

DEPARTMENT OF EDUCATION

Workforce profile of the NSW teaching profession 2016

Centre for Education Statistics and Evaluation



Centre for Education Statistics and Evaluation

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Workforce profile of the NSW teaching profession 2016

Centre for Education Statistics and Evaluation, September 2018, Sydney, NSW

ISSN: (online) 2204-468X

This report, as well as three previous Workforce Profile reports, can be accessed online at: cese.nsw.gov.au

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Acknowledgements

CESE acknowledges the contribution and assistance provided by key personnel at the following organisations in the production of this report: the NSW Education Standards Authority (NESA), the Catholic Education Commission NSW, the Association of Independent Schools of NSW, the Australian Government Department of Education and Training and colleagues at the NSW Department of Education.

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Key statistics



Initial teacher education (ITE)

72%

of all students entering undergraduate and postgraduate ITE programs in NSW were female

4%

of students entering undergraduate ITE programs in NSW identified as Indigenous

17%

of students commencing an undergraduate ITE program in NSW entered on the basis of the ATAR score they gained through secondary education

7,458

students commenced in ITE programs in NSW



The teaching workforce

85,564

(FTE) teachers were employed in NSW schools

64%

of NSW school teachers worked in government schools

5,127

early childhood teachers in NSW worked in long day care centres

64%

of teachers accredited with NESA worked in metropolitan areas

1. Introduction

1.1 Workforce profile of the NSW teaching profession 2016

The Workforce Profile of the NSW Teaching Profession 2016 provides a profile of NSW teachers from entry into initial teacher education through to exit from the profession. It contains 83 graphs, tables and lists which detail the characteristics and experiences of government and non-government school teachers in NSW, as well as teachers in training.

The 2016 report is the fourth edition of the Workforce Profile of the NSW Teaching Profession report, and builds on data included in the '2014', '2014 update' and '2015' reports. The 2016 edition includes two new datasets containing early childhood teacher data, as well as new data in fields previously included (such as 'Special positions'). Where new data has been included since the last edition of this report, an icon will appear – see 1.3 'Navigation icons' below.

All four editions of the Workforce Profile report are available on the Centre for Education Statistics and Evaluation (CESE) website at cese.nsw.gov.au

The Workforce Profile of the NSW Teaching Profession 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 is produced annually.

1.2 Report structure

The data in this report is divided into two sections:

- initial teacher education
- 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, ATAR commencements and student retention rates.

The teaching workforce section provides information about teacher demographics and qualifications, teacher accreditation, current and previous employment, beginning teacher funding support, teacher separation, retirement and resignation rates and actual and projected student enrolments.

1.3 Navigation icons

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

Initial teacher education:

-  NSW students
-  Australian students

The teaching workforce:

-  All NSW teachers
-  All Australian teachers
-  Accredited teachers in NSW only
-  Government school teachers in NSW only
-  Catholic school teachers in NSW only
-  Early childhood teachers employed in Child Care Benefit (CCB)-approved services in NSW only
-  Early childhood teachers in preschools funded under the Preschool Funding Model in NSW only

Where new data, a new dataset or a new data field has been included since the previous edition of this report, the following icon will appear: **NEW**

1.4 Data

There is currently no cross-sectoral, statewide 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 initial teacher education providers.

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

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

Data relating to a number of fields is either not collected in a consistent manner for all ITE students or teachers in NSW, or not currently available, and is therefore represented only partially in this report, or is not represented at all.

For a summary of all data fields and sources included in this report see section 2.

1.5 Data sources

1.5.1 Australian Government Department of Education and Training (AG DET)

The Australian Government Department of Education and Training (AG DET) is responsible for national policies and programs that help Australians access quality and affordable early child care and childhood education, school education, higher education, vocational education and training, international education and research.

Initial teacher education students

The AG DET's Higher Education Group is responsible for the collection and dissemination of statistics relating to the provision of higher education in all Australian institutions. The collection includes data on courses, students, staff, income and expenditure, research activity and undergraduate applications, offers and acceptances.

Data included in this report was accessed via a customised data request and mostly refers to students in programs identified by their institution as '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-librarianship
- 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.

Early childhood teachers

Early childhood teacher data was obtained via the 2016 Early Childhood Education and Care National Workforce Census – a nationwide survey of early childhood education and care services conducted during a ‘reference week’ between May and July 2016. 2016 marked the third round of the census and followed previous rounds in 2010 and 2013. The census collected information about service usage, children with additional needs, access to preschool/kindergarten programs and staffing from all services approved by the Australian Government to receive Child Care Benefit on behalf of families. Service types included long day care, family day care and in home care, outside school hours care and occasional care. No data was collected from preschools in the National Workforce Census in 2016. See section 1.5.5 for information on early childhood teachers at preschools funded by the NSW government.

Information was collected from all staff members in in-scope service types, but only information relating to paid contact staff (staff doing primary or other contact work) who are degree-qualified teachers (in the fields of early childhood, primary or other teaching) has been included in this report – a total of 6,849 individuals. Data includes all permanent and casual teachers, as well as teachers on a fixed-term contract. It is possible that a particular individual may work at more than one service in the reference week, or may work in both an outside school hours care and a vacation care service (which had different reference weeks), so the total may not be a unique count of staff.

Unless otherwise stated, all data relating to services in this dataset has been weighted by the AG DET to the estimated in-scope population of operating services as at the reference week. Although the weighting process corrects for minor imbalances in the achieved sample with respect to service type (long day care, family day care/in home care, occasional care, outside school hours care and vacation care) within remoteness area (major city, inner regional, outer regional, remote/very remote), weighted estimates should be used with caution. Weighted estimates can be used indicatively to make comparisons between service types and jurisdictions and to derive estimates of actual usage.

Workforce data is based on staff information provided by services as part of the Service Survey. It relates specifically to individual workers who worked during the reference week. Workforce data has been weighted by assigning a modified version of the service-level weight to each worker reported by the service. This modification adjusted for services which did not provide workforce data, or where the number of workers was obviously under-reported (e.g. child to staff ratio >100).

Information on service location is based on the ABS Australian Statistical Geography Standard (ASGS) Remoteness Structure. This classification system includes five possible categories of geographic location: major cities, inner regional, outer regional, remote and very remote.

Data in this report relating to this dataset is referred to as ‘early childhood teachers in Child Care Benefit (CCB)-approved services’.

1.5.2 Australian Bureau of Statistics (ABS)

The Australian Bureau of Statistics (ABS) is Australia’s national statistical agency, providing statistics on a wide range of economic, social, population and environmental matters. Data included in this report is sourced from the ABS publication, ‘Schools, Australia’, 2016 (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 section 1.5.3. Australian Curriculum, Assessment and Reporting Authority).

Schools, Australia and the National Schools Statistics Collection

‘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 in government and non-government schools. Data is sourced from the National Schools Statistics Collection (NSSC), a census conducted annually as a collaborative arrangement between state, territory and Commonwealth education authorities and the ABS. In 2016, the schools census took place on Friday 5 August. All data is 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 and populations represented in this report

For the purposes of 'Schools, Australia', 'staff' are people engaged in the administration and/or provision of 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.

For the purposes of this report, only teaching staff are included – a total of 85,564 teachers. Teaching staff are those 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 deliver the school curriculum. Teaching staff also include principals, deputy principals, campus principals and senior teachers mainly involved in administration.

In most places in this report, teaching staff numbers are expressed in full-time equivalent (FTE) terms, so that a full-time teaching staff member is counted as 1.0 FTE and a teaching staff member who works three days a week is counted as 0.6 FTE. Where numbers are not expressed in terms of FTE, notes are provided.

Emergency and relief teaching staff who are employed on a casual basis are not included in the NSSC, 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, are included in staff counts. 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.

'Schools, Australia' also includes information on school affiliation. Affiliation categorises schools and their enrolments and refers generally to the systems that administer their operation. It is a hierarchical classification with two broad categories, government and non-government. The non-government affiliation can be further sub-categorised based on the self-reported religious or philosophical beliefs and values maintained by the school.

In 'Schools, Australia', the sub-categories of non-government affiliation are reported as either Catholic (systemic and non-systemic) or independent (Anglican schools and other schools that have associations with religious or secular bodies, or are entirely independent).

1.5.3 Australian Curriculum, Assessment and Reporting Authority (ACARA)

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is an independent statutory authority responsible for the Australian national curriculum in specified learning areas, the national assessment program and a national data collection and reporting program. ACARA is responsible for one of only two datasets containing information about teachers from all sectors in NSW (see also section 1.5.2. Australian Bureau of Statistics).

The ACARA Collection

The ACARA collection provides statistical and contextual information about government and non-government schools across Australia, including information about school finances and staffing arrangements, and student characteristics and academic performance. ACARA has published this information publicly on the 'My School' website each year since 2010.

Definitions and populations represented in this report

The ACARA collection includes information on 'teaching staff' and 'non-teaching staff'. 'Teaching staff' are those who spend the majority of their time in contact with students either in classes or on an individual basis, and are responsible for delivering the school curriculum. 'Teaching staff' includes all permanent and temporary principals, deputy principals and senior teachers who have administrative duties. For non-government schools, teaching staff are those people employed by the school. For government schools, teaching staff are those people assigned to the school and this information is provided by the school's state or territory jurisdiction. Data is provided to ACARA in October each year.

'Non-teaching staff' are those who support the school by providing educational services but do not directly teach students. They include: specialist support staff (for example, counsellors); teacher's aides and assistants; administrative and clerical staff; and building operations, general maintenance and other service staff.

For the purposes of this report, only teaching staff in NSW schools have been included. Teaching staff numbers are expressed in full-time equivalent (FTE) terms. A total of 85,015 teachers (FTE) are included in the ACARA dataset.

The ACARA collection also includes information on school affiliation. Affiliation categorises schools and their enrolments and refers generally to the systems that administer their operation. It is a hierarchical classification with two broad categories, government and non-government.

The non-government affiliation can be further subcategorised based on the self-reported religious or philosophical beliefs and values maintained by the school.

The 'Catholic' subcategory includes systemic and non-systemic schools. The 'independent' subcategory includes Anglican schools and other schools that have associations with religious or secular bodies, or are entirely independent. A small number of Catholic schools in NSW, South Australia and Western Australia vary from this definition and are classified as independent.

Classification of school location

The ACARA collection includes information on school location. In 2016, ACARA began using the ABS Australian Statistical Geography Standard (ASGS) Remoteness Structure. This classification system includes five possible categories of geographic location: major cities, inner regional, outer regional, remote and very remote. Because this system differs from the Schools Geographic Location Classification Scheme system used by ACARA prior to 2016, direct comparisons between 2016 data and that of previous years are not possible.

1.5.4 NSW Education Standards Authority (NESA)

The NSW Education Standards Authority (NESA) replaced the Board of Studies, Teaching and Educational Standards NSW (BOSTES) on 1 January 2017. NESA is responsible for setting and monitoring standards for teaching, learning and assessment in all NSW government and non-government schools, as well as for school registration and accreditation. NESA's responsibilities include setting the Kindergarten to Year 12 curriculum, implementing and overseeing processes for the accreditation of teachers and teaching degrees, developing and delivering the Higher School Certificate (HSC) examinations and awarding the HSC to eligible students, developing and implementing school registration standards and administering the home schooling program.

The NESA dataset is comprised of teachers and school principals and executive who were accredited as at December 2016 – a total of 85,039 individuals in both government and non-government schools and early childhood settings, including casual teachers. Numbers are expressed in terms of a count.

As all degree-qualified teachers working in early childhood settings in NSW were required to be accredited by 1 October 2016, the NESA dataset contains a full complement of early childhood teachers. School teachers, however, are currently represented only in part. All school teachers who entered the workforce for the first time on or after 1 October 2004, or who returned after a break of five years or more, were required to be accredited in 2016 and are included in the dataset (approximately 60% of the workforce). All remaining ('pre-2004') teachers were not required to be accredited until 1 January 2018, and are therefore not included in the dataset.

Teachers in the NESA dataset are accredited at one of the following levels:

- Lead
- Highly Accomplished
- Proficient
- Provisional
- Conditional

Data for teachers in Catholic and independent schools is captured at the point of accreditation for each individual teacher, and updated at least every five years as per the accreditation cycle (or every seven years for part-time and casual teachers). Data for teachers employed by the NSW Department of Education is updated more frequently as a result of the data exchange between NESA and the department that has been operating since 2015.

Many data fields in the NESA dataset are not mandatory for teachers to complete for the purpose of accreditation. The completeness of the dataset therefore varies from data field to data field. Notes under each item indicate how many individuals are represented in the item.

Ongoing improvements to the NESA database have meant that some figures reported in previous editions of the Workforce profile of the NSW teaching profession report have been revised in this edition. Where data in this report is different from that included in previous editions, the data in this report is correct.

1.5.5 NSW Department of Education (NSW DoE; the department)

The NSW Department of Education (NSW DoE; the department) is responsible for the provision and regulation of public education services for students from early childhood to secondary school in NSW, and for the regulation and support of the early childhood education and care sector in the State.

Early childhood teachers

Early childhood teacher data was obtained in August 2016 via the department's annual preschool census – a statewide survey of all preschools funded under the NSW Preschool Funding Model (now known as Start Strong). The survey collects information on services, children and staff, but only data relating to degree-qualified early childhood teachers has been included in this report – a total of 2,090 individuals.

NSW DoE early childhood teacher data includes all permanent, temporary and casual teachers. Numbers are expressed in terms of a count.

Information on service location is based on the ABS Australian Statistical Geography Standard (ASGS) Remoteness Structure. This classification system includes five possible categories of geographic location: major cities, inner regional, outer regional, remote and very remote.

Data in this report relating to this dataset is referred to as 'early childhood teachers in preschools funded under the Preschool Funding Model'.

School teachers

Data representing teachers in NSW government schools was obtained through the department's computerised human resources information system, and was extracted in June 2016. This data reflects all permanent, temporary and casual teachers, principals and school executive who were employed during the census period – a total of 79,206 individuals. In most cases, numbers are expressed in terms of a count. In a small number of cases, data relates to a position entitlement (see section 4.5.7 Special positions) – in this case, item notes provide further detail.

This workforce profile reports on the full cohort of department teachers wherever possible. However, some data fields, such as country of birth, are not mandatory for teachers to complete, so are based on less than the full cohort. Notes under each item indicate how many individuals are represented in the item.

As teachers employed on a casual basis are included in NSW Department of Education data for the first time this year, direct comparisons between 2016 data and that of previous years may not be possible.

A small number of early childhood teachers (approximately 190) who work in the department's 100 preschools are also included in this data.

1.5.6 Catholic Education Commission NSW (CEC NSW)

The Catholic Education Commission NSW (CEC NSW), (Catholic Schools NSW from 1 January 2018) is responsible for funding contract management, advocacy and representation of Catholic education in NSW at a state level. The CEC NSW provides leadership in Catholic education through services to dioceses, religious institutes and principal and parent associations.

Data representing teachers who work in Catholic schools is 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 Australian Government Department of Education and Training, and the other is administered by the CEC NSW specifically for Catholic schools in NSW.

Data representing teachers in NSW Catholic schools includes those working in systemic and non-systemic schools. It includes all permanent teachers, principals and school executive, as well as casual staff in long-term replacement positions – a total of 19,810 individuals (17,268 FTE).

Note: Data relating to Aboriginal and Torres Strait Islander peoples

Terminology in relation to Aboriginal and Torres Strait Islander peoples in this report differs according to the data source.

In the 'Initial teacher education' section of the report, data sourced from the Australian Government Department of Education and Training uses the term 'Indigenous' to refer to Australian Aboriginal peoples and Torres Strait Islander peoples.

In the 'Teaching workforce' section of the report, data sourced from the NSW Department of Education, the NSW Education Standards Authority and the Catholic Education Commission NSW uses the term 'Aboriginal' to refer to the peoples of the many Indigenous nations, language groups and clans in New South Wales, including those from the Torres Strait. The preference for the term 'Aboriginal' over 'Aboriginal and Torres Strait Islander' in NSW recognises that Aboriginal peoples are the original inhabitants of NSW (NSW Aboriginal Affairs, 2015).

1.6 Future reports

There is a clear need for a more comprehensive and consistent, statewide collection of data relating to the NSW teaching workforce. Accurate and timely data is essential for informing supply and demand modelling for workforce planning, evaluating the outcomes of initial teacher education and measuring the impact and effectiveness of teaching.

As data collection and management systems improve over time, it is anticipated that the quality and consistency of data included in this report will improve also. In addition, the accreditation of all teachers by 1 January 2018 will provide a complete NESA dataset in future and a clearer picture of the characteristics of teachers in NSW.

2. Summary of data fields and sources

	Data field	Is there a NSW-wide dataset?	School sectors represented			Early childhood services represented		Data sources
			NSW DoE	CEC NSW	AIS NSW	CCB	PFM	
INITIAL TEACHER EDUCATION (ITE)								
Providers and programs	Providers of ITE programs	✓	n/a	n/a	n/a	n/a	n/a	NESA
	ITE programs	✓	n/a	n/a	n/a	n/a	n/a	NESA
ITE students	Undergraduate applications and offers	✓	n/a	n/a	n/a	n/a	n/a	AG DET
	Student numbers	✓	n/a	n/a	n/a	n/a	n/a	AG DET
	Student characteristics	✓	n/a	n/a	n/a	n/a	n/a	AG DET
Professional experience	Length and structure	✗	n/a	n/a	n/a	n/a	n/a	AG DET
	Schools and subjects	✗	n/a	n/a	n/a	n/a	n/a	AG DET
Entry into ITE programs	Basis of admission	✓	n/a	n/a	n/a	n/a	n/a	AG DET
	ATAR commencements	✓	n/a	n/a	n/a	n/a	n/a	AG DET
Retention	Retention rates	✓	n/a	n/a	n/a	n/a	n/a	AG DET
THE TEACHING WORKFORCE								
Demographics	Number	NEW ✓						ABS; AG DET
	Gender	NEW ✓						ABS; AG DET; NSW DoE
	Age	NEW ✗						NESA
	Aboriginal teachers	NEW ✗						NESA
	Diversity groups	NEW ✗						NSW DoE; AG DET
	Country of birth	✗						NESA
								NSW DoE
Qualifications	Level of qualification	NEW ✗						NESA
	Field of qualification	NEW ✗						NSW DoE; AG DET
	Higher education provider	✗						AG DET
	Specialisations	✗						NSW DoE; NESA
Professional development	Area	NEW ✗						NESA
Accreditation	Accreditation level	✗						AG DET
								NESA

	Data field	Is there a NSW-wide dataset?	School sectors represented			Early childhood services represented		Data sources
			NSW DoE	CEC NSW	AIS NSW	CCB	PFM	
Employment	Sector NEW	✓						ABS
								NESA
	Years with current employer NEW	✗						NSW DoE; AG DET
	Years teaching	✗						CEC NSW
	Time fraction employed NEW	✗						NESA
								NSW DoE; CEC NSW
	Type of employment NEW	✗						NESA
								NSW DoE; AG DET
	Employee classification NEW	✗						NSW DoE; CEC NSW
	Special positions NEW	✗						NSW DoE
Subject area	✗							
Salary	✗						NSW DoE	
Location (remoteness) NEW	✓						ACARA; AG DET; NSW DoE	
							NESA	
Beginning teachers	Funding support	✗						NSW DoE
Exit from teaching	Separation, retirement and resignation rates	✗						NSW DoE
Enrolments	Actual and projected enrolments	✗						NSW DoE

Key:	
ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum, Assessment and Reporting Authority
AG DET	Australian Government Department of Education and Training
AIS NSW	Association of Independent Schools of NSW
CCB	Child Care Benefit
CEC NSW	Catholic Education Commission NSW
NESA	NSW Education Standards Authority
NSW DoE	NSW Department of Education
PFM	Preschool Funding Model
	Entire population is represented
	Part of population is represented
NEW	New data, dataset or data field in 2016

Note: The following table displays a summary of the data fields and the data sources used in this report. For each section of the report (initial teacher education data, and teacher workforce data, the table shows:

- The name of the data field
- whether there is a NSW-wide dataset
- which school sectors and early childhood services are represented
- the organisation that provided the data
- whether an entire population of students or teachers is represented or only part of the population of students or teachers is represented
- whether there is new data within the data field.

Workforce profile of the NSW teaching profession 2016

3. Initial teacher education



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, ATAR commencements and student retention rates.

The majority of data is sourced from the Australian Government Department of Education and Training (see section 1.5.1 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



New data, dataset or data field



3. Initial teacher education (ITE)

Initial teacher education in NSW

Qualifications

In NSW, all individuals planning to work as a teacher are required to satisfactorily complete a four-year or longer full-time equivalent higher education qualification at a recognised higher education institution.

Early childhood teachers

Early childhood teaching qualifications vary according to the setting in which an individual would like to teach. Courses may focus on the pre-school years only, or the pre-school and primary school years.

Early childhood teaching qualifications are typically structured as:

- a Bachelor of Education (Early Childhood and Primary), OR
- a combined or double degree, such as a Bachelor of Arts/Bachelor of Education (Early Childhood and Primary), OR
- an undergraduate degree such as a Bachelor of Arts or Science, plus a graduate entry teaching degree such as a Master of Teaching (Birth to Five/Twelve years), OR
- a Bachelor of Education (Primary) and an early childhood education and care diploma approved by the Australian Children's Education and Care Quality Authority (ACECQA).

Primary school teachers

Primary school teaching qualifications enable individuals to teach students from Kindergarten to Year 6 across all the primary key learning areas (KLAs). Students may also choose to undertake a NESA-approved specialisation in a particular learning area.

Primary school teaching qualifications are typically structured as:

- a Bachelor of Education (Primary), OR
- a combined or double degree, such as a Bachelor of Arts/Bachelor of Education (Primary), OR
- an undergraduate degree such as a Bachelor of Arts or Science, plus a graduate entry teaching degree such as a Bachelor of Teaching (Primary) or a Master of Teaching (Primary).

Secondary school teachers

Secondary school teaching qualifications enable individuals to teach students from Years 7 to 12 in one or more subjects from the secondary school curriculum.

Secondary school teaching qualifications are typically structured as:

- a Bachelor of Education (Secondary), including the required amount of study in the subjects that will be taught, OR
- a combined or double degree, such as a Bachelor of Science/Bachelor of Education (Secondary), OR
- an undergraduate degree (such as a Bachelor of Arts or Science) plus a graduate entry teaching degree such as a Bachelor of Teaching (Secondary) or a Master of Teaching (Secondary).

All initial teacher education programs in NSW must undergo an accreditation process coordinated by the NSW Education Standards Authority (NESA). Programs must reflect the program accreditation standards set out in 'Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures', which incorporates the Australian Professional Standards for Teachers at the Graduate Teacher level and a range of additional requirements, including the 'NSW Supplementary Documentation: Elaborations in Priority Areas'. Program approval is based on an assessment of the program's structure, curriculum content, assessment and professional experience components, with a focus on the graduate outcomes of the program.



ACECQA is responsible for the approval of all initial teacher education programs that prepare teachers to work with children aged 0-5 years.

Additional requirements

In January 2015, NESA announced that from 2016, all individuals wishing to study teaching and work as a teacher in NSW must meet increased academic entry standards, including:

- achieving a minimum standard of three Band 5 results in the Higher School Certificate (HSC), including one in English; or entering via a NESA-approved alternative pathway; or undertaking a course that has been designed to include a full year of discipline study (8 units) prior to commencing any teaching/pedagogy subjects or professional experience placements; and
- passing literacy and numeracy tests prior to completing their course.



3.1 Providers and programs

3.1.1 Providers of ITE programs

Seventeen NSW institutions offered accredited ITE programs in 2016:

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

Source: NESA



3.1.2 ITE programs

As at December 2016, 120 ITE programs were on offer across NSW at undergraduate and postgraduate levels. This is an increase of two programs since 2015 reflecting an additional two Bachelor Degrees – Secondary (see undergraduate programs).

Table 1:

Undergraduate and postgraduate ITE programs on offer, NSW, 2016

Source: NESA

Undergraduate programs	Total
Bachelor Degree – Early Childhood and Primary	9
Bachelor Degree – Primary	21
Bachelor Degree – Primary and Secondary	4
Bachelor Degree – Secondary	56
Total:	90

Postgraduate programs	Total
Bachelor of Teaching (graduate entry) – Primary	1
Bachelor of Teaching (graduate entry) – Secondary	1
Bachelor of Education (graduate entry) – Primary	1
Bachelor of Education (graduate entry) – Secondary	1
Master of Teaching – Early Childhood and Primary	2
Master of Teaching – Primary	10
Master of Teaching – Secondary	14
Total:	30

Note: Data includes ITE programs that were on offer in NSW as at December 2016. The number of programs on offer each year is affected by changes such as the addition of new programs, the phasing out of old ones, and the collapsing of several programs into one.



3.2 ITE students

3.2.1 Undergraduate applications and offers

The following tables show ITE program applications and offers from the 2013-2014 admissions cycle to the 2015-2016 admissions cycle in NSW and around Australia. Table 2a shows applications and offers processed via Tertiary Admission Centres (TACs) and Table 2b shows applications and offers processed by individual universities. There is some overlap (around 10-12%) in the data between the tables.

Table 2a shows that in NSW in 2016, 3,725 domestic applicants applying via TACs listed undergraduate ITE programs as their highest preference for entry into tertiary education. This was around 19% lower than in 2015 and 35% lower than in 2014. Across Australia, the number of applications fell by around 16% between 2014 and 2016. It is likely that the increased academic standards for entry to a teacher training course in NSW, announced in January 2015, contributed to the fall in applications.

Of the 3,725 applicants in 2016, 2,588 applicants, or 69% received an offer. This represents a 7 percentage point decrease in the proportion of students receiving an offer from a TAC compared with the previous year.

Table 2b shows that in 2016, 4,073 individuals in NSW applied directly to universities for entry into undergraduate ITE programs. This was 4% fewer than in 2015, but 12% more than in 2014.

Of the 4,073 individuals who applied directly to universities for entry into undergraduate ITE programs in 2016, 3,431, or 84%, received an offer.

Table 2a:

Domestic undergraduate ITE program applications and offers administered by Tertiary Admissions Centres, NSW and Australia, 2014-2016

Source: AG DET customised data request

AUS students

NSW students

	NSW 2014	AUS 2014	NSW 2015	AUS 2015	NSW 2016	AUS 2016
Applications - highest preference						
Number of highest preference applications for ITE programs	5,775	20,952	4,597	18,939	3,725	17,604
Offers - highest preference						
Number of offers made for ITE programs to those applicants who selected ITE as their highest preference	4,285	16,937	3,503	15,207	2,588	13,225
Offers - any preference						
Total number of offers made for teacher education courses irrespective of whether or not it was a highest preference applicant	4,530	17,320	3,595	15,432	2,634	13,449

Note: Data relates to domestic applications and offers for undergraduate programs that were processed through Tertiary Admissions Centres in the 2013-2014 ('2014' data), 2014-2015 ('2015' data) and 2015-2016 ('2016' data) admissions cycles – for first semester admissions. 2015 applications and offers data for Australia is affected by the 'half-year' Year 12 cohort in Western Australia (WA). The 'half-year' cohort arose due to the Western Australian State Government changing the starting age for school children in 2003. The change was legislated by the WA School Education Act of 1999. This impacted WA's university applications and offers numbers for the 2015 academic year, with a smaller than usual cohort of students in Year 12 in 2014, and consequently, fewer students seeking entry to university in 2015. For further information, see the Undergraduate applications, offers and acceptances 2015 report at <https://docs.education.gov.au/node/38371>

Table 2b:

Domestic undergraduate ITE program applications and offers administered by individual institutions, NSW and Australia, 2014-2016

Source: AG DET customised data request

AUS students

NSW students

	NSW 2014	AUS 2014	NSW 2015	AUS 2015	NSW 2016	AUS 2016
Direct applications	3,625	10,001	4,246	11,484	4,073	12,555
Direct offers	2,943	8,304	3,620	9,865	3,431	10,681

Note: Data relates to domestic applications and offers for undergraduate programs that were processed by individual tertiary institutions in the 2013-2014 ('2014' data), 2014-2015 ('2015' data) and 2015-2016 ('2016' data) admissions cycles – for first semester admissions. Compared to TAC applicants, direct applicants were less likely to be Year 12 students and more likely to be older. For this reason, direct applications data is less affected by the 'half-year' Year 12 cohort in Western Australia.

3.2.2 Student numbers

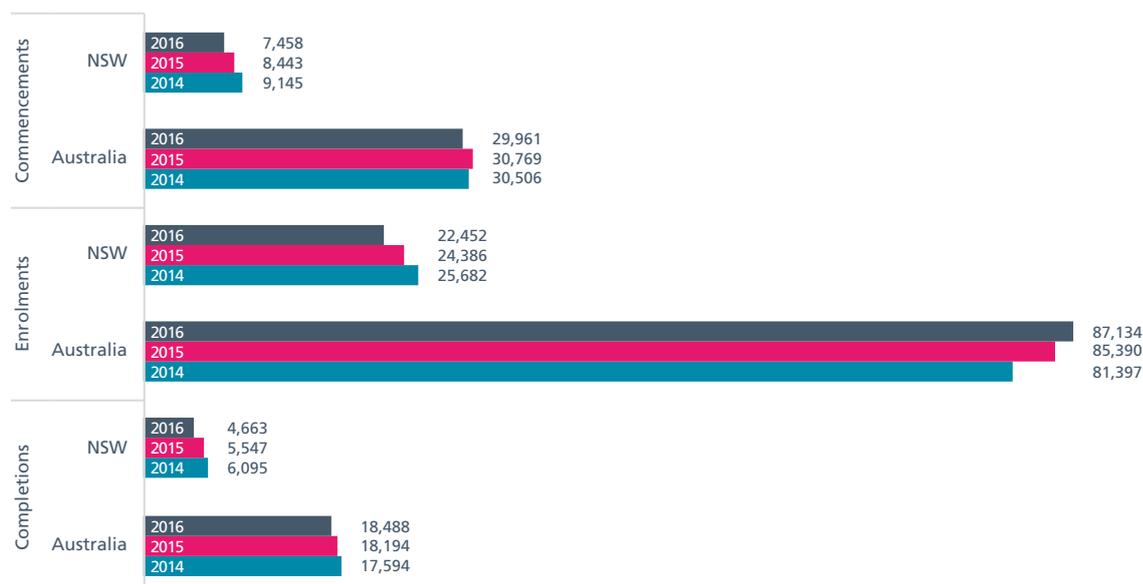
The following figures provide data on ITE student commencements, enrolments and completions. The data is not linked. Rather, it represents those students who commenced an ITE program, those who were enrolled in an ITE program, and those who completed an ITE program in the time period indicated.

In 2016, the total number of commencements in ITE programs in NSW was 7,458, compared to 29,961 Australia-wide. Commencements in NSW decreased by 18% from 2014 to 2016, while commencements Australia-wide increased by 1% from 2014 to 2015 and then decreased by 3% from 2015 to 2016 (see Figure 1).

Figure 1:

Undergraduate and postgraduate ITE program commencements, enrolments and completions, NSW and Australia, 2014-2016

Source: AG DET customised data request



Note: 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.

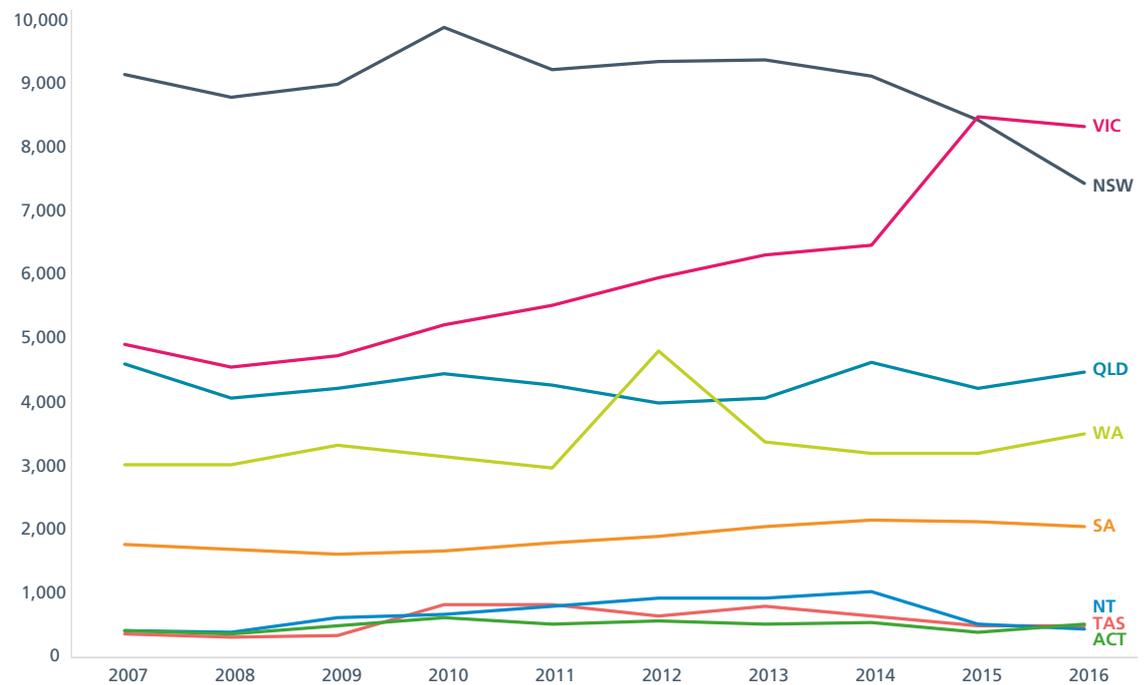
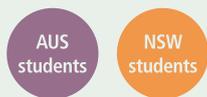


Figure 2 shows that between 2007 and 2016, the number of ITE program commencements in NSW decreased by 1,701, or 19%. Commencements in all other states and territories increased during this period, except in Queensland, where they decreased by 143, or 3%.

The 31% increase in commencements in Victoria from 2014 to 2015 reflects in large part the rectification of a data reporting problem at one university.

Figure 2:
Undergraduate and postgraduate ITE program commencements by jurisdiction, 2007-2016

Source: AG DET customised data request

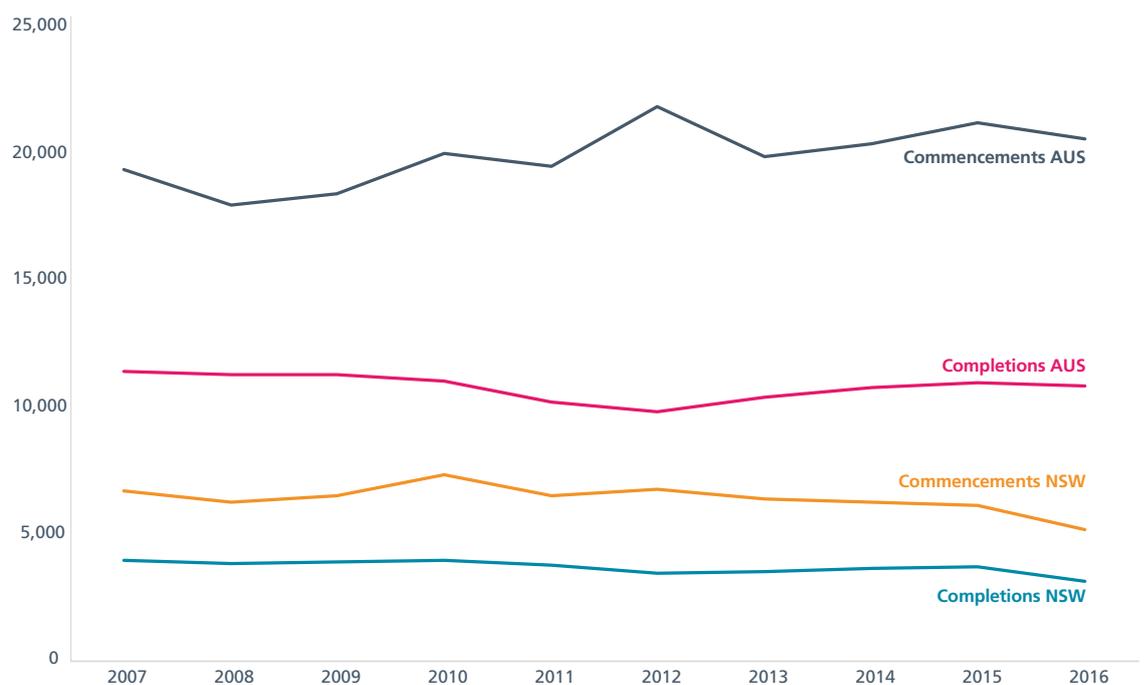
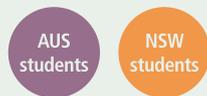


Note: Commencements: students enrolled in an ITE program for the first time at a higher education provider.

Figure 3 shows that between 2007 and 2016, the number of undergraduate ITE program commencements in NSW decreased by 1,554, while the number of commencements across Australia increased by 1,161. The number of undergraduate ITE program completions in NSW and Australia decreased by 857 and 569 respectively during the same period.

Figure 3:
Undergraduate ITE program commencements and completions, NSW and Australia, 2007-2016

Source: AG DET customised data request



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



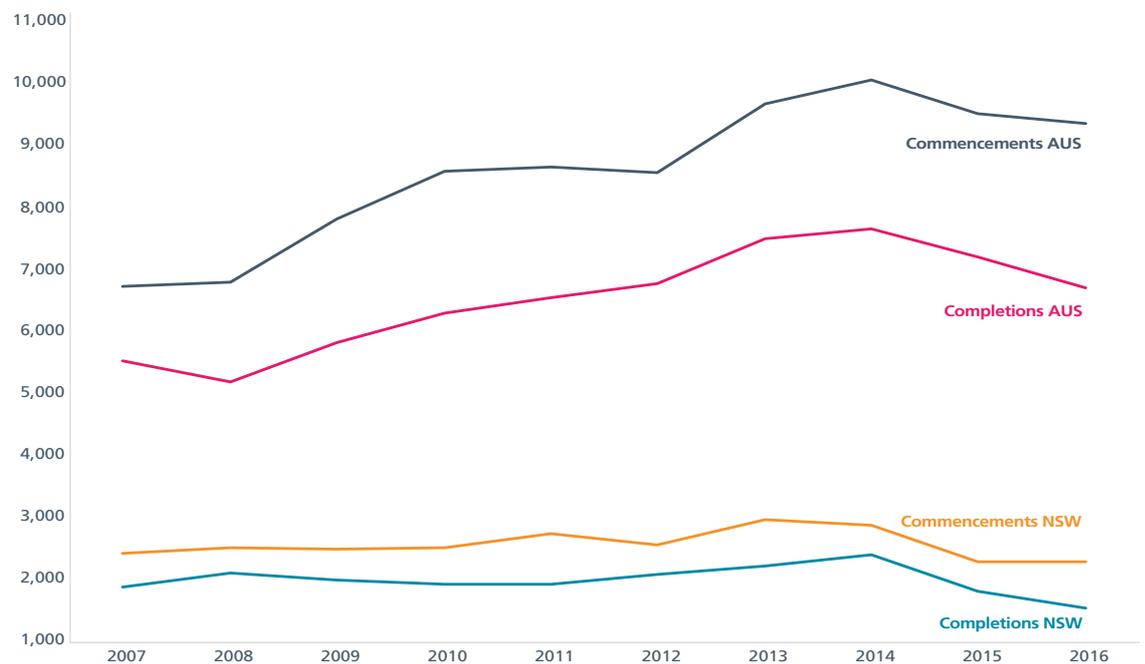
Between 2007 and 2013, the number of postgraduate ITE program commencements in NSW increased by 551, or 23%, but between 2014 and 2016 they decreased by 590, or 21%. Postgraduate ITE program completions in NSW increased by 521 (27%) from 2007 to 2014, but fell by 873 (36%) between 2014 and 2016.

Across Australia between 2007 and 2016, postgraduate ITE program commencements increased by 2,641 and completions increased by 1,190 (see Figure 4).

Figure 4:

Postgraduate ITE program commencements and completions, NSW and Australia, 2007-2016

Source: AG DET customised data request



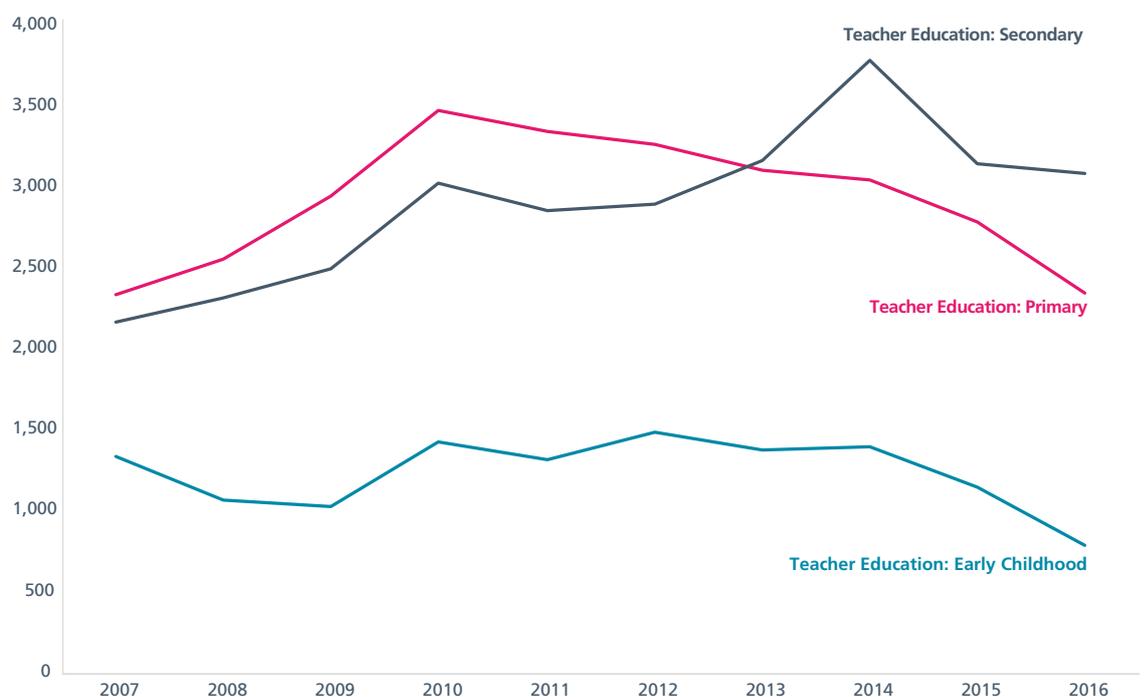
Note: Commencements: students enrolled in an ITE program for the first time at a higher education provider. Completions: students who have successfully completed all the academic requirements of an ITE program, including any required attendance, assignments, examinations, assessments, dissertations, practical experience and work experience in industry.

Figure 5 shows that in NSW, the number of commencements in primary ITE programs rose from 2,343 in 2007 to a peak of 3,478 in 2010, before falling back to 2,355 in 2016. The number of commencements in secondary ITE programs increased by 926, or 43%, and those in early childhood decreased by 549, or 41% during the same period (2007-2016).

Figure 5:

Undergraduate and postgraduate ITE program commencements by detailed field of education (FoE), NSW, 2007-2016

Source: AG DET customised data request



Note: Students undertaking combined courses are counted in both fields of education. As a consequence, the actual number of students across all fields of education may be less than the sum of all fields of education.

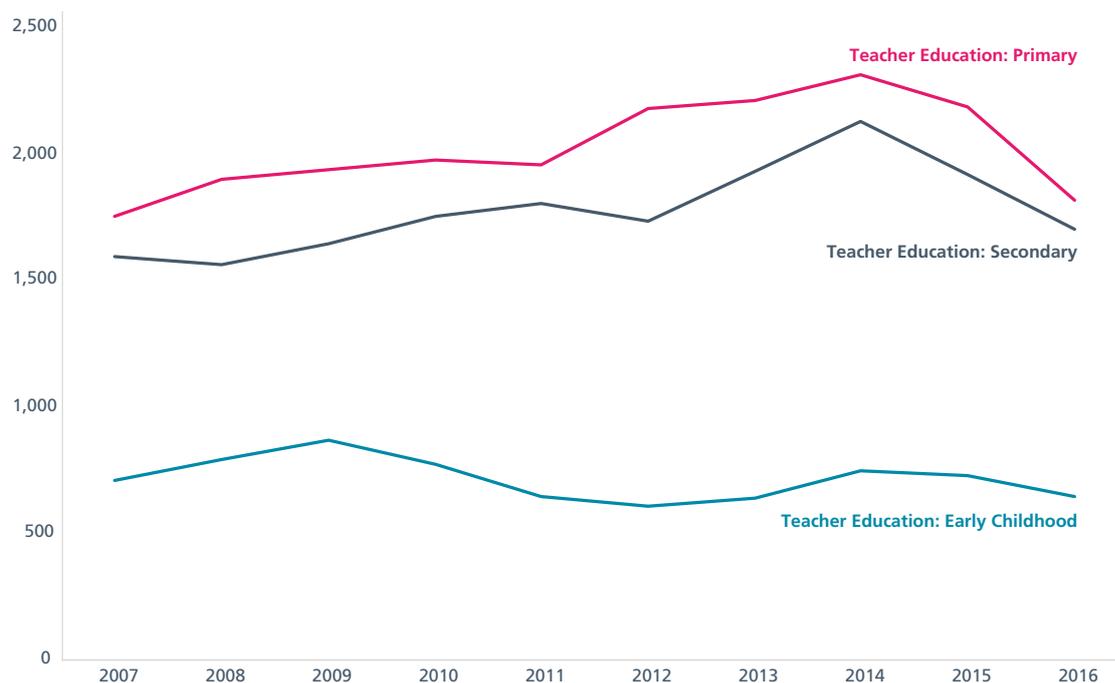


Between 2015 and 2016, completions across all primary, secondary and early childhood ITE programs in NSW decreased by 661 or 14% (see Figure 6).

Figure 6:

Undergraduate and postgraduate ITE program completions by detailed field of education (FoE), NSW, 2007-2016

Source: AG DET
customised data request



Note: Students undertaking combined courses are counted in both fields of education. As a consequence, the actual number of students across all fields of education may be less than the sum of all fields of education.



3.2.3 Student characteristics

The following tables show characteristics of students commencing and completing ITE programs in NSW and across Australia in 2016.

In 2016, 72% of all students entering undergraduate and postgraduate ITE programs in NSW were female and 77% of commencing students in NSW were studying full-time (see Table 3).

Table 3:

Characteristics of students commencing undergraduate and postgraduate ITE programs, NSW and Australia, 2016

Source: AG DET customised data request



Commencements	Undergraduate				Postgraduate				Total			
	NSW #	NSW %	AUS #	AUS %	NSW #	NSW %	AUS #	AUS %	NSW #	NSW %	AUS #	AUS %
Gender												
Male	1,329	26	5,314	26	738	32	3,035	32	2,067	28	8,349	28
Female	3,842	74	15,277	74	1,549	68	6,335	68	5,391	72	21,612	72
Total	5,171		20,591		2,287		9,370		7,458		29,961	
Type of attendance												
Full-time	3,962	77	16,634	81	1,799	79	7,356	79	5,761	77	23,990	80
Part-time	1,209	23	3,957	19	488	21	2,014	22	1,697	23	5,971	20
Total	5,171		20,591		2,287		9,370		7,458		29,961	
Mode of study												
Internal	2,494	48	12,248	59	1,445	63	5,586	60	3,939	53	17,834	60
External	1,610	31	5,003	24	760	33	2,425	26	2,370	32	7,428	25
Multi-modal	1,067	21	3,340	16	82	4	1,359	15	1,149	15	4,699	16
Total	5,171		20,591		2,287		9,370		7,458		29,961	
Age group												
19 Years or under	2,025		9,878		np		9		np		9,887	
20-24	1,503		5,376		1,156		4,047		2,659		9,423	
25-29	550		1,961		436		2,121		986		4,082	
30-39	713		2,234		433		1,975		1,146		4,209	
40 +	380		1,142		np		1,218		np		2,360	
Total	5,171		20,591		2,287		9,370		7,458		29,961	

Note: Percentages may not add up to 100% due to rounding. 'np' (not published) refers to data that has not been published in order to protect privacy. Where data has not been published, totals may be greater than the sum of data in that column.



In 2016, the proportion of onshore domestic students from low socioeconomic status (SES) backgrounds commencing undergraduate ITE programs in NSW decreased by 1 percentage point from 2015 to 26% and the proportion completing postgraduate programs increased by 1 percentage point to 21%. The proportion of Indigenous students entering undergraduate ITE programs (4%) was the same as in 2015 (see Table 4).

Table 4:

Background characteristics of onshore domestic students commencing undergraduate and postgraduate ITE programs, NSW and Australia, 2016

Source: AG DET customised data request

AUS students

NSW students

Commencements	Undergraduate				Postgraduate				Total			
	NSW #	NSW %	AUS #	AUS %	NSW #	NSW %	AUS #	AUS %	NSW #	NSW %	AUS #	AUS %
NESB	87	2	318	2	34	2	186	2	121	2	504	2
Indigenous	197	4	581	3	32	1	79	1	229	3	660	2
Regional	1,859	37	5,651	28	348	16	1,532	18	2,207	30	7,183	25
Remote	60	1	290	1	14	1	62	1	74	1	352	1
Low-SES	1,323	26	4,865	24	463	21	1,444	17	1,786	25	6,309	22
All domestic onshore commencements	5,065		20,085		2,202		8,635		7,267		28,720	

Note: Geographical indicators ('regional' and 'remote') are based on 2011 Australian Statistical Geography Standards (ASGS). The Socioeconomic Status (SES) measure is based on the 2011 Socio-Economic Indexes for Areas (SEIFA). Data represents onshore domestic students who have a permanent home address in Australia only.



In 2016, 77% of students completing undergraduate and postgraduate ITE programs in NSW were female and 72% of students completing undergraduate and postgraduate ITE programs were studying full-time (see Table 5).

Table 5:

Characteristics of students completing undergraduate and postgraduate ITE programs, NSW and Australia, 2016

Source: AG DET customised data request

AUS students

NSW students

Completions	Undergraduate				Postgraduate				Total			
	NSW #	NSW %	AUS #	AUS %	NSW #	NSW %	AUS #	AUS %	NSW #	NSW %	AUS #	AUS %
Gender												
Male	618	20	2,122	20	434	28	2,030	30	1,052	23	4,152	24
Female	2,499	80	8,748	80	1,112	72	4,694	70	3,611	77	13,442	76
Total	3,117		10,870		1,546		6,724		4,663		17,594	
Type of attendance												
Full-time	2,106	68	8,497	78	1,269	82	4,929	73	3,375	72	13,426	76
Part-time	1,011	32	2,373	22	277	18	1,795	27	1,288	28	4,168	24
Total	3,117		10,870		1,546		6,724		4,663		17,594	
Mode of attendance												
Internal	1,720	55	6,303	58	1,187	77	4,196	62	2,907	62	10,499	60
External	950	30	1,766	16	330	21	1,195	18	1,280	27	2,961	17
Multi-modal	447	14	2,534	23	29	2	1,292	19	476	10	3,826	22
All units completed through OLA* or OLA/ other institution	0	-	267	2	0	-	41	1	0	-	308	2
Total	3,117		10,870		1,546		6,724		4,663		17,594	
Age group												
19 years or under	np		np		0		np		np		6	
20-24	1,866		7,446		725		2,535		2,591		9,981	
25-29	480		1,529		346		1,782		826		3,311	
30-39	449		1,088		298		1,423		747		2,511	
40 +	np		np		177		np		np		1,785	
Total	3,117		10,870		1,546		6,724		4,663		17,594	

Note: Percentages may not add up to 100% due to rounding. 'np' (not published) refers to data that has not been published in order to protect privacy. Where data has not been published, totals may be greater than the sum of data in that column.



Table 6 shows that in NSW in 2016, 26% of onshore domestic students completing an undergraduate ITE program, and 20% completing a postgraduate ITE program, were from low-SES backgrounds. The proportion of Indigenous students completing undergraduate ITE programs was the same as in 2015 (3%).

Table 6:

Background characteristics of onshore domestic students completing undergraduate and postgraduate ITE programs, NSW and Australia, 2016

Source: AG DET customised data request

AUS students

NSW students

Completions	Undergraduate				Postgraduate				Total			
	NSW #	NSW %	AUS #	AUS %	NSW #	NSW %	AUS #	AUS %	NSW #	NSW %	AUS #	AUS %
NESB	16	1	44	<1	np	-	95	2	np	-	139	1
Indigenous	73	3	179	2	21	2	52	1	94	2	231	1
Regional	896	33	2,523	26	177	13	984	17	1,072	26	3,507	23
Remote	13	<1	92	1	<5	-	37	1	np	-	129	1
Low-SES	699	26	2,161	22	278	20	869	15	977	24	3,030	19
All domestic onshore completions	2,679		9,756		1,395		5,809		4,074		15,565	

Note: Equity status is based on the equity status in the year of completion. Geographical indicators ('regional' and 'remote') are based on 2011 Australian Statistical Geography Standards (ASGS). The Socioeconomic Status (SES) measure is based on the 2011 Socio-Economic Indexes for Areas (SEIFA). Data represents onshore domestic students who have a permanent home address in Australia only.

Table 7 shows that in 2016, the proportion of Indigenous students commencing ITE programs (3%) was consistent with the proportion commencing nursing (3%) but less than the proportion commencing medical programs (5%). The same table shows that the proportion of low-SES students commencing ITE and nursing programs (25% and 26% respectively) was similar, and was greater than the proportion of low-SES students commencing medical programs (11%) and programs across all fields of education (16%).

Table 7:

Background characteristics of commencing domestic undergraduate and postgraduate students, NSW, 2016

Source: AG DET customised data request

AUS students

NSW students

Commencements	Teaching		Nursing		Medical		All Programs	
	#	%	#	%	#	%	#	%
NESB	121	2	385	9	np	-	np	-
Indigenous	229	3	145	3	40	5	2300	2
Regional	2,207	30	1,161	27	141	18	19,595	17
Remote	74	1	14	0	<5	-	np	-
Low SES	1,786	25	1,137	26	84	11	19,699	17
All domestic onshore commencements	7,267		4,377		776		118,272	

Note: Teaching: students enrolled in programs providing initial teacher training. Nursing: students enrolled in programs leading to registration as a nurse or a midwife. Medical: students enrolled in programs leading to provisional registration as a medical practitioner. Geographical indicators ('regional' and 'remote') are based on 2011 Australian Statistical Geography Standards (ASGS). The Socioeconomic Status (SES) measure is based on the 2011 Socio-Economic Indexes for Areas (SEIFA). Data represents onshore domestic students who have a permanent home 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 is currently no data available that captures by institution, program, or year of program: the structure and timing of placements within each semester and across the year, or the number of days of professional experience undertaken at each stage of an ITE program.

3.3.2 Schools and subjects

There is currently no data available that captures 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 ITE programs

3.4.1 Basis of admission

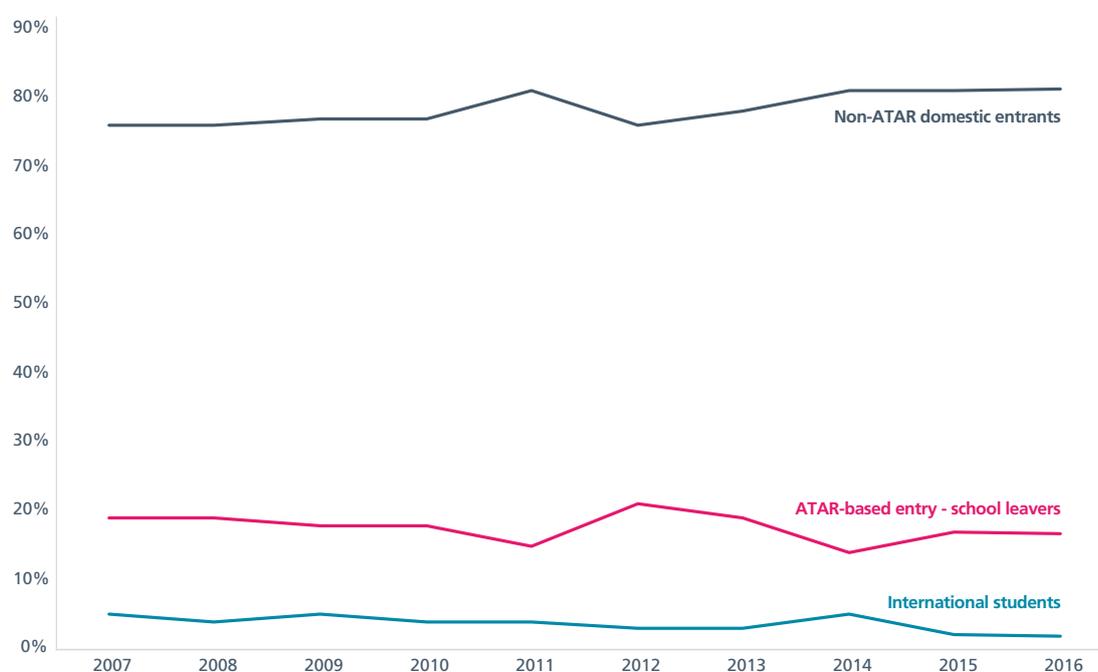
In 2016, 17% of students commencing an undergraduate ITE program in NSW entered on the basis of the ATAR score they gained through secondary education. This proportion is the same as in 2015 (see Figure 7).

Figure 7:

Students commencing undergraduate ITE programs by basis of admission, NSW, 2007-2016

Source: AG DET customised data request

NSW students



Note: 'ATAR-based entry – school leavers' includes only those students entering a teacher education program on the basis of an ATAR achieved following completion of secondary school. '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, a professional qualification, or on some other basis. It also includes secondary education entrants for whom no tertiary entrance score is available.



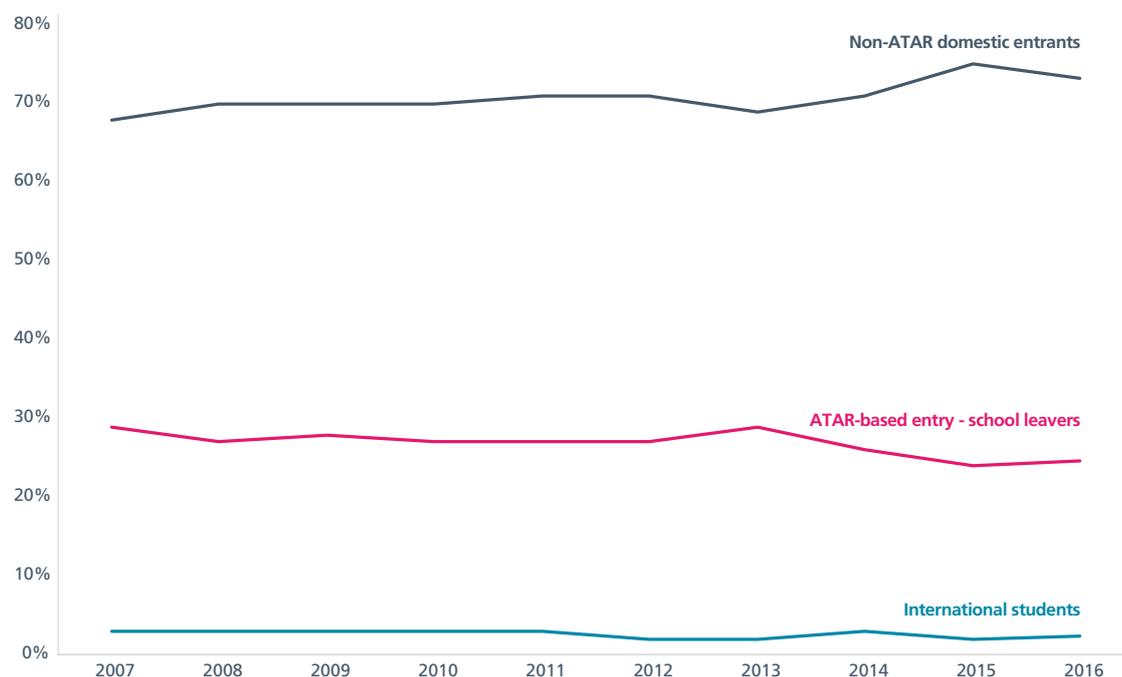
Across Australia, 25% of students commencing an undergraduate ITE program in 2016 entered on the basis of the ATAR score they gained through secondary education. Domestic students who entered via some other means formed 73% of commencing students, and the remaining 2% was made up of international students (see Figure 8).

Figure 8:

Students commencing undergraduate ITE programs by basis of admission, Australia, 2007-2016

Source: AG DET customised data request

AUS students



Note: 'ATAR-based entry – school leavers' includes only those students entering a teacher education program on the basis of an ATAR achieved following completion of secondary school. '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, a professional qualification, or on some other basis. It also includes secondary education entrants for whom no tertiary entrance score is available.

Note regarding admissions to higher education in Australia

In February 2016, the Higher Education Standards Panel, the legislative body with responsibility related to the standards for delivery of higher education in Australia, was asked to investigate options to improve the transparency of higher education student admissions policies. The request was aimed at improving the accessibility and comparability of information about the diversity of tertiary course entry. The Panel released a consultation paper in April 2016 and delivered the final report, 'Improving the transparency of higher education admissions', in November 2016.

The Panel made 14 recommendations in its report, including that providers use common and consistent language to describe ATAR thresholds and other admission requirements, and that they publish information on admissions processes in consistent templates to ensure ease of comparison for prospective students and their parents.



3.4.2 ATAR commencements

The following graphs show the proportion of domestic students entering undergraduate teaching and other programs by ATAR band. Only students who entered their program on the basis of an ATAR are included in this data (approximately 17% of students in NSW and 25% across Australia).

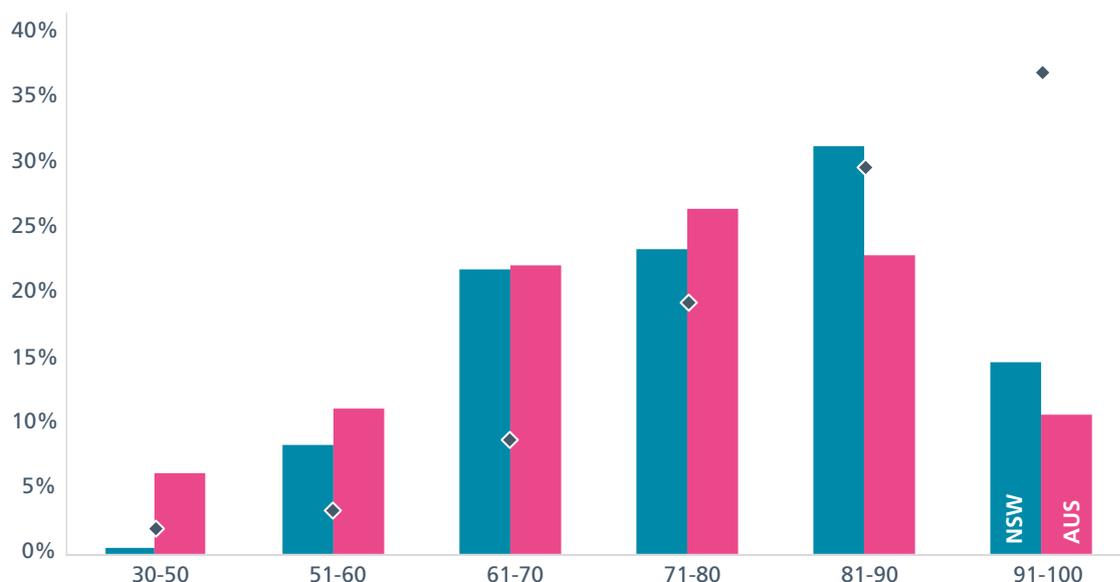
Figure 9 shows that in NSW in 2016, the largest group of students entering ITE programs was the group containing students with an ATAR in the 81-90 band. This represents a change from 2015, when the proportion of students in each of the 61-70, 71-80 and 81-90 bands was very similar at around 27%.

The small diamonds in the graph show the percentage of NSW students in each ATAR band, for students entering programs across all fields of education (FoE).

Figure 9:

ATAR entry only:
commencing domestic
undergraduate students
who entered an ITE
program on the basis of
an ATAR by ATAR score,
NSW and Australia,
2016

Source: AG DET
customised data request



Note: Data represents domestic students only. Data is included only where the ATAR score was available for those students admitted on the basis of secondary education. All fields of education: all tertiary education fields, not just teacher training fields.



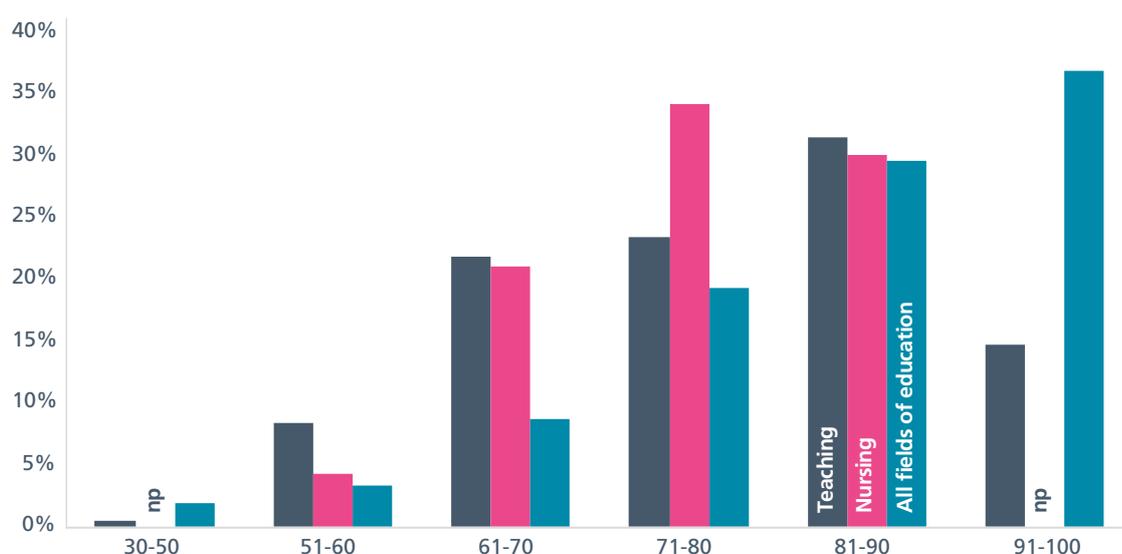
Figure 10:

ATAR entry only:
commencing domestic
undergraduate students
who entered a program
on the basis of an ATAR,
by ATAR score and field
of education, NSW, 2016

Source: AG DET
customised data request

NSW
students

Figure 10 shows the proportion of students in each ATAR range entering programs in teaching, nursing and all fields of education in NSW.



Note: Data represents domestic students only. Data is included only where the ATAR score was available for those students admitted on the basis of secondary education. Nursing: students enrolled in programs leading to registration as a nurse or a midwife. All fields of education: all tertiary education fields, not just teacher training fields. np (not published) refers to data that has not been published in order to protect privacy.

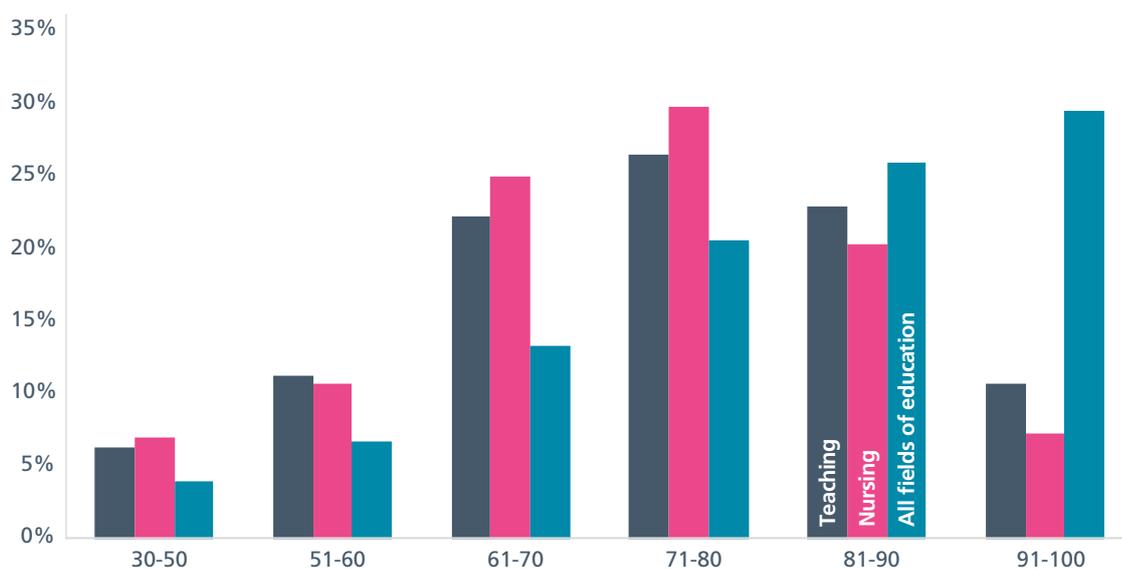
Across Australia, 59% of all students entering ITE and nursing programs had an ATAR score of 71 or higher (see Figure 11).

Figure 11:

ATAR entry only:
commencing domestic
undergraduate students
who entered an ITE
program on the basis of
an ATAR by ATAR score
and field of education,
Australia, 2016

Source: AG DET
customised data request

AUS
students



Note: Data represents domestic students only. Data is included only where the ATAR score was available for those students admitted on the basis of secondary education. Nursing: students enrolled in programs leading to registration as a nurse or a midwife. All fields of education: all tertiary education fields, not just teacher training fields.



3.5 Retention

3.5.1 Retention rates

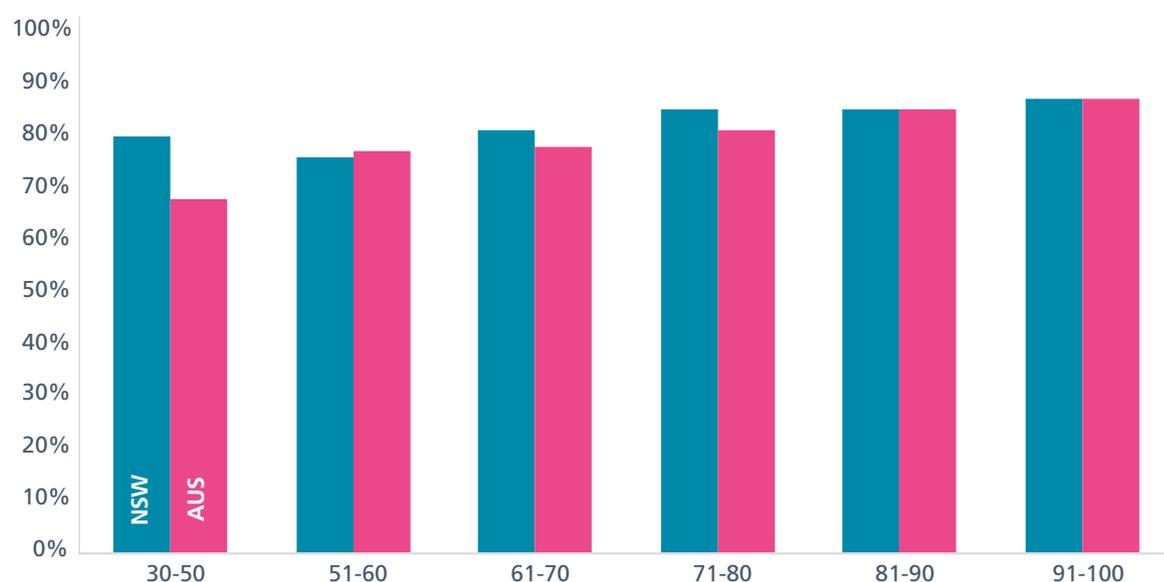
Retention is a measure of the proportion of commencing students in a given year who continue studying in the following year. Retention rates should be treated with some caution as the populations of students in some categories are small.

Figure 12 shows that retention rates continue to be 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 12:

ATAR entry only: special adjusted retention rates for commencing domestic undergraduate students in an ITE program by ATAR score, NSW and Australia, 2015 to 2016

Source: AG DET
customised data request



Note: Data is only for commencing domestic students admitted to higher education on the basis of secondary education who had an ATAR. Retention rates are calculated as per 'Special adjusted rates' – number of higher education students who commenced a special course 22 in 2015 and continued in a special course 22 at the same or different institution in 2016 as a proportion of higher education students who commenced a special course 22 in 2015 (excluding those who were due to complete their studies in 2015). A special course 22 is a higher education course that provides initial teacher training.



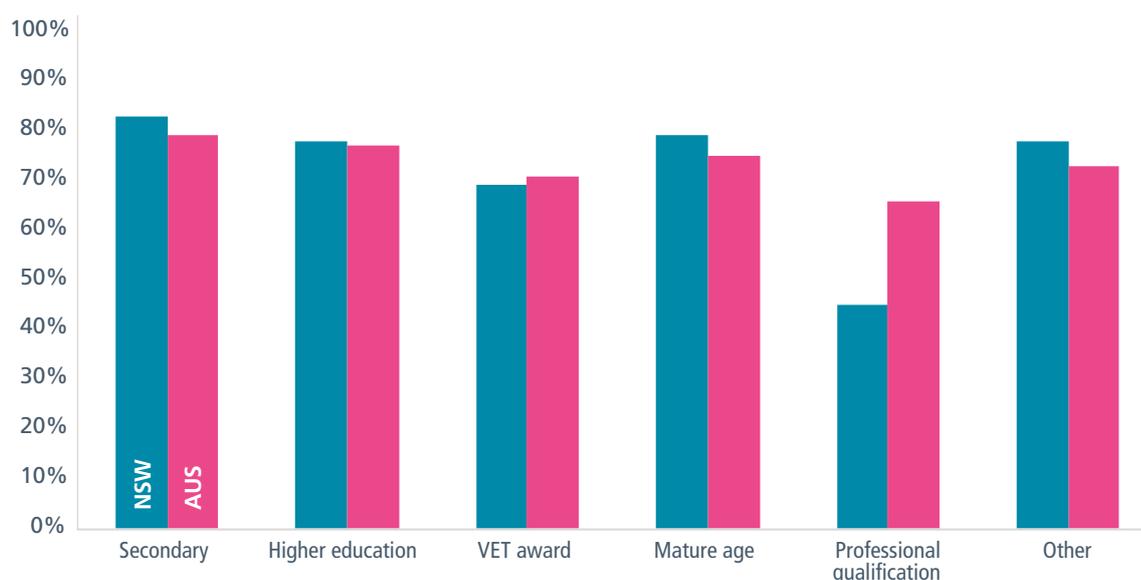
Figure 13:

Special adjusted retention rates for commencing domestic undergraduate students in an ITE program by basis of admission, NSW and Australia, 2015 to 2016

Source: AG DET customised data request



Figure 13 shows that in NSW, students were most likely to remain in their ITE program if they entered on the basis of secondary education. The next group of entrants most likely to remain in their ITE program was those who entered via mature age special entry provisions.



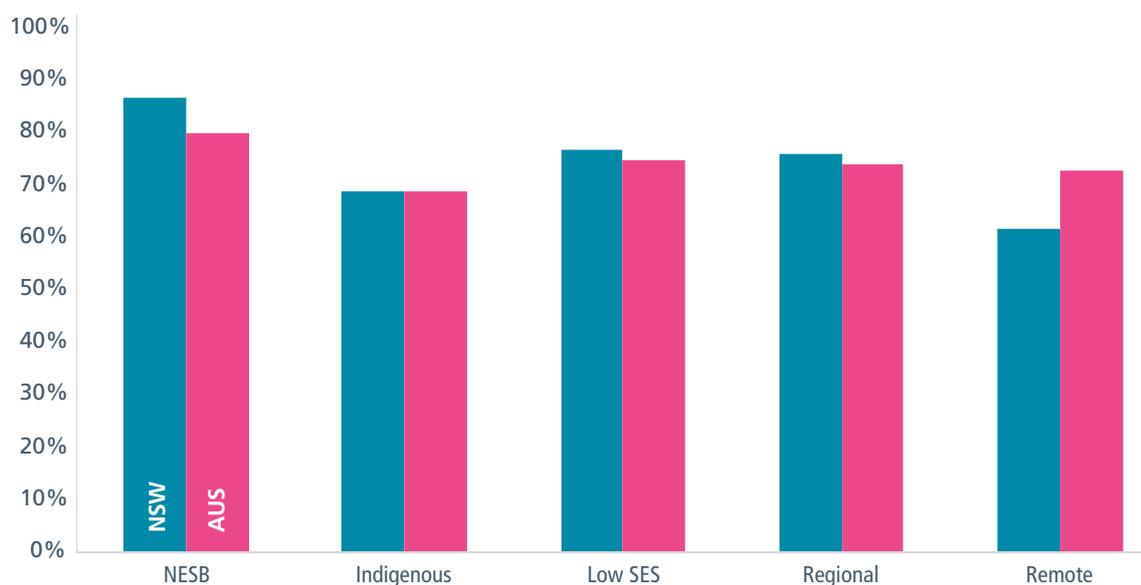
Note: Data is only for commencing domestic students admitted to higher education on the basis of secondary education who had an ATAR. Retention rates are calculated as per 'Special adjusted rates' – number of higher education students who commenced a special course 22 in 2015 and continued in a special course 22 at the same or different institution in 2016 as a proportion of higher education students who commenced a special course 22 in 2015 (excluding those who were due to complete their studies in 2015). A special course 22 is a higher education course that provides initial teacher training.

Figure 14 shows that of the included equity categories, NSW students from non-English speaking backgrounds (NESB) were most likely to continue in their ITE course from 2015 to 2016, and students from remote locations were least likely to continue. However, the rates need to be treated with some caution as the populations of students in these categories are small.

Figure 14:

Special adjusted retention rates for commencing domestic undergraduate students in an ITE program by background characteristic, NSW and Australia, 2015 to 2016

Source: AG DET customised data request



Note: Retention rates are calculated as per 'Special adjusted rates' – number of higher education students who commenced a special course 22 in 2015 and continued in a special course 22 at the same or different institution in 2016 as a proportion of higher education students who commenced a special course 22 in 2015 (excluding those who were due to complete their studies in 2015). A special course 22 is a higher education course that provides initial teacher training. Geographical indicators ('regional' and 'remote') are based on 2011 Australian Statistical Geography Standards (ASGS). The Socioeconomic Status (SES) measure is based on the 2011 Socio-Economic Indexes for Areas (SEIFA). Data represents onshore domestic students who have a permanent home address in Australia only.



Workforce profile of the NSW teaching profession 2016

4. The teaching workforce



The teaching workforce section provides information about teacher demographics and qualifications, teacher accreditation, aspects of current and previous employment, beginning teacher funding support, teachers' reasons for exiting the profession and actual and projected student enrolments.

There is currently no cross-sectoral, statewide data collection that contains detailed and consistent statistics for the whole of the NSW teaching workforce. Six 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 in NSW only – teachers from all school sectors in NSW who are accredited with NESA (a proportion of the NSW teaching workforce only)

DoE teachers

Government school teachers in NSW only – teachers employed by the NSW Department of Education

CEC teachers

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

CCB teachers

CCB teachers in NSW only – early childhood teachers employed in Child Care Benefit (CCB)-approved services in NSW

PFM teachers

PFM teachers in NSW only – early childhood teachers in preschools funded under the Preschool Funding Model in NSW

NEW

New data, dataset or data field



4. The teaching workforce

The teaching workforce in NSW

Accreditation

The Teacher Accreditation Act 2004 requires that NSW teachers be accredited with the NSW Education Standards Authority, or NESA (previously BOSTES). Accreditation is a process that recognises and certifies a teacher's achievement of the Australian Professional Standards for Teachers on entry to the profession (Provisional or Conditional accreditation) and at the levels of Proficient Teacher (mandatory), Highly Accomplished Teacher and Lead Teacher (voluntary). Approximately 85,000 teachers in NSW were accredited in 2016.

School teachers

All school teachers who entered the workforce for the first time on or after 1 October 2004, or who returned after a break of five years or more, were required to be accredited in 2016. All remaining ('pre-2004') teachers were not required to be accredited until 1 January 2018.

Early childhood teachers

All early childhood teachers in NSW were required to be accredited from 18 July 2016.

The teaching workforce

Once teachers have provisional or conditional accreditation, they can begin looking for work. School teachers can seek employment in schools in any of three school sectors and early childhood teachers can look for work in a range of settings, including long day care centres and preschools.

School settings

Government schools

The government school sector is the largest employer of teachers in NSW. Government schools are run by the NSW Department of Education and include primary, secondary and central schools, as well as schools for specific purposes.

Catholic schools

The Catholic school sector is the second largest employer of teachers in NSW. Catholic schools may belong to one of the 11 Catholic Dioceses in NSW (systemic schools), or be one of the 46 non-systemic Catholic schools owned by religious congregations. Catholic schools may be primary, secondary or combined K-10, K-12, 3-12 or 5-12 schools.

Independent schools

Independent schools form the third category of schools in NSW. Teachers working in the independent school sector are employed in any of a range of schools of varying types, sizes, religious affiliations and educational philosophies, at either the primary, secondary or combined K-12 levels.



Early childhood settings

Long day care centres

Long day care centres are the largest employers of early childhood teachers in NSW. They provide professional education and care for children from birth to six years and most deliver a preschool program, usually for children in the year prior to their first year at school. Service providers include for-profit, not-for-profit and government organisations.

Preschools

Preschools are the second largest employer of early childhood teachers in NSW. They provide a structured educational program for children aged three to six years, usually in the year prior to school. Preschools may be for-profit or not-for-profit. The NSW Department of Education operates 100 preschools in NSW.

Other early childhood settings

Teachers with an early childhood qualification may also seek employment in a number of other settings, including occasional care, outside school hours care and vacation care.



4.1 Demographics

4.1.1 Number

In 2016, over 93,500 teachers were employed in NSW schools from Kindergarten to Year 12, across three school sectors (see Table 8). This equates to over 85,500 full-time equivalent teachers.

The proportion of teachers working in each school sector remained stable from 2015 to 2016. The NSW Government continued to be the largest employer of teachers, with approximately 64% of teachers working in NSW public schools. Catholic schools were the second largest employer, with 20% of teachers, and approximately 16% of teachers worked in independent schools.

In 2016, NSW teachers educated and cared for 681,621 primary and 513,522 secondary students located in 3,081 schools across the state.

Table 8:

School teachers by sector, school level and gender, NSW, 2016

Source: ABS, Schools, Australia, cat. No. 4221.0, Table 51a

All NSW teachers

	Primary school		Secondary school		Total
	Male	Female	Male	Female	
Government	4,941	25,576	9,436	14,752	54,705
Catholic	1,046	6,384	3,834	6,015	17,279
Independent	1,136	4,171	3,558	4,715	13,580
Total	7,123	36,131	16,828	25,482	85,564

Note: Teacher numbers represent full-time equivalent (FTE) teaching staff. Individual teacher numbers (in text above) are sourced from ABS, Schools, Australia, cat no. 4221.0, table 50a. Student numbers represent all full-time and part-time students and are sourced from ABS, Schools, Australia, cat no. 4221.0, table 42b. School numbers are sourced from ABS, Schools, Australia, cat no. 4221.0, table 35b. Refer to section 1.5.2 of this report for further information.

In the early childhood sector, 6,849 teachers were working in Child Care Benefit-approved services in NSW in 2016 (see Table 9), including long day care centres, family day care and in home care, occasional care, outside school hours care and vacation care. A further 2,090 teachers were employed in preschools funded under the Preschool Funding Model, and approximately 190 teachers were employed in preschools attached to government schools.

Table 9:

Early childhood teachers in Child Care Benefit (CCB)-approved services by service type, NSW, 2016

Source: AG DET 2016 ECEC National Workforce Census unpublished data (weighted)

CCB teachers

NEW

Service type	Number of teachers
Long day care	5,127
Family day care	234
In home care	6
Occasional care	33
Outside school hours care	660
Vacation care	788
Total	6,849

Note: Due to weighting of the data and rounding, the sum of component parts may not equal the total. Refer to section 1.5.1 of this report for further information.



4.1.2 Gender

Figure 15 shows the proportion of primary and secondary school teachers in each Australian state and territory, and Australia as a whole, who were male. In NSW, 16% of primary teachers and 40% of secondary teachers were male. This represents a 1 percentage point decrease since 2015, when 17% of primary teachers and 41% of secondary teachers were male.

Figure 15:

Male school teachers by school level and jurisdiction, 2016

Source: ABS, Schools, Australia, cat. No. 4221.0, Table 51a

All AUS teachers



Note: Figure represents 276,330 individuals. Refer to section 1.5.2 of this report for further information.

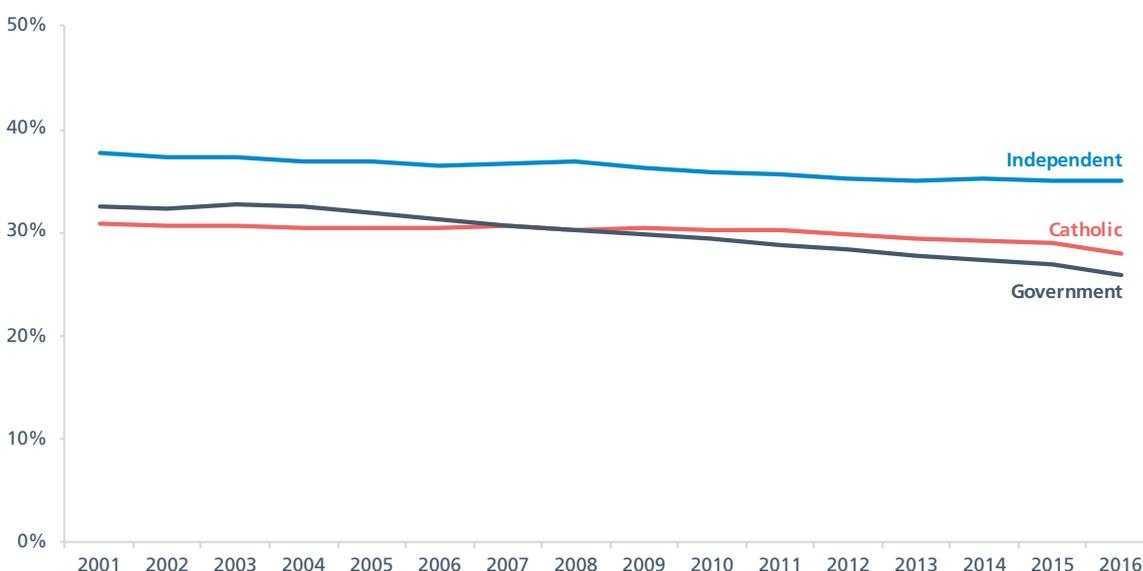
2016 data shows that the total proportion of male teachers in all school sectors in NSW remained stable from 2012 to 2015, but decreased slightly in 2016 in both the Catholic and government school sectors (see Figure 16). The actual number of male teachers, however, has decreased in the government school sector only, and has increased in the independent and Catholic school sectors.

Figure 16:

Male school teachers by sector, NSW, 2001-2016

Source: ABS, Schools, Australia, cat. No. 4221.0, Table 51a

All NSW teachers



Note: Refer to section 1.5.2 of this report for further information.



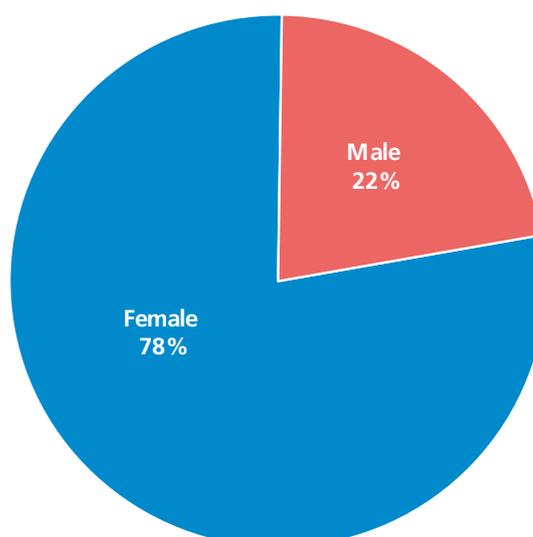
Figure 17:

Teachers accredited with NESA by gender, NSW, 2016

Source: NESA

Accredited teachers

In 2016, 22% of all teachers accredited with the NSW Education Standards Authority (NESA) were male (see Figure 17).



Note: Figure represents 85,039 individuals. Refer to section 1.5.4 of this report for further information.

In the early childhood sector, 6% of teachers working in Child Care Benefit-approved services, and 1.3% of teachers working in preschools funded under the Preschool Funding Model were male (see Figures 18 and 19 respectively).

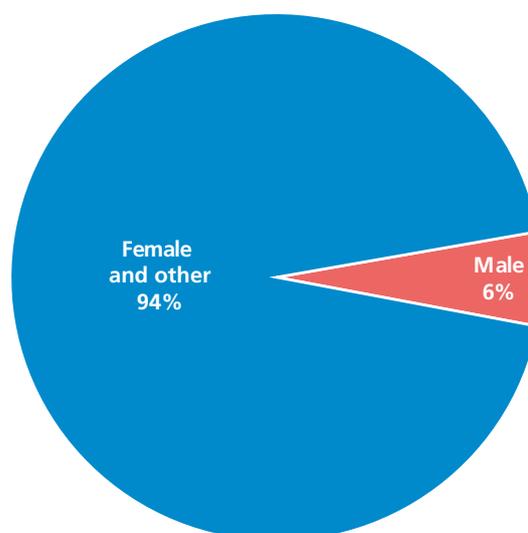
Figure 18:

Early childhood teachers in Child Care Benefit (CCB)-approved services by gender, NSW, 2016

Source: AG DET 2016
ECEC National Workforce
Census unpublished data
(weighted)

CCB teachers

NEW



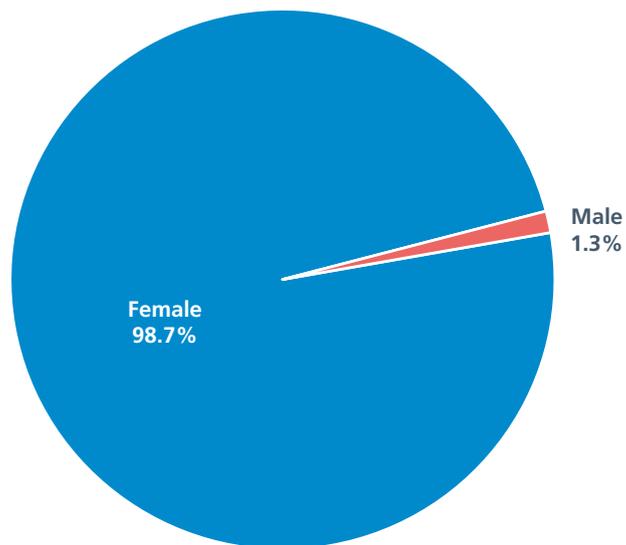
Note: Figure represents 6,849 individuals. Due to weighting of the data and rounding, the sum of component parts may not equal the total. 'Female and other' category includes intersex and indeterminate. Refer to section 1.5.1 of this report for further information.



Figure 19:

Early childhood teachers in preschools funded under the Preschool Funding Model by gender, NSW, 2016

Source: NSW DoE 2016 preschool census



Note: Figure represents 2,090 individuals. Refer to section 1.5.4 of this report for further information.

4.1.3 Age

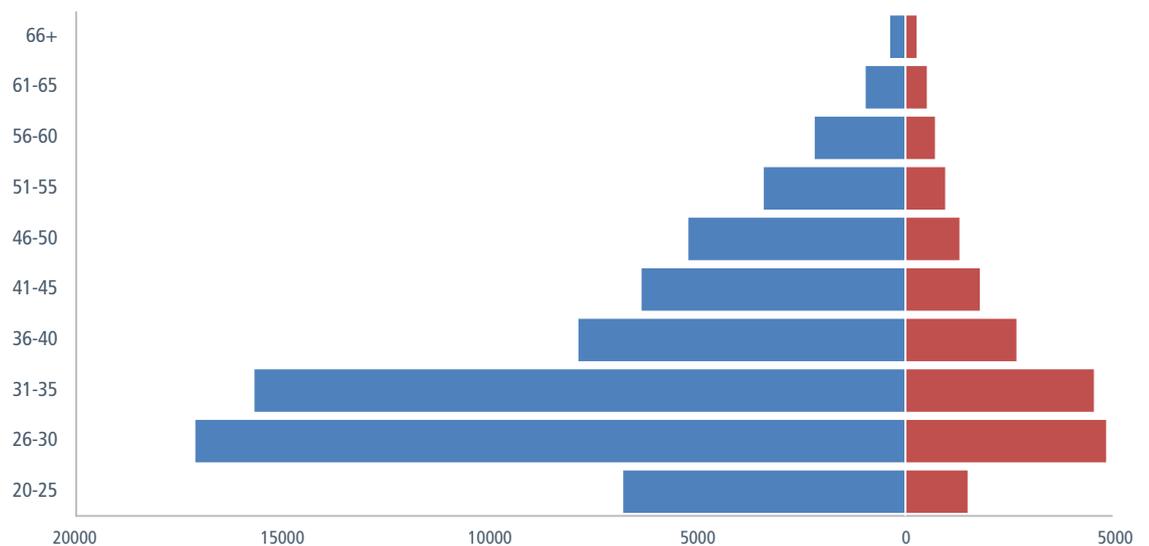
Figure 20 shows the number of teachers accredited with NESAs by gender and age group. In 2016, approximately 30,000, or 35% of teachers accredited with NESAs were aged 30 or younger. This represents a decrease of 10 percentage points from 2015, when 45% of teachers were 30 or younger.

In 2016, the average age of male teachers accredited with NESAs was 36.8 years, while the average age for females was 36 years.

Figure 20:

Teachers accredited with NESAs by gender and age group, NSW, 2016

Source: NESAs



Note: Figure represents 85,039 individuals. Refer to section 1.5.4 of this report for further information.



Figure 21 shows the number of government school teachers by gender and age group. In 2016, the largest age group was made up of 26-30 year-olds (14% of the teacher workforce).

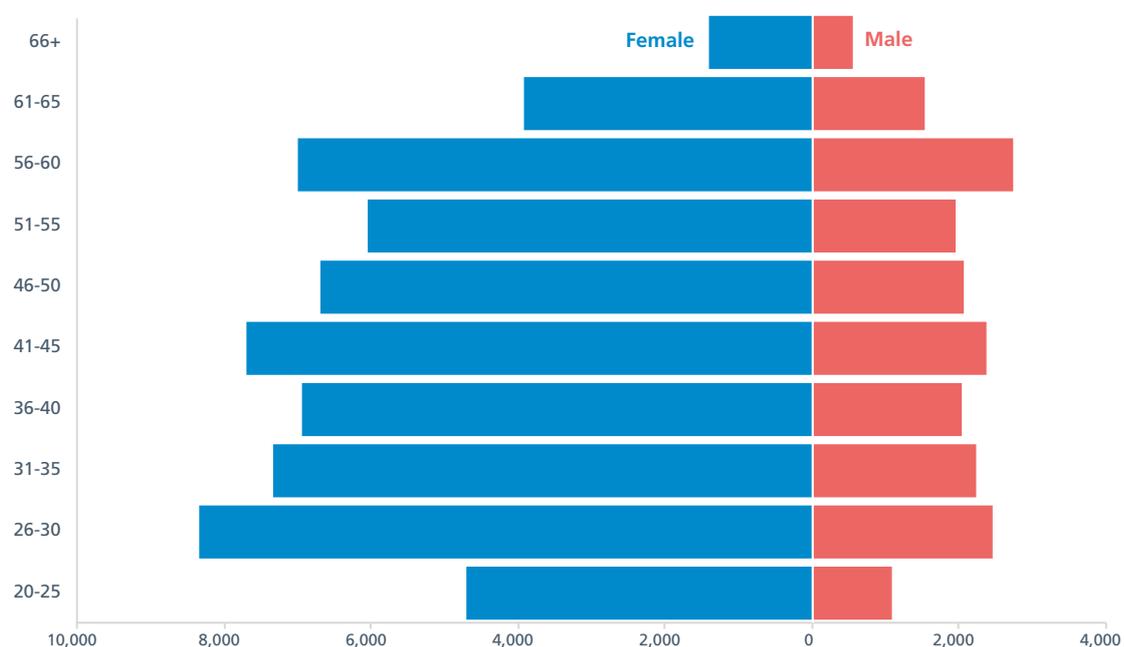
The average age of male government school teachers in 2016 was 44.3 years, which was slightly older than the average age of their female colleagues, at 42.8 years.

Figure 21:

Government school teachers by gender and age group, NSW, 2016

Source: NSW DoE

DoE
teachers



Note: Figure represents 79,206 individuals. Refer to section 1.5.5 of this report for further information.

Figures 22 and 23 show the number of early childhood teachers in Child Care Benefit (CCB)-approved services and in preschools funded under the Preschool Funding Model in NSW by age group. In 2016, the largest age group among teachers in Child Care Benefit-approved services was the 25-29-year-old age group (Figure 22), whereas among teachers in preschools funded under the Preschool Funding Model, the largest age group was the 41-45-year-old age group (Figure 23).

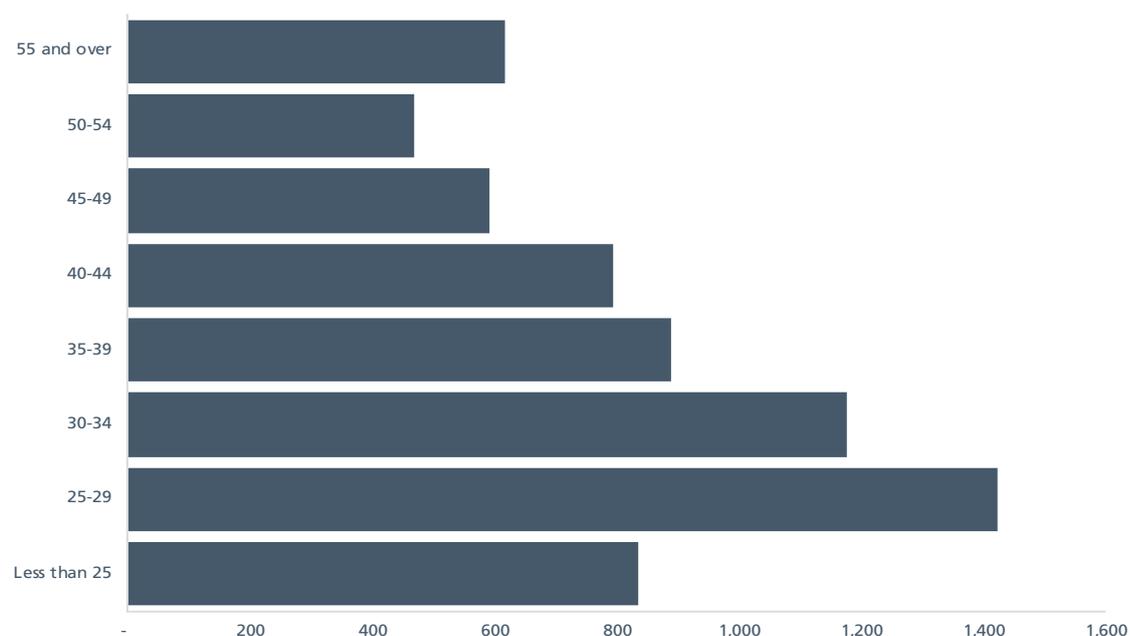
Figure 22:

Early childhood teachers in Child Care Benefit (CCB)-approved services by age group, NSW, 2016

Source: AG DET 2016
ECEC National Workforce
Census unpublished data
(weighted)

CCB
teachers

NEW



Note: Figure represents 6,849 individuals. Due to weighting of the data and rounding, the sum of component parts may not equal the total. Refer to section 1.5.1 of this report for further information.



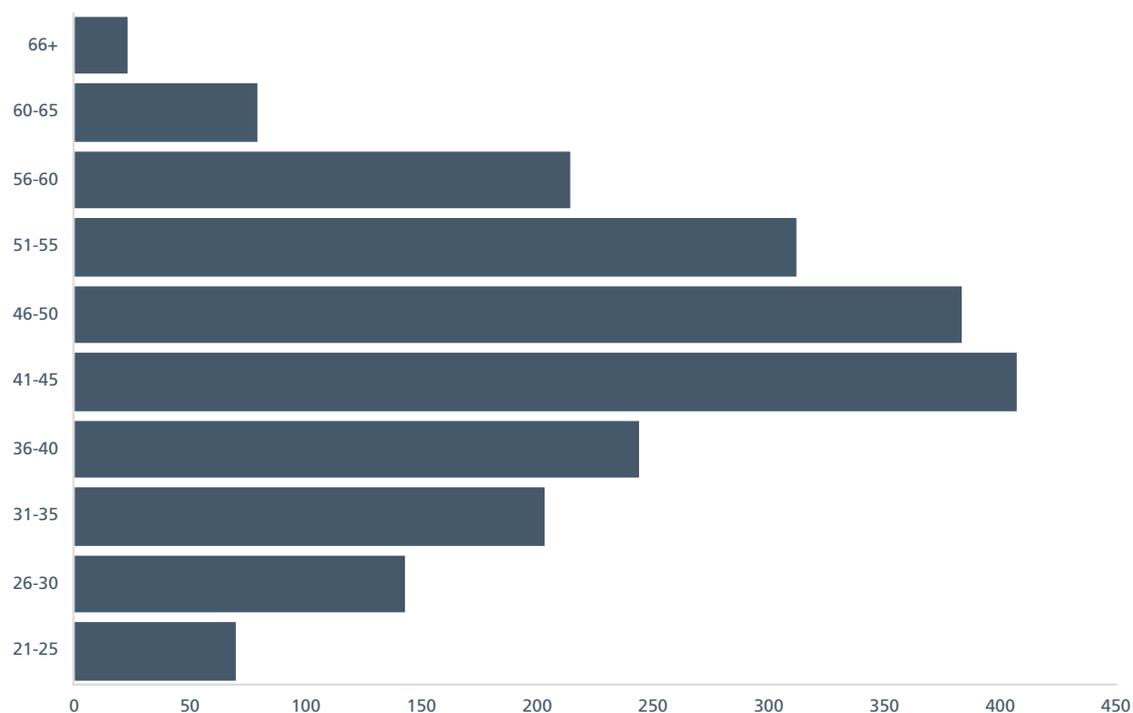
Figure 23:

Early childhood teachers in preschools funded under the Preschool Funding Model by age group, NSW, 2016

Source: NSW DoE 2016 preschool census

PFM
teachers

NEW



Note: Figure represents 2,090 individuals. Data that is missing, and data that relates to teachers aged 20 years and younger has been excluded. Refer to section 1.5.5 of this report for further information.

4.1.4 Aboriginal teachers

Data showing the number of Aboriginal teachers is often incomplete as questions relating to Aboriginal identity are generally not mandatory at the point of collection.

Tables 10, 11, 12 and 13 show that the proportions of teachers self-reporting as Aboriginal people with NESAs, the NSW Department of Education, the Catholic Education Commission and Child Care Benefit-approved services are very small.

Table 10:

Teachers accredited with NESAs who self-report as Aboriginal people, NSW, 2016

Source: NESAs

Accredited
teachers

	Number of teachers	Proportion of teachers
Aboriginal and / or Torres Strait Islander	910	1.1%
Neither Aboriginal nor Torres Strait Islander	58,275	68.5%
Unknown	25,854	30.4%

Note: Table represents 85,039 individuals. Percentages may not add up to 100% due to rounding. It is not mandatory for teachers to disclose information relating to Aboriginal identity. Refer to section 1.5.4 of this report for further information.

Table 11:

Government school teachers who self-report as Aboriginal people, NSW, 2016

Source: NSW DoE

DoE
teachers

	Number of teachers	Proportion of teachers
Aboriginal and/or Torres Strait Islander	1,353	1.7%
Neither Aboriginal nor Torres Strait Islander	51,534	65.1%
Not stated/unknown	26,319	33.2%

Note: Table represents 79,206 individuals. It is not mandatory for teachers to disclose information relating to Aboriginal identity. Refer to section 1.5.5 of this report for further information.



Table 12:

Catholic school teachers who self-report as Aboriginal people, NSW, 2016

Source: CEC NSW

CEC
teachers

Table 13:

Early childhood teachers in Child Care Benefit (CCB)-approved services who self-report as Aboriginal people, NSW, 2016

Source: AG DET 2016
ECEC National Workforce
Census unpublished data
(weighted)

CCB
teachers

NEW

Table 14:

Government school teachers who self-report as members of a workforce diversity group, NSW, 2016

Source: NSW DoE

DoE
teachers

NEW



	Number of teachers	Proportion of teachers
Aboriginal and/or Torres Strait Islander	91	0.5%
Neither Aboriginal nor Torres Strait Islander/not stated/unknown	19,719	99.5%

Note: Table represents 19,810 individuals. It is not mandatory for teachers to disclose information relating to Aboriginal identity. Refer to section 1.5.6 of this report for further information.

	Number of teachers	Proportion of teachers
Aboriginal and/or Torres Strait Islander	80	1.2%
Neither Aboriginal nor Torres Strait Islander	5,627	82.2%
Not stated	1,142	16.7%

Note: Table represents 6,849 individuals. It is not mandatory for teachers to disclose information relating to Aboriginal identity. Due to weighting of the data and rounding, the sum of component parts may not equal the total. Refer to section 1.5.1 of this report for further information.

4.1.5 Diversity groups

Data showing the number of government school teachers in diversity groups is often incomplete as questions relating to diversity are generally not mandatory at the point of collection.

Table 14 shows that in 2016, almost 8% of government school teachers reported that their first language spoken as a child was not English and 2% reported that they had a disability.

Workforce diversity group	Number of teachers	Proportion of teachers
People whose first language spoken as a child was not English	6,276	7.9%
People with a disability	1,611	2.0%

Note: Table represents 79,206 individuals. It is not mandatory for teachers to disclose information relating to workplace diversity. Proportions are calculated as, for example, number of teachers who report that their first language spoken as a child was not English, as a proportion of the total teaching population. Refer to section 1.5.5 of this report for further information.

4.1.6 Country of birth

Table 15 shows the top 15 countries of birth, by number, for teachers accredited with NESA. It shows that more than 47,000 teachers were born in Australia. The second largest group by place of birth was made up of those born in the United Kingdom and the Republic of Ireland.

Table 15:

Top 15 countries of birth, by number, for teachers accredited with NESA, NSW, 2016

Source: NESA

Accredited teachers

Country of birth	Number of teachers
Australia	47,357
United Kingdom and the Republic of Ireland	2,772
New Zealand	812
South Africa	617
India	534
China	509
United States of America	475
Canada	387
Philippines	321
South Korea	297
Fiji	271
Lebanon	205
Hong Kong	193
Iraq	192
Malaysia	154
Total	55,096

Note: Missing and incomplete data has been removed. Refer to section 1.5.4 of this report for further information.

NSW Department of Education data shows a similar pattern, with just over 67,000 teachers born in Australia and 2,678 teachers born in the United Kingdom and the Republic of Ireland.

Table 16:

Top 15 countries of birth, by number, for government school teachers, NSW, 2016

Source: NSW DoE

DoE teachers

Country of birth	Number of teachers
Australia	67,174
United Kingdom and the Republic of Ireland	2,678
India	865
New Zealand	720
Fiji	667
South Africa	549
United States of America	377
China	296
Canada	266
Vietnam	242
Philippines	223
Lebanon	212
Hong Kong	210
South Korea	204
Germany	202
Total	74,885

Note: Missing and incomplete data has been removed. Refer to section 1.5.5 of this report for further information.



4.2 Qualifications

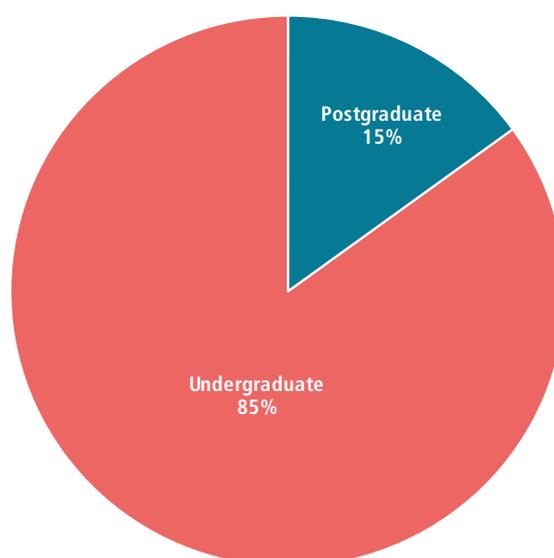
4.2.1 Level of qualification

The following graph shows the proportions of different types of qualifications held by teachers accredited with NESA. It shows that in 2016, 15% of qualifications were at the postgraduate level (see Figure 24).

Figure 24:

Qualifications held by teachers accredited with NESA (all qualifications), by level, NSW, 2016

Source: NESA



Note: Figure represents 60,381 individuals. For teachers with multiple qualifications, the highest qualification level obtained is shown. Qualifications include both ITE qualifications and other qualifications. Postgraduate qualifications include those completed as a part of ITE as well as those completed as further study. Missing and incomplete data has been removed. Refer to section 1.5.4 of this report for further information.

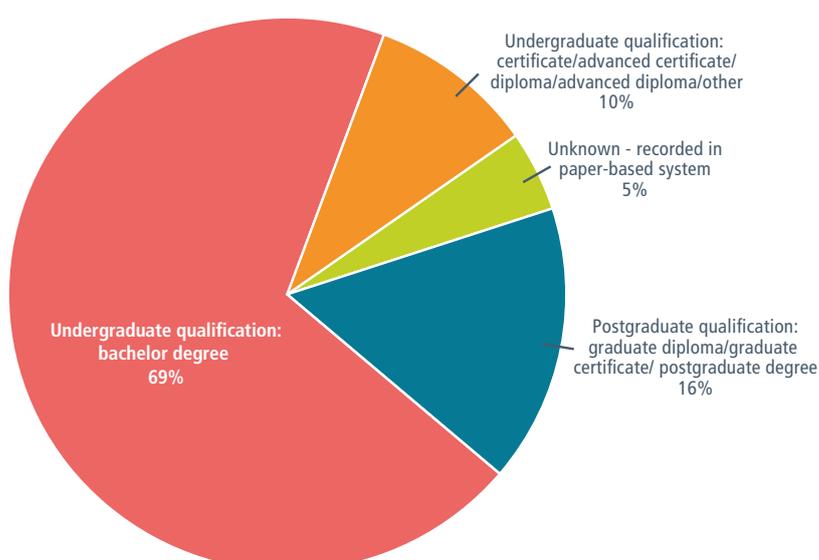
Figure 25 shows the proportion of various types of qualifications held by government school teachers in 2016. Unlike equivalent graphs in previous reports, which included every qualification held by an individual, Figure 25 shows only the highest qualification held that is related to an individual's employment. For this reason, the proportions may not be directly comparable to those in previous reports.

Figure 25 shows that in NSW in 2016, 16% of government school teachers held a postgraduate degree.

Figure 25:

Qualifications held by government school teachers (highest qualification only) by level, NSW, 2016

Source: NSW DoE



Note: Figure represents 79,206 individuals. For teachers with multiple qualifications, the highest qualification level obtained is shown. Postgraduate qualifications include those completed as a part of ITE as well as those completed as further study. Some information is unlikely to be stored electronically if the teacher commenced working for the department prior to 1991. Refer to section 1.5.5 of this report for further information.



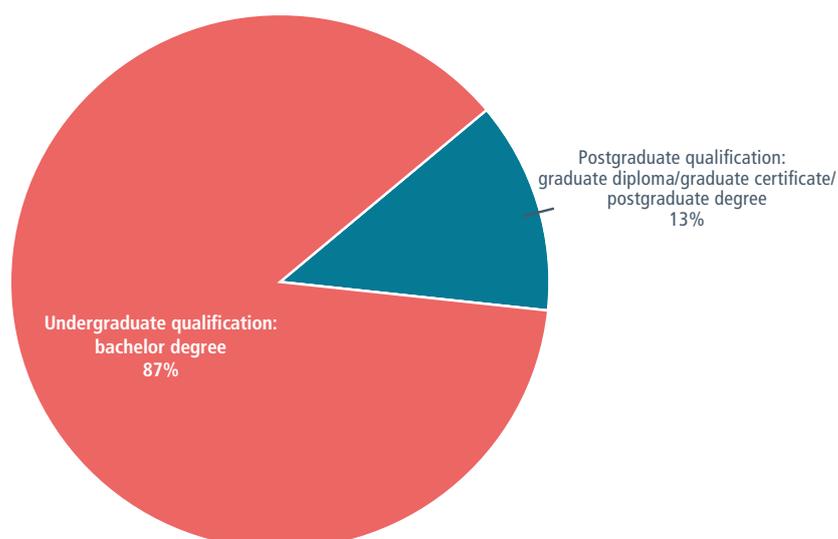
Figure 26:

Qualifications held by early childhood teachers in Child Care Benefit (CCB)-approved services (highest qualification only), by level, NSW, 2016

Source: AG DET 2016 ECEC National Workforce Census unpublished data (weighted)



Among early childhood teachers, 13% of those working in Child Care Benefit-approved services and 7% of those working in preschools funded under the Preschool Funding Model held postgraduate qualifications (see Figures 26 and 27 respectively).

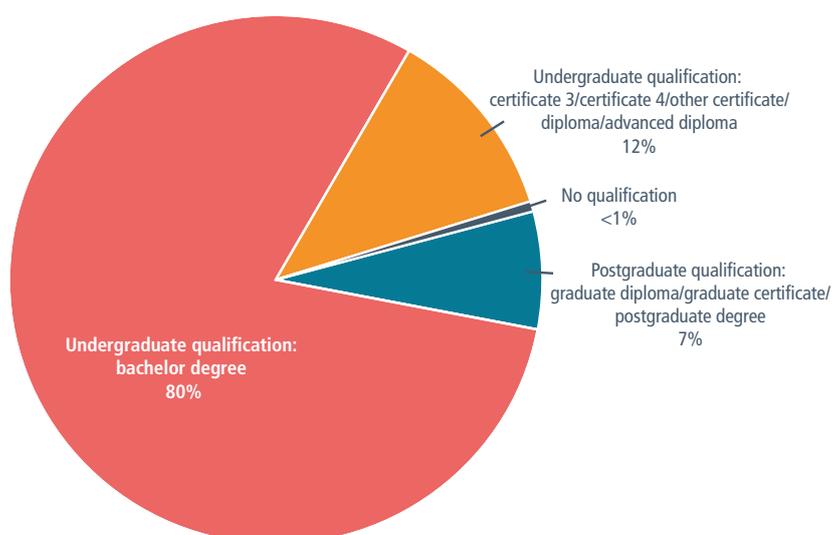


Note: Figure represents 6,849 individuals. Postgraduate qualifications include those completed as a part of ITE as well as those completed as further study. Due to weighting of the data and rounding, the sum of component parts may not equal the total. Refer to section 1.5.1 of this report for further information.

Figure 27:

Qualifications held by early childhood teachers in preschools funded under the Preschool Funding Model (highest qualification only), NSW, 2016

Source: NSW DoE 2016 preschool census



Note: Figure represents 2,090 individuals. For teachers with multiple qualifications, the highest qualification level obtained is shown. Postgraduate qualifications include those completed as a part of ITE as well as those completed as further study. Refer to section 1.5.5 of this report for further information. In some circumstances, a person who is actively working towards an approved certificate 3, diploma or early childhood teaching qualification can be counted towards qualification requirements, but may appear above as 'no qualification'. Percentages may not add up to 100% due to rounding. Refer to section 1.5.5 of this report for further information.



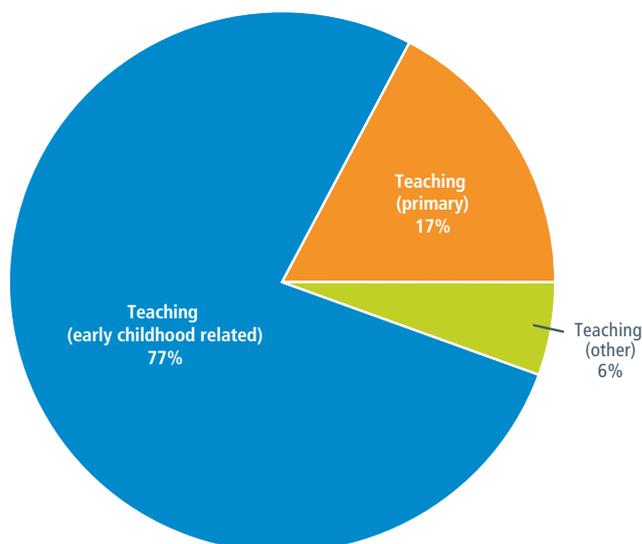
4.2.2 Field of qualification

Figure 28 shows the fields in which early childhood teachers in Child Care Benefit-approved services completed their highest qualification. It shows that 77% of teachers completed their highest qualification in an early childhood-related teaching field.

Figure 28:

Early childhood teachers in Child Care Benefit (CCB)-approved services by field of highest qualification, NSW, 2016

Source: AG DET 2016
ECEC National Workforce
Census unpublished data
(weighted)



Note: Figure represents 6,849 individuals. Due to weighting of the data and rounding, the sum of component parts may not equal the total. Refer to section 1.5.1 of this report for further information.

4.2.3 Higher education provider

Tables 17 and 18 show the top 10 universities (by number) at which teachers accredited with NESA and government school teachers obtained their highest qualification. In 2016, more teachers had obtained qualifications at Western Sydney University than any other university. Numbers in these tables tend to be lower than those in equivalent tables in previous reports, as they are based on the highest qualification held, rather than every qualification held, as previously reported.

Table 17:

Top 10 higher education providers, by number, at which teachers accredited with NESA gained their highest qualification, NSW, 2016

Source: NESA



Western Sydney University	6,488
University of Newcastle	5,874
Charles Sturt University	4,858
Macquarie University	4,851
Australian Catholic University	4,606
The University of Sydney	4,330
University of New England	4,068
University of Wollongong	3,787
University of New South Wales	2,545
Southern Cross University	1,923
Total	43,330

Note: For teachers with multiple qualifications, the highest qualification level obtained is shown. Qualifications include both ITE qualifications and other qualifications. Refer to section 1.5.4 of this report for further information.



Table 18:

Top 10 higher education providers, by number, at which government school teachers gained their highest qualification, NSW, 2016

Source: NSW DoE

DoE
teachers

Provider at which qualification was gained	Number of qualifications
Western Sydney University	9,592
University of Newcastle	9,070
The University of Sydney	7,507
University of Wollongong	5,589
Charles Sturt University	5,783
University of New England	4,920
Macquarie University	4,847
University of New South Wales	3,532
University of Technology Sydney	2,338
Southern Cross University	1,987
Total	55,165

Note: For teachers with multiple qualifications, the highest qualification level obtained is shown. Qualifications include both ITE qualifications and other qualifications. Refer to section 1.5.5 of this report for further information.

4.2.4 Specialisations

As at 2016, more than 18,400 secondary school teachers accredited with NESAs were qualified to teach subjects within the Human Society and its Environment (HSIE) key learning area (KLA) – more than were qualified to teach in any other KLA.

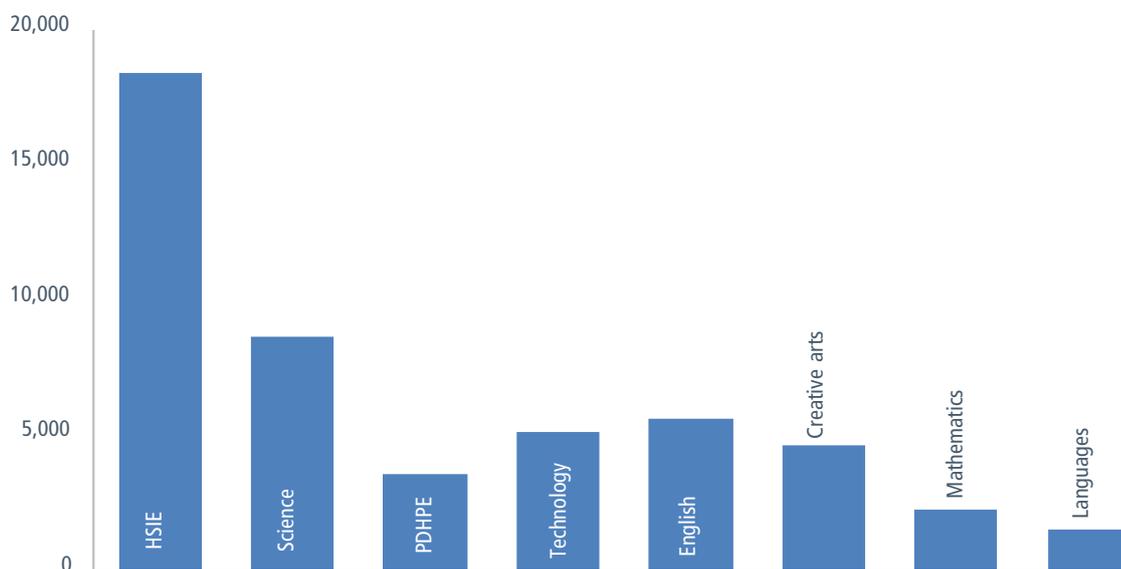
A teacher's qualifications to teach secondary school subjects are recorded on the NESAs system at the time of their accreditation. If a teacher gains qualifications to teach additional subjects at a later date, this will not be recorded on the system. As such, Figure 29 may not accurately reflect 2016 numbers.

Figure 29:

Secondary teachers accredited with NESAs who were qualified to teach in each KLA at the time of their accreditation, NSW, 2016

Source: NESAs

Accredited
teachers



Note: Figure represents 46,639 individuals. Subjects that are not assessed by NESAs are not included. Examples of these subjects include careers, English as a second language, student counselling, and ceramics. Missing and incomplete data has been removed. Refer to section 1.5.4 of this report for further information.

4.3 Professional development

4.3.1 Area

Table 19 shows the areas in which early childhood teachers in Child Care Benefit-approved services undertook professional development in the period from mid-2015 to mid-2016. It shows that just over 6,300 teachers undertook child care-related training.

Table 19:

Early childhood teachers in Child Care Benefit (CCB)-approved services by type of professional development undertaken in the past 12 months, NSW, 2016

Source: AG DET 2016 ECEC National Workforce Census unpublished data (weighted)

CCB
teachers

NEW

Professional development undertaken in the past 12 months	Number of teachers
Management or financial training	1,253
Training for additional needs*	1,397
Other child care related training	4,973
Other relevant training courses	2,720
No training courses undertaken	866

*e.g. disability, Aboriginality

Note: Table represents 6,849 individuals. Double counting occurs where workers undertake more than one type of professional development. Refer to section 1.5.1 of this report for further information.

4.4 Accreditation

4.4.1 Accreditation level

Table 20 shows that in 2016, 54,026, or approximately 64% of teachers accredited with NESA were accredited at the mandatory level of Proficient Teacher. At the voluntary levels of accreditation, a total of 126 teachers were accredited at Highly Accomplished and Lead.

Table 20:

Teachers accredited with NESA by accreditation level, NSW, 2016

Source: NESA

Accredited
teachers

Accreditation level	Number of teachers	Proportion of teachers
Conditional accreditation	7,171	8.4%
Provisional accreditation	23,716	27.9%
Proficient Teacher accreditation	54,026	63.5%
Highly Accomplished Teacher accreditation	65	0.1%
Lead Teacher accreditation	61	0.1%
Total	85,039	

Note: Percentages may not add up to 100% due to exclusions and rounding. Refer to section 1.5.4 of this report for further information.



4.5 Employment

4.5.1 Sector

In 2016, as in 2015, 64% of NSW teachers worked in government schools, 20% worked in Catholic schools and 16% worked in independent schools. In Victoria, the equivalent proportions are 61%, 21% and 18% respectively (see Figure 30).

Figure 30:

School teachers by sector and jurisdiction, 2016

Source: ABS, Schools, Australia, cat. No. 4221.0, Table 51a

All NSW teachers



Note: Figure represents 276,330 individuals. Refer to section 1.5.2 of this report for further information.

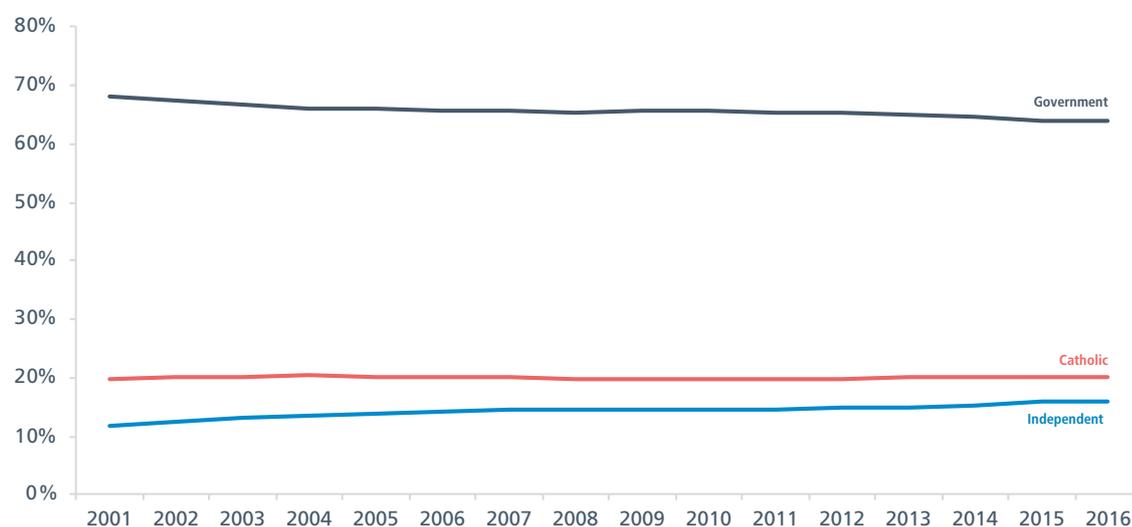
Figure 31 shows that between 2001 and 2016, the proportion of teachers working in NSW government schools declined by 4 percentage points (from 68% to 64%), the proportion of teachers working in independent schools increased by 4 percentage points (from 12% to 16%), and the proportion of teachers working in Catholic schools remained the same (20%).

Figure 31:

School teachers by sector, NSW, 2001-2016

Source: ABS, Schools, Australia, cat. No. 4221.0, Table 51a

All NSW teachers



Note: Refer to section 1.5.2 of this report for further information.

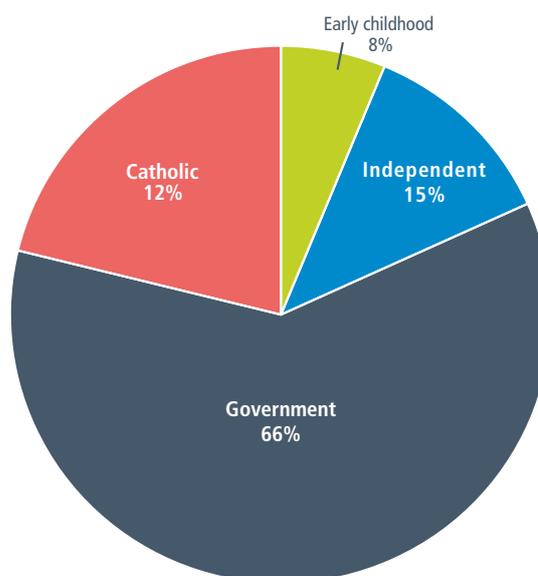


Of teachers accredited with NESAs, 66% reported that they worked in the NSW government school sector, 15% reported working in independent schools, 12% reported working in Catholic schools, and 8% reported working in the early childhood sector (see Figure 32).

Figure 32:

Teachers accredited with NESAs by sector, NSW, 2016

Source: NESAs



Note: Figure represents 74,568 individuals. Missing and incomplete data have been removed. Refer to section 1.5.4 of this report for further information. Percentages may not add up to 100% due to rounding.

4.5.2 Years with current employer

Figures 33 and 34 show the number of years that teachers working in government schools and in Child Care Benefit-approved services in 2016 had been working with their current employer.

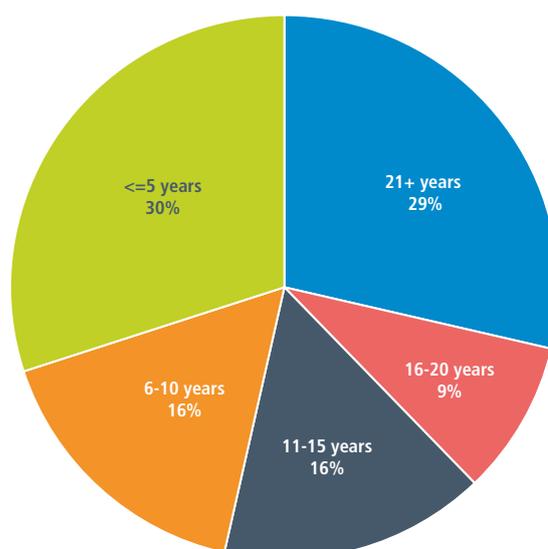
Figure 33 shows that as at June 2016, 29% of government school teachers had been employed by the NSW Department of Education for 21 years or more.

At the other end of the scale, 30% of government school teachers had been employed by the NSW Department of Education for five years or less.

Figure 33:

Government school teachers by years of employment with the NSW Department of Education, NSW, 2016

Source: NSW DoE



Note: Figure represents 79,206 individuals. 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. Refer to section 1.5.5 of this report for further information.

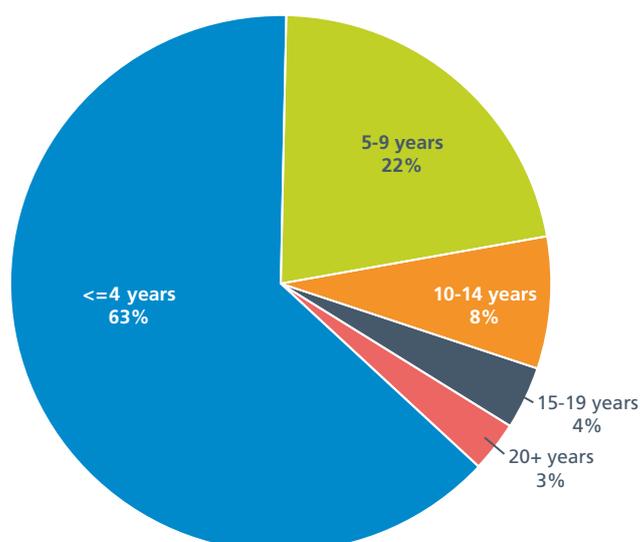


Figure 34 shows that 63% of early childhood teachers in Child Care Benefit-approved services had been with their current service for four years or less. At the other end of the scale, 3% of teachers had been with their current service for 20 years or more.

Figure 34:

Early childhood teachers in Child Care Benefit (CCB)-approved services by years of employment with current service, NSW, 2016

Source: AG DET 2016
ECEC National Workforce
Census unpublished data
(weighted)



Note: Figure represents 6,849 individuals. Due to weighting of the data and rounding, the sum of component parts may not equal the total. Missing and incomplete data have been removed. Refer to section 1.5.1 of this report for further information.

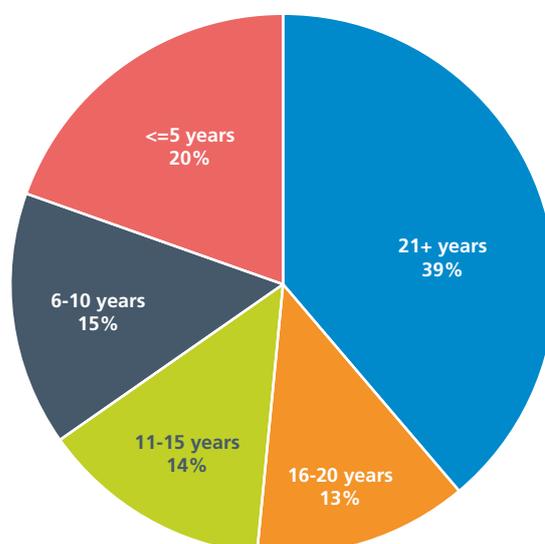
4.5.3 Years teaching

Figure 35 shows the number of years that teachers employed in Catholic schools in 2016 had been teaching. It shows that 39% of teachers had been teaching for 21 years or more – a decrease of 1 percentage point from 2015.

Figure 35:

Catholic school teachers by years teaching, NSW, 2016

Source: CEC NSW



Note: Figure represents 17,268 individuals. Figure includes principal, deputy principal, religious coordinator, coordinator 1-3, teacher/librarian, and teaching staff. Figure represents total years teaching and could include years outside the Catholic education system. Data above 21 years cannot be disaggregated. Percentages may not add up to 100% due to rounding. Refer to section 1.5.6 of this report for further information.



4.5.4 Time fraction employed

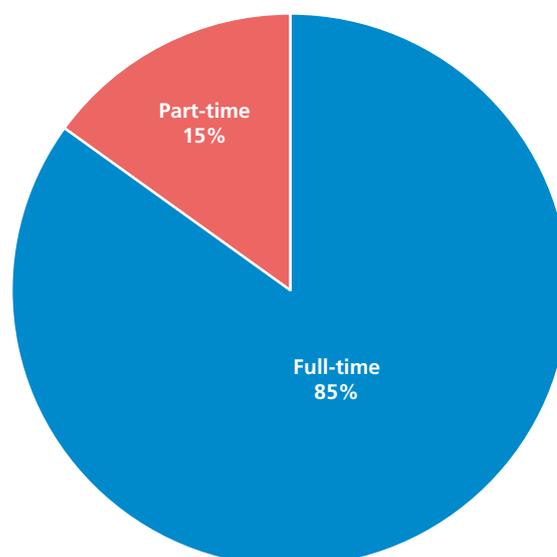
Figures 36 to 38 show the proportion of teachers working full-time and part-time according to NESA, NSW Department of Education and Catholic school datasets.

Figure 36 shows that in 2016, 85% of teachers included in the NESA dataset were recorded as being employed on a full-time basis – a decrease of 2 percentage points from 2015.

Figure 36:

Teachers accredited with NESA by time fraction employed, NSW, 2016

Source: NESA



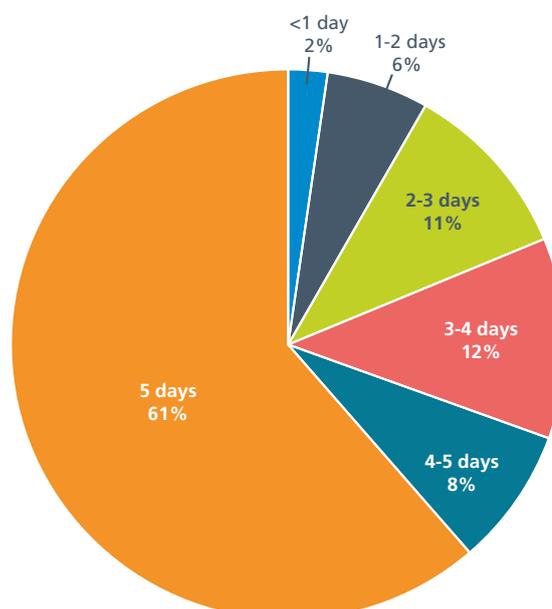
Note: Figure represents 45,962 individuals. Figure includes permanent and temporary teachers only. Missing and incomplete data has been removed. Refer to section 1.5.4 of this report for further information.

In NSW government schools in 2016, 61% of teachers were employed on a full-time basis (see Figure 37).

Figure 37:

Government school teachers by time fraction employed (number of days per week), NSW, 2016

Source: NSW DoE



Note: Figure represents 75,015 individuals. 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. Percentages may not add up to 100% due to rounding. Refer to section 1.5.5 of this report for further information.

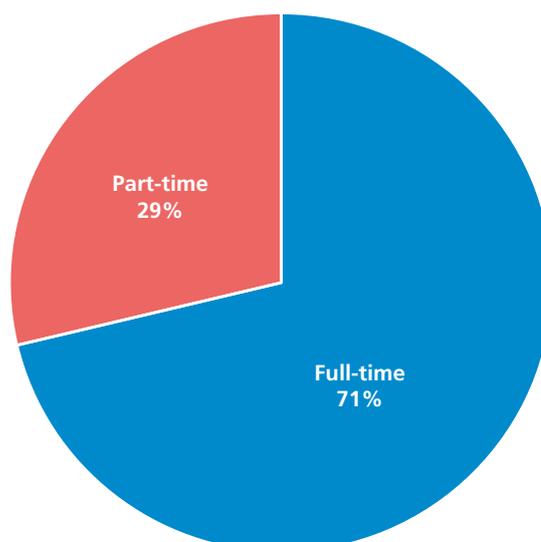


In the Catholic school system, 71% of teachers were employed on a full-time basis in 2016 – an increase of 1 percentage point from 2015.

Figure 38:

Catholic school teachers by time fraction employed, NSW, 2016

Source: CEC NSW



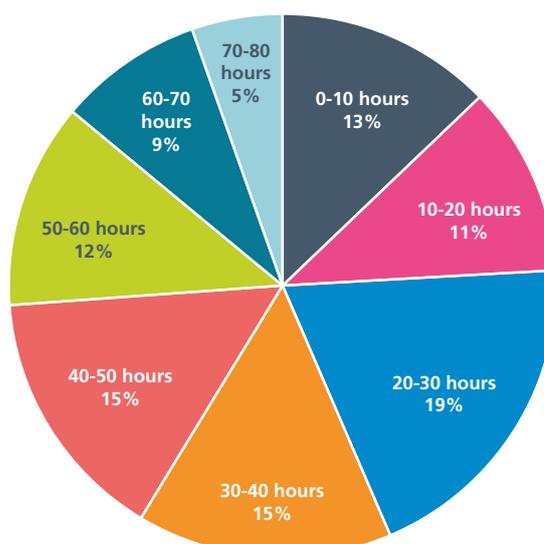
Note: Figure represents 19,810 individuals. Figure includes principal, deputy principal, religious coordinator, coordinator 1-3, teacher/librarian, and teaching staff. Refer to section 1.5.6 of this report for further information.

Figure 39 shows that in 2016, approximately 86% of early childhood teachers in preschools funded under the Preschool Funding Model worked 60 hours **per fortnight** or less and approximately 14% worked between 60 and 80 hours **per fortnight**.

Figure 39:

Early childhood teachers in preschools funded under the Preschool Funding Model by number of hours employed per fortnight, NSW, 2016

Source: NSW DoE 2016 preschool census



Note: Figure represents 2,090 individuals. Hours worked in the representative fortnight are expressed as $x < \text{hours} \leq x+10$, so a teacher who worked 20 hours per fortnight would be included in the '10-20 hours' bracket. The proportion of teachers who reported working more than 80 hours per fortnight has not been published for privacy reasons. Percentages may not add up to 100% due to exclusions and rounding. Refer to section 1.5.5 of this report for further information.



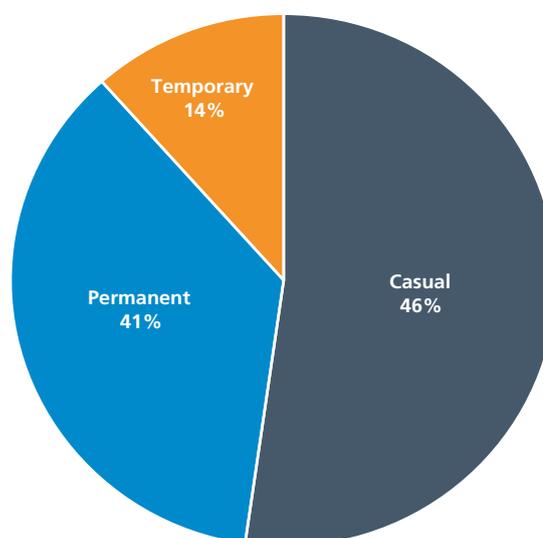
4.5.5 Type of employment

Figures 40–41 show the proportion of teachers who were employed on a permanent, temporary and casual basis in 2016, according to NESA and NSW Department of Education datasets.

Figure 40 shows that in 2016, 41% of teachers included in the NESA dataset were recorded as working on a permanent basis.

Figure 40:
Teachers accredited with NESA by type of employment, NSW, 2016

Source: NESA

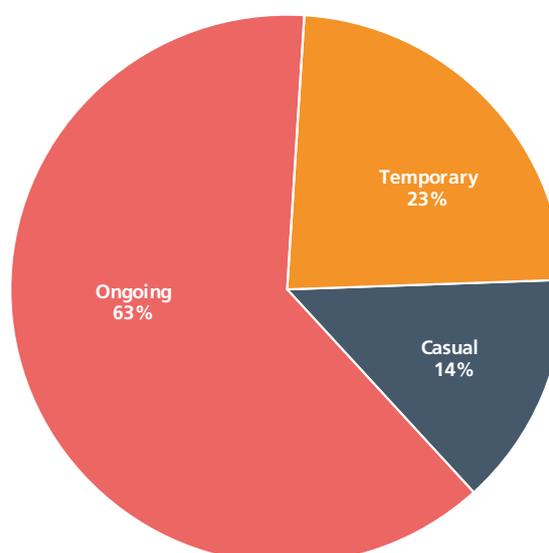


Note: Figure represents 84,344 individuals. Missing and incomplete data has been removed. Refer to section 1.5.4 of this report for further information. Percentages may not add up to 100% due to rounding.

Figure 41 shows that 63% of government school teachers in NSW were employed on an ongoing, or permanent basis.

Figure 41:
Government school teachers by type of employment, NSW, 2016

Source: NSW DoE



Note: Figure represents 79,206 individuals. 'Ongoing' teachers are those individuals employed on a permanent basis. 'Temporary' teachers are those individuals employed in one engagement full-time for four weeks or more, or in one engagement for one to four days per week for two terms or more. Teachers on leave at the time of census have been removed. Refer to section 1.5.5 of this report for further information.

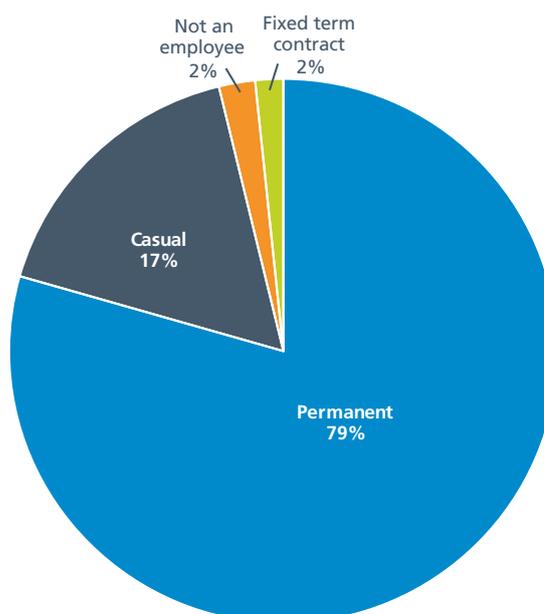
Figures 42 and 43 show that in 2016, 79% of early childhood teachers working in Child Care Benefit (CCB)-approved services and 87% of those working in preschools funded under the Preschool Funding Model were employed on a permanent basis.



Figure 42:

Early childhood teachers in Child Care Benefit (CCB)-approved services by type of employment, NSW, 2016

Source: AG DET 2016
ECEC National Workforce
Census unpublished data
(weighted)

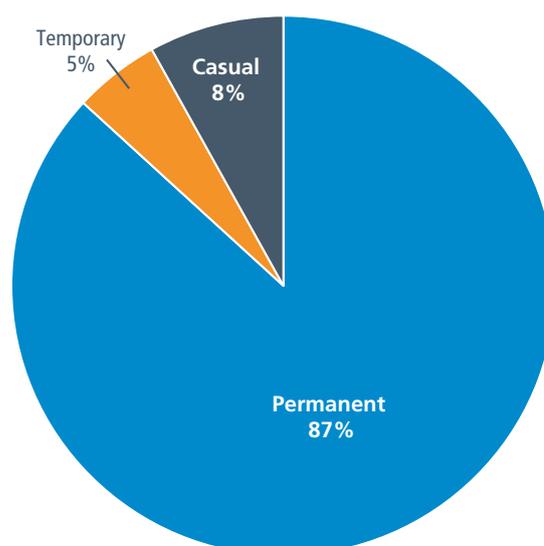


Note: Figure represents 6,849 individuals. 'Not an employee' includes, for example, individuals who may be independent contractors or staff engaged via an agency for a short period of time to meet the needs of services. Due to weighting of the data and rounding, the sum of component parts may not equal the total. Refer to section 1.5.1 of this report for further information.

Figure 43:

Early childhood teachers in preschools funded under the Preschool Funding Model by type of employment, NSW, 2016

Source: NSW DoE 2016
preschool census



Note: Figure represents 2,090 individuals. Refer to section 1.5.5 of this report for further information.



4.5.6 Employee classification

Figures 44 and 45 show the proportion of teachers in various positions within schools in the government and Catholic school sectors.

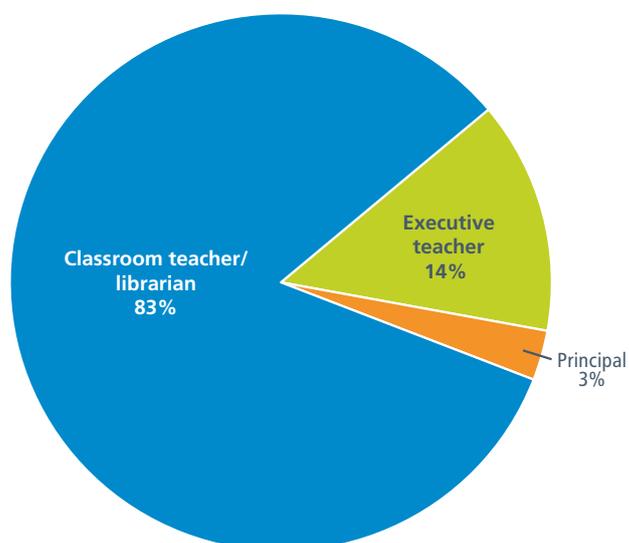
In government schools in 2016, school principals comprised 3% of the workforce, executive teachers, 14% and classroom teachers and librarians, 83%.

Figure 44:

Government school teachers by their position within a school, NSW, 2016

Source: NSW DoE

DoE
teachers



Note: Figure represents 79,206 individuals. Executive teachers include head teachers, assistant principals and deputy principals. Refer to section 1.5.5 of this report for further information.

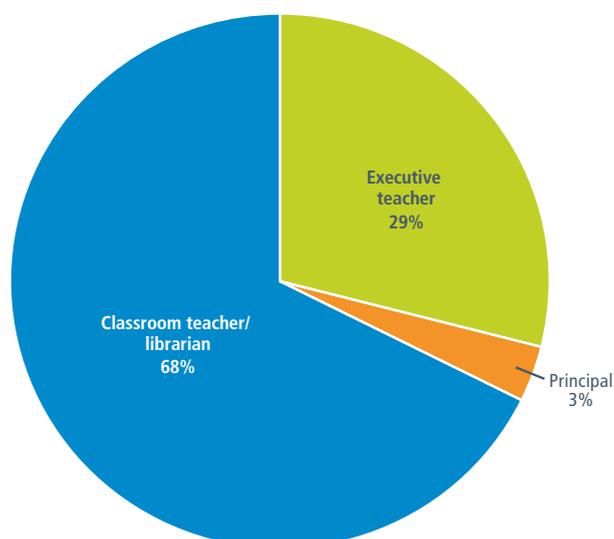
In Catholic schools, school principals also comprised 3% of the workforce, while executive teachers comprised 29% and classroom teachers and librarians, 68% (see Figure 45).

Figure 45:

Catholic school teachers by their position within a school, NSW, 2016

Source: CEC NSW

CEC
teachers



Note: Figure represents 17,196 individuals. Figure includes principal, deputy principal, religious coordinator, coordinator 1-3, teacher/librarian, and teaching staff. Executive teachers include deputy principals and coordinators. Refer to section 1.5.6 of this report for further information.

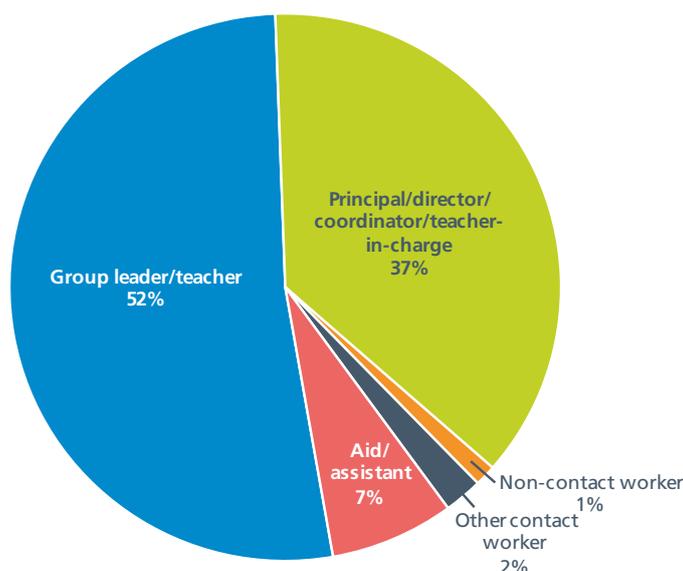


Among early childhood teachers in preschools funded under the Preschool Funding Model in 2016, 37% worked as principals, directors, coordinators or teachers-in-charge, and 52% worked as group leaders or teachers (see Figure 46).

Figure 46:

Early childhood teachers in preschools funded under the Preschool Funding Model by their position within their place of work, NSW, 2016

Source: NSW DoE 2016 preschool census



Note: Figure represents 2,090 individuals. Percentages may not add up to 100% due to rounding. Refer to section 1.5.5 of this report for further information.

4.5.7 Special positions

In 2016, the NSW Department of Education employed staff in a range of positions that provided support for specific programs and approaches in schools. Among these were:

- 227 Instructional Leaders, who worked in close collaboration with primary school principals and executive to improve literacy and numeracy outcomes for students in the early years of schooling
- 32 Principals, School Leadership, who worked collaboratively alongside school principals to build organisational effectiveness and healthy, sustainable leadership practices for improved student outcomes
- 28 Positive Behaviour for Learning staff, who assisted principals and school executive in primary and secondary schools, and schools for specific purposes, to create a positive, safe and supportive school climate in which all students can learn and develop
- 377 Itinerant Support Teachers, Vision and Hearing, who supported students with a confirmed hearing and/or vision loss and their teachers
- 1,874 Learning and Support teachers, who, together with a school's learning and support team, provided specialist assistance to students in regular classes with additional learning and support needs, and their teachers
- 110 Home School Liaison Officers, who facilitated service coordination for students and families experiencing poor attendance patterns and supported schools to maintain regular attendance of students.

Note: Instructional Leader and Principal, School Leadership values represent head counts of individuals. All other values represent the position entitlement.

4.5.8 Subject area

No data is available that captures the subjects that teachers were teaching in 2016.

The NSW Department of Education captures teacher subject specialisations at the point of employment, however no data is collected that relates to qualifications earned after this point, nor to the subjects a teacher is teaching from year to year.

Source: NSW DoE



4.5.9 Salary

Figure 47 shows the proportion of female and male government school teachers in each pay bracket in 2016. Teachers first employed or re-employed with the department in 2016 commenced on the new standards-based pay structure, according to their level of accreditation.

In 2016, 16% of female teachers and 23% of male teachers earned \$100,000 or more.

The pay bracket containing the largest number of teachers (39% of females and 35% of males) was the \$90,000-\$99,000 per year bracket.

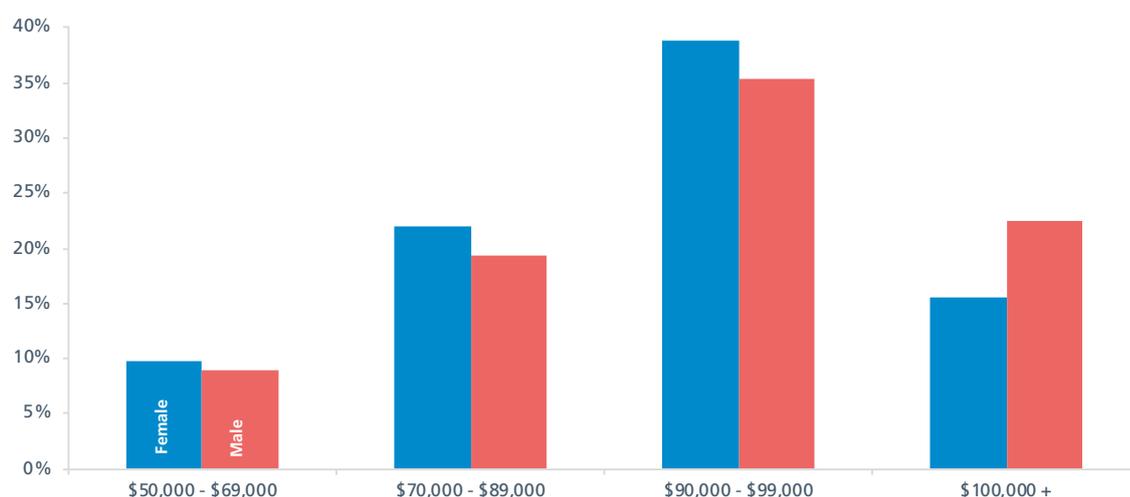
Casual teachers do not appear in the figure, as casual teacher salaries fall into a separate range of \$67,209 to \$81,060 per annum.

Figure 47:

Government school teachers by gender and salary range, NSW, 2016

Source: NSW DoE

DoE teachers



Note: Figure represents 68,289 individuals. Values in figure are based on calculations that include all ongoing and temporary teachers. Refer to section 1.5.5 of this report for further information.

4.5.10 Location (remoteness)

Figure 48 shows the proportion of NSW school teachers working in major cities, inner regional, outer regional, remote and very remote locations in 2016. It shows that 73% of all NSW teachers worked in schools in major cities. In 2016, ACARA adopted the ABS Australian Statistical Geography Standard (ASGS) Remoteness Structure classifications. As a result, school teacher geolocation data for 2016 is not directly comparable with similar data in previous reports.

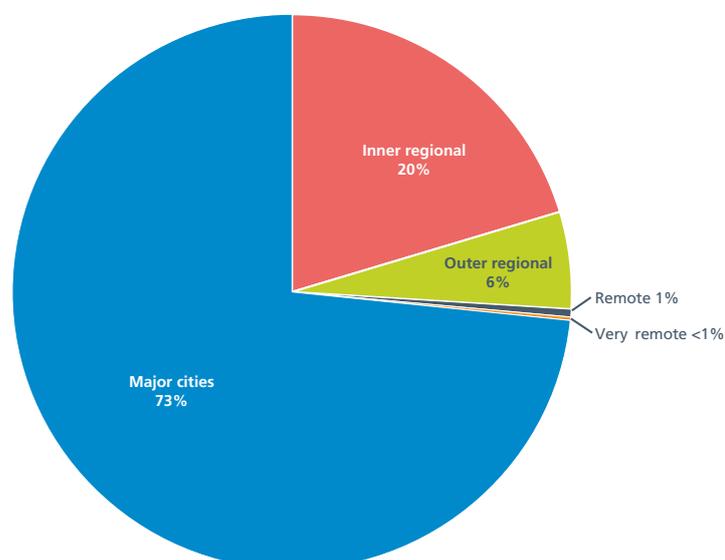
Figures 49 to 52 show the proportion of school teachers from each sector who worked in the various remoteness locations, according to ACARA data.

Figure 48:

School teachers by school location, NSW, 2016

Source: ACARA, My School

All NSW teachers



Note: Figure represents 85,015 individuals. Missing and incomplete data has been removed. Percentages may not add up to 100% due to rounding. Refer to section 1.5.3 of this report for further information.

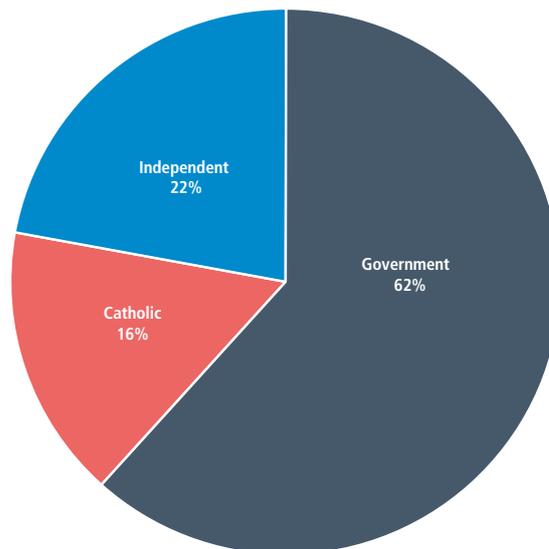


Figure 49:

School teachers working in major cities by sector, NSW, 2016

Source: ACARA, My School

All NSW teachers



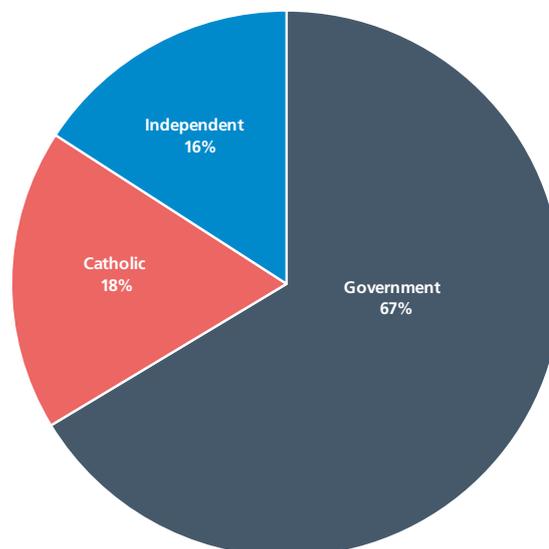
Note: Figure represents 62,369 individuals. Missing and incomplete data has been removed. Refer to section 1.5.3 of this report for further information.

Figure 50:

School teachers working in inner regional locations by sector, NSW, 2016

Source: ACARA, My School

All NSW teachers



Note: Figure represents 17,291 individuals. Missing and incomplete data has been removed. Percentages may not add up to 100% due to rounding. Refer to section 1.5.3 of this report for further information.

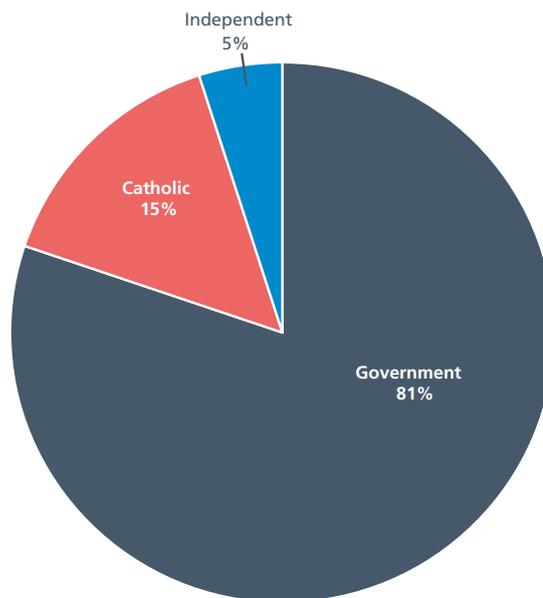


Figure 51:

School teachers working in outer regional locations by sector, NSW, 2016

Source: ACARA, My School

All NSW teachers



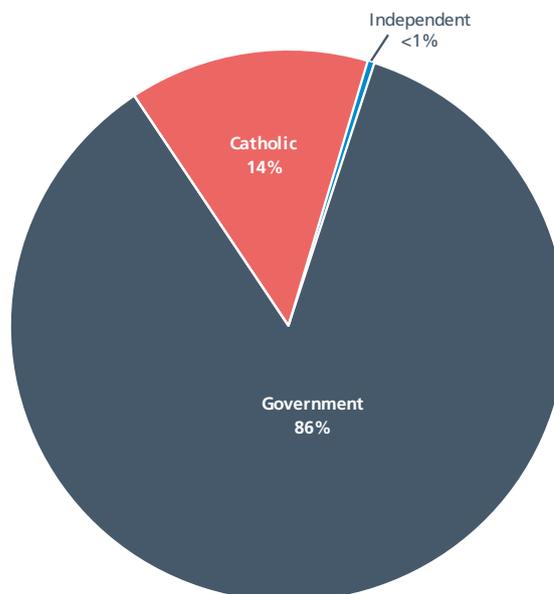
Note: Figure represents 4,805 individuals. Missing and incomplete data has been removed. Percentages may not add up to 100% due to rounding. Refer to section 1.5.3 of this report for further information.

Figure 52:

School teachers working in remote and very remote locations by sector, NSW, 2016

Source: ACARA, My School

All NSW teachers



Note: Figure represents 550 individuals. Missing and incomplete data has been removed. Percentages may not add up to 100% due to rounding. Refer to section 1.5.3 of this report for further information.



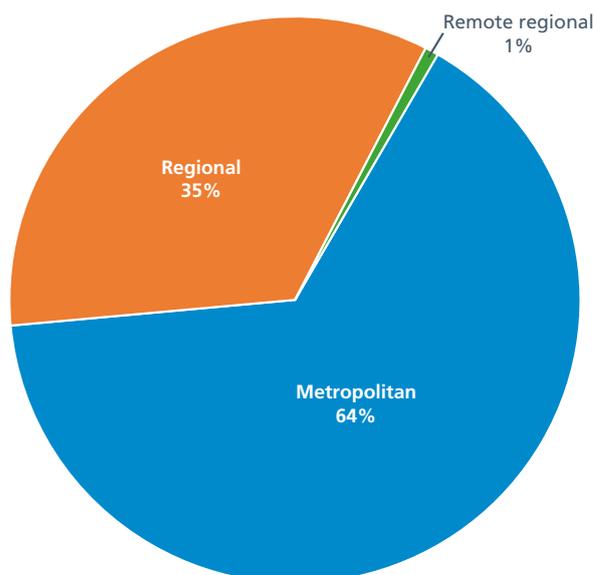
In 2016, 64% of teachers accredited with NESAs worked in metropolitan areas (see Figure 53).

Figure 53:

Teachers accredited with NESAs by the location in which they work, NSW, 2016

Source: NESAs

Accredited teachers



Note: Figure represents 74,384 individuals. Missing and incomplete data has been removed. Refer to section 1.5.4 of this report for further information.

Figures 54 and 55 show the proportions of early childhood teachers working in major cities, inner regional, outer regional, remote and very remote locations in 2016.

Figure 54 shows that 80% of early childhood teachers in Child Care Benefit (CCB)-approved services worked in major cities and approximately 20% worked in inner and outer regional locations.

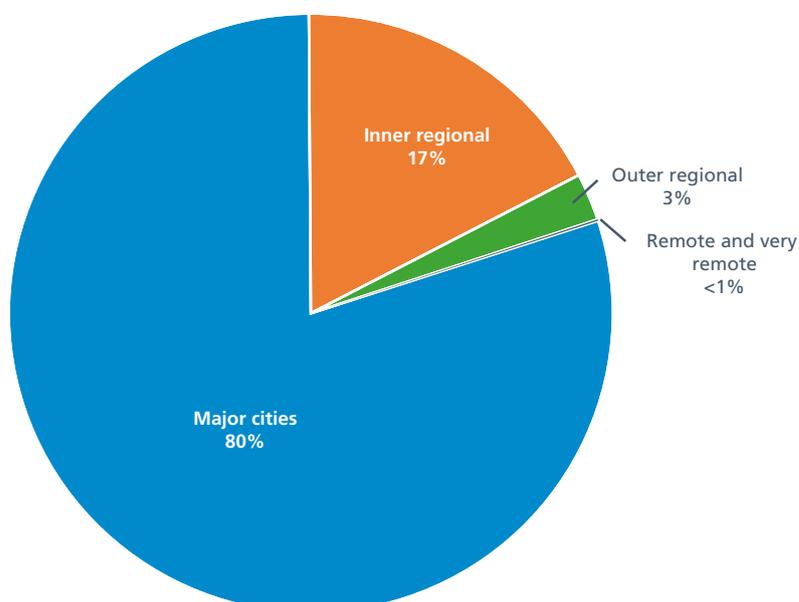
Among teachers employed in preschools funded under the Preschool Funding Model, 59% worked in major cities and 40% worked in inner and outer regional locations (see Figure 55).

Figure 54:

Early childhood teachers in Child Care Benefit (CCB)-approved services by the location in which they work, NSW, 2016

Source: AG DET 2016 ECEC National Workforce Census unpublished data (weighted)

CCB teachers **NEW**



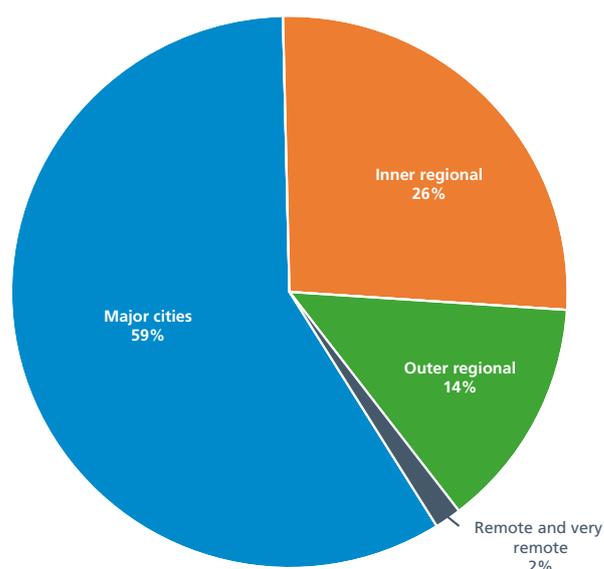
Note: Figure represents 6,849 individuals. For Family Day Care and In Home Care services figures are based on the location of the head office, rather than where the care is delivered. Data in some categories has been suppressed and/or aggregated to minimise the identification of individuals, so percentages are approximations. Locations are determined according to the ABS Australian Statistical Geography Standard (ASGS) Remoteness Structure classifications. Refer to section 1.5.1 of this report for further information.



Figure 55:

Early childhood teachers in preschools funded under the Preschool Funding Model by the location in which they work, NSW, 2016

Source: NSW DoE 2016 preschool census



Note: Figure represents 2,090 individuals. Locations are determined according to the ABS Australian Statistical Geography Standard (ASGS) Remoteness Structure classifications. ARIA (Accessibility/Remoteness Index of Australia) of staff is assigned based on the ARIA the service is funded under. Some services may have multiple venues with differing ARIA classification. For multiple venue services, the ARIA is based on the location with the lowest SEIFA. Refer to section 1.5.5 of this report for further information. Percentages may not add up to 100% due to rounding.

4.6 Beginning teachers

4.6.1. Funding support

The NSW Department of Education provides funding to schools to support eligible beginning teachers who have a permanent appointment in their first two years. The funds assist with the teachers' performance and development, including induction, professional development and achievement of accreditation at the Proficient Teacher level.

Funding during the first year is costed at the equivalent of two hours per week release time for the eligible beginning teacher and an additional one hour per week release time for an experienced teacher to provide mentoring support.

Funding during the second year is costed at the equivalent of one hour per week release time for the eligible beginning teacher.

Table 21 shows that in 2016, 4,234 eligible beginning teachers received first or second year funding.

Table 21:

Eligible beginning teachers who received funding, NSW, 2016

Source: NSW DoE



Teachers receiving 1st year funding	Teachers receiving 2nd year funding	Total
2,104	2,130	4,234

Note: New eligibility requirements applied to permanent beginning teachers entering on duty from Day 1, Term 2, 2016. From this date, payments were provided only to permanent beginning teachers who were appointed as classroom teachers, who required mandatory accreditation, and who had not yet achieved Proficient Teacher accreditation at their date of entering on duty. Permanent beginning teachers who entered on duty prior to this date continued to receive funding based on the previous policy. Refer to section 1.5.5 of this report for further information.



4.7 Exit from teaching

4.7.1 Separation, retirement and resignation rates

'Separations' in this report relate to permanent government school teachers only and consist of resignations, retirements (including medical retirements), terminations and deaths. The vast majority of teacher separations are retirements.

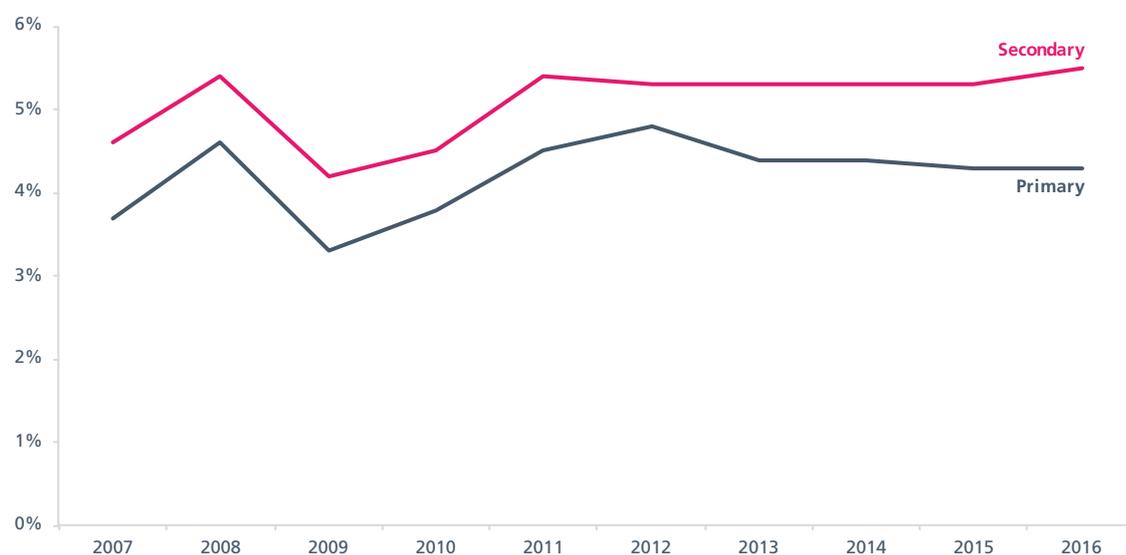
The separation rates for NSW government school teachers continued to remain low in 2016, at 4.8%. Rates were slightly lower for primary teachers than secondary teachers (see Figure 56).

Figure 56:

Separation rates for permanent government school teachers by school level, NSW, 2007-2016

Source: NSW DoE

DoE
teachers



Note: Figure represents permanent government school teachers only, for the period January-December 2016. Separation rates are determined by calculating the number of teachers who separate as a percentage of the teaching workforce. Totals in percentages may differ from the sum of the components owing to rounding. Total separations do not include career change. Refer to section 1.5.5 of this report for further information.

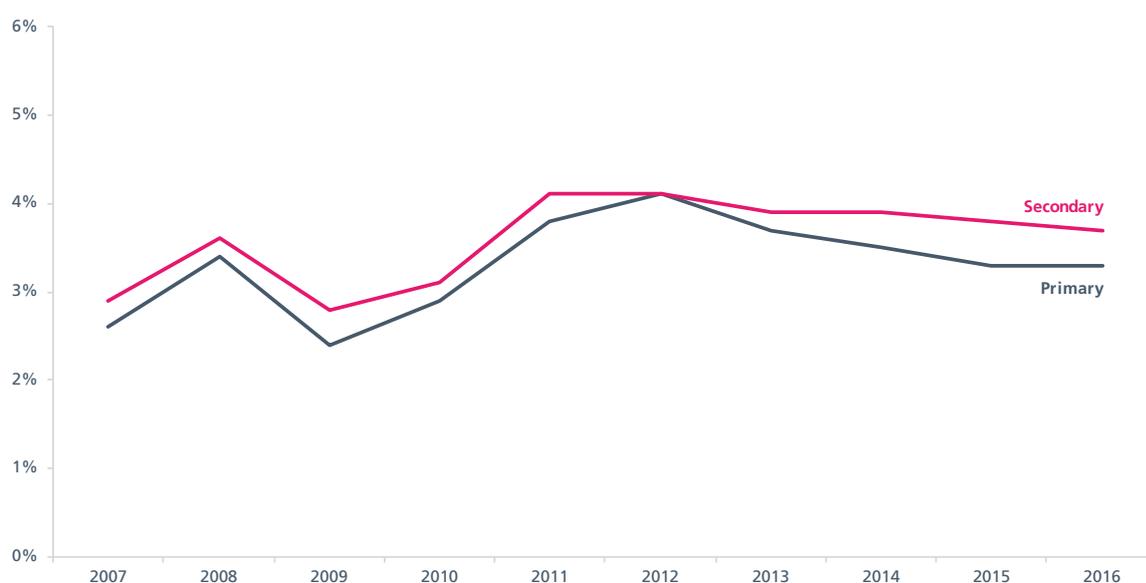
In 2016, the retirement rates (including medical retirements) for NSW government school teachers also remained relatively low at 3.5% (see Figure 57).

Figure 57:

Retirement rates for permanent NSW government school teachers by school level, NSW, 2007-2016

Source: NSW DoE

DoE
teachers



Note: Figure represents permanent government school teachers only, for the period January-December 2016. Refer to section 1.5.5 of this report for further information.



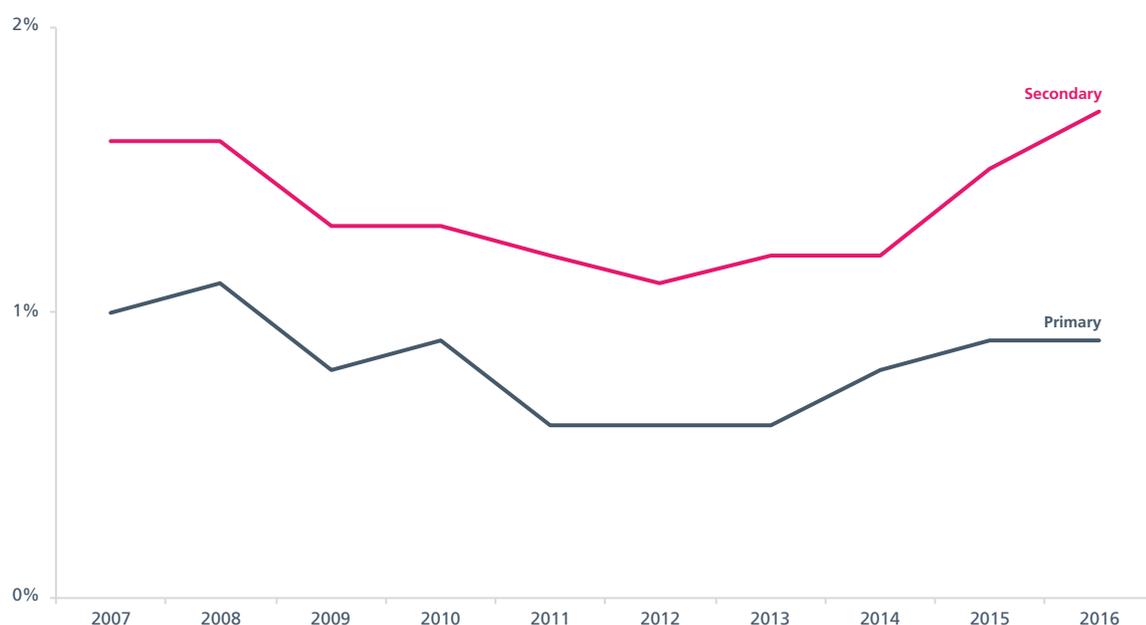
Figure 58:

Resignation rates for permanent NSW government school teachers by school level, NSW, 2007-2016

Source: NSW DoE

DoE
teachers

Figure 58 shows that the total resignation rate for primary and secondary teachers in NSW government schools in 2016 was the same as that in 2007 (1.3%). The rate for primary teachers decreased from 1% to 0.9% over this time, while the rate for secondary teachers increased from 1.6% to 1.7% during the same timeframe.



Note: Figure represents permanent government school teachers only, for the period January-December 2016. Refer to section 1.5.5 of this report for further information.

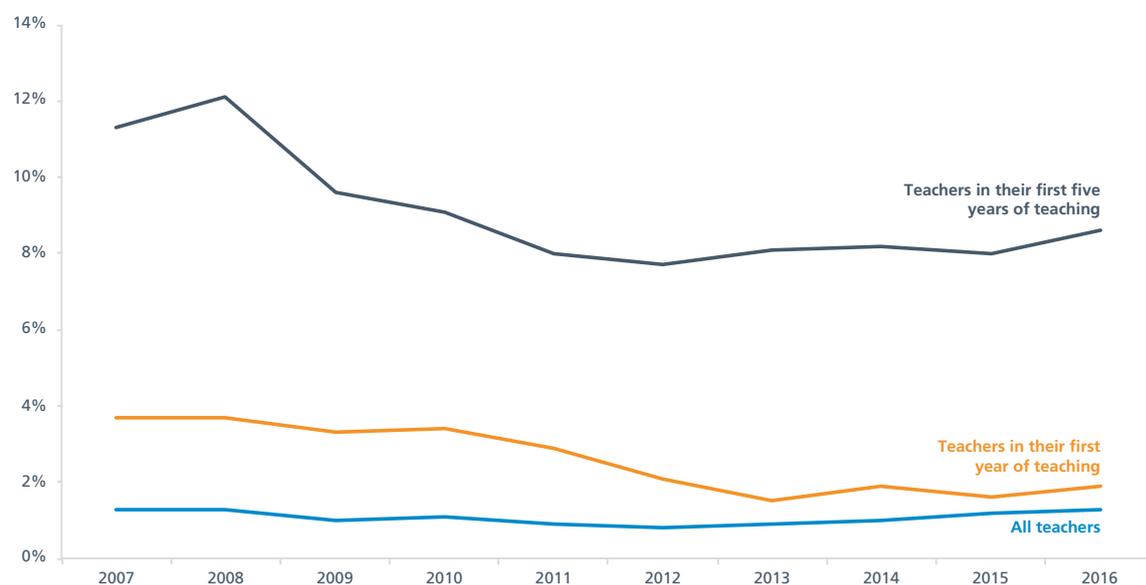
Figure 59:

Resignation rates for permanent NSW government school teachers by years teaching, NSW, 2007-2016

Source: NSW DoE

DoE
teachers

Figure 59 shows that the percentage of teachers resigning from teaching continues to be low. The proportion of teachers resigning in their first five years of teaching is around 8.6% (an increase of 0.6% from 2015).



Note: Figure represents permanent government school teachers only for the period January-December 2016. Refer to section 1.5.5 of this report for further information.



4.8 Enrolments

4.8.1. Actual and projected enrolments

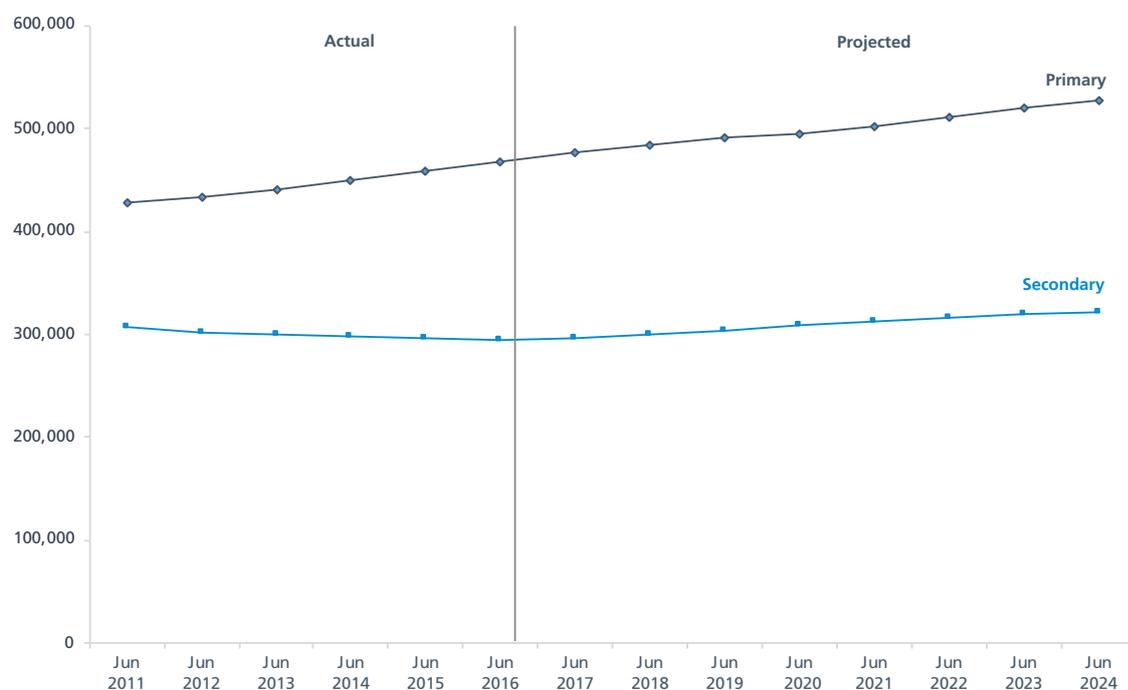
One of the main factors for determining demand for permanent teachers in the department's schools is the projected changes in student enrolments. Figure 60 shows the actual and projected enrolment numbers for primary and secondary students as at October 2016. Primary enrolments were on the rise in 2011 and the increase is projected to continue. Secondary enrolments, which had fallen gradually for a number of years, were projected to rise from 2017 and continue rising as a result of the previous increase in primary enrolments.

Figure 60:

Actual and projected student enrolments by school level, NSW, 2011-2024

Source: NSW DoE

DoE
teachers



Note: Figures for projected student enrolments 2017 to 2024 made October 2016. Refer to section 1.5.5 of this report for further information.



Glossary

Aboriginal	Of, or relating to the peoples of the many Indigenous nations, language groups and clans in New South Wales (NSW), including those from the Torres Strait. The term 'Aboriginal' is used in data sourced from the NSW Department of Education, the NSW Education Standards Authority and the Catholic Education Commission NSW. It appears in the 'teaching workforce' section of the report. See also 'Indigenous'.
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 level of the Australian Professional Standards for Teachers.
Australian Professional Standards for Teachers	A set of career-long standards that describe a teacher's knowledge, practice and professional engagement at four key stages: Graduate, Proficient, Highly Accomplished and Lead.
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, notes provide further information.
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.
Casual employment	Employment on a day-to-day basis to replace temporary or permanent teachers who are on short-term leave.
Catholic (schools)	A subcategory of non-government affiliation that includes systemic and non-systemic schools.
Child Care Benefit (CCB)	A payment from the Australian Government to assist with the cost of child care. The CCB is income tested and is usually paid directly to child care services to reduce the fees that eligible families pay.
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 (see also Provisional accreditation). 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 have more responsibilities than a typical classroom teacher (for example, they may be the head teacher of a particular subject area) and may be graded at levels 1, 2 or 3.

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 and has not formally indicated before the census date that they have withdrawn from, or deferred their studies.
External mode of attendance	Mode of attendance whereby the unit of study for which the student is enrolled involves lesson materials, assignments and so on being delivered to the student, and any associated attendance at the institution is of an incidental, irregular, special or voluntary nature.
Family day care	A family-based child care service in which a network of individual carers provides flexible care, typically in their own home, for other people's children and as part of coordinated home-based care schemes. Care is predominantly provided for children from birth to six years old who are not yet at school, but may also be provided for school-aged children.
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 Monday to Friday. The ratio units are FTE units, or equivalent employees working full-time, i.e. 1.0 FTE is equivalent to one employee working full-time.
Government (schools)	A category of schools that is administered by the government.
Graduate Teacher	An individual who has completed a qualification that meets the requirements of an accredited program of initial teacher education. Graduate teachers may have either 'Conditional accreditation' or 'Provisional accreditation' (see elsewhere in this glossary).
Higher Education Statistics Collection	A data collection managed by the Australian Government Department of Education and Training. The collection includes data on programs, students, staff, 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.
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.
In home care	A family-based child care service that is similar to family day care but which involves professional care being provided in the child's own home. In home care is funded by the Australian Government, is not widely available and is usually an option where other forms of care are not suitable. This usually arises in circumstances where it is difficult for the child to be cared for outside the home; for example, if the child has a disability and the home is structured especially for them. See also family day care.
Independent (schools)	A subcategory of non-government affiliation that includes Anglican schools and other schools that have associations with religious or secular bodies, or are entirely independent.
Indigenous	Of, or relating to Australian Aboriginal peoples and Torres Strait Islander peoples. The term 'Indigenous' is used in data sourced from the Australian Government Department of Education and Training and appears in the 'initial teacher education' section of the report. See also 'Aboriginal'.

Internal mode of attendance	Mode of attendance whereby the unit of study for which the student is enrolled is undertaken through attendance at the higher education provider on a regular basis; or, where the student is undertaking a higher degree unit of study for which regular attendance is not required, attendance at the higher education provider is on an agreed schedule for the purposes of supervision and/or instruction.
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)	Mandatory subject areas taught in all NSW schools. There are six KLAs in primary school and eight KLAs in secondary school.
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.
Long day care	A centre-based child care service that provides all-day or part-time care for children from birth to six years old who attend the centre on a regular basis. Children are usually grouped together in rooms according to age. In the majority of cases, centres operate between 7:30am and 6:00pm on normal working days for 48 weeks per year.
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.
Multi-modal mode of attendance	Mode of attendance whereby the unit of study is undertaken partially on an internal mode of attendance and partially on an external mode of attendance.
My School website	A website that 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 performance.
National Schools Statistics Collection (NSSC)	A data collection managed by the Australian Bureau of Statistics (ABS), from which the Schools, Australia catalogue is produced.
Non-government schools	A category of schools that is either Catholic (systemic and non-systemic) or independent (Anglican schools and other schools that have associations with religious or secular bodies, or are entirely independent).
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.
Occasional care	A centre-based child care service that supports families by providing flexible care for children from birth to five years. Families can access occasional care either hourly, on a sessional basis for short periods, or at irregular intervals.
Ongoing employment	Employment on a continuing basis to perform ongoing functions. See also 'permanent employment'.
Outside school hours care (OSHC)	A child care service that provides care for primary school-aged children (typically aged five to twelve years) before and/or after school and can also operate during school holidays (vacation care) and on pupil-free days.
Permanent employment	Employment on a continuing basis to perform ongoing functions. See also 'ongoing employment'.

Postgraduate program	A course of study that leads to the award of a graduate certificate, graduate diploma, Master's degree or doctorate. Postgraduate programs usually involve a prerequisite 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'.
Preschool	A child care service that offers an educational program to children in the year or two before school. Many preschools offer programs only during school hours and school terms; others provide additional hours and operate throughout the year.
Preschool Funding Model (now Start Strong)	A system of funding introduced by the NSW government in 2014 to increase access to preschool for children in the year before school, and for Aboriginal children and children from low income families from three years old. The model includes a base rate of funding according to geographic location (SEIFA band), and additional loadings for remote and very remote locations, as well as children with English language needs.
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.
Retention	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 course 22 in a given year and continued in a special course 22 at any provider in the following year, as a proportion of students who commenced a special course 22 in the given year (excluding those who were due to complete their studies in that same year). See also 'special course 22'.
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)	An ABS product that ranks areas in Australia according to their relative socioeconomic advantage or disadvantage. The relative advantage or disadvantage of an area is determined by using one or more of four indexes, each of which measures different social or economic elements, such as income, education, occupation or housing. In this report, students are classified according to the postcode of their permanent home residence, with students living in postal areas in the bottom 25%, according to SEIFA indexes, classified as 'low-SES'.
Socioeconomic 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 course 22	A higher education course that provides initial teacher training.
Teacher	An individual who is eligible to work as a teacher in NSW, having met all the relevant requirements in relation to qualifications and accreditation.
Teacher accreditation	The process by which a teacher demonstrates that he or she meets the requirements of the Australian Professional Standards for Teachers at one of four key career stages.
Temporary employment	NSW government schools: employment in one engagement full-time for four weeks or more, or in one engagement for one to four days per week for two terms or more.
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. Data on postgraduate bachelors programs is also captured with the undergraduate program data.
Vacation care	See outside school hours care.

List of acronyms and abbreviations

ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACECQA	Australian Children's Education and Care Quality Authority
AG DET	Australian Government Department of Education and Training
AIS NSW	Association of Independent Schools of NSW
ARIA	Accessibility/Remoteness Index of Australia
ASCED	Australian Standard Classification of Education
ASGS	Australian Statistical Geography Standard
ATAR	Australian Tertiary Admission Rank
AUS	Australia
BOSTES	(The former) Board of Studies, Teaching and Educational Standards (now NESA)
CCB	Child Care Benefit
CEC NSW	Catholic Education Commission NSW (from 1 January 2018, known as Catholic Schools NSW - CSNSW)
department	NSW Department of Education
FoE	Field of education
FTE	Full-time equivalent
HSIE	Human society and its environment
ITE	Initial teacher education
KLA	Key learning area
NESA	NSW Education Standards Authority
np	not published
NSW	New South Wales
NSW DoE	NSW Department of Education
OLA	Open Learning Australia
PDHPE	Personal development, health and physical education
PFM	Preschool Funding Model
SEIFA	Socio-Economic Indexes for Areas
SES	Socioeconomic Status
VET	Vocational education and training



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