

Victorian Teacher Workforce Snapshot 2025



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Introduction to the 2025 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 \$1.9 billion in school workforce initiatives across 5 key priorities: attraction, recruitment, supporting early career teachers, retention, and career development.

These investments are having a positive impact on the supply of teachers. In particular, the supply of secondary teachers is now projected to exceed demand from 2030, as the impacts of stronger Initial Teacher Education (ITE) pipelines and registrants' growth continues to flow through the system.

The following key school workforce initiatives are supporting sustained improvements in the supply-demand balance for teachers:

- **Secondary Teaching Scholarships** initiative, which provided scholarships to support students who commenced in a secondary school teaching degree in 2024 and 2025.
- **Teach Today and Teach Tomorrow** employment-based programs, which provide 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 \$370 million in a comprehensive range of workforce attraction, retention and quality initiatives.

Key kindergarten workforce initiatives include:

- **The Early Childhood Scholarships Program and Aboriginal Pathways Scholarships Program** supporting more than 6,200 students undertaking an early childhood teacher qualification. Since December 2025, the programs provide a greater proportion of financial support while Bachelor students are studying to help students remain on track to complete their qualification. The program also provides scholarships for vocational qualifications.
- **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.
- The **Kindergarten Teaching Excellence Approach** and associated **Early Childhood Hub**, supporting quality uplift of intentional play-based teaching practice across the sector. By the end of 2025, the Early Childhood Hub had 9 professional development programs available and almost 3,000 registrations.
- **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 5,400 provisionally registered early childhood teachers to progress to full registration with the Victorian Institute of Teaching.
- Since it began in 2018, the **Kindergarten Quality Improvement Program** has provided intensive and targeted support to over 650 Victorian early childhood services with identified quality improvement needs.

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.

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 20th 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 6 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.

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.

Methodological and/or data improvements over time may have resulted in revisions to time series relative to previous reports.

Summary of previous key changes

The 2025 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 who are not currently employed as teachers but 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 role advertisement data.

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 May 2026 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:

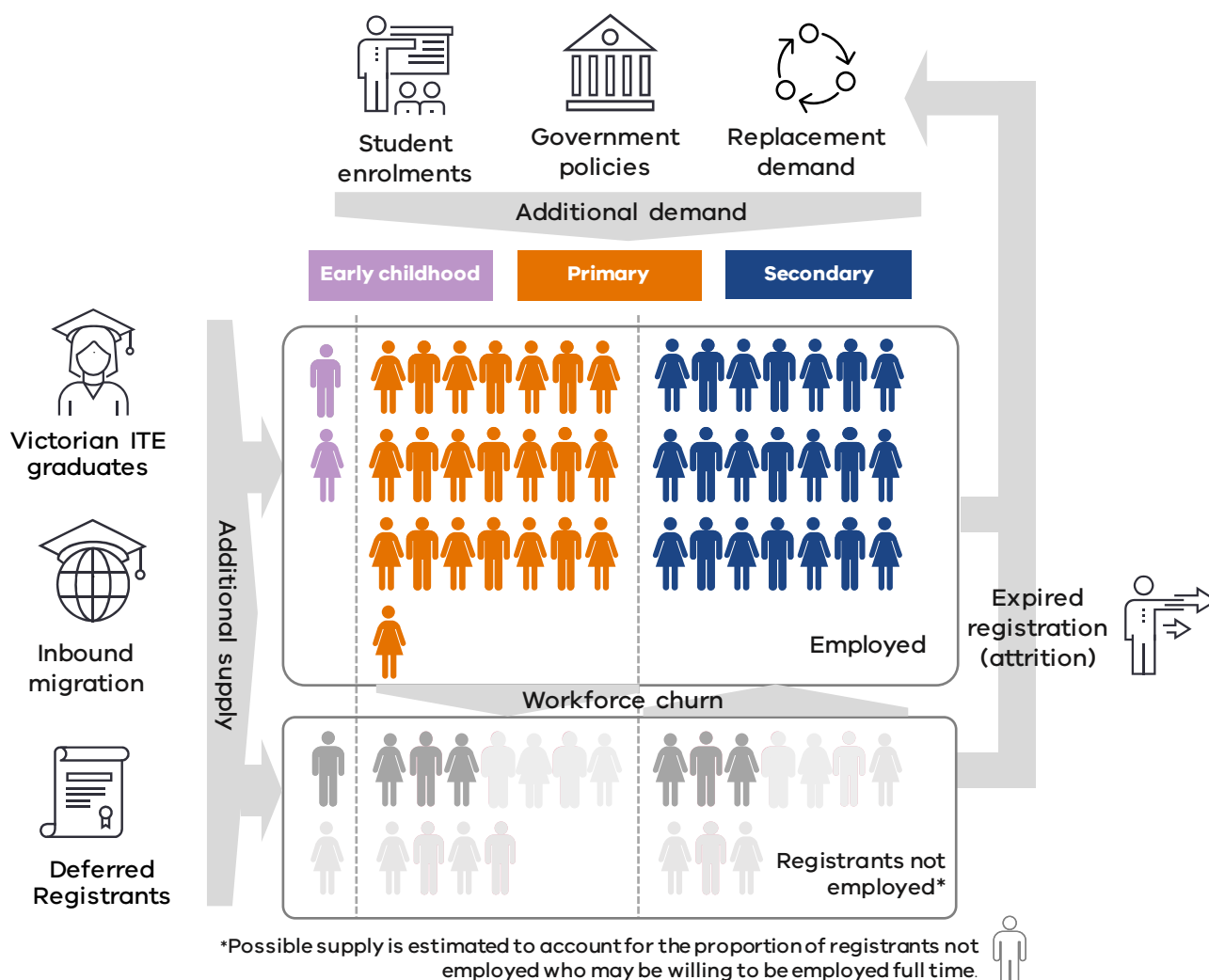
- All forecasts are on a headcount basis.
- Teachers in Casual Relief Teacher (CRT) positions are generally not included in the NSSC data collection, and as such are not included in this report's demand and supply forecasts.
- Provisionally registered teachers are included in the demand and supply forecasts.

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 workforce FTE 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 2031 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.

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 and 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.

Other key definitions

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

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

Limitations

The approach to estimation and forecasting of teacher supply and demand used up-to and including the 2021 TSDR was a purely data-driven approach, utilising the VIT register as the measure of teacher supply in Victoria and NSSC employment data as the measure of school teacher demand. In contrast, since 2022, the TWS 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 80.

Audience and core research questions

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.

Report contributors

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

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

Research questions

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

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

Each report considers additional research questions to examine key themes of interest. The questions for the 2025 report include:

- What are the geographic distribution and growth trends of Permission to Teach (PTT) registrations across Victoria, and how do these differ between individuals enrolled in initial teacher education programs and those who are not?
- What are the recent patterns and drivers of attrition from the VIT register, including any notable changes within the early childhood workforce?

How to navigate this report

The following are the key features of the 2025 TWS.

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.

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)		

Presentation style

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

- Most pages will highlight 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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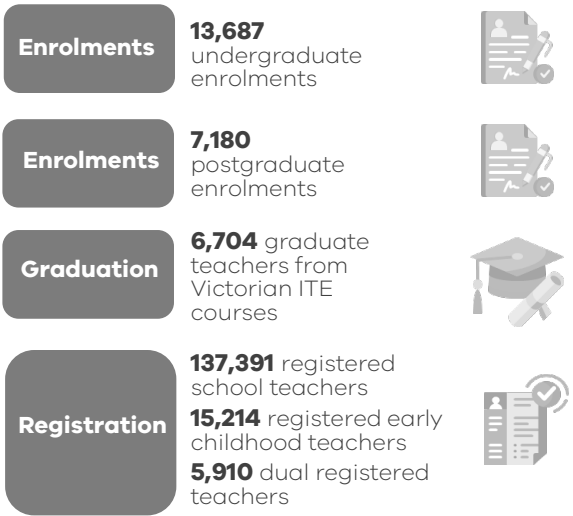
1. Executive Summary

This chapter provides a summary of the key findings from the 2025 TWS across all educational settings.

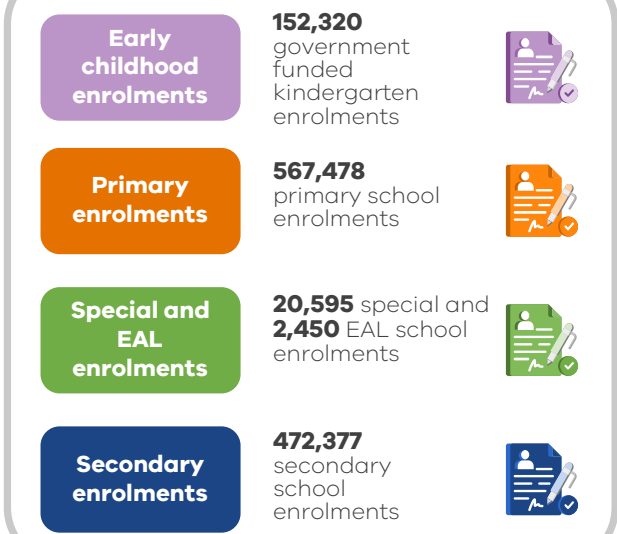


1.1. 2025 key statistics

GRADUATE PIPELINE

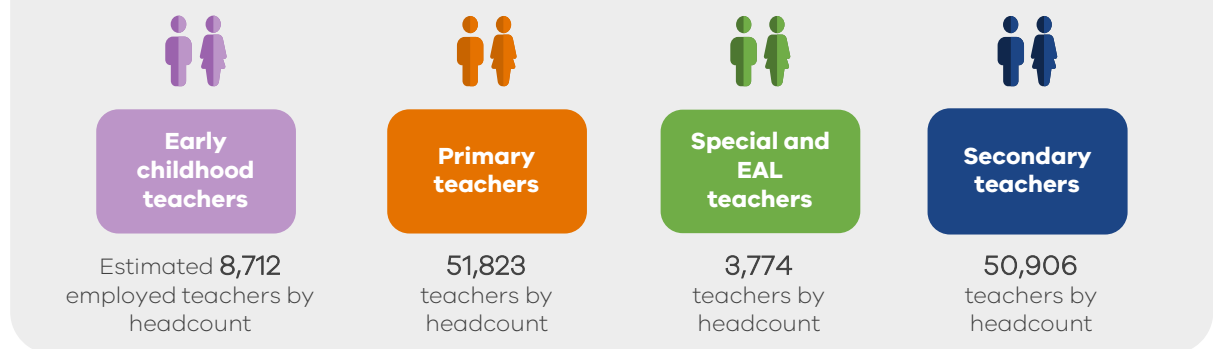


ENROLMENTS



WORKFORCE

CURRENT ACTIVE WORKFORCE



WORKFORCE GROWTH

Early childhood	↑	5%	(399 teachers)
Primary	↑	3%	(1,643 teachers)
Special and EAL	↓	8%	(268 teachers)
Secondary	↑	4%	(2,081 teachers)

ATTRITION

School attrition	4.2%	allowed school registration to expire
Early childhood attrition	4.5%	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 2031. The rate of growth in supply of teachers across sectors is 14.1% over the projection period, outpacing the rate of growth in demand of 9.0%.

This is the third 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 surplus of around 2,097 teachers in 2031 (a substantial improvement compared to the shortfall projected in the previous report). The primary school sector is expected to be close to balance over the forecast period, with a small supply surplus of 902 teachers in 2031. The early childhood sector has maintained an expected surplus throughout the forecast period, narrowing to a surplus of around 291 teachers in 2031.

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 2025, students per teaching staff in Victorian schools decreased to 12.9 in primary schools and to 11.0 in secondary schools. Victorian schools had fewer students per teacher compared to all Australian mainland states and compared to the national average.

Attrition from secondary schools is improving across both the government and Catholic sectors



There has been an increase in attrition from the VIT register, from 4.1% in 2024 to 4.2% in 2025. The total number of VIT registrants continued to grow, up 6,180 between 2024 and 2025, a 4.1% increase. The government sector has seen attrition increase from 5.0% to 5.3% in primary schools, however attrition has decreased in secondary schools, from 7.4% to 7.1% from 2024 to 2025. Catholic sector primary attrition has increased to 9.8% and secondary attrition has decreased to 7.2%.

Unmet demand continues and lower population growth towards 2031 may alleviate pressures



Unmet demand is estimated to have decreased between 2024 and 2025 as more teachers joined the VIT register and demand eased slightly. The secondary-school-aged population is expected to grow more slowly towards 2031, which will likely allow teacher supply to catch up with demand and ease workforce pressure over the projection horizon.

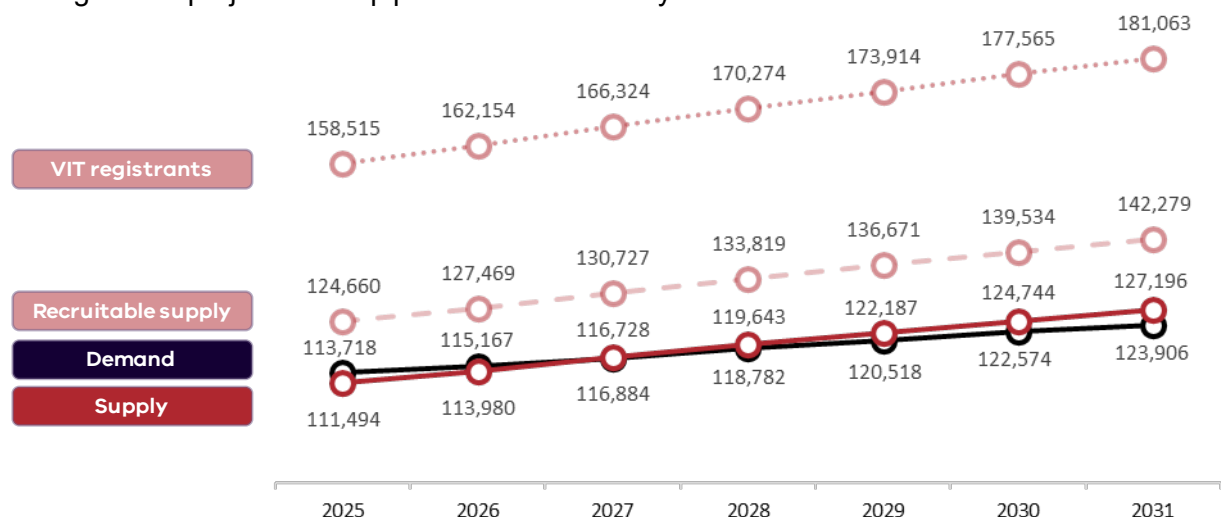
Strengthening supply outlook for the early childhood workforce



The outlook for the early childhood workforce is for supply to exceed demand, with this narrowing in 2028 as the roll out of more hours of 4-Year-Old Kinder ramps up and implementation of 3-Year-Old Kinder continues. In 2028, increased hours of 4-Year-Old Kinder will extend to an additional 15 local government areas, as well as to new priority groups including families who hold a Commonwealth concession card.

Summary of 2031 supply and demand forecasts

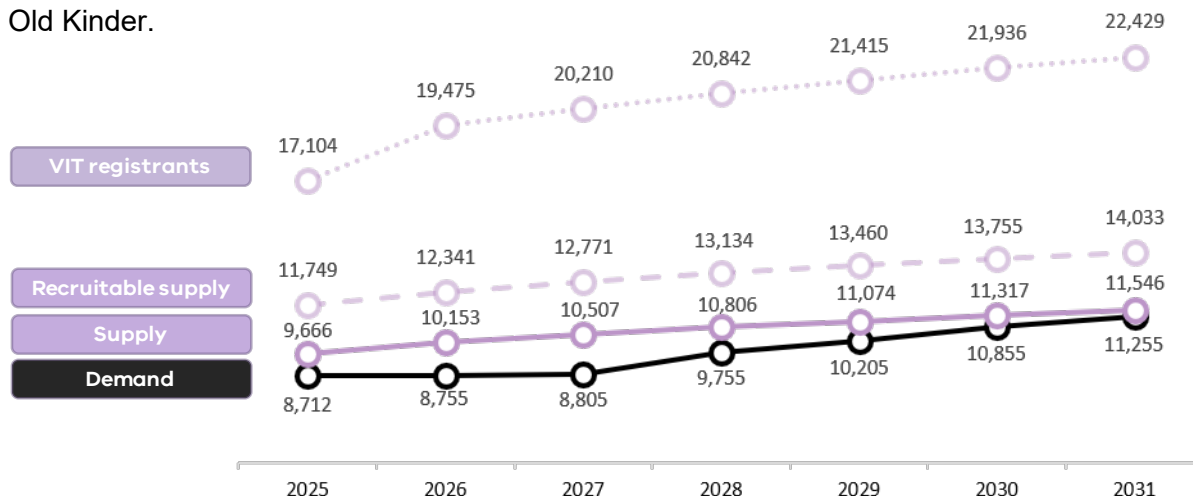
The forecast supply for teachers across sectors exceeds supply in 2031, with an overall supply excess of 3,290 teachers expected in 2031. This is largely driven by a slowing of demand in the secondary school sector as population growth in this aged cohort reduces. Relative to the previous report, supply-side projections are stronger due to observed headline registrant growth and strengthened projected ITE pipelines for secondary.



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 exceed demand to 2031. However, demand growth outpaces supply growth, with demand increasing by 29.2% and supply increasing by 19.4% over the forecast period, resulting in a tightening supply-demand balance towards 2031. The increase in supply over the forecast period is primarily due to an increase in VIT registrants, noting that the majority of recent Graduate Diploma graduates have been excluded from the supply projections. The increase in demand in 2028 is largely driven by the roll-out of more hours of 4-Year-Old Kinder.

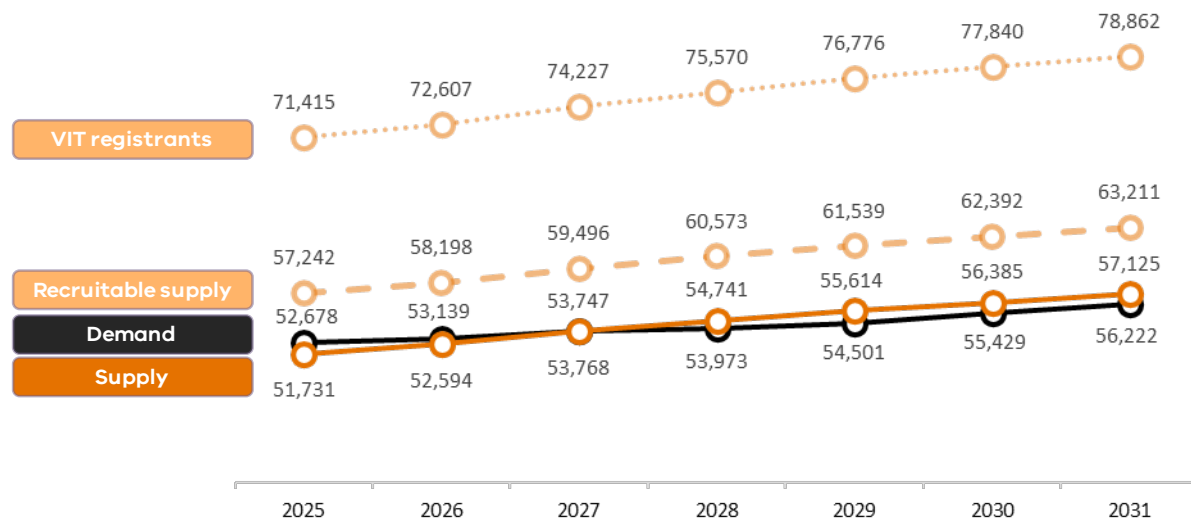


Note: The supply lines exclude the majority of recent Graduate Diploma graduates, which have spiked, based on anticipated lower transition rates into employment for this cohort.

Summary of 2031 supply and demand forecasts

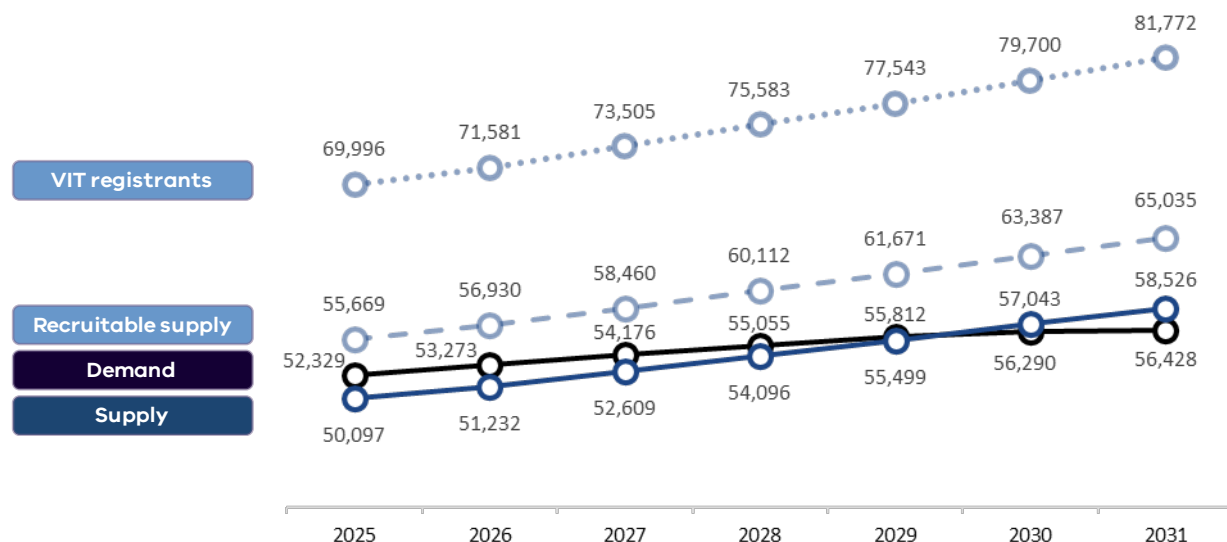
Primary schools

The supply and demand balance for primary schools is expected to improve to 2031. The forecast supply of primary teachers is expected to outpace demand to 2031, with demand projected to increase by 6.7% compared to a 10.4% increase in supply over the forecast period. Student enrolments over the projection period grow gradually (3.9%, compared to 4.4% for secondary), with demand also increasing due to additional funding per student and associated impacts on school programs and staff requirements. 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 enrolment growth.



Secondary schools

The forecast supply for secondary teachers in 2031 exceeds forecast demand by 2,097 teachers, which is a substantial improvement compared to the 2024 report, in which a supply shortfall was projected. This improvement in the outlook for secondary is driven by slowing enrolment growth and 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, particularly between 2026 and 2030.



Summary of 2031 supply and demand forecasts

Forecasts across all education settings indicate that, from 2025 to 2031, 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. Therefore, continued efforts will be needed to attract the estimated recruitable supply into teaching roles.

		 2031 enrolments	 2031 teacher demand	 2031 teacher supply	 2031 net supply (in the absence of further incentives)
2031 Forecasts					
	Victoria	1,298,454	123,906	181,063 of which: 142,279 recruitable supply 127,196 available supply	
	Early childhood	205,981	11,255	22,429 of which: 14,033 recruitable supply 11,546 available supply	291 surplus, made up of 11,255 demand compared to 11,546 available supply
	Primary	592,190	56,222	78,862 of which: 63,211 recruitable supply 57,125 available supply	902 surplus, made up of 56,222 demand compared to 57,125 available supply
	Secondary	500,283	56,428	81,772 of which: 65,035 recruitable supply 58,526 available supply	2,097 surplus, made up of 56,428 demand compared to 58,526 available supply
	Special and EAL	23,576	5,269	The 2031 special and EAL school forecast requires 5,269 teachers to meet demand. These teachers are incorporated in the above forecasts.	

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 2024 and 2025 are summarised below.

	 PRIMARY	 SECONDARY
INDICATOR		
Graduate teachers employed by government schools	1,175 (↓156 from 1,331 in 2024)	776 (↓119 from 885 in 2024)
Attrition		
From the register	4.2% (↑0.0pp from 4.1% in 2024)	
Government school positions	5.3% (↑0.3pp from 5.0% in 2024)	7.1% (↓0.3pp from 7.4% in 2024)
Catholic school positions	9.8% (↑2.3pp from 7.5% in 2024)	7.2% (↓0.6pp from 8.5% in 2024)
Student-teacher ratios		
Government school ratios	12.8 (↓0.2pp from 13.0 in 2024)	11.4 (↓0.1pp from 11.5 in 2024)
All-sector school ratios	12.9 (↓0.2pp from 13.1 in 2024)	11.0 (0.0pp from 11.0 in 2024)

↑ or ↓ – Indicator worsened between 2024 and 2025, ↓ or ↑ – Indicator improved between 2024 and 2025

Note – eduPay workforce data does not specifically identify Graduate teachers, teachers at the Class 1-1 step are used as a proxy for this cohort. 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.

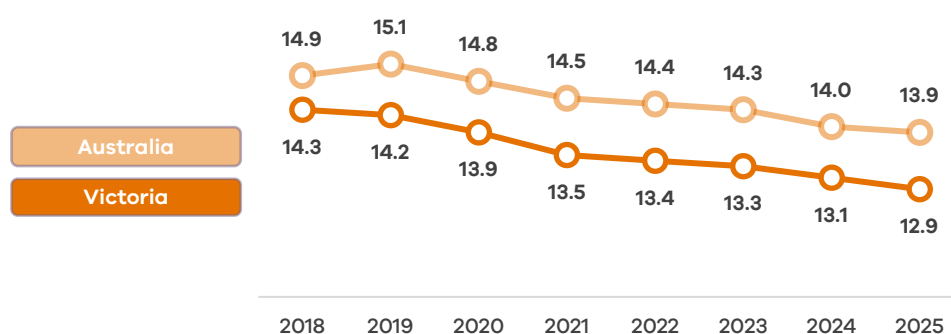
While there are continued improvements in the student-teacher ratios reported across Victorian schools, other indicators suggest potential challenges in matching supply and demand at the state level in 2025. More detailed analysis at the area level is provided in the body of the report.

Summary of student-teacher ratios

Despite tightness in the teacher supply-demand balance 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 2025, students per teaching staff in Victorian primary schools decreased by 1.4, to 12.9. 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.

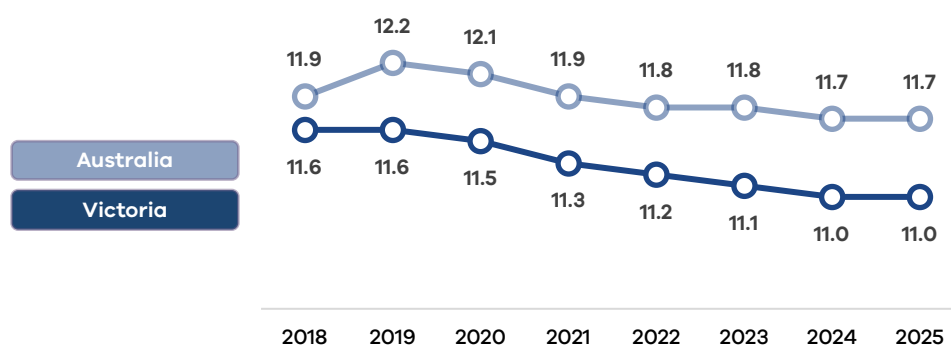
Primary schools

Victorian primary schools had fewer students per teacher compared to all Australian mainland states and compared to the national average, 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

Victorian secondary schools had fewer students per teacher compared to all Australian mainland states and compared to the national average, with Victoria having more teachers per student. This student teacher ratio has continually improved in Victoria since 2018, though in 2025 the rate has stabilised at 11.0 for the second consecutive year.



2. Registered Teachers

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

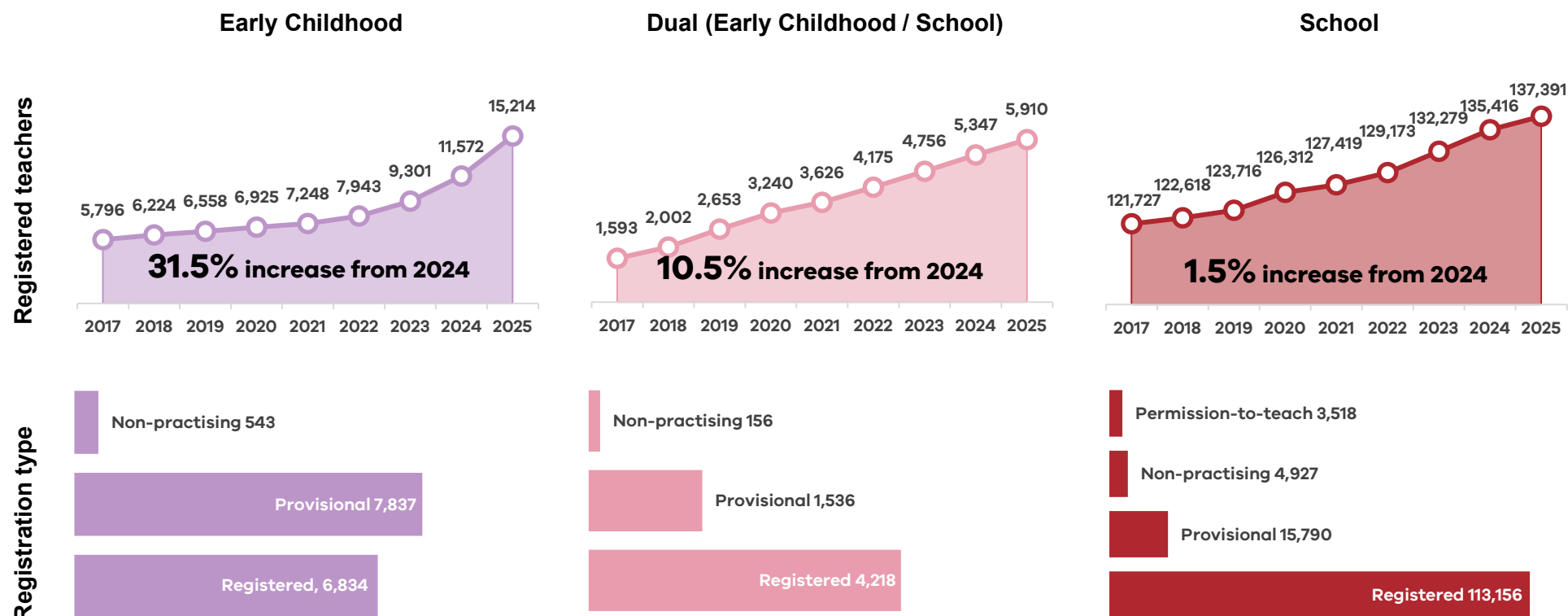


Registered Teachers

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 2024 and 2025, with significant growth in provisional registration.



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.

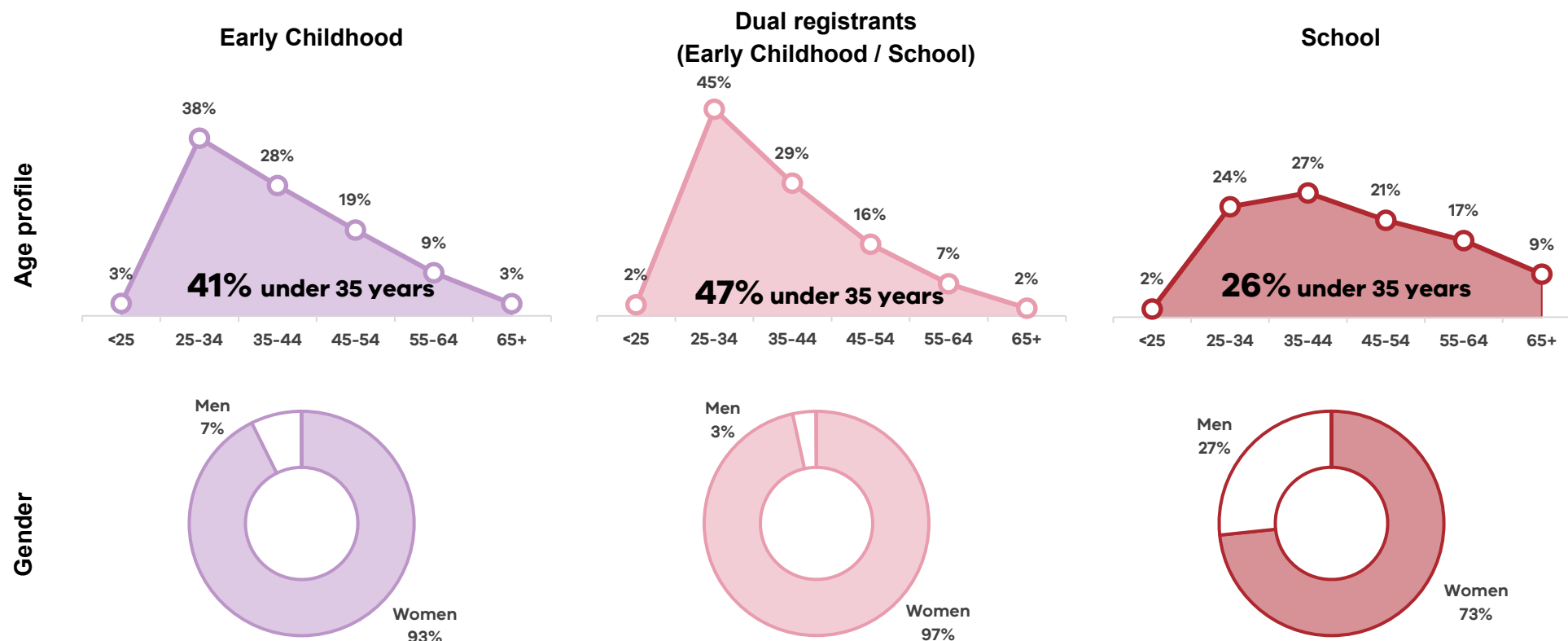
Experienced Returning is a new registration type in 2025 but has low counts, so to protect confidentiality, these registrants are included within the Registered counts.

It is anticipated that the recent increase in provisional early childhood registrations may not flow through to full registration at previous rates, with a higher proportion of provisional registrations likely to lapse in future years.

Registered Teachers

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

Key findings — Dual registrants have generally been younger than other registrants, however, there has been an increase in the proportion of early childhood registrants aged under 35 years in 2025, rising from 33% in 2024 to 41% in 2025. There is a higher proportion of male registrants in schools than in other registration categories.



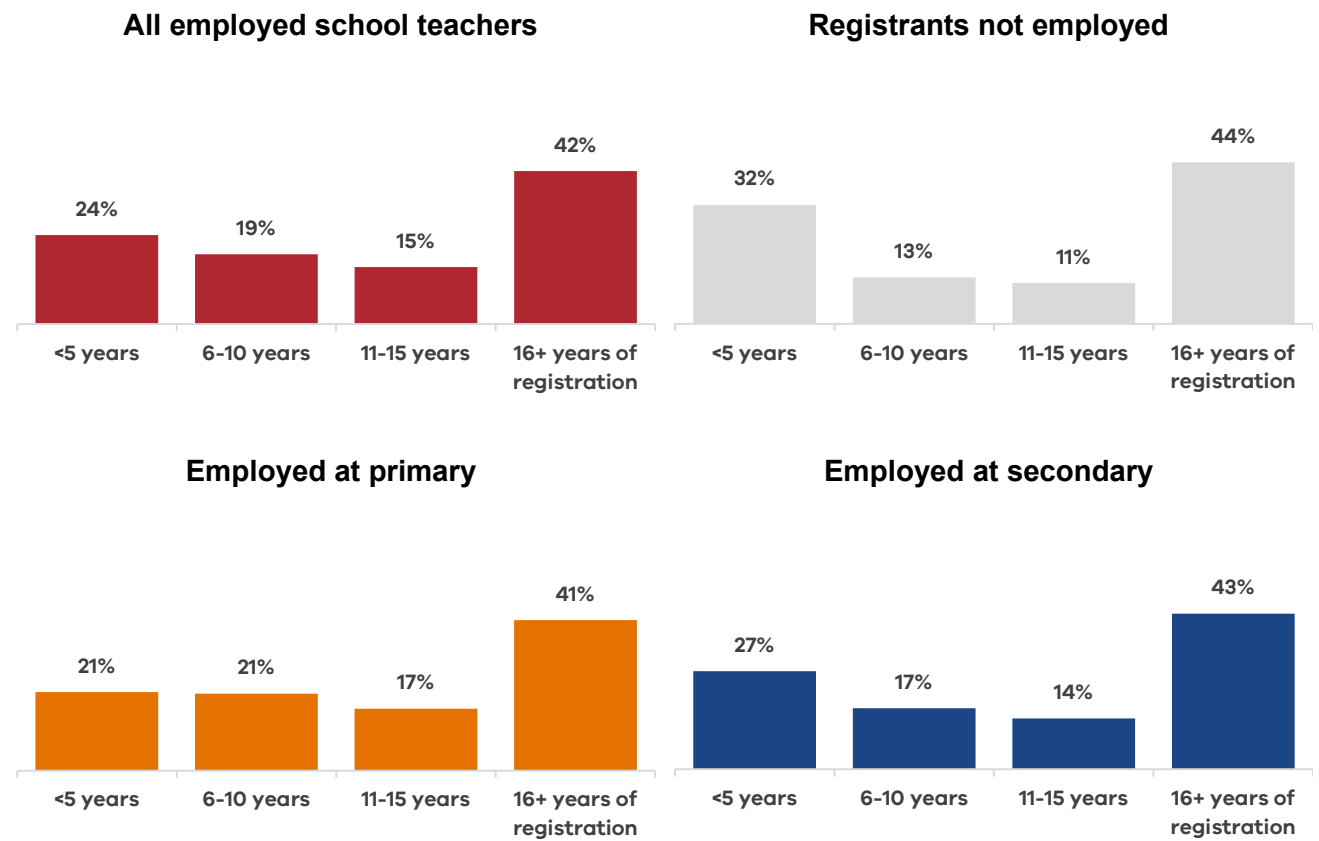
Note: Values may not add to 100% due to rounding

Registered Teachers

2.3. Years since registration

Key Finding — 32% 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.

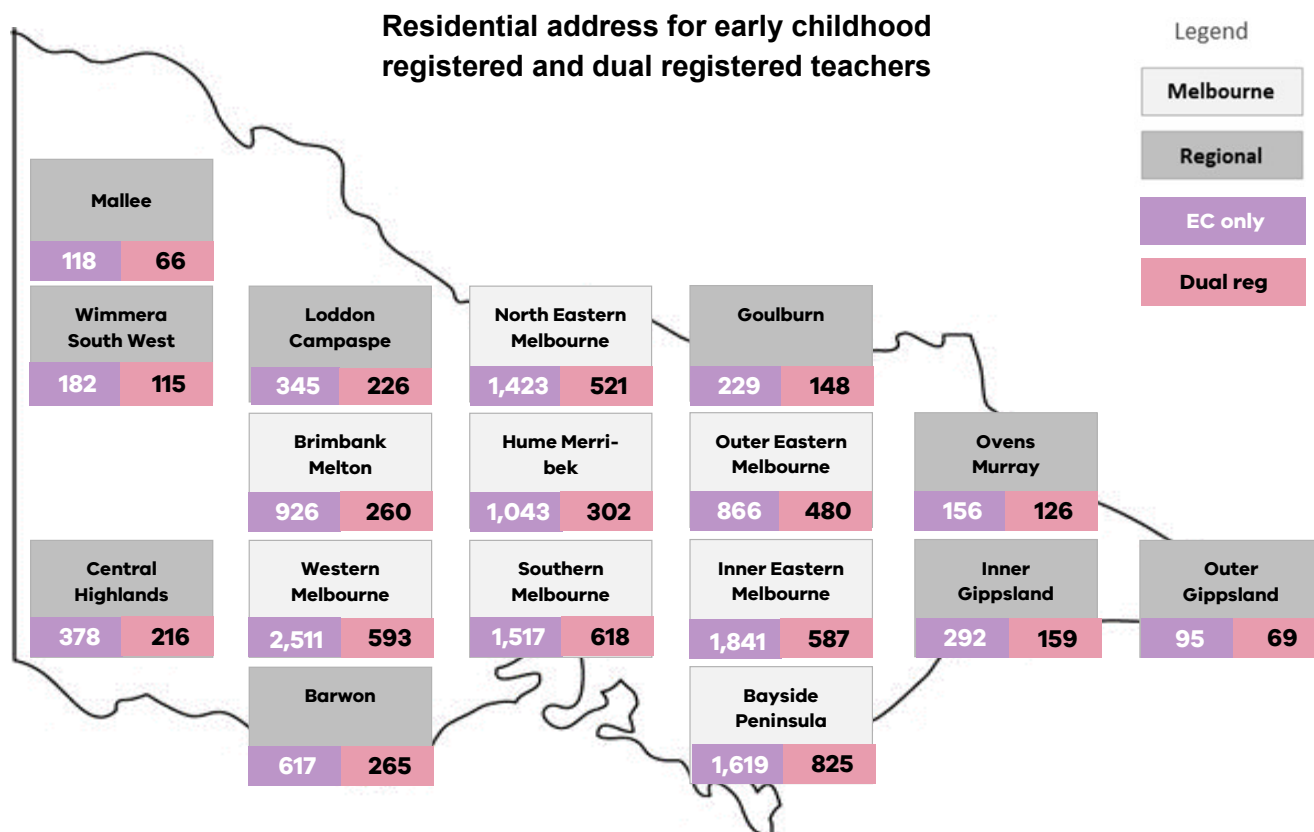


Teachers who are not employed are more likely to have either been registered for 16 or more years or to have been registered for less than 5 years. The distribution of teachers by years since registration is broadly equivalent between primary and secondary schools. Of the teachers in primary schools, 42% had up to 10 years' experience, while 44% of teachers in secondary schools had up to 10 years' experience.

Registered Teachers

2.4. Home address of registrants – early childhood

Key Finding — 85% of early childhood and dual qualified teachers were registered in a major city.

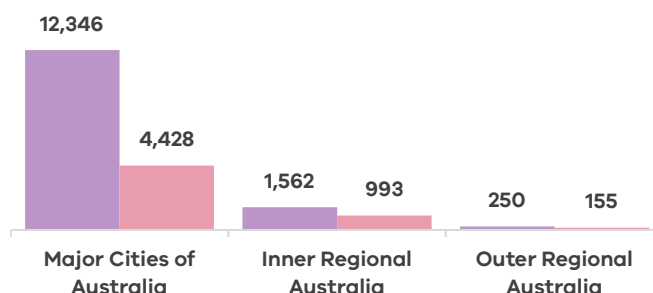


Home address distribution

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

85% of early childhood and dual qualified teachers live in major cities compared to 13% in inner regional and 2% in outer regional areas.

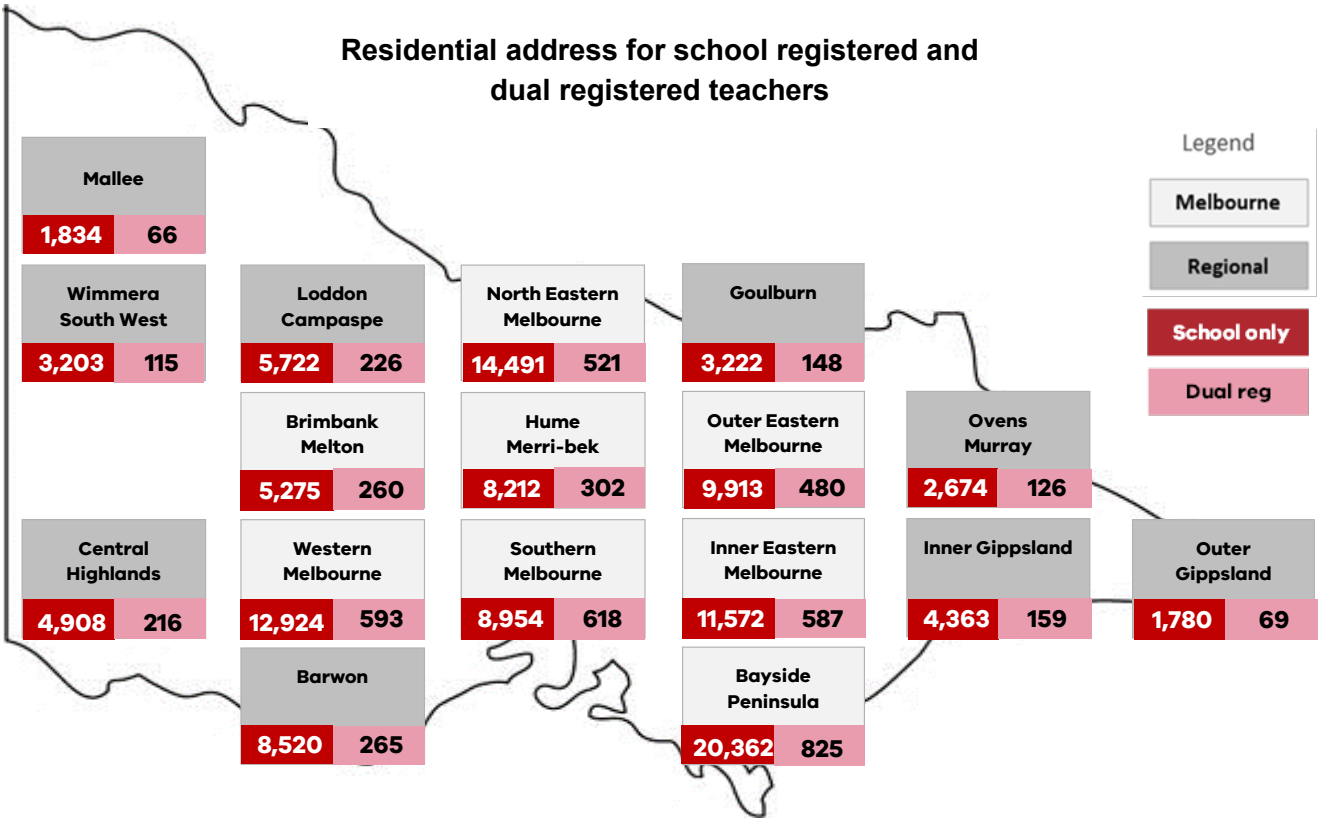
Home address by remoteness



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

2.5. Home address of registrants – school teachers

Key Finding — 78% of school and dual qualified teachers were registered in a major city.

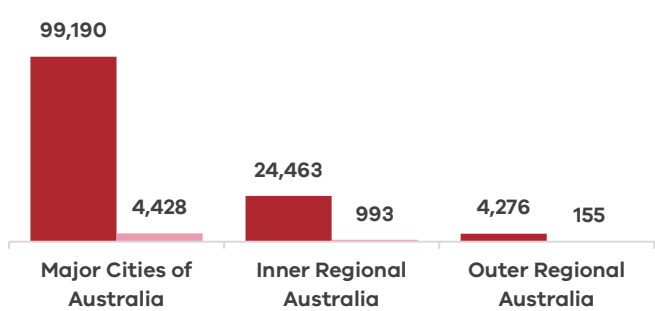


Home address distribution

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

By remoteness, 78% 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.

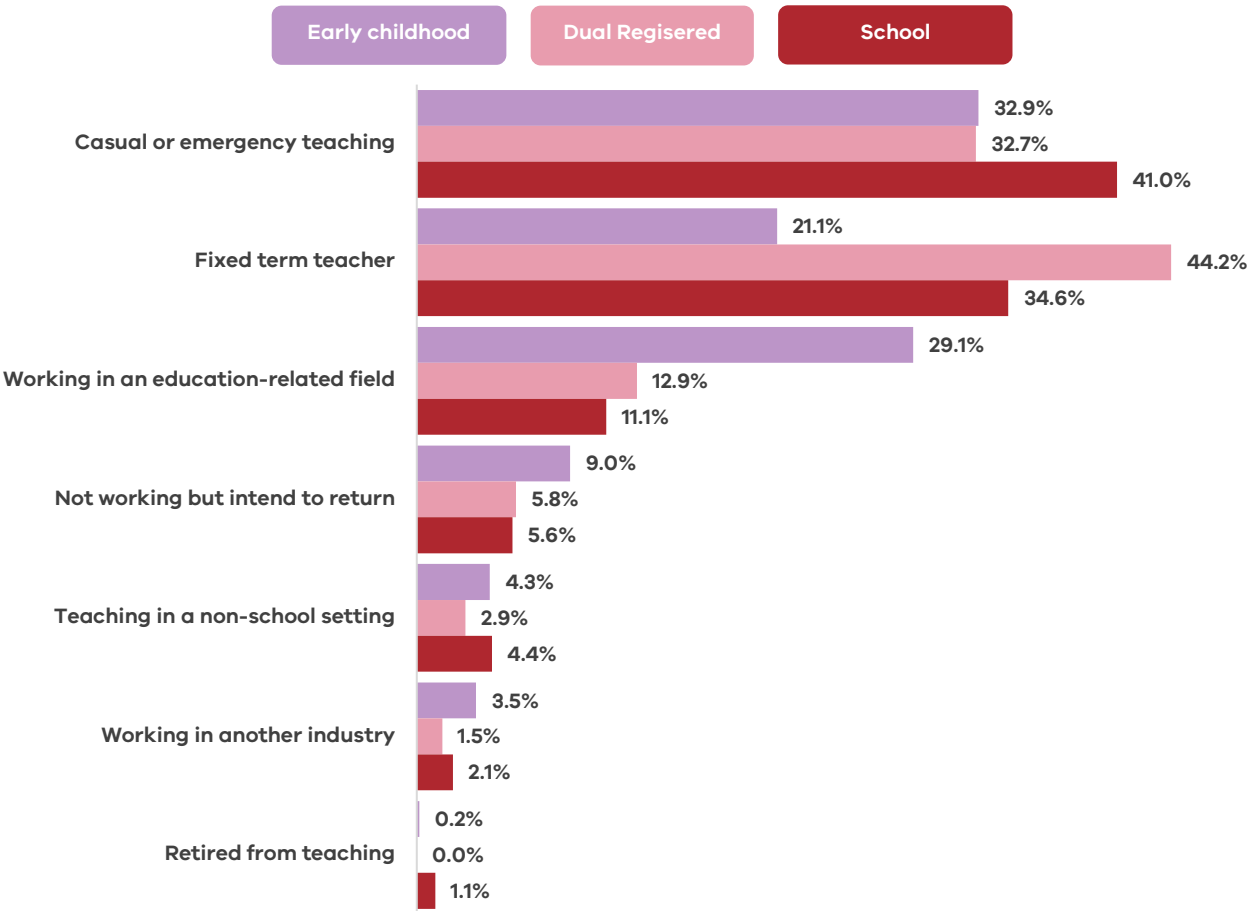
Note: See Section 6.7 for geographic maps and definitions

Registered Teachers

2.6. Employment situation at registration renewal

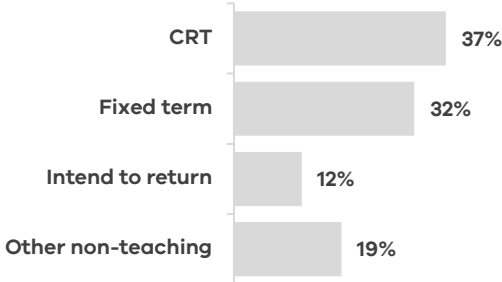
Key Finding — 74% of fully registered teachers without ongoing employment were actively engaged with the teaching profession through CRT roles or fixed-term teaching positions. This proportion fell from 75% in 2024 to 74% in 2025.

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 2025. This includes responses from registrants who were not employed in a school or early childhood setting in either an ongoing role or a fixed-term contract of more than 12 months.

Total across education settings



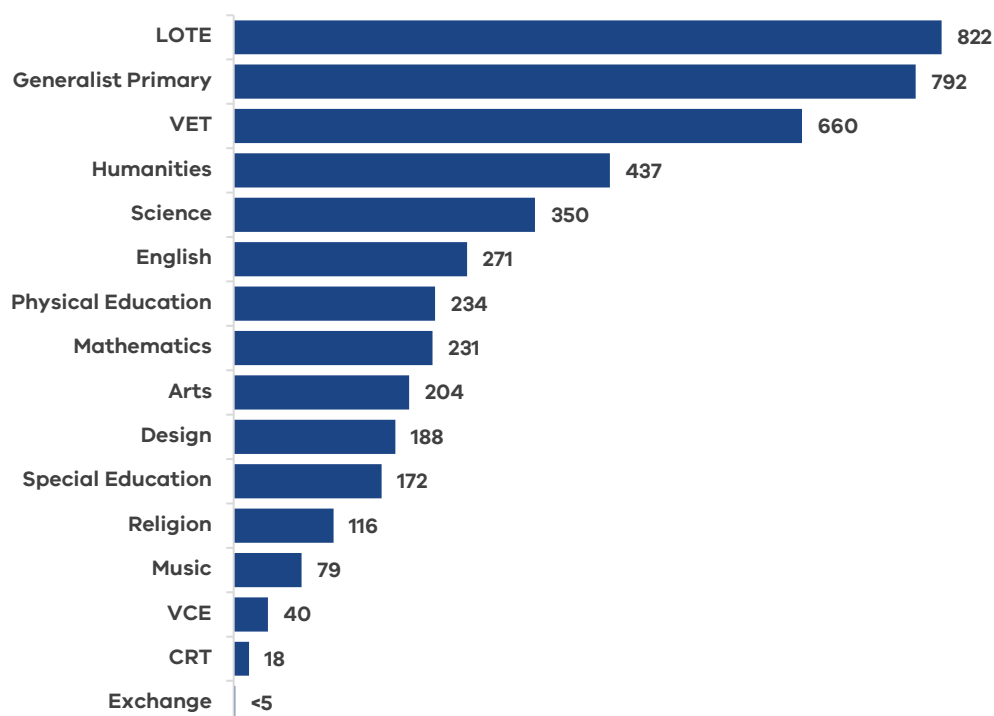
Registered Teachers

2.7. Permission to Teach

This page shows the number of Permission to Teach (PTT)¹ authorisations granted in 2025 by subject area. PTT is a form of short-term employment used mainly 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 — 2,589 Permission to Teach (PTT) authorisations were granted in 2025.

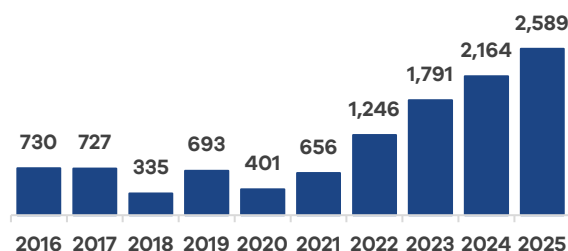


PTT subject areas

PTT authorisations granted in 2025 were classified into 15 subject categories. The most popular subject areas for PTT authorisations were LOTE, Generalist Primary, VET and Humanities.

In 2025, there were 2,589 PTTs granted, 19.6% more than in 2024.

Total PTTs granted

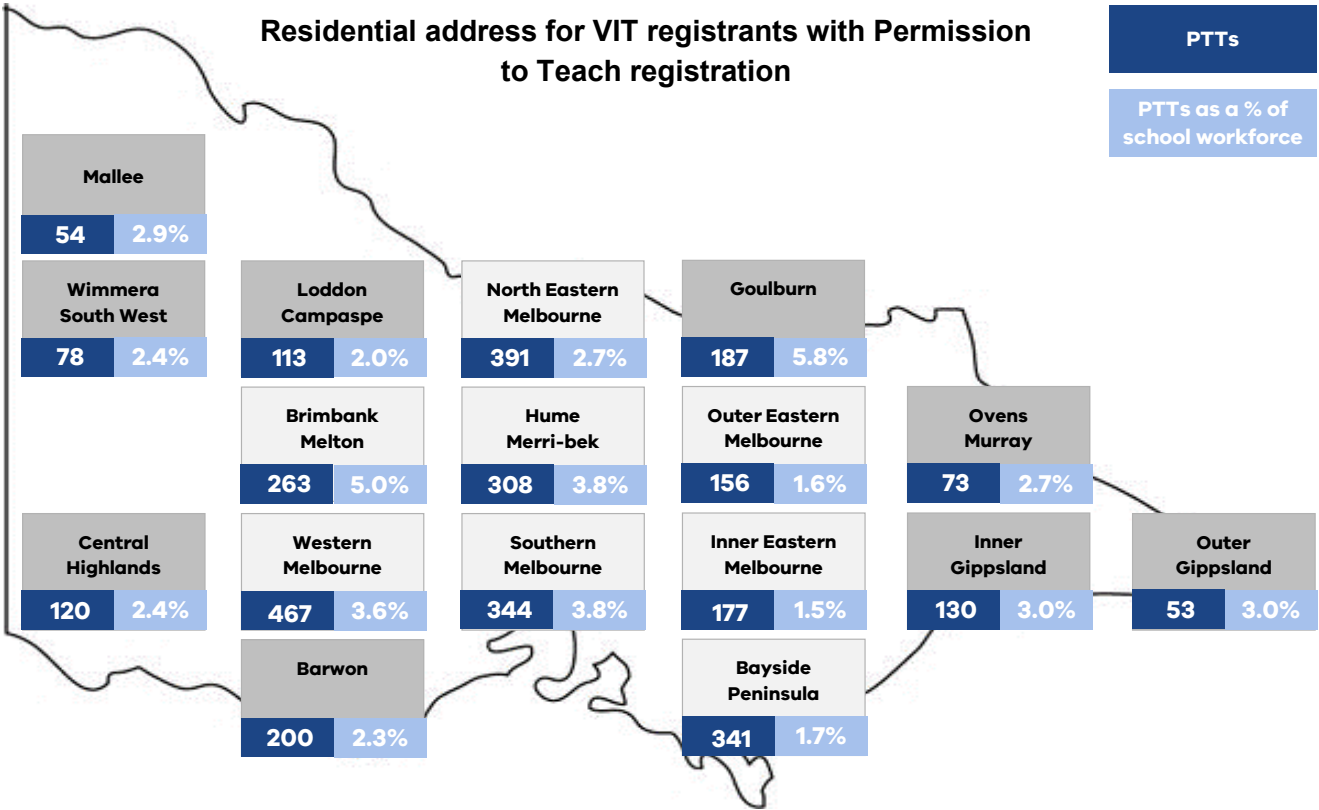


Note: Historical PTT data for 2021 and 2022 was revised between the 2022 report and the 2023 report.

¹ Further information on PTT is available on the VIT website at https://www.vit.vic.edu.au/sites/default/files/media/pdf/2025-08/Fact-sheet_PTT%20for%20schools.pdf.

2.8. Permission to Teach by location

Key Finding — In 2025 there were 3,518 VIT registrants with a PTT registration. Of these, 76% were located in major cities.

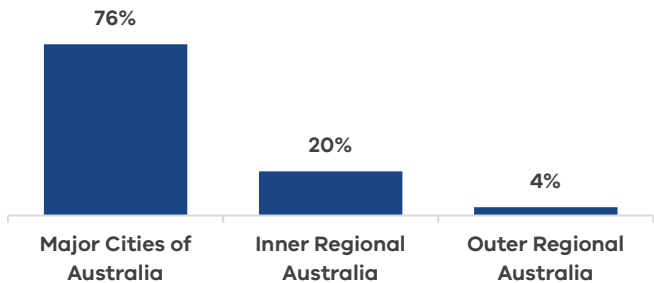


PTT locations

In 2025, PTT registrants made up 2.6% of all school registrants with VIT. There was some variance across Department Areas, with Goulburn (5.8%) and Brimbank Melton (5.0%) having the highest proportions of school registrants holding PTTs. Inner Eastern Melbourne (1.5%), Outer Eastern Melbourne (1.6%), and Bayside Peninsula (1.7%) had the lowest proportions.

Home address by remoteness

The distribution of PTT registrants aligned with those of other teachers, with 76% of PTT registrants situated in major cities, compared to 78% of all school registrants.



2.9. Research Question – Permission to Teach

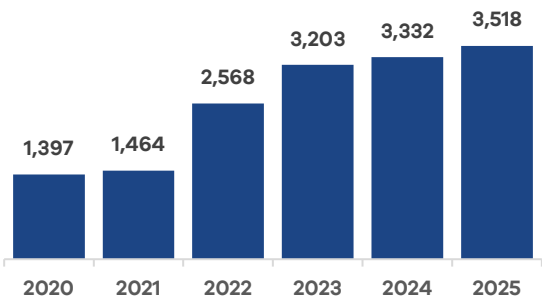
Research Question Key Finding — The number of PTTs on the VIT register continues to grow year-on-year, reaching 3,518 in 2025. While most PTTs have been registered for less than 2 years, 28% of PTT registrants have been on the VIT register for 2 or more years.

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 3,518 in 2025. While the number of PTT registrants continues to grow, the rate of this growth has slowed somewhat in the last 2 years, with total PTT registrants increasing by 6% in 2025.

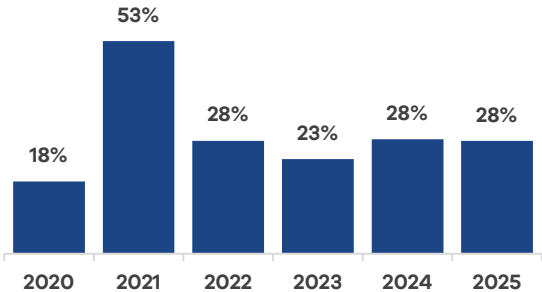
Number of PTTs over time



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 2025) 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, yet sustained increase in the proportion of PTTs held by people who have been on the VIT register for 2 years or more stabilising at 28%.

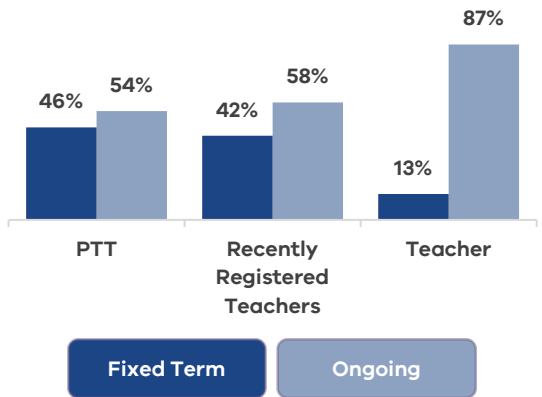
Proportion of PTTs on the VIT register for more than 2 years



PTT employment type

VIT registrants with a PTT are 4 percentage points less likely to hold an ongoing contract than other recently registered teachers (teachers who first registered within the last 2 years). The proportion of PTT registrants with an ongoing contract (54%) remains well below the broader population of VIT registered teachers (87%).

Employment type by registration division



Registered Teachers

2.10. Registration expiry

Key Finding — From those holding registrations in 2024, 4.2% of school registrants, 4.5% of early childhood registrants and 2.7% of dual registrants allowed their registration to expire in 2025.

Expired registration

The combined expiration rate rose 0.1 percentage points from 4.1% in 2024 to 4.2% in 2025. The rise was due to an up-tick in expirations for school registrants which offset small proportional declines in expirations for early childhood and dual registrants.

Early Childhood:

524
teachers

4.5%
registrations
expired (down from
6.0% in 2024)

School:

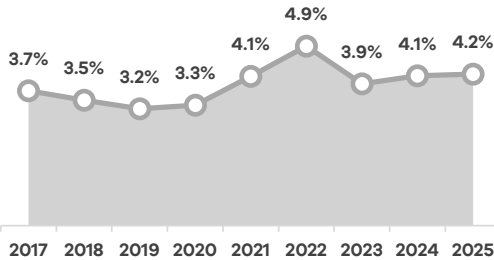
5,684
teachers

4.2%
registrations
expired (up from
4.0% in 2024)

Dual:

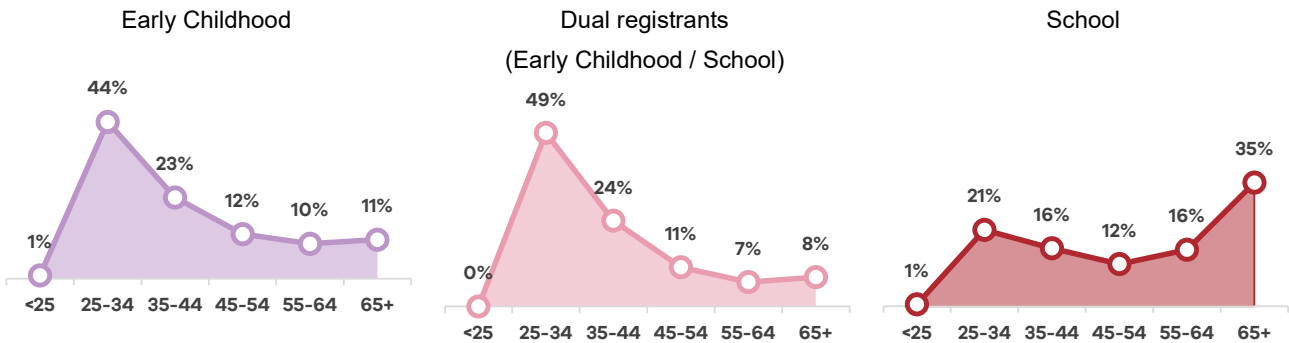
144
teachers

2.7%
registrations
expired (down from
3.0% in 2024)



Age at registration expiry

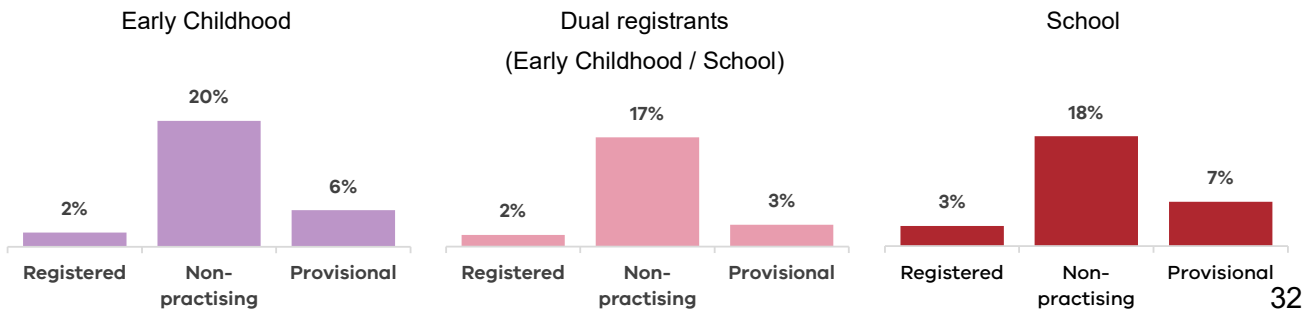
Of the teachers whose registration lapsed in 2025, early childhood teachers and dual registered teachers tended to be younger, whereas school teachers whose registration lapsed tended to be older (50% aged 55 or older).



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

Registration expiry by type

Between 17% and 20% of non-practising registrants in 2024 allowed their registration to lapse in 2025. The corresponding figure was between 3% and 7% for provisional registrants.



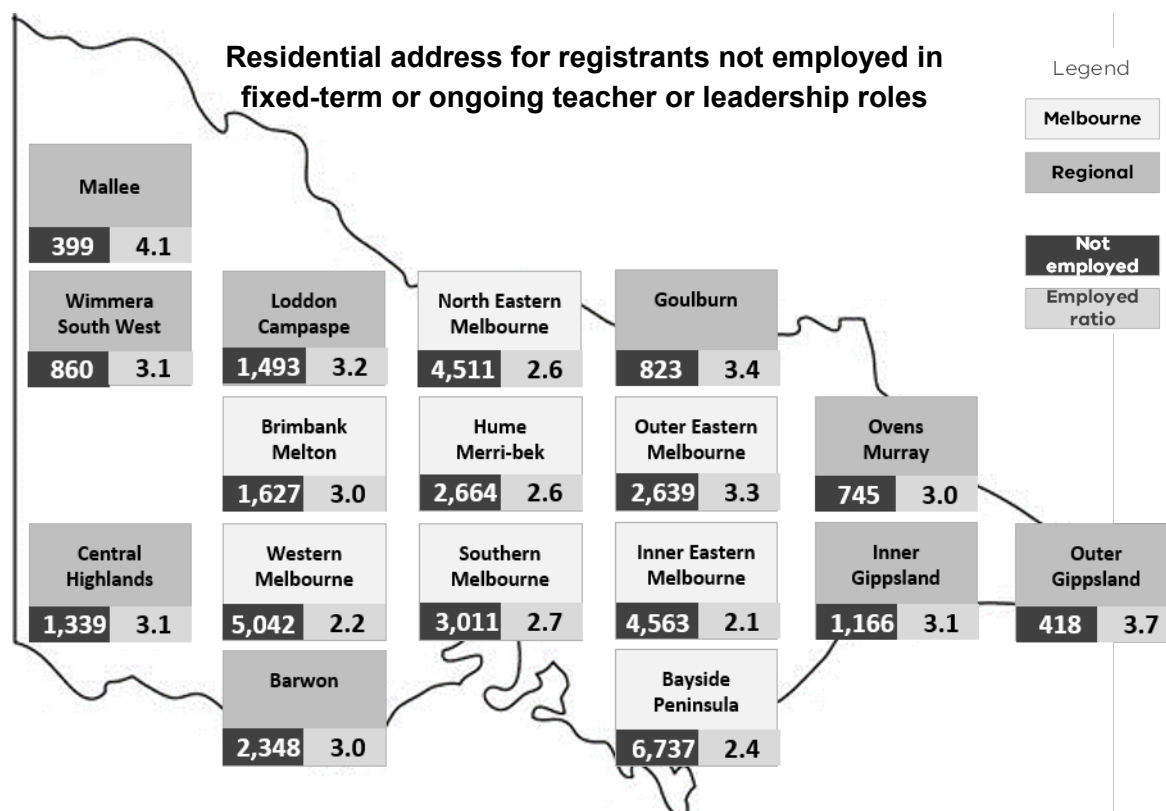
Note: *In 2024, expiration values were split into three categories for reporting, with dual registrants being reported as a separate category for the first time. Therefore, values are not directly comparable to TWS reports pre-2024.

Registered Teachers

2.11. Registrants not employed in teacher or leadership roles

Key Finding — For every registrant not employed in teaching or leadership roles, there are on-average 2.6 employed teachers.

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



Home area distribution

There were 44,350 registrants not employed in teacher or leadership roles in 2025. On average there were 2.6 employed teachers for every registrant not employed in ongoing or fixed-term teaching or leadership roles.

Mallee and Goulburn have the highest ratio of employed teachers, with an average of 4.1 and 3.7 employed teachers for every registrant not employed in teacher or leadership roles. Inner Eastern Melbourne has the lowest ratio, with on average 2.1 employed teachers for every registrant not employed in a teacher or leadership role.

Note: Due to a change in data source, registrants not employed data is not comparable to previous years.

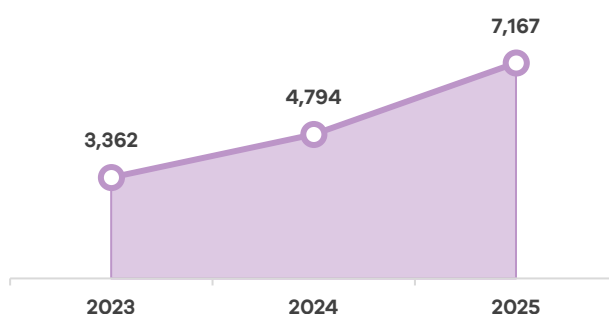
Registered Teachers

2.12. 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 or leadership roles rose by 49% in 2025 to 7,167 registrants. This represents 47% of early childhood registrants up from 41% in 2024. Over the same time period, the not employed pool for dual registrants increased by 12%, and remained stable for school registrants.

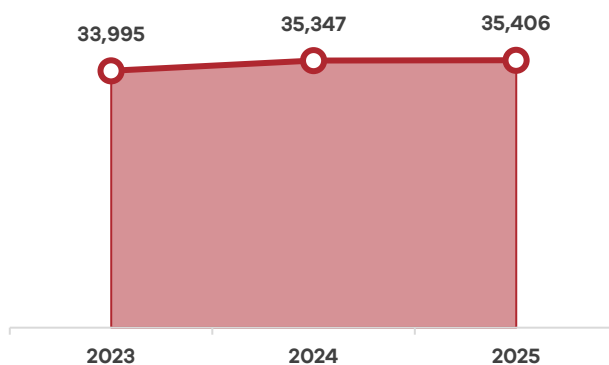
Early childhood registrants not employed pool

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. The early childhood registrants not employed pool increase by 49% in 2025. This increase is likely a result of recent significant growth in Graduate Diploma graduates who are provisionally registered but may not transition to full registration. The majority of these recent graduates have been excluded from supply projections.



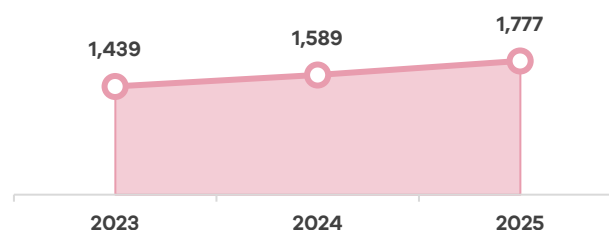
School registrants not employed pool

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. The school registrants not employed pool remained largely stable in 2025.



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. The dual registrants not employed pool increased 12% in 2025.



Note: Due to a methodology change, years before 2022 are not comparable and are excluded from the analysis.

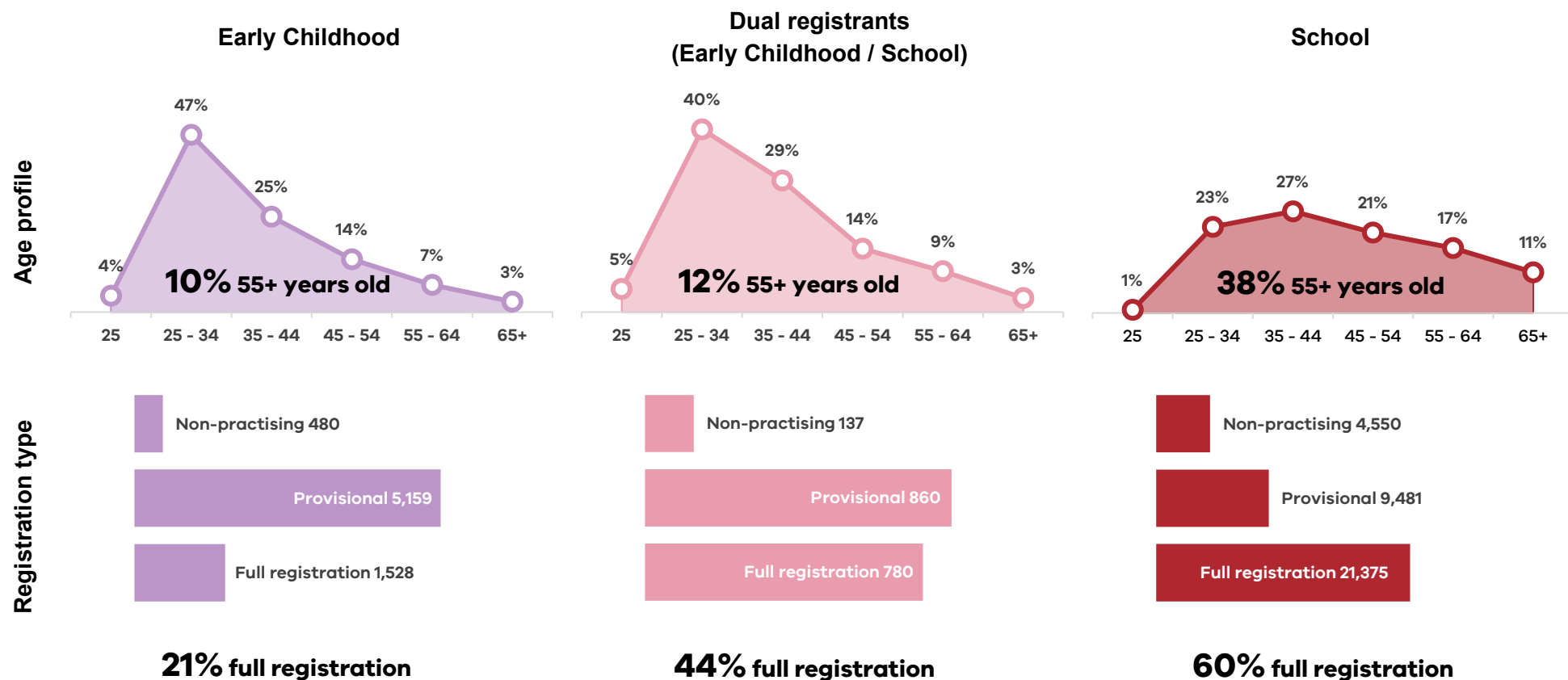
Note: Values differ from the 2024 TWS due to a change in data source. In-line with guidance from VIT data custodians, the not employed pool is now derived from the VIT registration dataset, rather than the VIT Renewal Survey.

Registered Teachers

2.13. 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 — Early childhood and dual registered teachers not employed in ongoing or fixed-term teaching roles or Principal/educational leadership roles are generally younger than school registered teachers. School registered teachers are more likely than other teachers to be fully registered if they are not employed in teaching or leadership roles.



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

Note: Due to a change in data source in 2025, registrants not employed 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.

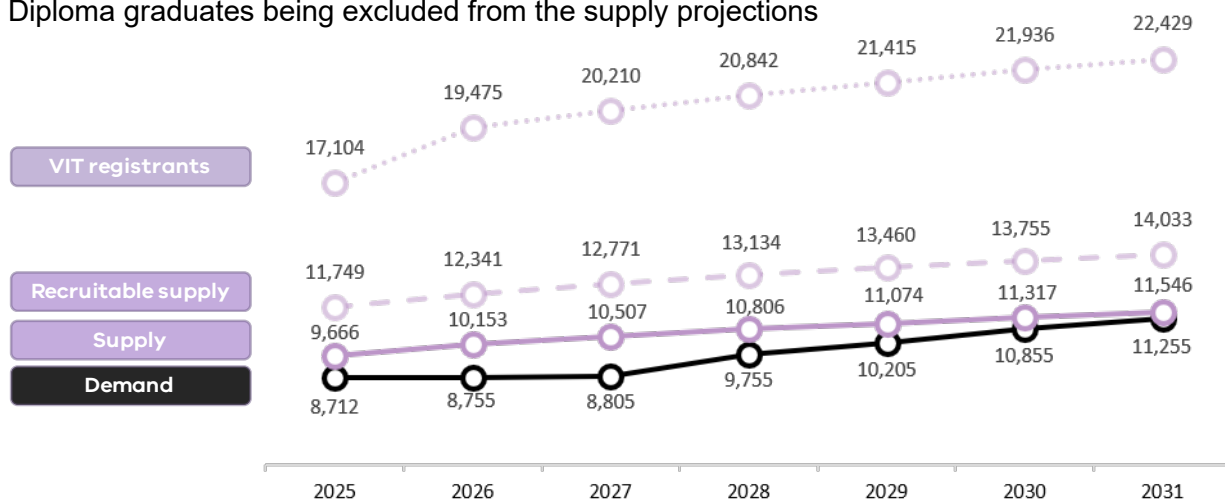


3.1. Early childhood registered teachers, and demand for teachers

Key Finding — From 2025 to 2031, demand is forecast to grow 29.2%, and supply is forecast to grow 19.4%.

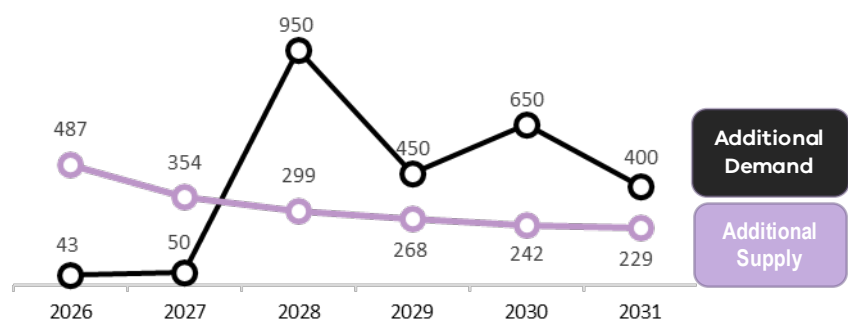
Forecast early childhood teacher workforce and demand for early childhood teachers

The forecast demand for early childhood teachers is expected to grow faster than supply to 2031. Demand is expected to grow by 29.2% from 2025 to 2031, growing by 2,543 teachers. The total registered workforce and resulting available supply is expected to grow by 19.4%, with the register expected to grow by 5,325 teachers and the available supply expected to increase by 1,880 teachers. There is an increase in supply over the forecast period even with the majority of recent Graduate Diploma graduates being excluded from the supply projections



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

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



Note that these projections assume an 'expected' scenario for dual-registered teachers, namely, that 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 of more hours of 4-Year-Old Kinder. In 2028, more hours of 4-Year-Old Kinder 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.

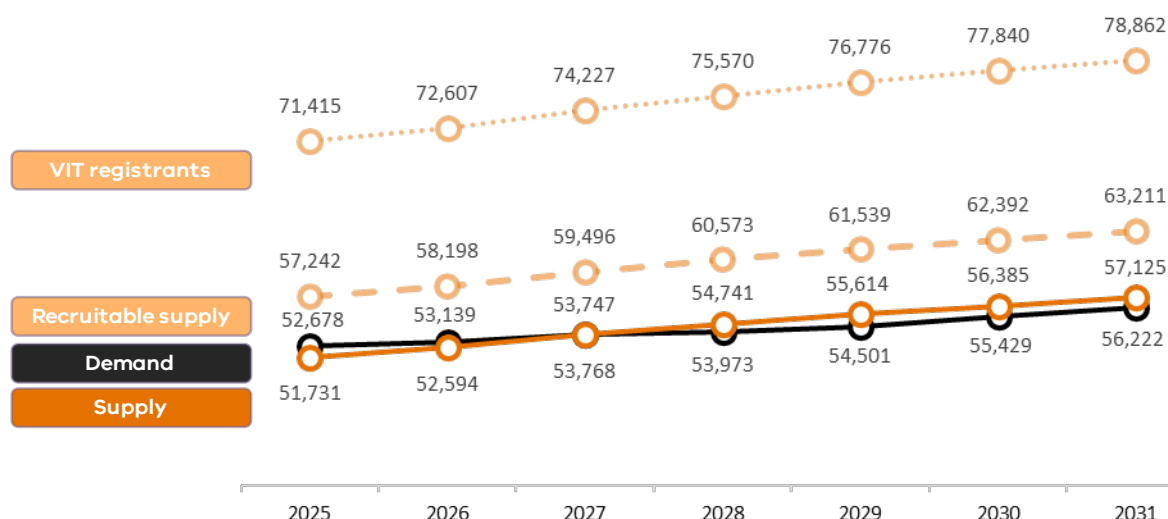
Note: The supply lines exclude the majority of recent Graduate Diploma graduates, which have spiked, based on anticipated lower transition rates into employment for this cohort.

3.2. Primary school registered teachers, and demand for teachers

Key Finding — From 2025 to 2031, demand is forecast to grow 6.7%, and supply is forecast to grow 10.4%.

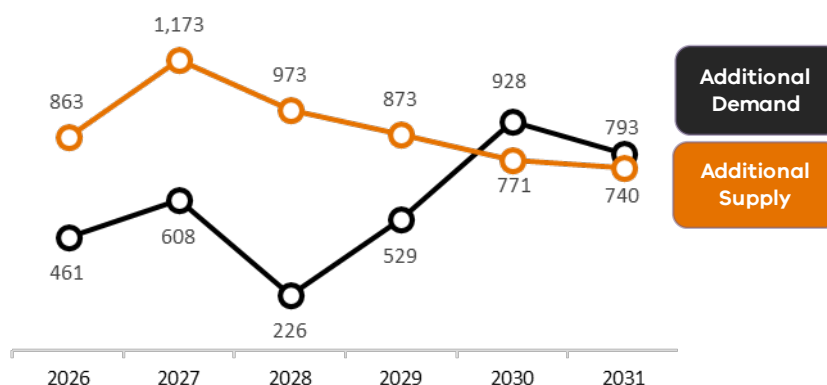
Forecast supply of, and demand for, primary teachers

The forecast supply of primary school teachers is expected to grow faster than demand up to 2031. Demand is expected to grow only moderately from 2025 to 2031, growing by 3,545 teachers (6.7%). 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 requirements. The total registered workforce and resulting available supply is expected to grow by 10.4%, with the register expected to grow by 7,446 teachers and the available supply expected to increase by 5,394 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 2029. Following this, annual additional demand is projected to exceed additional supply.



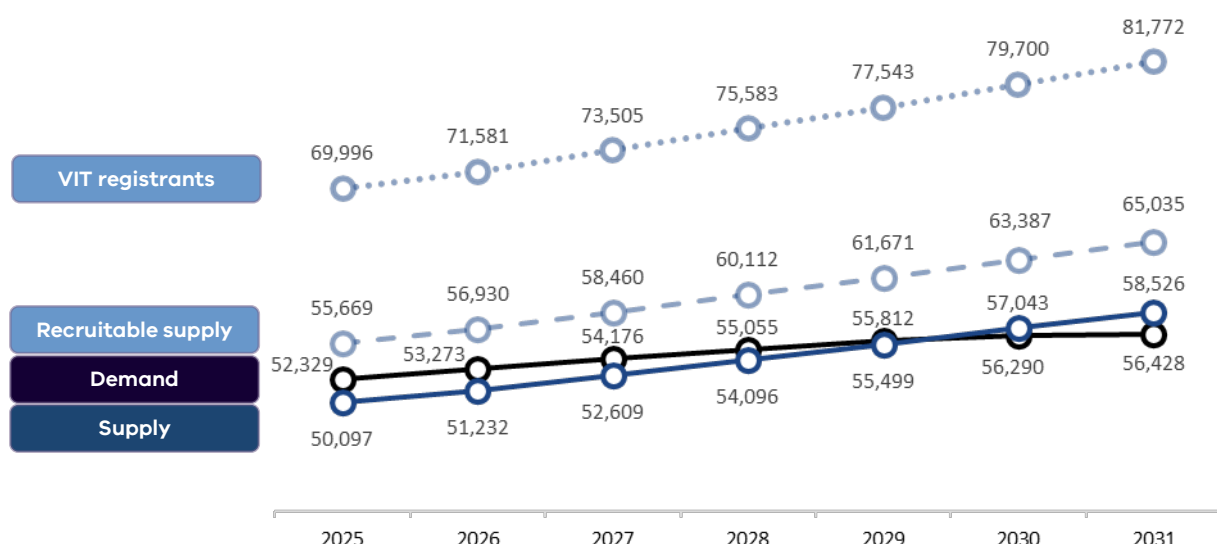
Note that these projections assume that 68% of early childhood / primary registrants and 50% of primary/secondary qualified registrants are available to teach in primary settings.

3.3. Secondary registered teachers and demand for teachers

Key Finding — From 2025 to 2031, demand is forecast to grow 7.8%, and supply is forecast to grow 16.8%.

Forecast supply of, and demand for, secondary school teachers

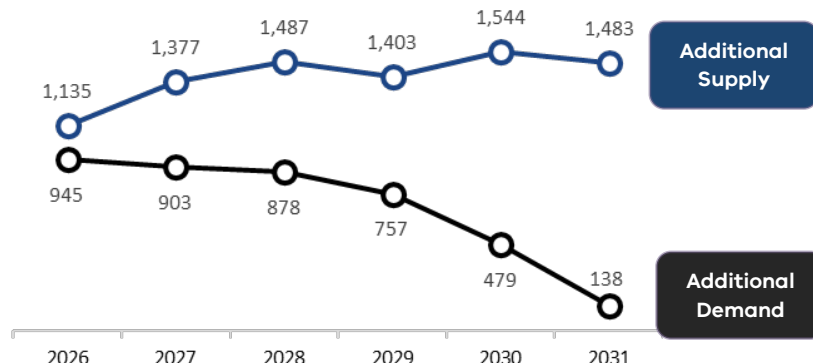
The forecast supply for secondary teachers in 2031 exceeds forecast demand by 2,097 teachers, an improvement on the supply outlook relative to the 2024 TWS. This improvement in the outlook for secondary is driven by slowing enrolment growth and supported by the suite of schools workforce initiatives discussed on page 3 of this report, particularly the *Secondary Teaching Scholarships* initiative through a projected strengthening of the ITE graduate pipeline. The forecast demand for secondary teachers is expected to grow slower than supply through to 2031. Demand is expected to grow by 7.8% from 2025 to 2031, whilst the total registered workforce and resulting available supply is expected to grow by 16.8%. However, a projected supply shortfall through to 2029 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 demand of teachers is lower than the additional supply through to 2031, which gradually narrows the supply shortfall over the next 3 to 4 years.

In the medium-term, the system is dependent upon utilising potential recruitable 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.

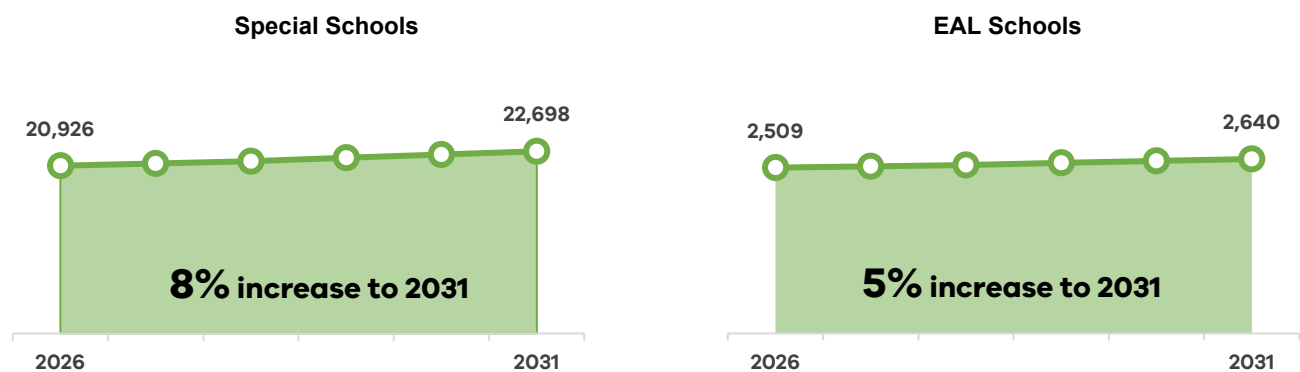
3.4. Special and EAL school forecasts

Key Finding — Special school teacher demand is expected to increase to 5,152 teachers by 2031, up by 8% compared to 2026.

Special and EAL schools enrolment forecast

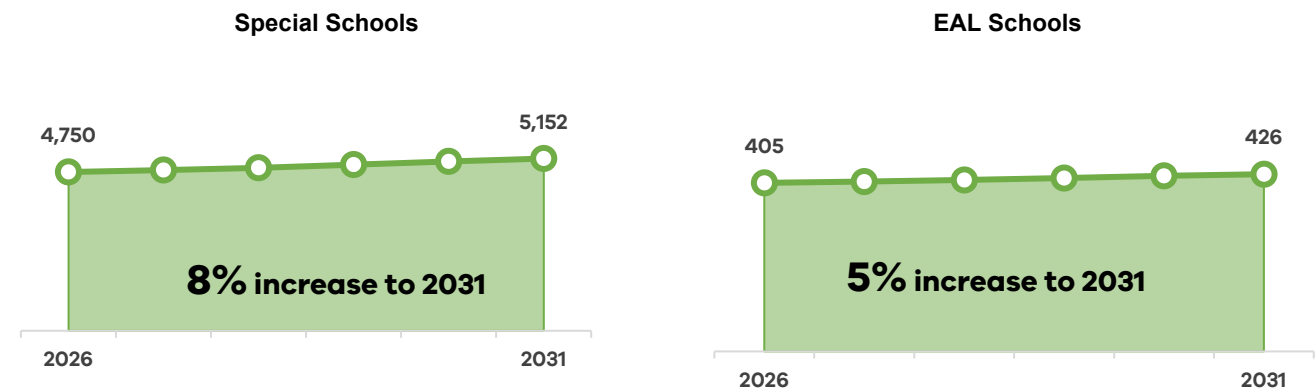
The chart below shows that year-on-year enrolments for special schools are expected to increase. The forecast is for 1,772 more special school enrolments in 2031 than in 2026.

The forecast is for slower growth in EAL school enrolments, with 131 more EAL school enrolments in 2031 than in 2026. Slower growth is partially due to reductions in net overseas migration inflows over the projection period, relative to recent years.



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 402 more special school teachers in 2031 compared to 2026, and 21 more EAL teachers in 2031 compared to 2026.



Note: Chart figures are rounded and may not precisely reflect the percentage or numeric changes stated in the text between 2026 and 2031.

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.

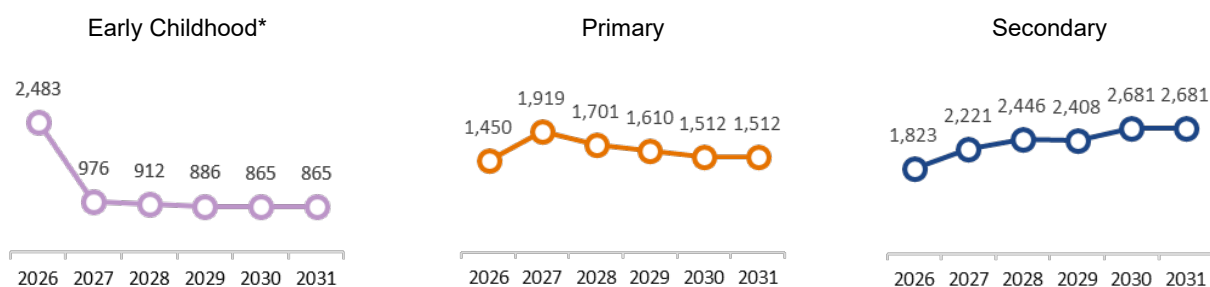


4.1. Supply Drivers by education setting

Key Finding — Forecasts of ITE activity have strengthened, with an increase in secondary graduates of 47% between 2026 and 2031 now projected.

Forecast ITE graduates

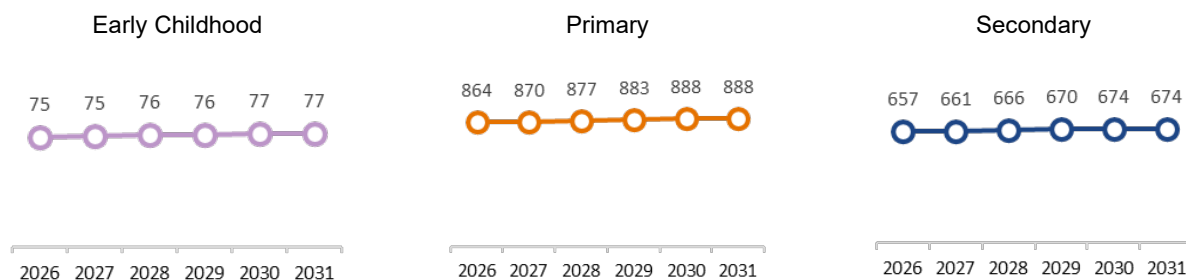
The forecast supply of ITE graduates entering the school sector has strengthened compared to the last report, as ITE providers project strong enrolments growth in secondary ITE programs. While early childhood ITE enrolments in the Graduate Diploma spiked in 2026, enrolments are forecast to return to previous patterns from 2027.



**Early childhood ITE graduates are forecast to return to previous patterns from 2027. As noted elsewhere in this report, there has been a short-term spike in Graduate Diploma enrolments which is not projected to continue beyond 2026.*

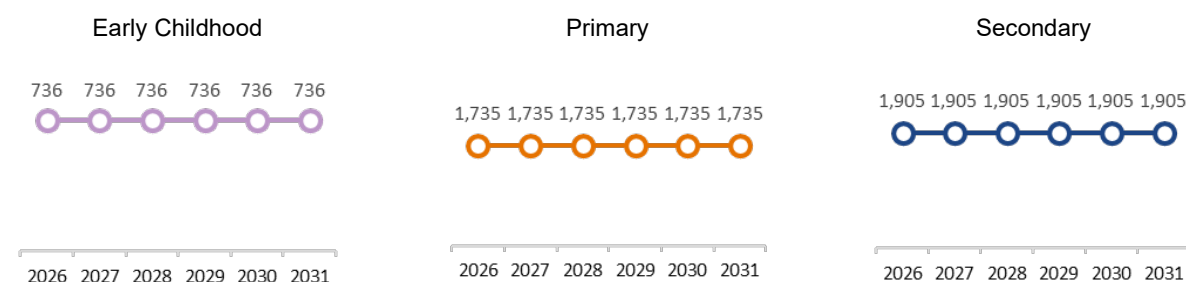
Forecast migration

Migration is expected to be relatively stable 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.

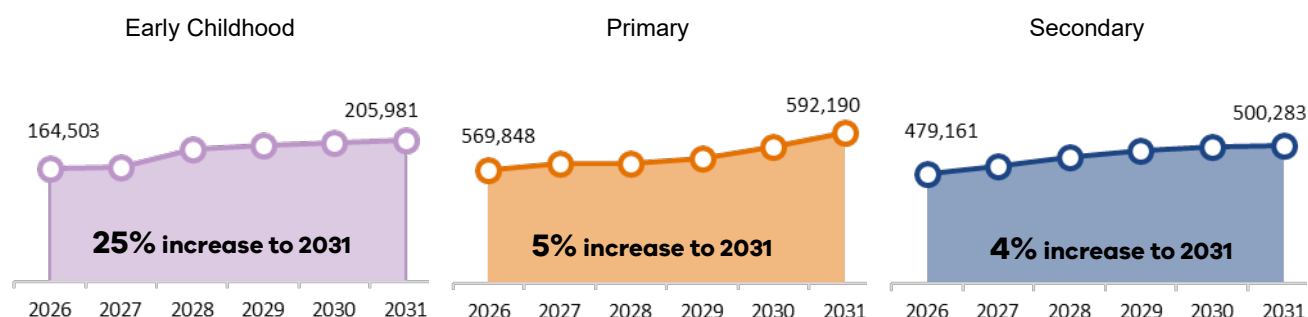


4.2. Demand drivers by education setting

Key Finding — 1,298,454 total enrolments across all education settings in 2031.

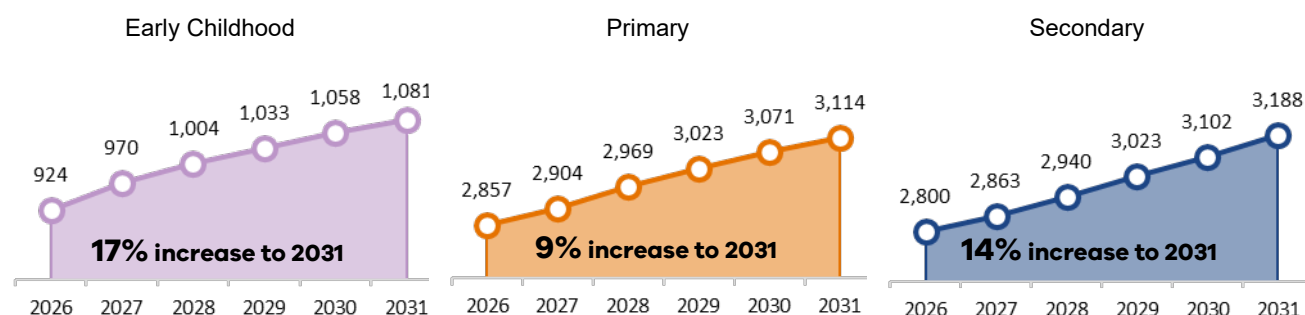
Forecast enrolments

Early childhood and secondary school enrolments are expected to continue to grow, with secondary enrolments increasing by 4% over the forecast period. Primary enrolments are expected to increase by 4% over the same timeframe.



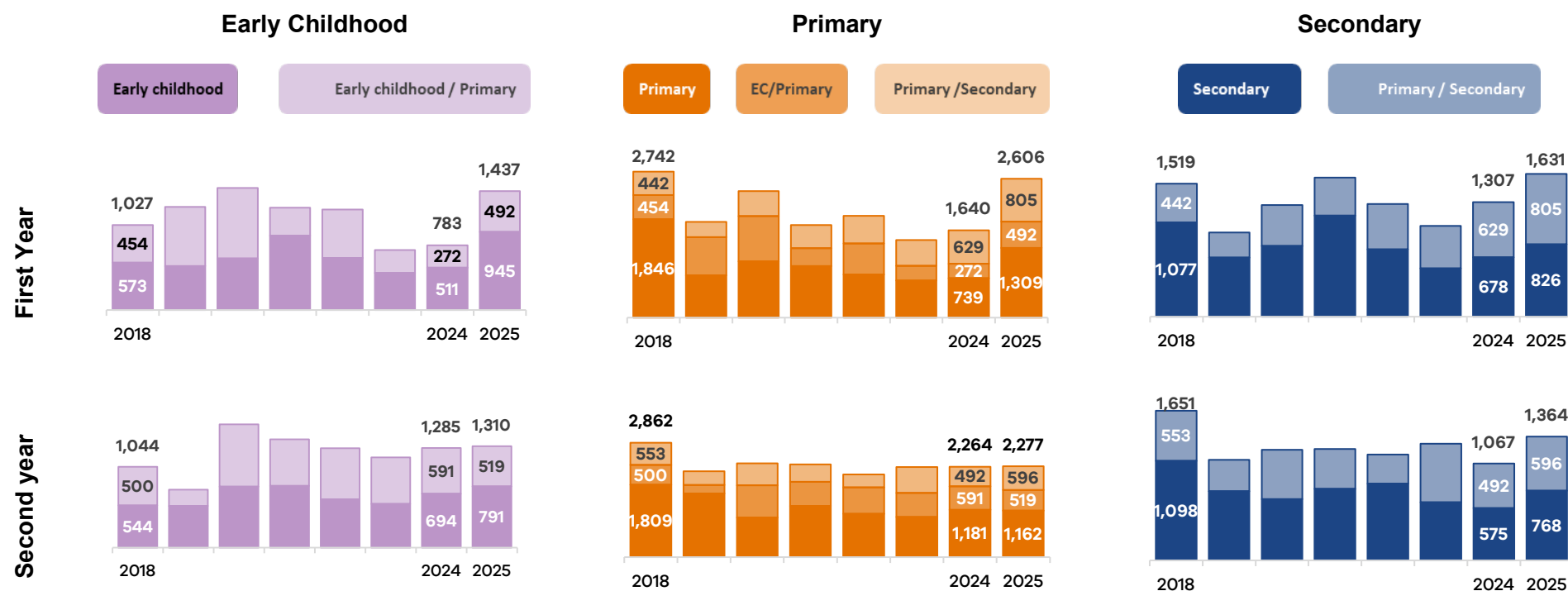
Forecast teacher attrition from the VIT register

Teacher attrition from the register is forecast to be 4.5% for early childhood teachers, and 4.2% for school teachers. Applying these forecast attrition rates to a projected increasing pool of total registrants produces the following projected volumes of attrition from the workforce.



4.3. Undergraduate ITE enrolments

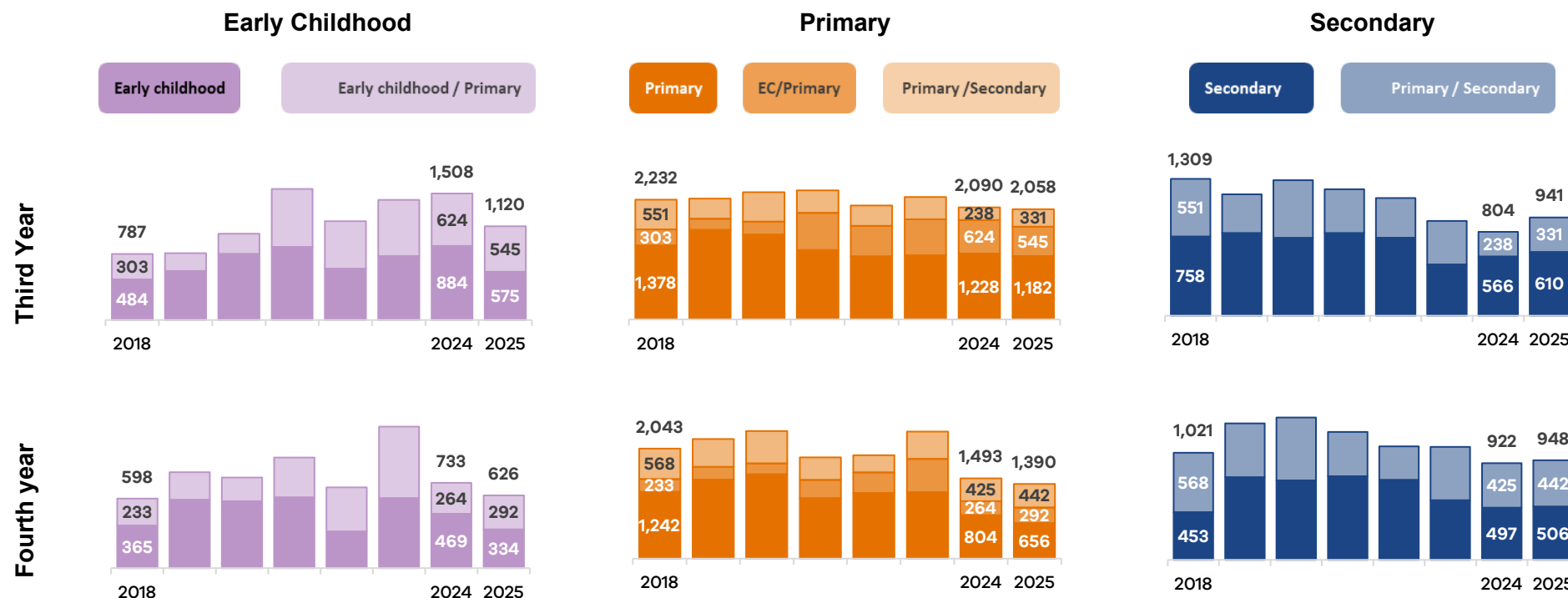
Key Findings — The total number of first year undergraduate enrolments was 4,377. First year early childhood, primary, and secondary enrolments rose strongly in 2025, continuing a positive 3 year trend from 2023. The total number of second year undergraduate enrolments was 3,836. Early childhood and primary enrolments remained stable, while secondary enrolments increased from 2024.



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 3,243. Early childhood enrolments decreased from 2024, Primary enrolments remained stable, while overall Secondary enrolments (including secondary and primary/secondary courses) increased from 2024. The total number of fourth year undergraduate enrolments was 2,230. Early childhood and Primary enrolments decreased from last year, while secondary enrolments remained stable.

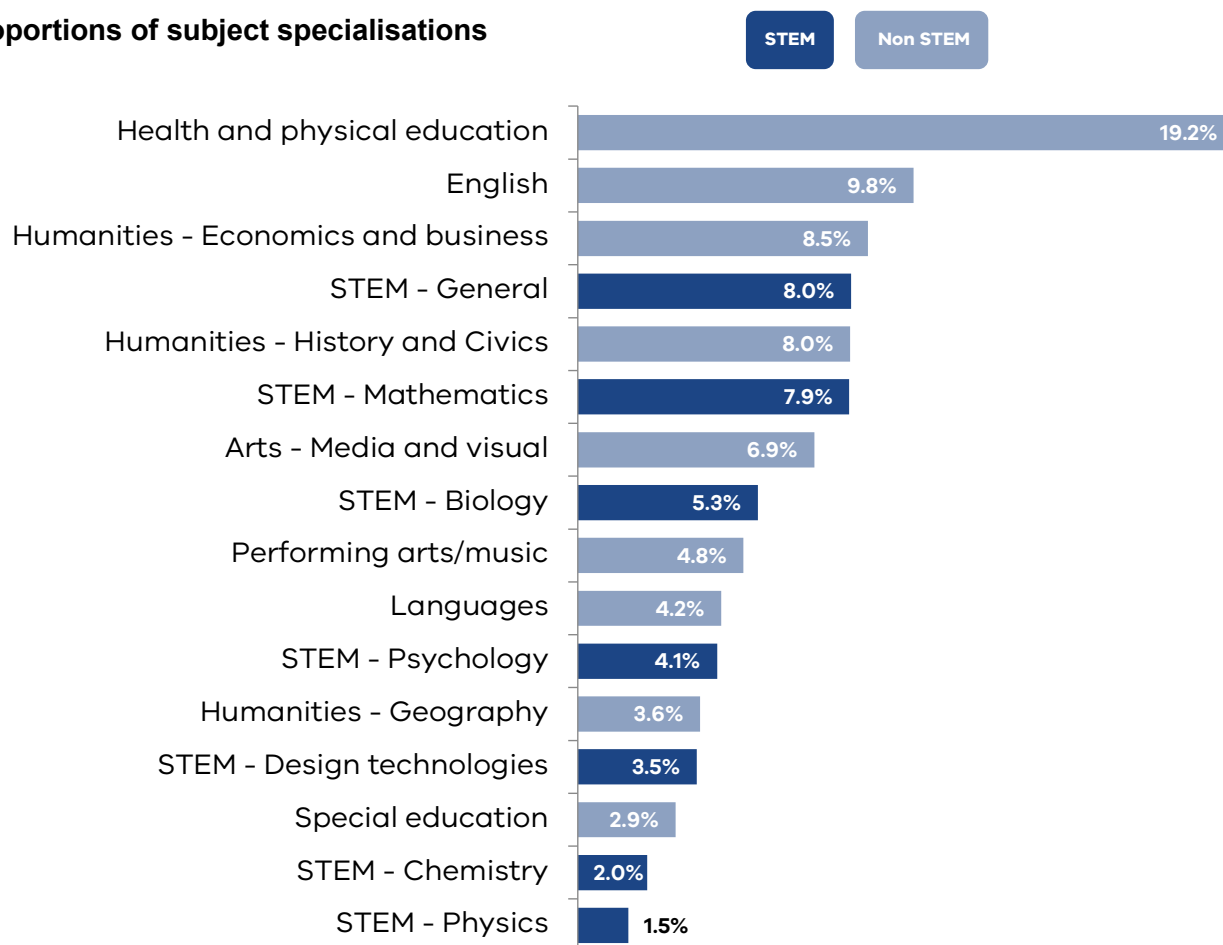


Note: Some early childhood undergraduate courses are completed in less than 4 years. ITE information presented in this report may differ from that published in other sources, due to differences in the timing and methodology of data collection from ITE providers.

4.5. Secondary ITE course specialisation

Key finding — STEM subjects account for 32% of ITE course specialisations.

Proportions of subject specialisations



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

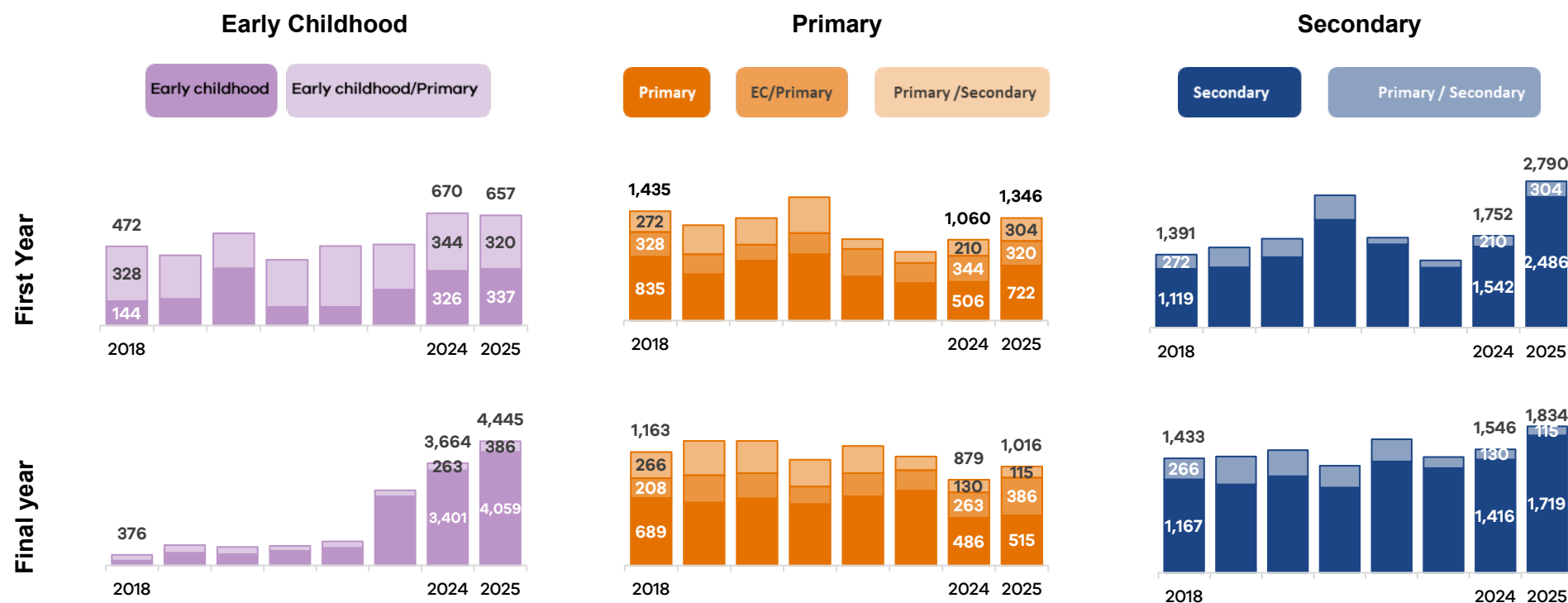
In 2025, STEM subjects accounted for 32% of specialisations, which is an increase from 30% in 2024.

For non-STEM courses, Health and Physical Education remained the highest subject specialisation, followed by English and Humanities (Economics and business). Languages specialisation comprised 4% of the total ITE enrolments in 2025.

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 2025, the total number of first year postgraduate enrolments was 4,169. First year enrolments increased across Primary and Secondary courses, and remained stable in early childhood courses. The total number of final year postgraduate enrolments was 6,794. Final year enrolments increased for all courses compared to 2024.



Note: Final year enrolments includes those in their second or later years of postgraduate ITE enrolment. For Early Childhood, this also includes those completing a one-year Graduate Diploma. 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: The supply lines in the supply and demand forecasts exclude the majority of recent Graduate Diploma graduates, which have spiked, based on anticipated lower transition rates into employment for this cohort.

4.7. ITE graduates

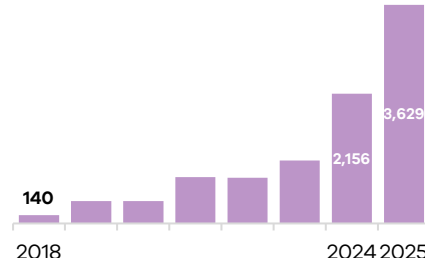
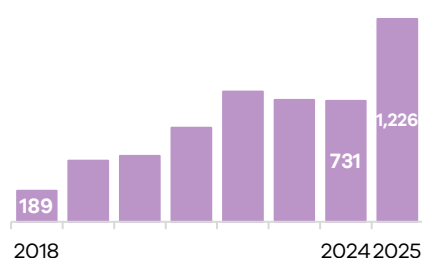
Key Finding — 9,909 total ITE graduates in 2025.

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

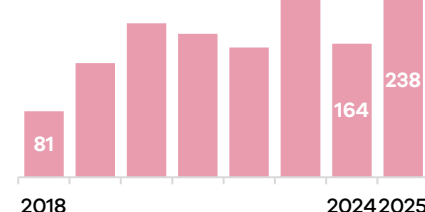
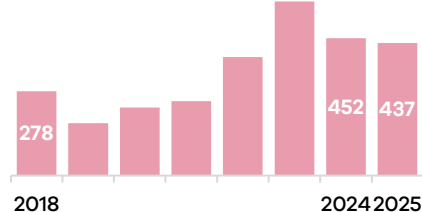
Postgraduate

Early Childhood



Undergraduate and postgraduate graduations increased strongly in 2025. Graduations increased for both Masters and Graduate Diploma students. The significant increase in early childhood Graduate Diploma graduates is not expected to continue as enrolments are anticipated to fall substantially in 2026.

Early Childhood/ Primary

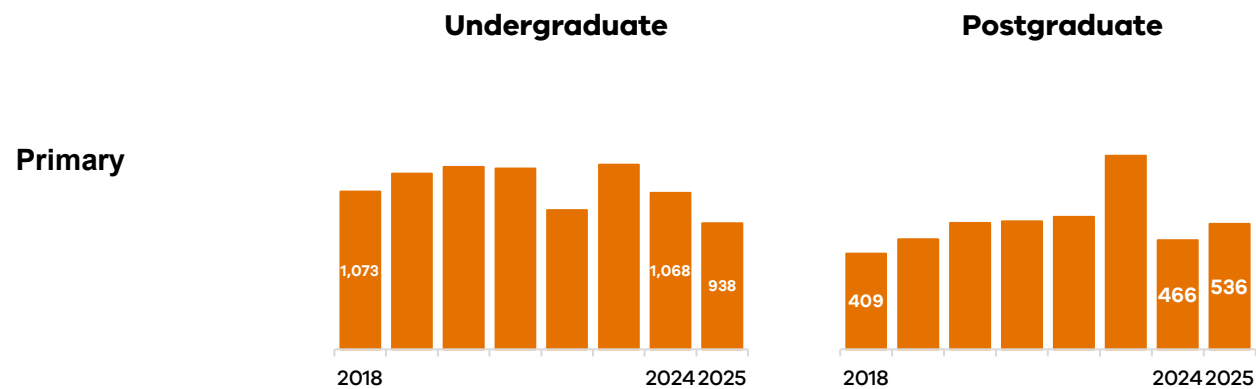


Dual early childhood and primary graduations for undergraduate courses remained stable. Postgraduate figures rose strongly compared to the previous year.

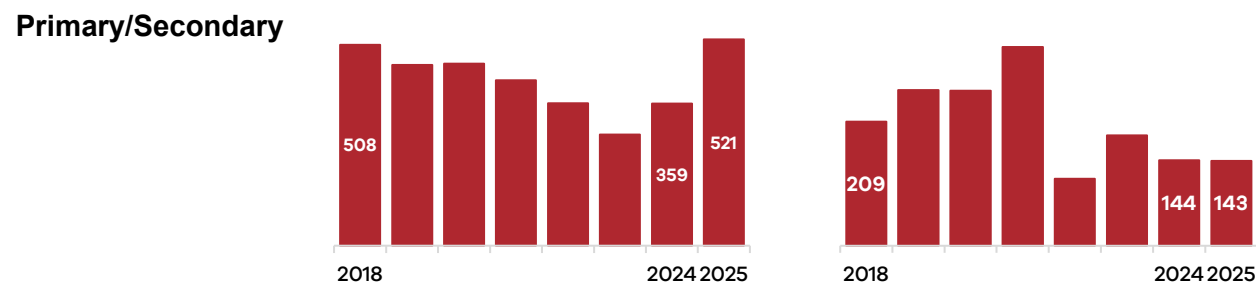
Note: Final year enrolments includes those in their second or later years of postgraduate ITE enrolment. ITE information presented in this report may differ from that published in other sources, due to differences in the timing and methodology of data collection from ITE providers.

4.8. ITE graduates (cont'd)

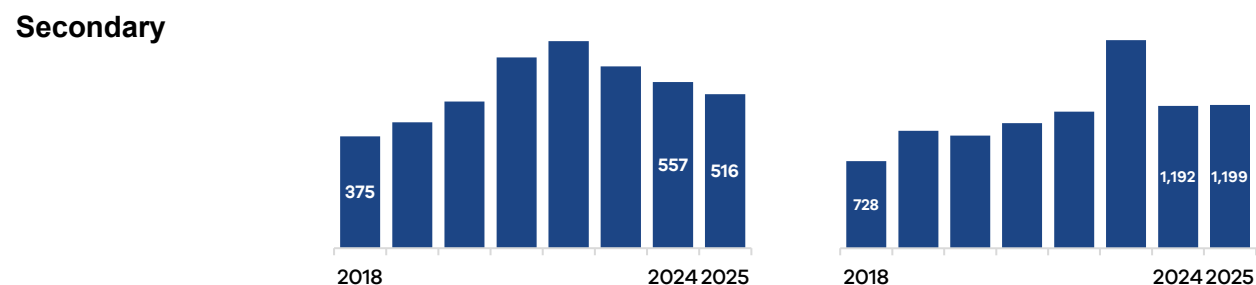
School-teacher graduate trends are shown below.



Undergraduate graduations declined, while postgraduates rose slightly.



Graduations from undergraduate qualifications in school teaching without a specific primary or secondary focus have increased from 2024. Postgraduate qualifications remained stable.

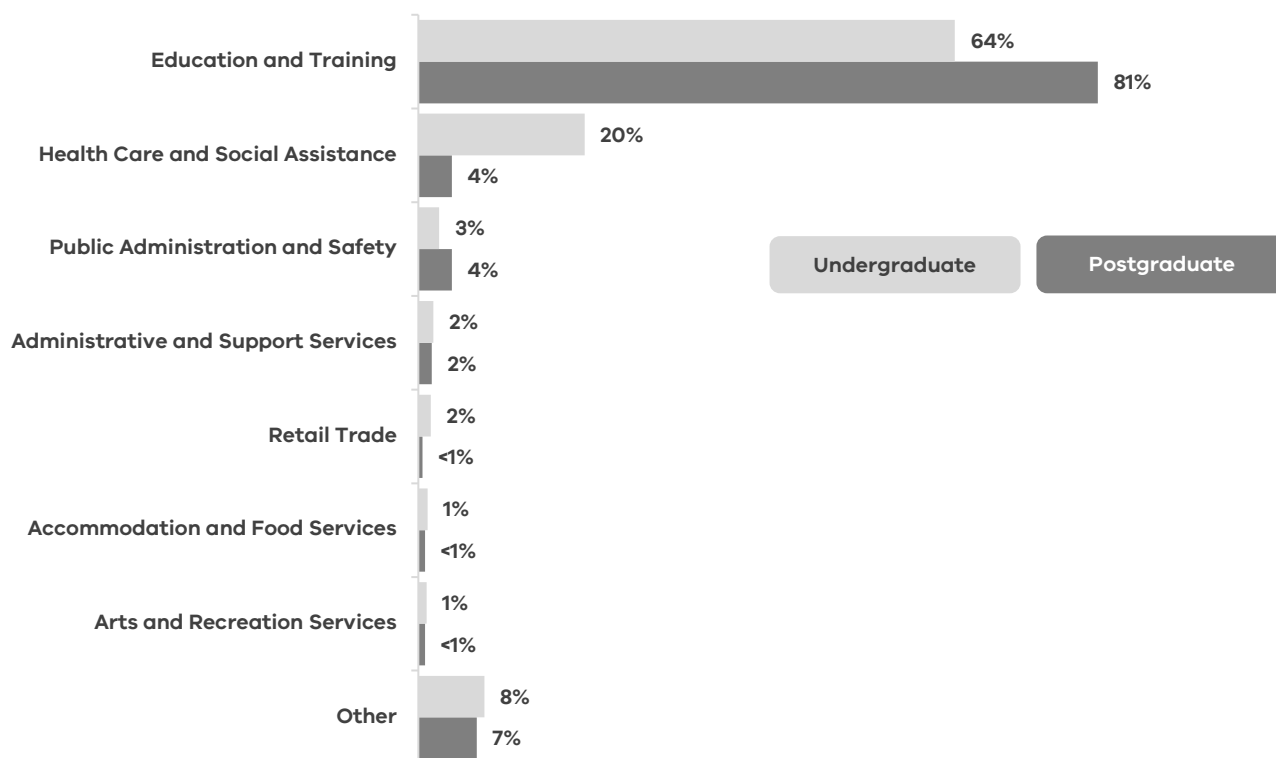


Completions of undergraduate and postgraduate completions of Secondary ITE courses remained relatively stable. Undergraduate completions have been declining slightly since 2022.

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 — In 2025, 64% of education undergraduates were employed in education. 81% 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 2025, as charted above, has fallen slightly for undergraduates in 2025, while there was a small rise for postgraduates.

Additional findings from the survey include:

- Around 6.3% of Victorian education undergraduates and 5.5% of Victorian education postgraduates were undertaking further study (undergraduate figures were up from 5.7% in 2024 and postgraduate figures were up from 3.6% in 2024).
- The proportion of Victorian education graduates employed full time decreased relative to 2024, with 60.8% of undergraduates and 61.9% of postgraduates employed in full time work in 2025 (compared to 64.3% and 63.2% respectively in 2024).
- Longitudinal data indicates that 77.5% of Victorian education graduates in 2022 were working in Education and Training. By 2025, for the same cohort, 81.7% 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.

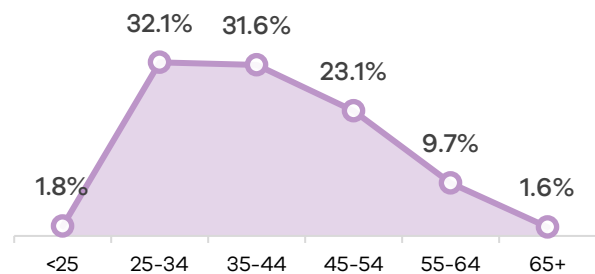


5.1. Early childhood workforce

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

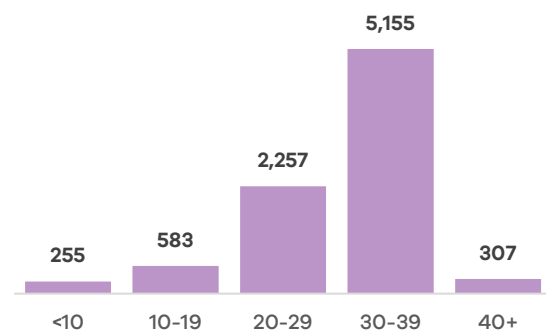
Age

The age distribution of working teachers has remained stable.



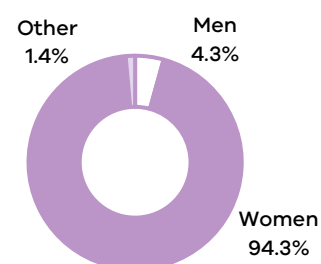
Working hours per week

Working hours remain high for the early childhood workforce, with 64% of all teachers working more than 30 hours per week.



Gender

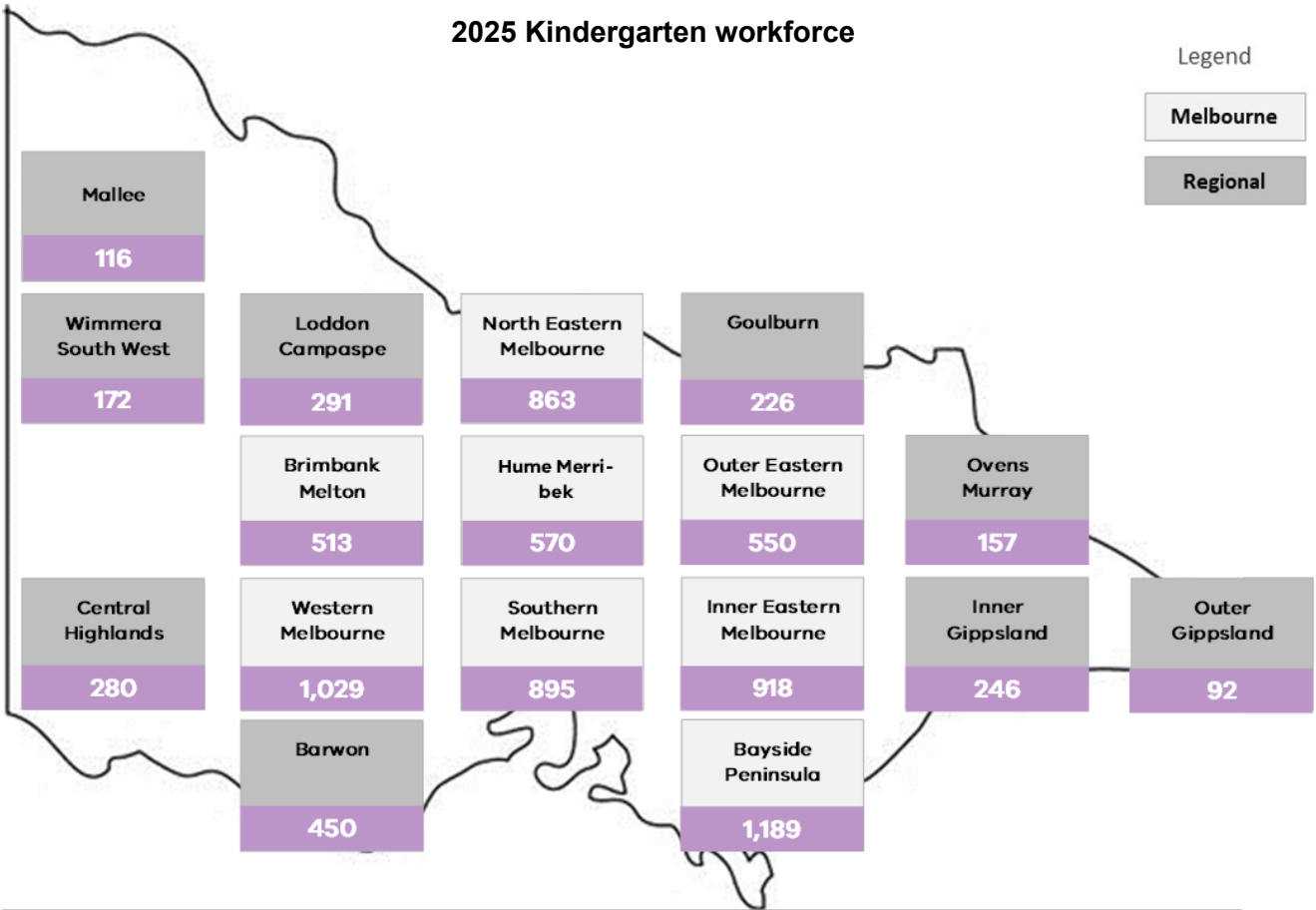
94% of the early childhood workforce are women.



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 — 75.6% of funded kindergarten early childhood teachers are in a major city.

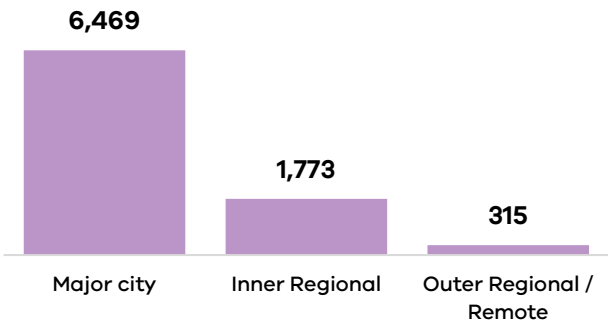


Location

There has been strong growth in the number of early childhood teachers in funded kindergarten across most regions of the state, with an average growth of 6% between 2024 and 2025 for all regions. Goulburn experienced the highest growth in kindergarten workforce of 17% between 2024 and 2025.

75.6% of early childhood teachers work in major cities compared to 20.7% in inner regional and 3.7% in outer regional/remote areas.

Remoteness

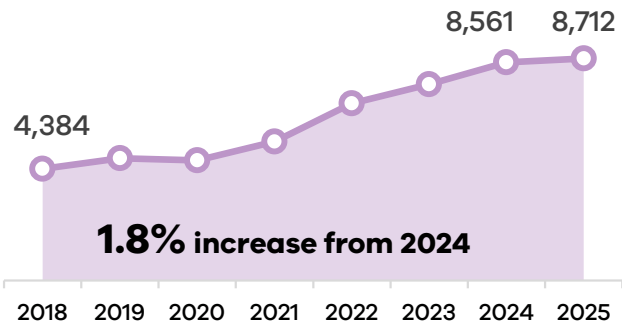


5.3. Early childhood – Teaching workforce and enrolments

Key Finding — In 2025, 8,712 early childhood teachers were employed in early childhood education services. There were 152,320 kindergarten program enrolments in 2025.

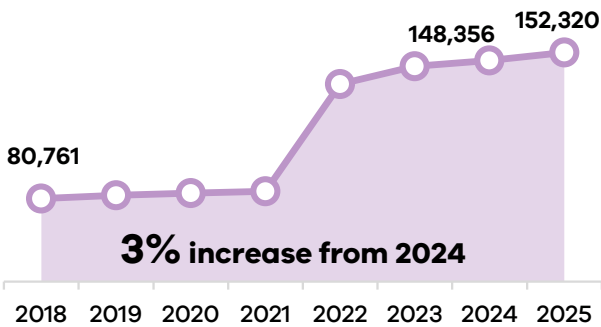
Kindergarten and Long Day Care (LDC) teacher headcount

The number of early childhood teachers employed in kindergarten and LDC services (including both funded and unfunded LDC) continues to grow albeit at a slower rate than in recent years, rising by 1.8% between 2024 and 2025.



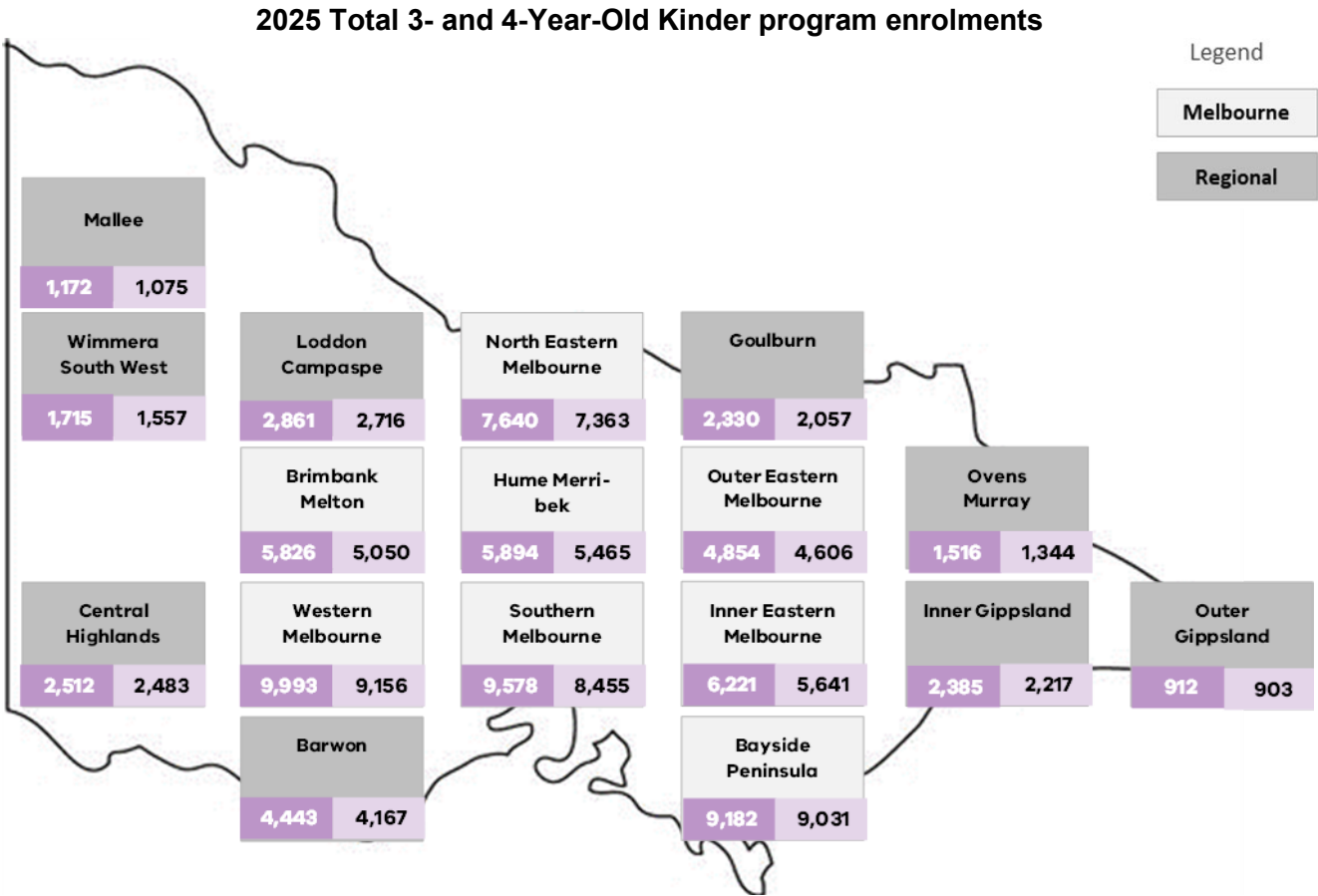
Kindergarten program enrolments

The number of enrolments increased by 3% between 2024 and 2025, mostly driven by population growth and the continued roll-out of 3-Year-Old Kinder. The number of 4-year-olds enrolling in kindergarten remained stable from 2024. Overall enrolments have increased by 89% since 2018.



5.4. Early childhood – Kindergarten program enrolments

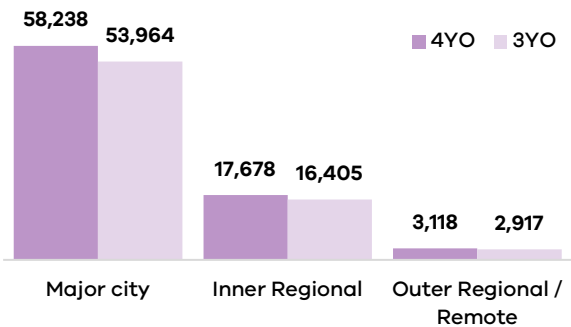
Key Finding — There were 73,286 total 3-Year-Old and 79,034 total 4-Year-Old Kinder program enrolments in 2025.



Enrolments

The figure above shows enrolments in 3-and 4-Year-Old Kinder.

Kinder enrolments by remoteness

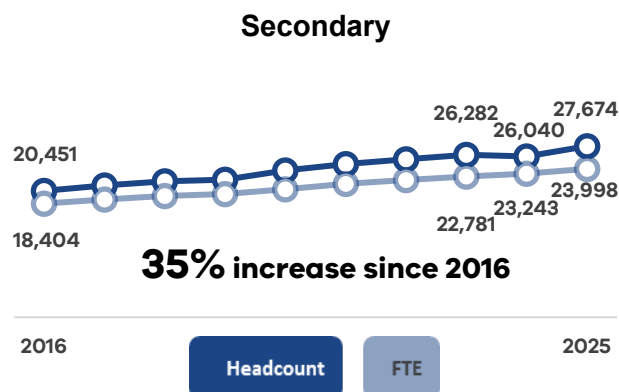
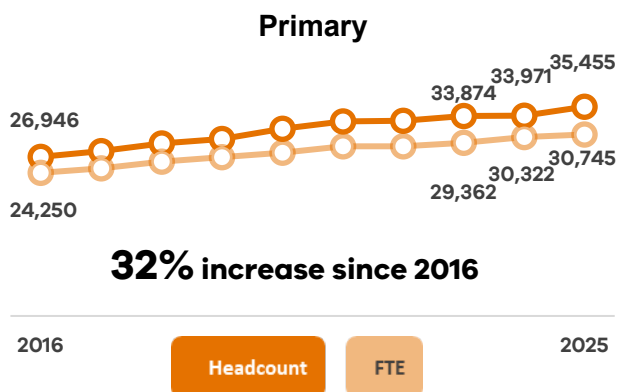


5.5. Schools – Teaching workforce

Key Finding — Primary workforce headcount 51,823, FTE 44,912.
Secondary workforce headcount 50,906, FTE 44,104.

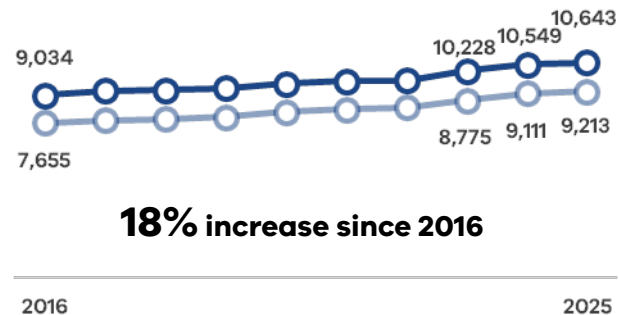
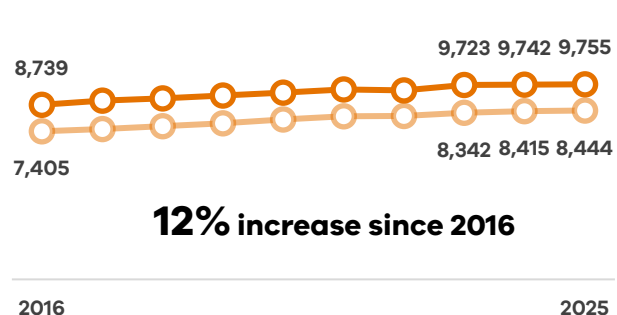
Government workforce

The Government sector teacher workforce headcount increased by 4.4% for Primary and by 6.3% for Secondary between 2024 and 2025.



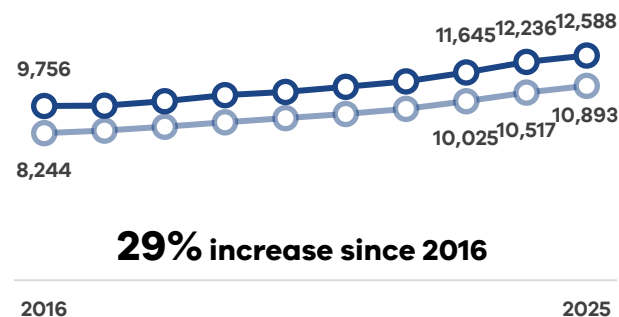
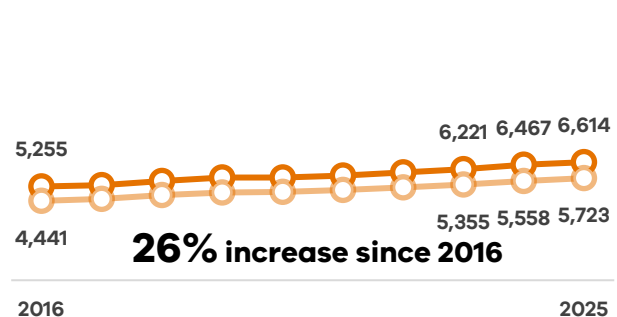
Catholic workforce

The Catholic sector teacher workforce headcount increased by 0.1% for Primary and by 0.9% for Secondary between 2024 and 2025.



Independent workforce

The Independent sector teacher workforce headcount increased by 3.9% for Primary and by 2.9% for Secondary between 2024 and 2025.



Note: These workforce charts are based on data from the ABS National Schools Statistics Collection (NSSC), which may differ from other reports such as the Department's official workforce reporting in the DE Annual Report.

5.6. Schools – Government sector workforce

Key Finding — Since peaking in 2021, the proportion of primary teachers aged under 35 has been declining year-on-year, from 41% in 2021 to 36% in 2025. Over the same period, the age profile of secondary teachers has been mostly stable.

Gender split

Key demographics remain broadly consistent with observations from 2024.



Age distribution

Teachers aged 25 to 34 continue to be the largest age group. However, since 2021 the age profile of primary teachers has progressively increased, while it's remained stable for secondary teachers.



Time fraction

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



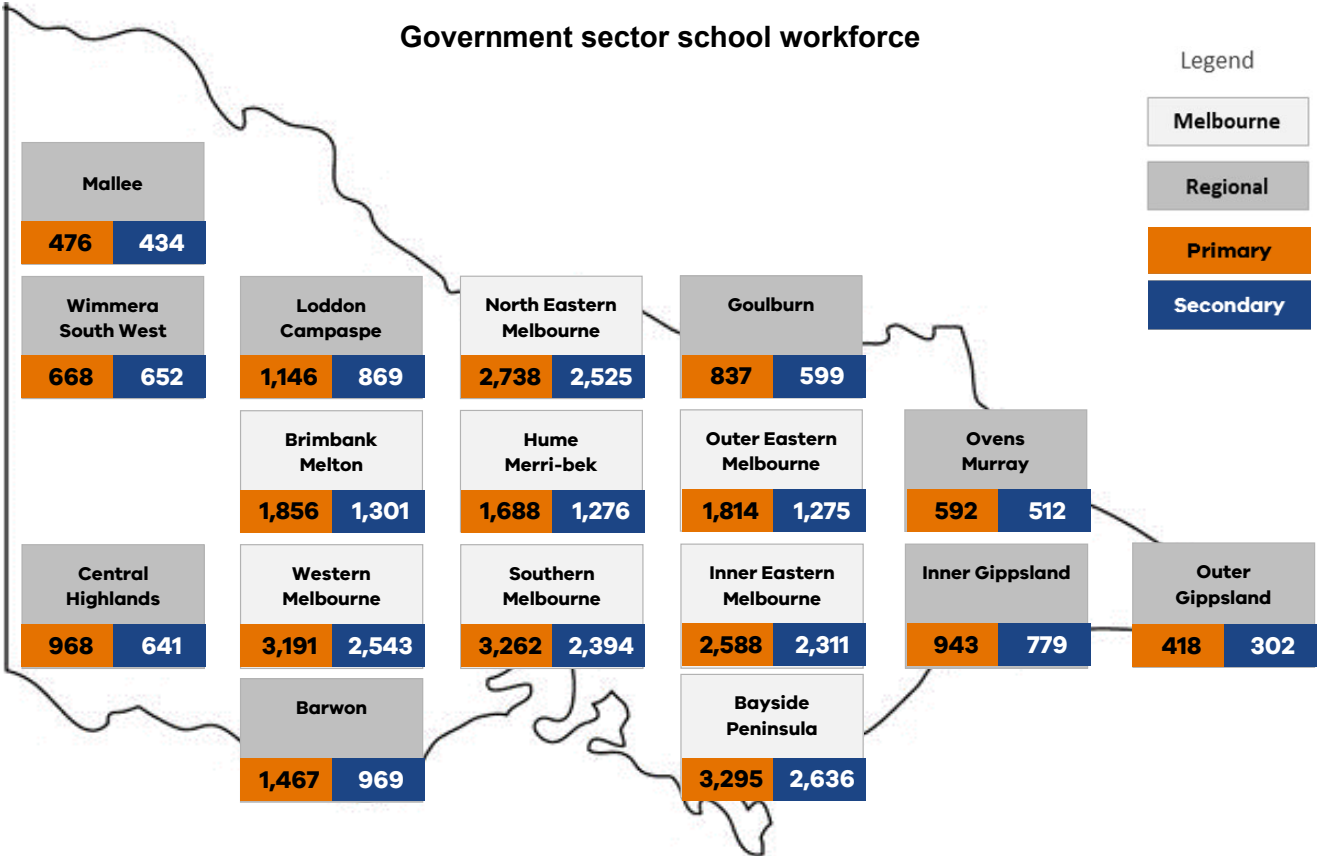
Employment type

Over 85% of primary and secondary teachers are employed in ongoing roles. This proportion has steadily increased since 2022, in both primary and secondary schools.



5.7. Schools – Government sector workforce by location

Key Finding — Since 2024, the number of government secondary teachers increased by 3.0% and the number of government primary teachers increased by 1.2%.

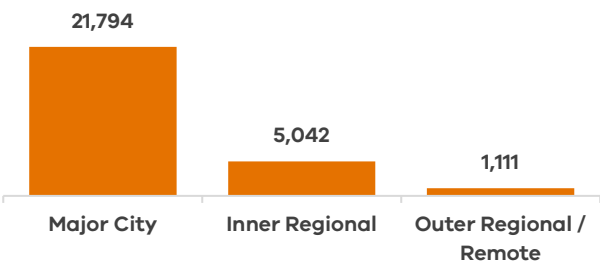


Government sector workforce

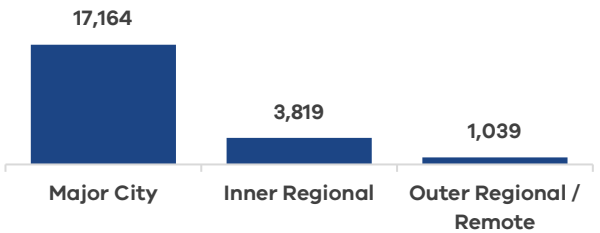
The majority (78%) of government school teachers work in major cities.

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 — 20% of Victorian government school teachers worked part time in 2025, representing a 3 percentage point rise since 2020.

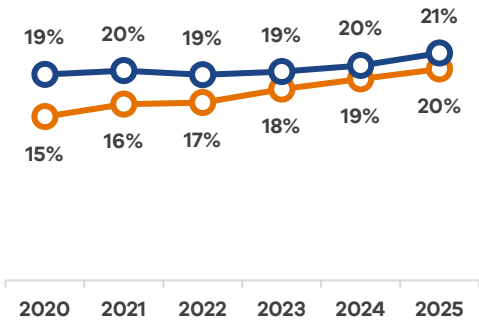
This research question assesses whether there have been shifts in teacher time fractions over time by measuring the proportion of teachers working part time, and effective FTE, over time.

Proportion of government teachers working part time

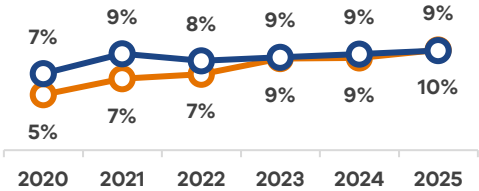
Since 2020, there has been a small gradual increase in the proportion of Victorian government teachers working part time. The primary driver of this growth has been teachers in government primary schools, with the proportion of government primary school teachers working part time increasing year-on-year from 15% in 2020 to 20% in 2025.

In 2025, 10% of graduate teachers working in government primary, and 9% in 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



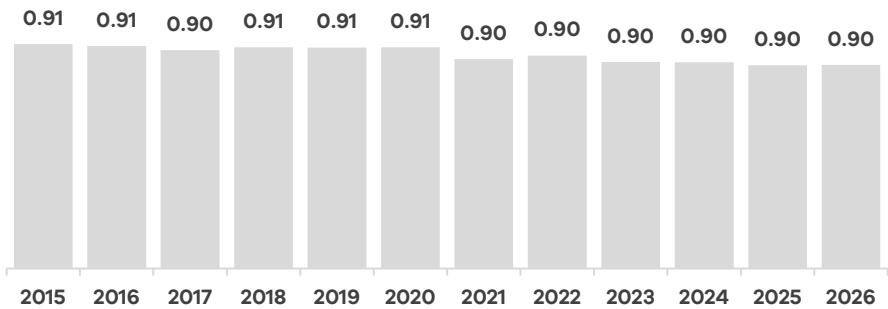
Proportion of government graduate teachers working part time



Average FTE

The average FTE of a government school teacher in 2025 was 0.90. This reflects an apparent level-shift of around -0.01 in average FTE post-COVID.

Government school teachers average FTE over time



Note: eduPay workforce data does not specifically identify Graduate teachers, teachers at the Class 1-1 step are used as a proxy for this cohort. 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

5.9. Schools – Government graduate teachers

Key Finding — Despite small declines in 2025, the proportion of graduate teachers on ongoing contracts remains well above pre-2024 observations, at 42% in primary schools (down from 43% in 2024) and 61% in secondary schools (down from 68% in 2024).

The sharp jump in graduate teachers employed on ongoing contracts in 2024 was mostly sustained in 2025, while other key demographic variables for the government graduate primary and secondary school workforce 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

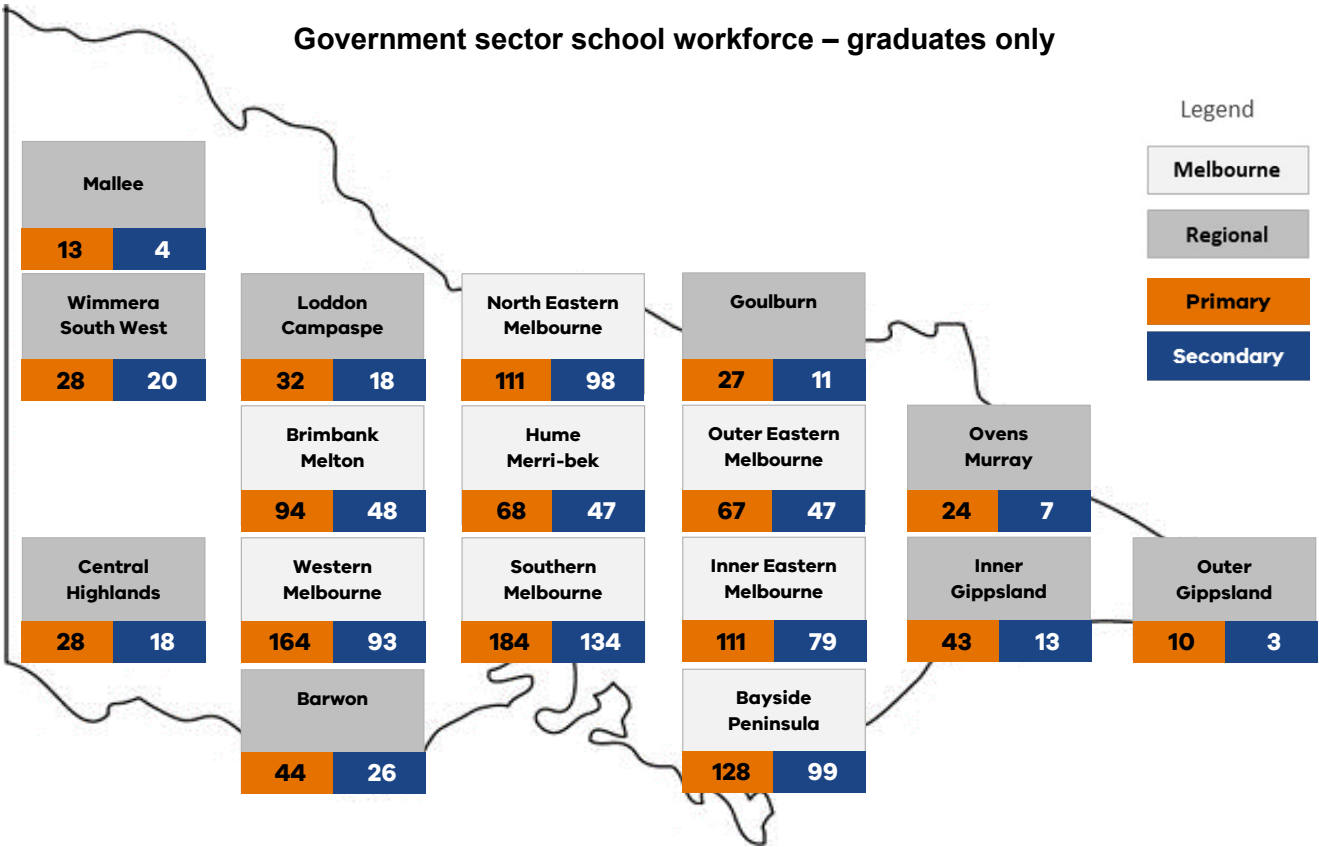
The percentage of graduate teachers on ongoing contracts has increased by one percentage point in primary schools and decreased by 6 percentage points in secondary schools since 2024.



Note: Values may not add to 100% due to rounding. eduPay workforce data does not specifically identify Graduate teachers, teachers at the Class 1-1 step are used as a proxy for this cohort. 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

5.10. Schools – Government graduate teachers by location

Key Finding — 83% of primary graduate teachers and 88% of secondary graduate teachers live in major cities. These figures have remained relatively stable since 2023.

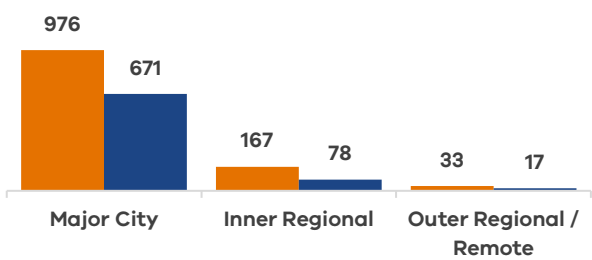


Government graduate teacher workforce

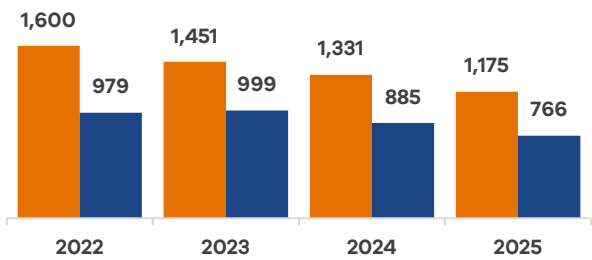
In 2025, there were 156 fewer graduate teachers in government primary schools than in 2024. Over the same period the number of graduate teachers in government secondary schools fell by 119 (13.4%). The majority of government graduate school teachers work in major cities.

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



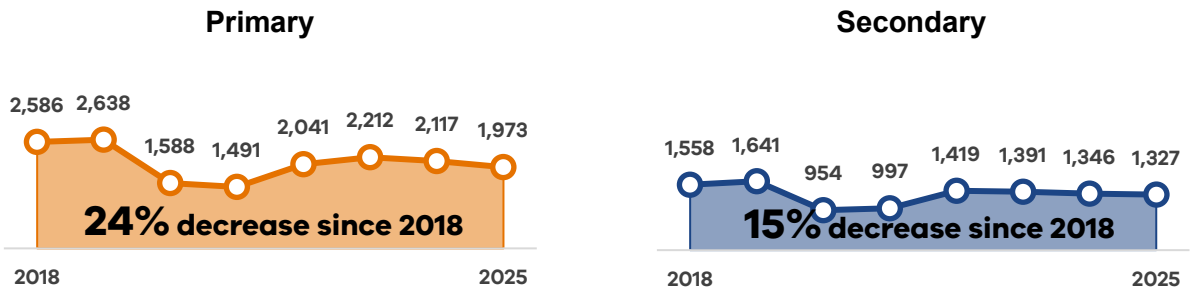
5.11. Schools – Government sector Casual Relief Teachers (CRTs)

Key Finding — 4.7% decrease in government school CRTs employed between 2024 and 2025.

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 4.7% decrease in government-employed CRTs between 2024 and 2025. This takes the overall reduction of CRTs to 20.4% since 2018.



Location of CRTs

63% of primary and 72% of secondary CRTs work in a major city.



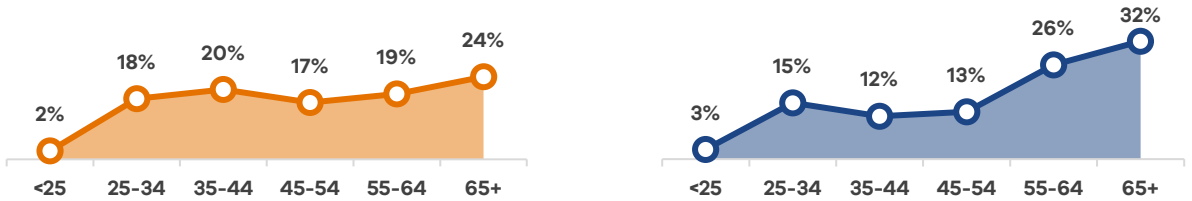
CRTs per 100 non-CRT teachers

In outer regional/remote and inner regional locations there are more CRTs available per 100 non-CRT teachers than there are in major cities.



Age distribution of CRTs

In 2025, the age distribution of CRTs was broadly similar to previous years.



5.12. Schools – Government workforce attrition

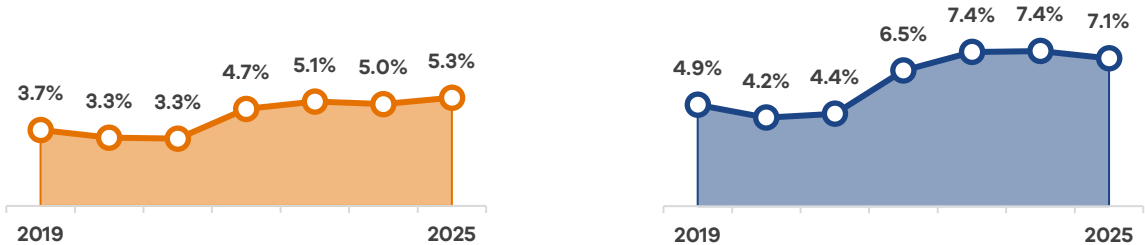
Key Finding — 1,781 primary and 1,827 secondary staff exits in 2025.

This page shows attrition from the government school workforce only, which differs from overall workforce attrition from the VIT register.

Attrition rate

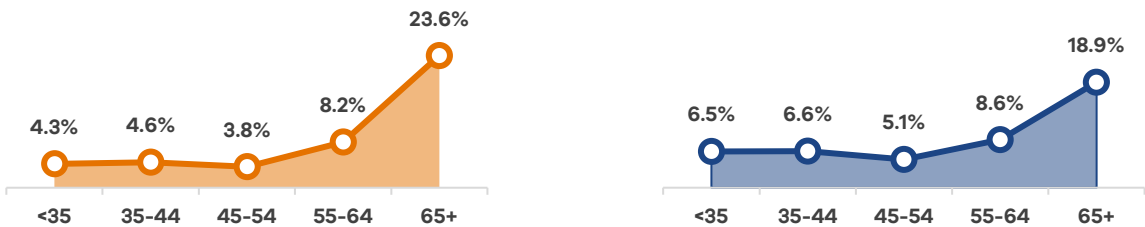
Attrition from government positions is calculated by dividing staff headcount exits by the ongoing headcount staff on the government workforce payroll. Staff attrition numbers include those employed on an ongoing basis who left the teaching workforce during a calendar year.

The attrition rate in 2025 from government school positions increased by 0.3 percentage points in primary settings, while there was a reduction of 0.3 percentage points in secondary settings.



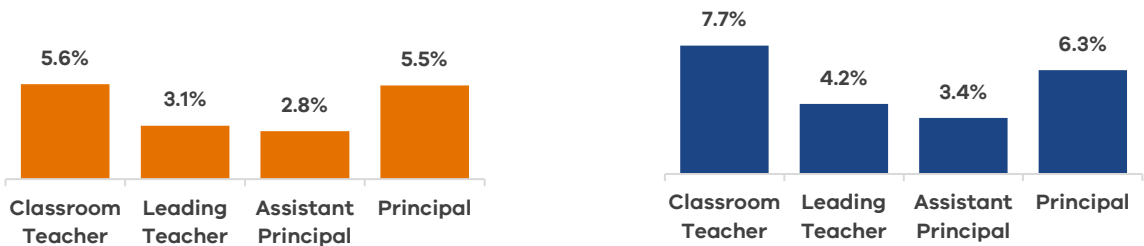
Attrition by age group

Attrition rates across age bands remained broadly stable in 2025, with the exception of a 4.1 percentage point rise in attrition for primary teachers aged 65+ relative to 2024 observations.



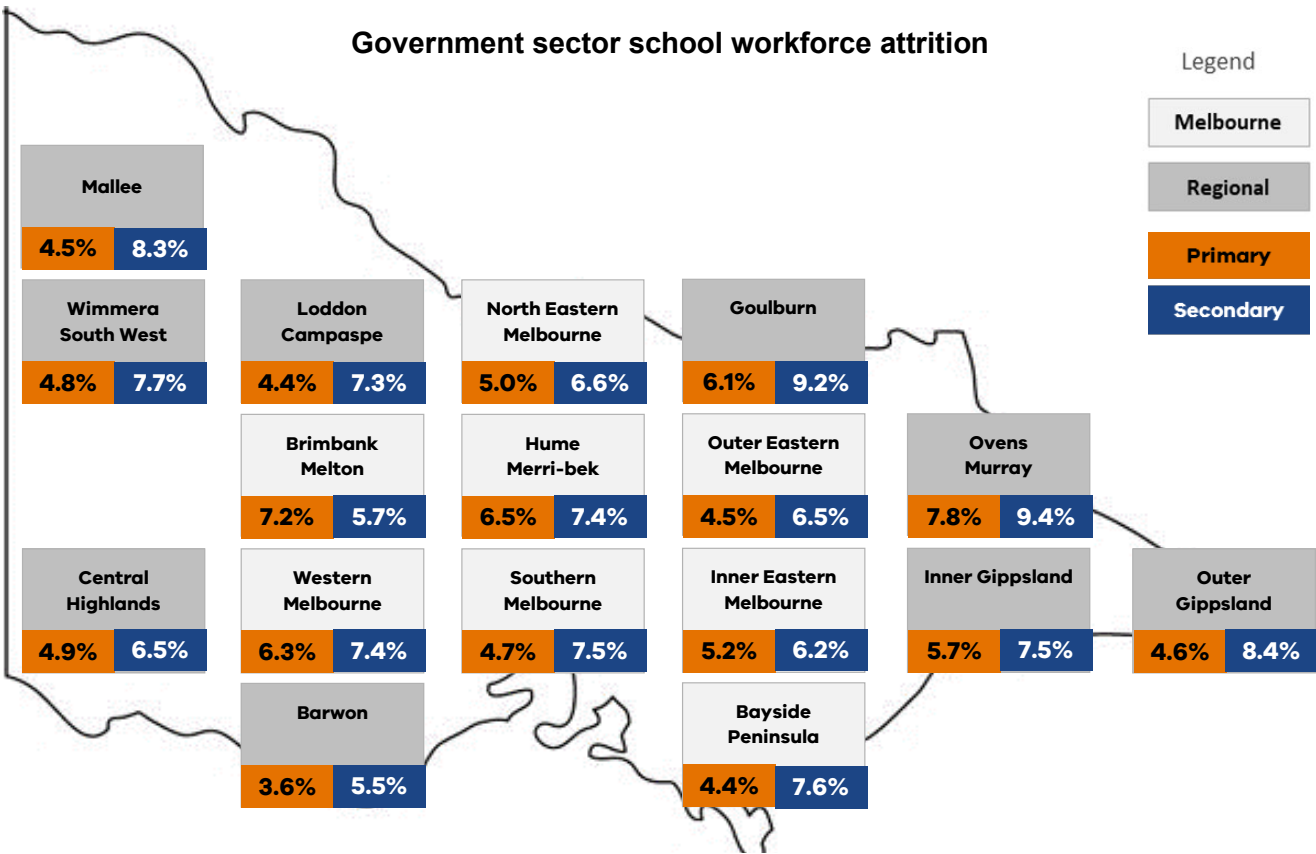
Employment classification

In 2025, attrition rates were broadly stable. Where changes occurred, they were largest for primary leading teachers (0.6 percentage points) and secondary principals (-0.7 percentage points).



5.13. Schools – Government workforce attrition by location

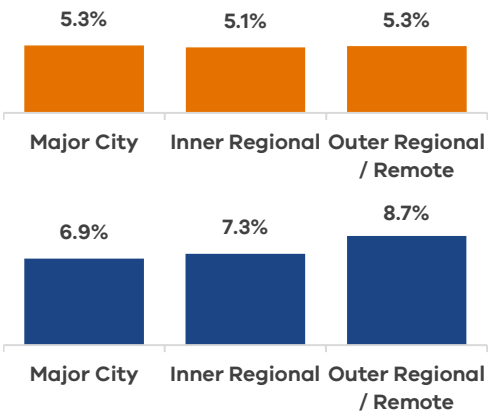
Key Finding — The overall attrition rate of government primary and secondary workforces was 5.3% and 7.1% respectively in 2025. Following the increases in attrition the system experienced after the unusually low rates of attrition in 2020 and 2021, attrition has remained broadly stable over the last 2 years, albeit at a higher level than pre-COVID.



Attrition by education area

In 2025, Ovens Murray had the highest primary school attrition rate (7.8%) and the highest secondary school attrition rate (9.4%). Barwon held the lowest attrition rate for both primary and secondary school settings (3.6% and 5.5% respectively).

In 2025, the attrition rate for primary schools was highest in major cities and outer regional and remote areas on-average (5.3%), while for secondary schools, attrition was highest in outer regional and remote areas on-average (8.7%).



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 2025 remains similar to previous years.



Age distribution

The age distribution of the teaching workforce in Catholic schools in 2025 remains similar to previous years.



Time fraction

The split of time fraction at which teachers are employed in Catholic schools in 2025 remains consistent with observations in previous years.



Employment type

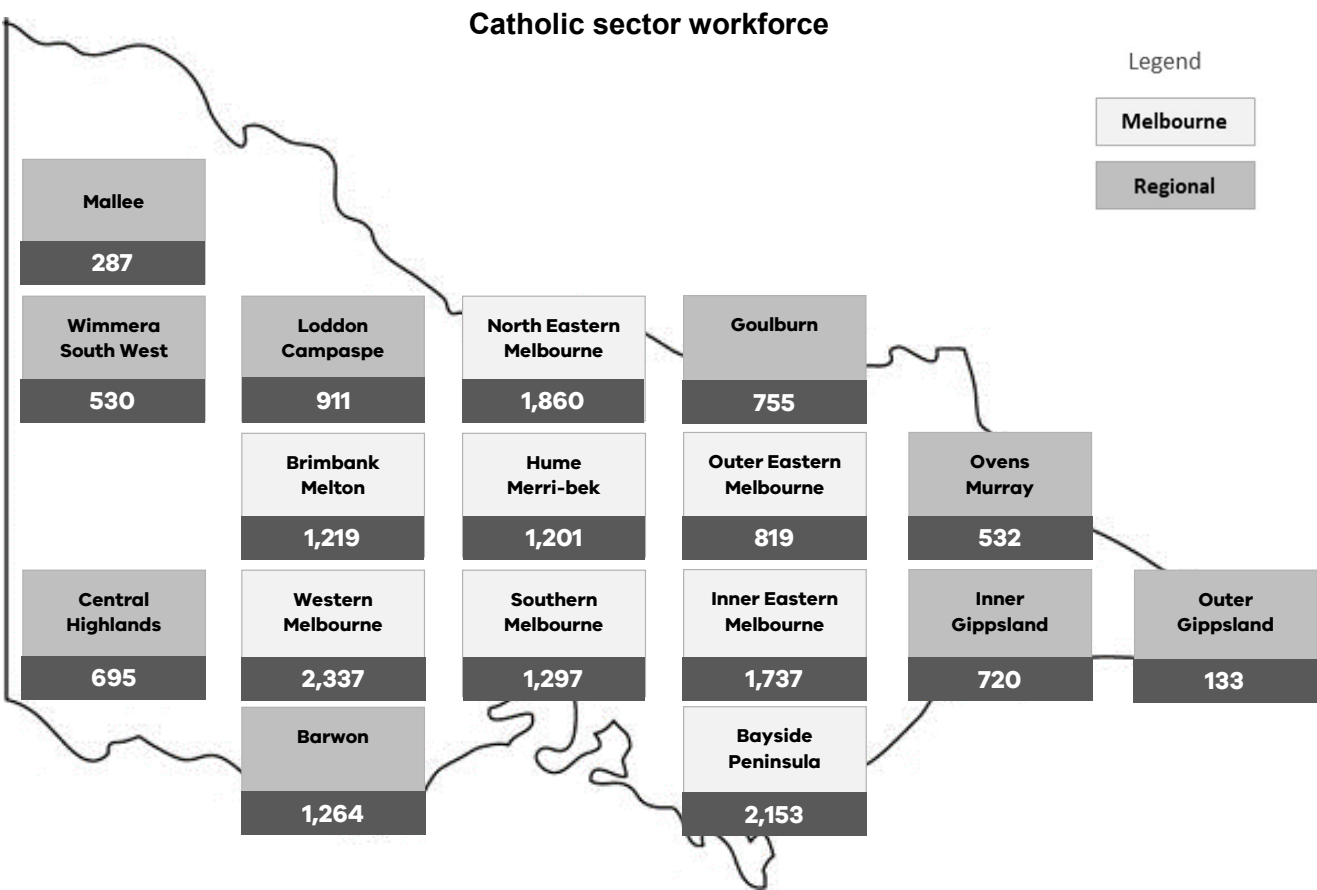
2025 saw a continued rise in the proportion of ongoing teachers in Catholic primary schools (up 3 percentage points) and secondary schools (up 1 percentage point).



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

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

Key Finding — In 2025, there were 18,456 total FTE teachers in the Catholic teaching workforce.



Catholic sector workforce

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

The overall change in teacher FTE from 2024 to 2025 was 1.7%, taking total growth since 2020 to 11.0%.

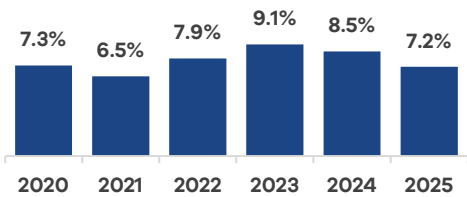
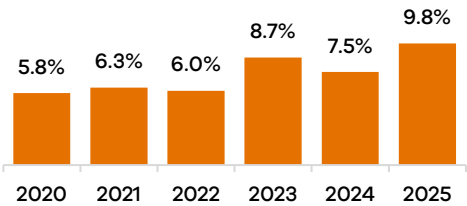
Note that these counts differ to those shown in the overall teaching workforce page, as figures are reported from administrative data, rather than ABS data.

5.16. Schools – Catholic sector workforce attrition

Key Finding — In 2025, the Catholic workforce attrition rate was 9.8% for primary schools and 7.2% for secondary schools.

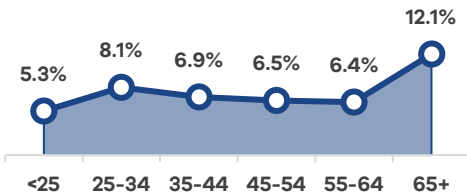
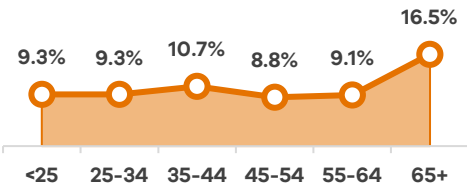
Attrition rate over time

The Catholic primary school attrition rate was 9.8% in 2025, an increase of 2.3 percentage points since 2024. Over the same period, the Catholic secondary school teacher workforce attrition rate decreased by 1.3 percentage points, to 7.2%. Note that this page shows attrition from the Catholic sector teaching workforce only, which differs from overall workforce attrition from the VIT register.



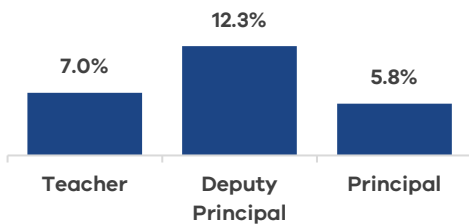
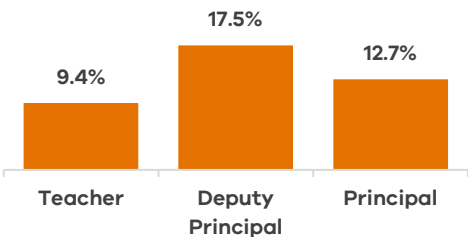
Attrition rate by age group

Between 2024 and 2025, the attrition rate of Catholic primary school teachers increased for all staff aged under 65, while the attrition rate for staff aged 65 years or over fell by 11.3 percentage points. Over the same period, the attrition rate for staff in Catholic secondary schools declined for all staff aged 35 years or above, while the attrition rate for staff aged under 35 increased by 1.1 to 1.6 percentage points.



Attrition rate by employment classification

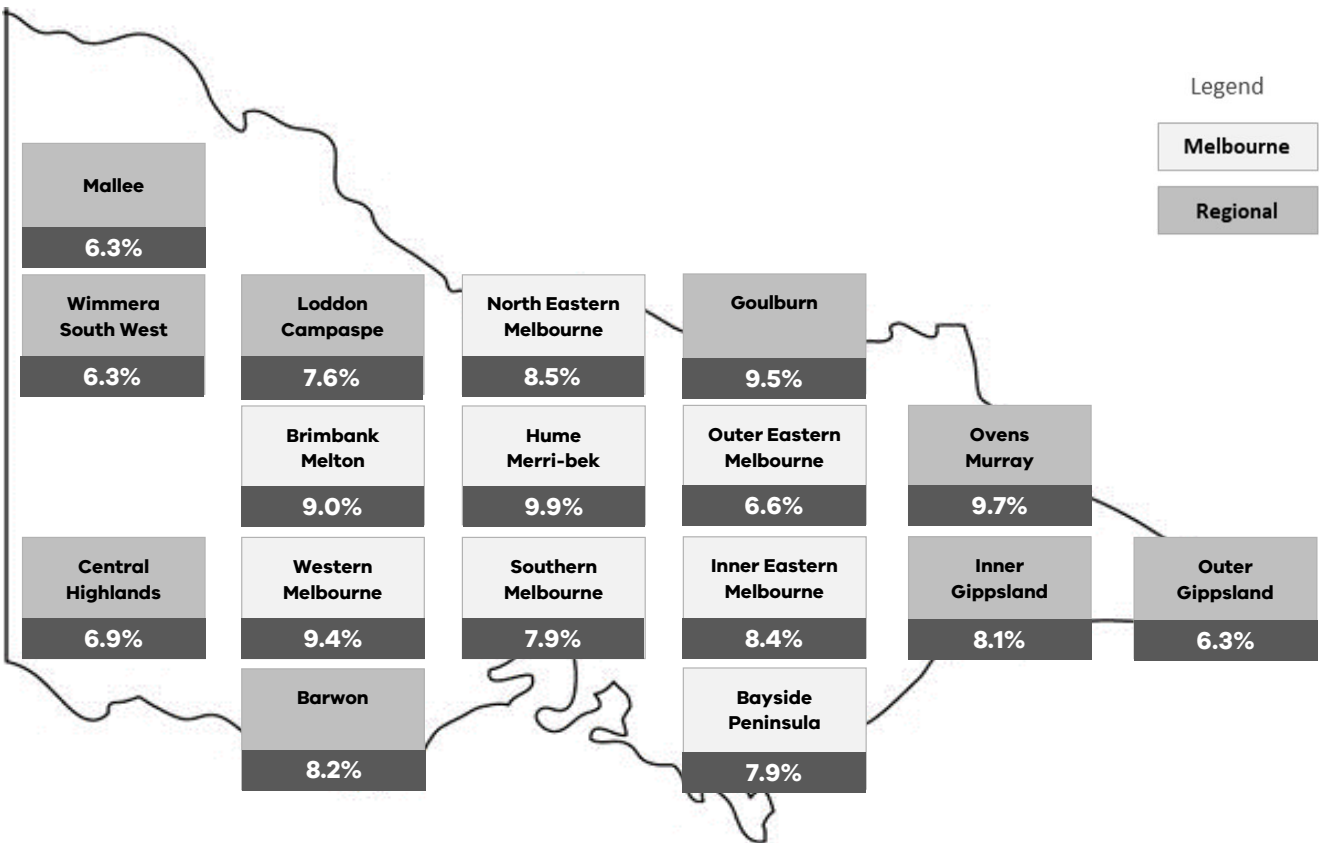
In 2025, the attrition rate increased across all employment classifications in Catholic primary schools relative to 2024 observations. In secondary schools, the attrition rate slightly decreased for teachers and remained stable for Principals, however, the attrition rate for Deputy Principals more than tripled, from 3.4% in 2024 to 12.3% in 2025, roughly double the average rate since 2018.



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

Key Finding — The Catholic sector workforce attrition rate was 8.3% in 2025. Attrition was highest in major cities, at 8.5% on average.

Catholic workforce attrition rate

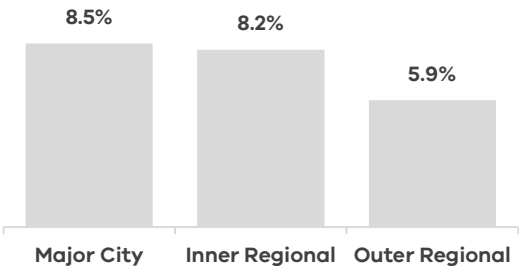


Catholic sector attrition rates

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

The attrition rate was highest in major cities, at 8.5% on-average.

Attrition by remoteness

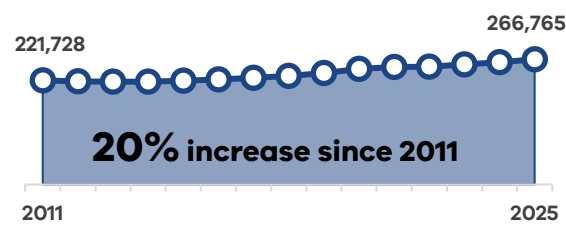
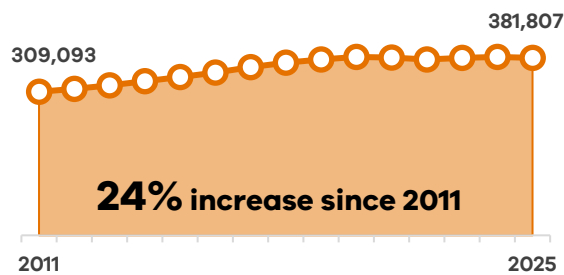


5.18. School enrolments

Key Finding — Primary school student enrolments remained stable in 2025, with less than 0.1% growth since 2024, while secondary school student enrolments increased by 2.4% across all sectors.

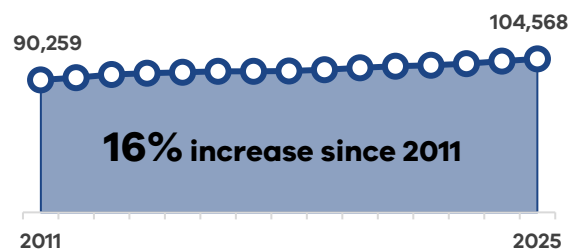
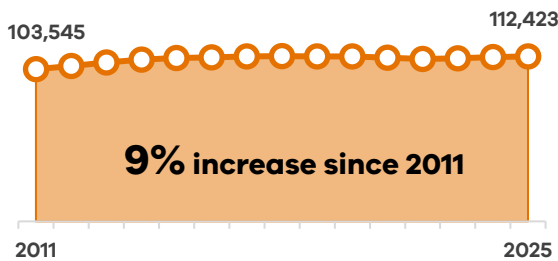
Government enrolments

In 2025, government schools account for 67% of all primary enrolments and 56% of all secondary enrolments.



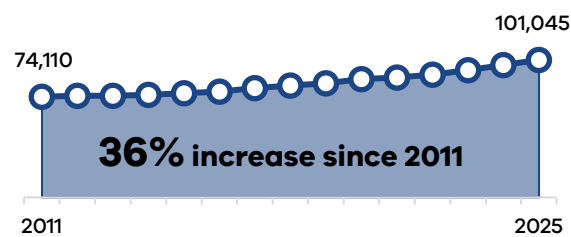
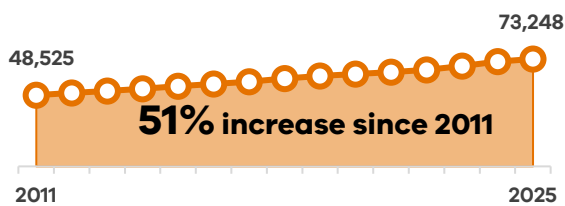
Catholic enrolments

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



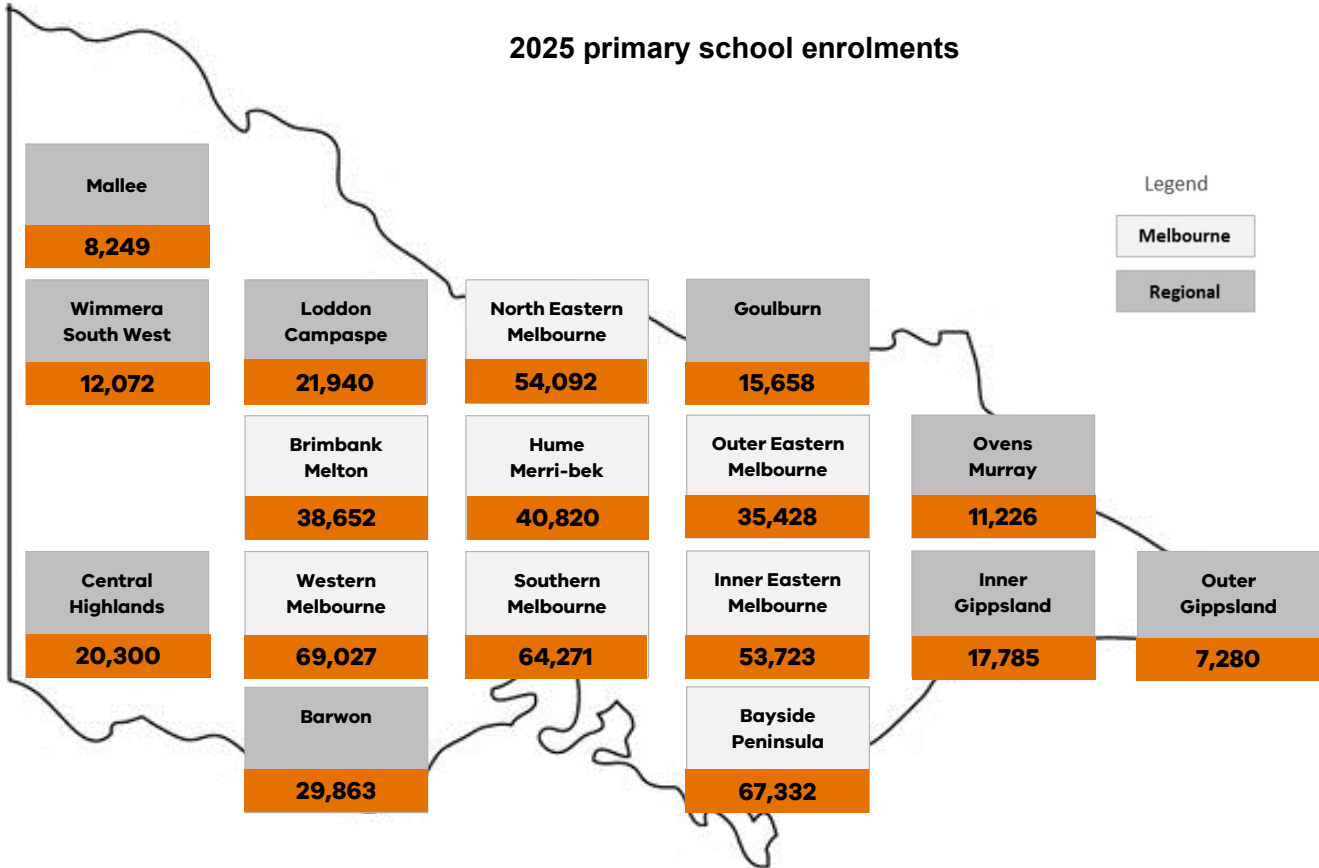
Independent enrolments

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



5.19. Primary school enrolments by location

Key Finding — Primary school enrolments remained stable in 2025, with enrolments increasing by less than 0.1% (248 enrolments) since 2024.



Enrolments

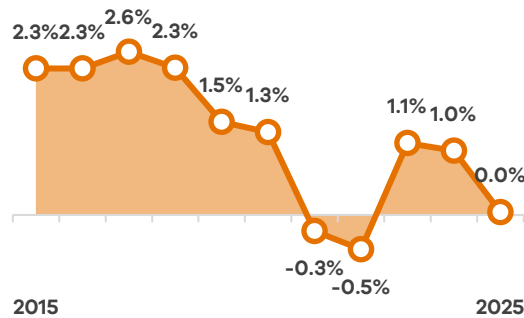
Since 2015, primary school enrolments have increased 12.0%. While 2025 saw very little growth, it was the third consecutive year in which enrolments increased, following declines in both 2021 and 2022.

Areas with the largest increase in enrolments since 2024 were Brimbank Melton (1.8%), and Goulburn (1.7%).

Inner Eastern Melbourne had the largest reduction in enrolments relative to 2024 (-2.0%).

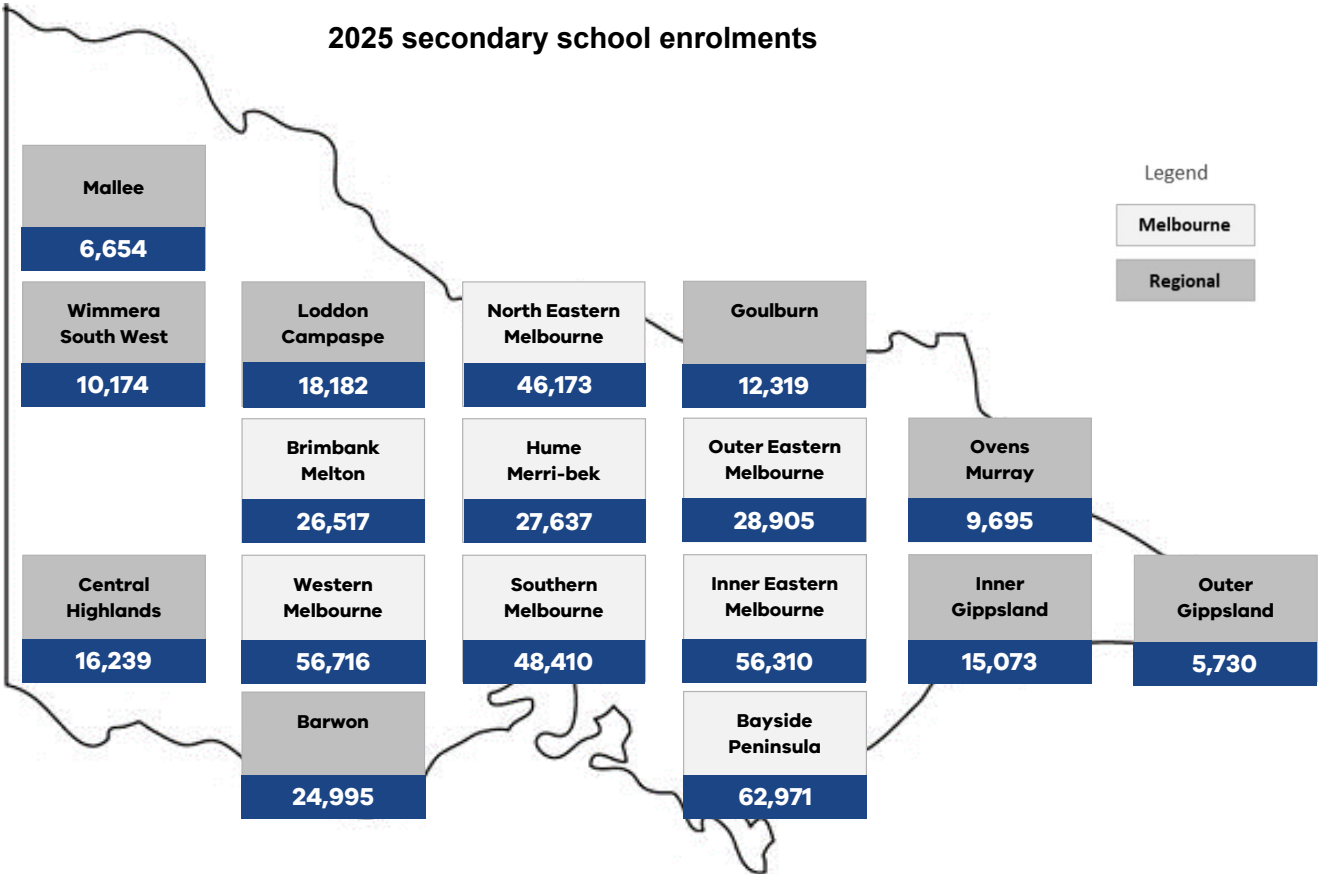
Year on year growth in enrolments

In 2025, there were 248 more enrolments in primary schools than in 2024, however, this translates to less than 0.1% growth in total primary enrolments in 2025.



5.20. Secondary enrolments by location

Key Finding — There was a 2.4% increase in secondary enrolments between 2024 and 2025.



Enrolments

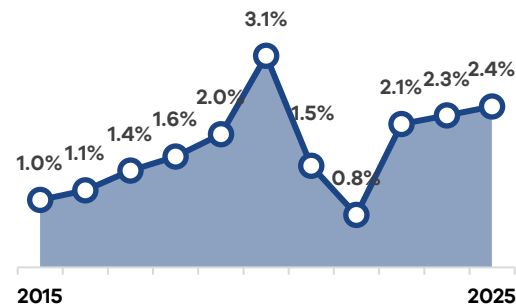
Since 2015, secondary school enrolments have grown by 20.0%.

Most Education Areas had secondary school enrolment growth in 2025. Growth was largest in Brimbank Melton (6.0%) and Southern Melbourne (4.5%).

Wimmera South West (-0.3%) was the only Education Area with fewer secondary enrolments in 2025 compared to 2024.

Year on year growth in enrolments

The growth in secondary enrolments increased to 2.4% between 2024 and 2025.



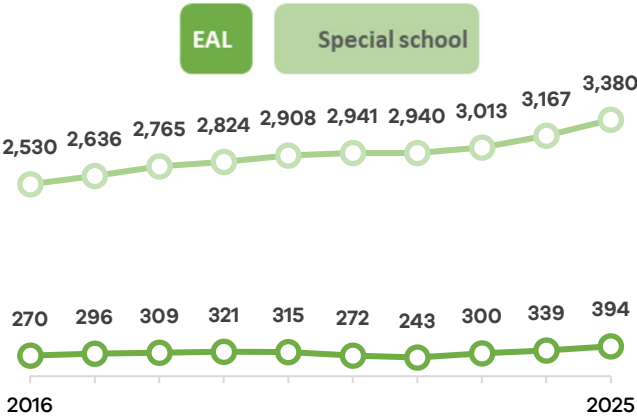
5.21. Special and EAL – Teaching workforce

Key Finding — In 2025, there were 3,391 teachers in government special and English as an Additional Language (EAL) schools and 80 teachers in Catholic special schools.

Government special and EAL school headcount

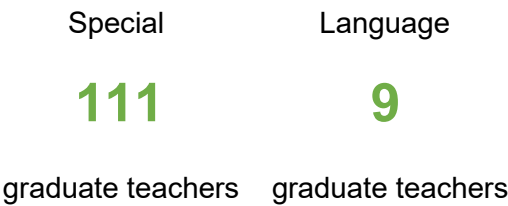
The majority of teachers in special schools work in the government sector (97.7%). In 2025, the number of special school teachers increased by 6.7%. The 2025 observation was the highest year-on-year growth observed since the time series commenced in 2012 and is the second consecutive year where growth exceeded 5.0%.

In 2025, the number of EAL school teachers increased by 16.2%.



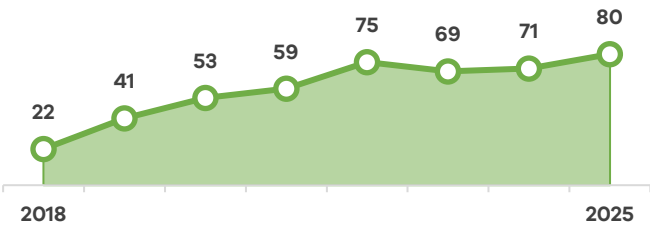
Government sector graduate teachers

Compared to 2024, there were fewer government graduate teachers in special schools (down 4.3%) and in language schools (falling from 11 graduates in 2024 to 9 in 2025).



Catholic special school FTE

The Catholic sector accounts for 2.6% of special school teachers in 2025.



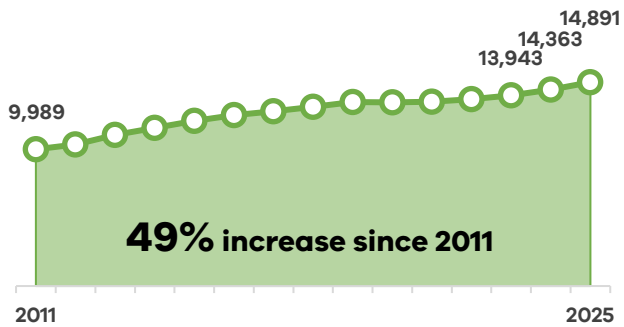
Note: eduPay workforce data does not specifically identify Graduate teachers, teachers at the Class 1-1 step are used as a proxy for this cohort. This estimation may be less reliable when supply constraints increase the propensity of schools to make appointments of incoming teachers above the Class 1-1 step

5.22. Special and EAL – Special and EAL enrolments

Key Finding — There were 23,045 special and EAL school student enrolments in 2025.

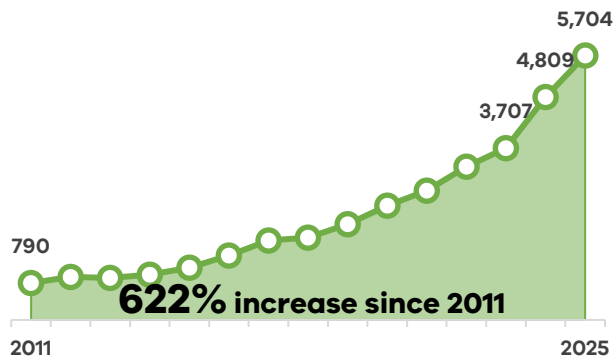
Government special school enrolments

In 2025, government special school enrolments increased by 3.7% from 2024 levels, representing 529 additional students.



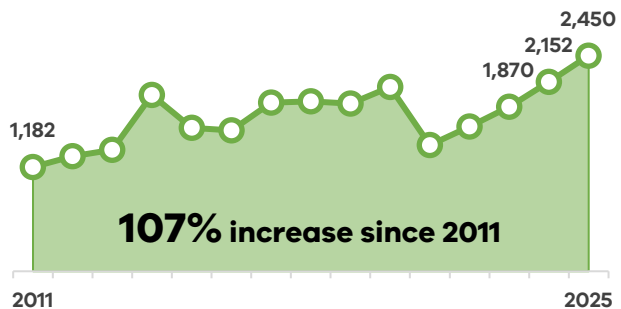
Non-government special school enrolments

In 2025, non-government special school enrolments increased by 18.6% from 2024 levels. This represents an additional 895 students and continuing strong growth in year-on-year enrolments.



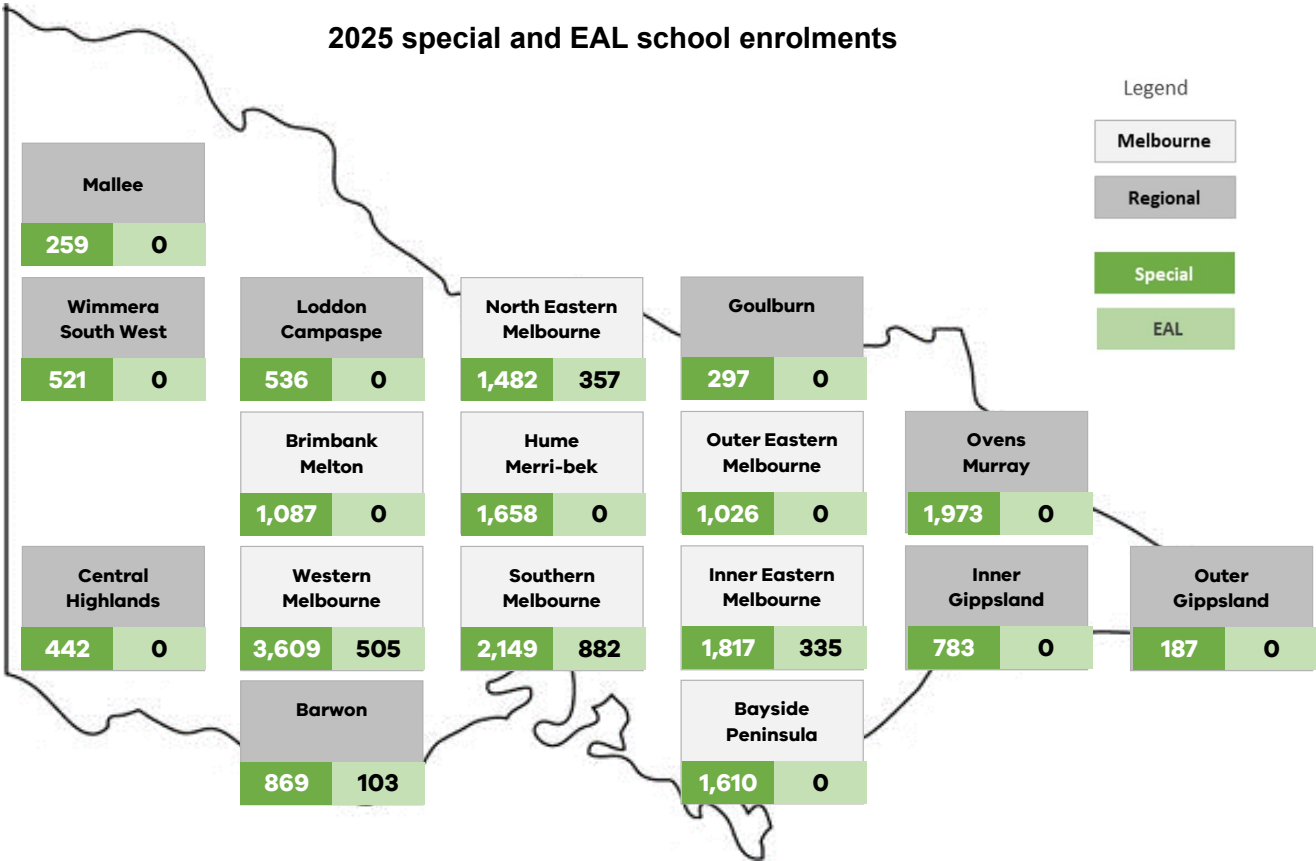
EAL enrolments

In 2025, EAL enrolments increased by 13.8% from 2024 levels, representing 298 additional students.



5.23. Special school enrolments by location

Key Finding — There were 20,595 special school enrolments and 2,450 EAL school enrolments in 2025. Western Melbourne had the largest proportional increase (18.5%) in special school enrolments in 2025.



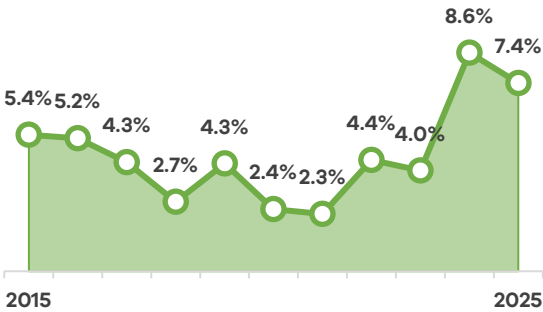
The growth in special school enrolments between 2024 and 2025 was 7.4%.

Western Melbourne (18.5%) had the largest proportional increase in special school enrolments in 2025, followed by Ovens Murray (11.9%) and Outer Eastern Melbourne (10.1%).

There were small declines in special school enrolments in Mallee (-1.3%) and Bayside Peninsula (-0.8%). All other Department Areas experienced enrolment growth in 2025.

Year on year growth in enrolments

The rate of growth has fallen 1.2 percentage points in 2025 relative to 2024, though it remains elevated relative to historical growth.



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 2025 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) (2026-2031 annual projected)
- Active waivers for kindergarten and LDC services

Australian Bureau of Statistics (ABS)

- 4221.0 – Schools, Australia, 2025 [note: data based on NSSC]
- 3101.0 – Estimated Resident Population
- Schools data, number of in-school staff by function (headcount and FTE)

Department of Transport and Planning (DTP)

- Unpublished Victorian Government Demographic Projections

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 2025
- 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)

- 2025 Graduate outcomes survey
- 2025 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 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.

The majority of early childhood Graduate Diploma graduates are international students. For this cohort, the rate of transition into employment in the early childhood education sector is anticipated to be lower. As such, the supply forecasts exclude 80% of these graduates from available and recruitable supply pools.

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).

Permission to teach

Permission to Teach teachers are not modelled separately and are instead assumed to remain broadly constant over time. Estimates of new graduate VIT registrations includes some teachers already captured in the Permission to Teach category and already registered with VIT, however it is assumed a new cohort of Permission to Teach registrations enters the system each year.

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 2025 is approximately 103,000. There were over 159,000 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
Additional demand	The number of additional teachers demanded from year to year. This represents the change in overall demand.
Additional supply	The number of additional teachers entering the workforce from year to year. This represents the change in overall supply (that is net of those leaving the workforce and graduates, migrants, and deferred registrants entering).
Attrition	Two definitions of attrition are applied throughout the report. For government / Catholic settings: teachers and principals employed on an ongoing basis who leave the teaching workforce during a calendar year. For Registration / projections: School and/or early childhood teachers who have allowed their registration to lapse. This forms the basis for modelling the overall workforce in Victoria.
Commencements	First year enrolments at ITE providers, who represent students commencing their ITE course.
Currently available supply	An estimate of the number of registered teachers willing to accept an ongoing teaching role at current employment conditions. This is estimated based on historical proportion of employed teachers in ongoing roles relative to total VIT registered teachers.
Demand	Demand is measured by the number of teachers counted in the Australian Bureau of Statistics National Schools Statistics Collection (NSSC), along with administrative data for early childhood settings, adjusted to account for unmet demand, changing teacher student ratios and population growth in future years. Demand largely comprises of teachers in ongoing roles, teachers in CRT positions are not included. Unmet demand in this instance is estimated using unfilled vacancy data from DE. Note, the NSSC collects information on the number of teachers employed by schools over a 4 week period to early August. In general, teachers who are not in ongoing employment arrangements will be excluded from this collection. The NSSC is supplemented by administrative data on teachers employed to teach in early childhood settings. Projections of demand are generated by accounting for population growth and demand from government programs.

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

Key term	Definition
Equivalent full time study load	How a university degree study load is measured. One unit is equivalent to the enrolment of a full-time study load across a year (normally 8 units per year).
Fixed term employment	Teachers employed on fixed term contract.
ITE graduate	Students who have completed their courses in 2024 and are eligible to enter the graduate workforce in 2025 are considered '2025 Graduates'.
ITE provider location	Refers to the origin of ITE qualifications gained, principally as captured by VIT.
Languages	Languages Other Than English (previously known as LOTE).
Mutual recognition	Teachers currently registered interstate (excluding NSW) or in New Zealand who have their registrations recognised.
Permission to teach	An authorisation for individuals to teach within schools without having VIT registration. These are offered short-term employment to undertake the duties of a teacher in delivering and/or assessing student participation in the school's curriculum program. For more information refer to https://www.vit.vic.edu.au/register/categories/ptt .
Primary school registrants not employed	The pool of registered teachers who are not 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.
Provisional registration	Registration granted to teachers who are new to the profession and/or have not yet practised as a qualified teacher in an Australian or New Zealand school or are returning to the teaching profession after an absence of 5 or more years. See https://www.vit.vic.edu.au/register/categories/provisional for more information.
Recruitable supply	Registered teachers who are not currently employed who may be recruited to teaching with the correct incentives, defined as VIT registered teachers who have engaged in ongoing teaching employment in the last 5 years.
Replacement demand	Additional demand for new teacher entrants due to current teachers leaving the profession.
Secondary school registrants not employed	The pool of registered teachers who are not 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.
Teacher migration	Includes those migrating to Victoria who register as a teacher with interstate qualifications, overseas qualifications or those applying under mutual recognition.
Time fraction employed	An individual's usual working load represented as a decimal of a standard full-time working load (1.0).

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

6.6. Acronyms

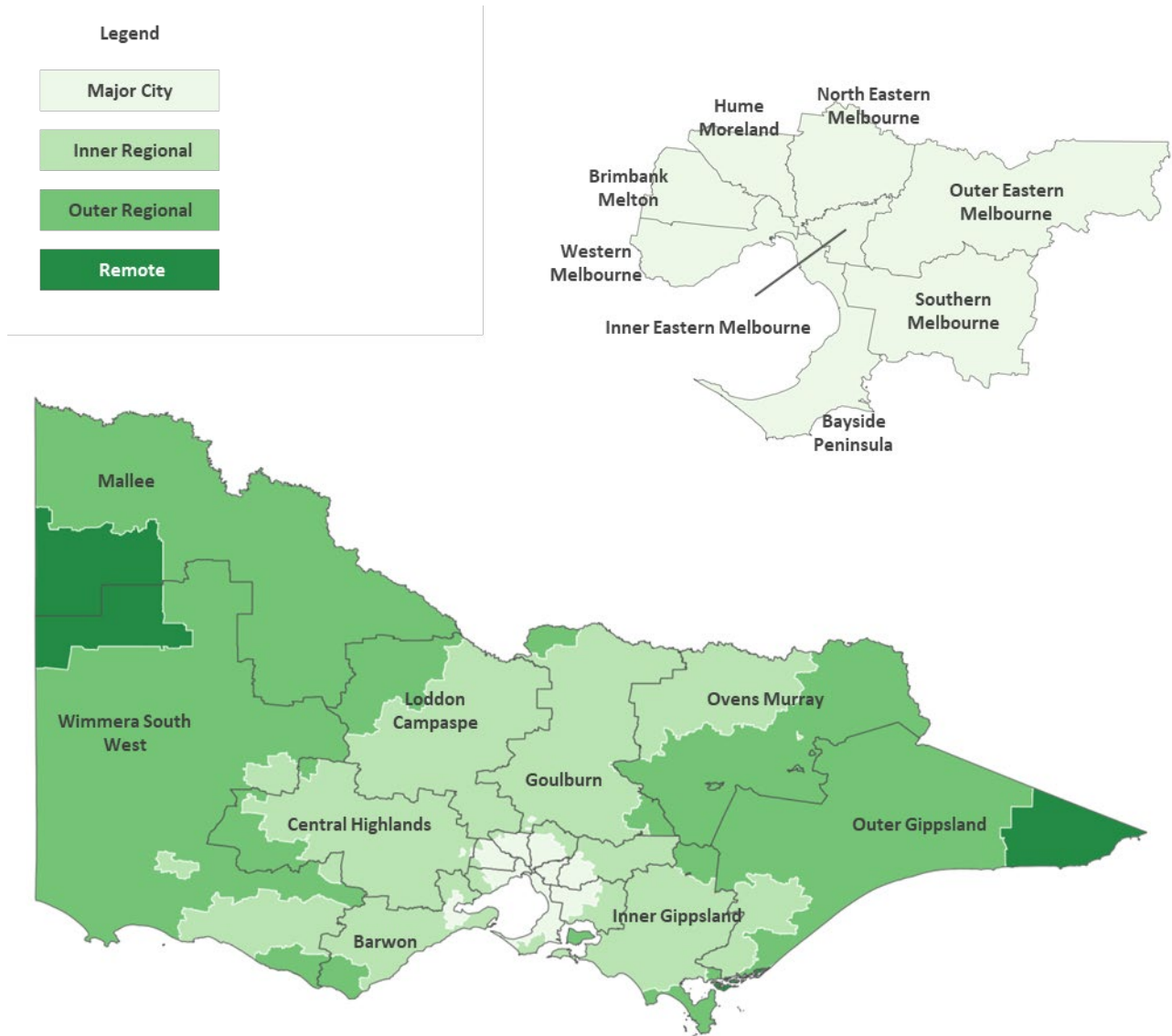
The table below provides a list of acronyms used in this report.

Acronym	Definition
ABS	Australian Bureau of Statistics
CRT	Casual Relief Teacher
DE	(Victorian) Department of Education
DTP	Department of Transport and Planning
EAL	English as an Additional Language
ECT	Early Childhood Teacher
FTE	Full-Time Equivalent
HPE	Health and Physical Education
ITE	Initial Teacher Education
LDC	Long Day Care
LOTE	Language other than English (now referred to as Languages)
NSSC	National Schools Statistics Collection
PTT	Permission to Teach
SOSE	Studies of Society and Environment
STEM	Science, Technology, Engineering and Mathematics
VIT	Victorian Institute of Teaching
VTAC	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. 2025 key statistics: DE, MACS, VIT, ITE and ABS
2. Key Findings: N/A
3. Total teacher supply and demand: DE, MACS, VIT, ITE, ABS, DTP
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. Home address of registrants – Early Childhood: VIT
4. Home address of registrants – School teachers: VIT
5. Employment situation at registration renewal: VIT
6. Permission to Teach: VIT
7. Research Question – Permission to Teach: VIT
8. Registration expiry: VIT
9. Registrants not employed: VIT
10. Registrants not employed over time: VIT
11. Characteristics of registrants not employed: VIT

Supply and demand balance deep dives

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

Supply and demand drivers

1. Supply Drivers by education setting: VIT, VTAC, DTP, ITE
2. Demand drivers by education setting: DE, DTP, 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
- DTP: Unpublished Victorian Government Demographic Projections (2024) provided by the Victorian Department of Transport and Planning.