

INQUIRY INTO TEACHER SHORTAGES IN NEW SOUTH WALES

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**Inquiry into teacher shortages in
New South Wales**

**NSW Government
Submission**

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Executive Summary

For more than 800,000 students in 2,215 public schools, the NSW Government's core goals are to ensure that every student, every teacher, every leader and every school improves every year, and that all young people finish school well prepared for higher education, training and work. Teachers play a pivotal role in achieving these goals.

Teachers shape our children to become informed, active and involved members of their communities and give them the keys to a successful future. People are, and will continue to be, attracted to teaching and school leadership because of this impact – drawn by the desire to support young minds and future leaders. However, beyond this intrinsic motivation the NSW Government acknowledges the need to take an increasingly active role in promoting, growing, and retaining this vital profession.

In recognition of the ongoing national challenge around teacher supply and rising demand for teachers in NSW public schools, the NSW Government announced the *NSW Teacher Supply Strategy* in September 2021 to bolster the supply of teachers for NSW public schools over the next decade. The first amongst Australian jurisdictions, the Strategy is an evidence-based and funded plan to attract and grow a supply of quality teachers to meet anticipated demand.

In 2022, permanent teacher vacancy rates remain relatively low and retention has remained largely steady. In setting up our schools for the future, the NSW Government has invested in substantial initiatives to boost teacher supply that have already resulted in record numbers of teachers appointed to the NSW public school system. Through recruitment and targeted action, the NSW Government has engaged an additional 3,748 additional teacher Full Time Equivalent (FTE) since 2019 and is working toward recruiting 4,600 FTE by the end of 2023.¹ In total the Government has committed to delivering an additional 8,300 teachers in the public school system by 2032.

¹ NSW Department of Education annual workforce profile 2021

The NSW Teacher Supply Strategy

While the NSW Government is continuing to work towards its commitment to recruit an additional 4,600 teachers over 4 years, it is essential that NSW also has a plan in place to address current gaps and future workforce needs identified by the Department of Education's comprehensive workforce analysis. The *NSW Teacher Supply Strategy* is a ten-year commitment by the NSW Government to expand and enhance existing teacher supply channels in the subject areas and locations in which the Department of Education is forecasting constrained supply, matched with an initial \$125 million four-year investment. This funding is in addition to business-as-usual spending on recruitment activity. The Strategy provides funding for 3,700 additional teachers, and will result in a net uplift of 8,300 FTE teaching positions over the next decade (an 11% increase on 2019 FTE teaching positions). 161 teachers and teachers in training have already been recruited under the Strategy.

The Strategy will continue to attract and grow quality teachers, with the right subject qualifications, for locations where they are needed, to support and advance our students. Underpinned by significant Government investment, the Strategy supports the delivery of a range of initiatives as part of a broader commitment to build a world-class education system.

Understanding teacher demand and supply

Managing teacher supply is challenging across Australia, with all Australian jurisdictions reporting undersupply of secondary teachers for some subjects, such as mathematics and science, and in particular areas, such as rural and remote locations.² Attraction to teaching, forecast enrolment growth, increased demand for subject specialisations, and regionalisation are universal issues that continue to apply pressure on a sustainable teaching workforce pipeline. Indeed, this experience is not confined to Australia, with similar issues with teacher supply in the UK, the European Union and the USA. NSW has been leading national discussions on teacher supply with other jurisdictions to deliver a co-ordinated response that serves the interest of all school sectors, across the nation.

² *National Initial Teacher Education Pipeline: Australian Teacher Workforce Data Report 1*, November 2020, Education Services Australia

In NSW, Department of Education modelling indicates there is adequate supply to meet projected demand until at least 2025. However, there are constraints to teacher supply in particular subjects and geographic areas and some areas experience more difficulty staffing certain roles, particularly in secondary settings, and in rural and remote areas. In addition, COVID-19 has resulted in significant disruption across all sectors and workforces. Beyond 2025, this modelling shows a secondary teacher demand trend that will be difficult to meet without the targeted policy intervention provided by the *Teacher Supply Strategy*. The medium- and long-term structural impacts on teacher supply in NSW caused by COVID-19 remain to be seen, and some of the assumptions that underpin the *Teacher Supply Strategy* are being re-evaluated in the light of the continuing pandemic. However, the Strategy is durable and robust – its key components are working well, and aspects impacted by COVID-19 are being monitored and adapted as necessary.

The factors that drive teacher supply are complex and require multi-faceted policy approaches at both a national and state level. In terms of supply, the falling supply of new graduate teachers, and the challenges of attracting teachers for in-demand STEM subjects and teachers willing to work in more remote areas contribute to the complexity. On the demand side, growth in funding at a school level and increasing overall student numbers³ are driving increased demand for teachers across the public education system. Schools are leveraging record funding to employ 6,822⁴ additional teacher FTE to provide in-built relief and support broader curriculum choices, and to maintain lower teacher to student ratios. In 2021, the NSW public schools student to teacher ratio continued a falling trend: in primary schools the student to teacher ratio fell from 16.8 students per teacher in 2019 to 15.2 in 2021, and in secondary schools the student to ratio fell from 13.9 per teacher in 2019 to 13.2 in 2021.⁵

Over the past six months, NSW has seen higher than average numbers of teachers appointed to the NSW public school system. This is reflected in a similarly higher than average increase in the number of teachers issued with an approval to teach over the January to June 2022 period and the January to June period of 2021, both of which were about 50% higher than the equivalent period in 2020.⁶ Most of these teachers are eligible for appointment to permanent positions with the department. Alternatively, they are able to be engaged in a temporary or casual capacity.

³ In 2021 there were 823,000 students in NSW public schools, up from 742,141 in 2010

⁴ Calculated as non-casual teacher FTE from 2021 workforce profile – 2021 Teacher Entitlement.

⁵ *National Report on Schooling in Australia*, Australian Curriculum, Assessment and Reporting Authority

⁶ NSW Education Electronic Approval to Teach (EAT) system

COVID-19 sick leave is driving unprecedented demand for casual teachers

Leave associated with COVID-19 is causing day-to-day operational pressures, and it is understandable that there is concern in school communities about how schools are being supported by the department. COVID-19 and related health impacts (now also including influenza) have created an exceptionally difficult operating environment for schools in NSW. Instances of sick leave to June are up by around 60% on 2019 figures, and are 38% higher than last year, as teachers are doing the right thing and staying home when they are sick, even with mild symptoms. This significant increase in the level of unplanned sick leave places increased demand on the pool of casual teachers who work across NSW schools.

The department remains focused on supporting schools to manage the impacts of COVID-19 absences in their schools. In Term 4, 2021 the department released *Guidelines for Backfilling Staff due to COVID-19* to support schools in making operational decisions regarding staffing of schools due to leave associated with COVID-19. The Guidelines include employing casual or temporary staff as required, drawing on existing staffing to prioritise classroom learning, pausing COVID-19 intensive learning support, accessing staff from schools in the local area and principal network, and engaging accredited staff working in corporate positions.

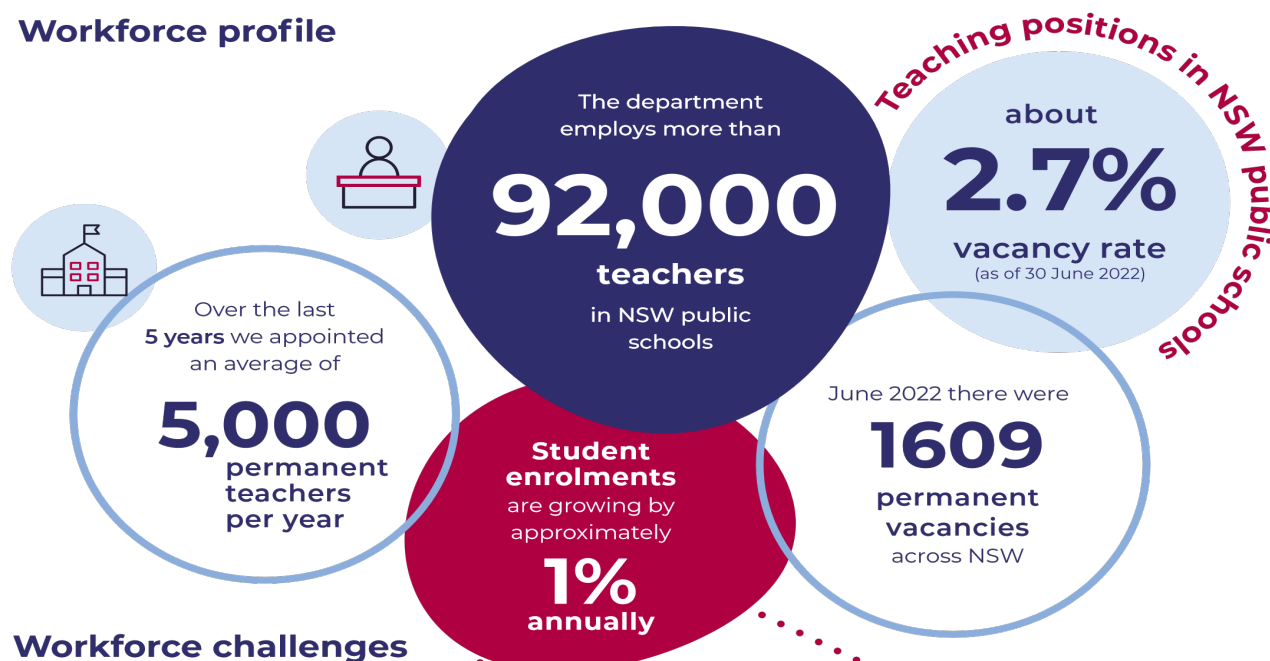
The department has also sought to increase the supply of casual teachers, including calling on teachers who have retired in the last two years, on accredited and experienced teachers working in corporate, and fast-tracking interim approval to teach for final year university students.

As of 27 June 2022:

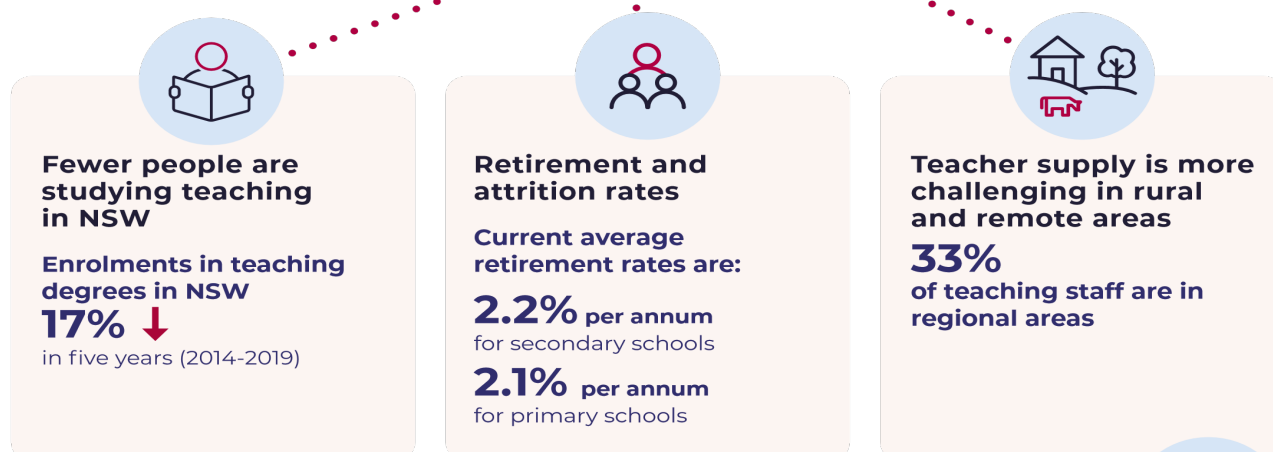
- Over 3,000 accredited final year university students have been granted interim approval to teach, meaning they are immediately available for casual or temporary employment.
- Over 500 teachers have been engaged in a temporary or casual role after retiring from a permanent teaching position with the department.
- All of the department's 1,200 Non-School Based Teaching Service (NSBTS) could be temporarily placed in schools.

NSW Public School Workforce Profile

Workforce profile



Workforce challenges



Out of field teachers

Nationally for Year 8 students

1 in 4

is taught Maths by a teacher **without** a university qualification in Maths

1 in 10

is taught Science by a teacher **without** a university qualification in Science

In NSW we outperform the national average, with lower rates of out of field teaching, and significant support for our teachers, including world-class professional learning

NOTE: As at 30 June 2022 there were 1609 permanent vacancies across NSW.

In 2021, the NSW public school system had approximately 800,000 students, and the Department of Education employed more than 92,674 teachers (equivalent to 70,279 full-time equivalent (FTE)) teachers – the highest number of teachers ever employed across

NSW public schools. Casual teaching FTE has decreased by 18% between 2011 and 2021, with many of these teachers now taking up temporary and permanent teaching roles in NSW public schools.⁷

The department continuously revises its projections regarding teacher supply to balance the supply of new graduate teachers from universities⁸ and separations from the system, including resignations, leveraging two different approaches to teacher supply projections – a top-down aggregate view of teacher supply across our system, and a bottom-up subject-level view. Combined, this data provides valuable insights into how best to target our investment and informs strategies that the department has in place to address areas of teacher demand, including increased demand for casual teachers (which has seen a sharp increase due to COVID-19).

These teacher supply projections tell us that the NSW public school system currently has - and future projections suggest we will continue to have for at least the next five years:-⁹

- a more than adequate supply of primary school teachers across the state, except for a small number of positions predominantly in some rural and remote locations, and
- an adequate supply of secondary teachers, except in the area of STEM, some specialist teachers, and some specific subjects predominantly in some rural and remote locations.

Permanent teacher vacancy rates

Permanent teacher entitlement is allocated on the basis of student enrolment and is calculated and adjusted annually. As of 6 July 2022, the permanent teacher vacancy rate was around 2.7%.¹⁰ Teacher positions are filled by permanent, temporary or casual employees on a full-time or part-time/job share basis, in accordance with recruitment pathways agreed between the Department of Education and the NSW Teachers Federation as part of the Staffing Agreement 2021-2023 and related operational policies.

⁷ Department of Education Annual Workforce Profile 2011-2021

⁸ Historically, the biggest source of new teachers entering the government school system in NSW

⁹ Department of Education Teacher Supply and Demand Model

¹⁰ HR Personnel, Custom Data query

Permanent positions are referred to as Centrally Identified Positions (CIP) and typically, the capacity to permanently appoint a teacher is reliant on a CIP being substantively vacant. Where a CIP is temporarily vacant, even for an extended period, for example due to a workers' compensation matter or secondment, the position is not able to be filled on a permanent basis due to the current approach to school budget allocation.

Casual and temporary teacher FTEs

As of 30 June 2021, 12,205 casual teachers and 27,506 temporary teachers were employed in NSW public schools.¹¹ Casual and temporary teachers are a critical part of the education workforce, as they enable coverage of short- and long-term temporary vacancies created by permanent teachers accessing approved leave (including sick leave and parental leave), undertaking professional development or taking up temporary secondments, and the take-up of flexible roles created based on student need.

If a permanent teaching position in a NSW public school does not have a permanent occupant and is subject to recruitment action, the Principal may engage a qualified casual or temporary teacher, in accordance with the provisions of the Staffing Agreement, to support the delivery of the school's educational and curriculum priorities. In addition, schools are able to create additional positions using flexible funding. Referred to as 'above centrally identified positions' (ACIP), Principals have full discretion as to whether these roles are temporary or permanent, depending on the needs of the school and available funding.

If creating a permanent ACIP, the Principal can fill the position using any of the local choice options available under the Staffing Agreement. While this option has been available to schools for several years, there has been a relatively low uptake of this option as a mechanism to create permanent ACIP roles. The department will continue to support Principals to ensure they are equipped to consider this opportunity where it is appropriate for their context.

¹¹ NSW Education Workforce Profile 2021

COVID-19 absences

We know that leave associated with COVID-19 is causing day-to-day operational pressures. It is understandable that there is concern in many school communities about how schools are being supported by the department. Instances of sick leave are up by around 60% on 2019 figures, and are 38% higher than last year, driving a sharp increase in demand for casual teachers over the past two years as most sick leave is unplanned short-term leave.¹² Accordingly, COVID-19 sick leave has been the driver of current heightened shortages in casual teacher availability since 2020, although it is not a significant driver of broader non-casual teacher availability.

The most acute staffing issues relating to COVID-19 have been felt in 2022, with ill-health among the teachers affecting the stability and operational readiness of the NSW teaching workforce, stretching the availability of casual teachers beyond the available pool and creating an exceptionally challenging environment for schools and teachers, with flow-on impacts including rearrangements to timetables and split classes, to provide supervision for all students. Since the start of the year to 4 July 2022, almost 27,000 school-based staff had notified the department they had tested positive for COVID-19.

The *COVID-19 Intensive Learning Support Program*, which provides increased levels of support to students through the provision of small group tutoring, has also put pressure on the availability of casual teachers. A total of 3,791 teachers were employed in the Program in 2022 up to the end of Term 2.

The management of leave associated with COVID-19 and other illnesses such as influenza continues to be a significant challenge for our schools. In Term 4, 2021, the department released the *Guidelines for Backfilling Staff due to COVID-19* and created the COVID Workforce Deployment team in January 2022 to support schools unable to cover classes due to staffing issues associated with COVID-19. These arrangements were made in consultation with the NSW Teachers Federation.

For Terms 1 and 2, 2022, support for increased absences due to COVID-19 has included the following:

¹² NSW Education SAP payroll leave reporting

- over 149,000 bookings for casual teachers have been made via the ClassCover platform, representing an increase of 8.3% on Terms 1 and 2 in 2021;¹³
- over 3,000 final year university students have been granted interim approval to teach, an increase of over 59% compared to previous year;¹⁴
- the Casual Supplementation program, trialled from Term 1, 2021, to support schools in securing casual teachers;
- over 500 teachers have been engaged in a temporary or casual role after retiring from a permanent teaching position with the department;¹⁵ and
- where other teacher supply options are exhausted, schools are also able to engage accredited corporate and non-school-based teaching service (NSBTS)/Principals School Leadership, through the COVID Workforce Deployment team; more than 3,800 teaching days in schools have been fulfilled deploying approximately 600 Non-School-Based employees.

COVID backfilling has also provided an opportunity to pilot additional approaches to increase our pool of casual teachers through:

- increasing engagement with universities to provide final year university students provisional casual approval to teach;
- directly linking principals with final year students who have been granted interim teaching approval in their area; and
- providing the opportunity to utilise the skills and experiences of recently retired teachers.

The NSW Teacher Supply Strategy

In 2020, the Department of Education started work on a strategy to respond to anticipated tightening of teacher supply over the medium to long term, particularly in relation to science, technology, engineering and mathematics (STEM) and Technological and Applied Studies (TAS) secondary teachers.

¹³ Class Cover casual bookings system

¹⁴ Custom Query electronic approval to teach (EAT)

¹⁵ Custom Queries of Departmental SAP and Personnel systems

In September 2021, the NSW Government released the *NSW Teacher Supply Strategy* (attached), a 10-year evidence-based program to boost the supply of teachers with the right qualifications in the right locations. NSW leads the country in its teacher workforce analysis and demand projections, and the Strategy was developed by drawing on workforce modelling, jurisdictional scans, analysis of teacher supply and demand drivers, and evidence of what works. To support delivery of the Strategy, the NSW Government committed an immediate investment of \$125 million over four years.

Building on our existing successful pipeline of teachers, the Strategy will deliver 3,700 teachers with the right subject qualifications placed in locations of need over the next ten years. 1,600 of these teachers will be delivered over the first five years of the Strategy.¹⁶ The Strategy focusses on three strategic priorities to increase the appeal of the profession and help remove and reduce barriers to attracting more teachers by diversifying teacher supply channels, to strengthen our ongoing supply of teachers into the future:

1. Growing the overall supply of teachers so we can continue to meet demand now and into the future, by:
 - recruiting teachers beyond NSW – interstate and internationally;
 - rolling out targeted awareness-raising campaigns of employment opportunities;
 - improving perceptions of teaching;
 - accelerating careers of high-performing teachers through programs such as FASTstream; and
 - helping regional, rural and remote schools access casual teachers where they are needed most.
2. Encouraging more teachers to train in high-need and specialist areas, by:
 - providing accelerated mid-career pathways for existing teachers and experienced subject matter professionals;
 - providing targeted teacher retraining in high-demand subject areas;
 - expanding scholarships for teacher retraining in Inclusive Education;
 - providing new pathways for School Learning Support Officers and locally based students to become teachers; and
 - collaborating with the university sector to access new Technological and Applied Studies teaching places via pilot programs.

¹⁶ NSW Education Teacher Supply Strategy

3. Strengthening the supply of quality teachers in regional communities to provide targeted support for students in the places it is needed, by:
 - \$15 million of immediate investment based on the Rural and Remote Incentives Review;
 - increasing the teach.Rural scholarships to attract high quality teachers to rural and remote areas;
 - expanding the Rural Experience Program to encourage metropolitan teachers to complete a trial placement in a rural school;
 - identifying and supporting high potential secondary students from regional communities to become teachers via the Grow Your Own pilot program; and
 - piloting the Support for Rural Beginners program which will help new teachers settle into rural and regional communities.

While some initiatives are focused on growing the supply of teachers in the fastest way possible, many of the Strategy initiatives are about designing, developing and testing innovative approaches to nurture and diversify pipelines into studying teaching and the teaching profession so that we have a sustainable workforce to meet future demand.

Growing the Overall Supply of Teachers

Ensuring a stable and adequate overall supply of teachers is vital to school operations in NSW. The NSW *Teacher Supply Strategy* ensures that we will continue to be able to meet demand for teachers across the NSW school system, now and into the future. The strategy includes evidence-based measures and innovative pilot programs with built-in evaluation. This will help us better understand what works and what does not, allowing us to make better investment decisions into the future. The Centre for Education Statistics and Evaluation (CESE) will lead the evaluation of the strategy. Key initiatives included under this strategic priority area include:

Recruitment Beyond NSW

Recruitment Beyond NSW is a new initiative seeking to recruit experienced and qualified teachers from outside NSW. This initiative will be focusing on recruiting Science, Technology and Applied Studies, Engineering Studies and Maths STEM teachers. Recruiting already qualified teachers from beyond NSW is one of the few readily available sources of teacher supply given the long lead-time to 'grow' a teacher locally. While the program is experiencing challenges associated with the competitive global teaching market, COVID-19 and visa processes, the program will remain a key feature of the *Teacher Supply Strategy* and an important pipeline of new teachers in NSW government schools into the future.

The program has received over 10,000 expressions of interest from overseas and interstate teachers. Over 300 applicants had been shortlisted as of July 2022, with more to

come as teachers progress through the EOI process. Sixteen teachers are currently at the verbal offer or written offer stage of the recruitment process, with teachers expected to start working in schools from 2023, subject to visa processing timeframes and outcomes.

Attraction to Teaching

Discussion of the status of the teaching profession is often skewed by media concerns about the capabilities of entrants to teaching degrees or entrants to the profession itself. Any project to raise the status of teaching should capture the complexity of teachers' work, the breadth of the profession itself (ie from early childhood teachers, primary teachers teaching across the primary curriculum, and secondary teachers teaching high level HSC subjects), respect the Australian Professional Standards for Teachers as indicators of quality practice, and highlight and recognise Highly Accomplished and Lead Teachers and school leaders.

The Attraction to Teaching initiative has been developed to improve perceptions of teaching and attract and retain teachers in NSW public schools. The value society places on teaching is linked to the attractiveness of teaching as a career, teachers' sense of pride and purpose in their profession and their ability to impact student academic achievement.

This initiative involves funding research to understand how to make teaching more attractive and to underpin campaigns to promote the teaching profession and attract teachers to where they are needed most. This initiative is expected to be launched in late 2022.

Casual Supplementation Program

Several factors impact the availability of casual teachers. These factors vary by area, and include the remoteness and accessibility of the school, links to public transport, and the overall affordability of the area, as well as other available teaching positions, that is, the volume of temporary and permanent teaching positions available in the area which may present employment opportunities more attractive than casual teaching.

The Casual Supplementation Program is helping rural, regional and remote schools access casual teachers in two ways: a 'hub and spoke' model, whereby teachers are based at a hub school and called upon to address short term relief needs of nearby 'spoke' schools; and an in-built relief model, where teachers are embedded within a school to address relief needs. Casual teachers are an essential part of the teacher workforce but accessing casual teachers in rural settings can be challenging.

The program is on track, expanding to hire up to 80 temporary teachers to support hundreds of schools in regional, rural and remote locations who find it difficult to source casual teachers. As of 18 July 2022, the Casual Supplementation Program had created 49 roles to support 232 schools with staff to commence progressively as roles are filled.

Currently, a total of 7 teachers are engaged and the program is providing ongoing support to schools for recruitment.

FASTstream

FASTstream is a new program designed to give high performing teachers and high potential teaching graduates an opportunity to accelerate their teaching careers into a principal role within ten years. The first cohort of 50 FASTstream participants (a mix of graduate and existing teachers) commenced in the program in Term 1 2022, with 48% of these participants placed in regional/rural schools. Selection of participants for the 2023 program, and the schools that will support them, is currently underway.

Encouraging more teachers to train in high need and specialist areas

The department is rolling out a range of initiatives to boost the number of teachers qualified in high-need and specialist areas, including secondary school Maths, Science, Technological and Applied Studies (TAS), and Inclusive Education. These initiatives align with the 2021-22 NSW Intergenerational Report, which highlights that improving educational outcomes in our schools, including in STEM, is critical to ensuring the future workforce is equipped with the skills necessary for an advanced and productive economy.

Retraining teachers will increase opportunities for experienced teachers to retrain in high-demand subjects (particularly in rural and remote schools) and create alternative and diverse professional pathway opportunities for teachers throughout their career. The existing Teach and Learn Scholarship program will be reviewed in 2022 and enhanced in 2023 to upskill more teachers, including those currently teaching out-of-field, and increase our supply of in-field STEM teachers.

30 applications were received for the 2022 Teach and Learn Scholarship for High Demand Subject Areas, with 19 applicants offered a scholarship for studies starting in 2022. Sixteen scholarships have been formally accepted.

Mid-Career Program

The objective of the Mid-Career Program is to reduce barriers to career-switching by developing pathways that will encourage academics, high performing professionals and subject-matter experts to become teachers in NSW public schools. The department is partnering with Macquarie University, the University of Sydney, the University of Newcastle and Charles Sturt University to deliver the program. As part of the program, participants will receive a \$30,000 one-off training allowance, a \$30,000 study completion bonus and a permanent role in NSW public schools following completion of studies.

The first cohort of 44 participants commenced studies in 2022 and will start their paraprofessional work in Terms 3 and 4, 2022. A smaller mid-year cohort has now commenced studies under this program.

Retraining in Inclusive Education

As outlined in the NSW Disability Strategy, we need a steady supply of high-quality teachers with expertise in supporting students with additional needs. Greater expertise in Inclusive Education will lead to higher quality teaching and better educational outcomes – not just for students with additional needs, but across our entire school system. The Teacher Supply Strategy will expand the Inclusive Practice in Education scholarships to offer up to 200 teachers per year the opportunity to retrain to become formally qualified in Inclusive Education. These scholarships offer a significant professional development opportunity for eligible teachers to study while maintaining their current permanent position in our school system.

194 applications were received for the 2022 Inclusive Practice in Education Scholarship and 155 offers of scholarship made. 112 scholarships have been formally accepted.

School Learning Support Officers (SLSO) Teacher Training Program

There are more than 14,500 SLSOs employed in our public schools on a permanent and long-term temporary basis. This initiative will create new pathways into teaching by supporting interested SLSOs to train, leveraging their valuable knowledge and experience of schools and students. The pilot program will focus on minimising barriers for SLSOs to train as teachers and provide support while they study Initial Teacher Education. A targeted pilot for this initiative will start in 2023.

Technical Applied Studies (TAS) Pathways

Under this initiative, the NSW Government will collaborate with the university sector to create new TAS teaching places. A pilot was launched on 18 July 2022 for tradespeople and professionals to train as TAS teachers through the Mid-Career Transition to Teaching by completing bachelor program. The first cohort of 20 TAS-teacher students will start in 2023. Participants will begin working in schools as educational paraprofessionals from Term 4, 2023.

The department has also engaged a market research company to research the motivators and enablers for school leavers and career changers to become TAS teachers. This market research will inform the design of an additional pilot to attract more school leavers into a career in TAS teaching in partnership with the university sector, starting in the second half of 2023.

STEM Retraining Initiative

The STEM Retraining Initiative will both enhance an existing program, the Teach and Learn Scholarship High Demand Subject Areas (referenced in the scholarships section of this submission) and develop a maths retraining pilot. The pilot will be developed in partnership with a university to deliver accelerated university courses to increase the number of in-field maths teachers. There will also be professional learning pathways to support the development of in-field maths teachers.

There are 40 places available for the maths retraining pilot starting from 2023, with 40 places available in subsequent years.

Targeted Support

The third priority area of the NSW Teacher Supply Strategy relates to strengthening the supply of quality teachers in regional communities to provide targeted support for students in the places it is needed. The NSW *Teacher Supply Strategy* complements and incorporates recommendations of the Rural and Remote Incentives Review into a range of short, medium and longer-term initiatives. Targeted Support initiatives will strengthen the supply of quality teachers in regional, rural and remote communities.

The department will continue to draw on contemporary workforce modelling to understand and adapt to updates in forecast projections around supply and demand in regional, rural and remote communities. Work is ongoing in partnership with our stakeholders and the profession to identify new opportunities for innovation in meeting our teacher supply needs now and in the future.

Rural and Remote Incentives Review

NSW offers the most comprehensive rural and remote incentives scheme for teachers in Australia. To ensure we continue to attract and retain high quality staff in rural and remote areas, the NSW Government began a review of the scheme in 2020. The review recommended enhancements based on what works best. Over the medium to long term, the review also identified further opportunities to strengthen the supply of quality teachers in regional communities.

In response to these recommendations, the NSW Government has committed an additional \$15m investment to implement a range of immediate initiatives, including:

- targeted recruitment bonuses of up to \$20,000;
- expanded eligibility so that temporary teachers can receive incentives such as the Rural Teacher Incentive (up to \$30,000), the Retention Bonus (up to \$5,000 per annum) and the Experienced Teacher Bonus (up to \$10,000 per annum);
- immediate action to meet housing demand, including over \$20m in additional funding for building, repairs and maintenance, as well as immediate housing support for 27 priority locations; and

- opportunities to partner with universities to increase teacher supply as part of the Rural Professional Experience program.

Rural Experience Program

This existing successful program is being expanded under the *Teacher Supply Strategy*. The Program provides an opportunity for experienced teachers to participate in a short-term placement in a rural or remote NSW Public school and to experience teaching and living in a local rural setting.

Since the program started in 2018, more than half of the participating teachers have remained or later taken up positions in rural schools. In 2022, 26 experienced metropolitan teachers were accepted on the program. The Program eligibility was expanded to include temporary and casual teachers to support achieving targeted numbers for 2023.

teach.Rural Scholarships

The Rural and Remote Incentives Review identified teacher scholarships as important tools to strengthen teacher supply. The successful teach.Rural program will double in 2022, bringing the total number of scholarships offered to 120 per year to attract high quality teachers in rural and remote areas.

The Teach.Rural Scholarship provides financial support during teaching degrees, and a permanent teaching position in a rural or remote NSW public school following successful completion. This scholarship already receives a significant number of high-quality applications each year, and a boost in scholarship numbers will allow the department to support more talented teachers to complete their studies ahead of teaching in our rural communities.

545 applications were received for the 2022 teach.Rural Scholarship, with 92 applicants offered a scholarship for studies commencing in 2022. 77 scholarships were formally accepted.

Support for Rural Beginners

This is a new initiative aimed at helping new teachers develop social and professional networks in regional communities. Facilitating connections to their new communities will help minimise the risk of social isolation which can contribute to attrition in rural and regional areas. This initiative is currently being designed and is due to start in 2023. A package of community induction support will be provided to help new teachers develop social and professional ties. The pilot will build on learnings from schemes used in other sectors (e.g. mining).

Grow Your Own

The department is also exploring ways that we can grow opportunities to support locally based students and other community members with an interest in teaching in completing a teaching qualification while retaining local connections. Beginning with a pilot in 2022, the department will identify and support 60 high potential secondary students and community members from regional communities to become teachers. Studies of medical graduates from the USA, Canada and Australia indicate that those from rural backgrounds are more likely to go on to practise in a rural setting than those from metropolitan backgrounds.

The program will provide opportunities for Year 13 students or community members to be employed as a School Learning Support Officer or paraprofessionals in a regional school for one year following completion of Year 12. This will provide participants with valuable work experience in schools and support from teachers, ahead of being supported to apply for initial teacher education study and scholarships, including the SLSO Teacher Training Program

Drivers of Teacher Supply and Demand in NSW Public Schools

Teacher supply in NSW public schools is generally stable at a system-level, with adequate supply to meet current demand in most sectors. However, NSW Department of Education modelling indicates emerging system-level challenges to be addressed in secondary schooling from 2025. The trend in the number of Initial Teacher Education (ITE) commencements has generally been declining since 2014, resulting in declines in both net and net supply of teachers.¹⁷ The NSW Government is addressing these challenges through the *NSW Teacher Supply Strategy* as well as existing ongoing (business as usual) teacher supply initiatives.

¹⁷ Australian Teacher Workforce Data [2005-2019], <https://www.aitsl.edu.au/research/australian-teacher-workforce-data/key-metrics-dashboard>

Teacher demand

Growth in funding at a school level and increasing overall student numbers¹⁸ is driving increased demand for teachers across the NSW public school system. Schools are responding to local community expectations by leveraging additional funding to employ additional teachers to provide in-built relief and support broader curriculum choices, and to maintain lower teacher to student ratios. In 2021, the NSW public schools student to teacher ratio continued a falling trend: in primary schools the student to teacher ratio fell from 16.8 students per teacher in 2019 to 15.2 in 2021¹⁹ and in secondary schools the student to ratio fell from 13.9 per teacher in 2019 to 13.2 in 2021.^{19,20}

In order to better meet student needs, the rate of non-casual paid teacher FTE roles grew significantly faster than enrolment-based entitlement in between 2011 and 2021, growing at 18% while enrolment-based teacher entitlement grew at 13%. This was driven by increases in funding available to schools, which in 2021 supported an additional (above school teaching entitlement) 6,822 non-casual teaching FTE.²¹ The addition of these roles has increased demand beyond historical rates at the same time as the new supply of teachers has declined.

In addition to locally created roles, central investment in core priorities has also increased demand for teaching expertise in schools and in supporting roles in the department, for example:

- the COVID Intensive Learning Support program, which involves delivery of individualised or small group tutoring, provided by around 5,556 educators across

¹⁸ In 2021 there were 823,000 students in NSW public schools, up from 742,141 in 2010

¹⁹ National Report on Schooling in Australia, Australian Curriculum, Assessment and Reporting Authority

²⁰ In 2018, NSW introduced a new payroll system that is used to report staffing levels in government schools. This system provides stricter controls and validation over the way casual and temporary teachers are engaged, and improved the information available to better identify teachers that should be included as "generally active" in schools. This led to a fall in the number of FTE NSW government school teachers reported in 2019, and therefore to increased student-teacher ratios for the government school sector in NSW and nationally and for all schools in NSW and nationally.

²¹ FTE data is sourced from annual workforce profile data and reflects the FTE of teachers paid. FTE data is calculated as follows: Non-Casual FTE = Total Teacher Paid FTE – Casual Teacher Paid FTE; Non-Casual FTE – Teacher Entitlement provides the additional number of roles funded above Teacher Entitlement; Teacher Entitlement is a formula that allocates teachers to schools based on the number of enrolments – eg 150 enrolments = 1 Principal, 5 teachers

the state in a part time, temporary capacity – 65.5% of whom are NESA accredited teachers;²²

- the creation of around 1,500 Assistant Principal, Curriculum and Instruction roles, to support improved literacy and numeracy results; and
- the creation of 80 additional Deputy Principal roles for schools with 7 or more Support Classes.

Attraction to teaching

ITE commencements and completions

In NSW, 2019 ITE commencements were 8,701 and completions were 5,864, an increase from 2018. Despite stable numbers of commencements over the past 3-4 years, ITE commencements are down from the 2012 commencement peak and 2014 completion peak, placing significant pressure on current teacher supply at a time when demand for teachers is increasing. Critically, secondary teacher commencement numbers have always been lower than primary commencements, and while the secondary commencements are now generally stable, they are at a low base, further tightening supply of secondary teachers.²³

Completion rates have decreased across all of primary, secondary and early childhood education courses, for both undergraduate and postgraduate study, with the largest decrease in primary completion rates for students starting undergraduate primary studies after 2010. This decrease brought completion rates across primary, secondary and early childhood undergraduate programs to equivalent levels (47–48%) by 2012, significantly impacting teacher supply over the past decade.²⁴

The factors driving declining ITE numbers are complex and partially reflect falling completion rates across all tertiary education courses. Factors that appear to be specifically driving the downward trend in ITE completions include changing perceptions of teaching and about the difficulty of undertaking a teaching degree, and barriers to entry for people seeking a career change.

²² Department of Education custom ILSP report available in SCOUT

²³ Australian Teaching Workforce Dataset, <https://www.aitsl.edu.au/research/australian-teacher-workforce-data/key-metrics-dashboard>

²⁴ Australian Teacher Workforce Dataset, <https://www.aitsl.edu.au/research/australian-teacher-workforce-data/key-metrics-dashboard>

The NSW and Australian Governments share responsibility for the regulatory and operational levers that influence teacher supply in NSW. While NSW takes the lead on attracting, employing and retaining teachers, the Australian Government has a vital role to play in influencing teacher supply, through regulation and funding of the higher education sector, funding arrangements which influence the number of university places offered and the number of people who can obtain Commonwealth supported places to study ITE. The NSW Government is working in partnership with the Australian Government to ensure Australian policy settings support the ongoing teacher supply pipeline.

The NSW 2021 submission to the Commonwealth's *Quality Initial Teacher Education Review* provided an opportunity to make recommendations for national actions to address the teacher workforce shortage. NSW recommended that the Commonwealth:

- deliver a major national campaign to promote the teaching profession;
- work with states and territories to drive nationally a new mid-career pathway into teaching;
- utilise existing funding arrangements under the Commonwealth Grant Scheme (CGS) performance-based funding mechanisms, to incentivise ITE providers (or impose conditions) to deliver sufficient ITE graduates in specialisations/areas of need; and
- improve national data collection and make it more readily accessible, specifically in relation to:
 - pathways into teaching;
 - issues affecting ITE retention / completion rates;
 - issues affecting supply and quality; and
 - improving alignment between funded ITE provision and subject specialisations that are in short supply.

NSW notes the Commonwealth's response to the ITE report to date includes the establishment of the ITE Quality Assessment Expert Panel chaired by Professor Mark Scott. This Panel is tasked with developing new minimum excellence threshold standards for ITE courses to be reflected in revised and strengthened Accreditation Standards. The Panel will also advise on the development of a performance assessment framework encompassing the threshold standards and its application to funding to ensure the delivery of quality ITE courses.

Out of field teaching²⁵

All teachers must be appropriately trained, accredited and qualified to teach in order to be granted approval to teach in NSW public schools. When a teacher is permanently appointed to a role, it is on the basis that they have the appropriate subject-specific qualifications for that role. Once a teacher is permanently appointed, they may be asked or wish to teach other subjects – principals make local decisions about how best to deploy resources within the school.

Out-of-field teaching is a national challenge. At 21%, NSW has the lowest percentage of out-of-field teachers in Australia. While outperforming the national average in this regard, NSW is committed to boosting the supply of teachers in high-demand subjects such as STEM. This is one of three key priorities under the *Teacher Supply Strategy*. Nationally, one in four Year 8 students is taught mathematics by a teacher without a university mathematics qualification. NSW outperforms the national average for the ratio of qualified mathematics teachers to students, but we need more STEM-qualified teachers in our schools.

In addition, NESA is currently working with the department, universities and stakeholders to develop a framework for recognising the prior training, skills and experience of applicants for either undergraduate or graduate entry teacher training. This framework will provide a flexible but robust approach for assessment of mid-career changers moving into teaching and also the 'out-of-field' teaching experience of qualified teachers, having regard to prior training, skills and experience and the formal academic study required of graduate teachers.

²⁵ The Department of Education considers a teacher 'out-of-field' where a teacher is teaching a subject which they did not study at university as a major or minor as part of a Bachelor's degree or higher degree, or has not subsequently gained formal approval to teach on the basis of verified experience. Teachers teaching out-of-field are provided with resources and support by their schools. The department also offers a suite of retraining programs for teachers, including the new streamline Maths Retraining program that will commence in 2023.

Teacher recruitment

Ensuring quality in the teaching workforce

The Department of Education is implementing a range of evidence-led, teacher-led policy measures to support schools, students and teachers. By creating a best-practice environment for teaching and learning, these initiatives are working to boost teacher engagement and retention and to promote teaching as a career to a new generation of teachers.

School Success Model

The School Success Model is a whole-system, evidence-led reform program that aims to strengthen shared accountability across the system by putting in place clearer targets for school improvement, lifting capability through the design of new system support and sharing best practice across the system.

The model has three key objectives:

- developing quality-assured, evidence-led support around the needs of each school and their students to lift attendance, achievement and wellbeing;
- sharing accountability for student improvement by putting in place clearer targets, lifting capability and sharing what works best; and
- freeing up more time for teachers, principals and school staff to spend on activities that improve student outcomes around teaching, learning and leading.

The School Success Model builds on existing foundations – particularly the School Excellence Framework and the Strategic Improvement Plan. The School Success Model balances stronger support for schools to make evidence-based decisions with clearer responsibilities for performance targets.

The School Success Model delivers:

- evidence-based guidance on effective practice that improves student outcomes;
- more support for schools that need it the most;
- less administrative burden and stronger and clearer responsibilities for schools and the system; and
- recognition and the scaling of practice of our most successful schools.

As part of the School Success Model, the Universal Resources Hub provides a central location for school staff to access quality-assured teaching, learning and school improvement resources. The Hub provides a variety of standardised and quality-assured resources to help teachers, school leaders and school-based staff with their daily teaching and school practices.

Approval to Teach

Ensuring that the right candidates enrol in ITE courses and that they are prepared to be effective teachers by their ITE programs is essential to quality teaching. Since January 2020, approval to teach has been granted to 17,022 teachers, while 117 applicants were unsuccessful. In 2021, the department issued an approval to teach to 4,322 new graduate teachers, with 25% being prioritised for permanent employment as a high performing graduate teacher, and many others undertaking casual/temporary teaching. So far, in 2022, more than 3,285 final year students have been granted interim approval to teach while they complete their studies.²⁶

In 2021, 686 graduates were hired into permanent roles in the department.²⁷ In addition, all schools are supported directly in filling existing vacancies, and a current pilot initiative is providing intensive recruitment and workforce planning support to a group of schools experiencing ongoing staffing challenges.

NESA is responsible for admitting entrants to the NSW teaching profession in accordance with the National Framework for Teacher Registration, the *Teacher Accreditation Act 2004*, and relevant NSW policies. To support better insights into the pipeline of new teachers entering and graduating from university, NESA supports the Australian Teacher Workforce Data project and collects annual data reports from all NSW universities to support national data collections which inform teacher supply.

Since 2016, NESA has progressively implemented a range of requirements for entry to or exit from ITE courses, while the department has established additional requirements for approval to teach in NSW public schools. Collectively, these measures are aimed at improving the quality of teachers entering the teaching profession in NSW. The department's assessment of eligibility for approval to teach is now based on the key knowledge areas, critical experiences, skills, capabilities, motivations and attributes of a teacher aligned to the Teacher Success Profile.

²⁶ NSW Department of Education Electronic Approval to Teach (EAT) system

The new online assessment and teacher suitability interview process started on 20 July 2020. To date more than 16,027 applicants for approval to teach have successfully completed all assessments.²⁸

Australian Institute of Teaching and School Leadership (AITSL)

The Australian Government-established AITSL plays a key role in coordinating and leading national education reform and provides national leadership by promoting educational excellence. AITSL works in consultation with governments, education leaders, providers and the teaching profession nationally, to ensure that teachers and school leaders have the maximum impact on student learning in all Australian schools.

Sharing Best Practice – Best in Class

The department continues to strengthen the quality of teaching across NSW schools by identifying and scaling evidence-based practices at a classroom, school and system level by providing high-impact resources and professional learning.

Best in Class delivers professional learning led by expert teachers across several initiatives. These include The HSC Strategy, Writing in Secondary and Parent Partnership Learning Ecosystems, and the Mathematics Growth Team. Currently, 78 outstanding teachers support system improvement whilst remaining grounded in classroom practice.

As of July 2022, more than 6,500 teachers across approximately 680 schools were supported by professional learning delivered by the Best in Class initiative. Evaluation of teaching and student work samples show that Best in Class professional learning positively impact teaching quality and student performance. From 2019 to 2021, schools highly engaged with this professional learning demonstrated increased numbers of students achieving Bands 5 and 6.

Higher levels of accreditation – HALT

Highly Accomplished and Lead Teacher (HALT) accreditation with the NSW Education Standards Authority (NESA) recognises highly effective, innovative and exemplary teaching practice. HALT accreditation is voluntary and is nationally certified.

²⁸ NSW Department of Education Electronic Approval to Teach (EAT) system

Highly Accomplished Teachers work collaboratively with colleagues to enhance quality teaching practices that impact beyond their immediate classroom. They are highly effective and skilled classroom practitioners. Lead Teachers are innovative, exemplary teachers with a breadth of educational experience and a wide sphere of influence across their school. They are experts in leading others by initiating, evaluating, monitoring and implementing actions that have an impact within and beyond their school.

Interim Approval to Teach in NSW public schools

Interim Approval to Teach is issued after all eligibility requirements have been met, including the provision of all documents and a clear employment screening check. Interim Approval is valid for 12 months and permits the applicant to engage in casual or temporary work within NSW public schools. The use of Interim Approvals allows for the approval process to be expedited, reducing pressure points on supply. This means a teacher can submit their application and be teaching in a classroom within 48 hours.

Where a graduate has 18 months of their studies remaining and has an employment offer as a casual or temporary teacher from a NSW public school principal, the department's Teacher Approvals Unit seeks an early conditional accreditation decision from NESA so that an interim casual teaching approval can be issued.

Staffing Methodology Review

In 2017, NSW undertook the first comprehensive review of staffing in schools in over a decade. This Staffing Methodology Review (SMR) (which formed part of a wider School Leadership Strategy) examined the staffing methodology in schools which is used to determine school entitlement (the measure of the number of teachers to which a school is entitled).

The review included extensive stakeholder engagement, in particular to identify issues that schools have with the current way that teacher resources are allocated. Findings from the SMR are being used to support further analysis of any entitlement change options that may be considered in the future, with the following initiatives already developed based on the SMR:

- completion of entitlement data analysis and development of the entitlement analytical model - a foundational tool that allows the Department to test assumptions about different options for staffing schools over time;
- implementation of the SSP Supplementary Funding program, which has secured \$37million yearly to SSPs until 2024;
- improvements to recruitment processes and systems including: automated casual teaching approval, enhanced merit selection guidelines, refined SASS recruitment process, Working with Children Check refresh and Taleo redesign, and

the review of current rural and remote incentives has been completed and a report released in September 2021; all recommendations have been accepted and the department will be working closely with the profession and our stakeholders to implement these from 2022.

Staffing Agreement

Mechanisms to fill permanent teacher, executive and principal vacancies in NSW public schools are provided by an agreement between the Department of Education and the NSW Teachers Federation (known as the Staffing Agreement). The department has entered into Staffing Agreements with the Federation since 2005. While the duration of each Agreement may vary, typically they have been of four years in duration. The current Staffing Agreement 2021-2023 was announced on 26 May 2021, for commencement Day 1, Term 3, 2021 and will conclude at the end of the 2023 school year.

Key principles of the Staffing Agreement are that school staffing and recruitment processes should:

- maintain a state-wide staffing system that helps optimise teacher supply and access to the curriculum;
- provide schools with flexibility in filling teaching vacancies effectively and appropriately, ensuring students benefit from a consistently high-quality teaching and learning environment;
- create opportunities for schools to fill vacancies through various processes to best meet the local needs of the school, including an opportunity for early appointment of high-quality graduate teachers; and
- ensure permanency in teacher employment and provide career mobility.

Over time, the features of the Agreement have gradually moved from more centralised to less centralised, with schools now able to fill approximately half of all permanent teacher vacancies using a method of choice, including open advertisement. The NSW Government's view is that increased flexibility in the recruitment pathways and processes currently required under the Agreement would be of benefit to resolving some of the emerging issues related to efficiencies in filling permanent vacancies, and the department is advocating for this flexibility in ongoing discussions with the NSW Teachers Federation.

As an example, as part of the current Agreement, the NSW Teachers Federation agreed to extend the provision to appoint an eligible temporary teacher to a full-time permanent position across all '1 transfer point' schools (almost 1600) for any full-time vacancy being filled through local choice, up to the end of semester 2, 2021. To be eligible for appointment, a temporary teacher is required to have at least three years' continuous service at the school. Previous to this, and from the beginning of 2022, these schools could only access this option for part time permanent positions, with all other schools (2, 4, 6 and 8 transfer points) able to access the provision for full-time roles. Around 229 eligible

temporary teachers were appointed to full-time permanent roles in 1 transfer point schools as part of this time-limited provision. The department's view is that the opportunity to continue with this provision would support a more efficient recruitment process for many principals, and is continuing discussions with the Federation on this point.

As another example, the Agreement only allows for the permanent appointment of graduate teachers under certain conditions, restricting the department's ability to offer all graduate teachers permanent appointments in locations of preference.

While the NSW Government believes there would be benefit in a more flexible approach to teacher recruitment, this would not necessarily mean removing all central appointment processes, including options for transfer in the context of a state-wide public education system. The capacity for the department to make appropriate appointments enables equity of access to quality teachers across the state.

In accordance with the Staffing Agreement, permanent positions are filled by either a central appointment mechanism or via a local choice option, depending on how the last position was filled. That is, if the previous permanent position was filled via central appointment, the next permanent vacancy is filled by local choice and vice versa. Local choice includes open advertisement and a full merit selection process, as well as the appointment of a temporary teacher to a permanent position.

While the Staffing Agreement alternates between the filling of a role between 'central' and 'local' choice, Principals are not required to source their own permanent teachers. Principals work closely with the department's School Recruitment and Placement team to assess each school's circumstances and fill school positions in accordance with the requirements of the Staffing Agreement. While there are definite system benefits to this dual approach to permanent recruitment, Principals and school communities have at times expressed concern about the way that Staffing Agreement provisions limit Principals' flexibility in choosing centralised or local choice recruitment approaches.

Central appointment options to fill classroom teacher positions include the appointment of teachers via transfer, appointment of Aboriginal employment candidates, scholars and sponsored teachers and graduate teachers. In addition, the new Agreement makes provision for directly appointing a suitable teacher from the 'approved to teach' list (that is a teacher awaiting first permanent appointment). The capacity to fill positions via central appointment is a critical element in ensuring equity of access to quality teachers across the state, regardless of location. It is also the department's key mechanism to offer permanent teaching roles to high performing graduate teachers.

In the instance of executive teachers (assistant principal, head teacher and deputy principal) and principal positions, there are limited circumstances where a position is filled via central appointment, specifically incentive, priority transfer of teachers in special education settings, nominated transfer, or other case managed transfer. In the case of

Principals, generally transfers occur at that Principal's current classification level. In most cases, executive and principal positions are filled by an open merit process, with a local panel determining the most suitable applicant for the position.

As noted above, the Staffing Agreement enables a 'local choice' option which permits permanent appointment of eligible temporary teachers to a permanent vacancy, where the teacher's staffing codes match the requirements of the role. Eligibility for appointment based on the service period required to be met, and the full time equivalent a temporary teacher is eligible for appointment, is driven by the transfer points category of the school.

This provision incentivises teachers to work in rural and remote schools with a 12 month service requirement for temporary teachers to be eligible for permanent appointment in some Connected Community schools and in 4, 6 or 8 transfer point rural and remote incentive schools, as opposed to lesser transfer point schools where there is a minimum two year service requirement. In 2021, 237 temporary teachers across 187 schools were appointed to permanent positions under this provision of the Staffing Agreement, inclusive of those in 1 point schools described above. For the current calendar year to 6 June 2022, 142 temporary teachers across 127 schools have been appointed to permanent positions through this provision.²⁹

The role of Principals in recruitment

The Staffing Agreement provides the framework for filling permanent teacher vacancies. However, the requirements for each position are determined by Principal. When a vacancy occurs, the Principal 'declares' the vacancy, advising of the requirements of the position by listing the particular staffing codes required. Staffing codes are subject/teaching area, and skills and/or experiences competences, and are listed in the Staffing Procedure for Teaching Service in NSW Public Schools. Where the position is filled by central appointment, the department's School Recruitment and Placement team (Teacher Recruitment) manages the administrative functions to source appropriate teachers and make appointments. There is no requirement for Principals, for example, to review or verify qualifications or conduct probity checks as all tasks of this nature are managed centrally.

Where a position is being filled by local choice, there are a range of options available to the Principal, including a number of options that require minimal administration work on the

²⁹ This figure is inclusive of some teachers appointed to 1 point schools through the time limited provision, where the recruitment action commenced in 2021 and the appointment was finalised in 2022.

part of the Principal. The methods of recruitment with the most significant administrative impact for schools are where the Principal elects to fill the role by a closed merit or open merit process. Typically, a Principal will request this method to fill a position to ensure the school community, represented by the panel, can choose the teacher who will best meet the needs of the school.

Where a position is being filled by merit selection, a local panel is formed to assess applications, interview shortlisted candidates and contact referees. While often the Principal is the panel convenor of the merit panel, this is a task that can be delegated to another school executive where appropriate.

Typically, just over 50% of classroom teacher vacancies are filled via local choice, and of those, around 50% are filled via an open merit process. Over the last few years, a number of enhancements have been implemented to reduce the administration required for an open merit process. This has included enhancements to Taleo (the system used to manage the recruitment workflow), and guidelines for applicants relating to maximum application page lengths. Further efficiencies will be rolled out following the revision of the Merit Selection Procedure later in 2022.

In an effort to reduce the overall proportion of unfilled vacancies, the department is working to increase the awareness of Directors, Educational Leadership (DELs) and Principals about the importance of prioritising the use of existing processes under the Staffing Agreement to fill vacant roles on a permanent basis, rather than with temporary teachers.

Priority Schools Support pilot

The Priority Schools Support Pilot is a recruitment initiative to test a more intensive, holistic recruitment support model to assist an initial group of pilot schools with significant permanent and temporary/casual teacher needs. The first phase is initially being implemented for Term 2 and Term 3, 2022, and is supporting 56 schools, inclusive of all Connected Communities schools.

A dedicated team, inclusive of experienced school staffing officers, has been established within the department to work closely with each pilot school Principal to undertake a deep analysis of the school's teacher workforce needs and patterns, developing a tailored teacher recruitment plan with a view to both current and future needs.

Schools participating in this first phase have been identified on the basis of either having a significant volume of permanent teacher vacancies as well as, in most cases, a number of vacancies that have had more than one unsuccessful attempt at filling. In addition, many of these schools have unmet temporary and or casual teacher needs, exacerbating current staffing concerns.

In addressing the pilot schools' needs, a range of financial or other incentives to attract and retain teachers will be utilised to fill permanent vacancies and meet unmet temporary needs, where appropriate. In addition, opportunities for the early appointment of graduate teachers and scholars will be explored, with a view to meeting future needs of the school.

Central School Recruitment and Placement Unit

The Department of Education provides school recruitment and placement support through five teams with a specific focus on the recruitment of permanent teachers and support staff in schools. The Teacher Recruitment team is responsible for a range of functions relating to the recruitment of Principals, executive teachers and teachers (including school counsellors), including management and support for:

- permanent vacancies, including provision of advice to Principals regarding workforce planning;
- processes relating to permanent entitlement;
- transfers;
- appointments via merit selection; and
- placement of scholars, sponsored teachers and graduates.

In addition to the Teacher Recruitment function, the Specialist Support and Projects (SS&P) team within School Recruitment and Placement also provides support in teacher recruitment matters. The SS&P team is responsible for activities including:

- specific support for Principals of newly opening schools, or schools involved in amalgamations or other major capital projects;
- management of the executive review processes;
- case managed transfers; and
- recruitment of Assistant Principals, Curriculum and Instruction.

Ongoing teacher recruitment initiatives

Teach NSW campaign

The department has run the *Teach NSW* campaign for over a decade, engaging with high school and university students to position the NSW government schools as the employer of choice for future teachers.

The Teach NSW campaign currently encompasses:

- a *Teach NSW* online presence with 300,000 monthly website views (on average), close to 180,000 followers across social media channels (Twitter, Facebook, LinkedIn, Instagram and YouTube) and responding to over 800 email enquiries annually;

- targeted presentations to high school students and first through to final year education students at ITE providers across Australia (70 events annually);
- event attendance at expos and careers fairs across Australia (100+ events annually);
- an annual *Teach NSW* Career Fair (over 1,000 attendees in 2021);
- delivery of 60 targeted Teaching 101 webinars to support scholarship programs;
- targeted digital and social media advertising to support various campaigns, initiatives and employment opportunities;
- targeted electronic direct mail to support campaign and program initiatives and recruitment opportunities;
- weekly JobFeed e-newsletter (over 81,000 subscribers), webpage (171,141 views per quarter) and app. JobFeed promotes all current temporary and permanent teaching positions available with the department;
- online sign-up forms to receive program notifications/updates (75,000 subscriptions currently held);
- organic and paid advertising in relevant industry publications, digital media and print media;
- community engagement with Education Societies, Facebook groups and associations; and
- Indigenous Centre engagement at various NSW universities.

Support for rural and remote teaching staff

The Department of Education has spent a total of around \$75 million on incentives to attract teachers to rural and remote areas over the past five years, making the incentive scheme one of the most generous in the world. In 2021, the department's Rural and Remote Incentive scheme was reviewed to identify best practice for attracting and retaining staff in rural and remote areas.

As a result of this review, the department is progressing a range of measures to attract and retain teachers in rural and remote areas, including updates to the current transfer points allocations, and simplifying and expanding existing incentives designed to attract and retain teachers in rural and remote locations.

The 2021 Review incorporated rigorous analysis of academic articles, data sources and external indices as well as input from stakeholders across the system. This included a discussion paper and consultation with over 450 Principals via a survey. The findings from this analysis indicated that while financial and non-financial incentives are useful levers to attract and retain staff and have an impact in motivating teachers to choose to work in harder to staff schools, such incentives are only one part of teachers' overall motivation.

The Minister accepted all of the Review's recommendations and a number of priority initiatives have been delivered in response to the findings in the review, including

expanding the eligibility of financial incentives to temporary teachers for rural and remote teaching, doubling the value of the recruitment bonus to \$20,000 for teachers who take up service in rural and remote schools, and increasing investment in quality teacher housing in rural and remote areas.

Housing is a key issue for regional, rural and remote teachers. As part of the 2022-23 Budget, \$174 million will be invested over four years in key worker housing for people in regional areas, including teachers. The department has also allocated an additional \$23.5 million to improve and increase the supply of teacher housing in priority towns.

In 2021, 1,020 teachers received incentive payments to the value of around \$18.6 million. The average payment was approximately \$20,000 per teacher, and \$337,000 per incentive school.

Current financial incentives include:

- Rural Teacher Incentive: up to \$30,000 per annum (less value of rental subsidy, where applicable);
- Rental Subsidy: 50-90% (based on a school's transfer points);
- Retention Benefit: \$5,000 per annum, for a period of ten years;
- Experienced Teacher Benefit: up to \$10,000 per year, for a period of five years; and
- Recruitment Bonus: \$20,000 offered to successful candidates after two unsuccessful recruitment advertisements.

In Term 1 2022, around 1,500 teachers received around \$8 million in 153 rural and remote incentive payments (consisting of \$5.6 million for 969 permanent and \$2.3 million for 509 temporary teachers).

Support for pre-service teachers

The Department of Education is fostering stronger links with pre-service teachers from all ITE providers to develop a clearer pathway from university to employment with the department. In 2019 the department developed the [Pre-service teacher resources](#) website to support pre-service teachers, their ITE providers, and to provide professional learning resources for Supervising Teachers.

In 2020 the department released resources for the [Induction for pre-service teachers](#). These resources are designed to:

- clearly communicate the department's requirements to the pre-service teachers;
- guide the supervising teacher in supporting an induction to the school and the department; and

- bring together the information required for both the pre-service teacher and the supervising teacher so that it saves time and effort by being easily accessible.

An extended induction package for pre-service teachers completing rural placements has been developed and is provided to all pre-service teachers undertaking a rural placement arranged by the department. In collaboration with university partners and other stakeholders, the department is also currently developing a support package for Aboriginal pre-service teachers. Extensive consultation has started and it is anticipated that this support package will be available for 2023.

In 2021 and continuing into 2022, to manage professional experience placements during mixed online and classroom teaching, additional resources have been offered to support both pre-service teachers and their supervising teachers, including the following:

- a series of online 'Setting up for Success' workshops delivered by expert teachers across the department;
- individualised support was provided through mentoring, support for conditional accreditation and unique and engaging professional learning experiences, such as placements with the COVID-19 Intensive Learning Support Team and School of the Air;
- Professional Experience Advisors (with Lead Teacher accreditation) provided support and mentorship to address any concerns around professional experience placements; and
- work with the NSW Council of Deans of Education and NESAs to ensure conditionally accredited teachers in their final year of study who take up employment with the department have access to additional resources and mentoring to ensure they complete both their employment and university studies successfully.

Scholarships

The department offers a range of scholarships and sponsored training programs for future teachers, and current teachers looking to retrain. The scholarships and training programs support people who undertake university-level study that aligns with our workforce needs. They target in-demand subjects, including STEM, rural and remote education, and specialist teaching areas such as inclusive and special education.

Scholarship recipients receive generous financial incentives and benefits, and guaranteed employment in a NSW public school. The department's scholarship program is one of a range of measures implemented to create a supply of well-trained teachers to meet the needs of NSW public schools.

The department is committed to increasing the uptake of scholarships and sponsored retraining programs to contribute to the supply of teachers in NSW public schools.

Program eligibility is being extended, and financial support and available scholarships are being increased. From 2023, the *Teacher Education Scholarship Program* has been expanded to include all secondary teaching subjects in order to boost the cohort of teacher trainees across a greater number of secondary teaching areas.

Teacher Education Scholarship Program

The Teacher Education Scholarship Program was first implemented in 2002. Up to 230 of these scholarships are offered annually, of which up to 80 are awarded to Aboriginal or Torres Strait Islander students for primary or any secondary subject area. Scholarships for non-Aboriginal applicants are available for the high demand subject areas of mathematics, science (physics), selected Technology and Applied Studies subjects, English, history and Special Education. Scholarship recipients receive \$7,500 per year of study for up to five years, a \$6,000 appointment allowance and agree to teach in a NSW public school for at least three years.

For the 2022 Teacher Education Scholarship Program, 423 applications were received, of which 81 were from Aboriginal or Torres Strait Islander applicants. There were 66 successful applicants for 2022 – 45 scholarships were formally accepted, of which nine were for Aboriginal or Torres Strait Islander applicants.

The Teacher Education Scholarship Program has been expanded for 2023 to include all secondary teaching subjects in order to boost the cohort of teacher trainees across a greater number of secondary teaching areas and ensure the full allocation of 230 scholarships can be awarded.

Graduate Teacher Scholarship (previously called Incentive Scholarship Program)

In 2008, an Incentive Scholarship program was introduced to target final year students of high demand subject areas, including mathematics, science (physics), Special Education and the Technology and Applied Studies (TAS) key learning area, particularly those eligible to teach Engineering Studies, Industrial Technology and Design and Technology.

Ten scholarships were awarded for 2022. The number of scholarships available has doubled to 40, with 20 scholarships exclusively available for selected TAS subjects. The scholarship package has been enhanced to \$15,000 (up from \$5,000). Targeting final year TAS graduates will contribute to the immediate supply of TAS teachers in NSW public schools.

teach.Rural scholarships

This scholarship program provides financial support to high-performing HSC graduates for teacher training in subject areas where there is an anticipated teacher supply shortfall.

Graduates of this program are required to teach in rural and remote locations for three years.

The teach.Rural scholarship program was significantly enhanced in 2018, with an upfront course contribution fee of up to \$50,000, \$7,500 per year of study, \$6,000 on completion of study, and \$500 per week during rural practicum placement. The first cohort receiving this package started study in 2019. 545 applications were received for the 2022 teach.Rural Scholarship, with 92 successful applicants offered a scholarship for studies commencing in 2022. 77 scholarships were formally accepted.

Teach.MathsNOW scholarships

The teach.MathsNOW scholarship program was launched in 2019 as an initiative under the Premier's Maths Strategy. Eligibility for the scholarships has been extended to include HSC students wishing to pursue a career as a mathematics teacher. From 2023, the scholarship will also support studies for up to five years (previously available for up to two years) and will provide an increased study completion grant of \$15,000 (previously \$5,000) for industry professionals to further incentivise career changers into the teaching profession.

The scholarship targets career changers from STEM-related industries and undergraduates studying STEM-related subjects to encourage the uptake of careers as mathematics teachers in NSW public schools. From 2021, an enhanced package to better support these career changers and undergraduate students was introduced. The enhanced package includes:

- up to \$50,000 equivalent upfront course fees;
- a \$5,000 one off training allowance;
- part time employment as a paraprofessional during the final three semesters of study;
- a \$5,000 study completion grant; and
- the offer of a permanent teaching position as a mathematics teacher (subject to accreditation).

There were 40 successful applicants (from 124 applications) for studies commencing in 2022, with 26 scholarships formally accepted. For 2023, eligibility for the scholarship has been extended to include HSC students wishing to pursue a career as a mathematics teacher, and the scholarship will also support studies for up to five years, (previously available for up to two years) and will provide an increased study completion grant of \$15,000 (previously \$5,000) for industry professionals to further incentivise career changers into the teaching profession.

Inclusive Practice in Education scholarship

The department launched a new scholarship program in 2019 targeting existing qualified teachers wishing to retrain in inclusive or Special Education, as an initiative under the NSW Disability Strategy. The scholarship offers a significant professional development opportunity for eligible teachers to study while maintaining their current permanent position.

The scholarship package includes:

- up to \$23,000 toward course fees;
- study leave provisions; and
- for teachers not yet permanently employed, a permanent teaching position.

In addition to providing a pathway for teachers to complete a Masters with a specialisation in inclusive or special education, the program includes a pathway for a Masters Degree with specialisation in the area of deaf and hard of hearing or blind and low vision, and a pathway for a Graduate Diploma in inclusive/Special Education. 194 applications were received for the 2022 Inclusive Practice in Education Scholarship and 155 offers of scholarship made. 112 scholarships have been formally accepted.

Sponsored Training Programs (Retraining)

The department sponsors training programs to enhance the supply of qualified primary and secondary teachers in curriculum and specialist areas of workforce need. The training programs support qualified teachers in gaining approval to teach in a specialist teaching area or in a different or additional curriculum area. Priorities for sponsored training include Engineering Studies, Industrial Technology – metal and timber, Agriculture, mathematics, science (physics) and the specialist teaching areas of school counselling, careers, English as an Additional Language or Dialect and library.

A Teach and Learn Scholarship was introduced in 2020, offering financial benefits more closely aligned to the cost of teachers undertaking additional post-graduate studies and includes additional support while studying and completing practicum. The program eligibility has been extended to include temporary teachers. The scholarships are available to teachers undertaking studies in high demand subject areas or specialist teaching areas, with an enhanced package including:

- up to \$20,000 per year of full-time study for a maximum of two years (increase from \$10,000);
- \$500 per week during practicum; and
- study leave provisions.

30 applications were received for the 2022 Teach and Learn Scholarship for High Demand Subject Areas, with 19 successful applicants offered a scholarship for studies commencing in 2022. Sixteen scholarships have been formally accepted. The Teach and Learn Scholarships for Specialist Teaching areas are open for applications on an ongoing basis. As at 7 July 2022, 132 applications had been received, with 86 offers accepted.

National cooperation

The Commonwealth, as the primary funder of public universities, has a critical role (and an obligation) to ensure that universities are incentivised to deliver enough quality teachers for schools, students and employers. In addition, it is in the interests of the sector to understand the impact of recent changes to federal funding on workforce supply (for example the Jobs Ready Graduate package in late 2020).

In relation to migration, NSW seeks additional support from the Commonwealth to attract overseas teachers to roles in our schools. We welcome measures that incentivise overseas teachers to choose Australia by reducing barriers to migration and providing financial or relocation incentives. Further, we call on Commonwealth agencies (Including AITSL and Home Affairs) to fast track the processing of skilled visa applications for teachers taking roles in our schools and a streamlined pathway for international teachers to obtain their Australian citizenship.

Governments should continue to seek a collaborative approach by managing their respective levers in a coordinated way that most effectively ensures teacher supply. In the spirit of collaboration, NSW and Victoria are developing a paper about teacher supply for discussion at the next set of national education secretary and minister meetings.

Teacher retention

Drivers of teacher attraction and retention

In the Department of Education's 2021 People Matter Survey, 70% of teachers responded favourably about their workplace 'wellbeing, health and safety' (up 8% from last year). These favourable results reflect the department's ongoing commitment to creating an environment where teachers can thrive, through initiatives including the Quality Time Action Plan and the School Success Model (both described elsewhere in this submission).

As part of this ongoing commitment to our teachers, the department has also commissioned research into the drivers of attraction to the teaching profession. This *Teacher Value Proposition* (TVP) research explored what motivated individuals to consider teaching as a career. The research has deepened our understanding of the current perceptions of teaching and career needs of our target cohorts.

This research shows that teachers are primarily drawn to the profession by intrinsic factors and the desire to make a meaningful difference in the lives of students. Extrinsic factors such as salaries have a less direct influence on attraction and retention. We know that people who choose teaching as a career are more often driven by their need to have a career that gives a sense of purpose and makes a positive impact at an individual level.

Progression, remuneration and leave entitlements

Teacher salaries in NSW are competitive with those offered by other state education systems, and NSW teachers have received a total 7.66% increase in remuneration since 2020, and avoided the public sector wages freeze in 2020. This total includes a 2.5% remuneration increase in effect since 1 January 2022. In addition, the NSW Government offers attractive leave conditions and a range of other financial incentives which are highly valued by teachers.

Similarly, the stability of employment offered by a teaching career is valued, and flexible working arrangements are seen as a major benefit offered by the teaching profession. Flexible arrangements that allow teachers to move between casual, part-time and full-time employment to accommodate further study, raising a family, or other needs are also valued.

Improving support for the workforce

The Quality Time program was introduced in 2021 and focuses on reviewing, streamlining and reducing the departmental administrative processes that teachers, Principals and other school-based staff are required to participate in, so that teachers and Principals can focus on their primary roles – teaching and leading.

The Quality Time program aims to achieve a 20% reduction in time spent by school staff on administrative tasks by the end of 2022. Mid-year evaluation of the program has confirmed that the program is on track to meet this target in 2022.

Support for beginning teachers

Beginning teachers face particular challenges as they make the transition from study to the classroom in their first years of teaching. Beginning teachers are supported at their local level through school-based induction and professional development. The Department of Education provides a research-based framework for supporting schools in providing quality school-based induction, known as Strong Start Great Teachers (SSGT). The resource provides information, advice, and ideas for schools to create customised, locally responsive induction programs.

The department also runs conferences for early career teachers and their mentors to strengthen their educational practice in the areas of Classroom Management and Practice,

Behaviour Management, Communication and Relationships and Wellbeing and Professional Identity.

Since 2014, the department has been providing significant additional funding support to eligible beginning teachers to support their induction and professional development. Eligible permanent beginning teachers are supported for the first two years of their first permanent appointment.²⁹ Since 2017 the department has extended the first-year funding to eligible temporary teachers.³⁰

The funding supports a range of initiatives for beginning teachers (suitable activities are determined by school Principals), including:

- participation in targeted professional learning activities;
- collaboration with experienced colleagues to develop capacity across the beginning teacher's teaching practice;
- engagement in a structured mentoring program; and
- development of the beginning teacher's submission for accreditation at the Proficient Teacher career stage.

Teacher salaries

NSW government teacher salaries are competitive with those offered by other state education systems. In addition, the NSW Government offers attractive leave conditions and a range of other financial incentives to teachers.

In 2011, the annual salary for teachers at the top of the salary scale was \$84,759. In 2022 the band 2.3 annual salary is \$109,978. Over the last 11 years the classroom teacher salary at the top of the scale has increased by \$25,219, which represents a 29.75% increase from the 2011 salary. NSW teachers have received a total 7.66% increase in remuneration since 2020, and avoided the public sector wages freeze in 2020. This total includes a 2.5% remuneration increase in effect since 1 January 2022.

As of January 2022, teachers accredited as Highly Accomplished or Lead earn up to \$117,060, school executive positions earn up to \$147,776 and principals earn up to \$194,816. In addition, the Department of Education offers attractive leave conditions and a range of other financial incentives to teachers.

NSW also offers a financial and non-financial incentive scheme which is comparatively one of the most generous in the country. Current financial incentives include:

- a rural teacher incentive: up to \$30,000 per annum (less value of rental subsidy, where applicable);
- rental subsidy: 50-90% (based on a school's transfer points);
- retention benefit: \$5,000 per annum, for a period of ten years;

- experienced teacher benefit: up to \$10,000 per annum, for a period of five years; and
- recruitment bonus: \$20,000 offered to successful candidates after two unsuccessful recruitment advertisements.

Following the release of the report following the *Review of Rural and Remote Incentives* in 2020,³⁰ eligibility for incentives was expanded to temporary staff. Almost 1,500 teachers received incentive payments in Term 1 2022. The average permanent teacher receives incentive payments of around \$15K-\$20K each year, with the maximum payment per year being approximately \$30k. The 2022-23 budget for rural and remote incentives is \$32.3 million.

Leave entitlements

Teachers have access to the following leave types:

- Annual leave: permanent full-time teachers are entitled to four calendar weeks annual leave per school year (except permanent full-time teachers in the Western Vacation Division, who are entitled to five calendar weeks of annual leave each school year). Permanent part-time and temporary full-time teachers are entitled to annual leave on a pro-rata basis.³¹
 - Annual leave for teachers in the Eastern Vacation Division must be taken during the first calendar non-term week of the summer, autumn, winter and spring student vacations.
 - Annual leave for teachers in the Western Vacation Division must be taken during the first non-term calendar week of the autumn, winter and spring student vacations and during the first two calendar non-term weeks of the summer student vacation.
- Sick leave: permanent and temporary full-time teachers accrue 15 days of paid sick leave per annum over the course of a year. This leave accumulates from year to year.

³⁰ NSW Department of Education, 2020

³¹ Unless required to do so, teachers are not be required to attend their workplaces during the non-term week(s) of the student vacation periods. Teachers continue to be paid for the non-term week(s). Payments made to a teacher during non-term week(s) (outside leave periods) are not defined as and are not treated as payments for 'leave of any form'.

- Extended Leave and Long Service Leave: while the term 'long service leave' has been commonly used in the teaching service, permanent and temporary teachers receive extended leave in accordance with Part 4, Division 5 of the *Teaching Service Act 1980* and Determination 6 of 2006.

Extended leave entitlements for permanent and temporary teachers

While the accrual rate is 44 working days of extended leave for 10 years of service, teachers have access to extended leave on a pro-rata basis after seven years of service. Applications for extended leave are generally to be submitted to a Principal at least three months in advance. The approval of an extended leave application is based on the students' educational requirements and the operational needs of the school. This leave accumulates from year to year.

Long Service Leave

Long Service Leave as provided by the *Long Service Leave Act 1955* is only available to casual teachers. To be eligible for long service leave, a teacher must have completed ten or more years of continuous service. For the purpose of determining eligibility, service includes:

- permanent and temporary teaching service that merges continuously with service as a casual teacher, and
- casual teaching service if continuous with any other casual permanent or temporary service.

A break of up to two months exclusive of school vacations will not break continuity of service. Provided eligibility for long service leave has been established, the method of calculating the entitlement to long service leave is solely based on the casual service as follows:

- 2 months (44 days) long service leave on completion of 10 years' service; and thereafter, and
- 1 month (22 days) long service leave for each 5 years subsequently completed; pro-rata is only available in case of termination and is based on completed years.

Long service leave is available to casual teachers as a monetary payment in accordance upon cessation or termination of employment and may also be taken as leave in certain circumstances.

Parental Leave

Permanent and temporary teachers who meet specific eligibility criteria have access to a range of paid parental leave:³²

- 14 weeks for the birth parent;
- 14 weeks for the primary carer of a child following an adoption or altruistic surrogacy;
- 2 weeks for the other parent at the time of birth, adoption or altruistic surrogacy; and
- up to 12 weeks for the other parent if they become the primary carer.

Further enhancements to Paid Parental Leave were announced in the State budget and will take effect from October 2022.

Family and Community Service Leave (FACS)

Permanent and temporary teachers are entitled to a maximum of two and a half days each year of FACS leave in their first two years of service. Thereafter they cumulatively accrue one day per year. Teachers can utilise this leave to meet a range of family and community service responsibilities.

Domestic and Family Violence Leave

Ten days' paid domestic and family violence leave is available to permanent and temporary teachers. This leave is non-cumulative.

Military Leave

Permanent and temporary teachers who are volunteer members of the Defence Forces Reserves are entitled to paid leave as follows:

- Navy Reserve – 26 days per year
- Army Reserve – 28 days per year
- Air Force Reserve – 32 days per year

³² All paid parental leave must be taken within 12 months from the date of birth, adoption or altruistic surrogacy. In addition, following a recent NSW Government announcement the Department also provides 5 days paid leave when a teacher or their spouse suffers a miscarriage and paid pre-term birth leave where a child is born prior to 37 weeks of pregnancy.

This leave is available in any 12-month period commencing on 1 July each year, and is non-cumulative.

Special leave

Special leave is a category of full pay leave available to teachers. It covers activities which are not regarded as being on duty but which are not covered by other forms of leave. It is non-cumulative and its duration depends on the activity. It can range from activities such as examination leave, jury service, and employees who are volunteer members of Emergency Services Organisations.

Supporting management of COVID-19-related leave

The department remains focused on supporting schools in managing the impacts of COVID-19 absences in their schools. In Term 4, 2021 the department released *Guidelines for Backfilling Staff due to COVID-19* to support schools in making operational decisions regarding staffing of schools due to leave associated with COVID-19.

The Guidelines include employing casual or non-casual staff as required, drawing on existing staffing to prioritise classroom learning, pausing COVID intensive learning support, accessing staff from schools in the local area and Principal network, and engaging accredited staff working in corporate positions.

COVID-19 vaccination requirements for Department of Education staff, including teachers

Throughout the pandemic, the department has been managing COVID-19 risks in line with its legal duties under the *Work Health and Safety Act 2011* and Public Health Orders. COVID-19 vaccinations for all people working at a school or Early Childhood Education facility have been mandatory since 8 November 2021, except for those with a valid medical contraindication.

In April the NSW Government announced that the Public Health Order relating to vaccination of education and care workers will not be extended beyond 13 May 2022 and that workplaces will move to a risk-based assessment approach around vaccines.

A new vaccination policy was announced by the Department of Education on 18 July 2022, following independent risk assessment, consideration of feedback received through formal consultation with unions, feedback from school-based and corporate staff, and advice from the NSW Chief Health Officer in relation to the dominant Omicron subvariants of COVID-19.

The updated vaccination policy means that:

- unvaccinated corporate staff can return to corporate offices;
- unvaccinated school-based staff who were on alternate duties or leave will be able to return to their school (unless they work at an SSP);
- unvaccinated staff who resigned or were dismissed will be able to reapply for advertised positions with the department;
- schools will be able to reengage unvaccinated or unattested active casual staff on a temporary or casual basis; and
- unvaccinated staff will be required to comply with any further vaccination mandate if they apply for roles covered by the mandate.

Furthermore, under the new vaccination policy announced on 18 July 2022, teachers who separated or were dismissed due to the COVID vaccination mandate will be eligible to apply for roles and have their approval to teach reinstated if they have active accreditation with NESA, a current WWCC clearance and there were no other issues or concerns being managed in relation performance or conduct at the time of separation from the Department.

The updated COVID-19 vaccination policy includes a double-dose vaccination requirement in SSPs except for Stewart House and the Centre for Effective Reading Assisted Travel Support Officers (ATSOs) have a 3-dose requirement under the *Public Health (COVID-19 Care Services) Order (No 2) 2022* (the Care Services PHO)). Staff working in the state's 10 hospital schools and 6 juvenile justice centre schools must comply with the highest order vaccination requirement, determined by NSW Health and Corrective Services NSW.

The department's COVID-19 risk management strategy also includes continuing the current mask requirement for all staff working with students at risk of serious illness from COVID-19 and strengthening COVID-smart measures under the Winter Plan to mitigate the increased risk of transmission due to lifting the mandate. This includes a 4-week 'blitz' at the start of Term 3 to keep schools safe: strongly encouraging masks, distributing RATs, boosting day cleaning, encouraging up-to-date vaccination and staying home if sick.

Staff covered by the Care Services PHO and the new Secretary Direction and Determinations made on 18 July 2022 are required to self-declare their vaccination status using the Vaccination Attestation and Confirmation System (VACSAAttest), which is sighted by the school and recorded centrally using VACSConfirm. The Department will continue to strongly recommend all staff to remain up-to-date with their COVID-19 vaccinations, as determined by ATAGI.

Attachments

1. Teacher Supply Strategy
2. Key Data
3. NSW submission to the Quality Initial Teacher Education Review



| NSW Department of Education

NSW Teacher Supply Strategy

Building a world-class profession to meet students' needs today and in the future



Minister's foreword



All children, no matter where they live or what their circumstances are, should have access to a top quality education.

Teachers are the key to that top quality education.

Investing in a highly qualified and sustainable workforce of educators who are skilled in diverse subject fields is, in my opinion, one of the most valuable ways a government can spend its money.

I firmly believe educators play the most vital role in our society. They are the ones who shape our children to become informed, active and involved members of their communities and who give them the keys to a successful future.

I know people are, and will continue to be, attracted to teaching and school leadership because of this impact – drawn by the desire to support young minds and future leaders. However, this is not a strategy to rest on. We need to take an increasingly active role in promoting, supporting, and retaining this vital profession.

As the Teacher Supply Strategy outlines, we have some challenges to address. Fewer people are entering into teaching degrees, there are more children attending school than ever before and, after a challenging few years with severe drought, bushfires and the global COVID-19 pandemic, the rate in which teachers are retiring has picked up.

That's why this strategy is such a critical piece of work. As a government, we need to make sure that we are proactive in our approach to securing a sustainable pipeline of teachers, supporting those in the profession and ensuring quality teachers are where students need them.

This document outlines our directions and a number of initiatives, underway and planned, which will increase the number of teachers joining the profession, particularly in specialist areas, and ensure that our workforce numbers are sustained both now and into the future.

Retaining and attracting quality teachers needs a positive, constructive and fresh approach. We need to recognise and address the challenges of a modern classroom and the expectations of an employee in this era. This strategy sets us on that journey, to foster and grow what is truly one of the great professions.

I hope this strategy shows our current and future teachers just how highly the NSW Government, and the general public, values them and the work they do every day. I'm so excited by the potential of this work to bring even more diverse, committed and highly-qualified experts into our classrooms to teach our students.

Sarah Mitchell

Minister for Education and Early Childhood Learning

Setting our schools up for the future

| Teachers are the most important factor in the success of our students and schools.

NSW has invested in substantial activities to boost teacher supply, dedicating \$38 million annually to teacher supply initiatives, including rural and remote incentives, scholarships and attraction to teaching activities. These actions have seen record numbers of teachers appointed to the NSW public school system. The NSW Government is on track to deliver its commitment to recruit an additional 4,600 teachers over 4 years, but it is essential that we continue to plan to address current gaps and future workforce needs.

Teacher supply pipelines are an ongoing challenge both nationally and internationally. Attraction to teaching, forecast enrolment growth, increased demand for subject specialisations, and regionalisation are universal issues that continue to apply pressure on a sustainable teaching workforce pipeline.

The NSW Teacher Supply Strategy is an evidence-based plan to continue to attract and grow quality teachers, with the right subject qualifications, to locations where they are needed, to support and advance our students.

The strategy is based around three key priorities. It aims to grow the workforce by: improving attraction to teaching, re-training and upskilling more teachers to specialise in high-demand subjects, and boosting teacher supply in regional and remote communities.

It includes a range of innovative initiatives designed to create a diverse and sustainable pipeline of teachers to support our students into the future.

The NSW Government is investing \$125 million over the next 4 years to support the delivery of these initiatives as part of a broader commitment to build a world-class education system.

Strategic priorities:

Goal

Grow overall supply of teachers



Actions

- Recruit teachers beyond NSW - interstate and internationally
- Roll out targeted awareness-raising campaigns of employment opportunities
- Improve perceptions of teaching
- Accelerate careers of high-performing teachers through programs such as FASTstream
- Help rural and remote schools access casual teachers where they are needed most.

Goal

Encourage more teachers to train in high-need and specialist subject areas



Actions

- Provide accelerated mid-career pathways for existing teachers and experienced subject matter professionals
- Provide targeted teacher retraining in high-demand subject areas
- Expand scholarships for teacher retraining in Inclusive Education
- Provide new pathways for School Learning Support Officers and locally-based students to become teachers
- Collaborate with the university sector to access new Technological and Applied Studies teaching places via pilot programs.

Goal

Provide targeted teaching support for students in the places it is needed



Actions

- \$15 million of immediate investment based on the Rural and Remote Incentives Review
- Increase teach.Rural scholarships to attract high quality teachers to rural and remote areas
- Expand the Rural Experience Program to encourage metropolitan teachers to complete a trial placement in a rural school
- Identify and support high potential secondary students from regional communities to become teachers via the Grow Your Own pilot program
- Support for Rural Beginners to help new teachers settle into regional communities.



Understanding the challenges

Future-focused teacher supply

Teaching is an incredibly rewarding and in-demand profession. However, education systems across the country are grappling with the challenges of declining graduate teacher numbers, increasing student enrolments, and subject-diversity demands.

There are several factors driving this challenge, including changing perceptions of teaching as a career, perceptions about the complexity of undertaking a teaching degree, and barriers to entry for people seeking a career change to teaching.

Recognising this national challenge, the Australian Government launched the Quality Initial Teacher Education Review, which is due

to report later in 2021. The review will make recommendations to strengthen attraction and selection of high-quality candidates into teaching.

NSW is leading the way

As the NSW Productivity Commission White Paper 2021 – Rebooting the Economy highlights, the human capital of our teaching workforce is the largest economic asset the NSW education system manages.

The Teacher Supply Strategy represents a major investment to maintain and build on existing, successful, pipelines of teachers, to continue to deliver quality education to our students.

NSW is starting from a strong base, with an existing student-teacher ratio (full-time equivalent) of roughly 15 students per teacher ([2020 data](#)).

The Teacher Supply Strategy is an important part of the NSW Government's overall commitment to encourage and support more people to become teachers, and to support this with a commitment to evidence-based and future-focused workforce planning.

The initiatives are designed to increase the appeal of the profession and help to remove and reduce barriers to attracting more teachers. The strategy also addresses the opportunity to diversify our teacher supply channels to strengthen our ongoing supply of teachers into the future.

Having more teachers with the right specialisations to teach in-demand subjects will ensure students are equipped with the right skills for the future. These teachers will be placed in schools where they are needed most, including in rural and remote areas.

A data-driven approach

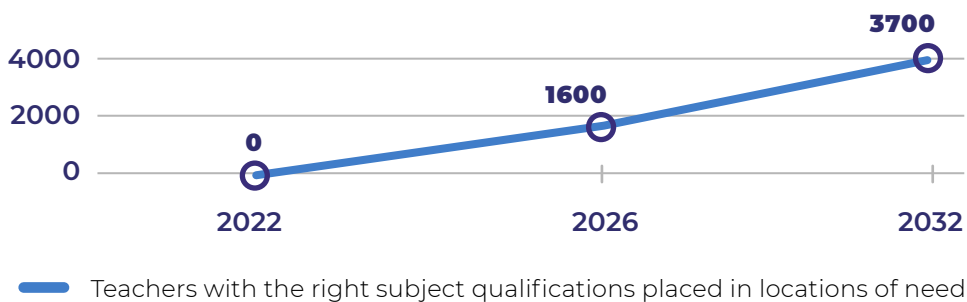
The department developed the Teacher Supply Strategy by drawing on workforce modelling, jurisdictional scans, analysis of teacher supply and demand drivers, and evidence of what works.

NSW leads the country in its workforce analysis and demand projections, which support workforce planning and inform teacher supply initiatives.

The department leverages 2 different approaches to teacher projections – a top-down aggregate view of teacher supply across our system, and a bottom-up subject-level view. Combined, this provides valuable insights into how best to target our investment.

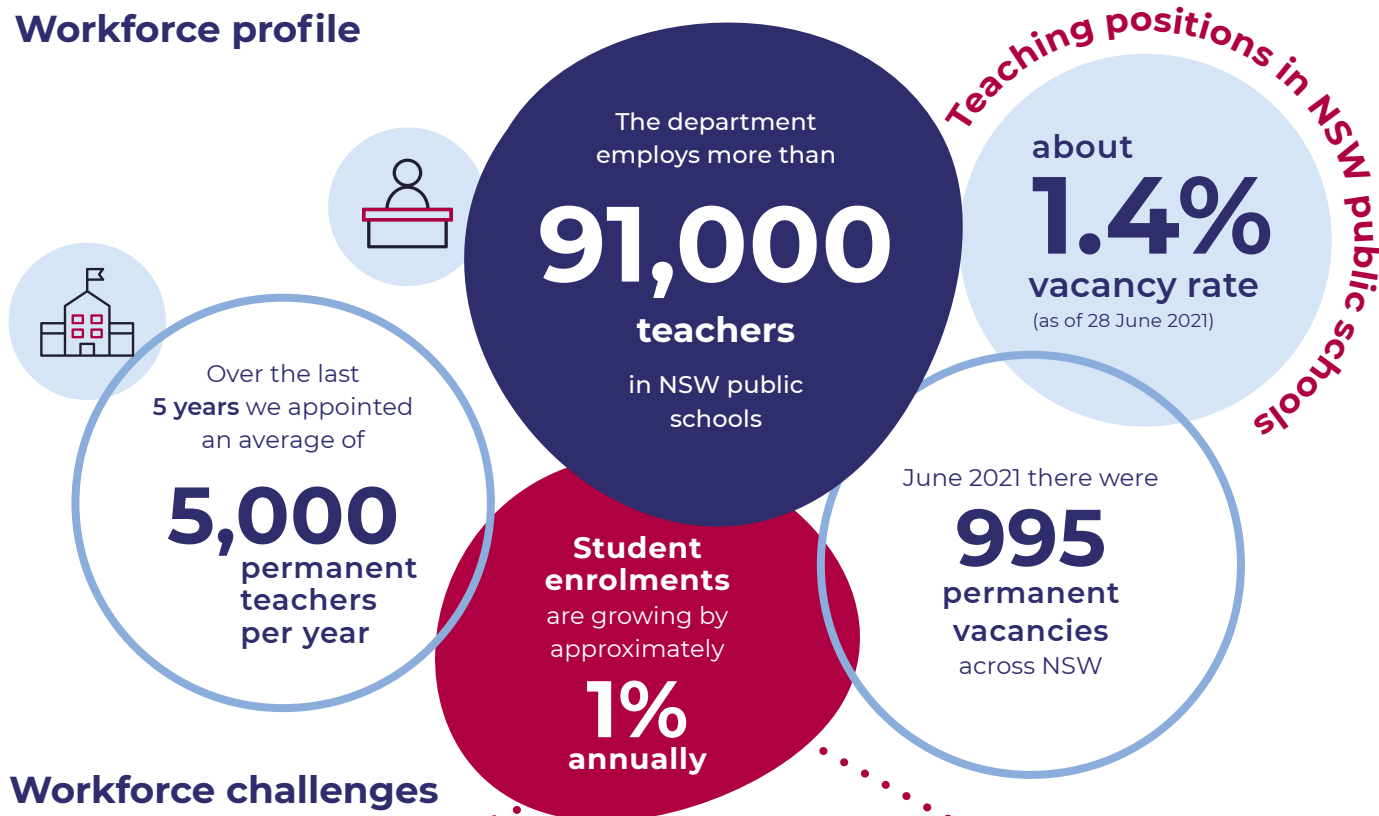
This data-driven approach has guided our targets under the strategy. Building on our existing successful pipeline of teachers, the strategy will deliver 3,700 teachers with the right subject qualifications placed in locations of need over the next 10 years. This includes delivering 1,600 of these teachers over the first 5 years of the strategy.

Teachers with the right subject qualifications placed in locations of need

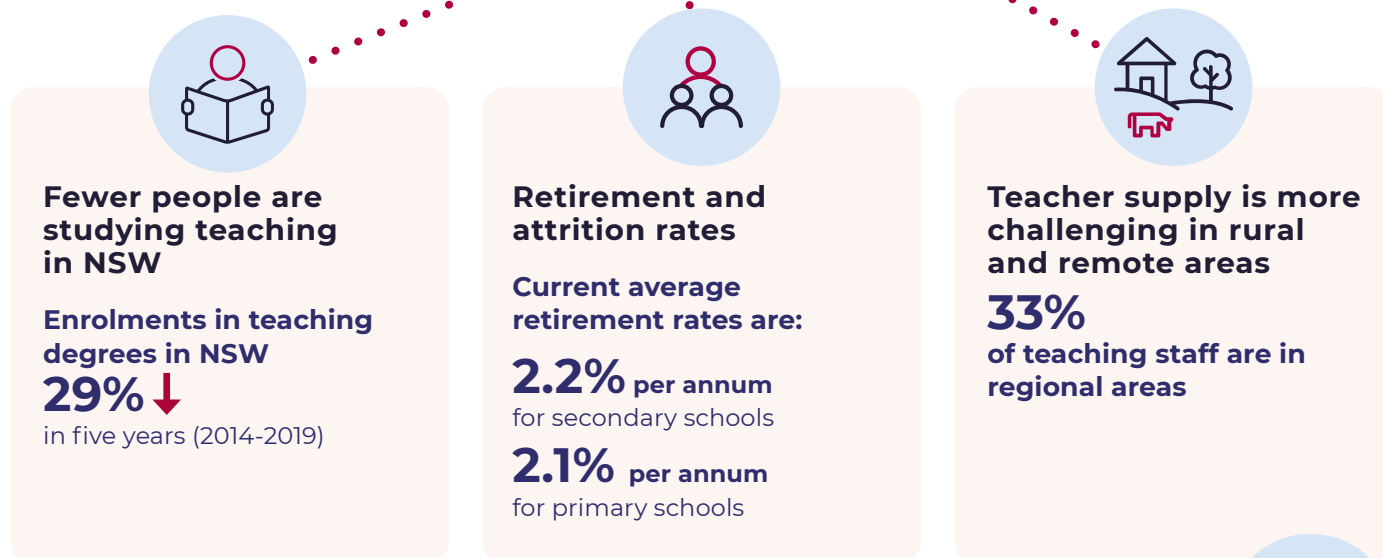


Building on our existing successful pipeline of teachers, the strategy will deliver 3,700 teachers in locations of need over the next 10 years.

Workforce profile



Workforce challenges



Out of field teachers

Nationally for Year 8 students

1 in 4 is taught Maths by a teacher **without a university qualification in Maths**

1 in 10 is taught Science by a teacher **without a university qualification in Science**

In NSW we outperform the national average, with lower rates of out of field teaching, and significant support for our teachers, including world-class professional learning

Grow supply, increase training, target support

As highlighted in the NSW Productivity Commission White Paper 2021 – Rebooting the Economy quality teaching depends on a high-quality workforce. The department is fostering this through policies to attract, develop and retain the best teachers.

The NSW Teacher Supply Strategy incorporates initiatives focused on immediate investment with longer-term innovations that will ensure we continue to build a world-class teaching workforce in NSW.

The strategy prioritises 3 areas:

1. **Growing the overall supply** of teachers so that we can continue to meet demand now and into the future.
2. **Encouraging more teachers to train** in high-need and specialist areas.
3. Strengthening the supply of quality teachers in regional communities to provide **targeted support for students in the places it is needed**.

While each of the initiatives fall under one focus area, they are all part of a coordinated approach that will develop a sustainable supply of teachers into the future.

1. Growing supply

The strategy includes a range of initiatives focused on growing and diversifying the pipeline of teachers entering the workforce.

These initiatives will help NSW to not only continue to meet demand now and into the future, but also grow a more flexible supply of teachers that can adapt to a range of challenges.

Recruitment beyond NSW

Recruitment of already qualified teachers from beyond the NSW system is one of the few readily available sources of teacher supply, given the long lead time to 'grow' a teacher locally (4 year undergraduate).

Building on similar effective models from other jurisdictions, the strategy includes a plan to recruit more than 500 experienced and qualified STEM teachers over the next 5 years from outside the NSW system to fill critical STEM roles, including in rural and remote schools.

This initiative aligns with a recommendation in the NSW Productivity Commission White Paper 2021 – Rebooting the Economy to recruit overseas qualified teachers.

It will involve cooperating with Commonwealth Government agencies to create opportunities for Australian teachers overseas to return to NSW, as well as initiatives to attract interstate teachers and overseas trained teachers once international travel resumes.

Making teaching more attractive

As outlined in the NSW Productivity Commission White Paper 2021 – Rebooting the Economy the attractiveness of teaching as a career has declined relative to other professions, particularly for high achievers (Goss and Sonnemann, 2019).

The Teacher Supply Strategy is funding research to understand how we can make teaching more attractive and underpin campaigns to promote the teaching profession and attract the teachers we need to high-demand areas.

As research has shown, the value society places on teaching is linked to the attractiveness of teaching as a career; teachers' sense of worth and purpose in the profession; and their ability to impact student academic achievement.

This initiative builds on experience in other jurisdictions (such as the UK and Victoria), as well as from other sectors, of a targeted awareness-raising and marketing campaign to attract people to teach in NSW. This will focus on in-demand subjects and locations, and will include a promotional campaign in 2022.

FASTstream

Differentiated career pathways have been proven to boost the status and attractiveness of teaching.

In Singapore, for example, all teachers adopt either a teaching, leadership or specialist (focus is on research and teaching policy) track. Singapore's education system attracts high-performers, and teaching is desirable and competitive.

The FASTstream program was recently launched to offer a fast-tracked pathway into school leadership, with the right supports. This program will give high-performing teachers, high-potential teaching graduates and mid-career professionals an opportunity to accelerate their teaching careers into a principal role within 10 years.

FASTstream will attract and retain our future leaders and place them where they are needed most. The program will also help to strengthen the rural leadership career pathway, which was a recommendation of the Rural and Remote Incentives Review.

Program applications to the inaugural program were highly oversubscribed, indicating a high demand from the profession for such programs. Each year, 30 high-performing teachers (from NSW public schools and other systems in Australia) and 20 high-potential teaching graduates and initial teacher education students will be selected through a rigorous selection process. The first cohort will start the program in Term 1, 2022.

Casual Work Support

Casual teachers are an essential part of our flexible workforce. There is an increasing rate of casual teachers transitioning into temporary roles, which can reduce the supply of casual teachers available to support schools' needs. Our temporary teaching workforce is also essential to provide coverage for long-term absences, such as parental and long-service leave.

The Casual Work Support initiative will help more rural and remote schools access casual teachers where they are needed most.

The department will expand the 2021 Casual Supplementation Pilot, which is testing different resource-sharing models – including employing teachers in 'hub' schools who can also address the needs of surrounding 'spoke' schools. These teachers are able to be deployed between the hub and spoke schools to cover classes.

The expanded pilot will attract and support more teachers to stay working in regional NSW, and support more schools in sourcing quality casual teachers.

The department will also continue to work to ensure that staffing processes are fair and transparent, with active monitoring of issues which could impact supply through joint monitoring with the NSW Teachers Federation on our Staffing Agreement.

2. Increase training

A range of initiatives will be rolled out to boost the number of teachers qualified in high-need and specialist areas, including secondary school Maths, Science, Technological and Applied Studies (TAS), and Inclusive Education.

These initiatives align with the 2021-22 NSW Intergenerational Report, which highlights that improving educational outcomes in our schools, including in STEM, is critical to ensuring the future workforce is equipped with the skills necessary for an advanced and productive economy.

Mid-career pathways

These initiatives are designed to reduce barriers to career-switching by developing new accelerated pathways that will encourage academics, high-performing professionals and subject-matter experts to become a teacher in NSW public schools.

These strategies follow a recommendation in the Rural and Remote Incentives Review, which identified broadening entry pathways as an opportunity to enhance teacher supply, and a recommendation in the NSW Productivity Commission White Paper 2021 – Rebooting the Economy to pilot employment-based teaching pathways.

The program will be modelled on innovations trialled in other jurisdictions, with a focus on high demand subjects and locations, such as Maths/ Science and regional schools.

Retraining teachers

Retraining teachers will increase opportunities for experienced teachers to retrain in high-demand subjects (particularly in rural and remote schools) and create alternative and diverse professional pathway opportunities for teachers throughout their career.

The existing Teach and Learn Scholarship program will be reviewed and enhanced in 2022 to upskill more teachers, including those currently teaching out-of-field, to increase our supply of in-field STEM teachers.

Retraining in Inclusive Education

As outlined in the NSW Disability Strategy, we need a steady supply of high-quality teachers with expertise in supporting students with additional needs.

The Teacher Supply Strategy will expand the Inclusive Education scholarships to offer up to 200 teachers per year the opportunity to retrain to become formally qualified in Inclusive Education. These scholarships offer a significant professional development opportunity for eligible teachers to study while maintaining their current permanent position in our school system.

Greater expertise in Inclusive Education will lead to higher quality teaching and better educational outcomes – not just for students with additional needs, but across our entire school system.

Retraining School Learning Support Officers

This initiative will create new pathways into teaching by supporting high potential School Learning Support Officers (SLSOs) to retrain, leveraging their valuable knowledge and experience of schools and students.

There are more than 14,500 SLSOs employed in our public schools on a permanent and long-term temporary basis. The pilot program will focus on retraining SLSOs to qualify for Initial

Teacher Education (ITE) teaching courses, and supporting them through their teaching qualification. This will include establishing a pilot in 2022.

Technological and Applied Studies (TAS) pilot

Under this initiative, the NSW Government will collaborate with the university sector to create new TAS teaching places that leverage existing NSW Government infrastructure. The pilot will address key challenges associated with running hands-on TAS subjects, including the facilities required.

3. Targeted support

The NSW Teacher Supply Strategy complements and incorporates recommendations of the Rural and Remote Incentives review into a range of short, medium and longer-term initiatives.

These initiatives are designed to strengthen the supply of quality teachers in regional communities and provide targeted support for students in the places it is needed.

Rural and Remote Incentives Review

NSW offers the most comprehensive rural and remote incentives scheme for teachers in Australia. To ensure we continue to attract and retain high quality staff in rural and remote areas, the NSW Government began a review of the scheme in 2020.

The review recommended enhancements based on what works best. In response to these recommendations, the NSW Government has committed an additional \$15m investment to implement a range of immediate initiatives, including:

- Targeted recruitment bonuses of up to \$20,000
- Expanded eligibility so that temporary teachers can receive incentives such as the Rural Teacher Incentive (up to \$30,000), the Retention Bonus (up to \$5,000 per annum) and the Experienced Teacher Bonus (up to \$10,000 per annum)

- Immediate action to meet housing demand, including over \$5 million in additional funding for building, repairs and maintenance, as well as immediate housing support for seven priority locations
- Opportunities to partner with universities to increase teacher supply, preparation and experience in rural and remote areas.

Over the medium to long term, the review also identified further opportunities to strengthen the supply of quality teachers in regional communities, including:

- The What Works Program, which will create a regular channel to hear ideas and innovation from rural and remote teachers, schools and communities
- A review of the current transfer points allocation mechanism, using evidence-based indices, to ensure equity and alignment to the areas of greatest need. This review will involve extensive consultation with the teaching workforce and other stakeholders to establish a sustainable, long-term approach.

Increase teach.Rural scholarships

The Rural and Remote identified teacher scholarships as tools to strengthen teacher supply. This initiative will double the total placements offered under the successful teach.Rural [scholarships](#) to 120 per year to attract high quality teachers in rural and remote areas.

The teach.Rural scholarship provides financial support during teaching degrees, and a permanent teaching position in a rural or remote NSW public school following successful completion.

This scholarship already receives a significant number of high quality applications each year and a boost in scholarship numbers will allow the department to support more talented teachers to complete their studies ahead of teaching in our rural communities.

Expanded Rural Experience Program

Increased investment in the [Rural Experience Program](#) will enable it to fund up to 50 places per year from 2022. This program supports experienced metropolitan teachers to complete a trial placement in a rural school of up to 4 terms. Since the program launched in 2018, more than half of participating teachers have remained or later taken up positions in rural schools.

Grow Your Own

The department is also exploring ways that we can grow opportunities to support locally-based students and other community members with an interest in teaching, to complete a teaching qualification while retaining local connections.

Beginning with a pilot in 2022, the department will develop a program to identify and support high potential secondary students and community members from regional communities to become teachers.

Studies of medical graduates from the USA, Canada and Australia indicate that those from rural backgrounds are more likely to go on to practice in a rural setting than those from metropolitan backgrounds.

The program will provide opportunities for high potential secondary students to be employed as a School Learning Support Officer in a regional school for one year following completion of Year 12.

This will provide participants with valuable work experience and mentoring from teachers, ahead of being supported to apply for initial teacher education study and scholarships.

Support for Rural Beginners

This initiative is designed to boost the number of new teachers staying permanently in regional areas by helping and supporting them to settle into their new community. This will help minimise the risk of social isolation, which can contribute to attrition in rural areas.

A package of community induction support will be provided to help new teachers to develop social and professional ties. The pilot will build on learnings from schemes used in other sectors (e.g. mining).



Implementation and evaluation

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The strategy includes evidence-based measures and innovative pilot programs with built-in evaluation. This will help us better understand what works and what doesn't, allowing us to make better investment decisions into the future.

The NSW Government will develop implementation plans for all initiatives, with a focus on delivering short-term initiatives, while establishing solid foundations for medium and long-term initiatives.

We value the broad range of expertise and innovative thinking of our stakeholders and are committed to working together. A reference group of key education system stakeholders will be established to inform delivery of the strategy and explore new innovations and opportunities to grow teacher supply into the future.



Strategic context

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The NSW Teacher Supply Strategy complements a range of other strategic reforms and initiatives that form part of the NSW Government's overarching vision for a world-class education system in NSW.

The School Success Model reform has been designed to get better support to our teachers and schools - while sharing accountability for student success across everyone in Education - to ensure that every student, teacher, leader and school improves every year.

The NSW Teacher Supply Strategy supports the School Success Model by increasing capacity and capability where it's needed, ensuring the right teachers are in the right places.


The strategy also contributes to the NSW Rural and Remote Education Strategy's vision that every child in regional NSW has access to the same quality of education as their metropolitan peers.

The strategy will support the NSW Disability Strategy's aspiration to deliver a more inclusive education system where teachers have the skills needed to effectively educate children with additional needs.

Through this strategy, we will deliver a sustainable pipeline of high-quality teachers with the right subject qualifications in the right locations, available to be employed as needed over the next decade.

We acknowledge the homelands of all Aboriginal people and pay our respect to Country.

Say hello

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education.nsw.gov.au

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NSW Department of Education



DATA ATTACHMENT

Teacher Demand and Supply

The following data represents the NSW teacher demand and supply forecast to 2026. Current modelling scenarios demonstrate that, at an aggregate level, while supply is declining and demand is growing, a supply surplus is forecast past 2027. Primary settings are forecast to have a supply surplus beyond 2027. Prior to the development of the Teacher Supply Strategy, supply deficit was predicted in secondary settings between 2025 and 2026. This outlook was the predominant driver for the development of the Teacher Supply Strategy, and the revised modelled outlook on account of it is set out below.

Note: This scenario has been developed prior to the revised 2023 School Infrastructure NSW (SINSW) enrolment forecast predictions becoming available. These new predictions are a determinant of teacher demand and may be lower.

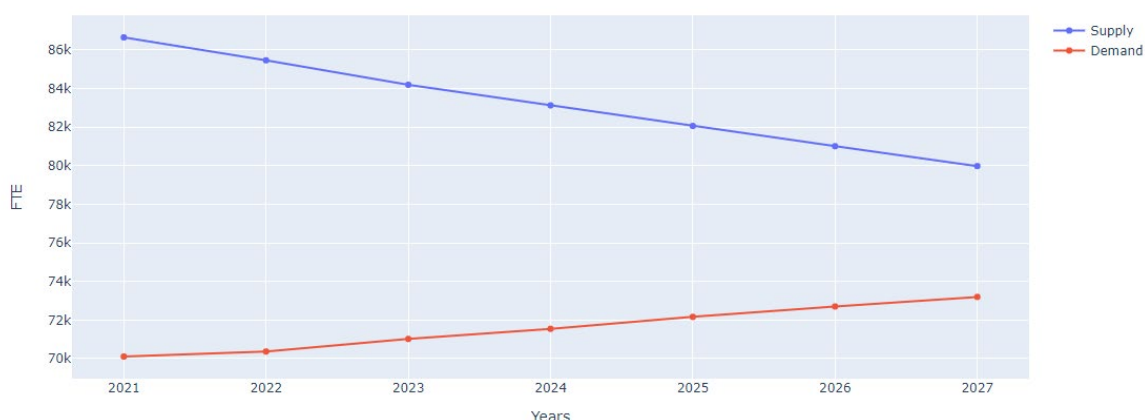
Note: the basis of the forecast changes from 2025, supply reverts to a lagged mean at this stage. Future ITE completions may not reflect a historical average. As the model is rolled forward, T+4 reflects the latest actual ITE commencement and completion rates. As historical completions have been lower, it is likely that expected new supply may exceed the current forecast, i.e., the intersection of supply and demand may be shifted further into the future. However, the model predicts a continued tightening of teacher supply beyond the 2025 horizon.

Table 1.1. Forecast teacher demand and supply, all schools, incorporating Teacher Supply Strategy Initiatives

	2021	2022	2023	2024	2025	2026
Supply	86,655	85,468	84,199	83,131	82,065	81,013
Demand	70,108	70,368	71,021	71,546	72,164	72,704

Source: NSW Department of Education Teacher Supply and Demand Model

Figure 1.1 Forecast teacher demand and supply, all schools, incorporating Teacher Supply Strategy Initiatives



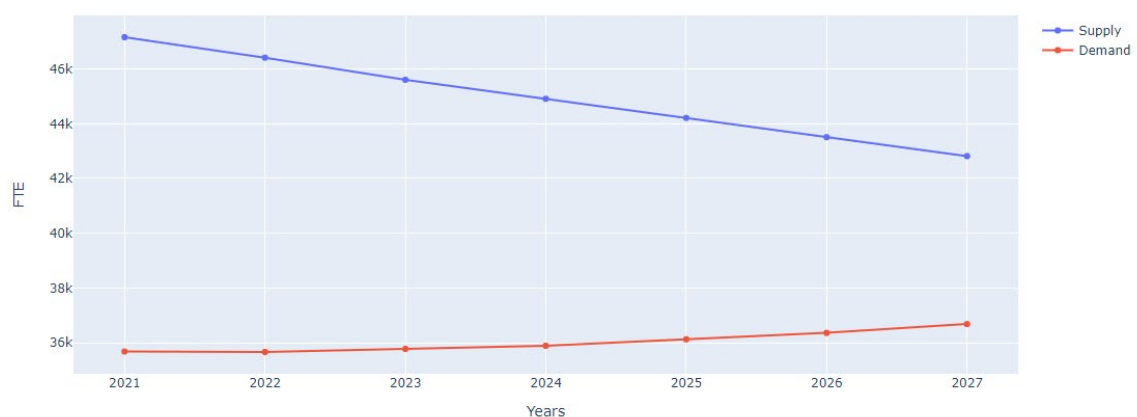
Source: NSW Department of Education Teacher Supply and Demand Model

Table 1.2 Teacher demand and supply, primary schools, incorporating Teacher Supply Strategy Initiatives

	2021	2022	2023	2024	2025	2026
Supply	47,163	46,416	45,607	44,912	44,213	43,510
Demand	35,678	35,660	35,773	35,888	36,124	36,359

Source: NSW Department of Education Teacher Supply and Demand Model

Figure 1.2 Teacher demand and supply, primary schools incorporating Teacher Supply Strategy initiatives



Source: NSW Department of Education Teacher Supply and Demand Model

Table 1.3 Teacher demand and supply, secondary schools incorporating Teacher Supply Strategy initiatives

	2021	2022	2023	2024	2025	2026
Supply	34,618	34,303	33,975	33,720	33,471	33,233
Demand	30,194	30,597	31,126	31,520	31,966	32,269

Source: NSW Department of Education Teacher Supply and Demand Model

Figure 1.3 Teacher demand and supply, secondary schools incorporating Teacher Supply Strategy Initiatives



Source: NSW Department of Education Teacher Supply and Demand Model

Risks and assumptions around the Teacher Supply and Demand Model

There are a number of risks and assumptions that impact on scenario outputs.

Supply

- The way in which attrition is utilised in the model using historic separation rates means that the forecast supply out from period 4-5 starts to decrease rapidly, primarily due to the rate of loss of accreditation at this point. With increased use of casual teachers over the last 2 years the historic rate is likely to be more aggressive than future rates observed
- The future, unknown, impact of COVID is not currently explicitly modelled although historic COVID impact is included in the T0 calculation. i.e. future external supply side shocks and their effects on existing and expected new teacher supply are not expressly modelled but may be incorporated as assumption driven scenarios in future iterations.
- Supply does not factor teachers who enter DoE from other states, overseas or applicants who enter the teacher workforce in their mid-career (accelerated pathway to teach) in the forecast period. These teachers are captured as part of the approved to teach list at T0 and projected forward.
 - Note that historically, interstate teachers formed a minimal component of DoE teacher supply. Recent changes to recognize interstate experience may improve the rate at which interstate teachers seek employment in NSW, however this is not explicitly considered in the forecast period.
- The model is aggressive in its approach to culling Accredited to Teach (ATT) waiting list supply. In order to remain on the ATT list, staff must:
 - hold or be in the process of receiving NESA accreditation;
 - hold a valid Working With Children Check;
 - have worked or have been in contact with DoE at some point during the last 5 years; note this has significantly contributed to the aggressiveness;

- note this reflects the requirement to be engaged as a teacher with DoE and maintain accreditation; this is more aggressive than recent practice where due to COVID and NESA issues, there has been leniency on accreditation dates and payments; and
- note the model does not currently explicitly account for subsequent reaccreditations in the forecast period; however, it is expected this has marginal impact.

Demand

- Demand is less conservative as student enrolment is currently the primary identified driver.
- We assume no changes to the staffing formula over the forecast period.
- The SINSW model of enrolment is used as the basis from which to project forward teacher entitlement (the formula-based allocation of teachers to schools).
 - Leveraging the SINSW enrolment projection provides internal consistency, but does mean teacher demand inherits all the underlying assumptions.
- Note the latest 2022 SINSW enrolment projections have not been fed into this iteration. The SINSW model is a significant input to our forecasts, and this year has seen a decrease in enrolments impacting and changing the enrolment forecast.
- New additional demand created by the department from 2023 is not incorporated in the forecast period but can be incorporated as it becomes known.
 - At present new programs are incorporated into the model at the point the model is rolled forward e.g. the COVID ILSP and APCI roles recently added. ILSP is currently in the model as people were in these positions in 2021, the current base year of the model. APCI roles were partly filled from last year and will be part of the base when the model is next rolled forward.

Student Data

The following graph provides an overview of the number of NSW school students over the period of 2011-2021. Enrolment growth is a key driver of teacher demand and enrolments have been steadily growing for over a decade.

Table 2.1 Enrolments Full Time Equivalent (FTE) of NSW students in Government and Non-Government Schools

Year	Government	Non-Government
2011	754,540	384,209
2012	748,234	390,756
2013	755,346	389,813

Year	Government	Non-Government
2014	763,698	404,623
2015	771,978	409,627
2016	780,601	413,588
2017	791,040	417,430
2018	798,022	420,670
2019	805,673	425,991
2020	810,077	431,155
2021	802,182	440,967

Source: Government Schools - Education Statistics and Measurement Unit, Centre for Education Statistics and Evaluation, NSW DoE. Extracted from NSSC NSW government datacube in July 2022; Non-Government Schools - Schools, Australia, 2021. Table 43a Full-time Equivalent Students by Affiliation, Sex, Grade and Indigenous Status, States and Territories, 2006-2021. Extracted in July 2021

Attraction to Teaching

Initial Teacher Education (ITE) Commencement and Completions

The following table provides an overview of the number of approvals to teach granted in NSW to graduates by year between 2020 and 2022. Partial year to date data is reflected for 2022 and numbers only cover JAN-JUN 2022.

Table 3.1 Approvals to teach by year

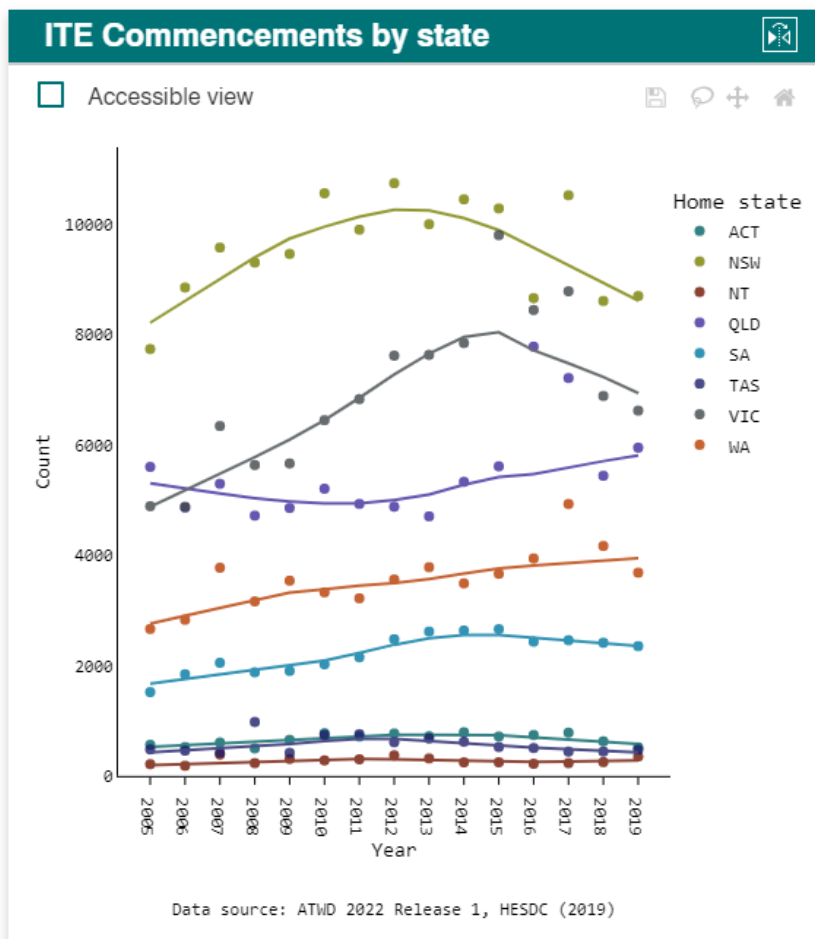
Year	Experienced Teachers	New Graduates	Total Approvals to Teach Granted	Declined Applications
2020	2,856	2,842	5,698	58
2021	2,565	4,322	6,887	49
2022 to 30 June	1,062	3,375	4,437	10

Source: Department of Education Electronic Approval to Teach custom query

ITE Commencement and Completion

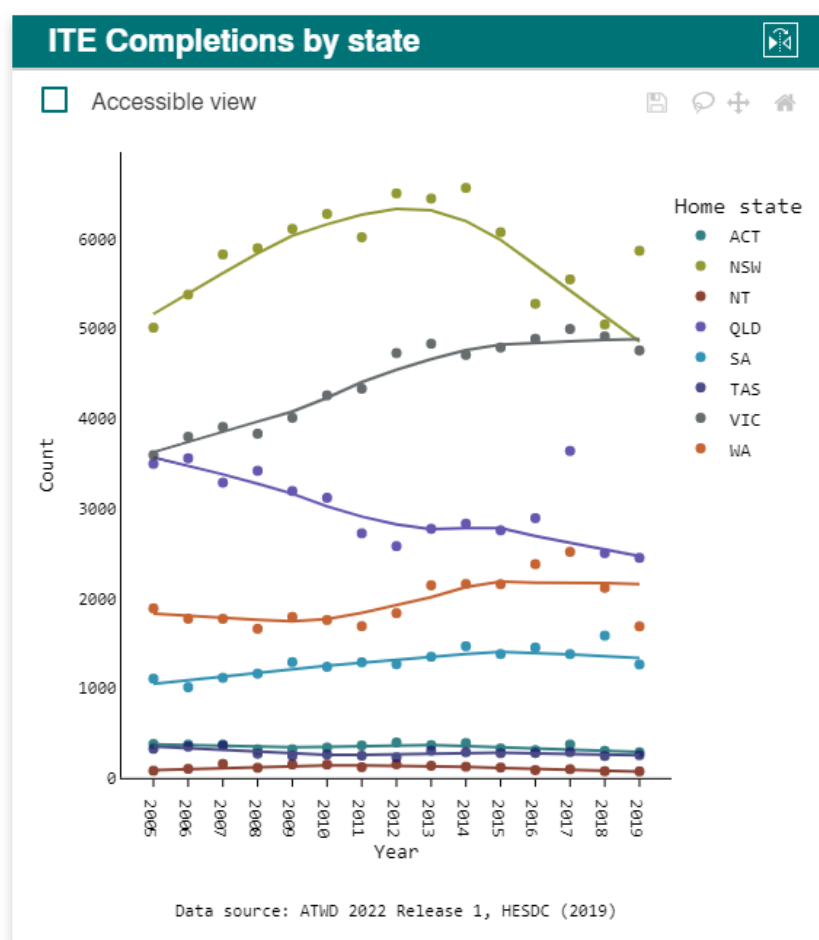
The following graph provides an overview of the number of Initial Teacher Education (ITE) Commencements over the period of 2005-2019. Data is sourced from the Australian Teaching Workforce Dataset. The most recent 4 years of data have the most significant effect on current and short-term teacher supply.

Figure 3.1: Initial Teacher Commencements in NSW, other States and Territories



Source: Australian Teaching Workforce Dataset

Figure 3.2: Initial Teacher Completions in NSW, other States and Territories



Source: Australian Teaching Workforce Dataset

Out of Field Teaching

Data below presents the 2021 estimates of the proportion of subjects and key learning areas (KLAs) taught out-of-field. In-field teaching is defined where a teacher holds a university major or minor in the subject they teach. While all teachers are qualified teachers, any teachers with subject codes gained by experience are counted as out-of-field under this definition.

Table 4.1 2021 out-of-field percentage by KLA (NSW Department of Education).

Subject	Out-of-field %
Maths 7-10	22.60%
Maths 11-12	6%
Science 7-10	13.80%
Science 11-12	9.20%
History	22.70% ¹

Subject	Out-of-field %
English	12%
Geography	50.80% ¹
Special Education	32%
Technological and Applied Studies	15% ²

Source: NSW Department of Education Subject and KLA modelling

Note that this data snapshot captures a point-in-time view of the teaching workforce and is subject to change as the staffing composition, timetable and subject demand changes. The KLA modelling that underpins this work is based on school-entered timetable data, and schools have a number of different names and naming conventions for subjects. The variability and completeness of information input by schools may impact these results.

1. Geography is commonly taught in a manner where history is taught for half the calendar year and geography taught the other half of the calendar year. Teachers in this instance generally will have a subject code for history or another HSIE Key Learning Area (KLA) code and are considered to be teaching within KLA.

2. Technological and Applied Studies (TAS) is a very broad range of subjects, and most teachers are qualified with one or more TAS codes, typically Design and Technology (DAT) which encompasses the mandatory 7-10 curriculum. The department defers to a measure of in-Key Learning Area for TAS subjects due to the broad nature of these subjects and the breadth of specialised codes that can be obtained.

Note: Subject data is dependent on the quality and completeness of timetable information supplied. While every effort is made to complete and match data where it is missing or incomplete, some results are omitted from the sample and the model calculates estimates of the population of subjects taught.

Scholarships

The department offers a range of scholarships and sponsored training programs for future teachers, and current teachers looking to retrain. The programs support people who undertake university-level study that aligns with our workforce needs.

Table 5.1 Teacher Scholarships offered by the department

Scholarship Offering	2018	2019	2020	2021	2022
Teacher Education Scholarships	160	51	79	81	45
Graduate Teacher Scholarship (previously Incentive Scholarship Program)	11	13	5	12	10

teach.Rural Scholarship	54	55	41	53	77
teach.MathsNOW Scholarships	N/A*	N/A*	20	41	26
Teach and Learn Scholarships (High Demand Subject Areas)	N/A*	N/A*	N/A*	15	16
Teach and Learn Scholarships (Specialist Teaching Areas)	N/A*	N/A*	42	35	9**
Inclusive Practice in Education Scholarships	N/A*	N/A*	166	78	112

*Scholarship was not available at the time

**9 as of 14 July 2022

Source: Department of Education Scholarships Database query 2018-2022

Progression, Remuneration and Leave Entitlements

NSW government teacher salaries are competitive with those offered by other state education systems. In addition, the NSW Government offers attractive leave conditions and a range of other financial incentives to teachers.

Table 6.1 NSW Government teachers – standard based remuneration, principal classification and corporate salaries 2020-21

Band/Level of Accreditation	2020	2021	2022
Increase	2.50%	2.28%	2.04%
Band 1 (Graduate)	70,652	72,263	73,737
Band 2 (Proficient)	85,214	87,157	88,935
Band 2.1	92,492	94,601	96,531
Band 2.2	96,138	98,330	100,336
Band 2.3	105,376	107,779	109,978
Band 3 (Highly Accomplished/ Lead)	112,163	114,720	117,060
Teaching Principal 1(TP1) or Associate Principal	121,273	124,038	126,568
Teaching Principal 2(TP2) or Associate Principal	141,594	144,822	147,776

P1	145,479	148,796	151,831
	(Base level)	(Base level)	
P2	156,584	160,154	163,421
	(Base level + 11,105 complexity loading)	(Base level + 11,358 complexity loading)	
P3	173,525	177,481	181,102
	(Base level + 28,046 complexity loading)	(Base level + 28,685 complexity loading)	
P4	181,113	185,242	189,021
	(Base level + 35,634 complexity loading)	(Base level + 36,446 complexity loading)	
P5	186,665	190,921	194,816
	(Base level + 41,186 complexity loading)	(Base level + 42,125 complexity loading)	

*Salary from the first pay period to commence on or after 1 January of the year (\$)

Source: New South Wales Industrial Relations Commission (Industrial Gazette), Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award 2020 (11/03/2022)

Table 6.2 Comparison of teachers at entry of scale with other Australian Jurisdictions

Interstate Salary Comparison for Teachers at entry level as at July 2022							
NT	ACT	QLD	SA	TAS	NSW	WA	VIC
77,047	76,575	75,471	74,769	74,434	73,737	72,137	74,976

Source: Interstate comparison data maintained by Workplace Relations Directorate

Table 6.3 Comparison of teachers at top of scale with other Australian Jurisdictions

Interstate Salary Comparison for Teachers at the top of the scale as at July 2022							
ACT	NT	NSW	VIC	WA	TAS	SA	QLD
114,624	110,496	109,978	111,221	107,049	106,764	103,127	100,186

Source: Interstate comparison data maintained by Workplace Relations Directorate

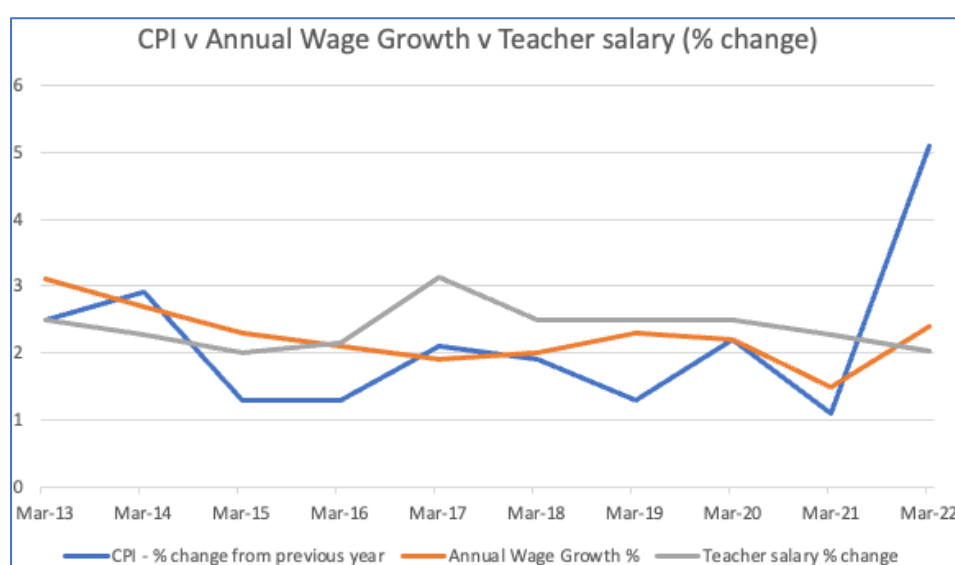
Note: Current as at July 2022. Please note this data is subject to change as interstate wage negotiations are finalised. The comparison data includes teachers working in public education systems. It should be noted that different employment jurisdictions operate in each State and Territory.

Note: the above excludes the range of financial and non-financial incentive schemes, which is comparatively one of the most generous in the country.

Teacher Salaries, Average wage growth and the CPI.

Teacher wage growth is above both inflation and wages growth for nearly all of the last decade. Teacher salaries grew by 2.65% above inflation between March 2013 and March 2022. Teacher salaries are also ahead of Annual Wage Growth in the same period by 2.37%. This means that even with current higher inflation teachers are better off in real terms today than the average person over the same period.

Figure 6.1: Comparison of teacher salary growth to CPI and average wage growth 2013-2022



Source: ABS CPI data March 2022 and wage price index Australia

Table 6.4 Comparison of teacher salary growth to CPI and average wage growth 2013-2022

	CPI - % CHANGE FROM PREVIOUS YEAR	ANNUAL WAGE GROWTH %	TEACHER SALARY % CHANGE
MAR-13	2.5	3.1	2.5
MAR-14	2.9	2.7	2.3
MAR-15	1.3	2.3	2.0
MAR-16	1.3	2.1	2.1
MAR-17	2.1	1.9	3.1
MAR-18	1.9	2	2.5
MAR-19	1.3	2.3	2.5

	CPI - % CHANGE FROM PREVIOUS YEAR	ANNUAL WAGE GROWTH %	TEACHER SALARY % CHANGE
MAR-20	2.2	2.2	2.5
MAR-21	1.1	1.5	2.3
MAR-22	5.1	2.4	2.0

Source: ABS CPI data March 2022 and wage price index Australia

Supporting Management of Covid-related Leave

The following table provides an overview of the number of sick days taken by teaching staff over the period from 2019 to 2022. Note 2022 data is year to date and recent data may continue to change as sick leave is typically entered in arrears. **Note** 2020 was lower than the comparable period in 2019 due to reduced instances of sick leave over the 2020 learning from home period.

Table 7.1 Sick leave days taken by teaching staff

Period	2019	2020	2021	2022*
1 Jan – 1 June	237,394	215,094	282,076	377,674
2 June – 30 June	82,627	97,156	84,365	126,822
1 Jan - 30 June	320,021	312,250	366,441	504,496

Source: Department of Education SCOUT teacher leave dashboard from HR SAP Payroll leave records 2019-2022

Table 7.2 Sick leave days taken by teaching staff, % change compared to 2019

Period	2019	2020**	2021	2022*
1 Jan – 1 June	N/A	-9%	19%	59%
2 June – 30 June	N/A	18%	2%	53%
1 Jan - 30 June	N/A	-2%	15%	58%

Source: Department of Education SCOUT teacher leave dashboard from HR SAP Payroll leave records 2019-2022

The department remains focused on supporting schools in managing the impacts of COVID-19 absences in their schools. In Term 4, 2021 the department released *Guidelines for Backfilling Staff due to COVID-19* to support schools in making operational decisions regarding staffing of schools due to leave associated with COVID-19. The Guidelines include employing casual or non-casual staff as required, drawing on existing staffing to prioritise classroom learning, pausing COVID intensive

learning support, accessing staff from schools in the local area and principal network, and engaging accredited staff working in corporate positions.

Table 7.3 Vaccination Status Attestation of Department of Education Active Staff at 31 March 2022 (post-mandate)

Vaccination Status	Teaching Staff	Other School-Based Staff
Fully Vaccinated	74,539	32,222
Partially Vaccinated	43	25
Medically Exempt	335	80
Not Vaccinated	233	92
Not attested	2,937	2,137
Confirmation rejected	448	116
Total	78,535	34,672

Source: CESE review of the department's mandatory vaccination requirements and school-based staff numbers

Table 7.4 Number of inactive staff and vaccination status at 31 March 2022 (post-mandate)

Vaccination Status	Teaching Staff	Other School-Based Staff
Fully Vaccinated	1,717	728
Partially Vaccinated	11	8
Medically Exempt	48	22
Not Vaccinated	106	75
Not attested	11,442	8,895
Confirmation rejected	24	15
Total	13,348	9,743

Source: CESE review of the department's mandatory vaccination requirements and school-based staff numbers

Notes:

- Active staff are staff that are either assigned to a permanent / temporary position or casually nominated to work in schools.
- Staff covered by the Direction and Determinations issued by the Secretary are required to self-declare their vaccination status, which is sighted by the school and recorded centrally.
- The department's COVID-19 Vaccination Attestation and Confirmation System (VACS) was launched on 5 October 2021.
- All the department's 1,200 Non-School Based Teaching Service (NSBTS) could be temporarily placed in schools, with approximately 400 readily available to support schools.

Demographics, Separations and Retirements

The following data represents the NSW Department of Education teaching workforce by employment type, as of June 2011 compared to June 2021.

Table 8.1 Teacher Headcount and FTE 2011 – 2021

Type	Head count 2011	Head count 2021	Head count change	Head count % change	FTE 2011	FTE 2021	FTE change	FTE % change
Permanent	52,873	52,963	90	0%	43,845	44,356	511	1%
Temporary	16,045	27,506	11,461	71%	11,695	21,366	9,671	83%
Casual	16,419	12,205	-4,214	-26%	5,604	4,557	-1,047	-19%
Total	85,337	92,674	7,337	9%	61,144	70,279	9,135	15%

Source: Headcount figures from DOE Workforce Profile Headcount file 2011-2021.
FTE figures from workforce profile p2o2 file 2011-2021

The following reference data represents average ages of NSW Department of Education permanent teachers from 2010-2022, by school level.

Table 8.2 Average Age of Permanent Teachers, 2010-2022

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Primary	45.8	45.9	45.9	45.8	45.8	45.5	45.3	45.2	44.8	44.6	44.4	44.6	44.5
Second.	46.0	46.1	46.1	46.1	46.0	46.0	45.9	45.8	45.5	45.3	45.1	45.2	45.0
Total	45.9	46.0	45.9	45.9	45.9	45.8	45.6	45.5	45.1	44.9	44.7	44.9	44.7

Source: Personnel System, Official Age Data (March) 2011-2022

The following data represents the profile of NSW Department of Education permanent teachers by age. Percentages in the Primary and Secondary percentage columns are age category percentage of the total number of teachers in the Primary or Secondary schools respectively.

Table 8.3 Age Profile of Permanent Teachers

Age group	Primary No	Secondary No	Total No	Primary %	Secondary %	Total %
< 20	0	0	0	0	0.0%	0.0%
20–24	402	376	778	1.4%	1.6%	1.5%
25–29	2,676	2,093	4,769	9.1%	9.1%	9.1%
30–34	4,154	3,315	7,469	14.2%	14.4%	14.2%
35–39	4,347	3,051	7,398	14.8%	13.2%	14.1%
40–44	4,195	2,730	6,925	14.3%	11.8%	13.2%
45–49	3,791	3,945	6,736	12.9%	12.8%	12.9%
50–54	3,736	3,335	7,071	12.7%	14.5%	13.5%
55–59	2,803	2,620	5,423	9.6%	11.4%	10.3%
60–64	2,153	1,699	3,852	7.3%	7.4%	7.3%
65 +	1,087	912	1,999	3.7%	4.0%	3.8%
Total	29,344	23,076	52,420	100.0%	100.0%	100.0%

Source: Custom Query Personnel System, Official Age Data (March) DoE, March 2022

Separation rates 2017-2021

The following data represents separations of NSW Department of Education permanent teachers by separation reason from 2017-2021. The separation rate is the number of permanent teachers who left the department during the year as a proportion of the number of teachers employed as of 1 March. The retirement category includes medical retirement.

Promotion group is determined by the teacher's position level i.e. classroom teacher, Principal, non-principal executive (e.g. Head Teacher, Assistant Principal, Deputy Principal).

Table 8.4 Separation rates by reason 2017-2021 (%)

Year	Resignation	Retirement	Death	Termination	Total
2017	1.3%	3.7%	0.1%	0.2%	5.3%
2018	1.5%	3.2%	0.1%	0.1%	4.8%
2019	1.6%	2.6%	0.1%	0.0%	4.3%
2020	1.8%	2.1%	0.1%	0.7%	4.6%
2021	2.2%	2.2%	0.1%	0.2%	4.7%

Source: Custom Query Personnel System, Official Separations Data 2017 - 2021

Table 8.5 Separation rates by reason 2017-2021 (quantity)

Year	Resignation	Retirement	Death	Termination	Total
2017	649	1,836	35	94	2,614
2018	726	1,565	43	42	2,376
2019	812	1,320	31	10	2,173
2020	929	1,088	36	353	2,406
2021	1,159	1,142	32	92	2,425

Source: Custom Query Personnel System, Official Separations Data 2017 - 2021

Table 8.6 Total Separations by Reason and Promotion Group, 2017-2021

2017	Number				Rate (%)			
	Principal	Exec.	Teacher	TOTAL	Principal	Exec.	Teacher	TOTAL
Termination	1	6	87	94	0.0%	0.1%	0.2%	0.2%
Resignation	5	66	578	649	0.2%	0.7%	1.5%	1.3%
Retirement (incl. Medical)	149	411	1276	1836	7.0%	4.4%	3.4%	3.7%
Death	2	8	25	35	0.1%	0.1%	0.1%	0.1%
2018	Number				Rate (%)			
	Principal	Exec.	Teacher	TOTAL	Principal	Exec.	Teacher	TOTAL
Termination	0	4	38	42	0.0%	0.0%	0.1%	0.1%
Resignation	14	82	630	726	0.7%	0.9%	1.7%	1.5%
Retirement (incl. Medical)	157	329	1079	1565	7.5%	3.5%	2.8%	3.2%
Death	3	4	36	43	0.1%	0.0%	0.1%	0.1%
2019	Number				Rate (%)			
	Principal	Exec.	Teacher	TOTAL	Principal	Exec.	Teacher	TOTAL
Termination	0	5	5	10	0.0%	0.1%	0.0%	0.0%
Resignation	8	94	710	812	0.4%	1.0%	1.8%	1.6%
Retirement (incl. Medical)	100	291	929	1320	4.7%	3.1%	2.4%	2.6%
Death	2	8	21	31	0.1%	0.1%	0.1%	0.1%
2020	Number				Rate (%)			
	Principal	Exec.	Teacher	TOTAL	Principal	Exec.	Teacher	TOTAL
Termination	1	19	333	353	0.0%	0.2%	0.8%	0.7%
Resignation	13	107	809	929	0.6%	1.1%	2.0%	1.8%
Retirement (incl. Medical)	78	234	776	1088	3.6%	2.4%	1.9%	2.1%

Death	2	9	25	36	0.1%	0.1%	0.1%	0.1%
2021	Number				Rate (%)			
	Principal	Exec.	Teacher	TOTAL	Principal	Exec.	Teacher	TOTAL
Termination	2	3	87	92	0.1%	0.0%	0.2%	0.2%
Resignation	21	124	1014	1159	1.0%	1.3%	2.5%	2.2%
Retirement (incl. Medical)	83	191	868	1142	3.8%	1.9%	2.2%	2.2%
Death	4	7	21	32	0.2%	0.1%	0.1%	0.1%

Source: Custom Query Personnel System, Official Separations Data 2017 - 2021

Teachers Approaching Retirement Age

The following data shows Permanent Teachers with the NSW Department of who are approaching retirement age for the years 2020-2022. This data is displayed by staff type: All Teachers, Principals, Executive other than Principals (Head Teachers, Assistant and Deputy Principals) Retirement age is based on the national average of 63, an average retirement age closely reflected by Teachers.

Note: A small portion of teachers (approximately 4%) remain on defined benefits superannuation where the retirement age is 55 for women and 60 for men. While this is a small proportion, this group does impact the department's retirement statistics.

Table 8.7 Teachers Approaching Retirement Age. Based on Retirement at 63 and Employees on Defined Benefits

Count and proportion of all teaching staff who will reach retirement age	2022		2021		2022	
	Count	%	Count	%	Count	%
in the next five years	7,966	15.4%	7,984	15.4%	7,636	14.6%
in the next ten years	13,455	26.0%	13,278	25.6%	12,833	24.5%

Count and proportion of Principals who will reach retirement age	2022		2021		2022	
	Count	%	Count	%	Count	%
in the next five years	586	27.2%	569	26.4%	563	26.3%
in the next ten years	970	45.1%	962	44.6%	927	43.3%

Count and proportion of Executive other than Principals who will reach retirement age	2022		2021		2022	
	Count	%	Count	%	Count	%
in the next five years	1,524	15.9%	1,576	15.9%	1,531	14.9%
in the next ten years	2,762	28.8%	2,758	27.9%	2,727	26.5%

Count and proportion of Classroom Teachers who will reach retirement age	2022		2021		2022	
	Count	%	Count	%	Count	%
in the next five years	5,856	14.6%	5,839	14.7%	5,542	13.9%
in the next ten years	9,723	24.3%	9,558	24.0%	9,179	22.9%

Source: Custom Query Personnel System, countdown to retirement 2020 - 2022

The following data shows permanent teachers with the NSW Department of Education who have resigned within their first year or first five years of their initial appointment to a permanent position. The resignation rates within the first five years are cumulative, i.e. the number of teachers resigning within each year of service is divided by the total initial permanent appointments at level to get a rate for each service year, then summed for a total rate.

8.9 Resignation Rates of Beginning Teachers

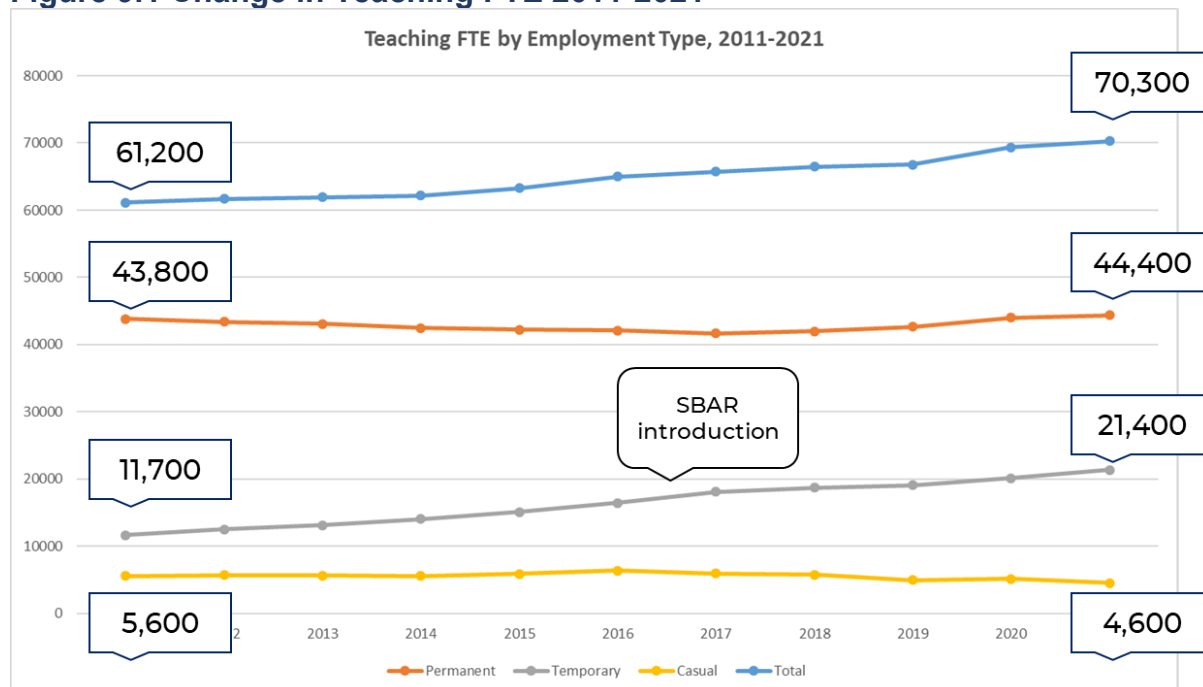
Resignation Rates of Beginning Teachers		
Year	Resignation Rate of Teachers in their first Year of Teaching	Resignation Rate of Teachers in their first five Years of Teaching
2006	2.6%	10.3%
2007	3.7%	11.3%
2008	3.7%	12.1%
2009	3.3%	9.6%
2010	3.4%	9.1%
2011	2.9%	8.0%
2012	2.1%	7.7%
2013	1.5%	8.1%
2014	1.9%	8.2%
2015	1.3%	8.2%
2016	1.7%	8.8%
2017	1.7%	8.7%
2018	1.0%	8.2%
2019	1.4%	8.7%
2020	1.1%	7.9%
2021	2.9%	11.6%

Source: Custom Query Personnel System, Official Separations Data

NSW Government funding for public schools

The below figure shows that NSW Government funding for public schools has substantially increased in line with increased student numbers.

Figure 9.1 Change in Teaching FTE 2011-2021



Source: Department of Education Annual Workforce Profile 2011-2021

Other demand for teaching roles

There are a number of additional roles drawing on teaching experience to support schools and student learning, including:

- the COVID Intensive Learning Support program, which involves delivery of individualised or small group tutoring, provided by around 5,556 educators across the state in a part time, temporary capacity, 65.5% of whom are NESA accredited teachers;
- the creation of around 1,500 Assistant Principal, Curriculum and Instruction roles, to support improved literacy and numeracy results, and
- the creation of 80 additional Deputy Principal roles for schools with 7 or more support classes.

The below table shows the growth in demand for teaching experience and expertise in central office roles such as Directors, Educational Leadership and Non-School Based Teachers roles which support schools and educational outcomes through program development, curriculum review etc.

Table 9.1 Corporate roles requiring Teaching qualifications and experience

Corporate roles requiring education qualification	Total
2011	1,199
2012	1,049
2013	900
2014	839
2015	781
2016	781
2017	775
2018	894
2019	1,133
2020	1,187
2021	1,289

Source: corporate establishment reports 2011-2021 PERS and SAP

Teacher Accreditation

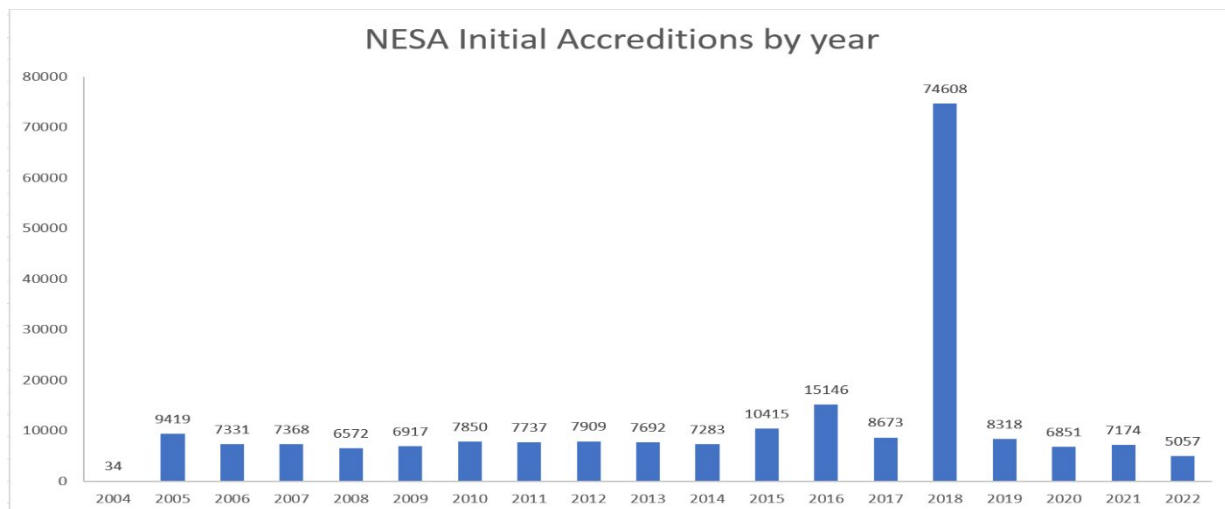
Initial teacher accreditation is shown in figure 10.1 below. New initial accreditation represents inflows into the pool of accredited teachers.

Note: the 2018 spike represents the point all existing teachers were required to transition to the accreditation system and were deemed proficient.

Note: the 2005 spike is likely to be artificially high due to a backdating arrangement to capture final year students in 2004 coming into the system.

Attrition from active accredited teachers is tracked over a different period and is not directly comparable to annual initial teacher inflows in figure 10.1. However, over the last few years, the total of active accredited teachers has remained relatively stable each year, indicating new initial accreditations and attrition are similar. It is expected that this will revert to the longer-term trend where the inflow of initial teacher accreditations exceeds attrition, and the overall number of active teachers will increase.


Figure 10.1 Initial Accreditations per year



Source: NESA accreditation database custom query

Teacher Supply Strategy

1. Targets are based on initial data assumptions for all initiatives. As work is underway on design, piloting and early implementation of these initiatives, these assumptions will need to be validated and potential revisions to targets may be required. All targets are currently indicative.
2. Targets reflect a mix of new teachers and redistribution of existing teachers to areas of need eg. rural and remote.
3. Targets reflect the number of teachers anticipated to commence teaching in NSW public schools. Attrition/retention rate assumptions have been applied to each initiative to determine these targets eg. TAS Pathways assumes 75 program participants per year, with a 60% retention rate, resulting in 45 teachers anticipated in schools each year. Different attrition/retention rates have been developed for each initiative based on existing similar programs in NSW or other jurisdictions.
4. There may be some variation across targets and future reporting given that many programs run to a school year/calendar year, rather than financial year.
5. Initial data targets reflect outcomes based metrics (ie teachers) not output based metrics (ie participants).
6. Participant numbers cannot be compared against indicative initial targets

<div>  Department of Education </div>				IMPORTANT NOTE: Progress to date column cannot be compared against initial data targets. Progress to date column reflects <i>output</i> -based metrics (ie. Participants), initial data targets reflect <i>outcome</i> based metrics (ie. Teachers).										
#	Initiative	Participants and Teacher Impact	Progress to date*****	Initial data targets for the Teacher Supply Strategy by FY										
				21/ 22	22/ 23	23/ 24	24/ 25	25/ 26	26/ 27	27/ 28	28/ 29	29/ 30	30 /31	Notes
1	TAS Pathways	Participants	0											Targets reflect new teachers into public schools
		Teachers per year					45	45	45	45	45	45	45	
		Teachers (cumulative)					45	90	135	180	225	270	315	
2		Participants	0											

# Initiative Participants and Teacher Impact			Progress to date*****		Initial data targets for the Teacher Supply Strategy by FY										
					21/ 22	22/ 23	23/ 24	24/ 25	25/ 26	26/ 27	27/ 28	28/ 29	29/ 30	30 /31	Notes
	Attraction to Teaching	Teachers per year						52	52	140	140	140	140	186	Targets reflect new teachers into public schools
		Teachers (cumulative)						52	104	244	384	524	664	850	
3	Recruitment Beyond NSW	Participants	0												Targets reflect new teachers into public schools
		Teachers per year				460	100	0	0	0	0	0	0	0	
		Teachers (cumulative)				460	560	560	560	560	560	560	560	560	
4	Casual Supplementation Program	Participants	7												Targets reflect new teachers into public schools
		Teachers per year			49	80	80	80	80	80	80	80	80	80	
5	Enhancement of existing Inclusive Practice in Education Scholarships*	Participants*	0												Targets reflect retraining of existing teachers
		Teachers per year					130	130	130	130	130	130	130	130	
		Teachers (cumulative)					130	260	390	520	650	780	910	1040	
6	SLSO Teacher Training Program	Participants	0												Targets reflect new teachers into public schools
		Teachers per year							10	20	20	30	40		
		Teachers (cumulative)							10	30	50	80	120		
7	Enhancement of existing teach.Rural Scholarships**	Participants**	17												Targets reflect new teachers into public schools
		Teachers per year				12	12	24	36	36	36	36	36	36	
		Teachers (cumulative)				12	24	48	84	120	156	192	228	264	

# Initiative Participants and Teacher Impact			Progress to date****		Initial data targets for the Teacher Supply Strategy by FY										Notes
					21/ 22	22/ 23	23/ 24	24/ 25	25/ 26	26/ 27	27/ 28	28/ 29	29/ 230	30 /31	
8	STEM Retrain (Maths retraining program)	Participants	0												Targets reflect retraining and possible redistribution of existing teachers
		Teachers per year				15	15	15	15	15	15	15	15	15	
		Teachers (cumulative)				15	30	45	60	75	90	105	120		
9	Rural Experience Program***	Participants	26												Targets reflect new teachers into public schools
		Teachers per year			24	24	24	24	14	14	14	14	14	14	
		Teachers (cumulative)			24	48	72	96	110	124	138	152	166		
10	Mid-Career Transition to Teaching Program	Participants	61												Targets reflect new teachers into public schools
		Teachers per year			10	30	30	55	75	75	75	75	75	75	
		Teachers (cumulative)			10	40	70	125	200	275	350	425	500		
11	Support for Rural Beginners	Participants	0												Targets reflect teachers retained who may have left
		Teachers per year				10	20	30	30	30	30	30	30	30	
		Teachers (cumulative)				10	30	60	90	120	150	180			
12	Grow your Own	Participants	0												Targets reflect new teachers into public schools
		Teachers per year									10	20	40		
		Teachers (cumulative)									10	30	70		
13	STEM Retrain (Enhancement to the Teach and Learn	Participants ****	0												Targets reflect retraining and possible redistribution

# Initiative Participants and Teacher Impact			Progress to date****		Initial data targets for the Teacher Supply Strategy by FY										
					21/ 22	22/ 23	23/ 24	24/ 25	25/ 26	26/ 27	27/ 28	28/ 29	29/ 230	30 /31	Notes
	Scholarship High Demand Subject Area) ****														of existing teachers
14	FASTstream	Participants	50												Targets reflect mix of 20 new graduate teachers and 30 existing teachers per year Not included in the teacher supply target of ~3,700
		Teachers per year		50	50	50	50	50	50	50	50	50	50		
		Teachers (cumulative)		50	100	150	200	250	300	350	400	450	500		
15	Rural & Remote Incentives Review		N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Range of recommendations across R&R incentives. No teacher targets set. Not included in the teacher supply target of ~3,700
	Total	Progress to date participants	161		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

* Existing Inclusive Practice in Education scholarship program has had 112 scholarships accepted in 2022. As part of the enhancement under the Teacher Supply Strategy 0 progress to date as TSS funding will be used from FY 2022/23.

** Existing teach.Rural scholarship program has had 77 scholarships accepted in 2022, 17 of which are funded as part of the enhancement under the Teacher Supply Strategy.

*** Teacher Supply Strategy provides an enhancement to the existing Rural Experience Program.

**** Existing Teach and Learn Scholarship in High Demand Subject Area has 16 scholarships accepted in 2022. As part of the enhancement under the Teacher Supply Strategy 0 progress to date.

***** Progress to date as at 26 July 2022

Note: Row 13 STEM Retrain (Enhancement to the Teach and Learn Scholarship High Demand Subject Area) initiative has been broadened to also incorporate STEM Retrain (Maths retraining program) which is set out at Row 8. Accordingly, initial data targets which total of 120 encompasses both programs and are set out only in row 8. The STEM Retrain (Maths retraining program) is a new program and targets will be adjusted between the two Stem Retrain components.

Source: Department of Education Teacher Supply Strategy initial data targets, 2021

NSW submission to the Quality Initial Teacher Education Review

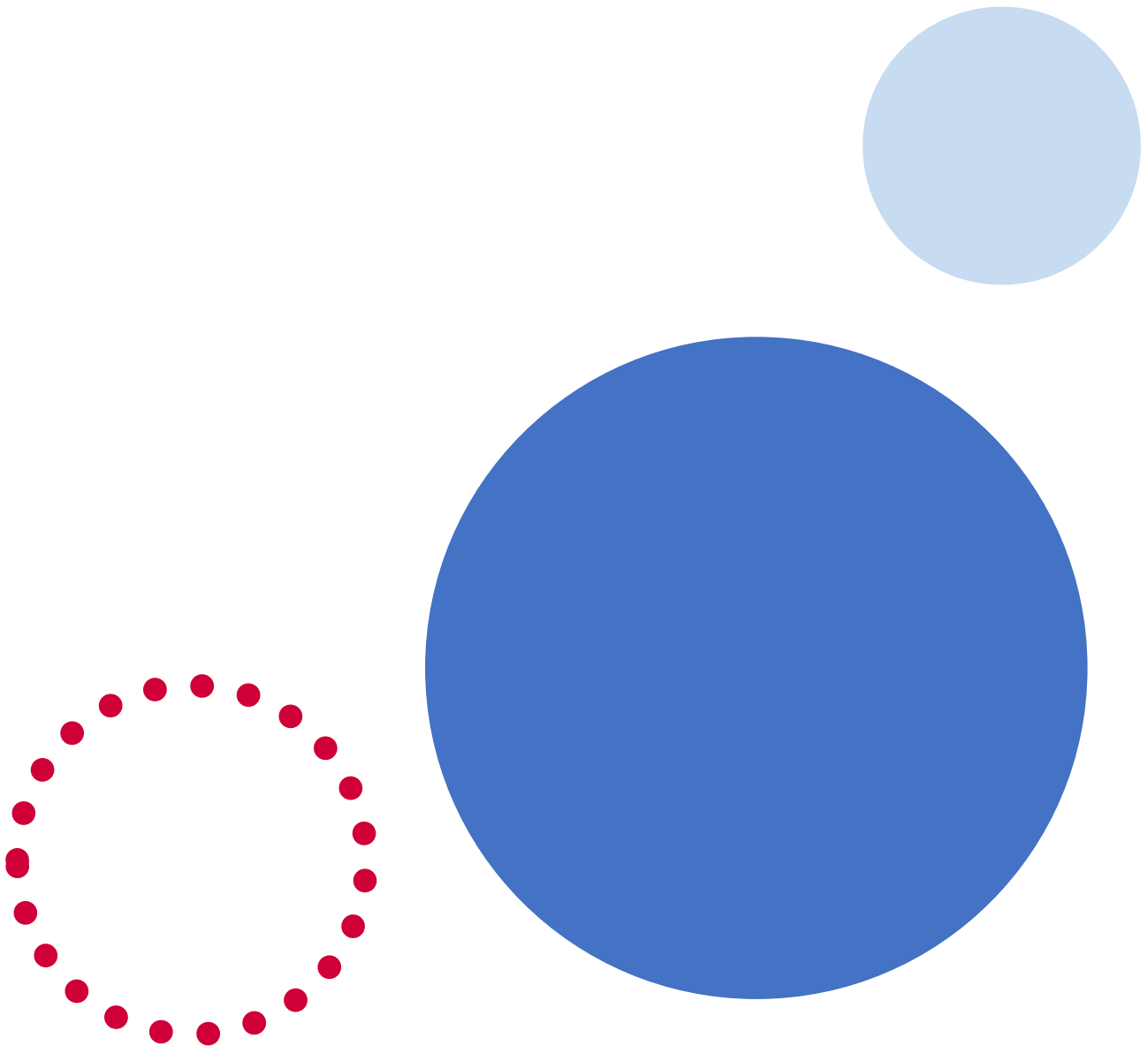


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Overview

The New South Wales Government welcomes the opportunity to participate in the Commonwealth's Quality Initial Teacher Education (ITE) review (the review). This submission has been prepared in consultation with the NSW Education Standards Authority (NESA), the Association of Independent Schools of NSW (AIS NSW) and Catholic Schools NSW (CSNSW).

This review is timely. Quality teaching is the critical in-school influencer of student achievement. Ensuring that the right candidates enroll in ITE courses and that they are prepared to be effective teachers by their ITE programs is essential to quality teaching.

This submission focuses on four areas where co-ordinated, committed national action could realise benefits for the teaching profession, education systems and student outcomes.

First, ensuring that there are enough good quality graduates available to meet current and changing future demand for teachers is critical. Declining enrolments in ITE and an increasing number of students not completing ITE courses are significantly impacting teacher supply. As with many other jurisdictions, NSW is facing growing teacher supply challenges in specialisations like STEM and Inclusive Education, in rural and regional areas, and in secondary education. State and territory responses can be made more effective by a co-ordinated national agenda that promotes the teaching profession and reduces barriers to high quality mid-career entrants. In the course of this review, it is likely that new information about NSW teacher supply strategies will be published. Any new strategies and associated analysis will be provided to the ITE Review Panel at that time.

Second, there are opportunities to boost the quality of ITE programs. While pre-service teachers are graduating with the majority of the skills they need to implement quality teaching practice, there are some gaps and inconsistencies in knowledge. A focus on teaching practices that have the most impact on student learning outcomes will contribute to a quality workforce. NSW encourages the review to focus on ensuring ITE curriculums embed evidence-based pedagogy and teaching practices. These practices include the evidence-based approaches to phonics in literacy, current knowledge about inclusive education and an additional focus on behaviour management. NSW acknowledges there is a tension between increasing the content in ITE courses and calls for alternative pathways into teaching and considers the ITE Review Panel is well positioned to balance these competing issues.

Third, across states and territories, significant effort is invested in planning for and responding to the teaching workforce supply and demand challenges. These efforts could be significantly enhanced through access to more timely and improved Australian Teacher Workforce Data (ATWD) data covering ITE and early career teachers. An enhanced data collection would provide a better understanding of the pathways into teaching and maintain a contemporary understanding of the issues driving demand and supply.

Fourth, the Early Childhood Education sector also faces significant and increasing workforce challenges. This is concerning given research shows a skilled and stable workforce is critical to quality early childhood education. This submission recommends that the panel's considerations extend to teachers in the early childhood education workforce.

In relation to the vocational education and training (VET) workforce in schools, as with all teachers, ensuring quality is critical. The Commonwealth, state and territory governments are currently developing a VET Workforce Quality Strategy. The strategy will aim to promote high quality training and assessment in a diversity of VET settings to all types of learner cohorts. For this reason, the VET workforce in schools is not considered further in this submission.

This submission makes 10 recommendations for national action to:

- attract more high-quality candidates into ITE and the teaching profession;
- boost the quality of ITE courses to ensure confident and capable graduates;
- ensure timely access to enhanced ITE and early career teacher data; and
- recognise the importance of ITE changes on the Early Childhood Education workforce.

Detailed recommendations are set out in this submission.

Recommendations from NSW's submission to the Quality Initial Teacher Education Review

Recommendation 1:

A national campaign to promote teachers and teaching as a career

The Commonwealth Government should work with states and territories to develop and deliver a major national campaign to promote the teaching profession. In addition to raising the overall profile of teaching, this could also include emphasis on measures to attract teachers:

1. to rural and regional schools;
2. in line with national supply gaps (including STEM and Inclusive Education);
3. from a diverse cohort, including Aboriginal and Torres Strait Islander people.

Recommendation 2:

A new pathway into teaching that reduces barriers to teaching careers

The Commonwealth should work with states and territories to drive nationally a new mid-career pathway into teaching that focuses on areas of shortage, is tailored for those with prior study and professional experience and includes appropriate quality safeguards.

Recommendation 3:

A national approach to embedding evidence-based teaching practices in ITE courses

The Commonwealth should work with states and territories and the non-government sectors to develop a national approach to embedding evidence-based pedagogy and teaching practices in ITE courses focused on teaching practices that have the most significant impact on student learning outcomes, for example using phonics in literacy. The Commonwealth should recognise innovative approaches taken by states and territories to strengthen ITE (such as the Indigenous education unit in NSW).

Recommendation 4:

Create a more inclusive education system

The Commonwealth should ensure that ITE courses nationally include a focus on inclusive education including but not limited to:

- a. a specific unit on supporting students with disability; and
- b. content and examples of inclusive education in contemporary classrooms for all groups of students including Indigenous students, gifted and talented students and EALD students.

Recommendation 5:

Greater utilisation of Teaching Performance Assessments (TPAs)

The Commonwealth should consider increased utilisation of teaching performance assessments (TPAs) earlier in ITE programs to enhance student learning.

Recommendation 6:

Include more units on behaviour management in ITE courses

ITE providers should ensure that courses include more units on behaviour management planned and sequenced with practicum experiences so that beginning teachers are better prepared for managing student behaviour.

Recommendation 7:

Integrate professional experience placement requirements into school requirements

The Commonwealth should provide funding to support greater co-ordination between schools and ITE providers to facilitate professional experience placements (PEPs) which embody good practice.

Recommendation 8:

Utilising Commonwealth performance-based funding arrangements

The Commonwealth should utilise existing funding arrangements under the Commonwealth Grant Scheme (CGS) performance-based funding mechanisms, to incentivise ITE providers (or impose conditions) to ensure ITE graduates in specialisations and areas of need.

Recommendation 9:

Improve the national data collection and make it more readily accessible

The Commonwealth should implement improved collection and distribution of ITE and early teacher data to underpin improved national teacher workforce planning. This data, (including for early childhood teachers) would assist jurisdictions to better understand:

- a. pathways into teaching;
- b. issues affecting ITE retention / completion rates;
- c. issues affecting supply and quality; and
- d. better align funded ITE provision with the subject specialisations that are in short supply.

Recommendation 10:

Consider the issues and opportunities for the early childhood workforce implications

The ITE Review Panel should consider how its recommendations can positively impact on initiatives to improve the supply, retention and quality of teachers in the early childhood education workforce.

Attract more high quality candidates into ITE and the teaching profession

Teacher supply is a major issue for employers. Declining enrolments in ITE and an increasing number of students not completing ITE courses have contributed to a teacher supply challenge. ITE enrolments in NSW have declined by almost 30 per cent from 2014 to 2019. In 2019, only 6,780 students began an ITE qualification, compared to 9,620 in 2014.

Many high achieving students are not choosing teaching as a career. The number of students with high ATAR scores enrolling in ITE courses fell by a third over the past decade - more than any other undergraduate field of study in Australia.¹ Declining workforce availability is particularly concerning given that NSW schools continue to experience increased demand due to growing student enrolments.

Another factor impacting on teacher supply and educational outcomes is a perceived decrease in community perceptions about the status of teachers and teaching as a career. Research has shown that the value a society places on teaching is linked to the attractiveness of teaching as a career, an individual teacher's sense of worth in their role and the profession, and their ability to impact student academic achievement.²

NSW has implemented a range of strategies to increase workforce supply, including from more diverse communities (see Appendix 1). The two recommended national actions to support and enhance the ongoing efforts by jurisdictions are:

- a national campaign to promote teachers and teaching as a career; and
- a new pathway into teaching that reduces barriers to teaching careers.

¹ Grattan Institute. *How to entice young high achievers into teaching* April 2021. Available at: <https://grattan.edu.au/news/how-to-entice-young-high-achievers-into-teaching/>

² Australian Institute for Teaching and School Leadership. *Spotlight Teaching; A valued profession* October 2020. Available at: <https://www.aitsl.edu.au/research/spotlight/teaching-a-valued-profession>

A national campaign to promote teachers and teaching as a career

Recommendation 1: A national campaign to promote teachers and teaching as a career

The Commonwealth Government should work with states and territories to develop and deliver a major national campaign to promote the teaching profession. In addition to raising the overall profile of teaching, this could also include emphasis on measures to attract teachers:

- a. to rural and regional schools;
- b. in line with national supply gaps (including STEM and inclusive education); and
- c. from a diverse cohort, including Aboriginal and Torres Strait Islander people.

NSW recommends that the Commonwealth Government consider a national campaign to promote the value proposition for teachers and attract more people to a career in teaching. Increasing the status of the teaching profession and the attractiveness of teaching as a career, should be an important focus for this review.

Any national campaign should also target teachers in line with specific national gaps for example STEM, Inclusive Education, rural and regional areas and diverse cohorts and attract teachers from a diverse cohort to reflect the student body and the communities in which teachers work.³ It could be modelled on successful recruitment campaigns, such as the Australian Defence Force campaign, but targeting a range of audiences: diverse communities; school leavers; and career changers.

The national campaign should complement state/territory initiatives by considering ways to attract teachers to the profession (in government and non-government schools) and also reinforce existing state/territory initiatives. In the most recent state Budget, the NSW Government announced \$124.8 million recurrent funding over four years to implement a

³ As per the *National Initiatives to Support Teaching and School Leadership* paper from the Education Council (11 December 2020), there is a need to attract a diverse teaching workforce with the capacity to adapt to Australia's social and geographic diversity. NSW has developed a number of approaches to increasing workforce diversity through its *Diversity and Inclusion Strategy 2018-2022*. The strategy aims to increase the diversity in the teacher workforce through the increased recruitment of Aboriginal people in senior leadership roles, staff with disability and male teachers.

strategy to boost teacher supply. This strategy aims to attract and retain high performing teachers for NSW government schools including in specialisations like STEM in secondary schools, Inclusive Education and in rural and regional locations of need. It will include a teacher value proposition and accompanying marketing campaign to improve the perceptions of teaching and attract teachers to NSW public education. It also builds upon experiences internationally (the United Kingdom), in other Australian jurisdictions (Victoria) and other education sectors.⁴ NSW can provide the review panel with a copy of our strategy to boost teacher supply and the underpinning analysis, once published.

A new pathway into teaching that reduces barriers to teaching careers

Recommendation 2: A new pathway into teaching that reduces barriers to teaching careers

The Commonwealth should work with states and territories to drive nationally a new mid-career pathway into teaching that focuses on areas of shortage, is tailored for those with prior study and professional experience and includes appropriate quality safeguards.

The Commonwealth should work with states and territories to drive nationally new pathways into teaching and this review should consider possible options. While the majority of teaching graduates will continue to come from traditional ITE courses, new national pathways into teaching should address mid-career barriers. These include transitioning to a new career later in life, committing to a lengthy training period, incurring a financial loss to leave the workforce to study and struggling to balance study and work. New national pathways should focus on areas of shortage, be tailored for those with prior study and professional experience and embed appropriate quality safeguards.

The panel could consider the mid-career program recently announced in NSW as an example of a new pathways approach. NSW considered a variety of options to attract new teachers to the profession. The benefit of more career changers with strong academic backgrounds and the right personality attributes joining the profession was evident but they face many barriers.

⁴ NSW has also implemented a number of other strategies to attract more teachers. See appendix 1 attached.

The NSW mid-career program will reduce these barriers by developing a new mid-career pathway into teaching that combines study with paid employment. This new accelerated pathway will be aimed at attracting and retaining people with significant prior experience, including academics, high-performing professionals and subject-matter experts (for example, teaching-focused academics displaced due to COVID-19 impacts). Recruitment in areas of need will be a priority as will embedding quality standards.

NSW expects to release further details about the new pathway towards the end of 2021. Further support for accelerating pathways into teaching for appropriate candidates is found in the recent *NSW Productivity Commission White Paper*.⁵

⁵ <https://www.productivity.nsw.gov.au/sites/default/files/2021-06/Productivity%20Commission%20White%20Paper%202021.pdf>

Boost the quality of ITE courses to ensure confident and capable graduates

ITE courses should produce teaching graduates capable of implementing an evidence-led approach to improving student outcomes. As a system, the NSW Department of Education supports our schools to provide evidence-based guidance on effective practices that improve student outcomes. ITE providers must be required to more consistently and comprehensively ensure ITE curriculums embed evidence-based pedagogy and teaching practices that have the most impact on student outcomes.

For example, the need to ensure that ITE providers equip students with the skills necessary to implement a phonics approach to reading is evident. NSW has developed an approach, in consultation with the Catholic and independent school sectors, to teaching reading in the early years which incorporates phonics instruction. Phonics is compulsory for all year one students and from this year, all year one students will undergo a compulsory Phonics Screening Check. The evidence of phonics effectiveness is clear. The best results in reading for students occurs when phonics is explicitly and systematically taught from the early years of school. While NSW acknowledges that the Australian Institute for Teaching and School Leadership (AITSL) has undertaken work to assist ITE providers to reflect evidence-based teaching practices in curriculums, NSW suggests that this would gain more momentum if considered as part of this review.

NSW is committed to creating a more inclusive education system. Findings from the 2018 TALIS survey suggest that teachers could be better prepared with the knowledge and skills to differentiate learning for students with disability.⁶ This is consistent with the experience of NSW that pre-service teachers require more training in the specific skills, knowledge and resources required to differentiate for and teach students with disability in mainstream classrooms.

Classroom and behaviour management plays a critical role in promoting student engagement and effective classrooms and lifting student performance. Classroom management is also a priority area for NSW in accrediting ITE programs.

⁶ 2018 *OECD Teaching and Learning International Survey (TALIS)*. The 2018 TALIS survey found that despite 74% of pre-service teachers reporting that teaching students in mixed-ability settings was included in their formal education, only 38% felt prepared to teach in such settings. Available at: https://www.oecd.org/education/talis/TALIS2018_CN_AUS.pdf

While pressures on ITE curriculums present challenges to developing an evidence-based curriculum, in contemporary schools, skills in inclusive education and behaviour management are essential to effective teaching. The panel should consider the tension between the need for accelerated pathways balanced with the need for additional content. NSW suggests this should be a focus for this review.

The recommended national actions to boost the quality of ITE graduates are:

- a national approach to embedding evidence-based teaching practices in ITE courses;
- create a more inclusive education system through skills and practices in differentiation;
- greater utilisation of Teaching Performance Assessments (TPAs);
- include more units on behaviour management in ITE courses;
- integrate professional experience placement requirements into school requirements; and
- utilising Commonwealth performance-based funding arrangements.

A national approach to embedding evidence-based teaching practices in ITE courses

Recommendation 3: A national approach to embedding evidence-based teaching practices in ITE courses

The Commonwealth should work with states and territories and the non-government sectors to develop a national approach to embedding evidence-based pedagogy and teaching practices in ITE courses focused on teaching practices that have the most significant impact on student learning outcomes, for example using phonics in literacy. The Commonwealth should recognise innovative approaches taken by states and territories to strengthen ITE (such as the Indigenous education unit in NSW).

NSW recommends that the Commonwealth work with states and territories and the non-government sectors to develop a national approach to embedding evidence-based pedagogy and teaching practices in ITE courses focused on teaching practices that have the most significant impact on student learning outcomes, for example using phonics in literacy and inclusive education.

Ensuring that ITE courses are equipping students with the skills they need to implement quality teaching practices in schools is crucial for student success. Assessing the quality of ITE courses by reference to what positively impacts student outcomes is critical.

The Australian Education Research Organisation (AERO) could be tasked with undertaking this research. NSW would be willing to share insights with AERO as the research progresses.

Create a more inclusive education system

Recommendation 4: Create a more inclusive education system

The Commonwealth should ensure that ITE courses nationally include a focus on inclusive education including but not limited to:

- a. a specific unit on supporting students with disability; and
- b. content and examples of inclusive education in contemporary classrooms for all groups of students including Indigenous students, gifted and talented students and EALD students.

Any national approach should also include a focus on inclusive education with core content in ITE programs equipping students with the skills they need to apply effective teaching approaches. Core content in ITE programs must equip students with the knowledge and skills necessary to differentiate teaching practices and specifically focus on developing the practical skills to teach students with disability. Students should be equipped with:

- an understanding about the diverse nature of disability;
- the knowledge, skills and ability to assess the needs of students and make reasonable adjustments to meet those needs across a broad spectrum, including students with complex needs;
- effective communication and collaboration skills to work with students with disability, their parents/carers and health care professionals; and
- practical knowledge and skills to work with school learning support officers in schools.

Greater utilisation of Teaching Performance Assessments (TPAs)

Recommendation 5: Greater utilisation of Teaching Performance Assessments (TPAs)

The Commonwealth should consider increased utilisation of teaching performance assessments (TPAs) earlier in ITE programs to enhance student learning.

Ahead of formal evaluation, indications are that TPAs are a successful addition to ITE courses. They are a useful tool to guide improvements to the practices of pre-service teachers and assess classroom readiness. Given their diagnostic value, NSW suggests that an additional modified TPA could be incorporated in ITE courses linked to an earlier professional experience placement. This would give pre-service teachers the benefit of earlier formal feedback and improve learning outcomes. Embedding TPAs solely at the end of ITE courses diminishes the learning opportunities from the TPA. It is also important to acknowledge recent challenges to schools from COVID that can also impact TPAs. In addition, NSW supports national work with states and territories to strengthen graduate assessment through TPAs and assure the consistency of TPAs.

Include more units on behaviour management in ITE courses

Recommendation 6: Include more units on behaviour management in ITE courses

ITE providers should ensure that courses include more units on behaviour management planned and sequenced with practicum experiences so that new teachers are better prepared for managing student behaviour.

NSW recommends that this review consider an increased grounding in the theory and application of evidence-based behaviour management strategies in ITE courses. While behaviour management is a skill that continues to be developed and refined throughout a teacher's career, there is a clear role for ITE providers to equip pre-service teachers with the skills they need in the classroom. Professional experience is a critical element here. Pre-service and graduate teachers need time to observe experienced teachers managing behaviour in the classroom, time to practice what they have learned and regular opportunities to receive feedback from more experienced teachers.

Ensuring that teachers (including beginning teachers) are equipped with the skills necessary to support positive behaviour is a priority for NSW and is reflected in the NSW Student Behaviour Strategy.⁷ In developing the strategy, NSW gathered the views of teachers and school leaders about the capability of beginning teachers to manage student behavioural issues. A lack of behaviour management skills in early career teachers was identified and it was suggested this lack of skills may be linked to their increased stress levels and job-related anxiety.

Teachers and school leaders highlighted the need for ITE providers to include a greater focus on behaviour management in teacher training so that beginning teachers could be better equipped to implement behaviour management initiatives when they begin their careers.

Integrate professional experience placement requirements into school requirements

Recommendation 7: Integrate professional experience placement requirements into school requirements

The Commonwealth should provide funding to support greater co-ordination between schools and ITE providers to facilitate professional experience placements (PEPs) which embody good practice.

NSW proposes that the Commonwealth provide funding to support greater co-ordination between schools and ITE providers to facilitate professional experience placements (PEPs) which embody good practice. PEPs must be geared towards the most effective development of pre-service teachers. The experience of NSW is that the number and length of placements varies considerably across ITE providers. There is also variation in the criteria and process for assessing ITEs by supervising teachers. Co-design and more co-ordination between schools and ITE providers would strengthen PEPs. In NSW, this could build upon the *HUB Schools* model.

PEPs place an impost on schools. Strengthening the arrangements between ITE providers and schools would help to address that impost. Further, NSW also suggests

⁷ Student Behaviour Strategy dated March 2021. Available at: <https://www.education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-strategy.html>

that the review should consider new Commonwealth funding approaches that would allow universities to fund engagement by schools on a cost recovery basis. This would help address the administrative challenges for schools while ensuring greater support for ITE students. If some of the impost on schools is removed it could also allow for more ITEs to be supervised by our most effective and experienced teachers.

Utilising Commonwealth performance-based funding arrangements

Recommendation 8: Utilising Commonwealth performance-based funding arrangements

The Commonwealth should utilise existing funding arrangements under the Commonwealth Grant Scheme (CGS) performance-based funding mechanisms, to incentivise ITE providers (or impose conditions) to ensure ITE graduates in specialisations and areas of need.

NSW suggests the review should consider opportunities for the Commonwealth to utilise existing funding arrangements to incentivise ITE providers (or impose conditions) to ensure that sufficient numbers of students are graduating from ITE courses in areas and specialisations where there is high need.

Annual compacts between the Commonwealth and higher education providers under the *Higher Education Support Act 2003* set out how each provider's mission aligns with the Commonwealth's strategic goals.⁸ The review could consider how the Commonwealth could leverage these compacts with higher education providers to meet current and future challenges relating to teacher supply and teacher quality.

⁸ See section 19-110 *Higher Education Support Act 2003*. Available at: <https://www.legislation.gov.au/Details/C2020C00197>

Improving ITE and early teacher data to better understand pathways into teaching and identify issues affecting supply and quality

A greater sharing of timely data would assist the education sector to understand declining enrolments, non-completion of ITE degrees and issues impacting teacher supply. While the Australian Teacher Workforce Data (ATWD) is intended to provide valuable insights, its lack of maturity and development as a workable data set, has presented challenges to access by NSW education sectors and hinders the ability to undertake robust national workforce planning.

Ensure timely access to enhanced ITE and early career teacher data

Recommendation 9: Improve the national data collection and make it more readily accessible

The Commonwealth should implement improved collection and distribution of ITE and early teacher data to underpin improved national teacher workforce planning. This data, (including for early childhood teachers) would assist jurisdictions to better understand:

- a. pathways into teaching;
- b. issues affecting ITE retention/completion rates;
- c. issues affecting supply and quality; and
- d. better align funded ITE provision with the subject specialisations that are in short supply.

NSW suggests that the Commonwealth implement improved data collection and distribution of ITE and early teacher data, including for early childhood teachers. Building a national evidence base to inform national strategic workforce planning is a priority

identified in negotiations with AITSL and the Commonwealth during national work in 2020.⁹ Specific areas where the Australian Teacher Workforce Data (ATWD) collection could be improved include:

- Increasing the scope and timeliness of the data collected from HEIMS (Higher Education Student Data Collection), as this currently is not sufficiently accurate or complete to understand issues around ITE completion. NSW suggests that the HEIMS collection should be reviewed in consultation with the ATWD Oversight Board and universities.
- Information about the subject specialisations of the current workforce and the number of teachers teaching out of field. There is a poor link between ITE teaching courses and teaching appointments. This data is not currently available from the HEIMS collection and it should be sourced from ITE providers and the school systems throughout the country.
- Data which records the impact of recent changes to federal funding on workforce supply, for example reforms to the Higher Education Contribution Scheme. It is in the interests of the sector to understand the impact of federal reforms. Data on the impact of changes to ITE courses including accelerated pathways into teaching, graduate diploma and online courses.

⁹ AITSL: *Teaching Futures Background Paper* June 2021. Available at: [https://www.aitsl.edu.au/docs/default-source/research-evidence/ait1793_teaching-futures_fa\(web-interactive\).pdf?sfvrsn=d6f5d93c_4](https://www.aitsl.edu.au/docs/default-source/research-evidence/ait1793_teaching-futures_fa(web-interactive).pdf?sfvrsn=d6f5d93c_4)

Recognising the importance of ITE changes on the Early Childhood Education workforce

While NSW appreciates that the focus of this review is teachers in schools, ITE changes also have implications for early childhood teachers and particularly those studying combined early childhood and primary teaching degrees. Early childhood education sets the foundations for life-long learning and it is important that a review of ITE considers the knowledge and skills needed to support learning prior to school.

Given the nuanced needs of the ECE and primary school teaching workforces, it may seem logical to have separate degree offerings but this could have unintended consequences. As an example, in regional and remote areas teachers may be required to support students of mixed ages and need to be appropriately trained and accredited to do so.

Consider the issues and opportunities for the early childhood workforce implications

Recommendation 10: Consider the issues and opportunities for early childhood workforce implications

The ITE Review Panel should consider how its recommendations can positively impact on initiatives to improve the supply, retention and quality of teachers in the early childhood education workforce.

NSW suggests that the impacts on teachers in the early childhood education sector should be considered by the review. In particular, NSW suggests that the review consider intersections with the Australian Children's Education and Care Quality Authority (ACECQA) work on the Children's Education and Care National Workforce Strategy, as this will include initiatives to improve the supply, retention and quality of the early childhood education workforce.

Appendix 1: NSW initiatives aimed at attracting new teachers to areas of need

NSW has implemented a number of strategies to increase workforce supply, including from more diverse communities. These include a range of scholarships and sponsorship programs to pre-service and current teachers.

NSW has implemented a number of strategies to attract quality teachers in areas of need. In the course of this review, it is likely that additional analysis about NSW initiatives will become available. This information can be made available to the ITE Review Panel at that time.

Staffing Agreement

The new Staffing Agreement 2021-2023, recently negotiated with the New South Wales Teachers Federation includes enhancements to support permanent teacher staffing outcomes across NSW, including in rural and remote locations.

Rural and remote incentives

The Department has commissioned targeted research and reviews, as well as directed additional funding, to attract and retain teachers in rural and remote areas through financial and non-financial incentives.

The NSW rural and remote incentives scheme is the most comprehensive in Australia. It includes, for example, attraction and retention benefits, rental subsidies to assist with accommodation costs, and rural teacher incentives and support, including additional professional and personal leave days.¹⁰

A review of the incentives scheme is currently underway to identify evidence-based best practice to attract and retain high quality staff in rural and remote areas. Early findings suggest incentives are a critical lever to attract staff to rural and remote schools, and

¹⁰ The full list of incentives is at <https://teach.nsw.edu.au/find-teaching-jobs/choose-rural/benefits-and-incentive>

should remain as a feature in strategies to address workforce shortages in rural and remote areas.

Some of the major themes arising from stakeholder consultation have been the need:

- for incentives to be more flexible and targeted (at the individual and the regional level); and
- to ensure the focus of incentives extends beyond financial incentives to other issues such as promoting community engagement and facilitating professional development and support for rural and remote settings.

This suggests there is an opportunity to leverage a whole-of-community approach to attract and retain teachers. For example, working with other government agencies and local communities to address the demographic, socio-economic and infrastructure challenges that contribute to the difficulty of staffing rural and remote schools.

Rural Professional Experience Program

The Department has developed a program to increase the number of high-quality pre-service teachers undertaking their final professional experience placement in rural and remote schools. The program aims to enhance supply of graduate teachers in rural and remote schools, and support the delivery of quality teaching in those schools.

In 2019, 55 final year pre-service teachers from six metropolitan universities went to geographically isolated schools, with all saying they would consider returning to rural and remote NSW for full-time employment in the future. Last year's (2020) numbers were impacted by COVID; however, 38 students still chose to go rural. Accommodation remains a challenge, and partnerships with other agencies are being explored to boost supply of housing.

In the Armidale Diocese of the Catholic school sector, Catholic schools have successfully transitioned pre-service teachers into their schools as employed teachers following completion of final placement and graduation. Incentives were provided to pre-service teachers when undertaking practicum which included allowances for meals, travel and overnight stays. These incentives supported the cost of living away from home for the period of the placement.

Teach.MathsNOW

The teach.MathsNOW scholarship supports career changers from STEM-related industries, or undergraduates studying STEM-related subjects, to complete a Masters of Teaching and take up a career as a mathematics teacher in NSW public schools. The first cohort of scholars in this program commenced study in 2020. teach.MathsNOW provides:

- financial support of up to \$50,000;
- employment as a paraprofessional while completing a teacher training qualification; and
- a permanent teaching role as a secondary mathematics teacher on successful completion of study.

Scholarships in Catholic schools NSW

In the Diocese of Wollongong, Catholic schools offer *Step into Teaching* (SIT) scholarships. These support year 12 students from Diocesan schools who are pursuing a career in teaching at university. It includes \$5000 per annum plus part time work in primary schools as a classroom SSO. The Diocese has established partnerships with universities to promote scholarships under the same banner (SIT) to attract current STEM students. The Diocese also offers an Indigenous teaching scholarship to students from a local Catholic high school with a significant Indigenous population.

Professional Experience Partnerships

A partnership was established with Australian Catholic University to develop “HUBS” to ensure the quality of the in-school experience for pre-service teachers. As part of this HUB agreement universities are undertaking to provide a free three-hour training course to prepare teachers for their role as ITE supervisors.