

# Victorian Teacher Supply and Demand Report 2020

November 2021



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# Introduction to the 2020 report

## Background and purpose

The Victorian Department of Education and Training (DET) has established the Teacher Supply and Demand Report (TSDR) to provide a comprehensive cross sectoral picture of the Victorian teacher workforce.

This document is the fifteenth iteration of the TSDR, which helps to provide policy makers and interested stakeholders with an impartial perspective on the current state of supply and demand in the Victorian education system, and to analyse if there are enough teachers at work and in training in order to meet future demand. More information on the research questions addressed by this report is provided in the following pages.

## Approach

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

Although the report may help to inform policy and research decisions, it does not make recommendations on policy changes to manage supply and demand. The scope of the TSDR also excludes evaluation of previous reforms on supply and demand, and analysis of quality measures of teachers.

The analysis is presented in an accessible infographics format, while detailed tables are provided in a separate 'supplementary' report.

In this iteration of the report the forecasting approaches have been reviewed to ensure tractability and transparency of the projections. It should be noted that all projections are subject to data limitations.

## Key changes for the 2020 report

This 2020 report captures two additional years of data and analysis (2019 and 2020) since the previous 2018 report. Both years are shown in time-series charts where relevant. Where only one year of data is shown this applies to 2020, unless otherwise specified.

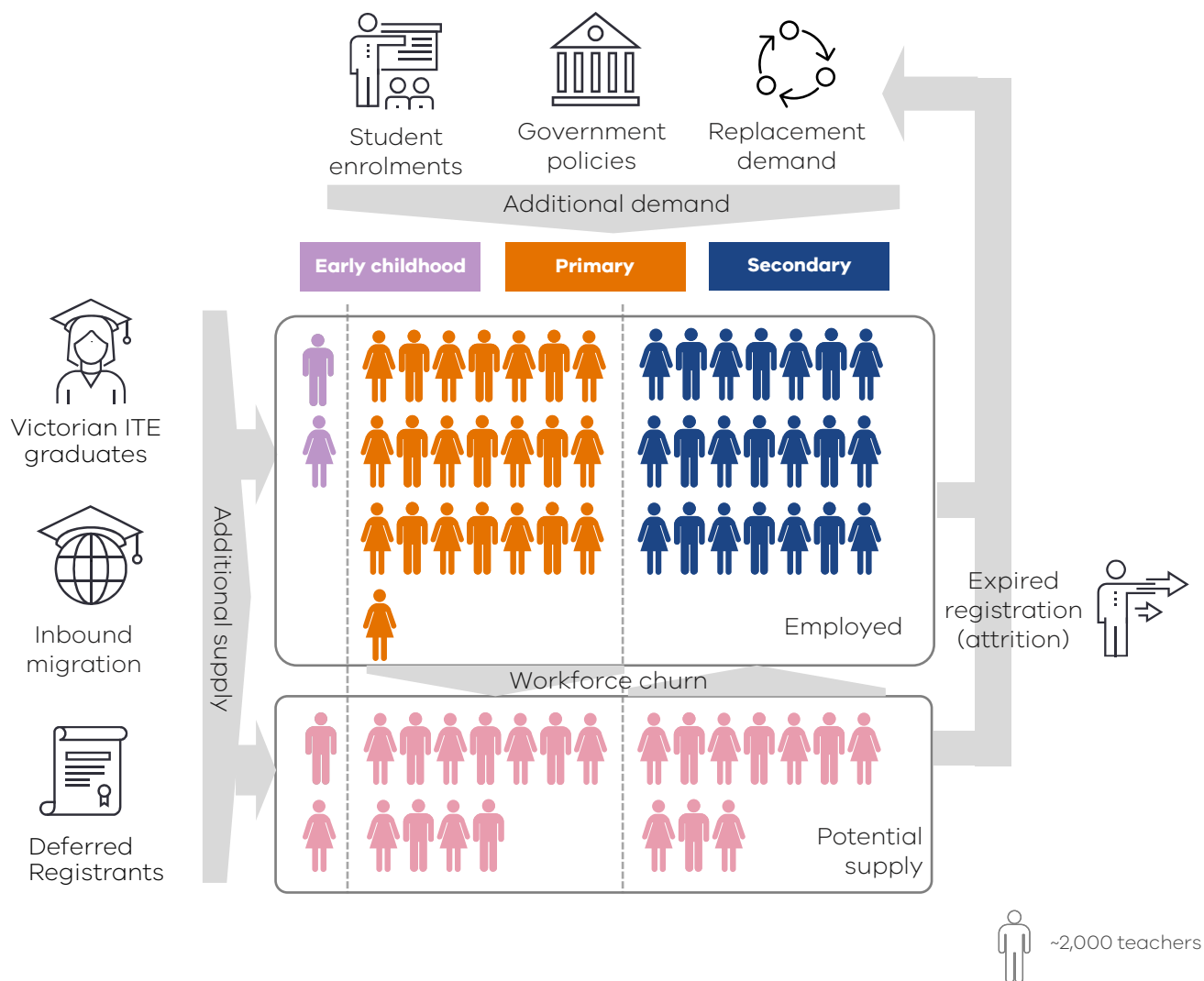
A key consideration in preparing the 2020 report has been the impact of the COVID-19 pandemic. The pandemic adds a layer of uncertainty to each of the forecasting inputs, and as a result the trajectory of teacher supply and demand may change frequently and significantly. The modelling has been conducted based on assumptions determined in April 2021 and does not account for policy changes or events after this period.

## New programs

Policy changes and new programs that impact on teacher supply and demand are incorporated into the Teacher Supply and Demand Report once they are officially endorsed and announced by Government. This report incorporates the following policy changes which will affect teacher demand over the forecast period of 2021 to 2026:

- The Victorian Government's commitment to deliver fifteen hours of universal funded Three-Year-Old Kindergarten per week by 2029.
- The Victorian Government's Tutor Learning Initiative, which supports students to catch up on learning they may have missed due to the coronavirus (COVID-19) pandemic.
- The Victorian Government's Free Kindergarten initiative.
- The Middle Years Literacy and Numeracy Initiative (MYLNS).
- Disability Inclusion Reforms, such as the Program for Students with a Disability.

# Modelling Victoria's teaching workforce



## Key concepts:

**Expired registration** – Teachers are removed from the supply pool when their registration with VIT lapses.

**Replacement demand** – Employed teachers who leave the workforce are counted as 'replacement demand', as the positions they leave need to be filled.

**Dual qualified teachers** – Teachers who are qualified to teach in more than one of early childhood, primary or secondary. Dual qualified teachers are assigned to one of these, and scenarios are used to assess the sensitivity of the forecasts to these assignments.

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

**Potential supply** – Teachers who are not employed / contracted and hold teaching registration are referred to as potential supply. They may be a source of supply in the future, although there is limited data about the proportion of those included in the potential supply pool that may re-enter the workforce in the short term to take up teaching roles.

# Audience and core research questions

## Report audience

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

The report may be helpful for a range of 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.
- Academics – to support research into early childhood, primary, and secondary schooling.
- Initial Teacher Education providers – to understand the extent to which additional teachers are required over the forecast period.

The report aims to be impartial and data-driven, while accounting for input from a range of these stakeholders – both internal and external to the Department.

## Report contributors

The report was made possible through the assistance and support of many industry and governmental bodies or organisations. The report's authors would like to acknowledge the contributions of these parties and thank the data custodians 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?

Additional research questions are considered for each report in order to examine key themes of interest. Additional research questions for this report include:

- What proportion of graduate teachers leave the profession within the first five years?
- What is the destination of dual qualified teachers (including individual and multiple sectors)?
- Is there evidence of COVID-19 having an impact on teacher supply and demand to date?

The final question regarding COVID-19 was considered through the development of projections and in examination of the key changes in other trends in 2020. Given the emerging nature of the pandemic, further evidence on the impacts of COVID-19 is likely to be available as part of the data for the 2021 report.

# How to navigate this report

The following are the key features of the 2020 Teacher Supply and Demand report.

## Report sequencing

Section 1 of the report is an Executive Summary, which provides key statistics of the supply and demand pipeline, as well as a summary of the overall supply and demand balance.

Section 2 provides information on potential supply (VIT registrants not currently employed as teachers).

Subsequent sections focus on each education setting:

- Early childhood – Section 3, page 25
- Primary – Section 4, page 43
- Secondary – Section 5, page 77
- Special and Language – Section 6, page 113

Each of these sections commences by summarising the supply and demand forecast and the drivers of these trends. Based on data availability, information is then presented on the supply pathway commencing with Initial Teacher Education and then moving through registration, recruitment, workforce and attrition. Finally, student enrolment data is provided.

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

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

## Use of colour

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

	Potential supply
	Early childhood
	Primary
	Secondary
	Special and Language
	Not specific to any one educational setting

## Presentation style

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

- Most pages will highlight one or two key findings in the top right-hand corner.
- Colour shades are sometimes used to illustrate separate categories on a given page.
- Source data used for each page is summarised in the appendix.
- Continuing the infographic theme, not all data points are presented but there is sufficient information to understand trends.
- Maps are a stylised version of Victoria rather than being geographically precise.
- Data labels are generally used to show the first point on series, and values from 2018, rather than all points. Additional information on the data series in this report are available through the supplementary data report.

# Summary of 2026 supply and demand forecasts

## Total registered teaching workforce exceeds demand for teachers

Forecasts across all education settings, indicate that by 2026, **the projected workforce of registered teachers will continue to exceed the demand for these teachers.**

### Victorian forecasts

**1,202,544**

2026 enrolments

**103,410**

2026 teacher demand

**150,634**

2026 registered teachers

### Early childhood forecasts

**150,528**

2026 enrolments

**6,536**

2026 teacher demand

**11,728**

2026 registered teachers

The 2026 **early childhood registered teacher workforce is forecast to meet demand.** Over the forecast period, the surplus of registered teachers over demand increases by 59 per cent.

### Primary forecasts

**559,076**

2026 enrolments

**46,950**

2026 teacher demand

**72,408**

2026 registered teachers

The 2026 **primary school registered teacher workforce is forecast to meet demand.** Over the forecast period, the surplus of registered teachers over demand increases by 26 per cent.

### Secondary forecasts

**492,939**

2026 enrolments

**49,924**

2026 teacher demand

**66,499**

2026 registered teachers

The 2026 **secondary school registered teacher workforce is forecast to meet demand.** Over the forecast period, the surplus of registered teachers over demand increases by one per cent.

### Special and EAL forecasts

**17,909**

2026 enrolments

**3,676**

2026 teacher demand

The 2026 special and EAL school forecast requires 3,676 teachers to meet demand. These teachers are incorporated in the above forecasts.

Note that this report defines teacher supply as all individuals who hold a current teaching registration with the Victorian Institute of Teaching (VIT). In addition to actively employed teachers, this measure of supply also includes individuals who are not currently employed in the teaching profession but who still hold current VIT registration, as well as principals.

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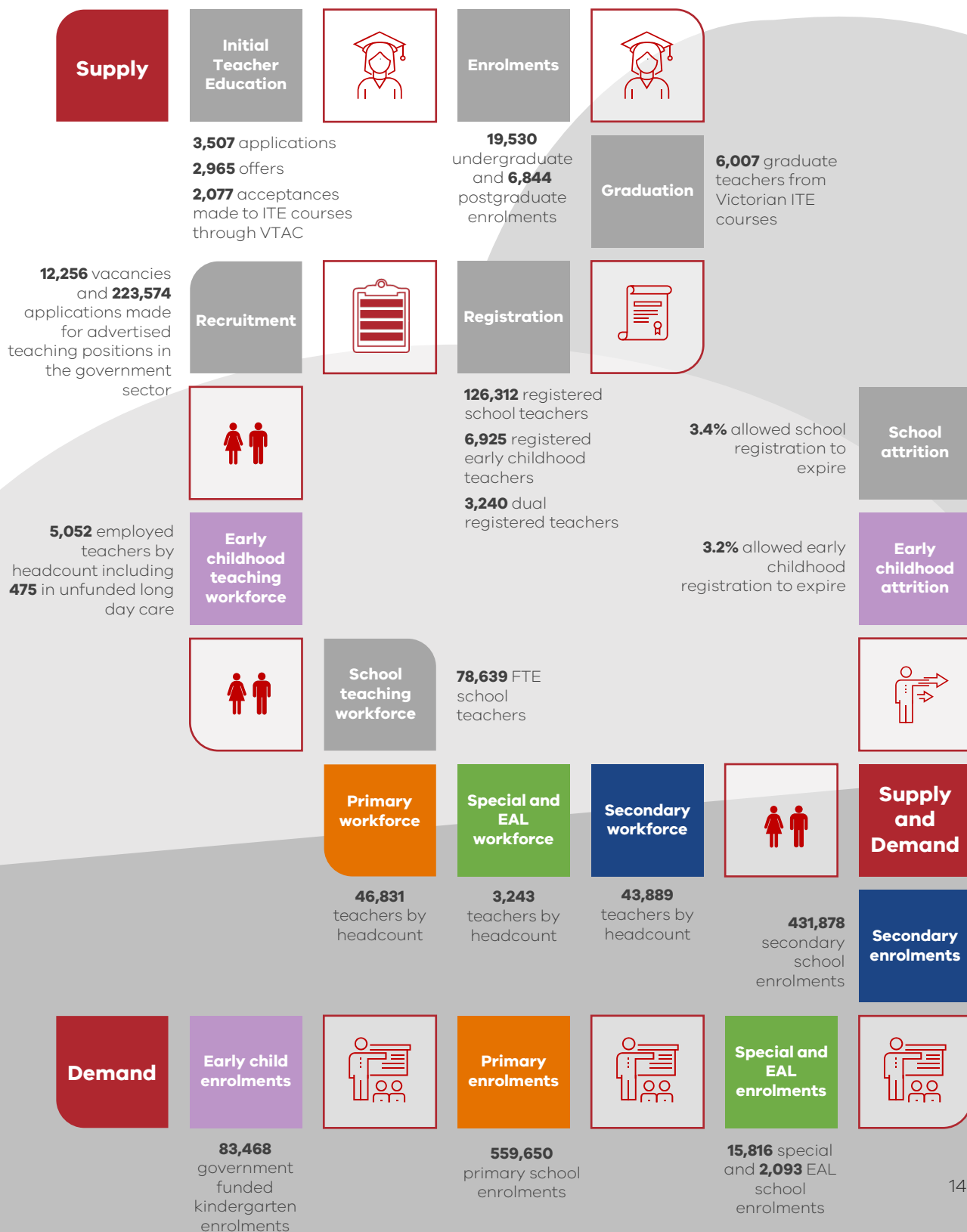
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## Section 1

# Executive Summary



# 2020 key statistics



# Key findings

## The registered teacher workforce is forecast to meet demand through to 2026



Across all educational settings the total registered teacher workforce is forecast to meet demand. In 2026 the registered teacher workforce exceeds demand by 5,192 in early childhood, 25,459 in primary schools, and 16,574 in secondary schools.

## Limited migration to impact supply and demand



Government restrictions on movement associated with the COVID-19 pandemic will impact demand through population growth, as well as net migration of teachers into the workforce.

## Increase in dual-qualified teachers



A shift in ITE delivery towards dual-education-setting qualifications will flow through to workforce supply by 2023, almost doubling current levels of EC-primary qualified graduates. Meanwhile the number of EC-only graduates is expected to decrease over the same period.

## Early childhood surplus projected to increase



The difference between supply and demand for early childhood teachers is expected to increase despite the roll-out of Three-Year-Old Kindergarten. This is due to robust supply of teachers, along with reduced demand due to slower projected population growth.

## Continued recruitment challenges in schools



Government schools continue to experience recruitment challenges for some teaching roles, exacerbated by location and subject area. In secondary schools across Victoria 19 per cent of roles advertised result in no appointment. Across primary schools, languages and digital technology subjects have the highest no appointment rate. design technology and digital technology have the highest no appointment rates in secondary schools. Recruitment to STEM subjects and special education continues to be difficult.

Note that this report defines teacher supply as all individuals who hold a current teaching registration with the Victorian Institute of Teaching (VIT). In addition to actively employed teachers, this measure of supply also includes individuals who are not currently employed in the teaching profession but who still hold current VIT registration, as well as principals.

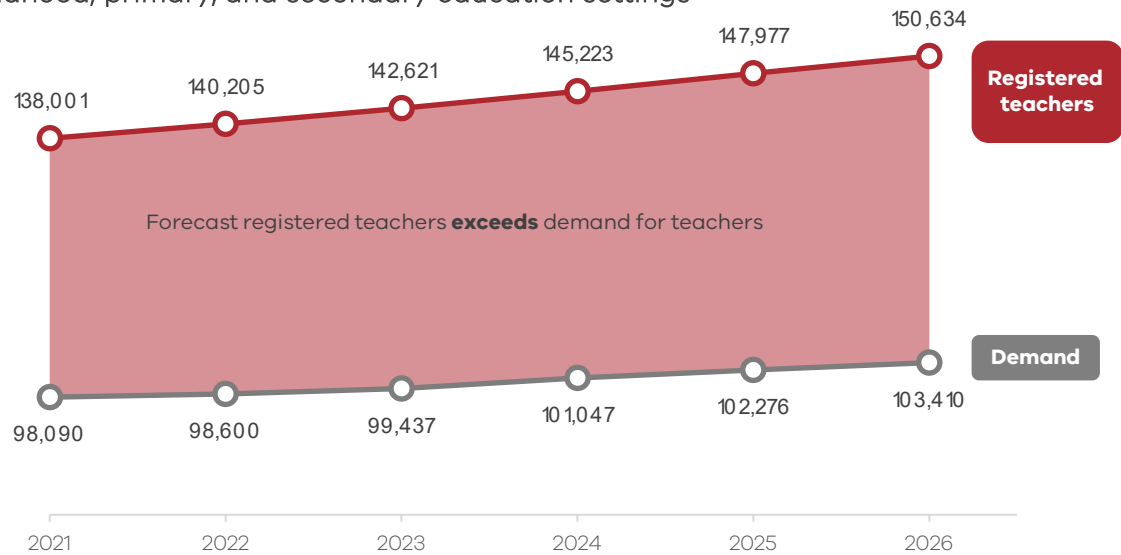
# Total registered teachers, and demand for teachers

Key finding

Extent to which 2026 registered teacher workforce exceeds demand

47,225

Forecast registered teacher workforce and demand for teachers across early childhood, primary, and secondary education settings



## Forecasting approach

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

The registered teachers forecast aggregates estimated total registered teachers across the early childhood, primary and secondary education settings.

Registered teaching workforce, and demand for teachers are represented by the solid lines and forecast numbers of teachers are displayed.

## Summary of forecast

The forecast shows that the total VIT registered teaching workforce is expected to be sufficient to meet the demand.

The observable trend is that the gap between registered teachers and demand for teachers grows slowly over time.

In 2021, it is forecast that registered teachers exceeds forecast demand (including demand from the Tutor Learning Initiative) by 39,911 teachers. In 2026, the registered teaching workforce exceeds the forecast demand by 47,225 teachers.

Note that this report defines teacher supply as all individuals who hold a current teaching registration with the Victorian Institute of Teaching (VIT). In addition to actively employed teachers, this measure of supply also includes individuals who are not currently employed in the teaching profession but who still hold current VIT registration, as well as principals.

## Section 2

# Potential supply



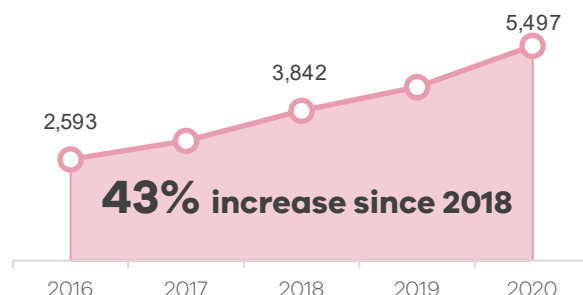
# Potential supply pool

Key finding

Early childhood potential pool	<b>5,497</b>
School potential pool	<b>39,426</b>

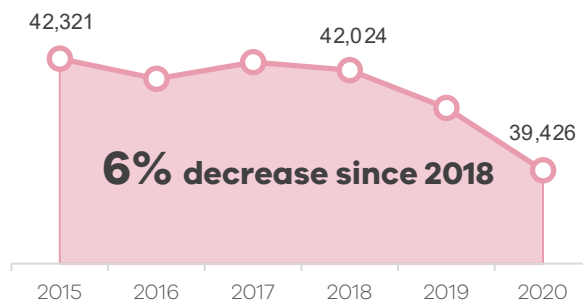
## Early childhood potential supply pool

The number of teachers who could potentially teach in early childhood, but are not currently contracted to teach, has increased by 43 per cent since 2018. This is based on the actual number of registered early childhood teachers minus the estimated workforce requirement for early childhood, due to low quality data around employment of teachers in the early childhood settings.



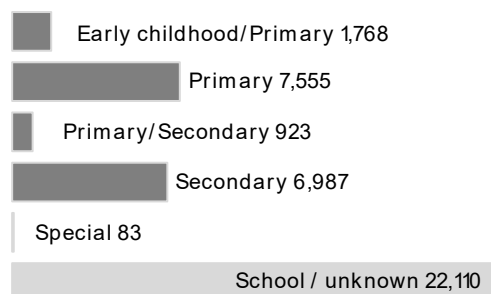
## School potential supply pool

The school potential supply pool is defined as teachers on the school register who do not have an employer recorded. The number has decreased since 2018 and includes casual relief, unemployed and non-practicing teachers. The decrease may be in part due to changes in data systems recording employment of registered teachers.



## ITE course of school potential supply teachers

The qualification type of 56 per cent of the total potential supply pool is classified with a qualification type of "school" or "unknown". Many of these teachers appear to have been deemed registered when the VIT was established.



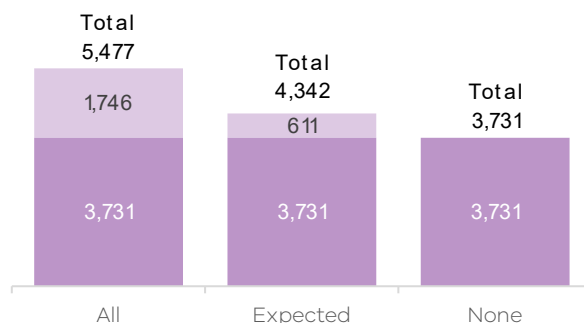
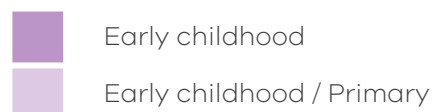
## Potential supply pool

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

Key finding	Early childhood	4,342
	Primary	21,572
	Secondary	18,989

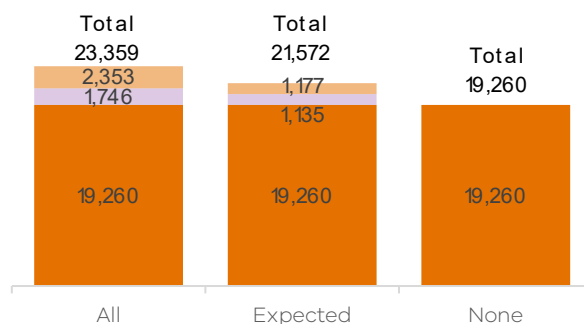
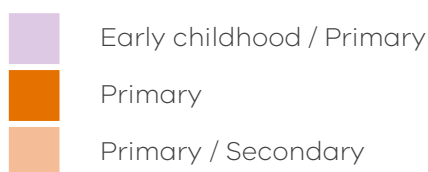
### Early childhood potential supply

The number of additional early childhood teachers potentially able to be employed ranges from 3,731 to 5,477 depending on the scenario for inclusion of teachers qualified for multiple education settings.



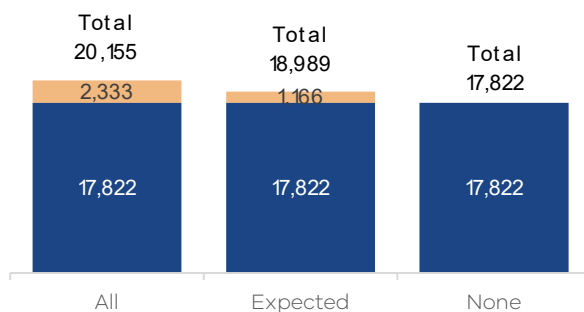
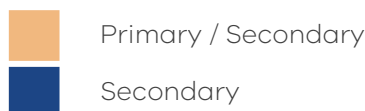
### Primary potential supply

The number of additional primary teachers potentially able to be employed ranges from 19,260 to 23,359 depending on the scenario for inclusion of teachers qualified for multiple education settings.



### Secondary potential supply

The number of additional secondary teachers potentially able to be employed ranges from 17,822 to 20,155 depending on the scenario for inclusion of teachers qualified for multiple education settings.



# School potential supply pool

Key finding

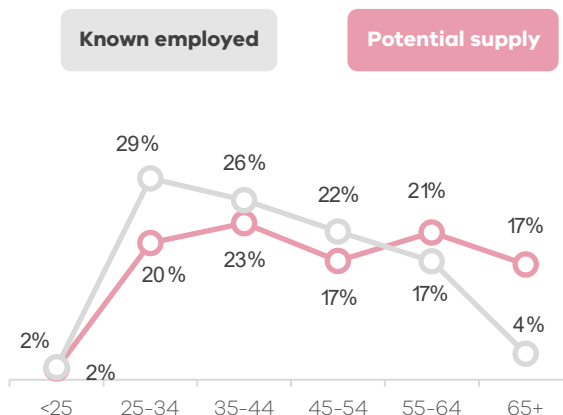
Potential supply teachers holding full registration

25,874

## Age

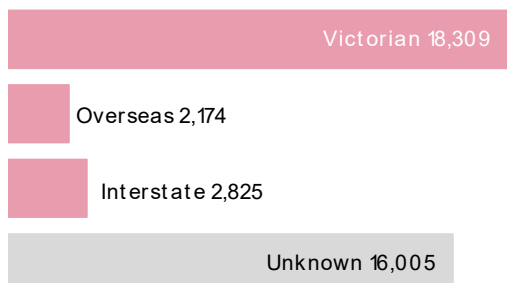
The potential supply pool has a higher age profile than teachers known to be employed.

Over a third of teachers in the potential supply pool are aged 55 or over, compared to one in five of the known employed. This means that 44 per cent of registered teachers 55 and over are in the potential supply pool.



## ITE provider location

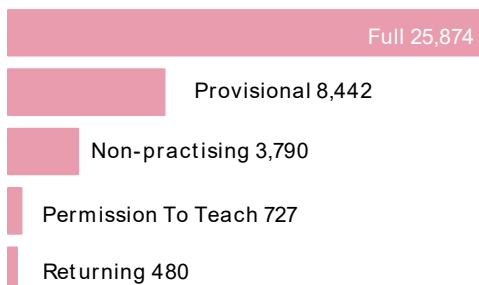
Of the total potential supply pool, 47 per cent gained their qualifications through Victorian ITE providers. The majority of the 41 per cent who have an unknown ITE provider relate to those teachers who were deemed registered in 2003.



## Registration type

Two thirds of teachers in the potential supply pool have full registration with the VIT, including over 80 per cent of registered teachers over 60 years of age.

While 21 per cent hold a provisional registration status, half of these are younger than 35 years of age.



# Gender distribution of potential supply pool

## Key finding

Proportion of women in the potential supply pool

**73%**

Registered as working

Potential supply pool

### All teachers

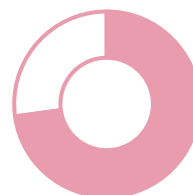
Men make up a larger share of the potential supply pool than the share of registered teachers who are working.

Men  
23%



Women  
77%

Men  
27%

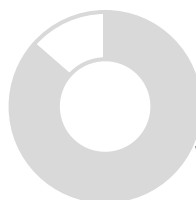


Women  
73%

### Primary

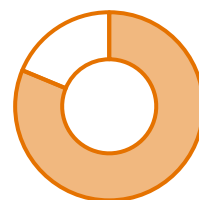
Men make up a larger share of the primary qualified potential supply pool than the share of registered teachers who are working.

Men  
14%



Women  
86%

Men  
19%



Women  
81%

### Secondary

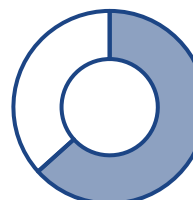
Men make a larger share of the secondary qualified potential supply pool than the share of registered teachers who are working.

Men  
31%



Women  
69%

Men  
37%



Women  
63%

# Years since registration

Key finding

Percentage of the potential supply registered since 2016.

30%

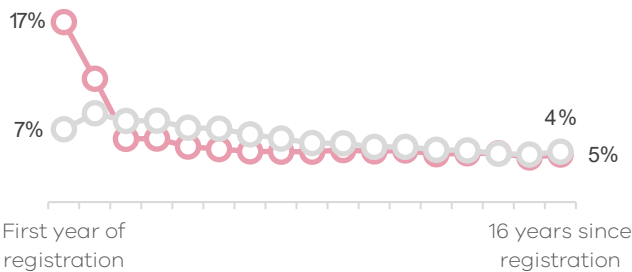
Known employed



## All teachers

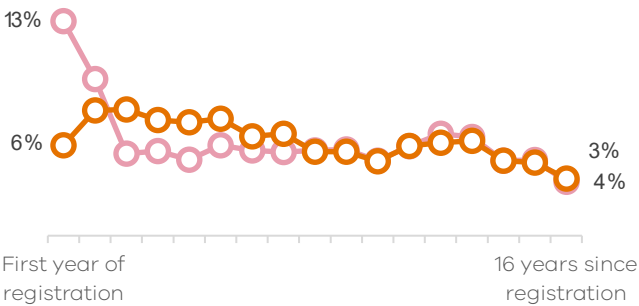
Years since registration is used as an indicator of experience. The analysis does not include teachers who were deemed registered when VIT was established. As such, 35 per cent of known employed teachers and 40 per cent of all potential supply teachers are not included.

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



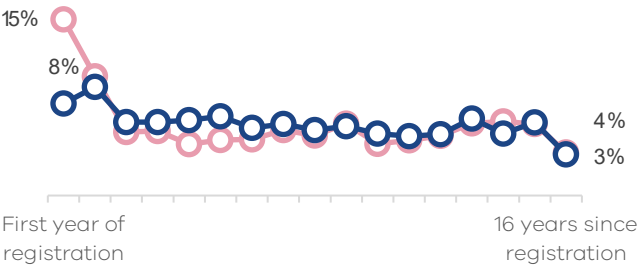
## Primary

Primary teachers who are currently employed are less likely to be recently registered than teachers in potential supply, although most of the potential supply hold provisional registration only.



## Secondary

Secondary teachers who are currently employed are less likely to be recently registered than teachers in potential supply, although most of the potential supply hold provisional registration only.



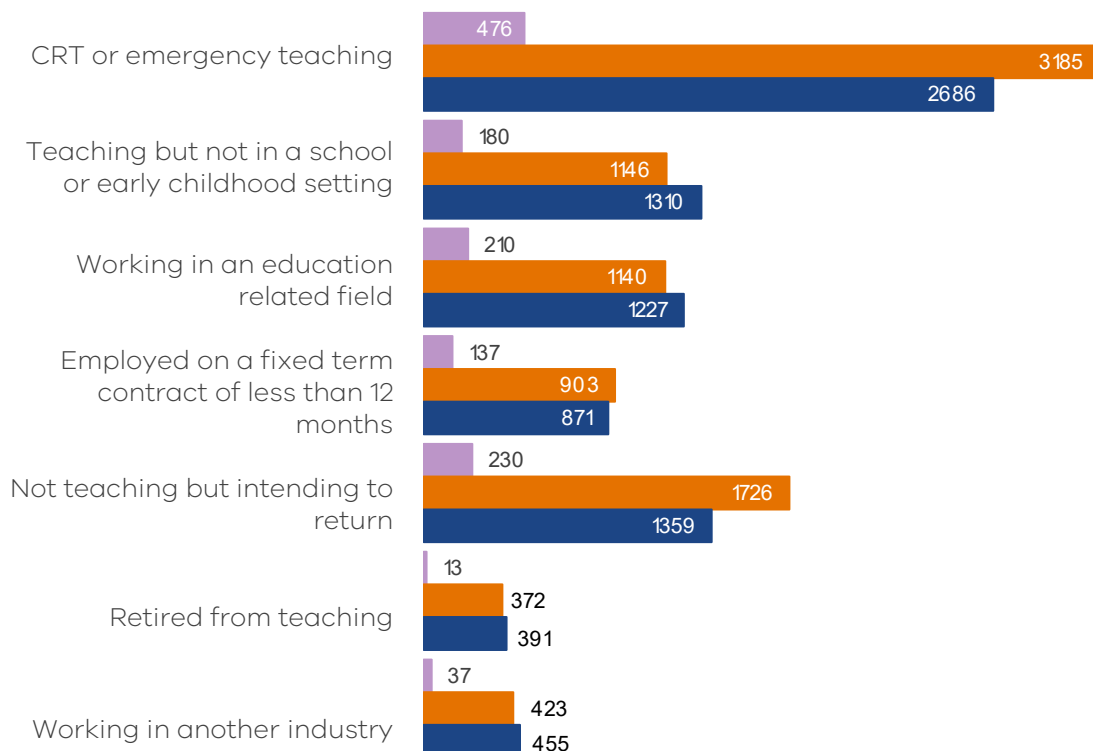
# Employment situation at registration renewal

## Key finding

Percentage of fully registered teachers actively engaged with the teaching profession.

**63%**

The chart below uses responses received to the teacher registration renewal survey. It shows how teachers renewing their registration (who don't have ongoing employment, or a fixed term contract exceeding 12 months) describe their employment situation.



The VIT requests employment information at registration renewal. The chart above uses responses from teachers with full registration who renewed their registration in 2020. It includes the responses from the 18,471 registrants who indicated that they were not currently employed in a school or early childhood setting in either an ongoing role, or with a fixed term contract of more than 12 months.

Overall, 34 per cent of re-registering teachers reported their employment situation as being in a CRT role; ten per cent were on a fixed term arrangement of less than 12 months duration and 18 per cent indicated a desire to return to teaching. These categories provide an estimate of the proportion of potential supply currently seeking ongoing or fixed term employment in an early childhood or school setting.

# Home address of potential school supply pool

## Key finding

Victorian ratio of employed teachers to potential supply teachers

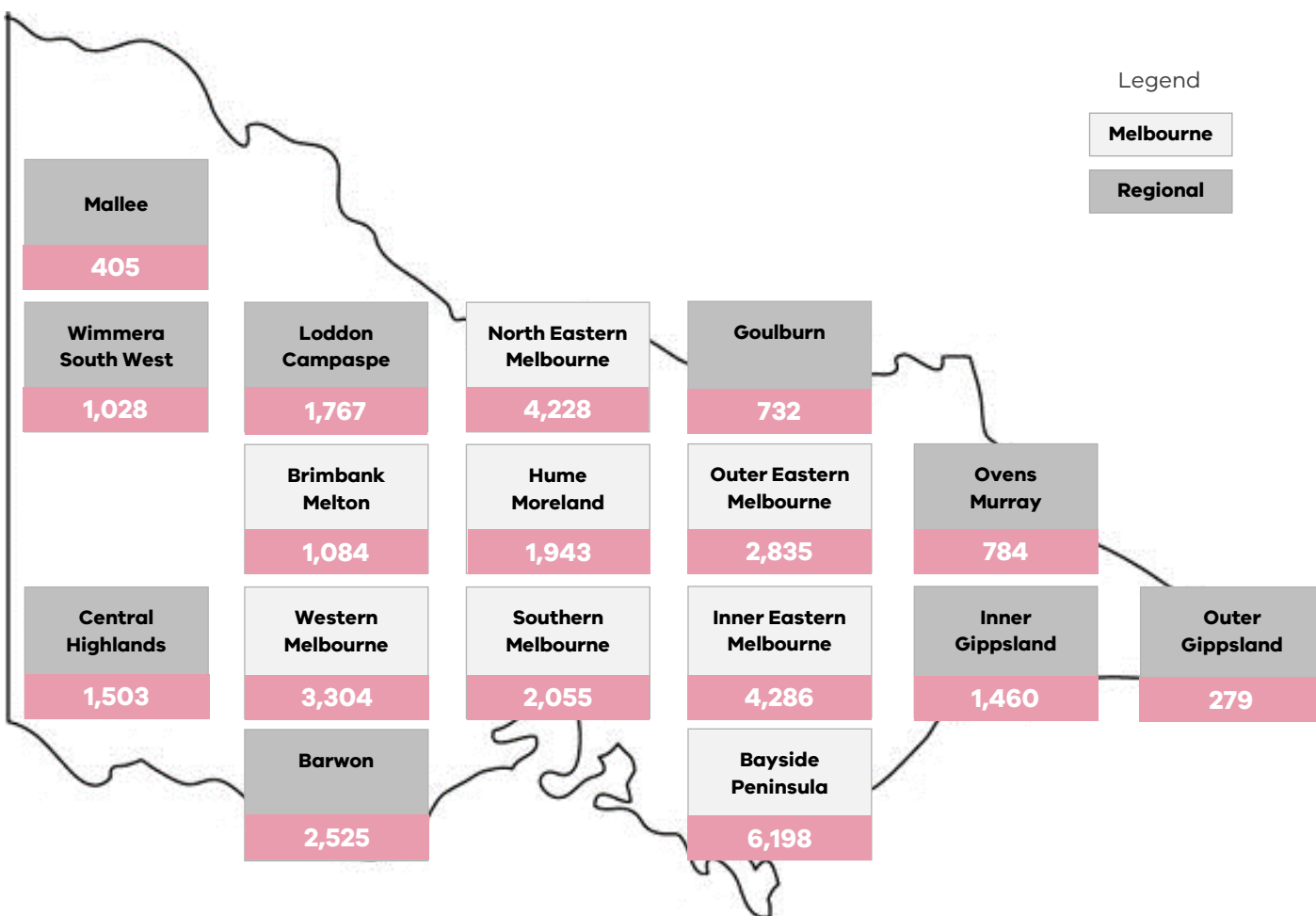
**2.3**

Home address for potential supply teacher pool.

Legend

Melbourne

Regional



## Home area distribution

Where home address information is available, across Victoria, there are approximately 2.3 teachers who are registered as employed for every teacher in the potential supply pool.

Brimbank-Melton (3.2) and Goulburn (3.1) DET areas have the highest ratios in Victoria. This indicates a proportionally lower potential supply pool.

Inner Eastern Melbourne (2.0) and Barwon (2.2) have the lowest ratios in Victoria. This indicates a proportionally higher potential supply pool.

## Section 3

# Early childhood



# Early childhood registered teachers, and demand for teachers

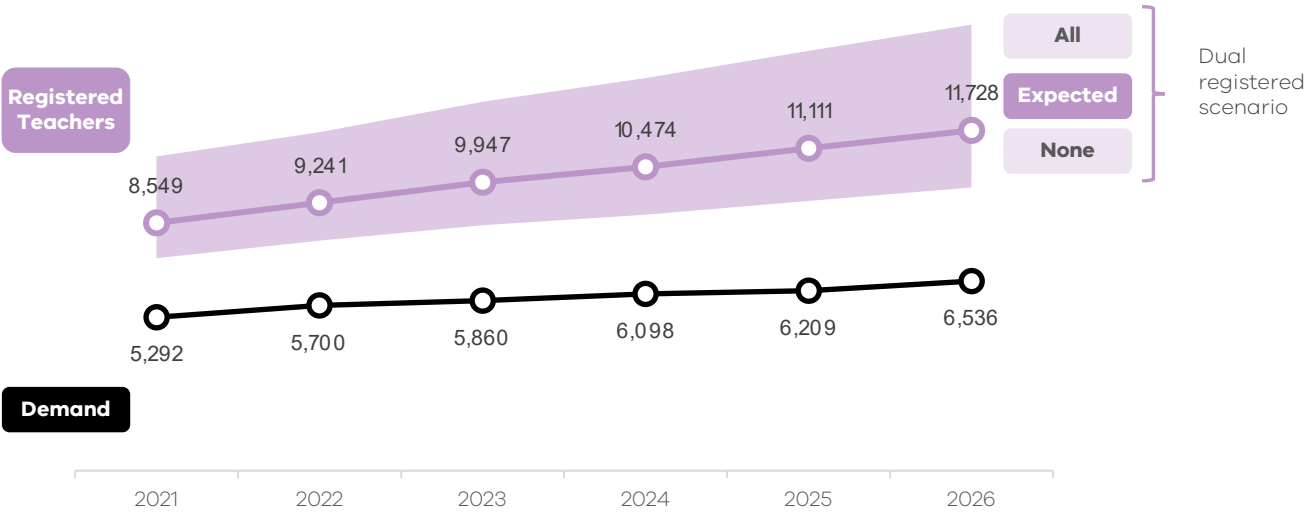
Key finding

Extent to which 2026 registered teacher workforce exceeds demand

5,192

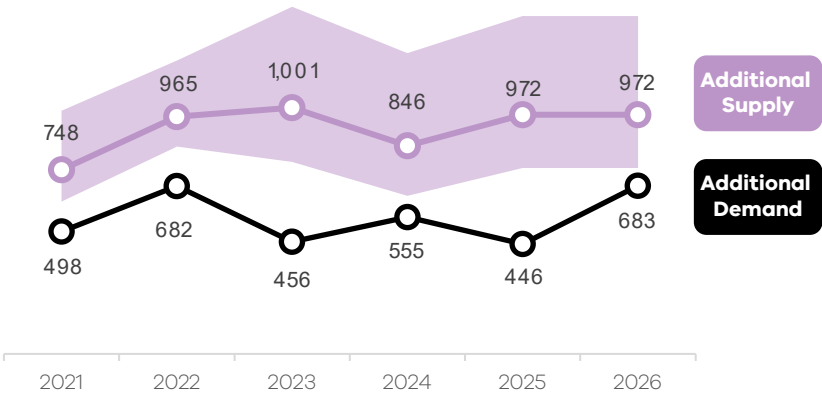
## Forecast registered early childhood teacher workforce, and demand for early childhood teachers

The forecast shows a widening gap between the expected registered teaching workforce, and demand for teachers, between 2021 and 2026. In 2021, it is forecast that registered teachers will exceed demand by 3,257 teachers. In 2026, registered teachers are projected to exceed forecast demand by 5,192 teachers.



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

The chart opposite indicates that for the “expected” supply scenario; the new supply of teachers can address or match a large proportion of replacement and expansion demand in most years. The 2022 increase is due to the roll out of universal Three-Year-Old Kindergarten, and the requirement continues to increase in later years.



Note that this report defines teacher supply as all individuals who hold a current teaching registration with the Victorian Institute of Teaching (VIT). In addition to actively employed teachers, this measure of supply also includes individuals who are not currently employed in the teaching profession but who still hold current VIT registration, as well as principals.

# Drivers of early childhood supply

Key finding

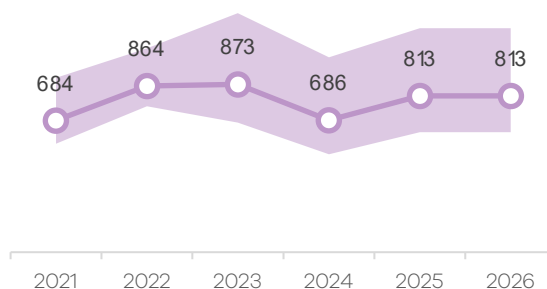
New early childhood supply entering teaching in 2026

972

## Forecast ITE graduates

The supply of ITE graduates entering the profession is expected to increase by 19 per cent over the forecast period.

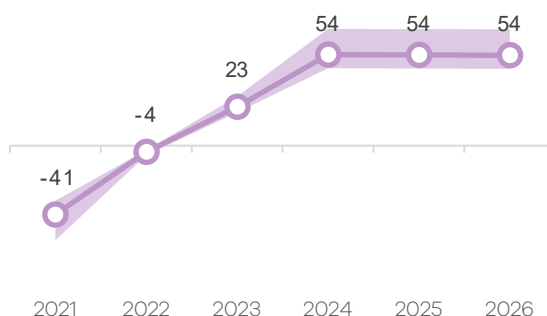
In 2026, ITE graduates are forecast to comprise 84 per cent of new supply in early childhood educational settings.



## Forecast migration

Migration patterns in 2021 and 2022 are expected to have a net negative impact on the number of early childhood teachers, but supply from this source is likely to recover by 2024.

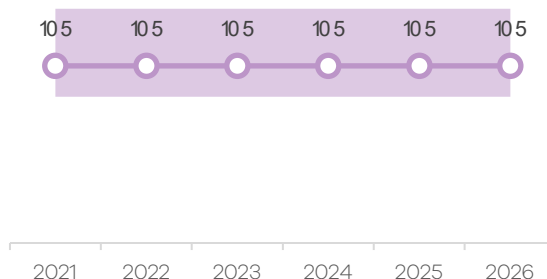
In 2026, migration is forecast to comprise six per cent of new supply in early childhood educational settings.



## Forecast Deferred Registrants

Based on previous years, Deferred Registrants in early childhood are projected to be stable over the forecast period.

In 2026, Deferred Registrants are forecast to comprise 11 per cent of new supply in early childhood educational settings.



# Drivers of early childhood demand

Key finding

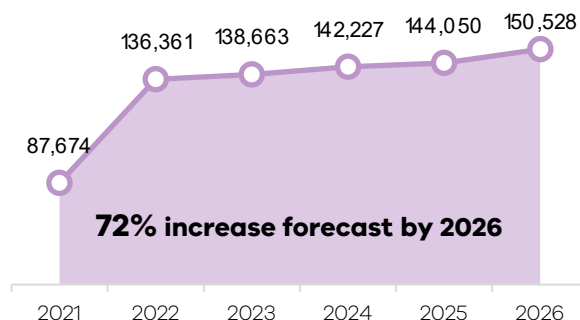
Forecast early childhood enrolments in 2026

150,528

## Forecast kindergarten enrolments

Kindergarten enrolments are forecast to continue their growth.

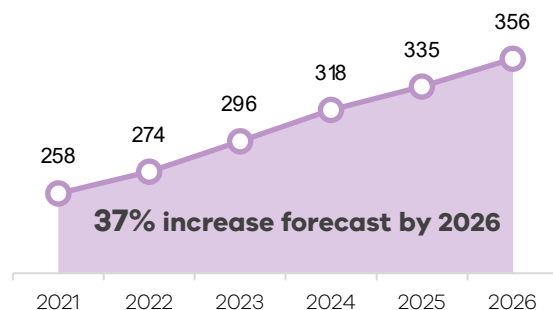
From 2020, the roll out of universal Three-Year-Old Kindergarten is the key driver for the changes in demand forecasts, with a particularly large increase in expected in 2022.



## Forecast teacher attrition

Attrition from the early childhood register is forecast at 3.2 per cent of the total register.

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



# VTAC applications, offers and acceptances

Key finding

Applications	3,507
Offers	2,965
Acceptances	2,077

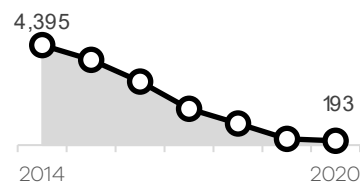
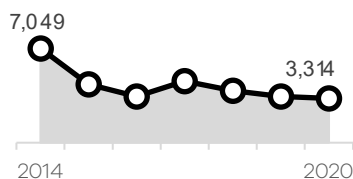
The Victorian Tertiary Admissions Centre (VTAC) provides one avenue to apply for admission to initial teacher education courses accredited by VIT. There has been a large decline in people choosing to apply for postgraduate courses through VTAC over many years. In 2018 the Australian Department of Education reported that 50 per cent of ITE course applications to Victorian ITE providers were made by people applying directly to the course provider rather than through VTAC.

Undergraduate

Postgraduate

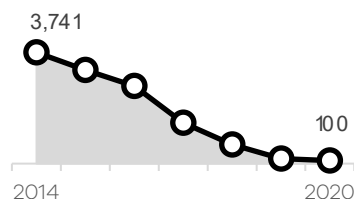
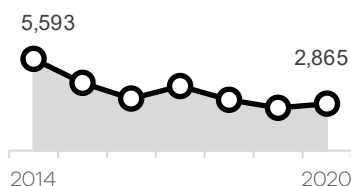
## All applications

There were 3,314 VTAC undergraduate applications and 193 VTAC postgraduate applications in 2020.



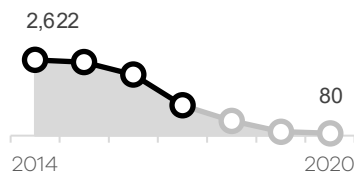
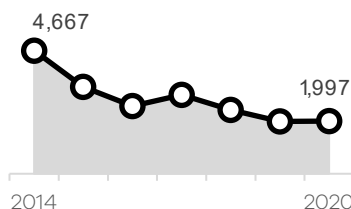
## All offers

There were 2,865 VTAC undergraduate offers and 100 VTAC postgraduate offers in 2020.



## All acceptances

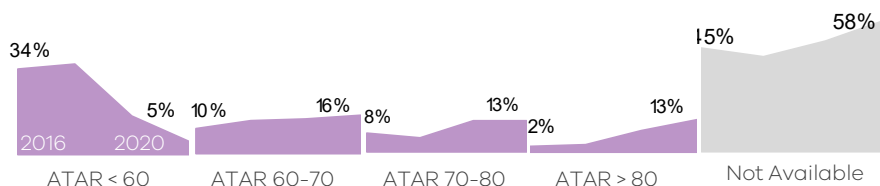
There were 1,997 VTAC undergraduate acceptances and an estimated 80 VTAC postgraduate acceptances in 2020.



*Postgraduate acceptances no longer reported and have been estimated using the historical ratio of offers to acceptances.*

## Early childhood ITE ATAR

Where ATAR data is available, it indicates that five per cent of students admitted to Early Childhood ITE courses achieved an ATAR less than 60.



# Undergraduate ITE enrolments

Key finding

2020 early childhood undergraduate enrolments

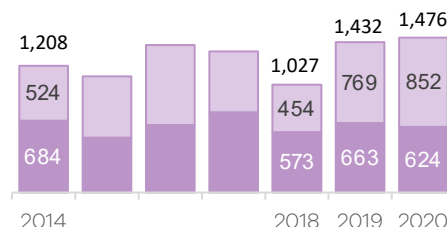
4,880

Early childhood

Early childhood / Primary

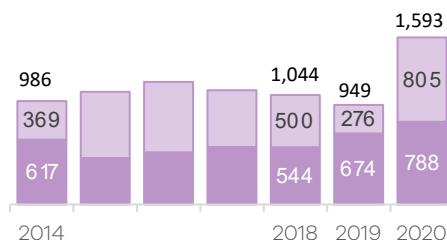
## First year enrolments

In 2020, the total number of first year undergraduate enrolments in early childhood or combined early childhood/primary ITE courses was 1,476. This was an increase of 44 per cent since 2018, representing 449 additional enrolments.



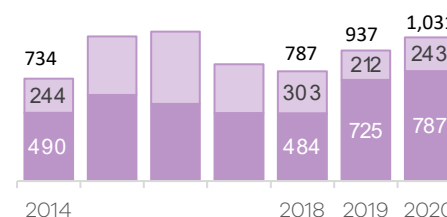
## Second year enrolments

In 2020, the total number of second year undergraduate enrolments in early childhood or combined early childhood/primary ITE courses was 1,593. This was an increase of 53 per cent since 2018, representing 549 additional enrolments.



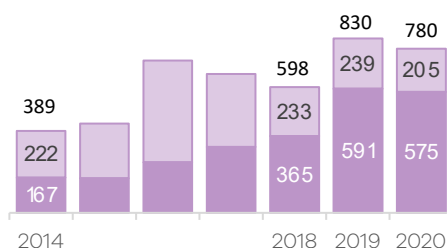
## Third year enrolments

In 2020, the total number of third year undergraduate enrolments in early childhood or combined early childhood/primary ITE courses was 1,031. This was an increase of 31 per cent since 2018, representing 224 additional enrolments.



## Fourth year enrolments

In 2020, the total number of fourth year undergraduate enrolments in early childhood or combined early childhood/primary ITE courses was 780. This was an increase of 31 per cent since 2018, representing 182 additional enrolments.



# Postgraduate ITE enrolments

Key finding

2020 early childhood postgraduate enrolments

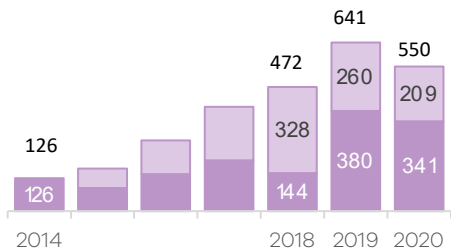
988

Early childhood

Early childhood / Primary

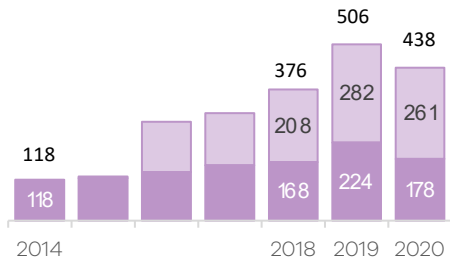
## First year enrolments

In 2020, the total number of first year postgraduate enrolments in early childhood or combined early childhood/primary ITE courses was 550. This was an increase of 17 per cent since 2018, representing 78 additional enrolments.



## Second year enrolments

In 2020, the total number of second year postgraduate enrolments in early childhood or combined early childhood/primary ITE courses was 438. This was an increase of 17 per cent since 2018, representing 62 additional enrolments.



# ITE graduates

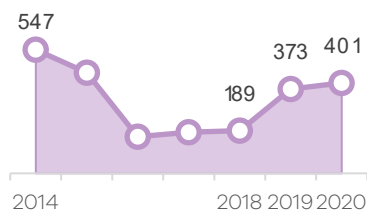
Key finding

2020 early  
childhood ITE  
graduates

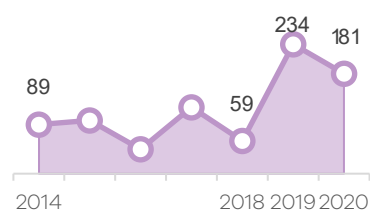
995

## Early childhood

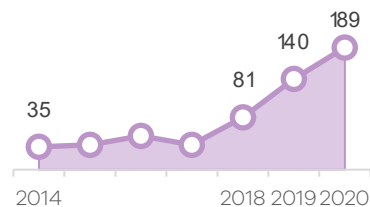
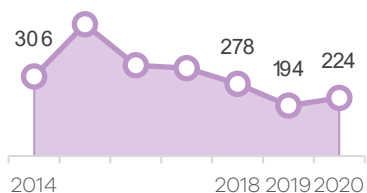
Undergraduate



Postgraduate



## Early childhood/Primary



The number of ITE course graduations were collected for 2019 and 2020.

The number of new ITE graduates available to teach in early childhood settings each year increased by 64 per cent between 2018 and 2020.

The charts above show that this increase was driven by an increase in postgraduate completions (up 164 per cent), as well as an increase in early childhood (only) course completions (up 112 per cent).

In 2020, postgraduate graduations made up 37 per cent of the available early childhood pool.

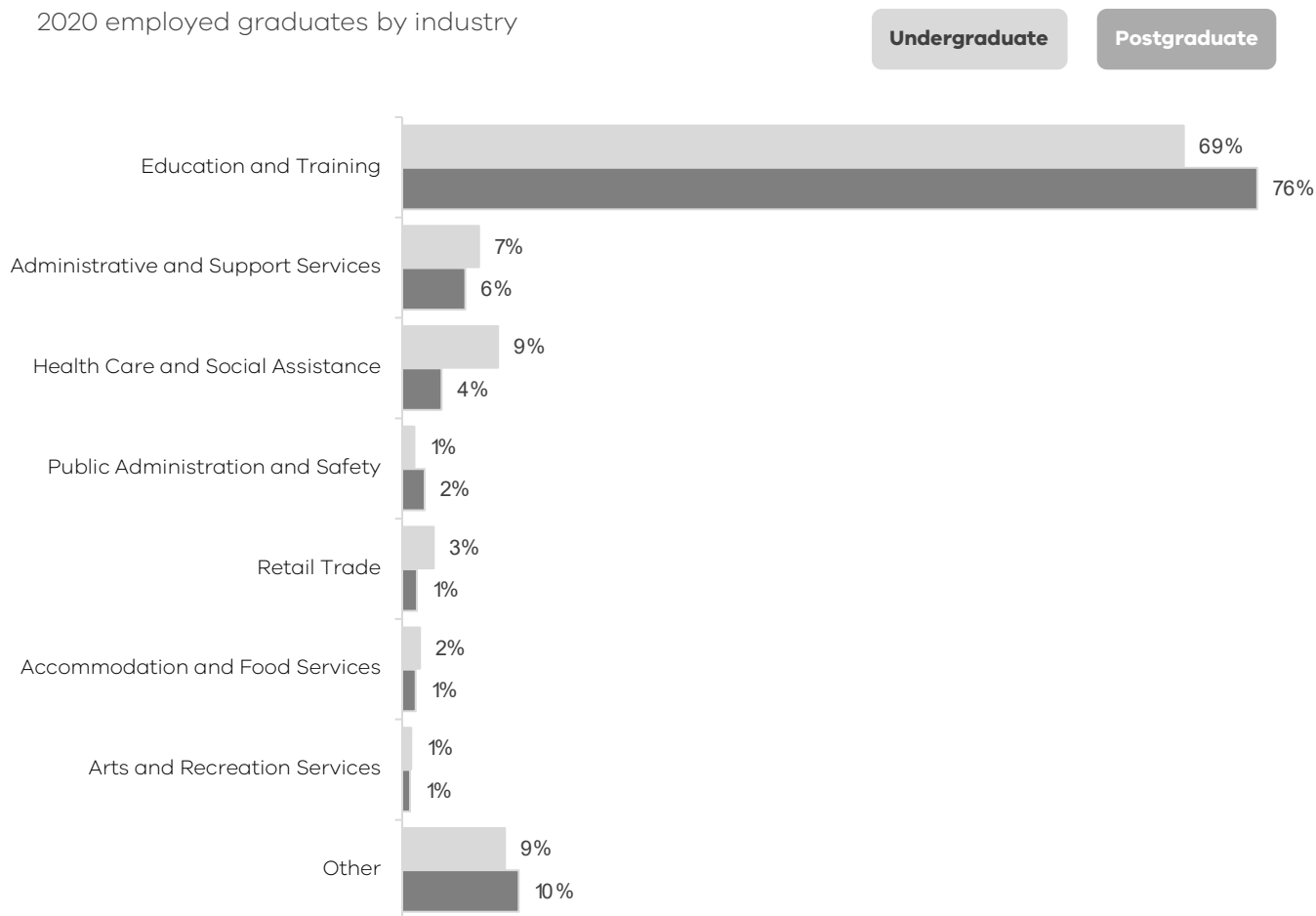
# Graduate destinations

## Key finding

Undergraduates employed in education **69%**

Postgraduates employed in education **76%**

2020 employed graduates by industry



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

The percentages of graduates employed in the Education and Training industry in 2020 are consistent with those observed in 2019.

Four per cent of Victorian undergraduates and three per cent of Victorian postgraduates were undertaking further study.

Employment outcomes for Victorian graduates were also similar to 2019 with 62 per cent of undergraduates and 64 per cent of postgraduates employed in full time work.

In longitudinal data provided, 80 per cent of Victorian graduates in 2017 were employed in Education and Training. By 2020, for the same cohort, 72 per cent were employed in the Education and Training industry.

# Destination of dual qualified graduates

Key finding	Early childhood/primary dual registered teachers	1,429
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## Registration

Based on their registration, 11 per cent of dual qualified early childhood / primary teachers intend to work only in early childhood educational settings (they are only on the early childhood register); and 35 per cent intend to work only in a school setting (they are only on the schools register).

Teachers initially registered in 2019 or 2020 were substantially more likely to seek dual registration if eligible, than in previous years (73 per cent were dual registered).

All years

FY 2019 and  
FY 2020

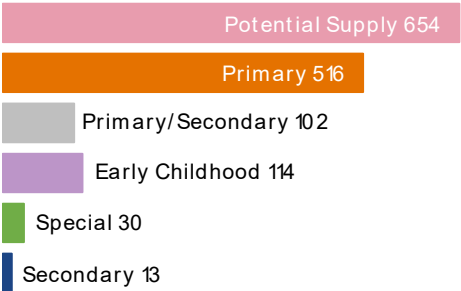
	Early childhood register only	School register only	Dual registered
All years	294 (11%)	913 (35%)	1429 (54%)
FY 2019 and FY 2020	44 (5%)	193 (22%)	626 (73%)

## Employment of dual qualified early childhood/primary teachers

The chart opposite shows the employment location of the 1429 dual registered teachers who hold a dual qualification in early childhood and primary. This is based on VIT registration data.

Teachers in combined primary/secondary educational settings are not shown.

Approximately 46 per cent of dual qualified and registered teachers are in the potential supply pool.



# Registration

Key finding

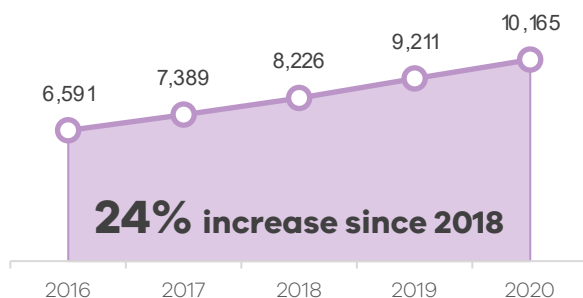
Teachers on the early childhood register

10,165

## Registration

Registration for early childhood teachers was introduced in 2015. In 2020, there was a 10 per cent increase in the number of teachers on the early childhood register compared to 2019.

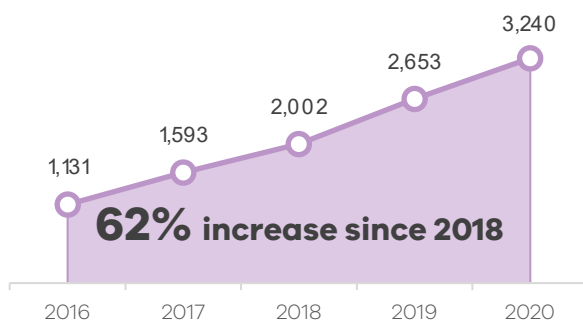
Ninety-seven per cent of early childhood registered teachers were women.



## Dual registration

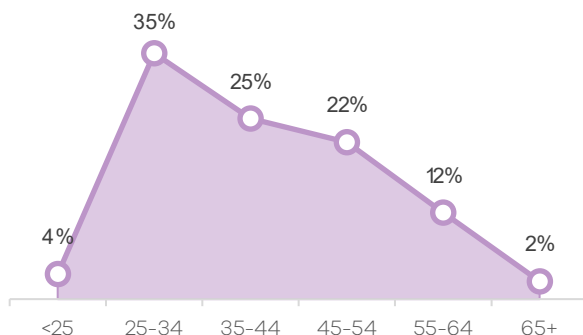
In 2020, 32 per cent of the 10,165 teachers on the early childhood register also held school registration.

Sixty-four per cent of the net increase in registered early childhood teachers from 2018 was due to the increase in dual registered teachers.



## Age profile

The age profile of early childhood registered teachers is younger than school registered teachers. Overall, 38 per cent of early childhood registered teachers are aged less than 35, compared to 29 per cent of school teachers.



# Registration

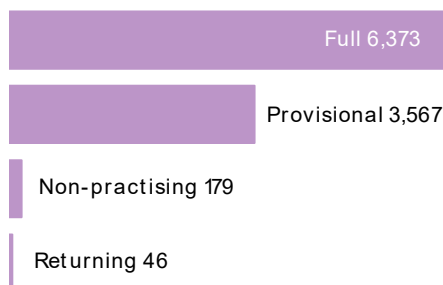
## Key finding

Teachers who allowed their registration to lapse

187

## Registration type

Sixty-three per cent of early childhood registered teachers hold full registration, while 35 per cent hold provisional registration.



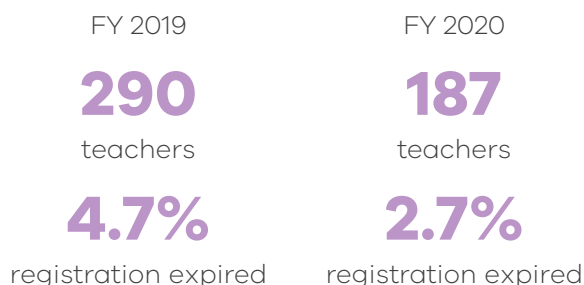
## New registered early childhood teachers by qualification location

This data is based on the first year of registration so may not include previously registered school teachers who joined the early childhood register for the first time in 2020.



## Expired registration

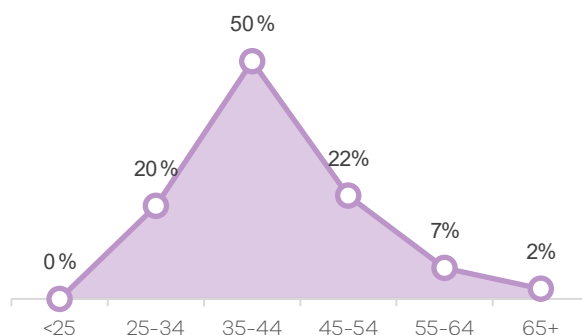
Data on teachers who allow their registration to expire is limited to those who are only on the early childhood register.



## Age profile of teachers returning from non-practicing registration

Forty-six teachers holding non-practicing registration reapplied for registration in 2020. Twelve of these 46 teachers were dual registered.

The chart to the right shows the age profile of these teachers. Half of these returning teachers were in the 35-44 age bracket.



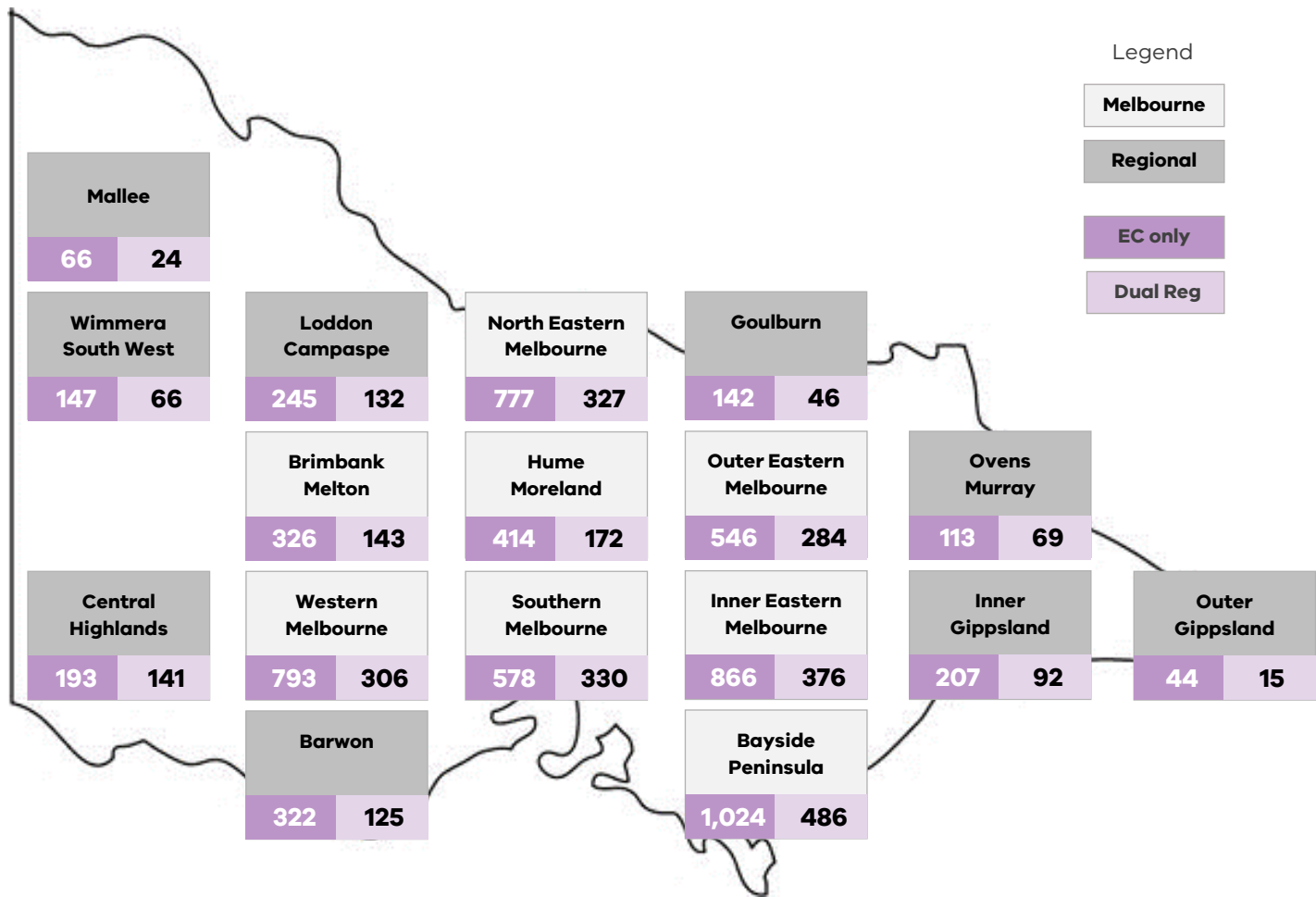
# Home address of registrants

Key finding

Percentage of early childhood registered teachers in a Major City

82%

Residential address for early childhood registered and dual registered teachers.



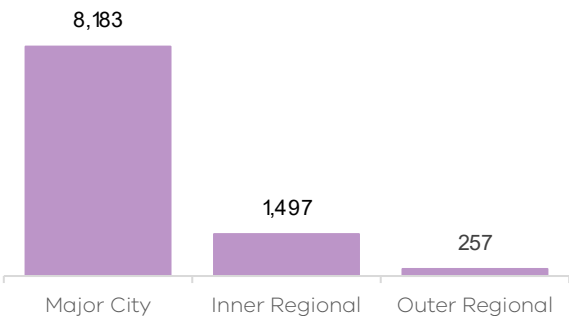
## Home address distribution

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

The Education Area with the highest proportion of early childhood teachers holding dual registration is Central Highlands (42 per cent). The lowest is Goulburn at 24 per cent.

Eighty-two per cent of early childhood teachers live in Major cities compared to 15 per cent in inner regional and three per cent in outer regional areas.

## Home address by remoteness



# Recruitment challenges

## Key finding

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

**101**

2020 waivers granted exempting providers from early childhood teacher requirements.



## Waivers for compliance

Data on waivers granted indicate recruitment challenges. These waivers exempted providers from the early child teacher requirements set out in the National Quality Standard for Early Childhood Education and Care and School Age Care. The chart above shows the number of waivers that were in place or created in 2020 with an end date after 1 January 2020.

The largest numbers of waivers were granted in the Mallee and Outer Gippsland Education Areas.

# Early childhood workforce

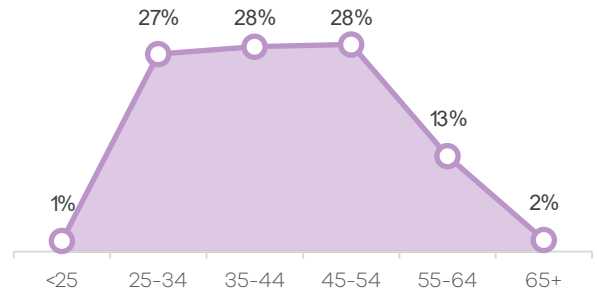
## Key finding

Percentage of teachers working 20+ hours per week

91%

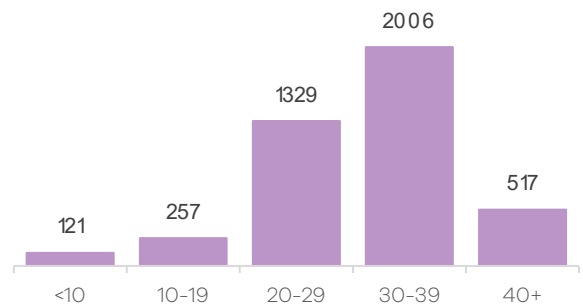
## Age

The age distribution of working teachers is slightly higher than that of total registered teachers. Fifty-eight per cent of teachers in the workforce are under 45 years of age.



## Working hours per week

The early childhood workforce is increasingly working longer hours. In 2017, 50 per cent of teachers worked 30 hours or more per week. This increased to 57 per cent in 2018 and 60 per cent in 2020.



## Gender

98 per cent of the early childhood workforce are Women.



# Early childhood workforce by location

Key finding

Percentage of early childhood teachers in a major city

80%

Early childhood teachers in 2020

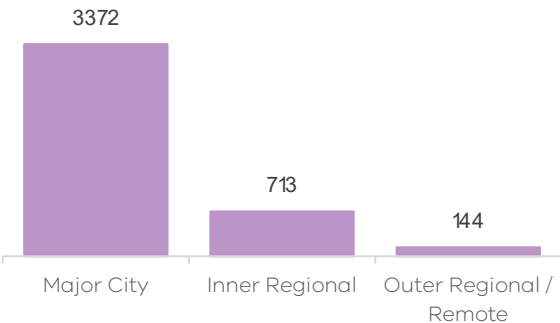


## Location

The Bayside Peninsula Education Area has the highest percentage of early childhood teachers in the state at 13 per cent. The lowest is Outer Gippsland with one per cent.

Eighty per cent of early childhood teachers live in Major cities compared to 17 per cent in inner regional and three per cent in outer regional areas.

## Remoteness



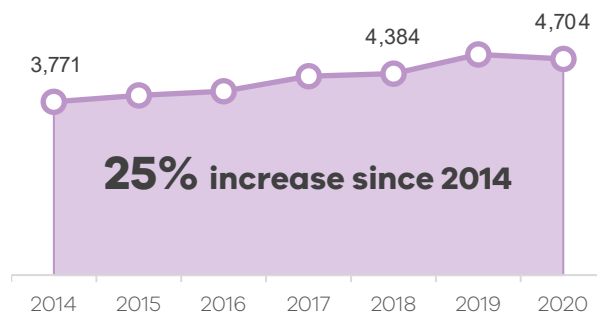
# Teaching workforce and enrolments

## Key finding

Kindergarten and LDC teachers	<b>4,688</b>
Kindergarten and LDC Enrolments	<b>83,468</b>

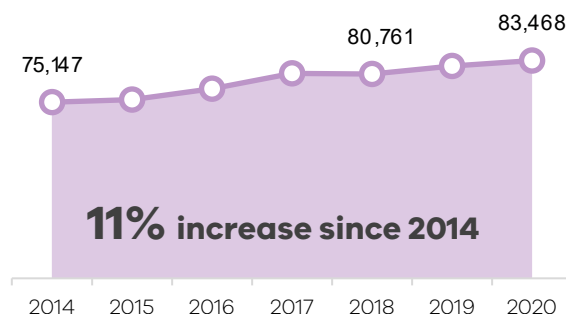
## Kindergarten and Long Day Care (LDC) teacher headcount

There was a seven per cent increase in kindergarten and LDC teachers between 2018 and 2020



## Kindergarten and LDC enrolments

Although there was a slight fall in enrolments between 2017 and 2018, they increased by 3.4 per cent between 2018 and 2020 (including Early Start Kindergarten, Access to Early Learning, and the initial roll-out of Three-Year-Old Kindergarten).



# Kindergarten and LDC enrolments

Key finding

Total Kindergarten and LDC enrolments

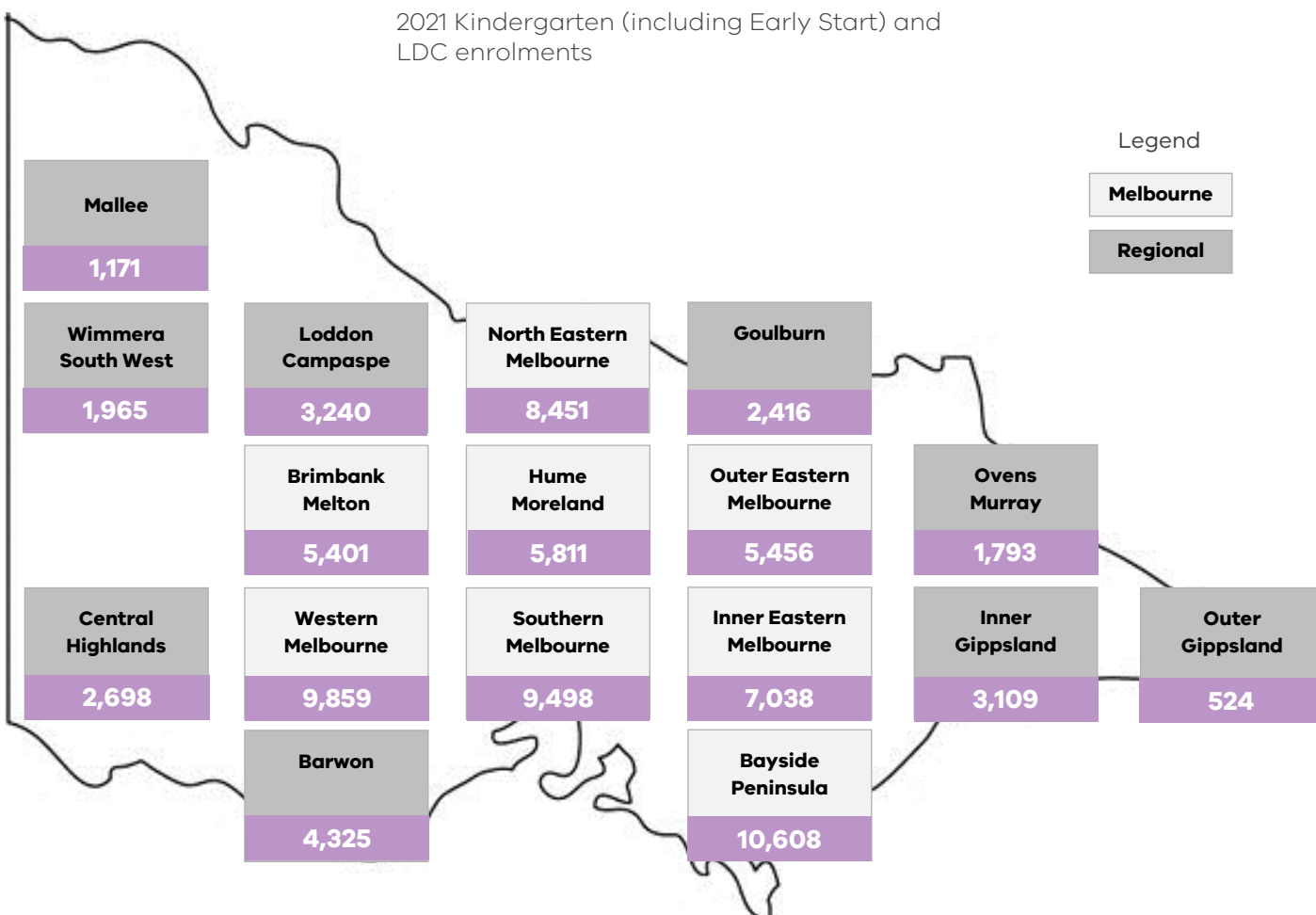
80,761

2021 Kindergarten (including Early Start) and LDC enrolments

Legend

Melbourne

Regional

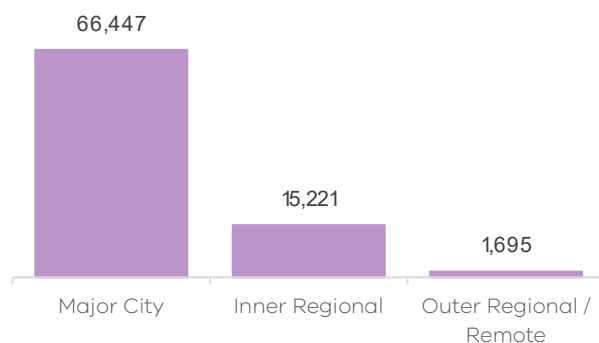


## Enrolments

Across the Education Areas, the largest percentage increases from 2019 enrolment numbers were in Brimbank-Melton (5.2 per cent) and Hume Moreland (4.5 per cent). The largest percentage reductions were in Inner Eastern Melbourne (4.0 per cent) and Outer Gippsland (3.2 per cent).

Note: There was no geographic data available for 95 enrolments.

## Remoteness



## Section 4

# Primary schools



# Primary school registered teachers, and demand for teachers

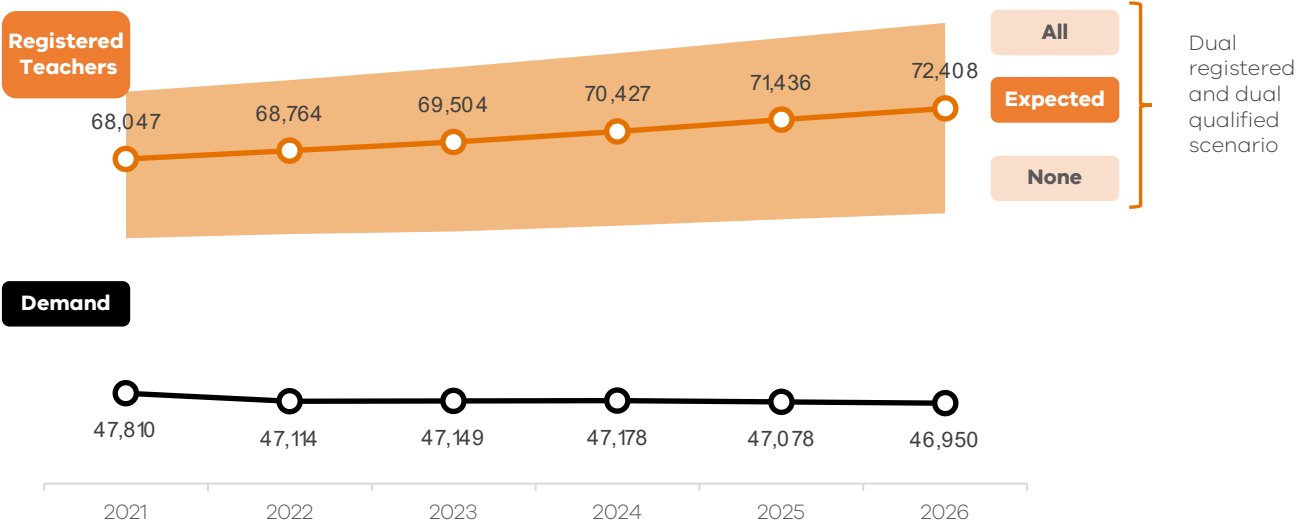
Key finding

Extent to which 2026 registered teacher workforce exceeds demand

25,459

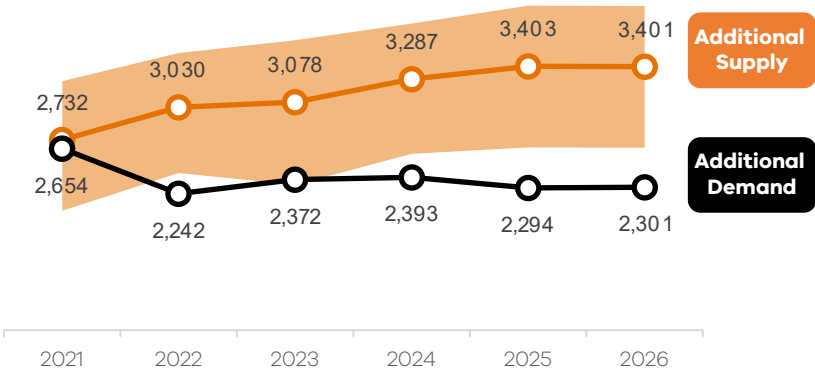
## Forecast registered primary school teacher workforce, and demand for primary school teachers

The forecast shows that under all scenarios, the registered teaching workforce is sufficient to meet demand. The observable trend is that the gap between total registered teachers and demand for teachers will widen over the six-year forecast period. The forecast for 2021 is that total registered teachers will exceed demand by 20,237 teachers. In 2026 the forecast is for total registered teachers to exceed demand by 225,459 teachers.



## Forecast additional supply of, and demand for, primary teachers

The chart opposite indicates that for the “expected” supply scenario, the new supply of teachers is sufficient to meet the additional expansion demand (which falls substantially over the forecast period) and replacement demand (replacing teachers who allow their registration to lapse and leave the profession). Note that some of this replacement demand relates to replacement of teachers who are not currently employed. This chart excludes the impact of the Tutor Learning Initiative in 2021.



Note that this report defines teacher supply as all individuals who hold a current teaching registration with the Victorian Institute of Teaching (VIT). In addition to actively employed teachers, this measure of supply also includes individuals who are not currently employed in the teaching profession but who still hold current VIT registration, as well as principals.

# Drivers of primary supply

Key finding

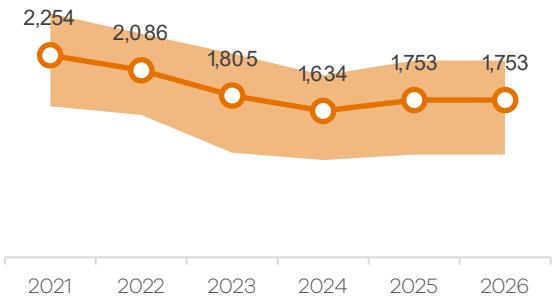
New primary supply entering teaching in 2026

3,401

## Forecast ITE graduates

The number of ITE graduates entering the profession is projected to decrease by 22 per cent over the forecast period.

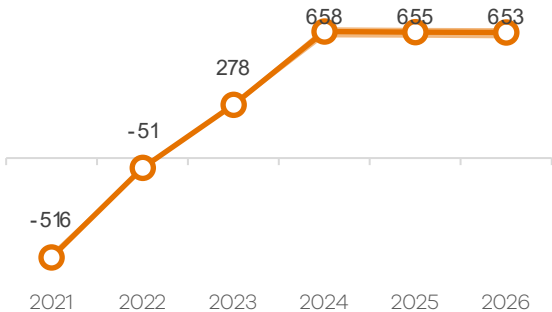
In 2026, ITE graduates are forecast to comprise 52 per cent of new supply for primary schools.



## Forecast migration

Forecast migration is expected to have a net negative impact on supply in 2021 and 2022 but recover to long-term average levels by 2024.

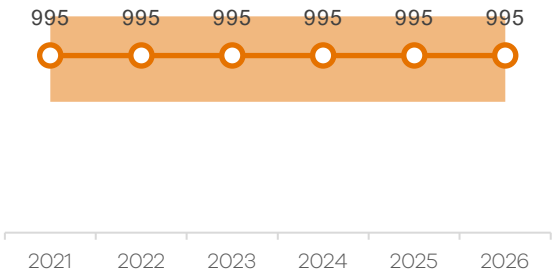
In 2026, migration is forecast to comprise 19 per cent of new supply for primary schools.



## Forecast Deferred Registrants

Based on trends over previous years, primary-qualified Deferred Registrants are projected to be stable over the forecast period.

In 2026, Deferred Registrants are forecast to comprise 29 per cent of new supply for primary schools.



# Drivers of primary demand

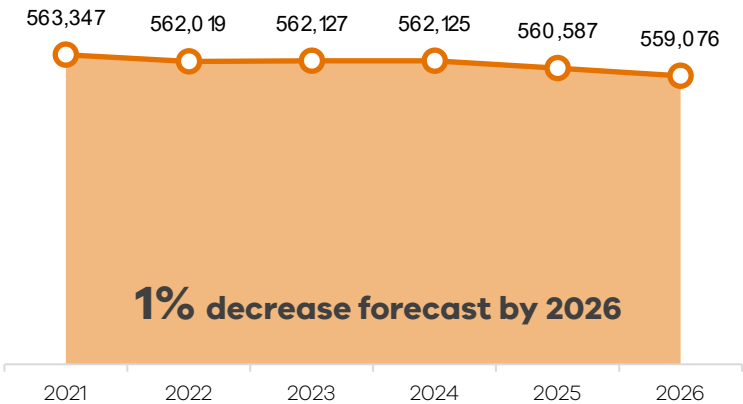
Key finding

Forecast primary enrolments in 2026

559,076

## Forecast primary enrolments

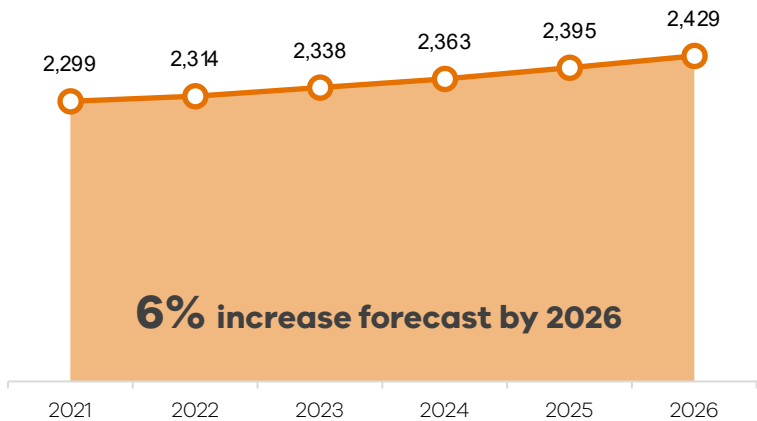
Primary enrolments are forecast to be stable. This is driven by projected population changes over the forecast period.



## Forecast teacher attrition

Attrition of primary teachers from the schools register is forecast to be 3.4 per cent.

In line with the forecast growth in overall primary teacher supply the projection is for growth in the number of teachers whose registration will lapse.



# VTAC applications, offers and acceptances

Key finding

Applications	3,507
Offers	2,965
Acceptances	2,077

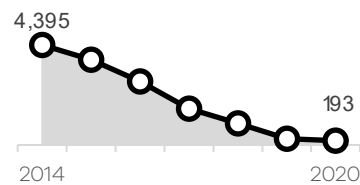
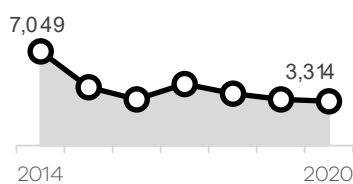
The Victorian Tertiary Admissions Centre (VTAC) provides one avenue to apply for admission to initial teacher education courses accredited by VIT. There has been a significant decline in applicants for postgraduate courses through VTAC over many years. In 2018 the Australian Department of Education reported that 50 per cent of ITE course applications to Victorian ITE providers were made by people applying directly to the course provider rather than through VTAC.

Undergraduate

Postgraduate

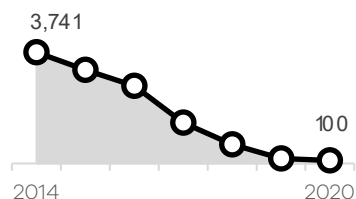
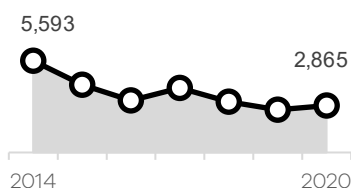
## All applications

There were 3,314 VTAC undergraduate applications and 193 VTAC postgraduate applications in 2020.



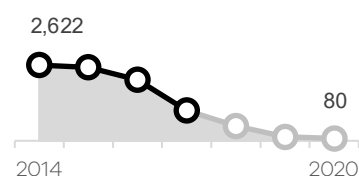
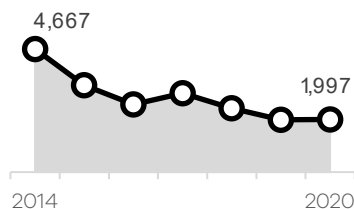
## All offers

There were 2,865 VTAC undergraduate offers and 100 VTAC postgraduate offers in 2020.



## All acceptances

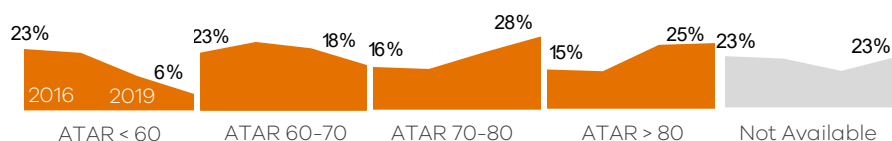
There were 1,997 VTAC undergraduate acceptances and 80 VTAC postgraduate acceptances in 2020.



*Postgraduate acceptances are no longer reported by VTAC and are estimated using the historical ratio of offers to acceptances.*

## Primary ITE ATAR

Where ATAR data is available, it indicates that six percent of students admitted to Primary ITE courses achieved an ATAR of less than 60.



# Undergraduate ITE enrolments

Key finding

2020 primary undergraduate enrolments

9,488

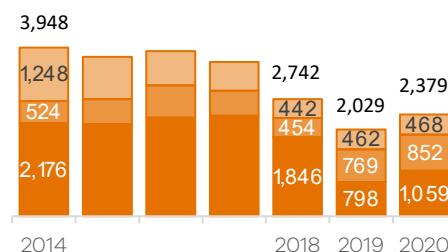
Primary

EC/Primary

Primary /Secondary

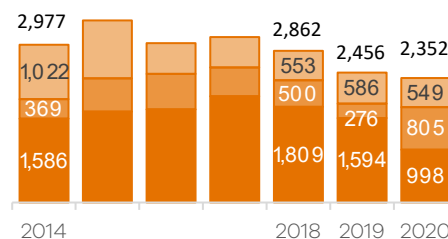
## First year enrolments

In 2020, the total number of first year undergraduate enrolments in primary, combined early childhood/primary, or combined primary/secondary ITE courses was 2,379. This was a reduction of 13 per cent since 2018, representing 363 fewer enrolments.



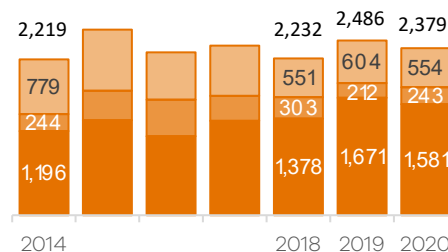
## Second year enrolments

In 2020, the total number of second year undergraduate enrolments in primary, combined early childhood/primary, or combined primary/secondary ITE courses was 2,352. This was a reduction of 18 per cent since 2018, representing 510 fewer enrolments.



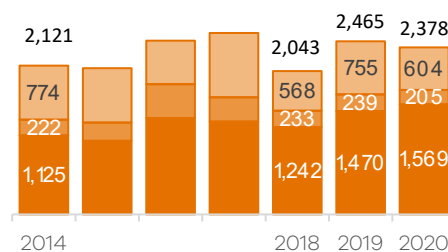
## Third year enrolments

In 2020, the total number of third year undergraduate enrolments in primary, combined early childhood/primary, or combined primary/secondary ITE courses was 2,379. This was an increase of seven per cent since 2018, representing 147 additional enrolments.



## Fourth year enrolments

In 2020, the total number of fourth year undergraduate enrolments in primary, combined early childhood/primary, or combined primary/secondary ITE courses was 2,378. This was an increase of 16 per cent since 2018, representing 335 enrolments.



# Postgraduate ITE enrolments

Key finding

2020 primary postgraduate enrolments

2,624

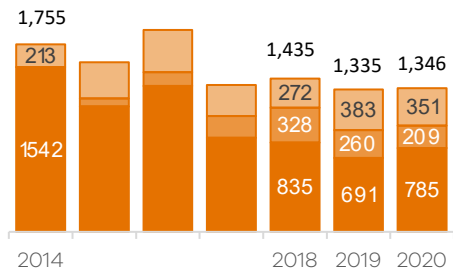
Primary

EC/Primary

Primary /Secondary

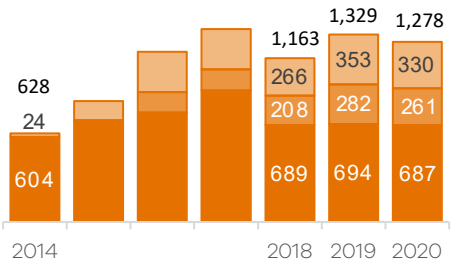
## First year enrolments

In 2020, the total number of first year postgraduate enrolments in primary, combined early childhood/primary, or combined primary/secondary ITE courses was 1,346. This was a decrease of six per cent since 2018, representing 89 fewer enrolments.



## Second year enrolments

In 2020, the total number of second year postgraduate enrolments in primary, combined early childhood/primary, or combined primary/secondary ITE courses was 1,278. This was an increase of 10 per cent since 2018, representing 152 additional enrolments.



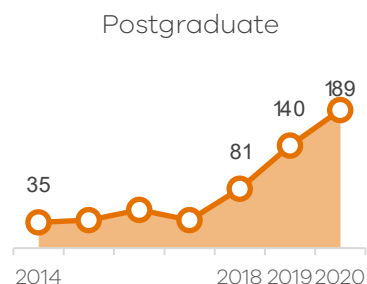
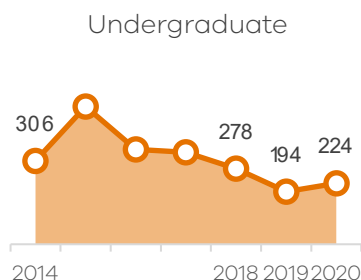
# ITE graduates

Key finding

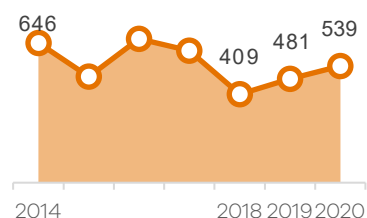
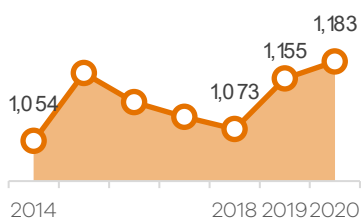
2020 primary ITE graduates

2,856

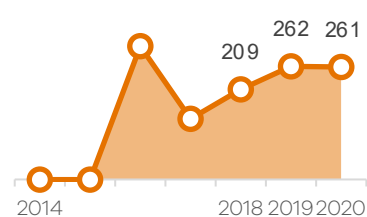
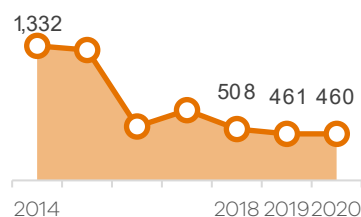
## Early childhood/Primary



## Primary



## Primary/Secondary



Numbers of ITE course graduations were collected for students graduating in 2020.

The downward trend in early childhood / primary undergraduates since 2015 continued in 2019 and 2020, although numbers in 2020 were greater than 2019. Overall, early childhood / primary undergraduates have decreased by approximately 50 per cent since 2015.

Primary only undergraduates grew substantially in 2019 and 2020, and primary/secondary undergraduates continued their downward trend.

Graduations from all three postgraduate Primary course types increased from 2018.

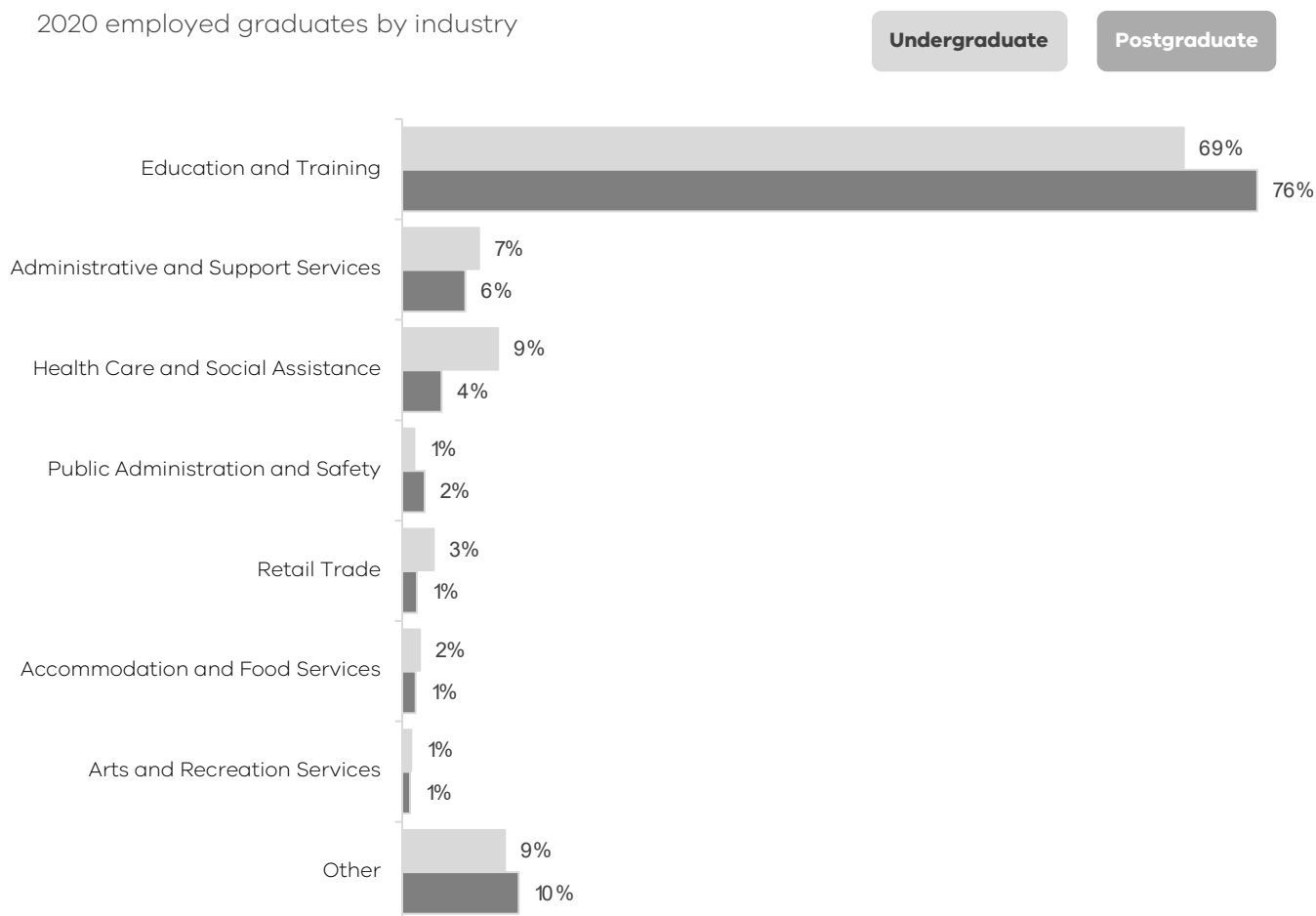
# Graduate destinations

## Key finding

Undergraduates employed in education **69%**

Postgraduates employed in education **76%**

2020 employed graduates by industry



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

The percentages employed in the Education and Training industry in 2020 are consistent with those observed in 2019.

Four per cent of Victorian undergraduates and three per cent of Victorian postgraduates were undertaking further study.

Employment outcomes for Victorian graduates were also similar to 2019 with 62 per cent of undergraduates and 64 per cent of postgraduates employed in full time work.

In longitudinal data provided, 80 per cent of Victorian graduates in 2017 were employed in Education and Training. In 2020, 72 per cent of this cohort were employed in the Education and Training industry.

# Destination of dual qualified graduates

Key finding	Early childhood/Primary teachers	2,638
	Primary/Secondary teachers	4,026

## Registration

Based on their registration, 11 per cent of dual qualified early childhood / primary teachers intend to work only in early childhood educational settings (they are only on the early childhood register) and 35 per cent intend to only to only work in a school setting (they are only on the schools register).

All years

FY 2019 and FY 2020

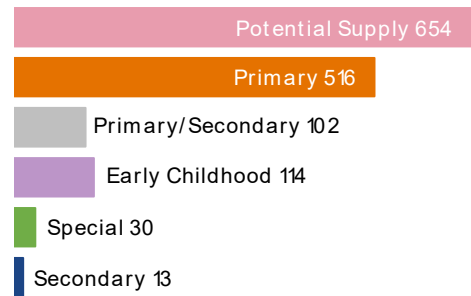
	Early childhood register only	School register only	Dual registered
All years	294 (11%)	913 (35%)	1429 (54%)
FY 2019 and FY 2020	44 (5%)	193 (22%)	626 (73%)

## Employment of dual qualified early childhood/primary teachers

The chart opposite shows the employment location of the 1,429 dual registered teachers who hold a dual qualification in early childhood and primary. This is based on VIT registration data.

Teachers in combined primary/secondary educational settings are not shown

Approximately 46 per cent of dual qualified and registered teachers are in the potential supply pool.

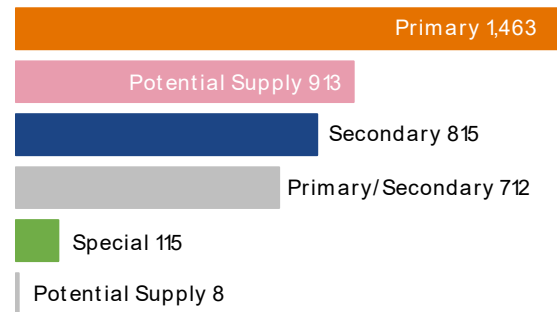


## Employment of dual qualified primary/secondary teachers

The chart opposite shows the employment location of the 4,026 school registered teachers who hold a dual primary/secondary qualification. This is based on VIT registration data.

Thirty-six per cent of these teachers work in a primary school setting and 23 per cent of these teachers are in the potential supply pool.

There were eight teachers where employment was unknown and 712 teachers in combined primary/secondary educational settings.



# Graduate teacher attrition

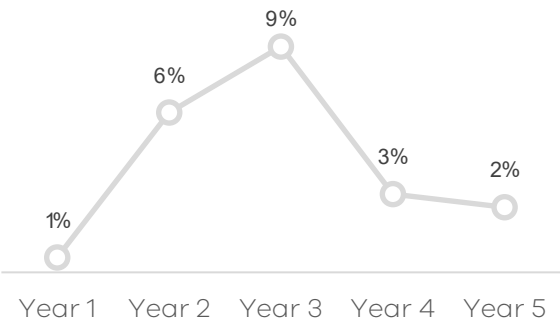
Key finding

Proportion of new registrants that leave within five years

20 %

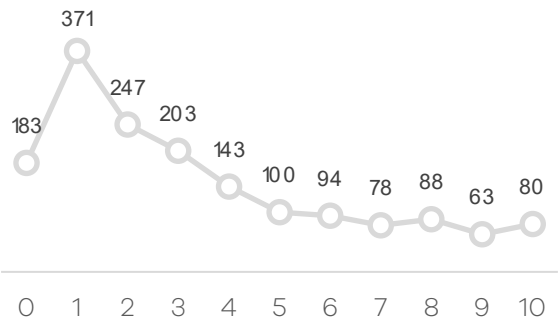
## Proportion of newly registered school teachers leaving the profession in the first five years

The chart opposite shows the proportion of newly registered school teachers who leave the profession in each year following registration. Around 15 per cent of teachers leave the profession in their second or third year of registration. These proportions have been relatively stable over time.



## Years since registration of expired registrants

This chart shows the number of years of registration of all school teachers whose registration expired in 2020. It shows that in 2020, the largest number of expired registrants had been registered for one year, with decreasing numbers of expired registrations for each additional year of registration.



# Registration

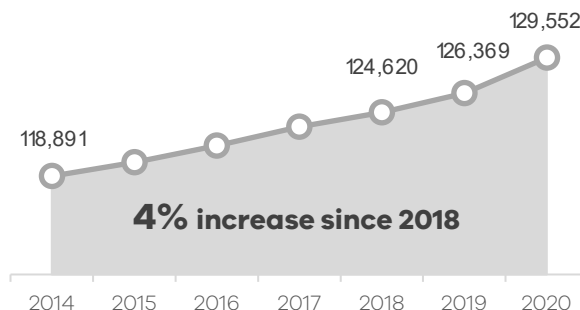
Key finding

Registered school teachers

129,552

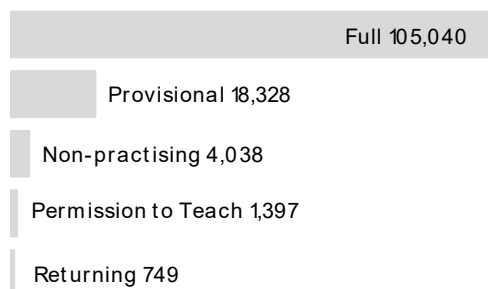
## Registration

The total number of teachers on the VIT school register grew by 2.5 per cent in 2020. This includes teachers holding a dual registration status allowing them to work in both early childhood and school settings.



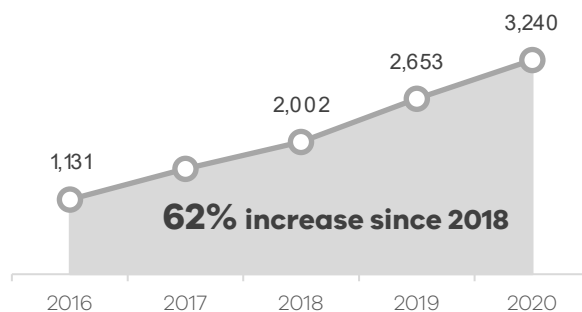
## Registration type

Eighty-four per cent of registered school teachers hold full registration status, while 15 per cent are provisionally registered.



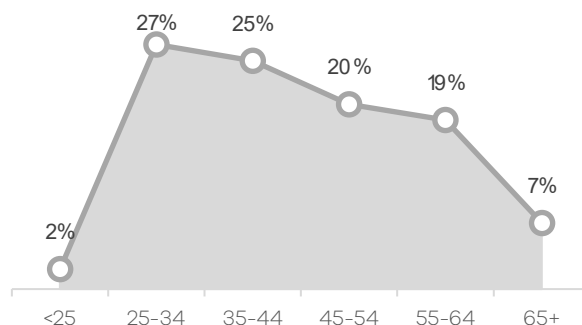
## Dual registration

Registration for early childhood teachers was introduced in 2016. Around 2.5 per cent of school teachers have dual registration. However, a quarter of the growth in school teachers since 2018 can be attributed to teachers on both the early childhood and school registers.



## Age profile of registered teachers

The majority of registered school teachers are in younger age bands, with only seven per cent of school teachers being aged 65 or older.



# Registration

## Key finding

Newly registered school teachers in 2020

7,828

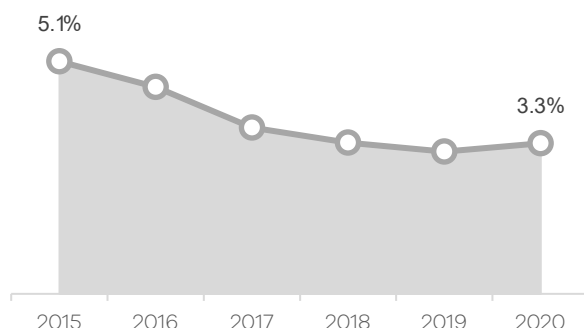
## Newly registered school teachers by qualification location

Of those whose ITE provider is known, over 80 per cent of newly registered school teachers were qualified by a Victorian ITE provider. This is similar to previous years.



## Expired registration trends

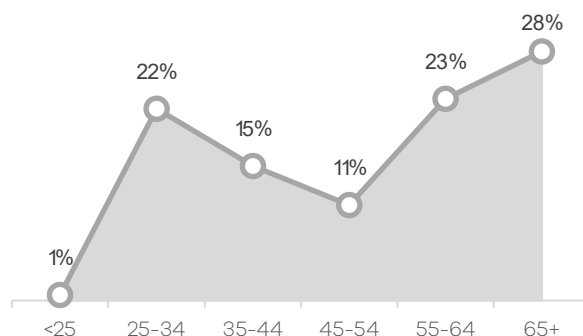
There has been a downward trend in the proportion, and absolute number, of teachers not renewing their registration since 2015.



## Expired registrations by age

There were 3,691 teachers who did not renew their registration in 2020.

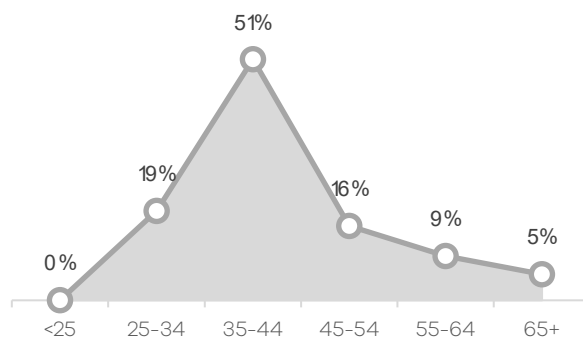
The age distribution is similar to previous years, with larger proportions of both early and late career teachers ceasing their registration.



## Teachers returning from non-practicing registration

There were 749 teachers who held non-practicing registration that reapplied for registration in 2020.

The quantity and age distribution of returning teachers is similar to previous years, with approximately 50 per cent in the 35-44 age bracket.



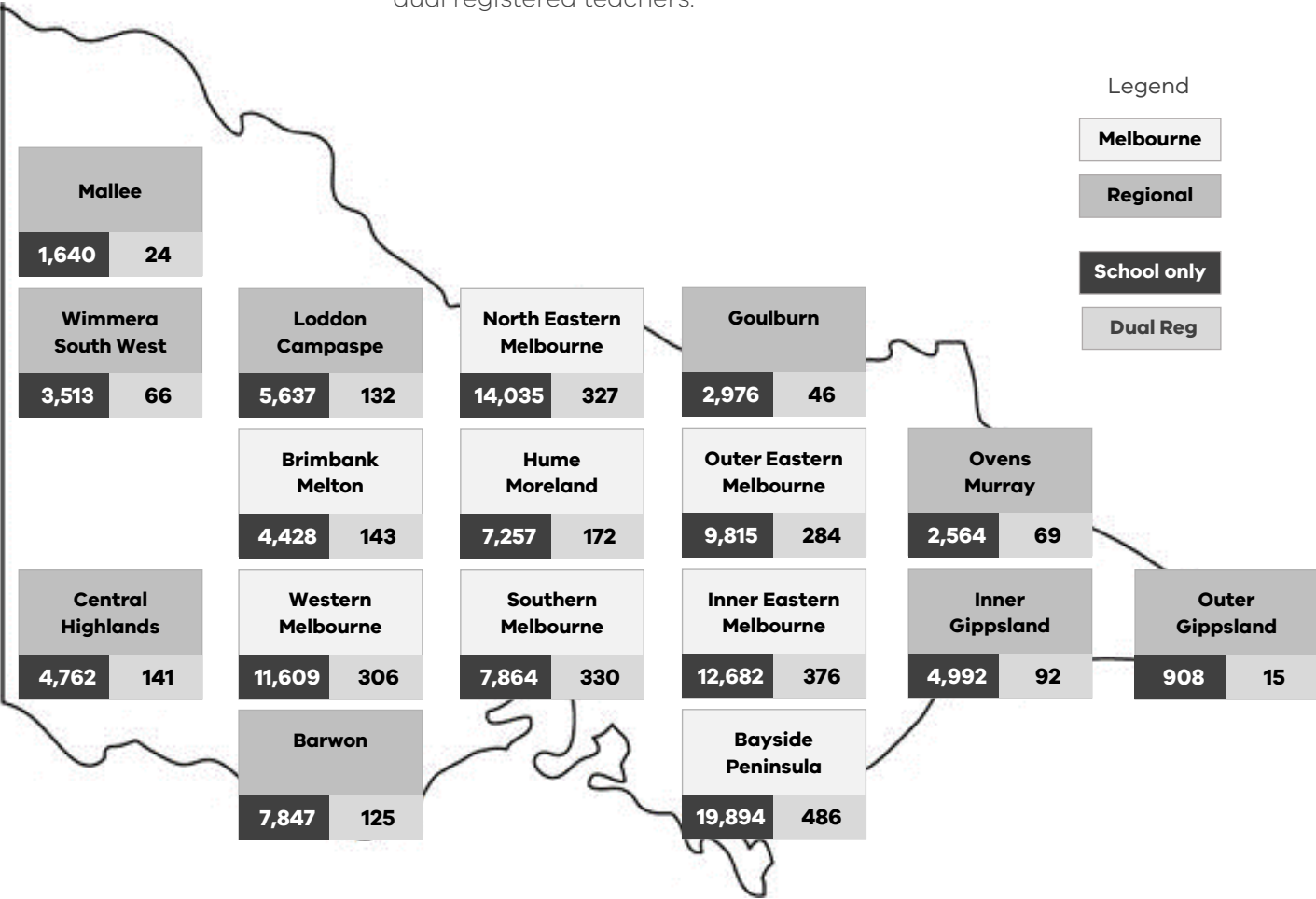
# Registered school teachers by home address

Key finding

Proportion of teachers living in Metropolitan Melbourne

77%

Residential address for school registered and dual registered teachers.



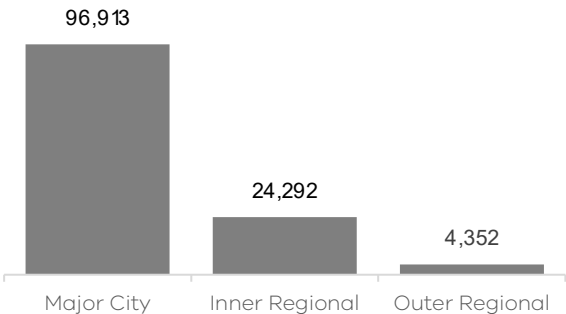
## Home address distribution

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

The Education Area with the highest proportion of school teachers who also hold early childhood registration is Southern Melbourne with four per cent. The Mallee Education Area has the lowest proportion, with one per cent.

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

## Home address by remoteness



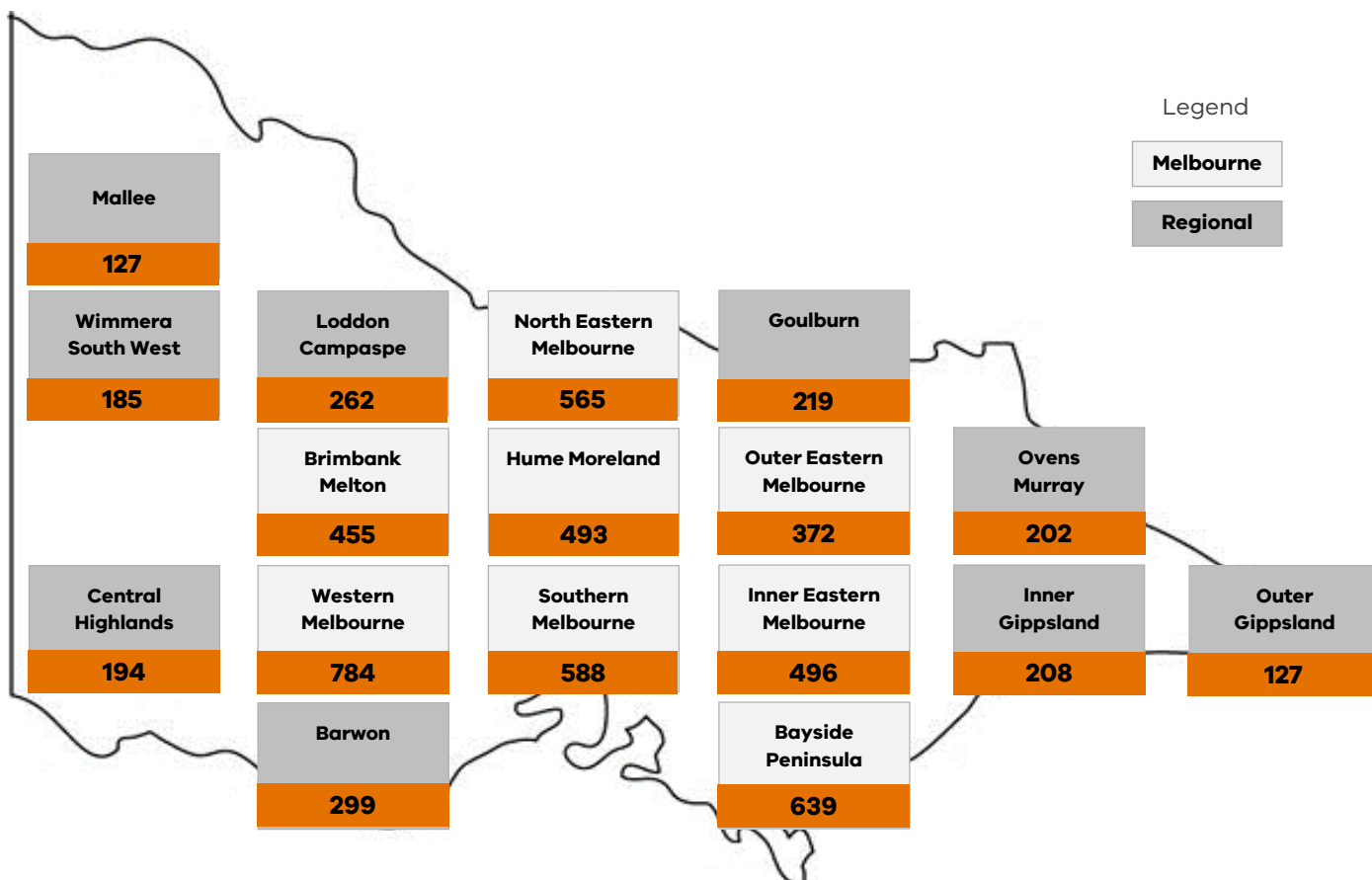
# Vacancies

Key finding

Total primary vacancies in government schools

6,214

Primary vacancies by Education Area



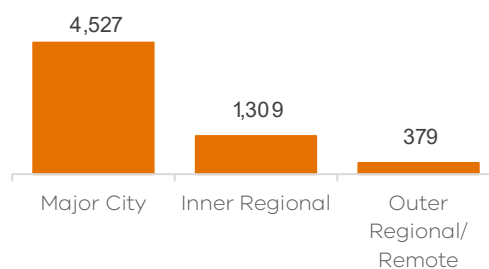
## Vacancies

Western Melbourne (12.6 per cent) had the highest percentage of total vacancies and the Mallee Education Area (two per cent) had the lowest.

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

Approximately 73 percent of vacancies were in major cities.

## Vacancies by remoteness



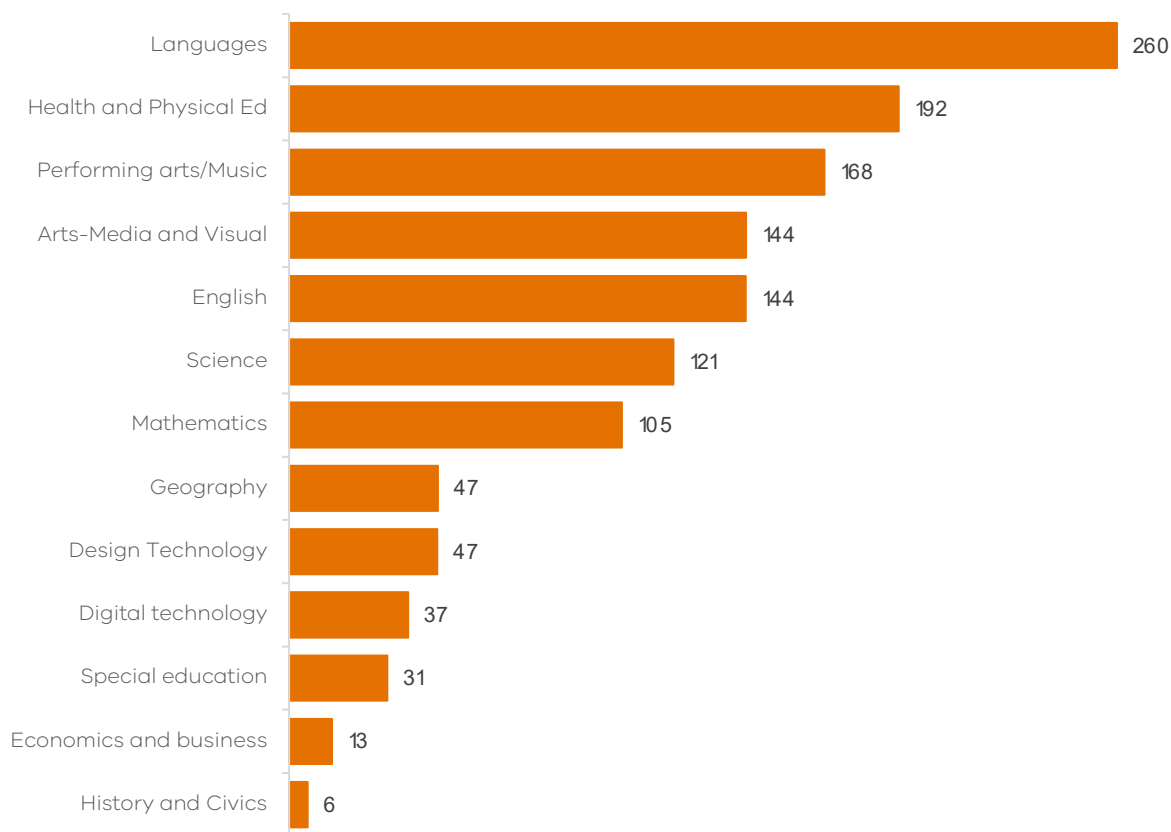
# Vacancies by subject specialisation

## Key finding

Proportion of subject vacancies for Languages

**20%**

Primary vacancies by subject area



The Recruitment Online system allows schools to specify subject specialisations they require from candidates. Each teaching role can be tagged with multiple subjects. These tags have been grouped by study area for analysis. Note that double counting of roles occurs as each subject tag is analysed independently of the role it is tagged to. Further, roles do not need to be tagged to a subject when advertised.

In 2020, of the role tags aligning to VCAA learning areas, Language (20 per cent) was the most requested subject, followed by Health and Physical education (15 per cent) and Performing arts Music (13 per cent).

Tags such as 'generalist', or 'educational leadership' are excluded from the chart above. Only subjects which align to VCAA learning areas have been included in the analysis.

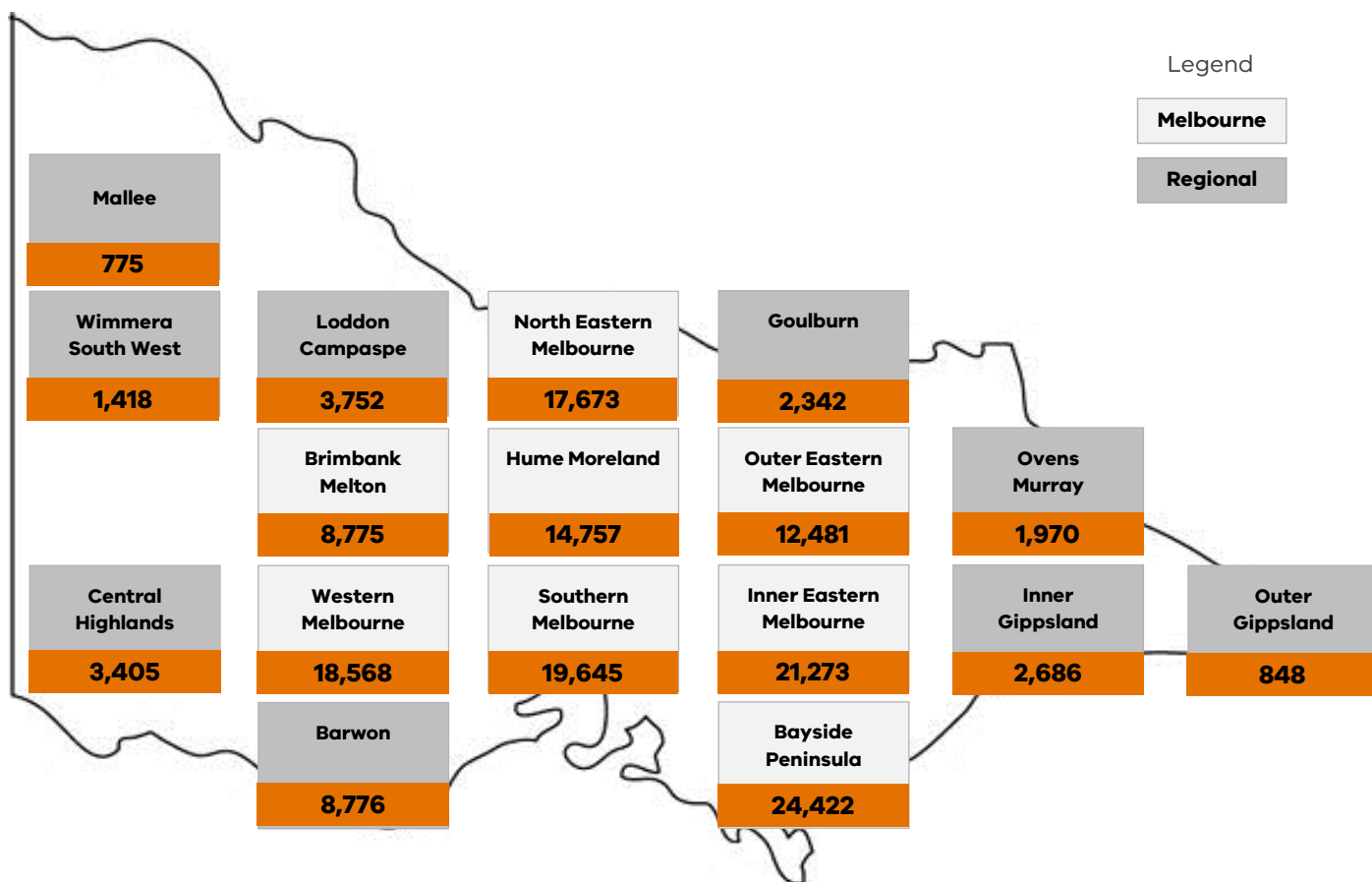
# Applications

Key finding

Applications for primary roles in government schools in 2020

163,566

Applications for primary vacancies by Education Area



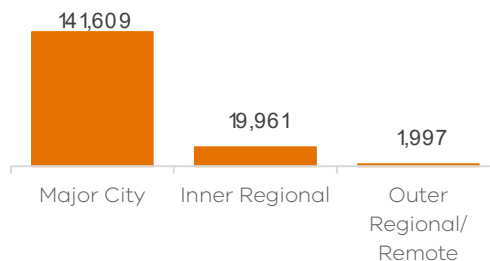
## Applications

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

Bayside Peninsula had the most applications of any Education Area, and Mallee the least.

The majority (87 per cent) of applications were in major city locations.

## Applications by remoteness



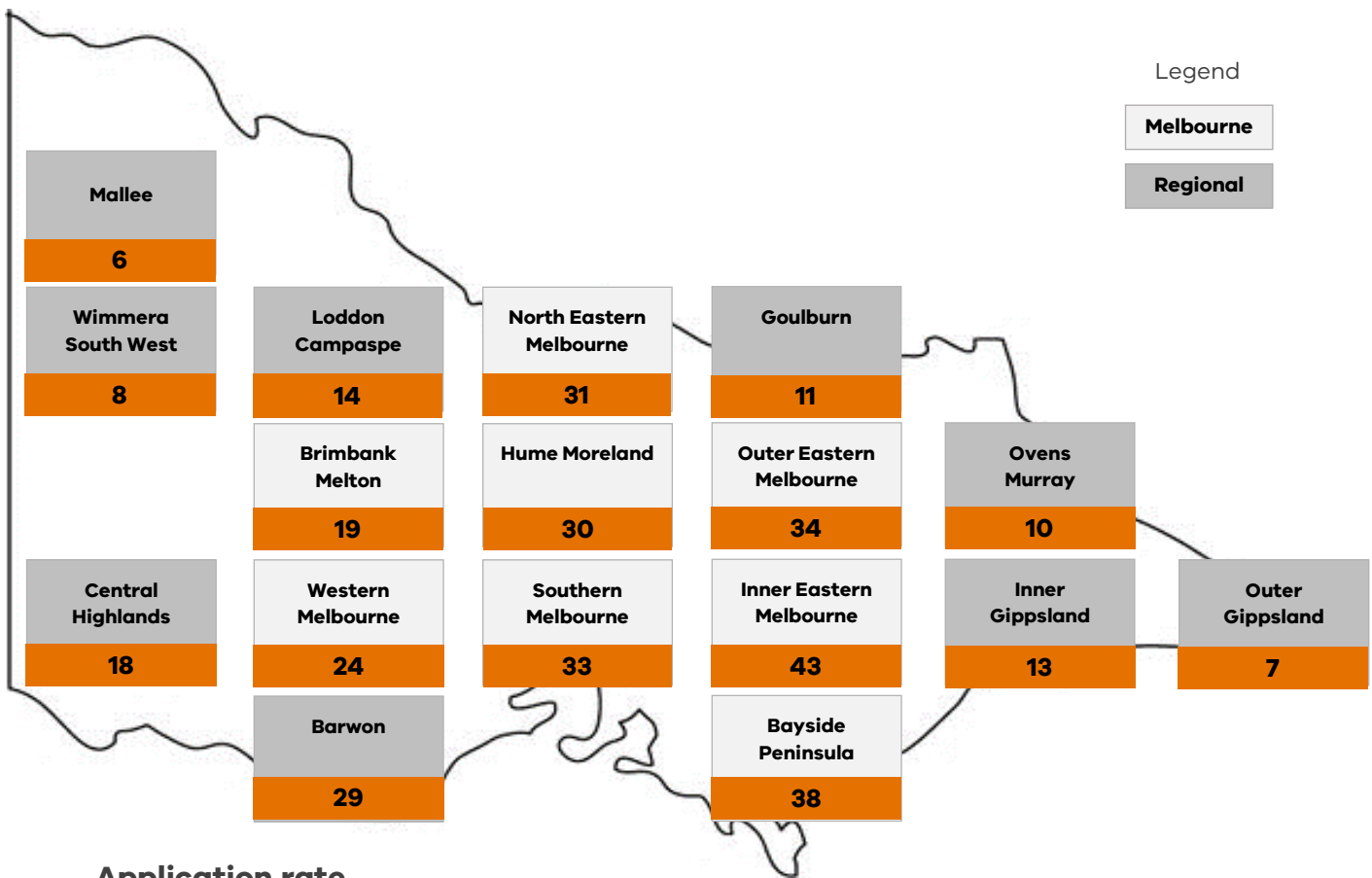
# Application rate

Key finding

Applications per vacancy for primary

26.3

2020 application rate for primary vacancies by Education Area



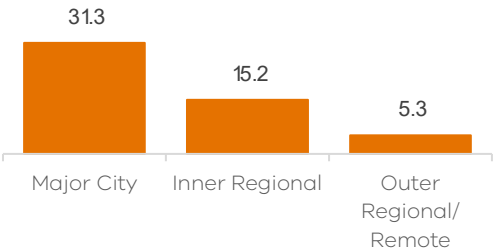
## Application rate

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

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

Inner Eastern Melbourne had the highest application rate (43 per vacancy) and Mallee the lowest (6 per vacancy). On average, application rates for roles in major cities were 6 times higher than for vacancies in outer regional and remote areas.

## Application rate by remoteness



# Recruitment challenges

Key finding

Primary no appointment rate

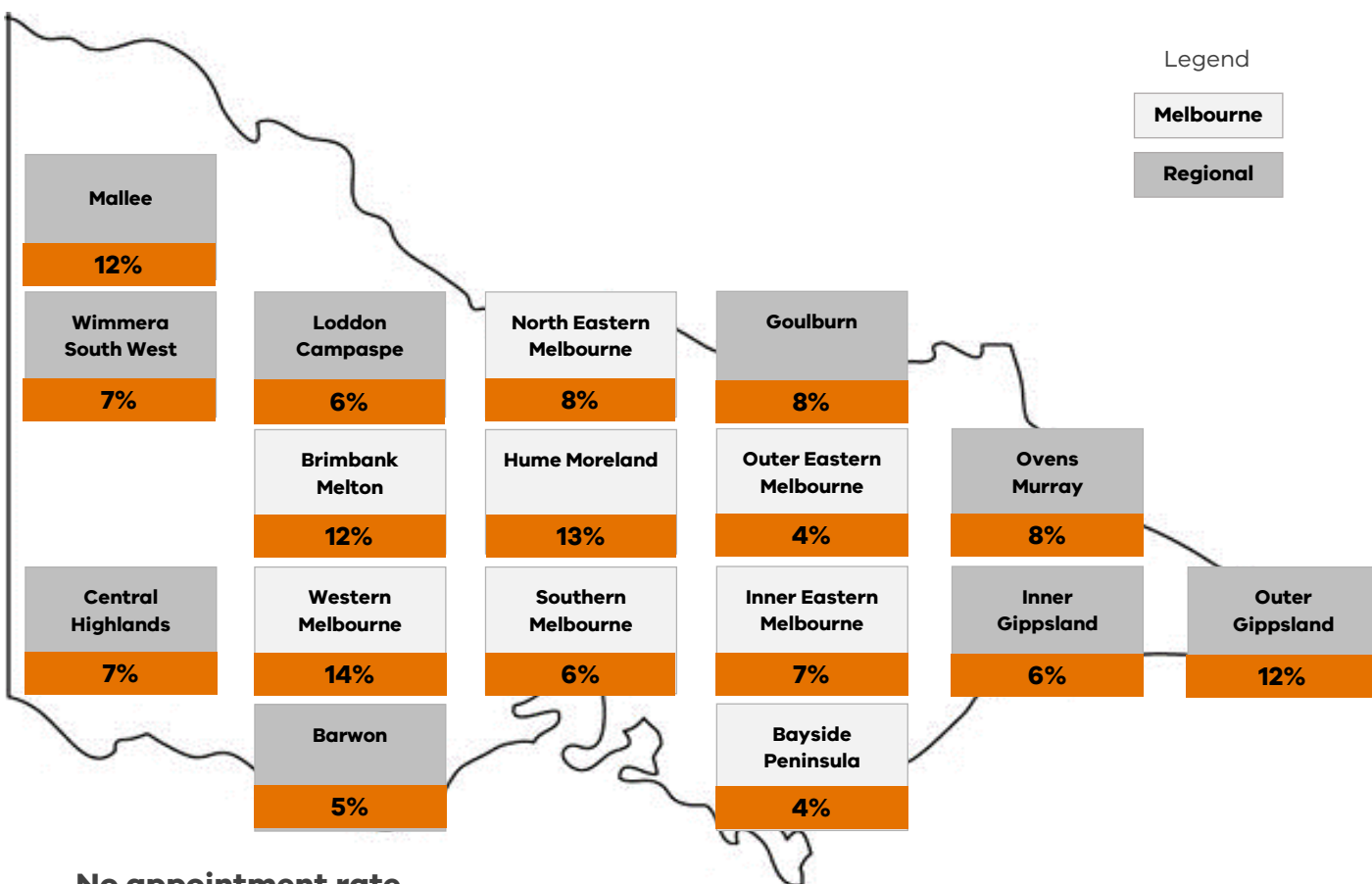
8.4%

2020 primary no appointment rate by Education Area

Legend

Melbourne

Regional



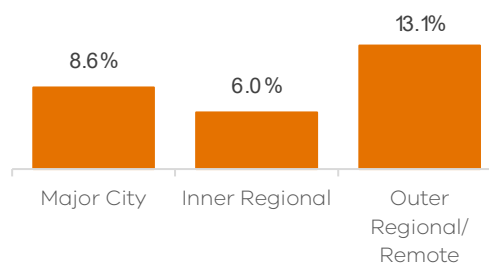
## No appointment rate

Roles advertised using the Recruitment Online system may result in no appointment, where no suitable candidate has been recommended by the selection panel. The no appointment rate for each Education Area is calculated by dividing the total number of advertised roles in 2020 which resulted in no appointment, by the total number of advertised vacancies.

Western Melbourne (14%) had the highest no appointment rate, while Bayside Peninsula and Inner Eastern Melbourne had the lowest (4%).

Outer Regional / Remote had the highest no appointment rate.

## No appointment rate by remoteness



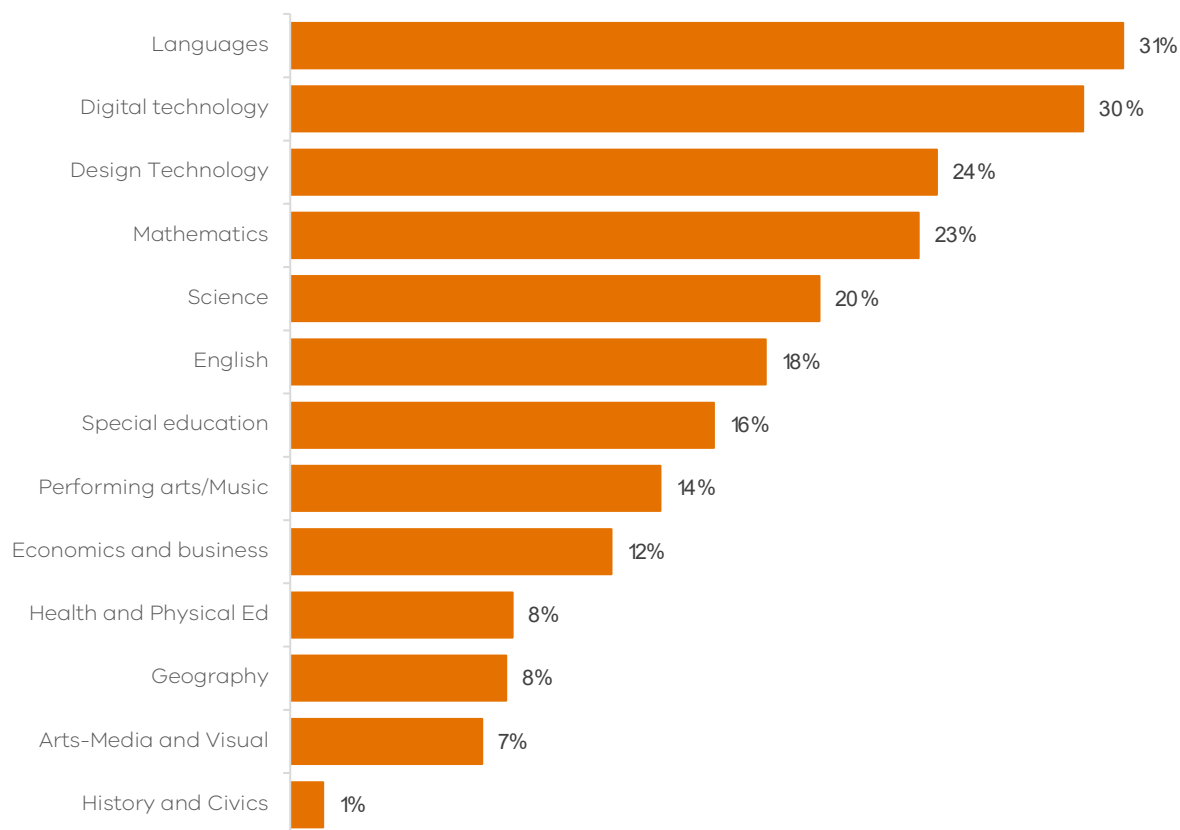
# Recruitment challenges by subject

Key finding

No appointment rate for languages

31%

Primary recruitment challenges by subject area



Roles advertised using the Recruitment Online system may result in no appointment, where no suitable candidate has been recommended by the selection panel. The no appointment rate for each subject area is calculated by dividing the total number of advertised roles for that subject area concluding in no appointment, by the total number of advertised jobs for that subject area in 2020.

# Teaching workforce

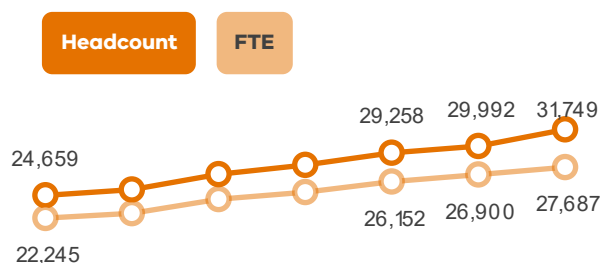
## Key finding

Primary workforce headcount	<b>46,831</b>
Primary workforce FTE	<b>40,631</b>

## Government workforce

The Government sector teacher headcount increased by 5.9 per cent between 2019 and 2020 which represents the second largest percentage increase in the last decade. In 2020, government teachers comprised 68 per cent of the primary headcount.

The Government sector teacher FTE increased by 2.9 per cent between 2019 and 2020. This continues the growth in previous years. There are now 5,442 more FTE teachers in this sector in 2020 than in 2014.



**29% headcount increase since 2014**

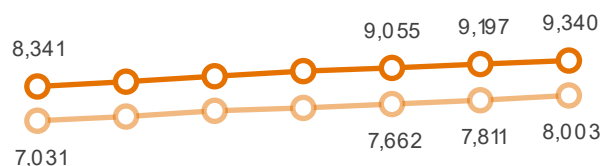
2014

2020

## Catholic workforce

The Catholic sector teacher headcount increased by 1.5 per cent between 2019 and 2020. This is a similar growth to 2018 and 2019, but below the 10-year average growth for the sector. In 2020, Catholic teachers comprised 20 per cent of the primary headcount.

The Catholic sector teacher FTE increased by 2.5 per cent between 2019 and 2020. This was consistent with the growth in previous years (1.9 per cent in 2019 and 1.8 per cent in 2018).



**12% headcount increase since 2014**

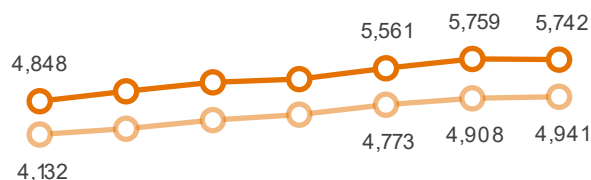
2014

2020

## Independent workforce

The independent sector teacher headcount decreased by 0.3 per cent between 2019 and 2020. This change represents the only decrease in the last ten years. In 2020, independent teachers comprised 12 per cent of the primary headcount.

The Independent sector teacher FTE increased by 0.7 per cent between 2019 and 2020. This was lower than the growth in previous years (2.8 per cent in 2019 and 4.7 per cent in 2018).



**18% headcount increase since 2014**

2014

2020

# Government sector workforce

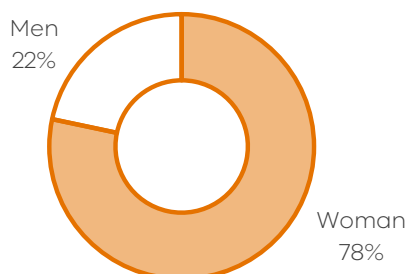
Key finding

Active government primary teachers

25,414

## Gender split

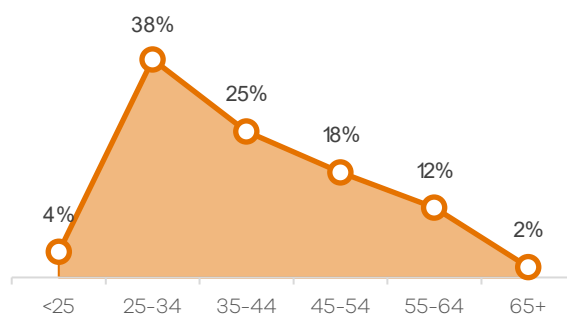
The gender distribution in government primary schools in 2020 remains consistent with previous years.



## Age split

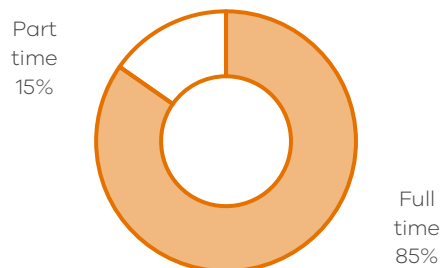
The age distribution of teachers in government primary schools in 2020 remains consistent with previous years.

Forty-three per cent of primary teachers are aged under 35, and 16 per cent are 55 or over.



## Time fraction

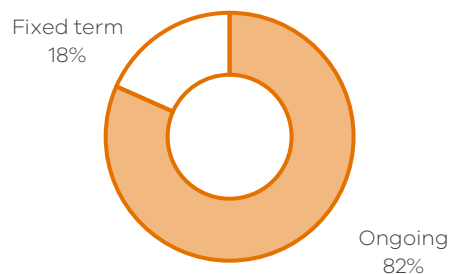
The proportion of teachers in government primary schools employed part time in 2020 remains the same as previous years.



## Employment type

The distribution of employment type in government primary schools in 2020 is similar to previous years, with a small shift towards greater ongoing employment.

In 2018, the percentage of fixed term teachers was 20 per cent and in 2017 this percentage was 25 per cent.



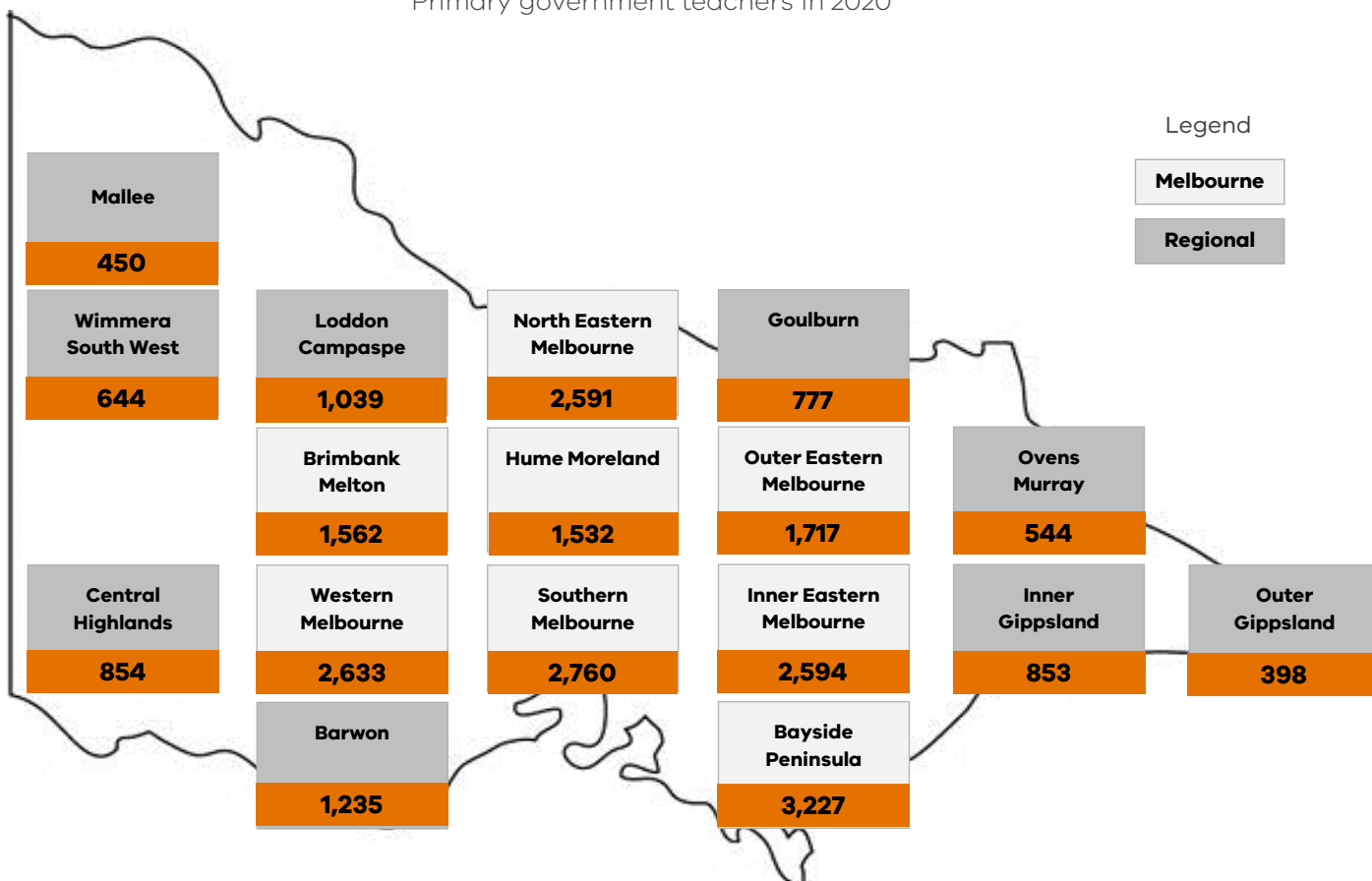
# Government sector workforce by location

## Key finding

Increase in government primary teachers since 2019

**1.2%**

Primary government teachers in 2020

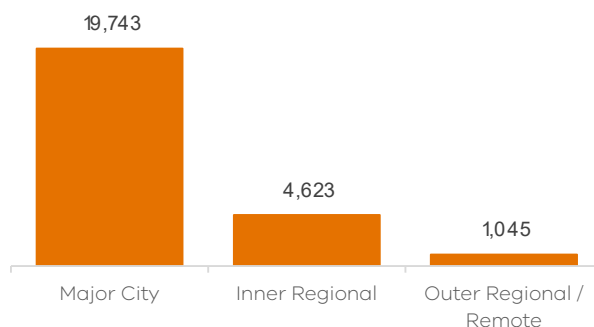


In 2020, there was an increase of 1.2 per cent in the number of government primary school teachers, representing an increase of 293 teachers.

Across Education Areas there was variation in the number of teachers from 2019. There were increases in Western Melbourne (6.1 per cent) and Outer Gippsland (5.0 per cent), while Central Highlands (-2.7 per cent) and Inner Gippsland (-1.3 per cent) saw decreases.

Approximately 78 per cent of government primary teachers work at schools in major cities.

## Primary teachers by remoteness



# Government graduate teachers

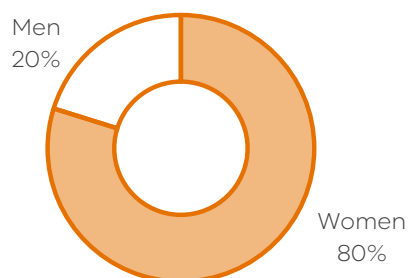
Key finding

Government graduate primary teachers

1,437

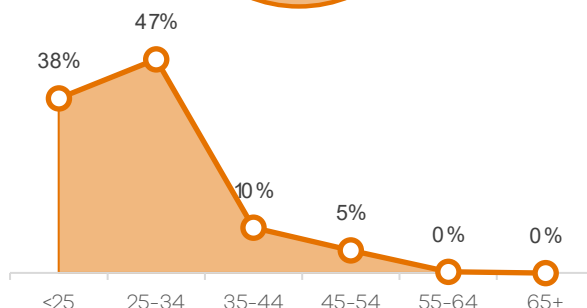
## Gender

Eighty per cent of graduate primary teachers are women which is a similar gender split to the overall government primary teaching workforce.



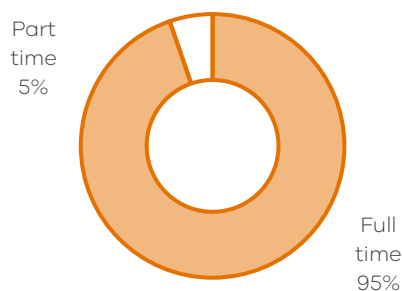
## Age split

Government graduate primary teachers are younger than the overall government teaching workforce with 85 per cent aged less than 35.



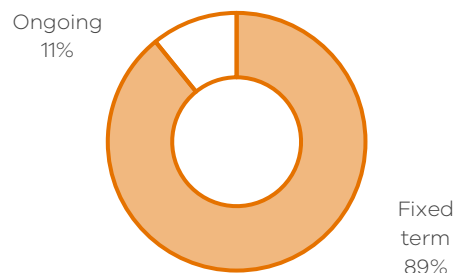
## Time fraction

Ninety-five per cent of government graduate primary teachers are in full time roles, which is higher than the overall government primary teaching workforce (85 per cent).



## Employment type

The proportion of government graduate primary teachers in fixed term arrangements is 89 per cent, which is significantly higher than that of the overall government primary teaching workforce (18 per cent).



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

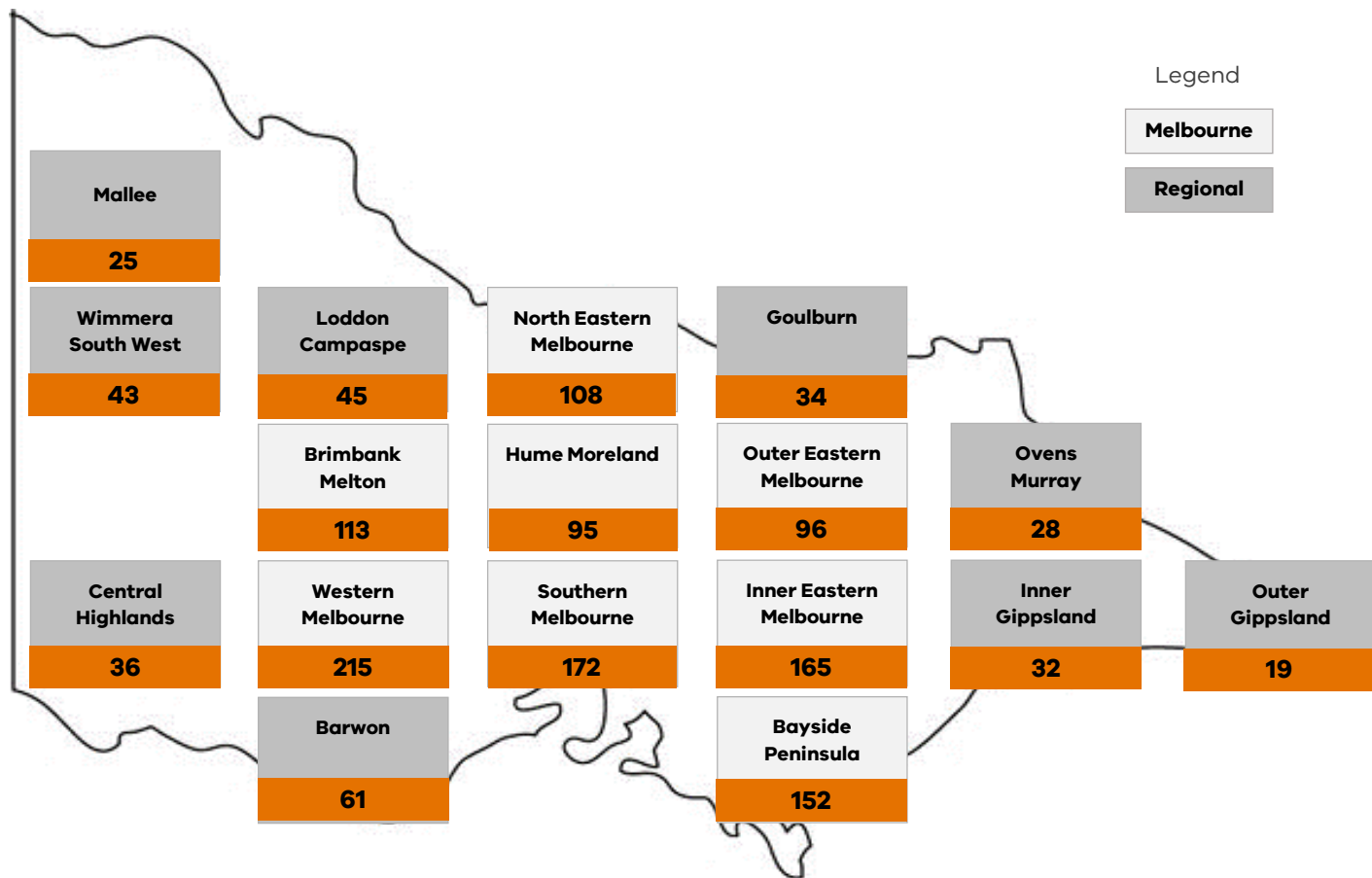
# Government graduate teachers

Key finding

Government graduate primary teachers in major cities

82%

Primary government graduate teachers in 2020

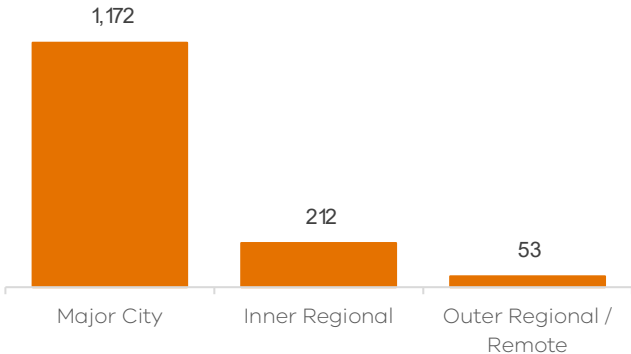


In 2020, there was a ten per cent reduction in the number of government graduate teachers in primary schools, representing 165 fewer graduate teachers.

Across Education Areas, there was variation in the number of graduate teachers since 2019. There were increases in Ovens Murray (22 per cent) and Barwon (12 per cent) and decreases in Inner Gippsland (-43 per cent) and North Eastern Melbourne (-28 per cent).

82 per cent of graduates employed in government primary schools work in major cities.

Graduates by remoteness



# Government sector Casual Relief Teachers (CRTs)

Key finding

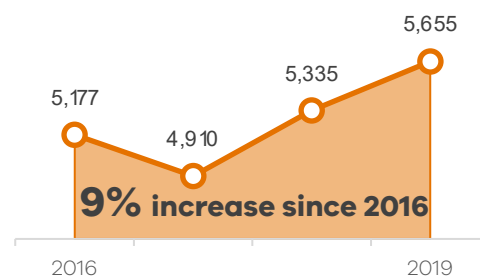
2019 Primary Casual Relief Teachers

5,655

*The DET CRT survey ceased in 2019. The latest, 2019 data is reported.*

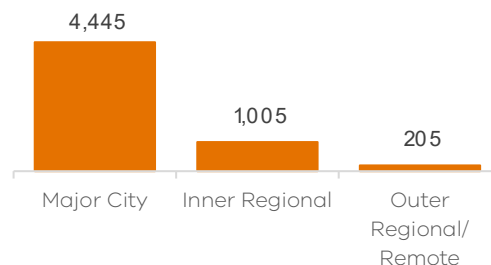
## Number of CRTs

The 5,655 CRTs in primary schools represent 65 per cent of CRTs across all education levels. This percentage is consistent with previous years.



## Location of CRTs

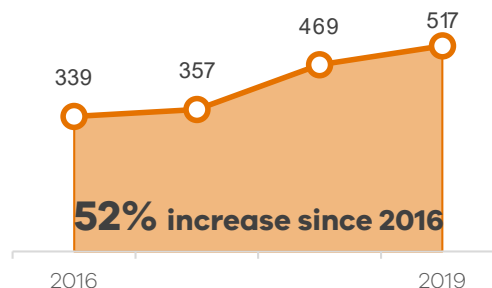
Seventy-nine per cent of primary CRTs work in a major city. This percentage is consistent with previous years.



## Difficult-to-fill CRT vacancies

In 2019, primary CRT vacancies represented 54 per cent of the total difficult to fill casual relief teacher vacancies.

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



## Casual Relief Teachers

Key summary statistics from the 2019 VIT CRT Survey Report relevant to this report are below.

27%

of surveyed CRTs are looking for more permanent employment.

2.2

is the average number of days employed in a week.

78%

hold full registration with 22 per cent provisionally registered.

60%

have more than 10 years experience.

# Government workforce attrition

This page shows attrition from government positions only. The rate is different to the overall workforce attrition calculated as expired VIT registrations.

## Attrition rate

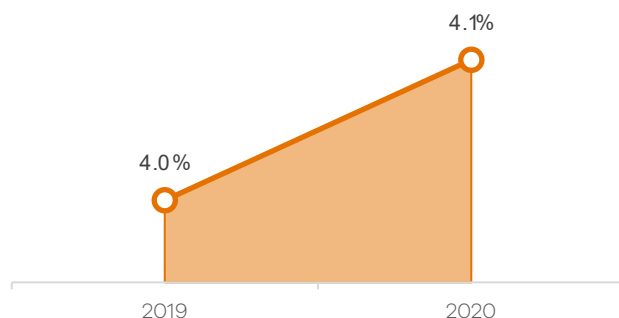
The attrition rate has been updated this year to a headcount calculation. Attrition from government positions is calculated by dividing staff headcount exits by the ongoing headcount staff on the government workforce payroll.

Staff attrition numbers include those employed on an ongoing basis who left the teaching workforce during a calendar year. The 2020 attrition rate increased from previous years, however remains broadly consistent.

### Key finding

Headcount staff exits in 2020

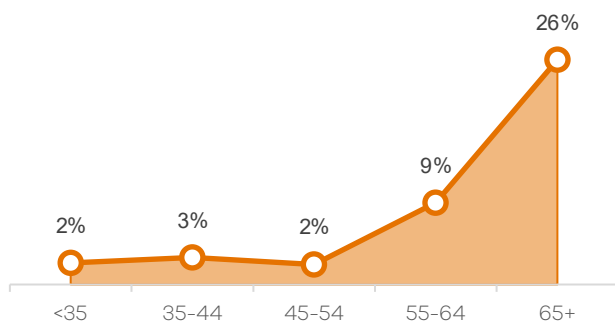
1,193



## Attrition by age group

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

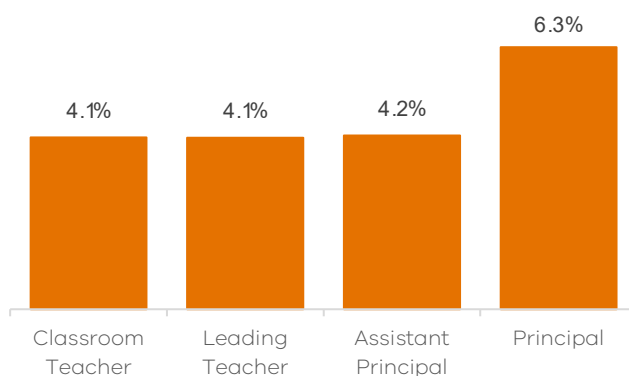
Attrition for those aged under 54 is between 2-3 per cent. Attrition is higher for those aged over 54.



## Employment classification

The attrition rate of employment classifications has broadly remained consistent with previous years. In total, 1024 classroom teachers exited the primary workforce in 2020.

In 2020, 60 primary school principals exited the workforce.



# Government workforce attrition

Key finding

Overall position attrition rate

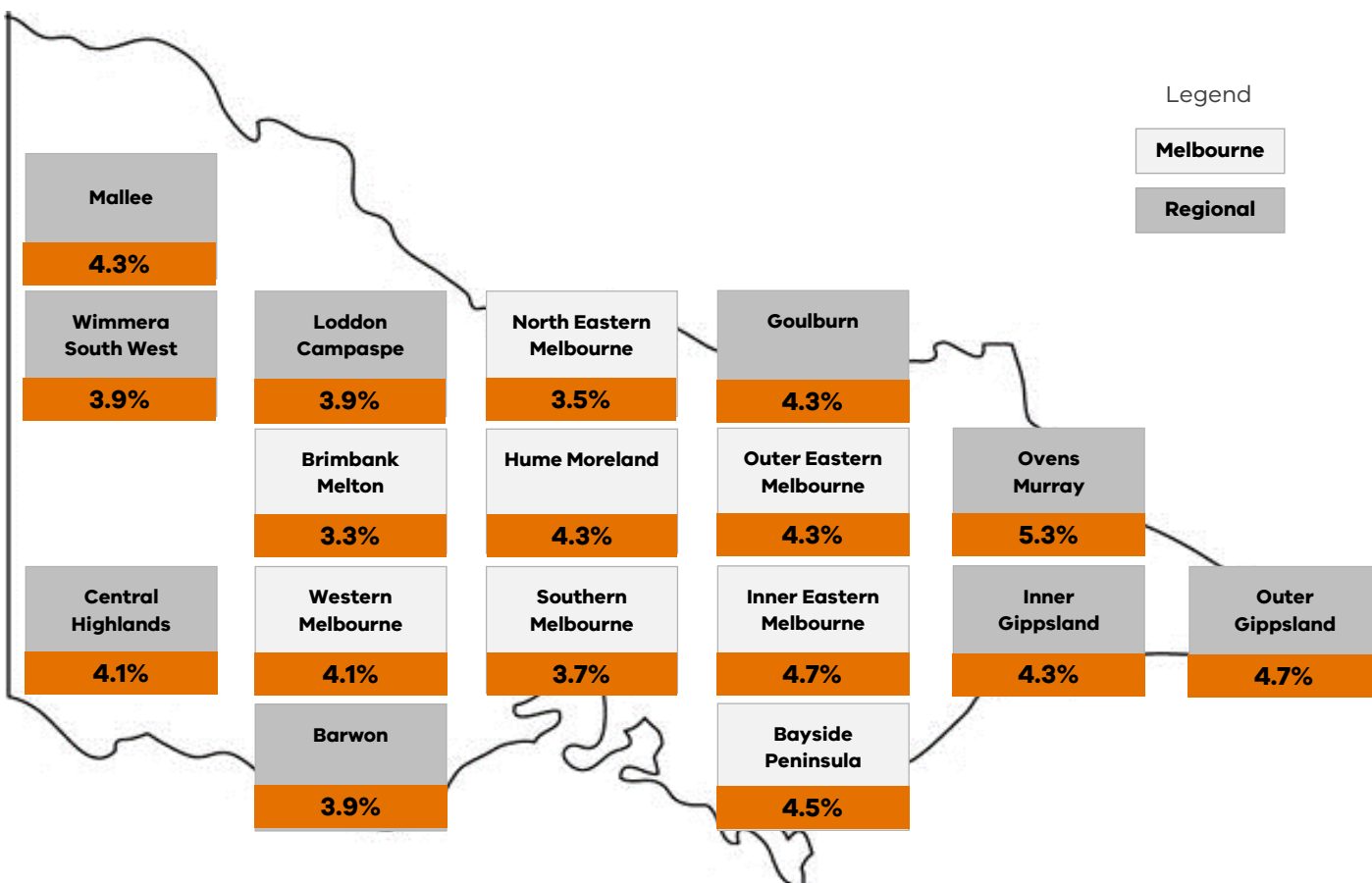
**4.1%**

Primary position attrition rate by Education Area

Legend

Melbourne

Regional



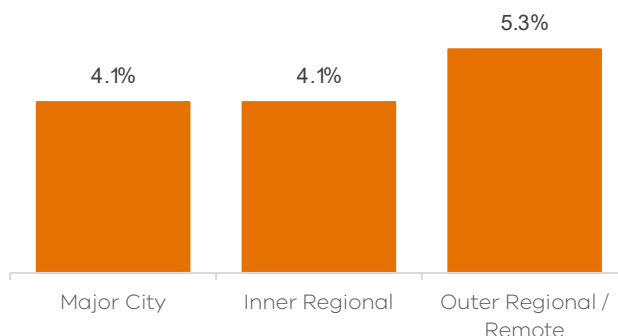
## Attrition by Education Area

In 2020, Ovens Murray had the highest attrition rate at 5.3 per cent, while the lowest was Brimbank Melton at 3.3 per cent.

In 2020, 919 teachers exited the workforce from a major city location, and 60 exited the workforce from outer regional and remote areas.

The attrition rate is highest in outer regional / remote areas at 5.3 per cent.

## Attrition rate by remoteness



# Catholic sector workforce

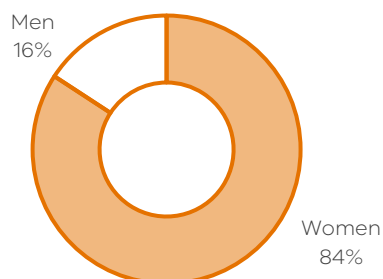
## Key finding

Active Catholic primary and primary/secondary teachers

7,998

## Gender split

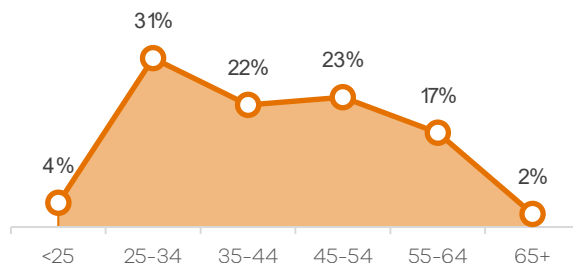
The gender split of teachers in Catholic primary schools in 2020 remains similar to previous years.



## Age split

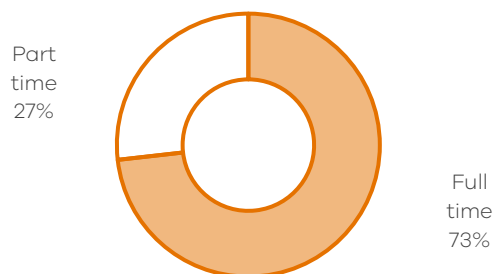
The age distribution in Catholic primary schools in 2020 remains similar to previous years.

Around 35 per cent of primary teachers are aged under 35 and 19 per cent are aged 55 or over.



## Time fraction

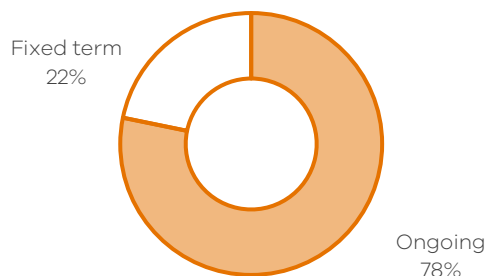
The split of time fraction employed in Catholic primary schools in 2020 remains the same as previous years.



## Employment type

The distribution of employment type in government primary schools in 2020 remains similar to previous years, with a small shift towards greater ongoing employment.

In 2020, the percentage of fixed term teachers was 22 per cent, and in 2019 this percentage was 21 per cent.



# Catholic sector workforce by location

Key finding

Total FTE teachers

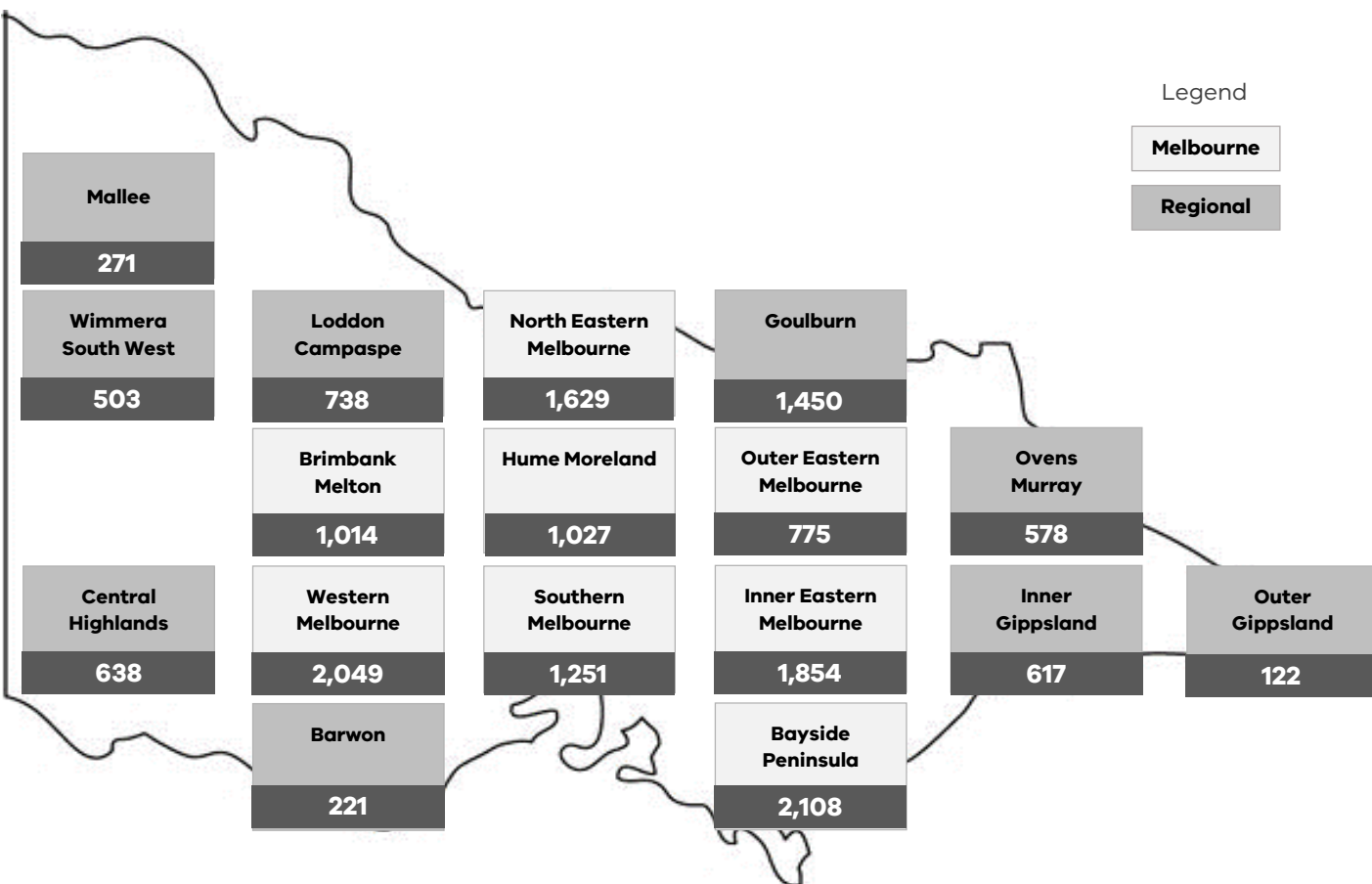
16,854

Catholic workforce by Education Area

Legend

Melbourne

Regional



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

The overall change in teacher FTE from 2019 was 1.9 per cent, which follows 3.5 per cent growth between 2018 and 2019.

As the Education Area is unknown for 10 FTE teachers, the sum of the Education Areas presented on the chart above does not total to the number represented in the key finding box.

# Catholic sector workforce attrition

Key finding

Primary school  
attrition rate

5.8%

## 2020 attrition rate

The Catholic primary school attrition rate fell from 6.5 per cent in 2019 to 5.8 per cent in 2020.

Primary school

5.8%

attrition

Primary/Secondary

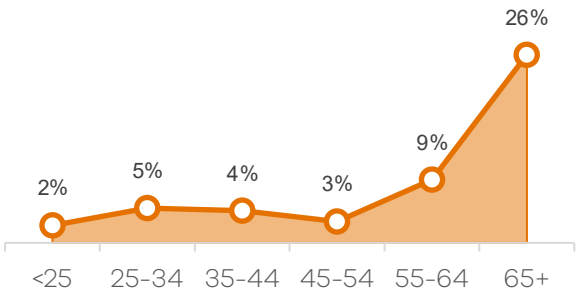
8.2%

attrition

## Attrition rate by age group

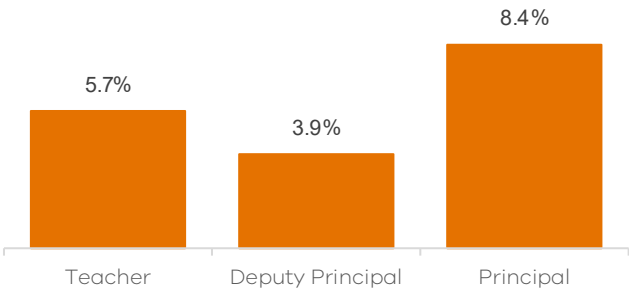
The attrition rate for primary schools is in general alignment with historical attrition trends for all Catholic schools, noting a low attrition rate in 2020 for those aged under 25.

The 2019 attrition rate for Catholic primary teachers under 25 was 7.5 per cent but the 2020 rate is 2.4 per cent.



## Attrition rate by employment classification

The 2020 attrition rate across the employment classifications for primary teachers is lower than the 2019 rate for Catholic primary teachers.



# Catholic sector workforce attrition

Key finding

Overall attrition rate

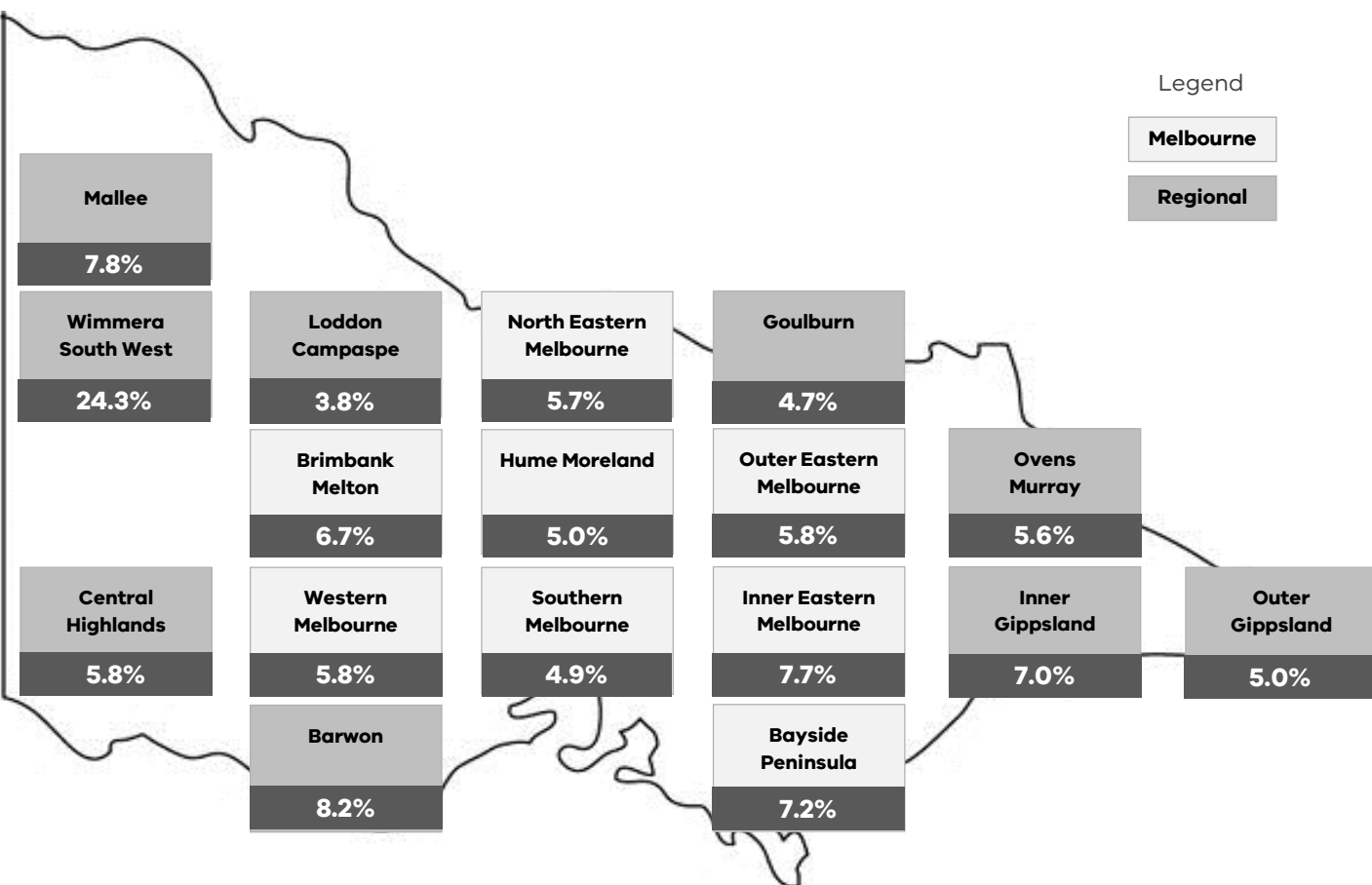
**6.7%**

2020 Catholic workforce attrition rate by Education Area.

Legend

Melbourne

Regional

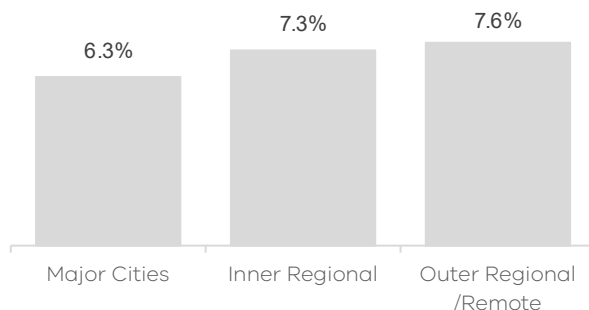


The Catholic workforce location attrition data does not differentiate between primary and secondary education settings.

The overall attrition rate has risen slightly from 6.6 per cent in 2019 to 6.7 per cent in 2020.

The attrition rate is highest in outer regional / remote areas at 7.6 per cent.

## Attrition by remoteness



# Primary school enrolments

Key finding

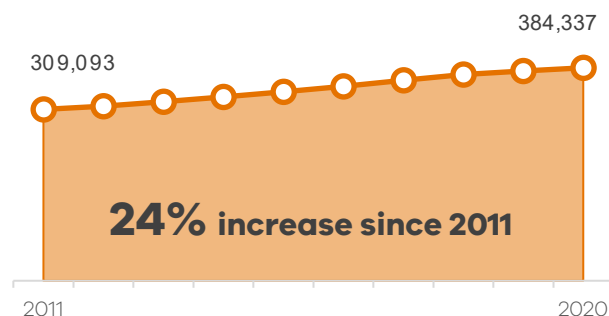
2020 primary school enrolments

559,650

## Government enrolments

Government primary schools have 69 per cent of total primary school enrolments.

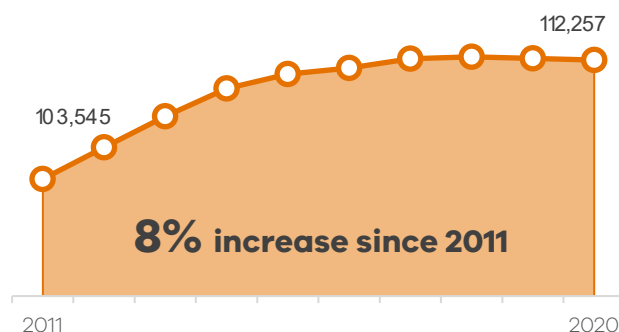
Enrolments in 2020 grew by 1.6 per cent compared to 2019, representing 5,951 additional enrolments. This growth rate is marginally lower than the average 10-year growth rate of 2.5 per cent.



## Catholic enrolments

Catholic primary schools have 20 per cent of total primary school enrolments.

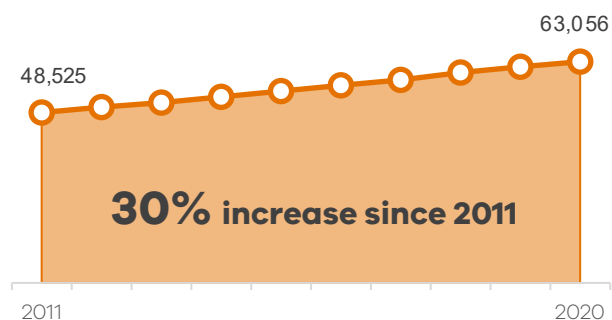
Enrolments in 2020 fell by 0.1 per cent compared to 2019 representing 113 fewer enrolments. This growth rate is the second lowest year-on-year percentage change observed since 2011.



## Independent enrolments

Independent primary schools have 11 per cent of total primary school enrolments.

Enrolments in 2020 increased by 2.3 per cent compared to 2019, representing 1,426 additional enrolments. This growth rate is consistent with historical year-on-year percentage changes.



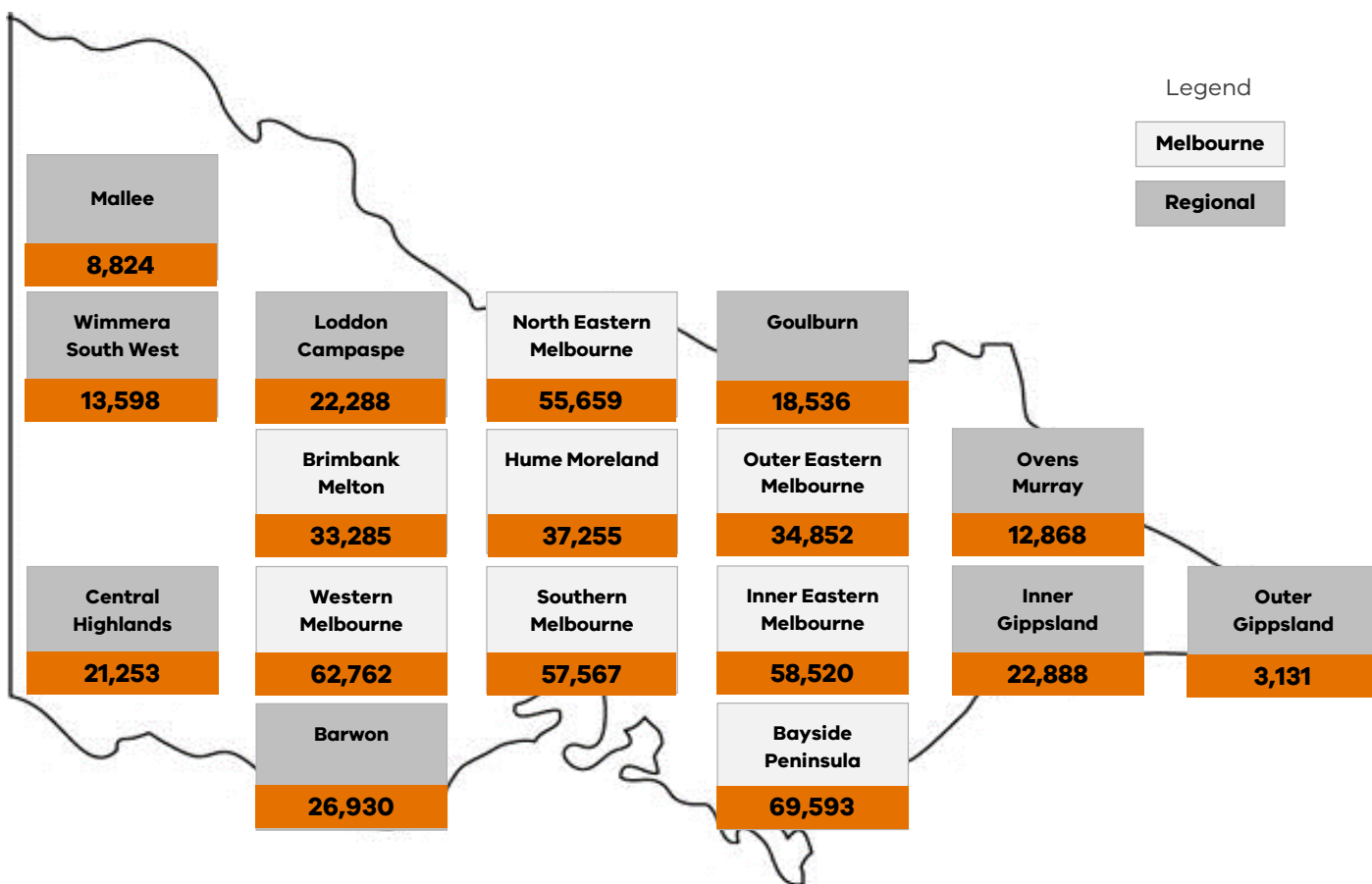
# Primary school enrolments by location

Key finding

Change in 2020 enrolments

**1.3%**

2020 primary school enrolments



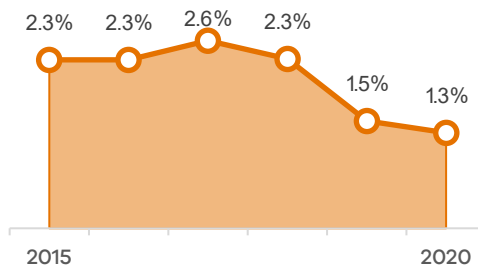
Since 2015, the overall growth in primary enrolments is ten per cent.

Outer Gippsland showed the largest reduction in enrolments since 2019 (-21.5 per cent).

Areas showing the greatest growth in enrolments since 2019 are Western Melbourne (14.7 per cent), and Hume Moreland (11.3 per cent).

## Year on year growth in enrolments

As shown below, the year-on-year increase in primary enrolments is continuing, albeit at a lower rate than previous years



## Section 5

# Secondary schools



# Secondary school registered teachers, and demand for teachers

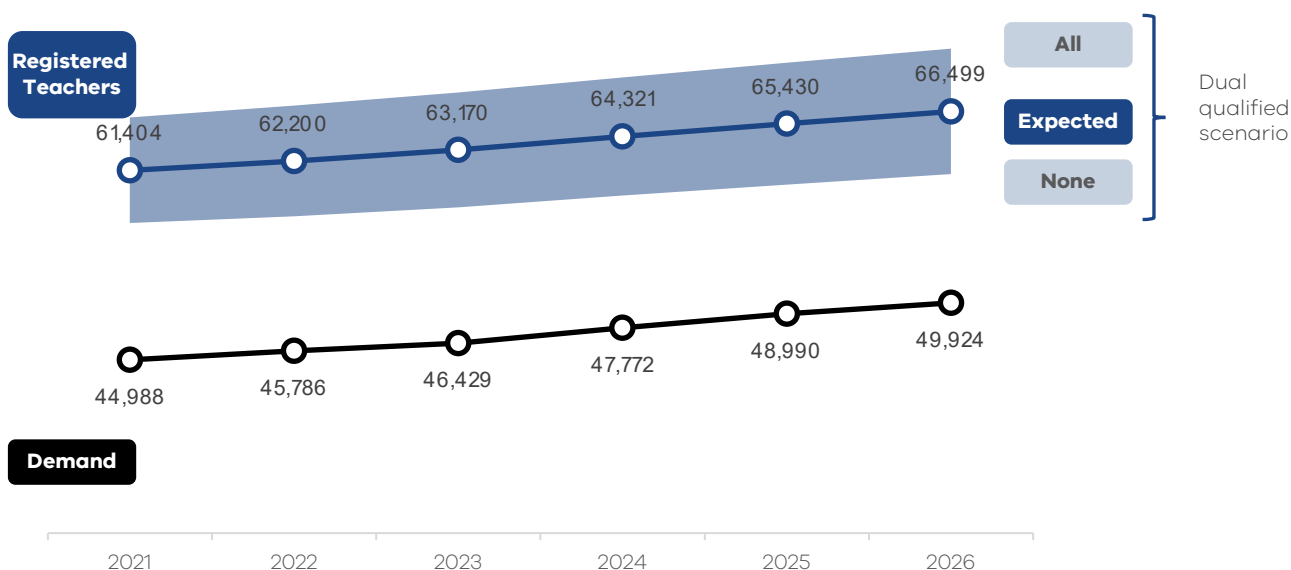
Key finding

Extent to which 2026 registered teacher workforce exceeds demand

16,574

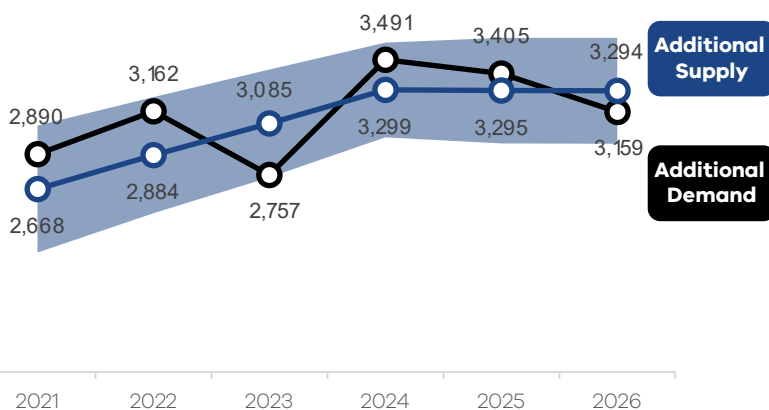
## Forecast registered secondary school teacher workforce, and demand for secondary school teachers

The forecast shows a consistent gap between the registered teaching workforce and demand for teachers. Under the "expected" scenario in 2021, it is forecast that the registered teaching workforce will exceed forecast demand by 16,416 teachers (including the 2021 Tutor Learning Initiative). In 2026, the registered teaching workforce exceeds forecast demand by 16,574 teachers.



## Forecast additional supply and demand of secondary teachers

The chart opposite indicates that, for the "expected" supply scenario, the new supply of teachers approximately matches the additional need created by expansion needs (driven by increasing enrolments) and replacement needs (to replace teachers who allow their registration to lapse and leave the profession). Some of this replacement demand relates to teachers who are not currently employed. This chart excludes the impact of the Tutor Learning Initiative in 2021.



Note that this report defines teacher supply as all individuals who hold a current teaching registration with the Victorian Institute of Teaching (VIT). In addition to actively employed teachers, this measure of supply also includes individuals who are not currently employed in the teaching profession but who still hold current VIT registration, as well as principals.

# Drivers of secondary supply

Key finding

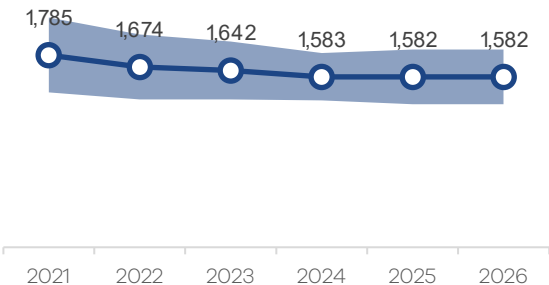
New secondary supply entering teaching in 2026

3,294

## Forecast ITE graduates

ITE graduates entering the profession are projected to decline by 11 per cent over the forecast period.

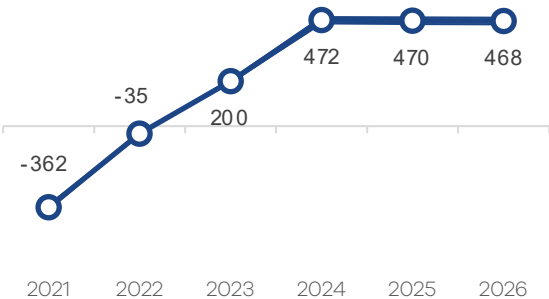
In 2026, ITE graduates are forecast to comprise 48 per cent of new supply for secondary schools.



## Forecast migration

Forecast migration is expected to have a net negative impact on supply in 2021 and 2022 but recover to long-term average levels by 2024.

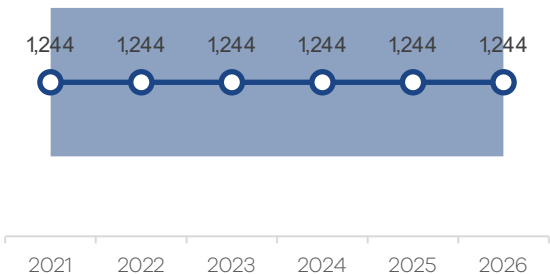
In 2026, migration is forecast to comprise 14 per cent of new supply for secondary schools.



## Forecast Deferred Registrants

Based on previous years, secondary qualified Deferred Registrants are projected to be stable over the forecast period.

In 2026, Deferred Registrants are forecast to comprise 37 per cent of new supply for secondary schools.



# Drivers of secondary demand

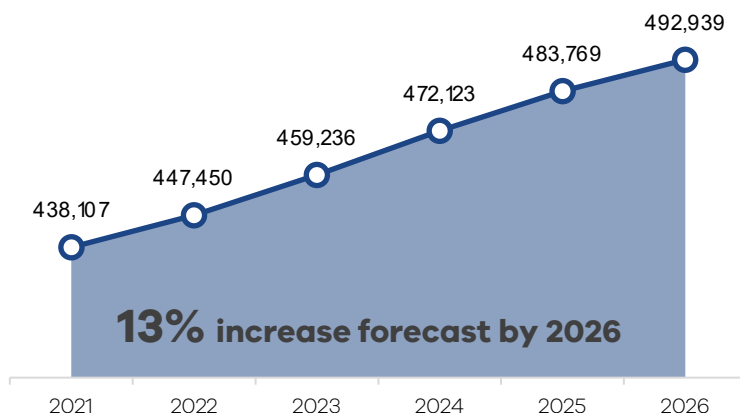
Key finding

Forecast secondary enrolments in 2026

492,939

## Forecast secondary enrolments

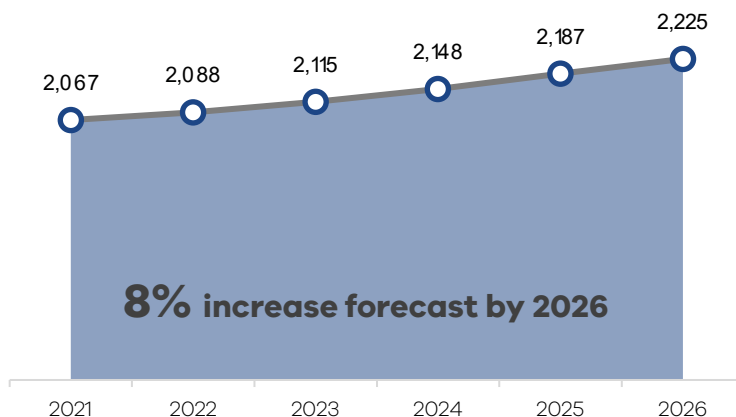
Secondary enrolments are forecast to continue their growth. After strong annual growth of around three per cent in 2020, the growth rate is expected to decrease in 2021 and 2022, before recovering to 2.5 per cent or above from 2023 to 2025.



## Forecast teacher attrition

Secondary teacher attrition from the schools register is forecast at 3.4 per cent per annum.

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



# VTAC applications, offers and acceptances

Key finding

Applications	3,507
Offers	2,965
Acceptances	2,077

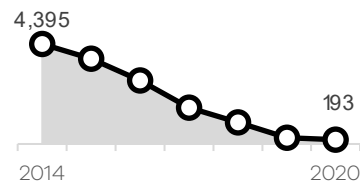
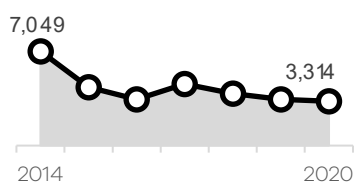
The Victorian Tertiary Admissions Centre (VTAC) provides one avenue to apply for admission to initial teacher education courses accredited by VIT. There has been a large decline in people choosing to apply for postgraduate courses through VTAC over many years. In 2018 the Australian Department of Education reported that 50 per cent of ITE course applications to Victorian ITE providers were made by people applying directly to the course provider rather than through VTAC.

Undergraduate

Postgraduate

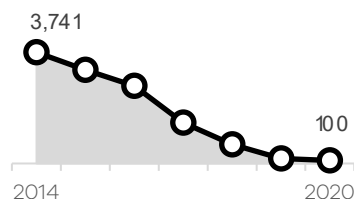
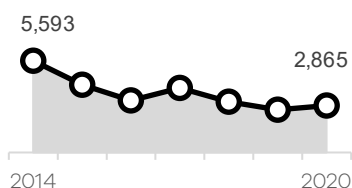
## All applications

There were 3,314 VTAC undergraduate applications and 193 VTAC postgraduate applications in 2020.



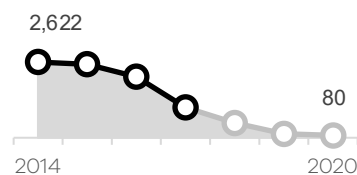
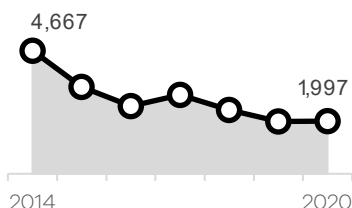
## All offers

There were 2,865 VTAC undergraduate offers and 100 VTAC postgraduate offers in 2020.



## All acceptances

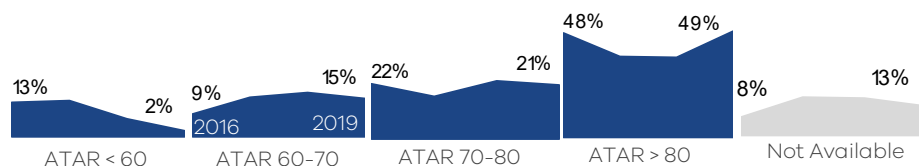
There were 1,997 VTAC undergraduate acceptances and 80 VTAC postgraduate acceptances in 2020.



Postgraduate acceptances are no longer reported by VTAC so are estimated using the historical ratio of offers to acceptances.

## Secondary ITE ATAR

Where ATAR data is available, it indicates that two per cent of students admitted to Secondary ITE courses achieved an ATAR of less than 60.



# Undergraduate ITE enrolments

Key finding

2020 Secondary undergraduate enrolments

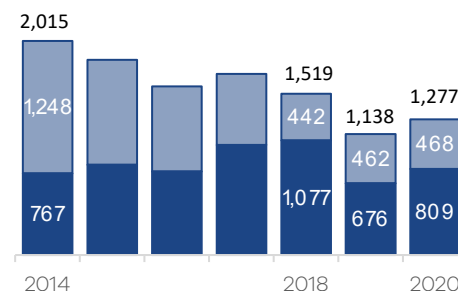
5,162

Secondary

Primary / Secondary

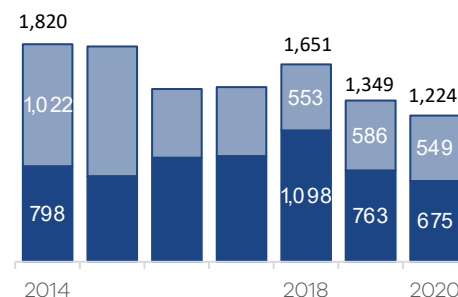
## First year enrolments

In 2020, the total number of first year undergraduate enrolments in secondary or combined primary / secondary ITE courses was 1,277. This was a reduction of 16 per cent since 2018, representing 242 fewer enrolments.



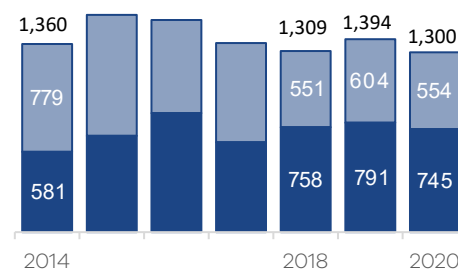
## Second year enrolments

In 2020, the total number of second year undergraduate enrolments in secondary or combined primary / secondary ITE courses was 1,224. This was a decrease of 26 per cent since 2018, representing 427 fewer enrolments.



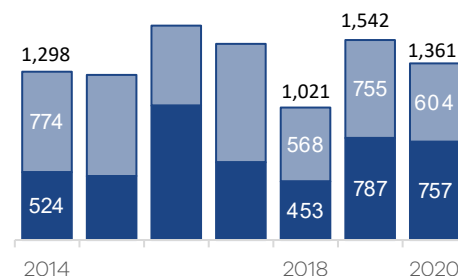
## Third year enrolments

In 2020, the total number of third year undergraduate enrolments in secondary or combined primary / secondary ITE courses was 1,300. This was a decrease of one per cent since 2018, representing nine fewer enrolments.



## Fourth year enrolments

In 2020, the total number of fourth year undergraduate enrolments in secondary or combined primary / secondary ITE courses was 1,361. This was an increase of 33 per cent since 2018, representing 340 additional enrolments.



# Postgraduate ITE enrolments

Key finding

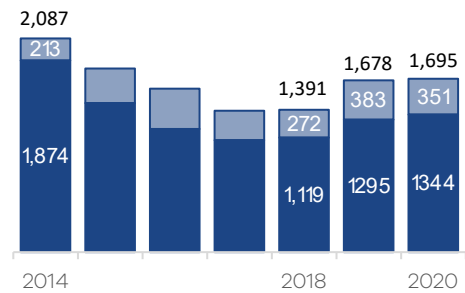
2020 Secondary postgraduate enrolments

3,232

Secondary Primary / Secondary

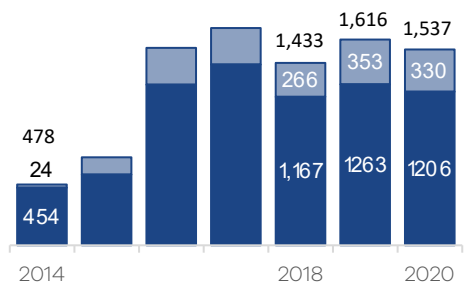
## First year enrolments

In 2020, the total number of first year postgraduate enrolments in secondary or combined primary / secondary ITE courses was 1,695. This was an increase of 22 per cent since 2018, representing 304 additional enrolments.



## Second year enrolments

In 2020, the total number of second year postgraduate enrolments in secondary or combined primary / secondary ITE courses was 1,537. This was an increase of seven per cent since 2018, representing 104 additional enrolments.



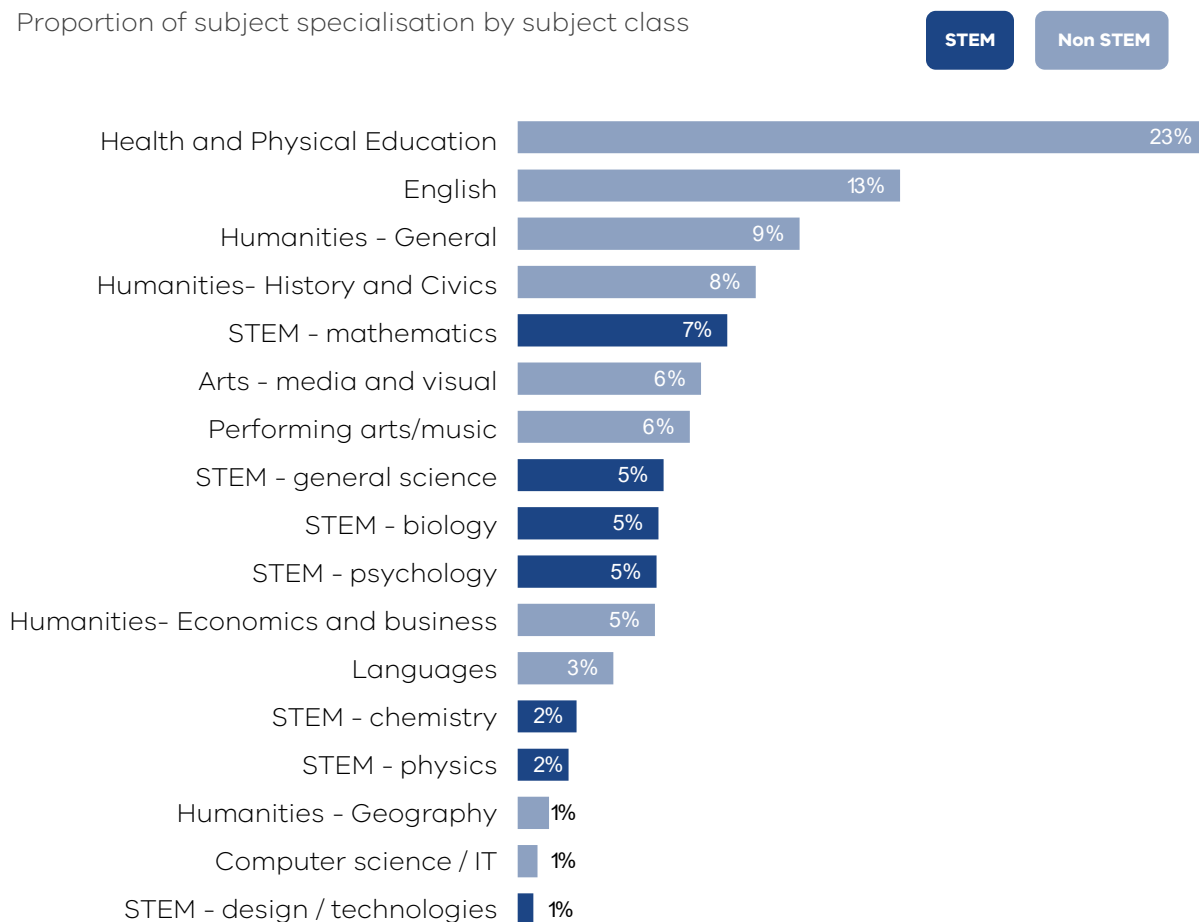
# ITE course specialisation

Key finding

STEM specialisation

25%

Proportion of subject specialisation by subject class



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

In 2020, STEM subjects accounted for 25 per cent of specialisations, which is similar to previous years (note that adding the figures in the above chart arrives at 27 per cent, which is due to rounding).

For non STEM courses, Health and Physical Education remained the highest subject specialisation, followed by English and general humanities.

Languages specialisation comprised three per cent of the total ITE enrolments in 2020.

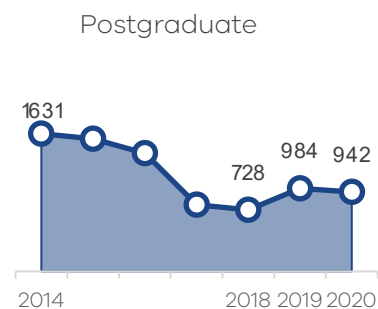
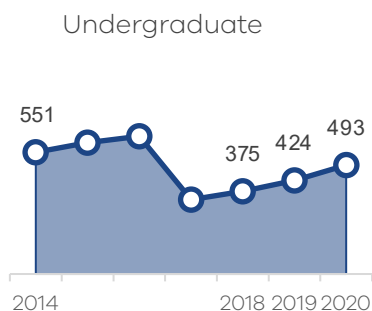
# ITE graduates

Key finding

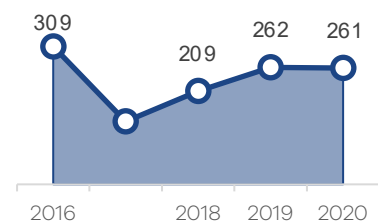
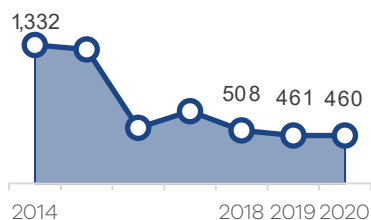
2020 Secondary  
ITE graduates

2,156

## Secondary



## Primary/Secondary



ITE course graduation numbers were collected for students graduating in 2020.

The annual pool of ITE graduates available to secondary schools increased by 18 per cent between 2018 and 2020. This followed a 36 per cent decrease between 2016 and 2018, suggesting supply of graduates has stabilised or improved.

The charts above show that the number of postgraduates from secondary-only qualifications has been steady relative to the decline from 2016 to 2017.

Over the same period, primary / secondary qualifications show small decline in undergraduate completions which has been largely offset by an increase in postgraduate completions.

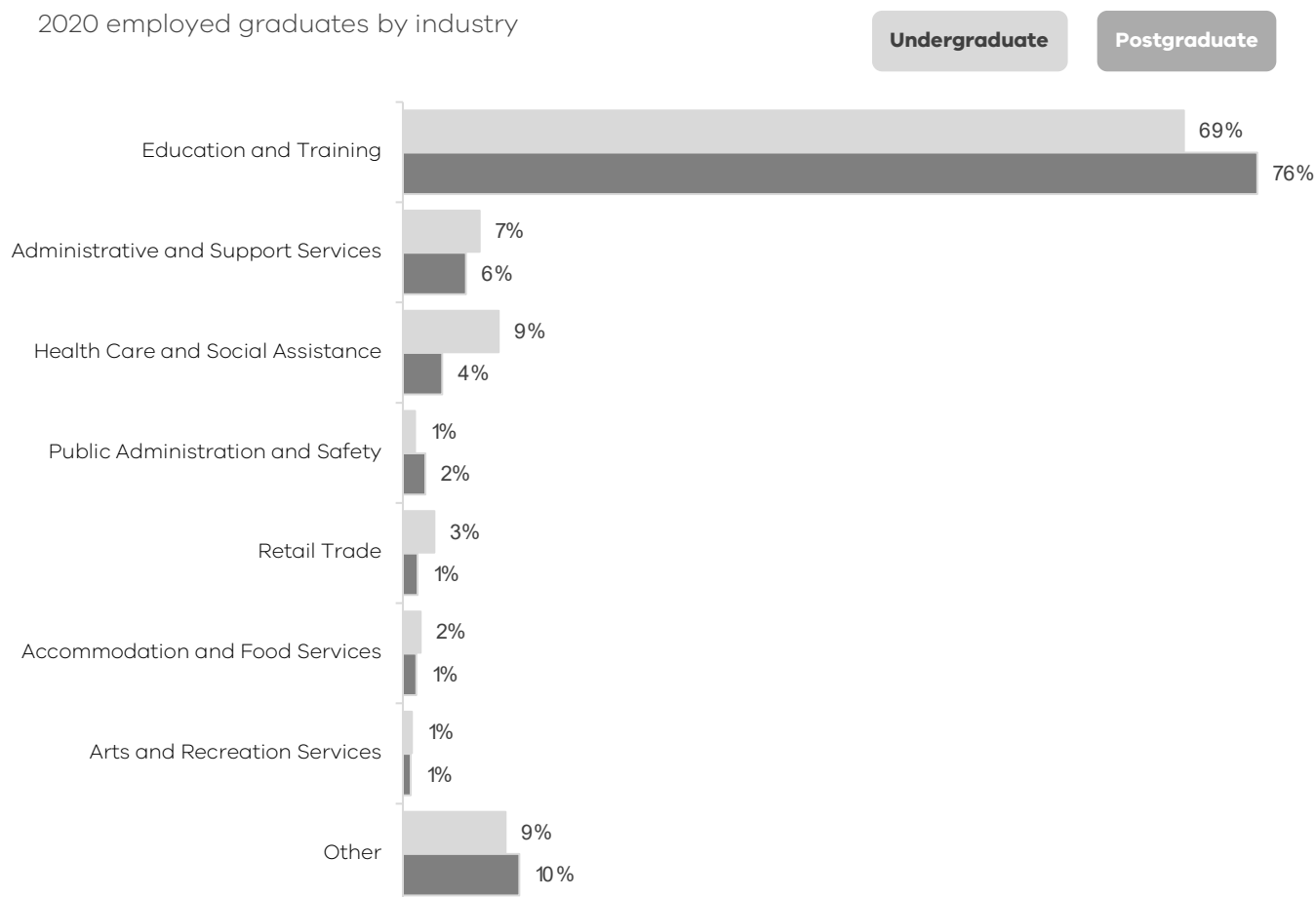
# Graduate destinations

## Key finding

Undergraduates employed in education **69%**

Postgraduates employed in education **76%**

2020 employed graduates by industry



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

The percentages of graduates employed in the Education and Training industry in 2020 are consistent with those observed in 2019.

Four per cent of Victorian undergraduates and three per cent of Victorian postgraduates were undertaking further study.

Employment outcomes for Victorian graduates were also similar to 2019 with 62 per cent of undergraduates and 64 per cent of postgraduates employed in full time work.

In longitudinal data provided, 80 per cent of Victorian graduates in 2017 were employed in Education and Training. By 2020, 72 per cent of graduates were working in the Education and Training industry.

# Destination of dual qualified graduates

Key finding

Dual qualified  
Primary/Secondary  
teachers

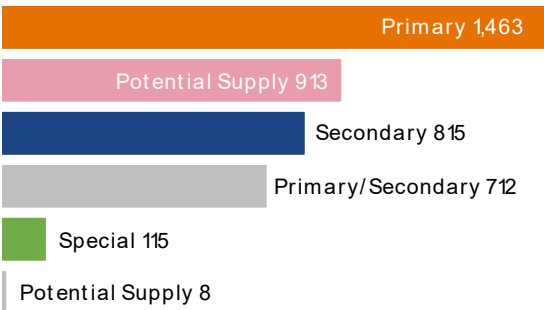
4,026

## Employment of dual qualified primary/secondary teachers

The chart opposite shows the educational settings where the 4,026 school registered teachers who hold a dual primary / secondary qualification are employed, based on VIT registration data.

Thirty-six per cent of these teachers work in a primary school setting and 23 per cent of these teachers are in the potential supply pool.

There were eight teachers whose employment setting was unknown and 712 teachers in combined primary/secondary educational settings.



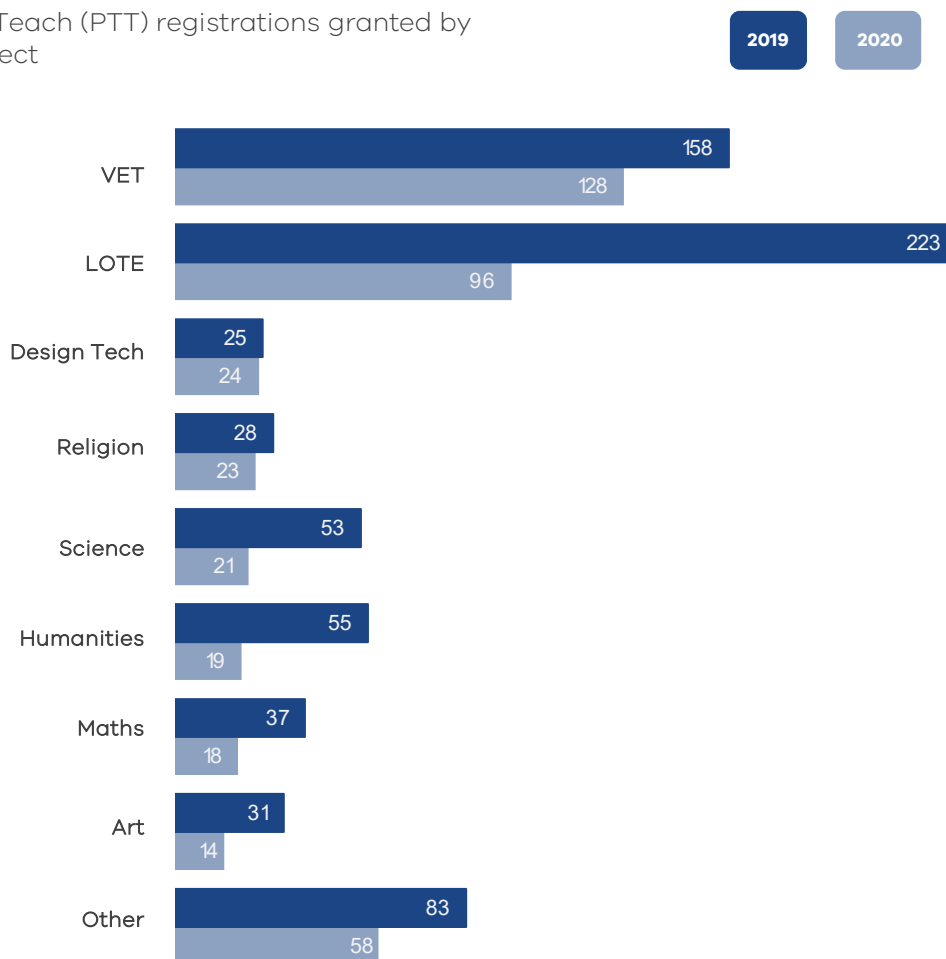
# Permission to Teach

Key finding

Permission to Teach registrations granted for 2020

401

Permission to Teach (PTT) registrations granted by approved subject

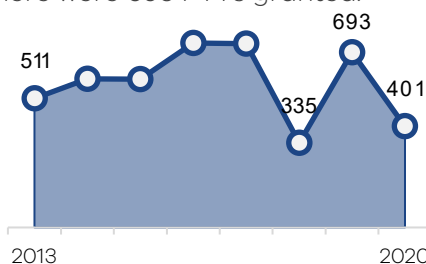


## PTT subject areas

Permission to Teach registrations granted in 2020 were classified into fifteen subject categories. There were reductions in nearly all subject areas from 2019 to 2020.

## Total PTTs granted since 2013

There was a similar number of PTTs granted in 2020 as in 2018, which was the lowest figure since 2013. In 2019, there were 693 PTTs granted.



# Graduate teacher attrition

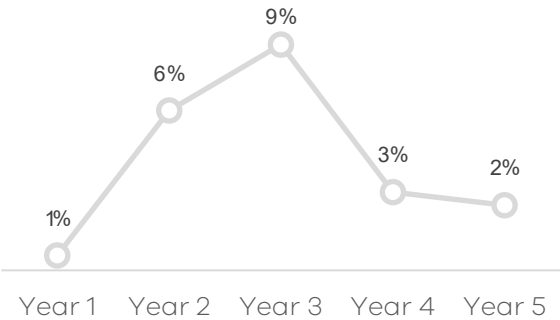
Key finding

Proportion of new registrants that leave within five years

20 %

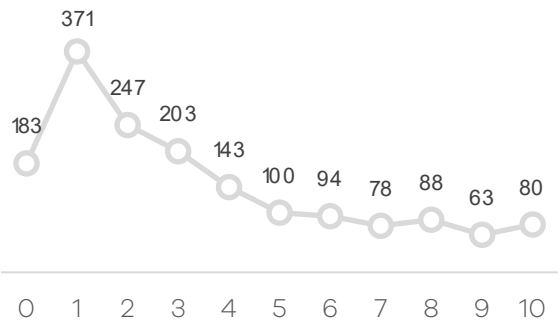
## Proportion of newly registered school teachers who leave the profession in the first five years

The chart opposite shows the proportion of newly registered school teachers who leave the profession in each year following registration. Around 15 per cent of teachers leave the profession in their second or third year of registration. These proportions have been relatively stable over time.



## Years since registration of expired registrants

This chart shows the number of years of registration of all school teachers who allowed their registration to lapse in 2020. In 2020, the largest number of expired registrants had been registered for one year, with decreasing rates of expiry for additional years of registration.



# Registration

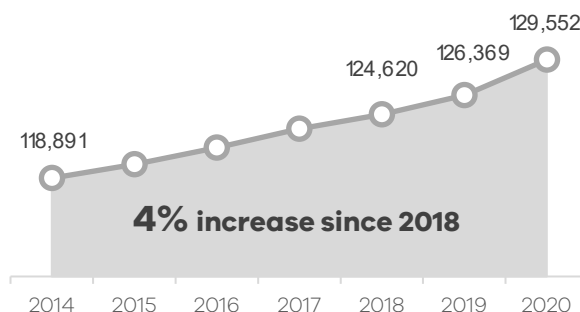
Key finding

Registered school teachers

129,552

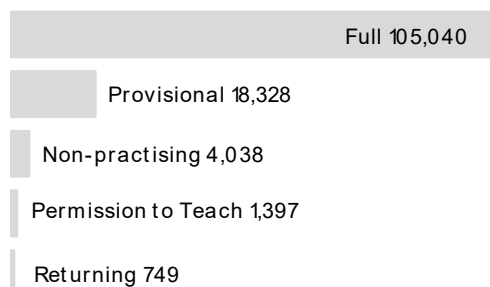
## Registration

The total number of teachers on the VIT school register grew by 2.5 per cent in 2020. This includes teachers holding a dual registration status allowing them to work in both early childhood and school settings.



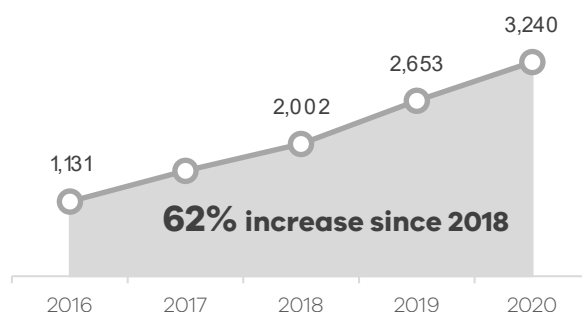
## Registration type

Eighty-four per cent of registered school teachers hold full registration status, while 15 per cent are provisionally registered.



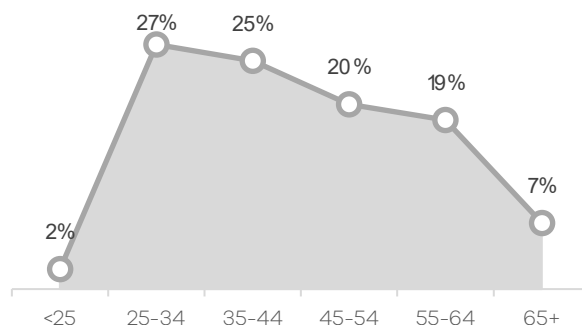
## Dual registration

Registration of early childhood teachers was introduced in 2016. Around 2.5 per cent of school teachers have dual registration, however a quarter of the growth in school teachers since 2018 can be attributed to dual registered teachers.



## Age profile of registered teachers

The majority of registered school teachers are in younger age bands, with only seven per cent of school teachers aged 65 years or older.



# Registration

Key finding

New registered school teachers in 2020

7,828

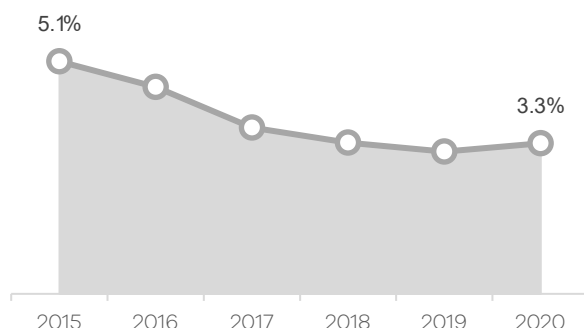
## New registered school teachers by qualification location

Of the newly registered school teachers whose ITE provider is known, over 80 per cent were qualified by a Victorian ITE provider. This is similar to previous years.



## Expired registration trends

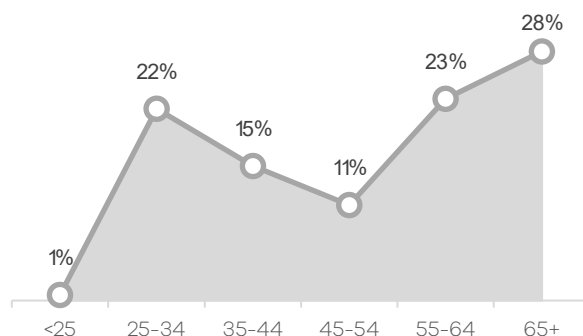
Since 2014 there has been a downward trend in the proportion, and absolute number, of teachers not renewing their registration.



## Expired registrations by age

There were 3,691 teachers who did not renew their registration in 2020.

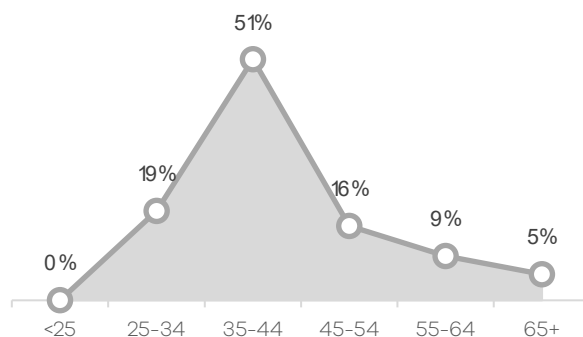
The age distribution is similar to previous years, with larger proportions of both early and late career teachers ceasing their registration.



## Teachers returning from non-practicing registration

In 2020 there were 749 teachers who held non-practicing registration who reapplied for registration.

The number and age distribution of returning teachers is similar to previous years.



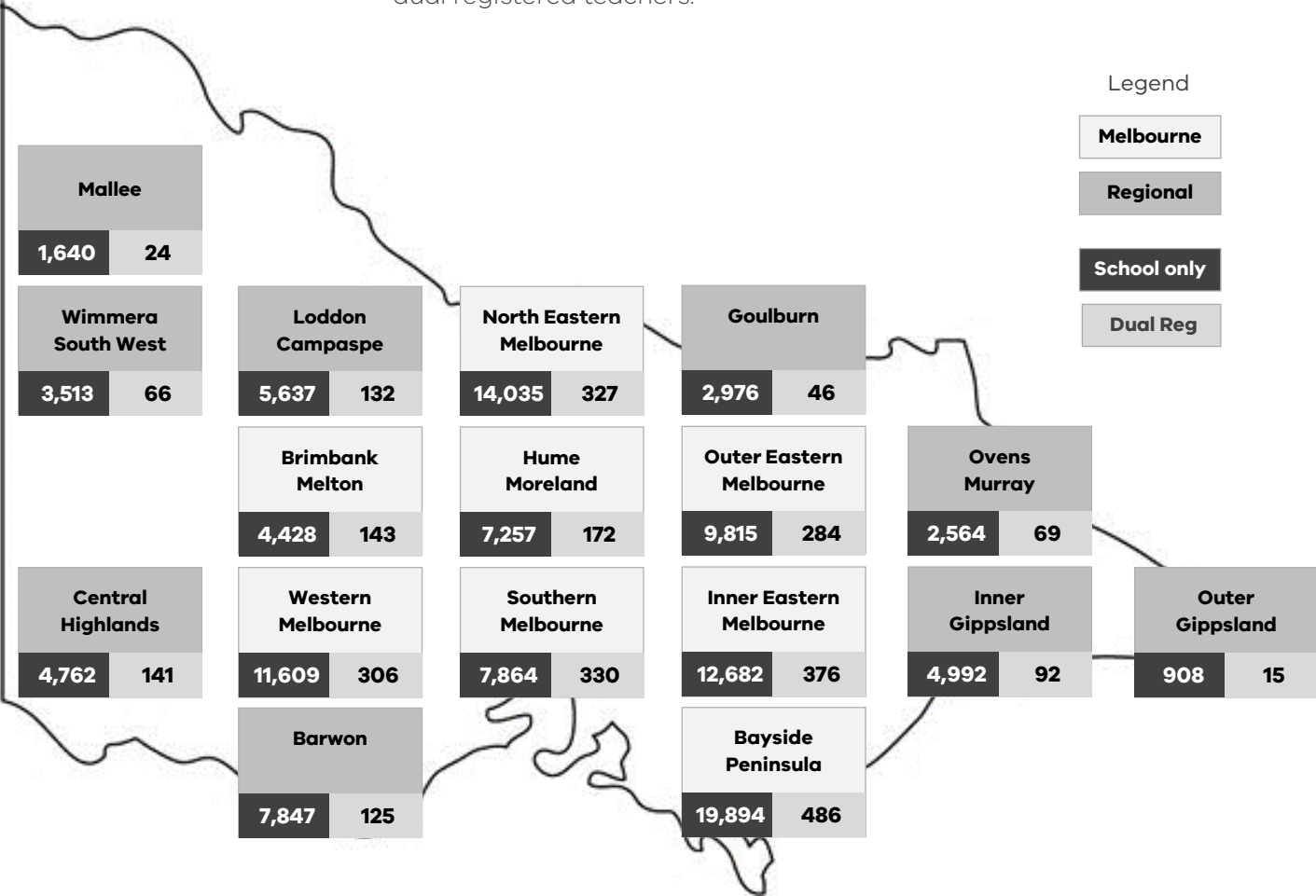
# Registered school teachers by home address

Key finding

Registered school teachers in North Eastern Melbourne

14,035

Residential address for school registered and dual registered teachers.

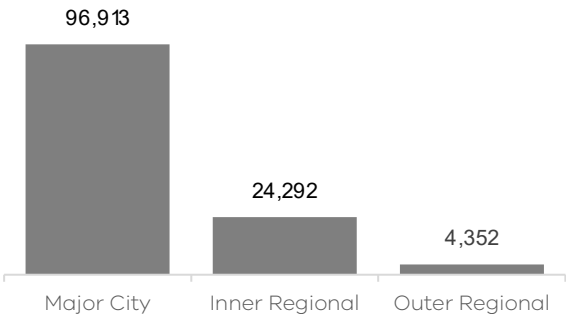


## Home address distribution

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

The Education Area with the highest proportion of school teachers with dual Early Childhood / School registration is Southern Melbourne, with four per cent. The Mallee Education Area has the lowest proportion with one per cent.

## Home address by remoteness



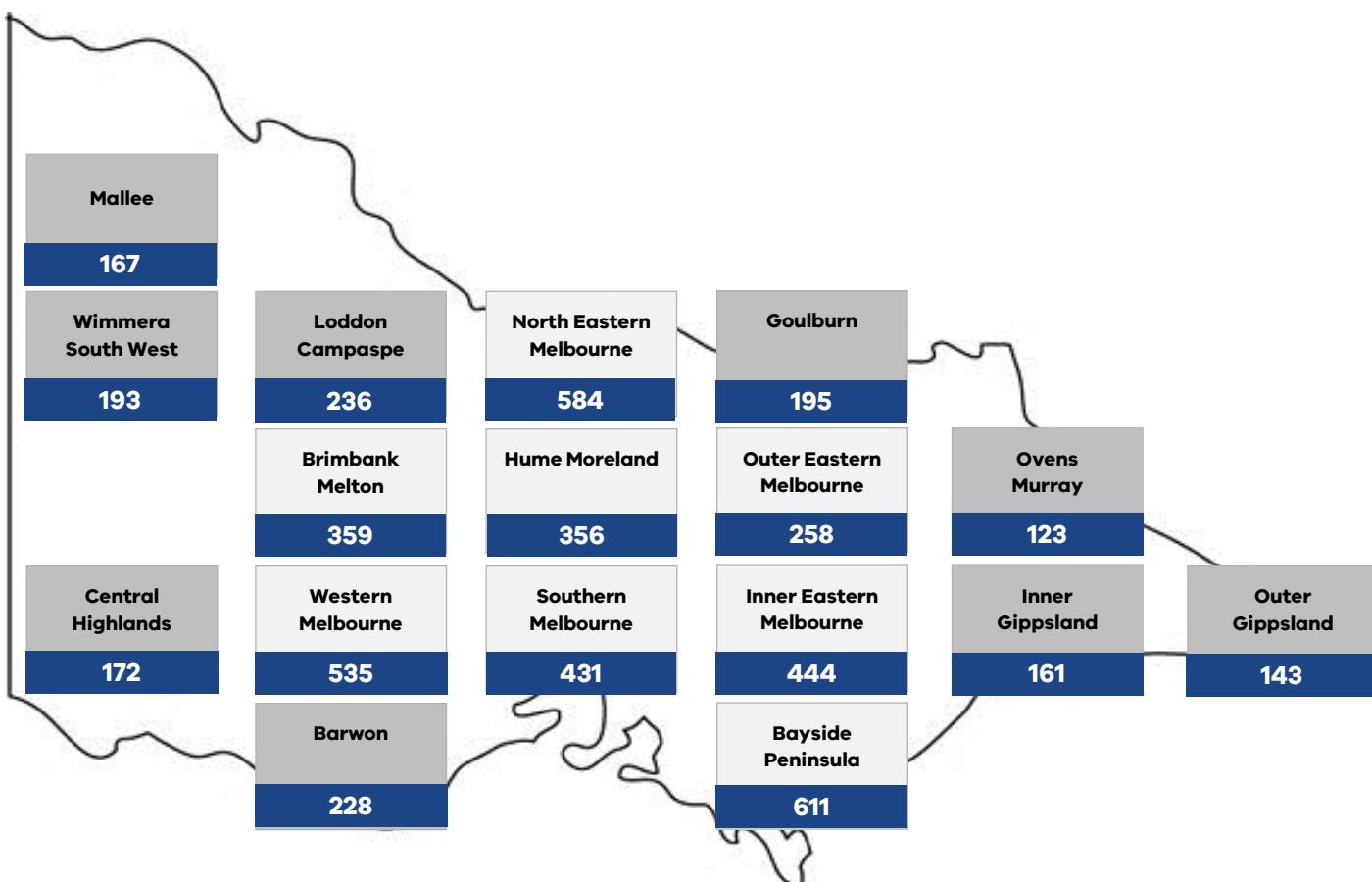
# Vacancies

Key finding

Total secondary vacancies in government schools

5,197

Secondary vacancies by Education Area



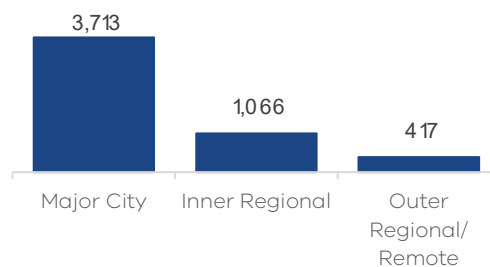
## Vacancies

Bayside Peninsula (11.8 per cent) had the greatest percentage of vacancies and Ovens Murray (2.4 per cent) had the least.

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

Major cities had 71 per cent of vacancies.

## Vacancies by remoteness



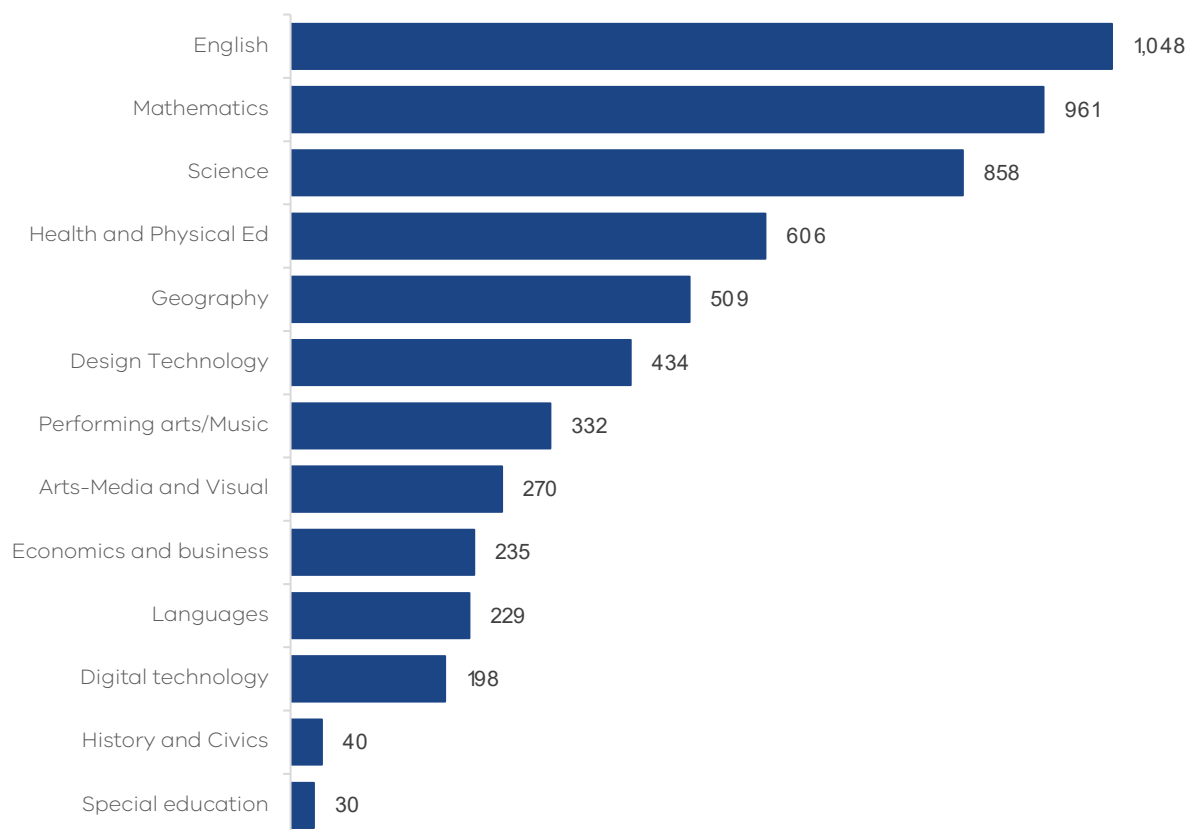
# Vacancies by subject specialisation

## Key finding

English subject specialisation sought as proportion of total

**18%**

## Secondary vacancies by subject area



The recruitment online system allows schools to specify subject specialisations required of applicants. Each teaching role can be tagged with multiple subjects. These tags have been grouped by study area for analysis. Note that double counting of roles occurs as each subject tag is analysed independently of the role it is tagged to. Further, roles do not need to be tagged to a subject when advertised.

In 2020, of the role tags aligning to VCAA learning areas, English (18 per cent) was the most requested subject, followed by Mathematics (17 per cent) and Science (15 per cent).

Tags such as 'generalist', or 'educational leadership' are excluded from the chart above. Only subjects aligning to VCAA learning areas have been included in the analysis.

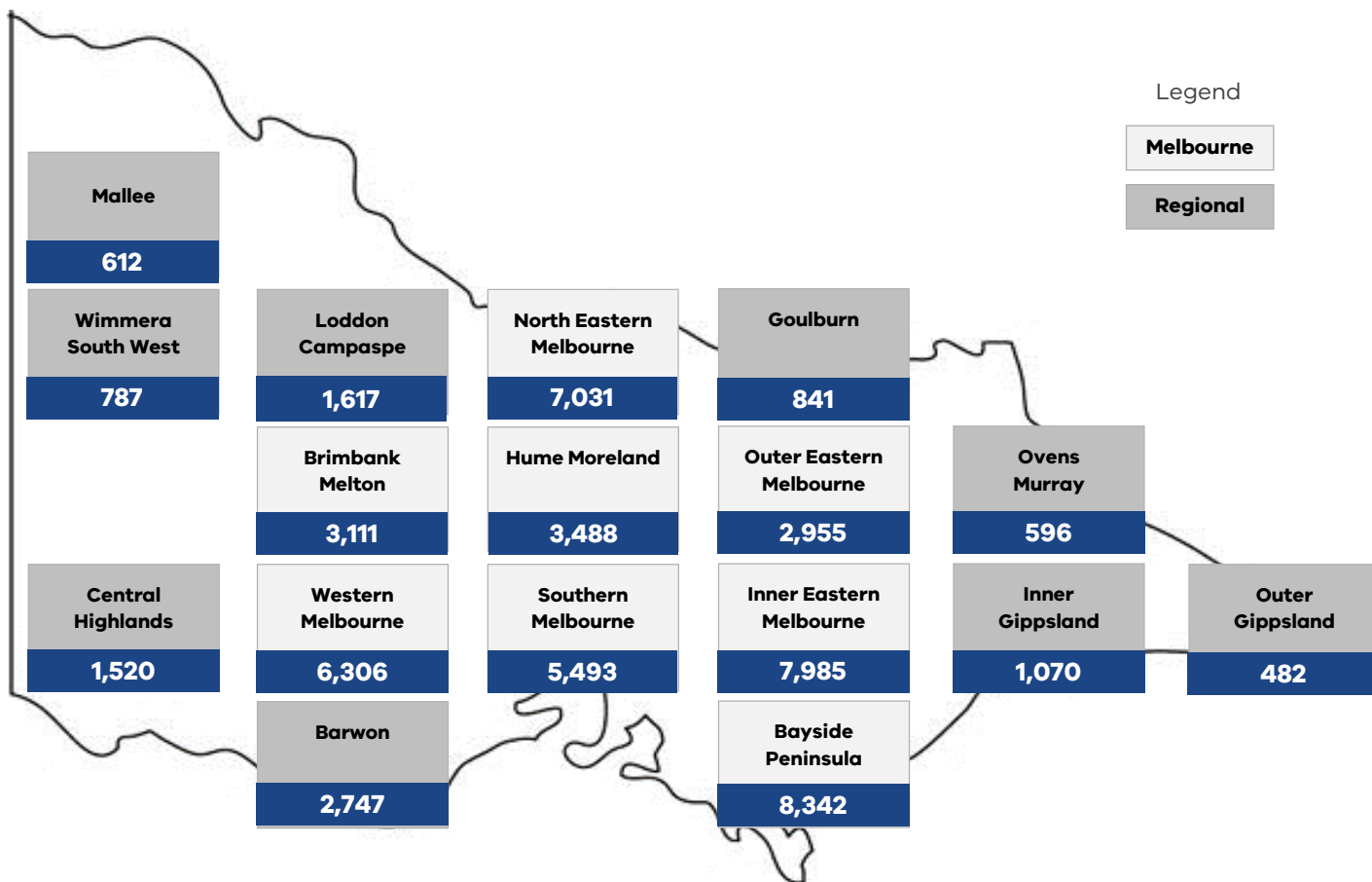
# Applications

Key finding

Applications for roles in government secondary schools in 2020

54,983

Applications for government secondary vacancies by Education Area

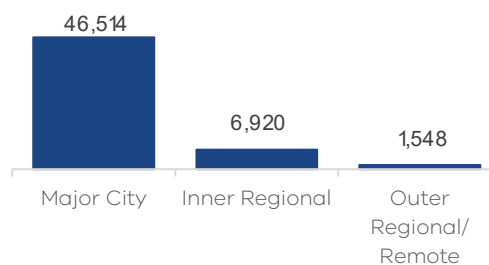


## Applications

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

Vacancies in major city locations received 85 per cent of all applications.

## Applications by remoteness



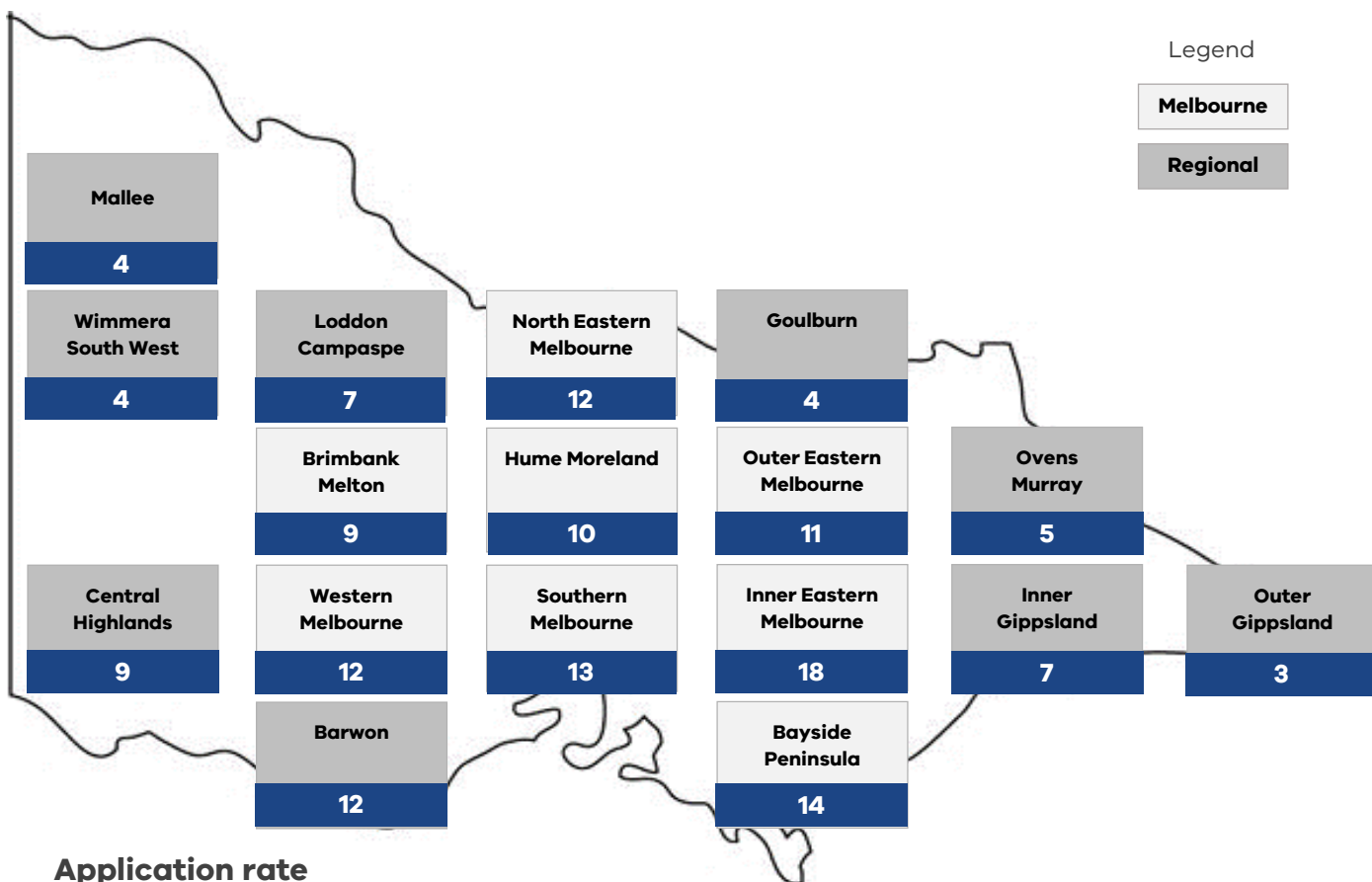
# Application rate

Key finding

Applications per vacancy in Government secondary schools

10.6

2020 Application rate for government secondary teaching vacancies by Education Area



## Application rate

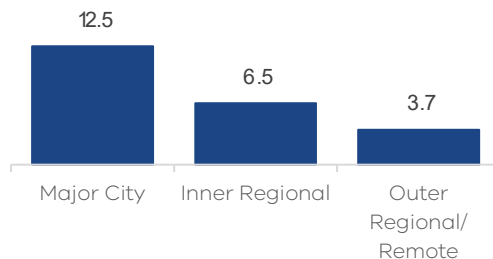
Recruitment Online is the recruitment system used by the Victorian Department of Education and Training to administer all applications for teaching roles at Victorian government schools.

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

Inner Eastern Melbourne Education Area had the highest application rate of 18, with Outer Gippsland having the lowest rate of 3.

On average the application rate for vacancies in major cities was 9 applications greater than outer regional and remote locations.

## Application rate by remoteness



# Recruitment challenges

Key finding

Secondary no appointment rate

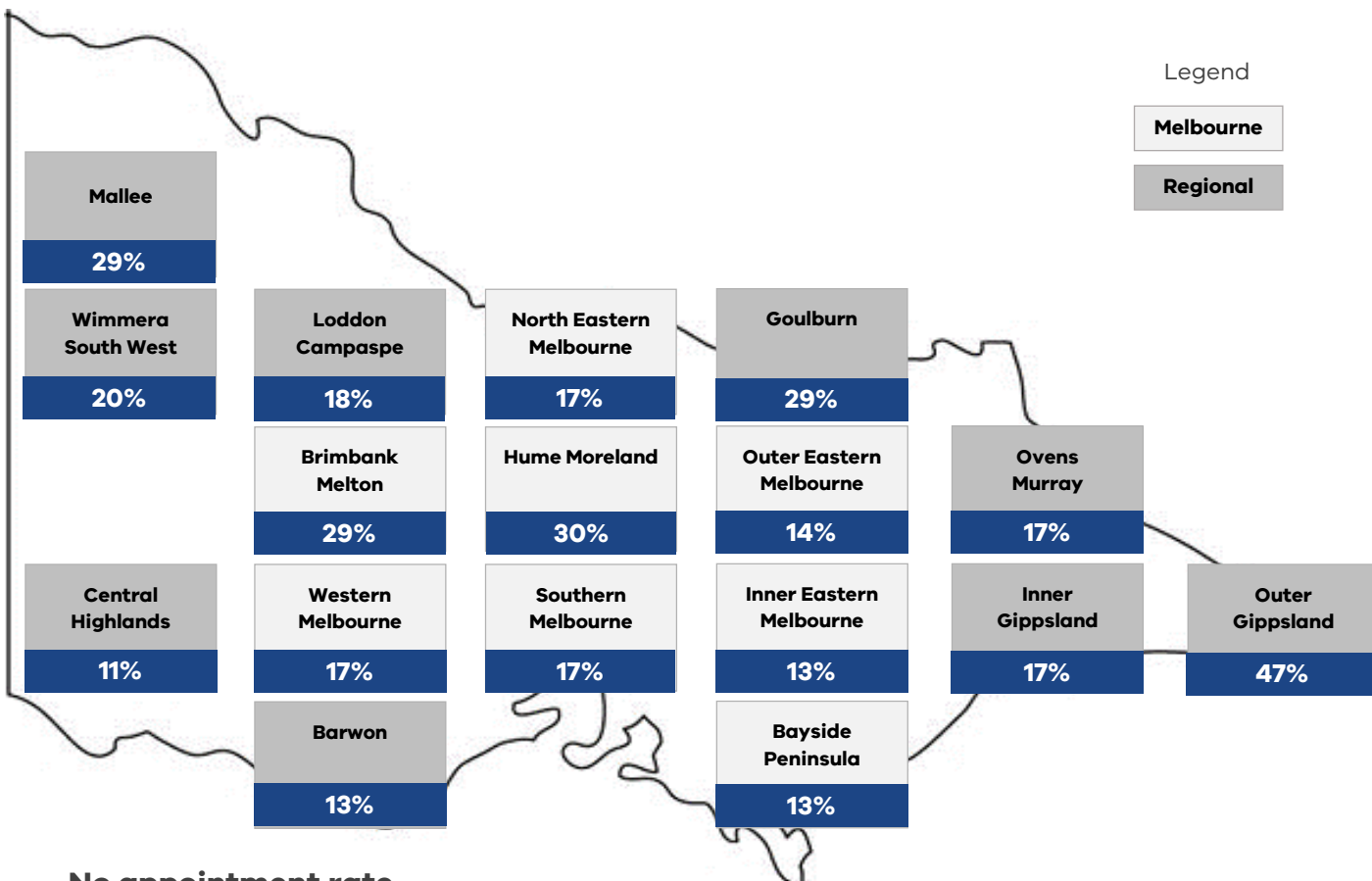
19.1%

2020 secondary no appointment rate by Education Area

Legend

Melbourne

Regional



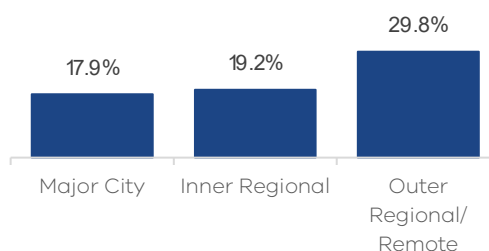
## No appointment rate

Roles advertised using the Recruitment Online system may result in no appointment, where no suitable candidate has been recommended by the selection panel. The no appointment rate is calculated by dividing the total number of advertised roles concluding in no appointment, by the total number of advertised vacancies in 2020.

Outer Gippsland Education Area had the highest no appointment rate (47 per cent) with Central Highlands having the lowest (11 per cent).

The no appointment rate in outer Regional areas was 12 per cent higher than in Major city locations.

## No appointment rate by remoteness



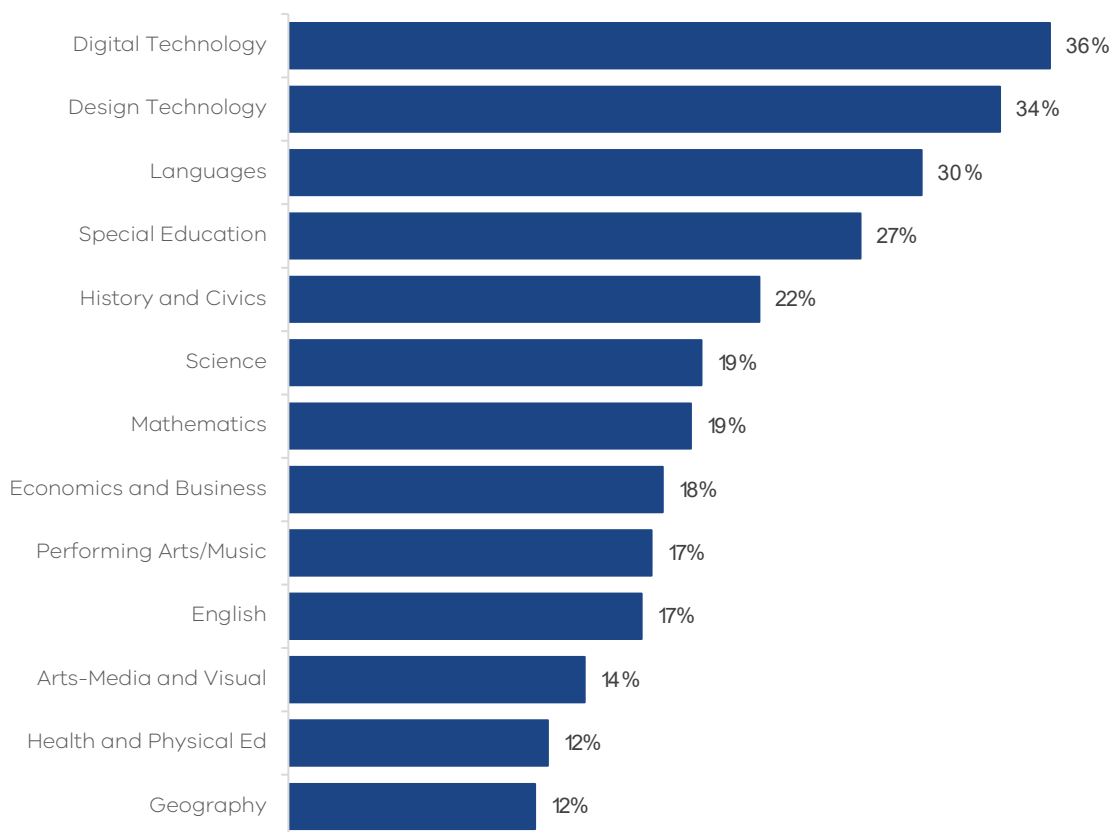
# Recruitment challenges by subject

Key finding

No appointment rate for Digital Technology

36%

Secondary recruitment challenges by subject area



Roles advertised using the Recruitment Online system may result in no appointment, where no suitable candidate has been recommended by the selection panel. The no appointment rate is calculated by dividing, for each subject area, the total number of advertised roles concluding in no appointment, by the total number of advertised jobs in 2020.

# Teaching workforce

Key finding

Secondary workforce headcount **43,889**

Secondary workforce FTE **38,008**

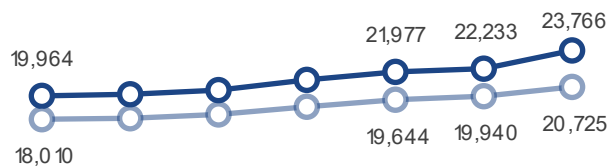
## Government headcount

The Government sector teacher headcount increased by 6.9 per cent between 2019 and 2020. Following the 4.2 per cent increase observed in 2017, this is the largest percentage growth in ten years. In 2020, the government sector comprised 54 per cent of the secondary headcount.

The Government sector teacher FTE increased by 3.9 per cent between 2019 and 2020. This continues the growth in previous years (three per cent in 2018 and 1.5 per cent in 2019).

Headcount

FTE



**19% headcount increase since 2014**

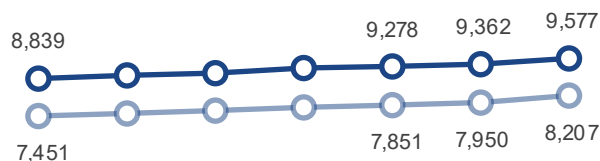
2014

2020

## Catholic headcount

The Catholic sector teacher headcount increased by 2.3 per cent between 2019 and 2020. As a percentage this growth represents one of the smallest increases since 2001. In 2020, the Catholic sector comprised 22 per cent of the secondary headcount.

The Catholic sector teacher FTE increased by 3.2 per cent between 2019 and 2020. This was higher than the growth in previous years (1.3 per cent in 2019 and one per cent in 2018).



**8% headcount increase since 2014**

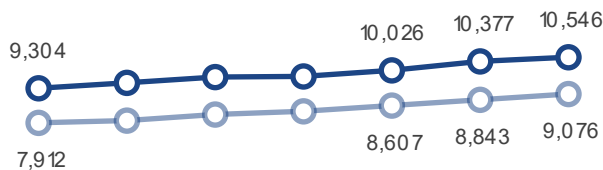
2014

2020

## Independent headcount

The Independent sector teacher headcount increased by 1.6 per cent between 2019 and 2020. This growth is consistent with the long run average growth rate. In 2020 the independent sector comprised 24 per cent of the secondary headcount.

The Independent sector teacher FTE increased by 2.6 per cent between 2019 and 2020. This was consistent with the growth in previous years (2.7 per cent in 2019 and 2.7 per cent in 2018).



**13% headcount increase since 2014**

2014

2020

# Government sector workforce

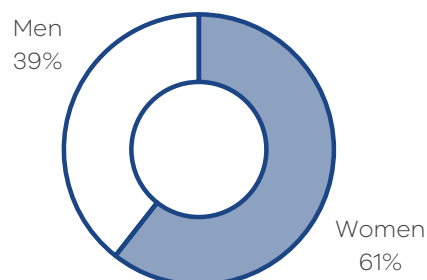
## Key finding

Active government sector secondary teachers

19,076

### Gender split

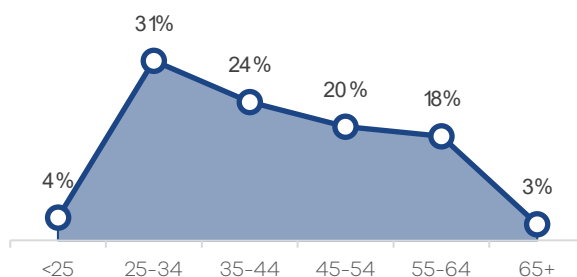
The gender distribution in government secondary schools in 2020 is consistent with that of previous years.



### Age split

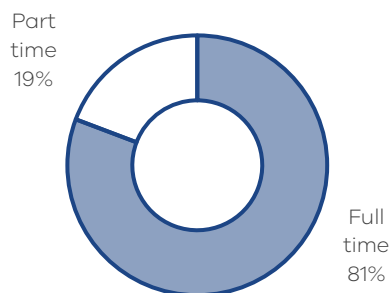
The age distribution in government secondary schools in 2020 is consistent with that of previous years.

Thirty-five per cent of secondary teachers are aged under 35 and 21 per cent are aged 55 or over.



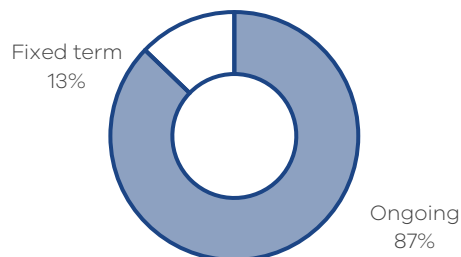
### Time fraction

The proportion of teachers in government secondary schools who were employed full time in 2020 remains similar to previous years.



### Employment type

The distribution of employment type in government secondary schools in 2020 remains similar to previous years.



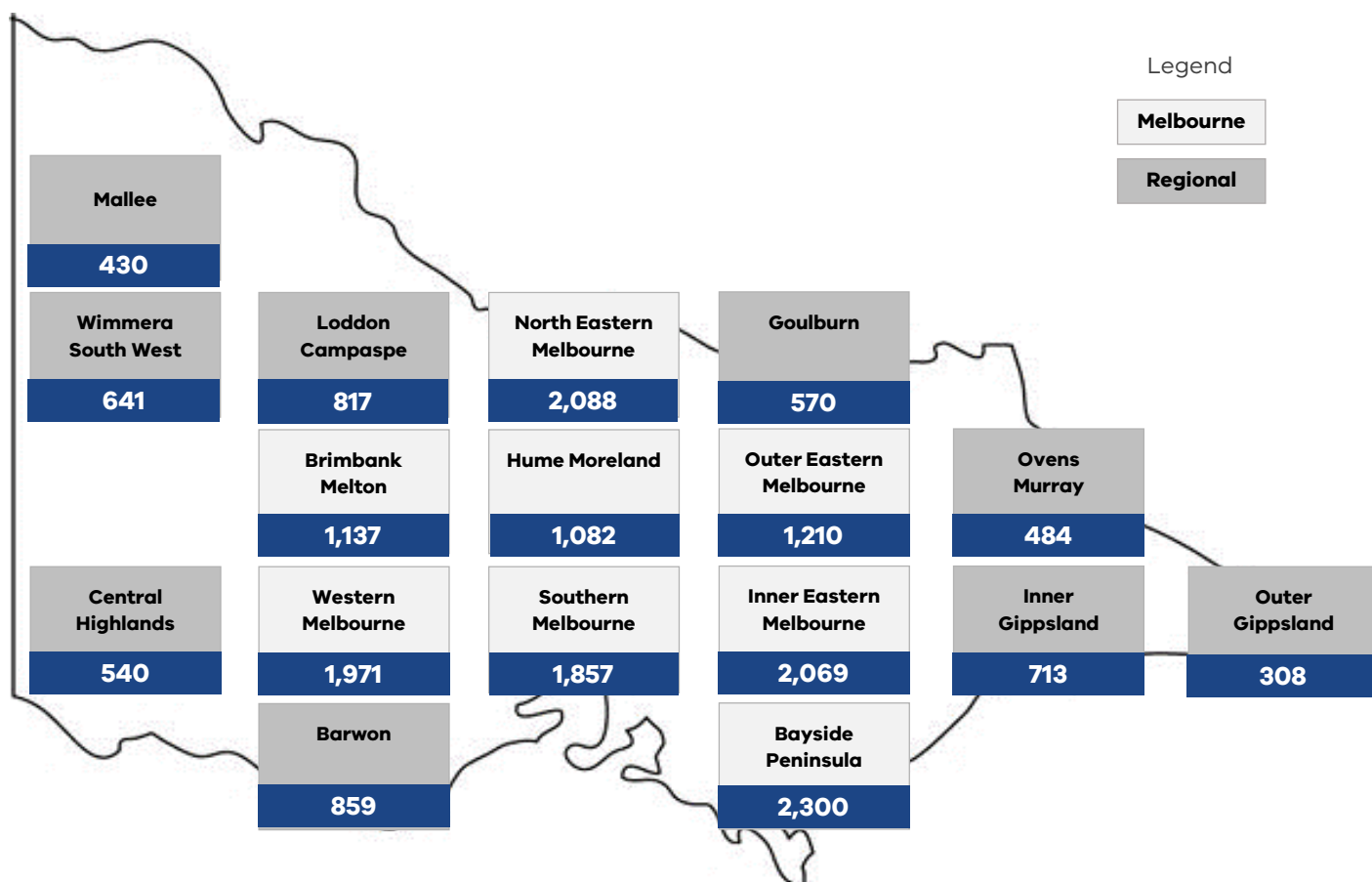
# Government sector workforce by location

Key finding

Increase in government secondary teachers since 2019

5.3%

Secondary government teachers in 2020

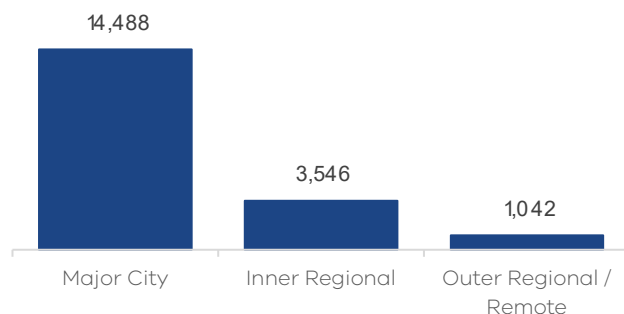


In 2020, there was a 5.3 per cent increase in teachers in government secondary schools, equating to 961 additional teachers.

There are variations in the number of teachers across Education Areas, and since 2019 there have been increases in Goulburn (63 per cent) and Hume Moreland (7.6 per cent), while Outer Gippsland District (-0.8 per cent) and Wimmera South West (-0.3 per cent) saw decreases.

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

## Secondary teachers by remoteness



# Government graduate teachers

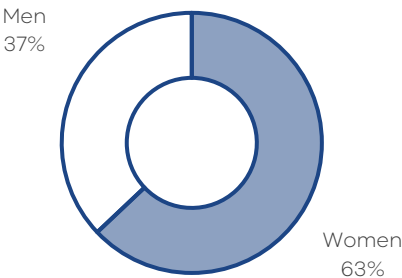
Key finding

Government graduate teachers

1,022

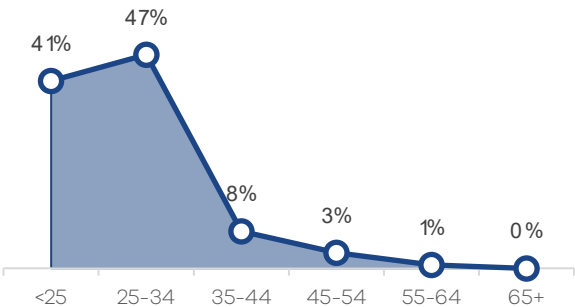
## Gender

Sixty-three per cent of graduate secondary teachers are women which is slightly higher than the gender split of the overall government secondary teaching workforce (61 per cent).



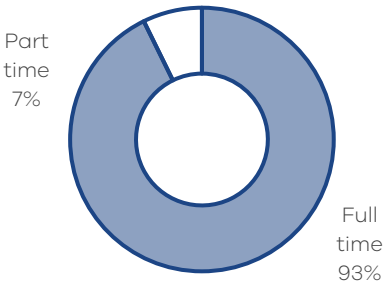
## Age split

Government secondary teacher graduates are younger than the overall government teaching workforce with 88 per cent aged less than 35 years old.



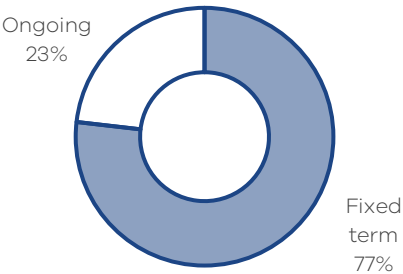
## Time fraction

At 93 per cent, the proportion of government graduate secondary teachers in full time roles is higher than that of the overall government teaching workforce (81 per cent).



## Employment type

At 77 per cent, the proportion of government graduate secondary teachers in fixed term arrangements is significantly higher than that of the overall government teaching workforce (13 per cent).



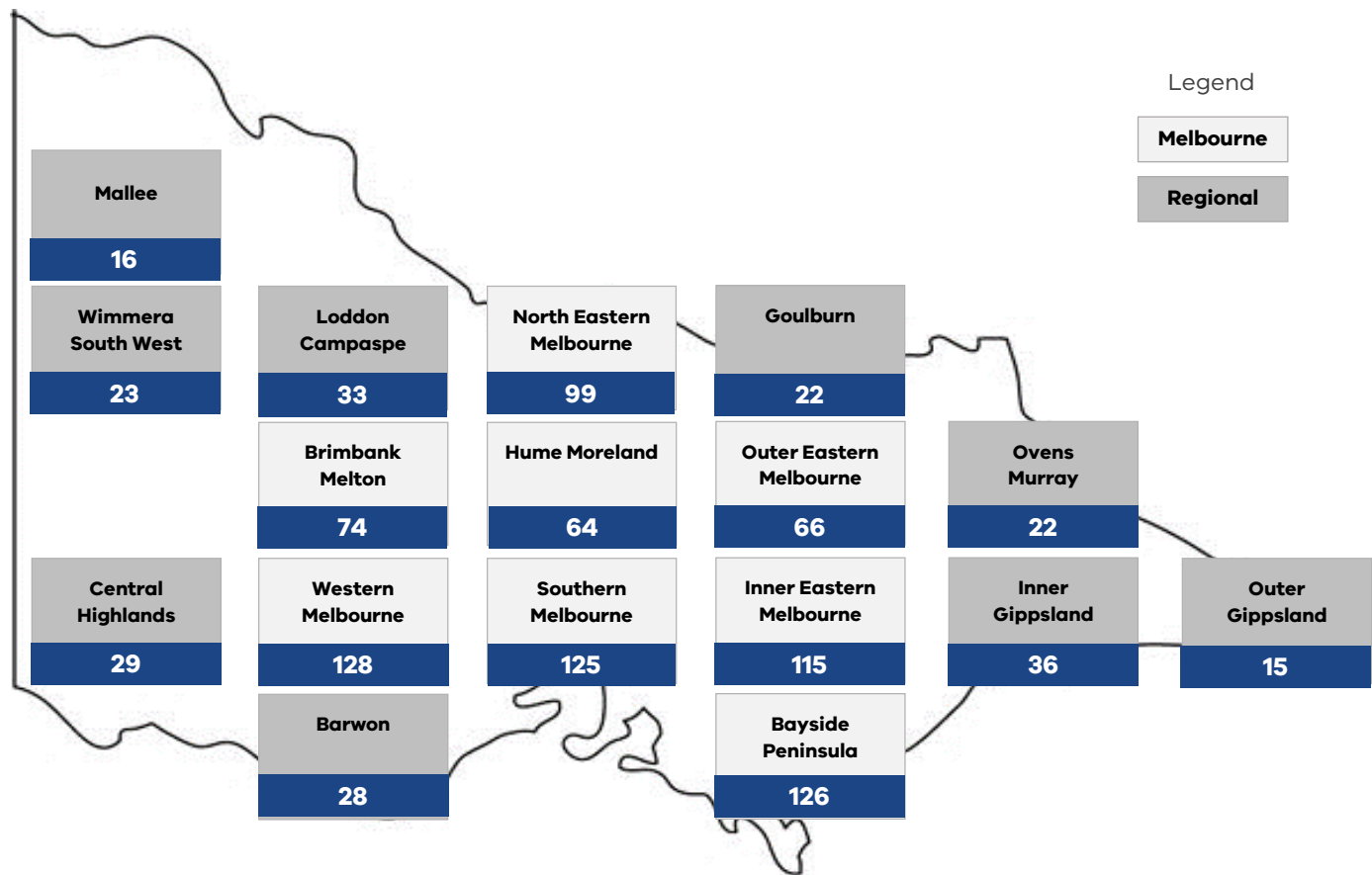
# Government graduate teachers

Key finding

Government graduate teachers in major cities

81%

Secondary government graduate teachers in 2020

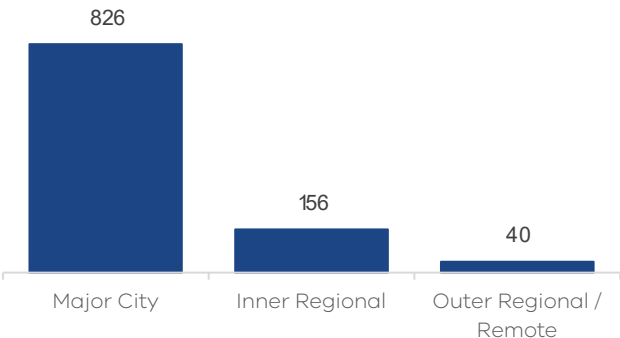


In 2020, the number of graduate teachers in government sector secondary schools increased by 9.2 per cent, equating to 86 graduate teachers.

There was variation in the number of graduate teachers across Education Areas, with increases since 2019 in Ovens Murray (100 per cent) and Goulburn (29 per cent), and decreases in Outer Gippsland (-32 per cent) and Mallee (-18 per cent).

The majority of graduate government sector secondary teachers (81 per cent) work in major cities. This is 5 per cent higher than for all government Secondary teachers.

Graduates by remoteness



# Government sector Casual Relief Teachers (CRTs)

Key finding

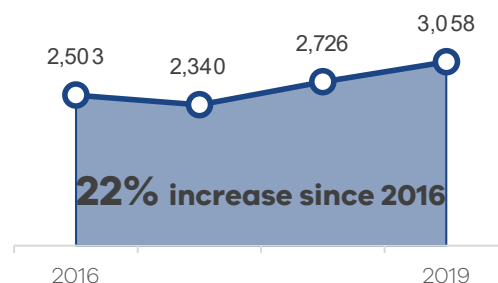
2019 secondary  
Casual Relief  
Teachers

**3,058**

*The DET CRT survey ceased in 2019. The latest, 2019 data is reported.*

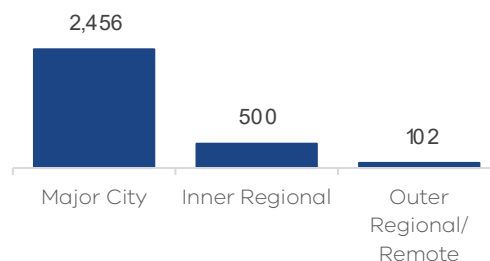
## Number of CRTs

Around 35 per cent of CRTs teach in secondary schools. This percentage is consistent with previous years.



## Location of CRTs

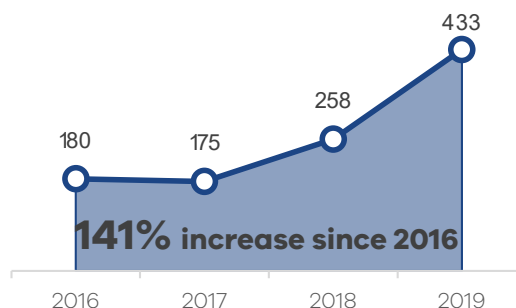
Eighty per cent of secondary CRTs work in a major city. This figure was 77 per cent in 2017, and 78 per cent in 2018.



## Difficult-to-fill CRT vacancies

In 2019, government secondary CRT vacancies represented 46 per cent of the total difficult-to-fill casual relief teacher vacancies. In 2018 this was 32 per cent.

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



## Casual Relief Teachers

Key summary statistics from the 2019 VIT CRT Survey Report relevant to this report are below.

**27%**

of surveyed CRTs are looking for more permanent employment.

**2.2**

is the average number of days employed in a week

**78%**

hold full registration with 22 per cent provisionally registered.

**60%**

have more than 10 years experience.

# Government workforce attrition

Key finding

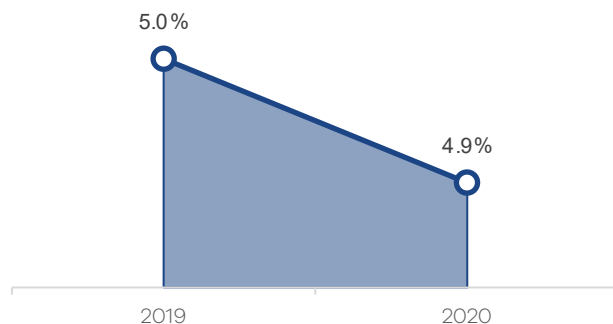
Headcount staff exits in 2020

1,091

## Attrition rate

The attrition rate has been updated this year to a headcount calculation. 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.

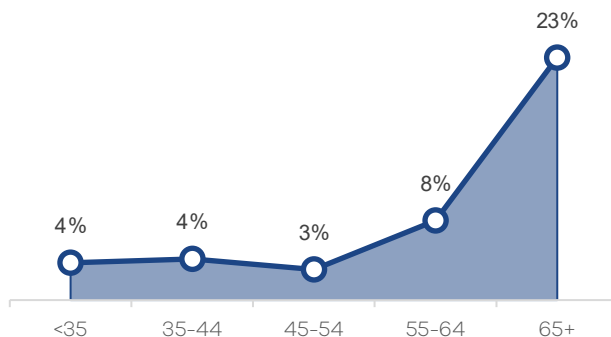
The 2020 attrition rate has decreased compared to previous years, however broadly remains consistent.



## Attrition by age group

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

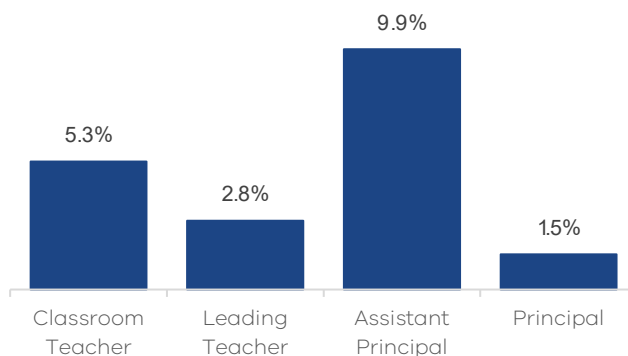
Attrition for those aged under 55 is between three and four per cent. Attrition is higher for those aged over 54.



## Employment classification

The 2020 attrition rate among assistant principals is higher than the long run average and the rate is lower for principals.

In 2020 980 classroom teachers exited the secondary workforce in 2020. Eleven secondary school principals exited the government workforce.



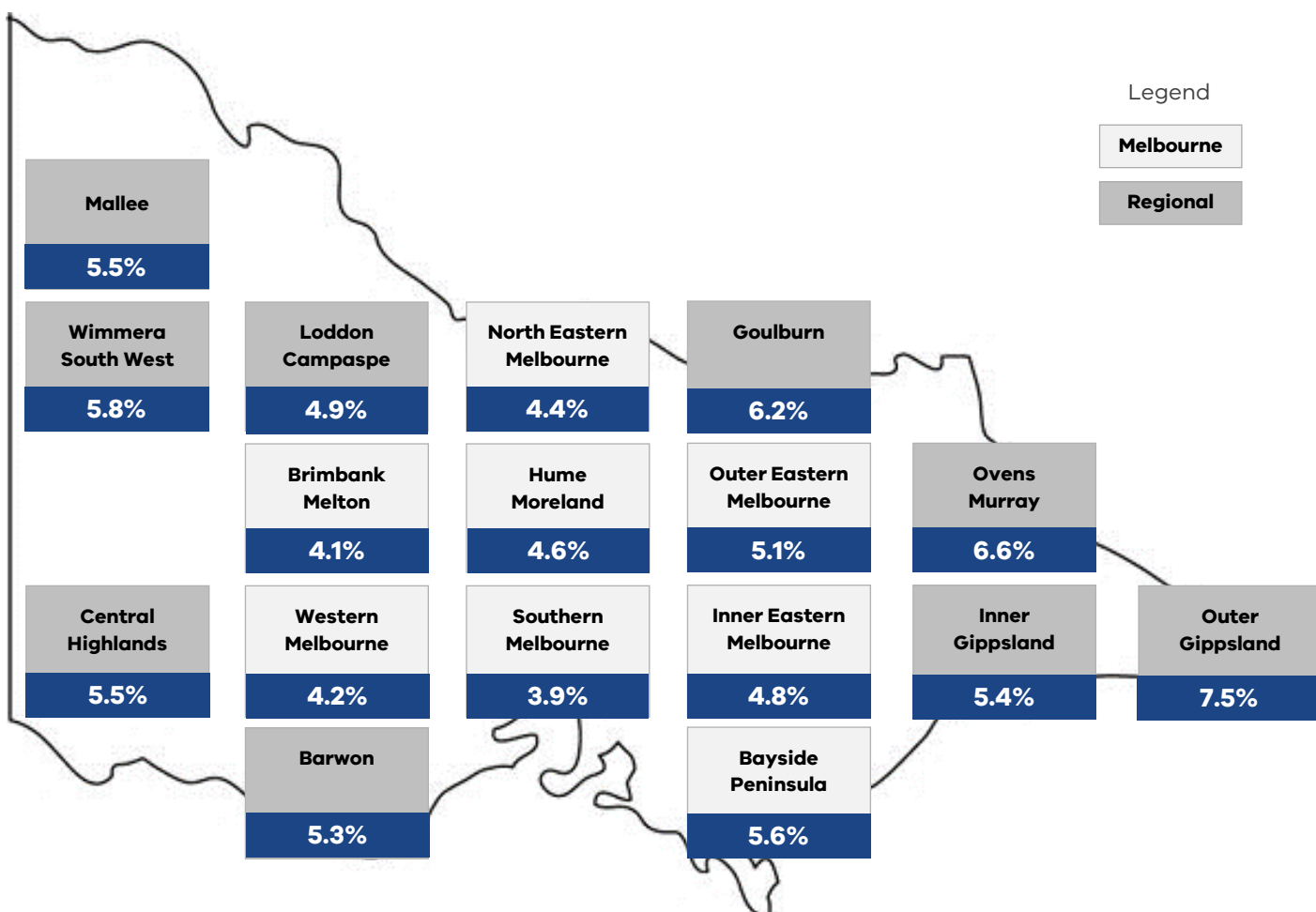
# Government workforce attrition

Key finding

Overall attrition rate 2020

**4.9%**

Secondary attrition by Education Area

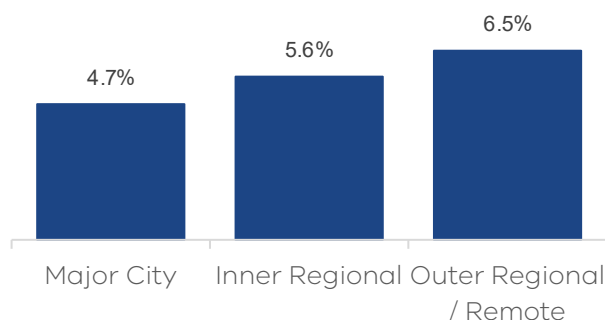


## Attrition by Education Area

In 2020, Outer Gippsland had the highest attrition rate at 7.5 per cent, while the lowest was Southern Melbourne at 3.9 per cent.

The attrition rate is highest in outer regional / remote areas at 6.5 per cent.

## Attrition rate by remoteness



# Catholic sector workforce

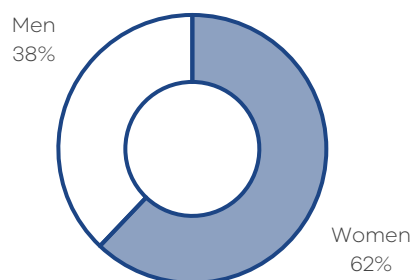
Key finding

Active Catholic sector secondary and secondary / primary teachers

8,802

## Gender split

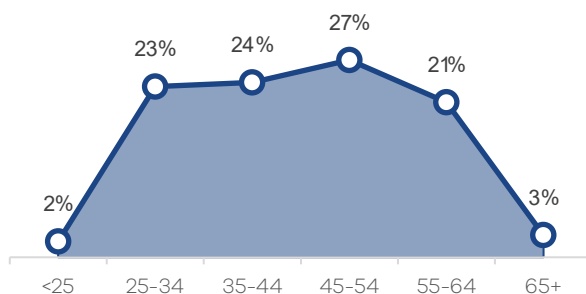
The gender split in Catholic secondary schools in 2020 is consistent with previous years



## Age split

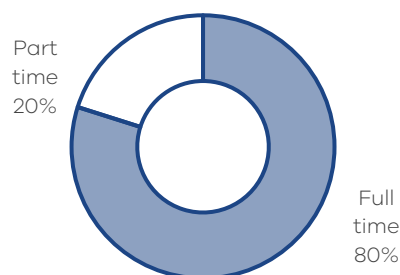
The age distribution in government secondary schools in 2020 remains consistent with that of previous years.

25 per cent of secondary teachers are aged under 35; and 24 per cent are 55 and over.



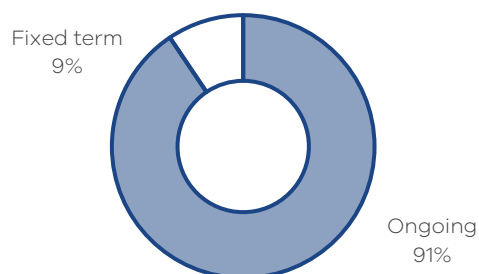
## Time fraction

In 2020, the time fraction of Catholic secondary school teachers was similar to previous years.



## Employment type

In 2020, the employment type of Catholic secondary school teachers was similar to previous years.



# Catholic sector workforce by location

Key finding

Total FTE teachers

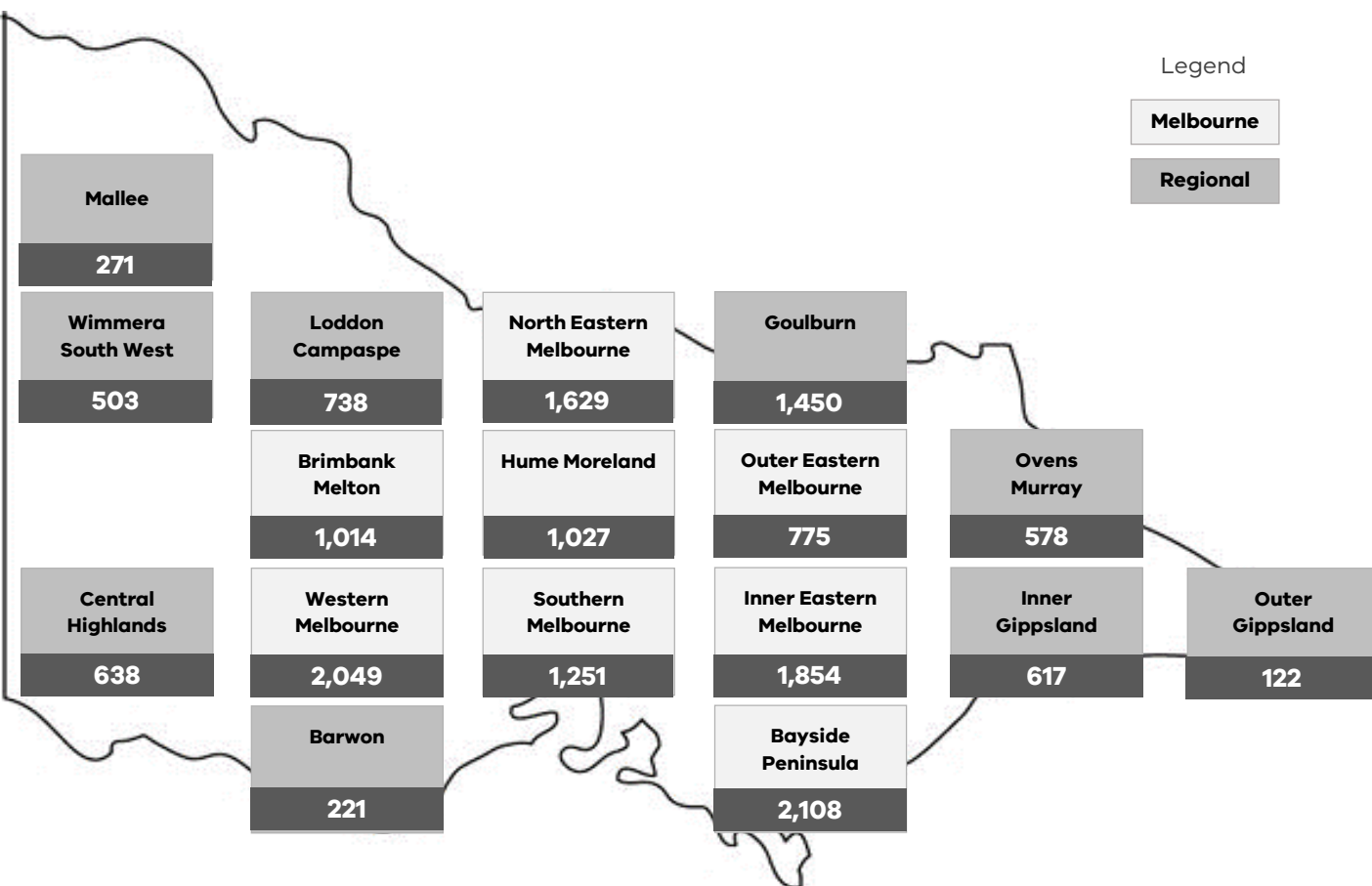
16,854

Catholic workforce by Education Area

Legend

Melbourne

Regional



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

The overall change in teacher FTE from 2019 was 1.9 per cent, which follows 3.5 per cent growth between 2018 and 2019.

As the Education Area is unknown for 10 FTE teachers, the sum of the Education Areas presented on the chart above does not total to the number represented in the key finding box.

# Catholic sector workforce attrition

Key finding

Secondary attrition rate **7.3%**

## 2020 attrition rate

The Catholic attrition rate in secondary schools increased from 6.4 per cent in 2019 to 7.3 per cent in 2020.

Secondary

**7.3%**

attrition

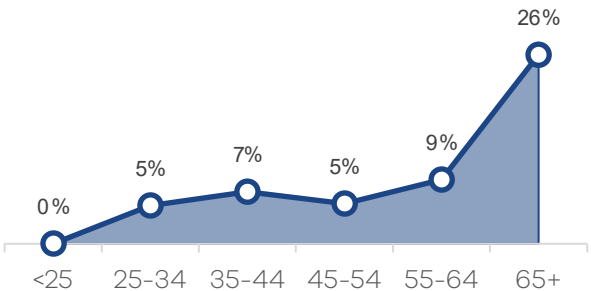
Secondary/Primary

**8.4%**

attrition

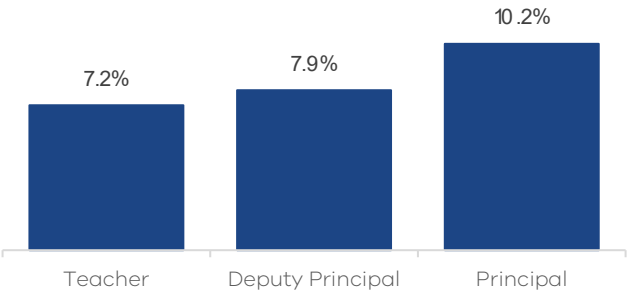
## Attrition rate by age group

The attrition rate across ages for Catholic secondary schools is in general alignment with historical attrition trends. In 2020 there was no recorded attrition of those aged under 25 which is lower than historical trends.



## Attrition rate by employment classification

The 2020 attrition rate across the employment classifications for secondary teachers is higher than the 2019 rate for Catholic teachers.



# Catholic sector workforce attrition

Key finding

Overall attrition rate

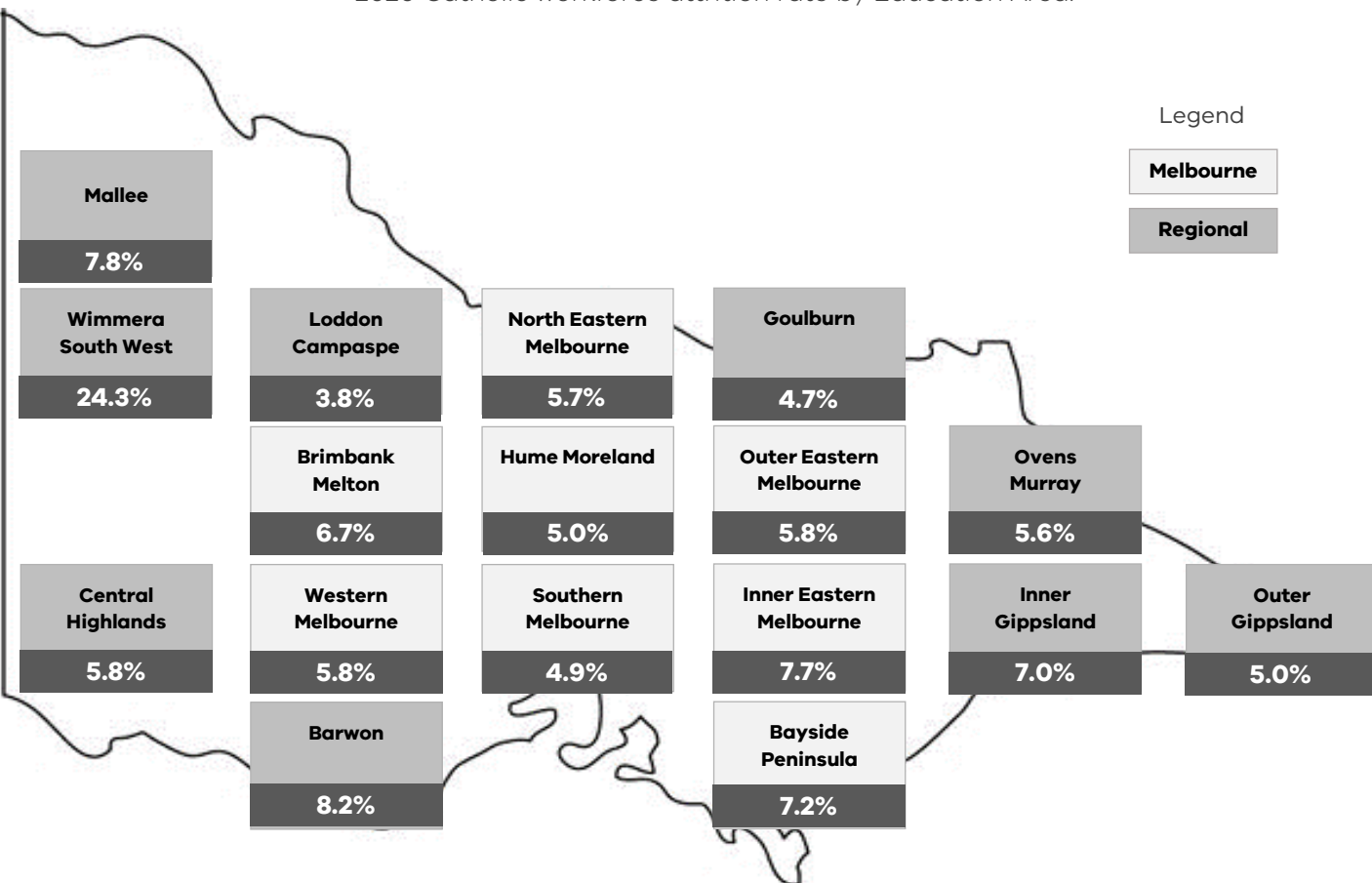
**6.7%**

2020 Catholic workforce attrition rate by Education Area.

Legend

Melbourne

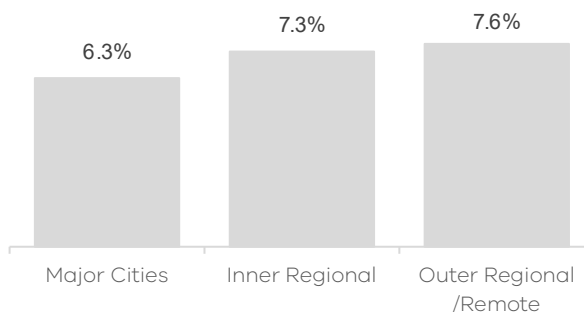
Regional



## Attrition rate by remoteness

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

The overall attrition rate has risen slightly, from 6.6 per cent in 2019 to 6.7 per cent in 2020.



# Secondary enrolments

Key finding

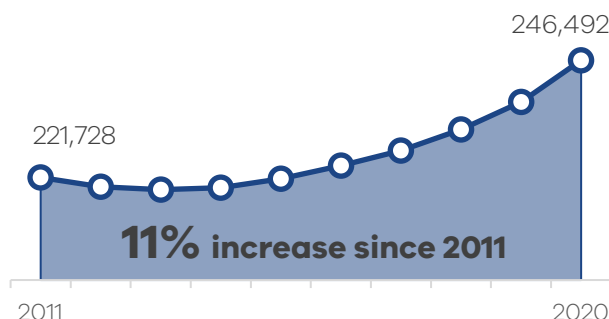
2020 secondary school enrolments

**431,878**

## Government enrolments

Government secondary schools have 57 per cent of total secondary school enrolments.

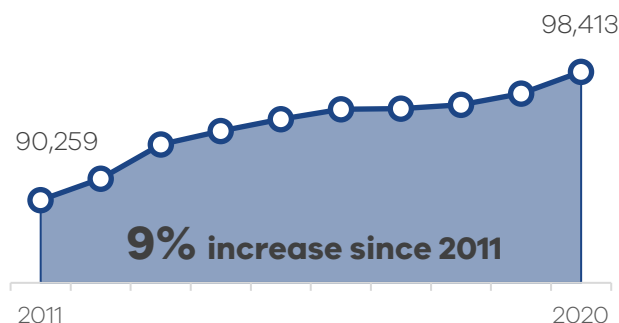
Between 2019 and 2020, enrolments grew by 3.7 per cent, representing 8,768 additional enrolments. This growth rate is the highest percentage, year-on-year, change since 2011.



## Catholic enrolments

Catholic secondary schools have 23 per cent of total Secondary school enrolments.

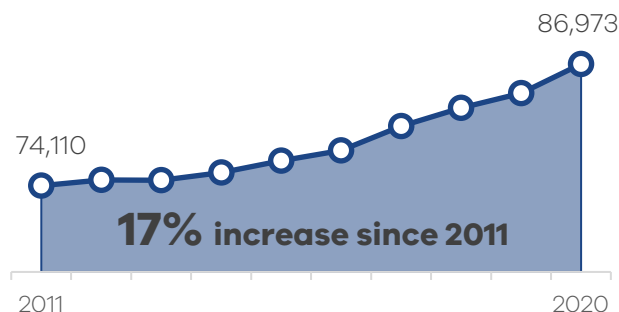
Between 2019 and 2020, enrolments grew by 1.4 per cent, representing 1,393 additional enrolments. This growth rate is the highest percentage, year-on-year, change since 2014.



## Independent enrolments

Independent schools have 20 per cent of total Secondary school enrolments.

Between 2019 and 2020, enrolments grew by 3.7 per cent, representing 3,076 additional enrolments. This growth rate is the highest year on year percentage change since 2011.



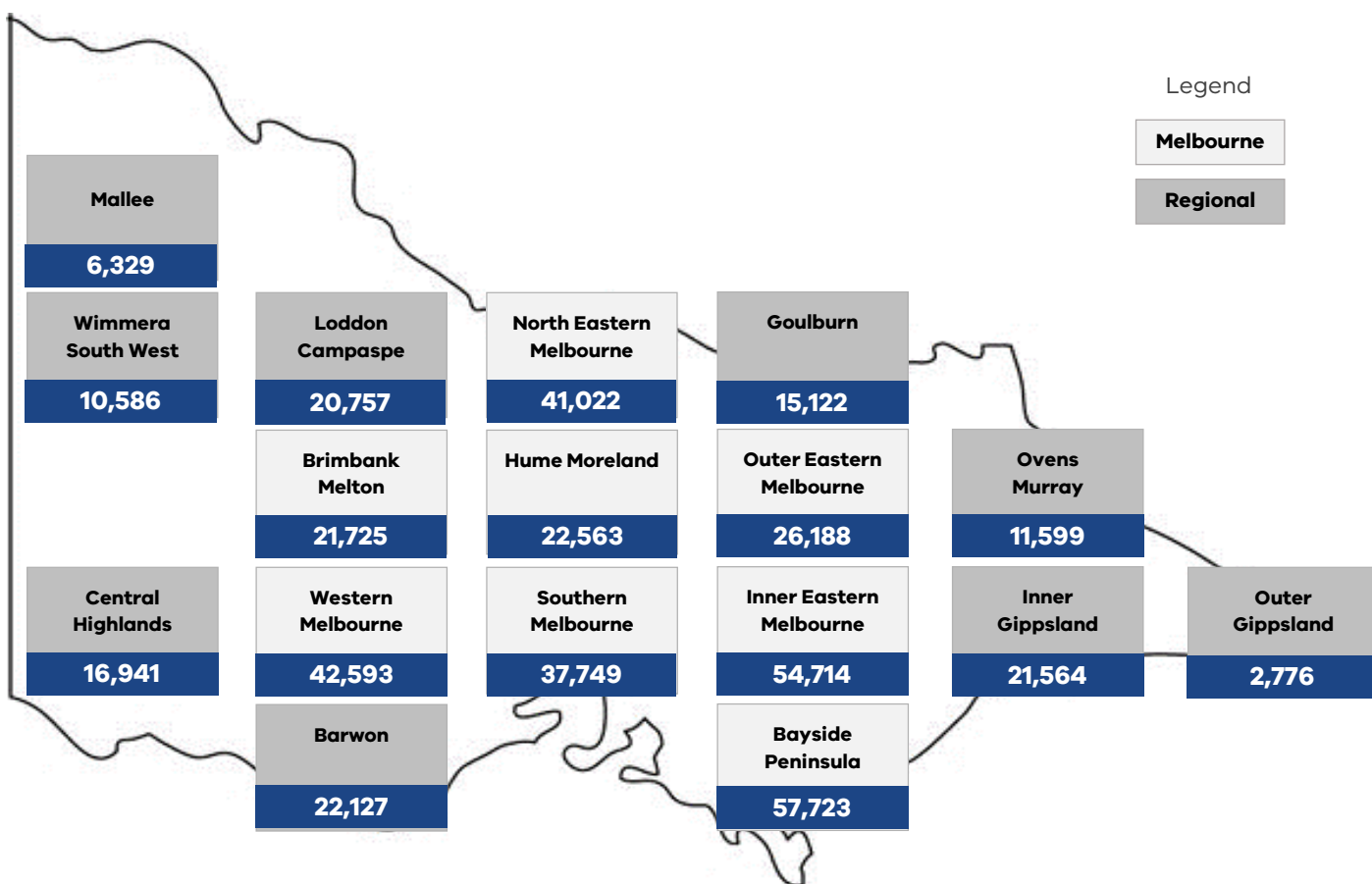
# Secondary enrolments by location

Key finding

Change in 2020 enrolments

**3.2%**

2020 secondary school enrolments



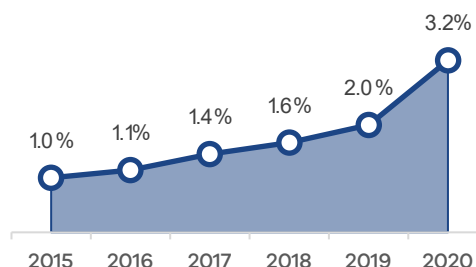
In 2020, Secondary school enrolments increased by 3.2 per cent from 2019.

Loddon Campaspe (-17.6 per cent), Central Highlands (-12.4 per cent), Outer Eastern Melbourne (-7.9 per cent), and Wimmera South West (-6.5 per cent) showed a reduction in enrolments since 2019.

The Education Areas with the highest growth were Inner Eastern Melbourne (9.6 per cent), Hume Moreland (9.2 per cent) and Bayside Peninsula (8.5 per cent).

## Year on year growth in enrolments

The increase in secondary enrolments is accelerating with increased year-on-year growth.



## Section 6

# Special and EAL schools



# Special school forecasts

Key finding

Forecast 2026  
special school  
teacher demand

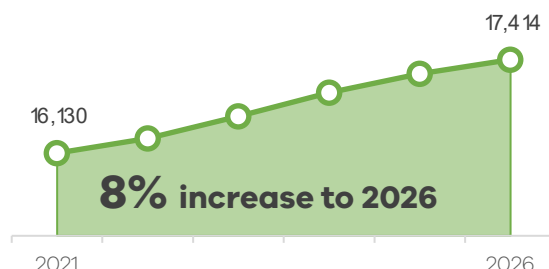
3,676

## Special schools enrolment forecast

The chart opposite shows that year-on-year enrolments for special schools are expected to increase.

It is forecast that there will be 1,284 more special school enrolments in 2026 than in 2021.

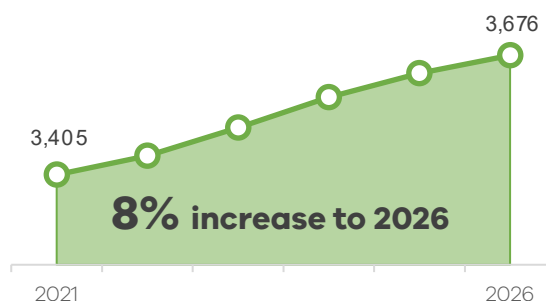
The rate of increase is forecast to slow between 2021 and 2022. Enrolments are typically expected to increase at 2 per cent per year which is a rate greater than expected population growth.



## Special schools teacher demand

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

There are forecast to be 271 more special school teachers in 2026, compared to 2021.



# EAL school forecasts

Key finding

Forecast 2026  
EAL teacher  
demand

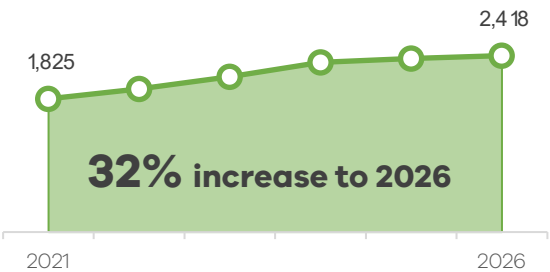
387

## EAL enrolment forecast

The chart opposite shows that year-on-year enrolments for EAL schools are expected to increase.

It is forecast that there will be 593 more EAL school enrolments in 2026 than in 2021.

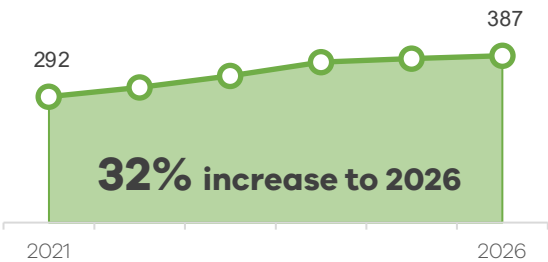
The rate of increase is forecast to accelerate up to 2024, before slowing, driven by expected migration patterns.



## EAL teacher forecast demand

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

There are forecast to be 95 more EAL teachers in 2026, compared to 2021.



# Teaching workforce

Key finding

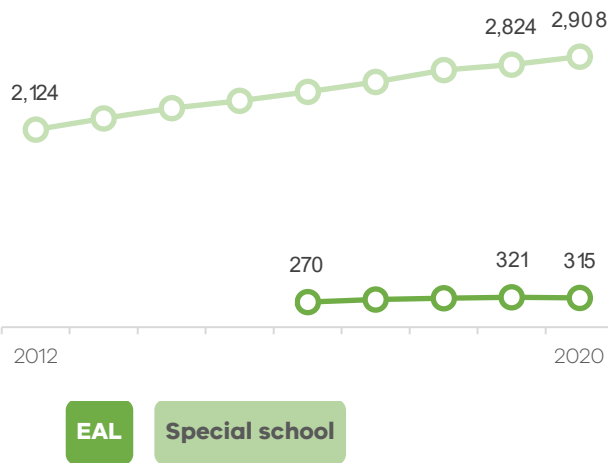
2020 special and EAL schools' workforce

3,243

## Government special and EAL school headcount

The majority of teachers in special schools work in the government sector. There were 3.0 per cent more special school teachers in 2020 than in 2019.

In 2020, the number of EAL school teachers decreased by 1.9 per cent. This is the first decline since data became available in 2016.



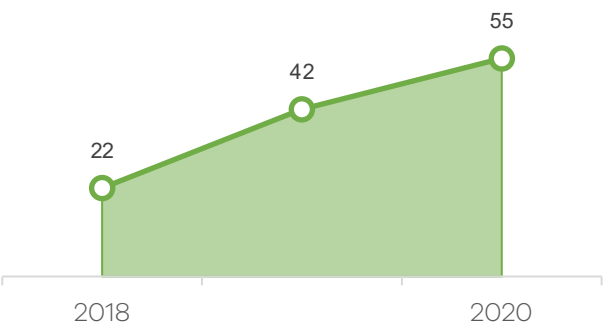
## Government sector graduate teachers

Compared to 2019, there were fewer government graduate teachers in both special (less 24.9 per cent) and language schools in 2020.



## Catholic special school FTE

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



# Vacancies

## Key finding

Special school vacancies	805
EAL school vacancies	40

Special and EAL school vacancies by Education Area



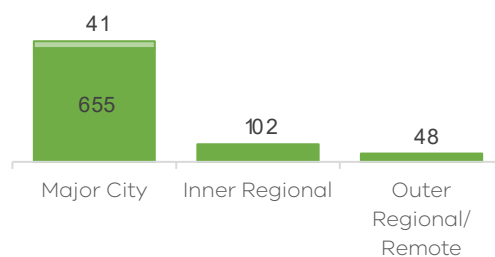
## Vacancies

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

The majority of vacancies for EAL and Special Schools were in Western Melbourne and Hume Moreland.

Major city locations had 82 per cent of Special and EAL vacancies.

## Vacancies by remoteness



# Applications

## Key finding

Special school applications

4,444

EAL school applications

581

Special and EAL school applications by Education Area



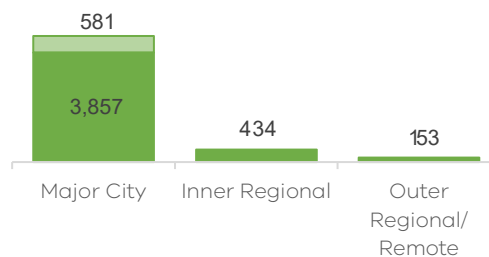
## Applications

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

The greatest number of applications were received in Western Melbourne, and the lowest number in Mallee.

Vacancies in major cities received 88 per cent of Special and EAL applications.

## Applications by remoteness



# Application rate

## Key finding

Special school application rate

5.5

EAL school application rate

14.5

Special and EAL school application rate by Education Area



## Applications

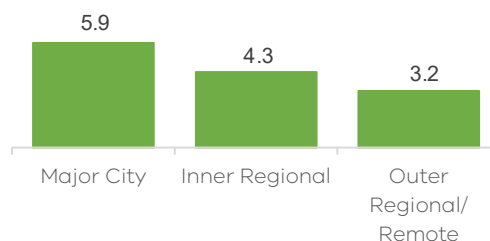
Recruitment Online is the system used to administer all teaching vacancies at Victorian government schools only.

Barwon and Southern Melbourne had the highest application rate for Special school vacancies (8), and North Eastern Melbourne the highest rate for EAL school vacancies (18).

Outer and Inner Gippsland had the lowest application rate for Special school vacancies, and application rates for EAL vacancies were only recorded for four metropolitan Education Areas.

The application rate for Special and EAL vacancies is 2.7 higher in Major city locations than for outer regional and remote locations.

## Application rate by remoteness



\* All language schools are in a Major City

# Special and EAL school Enrolments

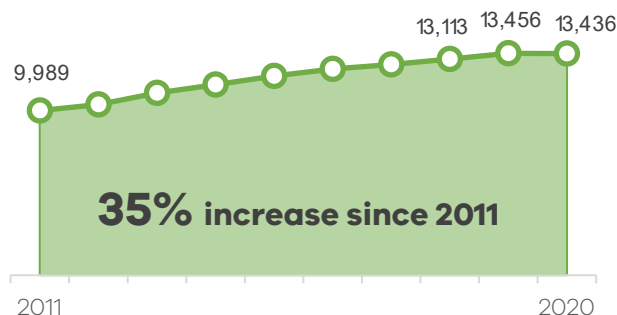
Key finding

2020 special and EAL school enrolments

**17,909**

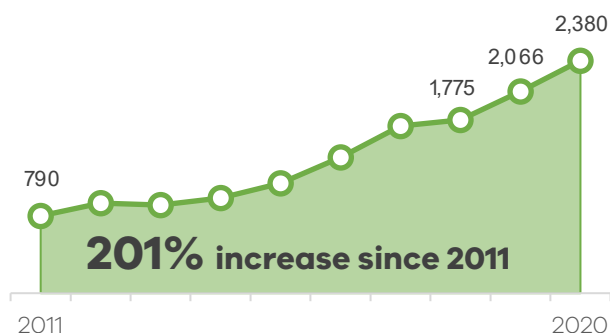
## Government special school enrolments

In 2020, government special school enrolments decreased by 0.1 per cent from 2019 levels, representing 20 fewer students.



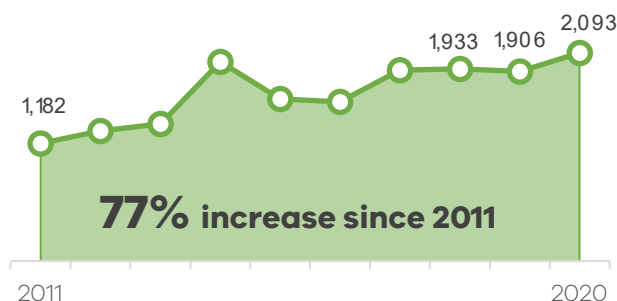
## Non-government special school enrolments

In 2020, non-government special school enrolments increased by 15.2 per cent from 2019 levels. This represented an additional 314 students and continued the growth trend observed since 2011.



## EAL enrolments

In 2020, EAL enrolments increased by 9.8 per cent from 2019 levels, representing an additional 187 students



# Special and EAL school enrolments by location

## Key finding

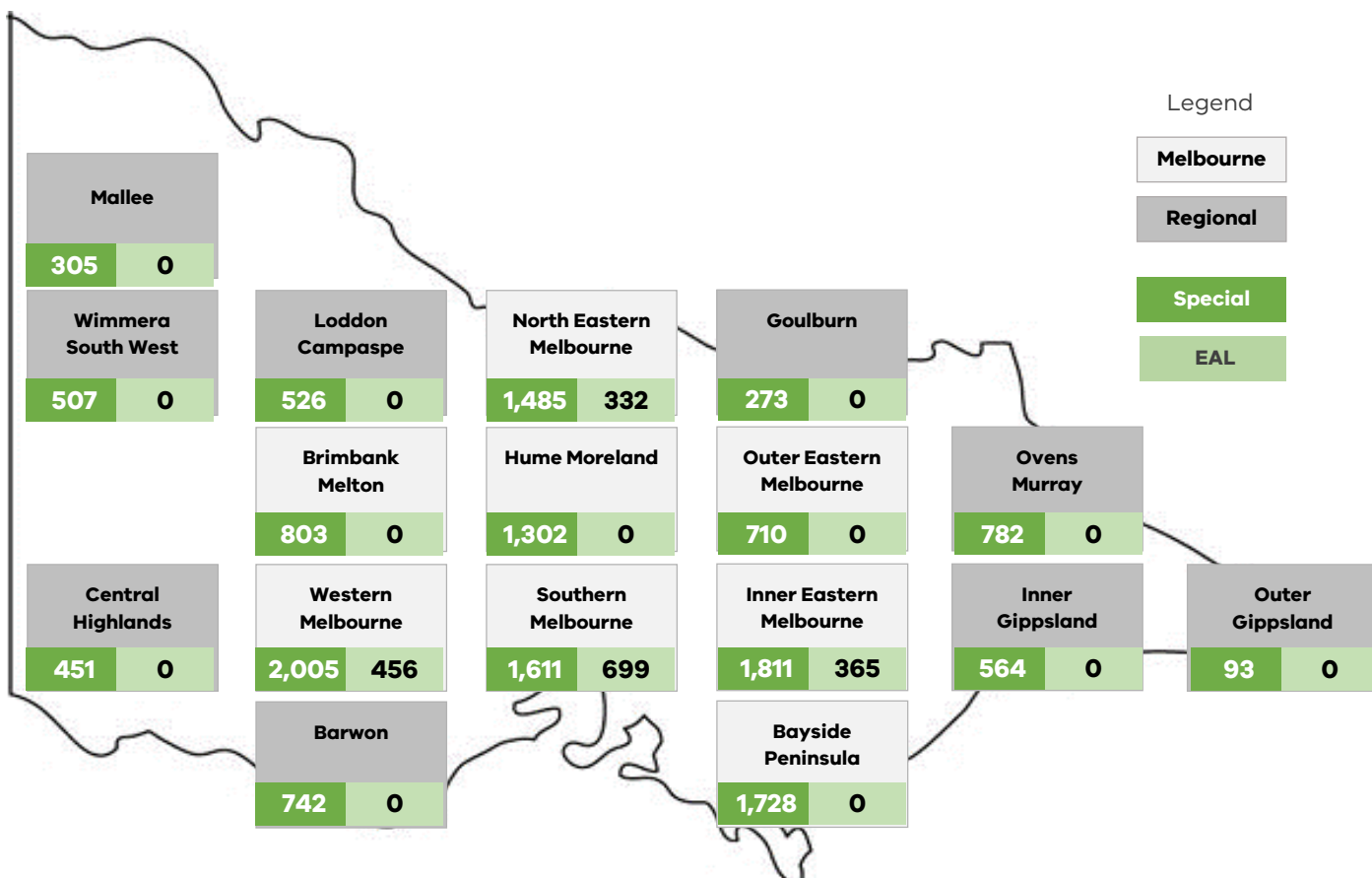
Special school enrolments

15,816

EAL school enrolments

2,093

2020 Special and EAL school enrolments



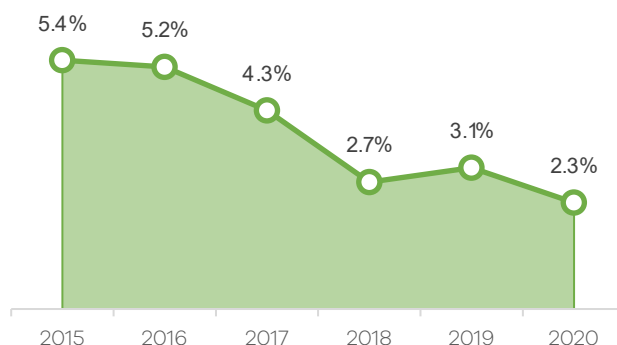
The growth in special school enrolments between 2015 and 2020 was 23.0 per cent.

The Education Areas with the largest reduction in special school enrolments from 2019 were Outer Gippsland (-15.9 per cent) and Goulburn (-15.2 per cent).

The largest increases were in Ovens Murray (21.8 per cent) and Outer Eastern Melbourne (18.1 per cent).

## Year on year growth in special school enrolments

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



## Section 7

# Appendix



# Data inputs received

Data has been collected from a number of Victorian and Australian education and research organisations to analyse supply and demand factors that impact the Victorian teaching workforce across the early childhood, government, Catholic and independent sectors. The data items collected include employment, qualification and registration characteristics of the Victorian teaching workforce, student enrolments in ITE courses and graduate outcomes. Data collected primarily covers the 2019 and 2020 calendar years.

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 opposite and on the following page, grouped by each separate data custodian.

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

## Victorian Department of Education and Training (DET)

### Government teacher workforce

1. Payroll dataset (eduPay)
2. Casual relief teacher census (2019 only)
3. Recruitment dataset (Recruitment Online)
4. Customised attrition analysis
5. Schools and enrolments dataset

### Early childhood teacher workforce

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

## Australian Bureau of Statistics (ABS)

11. 4221.0 – Schools, Australia, 2020
12. 3101.0 – Estimated Resident Population, 2020

## Victoria in Future 2019

13. Victoria in Future 2020 (VIF2020) Population and Household Projections (June 2020)
14. Population by age and sex group for Victoria from 2016 to 2026

# Data inputs received

## ITE providers (ITE)

Custom datasets from the following ITE providers:

### On-Campus

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

### Online

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

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

## Victorian Tertiary Admissions Centre (VTAC)

33. VTAC annual report and statistics 2012 – 2020 (including custom data extract TABLE D1)

## Victorian Institute of Teaching (VIT)

34. Victorian teacher registration data including early childhood teachers
35. VIT annual reports 2018, 2019
36. Selected data from the VIT registration renewal form, including selected time series

## Melbourne Archdiocese Catholic Schools (MACS)

37. Victorian Catholic teaching workforce dataset
38. Custom-Catholic attrition dataset

## Australian Government Department of Education and Training (AU)

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

## Social Research Centre (SRC)

41. 2019 and 2020 Graduate outcomes survey
42. 2019 and 2020 Graduate outcomes survey - longitudinal

# Supply pool allocation approach

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

## “All” scenario

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

- 100 per cent of dual qualified primary/secondary teachers on the school register are distributed to both the primary pool and the secondary pool.
- 100 per cent of dual registered teachers are distributed to both the early childhood pool and the primary pool.

## “Expected” scenario

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

- 65 per cent of dual registered early childhood/primary teachers are distributed to the primary pool. The remaining 35 per cent are distributed to the early childhood pool.
- 50 per cent of primary/secondary dual qualified teachers on the school register are distributed to the primary pool. The remaining 50 per cent are distributed to the secondary pool.

## “None” scenario

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

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

## Teachers with unclear qualifications

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

## Potential supply scenarios

The potential supply section includes scenarios for the amount of potential supply available to each sector. The scenarios are adjusted for this analysis so that only the workforce that is in the potential supply pool is considered (rather than all supply being utilised including currently employed staff).

# Deferred Registrants approach

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

## Data used

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

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

## Determining cohorts

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

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

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

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

It is noted that the later two cohorts may include teachers who meet the criteria for the existing two supply pathways. However, as there are unknown values in their data, this means they are excluded from existing forecasts and so are now included in the Deferred Registrants pool.

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

# Key terms

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

Key term	Definition
Active teachers	The teachers who are currently being paid, including paid leave (government teaching workforce only).
Additional demand / supply	The number of additional teachers entering the workforce or demanded from year to year. For additional supply this includes graduates, migrants, and deferred registrants. For additional demand this includes expansion demand as well as replacement of teachers leaving the register.
Application rate	The average number of applications per vacancy.
Attrition	Government schools: Teachers and principals employed on an ongoing basis who leave the teaching workforce during a calendar year. Catholic schools: Teachers and principals employed on an ongoing basis who leave the teaching workforce during a calendar year. Registration: School and/or early childhood teachers who have allowed their registration to lapse. This forms the basis for modelling the overall workforce in Victoria.
Commencements	First year enrolments at ITE providers, who represent students commencing their ITE course.
Deferred Registrants	This comprises four cohorts of teachers: <ul style="list-style-type: none"> <li>Teachers who completed a Victorian ITE course but did not register with VIT in the year following completion of their studies.</li> <li>Teachers who may have previously let their registration lapse but are now returning and registering with VIT.</li> <li>Teachers where the origin of their ITE qualification is unknown (e.g. Victorian, interstate or overseas) but the year of qualification is known and it indicates they did not immediately register after course completion.</li> <li>Teachers where the origin of their ITE qualification is unknown (e.g. Victorian, interstate or overseas) and the year of qualification is unknown. These teachers would not be assessed in the migration or ITE forecast models so are included as Deferred Registrants.</li> </ul> Within Deferred Registrants, there are also a cohort who appear to let their school registration lapse but acquire early childhood registration.
Deemed registration	Deemed registration was granted to practicing teachers at the establishment of the VIT. Teachers were deemed registered pursuant to section 91(3) of the Victorian Institute of Teaching 2001 Act because they were employed as teachers in a State school in an ongoing position within the period of two years before the commencement of the Act.
Education Area	Government schools around Victoria are placed into one of 17 different geographic areas depending on their location. The Department of Education and Training use these geographic areas when reporting on school information.
Dual qualified ITE graduate	A person whose ITE course qualifies them to teach in two education settings, for example primary and secondary schools.

# Key terms

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

Key term	Definition
Dual registered teacher	A teacher who is registered on both the early childhood register and the school register with VIT.
Early childhood potential supply	The pool of registered teachers who are not in ongoing employment but who can work in early childhood. The includes teachers in services not delivering funded kindergarten programs, casual relief, unemployed and non-practicing teachers and those working in non-teaching roles within the sector or on long-term leave.
Early start kindergarten	State government funded kindergarten program for eligible three year-old children who are Aboriginal and/or Torres Strait Islander; or are from a family in contact with child protection.
Education sector	Refers to whether a school is government, Catholic or independent.
Educational setting	May refer to early childhood, primary, secondary, language or a special school.
Employment type	Refers to whether a teacher is employed in ongoing employment or under a fixed term contract.
Equivalent full time study load	How a university degree study load is measured. One unit is equivalent to the enrolment of a full-time study load across a year (normally 8 units per year).
Expansion demand	Additional new jobs that result from growth in teacher demand due to growth in students or government policies.
Fixed term employment	Teachers employed on fixed term contract for a specific period of time.
ITE graduate	Students who have completed their courses in 2017 and are eligible to enter the graduate workforce in 2018 are considered '2018 Graduates'.
ITE provider location	Used to refer to the origin of ITE qualifications gained, principally as captured by VIT.
Languages	Languages Other Than English (previously known as LOTE).
Mutual recognition	Teachers currently registered interstate (excluding NSW) or in New Zealand who have their registrations recognised.
Permission to teach	VIT registrants who are offered short-term employment to undertake the duties of a teacher in delivering and/or assessing student participation in the school's curriculum program.
Primary school potential supply	The pool of registered teachers who are not tagged to a sector but who can work in a primary school. The includes casual relief, unemployed and non-practicing teachers.
Provisional registration	Provisionally registered teacher are new to the profession and/or have not yet practised as a qualified teacher in an Australian or New Zealand school, or are returning to the teaching profession after an absence of five or more years.

## Key terms

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

Key term	Definition
Replacement needs	Additional demand for new teacher entrants due to current teachers leaving the profession.
Secondary school potential supply	The pool of registered teachers who are not tagged to a sector but who can work in a secondary school. The includes casual relief, unemployed and non-practicing teachers.
Teacher migration	Includes those migrating to Victoria who register as a teacher with interstate qualifications, overseas qualifications or those applying under mutual recognition.
Time fraction employed	An individual's usual working load represented as a decimal of a standard full-time working load (1.0).

# Acronyms

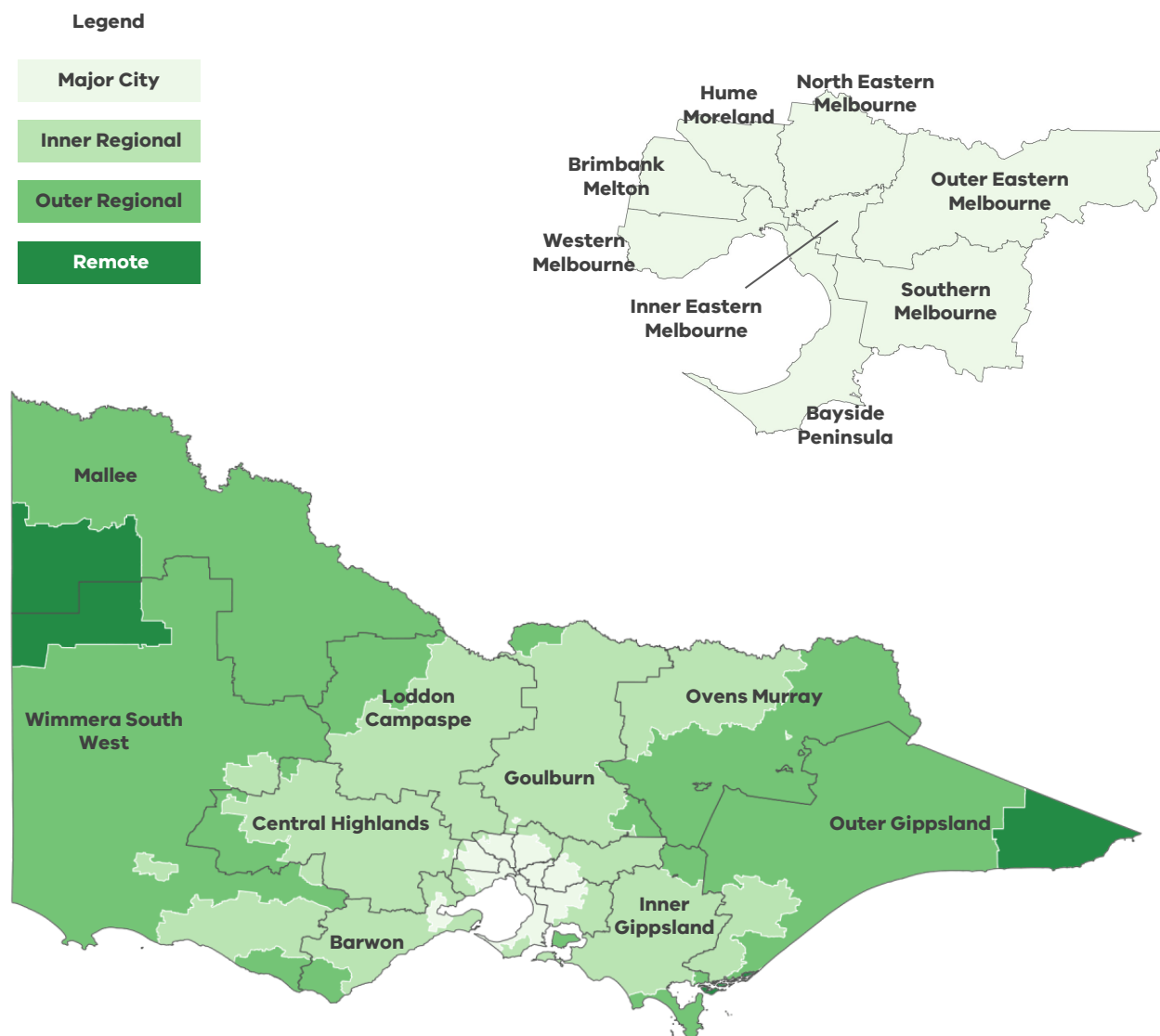
The table below provide a list of acronyms used in this report.

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

# Geographic scales

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

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



# Data sources used

Data Source	DET	MACS	VIT	AU	ITE	ABS	VTAC	SRC	VIF
<b>1 - Executive Summary</b>									
2020 key statistics	✓	✓	✓		✓	✓			
Summary of 2026 supply and demand forecasts	✓	✓	✓		✓	✓			✓
<b>2 – Potential Supply</b>									
Potential supply pool			✓						
School potential supply pool			✓						
Potential supply by Education Area			✓						
Deferred Registrants			✓						
<b>3 - Early childhood</b>									
Early childhood teacher supply and demand	✓		✓			✓			✓
VTAC applications, offers and acceptances				✓			✓		
Undergraduate ITE enrolments					✓				
Postgraduate ITE enrolments					✓				
ITE graduates					✓				
Graduate outcomes								✓	
Registration			✓						
Teaching workforce and enrolments	✓								
<b>4 – Primary</b>									
Primary teacher supply and demand	✓	✓	✓			✓			✓
VTAC applications, offers and acceptances				✓			✓		
Undergraduate ITE enrolments					✓				

## Data sources legend

- DET: Victorian Department of Education and Training
- 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
- VIF: Victoria in Future

# Data sources used

Data Source	DET	MACS	VIT	AU	ITE	ABS	VTAC	SRC	VIF
<b>4 – Primary (cont)</b>									
Postgraduate ITE enrolments					✓				
ITE graduates					✓				
Graduate destinations								✓	
Registration			✓						
Vacancies	✓								
Applications	✓								
Teaching workforce	✓	✓				✓			
Government sector workforce	✓								
Catholic sector workforce		✓							
Primary enrolments	✓								
<b>5 - Secondary schools</b>									
Secondary teacher supply and demand	✓	✓	✓			✓			✓
VTAC applications, offers and acceptances				✓			✓		
Undergraduate ITE enrolments					✓				
Postgraduate ITE enrolments					✓				
ITE graduates					✓				
Graduate outcomes								✓	
Registration			✓						
Vacancies	✓								
Applications	✓								
Teaching workforce	✓	✓				✓			

## Data sources legend

- DET: Victorian Department of Education and Training
- 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
- VIF: Victoria in Future

# Data sources used

Data Source	DET	MACS	VIT	AU	ITE	ABS	VTAC	SRC	VIF
<b>5 - Secondary schools (cont)</b>									
Government sector workforce	✓								
Catholic sector workforce		✓							
Secondary enrolments	✓								
<b>6 – Special and EAL schools</b>									
Special and EAL forecasts	✓	✓				✓			✓
Teaching workforce	✓	✓							
Vacancies	✓								
Applications	✓								
Special and EAL enrolments	✓					✓			

## Data sources legend

- DET: Victorian Department of Education and Training
- 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
- VIF: Victoria in Future