

QUEENSLAND TEACHERS | REPORT

Statistical Data, Trends and Forecasts 2016



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The Queensland College of Teachers (QCT) is the teacher regulatory authority in Queensland. The QCT is principally funded by Queensland teachers.

TEACHER REGISTRATION IN QUEENSLAND

Teacher registration protects the public and the profession from unqualified and, in certain cases, unsuitable persons seeking to teach. It serves as a means of ensuring the requisite standards for entry to and ongoing practice in the profession are met.

Queensland was the first state in Australia to establish a system of registration for teachers in both public and private schools. Registration was initially voluntary in 1973, and became mandatory in 1975.

The QCT

The QCT is the regulatory body for the teaching profession in Queensland. It is principally funded by Queensland teachers. The QCT works in the best interests of schools, the public and the profession. It protects students by ensuring teachers approved to teach in Queensland schools are qualified, current in their practice and suitable to teach.

The Queensland College of Teachers' (QCT) registration framework is among the most progressive in Australia. Queensland teachers are held in high esteem worldwide, due to the registration requirements they must satisfy to be admitted to the profession by the QCT.

The *Education (Queensland College of Teachers) Act 2005 (the Act)* and associated regulations provide the legislative framework for regulating the teaching profession in Queensland.

Our Vision

Quality Regulation – Quality Teachers

Our Purpose

- Uphold the standards of the teaching profession
- Maintain public confidence in the teaching profession
- Protect the public & the profession

The main functions of the QCT are:

- maintaining a register of approved teachers, including:
 - receiving and assessing applications for teacher registration and for permission to teach
 - ensuring ongoing eligibility for registration or permission to teach by approved teachers
 - maintaining a system for renewal of registration by approved teachers, including requirements for recency of practice, continuing professional development and returning to teaching
- approving and monitoring Queensland initial teacher education programs
- promoting the teaching profession to the public
- managing notifications and complaints about teachers that allege there are grounds for disciplinary action
- conducting investigations into the conduct of approved teachers when required
- managing and hearing disciplinary matters
- monitoring compliance with the Act and disciplinary orders
- identifying and undertaking research relevant to the work of the QCT and the profession.

Data about Queensland teachers

The QCT collects various types of data about teachers as part of the registration process. As the teacher regulatory authority in Queensland, the QCT is in a unique position to monitor teacher registration numbers and demographic data, analyse this information and identify trends.

The major income stream for the QCT is the annual fee paid by teachers to remain on the register. It is imperative that the QCT has an understanding of the trends associated with teachers on the register for its strategic financial management and to provide stakeholders with information for planning, policy development and decision making.

This report was compiled using a rich repository of registration data held by the QCT on Queensland teachers. This data dates back to 1995 when registration data was first captured electronically and pertains to the registration life span of over 155,000 Queensland teachers.

This report looks at three aspects of QCT data:

- Queensland's registered teachers – registration status, age, gender and qualifications;
- Queensland's registered teachers – distribution within the state; and
- Registration patterns.

QUEENSLAND'S REGISTERED TEACHERS

REGISTRATION STATUS

There are two categories of registration in Queensland, provisional and full registration. The initial period of provisional registration is two years. This can be extended for a further two years if required. Only one extension of provisional registration is possible under the Act. If a teacher has not gained full registration after this time they need to re-apply for registration to teach in a Queensland school. Prior to the introduction of the Act a person could remain provisionally registered indefinitely.

To obtain full registration a provisionally registered teacher must teach in a Queensland school or another setting accepted by the QCT for a minimum of one year (200 days) and demonstrate that they have met the *Australian Professional Standards for Teachers* at the Proficient career Stage.

Of the total 104,180 Queensland registered teachers at the end of 2015, 14.8 per cent held provisional registration and 85.2 per cent held full registration.

Table 1 below shows the number of teachers on the register with each registration status. Figure 1 depicts the relative proportions of provisionally and fully registered teachers.

Table 1 Number of teachers on the register by registration status – as at 31 December 2015

Teacher status	
Provisional registration	15,390
Full registration	88,790
Total registered teachers	104,180

On average, 3,047 provisionally registered teachers have transitioned to full registration each year since 2011 (Table 2).

Table 2 Number of provisionally registered teachers who transitioned to full registration, by year, 2011-2015

2011	2012	2013	2014	2015
3,134	3,206	3,061	2,664	3,173

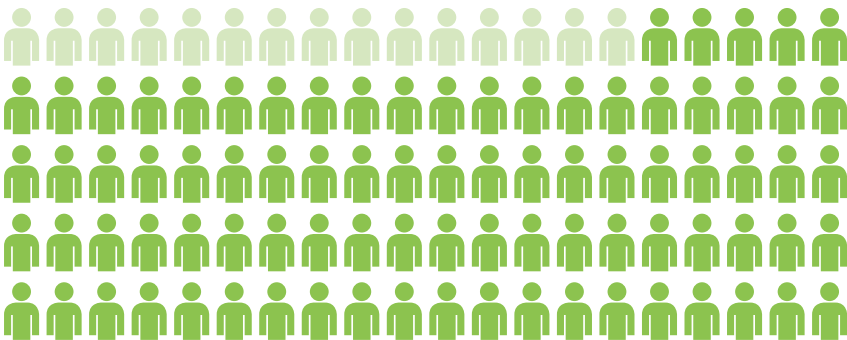
The proportion of provisionally registered teachers at the end of each year has averaged 14.4 per cent (Table 3).

Table 3 Percentage of teachers on the register who were provisionally registered, by year, 2011-2015

2011	2012	2013	2014	2015
14.6%	14.3%	13.8%	14.4%	14.8%

Figure 1 Proportions of Queensland registered teachers with provisional and full registration, as at the end of 2015

-  Provisional
-  Full



AGE AND GENDER

The following age and gender profile of Queensland teachers indicates factors such as the average age of applicants and registrants, the proportion of registrants across age groups and the proportions of males and females in each age group.

The average age of applicants for registration in Queensland is 34.4 years and the average age of teachers on the register is 44.6 years. The age of female applicants is slightly lower than that of their male colleagues. (see Table 4).

Table 4 Average age (in years) of applicants and registered teachers 2011 – 2015

AVERAGE AGE OF –	2011	2012	2013	2014	2015
Registered teachers	43.7	43.7	44.3	44.4	44.6
All applicants	33.1	33.3	35.3	34.2	34.4
Female applicants	32.5	32.8	34.8	33.7	33.9
Male applicants	35.1	34.9	36.8	35.8	35.9

The highest number of fully registered teachers by age group is in the 60 years or older grouping. Fifty-four per cent of teachers who hold full registration are 45 years or older. Fifty-seven per cent of provisionally registered teachers are under 35 years of age (Graph 1).

As would be expected, there is a higher proportion of provisional registration in the younger age groups.

There is a significant difference in numbers between younger and older teachers on the register. There are about three-and-a-half times more teachers aged 60 years or older than teachers aged 24 years or younger (Graph 1).

The proportion of males on the register relative to that of females has declined over the past 10 years. In 2006 27.8 per cent were male and 72.2 per cent were female, at the end of 2015; 24.4 per cent of registered teachers were male and 75.6 per cent female (Figure 2).

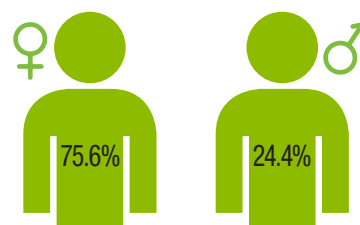


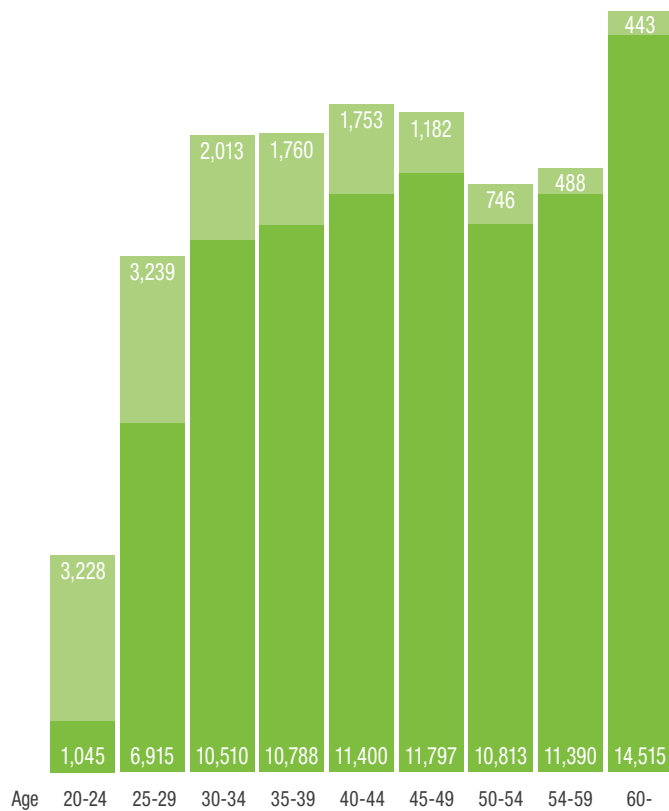
Figure 2
Percentages of females and males among registered teachers – as at 31 December 2015

The proportion of male teachers increases across age groups: the proportion of males among the youngest age group (20-24 years) is about half that among the oldest age group (over 60) (see Graph 2).

Each year more than half of the new applicants for teacher registration are recent (i.e. within the past two years) graduates from Queensland universities. Table 5 shows there are fewer males than females graduating and entering the profession.

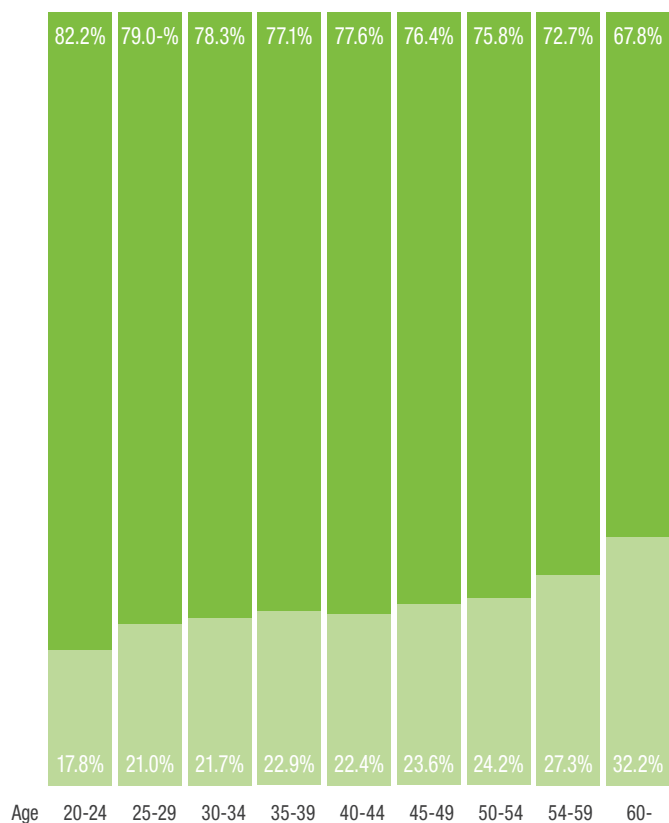
Table 5 Number of recent Queensland graduate teachers admitted to the register each year 2011 – 2015

	2011	2012	2013	2014	2015
Female	2,665	2,352	2,171	2,638	2,683
Male	799	693	653	826	834
Total	3,464	3,045	2,824	3,464	3,517



Graph 1 Number of teachers on register by age group and registration status as at 2 June 2016

Full Provisional



Graph 2 Age profile of teachers by gender as at 31 December 2015

Male Female

QUALIFICATIONS

To be granted registration to teach in Queensland an applicant must be suitably qualified. The QCT holds data on the higher education qualifications of registered teachers across education sectors.

The great majority of registered teachers (87 per cent) have at least four years of teacher education (i.e. four years of higher education including at least one year of professional teaching studies) (Table 6).

Table 6 Proportion of registered teachers by initial and total qualifications (percentage figures rounded to nearest whole number) as at 31 December 2015.

Qualification	Initial teaching qualification	Total qualifications
4 Years +	40%	87%
3 Years	28%	11%
Less than 3 years	32%	2%

Table 7 Qualifications of registered teachers by age group, as percentage of age group (percentage figures rounded to nearest whole number) as at 31 December 2015.

Age group	% With less than 3 years	% With 3 years	% With 4 or more years
0-24	0%	0%	99%
25-29	0%	1%	99%
30-34	0%	1%	99%
35-39	1%	1%	98%
40-44	1%	9%	90%
45-49	1%	19%	80%
50-54	1%	21%	79%
55-59	1%	23%	76%
Over 60	7%	16%	77%

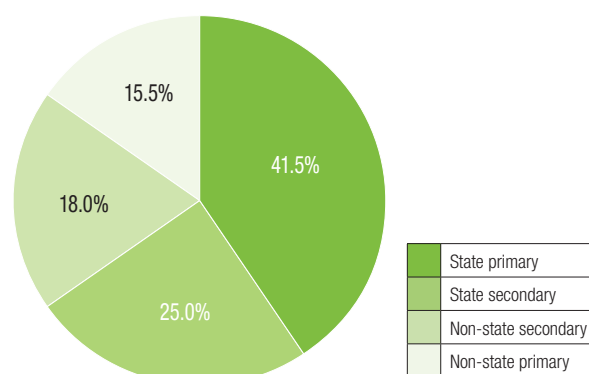
The increasing level of qualifications among younger age groups (see Table 7) reflects the increase over time in the level of qualification required to enter the profession. For example, in the early 1970s, when most of those now aged over 60 entered teaching, most teachers in the state system had completed a one-year or two-year teachers college course. Teachers colleges were then moving to three-year courses. When registration was introduced in 1973 the minimum requirement for registration was set at three years of teacher education. In 1998 the minimum was raised to four years.

EMPLOYMENT SECTOR

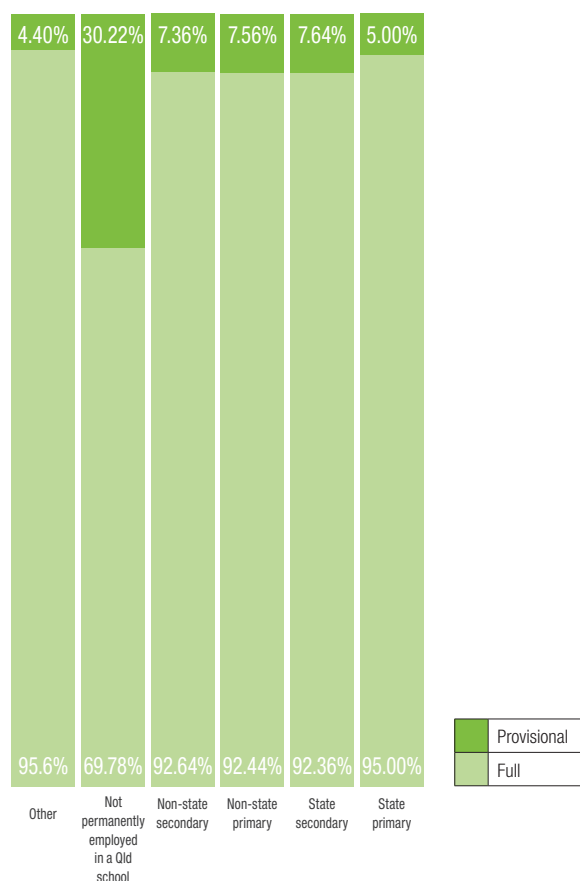
Almost two-thirds of permanently employed Queensland teachers are employed in state primary or state secondary schools (see Graph 3).

Graph 4 shows the highest proportion of provisionally registered teachers in Queensland are not permanently employed in a school, but are most likely employed in Queensland schools on a contract or supply basis.

Graph 3 Percentage of teachers in schools by employment sector as at 31 December 2015 (as a percentage of teachers recorded as permanently employed in a Queensland school or other educational institution)



Graph 4 Percentage of teachers by registration status and employment sector as at 31 December 2015



TEACHERS BY LOCATION

ACROSS THE STATE

The data used in this section of the report was drawn from the QCT Register of Teachers in July 2016.

Registered teachers' residential postcodes have been used to map where they are located in Queensland. The maps show for each Local Government Area (LGA) the number of teachers overall, the number with each registration status, the average age of teachers and the proportion of teachers aged over 50.

Due to the large areas covered by a single postcode on the Cape York Peninsula in far north Queensland, a number of LGAs have been combined for representation on the following maps – see box on the right. Further information regarding regional classifications and how the following maps have been produced is contained in the Data Notes on page 20.

Table 8 shows, by institution from which they graduated, the current location of registered teachers who graduated in 2009 or later from a Queensland initial teacher education program. This suggests that graduates tend to be located in areas close to the location of the higher education institution where they studied. For example, graduates of James Cook University (whose main campus is in Townsville in northern Queensland) are located mainly in outer regional areas and many graduates of University of Southern Queensland (based in Toowoomba) and Central Queensland University (based in Rockhampton) are located in inner regional areas.

Map 1 shows, as would be expected based on the general population distribution in Queensland, the distribution of teachers is concentrated mainly in Brisbane, Gold Coast, Sunshine Coast and Moreton Bay. Only very small numbers of teachers are located in far western Queensland.

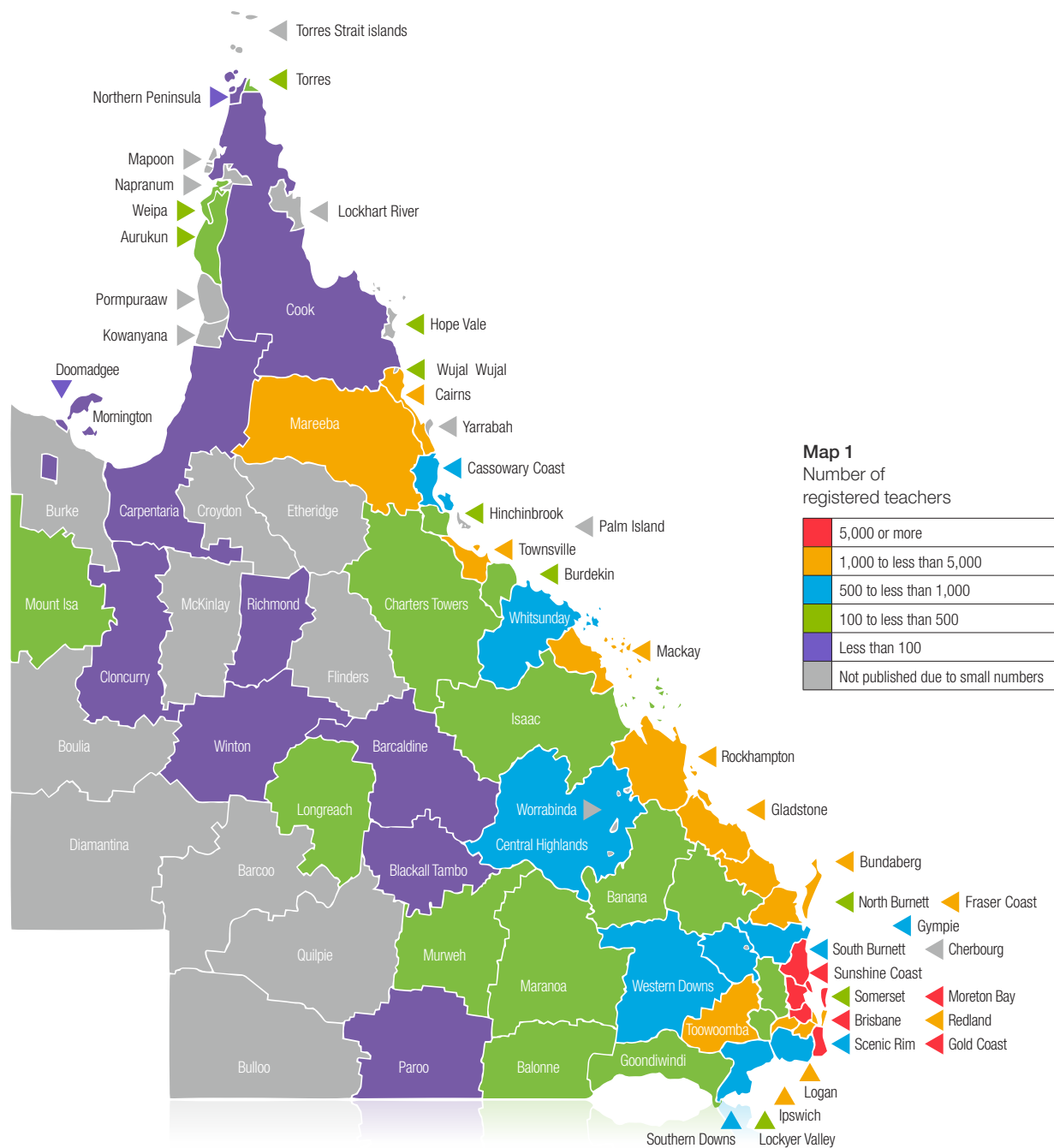
Map 2 indicates that numbers of fully registered teachers are highest in Brisbane, Logan, Gold Coast, Sunshine Coast, Moreton Bay and Toowoomba, while as Map 3 shows, provisionally registered teachers are located mainly in the same LGAs, except for Toowoomba, and with the addition of Townsville. From Map 4 it can be seen that the average age of teachers is highest in a number of LGAs in the southeast corner, Toowoomba and Southern Downs, but also in North and South Burnett, the Fraser Coast, Bundaberg, Rockhampton, Burdekin, several coastal LGAs from Hinchinbrook to Cairns, including Mareeba, as well as a number of very remote LGAs such as Aurukun, McKinlay, Richmond and Flinders.

The proportion of teachers aged 50 years or over is highest in a number of LGAs in the southeast corner, Toowoomba, Southern Downs, South Burnett, Somerset, Gympie and Bundaberg in the south of the state and in Hinchinbrook, Cassowary Coast, Mareeba, Torres, Aurukun, and Richmond in the north (Map 5).

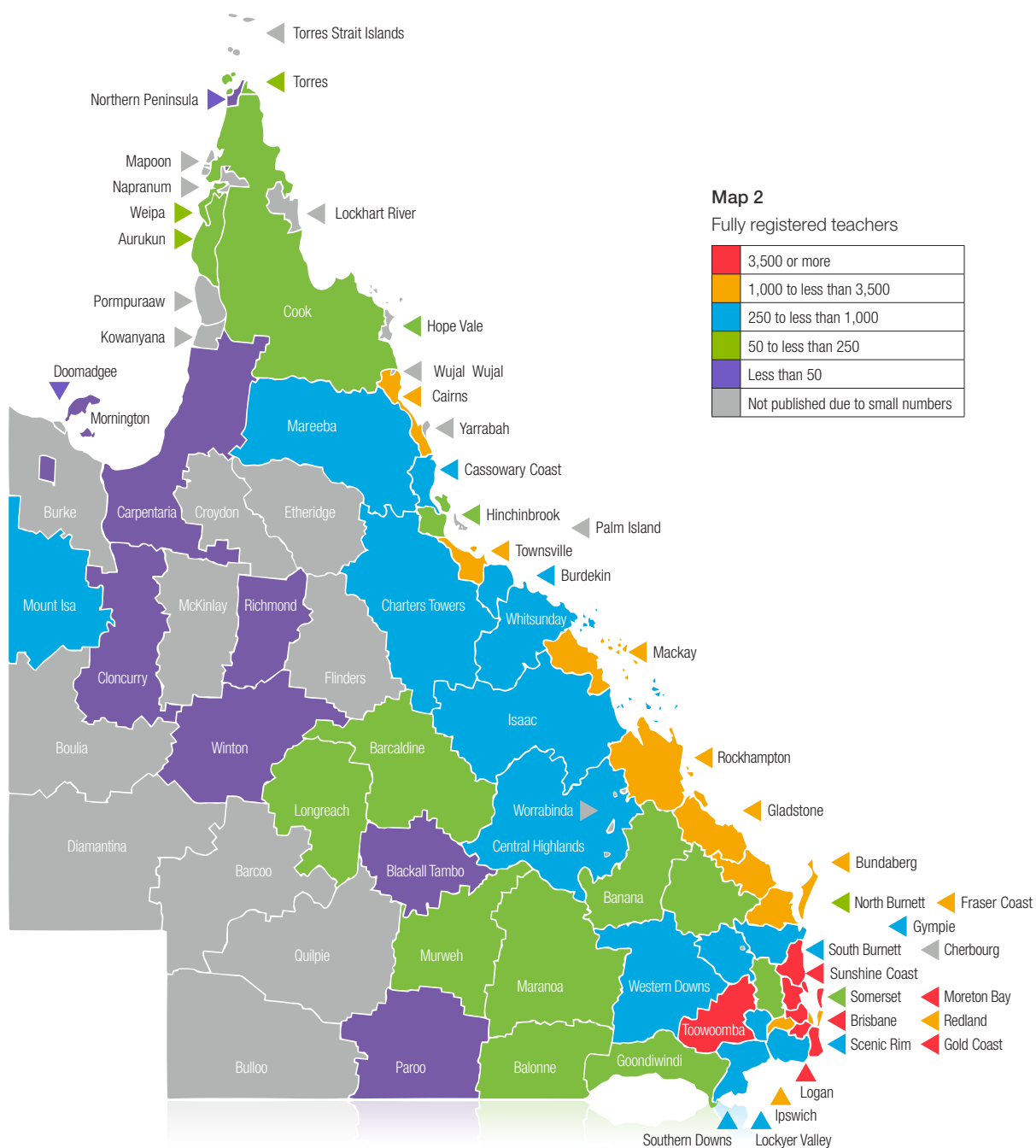
Table 8 Graduates by location (2009-July 2016)

	Major Cities of Australia	Inner Regional Australia	Outer Regional Australia	Remote Australia	Very Remote Australia	Total
Australian Catholic University	85.55%	7.43%	5.09%	1.42%	0.51%	983
Central Queensland University	21.83%	57.45%	17.37%	2.15%	1.20%	1255
Christian Heritage College	83.86%	10.76%	4.48%	0.00%	0.90%	223
Griffith University	85.61%	6.51%	5.87%	1.24%	0.77%	4518
James Cook University	8.18%	4.82%	81.36%	2.55%	3.09%	1100
Queensland University of Technology	81.01%	9.37%	7.49%	1.01%	1.13%	4354
University of Queensland	74.58%	8.79%	7.61%	1.13%	0.81%	1865
University of Southern Queensland	45.23%	37.93%	13.68%	1.73%	1.42%	2602
University of the Sunshine Coast	69.20%	16.08%	9.94%	2.26%	2.53%	1107

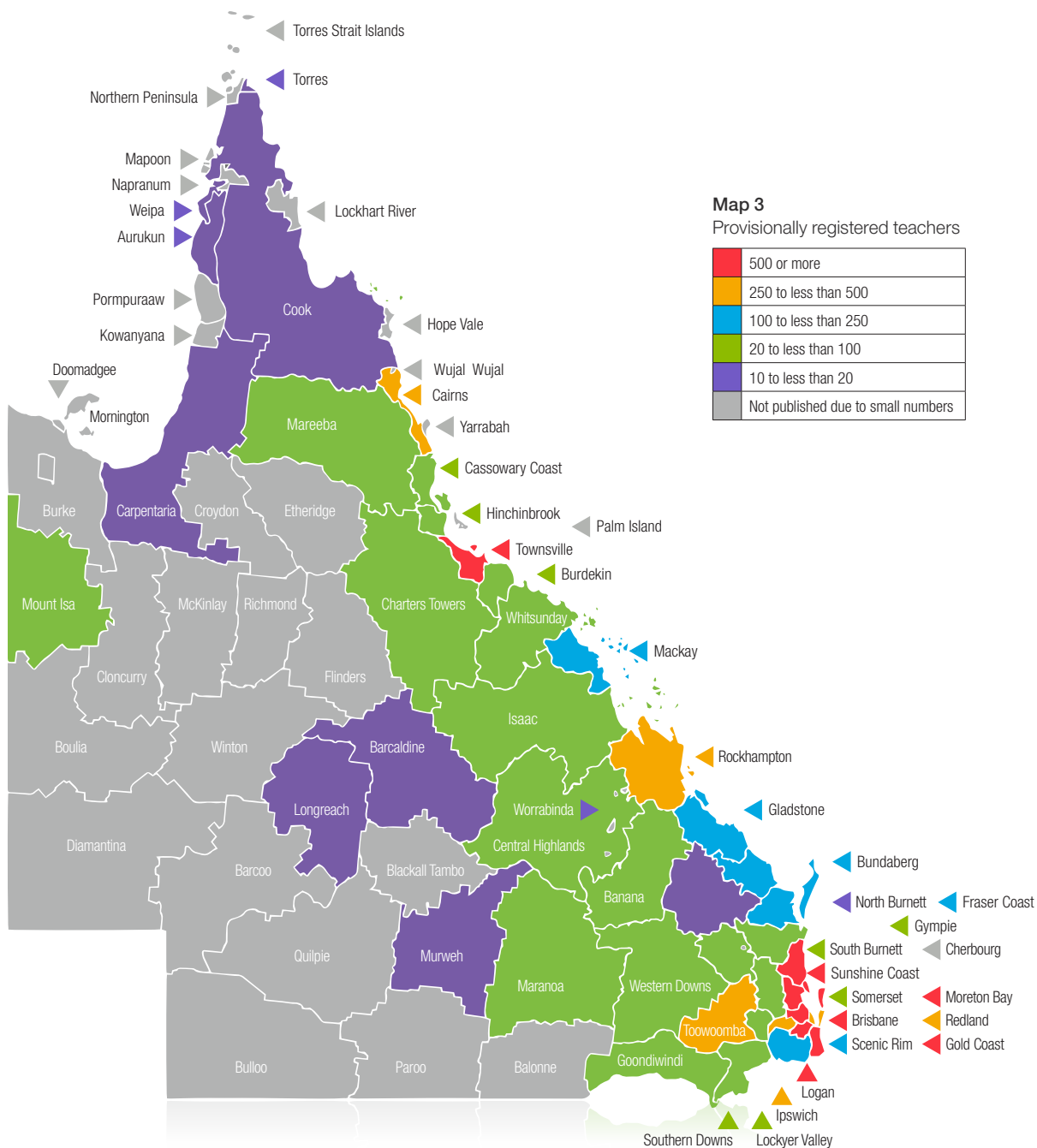
ALL REGISTERED TEACHERS



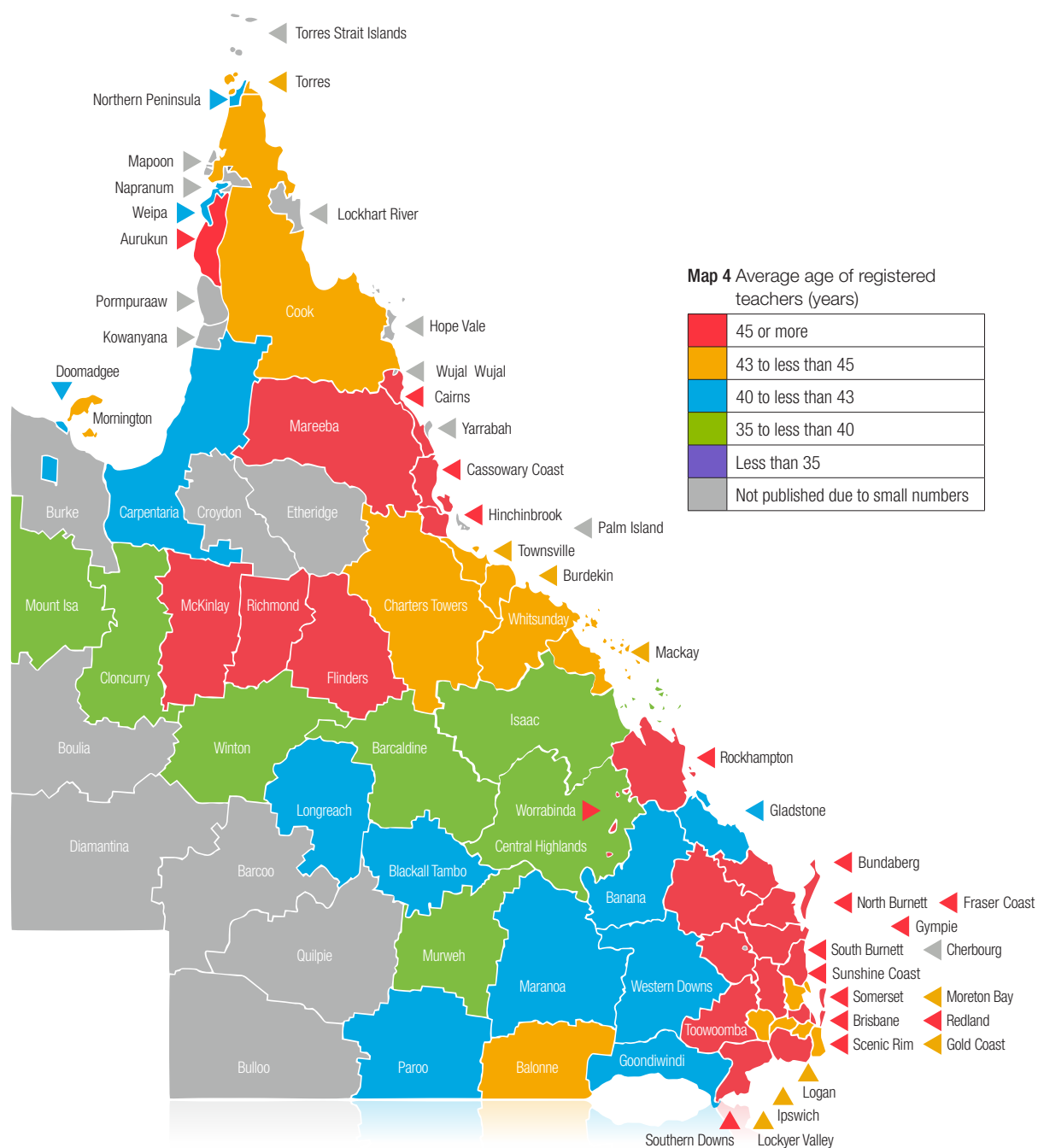
TEACHERS WITH FULL REGISTRATION



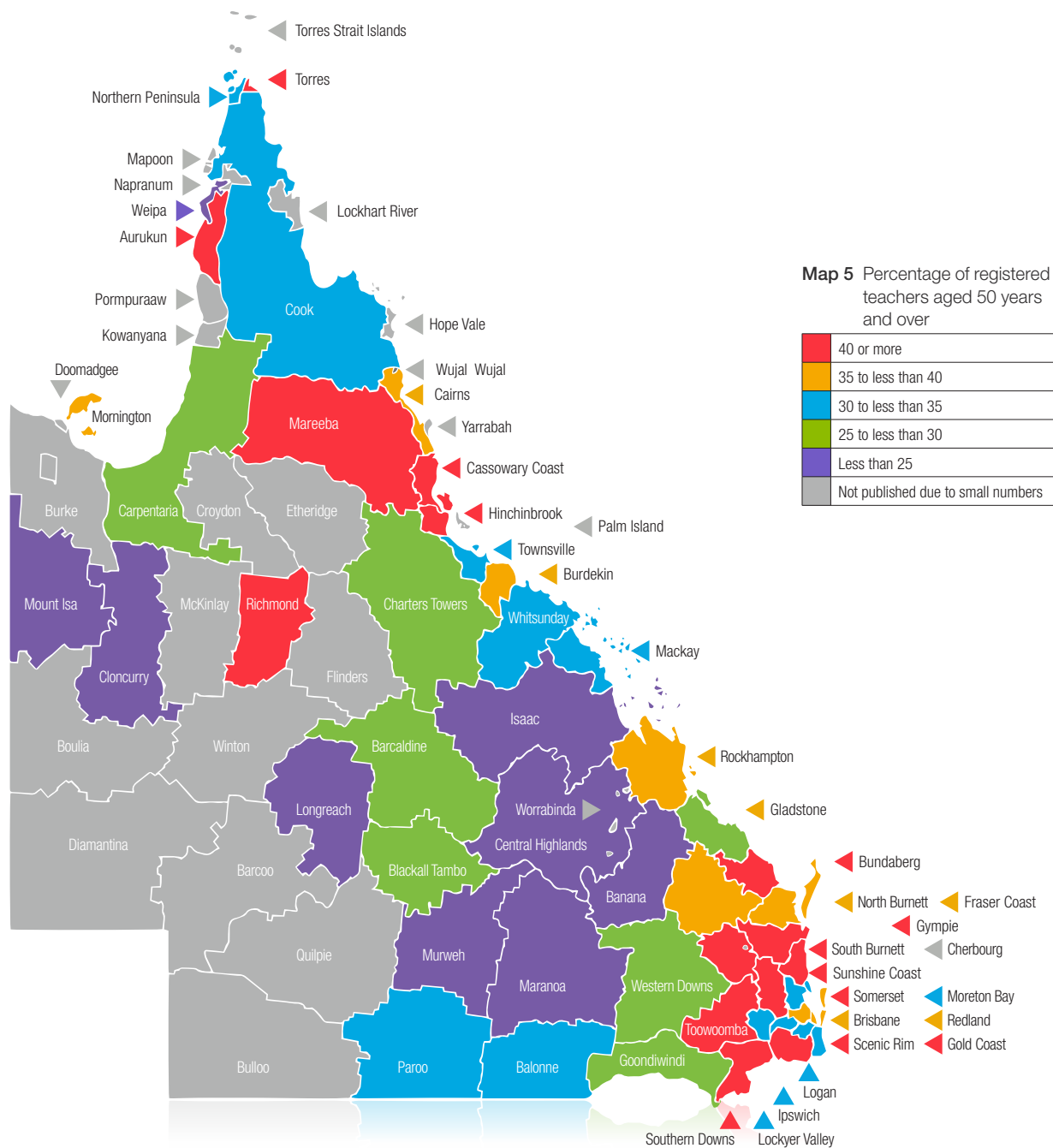
TEACHERS WITH PROVISIONAL REGISTRATION



AVERAGE AGE OF ALL REGISTERED TEACHERS



REGISTERED TEACHERS AGED 50 YEARS AND OVER



REGISTRATION PATTERNS

REGISTERED TEACHER NUMBERS

Information in this section is based on available data dating from 1997 to the end of 2015. The data used provides insight into trends in the number of new teacher registrations approved annually, the number of teachers removed from the register of teachers annually and the age and gender of all registered teachers. This data has been used to build algorithms that consider past trends in order to build a future forecast (see Graph 7).

Historically, teachers could remain on the register indefinitely (provided they were not subject to serious disciplinary action) by simply paying their annual registration fee. The legislation establishing the QCT in 2006 introduced a number of changes to enhance the standards in the teaching profession including defined periods of registration. This included the requirement for provisional registration to be granted for a period of two years, with a further two-year extension possible. If a provisionally registered teacher does not transition to full registration by the end of their registration period they must apply to again be granted registration to teach in

Queensland. This requirement and its effect is reflected in the teacher attrition numbers from 2006. The first four-year period of provisional registration ended in 2009 and resulted in increased attrition from the register in 2010 (see Graph 5).

A further change was the introduction of a requirement for fully registered teachers to renew their registration every five years. Renewal is associated with a requirement for teachers to undertake professional development to ensure they have up-to-date knowledge relevant to teaching.

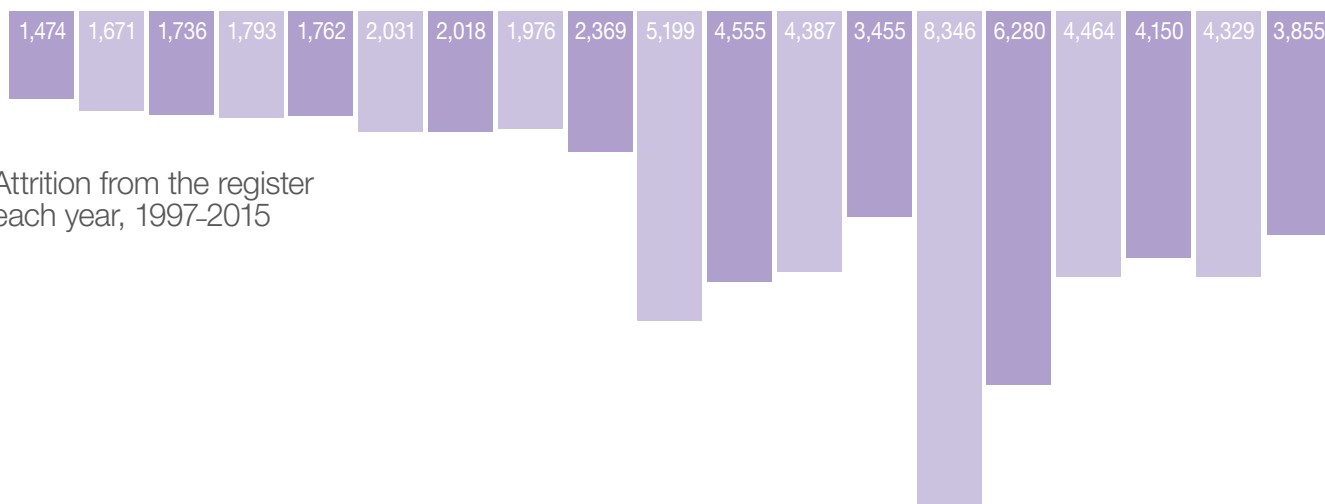
When the QCT was established on 1 January 2006, some 87,000 teachers who had been registered with its predecessor, the Board of Teacher Registration, transferred to the QCT. This created a large cohort of registered teachers whose renewal was first due at the end of 2010. Registration is now on a 'rolling' basis, with registration end-dates being five years from the date the person was registered.

Graph 5 Number of teachers added to and lost from the register each year, 1997 – 2015

New teacher registrants, 1997-2015



Attrition from the register each year, 1997-2015

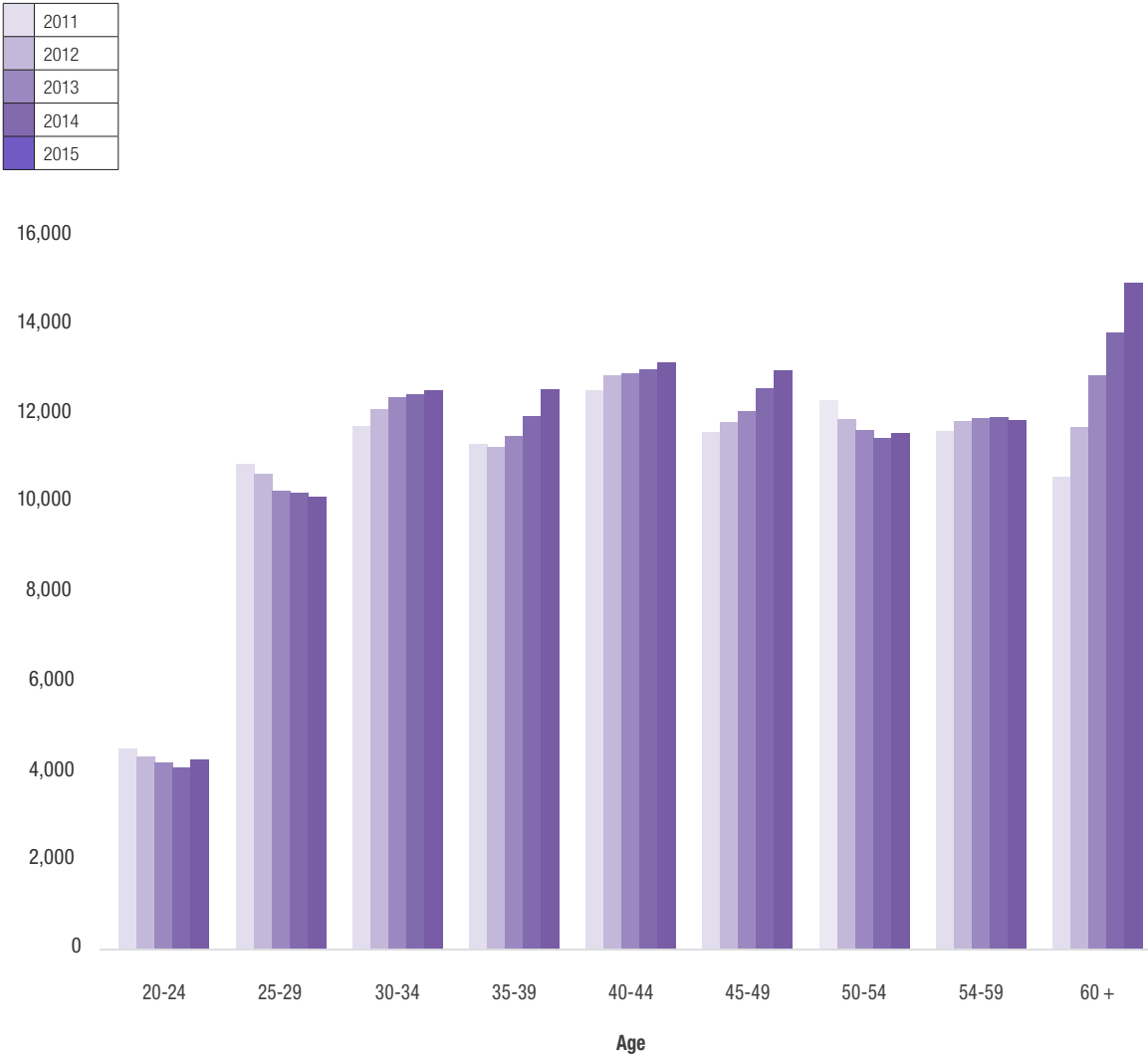


The elevated attrition rate in 2011 is due to a number of fully registered teachers deciding not to renew their teacher registration at the end of 2010 and being removed from the register in 2011 as a result.

Graph 6 indicates the change in age profile for Queensland registered teachers over the past five years.

What can be seen is a sharp increase in the number of people over 60 years of age maintaining their registration. There is the potential for future increased attrition as teachers in this age group decide to retire from the profession.

Graph 6 Age profile of Queensland registered teachers 2011-2015



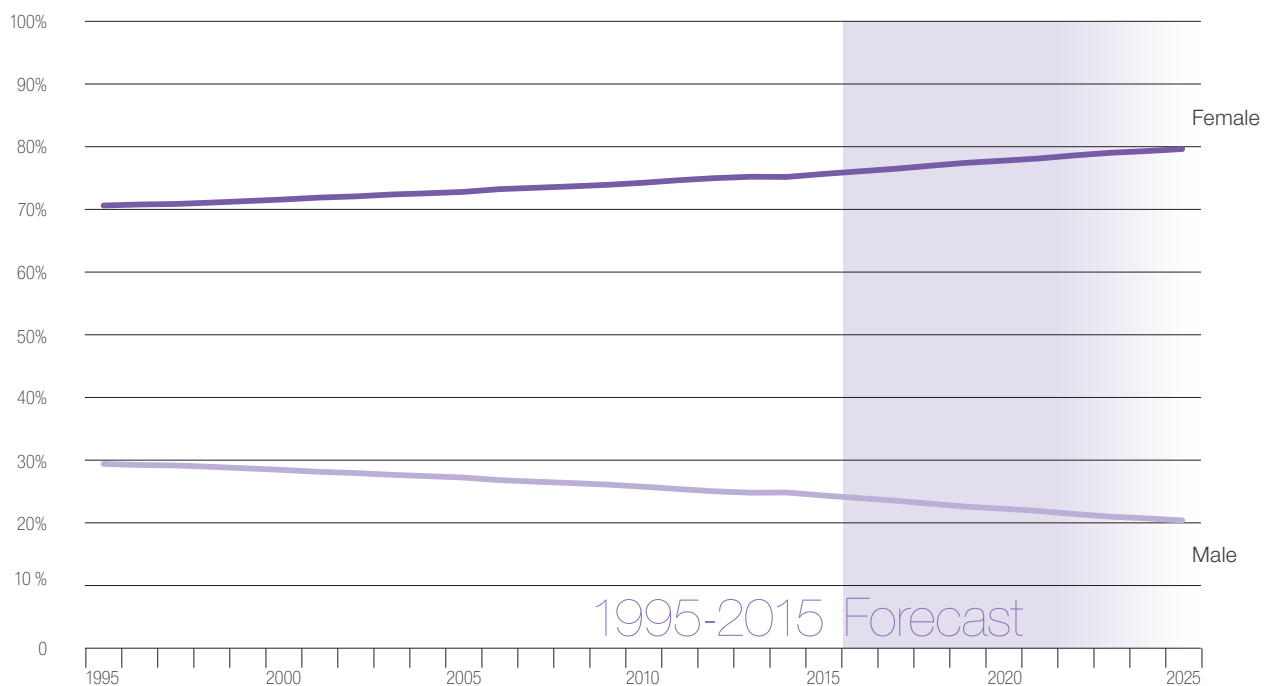
FUTURE DEMOGRAPHICS

Fewer males, relative to females, are joining the teaching profession and maintaining their teacher registration.

Given that in 1995 the register was made up of 30 per cent males and 70 per cent females, and based on trends since then, it is projected that the proportion of males on the register of teachers in Queensland will decrease to only 20 per cent by 2025.

The teaching profession is and will be in the future further disproportionately made up of females. Female teachers have historically chosen different teacher specialisation fields to males. The increased feminisation of the profession may precipitate a reduction in specialist teachers in areas favoured more by males than females. If it is important to improve the gender balance then there is a need for stakeholders to consider strategies to attract and retain more male teachers in the profession.

Graph 7 Proportions of female and male teachers on the register – actual numbers 1995-2015 and forecast numbers 2016-2025



DATA NOTES

REGIONAL CLASSIFICATIONS

Regional classifications in the 'Teachers by location' section of this Report are based on the Australian Statistical Geography Standard (ASGS), the geographical framework used by the Australian Bureau of Statistics since July 2011. The ASGS replaces the Australian Standard Geographical Classification (ASGC).

Source: [http://www.abs.gov.au/websitedbs/d3310114.nsf/home/australian+statistical+geography+standard+\(asgs\)](http://www.abs.gov.au/websitedbs/d3310114.nsf/home/australian+statistical+geography+standard+(asgs))

REMOTENESS STRUCTURE

The table on page 10 of this Report uses the remoteness structure of the ASGS 2014. The Remoteness Areas (RAs) divide Australia into broad geographic regions that share common characteristics of remoteness for statistical purposes. The Remoteness Structure divides each state and territory into several regions on the basis of their relative access to services. There are six classes of RA in the Remoteness Structure: Major Cities of Australia, Inner Regional Australia, Outer Regional Australia, Remote Australia, Very Remote Australia and Migratory (a category not included in this report). RAs are based on the Accessibility and Remoteness Index of Australia (ARIA) produced by the Australian Population and Migration Research Centre at the University of Adelaide.

LOCAL GOVERNMENT AREAS

The maps on pages 11 to 15 of this Report, showing the distribution of registered teachers across Queensland, are based on Local Government Areas (LGAs) defined by the Queensland Department of Local Government and Planning. As these regions are not defined or maintained by the ABS, the ABS approximates the officially defined boundaries with aggregations of mesh blocks. (These are the smallest basic area for data capture used by the ABS. There are over 300,000 mesh blocks covering Australia.)

Sources: <http://www.abs.gov.au/ausstats/abs@.nsf/mf/1217.0.55.001#PARALINK12>

<http://www.abs.gov.au/ausstats/abs@.nsf/mf/1270.0.55.003>

For more information please refer to the online publication: Australian Statistical Geography Standard (ASGS): Volume 3 - Non ABS Structures (cat. no. 1270.0.55.003).

Postcode to LGA mapping

Some of the maps in this Report make use of a postcode to LGA mapping. This mapping is ambiguous in the sense that one postcode area can be contained in multiple LGAs and LGAs can cover parts of multiple postcode areas. The ABS provides mapping data to reflect this through percentage of population. To construct the maps in this Report, postcodes are mapped to exactly one LGA.

FORECAST ACCURACY

Forecasts are based on the data available in December 2015. To enhance the accuracy of future forecasts the QCT will closely monitor actual data against forecast values and renew the forecast regularly; any inaccuracies will be mainly due to the following:

- 36 forecast functions have been used to forecast attrition and new registrations across age groups and genders; the total inaccuracy of the forecast is therefore made up of the combined inaccuracies across all functions.

