

Labour Market Research - Teachers

Queensland

June 2018

ANZSCO Code	Occupations in cluster	Rating
2411-11	Early Childhood (Pre-Primary School Teacher)	No Shortage
2412-13	Primary School Teacher	No Shortage
2414-11	Secondary School Teacher	No Shortage

Key issues

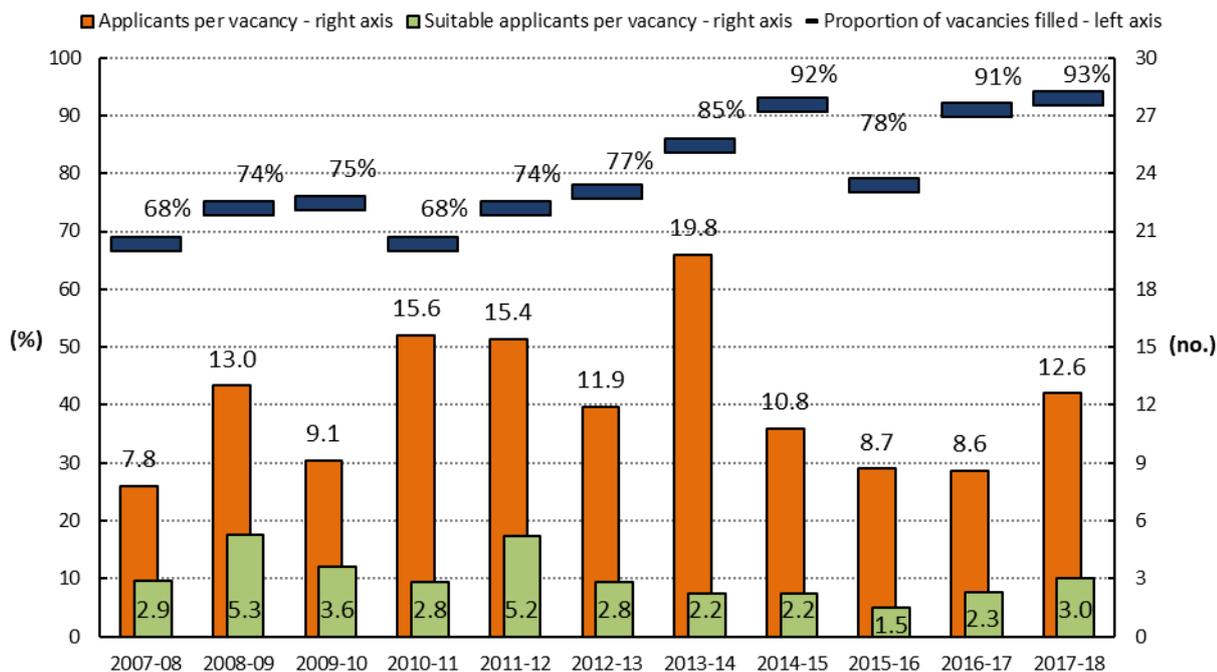
- Labour market conditions in the Teachers cluster have remained relatively soft for the past seven years with more than 93 per cent of vacancies filled in 2018.
- The average number of applicants per vacancy has increased this year to 12.6, with a substantial increase in applicants for vacancies in regional areas from 5.0 in 2017 to 11.8 this year.
- There have been no shortages reported in the teaching occupations in Queensland. This has remained consistent for the past three years with the exception of Special Education Teachers which was rated as Regional Shortage in 2017.¹

Survey results

- In this year's Survey of Employers who had Recently Advertised (SERA) for school teachers, 93 per cent of surveyed teacher vacancies were filled, a slight increase from 91 per cent in the previous year.
- The proportion of regional vacancies filled (87 per cent) was lower than that for metropolitan vacancies (98 per cent).
- The statewide average was 12.6 applicants per vacancy, with an average of 10.5 qualified applicants per vacancy.
 - The average number of applicants applying for positions within metropolitan areas increased slightly to 13.3 compared with 12.2 in 2017. In regional areas, the number of applicants increased from 5.0 in 2017 to 11.8 this year.
- This year the average number of suitable applicants per vacancy increased to 3.0, compared to 2.3 in 2017.
 - In metropolitan areas the average number of suitable applicants per vacancy was 2.4, in regional areas the average was higher with 3.7 suitable applicants per vacancy.

¹ This year's report incorporates data for Special Education Teachers within the overall report, whereas previous years' reports recorded that data separately under the 2415 ANZSCO code.

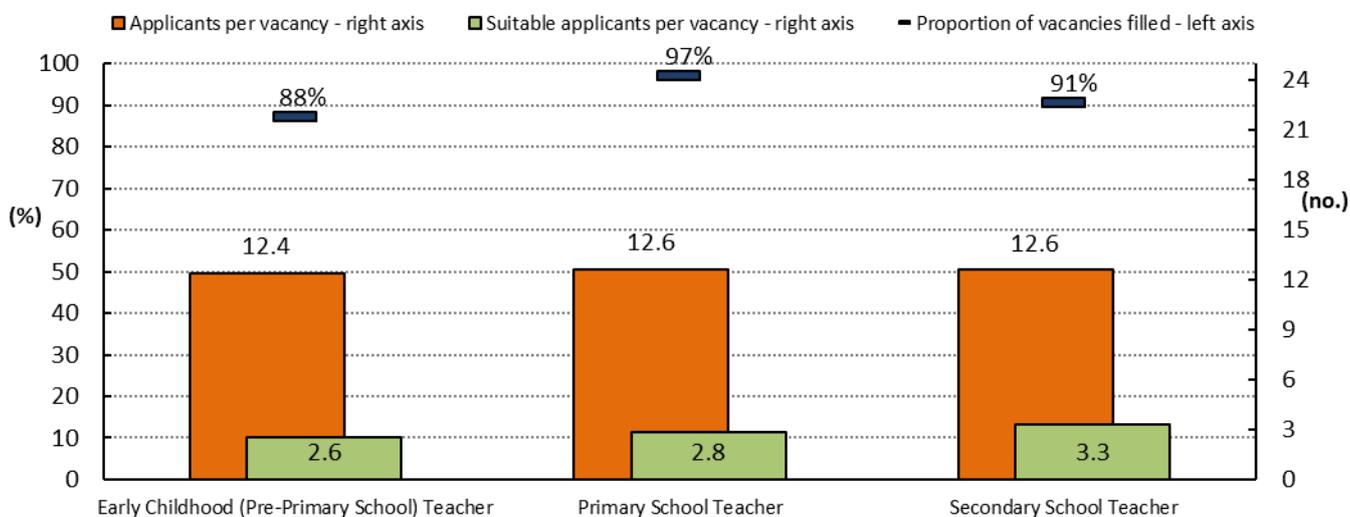
Figure 1: Proportion of vacancies filled (%), average number of applicants and suitable applicants per vacancy (no.), School Teachers, Queensland, 2007-08 to 2017-18



Source: Department of Jobs and Small Business, Survey of Employers who have Recently Advertised

Note: Occupational coverage varies over time series.

Figure 2: Proportion of vacancies filled (%), average number of applicants and suitable applicants per vacancy (no.), School teachers, Queensland, 2017-18



Source: Survey of Employers who have Recently Advertised

Unsuitable applicants

- 70 per cent of qualified applicants were considered unsuitable by employers across the three occupations.
- Across the three occupations, inexperience, poorly presented applications and conflicting values or lack of cultural fit were cited by employers as common reasons for applicants being rated as unsuitable.
- In secondary schools, employers often considered applicants to be unsuitable if they lacked experience in particular subject areas.
- In flexible-learning schools, employers often considered applicants to be unsuitable if they lacked experience in teaching disadvantaged or disengaged students.

Demand and supply trends

- In the near future, a number of factors may impact on teacher supply; including continued population growth and changes to teacher post-graduate qualification requirements. Curriculum changes may impact upper secondary classes due to the general requirement for teachers to possess higher levels of subject specialisation at the senior secondary level.
- In 2017, the number of full-time primary school students enrolled in Queensland schools totalled 466,743, an increase of 1.5 per cent over the year. This includes 63,342 students enrolled in pre-year one schooling. In 2017, non-government schools accounted for 28 per cent of total primary enrolments.²
- In 2017, the number of full-time secondary school enrolments was 339,812, an annual increase of 1.4 per cent. In 2017, non-government schools accounted for 39 per cent of total secondary school enrolments.³
- The percentage increase in all Queensland school enrolments (part-time and full-time) from 2012 to 2017 was 7.4 per cent. Over the same period, the full-time equivalent staff increase in all Queensland schools was 17 per cent.⁴
- As with the previous year's survey results, vacancies for Early Childhood Teachers continued to be mostly for positions in the long day care sector.
- Further changes to qualified staffing requirements under the National Quality Framework for Early Childhood Education and Care from 2020 is likely to see an increase in demand for Early Childhood Teachers due to the requirement for additional qualified staff in larger facilities.⁵
- Education Queensland has advised that changes to secondary teacher education programs will have an impact on the supply of secondary teachers who are qualifying through post-graduate studies in education. As part of the transition to national accreditation for teacher education programs from 2018, post-graduate tertiary programs for secondary teachers will change from 12 months to 24 months duration.⁶
- Data from the Department of Education and Training show that the number of domestic students commencing initial teacher education programs in Queensland remains relatively consistent.⁷
- The proportion of students who complete initial teacher education programs increased from around 54 per cent of commencements in 2012 to 67 per cent in 2016.⁸

Other indicators and issues

- Employer's report that vacancies in regional Queensland continue to be more difficult to fill than in metropolitan areas, however, this year the average number of applicants for regional vacancies was 11.8 compared to 13.3 for metropolitan vacancies; up from 5.0 in 2017.
- Advice from Education Queensland indicates a number of factors that may impact on teacher supply from 2019, in particular in the upper secondary area, though this impact has not as yet been fully quantified:
 - Transition to the Queensland Certificate of Education (QCE) in 2019 for Year 11 students will broaden the range of subjects on offer and lead to a commensurate demand for teachers with specialization in new subject areas.⁹
 - The graduation of the secondary student cohort in 2019 of the initial Prep intake, which was approximately 60 per cent smaller than subsequent intakes, will result in additional demand for teachers in 2020. Education Queensland has forecast that this impact will see an additional 11,000 students within the system in 2020 in addition to the annual projected school population increase of around 9,000.¹⁰

² ABS 4221.0 Schools, Australia 2017, Table 80a: Summary Tables, 2008-2017

³ *ibid*

⁴ ABS 4221.0 Schools, Australia 2017, Table 90a: Key Information, by States and Territories, 2012 and 2017

⁵ Australian Children's Education & Care Authority

⁶ Australian Institute for Teaching and School Leadership, Standards and Procedures 2015, Standard 4 (4.1)

⁷ Department of Jobs and Small Business: Source Department of Education and Training, Higher Education Student Statistics Data Cube, 2016 domestic students

⁸ *ibid*

⁹ Queensland Curriculum and Assessment Authority

¹⁰ Queensland Government, Department of Education, Reports and Statistics, February 2018

- Changes to secondary post-graduate program requirements in 2018, from 12 months to 24 months, will temporarily diminish the availability of graduates to replenish the workforce.¹¹
- Regional and remote vacancies continue to attract fewer applicants and remain more difficult to fill compared to those in metropolitan areas. Education Queensland has noted that this is due in part to the decentralized nature of the State's population.
- A number of sources indicate the likely continuation of trends reported upon previously:
 - The promotion of STEM subjects, in particular advanced mathematics, physics and chemistry should continue to generate strong demand, especially at the senior secondary level.
 - Language teachers, especially for Asian languages continue to be in demand.
 - Supply of teachers with specialisation in Industrial Technology and Design, particularly new and emerging technologies may impact on schools' ability to offer more classes and impacts on the numbers of students moving into these fields.
- In its 2016 report, the Queensland College of Teachers notes that the number of registered teachers aged 60 and over had risen sharply over the period 2011-2015, with its December 2015 data indicating that approximately 25 per cent of registered teachers in Queensland were aged 54 or older, with the average age of registered teachers 44.6 years. This will potentially impact on teacher supply when this cohort retires.¹²

¹¹ [Australian](#) Institute for Teaching and School Leadership, Standards and Procedures 2015, Standard 4 (4.1)

¹² [Queensland](#) College of Teachers: Report 2016, Statistical Data, Trends and Forecasts (p.18)