



Education &
Communities

Office of Education

Workforce profile of the NSW teaching profession 2014

Centre for Education Statistics and Evaluation



Centre for Education Statistics and Evaluation

The Centre for Education Statistics and Evaluation (CESE) was created in 2012 to improve the effectiveness, efficiency and accountability of education in New South Wales. CESE is focused on supporting decision-making in education delivery and development with strong evidence.

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Key statistics



Initial teacher education

61%

of applicants who listed ITE programs as their highest preference for entry into tertiary education received an offer.

21%

of students entered an ITE program on the basis of an ATAR score gained through secondary education.

59%

of students who entered an ITE program on the basis of an ATAR achieved a score of 71 or higher.

73%

of Aboriginal and Torres Strait Islander students who entered an ITE program in 2011 continued in 2012.



The teaching workforce

82,963

teachers are employed in NSW schools.

25%

of qualifications held by teachers accredited with BOSTES are at the post-graduate level.

54%

of teachers accredited with BOSTES have achieved accreditation at the Proficient Teacher level.

1.5%

of government school teachers resigned in their first year of teaching.

1. Introduction

1.1 Workforce Profile of the NSW Teaching Profession 2014

This report provides a profile of the NSW teaching workforce. It includes data that detail teachers' characteristics and experiences from entry into initial teacher education through to exit from the profession. The report provides information on both government and non-government school teachers as well as teachers in training.

The Workforce Profile of the NSW Teaching Profession 2014 has been created in response to element 5.1 of *Great Teaching, Inspired Learning* (GTIL), the NSW Government's plan for improving the quality of teaching and learning in NSW schools. It will be produced annually, with the first report published in 2014.

1.2 Structure

The data in this report are divided into two sections:

- Initial teacher education (ITE)
- The teaching workforce.



The *Initial teacher education* (ITE) section provides information about providers, programs and student applications and offers, as well as student numbers and characteristics. It also provides information about the basis of admission to ITE programs and student retention rates.

The *Teaching workforce* section provides information about teacher demographics, qualifications and accreditation, as well as current employment and current school. It also provides information about teachers' reasons for taking leave and for leaving the workforce.

1.3 Navigation icons

The following icons appear beside each table or figure and indicate which populations are represented in the data.



1.4 Data

There is currently no cross-sectoral, state-wide data collection that contains detailed and consistent statistics for the whole of the NSW teaching workforce. In compiling this report, existing data and data collection mechanisms have been used to avoid undue administrative burden on schools, school authorities and ITE providers.

Seven NSW and Australian data sources are represented in this report. Further information about each is provided in section 1.5.

As the data have been sourced from multiple collections, there is variation in the consistency of reporting periods, collection methodologies, naming conventions, cohorts and completeness.

The following data fields are not currently collected in a consistent manner for all ITE students or teachers in NSW and are therefore represented only partially in this report, or not represented at all:

Initial teacher education (ITE):

- Professional experience placements
- Post ITE destinations.

Teaching workforce:

- Demographic information (e.g. age, Aboriginal and Torres Strait Islander descent, country of birth)
- Qualifications
- Professional development experiences
- Years of teaching experience
- Employment type, classification and salary
- Subject areas taught
- Leave information
- Exit information.

A summary of all data fields and sources included in this report is provided in the table on page 12.

1.5 Data sources

1.5.1 Australian Government Department of Education (DoE)

The Australian Government Department of Education (DoE), Higher Education Group is responsible for the collection and dissemination of statistics relating to the provision of higher education in all Australian higher education institutions, which include non-university higher education institutions. The resulting collection is known as the Higher Education Statistics Collection, and includes data on programs, students, staff income and expenditure, research activity and undergraduate applications, offers and acceptances.

Data included in this report mostly refer to students in programs identified by their institution as special course 22, 'providing initial teacher training', which includes the following categories:

- teacher education (including education programs for which no greater level of detail has been provided. These are usually education programs where students can be qualified in one or more different specialisations)
- teacher education: early childhood
- teacher education: primary
- teacher education: secondary
- teacher education: vocational education and training
- teacher education: higher education
- teacher education: special education
- English as a second language teaching
- teacher education not elsewhere classified (including particular categories that do not fit into any of the categories listed above).

Data includes both domestic and international students unless otherwise stated.

1.5.2 Australian Institute for Teaching and School Leadership (AITSL)

Data in this report relating to providers of ITE and their programs has been sourced from the list of accredited programs on the AITSL website at <http://www.aitsl.edu.au/initial-teacher-education/accredited-programs-list>.

Information on the site relating to accredited ITE programs in NSW is provided by the Board of Studies, Teaching and Educational Standards (BOSTES).

1.5.3 Australian Bureau of Statistics (ABS)

Data in this report relating to full-time equivalent (FTE) teacher numbers, gender, school level and school sector are sourced from the Australian Bureau of Statistics (ABS) publication, *Schools Australia* (cat. no. 4221.0). The ABS is responsible for one of only two datasets containing information about teachers from all sectors in NSW (see also 1.5.4. ACARA).

Schools Australia and the National Schools Statistics Collection (NSSC)

Schools Australia is an annual publication of data relating to schools, students and staff involved in the provision or administration of primary and secondary education. Data are drawn from the National Schools Statistics Collection (NSSC), which is managed by the ABS, as at the Schools Census date. In 2013, the Schools Census took place on Friday 2 August. All data are available by year, state and territory, and affiliation (government or non-government), with some data also available in further sub-categories of the non-government classification (Catholic or independent).

Definitions

For the purposes of *Schools Australia*, 'staff' comprises people engaged in the following activities: administration and/or provision of day primary, secondary or special school education, or primary or secondary education by distance education. 'Staff' consists of teaching staff, specialist support staff, administrative and clerical staff and building operations, general maintenance and other staff.

Populations represented in this report

For the purposes of this report, only teaching staff categorised as working in NSW have been included. Teaching staff are staff who spend the majority of their time in contact with students. They support students either by direct class contact or on an individual basis, and are engaged to impart school curriculum. Teaching staff also includes principals, deputy principals, campus principals and senior teachers mainly involved in administration.

Teaching staff numbers are expressed in full-time equivalent (FTE) terms. In FTE terms, a full-time teaching staff member is counted as 1.0 FTE; a teaching staff member who works three days a week is counted as 0.6 FTE.

Emergency and relief teaching staff who are employed on a casual basis are not included in this collection, as they replace permanent teaching staff who are absent for short periods of time and are already counted.

Staff absent from a position for a period of less than four continuous weeks, as at the Census date, continue to be included in staff counts (school vacations are not counted for teaching staff). Staff who have been, or are expected to be, absent from a position for a period of four or more continuous weeks are excluded. Replacement staff are included if they have occupied or are expected to occupy, the position for four or more continuous weeks (excluding school vacations for teaching staff).

1.5.4 Australian Curriculum, Assessment and Reporting Authority (ACARA)

The ACARA dataset is one of only two that collect information about all NSW teachers from both the government and non-government sectors (see also 1.5.3. ABS).

The ACARA Collection

The ACARA collection provides statistical and contextual information from schools across Australia, including information about school finances, staffing arrangements, school resources, students' characteristics and students' academic performances. ACARA has published this information publicly on the My School website each year since 2010.

Definitions

The ACARA collection includes information on 'teaching staff' and 'non-teaching staff'.

'Teaching staff' comprises persons who spend the majority of their time in contact with students either in classes or on an individual basis, and are responsible for teaching the school curriculum. Teaching staff include principals, deputy principals and senior teachers who have administrative duties. Teaching staff are those people employed by the school for non-government schools; or for government schools, those people assigned to the school providing educational services directly to students. For government schools,

this information is provided by the school state or territory jurisdiction, so the number on My School may only provide numbers of staff employed by the jurisdiction.

A non-teaching staff member is a person who supports the school by providing educational services but does not directly teach students.

Populations represented in this report

For the purposes of this report, only teaching staff reported in NSW schools have been included. Teaching staff numbers are expressed in full-time equivalent (FTE) terms.

1.5.5 Board of Studies, Teaching and Educational Standards (BOSTES)

The BOSTES dataset included in this report provides information about NSW teachers accredited on or before 9 October 2014. This data represents 58,459 teachers in both government and non-government schools in NSW.

The BOSTES dataset comprises individuals who reported that they worked in NSW and had achieved accreditation at one of the following levels:

- Lead Teacher
- Highly Accomplished Teacher
- Proficient Teacher
- Provisional
- Conditional.

Data are captured at the point of accreditation for each individual teacher, and updated every five years as per the accreditation cycle.

As accreditation is currently only mandatory for teachers entering the workforce for the first time since 1 October 2004, or returning after a break of five years or more, approximately half of all NSW teachers are represented in this data collection. In addition, the data is skewed towards younger teachers. However, recent amendments to the Teacher Accreditation Act will require all teachers working in schools to be accredited. It is anticipated that this requirement will commence on 1 January 2018.

Many data fields in the BOSTES dataset are not mandatory for teachers to complete for the purpose of accreditation. Therefore, the completeness of the dataset varies from data field to data field. Where possible, this report will provide details on the total number of teachers who are represented in each data field; depicted as, for example, $n = 58,451$.

1.5.6 NSW Department of Education and Communities (DEC)

Data representing teachers who work in NSW government schools were obtained through the Department's computerised human resources information system, and were extracted in June 2014. This data reflects all permanent and temporary government school teachers who were employed on that date, a total of 65,130 individuals. The data excludes casual teachers. This workforce profile will report on the full cohort (65,130) wherever possible. However some data fields, such as country of birth, are not mandatory for teachers to complete. For this reason, some tables and figures do not represent the full cohort of government school teachers. Cohorts are depicted as, for example, $n = 61,559$.

1.5.7 Catholic Education Commission NSW (CECNSW)

Data representing teachers who work in Catholic schools are obtained through the two concurrent Census processes conducted in August each year. One is a Census of all non-government schools in Australia administered by the Commonwealth Department of Education and the other is administered by the CECNSW specifically for Catholic schools in NSW.

1.6 Future improvements

The need for a more consistent and comprehensive profile of the NSW teaching workforce is clear. Such information is essential to inform future workforce planning and policy development in NSW.

Future reports will also aim to provide information on teachers working in the Early Childhood Education and Care sector.

2. Summary of data fields and sources

	Data field	Is there a NSW-wide dataset?	Sector/s	Source/s
INITIAL TEACHER EDUCATION				
Providers and programs	Providers of initial teacher education programs	✓	n/a	AITSL
	Provider locations	✓	n/a	AITSL
	Initial teacher education programs	✓	n/a	AITSL
Students	Undergraduate applications and offers	✓	n/a	DoE
	Student numbers	✓	n/a	DoE
	Student characteristics	✓	n/a	DoE
Professional experience	Length and structure	✗	n/a	
	Schools and subjects	✗	n/a	
Entry into ITE programs	Basis of admission	✓	n/a	DoE
	ATAR commencements	✓	n/a	DoE
Retention rates	Retention rates	✓	n/a	DoE

	Data field	Is there a NSW-wide dataset?	Sector/s represented			Source/s
			DEC	CEC	AIS	
THE TEACHING WORKFORCE						
Demographics	Number of full-time equivalent teaching staff	✓				ABS
	Gender	✓				ABS
	Age	✗				BOSTES
	Aboriginal and Torres Strait Islander teachers	✗				BOSTES
	Country of birth	✗				DEC
						BOSTES
Qualifications	Level of qualification	✗				DEC; CEC
	Higher education provider	✗				BOSTES
	Year of graduation	✗				DEC
	Specialisations	✗				BOSTES
						BOSTES
Professional development	Area	✗				
Teacher accreditation	Accreditation level	✗				
Current employment	Years with current employer	✗				BOSTES
	Years teaching	✗				DEC
	Time fraction employed	✗				CEC
	Type of employment	✗				DEC
	Employee classification	✗				BOSTES
	Salary	✗				DEC; CEC
	School level	✓				DEC; CEC
Current school	School sector	✓				DEC
	School location (remoteness)	✓				ABS
						ABS
Current teaching	Subject area(s)	✗				BOSTES
Leave of absence	Reason for leave	✗				
Exit from teaching	Separation, retirement and resignation rates	✗				BOSTES

Key:

- Entire sector population is represented
- Part of sector population is represented

Workforce profile of the NSW teaching profession 2014:

Initial teacher education



The initial teacher education (ITE) section of this report provides information about providers, programs and student applications and offers, as well as student numbers and characteristics. It also provides information about the basis of admission to ITE programs and student retention rates.

The majority of data are sourced from the Australian Government Department of Education Higher Education Group (see Section 1.5 for further information). The following icons appear beside each table or figure and indicate which populations are represented in the data.



NSW students – students undertaking a higher education program with any provider in NSW.



Australian students – students undertaking a higher education program with any provider in Australia.



3. Initial teacher education

3.1 Providers and programs

3.1.1 Providers of initial teacher education (ITE) programs

Seventeen NSW institutions offer accredited ITE programs:

- Alphacrucis College
- Australian Catholic University
- Australian College of Physical Education
- Avondale College of Higher Education
- Charles Sturt University
- Macquarie University
- Morling College
- Southern Cross University
- The University of New South Wales (including the College of Fine Arts)
- The University of Newcastle
- The University of Notre Dame
- The University of Sydney (including the Sydney Conservatorium of Music)
- University of New England
- University of Technology, Sydney
- University of Western Sydney
- University of Wollongong
- Wesley Institute

While many NSW teachers gained their qualifications at one or more of these institutions, many others gained their qualifications at inter-state or overseas institutions.

Source: AITSL accredited programs list, <http://www.aitsl.edu.au/initial-teacher-education/accredited-programs-list>, November 2013; and individual provider websites.

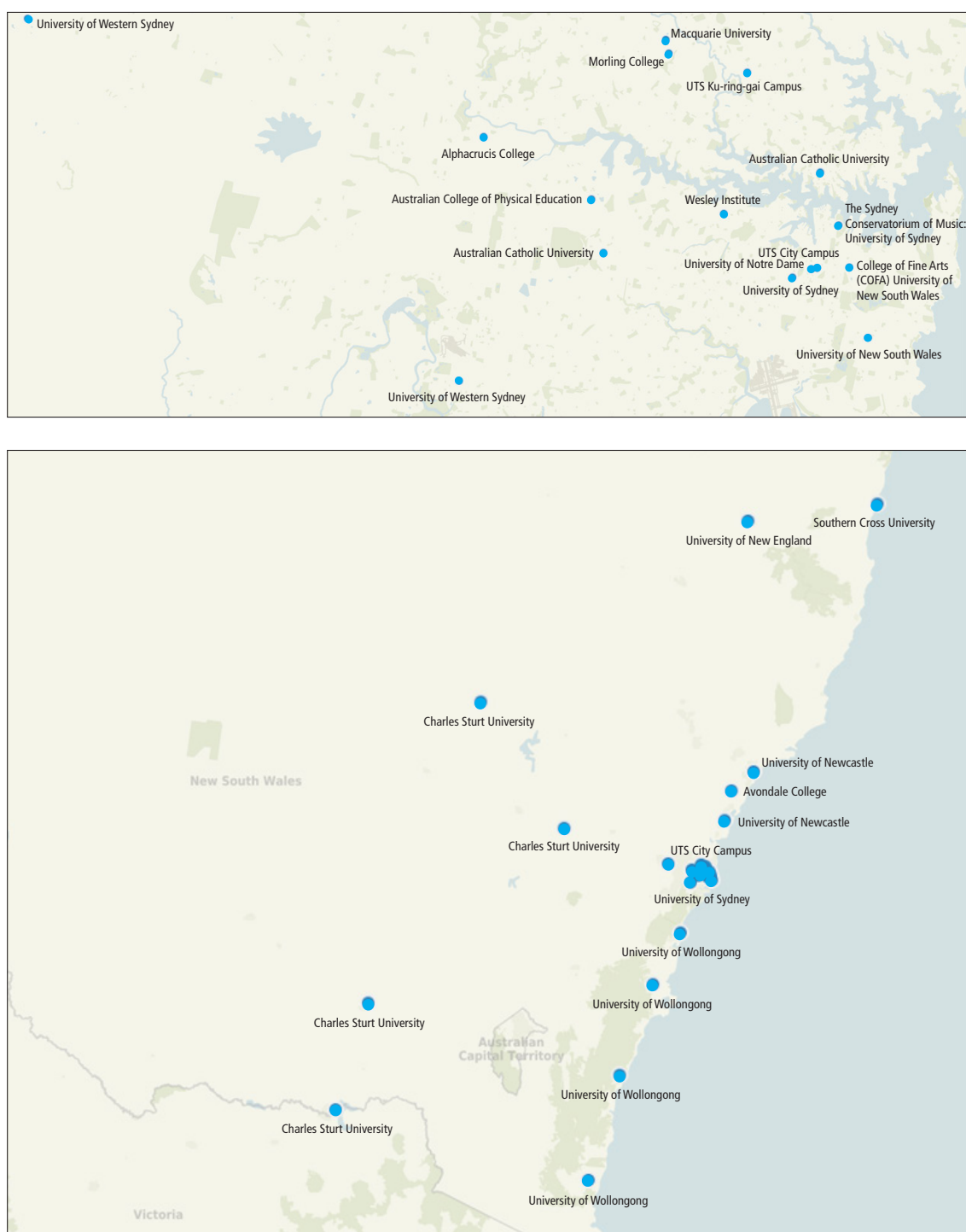
3.1.2 Provider locations

In 2013, accredited ITE programs were offered at 30 campus locations across NSW.

Figure 1:

Location of campuses at which accredited ITE programs were offered, NSW, 2013

Source: AITSL accredited programs list, <http://www.aitsl.edu.au/initial-teacher-education/accredited-programs-list>, November 2013.



3.1.3 Initial teacher education (ITE) programs

As at November 2013, 111 accredited ITE programs were offered across NSW at undergraduate and postgraduate levels.

Table 1:

Accredited undergraduate and postgraduate ITE programs on offer in NSW, 2013

Source: AITSL accredited programs list, <http://www.aitsl.edu.au/initial-teacher-education/accredited-programs-list>, November 2013.

Undergraduate programs:	
Bachelor Degree – Early Childhood and Primary	7
Bachelor Degree – Primary	17
Bachelor Degree – Primary and Secondary	1
Bachelor Degree – Secondary	47
Bachelor Degree – general program with specialisations	2
Total:	74

Postgraduate programs:	
Graduate Diploma of Education – Primary	2
Graduate Diploma of Education – Secondary	10
Bachelor of Teaching (graduate entry) – Primary	3
Bachelor of Teaching (graduate entry) – Secondary	3
Bachelor of Education (graduate entry) – Primary	1
Bachelor of Education (graduate entry and industry entry) – Secondary	2
Master of Teaching – Early Childhood and Primary	1
Master of Teaching – Primary	7
Master of Teaching – Secondary	8
Total:	37



3.2 Initial teacher education students

3.2.1 Undergraduate applications and offers

Table 2 shows that 6,491 domestic applicants listed undergraduate ITE programs as their highest preference for entry into tertiary education in NSW in 2012. Of these, 3,934 applicants (61%) received an offer.

The total number of offers made for ITE programs in NSW, irrespective of whether or not the programs were listed as a highest preference, was 5,135.

Table 2:

Domestic undergraduate
ITE program applications
and offers, NSW and
Australia, 2012

Source: Australian
Government Department of
Education.

NSW
students

AUS
students

	NSW	Australia
Applications – highest preference		
Number of highest preference applications for ITE programs	6,491	22,661
Offers – highest preference		
Number of offers made for ITE programs to those applicants who selected ITE as their highest preference	3,934	14,107
Offers – any preference		
Total number of offers made for ITE programs irrespective of whether or not it was a highest preference applicant	5,135	18,159

Notes: Data relates to domestic applications and offers for undergraduate programs processed through Tertiary Admission Centres in the 2011–2012 admissions cycle (for first semester admissions).



3.2.2 Student numbers

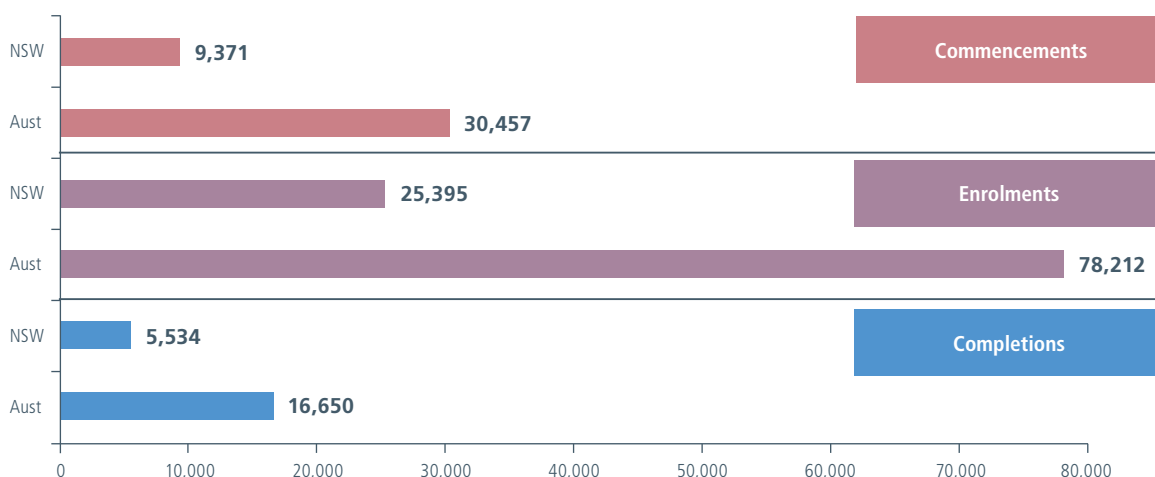
Figures 2 to 7 and Tables 3 to 7 provide data on student commencements and completions. The data are not linked. Rather, they represent those students who commenced a program in 2012, and those who completed a program in 2012 (regardless of when they commenced).

In 2012, the total number of commencements in ITE programs in NSW was 9,371, compared to 30,457 Australia-wide (see Figure 2).

Figure 2:

Total number of undergraduate and postgraduate ITE program commencements, enrolments and completions, NSW and Australia, 2012

Source: Australian Government Department of Education.



Notes: Commencements: students enrolled in an ITE program for the first time at a higher education provider.

Enrolments: students admitted to an ITE program at the higher education provider at the census date, who are still entitled to continue with their studies, and who have not formally indicated before the census date that they have withdrawn from, or deferred their studies.

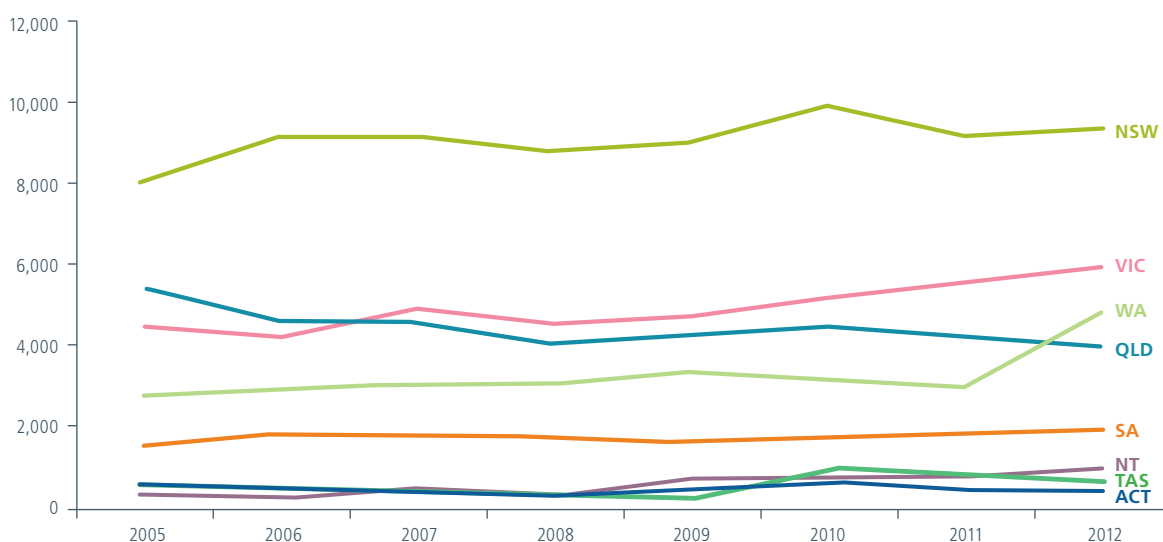
Completions: students who have successfully completed all the academic requirements of an ITE program, including any required attendance, assignments, examinations, assessments, dissertations, practical experience and work experience in industry.

Figure 3 shows that between 2005 and 2012, NSW consistently had the largest total number of ITE program commencements of any state or territory.

Figure 3:

Total number of undergraduate and postgraduate ITE program commencements by jurisdiction, 2005–2012

Source: Australian Government Department of Education.



Notes: Commencements: students enrolled in an ITE program for the first time at a higher education provider.

Enrolments: students admitted to an ITE program at the higher education provider at the census date, who are still entitled to continue with their studies, and who have not formally indicated before the census date that they have withdrawn from, or deferred their studies.

Completions: students who have successfully completed all the academic requirements of an ITE program, including any required attendance, assignments, examinations, assessments, dissertations, practical experience and work experience in industry.



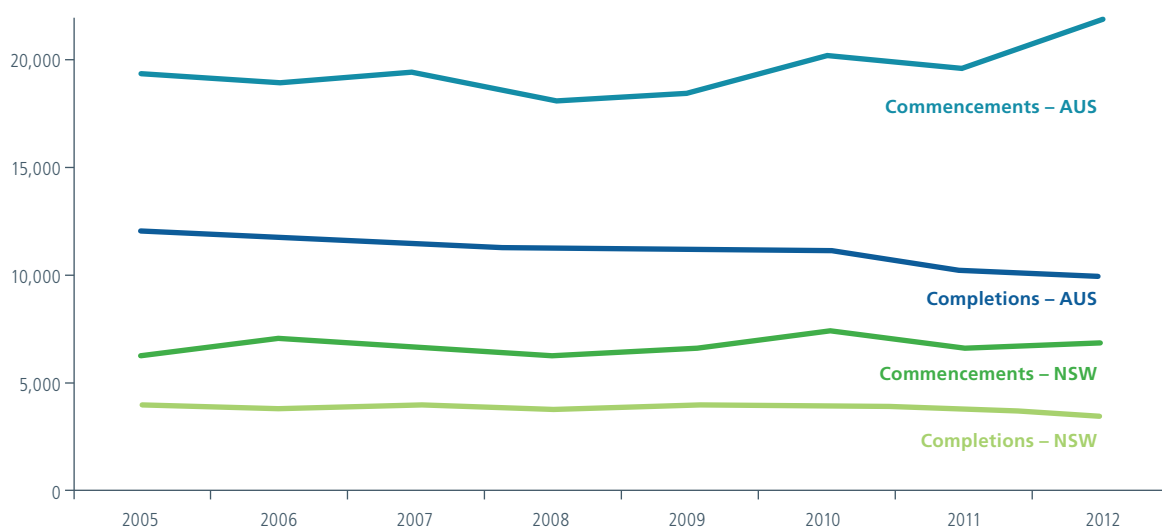
Figure 4:

Number of undergraduate ITE program commencements and completions, NSW and Australia, 2005–2012

Source: Australian Government Department of Education.



Figure 4 shows that between 2005 and 2012, the number of undergraduate ITE program commencements increased in NSW and across Australia, while the number of completions decreased.



Notes: Commencements: students enrolled in an ITE program for the first time at a higher education provider.

Enrolments: students admitted to an ITE program at the higher education provider at the census date, who are still entitled to continue with their studies, and who have not formally indicated before the census date that they have withdrawn from, or deferred their studies.

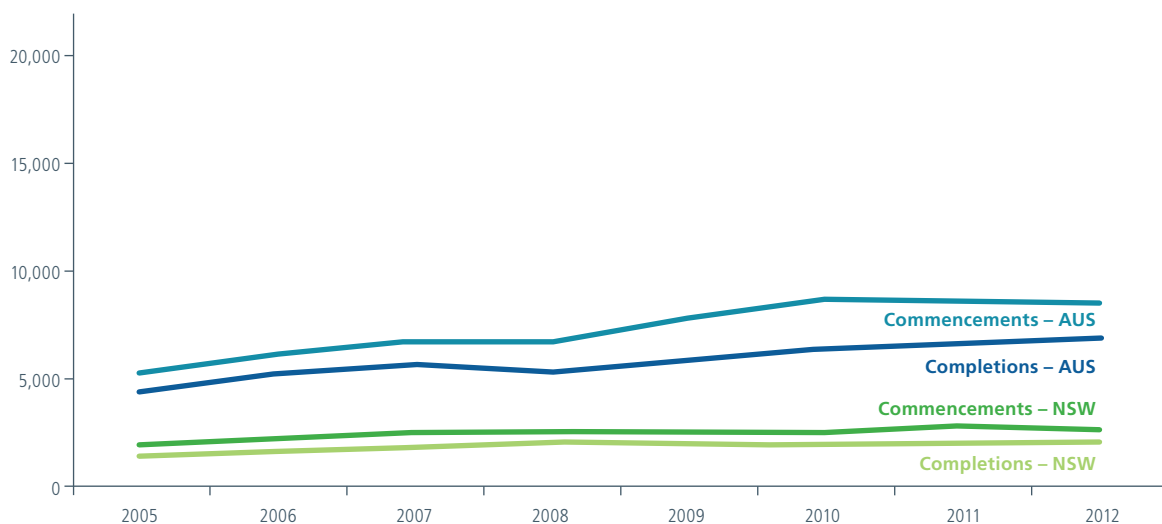
Completions: students who have successfully completed all the academic requirements of an ITE program, including any required attendance, assignments, examinations, assessments, dissertations, practical experience and work experience in industry.

During the same period (2005 to 2012), the number of postgraduate ITE program commencements and completions increased in NSW and across Australia (see Figure 5).

Figure 5:

Number of postgraduate ITE program commencements and completions, NSW and Australia, 2005–2012

Source: Australian Government Department of Education.



Notes: Commencements: students enrolled in an ITE program for the first time at a higher education provider.

Enrolments: students admitted to an ITE program at the higher education provider at the census date, who are still entitled to continue with their studies, and who have not formally indicated before the census date that they have withdrawn from, or deferred their studies.

Completions: students who have successfully completed all the academic requirements of an ITE program, including any required attendance, assignments, examinations, assessments, dissertations, practical experience and work experience in industry.



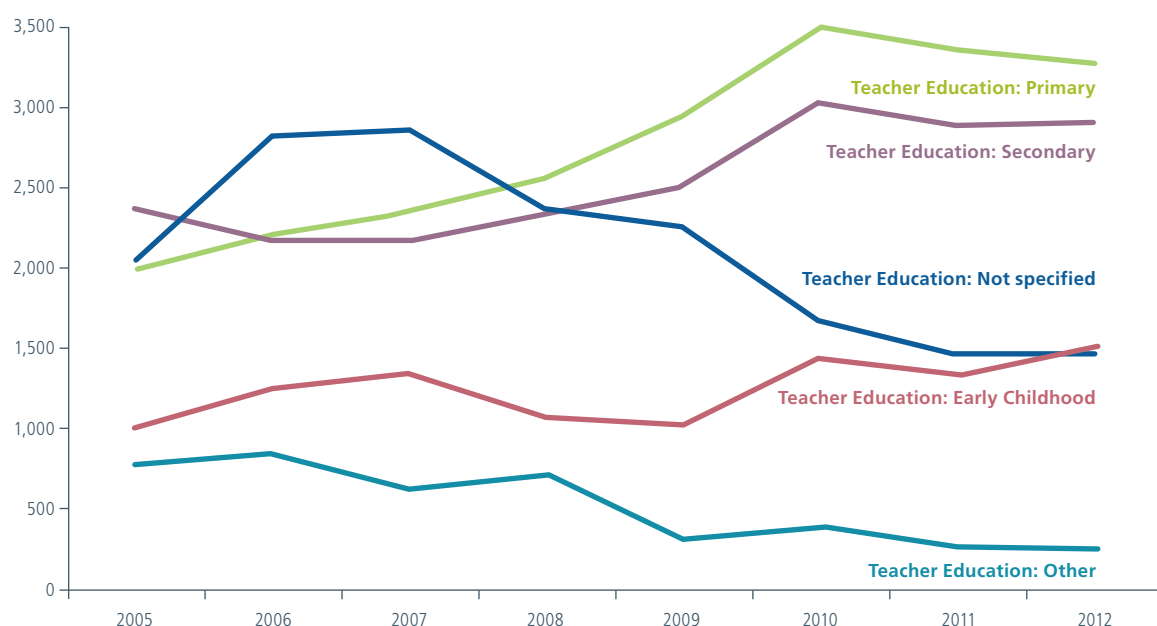
Figure 6:

Total number of undergraduate and postgraduate ITE program commencements, by detailed field of education (FoE), NSW, 2005–2012

Source: Australian Government Department of Education.

NSW students

Between 2005 and 2012, the number of students commencing primary, secondary and early childhood ITE programs in NSW increased by 43 per cent (see Figure 6).



Notes: Teacher Education: Not specified includes teacher education programs for which no greater level of detail has been provided. These are usually education programs where students can be qualified in one or more different specialisations.

Teacher Education: Other includes all other field of education categories: Teacher-Librarianship, English as a Second Language Teaching, Curriculum and Education Studies, Teacher Education: Vocational Education and Training, Teacher Education: Higher Education, Teacher Education: Special Education, and Teacher Education: not elsewhere classified. Teacher Education: Other is based on approximate figures because some categories were too small to be published.

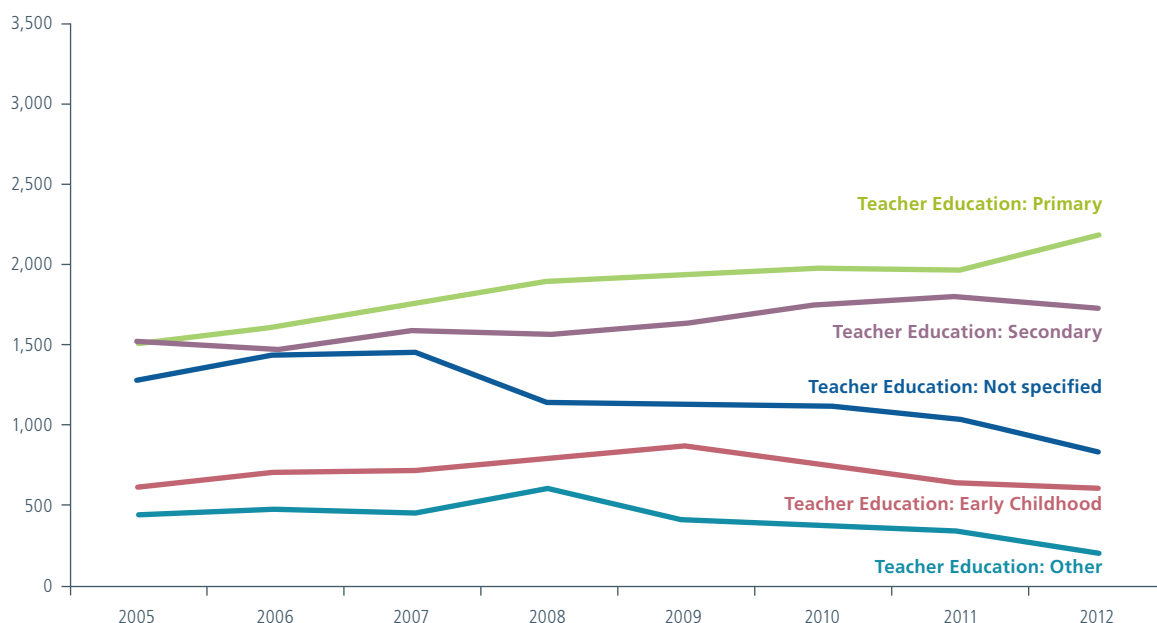
During the same period, the number of students completing primary, secondary and early childhood ITE programs in NSW also increased, by 23 per cent (see Figure 7).

Figure 7:

Number of undergraduate and postgraduate ITE program completions, by detailed FoE, NSW, 2005–2012

Source: Australian Government Department of Education.

NSW students



Notes: Teacher Education: Not specified includes teacher education programs for which no greater level of detail has been provided. These are usually education programs where students can be qualified in one or more different specialisations.

Teacher Education: Other includes all other field of education categories: Teacher-Librarianship, English as a Second Language Teaching, Curriculum and Education Studies, Teacher Education: Vocational Education and Training, Teacher Education: Higher Education, Teacher Education: Special Education, and Teacher Education: not elsewhere classified. Teacher Education: Other is based on approximate figures because some categories were too small to be published.



3.2.3 Student characteristics

In 2012, the typical student commencing an undergraduate or postgraduate ITE program was female, aged under 25, and undertaking her studies on campus in a full-time capacity (see Table 3).

Table 3:

Characteristics of students commencing undergraduate and postgraduate ITE programs, NSW and Australia, 2012

Source: Australian Government Department of Education.

NSW students

AUS students

Commencements	Undergraduate				Postgraduate				Total	
	NSW #	NSW %	Aust #	Aust %	NSW #	NSW %	Aust #	Aust %	NSW #	Aust #
Gender										
Male	1,555	23	4,840	22	725	28	2,529	29	2,280	7,369
Female	5,236	77	17,035	78	1,855	72	6,053	71	7,091	23,088
Total	6,791	100	21,875	100	2,580	100	8,582	100	9,371	30,457
Type of attendance										
Full-time	5,133	76	17,579	80	2,031	79	6,879	80	7,164	24,458
Part-time	1,658	24	4,296	20	549	21	1,703	20	2,207	5,999
Total	6,791	100	21,875	100	2,580	100	8,582	100	9,371	30,457
Mode of study										
Internal	3,960	58	15,198	69	1,511	59	5,905	69	5,471	21,103
External	2,093	31	4,743	22	786	30	1,955	23	2,879	6,698
Multi-modal	738	11	1,934	9	283	11	722	8	1,021	2,656
Total	6,791	100	21,875	100	2,580	100	8,582	100	9,371	30,457
Age group										
<20	np	np	np	np	<5	np	<5	np	2,990	10,932
20-24	1,590	23	4,920	22	1,148	44	3,583	42	2,738	8,503
25-29	722	11	2,064	9	532	21	1,918	22	1,254	3,982
30-39	915	13	2,541	12	553	21	1,890	22	1,468	4,431
40+	np	np	np	np	np	np	np	np	921	2,609
Total	6,791		21,875		2,580		8,582		9,371	30,457

Notes: 'np' (non-published) refers to data that has not been published in order to protect privacy.

In 2012, 1,780 domestic students commencing an undergraduate ITE program in NSW, and 440 commencing a postgraduate ITE program, were from low SES backgrounds (see Table 4).

Table 4:

Background characteristics of domestic students commencing undergraduate and postgraduate ITE programs, NSW and Australia, 2012

Source: Australian Government Department of Education.

NSW students

AUS students

Commencements	Undergraduate		Postgraduate		Total	
	NSW #	Aust #	NSW #	Aust #	NSW #	Aust #
Background characteristics						
NESB	98	194	55	180	153	374
Indigenous	195	525	29	57	224	582
Regional	2,259	6,239	398	1,546	2,657	7,785
Remote	58	314	11	53	69	366
Low SES	1,780	5,105	440	1,210	2,220	6,315

Notes: Geographical indicators are based on 2011 Australian Statistical Geography Standards (ASGS). The low socio-economic status (SES) measure is based on the students' postcode of permanent home residence, with the SES value derived from the 2011 SEIFA Education and Occupation Index for postal areas, where postal areas in the bottom 25% of the population aged 15-64 being classified as Low SES. Data represents domestic students who have a permanent address in Australia only.

Table 5:

Characteristics of students completing undergraduate and postgraduate ITE programs, NSW and Australia, 2012

Source: Australian Government Department of Education.

NSW students

AUS students

Table 5 shows that in 2012, the typical student completing an undergraduate or postgraduate ITE program was also female, aged under 25, and undertaking her studies on campus in a full-time capacity.

Completions	Undergraduate				Postgraduate				Total	
	NSW #	NSW %	Aust #	Aust %	NSW #	NSW %	Aust #	Aust %	NSW #	Aust #
Gender										
Male	692	20	1,911	19	599	29	2,001	29	1,291	3,912
Female	2,745	80	7,949	81	1,498	71	4,789	71	4,243	12,738
Total	3,437	100	9,860	100	2,097	100	6,790	100	5,534	16,650
Type of attendance										
Full-time	2,337	68	7,656	78	1,714	82	5,361	79	4,051	13,017
Part-time	1,100	32	2,204	22	383	18	1,429	21	1,483	3,633
Total	3,437	100	9,860	100	2,097	100	6,790	100	5,534	16,650
Mode of study										
Internal	2,023	59	6,538	66	1,502	72	5,022	74	3,525	11,560
External	848	25	1,195	12	536	26	1,287	19	1,384	2,482
Multi-modal	566	16	2,127	22	59	3	439	6	625	2,566
Units completed through OLA or OLA / other institution	0	0	0	0	0	0	42	1	0	42
Total	3,437	100	9,860	100	2,097	100	6,790	100	5,534	16,650
Age group										
<20	0	0	np	np	0	0	<5	np	0	16
20-24	2,049	60	6,692	68	986	47	2,767	41	3,035	9,459
25-29	548	16	1,335	14	502	24	1,704	25	1,050	3,039
30-39	480	14	1,035	10	359	17	1,414	21	839	2,449
40+	360	10	np	np	250	12	np	np	610	1,687
Total	3,437	100	9,860		2,097	100	6,790		5,534	16,650

Notes: 'np' (non-published) refers to data that has not been published in order to protect privacy; OLA refers to Open Learning Australia. Some percentages might not add to 100% due to rounding.

Table 6 shows that in 2012, 673 domestic students completing an undergraduate ITE program were from low SES backgrounds; in the same year 368 completed a postgraduate ITE program.

Table 6:

Background characteristics of domestic students completing undergraduate and postgraduate ITE programs, NSW and Australia, 2012

Source: Australian Government Department of Education.

NSW students

AUS students

Completions	Undergraduate		Postgraduate		Total	
	NSW #	Aust #	NSW #	Aust #	NSW #	Aust #
Background characteristics						
NESB	26	60	27	86	53	146
Indigenous	68	146	12	30	80	176
Regional	955	2,107	281	1,125	1,235	3,233
Remote	17	87	<5	35	18	122
Low SES	673	1,802	368	950	1,041	2,752

Notes: Geographical indicators are based on 2011 Australian Statistical Geography Standards (ASGS). The low socio-economic status (SES) measure is based on the students' postcode of permanent home residence, with the SES value derived from the 2011 SEIFA Education and Occupation Index for postal areas, where postal areas in the bottom 25% of the population aged 15-64 being classified as Low SES. Data represents domestic students who have a permanent address in Australia only.

Table 7:

Background characteristics of commencing domestic undergraduate and postgraduate students, by FoE, NSW, 2012

Source: Australian Government Department of Education.

NSW students

Table 7 shows that in 2012, a higher proportion of domestic students from a regional background commenced ITE programs than commenced medical programs, programs in nursing and programs in all fields of education (FoE).

The proportion of domestic students from a low socio-economic status (SES) background commencing ITE programs is higher than the proportion commencing medical programs and programs in all FoE, but slightly lower than the proportion commencing programs in nursing.

Commencements	Teaching		Nursing		Medical		All FoE	
	#	%	#	%	#	%	#	%
NESB students	153	2	326	10	14	2	4,588	4
Indigenous	224	3	94	3	25	3	1,944	2
Regional	2,657	30	961	28	155	20	20,834	18
Remote	69	1	13	0	<5	np	575	0
Low SES	2,220	25	928	27	83	11	19,909	17

Notes: Teaching: students enrolled in programs providing initial teacher training.

Nursing: students enrolled in programs leading to registration as a nurse or midwife.

Medical: students enrolled in programs leading to provisional registration as a medical practitioner.

Geographical indicators are based on 2011 Australian Statistical Geography Standards (ASGS). The low socio-economic status (SES) measure is based on the students' postcode of permanent home residence, with the SES value derived from the 2011 SEIFA Education and Occupation Index for postal areas, where postal areas in the bottom 25% of the population aged 15-64 being classified as Low SES. 'np' (non-published) refers to data that has not been published in order to protect privacy. Data represents domestic students who have a permanent address in Australia only.

3.3 Professional experience

3.3.1 Length and structure

Requirements in relation to the length and structure of professional experience placements for ITE students are included in the document *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures*. Further detail is specified by each ITE program provider. However, there are currently no data available that capture by institution, program, or year of program: the structure and timing of placements within each semester and across the year, or the total number of days of professional experience undertaken.

3.3.2 Schools and subjects

There are currently no data available that capture by institution, program, or year of program: the schools at which professional experience takes place or the subjects in which it is undertaken.



3.4 Entry into initial teacher education (ITE) programs

3.4.1 Basis of admission

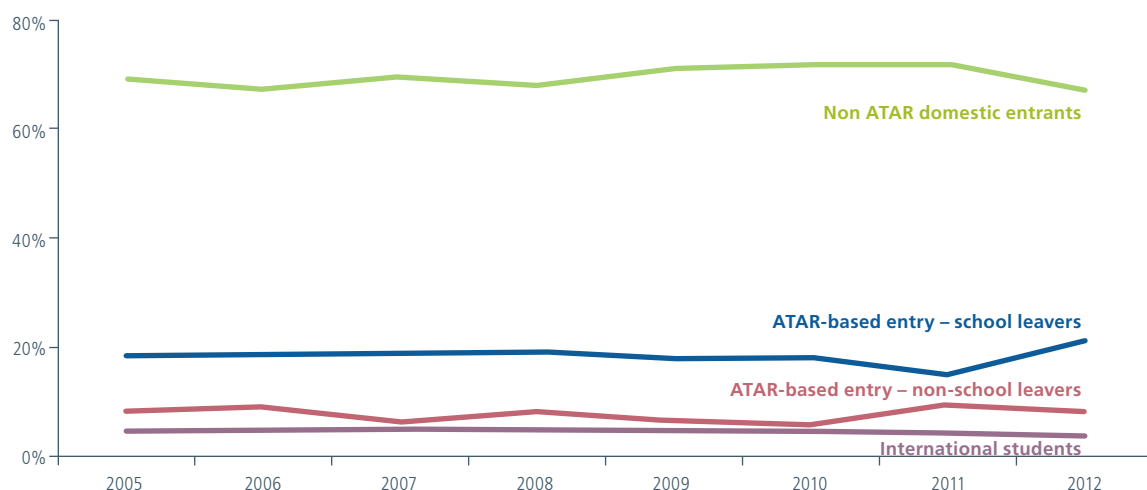
In 2012, 21 per cent of students commencing an ITE program in NSW entered on the basis of the ATAR score they gained through school (see Figure 8).

Figure 8:

Proportion of students commencing ITE programs, by basis of admission, NSW, 2005–2012

Source: Australian Government Department of Education.

NSW students



Notes: 'Non ATAR domestic entrants' includes students entering a teacher education program on the basis of: another higher education course (Australian or overseas equivalent; complete or incomplete), a VET award course other than a secondary education course (Australian or overseas equivalent; complete or incomplete), mature age special entry provisions, other secondary education entrants who are entering not on the basis of an ATAR (Australian or overseas equivalent), a professional qualification, or on some other basis.

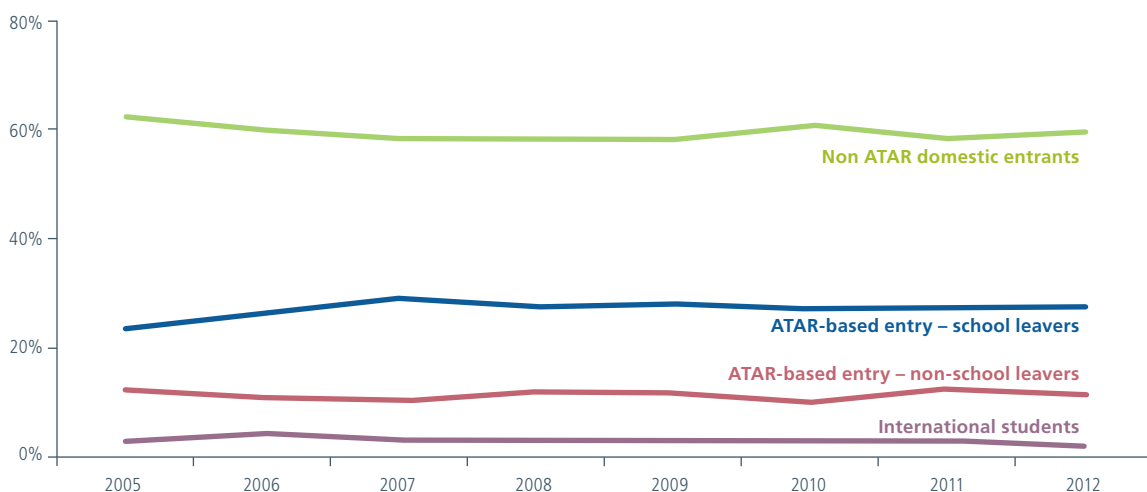
Across Australia, the proportion of students was slightly higher (27%) than in NSW. Most students (61%) do not enter ITE programs on the basis of an ATAR score they received via secondary education (see Figure 9).

Figure 9:

Proportion of students commencing ITE programs, by basis of admission, Australia, 2005–2012

Source: Australian Government Department of Education.

AUS students



Notes: 'Non ATAR domestic entrants' includes students entering a teacher education program on the basis of: another higher education course (Australian or overseas equivalent; complete or incomplete), a VET award course other than a secondary education course (Australian or overseas equivalent; complete or incomplete), mature age special entry provisions, other secondary education entrants who are entering not on the basis of an ATAR (Australian or overseas equivalent), a professional qualification, or on some other basis.



3.4.2 ATAR commencements

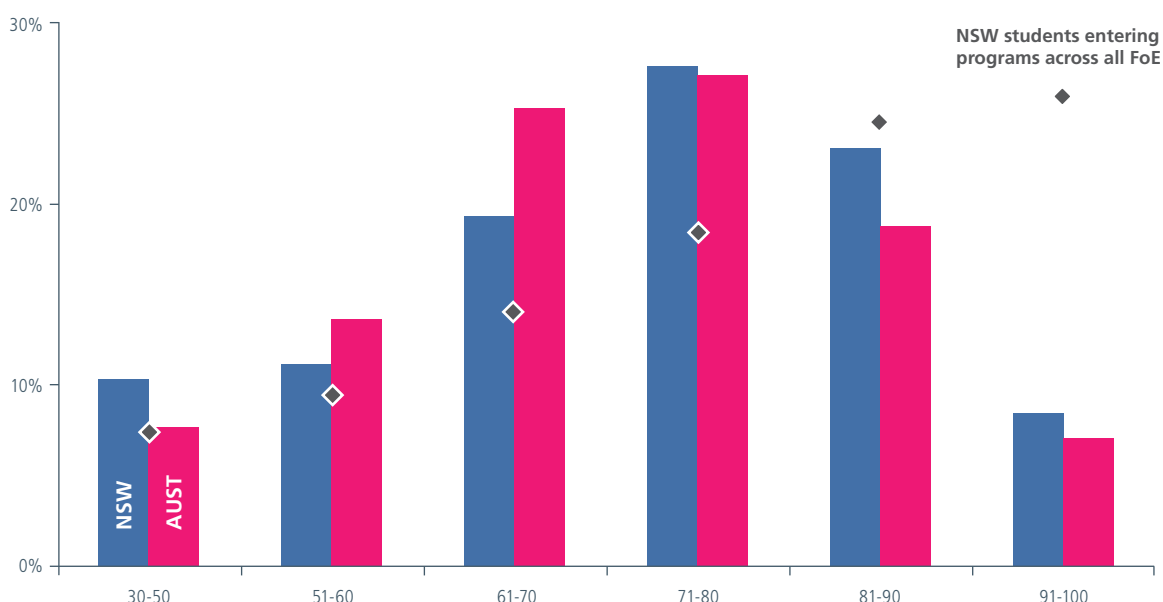
In NSW, approximately 59 per cent of domestic commencing students (school leavers and non-school leavers) who entered an ITE program on the basis of an ATAR achieved a score of 71 or higher. Across Australia, 53 per cent of commencing students achieved a score of 71 or higher.

At the other end of the scale, approximately 10 per cent of commencing students in NSW achieved a score in the 30 to 50 range, compared to 8 per cent of commencing students across Australia.

Figure 10:

ATAR entry only:
Proportion of
commencing domestic
students who entered
an ITE program on the
basis of an ATAR, by
ATAR score, NSW and
Australia, 2012

Source: Australian
Government Department of
Education.



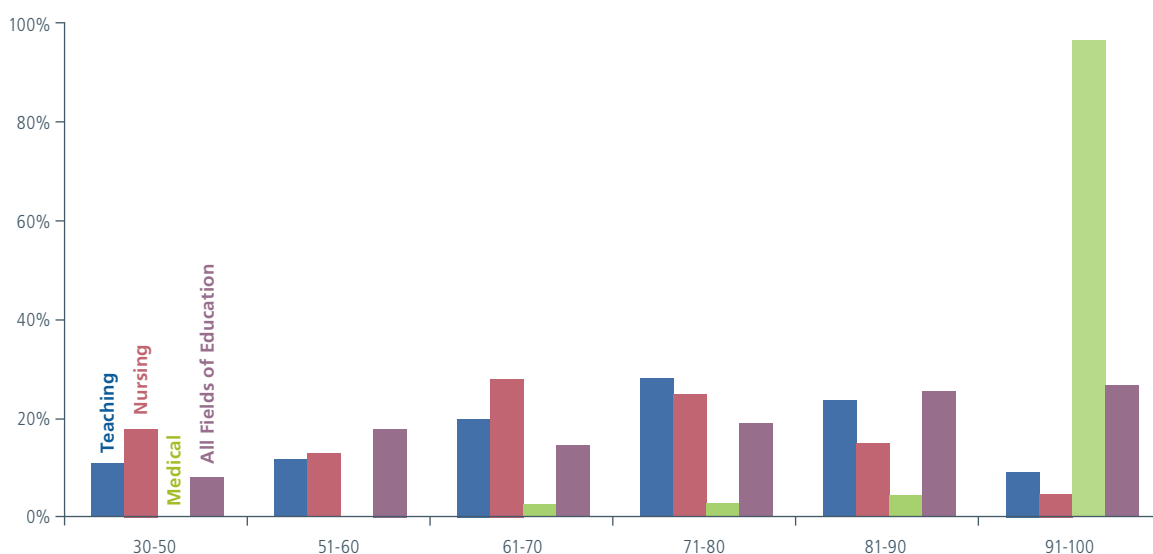
Notes: Data represents domestic students only.

In NSW and across Australia in 2012, teacher education and nursing programs accepted a higher proportion of domestic students (school leavers and non-school leavers) achieving an ATAR score of 70 or lower than medical programs and all Fields of Education (see Figures 11 and 12). In NSW, teacher education programs enrolled students with slightly higher ATAR scores than nursing programs (see Figure 11).

Figure 11:

ATAR entry only:
Proportion of
commencing domestic
students on the basis of
an ATAR by ATAR score
and FoE, NSW, 2012

Source: Australian
Government Department of
Education.



Notes: Teaching: students enrolled in courses providing initial teacher training.

Nursing: students enrolled in courses leading to registration as a nurse or midwife.

Medical: students enrolled in courses leading to provisional registration as a medical practitioner.

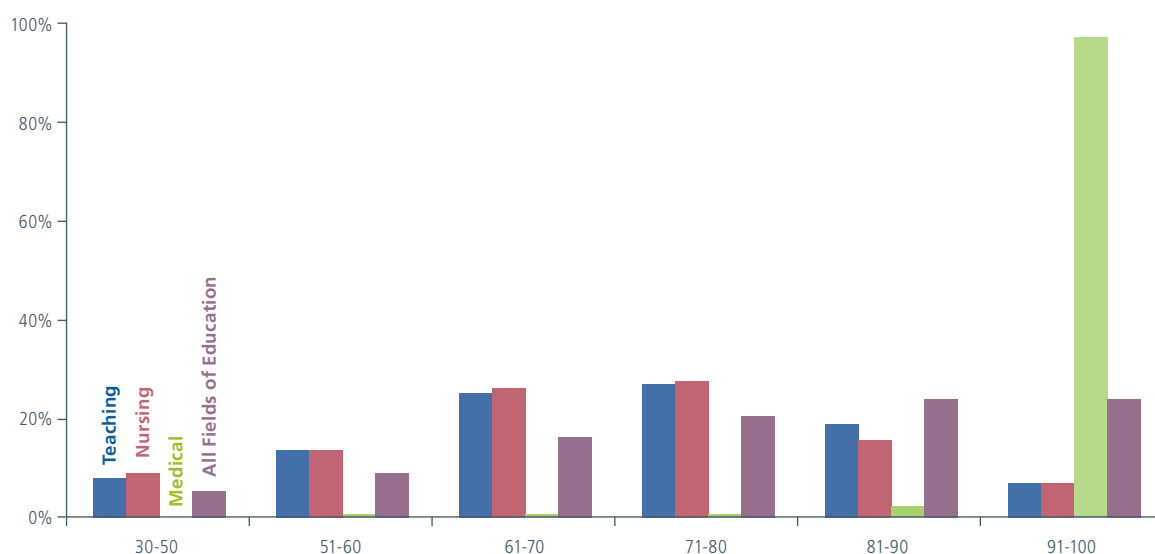
All fields of education: all tertiary education fields, not just teacher training fields. Data represents domestic students only.

Figure 12:

ATAR entry only:
Proportion of
commencing domestic
students on the basis of
an ATAR, by ATAR score
and FoE, Australia, 2012

Source: Australian
Government Department of
Education.

AUS
students



Notes: Teaching: students enrolled in courses providing initial teacher training.

Nursing: students enrolled in courses leading to registration as a nurse or midwife.

Medical: students enrolled in courses leading to provisional registration as a medical practitioner.

All fields of education: all tertiary education fields, not just teacher training fields. Data represents domestic students only.

3.5 Retention

3.5.1 Retention rates

Figure 13 shows that for school leavers and non-school leavers, special adjusted retention rates are slightly higher for students who commenced an ITE program with an ATAR score of 71 or higher, compared to students with an ATAR score in the 30 to 70 range.

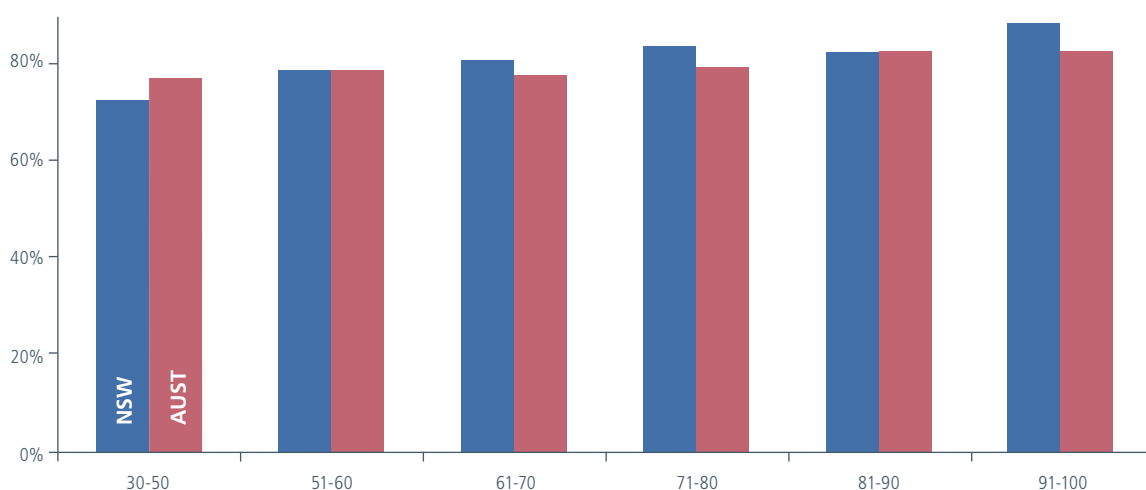
Figure 13:

ATAR entry only: Special
adjusted retention rates
for domestic students
in an ITE program by
ATAR score, NSW and
Australia, 2011 to 2012

Source: Australian
Government Department of
Education.

NSW
students

AUS
students



Notes: Retention rates are calculated as per 'Special adjusted rates' - number of higher education students who commenced a special course 22 in 2011 and continued in a special course 22 at the same or different institution in 2012 as a proportion of higher education students who commenced a special course 22 in 2011 and did not complete the course in 2011. A special course 22 is a higher education course that provides initial teacher training. Data represents domestic students only.



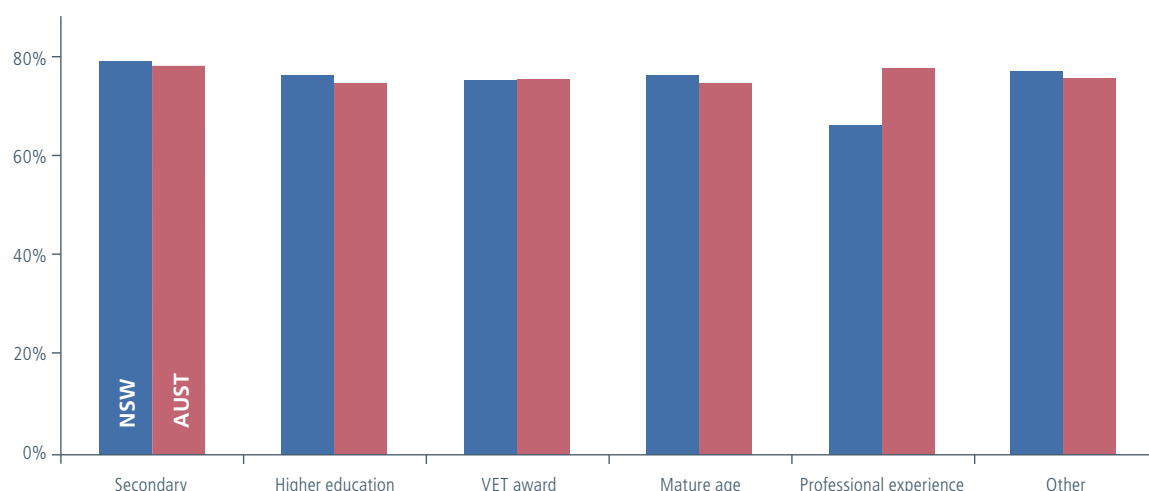
Figure 14:

Special adjusted retention rates for domestic students in an ITE program, by basis of admission, NSW and Australia, 2011 to 2012

Source: Australian Government Department of Education.



Figure 14 shows that domestic students are slightly more likely to remain in their ITE program if they enter straight from high school.



Notes: Retention rates are calculated as per 'Special adjusted rates' - number of higher education students who commenced a special course 22 in 2011 and continued in a special course 22 at the same or different institution in 2012 as a proportion of higher education students who commenced a special course 22 in 2011 and did not complete the course in 2011. A special course 22 is a higher education course that provides initial teacher training. Data represents domestic students only.

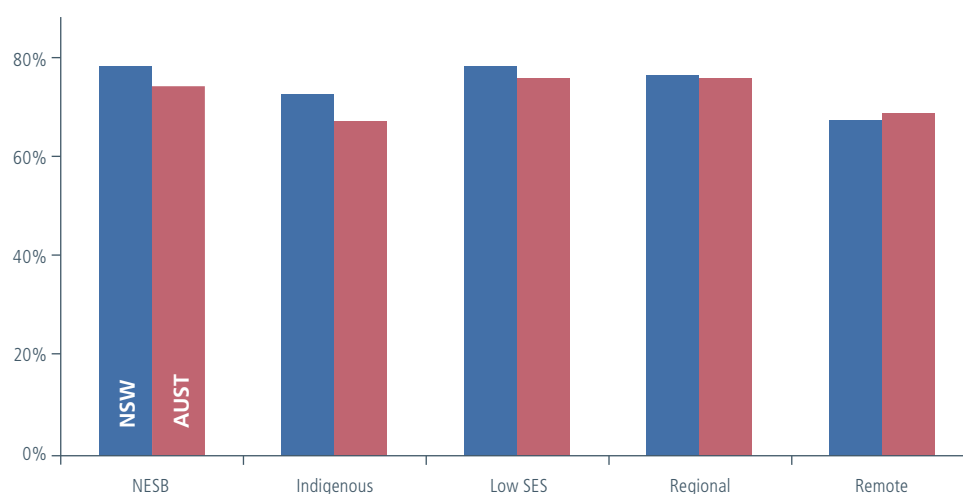
Figure 15:

Special adjusted retention rates for domestic students in an ITE program, by background characteristic, NSW and Australia 2011 to 2012

Source: Australian Government Department of Education.



Figure 15 shows that approximately 73 per cent of ITE students in NSW, and 67 per cent in Australia, who identify as being of Aboriginal and/or Torres Strait Islander descent, continued in their ITE course from 2011 to 2012.



Notes: Retention rates are calculated as per 'Special adjusted rates' - number of higher education students who commenced a special course 22 in 2011 and continued in a special course 22 at the same or different institution in 2012 as a proportion of higher education students who commenced a special course 22 in 2011 and did not complete the course in 2011. A special course 22 is a higher education course that provides initial teacher training. Geographical indicators are based on 2011 Australian Statistical Geography Standards (ASGS). Socio-economic status is based on 2011 Socio-Economic Indexes for Areas (SEIFA). Data represents domestic students who have a permanent address in Australia only.



Workforce profile of the NSW teaching profession 2014:

The teaching workforce



The teaching workforce section of this report provides information about teacher demographics, qualifications and accreditation, as well as current employment and current school. It also provides information about teachers' reasons for taking leave, and for leaving the workforce.

There is currently no cross-sectoral, state-wide data collection that contains detailed and consistent statistics for the whole of the NSW teaching workforce. Five data sources are represented in this section of the report (see Section 1.5 for further information). The following icons appear beside each table or figure and indicate which populations are represented in the data.

All NSW teachers

All NSW teachers – teachers from all school sectors in NSW.

All AUS teachers

All Australian teachers – teachers from all school sectors in all states and territories in Australia.

Accredited teachers

Accredited teachers only – teachers from all school sectors in NSW who are accredited with BOSTES (a proportion of the NSW teaching workforce only).

DEC teachers

Government school teachers only – permanent and temporary teachers employed by the NSW Department of Education and Communities.

CEC teachers

Catholic school teachers only – teachers employed in a NSW Catholic school.



4. The teaching workforce

4.1 Demographics

4.1.1 Number of full-time equivalent (FTE) teaching staff

In 2013, over 82,000 teachers were employed in NSW schools from Kindergarten to Year 12, across three school sectors (see Table 8).

The NSW Government is the largest employer of teachers, with approximately 65 per cent of teachers working in NSW government schools. Twenty per cent of teachers work in the Catholic school sector, and approximately 15 per cent of teachers work in independent schools.

NSW teachers educate and care for approximately 647,000 primary and 507,000 secondary students located in 3,080 schools across the State.

Table 8:

Number of NSW teachers, by sector, school level and gender, 2013

Source: ABS, Schools Australia, cat. no. 4221.0.

All NSW teachers

	Primary school		Secondary school		Total
	Male	Female	Male	Female	
Government	4,840	24,185	10,146	14,737	53,907
Catholic	1,045	6,135	3,828	5,603	16,611
Independent	1,074	3,816	3,293	4,263	12,445
Total	6,958	34,135	17,267	24,603	82,963

Notes: For the purposes of this report, 'specialist support staff', 'administrative and clerical staff (including teacher aides and assistants)', and 'building operations, general maintenance and other staff' have been removed from the ABS dataset. Table represents FTE teaching staff. Columns may not add to total due to rounding. Refer to section 1.5.3 of this report for further information.

4.1.2 Gender

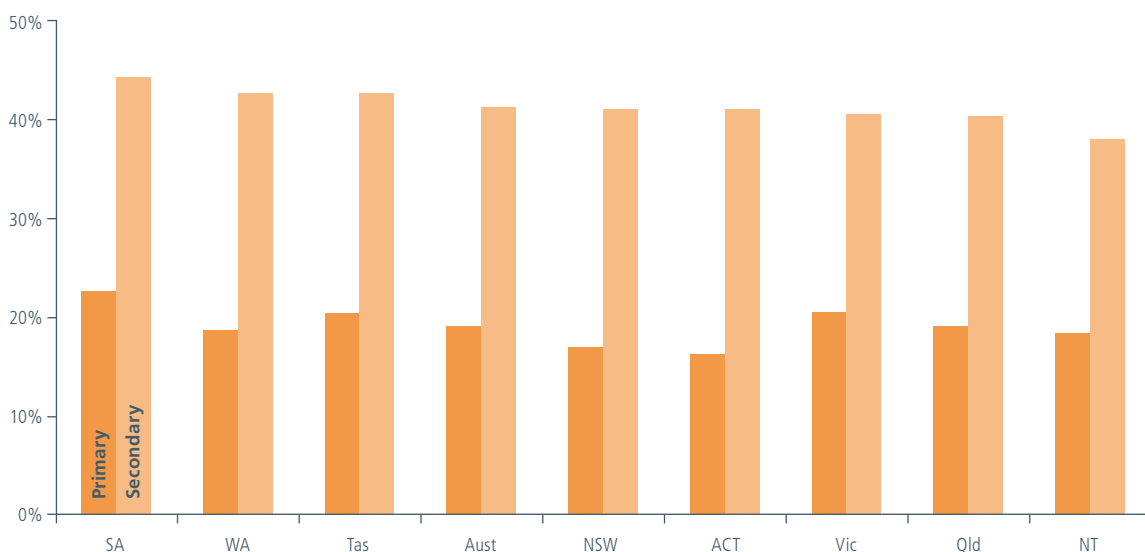
Figure 16 shows the proportion of male teachers in each Australian state and territory by school level. In 2013, 17 per cent of primary and 41 per cent of secondary teachers in NSW were male.

Figure 16:

Proportion of male teachers in each jurisdiction, primary and secondary, 2013

Source: ABS, Schools Australia, cat. no. 4221.0.

All AUS teachers



Notes: For the purposes of this report, 'specialist support staff', 'administrative and clerical staff (including teacher aides and assistants)', and 'building operations, general maintenance and other staff' have been removed from the ABS dataset. Figure represents FTE teaching staff. Refer to section 1.5.3 of this report for further information.

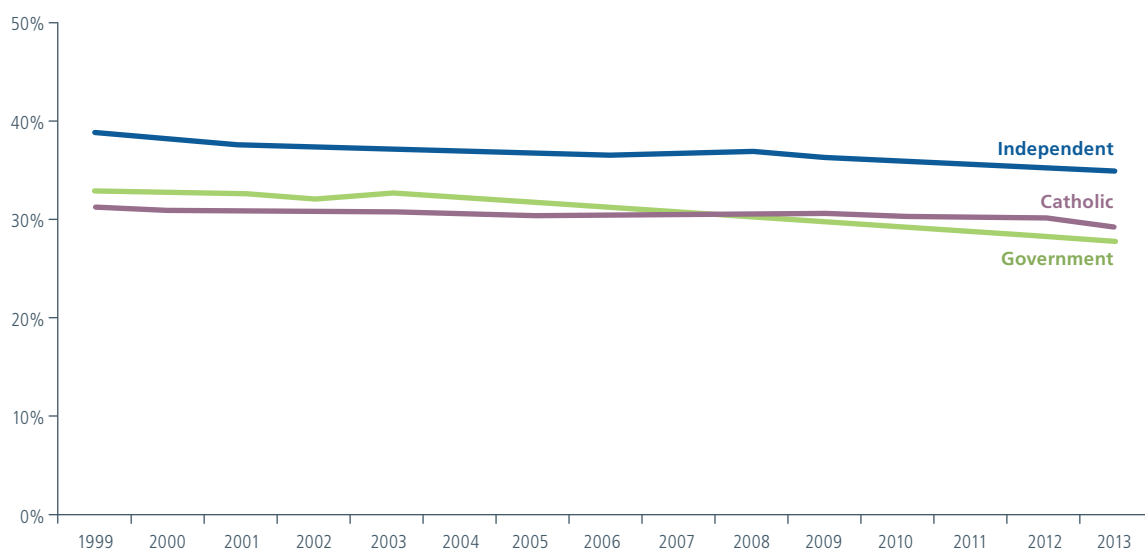
Figure 17 shows that between 1999 and 2013, the proportions of male teachers in each NSW school sector decreased. However, the actual number of male teachers has decreased in the government sector only, and has increased in the independent and Catholic sectors.

Figure 17:

Proportion of male teachers in each sector, NSW, 1999-2013

Source: ABS, Schools Australia, cat. no. 4221.0.

All NSW teachers



Notes: For the purposes of this report, 'specialist support staff', 'administrative and clerical staff (including teacher aides and assistants)', and 'building operations, general maintenance and other staff' have been removed from the ABS dataset. Figure represents FTE teaching staff. Refer to section 1.5.3 of this report for further information.



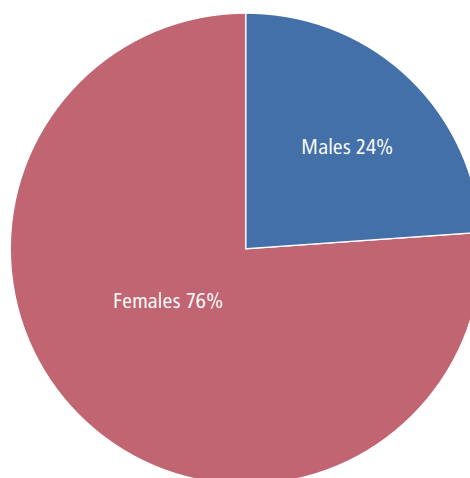
In 2014, approximately one quarter of teachers accredited with the Board of Studies, Teaching and Educational Standards (BOSTES) were male (see Figure 18).

Figure 18:

Proportion of teachers accredited with BOSTES, by gender, NSW, 2014

Source: BOSTES.

Accredited teachers



n = 58,451

Notes: Figure represents teachers accredited with BOSTES as at October 2014. Missing and incomplete data have been removed. Accreditation of NSW teachers began after 1 October 2004 and is currently compulsory only for teachers entering the workforce for the first time and those returning to the workforce after an absence of five years or more. Refer to section 1.5.5 of this report for further information.



4.1.3 Age

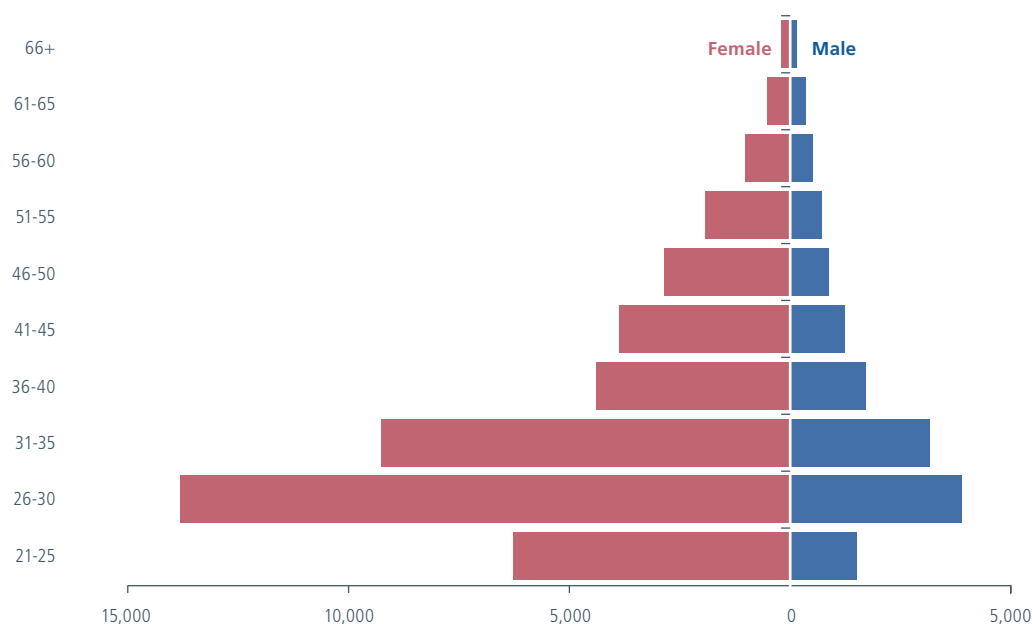
Figure 19 shows that 43 per cent of teachers accredited with BOSTES are aged 30 years or younger.

Figure 19:

Number of teachers accredited with BOSTES, by gender and age group, NSW, 2014

Source: BOSTES.

Accredited teachers



Notes: Figure represents teachers accredited with BOSTES as at October 2014. Missing and incomplete data have been removed. Accreditation of NSW teachers began after 1 October 2004 and is currently compulsory only for teachers entering the workforce for the first time and those returning to the workforce after an absence of five years or more. As a result of this, the BOSTES accreditation dataset is skewed toward younger teachers who are entering the workforce for the first time. Refer to section 1.5.5 of this report for further information.

Figure 20 shows the proportion of teachers accredited with BOSTES in 2014, by age group and gender. It shows that on average, male teachers were slightly older than female teachers, with 13 per cent of male teachers aged 51 or over, compared to nine per cent of their female colleagues.

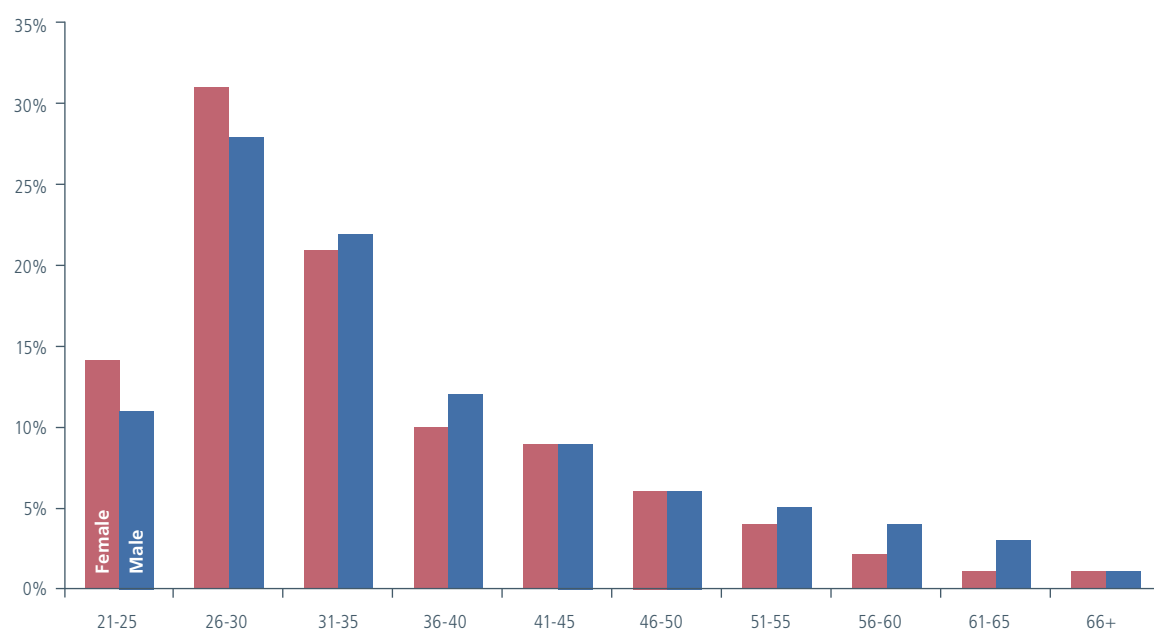
In the younger age groups, 38 per cent of male teachers were aged 30 or under, compared to 45 per cent of their female colleagues.

Figure 20:

Proportion of teachers accredited with BOSTES, by gender and age group, NSW, 2014

Source: BOSTES.

Accredited teachers



n = 58,451

Notes: Figure represents teachers accredited with BOSTES as at October 2014. Missing and incomplete data have been removed. Accreditation of NSW teachers began after 1 October 2004 and is currently compulsory only for teachers entering the workforce for the first time and those returning to the workforce after an absence of five years or more. As a result of this, the BOSTES accreditation dataset is skewed toward younger teachers who are entering the workforce for the first time. Refer to section 1.5.5 of this report for further information.

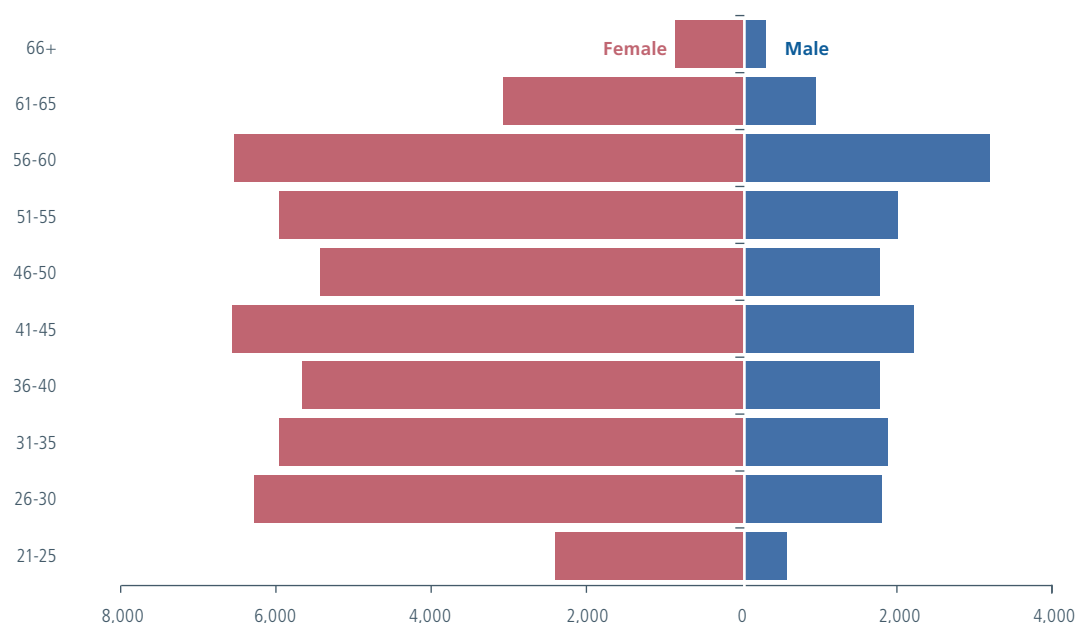


Figure 21:

Number of government school teachers, by gender and age group, NSW, 2014

Source: NSW Department of Education and Communities.

DEC teachers



n = 65,130

Notes: Figure represents teacher count as at June 2014. Refer to section 1.5.6 of this report for further information.

In government schools in 2014, on average, male teachers were slightly older than their female colleagues. Forty per cent of male teachers were aged 51 or over, compared to 34 per cent of their female colleagues (see Figure 22).

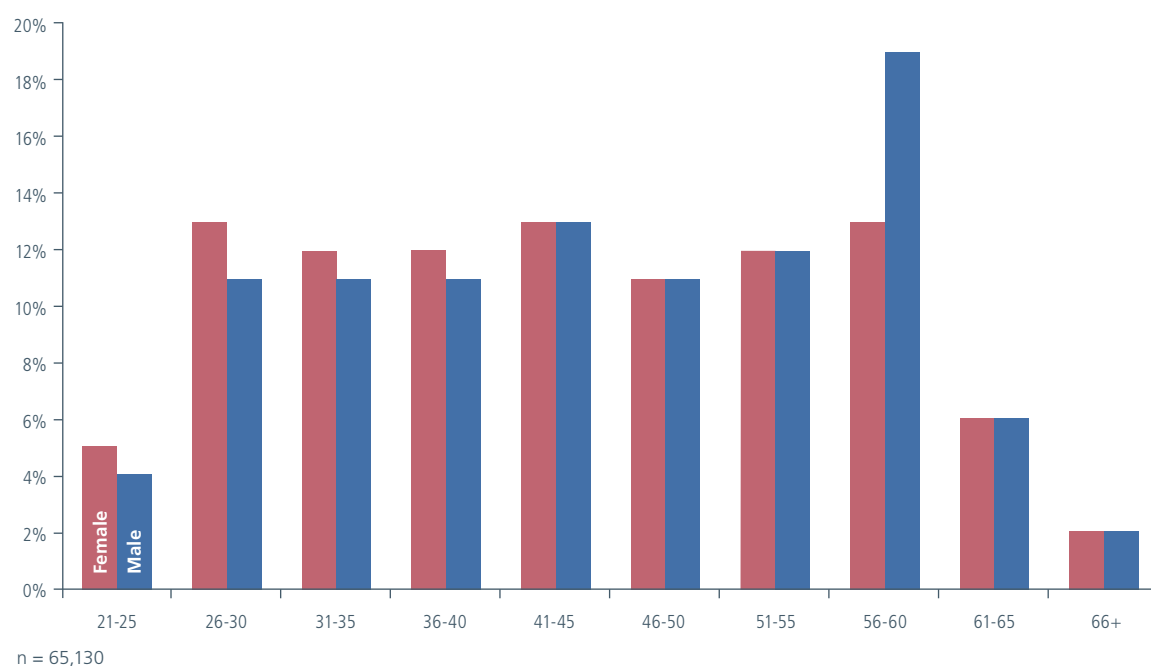
In the younger age groups, 17 per cent of male teachers were aged 30 or under, compared to 20 per cent of their female colleagues.

Figure 22:

Proportion of government school teachers, by gender and age group, NSW, 2014

Source: NSW Department of Education and Communities.

DEC teachers



Notes: Figure represents teacher count as at June 2014. Refer to section 1.5.6 of this report for further information.



4.1.4 Aboriginal and Torres Strait Islander teachers

Data showing the number of Aboriginal and Torres Strait Islander teachers are often incomplete as questions relating to ethnicity are generally not mandatory in collection mechanisms.

Tables 9, 10 and 11 show that the number of teachers self-reporting as an Aboriginal and / or Torres Strait Islander person is very small.

Table 9:

Proportion of teachers accredited with BOSTES who self-report as an Aboriginal and / or Torres Strait Islander person, NSW, 2014

Source: BOSTES.

Accredited teachers

	Proportion of teachers
Aboriginal and / or Torres Strait Islander	0.74
Neither Aboriginal nor Torres Strait Islander	52.78
Not stated / Unknown	46.48

Notes: Table represents teachers accredited with BOSTES as at October 2014. It is not mandatory for teachers to divulge information relating to their ethnicity. Some percentages might not add to 100% due to rounding. Accreditation of NSW teachers began after 1 October 2004 and is currently compulsory only for teachers entering the workforce for the first time and those returning to the workforce after an absence of five years or more. Refer to section 1.5.5 of this report for further information.

Table 10:

Proportion of government school teachers who self-report as an Aboriginal and / or Torres Strait Islander person, NSW, 2014

Source: NSW Department of Education and Communities.

DEC teachers

	Proportion of teachers
Aboriginal and / or Torres Strait Islander	1.69
Neither Aboriginal nor Torres Strait Islander	73.38
Not stated / Unknown	24.94

Notes: Table represents teacher count as at June 2014. Refer to section 1.5.6 of this report for further information. It is not mandatory for teachers to divulge information relating to their ethnicity. Some percentages might not add to 100% due to rounding.

Table 11:

Proportion of Catholic school teachers who self-report as an Aboriginal and / or Torres Strait Islander person, NSW, 2013

Source: Catholic Education Commission NSW.

CEC teachers

	Proportion of teachers
Aboriginal and / or Torres Strait Islander	0.30
Neither Aboriginal nor Torres Strait Islander / Not stated / Unknown	99.70

Notes: Table represents FTE principal, deputy principal, coordinator 1-3, teacher / librarian, and teaching staff. Refer to section 1.5.7 of this report for further information. It is not mandatory for teachers to divulge information relating to their ethnicity. Some percentages might not add to 100% due to rounding.



4.1.5 Country of birth

Eighty-one per cent of teachers accredited with BOSTES who provided their country of birth were born in Australia (see Table 12). The second largest group by place of birth was made up of those born in the United Kingdom.

Table 12:

Top 15 countries of birth for teachers accredited with BOSTES, NSW, 2014

Source: BOSTES.

Accredited teachers

Country of birth	Number of teachers
Australia	24,656
United Kingdom	1,440
New Zealand	449
Ireland	376
Canada	352
South Africa	325
USA	306
India	215
Philippines	154
Fiji	148
China	142
Korea	142
Lebanon	111
Iraq	92
Hong Kong	82

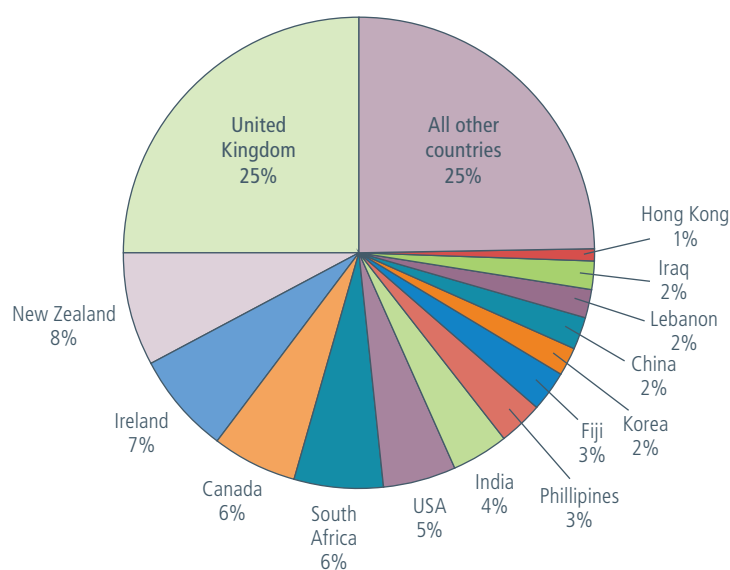
Notes: Table represents teachers accredited with BOSTES as at October 2014. Missing and incomplete data have been removed. Accreditation of NSW teachers began after 1 October 2004 and is currently compulsory only for teachers entering the workforce for the first time and those returning to the workforce after an absence of five years or more. Refer to section 1.5.5 of this report for further information. Some categories cannot be further broken down e.g. 'United Kingdom'.

Figure 23:

Top 15 countries in which teachers accredited with BOSTES were born, by proportion, excluding Australia and places not recorded, NSW, 2014

Source: BOSTES.

Accredited teachers



n = 5,768 (Australia = 24,656)

Notes: Figure represents teachers accredited with BOSTES as at October 2014. Missing and incomplete data have been removed. Accreditation of NSW teachers began after 1 October 2004 and is currently compulsory only for teachers entering the workforce for the first time and those returning to the workforce after an absence of five years or more. Refer to section 1.5.5 of this report for further information. Some categories cannot be further broken down e.g. 'United Kingdom'. Some percentages might not add to 100% due to rounding.



Table 13:

Top 15 countries of birth for government school teachers, NSW, 2014

Source: NSW Department of Education and Communities.

DEC
teachers

Eighty-three per cent of NSW government school teachers were born in Australia (see Table 13). The second largest group by place of birth was made up of those born in the United Kingdom.

Country of birth	Number of teachers
Australia	54,209
United Kingdom	2,042
India	616
New Zealand	564
Fiji	527
South Africa	423
USA	254
China	215
Vietnam	200
Canada	194
Lebanon	170
Germany	168
Philippines	165
Egypt	157
Malaysia	154

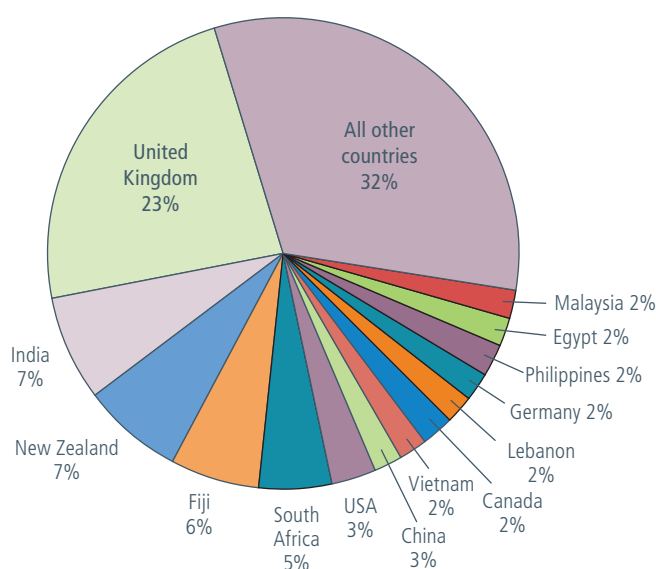
Notes: Table represents teacher count as at June 2014. Refer to section 1.5.6 of this report for further information. It is not mandatory to divulge country of birth information. Some categories cannot be further broken down e.g. 'United Kingdom'.

Figure 24:

Top 15 countries in which government school teachers were born, by proportion, excluding Australia and places not recorded, NSW, 2014

Source: NSW Department of Education and Communities.

DEC
teachers



n = 8,244 (Australia = 54,209)

Notes: Figure represents teacher count as at June 2014. Refer to section 1.5.6 of this report for further information. It is not mandatory to divulge country of birth information. Some categories cannot be further broken down e.g. 'United Kingdom'. Some percentages might not add to 100% due to rounding.



4.2 Qualifications

4.2.1 Level of qualification

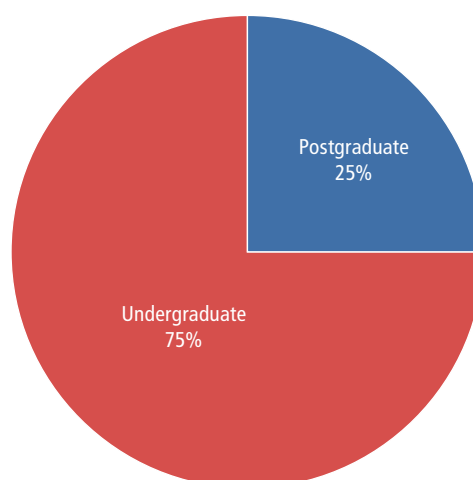
One quarter of qualifications held by teachers accredited with BOSTES are at the postgraduate level (see Figure 25).

Figure 25:

Proportion of qualifications held by teachers accredited with BOSTES, by level, NSW, 2014

Source: BOSTES.

Accredited teachers



n = 72,501

Notes: Figure represents teachers accredited with BOSTES as at October 2014. Double counting occurs where teachers have completed more than one qualification. Qualifications include both ITE qualifications and other qualifications. Missing and incomplete data have been removed. Accreditation of NSW teachers began after 1 October 2004 and is currently compulsory only for teachers entering the workforce for the first time and those returning to the workforce after an absence of five years or more. Refer to section 1.5.5 of this report for further information.

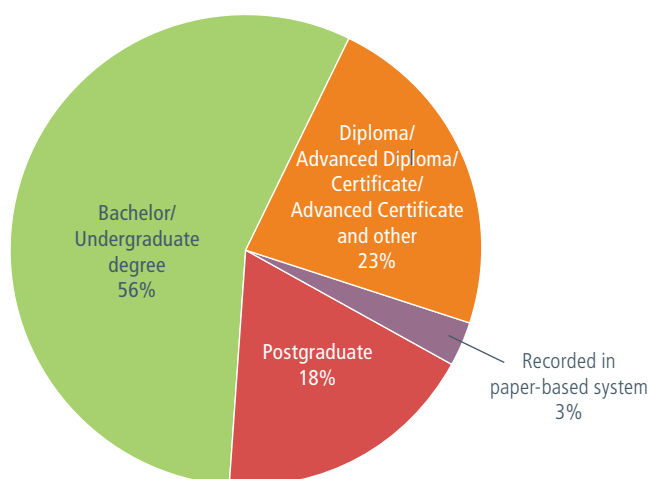
Figure 26 shows that just over half the qualifications awarded to teachers working in NSW government schools are at the Bachelor/Undergraduate level.

Figure 26:

Proportion of recorded qualifications held by government school teachers, by level, NSW, 2014

Source: NSW Department of Education and Communities.

DEC teachers



n = 102,640

Notes: Figure represents teacher count as at June 2014. Refer to section 1.5.6 of this report for further information. Double counting occurs where teachers have completed more than one qualification. Qualifications include both ITE qualifications and other qualifications. Some information is unlikely to be stored electronically if the teacher commenced working for the Department prior to 1991.



4.2.2 Higher education provider

Over 10,000 qualifications gained by teachers accredited with BOSTES were obtained at the University of Western Sydney (see Table 14).

Table 14:

The top 10 higher education providers, by number, at which teachers accredited with BOSTES gained qualifications, NSW, 2014

Source: BOSTES.

Accredited teachers

Provider at which qualification was gained	Number of qualifications
University of Western Sydney	10,106
The University of Sydney	6,130
The University of Newcastle	6,007
Charles Sturt University	4,880
University of Wollongong	4,829
University of New England	4,041
Macquarie University	4,025
Australian Catholic University	3,793
Southern Cross University	3,543
The University of New South Wales	3,062

Notes: Table represents teachers accredited with BOSTES as at October 2014. Double counting occurs where teachers have completed more than one qualification. Qualifications include both ITE qualifications and other qualifications. Missing and incomplete data have been removed. Accreditation of NSW teachers began after 1 October 2004 and is currently compulsory only for teachers entering the workforce for the first time and those returning to the workforce after an absence of five years or more. Refer to section 1.5.5 of this report for further information.

Over 11,000 qualifications gained by government school teachers were obtained at the University of Western Sydney (see Table 15).

Table 15:

The top 10 higher education providers, by number, at which government school teachers gained qualifications, NSW, 2014

Source: NSW Department of Education and Communities.

DEC teachers

Provider at which qualification was gained	Number of qualifications
University of Western Sydney	11,950
The University of Newcastle	9,408
The University of Sydney	9,182
University of Wollongong	7,123
Charles Sturt University	6,689
University of New England	6,402
Macquarie University	5,429
The University of New South Wales	4,775
University of Technology, Sydney	2,948
Southern Cross University	1,946

Notes: Table represents teacher count as at June 2014. Refer to section 1.5.6 of this report for further information. Double counting occurs where teachers have completed more than one qualification. Qualifications include both ITE qualifications and other qualifications.



4.2.3 Year of graduation

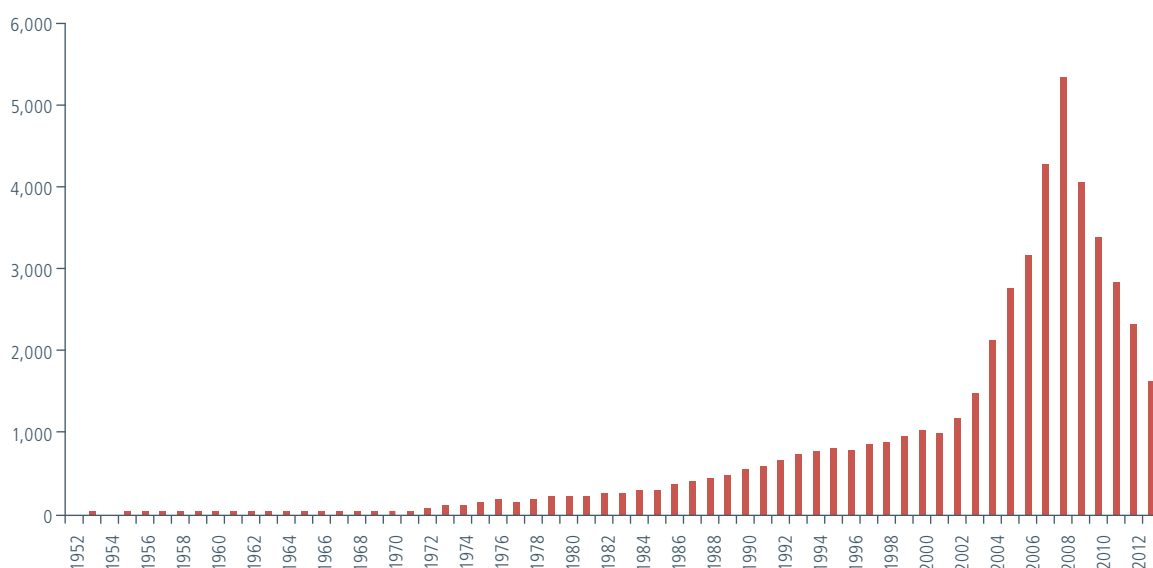
Figure 27 shows the year of graduation for qualifications gained by teachers accredited with BOSTES. In general, teachers accredited with BOSTES graduated more recently than those teachers not yet accredited, which reflects the relatively new accreditation requirements.

Figure 27:

Year of graduation for qualifications gained by teachers accredited with BOSTES, NSW, 2014

Source: BOSTES.

Accredited teachers



Notes: Figure represents teachers accredited with BOSTES as at October 2014. Double counting occurs where teachers have completed more than one qualification. Qualifications include both ITE qualifications and other qualifications. Missing and incomplete data have been removed. Accreditation of NSW teachers began after 1 October 2004 and is currently compulsory only for teachers entering the workforce for the first time and those returning to the workforce after an absence of five years or more. Refer to section 1.5.5 of this report for further information.

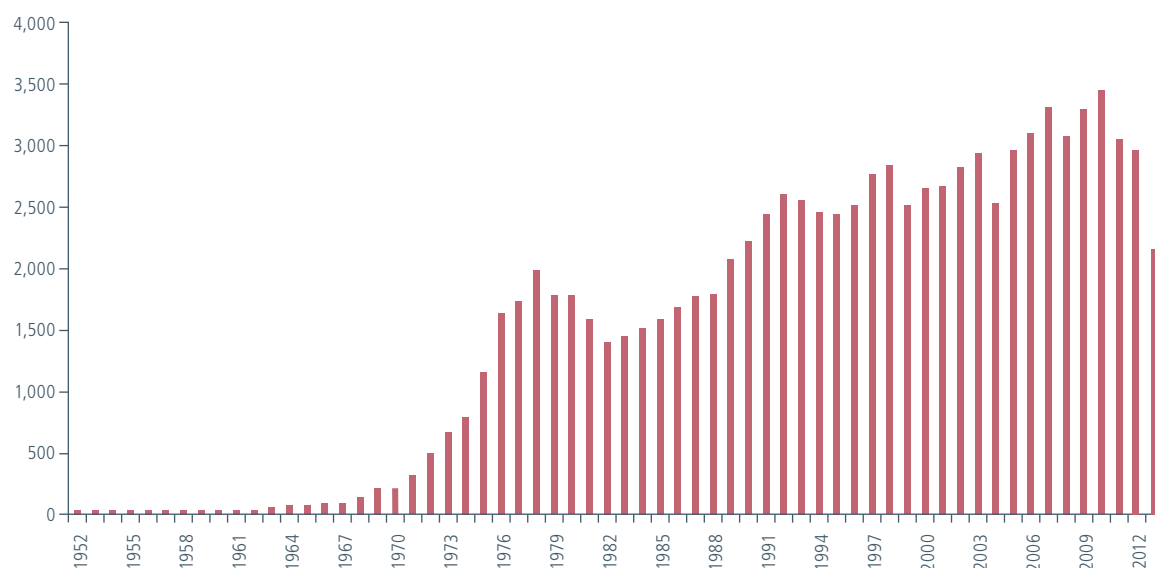
The NSW Department of Education and Communities records the year of graduation for qualifications gained by teachers ranging from 1952 to 2014. Figure 28 represents those records stored electronically (approximately 97 per cent of the 102,640 records held in the Department's computerised human resources information system).

Figure 28:

Year of graduation for qualifications gained by government school teachers, NSW, 2014

Source: NSW Department of Education and Communities.

DEC teachers



Notes: Figure represents teacher count as at June 2014. Refer to section 1.5.6 of this report for further information. Double counting occurs where teachers have completed more than one qualification. Qualifications include both ITE qualifications and other qualifications.



4.2.4 Specialisations

As at 2014, 8,506 teachers accredited with BOSTES were eligible to teach subjects within the Human Society and its Environment (HSIE) key learning area (KLA), more than were eligible to teach in any other KLA.

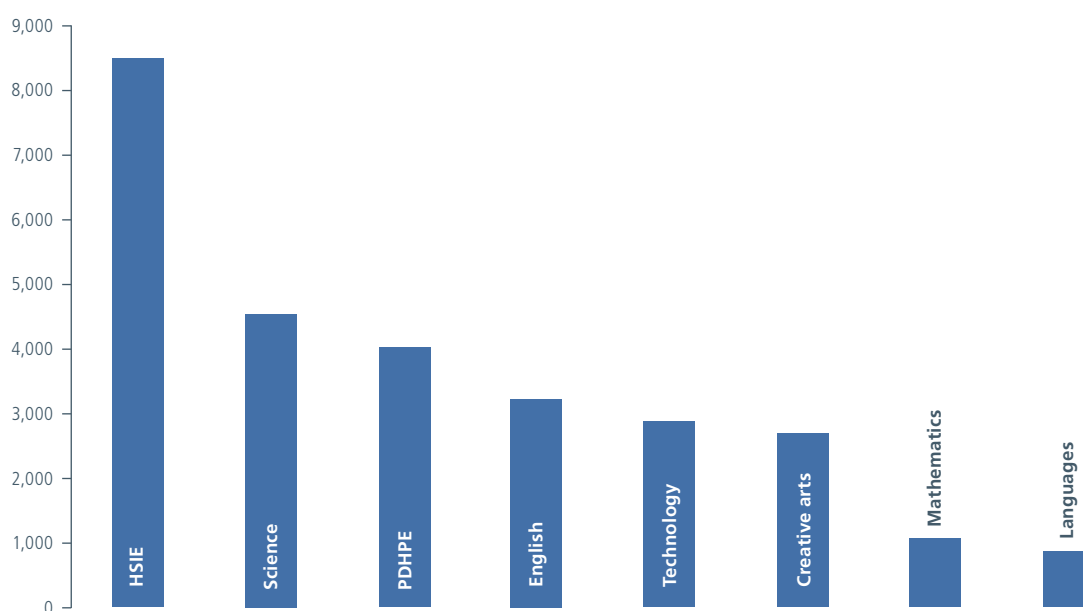
A teacher's eligibility to teach subjects is recorded at the time of accreditation. If a teacher becomes eligible to teach additional subjects, this will not be recorded until that teacher's next accreditation maintenance cycle is complete. As such, Figure 29 may not accurately reflect current numbers.

Figure 29:

Number of teachers accredited with BOSTES who were eligible to teach in each KLA at the time of their accreditation, NSW, 2014

Source: BOSTES.

Accredited teachers



Notes: Figure represents teachers accredited with BOSTES as at October 2014. Double counting occurs where teachers are eligible to teach more than one subject. Subjects that are not assessed by BOSTES are not included. Examples of these subjects include careers, English as a second language, student counselling, and ceramics. Missing and incomplete data have been removed. Accreditation of NSW teachers began after 1 October 2004 and is currently compulsory only for teachers entering the workforce for the first time and those returning to the workforce after an absence of five years or more. Refer to section 1.5.5 of this report for further information.

4.3 Professional development

4.3.1 Area

No data are currently available that capture the number of teachers who undertake professional development in particular focus areas.



4.4 Teacher accreditation

4.4.1 Accreditation level

In 2013, over 50 per cent of teachers accredited with BOSTES had achieved accreditation at the Proficient Teacher level.

Table 16:

Accreditation level of teachers accredited with BOSTES, by proportion, NSW, 2013

Source: BOSTES.

Accredited teachers

Accreditation level status		Percentage of teachers
Conditional accreditation	Persons who must complete a teaching qualification	4.84
	Persons who are in the final year of an ITE program	0.06
Provisional accreditation	Persons who are beginning a teaching career	38.54
	Persons who are returning to a teaching career	1.91
Accredited	Persons who are accredited at the Proficient Teacher level	54.46
	Persons who are accredited at the Highly Accomplished Teacher level	0.14
	Persons who are accredited at the Lead Teacher level	0.05

Notes: Table represents teachers accredited with BOSTES as at December 2013. Accreditation of NSW teachers began after 1 October 2004 and is currently compulsory only for teachers entering the workforce for the first time and those returning to the workforce after an absence of five years or more. Some percentages might not add to 100% due to rounding.

4.5 Current employment

4.5.1 Years with current employer

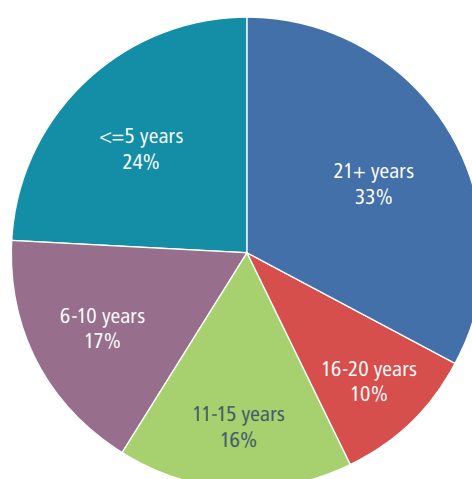
Figure 30 shows that as at June 2014, 33 per cent of government school teachers had been employed by the NSW Department of Education and Communities for 21 years or more.

Figure 30:

Proportion of government school teachers, by years of employment with the Department, NSW, 2014

Source: NSW Department of Education and Communities.

DEC teachers



n = 65,130

Notes: Figure represents teacher count as at June 2014. Refer to section 1.5.6 of this report for further information. When a teacher takes leave and returns to the workforce, this period of leave is included when calculating the number of years that teacher has been employed by the Department.



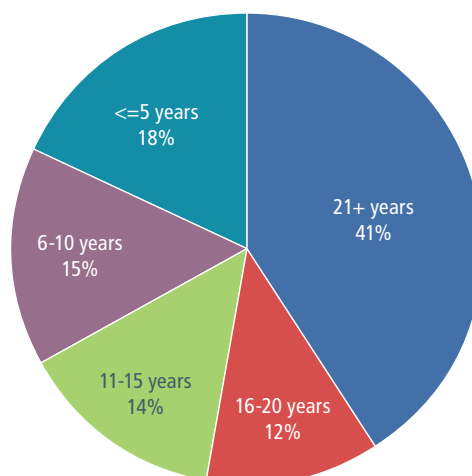
4.5.2 Years teaching

Figure 31 shows that in 2013, 41 per cent of Catholic school teachers had been teaching for over 21 years.

Figure 31:

Proportion of Catholic school teachers, by years teaching, NSW, 2013

Source: Catholic Education Commission NSW.



n = 16,428

Notes: Figure represents FTE principal, deputy principal, coordinator 1-3, teacher / librarian, and teaching staff. Refer to section 1.5.7 of this report for further information. Figure represents total years teaching and could include years outside the Catholic education system. Data above 21 years cannot be disaggregated.

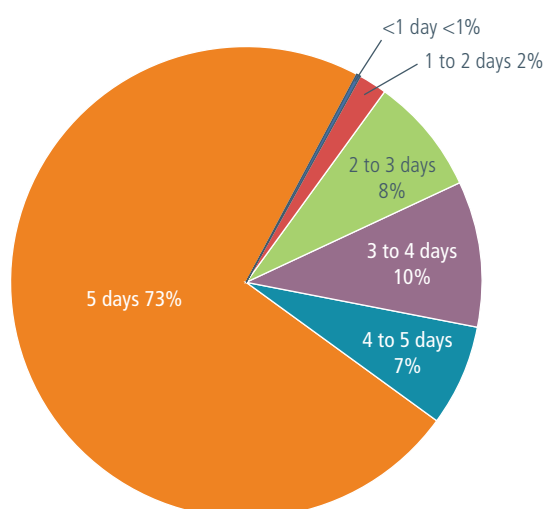
4.5.3 Time fraction employed

Figure 32 shows that 73 per cent of teachers working in NSW government schools are employed on a full-time basis.

Figure 32:

Proportion of government school teachers, by number of days employed per week, NSW, 2014

Source: NSW Department of Education and Communities.



n = 61,559

Notes: Figure represents teacher count as at June 2014. Refer to section 1.5.6 of this report for further information. Time fraction employed may be recorded as more than 1.0 FTE, for example, individuals who were paid in advance or were paid previous underpayments during the reference period. Teachers whose recorded time fraction was more than 1.0 FTE have been included as 1.0 FTE. Teachers whose recorded time fraction was 0.0 FTE have been removed. Some percentages might not add to 100% due to rounding.



4.5.4 Type of employment

Figures 33, 34 and 35 show the proportion of teachers working full-time and part-time according to BOSTES, Department of Education and Communities, and Catholic school datasets.

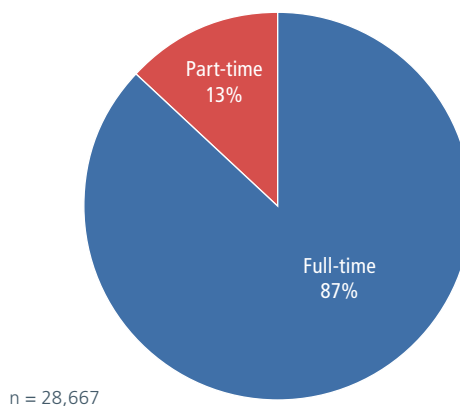
Figure 33 shows that almost 90 per cent of teachers accredited with BOSTES are employed on a full-time basis. Figures 34 and 35 show that approximately 70 per cent of teachers in the government and Catholic school sectors are employed on a full-time basis.

Figure 33:

Proportion of teachers accredited with BOSTES, by type of employment, NSW, 2014

Source: BOSTES.

Accredited teachers



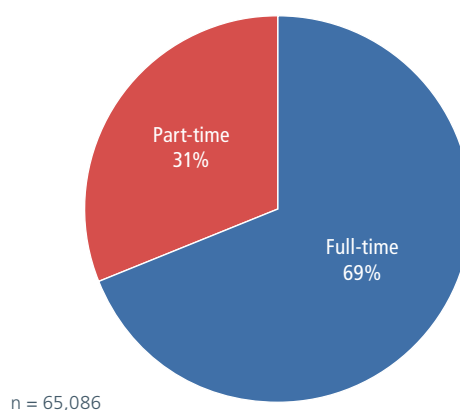
Notes: Figure represents teachers accredited with BOSTES as at October 2014. Missing and incomplete data have been removed. Accreditation of NSW teachers began after 1 October 2004 and is currently compulsory only for teachers entering the workforce for the first time and those returning to the workforce after an absence of five years or more. Refer to section 1.5.5 of this report for further information.

Figure 34:

Proportion of government school teachers, by type of employment, NSW, 2014

Source: NSW Department of Education and Communities.

DEC teachers



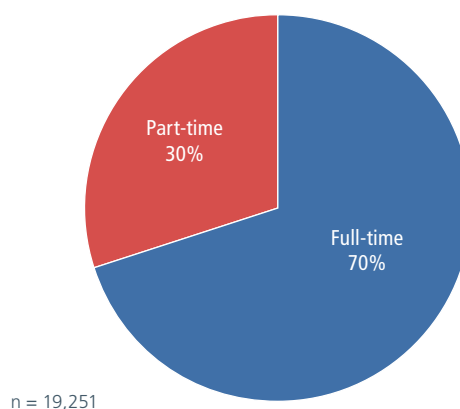
Notes: Figure represents teacher count as at June 2014. Refer to section 1.5.6 of this report for further information. Time fraction employed may be recorded as more than 1.0 FTE, for example, individuals who were paid in advance or were paid previous underpayments during the reference period. Teachers whose recorded time fraction was more than 1.0 FTE have been included as 1.0 FTE. Teachers whose recorded time fraction was 0.0 FTE have been removed.

Figure 35:

Proportion of Catholic school teachers, by type of employment, NSW, 2013

Source: Catholic Education Commission NSW.

CEC teachers



Notes: Figure represents FTE principal, deputy principal, coordinator 1-3, teacher / librarian, and teaching staff. Refer to section 1.5.7 of this report for further information.

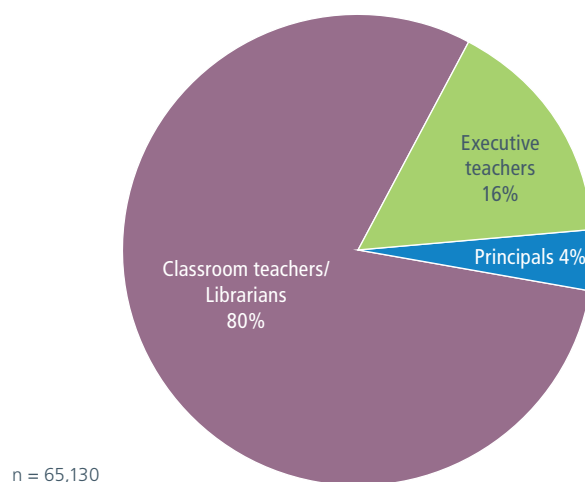
4.5.5 Employee classification

Figures 36 and 37 show that in both NSW government and Catholic schools, principals form four per cent of the teaching population. Proportionally, the government school sector employs more classroom teachers, and fewer executive teachers than the Catholic school sector.

Figure 36:

Proportion of government school teachers, by their position within a school, NSW, 2014

Source: NSW Department of Education and Communities.

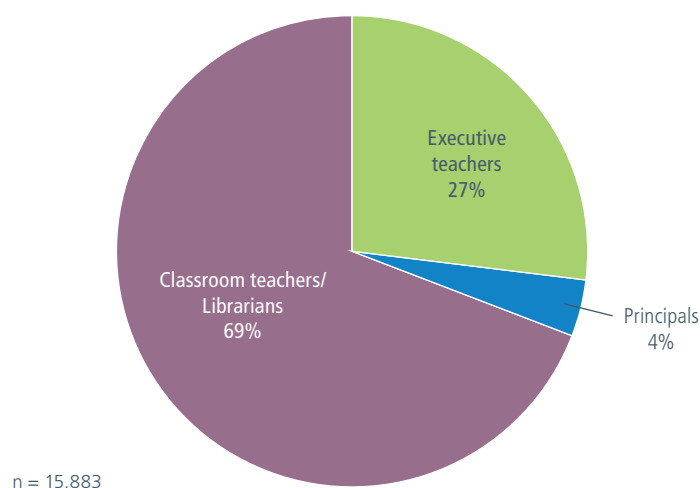


Notes: Figure represents teacher count as at June 2014. Refer to section 1.5.6 of this report for further information. Executive teachers include head teachers, assistant principals and deputy principals

Figure 37:

Proportion of Catholic school teachers, by their position within a school, NSW, 2013

Source: Catholic Education Commission NSW.



Notes: Figure represents FTE principal, deputy principal, coordinator 1-3, teacher / librarian, and teaching staff. Refer to section 1.5.7 of this report for further information. Executive teachers include deputy principals and coordinators.

Figure 38:

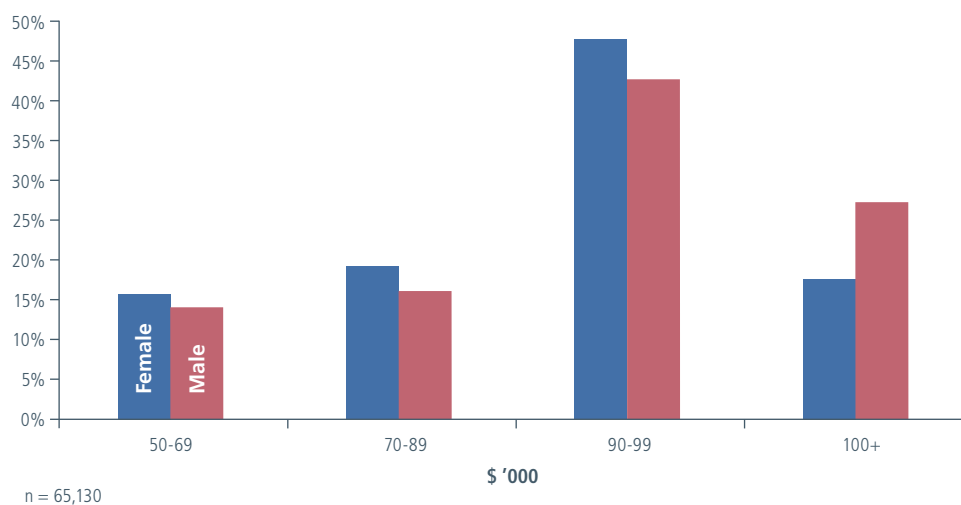
Proportions of male and female government school teachers, by salary range, NSW, 2014

Source: NSW Department of Education and Communities.

DEC teachers

4.5.6 Salary

Figure 38 shows that 18 per cent of female teachers working in NSW government schools earn over \$100,000, compared to 27 per cent of their male colleagues.



Notes: Figure represents teacher count as at June 2014. Refer to section 1.5.6 of this report for further information.

4.5.7 School level

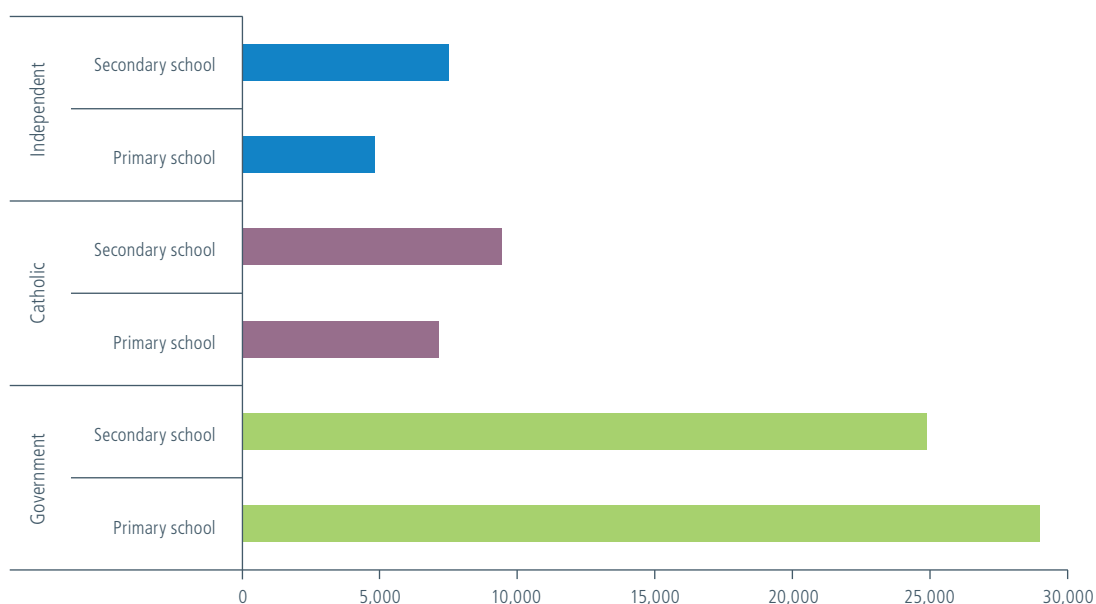
Figure 39 shows that in 2013, the government school sector employed more primary school teachers than secondary school teachers. However, in the Catholic and independent sectors, the reverse was true.

Figure 39:

Number of NSW teachers in each sector, by the level of schooling they teach, NSW, 2013

Source: ABS, Schools Australia, cat. no. 4221.0.

All NSW teachers



Notes: For the purposes of this report, 'specialist support staff', 'administrative and clerical staff (including teacher aides and assistants)', and 'building operations, general maintenance and other staff' have been removed from the ABS dataset. Figure represents FTE teaching staff. Refer to section 1.5.3 of this report for further information. Staff are allocated to primary school or secondary school according to their involvement in the provision of primary or secondary education.



4.6 Current school

4.6.1 School sector

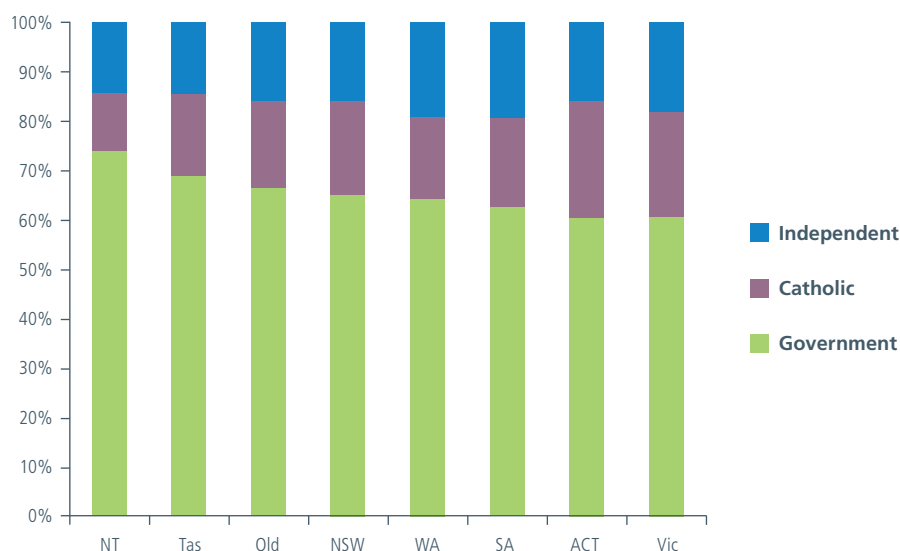
Figure 40 shows that in 2013, 65 per cent of NSW teachers worked in government schools, 20 per cent worked in Catholic schools and 15 per cent in independent schools.

Figure 40:

Proportion of teachers in each school sector, by jurisdiction, 2013

Source: ABS, Schools Australia, cat. no. 4221.0.

All AUS teachers



Notes: For the purposes of this report, 'specialist support staff', 'administrative and clerical staff (including teacher aides and assistants)', and 'building operations, general maintenance and other staff' have been removed from the ABS dataset. Figure represents FTE teaching staff. Refer to section 1.5.3 of this report for further information.

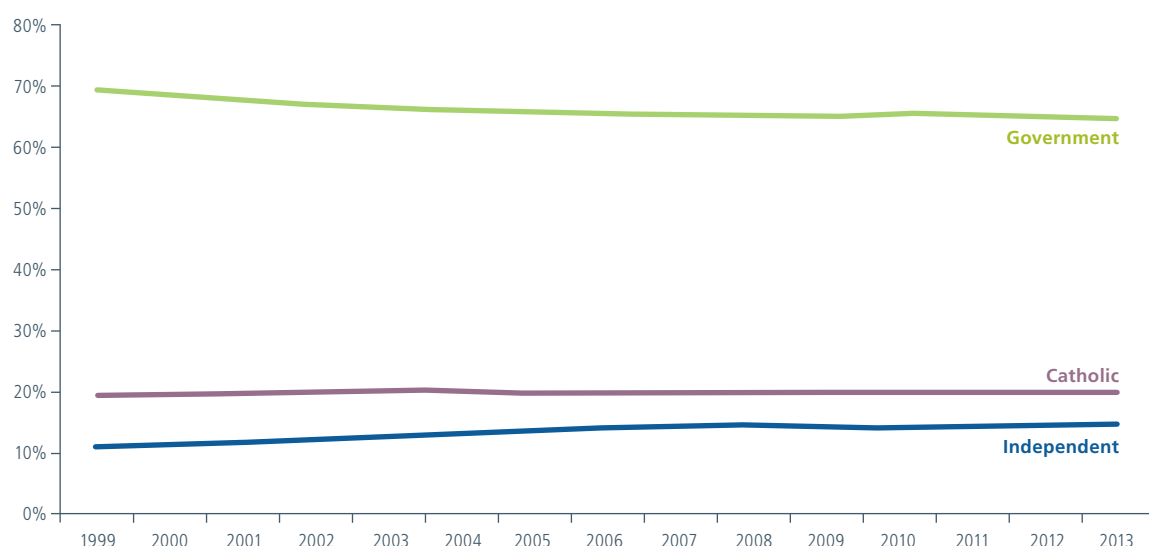
Since 1999, the proportion of teachers working in NSW government schools has declined by four per cent; the proportion of teachers working in independent schools has increased by four per cent; and the proportion of teachers working in Catholic schools has remained stable (see Figure 41).

Figure 41:

Proportion of teachers in each school sector, NSW, 1999-2013

Source: ABS, Schools Australia, cat. no. 4221.0.

All NSW teachers



Notes: For the purposes of this report, 'specialist support staff', 'administrative and clerical staff (including teacher aides and assistants)', and 'building operations, general maintenance and other staff' have been removed from the ABS dataset. Figure represents FTE teaching staff. Refer to section 1.5.3 of this report for further information.



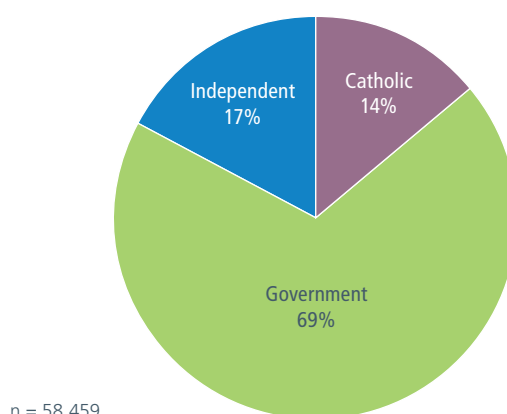
Figure 42:

Proportion of teachers accredited with BOSTES, by school sector, NSW, 2014

Source: BOSTES.

Accredited teachers

Of the teachers accredited with BOSTES, 69 per cent reported that they work in the NSW government school sector, 17 per cent reported working in independent schools and 14 per cent reported working in Catholic schools.



Notes: Figure represents teachers accredited with BOSTES as at October 2014. Accreditation of NSW teachers began after 1 October 2004 and is currently compulsory only for teachers entering the workforce for the first time and those returning to the workforce after an absence of five years or more. Refer to section 1.5.5 of this report for further information.

4.6.2 School location (remoteness)

Figure 43 shows the proportion of all NSW teachers working in metropolitan, provincial, remote and very remote locations. Approximately 75 per cent of NSW teachers work in metropolitan-based schools. Of these teachers, 62 per cent are based in government schools, 22 per cent in independent schools and 16 per cent in Catholic schools.

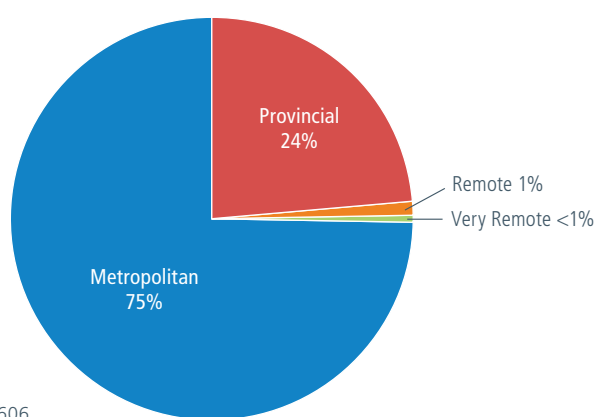
Figures 44 to 47 show the proportion of teachers from each school sector working in each remoteness location.

Figure 43:

Proportion of teachers, by school location, NSW, 2013

Source: ACARA, My School.

All NSW teachers



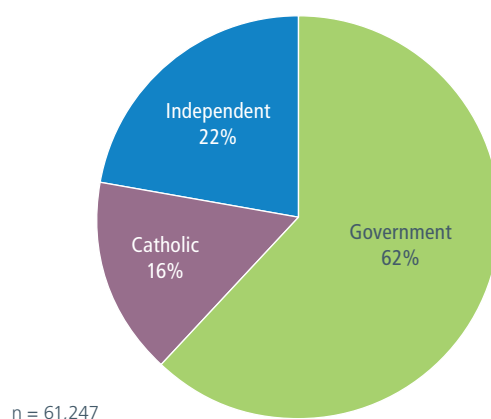
Notes: Geographical indicators are based on MCEECDYA remoteness location classifications. Figure represents FTE teaching staff. Missing and incomplete data have been removed. Refer to section 1.5.4 of this report for further information. Some percentages might not add to 100% due to rounding.

Figure 44:

Proportion of teachers working in metropolitan locations, by sector, NSW, 2013

Source: ACARA, My School.

All NSW teachers



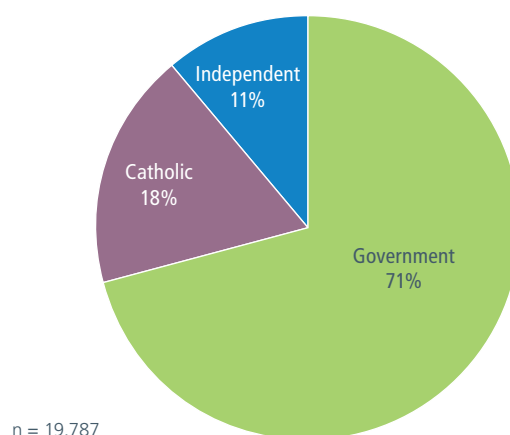
Notes: Geographical indicators are based on MCEECDYA remoteness location classifications. Figure represents FTE teaching staff. Missing and incomplete data have been removed. Refer to section 1.5.4 of this report for further information.

Figure 45:

Proportion of teachers working in provincial locations, by sector, NSW, 2013

Source: ACARA, My School.

All NSW teachers



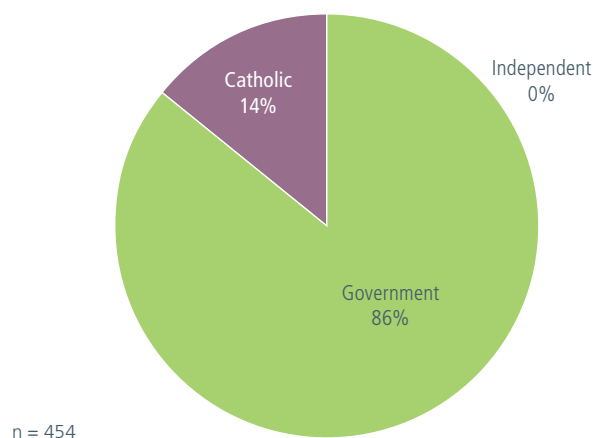
Notes: Geographical indicators are based on MCEECDYA remoteness location classifications. Figure represents FTE teaching staff. Missing and incomplete data have been removed. Refer to section 1.5.4 of this report for further information.

Figure 46:

Proportion of teachers working in remote locations, by sector, NSW, 2013

Source: ACARA, My School.

All NSW teachers



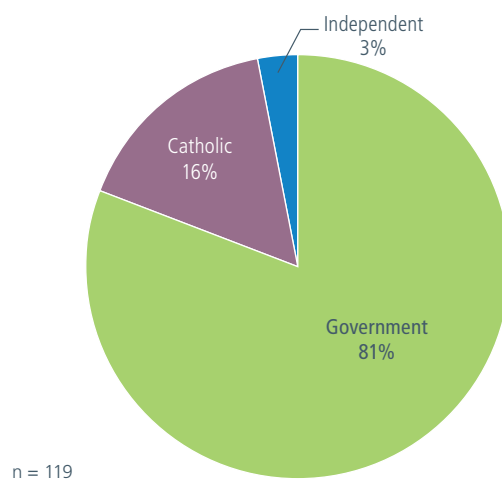
Notes: Geographical indicators are based on MCEECDYA remoteness location classifications. Figure represents FTE teaching staff. Missing and incomplete data have been removed. Refer to section 1.5.4 of this report for further information.

Figure 47:

Proportion of teachers working in very remote locations, by sector, NSW, 2013

Source: ACARA, My School.

All NSW teachers



Notes: Geographical indicators are based on MCEECDYA remoteness location classifications. Figure represents FTE teaching staff. Missing and incomplete data have been removed. Refer to section 1.5.4 of this report for further information.

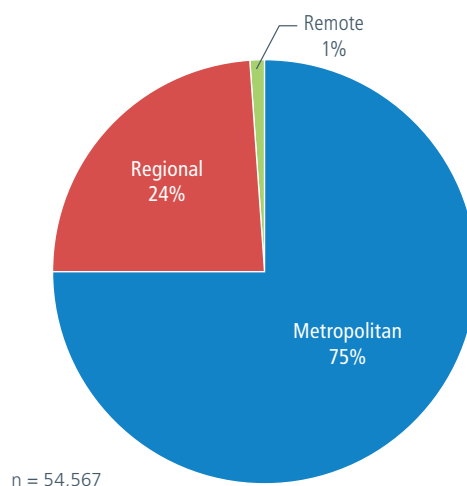
In 2014, over 75% of teachers accredited with BOSTES worked in metropolitan areas.

Figure 48:

Proportion of teachers accredited with BOSTES, by the location in which they work, NSW, 2014

Source: BOSTES.

Accredited teachers



Notes: Figure represents teachers accredited with BOSTES as at October 2014. Missing and incomplete data have been removed. Accreditation of NSW teachers began after 1 October 2004 and is currently compulsory only for teachers entering the workforce for the first time and those returning to the workforce after an absence of five years or more. Refer to section 1.5.5 of this report for further information.

4.7 Current teaching

4.7.1 Subject area(s)

No data are currently available indicating the subjects teachers are teaching.

4.8 Leave of absence

4.8.1 Reason for leave

Figure 49 depicts teachers who have informed BOSTES that they are taking a leave of absence. Just over 6,200 teachers are represented in this graph.

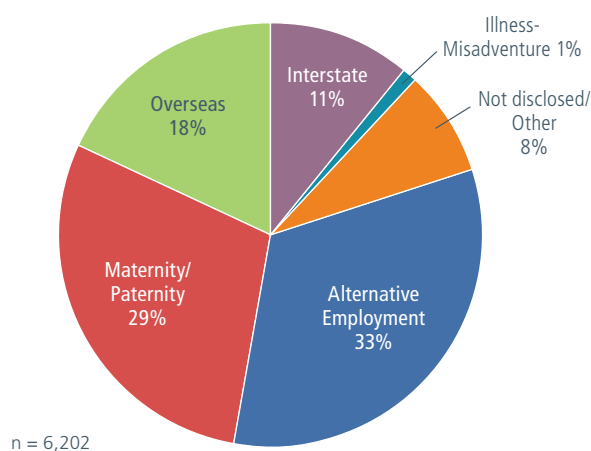
Of these teachers, the most common reason for taking leave was to seek or begin alternative employment.

Figure 49:

Proportion of teachers accredited with BOSTES who have taken a leave of absence, by their reason for taking leave, NSW, 2012

Source: BOSTES.

Accredited teachers



Notes: Figure represents teachers accredited with BOSTES as at 2012. Teachers are not required to inform BOSTES if they leave the teaching workforce, therefore the information may not accurately reflect the current situation. Accreditation of NSW teachers began after 1 October 2004 and is currently compulsory only for teachers entering the workforce for the first time and those returning to the workforce after an absence of five years or more.



4.9 Exit from teaching

4.9.1 Separation, retirement and resignation rates

'Separations' in this report consist of resignations, retirements (including medical retirements), terminations and deaths. The vast majority of separations are retirements.

Figure 50 shows that the separation rates for NSW government school teachers are low. Separation rates are slightly lower for primary teachers than secondary teachers.

Figure 50:

Separation rates for permanent government school teachers, primary and secondary, NSW, 2006-2013

Source: NSW Department of Education and Communities.

DEC
teachers



Notes: Figure represents permanent government school teachers only. Separation rates are determined by calculating the number of teachers who separate as a percentage of the teaching workforce. For more information see <https://www.det.nsw.edu.au/media/downloads/about-us/statistics-and-research/key-statistics-and-reports/workforce-plan-4-school-teachers.pdf>.

The retirement rates (including medical retirements) for NSW government school teachers remain relatively low. However, an upwards trend has been emerging as a result of the 'baby boomers' reaching retirement age (see Figure 51).

Figure 51:

Retirement rates for permanent NSW government school teachers, primary and secondary, NSW, 2006-2013

Source: NSW Department of Education and Communities.

DEC
teachers



Notes: Figure represents permanent government school teachers only. For more information see <https://www.det.nsw.edu.au/media/downloads/about-us/statistics-and-research/key-statistics-and-reports/workforce-plan-4-school-teachers.pdf>.

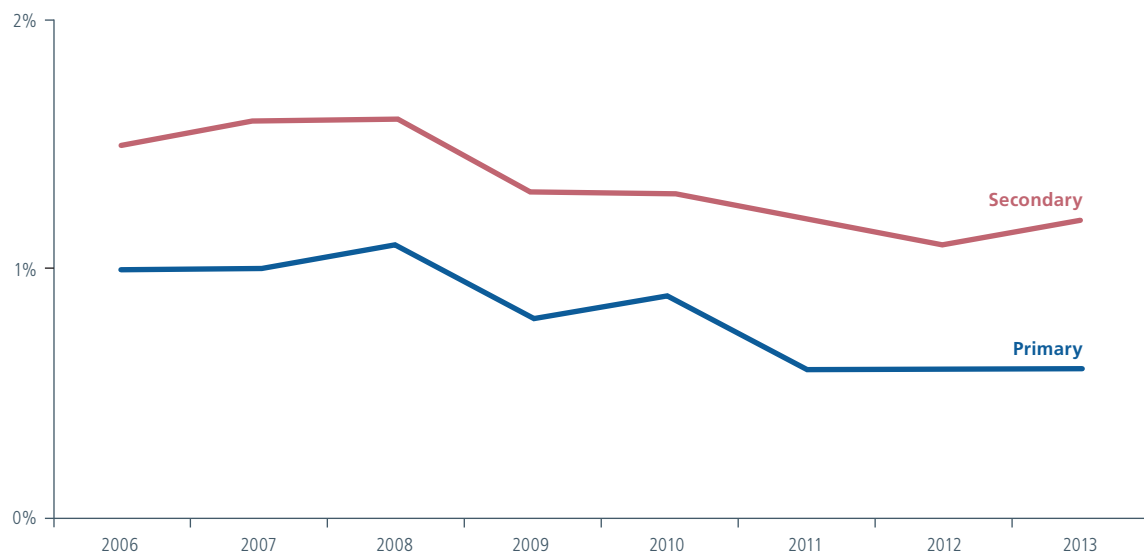


Figure 52:

Resignation rates for permanent NSW government school teachers, primary and secondary, NSW, 2006-2013

Source: NSW Department of Education and Communities.

DEC
teachers



Notes: Figure represents permanent government school teachers only. For more information see <https://www.det.nsw.edu.au/media/downloads/about-us/plans-reports-and-statistics/key-statistics-and-report/Teacher-separations-fact-sheet-2014-internet.pdf>.

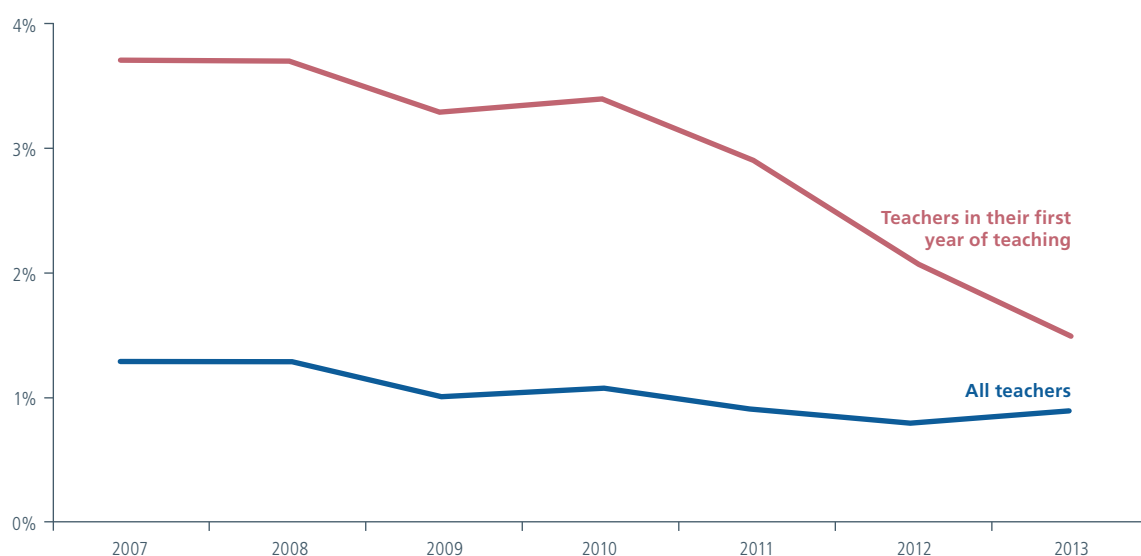
Figure 53 shows that the percentage of teachers resigning in their first few years of teaching is low and has been decreasing in recent years.

Figure 53:

Resignation rates for permanent NSW government teachers, NSW, 2007-2013

Source: NSW Department of Education and Communities.

DEC
teachers



Notes: Figure represents permanent government school teachers only. For more information see <https://www.det.nsw.edu.au/media/downloads/about-us/statistics-and-research/key-statistics-and-reports/workforce-plan-4-school-teachers.pdf>.



5. Glossary

Accredited initial teacher education program	An initial teacher education program that has been approved by the relevant jurisdiction as meeting the national program accreditation standards and procedures.
Accreditation standards and procedures	The requirements against which initial teacher education programs are assessed to ensure that graduates meet the Graduate career stage of the Australian Professional Standards for Teachers.
Accredited teacher	A teacher who has demonstrated achievement of all the Standard Descriptors, at the appropriate teaching level, across the seven standards described in the Australian Professional Standards for Teachers.
Australian (AUS) student	A student undertaking a higher education program with any provider in Australia. For most tables and figures in this report, 'AUS students' refers only to those students undertaking initial teacher education programs. Where this is not the case, indications are provided.
Australian (AUS) teacher	An individual employed in an Australian school whose primary role is the provision of education to students at the primary and/or secondary school level.
Australian Tertiary Admission Rank (ATAR)	A percentile score that summarises the overall achievement of final year secondary students within a state or territory. ATAR scores range from 'less than 30' to 99.95.
CEC teacher	A teacher employed in a NSW Catholic school. For the purposes of this report, 'CEC teachers' includes teacher/librarians, classroom teachers, coordinators 1-3, deputy principals and principals; but excludes casual teachers.
Commencement	A student enrolled in a course for the first time at a higher education provider between 1 January and 31 December of the collection year.
Completion	A student who has successfully completed all the academic requirements of a course, including any required attendance, assignments, examinations, assessments, dissertations, practical experience and work experience in industry.
Conditional accreditation	The level of accreditation given to an individual who has successfully completed either an undergraduate degree or at least three years of a four-year teaching degree. It is one of two types of accreditation at the 'Graduate Teacher' level. Individuals with conditional accreditation can work as a teacher while they complete their studies.
Coordinator 1-3 teacher position	An employee classification used in the Catholic schools sector. Coordinator teachers may be graded at levels 1, 2 or 3 and have more responsibilities than a typical classroom teacher. For example, they may be the head teacher of a particular subject area.
DEC teacher	A teacher employed by the NSW Department of Education and Communities. For the purposes of this report, DEC teachers are permanent or temporary teachers who were employed on the day of data collection. 'DEC teachers' includes teacher/librarians, classroom teachers, executive teachers and principals; but excludes casuals.
Domestic initial teacher education student	An initial teacher education student with one of the following four citizenship statuses: Australian citizen (including Australian citizens with dual citizenship); New Zealand citizen or a diplomatic or consular representative of New Zealand, a member of the staff of such a representative or the spouse or dependent relative of such a representative, excluding those with Australian citizenship (note: includes any such persons who have Permanent Resident status); students/applicants with permanent humanitarian visa; or students/applicants with Permanent visa other than Permanent humanitarian visa.
Enrolment	A student who has been admitted to a program at the higher education provider at the census date, is still entitled to continue with their studies before the census date, and has not formally indicated before the census date that they have withdrawn from, or deferred their studies.
Field of education (FoE)	A group of higher education programs and units of study based on the similarity of subject matter, the broad purpose for which the education is undertaken, and the theoretical content which underpins the subject matter. A Field of Education may be broad (eg. Education), narrow (eg. Teacher education), or detailed (eg. Teacher Education: Primary).
Full-time equivalent (FTE)	The ratio of the total number of paid hours during a period (part-time, full-time) by the number of working hours in that period Mondays to Fridays. The ratio units are FTE units, or equivalent employees working full-time. ie. 1.0 FTE is equivalent to one employee working full-time.
Graduate Teacher	An individual who has completed a qualification that meets the requirements of an accredited program of initial teacher education.

Higher Education Statistics Collection	A data collection managed by the Australian Government Department of Education Higher Education Group. The collection includes data on higher education programs, students, staff income and expenditure, research activity and undergraduate applications, offers and acceptances.
Highest preference	The first choice entered by an applicant for a place in a higher education program that is considered valid.
Highly Accomplished Teacher	A teacher who has demonstrated achievement of all the Standard Descriptors at the Highly Accomplished Teacher level in the Australian Professional Standards for Teachers.
International initial teacher education student	An initial teacher education student with one of the following citizenship statuses: has a temporary entry permit or is a diplomat or a dependent of a diplomat (except New Zealand) and resides in Australia during the unit of study; or is not a domestic student (see domestic initial teacher education student) and student/applicant is residing outside Australia during the unit of study/time of application.
Key Learning Area (KLA)	A grouping of school subjects based on the similarity of subject matter, For example, Human Society and Its Environment (HSIE); and Languages.
Lead Teacher	A teacher who has demonstrated achievement of all the Standard Descriptors at the Lead Teacher level in the Australian Professional Standards for Teachers.
Mature age student	A student commencing a higher education program through a mature age special entry provision as identified by the higher education provider. A student who is not a current school leaver.
Mode of attendance	The way in which a student undertakes a unit of study. Mode of attendance may be internal, external or multi-modal.
My School website	A website which publishes data collected by the Australian Curriculum, Assessment and Reporting Authority (ACARA) in relation to school finances, staffing arrangements, school resources, student characteristics and student performances.
National Schools Statistics Collection (NSSC)	A data collection managed by the Australian Bureau of Statistics (ABS), from which the Schools Australia catalogue is produced.
NSW student	A student undertaking a higher education program with any provider in NSW. For most tables and figures in this report, 'NSW students' refers only to those students undertaking initial teacher education programs. Where this is not the case, indications are provided.
NSW teacher	An individual employed in one of three school sectors in NSW whose primary role is the provision of education to students at the primary and/or secondary school level.
Open Learning Australia	A higher education provider that makes available distance education using printed courseware and non-commercial television (now known as Open Universities Australia).
Postgraduate program	A course of study that leads to the award of a graduate certificate, graduate diploma, Master's degree or doctorate (DIISRTE 2012c, p. 55). Postgraduate programs usually involve a pre-requisite bachelor degree for entry. The postgraduate and undergraduate classifications in this report are based on the 'levels of education' classifications in the Australian Standard Classification of Education (ASCED). ASCED has no category for bachelors programs at the graduate level, so graduate-entry bachelors programs are classified as 'undergraduate'.
Proficient Teacher	A teacher who has demonstrated achievement of all the Standard Descriptors at the Proficient Teacher level in the Australian Professional Standards for Teachers.
Provisional accreditation	The level of accreditation given to individuals who have successfully completed an accredited initial teacher education program. People at the provisional accreditation level do not need to complete any further studies and can work towards being accredited at the next level, Proficient Teacher. Provisional accreditation is one of two types of accreditation at the 'Graduate Teacher' level.
Schools Australia (cat. no. 4221.0)	An annual publication of data related to schools, students and staff involved in the provision or administration of primary and secondary education, for all Australian states and territories. It is produced by the Australian Bureau of Statistics (ABS).
Socio-Economic Indexes for Areas (SEIFA)	A product developed by the ABS that ranks areas in Australia according to relative socio-economic advantage or disadvantage.

Socio-economic status (SES)	A measure of people's access to material and social resources as well as their ability to participate in society. In this report, SES is based on the SEIFA index. See also SEIFA.
Special adjusted rates	A measure of the proportion of commencing students in a given year who continue studying in the following year. Special adjusted rates are calculated as the number of students who commenced a special 22 course in 2011 and continued in a special course 22 at any provider in 2012 as a proportion of students who commenced a special course 22 in 2011 and did not complete the course in 2011.
Special course 22	A higher education course that provides initial teacher training.
Teacher accreditation	The process by which a teacher demonstrates that they meet the requirements of the Australian Professional Standards for Teachers at one of four key career stages.
Time fraction employed	The number of days per week a teacher is employed.
Undergraduate program	A course of study that leads to the award of an undergraduate qualification. This includes a diploma, advanced diploma, associate degree or a bachelor degree, including at the honours level (DIISRTE 2012c, p. 56.). Data on postgraduate bachelors programs are also captured with the undergraduate program data.

6. Acronyms

ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum, Assessment and Reporting Authority
AG DoE	Australian Government Department of Education
ASCED	Australian Standard Classification of Education
ASGS	Australian Statistical Geography Standards
AIS NSW	Association of Independent Schools of NSW
AITSL	Australian Institute for Teaching and School Leadership
ATAR	Australian Tertiary Admission Rank
BOSTES	Board of Studies, Teaching and Educational Standards
CECNSW	Catholic Education Commission NSW
DEC	NSW Government Department of Education and Communities
FoE	Field of education
FTE	Full-time equivalent
HSIE	Human society and its environment
ITE	Initial Teacher Education
KLA	Key learning area
MCEECDYA	(The former) Ministerial Council for Education, Early Childhood Development and Youth Affairs
NESB	Non-English speaking background
np	non-published
NSW	New South Wales
OLA	Open Learning Australia
PDHPE	Personal development, health and physical education
SEIFA	Socio-Economic Indexes for Areas
SES	Socio-economic status
TAC	Tertiary Admission Centre
VET	Vocational Education and Training



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