquire early childhood registration.</p>
<b>Deemed registration</b>	Deemed registration was granted to practicing teachers upon establishment of the VIT. Teachers were deemed registered pursuant to section 91(3) of the <i>Victorian Institute of Teaching 2001</i> Act because they were employed as teachers in a State school in an ongoing position within the period of 2 years before the commencement of the Act.
<b>Dual qualified ITE graduate</b>	A person whose ITE course qualifies them to teach in 2 education settings, for example primary and secondary schools.
<b>Dual registered teacher</b>	A teacher who is registered on both the early childhood register and the school register with VIT.
<b>Early childhood registrants not employed</b>	The pool of registered teachers who are not in ongoing employment or fixed-term employment in teaching roles but are qualified to work in an early childhood setting. The includes teachers in services not delivering funded kindergarten programs, casual relief, unemployed and non-practising teachers, and those working in non-teaching roles within the sector or on long-term leave.
<b>Early start kindergarten</b>	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.
<b>Education area</b>	Government schools around Victoria are placed into one of 17 different geographic areas depending on their location. The Department of Education use these geographic areas when reporting on school information.
<b>Education sector</b>	Refers to whether a school is government, Catholic or independent.
<b>Educational setting</b>	May refer to early childhood, primary, secondary, language or a special school.
<b>Employment type</b>	Refers to whether a teacher is employed in ongoing employment or under a fixed term contract.

Key term	Definition
<b>Equivalent full time study load</b>	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).
<b>Fixed term employment</b>	Teachers employed on fixed term contract.
<b>ITE graduate</b>	Students who have completed their courses in 2023 and are eligible to enter the graduate workforce in 2024 are considered '2024 Graduates'.
<b>ITE provider location</b>	Refers to the origin of ITE qualifications gained, principally as captured by VIT.
<b>Languages</b>	Languages Other Than English (previously known as LOTE).
<b>Mutual recognition</b>	Teachers currently registered interstate (excluding NSW) or in New Zealand who have their registrations recognised.
<b>Permission to teach</b>	An authorisation for individuals to teach within schools without having VIT registration. These are offered short-term employment to undertake the duties of a teacher in delivering and/or assessing student participation in the school's curriculum program. For more information refer to <a href="https://www.vit.vic.edu.au/register/categories/ptt">https://www.vit.vic.edu.au/register/categories/ptt</a> .
<b>Primary school registrants not employed</b>	The pool of registered teachers who are not employed in ongoing or fixed-term teaching roles or principal/educational leadership roles and can work in a primary school. They include casual relief, unemployed and non-practising teachers.
<b>Provisional registration</b>	Registration granted to teachers who are new to the profession and/or have not yet practised as a qualified teacher in an Australian or New Zealand school or are returning to the teaching profession after an absence of 5 or more years. See <a href="https://www.vit.vic.edu.au/register/categories/provisional">https://www.vit.vic.edu.au/register/categories/provisional</a> for more information.
<b>Recruitable supply</b>	Registered teachers who are not currently employed who may be recruited to teaching with the correct incentives, defined as VIT registered teachers who have engaged in ongoing teaching employment in the last 5 years.
<b>Replacement demand</b>	Additional demand for new teacher entrants due to current teachers leaving the profession.
<b>Secondary school registrants not employed</b>	The pool of registered teachers who are not employed in ongoing or fixed-term teaching roles or principal/educational leadership roles and can work in a secondary school. This includes casual relief, unemployed and non-practising teachers.
<b>Teacher migration</b>	Includes those migrating to Victoria who register as a teacher with interstate qualifications, overseas qualifications or those applying under mutual recognition.
<b>Time fraction employed</b>	An individual's usual working load represented as a decimal of a standard full-time working load (1.0).

Key term	Definition
<b>Unmet demand</b>	The demand estimate defined above includes an allowance for unmet demand. The exact level of unmet demand is difficult to accurately quantify; however, the report includes an estimation based on the best available recruitment data. Unmet demand is defined as teaching positions left unfilled above long-term trend levels.

## 6.6. Acronyms

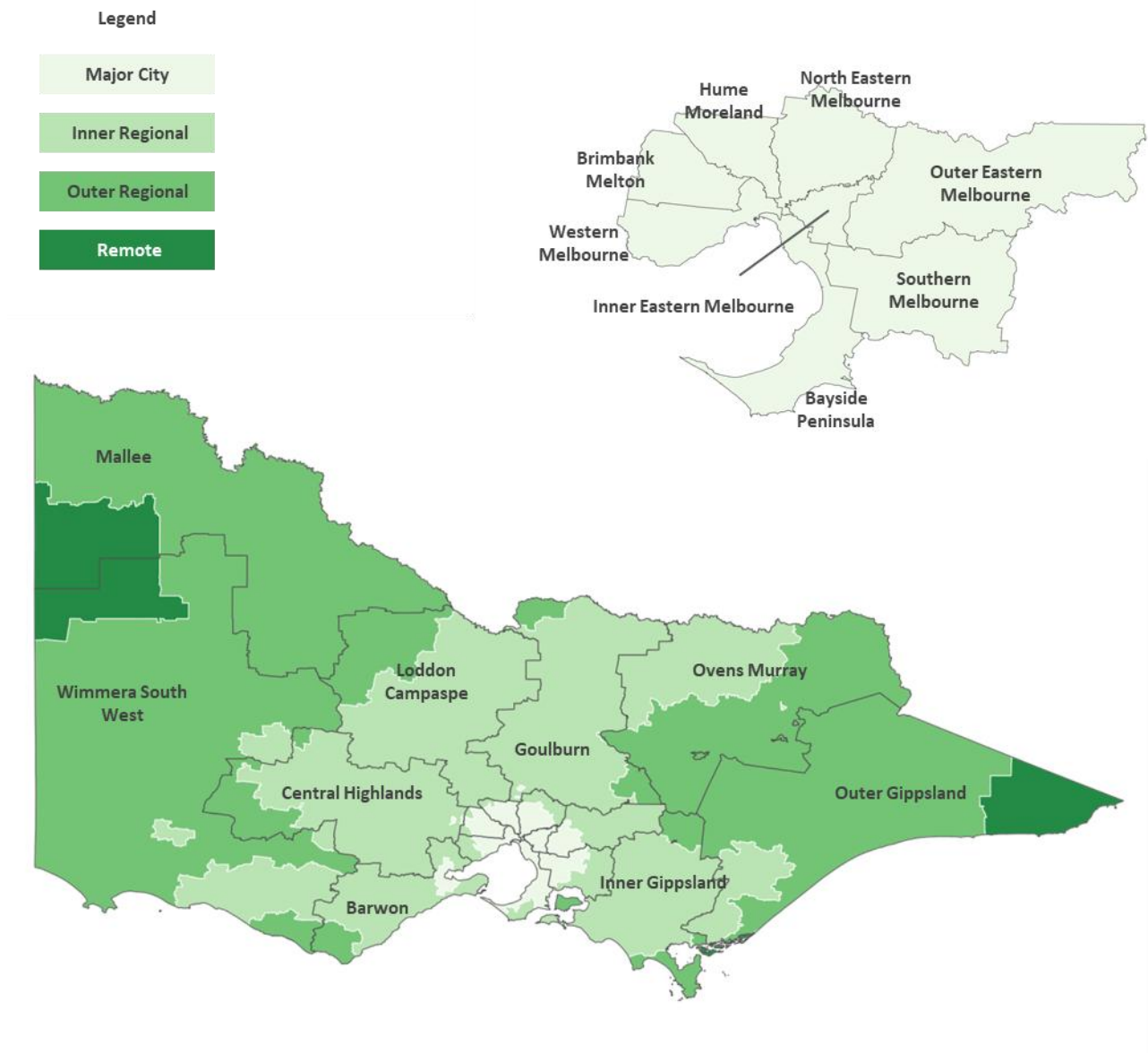
The table below provides a list of acronyms used in this report.

Acronym	Definition
<b>ABS</b>	Australian Bureau of Statistics
<b>ATAR</b>	Australian Tertiary Admission Rank
<b>CRT</b>	Casual Relief Teacher
<b>DE</b>	(Victorian) Department of Education
<b>DEECA</b>	Department of Energy, Environment and Climate Action
<b>EAL</b>	English as an Additional Language
<b>ECT</b>	Early Childhood Teacher
<b>FTE</b>	Full-Time Equivalent
<b>HPE</b>	Health and Physical Education
<b>ITE</b>	Initial Teacher Education
<b>LDC</b>	Long Day Care
<b>LOTE</b>	Language other than English (now referred to as Languages)
<b>NSSC</b>	National Schools Statistics Collection
<b>ROL</b>	Recruitment Online
<b>PTT</b>	Permission to Teach
<b>SOSE</b>	Studies of Society and Environment
<b>STEM</b>	Science, Technology, Engineering and Mathematics
<b>VIT</b>	Victorian Institute of Teaching
<b>VTAC</b>	Victorian Tertiary Admissions Centre

## 6.7. Geographic scales

The state of Victoria is comprised of 79 local government areas, which can be aggregated up into 17 Education Areas. The names of the Education Areas are labelled on the map below.

The ABS defines a remoteness structure, which classifies geography with respect to distance to service centres. For the purposes of the analyses in this report, local government areas may be aggregated up to a remoteness class. The 4 ABS remoteness classes are shaded on the map below. Due to data privacy considerations, the outer regional and remote classes have been combined together for this report.



## **6.8. Data sources used**

### **Executive summary**

1. 2024 key statistics: DE, MACS, VIT, ITE and ABS
2. Key Findings: N/A
3. Total teacher supply and demand: DE, MACS, VIT, ITE, ABS, DELWP
4. Key measures of supply / demand balance: DE, MACS, VIT, ITE and ABS
5. Summary of student-teacher ratios: DE

### **Registered Teachers**

1. Characteristics of teachers registered with VIT: VIT
2. Years since registration: VIT
3. Research Question – Changes in early childhood registrants: VIT, DE
4. Home address of registrants – Early Childhood: VIT
5. Home address of registrants – School teachers: VIT
6. Employment situation at registration renewal: VIT
7. Permission to Teach: VIT
8. Research Question – Permission to Teach: VIT
9. Registration expiry: VIT
10. Registrants not employed: VIT
11. Registrants not employed over time: VIT
12. Characteristics of registrants not employed: VIT

### **Supply and demand balance deep dives**

1. Early childhood registered teachers, and demand for teachers: DE, VIT, VTAC, DELWP, ITE, ABS
2. Primary school registered teachers, and demand for teachers: DE, VIT, VTAC, DELWP, ITE, ABS
3. Secondary registered teachers and demand for teachers: DE, VIT, VTAC, DELWP, ITE, ABS
4. Special and EAL school forecasts: DE, DELWP

### **Supply and demand drivers**

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



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

### **Workforce demographics**

1. Early childhood workforce: DE
2. Early childhood workforce by location: DE
3. Early childhood – Teaching workforce and enrolments: DE
4. Early childhood – Kindergarten and LDC enrolments: DE
5. Schools – Teaching workforce: ABS
6. Schools – Government sector workforce: DE
7. Schools – Government sector workforce by location: DE
8. Research Question – Part time teaching: DE
9. Schools – Government graduate teachers: DE
10. Schools – Government sector Casual Relief Teachers (CRTs): DE
11. Schools – Government workforce attrition: DE
12. Schools – Catholic sector Teachers: MACS
13. Schools – Catholic sector workforce by location (primary and secondary): MACS
14. Schools – Catholic sector workforce attrition: MACS
15. Schools – Catholic sector workforce attrition (Primary and secondary): MACS
16. School enrolments: DE
17. Primary school enrolments by location: DE
18. Secondary enrolments by location: DE
19. Special and EAL – Teaching workforce: DE, MACS
20. Special and EAL – Special and EAL schools' enrolments: DE, MACS

## 21. Special school enrolments by location: DE

### **Data sources legend**

- DE: Victorian Department of Education
- MACS: Melbourne Archdiocese Catholic Schools
- VIT: Victoria Institute of Teaching
- AU: Australian Government Department of Education and Training
- ITE: ITE providers
- ABS: Australian Bureau of Statistics
- VTAC: Victorian Tertiary Admissions Centre
- SRC: Social Research Centre
- DELWP: Unpublished Victorian Government Demographic Projections (2024) provided by the Victorian Department of Environment, Land, Water and Planning.