

May 2017

Secondary School Staffing Survey Report 2017

This report summarises the 2017 findings of an annual survey on the teacher staffing situation in secondary schools at 15 March.

PPTA represents the professional and industrial interests of some 17,500 secondary teachers in state secondary, area, manual training and intermediate schools, as well as tutors in community education institutions, alternative education and activity centres, and principals in secondary and area schools.

PPTA | PO Box 2119, Wellington 6140 | p. +64 4 384 9964 | e. enquiries@ppta.org.nz
File Number. IPM 15/2



Contents

1. Introduction.....	2
2. Executive Summary.....	3
3. Recruitment.....	5
3.1 Advertised jobs	5
3.2 Outcome of advertising in January-March 2017	6
3.3 Appointment of untrained/unqualified teachers.....	8
3.5 Hard to staff subjects	10
3.6 Other vacancies.....	10
3.7 All positions	12
3.8 Classroom teacher positions.....	14
3.9 Middle leadership positions	18
3.10 All leadership positions	22
4. Overseas recruitment.....	26
5. Attrition.....	27
5.1 Resignations	27
5.2 Resignations by level.....	28
5.3 Resignations by destination	29
6 Day Relief Pool.....	30
6.1 Availability of day relievers	30
6.2 Distribution of day relievers	31
6.3 Distribution of trained and qualified day relievers	32
7. Curriculum Delivery Issues.....	33
7.1 Teachers out of their specialist field.....	33
7.2 Classes cancelled or transferred	36
8. Staffing expectations	37
8.1 Experience and expectation of recruitment and retention.....	37
8.2 Optimism indices	38
9. Principals' comments on teacher supply	40
9.1 Summary of principals' comments.....	40
9.2 Comments by school decile	41

1. Introduction

In term one 2017 the principals of secondary and composite schools with senior rolls were surveyed about their staffing situation. The questions focused on the broader aspects of the teacher supply equation, raising issues of both quantity and quality of supply. There have been similar surveys since 1996.

This report is based upon replies received from 166 secondary and composite schools. This represents 36.1% of schools that received the survey. Two schools did not identify themselves. The response rate for identified secondary schools was 41%, and 14% for identified composite (area) schools. Schools which responded after 9 May are not included in this report, but will be included in updated 2017 figures in next year's report.

The survey seeks information on positions advertised in the first three Education Gazettes of the school year (February-March). Schools expect most positions will be filled before the end of January (in fact most vacancies are advertised and filled in the last part of the preceding year). The February Gazettes therefore reflect the predicted supply shortfall, and enable the mechanisms by which schools have filled positions to be more clearly discerned. In addition, the March gazettes reveal the level of staffing shortfall caused by Ministry of Education underestimation of school staffing needs.

The data has been summarised in this report and individual schools are not identified. Results from the 2016 survey are provided for comparison and comparable data from earlier years can be found in the accompanying graphs. The responses relate to the staffing situation as at 15 March 2017 unless otherwise indicated.

The survey findings generally indicate a pattern which is typical of teacher supply in decline.

The trend is for deterioration across the measures of secondary teacher supply and a number of measures in the report are the worst recorded by PPTA since the start of this series of reports.

- *More jobs are being advertised and the mean number of applicants per position is declining.*
- *Average application numbers for middle leadership positions in particular are very low.*
- *Principals are, in general, more pessimistic about recruiting and retaining teachers than they have been since the end of the 1990s.*
- *There is growing concern amongst employers about the retirement of teaching staff, which exceeds the proportion of losses to other (non-teaching) jobs, a return to the situation schools faced during the shortages of the late 1990s and early 2000s.*
- *Schools are continuing to hire overseas teachers to fill vacancies, but the number remains low.*
- *The relief pool continues to decline, with some schools indicating they have no relievers. The average number of relievers is the lowest recorded.*
- *There has been a jump in the number leaving our secondary teaching workforce.*
- *More schools cancelled or transferred courses to alternative mechanisms because they cannot find qualified specialist staff to take the classes. The level is the highest recorded.*
- *The range of subjects in which recruitment problems are being found is increasing.*
- *Maths, Science, Technology, English, Physics, Chemistry, Hard Materials, Te Reo Māori and Business/Accounting are mentioned most frequently by principals as problem areas for recruitment.*
- *More non-specialist teachers are covering classes and more subjects are being cancelled or transferred to distance options because principals cannot find trained and qualified staff.*

2. Executive Summary

Jobs

- An increase in the average number of jobs advertised in the 27 January to 15 March period this year and in the proportion of schools reporting advertised vacancies.
- More schools with unadvertised vacancies, particularly in English, Maths and Te Reo Māori.

Filling positions

- An increase in the proportions of unfilled permanent vacancies relative to 2016 and in schools which have been unable to fill one or more permanent positions.
- Continued appointments of untrained/ unqualified staff to permanent positions.
- Another increase in schools with currently unfilled vacancies.

Applications for jobs

- Average numbers of applicants per position continues to fall. The average number of applicants is the lowest recorded since 1998.
- Average number of New Zealand applicants per position declined for the fifth successive year.
- One in eleven of the classroom positions advertised in the period had no applicants.
- One in seven classroom positions advertised had no NZ trained applicants.
- Middle leadership positions have a lower average number of applicants than either senior positions or classroom positions.
- One in three middle leadership positions had no choice of applicant and for one in three middle leadership positions there was no choice between NZ-trained applicants

Suitability of applicants

- The number of suitable applicants continues to decline.
- About half of New Zealand applicants and about one in six overseas applicants were considered to be suitable.
- 30% of classroom positions had no suitable applicants at all and nearly 40% had no suitable New Zealand applicants.
- The number of suitable applicants for middle leadership positions is down on 2016, and one fifth of middle leadership position had no suitable applicants and a third had only one.

Appointment of overseas trained teachers

- More schools relied on overseas trained appointments to fill permanent vacancies relative to 2016, but fewer appointments were made to fixed term positions.

Retention

- Resignations from teachers leaving the secondary teaching force in NZ continue to increase, with a jump to the second highest level recorded in these surveys.
- Over 40% of teachers leaving secondary teaching had retired.
- Many principals are referencing concerns about current and coming the retirement of staff.

Recruitment and retention experiences and expectations

- Principals are more negative about recruitment and retention of teachers than they have been since the end of the 1990s.

Day relief pool

- The average number of day relievers per school has continued to decrease and is now the lowest since 1998. The proportion of relievers schools would prefer not to use has increased slightly over 2016.

Curriculum delivery matter

- The most advertised positions by subject were in Maths, Science, English and Technology.
- In their comments principals most frequently mention Maths, Science, Technology, English, Hard Materials and Physics as hard to staff subjects.
- There is a further increase in teachers being used out of their specialist area because specialists could not be found. About one in three schools have had to do so this year, but more teachers, classes and students were affected this year. The level recorded is the highest since 1998.
- The most frequently referenced areas covered by teachers outside their specialism are Maths and Science.
- The most frequently referenced teachers working out of their subject area were those in PE, English and primary.
- One in five schools had to cancel classes or transfer to distance learning because a suitable specialist teacher could not be found. Again, this is the highest recorded level since 1998.

3. Recruitment

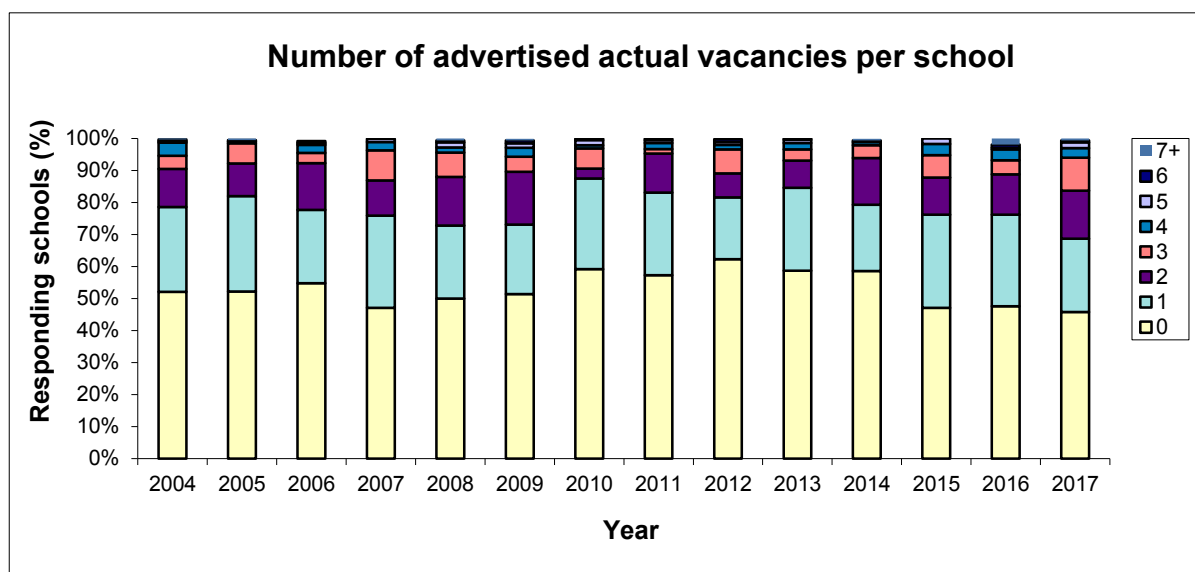
3.1 Advertised jobs

There was an increase in the average number of jobs advertised in the 27 January to 15 March period this year and a similar proportion of schools reported advertised vacancies.

- 54.2% of schools advertised secondary teaching positions in the first three gazettes of 2017 (52.9% in 2016).
- They advertised 191 actual vacancy positions.
- Vacancies averaged 1.15 positions per school over all of the responding schools (1.04 in 2016) and 2.12 positions per advertising school (1.99 in 2016).
- 60.2% of positions advertised (115) were permanent vacancies, 23.6% (45) were relieving positions and 16.2% (31) were fixed term, not relieving positions.

Distribution of actual vacancies advertised in responding schools

Vacancies	Year	
	2017	2016
0	45.8%	47.6%
1	22.9%	28.6%
2	15.1%	12.6%
3	10.2%	4.4%
4	3.0%	3.4%
5+	3.0%	3.5%

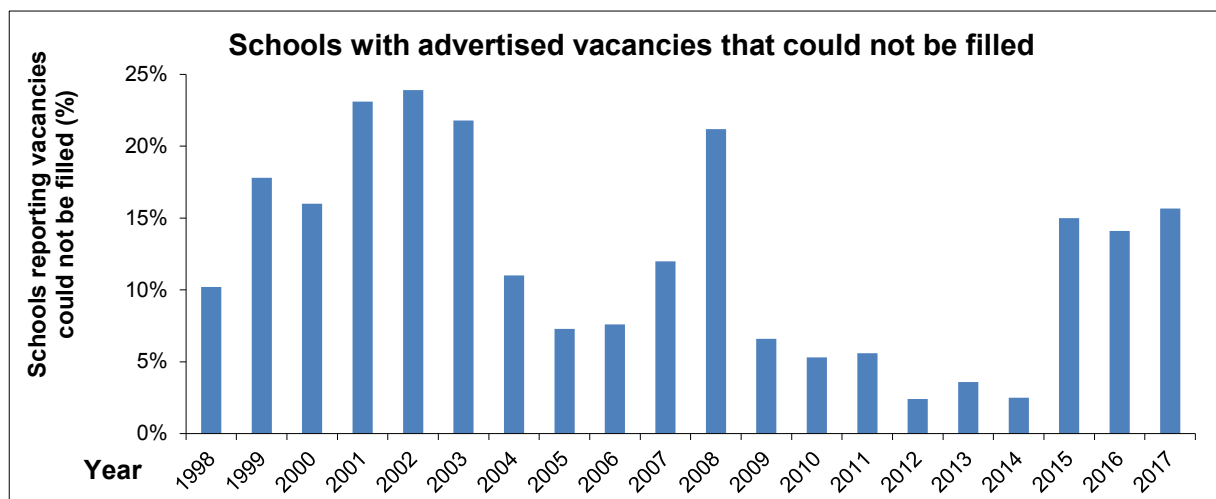


3.2 Outcome of advertising in January-March 2017

There has been a further increase in the proportion of unfilled vacancies.

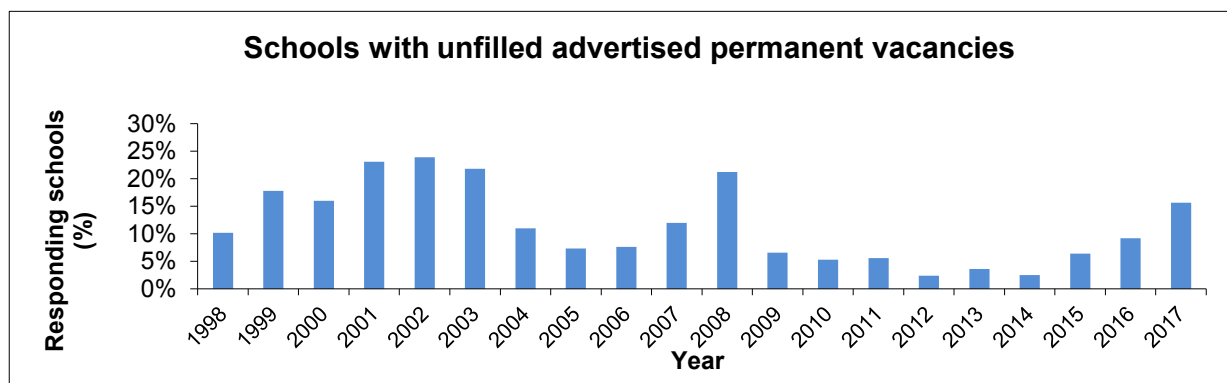
Advertising for 141 positions was indicated to have closed at the time of the survey. Of these:

- 15.7% of the schools responding had advertised vacancies they had not been able to fill.
- 23.4% of the vacancies could not be filled, compared to 14.1% in the previous year.
- 3.1% of the advertised positions had been filled by LATs in the period (1.3% in 2016)



Permanent positions with identified outcomes (78):

- 63% of permanent positions were filled by permanent external appointments;
- 37% of permanent positions could not be filled by permanent appointment.
 - 5.0% of permanent positions were filled by temporary teachers;
 - 1% of permanent positions were filled by LATs;
 - 1% were filled internally
 - 29% of permanent positions could not be filled because no-one could be found.



Fixed term positions (45):

- 71% were filled by temporary appointments.
- 7% were filled by LATs.
- 2% were filled by permanent appointment.
- 18% of the positions could not be filled.

Advertised positions which could not be filled

Position	Number which could not be filled
Mathematics	7
Physics	3
Digital technology	2
Hard materials technology	2
Science	2
Accounting	1
Biology	1
Chemistry	1
Design and Visual Communication	1
Drama	1
English	1
Food technology	1
Gateway	1
Graphics	1
Technology	1
Principal	1
Assistant Principal	1
Assistant HoD Mathematics	1
Guidance Counsellor	1
HoD Biology	1
HoD Social Sciences	1
HoD Te Reo Māori	1
Positions filled by LATs	
Technology	1
Hospitality	1
Physics	1
Careers and transition	1

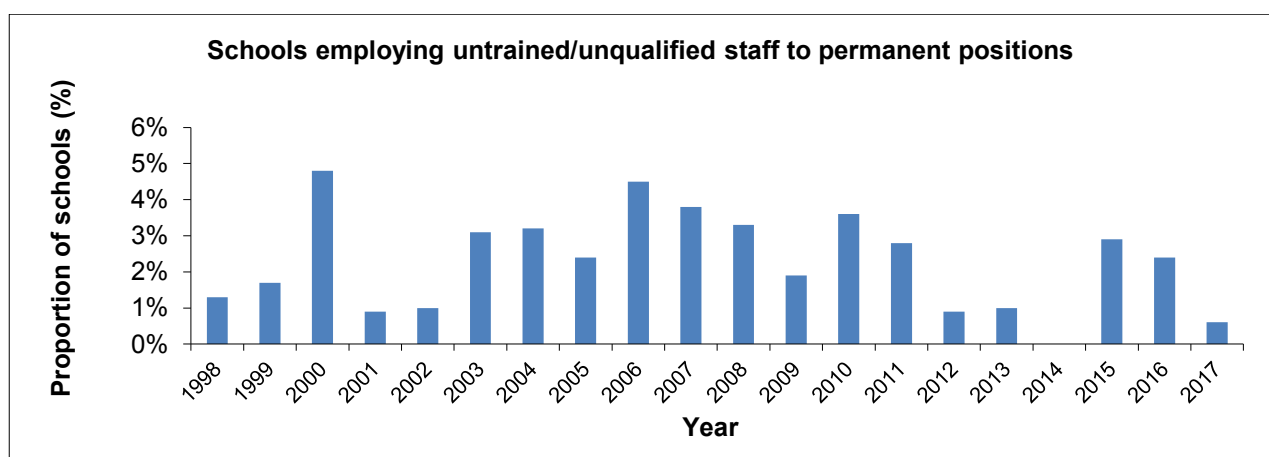
3.3 Appointment of untrained/unqualified teachers

There is continuing appointment of untrained and unqualified staff at the start of the school year because schools could not find trained and qualified teachers. These appointments to permanent positions have declined relative to 2016 but the appointments to fixed term positions have doubled as has the proportion of schools making such appointments.

82% of the untrained/unqualified appointments to fixed term positions were to non-relieving fixed term positions despite these being only 41% of the non-permanent positions.

Permanent positions

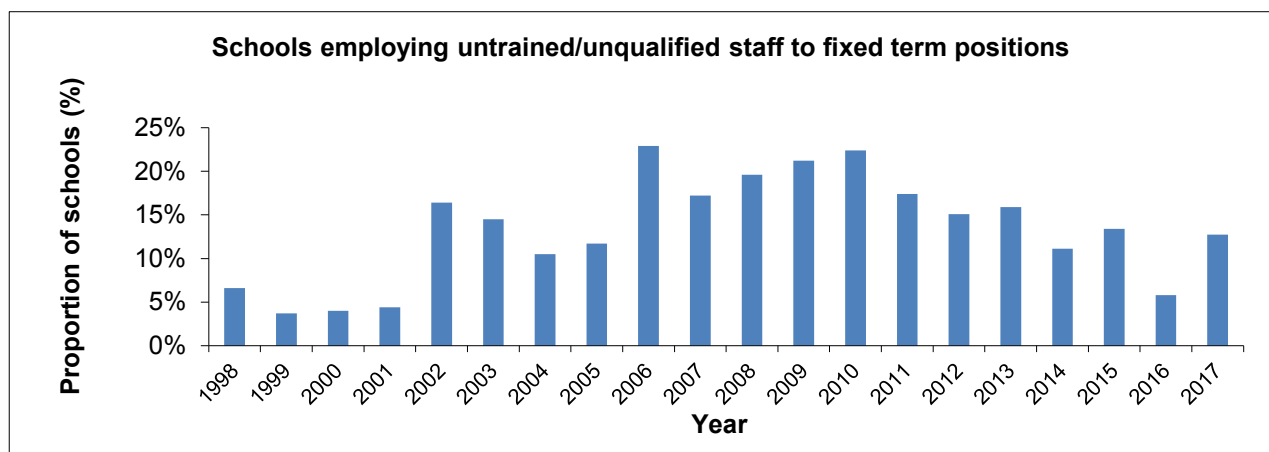
YEAR	Proportion of schools	Mean appointments (All schools)	Mean appointments (Affected schools)	National projection
2017	0.6%	0.01	1.0	3
2016	2.4%	0.03	1.4	14



Fixed term positions

YEAR	Proportion of schools	Mean appointments (All school)	Mean appointments (Affected schools)	National projection
2017	12.7%	0.18	1.43	83
2016	5.8%	0.09	1.50	41

The bulk of the untrained/unqualified fixed term appointments (82%) are to non-relieving fixed term positions.



3.4 Secondary positions advertised by subject

The most advertised fields were: Sciences, Mathematics, English, and Technology. The most advertised subjects were: Maths, Science, English and PE.

Subject*	Classroom	HoD	All	2017	2016
Ag/hort	0	0	0	20.2%	15.1%
Biology	7	1	8		
Chemistry	4	0	4		
Electronics	0	0	0		
Physics	5	0	5		
Science	16	2	18		
Mathematics	19	3	22	12.7%	13.2%
English	14	2	16	13.3%	19.5%
Media studies	1	0	1		
Literacy	1	0	1		
ESOL	5	0	5		
Food Technology	6	0	6	10.4%	12.2%
Hospitality	2	0	2		
Soft technology	0	0	0		
Hard materials	3	0	3		
Graphics	1	0	1		
Technology	4	2	6		
PE/Health	9	2	11	6.4%	6.8%
Design	2	0	2	4.6%	2.4%
Infotech	2	0	2		
Digital Technology/ICT	4	0	4		
Careers	4	1	5	4.0%	3.9%
Gateway	2	0	2	3.5%	6.3%
Dance/Drama	4	1	4		
Music	2	0	2		
History	3	0	3	5.8%	5.9%
Geography	0	0	0		
Social Science(s) or studies	6	1	7		
Student learning support	4	1	5	3.5%	2.0%
Special Needs	0	1	1	3.5%	3.9%
Guidance	6	0	6		
Business/commerce/ economics etc	5	1	6		
Languages	0	0	0	3.5%	5.9%
Te Reo	2	1	4		
Spanish	2	0	2		
French	0	0	0		
Japanese	0	0	0		
RE	1	2	3	1.7%	0.5%
Arts	3	0	3	1.7%	3.4%
Māori immersion	0	0	0	0.0%	1.5%
Other/general/unidentified	2	1	3	1.7%	1.5%

*This table excludes leadership positions without a subject teaching component identified.

3.5 Hard to staff subjects

Principals most frequently commented on Maths, science, Technology, English, Hard Materials Technology, and Physics as hard to staff subjects. Also mentioned as hard to staff were: Te Reo Māori, Māori Medium, Chemistry, Digital Technology, Guidance, Hospitality, Accounting, Business Studies, Economics, Languages, Geography, Careers, Learner Support, core subjects, Middle Management, Social Studies, DVC and Programming.

The difficulty finding relievers was also often referred to by principals.

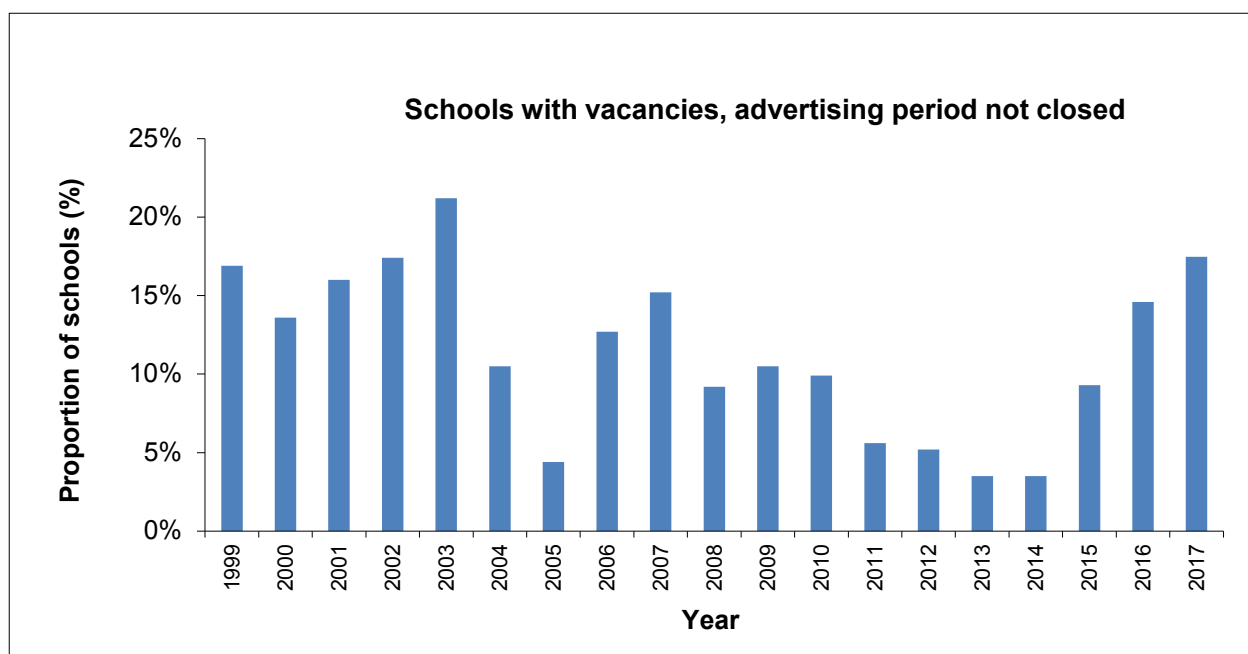
3.6 Other vacancies

More schools had vacancies for which the advertising period was not complete than in 2016 and the number of such vacancies per school was also higher.

There were also more schools with more unadvertised vacancies at that time. The greatest numbers of those vacancies are in English, Maths and Te Reo Māori.

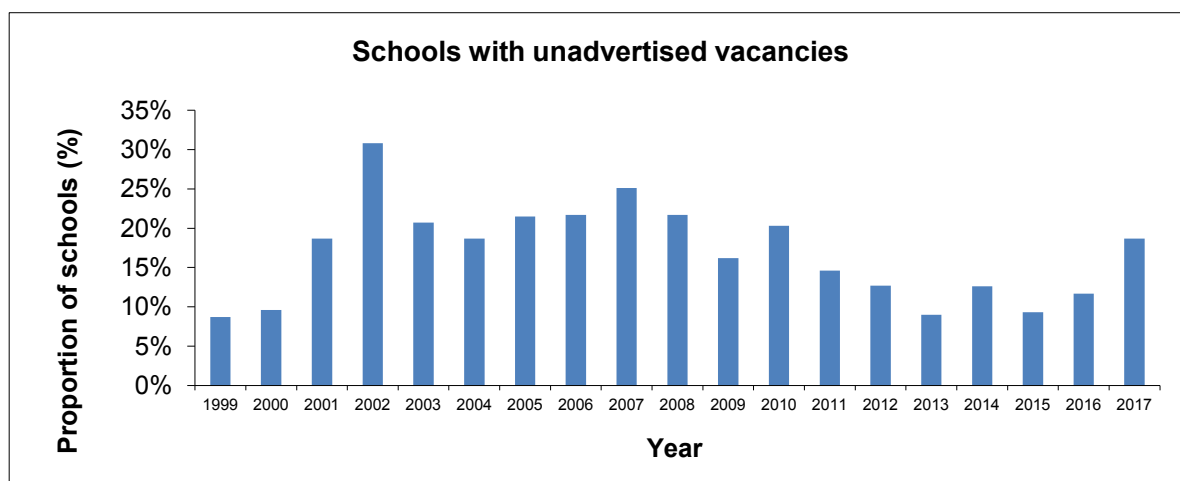
March Gazette - advertised vacancies, advertising period not closed

YEAR	Schools	Mean vacancy (All schools)	Mean vacancy (Advertising schools)
2017	17.5%	0.25	0.46
2016	14.6%	0.20	0.28



Unadvertised vacancies at 15 March

YEAR	Schools	Mean positions (All schools)	Mean vacancy (Schools with vacancies)	National projection
2017	18.7%	0.25	1.35	117
2016	11.7%	0.16	1.33	73



Identified unadvertised vacancies

English	6	Senior leadership	2
Maths	4	HoD English	2
Te Reo Māori	3	Head of Sport	1
Technology/DVC/programming	3	HoD Maths	1
Hard materials technology	2	HoD Media	1
Science	2	HoD SNU	1
Spanish	2		
Biology	1		
DVC	1		
Economics	1		
Food technology	1		
Guidance counsellor	1		
Homeroom	1		
PE	1		
Physics	1		
Sports coordinator	1		
Textiles and fashion	1		
TIM	1		

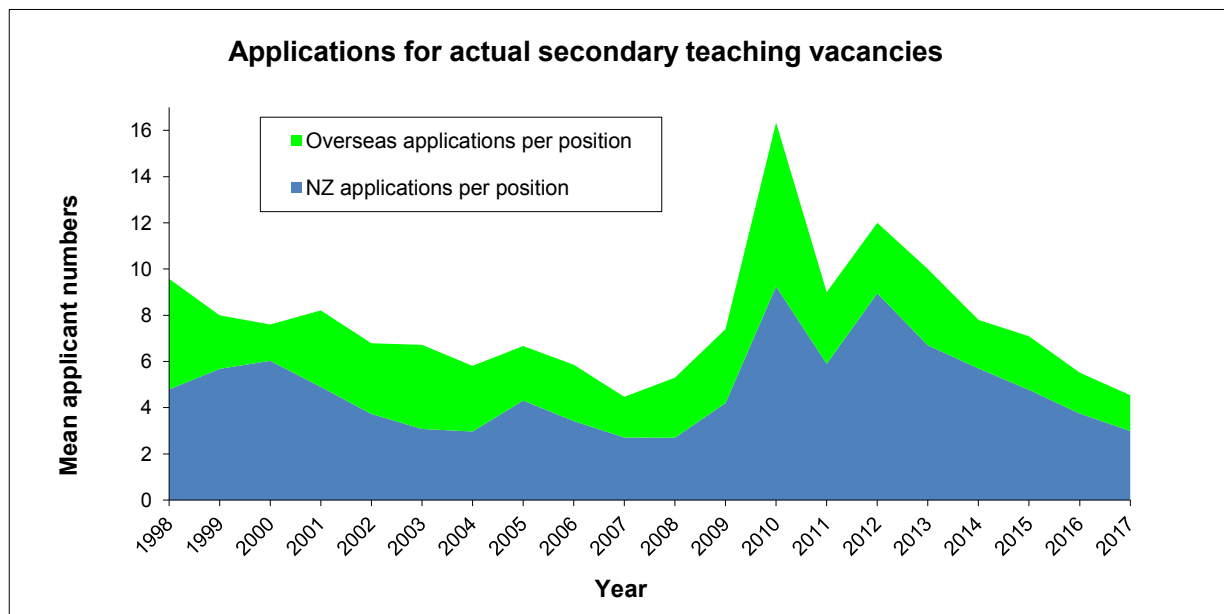
3.7 All positions

The average numbers of applicants per position across all positions continues to decline.

The number of suitable applicants continues to decline. About half of New Zealand applicants and about one in five overseas applicants were considered to be suitable for consideration.

Application numbers – all applicants for secondary positions

Year	All applications per job	All NZ-trained applications /job	NZ trained %	O/S trained applications /job	O/S trained %
2017	4.6	3.0	65.5%	1.6	34.5%
2016	5.7	3.8	68.6%	1.7	31.4%



Applicant suitability

Defining Suitability of applicants

The following are the measures of 'suitability' used in the survey. The list was developed from principals' responses to a question on what they looked for in suitable candidates.

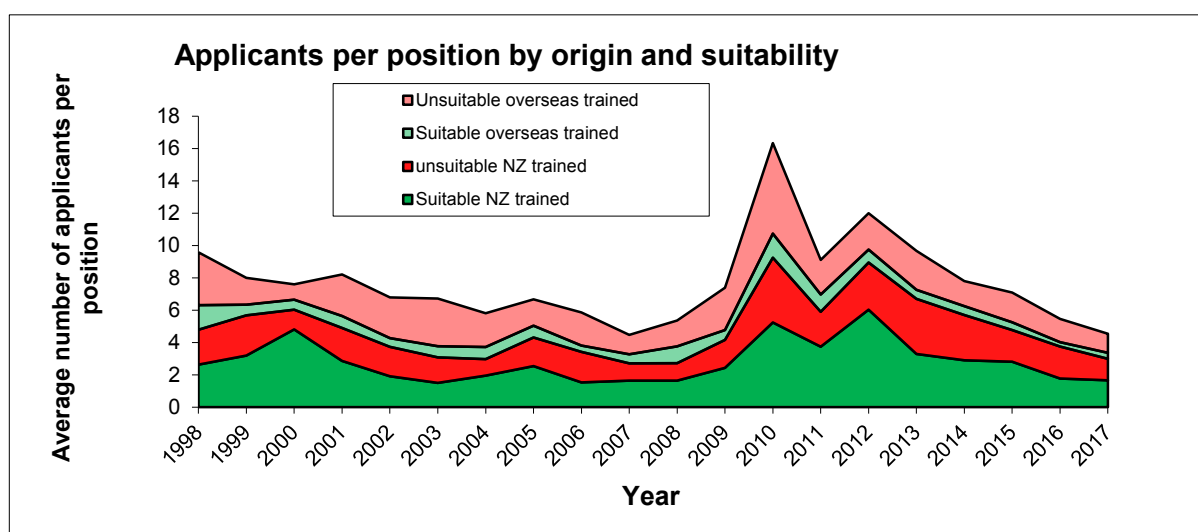
Base scale and unit holder positions	Evidence of teaching competence
	Recognised secondary teacher training
	Relevant tertiary subject qualification(s)
	Appropriate communication skills
	Appropriate interpersonal skills
Unit holder positions only	Appropriate experience relevant to position
Any position	Special character considerations.

Applications per position: All applicants

Year	Mean applications all actual vacancies	Mean overseas applications	Mean suitable overseas applications	Mean NZ applications	Mean suitable NZ applications	Potentially suitable NZ applications	Potentially suitable overseas applications
2017	4.6	1.6	0.3	3.0	1.6	53%	22%
2016	5.6	1.7	0.3	3.8	1.8	47%	16%

Applications per position: New Zealand Applicants

Year	Mean NZ applications all actual vacancies	Mean primary trained NZ applications	Mean suitable primary trained NZ applications	Mean Secondary trained NZ applications	Mean suitable Secondary trained NZ applicants	Potentially suitable primary trained NZ applicants	Potentially suitable secondary trained NZ applicants
2017	3.0	0.2	0.1	2.8	1.6	54%	53%
2016	3.8	0.3	0.2	3.5	1.6	58%	46%



3.8 Classroom teacher positions

The average number of New Zealand applicants for classroom positions continued its decline and is at the lowest recorded record since 1998.

The proportion of classroom positions attracting five or more applicants continues to decline.

One in every eleven of the identified classroom positions advertised had no applicants.

The proportion of advertised classroom positions attracting five or more NZ-trained applicants continues to decline and the proportion of advertised classroom positions with no choice of NZ trained applicants continues to increase.

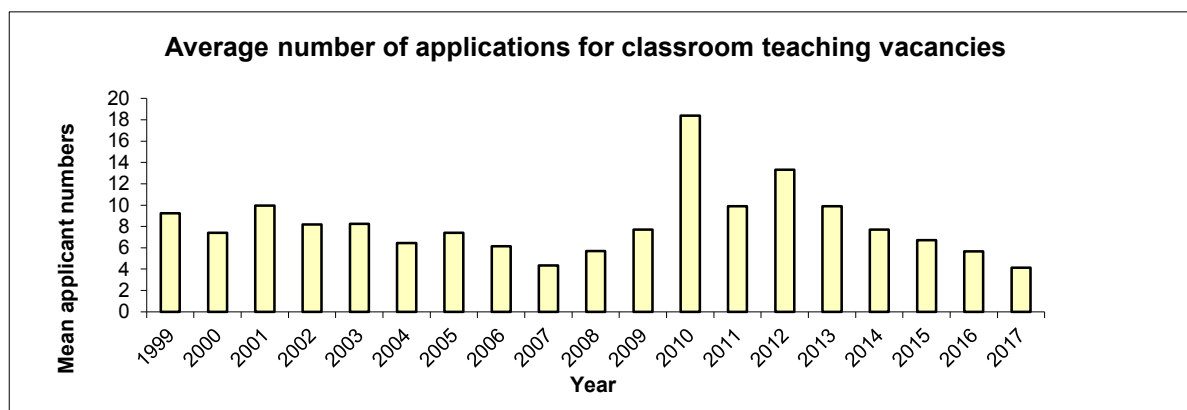
One in every seven classroom positions advertised had no NZ-trained applicants.

Nearly 30% % of classroom positions had no suitable applicant and almost 40% had no suitable New Zealand applicant.

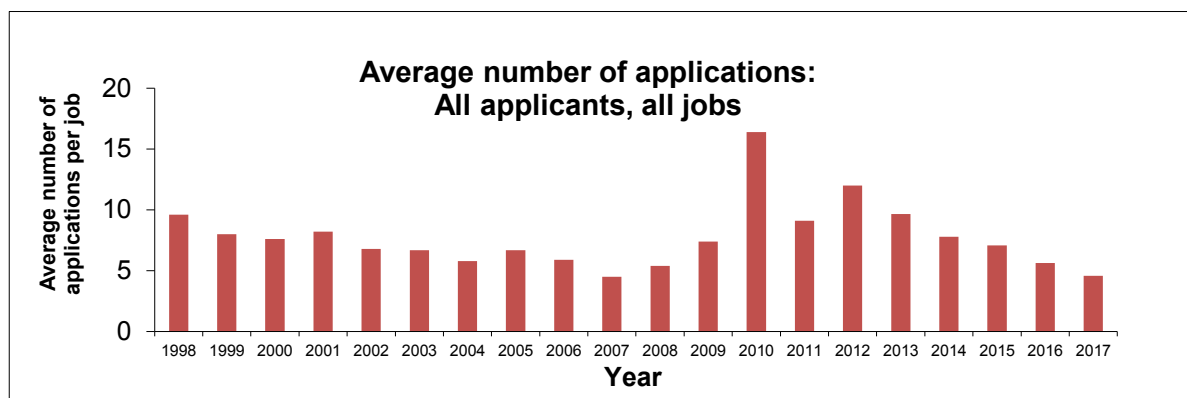
Applications for classroom positions

Year	All applications per job	All NZ-trained applications /job	O/S trained applications /job
2017	4.1	2.5	1.6
2016	5.7	3.8	1.9

All applicants for classroom teaching positions

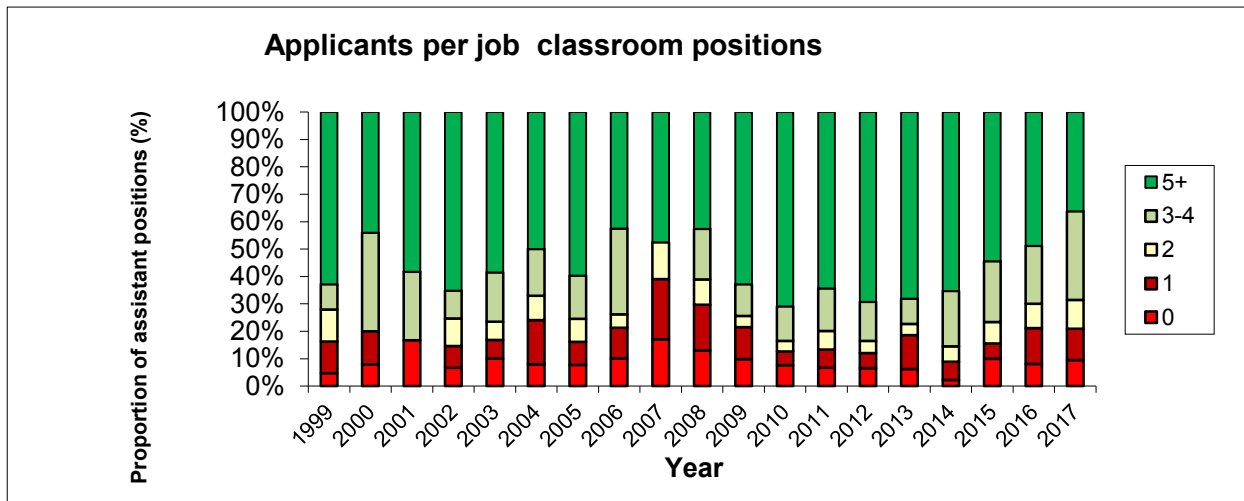


NZ-trained applicants for classroom teaching positions



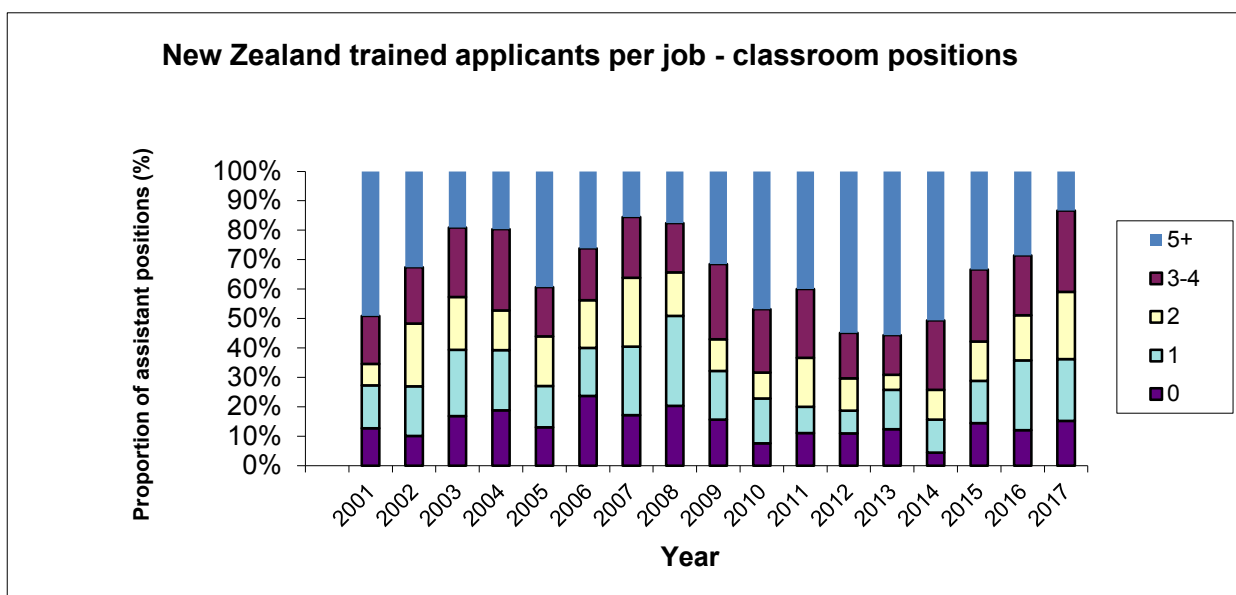
Distribution of applicants for classroom positions

Applicants per position (proportion of positions)					
YEAR	0	1	2	3-4	5+
2017	9.5%	11.4%	10.5%	32.4%	36.2%
2016	8.1%	13.0%	8.9%	21.1%	48.8%



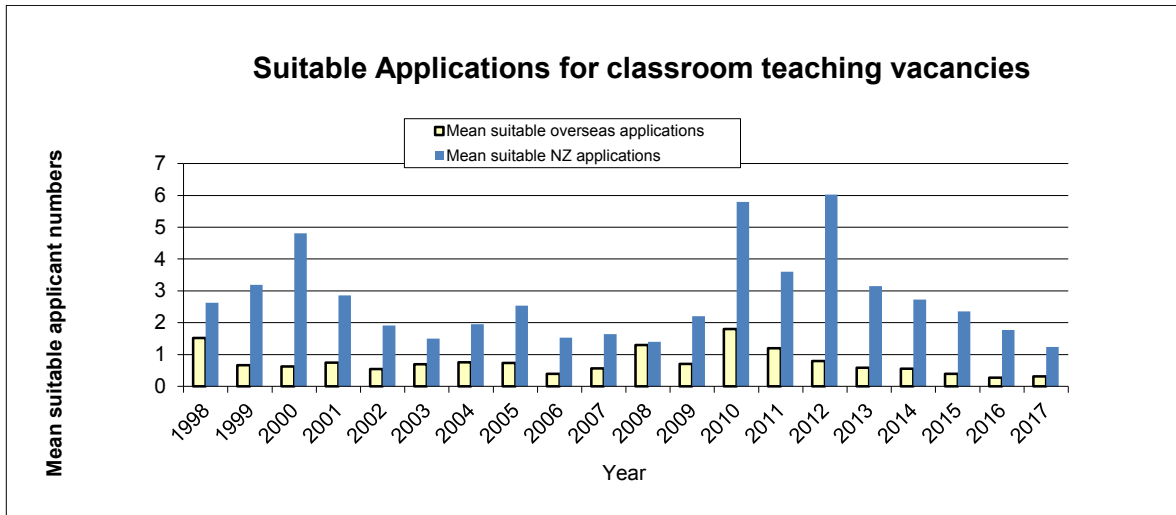
Distribution of NZ-trained applicants for classroom positions

NZ trained applicants per position (proportion of positions)					
YEAR	0	1	2	3-4	5+
2017	15.2%	21.0%	22.9%	27.6%	13.3%
2016	12.2%	23.6%	15.4%	20.3%	28.5%



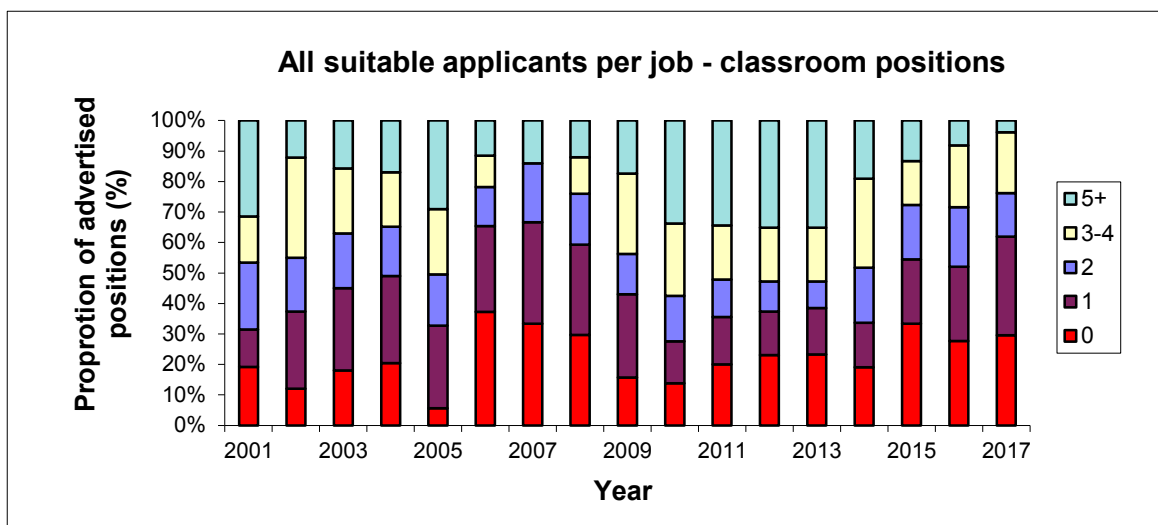
Suitable applicants for classroom teaching positions

Year	All suitable applications per job	Suitable NZ-trained applications /job	Suitable O/S trained applications /job
2017	1.6	1.2	0.3
2016	2.0	1.7	0.3



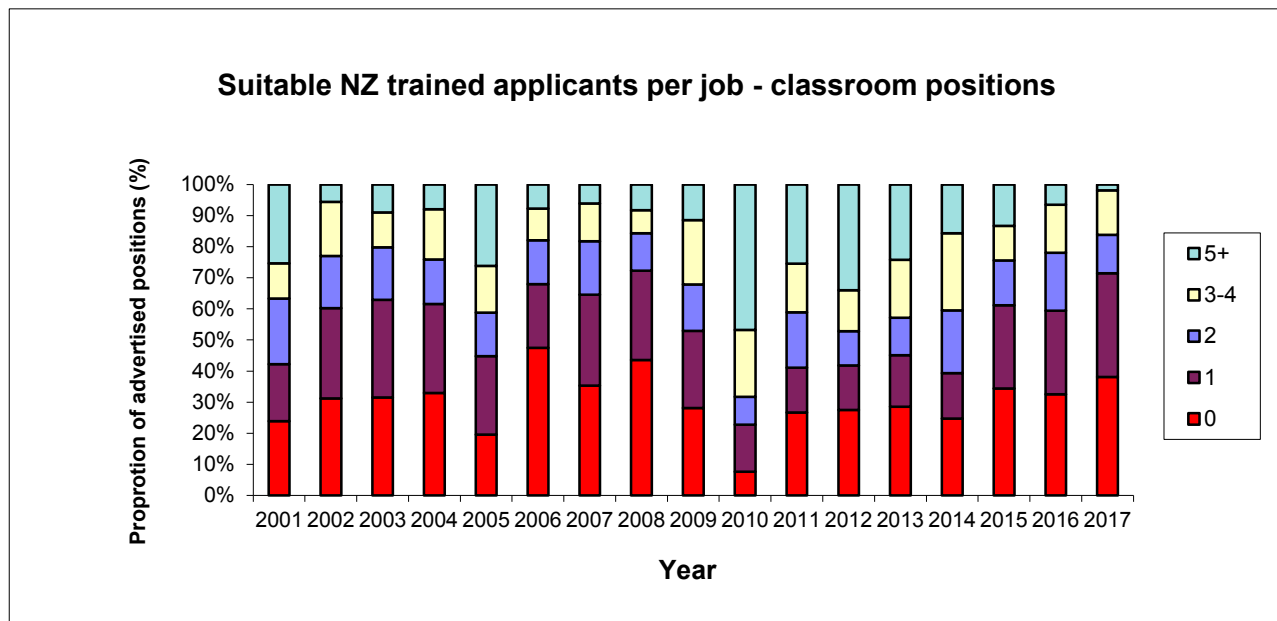
Distribution of suitable applicants for classroom positions

Suitable applicants:					
YEAR	0	1	2	3-4	5+
2017	29.5%	32.4%	14.3%	20.0%	3.8%
2016	27.6%	24.4%	19.5%	20.3%	8.1%



Classroom teaching positions – all suitable NZ-trained applicants

Suitable NZ-trained applicants per position					
YEAR	0	1	2	3-4	5+
2017	38.1%	33.3%	12.4%	14.3%	1.9%
2016	32.5%	26.8%	18.7%	15.4%	6.5%



3.9 Middle leadership positions¹

Middle leadership positions attract a lower average number of applicants for position than either senior positions or classroom positions.

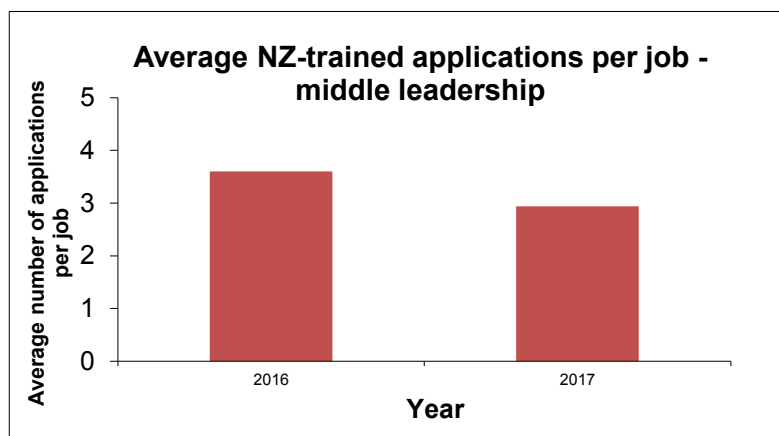
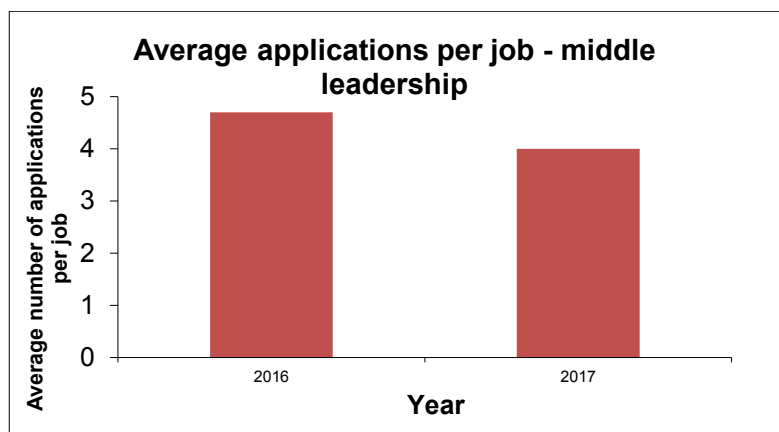
The number of suitable applicants for middle leadership positions is down on 2016.

One in three middle leadership positions had no choice of applicant and for one in three middle leadership positions there was no choice between NZ-trained applicants

One fifth of middle leadership position had no suitable applicants and another third had only one.

Applications for middle leadership² positions

Year	All applications per job	All NZ-trained applications /job	Suitable NZ-trained applications /job	O/S trained applications /job	Suitable O/S trained applications /job
2017	4.0	2.9	1.9	1.1	0.1
2016	4.7	3.6	2.3	1.1	0.3

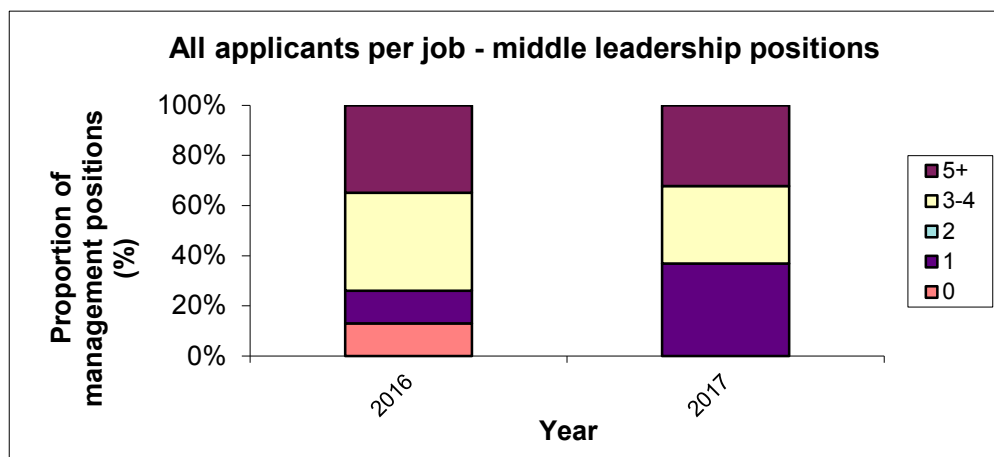


¹ From this year the middle leadership roles will be reported on separately from all leadership positions.

² Leadership positions excluding AP/DP and principal positions. Seventeen are included in this analysis.

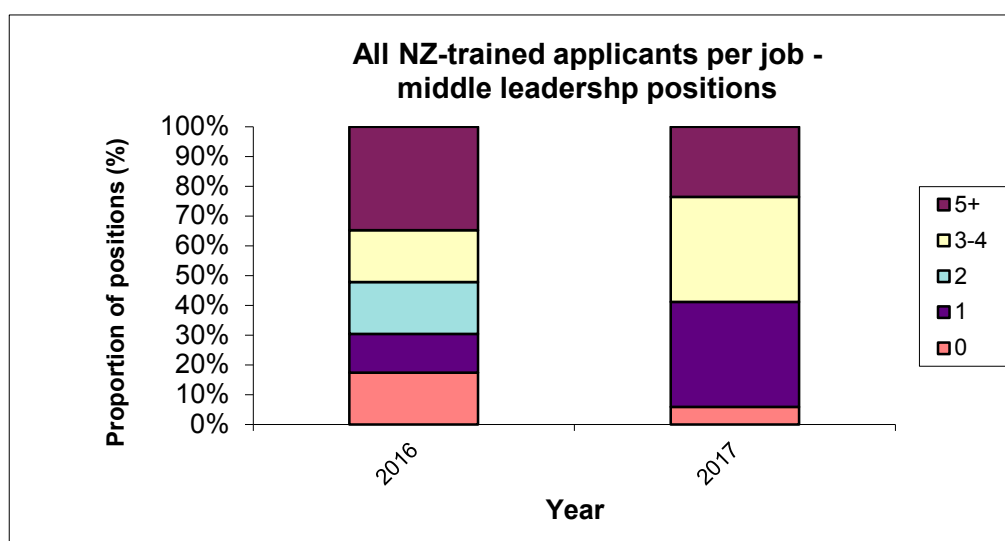
Distribution of applicants for middle leadership positions

Applicants per position (proportion of positions)					
YEAR	0	1	2	3-4	5+
2017	0.0%	35.3%	0.0%	29.4%	30.8%
2016	13.0%	13.0%	0.0%	39.1%	34.8%



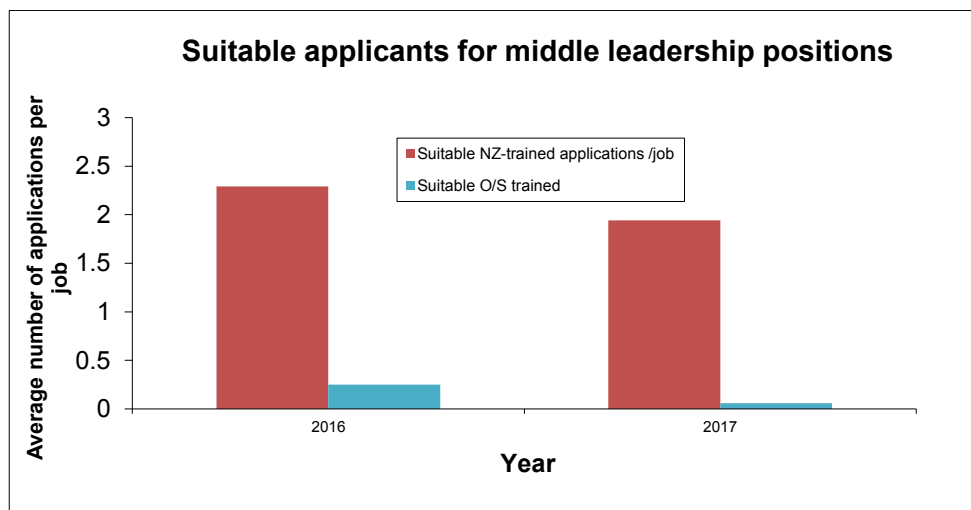
Distribution of NZ-trained applicants for middle leadership positions

NZ trained Applicants per position (proportion of positions)					
YEAR	0	1	2	3-4	5+
2017	5.9%	35.3%	0.0%	35.3%	23.5%
2016	17.4%	13.0%	17.4%	17.4%	34.8%



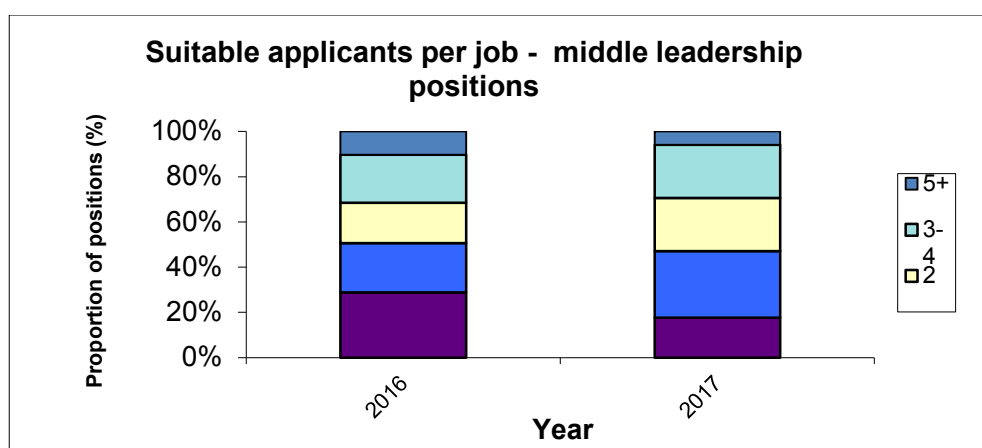
Suitable applicants for middle leadership positions

Suitable Applicants per position			
YEAR	NZ-trained	O/S trained	All
2017	1.94	0.06	2.00
2016	2.29	0.25	2.54



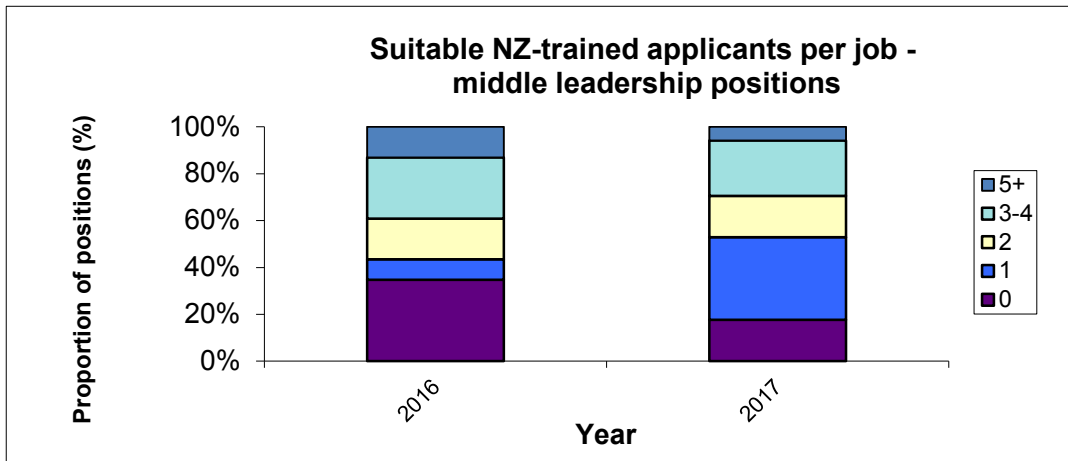
Distribution of suitable applicants for middle leadership positions

Suitable applicants per position					
YEAR	0	1	2	3-4	5+
2017	17.7%	29.4%	23.5%	23.5%	5.9%
2016	28.8%	21.9%	17.8%	21.2%	10.3%



Distribution of suitable NZ-trained applicants for middle leadership positions

Suitable New Zealand trained applicants per position					
YEAR	0	1	2	3-4	5+
2017	17.6%	35.3%	17.6%	23.5%	5.9%
2016	34.8%	8.7%	17.4%	26.1%	13.0%



3.10 All leadership positions

Average numbers of New Zealand applicants for all leadership positions rose relative to 2016. This reflects the low proportion of senior positions advertised in 2016.

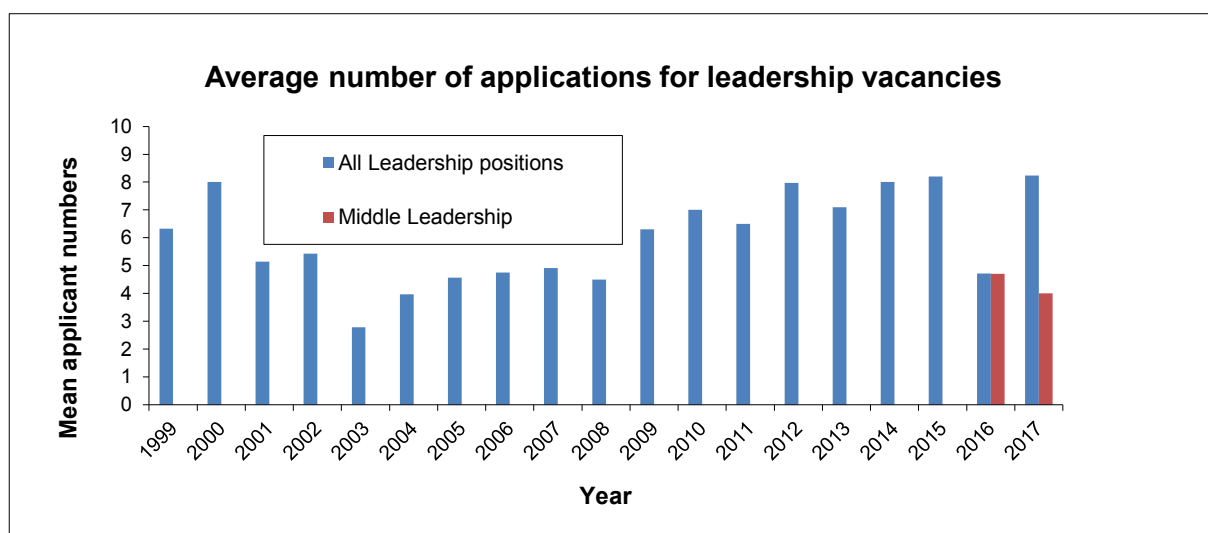
All leadership positions had at least one applicant but one in four had no choice of applicant.

More than one in four leadership positions had either one or no NZ-trained applicant.

One in seven leadership positions had no suitable applicants and another one in seven had no suitable New Zealand applicants.

Applications for all leadership³ positions

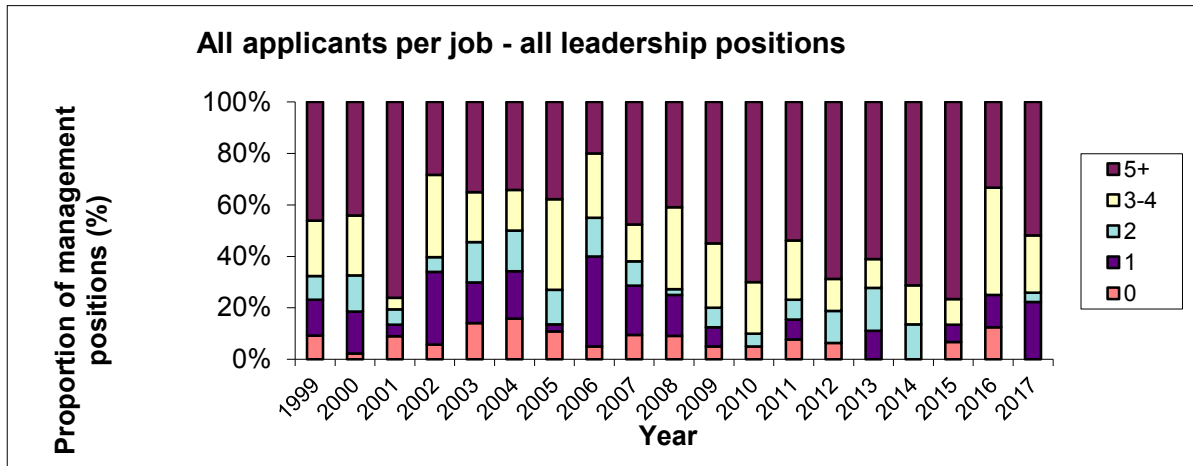
Year	All applications per job	All NZ-trained applications /job	O/S trained applications /job
2017	8.2	5.6	2.6
2016	4.7	3.6	1.1



³ 'All Leadership positions' indicates any positions holding one or more permanent units and principal positions. Twenty six positions are analysed this year.

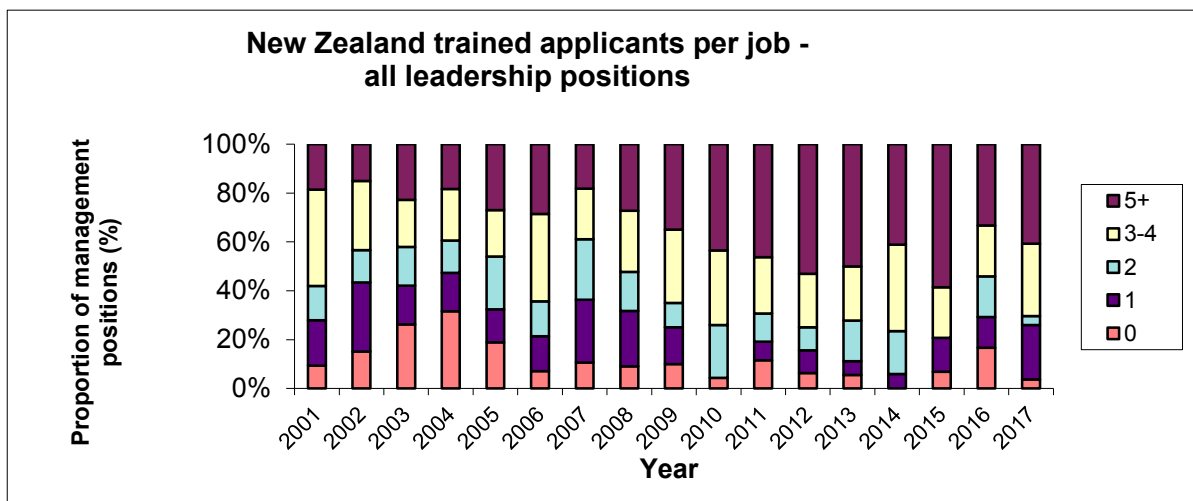
Distribution of applicants for all leadership positions

Applicants per position (proportion of positions)					
YEAR	0	1	2	3-4	5+
2017	0.0%	22.2%	3.7%	22.2%	51.9%
2016	12.5%	12.5%	0.0%	41.7%	33.3%



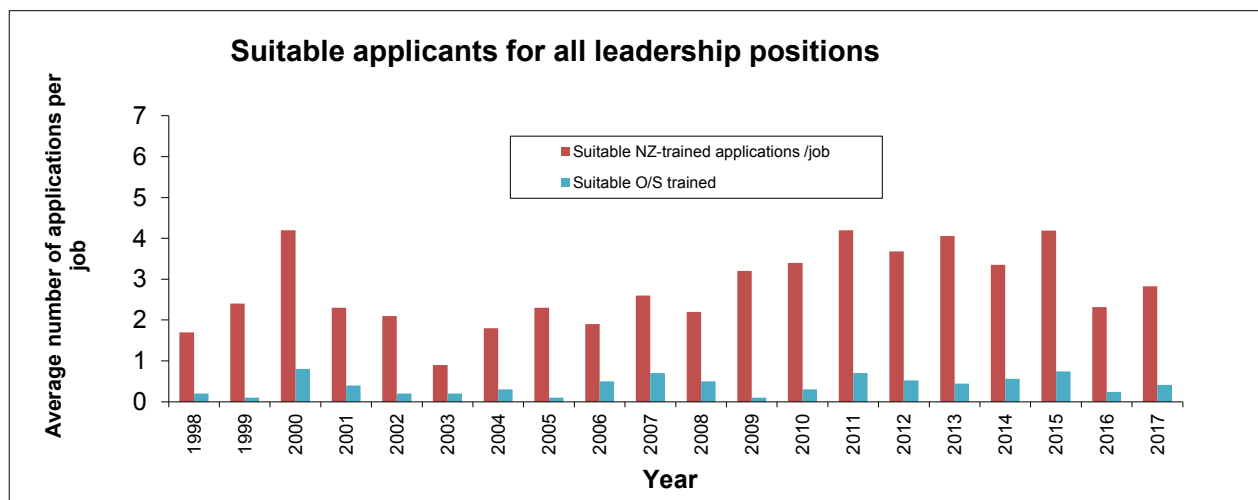
Distribution of NZ-trained applicants for all leadership positions

NZ trained Applicants per position (proportion of positions)					
YEAR	0	1	2	3-4	5+
2017	3.7%	22.2%	3.7%	29.6%	40.7%
2016	16.7%	12.5%	16.7%	20.8%	33.3%



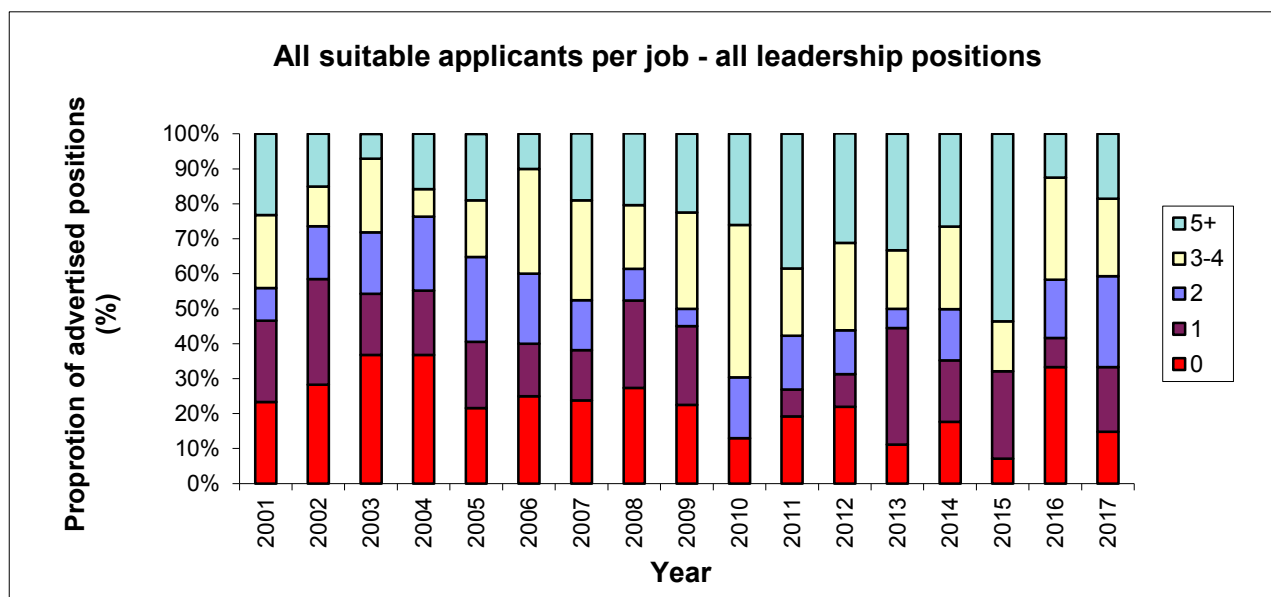
Suitable applicants for all leadership positions

Year	All suitable applications per job	Suitable NZ-trained applications /job	Suitable O/S trained applications /job
2017	3.5	3.0	0.5
2016	2.5	2.3	0.2



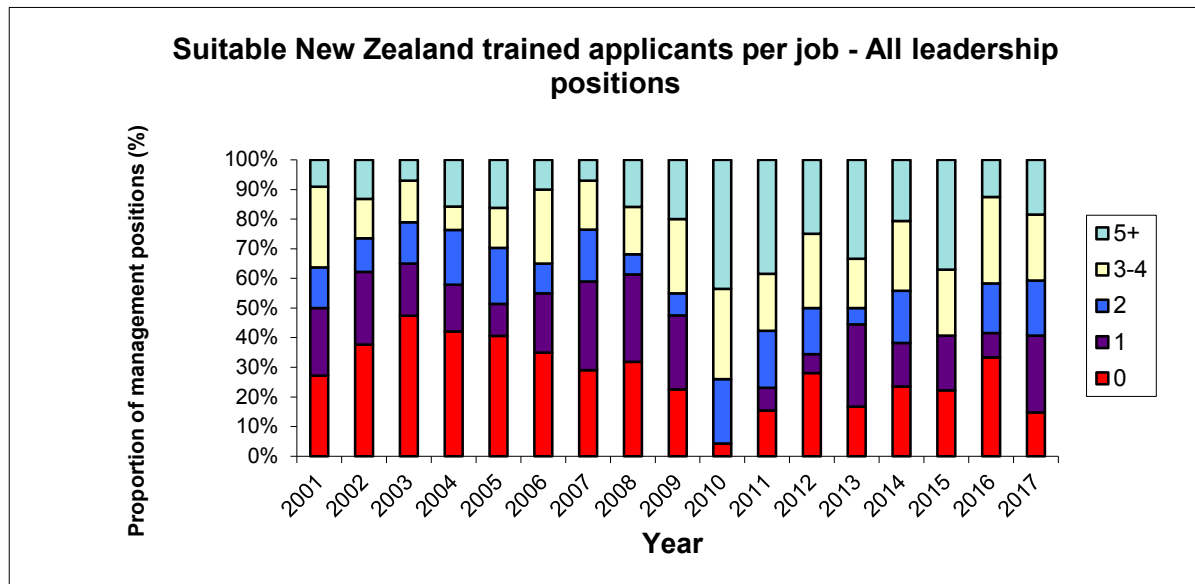
Distribution of suitable applicants for all leadership positions

Suitable applicants:					
YEAR	0	1	2	3-4	5+
2017	14.8%	18.5%	25.9%	22.2%	18.5%
2016	33.30%	8.30%	16.70%	29.20%	12.50%



Distribution of suitable New Zealand-trained applicants for all leadership positions

Suitable New Zealand trained applicants					
YEAR	0	1	2	3-4	5+
2017	14.8%	25.9%	18.5%	22.2%	18.5%
2016	33.3%	8.3%	16.7%	29.2%	12.5%

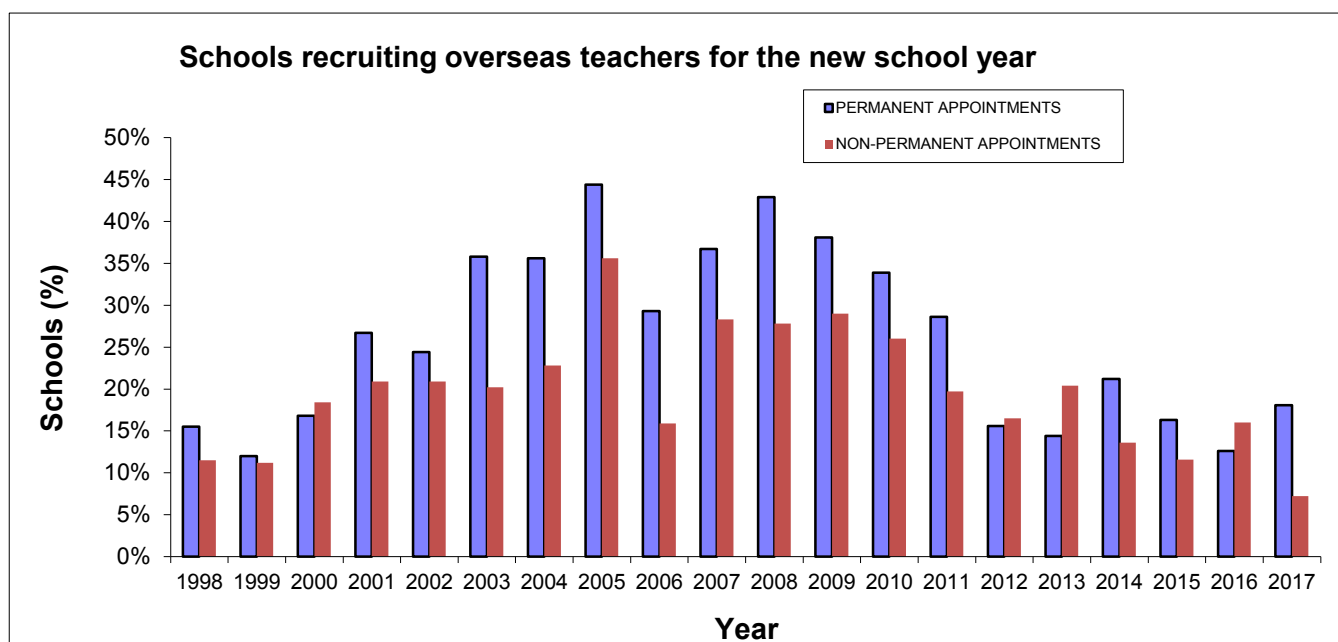


4. Overseas recruitment

Overseas teachers recruited to positions for the new school year

More schools relied on overseas trained appointments to fill permanent vacancies relative to 2016. The average number of appointments of overseas teachers to permanent positions increased, though fewer appointments were made to fixed term positions.

YEAR	PERMANENT APPOINTMENTS		NON-PERMANENT APPOINTMENTS		ALL APPOINTMENTS
	Proportion of schools	Mean appointments per school	Proportion of schools	Mean appointments per school	Mean appointments per school
2017	18.1%	0.58	7.2%	0.13	0.71
2016	12.6%	0.23	16.0%	0.31	0.53



National projections

Year	Permanent appointments	Non-permanent appointments	All appointments (projected)
2017	266	61	327
2016	102	138	236

5. Attrition

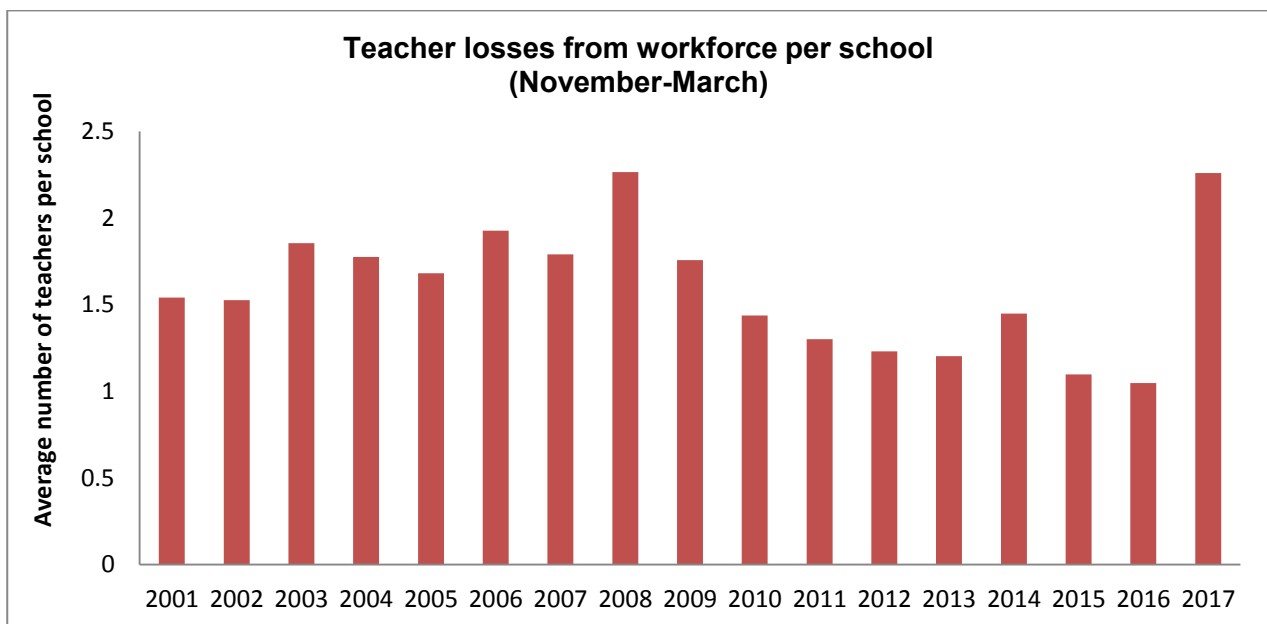
Attrition data below refers to teachers who resigned to leave the secondary state teaching service in New Zealand other than for temporary reasons, such as maternity leave. From 2016 'retirement' is identified as a separate category (previously included in 'Other reasons').

Schools had more resignations at the end of the 2016 year and slightly more at the start of the 2017 school year than in the comparable periods a year previously. Overall there were more resignations from teaching over the period than in the previous year.

The signs of deterioration in retention continue to manifest themselves. As the pressure is currently in recruitment – replacing teachers where they leave rather than in actual losses – this growing number of losses from the system will place increasing pressure on recruitment.

5.1 Resignations

Of the 166 schools currently recorded in this report, 116 schools reported that they had teachers who had left our secondary teaching workforce since 15 November last year.



5.2 Resignations by level

Resignation from secondary teaching: Loss rates/school - 15 November to 27 January

Year	Base scale teachers		Unit holders	Senior management	ALL	National projection
	Yr 1 & 2	Other				
2016/17	0.11	1.23	0.52	0.14	2.04	937
2015/16	0.06	0.88	0.40	0.14	1.49	681

Resignation from secondary teaching: Loss rates/school - 28 January to 15 March

Year	Base scale teachers		Unit holders	Senior management	ALL	National projection
	Yr 1 & 2	Other				
2016/17	0.01	0.15	0.07	0.03	0.26	119
2015/16	0.01	0.13	0.09	0.02	0.25	115

Resignation from secondary teaching - 15 November to 27 January: Proportion of leavers

Year	Base scale teachers		Unit holders	Senior management
	Yr 1 & 2	Other		
2016/17	5.6%	60.4%	25.7%	8.3%
2015/16	3.9%	59.3%	27.0%	9.7%

Resignation from secondary teaching - 28 January to 15 March: Proportion of leavers

Year	Base scale teachers		Unit holders	Senior management
	Yr 1 & 2	Other		
2016/17	4.7%	58.1%	25.6%	11.6%
2015/16	3.8%	51.9%	36.5%	7.6%

5.3 Resignations by destination

Teachers leaving for retirement account for the largest proportion of leavers, followed by those leaving teaching for other (non-teaching) jobs.

15 November to 27 January periods

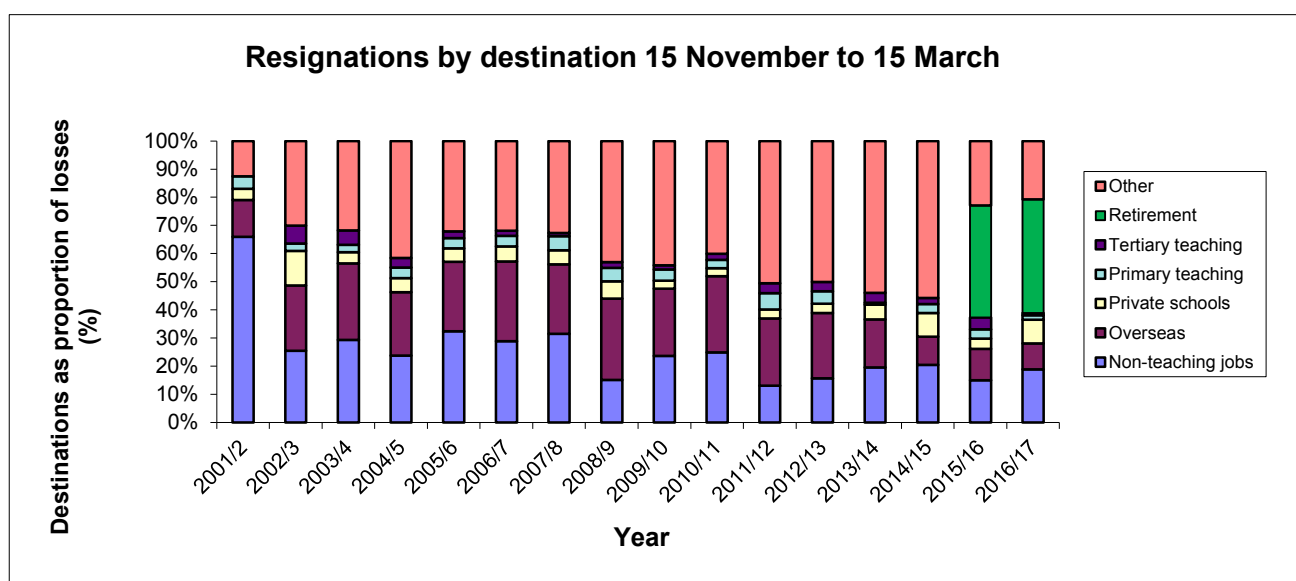
Losses to YEAR	Non-teaching jobs	Retirement	Overseas	Private schools	Primary teaching	Tertiary teaching	Other
2016/17	18.6%	43.2%	8.9%	7.7%	1.8%	0.9%	18.9%
2015/16	15.3%	42.7%	10.4%	4.2%	3.6%	4.6%	19.2%

Start of year losses: 28 January to 15 March periods

Losses to YEAR	Non-teaching jobs	Retirement	Overseas	Private schools	Primary teaching	Tertiary teaching	Other
2016/17	20.9%	18.6%	11.6%	14.0%	0.0%	0.0%	34.9%
2015/16	13.5%	23.1%	15.4%	0.0%	1.9%	1.9%	44.2%

Combined losses 15 November to 15 March periods

Losses to YEAR	Non-teaching jobs	Retirement*	Overseas	Private schools	Primary teaching	Tertiary teaching	Other
2016/17	18.9%	40.4%	9.2%	8.4%	1.6%	0.8%	20.7%
2015/16	15.0%	39.8%	11.1%	3.6%	3.3%	4.2%	22.8%



*Retirement was included as part of other reasons' until 2016.

6 Day Relief Pool

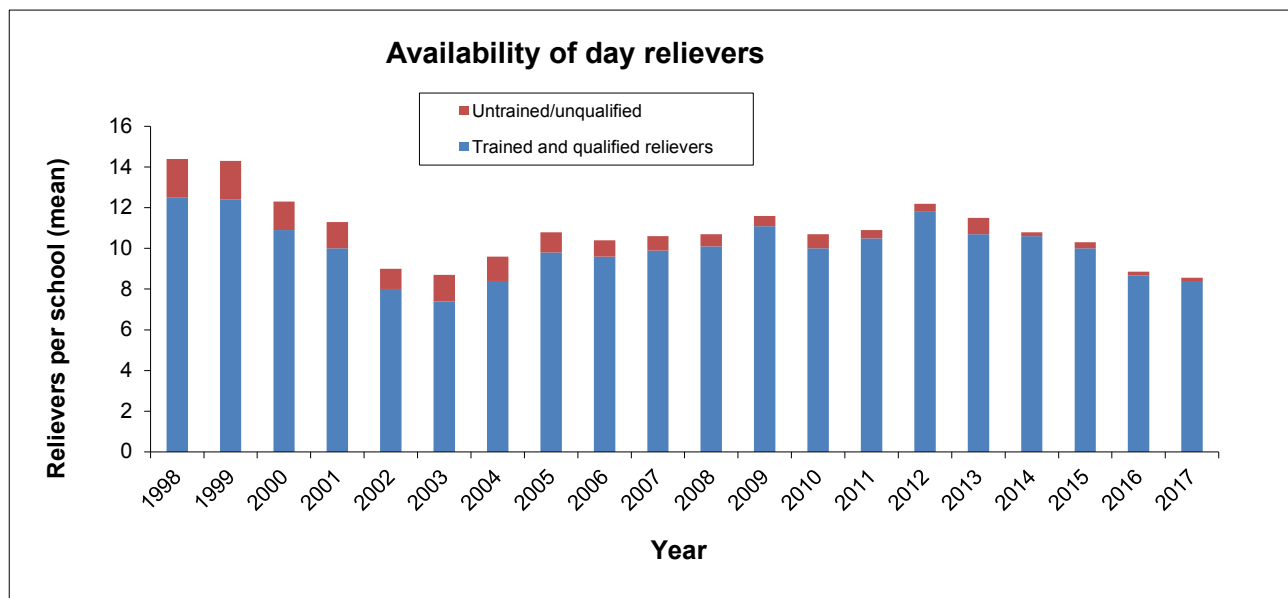
6.1 Availability of day relievers

163 schools supplied data on their relief pool.

The average number of day relievers per school continues a downwards trend. The average number of relievers available to schools was the lowest it has been since 1998.

The depletion of the day relief pool is an early warning sign of significant secondary teacher shortages.

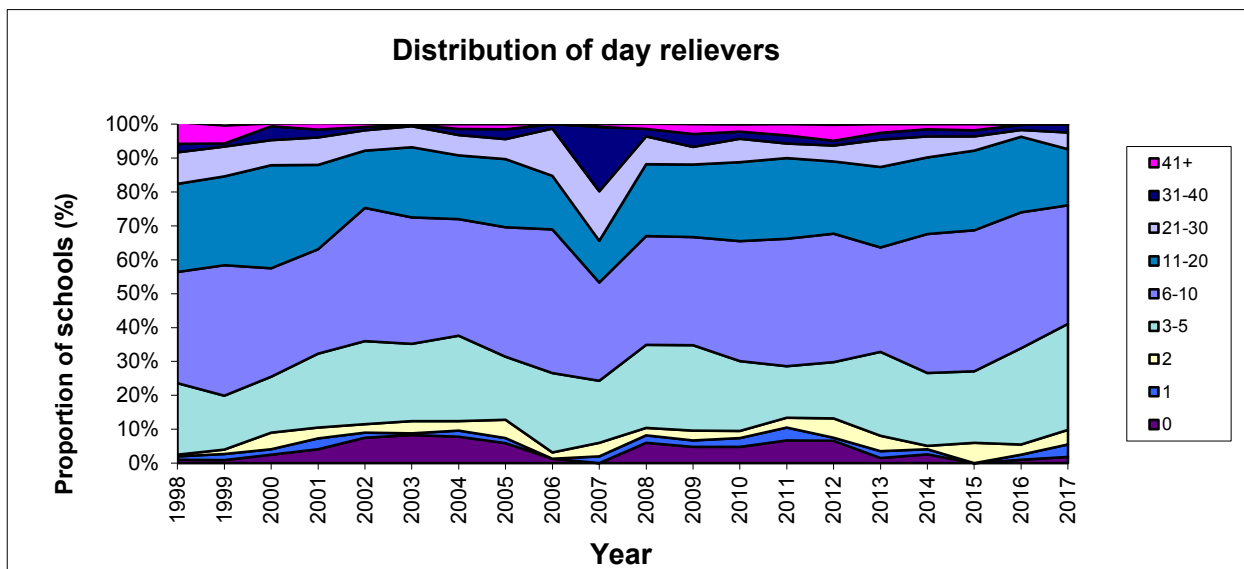
YEAR	Relievers / school	Trained and qualified relievers / schools	Trained and qualified proportion	Proportion schools would prefer not to use
2017	8.6	8.4	98%	11.9%
2016	8.9	8.7	98%	11.6%



6.2 Distribution of day relievers

Most schools still report between 6 and 10 relievers available to them, but 11% of schools year reported two or fewer relievers were available to them.

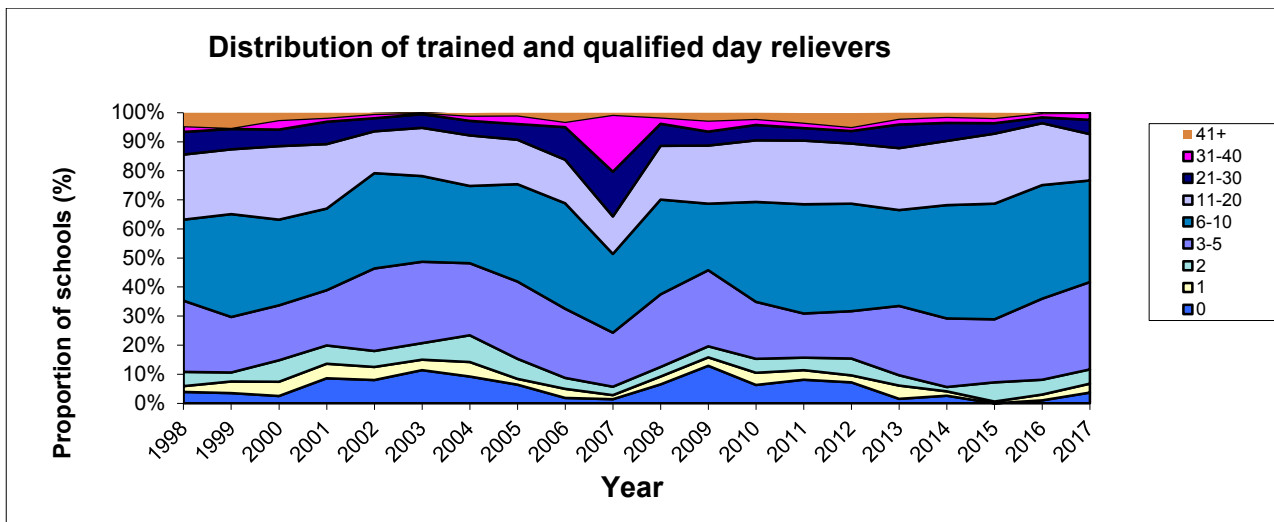
YEAR	Number of relievers (% schools)								
	0	1	2	3-5	6-10	11-20	21-30	31-40	41+
2017	1.8%	3.7%	4.3%	31.3%	35.0%	16.6%	4.9%	2.5%	0.0%
2016	1.0%	1.5%	3.0%	28.4%	40.1%	22.3%	2.0%	1.5%	0.0%



6.3 Distribution of trained and qualified day relievers

Again, most schools report 6-10 trained and qualified relievers, but more schools are reporting fewer than 2. A higher proportion of schools have no trained relievers.

YEAR	Number of trained/qualified relievers (% schools)								
	0	1	2	3-5	6-10	11-20	21-30	31-40	41+
2017	3.7%	3.1%	4.9%	30.1%	35.0%	16.0%	4.9%	2.5%	0.0%
2016	1.0%	2.0%	5.1%	27.9%	39.1%	21.3%	2.0%	1.5%	0.0%



7. Curriculum Delivery Issues

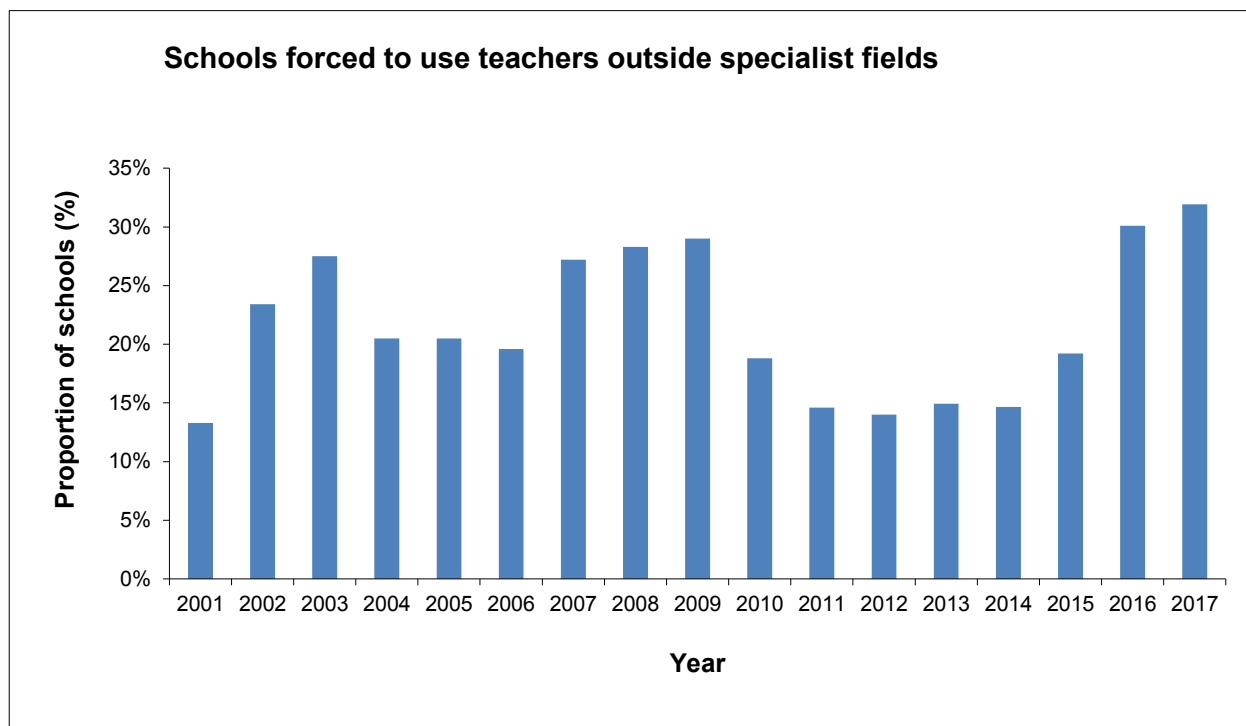
There is a further jump in teachers being used out of their specialist area because specialists could not be found. About one in three schools have had to do so this year. This is the highest percentage of schools recorded since 1998. More teachers, classes and students were affected this year than in 2016.

7.1 Teachers out of their specialist field

These were teachers who were teaching out of their area of qualification because specialist teachers in the subject could not be found.

YEAR	Schools	Teachers per school	Teachers per affected school	National projection
2017	31.9%	0.66	2.09	302
2016	30.1%	0.49	1.63	218

5042 students were identified as being effected by the teaching of subjects by non-specialists in the responding schools, which suggests 13,975 students nationally (compared to a projection of 8,750 last year at this time).



Non-specialist areas covered (count where 5 or more references)

Non-specialist area	Specialist area
Mathematics (28)	PE (9), Digital Technology, Science, Agriculture, Biology, Business, Economics, Hard Materials, History, IT, Music, primary, Social Sciences, Sociology, Technology, unknown
Science (8)	Food and Nutrition, Maths, PE, RE, Primary, Social Science
English (5)	Drama/dance, English, Music, Social Science
PE (6)	Mathematics, Music, Science, Māori
Agriculture	Sciences
Art	Science, English
Business	Art, English, Social Science
Chemistry	Biology
Commerce	Primary
Computing	PE/Health
Design technology	Computers, PE
Digital Technology	English/ German, Commerce
Drama	English, unknown
Enterprise studies	Computer Tech, Science
ESOL	German
Financial literacy	English
Food technology	Primary, Science, Digital Technology
Geography	Unknown
Graphics	Food Technology
Hard Materials	ICT, PE/EOTC, Visual Arts
Hospitality	Music
Humanities	Art
ICT	Commerce
Junior science	PE, Social Sciences
Numeracy	Primary
Physics	Maths
RE	Languages
Social studies	Art, English
Spanish	French
Unknown	Maths, History

Specialist areas drawn from (count where 5 or more references)

Specialist area	Non-specialist area
PE (17)	Mathematics (9), Soft Materials, Junior Science, Jnr Design Technology, Science, Hard Materials Technology, Computing
English (10)	Art, Business Studies, Drama, Digital Technology, Financial Literacy, Social Studies
Primary (9)	Maths, Te Reo Māori, Science, Food Tech, Numeracy, Commerce, Tikanga
Music (7)	Transition, Technology, Maths, Technology/DUC, PE, Hospitality, English, Science.
Mathematics (6)	PE, Physics, Science
Science (7)	Enterprise Studies, Technology, Food Technology, Art, PE, Mathematics, unknown
Social sciences (6)	English, Junior Science, Maths, Science, Business Studies
Agriculture	Maths
Art	Humanities, Social Studies, Business
Biology	Maths, Chemistry
business	Maths
Commerce	Digital Technology, ICT, Social Science
Computer tech	Design Technology, Enterprise Studies
DVT	Transition
Design technology	Unknown
Digital technology	Food technology, Mathematics
Drama	Te Reo, English
economics	Maths
German	Digital Technology
Food and Nutrition	Science
Food Technology	Graphics
French	Spanish
German	ESOL
Guidance	Te Reo Māori
Hard Materials	Maths
History	Maths, agriculture
ICT	Hard Materials
IT	Maths
Languages	RE
Plumbing	Sport
RE	Science
Sociology	Maths
Te Reo	PE/health
Visual arts	Hard Materials Technology
Unidentified	Music, Geography, Drama

7.2 Classes cancelled or transferred

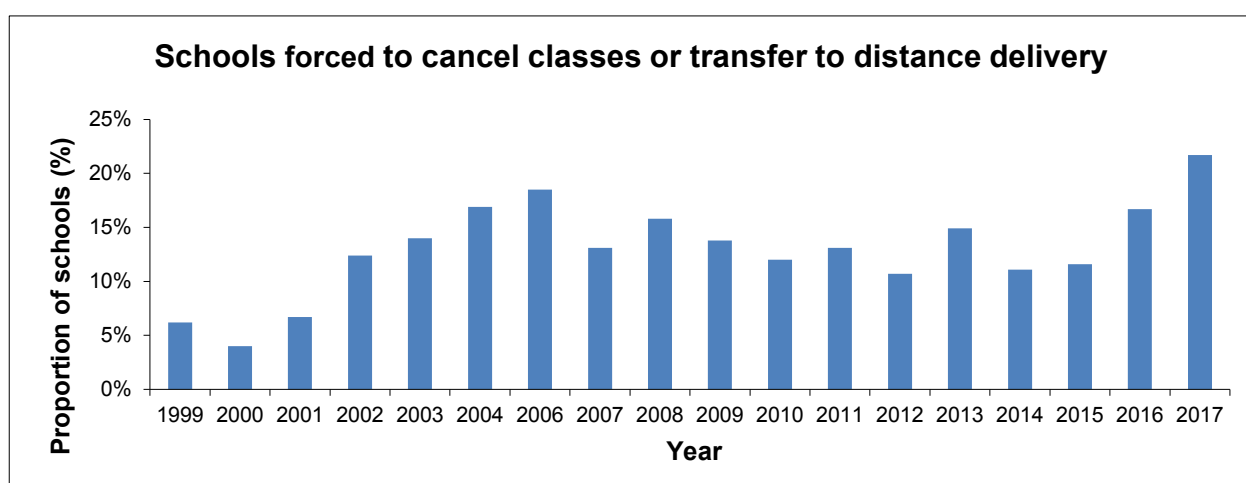
These are classes that were cancelled or transferred to Te Kura (Correspondence School), polytechnics or electronic delivery because the school has been unable to find subject specialists this year.

Around one in five schools had to cancel classes or transfer to a form of distance learning because a suitable specialist teacher could not be found. This is the highest level of transfer/cancellation since 1998. More classes and more students were affected than in 2016.

	Option reduction		
YEAR	Proportion of schools	Average number classes (All school)	Average no. of classes (effected schools)
2017	21.7%	0.36	1.64
2016	16.7%	0.33	1.91

Schools gave information for 59 courses on the numbers of students affected. This averaged 10.2 students per course, ranging from 1 to 35 students affected.

This suggests 1,674 students nationally.



Subject classes/areas affected:

Accounting	Digital Technology	French	Legal Studies	Spanish
Automotive	Drama	Graphics	Maths	Statistics
Biology	DVC	Hard materials technology	Music	Te Reo Māori
Calculus	Economics	Health	Pathways	Technology
Chemistry	Electronics	History	Physical science	Trades
Computing	Engineering	Japanese	Physics	Woodwork
Design technology	Food technology	Languages	Science	

8. Staffing expectations

The optimism indices reflect the pattern seen elsewhere in this analysis. The principals are increasingly pessimistic about recruitment and this year they are more pessimistic about retention through the rest of the year. Overall, this is the third highest level of pessimism since 1998.

This echoes the observation that where schools have had to advertise they are not finding it as easy to replace teachers. They are conscious that many of their staff are approaching retirement.

8.1 Experience and expectation of recruitment and retention

Principals indicated their recruitment and retention experience and expectations for this year relative to last year.

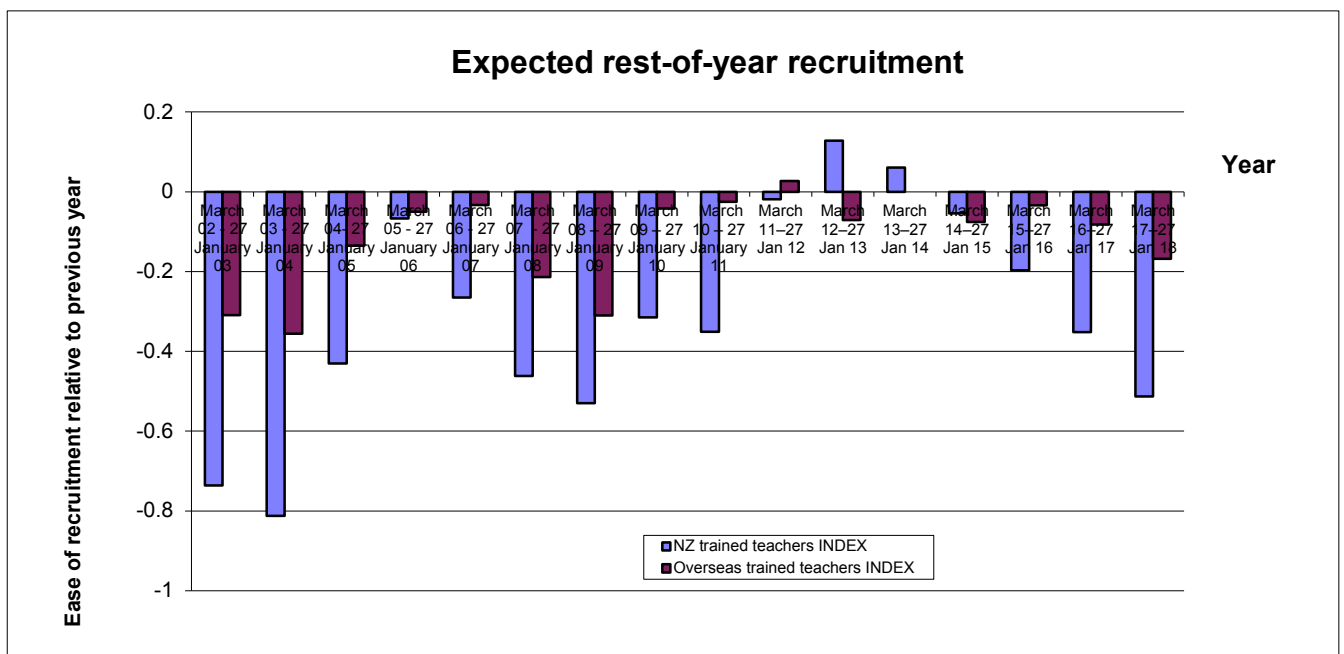
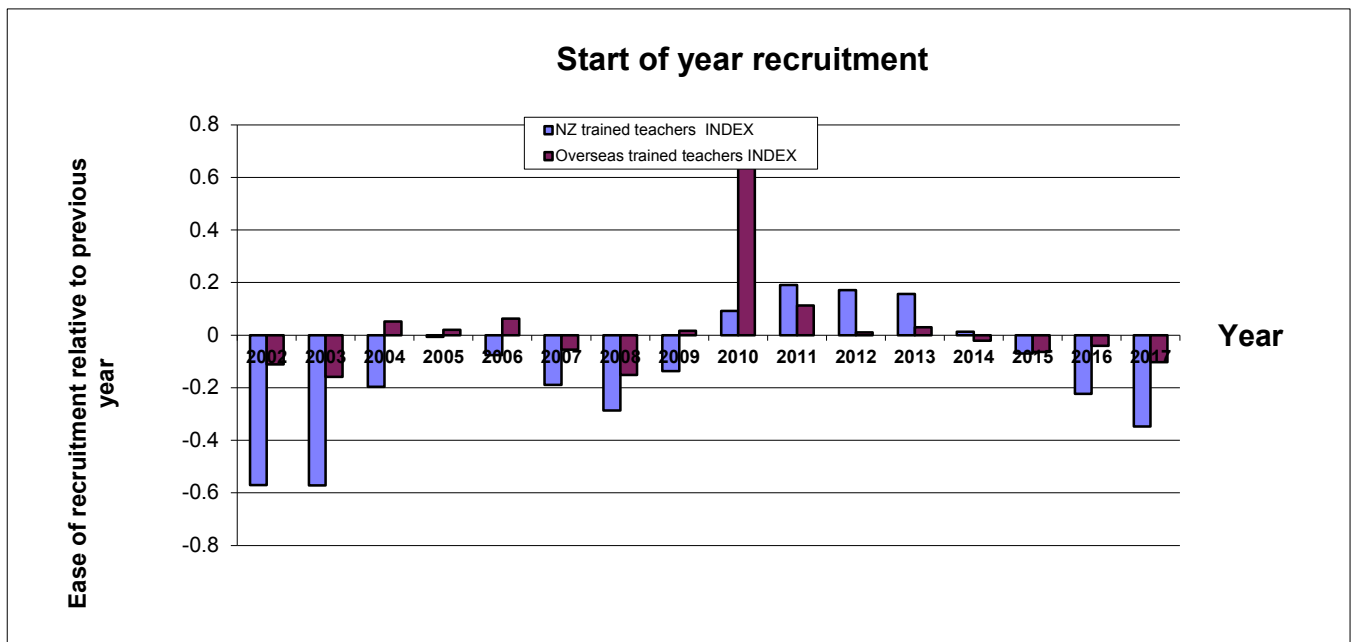
COMPARISONS	Much easier	Easier	Same	Harder	Much harder
Actual recruitment of NZ trained teachers for the term 1 2017 compared to term 1 2016.	1.9%	5.7%	43.0%	22.8%	19.6%
Actual recruitment of overseas trained teachers for term 1 2017 compared to term 1 2016:	0.7%	2.1%	36.3%	5.5%	7.5%
Expected recruitment of NZ trained teachers for the rest of 2017 compared to 2016:	1.3%	0.6%	33.8%	31.8%	21.4%
Expected recruitment of overseas trained teachers for the rest of 2017 compared to 2016:	0.7%	1.4%	35.7%	9.8%	9.1%
Actual retention of teachers into 2017 compared to 2016:	1.3%	5.1%	65.4%	16.0%	7.1%
Expected retention of teachers over the rest of 2017 compared to the same period in 2016:	1.3%	3.9%	60.1%	22.2%	4.6%

8.2 Optimism indices

Recruitment

Actual recruitment: start of year	NZ trained teachers INDEX	O/S trained teachers INDEX
March 17	-0.348	-0.103
March 16	-0.223	-0.041

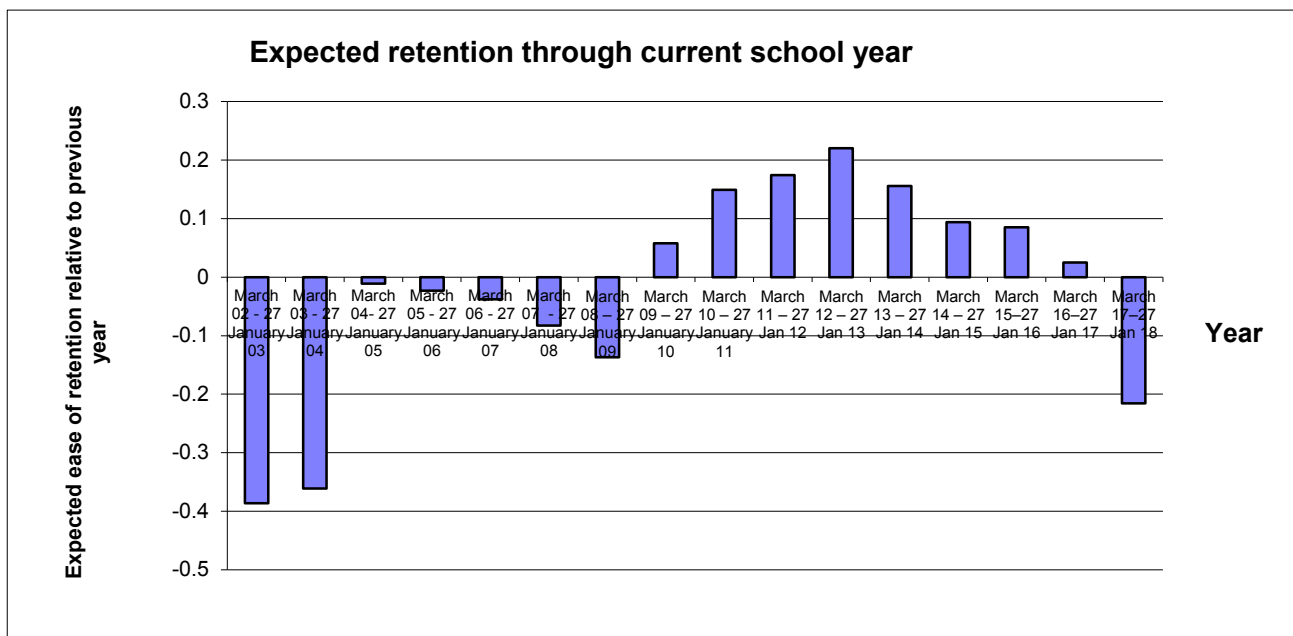
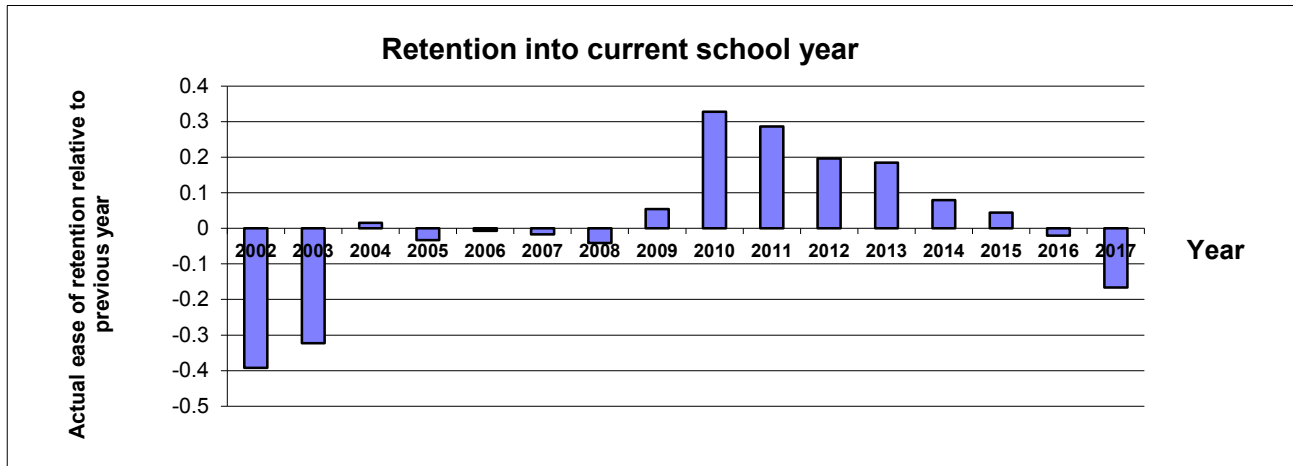
Expected recruitment: rest of year	NZ trained teachers INDEX	O/s trained teachers INDEX
March 15–27 Jan 18	-0.513	-0.168
March 16–27 Jan 17	-0.352	-0.082



Retention

Actual retention between school years	All teachers INDEX
March 17	-0.167
March 16	-0.020

Expected retention for remaining school year	All teachers INDEX
March 17 – 27 Jan 18	-0.216
March 16 – 27 Jan 17	+ 0.025



9. Principals' comments on teacher supply

9.1 Summary of principals' comments

78 principals made comments on their staffing situation. References made included:

On specific subject area difficulties:

Maths	20
Science	16
Technology	12
English	10
Physics	8
Hard materials technology	6
Chemistry	5
Te Reo Māori	6
Accounting/business studies	3
ICT/digital tech	3
Māori immersion	2
Careers/guidance	2
Social studies	2
Geography	2
Hospitality	1
Languages	1
Programming	1
DVC	1
RE	1

On general issues of concern:

Auckland/housing costs	11
Relievers	10
Quality of applicants	10
Remuneration of teachers	8
The age /retirement of staff	9
Recruiting to middle leadership	8
Few applicants	7
Workload of teachers	3
Having no current staffing issues	7

9.2 Comments by school decile

Decile	Comments*
1	There has been a good number of graduates in 2016 that have filled all my teaching positions. Great people! Not sure of "pipeline" - how many more Te Reo speaking graduates coming.
1	There is a massive shortage of KKM Te Aho matua teachers - therefore we have put in strategies to retain all current staff. We also have approx 9 ex-students at various teacher training institutions to prepare for the future. Advertising over the last 10 years I have seen an increase in numbers which is pleasing. However (80%) of our current staff are in their mid-50s and older. Hence proactive position in getting whanau members into the teaching profession.
1	I have huge difficulties finding suitable teachers as we are rural and remote. The quality of the applicants is usually very poor, and indeed the quality of teachers within the school is an important contributor to poor student achievement. I would be so much better placed if there was a rural scheme for example paying off student loans for teachers who work in communities such as ours. Young enthusiastic teachers would bring a forward thinking focus into the teaching at the school
1	Was very difficult to find qualified HoD for technology. We even advertised overseas.
2	Definitely more difficult to attract quality staff across all subject areas but particularly maths, science, English, technologies (digital, hard materials). Also there is an increasing shortage of appropriate NZ trained teachers and applicants for advertised roles. In particular mathematics and science most applicants are either overseas trained or (?). In Auckland cost of living and travel are becoming issues together with a reducing pool of quality middle managers/leaders.
2	The teaching areas we are finding difficult to staff with quality teachers are technology and business studies. Getting quality relievers is also becoming quite difficult.
2	We are a hard to staff area and struggle to attract capable, specialist teachers, particularly for maths and technology. We are also unable to provide courses such as accounting, economics and languages because of the lack of trained specialist teachers.
2	We had a permanent teacher of science leave at the end of 2016. We advertised in October, November and January 2017. We had 4 applications but because of advice from referees we did not appoint. We have managed to make do within our staffing . Hopefully we will be able to advertise a permanent position in the next Gazette.
2	We are fortunate that we are attracting teachers here, however, as we grow we are more aware that our senior students are wanting our science options to grow, especially physics and chemistry. We are struggling to find Māori teachers to fill the void, let alone a Māori speaking teacher who can deliver via te reo Māori . With the introduction of Māori medium schools (kura Kaupapa) since the early 1990's I am surprised that there is no apparent programme that grows such teachers to deliver in our schools other than the runanga o nga kura kaupapa Māori . How about a mobile science programme that travels to Māori medium schools to support/enhance/teach sciences by those with the expertise and as well as the te reo? The life education trust with Harold the Giraffe has been doing this type of thing for years.
2	The removal of priority staffing status for [Region] has made recruitment even more difficult.
2	It is QUALITY of teachers more than it is number of teachers applying for jobs. There is a desperate shortage of quality candidates. We are appointing teachers to jobs because we need someone in front of the class, not because we are necessarily happy with the appointed candidate.
3	Harder to find specialist Science and Maths Teachers.
3	It has been very difficult to get a curriculum leader for English. One applicant for the position looks very good but is not trained as a secondary teacher. Has excellent referees' reports, so we will get him to apply for a LAT and enrol in an online teacher training course if appointed.
3	Staffing shortages are now critical in terms of quality in maths, technology, sciences, English, geography. Teach first remains the only form of ITE that is addressing the critical curriculum areas and whose participants reflect our student demographics. We must advocate for better remuneration in order to attract more top graduates through all ITE programmes, or our young people will not be afforded the quality state education that is their right and which everyone deserves. We have used an agency for the past year as a result of the reliever shortage.
3	It is virtually impossible to recruit staff who have knowledge of, and affinity to work with our students in a very remote school. Little interest is shown by local or NZ trained teachers from other parts of NZ. As principal I teach and relieve - hardly a healthy state really.
3	2 retirements, 2 severance pay, 2 moved to other schools (1 late December, 1 mid- January) 1 on 2 year secondment from her HOF Science position 1 AP is part time Trade Academy this year. I am concerned that our Trade Academy status is penalising us when MOE makes it's decisions on CAPNA.
3	Advertised twice for hospitality teacher. Appointed fixed term non-specialist and a competency issue. Advertised twice

	for HoD English. Doubled up internal HoD to take 2 departments to cover this position. Have filled a number of small gaps with fixed term staff as no sufficient breadth of expertise.
3	First and foremost we have no access to well trained and reliable relievers. This impacts seriously on the non-contact hours of our teaching staff. Secondly we are a community in transition. We expect a number of our staff to either retire or move on to new opportunities. If any of our long established specialist curriculum teachers move on we anticipate it is going to be very difficult to deliver a quality senior secondary curriculum.
3	Very static staff with no issues around retention. Not having to employ non-qualified or overseas teachers. Always seem to draw adequate NZ trained teachers when we do advertise positions.
4	Need more relievers.
4	In general it has been difficult to obtain a specialist chemistry teacher and statistics teacher. Plenty of overseas applicants but not suitably experienced, qualified or available in a short timeframe.
4	Although the data may present a more positive situation, I have personally worked extremely hard on recruitments and spent a significant budget (HoD role advertised 5 times, including multiple papers, radio, social media and eventually an agency). Even then the number of applicants is extremely low - we've just been lucky that there were very good ones. Most cite not living on the [remote area] as reason not to apply (or partners don't want to). Auckland situation is giving me some minor optimism but in reality it may be one person per year only.
4	We had a Head of Department who had been on a competency programme leave teaching as far as I know. I completed the mandatory report about this.
4	Very difficult to get a wide enough range of applicants when job vacancies come available, especially LTRs. Extremely short of day to day relievers.
4	We have been very lucky with our appointments for 2017 in that we did receive a good range of applicants. However, it is getting much harder in maths, science and technology to find suitable candidates.
5	We are having difficulty in attracting science teachers, especially in Physics and Chemistry. We have been fortunate to have had a good applicant in each case, as without that application we would not have appointed and would either re-advised or looked at re-training current staff. In terms of learner support (a very specialist skills set) we advertised twice and had no suitable applicants, and then appointed an internal person who deferred their leave for a term to help out the school. English is another area we are struggling to find quality applicants in.
5	We have talented young staff in their 30s who are looking to move out of Auckland because of they cannot afford to buy a house for their families. This is a major concern as some teach in very hard to staff learning areas. The profession has been majorly 'professionalised' but the remuneration has not kept up with the expectations of teachers - hence the increasing difficulties in getting great staff. The non-contact time required for CoL responsibilities has exacerbated the problem as ours is a rapidly growing roll. There are no hard material technology teachers around, no physics, hardly any chemistry, etc. The government should be seriously concerned as should parents!
5	Teachers are looking for alternatives outside of teaching as the pay, work etc is perceived to be better. A concern that many of my staff are at or close to retirement age will lead to shortages and staffing difficulties in the future. Also long term relief teachers who have covered classes for 20 years are now not fully registered and have to do a course because of this. We still use ours but Education Council have already told me I should not employ them. I cannot run the school (relief) if I don't.
5	The most difficult position to fill was a relieving position in te reo as the staff member had obtained a 38 week study award. We received no applications for the position and had to go with an alternative which is working out reasonably well but has not allowed us to teach year 11-13 students which we have had to outsource to the correspondence school.
5	The move by some institutions to Masters in teaching looks as though it will decrease availability. Do present pay scales reflect the competition for masters graduates?
5	Physics, maths, Te Reo and English are becoming increasingly difficult to recruit
6	Area Schools in rural areas (like ours) are particularly badly hit - already hard to staff, relief teachers are nearly impossible to find. Both of ours are close to 70 years old! In addition, poorly thought out CoL decisions and roles which require extra staffing simply cannot be met. Where would we find the additional 0.1 or 0.2 FTTE? Staff left disillusioned and forgotten - again.
6	As a Special Character school, finding science and technology teachers is hugely challenging. Teachers as a general rule stay for long periods of time; retention rates are very high. My observation is that a lot of our teachers consider the state schools to be much harder to work in. Staff in general are frustrated by more 'new' initiatives. In their own right they may be useful but it is as if staff no longer have TIME for students, or themselves.
6	We lost a lot of teachers (more than usual) at the end of 2016, but we have found very able replacements.
6	There are a lot of CVs coming in for positions. These positions are offered with "registered, qualified and experience with NCEA". Most of the applicants do not have: NZ registration, NZ qualification and haven't completed a TER course, not experienced with NCEA. The best practice workshops are either not running or are not long enough to teach the overseas teachers about NCEA. It would be good to run an NCEA course for all overseas trained teachers before they get NZ registration.

6	Have had to employ an overseas trained teacher to fill a senior math position as there were no NZ applications to two rounds of Gazette advertising.
6	Staff appear stable. Have had difficulty replacing a digital technology teacher who resigned late last year.
6	I am in a small rural school and am lucky that I have established staff. I am concerned when the time comes for me to advertise jobs that there won't be many apply. My local colleagues here in [region] have all battled appointing staff. It is well known we have a shortage in Science, Maths and Technology. The graduates aren't been trained. The ones that are through the university system aren't as good as the old teachers colleges. Ageing work force, we're in trouble.
7	In 2016 we had 10 senior teachers leave the profession. They have done so because they can no longer live on a teacher's salary in Auckland. This is a tragedy and until the MoE bring in incentives for teacher to be able to work in Auckland the problem will continue.
7	In Auckland continued worry about young staff leaving for provinces - cheaper housing/rents. Continued dearth of suitable maths and science applicants. Auckland schools continually seem to be stealing staff from each other. The 'pool' of available teachers does not seem to be growing.
7	I have found it nearly impossible to get a permanent hard materials/technology teacher. This was the same at the start of 2016 - although I had applications. This time I have had no applications, so the position is harder. But overall I am still getting good applications for positions.
7	We have found it very hard to get quality applicants for technology/DUC/Programming position. We have 2 vacancies in this area which we have filled temporarily.
7	Appointments are now being made throughout the year because of ongoing vacancies e.g. Te Reo and staff illness. Smaller, smaller pools of applicants, Kahui Ako schedules meetings after schools because of very small pool of relievers in (region). Retention is good, but aging workforce.
7	We were advised of 2 retirements by midyear, and by that time 3 staff had resigned and moved out of Auckland. We replaced all three but one replacement resigned before the end of the school year to accept a position closer to his residence. This resignation could not be replaced (Hard materials Tech) and led to our not offering any Y13 hard material courses in 2017. At that time of year we had already made 3 appointments in the same faculty and knew the candidates who were applying. Term 4 became a "merry go round". As a vacancy occurred in another part of Auckland, teachers would apply to be closer to home, thus creating subsequent vacancies in their schools. We fared better than many schools in making appointments to these vacancies and we employed teachers who live in [rural suburb], making their workplace closer to home. We have employed 10 PRTs and 1 LAT to cover the timetable. Currently we have a vacancy for Head of Guidance with little prospect of making an appointment. We offered this position to the sole candidate, who had the choice of 3 such positions. He accepted one in his own school.
8	As a school we spent 6 months in 2016 looking for an experienced physics teacher, as in 2015 we spent heaps of hours advertising, looking for a quality chemistry teacher, and struggled to find one. Our early ploy to advertise in early term 3 for a physics specialist paid off and we 'future proofed' our school's growth and student learners by employing 2 physics teachers (both mid-50s, so may get 8-10 years out of them before retirement). I searched nationwide, newbies to experienced but only met a handful keen to move to Auckland. There are so many older physics teachers who will retire together ... and the cupboard will be empty then. Best recruitment tool we have ... we have run a teacher wellbeing programme for 5 years now and that certainly helps in attracting new teachers to the College. In 2016 we brought in 7 first year teachers, all rock stars and all going great at the college.
8	While I am fully staffed for 2017, attracting an English teacher to the school has been VERY difficult and I had to resort to creative advertising. I advertised two times in the Gazette and then went elsewhere. My appointee came from seeing a Newspaper advertisement, not the Gazette.
8	Recruitment for maths and science positions has been difficult.
8	Concern over lack of Science and mathematics specialists graduating, extremely difficult to fill middle management positions with quality staff once the older generation of teachers begins retiring. More experienced staff do not appear to be moving between schools as previously, most of our applicants are beginning teachers.
8	Again this year all positions advertised attracted a majority of overseas trained teachers, almost all of whom were not living in New Zealand. This included applicants with very poor written English putting themselves forward for Classroom and HoD English positions.
8	Pool of relieving teachers much smaller this year due to the difficulties/costs of staying registered. Quality of applicants for positions has deteriorated. Have not been able to appoint in areas of ITEC social science, science and SLT are covering extra classes in these areas.
8	We need more relievers and we are finding the new registration renewal criteria are reducing the pool of retired teacher relievers.
8	We still seem to be getting interest for jobs that are advertised. Where we have issues is in finding part time staff to fill gaps created by increased roll size. This is particularly in the area of technology where we had no applicants and more recently in the area of p/t English/social studies and part time science/maths.
8	We have several new staff this year, and while applicant numbers were fairly small - particularly English and Technology - we were very pleased with the calibre of applicants we were able to appoint.

8	We are finding it easier to get quality applicants (late 2016) due to a desire to leave Auckland. A nice change from previous years when it was difficult to get a good pool of applicants for some positions. At that time they wanted to go to Auckland!
8	[Central North Island City] - while we have roll growth and stability in numbers there are couples arriving and a surprising number of them have one teacher - hence good pool of relievers, ltrs . Also very stable staff with only 3% of staff retiring this year.
8	The end of this year may be more interesting. We have a number of teaching staff that are already over 65 and still teaching, or turn 65 this year. At this stage I have no idea what impact possible retirement of our very stable staff will have in the next 5 years, but this is perhaps our biggest problem.
8	There is a natural ebb and flow - e.g. sometimes music teachers are easy to find and other times hard. What I have found to be particularly disappointing is the small number of applicants for middle management (HoF) positions. Twice it has been a short list of 1.
8	It continues to be very difficult to find NZ-trained Science, Maths and Technology teachers.
9	Main issue for us is cost of house/rent and lengths of commute. This is especially in our young staff who would likely be at the HoD level soon. So staff will be getting older and not too many young ones to take their place. All our positions are permanent unless it is for maternity leave, study leave, CoL etc.
9	Maths and science teachers are particularly difficult to find. One issue for us is the low turnover of middle management. This prevents the career development of those within the school.
9	Quality vs Quantity. The areas that we have always needed teachers is growing, the areas where there is plentiful supply are still plentiful. The ageing teaching population is also a worry.
9	Science and maths remain extremely difficult to cover. Maternity leave (and I fully understand the important of MLWP) are hard to staff when they run from, for example, half way through term 2 until half way through term 1 the following year. These are not attractive positions. I had no one apply for a physics position.
9	Significantly harder to get quality applicants this year
9	Staffing of core subjects is becoming increasingly challenging, especially mathematics. Even if there are several applicants, the quality is not necessarily there. Teacher supply needs to be addressed urgently. With the average age of secondary staff in the mid-late 50s there is a looming crisis! Recruit and retain -> pay more to secure the best graduates to the profession.
9	The young senior manager who left us to go to a non-teaching role as hostel manger is a state-integrated school will be paid a total remuneration package with higher value than most state secondary school principals. My offer of an additional RRR management unit to retain him was laughable. We have been forced to make what we believe is an unsatisfactory appointment in Te Reo Māori . With support this teacher is doing OK so far, but we had a past experience of her not turning up for a previous teaching job. We advertised this position multiple times in the Gazette and local paper, but only had one applicant.
9	We are very fortunate to have had no staffing changes from 2016 to beginning of 2017.
9	We have a small, stable staff.
9	*Overseas recruitment is almost impossible since the immigration changes a couple of years ago, with the exception of Technology (hard materials) where it's almost impossible to employ a suitable NZ candidate. *Applicant numbers are down. We are fully staffed and with specialists but we've been very lucky and are finding the one suitable candidate from a small field in several subject areas (see below). *Quarterly funding and the zero % finance roll-over for this year increase the need for fixed term roles. We can't afford to take the risk of over-staffing. *We have several fixed term roles to cover permanent female staff who are young mums and want reduced hours for 2-3 years while kids are very young. In order to hold their permanent roles open we have to employ a buffer of fixed term staff to allow the permanent staff to come back up to full time. We see it as being a good employer for the permanent staff, but it does create more absolute staff numbers (thought the same FTE total) and increases the number of fixed term positions. *Good science teachers are hard to get. Good Maths teachers are hard to get. Good technology (hard materials) teachers are impossible to get and we've had to recruit from overseas. Digital technology teachers are not numerous, but enough are being trained to suffice, at least in the city. I'd hate to be in a rural school, though. We're only just okay in the city. *Large numbers of relievers are available but they don't want a full time job with marking, coaching etc. That suggests conditions and pay are not attractive enough. *MU applicants - small fields. Lots of extra work and only \$4K for an entry role. Please don't ignore the need to increase MU \$ in the next negotiations....
9	Issues are generally very subject specific. Te reo Māori is very difficult to recruit for. These teachers are snapped up by outside agencies etc. also. Physics/Chemistry/maths remain difficult. Religious education is problematic.
10	Being a small school requires some to teach across the departments. This is manageable but a little more than desired in 2017
10	I believe we are in a parlous state regarding the recruitment, reward and retention of quality teaching staff, particularly in physics, chemistry, mathematics, English, geography, technology (all disciplines) and Te Reo. There are nowhere near enough NZ graduates attracted to teaching and the 'saviour nation' the UK is becoming increasingly difficult to resource teachers from. The whole situation is muddled by schools receiving plenty of applicants who are either in the country (ie

	recent immigrants) or from overseas who have major limitations through their service record and average to mediocre teaching records. The lack of quality applicants is a critical worry. In Auckland the cost of living, house cost, increasing migration of teachers to other NZ areas and more and more retirements has created a 'perfect storm'. The 2017/18 recruitment cycle is to be dreaded.
10	Cost of living in Auckland is a huge issue. Have lost excellent teachers to country schools. 2 months' notice needs to change to a term's notice as we are taking teachers from other schools in Auckland.
10	Very hard to find suitable teachers in maths/physics/careers.
10	We currently have a science position advertised. We have had no NZ trained or resident applicants thus far.
10	The focus should not just be about the supply of teachers. Rather, the supply of good teachers with excellent subject knowledge and expertise with adolescents. Trying to find a scholarship standard teacher is almost impossible. Salary will destroy teaching in areas like ours. It is sad that salaries have been allowed to fall to this level.
10	The LAT situation has made it more difficult to maintain teachers who do not want to work fulltime

**NB Two comments not included because the content would identify the schools.*