

PPTA

NEW ZEALAND POST PRIMARY
TEACHERS' ASSOCIATION

TE WEHENGARUA



Secondary Staffing Report 2015

May 2015

Contents

1. Introduction	3
2. Executive Summary	4
3. Recruitment	6
3.1 Advertised jobs	6
3.2 Outcome of advertising in January-March 2015	7
3.3 Appointment of untrained/unqualified teachers	8
3.4 Secondary positions advertised by subject	10
3.5 Other vacancies	11
3.6 Application numbers – secondary positions	12
3.7 Distribution of applicants	15
3.8 NZ trained Applicants	16
3.9 Applicant suitability	19
4. Overseas recruitment	25
5. Attrition	26
5.1 Resignation by level	26
5.2 Resignations by destination	27
6. Day Relief Pool	28
6.1 Availability of day relievers	28
6.2 Distribution of day relievers	29
6.3 Distribution of trained and qualified day relievers	30
7. Curriculum Delivery Issues	31
7.1 Teachers out of their specialist field - specialists could not be found	31
7.2 Classes cancelled or transferred to Correspondence School or electronic delivery because specialists were not available	32
8. Staffing expectations	33
9. Principals' comments on teacher supply	36

1. Introduction

In term one 2015 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 172 secondary and composite schools. This represents 37.9% of schools that received the survey. Two schools did not identify themselves. The response rate for identified secondary schools was 42.0%, a comparable 38.7% for non-kura composite (area) schools and 7.3% for kura and Wharekura Maori schools.

The responses relate to the staffing situation as at 15th March 2015 unless otherwise indicated.

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 under-estimation of school staffing needs.

The data has been summarised in this report and individual schools are not identified. Results from the 2014 survey are provided for comparison and comparable data from earlier years can be found in the accompanying graphs.

The survey findings generally indicate a pattern which is typical of teacher supply at this point in the economic cycle:

1. There is now a clear trend in the reversal in the steady supply situation following the easing of pressures during the period of the global economic crisis.
2. Retention is relatively less problematic at this stage in the supply cycle, but it appears that the pressure is currently building in respect of replacing teachers where they leave.
3. More jobs are being advertised and the mean number of applicants per position is declining.
4. Principals were, in general, less optimistic about retaining teachers and more pessimistic about recruiting.
5. The proportion leaving to go to other jobs outside teaching has increased.
6. Schools are continuing to hire more overseas teachers to fill vacancies, but the number remains low in terms of pre-financial crisis years.
7. The relief pool is still in decline, but no schools this year indicated they have no relievers.
8. Maths, Chemistry, Physics, Science and technology are mentioned most frequently by principals as problem areas for recruitment.
9. Principals continue to express reservations about the impacts of pending retirements on their own school's future supply situation.

2. Executive Summary

Jobs

More schools advertised more jobs in the 27 January -15 March period this year than in 2014.

There has been an increase in the proportion of unfilled vacancies relative to 2014.

Filling positions

There has been an increase in the proportion of unfilled non-permanent vacancies relative to 2014.

There is a return to the appointment of untrained/ unqualified staff to permanent positions in the period to 15 March.

There has been another increase in schools with currently unfilled vacancies.

Applications for jobs:

The average numbers of applicants per position continues to dip, but remains high relative to pre-crash years.

The average number of New Zealand applicants per position remains high relative to pre-crash years for both assistant and for management positions, but is now in the third successive year of decreasing.

While fewer than pre-crash, the proportions of positions for which there was no applicant at all, no choice of applicant, or no choice of applicants with New Zealand training are increasing.

One in four middle management positions had either no-one or only one person applying.

Suitability of applicants

There is a large and growing minority of assistant and management positions which had no suitable applicants or only one suitable applicant.

Around a third of assistant and management positions have either no or one suitable New Zealand trained applicant.

The average number of applicants per position remains relatively high but falling, and the proportion of applicants seen as unsuitable continues to be high and climbing.

Most overseas applicants continue to be considered to be unsuited to the position they are applying for.

Principals indicated that over 40% of NZ applicants were considered unsuitable for the advertised positions.

Overseas trained teachers

There were slightly fewer appointments of overseas trained appointments to fill permanent vacancies relative to 2014, and use remains low relative to earlier years.

Recruitment and retention experiences and expectations:

Principals overall are increasingly less positive about retention and increasingly more negative about recruitment of teachers.

Retention

Schools overall had fewer resignations at the end of the 2014 year and a similar number to last year for the start of the 2015 year.

There was an increase in losses amongst leavers who were fully registered base scale teachers and the drop in the loss of unit holders at middle management level.

The proportion of teachers leaving for other (non-teaching) jobs continues to trend upwards.

Those leaving for 'other reasons' (e.g. retirement), account for the largest (and increasing) proportion of leavers. Many principals are referencing current and coming the retirement of staff.

Those going overseas have continued to be part of a reducing trend as a proportion of losses.

A higher proportion of teachers are leaving the state system for private schools.

Day relief pool

The average number of day relievers per school continues in a downward trend and the proportion which schools would prefer not to use has again risen. A slightly higher proportion are untrained/unqualified.

Curriculum delivery matters

The most advertised positions by subject were in Maths, English and science.

There is a jump in teachers being used of their specialist area because specialists could not be found. About one fifth of schools had to do so.

Around one in nine schools continue to have to cancel classes or transfer to a form of distance learning because a suitable specialist teacher could not be found.

In their comments principals most frequently mention Maths, Te Reo, Sciences and technology as hard to staff subjects. There were several references to the oversupply of PE teachers.

3. Recruitment

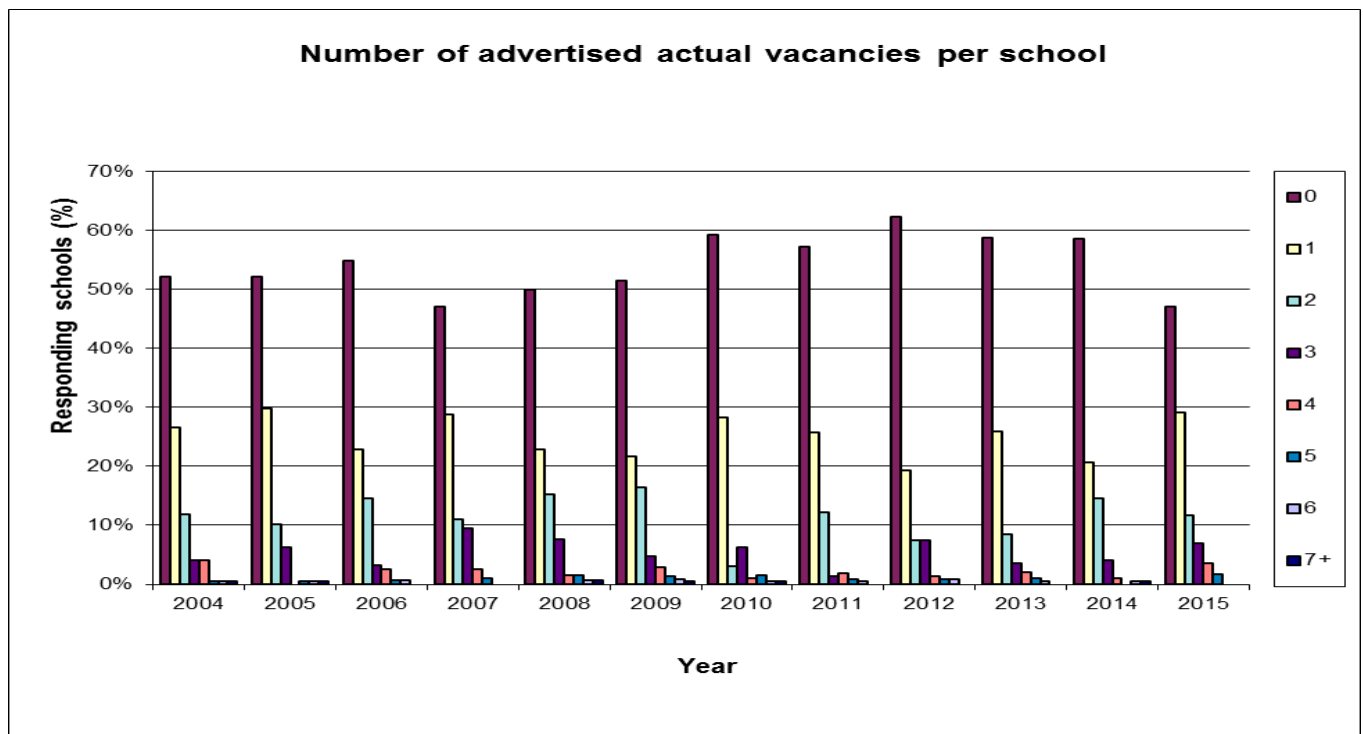
3.1 Advertised jobs

There were more advertised jobs in the 27 January -15 March period this year than in 2014 and a higher proportion of schools were reporting vacancies.

- 52.9% of schools advertised secondary teaching positions in the first three gazettes of 2015 (41.4% in 2014).
- They advertised 165 actual vacancy positions.
- Vacancies averaged 0.96 positions per school over all of the responding schools (0.73 in 2014) and 1.81 positions per advertising school (1.76 in 2014).
- 62.4% of positions advertised (103) were permanent vacancies, 35.8% (59) were relieving positions and 1.8% (3 positions) were not identified by tenure.

Distribution of actual vacancies advertised in responding schools

Vacancies	Year	
	2015	2014
0	47.1%	58.6%
1	29.1%	20.7%
2	11.6%	14.6%
3	7.0%	4.0%
4	3.5%	1.0%
5 +	1.7%	1.0%



3.2 Outcome of advertising in January-March 2015

There has been an increase in the proportion of unfilled vacancies relative to 2014.

The nature of the appointment to 131 positions for which the appointment period were indicated to have closed at the time of the survey was:

- 15.0% could not be filled, compared to 10.0% in the previous year.
- 16.5% of the schools responding had vacancies they had not been able to fill following advertising.
- 0.8% of the advertised positions had been filled by LATs in the period (0.8% in 2014)

Permanent positions with identified outcomes (82):

- 70.7% of permanent positions were filled by permanent external appointments
- 2.4% of permanent positions were filled by internal appointments
- 8.5% of permanent positions were filled by a relieving teacher
- No permanent positions were filled by LATs
- 18.3% of permanent positions could not be filled at all because no-one could be found
- 26.9% of permanent positions could not be filled by permanent appointment



Relieving positions (49):

- 10.2% of positions could not be filled
- 2.0% were filled by internal appointments
- 83.7% were filled by relievers
- 2.0% were filled by LATs
- 2.0% were filled by a permanent appointment

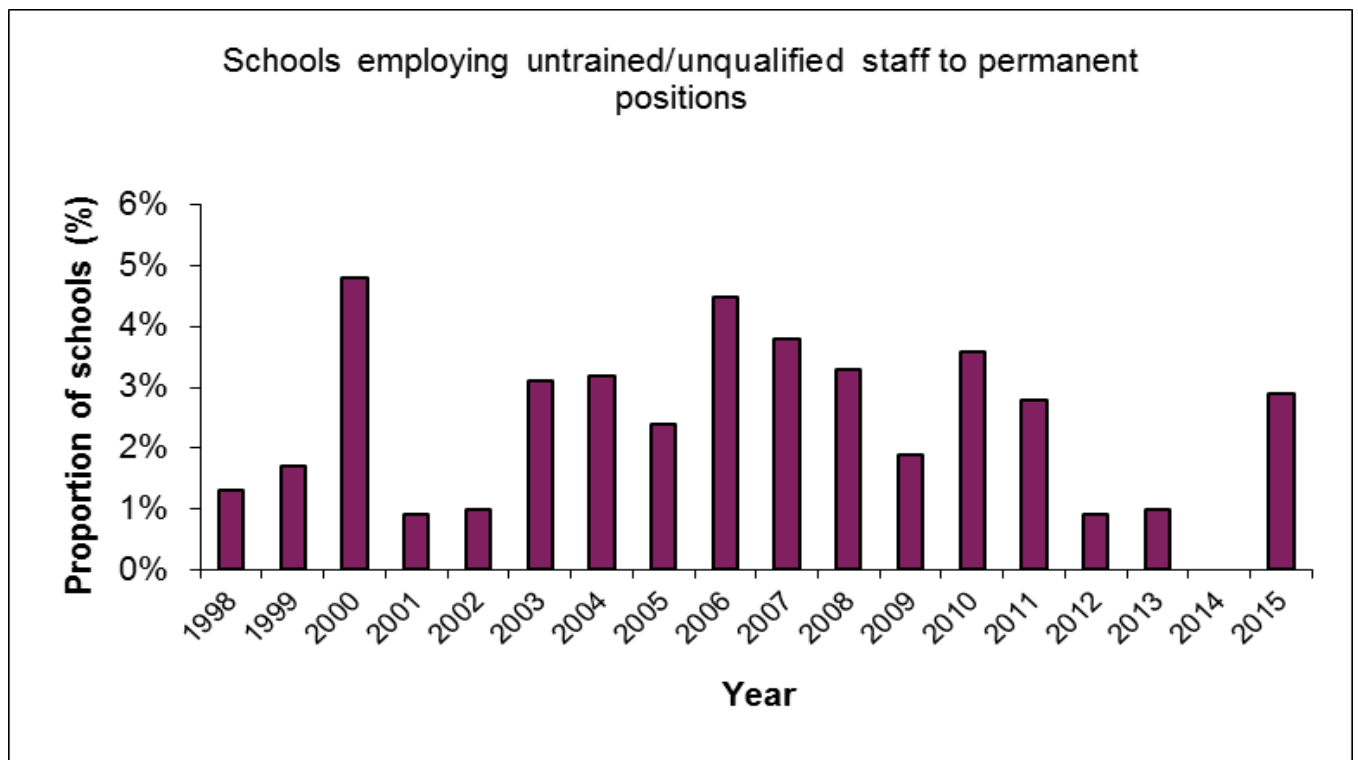
3.3 Appointment of untrained/unqualified teachers

We see a return to the appointment of untrained and unqualified staff to permanent positions in the period to 15 March and what may be the bottoming out of the use of untrained and unqualified staff in fixed term positions.

Vacancies filled between 28 January to 15 March 2015 by untrained/unqualified staff because no trained/qualified teachers were available

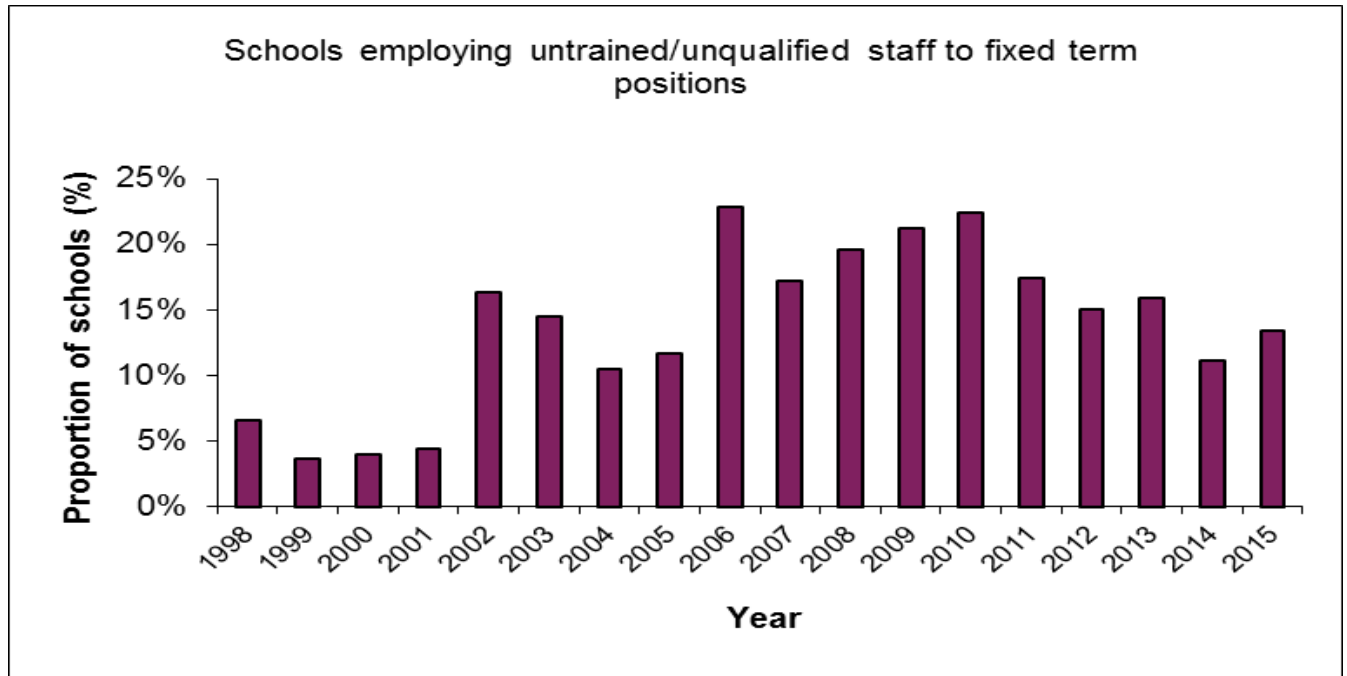
Permanent positions

YEAR	Proportion of schools	Mean appointments (All schools)	Mean appointments (Effected schools)	National projection
2015	2.9%	0.04	1.4	19
2014	0.0%	0.00	0.00	0



Fixed term positions

YEAR	Proportion of schools	Mean appointments (All school)	Mean appointments (Effected schools)	National projection
2015	13.4%	0.20	1.40	91
2014	11.1%	0.14	1.27	64



3.4 Secondary positions advertised by subject

The most advertised fields were: Maths, English, Science and technology.

The most advertised subjects were: Maths, English and science.

Principals most frequently commented on Maths, Chemistry and Physics as hard to staff subjects. There were again several references to the oversupply of PE teachers.

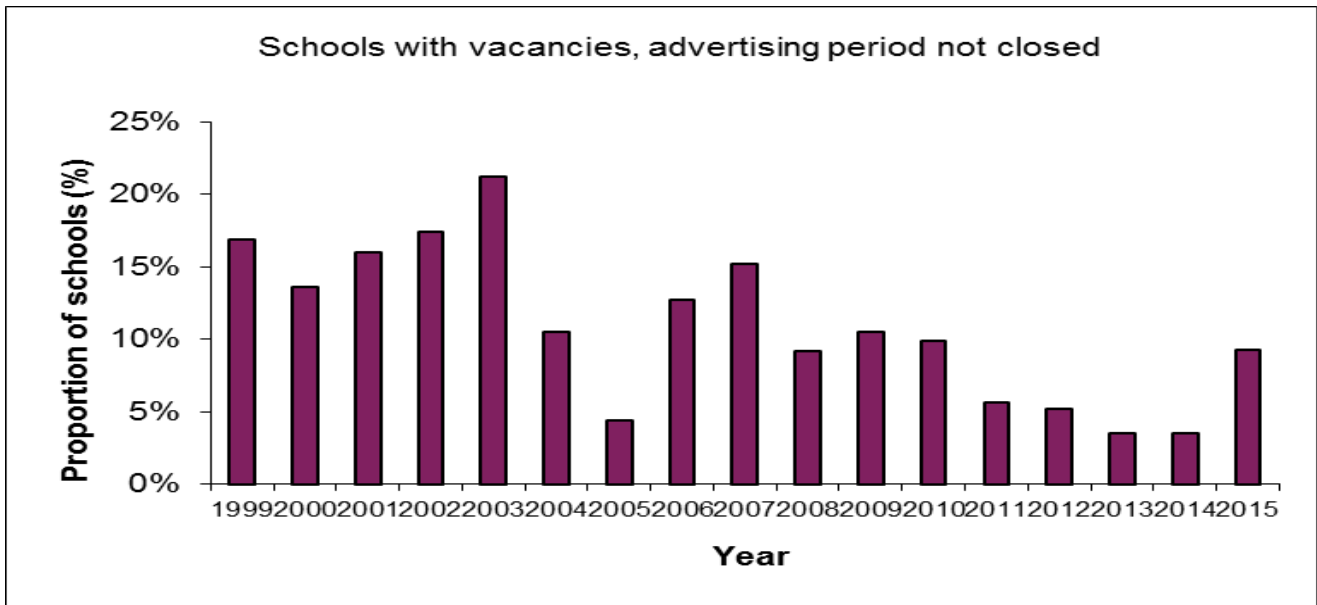
Subject	Assistant	HoD	All	2015	2014
Food Technology	2		2	9.0%	11.7%
Soft technology	2		2		
Hard materials	2				
Graphics	1		1		
Technology	5	3	8		
Digital Technology	2		2	1.4%	0.7%
Literacy			0	16.7%	13.1%
English	18	2	20		
Media studies			0		
ESOL	2	2	4	17.4%	19.7%
Mathematics	18	7	25		
Computing			0	16.7%	8.0%
Biology	1		1		
Chemistry	5		5		
Electronics			0		
Physics	4		4		
Science	13	1	14	8.3%	6.6%
PE	8	3	11		
Sports Admin	1		1	3.5%	11.7%
Languages					
Te Reo	3		3		
Samoan	1		1		
Japanese	1		1	6.9%	3.6%
Dance/Drama	5	4	9		
Maori performing arts			0		
Music	1		1	1.4%	5.8%
History			0		
Geography			0	2.1%	0.0%
Social Science(s)	2		2		
Business/commerce/economics etc	3		3	2.1%	0.0%
Arts	3		3	2.1%	2.9%
Student learning support	1	1	2	2.8%	1.5%
Special Needs	2		2		
Careers	2		2	2.8%	3.6%
Guidance	1	1	2		
RE			0	0.0%	152%
Gateway	1		1	0.7%	0.0%
Other/general/unidentified	9	1	10	6.9%	9.5%

3.5 Other vacancies

The number of currently unfilled vacancies through incomplete advertising and unadvertised positions was slightly higher than in 2014.

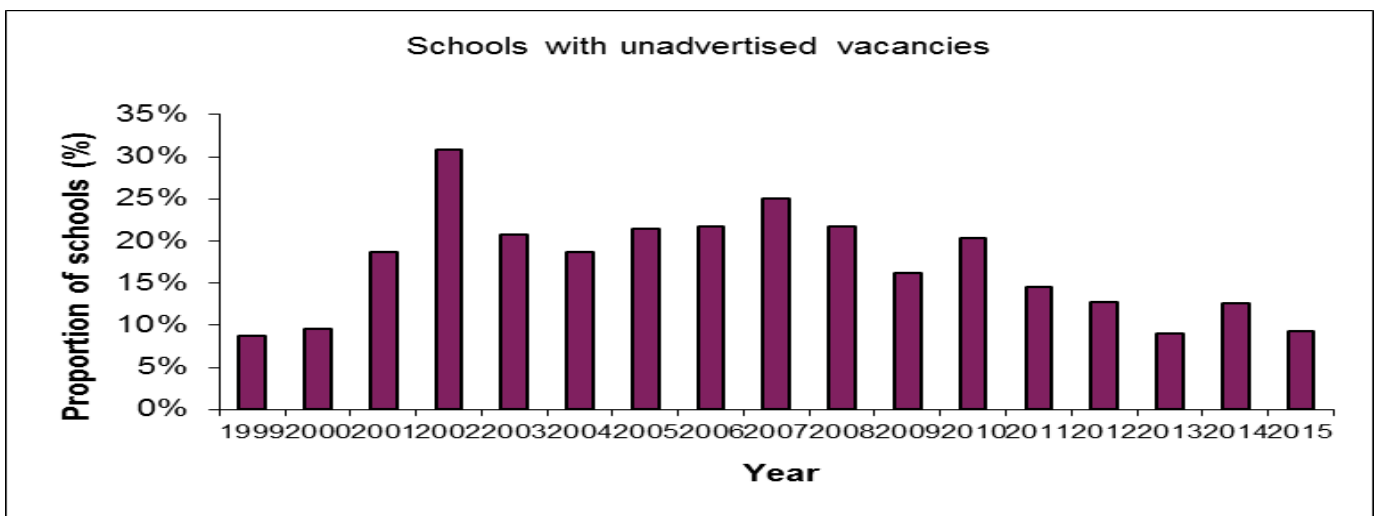
March Gazette - advertised vacancies, advertising period not closed.

YEAR	Schools	Mean vacancy (All schools)	Mean vacancy (Advertising schools)
2015	9.3%	0.12	0.23
2014	3.5%	0.06	0.13



Unadvertised vacancies at 15 March

YEAR	Schools	Mean positions (All schools)	Mean vacancy (Schools with vacancies)	National projection
2015	9.3%	0.12	1.31	55
2014	12.6%	0.20	1.56	89



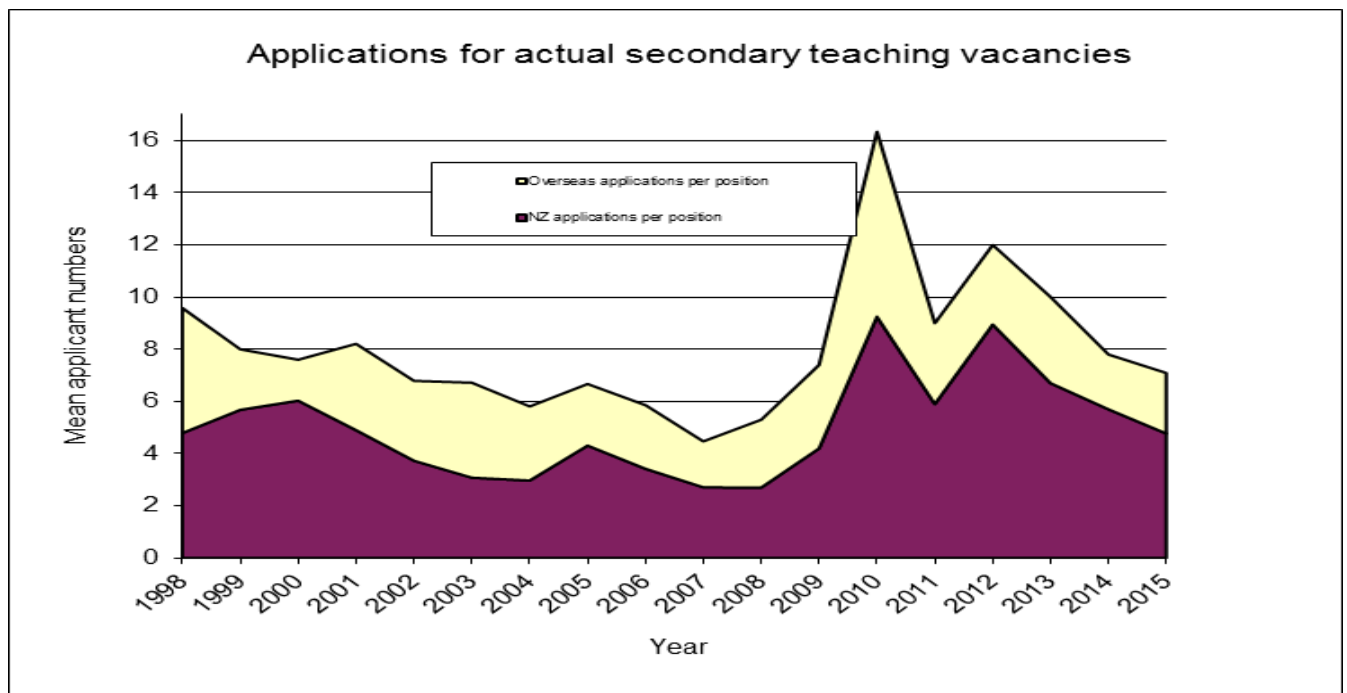
3.6 Application numbers – secondary positions

All Applicants

The average numbers of applicants per position continues to dip, but currently remains higher than the immediate pre-crash years.

ALL POSITIONS

Year	All applications per job	All NZ-trained applications /job	NZ trained %	Suitable NZ-trained applications /job	O/S trained applications /job	Suitable O/S trained applications /job
2015	7.1	4.4	67.3%	2.8	2.3	0.5
2014	7.8	5.7	73.3%	2.9	2.1	0.6



The average number of applicants for assistant positions remains higher than immediately before the GEC years, but is continuing its decline.

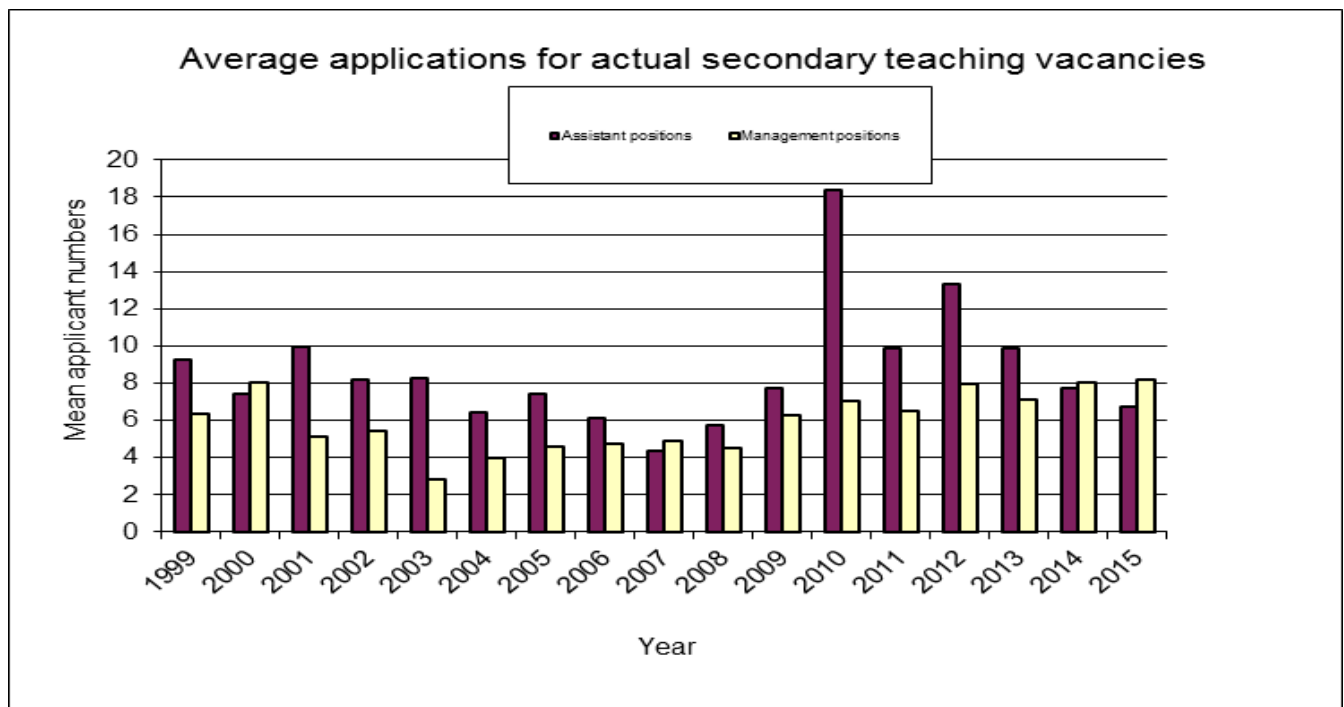
The average numbers of applicants for management positions has increased slightly on 2014.

ASSISTANT STAFF 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
2015	6.7	4.4	2.4	2.3	0.5
2014	7.7	5.6	2.9	2.1	0.6

MANAGEMENT¹ STAFF POSITIONS

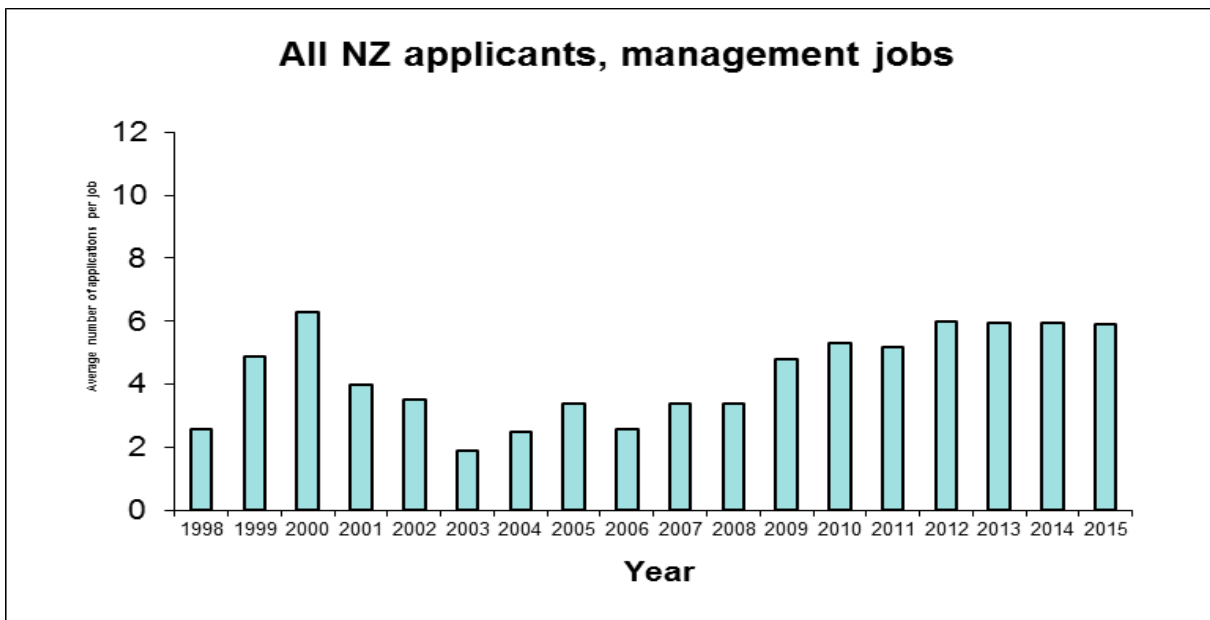
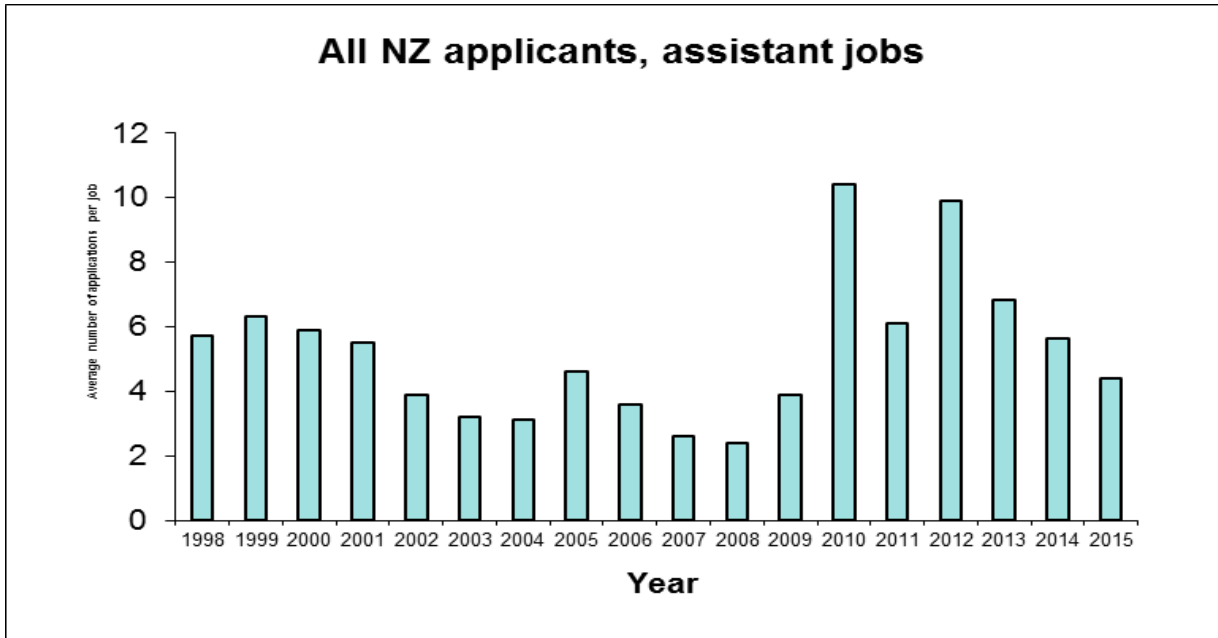
Year	All applications per job	All NZ-trained applications /job	Suitable NZ-trained applications /job	O/S trained applications /job	Suitable O/S trained applications /job
2015	8.2	5.9	4.2	2.3	0.7
2014	8.0	5.5	3.1	2.1	0.6



¹ 'Management position' here indicates any positions holding one or more permanent units and principal positions. Twenty six positions are analysed.

New Zealand Applicants

The average number of New Zealand applicants for assistant positions remains higher than immediately before the GEC years, but is in continuing decline. Average numbers of applicants for management positions remain relatively steady.



3.7 Distribution of applicants

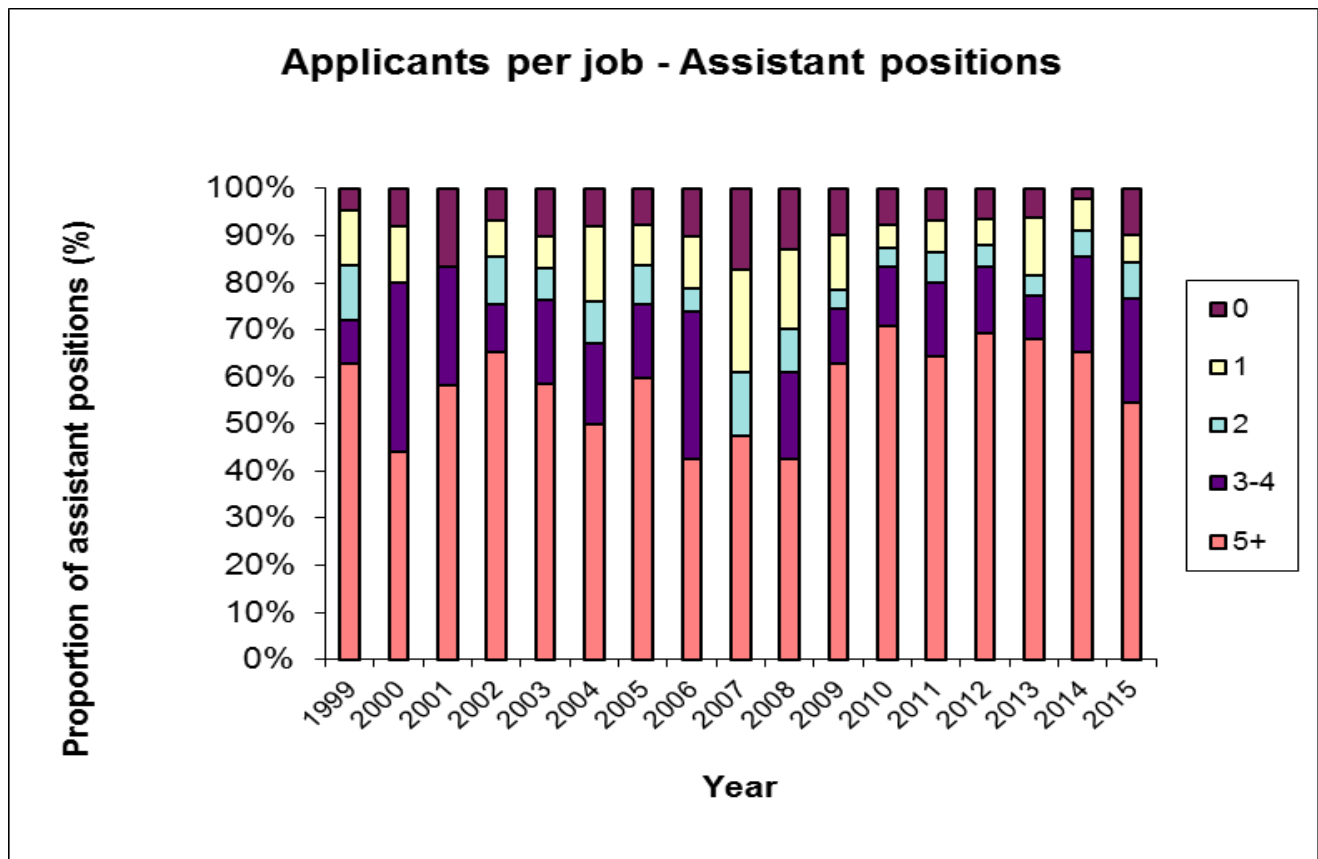
Assistant positions

The proportion of assistant positions advertised with five or more applicants continues to decline and the proportion of advertised assistant positions with no applicants increased.

About one in every ten of the identified assistant positions advertised in this period had no applicants.

All applicants:

YEAR	Applicants per position (proportion of positions)				
	0	1	2	3-4	5+
2015	10.0%	5.6%	7.8%	22.2%	54.4%
2014	2.2%	6.7%	5.6%	20.2%	65.2%

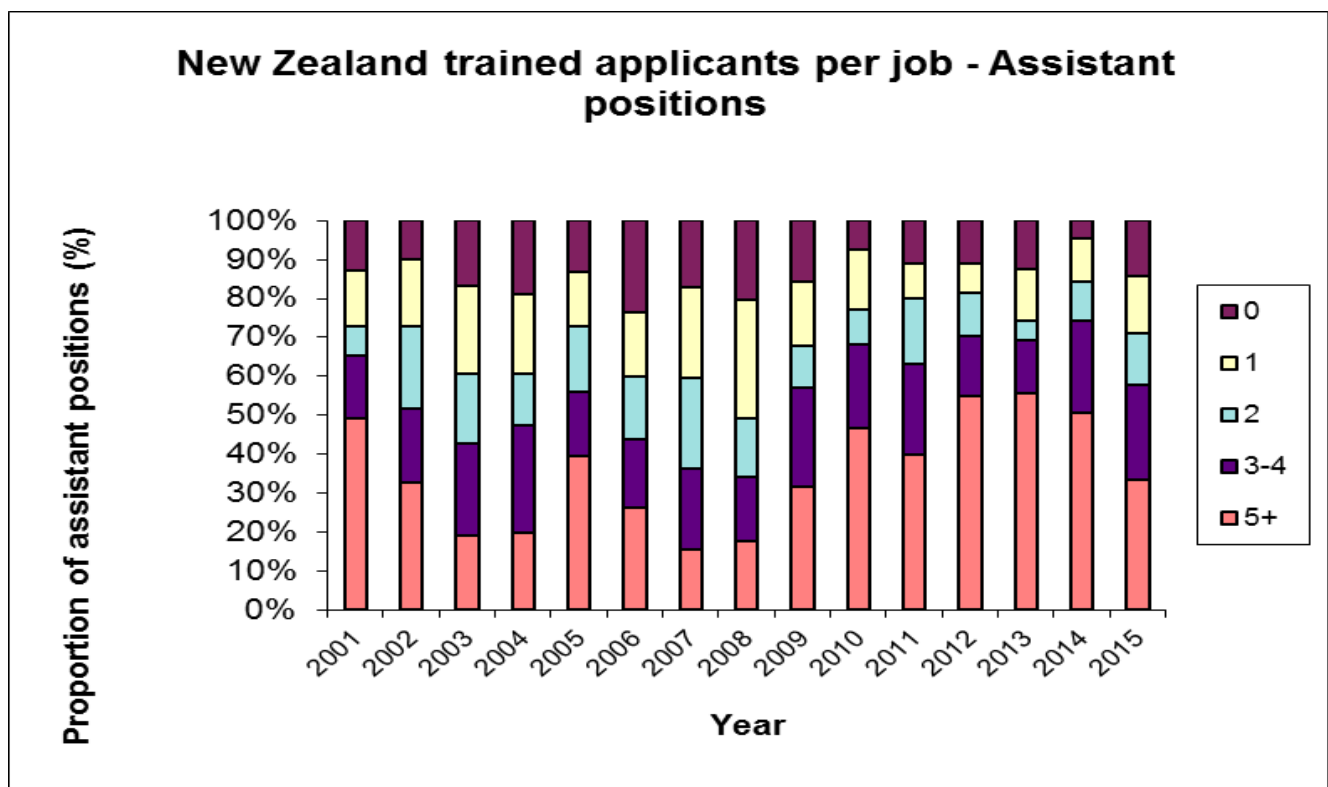


3.8 NZ trained Applicants

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

About one in every seven assistant positions advertised in this period had no NZ trained applicants.

NZ trained applicants per position (proportion of positions)					
YEAR	0	1	2	3-4	5+
2015	14.4%	14.4%	13.3%	24.4%	33.3%
2014	4.5%	11.2%	10.1%	23.6%	50.6%



Management positions

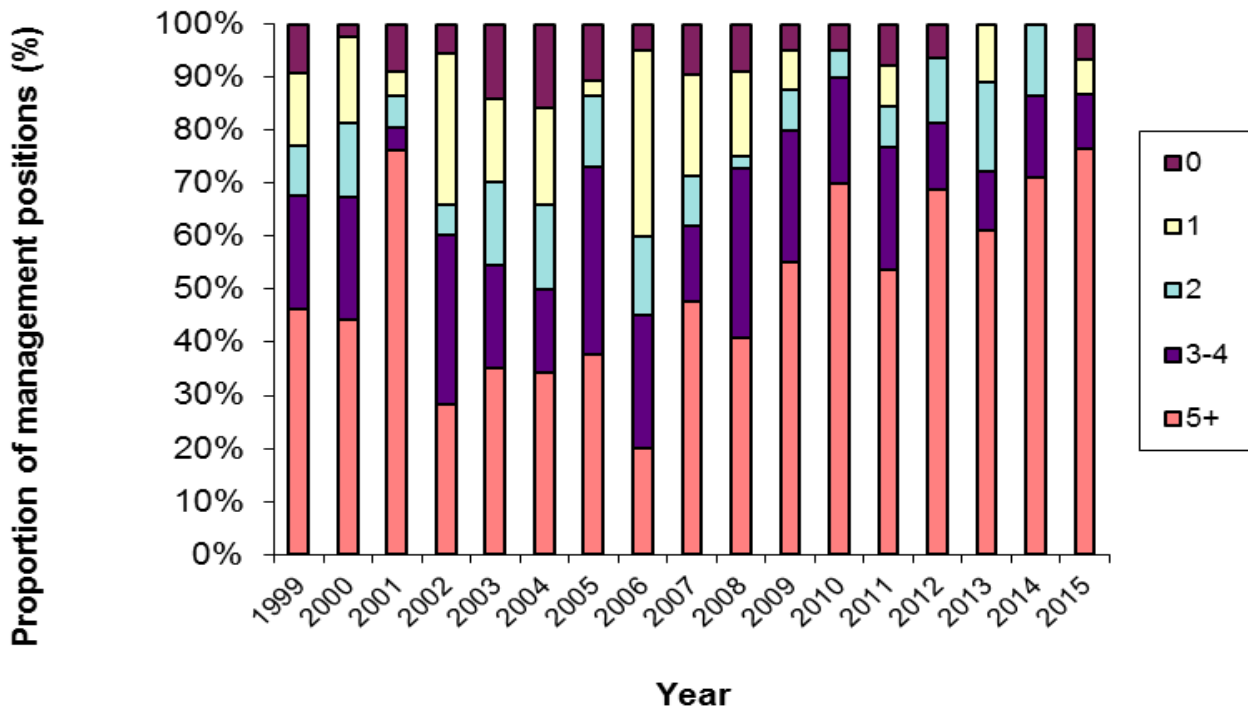
The proportion of management positions advertised with five or more applicants continues to increase and we see the re-emergence of positions (about one in eight) which had no-one or only one person applying.

The equivalent figure is about one in four for middle management vacancies (i.e. when senior management jobs are excluded).

All applicants

YEAR	Applicants per position (proportion of positions)				
	0	1	2	3-4	5+
2015	6.7%	6.7%	0.0%	10.0%	76.7%
2014	0.0%	0.0%	11.8%	13.2%	61.8%

All applicants per job - management positions

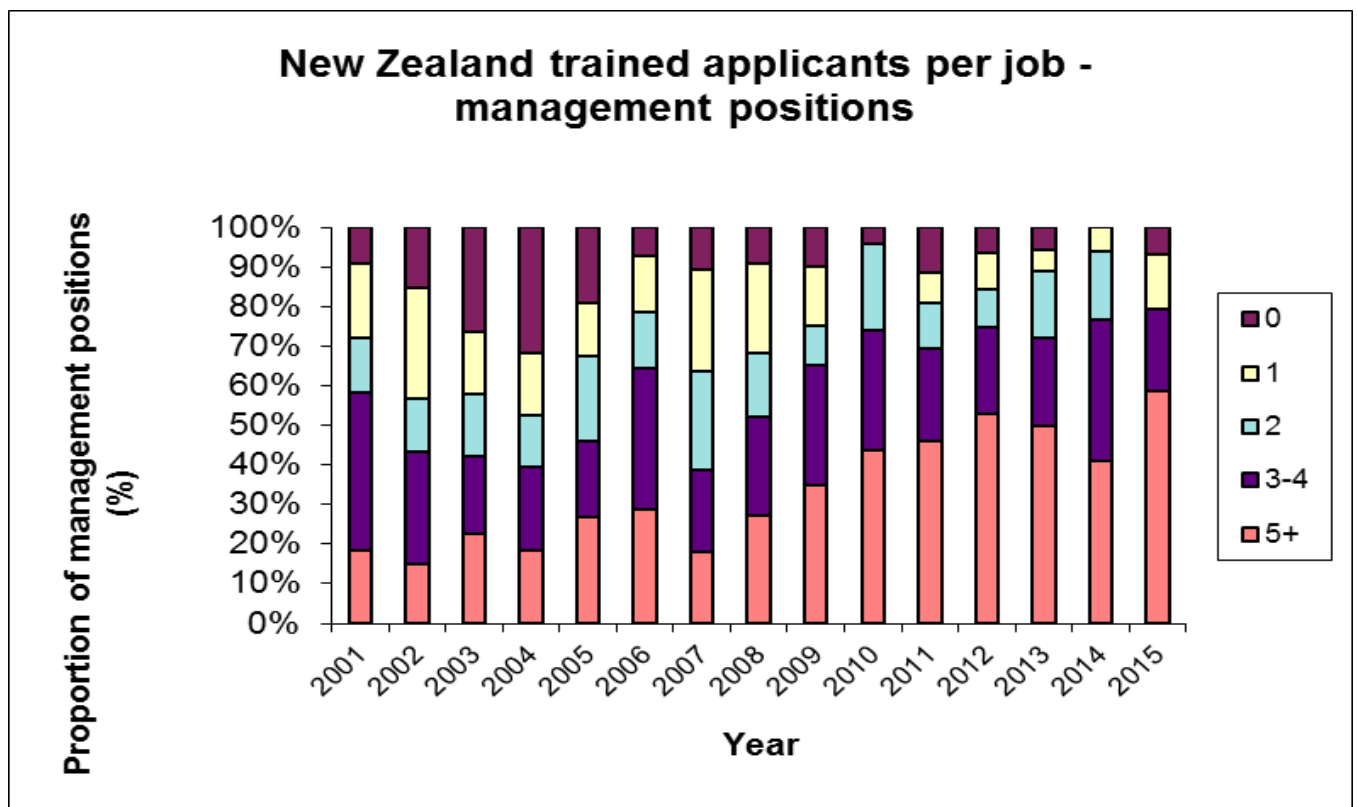


NZ trained Applicants

The proportion of management positions advertised with five or more NZ trained applicants increased on 2014 and we see the re-emergence of positions (about one in five) which had no-one or only one NZ trained person applying.

About forty percent of the advertised middle management jobs had no or only one NZ trained applicants.

YEAR	NZ trained Applicants per position (proportion of positions)				
	0	1	2	3-4	5+
2015	6.9%	13.8%	0.0%	20.7%	58.6%
2014	0.0%	5.9%	17.6%	35.3%	41.2%



3.9 Applicant suitability

Defining Suitability of applicants

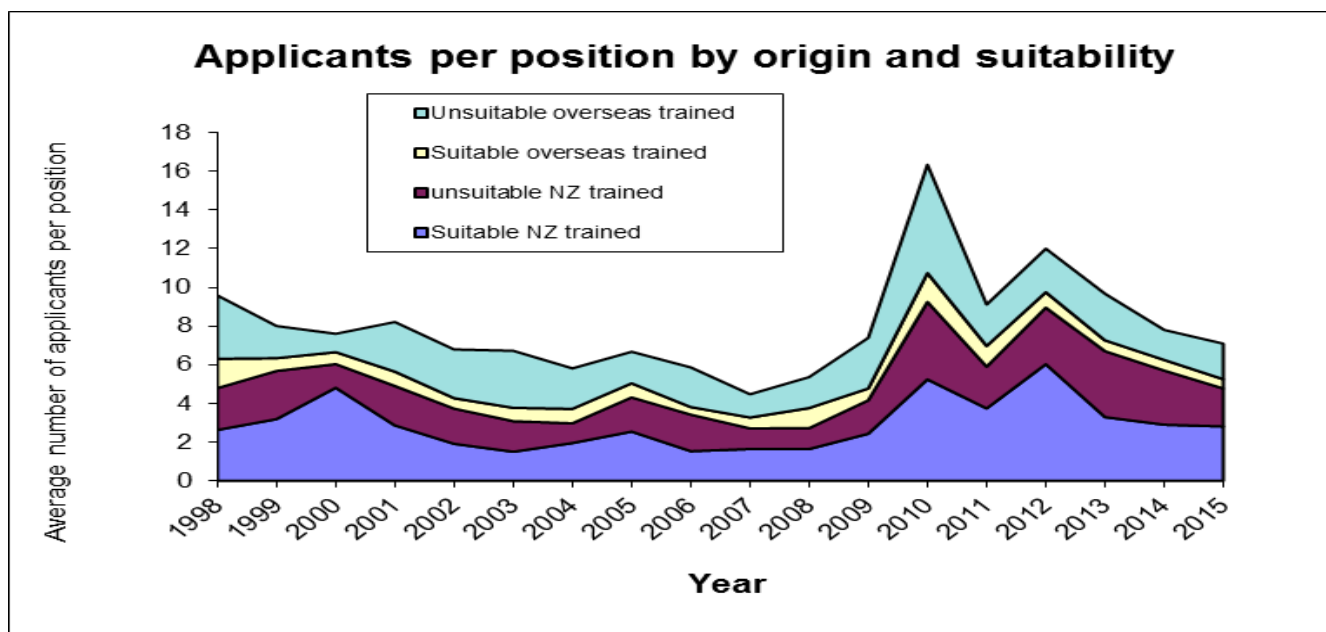
Base scale and unit holder positions	Evidence of teaching competence Recognised secondary teacher training Relevant tertiary subject qualification(s) Appropriate communication skills Appropriate interpersonal skills
Unit holder positions only	Appropriate experience relevant to position
Any position	Special 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
2015	7.1	2.3	0.5	4.8	2.8	58.9%	20.7%
2014	7.8	2.1	0.6	5.7	2.7	50.4%	26.4%

Applications per position: New Zealand Applicants

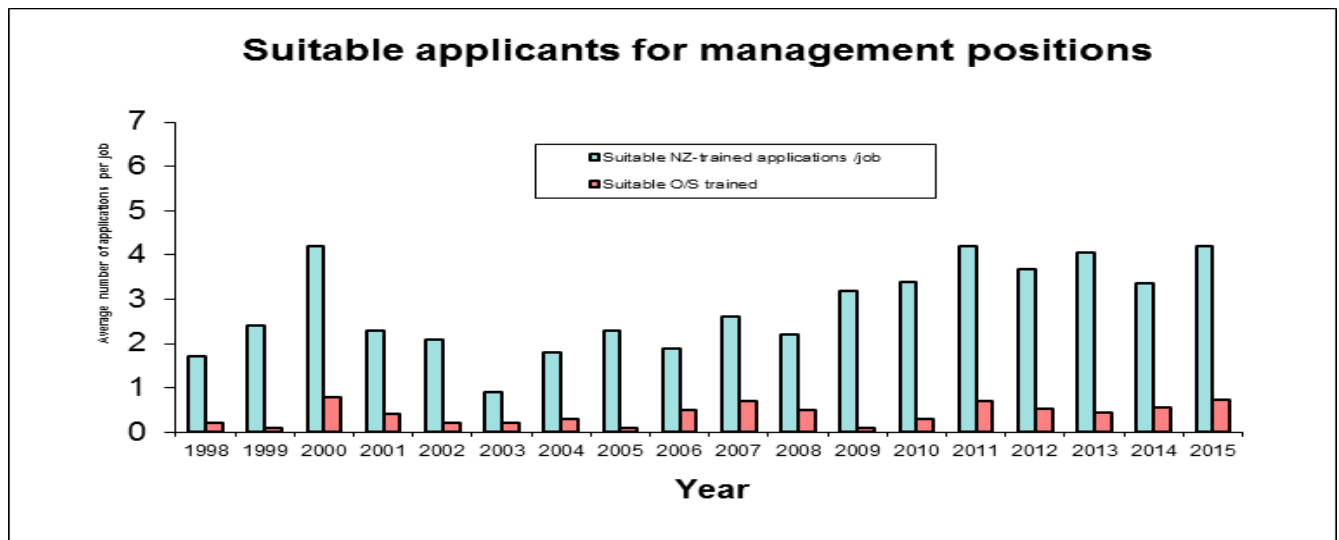
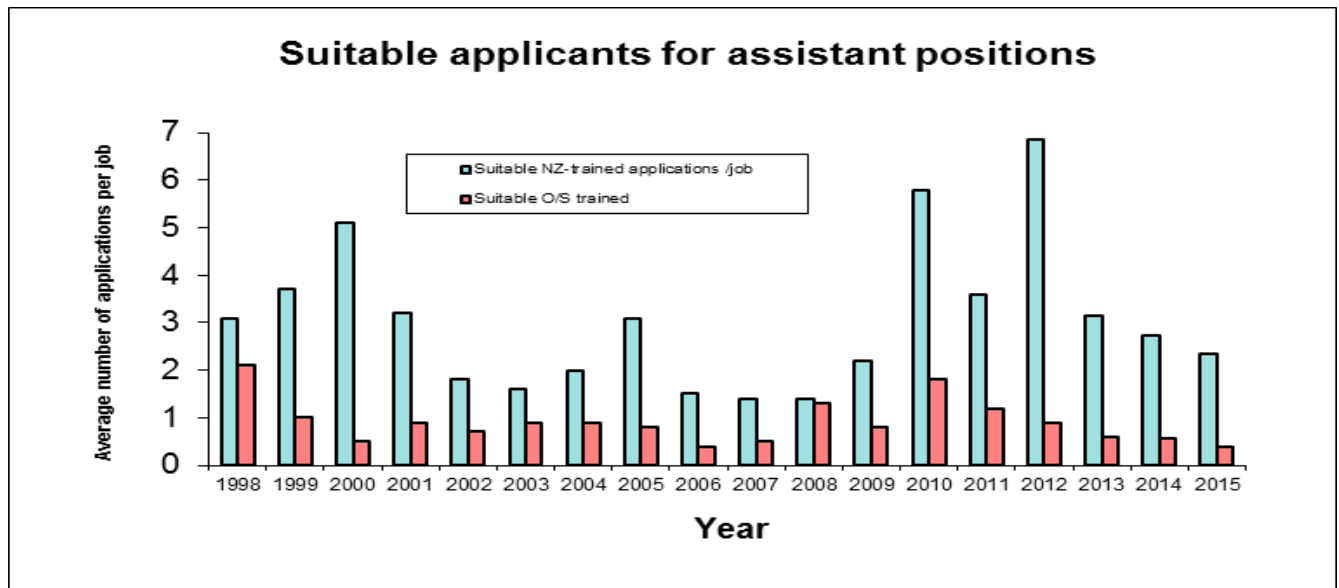
Year	Mean NZ applications all actual vacancies	Mean primary trained NZ applications	Mean suitable primary trained NZ applications	Mean Secondary trained NZ applications	Mean suitable Secondary trained NZ applicants	Potentially suitable primary trained NZ applicants	Potentially suitable secondary trained NZ applicants
2015	4.77	0.33	0.09	4.44	2.81	28.8%	58.9%
2014	5.72	0.57	0.30	5.16	2.60	52.6%	50.4%



Suitable applicants by level of position advertised

The average number of applicants per position and the proportion of applicants seen as unsuitable continue to be high.

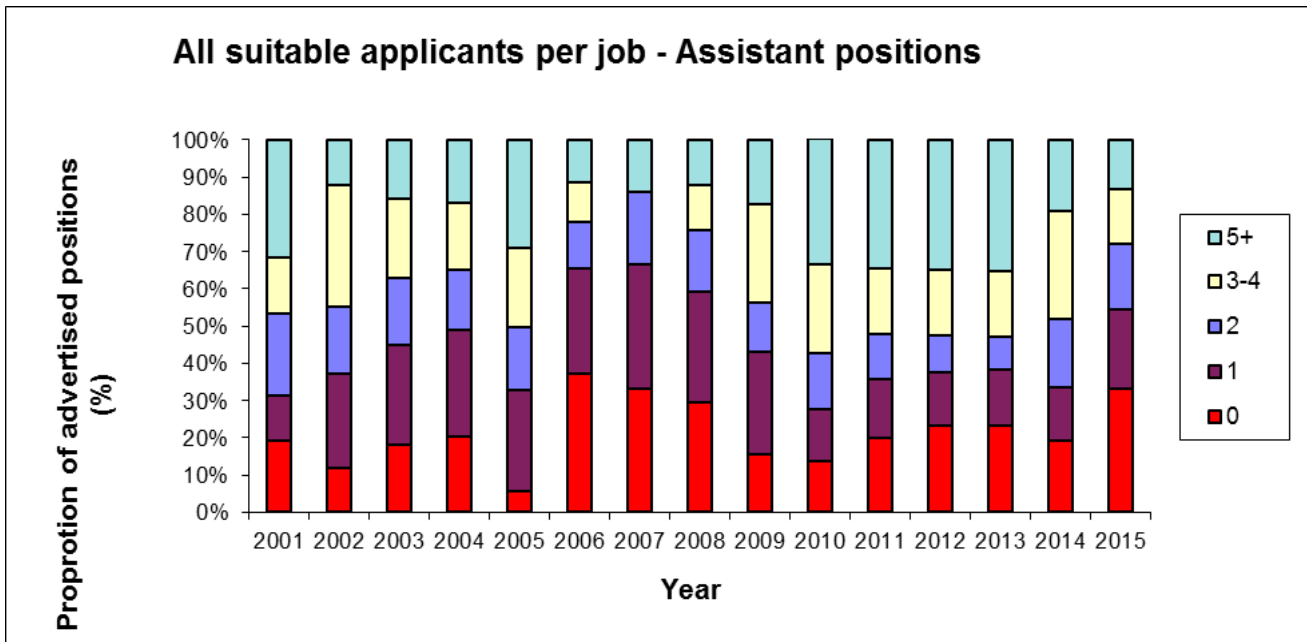
The majority of overseas applicants continue to be considered to be unsuited to the position they are applying for.



Distribution of suitable applicants

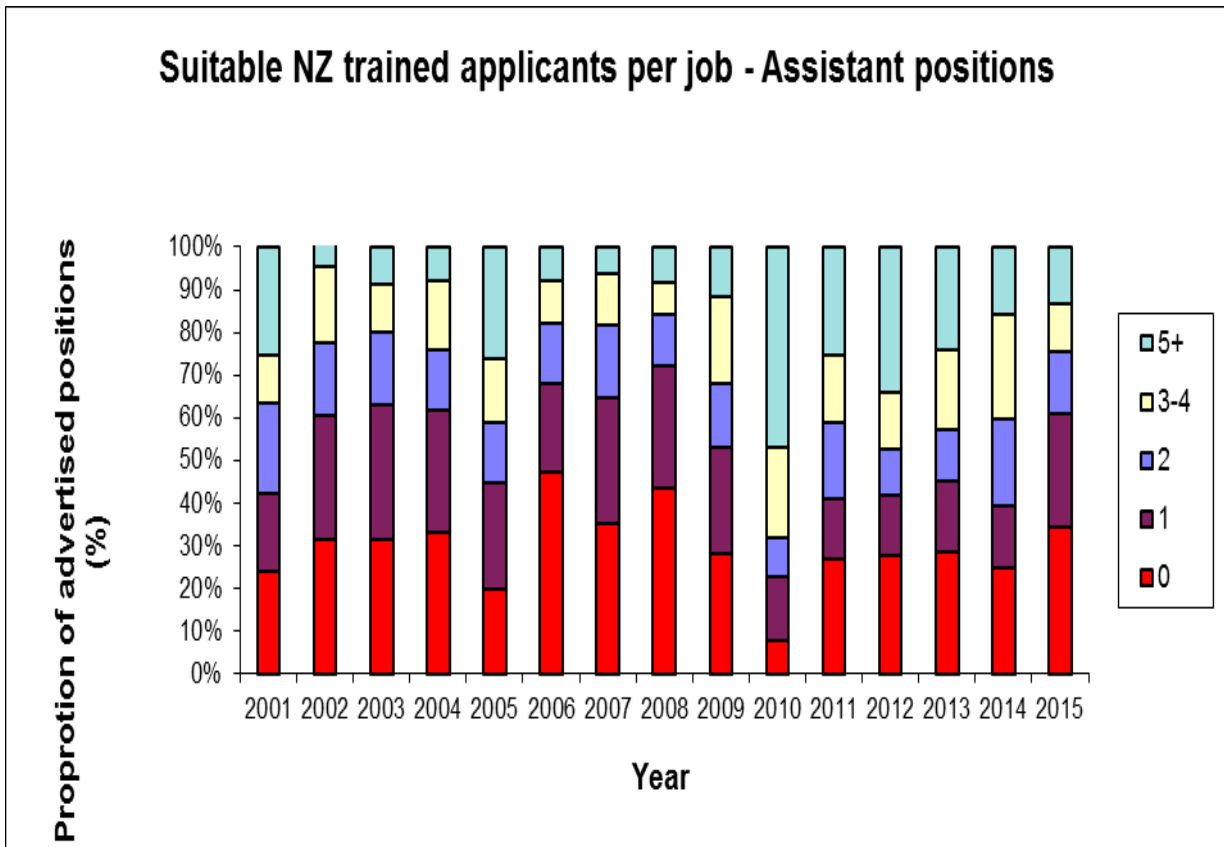
Assistant positions – all suitable applicants

Suitable applicants:					
YEAR	0	1	2	3-4	5+
2015	33.3%	21.1%	17.8%	14.4%	13.3%
2014	19.1%	14.6%	18.0%	29.2%	19.1%



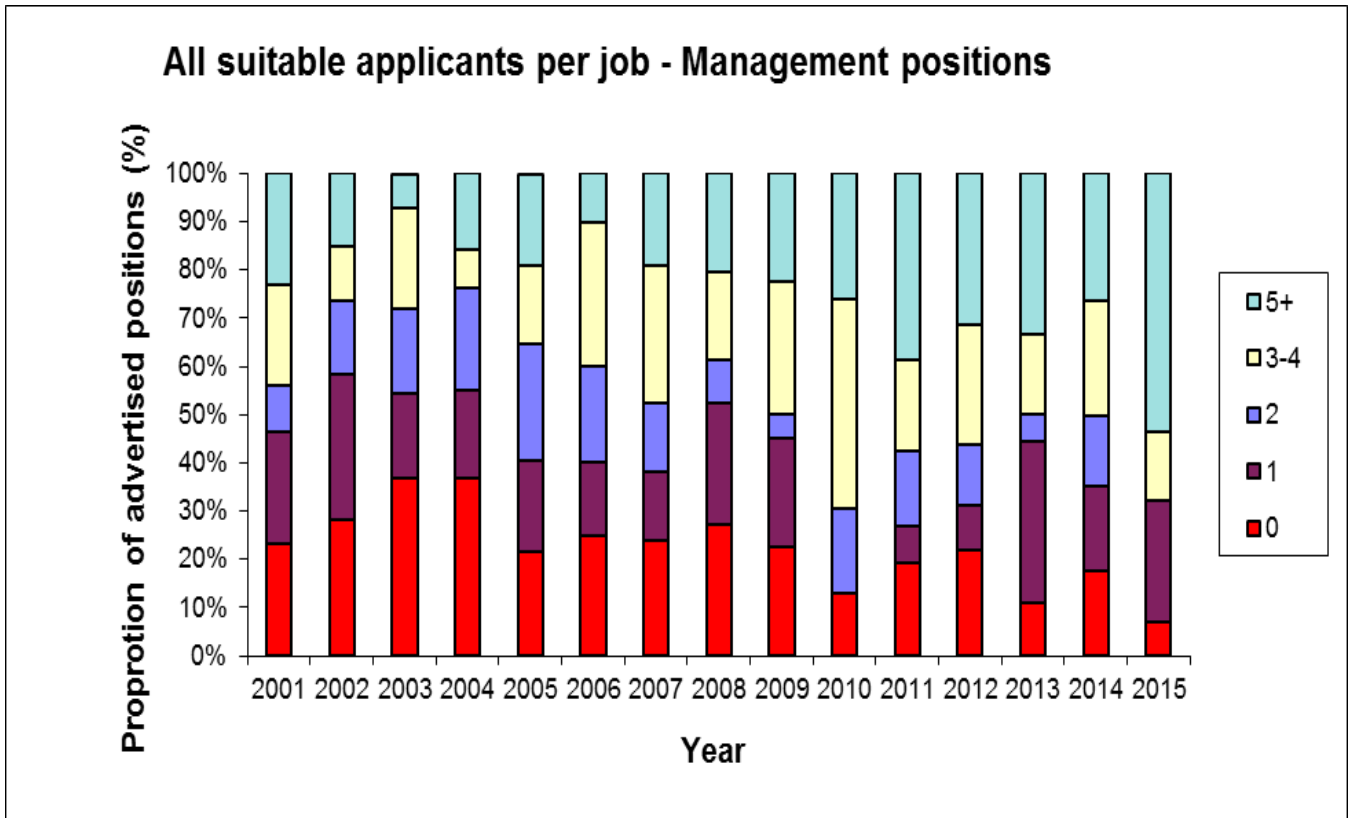
Assistant positions – suitable New Zealand-trained applicants

Suitable NZ-trained applicants					
YEAR	0	1	2	3-4	5+
2015	34.4%	26.7%	14.4%	11.1%	13.3%
2014	24.70%	14.60%	20.20%	24.70%	15.70%



Management positions – all suitable applicants

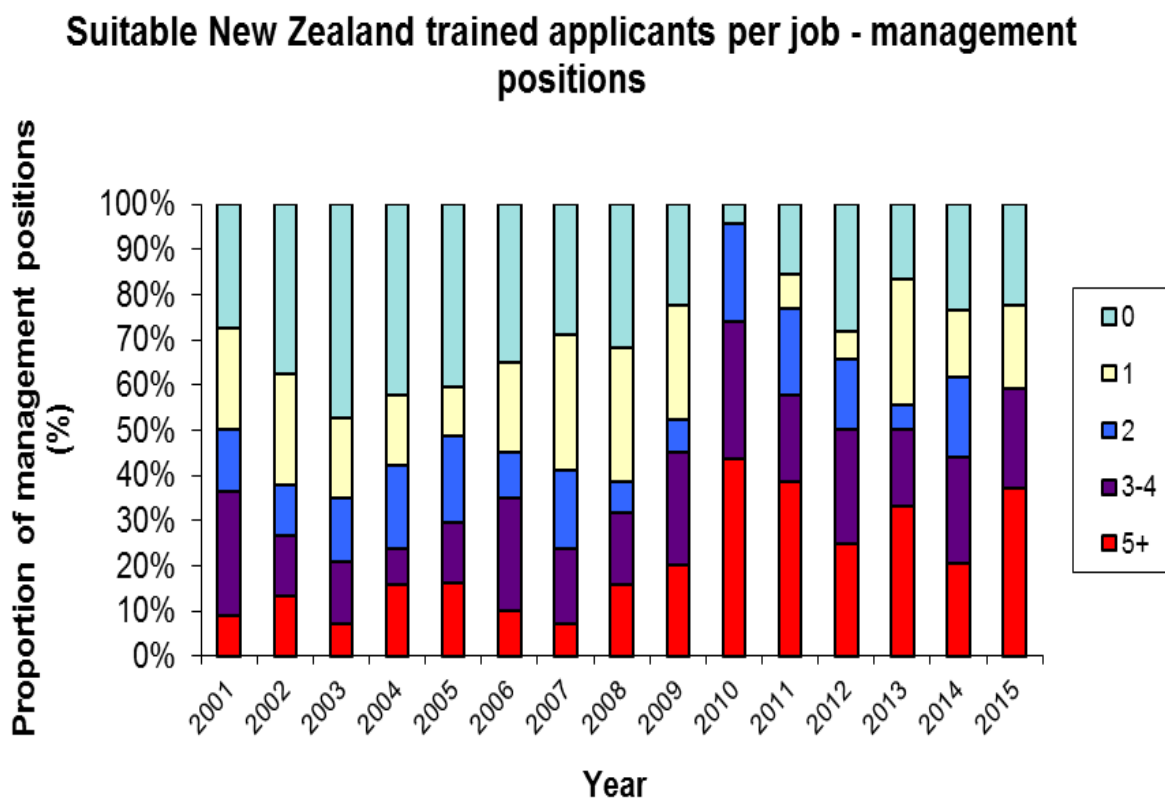
Suitable applicants:					
YEAR	0	1	2	3-4	5+
2015	7.1%	25.0%	0.0%	14.3%	53.6%
2014	17.6%	17.6%	14.7%	23.6%	26.5%



Management positions - suitable New Zealand trained applicants

There continues to be a large minority of assistant and management positions advertised in this period which have no or only one suitable applicants.

Suitable NZ-trained applicants					
YEAR	0	1	2	3-4	5+
2015	22.2%	18.5%	0.0%	22.2%	37.0%
2014	23.50%	14.70%	17.60%	23.60%	20.60%

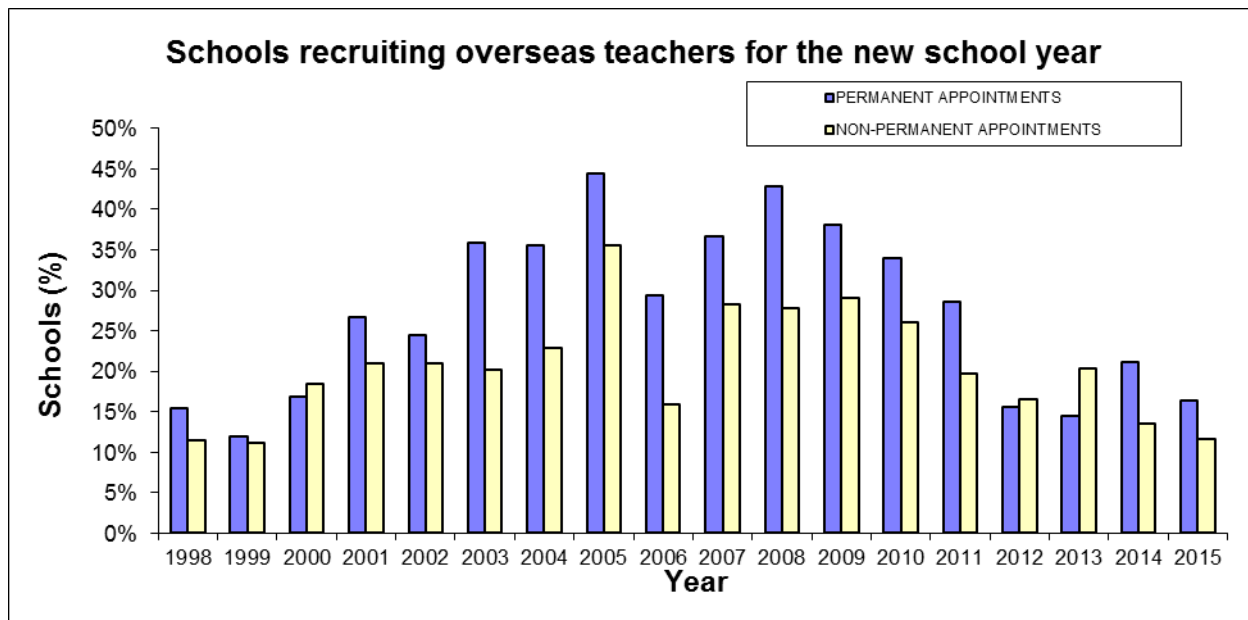


4. Overseas recruitment

Overseas teachers recruited to positions for the new school year

Fewer schools relied on overseas trained appointments to fill permanent vacancies relative to 2014, and use remains low relative to earlier years.

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
2015	16.3%	0.57	11.6%	0.24	0.81
2014	21.2%	0.52	13.6%	0.36	0.88



National projections

YEAR	PERMANENT APPOINTMENTS	NON-PERMANENT APPOINTMENTS	ALL APPOINTMENTS (projected)
2015	259	111	370
2014	232	164	396

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.

Schools overall had fewer resignations at the end of the 2014 year and a similar number to last year for the start of the 2015 year.

The difference between the start of 2014 and 2015 is in the increase in losses amongst leavers who were year 3 and above base scale teachers and the drop in the loss of unit holders at middle management level.

Retention is still relatively sound at this stage in the supply cycle. It appears that the pressure is currently building in recruitment – replacing teachers where they leave rather than in actual losses.

5.1 Resignation 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				
2014/15	0.05	0.44	0.35	0.06	0.88	401
2013/14	0.06	0.59	0.47	0.07	1.18	535

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				
2014/15	0.01	0.15	0.05	0.01	0.22	100
2013/14	0.02	0.12	0.07	0.01	0.22	101

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

Year	Base scale teachers		Unit holders	Senior management
	Yr 1 & 2	Other		
2014/15	5.9%	49.3%	39.5%	5.3%
2013/14	4.7%	49.6%	40.2%	5.6%

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

Year	Base scale teachers		Unit holders	Senior management
	Yr 1 & 2	Other		
2014/15	2.6%	68.4%	23.7%	5.3%
2013/14	5.7%	47.2%	43.4%	3.8%

5.2 Resignations by destination

The proportion of teachers leaving for other (non-teaching) jobs continues to trend upwards.

Those leaving for 'other reasons' (e.g. retirement), account for the largest (and increasing) proportion of leavers. So many principals are referencing the retirement component that from next year the survey will separate them out from the 'other' group.

Those going overseas have continued to be part of a reducing trend as a proportion of losses.

A higher proportion of teachers are leaving the state system for private schools.

15 November to 27 January periods

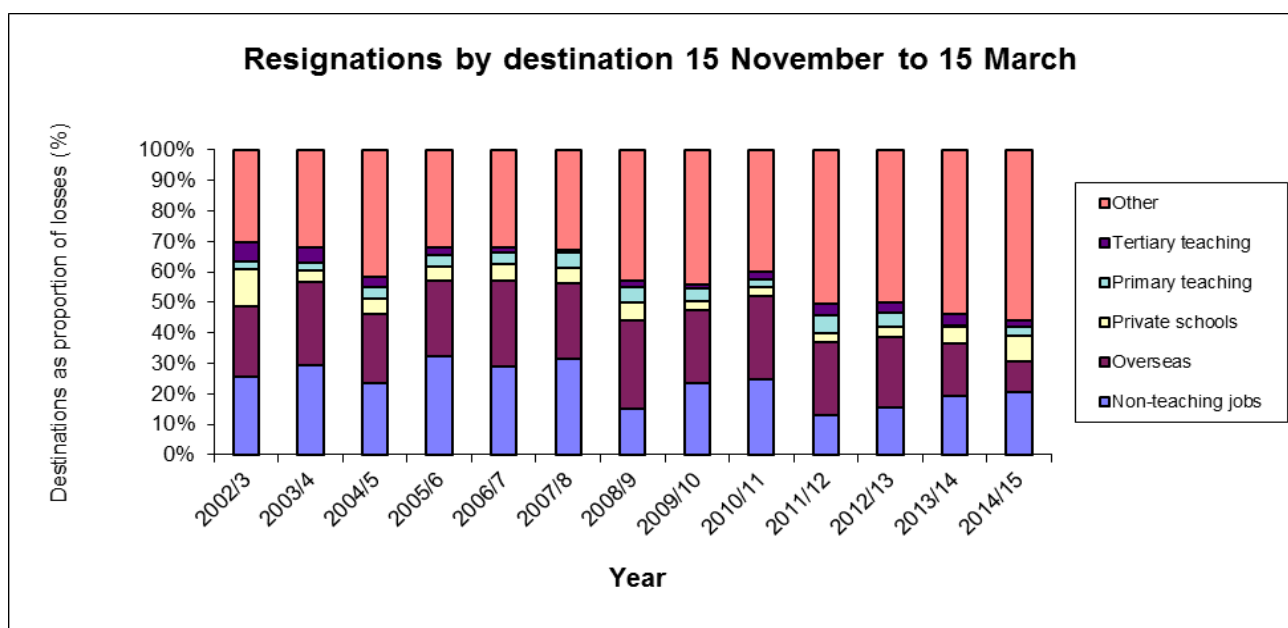
Losses to YEAR	Non-teaching jobs	Overseas	Private schools	Primary teaching	Tertiary teaching	Other
2014/15	23.0%	9.2%	9.2%	3.3%	2.0%	53.3%
2013/14	20.5%	16.7%	5.1%	0.4%	2.1%	55.1%

Start of year losses: 28 January to 15 March periods

Losses to YEAR	Non-teaching jobs	Overseas	Private schools	Primary teaching	Tertiary teaching	Other
2014/15	10.5%	13.2%	5.3%	2.6%	2.6%	65.8%
2013/14	15.1%	18.9%	5.7%	1.9%	9.4%	49.1%

Combined losses 15 November to 15 March periods

Losses to YEAR	Non-teaching jobs	Overseas	Private schools	Primary teaching	Tertiary teaching	Other
2014/15	20.5%	10.0%	8.4%	3.2%	2.1%	55.8%
2013/14	19.5%	17.1%	5.2%	0.7%	3.5%	54.0%

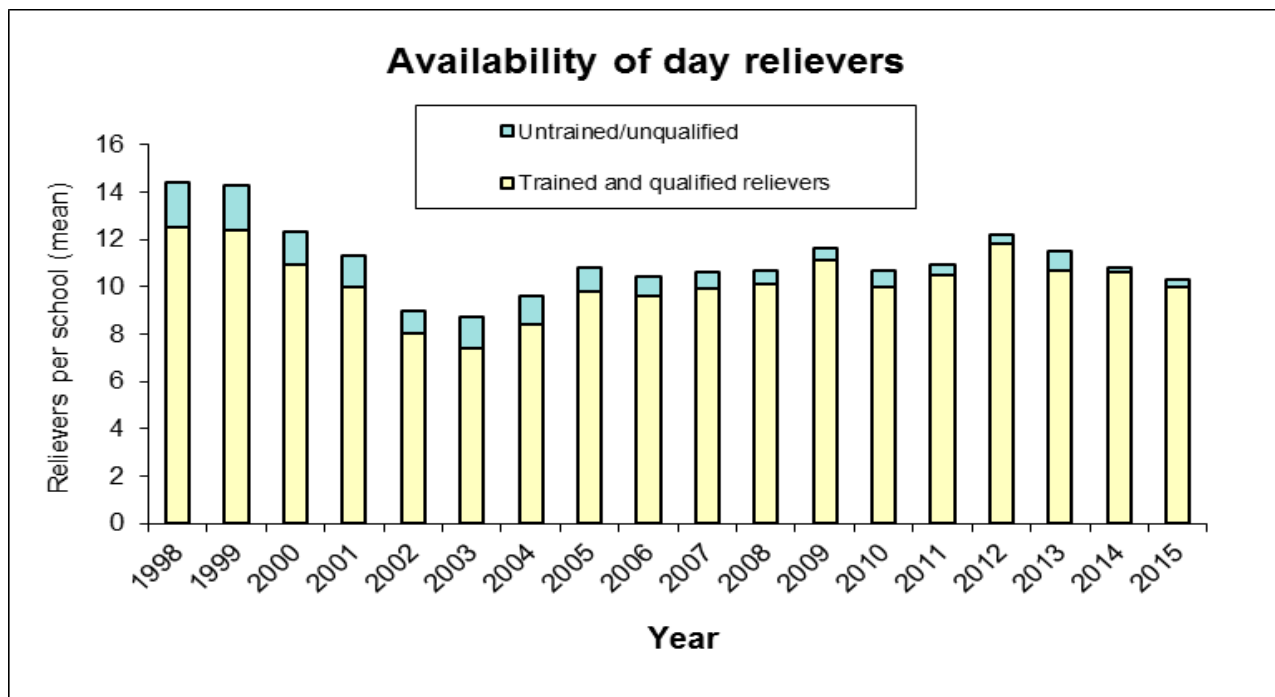


6. Day Relief Pool

6.1 Availability of day relievers

The average number of day relievers per school has continued its downwards trend and the proportion which schools would prefer not to use has again risen. A slightly higher proportion is untrained/unqualified this year.

YEAR	Relievers / school	Trained and qualified relievers / schools	Trained and qualified proportion	Proportion schools would prefer not to use
2015	10.3	10.0	97.9%	11.8%
2014	10.8	10.6	98.4%	9.6%

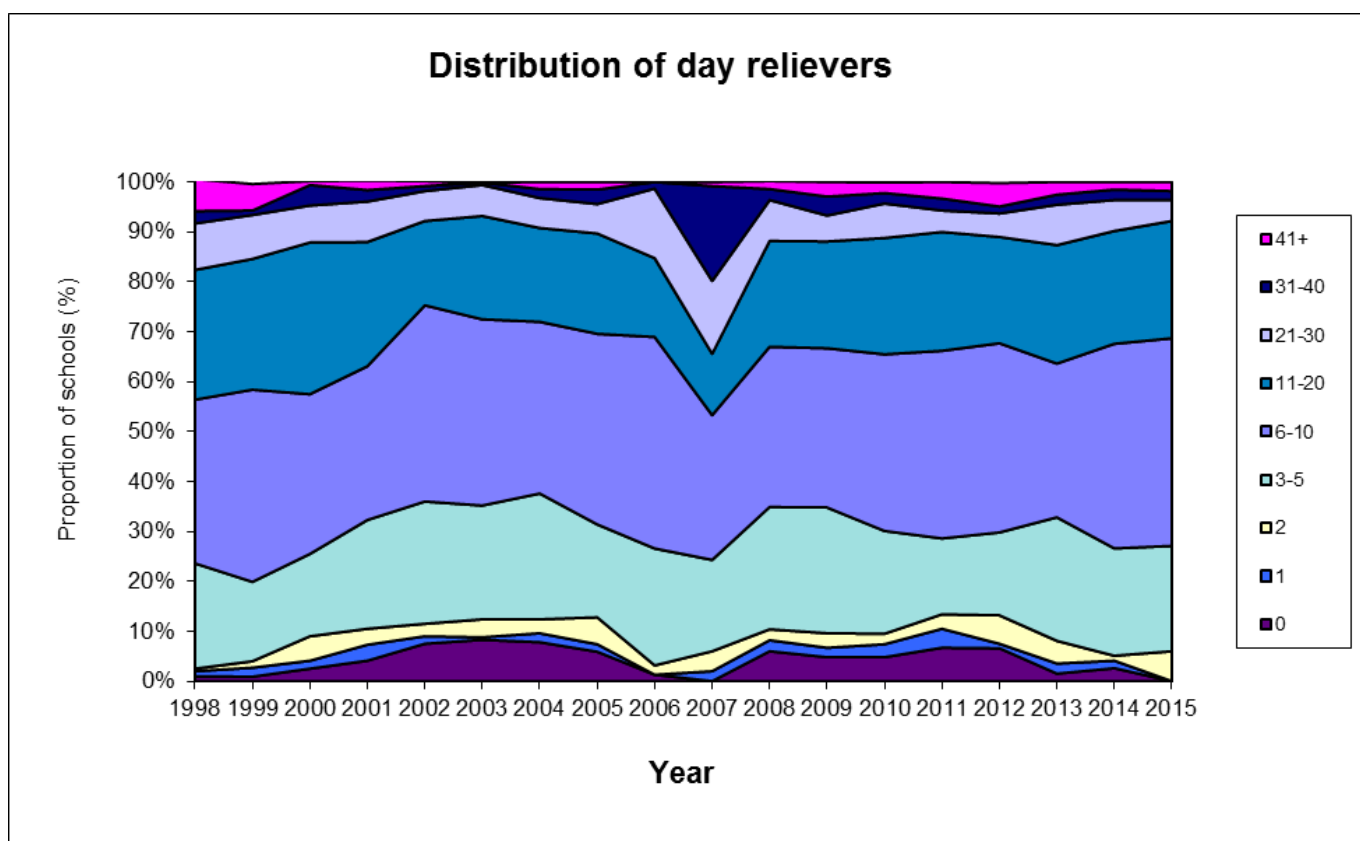


6.2 Distribution of day relievers

The most significant change this year is that no schools reported fewer than two relieves available to them.

This may be helpful consequences of the increasing number of retirements.

YEAR	Number of relievers (% schools)								
	0	1	2	3-5	6-10	11-20	21-30	31-40	41+
2015	0.0%	0.0%	6.0%	21.1%	41.6%	23.5%	4.2%	1.8%	1.8%
2014	2.6%	1.5%	1.0%	21.5%	41.0%	22.6%	6.2%	2.1%	1.5%

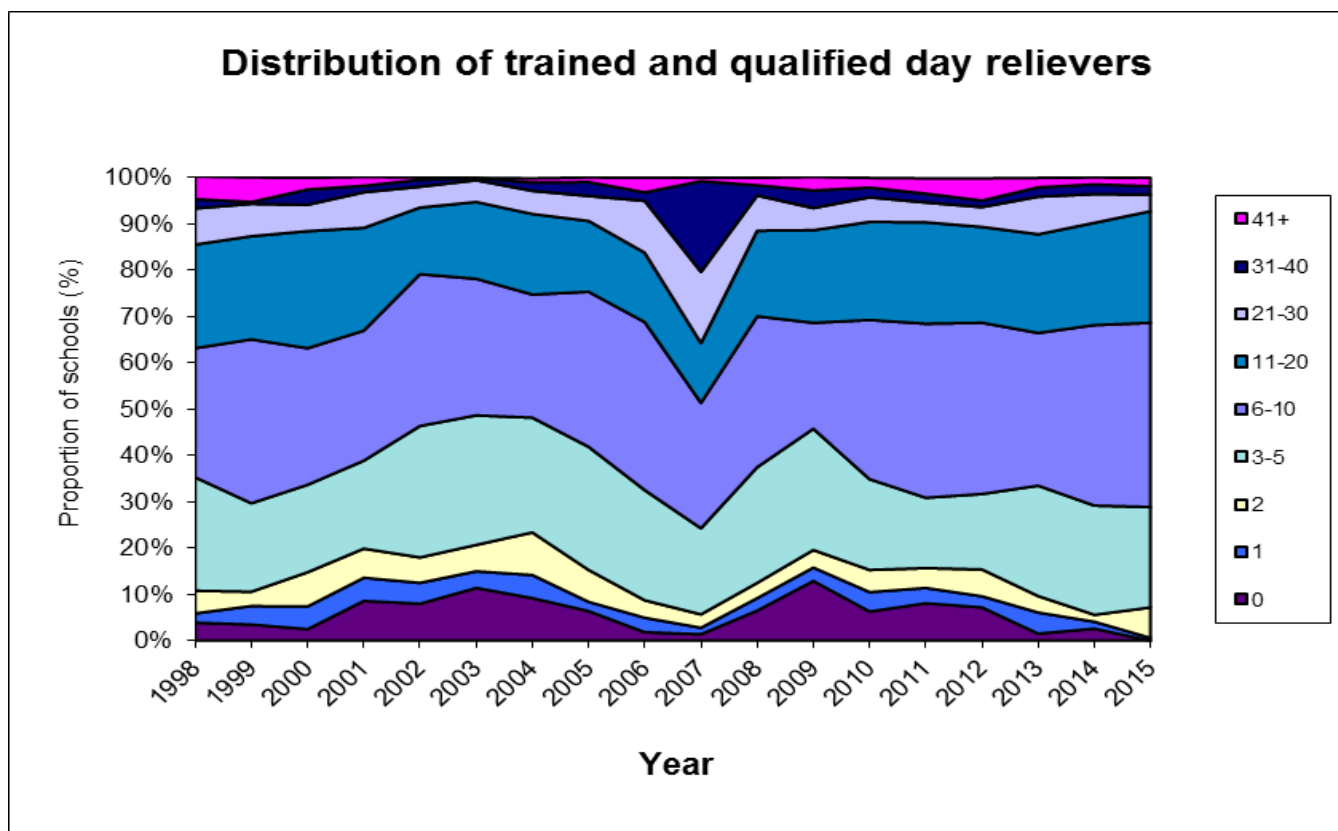


6.3 Distribution of trained and qualified day relievers

Again, the most significant change this year is that no schools reported that they had no trained and qualified relievers at all.

This may be helpful consequences of the increasing number of retirements.

YEAR	Number of trained/qualified relievers (% schools)								
	0	1	2	3-5	6-10	11-20	21-30	31-40	41+
2015	0.0	0.6%	6.6%	21.7%	39.8%	24.1%	3.6%	1.8%	1.8%
2014	2.6%	1.5%	1.5%	23.6%	39.0%	22.1%	6.2%	2.1%	1.5%



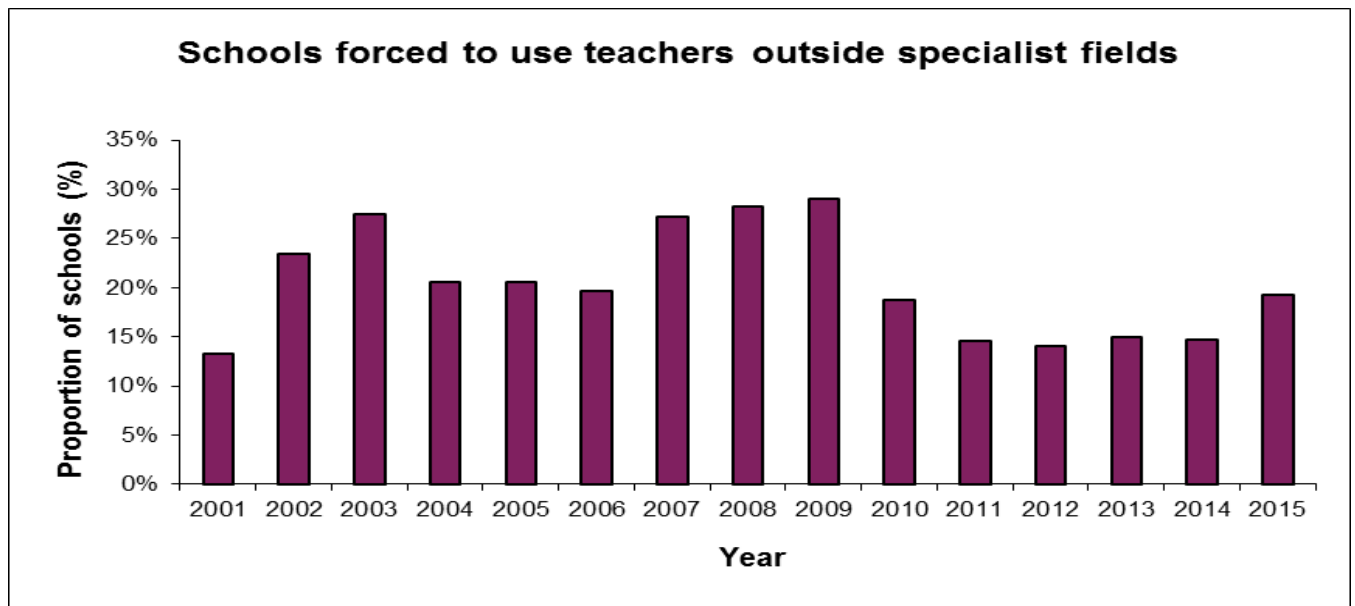
7. Curriculum Delivery Issues

There is a jump in teachers being used of their specialist area because specialists could not be found. About one fifth of schools have had to do so.

7.1 Teachers out of their specialist field - specialists could not be found

YEAR	Schools	Teachers per school	Teachers per effected school	National projection
2015	19.2%	0.32	1.67	145
2014	14.6%	0.23	1.59	105

- 2374 students were identified as affected by the teaching of subjects by non-specialists in the responding schools, which suggests 6999 students nationally (compared to 4,457 last year at this time).

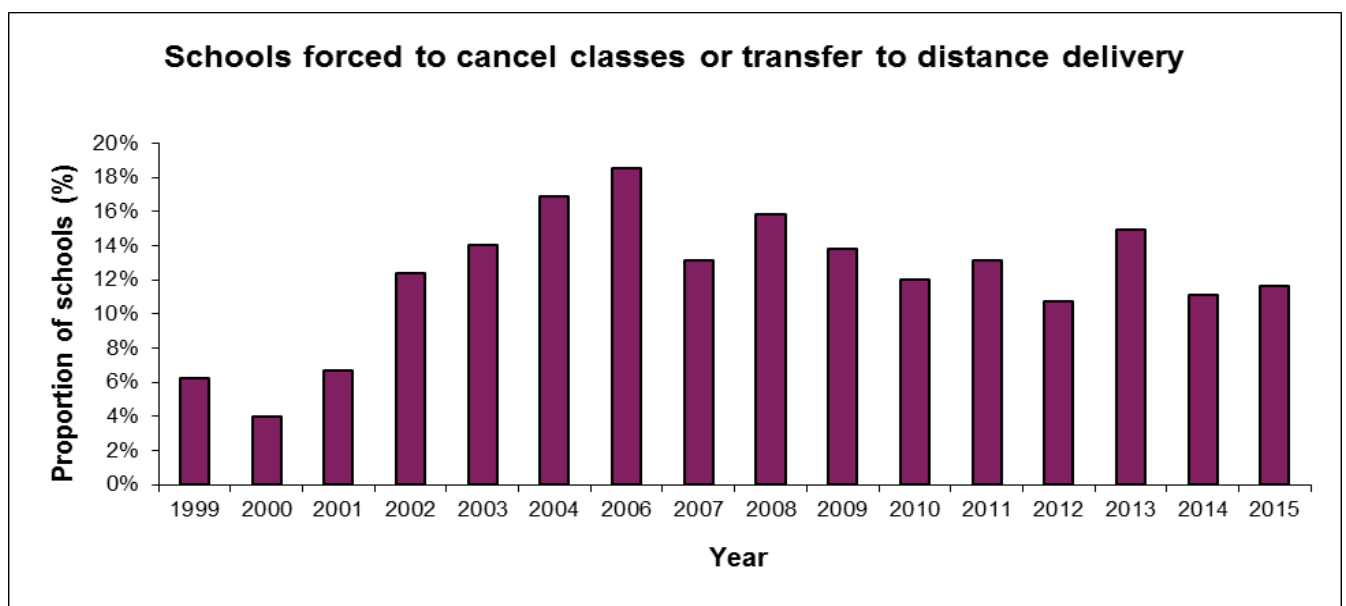


7.2 Classes cancelled or transferred to Correspondence School or electronic delivery because specialists were not available

Around one in nine schools continue to have to cancel classes or transfer to a form of distance learning because a suitable specialist teacher cannot be found.

YEAR	Option reduction		
	Proportion of schools	Average number classes (All school)	Average no. of classes (effected schools)
2015	11.6%	0.20	1.75
2014	11.1%	0.25	2.27

- 91 students were identified as affected by the cancellation of courses or the transfer of courses to e-learning, Correspondence or other non-face to face means.
- This suggests 242 students nationally.



8. Staffing expectations

The optimism indices reflect the pattern seen elsewhere in this analysis. They are increasingly negative about recruitment and, while still positive about retention, increasingly less so. More principals are uncertain about what is going to happen.

This echoes the observation that where schools have had to advertise they are not finding it as easy to replace teachers, but are still losing staff at a relatively low rate, tempered by the observation that many of their staff are approaching retirement and more of those who are going are retiring.

It is perhaps what we would expect of the overall experiences of principals in a system which is not yet suffering serious supply problems, but which is now firmly on the downward curve of the supply cycle.

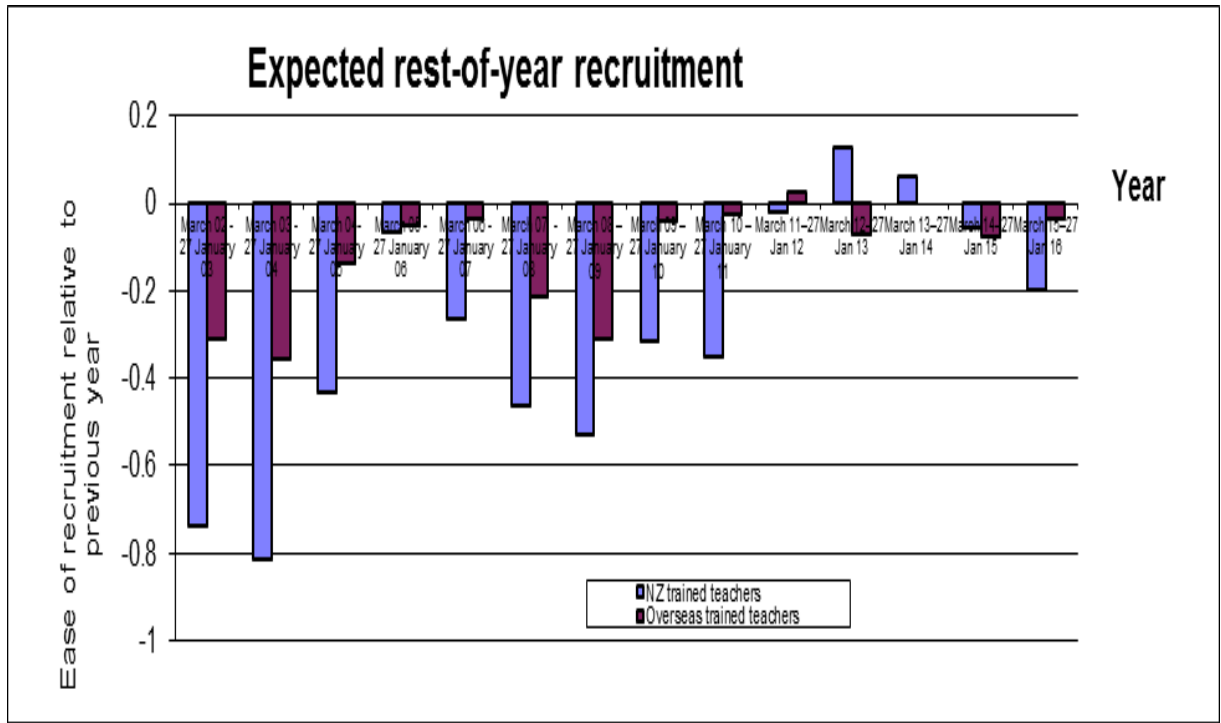
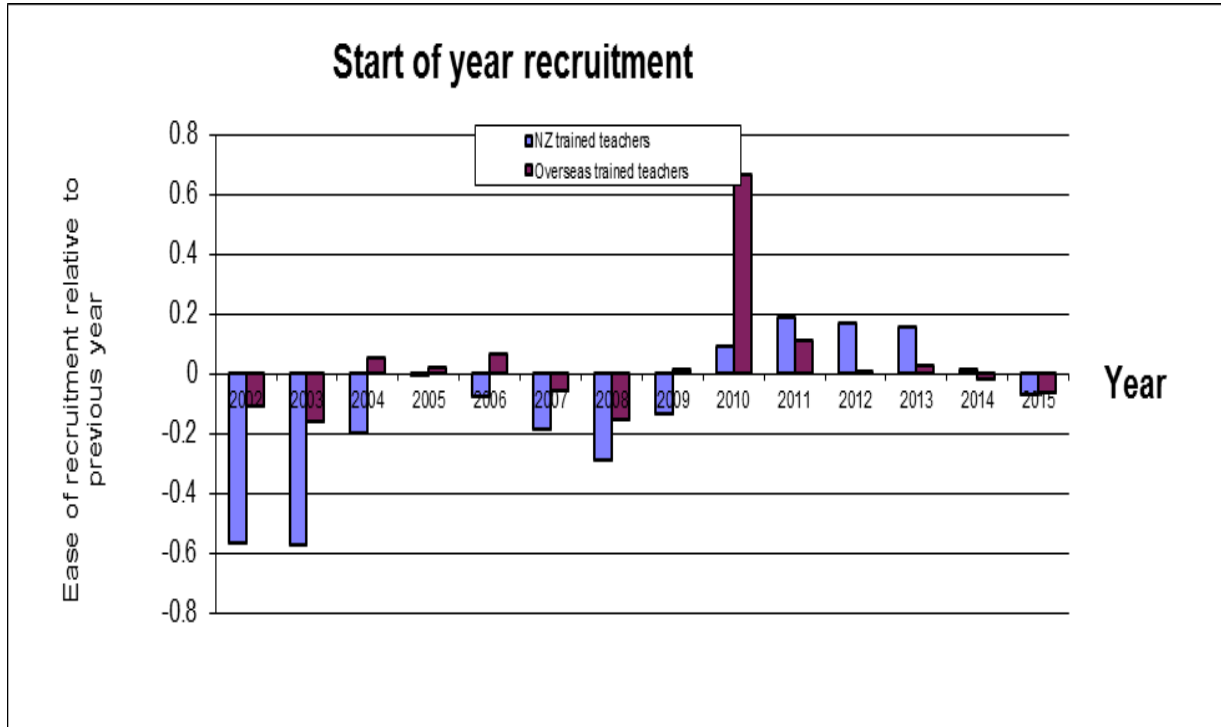
Principals indicated their recruitment and retention experience and expectations for this year relative to last year.

COMPARISONS	Much easier	Easier	Same	Harder	Much harder
Actual recruitment of NZ trained teachers for the term 1 2015 compared to term 1 2014.	1.39%	11.81%	66.67%	11.11%	9.03%
Actual recruitment of Overseas trained teachers for term 1 2015 compared to term 1 2014:	1.27%	3.80%	83.54%	7.59%	3.80%
Expected recruitment of NZ trained teachers for the rest of 2015 compared to 2014:	0.00%	6.57%	67.15%	20.44%	5.84%
Expected recruitment of Overseas trained teachers for the rest of 2015 compared to 2014:	0.00%	5.62%	86.52%	5.62%	3.37%
Actual retention of teachers into 2015 compared to 2014:	5.10%	10.83%	73.25%	10.83%	0.64%
Expected retention of teachers over the rest of 2015 compared to the same period in 2014:	3.92%	13.73%	73.20%	7.19%	1.96%

OPTIMISM INDICES

RECRUITMENT

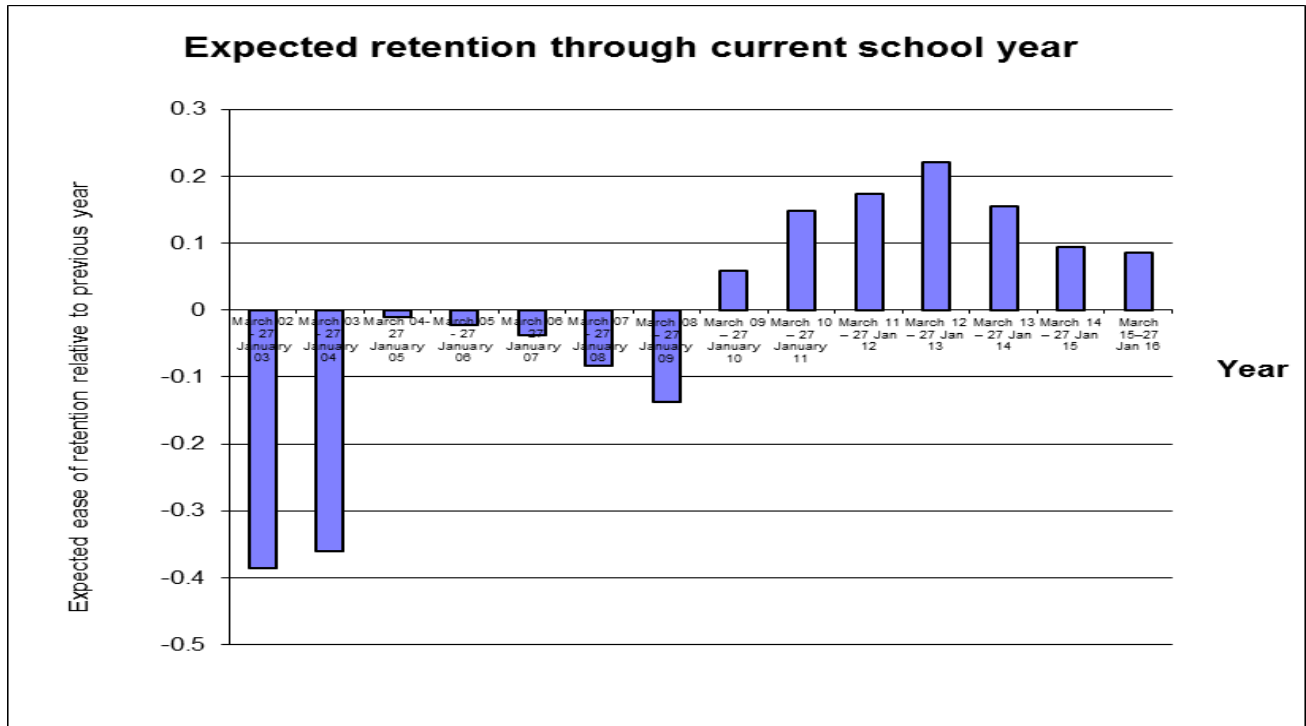
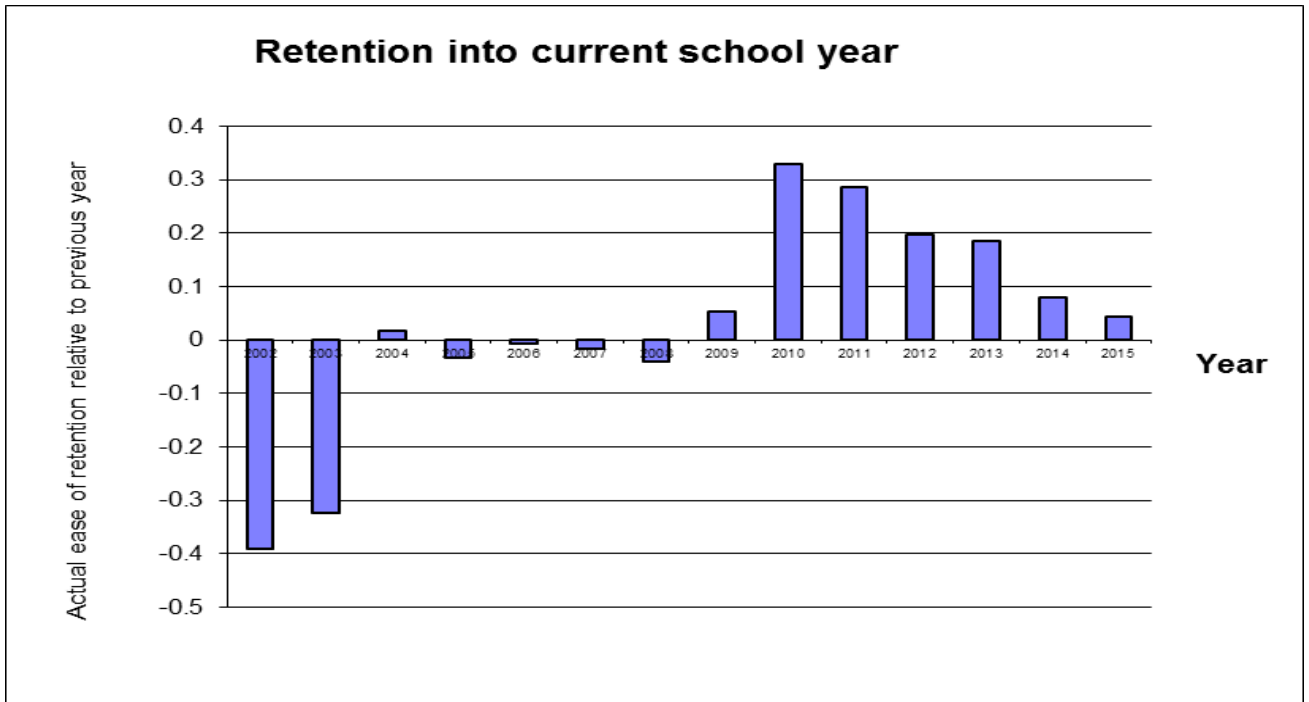
Actual recruitment: start of year	NZ trained teachers INDEX	O/S trained teachers INDEX	Expected recruitment: rest of year	NZ trained teachers INDEX	O/s trained teachers INDEX
March 15	-0.069	-0.063	March 15–27 Jan 16	-0.197	-0.034
March 14	+0.013	-.021	March 14–27 Jan 15	-.054	-.075



RETENTION

Actual retention between school years	All teachers INDEX
March 15	+0.045
March 14	+0.079

Expected retention for remaining school year	All teachers INDEX
March 15 – 27 Jan 16	+0.085
March 14 – 27 Jan 15	+0.094



9. Principals' comments on teacher supply

Decile	Comment
1	A very stable staffing situation in 2014/2015
1	Maths/Science - still very difficult to find teachers NZ trained and who want to come to my school (decile 1). Conversely lots of excellent applications in PE. Vocational pathways - requires breadth of knowledge and we are going to struggle to find teachers. Service sector and creative industries as examples. Extracurricular commitment - disappearing fast!
1	Quality of applicants dropping. Teaching has changed greatly in the last 10 years. Teachers need to be able to teach first, then be subject specialists. Recent graduates have better qualifications, understand NCEA better and connect with students better.
1	The supply of quality trained NZ maths and Science teaches is my main concern.
2	Currently a stable staff and core of relief staff. Noticeable lack of quality applicants in English/science vacancies advertised in 2015.
2	In key subjects we have found it increasingly difficult to get suitably trained teachers. In particular it must be noted that very few applicants are applying for middle management positions.
2	Physics teachers capable of teaching to level 3 are impossible to find.
2	Teacher supply for Kura Kaupapa Maori Aho Matua is an issue which Te Runanganui o Nga Kura Kaupapa Maori is currently negotiating with Peter Hughes. (School) is staffed, including relief staff, by qualified teachers who were trained in our own programmes through joint venture arrangements with Waikato, ACE, Auckland uni and now Massey. Overall Ministerial support for the Aho Matua schooling option has been noticeable by its absence for thirty years now.
2	We had an excellent response to an advertised Physical Education position but a very poor response to a science and maths position. We have in fact employed a PE graduate PRT1 to fill the science/maths position
2	We have advertised for 2 positions. In both cases there has been a shortage of quality candidates.
2	We have made 4 attempts to fill maths. Applicants have very poor English, or when references are pursued have competency or conduct issues. We have applied for HPTSA but have not had a useful response from the Ministry. As a decile one school we are seen to be hard to work at and the immigration changes mean that there are no longer English mother tongue overseas teachers available. Furthermore, as a low decile school with a falling roll there is no support from TeachFirst.
3	At the 'Show and Tell' at Victoria University CoE last year I was alarmed at the number of graduates compared to the number of positions advertised in the mid-September Gazette. Grads much greater than positions. However, advertising for positions at the start of this year has no-one applying. Where have they gone? Overseas? Jobs outside teaching? It might be good to do some research.
3	It is proving difficult to appoint an experienced Assistant Middle Leader of PE/Health.
3	We are facing a staffing shortage in the near future. We do not expect that we will readily be able to replace long established curriculum specialists when this occurs. We are a hard to staff rural school. There is no incentive for staff to move here. It would be a barrier to development of their career. Our biggest issue is the supply of suitable relieving staff. Our staff have their non-contacts called upon too frequently.
4	Despite relative isolation (<i>town</i>) seems to have a good pool of part timers, relievers etc.
4	One of the biggest issues facing our school is matching staff to curriculum needs. Learning and curriculum needs are changing dynamically but it is increasingly difficult to match or train existing staff to these meet these needs.
4	Over the next three years 15% of our staff will have already or will reach retirement age.
4	Recruiting staff to (<i>town</i>) is still very hard, especially maths (current vacancy fourth time advertised with no suitable applicants) and to a lesser extent science. We get notably more applicants from overseas especially India, than from NZ. Our relief situation has improved through several of our teachers retiring and becoming available.
4	We are a small rural school of (<i>under 400</i>) students. Finding applicants for specialist positions in maths/science that possess the relational qualities to lift outcomes in our context are very difficult to find. Day relievers and the availability are a huge issue, as we are isolated for both relief teachers and

	staff is a huge cost and is not addressed by the MoE in our operational grant. To overcome our isolation we have to travel to connect with others, however we cannot sustain the cost hence fewer staff have opportunities to connect etc.
5	Appears some new graduates are not prepared to apply in rural areas or for LTR positions. This could be that there is a lack of drama/English graduates or they all have positions.
5	Availability of staff depends greatly on subject area - oversupply in PE and no applicants in technology.
5	Great difficulty finding daily relievers in a Special Character school situation than 2014.
5	Lack of good maths and science teachers make these two curriculum areas very difficult to staff.
5	No real staffing movement. Problems on horizon - falling demographic. Also 6 staff 65+
5	Significant difficulty in mathematics and in hard materials technology
5	Very difficult to appoint high calibre Mathematics teachers
6	Getting harder to get well-qualified NZ experienced teacher in English. Shocking over-supply of PE teachers. Lots of great applicants e.g. 50-60 for 1 position. Not a lot of applicants for ICT/Digital Technology position. Need more maths teachers who can take NCEA level 2 & 3.
6	Had appointed a teacher on a LAT to cover a mathematics class as no suitable applicants with teacher training. No teacher in place for term1 and had no applications for positions in term 2.
6	In general we do not have any difficulty recruiting or retaining staff.
6	Still hard to find both trained teachers and relievers in Te Reo, Technology, Computing, Physics and electronics
6	The most difficult situation I am currently facing is my third teacher approaching retirement from teaching (not just age based) going to the doctor and claiming stress so that they can see the year out on sick pay. I cannot appoint to these positions because they are on a four week basis! Even when I offer a full term and take a risk some areas e.g. maths are just too hard to staff.
6	We need a national language policy. Language numbers continue to be low and the next new 'thing' is Chinese and will flourish for a year or so and then?
7	As always, ease of staffing depends on the subject area involved. I have found English easy to fill in this period, but Science has been very difficult with a readvertising required.
7	I fear for the future supply of technology teachers - they are aging and it is very hard to find a new teacher in this area.
7	Some courses transferred Correspondence, to other local college and to VLN to prevent course cancellation
7	The market seems similar to 2014.
7	We had huge difficulty getting a LAT for our drama teacher who is completing her BA. The process was lengthy and stressful. We had no appropriate applicants for the position and she was the best untrained person.
7	With regard to teacher recruitment at (<i>school</i>), Mathematics teachers have been very difficult to secure - a great deal harder than usual.
8	It is harder to recruit teachers in the areas of mathematics, science and its specialist areas of physics, chemistry and biology. Language specialist teachers are also hard to come by, especially quality teachers in these areas.
8	More teachers are retiring each year as they reach 62-67+ years of age. A considerable amount of valuable experience is leaving the profession and some replacements are not quite ready to take up positions of responsibility (mostly due to demands of family being considerable - so cannot do a senior leadership role as well.) The pool of new and beginning teachers available is varied. Many do not understand how to learn at the deep level, but it is heartening that there is a small pool of talent available. Attracting staff to the provinces is difficult if a couple or family is involved as there are few jobs in the middle management sector.
8	No issues for us
8	Overall staffing situation has not changed significantly. It would be good to have more experienced relievers available, but we are managing.
8	Still believe it is irresponsible of the Min/Ed to train so many PE/Health students. The uni run on demand/supply so will take whoever sows up. We know that for the majority there are no jobs! These fine young men and women are left out of the work and in debt. In the meantime the tax payer is still fronting some of the \$ of the degree.

8	The major areas of extreme difficulty in 2014 were technology and mathematics. Technology has been an issue for a number of years. We simply cannot fill LTR while term vacancies with a trained/qualified technology teacher and received only one suitable applicant for the HoF Technology position. A similar issue exists for LTR mathematics vacancies.
8	The obvious areas of Maths and Physics continue to be challenging to fill with good quality teachers. Interest from overseas trained and based teachers for these roles is stronger than from NZ teachers. This year I have also been surprised with the degree of difficulty in finding a suitable assistant HoD PE who has the necessary qualifications and experience to take on this role.
8	The recruitment position is highly erratic e.g. one position = 30 applicants including several good ones, e.g. another position with 3MUs very poor field even after repeated advertising i.e. serious concerns recruiting quality leadership. Maths is hopeless. Virtually impossible to get a kiwi, native English speaking trained teacher with a maths degree. (Note the number of PE teachers I have teaching maths - puts an enormous strain on the trained maths staff.)
9	Our staff has been very stable - with just one teacher moving on promotion and several maternity leave and long term leave situations. I would like PPTA/MoE to be developing some strategy to encourage older staff to consider moving on to make way for younger teachers.
9	Our staffing has been very stable. I only had to carry one fixed term art for another year as the incumbent chose to extend her maternity leave.
9	Staffing at our college is relatively static and most leavers were retiring. Generally positions advertised during 2014 had quality applicants. I am very impressed with the ability of new teachers although there is a scarcity in certain subjects such as physics and an abundance of Physical Education.
9	The level of applications from Fijian Indians (Fiji-trained) and from South Africans has dropped since the change in regulations. Applicant fields are smaller than in the past, with the exception of PE and English, both of which appear well-supplied. There appears to be a surplus of geography/arts teachers, several of whom are applying for English jobs. The perceived problem of schools using LTR roles as a result of quarterly funding, as it introduces uncertainties that schools need to allow for. Another factor for us is the Ombudsman's ruling around donations, which threatens to reduce our total funding, so there is a need for caution.
9	There is a considerable oversupply of teachers available for almost all positions advertised. Exceptions are Latin and senior mathematics - for which it is difficult to get effective teachers. It is very, very difficult for new graduates in the South where rolls are dropping and schools are facing CAPNAs.
10	Obtaining science (and sciences) and mathematics teachers of suitable calibre has proved extremely difficult for years. Obtaining a suitable (person connected with the industry) agriculture teacher was difficult last year. We declined a few "weak" applications from biology/science and transition teachers in favour of a person from the industry who is keen to teach but not registered. We have been successful in obtaining a two year LAT while he teaches part time and undergoes his teacher education programme extramurally.
10	Private schools in ChCh have rebuilt. This makes them more attractive to our staff.
10	We have had a large number of staff go on leave in the last few weeks, so most of our jobs have been LTR and then people return. There has been a significant reduction in staff leaving NZ and leaving teaching.